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Utah College Sexual Behavior Survey: Initial Findings Report

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UTAH COLLEGE SEXUAL BEHAVIOR SURVEY: INITIAL FINDINGS REPORT

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Report Summary

Purpose: The purpose of the Utah College Sexual Behavior project was to establish the reliability and validity of the retrospective measures used in the survey and gain a better understanding of the sexual behaviors of Utah youth by asking Utah State University (USU) students about their sexual behaviors as youth.

Measures: The survey questions represented nine topical areas. These areas included questions about: basic demographics; non-penetrative sex; penetrative sex; contraceptive use and pregnancy and sexually transmitted infection (STI) prevention; communication and consent; sexting; sex education; attitudes about sex; and USU health education and programming.

Method: A one-time survey was disseminated to USU students between the ages of 18-21. We relied on a convenience sampling strategy to answer the research questions guiding this study.

Analysis: Univariate statistics were conducted to summarize characteristics of the data derived.

Results: This report outlines the descriptive results from the Utah College Sexual Behavior Survey. Results showed that youth in Utah engage in non-penetrative and penetrative sex. Participants also reported wanting additional sex education. Lastly, results indicated that youth are not using STI/pregnancy prevention methods at a high rate.

Funding: This project was funded by the small grants program from the Mountain West Center for Regional Studies and a seed grant from the Center for Intersectional and Gender Studies at USU.

Acknowledgements: We would like to thank our USU advisory board members, the Student Affairs Office at USU, the Utah Department of Health, and the students and organizations who helped us create and disseminate this project.

Contact: Please contact Dr. Cris Meier (cris.meier@usu.edu) for more information about this study.

Human Subjects Statement: This project was approved by the USU IRB prior to any data collection activities (#12096).

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Background & Project Purpose

The Youth Risk Behavior Surveillance System (YRBSS) is a national survey administered to assess adolescent health and risk-taking behaviors (Centers for Disease Control and Prevention (CDC), 2021). Each U.S. state chooses which questions to include from the national survey. Historically, Utah has included **only one question** about sexual behaviors. This singular sexual behavior question was removed after the 2013 YRBSS and in 2019, two questions were added that asked about testing for HIV and sexually transmitted infections (STIs; CDC, 2021). However, beyond these two measures, researchers, organizations, and policy makers do not have a good understanding of the trends and changes in sexual behaviors (e.g., rates of penetrative sex) of Utah youth. Consequently, there is minimal data to inform Utah programming, legislation, and prevention measures to reduce risky sexual behavior in adolescence, such as unprotected sex.

The purpose of the Utah College Sexual Behavior project was two-fold. First, we sought to establish the reliability and validity of the retrospective measures used in the survey. The results of this component are reported elsewhere, and we found that the psychometric properties were adequate. Second, we attempted to gain a better understanding of the sexual behaviors of Utah youth by asking Utah State University (USU) students about their sexual behaviors as youth. This report summarizes the descriptive results from the Utah College Sexual Behavior Survey. Our intention is that these data will be used to inform policy and programming both at USU and across the state of Utah to support healthy sexual behaviors of youth.

Method

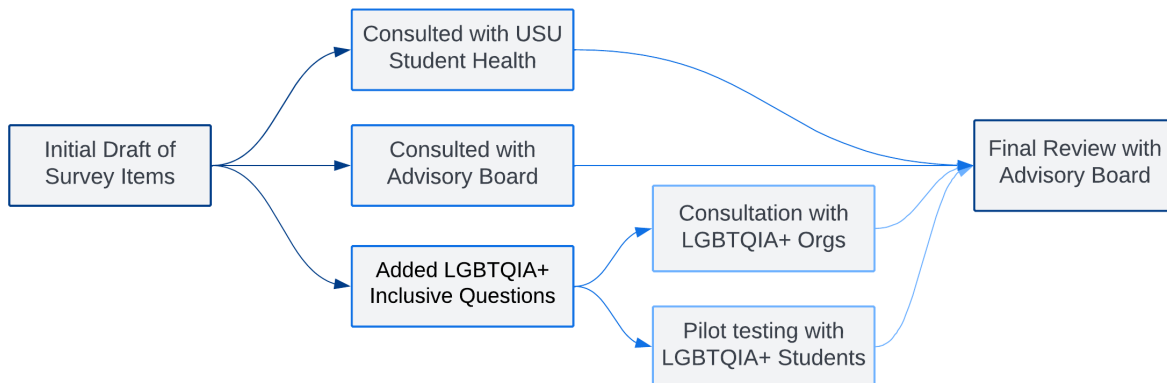
We utilized a one-time survey, using a convenience sampling strategy to answer the research questions guiding this study. This section provides a brief overview of the procedures used for this study, including survey creation, data collection procedures, and the measures used to understand youth sexual behaviors.

Survey Construction

Figure 1 shows the process taken to develop the survey. The process was iterative and consisted of consultation with content experts, stakeholders, and college students. First, we created an initial list of questions, relying on existing measures, including standard YRBSS questions (McGuire, 2014) and questions known to be correlated with youth risky sexual behaviors (e.g.,

alcohol consumption, number of sexual partners, age at first sex, condom usage; Langer et al., 2001.) We then gathered input from medical staff at USU Student Health and an advisory board of USU stakeholders about the sexual health needs of USU students to ensure that our questions aligned with the reported experiences and needs of students.

Figure 1. The process for developing the survey.



Our project team prioritized adapting existing measures to be more inclusive of all USU students by expanding the definitions and response choices of questions to ensure LGBTQIA+ students were able to report their experiences accurately. To do this, we first conducted a review of existing surveys assessing adolescent risk behavior to create our initial definitions, survey questions, and response choices. Next, we piloted the constructed survey items with students who identified as LGBTQIA+ using a think aloud process (Fonteyn et al., 1993). We also piloted the constructed survey items with organizations who served LGBTQIA+ people in Utah by asking them to provide written feedback on survey items.

Once all feedback was addressed, the survey was presented to the USU advisory board in addition to several other experts in the sexual education field in Utah to receive additional feedback before finalizing the survey that was used in this project.

Data Collection Procedures

Prior to any data collection activities, this project was approved by the institutional review board at USU (#12096). The one-time survey was sent to USU students in September 2021. To invite students to participate in the survey, one email was sent by the Student Affairs office at USU to students across campuses (both Logan and statewide) who were between the ages of

18-21. The email contained a link to a Qualtrics survey. No additional reminder emails were sent. The survey was left open for a total of three-weeks.

Sample & Response Rate

The total population was 11,528, based on the registrar generated population for our study's age criteria. A total of 1,794 students participated in the survey, which is a response rate of 15.5%.

Incentives

Participants who completed the survey were able to enter a drawing for one of ten USU spirit items (e.g., USU water bottle; USU stadium pack).

Measures

The Utah College Sexual Behavior Survey items can be divided into nine sections and are outlined below (see Appendix A for complete survey and definitions used). Students were first asked two selection criteria questions to ensure participants were at least 18 years of age and went to high school in Utah. The survey then began with consent information including the intent and overview of the survey. Resources (e.g., both USU specific and organizations outside of USU) were offered to students at the conclusion of the survey.

Demographics. These questions included USU student self-reported campus location, academic year in program (based on academic credits), county where they attended high school, age, relationship status, sexual orientation, gender identity, ethnicity, race, religious affiliation, parent income, and parent educational attainment.

Non-penetrative sex. Questions included engagement in non-penetrative sex and the age at which they first engaged in non-penetrative sex as a youth. Follow up questions were only asked to those who said they had engaged in non-penetrative sex.

Penetrative sex. Questions included engagement in penetrative sex, age of first penetrative sex act, number of partners, alcohol or drug use before penetrative sex, and readiness to engage in penetrative sex as a youth. Follow up questions were only asked to those who said they had engaged in penetrative sex.

Contraceptive use and STI prevention. Questions assessed use of contraceptives or methods to prevent pregnancy and STIs as youth.

Communication and consent. Questions included in this section asked about the level of communication of topics such as consent, STI status, and pregnancy prevention prior to engaging in either non-penetrative or penetrative sex as youth. Follow up questions were only asked to those who said they had engaged in non-penetrative or penetrative sex as youth. Additional questions asked all participants about their current confidence in giving and obtaining consent.

Sexting. These questions included assessing the taking, sending, or receiving of sexually explicit images as a youth.

Sex education. Questions measured perceptions regarding sex education as youth, including whether they felt they received enough information about STIs and pregnancy prevention, healthy sexual behaviors, healthy relationships, sexuality, and LGBTQIA+ orientations and relationships in an unbiased manner.

Attitudes about sex. These questions assessed perceptions of making healthy sexual decisions as a youth and general feelings about sex.

USU health education. These questions gauged ranked interest in programs at USU that focus on sexual health and wellbeing.

