1. Report No. SWUTC-14/600451-00015-1	2. Government Accession No.	3. Recipient's Catalog No.
4. Title and Subtitle U IN THE DRIVER SEAT—A PEER-TO-PEER PILOT PROGRAM FOR DECREASING CAR CRASHES BY COLLEGE STUDENTS		5. Report Date September 2013
		6. Performing Organization Code
7. Author(s) Stacey M. Tisdale		8. Performing Organization Report No. Report 600451-00015-1
9. Performing Organization Name and Address Texas A&M Transportation Institute The Texas A&M University System College Station, Texas 77843-3135		10. Work Unit No. (TRAIS)
		11. Contract or Grant No. DTRT12-G-UTC06
12. Sponsoring Agency Name and Address Southwest Region University Transportation Center Texas A&M Transportation Institute The Texas A&M University System College Station, Texas 77843-3135		13. Type of Report and Period Covered Final Report: April 2012–March 2013
		14. Sponsoring Agency Code

15. Supplementary Notes

16. Abstract

The goal of this project was to build a peer-to-peer (P2P) model, U in the Driver Seat, targeted toward the college-aged audience at two college campuses. Researchers performed the following tasks:

- conducted pre- and post-assessments of driving risk awareness and self-reported driving behavior,
- performed field observations of seat belt use and driver's use of electronic device(s),
- established a leadership team at each campus,
- provided safety messages and promotional items to the team,
- provided ideas for project/safety messaging activities to the team, and
- assisted the teams in establishing a student-run designated driver program.

Objectives of the study included:

- gaining a better understanding of risk awareness and attitudes toward driving dangers,
- measuring success of P2P messaging and activities for a college-aged audience,
- increasing understanding of safety messaging and design elements effective with this age group, and
- improving the program model.

17. Key Words Traffic Safety, Peer-to-Peer, College Program, Risk Awareness, Young Adult, Peer Leader	18. Distribution Statement No restrictions. This document is available to the public through NTIS: National Technical Information Service Alexandria, Virginia http://www.ntis.gov	
19. Security Classif.(of this report) Unclassified	20. Security Classif.(of this page) Unclassified	21. No. of Pages 55	22. Price

Form DOT F 1700.7 (8-72)   **Reproduction of completed page authorized**

SUMMARY REPORT

U IN THE DRIVER SEAT—A PEER-TO-PEER PILOT PROGRAM
FOR DECREASING CAR CRASHES BY COLLEGE STUDENTS

REPORT: SWUTC-14/600451-00015-1

PERFORMING AGENCY: TEXAS A&M TRANSPORTATION INSTITUTE

CONTRACT: DTRT12-G-UTC06

Submitted by

Stacey M. Tisdale
Senior Web Application Developer, Teens in the Driver Seat®
Principal Investigator
Texas A&M Transportation Institute
The Texas A&M University System

September 2013

SUMMARY REPORT

ABSTRACT

The goal of this project was to build a peer-to-peer (P2P) model, U in the Driver Seat, targeted toward the college-aged audience at two college campuses. Researchers performed the following tasks:

- conducted pre- and post-assessments of driving risk awareness and self-reported driving behavior,
- performed field observations of seat belt use and driver's use of electronic device(s),
- established a leadership team at each campus,
- provided safety messages and promotional items to the team,
- provided ideas for project/safety messaging activities to the team, and
- assisted the teams in establishing a student-run designated-driver program.

Objectives of the study included:

- gaining a better understanding of risk awareness and attitudes toward driving dangers,
- Measuring success of P2P messaging and activities for a college-aged audience,
- increasing understanding of safety messaging and design elements effective with this age group, and
- improving the program model.

EXECUTIVE SUMMARY

Car crashes are the number-one cause of injury and death for drivers under the age of 25. In fact, young drivers aged 18 to 24 are involved in more (total) car crashes than those who are considered novice drivers (aged 15 to 17). Although the college-aged audience may have slightly more driving experience, the specific dangers they face are similar to those faced during their high school years—namely driving at night, speeding, distractions such as cell phones and texting, low seat belt use, and drinking and driving. Nationwide, the 18–24 age group has a higher total number of crash fatalities at 13,765 per year than the 13–19 age group (junior high/high school aged), which totals 9,078. In Texas, those figures are 1,407 and 925, respectively (Fatality Analysis Reporting System, 2010).

U in the Driver Seat (UDS) is a peer-to peer safe driving program designed to be activated on college campuses by college students to encourage individuals within the 18–24 age group to drive safely.

The Texas A&M Transportation Institute (TTI) held several focus groups on two campuses (Texas A&M University and The University of Texas at San Antonio) in 2010. TTI found a peer-to-peer effort targeted toward the college-aged audience showed potential in communicating the driving dangers this group faces and ultimately improving driver behavior/performance. In 2012, TTI received a grant from the Southwest Region University Transportation Center (SWUTC) to pilot the UDS program on two college

SUMMARY REPORT

campuses to refine the program and assess potential value and prospects for an effective widespread deployment.

With this grant, the U in the Driver Seat program was launched in three schools during the fall 2012 and spring 2013 school year: the University of the Incarnate Word (in San Antonio), Texas A&M University–San Antonio, and Texas Southern University (TSU) (in Houston). The first school, the University of the Incarnate Word, was supported by a Texas Department of Transportation (TxDOT) Safety Program grant, with all resources and outreach focused on reducing impaired driving among college students. Texas A&M University–San Antonio and TSU were launched under the SWUTC grant, which allowed teams to focus on all risks college students face behind the wheel, including nighttime/drowsy driving, speeding, distractions, and seat belt use. After the SWUTC grant ended April 30, 2013, the campuses continued the UDS program and focused solely on alcohol-impaired driving prevention under the TxDOT Safety Program grant.

TTI's grant tasks were as follows:

- Task 1. Develop teams. Establish contacts/teams within college campuses.
- Task 2. Conduct pre-assessments. Ask teams to conduct student surveys of risk awareness and self-reported driving behavior.
- Task 3. Perform field observations. Perform field observations of seat belt use and driver's use of electronic devices.
- Task 4. Identify messaging needs. Based on pre-assessment and observation results, gain feedback from teams on types of messaging needed to perform peer-to-peer activities to spread awareness of driving risk knowledge gaps.
- Task 5. Develop messaging. Order and produce messaging.
- Task 6. Establish social media and website. Develop social media pages on Facebook and Twitter, and a website (u-driver.com), where teams can get information, communicate, and share ideas.
- Task 7. Schedule outreach activities. Assist teams in brainstorming and scheduling projects/activities to spread peer-to-peer awareness messaging.
- Task 8. Establish designated-driver program. Assist teams in establishing/improving and increasing awareness of the student-run designated-driver program.
- Task 9. Conduct post-assessments. Ask teams to conduct student surveys of risk awareness and self-reported driving behavior.
- Task 10. Assess program and submit results. Look at the results and develop reports and research publications while also developing a plan to build upon successes to continue the program.

This summary report describes the established work plan, development, deployment, and findings from the pilot program.

SUMMARY REPORT

Contents

SUMMARY REPORT

List of Figures

List of Tables

Disclaimer

The contents of this report reflect the views of the author, who is responsible for the facts and the accuracy of the information presented herein. This document is disseminated under the sponsorship of the U.S. Department of Transportation University Transportation Centers Program in the interest of information exchange. The U.S. Government assumes no liability for the contents or use thereof.

Acknowledgments

SUMMARY REPORT

Task 1. Develop Teams

Texas State University (TSU) and Texas A&M University-San Antonio conducted outreach with Southwest Region University Transportation Center (SWUTC) funded materials; during the same period, the researchers were working with other college campuses through a Texas Department of Transportation (TxDOT) grant. The TxDOT grant was a pilot program and focused solely on the prevention of drinking and driving with college students.

This report focuses on the programs at TSU and Texas A&M University-San Antonio, but also touches on the program at the University of Incarnate Word, because the research team found unique experiences and lessons we could utilize from the UIW team of peer educators.

APPROACH

U in the Driver Seat (UDS) is a peer-to-peer program designed for students to deliver safety messaging to other students. Due to the time constraints of the grant, researchers focused on finding an existing student group within the schools that could more easily take on the project. Researchers were able to find this at both TSU and Texas A&M University-San Antonio campuses, though neither were traditional peer groups.

At TSU, researchers scheduled a meeting with the four engineering students that would be leading implementation of the program on their campus. Over lunch, researchers showed the students a presentation explaining the program and discussed ideas students could use to distribute information. These students were also using the project for their own graduate research work in engineering.

