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Determining the Feasibility of Universal Access to Bus Transportation for Illinois Wesleyan University Students

Liz Kuehn
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Abstract

In a car-based society, transportation has both environmental and economic implications. However, public transportation, and programs like Universal Access that promote public transportation by providing 'fare free' access to specific groups in the community, can offer low cost, sustainable alternatives to car-based transportation. The basic concept behind Universal Access is that a community group contracts with the local public transit system to provide unlimited access to public transportation for individuals within the group at a negotiated cost to the group (Toor et. al 2004). The purpose of this study is to determine the feasibility of creating a Universal Access program for one college campus, Illinois Wesleyan University (IWU). The research includes both a focus group and survey of IWU students to determine their transportation habits and usage and to see if a Universal Access program is desired by students. This project reveals that IWU students are interested in the creation of a Universal Access program, as well as other alternative transportation programs. The study suggests that creating educational programming for the use of the local bus system, Connect Transit, and creating a stakeholder committee to work out the details of the Universal Access program and other alternative transportation initiatives are the necessary next steps IWU should undertake to move toward more sustainable transportation policies.

Introduction

With the emergence of personal automobiles, vast highway systems, and sprawling suburbs, public transportation systems have not been the typical way for individuals to get from point A to point B, especially within the U.S. While in cities it is more typical for an individual to hop on a train or a bus, within less urban areas the common mode of transportation is a car (McKenzie 2010). Part of the reason for the dependence on cars in the U.S. is that major cities have sprawled outward creating less dense suburbs, making efficient public transportation systems less feasible (Motavalli 2003). Another reason for the dependence on cars is the freedom, flexibility, and comfort they provide, which is unmatched by alternatives like bicycles and public transportation (Sperling et. al 2009). This car dependence can explain the fact that the U.S. leads the world in car ownership, with more than one car for every licensed driver (Sperling et. al 2009). Worldwide automobile ownership is rising as well, and it is projected there will be more than two billion vehicles on the Earth by 2020 (Sperling et. al 2009). Not only are there more cars on the road, but fewer people are travelling together and the number of trips taken per car has grown as well ("Greenhouse Gas Emissions from the Transportation Sector" 2006).

However, times are changing and the era of a car-based society is likely coming to an end (Sperling et. al 2009; Knack 2009; Fisher 2010; Motavalli 2003). Gas prices throughout the early 2000s have fluctuated, overall making it more expensive for individuals to drive. This has led to a shift toward taking alternative forms of transportation, such as public transportation and

has led to the creation of programs to encourage public transportation use, such as Universal Access programs (Lane 2012). The basic concept behind Universal Access is that a group in the community contracts with the local transit system to provide 'fare-free,' unlimited access to public transportation for the individuals within the community group, creating low-cost alternative transportation (Toor et. al 2004). Upkeep of roads and other necessary infrastructure for an automobile-based society also requires ongoing construction and funds, which take money away from improving infrastructure for other forms of transportation (Delaney et. al 2009; Motavalli 2003).

Car travel has adverse impacts on the environment as well. Among some of the major environmental impacts caused by car-based transportation are those related to air and water pollution, energy consumption, land and resource use, and disruption of wildlife and human communities (Tolley 1996). Of particular importance is the impact of car use on climate change. Car use significantly contributes to fossil fuel emissions, exacerbating the problems associated with climate change. The transportation sector in the U.S. accounts for about one-third of total U.S. greenhouse gas emissions ("Greenhouse Gas Emissions from the Transportation Sector" 2006). Transportation emissions have also increased by a larger amount than any other economic sector, and are expected to continue to increase forty-eight percent from 2003 to 2025, despite increases in fuel efficiency ("Greenhouse Gas Emissions from the Transportation Sector" 2006). In addition, the infrastructure required for car intensive transportation involves extensive land use, as forty percent of the land use in major cities is used for roads, ramps, and parking (Knack 2009). Roads also collect pollutants such as heavy metals from the wear and tear of large numbers of vehicles on the roads, and when it rains these pollutants get washed into our waterways ("Challenges to Stormwater Management" 2010). While cars may still be a part of future transportation systems as some believe, there will be more of a focus on multimodal, rather than monomodal, transportation systems that include not only cars, but bikeways, pedways, and public transportation options such as buses and trains (Fisher 2010; Knack 2009). Ultimately, with all of the economic and environmental issues related to car use, there is a growing incentive for individuals to get out of their cars and choose alternative forms of transportation.

Public transportation is one of the ways car dependence can be significantly reduced. More than 14 million Americans ride public transportation each weekday, and another 28 million take public transportation less frequently, but on a regular basis ("Public Transportation Takes Us There" 2009). In 2011, public transportation ridership increased across the U.S., up 2.31% from 2010, the largest increase in ridership since 2008, when ridership levels were at an all time high since the 1950s (Copeland 2012; "Economy" 2009). Increases in ridership were largely due to rising gas prices (Copeland 2012). Public transportation is widely recognized as a more affordable form of transportation than driving, as public transportation eliminates vehicle operating costs, including the need to pay for gas (Weisbrod et. al 2009). Public transportation also has impacts for energy and the environment. With increased societal focus on the challenges of climate change, the public transportation industry has worked to encourage fewer cars on the road and push people toward utilizing public transportation so as to reduce overall energy use (Delaney et. al 2009). Annually, public transportation saves 4.2 billion gallons of gasoline because individuals have eliminated the need to fill up their cars ("Environment" 2009). In addition, 37 million metric tons of carbon dioxide emissions are reduced from the atmosphere

from public transportation because less individual trips are being taken and there is less congestion on the roadways, which reduces wasted gasoline consumption (“Environment” 2009). Public transportation also facilitates compact use of land, and it promotes more non-motorized forms of transportation like walking and biking (“Public Transportation’s Role in Responding to Climate Change” 2010). Overall, public transportation provides an alternative which helps individuals to save money, reduce energy use and atmospheric emissions, and provides a sustainable alternative to driving cars, while maintaining and even improving mobility¹.

My study looks into the feasibility of creating a Universal Access program on Illinois Wesleyan University’s campus to increase the use of bus transportation by students and reduce the negative impacts of car-based transportation. Illinois Wesleyan University is located in Bloomington-Normal in Central Illinois. The Town of Normal and the City of Bloomington are sister cities and urban communities with a combined population of over 125,000 (U.S. Census Bureau Quickfacts 2012). While cars dominate the roads in Bloomington-Normal, a bus system, Connect Transit (formerly Bloomington-Normal Public Transit System, B-NPTS) serves both of these communities. This bus system provides an alternative mode of transportation to community members within Bloomington-Normal, helping to take individual cars off the roads, and reducing the environmental and economic impacts of a car-based society. However, the bus system is under utilized by much of the Bloomington-Normal community and Illinois Wesleyan students seldom take it. Students often lack knowledge of the bus system, have negative feelings towards the bus, and rely on cars, especially when travelling off-campus. By developing a program to encourage IWU students to take the bus, Connect Transit ridership could be increased throughout Bloomington-Normal, in effect taking more cars off the roads.

A large portion of the population in Bloomington-Normal is comprised of college students with Illinois State University (ISU), Illinois Wesleyan University (IWU), Heartland Community College, and Lincoln College located within these communities. Three of the four college campuses within Bloomington-Normal have taken on the initiative to change transportation on campus through encouraging bus use. ISU, Heartland Community College, and Lincoln College have all negotiated with Connect Transit, the local bus system, for Universal Access programs. Universal Access programs, also known as Universal Access agreements and Universal Transit programs, are agreements between a public transportation system (e.g bus system) and a group within a community (e.g. a university or business), wherein the public transportation system provides the group with free transit service. Technically the service is not free, as the group, in this case, a university, typically pays an annual lump sum to the transportation service in advance based on expected ridership. However, the cost per ride paid by the university is usually discounted from the cost of a regular ride. Once an agreement is reached, the group eligible for the service, usually students, are then able to use their university identification to board public transportation services without paying any cost at the time of boarding (Brown et. al 2001). Though IWU looked into getting bus passes for students the initiative did not go far. As a university, IWU is committed to sustainability and one way to promote this is to encourage students to use alternative forms of transportation within the

¹ If enough people switch to public transportation it could improve mobility because there will be fewer vehicles on the road and therefore less congestion. Additionally, mobility could improve with more users as transit companies have more incentive to improve quality of service.

community and provide students with the means to do so. By negotiating with Connect Transit, IWU would be able to expand student mobility and would potentially see both economic and environmental benefits for the University. My research looked into the feasibility of IWU negotiating a Universal Access program with Connect Transit to provide IWU students with access to public transportation. In order to do this I investigated the questions: What factors influence IWU students' transportation choices? What transportation modes are being used by IWU students? And are students interested in a Universal Access program? By looking into these latter questions, I was able to determine whether or not students believe there is a need for Universal Access, as student support is crucial to creating a successful Universal Access program for Illinois Wesleyan University.

I first explored existing literature in order to better understand what impacts perceptions and usage of transportation for society as a whole and for college students. Additionally, I reviewed literature on Universal Access programs to determine how they run and what have been the success and challenges associated with these programs. After reviewing the literature, I contacted schools that IWU compares itself to to see what transportation initiatives exist in schools similar to IWU. I also interviewed representatives of the three other institutions of higher education in Bloomington-Normal to see how their Universal Access programs are run. Finally, I conducted a focus group and survey of IWU students to determine their transportation habits and usage and to see if a Universal Access program is desired by students. This report compiles my findings and offers suggestions for IWU on how to encourage alternative forms of transportation, especially through the creation of a Universal Access program.

Review of the Literature

As mentioned above, the current transportation system within the U.S. is not sustainable; however, promoting public transportation can have environmental and economic benefits. College campuses are an important area of focus within transportation because the transportation habits students have today will likely be carried on into the future, having an impact on future transportation systems. Hope for sustainable transportation thus lies in altering habits, and one way to do this is through the creation of Universal Access programs to promote public bus ridership. A review of the literature on transportation on college campuses and the factors that impact usage and perceptions of different modes of transportation, especially cars and public transportation, helps us understand the state of transportation on college campuses today and the potential for sustainable transportation measures such as Universal Access programs.

Transportation on College Campuses

What has happened in the U.S. concerning public transportation has permeated all of society. Research demonstrates that the way public transportation has developed over time also has effects on college campuses across the U.S., as universities are extensions of society (Tolley 1996). Historically, college campuses were designed with pedestrians in mind; students typically lived on campus, and would arrive to the university via bus, train, or trolley (Toor et. al 2004). Many college campuses were built near city centers allowing students access to the amenities of the surrounding city without the need for a car to get to shops and entertainment (Toor et. al 2004). However, land use has significantly changed overtime, as many college campuses have been engulfed by urbanization, making transportation other than by car more difficult (Toor et. al

2004). More students also own a car, which reflects the trend in the U.S. of an overall increase in the amount of cars (Toor et. al 2004).

However, college campuses can also be a place where societal change is instigated, and it can have impacts on students' habits, views, and actions well into the future (Toor et. al 2004; Tolley 1996). Tolley points out that today's students will be leaders in the future making decisions about how we should handle transportation. Rather than reinforce what is occurring in society, universities have the responsibility to set an example for the future by making changes that are morally responsible in terms of reducing harm on the environment, while also cutting costs for students (Tolley 1996).

Student Perceptions and Usage of Public Transportation

Factors Affecting General Perceptions and Usage

Within the body of literature examined, some of the studies delve into the factors that influence an individual's perception and attitude towards different modes of transportation. Additionally, other studies examined for this literature review aim to determine what factors influence the transportation habits individuals undertake. While the studies tended to focus on one or the other, it is important to note that attitudes and perceptions about different modes of transportation are closely linked to transportation habits and what mode of transportation an individual will take.

The literature points to a few major factors that typically affect whether or not an individual takes public transportation or a car. Reliability and frequency of public transportation service play a big role in mode of transportation used. A study conducted by Yoh et. al, focuses on the idea that people do not like to wait for public transportation. These researchers found that individuals surveyed typically overestimated how long they believed they would be waiting at a stop—6.6 minutes, when the actual wait was only 5.8 minutes (2011). Findings by an array of scholars show that individuals feel a lack of control with public transportation because they are unsure of when it will arrive (Beirão et. al 2007; Guiver 2007). Not only this, when individuals think about transportation time, they consider door-to door travel time, not just the time spent in the vehicle. Using public transportation can increase travel time as it typically takes longer to walk to a transportation stop than to a car (Yoh et. al 2011). On the other hand, the literature shows in some cases that individuals enjoy the time they have to relax on public transportation and not having to worry about driving or congested roadways (Beirão et.al 2007; Guiver 2007). Still, for the most part, lack of reliability and frequency of service are seen in a negative light, deterring the use of public transportation.

According to the literature, service quality in terms of comfort and safety are also two important factors when considering transportation mode. Individuals in the focus groups conducted by Guiver considered taking the bus less comfortable because of the lack of cleanliness and the proximity of other people on the bus (2007). Overall, cars were viewed by individuals as being more comfortable because there is more control over the surrounding environment (Beirão et. al 2007; Guiver 2007). Safety is another important factor in service quality as individuals want to feel safe both while they wait and while they are on public transportation (Guiver 2007; Yoh et. al 2011). Generally, the literature shows individuals have more positive attitudes about the comfort they feel while in cars than the comfort they feel on public transportation.

Another factor found to influence transportation use is the cost. In all of the studies, there is a consensus that public transportation is a low cost form of transportation, especially when compared to cars (Beirão et. al 2007; Cools et. al 2009; Guiver 2007; Taylor et. al 2009). Transportation costs are more of a concern for individuals with lower incomes, but regardless, higher fares draw more people away from using public transportation (Beirão et. al 2007; Taylor et. al 2009). Though public transportation costs may be perceived as being cheaper than private vehicle use, most individuals say they tend to consider convenience over cost when they choose transportation modes and this is a big reason for why they choose cars over public transportation (Guiver 2007).

The literature also demonstrates a difference in perception of different modes of transportation, which appears to be based on what mode an individual typically uses (Beirão et. al 2007; Guiver 2007). As shown in Beirão's study, car users felt an attachment and dependence on cars that was unmatched by those who used public transportation; public transportation users viewed cars in a more utilitarian way (2007). On the other hand, those who use public transportation saw public transportation in an overall more positive light, but like non-users shared concerns over wait time and frequency of service (Beirão 2007). Guiver found that individuals focused on different characteristics of transportation modes depending on whether or not they were a user or an observer of the mode they were talking about (2007).

