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Measures of Performance and Effectiveness for the Marine Corps' Sexual Assault Prevention Programs

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Preface

The U.S. Marine Corps is interested in evaluating the effectiveness of its sexual assault prevention programs, motivated by a commitment to establishing and incorporating evidence-based practices. The Marine Corps asked RAND's National Defense Research Institute to assist with its efforts and, in particular, to identify and/or develop measures of effectiveness (MOEs) and measures of performance (MOPs) for assessing the Marine Corps' programs. RAND researchers used a logic model framework for conducting the analysis—an approach that will help the Marine Corps map program inputs to desired outcomes and measure changes over time.

This report contains the results of RAND's efforts. Specifically, the report presents logic models for the U.S. Marine Corps' sexual assault prevention annual trainings, leadership courses, and social media efforts and identifies MOPs and MOEs for each component of the logic models. Collectively, these measures serve as an item pool from which to select measures for use in future evaluations. As background, we also review current measures being used for evaluation of sexual assault prevention training in the military and civilian arenas and existing data sources available to the Marine Corps that include variables relevant to an evaluation of sexual assault prevention programming. The report concludes with considerations for developing an evaluation of the Marine Corps Sexual Assault Prevention and Response office's prevention programming and recommendations to make best use of the measures.

This research was contracted by the U.S. Marine Corps Operations Analysis Directorate on behalf of the sponsor, the Marine and Family Programs Division, and conducted within the Forces and Resources Policy Center of the RAND National Defense Research Institute, a federally funded research and development center sponsored by the Office of the Secretary of Defense, the Joint Staff, the Unified Combatant Commands, the Navy, the Marine Corps, the defense agencies, and the defense Intelligence Community.

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Summary

As part of U.S. Department of Defense (DoD) efforts to prevent sexual assault in the military, each of the service branches conducts sexual assault prevention training. In recent years, the Office of the Secretary of Defense has focused increased attention on the effectiveness of these training programs. Do service members understand what constitutes sexual assault? Do they understand what responsibilities they have and how to intervene should they be in the position to do so? Do they know how to report an assault should they become a victim? These and more topics are covered in the training programs offered. But are the programs effective?

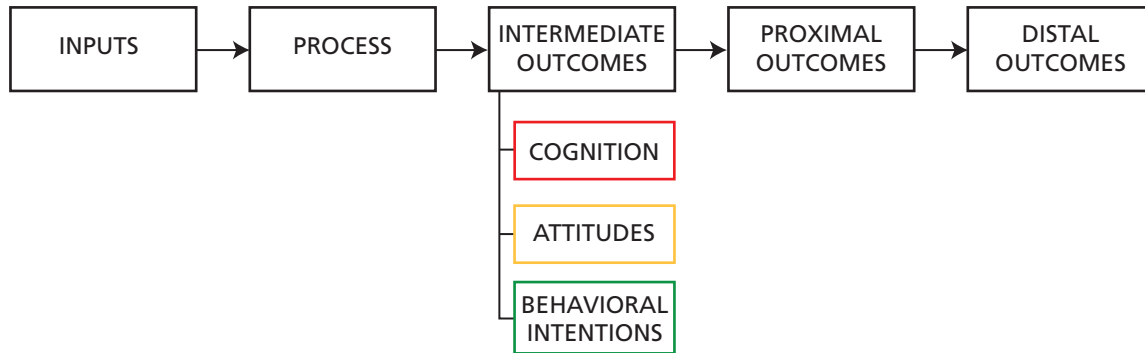
Motivated by a commitment to establishing and incorporating evidence-based practices, the U.S. Marine Corps' Operations Analysis Directorate contracted with the RAND Corporation on behalf of the Marine and Family Programs Division to identify and develop measures of performance (MOPs) and measures of effectiveness (MOEs) within a framework for assessing Marine Corps Sexual Assault Prevention and Response (SAPR) programs. To conduct this assessment, we evaluated current practices in MOPs and MOEs; identified relevant data sources from DoD, the Marine Corps, and Headquarters Marine Corps' Sexual Assault and Prevention office (HQMC SAPR); developed logic models to document the prevention program processes and intended outcomes; and, in collaboration with a panel of experts, recommended program measures and plans for assessment. This report describes in detail the methodology used to identify appropriate measures and the pool of measures that resulted from this work.

Developing Evaluation Measures

To provide structure for the selection of measures, we developed logic models for each broad category of SAPR training programs: annual training, leadership courses, and social media training. Logic models are graphical depictions of program activities and their expected effects on behavioral outcomes. Figure S.1 illustrates the typical components of a generic logic model, which includes inputs, process, intermediate outcomes, proximal outcomes, and distal outcomes.

Inputs refer to the content of the program, such as the concept of operations, program materials, and congressional and DoD requirements. *Process* components describe the way in which the program is implemented and the quality of that implementation. In annual sexual assault prevention training, process components include attendance, the qualifications of the presenter delivering the training, and SAPR-external support. MOPs are selected to assess process components of a logic model. Among the outcomes, which are assessed using MOEs, *distal outcomes* are the most important goals of the program and, often, the easier to name.

Figure S.1
Generic Logic Model



RAND RR2220-S.1

The ultimate goals of sexual assault prevention training are to reduce the percentage of Marines sexually assaulted each year and increase the percentage of sexual assault victims who file an official report. However, these critical outcomes usually reside in the distant future, making them difficult to measure. Moreover, because these ultimate goals are far removed from the present, they are often not the outcomes the program materials and processes directly seek to change. Instead, many prevention and treatment programs seek to directly change a behavior that will ultimately influence distal outcomes—referred to as *proximal outcomes*. For annual sexual assault prevention training, these include behaviors such as intervening to prevent a sexual assault, seeking consent prior to sexual encounters, reporting sexual assaults that do occur, and supporting victims of sexual assault. Proximal outcomes unique to leadership training include, for example, following the sexual assault response protocol or supporting SAPR.

As a step toward changing these behaviors, *intermediate outcomes* aim to influence cognition, attitudes, and behavioral intentions. Examples of cognition and attitude outcomes include Marines knowing the definition of sexual assault, understanding that hazing can be sexual assault, believing that reporting of sexual assault is good, and believing that sexual assault is incompatible with Marine Corps values. Behavioral intention outcomes include indicators such as willingness to intervene to stop sexual assault or to seek affirmative consent. Leadership training would include knowledge Marine Corps leaders need in the conduct of their duties, such as the leadership role in retaliation response and prevention, sexual assault reporting options, or victim response.

For each component of the logic model developed for the specific training program, we identified appropriate evaluation measures in collaboration with a panel of external experts in sexual assault prevention and implementation science. Measures were drawn from three primary sources:

- *Measures based on existing data sources* available to evaluate military sexual assault prevention, such as items included in the DoD Workplace and Gender Relations Survey. In this case, HQMC SAPR may choose to use the data collected via previously fielded surveys or to collect its own data by using the items in its own evaluations.

- *Well-suited items or scales available in the published literature.* These items would require data collection and, in many cases, required modification to improve fit with Marine Corps programs.
- *Development of a new measure* where no existing measures existed.

In identifying measures, we gave priority to existing data sources and items in the published literature. But the unique nature of sexual assault prevention training in the military meant that relatively few existing measures aligned well with the content or goals of the Marine Corps SAPR programs. As a result, RAND researchers with expertise in survey development and sexual assault prevention evaluation worked together to develop candidate items tailored to Marine Corps programs. These RAND-developed items are measures that have completed the initial phase of item development; the items should undergo cognitive pretesting to identify and remedy any interpretation problems.

Using this approach, we developed a tailored pool of MOPs and MOEs for each of the three training programs. Items in the pool include the specific item wording, response options, the source of the item, and the population to which the measure applies. From these item pools, questions can be drawn that match the needs of a given evaluation survey. Chapters Four, Five, and Six detail how we applied this process to the logic models for annual training, leadership courses, and social media training, respectively. The complete item pools are contained in appendixes.

Considerations for Implementation

Before MOPs and MOEs can be used to evaluate Marine Corps SAPR efforts, HQMC SAPR staff will need to make decisions about the style and design of an evaluation that will best meet their needs. Considerations for developing an evaluation include the following:

Evaluation Design and Questions

Evaluation designs vary and answer different types of questions at different stages of program development and implementation. Each evaluation design has advantages, disadvantages, costs, and needed expertise. Evaluation types include the following:

- “Formative” evaluations are used to determine whether new prevention efforts are feasible, appropriate, and acceptable. The goal of these activities is to modify the material, often iteratively, until the program developers and evaluators are satisfied that the new material matches the intended content and can be implemented well. When a program has an explicit logic model, a formative evaluation can include a review of the training material to confirm that the curriculum includes content tied to each hypothesized outcome.
- “Process” or “implementation” evaluation is used to determine the extent to which the program is delivered as intended in terms of coverage, frequency, content, and reach. The selected measures would assess process components of the logic model and can be qualitative or quantitative. The evaluation is largely descriptive and used to inform changes and improvements in implementation.

- “Outcome” evaluations employ a variety of designs and are used to determine whether the activities are related to the desired outcomes. These measures assess intermediate, proximal, and distal outcomes in the logic model, and they are usually quantitative.
- Continuous quality improvement is an evaluation approach used internally by programs seeking to monitor and gradually improve programming (Hunter et al., 2015). Assessments are included in routine and ongoing monitoring of both processes (e.g., attendance, satisfaction) and outcomes (e.g., attitudes, knowledge), with the goal of using the information to guide continuous refinements and revisions to the program over time.

Potential Respondents

SAPR's annual sexual assault prevention trainings have a number of key stakeholders from whom information can be collected. The Marines who attend the programs are perhaps the most critical group, as they can tell evaluators how well they engaged with the program and can also provide the data by which to evaluate whether they learned key information and changed their attitudes or behavioral intentions after attending the program. Other important groups are the trainers and supervisors who administer the programming; they can provide judgments about the quality of their preparation to administer the trainings and fidelity when delivering the trainings. External observers can also help HQMC SAPR evaluate programming.

Number of Respondents

The number of respondents to be included in an evaluation also varies based on the type of evaluation. For formative and process evaluations, a small number of participants is often adequate. For outcome evaluation and quality improvement, the ideal number is the minimum necessary to answer the evaluation question. Evaluators use power analyses, a type of statistical analysis, to determine the number of study participants they will need. However, for some outcome studies, such as cases where completing a survey directly benefits the respondents, evaluators should consider a larger sample size than statistical analysis should suggest. For SAPR, this could be the case if data collection assessing the knowledge domain serves to cement learning.

Timing of Evaluation Administration

The timing of an evaluation could be associated with the training and given before and after. For example, first-time trainees' responses to knowledge and attitude questions would provide a baseline for their pre-exposure state and set a benchmark by which HQMC SAPR can evaluate subsequent improvement. Marines could also be surveyed *after* they complete their training (i.e., a posttest); changes relative to the pretest results could be due to the influence of the training. Data collection can also occur independent of the training itself, providing a snapshot of the population. For example, HQMC SAPR could hypothesize that because Marines in higher pay grades have been exposed to the training more times than those in lower pay grades, their performance on knowledge items or rejection of rape-supportive attitudes should be stronger. If this is not observed, it could be an indicator that the training is not performing as expected. Comparing snapshots over time provides trend lines that are relevant to large-scale changes in the population.

Modes of Administration

Administration modes include paper-and-pencil, electronic administration on computers or smartphones, and handheld “clickers” that have been widely adopted in university classrooms. Web-based surveys ease administration, as they can be accessed from a variety of devices. In the military, survey hosting warrants careful consideration, because not all Marine networks and machines will have the permissions necessary to access external websites. Sending email invitations to identified respondents with a request that they access the survey through an enclosed link is one strategy to consider—but this may be a better strategy for collecting data from motivated respondents, such as SAPR victim advocates (VAs) and sexual assault response coordinators (SARCs), than from trainees. Alternatively, if trainings are completed in a room with a computer bank, trainees can be invited to complete the survey before and/or after the training, which often increases response rates but has the drawback of using training time for evaluation. Finally, given that nearly all trainees own smartphones, trainees could be invited to complete a survey on their own phone by providing a link to the survey in training materials.

Setting Goals

The Marine Corps will have to determine how to interpret the data collected from an evaluation survey. For example, what percentage of Marines must answer a question correctly for a program to be successful? What percentage of Marines responding that they would intervene to prevent a sexual assault would indicate a positive outcome? Setting explicit goals for each measure in an evaluation is one approach to answering these questions (Chinman, Imm, and Wandersman, 2004). Achievement of that goal is subsequently identified as success, whereas performance below the goal suggests that additional improvement is necessary. These goals can be further refined by population—for example, by setting an average of 80 percent correct goal for junior Marines and a goal of 95 percent correct for senior Marines.

Another alternative is to establish baseline performance and then define success as improvement. In this approach, a baseline assessment is conducted with first-time trainees who have never been exposed to program content. Results from surveys delivered after the trainings provide information about immediate change due to the program, and continued posttests as Marines advance through their career provide an assessment of additional benefit from subsequent exposure to the material or retention of the additional benefits.

Recommendations

In addition to developing an item pool of MOPs and MOEs, we offer the following recommendations to help the Marine Corps make best use of these measures in evaluating its sexual assault prevention programming:

- Using the newly developed logic models as a guide, **conduct a review of training content** to determine whether each intermediate, proximal, and distal outcome in the logic model has corresponding program content that theoretically could produce the intended outcome.
- Consistent with HQMC SAPR plans, conduct **regular data collection** to assess the processes and outcomes associated with Marine Corps sexual assault prevention program-

ming. Regular evaluation will help leadership make evidence-informed decisions about the future direction of the programs.

- Adopt a **continuous quality improvement framework** that continually collects the information necessary to incrementally improve programming and respond to organizational, cultural, or policy changes.
- As part of evaluation planning, HQMC SAPR leadership may need to **select priority areas for evaluation**. It is rare for a single evaluation, or even a continuous quality improvement infrastructure, to assess every component of a logic model. Instead, programs typically make the best use of limited resources by prioritizing a subset of logic model components for inclusion in program evaluations.
- Whenever possible and appropriate, **leverage existing data systems** to reduce costs and personnel time associated with evaluation of Marine Corps sexual assault prevention programming.
- **Do not use distal outcomes to evaluate the effectiveness** of Marine Corps annual sexual assault prevention programs. Decisions about program processes or content should not be based on year-to-year changes in the prevalence of sexual assault, because these fluctuations cannot meaningfully or statistically support inferences about the program's success or shortcomings. For example, even if the SAPR program were responsible for a 15 percent reduction in annual sexual assaults, all study designs—including a design that included *every single Marine*—would be underpowered to detect a reduction of that magnitude. Thus, a study that relied on distal outcomes would necessarily lead to a negative result and a subsequent scramble to revamp a program that may or may not be broken.
- Consistent with the caution against use of distal outcomes in SAPR program evaluation, the **Defense Sexual Assault Incident Database (DSAID) should not be used to evaluate** Marine Corps sexual assault prevention programs. The number of sexual assaults reported each year will rise or fall as a function of both negative trends (increased sexual assaults) and positive trends (increased willingness to report), and therefore any change in the number of official reports is uninterpretable as it applies to the effectiveness of Marine Corps sexual assault prevention programs.
- Given statistical considerations that make the rate of sexual assault a poor fit for program evaluation, we recommend that HQMC SAPR researchers and leadership **evaluate the effectiveness of the annual training courses and leadership courses using process, intermediate outcome, and proximal outcome measures**.
- The appendixes listing MOPs and MOEs should be treated **item pools from which to select measures** that are best matched to a given evaluation.
- The SAPR and Sexual Harassment/Assault Response and Prevention (SHARP) programs in other service branches differ in their current level of program evaluation, but all branches are pursuing evaluation. HQMC SAPR should consider **sharing its evaluation efforts** with military colleagues, and leveraging any work the Army, Navy, and Air Force are willing to share with HQMC SAPR.

Final Thoughts

The MOPs and MOEs described in this report, recommendations for using the items, and implementation considerations provide HQMC SAPR with the tools needed to begin design-

ing an evaluation of the service's sexual assault prevention training. One important finding of this study was the lack of existing scales that could be adopted by the Marine Corps for evaluation purposes—resulting in the need for RAND experts to develop items tailored to the content of Marine Corps training programs. As new content is added to these programs, future measures that might be added to the item pool most likely will need to be customized to Marine Corps content rather than drawn from existing scales. As recommended, evaluation efforts will need to occur on a regular basis to continuously improve programming and incorporate new information that reflects evolving Marine Corps goals.

Acknowledgments

Many people contributed to the completion of this work. Expert panelists for the project included Christine Gidycz, professor of psychology at Ohio University; John Foubert, professor of higher education and student affairs at Oklahoma State University; Abraham Wandersman, professor of community psychology at the University of South Carolina; and Andra Tharp, senior advisor for prevention in the Air Force Sexual Assault and Response office. Panelists worked with RAND researchers to recommend best-practice measures to assess the processes and outcomes of Marine Corps sexual assault prevention programs and have provided invaluable guidance on measure development and design for program evaluations.

RAND librarian Jody Larkin assisted with the systematic review of published measures used in sexual assault prevention program evaluations. We wish to thank the national experts in sexual assault prevention program evaluation who discussed recent developments in measurement with us, and research staff at Air Force Sexual Assault Prevention and Response, Army Sexual Harassment/Assault Response and Prevention, and Navy Sexual Assault Prevention and Response who discussed their service's evaluation efforts and lessons learned around measurement of sexual assault prevention outcomes in the military.

To support the development of logic models describing Marine Corps sexual assault prevention programming, staff members at Headquarters Marine Corps' Sexual Assault Prevention and Response office (HQMC SAPR) and installation and command sexual assault response coordinators (SARCs) generously shared their time to describe the underlying logic of the programs and review our initial draft models.

Our work has benefited from the contributions of our internal quality assurance reviewers, Sarah Meadows and Craig Bond, both of whom provided valuable guidance throughout this effort. We were also grateful for the thoughtful recommendations from the external reviewer, Amy Street, director of the Women's Health Sciences Division of the National Center for PTSD.

Finally, we wish to thank our sponsor in the Marine and Family Programs Division, Melissa Cohen; our project officer, Jessica Marcon Zabecki, research section head with HQMC SAPR; and our government study lead, Richard Clinger, Operations Analysis Directorate. In particular, we thank Zabecki and Eric Lockmer at HQMC SAPR. Without their dedicated support, this project could not have been completed.

Abbreviations

ARI	U.S. Army Research Institute for the Behavioral and Social Sciences
CQI	continuous quality improvement
D-SAACP	Department of Defense Sexual Assault Advocate Certification Program
DEOCS	Defense Equal Opportunity Management Institute's Organizational Climate Survey
DEOMI	Defense Equal Opportunity Management Institute
DoD	U.S. Department of Defense
DoDI	Department of Defense Instruction
DSAID	Defense Sexual Assault Incident Database
HQMC SAPR	Headquarters Marine Corps' Sexual Assault Prevention and Response office
MOE	measure of effectiveness
MOP	measure of performance
MCTFS	Marine Corps Total Force System
NCIS	U.S. Naval Criminal Investigative Service
NCO	noncommissioned officer
OPA	Office of People Analytics
OSD	Office of the Secretary of Defense
SAPR	Marine Corps Sexual Assault Prevention and Response program
SARC	sexual assault response coordinator
SHARP	Sexual Harassment/Assault Response and Prevention
UCMJ	Uniform Code of Military Justice
UVA	uniformed victim's advocate
VA	victim advocate
WGRA	Workplace and Gender Relations Survey

Introduction and Methods

Preventing sexual assault in the military is one of the U.S. Department of Defense's (DoD's) highest priorities (DoD, 2014). In the past several years, the Office of the Secretary of Defense (OSD) has called for increased accountability and evidence-based decisions related to sexual assault prevention and response policy and program initiatives. In 2014, the Response Systems Panel report to Congress recommended that DoD evaluate sexual assault prevention programs and initiatives to improve overall effectiveness (Response Systems to Adult Sexual Assault Crimes Panel, 2014). Furthermore, there has been increased attention on the services' sexual assault prevention and response programs and whether program efforts incorporate evidence-based practices. Improved evaluation to measure program processes and effectiveness will ensure that evidence-informed practices have their intended effect on the military population.

Motivated by the recent focus on program effectiveness, the U.S. Marine Corps' Operations Analysis Directorate asked the RAND Corporation to identify and develop measures of performance (MOPs) and measures of effectiveness (MOEs) within a framework for assessing Marine Corps Sexual Assault Prevention and Response (SAPR) programs. The research trajectory involved four distinct tasks as follows:

1. **Identify current practices in MOPs and MOEs.** We reviewed evaluation strategies in the other three military service branches and conducted a literature review of MOPs and MOEs for sexual assault prevention programs in the published academic literature. Given that some metrics are not available in the published literature, we also conducted key informant interviews with experts in the evaluation of civilian sexual assault prevention programs and knowledgeable representatives from each service's Sexual Assault Prevention and Response (SAPR) office or (for the Army) Sexual Harassment/Assault Response and Prevention (SHARP) office to identify additional promising MOPs and MOEs.
2. **Identify relevant data sources from DoD, the Marine Corps, and Headquarters Marine Corps' Sexual Assault Prevention and Response office (HQMC SAPR).** We identified existing sources of data within DoD, Marine Corps, and HQMC SAPR that could include variables relevant to the processes and intended outcomes of Marine Corps SAPR programming.
3. **Document processes and intended outcomes.** In collaboration with staff at HQMC SAPR, we developed logic models of their sexual assault prevention programs that document the processes and intended outcomes of each program.

4. **Recommend program measures and plans for assessment.** With guidance from an expert panel convened by RAND, we identified and developed MOPs and MOEs aligned with the processes and targeted outcomes of Marine Corps SAPR programs. We created an item pool of candidate measures that could be used to assess the efforts of Marine Corps SAPR programming. The specifications for MOPs and MOEs require pilot testing to assess their validity and utility. Additionally, we provided guidance for a data collection plan and assessment framework.

SAPR programming within the Marine Corps, as directed by HQMC SAPR, can be divided roughly into three types: (1) annual training on sexual assault prevention and response, (2) leadership courses, and (3) social media campaigns. In addition to these significant efforts, a wide variety of other prevention efforts are conducted at the installation level (e.g., interactive theater performances, awareness-raising runs), and additional HQMC SAPR efforts are in development. In this report, for each of the three principal types of programming, we provide the logic models developed in this project and provide recommendations for the MOPs and MOEs that will assess components of the model.

Approach

We undertook these tasks using a multimethod approach that enabled us to synthesize diverse sources of information and perspectives. The methods used included a systematic review of MOPs and MOEs in the published literature, SAPR document review, semistructured interviews with experts, development of tools (logic models), and consultation of a panel of experts in prevention program evaluation. Through these methods, we reviewed documented information about HQMC SAPR's programs and potential measurement strategies for evaluating the programs. We supplemented this documented information with expert insights. The logic models served to provide a structure, which linked the program information to needed measurement strategies, and the panel of experts guided this linking process.

Systematic Review

We reviewed published evaluations of sexual assault prevention programming to identify frequent practices for measuring effectiveness and performance. We searched scientific databases and reviewed articles for relevance, then coded the different types of measures integrated in the evaluation. Finally, we identified the specific strategies used to assess each program process or outcome, such as survey items and scales. This work served as preparation for proposing MOPs and MOEs to assess the efforts of HQMC SAPR prevention programming.

HQMC SAPR Document Review

To improve our understanding of the content and process of implementing HQMC SAPR programs, we completed a document review of print training materials, such as PowerPoint slide decks, instructor training manuals, trainee handouts, and read-ahead material. These materials were collected and transferred to the RAND team by HQMC SAPR staff. As part of the process of reviewing the PowerPoint slide decks, we identified programs with similar content (e.g., the Commanders Course and First Sergeants Course) and completed a "crosswalk" comparison of each slide in the two decks to identify content that overlapped or diverged. In addi-

tion, we reviewed publicly available documents about DoD- and Marine Corps–administered surveys that are relevant to SAPR.

Key Informant Interviews

We completed a series of interviews with HQMC SAPR staff, installation and command sexual assault response coordinators (SARCs), civilian experts in sexual assault prevention program evaluation, and research points of contact with each of the other service branches' SAPR/SHARP offices. Some interviews were recorded (with permission) but were not transcribed, and a researcher took detailed notes during each interview.

To better document the processes by which prevention trainings and social media efforts are implemented, we conducted semistructured interviews with seven HQMC SAPR staff members and five SARCs serving at other installations. HQMC SAPR staff included representatives from all three divisions: the program development section, program implementation section, and the research section. SARCs included representatives from the Logistics Group, Special Operations, Training Command, Recruiting Command, and Marine Force Europe. Interviewees were selected by HQMC SAPR staff and identified as individuals who had substantial knowledge about the SAPR program, were interested in sharing their expertise with RAND researchers, and agreed to participate.

Interviews with HQMC SAPR staff were conducted in person by two RAND researchers. Interviews with SARCs were conducted by telephone by two RAND researchers or staff members. We used the information shared during interviews and available in print documents to create the logic model schematics. To document available data sources, the semistructured interviews included prompts to identify all data collected or recorded by each interviewee's organization and data sets that the interviewee accesses or believes exist.

Additionally, we interviewed one point of contact each in the Air Force Sexual Assault Prevention and Response office, the Army Sexual Harassment/Assault Response and Prevention office, and the Navy Sexual Assault Prevention and Response office. These interviews were used to collect information about evaluations and evaluation strategies implemented by these service branches and the MOPs/MOE that were most useful to each. A summary of these interviews is in Appendix A.

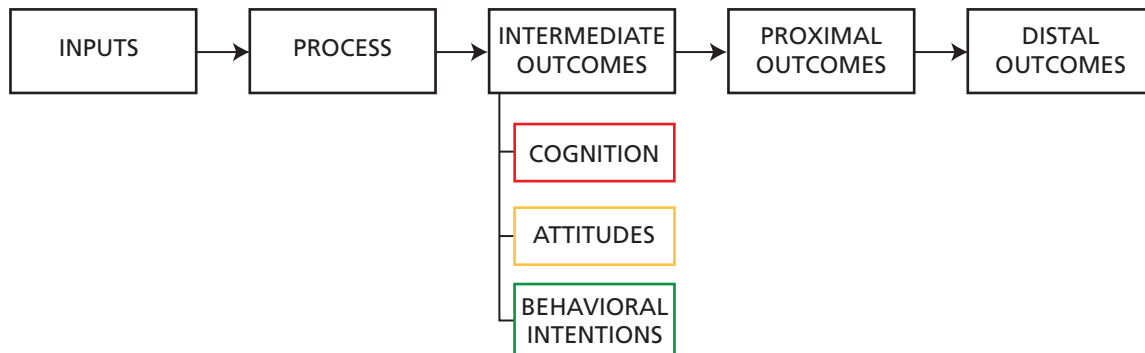
Finally, we conducted interviews with five experts on the evaluation of civilian sexual assault prevention programs to identify promising measures that may be too recent or seldom used to have appeared in the systematic literature review. We used this information as part of our review of current practices in measuring performance and effectiveness.

Logic Models

Tools in the form of logic models served to provide structure for the selection of measures. Logic models are graphical depictions of program activities and their expected effects on behavioral outcomes. Figure 1.1 illustrates the typical components of a logic model, which include inputs, process, and various outcomes. *Inputs* refer to the content of the program. For example, the inputs of a substance abuse recovery program could include a 12-step manual or a therapist's guide.

These inputs are incorporated into the process of the program. *Process* components describe the way in which the program is implemented and the quality of that implementation. In substance abuse recovery, for example, important process descriptors could include transportation to meetings, supportive therapy, and patient-therapist rapport. A *measure of performance*

Figure 1.1
Generic Logic Model



RAND RR2220-1.1

(*MOP*) is any data point, item, or scale that can be used to evaluate program processes; that is, the quality of the program or the fidelity with which it is implemented.

The remaining three boxes refer to the changes the program seeks to produce. A *measure of effectiveness (MOE)* is any data point, item, or scale that can be used to evaluate whether the program is achieving its goals and effectively producing the desired intermediate, proximal, or distal outcomes. Typically, the most important goals of the program, and often the easiest to name, are the final or *distal* outcomes. For example, the desired distal outcome for a substance abuse recovery program would likely be long-term abstinence from the substance of abuse. However, these critical and important distal outcomes usually reside in the distant future, making them difficult to measure. In addition, because these ultimate goals are far removed from the present, they are often not the outcomes the program materials and processes directly seek to change.

Rather, many prevention and treatment programs seek instead to directly change a behavior that the program's designers hypothesize will make the distal outcome more likely. These outcomes are described as *proximal* outcomes, as they are situated nearer in time to the program itself. In substance abuse recovery, proximal outcomes could include attending 12-step meetings, improving relationships with sober social supports, and obtaining housing or employment. Most substance abuse programs would hypothesize that if these proximal outcomes are achieved, the individual is more likely to also achieve the distal outcome of long-term abstinence.

For most prevention programs, the proximal and distal outcomes are a behavior (or the absence of a behavior). Most programs seek to change behavior through a small number of basic mechanisms. Theories of behavioral change have generally identified three *intermediate outcomes* that can be manipulated to increase the likelihood of behavior change: cognition, attitudes, and behavioral intentions (Ajzen, 2011; Fishbein, 1979; Prochaska, 2013; Webb and Sheeran, 2006; Zimbardo and Ebbesen, 1970). *Cognition* refers to knowledge and understanding of the environment. It is generally believed that, as people gain access to knowledge that supports a given behavior change, they will become more likely to make that behavior change. For example, understanding the negative health, occupational, and social impact of substance use should increase the likelihood that an individual will choose to discontinue use. Another component of cognition is the individual's perceived social norms—that is, their

understanding about what behaviors will be accepted, rewarded, or sanctioned in their social environment. For example, an intervention that shifts an individual's perceived social norms for alcohol use from the high use of his or her drinking partners, to the generally low use of the larger population, may influence an individual to reduce alcohol use. *Attitudes* refer to dispositions toward or feelings and beliefs about a person or thing. For example, substance abuse treatment tends to acknowledge positive attitudes toward a substance (e.g., stress relief, social networks of users) but also seeks to shift them toward the more negative end of the spectrum to acknowledge negative attitudes toward the substance of choice (e.g., via its relationship to family loss, health consequences). Finally, *behavioral intentions* refer to the individual's plan to change his or her behavior. This could include selecting a quit date or preselecting sober social outlets. Although behavioral intentions do not perfectly predict that the behavior change will occur, the intention to perform a certain action is associated with an increased likelihood that the behavior will occur.

Of course, not every logic model will include all the named components or follow the exact steps described above. Rather, logic modeling is a flexible approach to program planning and evaluation that makes explicit the expected pathways by which the program intends to reach its goals. By illustrating the links between components, the expected order of intended changes, and the planned pathway to distal outcomes, a program not only documents its goals with clarity, it also takes the first step toward evaluating whether the program inputs and processes are influencing the outcomes as expected.

MOPs (to measure the process component of the logic model) and MOEs (to measure the intermediate, proximal, and distal outcomes) serve different goals. The data that are collected via MOPs allow evaluators to describe what the program does (e.g., How many people are served? How much do participants like the program? Are the same program services delivered to all participants?). MOEs allow evaluators to describe whether the program works (e.g., Do participants learn and retain the curriculum content? How many participants apply their newly acquired skills in their real life?).

Expert Panel

To supplement RAND internal expertise, we also convened an advisory panel of external experts in sexual assault prevention, through a series of four teleconferences. Areas of expertise represented on the panel included implementation science and sexual assault prevention programming in civilian and military settings. Panelists read interim progress reports on the systematic review of measures and the SAPR program logic models before recommending measures, existing or new, for each component of the logic models.

Synthesis

We integrated the information obtained through each of the methods described to produce final recommendations. The document review, key informant interviews, and systematic review complemented one another to provide background informing the logic models and final measurement recommendations. We developed the final recommendations for candidate measures in consultation with the expert panel.

Organization of This Report

This report is divided into three parts. Part I contains background on evaluating SAPR programs. We first review current practices in MOEs and MOPs for sexual assault prevention programming (Chapter Two) and identify and describe data sources available to HQMC SAPR that include variables relevant to an evaluation of Marine Corps SAPR programming (Chapter Three). Part II is focused on identifying MOPs and MOEs for Marine Corps SAPR programming. For each of the three principal types of programming (annual trainings, leadership courses, and social media efforts), we provide the logic models developed in this project and recommendations for the MOPs and MOEs that will assess components of the models (Chapters Four to Six). Part III offers considerations for implementing these measures in the interest of program improvement (Chapter Seven), and final conclusions (Chapter Eight).

Part I

Evaluating Sexual Assault Prevention Programs: Background

Current Practices in Measurement of Performance and Effectiveness for Sexual Assault Prevention Programs

To inform our measurement recommendations for the Marine Corps, we reviewed the MOEs and MOPs used in published evaluations of sexual assault prevention programs, which we discuss in this chapter. To do so, we first conducted a systematic review to identify frequent practices and capture the state of the field. We then supplemented this systematic review with a series of interviews with research experts who are at the forefront of sexual assault prevention program evaluation to capture recent developments in the field that may not yet be represented in the published literature.

Common Measures of Performance and Effectiveness in Published Evaluations of Sexual Assault Prevention Programs

We sought to complement insight into the evaluation approaches used by other military service branches (Appendix A) with an understanding of practices commonly used in published evaluations of sexual assault prevention programs. The programs evaluated in published research share the ultimate objective of the military prevention programs—reducing sexual assaults—and the underlying logic of each of these programs overlaps in different ways with the logic of military prevention programs. However, the published literature offers background on specific, defined MOPs and MOEs that have been used across different programs and settings. The use of these measures in previous published research means, first, that they have already undergone some level of vetting by other scientific researchers; second, that there is existing knowledge of their psychometric properties and their potential to capture effects of a prevention program; and third, that there exist comparison points for how individuals in other populations have responded to the measures.

Our objective within the systematic literature review was to identify frequent practices for measuring effectiveness and performance of sexual assault prevention programming within the published evaluation literature. Importantly, frequent measurement practices do not always reflect practices that are the most current or the most appropriate for use within a given evaluation, a concern that guided our plan to follow the systematic review with interviews with experts on sexual assault prevention to understand recent developments in measurement. However, this systematic review was intended to provide an empirical starting point for recommending specific measures that would be appropriate for use by the Marine Corps. The methodology we used to identify the 136 studies included in the review is described in Appendix B, along with a list of the selected articles; results are summarized in the following sections.

Measures of Performance

MOPs assess how well a program is implemented and received by participants. We recorded MOPs that were most frequently related in the review to *treatment fidelity* (the extent to which the intervention was implemented consistently and as intended) and *receptiveness to treatment* (the extent to which individuals were satisfied with the intervention).

When treatment fidelity was measured, we recorded whether it was through a leader's self-report (e.g., an instructor documenting the length of time that a training session lasted), an observer (e.g., a research assistant taking notes during a training session on whether all intended topics were covered), a videotape review, or participant exposure (e.g., number of individuals who reported seeing signs that were posted as part of a prevention campaign). We note that these strategies vary in their relevance to different types of programs; for example, a leader's self-report of treatment fidelity would be relevant to a training-based program but not a social media campaign. We also recorded whether receptiveness to treatment was measured, whether through indicators of participant liking (e.g., self-reported satisfaction with a training) or indicators of participant engagement (e.g., self-reported participation in discussions during a training). All identified fidelity and receptiveness MOPs were items the researcher(s) created for their study alone; none were previously published, validated scales. Therefore, we did not document scale name or citation. Among MOPs, measures of treatment fidelity and participants' receptiveness to treatment were reported among 20 and 25 percent of the published sexual assault prevention program evaluations, respectively (Table 2.1).¹

Specific examples of the measures are included in Table 2.2. Many studies that did not report specific MOPs summarized the steps that the research team had taken to improve program performance, such as feedback or refresher courses for instructors (e.g., "All facilitators received a 1-day training on how to deliver the program, were then able to practice their skills on a group of orientation leaders prior to delivering the program, and received feedback on their presentation skills and adherence to the program from the codirectors of the program. Facilitators who had received training in previous years received a 3-hour refresher course on how to deliver the program" [Hines and Reed, 2015]). Thus, more than 20–25 percent of the studies were addressing program performance issues, even if they did not assess them with a standardized MOP in the published article. As we will discuss in more detail, the frequency of

Table 2.1
Frequency of Constructs for Measures of Performance

Construct Form	Construct Category	Percentage of Studies	Proportion of Studies
Treatment fidelity	Leader's self-report	4	(6/136)
	Observer or videotape	10	(13/136)
	Participant exposure	6	(8/136)
	Any of the above	20	(27/136)
Receptiveness to treatment	Participant liking, participant engagement	25	(34/136)

¹ The percentage of studies that included an assessment in each construct category is an indicator of the importance investigators place on each category.

Table 2.2
Example Measures of Performance

Construct Form	Construct Category	Example Measure
Treatment fidelity	Leader's self-report	"We asked all teachers (n = 15) to fill in a registration form with the following information about each lesson: students' attendance; time for preparation on a 5-point scale (definitely not enough to definitely enough); [implementation] of the exercises; time and knowledge required to conduct the lesson; incidents during the lesson; and keeping the attention of the boys and teacher's satisfaction with the lesson... Furthermore, the teachers reported success in keeping pupils' attention in 68.18% of the lessons, keeping their attention a little in 21.21% of the lessons and not keeping their attention in 7.58% of the lessons." (de Graaf et al., 2016)
	Observer or videotape	"A trained rater rated intervention adherence (e.g., all session components delivered following the scripted session outlines) and competence (e.g., engages women in discussion, praise, warmth, caring) for a randomly selected 20% of the group sessions and ~10% of the individual sessions." (Johnson et al., 2015)
	Participant exposure	"We operationalized campaign exposure as 'yes' if the participant reported seeing the banner campaign and correctly remembered the location (n = 199); all others were considered to have not seen the banners." (Thomas et al., 2016)
Receptiveness to treatment	Participant liking	"A brief consumer satisfaction survey was administered at follow-up. Participants rated on a 5-point scale (1 = Not at all, 3 = Somewhat, 5 = Very much) the extent to which they liked the video program they viewed, learned something new, found the video helpful, and thought it would be helpful to their friends." (Jouriles et al., 2016)
	Participant engagement	"Participants were invited to complete a brief feedback survey after baseline to assess participants' behavior during the [online program] procedures since they were not in the lab and 221 (83.71%) completed this survey. The majority of participants reported...not being distracted [during the study] (M = 2.10, SD = 1.32; 1 = Not distracted at all, 7 = Highly distracted)." (Gilmore et al., 2015)

specific MOPs and MOEs, as identified in the systematic literature review, is not necessarily an indication of the strongest or most current practices.

Measures of Effectiveness

MOEs assess the degree to which a program achieves its intended outcomes (whether they be intermediate, proximal, or distal outcomes). We recorded MOEs related to the cognition domains of *knowledge* (retention of information) and *perceived social norms, attitudes* (opinions, beliefs, feelings, and empathy), *behavioral intentions* (likelihood of engaging in a behavior, self-efficacy or confidence in performing behavior), *behavior* (actual recent behavior or experiences), and *context* (relationship health). Depending on the program under evaluation, these MOEs tend to be applied by researchers to aspects of sexual assault perpetration, bystander intervention, and sexual assault victimization. Studies also used different modes of measuring a construct, such as disclosure of one's own thoughts or behavior on a survey (self-report) versus documented administrative reports of a behavior. We developed a full list of the construct categories incorporated as outcome measures in the studies, and indicated whether each category was included in each sexual assault prevention program evaluation.