At the time of implementation, the Texas A&M University–San Antonio campus did not have its team in place. Instead, researchers met with campus administration, who directed the student health advisor to implement the program with the Jaguar Ambassadors, which are students who assist at events, promote the University to the community, and serve as liaison to specific organizations. Researchers provided information and the materials at that time, which were planned for deployment by the incoming student ambassadors for outreach and safety outreach activities on the campus.

UIW has an existing group of students who engage in on-campus peer education. The group is lead through the student health center and is under the management of a faculty member. The group has many returning students and new students join each year to make a dynamic team of students who regularly engage in activities that spread messaging among peers. This team was easy to work with and had the support of administration and the added benefit of strong student leadership.

SUMMARY REPORT

METHODOLOGY

During the fall 2012 semester, researchers contacted the Student Chapter Section of the Institute of Traffic Engineers (ITE) at TSU. Coordination and collaboration with administrators at Texas A&M University–San Antonio helped facilitate delivery of materials and launch the program at this latter campus.

Due to the timing of the grant award in April 2012, many attempts at meeting with and engaging campuses were unsuccessful during the remainder of the spring 2012 semester. Through interaction and networking with The Texas A&M University System and business associates, a joint meeting of the University of the Incarnate Word (UIW) and The University of Texas at San Antonio (UTSA) was hosted at the UIW campus. Both groups were enthusiastic and interested, and UIW's existing peer group immediately went to work. Administrative changes at UTSA that occurred shortly after that joint meeting at UIW resulted in the university declining participation. Several other colleges were also contacted but fell through for a variety of reasons.

The following resource was developed as a quick guide for getting the program implemented.

Get Started Saving Lives

Getting the U in the Driver Seat® program started at your school is simple, and we are here to help you every step of the way.

Step 1. Pick the Team

- Pick your U in the Driver Seat® team. There should be 10 to 12 leaders, who will be responsible for spreading the driving safety messages. The team leaders can be an existing school group, such as a volunteer team, or can form a new group. Anyone can be a part of U in the Driver Seat®, and it's a great community service project.

Step 2. Find Out What Your Friends and Peers Know about the Dangers of Driving

- Set up a table at a school event to collect assessments from peers. Assessments should be completed before any activities in order to get a good baseline of knowledge and driving habits.
- Return the completed assessments to the Texas Transportation Institute. About 1,000 assessments are needed to gain clear results.
- We'll calculate the assessments and let your team know of the results so you'll know what messages to focus on throughout the year.

Step 3. Spread the Word

- Plan activities to help spread safe driving messages.
- Give out the provided educational items to remind students about safe driving, and hang up posters around campus to reach as many students as possible.

- Stay connected with us through Facebook (U in the Driver Seat), Twitter (unthedriverseat), and here online to share activity ideas and get information.

Step 4. Keep the Program Going

- Plan activities for the entire school year—even during the summer, orientation, and other school events.
- Hold regular team meetings to stay on track and look for new activity opportunities.

FINDINGS

TSU is a larger campus, located very close to the University of Houston. It is a full four-year campus, and over half of the students live on or within 2 miles of the campus. There are many student activity groups, and the traffic engineering students initiated the program through information booths at several school events where students and the community were in attendance. The TSU team consists of traffic engineering students who are using the program to learn about conducting research on traffic safety. The core UDS leadership team is five students, but others are joining the activities and helping spread the word. TSU has been engaged in drinking and driving prevention in the past and was eager to be able to offer messaging to its student body again—particularly safety messaging that is broader than just drinking and drugs and that addresses the driving risks students face in a more holistic fashion. TSU enrolls over 10,000 students.

The Texas A&M University–San Antonio team consists of three student workers, led by a student ambassador, who strive to create unity and activeness within the school. Ambassadors are chosen each semester, and the team may change since it is based on employment. Texas A&M University–San Antonio is a new campus, and all students are commuters. The school offers junior-, senior-, and graduate-level classes, so the population median age is older, and many serve in the military. The university has a main campus that is being expanded and a satellite campus, which offers nighttime classes. Texas A&M University–San Antonio enrolls about 4,000 students and plans to reach an enrollment of 15,000 students by 2025. The university offers a unique opportunity to reach students who are above the legal drinking age but largely above the target age (i.e., 18 to 24 years of age) for the program.

The UIW STARS (Students Teaching and Advocating Responsible Self-Growth) Peer Educators is a group of undergraduate students whose purpose is to teach and advocate about a variety of health topics. The team consists of about 25 students, who are required to remain active and coordinate events throughout the year. The team includes all age groups and is well established with a strong administrative leader. UIW is a traditional private university with an active student body. UIW enrolls over 9,000 students each year.

SUMMARY REPORT

CONCLUSIONS

The diversity of universities does not allow for a standardization of student group types; however, the TTI team has learned that targeting a range of groups would be beneficial. For instance, health services departments exist for all colleges/universities and seem to be a successful target area; however, many campus budgets are being cut for such services. This seems to be creating an even greater need for a program like UDS and the resources and support associated with it. Another possible avenue for deployment is focused student groups, such as engineering, health care, or law enforcement student groups. Existing student groups that currently organize and conduct activities would be most effective, but it seems feasible to use the UDS program to establish a peer group with a common focus and message.

TTI has found that being able to introduce the program to these student groups can be very challenging and not always actively embraced by campus administration. This is typically because administration has the perception that the program will take too much time, feels that efforts are sufficiently covered, or cannot effectively place the program into an area where there is an established and/or active student group to lead deployment and outreach activities.

The most successful peer student group TTI has worked with thus far has been at UIW, which was not part of this specific Southwest Region University Transportation Center (SWUTC) grant but provided a great example of what type of group and campus researchers could work with in the future. The UIW peer group has been established for many years and continuously holds safety- and health-related outreach activities, so the addition of the program messaging was an easy fit and easily understood by the student team. The schools TTI worked with that received support from this grant did not have an established peer student group. Some valuable forward progress and a variety of outreach activities were, nonetheless, accomplished.

The added task of creating, scheduling, and organizing activities for busy students can be a noteworthy burden and draw upon their limited time. However, when there is a defined peer group, such as the one at UIW, with set meetings, expectations, and a focused agenda, consistent messaging is more easily implemented and students are more engaged. Peer groups are recognized by the school and are more aware of university schedules, rules, and ways they can participate in student activities. They have the cooperation and support of the staff and have a more practical/manageable time getting things done. TTI's experience with schools, including UIW, TSU, and, more recently, Texas A&M–Corpus Christi and El Paso Community College, suggests sustained, meaningful outreach and positive outcomes are plausible and can be expected.

RECOMMENDATIONS

To expand the program, TTI must be able to:

- communicate clearly that this is a student-led activity,

SUMMARY REPORT

- gain access to the administrators directly involved in the student groups who will implement the program,
- continue to obtain grants and/or other funding support to provide a tangible set of resources (that are free) for the student teams to leverage, and
- find in-roads to the appropriate administrators to garner their support.

Working with an established and active peer student group is highly recommended. If a program is guaranteed to continue over the course of several years, it would be worthwhile and perhaps beneficial to the program to help establish a peer student group when one does not already exist.

SUMMARY REPORT

Task 2. Conduct Pre-assessments

APPROACH

Pre- and post-assessments (included in the appendix) were collected at TSU and Texas A&M University–San Antonio. Assessments (i.e., surveys) were used to gather information about several things, including driving habits. Pre-assessments were developed to be collected at the beginning of the fall semester, before activities began, and were to provide a baseline measurement of driving habits. Post-assessments were to be collected at the end of the spring 2013 semester, after all activities were completed, to measure any changes in driving habits.

METHODOLOGY

TTI staff coordinated visits with campus security and program contacts to collect pre-assessments on campus. Students were randomly asked if they would like to participate in a study. If the students agreed, they were asked to complete a two-page survey on their driving habits. Once finished, the students placed the assessment in an envelope to ensure confidentiality. The post-assessments were collected in the same manner at the end of the spring semester, after completion of the program.

Figure 1. Students complete the assessment.

TTI staff applied for Texas A&M Internal Review Board (IRB) study approval during the summer and received final approval in August 2012, but with the stipulation that each campus also needed IRB approval before assessments could be collected or observations could be made. This process can take many weeks or even months at some universities. The TSU approval was obtained in fall 2012, but the Texas A&M University–San Antonio approval was not received until January 2013, which greatly hampered assessment and activity progress. Since pre-assessments were needed to get a baseline of student knowledge and habits, researchers were forced to decide if teams should continue with activities without pre-assessments being completed.

