

## Action Plan for Enhancing Student Performance on Learning Objectives

### Action Description

All targets will increase during the next cycle. For the first learning objective ("Students in the MSVSM Program will be able to demonstrate an understanding of evidence-based practices in victim service delivery with an emphasis on the benefits of trauma-informed care"), students will continue to be assigned a separate score for each of the following assessment categories: 1.) services meeting HHSC minimum standards; and 2.) programming maximizing: a.) client safety, b.) choice, and c.) control. A score of "0" will remain indicative of the student's neglect to incorporate the information; a "1" will reflect an unsatisfactory attempt to integrate the criterion; and a "2" will represent satisfactory performance on the assessment indicator. To achieve a "satisfactory" rating, the student will be required to appropriately synthesize and apply learning material. The target for item #1 will increase to 95%. (In other words, 95% of students will be expected to design shelter programs meeting HHSC minimum service standards). The target for item #2 will increase to 75%. (In other words, 75% of students will be expected to design shelter programs characterized as "trauma-informed"). The target for the second learning objective will similarly increase: For the purposes of writing grants, 85% of students will be expected to successfully identify at least one hypothetical outcome that is measurable, attainable, and directly attributable to the program services.

To enhance student performances, assignment instructions will be revised to include both examples and learning objectives. Furthermore, to enable students to better distinguish between outputs and outcomes, more concerted instructional emphasis will be dedicated to this area.


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**The Master of Science in Victim Services Management Program will provide online student-practitioners with the skills required to effectively manage victim service organizations.**

### Goal Description

The Master of Science in Victim Services Management Program will remain a leader in providing high quality instruction to students in the field of victim services. The program is committed to providing professionals in the industry with a range of marketable skills. Such skills include, but are not limited to: 1.) grant-writing; 2.) leadership/management; and 3.) program evaluation.


### Related Items/Elements

 **Students in the MSVSM Program will be able to identify meaningful outcomes for the purpose of writing grants**

### Learning Objective Description

In recent years, victim service organizations have become increasingly outcome-driven. According to Voth (2013) "An outcome-focused organization uses quality measures to assure evidence-based, comprehensive, and efficient services that are victim-centered and victim-driven" (<http://www.socialsolutions.com>.) Grantors are likewise concerned with outcomes when evaluating programs' success. For these reasons, students in the MSVSM Program should be able to identify (and understand the significance of tracking)

**meaningful program outcomes.**

 **Students in the MSVSM Program will be able to identify meaningful outcomes for the purpose of writing grants as reflected in a mock application for foundation funding.**

**Indicator Description**

In CRIJ 5385 (Non-Profit Management and Grant-Writing), students are tasked with developing funding proposals for a mock family violence program. As partial fulfillment of the course requirements, students must submit a proposal in response to a fictitious solicitation for a foundation grant. For the purposes of the assignment, students are required to expand their hypothetical shelter programs to include a children's play therapy project. As previously noted, victim services grants have become increasingly outcome-driven. According to the textbook assigned for the course, outcomes are measurable goals. Short-term outcomes are attainable, or able to be measured within the service period (ex. the length of a client's shelter stay, etc.). Examples of initial outcomes include: 1.) increased feelings of safety or 2.) Increased knowledge of available options.

As the attached rubric reflects, students will be assigned a separate score for each of the following assessment categories: 1.) the ability to identify at least one outcome that is measurable (ex. "measurable" would suggest that the outcome is able to be operationalized and counted); 2.) the ability to identify at least one outcome that is attainable (ex. "attainable" outcomes are able to be achieved within the service period.); and 3.) the ability to identify at least one outcome that is directly attributable to the program services. A score of "0" would be indicative of the student's neglect to incorporate the information; a "1" would reflect an unsatisfactory attempt to integrate the criterion; and a "2" would represent satisfactory performance on the assessment indicator. To achieve a "satisfactory" rating, the student would be required to synthesize and apply learning material (see attached rubric).

**Assessment Criteria For VSM Learning Objective #2****Criterion Description**

Given the concerted textbook emphasis on outcome management in victim services, it is expected that at least 70% of students will identify at least one hypothetical outcome that is attainable, measurable, and directly attributable to the program services. Since this is a new learning objective, we believe that a 70% (baseline) target is reasonable.

**Findings Description**

In the spring of 2017, 32 students enrolled in the CRIJ 5385 (Non-Profit Management and Grant-Writing) course. Of those, 26 (or 81%) were able to identify at least one outcome that was measurable, attainable, and directly attributable to the services. Five students (or 16%) were deficient in this area. Of the students who received a "1," most confused outcomes with outputs. Finally, one student received a "0" for neglecting to complete this portion of the assignment. While the students met the 70% target, the findings still support the need for additional focus on this objective, specifically with respect to the

difference between outputs and outcomes.

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## Update to Previous Cycle's Plan for Continuous Improvement

### Previous Cycle's Plan For Continuous Improvement (Do Not Modify)

In 2014, the faculty teaching in the VSM Program began developing courses that are National Advocate Credentialing Program (NACP) approved. The NACP is a voluntary credentialing option for victim advocates. We currently offer a single course that is NACP "pre-approved" (CRIJ 5366 Advocacy and Case Management.) In addition to receiving credit toward the MSVSM degree, students successfully completing the course may apply for a provisional advocate credential. This is an entry-level certificate; prior experience is not required. CRIJ 5366 is the only NACP "Series A" course in the state of Texas. During the current assessment cycle, three additional courses (CRIJ 5383 Family Violence, CRIJ 5384 Child Abuse and Neglect, and CRIJ 5370 Elder Abuse) were designed according to NACP continuing education ("Series B") requirements. Per the Committee, it would be logical to develop additional courses with advanced ("Series C") credentialing in mind. Other NACP specialty topics include: drunk driving, sexual violence, and homicide. By offering additional electives focusing on these specialty topic areas, we can provide opportunities for student-practitioners to acquire more certifications.