

Human Sexuality Studies Master of Arts Graduation Assessment

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On behalf of the SXS faculty and staff

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I. Introduction

The Program in Human Sexuality Studies at San Francisco State University (SFSU) provides a comprehensive and interdisciplinary approach to research and education in sexuality.

The program aims to: examine and describe human sexuality in all dimensions of social, cultural, historical, biological, political, and psychological contexts and meanings; document variation in sexual cultures, identities, movements, and practices across time and space; analyze inequalities, structural violence and disease as these impact upon sexuality; support positive sexuality policies and human rights in the effort to create a program of social justice in the arena of sexuality; understand sexual health, pleasure, and well being in the sexual lives of people in the US and across cultures.

The Master of the Arts Program in Human Sexuality Studies aims to provide students knowledge about processes and variations in sexual cultures, sexual identity and gender role formation, and the social, cultural, historical, and ethical foundations of sexuality, intimate relationships, and sexual health.

Table 1: Measurable objectives for the assessment

Objectives	Measured in pre-post assessment and program	Measured in pre-post assessment
Students completing the program successfully will possess strong writing skills in sexuality topics, with the ability to write for a diverse audience including academics and non-academics and those in advocacy and political positions.	Advocacy	Writing
Students completing the program successfully will possess strong presentation skills in sexuality topics	Student Conference	
Graduating Human Sexuality Masters students will have a broad understanding of sexuality-related issues	Theory	
Students completing the program successfully will possess a good foundation in sexual theory	Theory	
Students completing the program successfully will possess a good understanding of gender and sexual identity.	Theory	
Students completing the program successfully will possess good research skills.	Method	
Students completing the program successfully will possess good understanding of ethical considerations in sexuality research.	Method	

The Assessment of the MA program would be measured via the following:

- 1) ***Pre assessment:*** Have students write a three-page memo on a “case study” at the beginning of the program in SXS 800: Sociocultural Foundations of Human Sexuality.
 - Scored by either faculty member or alumni of program.
 - Scoring Rubric will include emphasis on theory and empirical research, advocacy and policy, analysis of research methods, ability to discuss and issues relating to gender and sexuality and effective writing skills (see table 1).
- 2) ***Evaluation of the MA theses: Post-Assessment.*** Graduating students’ read for same measures as pre-assessment.
 - Theses are scored on a scoring matrix that will emphasize set and discussion of research methodologies, use of theoretical works, ability to cite and use empirical research, ability to write effectively, and advocacy and/or policy recommendations.
- 3) ***Exit survey:*** Survey on the quality and effectiveness of program for exiting MA students given in SXS 890: Professional Development.
- 4) ***Alumni follow-up:*** A comprehensive follow-up with graduating students: to follow their career trajectories and how they have integrated and advocated for sexuality in their lives.

II. Pre-Assessment

Students were given a contemporary article from the New York Times that discussed the reconstruction of hymen for Muslim women. The article discussed how Muslim women in Europe had been conflicted between sexual freedoms and the traditions they faced. Families of the women exerted pressure for them to marry Muslim men. Muslim men wanted to marry women with no previous sexual experience and wanted proof. Therefore plastic surgeons developed a procedure where the hymen could be reconstructed.

Students were asked to write a 3 to 4 page paper about the issues discussed in the article, to explore the policy implications and to draw upon theory to make any arguments. They were also asked to think about future research and methodologies that might best answer questions relating to the topic.

Students' papers were scored based in the following criteria:

Theory: Was there a sufficient literature review with references? How well did the student present the problem and review the literature? Did they present more than one perspective, opposing perspectives?

Method: Was the methodology used explained well? Was the method well constructed? Was it ethical? Were limitations of the methodology presented in the thesis? If a theoretical thesis, was there an explanation of the source of literature or possibility of personal bias.

Writing: Was the writing clear and to the point? Was the thesis well organized and easy to follow? Can this thesis be sent to a peer-reviewed journal and not be rejected outright (receive a revise and resubmit or accept) or to another publication suitable for the thesis style?

Advocacy: Did the thesis present a problem? Is there a presentation of how this problem is relevant outside of academia? Was there a presentation of some sort of advocacy around the topic? Is the topic relevant for today?

Table 2: Student scores of pre-assessment paper

Student	Theory	Method	Writing	Advocacy
1.	1	1	2	2
2.	1	2	3	1
3.	3	3	4	3
4.	3	3	3	3
5.	1	1	1	1
6.	1	2	2	1
7.	2	2	1	1
8.	1	1	2	2
9.	3	2	3	3
10.	4	2	3	3
11.	3	2	3	2
12.	2	1	1	2
Total	25	22	28	24
Students are scored at following range: Lowest --- 1 --- 2 --- 3 --- 4 --- 5 --- Highest				

Students' papers were marked by little or no theory. There was almost a universal assumption that all Muslims are traditional. There was also a very limited view of the plastic surgery as fulfilling traditional views rather than other possible perspectives.

Discussions of future research focused on interviewing Muslim women about what they thought – there was no discussion on how research could be used to change policy. Most students had very poor advocacy discussions that focused on feeling sorry for Muslim women and did not go further in thinking about what women would want for their lives.

III. Post-assessment: Evaluation of Master of Arts Theses

Students' theses were read for the post-assessment. These were the same students whose short paper was scored above. The theses were obviously much longer and there was much more room for them to elaborate on all areas as compared to the pre-assessment.

Table 3: Student scores of post - assessment paper

Student	Theory	Method	Writing	Advocacy
1.	3	5	4	5
2.	4	3	3	5
3.	5	3	5	5
4.	5	4	4	4
5.	5	4	4	4
6.	4	5	4	5
7.	4	3	3	3
8.	4	4	3	4
9.	4	3	3	4
10.	5	5	5	5
11.	5	3	3	3
12.	4	4	4	3
Total	52	46	45	50
Students are scored at following range: Lowest --- 1 --- 2 --- 3 --- 4 --- 5 --- Highest				

Overall, there was great improvement in the scores of students writing in a number of areas. The total scores for Theory, Method, Writing, and Advocacy almost doubled.

