DEPARTMENT OF THE NAVY

Naval Education and Training Command

(Center for Personal and Professional Development)

United Stated Fleet Forces Command

United States Pacific Fleet Command

United States Marine Corps

Bystander Intervention Pilot

Final Report

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1. Purpose

This report details the execution and results of the pilot initiated by the Department of the Navy's Sexual Assault Prevention and Response Cross Functional Team (SAPR CFT) Training Working Group in December of 2009 to evaluate the effectiveness of Bystander Intervention (BI) training in the United States Navy (USN) and the United States Marine Corps (USMC). Appendix A lists team members. The bystander intervention training product evaluated in the pilot was the Mentors in Violence Prevention (MVP) program, a civilian product developed by MVP Strategies, originally designed for use in high school and college athletic programs (see program background in Appendix B). This report summarizes the goals of the pilot, and provides relevant details, criteria, metrics and methodologies used by the Human Performance sub-group to evaluate bystander intervention training and make the following determinations:

- Determine, based on sample and control populations at a variety of operational and shore locations, the effectiveness of bystander intervention content in changing attitudes and beliefs toward sexual assault.

- Determine, based on sample and control populations, if the delivery model (three consecutive 90-minute sessions scheduled at 4-7 day intervals) can be executed in the operational environment.

- Determine if the content and delivery model promotes and supports increased bystander intervention attitudinal changes in target populations.

- Develop preliminary methodologies necessary to promulgate program elements and feasible delivery models throughout target population.

Throughout this report "MVP" and "BI" are often used interchangeably, with MVP referring generally to the specific delivery methodology of this particular contractor, while BI serves to represent the more generic principles and concepts of bystander intervention. The MVP training design is centered on scenario-based, small-group facilitated discussion that intentionally avoids the use of PowerPoint. The basic tenet is to lead the learner to a point of having many options for action with only one wrong answer – and that is to do nothing.

This pilot project gave the Department of the Navy (DoN) an opportunity to explore a variety of delivery locations and situations to determine if the MVP's bystander intervention methodology could be delivered in three distinct types of military environments, including operational Fleet units (both USN and USMC), Navy schoolhouses, and shore installations. The pilot also provided DoN the opportunity to determine what effect high operational tempo has on the Fleet's ability to conduct the training according to its current design model.

2. Study design: Longitudinal Cohort: Based on analysis of Navy sexual assault data, the demographics chosen for the pilot effort included junior enlisted Sailors and Marines in paygrades E6 and below. The experimental design further divided this demographic into subsets, as shown in Appendix C. The intent of the design was to create experimental and control groups that completely exhausted the range of the demographic available, while testing the hypotheses (questions) described in section 3. The data collected during the pilot under this design pinpoints the demographic subset that benefits most from the training intervention. The data also serves as a basis for selecting the most effective delivery strategy (or combination of strategies) for bystander intervention training.

3. Pilot Objectives:

- The following questions are addressed in this report:

- Are there execution challenges to this bystander intervention model in the operational Fleet?
- What is the most effective environment within which to provide BI training to trainees (Fleet Sailors and Marines)?
- What is the best demographic group in the Navy to train to achieve the best results?
- What is the best demographic group in the Marine Corps to train to achieve the best results?
- Is there any change in attitude toward sexual assault and bystander intervention on behalf of Sailors and Marines as a result of the training?
- Does bystander intervention training provide associated benefits to counter other negative behaviors?

4. Pilot project scope and participating units: The pilot was executed in four regional locations: Hampton Roads, Virginia Region; Pensacola, FL; Pearl Harbor and Kaneohe Bay, HI; and Manama, Bahrain. Appendix C lists participating units and selected demographics. The two Fleet concentration areas in Virginia and Hawaii were selected to provide multiple operational units in a geographic area. Pensacola was selected due to the presence of one of the Navy's largest schoolhouse settings that provided a population of both Sailors and Marines. Bahrain was selected as an isolated, but high-tempo, overseas base.

4.1 Instructions to command representatives, and description of the training model:

At the beginning of the pilot**,** each participant command was asked to send command representatives (CO/XO/CMC) to attend an executive session which explained the goals,

objectives, and methodology for the pilot. Each participant command was tasked to provide E5-E7 personnel, qualified through special screening criteria, to attend a two-day Train-the-Trainer (TTT) workshop designed to prepare them to deliver the MVP training to the selected demographic within their commands. At the end of the TTT workshops, these new "Command Trainers" were instructed to follow the MVP protocol for training within their commands.

Command Trainers were instructed to train the selected demographic within their commands in three consecutive 90-minute sessions, with an ideal time between sessions of 4-7 days. They were also instructed to train their Sailors and Marines in small 10-15 person groups (by gender where feasible), and to maintain the composition of these groups, or "cohorts," together for all three sessions. Finally, to the maximum extent possible, they were instructed to deliver the training using a team of two Command Trainers in each training session. Throughout the pilot duration, command representatives were asked to provide feedback regarding the MVP training model. Specifically, they were asked to explain any barriers to execution and what actions, if any, were taken to overcome those barriers.

Beyond the guidance detailed above, the pilot team intentionally avoided extraordinary measures to influence pilot participation beyond the typical level of engagement expected with leadership and unit coordinators. While operational friction was expected to negatively impact the quality and quantity of training, a primary goal of the pilot was an unbiased assessment of sustained execution without inordinate outside influence.

5. Assessment Methodology:

All Command Trainees participated in a pre-training, baseline survey which was administered face-to-face between March and June of 2010. This survey was used as a comparison point against which post-training Level 2 survey results were compared. During the same timeframe, baseline surveys were also administered to all control groups involved in the pilot. Command Trainees were invited to complete end-of-training Level 1 and Level 2 surveys as soon as possible after completing their third training session. The surveys were delivered through web-based links emailed directly to Command Trainees. Command Trainees also received e-mail invitations to participate in follow-up Level 3 and 4 web-based surveys three months following the completion of training. These follow-up surveys were designed to assess the applicability, transfer, and impact of BI subject training areas. The time estimate for survey participation was estimated to be no more than 10 minutes per survey per participant. Survey content is contained in Appendix D. Seventeen scenario-type questions were developed to gauge participants' attitudes and behaviors in two distinct areas: whether they recognized that a given situation was or could lead to a sexual assault, and how likely it would be that they would intervene. Participants were presented with a 5-point Likert scale, with 1 being "not likely at all to intervene" and 5 being "extremely likely to intervene." In order to gain an overall assessment on trends in the data, all answers were summed and averaged, giving each participant a single "likelihood to intervene" score.

6. Analysis methodology and results

6.1 Analysis approach: The initial examination of the data is confined to the individual military units as a whole. The research team separated the data by unit type (ship or shore) and paygrade (E6, E5, E4, E3 and below). This breakdown serves two purposes in the pilot. First, it attempts to

determine which demographic will benefit most from receiving BI training. Secondly, it attempts to determine the type of military unit that could most effectively implement a BI program. The research samples either met, or came very close to meeting, minimum sample size requirements to elicit a 95% confidence level with a confidence interval of 5.

For each sample evaluated, control groups were presented for comparison, if available. The statistical analysis applied to each sample includes measurement of mean (M), standard deviation (SD), t-test (t) and p-value (p). The commonly accepted terminology detailed below was used in the data analysis.