For each MOE construct category assessed in a study, we documented the following key data points regarding the specific scale used: scale name, number of items, previously pub-

lished or not, citation if published, and items revised from original scale or not. Some studies included multiple scales to assess the same construct category; in these cases, we documented data points for each scale.

As mentioned previously, and as we will address in the next section of this chapter, the frequency of specific MOE constructs and measures is not necessarily an indication of the strongest or most current practices. However, we include frequent constructs and measures here to provide an overview of the literature. Among MOEs, the four most frequently measured construct categories were attitudes toward sexual assault and acceptance of rape myths (58 percent of studies), self-reported sexual assault victimization (33 percent of studies), knowledge about sexual assault (31 percent of studies), and intention or efficacy to intervene as a bystander (28 percent of studies). The next most frequent construct category was more than 10 percentage points lower in frequency—intention or efficacy to use self-protective behavior (17 percent of studies) (Table 2.3).

For all construct categories, with the exception of the knowledge categories, the majority of studies relied on measures that had been previously published. Studies assessing knowledge tended to develop new knowledge items or scales that mapped directly onto information imparted within the respective prevention program.

Table 2.3
Frequency of Constructs for Measures of Effectiveness

Construct Form	Construct Category	Percentage of Studies	Proportion of Studies
Cognition	Knowledge of sexual assault	31	(42/136)
	Knowledge of bystander intervention	3	(4/136)
	Knowledge of self-protective strategies	1	(2/136)
	Perceived social norms	3	(4/136)
Attitudes	Attitudes toward sexual assault and rape myths	58	(79/136)
	Attitudes related to gender	12	(17/136)
	Attitudes toward bystander intervention	4	(6/136)
	Attitudes toward self-protective behavior	1	(1/136)
Behavioral intentions	Intention/efficacy not to perpetrate sexual assault	14	(19/136)
	Intention/efficacy to intervene as bystander	28	(38/136)
	Intention/efficacy to use self-protective behavior	17	(23/136)
Behavior	Self-reported sexual assault perpetration	12	(17/136)
	Observed sexual assault perpetration	1	(2/136)
	Self-reported bystander intervention	15	(20/136)
	Self-reported self-protective behavior	10	(13/136)
	Self-reported sexual assault victimization	33	(45/136)
	Documented administrative reports of sexual assault	4	(5/136)
Context	Relationship health	7	(9/136)

For the most frequent construct categories (the 9 out of 18 categories that were measured in greater than 10 percent of the 136 studies), we documented the two most frequent published measures (Table 2.4). For example, self-reported sexual assault victimization was most frequently assessed with the original Sexual Experiences Survey (in nearly half of the 45 studies that included a measure of self-reported sexual assault victimization²). The next most common scale was the Conflict Tactics Scale, which was used in only a small proportion of the 45 studies but was more frequent than other published measures. See Appendix B for a more comprehensive collection of scales used to assess MOEs, as well as sample scale items and scale access information.

Systematic Review Summary

This systematic literature review provides a profile of the constructs frequently used to measure the performance and effectiveness of sexual assault prevention programs, as well as the specific scales that researchers tend to rely on as indicators of these constructs. However, this review is limited to *describing* frequent research practices and is not necessarily *prescriptive* of practices that researchers endorse for future use in the field. For instance, just because a measure is used frequently does not mean that it is necessarily the strongest measure or the measure most indicative of effective prevention training, and newer measures that are less well established could potentially be better aligned with current evidence about the nature of sexual assault. For any scale identified in this review that is considered for use, it is important to identify whether or not a more recent version of the scale exists and whether psychometric assessments of the scale suggest problems with its use. We have taken these factors into consideration when recommending items from these scales for use.

Recent Developments

While we were confident that the systematic review captured the state of the field in the published literature, other relevant insights and developments may not have been represented within the review for several pragmatic reasons. For example, the lag time between completion of an evaluation and scholarly publication of its findings means that some program evaluations may have been too recent to have a presence in the review. Additionally, there is a tendency for the published literature to overrepresent outcome measures on which effects of a program were found (as opposed to representing all programs and all outcome measures that have been tested, regardless of the results). Thus, there may be unpublished insights into measures that do not tend to demonstrate meaningful program effects.

To supplement the findings of this review, we conducted a series of interviews with research experts at the forefront of sexual assault prevention program evaluations.³ Overall, our goal in these interviews was to capture future directions and any yet unpublished developments within the field. While the number of interviews is too low to draw definitive conclusions, several themes emerged from these discussions.

² The Sexual Experiences Survey was updated in 2007 (Koss et al., 2007).

³ Information on interviewee selection and interview protocol is contained in Appendix B.

Table 2.4
Frequent Measures of Effectiveness

Construct Form	Construct Category (Measured in >10% of Studies)	Frequent Measures (2 Most Frequent Previously Published Measures)	Percentage of Studies	Proportion of Studies
Cognition	Knowledge of sexual assault	Knowledge Scale (Banyard et al., 2005)	10	(4/42)
		Perceived Personal Risk (Gray et al., 1990)	7	(3/42)
Attitudes	Attitudes toward sexual assault and rape myths	Illinois Rape Myth Acceptance Scale (Payne et al., 1999)	38	(30/79)
		Rape Myth Acceptance Scale (Burt, 1980)	25	(20/79)
	Attitudes related to gender	Attitudes Toward Women Scale (Spence, Helmreich, and Stapp, 1973)	24	(4/17)
		Gender Ideology Scale (Hamburger et al., 1996)	12	(2/17)
Behavioral intentions	Intention/efficacy not to perpetrate sexual assault	Attraction to Sexual Aggression Scale (Malamuth, 1989)	47	(9/19)
		Rape Outcome Expectancy Scale (O'Donohue et al., 1996)	11	(2/19)
	Intention/efficacy to intervene as bystander	Bystander Efficacy Scale (Banyard et al., 2005)	55	(21/38)
		Bystander Willingness Scale (Banyard et al., 2005)	21	(8/38)
	Intention/efficacy to use self-protective behavior	Sexual Communication Survey (Hanson and Gidycz, 1993)	22	(5/23)
		Self-Defense Self-Efficacy Scale (Marx et al., 2001)	13	(3/23)
Behavior	Self-reported sexual assault perpetration	Sexual Experiences Survey-Original (Koss and Oros, 1982)	35	(6/17)
		Conflict Tactics Scale (Straus et al., 1996)	24	(4/17)
	Self-reported bystander intervention	Bystander Behavior Scale (Banyard et al., 2014)	65	(13/20)
		Opportunity to Intervene (Moynihan et al., 2015)	5	(1/20)
	Self-reported sexual assault victimization	Sexual Experiences Survey-Original (Koss and Oros, 1982)	42	(19/45)
		Conflict Tactics Scale (Straus et al., 1996)	11	(5/45)

NOTES: Some studies contained multiple measures to assess the same construct. Different versions of the same published scale (e.g., shortened or adapted versions) are coded as the same measure. Citations reference the original source of the measure.

Challenges for attitudinal scales. Multiple experts noted that, because the social context has shifted over the years to a public norm that more explicitly rejects sexual assault, scales of attitudes surrounding sexual assault are no longer as sensitive to the effects of prevention programming. Such scales include dating violence acceptance scales and rape myth acceptance scales. The interviewees noted that, because study participants have, over the years, begun to self-report lower acceptance of dating violence, sexual assault, and rape myths, the reported

levels are now closer to the “floor” of existing scales, with low variability in responses. This pattern means that there is little room for individuals to exhibit even *lower* acceptance as a result of prevention programming. One expert commented that rape myths have taken on a newer, subtler form that requires updating of these attitudinal scales; for example, one new myth regarding sexual assault of women, according to this expert, may be that “if only women were clearer about what they want,” there would not be ambiguity surrounding consent.

Innovations in bystander intervention measures. Interviewees also noted multiple innovations in the area of measuring bystander intervention. One expert recommended the strategy of providing electronic surveys regarding bystander intervention behavior in real time, after social events (e.g., sporting events, weekends), to improve respondent memory for behavior at the time of survey completion. Another expert commented on the problematic nature of bystander intervention measures that ask only about recent behavior, without taking into account opportunity to engage in bystander behavior (i.e., observation of a situation for which intervention related to sexual assault would be relevant). Without taking into consideration whether someone had the opportunity to intervene, a “no” response to whether one engaged in an intervention behavior is hard to interpret. It might be that someone answered “no” simply because he or she did not have the opportunity to intervene. Conversely, a “no” response could mean that the individual had the opportunity to intervene but chose not to. In evaluating programs, the critical outcome variable is whether people intervened when they had the opportunity to do so. This expert shared that a newer measurement strategy is being developed that will account for opportunity to engage in bystander intervention and the myriad forms of intervening.

Importance of ultimate behavioral outcome. All interviewees emphasized the importance of assessing sexual assault perpetration and victimization as the critical behavioral outcomes of interest. They noted that even if other dimensions are measured (such as attitudes and behavioral intentions, or even bystander intervention behavior), changes in these dimensions are not indicative of a decrease in sexual assault incidence or even a likely future decrease. Several experts also emphasized the importance of not relying on rates of reporting sexual assaults to authorities for inferring effects of programming on sexual assault incidence. These experts referenced the well-known challenge in the field of determining whether higher reporting rates signal greater incidence of sexual assault or greater reporting of assaults that occurred (the latter being a potential positive effect of programming that increases knowledge of how to report an assault and comfort doing so). Finally, the interviews also highlighted the importance of examining the links between intervention implementation and specific behavioral outcomes, such as bystander intervention behaviors at the individual level, in contrast to assessing only the population-level rate of reported sexual assault as a means of evaluating program effectiveness.

Conclusions

This set of interviews with experts on sexual assault prevention program evaluation among civilian populations offers a context for the findings of the systematic literature review. For example, while the MOE construct category measured most frequently within the systematic review was attitudes toward sexual assault and acceptance of rape myths, the interviews revealed that these measures may no longer be indicative of program effectiveness because of methodological (in terms of capturing program effects using scales that may be out of date) and conceptual (in terms of capturing meaningful outcomes) challenges. The interviews high-

lighted the potential sophistication in forms of measurement and recent innovations, as well as the need to customize the selection of measures based on the underlying logic of a program.

Summary

In this chapter, we reviewed current practices in measurement of performance and effectiveness for sexual assault prevention programs. Our review of the published literature provided examples of frequently used survey scales to measure such indicators. It also offered a range of other indicators frequently assessed in the literature that illuminate both intermediate outcomes, such as attitudes and behavioral intentions, and the ultimate behavioral outcome of sexual assault. Our interviews with experts supported the importance of measuring the ultimate behavioral outcome of sexual assault, but also provided insight into new approaches to assessing more intermediate outcomes. Specifically, the experts noted challenges for using attitudinal scales, such as recent low variability in responses, and described innovations in bystander intervention measures.

These steps to review current practices in measuring performance and effectiveness of sexual assault prevention programs also suggested that there is a gap between frequent practices in the published literature and practices that would best fit the military setting, at least for some MOEs. Many of the MOEs collected in the systematic review, particularly of attitudes toward sexual assault, were oriented toward male-against-female “date rape.” While this form of sexual assault is relevant to the military context, other forms that are highly relevant in this setting (e.g., nondating forms of sexual assault, such as hazing, and sexual assault that is perpetrated by a woman or against a man) were less reflected in these measures. We also did not find existing measures of such military-relevant forms of sexual assault when we looked to practices implemented by other branches. Similar to the need to modify existing measures or develop new ones, we found that, to measure knowledge related to a sexual assault prevention program, it was common practice in the published literature to develop a knowledge measure specific to the content of the program in question, as opposed to relying on a measure developed for other programs.

In summary, this chapter offers valuable empirical starting points for MOPs and MOEs of sexual assault prevention programs, but also highlights the need to adapt existing published measures to be relevant to the military context.

Existing Data Sources Relevant to Evaluating Sexual Assault Prevention Efforts

In addition to considering the published measures reviewed in Chapter Two, we also considered existing data available via DoD-administered surveys that might be useful to the Marine Corps in evaluating its SAPR programs. All things being equal, a measurement scale or item that is already available in an existing data source was preferred over measures that require new data collection. To document existing data sources, our semistructured interviews with key stakeholders included prompts to identify all data collected or recorded by each interviewee and data sets that the interviewee accesses or believes exist. In addition, we reviewed publicly available documents about DoD-administered surveys that are relevant to sexual assault prevention. In this chapter, we review the most-relevant existing data sources.

Workplace and Gender Relations Survey

The biennial Workplace and Gender Relations Survey (WGRA) provides an assessment of sexual assault among a representative sample of active component members of the Marine Corps and other service branches. It is most widely known for providing estimates of the number of service members who experience a sexual assault in the 12 months prior to survey administration, and the percentage of male and female service members who are sexually assaulted in a given year.¹ In addition to this critical epidemiological data about the incidence of sexual assault in the Marine Corps, the survey also includes a wealth of additional information relevant to evaluation of sexual assault prevention efforts. These include an assessment of sexual harassment and gender discrimination among Marines (a potential indicator of a culture that supports sexual violence). In addition, follow-up questions to the sexual assault measures allow data analysts to separately estimate the annual number of service members who experience specific types of sexual assault, including but not limited to sexual assaults that are:

- penetrative, contact, or attempted
- perpetrated with sexual intent (e.g., dating-related)
- perpetrated with abusive/humiliating intent (e.g., hazing-related)
- perpetrated via physical force, threats, or incapacitation
- perpetrated by a single or multiple offenders
- perpetrated by

¹ The WGRA does not include an assessment of self-reported perpetration.

- a spouse or dating partner
- friend
- someone in the military
- someone of lower, similar, or higher rank
- someone in the chain of command
- occur in the workplace
- occur in the context of alcohol use.

Follow-up questions with victims assess their perception of the availability of resources; their satisfaction with support persons such as their commander, SARC, and medical professionals; their experience/satisfaction with the response system; retaliation; and, for those who chose not to report, barriers to reporting.

In this survey, all Marine respondents, not only those who experience a sexual assault, respond to questions and metrics that assess climate constructs relevant to measuring the success of sexual assault prevention efforts. These include perceptions of personal safety, the perceived likelihood of sexual assault and sexual harassment, expected outcomes to a sexual assault report, behavioral intentions to support victims and encourage reporting, bystander behaviors, perceptions of unit leadership and workplace cohesion, and sexual assault prevention training experiences. At the request of the Marine Corps, respondents from the Marine Corps (but not other branches) also respond to items about the point of contact who they would be most comfortable talking to about sexual assault, knowledge about who their SAPR victim advocate (VA) is, willingness to report a sexual assault, and preferred topics for SAPR training.

The WGRA is fielded every two years and provides trend lines that track the rate of sexual assault in the Marine Corps over time. Not all of these above indicators are analyzed in detail in the reports summarizing WGRA data, but they are available for analysis. The DoD Office of People Analytics (OPA) is unlikely to release raw data to HQMC SAPR staff for analyses; however, its analysts regularly work with military stakeholders to run additional analyses relevant to specific organizations, and this process should be available to support evaluation of Marine Corps SAPR programs.

Defense Equal Opportunity Management Institute's Organizational Climate Survey

The Defense Equal Opportunity Management Institute's Organizational Climate Survey (DEOCS) is an anonymous online survey administered by the Defense Equal Opportunity Management Institute (DEOMI). Commanders of units with 50 or more people must conduct a climate assessment within 90 days after taking command and annually thereafter, and must report the results and analysis of annual climate surveys to the next level in their chain of command. The DEOCS addresses organizational effectiveness and equal opportunity issues. In addition to ten demographic items, survey sections within the core DEOCS survey assess perceptions of organizational effectiveness; equal opportunity, equal employment opportunity, and fair treatment; sexual assault prevention; sexual assault response systems; and discrimination and sexual harassment. Locally developed questions are designed or requested by commanders and can address a multitude of topics, including perceptions of the physical environment (e.g., parking availability), autonomy and innovation, and family support. Because

response rates are often low and the survey may be fielded over nonstandardized time periods (reflecting unit command changes), this survey may be less useful than the WGRA for evaluating the effectiveness of Marine Corps sexual assault prevention programming. Nonetheless, it remains a low-cost alternative to collecting data internally.

Defense Sexual Assault Incident Database

All sexual assaults that are officially reported—either restricted or unrestricted²—are recorded in the Defense Sexual Assault Incident Database (DSAID). The completeness of the information in the database varies between restricted and unrestricted reports, with unrestricted reports associated with more-complete data. The database includes 76 pieces of case information on the victim, victim safety, the forensic exam (if conducted), alleged perpetrator, and the incident. HQMC SAPR data analysts have access to the dataset of all Marine Corps reports in a given year.

We do not recommend that data from the DSAID be used to evaluate Marine Corps sexual assault programs. The number of sexual assaults reported each year will rise or fall as a function of both negative trends (increased sexual assaults) and positive trends (increased willingness to report). Because these two trends cannot be disentangled in the DSAID data, any change in the number of official reports is uninterpretable as it applies to the effectiveness of Marine Corps sexual assault prevention programs.

In addition, we recommend that any descriptive data from the DSAID on reported sexual assaults (e.g., perpetrator characteristics, assault characteristics) be interpreted with caution. Sexual assaults that are reported differ substantially from the majority of sexual assaults, which are never reported (Starzynski et al., 2005). For example, compared with typical sexual assaults, which are usually acquaintance-perpetrated, reported sexual assaults are relatively more likely to be stranger-perpetrated and involve a weapon (Starzynski et al., 2005). Thus, descriptive information summarized from the DSAID will describe unusual events that are poor matches to the complete universe of sexual assaults that the Marine Corps annual courses seek to prevent.

Sexual Assault Prevention and Response Internal Data

According to our conversations with HQMC SAPR staff and SARCs serving on installations, there are limited available data collected regularly by the HQMC SAPR programs. When new programs are in development, process measures are collected by HQMC SAPR staff, but typically, once a program is introduced officially, measurement does not continue. In our interviews, SARCs indicated that they (or their staff members) do not quantitatively assess or record attendance, engagement, trainer fidelity, Marine satisfaction, knowledge, attitudes, behavioral intentions, or perceived norms. One challenge to regular data collection within the program is that, currently, limited infrastructure exists to support data collection, management, and

² Restricted sexual assault reports are confidential reports that allow victims to get information, collect evidence, and receive medical treatment and counseling without starting an official investigation of the assault. Unrestricted sexual assault reports start an official investigation, in addition to providing access to the services available via restricted reporting.

transfer between local SARCs and HQMC SAPR. For example, one SARC indicated that installation SAPR VAs continue to administer a headquarters-developed course evaluation to all Marines who complete the “Take a Stand” training. These paper-and-pencil surveys are visually reviewed by the SARC to assist in supervision of the SAPR VA trainers and are then filed. The data are never entered into a database or transferred and, therefore, would be difficult to access for use in monitoring the quality of the “Take a Stand” training. As of late 2017, we are not aware of any other internally collected data that could be relevant to ongoing evaluation of Marine Corps SAPR programs.

Summary

Several databases exist that include data relevant to measuring the success of Marine Corps sexual assault prevention efforts. The WGRA surveys a large sample of Marines biennially and can provide useful data on sexual assault prevalence, sexual harassment prevalence, and attitudes and climate within the Marine Corps. The DEOCS provides command climate data, but small nonrepresentative samples may make it less useful for program evaluation than the WGRA. The DSAID provides detailed information about the characteristics of *reported* sexual assaults, but this information cannot be generalized to all sexual assaults in the Marine Corps. We do not recommend the number of reports in the DSAID be used as a tracking device for SAPR programs, given the inability to disentangle positive and negative causes of reporting numbers. Finally, HQMC SAPR internal data are currently limited but could be grown to provide continuous quality monitoring of the prevention programming (Chapter Seven).

We selected several measures from the WGRA and DEOCS for inclusion in the set of recommended candidate measures (as discussed in Chapters Four and Five and listed in Appendixes B and C). Measures in these existing surveys can be used in one of two ways: (1) data from the original survey can be requested for a given measure (limited to members of the Marine Corps) or (2) the measure can be included in a new data collection effort. The first approach leverages ongoing DoD efforts. For example, on request, the OPA can limit result tables for WGRA data to the Marine Corps sample and deliver to HQMC SAPR evaluation-relevant data points from a given survey year. Over time, these data points become a trend line by which to evaluate improvements in program performance. The disadvantage of this approach is that HQMC SAPR cannot control when the WGRA is administered or the context in which it is administered. WGRA data cannot be used, for example, to show that exposure to a specific training directly changed a trainees' knowledge or attitudes. For that kind of evaluation question, HQMC SAPR may wish to use a measure from the WGRA in its own evaluation survey. For example, an item from the WGRA could be included in a survey that is administered to trainees before and after a training to learn about training-related changes in performance.

Part II

Identifying Measures of Performance and Effectiveness for Marine Corps Sexual Assault Prevention Programs

Annual Sexual Assault Prevention Training

All Marines—regardless of rank or military occupational specialty—and all Marine Corps–employed civilians are required to attend an annual sexual assault prevention course (Department of Defense Instruction [DoDI] 6495.02, 2013; Marine Corps Order 1752.5B, 2013). To meet this requirement, the Marine Corps has developed four annual training courses tailored to different groups of military or civilian personnel:

- Early career enlisted Marines (E-1–E-3) attend “Step Up,” a 90-minute slide and lecture-based course with some group discussion.
- Enlisted Marines transitioning to leadership roles (E-4–E-5) attend “Take a Stand,” a three-hour video- and group discussion–based course.
- Noncommissioned officers (NCOs) ranked above E-5 and officers attend a standard, 50-minute annual prevention program that is largely lecture-based with some group discussion.
- Marine Corps civilians receive the Navy’s 60–75-minute annual sexual assault prevention training “One Team, One Fight.”

Each course must cover a series of topics outlined in DoDI 6495.02, including, but not limited to, the definitions of sexual assault and consent, explaining offender consequences, the distinction between sexual harassment and sexual assault, reporting options (restricted and unrestricted), resources available to victims, roles of various response personnel, and identification of prevention strategies and behaviors, such as bystander intervention, risk reduction, and use of affirmative consent.

In this chapter, we first describe the four annual sexual assault prevention trainings used within the Marine Corps. Next, we present a logic model of the trainings that was developed in collaboration with HQMC SAPR staff and installation SARCs. The logic model illustrates the processes hypothesized to be necessary for program success and documents the outcomes that HQMC SAPR aims to achieve through the trainings. The logic model also describes the intermediate changes to knowledge, attitudes, behavioral intentions, and perceived norms that HQMC SAPR believes may mediate the relationship between program attendance and the expected behavioral outcomes. To assist HQMC SAPR’s future evaluation plans, we identified, adapted, or developed MOPs and MOEs to measure every element of the logic model. They are listed in full in Appendix C and summarized here.

Annual Training Courses

Step Up: Annual Training for Marines in Pay Grades E-1 to E-3

First launched in 2014, “Step Up” is the Marine Corps sexual assault prevention program designed specifically for enlisted Marines in the pay grades of E-1 to E-3 (typically between the ages of 18 and 21). The largely didactic program is led by a SAPR VA and supported by audiovisual slides, video vignettes, and group discussion. It has an expected running length of 90 minutes and is intended to take place in a classroom with no more than 30 attendees.

The program begins with education about the DoD definition of sexual assault, a comparison of sexual assault and sexual harassment definitions to teach the distinction, and a definition of what constitutes consent to sexual activity, including the influence of alcohol on consent. Next, three short videos are used to spark group discussion of the curriculum. The first video depicts a man and a woman interacting at a party, which later escalates to a sexual assault. Following this video, the Marines are taught signs of healthy relationships and red flags to identify potential perpetrators of sexual violence. The second video depicts the same scenario, but this time a bystander intervenes and prevents the sexual assault. Subsequently, Marines are taught bystander intervention strategies to “direct,” “distract,” or “delegate” to prevent sexual violence against others. Trainees work together to roleplay a bystander intervention. The final video details the aftermath of a sexual assault. Following the video, Marines learn about the impact of sexual assault on the victim, including the body’s physiological response to trauma and immediate and long-term psychological responses.

The training concludes with a section that describes the resources available for Marines and sexual assault victims’ reporting options. The instructor presents the statistics on the number of male and female Marines who do not report an assault. He or she offers an overview of the general barriers to reporting, and the specific barriers male victims face when contemplating reporting sexual assault. The training continues with information about how to appropriately respond to sexual assault and prevent retaliation. Then, false reports and unfounded reports of sexual assault are explained, and myths about the likelihood of false reports are dispelled. The instructor then describes the military repercussions for being found responsible of sexual assault. The training concludes with information about the installation hotline and local resources.

Take a Stand: Annual Training for Marines in Pay Grades E-4 and E-5

Newly promoted E-4s and E-5s, or NCOs, are required to attend the “Take a Stand” sexual assault training. The program is built around short video segments that are used by the instructor to spark group discussion and is also supported by a slide presentation. “Take a Stand” has a running length of three hours and typically takes place in a conference room, classroom, or auditorium (depending on the scheduled time, scheduled attendance, and room availability). Anywhere between 20 and 300 Marines may attend this training at one time; although the SARCs who we spoke with indicated that smaller groups of 20–30 are preferred and that this is size most likely to stimulate lively group discussions. Similar to “Step Up,” instructors are SAPR VAs who are given a prescribed training script but may deliver the material in their own style.

“Take a Stand” is composed of six segments. The first segment, “It’s Happening to Us,” begins with a video illustrating a fictional story of one Marine sexually assaulting another Marine and follows with a group discussion. The segment closes with a video message from the

Commandant and the Sergeant Major of the Marine Corps and excerpts from victim stories. Afterwards, the Marines are dismissed for a short break.

In the second segment, “Understanding Sexual Assault and Consent,” attendees watch a video of three Marine sexual assault victims recount their experiences. Using discussion prompts and support slides, instructors guide Marines through the DoD definitions of sexual assault, consent, and sexual harassment. Discussion then shifts to components of healthy sexual relationships, strategies to ensure consent has been established, the impact of alcohol on consent, and the potential consequences of a sexual offense.

The third segment, “The Impact of Sexual Assault,” emphasizes the damage that sexual assault does to mission readiness, unit cohesion, and the reputation of the Marine Corps. The instructor also plays an additional video focusing on misperceptions about false reporting and provides information to clarify that false reporting is uncommon. The class is then dismissed for a ten-minute break.

In the next segment, “Sexual Assault Prevention,” attendees learn situational awareness to identify situations that suggest risk for sexual assault. The instructor leads a discussion of stereotypes about sexual assault (e.g., that incidents are mostly stranger-perpetrated) and counters stereotypes with accurate information using the video vignettes as illustrations (e.g., sexual assaults are typically acquaintance-perpetrated). Continuing to use video examples, the instructor reviews common techniques employed by perpetrators (e.g., coercion, alcohol, misuse of authority), and leads a discussion of personal risk protection strategies (e.g., a buddy system, drinking responsibly). Finally, the instructor uses a video and discussion points to teach bystander intervention strategies to prevent sexual assault.

In segment five, “Sexual Assault Response,” attendees learn about the variety of resources and reporting options available to victims of sexual assault. Barriers to reporting and seeking help are reviewed in a video and through class discussion. The NCOs attending the class learn about their role if a victim discloses. They are reminded that they are “*not* the best resource for a victim of sexual assault” and that they are a “mandatory reporter.” At the end of the segment, the instructor leads a roleplay exercise in which NCOs practice directing a victim to the appropriate services.

In the conclusion segment, a video is played with clips of peers, leaders, subject-matter experts, and the Commandant reiterating the key points of the training.

General Annual Training for Officers and Enlisted Marines in Pay Grades E-6 and Above

The general sexual assault annual training is designed to educate officers and enlisted Marines in pay grades E-6 and higher on sexual assault awareness, prevention, and response. The training is predominately lecture-based and supported by a PowerPoint presentation. SAPR VAs lead the 50-minute program and are required to follow the program script as closely as possible. The training is administered in classrooms or auditoriums to groups as large as 600.

The presentation begins with foundational information, including the DoD definition of sexual assault, the difference between sexual harassment and sexual assault, the definition of consent, and strategies for understanding and establishing consent. In the next series of slides, the impact of sexual assault on victims is described, including the physical and emotional effects of sexual violence. Next, the impact of sexual assault on the unit is reviewed, including disruptions to teamwork, unit cohesion, and discipline. Attendees also learn about the military sanctions for offenders of sexual assault and Marine Corps policy on sexual violence.

The presentation continues with information on the resources and services within the Marine Corps' SAPR program. Additionally, the training details Marines' reporting options, including unrestricted reporting, restricted reporting, and reporting outside of the chain of command. Other support options for victims are also described, including expedited transfers to another unit. The instructor provides recommendations for how to respond in the immediate aftermath of a sexual assault, and teaches bystander intervention strategies. Finally, the training concludes by reiterating the main points of the course.

One Team, One Fight: Annual Training for Civilian Employees

Civilians employed by the Marine Corps are required to attend "One Team, One Fight," an in-person sexual assault prevention training developed by the Department of the Navy. The 60–75-minute training is split roughly equally between video segments and instructor-led group discussions. The class size is typically 20–30 attendees, with a limit of up to 50 persons per training session. The trainings typically take place in classrooms or meeting rooms. Course materials recommend that the trainings be led by two facilitators, including a SARC or SAPR VA. At minimum, at least one person serving in one of the following roles must be present to address any victim needs during the course: a SARC, SAPR VA, representative from the Civilian Employee Assistance Program, chaplain, or clinical counselor. The course instructor follows a guideline script to direct the training.

The course begins with an activity that could elicit a bystander intervention but typically does not. Prior to the class, the instructor asks a participant to create a distraction in the classroom (e.g., loudly drum a pen on his or her desk). As the course commences, the facilitator does not acknowledge the distraction and, instead, observes how the attendees respond. After sufficient time has elapsed, the instructor stops the behavior, reveals that this was a planned activity, and uses the class behavior to illustrate the challenge of bystander intervention. The instructor describes social science studies that show that most people do not intervene in risky situations when there are many other bystanders present (much like the class did not intervene in an annoying situation). After a discussion, the trainer introduces a video illustrating three sexual violence scenarios to the class. The instructor then leads a discussion that highlights the inappropriate behavior in the video and teaches attendees how to discriminate between the sexual assault and sexual harassment (using DoD definitions of these behaviors). The instructor asks participants to describe sexual consent, discuss consent, and discuss how alcohol can impede consent.

In the last portion of the training, the instructor reviews the resources and reporting options available to victims of sexual assault. Participants discuss issues such as fear of reporting, retaliation, differences between civilian and military options and processes, distinctions between reporting options, and confidential resources. Finally, the instructor teaches bystander intervention strategies that could prevent a sexual assault. The training ends with concluding statements about community responsibility for prevention and mitigation of sexual assault.

Sexual Assault Prevention and Response Victim Advocate Training

SAPR VAs receive 40 hours of training, overseen by their installation SARC, to prepare them to provide services to victims and to lead annual trainings on their installation. According to the SARCs we spoke with during key informant interviews, the last 1.5 days of the training are allocated to teaching the prevention curriculum and preparing SAPR VAs to deliver the content. They are expected to deliver all training material in every session, but there is variation in

presentation style, with some SAPR VAs choosing to adhere verbatim to the scripts provided in the instructor training manual and other SAPR VAs preferring to rephrase and deliver the content in their own style. According to interviews with installation SARCs, some instructors include unique strategies to improve engagement, such as a SAPR trivia game.

Logic Model for Annual Sexual Assault Prevention Training

Although these annual trainings are targeted to the needs of different pay grades and roles within the Marine Corps, there is nonetheless substantial overlap in the content. For example, all trainees learn about DoD sexual assault definitions and policies, reporting options, and bystander intervention strategies. In addition, all trainings have similar short-term goals (e.g., increase knowledge about SAPR resources) and long-term goals (reduce sexual assaults in the Marine Corps). As such, it is possible to depict the four annual trainings in a single logic model, shown in Figure 4.1.

Inputs

In Figure 4.1, the left-most column of items in the top panel—encompassed by a dashed border—contains inputs into the training programs. These include the official concept of operations (Marine Corps Order 1752.5B, 2013), the program materials (e.g., slide decks, instructor manuals, read-aheads, handouts), and congressional and DoD requirements for topics that must be included in annual training and which influence the content of prevention programming (e.g., DoDI 6495.02, 2013). The scope of this project did not include an evaluation of program inputs.

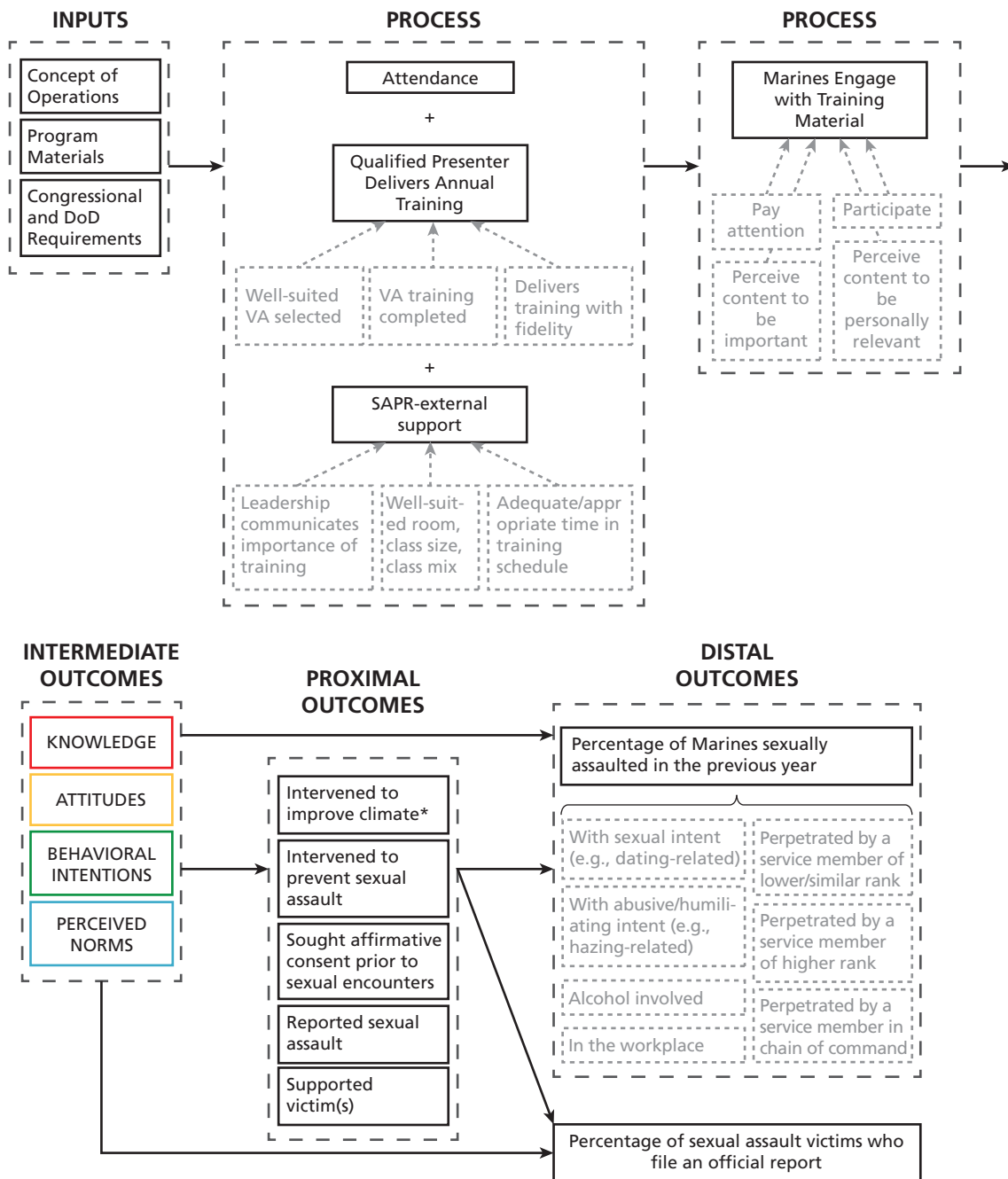
Although not the focus of this report, a comprehensive program evaluation would include a conceptual review of program materials with a focus on identifying any gaps in the content or mismatch between program content and program goals. Moreover, a review of alternative sexual assault prevention methods would typically accompany such a process, to identify whether the current programming continues to be the best match to leadership goals relative to alternative strategies that may have evolved or been subject to further evaluation. This work could be further supported by a review of the recent empirical literature to evaluate whether there is evidence that previously considered etiological influences on sexual assault play less or more of a role than was known at the time of program development. This information can then feed back to the gap analysis of program content.

In our work, we reviewed program materials with the goal of identifying program processes and hypothesized outcomes only; we did not complete a critical review of the appropriateness of the content. This component of program evaluation should be considered as part of a future comprehensive evaluation. For further guidance, we recommend the *Getting To Outcomes* guides for step-by-step support (Chinman, Imm, and Wandersman, 2004; Hunter et al., 2015).

Process

The inputs feed into the process components of annual sexual assault prevention programming, depicted in the second and third boxes. Process components assess whether a program is implemented with high quality and as intended. These elements are critical to program success. It perhaps goes without saying that a program cannot influence the behavior of someone

Figure 4.1
Logic Model for Annual Sexual Assault Prevention Trainings



* For example, intervened to prevent sexual harassment, voiced objection to rape-supportive comments.

who does not attend the program. Therefore, in both planning and evaluation, it is necessary to ensure and document that the program reaches the population of interest (in this case, all Marines). It would not be efficient to spend resources considering whether downstream content is effectively influencing hypothesized outcomes if a program is handicapped by poor attendance.

In addition to attendance, qualified presenters are also key to the success of the annual sexual assault prevention programs. Indicators of presenter qualifications include commander selection of a well-matched SAPR VA or hiring of a well-matched civilian VA. For the program to be effectively delivered, it is also necessary for the SAPR VA to be trained to deliver the program and to deliver the program as intended. Finally, a number of process components that are external to the SAPR office may also influence program effectiveness. SAPR relies on installation commanders and other leaders to communicate the importance of the program to attendees. It also relies on external organizations to provide appropriate class environments (e.g., appropriate setting, reasonable class sizes and class mix, and arrangement of adequate time in the training schedule).

The third dashed-line box in the top panel is a continuation of the process components in the logic model. The arrow between the two boxes indicates that whether Marines engage in the training material will be dependent on the previous process components (attendance, presenter qualifications, and SAPR-external support). Presumably, if these things are in place, Marines will be more likely to engage in the training material. To determine engagement, potential indicators include markers that the Marine is paying attention and that he or she is participating in the course discussions. Engagement is also more likely if Marines believe that the content is important and see the relevance to themselves personally. For example, a Marine who sees the material as important for others, but not personally relevant to himself or herself, may not fully engage and learn the content. Process components of logic models are typically assessed with MOPs.

Outcomes

The logic model continues in the second row with outcomes—intermediate, proximal, and distal—which would be assessed with MOEs. Training programs are expected to change Marine behaviors by influencing cognitions, attitudes, and behavioral intentions—referred to in the logic model as *intermediate outcomes*. Based on our interviews with key stakeholders, annual training programs target two major cognition components: knowledge (e.g., learning sexual assault reporting options) and perceived norms (e.g., believing that the Marine Corps supports and rewards reporting sexual assaults). Thus, the logic model splits cognition into these two elements. Given the large number of potential indicators of change to these intermediate outcomes, we discuss them in further detail in the next section.