Due to IRB specifications, the TTI team was required to travel to the campus to collect the assessments. The TSU assessments were more difficult to collect than anticipated, so the pre- and post-assessments were collected over a span of several weeks, instead of a few days. TTI staff placed those collected in the fall into the pre-deployment category and those collected in the spring into the post-deployment category. The Texas A&M University–San Antonio assessments were easier to collect since there is only one building on campus, and most students entered the building from one entry or passed the entry to or from class. However, since the approval came in January, the pre- and post-assessments were collected in the spring 2013 semester, after activities had been completed.

SUMMARY REPORT

FINDINGS

Figures 1 and 2 give general information from the pre- and post-assessments for both campuses. The sample sizes of the assessments completed by students were 334 for TSU and 221 for Texas A&M University–San Antonio. The commuter nature and older age demographics of students at Texas A&M is illustrated in Figure 2.

It is not realistic to assume that a noteworthy magnitude of change in driving behavior could have been accomplished over this brief period of outreach—in terms of breadth of outreach or consistent messaging so as to facilitate a shift in behavior(s). Consequently, all of the data collected (and presented here) should be considered benchmark data in terms of student risk awareness and self-reported driving behavior, which will be of particularly significant value if the UDS program (or similar efforts) continue at these campuses.
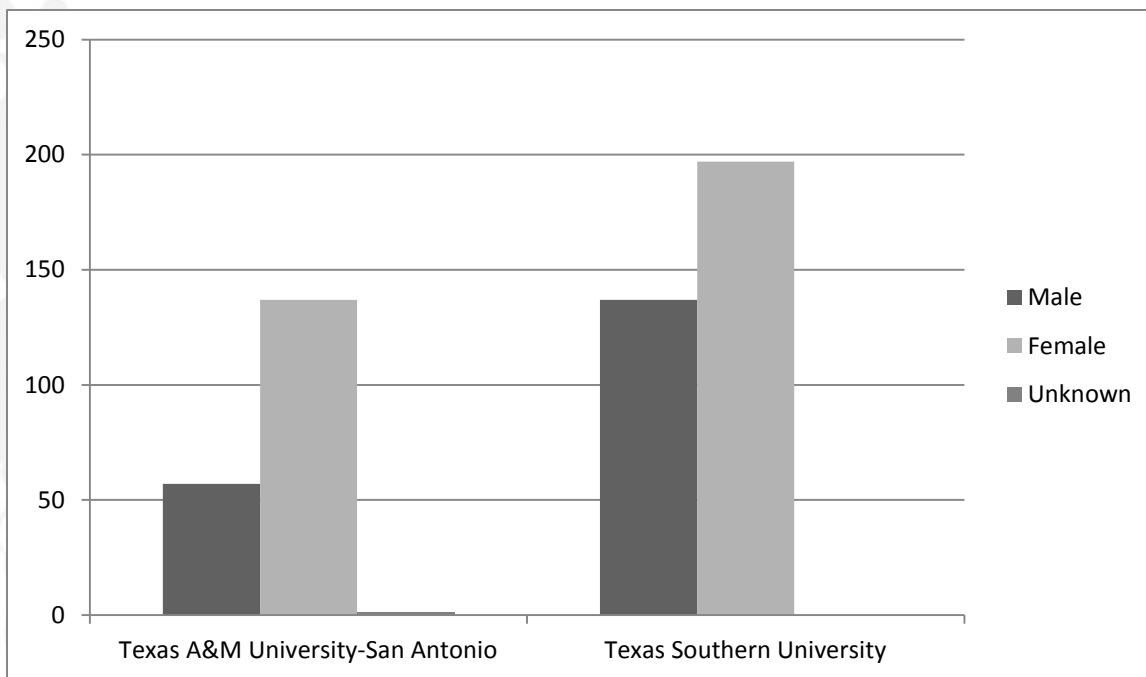
Figure 2. Participant Gender—Pre-assessment and Post-assessment Combined.
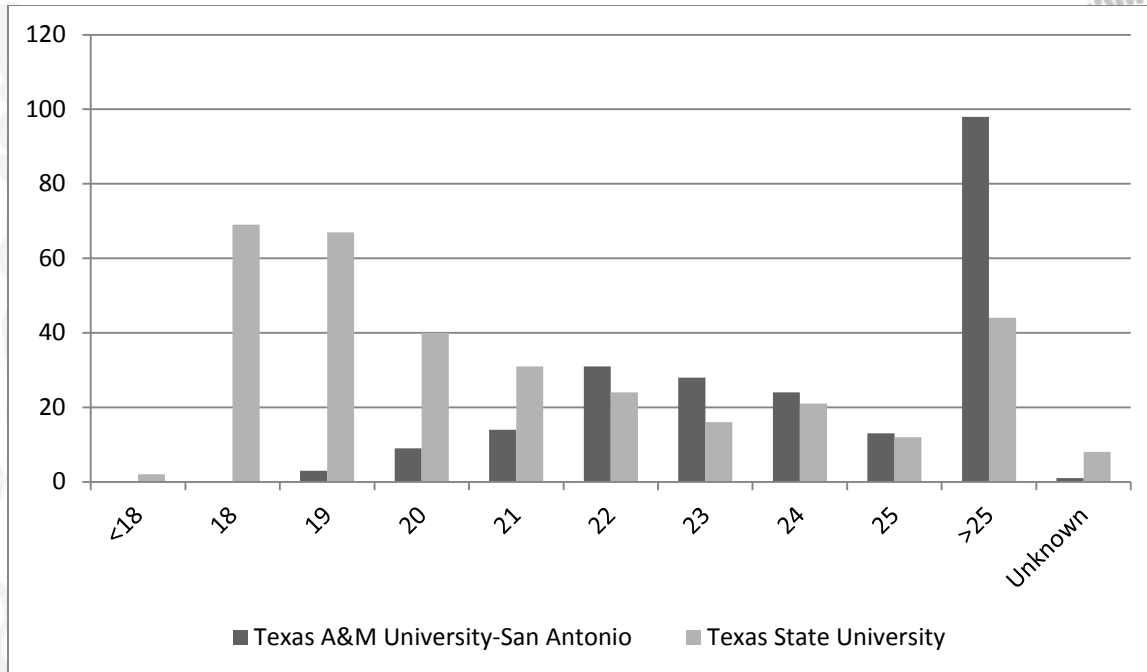
Figure 3. Participant Age—Pre-assessment and Post-assessment Combined.

CONCLUSIONS

It is ideal for pre-assessments to be administered prior to initial program implementation. This goal should be easier to accomplish with schools that participate in the program on an ongoing basis, making it important to continue relationships with existing universities.

Students were also more reluctant to participate, possibly—as researchers were told by one administrator—because students are "over-surveyed." In many cases, it took the incentive of providing educational items to entice students to complete the assessment.

Additionally, only a small ratio of assessments compared to student population were collected. Ideally, about 500 assessments should be collected to gain a statistically significant sample of driver habits within a population.

RECOMMENDATIONS

Researchers have the following recommendations:

- Campus IRB approval should be applied for as soon as the program is introduced at a campus.
- TTI should have a team prepared to remain on campus until all assessments are collected, perhaps stationed in several areas to gain the most exposure to students.

SUMMARY REPORT

- Assessment collection is ideally administered during a project outreach activity with university students. For example, assessments can be completed at an information table (or event), giving the UDS team student member(s) an opportunity to deliver safety messaging (and perhaps provide resources) to that study participant, thereby collecting data and delivering peer-to-peer safety messaging simultaneously.
- The assessments could also be collected in classrooms or in the normal requirements of student activities, e.g., enrollment or new student orientation, where many can be collected at once over a couple of days. Educational items would then not be required to entice students to complete the survey.

SUMMARY REPORT

Task 3. Perform Field Observations

APPROACH

Pre- and post-program observations were conducted at TSU. The observations measured electronic device use/manipulation by drivers and seat belt use by drivers and passengers. At TSU, pre-program observations were collected during the fall 2012 semester and provided baseline measurements. Post-program observations were collected at the end of the spring 2013 semester to measure any changes.

METHODOLOGY

Once campus IRB approval was received in the fall, TTI staff coordinated visits with campus security and program contacts to conduct pre-program observations on campus. TTI staff positioned themselves at the entrance of a parking garage and took counts of male/female drivers and passengers and noted whether the driver was talking on a cell phone, visibly using an electronic device, or holding an electronic device. Also noted were the driver's and passenger's seat belt use—if they were wearing one, if it was being incorrectly worn, or if it was not used.

