2004 AARP Driver Safety Program: Volunteer and Graduate Survey Report

December 2004

AARP® Driver Safety Program

2004 AARP Driver Safety Program
Volunteer and Graduate Survey Report

2004 AARP DRIVER SAFETY PROGRAM VOLUNTEER AND GRADUATE SURVEY REPORT

EXECUTIVE SUMMARY

INTRODUCTION

The AARP Driver Safety Program (DSP) is the nation's first and largest classroom refresher course for drivers age 50 and older that has helped millions of drivers remain safe on today's roads. The courses are taught by trained volunteer instructors.

The AARP Driver Safety Program volunteers and graduates provide essential information about the current courses and suggestions for future courses. This report will present the findings from the 2004 AARP Driver Safety Volunteer survey and the 2004 AARP Driver Safety Graduate survey.

OBJECTIVES

The objectives of the volunteer survey are to evaluate the AARP DSP course in terms of:
- Ease of presentation of the course materials
- Level of detail
- Clarity of information
- Level of student interest

The objectives of the graduate survey are to evaluate the AARP DSP course in terms of:
- Usefulness of the course
- Concerns about driving situations
- Changes made as a result of course
- Topics to include in future courses

METHODOLOGY

In April 2004, the volunteer survey was mailed to all of the 10,000 volunteers in the AARP Driver Safety Program. The volunteers included instructors, coordinators, and trainers.   A total of 3,161 usable questionnaires were received before the cutoff date, which resulted in a 32% response rate.

In May 2004, the AARP DSP Graduate survey was mailed to a sample of 10,000 people who had taken and graduated from the AARP Driver Safety Program course between September 2003 and January 2004. A total of 3,464 usable questionnaires were received before the cutoff date, which resulted in a 35% response rate.

FINDINGS

<u>Satisfaction with DSP Course</u>

Overall, the graduates had high levels of satisfaction with the DSP course (73%), were likely to take the course again in the future (77%), and would recommend the DSP course to friends or relatives (94%). The suggestions to improve the course will help to maintain the relevancy and positive impact of the DSP course.

<u>AARP DSP Course Content</u>

AARP Driver Safety Program volunteers and graduates provided essential information about the current courses and suggestions for future courses. The identification of the topics with the most positive and least positive ratings across multiple dimensions provide a road map for the revision of the AARP DSP course and training manuals. A few examples of how to use the data are described below.

The topics rated as the "easiest to present," "having the clearest information," and "not needing more details" are examples of topics which do not need to be changed in future courses. These four topics are:
- Signals (ch 7)
- Signs (ch 7)
- Vision (ch 3)
- Safety Belts (ch 8)

On the other hand, there are some topics which need to be included in future courses but with revisions. One example are the topics with a high level of student interest and/or topics rated as useful but more details need to be added in the future. These topics should be revised and included in future courses:
- Aggressive driving (ch 5)
- Road rage (ch 5)
- School bus (ch 6)

Future courses should also include the following topics graduates thought were important to include in future trainings:
- Warning signs that indicate when someone's mental functioning may be impaired, etc.
- Techniques on how to avoid distractions while driving
- Tips to avoid becoming drowsy while driving

Future trainings need to also address the graduates' level of concerns. Most of the top five concerns of graduates relate to characteristics of other drivers. The top concerns are:
- Drunk drivers
- Distracted drivers
- Aggressive drivers
- Inexperienced drivers
- Traffic congestion

AARP DSP Course Format

The top three methods of instruction preferred by graduates provide guidelines to future courses. These methods listed in order of preference are:

1. <u>Lectures/explanations from instructors</u> - should continue to be the main delivery method
2. <u>Videos</u> - should be refined to reinforce material presented by the instructor
3. <u>Classroom discussions/questions and answers</u> – should be retained because they are important options to engage the student

Graduates' preferences for future courses include:
- Four hour follow-up course (80%) rather than an eight hour follow-up course (15%)
- Classroom setting (76%) than an on-line version (17%)

The development of an on-line version should be an alternative to, and not a substitute for, the traditional classroom course.

Impact of Course on Graduates

Almost all of the graduates (92%) said that they had changed at least one driving behavior as a result of taking the DSP course. The top five behaviors that were changed as a result of DSP are:
- Always checking your blind spots
- Following distance and space cushion
- Paying more attention when entering or exiting highways
- Yielding right of way
- Being aware of where you park

In addition to behaviors that were changed as a result of a DSP course, 63% of the graduates felt that information learned in the DSP has helped them prevent being involved in a traffic incident.

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INTRODUCTION

The AARP Driver Safety Program (DSP) is the nation's first and largest classroom refresher course for drivers age 50 and older that has helped millions of drivers remain safe on today's roads. The courses are taught by trained volunteer instructors.

This year, the DSP celebrated its 25th year (previously the program was called "AARP 55 ALIVE"). The driver safety program training manual and course curriculum are periodically revised to ensure that the information and topics are current.

The AARP Driver Safety Program volunteers and graduates provide essential information about the current courses and suggestions for future courses. This report will present the findings from the 2004 AARP Driver Safety Volunteer survey and the 2004 AARP Driver Safety Graduate survey.

OBJECTIVES

The 2004 AARP driver safety volunteer and graduate surveys were conducted to evaluate the AARP Driver Safety Program course. The specific objectives of the volunteer survey are to evaluate the AARP course in terms of:
- Ease of presentation of the course materials
- Level of detail
- Clarity of information
- Level of student interest

The objectives of the graduate survey are to evaluate the AARP Driver Safety Program course in terms of:
- Usefulness of the course
- Concerns about driving situations
- Changes made as a result of course
- Topics to include in future courses

METHODOLOGY

In April 2004, the volunteer survey was mailed to all of the 10,000 volunteers in the AARP Driver Safety Program. The volunteers included instructors, coordinators, and trainers. A total of 3,161 usable questionnaires were received before the cutoff date, which resulted in a 32% response rate.

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The surveys were mailed from and returned to the AARP Washington DC office. The data were entered by FGI/Yankelovich, Inc. The data analysis and report writing were done by AARP staff.

The volunteer survey asked respondents to evaluate each section of the driver safety manual in terms of the four objectives (i.e., ease of presentation of the course materials, level of detail, clarity of information, and level of student interest), and included questions that asked for comments and suggestions about each section, and questions about administrative issues.

The graduate survey asked questions about some of the topics in the driver safety manual, driving behavior, the impact of course and other topics. Comparisons between the findings from the volunteer and graduate surveys are included when possible.

(An annotated copy of the 2004 AARP Driver Safety Volunteer Survey and the 2004 AARP Driver Safety Graduate Survey can be found in the Appendix.)

FINDINGS

Evaluation of Driver Safety Program Course Topics

Both volunteers and graduates evaluated course topics from the Drivers Safety Program (DSP) manual. Volunteers were asked about 57 topics (excluding topics in the Appendix) and graduates were asked about 44 topics (excluding the topics in the Appendix).

For each series of questions, the top 15 topics (the most positive) and the bottom five topics (the least positive) are presented in this report. Each section in the report has a text description of the findings, followed by related figures or tables. When a topic is presented, the corresponding chapter number in the Driver Safety Program manual follows it.

Ease of Presentation: Volunteers

The top five topics that the volunteers identified as the very easiest topics to present include:
  1. Safety belts (ch 8)
  2. Signals (ch 7)
  3. Signs (ch 7)
  4. Airbag (ch 8)
  5. Vision (ch 3)

The bottom 5 topics which volunteers identified as being least easy to present include:
  1. Local transportation (ch 11)
  2. Skidding (ch 4)
  3. Personal driving capability index (ch 11)
  4. Reaction time (ch 2)
  5. Reasons for Driving Retirement (ch 11)

 (See Figures 1 & 2)

Figure 1
Very Easy to Present: Volunteers' Top 15 Topics
(n = 3,181)

Topic	Percentage
Safety belts (ch 8)	76%
Signals (ch 7)	74%
Signs (ch 7)	74%
Airbag (ch 8)	73%
Vision (ch 3)	72%
Shopping center/parking lot (ch 4)	70%
Car phone (ch 4)	70%
Series of right turns (ch 9)	69%
Freeway driving (ch 10)	68%
Pavement markings (ch 7)	68%
Left turn (ch 9)	67%
Anti-lock brakes (ch 8)	67%
Distractions (ch 2)	66%
Scanning (ch 6)	66%
Work zone (ch 7)	66%
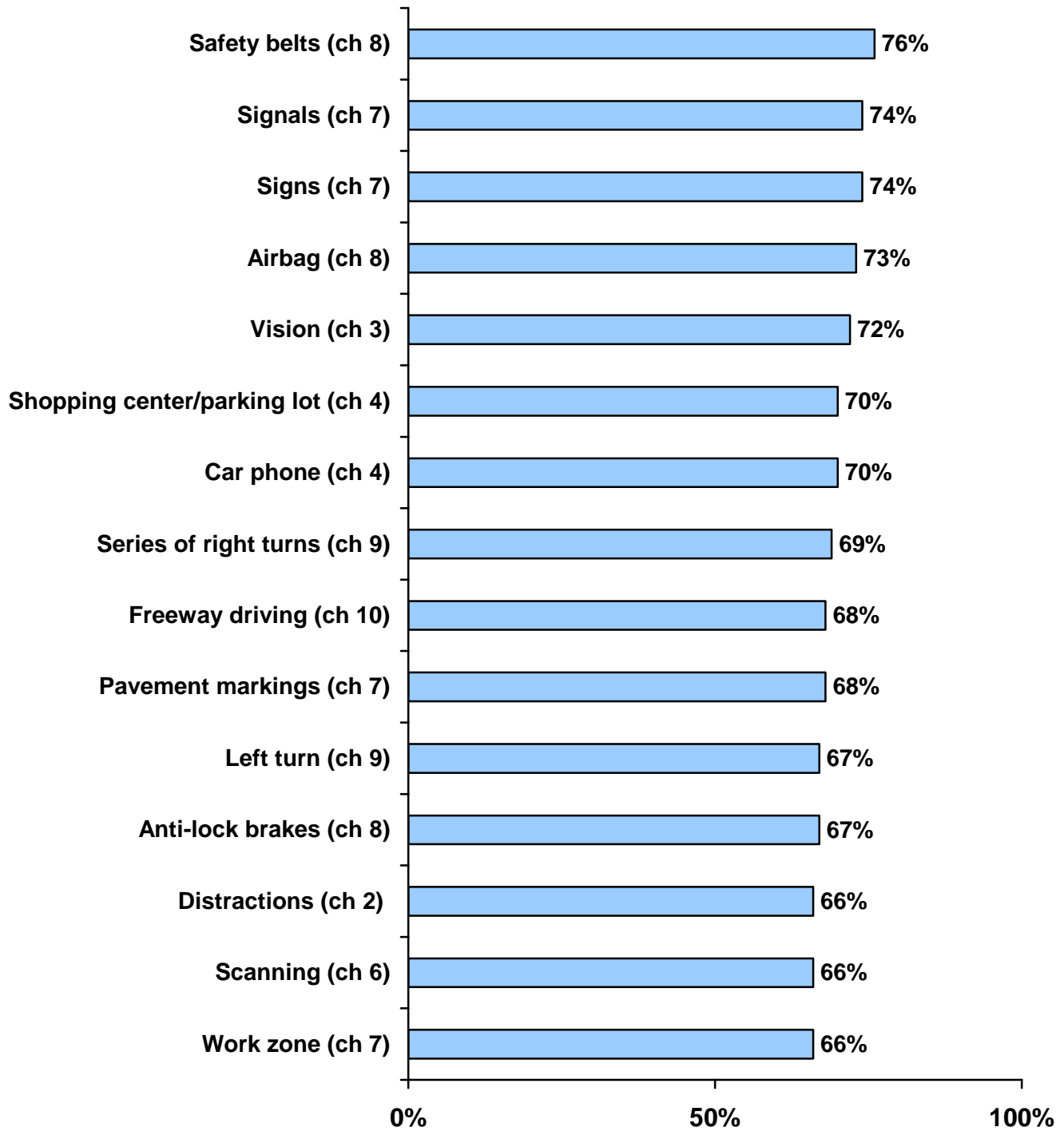
Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Figure 2
Very Easy to Present: Volunteers' Bottom Five Topics
(n = 3,181)
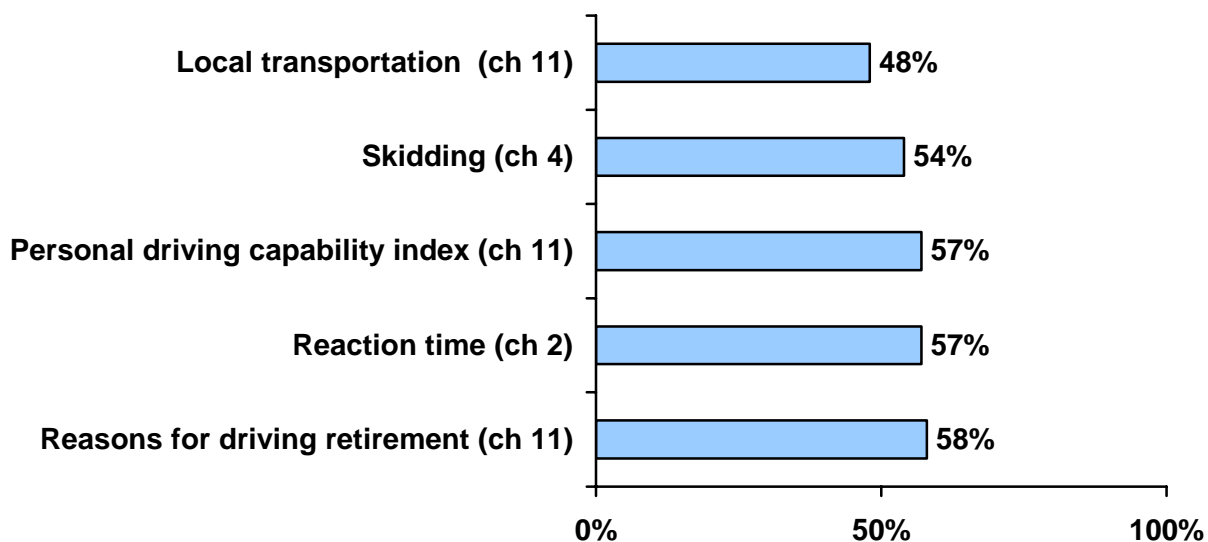
Topic	Percentage
Local transportation (ch 11)	48%
Skidding (ch 4)	54%
Personal driving capability index (ch 11)	57%
Reaction time (ch 2)	57%
Reasons for driving retirement (ch 11)	58%

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Demographic Differences

Males are more likely than females to say that the 15 topics listed in Table 1 are very easy to present.

Younger volunteers (<75 years of age) are more likely than older volunteers (age 75+) to say that it was very easy to present the 15 topics.

Volunteers who have volunteered for five or more years are more likely than volunteers who have volunteered less than five years to say that the topics are very easy to present.

(See Table 1)

Table 1
Very Easy Topics to Present by Gender, Age, and Length of Volunteer Experience: Volunteers (n = 3,181)

Very Easy to Present: Volunteers	Gender		Age		Number of years as DSP volunteer	
Topics and Chapter Numbers	Males	Females	<75	75+	< 5 years	5+ years
Safety belts (ch 8)	X	---	X	---	---	X
Signals (ch 7)	X	---	X	---	---	X
Signs (ch 7)	X	---	X	---	---	X
Airbag (ch 8)	X	---	X	---	---	X
Vision (ch 3)	X	---	X	---	---	X
Shopping center/parking lot (ch 4)	X	---	X	---	---	X
Car phone (ch 4)	X	---	---	---	---	X
Series of right turns (ch 9)	X	---	---	---	---	X
Freeway driving (ch 10)	X	---	X	---	---	X
Pavement markings (ch 7)	X	---	X	---	---	X
Left turn (ch 9)	X	---	---	---	---	X
Anti-lock brakes (ch 8)	X	---	X	---	---	X
Distractions (ch 2)	X	---	X	---	---	X
Scanning (ch 7)	X	---	X	---	---	X
Work zone (ch 7)	X	---	X	---	---	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 1, regression analysis was done to identify which of the demographic variables (i.e., gender, age, or length of time as DSP volunteer) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified by an "X" in the table above.

For example, looking at the topic "safety belts," there is an "X" in the gender column. Based on where the "X" is, this means that males are more likely than females to say that they think it is very easy to present this topic.

Clarity of Information: Volunteers

Volunteers identified the following five topics as having the clearest information:
1. Signals (ch 7)
2. Signs (ch 7)
3. Safety belts (ch 8)
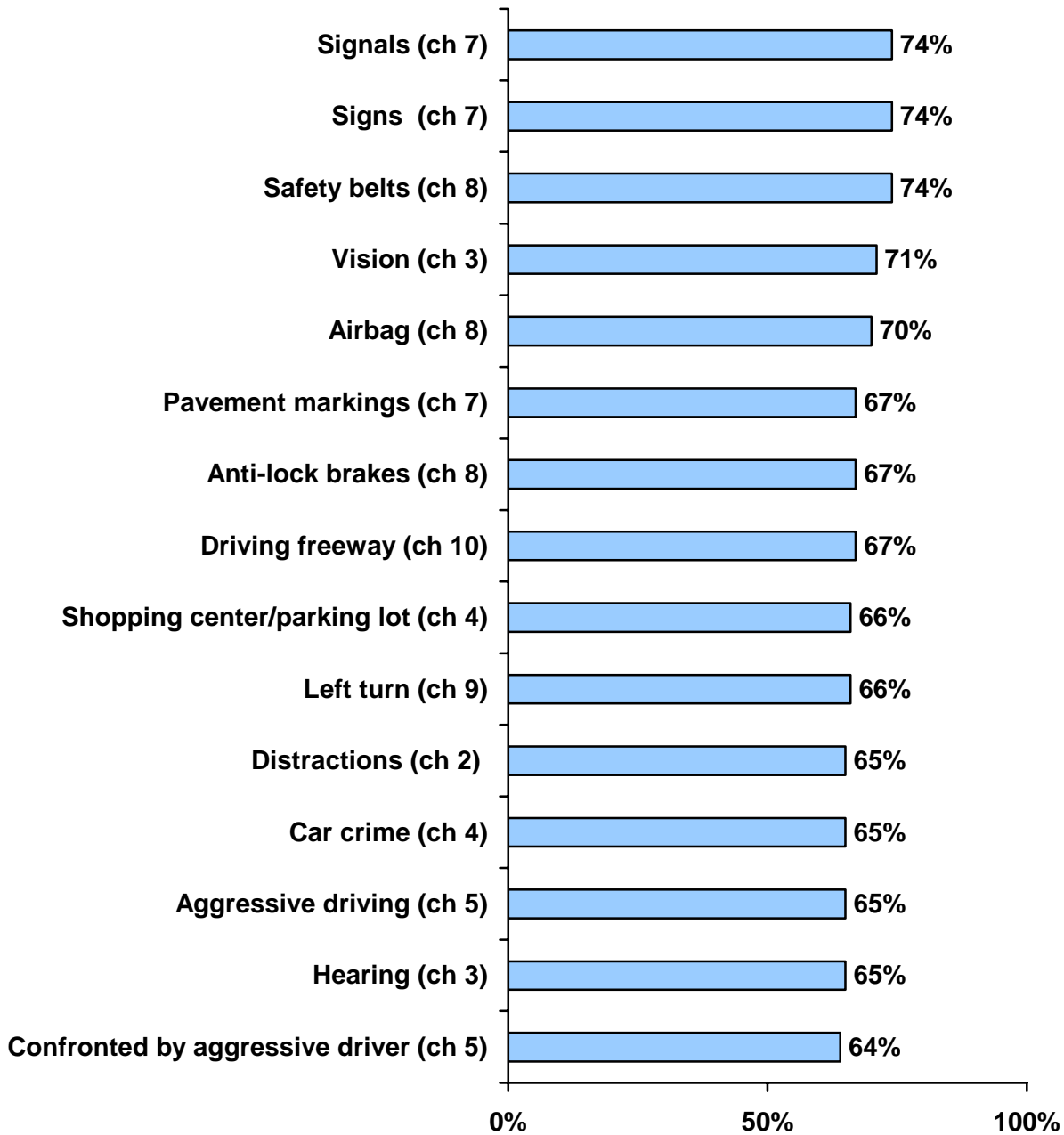4. Vision (ch 3)
5. Airbag (ch 8)