Changes in intermediate outcomes are hypothesized to increase the likelihood that the program's targeted *proximal outcomes* will occur. These include behaviors such as intervening to improve the climate of the Marine Corps (e.g., voicing an objection when a peer blames a victim for the assault) and intervening directly to prevent a sexual assault (e.g., interrupting a friend who is leading an intoxicated Marine away from a party). Other proximal outcomes targeted by annual training materials include behaviors such as seeking consent prior to sexual encounters, reporting sexual assault that does occur, and supporting victims of sexual assault. The arrows leading from the proximal outcomes to the distal outcomes depict the program's hypothesis that when Marines intervene to improve climate, intervene to prevent sexual

assaults, or support victims, these behaviors will, in turn, decrease the number of Marines who are sexually assaulted and increase the proportion of victims who report assaults that do occur (distal outcomes).

The *distal outcomes*, depicted in the last boxes of the model, show the program's ultimate goal: to reduce the number of Marines who are sexually assaulted each year. This generic measure is subdivided into non-mutually exclusive types of sexual assault, such as hazing-related sexual assaults, alcohol-involved sexual assaults, and sexual assaults perpetrated by a service member of higher rank than the victim. The annual sexual assault prevention programs seek to prevent all sexual assaults against Marines. However, it is possible that the programs may be more successful at preventing one type of sexual assault than another. Although any evaluation of distal outcomes in the Marine Corps will certainly lack the power to detect changes in specific types of sexual assault (see the section titled "Distal Outcomes," later in this chapter), they are nonetheless important components of a logic model. They serve to illustrate the logic of the program and can provide a reminder to ensure that the program includes content that has the potential to affect each targeted distal outcome. For example, program content that teaches healthy relationship skills and affirmative sexual consent is predicted to lead to a decline in dating-related sexual assaults, but may have little effect on hazing-related sexual assaults. Some sexual assault types (e.g., command-perpetrated) are less emphasized in program materials and, therefore, may be less likely to shift in response to the annual prevention programs.

Program content also targets a second distal outcome: filing an official report when a sexual assault occurs. Content that teaches Marines about reporting options, warns against retaliating against victims, and introduces Marines to SAPR staff members is expected to increase the proportion of victims who choose to file an official report (whether restricted or unrestricted).

Within the three types of outcomes, two paths of influence are predicted (and illustrated with path arrows). First, changes to intermediate outcomes (knowledge, attitudes, behavioral intentions, and perceived norms) could exert a direct effect on the distal outcomes. Marines who are knowledgeable about sexual assault, reject rape-supportive attitudes, intend to avoid perpetrating sexual assault, and perceive their peers to have similar attitudes should be less likely to sexually assault other Marines (a direct effect) and should be more likely to report an assault were they to be victimized (a direct effect). Second, the relationship between these intermediate outcomes and distal outcomes may also be mediated by the proximal outcomes. For example, when intermediate outcomes are influenced as predicted, Marines may be more likely to intervene to prevent sexual assaults (a proximal outcome), which in turn will lead to a decrease in sexual assaults (a distal outcome).

Intermediate Outcomes

Because the categories for intermediate outcomes are so general, it is important to specify the exact improvements in knowledge, attitudes, expected behavioral intentions, and perceived norms that the annual sexual assault prevention programs seek to influence (Figure 4.2). Figure 4.2 summarizes the knowledge that Marines should gain as a result of attending annual sexual assault prevention program training (according to program materials and key informant interviews). Some content is directly taught (e.g., the definition of sexual assault), while other content is inferred or covered via examples or discussion (e.g., that some hazing events, which neither the victim nor the perpetrator perceive to be sexual in nature, are nonetheless sexual assaults). The attitudes include those directly targeted by program materials or that were

Figure 4.2
Indicators for Intermediate Outcomes of Annual Trainings

KNOWLEDGE		ATTITUDES	BEHAVIORAL INTENTIONS	PERCEIVED NORMS
Sexual assault definition	Legal process	Sexual assault is incompatible with the Marine Corps values	Will not perpetrate sexual assault: - with sexual intent - with abusive/humiliating intent	Marines believe SA is incompatible with the Marine Corps values
Hazing can be sexual assault	Punishments for perpetrating	Victims deserve empathy	Will intervene to stop sexual assault: - with sexual intent - with abusive/humiliating intent	Marines have empathy for victims
Men can be sexually assaulted	Bystander intervention strategies	Reporting is good/safe	Will report	The Marine Corps supports/rewards reporting
Difference between sexual harassment and sexual assault	Impact of sexual assault on victim	Marine leaders have a duty to intervene	Will seek affirmative consent	Marines intervene
Consent definition	Characteristics of a healthy relationship	Leadership takes sexual assault seriously	Will have healthy relationship(s)	Marine leaders are committed to the SAPR mission
Able to recognize a sexual assault when it occurs	Demographic data	SAPR's mission is shared		
How to report	Risk factors			

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specified by program staff as important outcomes. For example, the program seeks to instill the belief that Marine Corps values prohibit sexual assault, increase empathy for victims (e.g., attendees reject attitudes that blame victims for their assault or justify the actions of perpetrators), and increase the belief that intervening to prevent a sexual assault is part of any Marine's duty. Behavioral intentions include the trainee's personal plan to implement the behaviors or actions taught by the program (e.g., commitment to avoid having sex with someone who is too drunk to consent). Finally, perceived norms reflect the trainee's beliefs that his or her fellow Marines share the attitudes that the program seeks to instill. For example, a personal attitude would be the belief that victims are not responsible for sexual assaults, and a perceived norm would be the belief that, in general, other Marines do not hold victims responsible for sexual assaults.

Measures of Performance and Effectiveness

The annual sexual assault prevention training logic model described in the previous section was finalized in a collaboration among RAND researchers, a sample of installation and command SARCs, and key stakeholders at HQMC SAPR. After we reached consensus on the content of the logic model, we began the process of mapping individual MOPs and MOEs onto each of the model's components. Identifying appropriate measures for each program component is the first step in developing a complete measurement system by which HQMC SAPR can monitor and improve the implementation and outcomes associated with sexual assault prevention efforts.

Development Approach

To help identify MOPs/MOEs for the logic model, we convened an advisory panel of four external experts in sexual assault prevention and implementation science. Panel members reviewed the annual training logic model and current practices in measurement of performance and effectiveness for sexual assault prevention programs, discussed previously in Chapter Two. Over a series of four teleconferences in April and May 2017,¹ expert panelists and RAND researchers recommended for each component of the logic model:

1. measures based on existing military data sources,
2. well-suited items or scales from the published literature, or
3. development of new measures given the lack of existing measures that matched the needs of HQMC SAPR.

In some cases, an identified measure is included in a regularly fielded DoD survey, such as the WGRA. For these items, HQMC SAPR may choose to use the data collected via these previously fielded surveys. For example, HQMC SAPR may request that OPA provide a summary of relevant WGRA items limited to Marine Corps respondents. In this case, the existing survey provides both the question wording and the subsequent data. In other cases, HQMC SAPR may choose to use an item wording originally developed for an existing survey but collect its own data (e.g., during a post-training assessment).

Many identified items were not part of an existing DoD survey, but rather included in published evaluations of sexual assault prevention programs (Chapter Two). No existing data are available by which to evaluate SAPR programming using these measures. Instead, all items identified in this manner are candidates for HQMC SAPR to field in its own evaluations. Given the greater control of item administration, we reviewed each item to identify any necessary modifications to improve fit with SAPR content or program goals and fit with the target population and setting.

Finally, there were many logic model components for which no existing measures could be identified and thus required development of new measures. In some cases, these were model components that are unique to the Marine Corps or U.S. military more generally (e.g., sexual assault victim reporting options). For these components, RAND researchers with expertise in survey development and sexual assault prevention program evaluation worked together to develop candidate items targeted at a moderate reading level. For multiple-choice items, response options were carefully selected to ensure that incorrect answers would provide HQMC SAPR with important information about the direction of errors or misinterpretation among the target population.

The RAND-developed items are measures that have completed the initial phase of item development. Prior to inclusion in an evaluation, these new items should undergo cognitive pretesting with members of the target population to identify (and then remedy) any interpretability problems. Subsequently, the items should be pretested with a sample sufficient to conduct psychometric analyses to ensure that the items are reliable, valid, and have adequate variability to be useful for trend analyses (Presser et al., 2004). Items with low variability (e.g., nearly everyone selects the correct answer at baseline) tend not to be useful for program evaluation, as there is little opportunity for the program to demonstrate that it can improve perfor-

¹ Following the panel meetings, expert panelists remained engaged by reviewing documents and recommendations.

mance. We systematically constructed items in a way that we believe will lead to greater variability, and rejected items that were likely to have low variability; nonetheless, item response variability remains an empirical question that should be examined with data from the population of interest.

The complete set of recommended MOPs or MOEs for each logic model component is listed in Appendix C. For each measure, we provide the exact item wording, response options, and the source of the item. If the item was modified in any way, we have included the recommended item wording, the original wording, and a note that the item was modified from the original.

We also specify the population to which the measure applies. For measures that will be administered and collected by SAPR staff, we recommend that the population be Marines who attended the given program. For measures that are drawn from existing military datasets, we recommend that the population be all Marines who were required to complete the training.² This will include both Marines who attended the training and some who did not. We make this recommendation because it may not be possible to link the data in the WGRA or DEOCS to prevention program attendance records, and because we expect that, due to the mandatory nature of the program, the population of Marines required to attend should be very similar in size to the population of Marines who do attend. Marines who are required to complete a given training can be identified by pay grade and accession date.

The MOP and MOE list can be treated as an item pool from which to select a subset of questions that best match the needs of a given evaluation. The remainder of this chapter provides an overview of the measures included in the appendix.

Measures of Performance

MOPs were selected to assess all process components of the annual training logic model: attendance, qualified presenters, SAPR-external support, and Marine engagement with the training material. As noted in Chapter Two, there are few published items or scales that assess performance for sexual assault prevention program evaluation. However, we were able to identify existing military data sources that contained relevant MOPs for some logic model components. For example, the Inspector General's inspection of SAPR at the command level includes checklist items that assess whether attendance is tracked and SAPR VA training is completed. In addition, as of 2016, the WGRA includes items that assess the skill of SAPR VAs leading trainings and the perceived personal relevance of the training content from the perspective of Marines who should have taken the annual training.

Items developed by RAND to cover components where existing data sources do not provide a measure tend to fall into two areas: qualifications of the trainer and Marine engagement with the training materials. For the assessments of trainer fidelity to the curriculum, preparation, comfort with the material, and knowledge about military sexual assault prevention and response, we developed items for two potential reporters: a SARC supervisor and the SAPR VA who led the training. In the first case, an external, knowledgeable observer, such as a SARC, will likely provide the most accurate and least biased assessment of the performance of trainers. In addition, the SARC's assessment could be used as a supervision tool to provide performance

² Also known as an "intent-to-treat" sample.

feedback to SAPR VAs—identifying areas of strength and developing plans for improvement where weaknesses are identified.

Given the large number of annual trainings delivered within the Marine Corps and the competing demands on SARC time, it will not be feasible for SARCs to observe and rate every training session. To provide coverage of trainings that are not attended by the supervising SARC, we also created parallel items that SAPR VAs themselves can complete following a training session. It is possible that these self-assessments may be biased toward more-favorable impressions of SAPR VA skill, but they nonetheless provide program evaluators with a view of training delivery. Wording for the SAPR VA items was selected to avoid stigmatizing any nonperfect responses. To assess SAPR-external support for the annual training (e.g., leadership support, appropriate classroom), we relied on SAPR VA evaluations.

There are multiple observers who can provide an assessment of the extent to which Marines engage in the training material. The SAPR VA delivering the training and his or her SARC supervisor (if present) can describe their observations (e.g., Were trainees attentive? Did they ask questions?). In addition, Marines can describe their own attentiveness and interest in the training. We developed a series of items assessing Marine engagement in the training from the perspective of the trainer, the SARC observer, and the trainee. An evaluation may not need all three types of observers to provide this content; the best source should be selected based on the goals and methods of the particular evaluation.

Measures of Effectiveness

MOEs were selected to assess all outcome components of the annual training logic model (e.g., knowledge of sexual assault prevention content, prevalence of sexual assault in the Marine Corps). Where possible, we drew from existing military data sources to identify MOEs that HQMC SAPR could request directly from ongoing survey efforts (e.g., the WGRA, DEOCS). We also reviewed published scales and items (see Chapter Two) to identify standardized questions that could be used by HQMC SAPR to evaluate the annual trainings. Given differences in the content and targeted intermediate outcomes between Marine Corps SAPR programs and the civilian sexual assault prevention programs evaluated in the published literature, we were able to identify civilian-developed items for only some components of the model and did not recommend any complete scales. For all items drawn from existing sources, we list the source of the item.

Instead, most items were modified to reflect factors unique to Marine Corps SAPR programs. For example, most civilian sexual assault prevention programs focus on female victims, whereas Marine Corps SAPR programs take a more gender-neutral approach that acknowledges the large proportion of military sexual assault victims who are men (OPA, 2017b). Thus, many items assessing attitudes toward victims were adapted to be either gender-neutral or to assess attitudes toward male and female victims separately. For all items, we tried to design response options that would provide variability in item responses, which in turn increases the power to detect trends in performance over time. We rejected items that we expected nearly all respondents to answer in the same way.

Intermediate Outcomes

Marine Corps SAPR annual training includes a large proportion of content that is designed to increase trainees' **knowledge** of the problem of sexual assault, response options, and prevention strategies. Much of this content is Marine Corps- or military-specific, and therefore, we

created new items to assess trainee learning. Across the 14 domains in the knowledge component of the logic model (Figure 4.2), we developed 46 items, identified 1 item in an ongoing military survey, and adapted 1 item from the civilian literature.

Although content designed to alter **attitudes** about sexual assault is less prominent in the annual training curricula than content designed to increase knowledge, HQMC SAPR still identified attitudes as a critical lever by which the program may influence proximal outcomes and ultimately reduce sexual assault. While not sufficient to create behavior change, attitude change is often a significant target in civilian sexual assault prevention programs (Anderson and Whiston, 2005). Given this emphasis, many published scales have been designed to measure attitudes related to sexual assault, such as negative attitudes toward victims and beliefs in the justifiability of sexual assault. Unfortunately, there were no scales that could be recommended as a complete set; all contained some items that assessed attitudes not targeted by Marine Corps annual training or items that were not military-relevant. However, we were able to select or adapt 24 attitude items from published scales. We also included 7 items drawn from ongoing military surveys (WGRA or DEOCS) and 2 items from military studies. Finally, we developed an additional 17 items to fill components of the attitude section of the logic model that had not been fully covered by the existing items.

The **behavioral intentions** component of the logic model includes post-training decisions to behave in the ways encouraged by the training. For example, the sexual assault prevention annual trainings encourage attendees to intervene when a friend is at risk and to seek affirmative consent during sexual encounters. We selected (and adapted) 16 items from published scales and 3 items that are included on recurring military surveys. We created 16 new items to fill the remaining gaps in the behavioral intentions subsections.

Perceived norms indicate what an individual thinks his or her social group's attitudes and conventions are. Marine Corps SAPR annual trainings do not focus content on this outcome, but by sharing prevention messages from leaders and peers and repeating messaging throughout a Marine's career, the program may help to instill the perception that the Marine Corps, as a whole, rejects sexual assault and supports victims. To populate the item pool for this section, we converted some, but not all, attitude items to assess the individual's perception of Marine attitudes and beliefs rather than their own. Attitude items were not translated to perceived norm items if we judged the content to be too detailed or personal for a respondent to be able to estimate the beliefs of the Marine Corps as a whole. In addition to the translated attitude items, we also identified seven items from the literature and existing military surveys that directly assessed perceived norms. In total, we selected 31 items from published scales and 6 items from recurring military surveys. These items provided good coverage of the perceived norms content, and only 8 additional items were created to complete the set.

Proximal Outcomes

Proximal outcomes are those behaviors that could change or be implemented immediately after attending a training and that, hypothetically, should lead to downstream reductions in the number of sexual assaults that occur in the Marine Corps. We developed seven new items to assess **bystander intervention behaviors that could improve the climate** of the Marine Corps, including speaking up against sexual harassment, offering support to victims of sexual harassment, reporting observed incidents of sexual harassment, and voicing disapproval of comments that disparage sexual assault victims. To assess **bystander intervention behaviors to prevent a possible sexual assault**, we adapted two items from the literature and created

three new items to assess past-year bystander intervention behaviors in response to unwanted sexual contact and alcohol-related risk. We did not include intervention behaviors to halt penetrative sexual assaults that are in process, as these events are rarely observed by bystanders. Three items from the literature were adapted to measure past-year use of **affirmative consent** within sexual relationships. Finally, we identified two items from an ongoing military survey and adapted one item from the literature that measured **victim support**.

Distal Outcomes

The ultimate aims of the annual training programs are to reduce the rate of sexual assault among Marines and to increase the proportion of those sexual assaults that are reported to the Marines. Generally, it is desirable to evaluate programs based on their most important outcomes. Indeed, in our interviews with sexual assault prevention program evaluation experts, they emphasized that measuring sexual assault perpetration and victimization is critical. However, given the relatively low base rate of sexual assault, it is not always practically feasible to use those rare outcomes as the measure of a program's effectiveness. The expected effects of the Marine Corps annual sexual assault prevention programs are relatively small; a training program that could prevent 15 percent of sexual assaults would be a huge success. However, a study designed to have statistical power to detect such an effect size (e.g., going from a 2.5 percent prevalence to 2.1 percent prevalence) would need to an extremely large sample, larger than the Marine Corps itself. The WGRA is an extremely large study, and it samples 100 percent of Marine women, but even this study only has adequate power to detect very large changes in the rate of sexual assault over time.

For example, researchers would have adequate power when comparing across WGRA years to detect a true shift in prevalence among enlisted Marine women from 7.8 percent to 4.6 percent, which would constitute a greater than 40 percent reduction in the rate of sexual assaults (80 percent power assuming $p = 0.05$, two-tailed, as well as response rates and design effects comparably to the 2014 WGRA in both surveys being compared). Effects among men would have to be even larger, requiring more than a 70 percent reduction in the rate of sexual assault, to have a realistic chance of being detectable in statistical analyses of the WGRA data. Even if the Marine Corps training programs are extremely effective at achieving their ultimate aims, it is very unlikely that any evaluation could detect those effects as statistically significant using the WGRA or any other feasible survey. Looking at possible program effects within subsets of sexual assault victims (e.g., rate of reporting among victims, rate of alcohol facilitated assaults) necessarily has even lower power.

More generally, even if there was sufficient statistical power to detect small shifts in the rate of sexual assault and sexual assault reporting, it may be unwise to base any evaluation of training programs primarily on those outcomes. There is a wide range of factors that could alter these rates in the Marine Corps, and most of those factors are outside of the possible influence of the training programs being evaluated. Shifts in rates could be caused by changes in recruiting or retention, changes in criminal enforcement, changes in SAPR policies and procedures, news media coverage of high-profile events, other factors driving attention of Marine Corps leadership, or changes in the broader U.S. culture. Given all of these other factors affecting sexual assault rates, one should not interpret an increase in sexual assault rates as evidence that the training programs are ineffective, nor should one interpret a decrease in sexual assaults as evidence that the training programs are effective.

Given the lack of statistical power to detect changes of the expected size, and the difficulty of attributing any observed changes to the training programs, we advise against using the rate of sexual assault in the Marine Corps, or the rate of reporting among sexual assault victims, as a primary outcome metric for determining program effectiveness. It is very likely that, even if the programs are highly effective, an analysis of these outcome data will show null results. Even if those analyses do show statistically significant results, there is a very good chance that those effects are not attributable to the training programs and may be the wrong magnitude or in the opposite direction of the true effect of the training programs (see Gelman and Carlin, 2014).

Although the WGRA estimates of annual sexual assaults cannot be used as a measure of the success or shortcomings of the SAPR annual prevention programs specifically, these estimates should continue to be appropriately monitored by leadership as a strategy for detecting large swings in sexual assault rates or small but significant trends that could emerge over a decade or more. While any such fluctuation would likely be product of a multitude of factors, rather than any single input, it is wise to monitor these rates and appropriately scope planning and response. Further, the WGRA rates provide useful facts for the prevention trainings themselves (e.g., in terms of particularly vulnerable groups) and can alert leadership about larger cultural trends that may also be pertinent to the prevention efforts.

Conclusion

In this chapter, we provided a description of Marine Corps annual sexual assault prevention trainings, presented a logic model that documents program processes and expected outcomes, and summarized MOPs and MOEs that could be used to evaluate trends in each element of the logic model. The complete set of candidate MOPs/MOE, response options, targeted population, and original sources is in Appendix C.

Despite a thorough systematic review of MOPs and MOEs used in published evaluations of sexual assault prevention programs, we were not able to directly map existing measures onto all components of the logic model. We did not identify any full scales that could be recommended unchanged for use in an evaluation of the Marine Corps annual sexual assault prevention trainings. However, we did identify many items that were relevant to SAPR training content—most of which required adaptation to ensure a good match with training content or the Marine Corps population. Ongoing military surveys such as the WGRA and DEOCS contain many items that could be used as part of HQMC SAPR evaluation efforts, in some cases, directly from existing data sources after limiting the population to Marines.

Some components of the logic model, such as the knowledge section, were still largely unassessed after mapping all existing measures to the model. For these sections, RAND researchers with expertise in survey development and sexual assault prevention developed new items and response options. **Given the degree of adaptation necessary for existing measures and the development of new content, identified items should be considered candidate measures that should be further assessed for possible inclusion in future evaluations. Access to existing data sets or collection of new data from Marines exposed to the annual trainings will be necessary to complete validation of MOPs and MOEs. Finally, the set of items should not be considered a survey, but rather is an item pool from which a subset of relevant items for a given HQMC SAPR evaluation effort could be selected.**

Leadership Courses

In early 2017, operational leadership courses included a SAPR First Sergeants Course and a Commanders Course. Additional trainings, for leadership at different levels, were in development but had not yet been implemented. The First Sergeants Course and Commanders Course are lecture- and discussion-based and are delivered by HQMC SAPR staff. Trainees include small groups of first sergeants or officers taking command positions. In both cases, trainees complete the coursework necessary prior to stepping into the responsibilities of their new pay grades and roles. Both courses focus primarily on the leadership tasks of preventing sexual assault and responding to sexual assaults that do occur. Almost all content included in the First Sergeants Course is included in the Commanders Course; however, the Commanders Course also includes additional material unique to those positions (e.g., criteria for selecting SAPR VAs, commander sexual assault response responsibilities).

In this chapter, we describe the leadership trainings and present a logic model of the trainings that was developed in collaboration with HQMC SAPR staff members. The logic model illustrates the processes hypothesized to be necessary for program success. It also documents the outcomes that SAPR targets with the trainings and describes the intermediate changes to knowledge, attitudes, behavioral intentions, and perceived norms that HQMC SAPR believes may ultimately lead to the expected behavioral outcomes. To assist HQMC SAPR's future evaluation plans, we identified, adapted, or developed MOPs and MOEs for every element of the logic model. Appendix D contains the complete list of items, which is summarized here. Both the collection of MOPs and MOEs should be viewed as an item pool from which to select appropriate items for a given evaluation of leadership trainings.

Leadership Courses

First Sergeants Course

The First Sergeants Course teaches leadership to respond to sexual assault in a manner that is both sensitive to victims and in concordance with Marine Corps policy. Per the Advance Guide corresponding with the course, an HQMC SAPR representative leads the First Sergeants Course, which has a running time of 90 minutes. Prior to the course, trainees are asked to fill out a questionnaire found in the Advance Guide including questions regarding best practices for sexual assault prevention and response and are also required to read the Advance Guide, which details the DoD definitions of sexual assault and consent, what constitutes sexual assault, Marine Corps policy on sexual assault, the Marine Corps SAPR program, characteristics of sexual offenders, penalties for sexual assault offenders, reporting options, additional

resources, and the commander's protocol for prevention and response. During the training, the SAPR instructor facilitates group discussion interspersed with short lectures to cover content.

The course highlights three main training topics: the incidence of sexual assault in the Marine Corps, the role of the Marine Corps SAPR program, and the corresponding responsibility of leadership. The first segment of the lecture describes the overall prevalence of sexual assault in the Marine Corps. The data presented include the number of reports in the most recent fiscal year and a frequency breakdown of the numbers by the type of assault, age of the victim, rank of the victim, the most common days when sexual assault has been reported to take place, and type of report the victim selected. Following this presentation, the HQMC SAPR representative guides trainees through definitions of restricted and unrestricted reporting, common barriers to reporting, and institutional policies designed to protect victims from retaliation for reporting.

In the next section of the course, the SAPR instructor informs trainees about the facets of the Marine Corps SAPR program. Some of the key facets described include the various roles within the program, such as the commander point of contact, one-on-one advocacy, official investigators, legal advocates, physical and mental health, and spiritual health. Additionally, the instructor describes how SAPR VAs are selected. The instructor also details ways in which leaders can create and endorse a constructive climate, including optimal messaging strategies for leaders and training programs administered to junior Marines.

Finally, the course instructor teaches trainees how best to respond to a sexual assault report. This includes guidelines on how to react to a victim, a protocol checklist, the expedited transfer option for victims, policy on command investigations, how best to address collateral misconduct, and how sexual assault cases are managed. The lecture ends with a slide on the myths surrounding false reporting, a video illustrating a scenario in which leadership mishandles a sexual assault report, and a summary of important training points. The remainder of the training is dedicated to a group discussion.

Commanders Course

The Commanders Course educates officers taking on their first command about the incidence of sexual assault in the Marine Corps and the purpose and role of the Marine Corps SAPR program. The training is lecture- and discussion-based, and begins with a summary of data on the prevalence of sexual assault in the Marine Corps. This information is derived from data from the WGRA, as well as the number of sexual assault reports in the most recent fiscal year for which data are available. Next, the trainer reviews common immediate, long-term, and physiological impacts of sexual assault on victims. In the next set of slides, the trainer revisits the prevalence estimates, breaking down the frequency by number, type of offense, age of the victim, rank of the victim, typical days of occurrence, and prevalence of assaults against men.

In the next segment of the course, the instructor explains the barriers victims face in reporting, particularly male victims. In this portion of the course, the instructor discusses retaliation, including the various forms of retaliation and how leadership can prevent retaliatory responses to victim reports. To facilitate active learning, the instructor then leads a group discussion on how leaders can best prevent retaliation. After the discussion concludes, the SAPR instructor explains victim reporting options and the roles of the Marine Corps SAPR program.

Next, the group discusses how leaders can get involved in preventing sexual assault. Instructors offer participants suggestions to facilitate a work climate that does not tolerate

sexual assault and direct participants to resources, including the SAPR Leadership Toolkit; an online toolkit offering information on best practices for sexual assault response; and the Small Group Discussion Guides, which provide leaders with a structure to help them engage the Marines in their command in discussions about sexual assault. Other methods of outreach, such as social media, are also presented.

The course continues by describing the qualifications for and processes by which SAPR VAs and SARCs are selected. The SAPR instructor then describes the trainings for junior Marines and how leaders can effectively facilitate their own sexual assault education. The next slides discuss how best to respond to victims who report a sexual assault, including a “Command Immediate Action Checklist” with a response protocol. Participants also learn about command investigations, serious incident reports, eight-day incident reports, the High Risk Response Team, and the Case Management group. The training concludes with information about expedited transfers for victims who request one, strategy for managing collateral misconduct (victim behavior that violates policy), false reporting and myths surrounding false reporting, and a summary of key points.

Like the First Sergeants Course, the Commanders Course includes the same content about the prevalence of sexual assault in the Marine Corps, barriers to reporting, retaliation, sexual assault training for junior Marines, the Marine Corps SAPR program structure, how SAPR VAs are selected, victim reporting options, expedited transfers, encouraging a healthy climate, and false reporting. However, given the unique role of commanders, this training course also includes supplementary training and toolkits for addressing sexual assault, instruction on providing sexual assault education, types of retaliation, and additional information on the Marine Corps SAPR program teams not provided in First Sergeants Course.

Logic Model for Leadership Courses

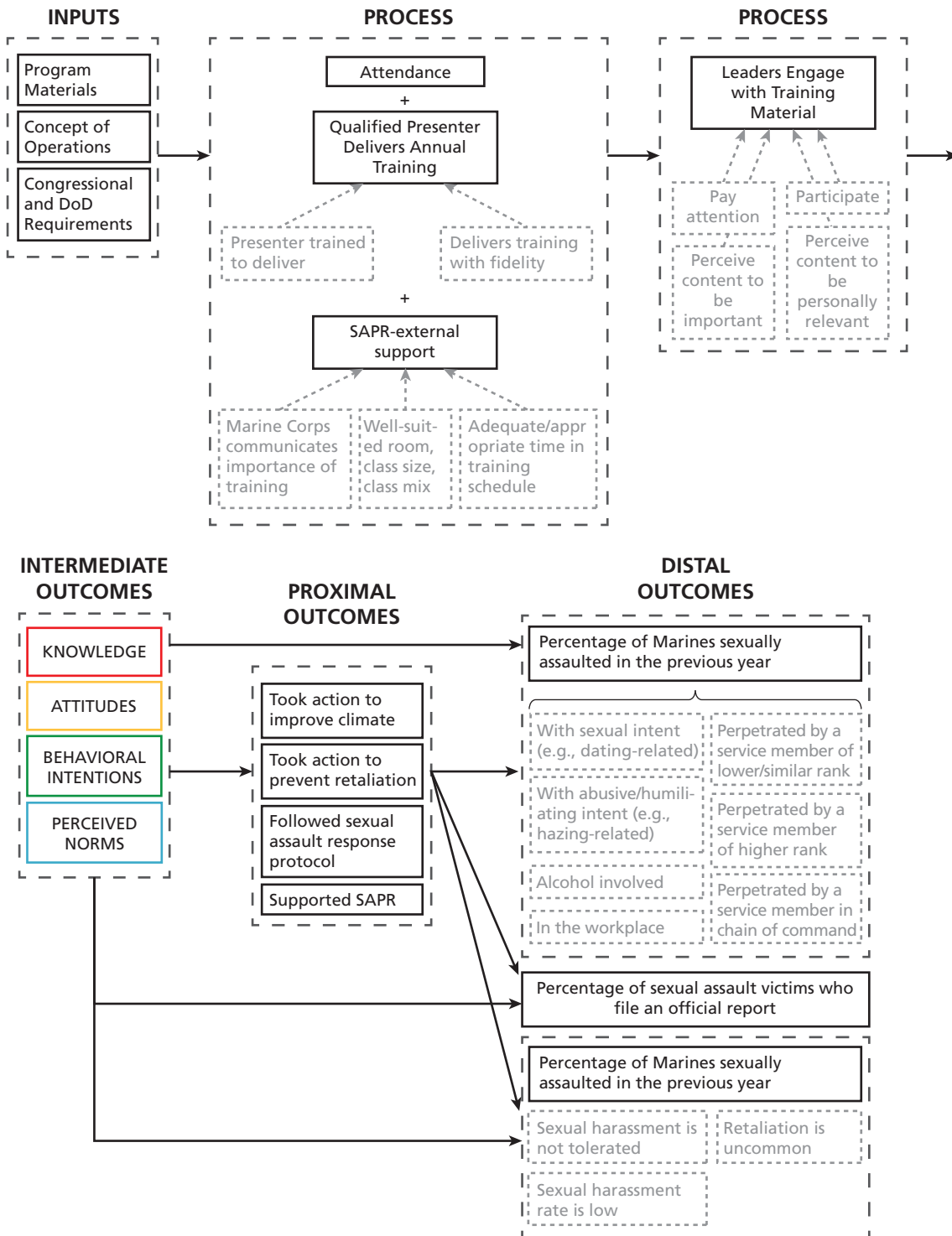
Figure 5.1 depicts the logic model for the leadership courses. The top panel depicts the inputs and process variables, which largely mimic the annual training logic model described in the previous chapter. The outcomes depicted in the bottom panel also share similarities with the annual training model, but the overlap is not as significant. Leadership courses target the same general intermediate outcomes (knowledge, attitudes, behavioral intentions, and perceived norms), but the precise goals are different. As depicted with path arrows, changes in intermediate outcomes are expected to increase the likelihood that both proximal and distal outcomes will change. Changes in proximal outcomes can also influence the distal outcomes.

The leadership courses target proximal outcomes that are tied specifically to the roles that leaders play, including their role in fostering a climate that rejects sexual assault and retaliation against victims and their role in responding to sexual assaults that do occur. Targeted distal outcomes include the same targets as annual training (i.e., preventing sexual assaults and increasing reporting when assaults do occur), and a third distal outcome that leaders have a unique opportunity to influence: creating a climate in the Marine Corps that is incompatible with sexual assault.

Intermediate Outcomes for Leadership Courses

As shown in Figure 5.2, targets for increases in leaders’ knowledge correspond to the material they will need to know in order to effectively lead prevention efforts and respond to sexual

Figure 5.1
Logic Model for Leadership Courses



* For example, intervened to prevent sexual harassment, voiced objection to rape-supportive comments.

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Figure 5.2
Indicators for Intermediate Outcomes of Leadership Trainings

KNOWLEDGE		ATTITUDES	BEHAVIORAL INTENTIONS	PERCEIVED NORMS
Prevalence and demographics of sexual assault in the Marine Corps	Leadership role in fostering a climate that rejects sexual assault	Sexual assault is incompatible with the Marine Corps values	Will implement training suggestions for preventing sexual assault	Marine leaders believe sexual assault is incompatible with the Marine Corps values
Able to recognize a sexual assault when it occurs	Sexual assault reporting options	Victims deserve empathy	Will implement training suggestions to prevent retaliation	Marine leaders have empathy for victims
Effect of trauma on victims	Members/roles in a sexual assault response team	Reporting is good	Will follow sexual assault response protocol	Marine leaders support/reward reporting
Common barriers to reporting sexual assault	Leadership responsibilities in sexual assault response team	Marine leaders have a duty to prevent sexual	Will treat alleged victims with dignity	Marine leaders are committed to the SAPR mission
Retaliation definition	Leadership victim response	SAPR's mission is shared	Will engage SAPR as a key part of my leadership team	
Leadership role in retaliation response and prevention				

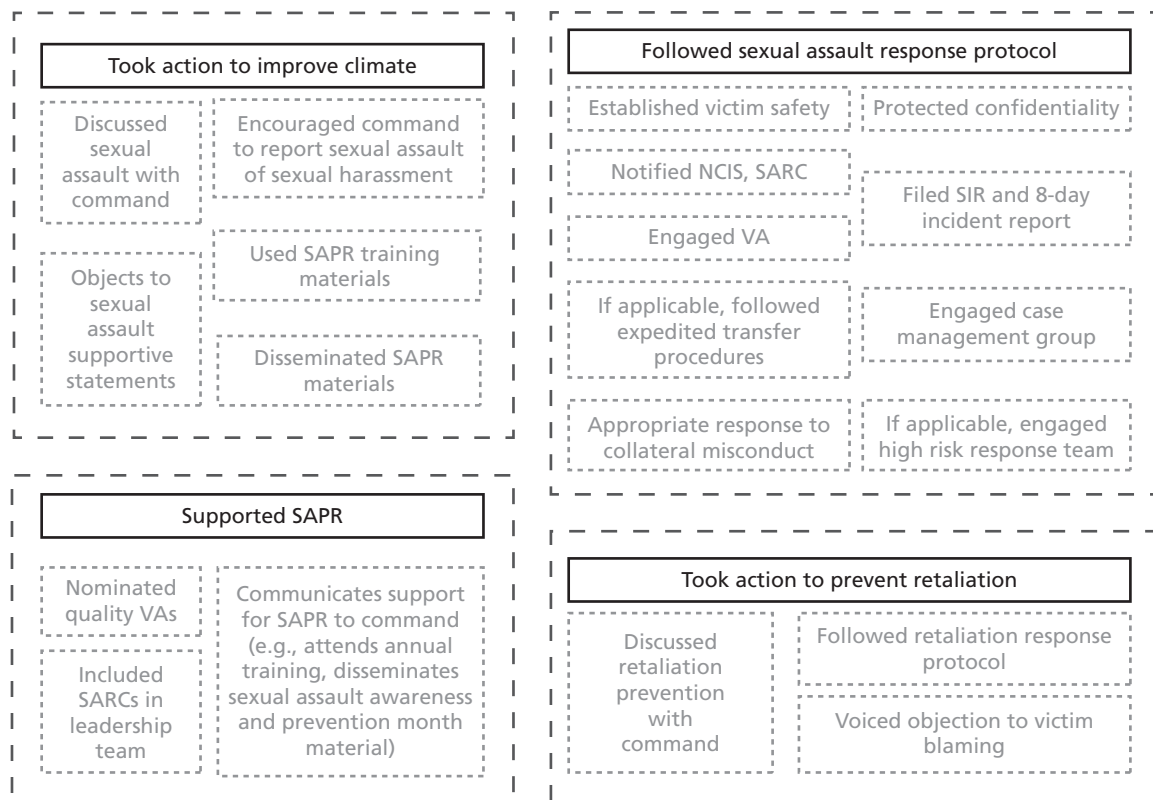
RAND RR2220-5.2

assaults. For example, the leadership courses seek to teach leaders about the effects of trauma on victims, common barriers to reporting sexual assault, and the roles of each member of a sexual assault response team. The courses seek to instill attitudes that support the Marine Corps SAPR mission either directly (e.g., “SAPR’s mission is my mission”) or indirectly (e.g., “I have a duty to prevent sexual assault”). The targeted behavior intentions are those that would be associated with leaders successfully fulfilling their SAPR roles (e.g., “I will follow sexual assault response protocol”). Finally, perceived norms are specific to Marine Corps leadership with the programs seeking to instill the perception that, in general, Marine Corps leaders support the SAPR mission and believe sexual assault is incompatible with Marine Corps values.

Proximal Outcomes for Leadership Courses

In the logic model for annual trainings, the proximal outcomes are behaviorally specific and reasonably simple to measure (e.g., reporting a sexual assault). However, for leadership courses, the proximal outcomes are complex and multifaceted (e.g., followed sexual assault response protocol). To provide further guidance on measurable components of the selected proximal outcomes, Figure 5.3 shows some example indicators for each proximal outcome in the logic model. For example, following sexual assault response protocol involves establishing victim safety, notifying the U.S. Naval Criminal Investigative Service (NCIS) and a SARC, and involving a victim advocate (among other things).

Figure 5.3
Example Indicators for Proximal Outcomes



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Measures of Performance and Effectiveness

Measures of Performance

MOPs were selected to assess all process components of the annual training logic model (i.e., attendance, qualified presenters, SAPR-external support, and Marine engagement with the training material). The process component for the leadership trainings largely overlaps with the processes described for the annual trainings, and, therefore, the items also overlap. In some cases, an identical MOP is used for both annual training and leadership training. In other cases, items were revised slightly to reflect differences across the two trainings. For example, the fidelity checklist to document that the trainer has delivered the training as intended includes different lists of topics. See Chapter Four for a description of item development.

Measures of Effectiveness

When identifying MOEs, we drew preferentially from existing military data sources, such as the WGRA. Provided an item was well suited to the goal of evaluating the Marine Corps' sexual assault prevention programs, items from existing and ongoing survey efforts have the advantage of reducing data collection efforts. Moreover, OPA summarizes WGRA survey results after applying complex survey weights that help to account for sampling and nonresponse differences across demographic groups (OPA, 2017a; OPA, 2017c). This level of com-

plexity in survey design and analysis is rarely possible in smaller evaluation efforts. We also reviewed published scales and items (see Chapter Two). Given the unique emphasis on Marine Corps–specific leadership roles and protocols within the leadership trainings, many logic model components could not be populated using existing measures, and, where they were appropriate, some adaptation was necessary to ensure that language and emphasis was appropriate for Marine Corps leaders. For logic model components that were not matched by military survey or civilian instrument items, we developed new items. For all items, we tried to design response options that would provide variability in item responses, which in turn increases the power to detect trends in performance over time.