Results

Section 1: Participant Demographics

The demographic characteristics of the participants help illustrate the population that the results represent. The assessed characteristics include USU campus the student attended at the time of the survey, current number of credits completed, age, the county where their high school was located, gender identity, sexual orientation, race and ethnicity, family income, religious affiliation, church attendance, and relationship status.

Campus Response Rate and Credit Hours. Most survey participants attended the Logan campus (89.3%). Table 1 shows the top five most frequently attended campus by participants.

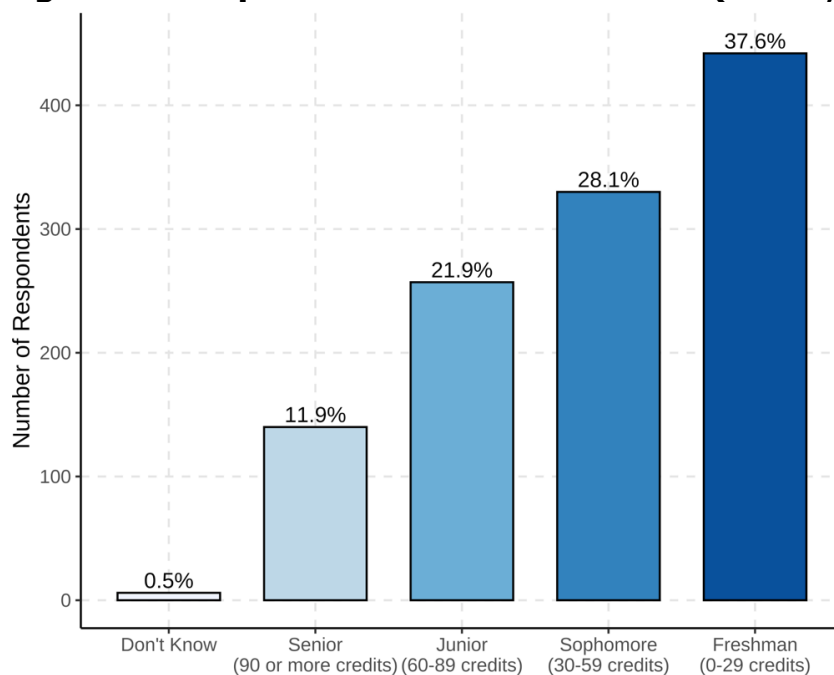
Table 1. Participants by campus (N = 1,142).

	%
Logan (main campus)	89.3
Price (USU Eastern)	3.8
Uintah Basin	1.5

	%
Brigham City	1.3
Tooele	1.0

Academic Credits. Most often, participants were freshmen (37.6%). Figure 2 shows the distribution of participants by self-reported academic credits.

Figure 2. Respondent academic credits (N = 1,142).



Participants Age. Respondent age was dispersed across all ages included in the study, with 18 years being the most frequently occurring age of participants (34.2%); followed by 21 years (24.8%), 20 years (20.6%), and 19 years (20.4%).

County Attended High School. Most often participants reported attending high school in Salt Lake County (22.9%). Four additional counties, combined, made up a majority of the counties that participants attended high school in. Table 2 shows the top five counties.

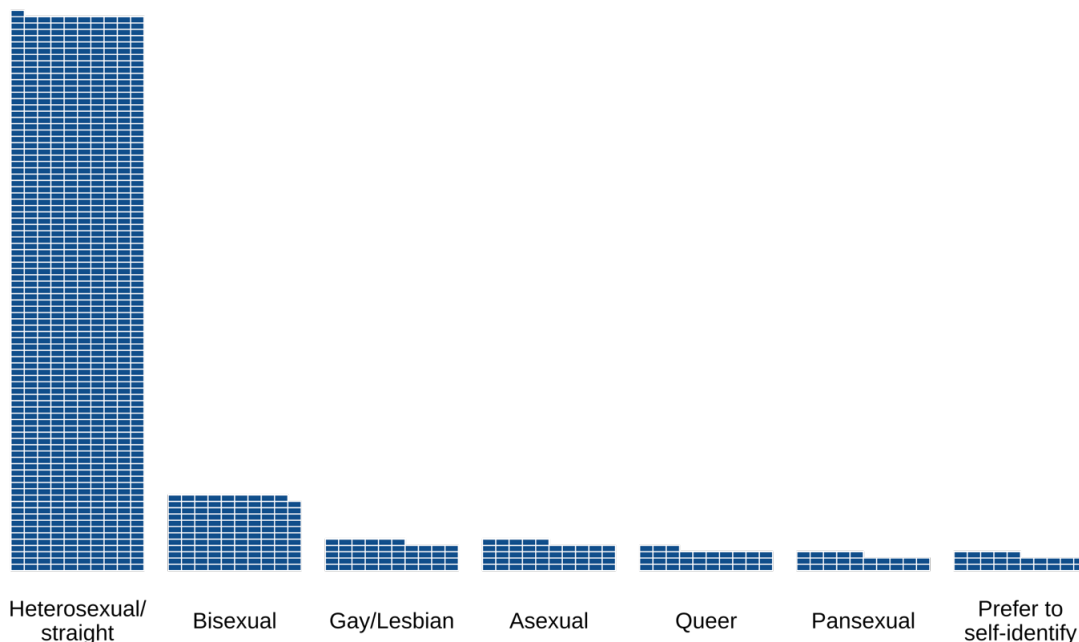
Table 2. Top five most common counties where participants attended high school (N = 1,172).

	%
Salt Lake County	22.9
Utah County	18.9
Cache County	17.4
Davis County	16.0
Weber County	5.0

Gender Identity. Female identifying students made up the majority of the sample (65.6%), while male identifying students made up the second largest gender identity represented (29.5%). Additional identities were also reported, including identifying as more than one gender (2.0%), genderqueer/gender non-conforming (1.8%), other identity not listed (0.7%), trans male/trans man (0.2%), and trans female/trans woman (0.2%).

Sexual Orientation. The majority of participants identified as heterosexual (straight; 75%). Figure 3 (with each rectangle representing a single individual) shows there was diversity in the remaining 25% of the responses. This included bisexual (10.1%), gay/lesbian (3.9%), and asexual (3.8%).

Figure 3. Sexual orientation of participants (N = 1,172).



Race and Ethnicity. As Table 3 shows, the majority of participants were white (91.1%).

Table 3. Race and ethnicity of participants (N = 1,174).

	%
White/Caucasian	91.1
Hispanic or Latino	3.0
Two or more	2.6
Asian	0.9
Black or African American	0.8

	%
American Indian, Native American, or Alaska Native	0.6
Prefer not to say	0.4
Native Hawaiian or Pacific Islander	0.3
Other	0.3

Family Income. A family's income is one determining factor of a student's socioeconomic status. In our sample, participants most often identified not knowing their family's income in high school (22.4%). The next most frequent response was more than \$125,000 (17.4%). Table 4 shows the breakdown of responses.

Table 4. Family income in high school of participants (N = 1,174).

	%
Less than \$24,999	2.7
\$25,000 - \$49,999	9.7
\$50,000 - \$74,999	15.1
\$75,000 - \$99,999	16.3
\$100,000 - \$124,999	16.4
More than \$125,000	17.4
I don't know	22.4

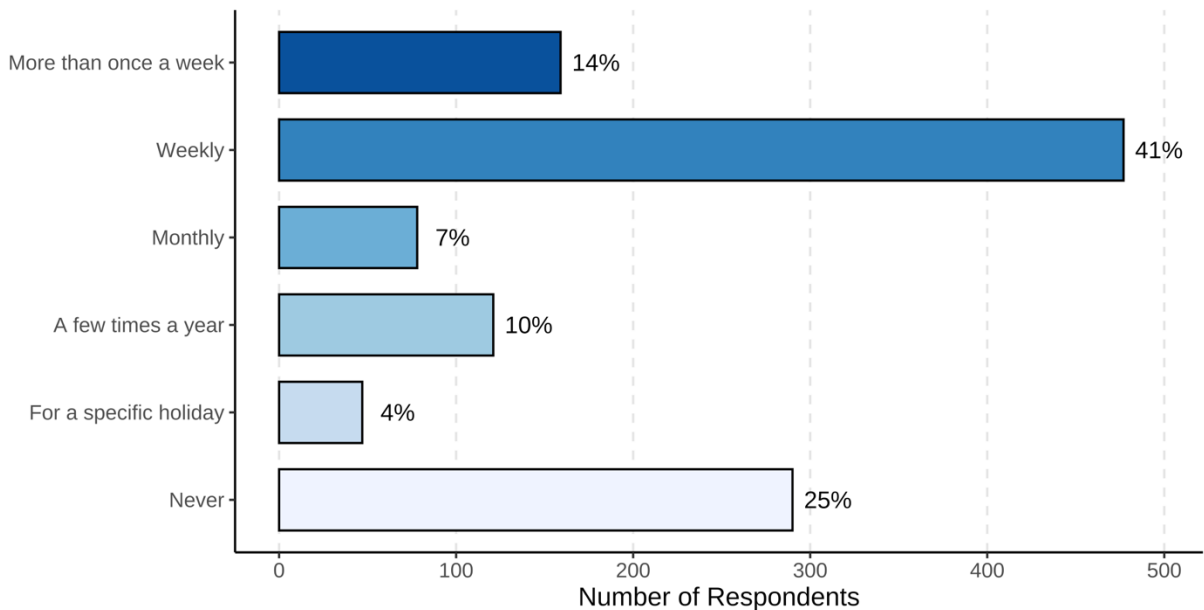
Religious Affiliation and Frequency. The majority (61.6%) of participants indicated they were affiliated with the Church of Jesus Christ of Latter-Day Saints faith. The second largest category was non-religious (27.3%; see Table 5).