Volunteers identified the following five topics as being the least clear:
1. Local transportation (ch 11)
2. Skidding (ch 4)
3. Crash data (ch 3)
4. Personal driving chart (ch 5)
5. Personal driving capability index (ch 11)

 (See Figures 3 & 4)

Figure 3
Very Clear Information: Volunteers' Top 15 Topics
(n = 3,181)

| Topic	Percentage
Signals (ch 7)	74%
Signs (ch 7)	74%
Safety belts (ch 8)	74%
Vision (ch 3)	71%
Airbag (ch 8)	70%
Pavement markings (ch 7)	67%
Anti-lock brakes (ch 8)	67%
Driving freeway (ch 10)	67%
Shopping center/parking lot (ch 4)	66%
Left turn (ch 9)	66%
Distractions (ch 2)	65%
Car crime (ch 4)	65%
Aggressive driving (ch 5)	65%
Hearing (ch 3)	65%
Confronted by aggressive driver (ch 5)	64%

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Figure 4
Very Clear Information: Volunteers' Bottom 5 Topics
(n = 3,181)
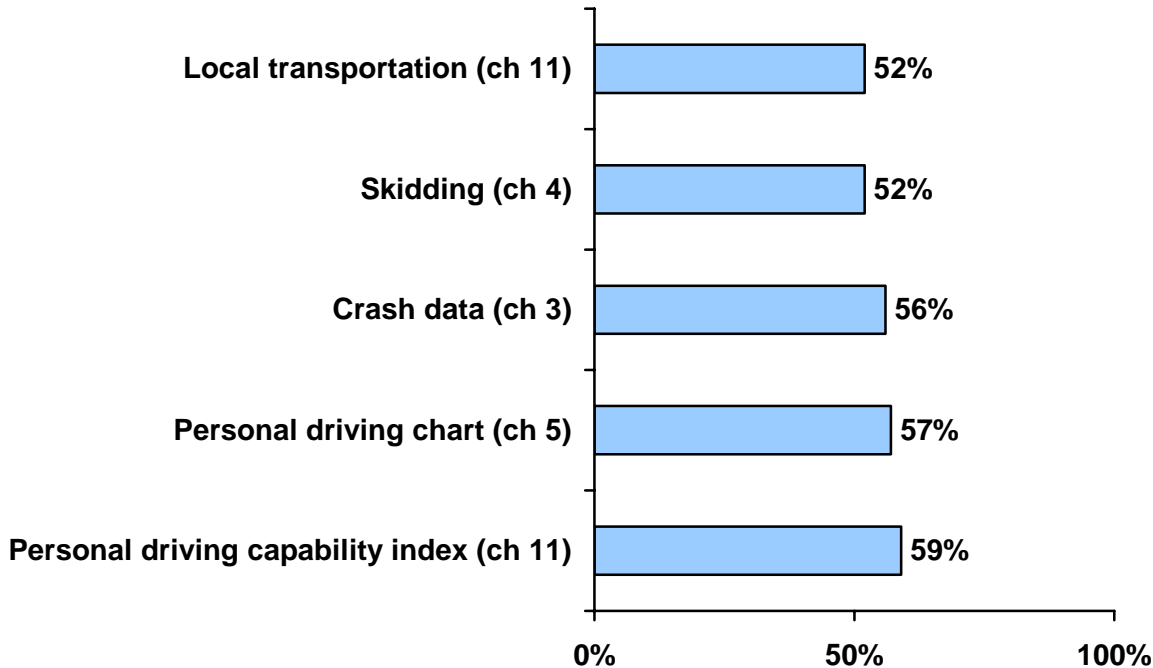
Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Demographic Differences

Males are more likely than females to say that all of the topics are very clear.

Younger volunteers (<75 years of age) are more likely than older volunteers (age 75+) to identify almost all of the topics as being very clear.

In terms of experience as a volunteer, volunteers who had volunteered for five or more years are more likely than volunteers who volunteered for less than five years, to identify almost all of the topics as having clear information.

(See Table 2)

Table 2
Very Clear Information by Gender, Age, and Length of Volunteer Experience: Volunteers
(n = 3,181)

Very Clear Information: Volunteers	Gender		Age		Number of Years as DSP Volunteer	
Topics and Chapter Numbers	**Males**	**Females**	**<75**	**75+**	**<5 years**	**5+ years**
Signals (ch 7)	X	---	X	---	---	X
Signs (ch 7)	X	---	X	---	---	X
Safety belts (ch 8)	X	---	X	---	---	X
Vision (ch 3)	X	---	X	---	---	X
Airbag (ch 8)	X	---	X	---	---	---
Pavement markings (ch 7)	X	---	X	---	---	X
Anti-lock brakes (ch 8)	X	---	X	---	---	X
Freeway driving (ch 10)	X	---	X	---	---	---
Shopping center/parking lot (ch 4)	X	---	X	---	---	X
Left turn (ch 9)	X	---	---	---	---	X
Distractions (ch 2)	X	---	X	---	---	X
Car crime (ch 4)	X	---	X	---	---	X
Aggressive driving (ch 5)	X	---	X	---	---	---
Hearing (ch 3)	X	---	X	---	---	X
Confronted by aggressive driver (ch 5)	X	---	X	---	---	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 2, regression analysis was done to identify which demographic variables (i.e., gender, age, or length of time as DSP volunteer) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified by an "X" in the table above.

For example, looking at the first topic "signals," there is an "X" in the gender column. Based on where the "X" is, this means that males are more likely than females to say this topic is very clear.

Level of Detail: Volunteers

For each topic, volunteers recommended whether more detail needed to be added in future courses, if the topic should stay as is, if less detail was needed, or if they recommended deleting the topic in the future. Overall, the majority of volunteers suggested leaving the topics as they were in the DSP manual.

The topics that the volunteers suggested to delete were exercises rather than course subject material. They suggested deleting the following:
- Driver exercise (ch 3)
- Homework (ch 5)
- Action plan (ch 9)
- Action plan (ch 10)

The top five topics volunteers identified as "more detail is needed" are:
1. Car phone (ch 4)
2. School bus (ch 6)
3. Road rage (ch 5)
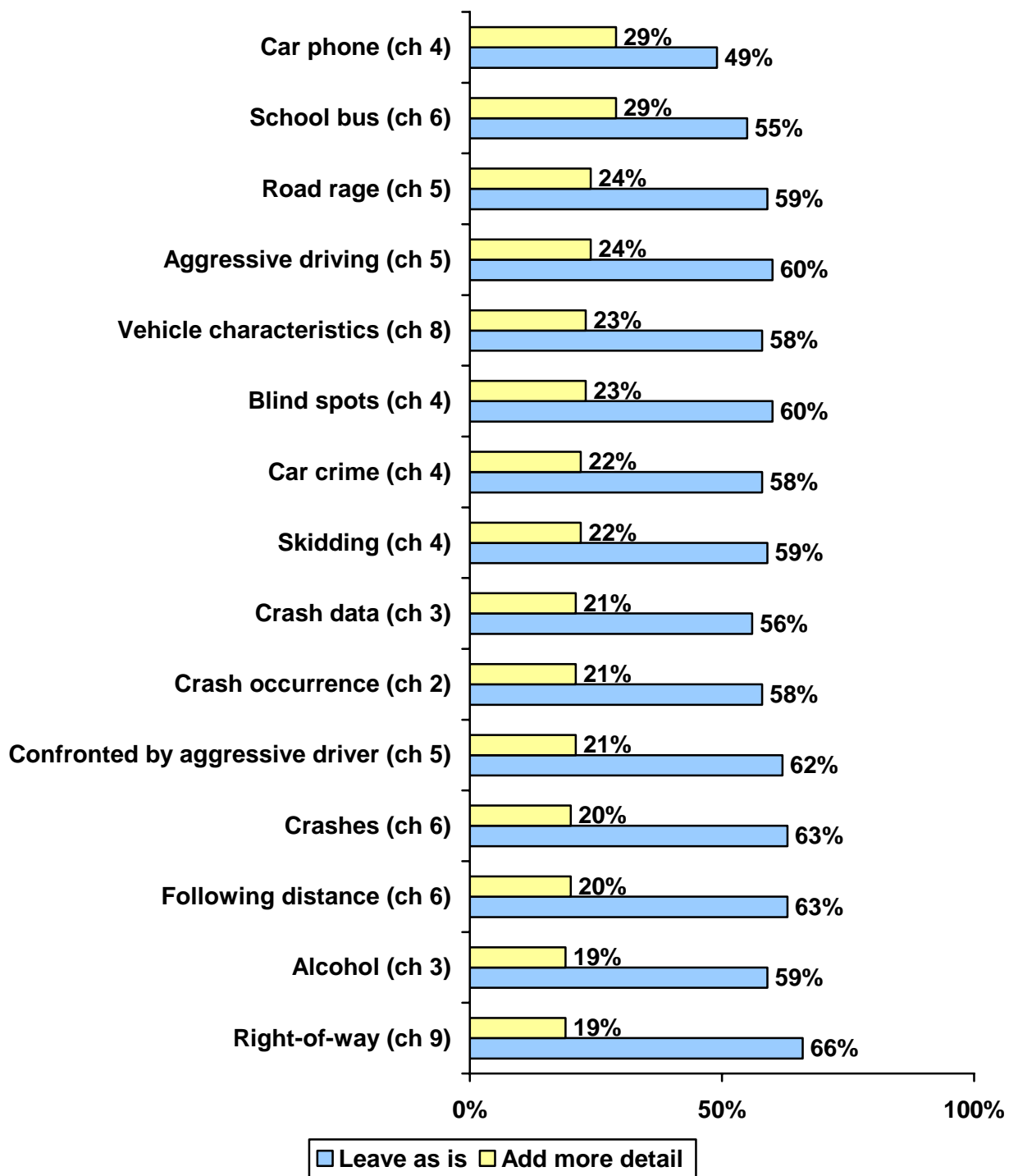4. Aggressive driving (ch 5)
5. Vehicle characteristics (ch 8)

The five topics with the lowest percent of volunteers who think "more detail is needed" include:
1. Series of right turns (ch 9)
2. Personal driving chart (ch 5)
3. Driver exercise (ch 3)
4. Personal driving capability index (ch 11)
5. Control of my driving (ch 5)

(See Figures 5 & 6)

Figure 5
Level of Detail: Volunteers' Top 15 Topics Where More Detail Is
Needed (n = 3,181)

Topic	Add more detail	Leave as is
Car phone (ch 4)	29%	49%
School bus (ch 6)	29%	55%
Road rage (ch 5)	24%	59%
Aggressive driving (ch 5)	24%	60%
Vehicle characteristics (ch 8)	23%	58%
Blind spots (ch 4)	23%	60%
Car crime (ch 4)	22%	58%
Skidding (ch 4)	22%	59%
Crash data (ch 3)	21%	56%
Crash occurrence (ch 2)	21%	58%
Confronted by aggressive driver (ch 5)	21%	62%
Crashes (ch 6)	20%	63%
Following distance (ch 6)	20%	63%
Alcohol (ch 3)	19%	59%
Right-of-way (ch 9)	19%	66%

Legend: ☐ Leave as is   ☐ Add more detail

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Figure 6
Level of Detail: Volunteers' Bottom Five Topics Where More Detail is Needed (n = 3,181)
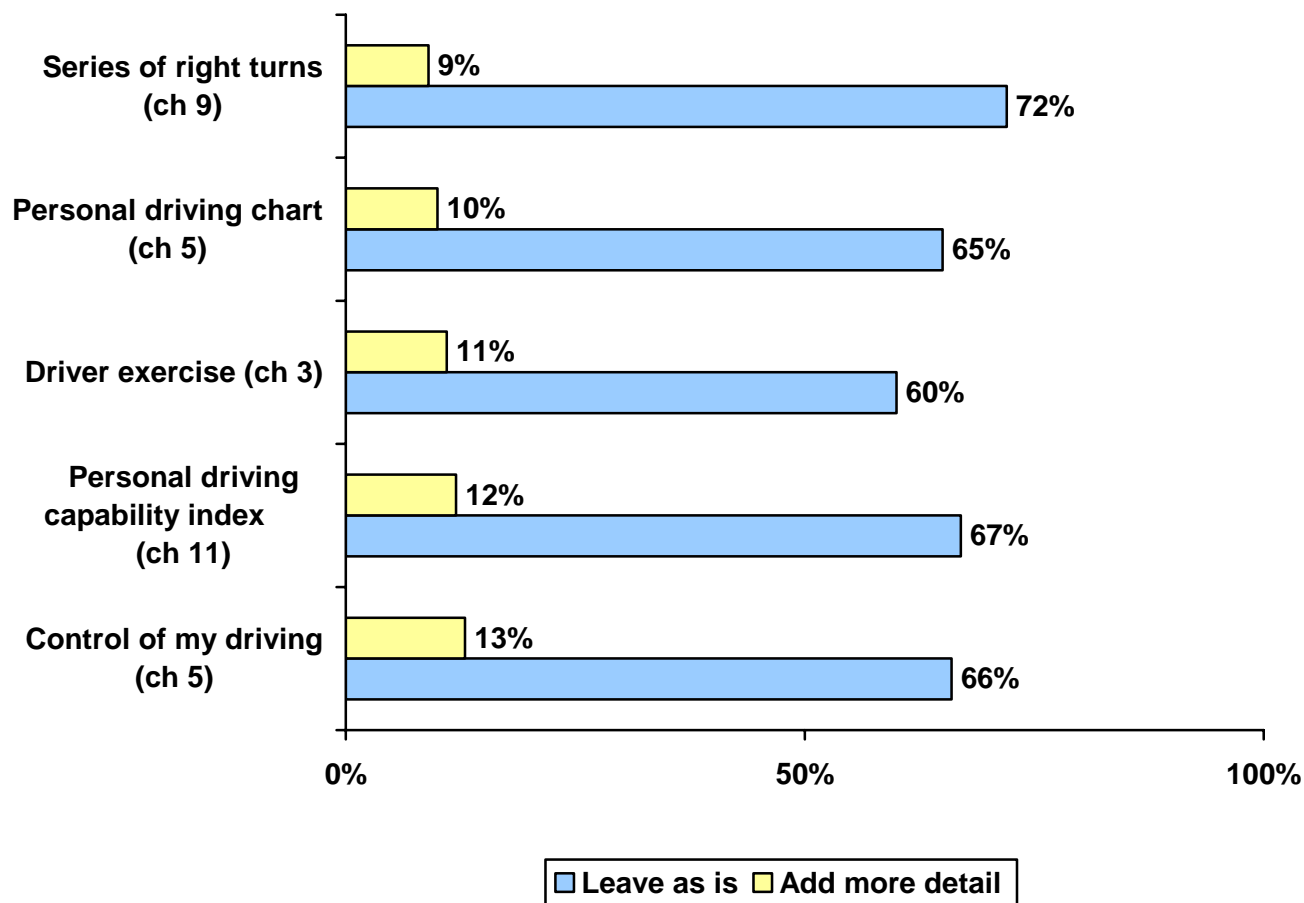
Topic	Add more detail	Leave as is
Series of right turns (ch 9)	9%	72%
Personal driving chart (ch 5)	10%	65%
Driver exercise (ch 3)	11%	60%
Personal driving capability index (ch 11)	12%	67%
Control of my driving (ch 5)	13%	66%

Legend: □ Leave as is □ Add more detail

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Demographic Differences

Males are more likely than females to say that more detail needs to be added to the topics.

Younger volunteers (<75 years of age) are more likely than older volunteers (age 75+) to say that more detail needs to be added to the 15 topics in the future.

For eight of the 15 topics, volunteers who have volunteered for five or more years are more likely than volunteers who have volunteered less than five years, to say that more details are needed.

(See Table 3)

Table 3

Table 3
Volunteers' Level of Detail by Gender, Age, and Length of Volunteer Experience
(n = 3,181)

Need to Add More Detail: Volunteers	Gender		Age		Number of Years as DSP Volunteer	
Topics and Chapter Numbers	**Males**	**Females**	**<75**	**75+**	**<5 years**	**5+ years**
Car phone (ch 4)	X	---	X	---	---	---
School bus (ch 6)	X	---	X	---	---	X
Road rage (ch 5)	X	---	X	---	---	X
Aggressive driving (ch 5)	X	---	X	---	---	X
Vehicle characteristics (ch 8)	X	---	X	---	---	X
Blind spots (ch 4)	X	---	X	---	---	X
Car crime (ch 4)	X	---	X	---	---	X
Skidding (ch 4)	X	---	X	---	---	---
Crash data (ch 3)	X	---	X	---	---	---
Crash occurrence (ch 2)	X	---	X	---	---	---
Confronted by aggressive driver (ch 5)	X	---	X	---	---	X
Crashes (ch 6)	X	---	X	---	---	X
Following distance (ch 6)	X	---	X	---	---	---
Alcohol (ch 3)	X	---	X	---	---	---
Right-of-way (ch 9)	X	---	X	---	---	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 3, regression analysis was done to identify which demographic variables (i.e., gender, age, or length of time as DSP volunteer) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified by an "X" in the table above.

For example, looking at the first topic "car phone," there is an "X" in the gender column. Based on where the "X" is, this means that males are more likely than females to say more detail needs to be added in the future.

