

205529
PT. 1

CALIBER

**ASSESSMENT OF THE EFFECTS
OF THE NATIONAL VICTIM
ASSISTANCE ACADEMY**

Final Report

2002-VF-GX-0001

Prepared by:

Caliber Associates
10530 Rosehaven Street, Suite 400
Fairfax, Virginia 22030
(703) 385-3200

Prepared for:

National Institute of Justice
810 7th Street, N.W.
Washington, DC 20531

WPA: [unclear]

M Battle
5/19/04

TABLE OF CONTENTS

	<u>PAGE</u>
I. ACADEMY BACKGROUND AND REPORT OVERVIEW.....	I-1
1. Academy Background.....	I-1
2. Report Overview.....	I-2
II. EVALUATION METHODOLOGY.....	II-1
1. Evaluation Questions.....	II-2
2. Design.....	II-2
3. Data Collection.....	II-4
3.1 On-Site Data Collection.....	II-4
3.2 Document Review.....	II-6
3.3 Follow-on Interviews.....	II-7
3.4 Study Sample.....	II-9
3.5 Evaluation Findings.....	II-12
III. ACADEMY FACULTY.....	III-1
1. Background Information.....	III-1
1.1 Education/Expertise.....	III-1
1.2 Knowledge of the Subject Matter Presented.....	III-1
1.3 Experience in Training Delivery and Group Facilitation.....	III-2
1.4 NVAA Experience.....	III-3
2. Roles at the NVAA.....	III-3
3. Observational Assessment of Faculty Quality and Skills.....	III-4
3.1 Learning Objectives.....	III-4
3.2 Faculty Teaching Methods.....	III-5
3.3 Responding to Student Expectations.....	III-6
3.4 Instructor Presence.....	III-7
3.5 Presentation Skills.....	III-7
3.6 Session Management.....	III-8
3.7 Content Knowledge.....	III-10
4. Student Satisfaction with Academy Faculty.....	III-11
4.1 Faculty as Instructors.....	III-12

TABLE OF CONTENTS (CONT.)

4.2 Faculty as Mentors.....	III-12
4.3 Contact with Faculty Following the Academy	III-13
5. Recommendations for Academy Faculty.....	III-13
IV. ACADEMY MATERIALS.....	IV-1
1. The Instructor's Manual.....	IV-1
2. The Academy Text.....	IV-2
2.1 Use of the Academy Text for Planning.....	IV-3
2.2 Currency of Information	IV-3
2.3 Thoroughness of the Text	IV-4
2.4 Assessment of the Learning Objectives in the Text.....	IV-4
2.5 Appropriateness of the Text for Students	IV-5
2.6 Student Assessments of the Text	IV-5
2.7 Overall Assessment of the Academy Text.....	IV-7
3. Recommendations for Enhancing/Improving the Academy Text	IV-9
V. ACADEMY STUDENTS.....	V-1
1. Characteristics of Students.....	V-1
2. Students' Goals at the Start of the Academy	V-4
3. Students' Interests at the Start of the Academy	V-6
4. Value of Student Diversity.....	V-7
VI. ACADEMY ORGANIZATION AND ENVIRONMENT	VI-1
1. Length of the Overall Academy and Sessions	VI-1
2. Academy Topics	VI-2
3. Learning Environment	VI-2
3.1 Facilities.....	VI-2
3.2 Networking Opportunities	VI-3

TABLE OF CONTENTS (CONT.)

4. Overall Academy Experience	VI-4
5. Recommendations for Improving the Academy Organization and Environment.....	VI-5
VII. IMPACT OF THE ACADEMY ON STUDENTS	VII-1
1. Student Assessment of Goals Met	VII-1
2. Student Assessment of How Well Greatest Interests were Met	VII-2
3. Student Knowledge Gains.....	VII-3
3.1 Factual Knowledge Gains	VII-3
3.2 Practical Knowledge Gains.....	VII-11
4. Changes in Student Attitudes.....	VII-14
4.1 Attitudes towards Victims.....	VII-14
4.2 Attitudes toward the Victim Services Field	VII-15
4.3 Attitudes toward Federal, State, and Local Agencies	VII-15
5. Changes in Student Behaviors	VII-16
5.1 Intentions for Behavior Change.....	VII-17
5.2 Actual Behavior Change Following the Academy	VII-18
5.3 Intentions Translated into Action.....	VII-20
6. Supervisor Assessments of the Impact of the Academy on Organizational Results	VII-22
VIII. IMPACT OF THE ACADEMY ON INSTITUTIONS OF HIGHER LEARNING.....	VIII-1
1. Educational Achievement of Participants.....	VIII-1
2. Benefit to Institutions of Higher Learning (Affiliated and Non-Affiliated)	VIII-2
3. Impact on Faculty Teaching.....	VIII-4
IX. IMPACT OF THE ACADEMY ON THE VICTIM'S FIELD	IX-1
1. Professionalizing the Field.....	IX-1

TABLE OF CONTENTS (CONT.)

2. Enhancing Training at the State-Level through the State Victim Assistance Academies (SVAA)	IX-2
---	------

X. LESSONS LEARNED AND CONCLUSION X-1

1. Factors Contributing to Academy Success	X-1
1.1 Experience Facility	X-1
1.2 Valuable Resources.....	X-2
1.3 Networking Opportunities	X-2
1.4 Motivating Experience.....	X-3
2. Factors Needing Improvement (Recommendation for Changes)	X-4
2.1 Purpose of the Academy	X-4
2.2 Academy Text.....	X-5
2.3 Needs Assessment of Participants	X-7
2.4 Role of Institutions of Higher Learning.....	X-8
3. Conclusion	X-8

**CHAPTER I:
ACADEMY BACKGROUND AND REPORT OVERVIEW**

I. ACADEMY BACKGROUND AND REPORT OVERVIEW

1. ACADEMY BACKGROUND

Established in 1995 as part of a cooperative agreement between the Office for Victims of Crime (OVC) and the Victims' Assistance Legal Organization (VALOR) on behalf of a consortium of national victim assistance organizations, the National Victim Assistance Academy (NVAA) to date has provided education and training to approximately 1,800 victim services professionals throughout the United States, in several of its territories, and in six foreign countries.

Offered simultaneously for 40 hours (one week) on the campuses of select universities/colleges across the United States, the academic-based curriculum emphasizes foundations in victimology and victims' rights and services, as well as new developments in the field of victim assistance. The curriculum (Academy Text) covers 30 different subject areas such as historical review of the victims' rights discipline, respecting diversity, child victimization, research and evaluation, and collaboration, all taught to participants through a variety of approaches including lectures, interactive and experiential exercises, distance learning, working groups, computer laboratories, and mentoring groups.

The three primary goals of the NVAA are:

- To develop and implement a comprehensive, research-based, foundation-level course of academic instruction that provides victim advocates with current and cutting-edge knowledge about victim assistance and the field of victimology
- To provide high quality, intensive education and training to victim services providers, advocates, and professionals from Federal, state, local and tribal settings
- To create a training model that can be adapted and integrated into institutions of higher learning and other venues (e.g., State Victim Assistance Academies).

While the overall accomplishments of the NVAA are believed to be many and range from educating a wide array of victim service providers to providing the framework for the development of ten State Victim Assistance Academies, a formalized evaluation was needed across the academies to assess the effectiveness of the NVAA in achieving the above goals.

To accomplish this task, the National Institute of Justice awarded a grant to Caliber Associates, Inc. to design and implement an evaluation of the 2002 NVAA.

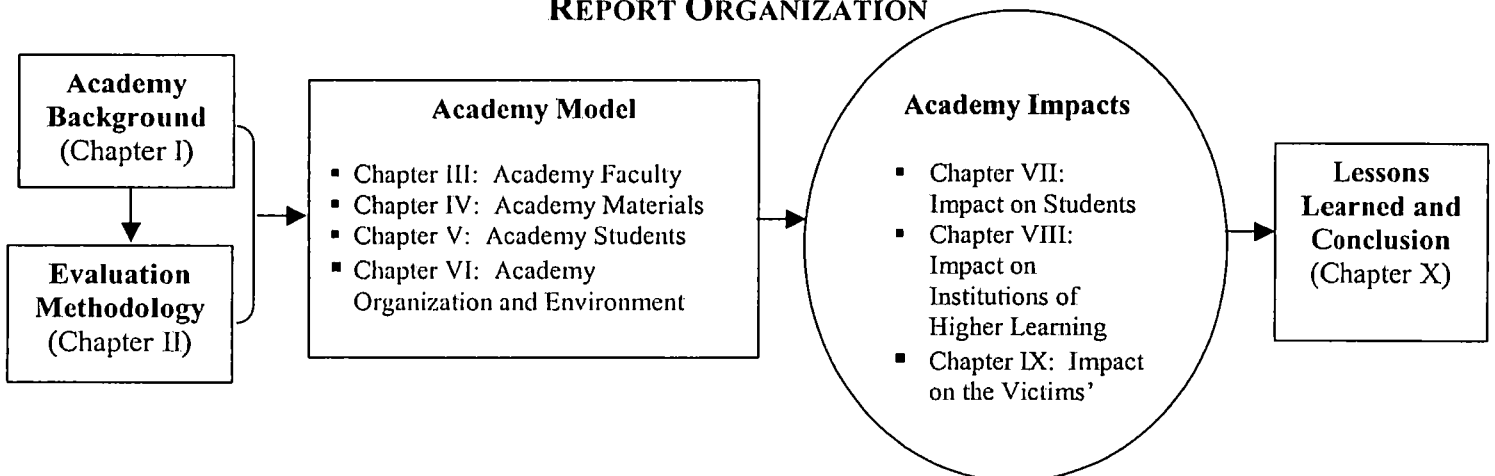
2. REPORT OVERVIEW

The remaining chapters of the evaluation report are organized according to four broad areas:

- **Evaluation Approach—Chapter II** makes up this section of the report. This chapter presents a detailed description of the evaluation methodology including evaluation questions, design, data collection, study sample, and presentation of findings.
- **Academy Model—Chapters III – VI** make up this section of the report. The information presented includes key findings and recommendations related to different aspects of the Academy Model. These include Academy faculty, materials (Instructor’s Manual and Academy Text), students, and the overall Academy organization and (learning) environment.
- **Academy Impacts—Chapters VII – IX** make up this section of the report. The information presented in these chapters describes the impact of the NVAA on students, institutions of higher learning, and the victim services field, in general. This includes a discussion of the impact of the NVAA on State Victim Assistance Academies.
- **Lessons Learned and Conclusion—Chapter X** makes up this section of the report. This chapter provides highlights of key lessons learned and a summary of the evaluation findings.

Exhibit I-1 provides a graphic depiction of how the chapters of the report are organized. Together the information in this report is intended to assist the Office for Victims of Crime in its decision making and planning regarding possible future implementation of a national-level academy for the victims’ assistance field.

**EXHIBIT I-1
REPORT ORGANIZATION**



**CHAPTER II:
EVALUATION METHODOLOGY**

II. EVALUATION METHODOLOGY

This chapter of the report describes the approach to the NVAA evaluation in detail.

1. EVALUATION QUESTIONS

The evaluation of the NVAA was guided by three overarching evaluation questions linked to the goals of the NVAA:

- Has the NVAA developed and implemented a comprehensive, research-based, foundation-level course of academic instruction that provides victim advocates with current and cutting-edge knowledge about victim assistance and the field of victimology?
- Does the NVAA provide high quality, intensive education and training to victim services providers, advocates, and professionals from Federal, state, local, and tribal settings?
- Has the NVAA model been adapted and integrated into institutions of higher learning and other venues (e.g., State Victim Assistance Academies)?

Additionally, a set of more detailed questions were identified to further guide the assessment of the NVAA's impact on Academy participants, educational institutions, and the victim's field. These questions are presented in Exhibit II-1.

In addition to the questions focused on outcomes and impacts, other questions were posed about the NVAA, in general, to determine whether the Academy was conducive to student learning. The specific questions included:

- Did the Academy's structure, environment, training curriculum, and faculty facilitate student learning?
- How did differences in student and faculty (e.g., years experience, area of focus, educational background, etc.) affect the course content and learning environments at the NVAA sites?
- What has been the most valuable aspect of the NVAA model for adaptation at the Federal, state, local, and tribal levels?

The answers to these questions were used to formulate recommendations for improving future Academy planning and implementation.

EXHIBIT II-1 DETAILED QUESTIONS GUIDING THE NVAA EVALUATION		
IMPACT ON STUDENTS	IMPACT ON EDUCATIONAL INSTITUTIONS	IMPACT ON THE VICTIMS SERVICES FIELD
<ul style="list-style-type: none"> ■ What new skills/knowledge did students learn as a result of the NVAA? ■ How were students' attitudes changed as a result of attending the NVAA? ■ How have the students used information gained from the NVAA to expand or improve as well as formulate new policies, practices, or programs/services for victims? ■ Have students pursued formal education, achieved career enhancements, or improved their potential for promotion as a result of the NVAA training? 	<ul style="list-style-type: none"> ■ What changes have occurred, as a result of the creation of the NVAA, at non-participating universities offering victim-related course work? ■ What has been the value of the NVAA curriculum (Academy Text) for assisting colleges/universities in expanding or enhancing victim-related training and educational programs? 	<ul style="list-style-type: none"> ■ What has been the value of the NVAA curriculum (Academy Text) for assisting victim service programs in expanding or enhancing their victim-related training and educational programs? ■ What has been the value of the Academy Text for assisting non-participating states in developing and implementing State Victim Assistance Academies (SVAA)? ■ To what extent has the NVAA contributed to "professionalizing" the victims' field?

2. DESIGN

A multi-method approach to the evaluation of the NVAA was developed and implemented by Caliber Associates to address the questions presented above. A multi-method or multi-level evaluation design was selected based on state-of-the-art research on evaluating training programs and prior experience evaluating similar training initiatives. The evaluation incorporates what are known as the "four levels" of training evaluation:¹

- **Level 1: Reaction**—Evaluation at this level measures how participants react to the training. It is similar to a measure of customer satisfaction. Reactions and, more importantly, positive reactions are important not only because they indicate participants had a favorable experience, but positive reactions are more likely to be associated with learning gains than negative reactions. That is, a positive experience is more conducive to learning than a negative experience. For these reasons, Level 1 or reaction evaluation was part of the NVAA design.

¹ D. Kirkpatrick (1998). *Evaluating Training Programs: The Four Levels*. Berrett-Koehler Publishers, Inc. San Francisco: CA.

- **Level 2: Learning**—Evaluation at this level measures the extent to which participants change attitudes, improve knowledge, and/or increase skills after having attended the training. Not only are these changes important in and of themselves, but it is often stated that behavior change cannot occur unless learning has occurred. In this case, participants must demonstrate a change in attitudes, knowledge, and/or skills before true behavior change can occur. These learning gains are also important for the NVAA evaluation because they address the immediate outcomes of the Academy. Faculty have the greatest “control” of these areas.
- **Level 3: Behavior**—Evaluation at this level measures the extent to which participants change behavior after having attended the NVAA. Specifically, this level of the evaluation is concerned with the impact of the NVAA on participants’ job performance, especially regarding their work with victims. It is important to note that positive reactions and learning gains (Levels 1 and 2) do not ensure behavior change. Additionally, an absence of change in behavior does not mean that a program is ineffective. For behavior change to occur, “four conditions are necessary: 1) the person must want to change, 2) the person must know what to do and how to do it, 3) the person must work in the right climate (i.e., one that fosters/encourages change), and 4) the person must be rewarded for a change in behavior.”² The first two factors are within the control of the NVAA. That is, the NVAA can help participants recognize the need to change, instill in them a desire or motivation to change, and provide them with the tools to facilitate change. The last two factors, however, are outside the control of the NVAA and can be critical as to whether behavior change occurs following the Academy.
- **Level 4: Results**—The last and perhaps most challenging level measures long-term impacts or results that occurred because the participants attended the training. For the NVAA, these long-term impacts represent changes to organizations/agencies where the participants are employed (e.g., new policies and programs), changes to the victims’ field at large (e.g., professionalizing the field), and changes to universities and colleges not affiliated with the NVAA (e.g., new courses/degree programs in victimology).

For the purpose of the NVAA evaluation, the greatest emphasis was placed on Level 1 and 2, with follow-on data collection enabling the evaluation to address questions pertaining to Level 3 and 4. Most of the data addressing behavior change and long-term impacts/results represent personal opinion or perceptions and are interpreted with caution.

² D. Kirkpatrick (1998). *Another Look at Evaluating Training Programs: Fifty articles from training, development and technical assistance training magazines covering the essentials of evaluation and return-on-investment*. American Society for Training and Development. Alexandria: VA.

3. DATA COLLECTION

The data collection for the NVAA evaluation occurred in three phases:

- On-site data collection
- Document review
- Follow-on interviews.

All data collection instruments involving human subjects were reviewed and granted approval by Caliber's Institutional Review Board (IRB). The confidentiality of all students, faculty, and supervisors, was guaranteed, and participation in the evaluation was voluntary. Each phase of data collection is described below. Copies of the data collection protocols are included in Appendix A.

3.1 On-Site Data Collection

The primary data collection for the evaluation occurred on-site at each of the three Academies. Two members of the evaluation team were present at each site to administer data collection protocols, assess instruction, gather completed evaluation forms to ensure a high response rate, and document the Academy environment and experience. Additionally, the evaluation team members were available to answer questions about the evaluation forms and/or the evaluation in general. The data collection instruments used on-site at the NVAA included:

- **Participant Information Form**—This form was mailed to every registered NVAA participant prior to arrival at the Academy. The form was designed to capture student background and experience data, identify areas of interest, and gather information regarding students' expectations about the NVAA. Students returned their completed forms during registration.
- **Academy Knowledge Assessment**—This assessment instrument was used to evaluate the extent to which participants acquired factual knowledge during the course of the Academy. A pool of test items with multiple-choice responses were created for each of the learning objectives identified for every chapter in the Academy Text. An external Evaluation Advisory Board and members of the NVAA site coordinating teams identified from the pool of questions key learning objectives to assess during the Academy. One test item for each chapter was included on the assessment instrument. Only those chapters identified as “core” sessions during the Academy were tested. That is, sessions identified as electives, or those which participants had a choice in taking, were not assessed with respect to specific knowledge gains. The Academy Knowledge Assessment was administered at the start and end of the Academy. The Pre-Knowledge Assessment was administered following registration on the opening day of the Academy before sessions began. The assessment was administered by a member of the evaluation team in a single room. No study aids were allowed during the test (e.g., use of the Academy Text, notes,

etc.). At the completion of the core sessions, participants were administered the Post-Knowledge Assessment. Differences in scores on the pre- and post-assessments were analyzed to identify changes in factual knowledge.

- **Session Observation Form**—During each of the core sessions at each site, the evaluation team observed the instruction by faculty. Faculty were assessed on several criteria including learning objectives, student expectations, instructor presence, presentation skills, session management, and content knowledge. This information was used as part of the overall evaluation of NVAA faculty. Both members of the two-person site team observed the faculty presentation(s) for a given session and then the results of their assessments were compared for consistency. All session observation results were assessed for inter-rater reliability following the completion of the session. On average, judge-pairs gave relatively similar ratings of faculty ($W = .73$, where W represents Kendall's W statistic, the coefficient of concordance).
- **Session Evaluation Form**—For each of the sessions offered at the Academy, a Session Evaluation Form was provided to students to complete after attending each session. The forms captured students' reactions to the session, corresponding Academy Text materials for each session, and faculty presentations.
- **Networking and Mentoring Group Evaluation Form**—This form was designed to capture information about the mentoring group sessions and about each students' interactions with faculty and other students outside the classroom. It provided data on how networking and mentoring contribute to the students' experience at the Academy, what students learned from their participation in the Academy, and how students may later apply the learning to their work. Participants completed this form on the last day of the Academy.
- **Overall Evaluation Form**—This form was completed by participants on the last day of the Academy. Like many end of training evaluations, the Overall Evaluation Form gathered information about students' reactions to the overall Academy, the Academy Text, learning environment, faculty, and other participants. Additionally, the forms gathered data regarding students' attitudes and practical knowledge that could be used to assess change during the course of the Academy. Students were asked to indicate their intentions for applying what they learned at the Academy in their work with victims and were prompted to identify up to three actions they would take as a result of the NVAA. Finally, participants were given an opportunity to identify the strengths and weaknesses of the NVAA and make recommendations for improving the Academy in the future.

The data from these instruments formed the basis for most of the analyses conducted for this evaluation. Analysis included descriptive statistics (frequencies, means, cross-tabulations), tests of significance (comparison of means, chi-Squares, differences of proportions), and content analysis of qualitative data.

3.2 Document Review

Two important variables of the NVAA are the Academy Text and the faculty. In order to assess the appropriateness, usefulness, and effectiveness of these key factors of the NVAA, additional data collection was necessary.

Academy Text

In addition to information gathered from participants and faculty regarding the NVAA Academy Text through evaluation forms and interview guides, an extensive review of the Text was conducted to include all chapters and subchapters. The Academy Text consists of 35 chapters/subchapters covering 30 different topics, such as the criminal justice continuum, military and tribal justice, domestic violence, terrorism, innovative technologies, research and evaluation, and professionalizing the discipline of victim services. A critical step in the assessment of the Academy Text was to establish a standard by which each chapter would be evaluated by an objective reviewer. The *Office for Juvenile Justice and Delinquency Prevention (OJJDP) Core Performance Standards for Effective Practice in Training* was used as the standard for this assessment. Specifically, the *Core Performance Standards* document was used to identify the criteria for assessing the Academy Text in four key areas:

- **Organization.** This refers to how the material was arranged and formatted. Specific criteria for rating the organization of a chapter/subchapter included a clean and uncluttered format; consistent layout; information that is easy to locate within the chapter; and information arranged in sequences that facilitated learning.
- **Readability.** This refers to the reader's ability to easily understand the concepts presented in the chapter/subchapter. The criteria for assessing readability included clear and concise writing; a writing style that was direct and to the point with language/tones easy to understand and a fluent expression of ideas; and reader-friendly information.
- **Content.** This refers to subject matter. The criteria for assessing content included accurate subject matter; current information; information appropriate and applicable for the subject matter presented; and subject matter adequately explored the training topic.
- **Instructional value.** This refers to the usefulness, relevancy, and importance of the material in transferring the knowledge intended. The criteria for assessing instructional value included a clear relationship to the learning objectives presented for the chapter/subchapter; clear measurable goals and objectives; use of examples or illustrations to highlight or get the key points across; and cultural appropriateness of information presented.

In addition to rating each chapter and subchapter on the above criteria, an overall assessment of each chapter was conducted and a series of yes/no questions was answered by each reviewer. A Rating Criteria Form and Academy Text Overall Assessment Form were developed for reviewers to use in assessing each chapter and subchapter. The forms outlined the criteria upon which each would be reviewed and defined each rating (a copy of the forms and written instructions for completing the forms are included in Appendix A). Ten reviewers were selected from among Caliber staff based on their background in victim services, victimology, and/or their subject matter expertise as it related to each chapter/subchapter in the Text. Additionally, experience in training and curriculum development was represented by at least 25% of the reviewers. Each reviewer was given, on average, three to four chapters to review. Reviewers were provided an overview of the NVAA evaluation and trained on how to use the Rating Criteria and Academy Text Evaluation Forms.

Faculty Resume Review

In addition to feedback from participants regarding the NVAA faculty on the Session Evaluation Forms and the Overall Evaluation Form, a review of faculty resumes and biographies was conducted by the evaluation team to ensure the NVAA faculty represented nationally recognized leaders in the fields of victimology, criminal justice, victims' rights, and victim services. Specifically, the resume and biography reviews were conducted to determine the educational background and areas of expertise of the NVAA faculty, including experience in education, training, and direct service provision.

3.3 Follow-on Interviews

Approximately 5 to 6 months following the NVAA, telephone interviews were conducted with faculty, students, and a sample of students' supervisors to assess long-term outcomes of the Academy and to gather recommendations for improving future planning and implementation of the NVAA. Each interview process is described below.

Faculty Interviews. Interviews were conducted with 23 of 26 faculty members (88.4%) from the 2002 NVAA approximately 4 to 6 months following the Academy. The faculty members who were unreachable despite numerous telephone messages, however, only taught four NVAA sessions. The interviews were conducted by the six evaluation team members who had been on-site during the Academy. The interviewers asked faculty questions related to their preparation for the NVAA, their use of NVAA materials, the structure/format of the NVAA, and their perceptions of student change resulting from participation in the NVAA. Additionally, faculty were given an opportunity to identify areas for improvement in planning and implementing future Academies.

Student Interviews. Approximately six months following the NVAA, members of the evaluation team attempted to contact all students who participated in the NVAA to conduct follow-on telephone interviews. Participants were given a gift of \$25 for participating in the interview. The interviews were intended to assess long-term outcomes of Academy participants, specifically in the area of knowledge, attitude, skill, and behavior change. Students also were asked to talk about the three areas they identified at the end of the Academy that they wanted to change or do differently. The current status of those “action steps” was explored with participants. Interviews were completed with 105 NVAA participants by 12 interviewers.

Supervisor Interviews. As part of the NVAA application process, participants were asked to submit letters of recommendation from their supervisor. To determine how NVAA attendance affected the performance of the students and the organizations where they were employed, interviews were conducted with a sample of participants’ supervisors. Letters of recommendation that had been submitted with the students’ applications were reviewed to identify individuals who were immediate supervisors. Of those letters, a second review was conducted to identify supervisors who specifically stated goals and/or expectations they had for the student attending the NVAA. Where possible, emphasis was placed on identifying measurable goals and/or expectations. An eligible sample of 55 supervisors was selected for follow-on interviews.

An initial part of the interview process was determining whether the person contacted was in fact the student’s supervisor both before attending the NVAA and after completing the NVAA. This was an important distinction because questions were asked about changes in the student’s attitudes, knowledge, skills, and behaviors since attending the Academy. In the event that a supervisor indicated he/she was not the student’s supervisor prior to the Academy, the interview was terminated. Contact information was then solicited for the appropriate supervisor, and, if available, he/she was contacted for an interview. If the supervisor no longer supervised the student, a determination was made as to when he/she ceased being the supervisor. If serving as the student’s supervisor ceased prior to September 1, 2002, the interview was terminated.

A total of 30 supervisor interviews (54.6%) was completed for the evaluation by 5 evaluation team members. Of those supervisors interviewed, follow-on data were collected for 20 corresponding participants. It is important to note that one interview represented a supervisor of five NVAA participants. Given the small sample size, supervisor interviews could not be used to validate participants’ follow-on responses. The data were used, however, as an additional source of information regarding the long-term impacts of the Academy for participants and organizations/agencies represented by the participants.

3.4 Study Sample

Academy Sites

The Academy was conducted on June 23-28, 2002, at three locations across the country: California State University-Fresno (Fresno), Medical University of South Carolina in Charleston (MUSC), and Washburn University in Topeka, Kansas (Washburn). A total of 194 students registered for the 2002 NVAA, 60 at Fresno, 83 at MUSC, and 51 at Washburn. Even though data were collected from participants and faculty at each site, for purposes of confidentiality, no data can be linked to a given NVAA site (or person or faculty). All results represent aggregate findings across sites. A brief history of each of the three academy sites is presented below.

California State University-Fresno. California State University-Fresno was the country's first university to develop and conduct a program of study in victim services in 1985. Today it offers an undergraduate degree in victimology, a graduate degree with a specialization in victimology, and a month-long summer institute on victim services. The Department of Criminology has a long history of providing academic credit (undergraduate and graduate) for OVC-sponsored trainings, like the NVAA.

Medical University of South Carolina. The National Crime Victims Research and Treatment Center (NCVC) is a division of the Department of Psychiatry and Behavioral Sciences at the Medical University of South Carolina in Charleston, South Carolina. Established in 1974, NCVC is devoted to developing a better understanding of the impact of criminal victimization on adults, children, and their families. Its nationally recognized faculty conducts research, professional education, clinical service and provides public policy consultation at the local, state, Federal and international levels on a broad range of victim-related topics.

Washburn University. Washburn University's Victim Assistance Program, a university-based interdisciplinary program that addresses issues of violence and victimization through education, consultation, and research to enhance professional practice, organizational policies, and societal responses, was established in 1995. The School of Applied Studies, Human Services Department, provides both an associate and baccalaureate degree in victim/survivor services.

Academy Participants

Of the 194 students who registered for the 2002 NVAA, the return rate for completed evaluation forms on site ranged from 55 to 96 percent.³ This is an impressive response rate,

³ Percentages represent completed forms for core topic sessions common to all three sites.

given the fact that participants put their highest priority on their Academy work and a lower priority on completing evaluation forms, and that participation in the evaluation was voluntary.

The sample size used to assess long-term impacts of the NVAA on participants was much smaller than the one used for most of the analysis of the on-site data. This was largely due to unavailable or incorrect contact information, non-responses (participants who did not return telephone messages or e-mail messages requesting their participation in the follow-on interview), and refusals to participate. Specific information on the evaluation sample and attrition of the original sample of 194 registered participants is presented in Exhibit II-2.

Of the 194 participants who registered for the academy, 186 participants or 95.9% completed the Participant Information Form, which served as a key source of baseline data for the evaluation. Only 179 of the 186 completed the Overall Evaluation Form, a necessary requirement for inclusion in the follow-on interviews. Of the 179 participants for whom Overall Evaluation data were available, 105 participants (58.7%) completed follow-on interviews. The response rate is higher when unreachable participants are excluded. These were individuals for whom no current contact information was available. Many had changed jobs with no forwarding information.⁴ After multiple attempts to find these individuals, an unreachable status was assigned to the participants. Removing the 23 unreachable participants from the possible follow-on sample of 179 results in a response rate for the follow-on interviews of 67.3 percent. Only 11 participants declined to participate in the follow-on interviews. However, the 40 non-responses represent individuals who did not return telephone messages and e-mails after five or more attempts to schedule an interview.

⁴ When presenting evaluation findings throughout the report, the following scale is utilized to ensure clarity in the use of certain words when not accompanied by a percentage: Most/majority – 75% or more; Many – 60 to 74%; Half – 40% to 59%; Several – 16% to 39%; Few – Less than 15%.

EXHIBIT II-2	
NVAA PARTICIPANT ATTRITION	
Form	Number Responding (Percentage of Total Registrants Completing Form)
Registration for the NVAA	194 (100%)
Participant Information Form	186 (96%)
Core Session Evaluations*	107 – 185 (55% - 95%)
Both Pre- and Post-Academy Knowledge Assessments	183 (94%)
Mentoring Form	163 (84%)
Overall Evaluation Form	179 (92%)
Follow On**	105 (59%)

* Only those core sessions offered at all sites were included.

** Based on an N of 179 or the total number of participants completing the critical on-site evaluation forms needed for comparison with the follow-on interview data.

Analysis of Respondents and Non-Respondents

Because it was not possible to obtain follow-on interviews with all of the students who had attended the NVAA, there was a concern that the follow-on results might be biased by non-response.

For data collection on site at the three academies, responses were obtained from nearly all students on key data collection instruments, including (in addition to the Academy Application Form) the Participant Information Form and the Overall Evaluation Form. These sources provided data not only on the characteristics of students, but on their NVAA experience. These data make it possible to test whether respondents differ from non-respondents in ways that might yield biased results. For instance, if students who had a less-favorable experience during their time at the Academy subsequently did not respond to the follow-on interviews, findings from the follow-on interviews might over-state the benefits of Academy participation. Or, if follow-on respondents differed from non-respondents on such characteristics as years of experience or type of organization, interview findings might not be generalizable to the whole NVAA student population.

To assess the possibility of non-response bias, we tested for differences between respondents and non-respondents. In addition to testing follow-on respondents and non-respondents, we tested for differences in any instances where the rate of non-response was

greater than 10 percent of the 186 Academy participants, as happened for some of the individual session evaluations during the Academy.

The variables on which tests were done were:

- Years of experience
- Type of agency/organization represented
- Education level
- Type of profession/job
- Rating of overall Academy experience
- Rating of usefulness of information presented at the Academy to one's job.

Tests were done, as appropriate, for differences in proportions, differences in means, and *chi*-square tests of independence. No statistically significant ($p \leq .05$) differences were found between respondents and non-respondents on any of these measures.⁵

This finding of no statistically significant differences between respondents and non-respondents – including no differences on their end-of-Academy ratings of the Academy experience or the usefulness of Academy-provided information to their jobs – supports the conclusion that these findings of the follow-on interviews and other analyses based on data with lower response rates are generalizable to the population of NVAA students and are not biased by the lower response rates.

3.5 Evaluation Findings

For presentation purposes, the NVAA evaluation findings are organized primarily by information related to the Academy model to include faculty, materials, students, and the Academy organization and environment, and information related to the impacts of the Academy on students, institutions of higher learning, and the victims' field, in general. In addition to the key findings related to each area, specific recommendations for improving the current Academy model and enhancing the impact of the Academy for key audiences are presented, where appropriate. The final chapter includes key lessons learned and a summary of the findings from the evaluation.

⁵ The term "significant" when used in this report always refers to statistically significant findings.

**CHAPTER III:
ACADEMY FACULTY**

III. ACADEMY FACULTY

According to the NVAA brochure, “The prestigious Academy faculty represents nationally recognized leaders in the fields of victimology, criminal justice and victims’ rights and services including: faculty from co-sponsoring academic institutions; speakers from national crime victims’ organizations; and local state and Federal victims’ rights and criminal justice experts.” A major benefit of the NVAA for students is the opportunity to interact with leaders in the field and gain additional knowledge, recognition, and encouragement as victim assistance professionals. This chapter provides information on the actual background of the NVAA faculty, details of the on-site assessment of faculty presentation quality and skills, and student satisfaction with the NVAA faculty.

1. BACKGROUND INFORMATION

To assess the background of the faculty, several sources of information were collected and analyzed including the NVAA faculty resumes/biographies, telephone interviews, and faculty information provided by VALOR. Based on a review of these data, it is clear that the NVAA faculty members are experienced trainers and knowledgeable in victim-related issues. The faculty have a broad range of expertise in subject areas such as crisis management/intervention, training and technical assistance, and information and referral. They represent organizations such as academic institutions, national and community-based non-profits, child/youth services, and court-based/prosecution-based organizations. The remainder of this subsection discusses the NVAA faculty’s education and expertise in victim-related issues and their experience and roles with the NVAA.

1.1 Education/Expertise

As part of the NVAA evaluation, resumes/biographies were collected from 23 NVAA faculty members and used to identify their educational background and areas of expertise. Of the 23 faculty members, 5 were attorneys, 7 had doctoral degrees, and 11 held masters degrees. Additionally, the 23 faculty members reported an average (mean) of 13 years of experience in higher education, 12 years of experience in training instruction, and an average (mean) of 15 years of experience in direct victim services. Key areas of expertise in victim services included crisis management/intervention, short-term counseling, information and referral, and training.

1.2 Knowledge of the Subject Matter Presented

Based on data from the faculty resume review, in general, the faculty members have direct subject matter knowledge or practical experience in the NVAA sessions they taught.

Exhibit III-1 presents a sample of the faculty experience/knowledge relevant to the subject matter presented in the NVAA sessions.

While the NVAA site coordinators were instrumental in assigning sessions to faculty members, these decisions were made in consultation with the faculty members based on their expertise, their teaching load, and their prior experience at the NVAA.

EXHIBIT III-1 FACULTY KNOWLEDGE OF NVAA SUBJECT MATTER PRESENTED	
Core Sessions	Faculty Knowledge of the Subject Matter
2.1: Federal and State Jurisdiction	<ul style="list-style-type: none"> ■ Masters in Public Administration
2.2: Dynamics of the Criminal Justice System	<ul style="list-style-type: none"> ■ Teaches corrections and victim services ■ Teaches criminal law and corrections
3.1: Juvenile Justice	<ul style="list-style-type: none"> ■ Works with victims of juvenile offenders ■ Authored this sub-chapter in the NVAA Text
3.2: Federal Justice	<ul style="list-style-type: none"> ■ Victim/Witness Coordinator for the US Attorney's Office
4: Restorative Justice/Community Justice	<ul style="list-style-type: none"> ■ Teaches restorative justice ■ Member of the American Correctional Assoc.'s Restorative Justice Committee ■ Provided legal advocacy and restitution assistance to victims of crime
5.1: Civil Remedies	<ul style="list-style-type: none"> ■ Attorney
5.2: Restitution	<ul style="list-style-type: none"> ■ Teaches restitution ■ Provides services to victims of property and economic crime or fraud
5.3: Compensation	<ul style="list-style-type: none"> ■ Provided compensation claim assistance to victims of crime
6.1: Trauma Assessment and Intervention	<ul style="list-style-type: none"> ■ Teaches psychology, peer counseling, system response to family violence ■ Teaches victimology and victim services, crisis counseling ■ Co-authored NVAA sub-chapter on this topic
6.2: Stress Management	<ul style="list-style-type: none"> ■ Teaches psychology, peer counseling, system response to family violence ■ Teaches behavior management

1.3 Experience in Training Delivery and Group Facilitation

As part of the faculty telephone interviews, faculty members were asked if they had formal education or training in specific teaching strategies including: adult learning principles, communication skills and styles, group facilitation, learning styles or presentation techniques. Nearly all the faculty had formal education or training in these teaching strategies. This information is summarized in Exhibit III-2.

EXHIBIT III-2 FORMAL EDUCATION OR TRAINING IN TEACHING STRATEGIES (N = 23)	
Name of Teaching Strategy	Percent Educated/Trained
Adult Learning Principles	100%
Communication Skills and Styles	91.3%
Group Facilitation	95.7%
Learning Styles	100%
Presentation Techniques	100%

The faculty received formal education or training in these teaching strategies primarily from attendance at seminars and workshops, graduate school training, and on-the-job training. Several faculty members also mentioned the professional development provided by VALOR as a source of their education and training in effective teaching strategies.

1.4 NVAA Experience

The faculty at each of the NVAA sites had substantial years of experience teaching at the NVAA. At each site, the faculty members had an average (mean) of 5-6 years of prior experience with the NVAA. In addition, numerous faculty asked to return to the same NVAA site each year since teamwork and camaraderie developed among the faculty members, who had been originally selected by the NVAA project team based on their level of competence, experience, and specific discipline in victim services. The NVAA project team also sought to have a diverse faculty.

2. ROLES AT THE NVAA

The primary role of the NVAA faculty is to teach scheduled sessions. The core faculty members are assisted in this role by faculty from co-sponsoring academic institutions, speakers from national crime victims' organizations, and local, state and Federal victims' rights and criminal justice experts. This assistance with the instruction helped them to assume other responsibilities for the NVAA, including curriculum development, site coordination, and student mentoring. Each of these roles is described below:

- **Curriculum Development.** Prior to the start the week-long NVAA, faculty members are often involved in preparing or editing revisions to the Academy Text or supplemental chapters. In addition to assisting with these tasks, some of the 2002 NVAA faculty members were members of the NVAA project team that was involved in the original drafting and editing of the Academy Text. Of the 23 chapters in the 2002 Academy Text, the authors of 12 of the chapters were also 2002 faculty members. At the 2002 NVAA, faculty members taught 15 sessions based on the chapters they either authored or co-authored.
- **Site Coordinator.** At CSU-Fresno and Washburn, NVAA faculty members also served as site coordinators with a number of responsibilities for preparing and administering the NVAA in addition to their other faculty responsibilities. At MUSC, a non-faculty member served as the primary site coordinator. The site coordinators had several responsibilities including: (1) preparing the entire faculty for the NVAA via faculty meetings, e-mail exchanges and telephone calls; (2) preparing the students for the NVAA by sending information and assessing student expectations; and (3) providing on-going faculty support by facilitating faculty meetings and overseeing site logistics during the NVAA.
- **Student Mentoring.** The majority of faculty members interviewed following the NVAA (82.6%) reported participating in mentoring groups during the NVAA. At each site, NVAA students were assigned to mentoring groups based on their experience or home agency (e.g., one mentoring group of law enforcement personnel). The mentoring groups met frequently throughout the week and served a number of roles including offering opportunities for student networking and small group discussion. The responsibility for leading a mentoring group was in addition to the faculty members' teaching roles, but generally faculty reported that they enjoyed the experience because it allowed them to address any social or emotional issues that arose among the students, provided one-on-one time with students, and allowed an opportunity for discussion of any advanced or new topics.

3. OBSERVATIONAL ASSESSMENT OF FACULTY QUALITY AND SKILLS

The NVAA evaluation was designed to determine if the NVAA provides high quality, intensive education and training to victim services providers, advocates, and professionals from Federal, state, local and tribal settings. A primary source of data for this analysis included the on-site observations and ratings of the quality and skills of the NVAA faculty by the evaluation team members. This subsection summarizes the data from 83 session observations conducted across the three NVAA sites by the evaluation team members.

3.1 Learning Objectives

When observing when and how instructors introduced learning objectives for their NVAA sessions, Caliber staff rated two specific performance criteria: (1) Were the learning objectives identified at the beginning of the session? (2) Did the learning objectives match those

in the instructor's manual/Text? In addition, the Caliber staff also recorded general observations related to the learning objectives.

Based on the on-site observations, less than half (39%) of the sessions began with an identification of the specific learning objectives for that session. It appeared as though this step (identifying the learning objectives) was often skipped to allow more time to actually cover the information during the session. In some cases, faculty members provided students with a session overview or plan, which was not always linked to the learning objectives stated in the Academy Text. Although the learning objectives were not always identified for the participants, the on-site observers compared the content of each core session with the learning objectives from the Academy Text and found in over 77.9 percent of the sessions, the information presented during the session did in fact address the learning objectives from the Text. There was some variation by instructors, and in many sessions the instructors provided additional information based on their areas of expertise to supplement information from the Text. In sessions where faculty did not cover the learning objectives in the instructor's manual/Text, observers noted that faculty often made reference to the learning objectives and students were guided to the Academy Text to learn more about a specific topic.

3.2 Faculty Teaching Methods

Because teaching methods can greatly influence student learning, the evaluation of NVAA included measures of student and faculty perspectives and evaluation team members' observations of instructors' teaching methods or strategies. In follow-on interviews, students reported that instructors were most effective when utilizing group discussion (52.4%), videotapes (48.6%), and lecture (43.8%). Less effective teaching strategies reported by approximately two-thirds of the participants included role-playing, use of compressed video, and the use of panel discussions. General comments indicate that these instructional methods were not stimulating, poorly transmitted, lacked interaction, and seemed staged.

Faculty were also asked to rate the effectiveness of various teaching strategies used by themselves and other faculty members during the course of the Academy. A little over 60 percent of the faculty rated group discussion as the most effective teaching strategy. Other favorable teaching strategies identified by faculty included lecture (43.5% rated as "very effective"), role-play (39.1% rated as "most effective"), and videotape (34.8% rated as "most effective"). Faculty, like students, rated the satellite/CV, lab exercises, and panel presentations as "least effective."

In addition to student and faculty responses, session observations were conducted by evaluation team members to determine how long each teaching strategy was utilized during a given session. It should be noted that the evaluation team did not observe all elective sessions

because multiple classes may have been occurring at the same time. Overall, teachers primarily utilized group discussion, lecture, and videotape instructional methods. The evaluation team observed that an average of 41 minutes per class was spent lecturing, an average of 21 minutes per class was spent engaging students in group discussion, and an average of 18 minutes per class was spent showing a videotape. While a little more than half of students (52.4%) and faculty (approximately 60%) reported group instruction to be the “most effective” teaching strategy, faculty actually spent the majority of class time lecturing.

3.3 Responding to Student Expectations

In the observation of instructor ability to meet student expectations during NVAA sessions, three performance criteria were specifically rated: (1) Does the instructor respond well to student questions? (2) Does the instructor reference student needs and expectations during the presentation? (3) Does the instructor ask about student needs and expectations? In addition, the Caliber staff also recorded general observations on student expectations. A summary of the session observation data on student expectations is presented in Exhibit III-3.

EXHIBIT III-3 STUDENT EXPECTATIONS*						
	Responds Well to Student Questions (N=82)		References Student Needs and Expectations During Presentation (N=76)		Asks About Student Needs and Expectations (N=78)	
	Number	Percent	Number	Percent	Number	Percent
Yes	73	89.0%	11	14.5%	10	12.8%
No	9	11.0%	65	85.5%	68	87.2%

*The sample size for each analysis represents the number of sessions observed by the on-site evaluation teams across the three sites for a given question.

Based on the session observations, for most of the sessions (89.0%), faculty responded well to student questions by such means as soliciting assistance from other faculty in responding to student’s questions, practicing active listening techniques, and answering questions throughout the lecture. There were a few sessions, however, for which students did not ask any questions, questions were not solicited from the students, or questions were not answered appropriately. Additionally, there was little attention given by the faculty in most of the sessions (85.5% and 87.2% respectively) to identifying or soliciting information regarding students’ needs or expectations related to a given topic. The observers attributed these deficits to the limited time allocated to each NVAA session and the amount of information to be covered during that time.

3.4 Instructor Presence

In the observation of the NVAA sessions for instructor presence, three performance criteria were specifically rated: (1) Is the instructor comfortable in front of a group? (2) Does the instructor provide constructive feedback? (3) Is the instructor available to students outside of the classroom setting? In addition, Caliber staff also recorded general observations on instructor presence. A summary of the session observation data on instructor presence is presented in Exhibit III-4.

EXHIBIT III-4						
INSTRUCTOR PRESENCE*						
	Is Comfortable in Front of a Group (N=82)		Provides Constructive Feedback (N=67)**		Is Available to Students Outside of Classroom Session (N=82)	
	Number	Percent	Number	Percent	Number	Percent
Yes	80	97.6%	50	74.6%	77	93.9%
No	2	2.4%	17	25.4%	5	6.1%

* The sample size for each analysis represents the number of sessions observed by the on-site evaluation teams across the three sites for a given question.

**The smaller sample size for this question is the result of "not applicable" responses rather than incomplete or missing data.

Based on the session observations, for most of the sessions, the instructors were observed to be comfortable in front of a group (97.6% of the sessions), providing constructive feedback (74.6%), and being available to students outside of the classroom session (93.9%). Caliber staff commented that the NVAA faculty was very personable, energetic, and engaging. Due to the schedule constraints (e.g., students moving between classroom buildings for sessions, or having inadequate time between sessions) it was sometimes difficult for faculty to meet with students immediately after a session; however, it was observed that faculty were available to meet with students outside of the classroom at varying times throughout the course of the week.

3.5 Presentation Skills

In the observation of the NVAA sessions for presentation skills, six performance criteria were specifically rated: (1) Does the instructor make the materials relevant to students? (2) Does the instructor use a blend of theoretical and practical information? (3) Does the instructor use effective questioning and feedback skills? (4) Does the instructor use clear, concise and understandable speech? (5) Does the instructor acknowledge multiple points of view on controversial subjects? (6) Does the instructor effectively use media/ancillary materials? In addition, Caliber staff also recorded general observations on presentation skills. A summary of the session observation data on presentation skills is presented in Exhibit III-5.

EXHIBIT III-5 PRESENTATION SKILLS*												
	Makes Material Relevant to Students (N=83)		Blends Theoretical and Practical Information (N=81)		Uses Effective Questioning / Feedback Skills (N=76)		Uses Clear, Concise Speech (N=83)		Acknowledge Multiple Points of View (N=56)		Uses Media/ Materials Effectively (N=76)	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	76	91.6%	66	81.5%	55	72.4%	82	98.8%	44	78.6%	73	96.1%
No	7	8.4%	15	18.5%	21	27.6%	1	1.2%	12	21.4%	3	3.9%

*The sample size for each analysis represents the number of sessions observed by the on-site evaluation teams across the three sites for a given question.

Based on the session observations, for most of the sessions, the instructors were highly rated in terms of their presentation skills. Caliber staff commented that for most of the sessions, NVAA faculty made the material relevant to students (91.6%), used clear and concise speech (98.8%) and used media/ancillary materials effectively (96.1%). General observations on faculty presentation skills included:

- Faculty asked students to share work experiences/stories, incorporated their personal experience, incorporated adult learning techniques, and gave students practical tips.
- Faculty placed more emphasis on practical information than theory. In fact, some sessions lacked any clear presentation of theory.
- The majority of sessions incorporated student questions and feedback throughout the session.
- Faculty had some difficulties in using media (e.g., loud overhead fans or audio-visual malfunctions). Some slides had Text size that was hard to read, and some instructors used their own slides and flip charts during the sessions.

3.6 Session Management

In the observation of the NVAA sessions for session management, five performance criteria were specifically rated: (1) Does the instructor demonstrate an awareness of time? (2) Does the instructor encourage multiple students to participate? (3) Does the instructor direct student discussion and activity to learning objectives? (4) Does the instructor manage uncomfortable discussion well? (5) Does the instructor create an environment of cultural awareness? In addition, the Caliber staff also recorded general observations on session

management. A summary of the session observations data on presentation skills is presented in Exhibit III-6.

EXHIBIT III-6 SESSION MANAGEMENT*										
	Demonstrates an Awareness of Time (N=80)		Encourages Multiple Students to Participate (N=80)		Directs student Discussion and activity to Learning Obj's. (N=75)		Manages Uncomfortable Discussion Well (N=40)**		Creates an Environment of Cultural Awareness (N=60)**	
	N	%	N	%	N	%	N	%	N	%
Yes	69	86.3%	72	90.0%	59	78.7%	32	80.0%	46	76.7%
No	11	13.8%	8	10.0%	16	21.3%	8	20.0%	14	23.3%

* The sample size for each analysis represents the number of sessions observed by the on-site evaluation teams across the three sites for a given question.

**Most of the missing data were the result of the criteria being not applicable to a given session or in the case of creating an environment of cultural awareness, the raters were unable to make a determination because they did not know the backgrounds of many of the audience members.

Based on the session observations, for most of the sessions, the instructors were highly rated in terms of their session management skills. Caliber staff commented that for most of the sessions, the NVAA faculty demonstrated an awareness of time (86.3%), encouraged multiple students to participate (90.0%), directed student discussion and activity to learning objectives (78.7%), managed uncomfortable discussion well (80.0%), and created an atmosphere of cultural awareness (76.7%). General observations on session management included:

- Some faculty deleted planned activities based on time limits, while some sessions were cut short because of time constraints. There were also sessions when the instructors ran out of time, had to abruptly end a session, or extended the session beyond the scheduled ending time.
- Many faculty members expanded the definition of cultural awareness to include different cultures in victim assistance (i.e., district attorneys or community-based advocates). Faculty also discussed their personal experiences with cultural awareness in order to examine differences of both victims and providers. Despite attention to this issue, some sessions included statements or actions by students and faculty that could be viewed as culturally insensitive.

3.7 Content Knowledge

In the observation of the NVAA sessions for content knowledge, four performance criteria were specifically rated: (1) Does the instructor demonstrate a comprehensive knowledge of the subject? (2) Does the instructor easily explain key principles and skills? (3) Does the instructor demonstrate experience-based knowledge? (4) Is the instructor able to relate discussion to other Academy topics? In addition, the Caliber staff also recorded general observation on content knowledge. A summary of the session observation data on content knowledge is presented in Exhibit III-7.

