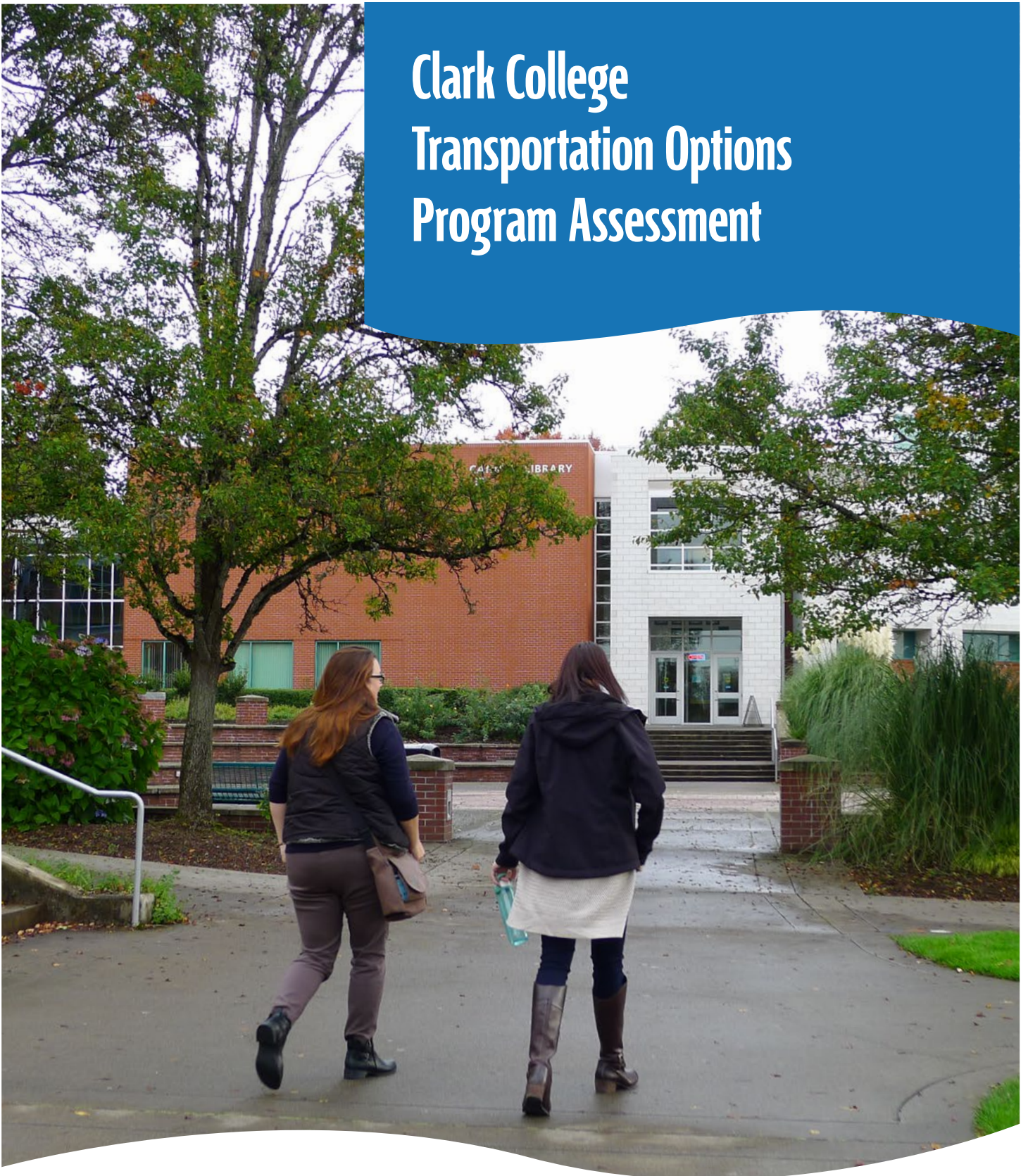


Clark College Transportation Options Program Assessment



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The Regional Transportation Council (RTC) funded a City of Vancouver request to assess the potential implementation of a transportation options pilot program at Clark College. A pilot program would offer transportation information, events, and outreach assistance to help students, faculty, and staff use transportation options such as carpooling, transit, walking, and bicycling. A transportation options pilot program at Clark College would help accomplish the following goals:

- Increase the numbers of students, faculty, and staff using transportation options to campus and beyond
- Reduce the number of drive-alone trips to campus
- Reduce congestion and parking demand
- Promote the C-TRAN bus system to help diverse groups of students access essential campus services

This assessment was conducted by Alta Planning + Design and included a background review of existing Clark College transportation services, resources, and infrastructure. The number of students participating in the College's bus pass and carpool program were examined, as well as the number of parking permits issued. Additionally, an online transportation survey was conducted to capture information about mode choice, gauge interest in potential program offerings, explore barriers and benefits to using transportation options, and collect demographic information among students, faculty, and staff.

Clark College expects to serve 3,000 additional students within the next 10 years, for a total headcount of approximately 18,850 students by 2025. This increase in student population will increase the parking demand and create more congestion around Clark College. A transportation options program can help alleviate these problems by encouraging more students, faculty, and staff to

bicycle, bus, carpool, and walk to and from campus. Furthermore, C-TRAN's new bus service improvement—The Vine Bus Rapid Transit (BRT) system—would be promoted during the program, and will offer students more frequent bus service. C-TRAN contributed to this assessment by attending meetings and providing on and off counts for bus stops adjacent to Clark College.

The Alta Planning + Design consultant team recommends the following actions as part of this assessment:

- The City of Vancouver should seek funding through RTC for a transportation options pilot program at Clark College
- Interim outreach steps should be taken prior to the launch of a program, such as providing transportation resources (e.g., bike maps and transit schedules) to Clark College for distribution among students, faculty, and staff
- The City of Vancouver and C-TRAN should work collaboratively with Clark College to promote the The Vine to students, faculty, and staff via outreach efforts
- Clark College should consider expanding the student carpool program and increasing student awareness of the discounted bus pass option

The survey results, along with other data collected during this assessment, indicates a transportation options pilot program implemented at Clark College would likely help Clark College students, faculty, and staff decrease their drive-alone trips to campus and beyond. The funding request would support the hiring of a student Transportation Options Ambassador to provide personal outreach assistance, promote the program, distribute information, and plan and implement custom events. The program would be modeled on the successful City of Vancouver Destination Downtown program, which has measured an average 8 percentage point reduction in participants' drive-alone commute mode share over the course of four years.

The online transportation survey conducted at Clark College for this assessment provides detailed information about the barriers and benefits faced by students, faculty, and staff when using transportation options. The survey data also highlights the modes of transportation that have the most potential for use among full- and part-time students and faculty/staff. The ways in which a pilot transportation options program can help overcome barriers to using transportation options are included below:

- Lack of information about transportation options can be overcome by providing students with free packets of transportation resources, personalized outreach, and custom events
- Encouraging greater use of transportation options via rewards (e.g., redeemable coupons, safety items) will resonate with students, faculty, and staff who are interested in saving money
- Carpool matching through Rideshare Online has the potential to increase the mode share for carpooling, particularly for those who live further than 10 miles from campus
- Transit-specific events will leverage Clark College's partnership with C-TRAN, thus helping to promote the student transit pass discount and The Vine BRT service

The survey data collected during this assessment was presented to the Clark College Executive Cabinet on November 29, 2016. The Executive Cabinet members supported the City of Vancouver's efforts to fund and implement a transportation options pilot program at Clark College. The transportation survey conducted as part of this assessment will help influence the design and communications elements of a transportation options pilot program. For example, segmenting the audience into different groups at the outset of a program (e.g., full-time students living within 10 miles of campus) will ensure messaging and communications are spot on. Furthermore, the survey data—coupled with high response rates—provides evidence that students, faculty, and staff have

experience using transportation options and a desire to order program materials (e.g., bike maps and transit schedules) and participate in other program offerings such as commuter workshops and other transportation-related events.

Background

The Clark College main campus is located on 101 acres in Vancouver's Central Park. The college was originally established in 1933 as a private, two-year junior college. The college officially became a public institution in 1958, and currently enrolls about 12,000 students. Satellite campuses include Columbia Tech, Washington State University Vancouver, and Economic and Community Development.

The main Clark College campus is located approximately two miles west of downtown Vancouver, WA. The I-5 freeway separates downtown from the college and is a barrier for increased travel between the two destinations. The majority of students drive alone to campus and park for free on campus lots, as there is no student housing on campus. There are several C-TRAN bus routes that serve Clark College and there are 32 bike racks located throughout the campus that hold a total of 372 bikes. Clark College students may purchase a C-TRAN bus pass endorsement (BackPASS) at the Clark College Bookstore with their student ID card at a reduced cost (currently priced at \$15 per quarter, compared to a full-fare price of \$62 per month for a C-Zone fare pass).

Clark College provides parking for 2,910 vehicles on campus. Students and faculty who choose to drive to campus have several options for parking, which are listed below:

- Open lot parking (students, faculty, and staff)
- Permit parking (faculty only)
- Student carpool parking (students only)

Background

Clark College Main Campus Map



CLARK COLLEGE
1933 Fort Vancouver Way, Vancouver, WA 98663-3598

KEY

- | | | | | | | |
|--------------------|-----------|-----------------|--------------|-----------------|-----------------------------|----------------|
| Accessible Parking | Bookstore | Carpool Parking | Computer Lab | Emergency Phone | Gender-Inclusive Restrooms | Theatre |
| Bike Racks | Bus Stop | Coffee | Dining | Fitness Center | Health, Dental & Counseling | Welcome Center |

Number Of Student Bus Passes Issued Per Quarter During The 2015-2016 School Year

The following table shows the number of student bus passes issued per quarter during the 2015-2016 school year.

Bus Passes Issued

Summer 2015	732
Fall 2015	1,457
Winter 2016	1,204
Spring 2016	1,129

Student Carpool Program

Clark College has implemented a popular student carpool program, with an average of 20 to 25 permits issued per quarter. Six parking spots in Red Lot 3 are signed and designated as student carpool parking only. Carpool parking is free and carpool parking permits are valid from the first day of the quarter to the last of final exams. Carpool spaces are available on a first-come, first-served basis Mondays through Fridays from 6:00 a.m. to 5:00 p.m.