- The mean is simply an average of the survey scores.
- The standard deviation describes the distribution of the scores about the mean.
- The t-test assesses whether the means of two groups (experimental and control, and experimental pre/post) are *statistically* different from each other. This analysis is appropriate to compare the means of two datasets, and determine if a difference is statistically significant, given the difference between the mean scores and the variability of the sample.
- The p-value is a probability measure, with a value ranging from zero to one. It answers the question: If the populations have the same mean overall, what is the probability that a random sampling would lead to a difference between sample means as large as or larger than that observed? For example, a p-value of .03 indicates that random sampling from identical populations would lead to a difference smaller than observed in 97% of experiments and larger than observed in 3% of experiments. For purposes of this study, a

p-value of less than .05 is considered sufficient to reject the null hypothesis (no change), or conversely, to support the hypothesis (change).

6.2 Data Analysis: The samples used by the research team to evaluate paygrade and command types are shown below:

Onboard USS THEODORE ROOSEVELT (CVN-71), 243 E-6 personnel baseline scores (M=4.12, SD=.51) were compared to their post MVP training assessments (M=4.26, SD=.53). The scores on the post survey reflect a small, but statistically significant difference t (415) = -3.05, p=.003, in participants' likelihood to intervene, and/or recognize a situation that may evolve into a sexual assault (see figure 1.1). THEODORE ROOSEVELT trained the entire demographic assigned and returned a statistically significant number of post-training surveys. A control group was not available for this platform. This unit was in a shipyard maintenance period during the pilot, which most likely contributed to their ability to follow the training model. Although a statistically significant difference is present when comparing pre/post training scores, E6 personnel are not a priority target for BI training because the pre-training score already exceeded the desired threshold for a post-training score. In other words, this group generally recognized situations that might evolve into sexual assault and already displayed acceptable attitudes toward BI without the training.

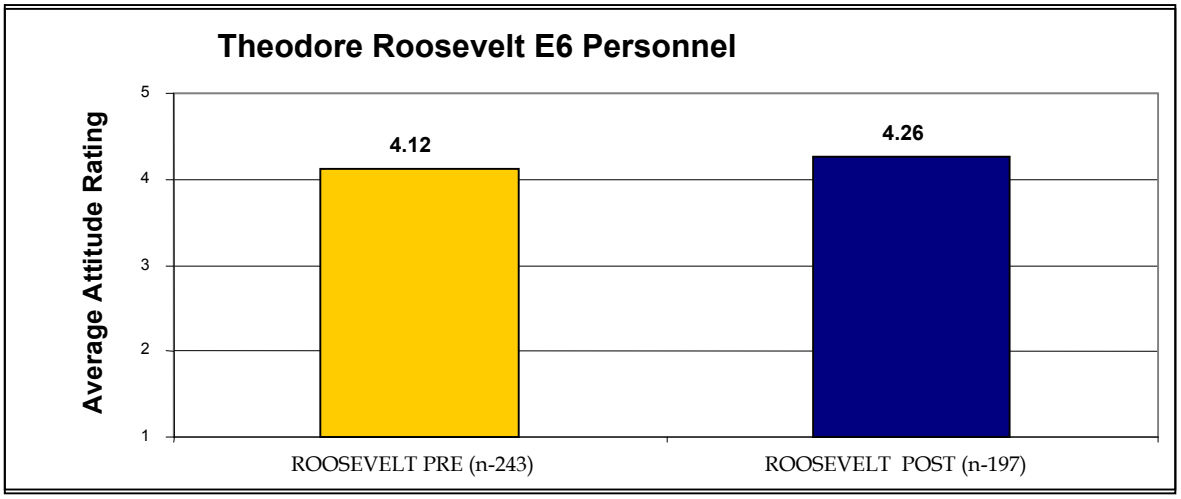

Figure 1.1

Our E-5 sample consisted of two amphibious assault ships, the USS IWO JIMA (LHD -7) and the USS BATAAN (LHD-5) (see figure 1.2). For this sample, BATAAN served as the control group; therefore the 88 participants completed the baseline survey and did not receive BI training. Comparison between baseline scores of BATAAN and IWO JIMA (M=4.02, SD=.46/ M=3.93, SD=.52) revealed no significant differences between units in their participants' likelihood to intervene and/or recognize a potential sexual assault. Examination of the IWO JIMA post BI training data also revealed no significant difference in participants' scores (M=3.99, SD= .70) compared to their baseline (M=3.93, SD= .52), t (173) = -.72, p =0.475. Analysis of the data indicates the model employed on IWO JIMA had little or no statistically significant impact. Therefore, the E5 paygrade on a large-deck amphibious ship is not deemed an ideal target for this BI model.

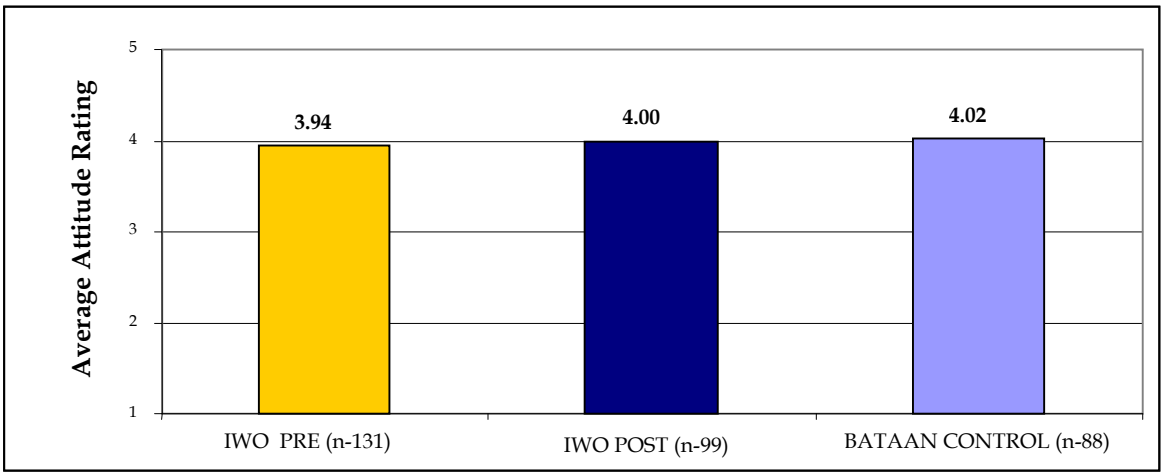

Figure 1.2

The E-4 sample was comprised of two Norfolk-based ships, the USS NITZE (DDG-94), which served as the control group, and the USS HAWES (FFG-53) which received the MVP training (see figure 1.3). Comparing baseline scores between the two groups (M=3.88, SD=.56/M=3.76, SD=.89) revealed a statistically significant difference in attitude/behavior ratings, t (95) = 2.29, p=.024. Following the BI training, HAWES participants reported a significant increase in their likelihood to intervene and/or to recognize a potential sexual assault compared to the baseline scores, t (93) =-2.92, p=.004. Therefore the data indicates the paygrade onboard HAWES (E4) is the primary contributor to their results when compared to IWO JIMA. The younger population and smaller shipboard environment on HAWES were certainly contributors as well. This data supports the hypothesis that younger Sailors (who are typically more junior in paygrade) receive more benefit from formal BI training than more senior Sailors (who are typically older). We refer to Erikson's Stages of Psychosocial Development as the basis for this hypothesis. In the Navy culture, germane is the combination of age and expectation of rank – wherein E5's and E6's are typically mid-level supervisors with significantly more

responsibility with regard to both production, and the general conduct and welfare of subordinates. They are both more mature, and more vested in the organization and its core values.

