SaVE Our Campus: Analyzing the Effectiveness of an Online Sexual Violence Program

By

Jordan Leigh Draper

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written under the direction of:

Dr. Saundra Tomlinson-Clarke

Dr. Sarah McMahon

Dr. Anne Newman

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ABSTRACT

Nearly 20% of college females and 6% of college males will experience a form of sexual assault while enrolled in a college or university (Krebs, Lindquist, Warner, Fisher, & Martin, 2007). Sexual violence is not a new issue within college environments; however, it is rapidly gaining media attention based on victim testimonials and additional legislation and government guidelines created to help protect students. The purpose of this mixed methods study is to evaluate an online sexual violence education program and explore whether knowledge increased, attitudes around rape myths changed, and students retained information two-to-three months later regarding policies and resources on campus. This study will also shed light on the effectiveness of online programs specifically in this topical area where that is a gap in the literature. After completion of the online program it was determined that knowledge increased and rape myth acceptance decreased across gender and student status. Additionally, students retained general information two-to-three months after completing the program but were unable to recall detailed information on policies and reporting protocols that were specific to the campus. Further research needs to be conducted to determine the longevity of the knowledge attained and whether than expands over their entire college experience.

Keywords: sexual violence, education, online programs, college, university

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I have always appreciated the quote by Nelson Mandela, "education is the most powerful weapon which you can use to change the world". Reflecting back now, I don't believe I truly understood the impact education can have until graduate school. I have learned a great deal in my doctorate program and this has shaped my understanding and passion for education. An education that would not be possible without support from several individuals.

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CHAPTER 1: INTRODUCTION

"My life is ruined because of this. I don't trust anyone; I honestly feel as if I can't be a normal college student anymore. There are days I don't want to get out of bed. I've never had that before in my life" (Brewster, 2009, p. 1). These are the words of a University of Wisconsin victim of sexual assault in 2008. The female victim states that she went to a party with several fraternity brothers after a football game and remembers drinking pineapple cocktails that night. The victim then woke up the following morning to find herself bleeding profusely, with a fat lip, unable to move her jaw, and with bruises around her face and vagina. At the hospital, the doctor told her that this was one of the most violent rape cases she had ever seen (Brewster, 2009).

On the way to attend a college party with her younger sister, 22-year-old Emily Doe (pseudonym that has been given to protect her privacy) never expected to wake up in a hospital bed with staff explaining that she had been sexually assaulted. Information presented during the trial stated that two men were riding their bikes on campus when they saw a young woman lying unconscious on the ground behind a dumpster with her dress up and a male mounted on her (Bever, 2016). While in the hospital, nurses performed a rape kit where they found abrasions and lacerations consistent with penetration, and removed pine needles found in Doe's hair from when she was assaulted on the ground (Bever, 2016). The year-long trial heard testimony from Brock Allen Turner, a Stanford University student known for his competitive swimming experience. He stated that alcohol was the *cause* of the assault stating that he had too much to drink and believed Doe was consenting (Bever, 2016). After a victim-blaming trial where Doe was questioned about her sexual history, whether she has/would cheat on her boyfriend, and how her alcohol use could have *caused* this incident, Turner was found guilty (Bever, 2016). After the decision the Judge

stated that Turner would only receive a sentence of six months in county jail because a longer sentence "could have a severe impact on him" (Martin, 2016).

There have been multiple studies conducted which examine why sexual assault and sexual violence occur. The most popular findings suggest that assaults traditionally are associated with power dynamics and perceived gender roles (Connell, 1995; Pascoe 2011; Sanday, 2007). Colleges and universities across the nation are not a safe haven from sexual violence. It is believed that nearly 20% of college females and 6% of college males are sexually assaulted while enrolled in school (Krebs, Lindquist, Warner, Fisher, & Martin, 2007). Of these rapes, nearly 90% of the victims knew the offender—usually a classmate, friend, ex-boyfriend, or acquaintance (Crisis Connection, 2012). Fifty-three percent of victims of domestic violence were abused by a current or former intimate partner (National Coalition Against Domestic Violence, 2007). Over 13% of college women report they have been stalked, of these, 42% were stalked by a boyfriend or ex-boyfriend (National Coalition Against Domestic Violence, 2007). In addition, one in 19 men will experience stalking in their lifetime (Department of Justice, 2009). These are some of the hundreds of statistics that are reported annually about sexual violence on college campuses.

Real-life tragedies of sexual assaults and sexual violence are still occurring across college campuses nationwide and are now gaining a greater audience. The increase in media attention on sexual violence and the surge in federal legislation to address these issues stem from Title IX, which is a component of the Education Amendments of 1972. Title IX has existed for over four decades, where it has overseen the right to equal education free from sex discrimination. Despite the history that it has had in an educational setting, gender based violence—with sexual violence as the most severe form—has gained broader attention within the last five years. In April 2011,

the federal government released the *Dear Colleague Letter* which was one of the first of many initiatives that charged education institutions with creating a fair and equitable process for students involved in sexual violence cases (Russlynn, 2011). The *Dear Colleague Letter* also ensures that victims receive the resources and information they need to continue their education in a hostile-free environment (Russlynn, 2011).

Understanding the severity of sexual violence, the Obama Administration has created new legislation and pushed for college and universities to do better in addressing misconduct. One of the more recent pieces of legislation is the Campus Sexual Violence Elimination (SaVE) Act (recently adapted under the Violence Against Women Reauthorization Act of 2013) which requires that colleges and universities must offer a training program that educates all incoming students to the University on sexual assault, domestic violence, stalking, and sexual harassment (Kingkade, 2013). In order to comply with federal regulations, Rutgers University—New Brunswick researched and piloted over ten online education programs to determine the best platform for its students. *Not Anymore* was selected because it engaged both undergraduate and graduate students alike and it allowed for significant customization tailored to the College. The University hopes this online sexual violence education program, *Not Anymore*, will increase knowledge and change attitudes of college students in regards to sexual violence. However, there is no current mechanism in place to measure effectiveness of any of the current online programs being offered to institutions of higher education.

The purpose of this mixed methods study was to determine the effectiveness of the online sexual violence program, *Not Anymore*, and to determine whether knowledge of content increased and rape myth acceptance decreased after participation. The literature, outlined below, describes the history and growth of sexual violence education for the college student population,

looking at content areas and effectiveness of programs examined. However, there is a gap in how online education programs are used to increase knowledge and their effectiveness both immediately following the program and retention of content two-to-three months later. Examining online education methods proves crucial as the Campus SaVE Act (known herein after as "VAWA" after its adoption under Clery Law) requires all institutions provide training on sexual violence to incoming students starting Fall semester 2015.

This study highlighted research conducted in this area and will attempt to answer the following research questions:

1. Do students' knowledge about sexual violence increase after completion of the *Not Anymore* online education training?
    a. Do students' status (first-year undergraduate, transfer, or first-year graduate student) impact the knowledge gained about sexual violence?
    b. Do students' gender impact the knowledge gained about sexual violence?
2. Do students' attitudinal perspective around rape myths change after completion of the *Not Anymore* online education training?
    a. Do students' status (first-year undergraduate, transfer, or first-year graduate student) impact the change in attitudinal perspective?
    b. Do students' gender impact the change in attitudinal perspective?
3. What knowledge about policies, procedures and resources is retained by students two-to-three months after completing the survey?
4. What information and practices are important to students when taking an online education program on the topic of sexual violence?

Demographic questions specifying gender and current student status (first-year undergraduate, transfer, or first-year graduate student) were selected purposefully. Research shows that traditionally women have lower rape myth acceptance attitudes than men and are more likely to step in as a bystander without receiving any education or training (Banyard,

2007). However, after involvement in a sexual violence education program found that men can have equal results to women in both of these categories (Banyard, 2007). Rutgers University wants to ensure that the program is mutually beneficial for all students enrolled.

For the purpose of this study, sexual violence was explored to answer the research questions. The term "sexual violence" includes all forms of sexual assault and rape. These definitions are understood in the context of Rutgers University's *Student Policy on Sexual Violence* and is defined as any one or more of the following acts (Student Policy on Sexual Harassment, Sexual Violence, Relationship Violence, Stalking, and Related Misconduct, 2015):

- Touching of an unwilling or non-consenting person's intimate parts (such as genitalia, groin, breast, buttocks, or mouth under or over a person's clothes).
- Touching an unwilling person or non-consenting person with one's own intimate parts.
- Forcing an unwilling person to touch another's intimate parts.
- Penetrating an unwilling person orally, anally, or vaginally with any object or body part. This includes, but is not limited to, penetration of a bodily opening without consent, through the use of coercion, or through exploitation of another's inability to give consent.
- Penetrating an unwilling person orally, anally, or vaginally with any object or body part by use of force, threat, and/or intimidation.

History of Sexual Violence

The next section of this paper outlines the history of sexual violence as it relates to gender. Women are more likely to be sexually assaulted, stalked, harassed, and physically

abused than men, so it is important to understand the culture and context of gender and sexual violence before exploring it further.

Society has historically viewed women through a variety of lenses, and their role has been accompanied by various images and beliefs. The concept of rape was first seen in early religious texts. Brownmiller (1975) described that in Ancient Rome, there were no laws or statutes of limitations against rape; instead, it was seen as an abduction of a woman and therefore classified as the damage of one man's personal property by another. In the Christian Empire, women were burned alive for being raped by a man because it was believed that these women either consented to the act or did not stop the act by screaming for help (Brownmiller, 1975). During Ancient Babylonian time, men would buy their wife from the female's father and women had only two roles they could fill: virgins living with their father or betrothed wives. For thousands of years the image of women as personal property and slaves did not change, and laws reflected their subordination (Brownmiller, 1975).

The early views of rape still had not evolved by the beginning of colonization in America. The church had a large impact on defining gender roles and women's worth in society. Rape cases that were brought through the court during this time—which were few and far between—typically involved a perpetrator from a lower socio-economic class (Donat & D'Emilio, 1992). In the seventeenth century, the typical rape victim was unmarried, knew her attacker, and was unlikely to report the assault. This is very similar to information on sexual violence in the twenty-first century (Smith, 2001). History began to change the gender roles for women, and in the nineteenth century marriage grew to be an individual choice rather than controlled by family or the community (Donat & D'Emilio, 1992). Nonetheless, a woman who

engaged in sex outside of her marriage, regardless of whether she was willing, was ostracized from the community and still blamed for the men's crime (Donat & D'Emilio, 1992).

The late twentieth and early twenty-first century has provided the greatest growth in victim care and sexual violence legislation. The dawn of the anti-rape and feminist movements sparked the development of rape crisis centers, law reform, and activism events such as "Take Back the Night" marches (Bevacqua, 2000). In the 1970's, rape was defined as vaginal penetration by a penis. Its definition has since been broadened to include assault with any form of penetration from a person or an object with or without force. In addition to expanding definitions, legislation and state laws have pushed for new victim rights which allow for protection from their perpetrator and many more rights for students (Dear Colleague Letter, 2011; Violence Against Women Reauthorization Act, 2013).

Although the largest population of victims of sexual violence is women, there are studies which show that men underreport their level of victimization. Traditionally, victimization against men happens more frequently when they are children or teenagers (National Alliance to End Sexual Violence, 2015). The stereotypes from society and emphasis placed on masculinity cause male victims to feel even greater concerns about coming forward (National Alliance to End Sexual Violence, 2015).

CHAPTER 2: LITERATURE REVIEW

This study examined knowledge gained and attitudinal shifts around sexual violence as well as students' retention of policies, procedures, and resources at Rutgers University specifically. In order to better understand the information gained from this study, it is critical to understand the previous literature that has been explored. The next section of this paper reviews sexual violence education programs through three main themes: types of programs, topic areas covered in these programs, and overall effectiveness of sexual violence education for students.

Types of Programs

Sexual violence prevention and education programs have gradually evolved and expanded on college campuses. Once focusing solely on creating awareness around the issue—specifically training the female population—education efforts have now focused on training students to become active bystanders in all situations where sexual violence may arise. The first section of this literature review highlights the three main types of sexual violence programs on college campuses.

Campus Education and Awareness. Campus education and awareness came out of an early school of thought related to risk-reduction strategies. College officials thought it would be most beneficial to look at the problem of sexual assault through the viewpoint of educating and changing women so they understand how not to be raped or victims of violence (Brownmiller, 1975). This school of thought remained consistent for several decades and connected to the phenomenon known as victim blaming: a situation where the victim is held accountable for the misbehaviors that transpire against themselves (Norris, 2011). From this school of thought, several different focus areas on training students about sexual assault emerged. The four specific types of sexual assault education were: empathy focused, information driven, socialization

focused, and risk reducing (Anderson & Whiston, 2005). Most colleges and universities focused and continue to focus their education efforts on the last three.

Thorne-Finch (1992) took an information-driven and risk reduction approach where his research focused on educating campus communities on sexual violence, mainly sexual assault. Recommendations given by Throne-Finch (1992) included lobbying campus administrators to provide better support services for female survivors of sexual assault, insisting that women abuse prevention courses be required for all male students, maintaining that all students take progressive courses on gender relations, and producing and distributing literature that debunks women abuse myths. Some of these recommendations, such as involving men in the education process, were seen as progressive during this era. Although Thorne-Finch provided a detailed list on how colleges can approach sexual assault education, he does not provide implementation guidelines for campus application.

Norris (2011) and Armstrong, Hamilton, and Sweeney (2006) had similar views for educating college students about sexual violence based on their research. Norris (2011) discussed her previous research where she conducted surveys and focus group with sorority women who may have experienced sexual risk through fraternity acquaintances. Norris (2011) found, when examining incidents of sexual violence, that more responsibility was given to women when they were intoxicated. However, the opposite held true for men (Richardson & Campbell, 1982). To understand the role of alcohol and sexual cues in college situations, Norris (2011) interviewed sorority women and discovered what she coined the "cognitive tightrope," the struggle for young women to balance social norms and sexual expectations without being a victim of assault. Additionally, she found that most women still had little awareness of who is most likely to be a perpetrator, believing that stranger rape was still the more prevalent form of violence.

Armstrong, Hamilton, and Sweeney (2006) also explored the college student population, looking at Greek Life and alcohol, and found that most acts of violence are committed when a large group of people are together. To combat this, Armstrong et al. (2006) recommended educating students on alcohol and aggressive behaviors. They believe "efforts to educate about sexual assault will not succeed if the university continues to support organizational arrangements that facilitate and even legitimatize men's coercive sexual strategies" (Armstrong et al., 2006, p. 496). To address their concerns, institutions now educate through programmatic efforts for numerous organizations on campus such as athletics, Greek Life, and cultural groups.

The importance of educating and training students on sexual violence is supported by many researchers. It is a method in which many colleges and universities are taking to create awareness around the issue. In 2005, the Department of Justice along with the National Institute of Justice conducted a study looking at college responses to sexual assaults (Gonzales, Schofield, & Schmitt, 2005). The purpose of their study was to evaluate the progress and efforts that institutions of higher education had made in regards to sexual assault through reviewing training programs. When studying campus education and outreach, the researchers found that many colleges and universities were lacking. First, only four in ten schools offered any sexual assault training. What training is available was usually for Resident Advisors (RAs) and student security officers, not the general student population. Second, of the schools that provided training, about half of faculty and staff actually were trained in the schools policies and procedures. Lastly, fewer than two in five schools train campus security personnel, even though formal complaints are likely to be reported through them (Gonzales et al., 2005). This study was conducted 10 years ago, prior to the push from the Department of Education to educate all community members, so it is hypothesized that training efforts within the past four-to-five years

should be much more widespread. However, an additional resource found that only 31% of college students are trained on how to respond or report an incident of sexual violence. Far less, only 20% of faculty and staff are trained through institutions of higher education (Lauerman, 2014). The lack of training for the general student population is consistent throughout the United States. The push from VAWA requiring that institutions offer training for all incoming students starting July 2015 should shift the current uniformed culture.

There have been several research articles which outline specific awareness efforts and campus education methods. However, the majority of this research fails to look at the full scope of the problem of sexual violence on campus and ways to actively prevent reoccurrence. Most of the articles, similar to the ones mentioned in this section, acknowledge that sexual violence is a growing problem within the campus community and suggest educational ways to address this issue. However, there are limited programs and initiatives on sexual assault. Those programs that do focus on sexual assault primarily concentrate on education and awareness; they are only being evaluated in a quantitative manner. The programs that are being evaluated do not describe the content of the program outside of measuring rape myths or attitudes. Additionally, implementation strategies are not discussed in the research available. Although the focus remains on creating education and awareness as a means to inform students about sexual violence, recent studies have looked at victim services and bystander intervention approaches.

Victim Services and Empowerment. Risk reduction strategies transitioned to prevention and intervention methods in the mid-to-late twentieth century. The sociopolitical movement, named anti-rape movement, created an opportunity to change the dialogue around sexual violence. In conjunction with prevention methods, victim services and empowerment groups were developed to help female victims of sexual violence around the country. The number of

rape counseling centers, rape support groups, and battered women shelters were developed in the 1970's (Poskin, 2006). To get on board, some college campuses provided supplemental funding for the creation of these offices and for hiring of professional staff. The Department of Justice's Office on Violence Against Women started giving grants to universities in the mid-1990s to support the development of women centers (Department of Justice, 2015).

Empowerment programs were developed specifically to help victims, mainly women, of sexual violence. During the 1970's and 1980's, women started to stand up and speak out against sexual violence under many different facets such as the slogan "Take Back the Night" (Poskin, 2006). The program, "Take Back the Night," became known across the world as a visible way to take a stand against sexual violence and assault against women (Take Back The Night, 2012). A few years later, Rachel Carey-Harper, an advocate during the AIDS movement, decided that it would be powerful to have women design t-shirts that symbolized their own, personal story with sexual violence. The t-shirts were then hung on a clothesline to widely display their triumphs with sexual assault and enforce empowerment, coined later as "The Clothesline Project." These ideas of victims speaking out and displaying victim empowerment spread instantaneously and now are implemented in many colleges and universities (Poskins, 2006). In addition to these popular programming events, researchers have conducted studies looking at more in-depth at specific victim empowerment procedures which prove to be effective.

Campbell, Dorey, Naegeli, Grubstein, Bennett, Bonter, Smith, Grzywacz, Baker, and Davidson (2004) conducted an empirical study where they evaluated a specific model for sexual violence programs. The team did extensive research on the need of empowerment programs, specifically highlighting the positive outcomes that arise when focusing on sexual assault. From their research, the team instituted an empowerment program which focused on avoiding jargon,

creating helpful take-a-way documents, and providing real-life stories of sexual assault. The authors wanted to gain quantitative feedback from their programs, so they assessed the program over one year split into eight different phases. From this process, they found that "this evaluation model was successful in helping 90% of the prevention programs and 75% of the victim services programs successfully develop and launch program evaluations" (Campbell et al., 2004, p. 251).

In addition to empowerment programs, several researchers also found that an empowerment approach through rape crisis centers or counselors on college campuses was beneficial for victims. Ullman and Townsend (2008) conducted an exploratory study that "sought to better understand what constitutes the empowerment approach used by rape crisis advocates working with sexual assault survivors" (p. 299). These researchers used a grounded theory, qualitative, semi-structured interview process which specifically looked at 25 rape victim advocates working at rape crisis centers. The focus on rape crisis centers and advocates was extremely important to these authors because the connection these places and people have to victims is critical. "In community studies when victims have been asked to rate the helpfulness of a variety of support sources, rape crisis centers are rated as most helpful after an assault" (Ullman & Townsend, 2008, p. 299). This is congruent with information received from the Campus Climate Survey conducted at Rutgers University which rated that the Violence Prevention and Victim Assistance Office, which would be similar to a rape crisis center, was important to the victims that utilized their services (McMahon, Stapleton, O'Connor, & Cusano, 2015a). From Ullman and Townsend's (2008) study they found that all advocates at the crisis center mentioned using some type of empowerment approach with their clients. The

empowerment approach was described as meeting the victims where they are at, making sure to stay client-centered, and supporting—not pressuring—the victims to speak about the incident.