Level of Student Interest: Volunteers

The volunteers rated each topic according to how interested they thought students were in each topic. The topics that have the highest levels of student interest are:
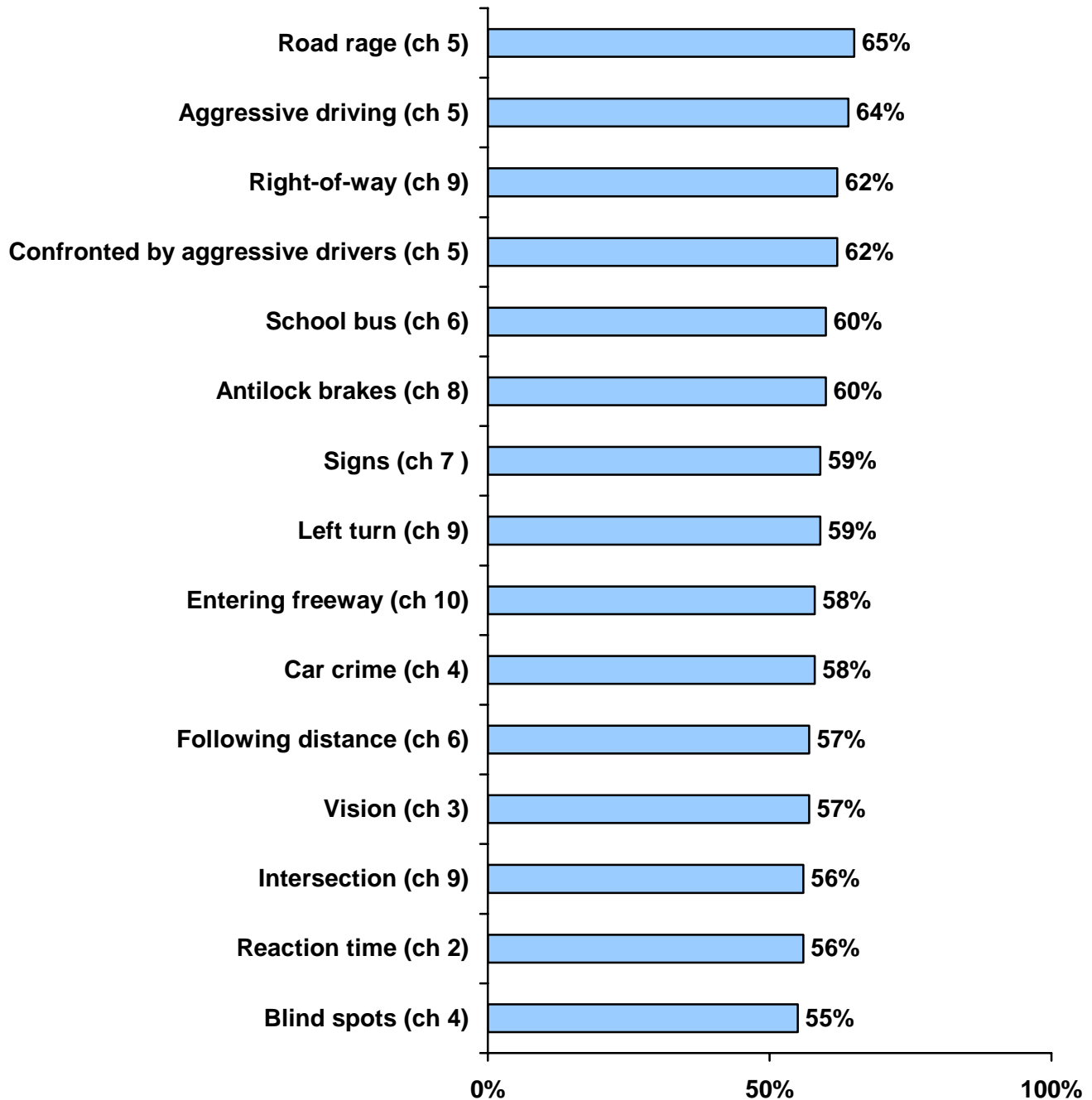1. Road rage (ch 5)
2. Aggressive driving (ch 5)
3. Right-of-way (ch 9)
4. Confronted by aggressive drivers (ch 5)
5. School bus (ch 6)

The bottom five topics with the lowest levels of student interest are:
1. Driver exercise (ch 3)
2. Local transportation (ch 11)
3. Personal driving capability index (ch 11)
4. Risk assessment (ch 2)
5. Alcohol (ch 3)

(See Figures 7 & 8)

Figure 7
Volunteers' Perceptions of Topics Students Very Interested In:
Volunteers' Top 15 Topics
(n = 3,181)

Topic	Percentage
Road rage (ch 5)	65%
Aggressive driving (ch 5)	64%
Right-of-way (ch 9)	62%
Confronted by aggressive drivers (ch 5)	62%
School bus (ch 6)	60%
Antilock brakes (ch 8)	60%
Signs (ch 7)	59%
Left turn (ch 9)	59%
Entering freeway (ch 10)	58%
Car crime (ch 4)	58%
Following distance (ch 6)	57%
Vision (ch 3)	57%
Intersection (ch 9)	56%
Reaction time (ch 2)	56%
Blind spots (ch 4)	55%

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Figure 8
Volunteers' Perceptions of Topics Students Very Interested In:
Volunteers' Bottom 5 Topics
(n = 3,181)
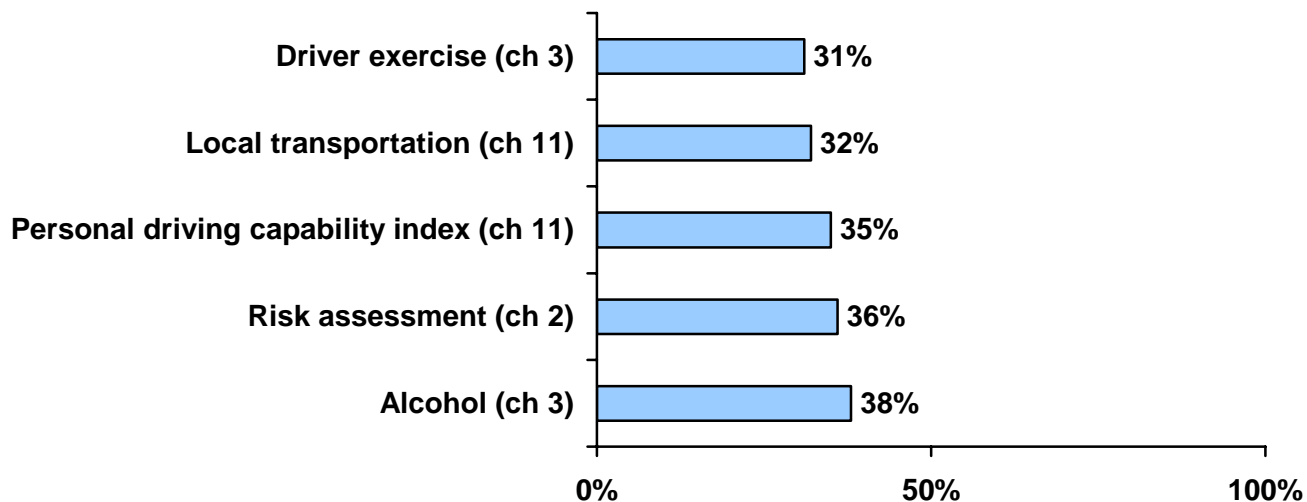
Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Demographic Differences

Males are more likely than females to say that students are very interested in all of the topics in Table 4.

Younger volunteers (<75 years of age) are more likely than older volunteers (age 75+) to say that students are very interested in all of the topics.

For two topics, volunteers who have volunteered for less than five years are more likely than volunteers who have volunteered more than five years, to say that students are very interested in these topics.

(See Table 4)

Students Perceived As Very Interested: Volunteers	Gender		Age		Number of Years as DSP Volunteer	
Topics and Chapter Numbers	Males	Females	<75	75+	<5 years	5+ years
Road rage (ch 5)	X	---	X	---	---	---
Aggressive driving (ch 5)	X	---	X	---	---	---
Right-of-way (ch 9)	X	---	X	---	---	---
Confronted by aggressive drivers (ch 5)	X	---	X	---	---	---
School bus (ch 6)	X	---	X	---	X	---
Anti-lock brakes (ch 8)	X	---	X	---	---	---
Signs (ch 7)	X	---	X	---	---	---
Left turn (ch 9)	X	---	X	---	---	---
Entering freeway (ch 10)	X	---	X	---	---	---
Car crime (ch 4)	X	---	X	---	---	---
Following distance (ch 6)	X	---	X	---	X	---
Vision (ch 3)	X	---	X	---	---	---
Intersection (ch 9)	X	---	X	---	---	---
Reaction time (ch 2)	X	---	X	---	---	---
Blind spots (ch 4)	X	---	X	---	---	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 4, regression analysis was done to identify which of the demographic variables (i.e., gender, age, or length of time as DSP volunteer) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified by an "X" in the table above.

For example, looking at the topic "road rage," there is an "X" in the gender column. Based on where the "X" is, this means males are more likely than females to say that they think that students are very interested in this topic.

Usefulness of Topics: Graduates

Graduates rated 44 topics on their usefulness. The top five most useful topics are:
1. Following distance (ch 6)
2. Aggressive driving & road rage (ch 5)
3. Crash prevention tips (ch 2)
4. Right-of-way (ch 9)
5. Signs & signals (ch 7)

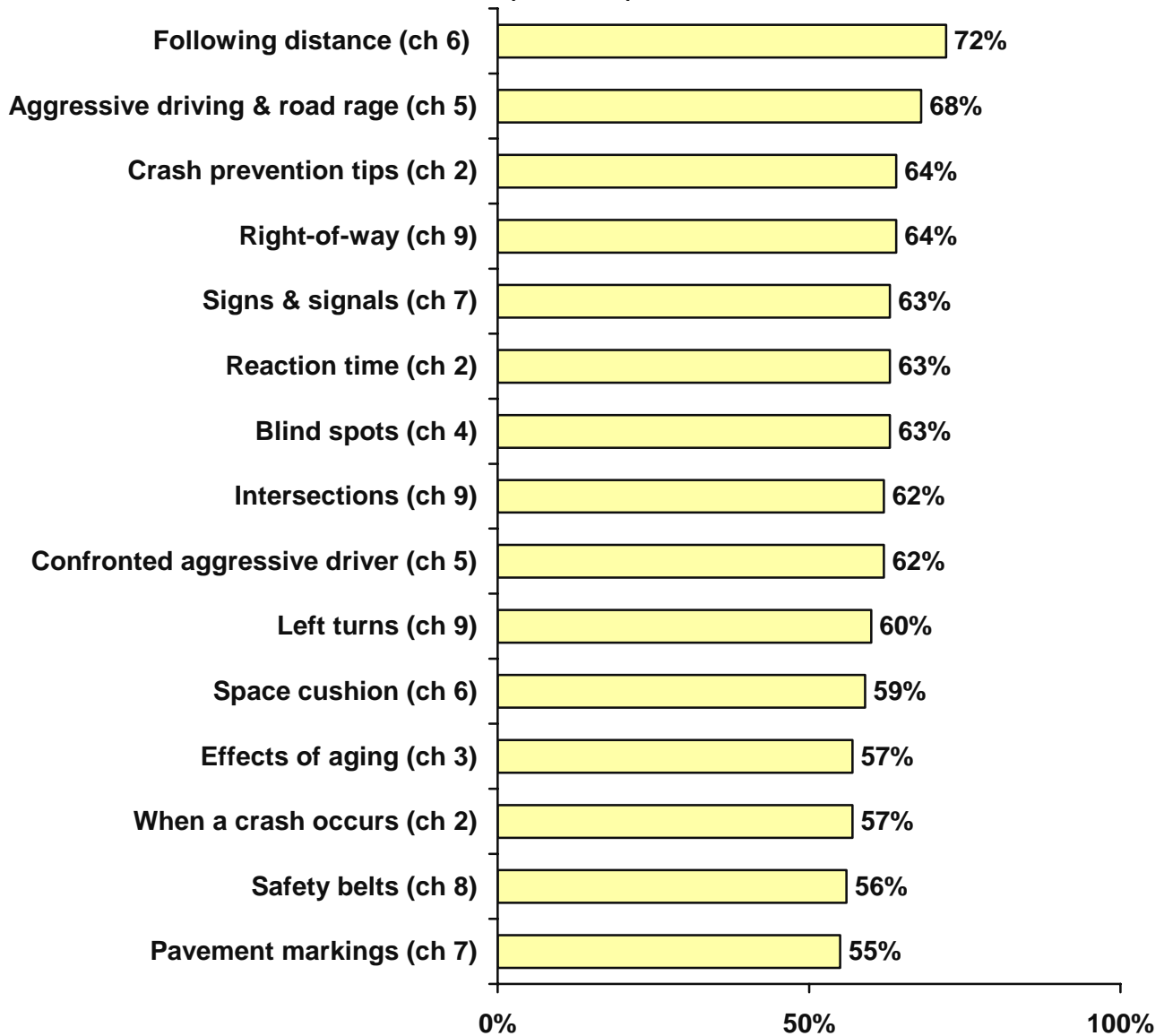The five topics graduates rated as least useful include:
1. Local transportation options (ch 11)
2. Shopping centers/parking lots (ch 4)
3. Vehicle characteristics (ch 8)
4. Hearing loss (ch 3)
5. Driver capability index (ch 11)

 (See Figures 9 & 10)

Figure 9
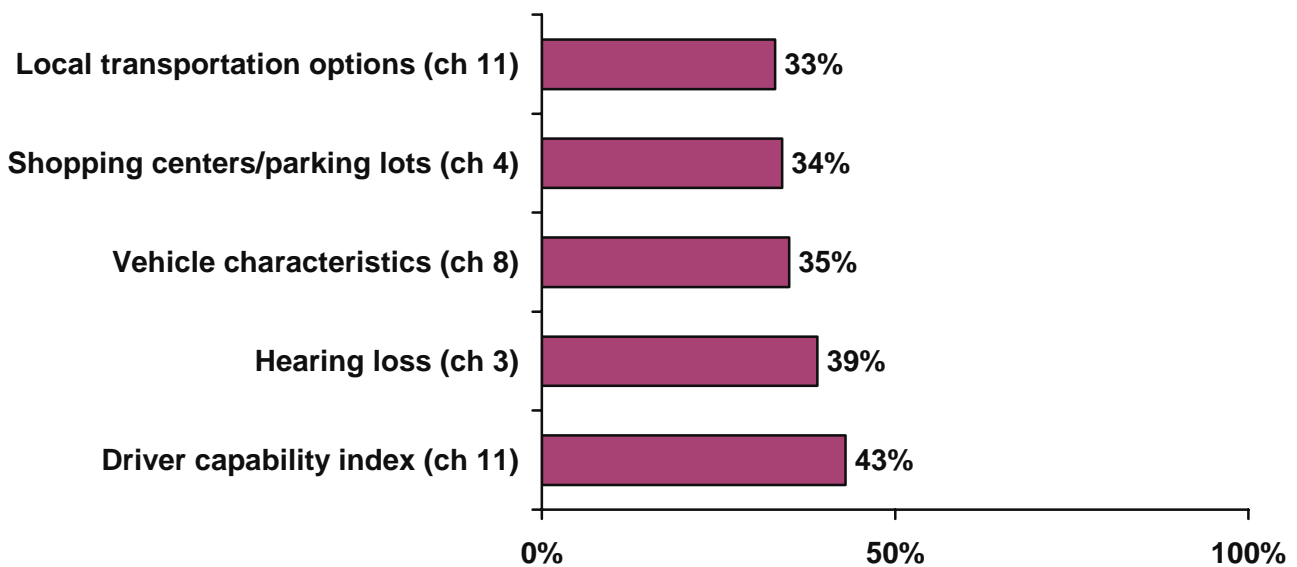**Top 15 Topics "Very Useful" for Graduates**
(n = 3,464)

Topic	Percent
Following distance (ch 6)	72%
Aggressive driving & road rage (ch 5)	68%
Crash prevention tips (ch 2)	64%
Right-of-way (ch 9)	64%
Signs & signals (ch 7)	63%
Reaction time (ch 2)	63%
Blind spots (ch 4)	63%
Intersections (ch 9)	62%
Confronted aggressive driver (ch 5)	62%
Left turns (ch 9)	60%
Space cushion (ch 6)	59%
Effects of aging (ch 3)	57%
When a crash occurs (ch 2)	57%
Safety belts (ch 8)	56%
Pavement markings (ch 7)	55%

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Figure 10
Bottom Five Topics "Very Useful" for Graduates
(n = 3,464)

Topic	Percentage
Local transportation options (ch 11)	33%
Shopping centers/parking lots (ch 4)	34%
Vehicle characteristics (ch 8)	35%
Hearing loss (ch 3)	39%
Driver capability index (ch 11)	43%

0%   50%   100%

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Demographic Differences

Younger graduates (<75 years of age) are more likely than older graduates (age 75+) to say that "aggressive driving & road rage," "reaction time," and "confronted by an aggressive driver" are very useful.

There are no significant differences due to employment status or whether it was a graduate's first time taking the course or not.

(See Table 5)

Very Useful Topics: graduates	Age		Employment Status		First Time Taking Course	
Topics and Chapter Numbers	< 75	75 +	Emp-loyed	Not Employed	Yes	No
Following distance (ch 6)	---	---	---	---	---	---
Aggressive driving & road rage (ch 5)	X	---	---	---	---	---
Crash prevention tips (ch 2)	---	---	---	---	---	---
Right-of- way (ch 9)	---	---	---	---	---	---
Signs & signals (ch 7)	---	---	---	---	---	---
Reaction time (ch 2)	X	---	---	---	---	---
Blind spots (ch 4)	---	---	---	---	---	---
Intersections (ch 9)	---	---	---	---	---	---
Confronted by aggressive driver (ch 5)	X	---	---	---	---	---
Left turns (ch 9)	---	---	---	---	---	---
Space cushion (ch 6)	---	---	---	---	---	---
Effects of aging (ch 3)	---	---	---	---	---	---
When a crash occurs (ch 2)	---	---	---	---	---	---
Safety belts (ch 8)	---	---	---	---	---	---
Pavement markings (ch 7)	---	---	---	---	---	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report
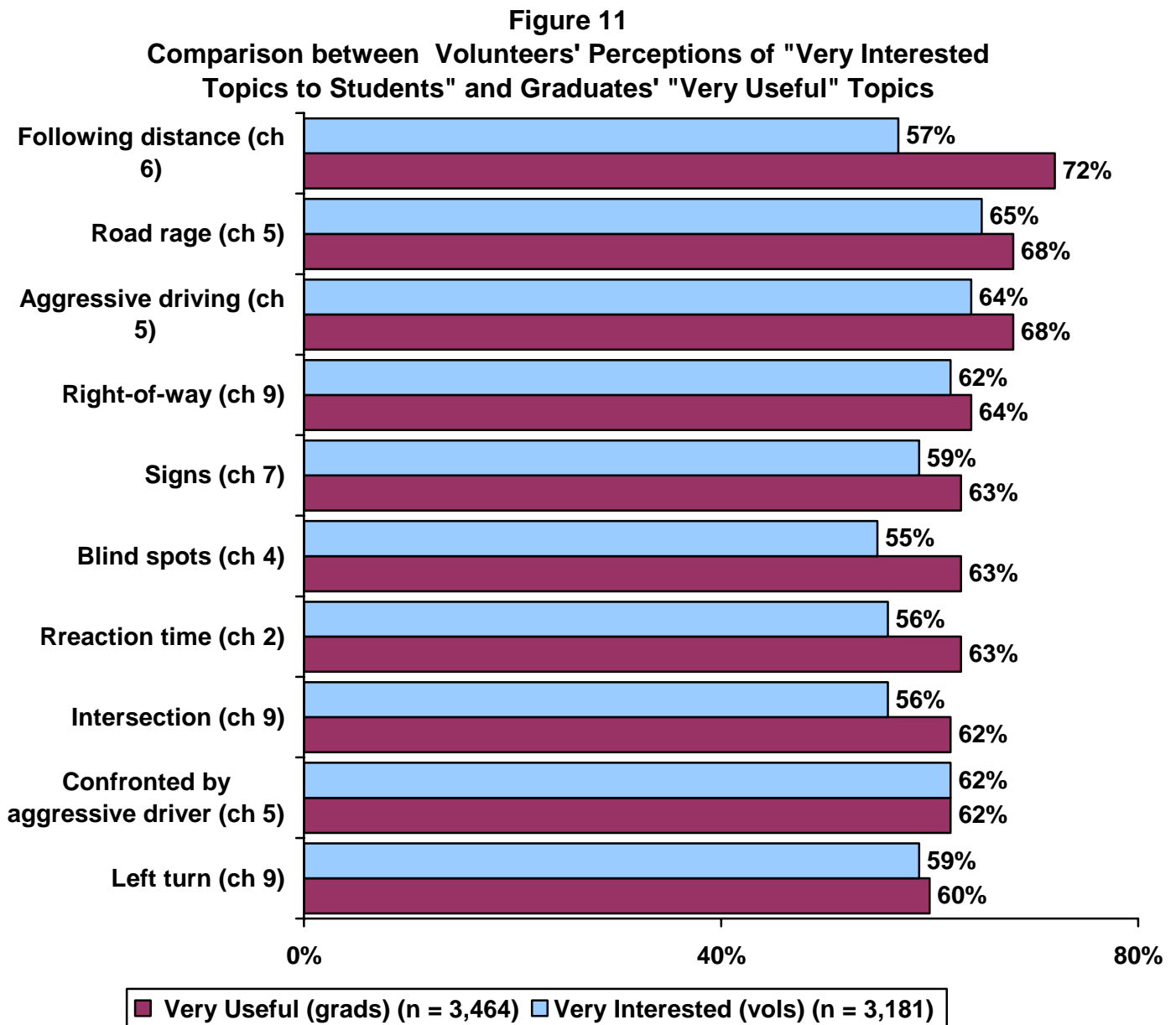
In Table 5, regression analysis was done to identify which of the demographic variables (i.e., age, employment status, or whether first time taking DSP course) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified by an "X" in the table above.

For example, looking at "aggressive driving & road rage," there is an "X" in the age column. Based on where the "X" is, this means that the graduates under the age of 75 are more likely than graduates age 75 or older to say that the topic "aggressive driving & road rage" is very useful.