The team observed 500 vehicles during the pre-program observation period and 499 during the post-program observation period (one car was removed from the data collection due to the gender not being noted). The pre-program observation was completed in the morning within 2.5 hours (between 8:30 a.m. and 11 a.m.), while the post-program observation took 3.5 hours (between 10:30 a.m. and 2 p.m.).

FINDINGS

Table 1 shows the TSU observation results. In general, little change was noted (positive or negative) with regard to post-program data collection results and none of the changes were statistically significant. The post-program data are included below and should be considered a benchmark for future programs that promote seat belt use and discourage the use of electronic devices while driving. The post-program data do demonstrate electronic use by TSU students, at 5.41 percent, to be below the recent TTI data showing state averages of distracted drivers at 10.2 percent.

SUMMARY REPORT

Table 1. TSU Pre- and Post-program Field Observations.

Information	Pre	Pre %	Post	Post %	Difference
Number of Male Drivers	195	39.00%	230	46.09%	7.09%
Number of Female Drivers	305	61.00%	269	53.91%	−7.09%
Number of All Passengers					
Number of All Drivers Talking on Handheld Device	17	3.40%	19	3.81%	0.41%
Number of All Drivers Holding Electronic Device	3	0.60%	6	1.20%	0.60%
Number of All Drivers Using Safety Belt Incorrectly	7	1.40%	1	0.20%	−1.20%
Number of All Drivers Visibly Using Electronic Device	3	0.60%	2	0.40%	−0.20%
Number of All Drivers with Correct Restraint Use	416	83.20%	413	82.77%	−0.43%
Number of All Drivers with No Safety Belt	67	13.40%	83	16.63%	3.23%
Number of Male Drivers Talking on Handheld Device	5	2.56%	9	3.91%	1.35%
Number of Female Drivers Talking on Handheld Device	12	3.93%	10	3.72%	−0.22%
Number of Male Drivers Holding Electronic Device	2	1.03%	0	0.00%	−1.03%
Number of Female Drivers Holding Electronic Device	1	0.33%	6	2.23%	1.90%
Number of Male Drivers Using Safety Belt Incorrectly	2	1.03%	0	0.00%	−1.03%
Number of Female Drivers Using Safety Belt Incorrectly	5	1.64%	1	0.37%	−1.27%
Number of Male Drivers Visibly Using Electronic Device	1	0.51%	2	0.87%	0.36%
Number of Female Drivers Visibly Using Electronic Device	2	0.66%	0	0.00%	−0.66%
Number of Male Drivers with Correct Restraint Use	146	74.87%	184	80.00%	5.13%
Number of Female Drivers with Correct Restraint Use	270	88.52%	228	84.76%	−3.77%
Number of Male Drivers with No Safety Belt	45	23.08%	44	19.13%	−3.95%
Number of Female Drivers with No Safety Belt	26	8.52%	39	14.50%	5.97%
Number of Drivers with Seat Belt Use Unable to Be Determined	5	1.00%	1	0.20%	−0.80%
Number of Passengers with Correct Restraint Use	32	78.05%	39	76.47%	−1.58%
Number of Passengers with No Seat Belt	8	19.51%	12	23.53%	4.02%
Number of Passengers with Seat Belt Use Unable to Be Determined	1	2.44%	0	0.00%	−2.44%

CONCLUSIONS

As stated previously, IRB approval was more cumbersome than expected and slowed study progress. For this reason field observations were not conducted at Texas A&M University–San Antonio.

RECOMMENDATIONS

Campus IRB approval should be applied for as early as possible.

Task 4. Identify Messaging Needs

APPROACH

While TTI does not dictate what activities schools must undertake (i.e., TTI strives to provide a wide variety/menu of project outreach ideas and resources), TTI does encourage consistent messaging and that all risk behaviors be covered within a school year. Providing items and resources for students to choose from and have readily available helps keep the teams engaged over a longer period and from year to year. The same approach has been used successfully for many years in the Teens in the Driver Seat® (TDS) program and was used over the course of this grant for UDS.

METHODOLOGY

Because the SWUTC grant did not provide funds for education-outreach items, TTI provided $9,000 to cover the costs of the educational items used for this project.

During the focus group, students were asked what items would be most useful as educational tools. The group was given a list of existing items/ideas, and students were asked to rate each item based on their opinion of popularity and potential impact. This feedback was used to guide the decision-making process for the selection (and purchase) of education-outreach items for this grant.

Students also rated poster and messaging ideas to ensure the items produced would resonate with the audience appropriately. The feedback researchers received was integrated into these items as well before production.

FINDINGS

All items were equally popular and well received, and the student teams used the items in the same manner as junior high and high school teams have in the past. They provided an incentive for the schools to engage students in the program, a conversational piece to begin dialogue, and/or a keepsake for students to participate in a learning experience.

CONCLUSIONS

Researchers predict the types of resources and technical support provided through this grant and programs such as UDS will become even more valuable and sought after as school budgets continue to tighten.

RECOMMENDATIONS

Researchers recommend that TTI continually update the resources through recommendations and feedback from the target audience, with usability and good safety messaging being paramount. Future plans for UDS deployment include establishing a college student advisory board to provide valuable

ongoing feedback and guidance to future program content and direction—as has been the case for the TDS program for the past six years.

Task 5. Develop Messaging

APPROACH

In the TTI staff's 10-plus years of working with high school and junior high student groups, researchers have found educational items to be beneficial in encouraging the teams to organize and conduct activities. When they receive items for doing a project, they feel more compelled to carry through with their end of the project outreach goals and agreement. Additionally, the more resources provided, the easier the activities are to implement because everything does not have to be created from scratch by each team nor do they have to tap their own financial resources to accomplish meaningful outreach.

METHODOLOGY

While researchers employed the same criteria for selecting items (low price point, large printable area, safety messaging, reusable, probability of being carried over a long period of time, and desirable among the age group), this grant funding also allowed TTI to test some new items not yet used within the overall program deployment to date.

Education-Outreach Items

Figures 1 through 6 show some of the education-outreach items that were provided to the college student teams to help support their outreach activities and spreading of safe driving messages. A total of 6,350 items were purchased and provided to the student teams over the course of this project.

Figure 4. PDA Cleaner with Message "Keep our drive alive. Don't text and drive."

Figure 5. Koozie with Message "Howdy! My name is _____ and I will not drive after drinking this." on One Side; on the Other Is a QR Code That Directs the User to Designated Driver Resources.

Figure 6. Sling Backpack with Message "14,000 of us will die in car crashes this year. Know your risks. Keep our drive alive."

Figure 7. Lip Balm with Message "Distractions kill behind the wheel. Keep our drive alive."

Figure 8. T-shirts with Logo on Front and QR Code to Facebook Page on Back.

Figure 9. Banners (Measuring 3 Feet by 5 Feet).

Posters and Graphics

In an effort to keep the topic of safe driving in people's minds, posters and graphics were also created to convey safety messaging. The messages shown in Figures 7 through 10 come in several formats depending upon use. They may be printed; displayed on monitors around campus; integrated into electronic newsletters, websites, or social media pages; or used in printed newspapers.
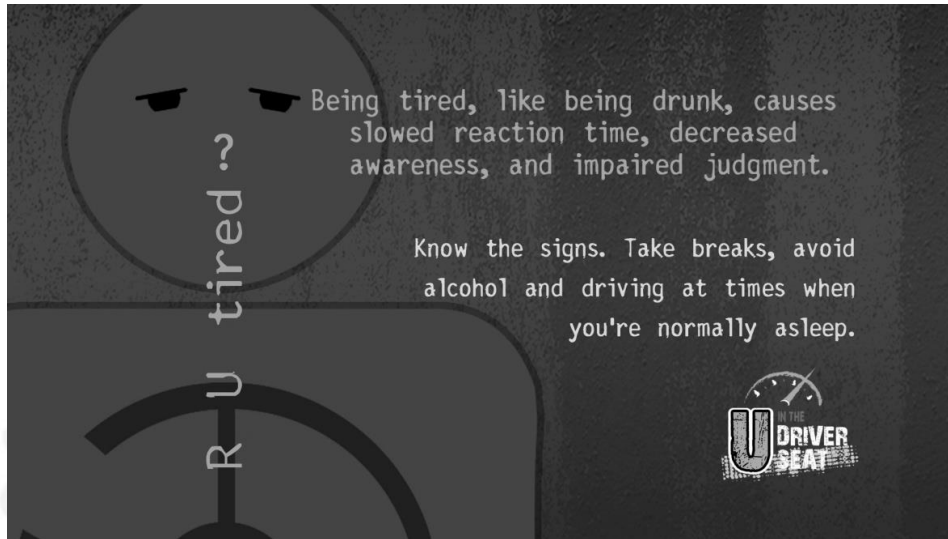

Figure 10. Graphic with Drowsy-Driving Message.