Table 5. Religious affiliation of participants (N = 1,173).

	%
Mormon, Church of Jesus Christ of Latter-day Saints	61.6
Non-religious	27.3
Other	4.9
Another Christian denomination (e.g., Baptist, Episcopalian etc.)	2.5
Catholic	2.2
Prefer not to say	1.6
Protestant	0.3
Buddhism	0.3
Islam	0.2
Judaism	0.2

When asked the frequency of attending religious services while growing up, participants most often reported attending services weekly (41%). Figure 4 highlights how often participants currently attend religious services.

Figure 4. Religious services currently attending (N = 1,172).



Relationship Status and Type of Relationship. The majority (66.7%) of participants indicated that they were not in a committed relationship, whereas 32.6% of participants were in a committed relationship, and 0.7% said that they preferred not to say.

Of the people who indicated that they were in a committed relationship ($n = 394$), the majority (62.7%) responded that they were dating one person exclusively. See Table 6 for the distribution of responses across relationship types.

Table 6. Type of committed relationship of participants (n= 394).

	%
Married	23.6
Engaged	6.4
Cohabiting	4.3
Dating one person exclusively	62.7
Dating more than one person	1.8
Other/not specified	1.3

Of those who indicated that they were not in a committed relationship ($n = 781$), the majority (75.9%) of responses indicated that they were single. The next largest (14.9%) response indicated that the respondent was dating around. See Table 7 for the additional response distribution across categories.

Table 7. Relationship status of participants not in a committed relationship ($n = 781$).

	%
Single	75.9
Dating around	14.9
Not interested in a relationship	6.8
Not sure	2.3
Prefer not to say	0.1

Intentions for Future Relationships. Of those who said that they were not in a committed relationship ($n = 781$), when asked if they wanted to be in a committed relationship within the next five years, the majority (78.1%) of participants said they wanted to be in a committed relationship in the next five years. Additionally, 18.6% said they were not sure, 3.1% said they did not want to be in a committed relationship within the next five years, and 0.3% preferred not to say.

Section 2: Non-Penetrative & Penetrative Sex

Participants were asked a series of questions related to non-penetrative sex and penetrative sex behaviors as youth. Definitions of each were given to survey participants and include:

Non-penetrative sex: The intentional and consensual touching (either giving or receiving), either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks.

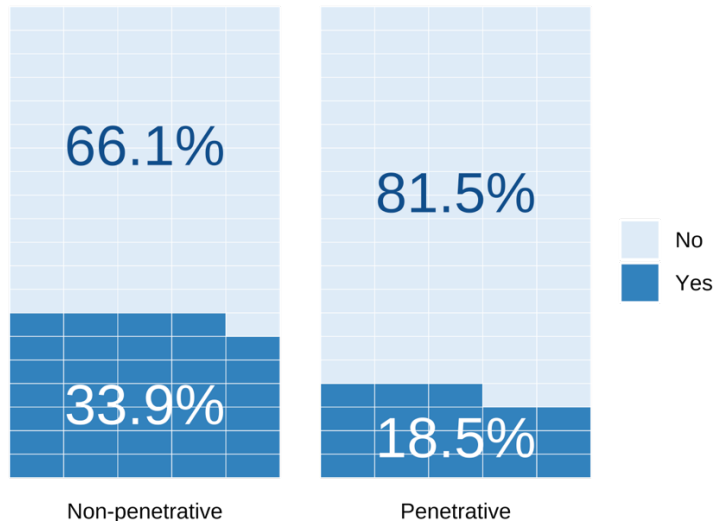
Penetrative sex: Regardless of the other partner's gender, this is involving the consensual penetration of the vagina or anus by the penis or by other means (e.g., dildo, manual), or oral intercourse.

Specifically, participants were asked about having non-penetrative sex and penetrative sex, the age they first had non-penetrative or penetrative sex, the number of partners participants had penetrative sex with, use of drugs or alcohol before having penetrative sex, and the level of preparedness for engaging in penetrative sex.

All questions asked participants to retrospectively report their behaviors by thinking back to middle school and high school unless specified otherwise.

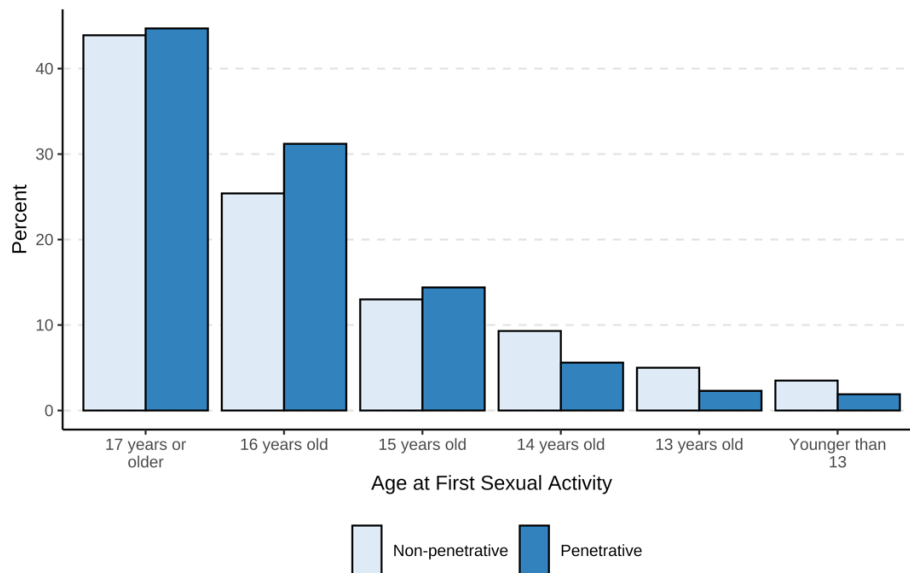
Rates of Non-Penetrative & Penetrative Sex. When asked if participants had non-penetrative sex in middle or high school, 33.9% ($n = 398$) said they had non-penetrative sex, while 18.5% ($n = 215$) reported that they had penetrative sex in middle school or high school (see Figure 5).

Figure 5. Proportion of responses for penetrative sex ($n = 1,164$) and non-penetrative sex ($n = 1,174$) in middle school or high school.



Age of First Non-Penetrative & Penetrative Sex. Of those who reported that they had non-penetrative sex ($n = 393$) in middle or high school, participants reported most often having had non-penetrative sex the first time when they were 17 years or older (44.0%; see Figure 6). Similar trends were reported among those who reported they had penetrative sex ($n = 215$) in middle or high school.

Figure 6. Participant age when they first had non-penetrative sex ($n = 393$) or penetrative sex ($n = 215$).



Number of Penetrative Sex Partners. Among those who had penetrative sex (see Table 8), most often students reported having penetrative sex with one partner (55.8%) as a youth.

Table 8. Number of penetrative sex partners while in high school (*n* = 215).

	%
1 person	55.8
2 people	18.1
3 people	8.8
4 people	4.7
5 people	5.1
6 or more people	5.1
Cannot recall	2.3

When all participants were asked the number of penetrative-sex partners since leaving high school, a majority reported not having penetrative sex (66.8%) while 23% of the full sample had a single partner (see Table 9). Of those that have had penetrative sex since high school, 31% had more than one partner.