Attitudes toward the environment are another factor considered in shaping attitudes and use of transportation. While environmental views would seemingly impact individuals to reduce car use based on the knowledge that cars have negative impacts on the environment, the literature suggests this is often not the case. After looking at the effect of three pro-environmental variables on driving, awareness of environmental and health problems associated with driving, perceived threats to personal health and wellbeing from associated environmental problems, and perceived responsibility for environmental problems (the extent to which drivers feel personally responsible for causing and reducing environmental and health impacts of car use), Gardner et. al found that these had weak impacts on actual use of alternative transportation modes (Gardner et. al 2008). Another study showed that only one of the twenty-four individuals interviewed said that she would potentially switch from using a car to public transportation because of her concern about the pollution created by cars (Beirão et. al 2007). Despite the awareness and knowledge of the environmental impacts of car use, individuals do not necessarily change their behaviors to reflect those views (Beirão et. al 2007). Ultimately, there are psychological impediments to car use reduction and even with environmental knowledge it may be difficult to influence individuals to use alternative forms of transportation (Gardner et. al 2010).

The studies on usage and perceptions of public transportation utilize a variety of data collection methods including surveys, focus groups, and interviews, primarily aimed at obtaining information from individuals who use a range of transportation modes. The wide range of data overlaps, but also varies greatly. It is important to note the literature points out that even with data collection across a wide range of cities and towns, it is difficult to make generalizations about public transportation use because there are so many variables from population size, to geography, to local economy (Taylor et. al 2009). Individuals each have their own views about

how much they believe they should be using different modes of transportation, which also can make it difficult to generalize overall perceptions and usage of different modes of transportation (Diana et.al 2009). Regardless, frequency and quality of service are important to transportation users no matter what mode they choose. Keeping the cost of public transportation low, especially if frequency and quality of service were increased, might help improve attitudes toward public transportation and therefore increase usage. Despite previous assumptions, it is also shown that environmental attitudes may not play a large role in transportation use.

Factors Affecting College Students' Perceptions and Usage

Do college students' perceptions and usage of public transportation match up with the rest of society or are there differences, which could influence the modes of transportation used by this group? From looking at the literature, it is clear that many of the factors that influence the general public's attitudes and use of public transportation match up with what college students do and believe. Some of these factors include frequency of service, travel time, and cost (Miralles-Guasch et. al 2010; Delmelle et. al 2012; Shannon et. al 2006). These factors present issues for college students and have an impact on their transportation use and perceptions. Despite these similarities, the literature points out differences between college students and the rest of the population, which could influence the way the former view transportation and use it. The distinguishing characteristics for college students include the following: more control over their schedule, a greater tendency to commute at off-peak times, more freedom in transportation choices due to a lack of a commitment to a partner or children, lower car ownership rates, lower or no income, and being more open to different forms of transportation (Zhou 2012). These characteristics create the potential for major changes in future transportation, if college campuses are able to create habits in students early on that they can carry with them for the rest of their lives.

The literature shows other additional factors that are unique to college students' transportation perceptions and usage. One factor that reinforces college students' use of cars is low cost parking, which gives students the incentive to continue driving or switch to driving when weather conditions worsen on campus (Delmelle et. al 2012; Miralles-Guasch et. al 2010). But, when low cost alternatives are offered, such as Universal Access programs that provide free public transportation, because of student flexibility and openness to transportation mode, students typically are supportive of switching modes of transportation (Shannon et. al 2006; Delmelle et. al 2012; Myers 2006). Studies indicate students not only desire increased service, but especially night service for late nights on campus (Delmelle 2012; Myers et. al 2006). Environmental concern also seems to be more of a factor for college students than the rest of society, as students would be more likely to switch modes of transportation because of their environmental beliefs (Myers et. al 2006; Zhou 2012).

College students are an interesting group as they reflect some of the views and usage patterns of society in general, but there are also perspectives and behaviors specific to this group. College students are more flexible in their views, but are also more constrained by costs, which makes them the perfect candidates to promote public transportation, potentially impacting transportation choices into the future. While college students respond to low cost parking by increasing use of automobiles, their environmental views as well as the introduction of a low cost

alternative like Universal Access could make them candidates for a shift in transportation modes. As I will discuss below, Universal Access programs are one of the ways this can be done.

Universal Access Programs

What are they?

As previously mentioned, Universal Access programs are agreements between a public transportation system and a university, wherein the public transportation system provides the university with ‘free’ transit service. The service is technically not free, as the university pays an annual lump sum to the transportation service based on expected ridership, but cost per ride is usually calculated at a discounted rate. Once an agreement is reached, students are then able to use their university identification to board public transportation services without paying any cost at the time of boarding (Brown et. al 2001). University Transit Pass programs like Universal Access began in the 1970s, but took off more recently in the late 1990s and 2000s (Toor et. al 2004). In the landmark study *Unlimited Access*, by Brown, et. al, a group of researchers surveyed thirty-five universities with successful Universal Access programs. The findings of this study are discussed later in this paper. Since the completion of this study, the success of these programs has been echoed in the increase of Universal Access programs across the U.S. (“Universal Access Transit Passes” 2012). Universal Access programs take place in diverse locations across the U.S. illustrating that Universal Access programs can take place almost anywhere (Brown et. al 2001). Studies have shown Universal Access programs are known to increase bus ridership, decrease car use, and offer low cost, environmentally friendly modes of transportation to students (Brown et. al 2001; Brown et. al 2003; Toor et. al 2004; Martinez 2009). However, it is important to note that despite the long-time success of Universal Access programs, many studies show that most universities do not encourage students and/or staff to take more environmentally forms of transportation, like buses; rather they encourage car use through free or low cost parking (Zolnik 2007).

Who pays for Universal Access?

The literature shows that as students are the primary benefactors of Universal Access programs, students are usually the ones who bear the cost (Brown et. al 2001; Brown et. al 2003; Myers et. al 2006; Toor et. al 2004; Zolnik 2007). Fees for Universal Access programs are included in student fees that students pay each year or are included within tuition. In order for Universal Access programs to be adopted, they must gain student support, and in most cases are started with overwhelming student approval (Brown et. al 2001).

The average cost for Universal Access programs per student is about \$30 per year, but this varies depending on how much students use the bus system (Brown et. al 2001). In one study, it was found that students were willing to pay \$32.08 per quarter, \$12.59 more than the fee of \$20 per quarter for the Universal Access program (Myers et. al 2006). Since price is based on expected student use, however, it can be difficult to estimate what the overall cost will be at the start-up of a Universal Access program. Because of these difficulties, studies highlight a pilot as an important part of most Universal Access programs, so anticipated student use of the bus system can be measured on a sample of the student population and can help determine the cost of a fully functioning program (Brown et. al 2003; Myers et. al 2006; Zolnik 2007). In Brown’s study, the University of California Los Angeles (UCLA) created a pilot Universal Access program, BruinGO, which included only one of the major bus lines in order to evaluate the effects of introducing a Universal Access program, such as how commute trips, non-commute

trips, parking, and fare elasticity would be affected (2003). While these studies draw attention to the importance of a pilot program, the literature does not provide much information about how pilot programs work for Universal Access beyond what has been mentioned.

Whether or not the fee for Universal Access is voluntary or mandatory varies from university to university and can be a big source of contention. The literature shows that while these decisions should not be taken lightly, having mandatory fees improves overall benefits for everyone, even those who choose not to use the Universal Access program (Brown et. al 2001; Myers et. al 2006; Toor et. al 2004). Mandatory Universal Access programs have been more likely to attract students to public transportation than voluntary programs because everyone has equal access to free transportation, and with more individuals involved, it helps to drive down the overall price the university must pay, and increases the quality of services (Toor et. al 2004). Those driving to campus too benefit from the Universal Access programs. Though these individuals subsidize the programs through their non-use of public transportation, as more students switch to public transportation because of Universal Access, it creates less congestion on local roads and more open parking spots for students who drive to campus (Myers et. al 2006). One should note that there are a few cases where students may live too far from campus, and because of this it would be more efficient to exclude this small portion of students from paying the mandatory fee for Universal Access (Myers et. al 2006).

Parking fees are another common way universities cover the cost of Universal Access programs (Brown et. al 2001; Brown et. al 2003; Myers et. al 2006; Toor et. al 2004). Universities do not want to pay for the alternative to something they give out for free, so by implementing parking fees they are able to further decrease car use, but also provide additional funding for Universal Access programs (Brown et. al 2001). Many universities also ban parking for freshman and in some cases even sophomore students, to reduce the amount of students driving and the demand for parking, as well as decrease the environmental impacts ("Campus Car Bans" 2012). Universal Access further reduces the need for current student parking and the need to construct more parking spaces in the future, providing added economic incentive for universities (Brown et. al 2001; Toor et. al 2004). Another common way the studies indicate Universal Access can be funded is through general university funds, but this money is often difficult to compete for and is stretched across the university (Toor et. al 2004).

Case Studies

Success of Universal Access Programs

When looking into the literature on Universal Access programs on college campuses, it is not difficult to find studies about the countless successes and benefits these programs provide. The main body of literature on Universal Access programs is derived primarily from student surveys, which typically seek to evaluate how the Universal Access programs are doing in terms of students' transportation habits before and after programs have been established, as well as each year the program is running after that. One of the major findings is that student public transportation ridership on local bus systems greatly increases after Universal Access programs are adopted. In Brown's landmark study, researchers surveyed 35 college campuses about Universal Access programs, and found that student bus ridership increased between seventy-one and two hundred percent within the first year (Brown et. al 2001). A separate study of Rio Hondo College in California demonstrated that student bus ridership increased by fifty percent in

the first year (Martinez 2009). University of California Los Angeles increased student use of the bus forty-three percent in the first year (Brown et. al 2003). The Universal Access program at the University of Washington-Seattle almost met its goal of seventy-five percent student participation within the first year (Toor et. al 2004). These examples are just a few of the countless ones that demonstrated increases in student public transportation ridership within the first year of Universal Access programs. However, as the literature points out, it is important to note that not all increases in bus ridership are due to students stopping driving their cars, it also includes students who may have previously walked or biked and now have the incentive to use transit as well (Brown et. al 2003). After the first year of service, ridership usually continues to increase, but at a more incremental rate (Toor et. al 2004).

As more students begin to utilize the services of a Universal Access program, fewer students find the need to drive a car to campus. Studies show that the switch to bus use has a positive impact on the environment in that using public transportation reduces overall vehicle miles traveled and overall emissions produced by the university (Brown et. al 2001). For example, at Rio Hondo College over a two-year period, over three tons of emissions were removed from the environment due to their Universal Access program GO RIO (Martinez 2009). The decrease in emissions helps improve air quality not only for the university, but surrounding cities and towns, as was seen at the University of California Los Angeles, an area especially plagued with air pollution (Brown et. al 2003). Additionally, Universal Access programs lead to more efficient use of transportation resources because less individual trips are being made and more shared trips are being taken on the bus system (Dorsey 2005).

Demand for parking and congestion on campus and in the community also decrease as more students shift to using the bus with Universal Access programs. A common reason for many universities to adopt Universal Access programs is that they want to better manage the limited parking space available for students (Brown et. al 2001; Brown et. al 2003; Dorsey 2007; Martinez 2009; Toor 2004). While the average annual cost for a surface parking spot is about \$300, universities more often than not subsidize free or low cost parking with limited general funds, which encourages students to continue to drive to campus rather than pursue alternative forms of transportation (Dorsey 2007). Under-priced parking creates inequalities among students travelling to campus by different modes of transportation. While low cost parking subsidizes car use, students who ride their bike or walk to campus rarely receive any financial support; whereas Universal Access programs remove the inequality as students all have equal access to public transportation (Brown et. al 2001). By offering Universal Access programs as seen above it also increases students' use of public transportation (Brown et. al 2003). Local roads also benefit from reduced wear and tear as fewer vehicles are being used and roads need to be replaced less often (Zolnik 2007).

As mentioned earlier, with a large number of students participating in a Universal Access program it allows the local bus system to provide students with a reduced price form of transportation, which is helpful for college students who do not have an income and rely on cheap forms of transportation (Dorsey 2007). Universal Access programs help bring in students who do not have cars, prefer not to drive, or consider public transportation as a cheaper way of getting around (Brown et. al 2001). Students who are environmentally conscious are also drawn to universities with Universal Access programs because it shows the university is willing to offer

students more sustainable alternatives to driving (Brown et. al 2001; Myers 2006; Zolnik 2007). The literature shows that Universal Access programs help colleges recruit students because increased mobility is provided to students at a low cost (Brown et. al 2001). The increased mobility provided by Universal Access programs provides students access not only to campus, but around various parts of surrounding communities as well. In the literature, students found they were able to more easily attend social, educational, and job opportunities throughout the surrounding city and become more engaged with the city they are living in (Brown et. al 2001; Brown et. al 2003; Toor et. al 2004).

While these findings suggest Universal Access creates significant gains for universities both economically and environmentally, to the author's knowledge, the literature on Universal Access is limited in its scope to large universities and community colleges. Students at schools with large student populations and/or large populations of commuters may have different transportation habits than students at colleges that are small in size and where students primarily live on or close to campus. As this study focuses on Illinois Wesleyan University, a small private school of about 2,000 students who all live close to campus, some of the findings in the literature may not be applicable. Literature on small, non-commuter schools would be particularly helpful for this study and, more generally, for giving an overall better picture of Universal Access for institutions of all sizes.

Failures of Universal Access Programs

While the literature focuses on the success of Universal Access programs because there has been so much success with these programs, one should not overlook the failures and issues with starting up programs as well for the insights they may offer. If Illinois Wesleyan University decides to start a Universal Access program, it will be important for the University to know the challenges associated with these programs in order to avoid issues and create a successful program of its own.