EXHIBIT III-7 CONTENT KNOWLEDGE*								
	Demonstrates Comprehensive Knowledge of the Subject (N=83)		Explains Key Principles and Skills Easily (N=82)		Demonstrates Experienced-based Knowledge (N=82)		Relates Discussion to Other Academy Topics (N=76)	
	N	%	N	%	N	%	N	%
Yes	79	95.2%	71	86.6%	79	96.3%	56	73.7%
No	4	4.8%	11	13.4%	3	3.7%	20	26.3%

*The sample size for each analysis represents the number of sessions observed by the on-site evaluation teams across the three sites for a given question.

Based on the session observations, for most of the sessions, instructors were highly rated in terms of their content knowledge. Caliber staff commented that for most sessions, the NVAA faculty demonstrated comprehensive knowledge of the subject (95.2%), could explain key principles and skills easily (86.6%), demonstrated experienced-based knowledge (96.3%), and was able to relate discussion to other Academy topics (73.7%). General observations on content knowledge included:

- Faculty referred students to the Text for additional details that they could not provide. It was also observed that some faculty were stronger on teaching the practice of victim services than the theory.
- Faculty discussed cases they have worked on, personal experiences and new research on the session topics.
- Faculty made natural connections among the Academy topics (e.g., mental health and PTSD, victims' rights and restorative justice, domestic violence and stalking).

In addition to recording observations on each of the performance criteria, the Caliber staff also provided an average overall rating on each of the session dimensions (i.e., learning objectives, student expectation, instructor presence, presentation skills, session management, and content knowledge). Each dimension was rated on a 5-point scale from 1-poor to 5-excellent. A summary of the overall ratings for the NVAA sessions observed by Caliber staff is presented in Exhibit III-8.

EXHIBIT III-8					
AVERAGE OBSERVER RATINGS*					
Learning Objectives (N=81)	Student Expectations (N=83)	Instructor Presence (N=83)	Presentation Skills (N=82)	Session Mgt. (N=83)	Content Knowledge (N=83)
Mean	Mean	Mean	Mean	Mean	Mean
3.2	2.9	4.2	4.0	4.0	4.2

*The sample size for each analysis represents the number of sessions observed by the on-site evaluation teams across the three sites for a given question.

Overall, the sessions were rated very favorably, particularly in the areas of instructor presence, presentation skills, session management, and content knowledge. Based on the observer ratings, the session areas with the lowest ratings and perhaps needing the greatest improvement included identification of learning objectives and recognition/solicitation of information related to students needs and expectations for a given topic area.

4. STUDENT SATISFACTION WITH ACADEMY FACULTY

Overall, students at all three NVAA sites were satisfied with the faculty members as instructors, mentors and on-going professional resources. This information is reflected in the data from the Session Evaluation Forms collected from students following each NVAA session. These data revealed that the majority of students either agreed or strongly agreed with the following statements:

- Session was well organized, clear and comprehensive (95.1%)
- The teaching methods employed were appropriate to the session content (94.5%)
- My questions and concerns were answered adequately (76.6%).

In addition to these data on specific NVAA sessions, Overall Evaluation Forms were collected from a large majority of students (179) on the final day of the NVAA. The Overall Evaluation Forms included questions about the students' overall satisfaction with the NVAA faculty. Data on the students' satisfaction with the faculty members are presented in the remainder of this subsection.

4.1 Faculty as Instructors

As noted previously, the NVAA faculty members at each site consisted of teams of both academic and practitioner faculty. This exposed students to both national leaders in the practice and advocacy of victims' assistance, as well as leading academic researchers on victim-related issues. One intent of the blended faculty teams was to expose students to differing points of view and experience from a range of professionals in the victim services field, based on the emerging research and practices that are helping to advance the field. Therefore, the NVAA students were asked on the Overall Evaluation Form, "To what extent did the faculty represent a range of experience and point of view?" Many participants felt faculty "very much" represented a range of experience and point of view, with an additional 24 percent reporting the faculty "more than somewhat" represented such a range.

The Overall Evaluation Form also included a question on how much the faculty presentations enhanced students' learning of the information in the Text. As seen in Exhibit III-9, many students (60.5%) responded that the faculty presentations enhanced their learning of the information in the Text "very much."

EXHIBIT III-9		
OVERALL, HOW MUCH DID THE FACULTY PRESENTATIONS ENHANCE YOUR LEARNING OF THE INFORMATION IN THE TEXT? (N=177)		
	Frequency	Percent
A Little bit	5	2.8
Somewhat	11	6.2
More than Somewhat	54	30.5
Very Much	107	60.5

4.2 Faculty as Mentors

An important component of the NVAA is the opportunity for students to be mentored by the NVAA faculty members. The mentoring is conducted informally through interactions between students and faculty in sessions during the week and on the campus (i.e., dormitories, and cafeterias). In addition, the NVAA also has formalized methods for mentoring through the creation of mentoring groups. The mentoring groups were designed to facilitate networking, small group discussion, addressing social or emotional issues and discussing advanced topics.

On the Overall Evaluation Form, students were asked about their satisfaction with the faculty members in this mentoring role. An analysis of the data reveals that 65.4 percent of the students felt faculty were readily available for consultation and discussion outside of session times and 58.8 percent of the students felt that the faculty/student interaction enhanced the

Academy experience. The following subsection reports how well this mentoring role was sustained following the NVAA.

4.3 Contact with Faculty Following the Academy

Based on data from the student telephone interviews conducted between November 2002-February 2003, 55 of the students interviewed (52.3%) reported having been in contact with NVAA faculty since the Academy. Almost one-fourth of the students (24.1%) reported contacting a faculty member since the Academy, and an additional 19.6 percent reported having been in contact with two to three faculty members since the Academy. The students' reasons for contacting the faculty included: (1) seeking additional/updated information, (2) seeking additional training/inviting faculty to conduct training at their agencies and (3) collaborating on professional events. The students also mentioned contacting faculty members to maintain personal ties formed at the NVAA or for professional advice. Students who had not contacted a member of the faculty provided reasons such as the lack of time, lack of a personal connection to the faculty, and not having any additional questions or reason to contact the faculty members.

5. RECOMMENDATIONS FOR ACADEMY FACULTY

There were several key recommendations that emerged from the evaluation related to the enhancement or improvement of Academy faculty, primarily related to teaching approaches/strategies used with adults. Some of the specific recommendations included:

- Faculty need to clearly state the learning objectives for a given session at the start of their presentation to ensure participants understand what they are expected to take away from each session. Additionally, faculty need to make sure to coordinate or blend the learning objectives from the instructor's manual, the Academy Text, and their own presentation (if applicable) to avoid confusion for participants.
- Faculty should maximize the use of interactive teaching strategies during each session. Specifically, faculty need to spend more time engaging participants in discussion both with faculty and with other participants.
- Faculty should continue to use instructional aids, such as videotapes, in order to demonstrate "real-world" application of the information being presented at the Academy.
- Faculty need to give greater attention to the specific needs and expectations of participants. This can be done through a needs assessment of participants prior to the start of the Academy or as part of the opening session on day one of the Academy. Additionally, faculty should attempt to solicit input from participants at the start of

each session to ensure the information to be presented addresses the needs and meets the expectations of the students.

- Faculty need to improve their time management for each session to ensure the necessary information is presented, allowing time for discussion. For some of the sessions, faculty had to rush to get through their presentation or abruptly end the session before completing their presentation. The issue of time management coincides with a larger recommendation related to the length of the Academy and each session, which will be discussed later in this report.

In general, participants were satisfied with the expertise and knowledge of the Academy faculty and found the faculty to be approachable, both during the Academy and following the Academy. Because faculty are a key factor associated with the successful transfer of information during the Academy, it is important for them to continually assess their approach to teaching adults and ensure their information and strategies are appropriate for their target audience(s).

**CHAPTER IV:
ACADEMY MATERIALS**

IV. ACADEMY MATERIALS

This chapter presents the findings from the assessment of the Instructor's Manual and the Academy Text, the two primary training materials for the NVAA. The results are based on feedback from NVAA faculty, student and supervisor assessments, and individual peer reviews of the Academy Text.

1. THE INSTRUCTOR'S MANUAL

For the first time in 2002, the NVAA developed an instructor's manual that was distributed to all faculty members prior to the start of the NVAA (although at least one faculty member reported receiving the instructor's manual after arriving on-site). The purpose of the manual was "to ensure the provision of quality, uniform and consistent education and training at all NVAA sites." The instructor's manual included four sections:

- NVAA Nuts & Bolts (guidelines for advance preparation, on-site preparation, on-site faculty coordination, setting the stage for the NVAA and NVAA graduation activities)
- Adult Learning (theory that can augment and enhance NVAA 2002 efforts)
- Presentation (practical tips that can augment and enhance NVAA 2002 efforts)
- NVAA Learning Activities (detailed learning activities for each chapter/subchapter of the Academy Text).

More than half of the faculty (56.5%) reported that the information contained in the instructor's manual did influence their choice of teaching strategies used at the Academy. When asked how helpful the teaching strategies were in preparing to teach at the Academy, faculty, on average, rated the strategies "3" or above on a 5-point scale, with 5 being most helpful. Faculty who rated the teaching strategies favorably reported that: (1) the information was especially beneficial to new faculty members; (2) it provided good summaries of the session information; (3) it triggered ideas for presenting topics; and (4) it was practical information that could increase consistency across sessions and Academy sites.

The faculty who gave low ratings on the teaching strategies reported that the instructor's manual only had a marginal impact on their knowledge of the topic, or they needed more flexibility to vary the training aids or learning objectives to meet their teaching style.

Although there were some benefits to having the instructor's manual available, overall, most faculty (78.3%) felt the instructor's manual needed to be improved. Some of the suggestions for improving the manual or the usefulness of the manual included:

- Ensuring the instructor's manual is received by faculty several weeks prior to the Academy to allow time for review, questions and clarification, and use in preparing presentations. One-half of the NVAA faculty interviewed reported that they received the instructor's manual less than one week before the Academy, which they felt was not enough time to adequately review the document and fully incorporate the information into their sessions. More than one-third of faculty members (34.7%) would have preferred to receive the instructor's manual five or more weeks prior to the start of the Academy.
- Coordinating the learning objectives in the instructor's manual with the learning objectives in the Academy Text to ensure consistency and to highlight the most important points to stress for participants (what are students suppose to learn from each session?). Currently there is no explanation for the difference in learning objectives between the two documents.
- Providing more explanation and instruction on how to use the instructor's manual. It needs to be clarified whether the manual is intended as a guide or a set of required processes and exercises.
- Allowing more flexibility or identifying areas where faculty can and should infuse their expertise or incorporate new research into the delivery of their sessions. Also, allowing more flexibility for faculty to incorporate their own teaching strategies into the sessions.
- Providing more examples and practical information, such as "how to" information for facilitators (e.g., how to facilitate small group activities in an auditorium setting) and include session overheads with the instructor's manual. This is a helpful tool for faculty and can help ensure greater consistency in the presentation of basic information across sites.

Faculty also mentioned adding a section to the instructor's manual on how the faculty should work together at the NVAA, both within and across sites. The faculty indicated that these additions would help faculty to better prepare and improve their professional presentation skills and could improve the flow of the Academy week for faculty and students.

2. THE ACADEMY TEXT

The 23 faculty members interviewed following the NVAA were asked a series of questions about the Academy Text. Specifically, the faculty was asked about the utility, content, currency, and validity of the Text. Only four of the original Academy project team members,

those who wrote and applied for the grant as well as those who organized the first Academy Text, taught at the 2002 NVAA. Of the 2002 faculty, 11 authored at least one chapter of the Academy Text. One faculty member authored five chapters, and another faculty member contributed to 15 chapters.

2.1 Use of the Academy Text for Planning

Of the faculty interviewed, the majority (91.3%) concurred the Academy Text was useful in preparing for the Academy. They felt that the Text is the “backbone” of the Academy that provides a synthesis of broad topic areas and incorporates new information in the field as well as up-to-date statistics. Although the majority of the faculty agreed that the Text is comprehensive and helpful in preparing for the Academy, seven of the 23 specifically commented that it is best used as a resource or reference guide rather than a teaching tool. Faculty who did not find the Text a useful preparation tool reported that it contains a lot of extraneous information and omits more advanced information for more experienced students.

2.2 Currency of Information

Only a third of the faculty interviewed thought the information presented in the Text was current and up-to-date. Even though the Text contains topics that it did not contain five years ago, such as hate and bias crime, innovative technology and the information age, and terrorism, it needs to be updated more frequently, which according to faculty is not occurring. In some cases, faculty report the research for even the “new” topics is at least 10 years old.

One of the biggest disadvantages of the Academy Text, according to the faculty members, is that it has not been collectively revised since it was created. The victim services field has changed and evolved. The Academy Text has been adapted to keep up with these changes, but half of the faculty members interviewed commented that the Text has not been thoroughly updated from start to finish in the past 3 to 5 years. Supplements to the Text are forwarded to faculty shortly before each Academy, yet these do not always flow well with the rest of the Text. A supplement is a replacement chapter, an additional chapter, or additional information to accompany an existing chapter. In the past, chapters have been supplemented, but not reorganized, which results in choppy language that is difficult to follow and seems “thrown together.”

In regard to updating the Text with supplemental material, some faculty members admitted to completely ignoring the supplements, while others said it was difficult to understand the supplemental material in the context of various concepts of a topic. The material appears “thrown together” without the author having consulted the entire Text for corresponding data,

research, references, etc., or having considered consistency. On the other hand, the faculty members realize that a complete annual overhaul of the Academy Text is not feasible given the frequency of statistical and legislative changes. To compensate, many faculty took it upon themselves to provide updated information on the topics they were responsible for teaching. They provided handouts or cited up-to-date information during their lectures.

2.3 Thoroughness of the Text

Faculty members agreed that the Academy Text provides a comprehensive view of each of the 30 topics covered. As one faculty member commented, “It’s impossible for anyone to know all the details of the sections, so the Text provides a roadmap.” Comments about the content indicated that it needed to be simplified; that it had become more of a training manual than an academically-based Text; and that faculty needed to supplement the chapters because they lacked current information. Specifically, the chapters on sexual assault, international issues in victim assistance, and financial crime lacked critical up-to-date information. With regard to the chapter on mental health needs, faculty found it severely outdated and felt more research on dealing with children and adolescents with mental health needs was necessary. In contrast, tribal justice was one topic that received favorable comments regarding its coverage. Faculty members also reported that they were impressed with the sections on Indian Country as it related to Federal, state, Tribal, and local statutes.

2.4 Assessment of the Learning Objectives in the Text

All eleven of the faculty who authored at least one chapter of the Academy Text had input into the learning objectives for their particular chapters. However, all of the chapter learning objectives were edited or revised by the primary writers and editors at VALOR. A majority (91.3%) of the faculty members interviewed found the learning objectives to be relevant for the session topics they taught. Faculty members commented that the learning objectives provided the knowledge students needed to complete the self-examinations and that helped track well with what needed to be taught in the chapter.

Almost one-half of the faculty (43.5%) experienced challenges or barriers in teaching to the learning objectives presented in the Text. Part of the challenges derived from their opinions that the objectives provide broad milestones/information for students at all levels but in fact needed to focus more on trends, promising practices, and practical things the students can use at work. As one faculty member stated, “the topics are broad and don’t cover the specific things that people come to the NVAA to learn.” Although this was the first year that the faculty members received an instructor’s manual in addition to the Academy Text, at times the additional document created more confusion rather than provided useful information or direction.

For example, the learning objectives in the instructor's manual did not match those in the Academy Text. Some faculty admitted to experiencing confusion about which learning objectives to teach. Consequently, faculty chose a variety of ways to address this confusion including: using the objectives of the instructor's manual rather than those of the Academy Text; using the Academy Text learning objectives rather than those of the instructor's manual; choosing to use the "most important" learning objectives (in their view) from both; or attempting to cover both complete sets of learning objectives.

2.5 Appropriateness of the Text for Students

Slightly more than half (56.5%) of the faculty said that there should be changes or additions to the Text to make it a better resource and teaching tool. In addition to updating and re-writing, faculty members were of the opinion that the Text remain a basic Text as originally intended or split into two versions; a basic and advanced Text to accommodate the diverse experiences of the NVAA students. According to one of the original project team members, the Text, "was originally organized for students with [less than] 5 years of experience, but NVAA accepts students with 8-10 years of experience who already know the basics." So, the Text attempts to strike a balance between these two levels of experience. This challenge is evident because years of experience in the victim services field among the 2002 NVAA participants ranged from new-to-the-field to more than 12 years of experience.

2.6 Student Assessments of the Text

In addition to input from faculty and site coordinators, NVAA participants were given an opportunity to provide feedback on the Academy Text through the Session Evaluations and the Overall Evaluation Forms. The Session Evaluation Forms were used to collect such information as whether the Text was relevant to the students' professional needs; if the Text was organized, clear, and comprehensive; whether the critical issues affecting the topic were addressed; and whether or not the students read the Text before arriving at the Academy and/or before each session. The Overall Evaluation Form covered whether the student thought the Academy Text was useful for someone in the victim assistance field with their level of experience and the extent to which they believed they would use the Text in their work upon leaving the Academy.

The majority of participants (89%) completing session evaluation forms reported that the chapters in the Academy Text that corresponded with the topics covered during the NVAA sessions were relevant to their professional needs; the chapters in the Text were organized, clear, and comprehensive; and that the chapters addressed critical issues affecting the topic covered during the session.

On the Overall Evaluation Form, 68 percent of the students thought the Text was useful for someone in the victim assistance field with their level of experience. Sixty-seven percent of the students thought they would be able to use the information in the Text to help in their work after they left the Academy. The Overall Evaluation Form also contained space for general comments about the Academy curriculum or Text of which 58 percent of the students provided comments. The most frequent comments included:

- The Text is great, helpful, valuable, excellent, and comprehensive. One participant even said, "This will be my 'work bible'!"
- They will use it either as a resource or training material.
- They will use it as a resource for statistics and information.
- It is a good guide for new advocates or those with little-to-no experience or just starting out in the victim services field.

One general comment expressed by almost all participants was that the Text should have been sent out sooner. In a section asking for comments, a few students (12%) cited that they received their copy only 11 days to 2 weeks prior to the start of the Academy. Their specific complaint was that if one of the Academy requirements was that students read the Text in its entirety prior to arriving at the Academy, the Text needed to be sent to them sooner. One suggestion was to send the Text to students 1 month to 6 weeks in advance of the Academy.

During follow-on interviews, students were asked if they had used the Text since returning to the workplace; if they found the Text useful in their work with victims; if they had to supplement the information in the Text; if they experienced any difficulties with the Text; and if they thought anything should be changed or added to the Text to make it a better resource for victim service providers. Of the students interviewed, less than half (43%) said they had used the Academy Text since returning to work. For those who had used it, the majority found it to be a useful resource or reference guide in their work with victims. In addition to using the Text as a resource, participants indicated they had used the Text to assist them in writing papers or proposals, to train their staff, to prepare for presentations to their organizations or their communities, or as a supplement to their existing training/presentation material. Additionally, students report passing along excerpts from the Text to their colleagues who had not attended the NVAA or simply referring to specific sections in their work with victims as a refresher. Specifically, the chapters on hate and bias crime, sexual assault, and domestic violence were referred to often. Second to these were the promising practice sections in the chapters and the statistics. Students said the Text was a valuable resource for expanding their knowledge base on various topics.

Almost a quarter of the students interviewed indicated they had to supplement the information in the Academy Text with other resources, but very few (5%) encountered difficulties using the Text. The students who reported difficulty with the Text said it was too dense and contained so much information that it was overwhelming. In contrast, the students who found they needed to supplement the information in the Academy Text with other resources, did so because the Text did not contain state-specific information or because more up-to-date information could be easily found on the Internet. Fifteen percent suggested changes or additions to the Text to make it a better resource for victim service providers. Some of the suggested changes included:

- Provide the Text on CD
- Expand or include information on child forensic interviewing
- Reduce the volume or divide topics into smaller sections
- Continuously update the information.

In addition to student comments about the Text, supervisors were asked during follow-on interviews whether the NVAA materials were used to develop or expand victim-related resources for their agency/organization. Of the supervisors interviewed, 20 percent said that information from the Academy Text has been used to train their employees, apply for grants, or make presentations to members of their organization or the community; echoing what participants had indicated in their follow-on interviews as well.

2.7 Overall Assessment of the Academy Text

A final source of information for the Academy Text assessment came from an extensive peer review of each chapter and subchapter of the Text. All 35 chapters/subchapters of the Academy Text were reviewed for the evaluation. The individuals chosen to review the 2002 Academy Text did so using a pre-established rating criteria (see Appendix A). The four criteria included organization, readability, content, and instructional value. Additionally, an overall or average rating for each chapter/subchapter was calculated based on the ratings given for the four criteria. The results of the peer review are presented in Exhibit IV-1.

The overall rating for the Academy Text and for each of the four criteria for the entire Text was roughly a 3 or “good”. It is important to note, however, that 29 of the 35 chapters/subchapters (82.9%) received a rating of 2 or lower for organization, readability, content, and/or instructional value. Additionally 18 of the 35 chapters/subchapters (51.4%) received an overall rating of 2 or lower. Based on the peer review of the Academy Text, it appears as though there is a need to make some changes to the organization, readability, content,

and/or instructional value for many of the chapters/subchapters. The reviewers' comments and recommendations are summarized below.

EXHIBIT IV-1 RESULTS OF ACADEMY TEXT PEER REVIEW						
Chapter/ Subchapter #	Chapter/Subchapter Title	RATING*				
		Organization	Readability	Content	Instructional Value	Overall Rating
1	Scope of Crime/Historical Review of the Victim's Rights Discipline	3	4	3	3	3
2.1	The Criminal Justice System Continuum: Federal and State Jurisdiction	3	1	3	2	2
2.2	The Criminal Justice System Continuum: Dynamics of the Criminal Justice System	3	1	3	2	2
2.3	The Criminal Justice System Continuum: A Case Study	3	1	3	2	2
3.1	Victims Rights and Specific Justice Systems: Juvenile Justice	2	2	2	2	2
3.2	Victims Rights and Specific Justice Systems: Federal Justice	3	4	3	3	3
3.3	Victims Rights and Specific Justice Systems: Military Justice	2	2	2	2	2
3.4	Tribal Justice	2	2	3	3	3
4	Restorative Justice/Community Justice	5	5	5	5	5
5.1	Financial Assistance for Victims of Crime: Civil Remedies	2	2	2	2	2
5.2	Financial Assistance for Victims of Crime: Restitution	2	2	3	3	3
5.3	Financial Assistance for Victims of Crime: Compensation	2	2	2	2	2
6.1	Mental Health Needs: Trauma Assessment and Intervention	1	1	2	2	2
6.2	Mental Health Needs: Stress Management	2	2	2	2	2
7	Substance Abuse and Victimization	2	3	4	3	3
8	Respecting Diversity: Responding to Underserved Victims of Crime	2	1	3	3	2
9	Domestic Violence	3	2	3	3	3
10	Sexual Assault	4	4	3	4	4
11	Child Victimization	3	3	4	4	4
12	Homicide	5	5	5	5	5
13	Drunk Driving	5	5	5	5	5
14	Victimization of the Elderly	1	2	3	3	2
15	Victimization of Individuals with Disabilities	2	3	3	3	3

EXHIBIT IV-1						
RESULTS OF ACADEMY TEXT PEER REVIEW (CONT.)						
Chapter/ Subchapter #	Chapter/Subchapter Title	RATING*				
		Organization	Readability	Content	Instructional Value	Overall Rating
16	Financial Crime	2	4	3	3	3
17	Research and Evaluation	2	3	2	3	3
18	The News Media Coverage of Crime and Victimization	2	2	3	2	2
19	Collaboration for Victims' Rights and Services	1	3	3	2	2
20	Professionalizing the Discipline of Victim Services	1	2	2	1	2
21	Innovative Technologies and Information Age	4	2	3	3	3
22.1	Special Topics: Hate and Bias Crime	4	3	3	3	3
22.2	Special Topics: Stalking	3	1	2	2	2
22.3	Special Topics: Victims of Gang Violence	2	1	1	1	1
22.4	Special Topics: Campus Crime and Victimization	3	3	3	3	3
22.5	Special Topics: Workplace Violence	4	3	2	3	3
22.6	Special Topics: Rural Victims	4	2	3	4	3
22.7	Special Topics: International Issues in Victim Assistance	3	4	2	4	3
22.8	Special Topics: Funding for Victim Service	1	2	2	3	2
22.9	Special Topics: Terrorism and Victim Assistance Issues	1	2	3	3	2
OVERALL ACADEY TEXT RATING		2.6	2.5	2.8	2.8	2.7

*Rating Scale: 5=Outstanding 4=Excellent 3=Good 2=Fair 1=Poor

3. RECOMMENDATIONS FOR ENHANCING/IMPROVING THE ACADEMY TEXT

Although it was known from the start of the evaluation that the Academy Text was written by multiple authors, it was important to assess whether this was evident from reading the document. That is, did the style, format, grammar, and syntax vary across chapters and author or was there consistency in the presentation of information regardless of authorship? The overall assessment of the Text suggests that there was noticeable shifts in all of these areas, style, format, grammar, and syntax, from chapter to chapter and author to author even within a chapter creating a distraction for the reader/reviewer. Inconsistent verb tense, awkward sentences, and inconsistent presentation of information made chapters with valuable information difficult to

According to the 2002 NVAA application form, the Academy is a foundation–level course whose curriculum is “geared toward victim service providers and allied professionals with between 1 and 5 years of experience working with crime victims.” Since the Academy accepts students with anywhere from less than 1 year to more than 12 years experience in the victim services field, the Text’s utility is challenged to operate both as a basic and advanced Textbook. Students with 12 years of experience may find it too basic for their needs. This reduces its utility and effectiveness as a teaching tool. For those with less experience, while the Text may present concepts that are useful, the lack of updated material thwarts its effectiveness as a teaching tool.

Both the faculty and students admitted the information in the Text was overwhelming, and there was not enough time during the Academy to thoroughly address all of it. Even though the information in the Text is comprehensive, the sheer volume of the document hinders the Text's effectiveness as a teaching tool. Eighty-seven percent of the faculty members commented that there was not enough time to cover all the material in the chapters, so they were obliged to decide how much information to cover and how to cover it. Moreover, what students learned was affected by the amount of time they had to prepare for the Academy before arriving and the time they had on-site. Students commented on their Overall Evaluations that they did not receive the Text early enough to conduct pre-Academy reading as instructed during the application process. In fact several students volunteered the comment that they only received their copy 11 days before the Academy, which was not soon enough given their work and personal schedules. Faculty, who likewise would have preferred to have received both the instructor's manual and Text anywhere from 6 weeks to 4 months in advance of the Academy in order to prepare, support this opinion. Therefore, lack of time and the comprehensiveness of the Text further promote the use of the Text as a resource following the Academy rather than a teaching tool during the Academy. One faculty member summed up the difference between a resource and teaching tool by saying that a teaching tool should be short and user-friendly for the students and engaging and focused on the reader for the faculty. Based on this description and the viewpoints of the faculty, students, and their supervisors, the Academy Text as currently written should be presented as more of a resource and reference guide than a teaching tool.

**CHAPTER V:
ACADEMY STUDENTS**

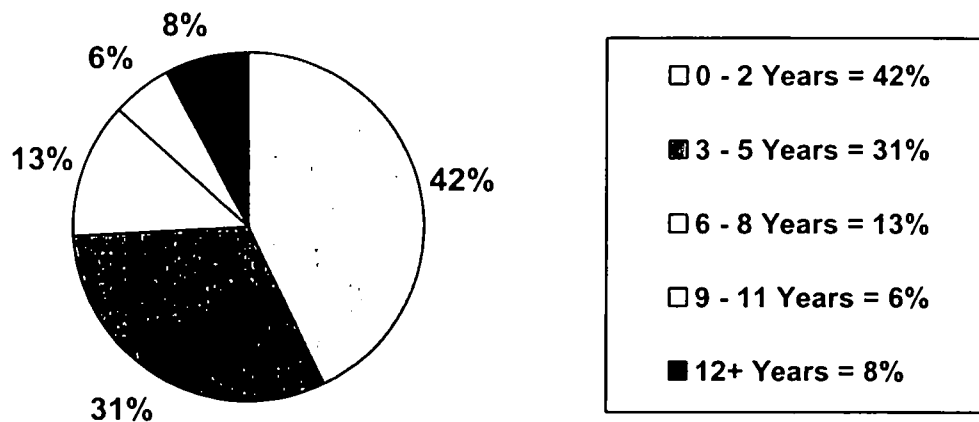
V. ACADEMY STUDENTS

This chapter describes the type of students who attended the 2002 NVAA Academy, including information about their background, goals for attending the Academy (what participants want to get out of the Academy), and their interests. These data were gathered from Academy Application Forms and the Participant Information Forms completed prior to the start of the Academy.

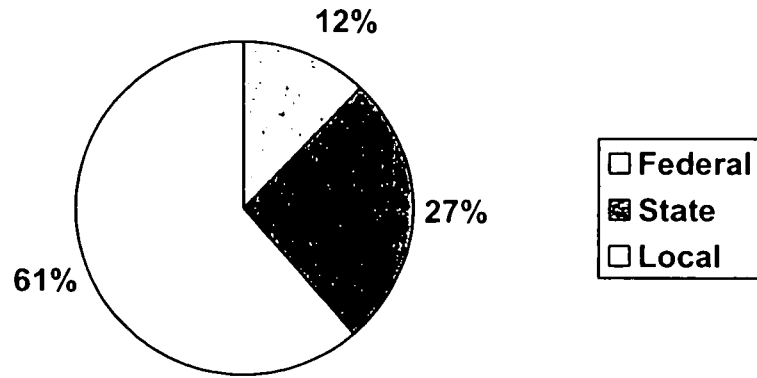
1. CHARACTERISTICS OF STUDENTS

Based on information submitted with their NVAA applications and information collected on the Participant Information Form, important data regarding participants' backgrounds were available for the evaluation. The results are shown in Exhibits V-1 through V-4.

EXHIBIT V-1
YEARS OF EXPERIENCE IN THE VICTIM SERVICES FIELD



**EXHIBIT V-2
TYPE OF AGENCY REPRESENTED**



**EXHIBIT V-3
PERCENTAGE OF PARTICIPANTS REPORTING
TYPE OF VICTIMS SERVED**

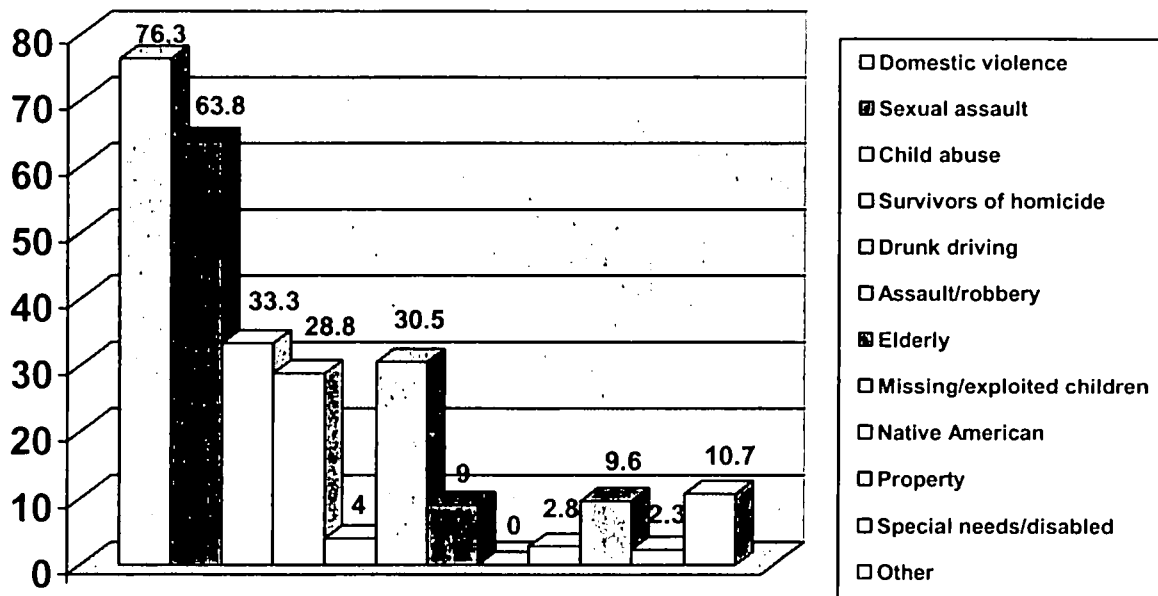
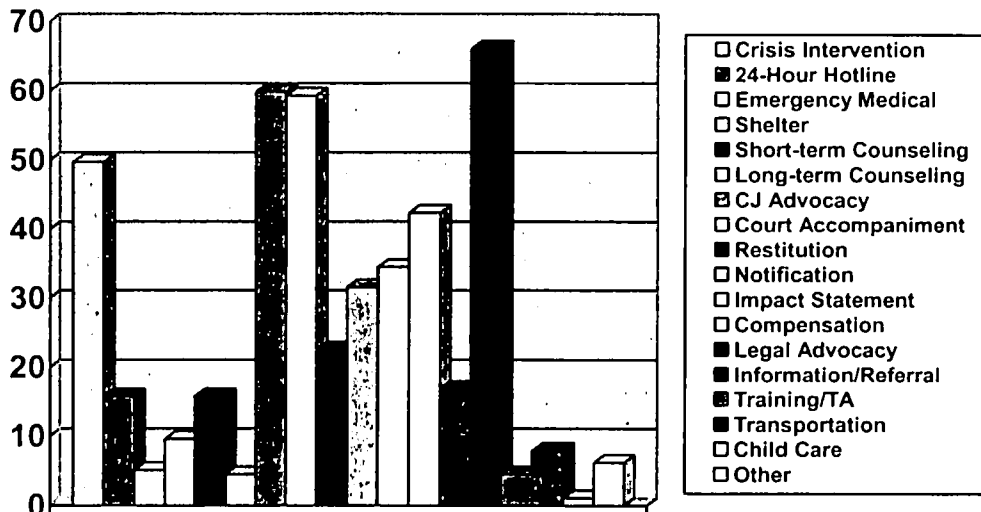


EXHIBIT V-4
PERCENTAGE OF PARTICIPANTS REPORTING TYPE
OF SERVICES PROVIDED



The information presented in Exhibits V-1 through V-4 demonstrates the differences among the participants at the NVAA with respect to years of experience, type of agency represented, type of victims served, and type of services provided to victims. More than half of the participants served victims of domestic violence (76.3%) and sexual assault (63.8%). This was followed by approximately one-third of the participants serving victims of child abuse, survivors of homicide victims, and victims of assault/robbery. The most underrepresented victim populations served by NVAA participants included Native American victims, victims with special needs/disabilities, victims of drunk driving, and elderly victims.

Regarding the type of services offered by NVAA participants, many students provided the following services for victims:

- Information and referral services (66.1%)
- Criminal justice advocacy services (59.9%)
- Court accompaniment services (59.3%)
- Crisis intervention services (49.7%).

Although the Academy is intended as a foundation-level course for entry-level service providers, advocates, and allied professionals, approximately one-fourth of the participants reported more than five years of experience in the field, with approximately 8 percent of those participants reporting 12 or more years of experience.

2. STUDENTS' GOALS AT THE START OF THE ACADEMY

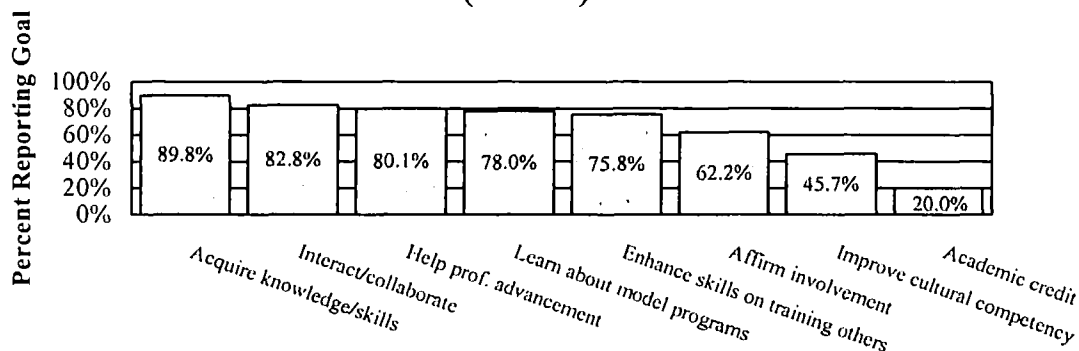
In order for the NVAA to have a lasting impact on students, it is important to understand students' goals and motivation for attending the Academy. Understanding why students attend can help focus faculty efforts on topics and activities that will ensure student needs are met, thereby increasing the usefulness and impact of the Academy on participants. In order to understand the goals of the NVAA students and how those goals were met by their Academy attendance, students identified their goals prior to Academy attendance, and then, at the end of the Academy, rated their experience related to their pre-Academy goals.

Upon arrival at the Academy, students were asked to identify their goals for attending the Academy from a list of eight goals derived from open-ended questions on the participant applications that investigated the reasons for student attendance. If a student's goals did not fit into one of the categories, participants could write in their goal(s). Students were then asked to identify from their list of goals, the three that they considered most important. This section presents a summary of the students' goals for attending the Academy and students' most important goals.

As shown in Exhibit V-5, the goals that most students wanted to achieve were to:

- Acquire knowledge and skills to improve ability to meet the needs of victims, specifically information about:
 - Recent research and innovation in services
 - The legal system, the criminal justice process, and victims' rights
 - Providing high-quality and appropriate referrals with follow-up in a way that helps victims understand the process
 - Improving communication skills when dealing with victims and other agencies
- Interact and collaborate with others in the field
- Acquire information that will help with professional advancement
- Learn about model/innovative services and programs
- Enhance skills on how to train/educate others in victim services.

EXHIBIT V-5
STUDENT REPORTING EACH ACADEMY GOAL
(N=186)



In addition to identifying goals or expectations for the Academy, participants were asked to prioritize their goals by designating the three goals that they considered most important to achieve during their time at the Academy. The results are presented in Exhibit V-6. Participants identified their most important goals as those related to direct victim services, including direct service knowledge and skill improvement, training others in victim services, learning about programs that work to serve victims, and interacting and collaborating with others in the victim services field.

Students are extremely interested in improving their own knowledge and skills, however, they are also very interested in learning how to educate and train others to use the information that they are learning. This is an important finding because it suggests Academy students should not only be learning the information themselves but also should be learning how to educate others once they return from the Academy. Additionally, students thought that their attendance at the Academy could help them advance professionally in their careers, but few felt that completing course credit requirements was important. In fact, only 58 percent of the students who identified completing the Academy for course credit as an interest on their application actually identified this as a goal for themselves at the start of the Academy. This indicates that though students want to advance in their careers, and the information provided at the Academy should help, completing the Academy as course credit is not a priority for most students and thus may not be extremely helpful in their professional advancement. This may be in part due to the fact that there are very few requirements for certification or accreditation within the victim services field.

EXHIBIT V-6 MOST IMPORTANT STUDENT GOALS	
Goal	Percentage of students indicating goal as one of three most important
Acquire knowledge and skills to improve my ability to meet the needs of victims	58.1%
Enhance skills on how to train/educate others in victim services	49.5%
Learn about model/innovative services and programs	45.2%
Acquire information that will help in my professional advancement	43.5%
Interact and collaborate with others in the field	33.3%
Affirm my involvement in the victim services field	19.9%
Improve cultural competency	8.1%
Complete academic course credit requirements	5.9%

3. STUDENTS' INTERESTS AT THE START OF THE ACADEMY

In addition to knowing the goals students hoped to achieve by attending the Academy, the evaluation also assessed the topic areas of greatest interest to participants at the start of the Academy. Prior to their arrival at the Academy, participants were asked to indicate their interest in each of the topic areas covered by the Academy. The topics were derived directly from the Academy Text, and students were asked to identify all topics of interest to them. After identifying all topics in which they were interested, students indicated the three topics they considered most interesting.

At the outset of the Academy, at least some students expressed interest in each of the topics to be covered during the Academy, with all students indicating an interest in more than one category. The percentage of students who were interested in each topic ranged from a high of 77.4 percent for domestic violence and sexual assault to a low of 23.7 percent for training the trainers. Topics with the largest proportion of all students indicating interest were:

- Domestic violence (77.4 %)
- Sexual assault (77.4 %)
- Child victimization (76.9 %)
- Stalking (70.4%)
- Collaboration for victims' rights (69.9 %).

Topics with the lowest proportion of all students indicating an interest included:

- Campus crime and victimization (36.6 %)
- Research and evaluation (30.6 %)
- Financial crime (29.6 %)
- Historical review of the victim rights discipline (28.0 %)
- Train the trainer (23.7%)

Additionally, the topics of greatest interest, or listed as a first priority included:

- Domestic violence
- The criminal justice system continuum
- Sexual assault
- Child victimization
- Terrorism and victim assistance issues.

Together, these five topics accounted for 45.7 percent of the areas of greatest interest listed first. Understanding the students' greatest interests at the outset of the Academy can help ensure the Academy capitalizes on student interests in order to ensure students are getting as much as they can out of the Academy.

4. VALUE OF STUDENT DIVERSITY

Bringing together students with varying backgrounds and interests was seen as a positive asset to the Academy environment by both faculty and students. Eighty-six percent of the 23 faculty interviewed indicated they were aware students would come into the Academy with a range of experience and knowledge, and almost all faculty spoke approvingly about the benefit of these differences. Likewise, six months after the Academy, 92 percent of the students interviewed reported an awareness of the wide range of knowledge and experience among NVAA students and said that the range of experience was conducive to learning. Student comments on this issue suggest several benefits to bringing together students with different characteristics, including:

- Providing real-life examples that expanded on learning
- Providing different approaches to problem solving

- Enhancing networking opportunities
- Increasing the level of enthusiasm about the Academy.

Participants with more experience working with victims were able to share their real-life examples and knowledge on problem solving with those newer to the field. In this case, the range of experience among participants benefited the newer service providers by exposing them to providers with more years of experience.

**CHAPTER VI:
ACADEMY ORGANIZATION AND ENVIRONMENT**

VI. ACADEMY ORGANIZATION AND ENVIRONMENT

This chapter presents information regarding the organization of the academy (Academy and session length, academy topics covered) and characteristics of the learning environment. This information was obtained from participant and faculty interviews, evaluation forms, and on-site observations of the evaluation team members.

1. LENGTH OF THE OVERALL ACADEMY AND SESSIONS

Program administrators carefully considered the time frame for the Academy, and for each session day, the courses offered and when courses should be scheduled. The goal was to offer core courses that covered foundation-level information and current topics in elective courses all within one week. At the close of the week's activities, students gave feedback on the Academy's overall organization. On the length of the entire Academy program, students' views were generally positive. Students rated the program length as either "good" (37.3%), "very good" (31.6%), or "excellent" (19.2%). When asked for additional comments, 13 students reported that the Academy should be extended to allow certain topics to be covered in greater detail. Ten of the thirteen students who elaborated on their responses to this question suggested extending the Academy an extra day or two in order to allow more time to sessions and for networking.

That said, it is important to note that the many students (60.0%) reported the session length as "good" and "very good" and said that enough time was allowed for topics to be covered appropriately. Despite these positive ratings, when asked what would have made the NVAA instruction more effective, almost half of the students (49.2%) reported that allowing more time to cover specific topics and more time for breaks during the day would have enhanced the learning experience. Specifically, participants indicated that more time would have allowed greater opportunities for discussion and more opportunities to draw on the expertise of the instructors. However, students reported that they struggled with the competing desire for more time at the Academy and the need to return home and/or to their jobs sooner.

Faculty follow-on interviews supported the notion that students, as well as faculty, balance the desire for more time at the Academy with the desire to not be away from home/work for too long. Sixty-one percent of the faculty members who were interviewed reported that they would change the length of the sessions in order to more adequately cover the topic areas, but several of them stated they were not sure how to do so without extending the length of the entire Academy program.

2. ACADEMY TOPICS

The course topics offered were well received by the students, with a majority (79%) indicating that topics were “very good” or “excellent.” Students were also generally satisfied with the division between core and elective courses, with 35 percent of students rating this division as “very good”, 30 percent as “good,” and 22 percent as “excellent.” Student comments indicated that they found the elective offerings to be extremely helpful and interesting, but that these sessions were too rushed and did not leave enough time for in-depth discussion. Some specifically reported that they had a difficult time choosing between two electives offered at the same time. One student suggested asking students in advance about which elective topics were of greatest interest to them, so program administrators could make better planning decisions about when to schedule elective classes. Conducting a needs assessment during the planning phase of the Academy would better inform program administrators on how courses could be organized.

3. LEARNING ENVIRONMENT

The assessment of the Academy learning/social environment was based on evaluation team observations, faculty input, and participant reactions and comments on various evaluation protocols. The results are presented below.

3.1 Facilities

Program administrators suggest that the university campus setting is vital to participants fully benefiting from the NVAA experience. While other settings have been considered and/or utilized, administrators believe the campus setting is most conducive to achieving the program’s goals. In light of this belief, all three Academies were held on a university campus setting during the evaluation period. Students were asked in the overall evaluation to assess the quality of the classrooms, housing, food, and campus environment. Students’ modal ratings of these aspects of the Academy were that the classrooms were “good,” the housing accommodations were “fair,” the food was “good,” and the campus environment was “excellent”. Exhibit VI-1 details the percentages of student responses for each of these factors.

While some of these scores may appear rather mixed, comments indicate that students found the overall environment to be conducive to their learning needs. Many students (68%) agreed with the statement that “having the NVAA take place on a university campus fosters interaction that contributes to learning.”

EXHIBIT VI-1					
STUDENT EVALUATION OF ACADEMY FACILITIES (N=179)					
	Poor	Fair	Good	Very Good	Excellent
Classrooms	12.3%	22.9%	25.1%	20.1%	19.6%
Housing	22.0%	26.6%	23.2%	15.3%	13.0%
Food	14.5%	21.8%	26.3%	19.0%	18.4%
Campus Environment	2.8%	9.6%	23.0%	30.3%	34.3%

3.2 Networking Opportunities

The opportunity to network with other victim service providers during the Academy was widely seen by students and faculty as an important component of the Academy experience. Much of the networking took place through the mentoring group sessions and informal interactions among participants. The mentoring groups specifically provided students with an opportunity to network with faculty and fellow students, to delve deeper into course topics, and to discuss ways to apply learned concepts in the workplace. In an evaluation of the mentoring groups completed at the close of the Academy, students reported very favorable (i.e., “agree” and “strongly agree”) opinions of the mentoring groups. For example:

- 72.4 percent found that the mentoring groups helped them gain a greater understanding of the session topics
- 66.9 percent found that the mentoring groups helped them understand how to apply learning from the class session in their workplace
- 57.2 percent found that the mentoring groups provided practice in the application of new skills
- 89.9 percent found that the mentoring groups gave them an opportunity to interact more with other students
- 85.6 percent found that the mentoring groups helped them understand better the work of other victim service providers.

From these initial data it appears that the mentoring groups provided a worthwhile opportunity for students to network and learn practical application of the concepts discussed in class.

In follow-on interviews, students were asked how mentoring group activities complemented other Academy activities. Students generally commented that the mentoring groups allowed time for discussion and gave them an opportunity to form deeper relationships

with other students. These follow-on data support what was learned from the feedback given at the end of the week.

During the telephone interviews with faculty, 86 percent of faculty reported that the mentoring groups complemented other NVAA activities. For example, 69.6 percent of the faculty reported that mentoring groups gave students an opportunity to ask questions and to discuss topics of individual interest. These data support the notion that mentoring groups enhanced the learning/social environment.

4. OVERALL ACADEMY EXPERIENCE

Upon completion of the Academy, students rated their experience as very positive with 97 percent of students rating their Academy experience as at least good, including 48 percent who rated their experience as excellent. Additionally, students appeared satisfied with the content of the Academy, with 94 percent of students rating the overall content as at least good, including 64 percent who rated the content as very good or excellent. When asked how they would describe their Academy experience to their co-workers, common responses were that the Academy could be described as an informative and quality, albeit intense, training experience that provided extensive networking opportunities and resources. Students agreed that the Academy faculty were excellent facilitators, personable with a knowledgeable background. The students also mentioned that the Academy was very broad and basic, a tool useful to people new in the field but also informative and rejuvenating for those with experience. Virtually all 98 percent of the students interviewed six months after the Academy would recommend the Academy to their co-workers.

In general, students found the interaction between faculty and fellow students, the Text, and the training sessions most helpful. Students liked the exposure to diverse service providers from different states and agencies. They learned about programs and resources with which they were unfamiliar (e.g., OVC efforts), shared their experiences, and received a quality education by premier leaders of the field with experience and knowledge. Students thought that learning about a variety of topics was helpful and provided a broad knowledge base. Approximately 95 percent of the students found that the Academy facilitated their understanding of the work of other service providers and 90 percent believed that their Academy experience will help them work with other providers in their communities.

Students found their Academy experience was worth the time and effort, allowing them to learn about the field, obtain resources, and meet other victim service professionals. They stated that the Academy offered a good basic course but that advanced coursework needs to be

developed for those with different levels of experience or specific interests in order to ensure maximum benefit for the participants. One option may be to use a needs assessment tool to ensure the Academy can meet the expressed needs and interests of the participants. An assessment of students' needs is discussed in more detail in Chapter X.

5. RECOMMENDATIONS FOR IMPROVING THE ACADEMY ORGANIZATION AND ENVIRONMENT

Students provided suggestions on how the Academy could be improved in the future to enhance learning. Suggestions included:

- Many students (65%) felt that while gathering a broad base of knowledge is informative, it would be helpful if they could spend more time learning about the specific subjects pertaining to their profession within the victim services field. Students felt it would be beneficial if they exercised more choice regarding the sessions they could attend. By having some method of gauging student interest in each topic, faculty could target their discussion specifically to their audience. This would allow students to learn more about the topics of interest to them while still getting a broad understanding of the victim services field.
- Lodging, food, and classroom environment could have been made more comfortable (e.g., more breaks). Approximately half of the students reported that by improving the conditions at the Academy (i.e., learning environment) they could more effectively concentrate on learning and gathering resources.
- Many students (65%) reported that by receiving the Text earlier they would have had time to read more of it. This would also allow faculty to concentrate on teaching to the topic, using their own experiences and expertise to supplement the information in the Text, rather than having to “teach to the Text.”
- One-fifth of the students felt the mentoring groups would have been more useful if they were smaller and more inclusive. This would allow everyone's voice to be heard. It would also be helpful to group members according to their profession, so that students can share practical experiences and ideas.