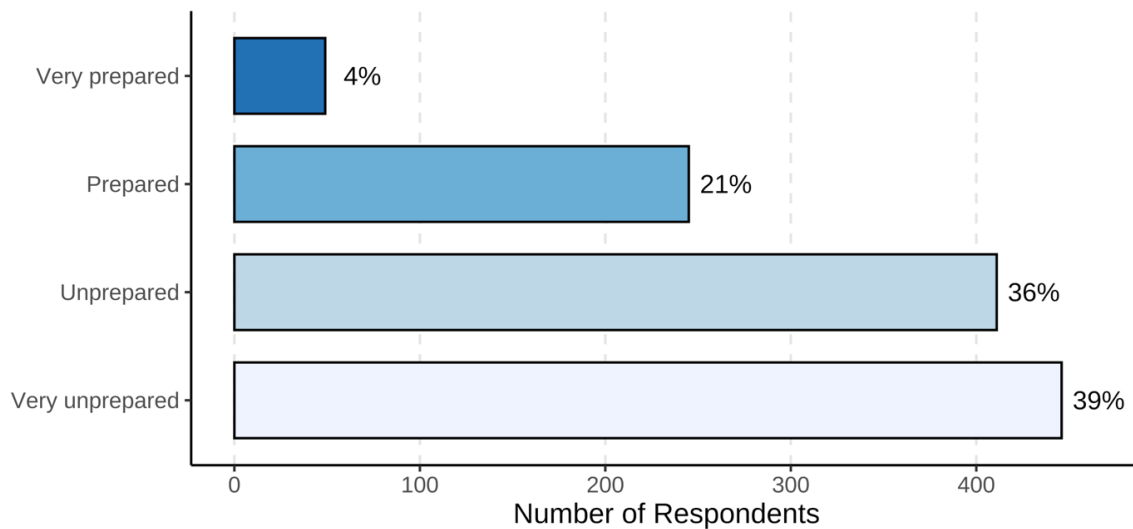
Table 9. Number of penetrative sex partners since leaving high school (*N* = 1,140).

	%
1 person	23.0
2 people	3.8
3 people	2.0
4 people	1.3
5 people	0.6
6 or more people	2.5
Not had penetrative sex	66.8

Use of Drugs or Alcohol Before Penetrative Sex. When asked if participants had drunk alcohol or used drugs before having penetrative sex in middle school or high school, 19.4% selected yes.

Preparedness to have Penetrative Sex. As Figure 7 shows, students overall reported feeling either very unprepared (38.8%) or unprepared (35.7%) to have penetrative sex for the first time as youth.

Figure 7. Level of preparedness as youth to have penetrative sex ($N = 1,151$).



Section 3: Contraceptive Use, STI Prevention, Communication, and Consent

We explored additional sexual health behaviors that described participants use of STI and pregnancy prevention methods. We also assessed participants sex communication prior to engaging in non-penetrative or penetrative sex, regarding topics such as consent and STI testing or status.

Contraceptive Use & STI Prevention. Participants who had penetrative sex in high school or middle school ($n = 215$) were asked if they used a condom. Most often participants said no (51.4%) and 22.0% indicated sometimes.

When asked what method participants used to protect against STIs as youth, among those who had penetrative sex, participants most often identified that they used condoms (65.4%). Table 10 shows the other identified methods of STI protection used.

Table 10. Method(s) used to protect against STIs ($n = 215$).

	%
No method was used	30.3
Condoms	65.4
Dental dams	0.9
Other	1.3
Not sure/cannot recall	2.1

Finally, when participants were asked to select the method they used to prevent pregnancy in high school, most often participants selected a condom (31%); however, there were a variety of methods participants selected (see Table 11).

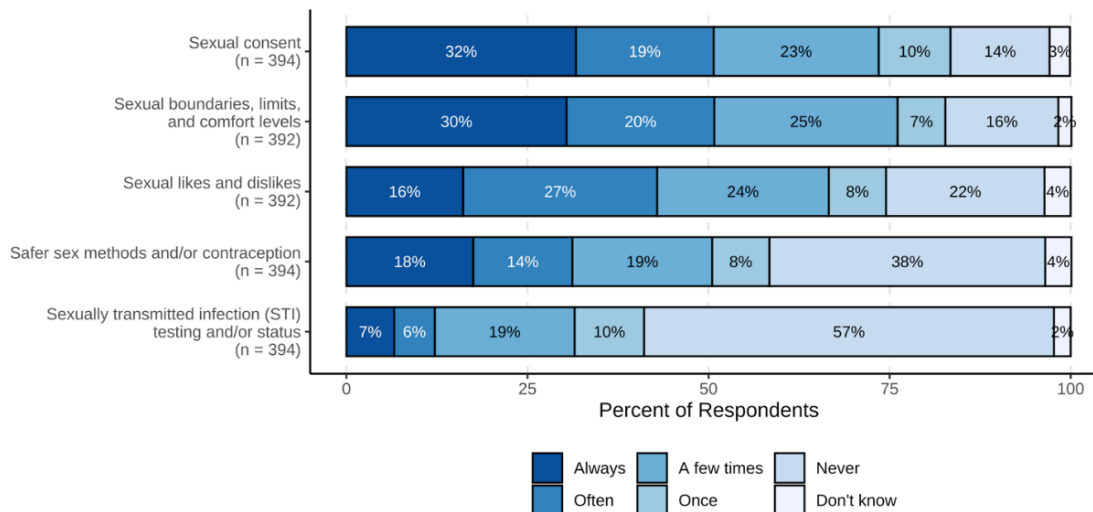
Table 11. Method(s) used to protect against pregnancy (*n* = 215).

	%
No method was used	5.1
Birth control pills	21.8
Condom	31.0
An IUD or implant	10.4
A shot, patch, or birth control ring	2.3
Pullout or withdraw method	25.5
I did not engage in penis in vagina sexual penetration	4.6
I cannot recall	0.2

Participants (*n* = 394) who had engaged in non-penetrative sex were asked to identify the frequency of which they communicated about five topics prior to engaging in non-penetrative sex in high school.

As Figure 8 shows, students most often said they always talked about consent (31.7%), but like the other topics, there was much variation in the frequency of communication. The exception being that more than half of participants (56.6%) identified never talking about STI testing or status prior to engaging in non-penetrative sex during high school.

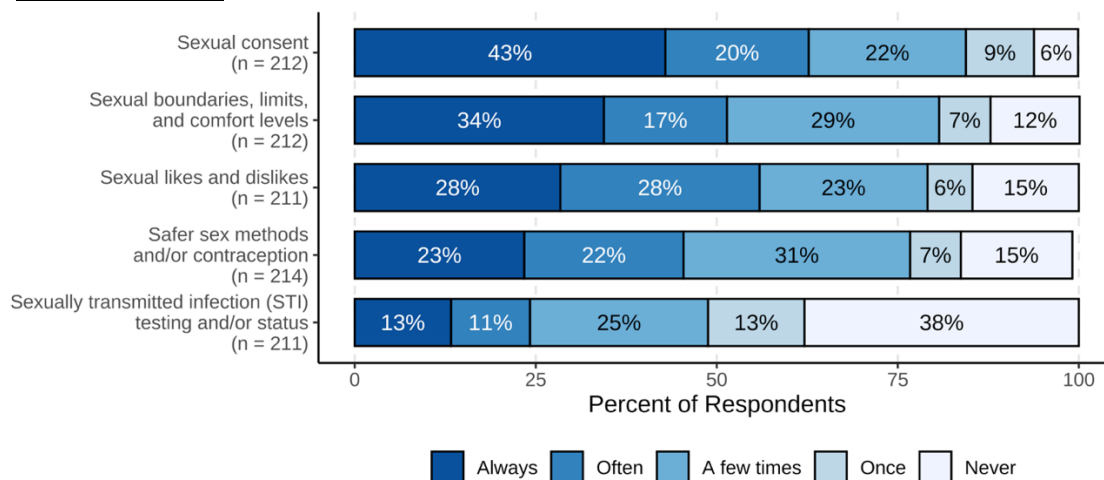
Figure 8. Percent communicate about the following prior to engaging in non-penetrative sex.



Participants ($n = 215$) who had engaged in penetrative sex were next asked to identify the frequency which they communicated about five topics prior to engaging in penetrative sex in high school.

Figure 9 shows participants most often said they always talked about consent (42.9%). Also of interest, was that participants most often identified (37.9%) never talking about STI testing or status prior to engaging in penetrative sex during high school. Participant responses varied across the frequency of communication for the additional three topics (e.g., safer sex methods, sexual likes/dislikes and boundaries, and limits/comfort levels).

Figure 9. Percent communicate about the following prior to engaging in penetrative sex.