One instance of failure of a Universal Access program took place at the University of Connecticut (UConn). UConn seemed like the perfect place to set up a Universal Access program because only about half of the students had cars, seventy-five percent of students lived on campus, the nearest train station and airport were about thirty miles away, and about seventy percent of students stayed on campus during the weekends (Zolnik 2007). While UConn ran a trial with the local transportation company from 1994-1997 and continued on with a program from 1997-2002, issues of administrative and fiscal oversight, as well as discrepancies in student support led to the failure of this Universal Access program (Zolnik 2007). UConn's program was unique in that the University partnered with the surrounding communities in the Universal Access program. With many stakeholders involved it was necessary for these stakeholders to coordinate and discuss the program; however, problems arose because annual or bi-annual meetings were never held. UConn was actually paying less for the program than the surrounding communities, which led to a lack of cost accountability (Zolnik 2007). Another issue arose because of the lack of communication between other stakeholders. The Universal Access program was not successfully advertised to the undergraduate students, and because of this, the undergraduate population was the first to pull out of the program because they did not perceive ridership to match-up with expenditures (Zolnik 2007). The failure of the UConn program brings up the necessity of cooperation among stakeholders, as is demonstrated more successfully

in the Universal Access program at Rio Hondo College in California. The Government and Community Relations staff of Rio Hondo College worked to negotiate with the public transportation partner, but from there the Government and Community Relations staff have since worked with a variety of departments on campus like Student Activities, Admissions, Finance and Business, Marketing and Communications, Institutional Research and Planning, and the student body itself to make sure the Universal Access program runs smoothly (Martinez 2009). Rio Hondo College also advertises its program with flyers, posters, and bus signs to keep the student body informed of the program, and this has been identified as a key part to the success of Universal Access (Martinez 2009).

Another study looked at Weber State University in Utah, where the University was just beginning to adopt a Universal Access program, in part because of the success of a Universal Access program at the neighboring University of Utah (Dorsey 2005). While Weber State University conducted three surveys of students asking questions about transportation, and from the results found that students at the University would hypothetically support a Universal Access program, the University was slow to start making a shift toward adopting a program (Dorsey 2005). One of the barriers that prevented Weber State from adopting a program more quickly was the lack of long-term plans to resolve parking issues on campus, especially subsidized parking, which as discussed earlier encouraged students to park on campus (Dorsey 2005). As seen in other studies, having long-term transportation policies that include parking fees are a vital part of the success of Universal Access programs (Brown et. al 2001; Brown et. al 2003; Toor et. al 2004). Weber State University's lack of success may also be due to the fact that it experienced a change in administration, which slowed down the process of approving the pass. This again indicates the necessity for all stakeholders past and present to communicate about Universal Access programs for them to be a success (Dorsey 2005). Ultimately, Dorsey concluded from his study that advantages of a transportation incentive program, like Universal Access, must outweigh the disadvantages of commuting by car. Not only is it important to create access to alternative transportation programs, but reducing access to cars is also necessary for these programs to be successful (Dorsey 2005). Thus, while the majority of studies exhibit the success of Universal Access programs, these studies show that it is important to note some of the failures or barriers that have existed with Universal Access in order for schools, like Illinois Wesleyan University, to avoid any issues and create a successful program of its own. From the studies it becomes clear that effective communication with all stakeholders and creating incentives as well as disincentives are critical to make Universal Access programs successful.

Bloomington-Normal Programs

As previously stated, Bloomington-Normal in central Illinois is home to four institutions of higher education, Illinois State University (ISU), Illinois Wesleyan University (IWU), Heartland Community College, and Lincoln College. These colleges make up a large portion of the Bloomington-Normal community and therefore have a large impact on transportation in the community as well. In order to decrease the use of cars on their campuses and in the larger community, Illinois State University, Heartland Community College, and Lincoln College have all arranged Universal Access programs with Connect Transit, the local bus system. Students are able to use their college ID in place of a boarding fee for regular routes, and the universities pay about fifty-five cents per ride, which is a forty-five percent discount from the regular one-dollar fare ("ISU students get to ride B-N buses for free" 2009).

For example, Heartland Community College initiated the Universal Access program in part because of its focus on environmental sustainability and its desire to relieve parking issues on campus. The resulting program has been so successful that buses had trouble staying on schedule because of the volume of ridership, and Connect Transit had to increase services from once every hour to once every half hour. This case demonstrates that with student support, Universal Access programs can be extremely successful (“HCC program causing scheduling problems for B-N buses” 2010). The Universal Access programs for ISU, Heartland, and Lincoln College have been around for multiple years and have proven successful at increasing student public transportation ridership.

Connect Transit is currently making many changes to the Bloomington-Normal bus system. Some of the changes include restructuring the bus routes, introducing a phone application of a map that shows where the bus is in real time, updating the company name and logo, and purchasing new, larger buses (Connect Transit 2012). These changes are meant to increase and improve service for the Bloomington-Normal community. Not only should these changes help to satisfy current riders of Connect Transit services, but the changes should help to attract new riders as well.

In summary, colleges across the U.S. are working to promote more sustainable transportation options. One of the ways colleges are doing this is through Universal Access programs that offer college students unlimited access to public transportation. These programs have proven successful as the number of these programs has increased over time. As a low cost transportation option, they can help attract student riders. Additionally, as student ridership increases, Universal Access programs can then help create incentives for the transit system to increase the frequency and quality of its service. Ultimately, Universal Access is one way to promote more sustainable transportation habits in students, while also addressing concerns over public transportation such as frequency and quality of service. While there have been problems implementing some programs, good communication between stakeholders and creating disincentives for car transportation can provide the conditions necessary for the success of Universal Access programs.

Research Design and Methodologies

The primary goal of my research was to determine whether or not it would be feasible for Illinois Wesleyan University (IWU) to create a Universal Access bus program for its students. I also wanted to investigate the questions: What factors influence IWU students’ transportation choices? What transportation modes are being used by IWU students? And are students interested in a Universal Access program? In order to answer these questions I used a combination of research methods, including archival research of the transportation initiatives of the benchmark schools IWU compares itself to, interviews with representatives of the three other institutions of higher education in Bloomington-Normal with Universal Access programs at their schools, as well as a focus group and survey of IWU students to determine usage and perceptions of transportation and the desirability of a Universal Access program on IWU’s campus.

One of the first things I did to help answer my research questions was to determine what other schools similar to IWU have done regarding transportation. Specifically, I wanted to know

if they have Universal Access programs and if so, how are they set-up. In order to do this, I viewed the websites for the universities that are considered IWU ‘benchmark’ schools in order to understand the transportation initiatives of these schools (See **Appendix A** for the list of websites). As much of the literature focused on schools that were much larger in size or had more of a commuter culture than IWU, gathering this information was crucial to serve as a baseline for comparing schools like IWU in terms of transportation. The 12 benchmark schools that IWU compares itself to are shown below in Table 1.

Table 1.

Benchmark Schools	
<i>School Name, Location</i>	<i>Size (Number of Students)</i>
Augustana College, Rock Island, IL	2,500
Carleton College, Northfield, MN	2,000
Denison University, Granville, OH	2,185
DePauw University, Greencastle, IN	2,390
Franklin & Marshall College, Lancaster, PA	2,324
Kenyon College, Gambier, OH	1,600
Knox College, Galesburg, IL	1,420
Lawrence University, Appleton, WI	1,500
Macalester College, St. Paul, MN	1,978
Rhodes College, Memphis, TN	1,927
St. Olaf College, Northfield, MN	3,176
College of Wooster, Wooster, OH	2,043

I first consulted the websites of each of these 12 schools and compiled a table with the transportation initiatives at each school. In order to verify the information I found on the websites, I then contacted each of the schools about my findings, and all the schools except for Kenyon College and Lawrence College confirmed the information. Though not an extensive database, the table provides a summary of the transportation information I was able to find for each benchmark school. This table is included in the Summary of Research section of the paper on page 17.

Additionally, I wanted to understand how the three other institutions of higher education in Bloomington-Normal, Illinois State University (ISU), Heartland Community College, and Lincoln College run their Universal Access programs with the local bus system, Connect Transit. To gather data on the Universal Access programs at ISU, Heartland Community College, and Lincoln College, I interviewed Mr. Joe Hendrix, the Dean of Student Affairs and Campus Operations at Lincoln College, Ms. Julie North, the Director of the Office of Parking and Transportation at Illinois State University, and Mr. Rob Widmer, Vice President of Business Services, and Mr. Marvin Rasch, Director of Student Engagement at Heartland Community College. Through these interviews I obtained more in-depth information about Universal Access programs specific to Bloomington-Normal, such as how these programs came about and how they run. Though these schools are different in terms of size and transportation culture, these interviews provided insight on the specific conditions of Universal Access programs in Bloomington-Normal and how one might successfully establish one for IWU. (See **Appendix F** for the outline used to conduct the interviews).

The final two steps of my research involved gathering information from IWU students through a focus group and a survey, in order to gain a better understanding of students' transportation use, as well as their perceptions and knowledge of different modes of transportation. There are two reasons why obtaining information from IWU students is important. First, we must understand what IWU students' habits are and why they choose the modes of transportation they do in order to market the program in a way that will effectively generate student use of Universal Access. It is important to know whether transportation choice is a matter of education, availability, convenience, or any number of factors in order to create a program that works for the students. Second, students are important to the success of a Universal Access program because they will be the ones paying for and using the program, so again, it is necessary to understand what students are thinking in order to run a successful Universal Access program.

The first way I went about gaining student information regarding transportation was through a focus group. To recruit participants, I utilized many forms of advertisement, including posters around campus, an announcement on the university intraweb, a Facebook event, directly contacting campus groups like the service fraternity Alpha Phi Omega, and word of mouth. Eight students participated in my focus group, six females and two males. There were three first year students, one junior, and four seniors in the focus group including a Psychology, an Art, an English, a Biology, a Neuropsychology, and three Environmental Studies majors². Conducting a focus group helped provide a general sense of IWU students' transportation habits and most importantly their feelings toward a Universal Access program. (See **Appendix G** for the focus group outline and **Appendix H** for a short survey taken by the focus group participants).

As is stated in *Fostering Sustainable Behavior*, focus groups are an essential step in understanding behaviors, but focus groups may not always provide sufficient information because the number of participants is limited and responses are more qualitative in nature (McKenzie-Mohr 2011). To gather further information, McKenzie-Mohr suggests constructing a survey as well. Conducting the focus group as well as interviews with individuals from the colleges in Bloomington-Normal provided me with base information that I considered while creating my survey.

The survey I created was an online survey open to all IWU students. Its purpose was to gain a broader understanding of IWU's transportation culture and feelings towards a Universal Access program. In order to obtain participants for my survey I used many different methods to advertise, including an announcement on the university intraweb, Facebook posts, word of mouth, and contacting various groups on campus like Alpha Phi Omega and Sierra Student Coalition. Overall, 162 surveys were started by students and 119 of these surveys were completed out of the 2,013 students enrolled at IWU (Facts 2012-13). The participants included 12 first year students, 31 sophomores, 41 juniors, and 49 seniors, encompassing a range of majors. 94 of the respondents were female and 39 were male. In terms of accurately

² While I was able to gather enough participants, it was very difficult to obtain participants, and despite our efforts, with the exception of two students, I knew the rest of the participants in some way, which could have created bias in my results.

representing the IWU population, my data is skewed in two ways. First, few of the respondents were first year students, the bulk of responses coming from seniors, and about equal distributions of sophomores and juniors. I tried to account for this by contacting professors with introductory courses, and asking them to announce the survey, however this did not significantly increase the amount of first year respondents. Second, the data is also skewed because there were more females than males who completed the survey with a 5:2 female to male ratio. This is higher than IWU's ratio of 3:2 females to males on campus (Facts 2012-13). Regardless, the survey helped to solidify the findings from the focus group and provide a better overall idea of the desirability of creating a Universal Access program. (See **Appendix I** for survey questions).

By using a combination of research methods, I was able to determine what transportation initiatives are occurring in schools similar to IWU, as well as obtain information about Universal Access programs already in place in Bloomington-Normal. In addition, I was able to gain a better understanding of the transportation culture on IWU's campus, including students' perceptions and usage of transportation modes, as well as whether or not a Universal Access program would be desirable for IWU.

Summary of Research

Benchmark Schools

As previously shown in **Table 1**, there are twelve benchmark schools that Illinois Wesleyan University (IWU) compares itself to. These schools are found primarily in the Midwest and have about 2,000 students each. Since there is little information about Universal Access programs at schools of IWU's size, it was important to look into the benchmark schools and establish a baseline for transportation initiatives for schools similar to IWU. **Table 2** on page 17 summarizes the transportation policies and initiatives at each of the benchmark schools. It shows that these benchmark schools have adopted several types of transportation policies.

Of importance to this study are the two types of Universal Access Programs. A Mandatory Universal Access program can be defined as one that requires all students to pay a mandatory fee to be entered into the Universal Access program. Since all students are paying the fee, all students are given a bus pass and may utilize the public transportation system. A Voluntary Universal Access program is also open to all students, but only those who choose to opt-in to the program pay the required fee in order to receive the benefits of the Universal Access program. As previously stated on page 9, though it is important to consider each option, Mandatory Universal Access programs offer many benefits, including equal access to public transportation for all students, lower cost and improved services because more students are utilizing the Universal Access program and the reduced need for on-campus parking as more students switch to alternative forms of transportation.

Table 2.

Benchmark Schools' Transportation Policies and Initiatives	
Augustana College*	UAM, PF, PRL, BP
Carleton College*	URS, PF, CS, RS
Denison University	URS, PF, PRFY
DePauw University*	URS, PF, PRFY, CS, BP
Franklin & Marshall College*	URS, PRFY, BP
Kenyon College*	URS, PF, PRFY
Knox College*	UAV, RS, BP
Lawrence University*	PF, PRL
Macalester College*	DBP, PRFY, CS, BP
Rhodes College	PRFY, CS, BP
St. Olaf College*	DBP, URS, PF, PRFY, PRN, RS, BP
The College of Wooster	CS, PF, PRW
Abbreviations	
UAM - Universal Access, Mandatory Program	PRL – Parking Restriction, Lottery System
UAV- Universal Access, Voluntary Program	PRW- Parking Restriction, Waiting List
DBP – Discounted Bus Passes	PRN – Parking Restriction, Need Based
URS - University Run Shuttle(s)	RS - Rideshare
PF- Parking Fee	CS - Car share
PRFY – Parking Restrictions for First Year Students/ Based on Seniority	BP- Bike Program
	*Indicates Access to Public Transportation

My survey of the twelve benchmark schools demonstrated that nine of the twelve schools have access to local public transportation. Of these nine schools, only two schools have a Universal Access program. Augustana College has a mandatory Universal Access program, of which the cost is included in tuition, and students, faculty, and staff are all able to utilize the program. Knox College also has a Universal Access program that is voluntary and costs students \$55 per term for the bus pass. Additionally, though Macalester College and St. Olaf do not have Universal Access, these schools work with the local transit companies to provide students with bus passes at discounted rates.