Intermediate Outcomes

The content of SAPR leadership training focuses on military-specific definitions, policies, and response protocols. To assess **knowledge** gain as a result of attending a leadership training, we developed 49 items and identified one additional item in a military survey. The logic model (Figure 5.1) shows that **attitude** change is another hypothesized pathway through which leadership trainings could affect the targeted proximal and distal outcomes. We selected and adapted 24 attitude items from published scales, 2 items from military studies, and created 18 new items to cover content that was not assessed with existing items.

The **behavioral intentions** component of the logic model includes post-training decisions to behave in the ways encouraged by the training. For example, the leadership trainings teach attendees to follow a sexual assault response protocol and to involve their SARC in the leadership team. We created 11 items to assess the five subdomains of behavioral intentions (Figure 5.2). For the leadership trainings, **perceived norms** are the individual’s beliefs about the attitudes and conventions of other Marine Corps leaders. To populate the item pool for this section, we converted some, but not all, attitude items to assess the individual’s perception of Marine Corps leaders’ attitudes and beliefs rather than their own. Attitude items were not translated to perceived norm items if we judged the content to be too detailed or personal for a respondent to be able to estimate the beliefs of all Marine Corps leaders. In total, we selected 22 items from published scales and 3 items from recurring military surveys. These items provided good coverage of the perceived norms content, and only 8 additional items were created to complete the set.

Proximal Outcomes

Proximal outcomes are those behaviors that could change or be implemented immediately after attending a training, which hypothetically should lead to downstream reductions in the number of sexual assaults that occur in the Marine Corps. To assess commander **action to improve the climate**, we developed 5 new items and identified 12 items from existing military surveys. Actions include discussing sexual assault response and prevention with command, objecting to sexual assault supportive statements, encouraging reporting, and using or disseminating SAPR materials. To assess commander **action to prevent retaliation**, we developed 1 new item, adapted 3 items from the literature, and identified 1 item from a military survey. To assess commander **support for the SAPR program**, we created six items and identified six items from military surveys. Commander support includes nominating quality SAPR VAs, including SARCs in the leadership team, and communicating support for SAPR to command. Finally, to assess commander fidelity to the **sexual assault response protocol**,

we recommend that HQMC SAPR rely on the Inspector General's audit of commander sexual assault response.

Distal Outcomes

As was true for the annual trainings, lowering the percentage of Marines who are sexually assaulted each year and increasing the percentage of those who report assaults that do occur are primary targets of the leadership trainings. In Appendix D, we identify WGRA-based measures to assess these outcomes. However, as described in Chapter Four, it is extremely unlikely that any evaluation will have sufficient statistical power to detect training-related changes on sexual assaults or sexual assault reporting. Thus, while HQMC SAPR should certainly continue to track trends in these outcomes, they should not be used to evaluate the overall effectiveness of prevention programming. We recommend that evaluation efforts instead rely on intermediate and proximal outcomes to assess program success.

In addition to the prevalence of sexual assault in the Marine Corps and sexual assault reporting, we identified a third distal outcome as a target of the leadership trainings: a Marine Corps climate that is incompatible with sexual assault. To operationalize this outcome, the logic model breaks an incompatible climate into three subcomponents: (1) Sexual harassment is not tolerated, (2) the prevalence of sexual harassment is low, and (3) retaliation is uncommon. To assess this final distal outcome, we identified seven measures or items from existing military surveys and created four new items.

Conclusion

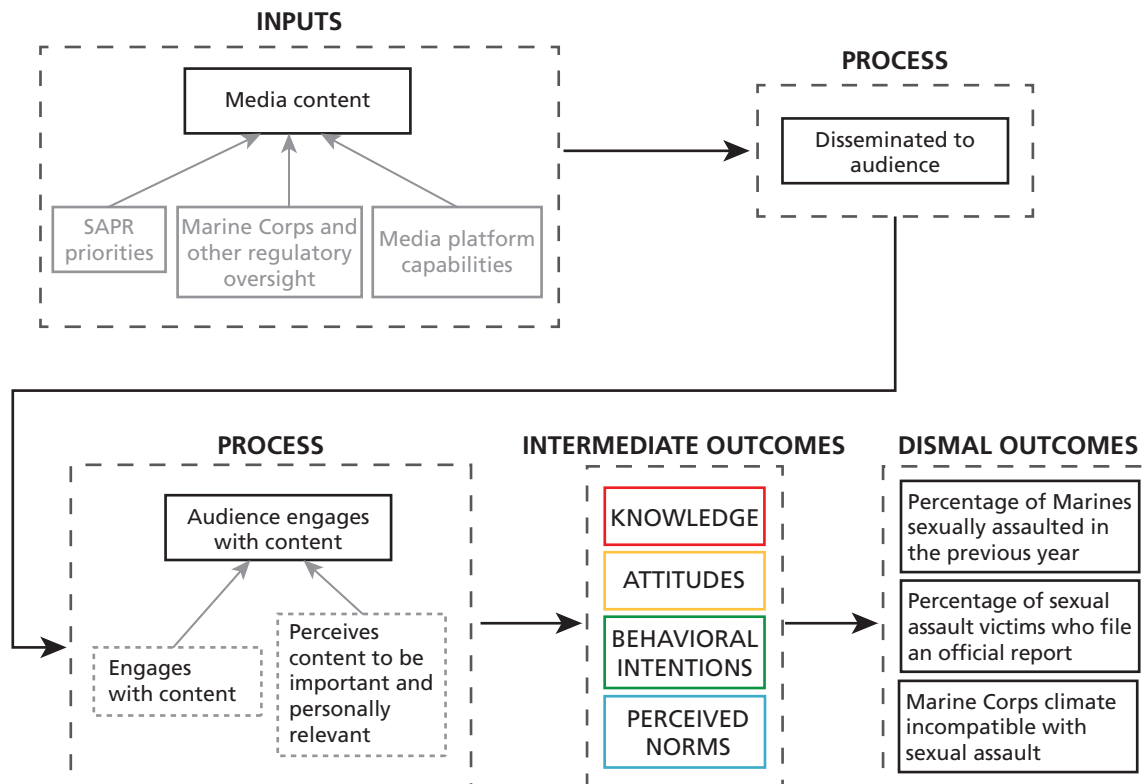
This chapter provides a description of Marine Corps leadership trainings for first sergeants and commanders, presents a logic model that documents program processes and expected outcomes, and summarizes MOPs and MOEs that can be used to evaluate trends in each element of the logic model. The process component for the leadership trainings largely overlaps with the processes described for the annual trainings, and, therefore, the MOPs also overlap with some additional revisions to reflect different content included in leadership training courses. As with the annual training models, we drew from existing military data sets and published items used in civilian evaluations, and we developed items where no existing items existed. For all items, we tried to design response options that would provide variability in item responses, which in turn increases the power to detect trends in performance over time. Appendix D contains the complete set of MOPs, MOEs, response options, targeted population, and original sources from which a subset can be selected to develop surveys for particular evaluation purposes.

Social Media

HQMC SAPR staff engage Marines on social media platforms such as Facebook, Instagram, and Twitter. Posts to these sites are varied and could include data related to sexual assault in the Marine Corps or video content on the impact of sexual assault on victims. Content is posted to official Marine Corps SAPR and other Marine Corps boards. Users who follow these boards may view the content and may further disseminate it by choosing to share it with their personal networks.

As shown in Figure 6.1, the inputs of this component of HQMC SAPR's sexual assault prevention portfolio are the media content (driven by HQMC SAPR priorities), regulatory requirements, and platform capabilities. The content, which may or may not correspond to a

Figure 6.1
Logic Model for Social Media



specific event (e.g., sexual assault prevention month versus general outreach), is then delivered to the selected audience. In order for these posts to successfully influence Marines, viewers must first engage with the content and view it as important or personally relevant. Like the previous models, the influence of the social media campaign on distal outcomes (sexual assaults, reporting, and Marine Corps climate) is expected to be mediated by changes to viewer knowledge of sexual assault, attitudes, behavioral intentions, and perceived norms. In our conversations with key informants, no proximal outcomes were described, and instead, the intent of social materials was to influence intermediate outcomes.

Measures of Performance

For HQMC SAPR social media efforts, we focused evaluation on the process components of the logic model—that is, on whether the social media content is being delivered and received as intended—and therefore only on MOPs. We did not develop MOEs associated with intermediate outcomes because the monetary and personnel costs associated with high-quality social media evaluations are high. Given that the social media efforts play a supporting role in SAPR's portfolio of prevention efforts, we understand that the office's limited evaluation resources are unlikely to be allocated to this element of the program. Thus, we focused instead on low-cost, informative MOPs.

MOPs will provide the necessary data to allow HQMC SAPR to evaluate the reach of its media content and the extent to which the population is engaging with the content as expected. Based on our conversations with HQMC SAPR staff members, we understand that many MOPs are already collected to assess social media, and therefore, the recommended measures in the item pool likely overlap with current practice. We catalogue them in Appendix E for completeness.

To assess the dissemination of content to the intended audience, we defined five measures:

- number of followers of SAPR or Marine Corps account, in a given time period (e.g., month)
- demographic profile of followers (age, gender, city)
- number of SAPR posts in a given time period (e.g., month)
- number of “people reached” by each SAPR post
- number of “impressions” for each SAPR post.

To assess whether the audience is engaging with the content, we recommend four relatively standard and readily available measures:

- number of retweets (Twitter) or shares (Facebook) of each SAPR post
- number of views of each SAPR video
- number of comments on each SAPR post
- number of “likes” (Facebook, Twitter) and “reactions” (Facebook) to each SAPR post.

Finally, to assess the extent to which the audience perceives the content to be important and personally relevant, we provide seven items that could be used in small studies of content engagement that could be conducted either in-person or online with pop-up questionnaires. As

with the measure sets for the annual and leadership trainings, these measures should be treated as an item pool from which to select items that assess prioritized areas for evaluation.

Conclusion

This chapter provided a brief description of HQMC SAPR social media posts, presented a logic model that documents program processes and expected outcomes, and summarized MOPs that can be used to evaluate social media dissemination to the intended audience and that audience's engagement with the content (Appendix E). Unlike annual training and leadership training, discussed in the previous chapters, it is far more difficult to track the effect of social media content on sexual assault prevention. With required training, Marines are exposed to specific course material designed to convey basic knowledge about sexual assault, bystander intervention, sexual assault reporting, and other relevant subjects. With social media content, evaluating how short exposures to information influence individuals' long-term outcomes is far more challenging. Because this component of the Marine Corps' sexual assault prevention activities is supportive in nature, compared with classroom trainings, we focused our evaluation on process, as the chapter described.

Part III

Implementation Considerations

Considerations for Measure Implementation

In Chapters Four through Six, we summarize the process by which we developed candidate MOPs and MOEs that may be used to evaluate Marine Corps SAPR efforts. Before these measures can be used in an evaluation, HQMC SAPR staff will need to make a series of decisions about the style and design of an evaluation that will best meet their needs. In the first part of this chapter, we describe a series of evaluation questions and the corresponding evaluation frameworks to answer them. After a framework is selected, we offer a broad overview of design decisions that will follow. Finally, we offer suggestions for measure refinement. For further guidance on practical program evaluation, we recommend the series of *Getting To Outcomes* guides that provide step-by-step support for program evaluation (Chinman, Imm, and Wandersman, 2004; Hunter et al., 2015; Imm et al., 2007; Wandersman et al., 2000).

Questions and Designs for Evaluating Prevention Efforts

Types of evaluations vary and answer different types of questions at different stages of program development and implementation. Different questions, and the most common types of evaluations used to answer them, are described below.

Question: *Is this program feasible, acceptable, and appropriate?*

Scenario: *A new problem is detected, and an organization wants to solve the problem. It enlists experts to develop a program (or selects an existing program) that can help address the problem. The organization wants to know whether the program can be implemented in its setting with its population. A study that answers these questions will help the organization decide whether the program could work as designed, or whether it needs some modifications before being implemented.*

“Formative” evaluations are used to determine whether new prevention efforts are feasible, appropriate, and acceptable. They are usually conducted during development of the new material via activities such as focus groups, expert review, and pretesting the material with a relatively small sample from the intended audience and asking for feedback. The goal of these activities is to modify the material, often iteratively, until the program developers and evaluators are satisfied that the new material matches the intended content and can be implemented well.

According to our interviews with HQMC SAPR staff, program research staff conduct formative evaluations when new trainings or training components are being developed. Strate-

gies include pretesting the material with a small group of Marines and soliciting feedback from the trainer who delivers the new material, observing trainee engagement, and soliciting reactions and suggestions for improvement from trainees. Formative evaluations can also include expert review of the material to assess match with guiding principles (e.g., use of adult learning strategies, concordance with policy requirements, match with program goals).

When a program has an explicit logic model, such as those developed and presented in Chapters Four through Six, a formative evaluation can include a review of the training material to confirm that there is at least one training element that is designed to influence each of the program's stated intermediate outcomes. For example, an identified intermediate outcome for the annual trainings is that Marines leave the training with the knowledge that some hazing incidents are sexual assaults. A formative evaluation would include a review to identify the training material that would reasonably be expected to instill this knowledge or to create new material if it was found to be missing.

Question: Is the program being implemented as intended?

Scenario: *A feasible, acceptable, and appropriate program has been developed/selected and is being rolled out across a system of care. Program leaders want to know whether the people implementing the program are implementing it with high quality, as expected, and are being faithful to the program model. Answering this question will allow program leaders to know whether their implementation infrastructure is strong enough to maintain faithful, high-quality implementation or whether the implementers need additional support (e.g., more training, more coaching). In addition, it could help identify adaptations if they are occurring, so that they can be further evaluated.*

“Process” or “implementation” evaluation is used while a prevention effort is being implemented. Its goals are to determine the extent to which the program is delivered as intended in terms of coverage, frequency, content, and reach. The metrics used here would assess process components of the logic model and can be qualitative or quantitative. The evaluation is largely descriptive and used to inform changes and improvements in implementation. This aspect of evaluation can be a very important partner to the outcome evaluations described next, in order to describe what is being tested. Measures in this type of evaluation include measures of fidelity (e.g., checklists that assess whether all program content was delivered) and participation (e.g., assessments of whether participants attended to and processed program content).

As an example, suppose HQMC SAPR had heard anecdotal evidence that prevention programming at a particular Marine Corps base was poorly received. To identify the implementation problems, research staff could implement a one-month process evaluation in which they request all SAPR VAs on that base to complete a one-page questionnaire after each training that asks whether each content topic was delivered and about their perceptions of whether the training was delivered at an appropriate time in the trainees' schedule. A one-week trip by HQMC SAPR research staff to the base could include observations of trainings using the supervisor checklist of training content, as well as MOPs that assess trainee attention and engagement. Such a process evaluation would be adequate to uncover, for example, that trainees had been scheduled to attend the mandatory trainings after the end of the workday and that, as a result, SAPR VAs at this location were speeding through the material and not thoroughly covering each content area. Together, the data collected point to possible interventions,

such as improving scheduling and working with SAPR VAs to teach strategies to engage difficult audiences.

Question: Does the program work?

Scenario: *After completing all the formative work and establishing that the program is being implemented as intended, a program leader wants to know whether it is working to achieve its aims. A study that answers this question will help the program leader decide to end a program (if outcomes suggest that it is causing harm or not working), continue the program (if it improves outcomes), or even to expand the program (if the improvements are substantial or come at a modest cost).*

“Outcome” evaluations come in various types and are used to identify the effects of the prevention program, and whether the activities are related to the desired outcomes. The metrics used here include both proximal and distal outcomes in the logic model, and are usually quantitative. Measures in this type of evaluation include assessments of whether the targeted problem declines in the future (or the targeted positive behavior increases). A few subtypes include the following:

- *Experimental designs.* These designs are considered the strongest, since causal inferences can be drawn about the effect of the prevention program. With a pretest and posttest, or just a posttest, individuals or groups are randomized to the prevention program or a control group. While the most definitive type of design, some drawbacks include their expense, the need for advanced statistics to analyze results, feasibility of randomization, a need for high retention in both groups, and careful monitoring to ensure that the prevention program does not spill over to participants in the control group.
- *Quasi-experimental designs.* These designs can also allow for causal inferences, but they use a nonrandomized control group. Differences between the prevention and comparison group can be handled via matching or statistical techniques to make the groups more comparable.
- *Nonexperimental designs.* In these designs, everyone is exposed to the prevention program, so they are weak with respect to drawing causal inferences about the effect of the prevention program. However, they can be strengthened when longitudinal in nature (following individuals over time), using time series designs that allow for trends to be observed before and after the prevention program delivery, or examining factors such as the degree of exposure to the prevention program.

As an example, suppose SAPR program leaders are confident that the leadership courses are preparing trainees to follow sexual assault response protocols but are not certain that they adequately prepare leaders to treat victims with dignity and compassion. To assess this question, a quasi-experimental outcome evaluation could be conducted to assess one element of the leadership logic model (i.e., under “intermediate outcomes” and “attitudes,” increased endorsement of the attitude “victim’s deserve empathy”). Research staff could select a subset of MOEs aligned with this element of the logic model and ask first sergeants and commanders to respond to the selected items before (pre) and after (post) their first exposure to a SAPR leadership course. If there is no improvement in attitudes toward victims following the training, and the

measure had sufficient variability remaining to have shown improvement, it may be important to vary the material targeting this outcome. If improvement is noted, researchers and program leaders will jointly need determine whether the magnitude of the change is adequate to create confidence that leaders are adequately prepared to treat victims with dignity and compassion.

Table 7.1, drawn from work by Imm and colleagues (2007), summarizes a variety of outcome evaluations in terms of their advantages, disadvantages, costs, and necessary expertise.

Table 7.1
Comparison of Common Evaluation Designs

Methods	Pros	Cons	Costs	Expertise Needed to Gather and Use
Pre-post	An easy way to measure change	Only moderate confidence that the environmental strategy caused the change	Moderate	Moderate
Retrospective pre-post ^a	Easier than the standard pre-post	Only moderate confidence that the environmental strategy caused the change <i>and</i> it may be hard for participants to recall how they were at the start	Inexpensive	Low
Pre-post with comparison group	Provides good level of confidence that the environmental strategy caused the change	Can be hard to find group that is similar to environmental strategy group	High; doubles the cost of the evaluation	Moderate to high
Pre-post with randomized control group	Provides excellent level of confidence that the environmental strategy caused the change	Hard to find group willing to be randomly assigned; if the environmental strategy already has demonstrated positive benefits, withholding it from control participants may raise ethical concerns	High; doubles the cost of the evaluation	High
Interrupted time series	Tracks short and long-term changes in a population	Requires several years of data collected in the same way; cannot be sure that the environmental strategy caused the change	Inexpensive (when data are collected by other sources)	Low (for simple graphical technique), high (for statistical methods)
Tracking of community changes	Reflects all positive strategies used by program implementer	Data on number of changes not directly interpretable; only allows for general conclusions; cannot be sure that the environmental strategy caused the change	Inexpensive	Low

SOURCE: Adapted from Imm et al., 2007.

^a In a retrospective design, participants indicate what their thoughts, feelings, or behaviors were before they completed the program and after they completed the program during a single post-program session.

The term *environmental strategy* refers to the source of potential change, which in this case is prevention programming.

Question: How are we doing? How can we improve?

Scenario: *A program is being implemented routinely across a system. Program leaders want to make sure that the early high-quality results can be sustained over time, and also want to be able to respond to changes over time in societal ideas, emerging policies and practices, and changes in their target population. Answering these questions on an ongoing basis can detect problems in implementation at an early stage, detect program drift or fading outcomes, and to collect new information when program modifications are made to see whether the improvements work in enhancing program processes and outcomes.*

Continuous quality improvement (CQI) is an evaluation approach used internally by programs seeking to monitor and gradually improve programming (Hunter et al., 2015). Assessments are included in routine and ongoing monitoring of both processes (e.g., attendance, satisfaction) and outcomes (e.g., attitudes, knowledge), with the goal of using the information to guide continuous refinements and revisions to the program over time. CQI began in the manufacturing industry but has been applied more recently to medical and preventative services. In particular, the Institute of Medicine’s report *Crossing the Quality Chasm* (IOM, 2001) recommended several ways in which to use quality improvement methods to improve both processes and outcomes in the medical arena. CQI often includes a Plan-Do-Study-Act (PDSA) cycle, in which refinements are used to improve the program when weaknesses are detected, adapt the program as the population or social context changes, and to see how well innovations work. Specifically, in the “plan” phase, the strengths and weaknesses of a program, as well as available data, are analyzed to create a plan for improvement. In the “do” phase, the plan is carried out and data are collected. In the “study” phase, data are examined to determine whether the plan had the intended effect and met predictions. Finally, in the “act” phase, decisions are made about whether to continue the plan, modify it, or give it up (Hunter et al., 2015).

Parameters for a continuous monitoring and quality improvement system for Marine Corps sexual assault prevention might include

- routine collection of attendance and satisfaction survey data from trainees
- routine collection of pre-prevention and post-prevention survey data on key metrics from trainees
- some survey items that are consistently administered over time
- other survey items that are introduced over time according to emerging questions and are rolled out in advance of programmatic changes
- routine collection of feedback on program from implementers
- ability to nest data from participants within training sessions, trainers, locations, etc.
- ability to inspect data for various purposes
- user-friendly reports designed for trainers, supervisors, and administration.

In Table 7.2, we present some possible quality improvement questions and how data can be used to answer them.

Table 7.2
Continuous Quality Improvement Questions and Plans

Example Question	Data	Analysis	Possible Actions
Is the quality of prevention training similar across trainers?	Survey data from trainees, clustered by trainer	Descriptive data for each trainer, perhaps in a user-friendly dashboard report showing trends over time for trainer and supervisor	Action plans for substandard trainers Rewards for star trainers
Is the training as useful for E-6's as it is for E-1's?	Survey data from trainees, clustered by pay grade	Descriptive data for each pay grade, or comparing E-1's and E-6's directly in terms of baseline knowledge and attitudes, change following training, and satisfaction	Modification of training to better match needs and engage each pay grade
Is a new module on sexual assault and hazing having its intended effect?	Survey data from trainees	If new questions can be added to the surveys prior to implementing the new module, changes over time can be observed and some causal inferences drawn Compare those who received the prior training to those who receive the new module as it is rolled out (quasi-experimental design)	Expand, modify, or retract the new module based on findings (separate pilot tests are unnecessary)
Does introducing an active learning module improve engagement? Knowledge? Are there declines in other areas where the time was diverted from?	Survey data from trainees	If new questions can be added to the surveys prior to implementing the new module, changes over time can be observed and some causal inferences drawn Compare those who received the prior training to those who receive the new module as it is rolled out (quasi-experimental design)	Expand, modify, or retract the new module based on findings (separate pilot tests are unnecessary)
Has a recent shock to the system influenced the expected program outcomes (e.g., budget cuts, staff changes, policy changes)	Various data sources	Compare historical data to data following the shock to understand its impact Compare data in locations that did not experience the shock to those that did (quasi-experimental design)	Develop action plan, engage leadership, or recommend additional changes in policy to address the observed changes
How many times can Marines attend the same training before improvements plateau and engagement declines?	Survey data from trainees	Compare pre-test knowledge and attitudes over time (within individuals) to see if they reach a ceiling or floor over multiple years of attendance	Appeal to policymakers to adjust requirements for annual trainings Introduce new content at the appropriate time to reduce redundancy
Will changes to the "train-the-trainer" program improve Marines' engagement in courses led by those trainers?	Survey data from trainees	Compare survey responses within trainers, comparing pre-change data to post-change data Compare survey responses within trainers who received new training to those who did not as the new training is rolled out	Expand, modify, or retract changes based on findings (separate pilot tests are unnecessary)
Are there installations/ commands where Marine attendance/participation has been declining?	Attendance and process data	Compare data across locations to understand problem areas	Outreach to installation/ location leaders to understand local issues Renewed efforts to engage leaders in problem-solving Action plans for improving training at these locations

Potential Respondents

Marine Corps SAPR's annual sexual assault prevention trainings have a number of key stakeholders from whom information can be collected. The Marines who attend the programs are perhaps the most critical group, as they can tell evaluators how well they engaged with the program and can also provide the data by which to evaluate whether they learned key information and changed their attitudes or behavioral intentions after attending the program. Other important groups are the trainers and supervisors who administer the programming. These individuals can provide judgments about the quality of their preparation to administer the trainings and fidelity when delivering the trainings. They can also describe their perceptions of the trainees—delivering to evaluators information about trainee engagement and participation. Finally, some external observers have access to key pieces of data that can help HQMC SAPR evaluate the programming. For example, the Inspector General audits of commanders' adherence to sexual assault response protocols can help HQMC SAPR determine whether the Commanders Course is preparing commanders to correctly respond to incidents of sexual assault.

Number of Respondents

For formative and process evaluations, a small number of participants is often adequate (e.g., feedback from 20 trainees via focus groups or interviews can provide good information about whether a program is well received and perceived as valuable by trainees). For outcome evaluations and CQI, the ideal number of respondents to be included in an evaluation is the number necessary to answer the evaluation question. Evaluators use power analyses, a type of statistical analysis, to determine the number of study participants they will need, and thoughtful research designs will avoid going under or over this number (Cohen, 1992; Gelman and Carlin, 2014). Limiting respondents in this way avoids unnecessary survey burden and personnel costs.

However, for some outcome studies or CQI systems, the data collected for evaluation are secondary to a didactic purpose, and in these cases, samples sizes should be maximized rather than minimized. For example, an evaluation of a new education strategy could use class exams as part of the evaluation design. Far from being used for research only, the exams actually serve the important educational purpose of encouraging students to learn the material. In cases where completing a survey directly benefits the respondents, evaluators should consider including a larger sample than is necessary according to the statistical power analyses. For HQMC SAPR, this could be the case if data collection on the knowledge domain is serving to cement learning (e.g., the survey design provides trainees with immediate feedback about the accuracy of their answers with details about the correct answer, or if there is evidence that the assessment of behavioral intentions serves as a type of pledge that increases the likelihood of intervening in the future).

Options for Timing of Measure Administration

Once a set of measures has been selected for an evaluation, and the population from which to gather the data from is defined, timing should be considered. Taking the Marines who attend

annual trainings as the population of interest, this group could be surveyed *before* they complete their training (i.e., a pretest). First-time trainees' responses to knowledge and attitude questions (for example) would provide a baseline for their pre-exposure state and set a benchmark by which HQMC SAPR can evaluate subsequent improvement. For trainees who were already exposed to the training the year prior, a pretest is better thought of as a one-year follow-up that assesses retention of information and attitude change after their prior exposure. This can provide some information about the duration of training-related changes.

Marines could also be surveyed *after* they complete their training (i.e., a posttest). If data are collected immediately after a training, any changes from the pretest could be due to the influence of the training. For example, improvements in the number of correct responses to knowledge items could be taken as evidence that trainees were paying attention to the training and learned the material.

Alternatively, timing of data collection could be independent of the training itself. The WGRA is administered at a standard time every two years: Some Marines will complete the survey near in time to their annual training, and others will complete it months after their training. This approach provides a "snapshot" of the population and, while not tied directly to the training, can nonetheless provide useful information. For example, HQMC SAPR could hypothesize that because Marines in higher pay grades have been exposed to the training more times than those in lower pay grades, their performance on knowledge items or rejection of rape-supportive attitudes should be stronger. If this is not observed, it could be an indicator that the training is not performing as expected. A snapshot can also provide trend lines that are relevant to large-scale changes in programming. If a new module on hazing is included in a given calendar year, performance on module-related items should change in the year following relative to the year prior.

Data collected at different time points can be combined to answer different evaluation questions. A pretest followed by posttest of trainees provides a direct measure of change in training-relevant outcomes such as knowledge and attitudes toward victims. Posttests alone, without additional pretests, can be useful in comparing groups (e.g., do Marines who have just attended their sixth training perform better than those attending their fifth training). A pretest with novices only followed by posttests after each subsequent training provides an initial benchmark of performance from which improvements over time can be tracked. The frequency of measurement should be selected to balance an evaluator's interest in visibility on multiple time points with organizational interests in limiting survey burden and personnel time associated with measurement.

Options for Mode of Administration

There are a number of strategies to collect data from identified respondents. Once common, paper-and-pencil surveys are now rarely used to collect evaluation data. This approach is resource-intensive, as it requires data entry after surveys are collected and can be error-prone if quality assurance processes are not used to supervise data entry. Scantrons—machines that automate data entry from paper-based, multiple-choice surveys—are being phased out in most organizations and may not have reliable technical support. In 2017, most data collection has shifted to electronic administration on computers or smartphones.

Web-based surveys ease administration, as they can be accessed from a variety of devices; however, in the military, hosting of the survey will need to be carefully considered, as not all Marine Corps networks and machines will have the permissions necessary to access external websites. One strategy to deliver web-based surveys is to send email invitations to identified respondents with a request that they access the survey through an enclosed link. Response rates to email invitations can be low (Miller and Aharoni, 2015), so this survey strategy may be better for collecting data from motivated respondents, such as SAPR VAs and SARCs, than from trainees. Alternatively, if trainings are completed in a room with a computer bank, trainees can be invited to complete the survey before and/or after the training, which often increases response rates, but has the drawback of using training time for evaluation. Finally, given near saturation of smartphone ownership, trainees could be invited to complete a survey on their own phone by providing a link to the survey in training materials.

Widely adopted in university classrooms, “clickers” provide another approach to data collection from trainees (Caldwell, 2007). These handheld devices, along with software support, allow students to register an answer to multiple choice questions asked by the professor during the course. Data from the classroom are analyzed instantly and delivered to the instructor to provide an immediate assessment of student knowledge or attitudes. Where helpful, the results can be shared in real time with the class to expose students to a summary of their peers’ beliefs or attitudes. This approach has the advantage of serving both an evaluative and didactic purpose. Collected data can be shared with evaluators to help determine whether a course is meeting its objectives, and data also provide instructors with a tool that can help them to give immediate feedback, correct errors, and tailor course content.

Setting Goals

The item pools of measures for the annual trainings (Appendix C) and leadership trainings (Appendix D) do not provide an explicit description of what would constitute success for SAPR prevention programs. That is, once data are collected using a given measure, how should one interpret the findings? If 70 percent of Marines indicate that they would intervene to prevent a sexual assault, is that good (the majority of Marines plan to intervene) or bad (a substantial minority do not)? Even knowledge items, which have correct answers, can provide information that is difficult to interpret. Must 100 percent of Marines answer correctly for a program to be successful? Or is there a lesser goal that suggests good performance?

One way to approach this problem is to identify a goal for each measure, often described as a “metric” or “benchmark” (Chinman, Imm, and Wandersman, 2004). Achievement of that goal is subsequently identified as success, whereas performance below the goal suggests that additional improvement is necessary. For example, program leaders could set a goal that trainees will achieve an average of 80 percent correct on knowledge items following exposure to an annual training. These goals can be further refined by population—for example, by setting an average of 80 percent correct goal for junior Marines and a goal of 95 percent correct for senior Marines. Goals for attitudes, behavioral intentions, and proximal/distal outcomes can be even more difficult to determine. For example, setting a realistic goal that 50 percent of sexual assault victims report an assault could be seen as an indicator that the program is not concerned about a continued problem with nonreporting.

One alternative to setting distinct, explicit goals for each measure in an evaluation is to establish baseline performance and then define success as improvement. In this approach, a baseline assessment is conducted with first-time trainees who have never been exposed to program content. This provides the evaluator with information about the knowledge, attitudes, intentions, and expected behaviors without the benefit of the program. Results from surveys delivered after the trainings provide information about immediate change due to the program, and continued posttests as Marines advance through their career provide an assessment of additional benefit from subsequent exposure to the material or retention of the additional benefits. For each measure, the program must determine what attitudes, intentions, or behaviors it seeks to encourage, but thereafter, success is defined simply as incremental improvements.

Conclusion

Making use of the set of MOPs and MOEs in an evaluation of SAPR prevention programming will require selecting an evaluation design that meets the evaluation needs of the organization within any existing resource and personnel constraints. A CQI approach seems particularly promising, as its flexibility would allow HQMC SAPR to quickly access the data it needs to produce evidence-informed responses to emerging leadership questions, policy changes, and population shifts. Additional design decisions will be necessary to select the appropriate groups of survey respondent(s), the sample size, survey administration strategies and timing, and goals. This chapter provided a broad framework from which to consider design options; however, we recommend that a behavioral scientist with expertise in evaluation design be involved in the implementation of the measures presented in this report.

Recommendations and Conclusions

The primary deliverable associated with this project is the item pool of MOPs and MOEs that can be included in future evaluations of sexual assault prevention programming (Appendixes B, C, and D). Previous chapters described the approach we undertook to identify or develop these items, along with the logic models for SAPR training to which they correspond. We believe that these measures represent the best available items from existing military data sources and published scales, and, where existing measures were not available to match logic model components, we offer newly developed items that match the assessment needs documented in the logic models.

RAND-developed measures and existing scale items that required adaptation to better match Marine Corps programs have not been validated, but they should be before these items are used in program evaluation. To establish the validity and utility of the measures, we recommend one of two approaches. First, a formal pretesting study could be conducted to validate the measures. However, this type of formal, academic approach may not be feasible or a good use of resources. An alternative would be to treat the first wave of data collection using these measures as a pretest to be used both to describe the current status of the program and to refine the measures. Data from either approach can be used to guide development of scoring strategies (e.g., Can knowledge items be summarized as percentage correct on a series of items?), develop benchmarks (goals) for program success, and provided items are not substantially revised following the pretest, to document a baseline of performance compared to which future improvement could be measured.

In addition to the item pool of MOPs and MOEs and our guidelines for further refinement, we also developed the following recommendations to help the Marine Corps make best use of these measures in evaluating its sexual assault prevention programming:

- Using the newly developed logic models as a guide, **conduct a formative review of training content** to determine whether each intermediate, proximal, and distal outcome in the logic model has corresponding program content that theoretically could produce the intended outcome. For example, a hypothesized proximal outcome of attending a leadership course is that Marine Corps leaders will object to statements that are supportive of sexual assault when they hear them. A formative evaluation would include a review of leadership course materials to determine whether it includes curriculum to train leaders to identify sexual assault–supportive statements and produce effective objections. Any identified gaps become discussion points to determine whether additional curriculum should be added or whether the outcome is not actually a goal of the program.

- Consistent with HQMC SAPR plans, conduct **regular data collection** to assess the processes and outcomes associated with sexual assault prevention programming. Regular evaluation will help leadership make evidence-informed decisions about the future direction of the programs.
- Adopt a **continuous quality improvement (CQI) framework** that collects the information necessary to incrementally improve programming and respond to organizational, cultural, or policy changes. CQI involves routine and ongoing monitoring of program processes and outcomes and the use of that data to guide continuous refinement of the program.
- As part of evaluation planning, HQMC SAPR leadership may need to **select priority areas for evaluation**. It is rare for a single evaluation, or even a CQI infrastructure, to assess every component of a logic model. Instead, programs typically prioritize a subset of logic model components for inclusion in program evaluations. Prioritized assessment could be of hypothesized weak links in program implementation, targeted intermediate outcomes, or proximal outcomes for which there is a current leadership focus. For example, given a strong focus on knowledge transfer in the program materials, an evaluation of the extent to which trainees learn the material could be an important first step in an evaluation plan.
- Whenever possible and appropriate, **leverage existing data systems** to reduce costs and personnel time associated with evaluation of Marine Corps SAPR prevention programming. The WGRA and DEOCS include some measures that are well suited to an assessment of Marine Corps programming and data are already regularly collected via these instruments.
- **Do not use distal outcomes to evaluate the effectiveness** of Marine Corps annual sexual assault prevention programs. Decisions about program processes or content should not be based on year-to-year changes in the prevalence of sexual assault, as these fluctuations cannot meaningfully or statistically support inferences about the program's success or shortcomings. For example, even if the SAPR program were responsible for a 15 percent reduction in annual sexual assaults, all study designs—including a design that included *every single Marine*—would be underpowered to detect a reduction of that magnitude. Thus, a study that relied on distal outcomes would necessarily lead to a negative result and a subsequent scramble to revamp a program that may or may not be broken.
- Consistent with the caution against use of distal outcomes in SAPR program evaluation, **DSAID should not be used to evaluate** Marine Corps sexual assault prevention programs. The number of official reports will be underpowered to detect improvement, will rise and fall as a function of both positive (increased reporting) and negative trends (increased sexual assaults), and will describe unusual sexual assaults that differ from typical sexual assaults (e.g., more likely to be stranger-perpetrated).
- Given statistical considerations that make the rate of sexual assault a poor fit for program evaluation, we recommend that HQMC SAPR researchers and leadership **evaluate the effectiveness of the annual training courses and commanders courses using process, intermediate outcomes, and proximal outcomes measures**.
- The appendixes listing MOPs and MOEs should be treated as **an item pool from which to select measures** that are best matched to a given evaluation.

- Given the degree of adaptation necessary for existing measures and the development of new content, identified items should be considered candidate measures that should be further assessed for possible inclusion in ongoing evaluations.
- The SAPR/SHARP programs in other service branches differ in their current level of program evaluation, but all branches are pursuing evaluation. HQMC SAPR should consider **sharing its evaluation efforts** with military colleagues, and leveraging any work Army, Navy, and Air Force are willing to share with HQMC SAPR.

Conclusion

The MOPs and MOEs described in this report, recommendations for using the items, and implementation considerations provide the HQMC SAPR with the tools needed to begin evaluating the Marine Corps' sexual assault prevention training. One important finding of this study was the lack of existing scales that could be adopted by the Marine Corps for evaluation purposes—resulting in the need for RAND experts to develop items tailored to the content of the Marine Corps' training programs. We anticipate that as these programs continue to evolve, future measures added to the item pool will need to be customized to that content rather than drawn from existing scales—an outcome consistent with our evaluation of measures currently in military and civilian use. As recommended, the most-successful evaluation efforts will need to occur on a regular basis and result in continuous improvement to training materials that fill gaps in knowledge or incorporate new information that reflects evolving Marine Corps goals.

Evaluation of Military Sexual Assault Prevention Programs

To provide context for the current effort to develop measurement strategies to evaluate Marine Corps sexual assault prevention programming, we reviewed the evaluation approaches of the Air Force, Army, and Navy. Our summary is based on details included in the annual DoD Sexual Assault Prevention and Response Office reports for the years 2014, 2015, and 2016 (DoD, 2015, 2016, 2017a). In addition, we interviewed a research representative from each of the branches to learn about evaluation efforts that were underway at the time of the interview but not yet reported. Each service branch has undertaken some level of evaluation of its sexual assault prevention programming, but the form of evaluation varies. For each service, we first summarize the sexual assault prevention programming implemented and then describe relevant monitoring and evaluation efforts.

Air Force

Air Force Prevention Programming

The Air Force has implemented a variety of sexual assault prevention programs. All airmen are required to undergo annual sexual assault response and prevention training. In addition to annual training, Air Education and Training Command has developed separate trainings, including lessons reviewing DoD policies on survivors, wingmen, bystanders, facilitators, tolerance, confidentiality, perpetrators, and SARCs. In 2015, the Air Force introduced a “Respect the Red Line” training and 12 training modules, collectively titled “Flip the Script.” Module topics included speaking sensitively with survivors, demonstrating empathy toward survivors, victim blaming, male victimization, and rape culture. These modules were administered by a trainer through small group discussions with peers. In 2016, the Air Force introduced an evidence-based bystander intervention program called Green Dot, as well as commander’s SAPR talking points.