Table 4: Comparison of student scores of pre-and post-assessment

Student	Sum Pre	Sum Post
1.	6	17
2.	7	15
3.	13	18
4.	12	17
5.	4	17
6.	6	17
7.	6	13
8.	6	15
9.	11	14
10.	12	20
11.	10	14
12.	6	15

IV. Exit Survey

A total of 37 graduate students in the Sexuality Studies MA program from 3 separate cohorts who completed the program in 2008, 2009 and 2010 were reviewed. The exit survey is a list of 36 questions administered during our SXS 890 – Professional Development during the final week of class. The survey is included in the appendices. Students were instructed to rate their response in a range from the lowest quality of 1 to the highest quality of 7. It included both multiple choice and essay questions. A tabled response to the multiple choices are reflected below (Table 1, 2 and 3: Sexuality Studies Graduate Exit Survey) Overall, the students are satisfied with the education provided via the MA in Sexuality Studies Program.

Students were very positive about the MA program in the following:

- Very fortunate a Master of Arts program in Sexuality Studies existed in the US.
- MA program was excellent and the core classes offered in the MA program were excellent in fulfilling research focus.
- Faculty is excellent experts in the field. Faculty was excellent with theory, research, advising and networking.
- Students who entered the Program with a focus of attaining a PhD did not waiver from this goal after receiving their MA. The MA program reinforced their PhD goal except, they now had a clearer vision of their specific area of focus. Others who did not have a PhD focus initially, were very interested after completing MA Program.
- Faculty received very high marks for IRB preparation and completion.
- Writing ability improved greatly while in MA program
- Always felt safe to express views in MA classes.
- Would definitely recommend this MA program to interested students.

Students were disappointed with the MA program in the following:

- MA program was too research focused. Most suggested a dual track in the MA program where there would be a PhD focus and a Community Based Organization focus. They wanted more training in practical skills, in working for sexual advocacy in CBOS and nonprofit organizations.
- Increase discussion of specific areas in classes such as class, gender, race, pleasure (by way of discussing sex in the physical sense) and how they intersect.
- More money to offer scholarships for the students and to hire more faculty.
- Offer more electives such as; practical training or professional skills type classes. Other examples were visual and pop culture, sex and the internet etc.
- When there were more than 15 students enrolled, class discussion was limited.
- Lack of collaboration or opportunities with the Center for Research on Gender and Sexuality and the National Sexuality Resource Center.
- Students, who did not have PhD focus, were skeptic the MA was a viable degree in the job market.

The department has initiated conversations about a possible dual track for the MA program or a certificate through Extended Learning to assist the students who do not have PhD focus. Most of the students who did express interest in a dual track, also voiced their concerns, that with lack of finances, the department should not undertake such a task for fear it may hurt the current MA program. These discussions have been suspended due to the current budget climate.

Table 1: Sexuality Studies Graduate Exit Survey 2008

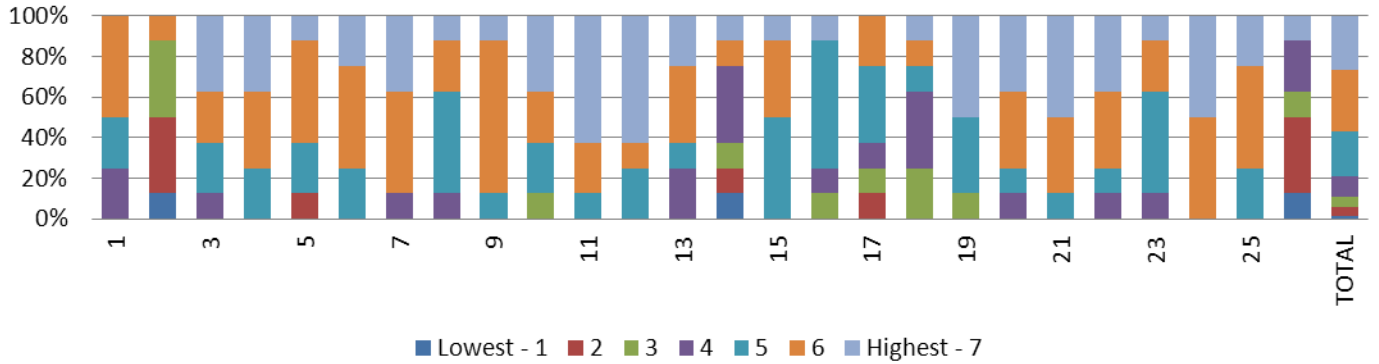


Table 2. Sexuality Studies Graduate Exit Survey 2009

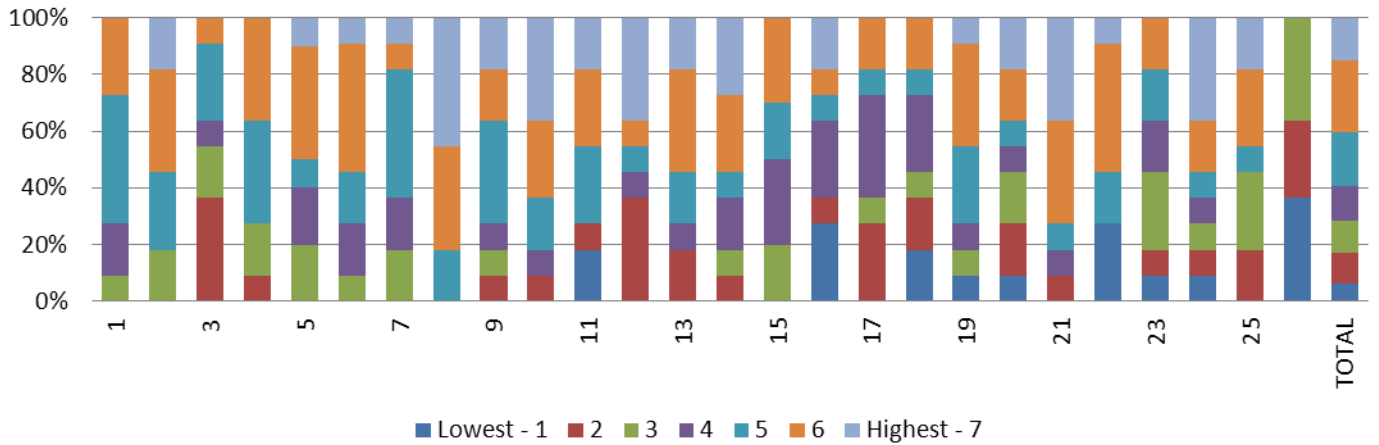
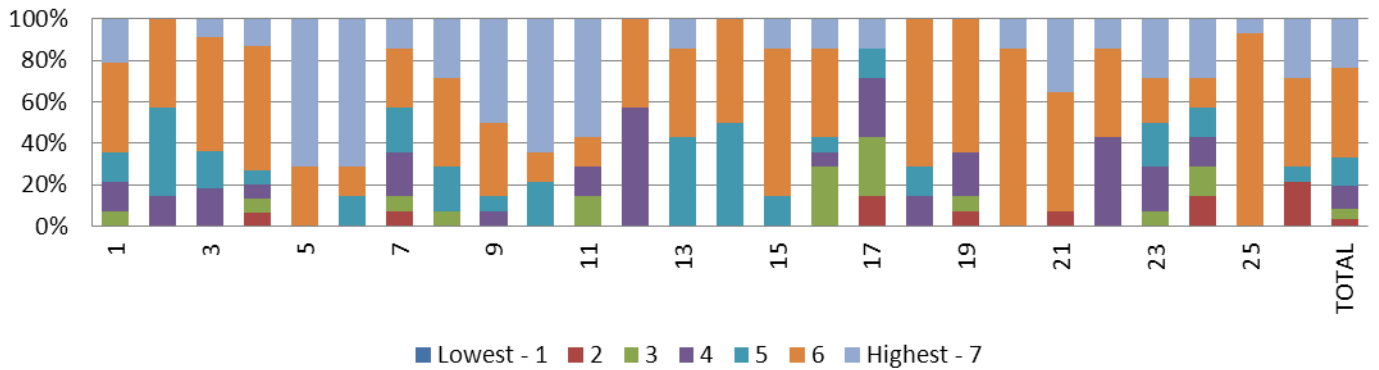