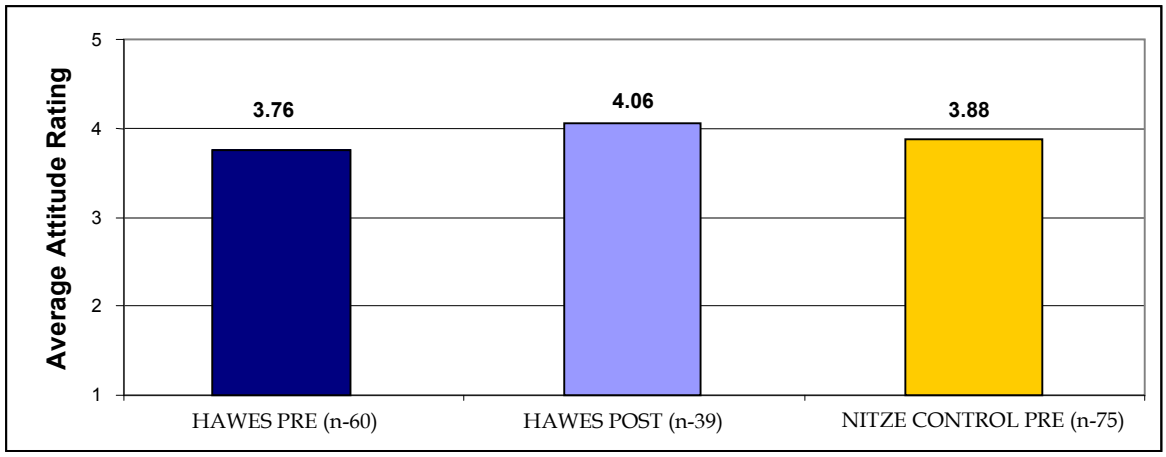

Figure 1.3

The results onboard HAWES are supported by the results in another unit, VFA-106, in which the demographic studied was also the E4 paygrade. In this aviation squadron, the sample control group was VFA-21, and baseline scores (M=3.870, SD=.73/M=3.79, SD=.69) were not significantly different than their VFA-106 counterparts, t (112) =.63, p=.528. Following BI training, the scores significantly increased (M=4.19, SD=.62) from the baseline, t (148) =-3.76, p=0.000 (see figure 1.4). These results support the hypothesis that E4 personnel benefit more from formal BI training than more senior Sailors (E5 and E6) and validate the HAWES results. It is noted that the consistency of these results based on rank/age cross significant Navy cultural differences between surface warfare and aviation units.

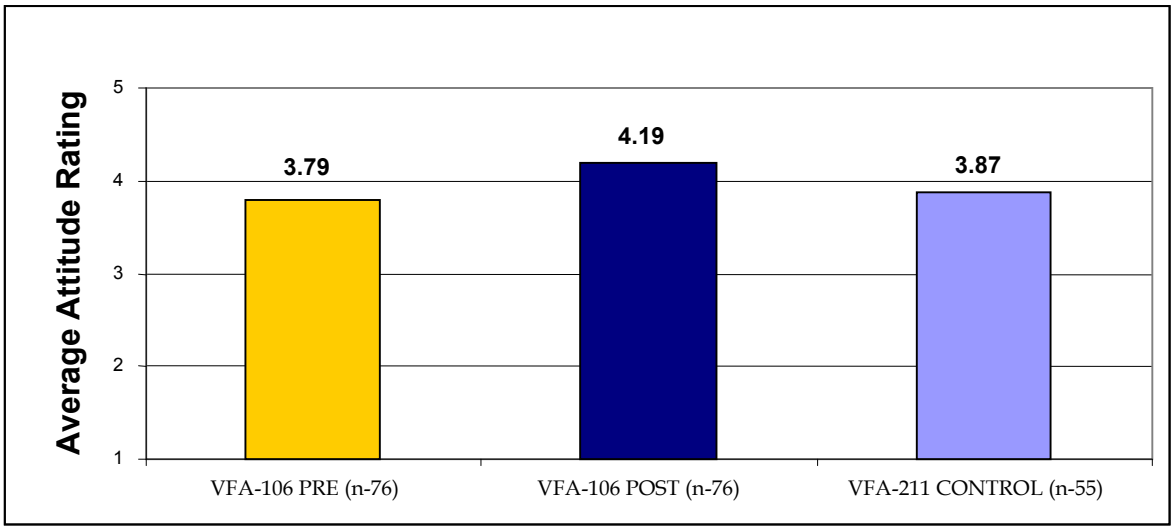

Figure 1.4

The E3 and below sample was comprised largely of students attending initial technical training courses at the Center for Naval Aviation Technical Training (CNATT) (see figure 1.5). Participants in this group had the highest baseline average score (M=4.17, SD=.59), and their post BI training scores (M=4.49, SD=.44) were significantly higher, t (1008) =-11.24, p=.0000. Due to a mix of E4 and below participants, the average scores by paygrade are captured in Figure 1.6. For E1, E2, and E3 participants, scores on the post-training surveys were significantly higher than their corresponding baseline scores. Because of a small sample size (less than 20), the E4 baseline and post BI scores could not be statistically validated, although the trend data supported similar results.