To qualify for the program, all of the following requirements must be met:

- Students must be registered for the quarter in which they are requesting the carpool permit
- Two or more students must register as a "carpool"
- All carpool participants must be present at time of registration and be currently registered as students
- All students must have a valid driver's license
- Carpool registration must be filled out completely and correctly

Parking Permit Information

Parking permit costs for faculty and the total number of permits issued for 2015-2016 are included below:

Parking Permit Costs

Quarterly Permits	\$11.74
Annual Permits	\$35.23 (per year)
Permanent Permits	\$35.23 (per year)
Additions Permits	\$1.00 (per vehicle)

Number of Permits Issued in 2015-16:

Quarterly Permits	194
Annual Permits	199
Permanent Permits	482
Total permits	875

C-TRAN Bus Ridership Data

Bus ridership counts were provided by C-TRAN to gauge increases or decreases in ridership during 2015 and 2016. The data indicated that bus ridership was higher in fall 2015 compared to spring 2016.

The data (ons and offs) came from the following bus stop locations:

- Ft. Vancouver Way at Gaiser Hall
- Ft. Vancouver Way at O'Connell Sports Center (southbound and northbound)
- Ft. Vancouver Way at 1900 Block
- McLoughlin at Ft. Vancouver Way (eastbound and westbound)
- McLoughlin at Clark College (eastbound and westbound)

The Vine Bus Rapid Transit Service launches in January, 2017. This new service will likely increase the frequency of headways along major routes. Tracking ridership data for this new service will be important, as the data can be used to confirm potential transit mode share increases during the evaluation component of a transportation options pilot program.

Student Makeup

The 2016-2017 breakdown of the student population by gender, students of color, and average age is included in the table below:

Student Demographics

Students	11,313
FTEs (Full-time equivalent students)	8,029
Female	57%
Students of color	37%
Full-Time Students	50%
Average Age	26
Average Credits	10.6

Transportation Survey Results

An online transportation survey was conducted during this assessment to capture information about mode choice, gauge interest in potential transportation options program offerings, explore barriers and benefits to using transportation options, and collect demographic information. The Clark College survey was sent to all students, faculty, and staff (for a total of approximately 12,000 people contacted) on Monday, October 17 and was open until October 28. Survey participation was incentivized through a \$100 Fred Meyer gift card and \$50 bookstore gift card for the grand prize, and a \$25 Fred Meyer gift card for second prize. A total of 1,930 responses were collected from the survey, representing a 16% response rate.



Mode Choice

FIGURE 1: PRIMARY MODE TO CAMPUS

Seventy-one percent of students, faculty, and staff primarily drive alone to campus. Carpooling (13%) and bus (13%) are the next most common modes for commuting to campus, followed by bicycling (1%), walking (1%), and 2% reporting "other." A transportation options program will target students, faculty, and staff who primarily drive alone to campus in an effort to change their travel habits, in addition to supporting those who already use transportation options.

Figure 1: Primary Mode To Campus

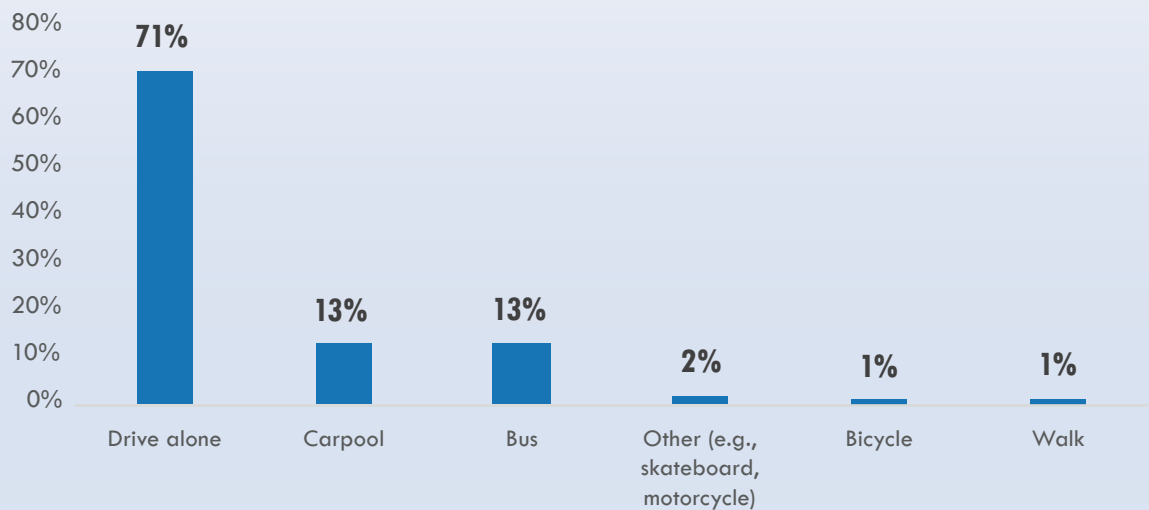


FIGURE 2: PRIMARY MODE TO CAMPUS BY STUDENTS AND FACULTY

When broken out into full- and part-time students and faculty/staff, the data shows that faculty/staff drive alone and bicycle to campus more often compared to students. Furthermore, faculty/staff do not carpool and ride the bus as often as students. This data indicates that messages used during a transportation options program should be tailored to each of these different audiences. For example, faculty and staff would receive a unique set of communications to change their travel behaviors. Furthermore, faculty and staff who already use transportation options can be champions for the program and become role models for students.

FIGURE 3: PRIMARY MODE TO CAMPUS BY DISTANCE

The primary mode to campus question was also analyzed by distance from campus. The results show that students, faculty and staff living closer to campus bus, bicycle, and walk to campus more frequently compared to those living more than 10 miles from Clark College. The group with the most potential for transportation behavior change is full-time students living within 10 miles of campus. As such, messaging around physical activity and the convenience of bicycling and riding the bus might resonate best with this audience. Messages around carpooling would likely resonate best with students living more than 10 miles from campus without close proximity to a bus stop.

Figure 2: Primary Mode To Campus By Students And Faculty

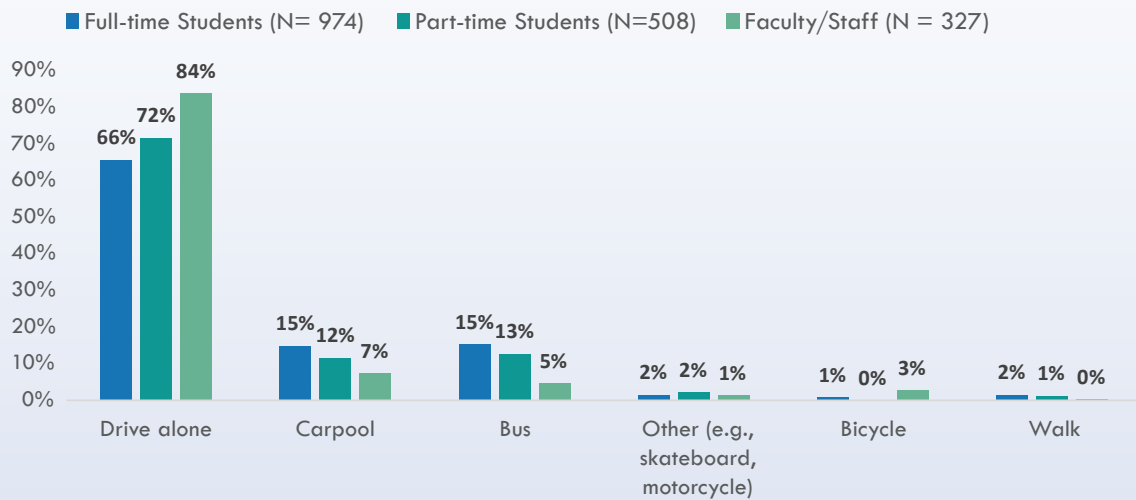


Figure 3: Primary Mode To Campus By Distance

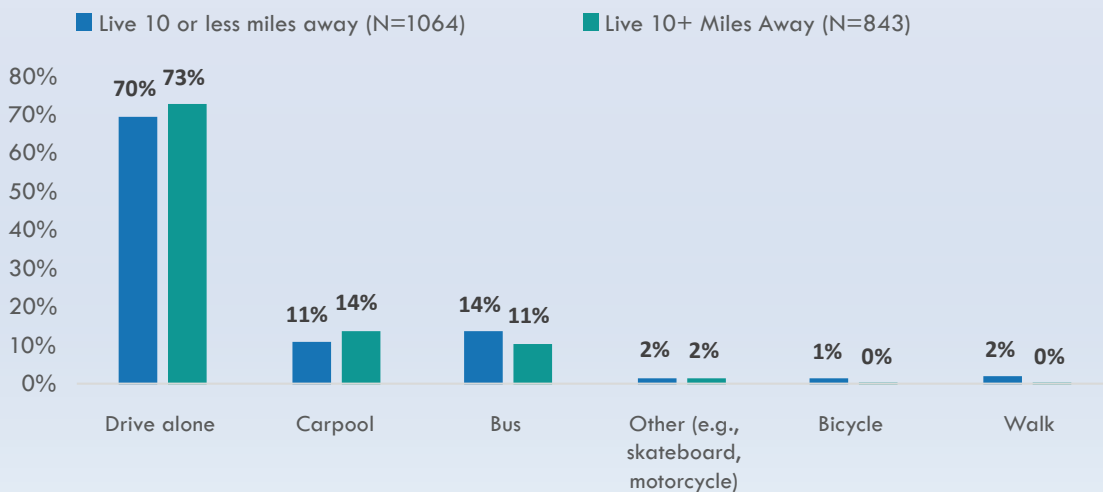


FIGURE 4: SECONDARY MODE TO CAMPUS – ALL RESPONDENTS

When asked about a secondary, or back-up mode to campus, students, faculty, and staff indicated a preference for driving alone (39%) but also use other transportation options. Carpooling is the second highest option used (35%), followed by bus (12%), other (9%), bicycle (3%), and walking (3%). Data from this question shows that back-up modes such as carpooling, bus, bicycling, and walking have potential to replace drive-alone trips. Students, faculty, and staff already have experience using these modes and a transportation options pilot program will encourage greater use of non- drive-alone trips to campus on a regular basis.