Comparison of Volunteers' Level of Student Interest and Graduates Usefulness

Comparisons were made between what the volunteers said were the topics of high student interest and the graduates' rate of the usefulness of the topics. There was some consistency of opinion between the volunteers and graduates. Ten of the fifteen topics appeared in both of the volunteers' top 15 list for level of student interest and the graduates' top 15 list of useful topics.

In general the graduates have higher percentages than the volunteers. This may be due to the difference in a question wording (i.e., between interested and useful). Two topics with the greatest differences between volunteers and graduates are: "following distance" and "blind spots". (See Figure 11)

Figure 11
Comparison between Volunteers' Perceptions of "Very Interested Topics to Students" and Graduates' "Very Useful" Topics

Topic	Very Interested (vols)	Very Useful (grads)
Following distance (ch 6)	57%	72%
Road rage (ch 5)	65%	68%
Aggressive driving (ch 5)	64%	68%
Right-of-way (ch 9)	62%	64%
Signs (ch 7)	59%	63%
Blind spots (ch 4)	55%	63%
Rreaction time (ch 2)	56%	63%
Intersection (ch 9)	56%	62%
Confronted by aggressive driver (ch 5)	62%	62%
Left turn (ch 9)	59%	60%

■ Very Useful (grads) (n = 3,464) □ Very Interested (vols) (n = 3,181)

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Volunteers Evaluation of the Topics in the Appendix of the Student Workbook
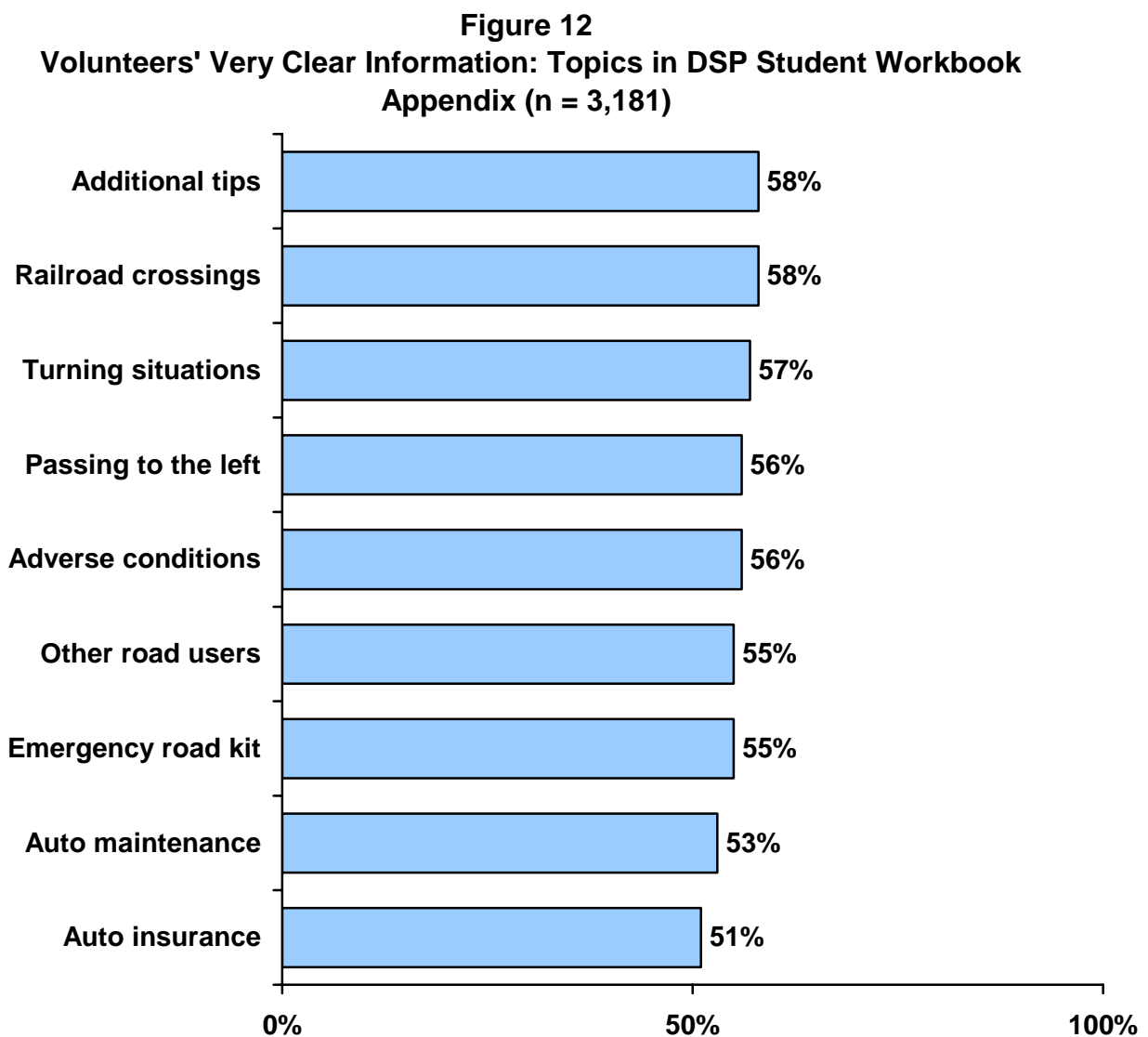
Clarity of Information: Student Workbook Appendix

The top three topics in the DSP student workbook Appendix that volunteers identified as "very clear" are:
1. Additional tips
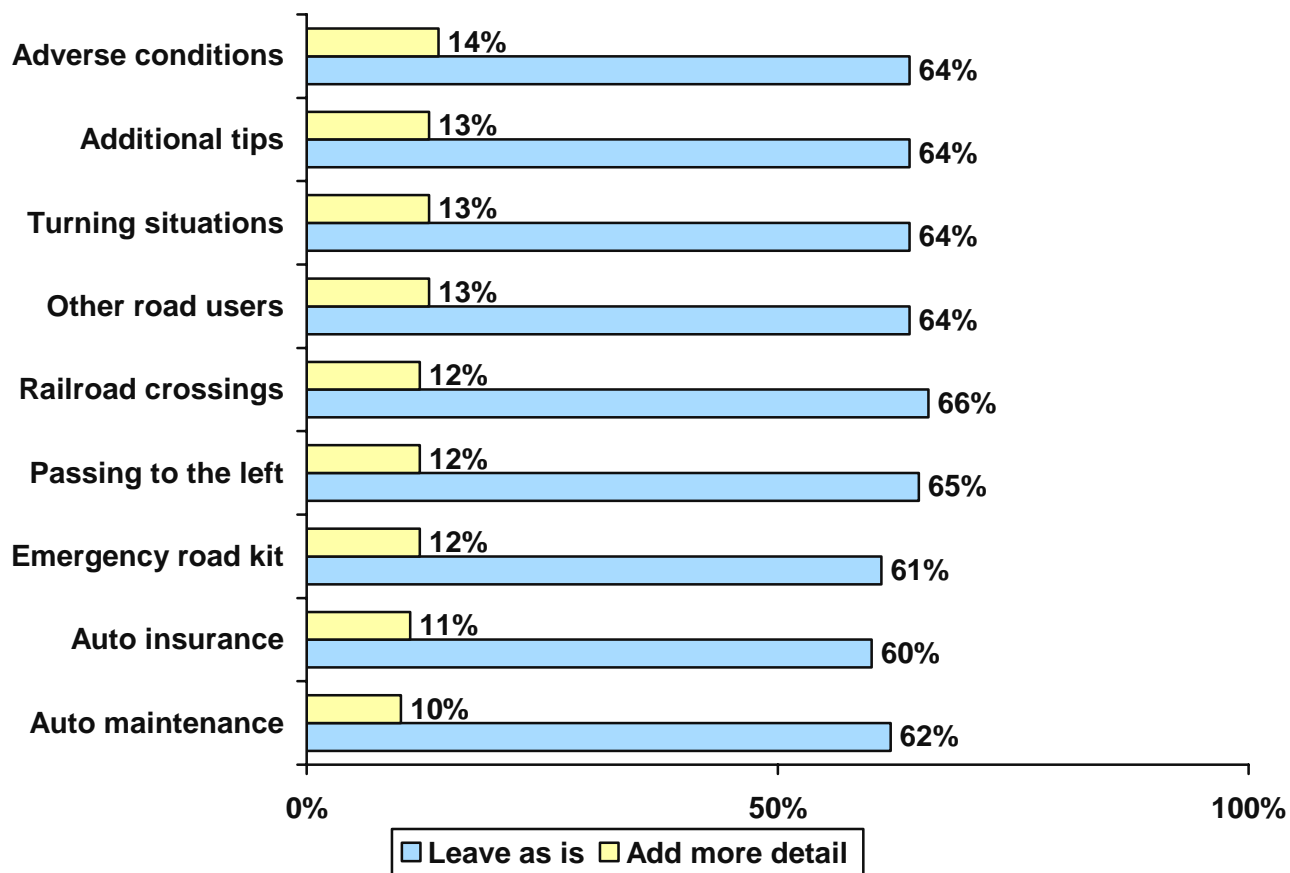2. Railroad crossings
3. Turning situations

However, volunteers rated both "additional tips" and "turning situations" as "very clear" and rated "need to have more detail added" for future courses.

(See Figures 12 & 13)

Figure 12
Volunteers' Very Clear Information: Topics in DSP Student Workbook Appendix (n = 3,181)

Topic	Percentage
Additional tips	58%
Railroad crossings	58%
Turning situations	57%
Passing to the left	56%
Adverse conditions	56%
Other road users	55%
Emergency road kit	55%
Auto maintenance	53%
Auto insurance	51%

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

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Figure 13
Level of Detail: Volunteers' Perceptions of Appendix
(n = 3,181)

Topic	Add more detail	Leave as is
Adverse conditions	14%	64%
Additional tips	13%	64%
Turning situations	13%	64%
Other road users	13%	64%
Railroad crossings	12%	66%
Passing to the left	12%	65%
Emergency road kit	12%	61%
Auto insurance	11%	60%
Auto maintenance	10%	62%

☐ Leave as is ☐ Add more detail

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Demographic Differences

For all of the topics in the DSP student workbook Appendix, males are more likely than females to say that the topics are very clear and that more detail needs to be added to the topics.

Younger volunteers (<75 years of age) are more likely than older volunteers (age 75+) to also say that the topics are very clear and that more detail needs to be added to the topics.

(See Table 6)

Appendix Topics: Volunteers	Gender		Age		Number of Years as DSP Volunteer	
Very Clear Information	**Males**	**Females**	**<75**	**75+**	**<5 years**	**5+ years**
Additional tips	X	---	X	---	---	---
Railroad crossings	X	---	X	---	---	---
Turning situations	X	---	X	---	---	---
Passing to the left	X	---	X	---	---	---
Adverse conditions	X	---	X	---	---	---
Other road users	X	---	X	---	---	---
Emergency road kit	X	---	X	---	---	---
Auto maintenance	X	---	X	---	---	---
Auto insurance	X	---	X	---	---	---
Need to Add More Information						
Adverse conditions	X	---	X	---	---	---
Additional tips	X	---	X	---	---	---
Turning situations	X	---	X	---	---	---
Other road users	X	---	X	---	---	---
Railroad crossings	X	---	X	---	---	---
Passing to the left	X	---	X	---	---	---
Emergency road kit	X	---	X	---	---	---
Auto maintenance	X	---	X	---	---	---
Auto insurance	X	---	X	---	---	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 6, regression analysis was done to identify which of the demographic variables (i.e., age and length of volunteer experience) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified by an "X" in the table above.

For example, looking at "additional tips," there is an "X" in the gender column. Based on where the "X" is, this means that males are more likely than females to say "additional tips" is very clear.

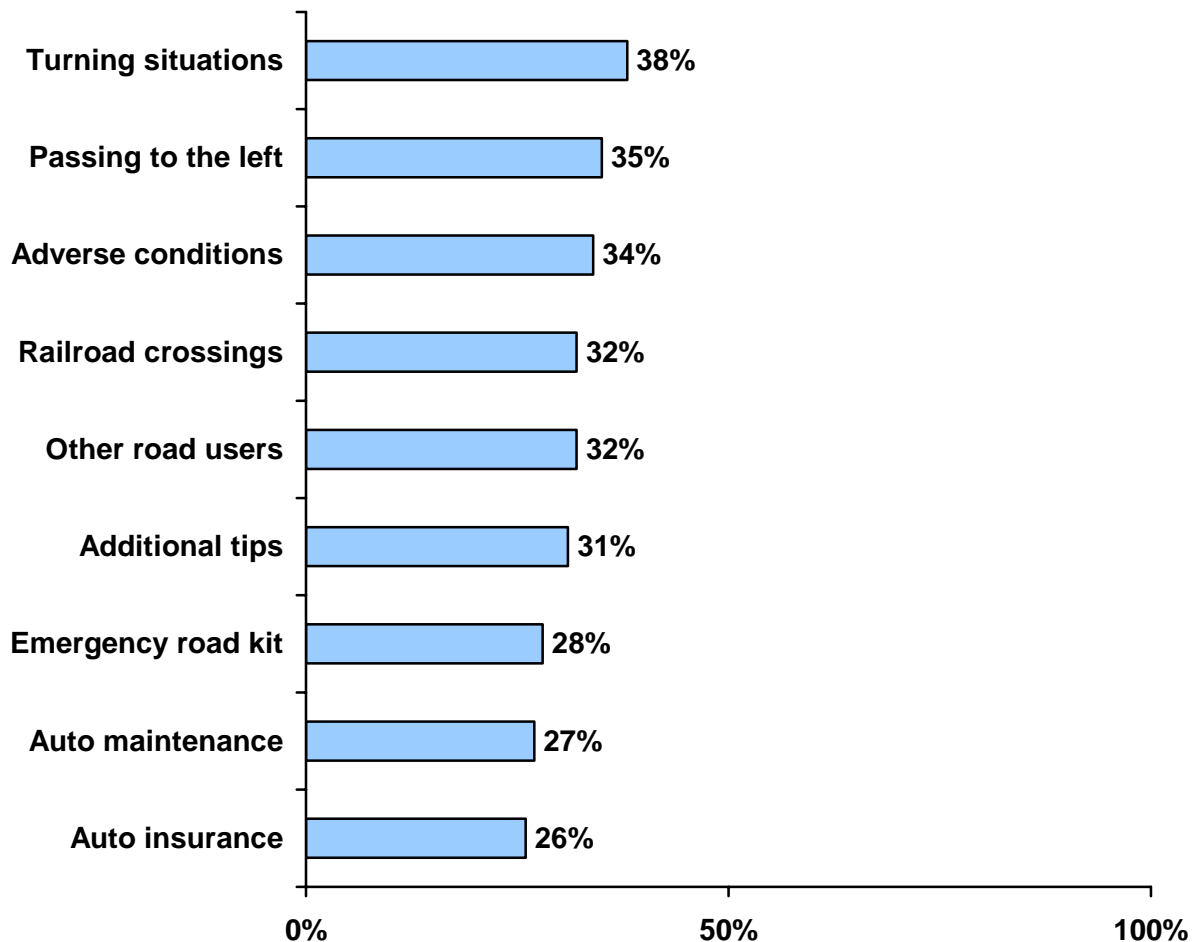## Use and Interest in Topics: DSP Student Workbook Appendix

There are three topics in the DSP student workbook Appendix which that have the highest levels of use by volunteers, perceived by volunteers as having the highest level of student interest, and rated "very useful" by graduates. These useful topics are:
1. Turning Situations
2. Passing To The Left
3. Adverse conditions

(See Figures 14 & 15)

Figure 14
Frequently Used Topics by Volunteers: Topics in Student
Workbook Appendix (n = 3,181)

Topic	Percentage
Turning situations	38%
Passing to the left	35%
Adverse conditions	34%
Railroad crossings	32%
Other road users	32%
Additional tips	31%
Emergency road kit	28%
Auto maintenance	27%
Auto insurance	26%

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Figure 15
Student Workbook Appendix Topics: Comparison between
Volunteers' Perceptions of "Very Interested to Students" and
Graduates "Very Useful"
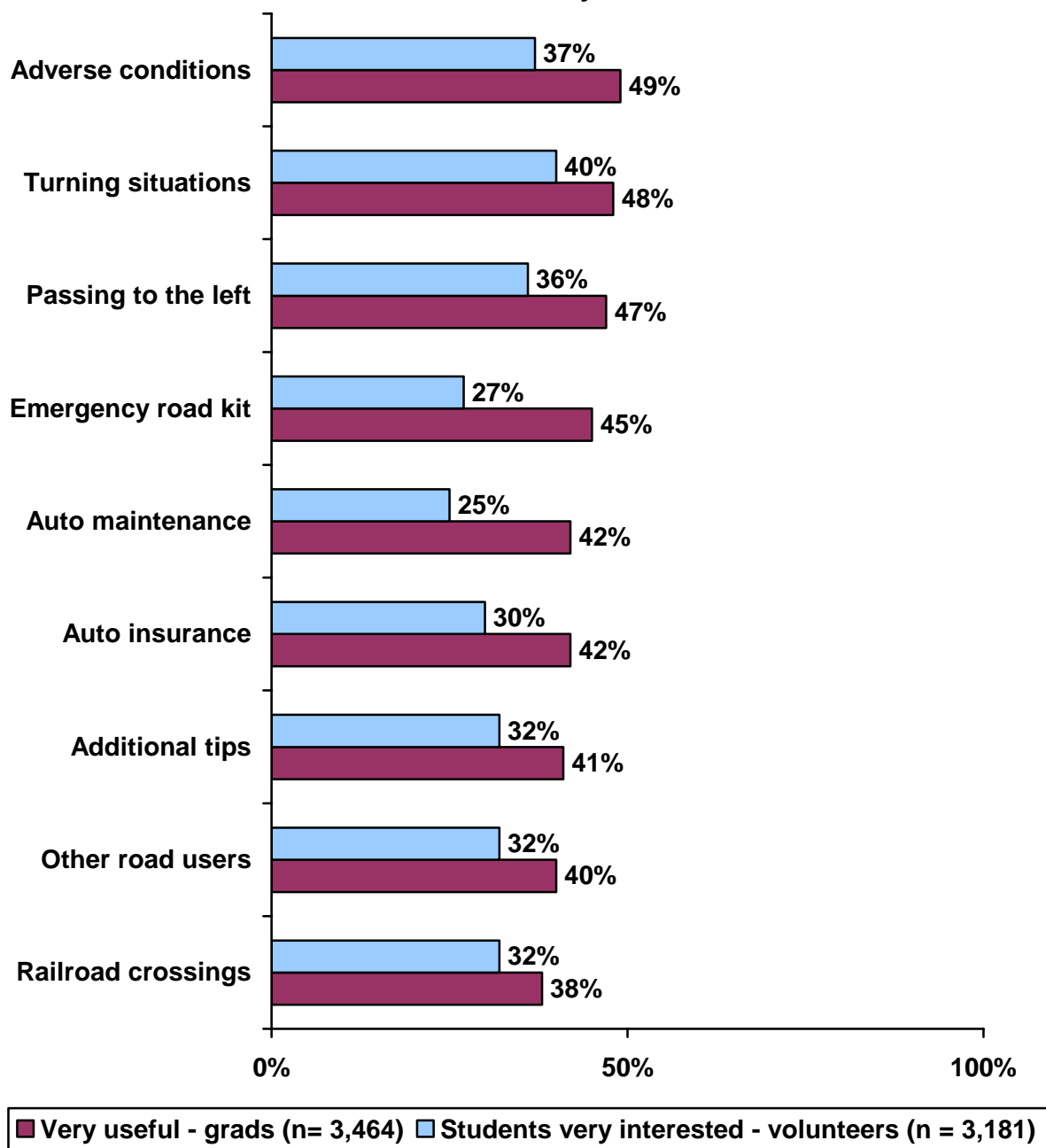
Topic	Students very interested - volunteers	Very useful - grads
Adverse conditions	37%	49%
Turning situations	40%	48%
Passing to the left	36%	47%
Emergency road kit	27%	45%
Auto maintenance	25%	42%
Auto insurance	30%	42%
Additional tips	32%	41%
Other road users	32%	40%
Railroad crossings	32%	38%

■ Very useful - grads (n= 3,464) □ Students very interested - volunteers (n = 3,181)

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

<u>Demographic Differences</u>

Younger graduates (<75 years of age) are more likely than older graduates (age 75 +) to rate "adverse conditions" and "additional tips" as very useful.