Table 3. Sexuality Studies Graduate Exit Survey 2010



Footnote: Graduate Exit Survey in Appendices

V. Alumni Follow Up

An email was sent to random alumni of the MA program in Sexuality Studies. We received 13 responses out of the 20 who were randomly emailed. These are their comments and responses to the following questions:

1. Current Position
2. Any Degrees/ Education since graduation from MA program
3. Presentations or Publications
4. How has the MA Program in Sexuality Studies helped your career?

The 13 students who responded are broken down into the following:

- 6 working on PhD or have completed and are in academia
- 5 working in the private sector, community based organizations or nonprofit.
- 2 stay at home moms whose sexuality work in the field is currently on hold.

Overall, the MA degree has contributed immensely to their current careers tracks. The research focus of the MA program prepared them for the rigors of the job market and the “sexuality studies” specific title of the degree, actually affords the MA graduates a type of “expert” in the field description. Where other MA degrees, such as anthropology and sociology, are still rather general, the MA in Sexuality Studies was very specific. Students who did not follow a PhD track, but are currently employed in CBO’s or NGO’s now see the degree as a major contribution to their understanding and navigation of their current occupations.

STUDENT # 1

1. Current Position:

Assistant Professor of Health Promotion, Social and Behavioral Health at University of Nebraska Medical Center College of Public Health

2. Any Degrees/ Education since graduation from MA program: PhD in Health Behavior from Indiana University

3. Presentations or Publications

- Fisher, C.M., Reece, M., Wright, E., Dodge, M., Sherwood-Laughlin, C., & Baldwin, K. (in press). The role of community-based organizations in adolescent sexual health promotion, Health Promotion Practice.
- Fisher, C.M., Reece, M., Dodge, B., Wright, E., Sherwood-Laughlin, C., & Baldwin, K. (2010). Expanding our reach: The potential for youth development professionals in community-based organizations to provide sexuality information. *American Journal of Sexuality Education*, 5(1), 36-53.
- Fisher, C.M., Herbenick, D., Reece, M., Dodge, B., Satinsky, S., & Fischtein, D. (2010). Exploring sexuality education opportunities at in-home sex toy parties in the United States. *Sex Education*, 10(2), 131-144.
- Fisher, C.M., & Schonfeld, T. (2010). Sex and blood: A deeper exploration of discrimination in the FDA blood donor policy. *American Journal of Bioethics*, 10(2), 40-41.
- Fisher, C.M. (2009). Queer youth experiences with abstinence-only until marriage sexuality education: “I can’t get married so where does that leave me?” *Journal of LGBT Youth*, 6(1), 61-79.

- Dodge, B., Reece, M., Herbenick, D., Fisher, C.M., Satinsky, S., & Stupiansky, N. (2008). Relations between sexual compulsivity and sexually transmitted infection diagnosis among a community-based sample of men who have sex with men (MSM). *Sexually Transmitted Infections*, 84, 324-327.
- Satinsky, S., Fisher, C.M., Stupiansky, N., Dodge, B., Alexander, A., & Reece, M. (2008). Sexual compulsivity among men in a decentralized gay community. *AIDS Patient Care and STDs*, 22(7), 553-560.
- Reece, M., Dodge, B., Herbenick, D., Fisher, C.M., Alexander, A., & Satinsky, S. (2007). Experiences of condom fit and feel among African-American men who have sex with men (MSM). *Sexually Transmitted Infections*, 83, 454-457.
- Fisher, C. M. (2007). Readings for the sexual literacy warrior. *Journal of Sex Research*, 44(4), 398-401.
- Fisher, C. M. (2006). Automated classroom response systems: Implications for sexuality education and research. *American Journal of Sexuality Education*, 1(4), 23-31.
- Fisher, C. M. (2004). SB71 - The state of sexuality education in California. In A. Auleb (Ed.), *Human sexuality: Biology 330 lecture guide and workbook* (pp. 416-417). San Francisco: Edan Programs.
- Fisher, C. M. (2004). A brief history of same-sex marriage. In A. Auleb (Ed.), *Human sexuality: Biology 330 lecture guide and workbook* (pp. 424-426). San Francisco: Edan Programs.
- Fisher, C. M. (2004). The anus: The taboo erogenous zone. In A. Auleb (Ed.), *Human sexuality: Biology 330 lecture guide and workbook* (pp. 427-429). San Francisco: Edan Programs.