These suggestions are intended to help guide the structure of the Academy and ensure the creation of a learning environment designed to more effectively meet the needs of attending students. Students found the Academy to be a useful tool and a good basic course for victim service professionals; however, it still warrants tailoring to the needs of participants. More

challenging advanced options need to be offered to those with more experience. This would allow the Academy to be more selective in its admissions process and more responsive to students' specific needs, while still ensuring that the basic information be useful to those new in the field.

**CHAPTER VII:
IMPACT OF THE ACADEMY ON STUDENTS**

VII. IMPACT OF THE ACADEMY ON STUDENTS

The 2002 NVAA is intended to be a foundation level course for victim service professionals new to the field (i.e., those with less than 5 years of experience). The premise of the Academy is that it will improve students' knowledge of the victim service field, improve student attitudes, and improve their performance as victim service professionals. The evaluation of the Academy measured improvement and change in each of these areas through data collection efforts before, during, and after the Academy. This chapter presents findings related to the impact of the Academy on attending students through a discussion of how well student goals and interests were addressed by the Academy, student knowledge gains (both factual and practical), student changes in attitude, and student behavior change following the Academy.

1. STUDENT ASSESSMENT OF GOALS MET

Just as important as knowing what goals students had for their participation at the Academy is determining whether those goals were met. Based on responses to the Overall Evaluation Form, which specifically asked about students goals, the Academy appears to be meeting the needs of its students through fulfilling their specific goals for attendance. For each of their most important goals, discussed in Chapter V, students, on average, felt satisfied with what they learned (86.6%) and felt that they would be able to apply what they learned in their work setting (86.6%). Given that most students wanted to acquire specific and general knowledge and skills that they can use to improve their work with victims, the statement that they can apply what they learned to their work provides evidence that the Academy is teaching students useful information that can directly help students improve their job skills. It is important to note, however, that the focus of the NVAA was not on skill building.

At the end of the Academy, students rated their overall experience to be very positive and had many favorable comments regarding the Academy and the extent to which it helped them achieve their desired goals. Participants indicated that the Academy helped them reaffirm their career choice, learn from others, and acquire useful knowledge and materials. However, some students felt that there should have been a session on how to train others in victim services, and that time allocated to specific victimization should be increased so that students can focus their efforts on the information that will be most useful to them in their work. Other students felt that there was not enough time to interact, collaborate, and acquire useful skills specific to victim services, given the hectic schedule of the Academy. Students indicated that although the experience was positive, improvements could be made that would help them fulfill their needs.

2. STUDENT ASSESSMENT OF HOW WELL GREATEST INTERESTS WERE MET

Based on participants' responses on the Overall Evaluation Form, the Academy appears to be meeting the needs of students by providing enough practical and useful information to ensure that most students are satisfied with what they learned related to the topics in which they are most interested (75%)¹. Additionally, students indicated that they would be able to apply the information to their work and that they plan to pursue the topics further. However, as shown in Exhibit VII-1, participants' responses to these questions were related to the priority given to the areas of interest (i.e., first, second, or third). The percentage of students agreeing that they could apply what they learned ranged from 67 percent to 85 percent and the percentage of students agreeing that they plan to pursue the topic further ranged from 76 percent to 81 percent. This information suggests that the topic presented first is the topic students felt was most applicable to their job, and the one that they are most likely to continue to learn about after leaving the Academy. These data indicate that students' work in these areas would be expected to show the largest changes in behavior specifically related both to applying what was learned during the Academy to their work and to pursuing the topic further on their own time.

EXHIBIT VII-1		
STUDENT AREA OF INTEREST AND FUTURE ACTION		
(N=155 – 166)		
Order of Greatest Interest	Percentage Agreeing or Strongly Agreeing That They Will Apply it to Their Work	Percentage Agreeing or Strongly Agreeing That They Will Pursue this Topic Further
Priority 1	84.7%	80.6%
Priority 2	70.9%	79.6%
Priority 3	67.2%	75.8%

Students were satisfied with what they learned at the Academy and reported that they could apply what they learned to their efforts as victim service professionals. They also indicated that even though they were satisfied with what they learned at the Academy, they will pursue their goals and interests further. This suggests that students are very interested in the topics the Academy is presenting; their goals are being met; they are using what they are learning; and their experience at the Academy is inspiring students to learn more and pursue further training and education. In fact, not only did participants intend to pursue their areas of

¹ Topics students are most interested in are presented in Chapter V.

interest further, but follow-on interviews suggest that they have carried through with this intention.

Of the 105 participants interviewed 5 to 6 months after the Academy, 58 percent reported that they have continued to expand their skills and/or knowledge to a greater degree than they would have had they not attended the Academy. Students reported pursuing additional training courses, such as the SVAA and the advanced NVAA training institutes. The NVAA experience helped students determine the areas where they needed and wanted additional training and education. In addition to training opportunities, students reported engaging in research in areas of interest identified from the Academy, as well as engaging in information exchange with others in the field on various topics.

3. STUDENT KNOWLEDGE GAINS

As an event intended for novice professionals, the Academy teaches both factual and practical knowledge regarding victimology, victimization, and victim services. It is anticipated that students should retain the knowledge taught and use the information when they return to their jobs as victim service professionals. Results from the analysis of both factual and practical student knowledge gains are presented in the next two subsections.

3.1 Factual Knowledge Gains

The Academy teaches factual knowledge during the 40-hour course through both attendance at Academy sessions taught by distinguished faculty in the field and through required reading of the corresponding chapters in the Academy Text. Students are presented with a broad variety of topics related to victim services, victimology, and victimization, including types of victimizations, characteristics of the justice system, laws, and current research. The structure of the Academy assumes that students have read the Text and that faculty members can then present and expound upon the learning objectives for the Text during the Academy sessions. Together, reading the Text and reinforcing or explaining what is in the Text should increase students' comprehension. Factual knowledge gain at the 2002 Academy was evaluated by measuring whether students were reading the Text, whether students thought topics were presented clearly and logically, whether the intended learning objectives were covered in each session, and how students performed on a knowledge assessment based on the Text learning objectives.

Reading the Text

One measure of whether knowledge has been acquired is the extent to which students read the chapters in the Academy Text. The Text contains 22 chapters that represent a variety of topics (30) related to victim services. Each chapter contains a set of learning objectives for that chapter along with detailed and current information on the topics presented. In order to assess knowledge gathered from reading the Text, students reported on each Session Evaluation Form whether they read the corresponding chapters for that Academy session either before attending the Academy or during the Academy. On average, students read 3 chapters in full and a portion of 9 chapters before arriving at the academy. Once they arrived at the Academy, students read an average of 2 more chapters in full and a portion of 10 additional chapters before the corresponding sessions occurred. This indicates that of the 31 topics covered in the Text, students were able to read less than a third of the chapters before attending the Academy session corresponding to that topic. Given the Academy premise that students should read the Text and then attend faculty sessions that expound on the information in order to learn the materials, a key component of this process was lacking. This was partially due to the fact that most students received the Text less than two weeks prior to arriving at the Academy. Clearly, more time is needed before the Academy to read the materials and better prepare for the Academy sessions.

Student Interests as a Predictor for Reading the Text

Given that students did not have time to read much of the Text before attending the corresponding topical session, it is important to look at students' motivations for reading the Text. Understanding why students read the chapters that they do may help faculty prepare for each session by providing them a more realistic understanding of the proportion of students who are likely to have read the Text prior to the session. By comparing the amount of reading that each student did for each of the topic areas with his or her topics of interest, it was possible to examine the relationship between student interests and what topics they were more likely to read at least in part, before attending the corresponding session. It was anticipated that those who read the Text and then attended the session would have more reinforcement of material and subsequently retain more information for use in their everyday work than those who only attended the session without reading the material.

As shown in Exhibit VII-2, the number of students who read the Text varied. The percentage of participants reading at least some of the corresponding Text for each Academy topic ranged from 25 percent for the Historical Review of the Victim Rights Discipline topic to 66 percent for the Sexual Assault topic. Using a *chi-square* test for independence for each topic, the relationship between each participant's interest in a given topic and whether he or she read

the topic was assessed. Results indicate students were significantly more likely to read the topics they were interested in. Additionally, most students who indicated that they were interested in a given topic read the corresponding chapters of the Academy Text on that topic before they arrived at the Academy. Not surprisingly, if a student was not interested in a topic, he/she also did not read the section of the Text that corresponded to that topic.

These data suggest that student interests drive their reading of the Text. Those sessions that most directly reflect student interest will be the ones that they have most likely prepared for prior to their arrival, and the ones they will read while at the Academy. Those topics that are not of interest to students will not be read.

EXHIBIT VII-2		
THE RELATIONSHIP BETWEEN STUDENT INTERESTS AND READING OF ACADEMY TEXT (N=187)		
Academy Topic	Percentage of Students Interested	Percentage of Students Interested Who Read the Text
Sexual Assault	77 %	66 %
Domestic Violence	77 %	65 %
Child Victimization	77 %	63 %
Stalking	70 %	59 %
Collaboration for Victims' Rights and Services	70 %	58 %
Professionalizing the Discipline of Victim Services	66 %	54 %
Funding for Victim Services	63 %	54 %
Specific Justice Systems	63 %	54 %
Financial Assistance for Victims of Crime	63 %	53 %
Victimization of the Elderly	62 %	53 %
Respecting Diversity: Responding to the Underserved**	61 %	52 %
Homicide	61 %	51 %
Mental Health Needs	59 %	50 %
Terrorism and Victims Assistance Issues	55 %	47 %
Criminal Justice System Continuum	53 %	45 %
Hate and Bias Crime	52 %	45 %
Substance Abuse and Victimization	51 %	44 %
Restorative Justice/ Community Justice	50 %	41 %
Rural Victims	48 %	41 %
Victimization of Individuals with Disabilities	49 %	40 %
News Media Coverage of Crime and Victimization	49 %	40 %
Drunk Driving	44 %	37 %
Innovative Technologies and the Information Age	44 %	37 %
Workplace Violence	43 %	36 %
Victims of Gang Violence	41 %	34 %
International Issues in Victim Assistance	39 %	32 %
Campus Crime and Victimization	37 %	29 %

EXHIBIT VII-2 THE RELATIONSHIP BETWEEN STUDENT INTERESTS AND READING OF ACADEMY TEXT (N=187)		
Academy Topic	Percentage of Students Interested	Percentage of Students Interested Who Read the Text
Research and Evaluation	31 %	25 %
Financial Crime	30 %	26 %
Historical Review of Victim Rights Discipline	28 %	25 %

*chi-square $p < .001$

**chi-square $p < .01$

Coverage of Learning Objectives

It was hypothesized that clear and consistent presentation of the learning objectives in the Text and in the sessions would lead to improved factual knowledge. Evaluators attended each session and rated faculty members on their presentation of the identified learning objectives at the beginning of the session and then on whether the faculty member covered the identified learning objectives from the Text.

In 39 percent of the sessions presented across sites, faculty members identified to the students the learning objectives for the session before talking in depth about any given topic. This presentation ranged from a short discussion of what topics would be talked about to PowerPoint presentations of the specific learning objectives to be covered. At times, faculty members developed their own objectives for the sessions based on what they considered the most important information from the chapter or current research on the topic. They would then present these objectives as the learning objectives for the session and covered them instead of the Text learning objectives.

In order to determine whether faculty members discussed each of the learning objectives identified in the Text, evaluators rated each objective as either covered or not covered for that session. A rating of covered meant that the information in an objective was at least referenced though not necessarily addressed in full or discussed in the same context during class as it was discussed in the Text (e.g., objective may be referenced in a discussion of current research). An average of 72 percent of the objectives from the Text were covered in the corresponding faculty sessions, although the style, presentation, and attention to each objective were not consistent across sites. When faculty were able to draw upon their own expertise and their own research in the presentation of sessions it appeared to generate greater student interest and allowed for more variety than when this was not possible. One draw back to faculty relying on their own personal

expertise and research for their presentations was a tendency to “get off track” and not adequately cover the learning objectives prescribed for the session.

It is clear that while some faculty identified the key learning objectives to students and then covered those objectives in a systematic manner, this did not occur in at least one-third of the sessions. With the large amount of information presented to students during their week at the NVAA, it is important to identify to students the key objectives that they need to take away from the Academy. While a broad view of the victim services field is important and immensely valuable, it is reasonable to expect that with greater focus and emphasis students can learn specific factual information that is important to their work as victim service professionals.

Session Impact on Students’ Knowledge Gains

In order to determine the impact of the session from a student’s perspective, students evaluated each session on a variety of factors related to increased knowledge. In the student evaluations of each session, at least 90 percent of students either agreed or strongly agreed that the sessions:

- Contained an appropriate coverage of theoretical information regarding the topic presented
- Contained an appropriate coverage of practical information regarding the topic presented
- Addressed the stated learning objectives
- Had information that they would be able to use in the future.

Based on these responses, students believed that the sessions provided them with interesting information that that they would be able to use in their future endeavors. This is not a measure of specific knowledge gained but of students’ impressions regarding the clarity and comprehensiveness of the material presented as both of these characteristics have an impact on the benefits of the session for students. Clearly students benefited from the faculty sessions and appreciated the information that was being presented as both informative and useful in their work.

Pre-Post (Factual) Knowledge Assessment

In order to gather a more objective assessment of students’ knowledge gain while at the Academy, the evaluation process included a formal assessment of the factual knowledge that

each student retained during the week of the Academy. A detailed knowledge test, to be completed by students both before and after attending the Academy was developed on the basis of the learning objectives from the Text. Members of the evaluation team developed a set of questions that included one multiple-choice question per learning objective from the Text. Evaluation Advisory Group members and site coordinators then chose one question per chapter to create an item pool to be used in the creation of the knowledge assessment. The knowledge assessment was then tailored for each site to consist of one question for each chapter that was considered a core topic at that site. No questions were asked of students at a particular site about topics considered electives for that location. In order to get a clear picture of how students' factual knowledge improved during the Academy, the knowledge assessment was completed by students upon arrival and check-in at the Academy and then during a standardized time at the end of the Academy. This section will address whether the faculty members covered the learning objectives addressed by the knowledge assessment in the corresponding session and then present the results of the assessment of students' knowledge.

Precursors to Learning

Members of the evaluation team attended each core academy session to document whether the learning objective tested in the knowledge assessment for each core topic was covered in the corresponding session. On average, 40 percent of the learning objectives addressed in the knowledge assessment at each site were covered in the sessions corresponding to those topics at that site. Therefore, it is important to consider students' performance on the knowledge assessment in the context that students did not read the majority of the Text and were not presented with 60 percent of the learning objectives that the knowledge assessment tested.

Student Performance on the Knowledge Assessment

The knowledge assessment served as a standardized indicator of whether students learned specific learning objectives during their attendance at the Academy. The average score on the knowledge assessment increased significantly from 51 percent to 56 percent ($t(184) = -5.314$, $p < .001$) from the beginning to the end of the Academy, though it is important to note that the scores were varied, with some students increasing while others maintained their scores and others actually saw a decrease in their scores. In order to further examine the change in scores for students, scores on the pretest were divided into the following grades:

- 90–100% correct – 'A'
- 80–89% correct – 'B'
- 70–79% correct – 'C'

- 60–69% correct – ‘D’
- 0–59% correct – ‘F’

Approximately 60 percent of students improved from before the Academy to the end of the Academy with their scores increasing an average of 12 percent. As shown in Exhibit VII-3, when scores are broken down by a student’s grade on the pre-test, approximately 75 percent of students received a grade of ‘F’ on the pre-test. This is not surprising as the Academy is intended to be a foundation level course for those new to the field of victim services. Of those who received a grade of ‘F’ on the pre-knowledge assessment, 66 percent increased their score an average of 12 percent by post-test. For all students who increased their scores, approximately 43 percent increased by at least one grade level. These results indicate that students learned some factual information at the Academy despite some students not reading the Text or having the learning objectives completely reinforced during the sessions.

EXHIBIT VII-3			
CHANGES IN STUDENTS’ KNOWLEDGE ASSESSMENT SCORES (N = 185)			
Pre-Academy Knowledge Assessment Grade	Percent of Students (100 %)	Percent of Students for Each Pre-test Grade Who Improved From Pre- to Post-test	Average Increase in Score for Those Students Who Improved
A	0.0%	0.0%	0.0%
B	2.2%	25.0%	5.6%
C	7.7%	42.9%	8.3%
D	14.8%	42.3%	9.9%
F	75.4%	65.7%	12.2%

In addition to showing improvement in scores from the beginning to the end of the Academy, the knowledge assessment indicated certain areas where students may be missing out on learning important factual information. One question in the assessment asked students to choose whether laws regarding communications between victims and rape crisis advocates in law enforcement agencies state that the communications are confidential or not confidential, along with two other choices. After Academy attendance, 53 percent of students indicated that the communications between rape crisis advocates in law enforcement agencies and victims were confidential. In reality the law does not protect these conversations. This has important implications for the way advocates conduct themselves with victims. Another question that illustrates a lack of specific knowledge on an important topic related to victim services asks about the Attorney General Guidelines regarding restitution orders. While the correct answer to the question identified restitution orders as being something that must be enforced by all available means, over 25 percent of students cited that restitution orders must be given as part of an offender’s punishment regardless of the crime. The scores on these questions indicate a lack

of knowledge regarding important laws and statutes that have implications for the way victim service professionals conduct themselves when dealing with victims.

While it is important to look at scores on the knowledge assessment with the caveat that many students did not read the Text and many of the learning objectives addressed by the assessment were not covered in the sessions, the weak performance by students on the factual knowledge test indicates that it may be necessary to identify key learning objectives for students to expect to take away from the Academy, especially those related to improving knowledge of laws, policies, and other practices with important implications for how service providers work with victims.

Relationship Between Factual Knowledge Gain and Seeking Course Credit for Participation in the Academy

Approximately 20 percent of students indicated at the start of the Academy that one of their goals for attending was to obtain Academic credit. Students were able to obtain both undergraduate and graduate credit for attending the Academy. Those interested in undergraduate credit were required to pass a test covering the core topics in the curriculum at the end of the Academy. Those interested in obtaining graduate credit were required to write a paper on a particular topic related to victim assistance. It is important to understand the effect of the added incentive of obtaining academic credit and the increased study that may have accompanied that pursuit on factual knowledge assessment scores. Students who cited “complete academic course requirements” as a goal for their attendance at the academy had significantly higher scores on the knowledge assessment at the end of the Academy compared to those who did not identify this as a goal ($t(181) = -1.893, p < .01$). The mean score for those not interested in achieving credit on the knowledge assessment was 54 percent and the mean score for those interested was 59 percent. Additionally, students with the goal of achieving course credit had significantly greater increases in their score from pre- to post-assessment ($t(181) = -2.052, p < .05$). The average increase for those not interested in achieving academic credit was 3 percent and the average increase for those interested was 8 percent. These results indicate that students’ who come into the academy with a goal toward obtaining academic credit are likely to take more factual knowledge away from the Academy than those who do not have this as a personal goal.

Factual Knowledge Gain Summary

Together, this assessment of the factual knowledge that students are gaining from their Academy experience shows that while students are acquiring some new knowledge, there is

substantial room for improvement. The data suggest that the Academy lacks consistent reinforcement of key pieces of information throughout the week, resulting in a lack of retention of the knowledge that is being taught. Students are not reading very much of the Text before the Academy, and then do not have time to read the Text once they arrive as the Text is extensive and they are busy with other activities. This results in few chapters being read in full and few pieces of information from the Text being retained, including the learning objectives. Furthermore, the learning objectives identified in the Text are numerous and are not being reinforced consistently during the Academy sessions taught by faculty. The Academy sessions are clear and provide useful information to students but it is important to identify the key information that students should know when they leave the Academy. As identified through the knowledge assessment, students need assistance in directing their learning to the fundamental knowledge necessary for victim service professionals. Narrowing the list of objectives for students to learn at the Academy would allow for an expansive overview of the victim services field, while at the same time ensuring that students learn the important information that will serve as a foundation for their work with victims.

3.2 Practical Knowledge Gains

The National Victim Assistance Academy is intended to teach more than just factual knowledge regarding laws and victimization to students. It is intended to provide practical knowledge that students can apply in their everyday work with victims. The practical knowledge that students acquire at the Academy was assessed through student ratings on a set of questions addressing practical knowledge, student reports on acquiring and using resources at the end of the Academy and six months after the Academy, and supervisor reports on knowledge change six months after the Academy.

Knowledge to Practice

Not only is it important for students to learn factual information at the Academy, it is important for them to be able to use that information in a practical setting. The Academy evaluation assessed students' perceptions of their ability to apply their knowledge in a practical setting. Using a five point scale with '1' indicating 'strongly disagree' and '5' indicating 'strongly agree,' students rated their agreement with 12 statements about their ability to apply their knowledge to specific practices in victim services at the start and end of the Academy. As shown in Exhibit VII-4, students' perceptions of their ability to apply what they know about victim services to their work increased significantly, with at least 88 percent of students either agreeing or strongly agreeing with each statement by the end of the Academy.

The largest mean increases in perception of ability to apply their knowledge were for two key purposes of the Academy: 1) knowing where to get information on new and effective ways to serve victims; and 2) understanding the theory and research behind the victim services profession. These answers show that the Academy is providing students with a solid foundation on the victim services field as well as with practical knowledge of where students can find important resources for helping them in their service of victims. The Academy clearly has an effect on students' confidence in their knowledge and skills, which is an important foundation for later behavior change.

EXHIBIT VII-4			
CHANGES IN PARTICIPANTS' PRACTICAL KNOWLEDGE			
Statement	Average Pre-Academy Rating	Average Post-Academy rating	Percentage Increase in Students Who Agree or Strongly Agree
I have the skills need to effectively listen to victims when they discuss their experiences with me	4.4	4.61*	5.1%
I have the skills needed to identify someone as a victim of crime	4.18	4.60**	12.2%
I have the skills needed to effectively evaluate victims' needs for services	4.06	4.46**	11.9%
I know what other sources of help there are for victims in my community	4.05	4.49**	16.7%
I understand ways my organization and other providers can work effectively together to assist victims	4.01	4.55**	17.9%
I am comfortable referring victims for services to meet their needs	4.25	4.61**	9.8%
I am able to help victims access services from other providers	4.02	4.56**	16.8%
I am comfortable informing victims of their rights in the justice process	3.94	4.46**	25.2%
I have the information needed to help victims move through the justice process	3.82	4.35**	20.4%
I understand the theory and research that provide the foundation for the work that I do with victims	3.66	4.35**	32.6%
When someone proposes new ways to serve victims, I can get information I need to determine if these ways are likely to improve victim services	3.64	4.44**	34.5%

* $p < .01$, ** $p < .001$

Application of Practical Knowledge Following the Academy

In addition to asking students during the Academy about the practical knowledge they were acquiring, it was important to assess students' use of the knowledge in their positions as victim service professionals. Students are better able to identify the knowledge that has proven to be very practical to them once they are back in the environment of serving victims on a daily basis. To address this issue, the evaluation included follow-on interviews with students and a sample of supervisors to assess the type of knowledge that students have found to be useful in their everyday work.

Of the 105 participants interviewed 5 to 6 months following the Academy, 99 percent reported gaining new knowledge as a result of attending the Academy and 46 percent reported gaining new skills. It is not surprising that less than half of the participants reported gaining new skills. The Academy was not originally designed as a skill-based training and for the most part did not emphasize learning new skills, but instead focused more on providing students with a basic knowledge of the victim services field. In order to better understand the new knowledge that has proven practical in helping students perform in the victim services field, students were asked to identify the knowledge and information that they learned at the Academy that they have found useful to them in their work. Most useful to students was:

- Information about specific types of crime and specific tips on dealing with victims
- Information sharing across agencies to gather sources for referrals and ideas for improving/expanding services
- Information regarding the history of the victims' movement, the basic system, and why the victims' field exists as it is
- Information regarding national and state perspectives on victim services including specific Federal and state laws
- Resources including the Academy Text, Federal resources, CD with the PowerPoint presentations, and having a network of people to call upon as a resource.

Primarily, students considered information directly related to their job to be most useful, especially information about resources that they can use in their everyday work and the variety of information regarding specific types of victimization consolidated for easy access. Some of the most useful information was about resources that they can call upon when necessary and information regarding the basic history and structure of the victims field, including laws and Federal programs. The broad information about the history and structure of the field and specific types of victimization helped students understand victim services on a national level and gain a

better understanding of what other victim service professionals deal with. That information combined with the networking and resources provided, helped students in their everyday work by giving them a broad sense of the national perspective and an understanding of how to access the myriad of resources available.

In addition to identifying the most useful information that they gathered at the Academy, students discussed the types of information that they found not as useful. When talking about the information that they acquired at the Academy that was not useful, most students agreed that none of the information is irrelevant. However, students reported that the information regarding specialized topic areas that they may not specifically deal with everyday (e.g., financial crime) was not useful to them beyond giving them an overarching national perspective. Additionally, students talked about certain topics being repetitive or redundant with knowledge that they already knew and that outdated statistics or information was unhelpful. Student comments indicate that while students appreciate the broad perspective that they gain from attending all of the Academy topics, it would be more useful to them if they could attend sessions on the basic history and structure of the victims' rights discipline and then focus their attentions on the specialized topics that they will be using in their work. This would allow them to learn more about the specific topics that they need to specialize in while still getting the broad national perspective and resources that are a hallmark of Academy attendance.

The NVAA provided students with a solid foundation of knowledge regarding resources, helped students network, and provided students with information regarding specific laws, polices, and practices that have helped students in their work.

4. CHANGES IN STUDENT ATTITUDES

In addition to learning information that can help victim service professionals improve their services, the Academy experience gave students a national perspective on the victim services field and provided an opportunity to interact with others in a field that can be very isolating due to limited funding and the nature of the work. The evaluation of the Academy included an assessment of changes in student attitudes as a result of attending the Academy.

The 105 students interviewed approximately 5 to 6 months after the Academy were asked about their attitude towards a variety of entities and how those attitudes had changed since completing the Academy. Specifically, students' attitude change towards victims, the victims' field, and Federal, state, and local agencies was assessed.

4.1 Attitudes Toward Victims

While most students (90%) were already compassionate and understanding towards victims, students reported that the Academy gave them a better insight into what each victim experiences. Approximately 48.6 percent of interviewed students reported a change in their attitude toward victims. Students reported that since attending the Academy they are better able to understand and have a deeper appreciation for the victim's problems, emotional responses, and the ordeal of going through the justice process. Furthermore, they stated that they have a better understanding of the extent of victims' needs, and they have learned not to take the actions and words of victims personally. They are more committed to supporting victims who need help and realize that even victims who refuse services may still want or need assistance. Students are more confident in dealing with victims as a result of their increased knowledge regarding laws and the victim services field and can better serve victims because of their increased knowledge of available resources. As one student reported, *"It helped me realize that I had more to offer than I thought. I was inspired by others' ideas and came up with new ideas for my program."* Even students who have been in the field for a while came away from the Academy more committed and with a deeper appreciation of their work. Some students were beginning to feel burned out and hardened by their experiences. Their experience at the Academy helped resensitize them to the victim's needs. Overall, students reported a noticeable attitude change towards victims, especially in terms of how the Academy helped reinforce their commitment and increased their understanding and patience.

4.2 Attitudes Toward the Victim Services Field

Students also reported changes in their attitudes toward the victim services field as a whole. More than 60 percent of interviewed students (64.8%) indicated that they had changed their attitude toward the victim services field as a result of participating in the Academy. Many reported that they now know it is an actual professional field instead of just a job or a group of people going after a cause. The organization of the field and the knowledge of what is happening throughout the nation impressed students, as many did not realize the size of the field and the breadth of what is offered across the country. Students felt it was helpful to know that there are concrete efforts going on to professionalize the field and are more confident that victim services will be an integral part of the justice system one day. Students reported that they are less narrow-minded now and are more willing to seek out resources beyond their own localities. They have changed their attitude towards other professionals and have more respect for their co-workers and other victim service providers, including prosecutors and law enforcement personnel who work with victims. The knowledge that they are not alone helps them feel more

confident. The Academy has become an important part of helping those coming into the field realize the professional aspects of victim services, and it helps increase students' commitment to remain in the field and contribute as much as they can.

4.3 Attitudes Toward Federal, State, and Local Agencies

Changes in attitude towards other agencies varied with 55.2 percent of students reporting changes in attitude towards Federal agencies and 28.6 percent reporting changes in attitude towards state and local agencies. When talking about change in attitude toward Federal agencies, students primarily discussed their increased awareness of the Office for Victims of Crime (OVC), the services OVC provides, and the resources that are available. Even those students who knew about OVC and its services felt that their experience at the Academy helped them learn how to access those services, and helped them to feel more comfortable calling and asking for assistance. Other Federal agencies that students felt they had more knowledge about included the Federal Bureau of Investigation, the State Department, and the Military. Of those students reporting a change in attitude, most (75%) did not know that these agencies offered any victim services and are now more aware of the services available as well as how to access them for victims. This information suggests that the resources offered by many Federal agencies are underused at the local level due to lack of awareness and understanding.

In terms of state agencies, students primarily gained a better understanding and appreciation for the efforts of the victims' compensation board and learned that there is wide variety in the emphasis placed on victim services at the state level. Some students came away from the Academy with a very uplifted attitude towards the services in their state, while others realized how far their state needed to go. They also learned about the resources that each state agency might have and gained a better understanding of which agencies (e.g., law enforcement) do not have the resources to effectively serve victims up front.

Students reported changes in attitude toward local organizations, networking and talking with other types of service providers and other organizations (e.g., law enforcement, shelters). Students gained an appreciation for the constraints everyone works under while also coming to the realization that everyone is working toward the same goal with different resources, different requirements, and different methods. They felt that they were now more willing to contact other organizations when appropriate and they felt more confident in working with other service providers.

The Academy helped students learn about resources and services available at the local, state, and Federal levels and helped students gain an appreciation for the constraints every agency must work within. Although this was a good opportunity for students to benefit from this type of education, student responses also illustrated an acute need within the victim services field for more awareness regarding available resources and networking opportunities. It helps professionals in the field break down barriers and work together when they have a face to go with an organization's name, and when everyone realizes that they are working towards a common goal.

5. CHANGES IN STUDENT BEHAVIORS

In addition to increasing knowledge and changing student attitudes, the Academy is also intended to improve the behavior of students thereby improving students' job performance and the quality of victim services in the field. In order to assess changes in behavior, students were asked at the end of the Academy to identify three things that they planned to do or change as a result of their Academy attendance. Although this is not an actual measure of a behavior change, intention to change is a prerequisite for many types of behavior change. During the follow-on interviews, students were asked to report on any changes that had occurred since the Academy, specifically changes related to promotions, increased networking, and completion of tasks or action steps that they identified at the end of the Academy.

5.1 Intentions for Behavior Change

At the end of the Academy, students were enthusiastic, confident, and inspired to make change. In order to understand students' intentions for change once they returned to their organizations, students specified three things that they intend to do as a result of attending the Academy. As shown in Exhibit VII-5 the types of actions that students intend to take as a result of attending the academy included:

- Increased collaboration with other students, victim advocates, other organizations and agencies, and with OVC
- Improved victim services through improved sensitivity and empathy, adding programs to referral lists, and increasing efforts at seeking restitution for victims
- Increased advocacy efforts through raising public awareness, working for changes in compensation, advancing ethical standards, and lobbying for victim rights and services

- Enhanced training and programs through adding topics, starting new targeted programs for the undeserved, extending current services, developing protocols, and enhancing curriculums
- Increased number of trainings they conduct including more specific and specialized topics, an increased range of recipients, and mini-academies for their localities or home countries
- Increased personal education through self-directed research, formal education, utilization of OVC materials, and attendance at trainings and other seminars
- Increased personal use of resources including OVC, the Academy Text, and the Internet
- Increased efforts to find funding.

The most common action that students intended to take was to collaborate with others (51.1%). This shows how the networking opportunities and education at the Academy has improved students' confidence in their ability to collaborate and provided them with a better perspective on the efforts of other organizations. Additionally, more than 20 percent of students said that they would attempt to improve services for victims, procure additional education in the victim services field, and improve trainings and programs that already exist.

EXHIBIT VII-5	
STUDENT ACTIONS AS A RESULT OF ATTENDING	
THE ACADEMY	
Action to be Taken as a Result of Attending the Academy	Percentage of Students Intending to Take This Action
Collaborate	51.1%
Improve Services	37.1%
Additional Education	24.2%
Training/Program Enhancement	22.0%
Conduct Training	19.9%
Use OVC/Other Resources	16.7%
Advocate	10.2%
Obtain Funding	7.5%

It appears that Academy students have broad and expansive intentions for making change in their organizations and in the field. The primary intention of students was to collaborate with others. This alone would help students learn more, connect students in different localities, help students identify resources, and help students provide mutual support to each other when times get difficult. Additionally, collaboration would help streamline victim services in different localities

and help ensure that victims are provided with better and less stressful services. Students also intended to pursue more education, provide education on victim issues to others, and increase their advocacy efforts. All of these intentions, in addition to students' direct intentions to improve services, can help students take action and make victim services better.

5.2 Actual Behavior Change Following the Academy

During follow-on interviews, students indicated a variety of changes in their behavior after the Academy. Not only did many of them pursue the actions they intended, but they made changes to programs serving victims and increased their networking efforts. Several participants were able to obtain promotions as a result of their newly acquired knowledge and experience from the Academy.

Networking with Others

Approximately 83 percent of students indicated at the end of the NVAA that they planned to stay in touch with some of the other students that they met while at the Academy. Of the 105 students interviewed approximately 5 to 6 months after the Academy, 68.6 percent reported that they have stayed in touch with other students. Students tended to make their own contacts with other students (61.0%) as well as to receive contacts from others (57.1%). Students contacted or received contact from an average of three other individuals during the time since the Academy.

Students reported that contact with other students has helped them share information on an ongoing basis, continue friendships, and provide social and professional support. As a result of being in contact with others, students report that they now keep in touch on a regular basis and have expanded programs and provide better services to victims. Students have been able to make referrals to other states and localities, find information on specific guidelines and services, and help locate resources for victim services in the community. For those that have not kept in touch with others, students report that they have been too busy or just have not had a need to contact others. What is important, however, is that they recognize that there are others they can turn to if they have questions or problems, and that they report a willingness to do so if necessary. Overall, students increased their contacts and sources for information and they utilized the services and knowledge of others that they met at the Academy to improve services for victims.

Job Performance and Promotions

One of the most overt changes that might occur as a result of attending the Academy is a change in position within the organization. This change may occur as a result of a change in supervisor or as a result of a promotion. Approximately 81.9 percent of students reported that they had the same supervisor at the time of the follow-on interview as they did prior to and during the Academy. This suggests that most supervisors who invested in their supervisee's attendance are likely to benefit from any improvements in performance. Additionally, 15.2 percent of interviewed students reported receiving a promotion since their Academy attendance and 13.3 percent of those attribute that promotion directly to their Academy attendance. Students believe that the Academy helped them by increasing their knowledge, improving their job performance, and improving their capacity to network and improve existing programs.

Program Expansion and Improvement

In addition to expanding students' knowledge and skills, increasing networking with others, and helping students advance in their careers, the Academy experience is designed to help students implement direct changes in programs, policies and practices through program expansion and improvement.

Approximately 11.4 percent of students indicated that they helped establish new policies as a result of attending the Academy. Some of the changes included changes in their confidentiality policies, victim notification procedures, policies for interacting with the courts, and their follow-up contact with victims to ensure victims are receiving services. While only 11.4 percent of students were able to affect policy, more than twice as many students (25.7%) were able to change practices. These changes in practice occurred in a number of areas including staff interactions, client interactions, and interactions with collateral agencies such as other service providers or the courts. One student simply indicated that she was taking a more personal approach in dealing with victims, as she now believed that victims required empathy in their interactions because of the trauma of being a crime victim. Additionally, approximately half (50.4%) of the students indicated that they made a program improvement as a result of attending the Academy such as changes in reference or resource material, on site trainings, and enhancing day to day operations. Finally, in addition to program improvement, a number of students (26.6%) expanded their programs by adding referral programs, putting in applications for grants or funding, hiring new staff, acquiring videos from NVAA and incorporating them into their training module, or teaching a cultural diversity class to employees.

As the above data indicate, approximately half of all students contacted at follow-up made changes as a result of attending the Academy. It is clear from student comments that some changes may have been less common because those involved more time and effort. A change in policy, for example would involve input from a number of other people as well as some form of approval from others. Since only 12 percent of the Academy participants represented positions of management, it is not surprising that policy change was not a common occurrence. Additionally, the lower proportion of students who implemented a policy change may have been due to the fact that some proposed changes were in the process of being made or negotiated but not yet completed. A program or practice improvement, such as adding an additional brochure to a list of resources, or using a different term when speaking with clients is more readily accomplished. It is clear that many students intended to affect their programs and that some had more success than others.

5.3 Intentions Translated into Action

In order to determine whether student intentions manifested themselves in actual change, the evaluation included an assessment of whether the three tasks that each student listed as things they planned to do as a result of the Academy had actually occurred. Students were presented with the actions that they intended to take as a result of attending the Academy and were asked to indicate if the actions were completed, started but incomplete, attempted but unable to complete, or not pursued. Approximately half of the respondents (50.4%) indicated that they had started or were in the process of taking the first action that they had identified at the end of the Academy. It appears that students are taking their ideas seriously and are making a concerted effort to complete each of the tasks that they identified (see Exhibit VII-6 for specific results).

Students' completion of the tasks that they identified varied widely based on the type of task with over 35 percent of students indicating that had used resources or pursued education and training and only 11 percent stating that they had improved a program or advocated effectively for victim services. However, while only 11 percent of students had completed these tasks, over 60 percent of students were in the process of improving services or advocating. This makes sense given that these tasks can sometimes take a long time to implement and often are seen as ongoing efforts without a true end.

EXHIBIT VII-6		
PERCENTAGE OF INTENDED ACTIVITIES COMPLETED BY STUDENTS		
Action to be Taken as a Result of Attending the Academy	Percentage Intending this Action (N=112)	Percentage of Respondents Completing this Action
Collaborate	54.2%	22.9% (N=48)
Improve Service	40.9%	11.8% (N=34)
Additional Education	28.5%	34.6% (N=26)
Training/Program Enhancement	24.7%	31.8% (N=22)
Conduct Training	23.8%	30.0% (N=20)
Use OVC/Other Resources	16.1%	35.7% (N=14)
Advocate	13.3%	11.1% (N=9)
Other	12.3%	20.0% (N=10)
Obtain Funding	9.5%	22.2% (N=9)

Barriers to Completing Tasks

The most common barriers to completing tasks were time and monetary constraints. Several students found that they did not have the time or sufficient financial resources to complete the tasks that they intended. Other barriers that were sometimes beyond students' control included administrative changes, incompatible policies, personal circumstances, or professional relationships. The fact that these tasks are not complete indicates barriers in the field. One way to reduce these barriers is to educate students on the importance of certain activities, such as finding funding, and to assist students in finding ways to work within bureaucratic and monetary constraints in a field where the budget is already stretched too thin. This information does indicate that the Academy's influence can only reach so far in a short amount of time. It takes time, commitment and systemic change to make some of these visions a reality.

6. SUPERVISOR ASSESSMENTS OF THE IMPACT OF THE ACADEMY ON ORGANIZATIONAL RESULTS

In addition to students' self-report of changes occurring as a result of their participation in the NVAA, the evaluation team contacted a sample of student supervisors to understand how participation at the NVAA affected the agencies and organizations where the students work.

Supervisors reported that their supervisees gained knowledge regarding available resources at the national, state, and local level. The Academy provided concrete information on resources available from agencies like the Office for Victims of Crime, the Department of Justice, and the National Association for Crime Compensation. Additionally, supervisors felt the

opportunities for the students to speak with other victim service providers from their state and learn about resources through networking and sharing experiences was invaluable.

Approximately 90 percent of the supervisors reported that as a result of attending the NVAA, their supervisees:

- Have a better understanding of the importance of having resources and contacts they can call upon when needed
- Have more information about the availability of resources for the victim services field and how to access those resources
- Are more proactive in seeking out assistance from other professionals (e.g., calling local agencies to determine what services they provide).

In general, the greater awareness of resources has enabled students' agencies to take a broader approach to planning. The agencies can utilize new ideas and do not have to reinvent the wheel when planning new policies or initiatives.

Supervisors also recognized other advantages to having sent staff to the Academy. Approximately 80 – 90 percent of the supervisors reported that participants demonstrated an increased:

- Awareness and a broader view of the victim services field
- Understanding of the unique needs of crime victims and the various types of crime victimization
- Understanding of victim issues, laws, and the appropriate methods of handling and working with various types of victims
- Knowledge regarding how to collaborate with other agencies and the ability to appreciate the work of other professions that work with victim service providers
- Confidence and effectiveness in their work as a result of new knowledge and skills
- Understanding and better perspective of the victim services field as a professional discipline instead of just a job.

Some supervisors stated that attendance at the Academy helped their supervisees lose some of the prejudices they may have possessed toward specific types of victims and other agencies and gave them a better understanding of the different perspectives of those who work in the victim services profession. One supervisor had the following to say about the person he/she supervised:

"She lacked knowledge and compassion when processing domestic violence cases and was doing victim blaming in certain situations. She got an eye opening at the Academy regarding the cycle of domestic violence. That was worth the trip. There was a slight change in her attitude. I don't hear those comments anymore. She was impressed with the information and understands better."

Together these increases have made the students more understanding of how their profession works, more knowledgeable regarding laws and polices, and more effective in their service for victims. Additionally, the Academy appeared to increase students' enthusiasm and appreciation for their work and provided them with a deeper appreciation for victims' needs. Supervisors expressed very favorable views about the effects that the Academy has had on the knowledge and expertise of their supervisees and more often than not reported that they would recommend other staff working with victim services to attend the Academy. These changes in attitude are an important part of Academy attendance, and an indication of Academy effects on participants.

**CHAPTER VIII:
IMPACT OF THE ACADEMY
ON INSTITUTIONS OF HIGHER LEARNING**

VIII. IMPACT OF THE ACADEMY ON INSTITUTIONS OF HIGHER LEARNING

The NVAA provides a unique opportunity for victim service practitioners to collaborate with university/college faculty to implement a comprehensive training program located on the campus of an institution of higher learning. It is assumed that this collaboration has beneficial impacts for the educational achievement of training participants and for the institutions themselves. For example, the partnership with an institution of higher learning enables the NVAA to offer students the opportunity to earn academic credits for attendance. Additionally, the practitioner and academia collaboration gives participants exposure to the more academic or theoretical foundations of victim services and provides the necessary link for students between theory and practice. For the institutions of higher learning involved with the NVAA, it is anticipated that their affiliation with the NVAA may ultimately lead to the development of new academic courses, programs, and degrees in victimology and victim services. For this evaluation, it was important to ascertain the extent to which the NVAA had these and other relevant impacts on students and institutions of higher learning.

1. EDUCATIONAL ACHIEVEMENT OF PARTICIPANTS

At the start of the Academy, 37 students (approximately 20%) indicated that obtaining academic course credit was a primary goal for their attending the Academy. Following the Academy, information was obtained from students and each institution sponsoring one of the three Academies, to determine the level of academic achievement that occurred as a result of attending the Academy.

Three hours of academic credit, for undergraduate or graduate credit, was available for successful completion of the 40-hour NVAA course and fulfillment of all requisite conditions (e.g., pre- and post- exam, research paper). For those students interested in pursuing the NVAA for credit, an additional fee of \$120 was required to cover administrative costs in processing the course credits by the universities. The academic credits are transferable worldwide. The course credits were available in the following disciplines: criminology from California State University-Fresno, and social work/human services or criminal justice studies from Washburn University. The students earning academic credit for their participation in the 2002 NVAA are summarized in Exhibit VIII-1. Approximately 70 percent, or 26 of the 37 participants who indicated they were taking the Academy for course credit were successful in achieving this goal for themselves.

EXHIBIT VIII-1		
STUDENTS RECEIVING ACADEMIC CREDIT		
Discipline	Undergraduate	Graduate
Criminal Justice	15	6
Human Services	3	0
Social Work	0	2
Total	18	8

In addition to the students receiving academic credit, the follow-on interviews with students revealed that 21 students had pursued additional education or credit in the field of victim services/victimology since attending the NVAA. These students report having received additional certifications (e.g., Association of Traumatic Stress Specialist), or taking victim-related undergraduate or graduate courses (e.g., an on-line course from Washburn University). The Academy not only provides students with a foundation-level education in victimology and victim services, it offers opportunities for educational advancement, either during the Academy or following the Academy.

2. BENEFIT TO INSTITUTIONS OF HIGHER LEARNING (AFFILIATED AND NON-AFFILIATED)

An important component of the NVAA evaluation was to determine the extent to which the NVAA model has been adapted and integrated into institutions of higher learning and to identify changes that have occurred to both NVAA affiliated and non-affiliated universities across the country. Follow-on interviews with NVAA faculty provided some answers to these questions.

Of the NVAA faculty interviewed, eight faculty represented active faculty at various universities/colleges across the country. Faculty were asked whether they had seen changes in their institutions or other institutions as a result of the NVAA presence. The results were as follows:

- The majority (87.5%) reported a greater awareness and attention to issues surrounding victims
- Half of the faculty had observed an enhancement in victim-related training offered by universities/colleges

- The majority (87.5%) reported the expansion of victim-related education at different institutions of higher learning.

Faculty noted that the best “advertisements” for awareness of victims’ issues at their university were the word of mouth comments from former NVAA students. Faculty also felt that holding the event on the university campuses leads to more awareness among administration, faculty, and students about the emergence of victimology as an academic discipline. Additionally, specific university-affiliated victim awareness events had occurred as a result of the NVAA. One example was a collaborative partnership between the university and community on an anti-violence and hate crime initiative.

Four of the NVAA faculty interviewed who are full time academicians believed that as a result of the NVAA the quality of victim-related training and education had improved. Other faculty were hesitant to make a direct link between the improved quality of victim-related university education and the NVAA. These faculty believed the NVAA might have had an influence on these changes, but recognized that the universities had been acting independently to improve the quality of victim-related training and education.

Another change attributed to the NVAA by seven of the faculty interviewed was the development of new training programs and sharing of new information. According to the faculty, NVAA students were taking back to their communities and organizations new training programs for victim service providers based on what they had learned from the NVAA.

A Web search of institutions of higher learning found, that in addition to the universities that hosted the 2002 NVAA, there were other academic programs at a number of universities focused on victimology and victim services. Some examples include Weber State University, the John Jay College of Criminal Justice of the City University of New York, George Mason University, University of North Texas, and the Yale University Child Study Center, most of which were identified by faculty during their interviews. In addition, several universities that have been associated with the NVAA including the University of New Haven, Center for the Study of Crime Victims’ Rights, Resources, and Remedies, Sam Houston State University, and American University also offer victim service-related courses and programs.

The final source of information regarding the impact of the NVAA on institutions of higher learning came from a focus group with the program coordinators of the OVC-funded State Victim Assistance Academies in Colorado, Connecticut, Pennsylvania, Texas, and Utah. The coordinators indicated that the NVAA model had helped university victimology programs to move into the “real world” by incorporating more victim assistance practitioners in the program

and creating an important dialogue between victim assistance practitioners and university students. The NVAA model also encourages universities to offer certificates or degrees in victim-related areas. This greater recognition of this emerging discipline can allow even smaller institutions of higher learning to establish an important academic niche and a competitive edge in recruiting new faculty and students.

3. IMPACT ON FACULTY TEACHING

Faculty also were asked about the impact of the NVAA on their own teaching. When asked if they used the NVAA materials in their own academic teaching, six NVAA faculty members with regular teaching positions reported using or having used the NVAA materials in their own courses. Some of the materials developed for use in the NVAA that are now available for use in academic programs include:

- The Academy Text
- Academy workbooks, including *Leadership in Victim Services*, *NVAA Instructor's Manual*, and *The Ultimate Educator: Achieving Maximum Adult Learning through Training and Instruction*
- Videos, including *Meeting the Mental Health Needs of Crime Victims* and *The News Media's Coverage of Crime and Victimization*.

Faculty recognized the value of both the faculty and student materials as resources for use in academic and professional development programs for victim services and allied professionals.

Additionally, many of the NVAA faculty interviewed (66%), were aware of other academic programs or courses that used the NVAA materials or had adapted them for their use. Faculty noted universities that had either hosted an NVAA or a State Victim Assistance Academy (SVAA) as examples of settings where the materials had been incorporated into academic programs. Also, several faculty had been directly involved in the adaptation of the NVAA materials for use at SVAAAs or other academic settings.

Although the faculty felt the NVAA materials were a valuable resource for helping victim-related programs at colleges and universities expand or enhance their programs, they did offer several reasons why this practice remains somewhat limited nationwide, especially among non-affiliated institutions. First, many academic professors who do not teach at the NVAA are simply not aware that the NVAA materials exist and therefore have not assessed the materials to use with their students. University professors do not regularly receive mailings or information

about the availability of the NVAA materials, or about how to adapt them to other settings. Second, the content and format of the NVAA materials are geared for a professional training rather than traditional academic institutions. Faculty also noted that OVC has not given clear permission to instructors about the use of NVAA materials in the classroom setting (e.g., can anyone adapt the materials for their own use?). Finally, for certain topics in the Academy Text, such as domestic violence, academic Textbooks are available for professors to use in their courses that provide more depth than the overview that is contained in the Academy Text.

According to faculty, the potential impact of the NVAA on institutions of higher learning, and the victims' field in general, is great. Including more colleges and universities as NVAA sites and increasing the influence of colleges and universities in the planning and implementation of future academies, can provide a basis for change in the number and quality of programs offered by institutions of higher learning in victimology and related disciplines.

**CHAPTER IX:
IMPACT OF THE ACADEMY
ON THE VICTIM'S FIELD**

IX. IMPACT OF THE ACADEMY ON THE VICTIM'S FIELD

The previous chapters focused on the impact of the NVAA on students and institutions of higher learning. This section addresses the impact of the Academy on the field as a whole, especially with respect to professionalizing the field of victim services. A primary goal of the NVAA is to bring together a body of qualified people to further their training in a specialized study. This specialized study has benefited the victim services community in two primary ways. First, it has promoted the notion that professionalizing the field is necessary to legitimize the work of the victim service provider. Second, the NVAA has been the basis for the development of State Victim Assistance Academies that localize the training that is being done on the national level by the NVAA.

1. PROFESSIONALIZING THE FIELD

Victim service providers enter the field of victim services from a wide range of disciplines and experiences. While some providers are former victims, others are social workers, law enforcement officials, academics, attorneys, or compassionate individuals whose life calling is to help people suffering from traumatic experiences. Because of the varying types of people that are drawn to the victim services field, identification and recognition of the provider as a true professional is perhaps more important than in other disciplines.