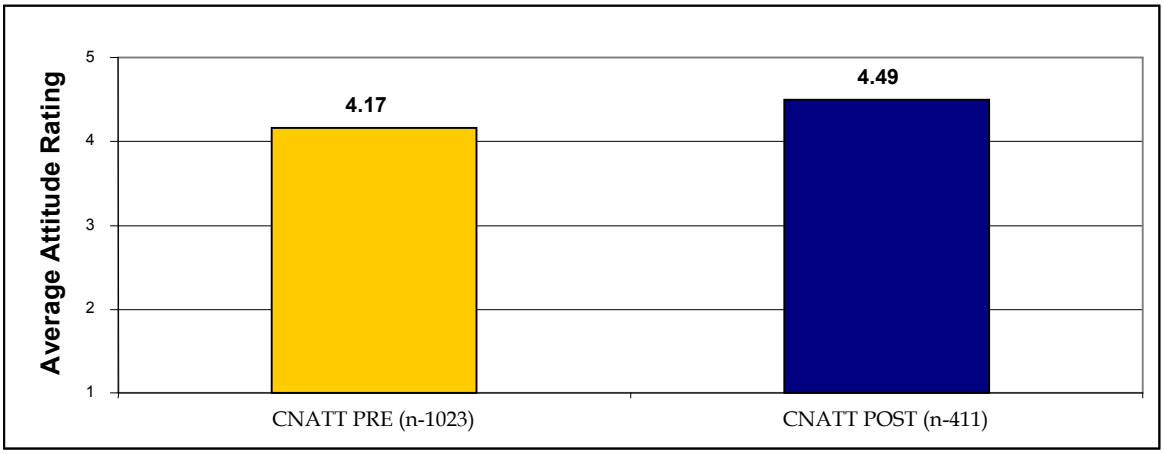

Figure 1.5

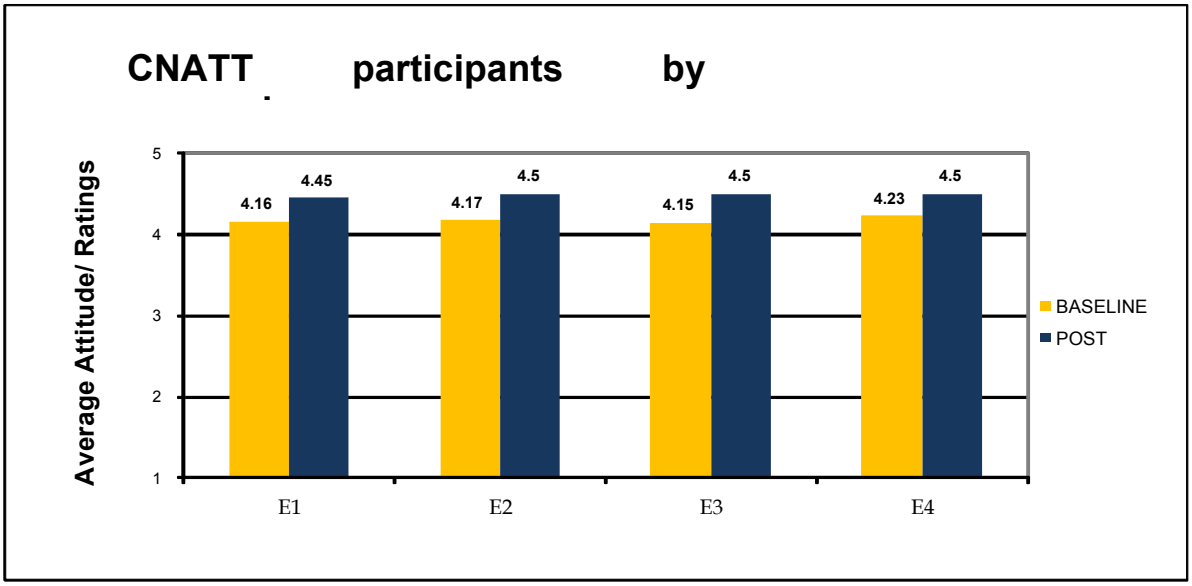

Figure 1.6

6.3 Feasibility of the MVP training model in the operational environment vs. the schoolhouse environment:

The ability to execute the MVP model varied widely across participating commands. Due to operational constraints and competing priorities, some commands were unable to execute training at all, while a few other commands were able to train more participants than assigned. Many commands were able to complete the assigned training, but then were not able to complete the required post-training surveys, thereby rendering the results of their training impossible to measure. Table 1 below lists the commands selected for participation in the pilot, their selected demographics, the number of Sailors/Marines actually trained, and the number of post-training surveys completed. Survey numbers in red indicate insufficient sample sizes to meet 95% confidence level with a confidence interval of 5.

Table 1

Region	Command	Selected Demographic (# assigned)	Number Trained	Level 1 & 2 Surveys Completed	Level 3 & 4 Surveys Completed
Hampton Roads (USFFC)	USS IWO JIMA	All E5s (175)	150	99	6
	ACU-2	All E5 & Below (45)	45	26	0
	USS MAHAN	All E4 & E5 (138)	74	13	2
	USS HAWES	All E4 & Below (61)	48	39	2

Region	Command	Selected Demographic (# assigned)	Number Trained	Level 1 & 2 Surveys Completed	Level 3 & 4 Surveys Completed
	USS THEODORE ROOSEVELT (CVN 71)	All E6 (325)	300	203	53
	RIVRON 2	All E5 & Below (135)	0	0	0
	MARITIME EXPEDITIONARY SECURITY GROUP 2	All E5 & Below (129)	91	11	1
	VFA-106	All E4 (92)	77	77	5
	VAW-120	All E3 & E4 (168)	132	34	0
	MCSFR Norfolk (USMC)	E4 and E5 (50)	49	39	0
	MCSFR Northwest (USMC)	E5 Only (63)	0	0	0
	2nd FAST Co. (USMC)	E3 Only (93)	0	0	0
Pearl Harbor/ Kaneohe Bay, HI (PACFLT)	USS O'KANE (DDG)	All E4 & E5 (138)	173	77	0
	USS CHUNG HOON	All E4 & E5 (138)	163	95	9

	USS CROMMELIN (FFG)	All E4 & Below (90)	73	3	0
Region	**Command**	**Selected Demographic (# assigned)**	**Number Trained**	**Level 1 & 2 Surveys Completed**	**Level 3 & 4 Surveys Completed**
	USS CHICAGO (SSN)	All E5 & Below (73)	53	33	0
	USS BREMERTON (SSN)	All E5 & Below (73)	73	0	0
	Pearl Harbor Naval Shipyard	E5 and Below (188)	147	39	17
	VP-4	All E5 & Below (203)	141	4	0
	MALS-24	All E5 & Below (200)	184	67	6
	MCAS K-BAY	E5 (33)	28	18	4
	HQSVCBN Camp Smith (USMC)	E4 and Below (63)	57	38	3
	CLB-3 (USMC)	E4 Only (37)	37	9	0
Pensacola, FL (NETC)	CNATT	E4 and Below Pipeline Students (1000)	687	668	9
NSA Bahrain	Subordinate Bahrain commands combined	E4 and Below (1000)	37	5	0

The positive results obtained from THEODORE ROOSEVELT, HAWES, and VFA-106 indicate BI training delivery in the operational environment is possible using the model tested, and can produce positive results. However, the feedback received from shipboard coordinators during the pilot suggests that shipboard coordinators expended significant effort to overcome environmental obstacles, such as operational tempo and competing priorities, to meet training goals. Exacerbated by manning shortfalls in junior personnel, the majority of shipboard coordinators and command trainers did not recommend employment of the MVP's BI model in a shipboard or operational environment, unless unit leadership could support actions that would mitigate the typical challenges. As a land-based training squadron with a high training tempo, VFA-106 reported similar conflicts, albeit to a lesser degree. While anecdotal results from these units were generally positive and indicated effective training on a small scale, without mitigation, it appears operational barriers could hinder the ability of a command to accomplish enough effective training to promote a change in command climate or culture. (see Table 1 above). As an indication of the operational challenges, of the 25 participating commands, only four were able to meet all pilot goals (complete training and surveys). Two commands were the CNATT schoolhouse, and VFA-106, a shore-based aviation unit with deploying detachments. The third, USS THEODORE ROOSEVELT, was in the shipyard for an extended availability, which means normal operational barriers were not present. The fourth, USS IWO JIMA, was on deployment during the pilot, making evenings and weekends available for training. An additional sixteen commands were able to train sufficient numbers of their targeted demographic; however survey responses from 12 of these were insufficient to be statistically valid for the pilot results. Three commands were unable to conduct any training whatsoever. Two commands, USS O'KANE and

USS CHUNG HOON, were able to train more than their assigned numbers. Interestingly, both of these commands were on deployment during at least part of the pilot period. These results indicate that the barriers in the operational environment, particularly during the training and work-up cycle, are not conducive to effective formal BI training using the MVP model employed. The results indicate, however, that with strong command support, BI training may be effective once on deployment and a daily routine is established.

Due to the more stable, controlled schoolhouse environment, the results obtained at CNATT in Pensacola were, by a significant measure, the best obtained in the pilot. Participants' attitudes toward BI improved an average of 7.67%. Success in the schoolhouse environment was also evident in terms of production capability. The schoolhouse was able to deliver bystander intervention training to 687 Sailors and Marines during the pilot, and was able to produce Level 1 and Level 2 survey responses from 668 of them, for a survey response rate of 97.23%. This success can be attributed to a combination of three factors: the schoolhouse environment itself, the use of properly trained and certified Navy instructors for delivery and student management, and the targeted paygrades of the participants (almost all E3 and below). These factors combined to provide an ideal mix of learning environment, instructional skills, and target audience, while presenting none of the operational barriers encountered by the Fleet units.

6.4 Conclusions:

The analysis of the survey data obtained in the pilot, combined with the feedback obtained from Command Trainers and Command Coordinators, leads this study to the following conclusions:

1. Survey data and free-text feedback from BI trainers show that bystander intervention training had some measure of impact on all ranks and in all environments. The statistical significance of this feedback could not be validated in many units due to incomplete training, or in most cases, incomplete post-training survey data. From an efficiency and effectiveness perspective, a combination of the most suitable training audience (age, rank) and most conducive training environment are revealed in the study.