FIGURE 5: SECONDARY MODE BY GROUPS

The secondary mode question was also analyzed among full- and part-time students and faculty/staff. Results show that faculty/staff choose driving alone, bicycling, walking, and use other modes more frequently than students.

FIGURE 6: DISCRETIONARY TRIPS

Discretionary trips such as shopping, errands, and recreation for students and faculty/staff indicate that over two-thirds drive alone for those types of trips. Carpooling and taking the bus are the second most common modes used for discretionary trips across all groups. A transportation options pilot program will encourage the use of transportation options for both commute and discretionary trips. Students, faculty, and staff who drive alone to campus can make small steps to use transportation options for other types of trips such as walking to the park and running errands, and recreation-based trips. Positive experiences gained using transportation options for discretionary trips where there are fewer constraints (e.g., time, carrying heavy books) will help program participants think about how they can successfully use those modes to commute to campus.

Figure 4: Secondary Mode To Campus – All Respondents

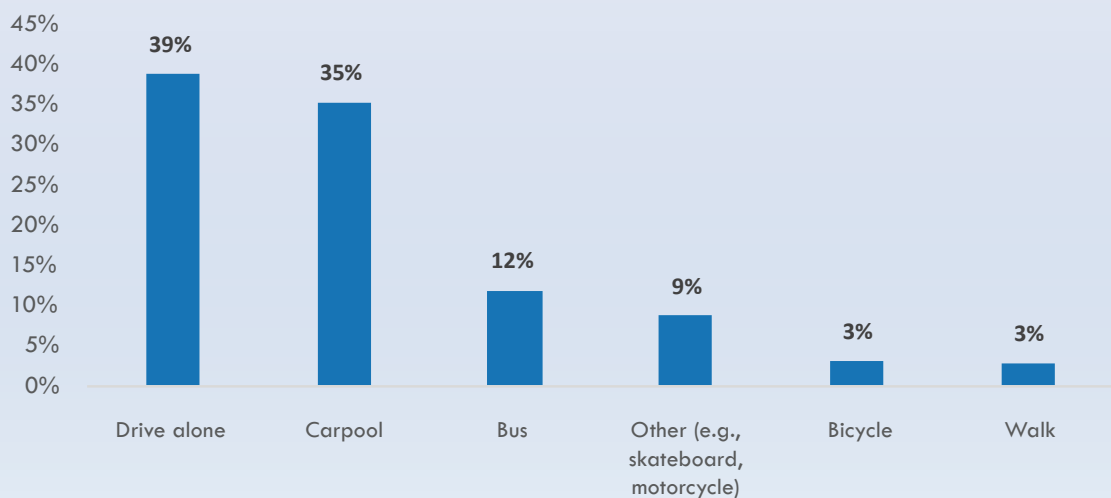


Figure 5: Secondary Mode By Groups

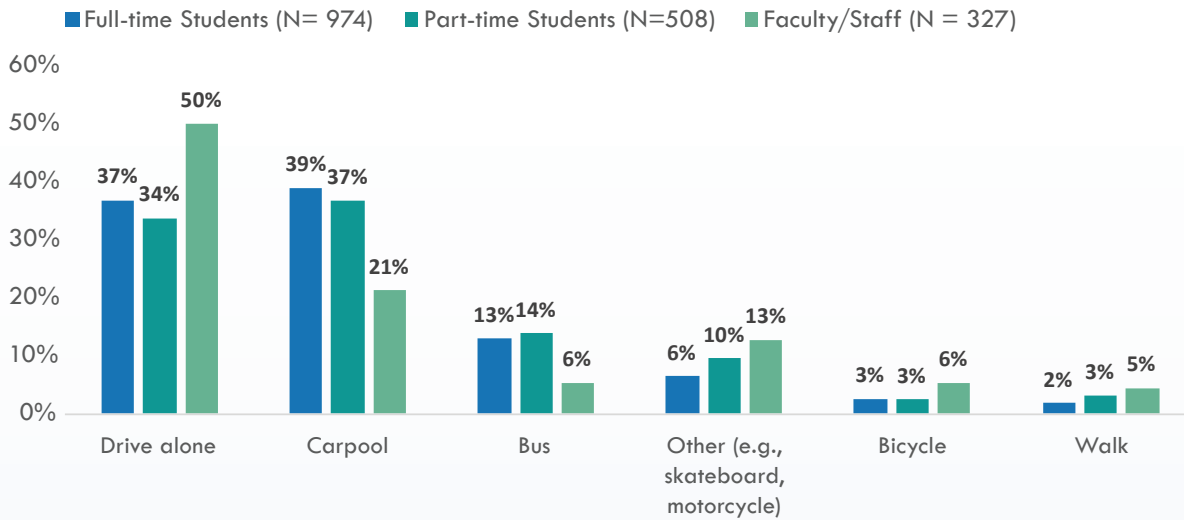


Figure 6: Discretionary Trips

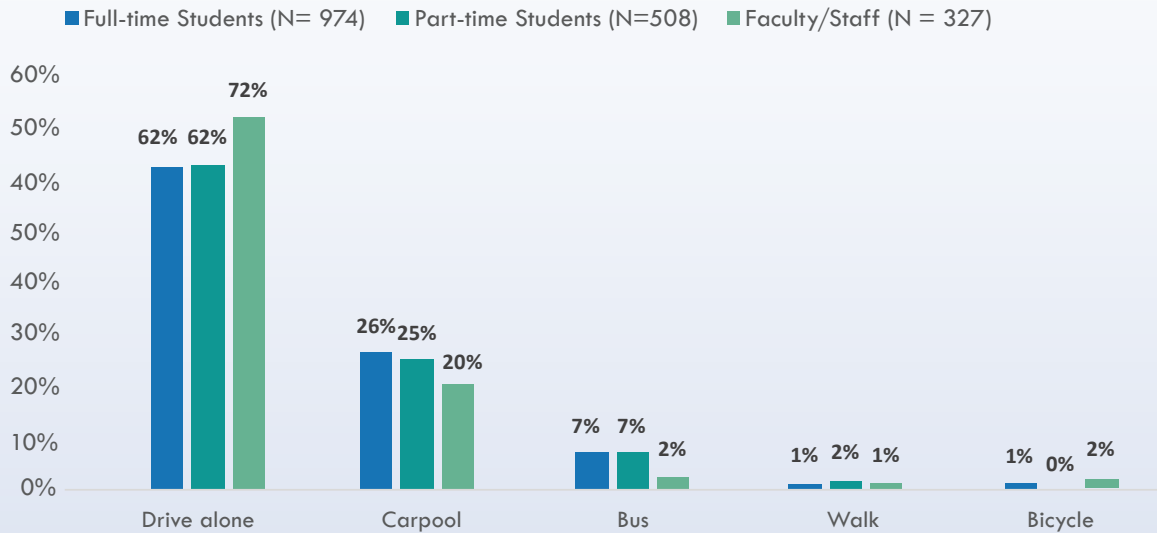
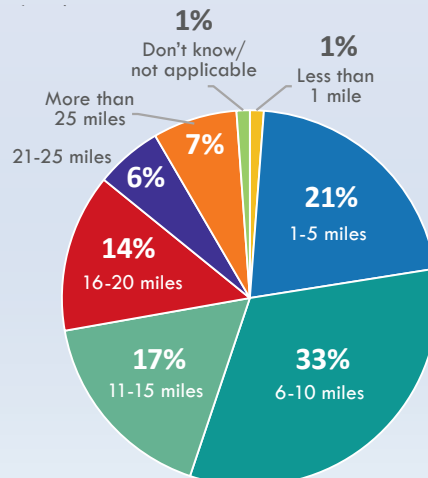


FIGURE 7: COMMUTE DISTANCE FROM HOME

The survey data indicates that more than half (54%) of students, faculty, and staff live within 10 miles of campus. This group would be the primary target audience for a transportation options pilot program, as they live close enough to campus to ride the bus, bicycle, and walk without facing major barriers such as geography, time, and convenience.

Figure 7: Commute Distance From Home



Program Resources

Students, faculty, and staff were asked a series of questions to determine the likelihood of ordering transportation materials and participating in program activities.

FIGURE 8: ENCOURAGEMENT TO USE TRANSPORTATION OPTIONS MORE OFTEN

Results indicate rewards (35%), carpooling assistance (31%), premium carpooling parking spaces (28%), discounted bus passes (25%), and transportation options information (18%) were viewed as the most attractive program offerings that would encourage students, faculty and staff to use transportation options more frequently. Additional responses showed more secure bike parking (7%), information about bike commuting (5%), and events (4%) would also be helpful.

Figure 8: Encouragement To Use Transportation Options More Often

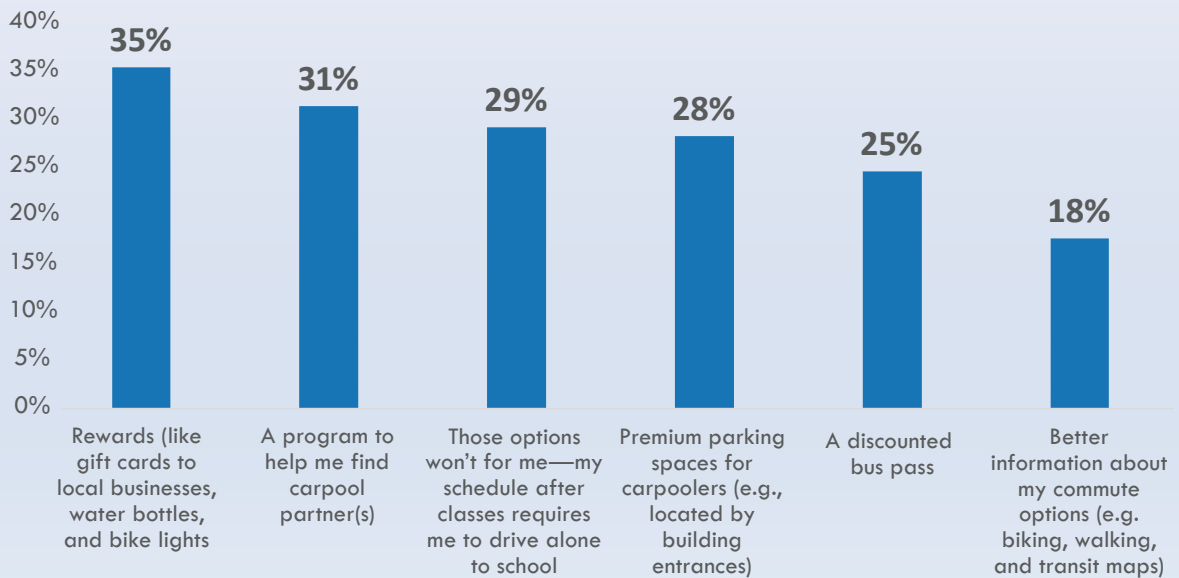


FIGURE 9: LIKELIHOOD OF ATTENDING EVENTS

Thirty-four percent of students, faculty, and staff are either very (6%) or somewhat likely (28%) to attend campus-led transportation events. These results are indicative of a community-college setting where many students are employed and have obligations outside of school. Best practices from Atla Planning + Design's campus-specific transportation options programs indicate events should be held on campus and take no longer than 30 minutes to complete.