Abstracts and preliminary communications

- Fisher, C.M. & Irwin, J. (2010). Resiliency and stigma in the Midlands: HIV risk and testing for LGBT Nebraskans. National Summit on HIV Diagnosis, Prevention and Access to Care, National Harbor, MD
- Fisher, C.M., Reece, M., Dodge, B., Wright, E., Sherwood-Laughlin, C., & Baldwin, K. (2010). Participatory research approaches to improve sexual health. Annual Meeting of the Society for the Scientific Study of Sexuality, Henderson, NV
- Kyaw, T.A., Fisher, C.M., Reece, M., Dodge, B., Ona, F., & Than Oo, Z. M. (2010). HIV related knowledge and risk behaviors of US Burmese refugees. Annual Meeting of the American Public Health Association, Denver, CO
- Satinsky, S., Reece, M., Stupiansky, N., & Fisher, C.M. (2010). Contextualizing community-based participatory research on HIV among MSM: A study of a decentralized Midwestern community. Annual Meeting of the American Public Health Association, Denver, CO
- Puckett, G.T., Fisher, C.M., Gatere, M., & Issoufou, M. (2010). Using community-based participatory research (CBPR) to address HIV prevention and care for Latino men who have sex with men (MSM). Annual Meeting of the American Public Health Association, Denver, CO
- Gateri, M., Fisher, C.M., Puckett, G.T., Wright, E.R., & Kooreman, H. (2010). Growing up gay: Effects of perceived discrimination on LGBT individuals' health in Indiana. Annual Meeting of the American Public Health Association, Denver, CO
- Carlson, K., Fisher, C.M., & Yaroch, A. (2010). Food pantry characteristics in urban and rural areas of Nebraska. Annual Meeting of the American Public Health Association, Denver, CO
- Fisher, C.M., Herbenick, D., Reece, M., and Dodge, B. (2009) Exploring the advancement of sexual health knowledge among women at in-home sex toy parties. Annual Meeting of the American Public Health Association, Philadelphia, PA.
- Fisher, C. M., Wright, E., Kooreman, H., & Reece, M. (2008). Results of a community-based

participatory study assessing long-term impacts of LGBT youth groups. Annual Meeting of the Society for the Scientific Study of Sexuality, San Juan, PR.

- Fischtein, D., Satinsky, S., Herbenick, D., Reece, M., & Fisher, C. M. (2008). Women's questions at in-home sex toy parties: Examining the heterosexual script. Annual Meeting of the Society for the Scientific Study of Sexuality, San Juan, PR.
- Fisher, C. M. (2008). Development and deployment of a theory-based pedagogy for sexual health education. Annual Meeting of the American Public Health Association, San Diego, CA.
- Fisher, C. M., Wright, E., & Kooreman, H. (2008). LGBT youth service organizations: Is there a relationship between participating in them and HIV/AIDS knowledge, testing behaviors, and serostatus? Annual Meeting of the American Public Health Association, San Diego, CA.
- Fisher, C. M., Koceja, D., Reece, M., Dodge, B., & Satinsky, S. (2008). Assessing risk in men who have sex with men (MSM) based on number of sexual partners. Annual Meeting of the American Public Health Association, San Diego, CA.
- Dodge, B., Reece, M., Herbenick, D., Fisher, C.M., Satinsky, S., & Stupiansky, N. (2008). Relations between sexually transmitted infection diagnosis and sexual compulsivity in a community-based sample of men who have sex with men (MSM). Annual Meeting of the American Public Health Association, San Diego, CA.
- Fisher, C. M. (2007). Narrative exploration of gay/bi male experiences of abstinence-only sex education. Annual Meeting of the Society of the Scientific Study of Sexuality, Indianapolis, IN.
- Fisher, C. M., Eggleston, B., Reece, M., & Satinsky, S. (2007). Barebacking and MSM: Does assessing behavior alone really tell us much about risk? Annual Meeting of the Society of the Scientific Study of Sexuality, Indianapolis, IN.
- Satinsky, S., Fisher, C.M., Reece, M., & Eggleston, B. (2007). Sexual compulsivity and venue-related sexual activity among men who have sex with men in Indiana. Annual Meeting of the Society of the Scientific Study of Sexuality, Indianapolis, IN.
- Fisher, C. M. (2007). Sexual health of same-sex attracted male youth: Impacts of abstinence-only sexuality education. Annual Meeting of the American Public Health Association, Washington, D.C.
- Fisher, C. M., Reece, M., & Herbenick, D. (2007). Perceptions of condom fit and feel and condom access among African-American men who have sex with men. Annual Meeting of the American Public Health Association, Washington, D.C.

4. How has the MA Program in Sexuality Studies helped your career?

The MA in Sexuality Studies provided me with the content and theoretical foundation to study sexuality through the lens of public health. It prepared me for the rigors of a doctoral program and a life as an academician.

STUDENT # 2

1. Current Position: Clinical Instructor and policy analyst at the Center for Leadership in Disability within the Institute of Public Health at Georgia State University

2. Any Degrees/ Education since graduation from MA program:

Center of Excellence for Sexual Health Scholars Program, Morehouse School of Medicine, 2008-2009

3. Presentations or Publications

- (November, 2010). *Coalitional Politics between Transgender and Disabled People*. National Women's Studies Annual Conference, Denver, Colorado.
- (October, 2010). *Leveraging the Power of Facebook for Your Organization*. American