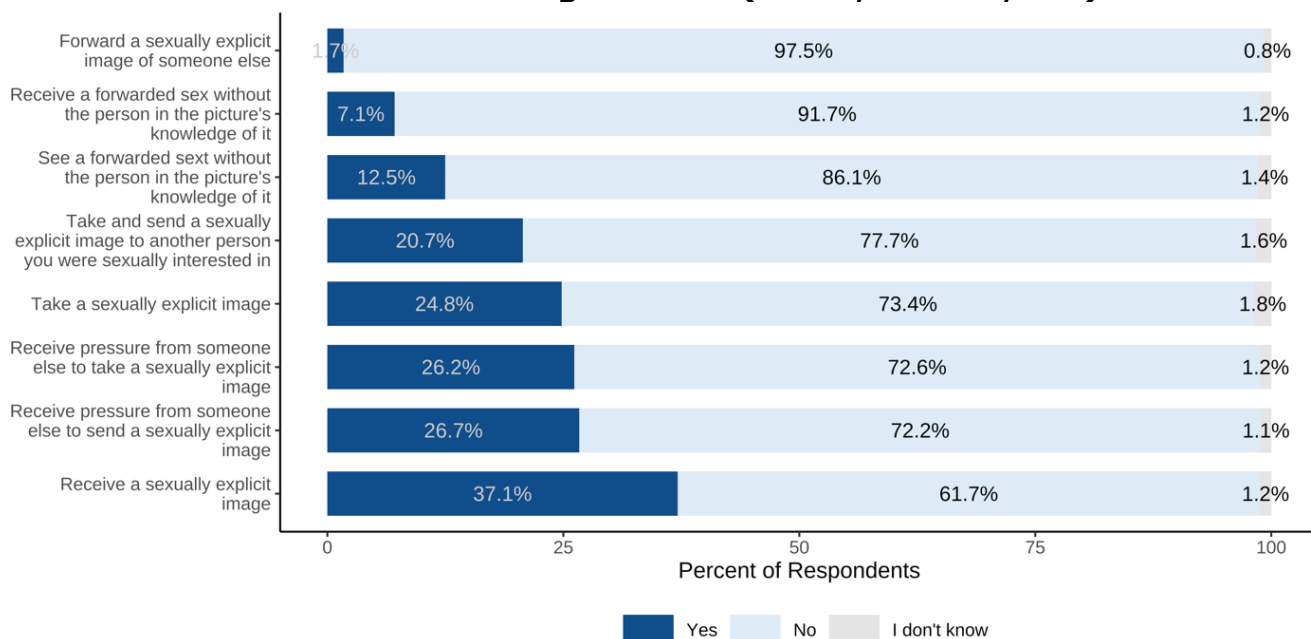


Section 4: Sexting

Students were also asked about their use and participation of sexting while they were in high school. There were eight questions assessing participants' receiving, viewing, or sharing of sexually explicit images.

As Figure 10 shows below, a majority of participants did not send, receive or view sexually explicit images. Of all types of messaging assessed, participants most often said that they had received a sexually explicit image from someone else (37.1%). Also of interest, over a quarter of participants said they had received pressure to take and send a sexually explicit image (26.2% and 26.7%).

Figure 10. The responses to each question regarding sexting behavior in middle school and high school (N = 1,333 – 1,330).



Section 5: Sex Education

The survey asked participants a series of questions about the sex education they received in high school. Sex education questions focused on knowledge about HIV/AIDS, preparedness of engaging in penetrative sex, where they learned about sex education from, and the level of information they received. Responses to these questions can provide us with additional evidence about the needs and gaps in the sex education youth receive.

Knowledge About HIV/AIDS in High School. Participants were asked to self-rate their knowledge about HIV/AIDS prevention during high school. Most often, participants (37.1%) indicated a fair level of knowledge (see Table 12).

Table 12. Self-rated HIV/AIDS knowledge in high school (N = 1,158).

	%
Poor	21.9
Fair	37.1
Good	32.0
Excellent	9.0

Participants were also asked to reflect on how much they learned about how to prevent HIV/AIDS in high school. Participants most often (40.2%) indicated that they learned some information (see Table 13).

Table 13. Amount learned about HIV/AIDS in high school (N = 1,156).

	%
Nothing	9.3
Only a little	32.7
Some	40.2
A lot	17.6
Prefer not to answer	0.2

Level of Preparedness for Penetrative Sex. Most often, participants indicated (38.8%) they felt very unprepared to engage in penetrative sex for the first time. Additionally, 35.7% indicated that they were unprepared, 21.3% said that they felt prepared, and 4.3% indicated that they felt very prepared to engage in penetrative sex for the first time.

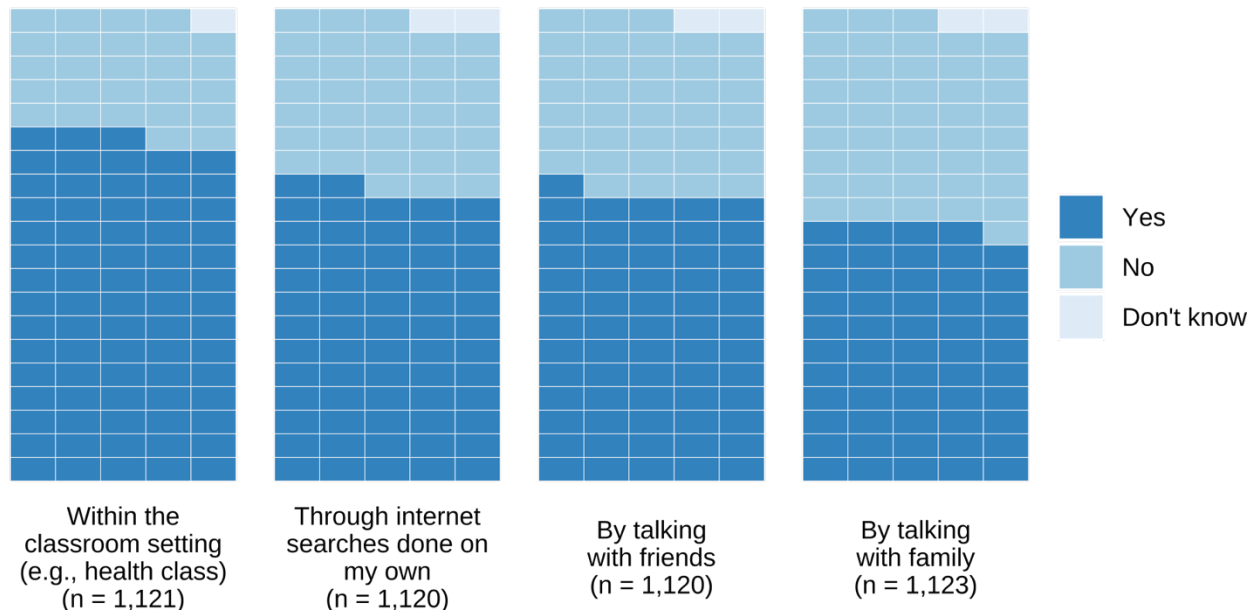
Confidence Making Healthy Sex Decisions. We also asked participants to rate their level of confidence for making healthy sexual decisions. Most frequently, participants (34.2%) indicated that they felt confident making healthy sexual decisions (see Table 14).

Table 14. Confident for making healthy sex decisions (N= 1,154).

	%
Not at all confident	6.8
Not very confident	14.8
Neutral	25.6
Confident	34.2
Very confident	18.6

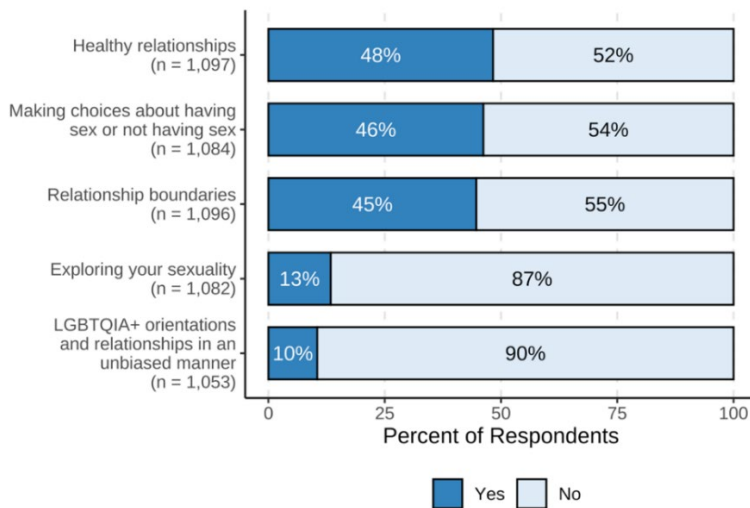
Where Participants Learned about Safe Sex Practices. We were interested in where participants received their information regarding safe sex practices during high school. For the purpose of our survey, safe sex practices referred to methods used to prevent pregnancy and protect against STIs. Figure 11 below visualizes the frequency of responses across four categories: within the classroom setting (e.g., health class), by talking with friends, by talking with family, and through internet searches. Each square represents 1% of the sample; therefore, the classroom setting was the most common, followed by internet searches, talking to friends, and lastly, talking with family.