For all of the topics in the Appendix, males are more likely than females to say that they frequently used the topics and that they think students will find them very useful.

Younger volunteers (<75 years of age) are more likely than older volunteers (age 75+) to also say that they frequently used the topics and that they think students will find them very useful.

(See Tables 7 & 8)

Table 7
Graduates' Very Useful Appendix Topics by Age, Employment Status, and Whether First Time Taking Course or Not (n = 3,464)

Very Useful: Graduates	Gender		Age		Number of Years as DSP Volunteer	
	Males	**Females**	**<75**	**75+**	**<5 years**	**5+ years**
Adverse conditions	---	---	X	---	---	---
Additional tips	---	---	X	---	---	---
Turning situations	---	---	---	---	---	---
Other road users	---	---	---	---	---	---
Railroad crossings	---	---	---	---	---	---
Passing to the left	---	---	---	---	---	---
Emergency road kit	---	---	---	---	---	---
Auto maintenance	---	---	---	---	---	---
Auto insurance	---	---	---	---	---	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 7, regression analysis was done to identify which of the demographic variables (i.e., age, employment status, or whether first time taking DSP course) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified by an "X" in the table above.

For example, looking at "adverse conditions," there is an "X" in the age column. Based on where the "X" is, this means that the graduates under the age of 75 are more likely than graduates age 75 or older to say that the topic "adverse conditions" is very useful.

Table 8
Volunteers Evaluation of Frequency of Use and the Level of Student Interest for Appendix Topics by Gender, Age and Length of Volunteer Experience (n = 3,181)

Appendix Topics: Volunteers	Gender		Age		Number of Years as DSP Volunteer	
Used Frequently	Males	Females	<75	75+	<5 years	5+ years
Additional tips	X	---	X	---	---	---
Railroad crossings	X	---	X	---	---	---
Turning situations	X	---	X	---	---	---
Passing to the left	X	---	X	---	---	---
Adverse conditions	X	---	X	---	---	---
Other road users	X	---	X	---	---	---
Emergency road kit	X	---	X	---	---	---
Auto maintenance	X	---	X	---	---	---
Auto insurance	X	---	X	---	---	---
Students Very Interested						
Adverse conditions	X	---	X	---	---	---
Additional tips	X	---	X	---	---	---
Turning situations	X	---	X	---	---	---
Other road users	---	---	X	---	---	---
Railroad crossings	X	---	X	---	---	---
Passing to the left	X	---	X	---	---	---
Emergency road kit	---	---	X	---	---	---
Auto maintenance	---	---	X	---	---	---
Auto insurance	X	---	X	---	---	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 8, regression analysis was done to identify which of the demographic variables (i.e., age and length of volunteer experience) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified by an "X" in the table above.

For example, looking at "additional tips," there is an "X" in the gender column. Based on where the "X" is, this means that males are more likely than females to say "additional tips" is used frequently.

Evaluation of the DSP Video

In general volunteers gave high positive ratings to six of the seven sections in the DSP video. Specifically between 46% and 68% of the volunteers rated these sections as having:
- Excellent quality
- Very clear information
- Very interested students

The most positively rated sections of the video across all the above dimensions are:
1. Stomp, stay, steer (anti-lock brakes)
2. Physical changes
3. The vehicle
4. Crash data
5. Driver guidance

Although volunteers rated the clarity of the information in the "welcome to AARP" section as high as the other sections, the quality of the video and the level of student interest for "welcome to AARP" was lower than the other sections.

(See Figures 16 - 19)

Figure 16
Excellent Quality of Video: Volunteers Perception of the DSP
Video (n = 3,181)
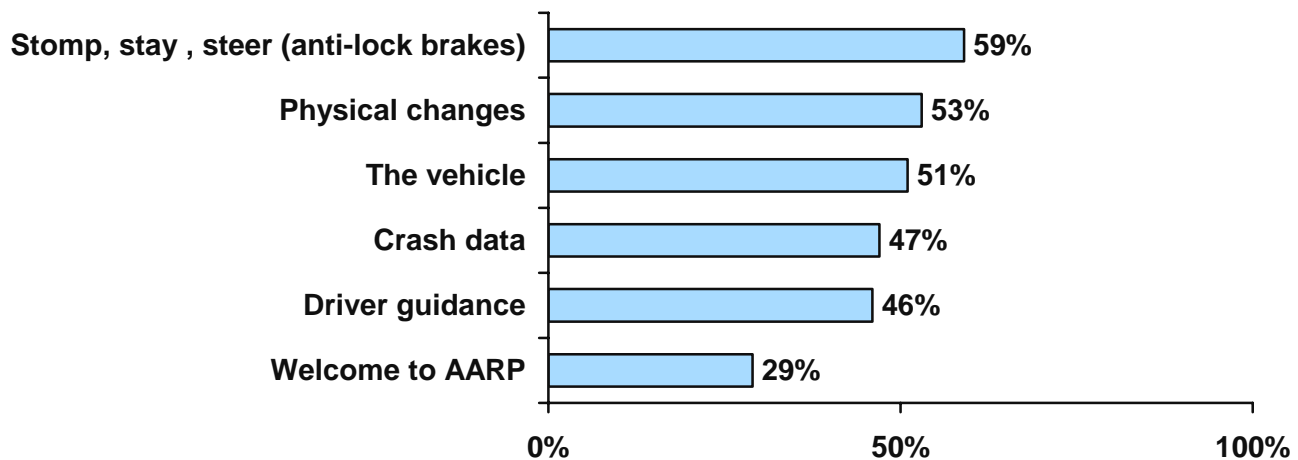
Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report
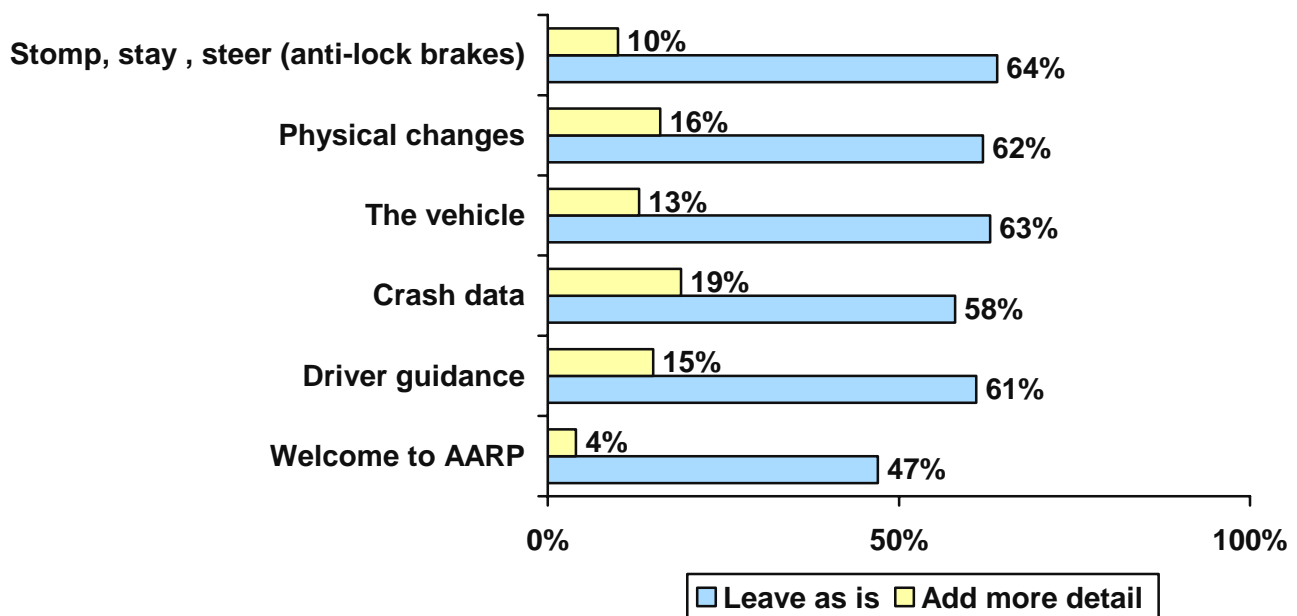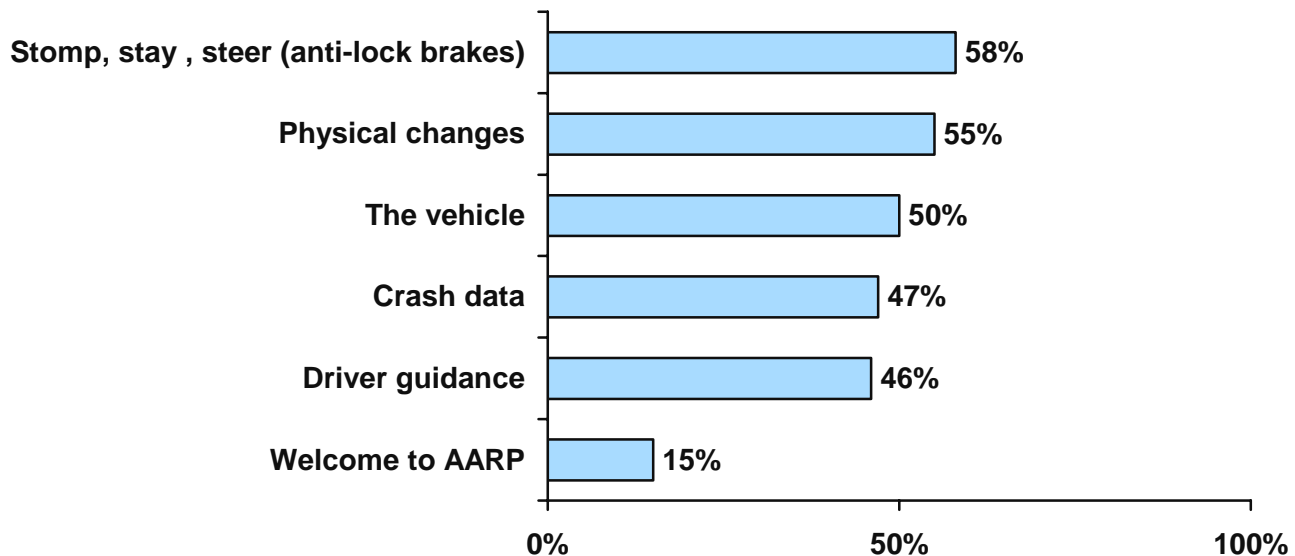
Figure 17
Very Clear Video Sections: Volunteers Perception of the DSP Video
(n = 3,181)

Section	Percentage
Stomp, stay , steer (anti-lock brakes)	63%
Physical changes	62%
The vehicle	59%
Crash data	58%
Driver guidance	58%
Welcome to AARP	58%

0%   50%   100%
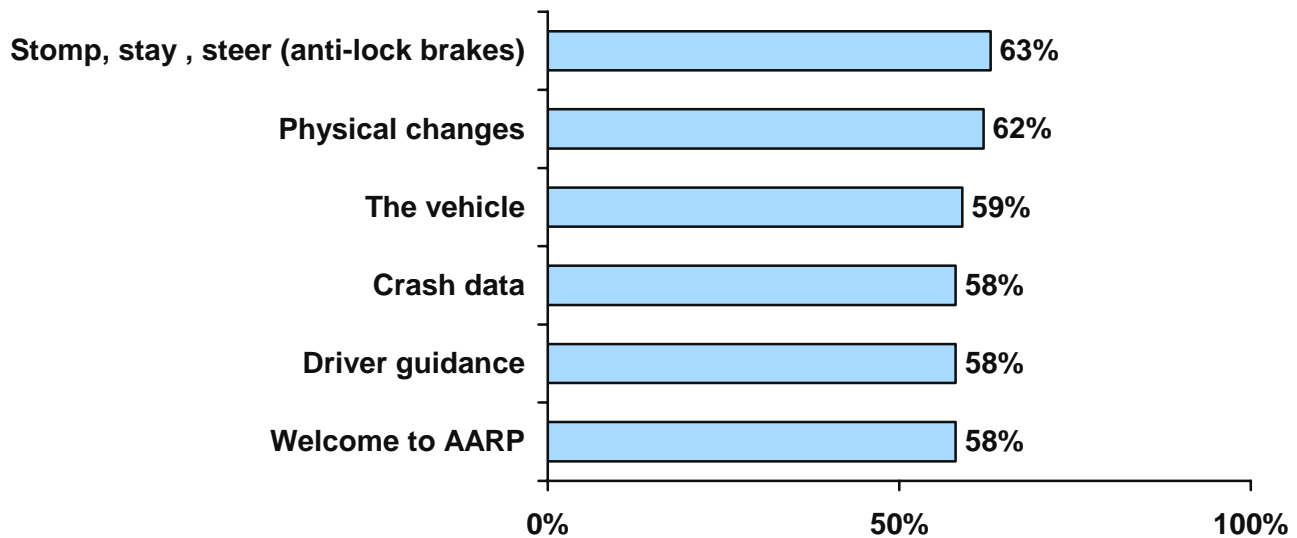
Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Figure 18
Level of Detail: Volunteers' Perceptions of DSP Video
(n = 3,181)

Section	Add more detail	Leave as is
Stomp, stay , steer (anti-lock brakes)	10%	64%
Physical changes	16%	62%
The vehicle	13%	63%
Crash data	19%	58%
Driver guidance	15%	61%
Welcome to AARP	4%	47%

0%   50%   100%

☐ Leave as is ☐ Add more detail

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Figure 19
Level of Student Interest: Volunteers' Perceptions of DSP Video
(n = 3,181)

Segment	Percentage
Stomp, stay , steer (anti-lock brakes)	58%
Physical changes	55%
The vehicle	50%
Crash data	47%
Driver guidance	46%
Welcome to AARP	15%

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Demographic Differences

There are similar trends for all segments of the video. Specifically, male volunteers are more likely than female volunteers and younger volunteers (<75 years of age) are more likely than older volunteers (age 75+) to give higher ratings on all dimensions (i.e., quality of the video, clarity of information, need to add more details, and perceived level of student interest).

(See Tables 9 & 10)

Table 9
Volunteers Evaluation of the Quality and Clarity of DSP Video Segments by Gender, Age and Length of Volunteer Experience (n = 3,181)

Evaluation of the video segments	Gender		Age		Number of Years as DSP Volunteer	
Video Segments	Males	Females	<75	75+	<5 years	5+ years
Excellent Quality of Video						
Stomp, stay, steer (anti-lock brakes)	X	---	X	---	---	---
Physical changes	X	---	X	---	---	---
The vehicle	X	---	X	---	---	---
Crash data	X	---	X	---	---	---
Driver guidance	X	---	X	---	---	---
Welcome to AARP	X	---	X	---	X	---
Very Clear Information						
Stomp, stay, steer (anti-lock brakes)	X	---	X	---	---	---
Physical changes	X	---	X	---	---	---
The vehicle	X	---	X	---	---	---
Crash data	X	---	X	---	---	---
Driver guidance	X	---	X	---	---	---
Welcome to AARP	X	--	X	---	X	--

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 9, regression analysis was done to identify which of the demographic variables (i.e., age and length of volunteer experience) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified by an "X" in the table above.

For example, looking at "stomp, stay, steer (anti-lock brakes)," there is an "X" in the gender column. Based on where the "X" is, this means that males are more likely than females to say that "stomp, stay, steer (anti-lock brakes)" segment of the video is excellent quality.

Evaluation of the video segments	Gender		Age		Number of Years as DSP Volunteer	
Video Segments	Males	Females	<75	75+	<5 years	5+ years
Need to Add More Detail						
Stomp, stay, steer (anti-lock brakes)	X	---	X	---	---	---
Physical changes	X	---	X	---	---	---
The vehicle	X	---	X	---	---	---
Crash data	X	---	X	---	---	---
Driver guidance	X	---	X	---	---	---
Welcome to AARP	X	---	X	---	X	---
Students very interested						
Stomp, stay, steer (anti-lock brakes)	X	---	X	---	---	---
Physical changes	X	---	X	---	---	---
The vehicle	X	---	X	---	---	---
Crash data	X	---	X	---	---	---
Driver guidance	X	---	X	---	---	---
Welcome to AARP	X	---	X	---	X	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 10, regression analysis was done to identify which of the demographic variables (i.e., age and length of volunteer experience) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified by an "X" in the table above. The percent with an "X" defines the direction of the relationship.

For example, looking at "stomp, stay, steer (anti-lock brakes)," there is an "X" For example, looking at "stomp, stay, steer (anti-lock brakes)," there is an "X" in the gender column. Based on where the "X" is, this means that males are more likely than females to say that the "stomp, stay, steer (anti-lock brakes)" segment needs to have more detail added for future courses.
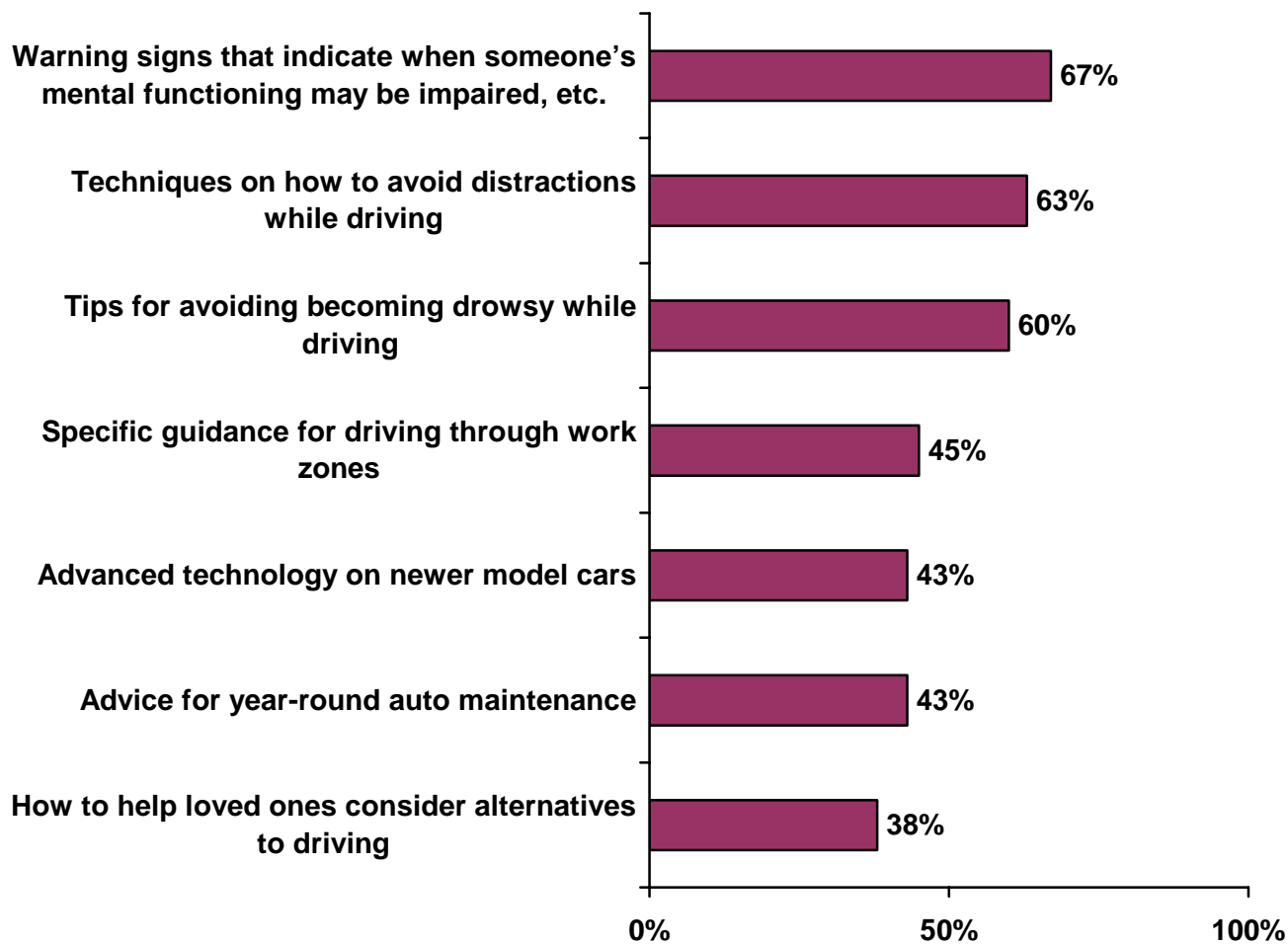
Topics to Include in Future Trainings: Graduates

The top three topics graduates thought were important to include in future trainings are:
1. Warning signs that indicate when someone's mental functioning may be impaired, etc.
2. Techniques on how to avoid distractions while driving
3. Tips to avoid becoming drowsy while driving

(See Figure 20)

Figure 20
Ranking of "Very Important" Topics to Include in Future Trainings by Graduates (n = 3,464)

Topic	Percentage
Warning signs that indicate when someone's mental functioning may be impaired, etc.	67%
Techniques on how to avoid distractions while driving	63%
Tips for avoiding becoming drowsy while driving	60%
Specific guidance for driving through work zones	45%
Advanced technology on newer model cars	43%
Advice for year-round auto maintenance	43%
How to help loved ones consider alternatives to driving	38%

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Demographic Differences

Younger graduates (< 75 years of age) are more likely than older graduates (age 75+) to suggest five of the seven topics for future trainings.