- Association of University Centers on Disability Annual Conference, Washington, D.C.
- (October, 2010). *Recognizing and Undoing Ableism*. Webinar lecture, National Youth Advocacy Coalition, Washington, D.C.
 - (October, 2010). *Environmental Determinants of Health of People with Disabilities*. Guest Lecture, Urban Health Graduate Seminar, Georgia State University.
 - (September, 2010). *Politicizing Pleasure and Disability: Your Sex, Our Movement – The 10th Annual Retreat for Disability Activities and Allies*. Leaven Center, Michigan.
 - (August, 2010). *Social Determinants of Sexual Health of Disabled People*. Guest lecture & class facilitation in Sociology of Health and Illness Graduate Course, Georgia State University.
 - (July, 2010). *Intimacy, Love and Relationships Workshop*. People First of Atlanta.
 - (July, 2010). *Getting to Know Disability & Sexuality*. ArnieVille Disability Protest Camp, Berkeley, California.
 - (July, 2010). *Social Determinants of Sexual Health*. National Sexuality Resource Center's Summer Institute, San Francisco State University.
 - (July, 2010). *Strategies to Promote Sexual Health: Preventing Sexual Violence against People with Intellectual Disabilities & Methods of Infusing Work with Pleasure Pedagogy*. National Sexuality Resource Center's Summer Institute, San Francisco State University.
 - (June, 2010). *Achieving and Measuring Success in the Scientific World*. Emerging Scientist Recognition Day, Centers for Disease Control and Prevention, Atlanta, Georgia.
 - (June, 2010). *Reframing the Inclusive Education Debate: Constructing Space for Pedagogical Resistance and Desire*. Beyond Compliance: Pre-Conference to the Society for Disability Studies, Temple University, Philadelphia.
 - (June, 2010). *Revoluting Bodies: Crippling the Geopolitics of Beauty*. Society for Disability Studies, Temple University, Philadelphia.
 - (June, 2010). *New Members Panel*. Society for Disability Studies, Temple University, Philadelphia.
 - (May, 2010). *Intersectional Political Power: Lessons from the Disability Rights Movement*. New Leaders Council, Honoree, Atlanta.
 - (April, 2010). *Tailoring Emerging Strategies to Prevent Sexual Violence Against Women with Intellectual and Developmental Disabilities*. Intervention and Implementation Research Masters in Public Health Course, Georgia State University.
 - (April, 2010). *Pathology to Empowerment: The Political Economy of Disablement*. Amnesty International's Demand Dignity Campaign Conference, Keynote, Georgia State University.
 - (April, 2010). *Living Well with a Disability: A New Paradigm in Public Health*, Grand Rounds for the Department of Community Medicine and Preventive Health, Morehouse School of Medicine.
 - (March, 2010). *Disability and Health*. Institute of Public Health Grand Rounds, Georgia State University.
 - (November, 2009). *Boundaries of Body Modification: Transability as a Catalyst to View Disability as Art*. Center for Leadership in Disability, Leadership Fellowship, Georgia State University.
 - (July, 2009). *Queer Corpo(Realities) of Transgender, Intersex, and Disability: Towards a Coalitional Politics of Bodiosexual Justice*. Disorderly Conduct, Waterloo University, Canada.
 - (May, 2009). *Beyond White: What is the Point of Difference if It Doesn't Make a Difference?* American Association of Sexuality Educators, Counselors, and Therapists Annual Conference, Phoenix.
 - (May, 2009). *Principles of Disability and Intimacy Activism*. Keynote Speaker, Hawai'i Youth Leadership Academy, University of Hawai'i.
 - (May, 2009). *Disability Pride Through Activism*. Noted Speaker, Pacific Rim International Conference on Disabilities, University of Hawai'i.

- (March, 2009). *Queering Intersexuality: A Framework for Bodiosexual Justice*. GLBTQ Conference: Queer Art/Queer Action (Politics of Possibility), University of North Carolina Asheville.
- (March, 2009). *Access Sex: Engaging and Serving Youth with Disabilities*. Sex.:Tech Conference. San Francisco.
- (November, 2008). *Cripsex: Sk(r)ewed Media Representation*. Society for the Scientific Study for Sexuality Annual Conference, Puerto Rico.

Publications:

- Stevens, B. (in press). *Disability Hate Crimes: Does Anyone Really Hate Disabled People?* (Book review), *Journal of Psychiatry and Law*.
- Stevens, B. (2010). *CripSex: Sk(r)ewed Media Representation*. In Eds. R. Shuttleworth & T. Sanders *Sex and Disability: Politics, Identity, and Access* (pp. 59-78). Leeds, England: The Disability Press.
- Crimmins, D., Ramirez, S., Stevens, B., & Howell, J. (2010). From the Inside Out: Personal Perspectives of Six Formerly Institutionalized Georgians, *Georgia State University Law Review*, 26(3): 741-762.
- Stevens, B. (2008). Managing Unruly Bodies: Public Policy and Disability Sexuality, *Review of Disability Studies*: 4(4): 15-23.

4. How has the MA Program in Sexuality Studies helped your career ?

The Sexuality Studies Program at SF State substantively helped my career by providing me tools to theoretically analyze sexuality in an interdisciplinary way. Before joining the program, I was in law school – where I rarely spoke and did not see a future of academia ahead of me. The SF State program helped me find my voice and learn that I can have an academic presence if I want. This degree helped me procure a position in the prestigious Center of Excellence for Sexual Health Scholars Program. Without this degree, I would have never been able to secure a position in an academic institution in a health sciences program. On a personal note, during the program I met some of the most amazing people who continue to shape my life and scholarship. My experience there was life-changing and absolutely invaluable to successful professional path I'm currently wandering on.

STUDENT # 3

1. Current Position: Research Assistant and Support to the heart transplant and heart failure teams at The Children's Hospital in Colorado. Working as a consultant starting an adolescent transition program from our institution to the adult hospital.

2. Any Degrees/ Education since graduation from MA program: Currently working on my MA in Couples and Family Counseling at the University of Colorado - Denver. Will eventually become a Licensed Professional Counselor and Marriage and Family Therapist.

3. Presentations or Publications

Presenting at the ACES conference in October for Counseling regarding our ethics class and the situational framework we operated in throughout the course. It is a presentation on the teaching model.

4. How has the MA Program in Sexuality Studies helped your career?

The program has helped my career in many ways. While not many people understand or give credit to the MA in HMSX, I believe it has helped me as a human being to be more understanding,

empathetic, and non-judgmental. The MA in HMSX is going to dovetail wonderfully with my next degree in Counseling. I hope to work with the transgender population and couples and families dealing with transition. Without my MA in HMSX, I wouldn't feel adequately prepared to work in this arena.

STUDENT # 4

1. Current Position: Graduate Student at Cornell University in the Department of Human Development.

2. Any Degrees/ Education since graduation from MA program: In the second year of my PhD in Developmental Psychology with a concentration in Social and Personality Psychology and a PhD Minor in Statistics.

3. Presentations or Publications

- Stief, M. (2010). The status of anthropology in modern India. In H. S. Saskena, V. K. Srivastava, N. Hasnain, S. K. Chaudhury, & S. Maiti (Eds.) *Anthropology in India*. New Delhi, India: Serials Publications
- Stief, M. (2009). Review of "The Nature of Sexuality" by James Giles, *Anthropology Quarterly*, 82, 4, 1081-1085
- Stief, M. (2009). *Integrating biological and sociocultural perspectives on human sexuality: The contribution of analytical philosophy*. Talk presented at the Society for the Scientific Study of Sexuality, Puerto Vallarta, Mexico

4. How has the MA Program in Sexuality Studies helped your career?

The HMSX program primarily gave me time after my undergraduate career to broaden my knowledge of the literature and to refine my ideas to the point where I can formulate a coherent research program at the PhD level. Additionally it provided me with a substantial head start over my fellow graduate students at this level in terms of being able to call myself an expert from a particular area, i.e. sexuality studies, and speak and think with confidence and authority on that topic. It has allowed me to navigate my PhD program with more confidence and focus. It also of course helped me get into a PhD program of sufficient quality to make achieving a tenure track position a realistic possibility.