Figure 11. Where participants learned about safe sex practices (N = 1,120-1,123).



Sufficient Information Learned. We next asked participants if they felt like they learned a sufficient amount of information regarding sex practices in their high school health class. Figure 12 highlights the results for the responses and shows that regardless of health topic, participants generally felt like they did not learn a sufficient amount of information during their high school health class.

Figure 12. Sufficiency of information learned (N = 1,053-1,097).



The final question asking about sex education in high school was regarding whether participants felt like there should be more classes on topics related

to non-penetrative and penetrative sex, fewer classes, or if the number of classes offered was adequate. The majority (63.5%) of participants indicated that there was a need for more classes that taught information on non-penetrative and penetrative safe sex practices (see Table 15).

Table 15. Amount of sex education classes needed in high school (N = 1,125).

	%
More	63.5
Fewer	2.9
Adequate	25.9
Don't know or prefer not to answer	7.7

Section 6: Attitudes about Sex & Consent

The survey asked participants about their attitudes towards sex. These attitudes measure sex positivity, which assess the level of positive attitudes a person has about sex, sexual identity, and sexual behaviors (Ivanski & Kohut, 2017).

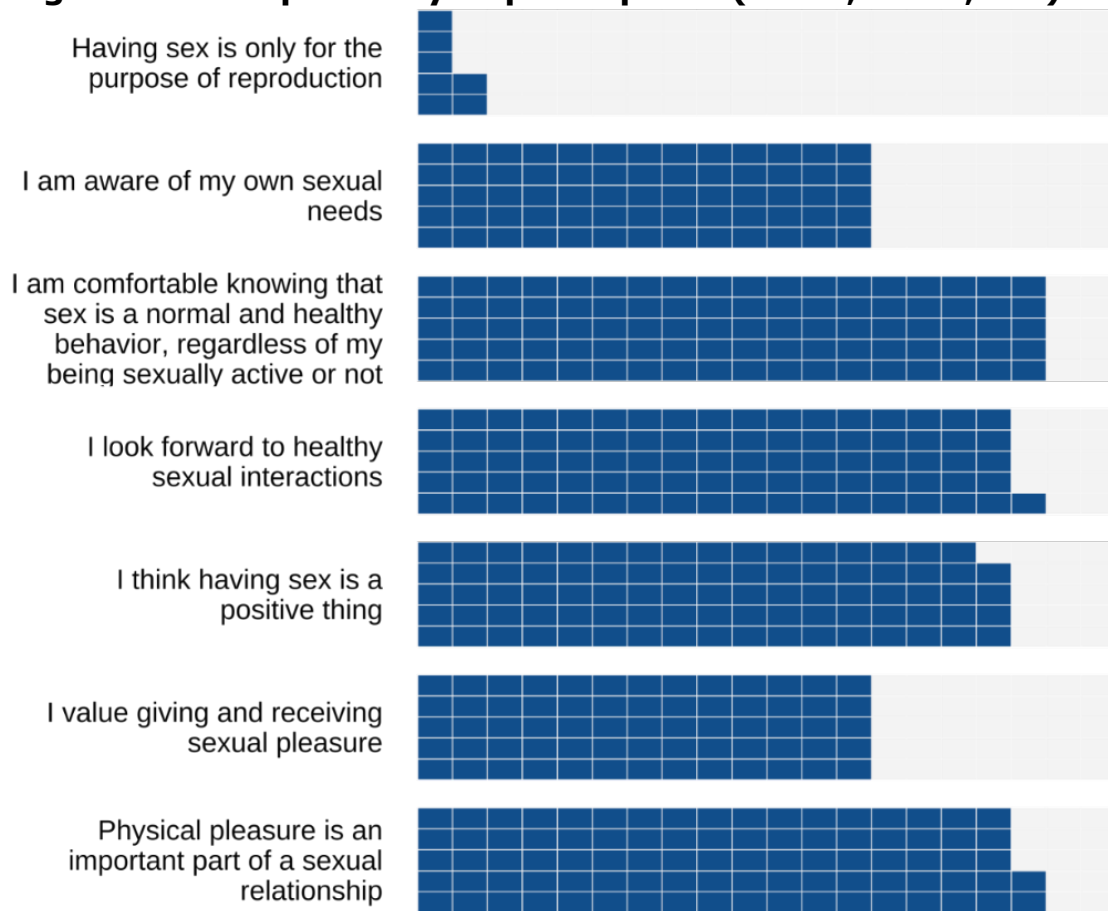
To assess sex positivity, seven questions were asked, all of which can be found in Figure 13. Each blue box represents 1% of participants that agreed (i.e., strongly agree or agree) with the statement. For instance, the statement "Having sex is only for the purpose of reproduction" only 7% of participants agreed with the statement while "I am aware of my own sexual needs" 65% of participants agreed with the statement.

Obtaining and Giving Sexual Consent. Students were prompted with two questions to assess how comfortable they are in obtaining and giving sexual consent. Overall, most students were very confident in giving and containing consent (see Table 16).

Table 16. Consent confidence (N = 1,132-1,137).

	Not at all confident	Somewhat Confident	Neutral	Somewhat Confident	Very confident
	%	%	%	%	%
Obtaining sexual consent	2.4	5.5	12.2	22.1	57.9
Giving sexual consent	4.6	7.3	14.3	24.4	49.4

Figure 13. Sex positivity of participants (N = 1,090-1,193).



Section 7: USU Resources

The last section of the survey asked participants about the programs they would be most interested in attending as a student at USU and how comfortable they felt obtaining and giving sexual consent.

USU Programs. Students were prompted with 15 different programs currently offered at USU and were asked to arrange the list in order from top (ranked 1) to bottom (ranked 15). The figure Below is the ranking of the programs that USU students would be interested in.

Figure 14. USU programming interest (N = 1,088).



Section 8: Implications

The results gleaned from the Utah College Sexual Behavior Survey point towards three key areas that can inform inclusive sexual health policy and programming at USU and statewide. These key takeaways are highlighted below.

1. Utah youth are engaging in non-penetrative and penetrative sex in high school.
2. There is a need for additional sexual education in Utah and youth would like more of it.
3. Youth are not using STI/pregnancy prevention methods at a high rate.

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Appendix A

Utah College Sexual Behavior Survey

Dear Participant,

You are invited to participate in a research study conducted by Dr. Cris Meier, Dr. Julie Gast, and Dr. Tyson Barrett at Utah State University (USU). We are examining retrospective risk-taking behaviors of youth in Utah retrospectively by asking you about your behaviors as teens in this one-time survey. Your participation in this study is entirely voluntary.

Procedures: Please select an answer that best reflects your own beliefs for each question. Please complete all parts of the survey.

Time: 15-20 minutes

Risk: This is a minimum risk research study. This means the risks of participating are no more likely or serious than those you encounter in everyday activities. You may experience some discomfort answering questions about your behaviors as a youth, and we are providing a resource page to help mitigate any discomfort. You can also contact Cris Meier at cris.meier@usu.edu or (435)-797-0582 or Julie Gast if you encounter any negative experiences with the survey.

Benefits: Though there is a chance that you will not directly benefit from this study, it has been designed to have implications for programming offered at Utah State University. As a result of this survey you may learn about new programs offered at USU or new programming may be developed as a result of this service. Furthermore, the information you provide in this survey will help us create valid and reliable measures that are inclusive of LGBTIA+ students to ensure representation in sexual behavior data in Utah.

Compensation: While there is no compensation being offered, you are able to enter a drawing for one of ten USU spirit items at the conclusion of the survey.

Confidentiality: Your identity will be unknown to the researchers and your responses will be completely anonymous. The researchers will make every effort to ensure that the information you provide as part of this study remains confidential. Your identity will not be revealed in any publications, presentations, or reports resulting from this study. Further, all data will be stored in an encrypted folder accessible only to members of the research team.

Voluntary Participation: Your participation in this research is completely voluntary. If you agree to participate now and change your mind later, you may withdraw at any time by closing the survey.

Right to withdraw from study: You can withdraw from the survey at any time without penalty. You do not have to answer any question you do not wish to answer. Whom to contact if you have questions about the study or if you'd like to learn more about this study: please contact: Dr. Cris Meier, Principal Investigator, phone: (435)-797-0582, email: cris.meier@usu.edu

Whom to contact about your rights as a research participant in the study: If you have questions about your rights or would simply like to speak with someone other than the evaluator about questions or concerns, please contact the IRB Director at (435)-797-0567 or irb@usu.edu

Please click on "enter the survey" if you wish to participate or "do not enter the survey" if you do not wish to participate.

- Enter the survey
- Do not enter the survey
 - Skip logic if selected, as person doesn't want to participate and can therefore not consent

[Page Break]

The first set of questions asks about you.

What year are you in school based on your academic credits?