Figure 9: Likelihood of Attending Events

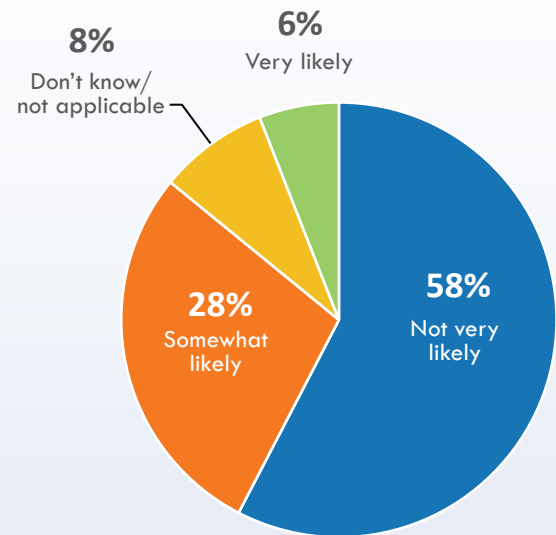


FIGURE 10: LIKELIHOOD OF ORDERING TRANSPORTATION RESOURCES BY GROUP

The survey data shows that full-time students have the most interest in ordering free transportation materials, followed by part-time students, and faculty/staff. This information is helpful for targeting specific groups that have the most potential to order transportation options information.

FIGURE 11: LIKELIHOOD OF ORDERING TRANSPORTATION RESOURCES BY DISTANCE

Students, faculty, and staff who live fewer than 10 miles from campus are more likely to order free transportation resources compared to those who live more than 10 miles from campus. This group would become the main target audience for a transportation options pilot program, as transit, bicycling, and walking are more feasible options.

Figure 10: Likelihood Of Ordering Transportation Resources By Group

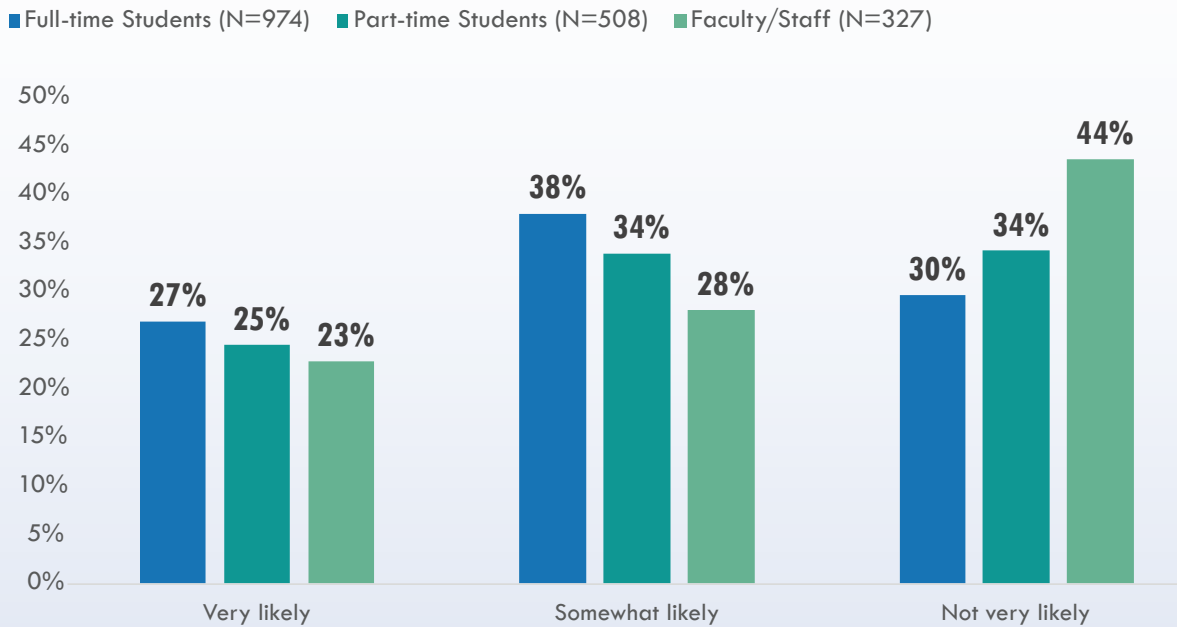
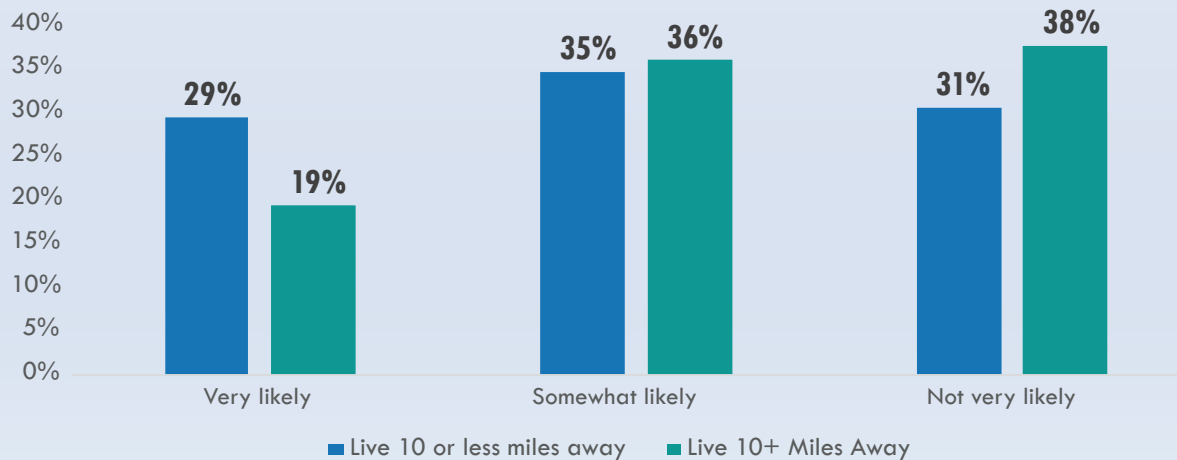


Figure 11: Likelihood of Ordering Transportation Resources By Distance



Bicycling

Eight percent of students, faculty, and staff sometimes ride a bike to campus. A summary of the top reasons for bicycling and not bicycling to campus are referenced below; respondents were allowed to select more than one answer.

Top reasons for bicycling to campus:

- Health/exercise (78%)
- Saving money (47%)
- Reduce carbon footprint (37%)

Top reasons for NOT bicycling to campus:

- Live too far (67%)
- Time/convenience (51%)
- Weather (51%)

Ways to improve satisfaction with bike commuting:

- Bike lanes separated from traffic (40%)
- Car drivers being more aware of people who bicycle (40%)
- More bike lanes (40%)
- More secure bike parking (35%)

Students, faculty, and staff were asked if they ever ride a bicycle to campus. The 8% who said “Yes” were asked about benefits associated with bicycling to campus and what would make them more satisfied with their current bike route. Those who said “No” were asked about barriers that discouraged them from riding a bicycle to campus. The same skip logic sequence was used for the bus and carpooling questions presented later in this report.



FIGURE 12: RIDING A BIKE TO CAMPUS BY GROUPS

When broken out into groups, faculty and staff bicycle to campus more often than full-time and part-time students. Over one-quarter of faculty/staff who responded to the survey live within 5 miles of campus, which is an easy bicycling distance and helps explain why faculty/staff have a preference for bicycling compared to the other groups.

FIGURE 13: RIDING A BIKE TO CAMPUS BY DISTANCE

While most students, faculty, and staff do not bicycle to campus, those who live within 10 miles from Clark College are more likely to commute by bicycle. A transportation options pilot program would focus bicycling efforts on students and faculty/staff living within close proximity to campus.

