UWA STUDENT ATTITUDES AND BEHAVIOUR IN RELATION TO ACTIVE COMMUTING

Report of Findings - Student Focus Groups

prepared for

Health Promotion Research and Evaluation Group
School of Population Health
University of Western Australia
35 Stirling Highway
CRAWLEY WA 6009

Prepared by: Kerry Maclaurin
PO Box 144
Mt Lawley 6050

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A Discussion Guide
APPENDIX A
1 INTRODUCTION & OBJECTIVES

This study was conducted by the School of Population Health and the School of Human Movement and Exercise Science The University of Western Australia, in conjunction with the UWA Office of Facilities Management (OFM), the Department of Environment and the National Heart Foundation with funding provided by Healthway and the OFM.

This qualitative research project comprising four focus group discussions was undertaken with UWA students in October 2003 as part of The Active Commuting Project investigating UWA staff and student commuting behaviour and potential for change. Prior to this research, a web-based quantitative survey of UWA staff and students was undertaken in May 2003 to gather information on transportation patterns and explore the potential of various strategies designed to increase the use of active modes of transportation to and from UWA.

The overall objective of this qualitative research was to further explore attitudes and behaviours in relation to active commuting identified in the previous quantitative research, with the specific information objectives being to:

- Provide a better understanding of perceptions of people who actively commute;
- Explore attitudes toward different end-of-trip facilities (i.e. car parking, bicycle parking);
- Gather unprompted suggestions from students for encouraging active commuting; and
- Explore reactions to possible interventions related to buses, promotional activities, facilities and parking.

The findings of this research will be used in conjunction with the quantitative survey to assist in determining the most effective interventions and communication strategy to encourage active commuting to and from UWA.
2 RESEARCH METHODOLOGY

The research methodology for this project consisted of the following stages:

Recruitment of Group Participants

Initially, emails were sent to 84 students who had indicated through the on-line survey that they would be interested in the focus groups resulting in 15 participants being recruited. Many students responded but were unable to attend the appropriate session. The remaining focus group participants were recruited face to face at the Guild Village over lunchtime on a Friday.

The target of 8 participants per group (plus reserves) was reached for all sessions.

The focus group discussion were stratified by distance of residence from UWA (within or outside an 8km radius) stage of behaviour change as defined in the quantitative study:

- **Precontemplators**: Those who were not currently actively commuting and not intending to do so in the next 6 months.
- **Contemplators**: Those who were not currently actively commuting to or from UWA but were thinking about starting to do so in the next 6 months;
  - Those who were sometimes actively commuting to or from UWA but not more than once per week; and
  - Those who until recently were actively commuting to or from UWA but had stopped doing so.
- **Action/Maintenance**: Those who were regularly actively commuting to or from UWA but had only begun to do so in the last 6 months; and
  - Those who were regularly actively commuting to or from UWA and had been doing so regularly for 6 months.

Incentives offered to participants included lunch, $20 and the chance to win one of four $75 book vouchers.

Group Discussion Format

The focus group discussion followed the Discussion Guide shown in Appendix A. Photos showing the different forms of active commuting were used as prompts within the groups.
3 EXECUTIVE SUMMARY

The purpose of this qualitative research was to provide a better understanding of UWA students’ behaviour, attitudes and perceptions in relation to active modes of transport, and reactions to possible interventions, in order to assist in the development of an effective strategy for increasing the use of active modes of transport.

3.1 Summary of Findings

In developing such a strategy the focus group discussions highlighted the need to consider the following components:

- The Decision Process - It was clear from the group discussions that some parents play a very important role in the transport decision process and therefore it may be beneficial to target some communication to student’s homes.

- Target Group/s current behaviour, perceptions and attitudes - As identified in the quantitative study key target groups are those:
  - In Action/Maintenance stage
  - In Contemplation stage
  - Confident they could use an active mode of transport
  - New first year students

- Communication and action objectives for target group/s

  The group discussions confirmed the same communication and action objectives are relevant to the three target groups not currently in Action/Maintenance and that promotions and interventions targeted to these three groups are also likely to fulfill the objectives for the Action/Maintenance group.

- Appropriate interventions and promotion strategy to achieve the communication and action objectives - The group discussions confirmed that interventions providing financial incentives and promoting benefits of active transport modes, provided they are widely advertised and promoted, address a wide range of communication and action objectives. Possible interventions involving increases in parking fees met with mixed reactions in the group discussions and would need to be handled carefully to avoid potentially negative reactions.
3.2 Conclusions and Implications

In order to increase the use of Active Transport Modes by UWA students a Green Transport Strategy will be most effective if it is designed to address the following action and communication objectives:

- Raise awareness of Active Transport Modes
- Build and maintain positive attitudes
- Encourage initial trial
- Encourage repeat usage
- Facilitate usage.

among the key target groups:

- Users in Action/Maintenance stage
- Contemplators
- Those who are confident they could use an active transport mode
- New First Year students.

