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What Is Comprehensive Sexuality Education Really All About? Perceptions of Students Enrolled in an Undergraduate Human Sexuality Course

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RESEARCH

What Is Comprehensive Sexuality
Education Really All About?
Perceptions of Students Enrolled
in an Undergraduate Human
Sexuality Course

Eva S. Goldfarb, PhD

ABSTRACT. The purpose of this study was to use qualitative evaluation techniques to explore the perceptions of students enrolled in undergraduate human sexuality classes regarding their expectations for the course as well as outcomes. One hundred forty-eight students were surveyed at the beginning and again at the end of the semester long course. While pregnancy and STI prevention were considered important components of their courses, other outcomes associated with positive, healthy sexuality were given greater emphasis. Results suggest that while primary and secondary level sexuality education have been increasingly focused on abstinence-only education with a focus on pregnancy and STI reduction, this may not represent what is most important from students' perspectives. It also sug-

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gests that college may be one place where more comprehensive sexuality education can still be taught. *[Article copies available for a fee from The Haworth Document Delivery Service: 1-800-HAWORTH. E-mail address: <docdelivery@haworthpress.com> Website: <<http://www.HaworthPress.com>> © 2005 by The Haworth Press, Inc. All rights reserved.]*

KEYWORDS. Sexuality education, evaluation, qualitative, outcomes

INTRODUCTION

In a groundbreaking comprehensive study of sexuality education in the United States conducted in 1979 for the U.S. Department of Health, Education, and Welfare of the Centers for Disease Control and Prevention (CDC), two major goals for sexuality education were identified (Kirby et al., 1979). The first was more positive and fulfilling sexuality, and the second was a reduction in unintended pregnancies.

In the years since this report was first published, there has been a proliferation of studies attempting to evaluate the levels of success that individual programs, and the field as a whole, have had in reaching these goals. Almost all of these studies have had two things in common. First, there has been the virtual abandonment of one of the goals identified for evaluation, more positive and fulfilling sexuality, in favor of the more easily definable, supposedly measurable, and recently, more politically defensible, goal of a reduction in unintended pregnancies (to which the reduction of sexually transmitted infections [STIs], including HIV/AIDS, has more recently been added). Second, they have assumed that whatever impact sexuality education has on students can be quantifiably measured and that the individual experiences and perceptions of students and teachers are, at best, only marginally useful for supplementary, anecdotal data.

A recent report (Haffner & Goldfarb, 1997), based on interviews and roundtables with leading sexuality education and evaluation experts, has concluded that evaluations in this field need to be broader in scope, more reliant on qualitative data, and open to discovering outcomes that might extend beyond pregnancy and disease prevention. Two studies to date (Goldfarb, 1991; McCaffree & Matlack, 1999) have done that with evaluations of high school level sexuality education programs. There have been no published studies, however, that have sought to evaluate qualitatively, undergraduate level human sexuality courses.

The purpose of this study was to conduct a qualitative, exploratory evaluation of an undergraduate college level course in human sexuality. Relying on students' written work for class, and responses to open-ended questionnaires, and interviews with participating professors regarding their own goals for the course, this study looked at the outcomes, both intended and unintended, of a course in human sexuality, with specific attention to the often ignored goal of more positive and fulfilling sexuality.

BACKGROUND

A National Guidelines Task Force, convened by the Sexuality Information and Education Council of the United States (SIECUS), developed *Guidelines for Comprehensive Sexuality Education: Kindergarten through 12th Grade*. Through these guidelines, the Task Force identified 36 life behaviors of a sexually healthy adult that are the desired results of a K-12 sexuality education program. Among these 36 life behaviors are using contraception and avoiding sexually transmitted infections, but they are not the only important outcomes identified (National Guidelines Task Force, 1991, 1996, 2004).