Figure 12: Riding A Bike To Campus By Groups

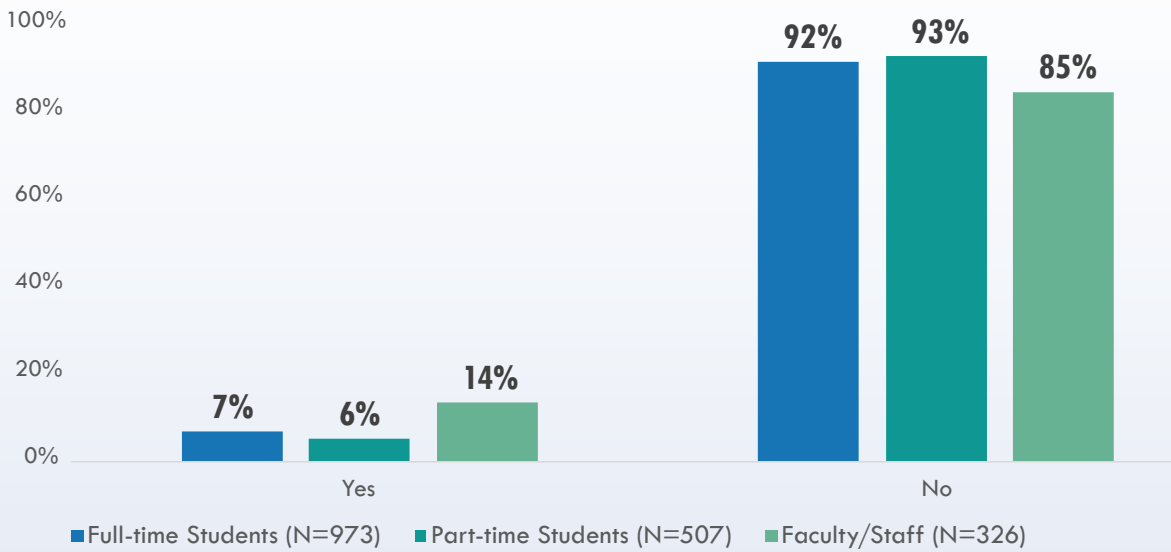


Figure 13: Riding A Bike To Campus By Distance

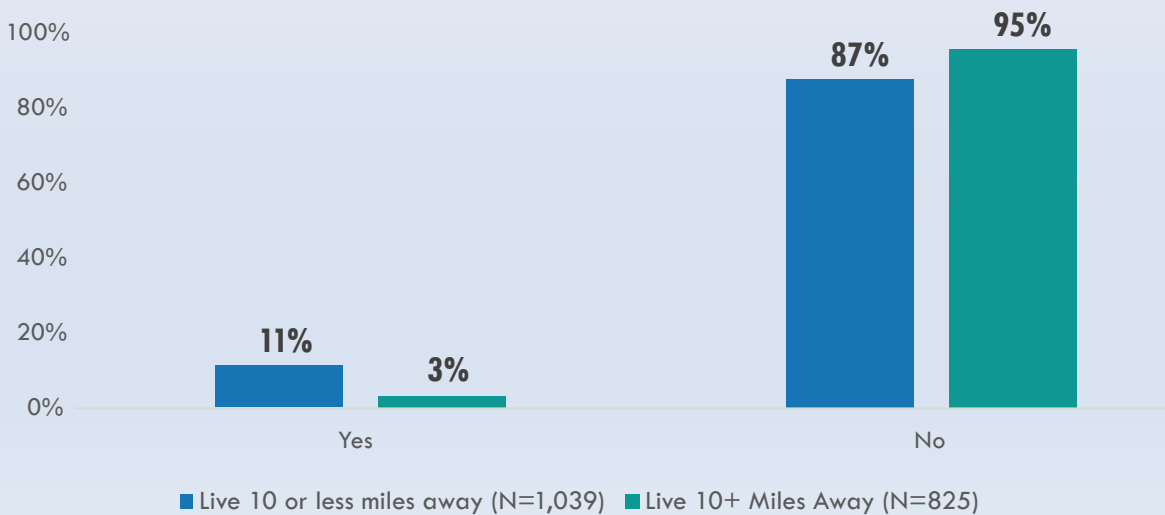


FIGURE 14: REASONS FOR RIDING A BIKE TO CAMPUS - BENEFITS

The top reasons for riding a bicycle to campus include health/exercise (79%), saving money (48%), environmental reasons (37%), no access to a car (30%), and don't want to deal with parking (30%). Respondents were allowed to select more than one answer for this question. The information obtained from this question will be used to develop messaging around the benefits of bicycling to support those who are already doing that behavior and motivate those who are thinking about bicycling to campus but haven't yet committed to that behavior.

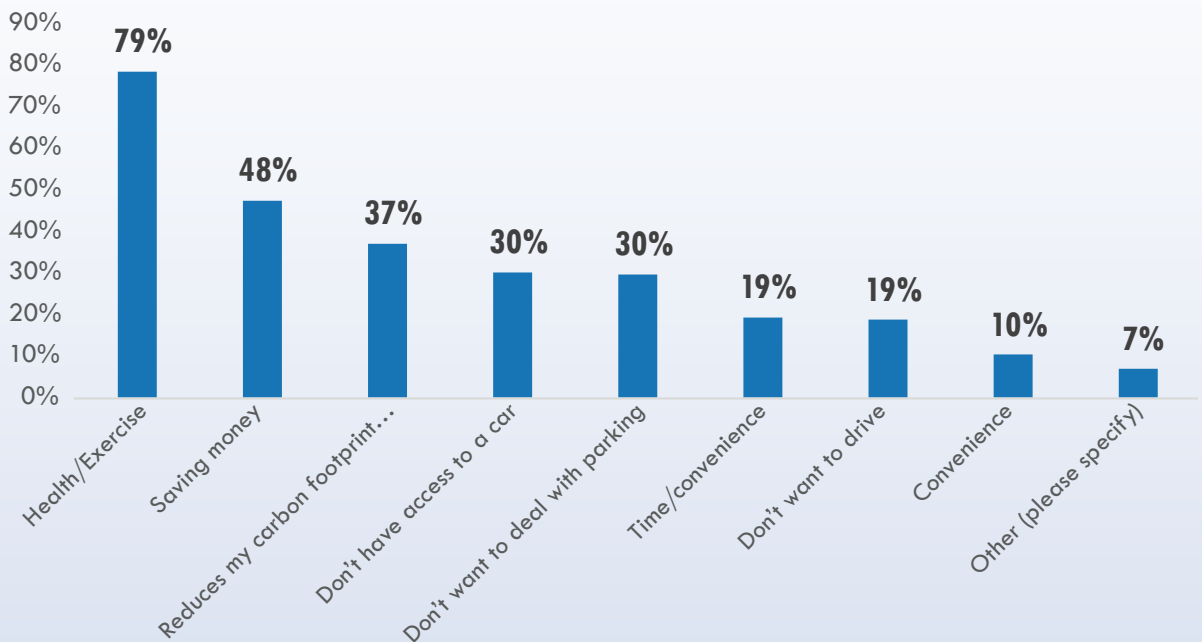
Figure 14: Reasons For Riding A Bike To Campus - Benefits

FIGURE 15: SATISFACTION WITH CURRENT BIKE ROUTE

The top reasons for improving current bike routes to campus include separating bike lanes from traffic (41%), car drivers being more aware of bicyclists (41%), more bike lanes (40%), and increased availability of secure bike parking (35%).

FIGURE 16: REASONS FOR NOT RIDING A BIKE TO CAMPUS - BARRIERS

Of the 92% of students, faculty, and staff who indicated they don't ride a bike to campus, the top

reasons stated were distance from campus, weather, time/convenience, geography, and lack of safe bicycling routes. Respondents living less than 10 miles from campus showed fewer barriers to bike commuting compared to those living more than 10 miles from campus. This question was also analyzed among the different groups (e.g., full-time and part-time students and faculty/staff) but the data showed little variation between responses. Time/convenience, geography, and lack of safe bicycling routes were the top three reasons for not riding a bike to campus among all three groups.

Figure 15: Satisfaction With Current Bike Route

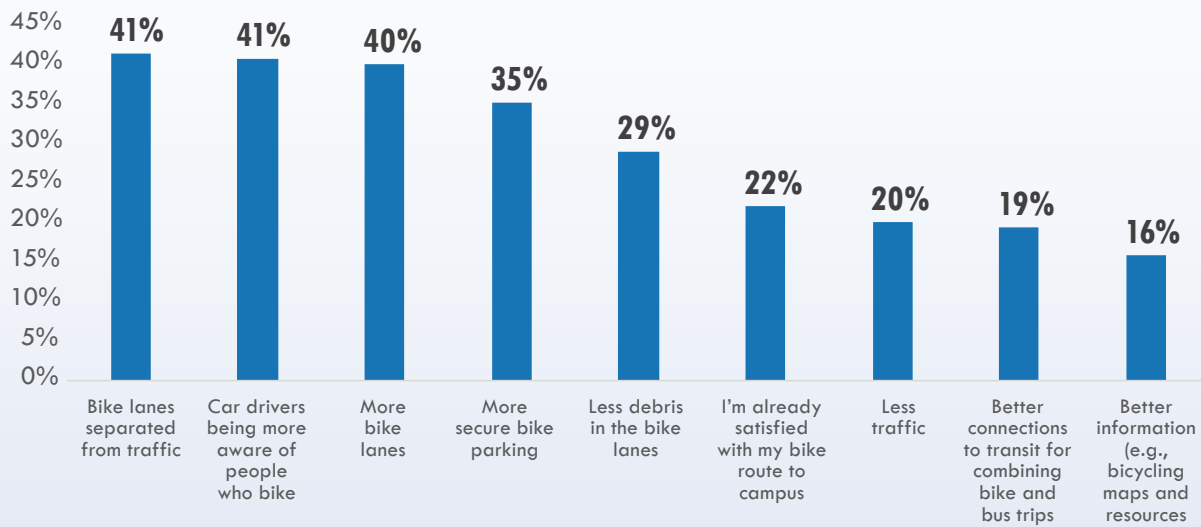
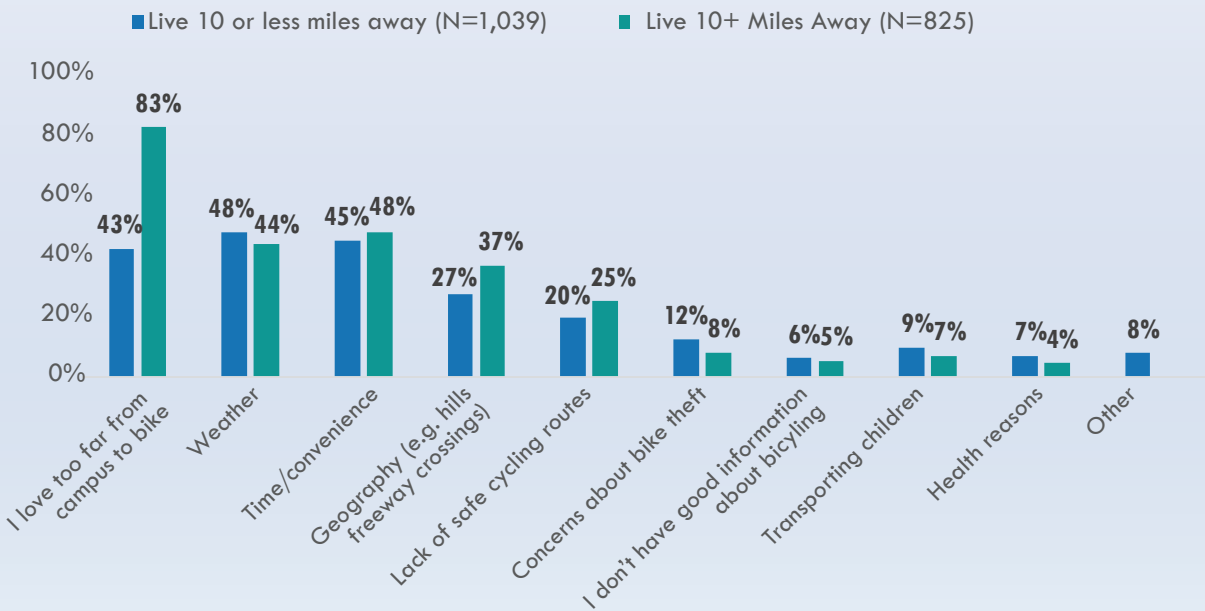


