

COLLEGIATE TRAFFIC SAFETY TOOLKIT



NASPA[®]

Health, Safety and
Well-being Initiatives



Healthy Colleges Montana

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INTRODUCTION

We would like to thank the Montana Collegiate Traffic Safety Group for their help in creating this resource.

Montana Department of Transportation

Center for Health and Safety Culture,
Western Transportation Institute

Montana Highway Patrol

Prevention Resource Center,
Montana Department of Public Health
& Human Services

Office of the Commissioner
of Higher Education

Montana State Highway Traffic Safety

Grizzly Athletics, Learfield IMG College

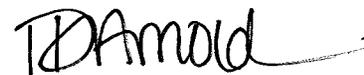
Carroll College

Dean of Students, Montana State
University Bozeman

Thank you for making collegiate traffic safety a priority in your work to improve the health and safety of your campus community. This toolkit was created in partnership with state agencies and the Healthy Colleges Montana coalition in order to provide foundational strategy for prioritizing collegiate traffic safety.

Our campuses share a responsibility with our communities to make travel between our campuses and students' homes as safe as possible. This includes preventing the use of excessive speeds on highways, reducing distractions during driving, eliminating intoxicated driving, ensuring drivers are rested, increasing awareness of vehicle operations, and planning for weather. Together, comprehensively covering the issues most likely to impact students will have a collective impact on the consequences of unsafe roads for college students and the Montanans who they share roads with in the community.

On behalf of the Healthy Colleges Montana statewide coalition, our statewide partners, and the professionals and student leaders who helped to develop this resource, it is our sincere hope that this toolkit will help guide your efforts and create healthier and safer campus environments.



David Arnold

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WHY IS COLLEGIATE TRAFFIC SAFETY IMPORTANT?

Traffic safety is the responsibility of all users on the roadway. This includes drivers, passengers, cyclists, pedestrians, and others. Stakeholders such as departments of transportation, city, county, and tribal road departments, policy makers, and law enforcement officers, help design, maintain, and manage the transportation system. Each of us is a member of the roadway transportation community because we depend on this shared system to connect us with people, places, goods, and services. For this system to meet everyone's needs and be sustained, we have an obligation to one another to act in ways that support the system.¹

In order to improve traffic safety, we must create a "traffic safety culture that prioritizes safety, encourages safe road user behavior, and facilitates cooperation among stakeholders."² We must focus on growing proactive traffic safety behaviors that demonstrate commitment to a safe roadway transportation system and include behaviors that not only keep oneself safe but extend to the safety of the whole transportation system.¹ Proactive behaviors go beyond mere compliance with laws or regulations to action in anticipation of potential risks.¹ Laws are often reactive, established as a consequence of prior negative outcomes. Being part of proactive traffic safety requires participating in safer behaviors before being mandated to do so.

Deliberate driver behaviors like speeding, texting while driving, driving impaired, and not wearing a seat belt are a significant factor contributing to motor vehicle crashes.³ To improve traffic safety, we must focus on strategies that influence these risky and deliberate behaviors.¹ Specifically, we must focus on creating conditions that increase safer deliberate behaviors.

COLLEGE STUDENT DRIVING BEHAVIORS

College students participate in both campus and community traffic systems. The data focused on the college student population helps target the behaviors that this demographic are engaging in. While a dataset specifically for Montana college students does not yet exist, the national data about this group can help inform the areas of focus for prevention efforts. The behaviors of students can be classified into protective factors, those which are associated with a lower likelihood of negative outcomes, and risk factors, those associated with a higher likelihood of negative outcomes. An example of a protective factor is always wearing a seatbelt, and a risk factor would be engaging in drinking and driving.

When looking at the college population, students already engage in many behaviors that are protective factors. On the right you can see the data around the behaviors from the National College Health Assessment.⁵

College students reported the following behaviors within the last 12 months:

	N/A, did not do this activity within the last 12 months	NEVER*	RARELY OR SOMETIMES*	MOSTLY OR ALWAYS*
Wear a seatbelt when you rode in a car	0.4%	0.4%	3.0%	96.6%
Wear a helmet when you rode a bicycle	48.7%	38.4%	23.4%	38.2%
Wear a helmet when you rode a motorcycle	85.4%	9.7%	7.9%	82.4%
Wear a helmet when you were inline skating	84.2%	51.3%	14.8%	34.0%

One of the main concerns for the college population related to traffic safety is drinking and driving. While only 1.3% of college students reported driving after having 5 or more drinks in the last 30 days, 19.0% of college students reported driving after having any alcohol in the last 30 days.⁵ The consequences experienced from drinking varied for students, some related to traffic safety, can be seen below, along with the strategies used by students to minimize these harms.

College students who drank alcohol reported experiencing the following in the last 12 months when drinking alcohol.⁵

	PERCENT (%)		
	MALE	FEMALE	TOTAL
Did something you later regretted	30.5	32.1	31.5
Forgot where you were or what you did	26.0	26.8	26.5
Got in trouble with the police	2.3	1.6	1.8
Someone had sex with me without my consent	1.1	2.7	2.3
Had sex with someone without their consent	0.5	0.2	0.3
Had unprotected sex	22.4	21.8	21.9
Physically injured yourself	12.2	11.9	12.1
Physically injured another person	1.5	0.8	1.1
Seriously considered suicide	4.5	3.9	4.4
Reported one or more of the above	49.6	49.4	49.5

*Students responding "N/A, don't drink" were excluded from this analysis.

College students reported doing the following most of the time or always when they "partied" or socialized during the last 12 months:⁵

	PERCENT (%)		
	MALE	FEMALE	TOTAL
Alternate non-alcoholic with alcoholic beverages	35.3	41.7	39.9
Avoid drinking games	36.0	42.0	40.5
Choose not to drink alcohol	21.7	25.6	24.6
Determine in advance not to exceed a set number of drinks	37.7	46.5	43.7
Eat before and/or during drinking	78.7	84.0	82.2
Have a friend let you know when you have had enough	33.2	46.9	42.8
Keep track of how many drinks being consumed	65.1	72.6	70.3
Pace drinks to one or fewer an hour	27.2	40.2	36.3
Stay with the same group of friends the entire time drinking	84.3	92.8	90.1
Stick with only one kind of alcohol when drinking	45.8	56.0	52.8
Use a designated driver	80.4	89.9	87.0
Reported one or more of the above	96.7	98.4	97.7

*Students responding "N/A, don't drink" were excluded from this analysis.

Another concern for drivers is the use of phones while driving. A recent study of students on one campus showed that 81.7% reported reading a text message while driving and 75.3% reported sending a text message while driving.⁷ A survey of about 5,000 students found that most engage in distracted driving and feel confident in their abilities to safely engage in this behavior. Below are the results from the survey.⁸

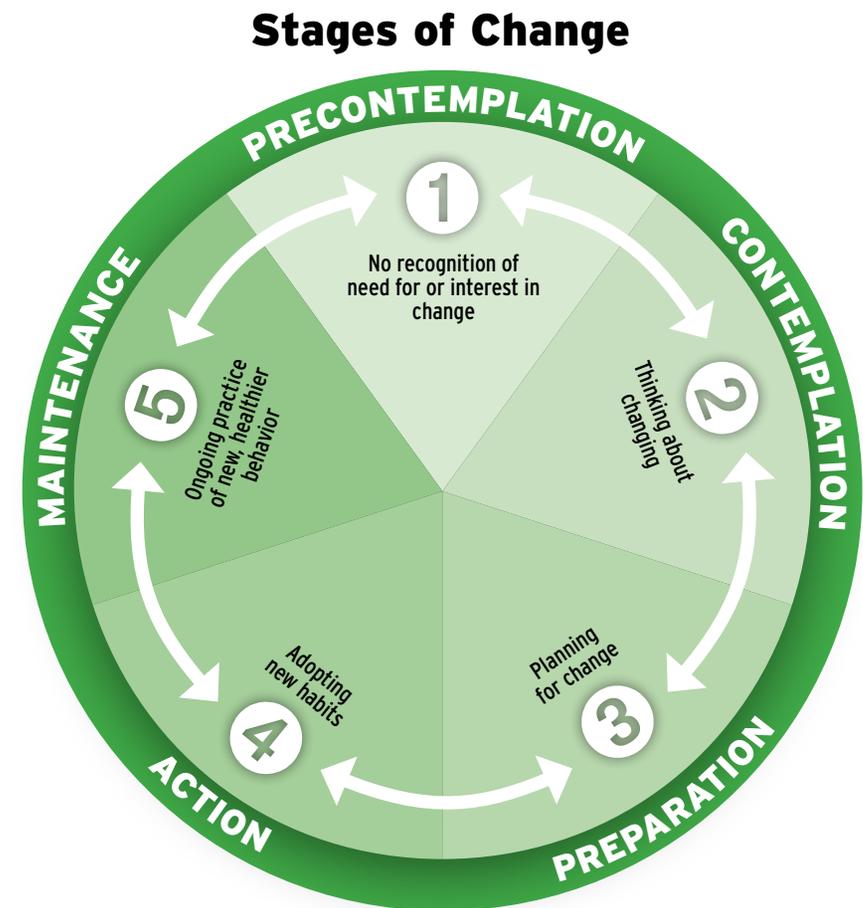
- 91% reported phoning and/or texting while driving
- 90% of drivers said they talk on the phone while driving
- 25% reported using a hands-free device “most of the time”
- 90% of drivers reported texting while driving
 - ◆ 50% reported sending texts while driving on the freeway
 - ◆ 60% while in stop-and-go traffic or on city streets
 - ◆ 87% at traffic lights
- Those who drove more often were more likely to drive distracted
- When asked about their capability to drive distracted, 46% said they were capable or very capable of talking on a cell phone and driving, but they felt that only 8.5% of other drivers were capable

Survey data about traffic related beliefs and behaviors can inform our efforts. If your campus has specific data on these behaviors, it is encouraged that you utilize this data when doing social norming campaigns and prevention efforts. Individuals can also help change their behaviors and those they interact with. Here are a few ways to do so.

- Plan a safe way to get home before drinking alcohol.¹
- Speak up when someone is engaging in an unsafe behavior like not wearing a seat belt or driving distracted.¹
- Establish rules like always wear a seat belt, never text and drive, and never ride with someone who has been drinking alcohol.¹
- Engage others about proactive traffic safety¹

HEALTH PROMOTION & PREVENTION MODELS AND STRATEGIES

Changing behaviors is the best way to increase traffic safety. The focus of change is on the behaviors that contribute most to motor vehicle crashes. Speeding, aggressive driving, impaired driving, distraction, and not wearing a seat belt are the leading causes of crashes and fatalities.² Each of these is a deliberate behavior which can be changed. Effective prevention strategies should facilitate positive movement forward within the stages of change.

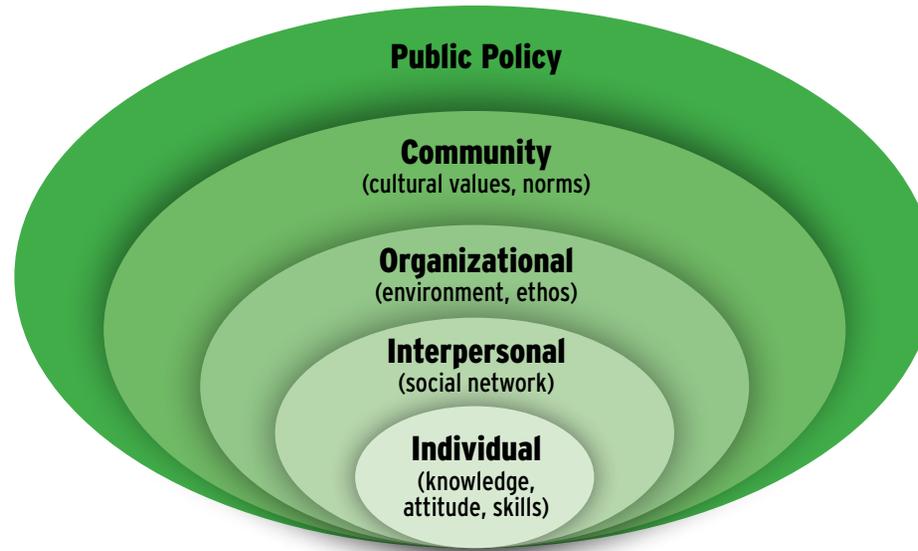


Stages of Change⁴

- Published by Prochaska and DiClemente in 1979, Stages of Change is a model to explain the process people move through when changing behaviors. A key premise is that changes in behavior are neither random actions nor are they static events. In other words, change does not happen automatically and how change occurs and reasons for change vary by individual. In addition, this model encourages specifying interventions to the specific issues students experience within each stage.
- ◆ **Precontemplation:** In this stage, a person can either be unaware that the particular behavior is dangerous or unhealthy or be uninterested in changing the behavior. The person is not thinking about any kind of change and may not start any time soon. They may admit that the behavior has negative aspects, but they do not believe the negatives outweigh the positive aspects.
- ◆ **Contemplation:** This stage marks a significant turning point for the individual. For whatever reason, they have decided that the particular behavior is causing some distress. This may be because of negative health effects, damaged relationships, and the like. The person begins to gather information and contemplate making a change, seeing how it would affect their life. A person in this stage is often ambivalent or feels two ways about the change. They may see the reasons to change as well as the reasons not to change.

- ◆ **Preparation:** In this stage, the person has decided to make the change and is now preparing for it. The individual may collect more resources and make specific plans for a new lifestyle. Sometimes, a doctor or health provider is involved in this stage in order to suggest strategies for being a healthier person.
- ◆ **Action:** This is the stage in which the person is making the change. They are practicing healthier living by adopting smaller changes and learning from mistakes and occasional slips.
- ◆ **Maintenance:** In this stage, the person has successfully made the change to a healthier behavior, though they continue to work at maintaining it. There may be temptations to slide back into the previous behavior, so the person will need tools to help keep living the change.

The Stages of Change model examines change on the individual level. As shown in the Social Ecological Model on the next page, there are other levels where change can occur. Road users adopting a proactive traffic safety culture can impact both the individual and those they interact with in the transportation system. Policy makers, law enforcement, and the department of transportation facilitate change on the organizational, community, and policy level. Comprehensive strategies for proactive safety address all levels of the environment.



Social Ecological Model⁴

- The Social Ecological Model (SEM) is a framework for understanding the ways in which an individual and their environment share and determine an individual's behaviors, and how to approach prevention for an individual by looking at the ways in which that individual is connected within their environment. There are five nested levels of the SEM:
 - ◆ **Policy:** the local, state, regional, and national laws, policies, procedures and their enforcements which may influence an individual's behaviors (e.g. national policies about health care access, regional support for drug take-back efforts).
 - ◆ **Community:** organizations or institutions (including colleges and universities) with defined service or defined geographical space which influence individuals and the interpersonal groups within the community.
 - ◆ **Organizational:** inter-community organizations or social institutions which share values and affect the delivery of services and attitudes of served constituents (e.g. an academic discipline, higher education in the United States, etc.).
 - ◆ **Interpersonal:** formal and informal social networks that influence an individual's behavior (e.g. family, friends, peers, co-workers, etc.).
 - ◆ **Individual:** characteristics of an individual that influence their behavior (e.g. gender, age, race/ethnicity, sexual orientation, economic status, values, expectancies, etc.).

STRATEGIES TO GROW PROACTIVE TRAFFIC SAFETY ACROSS CAMPUS

Improving traffic safety involves more than just changing driver behaviors. Passengers, families, communities, and other stakeholders also play a role. Just like a driver's decisions, the decisions of these stakeholders can be changed. Since driver and stakeholder behaviors are critical to improving traffic safety, efforts should focus on creating conditions that increase safer decisions.

It is important that campuses stay informed about safety-related issues and support existing traffic safety efforts. In order to create a proactive traffic safety culture, there should be a multi-faceted approach with a focus on policy, education, and enforcement. Policy creation helps benchmark safe behaviors. Education about policies and behaviors is key to creating community and organizational level change, and enforcement of the policies supports compliance in a safer transportation system.

Policy:

- Support existing traffic safety efforts¹
- Establish a workplace policy like always wearing a seat belt in a company vehicle¹
- Community and state officials can pass and enforce sensible laws
- Review annual pedestrian and bicycle crash data for trends in the locations, times, and types of crashes⁶
- Inventory walking and bicycling infrastructure in the campus to document when pedestrian and bicycle facilities were improved and evaluate the suitability of walking and bicycling along and across campus-area roadways⁶
- Document pedestrian, bicycle, and driver behaviors. Field observations can target behaviors that may lead to pedestrian and bicycle crashes, such as drivers speeding, drivers failing to yield to pedestrians in crosswalks, drivers not giving bicyclists adequate space when passing, pedestrians crossing against traffic signals, and bicyclists disobeying traffic control⁶
- Collect these data at regular intervals to benchmark progress.⁶

Education:

- Host a meeting, provide a presentation, and/or facilitate a conversation about proactive traffic safety
- Incorporate pedestrian and bicycle safety messages and materials into orientation activities at the beginning of the school year⁶
- Work with local bicycle organizations to offer on-road bicycle safety training⁶
- Distribute pedestrian reflection materials, bicycle lights, and other bicycle safety materials⁶
- Distribute local walking/biking maps that include bicycle and pedestrian safety and security tips⁶
- Expand educational efforts that target drivers to travel at safe speeds, yield to pedestrians in crosswalks, and pass bicyclists slowly and at an appropriate distance⁶

Enforcement:

- Find partners and allies to promote traffic safety and bring in new stakeholders¹
- Offer night escort service, night shuttle, and emergency telephones throughout campus as well as shuttle stations and nearby parking areas⁶
- Collaborate with partners in business, civic organizations, and government agencies to expand resources and establish community buy-in⁶
- Select appropriate locations for operations based on crash data, community input, logistical, and other considerations⁶
- Implement targeted enforcement efforts that focus on streets and intersections with known pedestrian and bicycle safety problems - these enforcement efforts may focus on reducing drivers speeding, drivers not yielding to pedestrians in crosswalks, pedestrians crossing against signals, bicyclists disobeying signals, bicyclists not riding with lights at night, and other behaviors that lead to crashes⁶
- Cite both drivers and pedestrians, but focus on drivers, as they are the less vulnerable population⁶
- Coordinate with the judiciary to alert officials to planned operations and to verify that operations comply with local laws⁶
- Use public outreach (via partners wherever possible) to inform the public of program plans, enhancing public acceptance and increasing pedestrian safety awareness⁶
- Develop evaluation procedures that measure outputs (e.g., citations) and outcomes (e.g., reduced crashes, heightened awareness)⁶
- Communicate results widely with partners, the media, and the public⁶
- Follow-up with the judiciary to make systematic improvements⁶
- Follow-up with traffic engineers to make site changes or improvements (e.g., moving signage or painting crosswalks).⁶

USING STUDENTS AS CHANGE AGENTS

The BACCHUS Initiatives of NASPA began with the recognition that student peer education can be a useful and effective tool in addressing safety and health issues on college campuses. Today, numerous studies have documented the need for peer education on college campuses and the positive outcomes of peer education. Peer education has a beneficial effect on our campuses, communities, peers, and peer educators. Peer-to-peer influence plays a significant role in college students' growth and development. In fact, peer influence significantly impacts undergraduate students' affective and cognitive growth and development. Additionally, peer interactions on college campuses have a positive association with college student persistence. Peer education programs have grown in popularity because colleges recognize that peer educators can be effective in communicating positive and healthy messages with regards to underage and high-risk alcohol use. Additionally, peer education provides a quality leadership experience and is economical.

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) released a 2002 report stating peer educators are trusted by classmates to provide reliable answers and accurate information, are an important link between the administration and student body, and can assist college

presidents in reducing underage and high-risk drinking.¹¹ Peer education continues to have a positive effect on our college campuses and in our communities. Studies continue to note the impact peer education plays in reducing high-risk behaviors and changing attitudes of college students. Peer educators are important messengers increasing the healthy attitudes and behaviors of college students.

The National Peer Education Study (NPES) is a partnership with NASPA and Michigan State University. Since 2004, a research team at Michigan State University has been collecting and analyzing peer educator self-report data. Student peer educators participating in the NPES are asked about their perceptions of items associated with one of six learning domains that align with national reports and standards.

The six learning domains included in the NPES are:

- (a) cognitive complexity
- (b) intrapersonal development
- (c) interpersonal development
- (d) practical competence
- (e) humanitarianism and civic engagement
- (f) knowledge acquisition, construction, integration, and application.

For more than 10 years of collecting data, peer educators have consistently reported statistically significant gains in each of the six learning domains as a result of their peer education experience.

Models of Peer Education Groups

Consultancy

In a consultancy model, peer educators focus their work on individual students. This may include one-on-one conversations, screenings, or a drop-in office for individual health education. Peer educators are trained to have dialogue with students to help assess, provide information, and refer students to resources on campus and in the community.

Educational and Skill Development

In an educational and skill development model (also known as a “programming” model), peer educators provide workshops, presentations, and passive programming to impact change on campus. This may include experiential activities, tabling, or presenting to classrooms. Peer educators are trained to facilitate topical based education, develop skills within groups, and answer questions as a result of presentations.

Environmental Change and Advocacy

In an environmental change and advocacy model, peer educators focus their work on the campus and community. This may include policy change, serving on committees, and making connections between campus and the community. Peer educators are trained to develop actionable policies, participate as a student voice stakeholder, and network with resources relevant to student health and safety.

Hybrid Models

Most peer education groups represent a hybrid model, combining the consultancy, educational and skill development, and environmental change and advocacy models. Hybrid models of peer education groups allow for a diverse set of peer educator skills to be utilized.

Using this Toolkit with Peer Educator Groups

This toolkit is designed for reference and support throughout the academic year by both professional prevention practitioners and peer educators. Effective peer educators can integrate the data, messages, and strategies into their educational efforts during any time of the year and in their daily peer-to-peer interactions. While you may use this toolkit as part of a prevention week or single event, the issue of collegiate traffic safety deserves attention throughout the academic year.

Whether you are a student leader for your peer education group or a prevention practitioner looking to create or augment an existing peer education group, there are many ways to use this toolkit. Here are some suggestions to get started:

- Use the up-to-date data in this toolkit to create interactive and experiential learning opportunities (often called programs) for students in residence halls, academic classes, or in common spaces on campus.
- Locate campus, local, or statewide data similar to what exists in this toolkit, making presentations and campaigns more relevant to your campus and students.
- Ask members of your peer education group to present on an aspect of this toolkit they find intriguing or particularly relevant.
- Evaluate current efforts in the collegiate traffic safety.
- Identify risk and protective factors in your campus environment which peer educators can help change.

RELATED AREAS OF FEDERAL COMPLIANCE

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) Drug-Free Schools and Campuses Regulations⁹ require at a minimum that each institution distribute the following in writing to all students and employees annually:

- Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol on school property or as part of any school activities
- A description of the applicable legal sanctions under federal, state, or local law for the unlawful possession or distribution of illicit drugs and alcohol
- A description of the health risks associated with the use of illicit drugs and the abuse of alcohol
- A description of any drug or alcohol counseling, treatment, rehabilitation, and re-entry programs that are available to employees or students
- A clear statement that the institution will impose disciplinary sanctions on students and employees (consistent with federal, state, or local law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violations of the standards of conduct

The law further requires an institution of higher education to conduct a biennial review of its program:

- To determine its effectiveness and implement changes if they are needed
- To ensure that the sanctions developed are enforced consistently

Campuses must continue to recognize possession and use of cannabis on campus as unlawful (DFSCA is a federal mandate, and cannabis is federally defined as illicit substance). In regards to cannabis, the biennial review should look for consistent enforcement of campus policies. This should include preventing distribution to minors and use by minors, as well as preventing diversion for out-of-state students, and preventing growth, possession or use on campus. The DFSCA process should not happen solely with prevention team members, and may include addressing cannabis with uncommon stakeholders (such as recruitment).

Clery Act

The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*, known as the Clery Act, was a 1998 amendment to the *Crime Awareness and Campus Security Act of 1990*. It has continued to be amended, including amendments from the *Violence Against Women Reauthorization Act of 2013 (VAWA)*. The Clery Act requires institutions of higher education to;¹⁰

- Collect, classify and count crime reports and crime statistics
- Issue campus alerts - both timely warnings for ongoing threats and emergency notifications for dangerous situations
- Provide educational programs and campaigns
- Have procedures for institutional disciplinary action in cases of dating violence, domestic violence, sexual assault and stalking
- Publish an annual security report
- Submit crime statistics to the Department of Education

The annual security report must be published on the institution's website. The Clery Act requires institutions to disclose statistics for reported crimes based on;¹⁰

- where the crimes occurred,
- to whom the crimes were reported,
- the types of crimes that were reported, and
- the year in which the crimes were reported.

There are some crimes related to traffic safety which must end up in the daily crime log:¹⁰

Some traffic violations are criminal in nature and, if reported, must be recorded. They are driving under the influence (DUI), driving while intoxicated (DWI), hit-and-run (of a person) and vehicular manslaughter. However, you are not required to record violations that aren't considered "crimes" (i.e., citations for moving violations).

OTHER RESOURCES:

• Proactive Traffic Safety Culture Poster

- ◆ Empowering Behaviors to Reach Our Shared Vision of Zero Deaths and Serious Injuries

https://www.mdt.mt.gov/other/webdata/external/research/docs/research_proj/tsc/PROACTIVE_TRAFFIC_SAFETY/POSTER.pdf

• Maps and Distances

- ◆ Montana Department of Transportation (MDT) webpage links to maps including travel maps, highway maps, active projects maps, urban area maps, bicycle/pedestrian maps, environmental maps, road conditions/weather maps, and traffic maps:

<https://www.mdt.mt.gov/publications/maps.shtml>

- ◆ MT Road Report provides an interactive map of Montana that shows road conditions, road incidents, construction, and other resources for drivers:

<https://roadreport.mdt.mt.gov/travinfomobile/>

• Cameras - Travel Conditions

- ◆ MDT links to roadmaps providing real-time information statewide:

<https://www.mdt.mt.gov/travinfo/weather/rwis.shtml>

- ◆ Road condition images on the Montana Department of Transportation (MDT) website gives drivers an idea of what roads may look like in various weather conditions:

<https://www.mdt.mt.gov/visionzero/roads/road-conditions.shtml>

• Highway Laws

- ◆ This MDT webpage provides a sampling of traffic and safety laws including speed limit laws, occupant protection laws, and licensing laws, amongst others:

<https://www.mdt.mt.gov/visionzero/people/knowthelaw.shtml>

• Safer People

- ◆ This page from the MDT gives a broad list of resources including Montana driving laws, motorcycle safety, winter driving, sharing the road with trucks and bicycles, watching for wildlife, and others:

<https://www.mdt.mt.gov/visionzero/people/>

• Impaired Driving

- ◆ MDT webpage that links to the impaired driving fatalities in Montana counties along with resources to plan ahead before drinking, myth-crasher videos, drugged driving information, how to protect your friends, and resources for parents:

<https://www.mdt.mt.gov/visionzero/people/impairment.shtml>

• Winter Driving/Snow Plow Safety

- ◆ The MDT wants to ensure winter driving safety and has provided safety tips that include a winter driving checklist, safety around snow plows, a survival guide, emergency travel kit link, and information about tires and chains:

<https://www.mdt.mt.gov/visionzero/people/winterdriving.shtml>

• Survival Guide

- ◆ This survival guide delivers a comprehensive overview of ways to prepare and handle emergency situations. Resources include: tuning up your vehicle, emergency travel kit, family disaster plans, evacuation kits, and others:

https://www.mdt.mt.gov/publications/docs/brochures/winter_maint/winter_survival.pdf

- ◆ PDF document for constructing your emergency travel kit:

<https://www.mdt.mt.gov/visionzero/docs/emergency-travel-kit.pdf>

REFERENCES

1. Proactive Traffic Safety Culture Primer

- a. This primer is written for traffic safety professionals and stakeholders searching for traffic safety strategies that are empowering and sustainable. It is written for those looking to reduce risky road user behaviors and to reach our shared traffic safety vision of zero deaths and serious injuries on our nation's roadways.

- i. <https://www.mdt.mt.gov/research/projects/trafficsafety-cc-tools.shtml>

2. Traffic Safety Culture Primer

- a. The purpose of this primer is to provide a definition of traffic safety culture and explain how it influences road user behavior and traffic safety.

- i. https://www.mdt.mt.gov/other/webdata/external/research/docs/research_proj/tsc/TSC_PRIMER/PRIMER.pdf

3. National Highway Traffic Safety Administration (NHTSA). Critical Reasons for Crashes Investigated in the National Motor Vehicle Crash Causation Survey. (DOT HS 812 506). Washington, DC: US Department of Transportation. 2018.