In addition to general programming for airmen, the Air Force implements programming for leadership and service providers. As a supplementary course to the general trainings, the Air Force Reserve Officer Training Corps and Officer Training School incorporate sexual violence training through its Leadership and Management Case Studies course, including a case study involving sexual violence response. The Air Force Sexual Assault Prevention and Response Office has also partnered with the Air Force Manpower, Personnel and Services to include bystander intervention and sexual assault awareness training in the Alcohol Server Bystander Intervention Training curriculum. Finally, all first responder personnel are required to com-

plete annual Sexual Assault Prevention and Response First Responder Training provided by their functional communities.

Air Force Monitoring and Evaluation Efforts

In recent years, the Air Force has established comprehensive assessment measures to monitor sexual violence. The Air Force Sexual Assault Prevention and Response Office has introduced a variety of metrics to inform commanders and senior leaders, including a commander dashboard, surveys, focus groups, inspection checklists, and training assessments. The commander dashboard provides commanders with individualized data on the total number of reports in their command, proportion that were restricted or unrestricted, and for unrestricted reports, the gender of the victim, victim rank, perpetrator rank, offense type, alcohol use, and length of time between the incident and the initiation of the report. The Air Force also relies on data generated through the biennial WGRA and the DEOCS, which assess aspects of organizational climate, such as trust in leadership, propensity toward bystander engagement, and general safety.

In terms of Air Force internal evaluation, the Air Force Sexual Assault Prevention and Response Office used focus groups to learn about airmen's opinions of restricted reports, any pressure to file unrestricted reports, fear of retaliation, observations of cultural change, and recommendations for the Air Force Sexual Assault Prevention and Response Office. The Air Force also makes use of program inspection checklists to provide commanders with information on installation compliance with sexual assault prevention and response policies. In 2016, concurrent with the roll out of "Green Dot," the Air Force also began a randomized controlled trial of the program's effectiveness. Program related outcomes—including increased knowledge, attitude change, and use of bystander intervention strategies—will be assessed at 6, 12, and 18 months following program completion.

Army

Army Prevention Programming

All Army personnel, including soldiers and civilians, are required to complete Sexual Harassment/Assault Response and Prevention (SHARP) training annually. SHARP training is integrated into initial military training, basic combat training, the basic officer leadership course, Basic Officer Leader Course (BOLC)-Basic (branch training), newcomers' orientation to bases, and many specialty schools and courses (e.g., Drill Sergeant School, the Pre-Command Course). Several forms of bystander intervention trainings are also implemented, including those overseen by the Army SHARP office and trainings associated with specific commands. After completing the initial trainings, Army soldiers and civilians are expected to take the SHARP Annual Refresher Training.

Army Monitoring and Evaluation Efforts

The Army tracks and assesses its sexual assault prevention programming with site visits, focus groups, and surveys (DoD, 2017a). To assess program implementation, it collects feedback from students via end-of-course critiques and run focus groups that assess trainees' satisfaction with the course. In addition, for the SHARP annual trainings, knowledge of the training

information is assessed with a 15-item exam that all soldiers must take and pass (i.e., 80 percent correct) before being certified as having completed the training (Army SHARP, undated).

To evaluate the training course that prepares SARCs and VAs to deliver prevention programs, surveys are sent to recent graduates to learn about their perception of the degree to which the training prepared them to implement Army SHARP prevention programming. In addition, a pre-post assessment of SARC and VA knowledge demonstrates that attendees' knowledge of sexual assault response roles and responsibilities increases following exposure to the training (DoD, 2017a).

The Army also relies on measures that are included in existing military surveys to assess the effectiveness of SHARP programming. These measures are drawn primarily from the biennial WGRA and DEOCS (DoD, 2017a). Consistent with the DoD Sexual Assault Prevention and Response Office's recommended metrics to assess sexual assault prevention (DoD, 2017b), the Army considers WGRA-based measures that estimate the percentage of Army soldiers who are sexually assaulted in the previous year and the percentage of victims who file an official report. To assess climate-related outcomes, the Army considers DEOCS measures that assess perceptions of commander support for sexual assault prevention and reporting.

The Army Research Institute for Behavioral and Social Sciences fielded the Human Relations Operational Troop Survey in 2015, which included assessments of soldiers' self-efficacy implementing prevention strategies, intentions to intervene, barriers to intervening, and self-assessed knowledge about how to help a potential victim (DoD, 2017a). According to the Army enclosure included in the DoD sexual assault prevention and response fiscal year 2016 report (DoD, 2017a), a 2017 Army execution order "will include refined measures of performance (MOPs) and measures of effectiveness (MOEs)" that will be used to evaluate command action plans.

Navy

Navy Prevention Programming

Navy Sexual Assault Prevention and Response provides a variety of sexual assault education programs for both sailors and civilian Navy employees. "Not on My Watch" is presented to Navy recruits while they are still in training and involves a blend of video and group discussion. "One Team, One Fight" is an hour-long training program for newly hired civilian personnel (that is also used as annual training for Marine Corps civilians). The Navy also includes a training called "Bystander Intervention to the Fleet," which is a two-hour peer facilitated small group workshop with video vignettes followed by a discussion on key points and takeaways.

In addition to general programming for sailors and civilians, the Navy implements prevention programming for leadership and service providers. All potential commanding officers are required to take the "Empowered to Act" training from the Naval Leadership and Ethics Center. "Make a Difference, Be the Solution" targets precommissioned officers, including those from the Naval Academy, Reserve Officers' Training Corps and Officer Candidate School. Commanding officers and executive officers are required to complete the "Sixteen Months in Command" training, which is a wargaming forum providing education on sexual assault prevention. "Counting on Us" is a program for all Navy senior chiefs (E-8s) in the Navy's Senior Enlisted Academy.

Navy Monitoring and Evaluation Efforts

The Navy evaluates SAPR programming by leveraging existing DoD surveys (WGRA and DEOCS) and fielding its own. DEOCS items relevant to SAPR programming are reviewed by installation SARCs to learn more about sailors' sense of safety, perception of the command climate, exposure to SAPR information, reporting climate, perceived barriers to reporting, willingness to engage in bystander interventions, and knowledge about reporting options. WGRA estimates of the percentage of sailors who experienced a sexual assault in the past year are tracked by the Navy Sexual Assault Prevention and Response office, and Naval Service Training Command collects end-of-course critiques to learn more about trainee perceptions of the course. In addition, sailors completing career training complete a "School Exit Survey," which includes assessments of attitudes, command climate, and sexual assault during training.

Conclusion

All of the services recognize the importance of sexual assault prevention and have implemented programs and initiatives accordingly. They collect and track a number of data points relevant to evaluation of their sexual assault prevention efforts, and in some cases, have begun to implement more formalized evaluations of their sexual assault prevention programming. The Air Force, Army, and Navy collect administrative data regarding official sexual assault reports, and rely on DoD-administered surveys that assess rates of sexual assault and indicators of the organizational climate, such as trust in leadership and bystander engagement. Focus groups and site visits have also been implemented to assess the patterns of sexual assault and potential changes in these patterns.

The services also collect data that provide some insight into the effectiveness of their sexual assault prevention programming. The Air Force and Army have conducted training assessments comparing participant knowledge before and after courses, and the Air Force is conducting a randomized controlled trial to evaluate the short- and long-term effects of the bystander intervention program "Green Dot." The Army relies on the Army Research Institute to conduct survey research on topics such as bystander intervention approaches to sexual assault prevention. The Navy looks to the DEOCS to learn more about climates that may support or dissuade sexual assault. However, evaluating the effectiveness of sexual assault prevention remains challenging, and feedback from our interviews suggest there is continued room for improvement. Challenges include difficulty establishing a baseline or control group because new recruits receive their first training soon after ascension and policy requires all service members to receive annual training, high mobility in military samples makes it difficult to track specific trainees over time, and the low base rate of sexual assault makes change in the prevalence of sexual assault hard to observe. Nonetheless, understanding evaluation efforts from other military settings provides insight into the strategies that may be useful for the Marine Corps to consider. These efforts offer insight into methods that may be practical and relevant in the current project and also illustrate that there may be overall need for improved evaluation strategies across branches.

Systematic Review Methodology and Included Studies

This appendix presents the methodology used in the systematic review undertaken to identify measures used to evaluate sexual assault prevention programs discussed in the published literature and for the supplemental interviews conducted. Table B.1, at the end of this appendix, provides a list of selected articles included in the review.

Methodology for Systematic Review

We searched the scientific databases PubMed, PsycInfo, and Scopus, restricting the search to English articles from 1996 to October 2016. We excluded conference proceedings, comments, commentaries, editorials, interviews, dissertations, books, book chapters, and letters. Duplicate results were removed, as was clearly irrelevant content.

Search terms were developed corresponding to three key elements of desired studies for inclusion. We sought studies addressing

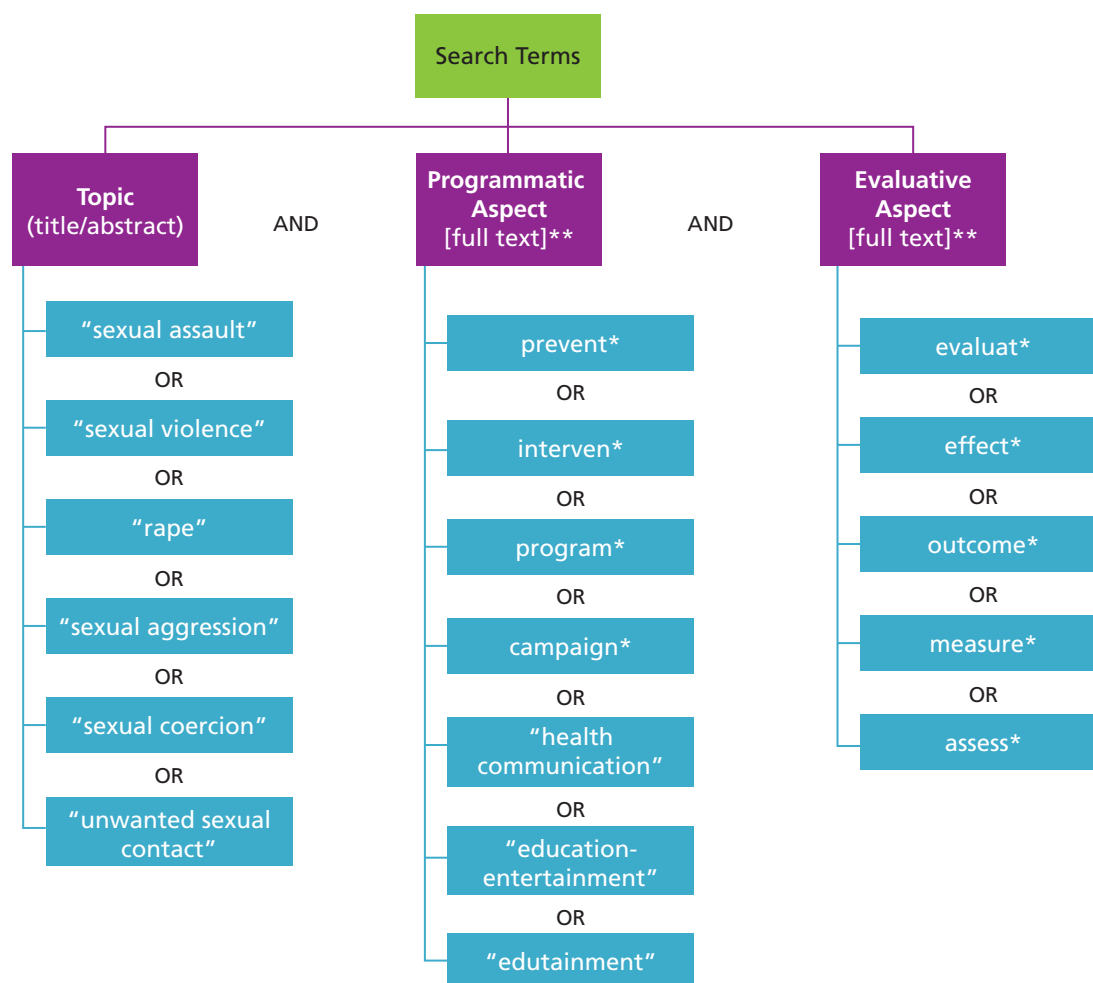
- the **topic** of sexual assault (terms for this element included *sexual assault*, *sexual violence*, and *rape*)
- a **program** implemented on this topic (terms for this element included *prevention*, *intervention*, and *program*)
- an **evaluation** of a program on this topic (terms for this element included *evaluation*, *effect*, and *outcome*).

Studies were required to have one of the listed search terms for each of these three elements, but could have any of the listed terms within an element (see Figure B.1 for depiction of three key elements and their respective search terms).

The search resulted in a set of 2,968 articles, which we reviewed for relevance. Studies were required to be relevant to the three key elements (topic, programmatic aspect, and evaluative aspect), to include participants ages 18 and over, and to address primary or secondary prevention (not solely provision of services for victims, such as sexual assault forensic examinations in the emergency department). We excluded articles if they focused solely on intervention among identified offenders or were a review of other studies. No geographic restrictions were placed. The set of articles was reduced from 2,968 to 515 through a review of the titles, to 196 through a review of the abstracts, and to 136 through a review of the full articles.

Following the abstract review and based on a sample of the full articles, we developed a preliminary coding scheme to classify measures used in the articles. Categories were updated

Figure B.1
Search Terms by Three Key Elements



* = Term was searched allowing for multiple word endings.

** = Restricted to title, abstract, or keywords in Scopus.

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as needed during the coding process. We developed separate coding schemes for MOPs and MOEs. In a program's underlying logic model, MOPs correspond to program processes, and MOEs correspond to program outcomes. Although the primary outcome that most prevention programs seek to influence is the number of sexual assaults in the population, the low base rate of the event makes it statistically challenging to observe program-related change on this outcome. As a result, sexual assault program evaluations have tended to focus instead on intermediate outcomes that are theorized to subsequently reduce the number of sexual assaults (e.g., increasing empathy for victims, increasing commitment to seek verbal consent for sexual encounters).

As a result, our review summarizes only MOEs related to intermediate outcomes.

Supplemental Interviews

To supplement the findings of the systematic review, we conducted interviews with five experts on the topic of sexual assault prevention program evaluation among civilian populations. We first systematically identified seven researchers who were each the first author on three or more articles in our systematic literature review (each of whom is a faculty member at a university in the United States or Canada, although this condition was not a requirement for inclusion). We then approached each researcher by email to invite him or her to participate in an interview about current measurement practices in sexual assault prevention program evaluation research. We received responses from all seven researchers and successfully scheduled interviews with five (one no longer conducted research on the topic of sexual assault prevention, and one was unavailable to meet). Interviews were conducted by phone and lasted 20–30 minutes. The interviews were semistructured, addressing the following topics: recommended measurement practices, recent shifts in measurement in the field, and expected future directions (depicted in Table B.1). Detailed notes were taken and analyzed for themes.

The research and interview protocol was reviewed by the RAND Human Subjects Protection Committee and was approved as exempt, with concurrence from the U.S. Marine Corps Human Research Protection Official (HRPO).

Studies Identified

Table B.2 lists the studies identified and reviewed in the literature review undertaken to identify measures discussed in published literature and of potential relevance to evaluation of Marine Corps sexual assault prevention training.

Table B.1
Civilian Expert Interview Topics

Topic	Example Probes
Recommended practices	• In your opinion, what is the gold standard for measuring the outcome of a sexual assault prevention program? • When you evaluate the design of an evaluation of a sexual assault prevention program, what intermediate outcomes do you think are critical?
Recent shifts	• In the past five years, what changes have you noticed in evaluation design for sexual assault prevention programs? • What changes have you noticed in the measures used to evaluate intermediate and long-term outcomes?
Future directions	• Are there any future directions that we should be aware of, in terms of ways of measuring performance and effectiveness in this domain? • Are there any new ways of evaluating prevention programs that are not yet the norm in the published literature?

Table B.2
Studies Identified in Systematic Review

#	Citation
1	Abeid, M., et al. (2015). "A Community-Based Intervention for Improving Health-Seeking Behavior Among Sexual Violence Survivors: A Controlled Before and After Design Study in Rural Tanzania." <i>Global Health Action</i> 8: 28608.
2	Ahrens, C. E., et al. (2011). "Rehearsing for Real Life: The Impact of the Interact Sexual Assault Prevention Program on Self-Reported Likelihood of Engaging in Bystander Interventions." <i>Violence Against Women</i> 17(6): 760–776.
3	Alegria-Flores, K., et al. (2015). "Preventing Interpersonal Violence on College Campuses: The Effect of One Act Training on Bystander Intervention." <i>Journal of Interpersonal Violence</i> .
4	Amar, A. F., et al. (2012). "Evaluation of a Bystander Education Program." <i>Issues in Mental Health Nursing</i> 33(12): 851–857.
5	Amar, A. F., et al. (2015). "Friends Helping Friends: A Nonrandomized Control Trial of a Peer-Based Response to Dating Violence." <i>Nursing Outlook</i> 63(4): 496–503.
6	Anderson, L., et al. (1998). "The Effectiveness of Two Types of Rape Prevention Programs in Changing the Rape-Supportive Attitudes of College Students." <i>Journal of College Student Development</i> 39(2): 131–142.
7	Bair-Merritt, M. H., et al. (2010). "Reducing Maternal Intimate Partner Violence After the Birth of a Child: A Randomized Controlled Trial of the Hawaii Healthy Start Home Visitation Program." <i>Archives of Pediatrics and Adolescent Medicine</i> 164(1): 16–23.
8	Banyard, V. L., et al. (2007). "Sexual Violence Prevention Through Bystander Education: An Experimental Evaluation." <i>Journal of Community Psychology</i> 35(4): 463–481.
9	Banyard, V. L., et al. (2009). "Reducing Sexual Violence on Campus: The Role of Student Leaders as Empowered Bystanders." <i>Journal of College Student Development</i> 50(4): 446–457.
10	Barone, R. P., et al. (2007). "Preventing Sexual Assault Through Engaging College Men." <i>Journal of College Student Development</i> 48(5): 585–594.
11	Benavente, J. M., et al. (2011). "Anti-Crime Programs: An Evaluation of the Comuna Segura Program." <i>Estudios De Economia</i> 38(2): 369–392.
12	Berg, D. R., et al. (1999). "Rape Prevention Education for Men: The Effectiveness of Empathy-Induction Techniques." <i>Journal of College Student Development</i> 40(3): 219–234.
13	Black, B., et al. (2000). "Evaluating a Psychoeducational Sexual Assault Prevention Program Incorporating Theatrical Presentation, Peer Education, and Social Work." <i>Research on Social Work Practice</i> 10(5): 589–606.
14	Borges, A. M., et al. (2008). "Clarifying Consent: Primary Prevention of Sexual Assault on a College Campus." <i>Journal of Prevention and Intervention in the Community</i> 36(1–2): 75–88.
15	Bradley, A. R., et al. (2009). "An Evaluation of a Mixed-Gender Sexual Assault Prevention Program." <i>Journal of Primary Prevention</i> 30(6): 697–715.
16	Breitenbecher, K. H. and C. A. Gidycz (1998). "An Empirical Evaluation of a Program Designed to Reduce the Risk of Multiple Sexual Victimization." <i>Journal of Interpersonal Violence</i> 13(4): 472–488.
17	Breitenbecher, K. H. and M. Scarce (1999). "A Longitudinal Evaluation of the Effectiveness of a Sexual Assault Education Program." <i>Journal of Interpersonal Violence</i> 14(5): 459–478.
18	Breitenbecher, K. H. and M. Scarce (2001). "An Evaluation of the Effectiveness of a Sexual Assault Education Program Focusing on Psychological Barriers to Resistance." <i>Journal of Interpersonal Violence</i> 16(5): 387–407.
19	Cares, A. C., et al. (2015). "Changing Attitudes About Being a Bystander to Violence: Translating an In-Person Sexual Violence Prevention Program to a New Campus." <i>Violence Against Women</i> 21(2): 165–187.
20	Carmody, M. and G. Ovenden (2013). "Putting Ethical Sex Into Practice: Sexual Negotiation, Gender and Citizenship in the Lives of Young Women and Men." <i>Journal of Youth Studies</i> 16(6): 792–807.

Table B.2—continued

#	Citation
21	Choate, L. H. (2003). "Sexual Assault Prevention Programs for College Men: An Exploratory Evaluation of the Men Against Violence Model." <i>Journal of College Counseling</i> 6(2): 166–176.
22	Clinton-Sherrod, M., et al. (2011). "Incapacitated Sexual Violence Involving Alcohol Among College Women: The Impact of a Brief Drinking Intervention." <i>Violence Against Women</i> 17(1): 135–154.
23	Coker, A. L., et al. (2011). "Evaluation of Green Dot: An Active Bystander Intervention to Reduce Sexual Violence on College Campuses." <i>Violence Against Women</i> 17(6): 777–796.
24	Coker, A. L., et al. (2015). "Evaluation of the Green Dot Bystander Intervention to Reduce Interpersonal Violence Among College Students Across Three Campuses." <i>Violence Against Women</i> 21(12): 1507–1527.
25	Coker, A. L., et al. (2016). "Multi-College Bystander Intervention Evaluation for Violence Prevention." <i>American Journal of Preventive Medicine</i> 50(3): 295–302.
26	Davis, T. L. and D. L. Liddell (2002). "Getting Inside the House: The Effectiveness of a Rape Prevention Program for College Fraternity Men." <i>Journal of College Student Development</i> 43(1): 35–50.
27	de Graaf, I., et al. (2016). "Effects of Rock and Water: An Intervention to Prevent Sexual Aggression." <i>Journal of Sexual Aggression</i> 22(1): 4–19.
28	Elias-Lambert, N. and B. M. Black (2015). "Bystander Sexual Violence Prevention Program: Outcomes for High- and Low-Risk University Men." <i>Journal of Interpersonal Violence</i> .
29	Elliott, L., et al. (2013). "Has Untargeted Sexual Health Promotion for Young People Reached Its Limit? A Quasi-Experimental Study." <i>Journal of Epidemiology and Community Health</i> 67(5): 398–404.
30	Falb, K. L., et al. (2015). "Differential Impacts of an Intimate Partner Violence Prevention Program Based on Child Marriage Status in Rural Cote D'Ivoire." <i>Journal of Adolescent Health</i> 57(5): 553–558.
31	Falb, K. L., et al. (2016). "Creating Opportunities Through Mentorship, Parental Involvement, and Safe Spaces (Compass) Program: Multi-Country Study Protocol to Protect Girls From Violence in Humanitarian Settings." <i>Bmc Public Health</i> 16: 231.
32	Fawole, O. I., et al. (2005). "Evaluation of Interventions to Prevent Gender-Based Violence Among Young Female Apprentices in Ibadan, Nigeria." <i>Health Education</i> 105(3): 186–203.
33	Foubert, J. D. (2000). "The Longitudinal Effects of a Rape-Prevention Program on Fraternity Men's Attitudes, Behavioral Intent, and Behavior." <i>J Am Coll Health</i> 48(4): 158–163.
34	Foubert, J. D. and B. C. Perry (2007). "Creating Lasting Attitude and Behavior Change in Fraternity Members and Male Student Athletes: The Qualitative Impact of an Empathy-Based Rape Prevention Program." <i>Violence Against Women</i> 13(1): 70–86.
35	Foubert, J. D. and B. J. Cremedy (2007). "Reactions of Men of Color to a Commonly Used Rape Prevention Program: Attitude and Predicted Behavior Changes." <i>Sex Roles</i> 57(1–2): 137–144.
36	Foubert, J. D. and J. T. Newberry (2006). "Effects of Two Versions of an Empathy-Based Rape Prevention Program on Fraternity Men's Survivor Empathy, Attitudes, and Behavioral Intent to Commit Rape or Sexual Assault." <i>Journal of College Student Development</i> 47(2): 133–148.
37	Foubert, J. D. and K. A. Marriott (1997). "Effects of a Sexual Assault Peer Education Program on Men's Belief in Rape Myths." <i>Sex Roles</i> 36(3–4): 259–268.
38	Foubert, J. D. and M. K. Mcewen (1998). "An All-Male Rape Prevention Peer Education Program: Decreasing Fraternity Men's Behavioral Intent to Rape." <i>Journal of College Student Development</i> 39(6): 548–556.
39	Foubert, J. D. and R. C. Masin (2012). "Effects of the Men's Program on U.S. Army Soldiers' Intentions to Commit and Willingness to Intervene to Prevent Rape: A Pretest Posttest Study." <i>Violence and Victims</i> 27(6): 911–921.
40	Foubert, J. D., et al. (2010). "Effects of a Rape Awareness Program on College Women: Increasing Bystander Efficacy and Willingness to Intervene." <i>Journal of Community Psychology</i> 38(7): 813–827.

Table B.2—continued

#	Citation
41	Foubert, J. D., et al. (2010). "First-Year Male Students' Perceptions of a Rape Prevention Program 7 Months After Their Participation: Attitude and Behavior Changes." <i>Journal of College Student Development</i> 51(6): 707–715.
42	Foubert, J. D., et al. (2010). "In Their Own Words: Sophomore College Men Describe Attitude and Behavior Changes Resulting from a Rape Prevention Program 2 Years After Their Participation." <i>Journal of Interpersonal Violence</i> 25(12): 2237–2257.
43	Fuertes Martin, A., et al. (2012). "Assessment of a Sexual Coercion Prevention Program for Adolescents." <i>Spanish Journal of Psychology</i> 15(2): 560–570.
44	Gidycz, C. A., et al. (2001). "An Evaluation of an Acquaintance Rape Prevention Program: Impact on Attitudes, Sexual Aggression, and Sexual Victimization." <i>Journal of Interpersonal Violence</i> 16(11): 1120–1138.
45	Gidycz, C. A., et al. (2001). "The Evaluation of a Sexual Assault Risk Reduction Program: A Multisite Investigation." <i>Journal of Consulting and Clinical Psychology</i> 69(6): 1073–1078.
46	Gidycz, C. A., et al. (2006). "The Evaluation of a Sexual Assault Self-Defense and Risk-Reduction Program for College Women: A Prospective Study." <i>Psychology of Women Quarterly</i> 30(2): 173–186.
47	Gidycz, C. A., et al. (2011). "Preventing Sexual Aggression Among College Men: An Evaluation of a Social Norms and Bystander Intervention Program." <i>Violence Against Women</i> 17(6): 720–742.
48	Gidycz, C. A., et al. (2015). "Concurrent Administration of Sexual Assault Prevention and Risk Reduction Programming: Outcomes for Women." <i>Violence Against Women</i> 21(6): 780–800.
49	Gilmore, A. K., et al. (2015). "A Randomized Controlled Trial Targeting Alcohol Use and Sexual Assault Risk Among College Women at High Risk for Victimization." <i>Behaviour Research and Therapy</i> 74: 38–49.
50	Heppner, M. J., et al. (1999). "Examining Immediate and Long-Term Efficacy of Rape Prevention Programming with Racially Diverse College Men." <i>Journal of Counseling Psychology</i> 46(1): 16–26.
51	Hill, J. M., et al. (2011). "The Development of a Brief Acceptance and Mindfulness-Based Program Aimed at Reducing Sexual Revictimization Among College Women with a History of Childhood Sexual Abuse." <i>Journal of Clinical Psychology</i> 67(9): 969–980.
52	Hines, D. A. and K. M. P. Reed (2015). "An Experimental Evaluation of Peer Versus Professional Educators of a Bystander Program for the Prevention of Sexual and Dating Violence Among College Students." <i>Journal of Aggression, Maltreatment and Trauma</i> 24(3): 279–298.
53	Hines, D. A. and K. M. Palm Reed (2015). "Predicting Improvement After a Bystander Program for the Prevention of Sexual and Dating Violence." <i>Health Promotion Practice</i> 16(4): 550–559.
54	Holland, K. J., et al. (2014). "Sexual Assault Training in the Military: Evaluating Efforts to End the 'Invisible War.'" <i>American Journal of Community Psychology</i> 54(3–4): 289–303.
55	Hollander, J. A. (2004). "'I Can Take Care of Myself': The Impact of Self-Defense Training on Women's Lives." <i>Violence Against Women</i> 10(3): 205–235.
56	Hollander, J. A. (2014). "Does Self-Defense Training Prevent Sexual Violence Against Women?" <i>Violence Against Women</i> 20(3): 252–269.
57	Holtzman, M. and C. Menning (2015). "A New Model for Sexual Assault Protection: Creation and Initial Testing of Elemental." <i>Journal of Applied Social Science</i> 9(2): 139–155.
58	Jaime, M. C., et al. (2015). "Athletic Coaches as Violence Prevention Advocates." <i>Journal of Interpersonal Violence</i> 30(7): 1090–1111.
59	Johansson-Love, J. and J. H. Geer (2003). "Investigation of Attitude Change in a Rape Prevention Program." <i>Journal of Interpersonal Violence</i> 18(1): 84–99.
60	Johnson, J. E., et al. (2015). "Feasibility of an HIV/STI Risk-Reduction Program for Incarcerated Women Who Have Experienced Interpersonal Violence." <i>Journal of Interpersonal Violence</i> 30(18): 3244–3266.

Table B.2—continued

#	Citation
61	Jouriles, E. N., et al. (2016). "Takecare, a Video Bystander Program to Help Prevent Sexual Violence on College Campuses: Results of Two Randomized, Controlled Trials." <i>Psychology of Violence</i> 6(3): 410–420.
62	Jozkowski, K. N. (2015). "Beyond the Dyad: An Assessment of Sexual Assault Prevention Education Focused on Social Determinants of Sexual Assault Among College Students." <i>Violence Against Women</i> 21(7): 848–874.
63	Jozkowski, K. N. and H. R. Ekbia (2015). "'Campus Craft': A Game for Sexual Assault Prevention in Universities." <i>Games for Health Journal</i> 4(2): 95–106.
64	Kaplan, S. and N. Komurcu (2016). "Evaluation of Effectiveness of Health Services Training Given with Different Methods in Combating of Intimate Partner Violence Against Women: A Pilot Study." <i>Journal of Family Violence</i> .
65	Katz, J. and M. Dubois (2013). "The Sexual Assault Teach in Program: Building Constructive Campus-Wide Discussions to Inspire Change." <i>Journal of College Student Development</i> 54(6): 654–657.
66	Katz, J., et al. (2013). "Spotting the Signs: First-Year College Students' Responses to Bystander-Themed Rape Prevention Posters." <i>Journal of Community Psychology</i> 41(4): 523–529.
67	Keller, J., et al. (2015). "A 6-Week School Curriculum Improves Boys' Attitudes and Behaviors Related to Gender-Based Violence in Kenya." <i>Journal of Interpersonal Violence</i> .
68	Kelley, M. L., et al. (2005). "An Evaluation of a Sexual Assault Prevention and Advocacy Program for U.S. Navy Personnel." <i>Military Medicine</i> 170(4): 320–326.
69	Kernsmith, P. D. and D. M. Hernandez-Jozefowicz (2011). "A Gender-Sensitive Peer Education Program for Sexual Assault Prevention in the Schools." <i>Children and Schools</i> 33(3): 146–157.
70	Kilmartin, C., et al. (2015). "A Behavior Intervention to Reduce Sexism in College Men." <i>Gender Issues</i> 32(2): 97–110.
71	Kim, J. C., et al. (2007). "Understanding the Impact of a Microfinance-Based Intervention on Women's Empowerment and the Reduction of Intimate Partner Violence in South Africa." <i>American Journal of Public Health</i> 97(10): 1794–1802.
72	Klaw, E. L., et al. (2005). "Challenging Rape Culture: Awareness, Emotion and Action Through Campus Acquaintance Rape Education." <i>Women and Therapy</i> 28(2): 47–63.
73	Kleinsasser, A., et al. (2015). "An Online Bystander Intervention Program for the Prevention of Sexual Violence." <i>Psychology of Violence</i> 5(3): 227–235.
74	Kress, V. E., et al. (2006). "Evaluation of the Impact of a Coeducational Sexual Assault Prevention Program on College Students' Rape Myth Attitudes." <i>Journal of College Counseling</i> 9(2): 148–157.
75	L'engle, K. L., et al. (2014). "A Randomized Controlled Trial of a Brief Intervention to Reduce Alcohol Use Among Female Sex Workers in Mombasa, Kenya." <i>Journal of Acquired Immune Deficiency Syndromes</i> 67(4): 446–453.
76	Langhinrichsen-Rohling, J., et al. (2011). "The Men's Program: Does It Impact College Men's Self-Reported Bystander Efficacy and Willingness to Intervene?" <i>Violence Against Women</i> 17(6): 743–759.
77	Lanier, C. A., et al. (1998). "Evaluation of an Intervention to Change Attitudes Toward Date Rape." <i>Journal of American College Health</i> 46(4): 177–180.
78	Loko Roka, J., et al. (2014). "One Size Fits All? Standardised Provision of Care for Survivors of Sexual Violence in Conflict and Post-Conflict Areas in the Democratic Republic of Congo." <i>Plos One</i> 9(10): E111096.
79	Lokuge, K., et al. (2016). "Health Services for Gender-Based Violence: Medecins Sans Frontieres Experience Caring for Survivors in Urban Papua New Guinea." <i>PLOs One</i> 11(6): E0156813.
80	Lonsway, K. A. and C. Kothari (2000). "First Year Campus Acquaintance Rape Education: Evaluating the Impact of a Mandatory Intervention." <i>Psychology of Women Quarterly</i> 24(3): 220–232.

Table B.2—continued

#	Citation
81	Lonsway, K. A., et al. (1998). "Beyond 'No Means No': Outcomes of an Intensive Program to Train Peer Facilitators for Campus Acquaintance Rape Education." <i>Journal of Interpersonal Violence</i> 13(1): 73–92.
82	Mabry, A. and M. M. Turner (2016). "Do Sexual Assault Bystander Interventions Change Men's Intentions? Applying the Theory of Normative Social Behavior to Predicting Bystander Outcomes." <i>Journal of Health Communication</i> 21(3): 276–292.
83	Marx, B. P., et al. (2001). "Sexual Revictimization Prevention: An Outcome Evaluation." <i>Journal of Consulting and Clinical Psychology</i> 69(1): 25–32.
84	McMahon, S., et al. (2014). "Utilizing Peer Education Theater for the Primary Prevention of Sexual Violence on College Campuses." <i>Journal of College Student Development</i> 55(1): 78–85.
85	McMahon, S., et al. (2015). "A Randomized Controlled Trial of a Multi-Dose Bystander Intervention Program Using Peer Education Theater." <i>Health Education Research</i> 30(4): 554–568.
86	Mejdoubi, J., et al. (2013). "Effect of Nurse Home Visits vs. Usual Care on Reducing Intimate Partner Violence in Young High-Risk Pregnant Women: A Randomized Controlled Trial." <i>PLoS One</i> 8(10): E78185.
87	Menning, C. and M. Holtzman (2015). "Combining Primary Prevention and Risk Reduction Approaches in Sexual Assault Protection Programming." <i>Journal of American College Health</i> 63(8): 513–522.
88	Milhausen, R. R., et al. (2006). "Evaluating a Peer-Led, Theatrical Sexual Assault Prevention Program: How Do We Measure Success?" <i>College Student Journal</i> 40(2): 316–328.
89	Miller, E., et al. (2015). "A School Health Center Intervention for Abusive Adolescent Relationships: A Cluster RCT." <i>Pediatrics</i> 135(1): 76–85.
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Table B.2—continued

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Table B.2—continued

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Measures of Performance and Measures of Effectiveness for Assessing Annual Marine Corps Sexual Assault Prevention Trainings

This appendix lists candidate measures to assess each component of the annual training logic model. These measures are a combination of measures from existing DoD surveys, measures from relevant civilian scales, and new items developed by the RAND team. Sources for each item are indicated. These measures have not been tested to establish their reliability, validity, or variability. When data are available to assess the utility of each item, scoring strategies should also be developed (e.g., Can items be combined into scales without a loss of information? What is the current baseline for a given measure? What constitutes success for a given measure?). For questions that have a correct answer, the correct answer is in bold.