Figure 16: Reasons For Not Riding A Bike To Campus - Barriers



Riding the Bus

Riding the Bus

Twenty-three percent of students, faculty, and staff sometimes ride the bus to campus. The top reasons for riding and not riding the bus to campus are summarized below:

Top reasons for riding the bus to campus:

- Affordable cost of a bus pass (63%)
- Don't have access to a car (52%)
- Saving money (52%)
- Not having to deal with traffic and parking (40%)

Top reasons for NOT riding the bus to campus:

- Time/convenience (74%)
- Too far to walk to the bus stop (36%)
- Never ridden the bus before (26%)

FIGURE 17: AWARENESS OF A DISCOUNTED C-TRAN TRANSIT PASS

Awareness of the discounted bus pass is high at 75%. A transportation options pilot program can help grow this number through increased communications about the bus pass offering.

FIGURE 18: PROXIMITY OF A BUS STOP TO HOME

More than half of surveyed students, faculty, and staff indicated they live within a half-mile of a bus stop, which makes transit a good alternative to driving alone. Those living further away from the bus also have the option of putting their bikes on the rack in front of the bus, allowing them to combine bus and bike trips.

Figure 17: Awareness Of A Discounted C-TRAN Transit Pass

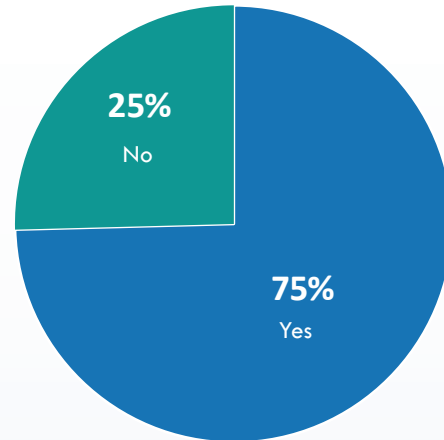


Figure 18: Proximity Of A Bus Stop To Home

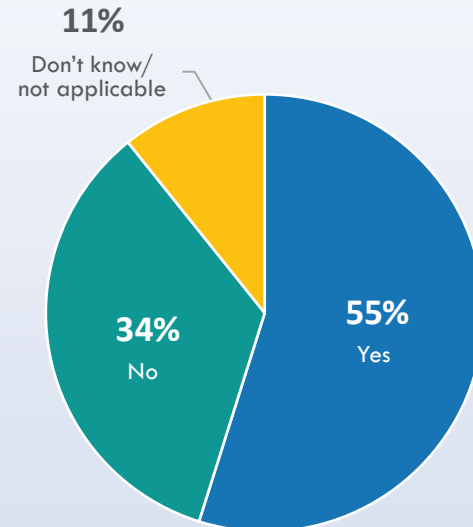


FIGURE 19: RIDING THE BUS TO CAMPUS BY GROUPS

When broken out into groups, faculty/staff do not ride the bus as often as full- and part-time students. The mode choice figures presented in the beginning of this section showed a preference for driving alone and bicycling among faculty/staff.

FIGURE 20: RIDING THE BUS TO CAMPUS BY DISTANCE

The data indicates students, faculty, and staff living within 10 miles of campus ride the bus more often for their commutes. Again, this group will be the primary target audience during a transportation options pilot program.

Figure 19: Riding The Bus To Campus By Groups

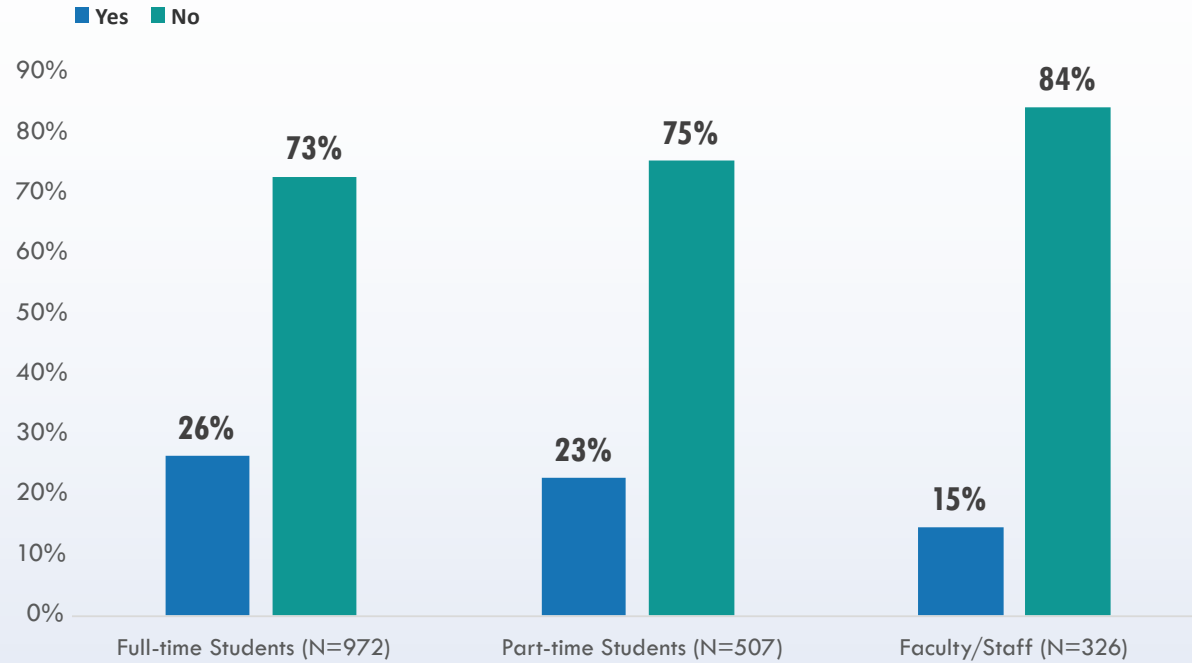


Figure 20: Riding The Bus To Campus By Distance

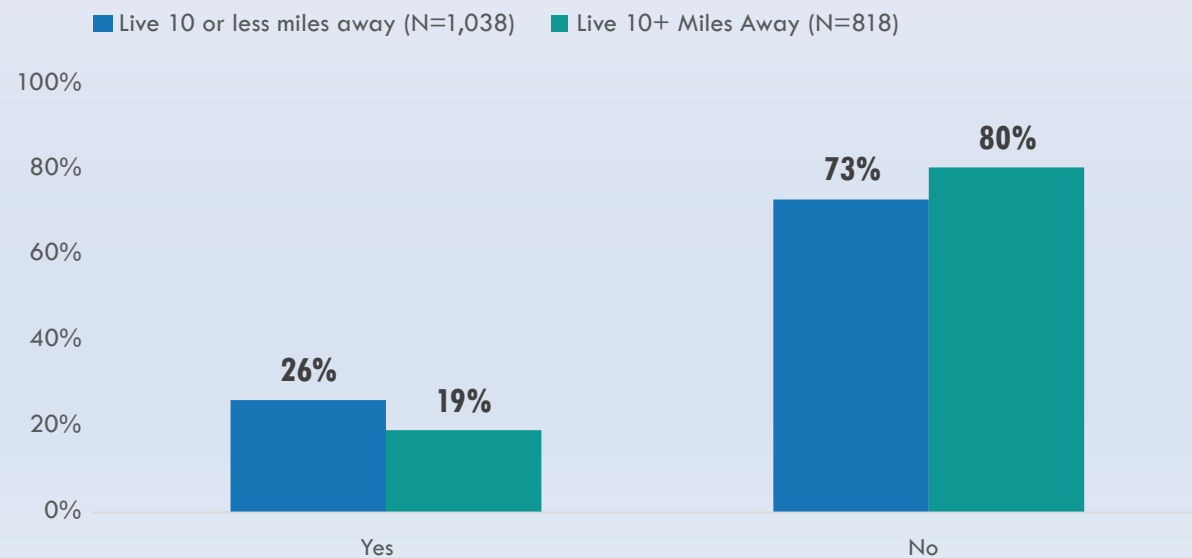


FIGURE 21: REASONS FOR RIDING THE BUS - BENEFITS

The top reasons stated for riding the bus include an affordable bus pass option (63%), lack of access to a car (56%), saving money (52%), and not dealing with traffic and parking (40%). Respondents were allowed to choose more than one response for this question. It is important to note that the 56% who indicated “no access to a car” are likely transit-dependent and rely on that service to get them to and from campus. Thus, it is important for equity reasons to help these students access campus services via non-driving modes of transportation.

