PROGRAM EVALUATION 2015

The Mentors in Violence Prevention Leadership Training at

California State University, Long Beach

Submitted by:

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Executive Summary

A year after the renewal of the Violence Against Women Act in February 2013, the White House Council on Women and Girls issued a series of reports on sexual assault in key institutional settings, particularly within the military and on college and university campuses. In "Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault" the Obama administration underscored the reality that one in five women is sexually assaulted in college, most often in her first or second year. In the wake of these policy reports, the Obama Administration and the Department of Education have demanded tighter Title IX compliance on sexual assault reporting and more systematic prevention training on all university campuses. Central to these policy initiatives is the implementation of prevention programs that expressly engage men, and that employ a bystander intervention model aimed at shifting norms within peer cultures that, when left unchecked, often ignore or protect sexual assault perpetration.

In December 2015, Dr. Jeane Caveness, Assistant Dean of Students, received a grant from the California Governor's Office of Emergency Services (Cal OES) to develop a "coordinated community response" to sexual assault victim services and gender violence prevention at CSULB. As a central component of its prevention strategy, CSULB contracted with MVP Strategies to provide intensive, day-long leadership training to select student leadership groups on campus. The Mentors in Violence Prevention (MVP) program is a mixed-gender, multi-racial, gender violence, bullying and gay-bashing prevention program that, beginning in the early 1990s, was the first large-scale attempt to apply the bystander approach to issues of sexual assault and relationship abuse. Now at the forefront of the field, MVP frames gender violence prevention as a leadership issue for administrators, faculty and students at all levels of the educational system. In particular, MVP provides a foundation for emerging and established student leaders to examine the social norms in and outside college settings that can contribute to abusive behaviors, and how they might use their personal skills and leadership opportunities to effect change in their spheres of influence.

In January 2015, MVP Strategies, in conjunction with the CSULB Office of Student Services, offered one-day student leadership trainings aimed at introducing participants to the theory and practice of a bystander-focused gender violence and bullying prevention program. Three groups of 113 student leaders underwent training over three consecutive days: student athlete captains (N=24), resident assistants and staff (N=66) and Greek chapter presidents (N=23). Evaluation data reported here occurred both on the day of training (in the form of pre- and post-test paper surveys), and an online survey distributed to all training participants four months after the original training. Both the paper and online surveys included standard bystander readiness measures drawn from the research literature, several leadership measures created specifically for MVP leadership trainings, as well as open-ended questions intended to tap respondent experiences and perspectives. Follow-up focus groups with select training participants (10 Resident Assistants and 6 student athletes) were conducted four months after the training to ascertain levels of retention and application of MVP core concepts. What follows are summative comments drawn from the evaluation data drawn from the January 2015 trainings. (See Exhibit 1 for evaluation procedure template.)

Training participants represent a reasonable approximation of the larger CSULB student body on key dimensions. Forty-four percent of training participants are white, another 21% Latino/Latina and 14% Asian/Pacific Islander. Their average age as a group is 20.6. Like CSULB more generally, 52% of training participants are women, and 48% men. Student leaders represent a range of majors and years in school, though majors skew toward health and human services, the liberal arts and business administration; by comparison, relatively few are in education or in the natural sciences and math. Ten percent of student participants are survivors of some form of gender violence, 69% indicate they know someone who was a victim of sexual assault or relationship abuse, and 42% of student participants say they have known someone who engaged in unwanted sexual contact with someone who didn't want it. Thus, gender violence is not just an abstract or professional matter for training participants; it's also a deeply personal issue for many as well.

Student participants also possess varying levels of leadership "readiness," both in terms of sexual assault prevention education as well as campus and civic leadership more generally. Relatively few (7 out of the 23) of the student athletes had formerly completed a sexual assault/sexual harassment education program prior to attending the MVP training, compared to nearly half (48%) of Greek chapter presidents and 82% of resident assistants. A range of venues—RA training, campus InterACT, sorority/fraternity workshops and job training--provided sexual assault/harassment programming for students, suggesting high variability in the consistency, applicability or depth of knowledge found among student leadership groups. Significantly fewer students have prior educational programming on dating violence/battering. Students also came to the training with considerable leadership experience in other campus, school and community organizations. For example, approximately 70% of students in each of the three student groups report having held a formal leadership position in high school. Nearly three-quarters of Greek chapter presidents and resident assistants had attended a formal leadership training; only 16% of student athletes had, an indication that the MVP training might have served as their first introduction to the concept of themselves as leaders in their peer cultures. Conversely, only 19% of students indicate they had ever attended a leadership training that had a gender focus.

Taken together, these patterns suggest that an effective college gender violence prevention program should possess versatility in program content to best address the variable information background and leadership histories of student constituents. In addition, providing programming that emphasizes gender violence as a continuum of behavior (rather than compartmentalizing topics into separate workshops) helps students understand these interlinkages. Educational programming on dating violence/battering remains a need. Though many student participants come with notable leadership histories, others do not. Relatively few students, by comparison, had taken any leadership training with a gender focus, suggesting that the MVP training may have been their first introduction into gender violence prevention as a leadership issue, for men and for women.

Next, quantitative measures drawn from the empirical bystander literature were matched to MVP program goals and outcomes. Pre- and post-test data were summated for the group as a whole as well as by gender of respondent. To the project aim of whether MVP trainings adequately prepares students to become leaders on gender violence prevention within their respective peer cultures, participants in the training evidenced increases in their positive ratings on all nine items

measuring "leadership readiness" on gender violence from pre- to post-test. Student participants indicate they had thought more about how they could use their leadership skills to reduce the incidence of gender violence, gave greater importance to being up-to-date about best practices on sexual assault prevention, exhibited a greater desire to incorporate the prevention of gender violence in their formal and informal leadership role, and showed positive changes in their understanding of the role of gender violence prevention education in doing what leaders do. Changes in item ratings also indicate that the training was impactful for both women and men participants. Overall, women more positively endorsed nine out of eleven statements at higher frequencies than men, while male respondents evidenced more significant increases in positive endorsements in seven out of nine ratings. To evaluate the effectiveness of MVP as a bystander intervention program, we employed established measures from the existent bystander research literature to establish any significant change from pre- to post-test in such arenas as *bystander efficacy* (felt confidence in performing bystander behaviors), *bystander intervention behaviors* (the likelihood of engaging in 51 bystander behaviors), and *decisional balance scale* (weighing the relative pros and cons of changing key behaviors). For the group overall, and for women and men separately, analyses indicate significant increases in scores on self-efficacy, participants' willingness to engage in a wide range of bystander behaviors, and a shift toward more positive assessments of engaging in bystander behaviors as a result of the MVP training.

On the last page of the post-training survey, participants were asked six open-ended questions about their experiences with the training. Questions pertained to such things as what they found most helpful or beneficial about the program, areas they would recommend strengthening and any important skills they derived from the training. The most frequently cited elements that participants liked about the MVP training reflect its time-tested, gender-focused pedagogical strategies: separating men and women into separate break-out groups for key discussions; the interactive nature of sessions; the "box exercise" about gender expectations; the quality and care of its facilitators. Of the features that participants wished to change or improve, the redundancy of content, the length of time spent on particular topics, and more concrete solutions or offered strategies were key among them. The confidence to act, the ability to recognize types of abuse and healthy relationships, practical strategies and applications, and awareness and self-knowledge were among the critical skills that training participants indicated they left the training with. A clear majority (88% of respondents) indicated they never felt uncomfortable or unsafe during the training, and another 84% welcomed additional training, especially if it were more advanced or applied. The most significant indicator of the program's success is the high percentage of participants who would recommend it to a friend—93% answered yes, and nearly all unequivocally so.

Since the application of MVP training to student leadership groups on campus is in an exploratory phase, we conducted two, hour-long focus groups with a select group of participants (one with 10 RAs and the other with 6 student athletes) to further pursue their ideas and experiences with the MVP training. Because focus groups occurred nearly four months after the training, these discussions also provided a qualitative means of assessing knowledge retained over time. When asked how the MVP leadership training impacted their learning in regards to gender violence, the preponderance of answers here focused on the information and awareness that the trainings provided, the unique interactive activities, the open forum for discussion and the focus on leadership. As for key "take aways" from the MVP training, students reported that

the training provided them with useful tools and relevant knowledge to be more effective in their interactions with their peers, look out better for their teammates and friends, articulate a clearer role for men, and better function as a bystander or leader among their peers. The athletes especially offered constructive ideas about how to "to get the message out" to their teammates and to a broader audience, including to their coaches. By all accounts, the trainers were well remembered. Participants found them helpful, nonjudgmental and credible, and appreciated that they came from different walks in life and were both men and women trainers who showed respect when working with each other. For the athletes it made a significant impression that the trainers also had athletic backgrounds and could "understand where they were coming from." When asked about areas for future improvement, their answers bifurcated based on their different levels of preparation and experience: resident assistants asked for more realistic scenarios relevant to our own particular campus, while athletes asked to have the training days divided up so as to better absorb the information provided. Specific ideas were generated as to what participants felt were the most critical issues for them—as leaders in their respective peer cultures—to address (beginning page 41) as well as some of the barriers they perceived to their effective leadership on gender violence prevention on campus.

Finally, because we were interested in tracking training effects over time, we created and disseminated an online, follow-up survey four months after the January training. We included in the online survey an abbreviated list of leadership and bystander measures drawn directly from the post-training survey. When we examine responses to the leadership items, the bystander efficacy scale and the bystander behavior measures, we find that the boost in scores we saw at the end of the day's training (via the post-training survey) were dampened with the passage of time. Notably, with one exception, none of the scores return to their original, pre-training levels, but nearly all decline to a mid-zone somewhere between the scores obtained prior to and immediately after the training. This tendency to see dampened training effects two, three or four months follow-up is a perennial finding in evaluation research of this kind, such that how to maintain training effects—and program effectiveness and viability--over time is a central question for nearly all intervention programs. Some programs have addressed this challenge by creating follow-up booster sessions (abbreviated, mini-trainings that reinforce learning and provide practice opportunities obtained from the original trainings). The question of "sufficient dosage"—length and frequency of sessions—is also a central identified principle of effective prevention by the Centers for Disease Control and Prevention, with the specified preference for longer, multi-session programs over brief, single-session interventions. Overall, to sustain training effects, future MVP trainings might benefit from a combination of delivery modalities, for example several 3-4 hour training sessions over a two-three day period, a brief booster session that foregrounds the actual practice of MVP skills and orientations, or a combination of these modalities.

Exhibit 1: MVP Leadership Trainings
Evaluation Procedure & Timeline

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January 2015	**April 2015**	**June 2015**	**July 2015**	**August 2015**	**December 2015**
IRB approval					
MVP Training Student Athletes (N=24) RA Staff (N=66) Greek Presidents (N=23)		MVP Briefing Athletic coaches & administrative staff		MVP Training RA Staff (N=63)	
↓	↓			↓	↓
Pre- and post-tests survey (same day)	Focus groups RA (N=10) Student Athletes (N=6) Follow-up online survey RA Staff Student Athletes Greek Chapter Presidents Gender Violence Prevention Graduate Research Group (N=6)		Data analysis Creation of measures Survey revision	Pre- & post-tests	Online survey Focus group with coaches and staff Final report Resource bank survey

Background and Significance

Beginning in January 2014, the White House Council on Women and Girls issued a series of reports on sexual assault in key institutional settings, particularly within the military and on college and university campuses. In "Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault" the Obama administration underscored the reality that one in five women is sexually assaulted in college, most often in her first or second year. In the majority of cases, she knows her attacker—most often an acquaintance, classmate, friend or (ex) boyfriend--and in most cases, she does not report the assault, to either campus or external authorities. In the wake of these policy reports, the Obama Administration and the Department of Education have demanded tighter Title IX compliance on sexual assault reporting and more systematic prevention training on all university campuses. Central to these policy initiatives is the implementation of prevention programs that expressly engage men, and that employ a bystander intervention model aimed at shifting norms within peer cultures that, when left unchecked, often ignore or protect sexual assault perpetration.

The necessity for gender-focused prevention efforts have been widely acknowledged in the gender violence prevention field for some time, but only recently have these efforts been galvanized by presidential action. Historically, many sexual violence prevention programs (e.g. self-defense classes, victim awareness programs) functioned as risk reduction efforts for women and girls that—while essential and necessary—did not address the underlying causes or social systems that produce it (Katz, 2006; 2014; Funk, 2006). Until recently, primary prevention—preventing violence before its occurrence--has been relatively neglected in the field of public health (WHO 2010; White House Council on Women and Girls, 2014). Yet the growing consensus among prevention experts, now supported by White House action, is that primary prevention strategies must engage and work with men but do so in ways that do not reinforce or recreate existing power inequities (Black et al., 2011), supplant women's voices and leadership in antiviolence movements (Casey et al., 2012), or ignore diversities among men along intersections of race, ethnicity and socioeconomic class (Flood, 2006; 2011; Katz, 2014; Kaufman et al., 2012). Finally, preventing men's violence against women means moving beyond individualistic perpetrator-victim models to grappling with more structural and systematic inequalities that are arguably at the root of most forms of interpersonal violence (Katz, 2014). Unfortunately, few gender violence prevention programs have the expressed aim of moving among these multiple levels of intervention, while simultaneously engaging with the social norms and gender practices for so long identified by scholars and advocates as vital to systematic change in the conditions that facilitate sexual violence.