- Freshman (0-29 credits)
- Sophomore (30-59 credits)
- Junior (60-89 credits)
- Senior (90 or more credits)
- I don't know

What Utah State University campus do you currently attend?

- | | |
|-----------------------|-------------------|
| • Logan (main campus) | • Junction |
| • Beaver | • Kanab |
| • Bicknell | • Kaysville |
| • Blanding | • Moab |
| • Brigham City | • Montezuma Creek |
| • Castle Dale | • Monticello |
| • Cedar City | • Monument Valley |
| • Delta | • Nephi |
| • Ephraim | • Orem |
| • Heber | • Panguitch |

- Park City
- Price (USU Eastern)
- Richfield
- Salt Lake
- St. George
- Tooele
- Tremonton
- Uintah Basin
- Wendover
- I am attending a USU center

Did you attend high school in Utah?

- Yes
- No
 - If no skip logic to end of survey

What county did you attend high school in? (list all counties in drop down)

- Beaver County
- Box Elder County
- Cache County
- Carbon County
- Daggett County
- Davis County
- Duchesne County
- Emery County
- Garfield County
- Grand County
- Iron County
- Juab County
- Kane County
- Millard County
- Morgan County
- Piute County
- Rich County
- Salt Lake County
- San Juan County
- Sanpete County
- Sevier County
- Summit County
- Tooele County
- Uintah County
- Utah County
- Wasatch County
- Washington County
- Wayne County
- Weber County
- I am not sure, but I did attend high school in Utah
- I did not attend high school in Utah (skip logic to end of survey if this response)

What is your age in years?

- 15-17 years
 - If 15-17 skip logic to end of survey because they cannot consent
- 18 years
- 19 years
- 20 years
- 21 years
- 22 years or older
- Other
- Prefer not to answer

[Page Break]

Are you in a committed relationship (regardless of number of committed partners)?

- Yes
 - Skip logic to the next question
- No
 - Skip logic to second question below
- I prefer not to say

(If yes to committed relationship) What type of committed relationship are you in?

- Married
- Engaged
- Cohabiting
- Dating one person exclusively
- Dating more than one person exclusively
- Other (open-ended)

(If no to a committed relationship) What is your current relationship status?

- Single
- Not interested in a relationship
- Dating around
- Not sure
- I prefer not to say

In the next five years, are you wanting to be in a committed relationship?

- Yes
- No
- Not sure
- I prefer not to say

[Page Break]

Please use these definitions to answer the following question:

Asexual: The sexual orientation, or spectrum of identities associated with experiencing very little or no sexual attraction towards anyone. This also includes those who need strong emotional connections prior to sexual activity (demisexual).

Pansexual: Having sexual or romantic attraction to people of all genders or sexual orientations.

Queer: A word that can refer to exploration of or identifying as a variety of sexual identities and gender identities that are anything other than straight or cisgender.

Bisexual: A person emotionally, physically, and/or sexually attracted to one or more gender. This attraction is not necessarily split equally between genders and there may be a preference for one gender over others.

Gay: A male who's sexually or romantically attracted to other males "Gay" is sometimes used as an umbrella term, referring to both men and women who are attracted to people of the same gender identity. Many object to the universal use of "gay" because of its inherently exclusionary nature.

Lesbian: A woman who's sexually or romantically attracted to other women.

Heterosexual/Straight: A person who is sexually and/or romantically attracted to a person of the opposite gender.

Which category best describes your current sexual orientation?

- Asexual
- Bisexual
- Gay/lesbian
- Heterosexual/straight
- Pansexual
- Queer
- Prefer to self-identify (include write in)

What is your current gender identity? (Check all that apply)

- Male
- Female
- Trans male/Trans man
- Trans female/Trans woman
- Genderqueer/Gender non-conforming
- Different identity (open-ended)

Please use this definition to answer the following question:

Sexuality: Sexual feelings, thoughts, attractions, and behaviors towards other people.

How comfortable are you currently with your sexuality?

- Very uncomfortable
- Uncomfortable
- Neutral
- Comfortable
- Very comfortable

[Page Break]

Please specify your race and ethnicity:

- White/Caucasian
- Black or African American
- Latino or Hispanic
- Asian
- American Indian or Alaskan Native/Native American
- Native Hawaiian or Pacific Islander
- Two or more
- Other
- Prefer not to say

Which of the following category best describes your religious affiliation?

- Protestant
- Mormon/LDS
- Catholic
- Another Christian denomination (e.g., Baptist, Episcopalian etc.)
- Islam
- Hinduism
- Buddhism
- Judaism
- Ethnic and indigenous
- Non-religious
- Other (open-ended)
- Prefer not to say

Please indicate how often you...

Currently attend religious or spiritual services.

- Never
- For specific holidays only
- A few times a year
- Monthly
- Weekly
- More than once a week

Were expected to attend religious or spiritual services when you were growing up.

- Never
- For specific holidays only
- A few times a year
- Monthly
- Weekly
- More than once a week

What was your family's income during high school?

- Less than \$24,999
- \$25,000 - \$49,999
- \$50,000 - \$74,999
- \$75,000 - \$99,999
- \$100,000 - \$124,999
- More than \$125,000
- I don't know

What is the highest level of education obtained by your....

Parent figure 1

Parent figure 2

- Less than HS
- HS graduate/GED
- Some college
- Associate's degree
- Bachelor's degree
- Graduate degree
- I don't know

[Page Break]

The next set of questions ask you about your sexual behaviors in middle school and high school.

Please use this definition to answer the following question:

Non-Penetrative Sex: The intentional and consensual touching (either giving or receiving), either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks.

Did you ever have non-penetrative sex in middle school or high school?

- Yes
- No
 - If No skip the next page of question and move to the penetrative sex question.

[Page Break]

How old were you when you had non-penetrative sex for the first time?

- Younger than 13 years old
- 13 years old
- 14 years old
- 15 years old
- 16 years old
- 17 years old or older

[Page Break]

Please use this definition to answer the following question:

Penetrative Sex: Regardless of the other partner's gender, this is involving the consensual penetration of the vagina or anus by the penis or by other means (e.g., dildo, manual), or oral intercourse.

Did you ever have penetrative sex in middle school or high school?

- Yes
- No
 - If No skip beyond the penetrative sex questions

[Page Break]

How old were you when you first had penetrative sex?

- Younger than 13 years old
- 13 years old
- 14 years old
- 15 years old
- 16 years old

- 17 years old or older

During high school, how many people did you have penetrative sex with?

- 1 person
- 2 people
- 3 people
- 4 people
- 5 people
- 6 or more people
- I cannot recall the exact number

[Page Break]

Please use this definition to answer the following question:

Drug: A substance that alters the body's function either physically or psychologically that can include illegal substances (e.g., marijuana, cocaine), misusing legal substances (e.g., drinking alcohol under 21), or using legal prescription drugs in ways other than prescribed (e.g., Adderall).

Did you ever drink alcohol or use drugs shortly before you had penetrative sex in high school?

- No
- Yes
- I am unsure

During high school, with whom did you have penetrative sex with? (select all that apply)

- a. Women
- b. Men
- c. Transgender Women
- d. Transgender Men
- e. Non-Binary people
- f. Gender Fluid people
- g. Gender not listed here

[Page Break]

Please use this definition to answer the following question:

Condom: Thin, stretchy pouches worn on the penis during sex (external condom) or inserted into the vagina or anus (internal condom). Most commonly made from latex or plastics (like polyurethane and polyisoprene).

In high school, did you or your partner use a condom on a penis, a dildo, a strap-on, or another penetrative method?

- No
- Yes
- Sometimes

Please use this definition to answer the following question:

Sexually Transmitted Infection (STI): Infections that are passed from person to person during penetrative sex, oral sex, anal sex, or skin-to-skin contact. Commonly known as Sexually Transmitted Diseases or STDs.

What method(s) did you or your partner use to protect against STIs in high school? (Select all that may apply)

- No method was used to prevent STIs
- Condoms (including internal and external condoms)
- Dental dams
- I am not sure and cannot recall which method was used
- Other (open-ended)

Please use these definitions to answer the following question:

Birth Control Pills: An oral pill that prevents pregnancy. This does not include Plan B or the morning after pill.

Intrauterine device (IUD): A tiny device that's placed in the uterus to prevent pregnancy.

Pull out/natural Method: Pulling the penis out of the vagina before ejaculation in order to avoid pregnancy. Also called withdrawal.

What method(s) did you or your partner use to prevent pregnancy in high school? (Select all that may apply)

- No method was used to prevent pregnancy

- Birth control pills
- Condoms
- An IUD (such as Mirena or ParaGard) or implant (such as Implanon or Nexplanon)
- A shot (such as Depo-Provera) patch (such as Ortho Evra), or birth control ring (such as NuvaRing)
- Pullout or withdraw method
- I did not engage in penis in vagina sexual penetration
- I cannot recall which method was used

During high school, how often did you communicate about the following prior to engaging in penetrative sex?