STUDENT # 5

1. Current Position: Project Director (of an HIV prevention research study at SFSU)

2. Any Degrees/ Education since graduation from MA program: Not since graduating.

3. Presentations or Publications

- Beougher, S. C., Gómez, W., & Hoff, C. C. (in press). The couple as context: Latino gay male couples and HIV. *Culture, Health and Sexuality*.
- Darbes, L. A., Chakravarty, D., Beougher, S. C., Neilands, T., & Hoff, C. C. (in press). Partner-provided social support influences choice of risk reduction strategies in gay male couples. *AIDS and Behavior*.
- Hoff, C. C., Beougher, S. C., Chakravarty, D., Darbes, L. A., & Neilands, T. (2010). Relationship characteristics and motivations behind agreements among gay male couples: Differences by agreement type and couple serostatus. *AIDS Care*, 22(7), 827-835.

- Hoff, C. C., & Beougher, S. C. (2010). Sexual agreements among gay male couples. Archives of Sexual Behavior, 39(3), 774-787.
- Neilands, T., Chakravarty, D., Darbes, L. A., Beougher, S. C., & Hoff, C. C. (2010). Development and validation of the Sexual Agreement Investment Scale. Journal of Sex Research, 47(1), 24-37.
- Hoff, C. C., Chakravarty, D., Beougher, S. C., Darbes, L. A., Dadasovich, R., & Neilands, T. (2009). Serostatus differences and agreements about outside sex partners among gay male couples. AIDS Education and Prevention, 21(1), 25-38.

4. How has the MA Program in Sexuality Studies helped your career?

I do not think I would have been able to get this position without my MA in Sexuality Studies. It fits nicely with HIV prevention research as well as with other relationship and sexuality-focused research.

STUDENT # 6

1. Current Position: Coordinator of Health Information and Communication at The Hetrick-Martin Institute: Home of the Harvey Milk High School

2. Any Degrees/ Education since graduation from MA program : Nope not yet at least. I'm thinking about it.

3. Presentations or Publications Not really. Informally.

4. How has the MA Program in Sexuality Studies helped your career?

Extremely. Having done my research project and made some of the connections i made has given me the information I need to inform the evaluation process of the peer sex education program I run at HMI. In general the MA has given me theoretical insight into the larger picture of how in the multiple intersecting race, class, gender identities can greatly informs the sexuality work I do when creating sex ed programs directed towards "at risk" youth.

STUDENT # 7

1. Current Position: Stay at home mom who does occasional sex education consulting for pain patients at an out-patient wellness facility.

2. Any Degrees/ Education since graduation from MA program: No

3. Presentations or Publications: Many (past) feature article publications in AMSEX and Altnet.com

4. How has the MA Program in Sexuality Studies helped your career? It helped give me the credentials to be a "go to" sex educator and expert for journalists and the like, as well as launch my own "sex writer" career. And it gave me the credentials to do sex ed on a consulting basis later on.

STUDENT # 8

1. Current Position: Sexual health educator/ author/ nonprofit consultant

2. Any Degrees/ Education since graduation from MA program :

MBA in nonprofit management from UC Berkeley

3. Presentations or Publications: Too numerous to list, but details are at www.amyandre.com. In summary, I've spoken on sexual health at over 100 universities, conferences, and organizations across the US, including Harvard, Stanford Medical School, and Microsoft, educating thousands of people. I've been interviewed by journalists from CNN to the Associated Press to PBS. In addition, I've published dozens of articles, essays, and book chapters, and co-authored a book on bisexual health.

4. How has the MA Program in Sexuality Studies helped your career?

Having an MA in sexuality studies helped me get my first book contract! It has also been an invaluable asset in my work as a sexual health educator. I'm currently serving on a federal task force to prevent suicide among LGBT youth, and my background in LGBT health (from my studies in the MA program) is a big part of what got me invited by the US government to serve on this task force. The MA program changed/ improved my life, and I use that knowledge and experience every day to try to change and improve the world around me.

STUDENT # 9

1. Current Position: I am currently working (since Aug. 2010) towards my Ph.D. in Educational Psychology at University of Hawai'i at Manoa

2. Any Degrees/ Education since graduation from MA program: Other than my current educational training I have not received any degrees since completing my Masters degree. Upon my M.A. graduation in May 2008, I worked as a lecturer at SFSU teaching sex education to undergraduate students until 2010.

3. Presentations or Publications:

- Brandon, P., Harrison, G., & Vallin, L.M. (2010). *Evaluation of the Final Year (2009-2010) of the Arts and Literacy for All Project*. Curriculum Research & Development Group, CRDG. Hawai'i: University of Hawai'i at Manoa.
- Vallin, L. M. (2009, June 21-25th). "Swedish and American Youth: Their Thoughts and Perceptions Surrounding Sexual Literacy." Gothenburg, Sweden. WAS 19th World Congress For Sexual Health.
- Vallin, L. M., White, C., & O'Donnell, J. (2009, June 21-25th). "Pleasure, Desire and Responsible Choices: Reframing Sexuality Education and Research in the Context of Sexual Literacy." Gothenburg, Sweden. WAS 19th World Congress.
- Vallin, L. M. (2008, October 31st). "Swedish and American Youth: Their Thoughts and Experiences Surrounding Sexual Literacy." San Francisco, CA. NSRC: Campus Coalition For Sexual Literacy (CCSL).

4. How has the MA Program in Sexuality Studies helped your career?

I have very positive experiences from the Sexuality Studies M.A. program at San Francisco State University. The program focused on theoretical aspects of sexuality, preparing students for future academic work, and I very much appreciate having had the opportunity to not only study theory and research methods of sexuality, but also having had the opportunity to develop a research project, collect and analyze data, and finally write a comprehensive thesis. The program's foundational focus of academic work, truly prepared me well for my current studies as a Ph.D. student. I feel very fortunate having been able to obtain a Masters degree in Sexuality Studies. My two years as a

Masters student at San Francisco State University has been some of the most intellectually challenging and rewarding years of my academic career. Aside from solid course work, I think one of the strongest elements of the Sexuality Studies department at SFSU is its faculty. Being privilege with the opportunity not only to learn about the unique subject of sexuality, but also having been a student of such exceptional professors has contributed enormously to my learning and what it means to be a graduate student. To illustrate this, I'll briefly mention how three of the professors with whom I worked closely with contributed to my educational career.