The foundational *bystander approach* to engaging men offered a fundamental conceptual shift that moved beyond the perpetrator-victim binary characteristics of rape-prevention and awareness programs at the time (Katz, 1995; Slaby, Wilson-Brewer & DeVos, 1994). Positioning men as friends, family members, teammates, classmates, coworkers and colleagues of women who are or might one day be abused (and men who are or could be abusive) expanded the category of potential bystanders to nearly everyone, appealed to men's altruism to people they know and care about, and provided a positive way to engage men's sense of leadership and responsibility (Katz, Heisterkamp & Fleming, 2011). Over the past decade, bystander-focused violence prevention efforts have grown nationally and worldwide, implemented in sports programs (O'Brien, 2001), college campuses (Ahrens, Rich & Ullman, 2011; Banyard et al,

2004, Banyard, Moynihan, & Crossman, 2009; Banyard, Moynihan & Plante, 2007; Foubert, Tatum, & Godin, 2010; Gidycz et a., 2011) and in U.S. high schools and middle schools (Katz, Heistercamp & Fleming, 2011; Ward, 2001). Yet bystander intervention programs vary significantly in terms of how expansive they envision the term *bystander*, the social justice framework they advance and how systematically they engage and advance discussions of gender—gender practices, ideologies and structures.

The Mentors in Violence Prevention (MVP) program

The Mentors in Violence Prevention (MVP) program MVP is a mixed-gender, multi-racial, gender violence, bullying and gay-bashing prevention program that was the first large-scale attempt to apply the bystander approach to issues of sexual assault and relationship abuse. MVP also frames gender violence prevention as a leadership issue for administrators, faculty and students at all levels of the educational system. MVP was initially developed in the early 1990's (see Katz, 1995) at Northeastern University's Center for the Study of Sport in Society as a program for male—and eventually female--college and high school student-athletes. The program premise was that, given their high status within peer cultures, student-athletes who spoke out against all forms of gender violence would help shift social norms in male culture that tolerate or encourage sexist abuse. Over the past several decades, MVP moved beyond athletics into general populations of students. Its emphasis on strong leadership within peer cultures and other social hierarchies makes MVP an ideal program for a range of student leadership groups. Emphasizing leadership development, and moving between micro and macro frameworks, MVP provides a foundation for emerging and established student leaders to examine the social norms in and outside college settings that can contribute to abusive behaviors, and how they might use their personal skills and leadership opportunities to effect change in their spheres of influence.

In December 2015, Dr. Jeane Caveness, Assistant Dean of Students, received a grant from the California Governor's Office of Emergency Services (Cal OES) to develop a "coordinated community response" to sexual assault victim services and gender violence prevention at CSULB. As part of this broader campus effort, MVP Strategies contracted with CSULB to provide intensive, day-long leadership training to select student leadership groups on campus. In January, MVP Strategies provided a set of pilot trainings to student athlete captains, Greek chapter presidents and the entire Residential Life staff. This report provides summative comments of the evaluation conducted on this round of training efforts.

Introduction to Findings

In January 2015, MVP Strategies, in conjunction with the Office of Student Services at California State University, Long Beach, offered student leadership trainings aimed at introducing participants to the theory and practice of a bystander-focused gender violence and bullying prevention program. Three groups of 113 student leaders underwent training over three consecutive days: student athlete captains (N=24), resident assistants and staff (N=66) and Greek chapter presidents (N=23). In the morning of the training, students were asked to complete confidential written pre-test surveys that asked them a range of questions pertaining to student and family demographics, leadership background (including prior training in sexual assault prevention), as well as to answers to standard measures of bystander readiness drawn from the research literature.

At the end of the day-long training, student participants were then asked to complete a written post-training questionnaire that included the same bystander readiness measures as the pre-test, as well as six open-ended questions soliciting their feedback about the strengths of the MVP program and their suggested recommendations for future improvement. There were problems with four of the surveys (e.g. either a student didn't take a pre or post-test questionnaire, or both) so the quantitative findings reported here are based on 110 survey respondents; open-ended answers are reported for all students who completed the post-test questionnaire.

In addition, with recruitment assistance from respective staff in Athletics and Residential Life, two follow-up focus groups were conducted in April with trainees to assess retention and application of MVP core concepts three months after the completion of the training. The first focus group occurred with ten members of Residential Life and the second with six members of Athletics. Also, beginning in April, a voluntary web-based survey was distributed to all training participants for which we had known email addresses (N=112). The survey included a number of established bystander intervention measures to assess the durability of training effects over a four month period, as well as several open-ended questions pertaining to if and how training participants had thus far applied their learning. Surveys were received and opened by 91 students and currently, 53 students have responded, for a response rate of fifty-eight percent.

Funds for this evaluation component were provided by the Office of the Dean of Students, the College of Liberal Arts, Office of Equity and Diversity, and a grant from the California Governor's Office of Emergency Services (Cal OES). All evaluation protocol has been approved by the Institutional Review Board for the Protection of Human Subjects (IRB) of California State University, Long Beach (Reference # 15-189).

Descriptive Findings

The following sections delineate the results of this initial round of evaluation, both in terms of the quantitative measures drawn from the written pre- and post-test surveys, as well as the written commentary drawn from answers to the open-ended questions on the post-test. In addition, we also highlight themes drawn from the focus groups as these pertain to what students recall about their experiences three months after the MVP training as well their recommendations for program improvement and dissemination.

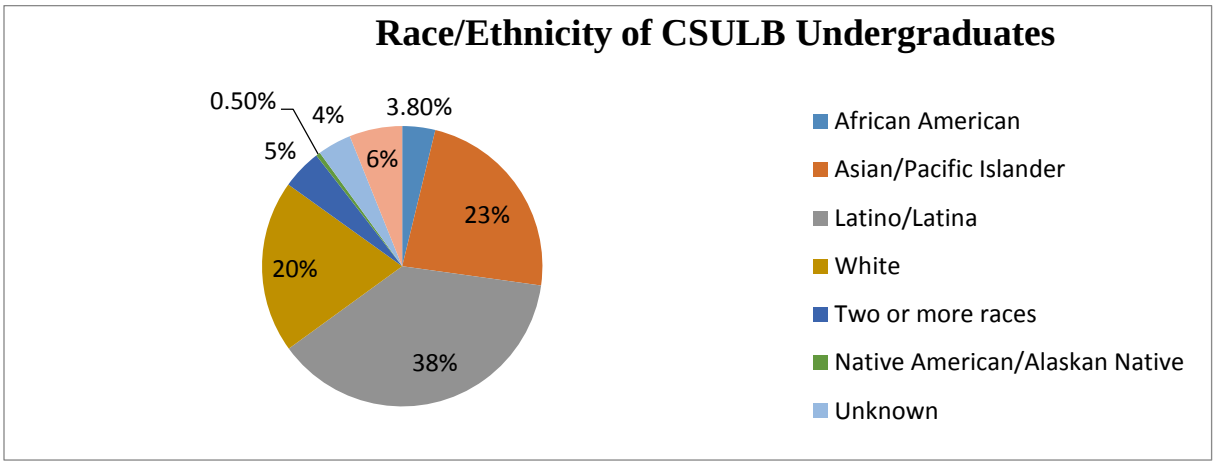
Descriptive 2013 data on the characteristics of CSULB were provided by the Office of Institutional Research; 2014 data have yet to be made publicly available. These data provide some background to the sample characteristics of the students who underwent training.

Section 1: School Demographics

California State University, Long Beach (CSULB) is one of the largest of the 23 campuses in the CSU system. Taken together, the CSU system educates more students than any other university system in the U.S. At CSULB in 2013, there were 31,523 registered undergraduate students and another 5,286 graduate students. Eighty-six percent of undergraduates are enrolled full time, as are 56% of graduates. The majority of students are "traditionally aged" college students (23 years on average), the majority of whom are from California; only 5% are registered as

international students. Women account for 57% of the student population, and over half of CSULB students are first generation college students. CSULB is among the most racially diverse universities in the U.S., with 38% of undergraduate students self-identified as Latino/Latina, 23% Asian-American/Pacific Islander, 20% White, and 4% African American.

Exhibit 2: Racial/ethnic characteristics of CSULB student population, 2013



Additional school characteristics provide context to our surveyed student groups. While 2% of undergraduate women and 2% of men play varsity sports, CSULB is home to no less than 19 NCAA Division I sports teams, several of which are competitively ranked in the nation. For example, more "Dirtbags" baseball players have played in the majors in the past four seasons than any other U.S. college or university. The women's volleyball team is also one of the top-ranked teams nationally. Three percent of first-year college students join sororities and fraternities, and there are 13 IFC chapters on campus, 7 Panhellenic chapters, and 9 NPHC chapters. There are an additional six sororities and six fraternities that are part of the Cultural Greek Council Chapters. Though CSULB is largely comprised of commuting students, 9% of undergraduates live in on-campus housing. In fact, first-year students are required to live on campus their first year, unless they are over the age of 21 or live with their parents. University housing is comprised of three, co-educational residential colleges, and within these colleges opportunities are provided for themed living (e.g. international, gender-neutral and quiet housing) and well as living-learning communities (LLC) for first-year students.

Section 2: Characteristics of Study Participants

The average age of student leaders who participated in the training is 20.6; just under 10% are 23 and over. Like CSULB more generally, 52% of training participants are women, and 48% men.

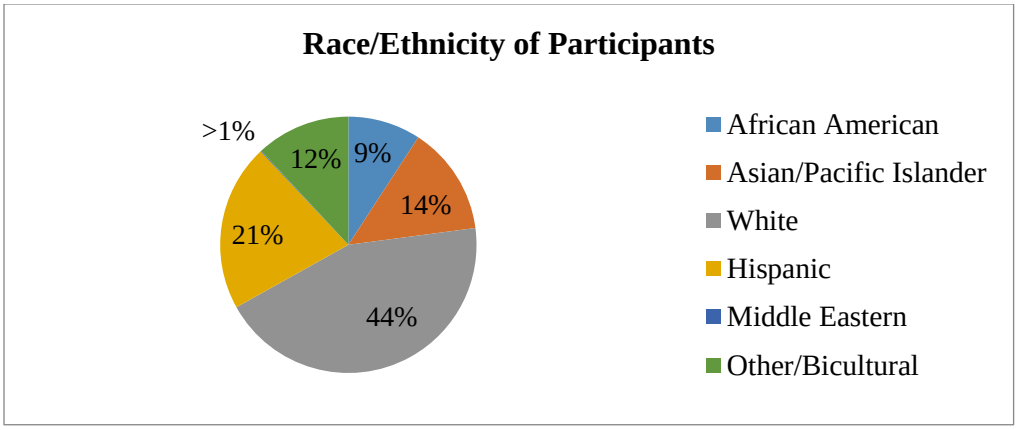
Student leaders represent a range of majors and years in school, though majors skew toward health and human services, the liberal arts and business administration; by comparison, relatively few are in education or in the natural sciences and math.

Exhibit 3: Designated majors for student participants

Major	N	%
Arts	14	13
Business Admin	19	18
Education	3	3
Engineering	12	11
Health and Human Services	30	28
Liberal Arts	25	23
Natural Sciences and Mathematics	5	5

Training participants also represent a reasonable approximation of the larger CSULB student body on key dimensions. Forty-four percent of student participants are white, another 21% Latino/Latina and 14% Asian/Pacific Islander (see Exhibit 3). Their average age as a group is 20.6.

Exhibit 4: Racial/ethnic characteristics of student participants



Students were asked several questions about their past experiences that were relevant to the day's training as well as about their leadership background. When asked about whether they were victims of sexual violence or knew someone who was, 10% of student participants indicate they are survivors of some form of gender violence. Sixty nine percent of attendees indicate they know someone who was a victim of sexual assault or abuse in a relationship. Forty two percent of student participants indicate they have known someone who engaged in unwanted sexual contact with someone who didn't want it. Thus, a sizeable percentage of student attendees either know a victim or know someone else who may have engaged in victimizing behavior.

Student participants also possess varying levels of leadership "readiness," both in terms of sexual assault prevention education as well as campus and civic leadership more generally. Students were asked, for example, about whether they had ever attended educational programs on sexual assault/rape, sexual harassment, and on dating violence/battering. Overall, 64% of attendees

came to the training having already participated in at least one educational program on sexual assault and rape.

Exhibit 5: Former educational programs on sexual assault

Past Attendance	**N**	**%**
No	40	36
Yes	72	64
Total	112	100

Yet exposure to sexual assault education varied significantly among student leadership groups. Only 7 (or 30%) out of the 23 student athletes had formerly completed a sexual assault education program prior to attending the MVP training. Nearly half (or 48%) of Greek chapter presidents report they had completed a prior educational program. By contrast, approximately 82% of resident assistants report they have prior sexual assault training. (The same percentages held for having attended sexual harassment workshops.)

Exhibit 6: Former educational programs on sexual assault by student leadership group

Attended Ed. Program	Athletes		RA's		Greeks		**Total**
	Freq	**Percentage**	**Freq**	**Percentage**	**Freq**	**Percentage**	
No	16	70	12	18	12	52	40
Yes	7	30	54	82	11	48	72
Total	23	100	66	100	23	100	112

Exhibit 7: Source of sexual assault prevention programming

Education Program on Sexual Assault/Rape	**N**	**%**
CSULB RA Training	23	42
Other college	3	6
InterAct	6	11
Job	1	2
Title IX	2	4
High School	3	6
Sorority/Fraternity	2	4
Mandatory Athlete	2	4
Other event/workshop	9	17
Don't Remember	2	4

Not surprisingly, the source of the educational programming for nearly half of the participants was CSULB RA training. The campus InterACT program was the source of programming for another 11%. A range of other venues--from sorority/fraternity, job training to high school contexts--provided programming for some of our students. That nearly 60% of student participants received training from a range of sources outside of RA training suggests caution in what is assumed students know, or the consistency, applicability or depth of knowledge evidenced by students as a group.