Though Universal Access programs are not the norm, university-run transportation programs like shuttles that connect the college campuses to the community are more common. Shuttles that are run by the colleges or shuttles that are a result of a partnership between the school and local bus system are offered by six of the schools studied: Carleton College, DePauw University, Denison University, Franklin & Marshall College, Kenyon College, and St. Olaf College. These shuttles often run on the weekends or at select times to take students to shopping, entertainment, and restaurant locations off-campus. Schools that offer some sort of public transportation discount or shuttle are also more likely to have other transportation programs on their campus like rideshares, car shares, and bike programs, indicating a clearly visible commitment to sustainability.

The final thing I looked into at the different benchmark schools was whether or not the schools had different parking restrictions or fees. I looked into parking because the literature

suggests that many schools that offer Universal Access to students also put restrictions on parking to encourage students to utilize the bus and reduce the need for parking on campus. Eight of the schools have a parking fee in place for students. Additionally, ten schools placed restrictions on who was given parking permits, whether by a lottery system, waiting list, or restrictions for underclassman. In short, about 80% of IWU's peer institutions restricted parking in some way.

Bloomington-Normal Universal Access Programs

My interviews with Mr. Joe Hendrix, the Dean of Student Affairs and Campus Operations at Lincoln College, Ms. Julie North, the Director of the Office of Parking and Transportation at ISU, Mr. Rob Widmer, Vice President of Business Services at Heartland Community College (HCC), and Mr. Marvin Rasch, Director of Student Engagement at HCC, provided information about the transportation cultures at Lincoln College, ISU, and HCC. (See **Appendices B, C, and D** for the official Universal Access agreements between each of the schools and Connect Transit).

Lincoln College has about 650 students who fall into three groups: 1. Traditional Students 2. Career Oriented Students (e.g. Cosmetology School) and 3. Accelerated Bridge to Education Students. The first two groups are the primary users of the bus and typically live on campus. Since 2006, Lincoln College has worked with Bloomington-Normal Public Transit System (B-NPTS) and Connect Transit on their Universal Access program. While Lincoln College students have access to free parking, the majority of students do not have access to cars and do not have the option of bringing a car to campus. As a result, and as was stressed by Mr. Hendrix, Lincoln College students depend on the bus as their primary mode of transportation in order to use facilities at ISU and Heartland, get to off-campus jobs, go to grocery stores, and interact with the Bloomington-Normal community. Mr. Hendrix summarized the value of bus access to Lincoln students by saying, "[the bus] is an everyday part of the way they get around."

ISU is the largest school in Bloomington-Normal, with just over 20,000 students (Quick Facts). At ISU, the transportation culture has shifted since Ms. North became the Director of the Office of Parking and Transportation in 2009. When she arrived she conducted a transportation survey only to find that ISU was largely a single-occupant vehicle campus. Since she began surveying students however, she has noted that there has been more mention of bus and bicycle use as common forms of transportation for students. While ISU has had a relationship with B-NPTS for about 14 years, the formal Universal Access agreement that they have today began to take shape in 2006.

Heartland Community College has about 5,000 credit students enrolled for the fall of 2012 and just over 18,000 non-credit students, but only credit students have Universal Access privileges (Quick Facts about Heartland Community College). Because Heartland is a community college, students must commute to and from campus. HCC offers its students free parking, but not all students have access to a car. Many HCC students have always depended on the bus, but when the college moved to the edge of Bloomington-Normal in 2000, bus access became more important. The college has seen large increases in ridership with the establishment of its Universal Access program in 2010.

At Heartland Community College the movement for a Universal Access program was largely student initiated, though as an advisor to the student government, Marvin Rasch, the Director of Student Engagement, helped to get a Universal Access program in place. Mr. Widmer and Mr. Rasch both agree that a large push behind Heartland's Universal Access program also came from the school's commitment to sustainability. Ms. North said that at ISU, Universal Access has always been driven by parking considerations and the administration. With many more students on ISU's campus, parking is a big issue when there are not alternatives available to students.

How these schools pay for Universal Access also varies. At Lincoln College the fee for the Universal Access program is included within the tuition that students pay each year. ISU pays for its Universal Access program through the revenue it earns from parking permits. Heartland Community College accounts for Universal Access through student life, with about \$1 per credit hour a student registers for going toward the Universal Access program.

One area of overlap for the three schools is the diverse methods each school uses to advertise Universal Access. Representatives from all three schools stated that marketing for Universal Access starts during the admissions process, when information about Universal Access is provided on their websites, in brochures, during campus visits and orientation. Mr. Hendrix said, "It puts students at ease" during open houses to know that Universal Access is available. Residential and Student Life also play a role in promoting the program. At ISU, bus maps are in each residence hall, and at HCC Mr. Rasch has bus maps in his office for students to take. At Lincoln College, Resident Advisors and other staff members act as resources for students when they have questions about taking the bus. Students themselves also help to promote the Universal Access program and get the word out. At HCC, Mr. Widmer echoed Mr. Rasch, stating that students have been heavily involved in promoting the program from the beginning, in terms of getting it started and getting students to use it. Overall, all three schools feel that their students are aware of the Universal Access program on their campus. Also, while the literature suggests creating a pilot program before adopting a university-wide Universal Access program, in order to estimate costs, student use, and identify any problems that may arise with the program, none of the three schools ran a pilot program.

Despite some of the differences in these campuses, one thing is evident: the Universal Access programs in Bloomington-Normal have been successful. All three campuses allow students, faculty, and staff to utilize the Universal Access programs by showing their current school ID to the bus driver upon entering the bus. A fee is not paid upon entering the bus, but the bus drivers manually keep track of how many rides are taken from each college. These numbers are used by Connect Transit to create contracts for the schools and to accurately charge the colleges for student use. Once students show their ID, they are then able to take the bus anywhere throughout Bloomington-Normal.

Benefits

Each school experienced multiple benefits from having a Universal Access program on its campus. One of the major ways the schools determined the success of Universal Access was looking at ridership numbers. Mr. Rasch and Mr. Widmer agreed that the success of student ridership at Heartland had far exceeded what anyone expected. As previously stated, Ms. North

also recognized, as indicated on the ISU Transportation Survey, that more students were using the bus as a form of transportation since she arrived at ISU. (See **Appendix E** for ridership numbers for all three schools from the Fiscal Year 2010 to the Fiscal Year 2012).

Universal Access programs are also seen as a way to connect students to the surrounding community. Ms. North said she “wants to make sure students have many options.” She also said that “it really is all about establishing connectivity and improving livability in Central Illinois.” By having these different options students are able to get throughout Bloomington-Normal, not just around campus. Mr. Hendrix also said, “it gives [students] the means necessary to function as the ‘whole’ student” and puts them in a better position to succeed because they are able to be a part of the larger Bloomington-Normal collegiate community as well as getting them wherever else they need to go.”

Interviews with representatives of the three Bloomington-Normal educational institutions show that there are additional benefits to Universal Access. One is that it helps save students money. Mr. Hendrix discussed how using the bus could really add up if students were using it all the time, but with Universal Access the rides are priced at a reduced rate. This is especially important at Lincoln College where many of the students depend on the bus as their primary form of transportation. Universal Access also provides students with safe transportation, especially late at night, as both ISU and Lincoln College have access to NiteRide and Late NiteRide buses. The interviewees of ISU and HCC also expressed the idea that the Universal Access program was in line with the sustainability initiatives of their respective schools.

Finally, representatives of all three schools spoke positively about their relationship with Connect Transit. They said that Connect Transit has been responsive to issues that have arisen, such as increasing ridership numbers at HCC and ISU’s request of installing a GPS system on the buses in order to create a bus tracker application for smart phones.

Challenges

One of the primary challenges each of the interviewees attested to regard student identification cards (IDs). HCC was in the process of switching IDs for students, so stickers with expiration dates will now be affixed to student IDs each semester they are enrolled at HCC. Mr. Widmer and Mr. Rasch were waiting to see how ridership would change in the future because students and community members with old IDs would no longer be able to utilize the Universal Access program. Mr. Hendrix also said that there had been issues in the past when Lincoln College had two different IDs; the bus drivers only recognized one of Lincoln College’s IDs and would not let students on the bus. ISU and HCC representatives also expressed interest in magnetic strips for IDs so that bus drivers could scan IDs and get electronic rather than manual records of ridership information.

While increasing ridership numbers was seen as a benefit of Universal Access, it was also seen as one of the challenges. At HCC the large ridership numbers were seen as a measure of success, but were also a concern because with so many students taking the bus, the number of buses and the space available on the buses was insufficient. Mr. Rasch discussed how ridership had put a strain on the buses. However, students have adjusted to understanding when ridership is the heaviest and how they need to plan their schedules around that.

Another issue mentioned by the HCC representatives was that because there is no Sunday service it can be difficult for students who need to use the campus facilities but depend on the bus to get to campus. To address this, HCC adjusted its library hours to further accommodate students by providing easier access to campus facilities on days when the bus runs. Generally, all three schools mentioned the need for more frequent service as an issue, and they were hopeful that they would see increased service, whether in frequency or amount of buses, in the future.

At ISU, Ms. North also heard complaints from many students that Connect Transit's maps were difficult to understand, especially when students just want to use the bus to get to class. To address this concern, ISU has created its own maps specific to its campus to help students understand the system better. Connect Transit is also in the process of developing new maps for its routes that should be easier to understand. Additionally, the transit service has added GPS systems to the buses, which are connected to a smart phone application that shows where the buses are in real-time.

Advice for Illinois Wesleyan University

While Illinois Wesleyan University (IWU) differs from ISU, Heartland, and Lincoln College, the representatives of these three local schools were able to offer some words of advice. All three schools suggested creating a survey to determine what IWU students want in regards to transportation and what their current transportation habits are. By creating a survey it would help to determine if there is a desire for a Universal Access program at IWU. Mr. Widmer of Heartland Community College also mentioned that even though IWU is a small school, IWU could benefit from the Universal Access programs set-up by the other colleges in Bloomington-Normal. With a small population it may be difficult for IWU to start a program from scratch, but with the combined population of all the schools, it could provide IWU more leverage when negotiating an agreement with Connect Transit.

Illinois Wesleyan University Student Transportation Views and Usage

As previously mentioned, I conducted both a focus group and a survey to gather information from Illinois Wesleyan students about their perceptions and knowledge of different modes of transportation and their transportation usage. My ultimate goal was to determine whether or not a Universal Access program is something that IWU students would like on campus. The focus group helped provide me with basic information about IWU students and transportation. The responses that came out of the focus group were largely reiterated in the results of the survey.

Focus Group

Prior to beginning the focus group discussions, the participants were asked to take a short survey. In it, students were asked questions about their transportation usage at home, on campus, and within Bloomington-Normal more generally. The students were also asked questions about their knowledge and usage of Connect Transit. These questions were meant to get students thinking about their individual transportation habits and views before we started to discuss them as a group. The results of the survey taken by the students during the focus group are briefly outlined below, but the bulk of the information gathered came from the focus group discussion.

On the survey, when students were asked if they had a car at home, half indicated they had their own cars, and the half who did not indicated they still had access to a car. Typically when students were at home they would use a car a few times a week. The students had different levels of access to public transportation and if students did have access, it was not their main mode of transportation.

In terms of transportation on campus, students usually walk or bike. However, students living off-campus said they drive to campus usually at night or when the weather is bad. Only three of the eight students had actually used Connect Transit. Whether students had used the bus before or not there was a general negativity about the bus system as well as limited knowledge about the bus system.

The last question in the pre-focus group survey asked ‘what factors influence you to choose one mode of transportation over another,’ and was the lead into the discussion. The students were given note cards to write down one factor per card, and as a group the students ranked the factors. Some of the factors the students mentioned were weather, convenience, safety, cost, efficiency, comfort, ease of use, distance, urgency, and availability. One student said, “If you have the option of using the car, then you will use the car” in regards to the convenience of transportation. Another student said, “I only used the bus freshman year when no one had a car.” In terms of availability and urgency, students said the bus takes you so far out of your way and the bus does not run on Sunday, which makes it more difficult to use. One student also recalled a time seeing people at Target with a ton of bags waiting for the bus and said “I wouldn’t want to take all that.”

As the environment was not one of the factors mentioned, I probed the students in the focus group to see if they thought IWU students consider the environment when taking different modes of transportation. Immediately some students said “no, at least not all of them, though many students ride their bikes to campus.” However, they believed “people think more about what is easier.” One student also mentioned that at IWU the bus is not paid for, but at ISU it is and said “I bet they use it all the time and it’s sweet.” Students completed the ranking with convenience and availability at the top, urgency and distance in the middle, and the environment and cost towards the bottom. Views on safety were typically gender specific as it was more of an issue for female students than male students.

When asked about the transportation culture on IWU’s campus, there was general agreement that within campus there is more walking and biking, but outside campus there is more biking and driving. The bus is seen as the least used mode of transportation. The lack of bus use was echoed in how many of the participants had used the bus: only three had. The students’ also believed their basic knowledge of Connect Transit and negative perceptions of the bus system carried over to IWU more generally. Freshman year is when many students attempt to take the bus system. One student said, “freshman year I had friends ride the bus with me and they said ‘never again.’” Another student said freshman year her friends were trying to come up with something to do and she suggested taking the bus to see where they ended up, but no one would do it with her. She believed the reason behind it was fear. On the other hand one student said they never thought it was scary, it just takes more planning.

In order to improve upon IWU bus use, the focus group participants suggested providing education during Turning Titan, a GPS for the bus that says exactly when the bus will be there, including a bus pass in tuition to take the bus for free, and just having more knowledge about how to take the bus.