My 1st adviser on my thesis, Dr. Gil Herdt was a tremendous encouragement in my work from the very beginning. His great knowledge and genuine interest in my research really pushed me to stay focused and finish the study.

Dr. Jessica Fields served as my 2nd adviser and made a deep impression on me with her remarkable teaching style. I admire the dedication to her students, her research and her professionalism. She made every class meeting inspirational and meaningful emphasizing that it is not only *what* we teach, but also *how* we teach that has an effect on the ability to learn. Aside from being an integral part of the process of my thesis work, Dr. Fields strengthened my own desire to become a professor.

Dr. Rita Melendez, such an encouraging teacher, so positive, knowledgeable and approachable, always willing to help. Even though she did not serve on my thesis committee she spent numerous hours helping me assess and evaluate the quality of my thesis and particularly in regard to my data analysis. She played a major role helping me turn my statistical findings into a relevant and important aspect of my thesis study.

San Francisco State University's M.A. program in Sexuality Studies is a unique degree with its academic interdisciplinary approach to sexuality. The program equipped me with distinguished and valuable knowledge that has greatly contributed to the furthering of my academic career, as well as, anchoring my future goal of becoming a professor dedicated to education of sexuality.

STUDENT # 10

1. Current Position : Consultant at LFA Group, a San Francisco boutique consulting firm focused on research, evaluation, and strategic planning for the social sector

2. Any Degrees/ Education since graduation from MA program: Ongoing professional development, no specific degrees

3. Presentations or Publications:

- Hentz, Kathleen, & Jessica Fields. (2008). Sex Education/Abstinence Education. In Deborah Carr, Robert Crosnoe, Mary Elizabeth Hughes & Amy Pienta (Eds.), *Encyclopedia of the Life Course and Human Development*. New York: Macmillan Reference USA.
- Hentz, Kathleen, & Jessica Fields. (2008). Virginity Pledges. In Deborah Carr, Robert Crosnoe, Mary Elizabeth Hughes & Amy Pienta (Eds.), *Encyclopedia of the Life Course and Human Development*. New York: Macmillan Reference USA.
- Fields, Jessica, Isela González, Kathleen Hentz, Margaret Rhee, & Catherine White. (2008). Learning from and with incarcerated women: Emerging lessons from a participatory action study of sexuality education. *Sexuality Research & Social Policy*, 5(2), 71-84.
- Hentz, Kathleen. (2008). Participatory engagement and HIV prevention strategies. San Francisco State University. *Written Thesis in fulfillment of Masters Requirement*.
- Hentz, Kathleen. (2008). Affirming incarcerated women of color as HIV experts: Feminist insight into the possibilities of HIV education and participatory action research. Paper presented at the Thinking Gender Conference, University of California, Los Angeles.

- Hentz, Kathleen. (2007). Competing compulsions: Compulsory heterosexuality and hegemonic masculinity in the lives of incarcerated women of color. Unpublished Poster at the SF State of Sexuality Conference, San Francisco State University, Sexuality Studies.

4. How has the MA Program in Sexuality Studies helped your career? The research methods learned in the MA program have been invaluable to my current career which includes evaluating a national initiative to institutionalize comprehensive sex ed. The content knowledge I bring about sex ed, much of which was learned through the MA program, provides a strong foundation for this project. I have no doubt that my MA degree helped me attain this position that I would have otherwise been unqualified for.

STUDENT # 11

1. Current Position: Education Coordinator, Section of Family Planning, University of Chicago

2. Any Degrees/ Education since graduation from MA program: Fulbright Scholar, Rio de Janeiro, Brazil, 2009

3. Presentations or Publications : Abstract accepted to Sex:Tech 2011, April 1-2 ; Working on publication reviewing sexuality education programs for adolescence using new digital media to be submitted to Journal of Adolescent Health

4. How has the MA Program in Sexuality Studies helped your career?

The MA Program in Sexuality Studies has given me the scholarly tools necessary to design and implement effective sexuality education interventions, as well as the research tools necessary to rigorously evaluate these programs in order to improve sexual and reproductive health outcomes

STUDENT # 12

1. Current Position: I'm currently a stay at home mom.

2. Any Degrees/ Education since graduation from MA program: None

3. Presentations or Publications: I was the education coordinator for the NSRC so I presented lectures on the history of sexuality education, sexuality and social movements, and ethics in sexuality research at several national conferences (SSSS, ASSECT) and several university conferences (SFSU, University of Texas at Austin, IU at Bloomington).

4. How has the MA Program in Sexuality Studies helped your career? It was instrumental in my ability to get a job as Education Coordinator at the NSRC. I expect to use the knowledge I gained from the program when I re-enter the workforce when my son is older.

STUDENT # 13

1. Current Position: Doctoral student, Sociology, University of Massachusetts, Amherst

2. Any Degrees/ Education since graduation from MA program: (I'm currently in my second year of

the Ph.D. program)

3. Publications

Manuscripts in Progress

- Nordmarken, Sonny and Bethany Stevens. "Affective Politics: Notes on Forging Socioemotional Solidarity Between Trans and Disabled People,"
- Nordmarken, Sonny "Imaginings of Bodies and Policing of Borders: Cultural Fantasies of Humanness and State Regulation of Trans People Migrating to the U.S."
- Nordmarken, Sonny "Imperial Utopia: Transbodiedness, Disability Erasure, and Masked White Guilt in Cameron's *Avatar*"
- Nordmarken, Sonny "'I Don't Have the Jealousy Issues; The Only Time I Feel Jealous Is When. . . .' Negotiating the Emotional Habitus of Compersion: Experiences of Queer Polyamorists in Triads"

Invited Presentations

- Nordmarken, Sonny. 2010. "Coalition Politics, Intersex Politics, Queer Politics." Sexuality and Society lecture, UMass Amherst
- (featured presenter) Nordmarken, Sonny. 2010. Humanities, Arts, Sciences, Technology Advanced Collaboratory (HASTAC)
- Nordmarken, Sonny. 2010. "Affect in Queer, Polyamorous Triads." Sexuality and Society lecture, UMass Amherst
- Fields, Jessica, with Kendra Bloom, Sonny Nordmarken, and Julia Sinclair-Palm. 2008. "Public Space and the Costs of Being Seen: U.S. Youth Developing a Sense of Self in the Midst of Racial and Sexual Inequalities." Race, Sexuality, and Gender in International Comparative Perspective, University of São Paulo, Brazil
- Nordmarken, Sonny. 2007. "Polyamory and the Social Construction of Love." Variations in Human Sexuality lecture, San Francisco State University
- Nordmarken, Sonny. 2003. "The Ethics of Intersexuality: Questioning the Paradigm of Intersex Treatment." Choosing Health Regional Conference, Medical Students for Choice, UC Davis