There are no significant differences in future training topics and employment status or whether first time taking the course.

(See Table 11)

Table 11
Graduates Ranking of "Very Important" Topics to Include in Future Trainings by Age, Employment Status, and Whether First Time Taking Course or Not (n = 3,464)

Very Important Topics To Include Future Training	Age		Employment		First Time Taking Course	
Topics	**< 75**	**75 +**	**Employed**	**Not employed**	**Yes**	**No**
Warning signs that indicate when someone's mental functioning may be impaired, etc.	X	---	---	---	---	---
Techniques on how to avoid distractions while driving	X	---	---	---	---	---
Tips for avoiding becoming drowsy while driving	---	---	---	---	---	---
Specific guidance for driving through work zones	X	---	---	---	---	---
Advanced technology on newer model cars	X	---	---	---	---	---
Advice for year-round auto maintenance	---	---	---	---	---	---
How to help loved ones consider alternatives to driving	X	---	---	---	---	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 11, regression analysis was done to identify which of the demographic variables (i.e., age, employment status, or whether first time taking DSP course) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified by an "X" in the table above.

For example, looking at the first topic "warning signs," there is an "X" in the age column. Based on where the "X" is, this means that the graduates under the age of 75 are more likely than graduates age 75 or older to say that they think it is very important to include this topic in future trainings.

Concerns about Driving: Graduates

The graduates were asked about their level of concern with a list of 18 topics. Most of the top five topics that graduates are concerned about relate to characteristics of other drivers. The top concerns are:
1. Drunk drivers
2. Distracted drivers
3. Aggressive drivers
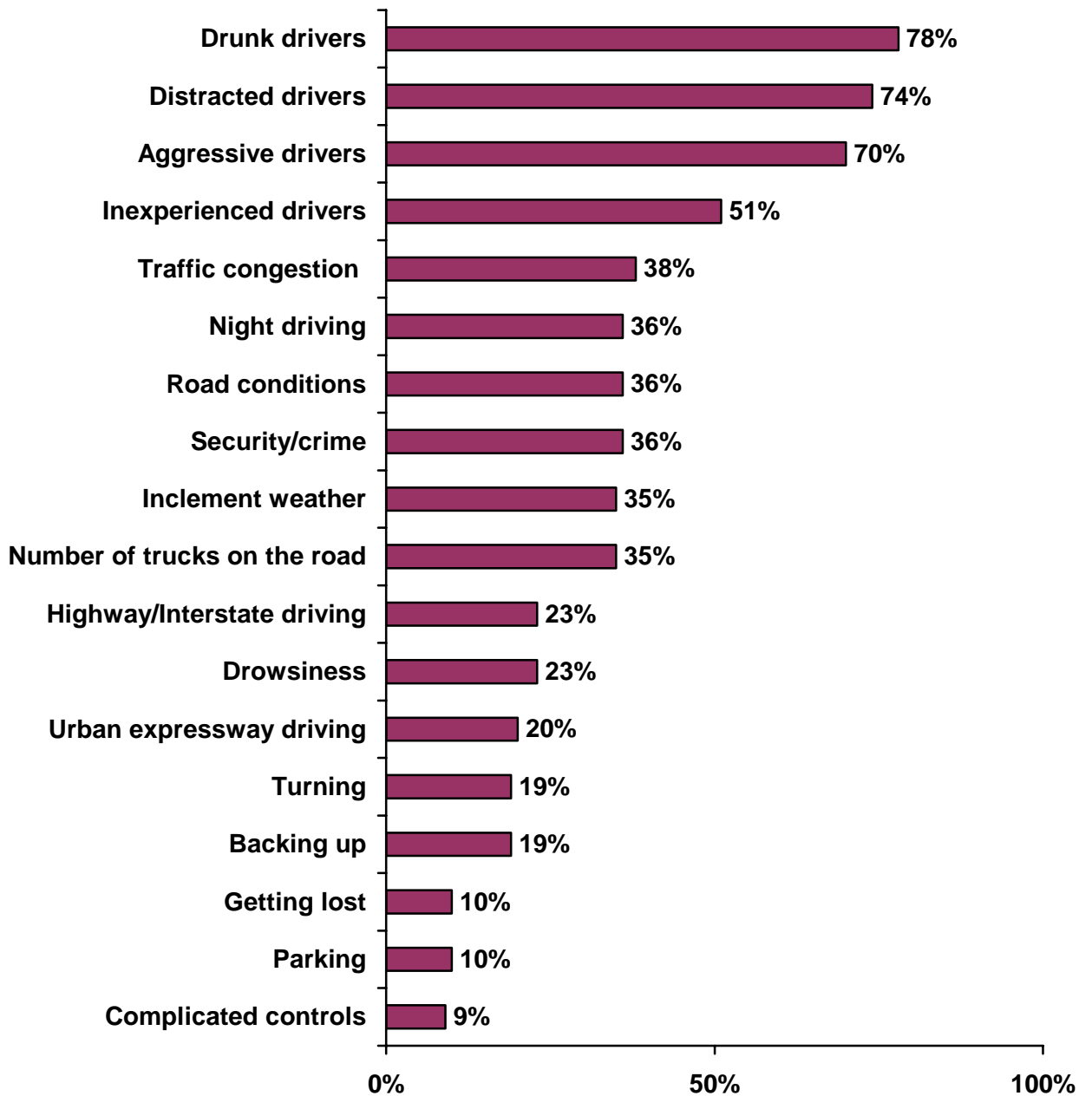4. Inexperienced drivers
5. Traffic congestion

(See Figure 21)

 Demographic Differences

Younger graduates (< 75 years of age) are more likely than older graduates (age 75+) to be concerned about 13 of the 18 topics.

(See Table 12)

Figure 21
Driving Situations Graduates are Very Concerned
About (n = 3,464)

Situation	Percent
Drunk drivers	78%
Distracted drivers	74%
Aggressive drivers	70%
Inexperienced drivers	51%
Traffic congestion	38%
Night driving	36%
Road conditions	36%
Security/crime	36%
Inclement weather	35%
Number of trucks on the road	35%
Highway/Interstate driving	23%
Drowsiness	23%
Urban expressway driving	20%
Turning	19%
Backing up	19%
Getting lost	10%
Parking	10%
Complicated controls	9%

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Table 12
Ranking of Driving Situations Graduates Are "Very Concerned" about by Age, Employment Status, and Whether First Time Taking Course or Not (n = 3,464)

Very Concerned about Driving Situations: Graduates	Age		Employment		First Time Taking Course	
Topics	< 75	75 +	Employed	Not employed	Yes	No
Drunk drivers	X	---	---	---	---	---
Distracted drivers	X	---	---	---	---	---
Aggressive drivers	X	---	---	---	---	---
Inexperienced drivers	X	---	---	---	---	---
Traffic congestion	X	---	---	---	---	---
Night driving	X	---	---	---	---	---
Road conditions	X	---	---	---	---	---
Security/crime	X	---	---	---	---	---
Inclement weather	X	---	---	---	---	---
Number of trucks on the road	---	---	---	---	---	---
Highway/interstate driving	---	---	---	---	---	---
Drowsiness	X	---	---	---	---	---
Urban expressway driving	X	---	---	---	---	---
Turning	---	---	---	---	---	---
Backing up	---	---	---	---	---	---
Getting lost	X	---	---	---	---	---
Parking	---	---	---	---	---	---
Complicated controls in vehicle	X	---	---	---	---	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 12, regression analysis was done to identify which of the demographic variables (i.e., age, employment status, or whether first time taking DSP course) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified by an "X" in the table above.

For example, looking at "drunk drivers," there is an "X" in the age column. Based on where the "X" is, this means that the graduates under the age of 75 are more likely than graduates age 75 and older to say that they are very concerned about "drunk drivers."

Preferences for Format of Future Courses

More graduates would prefer to take a four hour follow-up course (80%) rather than an eight hour follow-up course (15%). Younger graduates (<75 years of age) are more likely than older graduates (age 75+) to prefer a four hour course.

(See Figure 22 and Table 13)

Figure 22
Graduates' Preferences for 4 hours or 8 hours Follow-Up Course
(n = 3,464)
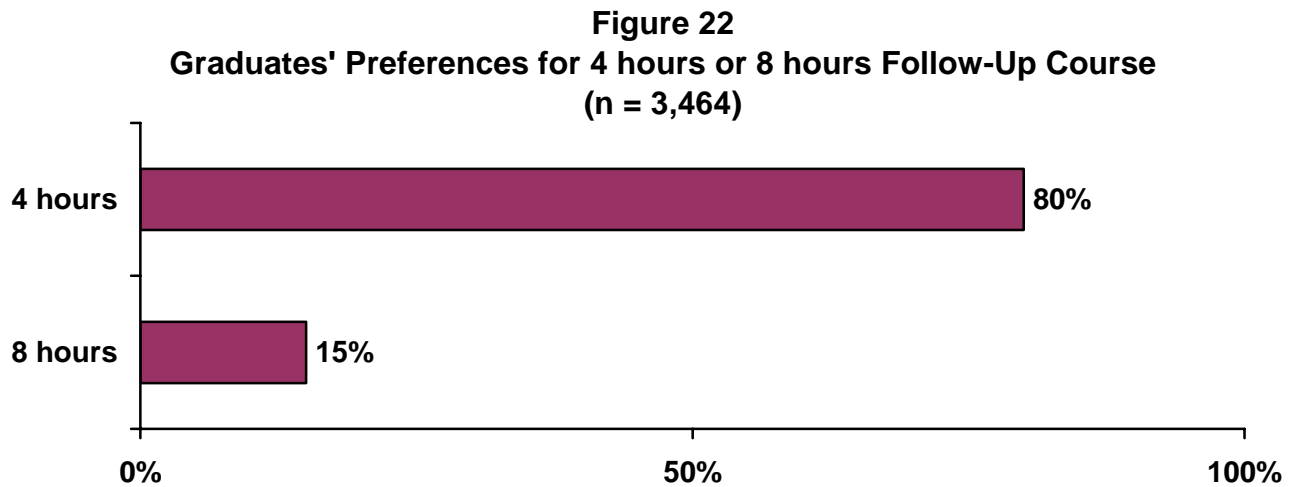
Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

More graduates would prefer to take a classroom setting (76%) for future courses than an on-line version (17%). Younger graduates (<75 years of age) are more likely than older graduates (age 75+) and employed graduates are more likely than non-employed graduates to prefer a future on-line course.

(See Figure 23 and Table 13)

Figure 23
Graduates' Preferences for Versions of Future Courses Taught On-line
or in a Classroom (n = 3,464)
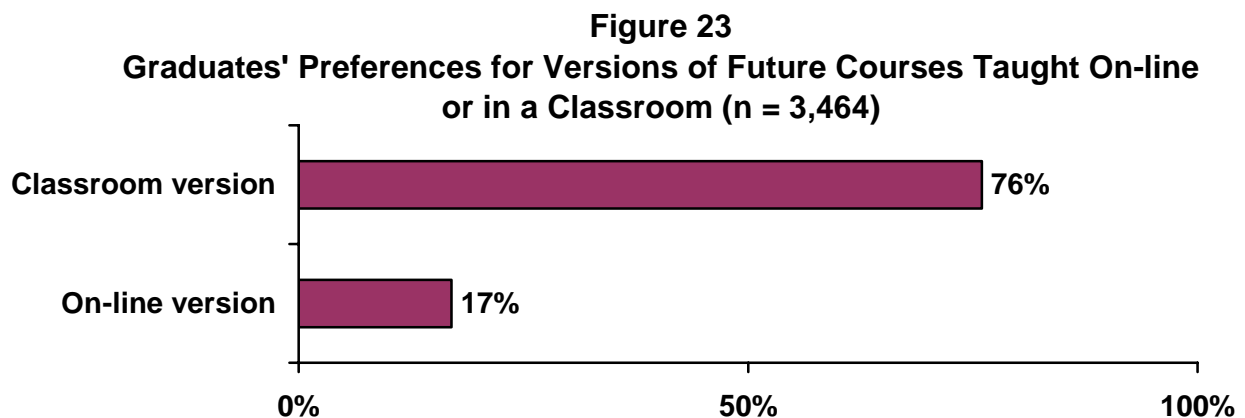
Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Table 13
Graduates' Format Preferences for Future Courses by
Age, Employment Status, and Whether First Time Taking Course or Not (n = 3,464)

Future Course Options: Graduates	Age		Employment		First Time Taking Course	
Course options	< 75	75 +	Employed	Not employed	Yes	No
Prefer to take 4 hour course version	X	---	---	---	---	---
Prefer to take on-line version	X	---	X	---	---	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 13, regression analysis was done to identify which of the demographic variables (i.e., age, employment status, or whether first time taking DSP course) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified in the table above.

For example, looking at "prefer to take 4 hour course version," there is an "X" in the age column. Based on where the "X" is, this means that the graduates under the age of 75 are more likely than graduates age 75 or older to say that they "prefer to take a four hour course version".

Preferences for Methods of Instruction: Graduates

The graduates were asked about the usefulness of eight different methods of instruction. The three preferred methods of instruction are used most frequently in "traditional classrooms" and include:
1. Lectures, explanations from instructor
2. Videos
3. Classroom discussions/questions and answers

(See Figure 24)

Demographic Differences

Older graduates (age 75+) are more likely than younger graduates (<75 years of age), to prefer "slides", "small paired discussions", "homework assignments" and "students reading aloud from workbook".

(See Table 14)

Figure 24
Graduates ' Usefulness of Learning Methods (n = 3,464)
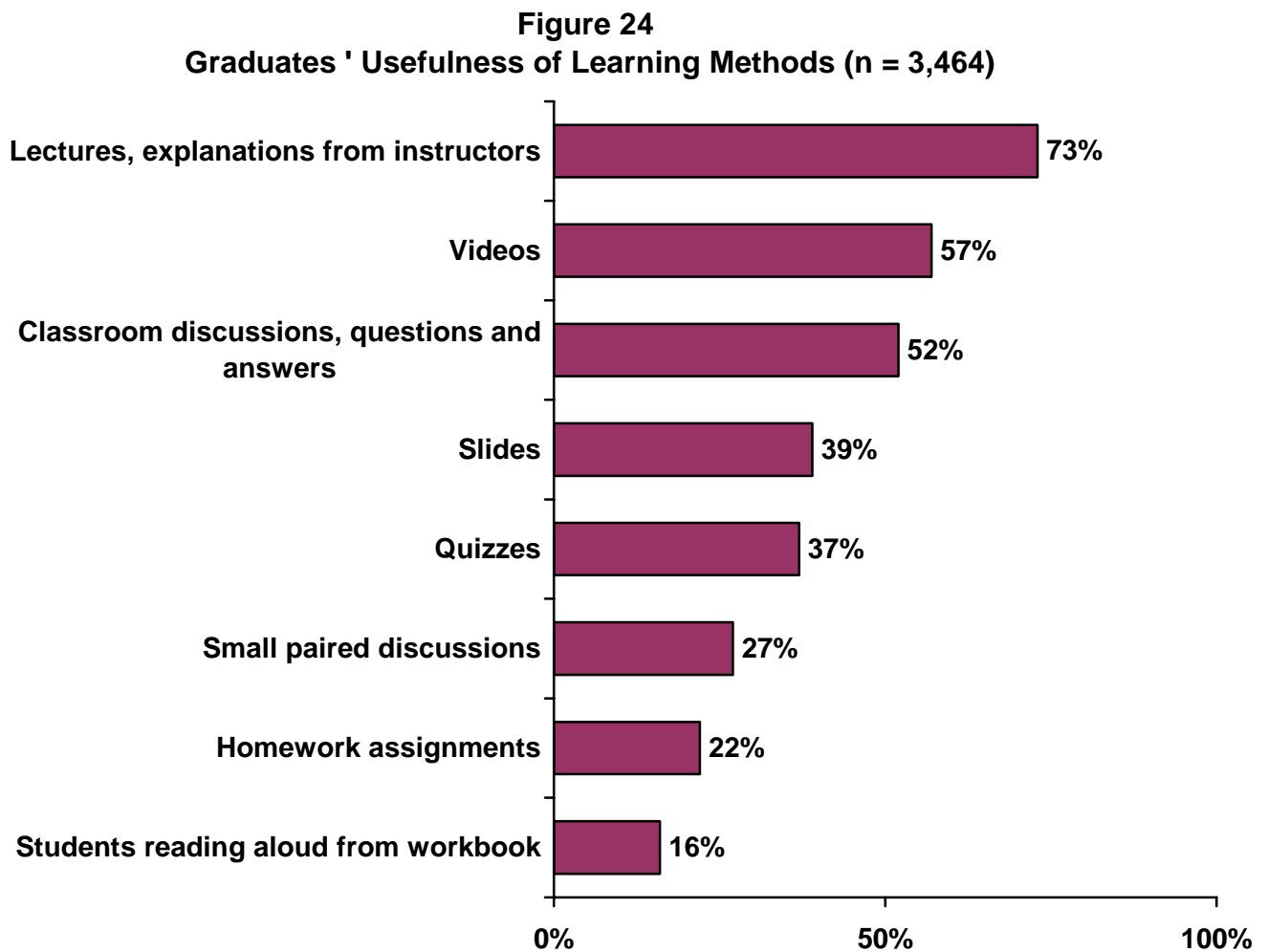
Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Table 14
Graduates Very Useful Learning Methods by Age, Employment Status, and Whether First Time Taking Course or Not (n = 3,464)

Very Useful Learning Options: Graduates	Age		Employment		First Time Taking Course	
	< 75	75 +	Employed	Not employed	Yes	No
Lectures, explanations from instructor	---	---	---	---	---	---
Video	---	---	---	---	---	---
Classroom discussions/ questions and answers	---	---	---	---	---	---
Slides	---	X	---	X	---	---
Quizzes	---	---	---	---	---	---
Small group or paired discussions	---	X	---	---	---	---
Homework assignments	---	X	---	---	---	---
Students reading aloud from workbook	---	X	---	---	---	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 14, regression analysis was done to identify which of the demographic variables (i.e., age, employment status, or whether first time taking DSP course) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified in the table above.

For example, looking at "slides," there is an "X" in the age column. Based on where the "X" is, this means that the graduates age of 75 or older are more likely than graduates under the age of 75 to rate "slides" as very useful.