Lee, Caruso, Goins and Southerland (2003) highlighted the critical purpose of health counselors on college campuses. Rutgers University's Campus Climate Survey found that their Counseling Center (CAPS) was listed as the top resource that students know about and would utilize if they needed to report an issue of sexual violence (McMahon, Stapleton, O'Connor, & Cusano, 2015a). Therefore, counseling centers are an important resource for students. In addition, Lee et al. (2003) found that counselors are a helpful source of empowerment because they: (a) assure sensitivity to victims in all programs, (b) help the public understand a victim's experience, and (c) pave the way for more victims to feel safe asking for assistance (p. 24). The authors also noted that counselors can often function as student advocates on campuses. Based on this information, these researchers found that having college counselors and women centers on campus was crucial for empowerment efforts because these individuals advocated for the prevention of sexual violence within the campus community, as well as advocated for the needs of victims (Lee et al., 2003).

The academic literature available on victim service and empowerment is limited. Some college campuses have established programs and services focused on creating a sense of empowerment for female victims of violence. However, these programs are not consistent across universities; it is difficult to analyze their overall success. Additionally, through the examination of the studies above it appears that the victim empowerment approach is helpful. Nonetheless, there is no data available to know whether these programs have reduced the incidents of rape, sexual assault, or sexual violence. Thus, while it is beneficial to create a culture to raise

awareness and to create empowerment for women, there needs to be additional programmatic efforts and education which address incidents prior to them occurring.

Bystander Intervention. The newest phenomenon within sexual violence prevention has been the bystander intervention method. This model trains bystanders on ways they can intervene before or during a possible incident. The theory is based on perpetration reduction and has flourished as a method within the past decade borrowing from previous public health models (Schwartz & DeKeserdey, 1997). Latane and Darley (1970) conducted an experiment, *Smoking Room*, in which they separated individuals into different rooms: some rooms had groups of individuals and other rooms had only one person. The two researchers filled the room with smoke to gauge who would report that there was a problem. They found that people who were in group settings were more likely to report the incident than those individuals that were alone. After conducting their study, the researchers determined that the situational model of bystander intervention suggests a five step method: "Bystanders must first notice the event, interpret it as an emergency, take responsibility for acting, decide how to act, and choose to act" (Burn, 2010, p. 2).

Institutions have been tasked with properly addressing sexual assaults and sexual violence issues for more than two decades. Many of the programs and resources during that time targeted students that had already been sexually assaulted (Armstrong et al., 2006). When students are in groups, a bystander intervention approach may be helpful in reducing the likelihood of an incident of sexual violence occurring. This is the first time that an educational approach has been used to intervene rather than just to educate and prevent—as was the case with previous programming. Katz and Moore (2013) equate the successfulness of this approach because "bystander education programs for sexual assault prevention offer a positive,

empowering solution to a difficult, controversial problem" (p. 1063). The following section outlines several examples of bystander intervention programming or intervention models on different campuses.

Banyard, Moynihan, and Plante (2007) conducted a study which explored the overall effects of bystander intervention methods on college campuses for men and women. The authors recognized that bystanders are often present during the pre-assault phase, which is why "bystander prevention" programs may be the most impactful on college campuses. Their study included 389 undergraduates and each of these students was randomly assigned to one of two treatment groups or a control group. The researchers found that two months after participating in the treatment group, these students showed improvements across measures of attitudes (rape myth acceptance), knowledge, and behavior while the control group did not (Banyard et al., 2007). The authors also concluded that the program appeared to benefit women and men equally. Banyard has conducted additional research within the past few years which highlights similar findings: students that participate in a bystander intervention training group produce higher knowledge scores and lower rape myth acceptance scores, though this may be minimal depending on the campus and gender (Cares, Banyard, Moynihan, Williams, Potter & Stapleton, 2015).

In addition to Banyard et al. (2007), Burn (2009) conducted a study that explored a situational model of promoting bystander intervention. The diverse group of participants included nearly 600 undergraduate students from more than 60 universities across the nation. The purpose of this study was to look at behavioral items of men and women to determine the effectiveness of bystander intervention. Burn (2009) found that once male and female students were educated on sexual assault—specifically on female behaviors prior to an act of violence—

there was more of a willingness to be prosocial bystanders. McMahon, Winter, Palmer, Postmus, Peterson, Zucker, and Koenick (2015b) took a different approach but found similar findings, that after participation in bystander programming, students had higher scores for bystander intentions and efficacy. McMahon et al. (2015b) examined the effectiveness of a peer theatre group, SCREAM, and evaluated whether a single or multiple doses of exposure to this bystander theatre group changed bystander intentions, efficacy, friend norms and behaviors. In addition to SCREAM and theatre groups, another popular bystander intervention program is Green Dot, which was developed by Dorothy Edwards and is a curriculum focused on empowering potential bystanders to engage their peers in proactive and reactive responses (Coker, Bush, Williams, Clear, Fisher, Swan & DeGue, 2015). Coker et al. (2015) examined a college using Green Dot in comparison with two institutions not using this specific program. The research found that the implementation of Green Dot resulted in lower rates of perpetration and violence victimization for sexual harassment and stalking at that particular college. The researchers suggest that Green Dot is effective at the community and student specific level. Although these findings for SCREAM and Green Dot are examples of creative programmatic efforts, it would be helpful to have more research using these programs across additional campuses to compare effects overall.

In 2011, Exner and Cummings conducted an experiment that looked at college students as prosocial bystanders. Their experiment involved a cross-sectional survey of more than 200 participants. From this study, the authors found that men and women were similar in terms of acting as prosocial bystanders, with one category emerging as an exception: men were less likely than women to disagree that people can be taught to help prevent violence (Exner & Cummings, 2011). A bystander efficacy scale was used to determine the participant's efficacy on intervening and preventing violence.

In addition to several of the articles reviewed on how men can promote bystander intervention, one study, focused solely on women, found that females report greater efficacy and willingness to prevent sexual assaults from happening to other women when in the bystander position (Foubert, Langhinrichsen-Rohling, Brasfield & Hill, 2010a). The authors created a program and measured whether educating woman about bystander intervention and how to intervene would be effective in reducing sexual assaults and rapes reported on campus. The results confirmed that this program reduced the endorsement of rape myths and made women feel more comfortable when faced with the decision to intervene (Foubert et al., 2010a).

Katz and Moore (2013) conducted a meta-analysis which further supports the research above and proves the need for bystander education programs on college campuses. Looking across 12 studies conducted nationally, Katz and Moore (2013) found that students trained in bystander education reported increased bystander efficacy, intent to help others, and actual bystander behavior, as well as reported less rape myth acceptance and rape proclivity after participation.

The new information conducted on bystander intervention is crucial to the college understanding of how to prevent sexual assault. One of the major findings within the new bystander intervention literature is the evidence that people are more willing to intervene when they are in a group. These results suggest a huge culture shift in colleges and universities which were initially looking into individual education, but transitioned to more reliance on group intervention. As mentioned in the campus education and awareness sub-theme, one study found that having groups of males together actually creates an environment of coercive behavior and therefore leads to sexual assaults (Armstrong et al., 2006). Despite the positive findings of bystander intervention, it is also important to note that additional research is needed to guide how

an intervention program should be created. Also, researchers need to ensure that the participants are diverse so that the findings can be applied nationally across all types of colleges and universities.

Topic Areas Explored

As colleges became more elaborate with their programmatic efforts, specific topic areas presented to students began to surface. The literature shows that some of the main focal areas were educating on rape myths; understanding victimization; reviewing universities policies, procedures, and resources; and teaching methods of bystander intervention. For the purpose of this section, bystander intervention will not be explored since it was covered in the first theme (campus education and awareness) and will also be examined in the third sub-theme (effectiveness).

Rape Myths. Rape myths are described by Burt (1980) as generally false beliefs and attitudes which justify male sexual aggression against women. These myths can include beliefs such as when women say "no" to sex, but generally mean "yes"; and the belief that women can defend themselves and stop an incident of sexual violence from occurring if they really wanted to. Several rape scales were developed which help to assess a person's rape myth acceptance. One of the more widely used scales is the Illinois Rape Myth Acceptance (IRMA) scale, which will be adapted for the purpose of this study (Payne, Lonsway, Fitzgerald, 1999). Most of the research found on sexual violence prevention programs include some form of analysis on rape myth acceptance. For the purpose of this literature review, only a small sample was selected which outline different educational programs designed to change attitudes and behaviors around rape myths.

A majority of the research where rape myths were analyzed in a sexual violence education or prevention program were measured by using a pre and post-survey model. Anderson and Whiston (2005) conducted a large meta-analysis where more than 18,000 participants and 69 studies were examined. In their analysis, the researchers examined several topic areas which covered the broad theme of rape myths: rape attitudes, rape-related attitudes, rape knowledge, and rape awareness behaviors. Conducting pre and post-surveys, Anderson and Whiston (2005) found that there was a significant impact on rape attitudes, rape-related attitudes, and rape knowledge when participating in a program. However, they found no statistical significance for rape awareness behaviors. Similar to Anderson and Whiston (2005), Lonsway and Kothari (2000) reviewed a first-year mandatory campus rape education workshop where a 20-item IRMA scale was used to measure rape attitudes. They also found that students who participated in the workshop and received education on rape myths were found to have less support for rape myths then students not participating in the program.

Flores and Hartlaub (1998) took a broader approach. Rather than examining an individual program, they conducted a meta-analytic examination to measure the effectiveness of multiple sexual violence programs. They looked at results gained from pre and post-surveys with individual programs to determine that, on a whole, participating in intervention or education programs reduces rape myth acceptance. This particular study did not specify the scales or measurements that each institution or organization used when determining variances in rape myth acceptances.

Foubert (2000) and Foubert et al. (2010b) conducted multiple studies that have measured rape myth acceptance of men through participation in different sexual violence education programs. In one study, Foubert (2000) used the Burt Rape Myth Acceptance Scale (Burt, 1980)

to determine if participation in his program, "How to help a sexual assault survivor: what men can do," was effective. He determined that 7 months after participating in his program, the men involved had a 55% drop in rape myth acceptance than students in the control group who did not enroll into the program. A decade later, Foubert and associates (2010b) conducted a qualitative analysis where they assessed attitudes around rape two years after watching a film entitled, "The Men's Project." Foubert et al. (2010b) found that 25% of the male participants stated that their attitudes shifted around rape and that they now understand it as a "power struggle", and "…rape is not normally someone jumping out of the bushes, but normally occurs between acquaintances" (p. 2245).

Rutgers University also wanted to explore rape myth attitudes and to determine if incoming students are entering college with preconceived notions around sexual violence and if this differs by student gender. Additionally, the University administration wanted to know if the *Not Anymore* program can shift beliefs through an online peer-based model. According to McMahon (2010), "researchers have demonstrated that the acceptance of rape myths not only indicates problematic attitudes, but is also an explanatory predictor in the actual perpetration of sexual violence" (p. 4). Therefore, understanding whether attitudes have shifted based on rape myth acceptance is important to the institution.

Victimization. Victimization education and knowledge is important for understanding the mindset that students come into a program with and whether information gained can have a direct impact on them in the future. Similar to rape myths, there are scales that have been developed for gaining information on personal victimization. One of the most widely-used scales, the Sexual Experiences Survey (SES), was developed and updated by Koss (2007) and her colleagues.

Hanson and Gidycz (1993) used the SES in a risk-reduction model to evaluate a two-segment video program focused on events leading up to a date rape scenario and protective dating behaviors to avoid a possible incident. After a two-month follow-up, the researchers found that the program was successful in lowering self-reported victimization information for participants who were not victims of sexual assault. Gidycz, Rich, Marioni, Loh, Lynn, Blackwell, Stafford, Fite, and Pashdag (2001) expanded on the previous research and found that after participating in the treatment group, participants that were lower risks of sexual victimization during the six-month follow-up then those who had small levels of victimization during the two month follow-up.

Despite some positive results from these two programs, there were also studies conducted which showed that victimization rates did not change; however these studies are nearly twenty years old. Breitenbecher and Gidycz (1998) conducted a study with college women where they were surveyed prior to and after involvement with a treatment program. The researchers found that the treatment program had no effect on the students' victimization; this accounted for whether the student was a previous victim. In addition, Breitenbecher and Scarce (1999) conducted a similar study one year later, where they had women placed into a treatment program with a one-hour sexual assault education program, and compared them seven months later to students in a control group that did not receive the sexual assault education program. The researchers found that the treatment program had no impact on sexual victimization; however, students in the treatment program did have increased knowledge on sexual assault. Bradley, Yeater, and O'Donohue (2009) did not measure victimization rates but did implement a mixed-gender sexual assault prevention program. They found that the prevention program was ineffective in: a) increasing women's assault-related knowledge and assertive communication

strategies, as well as b) in decreasing women's participation in risky dating behavior. The participation in risky dating behavior, while not a cause for sexual assault, may have an impact on victimization rates specifically within the college student atmosphere.

Rutgers University collected victimization data but choose not to use the information to determine if the *Not Anymore* program reduced students' chances for victimization in the future since the post-test is immediately following the program. However, the victimization data collected may be used by administrators to compare with the Campus Climate Survey administered at Rutgers University to determine if incoming first-year students, transfer students, and graduate students have similar rates of victimization compared to their colleagues the year prior.

Policies, Procedures, and Resources. Institutions of higher education have policies and procedures for student conduct issues, but these policies and procedures are shifting for incidents related to sexual violence. The recent legislation, most notably VAWA, pushes for standalone sexual violence policies and requires that colleges and universities adequately train their students, faculty, and staff on this information. Additionally, resources for victims of sexual violence have been given stricter guidelines to ensure that students feel safe reporting incidents on campus. Literature on this sub-section was very limited but deemed an important aspect to include in the *Not Anymore* survey.

Information from a national sample found that fewer than 5% of all college students report information of sexual victimization to law enforcement (Fisher, Cullen, & Turner, 2000). "According to the National College Women Sexual Victimization Study, 88% of college women disclosed experiences of sexual victimization to peers, 10% disclosed to family members, 4% disclosed to a campus authority, and 1% disclosed to a counselor" (Fisher, Daigle, Cullen, &

Turner, 2003). Knowing this information, it is important to determine if students are willing to report these incidents to confidential advocates or school officials to minimize the negative impact on their college education.

Nearly a decade later, research still confirms that there is an issue with underreported incidents of sexual violence, especially with the college student population. Wolitzky-Taylor, Resnick, Amstadter, McCauley, Ruggiero, and Kilpatrick (2011) found that only 11.5% of college women reported their sexual assault to authorities, and of this portion, only 2.7% involved alcohol or drugs. Additionally, the researchers found that race and injury have an impact on reporting; minority students are less likely to contact officials and more likely to sustain an injury due to their assault (Wolitzky-Taylor et al., 2011). Rutgers University administered their Campus Climate Survey in Fall 2014 and found that students on campus are most likely to report an incident of sexual violence to a peer. 77% of students who disclosed an incident of sexual violence told a close friend, while only 11% reported to an on-campus resource (McMahon, Stapleton, O'Connor, & Cusano, 2015a). The Campus Climate project found through both survey information and focus group data that while students are willing to report incidents to the University because they believe it will be handled correctly, they do not know the proper reporting procedures and policies on sexual violence (McMahon et al., 2015a).

Sabina and Ho (2014) attempted to analyze multiple studies which focused on informal and formal disclosures, utilization of different services, and service provision. When looking at resources to disclose there was a wide gap found, 0-15.8% may report to a formal source (ie. police, rape crisis centers, campus official) while 41%-100% may disclose to an informal source (ie. friends or family members). The authors state that the current literature available is not consistent (different classifications of resources and timing of reporting) and therefore not

generalizable (Sabina & Ho, 2014). In addition to issues around disclosure, Sabina and Ho (2014) also found that colleges are not consistent with policies and procedures. When examining college policies there was a wide array of information found: some institutions did not have policies listed; definitions of sexual violence terms were different per policy; and overall reporting information was inconsistent (Sabina & Ho, 2014). The lack of knowledge around policies, procedures, and resources is important to analyze, as well as retention of this information months after an online education program.

Effectiveness

There is a debate in sexual violence literature on whether programmatic efforts are effective for students. Tharp, DeGue, Lang, Valle, Massetti, Holt, and Matjasko (2011) argued that most of the research conducted on sexual violence prevention has not produced results that have determined whether the programs or materials shared with participants have interrupted or prevented sexually violent behavior. Additionally, the authors also challenged the methodology, rigor, generalizability, and longitudinal work related to these programs. Tharp et al. (2011) examined several studies conducted by Foubert (2000) and Foubert et al. (2010b), and highlighted that there was not significant rigor and he found a flaw (no comparison group used) within the analytic process. Therefore, the results which show behavior or attitude changes are not necessarily reflective of an effective program. To address these challenges, Tharp et al. (2011) recommended implementing the principles of effective prevention and ensuring that a scientific-based rigor is used in analysis. Many programs and their effectiveness have already been reviewed in the prior two themes. The following section will review specifically how gender and length of program impact the effectiveness of a sexual violence education and/or prevention program.

Gender. Gender is a social construct which impacts behaviors, attitudes, and assumptions. Within the context of sexual violence, gender plays a significant role as most victims of sexual violence are women and most perpetrators are men. Masculinity and the social norms about what constitutes manliness have been studied extensively and determined to be a factor in incidents of sexual violence based on hegemonic masculinity, heteronormativity, and power dynamics (Connell, 1995; Pascoe, 2011; Sanday, 2007). While gender expands beyond the classifications "male" and "female," this section will review only these two categories based on available literature. The articles which review changes and effectiveness of student participants by gender vary based on the study.

The traditional hypothesis for most researchers is that males have a different level of rape awareness and a higher rape myth acceptance than their female counterpart. McMahon (2010) supported this belief through a study in which 2,338 incoming undergraduate students completed revised versions of both the IRMA and bystander attitude scale. McMahon (2010) showed that without any program intervention, male students are more likely to have a higher acceptance of rape myths.

Despite the belief that men and women enter college with different knowledge and rape myth acceptance levels, some researchers found that participating in programs can be mutually beneficial for both genders. Kress, Shepard, Anderson, Petuch, Nolan, and Thiemeke (2006) examined a co-educational, mandatory, first-year sexual assault prevention program where the IRMA short scale survey was used to measure rape myths. After completion in the program, the authors found that there was no statistical significance in difference of rape myth acceptance for the male and females that participated in the program. Banyard, Moynihan, and Plante (2007) found similar results to Kress et al. (2006) when examining a bystander education program,

concluding that women began with different mean attitudes but the program was beneficial equally for both genders.

Several researchers have also tried to determine the most effective way to educate students in terms of single or mixed-gender groups. Brecklin and Forde (2001) conducted a meta-analysis on rape education programs where they looked specifically at male attitude shifts over time. Males that are in single gender groups showed more positive attitude changes than their peers that were in mixed-gender groups. Anderson and Whiston (2005) also conducted a meta-analysis but found differing results which suggest that there is no evidence to suggest men benefit more from all-male or mixed-gender education groups. However, the researchers did find that women's attitudes towards rape were most positive (lower rape myth acceptance) when in a mixed gendered group.

C. Struckman-Johnson and D. Struckman-Johnson (1992) took a different approach and looked at rape myth attitudes of male victims. The researchers hypothesized that women are generally more empathetic (Dietz, Littman, & Bentley, 1984) to female rape victims; therefore, they would display the same empathy for male victims of sexual violence. This proved accurate as 22% of males and 5% of females believe that a man who is raped by another man is somewhat to blame, and 22% of males and 8% of females believe that a strong man is unable to be raped by another man. When looking at rape myths overall, Suarez and Gadalla (2010) found in a meta-analysis that through multiple studies, men display a higher acceptance of rape myths then their female counterparts, supporting the claim that women may be more empathetic. The authors concluded, "the strong association between gender and RMA support the feminist hypothesis that gender inequality perpetuates rape myths; that is, a male-dominant society would probably

justify rape and blame the victims (Suarez & Gadalla, 2010, p. 2025). According to this research, gender has a significant impact on rape myth acceptance levels.

Although there are differences among the research, examining gender is important to ensure that all students taking the survey and *Not Anymore* program are benefitting. Furthermore, since the program was online and all interviews were on an individual basis, the debate about whether mixed or single gender education is more effective is not applicable for this particular study.

Length of Program. In addition to gender, the length of a sexual violence program is important to analyze for effectiveness. Throughout the literature, there are different types of programs that are discussed; these range from a one-time lecture to an in-depth, semester(s)-long program. A majority of the research shows that while short-term programs produce immediate results, they do not last over time. Therefore, longer exposure programs are needed.

In their meta-analytic examination of sexual violence programs, Anderson and Whiston (2005) found that longer interventions are more effective. They note that shorter interventions, such as a one-time workshop, attempt to cover too much information in a small time; thus, the retention of the information is lower. Heppner, Humphrey, Hillenbrand-Gunn, and DeBord (1995) found similar results in their study. The researchers used two different methods to educate students—interactive drama and a dialectic video—compared against a control group and found that although students participating in one of the two education-based groups reported higher motivation to hear the message of sexual violence, the attitudes according to RMA did not fluctuate. Both the video and interactive drama were given to students in a one-time installment, which may have contributed to the lack of change in rape myth attitudes. Johansson-Love and Greer (2003) used a campus rape video to educate students, similar to Heppner et al. (1995) and

found that information and attitudes were still retained two weeks after participation in the study. However, the researchers note that this was the final testing period and that results may have differed after the 5-week period found in the Heppner and Good (1995) study. Lonsway and Kothari (2000) supported Heppner et al. (1995) within their research on a first-year campus education program, finding that when students are administered a post-test immediately following the education there are significant positive results in attitudes. However, when measured months later, there is a rebound effect where no statistical significance is seen against the control group.

Lonsway and Kothari (2000) provided information from prolonged and continued exposure to sexual violence prevention and education, which show outcomes "superior" to students just in the first-year program. Moynihan, Banyard, Cares, Potter, Williams, and Stapleton (2015) also supported this claim through their bystander intervention programs. The researchers found that students participating in the in-person prevention program had positive effects but over a six-month and one-year time frame, it was students who also had participated in the social marketing campaign that persisted in higher levels of bystander behavior.

Conducting post-tests and gathering information for weeks or months seems to be the most effective way to determine overall effectiveness of a program. The *Not Anymore* program and survey had an immediate post-test; however, a small population of students were interviewed two-to-three months after completion of the study. During these interviews, students were asked during one of the initial interview questions if they had exposure to different programs on campus since taking the *Not Anymore* program. This question attempted to control for higher results as found in Lonsway and Kothari's (2000) research.

Online Format

Technological advances have created the opportunity for educational programs to be fully web-based. This form of online learning can be a useful tool when an institution tries to disseminate knowledge to a large population or to provide anonymity to the participants. Online formats are also cost-effective financially and with human resources (hiring professionals or over utilizing staff for in-person trainings). Despite these benefits, the efficacy of an online sexual violence based program is unknown. Specifically, it is unclear whether online programs or modules can produce changes in students' attitudes or behaviors related to sexual violence (Kleinsasser, Jouriles, McDonald & Rosenfield, 2015). There is limited research that addresses the effectiveness of online sexual violence education programs because legislation requiring the education is still new. However, there has been some research on the effectiveness of web-based modules for other social issues. This section will review some of the literature available in online formats.

As determined in the literature section above, bystander intervention is a successful model for sexual violence education, changing bystander behavior, and possibly addressing rape myth acceptance. All of the programs highlighted above, and almost all bystander type programs currently implemented, are conducted in-person. However, in-person education, especially at the college level, may not always be the best solution for mass education. Based on this, Kleinsasser et al. (2015) conducted a study evaluating an online bystander intervention program and its effectiveness. The authors found that students participating in the online format reported greater efficacy for engaging in bystander behaviors at post-intervention and two months after treatment, compared with those individuals who viewed the control program. The researchers concluded

that this information is consistent with in-person program findings and therefore online formats may be an appropriate and effective education and prevention tool (Kleinsasser et al., 2015).

Kypri, Saunders, and Gallagher (2003) examined the effectiveness of a web-based alcohol program. Kypri et al. (2003) stated that a greater number of students found the alcohol risk-assessment web-based version (e-SBI) more appealing than practitioner-delivered screening and brief intervention (SBI) process. Moreover, students who were identified as risky drinkers said that they would be more likely to use the e-SBI if they had a problem with alcohol (Kypri et al., 2003). The researchers identified that the form of anonymity associated with the e-SBI program may attributed to the higher level of participant appeal.

In addition to Kypri et al. (2003), Reis and Riley (2002) conducted research on the effectiveness of a web-based sanction for alcohol violations. The researchers split students into two groups; the first group was assigned to watch a CD-ROM and complete a worksheet, the second group was instructed to write an essay and then complete the same worksheet. Reis and Riley (2002) found through their analysis of alcohol expectations that students using the web-based software, as compared to the students writing an essay, reported significantly more changes in expectations about alcohol after completion of the activity. Additionally, students using the CD-ROM had higher reported intentions to change their behavior and ensure greater responsibility for alcohol use (Reis & Riley, 2002).

Similar to programs that showed effectiveness for web-based alcohol programs, there was also a study conducted on eating disorders and body image which detail the effectiveness of an online format. Winzelberg, Eppstein, Eldredge, Wilfley, Dasmahapatra, Dev, and Taylor (2000) placed university women into an intervention group which incorporated a computer-assisted health education (CAHE) program and a control group. The CAHE program was designed to

educate the female participants on body satisfaction and shape/weight concerns. Three months following the study, participants in the intervention group reported a decrease in needing to be thin and higher levels of body satisfaction compared to females in the control group (Winzelberg et al., 2000).

Barak, Hen, Boniel-Nissim, and Shapira (2008) conducted a meta-analysis of the effectiveness of internet-based psychotherapeutic interventions and found that out of the 92 studies included in their research, 14 of them examined effectiveness of internet-based program in comparison to in-person treatment, and found no statistical significance in the overall effectiveness. Contrary to the Barak et al. (2008) study, Wantland, Partillo, Holzemer, McGhee & Slaughter (2004) used a meta-analysis approach and found that of the 22 studies they reviewed there were higher reported levels of behavioral and/or knowledge changes through participant experience in web-based programs on healthcare issues.

The limited amount of research regarding sexual violence online programs may question the approach of using web-based technology as an educational tool. However, there is ample research which highlight that other social issues, alcohol consumption, body images, and psychotherapy, have had success in using an online format.

Theoretical Framework

Sexual violence education has been grounded in several different frameworks which typically have addressed behavioral changes on an individual level. The theory of reasoned action and social cognitive theory are two of the more popular frameworks. According to Morisky (2002), reasoned action theory, developed by Ajzen and Fishbein (1975), suggested that attitudes toward a behavior and subjective norms predict behavioral intention (Morisky, 2002). Social cognitive theory, a framework expanded upon by Bandura, suggested that learning development occurs in a social context gained through observation where ones functions are an

outcome of a "continuous interaction between cognitive, behavioral, and contextual factors" (Denler, Wolters, Benzon, 2014). While both of these theories are well-established in multiple research capacities, a different framework was applied to this study to determine if self-persuasion can impact behavior.

Hypocrisy salience theory is similar to the construct of cognitive dissonance (Figure 1) which states that self-persuasion is a powerful tool to change behavior (Festinger, 1957). Hypocrisy salience occurs when participants endorse a position and are then made aware of times that they have not behaved or acted in accordance with their original stance (Fried & Aronson, 1995). Essentially, the researchers suggest that having participants realize that they may not be "practicing what they preach cuts off the easy route of denial and forces them to make a more realistic assessment…" (Aronson, Fried, & Stone, 1991, p. 1636).

Figure 1: Cognitive Dissonance Theory

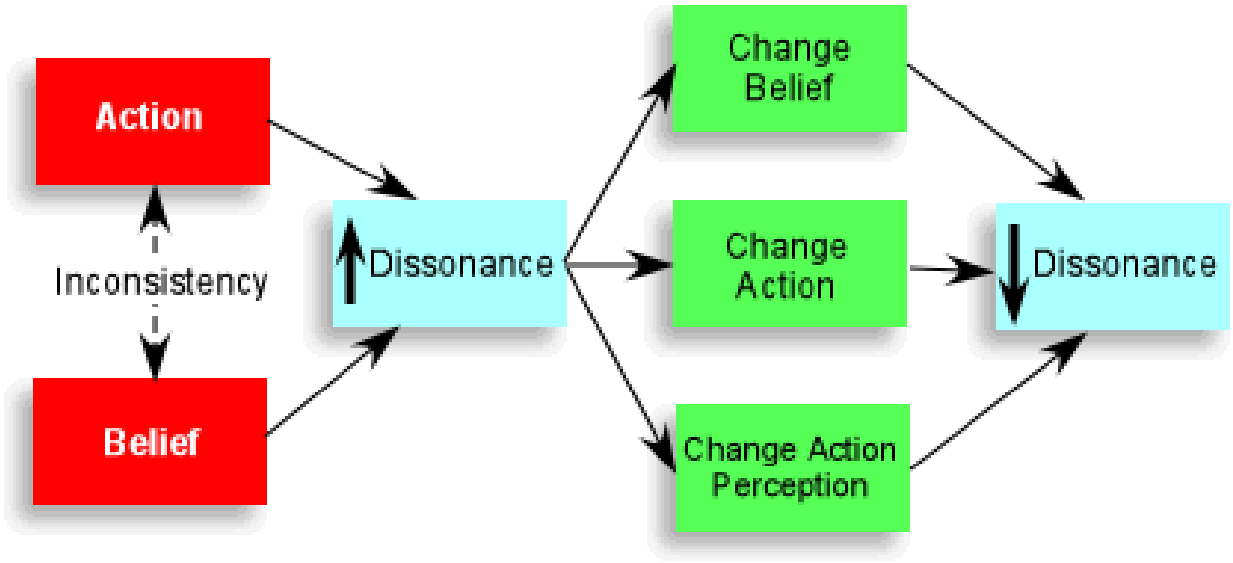


Image retrieved from: https://www.premedhq.com/cognitive-dissonance-theory

This theory was derived from an AIDS research study conducted by Aronson, Fried, and Stone (1991). The researchers split participants into two groups: Group A and Group B. Group A was asked to reflect and describe their past sexual experiences in which they did not use a

condom, and Group B simply moved into the next phase of the study. Group A and Group B were then divided into two smaller groups, Group A1 and A2, and Group B1 and B2. Group A1 and B1 were then asked to write a short speech about condom use and told that this would be recorded and shown to high school students. The participants were given a list of facts that they could include in their speech. Participants from Group A2 and B2 were asked to create a speech, using the same set of facts, but to rehearse it silently to themselves. After this phase, all participants were then asked about their intent with future condom use. The researchers found that participants in Group A1 had the highest level of future intent, and concluded that reflecting on the issue and engaging in an activity can change behavior (Aronson et al., 1991).

Paul and Gray (2011) believed that hypocrisy salience, based on the study by Aronson et al. (1991), can be an effective tool used in prevention and education methods for sexual assault. The authors suggest a pre and post-survey process that determines if rape attitudes or beliefs change based on an educational or prevention program. The research by Aronson et al. (1991) and suggestions by Paul and Gray (2011) were factors in choosing hypocrisy salience as a theoretical framework for this study. The next Chapter outlines how the current literature and this framework guided the methodology developed for this study.

CHAPTER 3: METHODOLOGY

Creswell (2009) described a research design as "the plan or proposal to conduct research [which] involves the intersection of philosophy, strategies of inquiry, and specific methods" (p. 5). The philosophy is described in Chapter 2 in which the literature details that sexual violence is a huge problem on college campuses. One of the recommended methods through VAWA is to educate a large and diverse body of incoming students through sexual violence online programs. Since there is limited research on online programs in general, and there are now recommendations for this to be a preferred method of accessible instruction, it is important to study knowledge gained, attitudinal shifts, and retention of information for student participants. Through examining the *Not Anymore* online program specifically, certain methods were used to collect and analyze the data to determine overall effectiveness.

There were two different data collection methods: survey data and individual interviews to triangulate the data and situate the findings. All Rutgers University—New Brunswick students were emailed to participate in the *Not Anymore* program. From the survey sample, a sub-sample of 15 students were recruited for follow-up individual interviews through a self-selection process.

Description of Not Anymore Program

Based on the recommendations of VAWA, many companies have started to develop or refine their online sexual violence education programs to include all components required under federal law and guidelines. *Not Anymore* was one of ten programs that Rutgers University—New Brunswick explored when deciding on an educational tool to utilize. After piloted by University staff, students, and faculty, *Not Anymore* was selected as the most engaging and comprehensive model for students. *Not Anymore* (http://not-anymore.com/) is an online, content customizable

program that engages students in sexual violence education through the use of motion graphics, animations, survivor stories, and bystander videos. The program in its entirety has an introduction, eight primary modules, and eight secondary modules. Rutgers selected to use the following primary modules, all of which have one secondary component: 1) consent sexual assault; 2) bystander intervention; 3) dating/domestic violence; 4) healthy relationships; 5) sexual harassment; and 6) stalking. The estimated time of the program with the following primary and secondary modules is 60 minutes. *Not Anymore* offers an undergraduate and graduate platform for their sexual violence program. Rutgers University—New Brunswick used both of the programs which contain the same content and modules but differ on the actors characteristics (not a traditional 18-24 year old college student) and some of the scenarios given.

Sample & Setting

All 43,635 students (34,604 undergraduate and 9,031 graduate) Rutgers University—New Brunswick students were emailed a link to participate in the program. However, the sample that was used for this study included only first-year undergraduates, first-year graduates, and newly enrolled transfer students. Based on information gathered from the Rutgers Admission Office and Graduate Admission, this included 6,607 first-year undergraduates, 2,238 graduate students (this number does not include RBHS students), and 2,464 transfer students. This population was chosen because VAWA states that all institutions receiving federal funding must provide education to "new" students at their schools. "New" was defined by Rutgers University to include the three populations of this study (first-year undergraduate, first-year graduate, and newly admitted transfer student). The *Not Anymore* online education training program was not mandatory for new students as the federal government only requires that colleges and universities offer a program that outlines policies, definitions, reporting protocols, and resources

for sexual violence. The response rate for the program was 21% (n= 1415) of first-year undergraduate students; 22% (n=500) of first-year graduate students; and 25% (n=607) of transfer students. It is likely that the smaller completion rate is due to the sensitive topic of sexual violence as well as the timeframe to complete the survey and program (an estimate 80-minutes total).

In addition to the survey, two-to-three months after completion of the *Not Anymore* program 15 students were invited to participate in an individual interview. A total of 1,765 students provided their email at the end of the post-survey, stating that they would be interested in being contacted for an individual interview. All of the emails provided were entered into an Excel document and randomized for the selection process. The interviews included nine females and six males, and were classified as seven first-year undergraduates, three transfers, and five first-year graduates.

Data Collection Procedures

Several different methods were used to collect data from the incoming Rutgers students participating in the sexual violence education program. These methods were aimed to answer the four research questions guiding the study and are described below with methodology and timeline (Table 1).

Table 1: Methodology Analysis of Research Questions

Research Question	Method(s) Used	Timeline
Do students' knowledge about sexual violence increase after completion of the *Not Anymore* online education training?	Pre-survey Results Post-survey Results	September September

Do students' attitudinal perspective around rape myths change after completion of the *Not Anymore* online education training?	Pre-survey Results Post-survey Results	September September
What knowledge about policies, procedures, and resources is retained by students two-to-three months after completing the survey?	Pre-survey Results Post-survey Results Individual Interviews	September September November-December
What information and practices are important for students when taking an online education program on the topic of sexual violence?	Post-survey Results Individual Interviews	September November-December

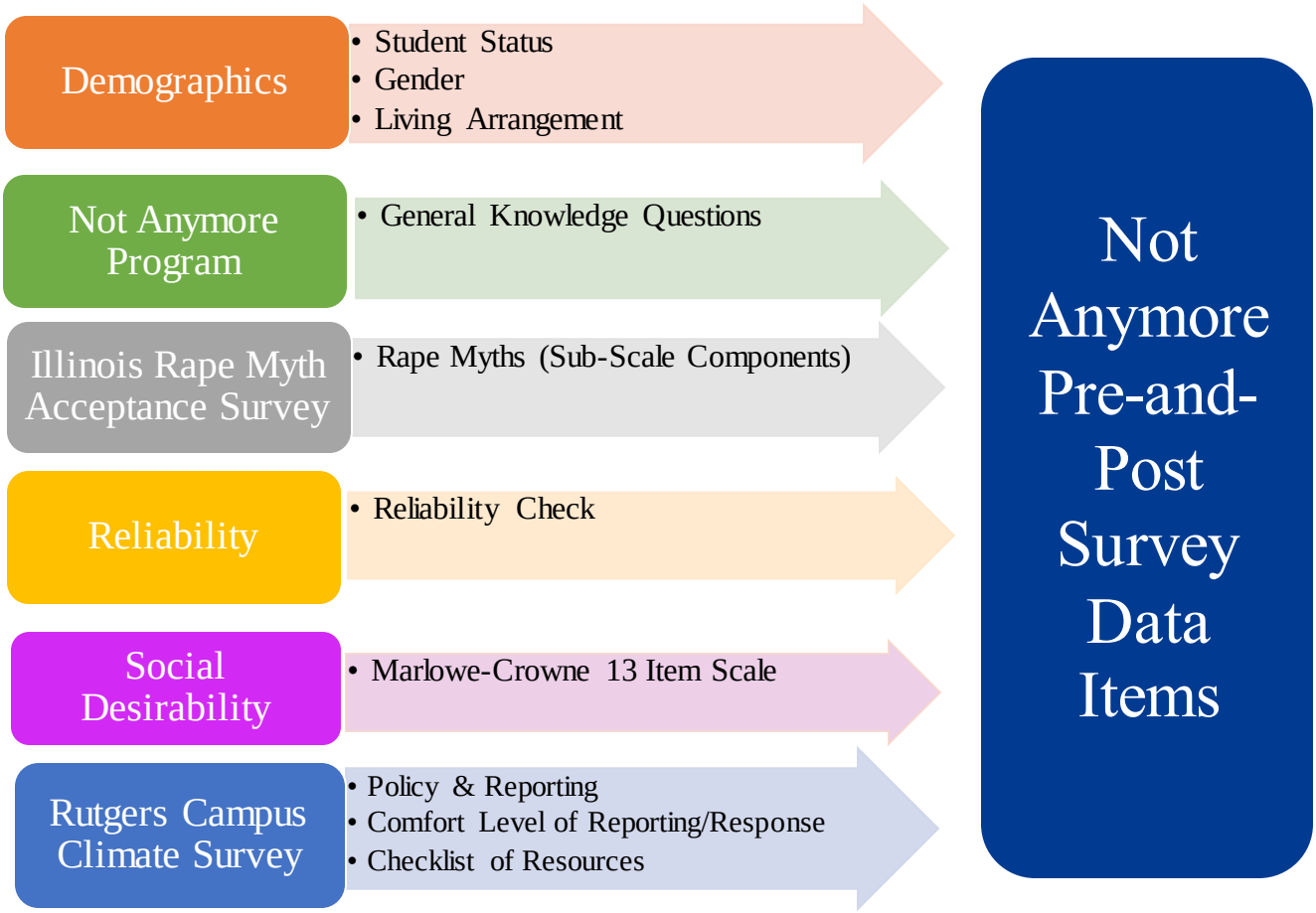
Measurement/Instrumentation

Most sections of the pre-and-post survey were compiled from questionnaires and surveys that were used and validated in previous research. However, the newly compiled pre-and-post test, for the purpose of this study, was also piloted to Rutgers students who gave feedback on length and content. Nine students participated in the pre-survey; the average completion time was ten minutes. Eight students participated in the post-survey; the average completion time was nine minutes (this included the knowledge based questions which were not included in the post-survey but were weaved into each module). All of the feedback received from the pilot administration was based on survey layout and did not address any specific content. The survey was intended to be administered online where a format would be created for each specific section. Therefore, no changes were made after pilot testing the survey.

All aspects of the pre-and-post surveys were adapted from the Campus Climate survey used at Rutgers University, the *Not Anymore* pre and post questionnaire, an abbreviated version of the Marlowe-Crowne social desirability scale, and the Illinois Rape Myth Acceptance Survey

(IRMA), which can be found in Appendix A and Appendix B. Below (Figure 2) is a detailed description of the different scales and variables used to compile the pre-and-post survey.

Figure 2: Instrument Items Categorized by Survey Components



Demographic Information. For the purpose of this study, gathering information on gender and student status were vital to answering sub-questions of research questions 1 and 2. Students were first asked to check the gender identity that they consider themselves to be: Male, Female, Transgender Male, Transgender Female, Another, and Prefer not to Answer. The Rutgers University Office for Social Justice was consulted on the gender categories to ensure that students felt this section was inclusive. Students were also asked to select their current year in school by selecting from a list of eight categories (for the purpose of this study, only incoming first-year undergraduate, incoming first-year graduates and new transfer students were analyzed).

Lastly, students were asked if they lived on campus and to select their residence hall. Residency information was used for incentives, described later in this chapter, after the survey had closed.

Not Anymore Program. The Student Success Company, creators of *Not Anymore*, designed a survey and questionnaire that most colleges and universities adapt questions from when utilizing their online resource. It is important to highlight that there is no evidence-based research currently conducted using this program (or any of the online programs that were offered at the time of selection). Despite this, Rutgers University used the "knowledge base" questions for the pre-and-post survey from all six of the modules that were selected. Although not used for the purpose of this study, these student scores can then be compared to other institutions to determine student-specific knowledge prior to and after completion of the program and see where Rutgers students compare to other college students. The knowledge-based section contains true/false and multiple choice questions to determine student knowledge. The pre-survey has these questions listed immediately following the demographic section. The information for the post-survey component is collected after students complete each module to determine knowledge gained for that particular section.

Illinois Rape Myth Acceptance Scale. Questions were also adapted from the Illinois Rape Myth Acceptance (IRMA) Survey under the category "Understanding" noted in the survey. The word "rape" was changed to "sexual assault," and the words "girl" and "boy" were changed to "female," "male," and "person" for the purpose of this study. Rutgers University uses the terms "sexual assault" and "sexual violence" within their *Code of Student Conduct*, so the language was shifted to ensure that students received the same message in the survey, *Not Anymore* education program, University training, and the *Sexual Violence Policy*. The gender

language was shifted to account for the target population at Rutgers who better identified with the changed terms.

Researchers demonstrated that the acceptance of rape myths is a predictor in the actual perpetration of sexual violence against women (McMahon & Farmer, 2011). Therefore, it is essential to understanding the attitudes and knowledge of the new members. The IRMA was selected because it is one of the most widely-used attitudinal surveys to gain information about perceptions of sexual violence across genders. It is also arguably the most reliable and psychometrically demonstrated rape myth scale to date (McMahon & Farmer, 2011). The attitudinal scale is based on a general rape myth concept which has seven subscales; the 45-item scale was tested with a sample of 604 undergraduate students and showed an overall scale reliability of 0.93 (Payne et al., 1999).

Appendix A refers to the "Understanding" questions that were asked for the survey. Sections 1, 2, and 3 were specifically adapted from the IRMA sub-scales of "She Asked for It," "He Didn't Mean To," and "It Wasn't Really Rape" (McMahon & Farmer, 2011). Section 4 (one item) was added to look at myths around male victimization since it is debated to be an underreported area. Responses ranged on a likert-scale from 1 (strongly agree) to 5 (strongly disagree). Sections 1, 2, and 3 are portions of the IRMA sub-scales which were adapted for real world research in the natural setting of a college environment. Understanding timing was a crucial element for student participation; therefore, some questions were excluded from sub-scales to decrease the overall length of the survey. For example, the questions "if a girl doesn't physically fight back, you can't really say it was rape" and "a rape probably didn't happen if the girl has no bruises or marks," were dropped because they were similar to "If the person doesn't physically resist sex or fight back it can't be considered sexual assault." Reliability was run with

both the 12-item and 13-item scale to determine if Section 4 (a question that is not included in the IRMA scale) impacted the overall reliability. The pre-and-post scores of reliability for the 12-item scale are 0.875 and 0.896 respectively. The pre-and-post scores of reliability for the full 13 item scale are 0.881 and 0.903 respectively. The reliability was not impacted by the addition of section 4 and was therefore included in the overall analysis.

Reliability. A reliability question was added in the middle of the IRMA scale to ensure that students participating in the survey read the questions and did not randomly select answers. The question asked students if they were still reading to click the neutral box on the likert-scale. Although the reliability check does not guarantee that students read the question before selecting an answer, it does establish a better reliability of the overall data.

Social Desirability Scale. Implementing a scale to test social desirability was an important element to help frame research question 2. "Due to the sensitive nature of ethics research, the presence of social desirability response bias may pose an even greater threat to the validity of the findings…" (Randall & Fernandes, 1991, p. 805). Students may choose certain answers to "fake good," even though the information was confidential and the University had no way to trace it back to an individual. Because the *Not Anymore* program and surveys were expected to take 80 minutes, it was important to ensure that the social desirability section was not time consuming. The Reynolds (1982) Form C 13-item scale was used, which was a short-form adaptation of the Marlow-Crowne 33-item scale from 1960. Reynolds (1982) created three short scales (11-13 items) and tested their reliability. Form C was chosen for the purpose of this study because it had the highest reliability 0.76 which compared to a 20-item form developed by Marlowe-Crowne (Figure 3). Additionally, when examining construct validity, Form C

preformed the highest of the short-forms and was comparable to the original 33-item test (Figure 3) (Reynolds, 1982). The overall reliability of the short-form scale used for this study was 0.69.

Figure 3: Reliability Measures of Social Desirability Short Form Scales

CORRELATIONS BETWEEN THE MARLOWE-CROWNE STANDARD, SHORT FORMS, AND THE EDWARDS SOCIAL DESIRABILITY SCALE

Scale	Marlowe-Crowne Standard		Edwards SDS	
	r	r^2	r	r^2
M-C Standard	—	—	.47**	.22
M-C Form A	.91**	.83	.37**	.14
M-C Form B	.92**	.85	.38**	.14
M-C Form C	.93**	.86	.41**	.17
M-C Form XX	.95**	.90	.43**	.18
M-C Form X1	.85**	.72	.37**	.14
M-C Form X2	.88**	.77	.42**	.18

r = product-moment correlation coefficient, r^2 = coefficient of determination.
**p <.001.

Reynolds (1982)

Rutgers University Campus Climate Survey. The last section of the post-survey was the Campus Climate survey components. The Campus Climate Survey was a survey tool designed by the White House Task Force in which Rutgers University was asked to pilot the survey to students in Fall 2014. Areas that were adapted from the Campus Climate survey for the purpose of this study include: "comfort level of reporting or response," "policy and reporting," and "resources." Information was also collected on "victimization," which was modeled after the Campus Climate Survey; however, this information was not used for the purpose of this study.

The current Campus Climate project was analyzed during the development and data collection portions of this study. Preliminary results highlighted that reporting and understanding university policy were areas of concern for undergraduate and graduate students and they lacked knowledge or comfortability in these topics. The questions used for this survey, as well as

individual interviews, attempted to understand concerns or hesitations students may have held around reporting sexual assault from the original Climate Survey.

The first section of the Climate Survey focuses on comfortability of students in terms of reporting, utilizing resources, and seeking help for a friend or oneself. There are 7-items in the comfort section ranging on a likert-scale from 1 (very comfortable) to 5 (very uncomfortable). The Policy and Reporting section was 7-items which ranged on a likert-scale from 1 (strongly agree) to 5 (strongly disagree). These scores were analyzed by their mean for the pre-and-post survey. Reliability for this scale was 0.80 for the pre-component and 0.84 for the post-component.

The other section used in the analysis was resources. Students checked all resources they heard of prior to and after taking the *Not Anymore* online program. If a student checked that they heard of or were aware of the resource on campus, this was given a 1. If students were unaware of the resource, it was given a 0. Scores were totaled for the eight resources items for the pre-and-post survey. A reliability score for the overall resource awareness was 0.67.

Each of these six sections—Demographics, Not Anymore Program, IRMA, Reliability, Social Desirability, and Campus Climate Survey—were purposefully selected to help answer the four research questions developed in this study. A detailed description of the instrument components, the calculation method, reliability scales, and reference can be found below (Table 2).

Table 2: Scale and Instrument Detailed Chart

Name of Scale	Variable Measured	Research Question Answered	How many items	Response Structure	Score Calculation Method	Cronbach's Reliability Alpha	Citation
Demographic Questions	Gender	RQ 1 & 2 (Sub-Questions)	6	Check Box			
	Student Status	RQ 1 & 2 (Sub-Questions)	8	Check Box			
Not Anymore Questions	Knowledge (Consent)	RQ 1	15	13 - True or False 2 - Multiple Choice	Summed		Student Success- Not Anymore Online Sexual Violence Program
	Knowledge (Dating Violence)	RQ 1	6	Multiple Choice	Summed		
	Knowledge (Sexual Harassment)	RQ 1	3	Multiple Choice	Summed		
	Knowledge (Stalking)	RQ 1	4	1 - True or False 3 - Multiple Choice	Summed		
Illinois Rape Myth Acceptance	Rape Myth Acceptance: Sub- Scale 1 (She asked for it)	RQ 2	4	Likert-Scale	Mean	Pre- Score: 0.83 Post Score: 0.91	McMahon, S., & Farmer, L. (2011) An updated measure for assessing subtle rape myths. *Social Work Research*. 35(2), 71-81.
	Rape Myth Acceptance: Sub- Scale 2	RQ 2	5	Likert-Scale	Mean	Pre Score: 0.77	

	Rape Myth Acceptance: Sub- Scale 2 (He didn't mean to)	**RQ 2**	**5**	**Likert-Scale**	**Mean**	**Pre Score: 0.77** **Post Score: 0.83**	
	Rape Myth Acceptance: Subscale 3: (It Wasn't Really Rape)	RQ 2	3	Likert-Scale	Mean	Pre Score: 0.81 Post Score: 0.91	
	Rape Myth Acceptance: Sub-Scale 4	RQ2	1	Likert-Scale	Mean		
Marlowe-Crowne Social Desirability Scale	Social Desirability	RQ 2	13	True of False	Summed and Overall Mean	0.69	Reynolds, W. M. (1982). Development of reliable and valid short forms of the Marlowe-Crowne scale. *Journal Of Clinical Psychology, 38*(1), 119-125.
Rutgers University Campus Climate Survey	Policy & Reporting	RQ 3	7	Likert Scale	Mean	Pre Score: 0.80 Post Score: 0.84	McMahon, S., Stapleton, K., O'Connor, J., & Cusano J. (2015). #iSPEAK student experiences, attitudes, and beliefs about sexual violence: Results of the Rutgers University-New Brunswick campus climate assessment. *Rutgers University School of Social Work Final Report*. 1-46.

Time Frame

The survey was originally designed to remain open for students to complete for a two-week time period. However, during the last day of the survey there was an Internet hack preventing access to the survey. The Institutional Review Board was contacted and briefed on the technological issue which impacted the project. A week extension was granted and an email was sent to all students who had not completed the program at this time. The communication outlined the new timeline of completion and explained the Internet hack issue.

Interviews

Interviews are important to understanding the lived experiences of the participants (Seidman, 2006). These lived experiences are critical for attempting to answer research question 2 and 3 for this study and learning more about sexual violence education on college campuses. The individual interview questions focus on retention and knowledge of policies, procedures, accommodations, and resources. In addition, the questions solicit recommendations for improving the online educational program, asking students to define sexual violence language, and student's perspective on what leads to sexual violence (see Appendix C for the interview protocol). The protocol was developed by the researcher and shared with the five graduate assistant researchers for feedback. No feedback on content or structure was given and minor edits were made to the protocol for clarity and readability.

Participants were selected through self-reporting data—they provided their emails stating they would like to be contacted in the future for the possibility of individual interviews—collected at the end of the post-survey. All emails associated with first-year undergraduates, new transfer, and first-year graduate students were placed into an Excel sheet and randomized to select participants to invite. The researcher sent each graduate student three-to-four names and

contact information. Students were contacted via email about their participation by their graduate research assistant. If they did not respond after two email notifications, the next student identified on the random list was contacted. Having the graduate student start the initial contact with the student was important to establishing a relationship prior to the interviews (Seidman, 2006).

Individual interviews were conducted by five trained graduate research assistants over a two-month time span from November to December (two-to-three months after completion of the program). Interviews were conducted in on-campus buildings—mainly rooms within one of the five student centers—on Rutgers University campus. Times varied for each interview, but they ranged from 25-45 minutes depending on student responses and follow-up questions. All interviews were recorded with consent from the participant.

The five graduate research assistants attended a two-hour training session on how to conduct semi-structured individual interviews. The training ensured that the protocol questions developed by the researcher were understood and asked in a consistent manner. Graduate research assistants were also encouraged to ask follow-up questions and modify the protocol based on the flow of conversation if needed. The semi-structured approach prevented participants from feeling that the conversation was purely a data-collecting experience and allowed for a more open dialogue (Seidman, 2006). This was especially crucial because the content of the interview focused on topics of a sensitive nature. Each of the graduate research assistants conducted between two-to-four interviews and then transcribed interviews of a peer assigned by the researcher. One graduate research assistant did not complete transcriptions and her interviews were split by the other assistants who helped complete transcribing.

Incentives

According to the Education Advisory Board Report ("EAB") recommendations, when looking at Campus Climate results the most effective incentive for students is "entry into raffle with several winners of large prizes weekly" (Alexander & Brown, 2015). The Rutgers University iSPEAK Campus Climate Campaign resulted in a 28% response rate using 50 incentives ranging from $150 to $300 in cash, based on when the survey was taken. Students who completed the survey during Week 1 were qualified to earn a larger reward than students who finished later during the survey cycle. Response rates for large random sample methods are usually quite low, so the incentives used within iSPEAK are believed to have contributed to the larger sample size.

Based on these recommendations, and the success of the Climate Survey, incentives were structured similarly. Fifteen students who completed the program during Week 1 were selected to receive a $100 dollar RU Express Gift Card randomly. During week two and three, ten students who completed the program were randomly selected to receive a $75 dollar RU Express Gift Card. In addition, one first-year building (where only or a majority of freshmen reside) on each of the four campuses that had the highest percentage of students taking the program won a $100 RU Express Gift Card for programming. To increase participation for individual interviews, each student that participated was given a $20 RU Express Gift Card at the end of their interview. Incentives for the survey was funded through the institution and incentives used for the individual interviews was funded by the researcher.

The Student Success Company sent an Excel sheet with all students that entered the raffle and indicated their emails in the appropriate box. These emails, with no personal identifiers, were randomized in an Excel sheet at the end of Week 1 and Week 3, and participants were

emailed that they won a RU Gift Card. At the end of the survey, the Student Success Company sent a separate file with all data collected from the survey. The data related to residency was analyzed to determine which on-campus residence halls from each of the four campuses had the highest percentage of students who took the survey. Each of the Residence Life professional staff members of those buildings were emailed to collect their prize. For the individual interviews after completion of the interviews each student was given their gift card. All students receiving incentives signed a waiver stating that they collected their prize.

Protection of Participants

Due to the sensitive nature of both the quantitative and qualitative components of this study there was great efforts made to protect participants. Rebecca Campbell has conducted multiple research studies with victims in which they have shared their experiences of sexual violence. To safeguard against additional harm during interviews with victims, Campbell provided education and protective measures to all the researchers who may have contact with the participant (Campbell, Wasco, Ahrens, Sefl & Barnes, 2001). Based on measures integrated by Campbell et al. (2001) and McMahon et al. (2015a) during focus groups for the campus climate study, the interviews and online program were designed to protect students who may have been victimized in the past. Furthermore, the Institutional Review Board (IRB) approved the study and did not determine that the program or interviews would create additional harm for students.

The online educational program was not mandatory to make sure victims were not required to complete an activity that could be retriggering. If students chose to engage in the online modules, there were multiple trigger warnings to notify students of an upcoming victim testimonial or graphic information within the video component. Students mentioned in

qualitative feedback that they appreciated the trigger warnings and felt they were appropriate and timely throughout the program.

Additionally, time was spent to guarantee that interview participants who may have been victims were not retriggered through participation in the qualitative process. The interview protocol guide (see Appendix C), which was read prior to the start of all interviews, stated that students should rephrase any potentially victim-identifying statement to say "I have a friend who.." or "my friend was…". Although this information would have been confidential since it was gathered for research purposes, it would have been shared with the additional graduate student who was transcribing, and myself, the researcher. This was mirrored from the Campus Climate focus groups that Rutgers University conducted (McMahon et al., 2015a). All graduate research assistants were trained on what to do if a victim disclosed (listen to their story, thank them for sharing, and ensure they understand the resources and rights they have as a student) and given pamphlets from the Violence Prevention and Victim Assistance Office to offer as a resource if needed.

There were three students who emailed during the course of the online program to state that they were recent victims of sexual violence and did not want to participate in the program. Each of these students received an email with a list of all resources on-campus as well as their rights through Rutgers University. No students disclosed any victim related information during the individual interviews.

Validity

Validity is an important measure within the research process. According to Creswell (2009), validity is whether one can draw meaningful and useful inferences from the data collected. Within this study, content validity, which is when an expert says the data looks

reasonable because there have been multiple studies conducted was predicted (Creswell, 2009). Numerous studies have shown that females have more knowledge and lower rape myth acceptance than males prior to any intervention and this was found within this study as well (Anderson and Whiston, 2005; Banyard et al., 2007; Kress et al., 2006). Additionally, construct validity is predicted since the survey instruments, IRMA and the 13-item social desirability scale, used to collect data were validated through additional studies prior to this research. Furthermore, the Campus Climate instrument that was used to develop survey questions was created by The White House Task Force and piloted at Rutgers University. Triangulation confirmed validity by looking at the interviews, open-ended qualitative survey questions, and quantitative survey questions to discover similar findings. Lastly, rich/thick description was used to fully understand and accurately depict the knowledge and attitudes around sexual violence, policies and procedures, resources on campus, and recommendations for future sexual violence education (Creswell, 2009).

Several steps were taken throughout this study to account for threats of internal validity. Follow-up interviews were purposely conducted during the same semester as the survey to control for maturation and history (Creswell, 2009). Additionally, the same survey (with the exception of the victimization and social desirability sections) were used in both the pre-and-post test to control for the internal threat of instrumentation. Lastly, there was no control group: all participants had equal access to the survey instrument and incentives for the quantitative phase of the study, preventing against compensatory rivalry and resentful demoralization threats to validity (Creswell, 2009).

Despite accounting for validity within this study, there is an area where threats to validity could occur. Within the interview phase, students who selected to volunteer may already have a

vested interest in helping to address sexual violence within the community. This was confirmed when one of the participants stated at the end of their interview that he choose to participate because he has a twin sister on-campus and wanted to make certain he is learning and doing everything to protect her. To account for this, incentives were offered to try and elicit responses from students who may not have had a direct vested interest in the topic, but were monetarily motivated.

Reliability

Reliability was an important factor of this study by ensuring information was consistent and repeatable. Joppe (2000) defines reliability as: "… The extent to which results are consistent over time and … if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable" (p. 1). To establish reliability, all recordings for the qualitative interviews were transcribed twice: first by one of the research assistants and then by myself, establishing inter-related reliability. Additionally, the qualitative program Atlas.ti 7 was used to create codes and memos which helped make certain the coding process was consistent amongst all 15 transcripts. Reliability scores were calculated for rape myth acceptance, social desirability, and components of the campus climate survey that were used in this study. Lastly, a reliability check was used in the quantitative component of this study. All students who failed this step were removed from the research.

Positionality

In addition to reviewing validity and reliability, it is also important to evaluate the researchers own biases in the study. Identities can come into play during research and have a potential to impact the data-collection and analysis process (Bourke, 2014). As a student affairs professional, I have prior experience working in the student conduct and Title IX field. During

the data preparation and collection phase of this study, I was the University Title IX investigator where my position required me to investigate incidents of sexual violence, train the campus community on issues of sexual and dating violence, and ensure that the University is compliant with federal regulations.

In addition to a professional obligation, I also have a personal vested interest in encouraging students who have experienced sexual violence to come forward and participate in the Title IX investigation process. As well as, to try and raise awareness to help end sexual violence on college campuses. Although I have a personal and professional stake in this issue, I tried to make sure that my own biases did not impact the research. According to Bourke (2014), "through recognition of our biases, we presume to gain insights into how we might approach a research setting, members of particular groups, and how we might seek to engage with participants" (p. 1). Based on my position at the institution, as well as my personal stake in the topic, I choose to remove myself from the collection of data during the individual interviews to confirm that my biases did not impact the semi-structured approach.

Chapter 3 provides a detailed examination of the participants reviewed, the data collection and analysis procedures, and information on how validity and reliability was determined to ensure efficacy for this study. Through the use of the mixed-methods approach, the next Chapter details the results found for the four research questions guiding this study.

CHAPTER 4: RESULTS

The purpose of analyzing the online sexual violence prevention program was to determine if students gained knowledge about sexual violence content; changed rape myth attitudes; retained pertinent information about policies, procedures, and resources; and suggested recommendations for future programs. To determine if the goals of this study were achieved, both quantitative and qualitative data were collected. In analyzing the data gathered from this mixed methods approach, the five general procedures seen within Creswell and Plano-Clark's (2007) research on data analysis was implemented: the data were prepared for analysis, explored, analyzed, represented, and validated. The following chapter outlines descriptive information about both the quantitative and qualitative data and the presented findings for each of the four research questions.

Quantitative Analysis

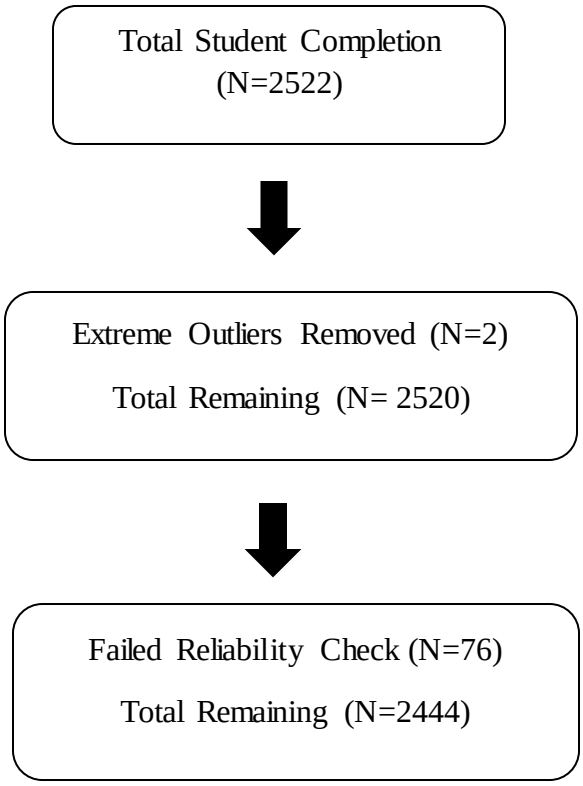
The information collected from the pre-and-post survey comprised the quantitative data of this study. The data was originally collected by the Student Success Company and given to Rutgers University in an Excel document with all identifying information removed. The data was then cleaned and all relevant data (only data pertaining to first-year undergraduates, new transfers, and first-year graduates) was entered into the quantitative data system SPSS Statistics Version 23.

Descriptive Statistics

The total sample for this study was comprised of 2,522 students. More than 5,200 students responded overall, but this included student statuses that fell outside the scope of this research and therefore were excluded. From this sample, students were removed if they were

classified as extreme outliers or if they failed the reliability check (Figure 4). The determination to remove each of these categories is described below.

Figure 4: Consort Diagram for Survey Sample



Understanding if there is a representative sample from each group of incoming students and gender is important to analyzing the sub-research questions. When looking at responses, over 20% of participants from the three student statuses I analyzed participated in the study: 21% undergraduate students (n= 1415); 25% transfer students (n=607); and 22% first-year graduate students (n= 500). Additionally, 61% of females (n=1541), 38% of males (n=953) and 1% of students classified as another (n= 16) or prefer not to answer (n=12) participated in the study. According to the University website, Rutgers University—New Brunswick is evenly split between male and female students, 49% female and 51% male; the admissions office does not ask for sub-groups of gender (Rutgers University Homepage, 2015). Therefore, there was a

slightly larger sample of females compared to males in this data. Table 3 refers to a breakdown of these two sub-categories after cleaning up the data.

Table 3: Participant Sample After Removal of Outliers and Reliability Data

Sample Total	Demographics			
Total # Completed Survey (N=2522)	Male	Female	Prefer not to Answer	Another
	N=953	N=1541	N=12	N=16
	1st Year Undergrad	1st Year Grad	New Transfer	
	N=1415	N=500	N=607	
Total # after 0utliers Removed (N=2520)	Male	Female	Prefer not to Answer	Another
	N=952	N=1540	N=12	N=16
	1st Year Undergrad	1st Year Grad	New Transfer	
	N=1413	N=500	N=607	
Total # after reliability removed (N=2444)	Male	Female	Prefer not to Answer	Another
	N=911	N=1505	N=12	N=16
	1st Year Undergrad	1st Year Grad	New Transfer	
	N=1382	N=483	N=579	

All survey data collected regarding gender and student status was self-reported. For the gender category classified as "another," students were able to write-in their gender to make certain that the survey was inclusive of all gender identities. These were then collapsed into one category labeled "Another." Additionally, students could select "Prefer not to Answer" if they did not want to disclose their gender identity. The sample size for both of these categories was small. Therefore, the data was not analyzed when looking at the sub-question of research question 1 and 2. However, there were some interesting findings with these genders which are discussed in Chapter 5.

Outliers

Two extreme outliers, observations that deviated heavily from other data points, were identified in SPSS 23 when testing for assumptions. Outliers are not typically acknowledged or discussed in publications and empirical research, according to Aguinis, Gottfedson, and Joo (2013). Aguinis et al (2013) states that this lack of dialogue is from the micro to the macro level and spans across all types of methodological research. When looking at similar research it was found that there was no consistent way to address outliers. Aguinis et al. (2013) reviewed literature and journal articles highlighting different methodological approaches of including or removing outliers and found "14 unique and mutually exclusive outlier definitions, 39 outlier identification techniques, and 20 different ways of handling outliers" (p. 270). To determine the best approach for this research, studies with similar methodologies were examined. A web-based intervention which measured pre-and-post effects of an online program on youth eating disorders removed outliers that were three standard deviations (3 SD) beyond the mean (Kattelmann, Bredbenner, White, Greene, Hoerr, Kidd, & ... Morrell, 2014). Although the current study focuses on a different social science topic, there were parallels between these two methodologies because they both used a pre-and-post online web-based intervention.

Based on the similar research, two extreme outliers were eliminated as their post-survey scores decreased by more than 40% (which was found to be 3 SD away from the mean). When analyzing how information was collected, students had to answer all questions in a multiple choice or true-false fashion; therefore, the two extreme outliers are most likely the result of students picking random answers. When examining the outliers it was found that both of these students were first-year undergraduates; one was a male and one was a female.

There were also 14 outliers found in the data that did not qualify as extreme (fell within three standard deviations of the mean but still determined to be outliers in SPSS 23 system). T-Tests and ANOVAs were run with and without the 14 outliers and there was no difference in the data. Therefore the outliers remained in the study. Outliers that are removed from data are typically done so because of data error, sampling errors, standardization failure, or intentional or motivated misreporting (Osborne & Overbay, 2004). Based on the online construction of the survey there was no possibility for data errors. Data for all students was collected from a singular office – the Office of Admissions – and all students were sent the survey so there was no sampling error issue. The survey was conducted in a set time frame, three weeks, and students were allowed to log-in as many times as they would like to complete the survey. Therefore the chances of a standardization failure are low. If students who filled out the survey did so to intentionally misreport, their data was determined to be important because it could influence their perceptions on rape myths and other sections of the survey.

Reliability

In addition to extreme outliers being removed from the study, there were 76 students who failed the reliability test on the survey. These were students who did not check the neutral box when asked to do so during the mid-point of the pre-survey. This left the final sample for the purpose of this study to be 2,444 students.

Research Question 1

The first research question asks, *Do students' knowledge about sexual violence increase after completion of the Not Anymore online training program?* Within this research question there is a sub-question of, *Do students' status (first-year undergraduate, new transfer, or first-year graduate) or gender (male or female) impact the knowledge gained about sexual violence?*

To answer this question pre-and-post survey mean scores of participants in the sample were compared (n=2444). A paired samples t-test was performed to compare students' knowledge about sexual violence before and after completion of the *Not Anymore* online education training. There was a statistically significant difference in the mean scores on the pre-test scores (M = .68, SD = .12) and post-test (M = .77, SD = .11); t(2443) = - 44.51, p.<.001. A higher post-test mean score suggests that students' knowledge increased after completion of the *Not Anymore* online education training (Table 4). Scores ranged from 0.14-1.00 in the pre-test to 0.24-1.00 in the post-test with the possible range of 0-1.0.

Table 4: Overall Pre-test and Post-test Score Means

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	NewPre	.6779	2444	.11613	.00235
	NewPost	.7683	2444	.10623	.00215

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	NewPre - NewPost	-.09040	.10040	.00203	-.09438	-.08642	-44.512	2443	.000

In addition to overall scores, preliminary analyses revealed that there was a difference between mean scores by student status (i.e., first-year undergraduate, new transfer, or first-year graduate student) and gender (i.e., female or male). First, pre-test scores were examined to determine who had the greatest knowledge prior to interacting with the *Not Anymore* program. Descriptive statistics by status indicated that first-year students had the highest pre-test mean score (M = .69, SD = .10), followed by graduate students (M = .68, SD = .13) and transfer students (M = .66, SD = .13). By gender, students self-identifying as female (M = .68, SD = .10)

had a higher pre-test mean score than students self-identifying as male (M= .66, SD = .13). Analyses were conducted to determine if differences in post-test scores results were statistically significant. Student status did have a significant effect on pre-test scores, $p < .00l$, for the three statuses (first-year undergraduate, transfer, and first-year graduate) [$F(2, 2441) = 11.01$, $p < .001$]. There was also a significant difference for gender on pre-test scores with females (M=.68, SD.10) scoring significantly higher than males (M= .66, SD = .13); $t(2414)= 4.11$, $p <. 001$. These findings suggest that first-year students and students self-identifying as female had more knowledge about sexual violence education than other student groupings prior to the *Not Anymore* online education training.

After examining pre-test scores, analysis was conducted on post-test scores to determine knowledge gained by the two sub-groups: gender and student status. One-way analysis of variance (ANOVA) was conducted to determine if students' knowledge about sexual violence after completion of the *Not Anymore* online education training revealed differences by gender. The findings suggested that there were statistically significant differences in post-test scores by gender, $F(3, 2240) = 10.59$, $p. < .001$. Examination of the means indicated that students self-identifying as female (M = .78, SD = .10) had higher post-test scores than students self-identifying as male (M = .75, SD = .12), which can be seen in Table 5. Another, ANOVA was conducted to determine if students' knowledge about sexual violence after completion of the *Not Anymore* online education training revealed differences by student status, $F(2, 2441) =12.10$, $p. < .001$. Findings indicated that first-year students (M = .77, SD = 10) and graduate students (M = .77, SD = .11) had the highest post-test mean scores, followed by transfer students (M = .75, SD = .11). In sum, female students and first-year undergraduate students had the highest pre-test

scores and females and first-year graduate students had the highest post-test scores. Also, females also had the largest increase in knowledge by 0.091 and graduate students by 0.099.

Table 5: Knowledge Based Means for Student Sample

Demographics	N	Pre-Test Mean	Post-Test Mean	p
Gender				
Female	1505	.6845	.7759	.00*
Male	909	.6644	.7539	.00*
Student Status				
First-year Undergraduate	1382	.6863	.7742	.00*
New Transfer	579	.6595	.7488	.00*
First-year Graduate	483	.6758	.7746	.00*

*p>.001

Research Question 2

The second research question, *Do students' attitudinal perspective around rape myths change after completion of the Not Anymore online education training? Do students' status (first-year undergraduate, transfer, or first-year graduate student) impact the change in attitudinal perspective? Does students' gender impact the change in attitudinal perspective?* For this research question, examining social desirability prior to analyzing rape myths scores was important in ensuring the highest validity of the data. As mentioned in Chapter 3, Reynold's (1982) 13-item short Form C scale was used to determine social desirability. Students answered "True" or "False" to 13 questions, which according to the developers of the original scale, Marlowe-Crowne (1960), are based on a defined set of behaviors that are "culturally sanctioned and approved, but which are improbably of occurrence" such as "No matter who I'm talking to, I'm always a good listener." The 13 questions were then assigned either 0 or 1 points based on

their answer and added together to create a total score ranging from 0 to 13. Higher scores reflect greater concern for social approval and desire to avoid social disapproval. Participants' mean social desirability score was a 7.2 and the reliability of this scale was 0.69. Social desirability was also controlled for when examining whether rape myth attitudes changed after completion of the *Not Anymore* program.

The scores below (seen in Table 6) show the means of each of the rape myth questions prior to and after completion of the sexual violence program. Table 7 shows the differences in means by student status and gender for the rape myth acceptance scores. Each of the rape myth questions were on a five point likert-scale ranging from 1 (strongly agree) to 5 (strong disagree). Scores ranging closer to 5 have lower rape myth acceptance. Rape myth acceptance decreased (the means got higher) after participation in the program for each question except RM 11, *If the accused assaulter doesn't have a weapon, you really can't call it sexual assault*, which went from (M= 4.70) with the pre-test to (M= 4.67) in the post-test. Composite scores were determined for the pre-and-post rape myth items (variables). When examining the overall composite scores, as well as the total scores for each of the four sub-scales, the means increased. Therefore, it appears that the *Not Anymore* program slightly reduced rape myth acceptance (reliability for overall pre-score was 0.881 and 0.903 for the post-test composite score).

Table 6: Rape Myth Means and Statistical Testing Per Item

Rape Myth Question	Mean	Standard Deviation	Skewness	Skewness (Std Error)
Pre-test 1	4.24	1.01	-1.19	.050
Post-test 1	4.50	0.88	-1.92	.050
Pre-test 2	4.34	0.93	-1.31	.050
Post-test 2	4.51	0.84	-1.85	.050
Pre-test 3	4.10	0.97	-0.82	.050
Post-test 3	4.39	0.85	-1.39	.050
Pre-test 4	3.96	1.08	-0.71	.050

Post-test 4	4.37	0.89	-1.44	.050
Pre-test 5	3.28	1.21	-0.08	.050
Post-test 5	3.57	1.20	-0.32	.050
Pre-test 6	3.33	1.10	0.08	.050
Post-test 6	3.49	1.15	-0.13	.050
Pre-test 7	3.56	1.17	-0.32	.050
Post-test 7	3.65	1.17	-0.41	.050
Pre-test 8	2.98	1.17	0.36	.050
Post-test 8	3.25	1.23	0.12	.050
Pre-test 9	4.23	0.94	-1.05	.050
Post-test 9	4.37	0.88	-1.38	.050
Pre-test 10	4.39	0.84	-1.35	.050
Post-test 10	4.56	0.78	-2.01	.050
Pre-test 11	4.70	0.59	-2.03	.050
Post-test 11	4.67	0.66	-2.24	.050
Pre-test 12	4.28	0.92	-1.22	.050
Post-test 12	4.59	0.74	-2.01	.050
Pre-test 13	4.62	0.66	-1.87	.050
Post-test 13	4.68	0.66	-2.38	.050

Table 7: Post Rape Myth Scores by Specific Gender

Descriptive Statistics

Dependent Variable: CompRMPost

STS	GNDR	Mean	Std. Deviation	N
1	Female	51.1219	7.26658	886
	Male	46.4120	7.62245	483
	Prefer not to answer	51.5000	8.26640	4
	Classified as another	54.1111	4.78133	9
	Total	49.4964	7.71822	1382
2	Female	51.0951	7.44168	326
	Male	46.3755	8.47790	245
	Prefer not to answer	49.0000	10.53565	3
	Classified as another	56.2000	3.27109	5
	Total	49.1313	8.23193	579
3	Female	53.0648	6.69383	293
	Male	50.5902	8.29148	183
	Prefer not to answer	55.8000	3.89872	5
	Classified as another	55.5000	6.36396	2
	Total	52.1656	7.41155	483

Total	Female	51.4944	7.23422	1505
	Male	47.2415	8.16202	911
	Prefer not to answer	52.6667	7.27803	12
	Classified as another	54.9375	4.32772	16
	Total	49.9374	7.86073	2444

A one-way analysis of covariance (ANCOVA) was conducted to determine group differences on rape myth acceptance scores. Social desirability and pre-test scores were chosen as covariates. As a result, differences in rape myth scores by gender and student status were examined after adjusting for social desirability and pre-test scores. Findings revealed that there was a statistically significant difference in post-rape myth acceptance scores by gender, $F(3, 2430) = 3.704$, $p < .05$, however, there was not a statistically significant difference in post-rape myth acceptance scores for student status, $F(2, 2430) = .629$, $p = .533$ (seen in Table 8).

Table 8: Test of Between Subject Effects

Dependent Variable: CompRMPost

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	89342.420[a]	13	6872.494	271.049	.000
Intercept	6863.952	1	6863.952	270.712	.000
CompRMPre	74815.445	1	74815.445	2950.701	.000
SDTotal	3.756	1	3.756	.148	.700
STS	31.875	2	15.937	.629	.533
GNDR	281.709	3	93.903	3.704	.011
STS * GNDR	94.559	6	15.760	.622	.713
Error	61613.002	2430	25.355		
Total	6245665.000	2444			
Corrected Total	150955.422	2443			

a. R Squared = .592 (Adjusted R Squared = .590)

Qualitative Analysis

The opened ended survey questions and 15 individual interview transcriptions comprised the qualitative data which addressed the last two research questions. This information was

compiled into several word documents and uploaded into the qualitative data system Atlas.ti 7. Creswell (2009) states that organizing the materials gathered during the collection stage into chunks or segments of text is important before one can truly bring meaning to the information. After uploading the information, I coded the transcriptions and open-ended survey questions based on broad themes. These themes were tested against four of the transcripts to ensure a wide range of codes were developed. Based on the information from these interviews, 15 codes were developed with 13 sub-codes. All of the information in the transcripts was coded; however, some of the questions asked were not used for the purpose of this study because they looked outside of the research questions.

After creating codes, definitions (also known as memos) for each of these codes were created to ensure consistency when analyzing the information since it was done over two-to-three weeks. After carefully going through all of the information and coding in Atlas.ti 7, I exported the document and searched for larger themes which shed light on the research questions for this study. This process was both inductive and deductive and information ascertained was compared against the research questions to ensure that links are being made.

The information for the 15 students that completed the study were combined into Table 9 and will be referenced through the next sections of this chapter.

Table 9: Individual Interview Student Characteristics

Student Number	Gender	Student Status
1	Male	1st Year Graduate
2	Male	1st Year Graduate
3	Female	1st Year Undergraduate
4	Female	1st Year Undergraduate

5	Male	1st Year Graduate
6	Female	1st Year Graduate
7	Male	Transfer
8	Female	1st Year Undergraduate
9	Female	Transfer
10	Male	1st Year Graduate
11	Female	1st Year Undergraduate
12	Female	Transfer
13	Female	1st Year Undergraduate
14	Female	1st Year Undergraduate
15	Male	1st Year Undergraduate

Research Question 3:

Question 3 is a mixed methods question seeking, *What knowledge about policies, procedures, and resources is retained by students two-to-three months after completing the survey*. Although a majority of the information regarding retention came from the individual interviews, it was important to note that immediately following the survey, post-test results showed there was an increase in knowledge about resources available on-campus (Table 10). When looking at the resources specifically, there was a statistically significant difference in the mean scores on the pre-test (M = 4.92, SD = 1.93) and post-test (M = 6.79, SD = 1.72); t(2443) = 50.28, p.<.001.

Table 10: Awareness T-Test Scores for Resources

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PostResource	6.7921	2444	1.72274	.03485
	PreResource	4.9247	2444	1.93701	.03918

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	99% Confidence Interval of the Difference Lower	Upper			
Pair 1	PostResource - PreResource	1.86743	1.83577	.03713	1.77171	1.96316	50.289	2443	.000

Frequencies were computed for resources that students heard of prior to and after completion of the *Not Anymore* program. The information in Table 11 shows that after completing the program, students heard of every resource more than they did prior to taking the program. The program mentioned all of these resources either in the actual video program component or listed in the resources tab in the program that students could access at any time, so it is understandable that knowledge around these resources increased.

Table 11: Percentage of Awareness of Resources for Pre-test and Post-test

RESOURCES	Pre-test	Post-test
Violence Prevention, Victim Assistance	41.6%	84.9%
Counseling (CAPS)	58.0%	87.3%
Office of Student Conduct	71.7%	89.3%
Title IX Office	38.9%	83.5%
Rutgers University Police Department	96.3%	97.3%
Dean of Students	80.8%	88.1%
Office of Legal Services	41.7	76.3

In addition to resources, there were seven questions asking about policy and reporting. These questions were on a likert-scale ranging from 1 (strongly agree) to 5 (strongly disagree). Table 12 shows the mean scores for each question decreased from the pre-survey question to the post question. The decrease in mean scores demonstrated that students may have a stronger understanding and/or willingness to report after completing the online program. This was also verified when looking at frequency scores for each of the questions. For example, policy question 1 states, "The University would take the report seriously." The mean decreased from 1.75 to 1.58 (closer to the "strongly agree" selection) and the response from students who strongly agree/agree for this question rose from 82.2% to 87.8%.

Table 12: Pre and Post Mean for Likeliness to Utilize Polices and/or Reporting

Policy Question	Pre Score Mean	Post Score Mean
1	1.75	1.58
2	1.82	1.61
3	1.76	1.59
4	1.88	1.64
5	1.88	1.65
6	3.30	3.12
7	2.10	1.82

Moreover, when asked, "please rate how comfortable you would feeling participating in a University conduct process against a student who sexually assaulted you," the mean decreased from 2.73 in the pre-test to 2.25 in the post-test (close to the "very comfortable" selection). This was another likert-scale test ranging from 1 (very comfortable) to 5 (very uncomfortable). This

shows that after participating in the program students may feel comfortable (64% stated very comfortable/comfortable) participating in a conduct process.

Resources. In the post-survey, over 75% of students stated that they heard of the resources listed (Table 11). Although nearly three-quarter of students were aware of resources from the post-test, most interview participants did not seem familiar with the resources and were unable to articulate where they may send a friend if they experienced sexual violence on-campus. In the individual interviews, the most well-known resource on-campus was the Counseling and Psychiatric Services (CAPS) Office, where nine students discussed their services.

> "I would use CAPS because I go there, they're actually pretty cool, they ask you questions for figure out your situation but they're not asking to try and demean your situation. That's what I like about them." - Student 12

Even if students were unaware of the full services CAPS provided they still recognized the name as a possible referral office.

> "I would say go to CAPS but I'm not completely familiar with the program or organization itself, so I would probably do some research first." – Student 5

Two other resources were named with smaller rates: Violence Prevention and Victim Assistance (VPVA), with four students naming them as a resource; and Rutgers University Police Department (RUPD), with three students naming them.

> "Depends if it happened on or off campus, I completely forget, I know RUPD they have a list of numbers to call so that might be my first try or I might try to avoid RUPD and just google,

> everyone has smart phones, Rutgers sexual assault and see what number pops up…" - Student 2

Policies and Procedures. After analyzing the quantitative information, the individual interviews codes were reviewed. All students were asked questions about resources on-campus as well as their knowledge about University policies, procedures, and accommodations for incidents of sexual violence (see Appendix C for list of individual interview questions). In regards to policies and procedures on-campus related to sexual violence, two students stated that they were familiar with the policies, seven students stated they were somewhat familiar with the policies, and six students stated they were not aware of any.

> "I can't say that I am explicitly aware, but the Masters student in me knows that there are probably policies on the books that if someone is convicted there is suspension, expulsion or forced academic leave…" – Student 2

The majority of the students that had some knowledge stated that they did not know the exact policy but were confident that they would be able to get help if needed.

> "No but I am sure if I told them they would put me in contact with RUPD and they would definitely settle it and they would probably get a restraining order or do further research into the situation. I think they would minimalize and take away whatever is occurring at the moment so it doesn't happen again". – Student 8

Accommodations. When asked about accommodations on-campus for students who have been victims of sexual violence there was a lack of awareness outside of resources. Eight students stated that they were only aware of counseling as an accommodation available to

students. Two students discussed having the opportunity to report the incident to University administration for the judicial process, which was discussed as an option several times during the *Not Anymore* program.

> "Yeah, I know that students can get a no-contact order through the school or there's counseling and you can also … go through with a restraining order through the police department and then they can also help you with going through student conduct to get the student kicked out or suspended…" - Student 9

Additionally, one student had mentioned the ability for the institution to modify class schedules and housing relocation so that a victim would feel safe on-campus.

> "They could, I'm not 100% sure on this, but I am pretty sure they can move [the victim] into areas where they would feel safe whether it be if they were being stalked they could be moved to another place where the perpetrator would be out of the vicinity or taking away the perpetrator in any sort of way." – Student 3

Research Question 4:

The last research question examined, *What information and practices are important for students when taking an online education program on the topic of sexual violence*. This was analyzed using both the individual interview data as well as the two open-ended questions from the post-survey. The two open ended questions gathered information from 5,107 students that originally completed the *Not Anymore* program. During the course of analyzing this information, Rutgers University stated that they wanted to create a homegrown online module for students.

Based on this need, feedback was analyzed from all students who responded to the two questions to ensure all opinions were taken into consideration.

Six overall themes emerged which students noted as being an important aspect for an education program focused on sexual violence. These themes included firsthand accounts, comprehensive and clear information, material highlighting how to be part of the solution, a victim-centered approach, formatting priorities, and diversity among cast. Each of these larger themes is explored below with supporting quotes from student participants.

Firsthand Accounts. The most widely discussed component of the *Not Anymore* program was the real-life, firsthand account on issues of sexual violence. Nearly every student who participated in the individual interviews and hundreds of students who completed the post-survey question stated that they thought the testimonials were effective and believed they were a gripping piece of the program.

Students shared how the program helped them to put a face to the issue of sexual violence and not just discuss the statistics around victimization rates. "Hearing other people speak about their experiences with abuse really opened my eyes to how suddenly, easily, and realistically something like this could happen to myself, or my loved ones." Additionally, another student felt "… [The program] was real, it was not just about random statistics but instead included real stories, survivors who were brave enough to get in front of the camera to share a piece of their life with the public in order to try and bring awareness to this topic, so that other individuals can learn from their story and hopefully prevent these tragic events from happening to either them or someone they may know."

Some students even stated that in addition to making the program more gripping, having real life testimonials could start to change the culture of sexual violence. "The firsthand look on

the victims of these horrific acts of sexual assault. Those personal video clips really expressed the trauma sexual assault can cause on someone and I think if everyone were to watch them, sexual assault would decline."

In addition, there were several students during the final component of the post-survey who self-disclosed that they were victims. These students shared their experience with violence, and then stated how they related to or appreciated the information shared during *Not Anymore*. "…It had real stories and made it seem like it was okay and not my fault. The program made me reconsider going to see counseling and I liked the fact that they addressed about how sexual assault can happen to anyone."

Comprehensive and Clear. Educating on sexual violence and bystander intervention is no easy feat. There are multiple definitions of sexual assault which can vary by institution and state law which can complicate an educational process. Along with definition there are components of sexual assault, such as the terms consent and incapacitation, which add to the complex understanding of sexual violence incidents on-campus. While selecting a program, it was very important to Rutgers University administrators to ensure that students were understanding consent and sexual assault (which includes any form of non-consensual sexual contact). *Not Anymore* was believed to have one of the better approaches to fostering an understanding of these terms. Additionally, due to the requirements set forth by the VAWA, there was a depth of information that needed to be covered in the educational program.

According to student feedback in both qualitative formats, it appears that the *Not Anymore* program was clear and comprehensive for all students who completed it. The program was broken down into multiple sections, each covering a different topical area required by VAWA. "I appreciated the fact that everything was broken down into parts so that the

individuals could clearly see differences in certain types of behavior. Breaking it down had also enabled me to focus more on subjects of which I was interested to find out more information." Additionally another student stated, "I like how it was extensive on several issues. It was good that they informed about rape, stalking, dating violence, harassment, and went in-depth about consent. I also liked that during portions of the questionnaires it had if paying attention pick neutral because it ensures people are focusing and not simply rushing and doing whatever to finish."

Several students also discussed gray areas in regard to all forms of sexual violence and included that the program helped to remedy some of the perplexities of the terminology. "I liked how comprehensively it discussed particularly harassment and stalking, which are gray areas I feel like, in comparison to sexual assault which a lot more people understand and condemn as decisively bad." In terms of consent a student stated, "I liked how there were the videos of what consent looked like, it is really awkward to watch those actors making out but people seriously don't know what consent is and that is not okay. I believe a lot of people think that consent has to be like 'miss would you like to have sex now' and that's awkward and probably weird. But consent can be 'should I put a condom on now' or ask someone if they want to have sex in a sexy way."

How to be Part of the Solution. As mentioned in the theme above, VAWA required that prevention methods be included in the education that new students receive. Bystander intervention is one of the most highly regarded prevention methods discussed in the college environment. The *Not Anymore* program highlighted bystander intervention in a latter section of the program and discussed ways to intervene using the ACT approach.

Multiple students referenced the ACT approach during the qualitative section of the survey but none of the student interviewees discussed the acronym. "I liked that it showed examples of how you can ACT at a party. You don't always have to call the police. You can spill your drink, create a distraction, sit in-between the two people, etc. I hadn't thought of all of those possibilities." Furthermore, another student discussed the importance of "the video of facts and examples of what real life situations can look like and solutions to better ACT."

Even if students did not discuss ACT, they still noted the importance of how to intervene. A student reported the importance of "the hypothetical situations were also helpful in showing specifics. I also liked that it showed what someone can do as a bystander." Another student stated during their interview that they appreciated the "step by step advice on how to handle situations". Also, "for me, the portion where the student actors demonstrated the ways that one might intervene in a situation that looks like it could lead to sexual assault was helpful; I hadn't considered things like accidentally spilling something to diffuse the situation."

Lastly, one student stated that they really liked the program because it is "saying what you SHOULD do in tricky situations. Most programs only say what not to do, leaving you on your own from there."

Victim Centered. Another important component for Rutgers administration when selecting a program was to ensure it was victim centered. During the fall semester when the program was emailed to students, the University had launched its campaign: "The Revolution Starts Here: End Sexual Violence Now." The purpose of the campaign was to expose all students to sexual violence education and programming and to create an environment on-campus where students felt safe and were encouraged to report incidents.

With this in mind, the University wanted to verify that appropriate trigger warnings were available to any victim or survivor who may be taking the program. Several students noted the trigger warnings in their response and stated that it was beneficial, "the consideration for trigger warnings within the video sequences were thoughtful." As well as, it "allowed people to opt-out from hearing certain parts of the training to avoid being triggered." Lastly, "I liked the videos and how the program included a trigger warning especially for those who were victims of sexual assault. The *Not Anymore* program is very sensitive and caring to victims."

In addition to the trigger warnings, several participants self-identified as victims or survivors and complimented the material as being accurate and victim-centered. "Having previously been in a both emotionally and physically abusive relationship, and years later stalked by that same individual, the *Not Anymore* program was extremely accurate, at least for what I have experienced firsthand."

Format. All new undergraduate and transfer students had a wealth of different online programs that they had to complete during the summer and within the first few weeks of their academic semester. The online format of the programs were similar; however, it was the hope of University staff that, because of the importance of the issue, students viewed the program as an acceptable and helpful format. Additionally, due to the sheer nature of the incoming class at Rutgers each year, it was realistic to ensure education through the offering of an online component.

The biggest complaint in both the qualitative survey component and the interviews related to the length of the program. "This program is much too long to keep interest in a large majority of a very busy time-pressed college population who needs to understand this issue, but will lose focus because of a limited attention span." The program was cut down immensely, even

editing specific modules, to keep the online program to less than an hour. After editing, the program was 53 minutes plus the pre-and-post survey.

Additional feedback from students related to particular parts of the program. Several students mentioned having some technical difficulties with the videos: they would not load fast enough or would pause for a few seconds during the middle of the module. There was also some suggestions related specifically to the video role-playing scenarios. "I didn't like how the program stopped in the middle of videos to give information. It felt disruptive and as though it would serve better in a type of summary statement rather than something that was just sort of thrown in there, like a did you know?" Other students felt that the way the program was set-up that some of the important information could easily be skipped. "I feel like a lot of people will just mute the videos and not actually watch them and take it seriously. In my opinion, something where the student has to be more interactive will be more beneficial."

Some students found the format helpful and commended the efforts of the institutions for choosing the program. "I liked the structure- a series of videos and information bookended by surveys to gauge and then later test our knowledge on sexual assault. It was certainly very effective in solidifying the information given throughout the program." Another student commented, "Although programs like this often suffer from being seen as jokes or as a half-hearted attempt to tackle these issues, I feel that the formatting, organization, and overall presentation of this program made it excellent." There was a mixture of students who liked the pre-and-post survey components as well. "The interactive quizzes and the fact you had to continue pressing keys or the screen so you continue to pay attention."

In both qualitative formats some students suggested that the post-test be required based on the grade of the pre-test, helping with issues of length. "The program should be adaptable to

the original knowledge base of the participant based on the first round of questions. My friend did not continue with the program because he got a high score on the knowledge base early in the program."

Diversity. Rutgers University is one of the most diverse colleges in the country (Rutgers University- We are Diverse homepage, 2016). Having a diverse population is very important to the institution and their identity. While researching programs, the diversity of cast was discussed as an important component. The program diversity included race, gender of the victims or survivors, sexual orientation, and age. The *Not Anymore* program included a varied case of identities including race and gender, and it displayed several scenarios with LGBT couples as well. Additionally, the Student Success Company offered a graduate-level program which had identical content but displayed a cast that was older in age and therefore did not follow the traditional 18-24 college student.

The most widely discussed diversity response was in regards to members of the LGBT community. "I loved how they didn't only involve same sex relationships because everyone goes through sexual harassment, rape, etc." Also, "the inclusion of LGBT stories, that I could take a course aimed at older students."

Additionally, highlighting men as victims was also praised by students as a need to this type of education. "Does not stereotype all men as sexual predators. I liked especially the disclaimer at the beginning of the stalking video that stalkers can be of any gender… acknowledges that men feel the need to conform to destructive gender roles too."

Disapproval of Program. A small portion of participants believed that there was no information that could be provided in an educational manner that will change the attitudes or behaviors of those who commit acts of violence. One student believes, "… people that assault

and rape others WILL NOT complete this program and then say to themselves 'Oh, yeah raping other people is bad. Let me not do that.' They know exactly what they're doing. They will complete this, scoff at it, and continue doing what their mutilated moral compass believes is right and just. People who find pleasure in overpowering others (through rape or assault) need some kind of professional help because they themselves are not in a normal mental and emotional state. This program does not benefit them…" In addition, another student shared that she does not believe a program can shift the culture after having experienced sexual violence. "I was assaulted after being drugged and I feel as though it is sort of a save face tactic for the university. Do you really think that rapist/assaulters watched this and suddenly realized they were doing the wrong thing? No way they know it is wrong, don't care, and as a result no amount of education can stop them. Only thing that can is prosecution of those individuals." Understanding the challenge it would be to change perpetrator behavior through an intervention program, *Not Anymore* placed a large focus on bystander intervention and how students can be part of the solution to help others in potentially dangerous situations.

Despite these comments, an overwhelming majority of students concluded in both the qualitative survey feedback as well as the interviews that the program was designed well and was educational. During the 15 student interviews, each participant was asked about their recommendations and feedback if Rutgers were to create their own program in the next academic year. None of the responses included any change to the content of the information shared and most praised the program and the University's attempt to highlight an important issue. "I think sexual assault prevention is super important and proud that Rutgers is digging into it."

Summary

Institutions have only recently been required to offer educational trainings to their new students. Online sexual violence and Title IX programs are quickly expanding to meet the needs of colleges and universities. This study showed that one particular program, *Not Anymore*, conducted at Rutgers University, a large diverse public research institution, was beneficial to students. Knowledge increased across all genders and student statuses as a result of participating in the program. Additionally, rape myth acceptance scores were lower for both genders, which was statistically significant, and student status, which did not prove to be statistically significant through participation in *Not Anymore*.

Although there were immediate changes after participation in the sexual violence education program, qualitative data shows that this did not necessarily sustain two-to-three months later. Several of the 15 students interviewed were unable to retain specific information related to Rutgers University resources, policies, procedures, and accommodations despite being emphasized several times in the program.

This study provides an exclusive insight on the impact of online sexual violence education programs. Most programs have not validated their survey and the information collected and therefore institutions are choosing programs blindly. However, this study now provides a baseline for a particular program and hopefully can facilitate further discussions and validations into these online approaches. With this purpose, Chapter 5 proposes recommendations for college and university stakeholders.

CHAPTER 5: DISCUSSION

The final chapter reviews key findings from the research, discusses limitations found throughout the study, and highlights future considerations for further work in the area of online sexual violence education.

Key Findings

Knowledge from Intervention

The *Not Anymore* sexual violence education program was successful in increasing knowledge amongst student participants immediately following the intervention. Post-test results showed an increase (M= 0.68 to M= 0.77) for the content based questions signifying all students who participated gained additional knowledge in this section. Additionally, when analyzing the information further it was found that both genders (male and female) as well as student statuses (first-year undergraduates, new transfer students, and first-year graduate students) experienced an increase in knowledge on this content. Female students and first-year undergraduate and first-year graduate had the highest post-test scores, with the larger increase in knowledge from the graduate student population (M= 0.67 to M= 0.77).

As discussed in the literature review, there is limited data which reviews the successfulness of online education programs for this topic area. Furthermore, there is limited research which specifically analyzes knowledge gained (based on a content area) as most studies exclusively focus on rape myth attitudes and awareness scales for prevention and intervention programs (Anderson & Whiston, 2005). The research below summarizes studies that have had a component of their study focus on knowledge gained.

In analyzing workshops and in-person evaluations, similar results were found with comparison to this study. Women Against Rape (1980) conducted workshops for female students

for three-to-six months and found that those who participated in the workshops had more accurate knowledge of sexual assault after completion. Anderson and Whiston (2005) conducted a meta-analysis of the effectiveness of college-based sexual violence education programs where seven outcome measures were created. One of the outcome measures reviewed "rape knowledge" was determined to be the category that had the largest positive change (Anderson & Whiston, 2005). According to the researchers, this finding indicates that those who participated in intervention programs displayed greater factual knowledge about sexual violence than those who did not attend or participate in a program or workshop (Anderson & Whiston, 2005). Although not directly related to sexual violence knowledge, the average score on a sexual knowledge survey was 44% correct among college students (Carrera, Williams, & Philiber, 2000). This survey was used by Aronowitz, Lambert, and Davidoff (2012) to show that the greater sexual knowledge a student had, the less likely the participant was to accept rape myth attitudes. The researchers continued by stating that although J. Fisher and W. Fisher (1992) found that knowledge of a topic is not enough to create a behavioral change, their research suggests it is an important component leading to prosocial attitudes (Aronowitz et al., 2012).

The take-away from this program for Student Affairs professionals is that an online program can positively impact knowledge gained about sexual violence after completing an online module. Providing an educational experience to our students that is seen as an "out of the classroom" opportunity is the heart of many college Student Affair Divisions' missions. Through this study, it can now be shown through evidence based research that at least one of the sexual violence online education programs is beneficial for college students. Additionally, this program helps educate all students regardless of gender or student status making it a comprehensive and applicable educational experience for all.

Rape Myth Attitudes and Behaviors

The *Not Anymore* sexual violence education program decreased rape myth acceptance for all student participants on a whole (M= 3.95 to M= 4.16). When accounting specifically for gender (male and female) and status (first-year undergraduates, new transfer students, and first-year graduate students), it was found that there was a significant difference in rape myths acceptance by gender, with women accepting fewer rape myths than men. There was no significant difference in rape myth acceptance by student status. The following studies have similar findings with a change in rape myth attitudes/acceptance based on intervention or participation in a sexual violence education program.

Several meta-analysis studies conducted have shown that rape myth attitudes and acceptance levels have decreased based on participation in intervention programs. In analyzing these studies, there is no recommended "best" program, length, or style, because all have differing results (Brecklin & Forde, 2001; Flores & Hartlaub, 1998; Lonsway, 1996). Dallager and Rosen (1993) found that there was a decrease in rape myth acceptance when comparing college students in a human sexuality course, which lectured specifically about sexual oppression and sexual abuse to a general education course. After participating in a seven-month rape-prevention program, rape myth acceptance scores decreased significantly among the fraternity member participants compared to the control group (Foubert, 2000).

Some researchers have determined there is a specific gender gap when analyzing rape myth acceptance scores (as found in this research in which women had lower rape myth acceptance before and after intervention than their male counterparts). Ellis, O'Sullivan and Sowards (1992) asked students to consider a friend that has been a victim of sexual violence and the approach (whether they would report or contact anyone) which would take place. Based on

these descriptions, as well as answers in several rape and interpersonal violence acceptance scales, it was found that women became more rejecting of rape myths while men became less (Ellis et al., 1992). Similar to Dallager and Rosen (1993), Fischer (1986) examined attitudes after participation in a human sexuality course. Fischer (1986) found, based on the format of the class, students who completed a human sexuality course were more likely to reject date rape attitudes and have slightly more liberal attitudes toward women. Grubb and Turner (2012) examined multiple research across college and non-college students and found several articles that demonstrate that gender does have an impact; men traditionally have a larger overall acceptance of rape myths.

There were also several studies which reflected that there was no change in rape myth attitudes based on the intervention and educational method used. Borden, Karr, and Caldwell-Colbert (1988) used a pre-and-post survey methodology to determine if there were changes in the Attitudes Towards Rape Questionnaire. The authors conducted a 45-minute in-class lecture addressing topics of rape awareness and prevention and found that after participation there were no significant changes to the post-survey (Borden et al., 1998).

One interesting comparison amongst these studies was looking at the groups in which interventions took place. Brecklin and Forde (2001) stated that men seem to have the largest attitudinal change when in single-gendered groups. Because of the nature of online programs in general, students are experiencing the intervention in a single-person setting. Therefore, the increase seen within men for lower rape myth acceptance could be contributed to the fact that they are in a single-gender setting.

As a Student Affairs professional, especially one who may be funding a program, it is important to see results on a multitude of levels. From this results gathered in this study, it has

been determined that not only does knowledge of sexual violence increase but rape myth attitudes decrease based on participation in this program. Some of these online programs can be expensive based on the cohort size that is completing the program; however, knowing that students attitudes can change based on an online model is worth the financial commitment from an institution.

Retention of Specific Knowledge

There is no research which indicates retention of specific institutional knowledge after participation in a sexual violence education program. Within the past one-to-two years, many colleges began collecting data that uses campus climate surveys as per a recommendation from The White House Task Force. These surveys typically focus on students' knowledge around resources, victimization rates, and policies and procedures on-campus. However, the information collected is general and not compared to an intervention method to determine retention of these resources, policies and procedures. Additionally, most of the specific data from the surveys is not validated or distributed publically. There are no comparison studies to determine what methods should be used to gather retention information and how much information retained proves a program successful.

For this study, qualitative data was collected during individual interviews to determine if knowledge regarding resources, policies, and procedures was retained a few months after students participated in the *Not Anymore* program. Although multiple students were able to recite the name of some of the resources the University had to offer such as CAPS (Counseling and Psychiatric Services) and VPVA (Violence Prevention and Victim Assistance), there was not a lot of knowledge retained about what these resources specifically provide students. However, victim testimonials indicate that they frequently use the internet to seek help. By searching either

of these resources and the institution name, students would find the information needed to pursue counseling, get help, and possibly report, if interested (The Hunting Ground Documentary, 2015). Information discovered in the Rutgers University Campus Climate Focus Groups also found that these two resources were noted most often by students, but the participants who had a better working knowledge of CAPS and VPVA were traditionally students that had a larger interaction with the office for training purposes such as Resident Assistants and student athletes (McMahon et al., 2015a).

With regards to University policies, none of the 15 students interviewed remembered that there was a specific Sexual Violence policy for students and how to find information regarding the policy. This finding was consistent with data discovered in the Campus Climate Survey focus groups (McMahon et al., 2015a). The Rutgers University student policy houses all information for students on how to report; how to get help/counseling, violations and prohibited conduct; how the adjudication process works if one chooses to move forward with an investigation; and possible sanctions for students found responsible for charges within the University conduct system. This information is critical for victims to understand their options and needs to be a focal point in future research.

Limitations

Some may argue that no study is perfect and my research was no exception. While preparing to launch the *Not Anymore* program, several stakeholders and the IRB were consulted regarding language that would be used in the invitation to participate email. All of those consulted determined that using the term "expected" would be the best approach to show the importance of this educational program while not stating that it was "required." However, during the course of the online program there was confusion from several students whether "expected"

meant "required" or "mandatory." All students who emailed the Vice Chancellor of Student Affairs (who sent the original invitation to participate email), the IRB, or myself, were told they did not have to participate in the program but it was strongly encouraged by the College administration. This confusion may have caused an issue with the sample size.

Another challenge that was presented was the timing of the launch of the *Not Anymore* program. All new students were required to take two online educational modules (one for alcohol and one for financial literacy) at the end of the summer. Two weeks into the fall semester the College launched the sexual violence education program. This timing was purposely chosen to ensure that students were educated during the "red zone," the first six weeks of school when most students are sexually assaulted. Nonetheless, students were still getting over online survey fatigue from weeks prior. Institutions face a difficult decision with timing of these online programs because first-year students encounter many issues and obstacles during the first semester such as alcohol and drugs, sexual violence, and financial literacy. Stakeholders from each of these departments could argue that their topic is the most important for student safety or future success. Therefore, it is truly up to each individual college to determine whether they want to initiate multiple online programs at the same time (over the summer and the beginning of the academic year) causing potential fatigue and lack of comprehension, or if they want to stagger the programs and risk a potential issue for students during the first weeks/months of the semester when the information is not shared on a particular topic.

Aspects of the methodology and data collection of this study also presented a limitation. First, full sub-scales for the IRMA component were not used when trying to determine change in attitudes. Four sub-scales were used from the complete IRMA instrument; only one of which used all questions in the sub-scale. Composite scores for this study are therefore not

generalizable to scores conducted by other researchers. Based on this, it is recommended that complete sub-scales be used in the future. Second, only 15 students were selected to participate in individual interviews. Although the information gained from these interviews was important to this study, the small sample size hinders the information from being generalizability to the overall campus community. Third, when analyzing the data gained from the pre-survey, it was determined that gender and student status were significant when looking at the higher means for females and first-year undergraduates and first-year graduates. Banyard (2007) also found that women participating in a bystander education program had higher knowledge prior to the start of the education method. Because males and females have a different baseline knowledge, this could have impacted the results which show that woman attained higher levels of knowledge for the post-test component. Lastly, similar to any program evaluations of this kind, there may be self-selection bias. Students who have an interest or personal connection to this topic may be more willing to participate, potentially skewing the overall knowledge and attitudes on campus. To account for this threat, institutions may want to look into making these programs mandatory so they are gaining a sense of their overall campus.

Future Considerations

While conducting this study, additional areas of interest popped up that could be explored in future research. One of the most fascinating findings was related to students who identified their gender as "prefer not to answer" or "another." The information related to Research Questions 1 and 2 did not include their specific data because of the low sample size (each represented less than 1% of the total sample). However, both of these gender groups preformed higher on their pre-and-post test scores compared to their male and female counterparts. In addition, these students had lower rape myth acceptance scores. Research shows that students

who identify as LGBT (which encapsulates the "Another" category and possibly some individuals in "Prefer not to Answer"), are two-to-three times as likely to be victims of sexual violence (National Coalition of Anti-Violence Programs, 2011). One possibility for their higher knowledge and lower rape myth acceptance could be based on their higher victimization rates. To truly understand this data and determine its significance, another study could be conducted which includes a larger sample of students identifying as LGBT.

The research in Chapter 4 demonstrated that females have higher knowledge and lower rape myths than their male counterparts. To truly understand why there was a difference in scores additional studies need to be conducted to determine if further programs should be developed or created as an "add-on" experience for a specific population or if the design and facilitation of a program is more appealing to certain students. For example, it may be interesting to see if a pre-program should be developed that could help students who identify as male raise their knowledge scores and lower their rape myth scores, getting them to the same pre-test level as female students, to then test how the program impacts both populations at the post-test level. Another option could be creating more in-depth modules throughout the program for male students to ensure understanding of core concepts which reflect knowledge and rape myth scores. Unfortunately, both of these options target a specific population of students and may not be a fair process to ensure equal understanding and changed attitudes of a program. A different avenue to explore would be determining if male and female students learn and change attitudes in differing ways. Many students responded in the post-survey question about recommendations for future programs that they found the victim testimonials to be powerful and inspirational. What I did not explore from my research is whether this belief was held by both male and female students or if female students identified with this educational experience better. Male students may find that

the victim testimonials seem to be "male blaming" and therefore not associate these stories to changing attitudes or knowledge. Further research needs to be conducted to determine if there is a difference in how students of different genders learn and change rape-myth attitudes.

There were a few dozen comments in the qualitative survey section in which participants stated that this program should be mandatory for all students at the University. Rutgers did not require that students complete the course and there was no punishment for failing to finish the modules. Because of this, and possible other factors such as timing and length of program, the response rate was low. To combat low response rates and ensure that all students are receiving the same messages, some colleges are choosing to mandate that all students identified in their target population complete a program. There is no current research which identifies the best approach to educating the student body on this difficult topic; each school is typically making their own determination. If institutions want to ensure that they are educating everyone, it is recommended to make the program mandatory and use the "carrot and stick approach": offer incentives for those that complete in a timely manner and create an accountability measure for students that do not. At my current institution, all students who did not complete the program in six weeks received a hold on their academic account and were not able to register for classes until completion of the program. This approach created some backlash among students and parents, but all students did complete the program. If using the stick approach, it is advised to ensure that upper-level administration is in support of the process and can help enforce the importance of the program. Based on my experience with this process, as well as managing a sexual violence program at another institution, I believe that these programs should be required for all incoming students with an opportunity for students who have been victims to be exempt to ensure they are not retriggered by the information.

Lastly, it was found that there were some overall issues regarding retention of knowledge with the information presented in the *Not Anymore* program. Although some broad concepts were retained, specifics regarding policies and procedures on campus as well as the multitude of different resources that Rutgers has to offer its students was not recalled. To navigate this problem, it may be beneficial for institutions to have a short refresher course that students can take a few months after competition of the program (or each year depending on the school requirement of the program for students) to reiterate the messages and enforce comprehension. Several of the online programs that are available to colleges and universities are creating these online refresher courses for this reason and including it in the overall price that institutions pay to avoid additional charges.

Conclusion

There is no evidence-based research which supports that any of the newly designed online sexual violence education programs increase knowledge or lower rape myth for student participants. The purpose of this study was to attempt to answer whether online education is a successful model for gaining knowledge on sexual violence, and whether it helps determine if attitudes (rape myths) changed through completion of *Not Anymore*. From the data gathered, it does appear that the online program increased knowledge for all participants based on gender and student status at the institution. Despite students gaining knowledge immediately following the program, further research needs to be conducted to determine if students are retaining the knowledge. Additionally, attitudes should be assessed months after completion of *Not Anymore* to determine if rape myth acceptance is still at the lower rate found during the post-test. Lastly, if institutions are looking to purchase or create a home-grown program they should ensure that have several of the components that were identified as important: include first-hand testimonials,

be comprehensive and clear with terminology and messaging, include multiple formats for educating, have information on how to be a bystander and intervene, and be victim-centered and diverse. With these online education programs gaining popularity amongst higher education institutions, more research will be available in the next few years to determine effectiveness of specific programs.

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Appendices

Appendix A: Pre- Survey
Appendix B: Post- Survey
Appendix C: Individual Interview Protocol

Appendix A

Survey Instrument- Pre-survey

Demographics

Gender identity- do you consider yourself to be:

☐Female
☐Male
☐Transgender Female
☐Transgender Male
☐ Another_____
☐Prefer not to Answer

What is your current status (if transfer student, please **only** check the first box)?

☐New Transfer Student
If select transfer: From what institution_____
☐Incoming First-year Undergraduate Student
☐ Incoming Sophomore Undergraduate Student
☐ Incoming Junior Undergraduate Student
☐ Incoming Senior Undergraduate Student

☐Incoming First-year Graduate Student
☐ Continuing Graduate Student
☐Another_____

Do you in on-campus housing at Rutgers?

Yes
If select yes: Where? _____
No

Knowledge Base

Consent (P)

1. Please check whether you believe the following statements are true or false:

Question	True	False
Sexual assault includes any sexual activity performed without consent.		

Victims are never to blame for sexual assault.		
A sexual act can become sexual assault even if the victim did not say "NO".		
A sexual act can become sexual assault even if the victim did not physically resist.		
Consent is still necessary even if the victim is known to engage in frequent sex.		
Consent is still necessary even if the people involved had sex on prior occasions.		
Consent can be withdrawn at any time during sex and sexual activity must stop immediately.		
The majority of sexual assaults are committed by strangers.		
The majority of sexual assaults involve force or threat of force.		
The majority of sexual assaults involve a weapon (gun, knife, stick, etc).		
The majority of sexual assaults involve physical resistance by the victim.		
Sexual assault occurs with the same or greater frequency for people who are lesbian, gay, bi-sexual and /or transgender as for people who are heterosexual.		
College women are at greatest risk of sexual assault during their first semester of college.		

2. What percentage of women are sexually assaulted in college?
   - 5
   - 10
   - 20
   - 33
   - 50

3. What percentage of college men will be the victim of unwanted sex?
   - 1
   - 4
   - 8
   - 12
   - 16

Dating and Domestic Violence

4. What percentage of college men report experiencing violent and abusive behaviors (including physical, sexual, technological, verbal or controlling abuse) from someone they were dating
   - 8
   - 18
   - 28
   - 38
   - 48

5. What percentage of college women report experiencing violent and abusive behaviors (including physical, sexual, technological, verbal or controlling abuse) from someone they were dating
   - 3
   - 23
   - 43
   - 63
   - 83
6. Which, if any, of the trait(s) below should serve as a warning sign for potentially aggressive people in terms of their sexual behavior and/or approach to relationships.

   Talks over partner

   Argumentative

   Does not respect or follow rules

   Materialistic – wrong

   Exchange oriented – wants something for everything

Real "player"

Intoxicated/High

Violent Tendencies

None of these are warning signs.

7. Which, if any, of the trait(s) below should serve as a warning sign for an emotionally abusive relationship.

Quick commitment

Controlling Behavior

Jealousy

Humiliation

Intimidation

On again off again relationship – wrong

Jekyll & Hyde Behavior

None of these are warning signs.

8. Which, if any, of the items below signify that someone might be experiencing dating or domestic violence.

Changes political views – wrong

Avoids spending time with friends

Seems on edge

Bruises

Wears unusual amount of makeup

Wears unusual amount of clothing

Makes excuses for date's behavior

None of these are warning signs.

9. Which, if any, of the steps below are appropriate if you think someone might be experiencing dating violence or domestic violence.

Speak with an RA

Speak to the person's close friends about your concern

Have a conversation with the person

Confront the possible perpetrator – wrong

Text the victim a link with appropriate resources if not accessible to the perpetrator

Offer to go to counseling office with your friend

None of these are appropriate steps to take.

Sexual Harassment (P)

10. Sexual harassment requires that a sexual comment be made directly to a specific person. F

11. Which, if any, of the following can create a hostile environment that is considered sexual harassment:

Persistent dirty jokes

Offensive comments

Forming a social click – wrong

Inappropriate touching

Indecent gestures

None of these acts can create a hostile environment that is considered sexual harassment.

12. Which, if any, of the following may be examples of bullying and/or cyberbullying:

Teasing or taunting

Spreading Rumors

Achieving better grades than someone else – wrong

Social outcasting

Repeated unwanted texts

None of these are examples of bullying and/or cyberbullying.

13. Someone who believes they are experiencing harassment and/or bullying should:

Ask the bully or harasser to stop, if safe to do so

Record all instances

Get immediate emotional support from friends, family or school

Seek resolutions and put complaints on record

Avoid social events – wrong

None of these are actions should be taken.

Stalking

14. College aged people (18-24 years old) have the highest prevalence of stalking.

15. 1 in how may women will experience stalking in their lifetime.
- 6
- 16
- 36
- 56
- 76

16. 1 in how may men will experience stalking in their lifetime.
- 10
- 19
- 33
- 47
- 68

17. Someone who believes they are experiencing stalking should:

Communicate to stalker that he/she is not interested if it is safe to do so

Avoid all social events

Cut off all interactions with stalker

Notify authorities

Keep record of all instances

Limit social media usage accessible by stalker

None of these should be done by someone experiencing stalking.

Understanding

18. Please rate how you feel about the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
If a female is sexually assaulted while she is drunk she is somewhat responsible					
When females go to parties with provocative clothing on they are "asking for it"					
If a female goes into a room with a guy while at a party it means she's interested in having sexual relations with him					
If a female initiates kissing or hooking up it is fair for the male to assume she's interested in sex					
If you are still reading this survey then please check the "neutral" box					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When males are involved in sexual assault its usually because of their strong desire to have sex					
Males don't usually intent to force sex on a female but sometimes they get carried away					
Sexual assault happens when a males sex drive is out of control					
If a male is intoxicated he might commit sexual assault unintentionally					
If both parties are drunk it can't be rape					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
If the person doesn't physically resist sex or fight back, it can't be considered sexual assault					
If the accused assaulter doesn't have a weapon, you really can't call it sexual assault					
If a female doesn't say "no" she can't claim sexual assault					
Men can't really be sexually assaulted					

Comfort

19. Please rate how comfortable you would feel doing the following:

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Speaking with a counselor if you were a victim of sexual assault					
Accompanying a friend to a counseling session					
Reporting an incident to Rutgers Police if you were a victim of sexual assault					
Reporting an incident to University Staff if you were a victim of sexual assault					
Reporting an incident to faculty if you were a victim of sexual assault					
Reporting to a peer/friend if you were a victim of sexual assault					
Participating in a University conduct process against a student who sexually assaulted you					

Policy & Reporting

20. Please rate your opinion on the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The University would take the report seriously					
The University would keep knowledge of the report limited to those who need to know in order for the University to respond properly					
The University would take steps to protect the safety of the person making the report					
The University would take corrective action to address factors that may have led to the sexual assault					
The University would take the appropriate action against the accused offender					
Students would label their peer making the report a troublemaker					
Students would support the person making the report					

Social Desirability

21. Please check whether you believe the following statements are true or false:

Question	True	False
It is sometimes hard for me to get on with my work if I am not encouraged		
I sometimes feel resentful when I don't get my way.		
On a few occasions, I have given up something because I thought too little of my ability.		
There have been times when I felt like rebelling against people in authority even though I knew they were right.		
No matter who I'm talking to, I'm always a good listener.		
There have been occasions when I have taken advantage of someone.		

I'm always willing to admit it when I make a mistake.		
I sometimes try to get even rather than forgive and forget.		
I'm always courteous, even to people who are disagreeable.		
I have never been irked when people expressed ideas very different from my own.		
There have been times when I was quite jealous of the good fortune of others.		
I am sometimes irritated by people who ask favors of me.		
I have never deliberately said something that hurt someone's feelings.		

Framework

You are at a party and see a girl who is drinking a lot and appears very drunk. You see a guy approaching this girl who begins to lead her away from the party. Of the following, which one would you do?

- Do nothing; its none of my business.
- Stay with her, or find a trusted person to stay with her to insure that no one takes advantage of her.
- Ask her if she needs help.
- Talk to the guy and ask where he's taking her.

	Very likely	Likely	Not sure	Not likely	Not at all likely
How likely are you to stop the first time a partner says 'no' to your sexual advances?					
How likely are you to confront a friend that plans to give someone alcohol for sex?					
How likely are you to express concern if a friend makes a sexist joke?					
How likely are you to use the words: "slut", "ho", or "whore" when describing a female that has had multiple sexual partners?					
How likely are you to report a friend to the police if I heard rumors that they had forced someone to have sex?					

How likely are you to challenge a friend who says that sexual assault victims are usually to blame for being raped?					
How likely are you to call for help (ie call RUPD) if you saw a group of guys bothering a student in the parking lot?					
How likely are you to confront a friend if you heard rumors that they had forced someone to have sex?					

Resources

22. Please check all resources that you have heard of:

☐Violence Prevention Victim Assistance (VPVA)
☐Counseling, ADAPS and Psychiatric Services (CAPS)
☐Office of Student Conduct
☐Office of Student Affairs Compliance (The Title IX Office)
☐Rutgers University Police Department
☐Dean of Students Office
☐Student Legal Services
☐ SCREAM Theatre

Victimization
This section asks about nonconsensual or unwanted sexual contact you may have experienced.

Please think about whether there has been any unwanted sexual experience that happened to you. The person with whom the unwanted sexual contact could have been a stranger or someone you know, such as a family member or someone you were dating or going out with. There are several times of unwanted sexual contact that could occur:

- Forced touching of a sexual nature (forced kissing, touching of private parts, grabbing, fondling, rubbing up against you in a sexual way, even if it is over your clothes)
- Oral sex (someone's mouth or tongue making contact with you genitals, or you mouth or tongue making contact with someone else's genitals)
- Sexual intercourse (someone's penis being put in your vagina)
- Anal sex (someone's penis being put in you anus)
- Sexual penetration with a finger or object

In understanding unwanted sexual contact please answer the questions below:

23. **Prior** to attending Rutgers was there any situation that you were involved in where an **attempt** at non-consensual sexual contact occurred?

☐Yes
☐No
☐Unsure

(If "Yes"): Did you report this incident to any of the following:

☐Friend/Peer
☐Family Member
☐High School teacher/Faculty member
☐School Administration
☐Clergy/Religious Affiliate
☐Police
☐Sexual assault advocate
☐Other_____
☐I did not report this to anyone

(If "I did not report this to anyone"): Please share why you did not report this incident?

☐I was scared
☐I was unsure the act was sexual assault
☐I didn't want anyone to find out
☐I was embarrassed
☐Other_____

24. **Since** coming to Rutgers has there been any situation that you were involved in where an **attempt** at non-consensual sexual contact occurred?

☐Yes
☐No
☐Unsure

(If "Yes"): Did you report this incident to any of the following:

☐Friend/Peer
☐Family Member
☐High School teacher/Faculty member
☐School Administration
☐Clergy/Religious Affiliate
☐Police
☐Sexual assault advocate
☐Other_____

☐I did not report this to anyone

(If "I did not report this to anyone"): Please share why you did not report this incident?

☐I was scared
☐I was unsure the act was sexual assault
☐I didn't want anyone to find out
☐I was embarrassed
☐Other_____

25. **Prior** to attending Rutgers was there any situation that you were involved in where an act of unwanted sexual contact (any of the examples above) occurred?

☐Yes
☐No
☐Unsure

(If "Yes"): Did you report this incident to any of the following:

☐Friend/Peer
☐Family Member
☐High School teacher/Faculty member
☐School Administration
☐Clergy/Religious Affiliate
☐Police
☐Sexual assault advocate
☐Other_____
☐I did not report this to anyone

(If "I did not report this to anyone"): Please share why you did not report this incident?

☐I was scared
☐I was unsure the act was sexual assault
☐I didn't want anyone to find out
☐I was embarrassed
☐Other_____

26. **Since** coming to Rutgers has there been any situation that you were involved in where an act of unwanted sexual contact (Any of the examples above occurred)?

☐Yes
☐No

☐Unsure

(If "Yes"): Did you report this incident to any of the following:

☐Friend/Peer
☐Family Member
☐High School teacher/Faculty member
☐School Administration
☐Clergy/Religious Affiliate
☐Police
☐Sexual assault advocate
☐Other_____
☐I did not report this to anyone

(If "I did not report this to anyone"): Please share why you did not report this incident?

☐I was scared
☐I was unsure the act was sexual assault
☐I didn't want anyone to find out
☐I was embarrassed
☐Other_____

Appendix B

Survey Instrument- Post-survey

There are multiple questions below that are identical to the pre-survey that you answered. Please ensure that you answer all questions to the best of your ability.

1. Please check whether you believe the following statements are true or false:

Question	True	False
Sexual assault includes any sexual activity performed without consent.		
Victims are never to blame for sexual assault.		
A sexual act can become sexual assault even if the victim did not say "NO".		
A sexual act can become sexual assault even if the victim did not physically resist.		
Consent is still necessary even if the victim is known to engage in frequent sex.		
Consent is still necessary even if the people involved had sex on prior occasions.		
Consent can be withdrawn at any time during sex and sexual activity must stop immediately.		
The majority of sexual assaults are committed by strangers.		
The majority of sexual assaults involve force or threat of force.		
The majority of sexual assaults involve a weapon (gun, knife, stick, etc).		

The majority of sexual assaults involve physical resistance by the victim.		
Sexual assault occurs with the same or greater frequency for people who are lesbian, gay, bi-sexual and /or transgender as for people who are heterosexual.		
College women are at greatest risk of sexual assault during their first semester of college.		

2. What percentage of women are sexually assaulted in college?
   - 5
   - 10
   - 20
   - 33
   - 50

3. What percentage of college men will be the victim of unwanted sex?
   - 1
   - 4
   - 8
   - 12
   - 16

Dating and Domestic Violence

4. What percentage of college men report experiencing violent and abusive behaviors (including physical, sexual, technological, verbal or controlling abuse) from someone they were dating
   - 8
   - 18
   - 28
   - 38
   - 48

5. What percentage of college women report experiencing violent and abusive behaviors (including physical, sexual, technological, verbal or controlling abuse) from someone they were dating
   - 3
   - 23

- 43
- 63
- 83
-

6. Which, if any, of the trait(s) below should serve as a warning sign for potentially aggressive people in terms of their sexual behavior and/or approach to relationships.

   Talks over partner

   Argumentative

   Does not respect or follow rules

   Materialistic – wrong

   Exchange oriented – wants something for everything

   Real "player"

   Intoxicated/High

   Violent Tendencies

   None of these are warning signs.

7. Which, if any, of the trait(s) below should serve as a warning sign for an emotionally abusive relationship.

   Quick commitment

   Controlling Behavior

   Jealousy

   Humiliation

   Intimidation

   On again off again relationship – wrong

   Jekyll & Hyde Behavior

   None of these are warning signs.

8. Which, if any, of the items below signify that someone might be experiencing dating or domestic violence.

   Changes political views – wrong

Avoids spending time with friends

Seems on edge

Bruises

Wears unusual amount of makeup

Wears unusual amount of clothing

Makes excuses for date's behavior

None of these are warning signs.

9. Which, if any, of the steps below are appropriate if you think someone might be experiencing dating violence or domestic violence.
   Speak with an RA

   Speak to the person's close friends about your concern

   Have a conversation with the person

   Confront the possible perpetrator – wrong

   Text the victim a link with appropriate resources if not accessible to the perpetrator

   Offer to go to counseling office with your friend

   None of these are appropriate steps to take.

Sexual Harassment (P)

10. Sexual harassment requires that a sexual comment be made directly to a specific person. F

11. Which, if any, of the following can create a hostile environment that is considered sexual harassment:
   Persistent dirty jokes

   Offensive comments

   Forming a social click – wrong

   Inappropriate touching

   Indecent gestures

   None of these acts can create a hostile environment that is considered sexual harassment.

12. Which, if any, of the following may be examples of bullying and/or cyberbullying:
    Teasing or taunting

    Spreading Rumors

    Achieving better grades than someone else – wrong

    Social outcasting

    Repeated unwanted texts

    None of these are examples of bullying and/or cyberbullying.

13. Someone who believes they are experiencing harassment and/or bullying should:
    Ask the bully or harasser to stop, if safe to do so

    Record all instances

    Get immediate emotional support from friends, family or school

    Seek resolutions and put complaints on record

    Avoid social events – wrong

    None of these are actions should be taken.

Stalking

14. College aged people (18-24 years old) have the highest prevalence of stalking.

15. 1 in how may women will experience stalking in their lifetime.
    - 6
    - 16
    - 36
    - 56
    - 76

16. 1 in how may men will experience stalking in their lifetime.
    - 10
    - 19
    - 33
    - 47
    - 68

17. Someone who believes they are experiencing stalking should:

Communicate to stalker that he/she is not interested if it is safe to do so

Avoid all social events

Cut off all interactions with stalker

Notify authorities

Keep record of all instances

Limit social media usage accessible by stalker

None of these should be done by someone experiencing stalking.

Understanding

19. Please rate how you feel about the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
If a female is sexually assaulted while she is drunk she is somewhat responsible					
When females go to parties with provocative clothing on they are "asking for it"					
If a female goes into a room with a guy while at a party it means she's interested in having sexual relations with him					
If a female initiates kissing or hooking up it is fair for the male to assume she's interested in sex					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When males are involved in sexual assault its usually because of their strong desire to have sex					
Males don't usually intent to force sex on a female but sometimes they get carried away					
Sexual assault happens when a males sex drive is out of control					
If a male is intoxicated he might commit sexual assault unintentionally					
If both parties are drunk it can't be rape					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
If the person doesn't physically resist sex or fight back, it can't be considered sexual assault					
If the accused assaulter doesn't have a weapon, you really can't call it sexual assault					
If a female doesn't say "no" she can't claim sexual assault					
Men can't really be sexually assaulted					

Comfortableness

20. Please rate how comfortable you would feel doing the following know that you have seen the Not Anymore program:

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Speaking with a counselor at CAPS or VPVA if you were a victim of sexual assault					
Accompanying a friend to a counseling session at CAPS or VPVA					
Reporting an incident to Rutgers Police if you were a victim of sexual assault					
Reporting an incident to University Staff if you were a victim of sexual assault					
Reporting an incident to the Title IX Coordinator					
Reporting an incident to faculty if you were a victim of sexual assault					
Reporting to a peer/friend if you were a victim of sexual assault					
Participating in a University Conduct and Title IX process against a student who sexually assaulted you					

Policy & Reporting

21. Please rate your opinion on the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The University would take the report seriously					
The University would keep knowledge of the report limited to those who need to know in order for the University to respond properly					
The University would take steps to protect the safety of the person making the report					
The University would take corrective action to address factors that may have led to the sexual assault					
The University would take the appropriate action against the accused offender					
Students would label their peer making the report a troublemaker					
Students would support the person making the report					

Framework

You are at a party and see a girl who is drinking a lot and appears very drunk. You see a guy approaching this girl who begins to lead her away from the party. Of the following, which one would you do?

- Do nothing; its none of my business.
- Stay with her, or find a trusted person to stay with her to insure that no one takes advantage of her.
- Ask her if she needs help.
- Talk to the guy and ask where he's taking her.

	Very likely	Likely	Not sure	Not likely	Not at all likely
In the future, how likely are you to stop the first time a partner says 'no' to your sexual advances?					
In the future, how likely are you to confront a friend that plans to give someone alcohol for sex?					
In the future, how likely are you to express concern if a friend makes a sexist joke?					
I the future, how likely are you to use the words: “slut”, “ho”, or “whore” when describing a female that has had multiple sexual partners?					

In the future, how likely are you to report a friend to the police if I heard rumors that they had forced someone to have sex?					
In the future, how likely are you to challenge a friend who says that sexual assault victims are usually to blame for being raped?					
In the future, how likely are you to call for help (ie call RUPD) if you saw a group of guys bothering a student in the parking lot?					
In the future, how likely are you to confront a friend if you heard rumors that they had forced someone to have sex?					

Resources

22. Please check all resources that you have heard of since coming to Rutgers and after taking the online education program:

☐Violence Prevention Victim Assistance (VPVA)
☐Counseling, ADAPS and Psychiatric Services (CAPS)
☐Office of Student Conduct
☐Office of Student Affairs Compliance (The Title IX Office)
☐Rutgers University Police Department
☐Dean of Students Office
☐Student Legal Services
SCREAM Theatre

23. What did you like about the Not Anymore program?

24. What did you dislike about the Not Anymore program?

25. Thank you for your participation in the survey. We will be conducting individual interviews in a few months to discuss information gained from the survey. Each student participant that

is selected will receive **20 dollars in RU Express** at the completion of the interview. If you are interested please indicate that below and you will be sent an email closer to the date of the interviews.

☐Yes, I am interested in participating

If "yes": Great, please enter your email, this email will also be used to notify you of the interviews and will not be used to link you to this survey information: _____

☐No, I am not interested

Appendix C

Individual Interview Protocol

Hello and thank you for taking the time to interview with me today. As I mentioned briefly in the email you received we will be speaking today about the Not Anymore online education program that you completed in September. I have collected your consent form but do you have any questions before we start?

I have 15 questions that will take between 40-45 minutes. As a reminder this interview is confidential and any information in which you share will not be linked back to you. While your personal experiences are very important to me as a researcher I ask that you do not disclose any incidents of sexual violence in this study. If you have any experiences that you would like to discuss, I ask that you please frame them as "I know someone who" or "I have a friend that". This is to ensure you confidentiality. I will provide you with resources and information about this interview in case you would like to speak with an advocate or counselor further. Do you understand and accept this procedure?

As I mentioned before the information I collect here today is confidential. All data collected will be kept on a secure computer and discarded after full completion of the study in compliance with federal regulations. Do you have any questions about the confidentiality piece or any aspect of this interview before we begin?

Do you mind if I begin recording this interview?

1. How has your experience at Rutgers been thus far?

2. Do you remember taking the *Not Anymore* online sexual violence education training in September?
    a. What do you remember specifically about this program?
    b. What did you like or dislike about the program?
    c. Do you believe this program was helping in your understanding of sexual violence?

3. Rutgers is looking to build their own sexual violence online education program for the 2016-2017 year that will be sent out to all students. What recommendations would you suggest for this program based on your experiences with *Not Anymore*?

4. I want to ask you a few questions to your exposure of sexual violence education since taking the Not Anymore program, please elaborate on the questions if possible. Since taking the program have you:
    a. Engaged in conversations with your peers about sexual violence?
    b. Engaged in conversations in a class about sexual violence?
    c. Attend a University program or event which discussed or was related to education of sexual violence?

   d. Done research on your own regarding sexual violence?

5. If your friend was a victim of sexual violence what would you do?
   a. Would you utilize any resources on campus, if so which ones?
   b. Would you report the issue to University administration, confidential counselors, or Rutgers Police Department?

6. I'm going to ask you a serious of terms to define. Please take your time and do not feel pressured or rushed. You may use the paper in front of you if that helps.
   a. How would you define sexual assault?
   b. How would you define domestic or dating violence?
   c. How would you define stalking?
   d. How would you define sexual harassment?

7. Are you aware of any policies Rutgers has regarding any of the following violations: sexual assault, dating violence (also known as relationship abuse), stalking, or sexual harassment?

8. Are you aware of any accommodations the University can give to student victims?

9. What do you believe should happen if a student is found responsible for sexual assault?

10. Do you believe any of the following are a problem at Rutgers:
    a. Sexual Assault?
    b. Dating Violence?
    c. Stalking?
    d. Sexual Harassment?

11. What do you think leads to issues of sexual assault and sexual violence on college campuses?

12. What students do you believe are more likely to be victims?

13. What students do you believe are more likely to be perpetrators?

14. How do you think the University can best address these issues?

15. The information you provide me with today will be compiled and presented to the administration to best address issues of sexual violence on our campus at Rutgers. With that being said is there anything else that you think is important to note or a topic of importance that we did not cover?