Recent surveys of sexuality education at the middle- and high-school levels have confirmed that the past twenty years has seen a growing trend away from comprehensive sexuality education, and more toward pregnancy and disease prevention as the most important, if not sole, goals of sexuality education programs (Henry J. Kaiser Family Foundation, 2000; *Morbidity and Mortality Weekly Report*, 1998; Darroch et al., 2000). In 1981, two years after the publication of the Kirby et al. report calling for more comprehensive sexuality education, the United States government, through the Adolescent Family Life Act (AFLA), began to fund abstinence-only-until-marriage programs for the purposes of pregnancy prevention, to which the goal of STI prevention was later added (Dailard, 2001). Since 1996, with the passage by Congress of the Welfare Reform Act, and then in 2001, creation of the Community-Based Abstinence Education/Special Program of National and Regional Significance (CBAE/SPRANS), the amount of federal funding provided for abstinence-only-until-marriage programs has steadily and dramatically increased. In 2005 alone, 167 million dollars has been earmarked for such programs. Coinciding with the U.S. government's total funding of over 800 million dollars to promote abstinence-only-until-marriage, the discussion of pregnancy and STI prevention has been

steadily curtailed, with less being taught about contraception or safer sex as abstinence has been increasingly emphasized (Landry et al., 1999; Donovan, 1998; Mayer, 1996-97).

Perhaps the most troubling effect of the dramatic increase in abstinence-only funding has been the very noticeable shift in the discourse around sexuality education. Comprehensive sexuality education is currently being defined as programs that teach about abstinence as well as contraception and safer sex—a more comprehensive approach to pregnancy and STI prevention. There have been a number of recent studies suggesting that this comprehensive approach is more effective than abstinence-only in avoiding pregnancy and disease (Kirby, 2002; Advocates for Youth, 2004). Unfortunately, what this shift has meant is that any discussion of the other equally important goal for sexuality education, the promotion of more positive and fulfilling sexuality, has gotten completely buried. Studies of what topics are being taught in primary and secondary sexuality education reflect this dramatic shift as well. For example, a study by the Alan Guttmacher Institute showed that compared with teachers in the late 1980s, teachers today are more likely to teach about abstinence, STIs, and resisting peer pressure to have sex. At the same time, they are much less likely than just ten to fifteen years ago to talk about such topics as birth control, abortion, or sexual orientation (Darroch et al., 2000). Totally missing from the picture, and an important concept in the SIECUS Guidelines, is any discussion of sexual pleasure and healthy relationships.

What remains largely unknown is how these trends, or other trends, have affected sexuality education courses at the college level. Traditionally, human sexuality courses have been found in higher education across disciplines, most often in departments of Health Education, Psychology, and Sociology. The goals have been broader than those within the public schools and have more fully embraced the first goal identified by Kirby et al., that of helping to develop sexually healthy adults. Historically, sexuality education within higher education has experienced much more freedom from the controversies surrounding sexuality education at the secondary levels, although reports of silencing pressures and politics still occur (Dailey, 2003; March 2003 Controversy Report). The extent to which the shift in emphasis and discourse related to secondary sexuality education has affected higher education courses can only be ascertained by looking at college level sexuality education.

METHODS

The setting for this study was a public university in the northeastern United States. It has a student body that is racially and ethnically diverse, including a fair number of students who were born outside of the U.S. Many of its students represent the first generation in their families to attend college. The course that was the focus of the study is a one-semester, 3 credit general education course, meaning that it is open to the entire student body. Multiple sections of the course with enrollment of approximately 35 students each are offered each semester.