Unlike sexual assault and sexual harassment, significantly fewer students came to the MVP training with prior educational programming on dating violence/battering. Here, 29% of student athlete leaders, 69% of resident assistants, and just 18% of Greek chapter presidents indicate they had received prior educational programming on dating violence/battering.

Taken together, these patterns suggest that an effective college gender violence prevention program should possess versatility in program content to best address the variable information background of student constituents. In addition, providing programming that emphasizes gender violence as a continuum of behavior (rather than compartmentalizing topics to one or another content areas) not only better fits the reality of gender violence but also helps students make the link directly. Educational programming on dating violence/battering remains a need.

Students also came to the training with considerable leadership experience in other campus, school and community organizations. Approximately 70% of students in each of the three student groups report occupying a formal position of leadership in high school. The preponderance of leadership categories centered around such things as acting as a sports team captain (57%), serving in student government (15%) and leading a high school club or organization (13%). Outside of school, 48% of students overall indicate they have in the past or currently serve in a position of formal leadership in a civic or religious organization. Thirty one percent indicate religious organizations as contexts for their leadership, another 28% as a sports team captain, along with a range of other leadership venues.

Exhibit 8: Range of civic organization leadership

Civic Leadership Category	**N**	**%**
Group leader	3	5
Sports team captain	15	28
Religion	17	32
Boy Scouts	2	4
Girl Scouts	4	7
Coach/ Assistant Coach	3	5
LGBT	1	2
Camp Counselor	4	7
Mentor	2	4
Charity	3	5
Total	54	100

When asked if participants felt there were other ways they saw themselves as leaders, 72% answered in the affirmative. Of their summated written commentary, 26% indicate they are leaders by their actions and by setting an example, 15% by leadership they perform at their job, 13% by serving as a role model, and 8% acting as a mentor.

When asked if they had ever attended a leadership training, another sizeable percentage (68%) indicated they had. Greek chapter presidents were the most likely to answer affirmatively to this question (91%), as were resident assistants (at 79%); only 16% of student athletes indicate they had ever attended a formal leadership training, suggesting that the MVP training might have served as their first introduction to the concept of themselves as formal leaders in their peer group.

Conversely, only 19% of students indicate they had ever attended a leadership training that had a gender focus (e.g. Young women's leadership, young men's, etc.) Of all student groups, Greek chapter presidents—at 43%--were by far more likely to have had leadership training focused on themselves as women or men, followed by 17% of resident assistants, and none of the student athletes. Of all 21 students who answered affirmatively to this question, more of them were male Greek chapter presidents (N=7) and female resident assistants (N=7). Slightly more students overall (21%) had taken a college course on leadership, and for this leadership venue more resident assistants indicated they had (29%) than did Greek presidents (13%) or student athletes (8%).

Taken together, student participants came with notable leadership histories, whether in terms of former high school leadership experiences or in continuing campus and civic engagement. Many understood themselves to be leaders apart from formal leadership positions, whether in terms of acting as a mentor or role model or by setting an example by their actions. Many had taken a leadership training program in the past, though student athletes were less likely to indicate formal leadership training. Relatively few students, by comparison, had taken any leadership training with a gender focus, suggesting that the MVP training may have been their first introduction into gender violence prevention as a leadership issue, for men and for women.

Section 3: Empirical evidence of training effects, quantitative measures

A unique focus of this project is on students who have been selected because of their leadership role on campus. As such, the evaluation attends to the impact of the MVP training on a select (rather than representative) group of CSULB students. In many respects, administering gender violence prevention training as a student leadership training "raises the bar" of intervention strategies on a campus because it aims to provide the additional knowledge and skills to a cadre of students already at a different stage of "readiness" to lead on this issue.

The following section provides initial quantitative data on training outcomes across a select number of leadership and bystander measures drawn from the empirical bystander literature. Because data collection is ongoing, the data reported here should be construed as preliminary. More sophisticated statistical techniques are required to parse out the more complicated effects of a range of independent measures on the outcome measures briefly identified here.

Evaluation measures drawn from the literature on bystander intervention were matched to MVP program goals and outcomes. Measures corresponding to each of these goals are described below. For efficiency of reporting, we provide below summations of the data, for the sample as

a whole, and divided by gender. Answers for each individual respondent are compared on the pre- and post-test, such that increases or decreases in scores can be construed as individual changes on the identified measures as a result of MVP training.

Aim 1: Does a bystander training program that emphasizes leadership prepare students to become leaders within their respective peer cultures on gender violence prevention?

In both the pre- and post-tests, students were asked a set of questions about "leadership readiness" that were created specifically for this project. The subsequent "leadership readiness" scale is derived from answers to 11 items, with response categories based on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

As can be seen from the table, participants in the training evidenced increases in the ratings (i.e., a stronger endorsement of the leadership statements) for all nine items in post-tests compared to pre-tests, with some item ratings demonstrating notable changes in rating scores. This pattern held for both women and men. After having received the training, student participants indicated they had thought more about how they could use their leadership skills to reduce the incidence of gender violence, gave greater importance to attaining knowledge and being up-to-date about best practices on sexual assault prevention as leaders, and exhibited a greater desire to incorporate the prevention of gender violence in their formal and informal leadership role. Student participants similarly showed a greater emphasis on incorporating the promotion of gender and sexual equity into their leadership role, indicating that the training helped them to see themselves as leaders in related topics beyond sexual assault prevention. Students also indicated changes in understanding the role of gender violence prevention education in doing what leaders do (item #8), suggesting that the training also shifted their thinking toward a more organic understanding of the relationship between leadership and gender violence prevention education. In a related way, there was even an important shift in thinking through the socialization aspect of gender violence prevention education—from being something one is perhaps inherently interested to one that can be more straight-forwardly taught. (Note: The language of the question is negatively worded, such that respondents who indicated stronger disagreement with this statement in the post-test evidenced more positive orientations to this question.)

Also of note, for the first six item questions, the post-test responses revealed a tighter range in answers after the training. That is, for the first six items, and especially for female respondents, as a group student participants after the training tightened their answers toward greater agreement with these statements and less disagreement. (Said another way, there was less variance in this answer post-test when compared to pre-test.)

Although there were positive changes in all these measures, two items evidenced significant diversity of opinion, both pre- and post-test. When students were asked whether there are social costs to pay as a man and as a woman respectively in their peer cultures when speaking out about the problems of sexual assault, respondents indicated changes in their attitudes but in more complex ways. For both male and female respondents, the question of the peer group response to their advocacy on gender violence prevention reveals a complex array of responses and shifts, such that further analysis of these two item ratings is required.

Survey Questions	% of FEMALES responding					% of MALES responding				
		SD	D	U	A	SA	SD	D	U	A	SA
1 I have thought about how I can use my leadership skills to help reduce the incidence of gender violence on campus.	Pre	**1.8**	**21.0**	**35.1**	**15.8**	**26.3**	**1.9**	**7.5**	**41.5**	**24.5**	**24.5**
	Post	**0**	**0**	**10.5**	**21.1**	**68.4**	**0**	**3.8**	**3.8**	**32.0**	**60.4**
2 It is important for students in positions of formal and informal leadership to be knowledgeable about the causes of sexual assault and relationship abuse.	Pre	**1.8**	**1.8**	**0**	**15.8**	**80.7**	**0**	**0**	**3.8**	**30.2**	**66.0**
	Post	**0**	**0**	**0**	**14.0**	**86.0**	**0**	**0**	**1.9**	**18.9**	**79.2**
3 It is important for students in positions of formal and informal leadership to be up-to-date on best practices in gender violence prevention.	Pre	**0**	**1.8**	**3.5**	**26.3**	**68.4**	**0**	**0**	**7.5**	**32.1**	**60.4**
	Post	**0**	**0**	**1.8**	**14.0**	**84.2**	**0**	**0**	**1.9**	**14.0**	**84.2**
4 If leaders are adequately trained in gender violence prevention, they can play a meaningful role in reducing gender violence in their sphere of influence.	Pre	**0**	**0**	**8.8**	**31.6**	**59.6**	**0**	**1.9**	**1.9**	**52.8**	**43.4**
	Post	**0**	**0**	**5.3**	**21.0**	**73.7**	**0**	**0**	**3.8**	**30.2**	**66.0**
5 It is important to incorporate the prevention of gender and sexual violence into my formal and informal leadership.	Pre	**1.8**	**3.5**	**5.3**	**21.0**	**68.4**	**0**	**0**	**5.7**	**41.5**	**52.8**
	Post	**0**	**0**	**1.8**	**21.0**	**77.2**	**0**	**0**	**0**	**30.2**	**69.8**
6 It is important to incorporate the promotion of gender and sexual equity into my formal and informal leadership.	Pre	**1.8**	**1.8**	**7.0**	**21.0**	**68.4**	**0**	**0**	**3.8**	**41.5**	**54.7**
	Post	**0**	**0**	**1.7**	**19.3**	**79.0**	**0**	**1.9**	**0**	**22.6**	**75.5**
7 Leadership in the area of preventing sexual assault and relationship abuse has to come naturally; it is not something that can be taught.	Pre	**33.3**	**35.1**	**24.6**	**.3**	**1.7**	**18.8**	**37.7**	**32.1**	**9.4**	**1.9**
	Post	**52.6**	**22.8**	**8.8**	**8.8**	**5.3**	**43.4**	**20.8**	**11.3**	**15.1**	**9.4**
8 A person who interrupts or intervenes in a situation of actual or potential gender violence is doing what a leader does.	Pre	**3.5**	**5.3**	**14.0**	**31.6**	**45.6**	**0**	**1.9**	**20.8**	**37.7**	**39.6**
	Post	**0**	**1.8**	**12.3**	**28.1**	**57.9**	**1.9**	**0**	**5.7**	**41.5**	**49.1**
9 As a leader, I believe it is my responsibility to initiate discussions about gender violence prevention in my sphere of influence.	Pre	**0**	**7.0**	**24.6**	**29.8**	**38.6**	**1.9**	**3.8**	**39.6**	**32.1**	**24.5**
	Post	**0**	**1.8**	**15.8**	**24.6**	**57.9**	**0**	**0**	**9.4**	**41.5**	**49.1**
10 In male peer cultures, there is a social cost to pay as a man for being outspoken about the problems of sexual assault and relationship abuse.	Pre	**8.8**	**12.3**	**36.9**	**24.6**	**17.5**	**3.8**	**28.3**	**28.3**	**22.6**	**17.0**
	Post	**8.8**	**7.0**	**21.0**	**43.9**	**19.3**	**1.9**	**13.2**	**18.9**	**32.1**	**34.0**
11 In female peer cultures, there is a social cost to pay as a woman for being outspoken about the problems of sexual assault and relationship abuse.	Pre	**17.5**	**12.3**	**26.3**	**28.1**	**15.8**	**9.4**	**28.3**	**30.2**	**20.8**	**11.3**
	Post	**19.3**	**7.0**	**17.5**	**36.8**	**19.3**	**5.7**	**18.9**	**28.3**	**20.7**	**26.4**

Aim 2: Does a bystander training program that foregrounds gender provide both female and male students with the language and skills to be leaders in gender violence prevention? Does it do so differently for female and male students?

As we can also see from Table 1, both women and men evidenced more strong support of the leadership statements after the training compared to prior. In addition, male respondents showed greater increases in their positive ratings of these statements in seven of the nine items compared to women. Note, however, that in nearly all of these same item instances, women overall more strongly endorsed these ideas both pre- and post-test than did men.

Further and more precise statistical analyses will tease out more complicated gender effects (for example, comparing answers to these questions on the basis of prior gender ideology, for women and men), but via these descriptive statistics we can see in a preliminary way that both men and women leave the training with more positive affirmations of leadership readiness. Indeed, male participants appear to show greater increases in these positive endorsements, though women evidence a greater readiness overall. On some measures, for example on the perceived costs for being outspoken—men and women enter and leave the training with different attitudes, a finding routinely reported elsewhere in the bystander intervention research literature.

Aim 3: Does a bystander training program that addresses gender norms increase the readiness and felt efficacy of male and female students to interrupt and intervene on sexual harassment and sexual assault situations?

This is the central set of questions posed of any bystander intervention program and as such, we employed measures drawn from the existing bystander literature. To measure changes in perceived self-efficacy, we employed the *bystander efficacy scale* (Banyard, Plante & Moynihan, 2007). Respondents are asked to indicate their confidence on a scale of 0 "can't do" to 100 "very certain" in performing 14 bystander behaviors. For example, respondents were asked "how confident are you to express discomfort if someone makes a joke about a woman's body." Scores on the pre-test were compared to scores on the post-test. For interpretation purposes, an increase in the number indicates increases in felt confidence to intervene.

