Pizza & Pleasure
Counseling Services
Student Affairs
Richard Reams, Associate Director
June 6, 2014

Assessment Summary

General Description

Pizza & Pleasure (P&P) is the fourth year of a sexuality series that first appeared in 2010-2011. Cay Crow, a local AASECT-certified sexuality educator and therapist, led five of the six programs; I led the sixth. Each of Ms. Crow’s honoraria were provided by an academic department. Counseling Services provided pizza, cookies, lemonade, and water. The programs were:

- The Secrets of Women’s Sexuality (Sept. 26, sponsored by Sociology & Anthropology)
- The Secrets of Men’s Sexuality (Oct. 10, sponsored by Human Communication & Theatre)
- Sexual Orientation & Identity (Oct 24, presented by myself, sponsored by Counseling Services)
- Making Love without Doing It (Jan 30, sponsored by Classical Studies)
- BDSM: Beyond Vanilla (Feb 13, sponsored by Modern Languages & Literatures)
- Sexuality Q&A (Feb. 20, sponsored by Psychology)
- Getting What You Want from Abstinence (April 3, sponsored by Counseling Services)

Assessment Method

A paper-and-pencil evaluation was provided to participants at the conclusion of each program.

Results

Regrettably, the collection of data was rather uneven this year. Although adequate data was gathered at the first two programs (summarized in the Tabulated Data document), at subsequent programs adequate data was not gathered either because no attendees completed an evaluation or those completed were done so rather spottily. Additionally, I did not consistently take attendance beyond the first two programs, which were attended by 35 and 25 people, respectively.

Discussion

During the year it became clear that several changes are needed as this series continues in the 2014-2015 academic year.

First, the scope of the series should be expanded. The impetus for this has come from two parents’ complaints to the Dean of Students during the early fall after seeing a ballot of topics that was distributed to students via electronic newsletters. One complaint was that no topic addressed abstinence. Because abstinence is a legitimate topic and can be presented in a manner that is sex-positive and not merely rooted in religious/moral reasons, I asked Ms. Crow to add the April 3 presentation, Getting What You Want from Abstinence, which was attended by six students.

- Next year’s series of topics will include Getting What You Want from Abstinence, probably to follow a preceding presentation Getting What You Want from Sex. I envision that Ms. Crow will deliver these topics as the first two of the series. Placing the Sex presentation first conveys the series is sex-positive and will also convey, I hope, that the Abstinence presentation come from a perspective that is also sex-positive.

A second complaint was that none of the topics addressed love or relationships. These are important topics as well and fit with the developmental purpose of the series.
Next year’s series will include one or two new topics to be determined. I envision a spring series of topics, each beginning with “The Secrets of . . .” to include two perennial topics in the series: The Secrets of Women’s [and of Men’s] Sexuality. Additional topics might include The Secrets of Love and The Secrets of Finding a Romantic Partner. Whether Ms. Crow presents each of them or whether other speakers do so is to be determined (Dr. Erin Bryant of Human Communication and Theatre is one possibility). During June I will meet with Ms. Crow to plan for the 2014-2015 series, which will need to be renamed, perhaps “Love! Sex! Pizza!”

When writing the Assessment Plan last summer, I had identified nine Learning & Development Outcomes from the CAS standards with the intention of applying relevant one to each of the presentations (and consequently assessing the relevant LDOs for each presentation), in consultation with Ms. Crow. I did not follow through on this portion of the plan.

As I plan this year’s presentations with Ms. Crow and other presenter(s), we will identify in advance which LDOs are applicable to each presentation. I will revise each evaluation form to reflect assess the relevant LDOs.

Until this year, I had faithfully done a head count by apparent gender at presentations, but I did not do so at all presentations this year.

Next year I use a single record sheet to keep attendance at the presentations.