Using the course outline for the undergraduate course entitled “Human Sexuality” as well as discussions with instructors, the course’s goals and objectives were identified. Two open-ended questionnaires were developed to assess students’ perceptions of the intended and actual outcomes of the course, one delivered at the start of the course and one upon its completion (see Appendix). The questionnaires were piloted with, among others, previous students of the course. Throughout two semesters, student work that appeared to be relevant to the study questions were, with permission and without attribute, collected for analysis and to aid in the formulation of questions for study. At the end of each semester, in addition to the traditional, required evaluations being collected for the course, students were asked to fill out the questionnaire designed for this study. Students who had previously taken the course, and whose grades were no longer subject to change, were also interviewed for additional and clarifying data. A total of 161 questionnaires that explored enrolled students’ expectations for the course were collected at the beginning of the course. Student participants for this study were enrolled in one of five sections of the course, representing three different instructors. One hundred forty-eight questionnaires exploring students’ perceptions of and experiences with the course were collected at the end of the course.

The qualitative findings explored new, uncovered ground in students’ experiences with and perceptions of their human sexuality course and its impact. It led as well to a clearer understanding of what outcomes may result from sexuality education besides those for which evaluators typically look.

Following qualitative research guidelines, data analysis was done both during and after the data collection stage (Merriam, 1988; Miles & Huberman, 1984). Beginning with the first questionnaires and interviews, preliminary insights, hunches and tentative hypotheses guided the data collection process, which in turn, led to changes and refine-

ments of the research questions. Analysis after data collection used techniques of phenomenography (Marton, 1988) and descriptive case study procedures (Merriam, 1988). In the first phase, respondents' comments were studied for common themes or ideas. The initial development of categories was achieved through use of a clustering technique. By analyzing comments both within context and without context, a more refined level of conceptualization and categorization was achieved in the second stage of analysis. Interpretation required an iterative process of moving back and forth between individual and pooled contexts. Once categories were identified, a third level of analysis looked for relationships among categories that might denote some overriding theme or concept.

Data are presented in categories of answers and then a discussion of the themes that arose from these categories or relationships among the categories of answers ensues. Quotes are used to clarify or illustrate a theme or category. These are meant to be representational. In no case, unless specifically noted, is a direct quote used that does not represent at least eight to ten specific responses.

RESULTS

The official course outline, which is the basis for syllabus development by all instructors teaching the course, lists as the general aim of the course:

[To] provide students with a broad range of information about sexuality that would enable them to become more comfortable with their own sexuality and help them become rational decision makers in this important aspect of their lives.

A review of the different syllabi used for this course showed that all were consistent with this broad mandate.

Questionnaire

The first questionnaire (see Appendix) asked respondents for their gender, their current student status (sophomore, junior, etc.), and whether the course is a requirement for them. The data from these initial questions were folded into the analysis of data to look for patterns that might exist based on these respondent characteristics. Following are the

themes that emerged from the next three questions on the instrument. For all questions, there was a range of six to 13 items left blank.

The next question asked respondents what they think should be the most important goals of an undergraduate human sexuality course such as the one in which they are enrolled. Responses to this question fell into a few broad categories:

- To help students;
- To gain a broader view of human sexuality;
- To learn more about the other gender;
- To learn more about other people's sexuality, related to race, religion, sexual orientation;
- To learn more about sex;
- To gain a greater appreciation of their own bodies;
- To gain information about sexuality that will be useful in their everyday lives;
- To protect themselves from HIV/STDs.

Asked, *What would be most important for you personally to get out of a course in human sexuality?*, responses fell into the following categories:

- To become more open-minded;
- To learn more about other people's views, opinions, ideas, customs, etc.;
- To be able to relate what is learned to every day life;
- To increase comfort with and knowledge of the subject;
- To understand the differences between males and females;
- To learn more about the human body/my own body.

One interesting point to note is that with the exception of one personal goal, there were no differences by gender, student status (year), or whether the class was a requirement, in these responses. The notable exception related to the last personal goal. The sentiment expressed frequently by women that it would be most important to learn about the human body and particularly about their own bodies, and to become more comfortable with their own bodies, was reported only by female respondents.