Exhibit 10: Comparison between pre- and post-test means on bystander efficacy scale

	Pre-test		Post-test	
Group	M	SE	M	SE
	Bystander Efficacy			
Group	87.17879	.93	92.06061	.73
Women	88.15556	1.33	94.02924	.84
Men	86.1283	1.30	89.9434	1.14

For the group overall, the mean score on self-efficacy was 87.18 at pre-test and 92.06 at post-test, a mean difference of 4.88 ($p < .001$), indicating a significant increase. When we examine separate scores for women and for men, we note that men in the group averaged 86.13 at pre-test and 89.94 at post-test, a mean difference of 3.81 ($p < .01$). For women, the increase was slightly greater: they averaged 88.16 at pre-test and ended the training averaging 94.03, a difference of

5.87 ($p < .001$). On traditional measures of bystander efficacy, then, the group overall, as well as women and men, demonstrated increases in felt bystander efficacy as a result of the training.

To assess change in participants' willingness to engage in a wide range of bystander situations, we used Banyard's (2008) Bystander Attitudes Scale in its original form. Respondents are asked to rate how likely to engage in 51 behaviors on a 5-point scale from 1 (not at all likely) to 5 (extremely likely). Participants' answers are then summed on all 51 items to produce a total score. Pre-test and post-test scores are then compared to assess change in their willingness to engage in a broad range of bystander behaviors. (Note: 17 missing cases reduced the sample on this particular measure.)

Exhibit 11: Comparison between pre- and post-tests measure of bystander intervention behaviors

	Pre-test		Post-test	
Group	M	SE	M	SE
Bystander Intervention Behaviors				
Group	213.5161	1.98	222.3978	1.93
Women	216.7551	2.55	225.7143	2.19
Men	209.9091	3.01	218.7045	3.21

As with bystander efficacy, we see positive changes in willingness to engage in bystander intervention behaviors from pre- to post-test. Overall, the mean difference between the pre-test and post-test was 8.88, ($p < .001$), indicating that respondents increased their willingness to engage in a broad range of bystander behaviors as a result of attending the training. This sizeable increase was equally true for women and for men. Women demonstrated an increase of 8.95 as did men at 8.79, both statistically significant ($p < .01$).

Finally, we also included the *decisional balance scale* originally created by Banyard, Plante & Moynihan (2007). The scale was originally designed to assess the decisional balance (the pros and cons) associated with changing key behaviors. This 11-item scale reflects the positive benefits associated with bystander action ("If I intervene regularly, I can prevent someone from being hurt,") as well as the negative consequences for bystander intervention ("People might think I'm too sensitive and am overreacting to the situation"). Responses were given based on a 5-point scale, from 1 (not at all important) to 5 (extremely important). A "total decisional balance" score was derived by subtracting the total of the "con" score from the total of the "pro" score. A higher score indicates greater perception of positive aspects of bystander behaviors compared to negative ones (Banyard, Plante & Moynihan, 2007).

Taken together, the group showed increases in the mean score from pre- to post-test, indicating a shift toward more positive assessments of engaging in bystander behaviors (see Exhibit 10). The pre-test mean was 4.8 and the post-test mean was 6.5, a difference of 1.62 ($p < .05$). Here, men showed less positive shifts in their thinking then did women however. Men demonstrated a .89 mean difference between pre- and post-test, while women demonstrated a 2.29 mean difference ($p < .05$), suggesting that just at this rudimentary bivariate level, women as a group are likely creating more of the change in the mean scores than are men. Future multivariate analyses will parse out these observations in more nuanced and differentiated ways.

Exhibit 12: Comparison between pre- and post-tests on decisional balance scale

	Pre-test		Post-test	
Group	M	SE	M	SE
	Decisional-Balance Scale			
Group	4.872727	.57	6.490909	.57
Women	5	.84	7.298246	.80
Men	4.735849	.78	5.622642	.82

Overall, then, we can observe that on the basis of several well-established measures, the MVP training had a positive effect on leadership readiness for women and for men, on felt efficacy as a potential bystander, as well as on participants' willingness to intervene as bystanders on a range of potential situations.

Future analyses will examine in more multifaceted ways potential gender differences in how women and men assess risk, the role of peers in assessment of risk and felt efficacy, as well as how men and women may be differently primed to engage in bystander intervention training.

Section 4: Qualitative results, answers to open-ended questions

The final part of the post-test questionnaire distributed at the end of the training asked participants to address six open-ended questions about their experiences with the training. Questions pertained to such things as what they found most helpful or beneficial about the program, areas they would recommend strengthening and any important skills they derived from the training, etc. What follows is a written summation across those six questions, focusing on comments that grouped around particular themed responses to these questions as well as the frequency with which these themed responses occurred. The software program NVivo was used to pick out common response patterns in the data, and to group those responses accordingly. For each question, responses are reported from highest to lowest frequency.

Important note: Due to an undetected copying error, the participants on the first day of training—the student athletes—received questionnaires that did nnot contain these open-ended questions. Thus, the comments reported here are from students in residential life and Greek chapter presidents who took the post-test (N=88).

Question: Things that you liked about the MVP leadership training session

- **Separating men and women into break-out groups and the group discussions (N=33)**

  I really liked the part where the men and women were split up. It helped the men see things that are common, along with that certain actions are okay/not okay.

Splitting up into the two gender groups and talking more in detail about each case with all women because it game me fresh and new perspectives to use next time.

When we split up, I enjoyed the talks with the other guys, because it is much easier to speak out.

I liked how we split into the male and female groups because it allowed us to express ourselves more since we could all agree on the same occurrences. It didn't feel awkward having to have both sexes there, but it felt better when we split into two groups.

I really enjoyed getting the "girl time" to talk the issues out because how I know that we're all in it together and that I am not alone in dealing with these issues.

I liked how we separated the men and women. This made me feel more comfortable and able to express myself better and learn more.

Talking about the scenarios in the gender splits rooms felt enlightening and productive.

I liked that we split up into groups with the males and females separate. It gave us males a chance to talk about the issues in ways that only males would be able to talk and vice versa for the women group.

The isolated section with just men and the scenarios were beneficial. Talking in depth with other men about these situations that they've encountered gave me practical knowledge of how to deal with those situations myself.

Separating into an all-girl group because other women obviously understand where we are coming from, and getting the feminist woman empowerment feeling was nice.

Group discussion liked the ability to hear and see other's perspectives. Breaking off into male/female groups: I liked to have a convo.

- **Interactive sessions that engaged audience and prompted honest discussion (N=18)**

The immediacy; it was more than just a lecture it was an interaction.

Being interactive with audience and asking for their input

It was a real talk about the issues of our generation.

I really liked the open discussions which allowed the participants to provide descriptions and experience that they have encountered.

I liked that it was interactive because it made you think on how the topics relate back to yourself.

I liked that it was very straightforward and honest about the subjects. I also liked that it shined a positive light on feminism by getting the men involved and showing them that they need to speak up against sexual assault.

I liked how interactive MVP was.

Open floor/discussion of past experiences/examples. Allows topic to feel personal. More active than just regular non-social seminars

What I really liked about the MVP training was everyone was comfortable and it took a topic that everyone knows about but expanded it so much.

- **The "Box Exercise" about gender expectations (N=13)**

It was really enlightening to see all the things that define a man and really highlighted how pervasive this was.

The woman session by analyzing life within the box. It was eye opening to see on paper all that women deal with and that it's every day

The "male box" and what you are if you're not in the box, helped me realize the reality of the male social construct.

Talking about the words keeping us "in the box." Bringing more attention to everything we talk about.

In the last section when we did the "To Be A Woman" box, I felt like it was a much needed therapy session. I heard the things I really needed to hear.

I enjoyed having 2 separate talks about specific situations that different genders face. It made me feel empowered in myself and my ability to help others.

The last discussion when we broke up the males & females & discussed gender roles, stereotypes, etc. because conversation was honest & eye opening.

- **The quality and care of facilitators (N=11)**

I liked that the facilitators made us comfortable and how they helped us see things from a different perspective. This was important for me to learn more and I feel more knowledgeable.

I enjoyed the Facilitators because they were really effective at getting us to think outside the norm.

The instructors were very knowledgeable and did not give us the answers. They let us come to the answer.

I enjoyed the MVP training because they were very engaging and simultaneously addressed concerns that often times are taboo to speak about.

The genuine care of the presenters was much appreciated.

Great facilitation. Lively conversation. A lot of engaging the group.

- **The healthy relationship talk and different types of abuse (N=9)**

I liked the positive respectful relationship talk. I think it's not something most prevention groups cover and its tools that can be used. It's important and beneficial to know what a good relationship looks like too.

I liked the activity in which we wrote down both the signs of a health and abusive relationships. Too often society focuses on the "don'ts" rather than the "do's."

I liked the exercise where we talked about the "do's" in different aspects of a relationship because it gave me a list of actions that I can take to prevent the abuses that happen to women and men.

I enjoyed the portion with the training session where we discussed the various ways respect for another person can manifest itself.

The positives of a healthy relationship because it showed what a healthy one was and compared to an abusive one.

The breakdown of different types of abuse (verbal, mental, and etc.). Made me realize that there is more than just physical.

- **The scenarios and how to handle different situations (N=7)**

Get advice on how to handle with things because I got useful info on how to deal with a potential siltation.

Scenarios. Realistic and good discussion on what to do.

Talking about the scenarios in the gender splits rooms felt enlightening and productive. I also enjoyed that the training tried to cover all aspects of gender violence, and gave many scenarios.

Advice on how to handle difficult situations.

- **Awareness and practical knowledge (N=7)**

I liked how we raised awareness about the topic

The examples presented the structure going from problem to positivity to getting the core problem. Important because more people need to be aware.

Practical implications learned in the presentation.

Solving a problem.

It taught me to watch what I say to others and really consider other people's feelings with my actions.

- **The "sexual assault in the daily routine" exercise (N=5)**

  I really liked the segment comparing what men/women do every day to protect themselves from sexual assault, because I feel like it brought up some things that people in our group may not have previously thought about.

  I really enjoyed the first thing we did about comparing what men and women do to prevent themselves from being sexually assaulted.

  Great topics regarding sexual assault were brought up especially the first exercise.

  I liked the beginning exercise of the differences between men and women because it really showed everyone that everyone still sees a difference between men and women even though we fight for equality.

- **Our role as student leaders (N=2)**

  I liked the beginning on how as leaders, we can play a realistic role in influencing society's sexual violence. These aspects aren't community brought to the surface and spoken about. The urgency/importance of being active.

  I liked what it means to be a leader because it helped us get a clear definition.

Question: What did you like least about the MVP leadership training session?

- **Redundancy of content and/or prior knowledge (N=15)**

  At times it seemed to get very repetitive.

  It was very repetitive. They defined "leadership" for 30 minutes. Unnecessary repetitive definitions made it boring.

  The morning stuff we had covered in previous training.

  Much of the information presented to me was stuff I had lots of prior knowledge of.

Not really switchable for a group of people who already had quite a lot of training in this topic.

Our group has done a lot of background work like this so there was redundant knowledge.

I felt like a lot of us already have some knowledge of the topic and wanted to get involved deeper discussions.

It just reminded me of activities I have done, but so I just got a little bored.

Redundant on some topics/areas.

- **Length of time spent on particular topics (N=10)**

  We stayed on topics for a long time. Also rushed, some topics we breezed past the more interesting.

  It seemed like some of the segments dragged on too long and we were alluring people to reiterate topics.

  I did not like how it was a lot of lecturing and discussion about heavy stuff.

  The pace of the lesson was a bit slow.

  The beginning half because we were defining what abuse is for too long; that could be extremely condensed to get the same point across.

  It dragged on. I know it is best for us to come up with the answers ourselves but this does come up a lot of times.

  I really didn't like the first half of the session. I felt talked down to and that the info presented was not useful to me.

  Time was not used effectively. The speakers were not profound or concise on the topic.

- **More concrete actions and solutions; too vague (N=10)**

  They talked about how bad stuff was today, but never explained how to solve these things.

  I wish more time was spent on how to prevent or take action to solve this problem.

  I felt like were talking in circles instead of finding solutions.

  Not many solutions given.

  It would have been helpful to give tips and the best ways to approach a situation type of scenarios.

  Vague guidance was frustrating.

  I didn't like the vague questions when we did agree/disagree/unsure.

- **More of certain topics (N=9)**

  I wish we could have done more agree, disagree, or unsure questions. (n=2)

  I feel with a more aware group like this we could have delved deeper conversations.

  I enjoyed the segments but I would've liked more information on sexual assault before starting the activities.

  More examples of how to intervene in emotional or verbal abusive relationships those are less obvious than "yelling" etc.

  I would have liked if they went more in depth about how to confront a problem/friend that was experiencing abuse or sexual harassment

  I would have like more situational experience regarding bystanders.

  Other topics/areas could have been gone over.

- **Length of session (N=9)**

  Having all the info packed into one day it was split I feel more info would have retained and that attention would be kept longer.

  I would prefer it to be split into two days though because I can see how much information/engagement attains was a lot – a full days' worth!

  At times it was a little long -- more breaks maybe?

  The training was a bit lengthy (but arguably necessary).

  I just wish it wasn't so long. I feel bad when the room loses energy.

  It was an entire day, maybe shorten it.

  I wish we had more time.

- **Limit and focus talking (N=8)**

  Letting people shout things, and having certain participants take up the floor for too long. Limit them!

  Keep conversations more on track

  Although the open discussions were awesome they seemed to drag on with the same situation/comment being presented by quite a few participants.

  The rants. At times I felt like people shared too many times, it was unnecessary and long.

  Went off on tangents.