Refereed Presentations

- Nordmarken, Sonny, and Bethany Stevens. 2010. "Transgender and Disabled Queer-Bodiedness: Towards Embodied Coalitional Politics for Bodiosexual Justice." National Women's Studies Association Conference, Denver, CO.
- Nordmarken, Sonny. 2010. "Bodies of Multiple Crossings: State Policing of U.S.-Bound Transgender Immigrants." SSSP Annual Meeting, Atlanta, GA
- Nordmarken, Sonny. 2010. "Imaginings of Bodies and Policing of Borders: Cultural Fantasies of Humanness and State Regulation of Trans People Migrating to the U.S." Shifting Tides, Anxious Borders Transnational American Studies Conference, Binghamton University, New York
- Nordmarken, Sonny. 2010. "Imaginings of Bodies and Policing of Borders: Cultural Fantasies of Humanness and State Regulation of Trans People Migrating to the U.S." Material and Imagined Bodies American Studies Conference, Brown University, Providence, Rhode Island
- Stevens, Bethany, and Sonny Nordmarken. 2009. "Queer Corpo(realities) of Transgender, Intersex, and Disability: Towards a Coalitional Politics for Bodiosexual Justice." Disorderly

Conduct Conference, Wilfrid Laurier University and Waterloo University, Waterloo, Ontario, Canada

- Nordmarken, Sonny, Bethany Stevens, and Betsy Dorsett. 2009. "Queering Intersexuality: A Framework for Bodiosexual Justice." GLBTQ Studies Conference, UNC Asheville, North Carolina
- Nordmarken, Sonny. 2008. "Power Balance and Exchange: Interactive Dynamics within Queer Triads." Sexual Literacy and Social Change Western Regional Conference, National Sexuality Resource Center, San Francisco State University, California
- Nordmarken, Sonny. 2008. "Experiences of Emotions in Queer, Three-Way Relationships." SF State of Sexuality Conference, San Francisco State University, California
- Davis, Shannon, Sonny Nordmarken, Antoinette Kohlmeister, and Marie Masson. 2003. "The Vagina Monologues' Role in Feminist/Sexual/Violence Theater." Undergraduate Research Conference, University of California, Davis

4. How has the MA Program in Sexuality Studies helped your career?

The MA program has definitely helped my career by giving me experience doing ethnographic research and giving me a foundational understanding of the social science research literature and theory on sexuality. This has helped prepare me for the work I've been doing in my doctoral program.

VI. Appendices

A. Graduate Exit Survey

Human Sexuality Studies MA Graduation Exit Survey

In order to continue to improve the MA Program and its service to our students, we are interested in hearing your views on the following topics. Please answer to the best of your ability; the author of each questionnaire will be kept confidential although the aggregate results will be used by the Program. Thank you for your interest and assistance.

Semester of Graduation _____ **Year Admitted** _____

Please respond according to the directions in each question.

1. In general, what was the level of quality of the core HMSX classes? (*Circle the number that best represents your assessment*)

2.

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

3. In general, what was the level of quality of the core HMSX research classes? (*Circle the number that best represents your assessment*)

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

4. In general, what was the level of quality of the core HMSX theory classes? (*Circle the number that best represents your assessment*)

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

5. In general, what was the level of quality of HMSX elective classes? (*Circle the number that best represents your assessment*)

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

6. What was the level of quality of elective courses taken outside the HMSX Program? *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

7. To what extent did the HMSX Program help you to improve your writing skills? *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

8. To what extent did the HMSX Program help improve your knowledge of ethical research issues? *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

9. To what extent did the HMSX Program help you to improve your oral presentation skills? *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

10. To what extent did the HMSX Program help your ability to advocate for sexuality issues? *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

11. To what extent did the HMSX Program help you to improve your knowledge of gender? *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

12. To what extent did the HMSX Program help you to improve your knowledge of sexuality related empirical research? *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

13. To what extent did the HMSX Program help you to improve your knowledge of sexuality related theory? *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

14. To what extent did the HMSX Program help you to improve your knowledge of sexuality related research methods? *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

15. To what extent did the HMSX Program help you to improve your specific professional skills? *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

16. In general, I found the level of library resources to be found at the University to be sufficient for my needs. *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

17. In general, I found the level of computer resources to be found at the University (includes Program, College and University levels) to be sufficient for my needs. *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

18. In general, I found the level of career assistance resources to be found at the University (includes Program, College and University levels) to be sufficient for my needs. *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

19. In general, I found the advising I received in the Program to be sufficient for my needs. *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

20. In general, I found the access to the courses I needed to be sufficient for my needs. *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

21. In general, I found my ability to schedule core classes I needed to be sufficient for my needs. *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

22. In general, I found my ability to schedule elective classes I needed to be sufficient for my needs. *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

23. In general, I believe the HMSX Program has prepared me well for the type of job or career in which I am interested. *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

24. As a result of the education I received in the HMSX Program, I feel qualified to begin and succeed at an entry level job in the public or nonprofit sector. *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

25. As a result of the education I received in the HMSX Program, I feel qualified to begin and succeed at a mid-level job in the public or nonprofit sector. *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

26. Overall, how balanced between theory and practical applications were HMSX Program courses and activities? *(Circle the number that best represents your assessment)*

Lowest Quality							Highest Quality
1	2	3	4	5	6		7

- 27. Do you believe that you are on the right career track, compared to when you began in the Program? Why or why not?**
- 28. Would you be in favor of having a dual track MA program that focuses on 1) research and 2) advocacy/community work? Explain.**
- 29. What other courses would you like to see offered by the HMSX Program?**
- 30. What other elective emphases would you like to see offered by the HMSX Program?**
- 31. Were you happy with the level of discussions in the graduate seminars? Explain.**
- 32. What else could the HMSX Program do to better prepare students to succeed in the job marketplace today?**

33. What are the three things that the HMSX Program does best? (*List three responses*)

1.

2.

3.

34. What are the three things that the HMSX Program does least well? (*List three responses*)

1.

2.

3.

35. What is your overall assessment of the HMSX Program?

36. What other suggestions can you offer that could be used to improve the education you received from the HMSX Program?

Thank you for your cooperation and assistance in helping us to improve the HMSX Program