Next, students were asked, *What would leave you disappointed with this class at the end of the semester?* Responses to this question fell into the following categories of answers:

- If at the end I find that I am not more open-minded;
- If I don't learn anything new;
- If I still feel uncomfortable talking about sex;
- If the class is too research-oriented/theoretical/not applicable to every day life;
- If I did not get a good grade/an A in this class;
- If the class is boring.

Again, these responses were widely spread with no distinctions among the respondents with the exception of one sentiment. Only males specifically mentioned being disappointed if they did not receive an A grade in the course although females did talk about wanting to “do well.”

The responses seem to reflect the overall goal of the course in the course outline, suggesting a match between the course intent and the expectations/hopes of students. Notably, there is virtually no discussion of pregnancy prevention (only two respondents mentioned it specifically) and while avoiding sexually transmitted infections was a common theme, it was not the predominant one but rather one among many.

On the post-course questionnaire, the first two questions asked participants to recall what their expectations were for the course at the start of the semester, and to compare those initial expectations with the outcomes of the course for them personally. Responses to the first question largely mirrored the themes that were expressed at the beginning of the semester. Overwhelmingly, students reported that their expectations had been met and exceeded through the course.

When asked, *What have been the most important aspects of the course for you personally?*, there was a broad range of responses that fell into four general categories:

- *Learning about specific topics* (STDs, contraception, sexual orientation, sexual identity, abortion, abuse);
- *The atmosphere of the classroom* (“people respected each other,” open discussions, listening to other people’s views/ideas);
- *Applying new knowledge and skills to real life* (“being able to apply what I have learned about healthy relationships to my own life,” being able to share important information with others—boy/girlfriends, parents, friends, colleagues, children, etc.);
- *Becoming more comfortable talking about and learning about sexuality.*

Among those who named a specific topic as having been among the most important aspects of the course for them personally, the two topics mentioned far more often than any other were sexually transmitted diseases and birth control/contraception, including learning how to have safer sex or how to protect themselves from an unintended pregnancy or STD. It is interesting that these categories were not particularly prevalent in the initial expectations for the course but were seen, nonetheless, as very important at the end.

Another question posed to respondents was, *Do you feel that the class is having or has had an impact on your life in any way? If yes, can you think of any specific ways in which the human sexuality class is having or has had an impact?* Responses to this question indicated that most of the respondents believed that the course was having or did have an impact on their lives. Only one respondent answered “No” to this question and seven gave no response at all. Among the 140 who did respond affirmatively, the following themes emerged. Students felt the course:

- *Made them better decision-makers and in some cases may affect their behaviors.*

Examples of this kind of response included:

- “I feel that this class has made me realize that the subject is very important and to reconsider decisions that I make in my life about sex.” (Senior Female)
- “It has had an impact on some things that I choose to do outside of the classroom.” (First-Year Male)
- “It has given me a lot of info so I can make good decisions.” (Transfer Male)
- “I plan to go and get tested for HIV and STDs.” (Senior Male)
- *Made them more open-minded and less judgmental, less homophobic.*

Examples:

- “I think it has made me less judgemental (*sic*) of others’ situations.” (Junior Female)
- “It has made me realize that other people see things differently than me and that there are lots of views that are just as valid as mine. I think it has definitely helped me when I work with people just to be more understanding and accepting.” (Senior Female)