Slightly disorganized at some points and sometimes conversation/discussion t railed off to where it wasn't beneficial.

- **More specific scenarios (N=4)**

  I did not like the generalized sexual assault presentation and would have preferred a more housing specific seminar and more difficult scenarios to more adequately prepare my staff for sexual assault situation as opposed to emphasizing the characteristics of someone who would intervene.

  As a fraternity leader, I wanted to know how to teach men not to get into trouble, how to treat women right. I don't need to know to do in the obvious scenarios. I need to know what to do when things are more complicated.

  You are talking to a group of RAs and Housing professionals who have had extensive training on these issues. A session that was more tailored would be great.

- **Ignoring men/one-sided (N=4)**

  I think we should spend more time on men's idealized roles if we are also spending time on women's roles in order to understand both sides of the spectrum.

  The agree/disagree/maybe portion was what I liked least. I did not like it because the statements presented were basically one sided.

  Things seemed a bit one sided towards females, which I understand. However, I think

Question: What was the most important thing or skill you learned in the MVP program?

there should be some talk about fears males have.

- **Confidence to act (N=21)**

  How to intervene in specific situations. I am now equipped with correct ways to make a difference on my campus.

  I need to stand up and take action.

  I gained the confidence to be able to intervene.

  There is more than one way to intervene in an abusive situation

  Intervene when possible. Being a bystander is equally as dangerous as committing the abusive crime.

To have courage to speak up.

That although it may be a difficult situation at the time doing something at the moment will be better in the long run.

How to address a situation and bring it up in convo because I feel that is the most important and difficult part.

Speak up, it's too dangerous to ignore.

Not to reinforce negative behavior and more importantly, to actively discourage negative behavior.

Learning about how to not think in the sense of what we shouldn't do, but rather what we should do.

- **Recognize types of abuse and features of healthy relationships (N=15)**

I learned a lot about the different types of abuse and what is healthy/not healthy in a relationship.

Signs of physical, and emotional and verbal abuse I realized I have been in all of these situations at some point in my life.

The most important information I learned was about how to go about talking to someone who is in abusive relationship, because I know from experience that simply telling said person that they might be in an abusive relationship doesn't always work. Now I feel like I have more tools at my disposal to help them.

To be aware of what is going on with your friends, families, acquaintances, and strangers relationship and locate the "danger signs."

That sexual assault is more than the physical damage done…because it can be verbally and emotionally too.

The most important skill I have learned was the necessity of communication in relationships.

Communication is key in relationships. Whether it is to communicate with partners/friends. We can educate others and even help others stop.

- **Awareness and self-knowledge (N=14)**

Gender violence prevention is necessary education everyone should be aware of. Leaders are the ones to start.

Awareness that this is occurring. So that more people learn about it. Personal development.

Always say something, whether you know them or not. Because it raises awareness.

Recognizing subtle signs that people close to me have been emitting that I didn't have the skill to recognize until today.

It's always best to make sure people are all aware of the signs and risks.

Being able to relate to personal life. Because even though I haven't had some of the things we talked about actually happen, I can imagine how it would feel.

I am more susceptible to my friend's culture/opinion than I thought.

Just being aware of the little things.

- **Practical strategies and applications (N=12)**

How to approach different situations because as an RA we come across these situations on a daily basis.

I learned a lot about practical application which is a good tool to have, especially in a position such as a Resident assistant.

Finding language/strategies to speak about sexual violence with my residents in a way that's inviting.

Very interested in replicating the activities and convos in the future. The skill where you take the opposite point of view to discourage the defensiveness of a victim and force them to validate themselves.

Being an RA, I found it very helpful to learning how to address someone dealing with a situation like the ones presented. It also helps with dealing with friends and peers in general.

How to handle certain situations. We all are most aware of these problems but hard to figure out how to intervene.

Also the skill to approach men who are acting abusive toward women.

- **Bystander approach to intervention (N=10)**

I love the concept of Bystander Approach instead of Bystander Intervention- it's a much more tangible call to action!

How to influence people so that they also have responsibility as bystanders.

Being a "cock block" can be the best thing in order to keep your peers safe.

Confidence in being a bystander and the impact one can have.

Need to teach bystander to be confident in their abilities so they can successfully intervene.

Everyone is a potential bystander.

Silence is never a good thing.

- **Importance of my leadership (N=7)**

  I learned that I can/need to play more active role in preventing abuse. As a leader I can help others do the same.

  I learned about how it is possible to really make an impact in stopping sexual assault and violence by working my sphere of influence.

  Stepping up as a leader to showcase how to act and behave. This will transfer to others areas of interest that require leadership qualities during my presidency term.

  That we can always be leaders and you don't have to save the world to do it. Simply by talking to a friend who is drunk or someone who's in an abusive relationship can lead you to be a better leader.

  How to act differently based on my leadership role to better set an example.

- **Gendered practices (N=4)**

  Learning to not objectify women. It is key to reforming our culture.

  On how to be a man and how to encourage your male friends to be one. Name calling is degrading over male populations and needs to stop.

  I learned how much women are actively aware of sexual assault situations, compared to men.

Question: During the MVP training, did you ever feel uncomfortable or unsafe?

Of the 86 students who responded to this question, the clear majority—88%--indicated that **no**, they did not feel uncomfortable (N=76). Most respondents simply stated "no" in their answers, but several students offered:

Surprisingly no, I am someone who can be easily made uncomfortable sometimes. But here I felt safe.

No, but it did open my eyes to the seriousness this topic has.

Not at all.

No the sessions were all very open.

Of the remaining 10 students who indicated some form of discomfort, several of these (N=3) reported feeling only a little uncomfortable.

Yes, aggressiveness, but I got over it.

I felt a little bit uncomfortable during the talk during the talk about masculinity, because it felt a little too "broish" for me.

Several other students (N=3) reported feeling triggered by the topics:

As someone who had dealt with various abusive relationships (verbal, emotional, physical, and sexual), it is always a hard topic to discuss. Sometimes I feel uncomfortable/triggered by these topics.

I felt uncomfortable talking about the different types of violence, only because I have experienced some of them.

The remaining few (N=4) expressed concern about perceived judgment by others. For example:

I felt uncomfortable at times because it felt as if all men were to blame. We RAs are very close and I didn't want our relationships being hurt or trust being hurt between the male and female RAs because of some of the material.

The agree, disagree, undecided exercise made me very uncomfortable because people in the room took it too far and used my answer as a judgment of my character.

Not unsafe, but in the beginning I did feel talked down to.

Question: After having attended this MVP training session, would you be interested in other training opportunities on these issues?

Of the 87 students who responded to this question, 84% (N=73) indicated that they would like additional training, though some suggested additional training should be more advanced. Many answered unequivocally, as in:

Yes, I believe they are huge issues on college campuses.

Yes I think that it is important to be educated for my residents

Yes, to allow my chapter to gain knowledge on this issue.

Yes, I feel that as a man I can do more to help address this problem.

Yes I think there's always more one can learn on this topic.

Yes, I would never want something bad to happen when I could've prevented the situation had I known how to handle it. Plus I want to be in a happy/healthy relationship and know how I can achieve that.

Yes! I am extremely interested in gender equity and preventing sexual violence at CSULB!

Absolutely. Any opportunity to grow as a leader and develop skills to be a more considerate person is welcomed!

Yes, always room to learn more at a deeper level.

Yes, because as much as I have come to understand these issues, I need help with learning how to pass this information on to others, especially those who see this sort of training unimportantly or silly.

Yes. Because I know how common these issues are; I want to help others, and prevent myself and people I care about from experiencing anything related.

Of these, several suggested alternating years or some sort of booster session:

Possibly, maybe not every year.

I think it would be helpful to have follow up sessions to keep you refreshed on the information.

Another 13 of those who answered affirmatively indicated that, in their view, future trainings should be more advanced and/or targeted to their particular student, work or staff situation. For example:

Further training is always good but for our group maybe a more advanced training if in spring.

We do extensive situational training with the RA staff I would like to see more training specific to bystander situations.

Yes, a training especially for full time professionals.

Yes, after having some training, I would be interested in a session on how to approach someone who has been assaulted and the steps to help them after.

Any further training needs to focus on <u>how</u> to solve the problem, not increasing awareness.

Of the remaining 14 students (or 16%) who didn't indicate an interest in further training, 5 of these students felt that the MVP training was sufficient to meeting their practical needs.

No I think this provided me with enough info to properly educate my chapter on abuse and prevention.

No, because I feel I learned everything here.

Not really. I believe this did the job.

Of the remaining 9, some felt they were too busy for additional training, wanted now to practically apply it to see how it works, or felt it duplicated former training or required more focused training efforts in future. For example,

No, because this thinking is very similar to training I have previously had and many issues overlap and repeat themselves so I do not believe I would need another training session.

I would not, because I feel our already implemented training methods are much more beneficial and provide more efficient/realistic preparation for the staff. Additionally, the length of the segment was not proportional to relevant information presented.

Question: Would you recommend the MVP program to a friend?

Of the 85 participants who responded to this question, 93% (N=79) answered yes, and nearly all of these unequivocally so. Many of the comments were effusive, with exclamation points, but for simplicity's sake, a few illustrative examples follow:

Yes, I would recommend it to anyone because each part is relevant no matter where you are society.

Of course I wish all students/teachers/RA's would go through this.

Yes! You guys know how to effectively relay this info.

Definitely it helps shed light on issues we walk blindly past every day.

Yes, generally speaking, this program is informational and anyone who isn't educated on this topic would benefit from the MVP program.

Yes! We should be learning this in a class in high school. We need this!

Yes! I know a lot of uneducated people.

Yes, it is a very informative seminar that will change people's view on life.

Yes, because it covers information I feel everyone needs to know, and it explains it better than I can.

Yes it brings issues to your attention that you normally don't discuss.

Yes. I recommend it as a safe space.

Yes, because this is everyone's problem and everyone needs to help finds a solution.

Yes it's a good program for anyone in college. Where the lines between "normal" and "abusive" can be blurred.

Of the six who indicated they wouldn't recommend it to a friend, several felt it was "too surface" or "superficial" given their former level of training, and several others felt there weren't enough practical solutions. For example,

No, too "surface" for my friend group. We have been trained for years and this was less tool based than I would have liked it to be.

No. it is a very superficial training. There could have been a lot more in depth about topics. Presenters seemed unorganized with their thoughts. More scenarios, less talking from presenters.

No, there were no solutions to problems.

Section 5: Focus groups

The most common purpose of focus groups is to facilitate an in-depth exploration of a topic or process about which little is known (Stewart & Shamdasani, 1998). Since the application of MVP training to student leadership groups on campus is itself in an exploratory phase, we decided to conduct focus groups with a select group of participants to further pursue their ideas and experiences with the MVP training. We conducted two focus groups approximately three months after the training, one with the residential life participants (N=10) and the other with student athletes (N=6). We relied on the assistance of staff members in the appropriate division of Student Affairs to assist us with recruitment. Due to scheduling difficulties attendant to the end of spring semester, none of the participants from Greek life were available to participate in this phase of the research process.

Both focus groups lasted for approximately one hour, and were conducted in a private conference room on campus. We asked the same questions of each group, focusing first on how the MVP training impacted their learning, what were any key "take aways," as well as any recommendations for further strengthening the program on campus. In the second section, we broaden the discussion to ask students—from their point of view--what were some issues related to gender violence they considered most important to address, any particular challenges or characteristics unique to their sub-culture, and any perceived leadership challenges or barriers they might encounter as men and women. What follows is a summation of their ideas. We rely again on the software program NVivo to analyze the conversational data in a manner that extrapolates themes or patterns in their answers. We report "N" next to the responses and while often this indicates number of times it was mentioned by separate individuals, sometimes one person said more than one thing such that one person's answer might be counted in two separate categories. As with the open-ended questions above, we provide the question, then summarize some of their patterned answers below.

Important Note: Because the student athletes did not receive the open-ended questions in their post-tests, there answers are highlighted here wherever possible such that their perspective in this report is adequately documented.

Question: Has the MVP leadership training impacted your learning in regards to gender violence? If how, how so?

The preponderance of answers here focused on the information and awareness that the trainings provided, the unique interactive activities, the open forum for discussion and the focus on leadership. Some students remarked that this was their first training on gender violence prevention specifically, highlighting again the variability in prior gender violence prevention training for the group overall.

- **Information and awareness (N=5)**

  Well I feel that it definitely did impact my role in it and my knowledge of it, because at first I didn't really know much about gender violence…I knew it was an issue but I didn't know it was as big of an issue on the college scene.

  I think it made it an impact on how people, it might not even register that something could be considered domestic violence or gender violence or whatever, um, they could see that just as everyday bickering or some type of thing, so I think in that regard, the MVP program was good.

  Well, I haven't had any kind of training like this before, and I thought that for student athletes to do it is pretty applicable especially when the subject of alcohol and sexual abuse kind of came on and what is acceptable and what's not acceptable cause it's something that we see every weekend and, cause we all go to parties, and we see that this

is happening but we don't really know...OK, is this within our means to stop it? Is this something that we really should?

- **Engaging activities (N=6)**

  I thought the activity where we were divided up by gender was interesting and provided a different type of conversation that we could have given. We were very clearly split when we were starting to talk initially on what we'd do and how'd we think about violence, gender violence. And then being able to kind of break up and then talk about it, I felt was helpful.

