

Student Life-Health Promotions

Sex in the Dark Workshop

2021-2022

Purpose of Assessment

The Sex in the Dark workshop, conducted by Health Promotion (HP), is designed to increase students' knowledge of 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.

Surveys were developed to measure participants' learning, as well as gauge participants' overall impression of the program and perceptions of the facilitators of the program. Programs offered in 2021-2022 were both in-person and virtual. This is the sixth year Student Affairs Planning, Assessment & Research worked with Health Promotion to assess the Sex in the Dark workshops.

Method and Sample

Both an electronic survey and a paper survey were developed, each consisting of 12 questions: six quantitative, four qualitative, and two demographic questions. The electronic survey was developed using Qualtrics®, a software program for creating web-based surveys. A Quick Response (QR) Code and open link to the survey was provided to attendees near the end of the program. It is unknown how many were provided the link or QR code, so a response rate for the survey cannot be ascertained. There were 86 respondents for the online survey.

The paper surveys were created for the in-person workshops. These surveys were produced using papersurvey.io®, a survey design software that creates scannable forms and databases. A total of 143 paper surveys were collected across multiple workshops that were conducted, and a 100% response rate was recorded. The total surveys collected both online and in-person were 229 surveys which is a large increase from last year when only 24 surveys were collected.

The data from both surveys were analyzed using SPSS®, a statistical software package and Microsoft Excel.

Key Findings with Recommendations

Student Affairs Planning, Assessment & Research (SAPAR) 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 the condom application demonstration valuable. However, there was a decrease in the percentage of respondents who indicated that they learned something new from this program.
- When asked about the most valuable piece of information that they learned, most of the participants replied that it was the condom demonstration. Participants were also able to explain what they learned from the condom demonstration when asked about it.

- Overall, participants found the facilitators professional, knowledgeable, and engaging. Facilitators may want to allow participants to submit questions anonymously and add polls during the presentations to further engage their audience during the presentations.
- Demographic data provided by participants indicated that like last year, female attendance in the program was higher than male attendance, but male attendance nearly doubled in comparison to last year. Health Promotions and Sex in the Dark workshop organizers may want to evaluate marketing techniques for future programs to attract more male participants to the 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. Most of the questions remained the same from last year's survey. Comparisons to last year will be made as appropriate.

Table 1 shows that when the participants were asked if they are currently practicing healthy behaviors regarding their sexual health, 90% answered frequently or almost always.

Statement	Almost Always [5]	Frequently [4]	Sometimes [3]	Occasionally [2]	Hardly Ever [1]	2021-2022 Mean (sd) [n]	2020-2021 Mean (sd) [n]
I am currently practicing healthy behaviors regarding my sexual health.	65%	25%	8%	1%	2%	4.50 (.83) [218]	4.39 (.99) [23]

Table 1: Practicing Healthy Behaviors

Students were asked a series of questions to evaluate how they felt about the program. Table 2 shows that almost all the students found the facilitators engaging and effective at answering questions.

Statement	Strongly Agree [4]	Agree [3]	Disagree [2]	Strongly Disagree [1]	2021-2022 Mean (sd) [n]	2020-2021 Mean (sd) [n]
The facilitator(s) effectively answered questions about the topic presented.	80%	20%	1%	--	3.84 (.37) [129]	3.87 (.34) [23]
The facilitator(s) made the content engaging within the learning environment.	84%	16%	--	--	3.79 (.42) [192]	3.78 (.42) [23]
I learned something new from this program.	68%	30%	3%	--	3.65 (.53) [228]	3.83 (.38) [24]

Table 2: Outcome Statements

Participants were then asked about their overall impression of the presentation. Out of the 227 respondents, 34% indicated it was worth their time, 57% indicated that they had no opinion, 4% said it was just so-so, and 5% said that it was a waste of their time. These percentages have gone down from last year when 100% of the participants said it was worth their time. When asked if they would recommend this program to another group or organization, 85% of participants replied yes, 14% replied maybe, and only 1% said no.

Respondents were asked to share the most valuable piece of information they learned during the presentation. Of the 166 respondents, many noted that the (applying a) condom demonstration was valuable to them. Others answered information about different types of contraceptives, and the resources available on campus were most valuable.

The respondents were also asked what they learned from the demonstration of putting on a condom. Out of the 151 respondents, most of them shared that they learned about pinching the tip, checking for air bubbles, and putting the condom on.

Next, participants were asked to share any feedback regarding the facilitation or content of the presentation. Eighty-one participants responded. Almost all respondents indicated that they enjoyed the program and had no suggestions. A few suggested answering FAQ's and talking about more birth control methods.

The participants were asked to provide the name of a group or organization that could be interested in this presentation. Fifty-six people answered this question which is a large increase over last year when nobody answered the question. Participants replied mostly with Greek organizations, sophomore leadership organizations (SLO's), and a few other organizations.

Table 3 provides the self-reported demographics for students who participated in the Sex in the Dark workshops. Classification and gender were asked in a multiple-choice format and select-all-that apply format respectively.

Demographic Statements	Frequency Percentages 2021-2022	Frequency Percentages 2020-2021
Classification	n=190	n=23
Sophomore	43%	26%
Freshman	20%	17%
Junior	18%	30%
Senior	17%	22%
Graduate Student	3%	4%
Gender	n=122	n=17
Female	62%	82%
Male	35%	18%
Gender-fluid/Non-binary/Genderqueer	2%	--
Trans	--	*
Intersex	--	*
Two=Spirit	--	*

Table 3: 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 Affairs Planning, Assessment & Research (SAPAR) 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 SAPAR are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through SAPAR can be found at <https://sapar.tamu.edu/results/>. Additionally, anyone can follow SAPAR on Facebook.

To work with SAPAR for future assessment projects, please fill out the Assessment Questionnaire at <https://sapar.tamu.edu/aqform/>.

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