2. The most effective environment within which to provide formal bystander intervention training is in the initial skills training pipeline. Participants involved in the pilot in the CNATT schoolhouse were trained during After Hours training in conjunction with Navy Military Training (NMT). Navy Military Training After Hours (NMT-AH) training is conducted outside the normal training day and is typically delivered in the barracks environment. This delivery strategy allows highly trained and certified Navy instructors to deliver the training in an environment free from the disruptive barriers present in the operational environment. The schoolhouse environment supported the small group cohesion for the three sequential sessions, thus fostering a group dynamic that supported open and frank discussions.

3. The best demographic group to receive and respond to formal bystander intervention training is the E3 and below paygrades, based primarily on the Level 2 results obtained in the CNATT schoolhouse. While all paygrades noted a positive response to training, the data confirmed the generally accepted principle of training as early as possible to maximize impact. This conclusion does not negate the training impact on other demographics, but speaks to the broad efficiency and effectiveness goal of promoting culture change on a large scale.

4. Insufficient data were collected to ascertain any significant difference between Navy and Marine Corps populations. The CNATT schoolhouse population included Marines, and anecdotal evidence indicates that the effectiveness is largely the same. VFA-106, for instance, is a blended unit with both Navy and Marine Corps personnel. For purposes of this report, there is no distinction made between services, although some cultural and operational differences may impact the recommended solution for BI implementation.

5. One of the intangible variables noted by the study team was the impact of unit leadership. Regardless of operational environment, it was the direct involvement of leadership that set the tone for the priority and emphasis of training. While Flag support was initially provided to the BI pilot via message traffic and Commanding Officer's Summits, it was the sustained visibility and personal interest of unit leadership that impacted a command's ability to complete the training, and then further complete the survey data. It is this direct correlation to leadership impact that leads this study to one of the recommendations for future delivery options to the Fleet.

6. One of the stated goals of the study was to determine if BI training provided associated benefits to counter other negative behaviors. Data obtained in Level 3 and 4 follow-up surveys, designed to be captured 90 days after completion of training, was not received in quantities deemed to be statistically significant. Due to time constraints on the study and given the same operational friction that impacted the initial post-training surveys, less than 200 Level 3 and 4 surveys were received. While not statistically significant, of these limited responses there were 17 individuals annotating their use of skills learned in bystander intervention training to prevent at least 1 sexual assault each, with some reporting multiple interventions (a total of 31 claimed preventions). There were no direct

responses that indicated the BI skills were used to prevent or impact other negative behaviors. However, anecdotal feedback from both the trained demographic and unit leadership seemed very confident in the transference of BI skills to a multitude of scenarios.

One interesting and unintended observation is related to incidents of non-judicial punishment (NJP). NJP, often referred to as "Captain's Mast," is the administrative procedure used by command leadership to resolve, correct and adjudicate behavior that is a violation of the Uniformed Code of Military Justice. During the BI pilot timeframe in Pensacola (Jun-Nov 2010), 147 Sailors attached to the CNATT schoolhouse went to NJP, which is 2.45% of CNATT's throughput (6000) during the same timeframe. The BI pilot sample of 687 Sailors is a statistically significant representative sample of the 6000 students (99% confidence level, 4.63 Confidence Interval), which means at least 94.37% of the time the sample group of students should display the same attributes as the population of 6000. This means that statistically one could expect 17 of the NJPs to have come from the BI study sample group. However, of the 687 Sailors in the trained sample group, there were no (zero) incidents of NJP. It is, therefore, statistically reasonable to conclude that the BI training positively impacted the lack of personal conduct incidents in the trained group of Sailors.

7. Establishing a potential Return on Investment for bystander intervention training is extremely difficult. With all due sensitivity to the idea of putting a cost to the human suffering associated with the victims of sexual assault, this survey team attempted to do so. Ultimately, this team was unsuccessful determining a valid “cost” per sexual assault within the Department of Defense. One figure being used in a civilian context during

sexual assault prevention training is a $458K total cost for each assault. Based on the cost of this pilot study, preventing only one incident would easily recoup the investment. With 31 reported interventions in the survey data (not to mention the lack of various NJP offenses), even the most conservative analysis would conclude a positive ROI for the study alone. Of course, the intangible impact of promoting culture change and creating a climate of mutual dignity and respect is immeasurable – not only on an individual human scale, but from a military readiness perspective. While the details of a viable BI training program for the Navy and Marine Corps have not been fully vetted, the conclusion of this study is that it is feasible to execute a program that will realize a significant Return on Investment, both in fiscal and readiness terms.

6.5 Recommendations:

It is the recommendation of this study that the Department of Navy establish formal bystander intervention training as the foundation of a more comprehensive effort to establish a culture of bystander intervention throughout the Navy and Marine Corps. The Department of the Navy should work with Subject Matter Experts to develop an organic capability that is tailored for the Service and has no execution limitations. More detailed recommendations include:

1. Foundational bystander intervention training should be accomplished in conjunction with Navy Military Training After Hours (NMT-AH) in all accession pipelines where NMT-AH is offered. The demographic of these schools will normally be E3 and below, but recommend all students (including fleet returnees who are more senior) receive the training. In locations where NMT-AH is not currently offered, recommend investigation into similar points of initial skills training where bystander intervention may be included, with the goal of reaching every Sailor in the Navy prior to reporting to their first

operational command. While this model is feasible for Marines in the aviation rates, further study is required to determine the execution options for Marines in other occupational specialty areas.

2. Formal bystander intervention training should serve as the foundation upon which to build a military environment that encourages bystanders to intervene in situations where shipmates and others may be in danger of harming themselves or others. However, the initial training is just that -- a foundation. If the Navy is to build a culture of active intervention, it is important that there be periodic reinforcement of bystander intervention principles throughout a Sailor's career. It is with this in mind that we also recommend a thorough review of all Navy/Marine Corps training currently aimed at the prevention of undesirable behavior, with an eye toward incorporating the principles of bystander intervention wherever possible. For the Navy, this study specifically recommends inclusion of a bystander intervention theme in all alcohol and drug awareness and prevention courses, Navy PREVENT, BEARINGS, Command-Managed Equal Opportunity, and Officer and Enlisted Leadership Training. To be clear, this training would not be the same small group training provided during accession, but would consist of tailored messages based on the appropriate context and supervisory level. To support lasting culture change, it is imperative that a common lexicon and understanding of basic BI principles exist within the force structure.
3. In addition to the formal training incorporated into accessions pipelines, recommend an "on demand" training capability that can support any operational or shore unit. While operational friction will always be a challenge, this study reveals that if a unit has leadership that is committed to the training, that same leadership knows best the timing

and capacity of the unit to receive and embrace the training. This will provide unit leadership a tool to help shape cultural and climate changes within the command. The proposed model for this delivery would be for the unit to provide the required number of hand-selected, command trainers to receive a nominal 1-2 days of train-the-trainer instruction, and then return to the unit to execute the training as dictated by command leadership.

4. Continue the holistic approach of the SAPR Cross Functional Team to ensure strategic communications and Service messaging reinforces the principles of bystander intervention through a broad, multi-media approach. Relevant, engaging media that links bystander intervention to not only sexual assault, but other harmful behaviors, is critical to supporting a change in Service culture. Navy should also pursue linkage to other successful programs such as the Coalition of Sailors Against Destructive Decisions (CSADD), a largely grass roots movement that is "owned" at the deck-plate level. Based on discussions with participants during the course of this study, the dynamic of "doing the right thing for a friend" versus what is perceived as "peer loyalty," is a significant stumbling block to many young servicemen and women. Our strategic messaging must take this on to make bystander intervention "real" and practical.