- “Makes me think when I’m joking around and calling my friends gay that I’m really putting down gay people by using the word with a bad connotation.” (Junior Male)
- *Made them more knowledgeable about themselves and their relationships, and in some cases, improved their sex lives:*
 - “It gave me a better understanding of my own sexual identity.” (Junior Female)
 - “I am so much more knowledgeable about myself and my relationship.” (Senior Female)
 - “I bring what I learned from this class to my relationship with my girlfriend and other friends.” (Sophomore Male)
 - “I learned a lot about my own needs and what is healthy for me.” (Junior Female)
 - “It has improved my sexual life and made me more aware of what really goes on when having sexual intercourse. Now I can better enjoy sex.” (Senior Female)
 - “It has helped me to relax and enjoy my sexuality more.” (Junior Female)
- *Made them into “sexuality educators” in the broadest sense, to people in their lives:*
 - “I’m now thinking about pursuing a career in it. I am so much more knowledgeable about myself and my relationship I feel like I can really help others.” (Senior Female)
 - “I can inform people of what I know and don’t hesitate to fill in the details.” (Junior Female)
 - “This class had a big impact on my life and my friends’ lives. I would always come back to the apartment telling them what I learned.” (Junior Female)
 - “Every time I had this class I have always discussed some part of it with some person in my life.” (Senior Male)
- *Made them much more comfortable talking about sex and sexuality in their everyday lives:*
 - “I don’t feel ashamed to speak about sex anymore.” (Sophomore Male)
 - “Before this class I was uptight when it came to talking about sex or sexuality but now I feel comfortable and I know how important it is to talk about it.” (Senior Male)
 - “I’m less shy to talk in class now and I know more about not only sexuality but life in general after taking this class.” (Junior Male)

- “It has opened my mind and has made me feel more comfortable talking about sex and sexuality.” (Sophomore Female)
- “My ability to communicate with others is at a whole other level . . . I am even more comfortable opening up and saying what I feel and why I feel that way. I have my own beliefs and they may be different from someone else’s but that doesn’t make them right or wrong. But I am now so much more willing to discuss these beliefs and listen to that [*sic*] of others.” (Junior Female)

DISCUSSION/IMPLICATIONS

One question that every good teacher asks her/himself is, *Do my goals for the class match the outcomes? Or, Am I doing what I think I am doing?* The general aim of the human sexuality course that is part of this study includes a mediating goal, providing information, and two outcome goals—that students become more comfortable with their own sexuality and that they make good decisions. The goal related to knowledge is traditionally the easiest one to measure through the use of quizzes, exams, and written assignments. The second two goals are much more difficult to assess because they tend to be more subjective and less easily captured through classroom assessment tools. They also require application of what students learn in class to their every day lives. Often, therefore, these kinds of outcomes are never explored.

What the results of this study suggest is that not only are these outcomes occurring for a significant proportion of students enrolled in this class, but that they are important outcomes for these students as demonstrated through their responses to open-ended questions about what they believed were the most significant outcomes of the course. In addition to feeling more comfortable and making better decisions, however, there were many more outcomes that students identified including becoming more open-minded and appreciating other points of view and perspectives; having greater insight and understanding into their own bodies and their sexuality in general which, some suggested led to improvements in their own relationships and more fulfilling sex lives; being better at communicating about sexuality with important people in their lives including family members, romantic partners, friends, and co-workers; and applying what they learn to real life, whether it is through better communication, practicing safer sex, expressing their

own needs and desires more clearly, being more assertive in a gynecologist's office, or trying new sexual scripts.

For the most part, the expectations students expressed at the beginning of the semester matched what they believe they got from the course. Two interesting exceptions were noted. In the pre-course questionnaire, one theme that emerged specifically was wanting to learn more about the differences between the genders. This did not, however, appear in responses at the end of the course related to outcomes or most important aspects of the course. At the same time, no respondent mentioned it as missing, or as a weakness of the course.¹ One interpretation of this finding is that a better understanding of the genders was subsumed under becoming more broad-minded, more understanding of different ideas and opinions, and less judgmental. The emphasis of the course related to gender is to minimize differences and to demonstrate the broad connections that people share regardless of gender. It is possible, though it was not articulated as such, that students perceived differences between (among) genders as less important at the end of the semester, than a general understanding of what humans shared in common related to sexuality. Further inquiry into this very interesting question would yield some additional insight into the potential impact of sexuality education on this topic, at this level.