When asked about Universal Access most students had heard about it. When I mentioned that IWU was the only school in Bloomington-Normal without out a bus pass many of the students expressed disappointment. One student said he was mad freshman year when he found out we did not have Universal Access. The participants also discussed having students pay for parking rather than increase tuition because most other schools have a parking fee. They further talked about how if there was a parking fee, more students would be discouraged from bringing a car and would be more likely to use the free bus system. However, the participants did not think IWU as a whole would be interested in Universal Access, at least not right away. One student said, “We really need to change how people perceive the bus.” Further suggestions for getting students to use the bus included a PR campaign and an incentive program to encourage students to ride the bus together.

I then asked the students about IWU’s commitment to sustainability and how the university supports that through its transportation initiatives. The students mentioned the bike racks on campus and close off-campus housing making walking and biking easier, and also mentioned that IWU students live in a “bubble” and do not leave campus often. The students felt that there was nothing to encourage students to take the bus, and nothing really to encourage sustainable transportation by the school. The students then began to debate the university’s commitment to sustainability. One student said there was a commitment to sustainability “but maybe not for transportation.” Other students said it was more of a joke and that things were only done by the university because there was pressure to be green. Students were ultimately split over whether or not the administration or students were at fault for not pushing green initiatives on campus, especially those regarding transportation.

The final bit of discussion regarded whether or not the participants would like to see a Universal Access program for IWU. The general response was that IWU should start a Universal Access program. One of the participants said, “As a senior I’m thinking about how much less I would drive if we had this.” Other students said, “This session has increased my awareness in general on being green, being more conscious. I want to take the bus now!” and “it makes me want future IWU kids to take the bus.” Again there was expressed interest in learning how to use the bus and having more information on the bus, but also the thought that learning the bus on top of everything else during Turning Titan may be difficult.

Survey

The purpose of my survey was to further gather information about IWU students’ transportation use, as well as their perceptions and knowledge of different modes of transportation. The survey contained questions that were both multiple choice and open ended. Many of the questions were similar to those asked during the focus group and aimed to gather similar types of information but from a larger portion of the student population. (See **Appendix I**).

The students were first asked questions about transportation in their hometowns. The results of this section of the survey were similar to the responses in the focus group. About sixty-five percent of students have their own car at home and if they do not have their own car, about eighty-six percent of students still have access to a car. Students generally use their cars two to three times a week or daily. In terms of access to public transportation at home, students were asked to select all the modes of public transportation they had access to. Thirty-nine percent of students (51 students) had access to bus, fifty-three percent (sixty-nine students) had access to train, and thirty-one percent (forty students) did not have access to public transportation. However, thirty-seven percent of the students who have access to public transportation do not use it. For students who have access and use public transportation, the more commonly used form of public transportation is train over bus. Public transportation is used infrequently by IWU students, with the majority of students responding they used public transportation once a month or less.

The next set of questions asked of students involved transportation on IWU's campus. The results of an open-ended question which asked students to 'Briefly describe the transportation culture on IWU's campus,' provided a range of answers. Many common responses were that on campus, students mostly walk or bike because campus is so small; however there are groups of students who will use their cars, if they have them, to get to campus. Another student felt that other students mostly stay in the "bubble" and do not travel off-campus very often. In terms of off-campus travel it was generally stated that cars were the main way to go off-campus. Students that do not have cars rely heavily on students that have cars, have to walk, or are just stuck on campus. Students frequently acknowledged public transportation, but said that they did not think many students used it and that many students do not know about the bus system or how to use it.

For students who have cars, about sixty-three percent of those students (seventy-two students) brought their cars to campus. Some of the common responses for why students brought their cars to campus include having convenience and independence to travel where they want when they want. Many students also said they use their car to go home or to visit students at other schools. Students also depend on cars to get to off-campus jobs and internships in order to stay timely and professional. Cars are also used by students to go grocery shopping and to go to restaurants because there are few stores and restaurants within walking distance of campus. Similar to the results of car use at home, students usually use their cars two to three times a week or daily.

When students were asked to rank the factors that influence their transportation choice, the top three factors were distance, convenience, and time, with cost close behind. Environment was by far the least considered factor, ranked last among nine factors about forty-six percent of the time. This largely reflects the findings of the focus group. IWU students typically put convenience over the environment. A question later on in the survey asks 'Do you think IWU students consider the environment when choosing modes of transportation?' further solidifies these results, as seventy-three percent of respondents (eighty-six students) do not think IWU students consider the environment in regards to transportation. However, this contradicts the fact that many students think that IWU's commitment to sustainability is important, with ninety-two percent of responses (one hundred eight students) answering that it is an important commitment.

Students were then asked questions about off-campus travel. Students primarily drive when they go off-campus, whether they are alone like thirty percent of students responded (thirty-six students), or carpooling as forty percent of students responded (forty-eight students). A large portion of students walk off campus, but only three responded that they use the bus as their primary mode of transportation to go off campus. Students provided significant responses for each of the choices regarding where they travel when they go off-campus (Off-campus job/internship, Wal-Mart, grocery stores other than Wal-Mart, restaurants, entertainment, Downtown Bloomington, Uptown Normal, College Hills Shopping Center, and Eastland Mall) as well as listing other locations like church, volunteering, off-campus classes, and athletic practices.

When asked what they know about Connect Transit, the most frequent response students gave was “nothing.” When students did provide more information it was often portraying the bus system in a negative light using descriptors such as “sketchy,” “confusing,” “unsafe,” “unreliable,” and “hard to use.” Students also acknowledged that the information about the bus system was limited and students were often unsure of where the bus stops or how much it costs. A small percentage of students (nine percent) also recognized that other schools and businesses like Illinois State University, Heartland Community College, and State Farm have bus passes and IWU does not. Lack of knowledge and negativity towards the bus could account for the fact that only twenty-six percent of students (thirty students) responded that they had used Connect Transit, meaning seventy-four percent of students (eighty-seven students) had not. Lack of knowledge and information about the bus, lack of discounts or bus passes for students, views that the bus is not convenient or easy to use, and the fact that many students have cars are primary reasons for not taking the bus. Despite all of the negativity, there was one student who said “I have used it because it is good to know.” A few of the other students who had used the bus also did not mention any negative experiences; however these students were in the minority.

Students were then asked to select all that apply to the question “what improvements would make you want to use/increase use of Connect Transit.” The top two responses were informational materials, with seventy-seven percent of student responses (eighty-one students), and a bus pass program for unlimited bus use throughout Bloomington-Normal, with seventy-six percent of student responses (eighty students). Two other responses that were significant were more frequent service (sixty-six percent of students) and a bus tracker application for smart phones (sixty two percent of students). Students were then asked to read information about Universal Access programs and respond whether or not they would be interested in a Universal Access program. Ultimately, seventy-three percent of student responses (eighty-six students) either agreed or strongly agreed, fifteen percent of student responses (eighteen students) neither agreed nor disagreed, and twelve percent of student responses (fourteen students) disagreed or strongly disagreed with having a Universal Access program for IWU. Upon further questioning, eighty-seven percent of respondents (one hundred two students) thought that having a Universal Access program would further IWU’s commitment to sustainability.

Discussion

After looking into the twelve benchmark schools that IWU compares itself to, it is clear that the benchmark schools have, in many cases, been more effective than IWU in creating alternative transportation programs. While only Augustana College has a mandatory Universal

Access program and Knox has a voluntary one, many of the other benchmark schools have other transportation initiatives, such as university run shuttles, bike programs, and parking fees on their campuses that promote alternative forms of transportation and aim to restrict driving. On IWU's campus this is not the case. IWU does not offer students bus passes or provide information in visible places for students to utilize if they are considering taking the bus. Ride boards have been unsuccessful, and there has not been a ride board that students have consistently been able to use. Parking is free and unrestricted to any student who wants to bring their car to campus, which further instills a car culture at IWU. It is true that IWU is a small campus, student housing is close by, and many of the amenities students need are on campus, which make biking and walking easier, but this also creates a student population largely disconnected from the surrounding community. Bikes are the one success in regard to IWU's push for more environmentally friendly transport. Bikes have been increasingly promoted on campus and there have been many efforts to get more bike racks, with continued student interest in improving infrastructure for biking on campus. From my focus group and survey results, it is evident that students would like improved quality of transportation options on IWU's campus and believe that encouraging multimodal transportation is an important part to IWU's commitment to sustainability.

Illinois State University, Heartland Community College, and Lincoln College have all been able to establish a successful Universal Access program that connects students to Bloomington-Normal. The interviewees also indicated that Universal Access is a safe option for students, saves students money, and is in line with sustainability initiatives. Having a Universal Access program makes bus use easier and provides incentive for students to take the bus. While there have been some issues with the Universal Access programs, Connect Transit overall has been responsive and has worked to ensure the success of the programs. Connect Transit's experience with Universal Access and the positive comments from the other schools about Connect Transit are benefits to creating a Universal Access program that will best fit IWU's needs.

While many students responded negatively to questions about Connect Transit, whether they knew nothing about it or had bad experiences with the bus system, there is more behind these negative perceptions. Though education will be an important part of creating positive feelings about the bus and changing student perceptions, the negative feelings students have are deeply embedded and are due to habit. Both at home and on IWU's campus, many students have access to a car and use it multiple times a week. At home, many students have access to public transportation, but students are more likely to take the train than the bus, and if they use public transportation it is infrequently. This transfers over to what IWU students do when they are on campus. Students are typically more comfortable using their own car rather than trying to use the bus, especially when there is limited information about the bus system and/or they have no previous knowledge of how to use public transportation. Students further do not highly consider the environment and place more importance on things such as convenience, distance, and time. As was established previously in the Literature Review, the U.S. transportation culture is based on the freedom car use provides, and IWU is no exception to the forces of society. However, this does not mean that students are uninterested in programs such as Universal Access. Overall, students generally seemed interested in bringing a Universal Access program to campus and believed that Universal Access would help to promote campus sustainability. IWU has done

some work to promote alternative and more sustainable forms of transportation, but there is still room for improvement in ways that will benefit both the students and the university.

Recommendations for the Future

Based on my findings, I propose three main actions be taken by Illinois Wesleyan University to promote sustainable transportation and provide students with alternative forms of transportation. My first recommendation is to create programs to educate the IWU campus about Connect Transit in order to provide current and incoming students with information and to create positive views about the local public transportation system. Additionally, I propose that IWU offers its students a Universal Access program and focuses on promoting alternative transportation options to further the University's commitment to sustainability and to increase accessibility throughout Bloomington-Normal. Finally, to accomplish the first two recommendations, the University should create a stakeholder committee focused on transportation to ensure the success of a Universal Access program.

Education

One of the most critical pieces in moving Illinois Wesleyan University (IWU) forward with transportation, especially regarding the bus system, is an educational campaign for students. One of the things that made Universal Access successful at Illinois State University, Heartland Community College, and Lincoln College were the informational materials students were provided with about the bus system before they even arrived to campus. At these schools, information about Connect Transit can be found on websites and in brochures and is provided to potential students during campus visits. Providing students with information about the bus system is the first step to educating students about its existence and the benefits it can offer, especially if students do not have a car they can bring to campus and will need a way to get around. This will create a positive base for establishing a transportation culture that relies more on the use of buses.

This education would then need to be extended to incoming first year students upon arrival to IWU's campus. During orientation at the other colleges in Bloomington-Normal, the schools provide further information to students about Universal Access. While Turning Titan is a busy and confusing time for students, providing an opportunity for new students to explore Bloomington-Normal using the bus system is essential in creating positive experiences and feelings towards the bus system, as well as providing students with a base knowledge of how to take Connect Transit. This would further require that individuals on campus, such as the Office of Residential Life staff and Titan Orientation Leaders have basic knowledge about the bus system and even experience taking the bus themselves.

Having information about the bus available in places that students frequently go such as Hansen Student Center, the Memorial Center, and within residence halls would further help to educate students about Connect Transit. Additional programming within residence halls, whether through a Resident Advisor or a Sustainability Educator would further be beneficial in teaching students about using the bus. Connect Transit will also need to play a role in education and promotion of the bus system. This would entail providing educational materials for IWU's use and assistance to students at events during Turning Titan, throughout the first year experience, and beyond.

One specific group on campus that should be consulted in preparing educational materials is the International Office. The orientation for international students includes a segment about how to use the bus. The experience the international office has educating students on bus use would make consulting with this office beneficial in terms of creating educational programs for both students coming to campus and those already on campus.

While these changes will not happen overnight and will require training for individuals and the creation of educational programs, especially for those working closely with incoming students, it could have a big impact on the transportation culture of IWU. Though current students and the larger IWU community would have to be supportive of the changes and help to change the transportation culture, I believe targeting incoming students will be the most effective means to quickly bring about change.

Universal Access Program and Other Transportation Initiatives

IWU should seriously consider offering its students Universal Access to Connect Transit. As previously stated, there are many benefits these programs provide to students and to the university. Additionally, IWU is lagging in providing alternative, sustainable forms of transportation to students in comparison to its benchmark schools. If IWU does not consider transportation more seriously this could impact the way the university is viewed by incoming students, especially if they are looking into schools similar to IWU.

There are other policy options that IWU could look into as well as Universal Access that would also help to promote alternative transportation. After looking into the benchmark schools it is apparent that most schools have fees for parking permits or restrictions on who can bring a car to campus. These types of parking initiatives are also common at schools with Universal Access programs to further create incentives for students to use alternative transportation and leave their car at home. These fees could also be put towards the creation of a Universal Access program, limiting increases in tuition or student fees instead. Creating an incentive program for students to use the bus, with or without Universal Access, like a punch card reward system could be another way to get students to take the bus. Another option that many of the benchmark schools provide and IWU students showed interest in were shuttles run by the university.

Stakeholder Committee

My final recommendation entails creating a committee of stakeholders that have an interest in promoting alternative forms of transportation at IWU, especially a Universal Access program. This committee should include students, such as representatives from Student Senate, residence halls, Sierra Student Coalition, and other interested groups, as well as faculty and staff, such as representatives from the Administration, the Office of Residential Life, Student Life, Campus Security, the International Office, and interested professors. Outside contacts such as Connect Transit or individuals from Illinois State University, Heartland Community College, Lincoln College, and benchmark schools could also serve as resources when implementing transportation initiatives. There are many stakeholders that might have an interest in working on transportation at IWU, and it is important that these individuals are brought together to discuss and make decisions regarding sustainable transportation options. Additionally, these stakeholders could help to work out the details of the creation of a Universal Access program.