Appendix A

Team Membership

The Government's primary Pilot Team is currently identified as:

- NETC/CPPD:
  - CAPT C. Hollingsworth (Lead)
  - CDR M. Short
  - Jean Kirchner
  - Kevin Ramey (HP subgroup member)
  - Jerry Hadley (HP subgroup member)
- USFFC:
  - Mike Breh
  - Marie Parker
- PACFLT:
  - Karen Artz
  - Maricar Davis
- USMC:
  - Tina Carter (USMC Norfolk, VA)
  - Brenda Huntsinger (USMC Kaneohe Bay, HI)

Appendix B
Mentors in Violence Prevention Background
Characteristics of the MVP Program (from Jackson Katz website)

The Mentors in Violence Prevention (MVP) Model is a gender violence, bullying, and violence prevention approach that encourages young men and women from all socioeconomic, racial and ethnic backgrounds to take on leadership roles in their schools and communities. The training is focused on an innovative "bystander" model that empowers each student to take an active role in promoting a positive school climate. The heart of the training consists of role-plays intended to allow students to construct and practice viable options in response to incidents of harassment, abuse, or violence before, during, or after the fact. Students learn that there is not simply "one way" to confront violence, but that each individual can learn valuable skills to build their personal resolve and to act when faced with difficult or threatening life situations.

The *MVP Model* originated in 1993 with the creation of the Mentors in Violence Prevention Program at Northeastern University's Center for the Study of Sport in Society. With initial funding from the U.S. Department of Education, the multiracial MVP Program was designed to train male college and high school student-athletes and other student leaders to use their status to speak out against rape, battering, sexual harassment, gay-bashing, and all forms of sexist abuse and violence. A female component was added in the second year with the complementary principle of training female student-athletes and others to be leaders on these issues.

MVP utilizes a creative "bystander" approach to gender violence and bullying prevention. It focuses on young men not as perpetrators or potential perpetrators, but as empowered bystanders who can confront abusive peers – and support abused ones. It focuses on young women not as victims or potential targets of harassment, rape and abuse, but as empowered bystanders who can support abused peers - and confront abusive ones. In this model, a "bystander" is defined as a

family member, friend, classmate, teammate, coworker – anyone who is imbedded in a family, school, social, or professional relationship with someone who might in some way be abusive or experiencing abuse.

The heart of the model is interactive discussion, in single-sex and mixed-gender classes and workshops, using real-life scenarios that speak to the experiences of young men and women in high school, college, and other areas of social life. The chief curricular innovation of MVP is a training tool called the Playbook, which consists of a series of realistic scenarios depicting abusive male (and sometimes female) behavior. The Playbook – with separate versions for men and women - transports participants into scenarios as witnesses to actual or potential abuse, then challenges them to consider a number of concrete options for intervention before, during, or after an incident.

The *MVP Model* seeks to provide bystanders with numerous options, most of which carry no risk of personal injury. With more options to choose from, people are more likely to respond and not be passive and silent – and hence complicit – in violence or abuse by others. Many young men and women, and people in US society in general, have been socialized to be passive bystanders in the face of sexist abuse and violence. This conditioning is reflected in the oft-heard statement that a situation "between a man and a woman" is "none of my business."

The MVP delivery model is based on successive delivery of three training events, each lasting between 1.5 and 3 hours. These training events are not conducted back-to-back. They are conducted at predefined intervals, with time built in between them to allow for reflection and practice.

Source: http://www.jacksonkatz.com/mvp.html

Appendix C

Participating Units

Norfolk, VA

USFFC Participant Commands	**Selected Demographic (count)**	**Control Group (all control groups use same demographics)**
USS IWO JIMA	All E5s (188)	USS BATAAN
ACU-2	All E5 & Below (45)	None
USS MAHAN	All E4 & E5 (138)	USS NITZE
USS HAWES	All E4 & Below (61)	USS NITZE
USS THEODORE ROOSEVELT (CVN 71)	All E6 (325)	None
RIVRON 2	All E5 & Below (135)	None
MARITIME EXPEDITIONARY SECURITY GROUP 2	All E5 & Below (129)	None
VFA 106	All E4 (92)	VFA 211
VAW 120	All E3 & E4 (168)	VFA 211
MCSFR Norfolk (USMC)	E4 & E5 (77)	None
MCSFR Northwest (USMC)	E5 Only (63)	None
2nd FAST Co. (USMC)	E3 Only (93)	None

Pearl Harbor, HI

PACFLT Participant Commands	**Selected Demographic (count)**	**Control Group (all control groups use same demographics)**
USS O'KANE (DDG)	All E4 & E5 (138)	USS Patrick Henry
USS CHUNG HOON	All E4 & E5 (138)	USS Patrick Henry
USS CROMMELIN (FFG)	All E4 & Below (61)	USS Patrick Henry
USS CHICAGO (SSN)	All E5 & Below (73)	USS Key West
USS BREMERTON (SSN)	All E5 & Below (73)	USS Key West
Pearl Harbor Naval Shipyard	E5 & Below (188)	Norfolk Naval Shipyard
VP 4	All E5 & Below (203)	VP 9
MALS-24	All E5 & Below (200)	FRC MIDLANT (Virginia)
MCAS K-BAY	E5 (33)	MCAS HQ
HQSVCBN Camp Smith (USMC)	E4 & Below (63)	MCAS HQ
CLB-3 (USMC)	E4 Only (90)	MCAS HQ

Center for Naval Aviation Technical Training, Pensacola, FL

NETC Participant Command	Selected Demographic (count)	Control Group
CNATT	E4 & Below Pipeline Students (1000)	Not used for this delivery method

Naval Support Activity Bahrain

Bahrain Participant Commands	Selected Demographic (count)	Control Group
Subordinate Bahrain commands combined	E4 & Below (1000)	Not used for this delivery method

Appendix D

MVP Pilot Surveys

Baseline Assessment

1. If I saw a shipmate grabbing, pushing, or insulting his partner, I would confront him.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

2. If I saw a shipmate taking a very intoxicated person up the stairs to his/her room, I would say something and ask what they were doing.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

3. If I saw several strangers dragging a passed-out woman up to their room, I would get help and try to intervene.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

4. I would call 911 and tell the hospital my suspicions if I suspected a shipmate had been drugged.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

5. I would try to get help if I suspected a stranger at a party had been drugged.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

6. I would go investigate if I were awakened at night by someone calling for help.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

7. I would call 911 if my friend needed help.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

8. I would talk to the friends of a drunk person to make sure they don't leave their drunk friend behind at a party.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

9. If I see a stranger at a party who has had too much to drink, I would offer to escort him/her home safely.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

10. If a shipmate told me about an unwanted sexual experience, but did not consider it rape, I would question the person further.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

11. If I see a shipmate at a party who has had too much to drink, I would offer to escort him/her home safely.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

12. If I heard what sounded like yelling and fighting through my barracks walls, I would go investigate.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

13. If I heard an acquaintance talking about forcing someone to have sex, I would speak up against it.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

14. If I saw someone's drink get spiked, I would warn him/her, even if I didn't know the person.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

15. I would grab someone else's cup and pour out their drink if I saw that someone had slipped something into it.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

16. I would notify my LPO or the command SAPR or SARC to get help if a friend told me she had been sexually assaulted.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

17. I would notify my LPO or the command SAPR or SARC to get help if someone told me she had been sexually assaulted, even if I didn't know her.