The word “profession” denotes a formalized body of study whose students receive a degree, license, or certification to acknowledge their level of expertise in a particular field. While some students believe that the victim service field has not achieved the status of a bona fide profession, others believe that a service provider’s work experience equates them to the level of a professional. Students look to the NVAA as a leader in the movement to bring the victim service field to the realm of a legitimate profession. Approximately 42 percent of the NVAA students report that the Academy helps to achieve the goal of professionalizing the field. In their own words, students express how this goal is being achieved:

- “Having a multi-state, formalized, legitimate training in the field is necessary for bringing more validation, and creating a standard of operation for people in the field who are inventing their own responses and techniques in assisting victims.”
- “Most victim service providers do not have credentials or a degree in this field, therefore, the Academy is helpful in validating the profession.”
- “The NVAA advances the field by presenting information and providing a foundation for the field. It is important to be working from a common body of knowledge.”
- “The Academy legitimizes the field because it is a formal training that aims to educate students on the principles of the victim services field.”

- “Having an Academy that validates and professionalizes the field opens doors for us as victim advocates. The NVAA works hard to make the victim service field a recognized and legitimate part of the justice system.”

Students and their supervisors recognize the need for continued advancement in formalizing and standardizing the field and report that an important role of the NVAA is to support this development.

2. ENHANCING TRAINING AT THE STATE-LEVEL THROUGH THE STATE VICTIM ASSISTANCE ACADEMIES (SVAA)

Another impact the NVAA has had on the field of victim services is in the development of State Victim Assistance Academies (SVAA). OVC currently funds 10 SVAAAs. In 1990, OVC awarded SVAA grants to Pennsylvania, Connecticut, Utah, Colorado, and Texas. In 2002, SVAA grants were awarded to Arizona, Maine, Maryland, Missouri and Oregon. These new SVAA sites will hold their first State Academies in 2004. State Academies also have been created independently from the SVAAAs in Wisconsin, Michigan, New Mexico, and Vermont. Focus groups and interviews were conducted with eight representatives of State Academies (OVC funded and independent) to determine the extent to which the NVAA model influenced the development and operation of the State Academies.

The influence of the NVAA model on the State Academies was evident in several ways. Half of the program coordinators indicated that some of the instructors for their State Academies had previously attended or taught at the NVAA. Additionally, a number of program coordinators relied on the expertise of faculty affiliated with the NVAA during the planning stage of the SVAA. Some Academies actual sent their faculty to the NVAA to “shadow” the NVAA faculty. This helped them to better understand how the academy happens and to experience first hand what the learning environment of an Academy looked like and felt like. Other support for establishing their State Academies came from VALOR and OVC. Program coordinators specifically mentioned the value of the cost breakdown for the NVAA in helping them establish a realistic budget for their Academies and access to additional training and resources available from VALOR and OVC as factors contributing to the success of their Academies.

In addition to using NVAA faculty as a resource in establishing their State Academies, all program coordinators reported using the NVAA materials, especially the Academy Text, when developing their Academies. Some states used the topics covered in the Academy Text to create a needs assessment for providers that ultimately informed the content of the State Academy. Others relied heavily on the information in the Academy Text when creating their own curriculum. The access to the NVAA Text in an electronic format (i.e., downloadable from the

web) was a real asset for the program coordinators. Additionally, the format of the Academy was adopted by most of the SVAAAs. Their Academies were often offered on a university campus setting, consisted of a blend of academic content, networking opportunities, and recreation, and typically occurred over the course of a week. Still other State Academies took advantage of the information students' learned from the NVAA and were able to extend students' knowledge beyond the more general principles taught at the NVAA through the SVAA training.

The Independent Academies also recognized the value of the NVAA model for their Academies. They said the Text was an invaluable resource on which they were able to build their own curriculum. For the most part, Independent Academies modified the content of the NVAA curriculum with state-specific information (e.g., laws, procedures, agencies, cases, etc.). The Text provided the comprehensive foundation information that the State Academy faculty could use to develop more practical or skill-based training.

A number of the State Academies describe themselves as a "miniature version" of the NVAA, or as State Academies that build on what is being done at the national level for the victims' field. The tone and setting of both the NVAA and the State Academies is that of an academic course. That is, the training is considered intensive and is to be taken seriously by those who attend. In follow-on interviews with NVAA students and a sample of their supervisors, the rigorous format was appreciated because it gave credibility to the experience.

Overall, the NVAA appears to have had a positive impact on the field of victim services. As one SVAA coordinator reported,

"Philosophically, I think the essence of an academy is to bridge the gap between the theoretical and the practical—the why (theory) versus the how (practice). At the national level we need to disseminate what we are learning, then figure out what this means to practitioners. Practitioners do need to know not just the how, but also the why. The NVAA and SVAAAs can provide this information."

The NVAA is looked to as the national leader for victim service education and training and perhaps this role puts it in the forefront for advancing the field of victim services to that of a recognized legitimate profession.

**CHAPTER X:
LESSONS LEARNED AND CONCLUSION**

X. LESSONS LEARNED AND CONCLUSION

There were many important lessons learned from the evaluation of the 2002 NVAA. Information from on-site observations by the evaluation team, participants' responses to questions at the end of the Academy, and interviews with faculty, students and supervisors approximately six months following the academy provide a wealth of information to answer "what worked" and "what didn't work" about the NVAA. Additionally, concrete recommendations emerged from the evaluation, many of which have already been presented in previous chapters. Key findings about factors contributing to success and areas needing improvement (i.e., recommendations for change) are presented in this chapter, followed by a general conclusion for the evaluation.

1. FACTORS CONTRIBUTING TO ACADEMY SUCCESS

The key factors that appear to have contributed to the success of the Academy, both in terms of the impact on students, as well as the impact on institutions of higher learning and the victims' field at large can be organized into the following categories:

- Experienced faculty
- Valuable resources
- Networking opportunities
- Motivating experience.

Each of these is described in detail below.

1.1 Experience Faculty

A key factor to the success of any education or training program is the experience and quality of the instructors. The NVAA faculty were viewed as qualified professionals with a wealth of information and experience in the victims' field. Participants appreciated faculty bringing their own experiences and research to the Academy sessions. This information expanded on the material in the Academy Text and helped participants better understand the information and connect the information to their job. Faculty were able to give information in a daunting Text "real world" application. Additionally, faculty were quite accessible to the participants during and after the academy. Although there were some limitations to the faculty's availability, given the hectic schedule of the academy, participants viewed the faculty as an accessible and valuable resource, both during and after the academy.

In addition to benefiting students, the NVAA faculty were an asset to the program coordinators during the planning and implementation of their State Academies. The NVAA

faculty shared their experiences with the State Academies, and in some cases served as faculty for the State Academies. This sharing of information and experiences made for an easier planning and implementation process. State Academies were not left to “reinvent the wheel” or to start from a blank slate, but were able to draw upon the expertise of the NVAA faculty, some of whom were also the developers of the original NVAA model and materials, in getting their Academies up and running.

1.2 Valuable Resources

Everyone involved in the NVAA from participants to their supervisors, were consistent in identifying the Academy as valuable resource. From contacts with faculty and other providers to the information contained in the Academy Text, the NVAA provided participants with a solid foundation of information and resources to use in their work with victims. Additionally, participants learned about other resources available to them as victim service providers through presentations by OVC and networking with other professionals. Approximately six months following the Academy, many participants and supervisors reported on the use of the Academy Text or interactions with NVAA faculty and students as resources that enabled them to secure funding, revamp programs, and incorporate policy change.

The information from the NVAA (Academy Text, instructor’s manual, videos) also was a valuable resources used by program coordinators in developing their State Academies. In a number of many cases, the NVAA Text served as the foundation for the State Academy training. This was also the case for agencies and organizations. Supervisors indicated that the information from the Academy Text had been useful in helping them develop education and training seminars for their employees.

1.3 Networking Opportunities

One of the most important features of the NVAA was the opportunity to network with other providers, especially during the mentoring group sessions. Through these networking opportunities, participants got to know other providers, gained a better understanding of the role of others working with victims, and gained a better understanding of the relationship between what they learn in class and what they do on the job. As several participants indicated, opportunities to network with others in the field are usually limited. Victim service providers are often overworked and have little time to reach out to other providers on a day-to-day basis. As a result, they are unfamiliar with the work of other providers and often hold incorrect perceptions of the role of other providers in working with victims. The networking at the Academy provided participants with a greater respect for other providers, especially law enforcement. But perhaps

more importantly, it helped participants realize they are not alone in their quest for justice for crime victims.

The long-term importance of the networking to the participants was evident by the number of participants who established networks at the Academy and their utilization of these networks following the Academy to access resources, discuss ideas, and brainstorm solutions to problems. In fact, participants wanted more opportunity to network with other providers and faculty during the Academy. Suggestions for improving networking included forming mentoring groups made up of multidisciplinary teams to ensure different perspectives were “brought to the table” and focus the mentoring session around a specific issue or problem (case study approach) that would enable participants to apply what they learned each day and work with other professionals to reach solutions. Additionally, at sites where there were planned “social” and “fun” activities, participants reported greater bonding with other students. This “free” time gave students an opportunity to interact with others on a more informal and social level and foster of relationships that began to emerge during the formal sessions and mentoring groups.

A number of participants indicated the mentoring groups would have been more successful had there been facilitation of the sessions. Some participants felt the mentoring sessions were dominated by a few participants. This limited the involvement of other students. For a mentoring group to have an impact on students, it is important for everyone to have an opportunity to express opinions and bring their experiences to the table without being treated as inferior to others. A skilled facilitator can keep these situations from occurring.

To help facilitate continued communication and networking following the Academy, several participants recommended OVC develop a listserv or discussion page on a web site where students can keep in contact with each other, share ideas, brainstorm solutions, etc. This would also serve as a potential forum for ongoing needs assessment of the field.

1.4 Motivating Experience

The NVAA had a lasting impression on most participants. For many, the Academy experience rejuvenated their interest in the victim services field and sparked new passion in their work with victims. It helped remind participants why they were in this field to begin with. For others, the energy of the Academy motivated them to want to learn more and to return to their agencies and bring about change. As the research on the effectiveness of training programs suggests, a necessary ingredient for change is motivation. If individuals are not motivated to change, it is very unlikely that they will. The NVAA cannot guarantee change but it is clear that it sets in motion the possibility for change.

2. FACTORS NEEDING IMPROVEMENT (Recommendations for Change)

The factors that appear to need improvement, enhancement, or in some cases noticeable change can be organized into the following categories:

- Purpose and structure of the Academy
- Academy Text
- Needs assessment of participants
- Role of institutions of higher learning.

Each of these is described in detail below.

2.1 Purpose of the Academy

Goals and Learning Objectives

It was clear from the start of the evaluation that the goals of the Academy were general, vague, and difficult to measure. Additionally, the overwhelming number of learning objectives for the NVAA made it difficult to identify the major anticipated outcomes for participants of the Academy. These observations were echoed by faculty and students. Many faculty were unclear on what were the most important learning objectives to teach. As mentioned previously, faculty noted there were too many learning objectives and inconsistency in the learning objectives across the Academy Text, instructor's manual, and sessions. Students also were unclear on what was the most important information for them to expect to take away from the Academy. As a result, in some cases, important information was lost, such as knowledge of key legislation that impacts how victim service providers work with victims. Information needs to be prioritized and then reinforced throughout the Academy. Specifically, information in areas related to improving how providers serve victims should be emphasized. Some examples include reinforcing information throughout the Text and the sessions on listening to victims' issues, assessing victims' needs, working with other agencies to better serve victims, and following up with victims to ensure needs are met. It is possible to have a narrower focus of the Academy while at the same time still offering a comprehensive, foundation-level course.

It is important that OVC revisit the goals/purpose of the Academy to ensure consistency with the needs of the target audience. For example, if learning new skills is to become a primary goal of the Academy then the specific skills need to be identified and corresponding information and skill-building exercises (e.g., role playing, case analysis) need to be incorporated into the Text and the sessions to ensure participants acquire these skills during the Academy.

Focus on Skill-Based Training

Currently, there is some debate among faculty and participants regarding whether the Academy is or should be a skills-based training or merely an informational Academy. A majority of faculty and participants indicated the need for more practical, “how to” or skills-based training. Examples included how to collaborate with other government and non-government victim service providers, how to communicate with victims, how to obtain compensation for victims, or how to guide victims through the justice process. It appears as though there is a need in the field for skills-based training, a need that could be met by the NVAA with some modification to the current curriculum. Not only is an emphasis on skill building important for better preparing victim service providers to work with victims, but several supervisors indicated the importance of being able to justify sending staff to the Academy. Because funding is scarce, agencies need to be able to demonstrate that by sending staff to the Academy, they are acquiring necessary skills to perform their jobs and in the long term, better skilled staff equates to better services for victims.

Target Audience for the Academy

In addition to determining the content of the Academy, OVC needs to determine the appropriate audience for the Academy. If it is to remain a foundation-level course, participation needs to be restricted to participants with 1 – 3 or 4 years of experience. Those with 5 or more years of experience tended to need more advanced training (greater coverage) of topics than what was possible given the current format of the Academy. In order to ensure enough participation of newcomers to the Academy, especially from grassroots, non-profit organizations, more scholarships are necessary. This was an issue raised by many supervisors. A shortage of funding appeared to be a key limitation to sending employees to the NVAA.

OVC needs to ask, What is the purpose of the Academy? What measurable outcomes do we want participants to walk away with? OVC must decide whether they want the Academy to cover many topics at a general level, cover some topics at a general level and others in more depth, or focus on providing in-depth information on specialized topics. Currently, the Academy can best be described as providing coverage of information that is “a mile wide and an inch.”

2.2 Academy Text

As has been presented in other sections of this report, there was consensus among faculty and participants that there was too much information in the Academy Text for participants (and even faculty) to read and comprehend the information prior to arriving at the Academy. One caveat to this is that the Text was received less than 2 weeks prior to the Academy by the

participants. If given more time, students might be able to get through more of the material. Currently, the learning gains of the participants are not maximized because for the most part, the material in the Text is not read prior to the Academy or during the Academy. This makes it difficult for faculty to expand upon information in the Text during the Academy sessions when participants do not have the foundation that comes from reading the Text. Almost half of the faculty indicated that the Academy Text was not a useful teaching tool. Reasons given included the Text was overwhelming, dense, and for some topics the information was outdated. Almost a quarter of the participants also recognized that some of the information in the Text, especially the statistics, was outdated. Based on input from faculty and students and an independent assessment of the Academy Text as part of the evaluation, there were several recommendations for revising the Academy Text for future use as both an instructor's tool and a resource guide for the field.

Most of the criticisms of the Text related to inconsistent formatting and organization of material; lack of appropriate headings; outdated citations, statistics, and information; overuse of bullets and semi-colons; redundancy; typographical and grammatical errors; inconsistent word, verb, and noun tense usage; and hard to locate information. These are all problems that can be corrected by a trained technical writer/editor. A technical writer/editor can reorganize the format of the Text to ensure consistency across chapters as well as make the editorial changes suggested by the reviewers. An editor could also ensure that the historical, Census, and research data and references are updated. An editor also could ensure that the organization, format, and presentation of information for each chapter and subchapter is consistent throughout the Text and that the document reads as if it were written by a single author. Additionally, the updates/supplements to date are tacked on to the Text and need to be integrated into the document to ensure appropriate flow, readability, etc. In addition to a thorough scrub of the Text by a professional editor, there may be the need to identify experts from the field to rewrite existing chapters or add new chapters (e.g., chapter on trafficking) to reflect state-of-the-art, cutting edge research and new promising and effective practices in the field of victim services (see Appendix B for specific recommendations by chapter).

As mentioned previously, the learning objectives for the Text need to be reviewed to ensure they are specifically designed to meet the knowledge and/or skill development needs of the intended audience. In reviewing the Text, in general, it was often difficult to identify the "why" of a chapter (purpose or goal). Chapters contained a great deal of theory but little practical information on how to apply the information in practice. When revisiting the learning objectives in the Text, it is important to ensure objectives are measurable. Certain Text objectives were ambiguous, vague, and unclear. Additionally, the learning objectives from the Text need to be consistent with the learning objectives in the instructor's manual and the learning objectives for the sessions. A core set of learning objectives should guide the Academy.

Other recommendations for improving the Academy Text included creating outlines or lesson plans for all chapters. This would ensure consistency and continuity across chapters and provide clearer direction for the reader and the faculty regarding the goals and objectives for the chapter, the key content to be presented, etc. Reviewers also recommended creating a glossary of key terms, quick reference lists or helpful hints for each chapter. These tools can ensure that the reader has a clear understanding of what the subject matter is, what critical terms mean, and the context in which the information is being presented. Finally, there was some concern by the reviewers that information presented in the NVAA Text needs to be reviewed to ensure rights to use copyrighted materials.

2.3 Needs Assessment of Participants

The first step to a successful training is to identify the needs of the potential audience. Although the original concept for the NVAA was based on input from the field, the needs of the field have changed since 1995 and it is important to keep a current pulse on these needs if one is to offer effective education and training programs. A number of faculty expressed the need to know more about the participants prior to the Academy. Having a better understanding of the audience and their needs can help the instructor tailor his/her presentation to best meet the expectations of the participants. As presented elsewhere, faculty had little information about the participants going into the Academy and were unable to devote much time during each session to identify the needs and expectations of participants due to time constraints.

As demonstrated by the evaluation, participants will put more time and energy into learning information relevant to their interest areas and goals. By identifying the needs of the participants prior to the Academy, those planning the Academy and implementing the sessions can make adjustments that will maximize learning. A simple example of how this would benefit the Academy relates to the scheduling of core and elective courses. If most of the students identify a particular area of interest, it would be important to make sure this topic is part of the core sessions or if taught as an elective, its timing does not conflict with the offering of another elective that addresses a priority interest area of most participants. As the Academy currently operates, participants are forced to take sessions in areas of little interest (and therefore learning gains are minimal) and are not given enough choices for the electives, most of which are priority areas for participants. Based on a needs assessment it might be necessary to eliminate some current Academy topics, enhance existing topics, or add new topics. This may apply to the Academy Text, the sessions, or both. For example, one topic to add or enhance would be information on how to train and educate others using the information learned from the Academy. This was a request of many participants and supervisors. This skill-based training would help ensure a more successful transfer of knowledge from students to others in the field.

2.4 Role of Institutions of Higher Learning

Faculty and supervisors identified a need to offer the NVAA at more colleges and universities across the country. With the addition of more university sites, the NVAA could train more students on an annual basis, while also reducing the number of participants for each site. Additionally, the NVAA could forge new relationships with diverse institutions, such as historically minority colleges, thus providing a variety of learning experiences and settings for more students. Not only was it important to faculty and supervisors to expand the offering of the NVAA at other institutions, but it was viewed as critical to engage the universities and colleges in the planning and implementation of the Academy. Some felt the colleges and universities that co-sponsor the NVAA need more influence over the curriculum development and implementation. Specifically, faculty felt the knowledge and expertise of academics related to research and teaching strategies was not adequately utilized in planning. There needs to be greater outreach to those with expertise in curriculum development, adult learning principles, and current research in the victims' field. The approaches can contribute to higher quality training experience, increased learning gains, and ultimately improved services for victims.

3. CONCLUSION

The goals of the NVAA were threefold:

- To develop and implement a comprehensive, research-based, foundation-level course of academic instruction that provides victim advocates with current and cutting-edge knowledge about victim assistance and the field of victimology
- To provide high quality, intensive education and training to victim services providers, advocates, and professionals from Federal, state, local and tribal settings
- To create a training model that can be adapted and integrated into institutions of higher learning and other venues (e.g., State Victim Assistance Academies).

The evaluation demonstrated that the Academy was partially successful in achieving the overall goals for the Academy. In general, the Academy did represent a comprehensive research-based foundation-level course of academic instruction that provided victim advocates with knowledge about victim assistance and the field of victimology. What the Academy did not do was offer current and cutting-edge information for a number of the topics covered in the Text and during the Academy sessions. Although these adjectives may have been appropriate for describing the Academy when it was developed in 1995, an overhaul of the Academy Text is necessary before OVC can claim these achievements for future Academies.

Regarding whether the Academy provided high quality, intensive education and training to victim services providers, advocates, and professionals from federal, state, local and tribal settings, it was very evident that the Academy was an intensive experience. As a foundation-level course geared toward individuals new to the victims' field, it is necessary to revisit the schedule of the Academy. Many faculty and participants indicated the days at the Academy were too long with not enough breaks throughout the day or downtime where participants and faculty could reflect on the information presented. The Academy covers a lot of information in a short period of time and in order for participants to internalize the wealth of data covered (a factor necessary for change), more time is needed for presentation of important information, reaction or discussion of the information among participants with and without faculty, and personal time to interpret how the information will be useful to the student in his/her work with victims. In addition to increasing the likelihood that participants will remember and use the information they learn at the academy in their jobs, these changes also will improve the overall quality of the training experience for students.

For the most part, the Academy did offer quality instruction to participants. Some suggestions for enhancing quality included using more interactive, adult learning strategies in the sessions to engage participants, bring in more direct service providers working in specific areas (e.g., child abuse, military system) to demonstrate the application of theory to "real world" settings, incorporating more skill-building exercises into the Academy (e.g., communication with victims, collaborating with law enforcement, advocating for a victim), and recruiting Academy participants new to the field of victim services, especially individuals from grassroots organizations working with underserved victims of crime (e.g., victims with disabilities, trafficking victims, Native American victims, rural victims, etc.).

Finally, information from faculty, supervisors, and program coordinators of State Academies (OVC-funded and Independent Academies) suggests that institutions of higher learning, agencies and organizations, and States as a whole have benefited from use of the NVAA as a model for educating and training victim service providers, advocates, and allied professionals. For some, the NVAA Text provided the general foundation-level information for university classroom instruction, training of new staff, or participants of State Academies. A NVAA Text as a "launching pad" into more in-depth coverage of many of the topics included in the Text. Still others adopted the approach of the Academy for their State Academies; offering weeklong courses on university or college campuses in their state.

In addition to achieving the overall goals of the Academy, the evaluation demonstrated that the Academy had a noticeable, and in some cases statistically significant, impact on the students who attend by increasing their knowledge, improving their attitudes, and providing them with the capacity to make change. Additionally, the Academy helped participants achieve both

personal and professional goals. The following were key outcomes reported by students involved with the NVAA:

- Increased networking with other professionals
- Greater understanding and sensitivity toward victims
- Improved programs/services for victims as a result of newly acquired knowledge, especially related to laws and legislation and available resources
- Increased use of national, state, and local resources
- Continued training and education on topics relevant to professions
- Increased recognition of victim services as a professional field.

The Academy was effective in providing students with a broad national perspective on the victim services field, helping professionals network with others, and educating professionals about the availability of resources to assist them in their work with victims.

As noted in the discussion of lessons learned and recommendations, however, several aspects of the Academy need to be reexamined when planning future Academies in order to ensure lasting impact on students. These include:

- Redefining the learning objectives to be addressed during the Academy (in the Text, presentations, and overall) to include fewer, measurable, realistic, and meaningful outcomes for students. Trying to cover too many learning objectives can result in cursory rather than real change for participants. Also, general or ill-defined objectives make it difficult for the participants to know what they can expect from the Academy and more importantly, whether from the outset the Academy is well-suited to meet their needs.
- Reexamining the purpose of the Academy, especially in light of new State Victim Academies, as a foundation-level course. To remain a foundation-level course, many of the recommendations presented above need to be realized (e.g., restricting participation to participants new to the victims' field, limiting the number of topics covered or lengthening the Academy to allow more time to digest the new information, etc.). It also is important to recognize the need for advanced training evidenced by the responses of faculty, students, and supervisors. This could be incorporated into the NVAA with "tracks" representing different levels of experience (novice to experienced) or separate training institutes.
- Engaging victim service providers, advocates, allied professionals, supervisors and directors of agencies and organizations with an emphasis on serving victims, academics, and State Academies in a needs assessment of the field. It has been eight

years since the Academy was conceptualized and during that time there has been remarkable progress and change in the victims' field. It is important for OVC to examine trends and reassess the current education and training needs of the field to determine what a future National Academy should look like (e.g., who will support the Academy, where will it take place, what will be the purpose of the Academy, who will attend, how will success be measured, etc.).

The NVAA has served the victims' field well over the years. It is evident that there continues to be a need for education and training of professionals working with victims at many levels, including the national-level. Although the Academy has attempted to adapt to the changing needs of the field and accommodate participants with varying backgrounds and experience in the victims' field, one Academy cannot be everything to everyone. The results of this evaluation can assist future planning and decision-making efforts in ensuring the educational and training needs of the victim services field are addressed in the best possible way.

CALIBER

**ASSESSMENT OF THE EFFECTS OF
THE NATIONAL VICTIM ASSISTANCE
ACADEMY**

**Final Report
Appendices A and B**

Prepared by:

Caliber Associates
10530 Rosehaven Street
Suite 400
Fairfax, Virginia 22030
Tel: (703) 385-3200
Fax: (703) 385-3206

FINAL REPORT

Approved By: M Battle

Date: 5/20/04

TABLE OF CONTENTS

APPENDIX A	NVAA DATA COLLECTION INSTRUMENTS AND INSTRUCTIONS	
	2002 NATIONAL VICTIM ASSISTANCE ACADEMY PARTICIPANT INFORMATION FORM	A-1
	2002 NATIONAL VICTIM ASSISTANCE ACADEMY PRE-ACADEMY KNOWLEDGE ASSESSMENT GENERAL INSTRUCTIONS	A-5
	2002 NATIONAL VICTIM ASSISTANCE ACADEMY PRE-ACADEMY KNOWLEDGE ASSESSMENT SITE: CSU-FRESNO . .	A-6
	2002 NATIONAL VICTIM ASSISTANCE ACADEMY PRE-ACADEMY KNOWLEDGE ASSESSMENT SITE: MUSC	A-12
	2002 NATIONAL VICTIM ASSISTANCE ACADEMY PRE-ACADEMY KNOWLEDGE ASSESSMENT SITE: WASHBURN UNIVERSITY	A-16
	2002 NATIONAL VICTIM ASSISTANCE ACADEMY SESSION EVALUATION FORM	A-22
	2002 NATIONAL VICTIM ASSISTANCE ACADEMY SESSION OBSERVATION FORM.	A-24
	2002 NATIONAL VICTIM ASSISTANCE ACADEMY NETWORKING AND MENTORING GROUP EVALUATION FORM	A-28
	2002 NATIONAL VICTIM ASSISTANCE ACADEMY OVERALL EVALUATION FORM	A-30
	2002 NATIONAL VICTIM ASSISTANCE ACADEMY FACULTY RESUME REVIEW FORM.	A-37
	2002 NATIONAL VICTIM ASSISTANCE ACADEMY FACULTY TELEPHONE INTERVIEW GUIDE.	A-39
	2002 NATIONAL VICTIM ASSISTANCE ACADEMY STUDENT TELEPHONE INTERVIEW GUIDE	A-47
	2002 NATIONAL VICTIM ASSISTANCE ACADEMY SUPERVISOR TELEPHONE INTERVIEW GUIDE	A-58

APPENDIX A
NVAA DATA COLLECTION INSTRUMENTS AND INSTRUCTIONS

TABLE OF CONTENTS (CONT.)

2002 NATIONAL VICTIM ASSISTANCE ACADEMY TEXT REVIEW
FORM A-63

APPENDIX B HIGHLIGHTS OF ACADEMY TEXT REVIEWS BY CHAPTER

APPENDIX A
2002 NATIONAL VICTIM ASSISTANCE ACADEMY
PARTICIPANT INFORMATION FORM

For the NVAA evaluation, it is important to learn from students about their interests, experience, expectations, and about what they learn through attending the NVAA. The questions in this form and the ones you will be asked at the end of the Academy will be used in understanding how students' expectations are met and how they may be able to use the knowledge in their work.

Thank you for filling out this NVAA Participant Information Form. Please give it to a Caliber Associates evaluation team member. If your unique evaluation ID number is not included at the top of this page, please write it in.

The information that you provide in this form will be used in the evaluation of the NVAA. The confidentiality of the information you provide is guaranteed. Only members of the Caliber Associates team will have access to information that could identify individuals. Your employer, VALOR, and NVAA will never have access to what you as an individual said on the forms, questionnaires, or tests.

If you have questions about the evaluation, please ask one of the Caliber team members.

Background

1. How many years have you worked in the victim services field?

<input type="checkbox"/> 0-2	<input type="checkbox"/> 9-11
<input type="checkbox"/> 3-5	<input type="checkbox"/> 12 or more
<input type="checkbox"/> 6-8	

2. We are interested in the work you do with victims. Please indicate your level of agreement with each statement. If the statement does not apply to the work you do with victims, please circle "N/A".

<u>Knowledge to Practice</u>	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	This does not apply to my work
a. I have the skills needed to effectively listen to victims when they discuss their experiences with me.	1	2	3	4	5	N/A
b. I have the skills needed to identify someone as a victim of crime.	1	2	3	4	5	N/A
c. I have the skills needed to effectively evaluate victims' needs for services.	1	2	3	4	5	N/A

d. I know what other sources of help there are for victims' in my community.	1	2	3	4	5	N/A
e. I understand ways my organization and other providers can work effectively together to assist victims.	1	2	3	4	5	N/A
f. I am comfortable referring victims for services to meet their needs.	1	2	3	4	5	N/A
g. I am able to help victims access services from other providers.	1	2	3	4	5	N/A
h. I am comfortable informing victims of their rights in the justice process.	1	2	3	4	5	N/A
i. I have the information needed to help victims move through the justice process.	1	2	3	4	5	N/A
j. I understand the theory and research that provide the foundation for the work that I do with victims.	1	2	3	4	5	N/A
k. When someone proposes new ways to serve victims, I can get information I need to determine if these new ways are likely to improve victim services.	1	2	3	4	5	N/A
Comments:						

Learning Styles

3. Please mark the following statements

4. '1' through '4', with '1' being "least like you" and '4' being "most like you. Use each number only once.

In a learning environment:

- a. _____ I am motivated to answer the question "what would happen if I did this?" I tend to see relationships among systems and issues being presented. I want to know "what if" and "why not?"
- b. _____ I am motivated to answer the question, "what is there to know?" I will carefully follow prepared exercises and outlines. I want to get the 'right' answer from the expert.
- c. _____ I am motivated to discover the "how" of a situation or topic. I want to see the application and usefulness of information.
- d. _____ I am motivated to discover the "why" of a situation or topic. I prefer to have information presented in a detailed, systematic, reasoned manner.

Areas of Interest

4. Please check the NVAA topic areas that are of interest to you: *(check all that apply)*

- | | |
|---|--|
| <input type="checkbox"/> A. Historical review of the victims' rights discipline | <input type="checkbox"/> O. Victimization of individuals with disabilities |
| <input type="checkbox"/> B. The criminal justice system continuum | <input type="checkbox"/> P. Financial/Federal crime |
| <input type="checkbox"/> C. Specific justice systems and victims' rights | <input type="checkbox"/> Q. The news media's coverage of crime and victimization |
| <input type="checkbox"/> D. Restorative justice/community justice | <input type="checkbox"/> R. Collaboration for victims' rights and services |
| <input type="checkbox"/> E. Financial assistance for victims of crime | <input type="checkbox"/> S. Professionalizing the discipline of victim services |
| <input type="checkbox"/> F. Mental health needs | <input type="checkbox"/> T. Innovative technologies and the information age |
| <input type="checkbox"/> G. Substance abuse and victimization | <input type="checkbox"/> U. Hate and bias crime |
| <input type="checkbox"/> H. Respecting diversity: Responding to undeserved victims of crime | <input type="checkbox"/> V. Stalking |
| <input type="checkbox"/> I. Domestic violence | <input type="checkbox"/> W. Victims of gang violence |
| <input type="checkbox"/> J. Sexual assault | <input type="checkbox"/> X. Campus crime and victimization |
| <input type="checkbox"/> K. Child victimization | <input type="checkbox"/> Y. Workplace violence |
| <input type="checkbox"/> L. Homicide | <input type="checkbox"/> Z1. Rural victims |
| <input type="checkbox"/> M. Drunk driving | <input type="checkbox"/> Z2. International Issues in Victim Assistance |
| <input type="checkbox"/> N. Victimization of the elderly | |

- Z3. Funding for victim services
- Z4. Terrorism and victim assistance issues
- Z5. Research and evaluation
- Z6. Training for trainers (Fresno only)

Of those items that you checked above, which three are of greatest interest to you? List the corresponding letter in the space provided below.

- 1. _____
- 2. _____
- 3. _____

5. What goals do you hope to achieve during your week at the Academy? (*check all that apply*)

- A. Enhance skills on how to train/educate others in victim services
- B. Learn about model/innovative services/programs
- C. Interact and collaborate with others in the field
- D. Improve cultural competency
- E. Acquire information that will help in my professional advancement
- F. Complete academic course credit requirements
- G. Affirm my involvement in the victim's field
- H. Acquire knowledge and skills to improve my ability to meet the needs of victims
- I. Other: _____
- J. Other: _____

Of those items that you checked above, which three are most important to you? List the corresponding letter in the space provided below.

- 1. _____
- 2. _____
- 3. _____

If you marked "H", please describe the specific knowledge and skills you expect to acquire throughout the week that will improve your ability to meet the needs of victims:

Thank you for taking the time to complete this information sheet. Please make sure your unique ID number is entered correctly at the top of the form before returning your completed form to an evaluator at registration.

APPENDIX A
2002 NATIONAL VICTIM ASSISTANCE ACADEMY
PRE-ACADEMY KNOWLEDGE ASSESSMENT
GENERAL INSTRUCTIONS

For each question you will be presented with four (4) alternative answers (A-D). Only one (1) of the alternatives is the best answer. Carefully read the question and each alternative, then select the one (1) best answer for the question. Please circle the letter on the form that corresponds to the alternative of your choice. Do **NOT** circle more than one (1) alternative for a question. If you must change your answer, please make sure it is clear which answer is your final answer.

APPENDIX A
2002 NATIONAL VICTIM ASSISTANCE ACADEMY
PRE-ACADEMY KNOWLEDGE ASSESSMENT
SITE: CSU-FRESNO

For the NVAA evaluation, it is important to learn from students about their interests, experience, expectations, and about what they learn through attending the NVAA. The questions in this form and the ones you will be asked at the end of the Academy will be used in understanding how students' expectations are met and how they may be able to use the knowledge in their work.

Thank you for filling out this NVAA Participant Information Form. Please give it to a Caliber Associates evaluation team member. If your unique evaluation ID number is not included at the top of this page, please write it in.

The information that you provide in this form will be used in the evaluation of the NVAA. The confidentiality of the information you provide is guaranteed. Only members of the Caliber Associates team will have access to information that could identify individuals. Your employer, VALOR, and NVAA will never have access to what you as an individual said on the forms, questionnaires, or tests.

If you have questions about the evaluation, please ask one of the Caliber team members.

GENERAL INSTRUCTIONS	
<p><i>For each question you will be presented with four (4) alternative answers (A-D). Only one (1) of the alternatives is the best answer. Carefully read the question and each alternative, then circle the one (1) best answer for the question. Please circle the letter on the form that corresponds to the alternative of your choice. Do NOT circle more than one (1) alternative for a question. If you must change your answer, please make sure it is clear which answer is your final answer.</i></p>	
<p>1. The 1984 Victims of Crime Act established the:</p>	<p>a. Office for Victims of Crime. b. National Coalition Against Domestic Violence. c. National Crime Survey. d. Task Force on Victims of Crime.</p>
<p>2. Courts with appellate jurisdiction:</p>	<p>a. Accept the facts as determined by the trial courts. b. Only hear juvenile proceedings. c. Hear cases where there is concurrent jurisdiction between state and federal courts. d. Only hear and decide issues of law that are raised in civil cases.</p>

<p>3. One of the most significant rights of crime victims is the right to submit a/an:</p>	<p>a. Victims Bill of Rights. b. Victim Impact Statement c. Victims Rights Compliance Statement. d. Victims Rights Constitutional Amendment</p>
<p>4. The treatment of offenders and victims is similar in that both have a right to:</p>	<p>a. information about the process of their case. b. be informed of their rights immediately. c. receive medical attention at the earliest opportunity. d. enforce their rights protected by statute.</p>
<p>5. Which of the following is a unique characteristic of the victims of juvenile offenders?</p>	<p>a. Embarrassment b. No vulnerability c. Little trauma d. Less distrust</p>
<p>6. The Attorney General Guidelines specify that restitution orders:</p>	<p>a. may be discharged if the defendant files bankruptcy. b. must be enforced by all available means. c. may not be enforced in the same manner as a civil judgment. d. must be given as part of an offenders' punishment regardless of the crime.</p>
<p>7. The Family Advocacy Program in the military services is designed to:</p>	<p>a. Prevent child and spouse abuse. b. Resolve unlawful discrimination practices. c. Provide counseling for victims of sexual harassment. d. Provide assistance for victims of hate crimes.</p>
<p>8. Those who preside over Courts of Indian Offenses are:</p>	<p>a. Family elders from the community. b. Judges appointed by the Tribal council if paid by the tribe. c. Judges appointed by the Commissioner of Indian Affairs. d. Governors or chief executive officers who serve without pay.</p>
<p>9. Restorative justice focuses on three key theories. Which one of the following statements is <u>NOT</u> a restorative justice theory?</p>	<p>a. Crime is a violation of people and interpersonal relationships. b. Violations create obligations and liabilities. c. Crime requires the justice process be offender-directed. d. There is a commitment to heal and put right the wrongs.</p>

<p>10. What types of tort actions are potentially available to crime victims?</p>	<p>a. Common law doctrine. b. Self-defense. c. Deep pocket searches. d. Wrongful death.</p>
<p>11. The 1994 Crime Act reinforced restitution payments by:</p>	<p>a. Requiring judges to order full restitution in all criminal cases. b. Amending the Federal Bankruptcy Code to prevent avoiding payments by filing bankruptcy. c. Requiring all victims to document their financial losses. d. Creating a nationwide system to track restitution payments.</p>
<p>12. Victim compensation programs generally require:</p>	<p>a. The apprehension and conviction of the offender. b. Applications to be submitted to the victim's home state, no matter where the crime occurred. c. Victims to report the crime to law enforcement and cooperate in investigation and prosecution. d. The victim to file a suit in civil court against the offender.</p>
<p>13. Which of the following statements describes the prevalence of post-traumatic stress disorder (PTSD)?</p>	<p>a. Crime victims who received physical injuries during the crime are less likely to suffer from PTSD than crime victims who did not receive physical injuries. b. PTSD is lower among victims who report crimes to the justice system than among non-reporting victims. c. PTSD is higher among crime victims than victims of other traumatic events. d. Crime victims with PTSD can be expected to make a short recovery, probably without treatment.</p>
<p>14. What is considered the major cause of provider burnout?</p>	<p>a. Working in roles that sometimes conflict. b. Desire to assist those in need. c. No clear standards for the field. d. Working with victims who continue to be at risk.</p>

<p>15. In the area of substance abuse/dependency, the term _____ refers to a markedly diminished effect with continued use of the same amount of the substance.</p>	<ul style="list-style-type: none"> a. withdrawal b. tolerance c. addiction d. substance abuse
<p>16. You are a counselor working at Shelters for Battered Women, a non-profit organization that provides services to battered women of domestic violence. When an undocumented immigrant new to your organization walks in to complain to you about the mental and physical abuses from her sponsor, you should:</p>	<ul style="list-style-type: none"> a. Require her to hire an immigration lawyer to file a criminal lawsuit before you will provide services. b. Verify her immigration status and determine her eligibility for service. c. Call the Immigration and Naturalization Service (INS) and discuss the case with an INS officer immediately. d. Provide the service to the undocumented immigrant even if she does not have any legal documents.
<p>17. Which principle below is a basis for successful intervention and treatment programs for batterers?</p>	<ul style="list-style-type: none"> a. Violence is situational. b. Violence only affects the battered person. c. Violence is not a behavior of choice. d. Violence is a learned behavior .
<p>18. Laws regarding communications between rape crisis advocates in law enforcement agencies and victims state that:</p>	<ul style="list-style-type: none"> a. Communications are confidential. b. Communications are not confidential. c. Crisis advocates cannot be called to testify in court. d. Crisis advocates and victims must communicate through a licensed mental health professional.
<p>19. _____ takes place when a child is belittled, denied love to promote specific behavior, marginalized from the siblings, or subjected to extreme and inappropriate punishments.</p>	<ul style="list-style-type: none"> a. Emotional neglect b. Behavior manipulation c. Physical abuse d. Emotional abuse

<p>20. Following a homicide, co-victims often:</p>	<ul style="list-style-type: none"> a. Try to avoid having to participate in the criminal or juvenile justice proceedings. b. Welcome the attention from the media of the crime. c. Feel many professionals do not fully understand the impact of the homicide on the co-victims. d. Do not want to know the details of the homicide.
<p>21. Advocates recognize drunk driving as a crime because _____.</p>	<ul style="list-style-type: none"> a. the offender faces similar legal penalties to crimes committed with other weapons. b. deaths and injuries that have resulted from drunk driving are senseless and could have been prevented. c. many offenders have suspended driver's licenses. d. it is a leading cause of vehicle damage.
<p>22. An effective strategy for communicating with adults with hearing loss includes:</p>	<ul style="list-style-type: none"> a. Asking yes/no questions. b. Speaking directly into the person's ear. c. Repeating what you say. d. Speaking clearly at your normal rate.
<p>23. The best way to be sure programs or practices are evidence based is to be sure they are ones that are:</p>	<ul style="list-style-type: none"> a. reported in the news. b. used by other providers. c. based on good research. d. liked by victims.
<p>24. In discussions of media coverage of crimes, the term "double-edged sword" refers to the conflict between:</p>	<ul style="list-style-type: none"> a. the need to report information about the offender versus keeping information about the victim private. b. being aggressive in getting information versus being sympathetic to the victim. c. the right time vs. the wrong time to pursue a story. d. the public's right to know vs. a victim's right to privacy.
<p>25. Which of the following is NOT one of the ten common challenges that can hinder the success of collaborations between organizations working in victim services?</p>	<ul style="list-style-type: none"> a. Lack of monetary resources. b. Lack of time. c. Egos. d. Lack of a shared mission.

<p>26. One barrier to the use of technology in victim services is:</p>	<p>a. Ease of use. b. Quick acceptance. c. Technophobia. d. Time.</p>
<p>27. Which of the following expresses the impact of hate/bias crimes on victims?</p>	<p>a. They may experience a feeling of hopelessness since the victim was targeted due to core characteristics of themselves that cannot be changed. b. The victim recovers rapidly due to the myriad of services available to help the victim. c. They experience less trauma and difficulties as victims of other crimes. d. The victim experiences increased harmony in their life as a result of society's willingness to help the victim cope.</p>
<p>28. Most legal definitions of stalking specifically address:</p>	<p>a. Maliciousness of the actions. b. Motivations of the stalker. c. Threat to the victim. d. Social status of the victim.</p>
<p>29. All of the following are fundamental concepts of fund-raising for victim service providers <u>EXCEPT</u>:</p>	<p>a. fund-raising uses evaluation findings. b. fund-raising can be fun. c. fund-raising is a program and a process. d. fund-raising is a one-person job.</p>
<p>30. One reason that it is important for State and Federal governments to collaborate in their responses to acts of terrorism is:</p>	<p>a. that States maintain separate databases on incidence of terrorism. b. That few states have laws that respond specifically to acts of terrorism. c. That collaboration is required to access international assistance on acts of terrorism. d. It results in increased compensation for victims.</p>

APPENDIX A
2002 NATIONAL VICTIM ASSISTANCE ACADEMY
PRE-ACADEMY KNOWLEDGE ASSESSMENT
SITE: MUSC

For the NVAA evaluation, it is important to learn from students about their interests, experience, expectations, and about what they learn through attending the NVAA. The questions in this form and the ones you will be asked at the end of the Academy will be used in understanding how students' expectations are met and how they may be able to use the knowledge in their work.

Thank you for filling out this assessment form. Please give it to a Caliber Associates evaluation team member. If your unique evaluation ID number is not included at the top of this page, please write it in.

The information that you provide in this form will be used in the evaluation of the NVAA. The confidentiality of the information you provide is guaranteed. Only members of the Caliber Associates team will have access to information that could identify individuals. Your employer, VALOR, and NVAA will never have access to what you as an individual said on the forms, questionnaires, or tests.

If you have questions about the evaluation, please ask one of the Caliber team members.

GENERAL INSTRUCTIONS

For each question you will be presented with four (4) alternative answers (A-D). Only one (1) of the alternatives is the best answer. Carefully read the question and each alternative, then circle the one (1) best answer for the question. Please circle the letter on the form that corresponds to the alternative of your choice. Do NOT circle more than one (1) alternative for a question. If you must change your answer, please make sure it is clear which answer is your final answer.

1. The 1984 Victims of Crime Act established the:	a. Office for Victims of Crime. b. National Coalition Against Domestic Violence. c. National Crime Survey. d. Task Force on Victims of Crime.
2. Courts with appellate jurisdiction:	a. accept the facts as determined by the trial courts. b. only hear juvenile proceedings. c. hear cases where there is concurrent jurisdiction between state and federal courts. d. only hear and decide issues of law that are raised in civil cases.

<p>3. One of the most significant rights of crime victims is the right to submit a/an:</p>	<p>a. Victims Bill of Rights. b. Victim Impact Statement. c. Victims Rights Compliance Statement. d. Victims Rights Constitutional Amendment.</p>
<p>4. The treatment of offenders and victims is similar in that both have a right to:</p>	<p>a. reimbursement for items that are lost or destroyed during a criminal investigation. b. be informed of their rights immediately. c. receive medical attention at the earliest opportunity. d. enforce their rights protected by statute.</p>
<p>5. Which of the following is a unique characteristic of the victims of juvenile offenders?</p>	<p>a. Embarrassment that they were hurt by a juvenile. b. No vulnerability due to the age of the juvenile. c. Little trauma due to universal system response protocols for victims of juvenile offenders. d. Less distrust because of the openness of the juvenile court system.</p>
<p>6. The Attorney General Guidelines specify that restitution orders:</p>	<p>a. may be discharged if the defendant files bankruptcy. b. must be enforced by all available means. c. may not be enforced in the same manner as a civil judgment. d. must be given as part of an offenders' punishment regardless of the crime.</p>
<p>7. Restorative justice focuses on three key theories. Which one of the following statements is <u>NOT</u> a restorative justice theory?</p>	<p>a. Crime is a violation of people and interpersonal relationships. b. Violations create obligations and liabilities. c. Crime requires the justice process be offender-directed. d. There is a commitment to heal and put right the wrongs.</p>
<p>8. What types of tort actions are potentially available to crime victims?</p>	<p>a. Common law doctrine. b. Self-defense. c. Deep pocket searches. d. Wrongful death.</p>

<p>9. The 1994 Crime Act reinforced restitution payments by:</p>	<ul style="list-style-type: none"> a. requiring judges to order full restitution in all criminal cases. b. amending the Federal Bankruptcy Code to prevent avoiding payments by filing bankruptcy. c. requiring all victims to document their financial losses. d. creating a nationwide system to track restitution payments.
<p>10. Victim compensation programs generally require:</p>	<ul style="list-style-type: none"> a. the apprehension and conviction of the offender. b. applications to be submitted to the victim's home state, no matter where the crime occurred. c. victims to report the crime to law enforcement and cooperate in investigation and prosecution. d. the victim to file a suit in civil court against the offender.
<p>11. Which of the following statements describes the prevalence of post-traumatic stress disorder (PTSD)?</p>	<ul style="list-style-type: none"> a. Crime victims who received physical injuries during the crime are less likely to suffer from PTSD than crime victims who did not receive physical injuries. b. PTSD is lower among victims who report crimes to the justice system than among non-reporting victims. c. PTSD is higher among crime victims than victims of other traumatic events. d. Crime victims with PTSD can be expected to make a short recovery, probably without treatment.
<p>12. What is considered the major cause of provider burnout?</p>	<ul style="list-style-type: none"> a. Working in roles that sometimes conflict. b. Desire to assist those in need. c. No clear standards for the field. d. Working with victims who continue to be at risk.
<p>13. In the area of substance abuse/dependency, the term _____ refers to a markedly diminished effect with continued use of the same amount of the substance.</p>	<ul style="list-style-type: none"> a. withdrawal b. tolerance c. addiction d. substance abuse

14. Which principle is a basis for successful intervention and treatment programs for batterers?	<ul style="list-style-type: none">a. Violence is situational.b. Violence only affects the battered person.c. Violence is not a behavior of choice.d. Violence is a learned behavior.
15. Laws regarding communications between rape crisis advocates in law enforcement agencies and victims state that:	<ul style="list-style-type: none">a. communications are confidential.b. communications are not confidential.c. crisis advocates cannot be called to testify in court.d. crisis advocates and victims must communicate through a licensed mental health professional.
16. In discussions of media coverage of crimes, the term "double-edged sword" refers to the conflict between:	<ul style="list-style-type: none">a. the need to report information about the offender vs. keeping information about the victim private.b. identifying rape victims vs. reducing or eliminating the stigma of rape.c. the right time vs. the wrong time to pursue a story.d. the public's right to know vs. a victim's right to privacy.
17. Most legal definitions of stalking specifically address:	<ul style="list-style-type: none">a. maliciousness of the actions.b. motivations of the stalker.c. threat to the victim.d. social status of the victim.
18. One reason that it is important for State and Federal governments to collaborate in their responses to acts of terrorism is:	<ul style="list-style-type: none">a. that States maintain separate databases on incidence of terrorism.b. that few states have laws that respond specifically to acts of terrorism.c. that collaboration is required to access international assistance on acts of terrorism.d. it results in increased compensation for victims.

Once you have completed your assessment form, please return it to a member of the Caliber evaluation team before you leave.

Thank you and enjoy your week at the Academy!

APPENDIX A
2002 NATIONAL VICTIM ASSISTANCE ACADEMY
PRE-ACADEMY KNOWLEDGE ASSESSMENT
SITE: WASHBURN UNIVERSITY

For the NVAA evaluation, it is important to learn from students about their interests, experience, expectations, and about what they learn through attending the NVAA. The questions in this form and the ones you will be asked at the end of the Academy will be used in understanding how students' expectations are met and how they may be able to use the knowledge in their work.

Thank you for filling out this assessment form. Please give it to a Caliber Associates evaluation team member. If your unique evaluation ID number is not included at the top of this page, please write it in.

The information that you provide in this form will be used in the evaluation of the NVAA. The confidentiality of the information you provide is guaranteed. Only members of the Caliber Associates team will have access to information that could identify individuals. Your employer, VALOR, and NVAA will never have access to what you as an individual said on the forms, questionnaires, or tests.

If you have questions about the evaluation, please ask one of the Caliber team members.

GENERAL INSTRUCTIONS

For each question you will be presented with four (4) alternative answers (A-D). Only one (1) of the alternatives is the best answer. Carefully read the question and each alternative, then circle the one (1) best answer for the question. Please circle the letter on the form that corresponds to the alternative of your choice. Do NOT circle more than one (1) alternative for a question. If you must change your answer, please make sure it is clear which answer is your final answer.