Another area that showed some differences was that of sexually transmitted infections, pregnancy prevention, and safer sex/contraception. These topics were not particularly high on respondents' lists of their expectations for the course or what they felt would be most important for them to get from the course personally. STIs and HIV were mentioned among other things, pregnancy and contraception were mentioned by just a handful of people. When asked at the end what were the most important aspects of the course for them personally, however, these topics became much more prominent in respondents' answers. Information about safer sex, STIs/HIV, pregnancy prevention and contraception were, by far, the most mentioned topics. Once again, however, when asked what kind of impact the course has had on their lives, these topics lost their prominence among other topics.

One interpretation of this pattern of results could be that the information was in fact very important, but that students did not, with some exceptions, apply this information to their daily lives and behaviors. Affecting sexual and contraceptive behaviors is a complicated task that is not likely to happen on a grand scale from a one-semester course. An interesting follow-up inquiry on this issue would be to track students after the course and to ask them more directly whether any of their behaviors specifically related to safer sex, contraception,

or STD prevention had changed. While the questions that were asked certainly allowed for those kinds of responses, the lack of that data cannot inform us one way or another.

Another interpretation of these results could be that given the strong emphasis placed on pregnancy and disease prevention, in sexuality education at the secondary level, this is not primarily what students were looking for when they enrolled in a college level human sexuality course, nor was it what they considered to have the most profound impact on their lives as young adults. It is possible that the information on disease and pregnancy prevention were important to students insofar as they helped to achieve some greater outcomes, such as understanding their own bodies, their own needs, and their own sexuality in general, or in making better decisions, or in communicating about sexuality with others more comfortably. As stated previously, avoiding STIs and unintended pregnancy are two of thirty-six behaviors of a sexually healthy adult. Perhaps their proper emphasis is reflected in the respondents' perceptions of what they got from their course in human sexuality.

Of course a third interpretation is that given the dramatic increase in abstinence-only-until-marriage emphasis at the secondary level, students found that direct, accurate, appropriate information related to safer sex and contraception offered in this course was brand new. One could certainly infer from the participants' responses that this was the first time many of them had been introduced to these topics in their lifetimes.

Returning to the initial identification, twenty-five years ago, of the two important goals for sexuality education—more positive and fulfilling sexuality, and reduction in unintended pregnancies (and STIs)—while the research is clear that at the K-12 level, sexuality education has largely abandoned the first goal in favor of the second, and has been taking an increasingly narrow view of the way to approach the second, namely through abstinence-only messages, this trend may not be extending to higher education. The results of this study offer good news for the potential of undergraduate courses in human sexuality to fulfill students' broader sexual health needs by providing more comprehensive education about sexuality.

One critically important component, the concept of pleasure as part of human sexuality, has all but been abandoned as a valid subject of discussion within sexuality education in grades K-12, and yet is considered essential as part of developing healthy relationships and positive and fulfilling sexuality in adulthood. This study suggests that such concepts are not only possible in the undergraduate level human sexuality course but are integral to what students' perceive as the benefits of such a course.

Instructors of undergraduate human sexuality courses, particularly those who have been teaching for a number of years, should keep in mind the lack of knowledge their students are likely to have, in both depth and breadth, when they enroll in the course, given the trends in secondary education. Despite the extensive availability of sexual content through pop culture and the Internet, young people are getting less information, not more, through their formal education than they were even a decade ago. While discussions of pregnancy and STI prevention are still needed at this level, it is important to recognize that this is likely the only formal paradigm to which students have been exposed throughout their adolescence. Emphasis on other aspects of human sexuality that contribute to sexual health and positive, fulfilling sexuality, therefore, take on increased importance. Just as the health field long ago abandoned the idea that absence of disease is the equivalent of health, the field of sexuality education must abandon the idea that absence of an unintended pregnancy or STI is the equivalent of sexual health. Especially at the college level, helping young adults to know more about themselves, how to enter into and maintain healthy relationships, how to recognize and leave unhealthy ones, how to live in a sexually diverse world (as well as racially, ethnically, etc.), and how to appreciate and enjoy their sexuality are critical if the field is truly to live up to its promise of comprehensive sexuality education.