A. Not at all Likely
B. Unlikely
C. Undecided
D. Likely
E. Extremely Likely

18. Please select your age group.

A. 17-21
B. 22-26
C. 27-31
D. 32-36
E. 37-41
F. 42-46
G. 47-51
H. 52 or older

19. Please select your time in service group (round to the nearest whole year).

A. Less than 1 year
B. 1-2 years
C. 3-4 years
D. 5-6 years
E. 7-8 years
F. 9-10 years
G. 11-12 years
H. More than 12 years

20. Please select your time-in-rate group (round to the nearest whole year).

A. Less than 1 year
B. 1-2 years
C. 3-4 years
D. 5-6 years
E. More than 6 years

21. Please select your current relationship status.

A. Married
B. Engaged
C. Single, dating
D. Single, not dating
E. Divorced, dating
F. Divorced, not dating
G. Widow/Widower
H. Other

22. Do you have any children?

A. Yes
B. No

23. Please select the highest level of education you have attained.

A. GED
B. High School Diploma
C. Associate's Degree
D. Bachelor's Degree
E. Graduate Degree

24. Please select your paygrade.

A. E1
B. E2
C. E3
D. E4
E. E5
F. E6

25. Please select your service branch.

A. USN
B. USMC

26. Please select your service status.

A. Active Duty
B. Selected Reserve
C. Reserve on Active Duty

27. Please select the ethnic group with which you most closely identify from the choices below.

A. American Indian or Alaska Native
B. Asian
C. Black or African American
D. Native Hawaiian or other Pacific Islander
E. White, Hispanic
F. White, Non-Hispanic

28. Please select your gender.

A. Female
B. Male

Level 1 Survey

Quality of Content

The course lesson topics enabled me to meet the training objectives.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

The physical training environment enabled me to meet the training objectives.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

The course lesson topics were presented in a manner that enabled me to meet the training objectives.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Course material provided enabled me to meet the training objectives (e.g., student guides/handbooks).

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Please use the space below comment on the quality of the course content.

_____

_____

_____

Quality of Instructor

The instructor exhibited professional behavior at all times.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

The instructor motivated me to learn.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

The instructor was prepared.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

The instructor taught at a level that I could understand.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

The instructor clearly explained the learning objectives.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

The instructor encouraged me to ask questions.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

The instructor answered my questions adequately.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

The instructor was available to provide additional assistance as needed.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Please use the space below to provide any specific comments you may have about the quality of your instructor.

_____

_____

_____

Level 2 Survey

Please provide your responses to the questions below.

	Not at all Likely	Unlikely	Undecided	Likely	Extremely Likely
If I saw a shipmate grabbing, pushing, or insulting his partner, I would confront him.	❍	❍	❍	❍	❍
If I saw a shipmate taking a very intoxicated person up the stairs to his/her room, I would say something and ask what they were doing.	❍	❍	❍	❍	❍
If I saw several strangers dragging a passed-out woman up to their room, I would get help and try to intervene.	❍	❍	❍	❍	❍
I would call 911 and tell the hospital my suspicions if I suspected a shipmate had been drugged.	❍	❍	❍	❍	❍
I would try to get help if I suspected a stranger at a party had been drugged.	❍	❍	❍	❍	❍
I would go investigate if I were awakened at	❍	❍	❍	❍	❍

night by someone calling for help.					
I would call 911 if my friend needed help.	❍	❍	❍	❍	❍
I would talk to the friends of a drunk person to make sure they don't leave their drunk friend behind at a party.	❍	❍	❍	❍	❍

Please provide your responses to the questions below.

	Not at all Likely	Unlikely	Undecided	Likely	Extremely Likely
If I see a stranger at a party who has had too much to drink, I would offer to escort him/her home safely.	❍	❍	❍	❍	❍
If a shipmate told me about an unwanted sexual experience, but did not consider it rape, I would question the person further.	❍	❍	❍	❍	❍
If I see a shipmate at a party who has had too much to drink, I would offer to escort him/her home safely.	❍	❍	❍	❍	❍

If I heard what sounded like yelling and fighting through my barracks walls, I would go investigate.	❍	❍	❍	❍	❍
If I heard an acquaintance talking about forcing someone to have sex, I would speak up against it.	❍	❍	❍	❍	❍
If I saw someone's drink get spiked, I would warn him/her, even if I didn't know the person.	❍	❍	❍	❍	❍
I would grab someone else's cup and pour out their drink if I saw that someone had slipped something into it.	❍	❍	❍	❍	❍
I would notify my LPO or the command SAPR or SARC to get help if a friend told me he/she had been sexually assaulted.	❍	❍	❍	❍	❍
I would notify my LPO or the command SAPR or SARC to get help if someone told me he/she had been	❍	❍	❍	❍	❍

sexually
assaulted,
even if I
didn't know
him/her.

The information requested below is requested for analysis purposes only. The information you provide will be used in combination with the responses of others to describe the characteristics of the group enrolled in this training. Your e-mail address is requested so that we may send you follow-up surveys as part of our analysis effort. No effort will be made to trace your responses back to you as an individual.

Demographic Information

E-mail Address.

_____

Please select the group to which your command belongs from the choices below.

- ❍ United States Fleet Forces Command
- ❍ United States Pacific Fleet
- ❍ Naval Education and Training Command (NETC)
- ❍ CENTCOM

Please select your command name from the choices below.

- ❍ 2nd FAST Yorktown
- ❍ ACU-2
- ❍ AIMD/MALS-24 MCBH KANEOHE BAY
- ❍ CNATT Pensacola
- ❍ MCSFR Norfolk
- ❍ MCSFR Northwest Annex
- ❍ MESG-2
- ❍ NSA Bahrain
- ❍ PEARL HARBOR NSYD AND IMF

- ❍ RIVRON-2
- ❍ USS Bremerton (SSN 698)
- ❍ USS Chung Hoon
- ❍ USS Crommelin
- ❍ USS Hawes
- ❍ USS Iwo Jima
- ❍ USS Key West (SSN 722)
- ❍ USS Mahan
- ❍ USS O'Kane
- ❍ USS Theodore Roosevelt
- ❍ VAW 120
- ❍ VFA 106
- ❍ VP-4

Please select your age group.

- ❍ 17-21
- ❍ 22-26
- ❍ 27-31
- ❍ 32-36
- ❍ 37-41
- ❍ 42-46
- ❍ 47-51
- ❍ 52 or older

Please select your time in service group (round to the nearest whole year).

- ❍ Less than 1 year
- ❍ 1-2 Years
- ❍ 3-4 Years
- ❍ 5-6 Years
- ❍ 7-8 Years
- ❍ 9-10 Years
- ❍ 11-12 Years
- ❍ More than 12 Years

Please select your time-in-rate group (time in your current paygrade, rounded to the nearest whole year).

- ❍ Less than 1 Year
- ❍ 1-2 Years
- ❍ 3-4 Years
- ❍ 5-6 Years
- ❍ More than 6 Years

Please select your current relationship status from the choices below.

- ❍ Married
- ❍ Engaged
- ❍ Single, dating
- ❍ Single, not dating
- ❍ Divorced, dating
- ❍ Divorced, not dating
- ❍ Widow/Widower
- ❍ Other

Do you have children?

- ❍ Yes
- ❍ No

Please select the highest level of education you have attained.

- ❍ GED
- ❍ High School Diploma
- ❍ Associate's Degree
- ❍ Bachelor's Degree
- ❍ Graduate Degree

Please select your paygrade.

- ❍ E1
- ❍ E2
- ❍ E3
- ❍ E4
- ❍ E5
- ❍ E6

Please select your branch of service from the choices below.

- ❍ USMC
- ❍ USN

Please select your service status.

- ❍ Active Duty
- ❍ Selected Reserve
- ❍ Reserve on Active Duty

Please select, from the choices below, the race group with which you most closely identify.