Figure 21: Reasons For Riding The Bus - Benefits

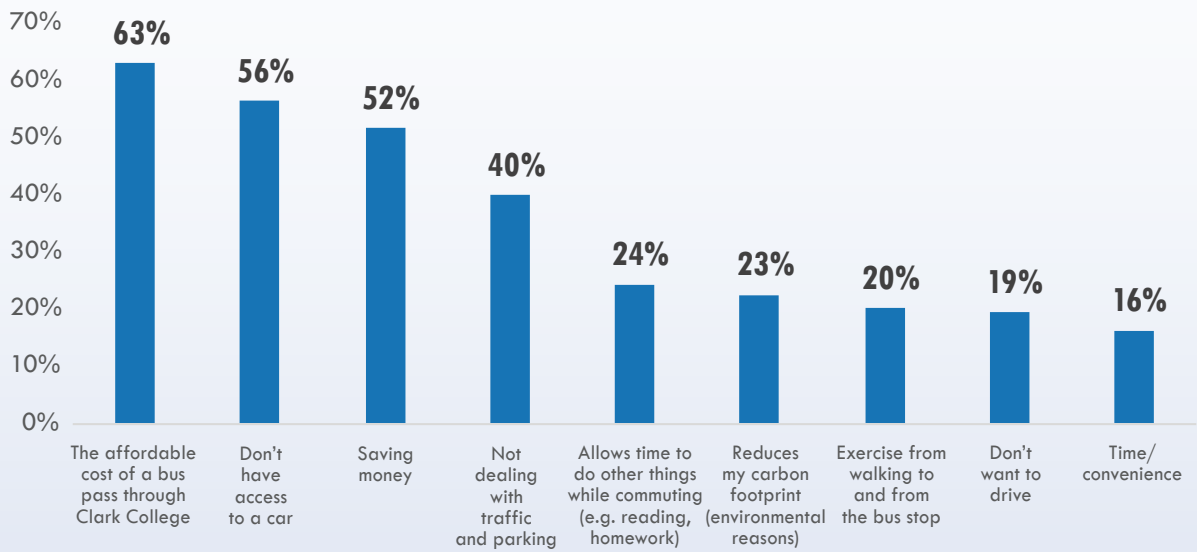
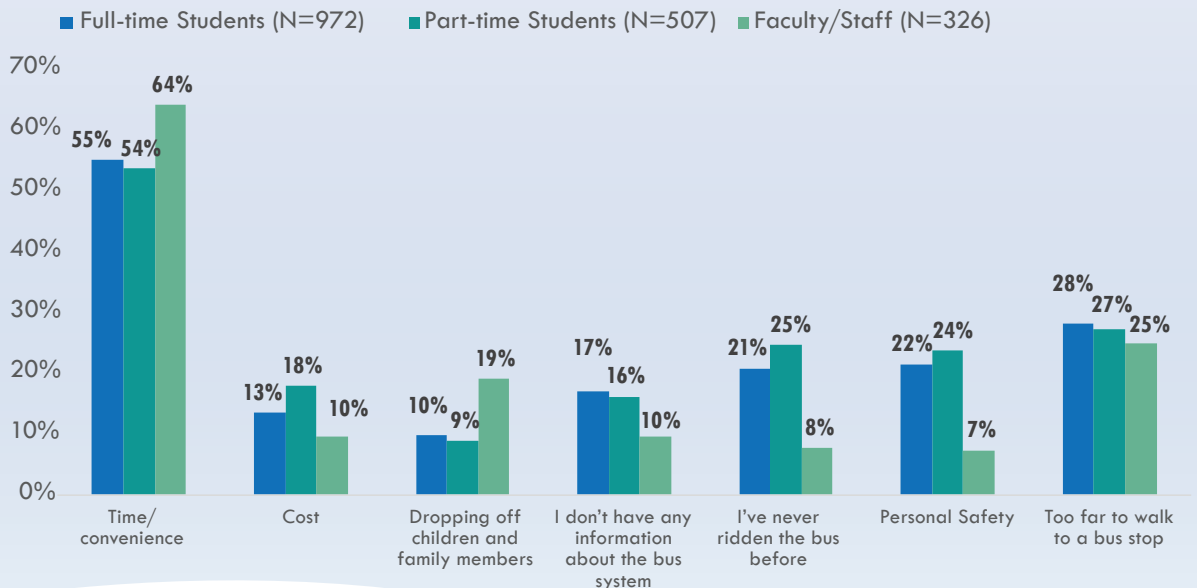


FIGURE 22: REASONS FOR NOT RIDING THE BUS - BARRIERS

The top reasons for not riding the bus to campus include time/convenience, cost, escorting children/family, lack of information about the bus system, and lack of experience riding the bus. A transportation options pilot program at Clark College can help increase awareness of the discounted bus pass option and encourage students, faculty, and staff to try out the bus through customized information (e.g., trip plans) and events.

Figure 22: Reasons For Not Riding The Bus - Barriers



Carpooling

Thirty-one percent of students, faculty, and staff sometimes carpool to campus and 36% of students are aware of the Clark College carpool parking program. The main reasons for carpooling and not carpooling to campus are presented below:

Top reasons for carpooling to campus:

- Time/convenience (59%)
- Enjoy the company of others (58%)
- Saving money (56%)
- Don't always have access to a personal vehicle (35%)

Top reasons for NOT carpooling to campus:

- Difficulty coordinating with other peoples' schedules (56%)
- Time/convenience (51%)
- Difficulty finding people with whom to carpool (50%)
- Need to drive my own car during the day (33%)

FIGURE 23: CARPOOLING TO CAMPUS BY GROUPS

The survey data shows that full-time students (36%) carpool more frequently compared to part-time students (30%) and faculty/staff (17%). Promoting carpool matching through Rideshare Online and other means (e.g., cluster mapping exercises, email communications) will be a primary offering during a transportation options program, with a particular focus on those who live more than 10 miles from campus and cannot easily access transit.

Figure 23: Carpooling To Campus By Groups

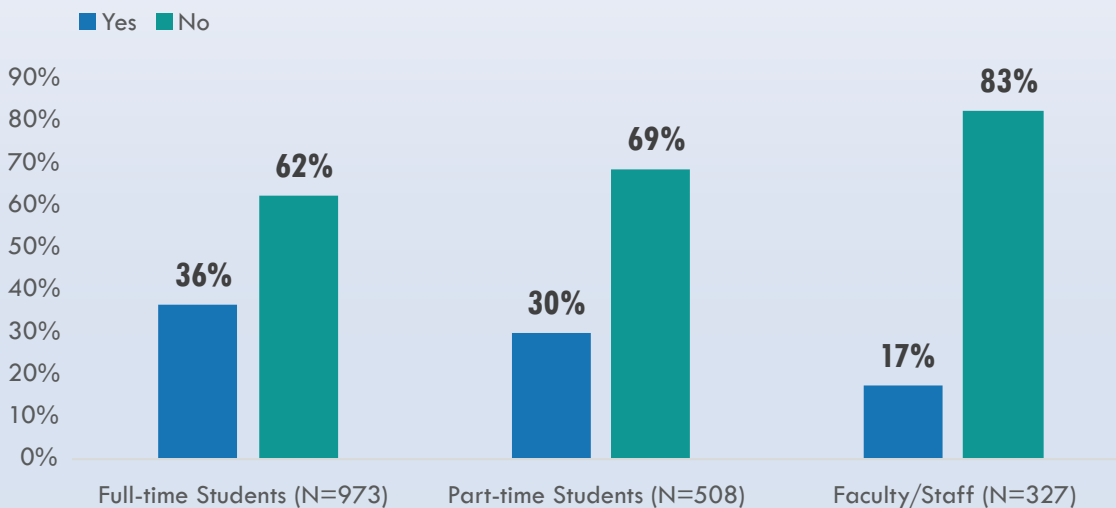


FIGURE 24: CARPOOLING TO CAMPUS BY DISTANCE

Students, faculty, and staff living more than 10 miles from campus carpool more frequently compared to those living closer to campus. A transportation options pilot program will use this information to promote carpooling options to students, faculty, and staff who live too far from campus to bicycle or walk.

FIGURE 25: REASONS FOR CARPOOLING TO CAMPUS - BENEFITS

The top reasons for carpooling among students, faculty, and staff include time/convenience (59%), enjoying the company of others (58%), saving money (56%), and don't always have access to a personal vehicle (34%). Communicating these benefits will help students, faculty, and staff see the value in choosing to carpool to campus.

