

Offices of the Dean of Student Life-Health Promotions

Sex in the Dark Workshop

2017-2018

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.

Learning outcomes developed for Sex in the Dark workshop participants include that participants will report an increased knowledge of healthy sexual behaviors and 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 second 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®, 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 was analyzed using SPSS®, a statistical software package, and the qualitative data was analyzed using Microsoft Excel®. Surveys were distributed after the training classes were completed; surveys from 10 classes were returned to Student Life Studies for analysis. Three-hundred eighty eight of the Sex in the Dark workshop participants received, and completed the survey, resulting in a 100% response rate.

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, below, shows that students were very positive about all aspects of the program. They found the presenters to be very professional and knowledgeable about the information, and were least positive about learning something new from the program.

Statement	Yes [n]	No [n]	Not Sure [n]
The presenters were professional	100% [388]	- [-]	- [-]
The presenters were knowledgeable about this information	98% [384]	1% [3]	<1% [1]
The presenters were engaging	98% [379]	1% [3]	1% [2]
I am currently practicing healthy behaviors regarding my sexual health	95% [365]	2% [6]	3% [13]
I learned something new from this program	93% [362]	4% [15]	3% [10]

Table 1: Outcome Statements

Participants were then asked about their overall impression of the presentation. Of the 388 respondents, 83% indicated it was worth their time, 14% found it just so-so, 1% thought it was a waste of time, and 2% had no opinion. Participants were also asked if they would recommend this program to another group or organization. Three-hundred eighty eight students responded, 77% replying yes, 13% replying maybe, and 10% replying no. Contact information for groups or organizations attendees would recommend this workshop to 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 314 respondents, many answered the (applying a) condom demonstration, information about different types of contraceptives, and the importance of communication. Some mentioned proper hygiene and STD prevention. A few also mentioned that they valued the information they learned about the resources available on campus.

Next, participants were asked how the presentation could be improved. Two-hundred seventy-one students responded, 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 darker, and to make sure the flashlight has batteries.

Participants were then asked how they heard about the program. Two-hundred sixty people responded with a wide variety of answers. Most commonly mentioned were a human sexuality class, through Dr. Rahn, from an RA, from an email, from Century Scholars, and from advertising at residence halls. A comprehensive list of responses can be found on a separate sheet.

Table 2, below, provides the demographics for students who participated in the Sex in the Dark workshops. Classification was asked in a multiple choice format while respondents were able to write in their gender.

Demographic Statements	Frequency Percentage 2017-2018	Frequency Percentage 2016-2017
Classification	n=385	n=325
Freshman	39%	22%
Junior	30%	36%
Sophomore	25%	28%
Senior	6%	14%
Graduate Student	<1%	1%
Gender	n=375	n=331
Female	78%	76%
Male	22%	21%
No answer given	<1%	<1%
Gender fluid	<1%	<1%
Trans-man	<1%	<1%

Table 2: Demographics

Conclusions and Recommendations

The Sex in the Dark workshop were successful as many students indicated learning more about healthy sexual behaviors and found the applying a condom demonstration valuable. They also indicated gaining the confidence to have open conversations about sexual health. In order to better evaluate the learning outcomes for the program next year, organizers should consider asking questions specifically about the learning outcomes, such as listing the steps to put on a condom.

Overall, participants found the training facilitators professional, knowledgeable and engaging. Per the recommendations from the participants, more time for Q&A sessions and avoiding repetitive information would improve the overall presentations. The presenters could find out more information about the participants' prior knowledge in order to ensure

they are presenting new information, and perhaps facilitator training would also help presenters to even further engage the participants in the workshop.

Demographic data provided by participants indicated that female participation in the program was much higher than male participation. 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.

The Sex in the Dark staff and facilitators are encouraged to read all qualitative comments to gain a better understanding of the themes seen this report. Changes made based on the assessment results could be shared with participants, as well as other stakeholders on campus and within the community.

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