Figure 11. Graphic with Impaired-Driving Message.

Figure 12. Graphic with Distracted-Driving Message.
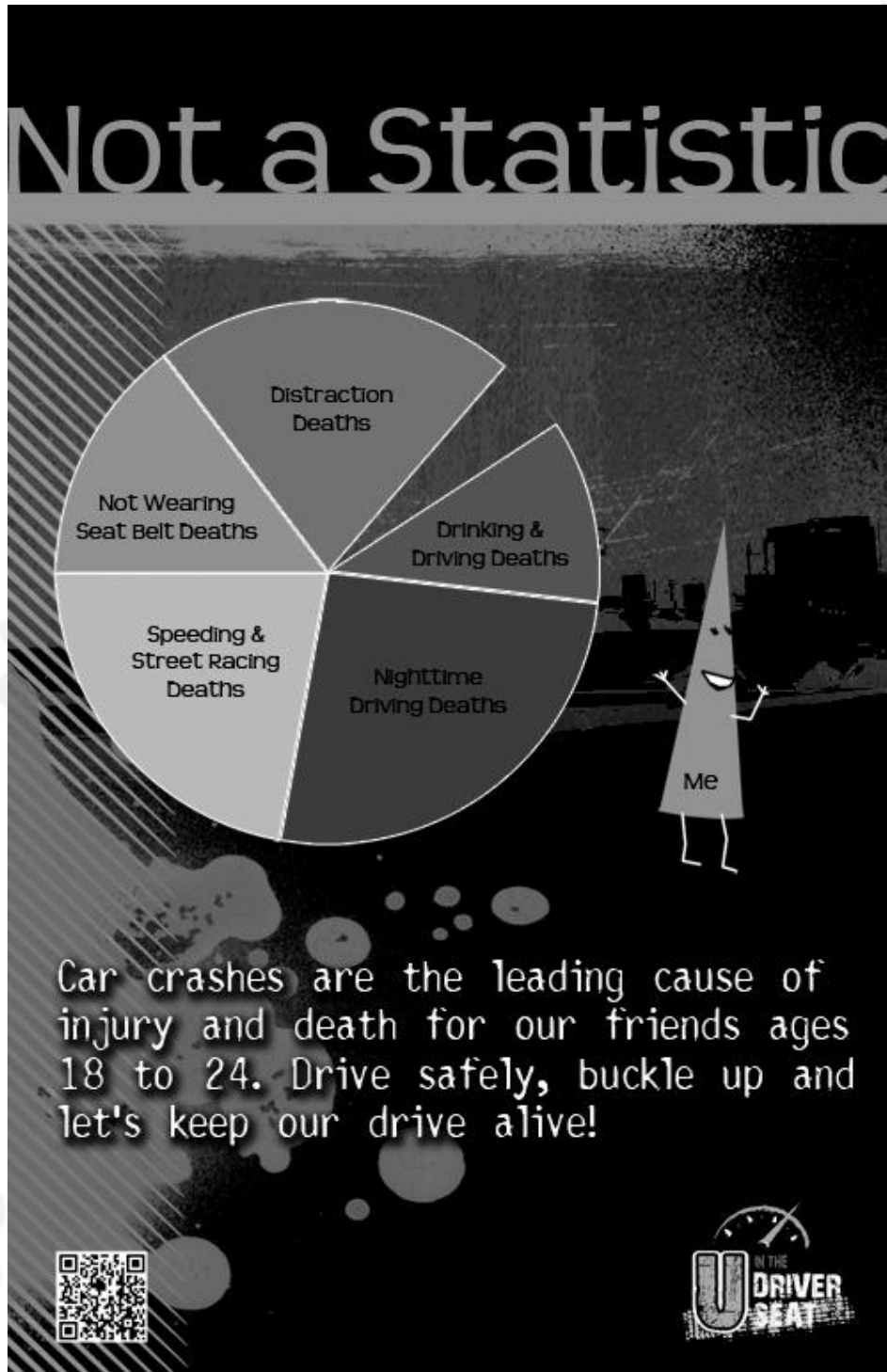
Figure 13. Poster with Drowsy-Driving Message.

SUMMARY REPORT

FINDINGS

During initial conversations with the students (and administrators), researchers found that they were concerned about adding another program to the broad mix of organizations already existing on campus, as well as the potentially minimal impact of limited resource distribution given their dwindling (or, in some cases, nonexistent) budgets for materials of this nature. Once researchers explained that TTI would provide free resources and technical support for their team, schools were more willing and excited about implementing the program.

The Texas A&M University–San Antonio ambassador team gave out the educational items to students who attended campus events, and integrated resource distribution into information tables that were set up during orientation and the early stages of the fall 2012 semester. Texas A&M received 2,100 educational items, and considering the student population of 4,000 students, researchers estimate these items reached approximately 50 percent of student peers—a significant portion of the student body at that campus.

TSU received about 2,000 educational items as well. Considering the student population of over 9,500, researchers estimate the items reached approximately 20 percent of student peers.

CONCLUSIONS

Many institutions continue to struggle with budgets. The TTI staff has also experienced tighter restrictions on education-outreach items. These resources have, however, proven to be invaluable to student teams when encouraging them to take on a cause and become the advocates of safety messaging and outreach to their peers. If agencies are serious about encouraging youth to speak out and provide positive peer pressure to their friends, these agencies must provide low-cost, easy-to-use resources. Providing messaging and resources to a campus of 10,000 students can become costly and require more student activities than what one team of five to ten students can accomplish over a semester. Without the provision of these resources, it is unlikely that the student teams will choose to undertake any meaningful, sustained outreach among their campus colleagues.

RECOMMENDATIONS

As the program continues, TTI must continue to examine and/or develop ways to reach as many young people as possible through easy-to-use channels while stretching budget dollars.

Task 6. Establish Social Media and Website

APPROACH

TTI staff took advantage of a lighter volume of campus activities over the summer months to establish a website and social media pages. To drive traffic, researchers also placed QR codes on print items. Some went to the designated-driver page (http://www.u-driver.com/dd-resources/) on the website, and others went to the Facebook page (https://www.facebook.com/UInTheDriverSeat?ref=hl).

METHODOLOGY

The TTI team created a social media presence on Facebook and Twitter and created a webpage to share safety messaging, activity ideas, and news as a way to keep teams and students engaged in the message. UDS created a Facebook account (Figure 11) and Twitter account and began spreading safety messages through these channels in April 2012.

Figure 14. Screen Shot of Facebook Page.

U-driver.com (Figure 12) was designed to provide facts and information and show what other leadership teams are doing on their campus. It also contains blogs and designated-driver resources.

All web channels relied on push messaging, with the opportunity for students to interact through liking, sharing, re-tweeting, and commenting.

SUMMARY REPORT
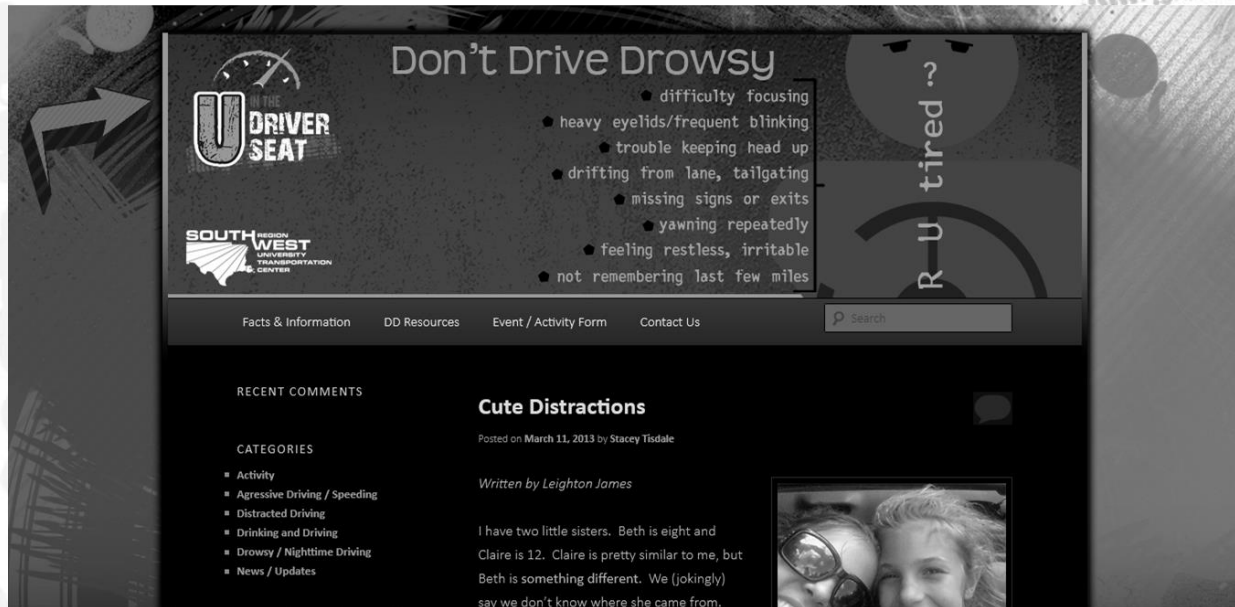
Figure 15. Screen shot of Website.