Figure 24: Carpooling To Campus By Distance

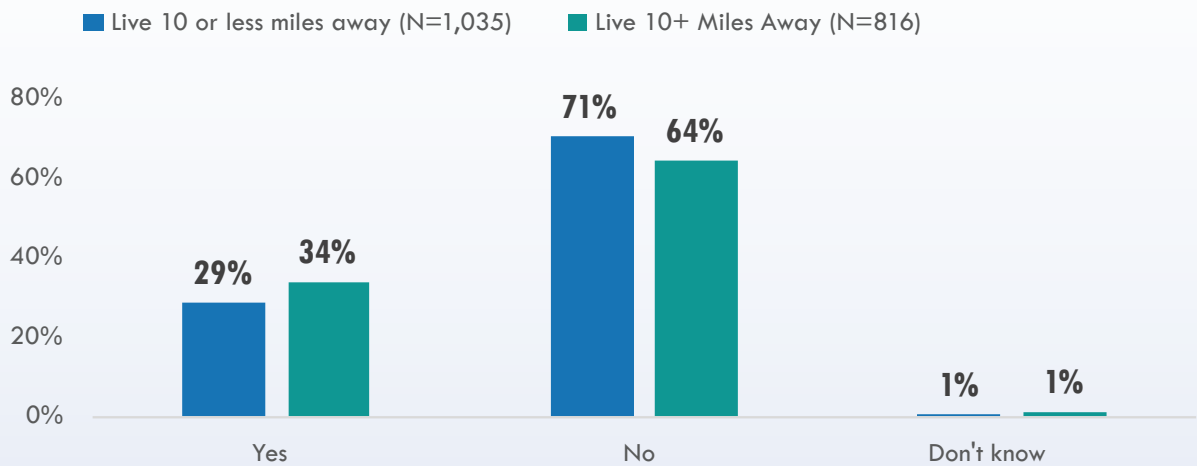


Figure 25: Reasons For Carpooling To Campus - Benefits

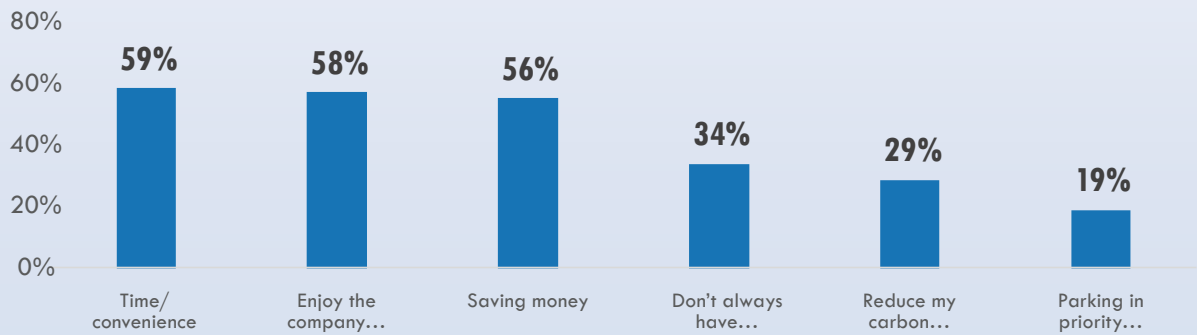
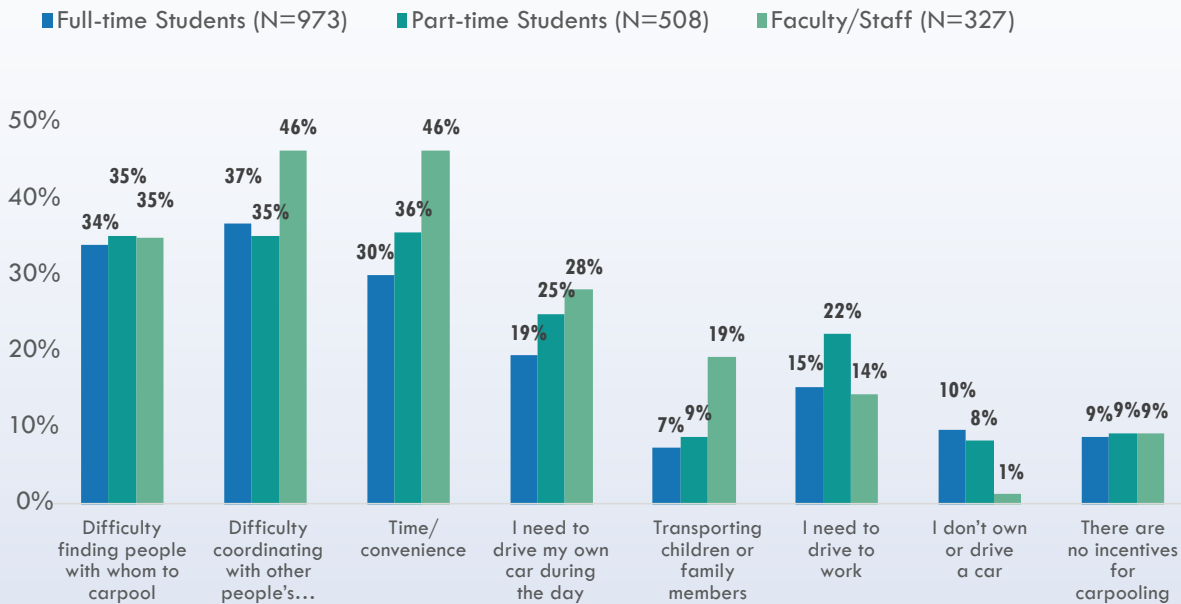


FIGURE 26: REASONS FOR NOT CARPOOLING TO CAMPUS - BARRIERS

Barriers associated with carpooling among the different groups include difficulty finding car-pool partners, coordinating schedules, time/convenience, and needing to drive a car for work, errands, and transporting children. A transportation options pilot program will help students, faculty, and staff overcome these barriers by offering information about the student carpool parking program, promoting a carpool matching website (Rideshare Online), and rewarding students who choose to carpool to campus.

Figure 26: Reasons For Not Carpooling To Campus - Barriers



Demographics

Demographics

The demographic makeup of respondents is summarized below:

- Full-time students (52%); part-time students (32%); faculty (6%); staff (14%)
- 84% attend the main campus; 7% attend both the Main and Columbia Tech campuses
- 70% are currently employed
- Age: under 18 (20%); 18-29 (45%); 30-44 (20%); 45-64 (13%); 65+ (2%)
- Gender: Male (28%); Female (70%)
- 82% have access to a private automobile most days; 43% have access to a bicycle
- 55% have a bus stop within five blocks (one-half mile) from their residence
- 72 different zip codes for home addresses were reported, with the top five zip codes being 98682, 98661, 8604, 98662, and 98684.

Figure 27: Age Of Respondents

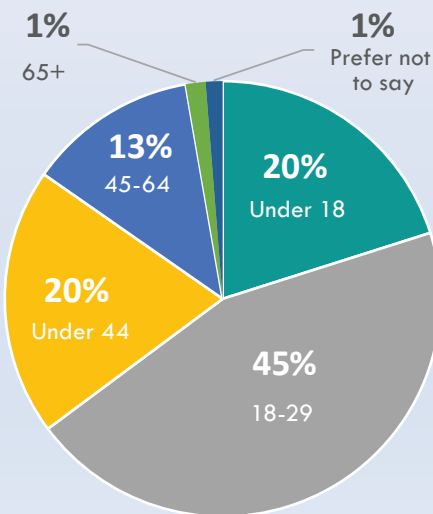


Figure 28: Gender Of Respondents

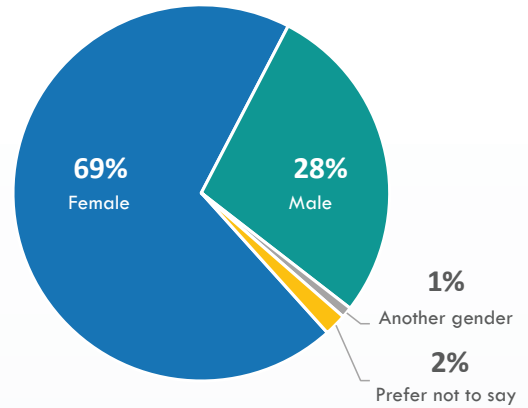


Figure 29: Access To A Private Automobile

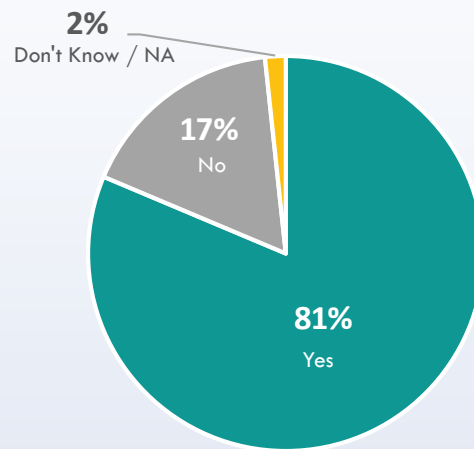
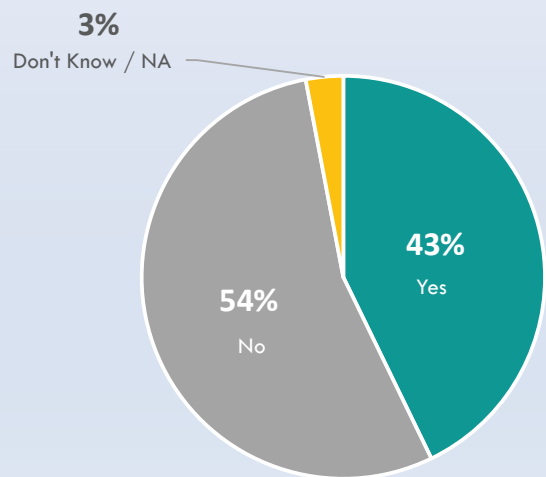


Figure 30: Access To A Bicycle



Student, Faculty, and Staff Feedback

Survey respondents had an opportunity to provide comments and suggestions about improving their travel experiences to and from campus. Many students wanted information about the carpool parking program and the discounted bus passes. Students also expressed frustration with congestion, needing to park in lots far from campus, and a lack of information about their transportation options. Overall, students were interested in wanting to try out new transportation options, especially if they are rewarded for changing their transportation habits. Below are statements made by students, faculty, and staff about how their travel experiences to campus could be improved.

"If Clark College can do more to plan for people who have to take the bus to school, that would be good."

"I think carpool incentives are a great idea."

"People who want to learn how to use the bus system (but never have) might need help learning how to use it."

"The discounted bus pass was really convenient and a big help!! I will definitely be taking advantage of it again in the future!"

"I would really like to ride the bus but I don't have much information about how to use the city bus, routes, stops, etc."

"I think there needs to be a better distribution of information on this topic."

"I would like more information on how to get a carpool pass."

"I think having friends that have the same schedule and live near me would help me improve my gas prices thanks to being able to carpool."

"The discounted bus pass was really convenient and a big help – I will definitely be taking advantage of it again in the future!"

"Clark College could inform students about the bus discounts and help students find people to carpool with."

"Please provide more transportation information to students."

"Incentives and more information around transportation would be nice."

"I am aware there are biking trails throughout Vancouver but I'm not sure where they are or if they run close to the school."

"I would take the bus if I knew how the bus system worked."

"I ride C-TRAN, and when I can afford to get a car, I wouldn't drive it to campus due to parking."



Conclusion

Conclusion

This assessment collected data pertaining to mode choice, transportation information preferences, barriers and benefits for using transportation options, and demographic information among students, faculty, and staff at Clark College. Further analysis identified full-time students living within 10 miles of campus as the priority target audience—that group has the most potential to change their transportation behavior. The high response rate and numerous comments about ways to improve travel experiences to and from campus suggests the importance of college-related transportation issues.

The Alta Planning + Design consultant team recommends the City of Vancouver proceed with a funding request to RTC to implement a transportation options pilot program at Clark College during the 2020-2021 school years. The information presented in this assessment is valuable for segmenting different audiences (e.g., students and faculty/staff) and developing key messages that resonate with these each of these audiences.

A transportation options pilot program will help Clark College and the City of Vancouver accomplish transportation and sustainability-related goals by reducing the number of drive-alone trips to and from campus and increasing active transportation and shared-mode trips such as bicycling, walking, transit, and carpooling. Furthermore, a program will promote C-TRAN's The Vine BRT service and will offer opportunities for enhanced partnerships and communications with C-TRAN.

As Clark College grows and attracts a more diverse group of students, a transportation options program will help alleviate congestion around the college, decrease demand for parking, increase awareness of the existing student bus pass and carpool program, and help students who don't own automobiles access important campus services and amenities. Interim steps will be taken by City of Vancouver staff to work in partnership with Clark College to begin planning a transportation options pilot program. Additionally, the City of Vancouver will work with Clark College and C-TRAN to provide transportation options resources to students, faculty, and staff.