1. The 1984 Victims of Crime Act established the:	<ul style="list-style-type: none"> a. Office for Victims of Crime. b. National Coalition Against Domestic Violence. c. National Crime Survey. d. Task Force on Victims of Crime.
2. Courts with appellate jurisdiction:	<ul style="list-style-type: none"> a. accept the facts as determined by the trial courts. b. only hear juvenile proceedings. c. hear cases where there is concurrent jurisdiction between state and federal courts. d. only hear and decide issues of law that are raised in civil cases.

3. One of the most significant rights of crime victims is the right to submit a/an:	<ul style="list-style-type: none">a. Victims Bill of Rights.b. Victim Impact Statement.c. Victims Rights Compliance Statement.d. Victims Rights Constitutional Amendment.
4. The treatment of offenders and victims is similar in that both have a right to:	<ul style="list-style-type: none">a. reimbursement for items that are lost or destroyed during a criminal investigation.b. be informed of their rights immediately.c. receive medical attention at the earliest opportunity.d. enforce their rights protected by statute.
5. Which of the following is a unique characteristic of the victims of juvenile offenders?	<ul style="list-style-type: none">a. Embarrassment that they were hurt by a juvenile.b. No vulnerability due to the age of the juvenile.c. Little trauma due to universal system response protocols for victims of juvenile offenders.d. Less distrust because of the openness of the juvenile court system.
6. The Attorney General Guidelines specify that restitution orders:	<ul style="list-style-type: none">a. may be discharged if the defendant files bankruptcy.b. must be enforced by all available means.c. may not be enforced in the same manner as a civil judgment.d. must be given as part of an offenders' punishment regardless of the crime.
7. The Family Advocacy Program in the military services is designed to:	<ul style="list-style-type: none">a. prevent child and spouse abuse.b. resolve unlawful discrimination practices.c. provide counseling for victims of sexual harassment.d. provide assistance for victims of hate crimes.
8. Those who preside over Courts of Indian Offenses are:	<ul style="list-style-type: none">a. family elders from the community.b. judges appointed by the Tribal council if paid by the tribe.c. judges appointed by the Commissioner of Indian Affairs.d. governors or chief executive officers who serve without pay.

<p>9. Restorative justice focuses on three key theories. Which one of the following statements is <u>NOT</u> a restorative justice theory?</p>	<p>a. Crime is a violation of people and interpersonal relationships. b. Violations create obligations and liabilities. c. Crime requires the justice process be offender-directed. d. There is a commitment to heal and put right the wrongs.</p>
<p>10. What types of tort actions are potentially available to crime victims?</p>	<p>a. Common law doctrine. b. Self-defense. c. Deep pocket searches. d. Wrongful death.</p>
<p>11. The 1994 Crime Act reinforced restitution payments by:</p>	<p>a. requiring judges to order full restitution in all criminal cases. b. amending the Federal Bankruptcy Code to prevent avoiding payments by filing bankruptcy. c. requiring all victims to document their financial losses. d. creating a nationwide system to track restitution payments.</p>
<p>12. Victim compensation programs generally require:</p>	<p>a. the apprehension and conviction of the offender. b. applications to be submitted to the victim's home state, no matter where the crime occurred. c. victims to report the crime to law enforcement and cooperate in investigation and prosecution. d. the victim to file a suit in civil court against the offender.</p>
<p>13. Which of the following statements describes the prevalence of post-traumatic stress disorder (PTSD)?</p>	<p>a. Crime victims who received physical injuries during the crime are less likely to suffer from PTSD than crime victims who did not receive physical injuries. b. PTSD is lower among victims who report crimes to the justice system than among non-reporting victims. c. PTSD is higher among crime victims than victims of other traumatic events. d. Crime victims with PTSD can be expected to make a short recovery, probably without treatment.</p>

<p>14. What is considered the major cause of provider burnout?</p>	<p>a. Working in roles that sometimes conflict. b. Desire to assist those in need. c. No clear standards for the field. d. Working with victims who continue to be at risk.</p>
<p>15. In the area of substance abuse/dependency, the term _____ refers to a markedly diminished effect with continued use of the same amount of the substance.</p>	<p>a. withdrawal b. tolerance c. addiction d. substance abuse</p>
<p>16. You are a counselor working at Shelters for Battered Women, a non-profit organization that provides services to battered women of domestic violence. When an undocumented immigrant new to your organization walks in to complain to you about the mental and physical abuses from her sponsor, you should:</p>	<p>a. require her to hire an immigration lawyer to file a criminal lawsuit before you will provide services. b. verify her immigration status and determine her eligibility for service. c. call the Immigration and Naturalization Service (INS) and discuss the case with an INS officer. d. provide the service to the undocumented immigrant even if she does not have any legal documents.</p>
<p>17. Which principle is a basis for successful intervention and treatment programs for batterers?</p>	<p>a. Violence is situational. b. Violence only affects the battered person. c. Violence is not a behavior of choice. d. Violence is a learned behavior.</p>
<p>18. Laws regarding communications between rape crisis advocates in law enforcement agencies and victims state that:</p>	<p>a. communications are confidential. b. communications are not confidential. c. crisis advocates cannot be called to testify in court. d. crisis advocates and victims must communicate through a licensed mental health professional.</p>

<p>19. _____ takes place when a child is belittled, denied love to promote specific behavior, marginalized from the siblings, or subjected to extreme and inappropriate punishments.</p>	<ul style="list-style-type: none"> a. Emotional neglect b. Behavior manipulation c. Exploitation d. Emotional abuse
<p>20. Following a homicide, co-victims often:</p>	<ul style="list-style-type: none"> a. try to avoid having to participate in the criminal or juvenile justice proceedings. b. welcome the attention from the media of the crime. c. feel many professionals do not fully understand the impact of the homicide on the co-victims. d. do not want to know the details of the homicide.
<p>21. Advocates recognize drunk driving as a crime because _____.</p>	<ul style="list-style-type: none"> a. the offender faces similar legal penalties to crimes committed with other weapons. b. deaths and injuries that have resulted from drunk driving are senseless and could have been prevented. c. many offenders have suspended driver's licenses. d. it is a leading cause of vehicle damage.
<p>22. The best way to be sure programs or practices are evidence based is to be sure they are ones that are:</p>	<ul style="list-style-type: none"> a. reported in the news. b. used by other providers. c. based on good research. d. liked by victims.
<p>23. In discussions of media coverage of crimes, the term "double-edged sword" refers to the conflict between:</p>	<ul style="list-style-type: none"> a. the need to report information about the offender vs. keeping information about the victim private. b. identifying rape victims vs. reducing or eliminating the stigma of rape. c. the right time vs. the wrong time to pursue a story. d. the public's right to know vs. a victim's right to privacy.

<p>24. Which of the following is NOT one of the ten common challenges that can hinder the success of collaborations between organizations working in victim services?</p>	<p>a. lack of monetary resources b. lack of time c. egos d. lack of a shared mission</p>
<p>25. Which of the following expresses the impact of hate/bias crimes on victims?</p>	<p>a. They may experience a feeling of hopelessness since the victim was targeted due to core characteristics of themselves that cannot be changed. b. The victim recovers rapidly due to the myriad of services available to help the victim. c. They experience less trauma and difficulties than victims of other crimes. d. The victim experiences increased harmony in their life as a result of society's willingness to help the victim cope.</p>
<p>26. All of the following are fundamental concepts of fund-raising for victim service providers EXCEPT:</p>	<p>a. fund-raising uses evaluation findings. b. fund-raising can be fun. c. fund-raising is a program and a process. d. fund-raising is a one-person job.</p>
<p>27. One reason that it is important for State and Federal governments to collaborate in their responses to acts of terrorism is:</p>	<p>a. that States maintain separate databases on incidence of terrorism. b. that few states have laws that respond specifically to acts of terrorism. c. that collaboration is required to access international assistance on acts of terrorism. d. it results in increased compensation for victims.</p>

Once you have completed your assessment form, please return it to a member of the Caliber evaluation team before you leave.

Thank you and enjoy your week at the Academy!

APPENDIX A
2002 NATIONAL VICTIM ASSISTANCE ACADEMY
SESSION EVALUATION FORM

SITE:

SESSION: *pre-printed information*

Thank you for filling out this NVAA evaluation form. Please give it to a Caliber Associates evaluation team member. If your unique evaluation ID number is not included at the top of this page, please write it in.

The information you provide in this form will be used in the evaluation of the NVAA. The confidentiality of the information you provide is guaranteed. Only members of the Caliber Associates team will have access to information that could identify individuals. Your employer, VALOR, and NVAA will never have access to what you as an individual said on the forms, questionnaires, or tests.

If you have questions about the evaluation, please ask one of the Caliber team members.

Please use this form to provide Caliber Associates with your feedback on this session. Please circle the answer that corresponds to your level of agreement with the following statements. Include responses for each faculty presenter and rate the session in general. Your comments are also appreciated.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
FACULTY PRESENTER: _____						
1. Material was presented clearly and logically.	1	2	3	4	5	6
2. Presenter demonstrated an expert knowledge of the subject.	1	2	3	4	5	6
3. Presenter answered participant questions effectively.	1	2	3	4	5	6
4. Discussion was encouraged and facilitated effectively.	1	2	3	4	5	6
FEEDBACK:						

FACULTY PRESENTER: _____						
5. Material was presented clearly and logically.	1	2	3	4	5	6
6. Presenter demonstrated an expert knowledge of the subject.	1	2	3	4	5	6
7. Presenter answered participant questions effectively.	1	2	3	4	5	6
8. Discussion was encouraged and facilitated effectively.	1	2	3	4	5	6
FEEDBACK:						

SESSION:

9. Session was relevant to my professional needs.	1	2	3	4	5	6
10. Session was well organized, clear and comprehensive.	1	2	3	4	5	6
11. Session addressed the critical issues affecting this topic.	1	2	3	4	5	6

Appendix A 2002 National Victim Assistance Academy Session Evaluation Form

12. Session contained the right amount of theoretical information.	1	2	3	4	5	6
13. Session contained the right amount of practical information.	1	2	3	4	5	6
14. The use of audiovisuals enhanced the presentation.	1	2	3	4	5	6
15. The teaching methods employed were appropriate to the session content.	1	2	3	4	5	6
16. The session met the stated learning objectives.	1	2	3	4	5	6
17. I will be able to use this information in the future.	1	2	3	4	5	6
18. I was able to interact with other students during this session.	1	2	3	4	5	6
19. The exercises gave me practical experience with skills and concepts.	1	2	3	4	5	6
20. My questions and concerns were answered adequately.	1	2	3	4	5	6
21. Time allocated to topic was adequate.	1	2	3	4	5	6
22. Physical environment of the session was comfortable (e.g., seating properly arranged, lighting, room temperature, etc.).	1	2	3	4	5	6
ACADEMY TEXT:						
23. Corresponding chapter(s) in Text was relevant to my professional needs.	1	2	3	4	5	6
24. Corresponding chapter(s) in Text was organized, clear, and comprehensive.	1	2	3	4	5	6
25. Corresponding chapter(s) in Text addressed the critical issues affecting this topic.	1	2	3	4	5	6

26. Did you read the material in the Academy Text for this session *prior* to arriving at the Academy? All Some None
27. Did you read the material in the Academy Text for this session *after* you arrived at the Academy? All Some None

Overall Comments: _____

Please list any topics or issues that were *not* addressed in this session, or in the session curriculum, that should be included:

Thank you for taking the time to complete this evaluation form. Please make sure you have included the unique identification number provided to you at registration at the top of this form before returning it to a member of the evaluation team or placing it in the evaluation box by the end of the day.

APPENDIX A
2002 NATIONAL VICTIM ASSISTANCE ACADEMY
SESSION OBSERVATION FORM

Faculty Name: _____

Location: MUSC **Date:** _____

Start Time: _____ **Stop Time:** _____

Session Name: _____

Reference Text: Chapter 1

<i>Learning Activity</i>	<i>Group Size (Individual, Small Group, Large Group, Full Class)</i>	<i>Observed</i>	<i>Estimated number of minutes</i>
Lecture		<input type="checkbox"/>	
Worksheet		<input type="checkbox"/>	
Case Study		<input type="checkbox"/>	
Role-play/Skit		<input type="checkbox"/>	
Question and Answer/Class Discussion		<input type="checkbox"/>	
Video		<input type="checkbox"/>	
Other (specify):		<input type="checkbox"/>	

<i>Learning Objectives:</i>	<i>Covered</i>	<i>N/A</i>
The extent to which violent crime is a concern for Americans.	<input type="checkbox"/>	<input type="checkbox"/>
The scope and cost of violent crime and the extent to which it has increased in recent years.	<input type="checkbox"/>	<input type="checkbox"/>
The extent to which concerns or fears about crime have affected the way Americans live and the broader impact of violence on an individual's world view.	<input type="checkbox"/>	<input type="checkbox"/>
The origins of the rule of law in the United States.	<input type="checkbox"/>	<input type="checkbox"/>
The origins and historical stages of the crime victims' rights movement in the United States.	<input type="checkbox"/>	<input type="checkbox"/>
The major crime victim advocacy organizations and critical legislative and policy accomplishments of the victims' rights discipline over the past thirty years.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

PHYSICAL ENVIRONMENT		Overall rating			1	2	3	4	5
					<i>poor</i>	<i>fair</i>	<i>good</i>	<i>very good</i>	<i>excellent</i>
Performance Criteria	Yes	No	Not Applicable	Comments <i>(Note outstanding or egregious examples)</i>					
Seating conducive to learning				NOTE: Describe setup of room					
Environment appropriate (e.g., lighting, temperature)									
LEARNING OBJECTIVES		Overall rating			1	2	3	4	5
					<i>poor</i>	<i>fair</i>	<i>good</i>	<i>very good</i>	<i>excellent</i>
Performance Criteria	Yes	No	Not Applicable	Comments <i>(Note outstanding or egregious examples)</i>					
Identified at beginning of session									
Match those in the instructor manual									
STUDENT EXPECTATIONS		Overall rating			1	2	3	4	5
					<i>poor</i>	<i>fair</i>	<i>good</i>	<i>very good</i>	<i>excellent</i>
Performance Criteria	Yes	No	Not Applicable	Comments <i>(Note outstanding or egregious examples)</i>					
Responds well to student questions									
References student needs and expectations during presentation									
Asks about student needs and expectations									

INSTRUCTOR PRESENCE		Overall rating			1	2	3	4	5
					<i>poor</i>	<i>fair</i>	<i>good</i>	<i>very good</i>	<i>excellent</i>
Performance Criteria	Yes	No	Not Applicable	Comments (Note outstanding or egregious examples)					
Is comfortable in front of a group									
Provides constructive (e.g., critical and positive) feedback									
Is available to students outside of classroom session									
PRESENTATION SKILLS		Overall rating			1	2	3	4	5
					<i>poor</i>	<i>fair</i>	<i>good</i>	<i>very good</i>	<i>excellent</i>
Performance Criteria	Yes	No	Not Applicable	Comments (Note outstanding or egregious examples)					
Makes material relevant to students									
Blend of theoretical and practical information									
Uses effective questioning and feedback skills									
Uses clear, concise, understandable speech									
Acknowledges multiple points of view on controversial subjects									

Effectively uses media/ ancillary materials				
Presentation materials prepared				
SESSION MANAGEMENT		Overall rating		
				1 2 3 4 5 <i>poor</i> <i>fair</i> <i>good</i> <i>very good</i> <i>excellent</i>
Performance Criteria	Yes	No	Not Applicable	Comments (Note outstanding or egregious examples)
Demonstrates an awareness of time				
Encourages multiple students to participate				
Directs student discussion and activity to learning objectives				
Manages uncomfortable discussion well				
Creates an environment of cultural awareness				
CONTENT KNOWLEDGE		Overall rating		
				1 2 3 4 5 <i>poor</i> <i>fair</i> <i>good</i> <i>very good</i> <i>excellent</i>
Performance Criteria	Yes	No	Not Applicable	Comments (Note outstanding or egregious examples)
Demonstrates comprehensive knowledge of the subject				
Can easily explain key principles and skills				
Demonstrates experience- based knowledge				
Is able to relate discussion to other Academy topics				

Source: Adapted from ASTD Info-line series

APPENDIX A
2002 NATIONAL VICTIM ASSISTANCE ACADEMY NETWORKING AND MENTORING
GROUP EVALUATION FORM

This form asks questions about the mentoring group sessions and about your interactions with faculty and students outside the classroom. The questions are designed to help learn more about how these contribute to students' experience at the Academy, to what students learn from participating in the Academy, and how students may later apply the learning in their work.

Thank you for filling out this NVAA evaluation form. Please give it to a Caliber Associates evaluation team member. If your unique evaluation ID number is not included at the top of this page, please write it in.

The information you provide in this form will be used in the evaluation of the NVAA. The confidentiality of the information you provide is guaranteed. Only members of the Caliber Associates team will have access to information that could identify individuals. Your employer, VALOR, and NVAA will never have access to what you as an individual said on the forms, questionnaires, or tests.

If you have questions about the evaluation, please ask one of the Caliber team members.

		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
	During the time at the Academy I had enough time to interact with...					
1	my faculty mentor.	1	2	3	4	5
2	students who were in my mentoring group.	1	2	3	4	5
3	faculty other than my faculty mentor.	1	2	3	4	5
4	students who were not in my mentoring group.	1	2	3	4	5
5	participation in the mentoring group sessions...	1	2	3	4	5
6	helped me to gain a greater understanding of the session topics.	1	2	3	4	5
7	helped me understand how to apply learning from the class sessions in my work with crime victims.	1	2	3	4	5

		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
	Participation in the mentoring group sessions...					
8	Provided practice in the application of new skills.	1	2	3	4	5
9	Gave me an opportunity to interact more with other students.	1	2	3	4	5
10	Helped me understand better the work of other providers in working with crime victims.	1	2	3	4	5

		Never	Rarely	Sometimes	Often	Very often
	During the time you spent at the Academy how often did you talk with the following people about session topics when you were outside of the classroom (e.g., on breaks, during meals, at social gatherings)...					
11	your faculty mentor.	1	2	3	4	5
12	students in your mentoring group.	1	2	3	4	5
13	faculty other than your faculty mentor.	1	2	3	4	5
14	students who were not in your mentoring group.	1	2	3	4	5

		Yes	No
15	I plan to stay in touch with students that I met during the academy.	1	2
16	I plan to stay in touch with faculty that I met during the academy.	1	2

Comments:

APPENDIX A
2002 NATIONAL VICTIM ASSISTANCE ACADEMY
OVERALL EVALUATION FORM

For the NVAA evaluation, it is important to learn from students about their interests, experience, expectations, and what they learn through attending the Academy. The questions in this form and the ones you were asked at the beginning of the Academy will be used in understanding how students' expectations are met and how they may be able to use the knowledge in their work.

Thank you for taking the time to fill out the NVAA Overall Evaluation Form. Please give it to a Caliber Associates evaluation team member when you are finished. If your unique ID number is not included at the top of this page, please write it in.

The information you provide on this form will be used in the evaluation of the NVAA. The confidentiality of the information you provide is guaranteed. Only members of the Caliber Associates team will have access to information that could identify individuals. Your employer, VALOR, and the NVAA will never have access to what you as an individual said on the forms, questionnaires, or tests.

If you have any questions about this form or the evaluation, please ask one of the Caliber team members.

ACADEMY COMPONENTS

Please rate each of the following items on the corresponding '1-5' scale and provide any comments that you have about why you rated that item the way you did. At the end of each section is a space for your comments.

Text	Not at all	2	Some- what	4	Very much
1. How useful do you think the text is for someone in the victim assistance field with your level of experience?	1	2	3	4	5
2. To what extent do you think you will be able to use the information in the text to help you in your work after you leave the Academy?	1	2	3	4	5
Comments:					

Faculty	Not at all		Some-what		Very much
1. To what extent did the faculty represent a diversity of experience and point of view?	1	2	3	4	5
2. To what extent were the faculty readily available for consultation and discussion outside of session times?	1	2	3	4	5
3. If the faculty were available, how much did you interact with the faculty outside of the classroom (other than the faculty mentor)?	1	2	3	4	5
4. Overall, how much did the faculty presentations enhance your learning of the information in the text?	1	2	3	4	5
5. Overall, how much did the faculty/student interaction enhance your Academy experience	1	2	3	4	5

Comments:

Facilities	Poor	Fair	Good	Very Good	Excellent
1. Classrooms	1	2	3	4	5
3. Housing	1	2	3	4	5
4. Food	1	2	3	4	5
5. Campus environment	1	2	3	4	5

Comments:

Course Organization	Poor	Fair	Good	Very Good	Excellent
1. Length of Academy	1	2	3	4	5
2. Variety of course topics	1	2	3	4	5
3. Length of each session for learning the covered topic	1	2	3	4	5
4. Division of course topics between core requirements and electives	1	2	3	4	5
5. Schedule of electives offered	1	2	3	4	5

Comments:

PRACTICE

The following questions ask about your thoughts on how what you learned at the Academy will help you in your work with victims. Please answer the following questions by rating how much you agree or disagree with each statement.

Areas of Interest	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. On the participant information form that you completed during registration you checked the following NVAA topics as of greatest interest to you. Please rate the following statement regarding each topic.					
A.					
a. I am satisfied with what I learned	1	2	3	4	5
b. I will be able to apply it in my work	1	2	3	4	5
c. I plan to pursue this topic further	1	2	3	4	5
B.					
a. I am satisfied with what I learned	1	2	3	4	5
b. I will be able to apply it in my work	1	2	3	4	5
c. I plan to pursue this topic further	1	2	3	4	5
C.					
a. I am satisfied with what I learned	1	2	3	4	5
b. I will be able to apply it in my work	1	2	3	4	5
c. I plan to pursue this topic further	1	2	3	4	5
Comments:					

Goals	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
2. On the participant information form that you completed during registration you listed the following items as goals that you hoped to achieve during your week at the Academy. Please rate the following statements as they apply to your goals.					
A.					
a. I am satisfied with what I learned	1	2	3	4	5
b. I will be able to apply it in my work	1	2	3	4	5
c. I plan to pursue this topic further	1	2	3	4	5
B.					
a. I am satisfied with what I learned	1	2	3	4	5
b. I will be able to apply it in my work	1	2	3	4	5
c. I plan to pursue this topic further	1	2	3	4	5
C.					
a. I am satisfied with what I learned	1	2	3	4	5
b. I will be able to apply it in my work	1	2	3	4	5
c. I plan to pursue this topic further	1	2	3	4	5
Comments:					
Social Environment	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
3. The experience of interacting with others during NVAA:	1	2	3	4	5
a. has helped me understand better the work of different providers in assisting victims.	1	2	3	4	5
b. will help me work with other providers in my community to assist victims.					
c. has developed relationships with others that I plan to continue.	1	2	3	4	5
4. Having the NVAA take place on a university campus fosters interaction that contributes to learning.	1	2	3	4	5
Comments:					

Knowledge to Practice	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	This does not apply to my work
5. I have the skills needed to effectively listen to victims when they discuss their experiences with me.	1	2	3	4	5	N/A
6. I have the skills needed to identify someone as a victim of crime.	1	2	3	4	5	N/A
7. I have the skills needed to effectively evaluate victims' needs for services.	1	2	3	4	5	N/A
8. I know what other sources of help there are for victims in my community.	1	2	3	4	5	N/A
9. I understand ways my organization and other providers can work effectively together to assist victims.	1	2	3	4	5	N/A
10. I am comfortable referring victims for services to meet their needs.	1	2	3	4	5	N/A
11. I am able to help victims access help from other service providers.	1	2	3	4	5	N/A
12. I am comfortable informing victims of their rights in the justice process.	1	2	3	4	5	N/A
13. I have the information needed to help facilitate victims' movement through the justice process.	1	2	3	4	5	N/A
14. I understand the theory and research that provide the foundation for the work that I do with victims.	1	2	3	4	5	N/A
15. When someone proposes new ways to serve victims, I can get information I need to determine if these new ways are likely to improve victim services.	1	2	3	4	5	N/A
16. I can apply the knowledge that I gained at the NVAA to improve my own work in the victim service field.	1	2	3	4	5	N/A
17. Through my participation in the NVAA, I have a better understanding of the victim service field.	1	2	3	4	5	N/A

Comments:

Now, please discuss how what you learned at the Academy relates to your work with victims through answering the following questions.

22. What was the most important skill that you learned at the National Victim Assistance Academy that will help you in your work with victims?

How do you anticipate using this skill in your work?

23. What was the most important new knowledge that you learned at the National Victim Assistance Academy that will help you in your work with victims?

How do you anticipate using this knowledge in your work?

OVERALL ACADEMY EXPERIENCE

Please answer the following questions based on your overall experience with the 2002 National Victim Assistance Academy.

1. How would you rate your overall 2002 NVAA experience?

1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent

2. What aspects of the Academy did you find most helpful?

3. What about the Academy would you suggest changing to make it better for future participants?

4. What aspects of the Academy were not as helpful? What could be improved to make them better?

5. Please identify three things you plan to do or change as a result of attending the academy.

Thank you for taking the time to complete this evaluation form. Please make sure you have included the unique identification number provided to you at registration at the top of this form before returning it to a member of the evaluation team or placing it in the evaluation box by the end of the day.

APPENDIX A
2002 NATIONAL VICTIM ASSISTANCE ACADEMY
FACULTY RESUME REVIEW FORM

1. NAME: _____

2. EDUCATION/ACADEMIC CREDENTIALS (*Specify year and subject matter*):

- Bachelor _____
- Master _____
- Ph.D. _____
- J.D. _____
- MSW/LCSW _____
- Other _____

3. ALL RELEVANT EXPERIENCE (*Mark all that apply, include number of years*):

Teaching/Training Experience

- Higher education instruction : _____ years
- Training instruction: _____ years
- Research: _____ years

Instruction-related Skills (*Note faculty knowledge and experience of the following instruction-related skills and the number of years using these skills*):

- Adult learning principles: _____ years
- Communication skills and styles: _____ years
- Group facilitation: _____ years
- Presentation techniques: _____ years

Subject Matter (*List courses/topics taught in educational or other setting*):

Direct Victim Service: _____ years (*Mark all applicable choices below*):

Jurisdiction:

- Federal
- State
- Local
- International

Type of Organization/Agency:

- Child/youth services
- Corrections-based
- Faith-based
- Police/sheriff-based
- Probation/parole-based
- Educational Institutional
- Other: _____
- Community-based/non-profit
- Court-based
- Health/human services
- Private sector (for profit)
- Prosecution-based
- For-profit consulting

Type of Services Rendered:

- | | |
|---|--|
| <input type="checkbox"/> Crisis management | <input type="checkbox"/> Case management |
| <input type="checkbox"/> Compensation claim assistance | <input type="checkbox"/> Court accompaniment |
| <input type="checkbox"/> Criminal justice system advocacy | <input type="checkbox"/> Crisis intervention |
| <input type="checkbox"/> Emergency medical | <input type="checkbox"/> Information/referral |
| <input type="checkbox"/> Legal advocacy | <input type="checkbox"/> Long-term counseling |
| <input type="checkbox"/> Notification | <input type="checkbox"/> Restitution assistance |
| <input type="checkbox"/> Shelter | <input type="checkbox"/> Short-term counseling |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Training/technical assistance |
| <input type="checkbox"/> Victim Impact Statement assistance | <input type="checkbox"/> Other: _____ |

Type of Victims Primarily Served (If relevant):

- | | |
|--|--|
| <input type="checkbox"/> All victims | <input type="checkbox"/> Abused/missing/exploited children |
| <input type="checkbox"/> Domestic violence | <input type="checkbox"/> Youthful Offenders |
| <input type="checkbox"/> Elderly victims | <input type="checkbox"/> Property/economic crime/fraud |
| <input type="checkbox"/> Sexual assault | <input type="checkbox"/> Special needs/victims with disabilities |
| <input type="checkbox"/> Survivors of homicide | <input type="checkbox"/> Tribal/Native Americans |
| <input type="checkbox"/> Violent crime | <input type="checkbox"/> Other: _____ |

Related Experience (Mark all applicable choices below and specify years for each box checked):

- Advisory/Committee member: _____ years
- Board member: _____ years
- Conference attendance: _____ years Participation: _____ years
- Consultant work: _____ years
- Government/special appointment(s): _____ years
- Honorary degrees/accomplishments: _____ years
- Law enforcement: _____ years
- Legal advocacy/services: _____ years
- Professional affiliations: _____ years
- Publication(s): _____ years
- Public policy: _____ years

APPENDIX A
2002 NATIONAL VICTIM ASSISTANCE ACADEMY
FACULTY TELEPHONE INTERVIEW GUIDE

Interview Date: _____

Interview Start Time: _____ Stop time: _____ Length: _____ minutes

Faculty Member's Name: _____

Name of Agency/Organization: _____

Phone #: _____ (work) _____ (home)

SCRIPT:

Hello, my name is <insert interviewer's name> with Caliber Associates. As you may already know, under funding from OVC, we are conducting an evaluation of the 2002 NVAA. As part of this evaluation, we are contacting faculty members to obtain feedback on the Academy Text, the Instructor's Manual, as well as the overall structure of the Academy. The confidentiality of the information you provide is guaranteed. Only members of the Caliber Associates team will have access to information that could identify individuals. VALOR and NVAA will never have access to what you as an individual said during this interview.

We anticipate that this interview will last approximately 60 minutes. Do you have time right now to participate? If no, when would be a good time for you? If yes, do you have any questions before we begin?

Background

1. How did you first become involved with the Academy? _____

2. How did you prepare for your faculty assignment at the Academy? _____

Did you participate in any of the activities organized for faculty by your site coordinator?

Yes

No

If no, why not? _____

If yes, what were those activities? _____

Please indicate the activities you found most useful. _____

Which activities were not useful and why? _____

3. Were you able to familiarize yourself with students' expectations and needs prior to the Academy?

Yes

No

If yes, how was this done? [Note to interviewer: Do not read the list of choices below. Please check any appropriate box as indicated by the respondent.]

- Contact/information exchange with students prior to Academy
- Information from site coordinator
- Student applications
- Other (specify): _____

Instructor's Manual

1. When did you receive the instructor's manual? [Note to interviewer: Read the below and check off the answer indicated by the respondent.]

- Less than 1 week before the Academy
- 2-4 weeks before the Academy
- 5 weeks or more before the Academy

2. Did you receive the instructor's manual in enough time to prepare for the Academy or to teach your sessions?

- Yes
- No

3. If no, how much earlier would you like to have received the instructor's manual? [Note to interviewer: Read the below and check off the answer indicated by the respondent.]

- 1-2 weeks earlier
- 3-4 weeks earlier
- 5 or more weeks earlier

4. The instructor's manual provides information to help augment and enhance the teaching activities of faculty members. Do you have any formal education or training in any of the following? [Note to interviewer: Read the list of strategies below and check off the strategies indicated by the respondent. Checking any box indicates a yes answer. Write details in the space provided or on a separate sheet if necessary. Examples of details to expect in terms of formal education/training may include the educational institution attended, year received degree or certificate, employer-sponsored workshops or classes attended.]

- Adult learning principles _____
- Communication skills and styles _____
- Group facilitation _____
- Learning styles _____
- Presentation techniques _____

Are there any other teaching strategies that you have training in?

- Yes
- No

If yes, can you tell us what they are?

- Other (specify): _____

5. Did information contained in the instructor's manual influence your choice of teaching methods used?

- Yes
- No

If yes, how so? _____

If no, why not? _____

6. I'm going to give you a list of items depicting information from the instructor's manual. In preparing to teach at the Academy, please rate how helpful each of these items were for you on a scale from 1 to 5, with 1 indicating least helpful and 5 indicating most helpful. [Note to interviewer: Please circle number below]:

Adult learning principles	1	2	3	4	5
Communication skills and styles	1	2	3	4	5
Group facilitation	1	2	3	4	5
Learning objectives	1	2	3	4	5
Learning styles	1	2	3	4	5
Presentation techniques	1	2	3	4	5
Training aids	1	2	3	4	5
Other (specify below):	1	2	3	4	5

You rated the following items as most helpful. [Note to interviewer: Items with 4s and 5s circled are considered most helpful. Items with 1s and 2s circled are considered least helpful. Refer to those items, if there are any. If there are none, skip to the question below to ascertain what would have made the others more helpful.] Is there anything specific that made these things helpful?

You rated the others as less helpful, what, if anything, would have made them more helpful?

7. In addition to what we've talked about above, is there information that you would suggest adding to improve the instructor's manual?

- Yes
- No

If yes, what is that?

Why do you think this information is important? _____

Academy Text

8. Did you find the Academy Text useful in preparing for the Academy?

- Yes
- No

If yes, how was it useful? _____

If no, why was it not useful? _____

9. Did the Academy Text thoroughly cover the topic(s) you taught?

- Yes
- No

Was the information contained in the Text current?

- Yes
- No

What critical content, if any, was missing from the chapters for your session(s)?

Were the learning objectives in the Text relevant for your session topics?

- Yes
- No

Please explain. _____

10. In addition to what was mentioned above, is there anything else that should be changed or added to the Text to make it a better resource and teaching tool?

- Yes
- No

Please explain: _____

11. Did you experience any challenges or barriers in teaching to the learning objectives in the Text?

- Yes
- No

If yes, what were they? Please describe: _____

How did you address these challenges/barriers? _____

Training Sessions

12. I'm going to read to you a list of teaching methods used in presenting NVAA material. Please rate how effective each method was for you on a scale from 1 to 5, with 1 indicating least effective and 5 indicating most effective. [Note to interviewer: Please circle number below]:

Group discussion	1	2	3	4	5
Lab exercises	1	2	3	4	5
Lecture	1	2	3	4	5
Panel	1	2	3	4	5
Role-play/Skit	1	2	3	4	5
Satellite (CV)	1	2	3	4	5
Videotape	1	2	3	4	5
Other (specify below):	1	2	3	4	5

 You rated the following items [fill in information from above] most effective. Why were they effective? [Note to interviewer: Items with 4s and 5s circled are considered most effective. Items with 1s and 2s circled are considered least effective.]

 You rated the following items [fill in information from above] as least effective. Why were they least effective?

 What, if anything, would have made these methods more effective?

13. In considering a profile of the types of students you think would benefit the most from attending the Academy, what would be the ideal profile in terms of the following?

Years of experience in victim services: _____

Type of job: _____

Level of knowledge about victim services: Novice Intermediate Advanced

Range of other relevant knowledge based on Academy Text: _____

Other (specify): _____

14. Were you aware of the students' varying degrees of knowledge and experience?

- Yes
- No

15. Did you come across challenges in teaching students with varying degrees of knowledge and experience?

- Yes
- No

If yes, how did you overcome those challenges? _____

16. Did students' professional diversity have an impact on the learning environment of the Academy?

- Yes
- No

If yes, how so? _____

If no, why not? _____

17. If faculty meetings were held during the Academy, did you find that changes needed to be made to accommodate student needs and deficiencies?

- Yes
- No

If yes, what changes were made? _____

Overall

18. What is the most important aspect of the NVAA that makes it useful to students during the Academy and why? _____

What is the most important aspect of the NVAA that makes it useful to students following the Academy? Why? _____

19. Did you participate in the mentoring groups?

- Yes
- No

If yes, how did the mentoring groups complement other NVAA activities?

20. Do you think the Academy is effective as it currently operates?

- Yes
- No

Please explain: _____

Would you change the way the Academy operates in terms of the following aspects? How?
[Note to interviewer: Read the list below. Checking any box indicates a yes answer. Please use the space provided to record the response to change as indicated by the respondent.]

- Number of students per session. Change: _____
- Structure of sessions. Change: _____
- Amount of time needed to cover content. Change: _____
- Quality/method of presentation. Change: _____
- Training materials (aids, supplies, equipment). Change: _____
- Other (specify)/Change: _____

21. Did you observe any immediate changes among students as a result of their attending the 2002 NVAA in terms of the following? If so, what are some examples of these changes?

- a: Knowledge Yes No Please explain: _____
- b: Attitudes Yes No Please explain: _____
- c: Skills Yes No Please explain: _____
- c: Other Yes No Please explain: _____

For Academicians Only:

22. As a result of your involvement with the Academy, have you seen changes at your or other universities in terms of the following? [Note to interviewer: Read the list below. Checking any box indicates a yes answer. Please use the space provided next to each item to record the universities/programs the respondent indicates.] If yes, at what universities and in what programs have you seen these changes?

- Increased awareness/attention on issues surrounding victims _____
- Enhanced victim-related training _____
- Expanded victim-related education _____
- Other (specify): _____

23. Are you aware of any similar academies that have emerged as a result of the NVAA?

- Yes
- No

If yes, please explain: _____

24. We are interested in programs and courses, other than your own, that are using NVAA course materials or have adapted them for use. These programs/courses may be in your own university or elsewhere. Do you know of any such uses of the NVAA material?

- Yes
- No

If yes, which courses, at which universities, are they?

Any others? _____

For the future:

25. What more could VALOR and/or your site coordinator have done to help you in your role as a faculty member?

26. If you could do one thing the same way at some future Academy what would it be? Why?

27. If you could do one thing differently at some future Academy what would it be? Why?

28. Do you have any other comments/suggestions that you'd like to make regarding the Academy? _____

Caliber and OVC would like to thank you for taking the time to share your thoughts with us!

APPENDIX A
2002 NATIONAL VICTIM ASSISTANCE ACADEMY
STUDENT TELEPHONE INTERVIEW GUIDE

Interview Date: _____
Interview Start Time: _____ Stop time: _____ Length: _____ minutes
Student ID Number: _____ Academy Site: _____
Name of Agency/Organization Representing: _____
Phone #: _____ (work) _____ (home)

SCRIPT:

Hello, my name is <insert interviewer's name> with Caliber Associates. Caliber is collecting data for an evaluation of the 2002 National Victim Assistance Academy (NVAA) that you attended in June in <insert location (Fresno, MUSC, Washburn)>. You may have seen us there at work. As part of this evaluation, we are re-contacting you and your fellow NVAA students now that you have been back on the job to find out how well NVAA is meeting the needs of its students. We would also like to know how you have been able to use the information you gained from the Academy in your work. This information will help NVAA serve its students better in the future and contribute positively to the field of victim services overall.

The confidentiality of the information you provide is guaranteed. Only members of the Caliber Associates team will have access to information that could identify individuals. Your employer, OVC, and NVAA will never have access to what you as an individual say during this interview. Your responses to these questions will be reported only in aggregate and will never identify you as an individual.

Your participation in this evaluation is completely voluntary. You may decline to participate in the study or withdraw your participation from the study at any time without consequences or penalties. The interview will last approximately 30 to 45 minutes and as a token of appreciation for your participation in the interview, we will send you a check for \$25. Do you have time right now to participate? If no, when would be a good time for you? If yes, do you have any questions before we begin?

[Note to interviewer: Answer any questions the respondent has at this time. If he/she does not wish to participate in the interview, thank him/her for his/her time and conclude the call.]

Declined to participate

Background

1. Are you still working in the same position as you were when you attended the Academy in June?
 Yes [Note to interviewer: Ask second follow-up question below.]
 No [Note to interviewer: Record response below.]

If no, where are you working now and in what position? _____

Do you have the same supervisor as when you attended the Academy?

- Yes
- No

2. Have you received a promotion or other career advancement since attending the Academy?

- Yes
- No [Note to interviewer: Skip to question 3.]

If yes, did your participation in the Academy contribute, in any way, to your promotion/advancement?

- Yes
- No

Please explain. _____

Knowledge to Practice

3. Did you gain any new skills as a result of attending the Academy?

- Yes
- No

If yes, what new skills did you gain?

4. Did you gain any new knowledge as a result of attending the Academy?

- Yes
- No

If yes, what new knowledge did you gain?

5. On your Participant Information Form, you indicated that you expected that NVAA would benefit you in the following ways: <read from participant information form>. Have the new skills and/or knowledge you've gained benefited you as expected?

- Yes
- No [Note to interviewer: Skip to question 7.]

If yes, please explain what aspects of the Academy specifically contributed to your gaining new skills and/or knowledge while at the Academy. [Note to interviewer: Do not read the list

of choices below. Check any appropriate box as indicated by the respondent. Clarify with the participant what contributed to their skill separate from their knowledge.]

- Academy Text: Skills Knowledge Explain: _____
- Teaching methods used/activities (e.g., lecture, small group discussions, videotapes, etc.):
 Skills Knowledge Explain: _____
- Mentoring group: Skills Knowledge Explain: _____
- Other (specify) _____: Skills Knowledge
Explain: _____
- Other (specify) _____: Skills Knowledge
Explain: _____

6. Have you used the skills and/or knowledge gained from the NVAA to make the following changes in your program? Please explain why or why not? Please note any barriers to making these changes. [Note to interviewer: Refer to question 3 and 4 above. Only ask this question if the respondent has indicated that he/she gained new skills and/or knowledge. Read the options below and place a check mark next to the answers indicated by the respondent.]

- Service/Program expansion: Yes No
Please explain: _____
- Service/Program improvement: Yes No
Please explain: _____
- Establish new policies: Yes No
Please explain: _____
- Implement new practices: Yes No
Please explain: _____
- Other: Yes No
Please explain: _____

7. There are various ways that one's attitude might change as a result of attending the Academy. In the next questions, we would like to find out whether your attitudes changed toward various aspects of your work. [Note to interviewer: Read the questions below and place a check next to the answers indicated by the respondent.]

- Was there a change in your attitude toward victims? Yes No
Please explain: _____
- Was there a change in your attitude toward the victim field? Yes No
Please explain: _____
- Was there a change in your attitude towards specific Federal agencies (e.g., OVC)?
 Yes No

List agencies and explain change: _____

- Was there a change in your attitude towards specific State agencies (e.g., Victims' Comp Board)? Yes No

List agencies and explain change: _____

- Was there a change in your attitude towards specific local organizations/agencies (e.g., shelters, advocacy groups, local law enforcement)?
 Yes No

List agencies and explain change: _____

- Were there other changes in your attitudes? Yes No

What were these changes? _____

8. Are there some things you have done differently on the job as a result of attending NVAA?
 Yes
 No

If yes, what are these things?

9. Have you had discussions about NVAA with your co-workers since your return to work?
 Yes
 No

If yes, what words have you used most often to describe your experience in these discussions? _____

Academy Text

10. Have you used the Academy Text since returning to your workplace?
 Yes
 No

If yes, how have you used the Text?

If no, why haven't you used the Text? _____

11. Have you found the Academy Text useful in your work with victims?

- Yes
- No

If yes, how is it useful?

If no, why was it not useful? _____

Did you encounter any difficulties in using the Text?

- Yes
- No

If yes, please describe. _____

12. Do you find that you have to supplement the information in the Academy Text with other sources?

- Yes
- No

If yes, please explain and provide examples of those supplemental materials.

13. Are there things that should be changed or added to the Text to make it a better resource for victim service providers?

- Yes
- No

Please explain: _____

Training Sessions

14. I'm going to read to you a list of teaching methods used in presenting NVAA material. On a scale from 1 to 5, with 1 indicating not at all effective and 5 indicating very effective, please rate how effective each method was for you in learning the material. [Note to interviewer: Circle the number below as indicated by the respondent. Circle N/A if the method was not used.]

Group discussion	1	2	3	4	5	N/A
Lab exercises	1	2	3	4	5	N/A
Lecture	1	2	3	4	5	N/A

Panel	1	2	3	4	5	N/A
Role-play/Skit	1	2	3	4	5	N/A
Satellite	1	2	3	4	5	N/A
Compressed Video (CV)	1	2	3	4	5	N/A
Videotape	1	2	3	4	5	N/A
Other (specify below):	1	2	3	4	5	N/A

You rated the following items Group discussion Lab exercises Lecture Panel Role-play/Skit Satellite Compressed Video Videotape Other _____] as effective or very effective. Please explain why each method was effective. [Note to interviewer: Items with 4s and 5s circled above are considered very effective. Please check those that apply and ask the respondent to provide details on why they rated each method as they did.]

You rated the following items Group discussion Lab exercises Lecture Panel Role-play/Skit Satellite Compressed Video Videotape Other _____] as not very effective. Please explain why each method was not effective. [Note to interviewer: Items with 1s and 2s circled above are considered not effective. Please check those that apply and ask the respondent to provide details on why they rated each method as they did.]

What, if anything, would have made the NVAA instruction more effective?

15. Did you feel that there was a wide range of knowledge and experience among your fellow NVAA students?

- Yes
- No [Note to interviewer: Skip to question 16.]

If yes, was this wide range conducive to learning or did it interfere with your ability to learn?

- Conducive to learning
- Interfered with learning
- Did not matter

If the range of knowledge and experience was conducive to your learning, please explain.

If the range of knowledge and experience interfered with your learning, please explain.

Networking

16. On a scale of 1 to 5, with 1 representing not at all and 5 representing very much, please rate the extent to which you were able to network with other fellow students while at the Academy. [Note to interviewer: Circle the number below as indicated by the respondent. Use N/A if the respondent indicates they chose not to participate in networking opportunities.]

1 2 3 4 5 N/A

17. Did you attend mentoring groups at NVAA?

- Yes
 No [Note to interviewer: Skip to question 19.]

If yes, how did the mentoring groups complement other NVAA activities?

18. Describe the specific activities that occurred during mentoring groups that you found most useful and why. _____

What activities, if any, did you find not very useful and why? _____

19. [Note to interviewer: Refer to the student's mentoring form and question 17 above. Only ask this question if the respondent has indicated that he/she participated in the mentoring groups. If the respondent has not participated in mentoring groups, ask the question without referring to the Form.] On the Networking and Mentoring Group Form, you indicated that you planned to stay in touch with students you met at the Academy. Have you? [Note to interviewer: Skip directly to question 20 if the student did not indicate he/she planned to stay in touch on the mentoring form.]

- Yes
- No [Skip to last follow-up question below and record response.]

How many fellow 2002 NVAA students have you contacted or have contacted you?

- I contacted them _____ (indicate number here)
- They contacted me _____ (indicate number here)

For those you contacted, what were your reasons? What were the results?

For those who contacted you, what were their reasons? What were the results?

If there has been no contact, why do you think that is the case? _____

20. Have you been in contact with NVAA faculty since the Academy?

- Yes _____ (indicate number here)
- No [Note to interviewer: Record response to question below regarding no contact.]

If yes, how many of them and for what reasons? What were the results of your contact with them?

If there has been no contact, why do you think that is the case? _____

Overall

21. The NVAA is intended to be a foundation-level course. On that basis, and using a scale of 1 to 5, with 1 representing no new content and 5 representing completely new content, how would you rate the overall content presented at the Academy? [Note to interviewer: Circle the number below as indicated by the respondent.]

1 2 3 4 5

What information did you find to be very useful to you since NVAA?

What information did you find not very useful to you since NVAA?

22. On a scale of 1 to 5, with 1 representing not at all effective and 5 representing very effective, how would you rate NVAA's effectiveness in advancing the victims' field as a professional discipline? [Note to interviewer: Circle the number below as indicated by the respondent.]

1 2 3 4 5

Please explain.

What changes would you recommend that NVAA make to be better able to advance the victims' field as a professional discipline? _____

23. Have you continued to expand your skills and/or knowledge of victim services since attending the Academy, more than you probably would have anyway?

- Yes
- No

If yes, in what ways have you done this? _____

24. Have you pursued any formal education/credit in the field of victim services/victimology since attending the Academy, more than you probably would have anyway?

- Yes
- No

If yes, in what ways have you done this? _____

25. On the Overall Evaluation Form you completed on the last day of the Academy, we asked you to identify three things you planned to do or change as a result of attending the Academy. They were <read from their form>. What three things have you changed or attempted to change since going back to the job?

1. _____
- Completed [Note to interviewer: Record response below.]
 - Started/In Progress [Note to interviewer: Record barriers/challenges below.]
 - Attempted/Unable to Complete [Note to interviewer: Record barriers/challenges below.]
 - Not pursued [Note to interviewer: Ask why not and record response below.]

Please explain any barriers/challenges to implementing this change, the results of this change if attempted or completed, or why the change not pursued.

2. _____
- Completed [Note to interviewer: Record response below.]
 - Started/In Progress [Note to interviewer: Record barriers/challenges below.]
 - Attempted/Unable to Complete [Note to interviewer: Record barriers/challenges below.]
 - Not pursued [Note to interviewer: Ask why not and record response below.]

Please explain any barriers/challenges to implementing this change, the results of this change if attempted or completed, or why the change not pursued.

3. _____
- Completed [Note to interviewer: Record response below.]
 - Started/In Progress [Note to interviewer: Record barriers/challenges below.]
 - Attempted/Unable to Complete [Note to interviewer: Record barriers/challenges below.]
 - Not pursued [Note to interviewer: Ask why not and record response below.]

Please explain any barriers/challenges to implementing this change, the results of this change if attempted or completed, or why the change not pursued.

26. Did you implement other changes in addition to or in place of the three things you listed above? _____

27. Would you recommend NVAA attendance to your coworkers?

- Yes
- No

If yes, which of your coworkers would benefit most from the Academy (i.e., position type) and why? _____

If no, why not? _____

28. What changes would you recommend be made to any future National Academy?

29. Do you have any other comments/suggestions that you'd like to make regarding the Academy? _____

Caliber, NIJ, and OVC would like to thank you for taking the time to share your thoughts with us!

APPENDIX A
2002 NATIONAL VICTIM ASSISTANCE ACADEMY
SUPERVISOR TELEPHONE INTERVIEW GUIDE

Interview Date: _____
Interview Start Time: _____ Stop time: _____ Length: _____ minutes
Supervisor's Name: _____
Name of Student Supervising: _____
Title of Organization/Agency Representing: _____
Phone #: _____

SCRIPT:

Hello, my name is, <insert interviewer's name> with Caliber Associates. We are conducting an evaluation of the 2002 National Victim Assistance Academy (NVAA) at which <name of student they supervise> attended in June. The purpose of this evaluation is to determine how well NVAA is meeting the needs of its students and the organizations at which they work. This information will help NVAA serve its students better in the future and contribute positively to the field of victim services overall.

As part of this evaluation, we are contacting a sample of the students' supervisors to find out how NVAA attendance has affected their organizations. The confidentiality of the information you provide is guaranteed. Only members of the Caliber Associates team will have access to information that could identify individuals. OVC, who is funding this effort, and NVAA will never have access to what you as an individual say during this interview. Your responses to these questions will be reported only in aggregate and never attributed to you individually.

Your participation in this evaluation is completely voluntary. You may decline to participate in the study or withdraw your participation from the study at any time without consequences or penalties. We anticipate that this interview will last approximately 20 minutes. Do you have time right now to participate? If no, when would be a good time for you? If yes, do you have any questions before we begin?

[Note to interviewer: Answer any questions the respondent has at this time. If he/she does not wish to participate in the interview, ask questions 1 and 2. Then thank him/her for his/her time and conclude the call.]

Declined to participate

Background

1. Were you <name of student>'s supervisor in June 2002? [Note to interviewer: If the respondent indicates "no," next ask if he/she knows who the student's supervisor was in June 2002 and how to contact that person. Write this information in the space provided below the "no" response. Conclude this call and contact the correct supervisor.]