FINDINGS

The website and social media were not as used as anticipated. Very little activity occurred on these sites. Most of the following and feedback are from other safety organizations, not college students.

During fall 2012, there was also a shift where more students in the target age began to use Twitter, instead of Facebook, and other social media sites, such as Instagram, Vine, and Snapshot.

CONCLUSIONS

The millennial age group requires its own vernacular so the message is relative to their age group and is one they can use. Understanding and creating a dialect they want to share can become challenging and something that must be constantly monitored. As researchers gain understanding and more resources for this age group, they expect social media and the website to gain momentum and relevance.

RECOMMENDATIONS

Researchers have the following recommendations:

- For continued web growth, TTI must continue to make the message sharable and relatable to the age group.
- TTI should use a college-aged person, experienced in social media and marketing, to help create messaging and drive followers to the website and social media.
- TTI should be vigilant in adopting new ways to communicate quickly.

SUMMARY REPORT

Task 7. Schedule Outreach Activities

APPROACH

As described previously, the colleges where the program was implemented are diverse and reach a broad range of students. Campuses usually have alcohol-related messaging opportunities in the fall as students come back to campus and in the spring before Spring Break. These two opportunities are also great for driving safety messaging, but more should also be done beyond these two events to continue the discussion of risks, such as integrating the messaging opportunities into other campus activities that engage a variety of students.

METHODOLOGY

At the beginning of each project implementation, researchers encouraged student teams to integrate interaction with messaging so their peers will learn while participating, come to their own conclusions about unsafe driving habits, and also foster discussion among peers. Researchers suggested easily implemented tasks that would reach the most students but also varied activities to engage interest and interaction. Information tables would be at the lowest spectrum of messaging, while students engaging their peers through visual and mental stimulation would be the best messaging. While not all activities must engage the most interaction, a good mix is essential. Then push messaging, such as posters and graphics, could remind students to stay active in changing their driving habits.

Figure 16. UIW Students Take Turns Navigating a Path While Wearing Drunk Goggles.

UIW

UIW held its annual Sober Roads event in the fall and highlighted UDS as its theme. The event spread the message about the dangers of drugs and alcohol (Figure 13). The events had about 15 local groups in attendance sharing educational information and answering student questions, a deejay, and barbecue plates. UIW also held another similar event in the spring, with some other smaller activities throughout the year. UIW implemented web messaging on a student site.

Texas A&M University–San Antonio

Texas A&M began its messaging on September 4 during Club Rush, where the team set up an information table and spoke to students about driving dangers. Members also handed out educational items. By the spring semester, when Texas A&M University–San Antonio IRB approval was received, activities had slowed or stopped. The ambassador students who worked on the program in the fall had

graduated, and new students were being sought, but communications to the school went unanswered.

Texas Southern University

TSU engineering students held their first activity at the end of September and continued activities throughout both semesters. Activities were varied; the audience was diverse and often included students from other schools and the community. The team remained active throughout the year and will continue the program under the TxDOT grant.

Media Event

Conducting a press conference is one of the more effective ways to generate attention for a school launching a program (Figure 15). News media representatives see a student-led event worthy of their time and attention, and their news value is reinforced by the uniqueness, as well as by the relevance of local survey data to help illustrate a national problem. Press events of this type usually last less than half an hour, but their successful execution typically requires weeks of preparation, as well as extensive coordination with school staff and school district administrators.

Figure 17. Eva Mullins, a Texas A&M University–San Antonio Ambassador, Speaks to the Media about Curbing Alcohol-Impaired Driving.

TTI staff provided planning and on-site logistical support for a student-led press conference to announce program implementation in the San Antonio area. TTI prepared a media advisory, news release, and assessment summaries for distribution to area news media representatives (see the appendix). Additionally, TTI provided talking points, as a guide, for the spokespersons to cover in their remarks to the news media. Students revised the talking points to more accurately reflect their own word choice and presentation style. Similarly, they were encouraged to outline specific UDS program plans for their school and share those plans as part of their presentation to the news media.

The morning of the media event, TTI staff and student speakers conducted a rehearsal and media training session. The session included practice presentations by the students, along with review and feedback from a TTI public relations expert.

SUMMARY REPORT

The event took place Thursday, September 27, 2012, at Texas A&M University–San Antonio. Students from Texas A&M and UIW participated, and a student from each university spoke. The story was picked up by two local channels and various print media. The total media value was $20,517.

FINDINGS

TSU found many opportunities to engage students in messaging and used the educational items and resources, while the Texas A&M University–San Antonio campus did not have as many options or opportunities to hold activities but did engage in the fall activity as described previously.

Website and social media were not as used as anticipated. Very little activity occurred on these sites. Most of the feedback came from other safety organizations, not college students.

CONCLUSIONS

TTI staff expected the UDS teams to implement activities as secondary schools and college peer groups do. Researchers learned that non-peer groups may need additional guidance and management, such as scheduled phone calls or personal meetings to keep the momentum going and gauge involvement.

The millennial age group requires its own vernacular so the message is relative to their age group and is one they can use. Understanding and creating a dialect they want to share can become challenging and something that must be constantly monitored. As researchers gain understanding and more resources for this age group, they expect social media and the website to gain momentum and relevance.

RECOMMENDATIONS

Researchers have the following recommendations:

- When working with small or non-peer groups, TTI must make communication priority until the team has a solid understanding of the program and activities become commonplace.
- Working with an existing, successful peer group would be most effective for integration of additional peer-to-peer messaging. Secondary options would be an organized student group that regularly holds activities and could easy implement safety messaging or that would like to use the program as a research project or learning opportunity.
- For continued web growth, TTI must continue to make the message sharable and relatable to the age group.
- TTI should user a college-aged person, experienced in social media and marketing, to help create messaging and drive followers to the website and social media.

SUMMARY REPORT

Task 8. Establish a Designated–Driver Program

APPROACH

During the focus group, student leaders were given a survey and asked the following questions:

- Are you aware of any designated-driver pick-up service available in your area?
  [ ]Yes   [ ]No
- Have you ever used a designated-driver pick-up service?
  [ ]Yes   [ ]No
- If your school provided a designated-driver pick-up service, run by volunteer students, would you use it?
  [ ]Yes   [ ]No   [ ]Maybe

Highlights of findings from these student assessments (surveys) include the following:

- 76 percent said they were not aware of a designated-driver service available in their area, suggesting there is potential for any such service/application to do some good and the opportunity for marketing such a service.
- Only 10 percent of participants have ever used a designated-driver service, while 85 percent said they may (25 percent) or would (58 percent) consider using such a service if the school provided a service run by volunteers.

METHODOLOGY

With each new and potential UDS team, researchers proposed the idea of assisting to create a student-led and student-run designated-driver service. Most students seemed interested and agreed it would be beneficial for their campus to have a service. In the conversation, researchers let the students know of resources they could use to implement such a service, such as RU Intoxicated? (RUI), a designated-driver service that researchers serve on the San Antonio Traffic Coalition with, and the Texas A&M University Caring Aggies R Protecting Over Our Lives (CARPOOL), a student designated-driver team, which has successfully been in operation for many years. Researchers asked students to discuss the idea and speak to their administration to get buy-in; researchers could possibly assist students to initiate the next steps.

TTI provided designated-driver resources on u-driver.com and will continue to maintain this page throughout the life of the project. Researchers feel this resource, in the least, are needed and should be easily accessible to students who are engaged in safety messaging.

SUMMARY REPORT

FINDINGS

School administrations had some reservations about the designated-driver program. Researchers received several responses from school administrations, including:

- "It is not possible due to liability issues."
- "We don't want to give the appearance of being a 'party school.' "
- "There is one, but it is not used because administration runs it."