Without bringing these groups together it is unlikely that change will quickly come to IWU regarding student transportation.

While this study focuses on a Universal Access program and transportation *for students*, it is common for schools to include faculty and staff within their Universal Access programs as well. This possibility would need to be discussed further, along with other opportunities for all of campus to benefit from alternative transportation. Regardless of the steps IWU takes in terms of sustainable transportation, it is clear that there is work to be done and students are recognizing the need for change.

Conclusion

Transportation within the U.S. and the world has come to rely on cars as the primary form of transportation; however, this has both environmental and economic implications. Not only this, but what happens in society at large in terms of transportation impacts what happens on college campuses, which is important because college students will be making major decisions about transportation in the future. However, there are alternatives to a car-based society, and Universal Access programs, which promote the use of public transportation, are one opportunity that universities can take advantage of to impact student use and views of alternative forms of transportation. The purpose of this study is to determine the feasibility of creating a Universal Access program for Illinois Wesleyan University.

A review of the literature shows that Universal Access programs have been adopted by colleges across the U.S., and these programs have, with few exceptions, been successful at providing students with a sustainable, low cost transportation alternative. However, the literature shows that in order to create successful Universal Access programs, there needs to be effective communication between stakeholders and disincentives for car use need to be created.

In order to collect data for this study a combination of methods were used. As literature on Universal Access programs at schools like IWU was not available, the transportation initiatives and policies of IWU's benchmark schools provided a baseline for what schools like IWU are doing to promote sustainable transportation. Additionally, interviews were conducted with representatives of Illinois State University, Heartland Community College, and Lincoln College. These schools are all located in Bloomington-Normal, IL and have Universal Access programs. This helped to shed light on how the other institutions of higher education near IWU run Universal Access programs with Connect Transit. Finally, a focus group and a survey were conducted, and it was determined that 1. IWU students are interested in creating a Universal Access program for students and 2. believe that not only is IWU's commitment to sustainability important, but having a Universal Access program would further promote this commitment. While students like the idea of a Universal Access program, student knowledge and negativity toward the bus system is one area in need of further work. Additionally, students are not only interested in Universal Access, but alternative forms of transportation in general. As was demonstrated by the survey of benchmark schools, IWU is lagging behind other schools similar to it in terms of offering students alternative transportation, and Universal Access is one opportunity to provide students with alternative transportation.

Ultimately, I propose three things. First, an educational program is necessary to teach students how to use Connect Transit and to create positive feelings about the bus system. Second, IWU should create a Universal Access program to offer students an alternative, more sustainable way to travel off-campus and throughout Bloomington-Normal. Finally, I propose that IWU create a transportation stakeholder committee to work out the details of the Universal Access program and other transportation initiatives on campus. There is great potential for IWU to provide students and the rest of campus with alternative forms of transportation and further its commitment to sustainability, and I hope this study sheds light on one of those options, a Universal Access program.

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Appendix

Appendix A

Benchmark Schools' Internet Links to Transportation Information	
Augustana College	Transportation – http://www.augustana.edu/x11531.xml Parking - http://www.augustana.edu/x34898.xml Bus System Information (Universal Access) - http://www.gogreenmetro.com/rider-information/college-and-university-students/
Carleton College	Transportation – http://apps.carleton.edu/transportation/ Parking - https://apps.carleton.edu/campus/security/vehicles/
Denison University	Transportation - http://www.denison.edu/campuslife/shuttles/ Parking - http://www.denison.edu/offices/controller/studentaccounts/traffic.html
DePauw University	Transportation – http://www.depauw.edu/studentlife/student-services/transportation/ Parking - http://www.depauw.edu/studentlife/campus-safety/publicsafety/parking-services/
Franklin & Marshall College	Transportation – http://www.fandm.edu/parents/area-transportation Parking - http://www.fandm.edu/uploads/media_items/2012-parkingreg-brochure-jk-2.original.pdf
Kenyon College	Transportation - http://www.kenyon.edu/x24094.xml Parking - http://www.kenyon.edu/x51834.xml
Knox College	Transportation - http://www.knox.edu/current-students.html Parking - http://www.knox.edu/offices-and-services/campus-safety/about-the-department/parking-information.html
Lawrence University	Transportation – http://www.lawrence.edu/parents/ Parking - http://www.lawrence.edu/dept/student_dean/security/parking/
Macalester College	Transportation – http://www.macalester.edu/sustainability/initiatives/projectstransportation.html Parking and Transportation - http://www.macalester.edu/parents/parenthandbook/parkingandtransportation/
Rhodes College	Transportation and Parking – http://www.rhodes.edu/campussafety/
St. Olaf College	Transportation – http://www.stolaf.edu/stulife/sa/transportation/ Parking - http://www.stolaf.edu/stulife/parking/
The College of Wooster	Transportation – http://www.wooster.edu/students/dean/transportation Parking - http://www.wooster.edu/students/security/bicycle

Appendix B

UNIVERSAL ACCESS SERVICE AGREEMENT

Whereas, Lincoln College-Normal (LCN) at 715 W. Raab Road, Normal, Illinois and Bloomington- Normal Public Transit System (BNPTS) at 351 Wylie Drive, Normal, Illinois have agreed that benefits accrue to both parties in providing a means by which LCN may provide for fare prepayment for LCN students utilizing the fixed route buses of Bloomington-Normal Public Transit System and,

Whereas, LCN and BNPTS have agreed to terms which will allow LCN students to use the fixed route services of the BNPTS without the requirement to pay the posted fare.

Now therefore, the parties make this Universal Access Service Agreement as follows:

CONTRACTING PARTIES:

Bloomington-Normal Public Transit System

AND

Lincoln College-Normal

UNIVERSAL ACCESS AGREEMENT TERM:

July 1, 2012 to June 30, 2013 (inclusive)

UNIVERSAL ACCESS SCOPE:

During the period of the Universal Access term, BNPTS will provide regularly scheduled fixed route services to the general public. Members of the general public are required to pay the posted fare when boarding the bus. Under this Universal Access Service Agreement, LCN students and employees will be allowed to board and ride any and all of the BNPTS fixed route service offerings with no fare payment after proper display of their valid, current LCN student or employee identification card. BNPTS and LCN will mutually determine a method by which the validity of identification cards can be verified. The estimated Universal Access ridership for the term of this agreement is 17,000.

CHANGES:

Any changes to the agreement will be enacted upon mutual agreement of the parties, and will be modified by amendment to this agreement. Such amendment (if any) may be agreed to by the parties without prejudice to any other terms of the Universal Access Service Agreement.

OBLIGATIONS OF THE PARTIES

BNPTS SHALL:

1. Provide safe, clean and fully accessible, buses necessary to meet the Universal Access Service Agreement schedule and service commitment.
2. Provide all necessary and qualified drivers to meet the schedule and service commitment defined above under paragraph 1.

3. Provide all necessary maintenance support services required to appropriately maintain and service all vehicles provided under paragraph 1.
4. Provide, during regular BNPTS office hours, in-house telephone information services to callers who seek information about Universal Access services.
5. Accept LCN issued student and employee identification cards, valid during the contract period, as pre-paid fares which entitle the bearer to whom the card was issued to ride BNPTS fixed route services without fare payment. Persons who do not display a current student identification card will be charged the general public posted fare.

UNIVERSAL ACCESS SERVICE AGREEMENT PRICE:

Universal Access charges will be based on an estimated 17,000 rides in FY2013 at a cost of \$.55 per ride. Universal Access Service Agreement Prices is Nine Thousand Three Hundred Fifty Dollars and no cents (\$9,350.00) at the above stated scope of persons to be included under this Universal Access Service Agreement.

CONTRACT PAYMENT TERMS

The Universal Agreement price shall be payable in two (2) payments. BNPTS will issue invoices for each of the two payments on or before the 10th day of July 2012 and January 2013. Each invoice will be in the amount of \$4,675.00. Payment for each invoice will be due by the first of the month following the month in which the invoice was issued.

OTHER MATTERS

Assignment: This Universal Access Service Agreement shall not be assigned or delegated without the written consent of either party.

Relationship of Parties: BNPTS is for all purposes an independent contractor and shall not be considered an employee or agent of LCN.

Binding Effect: This Universal Access Service Agreement is binding upon the parties hereto and their successors.

Equal Employment: The parties represent to one another that each is an equal opportunity employer and agrees to abide by any applicable Federal and State rules and regulations concerning the same.

Force Majeure: This Universal Access Service Agreement may be suspended or terminated when performance, by either party, becomes impossible or commercially frustrated due to events beyond the control of the party.

Entire Agreement: This Universal Access Service Agreement puts an end to all negotiations between the parties and constitutes the entire agreement between the parties.

SIGNATURE FORM

This Universal Access Service Agreement is made and concluded this 1st day of July, 2012 by and between Lincoln College-Normal and Bloomington-Normal Public Transit System and each party's successors and assigns.

For and in consideration of the payments and agreements herein provided for to be made and performed the parties agree to furnish all labor, equipment, services, materials, and other means to do all work necessary to perform the duties and responsibilities to one another as set forth and all in accordance with this Universal Access Service Agreement.

LCN agrees to pay BNPTS for services rendered and work performed by BNPTS in accordance with this Universal Access Service Agreement subject to any additions or deductions as provided in said Universal Access Service Agreement and to make payments on account thereof as provided in said Universal Access Service Agreement.

This Universal Access Service Agreement and all the covenants shall inure to the benefit and be binding upon the parties and their successors and assigns. Neither party shall have the right to assign, transfer, or sublet their interest or obligations hereunder without the written consent of the other party.

FOR: Bloomington-Normal Public Transit System

BY: _____
Judy Buchanan, Chairman, Board of Trustees

Attest: _____
John Bowman, Secretary, Board of Trustees

FOR: Lincoln College-Normal

BY: _____
Authorized Signatory

Joe Hendrix - Dean of Student Affairs
Typed or Printed Name of Authorized Signatory

Appendix C

AGREEMENT BETWEEN BLOOMINGTON-NORMAL PUBLIC TRANSIT SERVICE AND ILLINOIS STATE UNIVERSITY OF NORMAL, ILLINOIS FOR FACULTY, STAFF AND STUDENT TRANSIT SERVICES

September 17, 2012

This Agreement is made by and between the Board of Trustees of Illinois State University (ISU) and Bloomington Normal Public Transit Service (B-NPTS).

Whereas ISU and BNPTS have agreed that benefits accrue to both parties in providing a means by which ISU may provide for fare prepayment for ISU students, faculty, staff and University High School students (ISU Students) utilizing the fixed route buses of the BNPTS system and,

Whereas ISU and BNPTS have agreed to terms, which will allow ISU Students to use the fixed route services of the BNPTS without the requirement to pay the posted fare.

ARTICLE I – RECITALS

Whereas B-NPTS provides bus service open to the public on a regular basis, along fixed routes, during published hours and at published frequencies; and

Whereas B-NPTS transit service provides a satisfactory means of transporting many University faculty, staff, and students, as well as staff members of University-affiliated agencies to and from their place of residence and the University campus; and

Whereas the use of B-NPTS transit services by faculty, staff, and students is advantageous to the University as well as the cities of Bloomington and Normal, Illinois.

Therefore, be it resolved that the following responsibilities be carried out by the parties to this agreement as set forth below.

ARTICLE II – RESPONSIBILITIES OF B-NPTS

2.1. B-NPTS shall honor the University faculty, staff and student photo identification card and/or other approved credential when presented by current University faculty, staff, and students to B-NPTS agents and bus drivers and regard it as a B-NPTS bus pass.

2.2. B-NPTS shall provide established and regularly publicized Bloomington-Normal citywide public transportation service including, but not limited to: service through the ISU Campus on bus routes known as the Redbird Express, Nite Ride and Late Nite Ride Routes. All transit services described in this paragraph are provided to University faculty, staff, and students upon presentation of their University photo identification card and/or credential provided by the University. Service will be provided to all others according to a fare schedule established by B-NPTS.

2.3. In providing the public transit services described in sections 2.1 and 2.2 of this Article, BNPTS shall act as an independent contractor and not as agents or employees of the University. Additionally, the University shall not have, and shall not exercise any control over B-NPTS operations in connection with providing the public transits services described in sections 2.2 and 2.3 of this Article. The University shall not have and shall not exercise any control or supervision whatsoever over drivers providing transit service. All bus drivers will be employed by B-NPTS, shall constitute B-NPTS's employees only, shall not constitute agents or employees of the University, and shall be subject solely to B-NPTS's supervision and control.

2.4. B-NPTS shall provide the ridership information on a monthly basis for students, faculty, and staff by route for all B-NPTS routes. This information shall be sent monthly to Illinois

State University, c/o Director of Parking and Transportation, 709 N. Main Street, Normal, Illinois 61790-92500.

2.5. B-NPTS shall provide audited financial statements annually, when the audit is complete, generally by November. This information shall be sent to Illinois State University, c/o Director of Parking and Transportation, 709 N. Main Street, Normal, Illinois 61790-92500.

2.6. B-NPTS shall provide in-house telephone information services to callers seeking information about the evening bus service.

ARTICLE III – RESPONSIBILITIES OF THE UNIVERSITY

3.1. RIDER IDENTIFICATION. University shall identify current faculty, staff and students at the Bloomington-Normal campus of the University through the issuance of a photo identification card, and/or an approved alternate credential.

3.2. Contract Payment Terms

3.3. The University shall pay B-NPTS a monthly amount of \$41,684.51 over an eight-month period beginning November 1, 2012 and ending June 30th, 2013. This amount will be the total of all transit servicing the ISU community.

3.4. The University shall process payments to the B-NPTS upon receipt of invoices submitted to the Office of Parking & Transportation Services, c/o, Director of Parking & Transportation Services at, 709 N. Main Street, Normal, Illinois 61790.

ARTICLE IV – LIABILITY AND RISK

4.1 INSURANCE. B-NPTS shall provide for a Certificate of Insurance to be issued naming the Board of Trustees of Illinois State University as an additional insured with respect to general liability. The required insurance coverage shall be provided by an insurance company that has a current Best's Rating of B+: IV, or better, or is approved by Illinois State University. This Certificate of Insurance must be received and approved before commencement of operations. The Certificate must evidence the following coverage in at least the limits stipulated. B-NPTS agrees to maintain such insurance for the duration of the project or the term for which services will be rendered.