Implications for promotions and interventions:

- Recognise parents are a key component of the decision process for many students when choosing transport modes.

- Focus on attributes of Active Transport Modes that are highly motivating and superior to single occupant vehicles, through
  - Interventions with financial incentives (U-Pass with $20 credit/Frequent user rewards)
  - Promoting cost effectiveness of Active Transport Modes

- Emphasise that Active Modes are accepted, reliable, safe and cost effective in order to address perceived key weaknesses

- Promote social events to take advantage of students’ motivation to socialize and gain social approval through Active Transport user groups and social functions.

- Address key weaknesses to facilitate and increase usage.
4 RESEARCH FINDINGS

4.1 Images of people who actively commute

Perceptions of students who actively commute were generally the same among Active Commuters, Contemplators and Pre-contemplators. Specifically;

- Active commuters who use public transport were perceived to do so either because they did not have access to a car, could not obtain a parking permit or to save money. Group participants did not appear to link using public transport with increased levels of physical activity or being good for the environment.

  Uni students who don’t have a lot of money/ They can’t afford to drive and park everyday/People on the bus are weird.

It was generally seen that a wide range of people utilize public transport including business people who work in the city, older citizens, school students as well as university students. However, it was also mentioned that sometimes “odd” people were encountered on public transport which engendered some discomfort among other passengers.

  You’ve got some business people on it, in the morning, and your school kids.

- Active commuters who cycle were generally perceived to be healthy, fit individuals who chose this mode of transport for the fitness benefits.

  I think I know one person who cycles, but she is like a health nut.

However, students who currently cycle stated they also used this mode of transport because it was free, gave them the flexibility to plan their trips without being tied to public transport availability as well as being useful at Uni.

  It makes it fairly easy having your bike around Uni because you can just hop on your bike and go from one place to the other like in 2 seconds.

Group participants also perceived that people using active transport modes had to be more organised to allow for the forward planning involved and that this would require getting up earlier.

- People who travel in a single occupant vehicle (SOV) to and from UWA were seen to do so because they placed a higher value on their time than the cost of traveling by this mode, generally found it easier or had other commitments (work or family) which
precluded their use of public transport, or because they did not live close to public transport routes.

- These perceptions were also reflected in the reasons people gave for switching from public transport to using a car.

  \textit{I came straight from school, then I got my license so at first it was all buses but a lot of the time I am lazy so I just drive/ It is generally cheaper to take public transport but I find it much easier to hop in the car so I started off mainly on public transport but now I use the car as much as possible.}

4.2 Perceptions of Active Transport Modes

Participants in the focus groups expressed the same perceptions of active transport modes as respondents to the quantitative study.

Compared to traveling by SOV, public transport was perceived as:

- More time consuming
- Less convenient
- Less comfortable
- Riskier
- Cheaper
- Better for the environment.

These perceptions were reflected in the reasons given for choosing their current mode of transport

\textit{Time}

\textit{It can take you forty five minutes to get home driving but it will take an hour and a half by public transport.}

\textit{Cost}

\textit{I could get my parking permit which is like $150 but I don’t have that much cash lying around and then I might have to use pay parking. I just catch public transport and then Mum pays for that.}

\textit{Safety}
If you are a girl walking by yourself at night it is really scary because there’s like no lights. I don’t like catching the buses at night because they don’t match up very well. I have to catch a bus to the city and then a train. I find sometimes that I miss the train by two minutes and then have to wait for an hour. If you are in a group it’s not that bad.

Comfort/weather

If it is pouring with rain I drive. Most of the stations are covered, but then walking from the train to the bus you get wet. Not all the bus stops are covered. It’s bad getting from the bus to my classes. I get drenched in the ten seconds it takes me to get to class. There is no cover from the bus stop, apart from the underpass.

Cycling and walking had the added benefit of increasing fitness and removing the need to find parking.

It is cheaper for me to ride a bike than catch a bus and it is about three times quicker – it is fitness and it is less expensive and there is going to be nowhere to park.

It would be good doing something for fitness everyday, but that wouldn’t be the reason why I would get on my bike, just because it costs less. I wouldn’t have to move my car and you don’t have to park anywhere.

Students’ experience with public transport varied depending on where they lived. Those who lived in the northern corridor and were able to catch the train part of the way had a more positive view of public transport because of the traffic problems on the freeway.

Because the train goes straight past the freeway, so you just breeze past. It depends on what time you’re starting as well. I start at eight so it is kind of tiring driving for me, on the freeway it is pretty bad.

Students who currently commute by SOV perceived the barriers to active modes of transport such as the time taken, safety and reliability more negatively.