Impact of DSP Trainings

Graduates Behavior Changes as a Result of Taking DSP Course

Graduates were asked, "as a result of what you learned in this or previous AARP Driver Safety courses, have you change your driving habits?" Almost all of the graduates (92%) said that they had changed at least one driving behavior as a result of taking the DSP course. The top five behaviors that were changed as a result of DSP were:
1. Always checking your blind spots
2. Following distance and space cushion
3. Paying more attention when entering or exiting highways
4. Yielding right of way
5. Being aware of where you park

(See Figure 25)

Demographic Differences

For all of the driving habits, older graduates (age 75+) are more likely than younger graduates (<75) to say they have changed their behaviors as a result of DSP.

Employment status is related to the need to drive in some situations that may not be optional to non-employed graduates. Specifically, graduates who are not employed are more likely than graduates who are employed to have changed the following driving behaviors:
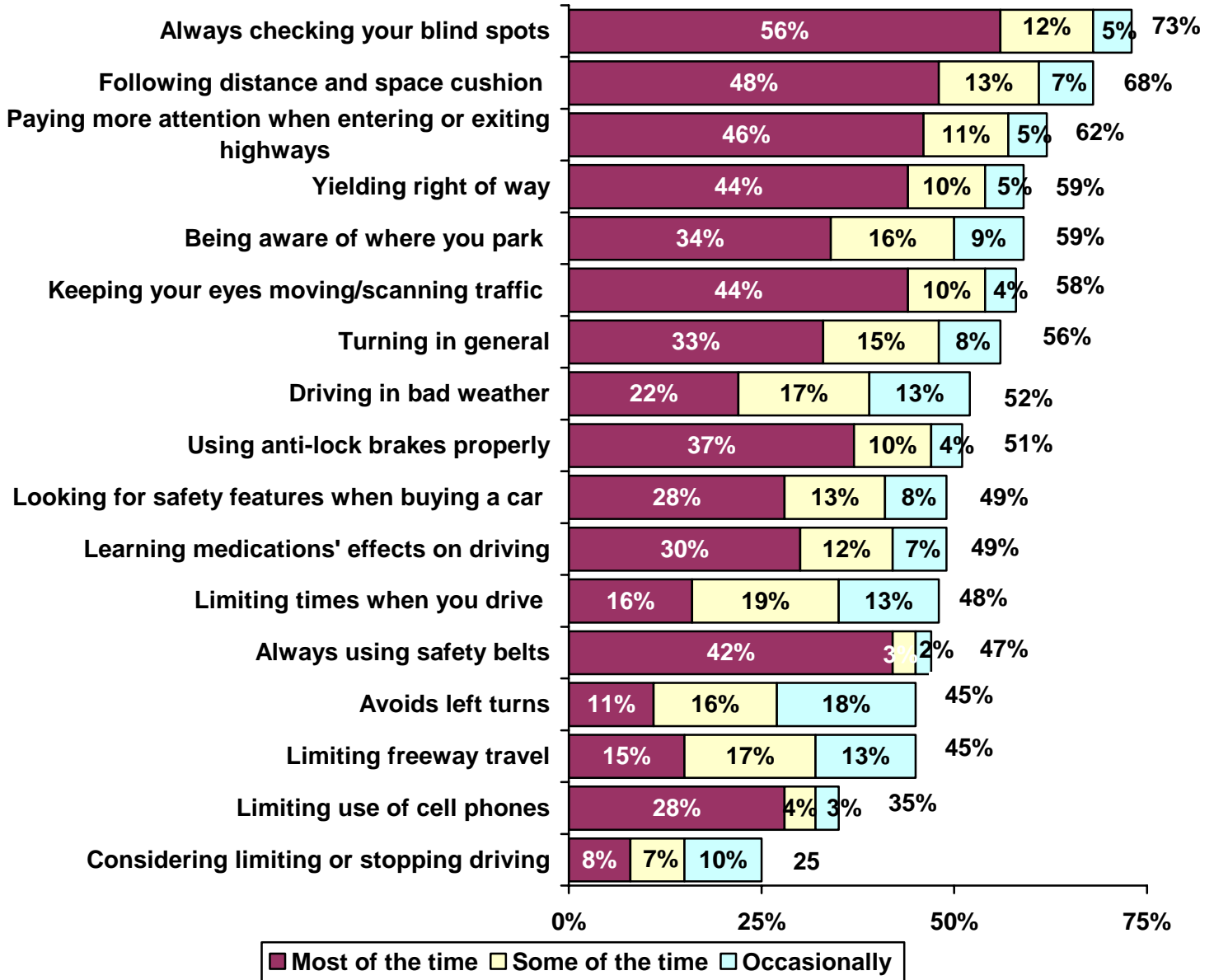• Driving in bad weather
• Limiting times when you drive
• Avoiding left turns
• Considering limiting or stopping you're driving

Graduates who have taken the course more than one time are more likely than graduates who took the course for the first time, to have changed these behaviors:
• Turning in general
• Looking for safety features when buying a car
• Limiting times when you drive
• Avoiding left turns
• Limiting your travel on highways and freeways

(See Table 15)

Figure 25
Graduates Behavior Changes as Result of DSP Course
(n= 3,464)

Behavior	Most of the time	Some of the time	Occasionally	Total
Always checking your blind spots	56%	12%	5%	73%
Following distance and space cushion	48%	13%	7%	68%
Paying more attention when entering or exiting highways	46%	11%	5%	62%
Yielding right of way	44%	10%	5%	59%
Being aware of where you park	34%	16%	9%	59%
Keeping your eyes moving/scanning traffic	44%	10%	4%	58%
Turning in general	33%	15%	8%	56%
Driving in bad weather	22%	17%	13%	52%
Using anti-lock brakes properly	37%	10%	4%	51%
Looking for safety features when buying a car	28%	13%	8%	49%
Learning medications' effects on driving	30%	12%	7%	49%
Limiting times when you drive	16%	19%	13%	48%
Always using safety belts	42%	3%	2%	47%
Avoids left turns	11%	16%	18%	45%
Limiting freeway travel	15%	17%	13%	45%
Limiting use of cell phones	28%	4%	3%	35%
Considering limiting or stopping driving	8%	7%	10%	25

■ Most of the time □ Some of the time □ Occasionally

Table 15
Graduates Behavior Changes As Result Of Course by Age, Employment Status, and Whether First Time Taking Course or Not (n = 3,464)

Change in Driving Habits (Yes, most of time, some time, & occasionally): Graduates	Age		Employment		First Time Taking Course	
Topics	< 75	75 +	Emp-loyed	Not Employed	Yes	No
Always checking your blind spots	---	X	---	---	---	---
Following distance and space cushion	---	X	---	---	---	---
Paying more attention when entering or exiting highways	---	X	---	---	---	---
Yielding right of way	---	X	---	---	---	---
Being aware of where you park	---	X	---	---	---	---
Keeping your eyes moving/scanning traffic	---	X	---	---	---	---
Turning in general	---	X	---	---	---	X
Driving in bad weather	---	X	---	X	---	---
Using anti-lock brakes properly	---	X	---	---	---	---
Looking for safety features when buying a car	---	X	---	---	---	X
Learning medications' effects in driving	---	X	---	---	---	---
Limiting times when you drive	---	X	---	X	---	X
Always using safety belts	---	X	---	---	---	---
Avoiding left turns	---	X	---	X	---	X
Limiting your travel on highways and freeways	---	X	---	---	---	X
Limiting use of cell phones while driving	---	X	---	---	---	---
Considering limiting or stopping your driving	---	X	---	X	---	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 15, regression analysis was done to identify which of the demographic variables (i.e., age, employment status, or whether first time taking DSP course) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified by an "X" in the table above.

For example, looking at "always checking your blind spots," there is an "X" in the age column. Based on where the "X" is, this means that the graduates age 75 or older are more likely than graduates under the age of 75 to say that they changed this behavior.

Prevention of Traffic Incidents

In addition to behaviors that were changed as a result of a DSP course, 63% of the graduates felt that information learned in the DSP has helped prevent them from being involved in a traffic incident. Four percent of the graduates said yes, that they had any traffic violations, citations or crashes in the 12 months leading up to their most recent AARP driver safety courses. A similar percent of graduates (5%) said that since taking the course, that they had any traffic violations, citations, or crashes.

There are no statistically significant differences between this question and graduates' age, employment status and previous course experience.

(See Figure 26)

Figure 26
Graduates' Perceptions that Information Learned in Class Helped Prevent Traffic Incidents (n = 3,464)
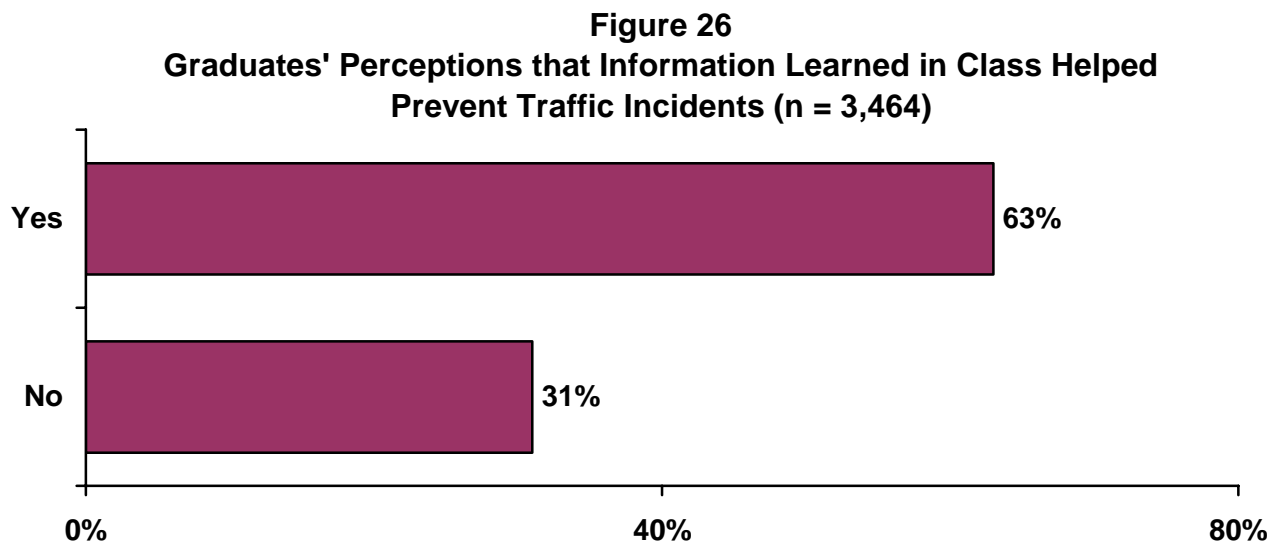
Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Satisfaction with DSP Courses

Likelihood to Take Course Again or Recommend to Others

Overall, the graduates had high levels of satisfaction with the DSP course. Specifically, 88% of the graduates were satisfied (7, 8, 9, & 10 on a 10 point scale) with the course. Most of the graduates would recommend the DSP course to friends or relatives (94%).

Graduates not only said they would be likely to take the DSP course again in the future (77%) but actually had taken the DSP course at least two or more times (76%). (See Figures 27 - 29)

Figure 27
Graduates' Level of Satisfaction on a 10 Point Scale With "10" Completely Satisfied and "1" Not at All Satisfied
(n = 3,464)

Category	Percentage
Completely satisfied "10" & "9"	45%
"8" & "7"	43%
Neither "6" & "5"	9%
"4" & "3"	1%
Not at all satisfied "2" & "1"	2%

0%   25%   50%
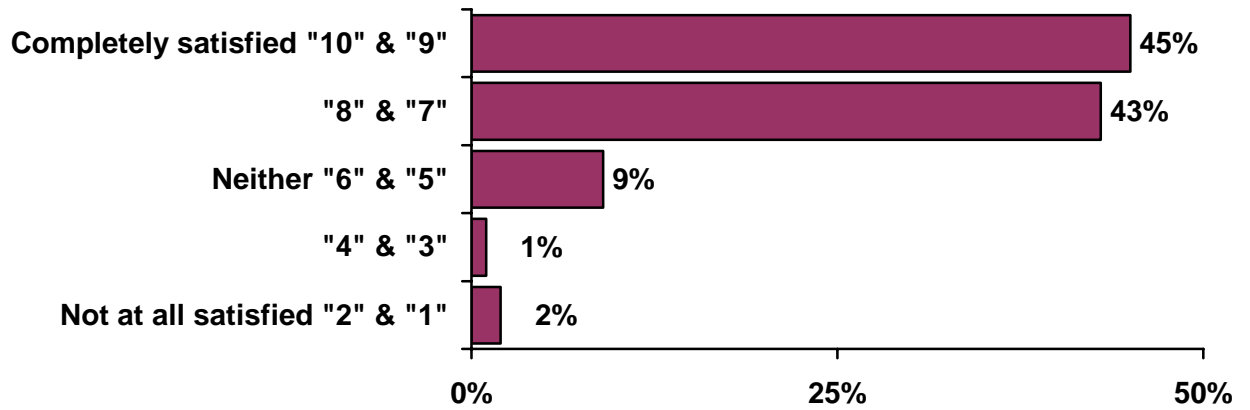
Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Figure 28
Graduates' Likelihood to Take DSP Again and Likelihood to Recommend DSP
(n = 3,464)

Category	Very likely	Somewhat likely	Total
Likely to Take DSP again	65%	12%	77%
Likely to Recommend	82%	12%	94%

0%   50%   100%

■ Very likely □ Somewhat likely
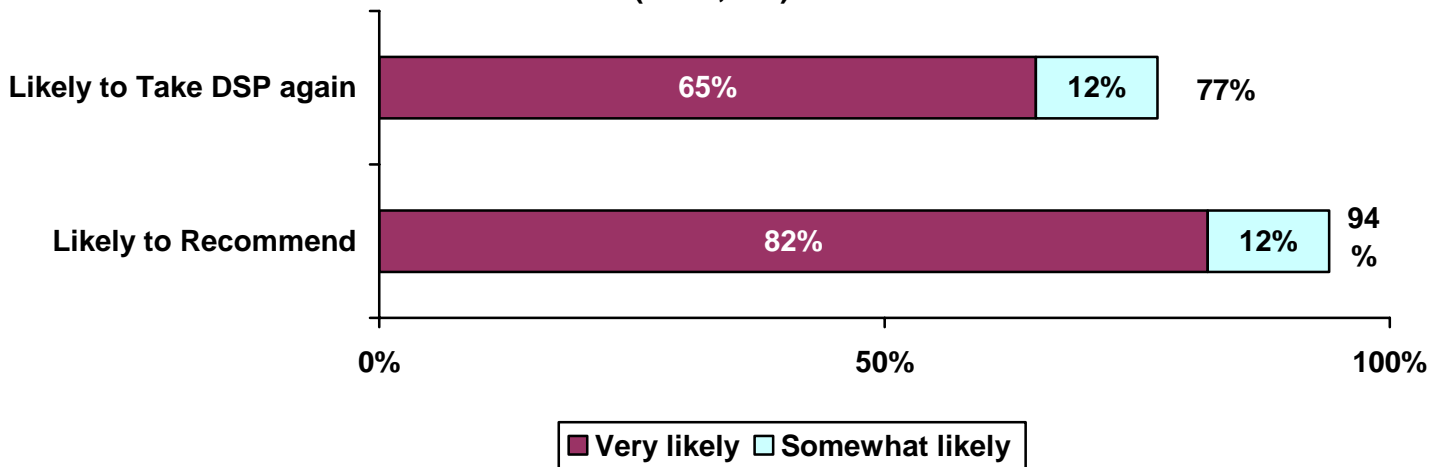
Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Figure 29
Number of times Graduates Had Taken an AARP DSP Course
(n = 3,464)
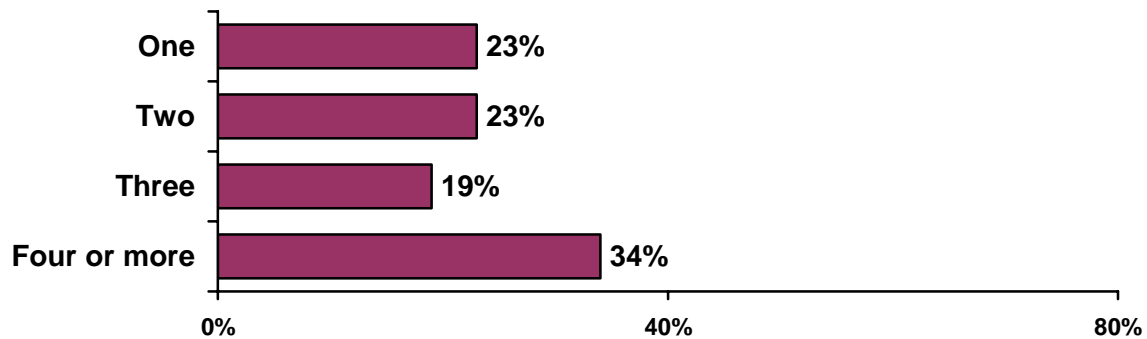
Category	Percentage
One	23%
Two	23%
Three	19%
Four or more	34%

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Demographic Differences

Graduates who took the course for the first time are more likely to be under the age of 75 than 75 and older. There are no statistical differences among these demographic variables and the likelihood to recommend the course to others.

(See Table 16)

Table 16
Graduates Likelihood to Recommend or Take Course Again by Age, Employment and Whether First Time Taking Course (n =3,464)

	Age		Employment		First Time Taking Course	
Likelihood to Recommend: Graduates	**< 75**	**75 +**	**Employed**	**Not employed**	**Yes**	**No**
Likely to take DSP course again	---	---	---	---	---	---
Likely to recommend course to others	---	---	---	---	---	---
First time taking course	X	---	---	---	---	---

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

In Table 16, regression analysis was done to identify which of the demographic variables (i.e., age, employment status, or whether first time taking DSP course) had a statistically significant relationship to the topic. The variables with a significant relationship to the topic are identified by an "X" in the table above.

For example, looking at "first time taking course," there is an "X" in the age column. Based on where the "X" is, this means that the graduates who took the course for the first time are more likely to be under the age of 75 years than 75 years or older.

Graduates Savings on Automobile Insurance

Most of the graduates (92%) received an automobile insurance discount as a result of taking the AARP DSP course. About half of the graduates (48%) had saved $50 or more.