  I liked the activity, it was towards the end, where you write off certain scenarios from a packet and they divided it up by gender and so it's all the guys in one room and all the girls in the other and the guys were given scenarios but they are very, particularly ambiguous so you didn't really know, whether it was sexual assault, or was it? And you had to decide that for yourself. So I thought that was, like, pretty cool, to realize.

  I liked the initial activity. I think that that could have gone a lot of different places. So, I liked where that started off, with that conversation.

  I liked the one where everyone had to stand up and they asked a question and you had to move to the side of the room that correlated with your response. I thought that was pretty helpful, because you could see how people's opinions on certain things varied and then...when asked to explain it could have been a different perspective from you but it was kind of eye opening to see how other people viewed what to do in certain situations.

- **Open forum for discussion (N=4)**

  I feel what I took away from most of it was hearing other's perspective on those matters. I, on my own, look at these issues often but I don't often get to just sit and discuss it openly with others. So I found that to be very useful.

  Open forum of discussion and just hearing from each other and your guys'…you know everyone's experiences.

- **Focus on leadership (N=2)**

  I didn't know how big of a role athletes could play in it because the student body looks up to us because we are different and because we are separate from them so I definitely realized we could have a bigger role in preventing it.

  I liked the beginning part. I remember we had to define what leadership meant to us and I liked how different people, well, there were so many people there, how each person kind of had their own definition of it and they kept asking us questions, like we wouldn't just

define,"Oh it's a person who, you know, leads by example." We really had to think about it more than just that that, just copy each other on that so that's what I liked about it.

- **Readiness to intervene (N=2)**

  It kind of made it more of a point to say, "Hey, if you see something, you shouldn't be that one guy who's just hanging back and can let something bad like this happen you should really intervene because it's the right thing to do because x, y, and z can happen as a result of that."

  I liked this training. I haven't had to apply it, have never been put into a situation where I had to intervene or anything, but it was always in the back of my mind, every time I went out, not only with my teammates but with other people too, so that's what helped me. Trying and not being afraid to intervene or try to be that person always butting in and stuff, so that's what this training helped me with.

Question: What key "take aways" from the MVP training are you likely to apply in the future?

Students felt that the MVP training provided them with useful tools and the relevant knowledge to be effective in their interactions with their peers. A number of students felt they could now look out better for their teammates and friends, function better as a bystander or leader among their peers, articulate a role for men, and bring a greater awareness to their surroundings.

- **Tools and relevant knowledge (N=5)**

  I feel like a lot of what we were discussing in the...at the initial gathering was really applicable to what we do here in the residential halls in that, especially that it brought it up gender violence and topics surrounding that in ways that we hadn't really talked about.

  Being able, or knowing…having the knowledge to help the situation, having the tools…the proper way to approach somebody, I think that's effective. This is something that needs to be somewhat taught cause the situation is so sensitive, so having the right tools to approach the situation was important and I liked that.

  I think that some of the discussions that we had when we broke off into groups with the packet? I think that some of the scenarios and the ways to handle each different scenario is probably something that I've thought about when I'm going out, or is something that could be applied in an actual real life situation pretty effectively.

  I feel like that's what I took away from it the most, is that these conversations aren't happening as often as often as they needed to. The ways that it was brought up in training, so starting out just by asking a simple question and giving just general feedback

and then starting to dive deeper into it. And then, from there, splitting up into the two genders so you can get a bit more comfortable that way. I found all these methods to be very effective.

- **Looking out for your teammates (N=4)**

  I don't go out at all so I'm not really put into those situations but when I hear my teammates say things that they're kind of in, that are awkward situations, at parties and stuff. I feel like I need to go talk to them about it so it won't happen again or so they're not afraid to stop the situation or stop another teammate from being in a bad situation that they'll regret later or that they don't remember something so, I mean, I kind of play into the fact of after it happens I want to intervene if I hear about it.

  Look out for my teammates 'cause, I mean, if you look around…the NCAA basketball team is a huge target. I mean, I had a couple friends back home that have been…involved in stuff like this so, it's not a good thing to get involved in, so, that...I mean that's what I took away from it, for sure.

  Looking out. Just observing situations and knowing what's right and what's wrong because now I definitely realize…what's the difference between sexual assault that's going to happen and then what's not going to happen, it's just a normal conversation. So I'd use it to look out for my teammates… my other friends who aren't athletes that are just, if I'm with them in public or somewhere…feel like you could definitely use that skill to take you places and just help prevent things from happening.

- **Role as bystander or leader (N=2)**

  What I took away from it was...most of all was the bystander role and, as a resident assistant here, I know that I need to step in but that kind of brought it to my attention that not many people know that...to step in in certain situations and know that they could make a positive impact on the situations that they see. But that's just one thing that stuck with me, knowing that...how much one person can help in those situations, in bystander roles.

  I think athletes are always looked at like leaders, or are put in the spotlight...you're not sure what type of spotlight it's going to be but you're always in some type of light, so, I think that's probably the best training.

- **Identifying men's role (N=2)**

  What are men's roles in this, because it can often make men uncomfortable because it feels like blaming men. That whole conversation...I felt like we started getting into that... so I guess that's what stuck with me is the idea of...OK so what is men's role? But then I was left with a question, you know, but kinda going into that...how can we help as a group? How can we come together and help fix this?

- **Greater awareness (N=2)**

I think, like, from the whole thing I learned to, like, know what I'm saying, be aware of my surroundings because you might not have been aware of what was going on or what, could be brought to light and when it does, you're like: "Whoa I didn't even like realize that" and well that doesn't matter.

Question: What other initiatives might leaders do to prevent gender violence?

The athletes offered constructive ideas about how to "to get the message out" to their teammates and to a broader audience, including to their coaches. Others commented on the importance of facilitating a broader dialogue in the circles that they operate in.

- **Summary to teammates and a chance to practice it in the training (N=4)**

  I think that one thing that probably could help is after the training, we give maybe a five minute little summary to our teammates just to keep them aware of what they should and shouldn't do when they go out or what situations to avoid especially when they go out cause I know that probably a majority of us, or at least I didn't…I didn't really talk to my teammates that much about it, and that's something that probably would be pretty beneficial.

  I think it's very important for our teammates to know that because…me and my teammate were chosen just because we were the ones available during winter break and we weren't really people on the team that people looked up to or seen as a person, as a leader just on the team, soccer wise. So I think if our teammates…they don't have to come to this for like 6 hours…but like a summary or a chance for us to tell them what we learned from the situation…that would really help, because I feel...I did tell some of my teammates about what happened and that I really liked it and what we learned but then they were like "Oh, ok, cool" but I wasn't given the time to teach the other teammates what I learned, which I think they would benefit from.

  Yeah, included, towards the end of the actual training, set aside some time to come up in front of the whole crowd and kind of just go over what you would say. I think that would be helpful.

- **A video by athletes for athletes (N=3)**

  [In another training] we watched these videos made by athletes about what not to do in certain scenarios. I think if they made a video... examples of sexual assault, that would go even farther then having a coach or someone summarize it to you because you could visualize it and see what would happen. And I feel like the video could be done by one of our athletes. 'Cause I know those people, like I recognize them.

- **Get the coaches involved (N=3)**

I could tell my teammates something and that's just me saying what I have to say because you guys told me to say it. That's what they're thinking, whereas if a coach...you know... they might not want to do the training but they have to if that's what ever you guys make that the rule and then they go back and you know they're experienced coaches, they've been through everything that we've gone through and more and mostly I think every athlete respects their coach to an extent and they're going to respect everything that they say and so coming from that type of source might ingrain it in their head more than me saying it?

I think, coming from a coach, where people respect and stuff because, even though the coach probably it's not...they're old enough where this isn't completely in their zone, but I think for them to be educated on this, so that they know what we need to look out for or what we need to be aware of and come in from that perspective, would be beneficial.

- **Facilitate informed discussions with others (N=5)**

lnforming them like, "Oh, I'm open to talk about it," letting them know what is and isn't right about watching what you say whether it's a joke or not. But also making sure that if it does come from a male who said some comment, if it was a joke or something, always make sure that it's not an attack and not singling them out, like, "Hey, you did something wrong" or putting the blame on them but also taking into consideration that it could be reversed and that they could be the victim of the situation. Never stereotyping based on gender what role they had in the situation.

Making it known to the residents that you are a source of information on this subject. Whether it be at the beginning of the semester, letting them know that, during one of your meetings, that you are a source of information on that subject and that you're OK with talking about it...and just sort of using that language in your everyday talk so it makes the subject seem less taboo…that some people do think it is. And letting people know that you are open and comfortable about it.

- **Being courageous as a leader (N=1)**

I think if we see it happening or if we see it occur in front of us…I think just having that courage and having that initiative to kind of step into the situation and step in front of them and let them know, "Hey, that thing you said or that thing you did, it wasn't cool and it wasn't good and you're promoting gender violence," and just kind of inform them about the whole situation and how big a deal it is and how maybe even to them it might have been a joke they were saying, or even if they actually meant it, even then, just taking that and taking that as an opportunity to kind of inform them and let them know that it's not OK, joke wise or not, and just leave them with the knowledge that...and then the seed planted in them…that this issue is actually something really serious.

Question: What did you find most helpful or useful about the trainers? Maybe not so helpful?

By all accounts, the trainers were well received. Participants found them helpful, nonjudgmental and credible. For the athletes it made a significant impression that the trainers also had athletic backgrounds and could "understand where they were coming from." Focus group participants also remarked on the diversity of the group, in particular that there were both men and women trainers from different walks of life. Recommendations for improvement concern less about the skill-set of the trainers and more about how to best to guide learning in more focused ways.

- **Trainers were affirming, engaging students at an appropriate level (N=4)**

  I appreciated that if someone said something that was...perhaps contradictory to what they were trying to train. They didn't right away tell them that they were wrong. They kind of affirmed that, yes, that is a way of thinking that is common, that does happen, and exploring why that is and how people get to that and why exactly is that...that's maybe not what they're trying to teach us rather than just like stating right away, "No, that's wrong, this is what you're supposed to be doing." I feel like it made it much more of a comfortable environment for people to want to speak up about something.

  It definitely felt like they came to our level and it wasn't, you know, like they're, I guess, professionals over the subject, or like professors, you know, spouting all this jargon, but it was real stuff and they were engaging in our kind of language. We were able to talk with them. They weren't talking to us, but they were discussing it with us.

  But I also really appreciated that they presented in a very real way to us. It wasn't a very superficial, here's the theory now go do it, kind of attitude. It was like, this is real life. They were just very real.

- **Trainers were helpful and knowledgeable (N=3)**

  They were knowledgeable. Everything they said had a purpose. I knew they weren't saying stuff off the top of the head. They knew the topic very well, and that helped me pay attention more. Knowing that they knew what they were doing.

  I think it was the lady who helped us and she was just really nice about it. She really was trying to make us understand it, not only for the little activity, but for applying it in general, like in life. And I thought that was really helpful that she went beyond what we asked for. Instead of just explaining it like, "Oh write this, this and this. This is what you should write." It was like, "OK, if you were put in this situation, what would you think? Or what would you tell someone in this situation?" And that's how she would help us, instead of just focusing on the activity, trying to get it done in ten minutes or something.

- **Diversity of the trainers (N=3)**

  I appreciated that they were a very diverse group of people and you can tell that they all come from really different backgrounds. Which was really nice.

I thought they were relatable because there was both a man and a woman, there was two...it helped as a whole with women and men.

- **Trainers were former athletes (N=2)**

  Going in if they were like, my name's blah blah blah, and I do this at this college, I know me personally, I'm just going to be like, oh great, like six hours of this, but when they're like we've been working with like the Golden State Warriors, this NFL team. This NBA team, it's like oh wow, this is actually pretty cool. Like, so, I think that automatically that is kind of a good attention grabber 'cause it's going to make you want to learn. Cause this is what, people...the athletes you want to become, this is what they're doing, so makes it more interesting.

  I also felt like it was very helpful that they um worked with other, like athletes too. They worked with sports teams in the NFL and the NBA. So they knew how to talk to us and how to approach us and stuff. Like other companies who...they just treat as a person...but this way it's other athletes, they treat us...they know what we're going through, they know what we've gone through, and they know how to... for us to approach it. So that was just really helpful.

- **Trainers functioned as MVP role models for trainees (N=2)**

  I think they focus on many different types of people but this training, RAs, I think it was really good because they were then acting like role models for how we would expect the RAs to then be. So I thought that that was interesting and how open they were about the conversation and comfortable and how skilled they were about making people feel comfortable. I think one of the best things about the training was seeing them and how they talk about it, 'cause that's what we're asking our RAs to be doing.

  They were pretty energetic. Seemed like they liked what they were doing. So, anytime that you see someone that likes what they're doing, you're going to listen to them automatically.

- **Need for more "strategies," application or "next steps" (N=4)**

  I think I would have really wanted an "OK, so what do we do tomorrow" Like what do we do right now? How to just change me, and how I interact and you know, more of an immediate...Cause it needs to be both, it needs to be a mental shift and a mind change into something but then with that sort of actions that are going to take place as well. So that is something that I really, really hope is put into practice.

  I remember going on that, after the training, I was filled with knowledge of all of the stuff that you guys said... just like what's out there but then I remember lacked solutions to what to do for all the stuff that's out there.

I wasn't in the male or female group I was in the third group and we were kind of just chatting about the program in general. What I really would have liked is a presentation maybe of like a skill set for me to help them, you know what I mean, so that when my RAs come to me and they have issues regarding gender violence I you know I have something more concrete other than recommending title IX, you know what I mean?