Measures of Performance

Attendance

Description	Response Options	Population
Item: Do the SAPR VAs maintain unit sign-in rosters of all SAPR annual and pre-deployment related training and ensure that the command S-3 is entering the relevant information into Marine Corps Total Force System (MCTFS)? Source: Inspector General Checklist: Sexual Assault Prevention and Response Program (SAPR) 1752	• N/A • Compliant • Discrepancy • Finding	SAPR VAs (via Inspector General inspection of commanders)
Measure: Percentage of eligible Marines who attend their annual training session. Notes: Request the metric separately for those eligible to attend "Step UP," "Take a Stand," SAPR General Annual Training, and (if available) "One Team, One Fight." If attendance falls below an identified target, request results by gender, pay grade, and other available demographics to begin to identify subgroups that need additional incentive or follow-up in order to attend training Source: MCTFS	• N/A • Compliant • Discrepancy • Finding	Marines and Marine Corps civilian employees required to attend an annual training

Qualified Presenter Delivers Annual Training

Description	Response Options	Population
Well-Suited SAPR VA Selected		
Item: My Service's sexual assault training is taught by professionals with adequate training, skills, and abilities. Source: 2016 WGRA	- Strongly disagree - Disagree - Neither agree nor disagree - Agree - Strongly agree	Marines required to attend an annual training
Trainer Commitment (3 variants)		
Item: To what extent did the trainer seem committed to sexual assault prevention? Source: RAND	- Not at all committed - Slightly committed - Moderately committed - Very committed - Completely committed	SARC supervisors observing a SAPR VA delivering an annual training
Item: During the training today, to what extent did you feel a personal commitment to sexual assault prevention? Source: RAND	- Not at all committed - Slightly committed - Moderately committed - Very committed - Completely committed	SAPR VAs delivering an annual training
Item: To what extent did your trainer seem committed to sexual assault prevention? Source: RAND	- Not at all committed - Slightly committed - Moderately committed - Very committed - Completely committed	Marines and Marine Corps civilian employees attending an annual training
SAPR VA Training Completed		
Item: Does the command maintain a copy of the following documentation for all supporting SAPR VAs: appointment letter, D-SAACP [DoD Sexual Assault Advocate Certification Program] credentialing certificate, and 40-hour Marine Corps advocacy training certificate? Source: Inspector General Checklist: Sexual Assault Prevention and Response Program (SAPR) 1752	- N/A - Compliant - Discrepancy - Finding	SAPR VAs (via Inspector General inspection of commanders)
Item: How does the command ensure that SARCs and SAPR VAs are completing 16 hours of continuing education training annually to maintain DoD Sexual Assault Advocate Certification Program (D-SAACP) eligibility? Source: Inspector General Checklist: Sexual Assault Prevention and Response Program (SAPR) 1752	- Free response - N/A - Compliant - Discrepancy - Finding	SAPR VAs (via Inspector General inspection of commanders)

Qualified Presenter Delivers Annual Training—Continued

Description	Response Options	Population
Delivers Training with Fidelity		
Checklist of Content (2 variants)		
Item: Did the trainer cover the following training elements? Checklist: Sexual assault definition, hazing can be sexual assault, men can be sexually assaulted, difference between sexual harassment and sexual assault, consent definition, how to report a sexual assault, legal process, punishments for perpetrating a sexual assault, bystander intervention strategies, impact of sexual assault on a victim, characteristics of a healthy relationship, risk/protective factors. Source: RAND	• Not covered • Partially covered • Fully covered	SARC supervisors observing a SAPR VA delivering an annual training
Item: Were you able to cover the following training elements? Checklist: Sexual assault definition, hazing can be sexual assault, men can be sexually assaulted, difference between sexual harassment and sexual assault, consent definition, how to report a sexual assault, legal process, punishments for perpetrating a sexual assault, bystander intervention strategies, impact of sexual assault on a victim, characteristics of a healthy relationship, risk/protective factors. Source: RAND	• Not covered • Partially covered • Fully covered	SAPR VAs delivering an annual training
Trainer Preparation (2 variants)		
Item: How prepared was the trainer? For example, able to present slides without reading verbatim from script. Source: RAND	• Not at all prepared • Slightly prepared • Moderately prepared • Very prepared • Extremely prepared	SARC supervisors observing a SAPR VA delivering an annual training
Item: How prepared did you feel for this training? For example, did you have enough time in your work schedule to prep for the session? Did your previous training and supervision prepared you to deliver the material well? Source: RAND	• Not at all prepared • Slightly prepared • Moderately prepared • Very prepared • Extremely prepared	SAPR VAs delivering an annual training
Trainer Comfort (3 variants)		
Item: Was the trainer comfortable talking about sexual assault? For example, able to easily say words like vagina or penis, able to professionally describe a case example. Source: RAND	• Not at all comfortable • Slightly comfortable • Moderately comfortable • Very comfortable • Completely comfortable	SARC supervisors observing a SAPR VA delivering an annual training
Item: How comfortable talking about sexual assault were you with this group? For example, able to easily say words like vagina or penis, able to professionally describe a case example. Source: RAND	• Not at all comfortable • Slightly comfortable • Moderately comfortable • Very comfortable • Completely comfortable	SAPR VAs delivering an annual training
Item: Was the trainer comfortable talking about sexual assault? For example, able to easily say words like vagina or penis, able to professionally describe a case example? Source: RAND	• Not at all comfortable • Slightly comfortable • Moderately comfortable • Very comfortable • Completely comfortable	Marines and Marine Corps civilian employees attending an annual training

Qualified Presenter Delivers Annual Training—Continued

Description	Response Options	Population
Trainer Knowledge (3 variants)		
Item: How knowledgeable was the trainer? For example, could they readily answer trainee questions? Easily provide additional details not included in slides? Source: RAND	• Not at all knowledgeable • Slightly knowledgeable • Moderately knowledgeable • Very knowledgeable • Completely knowledgeable	SARC supervisors observing a SAPR VA delivering an annual training
Item: How knowledgeable did you appear when delivering the training to this group? For example, could you answer all questions from the audience? Easily think of examples to illustrate a point? Source: RAND	• Not at all knowledgeable • Slightly knowledgeable • Moderately knowledgeable • Very knowledgeable • Completely knowledgeable	SAPR VAs delivering an annual training
Item: How knowledgeable was your trainer? For example, could he/she readily answer questions from the audience? Easily provide additional details not included in slides? Source: RAND	• Not at all knowledgeable • Slightly knowledgeable • Moderately knowledgeable • Very knowledgeable • Completely knowledgeable	Marines and Marine Corps civilian employees attending an annual training

SAPR-External Support

Description	Response Options	Population
Leadership Communicates Importance of Training		
Item: My leadership has clearly emphasized the importance of this training. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: My leadership made sure I attended this training (for example, they came to the training with us, they reminded me that attendance is mandatory). Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Well-Suited Room, Class Size, Class Mix		
Item: Was the assigned classroom appropriate for the training? For example, appropriate equipment and seating were available; convenient location for attendees. Source: RAND	- Not at all well-suited - Somewhat well-suited - Well-suited	SAPR VAs delivering an annual training
Item: Was the number of trainees in the class appropriate for the training? Source: RAND	- Too few - Just right - Too many	SAPR VAs delivering an annual training
Item: Did the mix of trainees foster active participation? Source: RAND	- Not at all - Somewhat - Completely	SAPR VAs delivering an annual training session
Adequate/Appropriate Time in Schedule		
Item: Was the date/time assigned for the training conducive to learning? (i.e., at a time of day when trainees were able to pay attention). Source: RAND	- Not at all - Somewhat - Well-suited	SAPR VAs delivering an annual training
Follow-up Item: If you responded with “not at all” or “somewhat” to the previous question: What was problematic about the date/time assigned for the training? Please check all that apply. Source: RAND	- Too early in the day - Too late in the day - Too close in time to another trainee obligation in the day - Too close in time to a holiday - Other	SAPR VAs delivering an annual training

Marines Engage with the Training Material

Description	Response Options	Population
Pay Attention		
Item: Did trainees appear attentive? For example, looked at trainer or slides, nodded, maintained active posture. Source: RAND	• Not at all attentive • Slightly attentive • Moderately attentive • Very attentive • Extremely attentive	(1) SARC supervisors observing a SAPR VA delivering an annual training, and/or (2) SAPR VAs delivering an annual training
Item: To what extent were you able to pay attention during the training? Source: RAND	• Not at all • Slightly • Moderately • Very • Extremely	Marines and Marine Corps civilian employees attending an annual training
Item: Was the trainer engaging? For example, used a conversational style or humor. Source: RAND	• Not at all engaging • Slightly engaging • Moderately engaging • Very engaging • Extremely engaging	(1) SARC supervisors observing a SAPR VA delivering an annual training, and/or (2) Marines and Marine Corps civilian employees attending an annual training
Participate		
Item: To what extent did the trainer facilitate active participation? For example, asking open-ended questions, prompting feedback or discussion. Source: RAND	• 1 (not at all) to 5 (a great deal)	SARC supervisors observing a SAPR VA delivering an annual training
Item: How many trainees actively participated? For example, asked questions, made productive comments. Source: RAND	• None • One to three • Four to ten • More than ten	(1) SARC supervisors observing a SAPR VA delivering an annual training, and/or (2) SAPR VAs delivering an annual training.
Item: Did you say anything during this training (related to the training content)? For example, asked a question, made a comment, or engaged in a small group discussion about the training content. Source: RAND	• No • One time • More than one time	Marines and Marine Corps civilian employees attending an annual training.
Perceive Content to Be Important		
Item: To what extent did trainees voice disapproval of the topic or devalue the importance of the topic? Source: RAND	• 1 (not at all) to 5 (a great deal)	(1) SARC supervisors observing a SAPR VA delivering an annual training session, and/or (2) SAPR VAs delivering an annual training
Item: The Marine Corps is making too big of a deal out of sexual assault. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: I believe it is important for Marines [if civilian, "for Marine Corps contractors/civilian employees"] to learn the information in this training. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training

Marines Engage with the Training Material—Continued

Perceive Content to Be Personally Relevant

Item: This training is relevant to me and to situations that I might be in or observe. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: On as scale of 1–5, how big of an issue do you think sexual assault is in the Marine Corps? Source: HQMC SAPR, “Take a Stand” evaluation	1 (not a problem) to 3 (impacts a handful of Marines) to 5 (very serious, impacts us all).	Marines and Marine Corps civilian employees attending an annual training
Item: My Service’s sexual assault training provides information about sexual assault that is relevant to my rank and career stage. Source: 2016 WGRA	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines eligible to attend an annual training

Measures of Effectiveness: Intermediate Outcomes

Knowledge¹

Description	Response Options	Population
Sexual Assault Definition		
Item: If you accidentally touched someone's crotch during a training exercise and it greatly embarrassed them, it would be classified as a sexual assault. Source: RAND	• True • False	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Item: Imagine you agreed to have sex with your supervisor because they threatened you with an unfair evaluation. Because you consented to have sex with them, it would NOT be a sexual assault. Source: RAND	• True • False	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training, and civilian employees attending "One Team, One Fight"
Item: If you attempted to touch someone's genitals but they shoved you away before you were able to, it would NOT be classified as a crime. Source: RAND	• True • False	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Item: If you were frightened into having sex with someone, it would be classified as sexual assault under the UCMJ even if you had previously had sex with the person. Source: RAND	• True • False	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training
Hazing Can Be Sexual Assault		
Item: If you touch someone's genitals to humiliate them while initiating them into your unit, it would be classified as a sex crime under the Uniform Code of Military Justice even if no one was sexually aroused. Source: RAND	• True • False	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training
Men Can Be Sexually Assaulted		
Item: Of all Marines who are sexually assaulted, approximately what percentage are men? Source: RAND	• 10 percent • 30 percent • 50 percent • 70 percent	Marines attending "Step UP"
Item: Why might a male victim have a hard time reporting unwanted sexual touching? Source: RAND	• SARCs are not trained to help male victims. • He might feel afraid that other people will think he is less of a man because he was sexually assaulted. • Legally, the definition of unwanted sexual contact applies only to women. • All of the above.	Marines attending "Step UP"

¹ Correct response options are identified in bold text.

Knowledge—Continued

Description	Response Options	Population
Item: It is impossible for a woman to rape a man. <i>Adapted from:</i> It is impossible for a man to be raped by a woman. <i>Response options also adapted.</i> Source: Adapted from Struckman-Johnson and Struckman-Johnson, 1992	• True • False	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Difference Between Sexual Harassment and Sexual Assault		
Item: If a sexual harassment incident includes touching, it may also be classified as a sexual assault. Source: RAND	• True • False	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Item: While at work, if you make sexual comments to a coworker and occasionally slap their butt even though you know they don't like it, which of the following would this be? Source: RAND	• Sexual assault only • Sexual harassment only • Both sexual assault and sexual harassment • Neither sexual assault nor sexual harassment	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Item: If you repeatedly send sexually explicit text messages to a fellow Marine [if civilian, then "a coworker"] who finds the material offensive, which of the following would this be? Source: RAND	• Sexual assault only • Sexual harassment only • Both sexual assault and sexual harassment • Neither sexual assault nor sexual harassment	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Item: If you repeatedly comment on the physical attractiveness of a fellow Marine [if civilian, then "a coworker"], even after they ask you to stop, which of the following would this be? Source: RAND	• Sexual assault only • Sexual harassment only • Both sexual assault and sexual harassment • Neither sexual assault nor sexual harassment	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Item: If you harass a fellow Marine [if civilian, then "a coworker"] by forcing them to drink to the point of danger, which of the following would this be? Source: RAND	• Sexual assault only • Sexual harassment only • Both sexual assault and sexual harassment • Neither sexual assault nor sexual harassment	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Item: A Marine is upset when his coworker jokingly hits his testicles and calls him gay. Which of the following would this be? Source: RAND	• Sexual assault only • Sexual harassment only • Both sexual assault and sexual harassment • Neither sexual assault nor sexual harassment	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Item: Sexual harassment can lead to sexual assault. Source: RAND	• True • False	Marines attending "Take a Stand"

Knowledge—Continued

Description	Response Options	Population
Consent Definition		
Item: If a highly intoxicated person asks you to have sex, and you agree, it would be classified as a sex crime by DoD. Source: RAND	• True • False	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Item: Sex with your spouse after they passed out from drinking too much would not be classified as a sex crime by DoD because they are your spouse. Source: RAND	• True • False	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Item: Sexual consent can be verbal or nonverbal. Source: RAND	• True • False	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Item: If a person doesn't physically resist your advances, that means they are consenting to sexual contact. Source: RAND	• True • False	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Able to Recognize a Sexual Assault When It Occurs		
In the "Sexual Assault Definition" section above, we considered designing items that assessed trainee memory of the legal phrases or components in the DoD definition of sexual assault. However, for the annual prevention programs, precise knowledge of legal phrasing is less critical than the ability to recognize behaviors as a sexual assault. For this reason, all of the items assess whether the trainee can accurately apply their knowledge of the sexual assault definition to a vignette that may or may not constitute sexual assault. Thus, items described above in the "Sexual Assault Definition" section also assess the ability to recognize a sexual assault when it occurs. If further modifications are made to the UCMJ definition of sexual assault, evaluation items will need to be reviewed and updated to ensure continued alignment with the current legal criteria.		
How to Report		
Item: Sexual Assault Response Coordinators (SARCs) are tasked with the following services: Source: RAND	• Giving advice to a Marine [if civilian, then "someone"] who wants to know how to help a friend who has been sexually assaulted • Helping a Marine file a sexual assault report • Helping a Marine [if civilian, then "someone"] decide what to do about unwanted touching and fondling in the workplace • All of the above	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"

Knowledge—Continued

Description	Response Options	Population
Item: If a Marine Corporal wants to talk to someone about a sexual assault, but wants it to be <u>confidential (private)</u>, who should they talk to? Source: RAND	• Their NCO • A SARC • Either their NCO or a SARC. Both can keep the discussion confidential. • Nobody. Once you tell someone, it has to be officially reported.	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training
Item: If a Marine files a <u>confidential</u> sexual assault report and wants to keep it restricted, what services are available to them? Source: RAND	• Their commander will transfer the perpetrator to another unit • A criminal investigation • A sexual assault VA • Medical and mental health services.	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training
Item: If a Marine is sexually assaulted by their commander, they are still obligated to report the assault to the commander who did it. Source: RAND	• True • False	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training
Item: If a Marine files a <u>restricted (confidential)</u> sexual assault report, they: Source: RAND	• Can change it to unrestricted report and start a criminal investigation whenever they are ready. • Are required to keep it restricted (confidential) forever. • Must petition their commanding officer for permission to change it to unrestricted report • None of the above	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training
Item: All of the following people can keep a sexual assault confidential EXCEPT: Source: RAND	• A SARC • A uniformed victim's advocate (UVA) • Your commander • A chaplain.	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training
Item: A Marine was just sexually assaulted and wants to go to the hospital to have legal evidence of the assault collected (e.g., injuries documented, physical evidence collected). They can go directly to the emergency room and request an exam. Source: RAND	• True • False	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training
Item: If a Marine needs support recovering from a sexual assault that occurred <u>before they joined the Marines</u>, their SARC can help them find confidential services. Source: RAND	• True • False	Marines attending "Step UP" or the SAPR General Annual Training

Knowledge—Continued

Description	Response Options	Population
Item: Any of the following people can receive an Unrestricted Report of sexual assault. However, a Restricted (confidential) report can only be made to certain people. Please identify which of the following types of people can and cannot take a Restricted Report: 1. Sexual Assault Response Coordinator 2. Victim Advocate 3. Military service health care personnel 4. Anyone in my chain of command 5. Criminal investigator and Military Police Officer Source: DEOCS	1. YES, can take a restricted report/NO, cannot take a restricted report 2. YES, can take a restricted report/NO, cannot take a restricted report 3. YES, can take a restricted report/NO, cannot take a restricted report 4. YES, can take a restricted report/NO, cannot take a restricted report 5. YES, can take a restricted report/NO, cannot take a restricted report	Marines eligible to attend an annual training
Legal Process		
Item: If a Marine reports a sexual assault to military law enforcement, what will happen afterwards? Source: RAND	• Command will be notified • Law enforcement will begin an investigation into the case • The Marine will be offered medical and advocacy services • All of the above	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training
Item: If a Corporal tells their NCO that they were sexually assaulted, the NCO should do all the following EXCEPT: Source: RAND	• Make sure the Marine is safe • Ask for the details about what took place during the assault • Treat the Marine with dignity and respect • Contact the SARC or UVA and arrange for the Marine to speak with them	Marines attending "Take a Stand"
Item: A Marine who is sexually assaulted has the right to request an expedited transfer to another unit. Source: RAND	• True • False	Marines attending "Step UP" or the SAPR General Annual Training
Item: False reports of sexual assault are common. Source: RAND	• True • False	Marines attending "Step UP" or "Take a Stand"
Item: If an official report of a sexual assault is determined to be unfounded, it means no crime was committed. Source: RAND	• True • False	Marines attending "Step UP" and "Take a Stand"
Item: If a victim decides not to cooperate in an investigation, it means no crime was committed. <i>Response options:</i> True/False Source: RAND	• True • False	Marines attending "Step UP"
Punishments for Perpetrating		
Item: Only rape can be punished with a dishonorable discharge. Other sexual assaults receive lesser punishments. <i>Response option:</i> True/False Source: RAND	• True • False	Marines attending "Step UP" or the SAPR General Annual Training

Knowledge—Continued

Description	Response Options	Population
Item: A Marine who grabs someone's breasts without their consent could have their rank reduced to Private. <i>Response options:</i> True/False Source: RAND	• True • False	Marines attending "Step UP" or the SAPR General Annual Training
Bystander Intervention Strategies		
Item: What are the three D's of bystander intervention? Source: RAND	• Direct, Distract, Delegate • Delay, Distract, Distance • Demonstrate, Distract, Deny • Deny, Deconstruct, Delay	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Item: One way to intervene in a risky situation is to draw the possible offender or victim away from the situation. Source: RAND	• True • False	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training and civilian employees attending "One Team, One Fight"
Item: According to the training, being an active bystander upholds the values of honor, courage, and commitment. Source: RAND	• True • False	Marines attending "Step UP"
Impact of Sexual Assault on the Victim		
Item: Sometimes after a sexual assault, the victim will be disorganized at work and feel anxious even in safe places. This can continue for months or years after the assault. Source: RAND	• True • False	Marines attending "Step UP" or the SAPR General Annual Training
Item: Which of the following is a common human reaction to being sexually assaulted? Source: RAND	• Trying to escape • Getting angry and fighting the person off • Getting so scared that you freeze and do not move • Any of the above	Marines attending "Step UP" or "Take a Stand"
Item: During a sexual assault, brain hormones can interfere with normal memory storage and cause victims to be confused about the exact timing and location of events. Source: RAND	• True • False	Marines attending "Step UP"

Knowledge—Continued

Description	Response Options	Population
Characteristics of a Healthy Relationship		
Item: According to the training, which of the following is a sign of a healthy relationship? Source: RAND	• Communicating openly • Knowing everything about each other • Agreeing about all decisions • All of the above	Marines attending "Step UP" or "Take a Stand"
Item: According to the training, one sign of a healthy relationship is having a life outside the relationship. Source: RAND	• True • False	Marines attending "Step UP"
Demographic Data²		
Item: Which of the following is the best description of sexual assault reporting in the Marine Corps? Source: RAND	• Half (about 50%) of Marines who are sexually assaulted do not report it to the military. • Two-thirds (about 66%) of Marines who are sexually assaulted do not report it to the military. • Most (about 80–90%) of Marines who are sexually assaulted do not report it to the military. • Almost all (about 95%) of Marines who are sexually assaulted do not report it to the military.	Marines attending "Step UP," "Take a Stand," or the SAPR General Annual Training
Which of the following statements is true? Source: RAND	• Male victims are <u>less</u> likely than female victims to report being sexually assaulted. • Male victims are <u>more</u> likely than female victims to report being sexually assaulted. • Male and female victims are <u>equally likely</u> to report being sexually assaulted. • Nobody knows. Statistics on reporting are not available.	Marines attending "Step UP"
Risk Factors		
Item: According to the training, a Marine should think there is risk of sexual assault if someone is buying drinks for someone who is already intoxicated. Source: RAND	• True • False	Marines attending "Step UP" or "Take a Stand"
Item: According to the training, it is not possible to identify situations that are potentially risky for sexual assault. Source: RAND	• True • False	Marines attending "Step UP" or "Take a Stand"

² Items could be developed to assess knowledge of the prevalence of sexual assault in the Marine Corps or the number of male victims relative to female victims in the Marine Corps (OPA, 2017). At the time of this report, this content is not included in any of the annual training so we did not develop a metric to assess it.

Attitudes

Description	Response Options	Population
Sexual Assault Is Incompatible with Marine Corps Values		
Item: When the military started mixing men and women in units, high rates of sexual assault were an inevitable outcome. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: Military regulations against hazing and harassment can get in the way of Marines developing strong bonds and unit cohesion. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending an annual training
Item: Putting up with hazing or harassment shows that you are tough enough to be a Marine. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending an annual training
Item: Anyone who sexually assaults a fellow Marine should not be able to call themselves a Marine. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending an annual training
Item: Sexual assault in the Marines is an embarrassment to those of us who uphold the core values of honor, courage, and commitment. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending an annual training
Item: Sexual assault threatens readiness to perform critical missions. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: A Marine who shares naked pictures of their ex-girlfriend or ex-boyfriend should be kicked out of the military. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending an annual training
Victims Deserve Empathy		
Item: Some sexual assault victims develop PTSD or psychological problems. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: If someone is sexually assaulted while they are drunk, they are at least somewhat responsible for letting things get out of control. <i>Adapted from:</i> If a woman is raped while she is drunk, she is at least somewhat responsible for letting things get out of control. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: Sexual assault typically happens when a man's sex drive gets out of control. <i>Adapted from:</i> Rape happens when a man's sex drive gets out of control. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines and Marine Corps civilian employees attending an annual training

Attitudes—Continued

Description	Response Options	Population
Item: When someone is sexually assaulted it's often because the way they said "no" was unclear. <i>Adapted from:</i> When women are raped, it's often because the way they said "no" was ambiguous. / When girls get raped, it's often because the way they said "no" was unclear. Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: If a man obtained an erection while being sexually assaulted, it probably means that he started to enjoy it. <i>Adapted from:</i> If a man obtained an erection while being raped, it probably means that he started to enjoy it. Source: Melanson, 1998	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Note: The next four items manipulate two factors: gender (women, men) and type of assault (penetrative or nonpenetrative) to provide information about whether attitudes toward victims vary by gender of the victim and the type of assault. The four items can be manipulated across individuals (each respondent receives only one item) or within an individual (each respondent receives more than one item).		
Item: Female victims tend to exaggerate how much rape affected them. <i>Adapted from:</i> Women tend to exaggerate how much rape affects them. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: Male victims tend to exaggerate how much rape affected them. <i>Adapted from:</i> Women tend to exaggerate how much rape affects them. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: Female victims tend to exaggerate how much unwanted sexual contact affected them. <i>Adapted from:</i> Women tend to exaggerate how much rape affects them. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: Male victims tend to exaggerate how much unwanted sexual contact affected them. <i>Adapted from:</i> Women tend to exaggerate how much rape affects them. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Note: The following six pairs of items manipulate gender (woman, man) to provide information about whether attitudes toward victims vary by gender. The items can be manipulated across individuals (each respondent receives only one item) or within an individual (each respondent receives two items).		
Item: If a <u>woman</u> doesn't physically fight back, you can't really say that it was sexual assault. <i>Adapted from:</i> If a woman doesn't physically fight back, you can't really say that it was rape. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training

Attitudes—Continued

Description	Response Options	Population
Item: If a man doesn't physically fight back, you can't really say that it was sexual assault. <i>Adapted from:</i> If a woman doesn't physically fight back, you can't really say that it was rape. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: A woman who says no to sex ends up enjoying it, whether she admits it or not. <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: A man who says no to sex ends up enjoying it, whether he admits it or not. <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training.
Item: I believe that it is possible for a woman to enjoy being sexually assaulted, whether she admits it or not. <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training.
Item: I believe that it is possible for a man to enjoy being sexually assaulted, whether he admits it or not. <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
I believe that it is possible for a woman to enjoy the attention of being groped, whether she admits it or not. <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: I believe that it is possible for a man to enjoy the attention of being groped, whether he admits it or not. <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: If a woman initiates kissing, she almost certainly wants to have sex. <i>Adapted from:</i> If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training

Attitudes—Continued

Description	Response Options	Population
Item: If a man initiates kissing, he almost certainly wants to have sex. <i>Adapted from:</i> If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: No self-respecting woman would admit to being raped. Source: Melanson, 1988	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: No self-respecting man would admit to being raped. Source: Melanson, 1988	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Note: The next two items manipulate the gender of the perpetrator (woman, man) when the victim is male. The items can be manipulated across individuals (each respondent receives only one item) or within an individual (each respondent receives two items).		
Item: Most men who are sexually assaulted by a man are somewhat to blame for not escaping or fighting off the man. <i>Adapted from:</i> Most men who are raped by a man are somewhat to blame for not escaping or fighting off the man. Source: Struckman-Johnson and Struckman-Johnson, 1992	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: Most men who are sexually assaulted by a woman are somewhat to blame for not escaping or fighting off the woman. <i>Adapted from:</i> Most men who are raped by a man are somewhat to blame for not escaping or fighting off the man. Source: Struckman-Johnson and Struckman-Johnson, 1992	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training.
Reporting Is Good/Safe		
Item: If someone were to report a sexual assault to your current chain of command, how likely is it that: The career of the person making the report would suffer. Source: DEOCS	• Great extent • Moderate extent • Slight extent • Not at all	Marines eligible to attend an annual training.
Item: A Marine has a duty to report a sexual assault to try to prevent the person from hurting other Marines. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending an annual training
Item: A Marine should think twice about reporting a sexual assault; it could hurt their chance of promotion. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending an annual training

Attitudes—Continued

Description	Response Options	Population
Item: Sexual assault victims should not report the sexual assault if it would interfere with unit cohesion. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending an annual training
Item: Sexual assault victims should try to get over it on their own without reporting it. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Marines Have a Duty to Intervene		
Item: When you are in a social setting, it is your duty to confront a fellow Service member from doing something potentially harmful to themselves or others. Source: 2016 WGRA	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines eligible to attend an annual training
Item: If I did not intervene to stop a sexual assault on a military installation, I failed my duty as a Marine. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending an annual training
Leadership Takes Sexual Assault Seriously		
Item: My Commander is committed to <u>supporting victims</u> in the Marine Corps. Source: 2016 WGRA	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree • Do not know	Marines eligible to attend an annual training
Item: If someone were to report a sexual assault to your current chain of command, how likely is it that: The chain of command would take the report seriously. Source: DEOCS	• Very likely • Moderately likely • Slightly likely • Not at all likely	Marines eligible to attend an annual training
Item: If someone were to report a sexual assault to your current chain of command, how likely is it that: The chain of command would keep knowledge of the report limited to those with a need to know. Source: DEOCS	• Great extent • Moderate extent • Slight extent • Not at all	Marines eligible to attend an annual training
Item: If someone were to report a sexual assault to your current chain of command, how likely is it that: The chain of command would forward the report outside the unit to criminal investigators. Source: DEOCS	• Great extent • Moderate extent • Slight extent • Not at all	Marines eligible to attend an annual training
Item: If someone were to report a sexual assault to your current chain of command, how likely is it that: The chain of command would take steps to protect the safety of the person making the report. Source: DEOCS	• Great extent • Moderate extent • Slight extent • Not at all	Marines eligible to attend an annual training

Attitudes—Continued

Description	Response Options	Population
SAPR's Mission Is Shared (i.e., prevention of and response to military sexual assault is important)		
Item: I don't think there is much I can do to prevent sexual assault in the military. <i>Adapted from:</i> I don't think there is much I can do about sexual assault on the installation. Source: Potter and Stapleton, 2012	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: I don't think there is much I can do to support victims of sexual assault in the military. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: Marines who could have stopped a sexual assault and didn't should be held accountable. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending an annual training
Item: It's my responsibility to prevent sexual assault in the military. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: Preventing sexual assault should be left to the personnel tasked with that job such as the SARC. <i>Adapted from:</i> Doing something about sexual abuse is solely the job of the SARC/UVA/D-SARC. Source: Potter and Stapleton, 2012	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines and Marine Corps civilian employees attending an annual training.
Item: Sexual assault is a major problem in the Marine Corps. <i>Adapted from:</i> I don't think sexual assault is a problem in the Air Force. Source: Air Force Green Dot Survey	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: There are too many trainings on sexual assault in the military. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: On a scale of 1–5, how large of a role do you think you can play in reducing the number of sexual assaults? Source: HQMC SAPR, "Take a Stand" evaluation	1 (I can't do anything) to 3 (I can help somewhat) to 5 (I can make a big difference)	Marines and Marine Corps civilian employees attending an annual training

Behavioral Intentions

Description	Response Options	Population
Will Not Perpetrate Sexual Assault (with Sexual Intent)		
Item: If you could be assured that no one would know and that you could in no way be punished, how likely, if at all, would you be to force someone to do something they didn't want to (in a sexual context). <i>Adapted from:</i> If you could be assured that no one would know and that you could in no way be punished for engaging in the following acts, how likely, if at all, would you be to commit such acts?" 2. "forcing a female to do something she didn't want to" (in a sexual context). Source: Malamuth, 1989	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines and Marine Corps civilian employees attending an annual training
Item: How likely, if at all, would you be to have sex with someone who is very drunk if you knew you would not be punished? <i>Adapted from:</i> "If you could be assured that no one would know and that you could in no way be punished for engaging in the following acts, how likely, if at all, would you be to commit such acts?" 2. "forcing a female to do something she didn't want to" (in a sexual context). Source: Malamuth, 1989	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines and Marine Corps civilian employees attending an annual training
Item: If you are having consensual sex and your partner asked you to stop, how likely would you be to immediately stop? <i>Adapted from:</i> Stop having sex with a partner if s/he says to stop, even if it started consensually. (Preface: "Please read the following list of behaviors and check how likely you are to engage in these behaviors using the following scale." Preface used in original scale that McMahon, Postmus, and Koenick, 2011, adapted; Banyard, Plante, and Moynihan, 2005.) Source: McMahon, Postmus, and Koenick, 2011	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines and Marine Corps civilian employees attending an annual training
Will Not Perpetrate Sexual Assault (with Abusive/Humiliating Intent)		
Item: If your unit has a tradition of spanking new members, how likely would you be to spank a new member? Source: RAND	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines attending an annual training.
Item: How likely are you to hit a friend's testicles as a joke? Source: RAND	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines and Marine Corps civilian employees attending an annual training.
Item: You and your friends find a new Marine asleep at his post. The more senior Marine suggests you wake him up by putting your genitals on his face. How likely would you be to go along with the prank? Source: RAND	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines attending an annual training.

Behavioral Intentions—Continued

Description	Response Options	Population
Will Intervene to Stop Sexual Assault (with Sexual Intent)		
Note: The next two items manipulate gender of the potential victim (woman, man) to provide information about whether the likelihood of intervening varies by gender of the potential victim. The items can be manipulated across individuals (each respondent receives only one item) or within an individual (each respondent receives two items).		
Item: I am likely to say something to someone who is inappropriately touching a woman who does not want to be touched. <i>Adapted from:</i> I have the confidence to say something to a guy who is acting inappropriately toward a woman. Source: Banyard, Plante, Moynihan, 2005	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: I am likely to say something to someone who is inappropriately touching a man who does not want to be touched. <i>Adapted from:</i> I have the confidence to say something to a guy who is acting inappropriately toward a woman. Source: Banyard, Plante, and Moynihan, 2005	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: If my friend is really drunk, I am likely to try to talk them out of going home with someone they just met. <i>Adapted from:</i> Check in with my friend who looks drunk when she or he goes to a room with someone else at a party. (Preface: "Please read the following list of behaviors and check how likely you are to engage in these behaviors using the following scale." Preface used in original scale that McMahon et al., 2011, adapted; Banyard et al., 2005). Source: McMahon, Postmus, and Koenick, 2011	1 (not at all likely) to 5 (very likely)	Marines and Marine Corps civilian employees attending an annual training
Item: I am likely to try to talk my friend out of taking a drunk person back to their room. <i>Adapted from:</i> Say something to my friend who is taking a drunk person back to his/her room at a party. (Preface: "Please read the following list of behaviors and check how likely you are to engage in these behaviors using the following scale." Preface used in original scale that McMahon et al., 2011, adapted; Banyard et al., 2005). Source: McMahon, Postmus, and Koenick, 2011	1 (not at all likely) to 5 (extremely likely)	Marines and Marine Corps civilian employees attending an annual training.
Item: I am likely to stop a friend from fondling someone who was passed out. <i>Adapted from:</i> Confront a friend who is hooking up with someone who was passed out. (Preface: "Please read the following list of behaviors and check how likely you are to engage in these behaviors using the following scale." Preface used in original scale that McMahon et al., 2011, adapted; Banyard et al., 2005). Source: McMahon, Postmus, and Koenick, 2011	1 (not at all likely) to 5 (extremely likely)	Marines and Marine Corps civilian employees attending an annual training

Behavioral Intentions—Continued

Description	Response Options	Population
Item: Suppose you see someone secretly putting something in another person's drink. You're unsure what it was. Which of the following are you most likely to do in this kind of situation? (Select one.) Source: WGRA	1 = Nothing. 2 = Leave to avoid any kind of trouble. 3 = Watch the situation to see if it escalates. 4 = Seek assistance from someone to help deal with the situation. 5 = Tell the drink owner what you saw. 6 = Confront the person who put the substance in the drink.	Marines eligible to attend an annual training
Item: Imagine you go to a bar with a group of people whom you just met. What is the earliest point at which you would intervene in the following escalating situation? (Select one) Source: WGRA	1 = A senior leader buys a drink for a person in the group and tells him/her a drink cannot be refused, as doing so would go against tradition. 2 = The senior leader buys a second and third drink for the same person despite his/her repeated objections. 3 = The person appears intoxicated and disoriented and continues to be the senior leader's main focus of attention. 4 = The senior leader repeatedly hugs the person, rubs his/her shoulders, and offers to walk him/her back to quarters. 5 = You see the senior leader quietly escorting the intoxicated person out of the bar. 6 = As they leave, the person resists the senior leader and says, "No." 7 = In this scenario, I would not intervene at any point.	Marines eligible to attend an annual training
Item: A friend in your unit tells you that an NCO has been pressuring her to give oral sex. Your friend says the NCO said that the only way for her to get promoted is to do it. How likely are you to do each of the following? 1. Tell your friend to try to avoid the NCO. 2. Tell your friend to just do it. 3. Encourage your friend to get confidential advice (for example, from a chaplain). 4. Encourage your friend to tell a commanding officer or SARC what happened. 5. Tell a commanding officer or SARC what is happening yourself. Source: RAND	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines and Marine Corps civilian employees attending an annual training

Behavioral Intentions—Continued

Description	Response Options	Population
Item: You work with a Marine who is always joking and playing pranks. He especially likes to joke with another Marine in your unit who is very shy and turns bright red whenever he makes sexual jokes. One day he motions for you to watch, sneaks up on her, and starts rubbing his crotch on her leg. How likely are you to do the following: 1. Laugh along with everyone else. 2. Say nothing. 3. Check in with her later to make sure she is okay. 4. In front of everyone, tell him that it isn't cool, and he needs to cut it out. 5. Talk to him in private and tell him that he needs to cut it out. 6. Report the incident to your leadership. 7. Report the incident to your SARC. Source: RAND	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines and Marine Corps civilian employees attending an annual training
Will Intervene to Stop Sexual Assault (with Abusive/Humiliating Intent)		
Item: Shortly after joining a new unit, a friend tells you that they have a tradition of making new unit members run naked through the group while they try to smack them on the butt and genitals. How likely are you to: 1. Go along with this tradition. 2. Warn the other new Marines in your unit that it is going to happen. 3. Talk to the Marines planning it to try to stop them. 4. Report the plan to someone in your chain of command. Source: RAND	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines attending an annual training
Item: Some Marines in your unit have been harassing a new Marine who is gay. One day, you walk in on them holding him down and spanking him. They motion for you to join. How likely are you to: 1. Go along with it. 2. Tell them to stop. 3. Find someone who can help stop it immediately. 4. Tell a SARC or someone in chain of command later. Source: RAND	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines attending an annual training
Will Report		
Item: Report a sexual assault if it happened to you? Source: WGRA	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines and Marine Corps civilian employees eligible to attend an annual training

Behavioral Intentions—Continued

Description	Response Options	Population
Note: The next six items manipulate two factors: relative rank (above, similar, or nonmilitary) and type of assault (penetrative or nonpenetrative) to provide information about whether reporting intentions vary by the relative power of the perpetrator and the relative severity of the assault. The six items can be manipulated across individuals (each respondent receives only one item) or within an individual (each respondent receives more than one item). If the items are manipulated within an individual, we recommend that items for one factor only be presented.		
Item: If a Marine who outranks you raped you, how likely would you be to report it? Source: RAND	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines attending an annual training
Item: If a Marine who is the same rank as you raped you, how likely would you be to report it? Source: RAND	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines attending an annual training
Item: If a civilian sexually assaulted you, how likely would you be to report it? Source: RAND	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines attending an annual training
Item: If a Marine who outranks you grabbed your genitals when you didn't want them to, how likely would you be to report it? Source: RAND	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines attending an annual training
Item: If a Marine who is the same rank grabbed your genitals when you did not want them to, how likely would you be to report it? Source: RAND	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines attending an annual training
Item: If a civilian grabbed your genitals when you did not want them to, how likely would you be to report it? Source: RAND	• Very unlikely • Unlikely • Neither unlikely nor likely • Likely • Very likely	Marines attending an annual training
Note: The next three items manipulate the type of sexual assault to provide information about whether intentions to report others varies as a function of the type of sexual assault. The three items can be manipulated across individuals (each respondent receives only one item) or within an individual (each respondent receives all items).		
Item: I am likely to report a friend who had sex with someone who was unconscious. <i>Adapted from:</i> Report a friend that committed a rape. (Preface: "Please read the following list of behaviors and check how likely you are to engage in these behaviors using the following scale." Preface used in original scale that McMahon et al., 2011, adapted; Banyard et al., 2005). Source: McMahon, Postmus, and Koenick, 2011	1 (not at all likely) to 5 (extremely likely)	Marines and Marine Corps civilian employees attending an annual training
Item: I am likely to report a friend who groped someone against their will. <i>Adapted from:</i> Report a friend that committed a rape. (Preface: "Please read the following list of behaviors and check how likely you are to engage in these behaviors using the following scale." Preface used in original scale that McMahon et al., 2011, adapted; Banyard et al., 2005). Source: McMahon, Postmus, and Koenick, 2011	1 (not at all likely) to 5 (extremely likely).	Marines and Marine Corps civilian employees attending an annual training

Behavioral Intentions—Continued

Description	Response Options	Population
Item: I am likely to report a friend who, during a fight, penetrated someone's rectum with an object. <i>Adapted from:</i> Report a friend that committed a rape. (Preface: "Please read the following list of behaviors and check how likely you are to engage in these behaviors using the following scale." Preface used in original scale that McMahon et al., 2011, adapted; Banyard et al., 2005). Source: McMahon, Postmus, and Koenick, 2011	1 (not at all likely) to 5 (extremely likely).	Marines and Marine Corps civilian employees attending an annual training
Will Seek Affirmative Consent		
Item: I am likely to stop having sex with a partner if they say to stop, even if it started consensually. <i>Adapted from:</i> Stop having sex with a partner if s/he says to stop, even if it started consensually. (Preface: "Please read the following list of behaviors and check how likely you are to engage in these behaviors using the following scale." Preface used in original scale that McMahon et al., 2011, adapted; Banyard et al., 2005). Source: McMahon, Postmus, and Koenick, 2011	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: I am likely to decide not to have sex with a partner if they are drunk. <i>Adapted from:</i> Decide not to have sex with a partner if s/he is drunk. (Preface: "Please read the following list of behaviors and check how likely you are to engage in these behaviors using the following scale." Preface used in original scale that McMahon et al., 2011, adapted; Banyard et al., 2005). Source: McMahon, Postmus, and Koenick, 2011	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: I am likely to ask for verbal consent when I am intimate with a new partner. <i>Adapted from:</i> Ask for verbal consent when I am intimate with my partner, even if we are in a long-term relationship. (Preface: "Please read the following list of behaviors and check how likely you are to engage in these behaviors using the following scale." Preface used in original scale that McMahon et al., 2011, adapted; Banyard et al., 2005). Source: McMahon, Postmus, and Koenick, 2011	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: When I am intimate with a new partner, I am likely to clearly indicate what I do and do not want. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: If you are not sure if a partner wants to get more sexually intimate, you should keep going until they tell you to stop. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training.
Item: If I'm hooking up with someone new and they've been quiet, I'm likely to ask them if they like what we're doing. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training.