(See Figure 30)

Figure 30
Amount Graduates Had Saved on Automobile Insurance in
2003 as Result of Taking AARP DSP Course (n = 3,464)
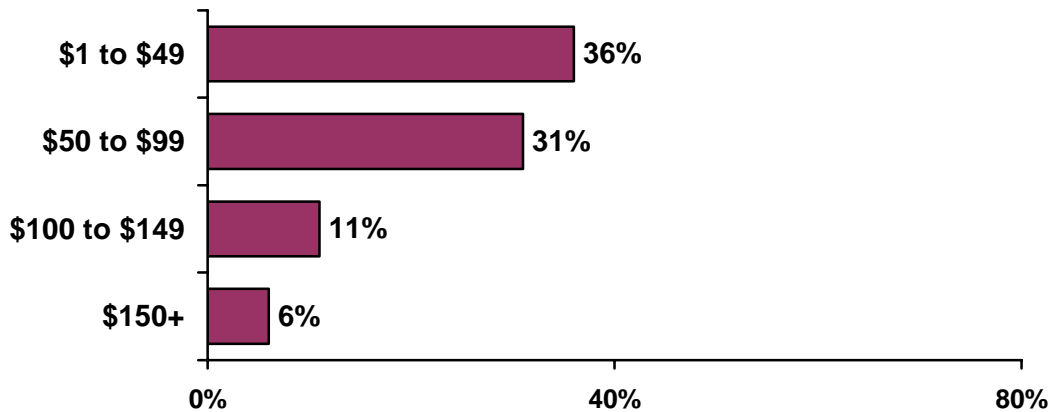
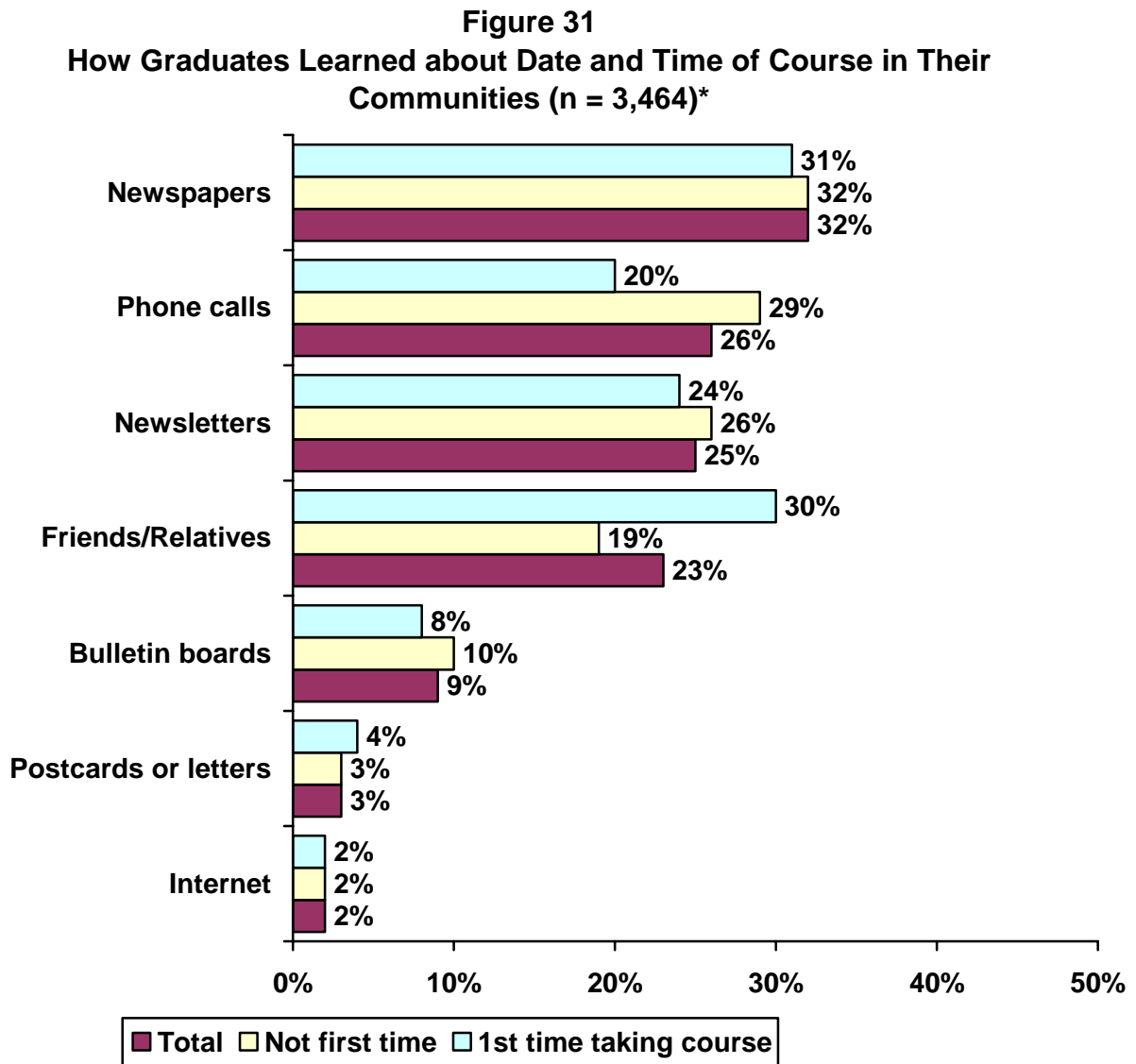*Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report*

DSP Course Logistics

How Graduates Learned about DSP Courses

Graduates learned about that date and time of the AARP DSP courses in their communities primarily through newspapers, phone calls, newsletters, or friends and relatives. Graduates who took the course for the first time are more likely than graduates who had taken the course more than one time, to find out about the date and time of the course from friends or relatives. On the other hand graduates who had taken multiple courses are more likely than first timers to find out about the time and date of the course through phone calls.

(See Figure 31)

Figure 31
How Graduates Learned about Date and Time of Course in Their Communities (n = 3,464)*

Category	1st time taking course	Not first time	Total
Newspapers	31%	32%	32%
Phone calls	20%	29%	26%
Newsletters	24%	26%	25%
Friends/Relatives	30%	19%	23%
Bulletin boards	8%	10%	9%
Postcards or letters	4%	3%	3%
Internet	2%	2%	2%

■ Total □ Not first time □ 1st time taking course

*Percentages are based on multiple responses and will total to more than 100%

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Number of Years Volunteers Volunteered with DSP

The majority of volunteers (69%) have volunteered with the AARP DSP for two or more years. The volunteers instruct an average of seven DSP courses in a year.   Most of these courses are taught during the day (89%).

(See Figure 32)

Figure 32
Number of Years Volunteers Had Volunteered with the AARP
DSP (n = 3,181)
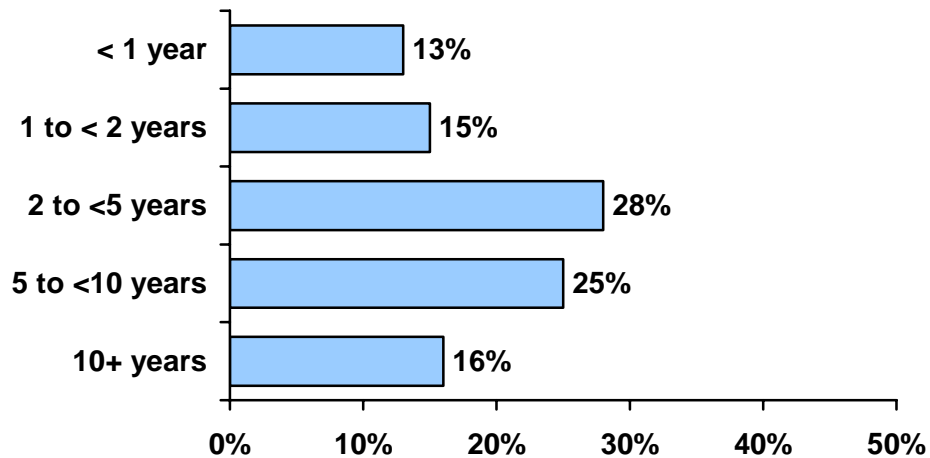
Category	Percentage
< 1 year	13%
1 to < 2 years	15%
2 to <5 years	28%
5 to <10 years	25%
10+ years	16%

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

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Demographics

Graduates' Computer Ownership and Use

Sixty percent of the graduates have a computer at home and over half have Internet service (54%). Younger graduates (<75 years of age) are more likely than older graduates (age 75+) to have a computer.

(See Figure 33)

Figure 33
Graduates' Computer Ownership by Age
(n = 3,464)
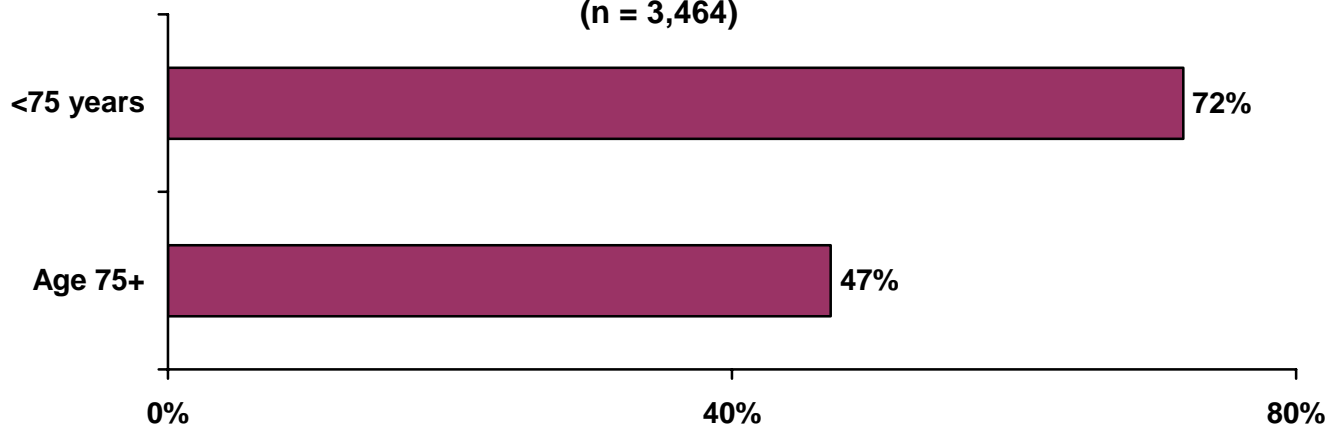
Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Demographic Characteristics of Volunteers and Graduates

The volunteers are more likely to be younger (65 – 74 years) than the graduates (age 75 and older). Both the volunteers and graduates are more likely to be AARP members than non-members. In terms of racial or ethnic distribution, the majority of the volunteers and graduates identify themselves as White, and a smaller percents of identifying themselves as African-Americans or Hispanics. The racial distribution is identical between the volunteers and graduates.

Graduates are more likely to be not employed than employed. (This question was not asked of the volunteers.)

Volunteers are more likely to be males than females. (This question was not asked of the graduates.)

(See Figures 34 – 36)

Figure 34
Age of Volunteers and Graduates
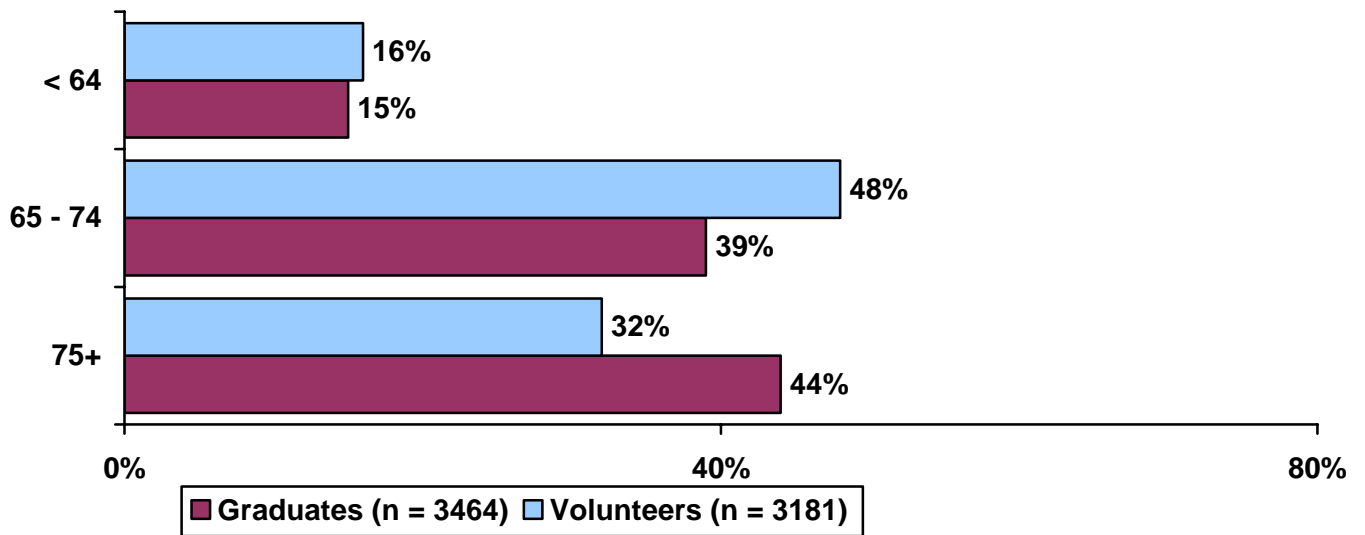
Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report
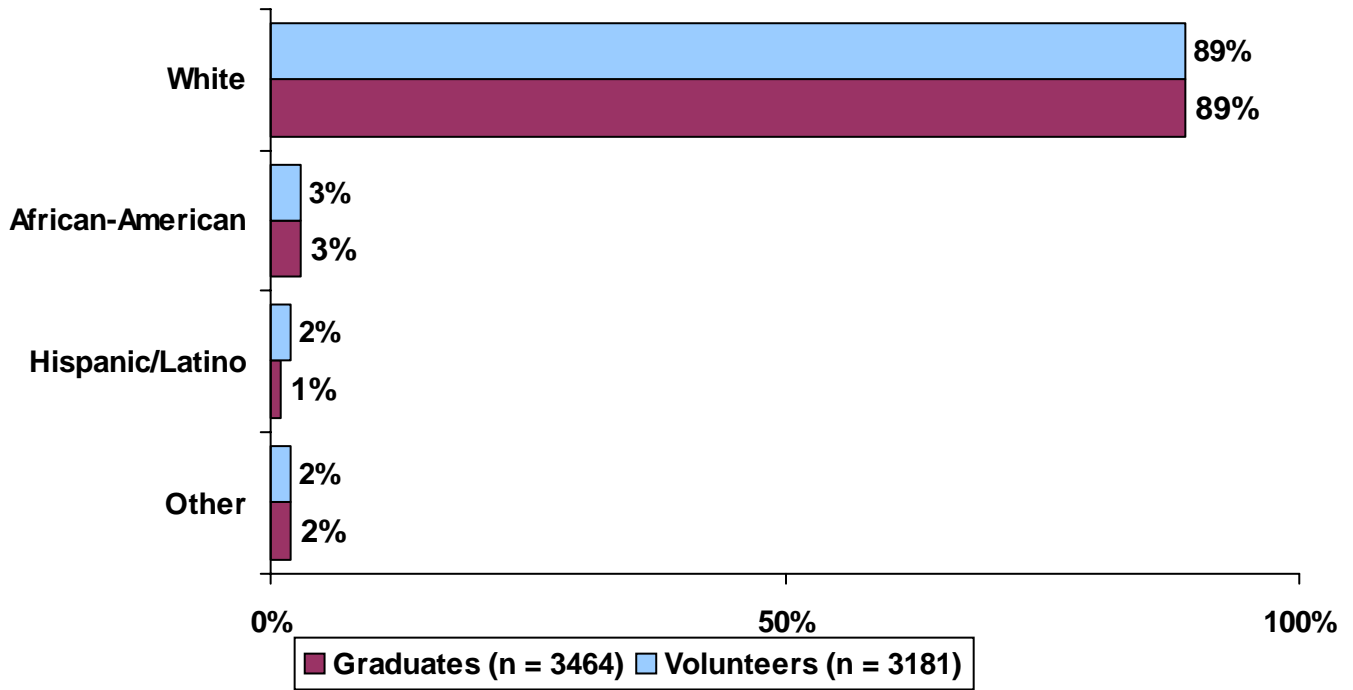
Figure 35
AARP Membership Status of Volunteers and Graduates
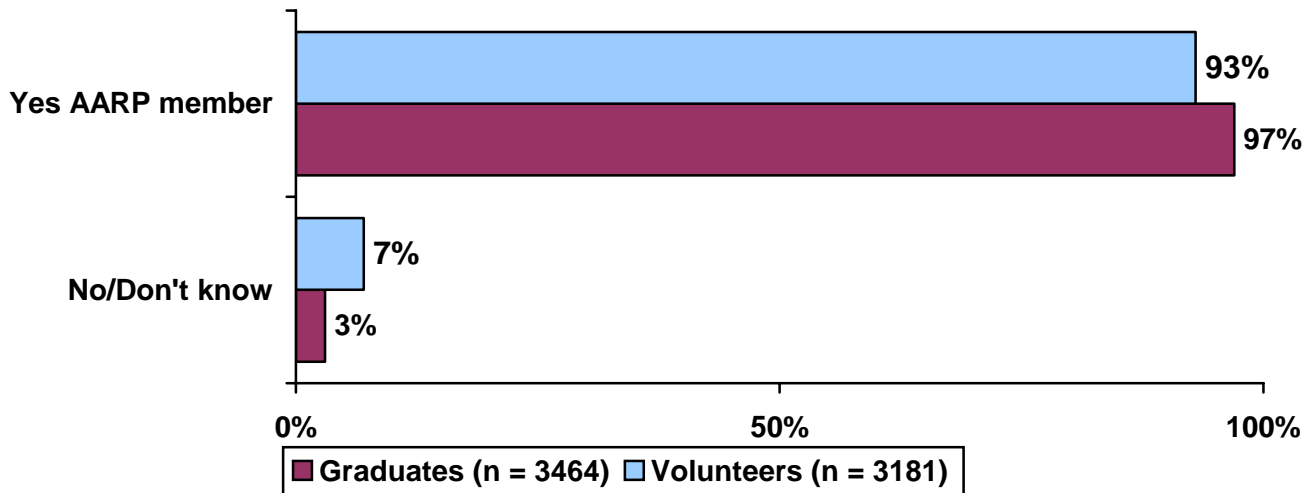
Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

Figure 36
Ethnic/Racial Status of Volunteers and Graduates

Source: 2004 AARP Driver Safety Program Volunteer and Graduate Survey Report

CONCLUSIONS AND IMPLICATIONS

Satisfaction with DSP Course

Overall, the graduates had high levels of satisfaction with the DSP course (73%), were likely to take the course again in the future (77%), and would recommend the DSP course to friends or relatives (94%). The suggestions to improve the course will help to maintain the relevancy and positive impact of the DSP course.

AARP DSP Course Content

AARP Driver Safety Program volunteers and graduates provided essential information about the current courses and suggestions for future courses. The identification of the topics with the most positive and least positive ratings across multiple dimensions provide a road map for the revision of the AARP DSP course and training manuals. A few examples of how to use the data are described below.

The topics rated as the "easiest to present," "having the clearest information," and "not needing more details" are examples of topics which do not need to be changed in future courses. These four topics are:
- Signals (ch 7)
- Signs (ch 7)
- Vision (ch 3)
- Safety Belts (ch 8)

On the other hand, there are some topics which need to be included in future courses but with revisions. One example are the topics with a high level of student interest and/or topics rated as useful but more details need to be added in the future. These topics should be revised and included in future courses:
- Aggressive driving (ch 5)
- Road rage (ch 5)
- School bus (ch 6)

Future courses should also include the following topics graduates thought were important to include in future trainings:
- Warning signs that indicate when someone's mental functioning may be impaired, etc.
- Techniques on how to avoid distractions while driving
- Tips to avoid becoming drowsy while driving

Future trainings need to also address the graduates' level of concerns. Most of the top five concerns of graduates relate to characteristics of other drivers. The top concerns are:
- Drunk drivers
- Distracted drivers
- Aggressive drivers
- Inexperienced drivers
- Traffic congestion

Topics rated least useful by graduates or low student interest by volunteers need to be reviewed for relevancy based on the National Highway Safety Transportation Administration (NTSA) data and input from experts in the field of older driving. A determination would then be made whether to revise the topic or to delete it from future DSP courses.

These topics rated as "least useful" by graduates that need to be reviewed are:
- Hearing loss (ch 3)
- Local transportation options (ch 11)
- Vehicle characteristics (ch 8)
- Shopping centers/parking lots (ch 4)
- Driver capability index (ch 11)

These topics rated as "very low student interest" by volunteers that need to be reviewed are:
- Risk assessment (ch 2)
- Alcohol (ch 3)
- Driver exercise (ch 3)

AARP DSP Course Format

The top three methods of instruction preferred by graduates provides guidelines to future courses. These methods listed in order of preference are:

4. Lectures/explanations from instructors - should continue to be the main delivery method
5. Videos - should be refined to reinforce material presented by the instructor
6. Classroom discussions/questions and answers – should be retained because they are important options to engage the student

Graduates' preferences for future courses include:
- Four hour follow-up course (80%) rather than an eight hour follow-up course (15%)
- Classroom setting (76%) than an on-line version (17%)

The development of an on-line version should not be an alternative to, and not a substitute for, the traditional classroom course.

Impact of Course on Graduates

Almost all of the graduates (92%) said that they had changed at least one driving behavior as a result of taking the DSP course. The top five behaviors that were changed as a result of DSP are:
- Always checking your blind spots
- Following distance and space cushion
- Paying more attention when entering or exiting highways
- Yielding right of way
- Being aware of where you park

In addition to behaviors that were changed as a result of a DSP course, 63% of the graduates felt that information learned in the DSP has helped them prevent being involved in a traffic incident.