- **More opportunities to share gender differences (N=3)**

  Obviously I'm a dude, and I don't know, I don't know what girls think, I don't know what goes through their minds, I don't know how they interact with each other. I can see them interact with each other but I can never actually know how it is to interact with them as a girl. And so, the things they say, the things that get them down, and things they use to attack each other. I don't know that and I will never get that, unless I was, you know, a girl. And so I feel a good ending to the session would have been us all coming back together again and then kind of going over the papers we talked about. And kind of doing a review summary of this is what we did and explain the poster boards we made and just maybe pick out a couple of things on there that are kind of big ones and then kind of have a girl explain, "We called you this because of this," or like, "We do this because of this." And have us guys be like, "We call each other this because of this and we like attack each other" and like...something each other because of this and kind of just give each different gender, you know, glance into the other gender's mind.

  I enjoyed the training session, splitting up male and female, but at the same time I really didn't. In the fact that like, I hang out with girls every day. Girls do talk about these things, I'm a girl, I know these issues as it is. I'm not a boy so I don't understand the boy's perspective so when we split up in groups. I was just repeating everything that I already knew with the girls. Like, oh yeah, I do that too. Or, oh yeah, I recognize that. Whereas I don't understand the perspective of a boy so I would've rather had been in a group with all the boys then just all the girls.

- **Need for a more facilitated ending (N=3)**

  It would have been a good end to the segment just kind of having an open discussion about what we talked about in the training.

  I want to comment that a lot of people that I was talking to after, like: "Oh, what was on your board?" "Oh, like, what did you put on the outside, what'd put on the inside?" And so it kind of, like, dragged it on, but we didn't actually have that facilitated discussion about it so it kinda just was like: "Oh, that's cooked, all right, bye." Like it was over. If it would've continued more with the facilitation from the proctors there and just being able to understand it a little bit better than just like going over it really quickly as gossip, would have been great. It turned into gossip.

- **Trainers could be more forthright (N=3)**

I think that it might have been a little helpful, cause I know that we tried to ask them certain questions and they didn't want to give their opinion on it, they were like "No, this is just for you" but I feel if they would have given their opinion afterwards maybe, that would have been a little beneficial cause it's like...all right this is how a professional would handle the situation, not just the best answer in the group of athletes that's here.

I mean because they're the professionals. I don't want to hear the out of the book thing to do, I want to hear what you would do.

Question: Can you identify areas where the MVP program might be improved?

A common theme emerged around the selection of relevant scenarios and the need to foreground practical strategies earlier in the day so that participants have a chance to absorb and practice these as part of the training. Some of their answers here are bifurcated, based on different levels of preparation and experience. For example, resident assistants felt they already knew some of the material presented, while athletes reported it was a lot of information to absorb at once. Where relevant, comments from resident assistants and athletes are noted separately where appropriate.

- **More realistic scenarios applicable to our campus (N=6)**

Resident Assistants:

I noticed that a lot of the people on my staff were talking about how, a lot of the examples and a lot of the aspects through the training were dealing with a party scene and like ninety percent of the RAs don't...are not involved in that partying scene so they didn't find it very useful to them. So I would love to see some more aspects of it being towards...not necessarily like the resident halls, but more towards aspects that we might see in our daily lives not just necessarily in a party.

Having scenarios that are very specific to the resident's halls and our residents and RAs. I think that, I kept going back to, like, "So what does that mean for you? What does that mean for your role? What does that mean, you know, tomorrow in your planning? And in your programming?" Kind of honing it in each time into their job, and why they're here and why this training is for you specifically.

I think having a ARCC in those, if we're going to keep doing those separation things, having an ARCC in there so that we can help and maybe do some more targeted questions

Athletes:

I think maybe one thing that also might help would be giving examples of things that happen at other colleges that would seem normal to us but the result ended up being

something a little more drastic. And not some crazy example, like the Duke Lacrosse team or something like that...something maybe toned down a little bit that may not seem like a big deal but that has the same result that we're trying to prevent.

- **Not enough focus on application (N=4)**

  It was just a lot of preparation for the big event, and the big event was two minutes, basically, is what I felt about the training.

  When we got back to our meetings, after, I think, the next day …my staff, he said that it felt like they were throwing things against the wall and he was waiting for one of them stick. And I think that what he meant by that was, we were giving a lot of useful information but we needed some kind of final resolution or, "These things are out there, these issues are happening but let's do this." And it was a long, a really long training and we covered a lot of information but it was mostly, it was informative about what was going on but I think as RAs we are the ones who people would first form solutions. It'd be nice to have some suggestions to give people.

- **Raise expectations for resident assistants (N=4)**

  For RAs, maybe changing it to something that is a little bit more higher level,

  Meeting us where we're at, which I think for this group is a little bit higher. So I think you can feel free to raise your expectations for the RAs.

- **Condense and divide up for the athletes (N=4)**

  I just think long days in general, it's hard to keep everybody's attention. I know that it's a lot of information, you know, having a day to get it out, so it's a long process but maybe condensing it just a little bit so it's not as long.

  That's maybe something you guys can do if you do the two day thing, the first day can be like identifying it and the second day can be prevention.

- **Move beyond gender binary (N=1)**

  I know they mentioned this near the beginning of the workshop but that they were focusing on the gender binary. And that, you know they wouldn't have time to cover other issues like agender or transgender people. And I think that it would be nice to at least put something in there about that because I feel like that's something that isn't talked about very often and for student leaders if we know that it isn't being talked about we should definitely be some of the people who starts talking about first so other people can see that it's an issue and needs to be talked about.

Question: From your perspective as a student leader in Residential Life or Athletics, what issues pertaining to sexual assault and relationship abuse do you see as the most important to address?

Central recommendations concerned including more information about emotional/verbal abuse (including when young women act abusively), strategies for approaching peers and teammates, creating opportunities for dialogue among student participants, and the particular challenges posed by social media.

- **More focus on the range of abuse, particularly verbal and emotional abuse (N=6)**

Athletes:

> *I think that a lot of trainings and stuff like this, focus on physical abuse and stuff like that. I think maybe touching a little bit more on verbal abuse would be kind of beneficial because…especially walking around you might not see a guy go up to a girl and just hit her but at a party you can definitely...or walking around campus you can definitely see somebody giving direct verbal abuse and maybe how to combat that or like handle that.*
>
> *More focus on the emotional aspect because for athletes…we train all our hours so we are constantly, physically and mentally exhausted. So I think if you can focus more on the emotional aspect of gender violence and how to pick up on that and deal with it because we all know what physical violence is so we can tell plain as day but emotional violence is more subtle. It can be more like sadistic and cruel. So if we could focus more on how to pick up on that, especially for the fact that as athletes I feel like we are more like in tuned to deal with it.*
>
> *I think we really focused a lot of what guys do to girls and I think it should be the opposite too, because I've known people, or girls that have been verbally abusive, even physically abusive to their boyfriends. What happens if the reverse happens and it becomes like a huge deal but just because you're doing it and it's not as... it doesn't hurt as bad or you can't hit as hard, it's the same thing and I think that that should be a bigger theme that should be talked about because I don't think a lot of girls see themselves as being a big influence in relationships so they're just like, "Oh, he's my boyfriend I can do whatever I want to him, he's not...as soon as he touches me I'm going to go tell the police and they're going to react to it immediately" so I think the abuse on guys should be open too.*

Resident assistants:

> *I see that a lot. Just because it's a lot of freshman who...their spouse doesn't live here, they are off campus or maybe they are a student but they don't live in the same building and stuff and so they don't understand a lot of the things...and they undergo emotional abuse and it just becomes an unsafe place for them and then that's where they have to come to us...but that's where I see it happening the most.*

The needy thing. When we talked about that…I never really saw it as abuse and learning that someone who's just overly like that could be abusive and just putting two and two together. I see that on my floor a lot, as well, "Oh like he's always trying to hang out" things like...little comments that you take as nothing but learning that they were something important…I think just getting that information out there that that's a type of abuse to the residents they think of...when they think of abuse I think they go to the extreme and think hitting and physical abuse like that but I don't think that they are aware all the time that that's a form as well.

A huge issue that...it's on the rise is male to male emotional violence. There are a lot of things that guys do, whether it be comments to other guys about how they act or dress or whatever and then a lot of peer pressuring from male to male and it's a thing that doesn't get talked about because of men and their pride.

- **Strategies for approaching difficult conversations with friends & teammates (N=5)**

Athletes:

I would be more inclined to go up to someone that I didn't know and I would feel more comfortable doing it, telling them, confronting them about it but…I would also confront a friend of mine if they did, but it would be like a lot more…afterwards I wouldn't...obviously it would be for the right choices, like for the right reasons. I could tell him, "Stop you're doing something wrong!" but afterwards he could come back to me and be like, "Dude, why were you being such a dick that night?" or "Why are you like killed my vibe and all that stuff?" They'll think that you're an asshole for just ruining their chance, when in reality you're protecting them and the girl or guy in that situation. You're protecting them from something further even if they didn't see it but just dealing with that backlash could be kinda awkward or just make you uncomfortable afterwards.

We are on a 40,000 person campus but, you know, it's basically a 500 person family. So, it's like we're going to a small school in a big school to an extent.

Resident assistants:

How do we, as these residents' peers help them to understand what they're doing...could be really negatively affecting someone else? Maybe next time we are altogether, maybe we can sit down and strategize ways to help them understand as peers, so then they feel like we're on the level talking to them. So they feel maybe more of a mutual respect kind of thing? In terms of the conversation.

- **"It's up to us": Opportunities for dialogue with each other (N=3)**

Maybe it is on us as student leaders to, I guess it's our responsibility not to be bystanders and to talk about and figure out how we can incorporate it into our program.

The thing that comes to mind for MVP training is programming and maybe start having those conversations because some RAs, this is maybe their first real experience and some

people may be majoring in this and want this as a career. So, I think bouncing ideas off each other of, "Ok, so what can we do? How can be creative? How do we have these conversations with our residents? How do we tell them? How do we educate them?"

- **How to deal with social media (N=3)**

  I know we touched a little bit when we were all together on online and web dating and things like that and I have four residents who are dating people from Tinder right now and I know that's like a big thing right now. And I don't know if maybe we can incorporate more...I've heard a lot of their stories about: "Oh, I'm about to go meet my first encounter..." and it's a little nerve-wracking for me because it's a little scary for me to see them going through that. So maybe touching a little bit more on online dating and things like that. I know we did touch on it a little bit, but maybe a little longer 'cause it's a big thing right now.

- **Get Greek Life more involved (N=2)**

  I know, like, not a whole lot of us are involved in Greek Life, cause you know, we're pretty busy here but I think Greek life is a huge, huge, part of the student leadership that we have on campus and I don't know what kind of trainings they do. They need more.

- **Targeted education about rights (N=2)**

  Part of me feels like the best way to deal with residents in those kinds of situations is purely by education. I've had a number of people who didn't know they were sexually assaulted and then watched the Title IX video, realize what had happened to them because they didn't understand what was happening in their relationships, come forward and then it leads to this really confusing place that they didn't quite know what to do because they loved this person but now you know there's sexual harassment and all these horrible things happening to them. I feel like if we could figure out how to target residents who do need that help and do need that extra education.

Question: Do you think gender plays a role in being a leader in gender violence prevention?
Probe: Do you think men/women bring something unique to this role?

Focus group participants commented on the various benefits to men and women's leadership in gender violence prevention, but that both suffer costs. Students emphasized having *both* women and men as leaders as a strength, but continued to muse about the backlash that occurs when either attempts to lead.

- **The importance of men as role models (N=5)**

  I think men definitely bring a unique role because they can provide examples from their perspective of scenarios that would happen and also females too, like men can be on the

receiving end and also females can be on the receiving end. Also what to do if they saw something, how it'd happen, like you see it from their eyes, you can relate to them. I know that if a guy were to tell me the scenario, I could kinda see through his eyes. I could picture it happening more realistically.

I think on the flip side of that too, having a man speak out about it also holds a lot more influence because when we think of gender influence, we think of a man doing it to a woman, so a man standing up against it shows that he takes the situation seriously and he wants to make a difference into the situation. I also think it's, although they do face the stereotype, I think it also does a lot of good.

I found it pretty effective to hear the male trainers speak about the issues, just because that was the first time for me hearing it from a male side, most of the time I hear it from a female. It's just a gender, it shouldn't matter, but I feel like it still does.

- **Women are important leaders but they get "push-back" (N=5)**

I think the media...when I think of like a commercial on gender violence, I think of a woman who's being abused step up and say something and I think in part of that it...shows a sense of bravery women standing up and talking about their situations and other women who can relate. I think it's effective. I think there's issues that go in part to it, in the gender violence.

From a girl's perspective, like me, if I'm trying to make it aware to residents and trying to let them know...sometimes it can come off as,: "Oh, you're just being a feminist" and sometimes that has a negative connotation to people, being a feminist, like: "Oh, you're just being…women's rights and stuff like that."

For women, if you try to bring up the subject to another girl about something, there's always the chance that, you know, you'll be labeled one of those untouchable feminazis and they'd rather disassociate themselves from you and be like, "Oh, I'm just like one of the guys. I'm not like one of them!" And it's pretty much a norm for women to pit other women against each other instead of respecting and encouraging them. So I feel like that's something we come across with whenever we try to handle an issue. It's that feeling of, "Well, I'm not like one of those people." And it's easier to brush it off and push it aside and, you know, disassociate, than to actually address the issue.