Behavioral Intentions—Continued

Description	Response Options	Population
Will Have Healthy Relationship(s)		
Item: In the future, I will always respect the sexual boundaries of my partner. <i>Adapted from:</i> How likely do you think it will be that romantic partners will always treat you with respect. Source: Ferguson, Salmond, and Modi, 2013	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training
Item: In the future, I will always communicate my sexual boundaries to my partner. <i>Adapted from:</i> Communicate your sexual boundaries directly and assertively to potential dating sexual partners. Source: Scaglione et al., 2015	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training

Perceived Norms

Description	Response Options	Population
Marines Believe Sexual Assault Is Incompatible with Marine Corps Values		
Item: In the past 12 months, how well have military members of the following paygrades made it clear that sexual assault has no place in the military. Service members provide a response for each of the following paygrades: E-1-E-3; E-4; E-5; E-6; E-7-E-9; O-1-O-3; O-4-O-6; O-7 and above. Source: 2016 WGRA	• Very well • Well • Neither well nor poorly • Poorly • Very poorly • Not applicable	Marines eligible to attend an annual training
Item: In your opinion, about what percentage of Marines think that military regulations against hazing and harassment can get in the way of Marines developing strong bonds and unit cohesion? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that putting up with hazing or harassment shows that you're tough enough to be a Marine? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that anyone who sexually assaults a fellow Marine should not be able to call themselves a Marine? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that sexual assault in the Marines is an embarrassment to those who uphold the core values of honor, courage, and commitment? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that sexual assault threatens readiness to perform critical missions? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: About what percentage of Marines think that a Marine who shares naked pictures of their ex-girlfriend or ex-boyfriend should be kicked out of the military? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Marines Have Empathy for Victims		
Item: In your opinion, how likely is it that a Marine would criticize a friend who says they had sex with someone who was passed out or didn't give consent? <i>Adapted from:</i> Criticize a friend who says they had sex with someone who was passed out or didn't give consent. (Preface: "Please use the following scale to rate how likely YOUR FRIENDS are to do each of the following behaviors.") Source: Banyard et al., 2014	1 (not at all likely) to 5 (extremely likely)	Marines attending an annual training

Perceived Norms—Continued

Description	Response Options	Population
Item: In your opinion, how likely is it that a Marine would accompany a friend to the SARC if they needed help for being sexually assaulted? <i>Adapted from:</i> Accompany a friend to the police department or other community resource if they needed help for an abusive relationship. (Preface: "Please use the following scale to rate how likely YOUR FRIENDS are to do each of the following behaviors.") Source: Banyard et al., 2014	1 (not at all likely) to 5 (extremely likely)	Marines attending an annual training
Item: In your opinion, how likely is it that a Marine would contact a SARC to discuss concerns about a friend who may have been sexually assaulted? <i>Adapted from:</i> Contact a community resource (e.g., counseling center, RA [resident adviser]) to discuss concerns about a friend who may be in distress. (Preface: "Please use the following scale to rate how likely YOUR FRIENDS are to do each of the following behaviors.") Source: Banyard et al., 2014	1 (not at all likely) to 5 (extremely likely)	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that if someone is sexually assaulted while they are drunk, they are at least somewhat responsible for letting things get out of control? <i>Adapted from:</i> If a woman is raped while she is drunk, she is at least somewhat responsible for letting things get out of control. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that sexual assault typically happens when a man's sex drive gets out of control? <i>Adapted from:</i> Rape happens when a man's sex drive gets out of control. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training.
Item: In your opinion, about what percentage of Marines think that when someone is sexually assaulted it's often because the way they said "no" was unclear? <i>Adapted from:</i> When women are raped, it's often because the way they said "no" was ambiguous. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that if a man obtained an erection while being sexually assaulted, it probably means that he started to enjoy it? <i>Adapted from:</i> If a man obtained an erection while being raped, it probably means that he started to enjoy it. <i>Response options also adapted.</i> Source: Melanson, 1998	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training

Perceived Norms—Continued

Description	Response Options	Population
Note: The next seven pairs of items manipulate gender (woman, man) to provide information about whether attitudes toward victims vary by gender. The items can be manipulated across individuals (each respondent receives only one item) or within an individual (each respondent receives two items).		
Item: In your opinion, about what percentage of Marines think that female victims tend to exaggerate how much sexual assault affected them? <i>Adapted from:</i> Women tend to exaggerate how much rape affects them. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that male victims tend to exaggerate how much sexual assault affected them? <i>Adapted from:</i> Women tend to exaggerate how much rape affects them. Source: Payne, Lonsway, and Fitzgerald, 1999	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that if a woman doesn't physically fight back, you can't really say that it was sexual assault? <i>Adapted from:</i> If a woman doesn't physically fight back, you can't really say that it was rape. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that if a man doesn't physically fight back, you can't really say that it was sexual assault? <i>Adapted from:</i> If a woman doesn't physically fight back, you can't really say that it was rape. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that a woman who says no to sex ends up enjoying it, whether she admits it or not? <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that a man who says no to sex ends up enjoying it, whether he admits it or not? <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that it is possible for a woman to enjoy being sexually assaulted, whether she admits it or not? <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. Source: Deitz et al., 1982	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training.

Perceived Norms—Continued

Description	Response Options	Population
Item: In your opinion, about what percentage of Marines think that it is possible for a man to enjoy being sexually assaulted, whether he admits it or not? <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that it is possible for a woman to enjoy the attention of being groped, whether she admits it or not? <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that it is possible for a man to enjoy the attention of being groped, whether he admits it or not? <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that if a woman initiates kissing or hooking up, she almost certainly wants to have sex? <i>Adapted from:</i> If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex. <i>Response options also adapted.</i> Source: McMahon and Farmer, 2011	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that if a man initiates kissing or hooking up, he almost certainly wants to have sex? <i>Adapted from:</i> If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex. <i>Response options also adapted.</i> Source: McMahon and Farmer, 2011	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that no self-respecting woman would admit to being raped? <i>Adapted from:</i> No self-respecting man would admit to being raped. <i>Response options also adapted.</i> Source: Melanson, 1998	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that no self-respecting man would admit to being raped? <i>Adapted from:</i> No self-respecting man would admit to being raped. <i>Response options also adapted.</i> Source: Melanson, 1998	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training

Perceived Norms—Continued

Description	Response Options	Population
Note: The next two items manipulate the gender of the perpetrator (woman, man) when the victim is male. The items can be manipulated across individuals (each respondent receives only one item) or within an individual (each respondent receives two items).		
Item: In your opinion, about what percentage of Marines think that most <u>men</u> who are sexually assaulted by a man are somewhat to blame for not escaping or fighting off the man? <i>Adapted from:</i> Most men who are raped by a man are somewhat to blame for not escaping or fighting off the man. <i>Response options also adapted.</i> Source: Struckman-Johnson and Struckman-Johnson, 1992	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that men who are sexually assaulted by a woman are somewhat to blame for not escaping or fighting off the woman? <i>Adapted from:</i> Most men who are raped by a man are somewhat to blame for not escaping or fighting off the man. <i>Response options also adapted.</i> Source: Struckman-Johnson and Struckman-Johnson, 1992	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
The Marine Corps Supports/Rewards Reporting		
Item: If someone were to report a sexual assault to your current chain of command, how likely is it that: Unit members would label the person making the report a troublemaker. Source: DEOCS	• Great extent • Moderate extent • Slight extent • Not at all	Marines eligible to attend an annual training
Item: If someone were to report a sexual assault to your current chain of command, how likely is it that: Unit members would support the person making the report. Source: DEOCS	• Great extent • Moderate extent • Slight extent • Not at all	Marines eligible to attend an annual training
Item: If someone were to report a sexual assault to your current chain of command, how likely is it that: The alleged offender(s) or their associates would retaliate against the person making the report. Source: DEOCS	• Great extent • Moderate extent • Slight extent • Not at all	Marines eligible to attend an annual training.
Item: In your opinion, about what percentage of Marines think that a Marine who is sexually assaulted should report it? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that sexual assault victims should try to get over it on their own without reporting it? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training

Perceived Norms—Continued

Description	Response Options	Population
Marines Intervene		
Item: In the past 12 months, how well have military members of the following pay grades encouraged bystander intervention to assist others in situations at risk for sexual assault or other harmful behaviors. Service members provide a response for each of the following pay grades: E1–E3; E4; E5; E6; E7–E9; O1–O3; O4–O6; O7 and above Source: 2016 WGRA	• Very well • Well • Neither well nor poorly • Poorly • Very poorly • Not applicable.	Marines eligible to attend annual training
Item: In the past 12 months, how well have military members of the following pay grades recognized and immediately corrected incidents of sexual harassment (for example, inappropriate jokes, comments, and behaviors)? Service members provide a response for each of the following pay grades: E1–E3; E4; E5; E6; E7–E9; O1–O3; O4–O6; O7 and above Source: 2016 WGRA	• Very well • Well • Neither well nor poorly • Poorly • Very poorly • Not applicable.	Marines eligible to attend annual training
Item: In your opinion, about what percentage of Marines would do something to help a person who has had too much to drink and is passed out? <i>Adapted from:</i> Do something to help a person who has had too much to drink and is passed out. (Preface: "Please use the following scale to rate how likely YOUR FRIENDS are to do each of the following behaviors.") <i>Response options also adapted.</i> Source: Banyard et al., 2014	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines would do something to help a very intoxicated person who is being brought upstairs to a bedroom by a group of people at a party? <i>Adapted from:</i> Do something to help a very intoxicated person who is being brought upstairs to a bedroom by a group of people at a party. (Preface: "Please use the following scale to rate how likely YOUR FRIENDS are to do each of the following behaviors.") <i>Response options also adapted.</i> Source: Banyard et al., 2014	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines would intervene if they see someone who is getting unwanted sexual attention at a party? <i>Adapted from:</i> Do something if they to see a woman surrounded by a group of men at a party who looks very uncomfortable. (Preface: "Please use the following scale to rate how likely YOUR FRIENDS are to do each of the following behaviors.") <i>Response options also adapted.</i> Source: Banyard et al., 2014	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training

Perceived Norms—Continued

Description	Response Options	Population
Item: In your opinion, about what percentage of Marines would knock on the door to see if everything is all right if they hear sounds of fighting or arguing through the residence walls? <i>Adapted from:</i> Knock on the door to see if everything is all right if they hear sounds of fighting or arguing through dorm or apartment walls. (Preface: "Please use <i>Response options also adapted.</i> e the following scale to rate how likely YOUR FRIENDS are to do each of the following behaviors.") Source: Banyard et al., 2014	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines would ask a friend if they need a ride home from a party? <i>Adapted from:</i> Ask a friend if they need to be walked home from a party. (Preface: Please use the following scale to rate how likely YOUR FRIENDS are to do each of the following behaviors.") <i>Response options also adapted.</i> Source: Banyard et al., 2014	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Item: In your opinion, about what percentage of Marines think that intervening to stop a sexual assault is part of their duty as a Marine? <i>Adapted from:</i> There isn't much need for me to think about sexual abuse on this military installation. <i>Response options also adapted.</i> Source: Potter and Stapleton, 2012	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training
Marines Are Committed to the SAPR Mission		
Item: In your opinion, about what percentage of Marines believe that it's their responsibility to prevent sexual assault in the military? <i>Adapted from:</i> There isn't much need for me to think about sexual abuse on this Military installation. <i>Response options also adapted.</i> Source: Potter and Stapleton, 2012	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training.
Item: In your opinion, about what percentage of Marines believe that preventing sexual assault should be left to the personnel tasked with that job such as the SARC? <i>Adapted from:</i> Doing something about sexual abuse is solely the job of the SARC/UVA/D-SARC. <i>Response options also adapted.</i> Source: Potter and Stapleton, 2012	• None • 20% • 40% • 60% • 80% • All	Marines attending an annual training

Measures of Effectiveness: Proximal Outcomes

Intervened to Improve Climate

Description	Response Options	Population
Item: In the past 12 months, have you heard a Marine or civilian coworker repeatedly telling sexual jokes that made someone upset? Source: RAND	IF YES → What did you do? a. I did or said something to show that I disapproved. (Yes/No) b. I tried to help the person who was upset. (Yes/No) c. I reported it. (Yes/No)	Marines and Marine Corps civilian employees attending an annual training
Item: In the past 12 months, have you seen a Marine or civilian coworker make repeated attempts to establish a romantic or sexual relationship with someone who was upset by the attempts? Source: RAND	IF YES → What did you do? a. I did or said something to show that I disapproved. (Yes/No) b. I tried to help the person who was upset. (Yes/No) c. I reported it. (Yes/No)	Marines and Marine Corps civilian employees attending an annual training
Item: In the past 12 months, have you seen a Marine or civilian coworker upset someone by repeatedly suggesting that he was not acting like a man is supposed to? For example, by calling him a woman, a fag, or gay. Source: RAND	IF YES → What did you do? a. I did or said something to show that I disapproved. (Yes/No) b. I tried to help the person who was upset. (Yes/No) c. I reported it. (Yes/No)	Marines and Marine Corps civilian employees attending an annual training
Item: In the past 12 months, have you heard a Marine or civilian coworker repeatedly asking someone about their sexual life or sexual interests in a way that upset them? Source: RAND	IF YES → What did you do? a. I did or said something to show that I disapproved. (Yes/No) b. I tried to help the person who was upset. (Yes/No) c. I reported it. (Yes/No)	Marines and Marine Corps civilian employees attending an annual training
Item: In the past 12 months, have you heard a Marine or civilian coworker saying that a sexual assault victim was probably making it up? Source: RAND	IF YES → Did you do or say anything that showed disapproval? (Yes/No)	Marines and Marine Corps civilian employees attending an annual training
Item: In the past 12 months, have you heard a Marine or civilian coworker saying that sexual assault victims should be able to handle it on their own? Source: RAND	IF YES → Did you do or say anything that showed disapproval? (Yes/No)	Marines and Marine Corps civilian employees attending an annual training
Item: In the past 12 months, have you heard a Marine or civilian coworker making negative remarks about sexual assault victims who report their assault? Source: RAND	IF YES → Did you do or say anything that showed disapproval of the negative remarks? (Yes/No)	Marines and Marine Corps civilian employees attending an annual training

Intervened to Prevent Sexual Assault

Description	Response Options	Population
Item: In the past 12 months, did you see someone trying to get a very drunk person alone with them? <i>Adapted from:</i> Check in with my friend who looks drunk when s/he goes to a room with someone else at a party. Source: McMahon, Postmus, and Koenick, 2011	IF YES → What did you do? a. I did or said something to show that I disapproved. (Yes/No) b. I tried to stop them from leaving together. (Yes/No) c. I reported it. (Yes/No)	Marines and Marine Corps civilian employees attending an annual training
Item: In the past 12 months, did you see someone undressing someone else who was passed out? <i>Adapted from:</i> Confront a friend who is hooking up with someone who was passed out. Source: McMahon, Postmus, and Koenick, 2011	IF YES → What did you do? a. I did or said something to show that I disapproved. (Yes/No) b. I tried to stop them from undressing the person who was passed out. (Yes/No) c. I reported it. (Yes/No)	Marines and Marine Corps civilian employees attending an annual training
Item: In the past 12 months, did you see someone harassing another person by hitting their genitals, grabbing their genitals, or pressing their genitals against them? Source: RAND	IF YES → What did you do? a. I did or said something to show that I disapproved. (Yes/No) b. I tried to help the person who was being harassed. (Yes/No) c. I reported it. (Yes/No)	Marines and Marine Corps civilian employees attending an annual training
Note: Items 4 and 5 will allow the program's statistician to assess the effect of the gender of the victim (woman, man) on Marines' likelihood of intervening. All respondents should receive both questions as they may have had neither, either, or both experiences.		
Item: In the past 12 months, did you see someone inappropriately touching a woman who didn't want to be touched? Source: RAND	Yes/no. IF YES → What did you do? a. I did or said something to show that I disapproved. (Yes/No) b. I tried to help the woman. (Yes/No) c. I reported it. (Yes/No)	Marines and Marine Corps civilian employees attending an annual training
Item: In the past 12 months, did you see someone inappropriately touching a man who didn't want to be touched? Source: RAND	Yes/no. IF YES → What did you do? a. I did or said something to show that I disapproved. (Yes/No) b. I tried to help the man. (Yes/No) c. I reported it. (Yes/No)	Marines and Marine Corps civilian employees attending an annual training

Sought Affirmative Consent Prior to Sexual Encounters

Description	Response Options	Population
Item: In the past 12 months, has a partner asked you to stop having sex even though it started consensually? <i>Adapted from:</i> Stop having sex with a partner if s/he says to stop, even if it started consensually. Source: McMahon, Postmus, and Koenick, 2011	Yes/no. IF YES → What did you do? a. I stopped immediately. b. I stopped about one minute later. c. I stopped more than a minute later.	Marines and Marine Corps civilian employees attending an annual training
Item: In the past 12 months, has someone who was drunk tried to have sex with you? <i>Adapted from:</i> Decide not to have sex with a partner if s/he is drunk. Source: McMahon, Postmus, and Koenick, 2011	Yes/no IF YES → What did you do? a. I had sex with them. b. I made out with them, but we didn't have intercourse. c. I decided not to have sex with them.	Marines and Marine Corps civilian employees attending an annual training
Item: In the past 12 months, have you had sex with a new partner (someone you had not had sex with prior to this year)? <i>Adapted from:</i> Ask for verbal consent when I am intimate with my partner, even if we are in a long-term relationship. Source: McMahon, Postmus, and Koenick, 2011	Yes/no. IF YES → The first time that you had sex with your most recent new partner, how did you know that they wanted to have sex? Check all the apply. a. They didn't try to stop me. b. They showed me that they wanted to (for example, kissed me back, took my clothes off). c. They told me that they wanted to. d. I'm not sure if they wanted to have sex.	Marines and Marine Corps civilian employees attending an annual training

Supported Victims

Description	Response Options	Population
Item: How likely would you be to encourage someone who has experienced sexual assault to seek counseling? Source: 2016 WGRA	• Very likely • Likely • Neither likely nor unlikely • Unlikely • Very unlikely	Marines eligible to attend an annual training
Item: How likely would you be to encourage someone who has experienced sexual assault to report it? Source: 2016 WGRA	• Very likely • Likely • Neither likely nor unlikely • Unlikely • Very unlikely	Marines eligible to attend an annual training
Item: I am confident I would know what to do to get help and resources for a friend who tells me they have been sexually assaulted. <i>Adapted from:</i> Get help and resources for a friend who tells me they have been raped. (Preface: "Please read each of the following behaviors. Indicate in the column Confidence how confident you are that you could do them. Rate your degree of confidence by recording a number from 0 to 100 using the scale given below.") Source: Banyard, Plante, and Moynihan, 2005	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines and Marine Corps civilian employees attending an annual training

Measures of Effectiveness: Distal Outcomes

Percentage of Marines Sexually Assaulted in the Previous Year

Description	Population
Measure: Percentage of Marine Corps members who indicate past year experiences consistent with the UCMJ definition of sexual assault Source: WGRA Note: The biennial WGRA estimate of the percentage of Marines who were sexually assaulted in the previous year is based on screening items assessing unwanted sexual contact with detailed follow up items that assess whether UCMJ criteria for sexual assault have been met. The Office of People Analytics (OPA), which oversees the survey and survey analyses, relies on state-of-the-art survey methods and corrects for nonresponse bias to provide credible population estimates. See report for recommendation <i>against</i> using this measure as an indicator of program effectiveness.	All Marines

Proportion of Sexual Assault Victims Who File an Official Report

Description	Population
Measure: Among Marines who were classified as having experienced a sexual assault in the previous year, the percentage who indicate that they filed an unrestricted or restricted report Source: WGRA Note: We recommend that the numerator for this metric (number of sexual victims who report) and denominator (number of sexual assault victims) both be sourced from the WGRA. Although the DSAID provides an alternate source of data for the numerator, we do not recommend its use because it includes reports associated with past year assaults and assaults that occurred more than a year ago. In addition, reliance on the WGRA for both data points standardizes some elements of measurement error across the two data points. See report for recommendation <i>against</i> using this measure as an indicator of program effectiveness.	All Marines

Measures of Performance and Measures of Effectiveness for Assessing Marine Corps Leadership Courses in Sexual Assault Prevention

This appendix lists candidate measures to assess each component of the leadership course logic model. For questions that have a correct answer, the correct answer is in bold.

Measures of Performance

Attendance

Description	Response Operations	Population
Item: Can the commander demonstrate receipt of Command Team SAPR Resource Brief from the Installation SARC or authorized Command SARC within 30 days of assuming command? Source: Inspector General's Checklist: Sexual Assault Prevention and Response Program (SAPR) 1752 Note: This item provides an indirect assessment of assessment of attendance at the Commanders Course, as the SAPR Resource Brief follows completion of the Commanders Course.	• N/A • Compliant • Discrepancy • Finding	Marines attending Commander's Training
Item: Can the XO, SgtMaj, and chaplain demonstrate that they attended the Command Team SAPR Resource Brief with the commander within 30 days of assuming command? Source: Inspector General's Checklist: Sexual Assault Prevention and Response Program (SAPR) 1752 Note: This item provides an indirect assessment of assessment of attendance at the First Sergeant's Course, as the SAPR Resource Brief follows completion of the First Sergeant's Course.	• N/A • Compliant • Discrepancy • Finding	Marines attending the First Sergeants Training
Measure: Percentage of eligible First Sergeant's and Commanders who attended SAPR course Source: Marine Corps Total Force System (MCTFS)		Marines attending Commander's Training or First Sergeants Training

Qualified Presenter Delivers Training

Description	Response Operations	Population
Presenter Trained to Deliver		
Measure: Supervisor documents that HQMC SAPR staff member completed training Source: RAND	• Incomplete • Complete	All HQMC SAPR staff trained to deliver 1st Sergeant or Commanders' Course in a selected time period
Measure: Supervisor observes and rates HQMC SAPR staff member delivered trainings Source: RAND	• Not adequately trained • Improving • Competent • Excellent	All HQMC SAPR staff trained to deliver 1st Sergeant or Commanders' Course in a selected time period
Presenter Delivers Training with Fidelity		
Checklist of Content (4 variants) Item: Did the trainer cover the following training elements? Checklist: Prevalence and demographics of sexual assault in the Marine Corps, sexual assault definition, effect of trauma on victims, reporting barriers, retaliation definition, leadership role in fostering a climate that rejects sexual assault, sexual assault reporting options, members/roles in a sexual assault response team, leadership responsibilities in a sexual assault response team, leadership victim response. Source: RAND	• Not covered • Partially covered • Fully covered	Supervisor observing a HQMC SAPR staff member delivering a Commanders Course
Item: Did the trainer cover the following training elements? Checklist: Prevalence and demographics of sexual assault in the Marine Corps, sexual assault definition, reporting barriers, leadership role in fostering a climate that rejects sexual assault, sexual assault reporting options, members/roles in a sexual assault response team, leadership responsibilities in a sexual assault response team, leadership victim response. Source: RAND	• Not covered • Partially covered • Fully covered	Supervisor observing a HQMC SAPR staff member delivering a First Sergeants Training
Item: Were you able to cover the following training elements? Checklist: Prevalence and demographics of sexual assault in the Marine Corps, sexual assault definition, effect of trauma on victims, reporting barriers, retaliation definition, leadership role in fostering a climate that rejects sexual assault, sexual assault reporting options, members/roles in a sexual assault response team, leadership responsibilities in a sexual assault response team, leadership victim response. Source: RAND	• Not covered • Partially covered • Fully covered	HQMC SAPR staff member delivering a Commanders Course
Item: Were you able cover the following training elements? Checklist: Prevalence and demographics of sexual assault in the Marine Corps, sexual assault definition, reporting barriers, leadership role in fostering a climate that rejects sexual assault, sexual assault reporting options, members/roles in a sexual assault response team, leadership responsibilities in a sexual assault response team, leadership victim response Source: RAND	• Not covered • Partially covered • Fully covered	HQMC SAPR staff member delivering a First Sergeants Training

Qualified Presenter Delivers Annual Training—Continued

Description	Response Operations	Population
Trainer preparation (2 variants) Item: How prepared was the trainer? For example, able to present slides without reading verbatim from script. Source: RAND	• Not at all prepared • Slightly prepared • Moderately prepared • Very prepared • Extremely prepared	Supervisor observing a HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training
Item: How prepared did you feel for this training? For example, did you have enough time in your work schedule to prep for the session? Did your previous training and supervision prepare you to deliver the material well? Source: RAND	• Not at all prepared • Slightly prepared • Moderately prepared • Very prepared • Extremely prepared	HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training
Trainer Comfort (3 variants) Item: Was the trainer comfortable discussing sexual assault? For example, able to easily say words like vagina or penis, able to professionally describe a case example. Source: RAND	• Not at all comfortable • Slightly comfortable • Moderately comfortable • Very comfortable • Extremely comfortable	Supervisor observing a HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training
Item: How comfortable talking about sexual assault were you with this group? For example, able to easily say words like vagina or penis, able to professionally describe a case example. Source: RAND	• Not at all comfortable • Slightly comfortable • Moderately comfortable • Very comfortable • Extremely comfortable	HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training
Item: Was the trainer comfortable talking about sexual assault? For example, able to easily say words like vagina or penis, able to professionally describe a case example? Source: RAND	• Not at all comfortable • Slightly comfortable • Moderately comfortable • Very comfortable • Extremely comfortable	Marines attending a Commanders Course or First Sergeants Training
Trainer Knowledge (3 variants) Item: How knowledgeable was the trainer? For example, could they readily answer trainee questions? Easily provide additional details not included in slides? Source: RAND	• Not at all knowledgeable • Slightly knowledgeable • Moderately knowledgeable • Very knowledgeable • Extremely knowledgeable	Supervisor observing a HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training.
Item: How knowledgeable did you appear when delivering the training? For example, could you answer all questions from the audience? Easily think of examples to illustrate a point?	• Not at all knowledgeable • Slightly knowledgeable • Moderately knowledgeable • Very knowledgeable • Extremely knowledgeable	HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training
Item: How knowledgeable was your trainer? For example, could they readily answer questions from the audience? Easily provide additional details not included in slides? Source: RAND	• Not at all knowledgeable • Slightly knowledgeable • Moderately knowledgeable • Very knowledgeable • Extremely knowledgeable	Marines attending a First Sergeants Training or Commanders Course

SAPR-External Support

Description	Response Operations	Population
The Marine Corps Communicates Importance of Training		
Item: My leadership has clearly emphasized the importance of this training. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants Training or Commanders Course.
Well-Suited Room, Class Size, Class Mix		
Item: Was the assigned classroom appropriate for the training? For example, appropriate equipment and seating were available; convenient location for attendees. Source: RAND.	• Not at all • Somewhat • Well-suited	HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training
Item: Was the number of trainees in the class appropriate for the training? Source: RAND	• Too few • Just right • Too many	HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training
Item: Was the mix of trainees appropriate for the training? (e.g., experience, career fields) Source: RAND	• Not at all • Somewhat • Completely	HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training
Adequate/Appropriate Time in Training Schedule		
Item: Was the date/time assigned for the training conducive to learning? (i.e., at a time of day when trainees were able to pay attention). Source: RAND	• Not at all • Somewhat • Well-suited	HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training
Follow-Up Item: If you responded with "not at all" or "somewhat" to the previous question: What was problematic about the date/time assigned for the training? Please check all that apply. Source: RAND	• Too early in the day • Too late in the day • Too close in time to another trainee obligation in the day • Too close in time to a holiday • Other	HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training

Leaders Engage with the Training Material

Description	Response Operations	Population
Pay Attention		
Item: Did trainees appear attentive? For example, looked at trainer or slides, nodded, maintained active posture. Source: RAND	• Not at all attentive • Slightly attentive • Moderately attentive • Very attentive • Extremely attentive	(1) Supervisor observing a HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training, and/or (2) HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training
Item: To what extent were you able to pay attention during the training? Source: RAND	• Not at all • A little • Somewhat • Mostly • Completely	Marines attending a First Sergeants Training or Commanders Course
Item: Was the trainer engaging? For example, used a conversational style or humor. Source: RAND	• Not at all engaging • Slightly engaging • Moderately engaging • Very engaging • Extremely engaging	(1) Supervisor observing a HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training, and/or (2) Marines attending a First Sergeants Training or Commanders Course.
Participate		
Item: To what extent did the trainer facilitate active participation? For example, asking open-ended questions, prompting feedback or discussion. Source: RAND	1 (not at all) to 5 (a great deal)	Supervisor observing a HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training
Item: How many trainees actively participated? For example, asked questions, made productive comments. Source: RAND	• None • One to three • Four to ten • More than ten	(1) Supervisor observing a HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training, and/or (2) HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training
Item: Did you say anything during this training (related to the training content)? For example, asked a question, made a comment, or engaged in a small group discussion about the training content. Source: RAND	• No • One time • More than one time	Marines attending a First Sergeants or Commanders Course
Perceive Content to Be Important		
Item: To what extent did trainees voice disapproval of the topic or devalue the importance of the topic? Source: RAND	1 (not at all) to 5 (a great deal)	(1) Supervisor observing a HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training, and/or (2) HQMC SAPR staff member delivering a Commanders Course or First Sergeants Training

Leaders Engage with the Training Material—Continued

Description	Response Operations	Population
Item: I believe it is important for Marine Corps leaders to learn the information in this training. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course training
Perceive Content to Be Personally Relevant		
Item: This training is relevant to me and to situations that I might be in or observe. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course

Measures of Effectiveness: Intermediate Outcomes

Knowledge¹

Description	Response Options	Population
Prevalence and Demographics of Sexual Assault in the Marine Corps		
Item: Between 2012 and 2015, . . . Source: RAND	• Self-report of sexual assaults decreased, whereas officially reported sexual assault increased • Self-report of sexual assaults stayed the same, whereas officially reported sexual assaults increased. • Self-reported sexual assaults decreased, as did officially reported sexual assaults. • Self-reported sexual assaults stayed the same, whereas officially reported sexual assaults decreased.	Marines attending a Commanders Course
Item: What percentage of officially reported sexual assaults are rapes? Source: RAND	• About 10% • About 25% • About 50% • About 75%	Marines attending a First Sergeants or Commanders Course
Item: What percentage of officially reported sexual assaults occur during the weekend? Source: RAND	• About 10% • About 25% • About 50% • About 75%.	Marines attending a First Sergeants or Commanders Course
Item: What percentage of the officially reported sexual assaults involve a service member sexually assaulting another service member? Source: RAND	• About 10% • About 25% • About 50% • About 75%.	Marines attending a First Sergeants or Commanders Course
Item: False reports of sexual assault are common Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course
Item: If an official report of a sexual assault is determined to be unfounded, it means no crime was committed. Source: RAND	• True • False	Marines attending a Commanders Course.
Item: If a victim decides not to cooperate in an investigation, it means no crime was committed. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, what percentage of sexual assault reports are made by individuals when they know the report is not true? Source: 2016 WGRA	• Less than 10% • 11–25% • 26–50% • 51–75% • 76–100%	Marines scheduled to receive First Sergeants or commander training in the previous 12 months

¹ Correct response options are identified in bold text.

Knowledge—Continued

Description	Response Options	Population
Able to Recognize Sexual Assault When It Occurs		
Item: A PFC tells you that someone accidentally touched their crotch during a training exercise, and it greatly embarrassed them. According to Marine Corps policy, which of the following is the best response? Source: RAND	• Contact the SARC and file an unrestricted sexual assault report. • Further investigate the sexual harassment. • Explain to the PFC that the incident was neither sexual assault nor sexual harassment.	Marines attending a First Sergeants or Commanders Course
Item: A Marine tells you that she agreed to have sex with her NCO, because he threatened her with an unfair evaluation. According to Marine Corps policy, which of the following is the best response? Source: RAND	• Contact the SARC and file an unrestricted sexual assault report. • Further investigate the sexual harassment. • Explain to the Marine that the incident was neither sexual assault nor sexual harassment.	Marines attending a First Sergeants or Commanders Course
Item: A lance corporal tells you that a Marine attempted to touch his genitals, but he shoved them away before they were able to. According to Marine Corps policy, which of the following is the best response? Source: RAND	• Contact the SARC and file an unrestricted sexual assault report. • Further investigate the sexual harassment. • Explain to the Marine that the incident was neither sexual assault nor sexual harassment.	Marines attending a First Sergeants or Commanders Course
Item: A lance corporal tells you that her date, another Marine, frightened her into having sex with him. According to Marine Corps policy, which of the following is the best response? Source: RAND	• Contact the SARC and file an unrestricted sexual assault report. • Further investigate the sexual harassment. • Explain to the Marine that the incident was neither sexual assault nor sexual harassment.	Marines attending a First Sergeants or Commanders Course
Item: A young Marine comes to you for help dealing with a situation where his fellow Marines are harassing him with sexual taunts and grabbing his testicles. According to Marine Corps policy, which of the following is the best response? Source: RAND	• Contact the SARC and file an unrestricted sexual assault report. • Further investigate the sexual harassment. • Explain to the Marine that the incident was neither sexual assault nor sexual harassment.	Marines attending a First Sergeants or Commanders Course
Effect of Trauma on Victims		
Item: Sometimes after a sexual assault, the victim will be disorganized at work and feel anxious even in safe places. This can continue for months or years after the assault. Source: RAND	• True • False	Marines attending a Commanders Course
Item: Which of the following is a common human reaction to being sexually assaulted? Source: RAND	• Trying to escape. • Getting angry and fighting the person off. • Getting so scared that you freeze and do not move • Any of the above.	Marines attending a Commanders Course

Knowledge—Continued

Description	Response Options	Population
Item: During a sexual assault, brain hormones can interfere with normal memory storage and cause victims to be confused about the exact timing and location of events. Source: RAND	• True • False	Marines attending a Commanders Course
Common Barriers to Reporting Sexual Assault		
Item: Which of the following is the best description of sexual assault reporting in the Marine Corps? Source: RAND	• Half (about 50%) of Marines who are sexually assaulted do not report it to the military. • Two-thirds (about 66%) of Marines who are sexually assaulted do not report it to the military. • Most (about 80–90%) Marines who are sexually assaulted do not report it to the military. • Almost all (about 95%) Marines who are sexually assaulted do not report it to the military.	Marines attending a First Sergeants or Commanders Course
Item: Which of the following statements is true? Source: RAND	• Male victims are <u>less likely</u> than female victims to report being sexually assaulted. • Male victims are <u>more likely</u> than female victims to report being sexually assaulted. • Male and female victims are <u>equally likely</u> to report being sexually assaulted. • Nobody knows. Statistics on reporting are not available.	Marines attending a Commanders Course
Item: Why might a male victim have a hard time reporting unwanted sexual touching? Source: RAND	• SARCs are not trained to help male victims. • He might feel afraid that other people will think he's less of a man because he was sexually assaulted. • Legally, the definition of unwanted sexual contact applies only to women. • All of the above.	Marines attending a Commanders Course
Retaliation Definition		
Item: Not inviting someone to a social event because they reported a sexual assault is a form of retaliation. Source: RAND	• True • False	Marines attending a Commanders Course
Item: Discouraging someone from going to the IG about possible retaliation so that you can handle it yourself is a form of retaliation. Source: RAND	• True • False	Marines attending a Commanders Course

Knowledge—Continued

Description	Response Options	Population
Item: Changing the job of someone who reported sexual assault, to keep them away from the accused offender, could be a type of retaliation. Source: RAND	• True • False	Marines attending a Commanders Course
Leadership Role in Retaliation Response and Prevention		
The Commanders Course includes a guided discussion on the ways in which leadership can work to prevent retaliation. Because the content of this discussion is not standardized and could vary from training group to training group, we did not include a knowledge-based assessment of retaliation prevention strategies.		
Leadership Role in Fostering a Climate That Rejects Sexual Assault		
Item: Efforts to reduce alcohol misuse among Marines may help prevent sexual assaults. Source: RAND	• True • False	Marines attending a First Sergeants Training
Item: One way leaders can help prevent sexual assault is to stop hazing from happening within the unit. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course
Item: Which of the following trainings are optional for Marines? Source: RAND	• Annual trainings • Bystander Intervention • Predeployment training • Ethical discussion group training • None of the above (all are required).	Marines attending a First Sergeants or Commanders Course
Sexual Assault Reporting Options		
Item: If a Marine Corporal wants to talk to someone about a sexual assault, but wants it to be <u>confidential</u> (<u>private</u>), who should they talk to? Source: RAND	• Their NCO • A SARC • Either their NCO or a SARC. Both can keep the discussion confidential. • Nobody. Once you tell someone, it has to be officially reported..	Marines attending a First Sergeants or Commanders Course
Item: If a Marine files a <u>confidential</u> sexual assault report and wants to keep it <u>restricted</u>, which of the following services are available to them? Check all that apply. Source: RAND	• Their commander will transfer the perpetrator to another unit. • A criminal investigation will be conducted. • A sexual assault VA will assist you. • Medical and mental health services will be provided to you.	Marines attending a First Sergeants or Commanders Course
Item: If a Marine is sexually assaulted by their commander, the victim is still obligated to report the assault to the commander who did it. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course

Knowledge—Continued

Description	Response Options	Population
Item: If a Marine files a <u>restricted (confidential)</u> sexual assault report, they: Source: RAND	• Can change it to unrestricted report and start a criminal investigation whenever they are ready. • Are required to keep it restricted (confidential) forever. • Must petition their commanding officer for permission to change it to unrestricted report. • None of the above.	Marines attending a First Sergeants or Commanders Course
Item: All of the following people can keep a sexual assault confidential EXCEPT: Source: RAND	• A SARC • A uniformed victim's advocate (UVA) • Your commander • A chaplain	Marines attending a First Sergeants or Commanders Course
Item: A Marine was just sexually assaulted and wants to go to the hospital to have legal evidence of the assault collected (e.g., injuries documented, physical evidence collected). They can go directly to the emergency room and request an exam. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course Annual Training.
Item: If a Marine needs support recovering from a sexual assault that occurred <u>before they joined the Marines</u>, their SARC can help them find confidential services. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course.
Members/Roles in a Sexual Assault Response Team		
Item: It is solely the SARC's job to ensure that a Marine is treated with dignity and respect after reporting a sexual assault. RAND Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course
Item: The primary liaison for victims of retaliation as a result of reporting a sexual assault is the VA. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course
Item: The role of the SAPR VA is to be the main point of contact for commanders. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course
Item: SAPR VAs and SARCs begin to work with victims only after an official report is filed. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course
Item: A SAPR VA must be a captain or above. Source: RAND	• True • False	Marines attending a Commanders Course
Item: A SAPR VA and a SARC should have the following qualities EXCEPT: Source: RAND	• Handles crisis situations well • Part of the command team • Maturity • Effective trainer	Marines attending a Commanders Course

Knowledge—Continued

Description	Response Options	Population
Item: The Case Management Group carries out the following tasks: Source: RAND	• Reviews unrestricted reports, ensures proper victim response, inquires about victim reports of retaliation • Reviews unrestricted and restricted reports, ensures proper victim response, identifies problems within the unit • Reviews unrestricted reports, identifies problems within the unit, inquires about victim reports of retaliation • Reviews unrestricted and restricted reports, helps Command understand case status, helps identify problems within the unit.	Marines attending a First Sergeants or Commanders Course
Item: If a victim experiences retaliation, a High Risk Response Team should be triggered. Source: RAND	• True • False	Marines attending a Commanders Course
Item: A High Risk Response Team should meet monthly until the risk is mitigated. Source: RAND	• True • False	Marines attending a Commanders Course
Leadership Responsibilities in Sexual Assault Response Team		
Item: Command is involved in the process for both restricted and unrestricted reports. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course
Item: An expedited transfer is offered to anyone who files an unrestricted report. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course
Item: Commanders can defer disciplinary action against the victim for collateral misconduct, such as underage drinking, until after the final disposition of the sexual assault case. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course
Item: Decisions about how to handle collateral misconduct such as underage drinking should be made without consideration to a sexual assault report. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course
Item: A Serious Incident Report should be filed as soon as a report of sexual assault is substantiated. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course
Item: A Serious Incident Report should include a detailed report on the alleged assault and evidence to support it. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course
Item: The 8-day Incident Report is completed by the SARC and contains details about the victim, offender, and what has happened since the report was filed. Source: RAND	• True • False	Marines attending a First Sergeants or Commanders Course