An evaluation of one particular program, in one geographical area, cannot and should not be generalized beyond what it measures. We still do not know what is going on across the country and there are growing indications that college level human sexuality courses are coming under increasing pressure for what they teach. It is also a fact that many young people do not ever attend college. Nevertheless, as primary and secondary school sexuality education moves further and further away from helping young people to become sexually healthy adults, the responsibility may fall, more heavily than ever, on college level courses which are still able to meet these important goals.

The findings of this study suggest that the sexuality education field must begin to utilize a multitude of measures to assess the true impact that comprehensive sexuality education has at all levels. More qualitatively-based studies need to be conducted to provide answers to sexuality education's most pressing questions: "What are we accomplishing?" "What impact are we having on people's lives?" If the results of this study of an undergraduate human sexuality course are any indication, the answers are ones sexuality educators will want to hear.

NOTE

1. One question on the post-course questionnaire asked students “What, in your opinion, have been the weaknesses of the course?” These are not reported here because only two respondents named anything they saw as a weakness. One wrote “some immature classmates.” The other wrote “We didn’t have enough time to cover some of the topics in more depth.” The rest either responded that they perceived no weaknesses or left the item blank.

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APPENDIX

Questionnaire 1

This questionnaire is part of a research project that is looking at the impact and effects of an undergraduate human sexuality class. This is being given to students who enroll in human sexuality courses at MSU. Another questionnaire is being sent to past students enrolled in human sexuality courses. The purpose is to understand what students are looking for from such classes, and what they perceive to be the outcomes of the course. Please feel free to write about anything that you think is important. We are looking for an overall picture from your own personal perspective of the course and your expectations for it.

This questionnaire is designed to be ANONYMOUS. Please do not put your name anywhere on this form. Filling out the questionnaire is completely voluntary. If you do not wish to answer the questions leave any or all of them blank. Your participation with this survey is not a requirement for this class and will have absolutely no bearing on your grade.

- 1. What is your gender? _____
- 2. What is your current student status?
 - First-Year
 - Sophomore
 - Junior
 - Senior
 - Graduate Student
 - Other _____
- 3. Is this course a requirement for you?
 - Yes, for my major
 - No, it is an elective
- 4. What do you think should be the most important goals of an undergraduate human sexuality course such as the one in which you are enrolled?
- 5. What would be most important for you personally to get out of a course in human sexuality?
- 6. What would leave you disappointed with this class at the end of the semester?

THANK YOU

Questionnaire 2

This questionnaire is part of a research project that is looking at the impact and effects of an undergraduate human sexuality class. This is being given to students enrolled in a Human Sexuality course at the end of the semester. The purpose is to understand what students are looking for from such classes, and what they perceive to be the outcomes of the course. Please feel free to write about anything that you think is important. We are looking for an overall picture from your own personal perspective of the course and your experiences with it.

This questionnaire is designed to be ANONYMOUS. Please do not put your name anywhere on this form. Filling out the questionnaire is completely voluntary. If you do not wish to answer the questions leave any or all of them blank. Your participation with this survey is not a requirement for this class and will have absolutely no bearing on your grade.

1. What is your gender? _____
2. What is your student status?
 - First-Year
 - Sophomore
 - Junior
 - Senior
 - Graduate Student
 - Other _____
3. To the best of your memory, what were your expectations about the course when you first registered?
4. How would you compare your initial expectations with the outcomes of the course for you personally?
5. What have been the most important aspects of the course for you personally?
6. What, in your opinion, have been the strengths of the course?
7. What, in your opinion, have been the weaknesses of the course?
8. Do you feel that the class is having or has had an impact on your life in any way? If yes, can you think of any specific ways in which the human sexuality class is having or has had an impact?
9. Any additional comments about your human sexuality class that you would like the researchers to know?

THANK YOU

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