- ❍ American Indian or Alaska Native
- ❍ Asian
- ❍ Black or African American
- ❍ Native Hawaiian or other Pacific Islander
- ❍ White, Hispanic
- ❍ White, Non-Hispanic

Please select your gender.

- ❍ Female
- ❍ Male

Level 3 & 4 Survey

Each of the topic areas in the table below were covered in the MVP training you attended. Please rate how well each topic area applies to the Navy environment.

	Not Applicable in the Navy Environment	Mostly Inapplicable in the Navy Environment	Neutral	Mostly Applicable in the Navy Environment	Highly Applicable in the Navy Environment
The importance of peer influence in defining acceptable behavior.	❍	❍	❍	❍	❍
Recognizing a situation that may lead to sexual assault.	❍	❍	❍	❍	❍
How drugs and alcohol contribute to sexual assault.	❍	❍	❍	❍	❍
How being under the influence of drugs or alcohol affects one's ability to consent to sex.	❍	❍	❍	❍	❍
Strategies for intervention in situations that may lead to sexual assault.	❍	❍	❍	❍	❍
How sexual assault affects the lives of victims, perpetrators, and bystanders.	❍	❍	❍	❍	❍
How sexual assault affects the bond between members of the command.	❍	❍	❍	❍	❍
Proper actions to take if you become aware of a	❍	❍	❍	❍	❍

sexual
assault.

Each of the topic areas in the table below were covered in the MVP training you attended. Please indicate your opinion of the impact your increased knowledge in each topic area had on the social climate in your command.

	Very Negative Impact	Mostly Negative Impact	Neither Negative nor Positive Impact	Mostly Positive Impact	Very Positive Impact
The importance of peer influence in defining acceptable behavior.	❍	❍	❍	❍	❍
Recognizing a situation that may lead to sexual assault.	❍	❍	❍	❍	❍
How drugs and alcohol contribute to sexual assault.	❍	❍	❍	❍	❍
How being under the influence of drugs or alcohol affects one's ability to consent to sex.	❍	❍	❍	❍	❍
Strategies for intervention in situations that may lead to sexual assault.	❍	❍	❍	❍	❍
How sexual assault affects the lives of victims, perpetrators, and bystanders.	❍	❍	❍	❍	❍
How sexual assault affects the bond between members of the command.	❍	❍	❍	❍	❍
Proper actions to take if you become aware of a sexual assault.	❍	❍	❍	❍	❍

Since attending MVP training, have you encountered a situation where you used the skills you learned in MVP training to intervene to prevent a sexual assault?

❍ Yes

❍ No

Advanced Branch: 3 Since attending MVP training, have you encountered a situation where you used the skills you learned in MVP training to intervene to prevent a sexual assault? = No; >>>> Skip to Page 7: Since you attended MVP training, have you encountered a situation not related to sexual assault where you used the skills you learned in MVP training to intervene? If so, please use the space below to describe the situation(s).

You indicated in the previous question that you encountered a situation where you used MVP skills to intervene to prevent a sexual assault. Please indicate, for each topic area, how well the topic area prepared you for the situation.

	Didn't Help at all	Very Little Help	Neutral	Somewhat Helpful	Very Helpful
The importance of peer influence in defining acceptable behavior.	❍	❍	❍	❍	❍
Recognizing a situation that may lead to sexual assault.	❍	❍	❍	❍	❍
How drugs and alcohol contribute to sexual assault.	❍	❍	❍	❍	❍
How being under the influence of drugs or alcohol affects one's ability to consent to sex.	❍	❍	❍	❍	❍
Strategies for intervention in situations that may lead to sexual	❍	❍	❍	❍	❍

assault.					
How sexual assault affects the lives of victims, perpetrators, and bystanders.	❍	❍	❍	❍	❍
How sexual assault affects the bond between members of the command.	❍	❍	❍	❍	❍
Proper actions to take if you become aware of a sexual assault.	❍	❍	❍	❍	❍

Please select the number of times you intervened using MVP techniques to prevent a sexual assault.

❍ 1

❍ 2

❍ 3

❍ 4

❍ 5

❍ More than 5

Since you attended MVP training, have you encountered a situation not related to sexual assault where you used the skills you learned in MVP training to intervene? If so, please use the space below to describe the situation(s).

_____

_____

_____

The information requested below is requested for analysis purposes only. The information you provide will be used in combination with the responses of others to describe the characteristics of the group enrolled in this training. Your e-mail address is requested so that we may send you follow-up surveys as part of our analysis effort. No effort will be made to trace your responses back to you as an individual.

Demographic Information

E-mail Address.

_____

_____

_____

Please select the group to which your command belongs from the choices below.

- ❍ United States Fleet Forces Command
- ❍ United States Pacific Fleet
- ❍ Naval Education and Training Command (NETC)
- ❍ CENTCOM

Please select your command name from the choices below.

- ❍ 2nd FAST Yorktown
- ❍ ACU-2

- AIMD/MALS-24 MCBH KANEOHE BAY
- CNATT Pensacola
- Combat Logistics Squadron 3
- Headquarters Service Btln, Camp Smith
- MCAS Kaneohe Bay
- MCSFR Norfolk
- MCSFR Northwest Annex
- MESG-2
- NSA Bahrain
- PEARL HARBOR NSYD AND IMF
- RIVRON-2
- USS Bremerton (SSN 698)
- USS Chung Hoon
- USS Crommelin
- USS Hawes
- USS Iwo Jima
- USS Key West (SSN 722)
- USS Mahan
- USS O'Kane
- USS Theodore Roosevelt
- VAW 120
- VFA 106
- VP-4

Please select your age group.

- ❍ 17-21
- ❍ 22-26
- ❍ 27-31
- ❍ 32-36
- ❍ 37-41
- ❍ 42-46
- ❍ 47-51
- ❍ 52 or older

Please select your time in service group (round to the nearest whole year).

- ❍ Less than 1 year
- ❍ 1-2 Years
- ❍ 3-4 Years
- ❍ 5-6 Years
- ❍ 7-8 Years
- ❍ 9-10 Years
- ❍ 11-12 Years
- ❍ More than 12 Years

Please select your time-in-rate group (time in your current paygrade, rounded to the nearest whole year).

- ❍ Less than 1 Year
- ❍ 1-2 Years
- ❍ 3-4 Years
- ❍ 5-6 Years
- ❍ More than 6 Years

Please select your current relationship status from the choices below.

- ❍ Married
- ❍ Engaged
- ❍ Single, dating
- ❍ Single, not dating
- ❍ Divorced, dating
- ❍ Divorced, not dating
- ❍ Widow/Widower
- ❍ Other

Do you have children?

- ❍ Yes
- ❍ No

Please select the highest level of education you have attained.

- ❍ GED
- ❍ High School Diploma
- ❍ Associate's Degree
- ❍ Bachelor's Degree
- ❍ Graduate Degree

Please select your paygrade.

- ❍ E1
- ❍ E2
- ❍ E3
- ❍ E4
- ❍ E5
- ❍ E6

Please select your branch of service from the choices below.

- ❍ USMC
- ❍ USN

Please select your service status.

- ❍ Active Duty
- ❍ Selected Reserve
- ❍ Reserve on Active Duty

Please select, from the choices below, the race group with which you most closely identify.

- ❍ American Indian or Alaska Native
- ❍ Asian
- ❍ Black or African American
- ❍ Native Hawaiian or other Pacific Islander
- ❍ White, Hispanic
- ❍ White, Non-Hispanic

Please select your gender.

- ❍ Female
- ❍ Male

Was this survey easy to understand and complete?

- ❍ Yes
- ❍ No