- **Importance of having a group of diverse leaders (and diverse trainers) (N=4)**

You definitely do need the male and female leaders there for sure.

I think it's extremely important to have, the groups, or that the leaders informing other people about it, to be a diverse group and for them to show that when a woman is speaking about her experiences and trying to educate, that the man is respectful and supports her in that. And when he talks about men, with their issues of being emotional or being macho, she shows that's she respectful and supporting of that because when they see that one isn't being lofted higher than the other, they are equal, both issues are valid and

that they understand that. It helps the people who are learning to receive that information as well, instead of being like, "Oh, we should only focus on women's issues because of this reason, or, why aren't we talking about the men's issues?" It's to have both of that present when the education is being presented.

- **How to deal with the backlash (N=4)**

  I think that for us being in college, one of the difficulties would be dealing with the backlash from teammates who don't really understand what you're trying to do opposed to them really saying, "OK you had my back" opposed to them being like "Oh, you're killing my vibe" like "You're just trying like to be a dick on the weekend" or something like that.

  I think it plays a huge role. It's a negative role that it plays. I know for women sometimes they don't get listened to 'cause that's what people say. Women shouldn't be teaching or what you have to say, you're feeling and your emotion and all that I feel that's dumb because if you have a brain and something to fight for, your voice should be heard because it's just as valid as a man who is six foot, white and has a voice and a brain as well. Just because of someone's gender they shouldn't not be taken as seriously as someone else would of a different gender.

  I think it would be useful to teach us how exactly to explain that to others because I've been in groups among residents and I always get turned into that girl, that RA, both, so it kind of sucks because it doubles up and they really don't hear you. I've had a very difficult time because I've actually been in these kinds of conversations multiple times with residents. And they can't seem to wrap their mind around the fact that it's real, like the fact that people really experience this. How do we teach them that it's real other than sharing our experiences? Because I've been in those situations and I've shared my experiences, and so have my other residents, and it's it goes in one ear and out the other.

Question: What are some of the barriers that might get in the way of you becoming a more effective leader on gender violence prevention on campus? How might these barriers be addressed?

A question among some students was whether to get all students informed or select leaders to communicate a message. Among the athletes, some thought having the entire team trained was a good idea, while others thought it would be too distracting, or that coaches wouldn't give it a priority. Athletes also worried that their training schedule made it hard to find time for much of anything else, so as a group they thought through various "incentives" that might be useful in recruiting others. They also had other specific ideas about mandating meetings and the best time of year for training.

- **Complexity of getting everyone "on the same page" (N=8)**

But I think it's easier to get it across to athletes when we're all there instead of having like one person go. I mean even though it sounds kinda corny, everybody being there, but I mean at least everybody was there to listen, so when you talk about it, it's not... everybody is lost.

I think that, speaking for my team, I know that if our entire team showed up there that we would definitely be somewhat more of a distraction then a contributing factor...just because I know the people on my team and I know that's not something that they would be interested in doing, regardless of how important it actually is. I think that getting people who actually will retain the information is really important, opposed to sending a big group of people, maybe only a couple people are going to retain it and the other people are just going to tune it out and maybe distract from what you guys are actually trying to teach us. So that's why I kind of liked how it was...small. 'Cause if my entire team was there, I probably would have been more susceptible to goofing off, a little bit.

At the same time, if you send two people...if you're having two people...that's two people. I'd rather get the voice out to everybody, instead of two separate people. You don't have to go to a big group. You could split 'em up whatever.

The two people thing is...it's good cause obviously they are going to send two people that are going to listen but at the same time it is really awkward to go back to your team and be like, "All right guys, while we stretch, let's talk about..."

- **The reality of time pressures and priorities (N=5)**

I think, for me, time. 'Cause it does take a lot of time to invest in programming, passive programming, having these conversations, 'cause they're long conversations and then following up when you need to. And then just the emotional resources because, especially as a woman, it is really exhausting to be trying to convince someone who doesn't want to hear it and it's...there was a year there where I was really invested in it and it's really emotionally draining to be doing that all the time.

Finding the time to do that, especially for athletes who are practicing multiple hours a day. I think just finding the time and the numbers to do it which is probably the biggest aspect… the biggest barrier right now because it's easy for us to learn about it and then talk about it to people. It's just finding the time and place to do it.

You couldn't talk about it during practice, then you'd take away from practice. I don't think your coach would like that, he'd be like, "Why are we wasting our time on this? We need to get trained so we can beat this team this weekend."

- **How to address the stereotypes and backlash they face as leaders (N=5)**

The fact that we are RAs and then we're talking to a resident about an issue. That alone is a huge barrier because they will assume we're just the people who walk around the halls and get them in trouble and a positon of authority and they're more likely to want to defer

from that and go back to just their friends. That whole issue of, "Well, you're one of the people in charge and I don't want to listen to you." I feel it's very easy for us to be brushed off in that sense.

I think one of the barriers…what I've noticed in some of my classes that...when people know that I'm an athlete they kind of have all these bad stereotypes about me, like, "Oh, she never comes to class, she probably will never do her homework, never participate, just does whatever she wants. People are going to have her back if she has a bad grade and stuff." So I think in terms of helping the school, I think that would be a barrier for me because if I were to, for example, teach one of my classmates about that they're going to be like, "OK, what do you know? You think you are too cool for this school anyway. We put so many resources into athletics and you guys don't seem to return any of it," So I think that'll be a barrier. People to respect us more and see us leaders and not just a separate community in the school.

I think one thing to focus on that we already stressed about was dealing with the backlash from teammates. I think that's something that's really important that should be focused on.

- **How to address the size and diversity of our student experience (N=2)**

  I just think the sheer size of this campus, is one of the biggest problems, 'cause it's like a thirty to forty thousand per student campus so obviously you'd have to have a lot of people getting incorporated into this. Going around, giving talks, making people aware.

  I would say everything. Gender, age, your major, your socioeconomic background, whether or not you live on campus, whether or not you're Greek or an athlete or just a regular student. I feel like everything is the barrier between how you can speak to another student.

- **Other specific recommendations:**

  - ✓ For athletes, having their particular trainings in January when students have had more college experience and are better able to identify and relate to issues.
  - ✓ Offering credit for athletes as an incentive.
  - ✓ Mandate a compliance meeting in gender violence prevention education. Team members have to complete compliance meeting before being allowed to play.
  - ✓ Make gender violence prevention education part of the first year mentoring program of athletes.

Section 6: Quantitative results from four-month follow-up online survey

Because we were interested in tracking training effects over time, we created and disseminated an online, follow-up survey four months after the January training. We included in the online survey an abbreviated list of leadership and bystander measures drawn directly from the post-training survey, with the aim of keeping response time to approximately 20 minutes. Using the Qualtrics program, we sent the online survey to all training participants for whom we had known addresses (N=110). The online survey was received and opened by 91 participants, and of these, 53 participants ultimately completed the survey, for an overall response rate of 48%. Response rates to online surveys are typically lower than in-person surveys. Research indicates that online surveys typically generate response rates on average of 33%; paper surveys significantly higher, at 56% (Nulty, 2008). In light of these figures, a 47% response rate to our online survey was certainly respectable.

A comparison of the characteristics of online respondents (N=53) to our original training group (N=110) indicates comparability on a number of important items. That is, the subsample of online survey respondents was not significantly different from the original training group on such things as racial/ethnic characteristics, average age, training day, leadership experience or victimization histories. Nevertheless, one significant sample difference emerged between online and original respondents, that of gender: many more women responded to the online survey than did men, a difference that should be born in mind when interpreting the findings.

When we examine responses to the online survey, particularly in terms of the leadership items, the bystander efficacy scale and the bystander behavior measures, we find that the boost in scores we saw at the end of the day's training (via the post-training survey) were dampened with the passage of time. Notably, with one exception, none of the scores return to their original, pre-training levels, but nearly all decline to a mid-zone somewhere between the scores obtained prior to and immediately after the training. This tendency to see dampened training effects two, three or four months follow-up is a perennial finding in evaluation research of this kind, such that how to maintain training effects—and program effectiveness and viability--over time is a central question for nearly all intervention programs (see Posavac & Carey, 2007, for full discussion).

For ease of presentation, we can look at three examples of the moderation of training effects via closer examination of pre-, post- and four-month follow-up scores of the bystander efficacy scale, the bystander attitudes scale and the decisional balance scale. Exhibit 13 examines changes in scores for the bystander efficacy scale for the subset of respondents to the online survey (N=53).

Exhibit 13: Bystander Efficacy Scale (Banyard, Plante & Moynihan, 2007): Scale from 0 "can't do" to 100 "very certain" on 14 bystander behaviors, with scores averaged for each respondent. Ex: "How confident are you to express discomfort if someone makes a joke about a woman's body" or "Express your discomfort if someone says that rape victims are to blame for being raped."

	Pre-test		Post-test		4/mth	
	M	SE	M	SE	M	SE
Group	**87.96**	1.25	**93.99**	1.00	**90.15**	1.22
Women	**88.39**	1.46	**94.46**	1.04	**90.28**	1.41
Men	**86.85**	2.47	**92.82**	2.41	**89.84**	2.49

If we examine the group mean scores across these three testing periods, we see a decided increase between pre- to post-tests (from an average of 87.96 to 93.99), then a diminution four months afterward, to 90.15, though not a return to the original 87.96. This type of pattern holds for the average scores on bystander efficacy for women as it does for men.

Exhibit 14: Bystander Attitudes Scale (condensed scale, Banyard, 2008): Respondents rate how likely they are to engage in 28 bystander behaviors on a 5-point scale, from 1 (not at all likely) to 5 (extremely likely). Ex: "If I saw a friend grabbing, pushing or insulting their partner I would get help from other friends or university staff." Scores are summed for each participant.

	Pre-test		Post-test		4/mth	
	M	SE	M	SE	M	SE
Group	**121.96**	1.61	**130.00**	1.39	**122.35**	1.71
Women	**124.26**	1.80	**128.97**	1.60	**123.77**	1.94
Men	**116.13**	2.96	**132.71**	2.70	**118.93**	3.42

Note: Original 51-item scale reduced to 28 items for the online survey.

A similar increase is noted for the items that make up the bystander attitudes scale. We see the same significant increase in group scores from pre- to post-test, and a notable decline four months later in the online survey responses. This pattern of increase then decline in scores is especially true for women on this measure than for men, suggesting that women's scores are more variable (i.e., more changeable) over the four-month period captured by the online survey than are men's scores.

Exhibit 15: Decisional Balance Scale (Banyard, Plante & Moynihan, 2007): eleven items assessing pros and cons associated with changing key behaviors. Ex: Pro: "I will feel like a leader in my peer culture if I intervene." Con: "People might think I'm too sensitive and am overreacting to the situation." Responses based on 5-point scale, from 1 (not at all important) to 5 "extremely important." Cons total subtracted from pros total. Higher scores indicate greater perception of positive aspects compared to negative.

	Pre-test		Post-test		4/mth	
	M	SE	M	SE	M	SE
Group	**5.04**	.83	**7.62**	.87	**5.26**	.78
Women	**5.13**	1.11	**7.00**	.99	**5.44**	.90
Men	**4.80**	.87	**9.20**	1.76	**4.78**	1.64

Here, too, notable changes occur as a group in the decisional balance scale from pre- to post-test, as well as for women and for men. The same decline noted above in average scores for the decisional balance scale also occurs in the four-month follow-up survey, as well as for women and certainly for men (whose scores resume to pre-test levels).

In short, across several key measures we can see that change scores found at post-test underwent moderation four months later. This common pattern of diminished training effects over time is addressed in a variety of ways in the prevention literature. Some programs have addressed this challenge by creating follow-up booster sessions (abbreviated, mini-trainings that reinforce learning and practice opportunities obtained from the original trainings). The question of "sufficient dosage"—length and frequency of sessions—is also a central identified principle of effective prevention by the Centers for Disease Control and Prevention (see https://www.notalone.gov/assets/preventing-sexual-violence-on-college-campuses-lessons-from-research-and-practice.pdf), with the specified preference for longer, multi-session programs over brief, single-session interventions. Overall, to sustain training effects, future MVP trainings might benefit from a combination of delivery modalities, for example several 3-4 hour training sessions over a two-three day period, a brief booster sessions that foregrounds the actual practice of MVP skills and orientations, or a combination of these modalities.

Nevertheless, the online survey offered other evidence that training participants did indeed register the impact of training months after its conclusion. For example, responses to four closed-ended questions at the end of the survey indicate continued engagement with MVP insights and orientations among training participants. As part of the MVP leadership scale, online respondents were asked whether they had incorporated things that they had learned in the MVP Strategies training into their role as a leader in their peer culture. A full 70% indicated they had. Another item asked whether they had initiated discussions about gender violence prevention in their sphere of influence. Nearly 64% indicated that they had. Online respondents were asked whether since the MVP training, they had spoken out publicly about the problems of sexual assault and relationship abuse in their sphere of influence; well over half (54%) indicated they had. Finally, nearly 46% of the online respondents indicated they had in the four months since the training initiated plans to incorporate gender violence prevention education and training into their organization. One important step for the future success and institutionalization of MVP training at CSULB is to provide these nascent gender violence prevention leaders concrete opportunities for them to develop their skills in a range of campus contexts.

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