I. Workmen's Compensation (including Occupational Disease) under the terms of the Illinois Workmen's Compensation Act.

II. Employer's Liability: \$500,000.

III. General Liability: \$1,000,000 per occurrence.

IV. Automobile Liability: \$5,000,000 per occurrence.

4.2 LIABILITY. Neither party shall be legally liable for any negligent or wrongful acts, either of commission or omission, chargeable to the other, unless such liability is imposed by law. This Agreement shall not be construed as seeking to either enlarge or diminish any obligation or duty owed by one party against the other or against third parties.

ARTICLE V – MARKETING AND INFORMATION

Each party shall, through the various means available to each, publish agreed upon information regarding the services provided pursuant to this Agreement. Each party shall bear its full cost of publishing such information in its own publications. Neither party will use the name of the other in any form of advertising or publicity without the express written permission of the other party.

ARTICLE VI – PUBLIC SAFETY

6.1 The parties acknowledge and agree that public safety is of the highest concern and that each shall take appropriate actions to maximize the safety of riders, pedestrians, bicyclists,

other vehicles, property and any other related considerations. Subject to any limitations set forth in this Agreement or otherwise by law, such actions may include, but shall not be limited to, driver training, educational programming regarding public safety, consolidation of stops, and pedestrian safety infrastructure improvements and initiatives. The parties will cooperate and collaborate in good faith on public safety initiatives.

6.2 B-NPTS shall maintain driver qualification records in accordance with requirements of state and federal law and shall make such records available for purposes of pending litigation to the University or its agents for inspection and copying upon reasonable notice and during normal business hours.

ARTICLE VII – TERM AND TERMINATION

7.1. This Agreement shall be in effect from November 1, 2012 through June 30, 2013.

7.2. In the event of an alleged material breach, the aggrieved party shall so advise the other party by written notice indicating in specific detail the nature and basis of the alleged breach. The alleged breaching party shall cure the breach within One-Hundred-Twenty (120) days from its receipt of notice; if the breach is not remedied to the reasonable satisfaction of the aggrieved party within the cure period, the aggrieved party may terminate this Agreement upon One-Hundred-Twenty (120) days written notice.

7.3. All accounts shall be settled on a pro-rated basis in the event of termination of this Agreement prior to its full term.

ARTICLE VIII – AMENDMENTS

This Agreement may be modified or renewed only by a written instrument signed by both parties. Fixed route hours and compensation may be modified to this Agreement at any time by amendment.

ARTICLE IX – COOPERATION

The parties agree to meet, as they deem necessary to discuss any aspects of the service, including but not limited to routing, service periods, and frequencies. While the parties recognize the importance of consultation and cooperation in the evaluation of decisions relating to public transit services and agree to collaborate whenever possible and permissible, final decisions relating to public transit services, and in particular Article II, shall be the sole and exclusive responsibility of B-NPTS

B-NPTS

ARTICLE X – NOTIFICATION

All communications required or permitted under this Agreement, except as otherwise noted, shall be in writing and shall be sent by registered or certified mail, return receipt requested, or by overnight courier service to the party's representative listed below.

Notices to the University shall be sent to: to the Office of Parking & Transportation Services, c/o Director of Parking & Transportation Services at, 709 N. Main Street, Normal, Illinois 61790-92500.

Notices to B-NPTS shall be sent to General Manager, BNPTS, 351 Wylie Drive, Normal, Illinois 61761.

ARTICLE XI – MISCELLANEOUS

11.1. PARTY STATUS. Neither party is agent, employee, legal representative, and partner or considered a participant of a joint venture of the other. Neither party has the power or right to bind or commit the other.

11.2. NO BENEFICIARIES. The parties do not intend for this Agreement to create any rights, or rights of enforcement, in third parties.

ARTICLE XII - SEVERABILITY

- 12.1. SEVERABILITY. If a court of competent jurisdiction finds any provision of this Agreement legally invalid or unenforceable, such finding will not affect the validity or enforceability of any other provision of this Agreement and the parties will continue to perform. If the Agreement cannot be performed in the absence of the provision, this Agreement will terminate upon one-hundred-twenty (120) written notice by one party to the other party.
- 12.2. ASSIGNMENT. This Agreement shall bind, and inure to the benefit of, the parties and any successors to substantially the entire assets of the respective party. Neither party may assign this Agreement without first obtaining the prior written consent of the other party. Any attempted assignment without consent is void.
- 12.3. FORCE MAJEURE. Each party will be excused from performance of the Agreement only to the extent that performance is prevented by conditions beyond the reasonable control of the affected party. The party claiming excuse for delayed performance will promptly notify the other Party and will resume its performance as soon as performance is possible.
- 12.4. EFFECT OF WAIVERS. No waiver of any right, remedy, power or privilege by any party shall be effective unless made in writing. No waiver of any breach of any provision of this Agreement shall constitute a waiver of any subsequent breach of the same or of any other provision of this Agreement.

ARTICLE XIII – REPRESENTATION ON AUTHORITY OF PARTIES/SIGNATORIES

Each person signing this Agreement represents and warrants that he or she is duly authorized and has legal capacity to execute and deliver this Agreement. Each party represents and warrants to the other that the execution and delivery of the Agreement and the performance of such party's obligations hereunder have been duly authorized and that the Agreement is a valid and legal agreement binding on such party and enforceable in accordance with its terms.

ARTICLE XIV – RENEWAL

BNPTS and ISU will work collaboratively through the length of this agreement to establish the criteria and language to potentially execute a multi-year contract. Increases or decreases in the inclusive Universal Access Agreement must be supported by quantifiable data.

Campus Approvals:

FOR: The Board of Trustees of Illinois State University

BY:

Daniel Layzell, Vice President of Finance & Planning Date:

Al Bowman, President Date:

Lisa M. Huson, Legal Counsel Date:

Bloomington Normal Public Transit System Approvals:

FOR: Bloomington Norman Public Transit System Board of Trustees

By:

Date:

Judy Buchanan, Chairman

Date:

John Bowman, Secretary

Appendix D

UNIVERSAL ACCESS SERVICE AGREEMENT

Whereas, Heartland Community College (HCC) at 1500 W. Raab Road, Normal, Illinois and Bloomington-Normal Public Transit System (BNPTS) at 351 Wylie Drive, Normal, Illinois have agreed that benefits accrue to both parties in providing a means by which HCC may provide for fare prepayment for HCC students utilizing the fixed route buses of Bloomington-Normal Public Transit System and,

Whereas, HCC and BNPTS have agreed to terms which will allow HCC students to use the fixed route services of the BNPTS without the requirement to pay the posted fare.

Now therefore, the parties make this Universal Access Service Agreement as follows:

CONTRACTING PARTIES:

Bloomington-Normal Public Transit System

AND

Heartland Community College

UNIVERSAL ACCESS AGREEMENT TERM:

July 1, 2012 to June 30, 2013 (inclusive)

UNIVERSAL ACCESS SCOPE:

During the period of the Universal Access term, BNPTS will provide regularly scheduled fixed route services to the general public. Members of the general public are required to pay the posted fare when boarding the bus. Under this Universal Access Service Agreement, HCC students and employees will be allowed to board and ride any and all of the BNPTS fixed route service offerings with no fare payment after proper display of their valid, current HCC student or employee identification card. BNPTS and HCC will mutually determine a method by which the validity of identification cards can be verified. The estimated Universal Access ridership for the term of this agreement is 200,000.

CHANGES:

Any changes to the agreement will be enacted upon mutual agreement of the parties, and will be modified by amendment to this agreement. Such amendment (if any) may be agreed to by the parties without prejudice to any other terms of the Universal Access Service Agreement.

OBLIGATIONS OF THE PARTIES

BNPTS SHALL:

1. Provide safe, clean and fully accessible, buses necessary to meet the Universal Access Service Agreement schedule and service commitment.
2. Provide all necessary and qualified drivers to meet the schedule and service commitment defined above under paragraph 1.

3. Provide all necessary maintenance support services required to appropriately maintain and service all vehicles provided under paragraph 1.
4. Provide, during regular B-NPTS office hours, in-house telephone information services to callers who seek information about Universal Access services.
5. Accept HCC issued student and employee identification cards, valid during the contract period, as pre-paid fares which entitle the bearer to whom the card was issued to ride BNPTS fixed route services without fare payment. Persons who do not display a current student identification card will be charged the general public posted fare.

UNIVERSAL ACCESS SERVICE AGREEMENT PRICE:

Universal Access charges will be based on an estimated 200,000 rides in FY2013 at a cost of \$.55 per ride. Universal Access Service Agreement Prices is One Hundred and Ten Thousand Dollars and four cents (\$110,000.04) at the above stated scope of persons to be included under this Universal Access Service Agreement.

To compensate for variations in ridership, HCC and BNPTS agree that within thirty (30) days following the end of each calendar quarter covered by this agreement, both parties will meet to review the ridership for the quarter. If ridership has exceeded 50,000 for the quarter, HCC agrees to pay an amount based on the following formula:

$$(\text{Actual Quarterly Ridership} - 50,000) * \$0.55 = \text{Additional Amount Due BNPTS}$$

If ridership is below 50,000, BNPTS agrees to refund or credit an amount based on the following formula:

$$(50,000 - \text{Actual Quarterly Ridership}) * \$0.55 = \text{Amount Due HCC}$$

CONTRACT PAYMENT TERMS

The Universal Agreement price shall be payable in twelve (12) payments. The first payment will be due on July 1, 2012. BNPTS will issue invoices for each of the remaining (11) payments on or before the 20th day of July, August, September, October, November and December of 2012, and January, February, March, April and May of 2013. Each invoice will reflect the amount due BNPTS for Universal Access service in the month subsequent to the month in which the invoice is prepared.

Payment for invoices will be due on the first of the month following the month in which the invoice is prepared. In the first year of this Agreement, a payment of \$9,166.67 will be due on the first of July, August, September, October, November and December of 2012 and the first of January, February, March, April, May and June of 2013.

OTHER MATTERS

Assignment: This Universal Access Service Agreement shall not be assigned or delegated without the written consent of either party.

Relationship of Parties: BNPTS is for all purposes an independent contractor and shall not be considered an employee or agent of HCC.

Binding Effect: This Universal Access Service Agreement is binding upon the parties hereto and their successors.

Equal Employment: The parties represent to one another that each is an equal opportunity employer and agrees to abide by any applicable Federal and State rules and regulations concerning the same.

Force Majeure: This Universal Access Service Agreement may be suspended or terminated when performance, by either party, becomes impossible or commercially frustrated due to events beyond the control of the party.

Entire Agreement: This Universal Access Service Agreement puts an end to all negotiations between the parties and constitutes the entire agreement between the parties.

SIGNATURE FORM

This Universal Access Service Agreement is made and concluded this 1st day of July, 2012 by and between Heartland Community College and Bloomington-Normal Public Transit System and each party's successors and assigns.

For and in consideration of the payments and agreements herein provided for to be made and performed the parties agree to furnish all labor, equipment, services, materials, and other means to do all work necessary to perform the duties and responsibilities to one another as set forth and all in accordance with this Universal Access Service Agreement.

HCC agrees to pay BNPTS for services rendered and work performed by BNPTS in accordance with this Universal Access Service Agreement subject to any additions or deductions as provided in said Universal Access Service Agreement and to make payments on account thereof as provided in said Universal Access Service Agreement.


This Universal Access Service Agreement and all the covenants shall inure to the benefit and be binding upon the parties and their successors and assigns. Neither party shall have the right to assign, transfer, or sublet their interest or obligations hereunder without the written consent of the other party.

FOR: Bloomington-Normal Public Transit System

BY: _____
Judy Buchanan, Chairman, Board of Trustees

Attest: _____
John Bowman, Secretary, Board of Trustees

FOR: Heartland Community College

BY: 
Robert D. Widmer
Vice President of Business Services

Appendix E



College Fiscal Year Data											
FY2010				FY2011				FY2012			
Universal Access				Universal Access				Universal Access			
	ISU	Heartland	Lincoln		ISU	Heartland	Lincoln		ISU	Heartland	Lincoln
July	11,167	N/A	1,133	July	11,137	N/A	672	July	12,342	16,103	874
August	26,133	N/A	1,470	August	22,125	8,629	1,529	August	32,333	22,607	1,466
September	31,484	N/A	1,447	September	31,449	14,030	1,550	September	33,998	28,603	2,037
October	37,217	N/A	1,367	October	35,071	15,019	1,567	October	38,448	27,039	1,724
November	25,505	N/A	1,048	November	25,827	13,743	1,200	November	29,617	24,959	1,612
December	15,971	N/A	709	December	21,389	11,324	666	December	22,303	22,729	1,562
January	27,782	N/A	1,284	January	29,255	16,613	1,124	January	25,605	26,023	1,841
February	33,932	N/A	1,808	February	30,245	15,209	1,350	February	36,588	32,522	1,952
March	27,896	N/A	1,346	March	29,044	18,948	1,161	March	30,046	31,644	1,923
April	29,484	N/A	1,257	April	29,857	17,932	1,308	April	32,757	30,765	1,763
May	14,259	N/A	749	May	15,170	15,607	716	May	12,946	26,561	1,600
June	12,217	N/A	619	June	13,582	15,935	688	June	12,511	27,265	1,628
Total	293,047	0	14,237	Total	294,151	162,989	13,531	Total	319,494	316,820	19,982

Note: ISU data does not include shuttle ridership

Appendix F

Interviews with ISU, Heartland, and Lincoln College: Universal Access Programs

Date:

Time:

Place:

Introduction

- Introduce myself, the project, what it is about

Name

Job Position

- Title
- How long have you worked in this position
- How long have you worked at _____ University/College
- What does your job entail?

How would you describe the transportation ‘culture’ on _____ University/College campus?

When did _____ University/College start thinking about a UA program?

- Where did idea come from?
- Who was involved?
- Who initiated it?
- Why was it initiated/ reasoning?

How did _____ University/College gain/gauge support for UA?

Did _____ University/College conduct a pilot?