Sexual consent.

- Never
- Once
- A few times
- Often
- Always
- I don't know or I prefer not to answer

Sexually transmitted infection (STI) testing and/or status.

- Never
- Once
- A few times
- Often
- Always
- I don't know or I prefer not to answer

Safer sex methods and/or contraception.

- Never
- Once
- A few times
- Often
- Always
- I don't know or I prefer not to answer

Sexual likes and dislikes.

- Never
- Once
- A few times
- Often

- Always
- I don't know or I prefer not to answer

Sexual boundaries, limits, and comfort levels.

- Never
- Once
- A few times
- Often
- Always
- I don't know or I prefer not to answer

[Page Break]

Please use these definitions to answer the following questions:

Human Immunodeficiency Virus (HIV): A chronic virus that breaks down the immune system. Can lead to AIDS if not managed with medication.

Acquired Immunodeficiency Syndrome (AIDS): A disease of the immune system due to infection with HIV. The most advanced stage of HIV.

During high school, how would you have rated your knowledge about HIV/AIDS prevention?

- Poor
- Fair
- Good
- Excellent

In high school, how much did you learn about how to prevent STIs/HIV?

- Nothing
- Only a little
- Some
- A lot
- I prefer not to answer

Thinking back to high school, how prepared did you feel to engage in penetrative sex for the first time?

- Very unprepared

- Unprepared
- Prepared
- Very prepared

During high school, how confident were you that you could make healthy sexual decisions?

- Not at all confident
- Not very confident
- Neutral
- Confident
- Very confident

[Page Break]

Penetrative Sex: Regardless of the other partner's gender, this is involving the consensual penetration of the vagina or anus by the penis or by other means (e.g., dildo, manual), or oral intercourse.

How many people have you had penetrative sex with since leaving high school?

- 1 person
- 2 people
- 3 people
- 4 people
- 5 people
- 6 or more people
- I have not had penetrative sex

Please use these definitions to answer the following question:

Sexual Consent: Sexual consent is an agreement to participate in a sexual activity. Before being sexual with someone, you need to know if they want to be sexual with you too. Both people must agree to sex — every single time — for it to be consensual. Without consent, sexual activity (including oral sex, genital touching, and vaginal or anal penetration) is sexual assault or rape.

Contraception: Methods used to prevent pregnancy by interfering with the normal process of ovulation, fertilization, and implantation.

How confident are you with obtaining sexual consent?

- Not confident at all
- Somewhat unconfident
- Neutral
- Somewhat confident
- Very confident

How confident are you with giving sexual consent?

- Not confident at all
- Somewhat unconfident
- Neutral
- Somewhat confident
- Very confident

If somebody was asking you to engage in sexual activity that you aren't interested, how would you communicate both verbally and nonverbally that you are not interested? (Open ended)

[Page Break]

The next question asks about substance use during high school.

Please indicate how old you were the first time you tried...

Alcohol (other than a few sips).

- I have never consumed this substance
- 8 years or younger
- 9 or 10 years old
- 11 or 12 years old
- 13 to 14 years old
- 15 to 16 years old
- 17 years old or older
- I tried this substance after leaving high school

Marijuana.

- I have never consumed this substance
- 8 years or younger
- 9 or 10 years old
- 11 or 12 years old
- 13 to 14 years old

- 15 to 16 years old
- 17 years old or older
- I tried this substance after leaving high school

Prescription pain medicines (without a doctor's prescription or differently than how a doctor prescribed to you).

- I have never consumed this substance
- 8 years or younger
- 9 or 10 years old
- 11 or 12 years old
- 13 to 14 years old
- 15 to 16 years old
- 17 years old or older
- I tried this substance after leaving high school

A cigarette (even one or two puffs).

- I have never consumed this substance
- 8 years old or younger
- 9 or 10 years old
- 11 or 12 years old
- 13 or 14 years old
- 15 or 16 years old
- 17 years old or older
- I tried this substance after leaving high school

An electronic vape.

- I have never consumed this substance
- 8 years old or younger
- 9 or 10 years old
- 11 or 12 years old
- 13 or 14 years old
- 15 or 16 years old
- 17 years old or older
- I tried this substance after leaving high school

[Page Break]

These questions ask about taking, viewing, or sending sexually explicit images while in high school.

Please use these definitions to answer the following question:

Sexually explicit: A pictorial, written, or an aggressive verbal depiction of an actual or stimulated sexual contact or sexual intercourse that isn't instigated or depicted by the subjected person.

Sext: A broad concept that includes but isn't limited to all forms of written and visual sexually explicit content (see sexually explicit definition above).

During high school, did you ever:

Take a sexually explicit image?

- No
- Yes
- I don't know or I prefer not to answer

Take and send a sexually explicit image to another person you were sexually interested in?

- No
- Yes
- I don't know or I prefer not to answer

Receive a sexually explicit image?

- No
- Yes
- I don't know or I prefer not to answer

Receive pressure from someone else to take a sexually explicit image?

- No
- Yes
- I don't know or I prefer not to answer

Receive pressure from someone else to send a sexually explicit image?

- No
- Yes
- I don't know or I prefer not to answer

In high school did you ever...

See a forwarded sext without the person in the picture's knowledge of it?

- No
- Yes
- I don't know or I prefer not to answer

Receive a forwarded sext without the person in the picture's knowledge of it?

- No
- Yes
- I don't know or I prefer not to answer

Forward a sexually explicit image of someone else?

- No
- Yes
- I don't know or I prefer not to answer

[Page Break]

The next set of questions ask about the level of sexual education you received, the topics covered, and whether or not you feel it was sufficient.

In high school, where did you learn about the various methods to preventing pregnancy and protecting against STIs?

Within the classroom setting (e.g., health class).

- a. Yes
- b. No
- c. I don't know or I prefer not to answer

By talking with friends.

- a. Yes
- b. No
- c. I don't know or I prefer not to answer

By talking with family.

- a. Yes
- b. No
- c. I don't know or I prefer not to answer

Through internet searches done on my own.

- a. Yes
- b. No
- c. I don't know or I prefer not to answer

From what other sources did you learn about pregnancy and/or STI prevention? [open-ended response option]

Did you learn a sufficient amount in high school health class about...
Making choices about having sex or not having sex?

- a. No
- b. Yes
- c. I don't know or I prefer not to answer

Relationship boundaries?

- a. No
- b. Yes
- c. I don't know or I prefer not to answer

Healthy relationships?

- a. No
- b. Yes
- c. I don't know or I prefer not to answer

Exploring your sexuality?

- a. No
- b. Yes
- c. I don't know or I prefer not to answer

LGBTQIA+ orientations and relationships in an unbiased manner?

- a. No
- b. Yes
- c. I don't know or I prefer not to answer

Do you think that there should be more classes on topics related to non-penetrative and penetrative sex, fewer classes, or were the number of classes you took adequate?

- a. More
- b. Less
- c. About right
- d. I don't know or prefer not to answer

[Page Break]

Please answer the following questions in as much detail as you can. These answers will be used to inform the project team what USU, Utah, and Utah high schools can do to offer additional support surrounding sexual health.

From the list below, please arrange the list in order from top (Ranked 1) to bottom Ranked X) the programs you would be most interested in to those you would be least interested attending as a student at USU.

Understanding and Navigating Consent
 Dynamics of a Healthy Relationship
 Stalking 101
 Start by Believing: Responding to Survivors of Violence
 Sexual Violence & the Media
 That Awkward Moment When it's Time to Break-Up
 Choose to Love Yourself Because You Owe Yourself
 Swipe Left, Swipe Right: Dating Online
 Upstanding: Stepping up for a safe & healthy Utah
 Creating a Welcoming Campus Environment: Inclusion and Bias
 Better together interfaith ally training
 Allies on campus
 LGBTQIA+ Support Group
 Nutrition counseling
 Health Expo

In your opinion, when you think back to high school what types of sexual health education or programs would you have liked to have access to in your school or the local community? If you have any suggestions on specific content related to sexual health please list those as well. (open-ended)

[Page Break]

The following questions ask about sex positivity.

Having sex is *only* for the purpose of reproduction.

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

I think having sex is a positive thing.

1. Strongly disagree
2. Disagree

3. Neither agree nor disagree
4. Agree
5. Strongly agree

I am comfortable knowing that sex is a normal and healthy behavior, regardless of my being sexually active or not.

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

I look forward to healthy sexual interactions.

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Physical pleasure is an important part of a sexual relationship.

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

I am aware of my own sexual needs.

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

I value giving and receiving sexual pleasure.

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree