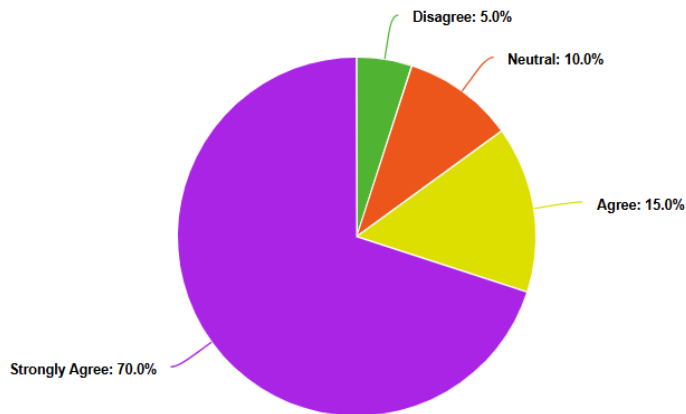
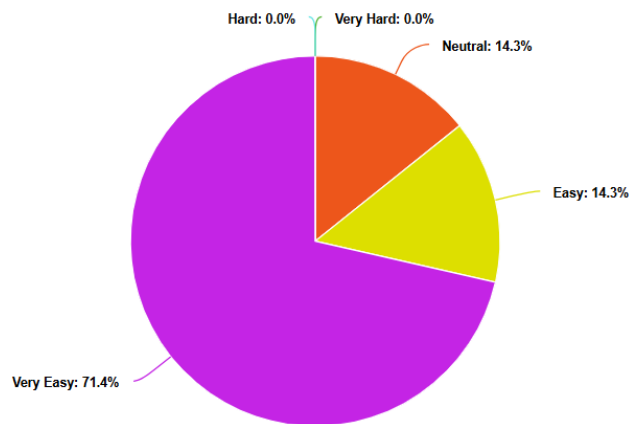


CRASH Project 2024 – 2025 Evaluation

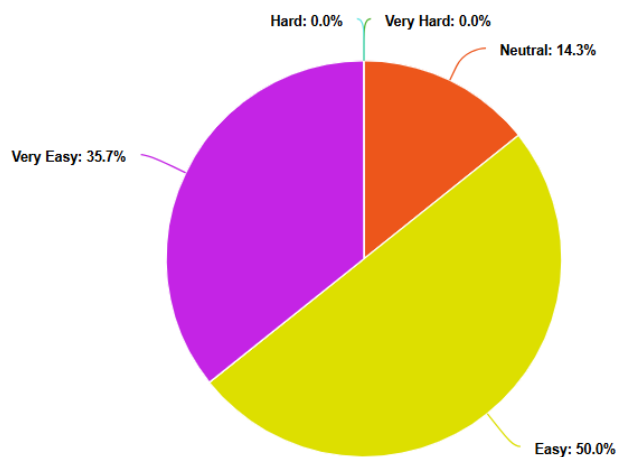
Participation in the CRASH Project has given students in my college the opportunity to talk about the importance of safe driving.



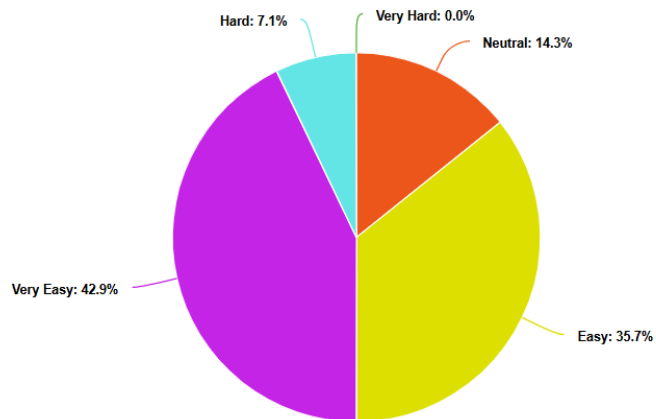
Getting support from the college was:



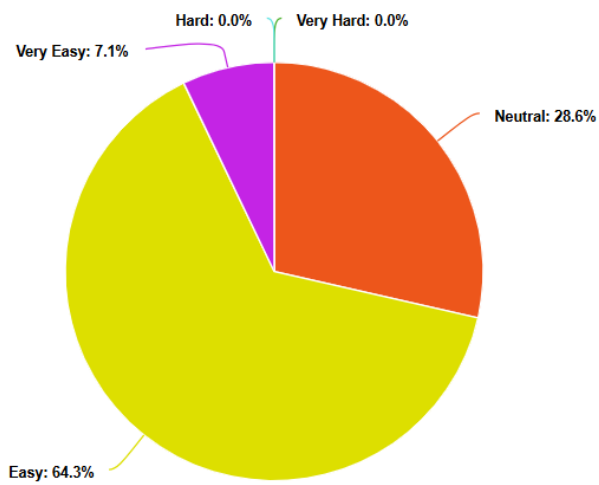
Getting the community involved was:



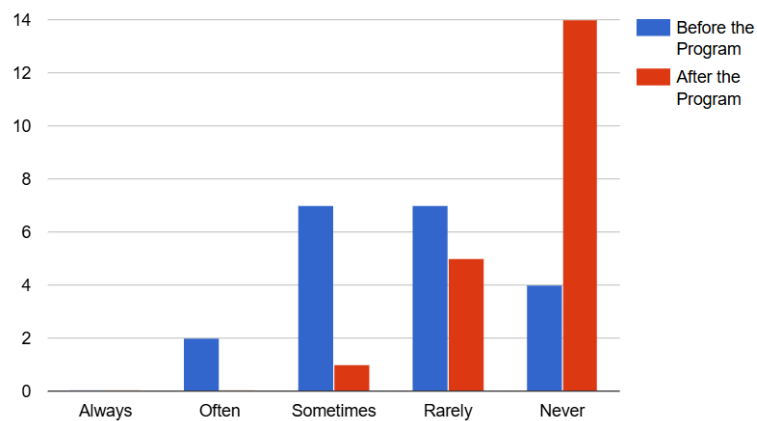
Managing the program's finances was:



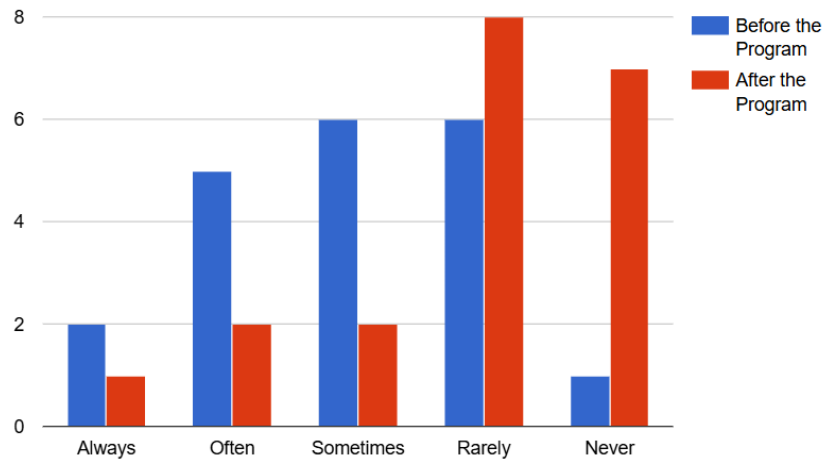
Planning the program was:



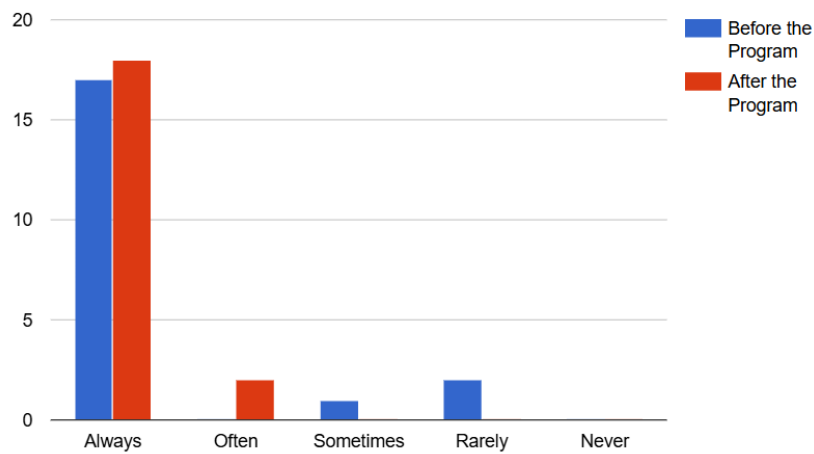
I use my phone when driving (text, talk, search, games, music, etc.).



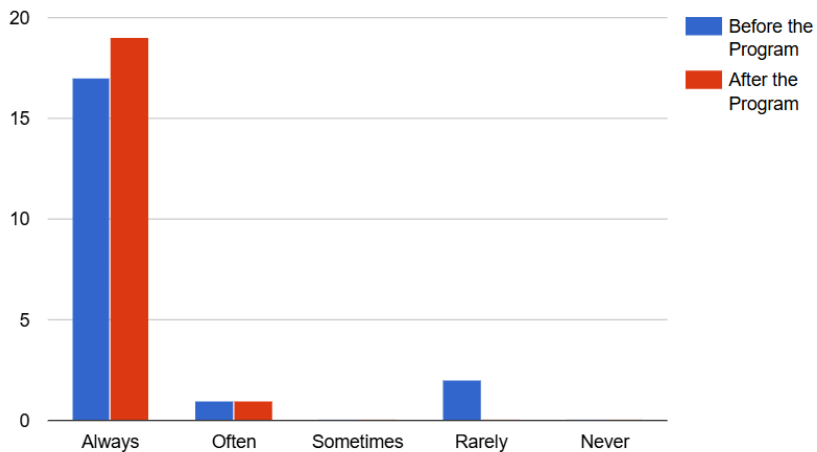
I drive over the speed limit.



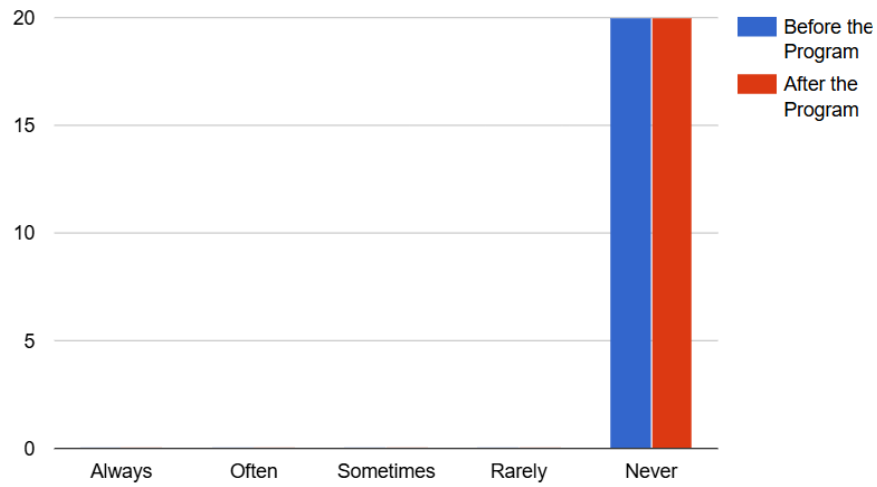
I wear my seatbelt when I am driving.



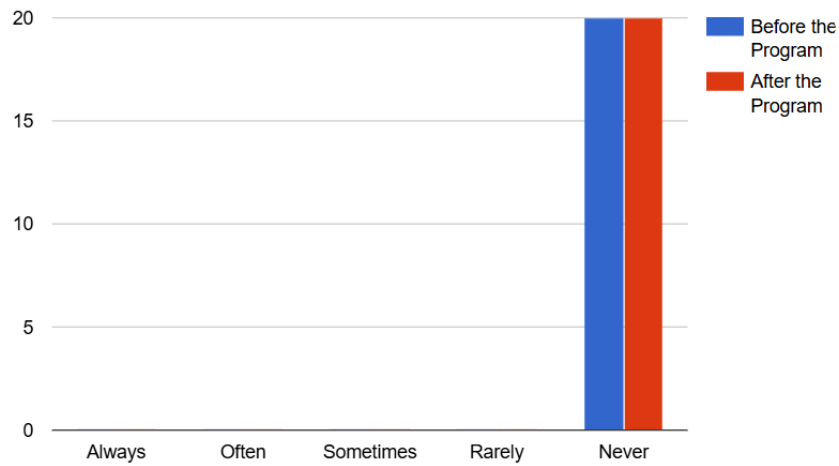
I wear my seatbelt when I am a passenger.



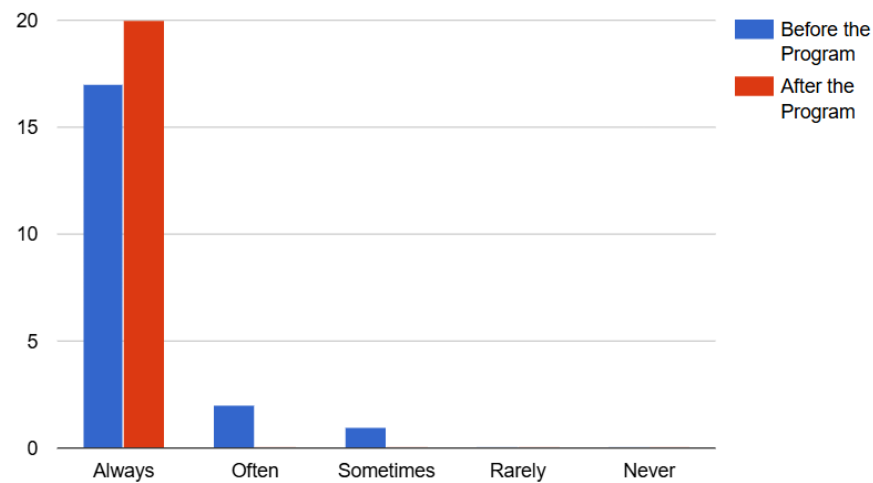
I think it's ok to use cannabis/marijuana while driving.



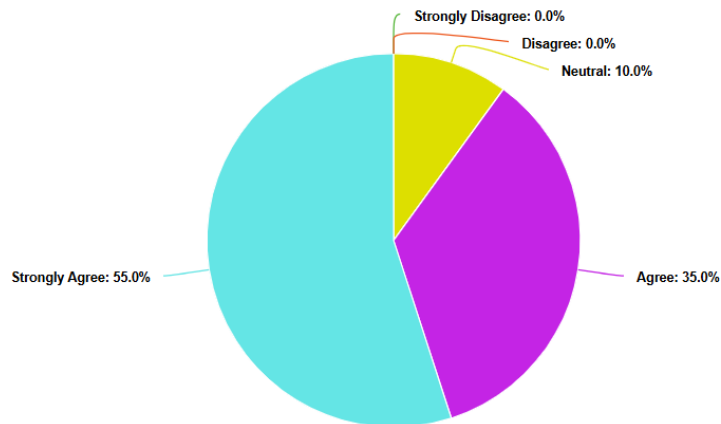
I drive while using cannabis/marijuana.



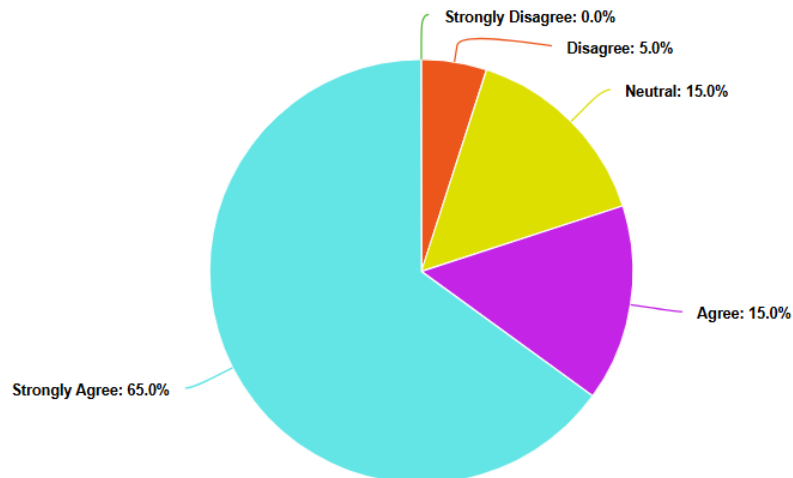
I stop for pedestrians in crosswalks.



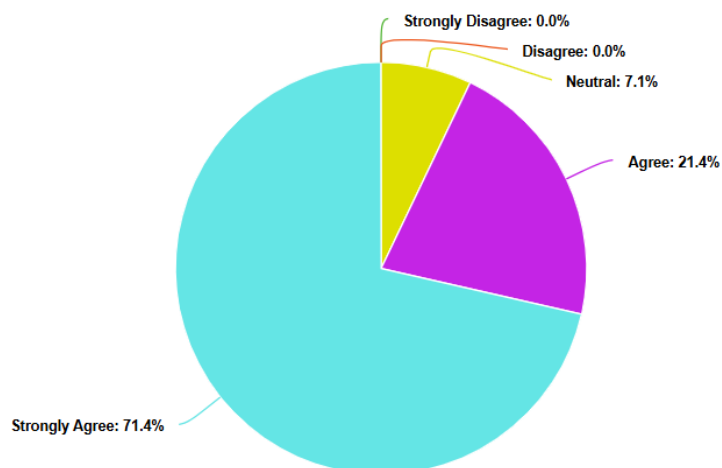
In general, do you think you and your friends are safer drivers because of the CRASH Project?



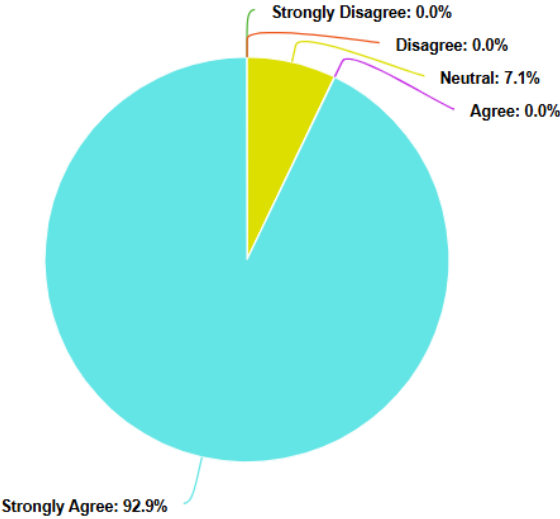
Do you think you and your friends are safer passengers because of the CRASH Project?



The group had all the materials and resources needed to complete the program.



The group felt support by the Brain Injury Alliance of New Jersey (BIANJ) staff.



What was your favorite part of connecting with the community at your college?

The results of the evaluation revealed that students' favorite part of connecting with their campus communities through the CRASH Project was the opportunity to spread awareness about important transportation safety issues and witness their peers' engagement firsthand. Many participants described feeling a deep sense of purpose and fulfillment in educating others, knowing their efforts could help prevent crashes and save lives. They appreciated using their creativity and voices to make a difference on campus, particularly around topics like impaired driving, distracted driving, and pedestrian safety.

Students also valued the meaningful connections built through their outreach, whether presenting to local police departments, interacting with peers during tabling sessions, or hosting focus groups. They noted how open and supportive their campus communities were, fostering judgment-free spaces for discussion and reflection. Many enjoyed seeing people's reactions to their projects, from laughter and curiosity to thoughtful conversation, and emphasized that these experiences strengthened their sense of unity and shared responsibility for creating safer, more informed campus environments.

What aspects of the program did you like and worked really well and why?

The results of the evaluation revealed that participants found the most effective and enjoyable aspects of the program to be its peer-to-peer engagement, strong staff support, and hands-on, creative activities. Students highlighted that campaigns led by their peers felt authentic and relatable, helping messages about transportation safety resonate more deeply across campus. Interactive components such as tabling events, pledge drives, impairment goggle demonstrations, and collaborations with campus and community partners successfully captured attention and inspired meaningful conversations about safe driving, walking, and riding behaviors. Many noted that these experiences not only educated their peers but also increased their own understanding of transportation safety issues.

Participants also praised the guidance and communication provided by program coordinators, particularly appreciating BIANJ staff's responsiveness, encouragement, and regular check-ins. The program's clear structure, consistent reminders, and flexible deadlines helped students stay organized and motivated throughout the process. Overall, the combination of peer-led initiatives, interactive education, and supportive mentorship created a highly engaging and impactful experience that effectively promoted community awareness and behavior change.