Most students seemed generally interested, but none were willing to take the next steps in initiating it. If researchers did receive reservations from staff, researchers let the students know the initiative would have to be a grassroots effort and completely unrelated to the university.

CONCLUSIONS

TTI will keep the option available and dialogue open with peer groups and UDS teams. As the program builds acceptance in the campus culture, researchers hope to assist in building this program element.

RECOMMENDATIONS

The designated-driver option may evolve into a student-led volunteer program or may become another form of designated-driver resource, such as a Smartphone app. TTI staff will keep options and ideas flowing and will engage students in the discussion so they become the driving force of what this element may become.

The number of students who indicate they would use a designated-driver program suggests it would be beneficial for a successful program, such as Texas A&M University's CARPOOL, to expand into other areas as an adoptable program.

SUMMARY REPORT

Task 9. Conduct Post-assessments

APPROACH

Post-assessments were collected at TSU and Texas A&M University–San Antonio at the end of the spring 2013 semester, after all activities were completed, to measure any changes in driving habits.

METHODOLOGY

TTI staff coordinated visits with campus security and the program contact to collect post-assessments on campus. Students were randomly asked if they would like to participate in a study. If the students agreed, they were asked to complete a two-page survey on their driving habits. Once finished, the students placed the assessment in an envelope to ensure confidentiality.

FINDINGS

Benchmark data that may be used upon continuation of the program where all risks are covered are included in the appendix.

CONCLUSIONS/RECOMMENDATIONS

See Task 2 for combined graphs and text comparing pre- and post-assessments within one table.

Conclusion

In summary, this SWUTC grant allowed TTI to make significant progress with the UDS program, and many challenges and potential solutions were identified. Particularly productive was reaching out to targeted campuses/administrations, field-testing items with college students for the first time, and conducting the September 27, 2012, media event. The TTI staff is well positioned to continue the work begun at the schools included in this report and others.

To pursue future endeavors, researchers have completed the following:

- Researchers met with Texans Standing Tall in an effort to partner on upcoming drinking and driving initiatives within colleges, and attended and exhibited at its Statewide Summit to spread awareness.
- TTI has engaged Mary Hill, a retired dean of West Texas A&M University, who has been involved in peer education for many years. She has been an invaluable resource as TTI continues to reach out to new schools in other Texas regions.
- To continue work on college-aged drinking and driving issues, researchers have held two workshops at Texas A&M University–Corpus Christi to initially introduce the program. Researchers later conducted a workshop to obtain feedback and engage additional schools in UDS. The SWUTC grant has afforded researchers with additional knowledge in how to conduct these workshops and where to focus efforts. These workshops also allowed researchers to speak to the other dangers this age group faces behind the wheel in an effort to engage these schools in continuing to spread the message of safe driving through their own efforts and initiative.

While fatalities in alcohol-impaired driving crashes have been on a slight decline in recent years, in 2012 the 21- to 24-year-old age group had the highest percentage of drivers in fatal crashes with blood alcohol levels of .08 or higher, at 34 percent (National Highway Traffic Safety Administration, April 2012, http://www-nrd.nhtsa.dot.gov/Pubs/811606.pdf). TTI looks forward to continuing to address these preventable tragedies because more work clearly needs to be done. Researchers believe that building upon the early successes of this pilot program can be a successful tool in the overall safety toolbox.

Appendix

ASSESSMENT

You are being asked by the **Texas A&M Transportation Institute at Texas A&M University** to complete this form, noting your driving habits. The purpose is to gather information to help in the development of programs to reduce driving fatalities among college students. You are providing this information *anonymously,* and all answers will be used only for general statistical purposes. Your cooperation in providing this information is greatly appreciated.

Part One

1. Today's date: [   ]
2. How old are you?   [   ]
3. Are you male or female?   [ ] Male [ ] Female
4. What is your current year in school? [ ] Freshman   [ ] Sophomore   [ ] Junior   [ ] Senior
5. What school do you attend? [   ]
6. Where do you currently live? (Choose one answer)
    [ ] University dormitory
    [ ] Off-campus house/apartments close to campus (2-mile radius)
    [ ] Off-campus house/apartments away from campus
    [ ] House/apartment with family members
    [ ] Other (please list): [   ]

Part Two

7. Have you had a friend or family member seriously injured or killed in a car crash?
    [ ] Yes   [ ] No
8. Have you ever received a traffic ticket?
    [ ] Yes   [ ] No
9. If yes, please indicate type. (Check all that apply)

    [ ] Speeding
    [ ] Following too closely
    [ ] Running red light or stop sign
    [ ] Alcohol related
    [ ] Seat belt violation
    [ ] Other, what type: [   ]

SUMMARY REPORT

10. How often have you done the following things in the *past month*?

		Never	Some (1-5 times)	Frequently (more than 5 times)
a)	Talked on a cell phone while driving	☐	☐	☐
b)	Text-messaged (read or sent) while driving	☐	☐	☐
c)	Almost fallen asleep while driving	☐	☐	☐
d)	Driven a vehicle without a seat belt	☐	☐	☐
e)	Ridden in a vehicle without a seat belt	☐	☐	☐
f)	Driven with passengers who did not wear a seat belt	☐	☐	☐
g)	Driven 10 mph or more over the posted speed limit	☐	☐	☐
h)	Street-raced anyone	☐	☐	☐
i)	Run a red light	☐	☐	☐
j)	Driven a vehicle after drinking two or more alcoholic drinks*	☐	☐	☐

11. Are you aware of any designated-driver pick-up service available in your area?

[ ]Yes   [ ]No

12. Have you ever used a designated-driver pick-up service?

[ ]Yes   [ ]No

13. If your school provided a designated-driver pick-up service, run by volunteer students, would you use it?

[ ]Yes   [ ]No   [ ] Maybe

* An alcoholic drink means any of the following:

A 12-ounce can (or bottle) of beer

A 4-ounce glass of wine

A 12-ounce bottle (or can) of wine cooler

A shot of liquor straight or in a mixed drink

Thank you for your valuable time and feedback!

SUMMARY REPORT

ASSESSMENT RESULTS

Table 2. TSU Assessment Results.

Question	Pre				Post			
Gender	**Male**		102	43%	**Male**		35	37%
	Female		138	58%	**Female**		59	63%
	Unknown		0	0%	**Unknown**		0	0%
	Total		240		**Total**		94	
Age	**<18**		2	1%	**<18**		0	0%
		18	60	25%		**18**	9	10%
		19	51	21%		**19**	16	17%
		20	29	12%		**20**	11	12%
		21	18	8%		**21**	13	14%
		22	18	8%		**22**	6	6%
		23	12	5%		**23**	4	4%
		24	8	3%		**24**	13	14%
		25	7	3%		**25**	5	5%
	>25		27	11%	**>25**		17	18%
	Unknown		8	3%	**Unknown**		0	0%
	Total		240		**Total**		94	
Seriously Injured?	**Yes**		109	45%	**Yes**		48	51%
	No		131	55%	**No**		46	49%
	Unknown		0	0%	**Unknown**		0	0%
	Total		240		**Total**		94	
Ticket	**Yes**		102	43%	**Yes**		49	52%
	No		138	58%	**No**		45	48%
	Unknown		0	0%	**Unknown**		0	0%
	Total		240		**Total**		94	

SUMMARY REPORT

Question	Pre			Post		
Ticket Reason	Speeding	80	59%	Speeding	39	57%
	Following too closely	4	3%	Following too closely	0	0%
	Wreck	1	1%	Wreck	1	1%
	Running stop/red	21	16%	Running stop/red	11	16%
	Alcohol	2	1%	Alcohol	0	0%
	Phone in school zone	0	0%	Phone in school zone	0	0%
	Seat belt	8	6%	Seat belt	6	9%
	Other	18	13%	Other	11	16%
	Unknown	1	1%	Unknown	1	1%
	Total	135		Total	69	
Talk on Cell Phone	Frequently	57	24%	Frequently	29	31%
	Some	102	43%	Some	53	56%
	Never	68	28%	Never	11	12%
	Not answered	13	5%	Not answered	1	1%
	Total	240		Total	94	
Text-Messaged	Frequently	49	20%	Frequently	23	24%
	Some	91	38%	Some	41	44%
	Never	86	36%	Never	29	31%
	Not answered	14	6%	Not answered	1	1%
	Total	240		Total	94	
Almost Fallen Asleep	Frequently	9	4%	Frequently	2	2%
	Some	66	28%	Some	27	29%
	Never	151	63%	Never	64	68%
	Not answered	14	6%	Not answered	1	1%
	Total	240		Total	94	
No Seat Belt	Frequently	34	14%	Frequently	6	6%
	Some	55	23%	Some	24	26%
	Never	137	57%	Never	63	67%
	Not answered	14	6%	Not answered	1	1%
	Total	240		Total	94	