- Yes
 No
-

2. Are you still <name of student>'s supervisor? [Note to interviewer: If the respondent indicates "no," next ask when he/she stopped being the student's supervisor. If they were the student's supervisor until September 1, 2002, continue with the interview. If he/she ceased supervising the student prior to September 1, 2002, conclude the interview. Write the date he/she ceased supervising the student in the space provided below the "no" response.]
- Yes
 No
-

Knowledge, Attitude, Behavior Changes

3. What skills and/or knowledge did <name of student> gain from his/her attendance at the Academy? [Note to interviewer: If none, skip to question 6.]
-
-
-

4. Have the skills <name of student> gained at NVAA affected his/her work?
- Yes
 No

If yes, what are some examples of the skills he/she has gained?

5. Has the knowledge <name of student> gained at NVAA affected his/her work?
- Yes
 No

If yes, what are some examples of the knowledge he/she has gained?

6. Here are some ways that one's attitude might change as a result of attending the Academy. [Note to interviewer: Read the options below and place a check next to the answer indicated by the respondent. This symbol <S> in the questions below represents the name of the student.]

- Was there a change in <S>'s attitude toward the clients that he/she serves?
- Yes No Don't know

Please explain: _____

- Was there a change in <S>'s attitude toward the victim field in general?
- Yes No Don't know

Please explain: _____

- Was there a change in <S>'s attitude toward your organization?

Yes No Don't know

Please explain: _____

- Was there a change in <S>'s attitude toward his/her job?

Yes No Don't know

Please explain: _____

- Was there a change in <S>'s attitude toward you as a supervisor?

Yes No Don't know

Please explain: _____

- Was there a change in <S>'s attitude toward specific Federal agencies (e.g., OVC)?

Yes No Don't know

Please explain: _____

- Was there a change in <S>'s attitude toward specific State agencies (e.g., Victims' Comp Board)? Yes No Don't know

Please explain: _____

- Was there a change in <S>'s attitude toward specific local organizations/agencies (e.g., shelters, advocacy groups, local law enforcement)? Yes No Don't know

Please explain: _____

- Were there other changes in <S>'s attitudes? Yes No

What were these changes? _____

7. Since <name of student>'s return to the job from the Academy, what are up to three things he/she has done differently in his/her position? [Note to interviewer: If none, skip to question 8.]

1. _____

2. _____

3. _____

Were there barriers to overcome in attempting to do the things you list above?

Yes

No

If yes, what were they?

How many other things has he/she attempted to do differently but was unsuccessful?

Impact on Organization

8. Has the information <name of student> learned at NVAA prompted changes in policies/practices at your organization?

- Yes
- No

If yes, what new policies or practices have been instituted as a result of <name of student>'s attendance at NVAA?

9. Have you used material <name of student> obtained at NVAA to develop/expand victim-related resources?

- Yes
- No

If yes, please describe what materials were used and how.

If no, do you plan to use these materials in this or any other capacity in the future?

Overall

10. On a scale of 1 to 5, with 1 representing goals not met at all and 5 representing all goals met, do you believe your expectations for <name of student> attending NVAA were met? [Note to interviewer: Circle the number below as indicated by the respondent.]:

1 2 3 4 5

Please explain why or why not.

11. Based on <name of student>'s experience, will you encourage NVAA attendance for other staff?

- Yes
- No

If yes, why? Who would you encourage to attend (i.e., position type)?

If no, why not? _____

12. Based on the information <student's name> shared with you about his/her experience at the NVAA, what recommendations do you have for future NVAA programs? [Note to interviewer: If <student's name> failed to share information with his/her supervisor, skip to question 13.]

13. Do you have any other comments/suggestions to make regarding the Academy?

Caliber, NIJ, and OVC would like to thank you for taking the time to share your thoughts with us!

APPENDIX A
2002 NATIONAL VICTIM ASSISTANCE ACADEMY
ACADEMY TEXT REVIEW FORM

Chapter #	Chapter Title	Rating per Criteria*				Overall Average Rating
		Organization	Readability	Content	Instructional Value	
1	Scope of Crime/Historical Review of the Victim's Rights Discipline	3	4	3	3	3
2.1	The Criminal Justice System Continuum: Federal and State Jurisdiction	3	1	3	2	2
2.2	The Criminal Justice System Continuum: Dynamics of the Criminal Justice System	3	1	3	2	2
2.3	The Criminal Justice System Continuum: A Case Study	3	1	3	2	2
3.1	Victims Rights and Specific Justice Systems: Juvenile Justice	2	2	2	2	2
3.2	Victims Rights and Specific Justice Systems: Federal Justice	3	4	3	3	3
3.3	Victims Rights and Specific Justice Systems: Military Justice	2	2	2	2	2
3.4	Victims Rights and Specific Justice Systems: Tribal Justice	2	2	3	3	3
4	Restorative Justice/Community Justice	5	4	4	4	4
5.1	Financial Assistance for Victims of Crime: Civil Remedies	2	2	2	2	2
5.2	Financial Assistance for Victims of Crime: Restitution	2	2	3	3	3
5.3	Financial Assistance for Victims of Crime: Compensation	2	2	2	2	2
6.1	Mental Health Needs: Trauma Assessment and Intervention	1	1	2	2	2
6.2	Mental Health Needs: Stress Management	2	2	2	2	2
7	Substance Abuse and Victimization	2	3	4	3	3
8	Respecting Diversity: Responding to Underserved Victims of Crime	2	1	3	3	2
9	Domestic Violence	3	2	3	3	3
10	Sexual Assault	4	4	3	4	4
11	Child Victimization	3	3	4	4	4

Appendix A 2002 National Victim Assistance Academy Text Review Form

12	Homicide	5	5	5	5	5
13	Drunk Driving	5	5	5	5	5
14	Victimization of the Elderly	1	2	3	3	2
15	Victimization of Individuals with Disabilities	2	3	3	3	3
16	Financial Crime	2	4	3	3	3
17	Research and Evaluation	2	3	2	3	3
18	The News Media Coverage of Crime and Victimization	2	2	3	2	2
19	Collaboration for Victims' Rights and Services	1	3	3	2	2
20	Professionalizing the Discipline of Victim Services	1	2	2	1	2
21	Innovative Technologies and Information Age	4	2	3	3	3
22.1	Special Topics: Hate and Bias Crime	4	3	3	3	3
22.2	Special Topics: Stalking	3	1	2	2	2
22.3	Special Topics: Victims of Gang Violence	2	1	1	1	1
22.4	Special Topics: Campus Crime and Victimization	3	3	3	3	3
22.5	Special Topics: Workplace Violence	4	3	2	3	3
22.6	Special Topics: Rural Victims	4	3	3	4	4
22.7	Special Topics: International Issues in Victim Assistance	3	4	2	4	3
22.8	Special Topics: Funding for Victim Service	1	2	2	3	2
22.9	Special Topics: Terrorism and Victim Assistance Issues	1	2	3	3	2
Total Overall Average Score for the NVAA Academy Text		3				

*Scale: 5=Outstanding 4=Excellent 3=Good 2=Fair 1=Poor

APPENDIX B
HIGHLIGHTS OF ACADEMY TEXT REVIEWS BY CHAPTER

APPENDIX B
HIGHLIGHTS OF ACADEMY TEXT REVIEWS BY CHAPTER

Chapter 1: Scope of Crime/Historical Review of the Victim's Rights Discipline

Using the rating criteria established for this review, this chapter rated good or 3. Like most of the chapters, it contained an abstract, bulleted learning objectives, a statistical overview of the topic, and a self-examination. The reviewer's comments are below.

Strengths

- Short, reader-friendly sentences.
- Good content.

Weaknesses

- Not easy to locate each section.
- Incorrect grammar and word usage.
- Inconsistent verb and noun tenses.
- Bullets overused.
- Incomplete sentences and missing information.
- Unclear, in some cases, if the citation applies to all of the items on a bulleted list.
- Historical dates don't always match content.
- Inconsistent formatting (e.g., use of bold italics and bold capitalization as section or topic headings).
- Outdated references.

Recommendations

- Add a table of contents for each section of the chapter.
- Have edited by a technical writer/editor.
- Use appropriate graphics to express point.
- Check citations and dates to ensure correctness.

Summary

Better formatting could enhance some aspects of this chapter. Specifically, adding graphics might help provide clarity when presenting the historical stages across a timeline rather than simply presenting the information in yet another bulleted list of items. Most of the weaknesses generated from the readability and content of the chapter.

Chapter 2: The Criminal Justice System Continuum

This and four other chapters in the NVAA Academy Text, included multiple chapters related to the same overall topic. Chapter 2 covered Federal and State Jurisdiction, the Dynamics of the Criminal Justice System, and presented a Case Study. Each of these subtopics was reviewed and rated individually and given a rating score. Using the rating criteria established for this review, this chapter as a whole rated a 2 or fair. The reviewer's comments for the chapter as a whole is compiled and presented below.

Strengths

- Good introduction.
- Section 2.2 introduces the topic well and makes good points.

Weaknesses

- Inconsistent and overuse of bullets.
- Organization confusing and obscure.
- Inconsistent format.
- Language awkward, confusing and repetitive in places.
- Use of non-parallel sentence structure.
- Inconsistent noun and verb tenses.
- Poor grammar and unclear writing.
- Learning objectives and content do not match.

Recommendations

- Add diagrams, which would help to understand the relationship between the Federal and state court jurisdictions.
- Have edited by a technical writer/editor.
- Update statistics. This chapter uses 1996-1999 data.

Summary

Most of the improvements in this chapter are necessary in the areas of organization and readability. Again, formatting seemed to be a major issue. In addition to an overuse of bullets, the reviewer was unsure how the bullets were being used. At times bullets are used as little commentaries or footnotes and at other times they appear to highlight unnecessary information rather than listing items. In places where a concept is presented in a series, perhaps using numbers to outline the list would be a better way of presenting the information than using bullets. Bullets were used to highlight topics that would be presented in an upcoming paragraph, but it was unclear how the subsections were selected and organized. So, the use of bullet formatting was lost on the reviewer. There did not seem to be a structure; just a series of independent topics.

This chapter contained several instances of non-parallel sentence structure or inconsistent information. For example, in the section on trial courts the author states that these courts

are where criminal cases start and finish, with no mention of civil cases. However, in explaining limited jurisdiction is when the author states, "...these court hear certain types of minor civil...cases." Another issue that arose is changing the use of terms for the same issue. For example, the *Appellate Court* is introduced as courts, however, later in the Text it is called Appellate Jurisdiction. Finally, the use of diagrams in this chapter was very helpful, however, not very visually appealing as displayed. Since this chapter covers Federal and State jurisdiction, it might be helpful to see the court systems displayed side-by-side rather than one system on one page and the other system on a separate page with no explanation of what is being displayed.

Another issue that appears frequently was the repetitive use of statements or ideas throughout the chapter. The statements appear to be made in a prescriptive manner rather than a descriptive manner. Statements were made to make a point, but actually appear as finger pointing "should dos" to the reviewer.

Including a case study was a good idea in Section 2.3, however, the example used seemed broader than a case study. Before the reader even gets to the case study, they have to read an introduction and three topics (*Treatment of Offenders, Treatment of Victims, Jurisdictional Issues*) that would have been best included with the information presented in the previous sections on the *Federal and State Jurisdiction* and the *Dynamics of the Criminal Justice System*. Presenting the idea of the *Panel Discussion* and laying out the information on the case study as well as the roles and responsibilities of the parties involved would have been sufficient. This is the strategy used at one of the Academy sites in 2002.

Chapter 3.1: Specific Justice Systems and Victims' Rights: Juvenile Justice

This and four other chapters in the NVAA Academy Text, included multiple chapters related to the same overall topic. This subchapter covered Juvenile Justice. Each subtopic of this chapter was reviewed and rated individually and given a rating score. Using the rating criteria established for this review, this chapter rated 2 or fair. The reviewer's comments are below.

Strengths

- Addresses an area that needed to be addressed.

Weaknesses

- Redundancy of information among sections.
- Sequence of information does not flow well.
- Contains various typographical errors.
- Outdated statistics.

Recommendations

- Reorganize or delete information to reduce redundancy and increase information flow.
- Have edited by a technical writer/editor for typographical and other errors.
- Update statistics.

Summary

This chapter was rated fair based primarily on the redundancy of information and lack of logical flow. In general, the same information was repeated in several different ways and within sections throughout the chapter. For example, the *Introduction* is really a continuation of the statistical overview. The introductory paragraph in *Victims' Rights in Juvenile Cases* contains information that has already been stated, and keeps getting repeated over and over. Moreover, the last sentence in this paragraph does not fit with the rest of it, or with the information that follows. The true purpose of an introduction is to include a general discussion of the issues, rather than more statistical references. Additionally, the point is made in the first paragraph that juvenile crime is increasing, but the point is refuted several times in the chapter. Research in fact shows that it is the violent nature of juvenile crime that is increasing.

It would help to synthesize the information in the chapter. The sequence of information in the chapter did not flow logically. Re-ordering sections may provide clarity and fluidity.

Suggested reorganization:

- The section on BARJ focus groups can be included with federal initiatives
- The *Legislation* section can be arranged after the section on juvenile justice procedures

- Place victim/offender programs after victim services
- The ACA recommendations can be moved near the recommendations listed under *Developing a Coordinated Response to Victims in the Juvenile Justice System*.

The format of the “abstract” references a “presentation and discussion” including certain items, however, the chapter is neither a presentation nor discussion. The statistics are a bit outdated. The references are primarily from 1997 and 1998.

In the *Statistical Overview*, there are references to “person offenses,” which is an awkward term. The term “crimes against persons” seems more standard and clear. The section on *Victims and the Juvenile Justice System: Recent Research Findings* does not seem well placed and should be relocated to the federal initiatives section or elsewhere. It also needs to state how many people participated in the focus groups.

The section on *Victim Protection from Intimidation, Harassment or Harm* does not appear to address what the title says it does. This section is more about the trauma response of fear, which is not limited to victims of juvenile offenders. Moreover, the topic is covered elsewhere in the chapter. Therefore this section can be completely deleted.

Reviewers suggested many specific content changes within the chapter. These content changes are indicated below:

Under *Victims and the Juvenile Justice System: Recent Research Findings*, the 4th bullet, the meaning of the 2nd sentence is unclear, as are the 2nd and 3rd items in the sub-list.

Under *Characteristics Unique to Juvenile Justice*

- Use of the term “getting locked up” in the chart of terms is overly informal and does not fit with the other terms in the context of the list. *Incarcerated* would be a better term. Similarly, *youth* would be better descriptive term than “kids.”
- Typographical error: “Characteristics unique...offenders include” (offenders should be plural)
- In the 9th bullet, is restitution recovery decreasing as the age of the offender decreases? This is not clearly written.

Under the *Legislation* section, the last paragraph and bulleted list would be better placed at the beginning of this section. Bullets are unnecessary to detail “victim rights” and “correctional programming.”

Under the *Age of Youthful Offenders Relevant to Juvenile Justice* section, this might be more simply and descriptively titled, “Definition of Youthful Offender” because it would be more consistent with wording used in the introductory paragraph for this section.

Under the *Diversion* section, delete “averting the juvenile justice system” because this sanction is being employed by the juvenile justice system so it cannot be said to be

averting it. It would also be helpful to discuss the role of the offender's admission of the offense in both diversion and probation.

Parole Hearings and *Parole Supervision* sections should be combined.

There is a typographical error in #4 of the *Victim Notification* list. Victims should be plural.

Under *Other Creative Dispositions in Juvenile Justice*

- The 2nd and 6th bullets encapsulate promising practices, which should be included in that section.
- Typographical error in the 7th bullet where “officials” should be plural
- Second to last bullet should read, “... windows, *helping them to* join a Neighborhood Watch program, *or* develop a safety plan, etc”

Under *ACA Recommendations on Victims of Juvenile Offenders*, #s 15 and 16 should be deleted, as they are not relevant to the readers.

Promising Practices

- Add contact information for all programs at the end.
- The first practice refers to the National Youth Court Center (NYCC) developing national guidelines. Are these developed? Implemented? Available?
- The 2nd bullet contains too much information. The program needs to be summarized here or its description moved to another section.
- The Teens, Crime and the Community (TCC) program statistic about number of participants needs to be updated.
- The bullet referencing the Office of Juvenile Justice and Delinquency Prevention (OJJDP) does not highlight a promising practice. Suggest moving to another section, perhaps with the NCJFCJ, coordinated responses, and ACA recommendations (although this section may need to be edited and summarized so as not to be redundant).
- The bullet that discusses mission statements is not highlighting a promising practice, and the information has already been presented. Suggest deleting this.
- The St. Louis Co. MO program does not seem to be a promising practice, but merely an agency providing services to victims of juvenile offenders.

Chapter 3.2: Specific Justice Systems and Victims' Rights: Federal Justice

This and four other chapters in the NVAA Academy Text, included multiple chapters related to the same overall topic. This subchapter covered Federal Justice. Each subtopic of this chapter was reviewed and rated individually and given a rating score. Using the rating criteria established for this review, this chapter 3 or good. The reviewer's comments are below.

Strengths

- Writing clear, concise, and reader-friendly.

Weaknesses

- Lack of explanation at the outset of the discussion.
- Information discussed out of sequence as introduced.
- Inconsistent verb usage.
- Outdated information and statistics.

Recommendations

- Explain terms or concepts in detail before providing discussion.
- Discuss topics in the order in which they are introduced to reduce confusion.
- Have edited by a technical writer/editor.
- Update information and statistics.

Summary

Overall, the writing was very clear, concise, and reader-friendly. A significant portion of this chapter is devoted to a discussion of federal legislation, which is listed chronologically. This information would be more readable and applicable for readers if it were organized by statute. For example, the chronology of revisions over time to the Crime Control Act should all be presented at once, all Violence Against Women Act (VAWA) provisions should be listed in one place as a subset of the Crime Control Act, and all the revisions to/progress of the Attorney General guidelines should appear together.

Other formatting issues include the transposition of the third and fourth learning objectives. They are not listed in the order they appear in the chapter (or vice versa). It would be helpful if concepts were explained in detail prior to their appearance in the chapter. For example, the concept of "supervised release" (in the 6th bullet under *Statistical Overview*) is not defined anywhere.

Other specific examples are listed below with other detailed content changes. Both past and present verb tenses are used when discussing legislation or statutes, which is inconsistent. For example, a statute "provides" a certain sanction in one instance and "extended" certain rights in another instance. Either past or present tense needs to be used consistently within and among descriptions of statutes.

Most of the statistics and many descriptions of initiatives in the last section need to be updated. Additionally, it would be a good idea to tie together some of the concepts in the *Statistical Overview* section. A pie chart showing the percent of federal offenders in prison, community supervision, on probation, etc. would be helpful and perhaps more interesting.

The *Introduction* section needs to include mention of the many law enforcement agencies in the federal system. It might also be helpful to point out the general similarities and dissimilarities between the federal and state systems.

Reviewers suggested many specific content changes within the chapter. These content changes are indicated below.

Under Introduction

- Last sentence in first paragraph should read, “The federal courts have criminal jurisdiction...”

Under Victim and Witness Protection Act of 1982

- Describe the relationship between this Act (and others) and the Attorney General’s Guidelines. Suggest describing this relationship as early as possible in the chapter, perhaps after the six laws are listed and before they are detailed.

Under Victims of Crime Act (VOCA) 1984

- The third sentence should read, “Congress *created and* directed the OVC...”
- The sentence “OVC has utilized this funding for significant federal crime victim assistance...” makes it sound like OVC is providing victim assistance itself.

Under The Crime Control Act of 1990

- In 2nd bullet suggest using “for example” instead of e.g.
- In the 3rd bullet, is Title XXXI the Bankruptcy and Restitution “Act of 1990” like the previous two titles referenced?
- It is not clear that the federal Crime Victim Bill of Rights was part of the Crime Control Act of 1990 (use of more distinctive headings may make this more clear.)
 - Instead of “paralleled legislative activity in the states” (page 3.2-5), suggest “*afforded victims of federal crimes many of the rights mandated for victims of state level crimes*”
 - The last paragraph in this section is one that, if placed earlier in the chapter, would help clarify the relationship between the Attorney General’s guidelines and the federal statutes. (“The AG revised... witnesses). The same is true for the first paragraph on page 3.2-8 (“In combining the requirements... under these Acts.”).

Under The Violent Crime Control and Law Enforcement Act of 1994

- The second sentence includes a “.....” in the middle – is this a quote? If not, the “.....” is unnecessary.

- Aren't the provisions listed in the bullets Violence Against Women Act (VAWA) provisions? They are not identified as such. It is confusing that the purpose of VAWA is not explained until two sections later, under VAWA 2000. This would be taken care of by describing the entire history of VAWA in one place. But a general description of the purpose of VAWA should come first.
- Under the VAWA 2000 section, why is trafficking not mentioned?

Under the *Federal Crime Victims' Rights and Services* section, the italics are overused in the first paragraph.

Under *Revisions to the AG Guidelines 2000 Edition*

- The phrase "statutory and guidelines rights and services" in the 3rd bullet is awkward.
- "Undocumented residents" would be a more respectful term to use than "illegal aliens." This sentence in general is awkward. Suggest re-write: "The policy does not exclude...or crime, such as *undocumented residents*, victims of witness intimidation, incarcerated persons who are victimized in prison, and victims of the excessive use of force by law enforcement officers." It also seems that this sentence should include victims of trafficking in persons.
- The last paragraph in this section contains a quote from former Attorney General Reno that was used, verbatim, previously.

Under *Coordination and Direct Services at the Federal Level*, the status of programs "being developed" at the Department of State and Drug Enforcement Agency should be updated.

Under *Federal Law Enforcement*

- What does the phrase "first line responsibilities" mean?
- When "each local office" is referred to at the end of the first paragraph, to which agencies does this refer? Do all federal law enforcement agencies have victim/witness coordinators? It is not clear if these are AG victim/witness coordinators being referred to.
- Would suggest describing first what these agencies do and then second who they are.

Under *Federal Prosecution*

- Aren't advocacy and crisis intervention among the job responsibilities of coordinators? This isn't listed.
- Is "witness fees forms" a typographical error? ("Fees" is awkward should read, "fee".)
- In the next paragraph, suggest re-write of second sentence: "Many cases...to effectively prosecute." Same paragraph, suggest referring to "*other awareness week events*" rather than "National Drunk and Drugged Driving Awareness Week". (limiting example)
- In the last paragraph in the section, what is the relationship between victim/witness coordinators being assigned and the increase in Law Enforcement Coordinating Committees (LECC)s? Are LECCs convened by all US Attorneys' Offices? What do the victim/witness subcommittees of LECCs do?

Under *Sentencing in Federal Courts and Use of Victim Impact Statements*

- The material quoted from the National Center for Victims of Crime (NCVC) report is unnecessary.
- The paragraph that begins, “This created the right...” is awkwardly written.
 - Suggest “*using the vehicle of*” victim impact statements rather than “commonly referred to as.”
 - 1st bullet: “Federal prosecutors *must* apprise victims...”
 - 2nd bullet: “Federal prosecutors *must* also advise of or make available...”
 - 3rd bullet: “In cases of violence and sexual abuse, federal prosecutors *must* also advise victims or *their* designated representative of their *right* to address the court...”
 - The next paragraph should be included in this list as the 4th bullet: “Consistent with available resources... federal prosecutors *must* advocate *for* the interests of victims...”
- In the last paragraph in this section, is this referring to federal cases? It is not clear. If not, this information is not relevant here.

Under *Restitution*

- In the third sentence in the first paragraph, suggest “*such as* fraud” rather than “i.e., all victims harmed by crimes of fraud”.
- The second paragraph, suggest: In addition, the 1990 Act... plea agreements. The AG guidelines...guilty.” (Delete the quote and make it one paragraph.)
- All crimes for which restitution is mandatory should appear in one list – they are currently separated by which statute authorized them. This is really not important. When the author needs to clarify the statement that the 1994 Crime Act added “requirements for reimbursement of victims”, what does this mean? How does it differ from restitution?
- Under *Enforcement of restitution*, the bulleted list is awkwardly written. Here are suggested re-writes:
 - 1st bullet: “All benefits provided...”
 - 2nd bullet: Victims may enforce the order in the same manner...”
 - 3rd bullet: “Compliance with a restitution order *can be* established as a condition of probation or supervised release. If an offender fails to comply...” (The second sentence is redundant.)
 - Next paragraph: “Finally, the Crime Act reinforced...bankruptcy *under Chapter 13*. The Act also added a new provision...” (The second sentence is redundant.)

Under *Federal Bureau of Prisons Victim-Witness Program*

- The first paragraph in this section should be moved to the last place with an update about what’s been created since 1998.
- The items in the bulleted list are not formatted similarly and do not use the same syntax. Suggest the following revisions:
 - Release: “The date of release...”
 - Escape: “The victim or witness *is* notified... the victim or witness *is* informed...”
 - Furlough: “Any approval for...”

- Transfer: “The name and location...”
- Death: “The victim or witness *is* notified...”
- The last paragraph needs to be updated. There is a reference to the “Inmate Financial Responsibility Program.” Is this restitution? It would be helpful to explain.

Under *Office for Victims of Crime Response to Federal Crime Victims*

- The 2nd bullet in the list is not discussed in the text that follows. How does OVC monitor compliance with guidelines?
- The federal victims fund is not included in the bulleted list. Also, are the newest federal victims programs able to use this fund (e.g., the State Department?) They are not mentioned.
- Suggest some re-wording of the Victim Assistance in Indian Country section:
 - Starting with the second sentence: “*As a result, OVC provides funding for victim services directly to tribes instead of providing funding to states to make awards to tribes for establishing “on-reservation” victim assistance programs. OVC first provided direct funding in FY 1997 to all tribal programs.*”
 - The rest of the paragraph needs to explain what the nature of the shift was to competitive funding between FY 97 and 98, and how many programs are currently funded. This is unclear.
 - First and 2nd bullets can be combined to read “victim advocacy by staff and volunteers.”
 - Examples of “recently funded programs” will always become outdated. Suggest removing this reference.
 - What promising practices have emerged or been adapted from the Indian Country Justice Initiative?
- Regarding the *Children’s Justice Act* – how much funding support has been provided? How many partnerships have been established?

Under *Federal Outreach for Victims of Child Exploitation*

- The first sentence should read “Federal law enforcement *agencies have* stepped up *their* efforts ...”
- Text should be formatted in narrative form rather than in bullets. The first two bullets should be added to the end of the first paragraph. The 3rd and 4th bullets should each begin a new paragraph. Are these activities of the federal task force? This is unclear.
- The last sentence should read, “It contains... concerning what *families* can expect when *their* child is missing, what *they* can do, and where *they can* go for help.”

Under *Support for Oklahoma City Bombing Victims*

- Suggest referring to “a nine-member crisis response team formed by the National Organization for Victim Assistance.”
- At the end of the first paragraph, it sounds as if OVC was working with USAO, DOE and the state of Oklahoma to provide workers. Is this accurate?
- The information in the second paragraph has already been discussed in the chapter. Suggest deleting it here.

- The last paragraph refers to the cooperative initiatives that resulted. Were these beneficial in the response to the 9/11 attacks? Perhaps it would be helpful to discuss that here.

Under *The Deputy Attorney General's Victim Rights Working Group*

- Is the group still in place? If not, update status.
- The term “components” does not read well. Suggest replacing it with “agencies.”
- The information provided after the bulleted list has been provided in the first paragraph or provides unnecessary detail – suggest deleting.

Under *National Symposium on Victims of Federal Crime*

- Second sentence is awkward. Suggested re-write: “The symposium... 800 professionals *at the federal level* that serve crime victims for a four day training program. *The goal of the training program was to assist federal criminal justice professionals...*”
- Have there been other symposia since the second?

Under the *Automated Nationwide Victim Information and Notification System*

- Suggest making the last sentence the first.
- Refer to the expected outcome of the *project* versus the “system.”
- Has the Victim Information and Notification System (VINE) been adapted to other investigative agencies? What is happening with VINE in general vis-à-vis federal crime victims?

Under the *National Sex Offender Registry Assistance Program*

- When was the “recent” legislation? This reference is probably outdated.
- The information in the bulleted list is in the future tense. Have these things come to pass? Needs to be updated.
- What does it mean that the National Law Enforcement Telecommunications System (NLETS) will “operate through states?”
- Some of the legislation referenced in this section has been repealed. Has there been any effect on the registry?

Under the *Federal Bureau of Investigation (FBI) Victim-Witness Program*

- First and second sentences should read, “In 1996 *the FBI embarked upon an effort to review and expand... program. Among the resulting initiatives was the establishment of a comprehensive...*”
- The fourth sentence should read, “Funding for emergency needs that are a direct result of a victimization is available *through the program* for federal victims of crime.
- Are the services that are mentioned in the last sentence referring to services provided by FBI victim/witness coordinators or services for which emergency funding is available?

Suggest revising the *Self-Examination* in the following ways:

- Question 3 appears difficult to answer based on the information in the text.
- Suggest additional questions:

- What role have the AG Guidelines played in the coordination of federal justice?
- For which federal crimes is mandatory restitution provided by statute?
- Describe OVC's role in supporting the rights of federal crime victims.

Chapter 3.3: Specific Justice Systems and Victims' Rights: Military Justice

This and four other chapters in the NVAA Academy Text, included multiple chapters related to the same overall topic. This subchapter covered Military Justice. Each of these subtopics of the chapter was reviewed and rated individually and given a rating score. Using the rating criteria established for this review, this chapter rated 2 or fair. The reviewer's comments are below.

Strengths

- Addresses an area that needed to be addressed.

Weaknesses

- Confusing organizational sequence.
- Not enough information or detail in the chapter.
- Inconsistent verb tenses.
- Terms used interchangeably without being defined, which was confusing

Recommendations

- Create a glossary of terms for each section.
- Rename certain sections of specific subchapters as noted in the content reorganization.
- Suggested reordering of the chapter:
 - Abstract
 - Objectives
 - Introduction
 - Overview of Military Justice System
 - A new section to discuss how the most common offenses are "typically" handled in the system including sexual harassment and hate crimes.
 - Services for Victims in the Military
 - Victim/Witness Assistance Program
 - Family Advocacy Program
 - NAVY Sexual Assault Victim Intervention Program (SAVIP)
 - Sexual Harassment and Counseling Hotline
 - Equal Opportunity Program
 - Rename Special Compensation Programs in the Military to Financial Compensation for Victims of Military Crime with subsections

Summary

Overall, the sequence of information in the chapter was confusing. However, it is the content section in this chapter that requires the most work. The first sentence of the *Abstract* seems overly sensational. For example, it seems that there are a variety of factors that require a distinct military justice system, among them the importance of rank and chain of command and adherence to a different set of "laws." One suggestion is to delete this sentence altogether and discuss the concept, if necessary, more expansively in

the *Introduction* section. Since job discrimination is not criminal, it does not seem to be necessary to mention it here. Finally, the last sentence provides unnecessary detail for an abstract. It would suffice to say that the chapter discusses financial compensation for victims of crime.

The *Statistical Overview* section is not detailed enough. Suggest adding statistics on the kinds of cases adjudicated through the military justice system, since most offenders are not imprisoned. Family violence is not mentioned here, although specific service programs for domestic violence are referenced in the chapter. Also, it might be a good idea to research any comparative data on the prevalence of certain types of crimes in the military versus civilian settings as well as variations of prevalence among branches.

The Introduction section needs to be much more detailed. For example, why has interest been heightened in the last decade? Why did the Department of Defense (DoD) issue policy guidance? This would be an excellent place to discuss cultural issues unique to the military that have a significant impact on victims, especially those of intrafamilial crimes. The fact that the military is a closed society, heavily dependent on a class system of rank; the social isolation that can result from frequent deployment; financial dependence on military spouses is significant. For instance, what role do rules preventing fraternization between officers and enlisted members have on the reporting of acquaintance rape? This is something the military academies struggle with frequently. Without a discussion of some of these cultural issues, the importance of compensation, seems out of place here.

There seems to be a big piece missing in this chapter on how specific crimes are handled, vis-à-vis victims. Suggest adding a section to address the way that crimes of domestic violence, sexual assault, assault, and homicide are “typically” handled. The descriptions of sexual harassment and hate crimes would more aptly fit under this new section. The current title *Executive Order* of the section describing the handling of hate crimes is not at all descriptive. In the sexual harassment section, the case cited needs to be expanded upon. Have other reports increased? What impact have services had? What was the disposition of the case?

More detail is needed about what services the *DoD Victim/Witness Assistance Programs* offer and how. Suggest making this a subsection of a new section entitled, “Services for Victims in the Military” (following an introductory paragraph introducing the different kinds of services available).

- The bullets under the second paragraph are unnecessary and would better be written in narrative paragraph form.
- The 6th and 7th bullets under Bill of Rights are inconsistent – suggest “*Be provided with restitution whenever possible*” and “... *be notified of release from confinement.*”
- The following two paragraphs and bullet list should be one or several paragraphs, written in narrative form. A more detailed description is needed of how this interdisciplinary approach works – how do these professionals work together? What do they do?

- The chart of forms is unnecessary. It suffices to say that standardized forms are used.
- On page 3.3-7 in the second paragraph, it might be less confusing to say that the branches have designated different personnel to serve as the responsible official to provide oversight for the programs.
- What purpose does the listing of contact information for oversight of victim assistance programs serve? If this information is necessary at all, it can be placed at the end of the chapter or in the reference section.
- Some definitions are missing. Commander, preliminary inquiry, convening authority, and writ of certiorari are all referenced without sufficient definition. The term “adjudged” is used and involuntary separation is referenced and not defined until later in the chapter.
- One page 3.3-3, the descriptions of options for case resolution are often redundant. In the 2nd and 4th bullets, the first sentence can be deleted.
- In the 3rd bullet, suggest, “The commander may... punishment *under* Article 15, UMCJ, a means of ...adversarial.” This bullet references a maximum punishment – is it possible to give some idea of the range of punishment possible?
- Under the 4th bullet, the relationship between defense counsel and military counsel are unclear. Are they different? What are their roles? Why would an accused offender need both?
- In the description of a general court-martial, the sentence “In a trial with court members,...present.” is redundant.
- In the first full paragraph on page 3.3-4, suggest that the third sentence read, “The members or judge *hear* evidence and *render* a decision...”.

Executive Order

- Suggest renaming this section *Hate Crimes*
- The last sentence is redundant. It re-states, verbatim, the information that directly precedes it.

Related Special Military Programs – suggest deleting this heading and listing the programs under it on the same level as the *DoD Victim/Witness Assistance Programs* heading. (See order under organization comments.)

- The phrase Military Services appears in capital and lower case letters. Which is correct?
- Under Family Advocacy, the last sentence should read, “Technical assistance... to the *victims* and *families*.” More detail would be helpful.
- Under the *Equal Opportunity Program*, the second sentence should read, “Under Department of Defense policy,...practices, including the processing...harassment.”
- Under the Navy’s SAVIP, more detail about the program would be helpful. Where are the family service centers? Around the world? Are family advocacy programs operated out of them also?

Suggest re-naming *Special Compensation Programs* to “Financial Compensation for Victims of Military Crime.”

- Are the monthly payment amounts accurate?
- Third sentence in that paragraph is awkward. Suggest that it be rewritten to read, "If the spouse has custody of dependent children of the member..."
- Suggest that it be rewritten as "Transitional compensation beneficiaries... as long as payments are *being* received." The way it is currently written it could be interpreted that spouses have to pay to use these privileges.
- Next paragraph: "Payments *are* forfeited..." and "In addition,... in the household and *cannot* be resumed once terminated."
- In "Article 139" section – last sentence, suggest "Claims must be filed...is shown, *and* made to the commander of the alleged offender."
- Suggest re-naming the last section "Crime Victim Compensation," and re-writing the second sentence to read, "State compensation programs *are required* to cover crimes..."
- Quotation marks around the term collateral resources are unnecessary.

Self-Examination

- As currently written, the chapter does not offer enough detail to allow students to adequately answer the 2nd question (see comments below).
- Add a 5th question: "Describe 2 unique issues facing military dependents who are victims of crime."

Finally, it might be helpful to have a glossary of terms for these sections. For example, the terms "branch" and "department" are used interchangeable. Do they mean the same thing?

Chapter 3.4: Specific Justice Systems and Victims' Rights: Tribal Justice

This and four other chapters in the NVAA Academy Text, included multiple chapters related to the same overall topic. This subchapter covered Tribal Justice. Each subtopic of this chapter was reviewed and rated individually and given a rating score. Using the rating criteria established for this review, this chapter rated 3 or good. The reviewer's comments are below.

Strengths

- Good and current topic.

Weaknesses

- Inconsistent formatting.
- Terms and concepts need to be defined earlier in the chapter.
- Technical and legal terms that reduces readability.
- Outdated information and statistics.

Recommendations

- Reorganize information.
- Rename section titles appropriately (suggested titles below).
- Have edited by a technical writer/editor to make more reader-friendly.
- Update dated information and statistics.

Suggested chapter outline:

Abstract

Learning Objectives

Statistical Overview

Introduction

Tribal Justice Forums

Restorative Justice (re-named)

 Indigenous Peacekeeping Systems

Social Issues Which Impact Victimization in Indian Country (re-named)

Unique Victimization Issues in Indian Communities

Federal Support for Indian Country Programs

 Grant Programs

 Victim Assistance in Indian Country (VAIC)

 Children's Justice Act (CJA)

 Violence Against Women Act (VAWA)

 Other Assistance

 Protocols for the Disposition...!

 Tribal Court Drug Initiative...

Promising Practices

Summary

The sequence of information in the chapter was somewhat confusing. For example, in the *Unique Victimization Issues* section, the sections under *Issues Affecting Tribal Response Systems* seem to be in an illogical order. Suggest re-ordering the first six sections thusly:

- Limited infrastructure
- Little support for local solutions to local problems
- Lack of communication, coordination, collaboration
- Limited financial resources
- Limited options for violent offenders
- Lack of long term and comprehensive solutions

There is no official *Statistical Overview* in this chapter, rather the statistics provided are in the *Introduction* section. In fact, the *Introduction* does not describe what the chapter covers. Suggest creating a statistical overview section and moving statistics there to remain consistent with other chapters. The statistics need to be checked and updated as well. For instance:

- The 1st bullet may be incorrect in that the Indian victimization rate is now four times the rate of the general population.
- The 5th bullet is confusing and does not clarify which group is being referred to. American Indians? Or 18-24 year old American Indians?
- In the last bullet, the statistic on how the incarceration rate compare to that of other races is currently available.

Similarly, the information included in the *Structure of Tribal Justice Systems* is more useful as introductory information. Suggest moving that section and heading to the end of the current *Introduction* section and inserting it at the bottom of page 3.4-2.

There are many technical legal terms in the chapter that make reading somewhat difficult. The information in the *Historical and Jurisdictional Issues* section is a good example. The presentation is very technical and hard to follow. Reducing the references to statutes wherever possible would help.

Enhancing the Response to Crime Victims would be more aptly named “Restorative Justice.” *Indigenous Peacekeeping Systems* should then be made a subsection of the new section. Likewise, suggest renaming the current *Impact of Socioeconomic Factors upon Victimization* section as “Social Issues That Impact Victimization in Indian Country” because these issues are broader than socioeconomic. The last paragraph in that section does not seem to fit with the rest of the content there. Suggest moving it to the end of the *Indigenous Peacekeeping Systems* section.

The content of the *Addressing Victimization Issues* section is not distinct enough from the sections that precede and follow it to warrant a separate section. Suggest moving the first paragraph to the end of the preceding section, and the second and third paragraphs to the following section, inserting it in between the first and second paragraphs.

Finally, the learning objectives as presented are redundant or do not adequately match up with the text itself. Suggest that the 5th objective read, “Social issues impacting victimization in Indian Country;” re-write the 6th objective with “Victimization *issues unique to* Indian people and communities;” delete the 7th objective because it is redundant; and, revise the last objective to read, “ Examples of federally supported programs in Indian Country.”

Reviewers suggested many specific content changes within the chapter. These content changes are indicated below.

Under *Introduction*

- Create and move statistical information into a *Statistical Overview* section.
- Re-write and combine first and second paragraphs to read, “In recent years, Indian nations... with the rising incidence of violent crime and victimization occurring in their communities. Statistical data derived from urban and rural American Indian households in both reservation and off-reservation settings provide an understanding of the magnitude of crime victimization problems...”
- Suggest beginning a second paragraph with the sentence “Sometimes the trauma is exacerbated...”

Under *Historical and Jurisdictional Issues*

- Suggest re-ordering the first paragraph to flow more smoothly: “Fluctuating and confusing American Indian legislation and policies have often strained the relationship between states and Indian Nations with federal agencies. American Indian and Alaska Native justice exists in a jurisdictional maze. The establishment of the Court of”
- If possible, refer to “several statutes” and cite them at the end of the section or chapter rather than listing the reference numbers.
- In the second paragraph, it seems relevant that this is particularly problematic because of the high rate of crime committed against Indians by non-Indian perpetrators.
- The third and fourth paragraphs are difficult to follow. Suggest the following re-write: “Instead of applying federal law, Indian leaders feel... to be applied. (new paragraph) *Federal reluctance to apply this solution centers on the fact that, technically, the protections provided by the US Bill of Rights do not apply in tribal jurisdictions. However, because the Indian Civil Rights Act... Constitution. The application of Indian justice always hinges on a jurisdictional question: “which level of government assumes jurisdiction? The answer to this question is dependent on the identity of the victim(s), perpetrator(s), the seriousness of the offense, and the state in which it was committed. Jurisdiction can be shared among the federal, state, or tribal governments. The interrelationship of three factors is key in understanding jurisdiction.”*
- Suggest discussing the three key factors in narrative form rather than bullets. For example, is the land area referred to under territorial jurisdiction the reservation?
- The statutory references of three major federal statutes that govern the jurisdiction seem unnecessary.

- The summary table was hard to follow. In general, which statute takes effect seems less important than the practical result, (i.e., which crimes are under federal, tribal, or state jurisdiction). For example, the cell Indian Offender v. Non-Indian victim under Federal jurisdiction makes no sense. What do these statutes mean? The cells under Non-Indian offender v. Non-Indian victims make sense. Is it possible to revise the information in other cells consistent with these?

Suggest deleting the *Structure of Tribal Justice Systems* section and moving the content to the *Introduction*. However, since Indian Nations are referenced in the first sentence, it would be helpful to define this term and to discuss how many nations there are.

Under *Tribal Justice Forums*

- Community forums – why are the citizen boards referenced with dates?
- Courts of Indian Offenses – Why are only a dozen left? Are they operated by federal personnel? Do they operate similarly to other federal courts?
- Tribal Courts – The last sentence in this section doesn't fit – suggest moving it to the last paragraph. The language in the third paragraph about having prosecutors and public defenders “available to represent cases” is awkward.

Suggest re-naming *Enhancing the Response to Crime Victims* to “Restorative Justice”

- Table 3 would be better placed right before the *Indigenous Peacekeeping Systems* section.
- Suggest re-wording the last sentence of the last paragraph to read, “This group approach...system, outlined in Table 3, above, which is focused on the individual offender... involved.”
- Under *Distributive Justice* suggest a re-write of the first sentence of the paragraph to read, “Distributive justice...system. Everyone affected by a problem or conflict is invited to participate in the process.”
- Suggest calling the last section simply “The Role of Law.” The focus here switches to non-Indian service providers, which does not flow from the previous sections. This can be addressed by changing the first sentence to read “*There is a different* understanding of the role of law in Indian communities.” The last sentence in this section would make more sense as the first sentence of the next paragraph.

Under *Unique Victimization Issues in Indian Communities*

- The sentence in the first paragraph should be re-written to read, “Violence and victimization issues are not limited to current problems” is redundant.
- Under *Limited resources for victims*, suggest re-wording the second sentence, “Generally victims live in...perpetrator and *often lack the willingness* or financial and family resources to leave their tribal community.” Later in that paragraph, “Victims’ rights are compromised when *they* are coerced to leave for safety and protection *rather than the perpetrator being made to leave*. This *results in a* lack of confidence in tribal ... victimized.”
- Under *Poor law enforcement services diminish victim confidence in the system*, suggest deleting the first sentence.

- Under *Lack of system reliability* suggest starting with “Tribal response systems lack infrastructure, protection codes, adequate staff, facilities to hold offenders, and capacity... victims.” Suggest deleting the next two sentences. Suggest combining the last two sentences of the next paragraph: “Families are often.. proceeding and how to make inquiries to support a family member who is a victim.”
- Under *Influence from the dominant society*, it would be helpful to say something at the end about the break down of cultural supports, which are consequently unavailable as a resource for victims.
- The *New crime phenomena* section would be more aptly titled “Gangs.” The concepts in this section are not tied together smoothly. Suggest the following:
- The infiltration of gangs into the Indian community has threatened the fabric of family strengths, extended family relations, and cultural values. Parents do not understand... gang violence. *Indian communities and families must deal with the conflict between the dominant society’s value of the pursuit of individual happiness and success and the Indian community’s value and dependence on communal harmony over individual rights. This conflict interferes with the family’s ability to transmit and enforce cultural values*, contributing to low self esteem and negative Indian identity *on the part of youth. This makes youth more vulnerable to gang influence. These factors have all increased the incidence...* family.
- Under *Lack of community involvement*, suggest re-wording to read, “Community input and participation are essential components *of successful implementation strategies... victims.*”
- Under *Prejudice* it is unclear how imbalances of power between the victim and offender are an example of prejudice.
- In general, the sections under *Issues Affecting Tribal Communities* seem to lack information that the other sections have about the barriers to these things happening.
- Under *Limited options for violent offenders* suggest re-wording the last two sentences “The sentencing limitations... committed *and to deter* serious violent offenders from future criminal behavior.
- Under *Little support for local solutions to local problems*, it would be more concise to say “Support for Indian Nations is weakened by the belief by insiders and outsiders that Indian people cannot handle their own problems. Solutions and model programs from mainstream society *are erroneously* imported to deal with tribal problems. The solutions to these problems need to be designed... context.” Suggest deleting the last sentence in this paragraph. This sentence represents a shift in the text, where recommendations are now being made, which does not follow the format of prior sections that simply present the issues.
- Suggest calling the next section *Limited infrastructure development* just “Limited infrastructure.” The second sentence should read “Basic infrastructure *including* codes, facilities, basic training, and funding *needs to be built to support* victim assistance programs.”
- Under *Lack of long-term and comprehensive solutions*, the last sentence is redundant.

- Under *Jurisdictional conflicts*, the third sentence is giving a recommendation rather than simply stating the issue as in other sections.
- Under *Dependence on external processes and authorities*, the 2nd and 3rd sentences are giving recommendations rather than simply stating the issue as in other sections. The third sentence could be re-stated, “Threshold requirements of when assistance *can be obtained* from the US Attorney, FBI, and BIA... assistance are high.”
- Under *Limited access to needed data and information* suggest using term *document* in lieu of “establish a universe.” The third sentence could be more concise: “Basic information about the types of crime and victimization is needed.”
- The last paragraph in this section seems out of place, but I’m not sure where to suggest putting it. This might be a place to add the recommendations referenced above that do not fit well in the preceding sections.

Under *Federal Support for Indian Country Programs*

- Suggest inserting a second level heading after the first paragraph entitled, “Grant Programs.” Then, instead of using bullets, each grant program discussed would appear under a third level heading called VAIC, CJA, and VAWA. Next insert another second level heading before the last bullet, entitled, “Other Assistance.” The last bullet can then be combined with the following paragraph.
 - The Victim Assistance in Indian Country (VAIC), Children’s Justice Act (CJA), and Tribal Youth Program (TYP) award amounts and number of programs established may need to be updated. Are these funds only to establish VAIC programs, or do they also offer support (i.e., is it seed money or can it also be used to fund operations?)
 - The bullets are unnecessary
 - Have Weed and Seed funds been allocated for pilot programs in Indian Country since 1996?

Under *Protocols for the Disposition of Child Sexual Abuse Cases in Indian Country*

- The factors that are listed as leading to confusion over jurisdiction have already been discussed earlier in the chapter. Suggest referring to the earlier discussion and perhaps giving an example of the impact of this on a CSA case.
- The next paragraph explains a general jurisdictional issue that does not seem to be tied to CSA cases only, so I wonder why it was not discussed earlier at the beginning of the chapter and then referenced here if necessary?
- In the next paragraph, suggest deleting the first sentence, which has already been stated. The fact that CJA partnerships facilitate better coordination, etc... can begin the paragraph.

Under *Tribal Drug Court Initiative: Healing to Wellness Courts*

- The last sentence in paragraph number one should read, “...the development of drug court programs...”
- The award amount and number of programs established may need to be updated.

Promising Practices

- The programs of the Tribal Law and Policy Institute are listed inconsistently. The second should read “Provision of technical assistance to the Tribal Drug Courts... and for OVC’s CJA program.” The third should read “Collaboration with ...”
- The second promising practices lists too much information about the issues faced by the program and not enough about what was done to address them, which is the actual practice. Suggest deleting everything after “In addition...” and rewording similar to the following practice.
- In the 3rd bullet, the third sentence repeats what was said in the 2nd bullet.
- In the last practice, it might be helpful to provide more detail about what the volunteers do.

Under *Self-Examination* add a 5th question: “Give a brief explanation of the three factors at play in determining the jurisdiction of criminal cases in Indian Country.”

Chapter 4: Restorative Justice/Community Justice

Using the rating criteria established for this review, this chapter rated 4 or excellent. This chapter contained an abstract, bulleted learning objectives, statistical overview of the topic, and self-examination. The reviewer's comments are below.

Strengths

- Well organized.
- The tables comparing restorative and community justice are helpful.
- The chapter is very informative and well presented for a large amount of information.

Weaknesses

- Would help to include bullet-italicized headings under the section titled *Restorative Justice Tools and Strategies* (4-21 to 4-24).
- Information on victim impact statements is presented in the exact same way in two different sections (pages 4-11 to 4-12 and 4-23).
- Errors in spelling.
- Inconsistent formatting and inappropriate or missing headings.

Recommendations

- Add appropriate headings
- Delete redundant victim impact statement information.
- Have edited by a technical writer/editor.

Summary

The chapter reviewed rather well. Contrary to some of the other chapters, bullets are needed in some places in this chapter to highlight key information. Appropriate headings would also help set apart new information. Finally, a good editing would be helpful to catch misspelled words, inconsistent formatting and repeated passages.

Chapter 5.1: Financial Assistance for Victims of Crime: Civil Remedies

This and four other chapters in the NVAA Academy Text, included multiple chapters related to the same overall topic. This subchapter covered Civil Remedies. Each subtopic of this chapter was reviewed and rated individually and given a rating score. Using the rating criteria established for this review, this chapter rated 2 or fair. The reviewer's comments are below.

Strengths

- Addresses an area that needed to be addressed.

Weaknesses

- Learning objectives are not consistent with content.
- Organization of information does not flow well.
- Bullets are overused.
- Outdated statistics.

Recommendations

- Re-word learning objectives to be consistent with content.
- Reorganize subsections for conciseness (see suggestions below in summary section).
- Reduce use of bullets.
- Update statistics.

