

Offices of the Dean of Student Life-Health Promotions
Sex in the Dark Workshop
2019-2020

Purpose of Assessment

Sex in the Dark is a workshop conducted by Health Promotion (HP) to increase the knowledge of students in regards to their sexual health. Learning outcomes developed for Sex in the Dark workshop include:

- Participants will report increased knowledge of healthy sexual behaviors.
- Participants will be able to recite the proper steps to apply a condom as a result of attending the workshop.

This year a survey was developed intending to measure participants' learning, as well as gauge participants' overall impression of the program and perceptions of the facilitators of the program. This is the third year that Student Life Studies has worked with Health Promotion to assess the Sex in the Dark workshops.

Method and Sample

A survey was produced using Teleform®, a survey design software that creates scannable forms and databases. Of the 13 questions on the survey, seven were quantitative, four were qualitative, and two were demographic. The quantitative data were analyzed using SPSS®, a statistical software package, and the qualitative data were analyzed using Microsoft Excel®. Surveys were distributed after the training classes were completed; surveys from eight classes were returned to Student Life Studies for analysis. Of the 180 surveys distributed during the Sex in the Dark 2019-2020 workshops, 180 participants completed the survey, resulting in a 100% response rate, slightly higher than last year's 96% response rate. Due, in part, to COVID-19 pandemic, there were 19 fewer workshops given and 442 fewer participants receiving surveys this year compared to 2018-2019.

Key Findings with Recommendations

Student Life Studies identified several key findings and developed actionable recommendations the department may take based on the results. However, HP staff may identify other findings using their knowledge and understanding of the program and community. Staff members are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of students' experiences.

- The Sex in the Dark workshops were successful as many students indicated learning more about healthy sexual behaviors and found applying a condom demonstration valuable. They also indicated gaining the confidence to have open conversations about sexual health. To better evaluate the learning outcomes for the program next year, organizers should consider direct measurements questions of the learning outcomes, such as listing the steps to put on a condom.
- Overall, participants found the training facilitators professional, knowledgeable and engaging. Per participants' recommendations, more time for question and answer sessions and avoiding repetitive information would improve the overall presentations. Focus facilitator training on curriculum content to avoid repetition and improve methods to engage participants during the workshop.
- Demographic data provided by participants indicated that female participation in the program was higher than male participation. The male population decreased slightly compared to last year. Health Promotions and Sex in the Dark organizers may want to evaluate marketing techniques for future programs to attract more male participants to the program, perhaps targeting other classes and students beyond those in the health program.

Results

Results include frequency percentages, means, and standard deviations (sd) for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. In addition, summary themes are contained within this report, while the full qualitative responses can be found in a separate document.

The students were asked a series of questions to evaluate how they felt about the program. Table 1 shows that almost all the students ($\geq 98\%$) found the presenters professional, effective at answering questions and engaging. Students also learned something new from the program and affirmed practicing healthy behaviors about their sexual health.

Statement	Yes [n]	No [n]	Not Sure [n]
The presenters were professional.	99% [179]	- [-]	<1% [1]
The presenters effectively answered questions from participants.	98% [176]	<1% [1]	2% [3]
The presenters were engaging.	98% [177]	<1% [1]	- [-]
I am currently practicing healthy behaviors regarding my sexual health.	95% [171]	3% [5]	2% [4]
I learned something new from this program.	96% [172]	3% [6]	1% [2]

Table 1: Outcome Statements

Participants were then asked about their overall impression of the presentation. Of the 179 respondents, 85% indicated it was worth their time, 14% found it just so-so, 1% had no opinion and 0% indicated that it was a waste of their time ($m = 3.83/4.00$, $sd = .46$). Participants were also asked if they would recommend this program to another group or organization. One-hundred seventy-four (174) responded, 78% replied yes, 20% replied maybe, and 2% replied no. Contact information for groups or organizations attendees that would recommend this workshop can be found separately in the attached document.

Respondents were asked to share the most valuable piece of information learned during the presentation. Of the 165 respondents, many noted that most of the information was valuable to them. Others answered the (applying a) condom demonstration, information about different types of contraceptives, and the importance of communication of safe sexual practices. Some mentioned proper hygiene, STD prevention, and the resources available on campus.

Next, participants were asked how the presentation could be improved. One-hundred forty-nine (149) students responded, and many respondents suggested allotting more time for questions and shortening the answers to allow for more questions. Other popular suggestions were to avoid repetitive information, to make the room not as dark, and maybe have two presenters as opposed to one. Respondents also mentioned to have the audience participate more in the presentation, use proper terminology, and have more information on same sex relations to ensure they are informed of safe sexual practices. One student suggested including an appropriate hands on activity, specifically during the condom demonstration section.

Participants were then asked how they heard about the program. One-hundred forty-three (143) people responded with a wide variety of answers. Most commonly mentioned were human sexuality and healthy life styles classes, through Dr. Rahn, from an RA, from an email, from ABMC, and advertising at residence halls. Many respondents also noted that they received notification from the Howdy Week events on the Texas A&M App and Howdy Week pamphlets. A comprehensive list of responses can be found on a separate sheet.

Table 2 provides the demographics for students who participated in the Sex in the Dark workshops. Classification and gender were asked in a multiple-choice format. Respondents who did not select a gender were able to write in the gender they identify as. The majority of the six write in responses (<1%) wrote male or non-binary. Other responses can be found in a separate data sheet.

Demographic Statements	Frequency Percentage 2019-2020	Frequency Percentage 2018-2019	Frequency Percentage 2017-2018
Classification	n=177	n=585	n=385
Freshman	17%	31%	39%
Sophomore	37%	30%	25%
Junior	29%	26%	30%
Senior	16%	13%	6%
Graduate Student	<1%	1%	<1%
Gender	n=179	n=592	n=375
Female	71%	68%	78%
Male	27%	30%	22%
Transgender	<1%	<1%	*
Prefer not to answer	<1%	1%	*
I identify as:	<1%	*	*

Table 2: Demographics
*not asked in that year

Department or Organization Background

According to the Health Promotion website (<http://studentlife.tamu.edu/hp>), Sex in the Dark is a program hosted by the student organization The Sex Project. The Sex Project “strives to empower individuals to make informed decisions regarding sexual and reproductive health by providing awareness, education, and advocacy to the Texas A&M University student body and surrounding communities.” Sex in the Dark is a Q&A-style program that can be requested year-round by any student group.

Project Details

The Department of Student Life Studies provides quality assessment services, resources and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Life Studies are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Life Studies can be found at <https://studentlifestudies.tamu.edu/results/>. Additionally, division staff can follow Student Life Studies on Facebook.

To work with Student Life Studies for future assessment projects, please fill out the Assessment Questionnaire at <https://slsform.dsaapps.tamu.edu/>.

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