SUMMARY REPORT

Question	Pre			Post		
Ridden No Seat Belt	*Frequently*	47	20%	*Frequently*	8	9%
	Some	93	39%	*Some*	37	39%
	Never	86	36%	*Never*	47	50%
	Not answered	14	6%	*Not answered*	2	2%
	Total	240		*Total*	94	
Driven with Rider No Seat Belt	*Frequently*	53	22%	*Frequently*	10	11%
	Some	96	40%	*Some*	38	40%
	Never	75	31%	*Never*	45	48%
	Not answered	16	7%	*Not answered*	1	1%
	Total	240		*Total*	94	
10 mph or More	*Frequently*	61	25%	*Frequently*	29	31%
	Some	94	39%	*Some*	44	47%
	Never	71	30%	*Never*	20	21%
	Not answered	14	6%	*Not answered*	1	1%
	Total	240		*Total*	94	
Street-Raced	*Frequently*	8	3%	*Frequently*	4	4%
	Some	24	10%	*Some*	3	3%
	Never	195	81%	*Never*	86	91%
	Not answered	13	5%	*Not answered*	1	1%
	Total	240		*Total*	94	
Run a Red Light	*Frequently*	21	9%	*Frequently*	4	4%
	Some	81	34%	*Some*	40	43%
	Never	123	51%	*Never*	49	52%
	Not answered	15	6%	*Not answered*	1	1%
	Total	240		*Total*	94	
Driven after Drinking	*Frequently*	14	6%	*Frequently*	3	3%
	Some	45	19%	*Some*	31	33%
	Never	167	70%	*Never*	59	63%
	Not answered	14	6%	*Not answered*	1	1%
	Total	240		*Total*	94	

SUMMARY REPORT

Question	Pre			Post		
Aware of Designated Driver (DD)	*Yes*	76	32%	*Yes*	31	33%
	No	149	62%	*No*	61	65%
	Not answered	15	6%	*Not answered*	2	2%
	Total	240		*Total*	94	
Ever Used DD	*Yes*	24	10%	*Yes*	12	13%
	No	201	84%	*No*	81	86%
	Not answered	15	6%	*Not answered*	1	1%
	Total	240		*Total*	94	
Use DD If Provided	*Yes*	135	56%	*Yes*	49	52%
	No	37	15%	*No*	11	12%
	Maybe	52	22%	*Maybe*	31	33%
	Not answered	16	7%	*Not answered*	3	3%
	Total	240		*Total*	94	

SUMMARY REPORT

Table 3. Texas A&M University–San Antonio Assessment Results.

Question	Pre			Post		
Gender	*Male*	32	26%	*Male*	25	26%
	Female	91	74%	*Female*	72	73%
	Unknown	0	0%	*Unknown*	1	1%
	Total	123		*Total*	98	
Age	*<18*	0	0%	*<18*	0	0%
	18	0	0%	*18*	0	0%
	19	2	2%	*19*	1	1%
	20	7	6%	*20*	2	2%
	21	10	8%	*21*	4	4%
	22	19	15%	*22*	12	12%
	23	16	13%	*23*	12	12%
	24	11	9%	*24*	13	13%
	25	8	7%	*25*	5	5%
	>25	49	40%	*>25*	49	50%
	Unknown	1	1%	*Unknown*	0	0%
	Total	123		*Total*	98	
Seriously Injured?	*Yes*	56	46%	*Yes*	48	48%
	No	67	54%	*No*	50	51%
	Unknown	0	0%	*Unknown*	1	1%
	Total	123		*Total*	99	
Ticket	*Yes*	92	75%	*Yes*	75	77%
	No	31	25%	*No*	23	23%
	Unknown	0	0%	*Unknown*	0	0%
	Total	123		*Total*	98	

SUMMARY REPORT

Question	Pre			Post		
Ticket Reason	*Speeding*	78	73%	*Speeding*	70	79%
	Following too closely	3	3%	*Following too closely*	2	2%
	Wreck	0	0%	*Wreck*	0	0%
	Running stop/red	12	11%	*Running stop/red*	8	9%
	Alcohol	0	0%	*Alcohol*	3	3%
	Phone in school zone	2	2%	*Phone in school zone*	0	0%
	Seat belt	3	3%	*Seat belt*	3	3%
	Other	9	8%	*Other*	3	3%
	Unknown	0	0%	*Unknown*	0	0%
	Total	107		*Total*	89	
Talk on Cell Phone	*Frequently*	47	38%	*Frequently*	35	36%
	Some	63	51%	*Some*	37	38%
	Never	13	11%	*Never*	24	24%
	Not answered	0	0%	*Not answered*	2	2%
	Total	123		*Total*	98	
Text-Messaged	*Frequently*	29	24%	*Frequently*	23	23%
	Some	58	47%	*Some*	37	38%
	Never	36	29%	*Never*	36	37%
	Not answered	0	0%	*Not answered*	2	2%
	Total	123		*Total*	98	
Almost Fallen Asleep	*Frequently*	4	3%	*Frequently*	0	0%
	Some	41	33%	*Some*	29	30%
	Never	78	63%	*Never*	67	68%
	Not answered	0	0%	*Not answered*	2	2%
	Total	123		*Total*	98	
No Seat Belt	*Frequently*	9	7%	*Frequently*	11	11%
	Some	19	15%	*Some*	20	20%
	Never	94	76%	*Never*	65	66%
	Not answered	1	1%	*Not answered*	2	2%
	Total	123		*Total*	98	

SUMMARY REPORT

Question	Pre			Post		
Ridden No Seat Belt	*Frequently*	8	7%	*Frequently*	13	13%
	Some	33	27%	*Some*	38	39%
	Never	82	67%	*Never*	45	46%
	Not answered	0	0%	*Not answered*	2	2%
	Total	123		*Total*	98	
Driven with Rider No Seat Belt	*Frequently*	7	6%	*Frequently*	15	15%
	Some	49	40%	*Some*	43	44%
	Never	67	54%	*Never*	38	39%
	Not answered	0	0%	*Not answered*	2	2%
	Total	123		*Total*	98	
10 mph or More	*Frequently*	26	21%	*Frequently*	20	20%
	Some	74	60%	*Some*	48	49%
	Never	23	19%	*Never*	28	29%
	Not answered	0	0%	*Not answered*	2	2%
	Total	123		*Total*	98	
Street-Raced	*Frequently*	2	2%	*Frequently*	4	4%
	Some	6	5%	*Some*	10	10%
	Never	115	93%	*Never*	82	84%
	Not answered	0	0%	*Not answered*	2	2%
	Total	123		*Total*	98	
Run a Red Light	*Frequently*	0	0%	*Frequently*	4	4%
	Some	47	38%	*Some*	33	34%
	Never	76	62%	*Never*	59	60%
	Not answered	0	0%	*Not answered*	2	2%
	Total	123		*Total*	98	
Driven after Drinking	*Frequently*	5	4%	*Frequently*	3	3%
	Some	35	28%	*Some*	25	26%
	Never	83	67%	*Never*	68	69%
	Not	0	0%	*Not*	2	2%

SUMMARY REPORT

Question	Pre			Post		
	answered			*answered*		
	Total	123		*Total*	98	
Aware of DD	*Yes*	43	35%	*Yes*	31	32%
	No	80	65%	*No*	64	65%
	Not			*Not*		
	answered	0	0%	*answered*	3	3%
	Total	123		*Total*	98	
Ever Used DD	*Yes*	15	12%	*Yes*	15	15%
	No	108	88%	*No*	80	82%
	Not			*Not*		
	answered	0	0%	*answered*	3	3%
	Total	123		*Total*	98	
Use DD If Provided	*Yes*	63	51%	*Yes*	48	49%
	No	15	12%	*No*	15	15%
	Maybe	45	37%	*Maybe*	32	33%
	Not			*Not*		
	answered	0	0%	*answered*	3	3%
	Total	123		*Total*	98	

SUMMARY REPORT

References

Fatality Analysis Reporting System (2010). Query of crash data, by age, from http://www-fars.nhtsa.dot.gov//QueryTool/QuerySection/SelectYear.aspx

National Highway Traffic Safety Administration (April 2012). http://www-nrd.nhtsa.dot.gov/Pubs/811606.pdf