Summary

In general, this chapter is not concise enough. Concepts are often stated two or three different ways instead of being stated clearly once. A few of the sections contain introductory information that can be merged into the *Introduction* section. For example, the *Overview of Losses Suffered by Victims of Crime* section contains primarily introductory information that can be merged and the heading removed. It would help to synthesize the information in the chapter significantly. Re-ordering sections may provide clarity and fluidity.

Suggested reorganization:

- Merge the *Mechanics of a Civil Action* into *Introduction* and remove the heading
- Move the *Civil Litigation Can Empower Victims* and *Civil Litigation as a Deterrent to Crime* sections to the *Introduction* section in narrative form without the headings.

Other sections that can be reorganized for conciseness are:

- *Key Aspects of Civil Remedies* section can be merged in to the *Civil Litigation Basics* section.

The section titled *Retribution Against Victims* should be retitled *Legal Retribution Against Victims* and merged with *Other Cautions for Victims* without the old heading.

There is no Promising Practices section in this chapter as appears in most of the other chapters in the Text. However, there is a section titled *Resources for Victims and Advocates on Civil Litigation* that resembles the type of information that appears in the Promising Practice sections of other chapters. It is unclear why this section was re-named unless the author does not endorse these programs. Programs of civil litigation clinics or practices that specialize in seeking redress for crime victims that would be good to highlight have been identified by experts in the victim services field during this review.

Reviewers suggested many specific content changes within the chapter. These content changes are indicated below.

At least three of the learning objectives should be re-written as follows:

- Learning objective #5 should read “Proving *and collecting* damages...”
- Learning objective #6 should read “The benefits and limitations of civil litigation *for victims.*”
- Learning objective #7 should read “Recommendations regarding civil remedies *for victim ...*”.

Under the *Introduction* section change the first sentence to read, “While the physical and psychological impacts of crime *are often considered to take the most obvious and serious toll on victims, ... devastating as well.*”

Under *Overview of Losses Suffered by Victims of Crime*

- Delete the sentence “Financial measures of losses ...crime.”
- The next sentence should read, “*Analysis of financial losses help to impress upon the criminal justice system the severity of the victimization and gauge what measure ...*”
- In that same section, the last sentence should read, “Victims also suffer intangible losses such as pain and suffering or the loss of the enjoyment of life.”
- The first sentence in the next paragraph should read, “Accurate and complete...*is required to pursue financial remedies for victim losses.*”

Under *Civil versus Criminal Justice*

- The first sentence should read, “America’s justice system includes both criminal and civil components. ...The civil justice system... seek financial reparations from offenders for the physical and psychological injuries they have suffered as a result of criminal acts.”
- Suggest switching the second and third paragraphs.
- *Mechanics of a Civil Action* section, delete the first sentence and begin with “The first significant distinction...”
- Same section, first sentence in second paragraph should read, “ A second important distinction... who brings the action to court.”
- *Key Aspects of Civil Remedies* section,
 - The unjust enrichment information is very confusing. Suggest re-writing the first sentence in the second paragraph as “Slayers statutes area a mechanism which prevent individuals... killed.”

- It is unclear how interspousal immunity is an example of unjust enrichment (third paragraph).
- In the *Civil Litigation Can Empower Victims* and *Civil Litigation as a Deterrent to Crime* sections, it may not be accurate or reasonable to say that civil litigation is a crime deterrent for perpetrators. Suggest saying that, “When negligent parties involved in creating the conditions that contribute to the harm experienced by victims are made to pay for their negligence...”

Under *Civil Litigation Basics*

- Delete the second and third sentences. Next sentence should read “A glossary of civil justice system terms...”
- Same section, third paragraph, first sentence should read, “The vast majority...” In this paragraph, it would be helpful to mention that judgments can include not only monetary damages but can require certain actions to be taken or ceased by 3rd parties.
- Same section, fourth paragraph – delete first sentence and replace with “Although the criminal and civil justice systems are separate and distinct systems, there are practical effects of these systems on each other.” The last sentence in that paragraph should read, “Similarly, the status or the outcome of criminal proceedings can affect the approach a victim takes regarding a civil action.”
- *Victimization as a Tort: A Private Action* section, delete “A Private Action” from the title.
 - Under the *First and third party litigation* subsection, delete the last sentence in the first paragraph and the 1st sentence in the second paragraph (have already been said). Only one paragraph is necessary, and after the deleted text, should read, “Examples of third party litigation include cases where...”
 - Later in that paragraph, are lawsuits brought against corrections and mental health officials or their agencies?
 - Under *Collectability: making judgments real* section, delete the first and last sentences in the second paragraph (have already been said)

Under *Causes of Action*

- *Wrongful Death* section is very awkward. Suggest replacing last two sentences with “Justifiable homicide might result from a perpetrator asserting that s/he acted in self-defense, since the law allows us to defend... killed.”
- *Assault and Battery* section, replace the first sentence with “Assault and battery is one civil action which merges two historically separate and distinct torts.”
- *Emotional Distress* section, last sentence should read, “The negligent infliction... occurs when there was no...”
- *Other Causes of Action* section, the second sentence should read, “Parental liability theory holds parents civilly responsible...” It would be helpful to give an example of civil conspiracy at the end of this section.
- *Civil Actions Involving Children and Women* section, in the 2nd paragraph, 1st sentence should read, “Several traditional tort concepts have been applied successfully to cases involving child victims.”

- The third paragraph should read, “In these cases, courts often make presumptions of the severity of the event and do not often give much credence to... risk. Moreover, due to the long life span anticipated...”
- The fourth paragraph content is in the wrong order. Suggest replacing with: “New territories now being explored by civil courts in establishing damages, judgments... boundaries. For example, issues surrounding the loss of enjoyment of life...”

Under *The Violence Against Women Act's (VAWA) Impact on Civil Remedies* section, the first sentence says that VAWA provision have “ended” numerous suits. This is meant to say *resulted in or facilitated* numerous suits.

Under *Statute of Limitations*

- *Extending statutes of limitations for adult survivors of childhood abuse* subsection would be more descriptively titled, “*Tolling statutes of limitations...*”
 - The last sentence should read, “Tolling occurs regardless of...”
 - A sub-sub-heading for “extensions and delayed discovery approaches” is unnecessary, as are bullets. This would be better communicated in paragraph form. The sentence after the bullets should read, “Continued threats or intimidation perpetrated by the offender might prevent a victim from bringing an action during a period when the memory of the abuse is recalled. Or the victim may not have understood...” Delete the sentence “Therefore, the absolute extension... their cases.”
 - In the next paragraph, the third sentence should read, “In these delayed discovery jurisdictions, someone who is seventy years old...”

Under *Defenses* section the second paragraph, third sentence should read, “Victims may also ...the act, knowingly exposing themselves... injured them.” Delete the last sentence.

Critical Role of Victim Services Providers should be the last paragraph of the *Proving Damages* section with no subheading and changes to the text as follows:

- *Victim services and allied mental health professionals play a critical role within the civil justice system. Often, ...awarding damages. These recommendations are used to determine the loss of academic, professional, or personal potential, particularly in cases involving children who have been victimized.*”

The *Judgments* section should be written as a paragraph.

- The third sentence should read, “*Juries are then required to decide on the award of a particular sum to compensate the victim...*”
- The insurance subsection, *Insurance issues in brief* would be better titled, “*Seeking Insurance Coverage.*” Suggest the following re-write: “The likelihood of recovery from insurance in first party lawsuits is significantly tempered by *the fact that* policies do not cover intentional wrongdoing. Some exceptions to these exclusions can be found in insurance contracts and are being carved out by creative attorneys, for example in cases where the perpetrator was unable to or otherwise did not form the intent to commit the act. If someone of diminished... allowed.”

Under the Resources for Victims and Advocates on Civil Litigation

- Update the information on the National Crime Victim Bar Association unless it is still a “recent development.”
- The second paragraph, second sentence should read, “Victims and advocates seeking...to be pursued. Many state and local bar associations...”

For *Self-Examination*, add a 5th question as follows: “Discuss one of the *New Directions* recommendations regarding civil remedies and its application in your jurisdiction.”

For *Glossary* section, add the term “Pleadings” and define.

Chapter 5.2: Financial Assistance for Victims of Crime: Restitution

This and four other chapters in the NVAA Academy Text, included multiple chapters related to the same overall topic. This subchapter covered Restitution. Each subtopic of this chapter was reviewed and rated individually and given a rating score. Using the rating criteria established for this review, this chapter rated 3 or good. The reviewer's comments are below.

Strengths

- Addresses an area that needed to be addressed.

Weaknesses

- Learning objectives do not accurately depict content of chapter.
- Organization of information does not flow well.
- Redundancy of information/concepts.
- Outdated statistics.

Recommendations

- Revise or replace learning objectives with appropriate text.
- Reorganize subsections for conciseness and to reduce redundancy.
- Have edited by technical writer/editor.
- Update statistics.

Summary

In general, there is a lot of redundancy in the material. Using an example to illustrate the coordinated approach to restitution management and highlighting the information about the CO program by placing it in a box so readers see that it is an example of the concepts mentioned previously might help. A thorough review by a technical writer/editor will facilitate identifying additional content that is redundant and that could be deleted. The writing in this chapter needs to be more concise. The tenses and tone switch abruptly where statutes are inserted (i.e., CO restitution management), which makes reading awkward. In addition to updating the references and general statistics throughout the chapter, the discussion of Crime Victims Bills of Rights on page 5.2-5 needs particular attention to determine how current the information is. For example, is the state total still at 31 states? Do 10 states provide for restitution? Is the 1999 amendment still the latest version?

Reviewers suggested many specific content changes within the chapter. These content changes are indicated below.

At least three of the learning objectives should be revised as follows:

- Revise the 5th objective to read, "The importance of establishing restitution as a *collaborative jurisdictional effort*."
- Replace the 6th objective with "Model restitution management processes"

- Revise the last objective to read, “Promising practices *in* restitution programs”.

Under *Statistical Overview*, the last four bullets should appear first. The first 5 bullets would stand out more if they were organized into a table.

Under *Significant Restitution Legislation*

- Under the *Enforcement of restitution* subsection
 - Delete the first line in the first bullet and start with “All benefits provided...” (the first line is redundant)
 - Re-write the 3rd bullet to read, “If an offender fails to comply with a restitution order established as a condition of probation or supervised release, the court, upon a hearing...”
 - In the following paragraph, delete the second part of the first sentence from “to prevent defendants...bankruptcy.” (redundant)
 - Delete the last paragraph on that page (redundant).
- *Enforcement of restitution* subsection, the discussion of the Attorney General (AG) guidelines and the Crime Act is confusing. The author needs to be pointed out which components apply to federal prosecutions only. Sanctions authorized by the AG Guidelines are listed under mechanisms provided by the Crime Act.

The Importance of Victim Restitution section contains introductory material that should be moved into the *Introduction* section. The statement that corrections officials support restitution as an alternative sanction that can alleviate prison overcrowding is questionable (third sentence of first paragraph on page 5.2-6). There is no research cited to support this statement.

- Second paragraph, first sentence is awkward. Suggest revising as “The significance of restitution for victims depends entirely...”
- There is a bulleted list about the importance of restitution. Suggest consolidating this list and conveying the information in narrative form.
- On page 5.2-7, delete the statement that appears between the two lists, and delete the 1st, 2nd, 5th-7th bullets and the last paragraph. They do not add to the meaning of the text.

Under *Obstacles to Restitution*

- There are a lot of problems with parallel structure in this section. Different verb tenses and voices are used throughout.
 - Revise first sentence to read, “A number of *factors can negatively affect* a jurisdiction’s ability to successfully manage restitution.”
 - Add to 2nd bullet “and should not be responsible for enforcing the payment of restitution.”
 - The 4th bullet – in what jurisdiction are salaries of justice officials listed in the order of court-ordered payments?
 - The 5th bullet should read, “...mandatory, lack of consistency in ordering restitution as a condition...”
 - The 6th and 7th bullets seem to be saying the same thing in two different ways. Suggest using the 7th only.

- The 8th bullet should read, “Lack of automation to simplify the restitution...”
- The 9th bullet should read, “Parole boards that do not have ...”
- Delete last bullet (does not add to the discussion).

Under *The Process of Restitution* section on page 5.2-9, the 10th bullet reads as if restitution is only imposed after incarceration. The paragraph following the list should be deleted (it is redundant).

The Coordinated Interagency Approach section seems to say the same thing in several different ways and becomes overly repetitious. Using an example would better illustrate the concept.

The *Coordination and Collaboration Within the Criminal Justice System* section is very redundant. Suggest re-naming it “A Collaborative Model of Restitution Management.”

- The first two paragraphs are about documentation of loss and should be moved to that section.
- Under the *Law Enforcement* section, delete the last sentence of the 2nd bullet.
- Under the *Prosecutors* section, it would be more general and inclusive to reference “charges against the offender” rather than a grand jury indictment or juvenile court hearing.”
- Under *The Judiciary and Courts* section, the 1st bullet under should read, “Judges should order restitution *on* all sentences...” The 8th bullet should read, “The court *should consider ordering* that bail...”
- Under *Parole Boards* section, the 3rd bullet should explain the term life reconstruction. It should also be suggested that justice professionals obtain prior victim impact statements (VIS) completed by the victim and ask for new documentation, so the victim doesn’t have to keep re-submitting the same paperwork.
- The next section, *Coordination and Collaboration in Action*, might then be better titled “The Collaborative Model in Action.”
- The first sentence should indicate that changes *have resulted in*, rather than “presents”
- The third sentence says contracts “have been/continue to be established.” Clarify which it is.

Suggest a different title for the section, *Statewide Multiagency Collaborations to Improve the Restitution Process*. Suggest renaming it “Statewide Collaboration to Improve the Restitution Process.” Delete first sentence (redundant) and begin the paragraph this way: “Multiagency task forces in Colorado and Utah have reviewed their restitution laws...”

Rename the section on *Key Coordination: Document of Victim Losses* to “Documentation of Victim Losses.”

- The sentence before the bulleted list needs to be more concise. Suggest that it read, “The following guidelines should be provided...”
- The 3rd and 4th bullets in the list – an example would be helpful to distinguish this from other items in the list

- Under *Projected expenses* move the last sentence to the end of the introductory paragraph under *Immediate Losses*.

Under *Alternative Methods of Restitution Collection*, the bulleted list is not necessary since detailed descriptions of each item follow the list.

- Under the *Civil Remedies* subsection, is the statistic about 41 states providing civil remedies still current?
- Under *Forfeiture of Bond Money*, the second to last sentence, what is “shock time”?
- Under *Restitution Collection in Institutions*, there seems to be a distinction between the two programs described in whether the offender is ordered to pay pre- or post-conviction, with or without a court order. If so, this distinction needs to be described in more detail.

Under *Establishing Offender Sanctions for Nonpayment of Restitution* section, the last bullet needs an explanation of what “supervision to incarceration” is.

Under *The Role of Technology*, the second sentence would be more concise to say *continued application* rather than “allocation” of such technological resources.

Under *The Role of Technology*, the last paragraph is not about the role of technology but training (page 5.2-27). Suggest calling this section “Training,” and deleting the current content and replacing it with “*Training of criminal justice staff about the fundamental and crucial right of restitution is an important component of a system-wide approach to restitution management. According to Jim Sinclair, Assistant Director...*”

Under *Promising Practices*

- Suggest including a description of a particularly successful collections investigation program.
- Under “Utah Restitution Advocate,” suggest re-wording to read, “*Established in _____, this VOCA funded position within the Utah AG’s Office was created to ...*”
- Under the Tarrant County, TX program suggest referring to “administrative staff” rather than an “office helper.” Also, delete the last sentence, which is irrelevant to the practice described.
- The second to last practice says that state law holds parents responsible for restitution owed by their children in CA. According to the text, this is also true in CO, in what other states is this true?

For *Self-Examination* re-word 4th question: “Why is the *jurisdiction-wide collaboration regarding restitution management* so important?”

Chapter 5.3: Financial Assistance for Victims of Crime: Compensation

This and four other chapters in the NVAA Academy Text, included multiple chapters related to the same overall topic. This subchapter covered Compensation. Each subtopic of this chapter was reviewed and rated individually and given a rating score. Using the rating criteria established for this review, this chapter 2 or fair. The reviewer's comments are below.

Strengths

- Addresses an area that needed to be addressed.

Weaknesses

- Learning objectives are not consistent with content.
- Organization of information does not flow well.
- Bullets are overused.
- Outdated statistics.

Recommendations

- Re-word learning objectives to be consistent with content.
- Reorganize subsections for conciseness (see suggestions below in summary section).
- Reduce use of bullets.
- Update statistics.

Summary

This chapter appears to have been written by an author who did not write the other two subchapters in this series. This entire chapter should be re-written for consistent voice and tone. In general, there is a lot of redundancy in the material. The introduction section of this chapter contains significantly more text than other chapters or other sections within this chapter. Suggest major revisions below to balance the chapter. In the *Statistical Overview* section, the first three bullets could be more interestingly presented in a pie chart. The last sentence under the *Compensation Benefits* section states that medically necessary equipment is a cost covered by all states, but is listed under the section detailing expenses paid for by some programs.

Reviewers suggested many specific content changes within the chapter. These content changes are indicated below.

Under *Introduction*

- Fourth paragraph should read, "Programs are required to meet certain conditions to be eligible for ..."
- Delete last sentence in 5th paragraph (information is redundant)
- Delete the 6th, 7th, 8th, and 9th paragraphs (too much detailed information for an introductory section, and it is all included later in the text as well)

- Insert the sentence, “Providing information to victims...VOCA” (8th paragraph) at the end of the 4th paragraph.

Under *Compensation Benefits*

- *Maximums and Limits* section, change last sentence to read, “When helping victims, it is important to learn exactly what *state-specific* limits are.”
- The reference to “state programs” can sometimes make it appear that there is a federal program.
- *Eligibility Requirements* section
- Second paragraph should read, “The threshold requirement is that the victim *has to have experienced* a violent...”
- Sentence that precedes the bulleted list: delete the words “do the following”
- Third bullet – “childhood” should not be plural
- The last paragraph is redundant.
- *State Legislation to Expand Eligibility* is not an accurate title of this subsection because it’s only about efforts in CA to use legislation to do this. The text should articulate whether CA is the only state that has done this or if it is one of several states.
 - The section would be more aptly called “*A Model of Expanded Benefits.*”
 - Two bulleted lists are unnecessary. Suggest deleting the sentence that separates them and re-wording the following bullet: “*Benefits are now available for...*”
- *Application Procedures* section
 - Second paragraph should say, “Until 1999” rather than “until recently” which will soon be outdated. Then, “However, Nevada *has since* changed...”
 - Fourth paragraph should read, “While most states... all states will cover *their residents who are victimized by terrorism outside the United States (This is a condition of receiving VOCA grant funds from the Federal government)*. This means that a resident...compensation. State programs have *compensated* victims of the 1998... among other incidents.”
 - First bullet under application process suggests referring to *prosecutor-based* victim/witness programs. Last sentence should read, “Victim assistants *often help victims* in completing the claim form.”

Under *Funding of Compensation Programs*

- *Victims of Crime Act* section, third bullet should read, “(Under the common eligibility requirement that awards to victims not “unjustly enrich” offenders).

Under the *Promising Practices* section, the last sentence under the first practice references a special process for miscellaneous expenses of domestic violence victims in Alabama. An example would be helpful.

Chapter 6: The Criminal Justice System Continuum

This and four other chapters in the NVAA Academy Text, included multiple or subchapters related to the same overall topic. Chapter 6 covers Trauma Assessment and Intervention and Stress Management. Each of these subchapters was rated individually and given a rating score. Using the rating criteria established for this review, this chapter as a whole rated a 2 or fair. The reviewer's comments for the chapter as a whole is compiled and presented below.

Strengths

- Good topic.

Weaknesses

- No clear organization or structure.
- Unclear or random transition between topics.
- Inconsistent format.
- Bullets overused.
- Missing conclusion.
- Very tedious to read without changes in sentence structure.

Recommendations

- Add a table of contents to lead the reader through the chapter.
- Add section and sub-section headings.
- Use breakout boxes to highlight important information.
- Provide a conclusion.
- Use shorter sentences.
- Update sources and data.

Summary

Unlike some of the other chapters, whose improvements can be confined to one or two areas, this chapter requires improvements throughout. Again, formatting seemed to be an issue with no clear organization or structure and an overuse of bullets. A table of contents or section and subsections would help here. This chapter needs a more informative introduction and summary/conclusion. There is a lack of clear transition between topics seeming almost random at times. Clear, effective transitions and simpler cleaner sentences are recommended. The overuse of bullets can be remedied by using breakout boxes to highlight important information.

Readability is diminished by long, tedious sentences that do not flow very well from topic to topic. Suggest re-writing this entire section to include more variety in information delivery (e.g., graphics such as boxes, sidebars, etc.). For subjects that should resonate so well with victim assistance professionals, it is written too much like a

textbook. This chapter is not a smooth read at all. Case studies, examples, reflection questions, tools, would be helpful.

Section 6.1 relies very heavily on two source authors: Kilpatrick and Resnick. They are cited constantly, which suggests that perhaps the reader should simply read the research and not the chapter in the Academy Text. Furthermore, the author presents correlational research as though it proves causation. Finally, the author discusses the need for further research, which is unlikely that victim assistance providers will do. There are very few references past 1994, which is almost 10 years out of date. The author seems to shift audiences—there are recommendations for mental health providers in the middle of a chapter designed for victim assistance professionals. Finally, the author presents promising practices without ever mentioning why they are considered promising.

In Section 6.2, it is not clear if the author intends to deal with serious mental health risks of victim assistance professionals or just stress management as a general topic. There is no discussion of treatment *within* the mental health system. There is an odd contrast to section 6.1 where victims have “disorders” and “lifetime risks,” but providers need to take walks and try yoga. The content is so broad and general it almost reads as a “how to do this job well” book rather than a review of mental health risks associated with the job. Finally, the author cites a “new trend” in stress management called conflict management, but the author cites a 1977 source, which indicates that this chapter is in great need of updating.

The random organization and unclear content make instructional value an arduous task. It would help to add review questions throughout the section after each topic or summarize the topic. For example, the author mentions a burnout inventory at the end. It would be a good idea if this information were presented in the form of a checklist or self-evaluation. Demonstrating these issues by providing examples and case studies would add a lot of value.

Chapter 7: Substance Abuse and Victimization

Using the rating criteria established for this review, this chapter rated good or 3. This chapter contained an abstract, bulleted learning objectives, and self-examination, but no statistical overview of the topic. The reviewer's comments are below:

Strengths

- Meets learning objectives.
- Good content.

Weaknesses

- Not always reader friendly.
- Needs better organization and appropriate headings.

Recommendations

- Improve the flow of material by organizing and inserting appropriate section headings.
- Define pertinent terms (i.e., substance abuse, use, and dependence, etc.)
- Clarify statistics.
- Present promising practices section in a more consistent format.

Summary

There is valuable information provided in the chapter, however, its organization makes it difficult to find. Many of the titles don't match the content in the section. Moreover, the information, though relevant, did not flow well. One suggestion is to use tables or charts to help the layout of the text. The statistics provided in the chapter are not presented clearly and concisely. The promising practices section could be improved and presented in a more consistent format by organizing the information into a table. This table could be placed at the end of the chapter and re-tooled as a quick reference guide for the chapter. For example, the table could include related resources (i.e., Web sites and contact information, etc.), key terms defined (i.e., substance dependence, use and abuse, etc.), and relevant legislation.

Chapter 8: Respecting Diversity: Responding to Underserved Victims of Crime

Using the rating criteria established for this review, this chapter rated fair or 2. This chapter contained an abstract, bulleted learning objectives, and self-examination, but no statistical overview of the topic. The reviewer's comments are below.

Strengths

- Good ideas and examples.
- *Delivery of Services* is the best and most clear section of the chapter.

Weaknesses

- Inconsistent organizational style and punctuation
- Vague and unclear sentences that lack concrete examples as elaboration.
- Use of passive voice.
- Weak topic sentences
- Census data is outdated (1997).
- Complex psychological theories (e.g., tokenism) need further explanation or needs to be defined.

Recommendations

- Have edited by a technical writer/editor to correct repeated grammatical flaws and create parallel sentence structure.
- Employ a variety of instructional methods such as graphs, charts, or illustrations.
- Make better use of white space with well-chosen paragraph structure.
- Create "quick reference" section or a condensed "Helpful Hints" section.
- Update Census data.

Summary

This chapter was rated fair based on a number of factors including passive writing style, unequally weighted sentences that read awkwardly (e.g., long introductory clause and dependent clause, then sentence ends with "...was presented."), and inexplicable paragraph divisions. Moreover, the chapter included unclear topic sentences that poorly introduced a section. For example, in the section on learning from diversity, the writing is choppy and sentences seem to be added as an afterthought. The promising practices section is overwhelming. One suggestion for making this list appear less overwhelming is to prioritize the recommendations or to divide the sections up into separate recommendations for Federal, State, and local promising practices.

For a chapter that deals with respecting diversity, it would be helpful to provide definitions for such words as *culture* and *tokenism* so that the audience will know what the authors means from the beginning. For example, it would help to explain the deeper theory of *tokenism* if it is to be used when referring to the concept of passing, which does

not mean to move past another person. Another suggestion is to include a “Helpful Hints” section that lists examples of different cultural nuances to be aware of for different ethnicities. Overall, the chapter appears to have been written hastily with a lack of precision or editing.

Chapter 9: Domestic Violence

Using the rating criteria established for this review, this chapter rated good or 3. Similar to most of the chapters in the Academy Text, this chapter contained an abstract, bulleted learning objectives, statistical overview of the topic, and self-examination. The reviewer's comments are below.

Strengths

- Consistent capitalization.

Weaknesses

- Some important points are not adequately addressed.
- Overuse of semi-colons.
- Outdated material.

Recommendations

- Improve the flow of material by providing better transitions.
- Update the materials.
- Use language in keeping with victim assistance as a profession.
- Have edited by a technical writer/editor.

Summary

Overall, this chapter rated well, with hardly any comments regarding its organization and instructional value. However, the chapter misses, buries, or glosses over some important points. For example, in the section on *Victim-Centered Advocacy*, which addresses the three-step process, the actions of each step is limiting. The advice needs to be expanded upon based on updated research and activities in the field or simply deleted. The information is generally well organized, but the transitions are lacking and/or abrupt. The language is elementary to the point of being patronizing in some places. This can be improved by consulting updated material that recognizes and addresses victim service providers as professionals.

Chapter 10: Sexual Assault

Using the rating criteria established for this review, this chapter rated excellent or 4. This chapter contained an abstract, bulleted learning objectives, and a self-examination, but no statistical overview of the topic. The reviewer's comments are below.

Strengths

- Organization generally good.
- Generally well-written

Weaknesses

- Unclear transitions.
- Inconsistent language or terms defined (e.g., is rape and sexual assault interchangeable?).
- Overly medically technical.
- Outdated material.

Recommendations

- Improve the flow of material by providing better transitions.
- Update the materials.
- Reduce use of medical terminology.
- Have edited by a technical writer/editor.

Summary

This chapter was rated excellent because of its generally good organization and writing, however, it is lacking a conclusion. Another issue that appears frequently is the use of the terms rape and sexual assault interchangeably. It would be helpful to have a definition for both terms to provide a distinction. Finally, the language used is a bit medically technical and needs to be made more palatable for the layperson.

Chapter 11: Child Victimization

Using the rating criteria established for this review, this chapter rated excellent or 4. This chapter contained an abstract, bulleted learning objectives, statistical overview of the topic, and self-examination. The reviewer's comments are below.

Strengths

- Good organization of information.
- Text flows well
- Topic well covered.

Weaknesses

- Needs graphics to display material better.

Recommendations

- Add graphs, tables, charts to improve information display.
- Create a reference tool from historical overview information.

Summary

This chapter was rated excellent. It is organized, information flows well, and is an easy read. Of particular importance is the *Historical Overview of Child Victimization* and Federal and State legislative information. This material could be placed into a table as a reference tool.

Chapter 12: Homicide

Using the rating criteria established for this review, this chapter rated outstanding or 5. This chapter contained an abstract, bulleted learning objectives, statistical overview of the topic, and self-examination. The reviewer's comments are below.

Strengths

- Very well organized.

Weaknesses

- More current statistics are needed (especially on 12-7).
- Information about "spree murders" should be since discussion is presented on mass and serial murders (12-7).

Recommendations

- Improve statistics.
- Update chapter to include "spree murders."

Summary

This chapter was one of the very few rated outstanding. It is very well organized, however, providing web-based resources appropriate for victim service providers could further improve this chapter.

Chapter 13: Drunk Driving

Using the rating criteria established for this review, this chapter rated outstanding or 5. This chapter contained an abstract, bulleted learning objectives, statistical overview of the topic, and self-examination. The reviewer's comments are below.

Strengths

- Great organization.
- Very well written.
- Easy to understand.

Weaknesses

- More current statistics are needed (especially on 13-17 and 13-18).
- The Victims' Rights section would be more reader friendly if the heading was bolded.

Recommendations

- Improve statistics.
- Make headings consistent.

Summary

This chapter was also rated outstanding. It is very well organized and written, and easy to understand. More current statistics are needed as the most recent statistics are from 1998. In regards to the self-examination, since the intended audience of this training is victim service professionals, one suggestion is to include more questions from *The Impact of Drunk Driving on Victims* and *Suggestions for Drunk Driving Victims Services* sections on how to appropriately interact with victims (e.g., words and phrases to avoid, etc.).

Chapter 14: Victimization of the Elderly

Using the rating criteria established for this review, this chapter rated fair or 2. This chapter contained an abstract, bulleted learning objectives, statistical overview of the topic, and self-examination. The reviewer's comments are below.

Strengths

- Good ideas and content.
- Good coverage of the topic.

Weaknesses

- Sections do not flow logically.
- Overuse of bulleted lists.
- Certain sections are not arranged in a manner that facilitates learning.
- Inconsistent punctuation and awkward sentence structure.

Recommendations

- Have edited by a technical writer/editor to correct repeated grammatical flaws and create parallel sentence structure.
- Shorten or subdivide the promising practices section.
- Reduce use of bullets.
- Remove *Other Resources* section and make it an Appendix or Glossary.

Summary

This chapter was rated fair primarily because of an overuse of bullets, inconsistent punctuation, and awkwardly structured sentences that decrease readability. However, a thorough editing would eliminate sentence fragments, verb tense problems, and missing articles. Using long lists of over 10 bullet points become overwhelming and loses the reader's interest after a while. Moreover, using bullets to highlight two statistics within one bullet point diminishes the impact of the statistic. Taken as a whole, this chapter has a great many lists that begin to get repetitive and lose their efficacy as a teaching tool. Reducing the amount of lists and thoroughly editing this chapter will enhance its appearance.

Chapter 15: Victimization of Individuals with Disabilities

Using the rating criteria established for this review, this chapter rated good or 3. This chapter contained an abstract, bulleted learning objectives, statistical overview of the topic, and self-examination. The reviewer's comments are below.

Strengths

- Format is clean and uncluttered.
- Thorough coverage of the topic.
- Good information.

Weaknesses

- Confusing designations of subheadings.
- Subsections are not arranged in a manner that facilitates learning.
- Inconsistent grammar and verb tense usage.
- Overuse of bullet style formatting.

Recommendations

- Avoid using statistics more than 10 years old.
- Shorten the content of the *Response to Crime Victims* section.
- Reduce use of bullets.
- Employ a variety of sentence structures to enhance the readability of the chapter.
- Shorten or condense some sections.
- Clarify the subject of the sentence.

Summary

This is a well-written and thorough chapter with good ideas that can be further enhanced with more editing, a structural reorganization, and a reduction of certain long and overwhelming sections. Similar to other chapters in the Text, this chapter contained an inordinate amount of bulleted lists. Perhaps a reorganization of some of the information in the chapter would be helpful. Some of the recurring themes in this chapter were the use of sporadic grammar and verb tenses (i.e., "was" instead of "were," etc.).

The *Terminology* section is a good candidate for restructuring as a glossary list. Presenting the terms and definitions in one place make a good reference tool instead of weaving the terms and definitions into paragraphs. Moreover, suggest moving the *Terminology* and *Guidance* sections earlier in the chapter to appear before all sections that refer to program responses and promising practices. Also suggest moving the *Response* section later in the chapter near *Innovations in Training* and *Promising Practices*. It would also be beneficial if the Scope of the Problem section were moved near the *Statistical Overview* since it also lists many statistics. These structural changes will help to present the information in a more logical fashion.

In the section on *Innovations in Training*, some subheadings are the name of the training innovation while other subheadings list the topic area of the training innovation. This lack of consistency may confuse readers. Although the section on the *Americans with Disabilities Act (ADA)* was well covered, the section can be shortened or condensed more concisely. The section entitled, *Response to Crime Victims with Disabilities* can also be condensed. It is too broad and attempts to include too much administrative information. The long list of guidelines and program goals became monotonous and easily loses the reader's attention.

Chapter 16: Financial Crime

Using the rating criteria established for this review, this chapter rated good or 3. This chapter contained an abstract, bulleted learning objectives, statistical overview of the topic, and self-examination. The reviewer's comments are below.

Strengths

- Well-written chapter.
- Concise and fluid presentation of ideas.

Weaknesses

- Choppy text that does not flow well.
- Outdated information and statistics.
- Content does not meet all stated learning objectives.

Recommendations

- Edit to improve flow of ideas.
- Update information and statistics.
- Match content with stated learning objectives.

Summary

A review of this chapter reveals that not all of the stated learning objectives were met in this chapter. The third bulleted objective seems to be somewhat duplicative with the last objective. Suggest deleting it. The fourth bulleted objective might be better written as "Victims of Crime (VOCA) guidelines for services to victims of financial crime." The fifth objective might be better written as "Comprehensive Services for Victims of Financial Crime."

Although this chapter is generally well written, the information is presented in a choppy fashion that goes back and forth between a few recurring topics. For example, fraud and identity theft are listed repeatedly as subtopics under *Emerging Issues in Financial Crime*, *Significant Federal Legislation*, and *Recent Federal Initiatives*. Financial crime needs to be defined earlier. In addition, the information about VOCA guidelines appears too late in the chapter, and the guidelines are referenced in the text before they are ever explained. Finally, an update of all statistics in overview section and throughout chapter is necessary. In general, the chapter seems a little dated in that it is written from the perspective that financial crime is a new frontier in victim services. While this is still somewhat true, it is not as true as it was in 1995. Suggest an overall review for references to "new" legislation and relevant programs so that the information seems more current.

Similarly, two quotes in the chapter refer to perpetrators of financial crime as a male (pages 16-5 and 16-9). These references seem dated and stereotypical, especially since the only real discussion of a perpetrator in the chapter is about a female perpetrator. Suggest using a more current reference or using [sic].

Reviewers suggested many specific content changes within the chapter. These content changes are indicated below.

Introduction

- The first bullet is written in a way that is inconsistent with the others. Suggest deleting the word “focused.”
- The 2nd to last bullet should probably reference financial crime *issues* rather than “victims.”
- The last bullet is awkward, and re-states the issue that defines the whole list (factors which explain why these victims are poorly served). Suggest “The significant number of victims who have typically underreported their victimizations.”
- As referenced above, financial crime needs to be defined earlier. Suggest moving the *Defining Financial Crime* section up and inserting it before the research sections.

Under Defining Financial Crime

- Are white-collar crime and fraud not subcategories of financial crime? In the first sentence they are listed as if they are separate and on the same level, which is in effect an example of the statement in the paragraph below that many people use these terms interchangeably.
- In the 2nd paragraph, suggest that it read, “Fraud includes identity theft...crimes.” Rather than Fraud “permits” inclusion of.
- The 3rd paragraph says that the definitions are “competing,” but they seem complimentary. The bullets seem unnecessary. Are these definitions too old to be relevant? Are there new ones?
- Suggest re-wording the next paragraph: “Financial crime *is often categorized by the type of victims involved*. The two lists seem redundant, and items #1 and #2 in the first list seem to be the same thing. Suggest removing the first list and using the 2nd only.”
- Suggest deleting the last sentence in the next paragraph, which seems to contradict the previous point made.

Under Examples of Financial Crime, the first sentence is redundant.

- On pages 16-6 in the 1st paragraph, suggest combining the 2nd and 3rd sentences to read, “Unlike violent crime...action, *whether or not* a criminal prosecution *is involved*.”
- The last paragraph on that page does not seem to fit there. The brochure referenced seems to go with other such resources referenced at the end of the chapter.

Impact of Financial Crime on Victims

- The first paragraph under *Emotional Impact* would be a much better introductory paragraph than the one used. Suggest moving it up to the beginning and making what is now the first paragraph more succinct, removing the bullets and listing those effects in narrative form.
- In the 2nd paragraph of the Walsh and Schram quote, the first two sentences seem outdated, although the following sentences seem still relevant.
- The “Roles, Rights, Responsibilities...” handbook information offers excellent content, but the switch in voice, speaking directly to victims, is distracting. Suggest summarizing this section in the same voice as the rest of the text.
- Under *Victim self-blame* it would be interesting to note here the obvious parallels with the effects of acquaintance rape on its survivors.
- The *Personal violation* section contains material that has been thoroughly covered previously. Suggest deleting this section entirely or at least moving some of its content to the above section.
- Under *Lack of closure* section, the 4th sentence references perpetrators declaring bankruptcy to avoid paying restitution – has this not been addressed (and prohibited) by legislation? Suggest re-writing the last sentence to read, “Even when the prosecution of these cases is successful, *restitution actually relieved is often insignificant or insufficient.*”

Suggest re-naming the following section “Emerging Financial Crimes” instead of its current title *Emerging Issues in Financial Crimes*.

- Definitions are needed for telephone “cramming” and “slamming.”
- Why is there no “proactive steps for victims” section for telemarketing fraud, like under identity theft?
- Under *Identity Theft* the first sentence should read, “Identity theft occurs...purchases, or apply for insurance.” Check the statistics in this section to see if they can be updated. The shift in voice under “Proactive Steps...” is distracting. Suggest paraphrasing or putting this information in a call out box to differentiate from rest of text.
- Under *Internet Fraud* suggest moving the last two paragraphs in this section up to the beginning, as they are more introductory and general in nature. What has happened as a result of the Internet Fraud Initiative? The information here is all written in the future tense. What has actually happened?
- Under *National Summit on Identity Theft* section, an explanation of the status of the “new initiatives” described here is needed (since they are no longer new).
- Suggest including the Triad law under the Fraud section of *Significant Federal Legislation*. The fact that the Mandatory Restitution Act also covers property and drug crimes and consumer product tampering seems irrelevant. Suggest deleting the bulleted list and discussing how the act has affected financial crimes only. The sentence “Restitution may now be ordered...” makes the text seem outdated – 1996 was not very recently.
- Under *Identity Theft* the 2nd sentence refers to “such locations” where victims are not seen as the actual victim. Are there such locations? Later reference to “landmark legislation” infers that this problem has been corrected. But which legislation is being

referred to? The Mandatory Restitution Act or the Identity Theft Deterrence Act, which is not discussed until the following page. In the 2nd paragraph, reference to a 1998 act makes the text seem outdated.

- On page 16-19, the title of the first section does not describe its content. It seems this section would be better placed earlier in the chapter. Have other credit card companies since adopted identity theft precautions similar to those utilized by American Express?
- There is a reference in the cyber crime legislation section to the AG's discussion of strengthening the Computer Fraud and Abuse Act of 1986. What is the status?

Criminal Justice System Response

- It would be helpful to discuss Triad in the law enforcement section, and the Operation Fraudstop video that has been produced. Suggest moving the 2nd paragraph to the beginning of the law enforcement section. The bullet after the 1st paragraph is unnecessary. What does "identify emotional roadblocks that separate them from important case information" mean?
- On page 16-21 there is a reference in the 2nd paragraph to "exceptions to the ordering of restitution, as described above" but I don't see a description of this above.
- On page 16-22, the first half of the 2nd paragraph is redundant. In the 3rd paragraph, use of the term "hard-hitting" is probably not the most sensitive, given the context of the text.

Suggest re-naming *The Need for Collaborative Efforts* to "Comprehensive Victim Services for Financial Crime Victims." The critical point of this section seems to be getting certain services in place, whether they are achieved collaboratively or not. Some revision to the text will be necessary.

- Specialized economic crime units, which now exist in many prosecutors' offices, should be mentioned here. An example of such a program should be added to the promising practices section as well.
- As suggested above, the section on VOCA guidelines (currently called *Office for Victims of Crime Efforts to Assist Fraud Victims*) should be moved up to the beginning of this section. Again, it should be updated so that changes made in 1997 are not referred to as new, and much of it can probably be written in narrative rather than bullet form.
- The projects listed would be better placed in the *Promising Practices* section. In the *Other Efforts to Address Victims of Economic Crime by the Office for Victims of Crime* bullet, suggest pulling out any promising practices and deleting the rest.
- Suggest expanding the current section on *Establishing a Fraud Task Force* to "Establishing a Collaborative Financial Crime Victim Task Force." The material presented could be summarized rather than quoted directly in such case.

Under *Promising Practices* on page 16-28, the first bullet contains very general information. Suggest giving more detail if these are to be included as practices. All of the programs need complete contact information.

Chapter 17: Research and Evaluation

Using the rating criteria established for this review, this chapter rated good or 3. Like most of the chapters in the Academy Text, it contained an abstract, bulleted learning objectives, and self-examination, but no statistical overview of the topic. The reviewer's comments are below.

Strengths

- Written clearly and concisely.
- Pretty good content.
- Fairly well organized.

Weaknesses

- Not always reader friendly.
- Hard to grasp for those without a research background.
- Too many subheadings and titles within the chapter.
- Content does not support learning objectives.

Recommendations

- Make the chapter for palatable for those without a research background.
- Reduce subheadings to increase readability.
- Match content with learning objectives or update learning objectives based on content.

Summary

Based on the learning objectives, this chapter falls far short of teaching what it is designed to teach. It is unclear, after reading and re-reading the first section, if any of the material is related to the learning objectives. In fact, it was quite confusing. It was unclear how the focus group findings were relevant to the participants learning about research informing practice. The second section (pages 17-7 through 17-19) was more relevant to the learning objectives but still left a bit to be desired.

While the writing is clear and concise, some of the sections are not particularly reader-friendly. For example, the examples and definitions, in the section entitled *How to Understand Research*, are particularly not reader-friendly. This section was more content-specific than the first sections of the chapter, but the content needed to focus more conceptually on how to understand research rather than simply providing definitions. Unless one has a research background, this chapter would be very difficult and would not really teach much of anything.

The chapter was fairly well organized. Although the chapter may have had too many subheadings and titles, the organization did help to follow the topics. This was especially

important in section 1, which was confusing and generally difficult to follow, content-wise (e.g., never really knew what the author was getting at).

Chapter 18: The News Media's Coverage of Crime and Victimization

Using the rating criteria established for this review, this chapter rated fair or 2. This chapter contained an abstract, bulleted learning objectives, statistical overview of the topic, and self-examination. The reviewer's comments are below.

Strengths

- Good topic.

Weaknesses

- Organization of material does not flow well.
- Outdated statistics.
- Writing style is too informal.
- Lengthy and imprecise learning objectives.

Recommendations

- Edit to improve flow of ideas.
- Update information and statistics.
- Re-write learning objectives to reduce length, increase precision, and match content with stated learning objectives.

Summary

In general, the writing style is too informal for a research-based, academic text. Much of the text is written in a conversational tone that makes it difficult to track some concepts clearly. There are too many references to the "limelight" that "victims neither ask for or desire," as well as the "double-edge sword." Use of these phrases is redundant and results in diluting their impact. The learning objectives should be changed to be more concise. One suggestion is that the first one read, "The impact of news reporting on crime on victims, criminal and juvenile justice systems, the media, and society at large." The second, third and seventh objectives should be deleted. An objective can be added to read, "Promising practices in news media coverage of crime and victimization." It would be helpful to use examples to define and describe concepts. Overall, the content should be reorganized into three main sections: impact, victims and their advocates, and the media.

Reviewers suggested many specific content changes within the chapter. These content changes are indicated below.

Under *Abstract*

Suggest adding to the abstract that victim service organizations need policies to address this issue and also need to know about resources available to assist victims in dealing with the media.

Statistical Overview

The statistics in this chapter are particularly outdated. In addition:

- The date of the Rape in America study on page 18-9 is not cited. Has there been any follow up? Are the media statistics in this study still true?
- The date of the “Newspaper Coverage of Rape” study is not cited.

Under Impact of News Media Reporting on Crime

- Move the first paragraph up into the *Statistical Overview* section.
- The subsections should then appear in the following order: crime victims; the criminal and juvenile justice systems; the American public; and the media.
- The section on *Victim Service Providers* should be deleted, as it is covered later in the document in detail.
- Under *The American Public* section, this information would be more effectively conveyed in narrative rather than bulleted form. Suggest deleting the third through sixth bullets in the second section of bullets. They are irrelevant to the discussion at hand.

Suggest re-naming *The Media and Its Influence on Criminal/Juvenile Justice and Victims’ Rights Policies and Programs* to “The Positive Influence of the Media.” This might provide a counterbalance to the rest of the issues raised in the chapter, most of which point to the negative influence of the media, or how to mitigate it.

- The second bullet in this section does not and should describe how the media was a factor.
- Suggest deleting the last bullet, which does not have the same impact as the others.
- First paragraph on page 18-5 after the bulleted list should read, “One poignant program brought together a sexual assault *survivor and the man who was incarcerated for that assault and subsequently freed* from prison because of new DNA evidence.”
- Suggest deleting the following sentence (lacks impact).

Suggest making *The News Media and High Profile Cases* section a subset of the *The Media and Its Influence on Criminal/Juvenile Justice and Victims’ Rights Policies and Programs* section.

Under The News Media and High Profile Cases

- Page 18-6, top, bullet section, suggest conveying in narrative rather than bullet form.
- Suggest referring to the O.J. Simpson case by name.

Under The Major Concerns of Crime Victims and Service Providers

- On page 18-10, the first paragraph after first set of bullets should read, “*There seems to be a correlation between the fear expressed by rape victims of being identified and the fact that only 16% of rapes are ever reported to the police. This should be a driving force...victims.*”
- First bullet should read, “It is during these periods...secondary victimization that compounds the *impact of the violent crime.*”

- Second bullet, suggest using *place of residence* instead of “where they live.”

On page 18-11,

- The 3rd bullet would be better illustrated with an example of a case where the victims’ wishes were not respected.
- The 4th bullet needs to separate the collective desensitization from the “personal tragedy this wreaks on victims.” This needs a better description - how does this happen? Suggest referring to the revictimization rather than personal tragedy wrought on victims.
- The 7th bullet is unclear. Is it not the responsibility of law enforcement not to divulge material details which they don’t want reported? How about situations where law enforcement divulges certain information to “bait” offenders? This description of the issue seems overly simplistic, and a discussion of its complexities do not easily fit into this context, so suggest removing it.
- The 8th bullet can be reworded. Suggest using the title “Use of insensitive language” instead, and use DUI accidents as one example. Another might be the ways that victims are described (in victim blaming ways, etc.)
- The 9th bullet can be re-named “Selective coverage of crime.”

Suggest renaming the guidelines under the *Guidelines for Television Talk Shows* section and moving these to the end of the text with other information and resources directed to the media.

- The 2nd bullet should read, “Crime victims should not *be asked to appear*...”
- The 8th bullet should read, “Victims should be... early, or *tour the set* before the actual taping.”
- opening paragraph, last sentence, suggest “...they should be considered guiding principles *and should be incorporated into agency materials* and provided to crime victims...media.”

The section *The Internet’s Impact on Victims’ Rights and Services* does not seem to fit in this chapter as it is a very different kind of “media.” If this is included, why not also include a discussion of violent video games? Cyber crime? Suggest removing this section.

The bullets under *The Colorado/Oklahoma Resource Council Media Consortium* are unnecessary. This section would make more sense in the *Promising Practices* section.

Under *The Colorado/Oklahoma Resource Council Media Consortium*

- Page 18-7, the first sentence after bullets should read, “The Media Consortium benefited the news media...victims.”
- In the next paragraph on page 18-8, guidelines are referred to that “ensured the veracity of their interactions with journalists.” What does this mean?
- CORC has developed a comprehensive training (at the first writing of the text it was being developed). Same paragraph – suggest referring to the *demands* rather than the “sanctity” of the high profile case.

The institutional biases described on page 18-12 would fit better in the list on page 18-21, under the section entitled, *A Media Code of Ethics*. The first bullet is already included in that list.

Under *Code of Ethics for Victim Advocates in Dealing with the News Media*

- Points seven and eight should be written from the perspective of assisting the victim, not taking over the situation.
- #7 under “I Shall Always”: Review, *with the victim*, the questions that reporters, producers, and talk show hosts can and cannot ask the victim.
- #8 under “I Shall Always”: *Help the victim to assert his or her right to end any interview...*”

Under *The Role and Responsibilities of the Victim Advocate in Helping Victims Deal with the News Media*

- The points made in *Advance Preparation* would make more sense if they were included in the “helpful tips” section that follows it.
 - *Victim Advocacy* section:
 - 6th bullet – “Help the victim to prepare a written statement for dissemination...”
 - 9th bullet – are the interview guidelines referenced here contained in the chapter? If not, they would be very helpful.
 - 11th bullet – Remember that the media are visually oriented, *and help victims understand how this may affect coverage of the crime.*”
 - The 1st bullet on the top of page 18-18 is not media related as written.
 - Last bullet on that page needs to state the purpose of this log.
-
- Under *Case Coordination*, the 4th and 7th bullets aren’t about case coordination but the impact of the media. Suggest moving the bullets to that section.

The section currently titled *Significant Issues for the Media and the Courts* would be more aptly titled “Collaboration Between the Media and the Courts.” It seems out of place where it is and would make more sense if it appeared earlier in the chapter.

The section on *Guiding Principles for the Journalist* is written toward the media as the audience. The media is not the audience of this chapter. Suggest paraphrasing the information to inform victim advocates of the principles the media is working under, or removing the section. Similarly, the excerpt from the St. Louis Post-Dispatch on page 18-20 is incongruent with the rest of the text because it is written toward a media audience. Suggest removing this section.

Under *Media Code of Ethics*, the 6th bullet should read, “In crimes... where the crime occurred, omitting...”

Promising Practices

- Suggest listing the 7th and 8th bullet items first, as they are the most detailed practices.

- The language describing the Michigan promising practice reads like a caveat to the endorsement of this as a promising practice (“According to their website...”). This leaves the reader unsure whether this is a reputable effort.
- The 1st, 2nd, 4th, and 5th bullets all need examples of a jurisdiction or agency employing the practice.

Self-Examination

- Substitute for question #1: “Give an example of a promising practice and how it could be applied in your community or jurisdiction.”
- Substitute for question #5: “Explain the victim advocate’s role in case coordination. With whom does case coordination need to be accomplished? What needs to be done?”