Knowledge—Continued

Description	Response Options	Population
Item: After a Case Management Group review, a commander is required to update the victim and accused offender within 72 hours.	• True • False	Marines attending a Commanders Course
Leadership Victim Response		
Item: Immediate actions for command after an unrestricted sexual assault report is filed include: Source: RAND	• Ensure victim safety, notify NCIS, notify the unit members • Ensure victim safety, contact the SARC, notify NCIS • Ensure victim safety, contact the SARC, interview potential witnesses • Gather evidence, contact the SARC, engage the SAPR VA	Marines attending a First Sergeants or Commanders Course

Attitudes

Description	Response Options	Population
Sexual Assault Is Incompatible with Marine Corps Values		
Item: When the military started mixing men and women in units, high rates of sexual assault were an inevitable outcome. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: Military regulations against hazing and harassment can get in the way of Marines developing strong bonds and unit cohesion. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: Putting up with hazing or harassment shows that you are tough enough to be a Marine. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: Anyone who sexually assaults a fellow Marine should not be able to call themselves a Marine. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: Sexual assault in the Marines is an embarrassment to those who uphold the core values of honor, courage, and commitment. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: Sexual assault threatens readiness to perform critical missions Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: A Marine who shares naked pictures of their ex-girlfriend or ex-boyfriend should be kicked out of the military. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Victims Deserve Empathy		
Item: Some sexual assault victims develop PTSD or psychological problems. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: If someone is sexually assaulted while they are drunk, they are at least somewhat responsible for letting things get out of control. <i>Adapted from:</i> If a woman is raped while she is drunk, she is at least somewhat responsible for letting things get out of control. Source: Payne, Lonsway, and Fitzgerald, 1999	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: Sexual assault typically happens when a man's sex drive gets out of control. <i>Adapted from:</i> Rape happens when a man's sex drive gets out of control. Source: Payne, Lonsway, and Fitzgerald, 1999	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course

Attitudes—Continued

Description	Response Options	Population
Item: When someone is sexually assaulted, it's often because the way they said "no" was unclear. <i>Adapted from:</i> When women are raped, it's often because the way they said "no" was ambiguous. / When girls get raped, it's often because the way they said "no" was unclear. Source: Payne, Lonsway, and Fitzgerald, 1999.	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course.
Item: If a man obtained an erection while being sexually assaulted, it probably means that he started to enjoy it. <i>Adapted from:</i> If a man obtained an erection while being raped, it probably means that he started to enjoy it. Source: Melanson, 1998	1 (strongly disagree) to 6 (strongly agree)	Marines attending a First Sergeants or Commanders Course
Note: The next four items manipulate two factors: gender (women, men) and type of assault (penetrative or nonpenetrative) to provide information about whether attitudes toward victims vary by gender of the victim and the type of assault. The four items can be manipulated across individuals (each respondent receives only one item) or within an individual (each respondent receives more than one item).		
Item: Female victims tend to exaggerate how much rape affected them. <i>Adapted from:</i> Women tend to exaggerate how much rape affects them. Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: Male victims tend to exaggerate how much rape affected them. <i>Adapted from:</i> Women tend to exaggerate how much rape affects them. Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: Female victims tend to exaggerate how much unwanted sexual contact affected them. <i>Adapted from:</i> Women tend to exaggerate how much rape affects them. Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: Male victims tend to exaggerate how much unwanted sexual contact affected them. <i>Adapted from:</i> Women tend to exaggerate how much rape affects them. Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course
Note: The next six item pairs manipulate gender (woman, man) to provide information about whether attitudes toward victims vary by gender. The items can be manipulated across individuals (each respondent receives only one item) or within an individual (each respondent receives two items).		
Item: If a woman doesn't physically fight back, you can't really say that it was sexual assault. <i>Adapted from:</i> If a woman doesn't physically fight back, you can't really say that it was rape. Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: If a man doesn't physically fight back, you can't really say that it was sexual assault. <i>Adapted from:</i> If a woman doesn't physically fight back, you can't really say that it was rape. Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course

Attitudes—Continued

Description	Response Options	Population
Item: A woman who says no to sex ends up enjoying it, whether she admits it or not. <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. Source: Deitz et al., 1982	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: A man who says no to sex ends up enjoying it, whether he admits it or not. <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. Source: Deitz et al., 1982	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: I believe that it is possible for a woman to enjoy being sexually assaulted, whether she admits it or not. <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. Source: Deitz et al., 1982	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: I believe that it is possible for a man to enjoy being sexually assaulted, whether he admits it or not. <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. Source: Deitz et al., 1982.	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: I believe that it is possible for a woman to enjoy the attention of being groped, whether she admits it or not. <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. Source: Deitz et al., 1982	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: I believe that it is possible for a man to enjoy the attention of being groped, whether he admits it or not. <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. Source: Deitz et al., 1982	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: If a woman initiates kissing, she almost certainly wants to have sex. <i>Adapted from:</i> If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex. Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: If a man initiates kissing, he almost certainly wants to have sex. <i>Adapted from:</i> If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex. Source: Payne, Lonsway, and Fitzgerald, 1999	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course

Attitudes—Continued

Description	Response Options	Population
Item: No self-respecting woman would admit to being raped. Source: Melanson, 1998	1 (strongly disagree) to 6 (strongly agree)	Marines attending a First Sergeants or Commanders Course
Item: No self-respecting man would admit to being raped. Source: Melanson, 1998	1 (strongly disagree) to 6 (strongly agree)	Marines attending a First Sergeants or Commanders Course
Note: The next two items manipulate the gender of the perpetrator (woman, man) when the victim is male. The items can be manipulated across individuals (each respondent receives only one item) or within an individual (each respondent receives two items).		
Item: Most men who are sexually assaulted by a man are somewhat to blame for not escaping or fighting off the man. <i>Adapted from:</i> Most men who are raped by a man are somewhat to blame for not escaping or fighting off the man. Source: Struckman-Johnson and Struckman-Johnson, 1992	1 (strongly disagree) to 6 (strongly agree)	Marines attending a First Sergeants or Commanders Course
Item: Most men who are sexually assaulted by a woman are somewhat to blame for not escaping or fighting off the woman. <i>Adapted from:</i> Most men who are raped by a man are somewhat to blame for not escaping or fighting off the man. Source: Struckman-Johnson and Struckman-Johnson, 1992	1 (strongly disagree) to 6 (strongly agree)	Marines attending a First Sergeants or Commanders Course
Reporting Is Good		
Item: A Marine has a duty to report a sexual assault to try to prevent the person from hurting other Marines. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: A Marine should think twice about reporting a sexual assault; it could hurt their chance of promotion. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: Sexual assault victims shouldn't report the sexual assault if it would interfere with unit cohesion. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: Sexual assault victims should try to get over it on their own without reporting it. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course

Attitudes—Continued

Description	Response Options	Population
Marine Leaders Have a Duty to Prevent Sexual Assault		
Item: Sexual assault prevention is part of a Marine Corps leader's duty. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: Marine Corps leaders must remain committed to warfighting. Sexual assault prevention must always be secondary. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: To be the best warfighting force, the Marine Corps must prevent sexual assaults in the ranks. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: I don't think there is much I can do to prevent sexual assault in the military. <i>Adapted from:</i> I don't think there is much I can do about sexual assault on the installation. Source: Potter and Stapleton, 2012	1 (not at all true) to 5 (very much true)	Marines attending a First Sergeants or Commanders Course
Item: It's my responsibility to prevent sexual assault in the military. <i>Adapted from:</i> There isn't much need for me to think about sexual abuse on this Military. Source: Potter and Stapleton, 2012	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
SAPR's Mission Is Shared		
Item: Marines who could have stopped a sexual assault and didn't should be held accountable. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: Preventing sexual assault should be left to the personnel tasked with that job such as the SARC. Source: Potter and Stapleton, 2012 <i>Adapted from:</i> Doing something about sexual abuse is solely the job of the SARC/UVA/D-SARC.	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: Sexual assault is a major problem in the Marine Corps. <i>Adapted from:</i> I don't think sexual assault is a problem in the Air Force. Source: Air Force Green Dot Survey	1 (strongly disagree) to 5 (strongly agree)	Marines attending a First Sergeants or Commanders Course
Item: There are too many trainings on sexual assault in the military. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: On a scale of 1-5, how large of a role do you think you can play in reducing the number of sexual assaults? Source: HQMC SAPR, "Take a Stand" evaluation	1 (I can't do anything) to 3 (I can help somewhat) to 5 (I can make a big difference)	Marines attending a First Sergeants or Commanders Course

Behavioral Intentions

Description	Response Options	Population
Will Implement Training Suggestions for Preventing Sexual Assault		
Item: I am likely to try the sexual assault prevention strategies I learned in class today, in everyday situations in my command. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: I am confident that I can implement the sexual assault prevention strategies that I learned today, in everyday situations in my command. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Will Implement Training Suggestions to Prevent Retaliation		
Item: If there is a sexual assault in my command, I am likely to try the retaliation prevention strategies that I learned in class today. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a Commanders Course
Item: If there is a sexual assault in my command, I am confident that I would implement the retaliation prevention strategies that I learned today. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a Commanders Course
Will Follow Sexual Assault Response Protocol		
Item: If there is a sexual assault in my command, I am likely to follow the sexual assault response protocol that I learned today. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course.
Item: If there is a sexual assault in my command, I am confident that I can correctly apply the sexual assault response protocol that I learned today. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course.
Will Treat Alleged Victims with Dignity		
Item: If there is a sexual assault in my command, I would feel comfortable interacting with the victim. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Item: If there is a sexual assault in my command, I am confident that I can advise the victim well. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a First Sergeants or Commanders Course
Will Engage SARC as a Key Part of My Leadership Team		
Item: If there is a sexual assault in my command, I am likely to contact the SARC. Source: RAND	- Strongly disagree - Disagree - Neither disagree nor agree - Agree - Strongly agree	Marines attending a Commanders Course

Behavioral Intentions—Continued

Description	Response Options	Population
Item: If there is a sexual assault in my command, I am likely to rely on the SARC to help me follow sexual assault protocols correctly. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a Commanders Course
Item: I believe the SARC is a vital part of a leadership team. RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	Marines attending a First Sergeants or Commanders Course

Perceived Norms

Description	Response Options	Population
Marines Leaders Believe Sexual Assault Is Incompatible with Marine Corps Values		
Item: In the past 12 months, how well have military members of the following pay grades made it clear that sexual assault has no place in the military? Services members provide a response for each of the following pay grades: E1–E3; E4; E5; E6; E7–E9; O1–O3; O4–O6; O7 and above. Source: 2016 WGRA	• Very well • Well • Neither well nor poorly • Poorly • Very poorly • Not applicable	For First Sergeants Training, E8 First Sergeant's ratings of E7–E9 (i.e., peers). For Commander Course, O4–O6 Marines ratings of O4–O6 (i.e., peers)
Item: In your opinion, about what percentage of Marine Corps leaders think that military regulations against hazing and harassment can get in the way of Marines developing strong bonds and unit cohesion? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that putting up with hazing or harassment shows that you're tough enough to be a Marine? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that anyone who sexually assaults a fellow Marine should not be able to call themselves a Marine? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that sexual assault in the Marines is an embarrassment to those of us who uphold the core values of honor, courage, and commitment? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that sexual assault threatens readiness to perform critical missions? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that a Marine who shares naked pictures of their ex-girlfriend or ex-boyfriend should be kicked out of the military? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Marine Leaders Have Empathy for Victims		
Item: In your opinion, about what percentage of Marine Corps leaders think that if someone is sexually assaulted while they are drunk, they are at least somewhat responsible for letting things get out of control? <i>Adapted from:</i> If a woman is raped while she is drunk, she is at least somewhat responsible for letting things get out of control. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course

Perceived Norms—Continued

Description	Response Options	Population
Item: In your opinion, about what percentage of Marine Corps leaders think that sexual assault typically happens when a man's sex drive gets out of control? <i>Adapted from:</i> Rape happens when a man's sex drive gets out of control. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that when someone is sexually assaulted it's often because the way they said "no" was unclear? <i>Adapted from:</i> When women are raped, it's often because the way they said "no" was ambiguous. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that if a man obtained an erection while being sexually assaulted, it probably means that he started to enjoy it? <i>Adapted from:</i> If a man obtained an erection while being raped, it probably means that he started to enjoy it. <i>Response options also adapted.</i> Source: Melanson, 1998	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Note: The next seven item pairs manipulate gender (woman, man) to provide information about whether attitudes toward victims vary by gender. The items can be manipulated across individuals (each respondent receives only one item) or within an individual (each respondent receives two items).		
Item: In your opinion, about what percentage of Marine Corps leaders think that female victims tend to exaggerate how much sexual assault affected them? <i>Adapted from:</i> Women tend to exaggerate how much rape affects them. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that male victims tend to exaggerate how much sexual assault affected them? <i>Adapted from:</i> Women tend to exaggerate how much rape affects them. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that if a woman doesn't physically fight back, you can't really say that it was sexual assault? <i>Adapted from:</i> If a woman doesn't physically fight back, you can't really say that it was rape. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that if a man doesn't physically fight back, you can't really say that it was sexual assault? <i>Adapted from:</i> If a woman doesn't physically fight back, you can't really say that it was rape. <i>Response options also adapted.</i> Source: Payne, Lonsway, and Fitzgerald, 1999	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course

Perceived Norms—Continued

Description	Response Options	Population
Item: In your opinion, about what percentage of Marine Corps leaders think that a woman who says no to sex ends up enjoying it, whether she admits it or not? <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that a man who says no to sex ends up enjoying it, whether he admits it or not? <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that it is possible for a woman to enjoy being sexually assaulted, whether she admits it or not? <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that it is possible for a man to enjoy being sexually assaulted, whether he admits it or not? <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that it is possible for a woman to enjoy the attention of being groped, whether she admits it or not? <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that it is possible for a man to enjoy the attention of being groped, whether he admits it or not? <i>Adapted from:</i> I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not. <i>Response options also adapted.</i> Source: Deitz et al., 1982	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that if a woman initiates kissing or hooking up, she almost certainly wants to have sex? <i>Adapted from:</i> If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex. <i>Response options also adapted.</i> Source: McMahon and Farmer, 2011	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course

Perceived Norms—Continued

Description	Response Options	Population
Item: In your opinion, about what percentage of Marine Corps leaders think that if a man initiates kissing or hooking up, he almost certainly wants to have sex? <i>Adapted from:</i> If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex. <i>Response options also adapted.</i> Source: McMahon and Farmer, 2011	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that no self-respecting woman would admit to being raped? <i>Adapted from:</i> No self-respecting man would admit to being raped. <i>Response options also adapted.</i> Source: Melanson, 1998	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that no self-respecting man would admit to being raped? <i>Adapted from:</i> No self-respecting man would admit to being raped. <i>Response options also adapted.</i> Source: Melanson, 1998	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Note: The next two items manipulate the gender of the perpetrator (woman, man) when the victim is male. The items can be manipulated across individuals (each respondent receives only one item) or within an individual (each respondent receives two items).		
Item: In your opinion, about what percentage of Marine Corps leaders think that most men who are sexually assaulted by a man are somewhat to blame for not escaping or fighting off the man? <i>Adapted from:</i> Most men who are raped by a man are somewhat to blame for not escaping or fighting off the man. <i>Response options also adapted.</i> Source: Struckman-Johnson and Struckman-Johnson, 1992	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that men who are sexually assaulted by a woman are somewhat to blame for not escaping or fighting off the woman? <i>Adapted from:</i> Most men who are raped by a man are somewhat to blame for not escaping or fighting off the man. <i>Response options also adapted.</i> Source: Struckman-Johnson and Struckman-Johnson, 1992	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Marine Leaders Support/Reward Reporting		
Item: In the past 12 months, how well have military members of the following pay grades encouraged victims to report sexual assault? Service members provide a response for each of the following pay grades: E1–E3; E4; E5; E6; E7–E9; O1–O3; O4–O6; O7 and above. Source: 2016 WGRA	• Very well • Well • Neither well nor poorly • Poorly • Very poorly • Not applicable	For First Sergeants Training, E8 First Sergeant's ratings of E7–E9 (i.e., peers). For Commander Course, O4–O6 Marines ratings of O4–O6 (i.e., peers).

Perceived Norms—Continued

Description	Response Options	Population
Item: In the past 12 months, how well have military members of the following pay grades created an environment where victims would feel comfortable reporting sexual harassment or sexual assault? Service members provide a response for each of the following pay grades: E1-E3; E4; E5; E6; E7-E9; O1-O3; O4-O6; O7 and above. Source: 2016 WGRA	• Very well • Well • Neither well nor poorly • Poorly • Very poorly • Not applicable	For First Sergeants Training, E8 First Sergeant's ratings of E7-E9 (i.e., peers). For Commander Course, O4-O6 Marines ratings of O4-O6 (i.e., peers).
Item: In your opinion, about what percentage of Marine Corps leaders think that a Marine who is sexually assaulted should report it? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders think that sexual assault victims should try to get over it on their own without reporting it? Source: RAND	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Marine Leaders Are Committed to the SAPR Mission		
Item: In your opinion, about what percentage of Marine Corps leaders believe that it's their responsibility to prevent sexual assault in the military? <i>Adapted from:</i> There isn't much need for me to think about sexual abuse on this military installation. <i>Response options also adapted.</i> Source: Potter and Stapleton, 2012	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course
Item: In your opinion, about what percentage of Marine Corps leaders believe that preventing sexual assault should be left to the personnel tasked with that job such as the SARC? <i>Adapted from:</i> Doing something about sexual abuse is solely the job of the SARC/UVA/D-SARC. <i>Response options also adapted.</i> Source: Potter and Stapleton, 2012	• None • 20% • 40% • 60% • 80% • All	Marines attending a First Sergeants or Commanders Course

Measures of Effectiveness: Proximal Outcomes

Took Action to Improve Climate

Description	Response options	Population
Discussed Sexual Assault with Command		
Item: In the past 12 months, how well have military members of the following pay grades made it clear that sexual assault has no place in the military. Service members provide a response for each of the following pay grades: E1–E3; E4; E5; E6; E7–E9; O1–O3; O4–O6; O7 and above. Source: 2016 WGRA	• Very well • Well • Neither well nor poorly • Poorly • Very poorly • Not applicable	For First Sergeants Training, subordinate Marines' ratings of E7–E9 category. For Commander Course, subordinate Marines' ratings of O4–O6 and O7+ categories.
Item: To what extent does your chain of command, disseminate information on the outcomes of sexual assault courts-martial occurring within your service. Source: DEOCS	• Great extent • Moderate extent • Slight extent • Not at all	Marines in pay grades E1–E7 or O1–O3
Item: To what extent does your chain of command, encourage bystander intervention to assist others in situations at risk for sexual assault or other harmful behavior. Source: DEOCS	• Great extent • Moderate extent • Slight extent • Not at all	Marines in pay grades E1–E7 or O1–O3
Objected to Sexual Assault Supportive Statements		
Item: In the past 12 months, have you heard a Marine saying that a sexual assault victim was probably making it up? Source: RAND	IF YES → Did you do or say anything that showed disapproval? yes/no	Marines attending a First Sergeants or Commanders Course
Item: In the past 12 months, have you heard a Marine saying that sexual assault victims should be able to handle it on their own? Source: RAND	IF YES → Did you do or say anything that showed disapproval? yes/no	Marines attending a First Sergeants or Commanders Course
Item: In the past 12 months, have you heard a Marine making negative remarks about sexual assault victims who report their assault? Source: RAND	IF YES → Did you do or say anything that showed disapproval of the negative remarks? yes/no	Marines attending a First Sergeants or Commanders Course
Item: To what extent does your chain of command, refrain from sexist comments and behaviors? Source: DEOCS	• Great extent • Moderate extent • Slight extent • Not at all	Marines in pay grades E1–E7 or O1–O3
Encouraged Command to Report Sexual Harassment or Sexual Assault		
Item: In the past 12 months, how well have military members of the following pay grades encouraged victims to report sexual assault? Service members provide a response for each of the following pay grades: E1–E3; E4; E5; E6; E7–E9; O1–O3; O4–O6; O7 and above. Source: 2016 WGRA	• Very well • Well • Neither well nor poorly • Poorly • Very poorly • Not applicable	For First Sergeants Training, subordinate Marines' ratings of E7–E9 category. For Commander Course, subordinate Marines' ratings of O4–O6 and O7+ categories.

Took Action to Improve Climate—Continued

Description	Response options	Population
Item: In the past 12 months, how well have military members of the following pay grades created an environment where victims would feel comfortable reporting sexual harassment or sexual assault? Service members provide a response for each of the following pay grades: E1–E3; E4; E5; E6; E7–E9; O1–O3; O4–O6; O7 and above. Source: 2016 WGRA	• Very well • Well • Neither well nor poorly • Poorly • Very poorly • Not applicable	For First Sergeants Training, subordinate Marines' ratings of E7–E9 category. For Commander Course, subordinate Marines' ratings of O4–O6 and O7+ categories.
Item: To what extent does your chain of command encourage victims to report sexual assault? Source: DEOCS Marines in pay grades E1–E7 or O1–O3.	• Great extent • Moderate extent • Slight extent • Not at all	Marines in pay grades E1–E7 or O1–O3
Item: To what extent does your chain of command, create an environment where victims feel comfortable reporting sexual assault? Source: DEOCS	• Great extent • Moderate extent • Slight extent • Not at all	Marines in pay grades E1–E7 or O1–O3
Used SAPR Training Materials		
Item: In the past 12 months, how many times have you led a guided discussion of sexual assault using the SAPR small group discussion guide? Source: RAND	• 0 times • 1 time • 2–4 times • 5 or more times	Marines attending a First Sergeants or Commanders Course
Item: In the past 12 months, how many times have you accessed the online SAPR leadership toolkit? Source: RAND	• 0 times • 1 time • 2–4 times • 5 or more times	Marines attending a First Sergeants or Commanders Course
Item: In the past 12 months, how well have military members of the following pay grades encouraged bystander intervention to assist others in situations at risk for sexual assault or other harmful behaviors? Service members provide a response for each of the following pay grades: E1–E3; E4; E5; E6; E7–E9; O1–O3; O4–O6; O7 and above. Source: 2016 WGRA	• Very well • Well • Neither well nor poorly • Poorly • Very poorly • Not applicable	For First Sergeants Training, subordinate Marines' ratings of E7–E9 category. For Commander Course, subordinate Marines' ratings of O4–O6 and O7+ categories
Disseminated SAPR Training Materials		
Item: In the past 12 months, how well have military members of the following pay grades publicized sexual assault resources (for example, SARC information, SAPR VA information, awareness posters, sexual assault hotline number)? Service members provide a response for each of the following pay grades: E1–E3; E4; E5; E6; E7–E9; O1–O3; O4–O6; O7 and above. Source: 2016 WGRA	• Very well • Well • Neither well nor poorly • Poorly • Very poorly • Not applicable	For First Sergeants Training, subordinate Marines' ratings of E7–E9 category. For Commander Course, subordinate Marines' ratings of O4–O6 and O7+ categories.
Item: To what extent does your chain of command, publicize the Restricted (confidential) Reporting option for sexual assault? Source: DEOCS	• Great extent • Moderate extent • Slight extent • Not at all	Marines in pay grades E1–E7 or O1–O3
Item: How does the command ensure that accurate information about victim support services, points of contact, and resources are made available in the unit's common areas, areas of high pedestrian traffic, and on the command website? Source: Inspector General's Checklist: Sexual Assault Prevention and Response Program (SAPR) 1752	• N/A • Compliant • Discrepancy • Finding	Marines attending Commanders Course

Took Action to Prevent Retaliation

Description	Response options	Population
Discussed Retaliation Prevention with Command		
Item: In the past 12 months, how many times have you discussed the Marine Corps policy against retaliation against sexual assault victims with your Marines? Source: RAND	• 0 times • 1 time • 2 times • 3 times • 4 times • 5 or more times	Marines attending a First Sergeants or Commanders Course
Followed Retaliation Response Protocol		
Item: Do CMG minutes document the reporting and tracking of incidents of retaliation? Source: Inspector General's Checklist: Sexual Assault Prevention and Response Program (SAPR) 1752	• N/A • Compliant • Discrepancy • Finding	Marines attending Commanders Course
Voiced Objection to Victim Blaming		
Item: In the past 12 months, have you heard a Marine questioning whether a victim was really sexually assaulted, because they didn't fight back? <i>Adapted from:</i> If a woman doesn't physically fight back, you can't really say that it was rape. Source: Payne, Lonsway, and Fitzgerald, 1999	Yes/no, IF YES → Did you do or say anything that showed disapproval of their remarks? Yes/no	Marines attending a First Sergeants or Commanders Course
Item: In the past 12 months, have you heard a Marine say that a sexual assault victim was partially responsible for the assault, because they were drunk? <i>Adapted from:</i> If a woman is raped while she is drunk, she is at least somewhat responsible for letting things get out of control. Source: Payne, Lonsway, and Fitzgerald, 1999	Yes/no, IF YES → Did you do or say anything that showed disapproval of their remarks? Yes/no	Marines attending a First Sergeants or Commanders Course
Item: In the past 12 months, have you heard a Marine say that people get sexually assaulted because the way they say "no" is unclear? <i>Adapted from:</i> When women are raped, it's often because the way they said "no" was ambiguous. / When girls get raped, it's often because the way they said "no" was unclear. Source: Payne, Lonsway, and Fitzgerald, 1999	Yes/no, IF YES → Did you do or say anything that showed disapproval of their remarks? Yes/no	Marines attending a First Sergeants or Commanders Course

Followed Sexual Assault Response Protocol

Description	Response options	Population
Measure: Inspector General's audit of Commander response to reported sexual assaults. Source: Inspector General's Checklist: Sexual Assault Prevention and Response Program (SAPR) 1752 Note: The Marine Corps sexual assault response protocol is a multi-component process (see logic model, MCO 1752.5B). The extent to which Commanders properly follow the protocol is already subject to routine audit by the Inspector General. To prevent duplication of effort, we recommend that SAPR rely on the results from Inspector General audits as an indicator of the training success in teaching Commanders their role and responsibilities in sexual assault response.		Marines attending Commanders Course

Supported SAPR

Description	Response options	Population
Nominated Quality UVAs		
Item: Has the commander appointed SAPR VAs as directed by policy? Source: Inspector General's Checklist: Sexual Assault Prevention and Response Program (SAPR) 1752.	• N/A • Compliant • Discrepancy • Finding	Marines attending Commanders Course
Item: Has the commander appointed a minimum of two SAPR VAs, unless otherwise directed by policy? Source: Inspector General's Checklist: Sexual Assault Prevention and Response Program (SAPR) 1752	• N/A • Compliant • Discrepancy • Finding	Marines attending Commanders Course
Measure: Percentage of all nominated UVAs who complete 40-hour training. Source: RAND		All nominated UVAs
Measure: Percentage of all nominated UVAs who fulfill UVA duties for at least 6 months after training completion. Source: RAND		All nominated UVAs
Included SARCs in Leadership Team		
Item: To what extent does your commander include you in leadership meetings and decisions related to sexual assault prevention or response? Source: RAND	1 (not at all) to 5 (completely)	Installation SARCs
Item: To what extent does your commander consider your input and advice as it relates to sexual assault prevention or response? Source: RAND	1 (not at all) to 5 (completely)	Installation SARCs
Communicated Support for SAPR to Command		
Item: Does the commander have SOP(s) for the implementation and oversight of his/her SAPR program that includes, at minimum, protocols for response, reporting, advocacy, training, and guidance for the command's area of responsibility? Source: Inspector General's Checklist: Sexual Assault Prevention and Response Program (SAPR) 1752	• N/A • Compliant • Discrepancy • Finding	Marines attending Commanders Course

Supported SAPR—Continued

Description	Response options	Population
Item: Has the commander published a command policy statement on SAPR and posted copies in common areas? Source: Inspector General's Checklist: Sexual Assault Prevention and Response Program (SAPR) 1752	• N/A • Compliant • Discrepancy • Finding	Marines attending Commanders Course
Item: Is the command including SAPR in its annual and predeployment training plans (e.g., TEEP)? Source: Inspector General's Checklist: Sexual Assault Prevention and Response Program (SAPR) 1752	• N/A • Compliant • Discrepancy • Finding	Marines attending Commanders Course
Item: My Commander is committed to <u>preventing</u> sexual assault in the Marine Corps. Source: 2016 WGRA	• Strongly agree • Agree • Neither agree nor disagree • Disagree • Strongly disagree • Do not know	Marines in pay grades E1–E7 or O1–O3
Item: To what extent does your commander actively support SAPR activities? (for example, encouraging Marines to attend events, promoting SAPR messaging). Source: RAND	1 (not at all) to 5 (completely)	Installation SARCs
Item: In the last 12 months, how many SAPR events or trainings did your commander attend? Source: RAND	• None • 1–3 • 4–9 • 10 or more	Installation SARCs

Measures of Effectiveness: Distal Outcomes

Percentage of Marines Sexually Assaulted in the Previous Year

Description	Response options	Population
Measure: Percentage of Marine Corps members who indicate past year experiences consistent with the UCMJ definition of sexual assault. Source: WGRA Note: The biennial WGRA estimate of the percentage of Marines who were sexually assaulted in the previous year is based on screening items assessing unwanted sexual contact with detailed follow up items that assess whether UCMJ criteria for sexual assault have been met. The Office of People Analytics (OPA), which oversees the survey and survey analyses, relies on state-of-the-art survey methods and corrects for nonresponse bias to provide credible population estimates. See report for recommendation <i>against</i> using this measure as an indicator of program effectiveness.		All Marines

Percentage of Sexual Assault Victims Who File an Official Report

Description	Response options	Population
Measure: Among Marines who were classified as having experienced a sexual assault in the previous year, the percentage who indicate that they filed an unrestricted or restricted report. Source: WGRA Note: We recommend that the numerator for this metric (number of sexual victims who report) and denominator (number of sexual assault victims) both be sourced from the WGRA. Although the DSAID provides an alternate source of data for the numerator, we do not recommend its use because it includes reports associated with past year assaults and assaults that occurred more than a year ago. In addition, reliance on the WGRA for both data points standardizes some elements of measurement error across the two data points. See report for recommendation <i>against</i> using this measure as an indicator of program effectiveness.		All Marines

Marine Corps Climate Incompatible with Sexual Assault

Description	Response options	Population
Marine Corps Climate Incompatible with Sexual Assault		
Item: In the past 12 months, how well have military members of the following pay grades promoted a unit climate based on mutual respect and trust? Service members provide a response for each of the following pay grades: E1–E3; E4; E5; E6; E7–E9; O1–O3; O4–O6; O7 and above. Source: 2016 WGRA	• Very well • Well • Neither well nor poorly • Poorly • Very poorly • Not applicable	All Marines ratings of all pay grades
Item: To what extent does your chain of command, promote a unit climate based on "respect and trust?" Source: DEOCS	• Great extent • Moderate extent • Slight extent • Not at all	Marines in pay grades E1–E7 or O1–O3
Sexual Harassment Is Not Tolerated		
Item: In the past 12 months, how well have military members of the following pay grades recognized and immediately corrected incidents of sexual harassment (for example, inappropriate jokes, comments, and behaviors)? Service members provide a response for each of the following pay grades: E1–E3; E4; E5; E6; E7–E9; O1–O3; O4–O6; O7 and above. Source: 2016 WGRA	• Very well • Well • Neither well nor poorly • Poorly • Very poorly • Not applicable	All Marines ratings of all pay grades
Item: In the past 12 months, how well have military members of the following pay grades recognized and immediately corrected incidents of sexual harassment (for example, inappropriate jokes, comments, and behaviors)? Service members provide a response for each of the following pay grades: E1–E3; E4; E5; E6; E7–E9; O1–O3; O4–O6; O7 and above. Source: 2016 WGRA	• Very well • Well • Neither well nor poorly • Poorly • Very poorly • Not applicable	For First Sergeants Training, subordinate Marines' ratings of E7–E9 category. For Commander Course, subordinate Marines' ratings of O4–O6 and O7+ categories
Item: To what extent does your chain of command, actively discourage sexist comments and behaviors. Source: DEOCS	• Great extent • Moderate extent • Slight extent • Not at all	Marines in pay grades E1–E7 or O1–O3
Item: In the past 12 months, have you heard a Marine repeatedly telling sexual jokes that made someone upset? Source: RAND	IF YES → What did you do? a. I did or said something to show that I disapproved. yes/no b. I helped the two people work out a solution. yes/no c. I punished the person who was telling sexual jokes. yes/no d. I tried to help the person who was upset. yes/no e. I reported it. yes/no.	Marines attending a First Sergeants or Commanders Course

Marine Corps Climate Incompatible with Sexual Assault—Continued

Description	Response options	Population
Item: In the past 12 months, have you seen a Marine make repeated attempts to establish a romantic or sexual relationship with a woman who was upset by the attempts? Source: RAND	IF YES → What did you do? a. I did or said something to show that I disapproved. yes/no b. I helped the two people work out a solution. yes/no c. I punished the person who was making unwanted propositions. yes/no d. I tried to help the person who was upset. yes/no e. I reported it. yes/no.	Marines attending a First Sergeants or Commanders Course
Item: In the past 12 months, have you seen a Marine upset someone by repeatedly suggesting that he was not acting like a man is supposed to? For example, by calling him a woman, a fag, or gay. Source: RAND	IF YES → What did you do? a. I did or said something to show that I disapproved. yes/no b. I helped the two people work out a solution. yes/no c. I punished the person who did it. yes/no d. I tried to help the person who it happened to. yes/no e. I reported it. yes/no.	Marines attending a First Sergeants or Commanders Course.
Item: In the past 12 months, have you heard a Marine repeatedly asking someone about their sexual life or sexual interests in a way that upset them? Source: RAND	IF YES → What did you do? a. I did or said something to show that I disapproved. yes/no b. I helped the two people work out a solution. yes/no c. I punished the person who was talking about their sex life. yes/no d. I tried to help the person who was upset. yes/no e. I reported it. yes/no.	Marines attending a First Sergeants or Commanders Course
Sexual Harassment Rate Is Low		
Measure: Percentage of Marine Corps members who indicate past year experiences consistent with the DoD definition of sexual harassment. Source: WGRA Note: The biennial WGRA estimate of the percentage of Marines who were sexually harassed in the previous year is based on screening items assessing inappropriate workplace behaviors with detailed follow up items that assess whether DoD criteria for sexual harassment have been met (the behavior is persistent or severe). The Office of People Analytics (OPA), which oversees the survey and survey analyses, relies on state-of-the-art survey methods and corrects for nonresponse bias to provide credible population estimates.		All Marines

Marine Corps Climate Incompatible with Sexual Assault—Continued

Description	Response options	Population
Retaliation Is Uncommon		
Measure: Among Marine Corps members who were classified as having experienced a sexual assault in the previous year, the percentage who perceived retaliation following the assault.		All Marines
Source: WGRA		
Note: The Office of People Analytics (OPA), which oversees the WGRA and survey analyses, relies on state-of-the-art survey methods and corrects for nonresponse bias to provide credible population estimates.		

Measures of Performance for Marine Corps Sexual Assault Prevention Social Media Posts

This appendix lists candidate measures to assess each component of the social media logic model. Measures without a listed source are those that are readily available and difficult to attribute to one source. We were influenced by Sponder (2012) and Acosta et al. (2012).

Measures of Performance for Marine Corps Sexual Assault Prevention Social Media Posts

Description	Response Options	Social Media Platform	Population
Disseminated to Audience			
Measure: Number of followers of SAPR or Marine Corps account, in a given time period (e.g., month).		Facebook, Instagram, Twitter, YouTube	
Measure: Demographic profile of followers (age, gender, city; through Facebook Insights).		Facebook	
Measure: Number of SAPR posts in a given time period (e.g., month).		Facebook, Instagram, Twitter, YouTube	
Measure: Number of “people reached” by each SAPR post (e.g., Facebook Insights; defined as the number of people who received any number of displays of a specific post).		Facebook, Instagram, Twitter, YouTube	
Measure: Number of “impressions” for each SAPR post (Facebook Insights; defined as number of times a specific post is displayed, given that one person may receive multiple displays of the same post through different channels).		Facebook	
Audience Engages with Content			
Measure: Number of views of each SAPR video.		Facebook, Instagram, YouTube	
Measure: Total number of comments on each SAPR post.		Facebook, Twitter	

Table E.1—continued

Description	Response Options	Social Media Platform	Population
Audience Engages with Content: Perceives Content to Be Important and Personally Relevant			
Measure: Number of positive comments on each SAPR post.		Facebook, Twitter, YouTube	
Measure: Percentage of all comments on each SAPR post that are positive.		Facebook, Twitter, YouTube	
Measure: Number of “likes” or positive “reactions” to each SAPR post.		Facebook, Twitter, YouTube	
Measure: Number of retweets (Twitter) or shares (Facebook, Instagram, YouTube) of each SAPR post.		Facebook, Instagram, Twitter, YouTube	
Measure: Number of documented responses to social media “calls to action” (e.g., photos posted to social media of user holding a sign with language responsive to call).		Facebook, Instagram, YouTube	
Item: What reactions or thoughts did you have when you saw this [post/video/image]? Source: Thomas, Sorenson, and Joshi, 2016 <i>Adapted from:</i> What reactions or thoughts did you have when you first saw it?	Open-ended		Marines targeted by social media post/video/image
Item: To what extent did you like or dislike this [post/video/image]? Source: Thomas, Sorenson, and Joshi, 2016 <i>Adapted from:</i> Did you like the image? <i>Response options also adapted.</i>	1 (disliked) to 7 (liked)		Marines targeted by social media post/video/image
Item: The [post/video/image] conveys information that is important for Marines to see. Source: RAND	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree		Marines targeted by social media post/video/image
Item: This [post/video/image] depicts realistic situations. Source: Potter and Stapleton, 2012 <i>Adapted from:</i> The images depict realistic situations. <i>Response options also adapted.</i>	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree		Marines targeted by social media post/video/image
Item: I have heard about or witnessed situations similar to the content of this [post/video/image]. Source: Potter and Stapleton, 2012 <i>Adapted from:</i> I have witnessed similar situations. <i>Response options also adapted.</i>	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree		Marines targeted by social media post/video/image

Table E.1—continued

Description	Response Options	Social Media Platform	Population
Item: The people in this [post/video/image] look like people I am likely to see. Source: Potter and Stapleton, 2012 <i>Adapted from:</i> The people in the images look like people I am likely to see. <i>Response options also adapted.</i>	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree		Marines targeted by social media post/video/image
Item: I can see myself saying similar things to what the bystanders in this [post/video/image] are saying. Source: Potter and Stapleton, 2012 <i>Adapted from:</i> I can see myself saying similar things to what the bystanders in the poster are saying. <i>Response options also adapted.</i>	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree		Marines targeted by social media post/video/image
Item: I can see myself doing similar things to what the bystanders in this [post/video/image] are doing. Source: Potter and Stapleton, 2012 <i>Adapted from:</i> I can see myself doing similar things to what the bystanders in the posters are doing. <i>Response options also adapted.</i>	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree		Marines targeted by social media post/video/image

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