- a. The National Motor Vehicle Crash Causation Survey (NMVCCS), conducted from 2005 to 2007, was aimed at collecting on-scene information about the events and associated factors leading up to crashes involving light vehicles.

- i. <https://crashstats.nhtsa.dot.gov/Api/Public/ViewPublication/812506>

4. Higher Education Cannabis Prevention Toolkit

- a. In the spring of 2018, the Retail Marijuana Education Campaign at the Colorado Department of Public Health and Environment collaborated with the Coalition of Colorado Campus Alcohol and Drug Educators (CADE) and researchers at Colorado State University to create a Higher Education Cannabis Prevention Toolkit. This toolkit represents Colorado's commitment to healthy populations across the lifespan, and provides higher education practitioners with emerging research and evidence informed best practices.

- i. https://www.naspa.org/images/uploads/events/Higher_Education_Cannabis_Toolkit.pdf

5. NCHA ACHA Spring 2019, Reference Group Executive Summary

- a. The American College Health Association (ACHA)-National College Health Assessment (NCHA) is a nationally recognized research survey that collects precise data about college students' health habits, behaviors, and perceptions.

- i. https://www.acha.org/documents/ncha/NCHA-II_SPRING_2019_US_REFERENCE_GROUP_EXECUTIVE_SUMMARY.pdf

6. Suggested Strategies for Improving Campus Pedestrian Safety Virginia Association of Chiefs of Police (VACP)

- a. Suggested strategies for better campus pedestrian safety from the Virginia Association of Chiefs of Police with resources from The Pedestrian and Bicycle Information Center out of the University of North Carolina.

- i. http://www.smartsafeandsober.org/resources/campus_pedestrian_safety/index.php

7. Examination of associations between risky driving behaviors and hazardous drinking among a sample of college students

- a. Hazardous drinking is associated with other risky behaviors and negative health-related outcomes. This study examined covariation between hazardous drinking scores and the following risky driving behaviors: Falling asleep while driving, texting (receiving and sending) while driving, and driving after consuming alcohol.

- i. [Martin, R.J., Cox, M.J., Chaney, B.H. & Knowlden, A.P. \(2018\). Examination of associations between risky driving behaviors and hazardous drinking among a sample of college students. Traffic Injury Prevention \[published online ahead of print June 21, 2018\] doi: 10.1080/15389588.2018.1476690](https://doi.org/10.1080/15389588.2018.1476690)

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- 8. Prevalence of and attitudes about distracted driving in college students.**
 - a.** Students enrolled at 12 colleges and universities were recruited to participate in an online, anonymous survey. Recruitment was done via school-based list-serves and posters. School sizes ranged from 476 to over 30,000. The validated survey included 38 questions; 17 were specifically related to distracted driving.
 - i.** <https://www.ncbi.nlm.nih.gov/pubmed/25133486>

- 9. Drug Free Schools and Communities Act (DFSCA) Drug-Free Schools and Campuses Regulations**
 - a.** This guide describes the requirements of the 1989 amendments to the Drug-Free Schools and Communities Act (DFSCA), as articulated in the Education Department General Administrative Regulations (EDGAR) Part 86,1—the DrugFree Schools and Campuses Regulations*—and ways in which institutions of higher education (IHEs) have met these requirements.
 - i.** <https://safesupportivelearning.ed.gov/sites/default/files/hec/product/dfscr.pdf>

- 10. The Handbook for Campus Safety and Security Reporting**
 - a.** This handbook was developed by the U.S. Department of Education to present step-by-step procedures, examples, and references for higher education institutions to follow in meeting the campus safety and security requirements of the Higher Education Act of 1965, as amended.
 - i.** <https://www2.ed.gov/admins/lead/safety/handbook.pdf>

- 11. NIAAA College Task Force (2002) - A Call to Action: Changing the Culture of Drinking at U.S. Colleges**
 - a.** This report, released in 2002 by the NIAAA-supported Task Force on College Drinking after 3 years of intensive discussions, describes our new understanding of dangerous drinking behavior by college students and its consequences for both drinkers and nondrinkers. In its report, the Task Force outlines a series of recommendations for colleges and universities, researchers, and NIAAA.
 - i.** <https://www.collegedrinkingprevention.gov/media/taskforcereport.pdf>