Chapter 19: Collaboration for Victims' Rights and Services

This chapter was rated fair or 2 according to the rating criteria established for this review. Chapter 19 contains an abstract, introduction, and self-examination, but no bulleted learning objectives or statistical overview of the topic. The reviewer's comments are below.

Strengths

- Good topic.

Weaknesses

- Formatting and organization.
- Overuse of quoted material.
- Information is presented in an unexciting manner.

Recommendations

- Update material (i.e., use more current research and statistics, etc.)
- Have chapters reviewed and reorganized by a technical writer/editor.
- Cite more victim services-related literature.
- Reduce length of and summarize quoted material.

Summary

Collaboration is a key topic in the victim services field, but this chapter is too narrative and does not highlight distinct categories of information to call attention to the importance of this topic. One remedy for this detractor is to rearrange or reorganize the material. For example, it would be better to guide the reader through the steps toward successful collaboration before presenting a discussion of the challenges to successful working relationships (i.e., the checklist on pages 19-14 thru 19-16). The content of the section is good, although it might help to reframe these challenges in the positive (i.e., the challenge to create a shared vision or mission versus the challenge of dealing with the lack of a shared vision or mission).

A second remedy, which can be applied to the Text as a whole, is to have the chapter reorganized in a way that makes specific sections of information easy to locate. For example, the checklist (beginning on page 19-14) in particular needs to be organized into sections, either thematically or chronologically. Some of the items in this checklist may require additional explanation (i.e., in #9, how are responsibilities for action developed and assigned to stakeholders, using what process? Who decides?). The section on *The Power of Collaboration* seems misplaced on page 19-16. It would make more sense to use it as an introductory section toward the beginning of the document. This would further the position for why the reader should undertake the significant challenges in collaborative work.

The chapter overly relies on quotations to make points that could be summarized rather than quoted directly. For example, the section on *Types of Working Relationships* could be summarized rather than quoted verbatim. Also, other more relevant examples could be used in this way, which would make the document more readable and effective for victim service readers. The section on *Types of Working Relationships* is also not really descriptive of what the section includes. This section would be more beneficial and relevant if it included victim service examples and if it were used to facilitate reflection about the reader's own level of collaboration (e.g., in the self-examination portion.) Also, the definitions within *Types of Working Relationships* are not very concrete and distinguishable from one another. There are better definitions of the continuum of collaboration in the literature, although not from a criminal justice perspective. The definitions could be enhanced by examples from the victim services field.

The section on VS2000 is out of date. For instance, Medina VS2000 was unfounded and the Denver site has moved into a training and technical assistance mode. VS2000 published an OVC bulletin that would lend some good content to this section or should at least be referenced.

Some of this information seems extraneous and unnecessary (i.e., the four points at the top of page 19-5, and perhaps the entire concept of *Reciprocal Forbearance*). Summarizing rather than quoting the entire concept verbatim would help here, although removing this section entirely is the best alternative. Below is a list of other examples of suggested improvements:

- The first bullet in *Beyond Traditional Collaboration* refers to clergy when the phrase “faith communities and leaders” would be more inclusive.
 - The second and third bullets cite examples from 1998 when more recent examples are available.
 - In the fourth bullet, the author mentions the emergence of informal partnerships from “bench-bar-press” sessions, but fails to provide examples of such sessions.
- The “Working as Partners with Community Groups” bulletin referenced on page 19-9 does not seem relevant to victim services.
- Under *The Relationship of Victim Services: National, State, and Local Level*, more information about what is available through OVC’s Resource Center and Training and Technical Assistance Center needs to be presented under the Federal level. Likewise, the data needs to be updated (1999 is the cite) on the Local level.
- On page 19-14 the author points out that the U.S. Department of Justice Resource Centers have greatly enhanced the ability to provide information and referrals, but the author does not explain who or what these agencies are and how to locate them.

In general, the literature cited cannot be related back to victim services very well. The learning objectives should be more active. For example, “understand the continuum of collaborative efforts and relate these concepts to the reader’s organization or involvement in victim services.”

Chapter 20: Professionalizing the Discipline of Victim Services

This chapter was rated fair or 2 according to the rating criteria established for this review. Chapter 20 contains an abstract, bulleted learning objectives, an introduction, and self-examination, but no statistical overview of the topic. The reviewer's comments are below.

Strengths

- Includes information on a timely, relevant issue such as vicarious trauma.

Weaknesses

- Organization of the chapter made it hard to follow.
- Narrow formatting that does not distinguish important information.
- Information does not create a meaningful learning experience.

Recommendations

- Update references.
- Have chapters reviewed and reorganized by a technical writer/editor.
- Improve formatting and organization.

Summary

Similar to other chapters in this Text, the formatting should be reviewed and reorganized by a technical writer/editor. The formatting and organizational issues made the information in the chapter hard to follow. In some cases, the reader has trouble understanding why the information is there at all. For example, the *Promising Practice* section seemed to be an afterthought. Although Dana Dehart's work is cited in the reference section, it should be further consulted for a more complete treatment of model standards. The report of the National Victim Assistance Standards Consortium on professional standards, soon to be published by OVC, would be a helpful guide to consult. Likewise, the *Conceptual Characteristic* section on page 20-2 is very unclear. It is hard for the reader to distinguish what it meant or why it was included. It included too much background information. In fact, the background literature seems to be used to make the case for professionalization rather than support it. It seems very outdated and not very relevant to victim services.

The *Performance Characteristics* provided helpful information, but *The Professionalization Continuum* did not. A comparison to other professions would be helpful and relevant of professions that have evolved from the grassroots (i.e., the alcohol and drug treatment profession, etc.) were highlighted. If this section is so modified, it should be a background piece and placed toward the beginning of the chapter. The concept of stress management as it is discussed here is really referring to vicarious trauma. Vicarious trauma is a more meaningful and current term that has huge

implications for the field and the ability to develop and sustain professionals. The term Deaf, as it refers to individuals (page 20-16) should be capitalized.

The list of 50 skills at the end of the chapter should be organized in some way (i.e., basic skills like 12,13,16; advanced skills like 14,10,17, program management skills, etc.) The way this section is written, it's not really addressing professionalization. Some mention of competency standards that have already been defined and include this kind of listing (i.e., those of the National Organization for Victim Assistance) should be mentioned, or perhaps cited in detail.

The references need to be updated. The chapter cites statistics from 1997 and reference being "on the edge of the millennium" (page 20-16). In general, the chapter includes some very good concepts, but not all of the information is appropriate or relates to professionalizing the field of victim services. Although the formatting and organizational issues detract from smoothly digesting the material, the use of updated information and better resources would greatly improve this chapter.

Chapter 21: Innovative Technologies and the Information Age

This chapter was rated good or 3 according to the rating criteria established for this review. Chapter 21 contains an abstract, bulleted learning objectives, and self-examination, but no statistical overview of the topic. The reviewer's comments are below.

Strengths

- Fair instructional value.
- Timely subject matter.

Weaknesses

- Some sections do not seem to belong where they are placed in the chapter.
- Information is presented in an unexciting manner.
- Use of poor grammar
- Lengthy.
- There is a concentration on certain types of technologies, while ignoring others.
- Needs current information.
- Goals and objectives are not measurable.

Recommendations

- Update material (i.e., use more current research and statistics, etc.)
- Have edited by a technical writer/editor for text length and grammar.
- Expand topic to include other technologies besides Internet and office hardware.
- Make goals and objectives measurable.

Summary

The topic in this chapter is timely and fairly up-to-date. However, the information is presented in an unexciting manner that deters readability. The chapter needs to be edited to catch instances of poor grammar and to shorten its length. Moreover, the information relies very heavily on hardware and office operating systems (e.g., how many color printers organizations have, etc.) and the Internet, while ignoring other technologies such as information management systems. Similar to many other chapters in the Text, the research and data sources need to be updated. For example, the chapter cites information from a survey conducted in 1997 on Internet and online services in victim service organizations. The chapter contains claims that are not supported by the research used in the text. For instance, the section on *New opportunities for crime prevention* include claims that information technology has contributed to substantial improvements in the prevention and reduction of criminal activity, but the follow-up information is about barriers to using innovative technologies. Finally, the goals and objectives of this chapter are not measurable. The reader is left with more of a survey on information technology rather than understanding the true concept of its uses and benefits. Furthermore, the

questions on the Self-Examination do not assist the reader in “understanding the concept” as much as it requests that the reader recall information from the chapter.

Chapter 22.1: Special Topics: Hate and Bias Crime

This and four other chapters in the NVAA Academy Text, included multiple or subchapters related to the same overall topic. Section 22.1 under the Special Topics chapter presents information on Hate and Bias Crime. Each of these subtopics of the chapter was rated individually and given a rating score. Using the rating criteria established for this review, this subchapter as a whole rated a 3 or good. The reviewer's comments are below.

Strengths

- Abstract well written and concise.
- Good statistics presented in the *Statistical Overview* section.

Weaknesses

- Word usages (e.g., “spate” and “heaped” in *Hate/Bias Crime Offenders* section)
- *Recent Initiatives* section seems out of place.
- Outdated citations and research data (e.g., 1969, 1993, etc.).
- Inconsistent verb tenses
- Terms used interchangeably without being defined

Recommendations

- Provide definitions of terms to reduce confusion and increase readability.
- Move *Recent Initiatives* section to the end of the chapter.
- Improve grammatical errors, passive verbs, awkward word choice and phrasing throughout.
- Update citations and research data.
- Enhance chapter with more psychological research on hate and its causes and effects.
- Enhance the chapter with more examples.
- Include a list of current hate groups in America.
- Include a section on international hate and bias crime or reference the subtopic on Terrorism later in the Text (22.9).
- Have edited by a technical writer/editor.

Summary

This chapter, like some of the other chapters, is plagued with grammatical errors, passive verbs, awkward word choices and phrasing throughout, but it gets the point across that hate and bias crime victims require unique services. One of the recurring detractors from the chapter is its use of outdated examples, research, and information to get this point across. The *Introduction* for the chapter opens with an example of the 1999 massacre at Columbine High School in Colorado. This crime is not representative of the true population of hate crime victims as it was not a specifically targeted hate crime. Therefore, using this example and citing three citizens who were equally vulnerable is misleading. The chapter infers that all citizens are equally vulnerable to attack when the point of this chapter is to illustrate that this is not the case.

The chapter goes on to use an admittedly dated (1969) claim that violence is rooted in six historical events. In addition to updating the sources of information, the examples used in this chapter need to be based more on the topic of hate and bias crime rather than violence in general. One suggestion is to include more recent and specific references of the most notable hate/bias crimes such as the assault on Amadou Diallo by New York police officers, the dragging death of James Byrd, Jr. in Jasper, TX or the beating of Matthew Shepherd in Montana. It would also be helpful to include a list of the most prominent functioning hate groups in America.

One final suggestion is that the *Recent Initiatives* section seems out of place with the logical flow of the chapter. Suggest moving it more toward the end of the chapter after the *Secondary Injury* section.

Chapter 22.2: Stalking

This and four other chapters in the NVAA Academy Text, included multiple or subchapters related to the same overall topic. Section 22.2 under the Special Topics chapter presents information on Stalking. Each of these subtopics of the chapter was rated individually and given a rating score. Using the rating criteria established for this review, this subchapter as a whole rated a 2 or fair. The reviewer's comments are below.

Strengths

- Generally good organization.

Weaknesses

- Language unclear due to inconsistent voice and tone.
- Bullets overused.
- Dramatic shifts in style, format, grammar, and syntax.
- *Promising Practices* section formatted differently than most of the promising practices sections in the Text overall.
- Outdated statistics.

Recommendations

- Reduce use of bullets.
- Update statistics.
- Have edited by a technical writer/editor for format, grammar, style, syntax, voice and tone.

Summary

This chapter appears to have been written by several different authors. There are dramatic shifts in style, format, grammar, syntax, voice and tone, which are all very distracting to the reader. The bullet formatting style is overused. It would be best to present information in the narrative, paragraph form especially in instances where there are only two or three minor issues listed. The language is often unclear and inconsistent in voice and tone. For example, the voice switches between sections from passive to active voice directed at victims as in the *Response Strategies for Stalking Victims* section.

The information contained in specific sections among chapters is inconsistent. For example, abstracts sometimes reiterate content that is included in the body of the chapter. Other times they provide a general discussion of the issue (i.e., stalking), and sometimes they tell the reader what s/he will learn in the chapter. The latter is the suggested approach.

The *Promising Practices* section is presented in an inconsistent manner. In other chapters, information is shown in a bulleted list and sometimes the information is presented with a title and then description (i.e., in the *Compensation* chapter). It would be helpful to decide upon and follow one style. Also, contact information about the program should always be included at the end of a *Promising Practice* described.

Finally, all contact information needs to be checked for accuracy. Likewise, the statistics used in this all chapter are outdated. Suggest that all citations be checked to see whether updated information is available.

Reviewers suggested many specific content changes within the chapter. These content changes are indicated below.

In *Statistical Overview*, it would be helpful to know what percent of the total of those victimized by stalkers are stalked by someone they know versus a stranger

A discussion of whether any of the recommended actions on page 22.2-9 have been implemented and how would be helpful.

Under *Definition of Stalking*:

- The last sentence before the bulleted list is awkward. Suggest “*The rates at which victims in the survey experienced typical stalking tactics follows:*”
- In the next paragraph, the last sentence should be two sentences “... crime. Most legal definitions...”
- In the next paragraph, suggest, “The 1998 NIJ study *was the first attempt to...*”

Under *Stalking Statutes*, suggest that the first line read, “While stalking statutes...most include language which defines *stalkers as any person who engages...*” (bullet is unnecessary).

Under *Significant Legislation*:

- The first sentence should acknowledge that these laws created a new category of cyber stalking
- In the second paragraph, the first sentence references the tort of stalking. Stalking is not a tort in this example especially. Suggest removing that phrase so the sentence reads “... determines that a “credible threat”...”

Under *Demographics of the Stalker*

- Delete first sentence. It is unclear.
- Last sentence in the first paragraph should read, “Despite their...characteristic *patterns among stalkers.*”

Under *Relationship Between Stalkers and their Victims* delete second sentence.

Under *Categories of Stalking*

- Delete the second sentence in the first paragraph. It is redundant and not descriptive of text that follows.
- Reference to *partners* rather than “spouses” would be more appropriate in the last paragraph.
- Second paragraph, first sentence on page 22.2-7 should read “Simple obsession is the category of stalking most likely to result in murder.”

Under *Erotomania Stalking*

- Delete the word “consequently” in the 1st sentence on page 22.2-8
- Third paragraph, second sentence – refer to *the stalker*, rather than “this woman”. A reference to how this case was resolved would be helpful at the end of the paragraph.
- Last paragraph, third and fourth sentences: The threat of violence *is used* to force... activity. Most prosecutions...”

Under *Response Strategies for Stalking Victims*

- Second paragraph, second line should refer to *safety planning* rather than “victims’ strategic planning” (in last line of last paragraph in this section also)
- Third paragraph, first line should read, “A qualified...victim to assess risk”
- Second line, “Based on the assessment, the victim and service professional will jointly develop... best serve the victim’s interests.” There is a switch to plural that doesn’t make sense.
- Delete fourth paragraph. It is redundant.
- Delete first sentence and replace with “Victims should be encouraged to contact local law enforcement via 911.” on page 22.2-12
- Second paragraph on page 22.2-12 should read, “Some victims may not be... impending danger *as high*.”
- First bullet on page 22.2-12, stalkers may be punished, not “punishable”

Under *Other illegal acts*

- Bullets are unnecessary. The content should be in paragraph form. Suggested revision: “*A stalker may have broken a law...the victim, etc. Notifying the police of these illegal acts is important because, if convicted, the perpetrator may be incarcerated or ordered to stay away from the victim.*” Delete the rest
- Third bullet on page 22.13 should appear first in list at top of page
- The second subsection on page 22.13 needs to be formatted consistently with the others
- Third section, 3rd bullet on page 22.13 should read, “If harassing phone calls *are received*, notify...”
- Third section, 6th bullet, second sentence on page 22.13 should read, “Neighbors can serve as an early warning system, allowing the victim time to escape...”

Under *Preventive measures*, 2nd bullet should read, “Try not to travel alone. If unavoidable, stay in public areas when possible.”

Chapter 22.3: Victims of Gang Violence

This and four other chapters in the NVAA Academy Text, included multiple or subchapters related to the same overall topic. Section 22.3 under the Special Topics chapter presents information on Victims of Gang Violence. Each of these subtopics of the chapter was rated individually and given a rating score. Using the rating criteria established for this review, this subchapter as a whole rated 1 or poor. The reviewer's comments are below.

Strengths

- Fair organization.

Weaknesses

- Inconsistent formatting.
- Bullets overused.
- Dramatic shifts in style, format, grammar, and syntax.
- Outdated statistics.

Recommendations

- Reduce use of bullets.
- Update statistics.
- Have edited by a technical writer/editor for format, grammar, style, and syntax.

Summary

The information contained in specific sections within the chapter is inconsistent. For example, formatting of headings and sub-headings in this chapter are not consistent with other chapters. Sections need to be written more concisely in general. For example, the *Gang Activity* section is unnecessary. This content should be included in the *Gang Violence* section. The bullet formatting style is overused. It would be best to present information in the narrative paragraph form especially in instances where there are only two or three minor issues listed. Some sections (i.e., law enforcement tactics, application of the SARA model, prevention) seem added as afterthoughts without tailoring to serving *victims* of gang-related crime. It would be better to have a shorter chapter with more relevant information. Also, examples would be a more helpful way to deliver some concepts like in the *Developing response options* section of *Community Response* (page 22.3-8) for example. Finally, the statistics used in this chapter are outdated. Is the content under *The Sociology of Gangs* section the latest thinking in this area?

Reviewers suggested many specific content changes within the chapter. These content changes are indicated below.

Under *Gang Characteristics*, the 2nd bullet is not a characteristic of gangs.

Under *Gang Activity* it would be helpful to have an explanation of why gangs see their behavior as legitimate.

The section on gangs in Indian country does not contain any significant content. It either needs to be expanded or deleted altogether.

Under *The Sociology of Gangs*

Item #1 about *A sense of recognition and power* should read, “For many adolescents, going along with the crowd is an important...”

Suggest rewording the title of *Strategies to Combat Gangs* rather than “target.” The point of this section is very unclear.

- How do the strategies bulleted here relate to the following content? Are they “old” strategies? A better explanation needed. (Bullets here are unnecessary.)
- The second paragraph (after bullets) says that incapacitation is not sufficient. Do the other three approaches work or not?
- What is over-labeling?
- DARE is listed as an effective response. Does research support this?

Under *Witness Intimidation*

- First paragraph is mis-ordered. Suggest: “Intimidation of witnesses is reported to be a serious problem in most metropolitan areas, and concern has been widely expressed regarding *the need for* victim and witness services *in this area* in gang violence cases.
- Bullets are unnecessary after the 2nd paragraph.
- Third paragraph, last sentence should read, “Innovative security *approaches*, however, are proving successful. Such *approaches* include:”
- Third bullet under that paragraph should read, “Use of community policing, vertical prosecution, and other strategies to reduce community-wide intimidation”

The section entitled *Community Response* would be more aptly named, *A Community Response Model*. Under *Developing response options* use of an example of how this model applies to the context of gang intervention would make it more relevant. As written, there is no connection to how this applies to the subject of the text.

If *Prevention* is going to be discussed it should be given a more thorough treatment. For example, why is only one *Prevention* program listed?

Under *Characteristics Unique to Victims and Witnesses of Gang Violence*

- The 4th and 5th bullets should be combined.
- Are the 2nd and 8th bullets saying the same thing? If not, how are they different?
- The term “issues relevant to” is overused. Suggest calling the *Issues Relevant to Hatred, Race, and Culture* section “*The Role of Hatred, Race, and Culture*”
- The 3rd bullet should be expanded to explain why there is a lack of sympathy and services.
- The 5th bullet needs a better explanation of why these victims have less access.

- Last bullet, delete quotation marks and re-order to read, “Victims who are recent immigrants... system, *as their perpetrators often* threaten to turn them into the INS. They also need specialized services that address differences in language *as well as* dialect. (Is this true? Do gang perpetrators threaten to turn immigrants in to the INS?)

Under the *Meeting the Needs of Victims of Gang Violence*

- It is not clear how the recommendation contained in each of these bullets differs from recommendations that would be made for services to all crime victims. Do these represent special needs for victims of gang violence? If so, what are they? Are these services currently being provided for other victims not sufficient for victims of gang violence? Why not? The problem that these recommendations are trying to address has not been clearly stated.
- Combine 2nd and 3rd paragraphs to read, “The OVC focus groups... *identified the need for* comprehensive, vertical gang assistance units that *are* user-friendly, with easily accessible services.” (delete sub heading) Units should be staffed by...”
- Last sentence of that paragraph should read, “Program staff and volunteers must have the ability to provide multi-lingual and dialect-specific service and support.”
- The 1st bullet needs to be explained in greater detail. What is the significance of not jeopardizing current or future criminal cases?
- The 1st bullet on p. 23.3-15 is unclear. Based on the description that follows, its title reflects increasing *access to services*, not “usage of the program.” Outreach is never going to get clients to *criminal justice-based* programs (this term should be used, rather than “court-based”) if no arrests are made. The last sentence would better read, “By coordinating outreach efforts with... and other *community-based victim service programs*, more victims of gang-related violence *can be made aware of...*”
- In the next bullet, training about resources should be provided to personnel anyway. If they need to be trained to assist victims who are illiterate, a separate point should be made to reflect this.
- In the following bullet, delete reference to multi-lingual services. This has been said.
- Content in the next-to-last bullet is mis-ordered. Suggest, “Victims and witnesses are often threatened or intimidated regarding their involvement in investigations and prosecutions, and maybe afraid to take advantage of witness protection assistance.” If this is true, something should be said about how this barrier is overcome. Simply coordinating with justice officials does not address this factor.

Under *Federal Initiatives* the term “street gang” is introduced and is not defined. How are street gangs different from other gangs? The bullets in this section are unnecessary. The third paragraph states that the statute requires certain things – for what? For enhanced penalties to take affect?

Under *Recommendations for the Department of Justice and Allied Federal Agencies*

- Is this the same report referenced on p. 22.3-12? The same title should be used each time it is mentioned, or the more formal title should appear first, not second.

- Have any of these recommendations been implemented? If so, might they be included as promising practices? If not, are they still relevant? Discussion of why they haven't been implemented is necessary here.
- #4 refers to Victim Services, Inc. (VSI), which has since changed its name (also referenced on page 22.3-17).
- #7 includes a justification for why the recommendation is needed (“who face serious threats...”) – this should be included for all recommendations or deleted here for consistency.
- #9 should refer to *a victim services component* rather than “needed services for victims of gang violence”.

Promising Practices section

- References made to “kids” seems too informal and is inconsistent with use of “children” or “youth,” as used in the rest of the text.
- Is Save Our Sons and Daughters (SOSAD) still operational?
- The description in the next bullet is awkward. Suggest rewording to read, “Another group...New York. Frances Davis who has lost each of her three sons to gunfire in the past eight years founded the program. Ms. Davis turned her pain into service by creating this nonprofit, volunteer organization in 1993.”
- Regarding the Khamisa Foundation: This description is missing an important element of the program, which is that together they deliver high impact presentations to youth in schools and community groups. The video has been produced so the tense needs to be changed.
- Mothers Against Violence in America (MAVIA) – Next to last sentence should read, “Intervention with... is *provided as* a tool for preventing...”

For the *Self-Examination*, suggest replacing question 3 with, “List three issues that are particularly important to victims of gang-related crime”

Chapter 22.4: Special Topics: Campus Crime and Victimization

This and four other chapters in the NVAA Academy Text, included multiple or subchapters related to the same overall topic. Section 4 under the Special Topics chapter presents information on Campus Crime and Victimization. Each of these subtopics of the chapter was rated individually and given a rating score. Using the rating criteria established for this review, this subchapter as a whole rated 3 or good. The reviewer's comments are below.

Strengths

- Very relevant content.

Weaknesses

- Definition of campus crime and example used found in the middle of the chapter rather than at the beginning, which is confusing to the reader.
- Exceptionally long quotation for this document (pages 22.4-11 thru 22.4-12).
- Cluttered *Promising Practices* section.
- Changes in verb tense and misplaced sentences.

Recommendations

- Reduce or summarize the long quotation in the *Reporting Campus Crime* section.
- Edit for sentence structure and verb usage.
- Employ a variety of instructional methods such as graphs, charts, anecdotes, or illustrations to increase readability.

Summary

This chapter contains very relevant data that could use a few revisions to enhance its readability. It would be helpful to have a definition for campus crime to put the reader in the proper mindset. In the section on *Federal Laws*, the author presents detailed information on the *Higher Education Amendments of 1998 or the Jeanne Clery Act*, but fails to provide background for this enactment. Other suggested improvements include adding sections to address:

- Enforcement of reporting requirements.
- Response of institutions to the initial reporting requirements and the response of other related organizations to increased reporting and lobbying efforts against reporting requirements or components of the reporting requirement.
- Weaknesses in the reporting requirements (major loopholes).

The Promising Practices section information is cluttered. One solution is to streamline the information by placing it into a table or a bulleted list to maintain consistency in formatting.

Chapter 22.5: Workplace Violence

This and four other chapters in the NVAA Academy Text, included multiple or subchapters related to the same overall topic. Section 22.5 under the Special Topics chapter presents information on Workplace Violence. Each of these subtopics of the chapter was rated individually and given a rating score. Using the rating criteria established for this review, this subchapter as a whole rated 3 or good. The reviewer's comments for the chapter are presented below.

Strengths

- The learning objective section provides a nice guide to the rest of the chapter.
- Writing is clear and concise.
- Easy to read.

Weaknesses

- Flow of ideas affected by lack of transition sentences between headings.
- No definition for “workplace violence” presented.
- Data presented uncritically as facts based upon limited data.
- Chapter based heavily on one document or old references.

Recommendations

- Include more transition sentences between headings.
- Expand and enhance research data to support facts.
- Update references and data sources.

Summary

This chapter rated well in the areas of organization, readability, and instructional value, however the content could be improved. The learning objectives provide a nice guide to the rest of the chapter. The flow of the document can be improved by adding transition sentences between headings. For example, there is no transition from the section on *Occupational Risks for Workplace Violence* to *Victim Impact and Emotional Consequences*.

It is not clear why the authors decided to focus on workplace violence in the areas of bank robbery, domestic violence, and workplace violence in correctional settings. Almost nine pages were devoted to these three areas. While it is reasonable to provide extra details about particular types of workplace violence, a justification should be provided. Also, it would be helpful if the authors presented a working definition for the term “workplace violence.” For example, do the authors consider any type of physical contact at work or verbal assaults to qualify as “workplace violence?”

Quite a bit of information is presented uncritically as facts based upon limited data. For example, the typology of workplace violence is presented as a well-established and proven typology. However, it is unclear to the reader how this typology was created or whether it was based on rigorous science. If this work is not based on rigorous research it could still be presented (just with a few caveats).

Similarly, the authors present a fairly uncritical review of the workplace violence literature. For example, it is true (as the authors suggest) that workplace violence exists (i.e., at least one case has occurred) in virtually *any* type of workplace and for *any* type of employee. However, the data show that some occupations have hardly any workplace violence and some have a lot. Also, workplace victims have certain characteristics (e.g., mostly white men). This is an important point and the authors could bring out the point that the data suggest that workplace violence is not democratic and some folks have a much higher likelihood of being victimized at work than others. It is somewhat misleading to suggest that workplace violence “can happen anywhere, anytime.” Of course, the distribution of workplace violence suggests that there are outliers that provide some support for the authors’ assertion that it “can happen anywhere, anytime.” However, it would be more fruitful to talk about the more common occurrences of workplace violence.

There are a number of correlates/risk factors that have emerged from the National Crime Victimization Survey (NCVS) data that could have been explored in more detail. There is little evidence of innovative thinking and this document accomplishes very little beyond what was covered in earlier version of this chapter published in 2000.

There are number of passages of text where there are no citations:

- Page 4, the authors state that Types I and II are the most prevalent incidents of workplace violence in the United States. It is a bit unclear which crimes would fall into these categories. A footnote providing a bit more detail and a citation where this could be checked would be helpful.
- Page 13, no citations are provided for the whole section *Common Reactions of Bank Robbery Victims*.
- Page 15, no citation was provided for the sentence, “ This is changing, as a growing number of employers recognize the serious impact of domestic violence on both their employees lives and their bottom lines.”

In general, most of the references used in this chapter are fairly old. There is not a single reference from the 21st century in this chapter. This chapter was based heavily on an earlier document published in 2000. Unfortunately, many of the references and subject matter have not been updated.

The *Statistical Overview* section needs some improvement. More statistics on the characteristics of the victims and context of workplace violence (e.g., socioeconomic status, history of experiencing non-workplace violence, use of weapons, more information on the type of employer, time of day of attack, and victim injuries, etc.) is needed here. It would have been helpful if the authors also set the context for this

material by offering comparisons of workplace violence to non-workplace violence. Also, it would be helpful for the authors to review some of the cost-benefit data on the costs of violence in the workplace. Aside from stating that the costs are tremendous, some actual dollar numbers in a table would provide the reader with some useful information.

The author provides six questions for the *Self-Examination* at the end of the chapter to test the reader's knowledge of the material. However, these questions do not really promote critical thinking. A question that asks the reader to relate the material from this chapter to their work might be more useful.

Overall, the material presented in the text is clearly related to the stated learning objectives. However, given the dated nature of material it interferes with the learning objectives. Also, there is a need for a concluding section that summarizes the key elements of this chapter. A lot of facts are presented in this chapter with very little critical interpretation of the material.

Chapter 22.6: Special Topics: Rural Victims

This and four other chapters in the NVAA Academy Text, included multiple or subchapters related to the same overall topic. Section 6 under the Special Topics chapter presents information on Rural Victims. Each of these subtopics of the chapter was rated individually and given a rating score. Using the rating criteria established for this review, this subchapter as a whole rated 4 or excellent. The reviewer's comments are below.

Strengths

- Clean and coherent format.
- Consistent and sensible layout.
- Good sequence of information.
- Easy to locate information.
- Well-chosen statistics.

Weaknesses

- Punctuation and grammatical errors.
- Exceptionally long quotation for this document (pages 22.6-4 thru 22.6-6).

Recommendations

- Reduce or summarize the long quotation in the *Institutions of Higher Learning* section.
- Improve sentence clarity to enhance readability.
- Improve word and verb choice.
- Edit for grammar and punctuation.
- Employ a variety of instructional methods such as graphs, charts, anecdotes, or illustrations.

Summary

This chapter contains good examples, good identification of gaps in and barriers to services and decent statistics. However, like some of the other chapters it is plagued with grammatical errors, passive verbs, awkward word choices and phrasing throughout, which impede readability. A good editor and the inclusion of graphics may help present this data better.

Chapter 22.7: International Issues in Victim Assistance

This and four other chapters in the NVAA Academy Text, included multiple or subchapters related to the same overall topic. Section 22.7 under the Special Topics chapter presents information on International Issues in Victim Assistance. Each of these subtopics of the chapter was rated individually and given a rating score. Using the rating criteria established for this review, this subchapter as a whole rated 3 or good. The reviewer's comments are below.

Strengths

- Writing is clear and concise.
- Consistent layout, which helps with readability.
- Balanced approach to presenting culturally relevant data.

Weaknesses

- Flow of ideas affected by lack of transition sentences between headings.
- Chapter relies on outdated references.

Recommendations

- Include more transition sentences between headings.
- Combine some headings.
- Update references and data sources.
- Coordinate with authors of other chapters on a similar topic or refer to those chapters with a similar subject matter.

Summary

This chapter rated well in the areas of readability, and instructional value, however the organization and content could be improved. Similar to another topic in the Special Topics section, the flow of the document can be improved by adding transition sentences between headings. For example, there is no transition from the section on *International Crime Victims and Response Issues* to *International Cooperation and Information Sharing*. The section on *International Cooperation and Information Sharing* just seems to appear out of nowhere. It is only one paragraph and could be part of a concluding section, which does not currently exist.

The information in this chapter is not as easy to locate because the chapter needs a better roadmap to guide the reader through the different sections. One possibility is to align the section on *Learning Objectives* more closely with the major headings or to add another paragraph that alerts the reader to the major headings. There are eleven main headings and some of these could be combined. For example:

- The headings *United Nations Initiatives To Address Victimization* could be combined with the section entitled, *Recent United Nations Initiatives To Address*

International Victimization. The section *Recent United Nations Initiatives to Address International Victimization* repeats material from the other section in the first paragraph.

- The section *World Society For Victimology* is only two paragraphs that might be included under the *United Nations Initiatives to Address Victimization* heading if that heading were modified to *United Nations and Other International Organizations Initiatives to Address Victimization*.

Changes such as these should add balance and more symmetry to the presentation of the chapter.

In terms of readability, it would be helpful for there to be an introductory sentence or two before the *Annex* material in the section on *Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power*. Some of the material from page 22.7-3 on this declaration could be condensed into a very brief introduction. On page 22.7-2, it would be helpful if the author explained, perhaps in a footnote, a little more about this study by the World Congress Against the Commercial Exploitation of Children. Was using this study based on official police data or surveys of some vulnerable population? The International Crime Victimization Survey is very strong methodologically. The author provides significantly more detail on the International Crime Victimization Survey and there should be some balance across these two studies. For the interested student, it would help if there were a full citation for the two resources: "Handbook on Justice for Victims," designed to assist practitioners in developing comprehensive victim services; and "Guide for Policymakers," designed to educate policymakers about the United Nations Declaration.

There did not appear to be any factual errors in the chapter, however, a number of passages concerning the activity of OVC has no citations (e.g., the section on Pan Am 103). Perhaps the author is aware of this information through direct involvement. If that is the case, then that should be acknowledged early in the chapter. In general, most of the references used in this chapter are fairly old. This chapter was based heavily on two earlier documents published in 1998 and 2000. Unfortunately, many of the references and subject matter have not been updated.

- Page 22.7-4: Makes reference to the creation of a permanent international criminal court being close to reality. The author might want to provide an update on the Rome Statute of the International Criminal Court (ICC). The Statute outlining the creation of the court was adopted at an international conference in Rome on July 17, 1998. By Dec. 31, 2000, 139 states signed the treaty. On April 11, 2002, the ICC became a reality when it was ratified, allowing the court to take the next step and "enter into force." The treaty actually "entered into force" and the ICC's jurisdiction commenced on July 1, 2002. On September 3, the court's historic first Assembly of States Parties—the ICC's governing body—convened at United Nations Headquarters in New York. The court's Advance Team is already at work in The Hague creating the technical and administrative infrastructure that the court will need to open in 2003. As of September 19, 2002, 81 countries have ratified it.

- Page 22.7-6: “The Secretary General is to report his findings to the Commission at its next meeting in 2001.” What happened? The reader is left hanging wanting to know more about the Secretary General’s findings.
- Page 22.7-8: Reference is made to an OVC award to the National Organization for Victim Assistance (NOVA) for a two-year grant to develop a plan that would identify more effective services to foreign travelers victimized in the US. This grant is mentioned in the 2000 version of this paper. Are there now products or a final report from this grant? Instead of only discussing the goals of this project it would be helpful to discuss progress to date on this grant, if possible.
- Page 22.7-14: The author makes reference to activities that occurred after the World Congress Against Commercial Sexual Exploitation of 1996. No reference is made to the World Congress Against Commercial Sexual Exploitation that took place December 17-19, 2001 in Yokohama, Japan.
- Page 22.7-13: The issue of international trafficking is discussed along with examples of Federal initiatives to examine ways to address this problem. However, one example is from 1997 (OVC funded the Filipino American Service Group, Inc.), another from 1998 (OVC focus group), and another OVC project with the Department of Justice Worker Exploitation Task Force (where a video was supposed to be completed in August 1999). These are all old examples there are newer examples that could be provided.
- Page 22.7-14: A number of statistics on this page from 1996 and 1990 could be updated. Each year, an estimated one million children enter the multibillion-dollar illegal sex market (World Congress Against Commercial Sexual Exploitation 1996). It is estimated that each year in the United States more than 350,000 children are abducted by a parent (Finkelhor, Hotaling, and Sedlak 1990).

The section *Statistical Overview* needs improvement. Only a small number of statistics are presented and it is not clear why this particular group of statistics was chosen. Given what was presented in this overview, the reader should be told that it important to understand the underlying crime rates if one is to effectively provide assistance to victims. However, even if that were the author’s unstated goal, the author’s selection is still not helpful. For example, an overview of crime rates might contain statistics for a few countries or regions of the world on the total number of victims and crimes per 1,000 in the population for a few key offense types (to give the reader an idea of the magnitude of the problem), some basic demographic characteristics of the victims and offenders, reporting of victimization to the police and some recent trends in victimization. Given the title of the chapter it would have been helpful to see a few more statistics comparing victim assistance in at least a few different countries.

Under the *International Terrorism and Crisis Response* section in this chapter, the author should cite the September 11, 2001 terrorist attacks. Another alternative to ensure that this topic is adequately covered would be to refer the reader to subchapter 22.9 on *Terrorism and Victim Assistance Issues*. Quite a number of the victims that were injured or killed in the twin towers were citizens from other countries. It would be useful if the author could comment on the services that were provided to the injured victims or

families of those killed. Most students are probably going to want at least some information on the international aspect of the 9/11 attacks. Overall, the material presented is applicable to the subject matter. However, there is a paragraph on the USS Cole under *Assistance to Families of Pan Am 103 Victims* that appears misplaced. It is indented with the rest of the detailed material on Pan Am 103.

The material presented in the text is clearly related to the stated learning objectives. However, given the dated nature of material it interferes with the learning objectives. Also, there is a need for a concluding section that summarizes the key elements of this chapter and poses some questions about the future of this field. The author provides five questions at the end of the chapter that could be used to test the reader's knowledge of the material. However, these questions do not really promote critical thinking. A question that asks the reader to relate the material from this chapter to their work might be more useful. Finally, the authors' examples are generally multicultural (e.g., discussing a Japanese student, Americans victimized in Amsterdam, and Middle Easterners). The topic of "international" issues in victim assistance lends itself towards a review of a variety of problems across the globe. Overall, the author presents a balanced approach, without focusing on any particular groups problems.

Chapter 22.8: Funding for Victim Services

This and four other chapters in the NVAA Academy Text, included multiple or subchapters related to the same overall topic. Section 22.8 under the Special Topics chapter presents information on Funding for Victim Services. Each of these subtopics of the chapter was rated individually and given a rating score. Using the rating criteria established for this review, this subchapter as a whole rated 2 or fair. The reviewer's comments are below.

Strengths

- Good instructional value.

Weaknesses

- Language unclear due to inconsistent voice and tone.
- Bullets overused.
- Dramatic shifts in style, format, grammar, and syntax.
- *Promising Practices* section formatted differently than most of the overall Text.
- Outdated statistics.
- Overuse of phrase "relevant to."

Recommendations

- Reduce use of bullets.
- Update statistics.
- Edit for format, grammar, style, and syntax.
- Reorganize chapter.
- Reduce use of phrase "relevant to."

Summary

It appears that several different authors wrote this chapter. There are dramatic shifts in style, format, grammar, syntax, which are all very distracting to the reader. The bullet formatting style is overused. It would be best to present information in the narrative paragraph form especially in instances where there are only two or three minor issues listed.

The information contained in specific sections within the chapter is inconsistent. Synthesizing and combining certain sections or paragraphs of information would improve this chapter. For example, rather than going into detail about the barriers and challenges, this information can be incorporated into one of the fundamental concepts.

The statistics used in this chapter are outdated. For example, are the initiatives listed in the Byrne section still current? Suggest that all citations be checked to see whether updated information is available.

Reviewers suggested many specific content changes within the chapter. These content changes are indicated below.

Suggest a re-organization of this chapter as noted below:

- Fundamental Concepts of Fund-Raising (suggest combining challenges section with this one, see content changes below)
- Critical Elements of Fund-Raising
- Identifying Corporate, Foundation, and Other Grant Funding Sources
- Grant Writing
- Cause-related Marketing (suggest renaming *Private Sector Partnerships*, see below)
- Fund-Raising on the Internet (suggest expanding beyond grant seeking)
- Increasing FR Skills of providers
- Promising Practices.

Suggest re-ordering the *Fundamental Concepts of Fund-Raising* section:

- If you don't ask, you won't receive
- Solicitation for financial support viewed as partnership
- Personal relationships
- The visibility of an organization is one of its best assets
- It takes time and persistence to succeed in fund-raising
- Constant evaluation
- Fund-Raising is not an island
- Fund-Raising is a program and a process
- All staff should be involved
- Fund-Raising can be fun.

Suggest deleting “major sources of federal funding for programs (it is included in another section) and re-ordering them:

- Fundamental concepts of fundraising (delete challenges, see content comments above)
- Critical elements of Fund-Raising
- Identifying government, corporate, foundation, and *other* grant funding sources
- Nuts and Bolts of grant writing
- Cause-related marketing
- Fundraising (not just grant seeking) on the Internet
- Increasing FR skills
- Promising practices.

Critical Elements for Fund-Raising might be more aptly titled “Building Blocks for Proposals or Building Blocks for Resource Development.”

Under *Introduction*

- Suggest sentence read this way in the first paragraph, “The allocation of LEAA... governmental support *of these programs.*”
- Use *local* instead of “community” level funding.

- “A pattern of multiple ... *has since been established.*” It reflects the fact that no single... today.” (deleted section is redundant)

Suggest moving pages 22.8-2 through 22.8-5 to the *Identifying Corporate, Foundation, and Other Grant Funding Sources Section*

- All statistical information in this section needs to be updated (amounts granted in certain fiscal years – latest reference is 1999 and more recent figures are available).
- All sources in this section need to list contact information for consistency.

Under *US Department of Justice Funding Opportunities* something needs to be said about the fact that these funds support the largest percentage of programming of any source.

Under *Victims of Crime Act (VOCA) Funding*

- Suggest deleting the sentence “VOCA funds have been used to support...1999.” It is irrelevant.
- The second paragraph references the average program budget, which makes the reader wonder what the average budget is?
- The third paragraph is not about VOCA, and should be moved to its own section or under Family Violence Prevention and Services Act (FVPSA).

Under *Violence Against Women Act (VAWA)*

- VAWGO is now the Office of Violence Against Women.
- Using the language “as described by the VAWA web page” leads the reader to wonder if this information is not endorsed by the text.
- Inserting the entire web page gives too much information and is distracting because of change of tense, voice, etc. Suggest synopsising this information instead.

Might be helpful to say that Prevent Health and Health Services Block Grant (PHBG) funds are usually used by states to support statewide sexual assault coalitions.

Suggest combining Children’s Justice Act (CJA) and CJA Tribal Grant Program and listing both under the VOCA section.

The introductory paragraph under the *Grant Writing* section is too specific. Suggest a general discussion of the importance of grants in funding victim services. Also, describe what an RFP is, as well as letters of intent and bidders conferences.

Delete the *Developing a Team Approach to Grant Writing* section. This information is redundant.

The points made under *Positioning an Agency* would better fit under the relevant grant proposal components that follow. Suggest deleting this section and including the information there.

The *Gathering Background Information* section is unnecessary.

Under *Core Components of a Grant Proposal*

- Cover page suggested change: “Current software *can be used to format...*”
- Table of Contents suggested change: “all major titles and sub-titles *of components of a proposal...*”
- Readers are told that both the table of contents and executive summary should be done last. Clarification is necessary here.
- Background and/or statement of need suggested change: “This section should justify the reason(s) a project is needed and should offer *a rational argument* that positive change...”
- Project description should be written in one paragraph. Bullets are unnecessary.
- Literature review suggested change: “Each objective *should describe in detail...*”
- Time/task/deliverable/responsibility plan – the example does not give examples of tasks. It should probably be pointed out that Request for Proposals (RFPs) may or may not require tasks or deliverables or some combination.
- Organizational capabilities – is the list on page 22.8-17 a subset of “program activities?” This is not clear and the list needs to be bulleted. The capabilities statement should also include the size of grants an agency has managed or administered.
- Budget – Suggest re-ordering this section: “Most RFPs require that budgets be organized in major categories. Generally, these categories include:
 - Personnel (include salary and benefits)
 - Supplies and Operating (include communications, printing, office supplies, rent equipment and room rental)
 - Travel (mileage, airfare, per diem, hotel)
 - Contracts (consultant fees, subcontracts).Suggest discussing the issue of overhead, since most funders will not pay a flat percent and these operating costs have to be apportioned into program expenses and covered in major budget categories (Percent of agency admin staff, supervision, rent, etc.).
- Appendices suggested change: the third bullet should read, “*Organization's audited financial statements.*”
- Suggest 4th bullet read “Letters of reference or support *and/or memoranda of understanding with allied organizations.*”

The *Packaging the Proposal* section should be included in the earlier grant requirements section on page 22.8-10.

Suggest expanding the *Grant Seeking on the Internet* section to include *Fund-Raising on the Internet*. There are many other ways the Internet is now used by victim service agencies in this capacity, including donor solicitation for cash, volunteers, and goods (i.e., agency “wish lists”). The abridged article should be summarized and cited. There is too much information here that is not relevant, and again, the switch in tense, voice, etc., is distracting.

Using Search Engines for Resource Development section should be included with the new *Grant Seeking on the Internet* section suggested above.

Cause Related Marketing

- The references throughout are to corporations, but businesses need to be included also. It is far more likely that a victim service agency will partner with a small, local business and produce an event or campaign together than it is that such an agency will partner with a large national corporation.
- Suggest expanding the second paragraph to read, “With cause-related marketing...to develop *an event, product, or plan of action. Some examples include:*”
- The section on “benefits” seems out of order. Would suggest synopsising this information, and adding it (deleting the heading) to the introduction section after the first paragraph in narrative form rather than bulleted lists.
- In this section it is also important to discuss that in order for partnerships to be successful, they have to be relevant to the business or corporation (i.e., the owner of Ryka Rose supporting the cause of violence against women as a survivor, or a women’s sports store supporting a women’s race to benefit a sexual assault program, etc.) and within the ethical boundaries established by an organization (see below).
- The examples need to be updated. The Liz Claiborne campaign has not run for several years. The Dade County example is not dated. Ryka Rose is no longer in business. More current examples might include the work done by the Family Violence Prevention Fund, projects sponsored by the Ad Council of America, or the recent domestic violence campaign run by Phillip Morris. (This might provide for an interesting discussion of ethics since Phillip Morris was criticized for spending more money on advertising than on the campaign itself. Also, many victim service agencies have ethics statements about whom they can and can not solicit or accept contributions).

Increasing the Fund-Raising Skills of Victim Service Professionals

- The sentence before the list (which should be bulleted) is redundant and should be deleted.
- In the 2nd bullet, it bears saying that relationships with the media are important to get coverage of an agency’s services and events.
- The concept of volunteering in civic organizations (3rd bullet) is not a culturally universal concept. Saying the “best way to do this is to volunteer” is limiting. Volunteering is one way, but others should be referenced also, (i.e., establishing inter-agency partnerships with other or civic organizations).
- The last bullet is awkward. Suggest: Consider asking... to help *the agency* duplicate such a campaign and to provide *technical assistance* on time... to launch *such a campaign.*”

Under *Identifying Corporate, Foundation, and Grant Funding Sources* there seems to be an *and* missing in the second paragraph: “Fund-Raising resource center *and* monthly and quarterly publications...”

Promising Practices

- The information provided on the Jacksonville victim service center is too detailed and long. A victim service center is also located in Denver, CO, and the city of Houston provided city funding for services (although not in this “center” format) as well. Suggest discussing this concept more broadly using these and other examples with contact information so readers can investigate further if they wish.
- Is the 3rd item (CA DOC) current? 1994 is the example given, which is too outdated.
- The 4th item should be expanded to include other businesses, like local grocery and retail stores, and chains who also sponsor these events. Public service information is also a component of these events.
- The 5th and 6th items need examples to be called promising practices.
- Suggest removing the last item (it is a proprietary company and while payment for the service benefits victims, it was a strategy developed to get jurisdictions to purchase the service).

Self-Examination

Delete first question and re-order:

- Name 4 critical elements of Fund-Raising.
- Pick one of the 16 components of a grant and briefly describe it.
- Describe 3 fun-raising events that could be initiated in your community to increase funding for victim assistance programs and services.

Chapter 22.9: Terrorism and Victim Assistance Issues

This and four other chapters in the NVAA Academy Text, included multiple or subchapters related to the same overall topic. Section 9 under the Special Topics chapter presents information on Terrorism and Victim Assistance Issues. Each of these subtopics of the chapter was rated individually and given a rating score. Using the rating criteria established for this review, this subchapter rated a 2 or fair. The reviewer's comments are below.

Strengths

- Media section is very good.

Weaknesses

- Formatting and organization detracts from readability.
- Some sections are too detailed and others provide not enough detail.
- Use of culturally inclusive terms necessary (e.g., firemen vs. firefighter).
- Reference section missing.

Recommendations

- Improve formatting and organization to enhance readability.
- Provide more balance in coverage of sections like *Legislation and Compensation* and information regarding the 9/11 attacks.
- Create a reference section.

Summary

This chapter was given to students on site when they arrived at the Academy as a Text Supplement. It is timely given the events of September 11, 2001. However, more balance is needed in the coverage of the 9/11 attacks and other terrorist acts. This chapter rated fair, but was greatly affected by formatting and organization, which reduced readability. It was unclear why a separate section on the *Use of Biological and Chemical Weapons to Terrorize* was used. There were no distinct sections on bombings or kidnappings, for example. The *Legislation and Compensation* section should be moved further back in the document and the *Impact of Terrorism* and related sections moved further forward.

Following are more detailed examples of necessary improvements:

- Definitions for domestic and international terrorism need to be more concise. They are duplicative as written.
- On page 22.9-3, the author states that mass violence will not be addressed in the chapter. It would be helpful to direct the reader to where this concept is addressed in the chapter or other chapters if it is addressed in the Text at all.
- On page 22.9-4 of the *History and Background* section appears a bulleted list that includes a reference to the Unabomber. This reference should be accompanied by an

explanation of who the Unabomber was and what he did. Other references are described in some detail.

- The *Legislation and Compensation* section is too detailed. Suggest removing all bullets on page 22.9-6 and the section on the *United Nations World Anti-Terrorism Laws*.
- It would be helpful if the section on *Faith-Based Community and Terrorism* included a discussion of why victims turn to faith leaders, especially in terrorist attacks.
- There is a reference to "firemen" on page 22.9-19, rather than "firefighters."

As time passes, the section on the 9/11 response may be too detailed in terms of the financial remunerations made to victims. It would be helpful to include information on what the victim services response entailed. The sections on page 22.9-12 about 9/11 financial remunerations need to agree with other examples, which are written about in the past tense. It would be helpful to include information on individual versus community impact since Question 2 of the Self-Examination refers to both. As suggested for other chapters in this Text, a good review and editing of this chapter would help improve the overall information and format and organization. It would also be helpful to include a list of references in the event that students would like to seek further information on the topic.