- What did it entail?
- What did you learn from it?
- Did it help with later success?

What does the UA program entail?

- Cost
- How is it paid for? (Tuition, Student Fees, Parking fees?)
- Who can ride? (Students, Faculty, Staff?)
- Number of rides? (Semester, Yearly?)
 - Number of students that still drive? (Stats of #cars or # parking permits)
- Mandatory or voluntary?
- Routes? Access points?
- Negotiations and renegotiations?
- When was it finalized? How long has it been running?

What is your role within the UA program?

- Role of students?
- Role of others involved?

What have been the benefits/successes?

- Environmental
- Economic
- Other

What have been the failures/issues?

- How have you dealt with them?
- Support for the program
- Educating students
- Getting students to use public transportation
- Funding
- Other

How does the UA program fit into _____ University/College campus sustainability initiatives?

What has been your relationship been with Connect Transit (B-NPTS)?

- Have there been any challenges working with Connect Transit? (Keep in mind changes in GM, etc.)

How does _____ University/College gauge success/failures of the UA program?

- Survey?
- Connect Transit info?
- Other?

Are there things about your experience with the UA program that would be helpful for IWU to know? (Keep in mind-- small school, students don't really commute)

- Setting up the program
- Educating students about the program/ how to use
- Funding

Any final advice for starting up a UA program at IWU? Any other helpful contacts?

Thank you for your time! I will contact you for further information if necessary.

Appendix G

Focus Group of IWU Students

When: Monday, October 22nd

Where: CLA 101

Who: ~ 8 IWU Students

Objectives

- Determine what modes of transportation are used when and for what purpose by IWU students
- Determine what factors influence transportation choices of IWU students
- Gauge IWU students' knowledge and perceptions of the Connect Transit bus system
- Determine IWU students' thoughts and interest in a Universal Access program
- Develop an understanding of IWU students' thoughts on transportation and the environment

Introduction (~5 minutes)

- Welcome students and thank them for coming, snacks
- Introduce myself
- Introduce study: The purpose of this focus group is to gather information about IWU students' transportation use as well as their perceptions of transportation
- Confidentiality: The information from this focus group could potentially be used in my senior seminar research paper and report. A student will be taking notes during the focus group to record the information gathered, but the information from this focus group will be kept confidential. Have students fill out consent forms.
- Timing: The focus group will take about one hour, will spend varied amounts of time on the different topics and may need to move ahead depending on time
- Ground rules:
 - By participating in this focus group you will be discussing your thoughts and opinions with the other students in this group
 - Do not have to ask to speak, can just jump in, but should not talk over anyone and everyone should get a chance to speak
 - There are no right or wrong answers, want to hear as many thoughts as possible
 - Likely to be contrasting views and should feel free to share them

Background Information and Group Introductions (~ 5 minutes)

- Name
- Age/year
- Major
- Where they live in Bloomington/Normal (on/off campus, if off campus how far)
- Hometown

Survey (~10 minutes)

- Students will take time to fill out a quick 'survey' to get them thinking about their personal transportation habits at home and on campus before we begin discussing more general topics related to transportation and Universal Access

- Two sections – Hometown and IWU Transportation
- Anonymous and fill out to best of ability

Group Questions (~10 minutes)

- What factors impact your mode of transportation choice?
 - List factors
 - Rank them
 - Bring up factors they didn't, consider these other factors
 - Cost
 - Security/Safety
 - Knowledge (how to use, how much it costs, where to get on, etc.)
 - Comfort
 - Convenience
 - Time
 - Reliability
 - Environment
- What is the transportation culture on IWU's campus?
- What do you know about Bloomington-Normal's bus system, Connect Transit?
- Who has used Connect Transit? (Just get a show of hands)
- What is the perception of public transportation/buses on IWU's campus?
- What improvements to the bus system would make you want to use it or increase use?
 - Have them list
 - Briefly discuss some of the things being done with Connect Transit
 - New buses/routes, interactive map app, new name and logo
 - Show map, website

What is Universal Access?: (~20 minutes)

- An agreement between a public transportation system (e.g bus system) and a group within a community (e.g. a university or business)
- The public transportation system provides the group with free-transit service
- Technically the service is not free, as the group (the university) pays an annual lump sum to the transportation service, based on expected ridership
- The amount paid by the university is based on the number of expected rides not the cost per ride
- Once an agreement is reached, the group eligible for the service (students) are then able to use their ID to board public transportation services without paying
- Other schools in Bloomington-Normal
 - ISU, Heartland, and Lincoln College all have UA programs – as well as many other schools

- Able to get to places like Wal-Mart, College Hills, Eastland Mall, the airport, places on their campus, work, community events
 - Cost, ride stats
- Have you heard about their programs?
- What are your initial thoughts about these types of programs?
- How do you feel about being the only university in Bloomington-Normal without one?
- Universal Access programs
 - Would you be interested in a UA program at IWU?
 - What would/wouldn't make you want at UA program?
 - Would it be helpful/useful?
 - Would IWU as a whole be interested?
 - What might the challenges be to getting students to use it?
 - Do you think there would be ways of encouraging students to use it?
 - What places would students use it for?
 - What do you think students would be willing to pay for the program?
 - Should the program be mandatory or voluntary?
- As a school committed to environmental sustainability how do our current transportation measures support that?
 - Do you think it is a real commitment? An important commitment? One students want to help promote?
 - Would having a UA program influence our work towards sustainability?
 - Do you think IWU students consider the environment when choosing transportation?
 - Is this something important IWU should be looking into for environmental reasons?

Wrap-up (~10 minutes)

- Any final thoughts or suggestions
- Map our thoughts/progress
- Thank you for your time! Be on the lookout for a survey, tell your friends about it!

Appendix H

Focus Group Survey

Please take the time to think about your transportation habits and respond to the questions to the best of your ability.

Hometown Transportation

Do you have your own car at home?

If you do not have your own car, do you have access to a car?

How often do you use your car?

Where do you drive your car?

Do you have access to public transportation?

What mode(s)?

Do you use public transportation? What mode(s)?

How often do you use public transportation?

Where do you take public transportation?

IWU Transportation

Briefly describe the transportation culture on IWU's campus

What is the main mode of transportation you use to get to campus?

Do you have another mode of transportation you frequently use to get to campus?

On average, how many trips do you make to campus in a day?

What mode of transportation do you use to get to places besides campus?

Appendix I

IWU Student Transportation Survey

The purpose of this survey is to gather information about IWU students' transportation use, as well as their perceptions and knowledge of different modes of transportation. This survey should take about 15 minutes to complete.

Before taking this survey, please read the following consent form.

Illinois Wesleyan University Environmental Studies 480: Senior Seminar--Creating a Sustainable Society INFORMED CONSENT FORM You are invited to be a participant in a research study about environmental issues in our community. The study is being conducted by fourth-year college students at Illinois Wesleyan University (IWU), who are majoring in Environmental Studies and enrolled in the Environmental Studies 480 senior seminar. Please read this document and ask any questions you have before agreeing to be in the study. The purpose of this study is to provide students an opportunity to engage in real-life work aimed at advancing environmental and social improvement in the our community The potential benefit associated with your participation in this research is to have an opportunity to provide your input regarding environmental issues of relevance to our community and to work with a student who is sincerely interested in working to improve the community of which you are a member. There are no anticipated risks associated with your participation in this research, other than that you are giving of your time. The student with whom you work will keep all notes taken during interviews and focus groups with you private; all survey responses will be recorded anonymously. Your responses in interviews, focus groups and surveys will be used in formulating the student's research paper, which the student will submit to the course instructor for evaluation at the end of the semester and to the community organization that has served as a partner in the student's research. The student will turn in all field notes and surveys with the final paper, and the instructor will destroy them within approximately one year. With your permission (via your signature below), the student may refer to you by name in her/his final research paper and presentation. Your decision whether or not to participate in this research will not affect your current or future relations with Illinois Wesleyan University or any of its representatives. If you decide to participate in this study, you are free to withdraw from the study at any time without affecting those relationships. If you have any questions about the research or your rights as a participant in the study, you may contact Dr. Abigail Jahiel (office: 309-556-3923 or ajahiel@iwu.edu) the IWU professor of the course in which the student researcher is enrolled. You may also contact the Chair of the IWU Institutional Review Board, Dr. Jim Sikora, with any questions about your rights as a participant in this research at his office at IWU at 309-556-3163 or jsikora@iwu.edu. Statement of Consent: You will be given a copy of this form to keep for your records. The procedures of this study have been explained to me and my questions have been addressed. The information that I provide is confidential and will be used for research purposes only. I understand that my participation is voluntary and that I may

withdraw anytime without penalty. If I have any concerns about my experience in this study (e.g., that I was treated unfairly or felt unnecessarily threatened), I may contact the Chair of the Institutional Review Board or the Director of the sponsoring Program of this research regarding my concerns.

Do you consent to this?

- ☐ Yes
- ☐ No

Gender

- ☐ Male
- ☐ Female
- ☐ Other

Year in School

- ☐ First Year
- ☐ Sophomore
- ☐ Junior
- ☐ Senior

What is your major? Minor?

Where do you live?

- ☐ On-campus
- ☐ Off-campus

Please answer the following questions regarding transportation habits in your hometown.

Do you have your own car at home?

- ☐ Yes
- ☐ No

If you do not have your own car at home, do you have access to a car?

- ☐ Yes
- ☐ No
- ☐ N/A

How often do you use your car?

- ☐ Less than Once a Week
- ☐ Once a Week
- ☐ 2-3 Times a Week
- ☐ Daily
- ☐ N/A

Do you have access to public transportation at home? Select all that apply.

- ☐ Bus
- ☐ Train
- ☐ Other _____
- ☐ I do not have access to public transportation at home

What modes of public transportation do you use at home? Select all that apply.

- ☐ Bus
- ☐ Train
- ☐ Other _____
- ☐ I do not use public transportation at home

How often do you take public transportation at home?

- ☐ Less than Once a Month
- ☐ Once a Month
- ☐ 2-3 Times a Month
- ☐ Once a Week
- ☐ 2-3 Times a Week
- ☐ Daily
- ☐ I do not use public transportation at home

Please answer the following questions regarding your transportation on campus.

Briefly describe the transportation culture on IWU's campus.

Which of the following is your primary mode of transportation to campus each day?

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Drive Alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carpool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have a car, did you bring it to campus?

- ☐ Yes
- ☐ No

Why did you choose to bring your car to IWU?

How often do you use your car?

- ☐ Less than Once a Week
- ☐ Once a Week
- ☐ 2-3 Times a Week
- ☐ Daily

Rank the factors that impact your transportation choice. (1 = Most Impact, 9 = Least Impact)

- _____ Cost
- _____ Convenience
- _____ Weather
- _____ Safety
- _____ Comfort
- _____ Time
- _____ Ease of Use
- _____ Distance
- _____ Environment

Please answer the following questions regarding your transportation within Bloomington-Normal.

Which of the following is the primary mode of transportation you use to go off-campus?

- ☐ Walk
- ☐ Bike
- ☐ Drive Alone
- ☐ Carpool
- ☐ Bus
- ☐ Other _____

When you travel off-campus where do you go? Select all that apply.

- ☐ Off-campus Job/ Internship
- ☐ Walmart
- ☐ Grocery Stores (Other than Walmart)
- ☐ Restaurants
- ☐ Entertainment (Movies, Concerts, Community Events)
- ☐ Downtown Bloomington
- ☐ Uptown Normal
- ☐ College Hills Shopping Center
- ☐ Eastland Mall
- ☐ Other _____

Briefly list what you know about Bloomington-Normal's bus system (Connect Transit).

Have you ever used Connect Transit?

- ☐ Yes
- ☐ No

Briefly describe why you have or have not used Connect Transit.

What improvements would make you want to use/increase use of Connect Transit? Select all that apply.

- ☐ Informational Materials (Maps, Routes, Stops, Ride Costs)
- ☐ Informational Session on How to Take the Bus
- ☐ Bus Tracker (Smartphone Application Map with Real-time Information)
- ☐ Bus Pass Program (Unlimited bus use throughout Bloomington-Normal)
- ☐ More Frequent Service
- ☐ Late Night Service
- ☐ Bus Stop Shelters
- ☐ Other _____

The following questions regard Universal Access programs that IWU may be considering. Please read the following before answering the questions.

Universal Access programs provide students with free-transit service on all bus routes by simply showing their ID to board the bus. To create these programs, colleges work with the local bus system to come up with a negotiation in which the college pays an annual lump sum to the bus system in exchange for student access to bus routes.

Within Bloomington-Normal, ISU, Heartland Community College, and Lincoln College all have Universal Access programs with Connect Transit. Students are able to show their IDs and take the bus throughout Bloomington-Normal without paying a fee. With Universal Access, students are able to get to places like off-campus jobs and internships, community events, Wal-Mart, College Hills, Eastland Mall, and the airport.

Would you be interested in IWU offering a Universal Access program to its students?

- ☐ Yes
- ☐ No
- ☐ Unsure

The cost of Universal Access programs is based on expected ridership of students. The average cost of Universal Access programs nationally is about \$30 per student, per year. Connect Transit

charges \$0.55 per ride to students with Universal Access programs, compared to the regular fee of \$1 per ride without Universal Access. Once a Universal Access program is in place, students are able to use the bus as many times as they want.

Universal Access programs can serve as a benefit to all students, as all students are able to take advantage of a program that connects them to the rest of their college town. Universal Access can also benefit students who choose not to use the program. As more students who previously might have brought their car to campus use the bus instead, it opens up parking for students who may still need to bring a car to campus.

Considering the information above, indicate your feelings toward the following statement: I would be interested in IWU offering a Universal Access program to its students? (1= Strongly Disagree, 5= Strongly Agree)

- ☐ 1 -- Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ 5 -- Strongly Agree

Please answer the following questions regarding sustainability at IWU.

Within IWU's Mission Statement, there is a commitment to environmental sustainability. Do you think this commitment is important?

- ☐ Yes
- ☐ No

Would having a Universal Access program help promote IWU's commitment to sustainability?

- ☐ Yes
- ☐ No

Do you think IWU students consider the environment when choosing modes of transportation?

- ☐ Yes
- ☐ No

Please make any additional comments or suggestions about transportation at IWU.