It (public transport) took so much longer. I mean, I don’t even live that far away – the actual bus trip only took ten minutes but it was having to get up early in order to catch the bus in time. Then some of them go past, it depends on the stop and the bus. At night time I felt uncomfortable, I knew it was getting dark and it was really inconvenient. I don’t like people on the bus. People on the bus are weird.
You have to get up, you have to catch the bus, and you have to wait for the bus, be on the bus, then you have to transfer at the city. The bus doesn’t come straight to Uni.

I don’t think the bus drivers are that nice/Some are really evil.

In addition, SOV users were inclined to downplay the cost of traveling by car and expressed the perception that public transport was expensive.

It was only like a dollar more or not even a dollar more expensive for me to drive home with the cost of petrol, and it is so much more convenient and it take less time and everything. /It takes me like 25 minutes to drive here, but my car runs cheaply. I could imagine it costs $20 a week in petrol and that is mainly just driving to uni but I don’t actually have to pay for parking (do we know why?). If I had to pay to park then it would be much more expensive. /But then the inconvenience, I am saving a lot of hours.

4.3 Motivations for Choosing Transport Modes

The motivations and barriers to choosing the different transport modes discussed in the focus groups reflected those identified in the quantitative study. With cost savings being a key motivation for public transport users and flexibility and ease of use motivating many SOV users.

Precontemplators did not necessarily see that using public transport was cost efficient, though this may also be related to where they live and the relative cost of public transport to university.

I looked at a Multirider, I think it was costing me $40 for two weeks, maybe three weeks and a ninety dollar parking permit for the whole year. It (driving just outweighs it big time?. Even with petrol, it is cheap for a permit compared to pay parking.

However, the discussion of the decision process highlighted the importance parents often play in selecting and paying for transport modes.

My parents contribute to my insurance, registration and thing like that. /Yeah, me too. /Mine’s all paid for me, but I pay for the petrol./ I use Mum’s car and pay for petrol. /My Mum wouldn’t let me ride a bike to uni. /They paid for the car but I pay for everything else. /They pay for the parking.

In addition, friends and siblings were often important sources of information about alternative routes available.
Exercise and increasing fitness were mentioned as important motivators by cyclists while public transport users did not see their transport mode as a means of obtaining exercise, indicating there may be an opportunity to promote this benefit and develop another positive association with public transport. Precontemplators stated a preference to keep their exercise activities separate to their transport mode.

Four particular events were mentioned by public transport users as times when they might be motivated to choose to drive rather than use public transport:

- Public holidays because of the lack of public transport services available;
- Rainy days, to avoid getting wet;
- Days when they only have one hour of contact time and don’t intend to stay any longer on campus; and
- Days when they have tests or exams and are concerned they might be late if they miss connecting services. This was seen as particularly difficult and unfair for those students who don’t have the option of driving. It was felt they should not be penalized if the public transport system caused them to be late.

4.4 Attitudes towards different end of trip facilities.

Group participants expressed the view that end-of-trip facilities could be improved for active modes of transport in order to facilitate usage and encourage repeat use.

Public transport users requested:

- better bus stop facilities in terms of larger covered areas;
- better signage to aid in identifying which bus numbers stop at each bus stand; and
- provision of bus timetables at bus stops.

Notably some Contemplators who currently used their cars for storage of books and materials on campus felt that provision of lockable storage lockers for students would make it easier to use public transport.

Specific improvements related to cycling included:

- providing better security and weather protection for bicycles;
- more and upgraded shower facilities; and
lockers for storage.

### 4.5 Unprompted suggestions for encouraging active commuting

Unprompted suggestions for encouraging active commuting reflected the possible interventions being considered by the University, including improving end of trip facilities as outlined above, as well as making it easier to use an active mode of transport and providing additional incentives. Specifically;

- more frequent buses, more convenient bus routes, a ferry from south of the river;
- contests to reward people for using active transport modes with prizes related to saving money on transport costs or other essentials such as food or books or entertainment rewards such as movie or concert tickets;
- educating people and raising awareness of the savings that can be made;
- advertising and promoting other benefits of active commuting such as increased fitness leading to better study abilities and the benefits to the environment;
- having more “Bike to Uni” breakfasts;
- more cycle paths;
- advertising and promotion of the above through promotional leaflets and posters displayed on campus.

Last semester if you cycled on a particular morning, you got a free breakfast. /That’s the only morning I cycled.

It appears the promotion of social events such as the breakfasts could be improved to ensure there is widespread awareness. While email notification is sufficient for some people, advertising through posters and pamphlets as well would increase awareness.

I didn’t find out about it before, I only found out on the day. /I only found out on the day because someone was handing out pamphlets
4.6 Reactions to possible interventions

4.6.1 The U-Pass

Interventions that involved a monetary incentive were generally received positively and subsidising bus fares through a U-Pass was appealing to public transport users both from a financial perspective and for facilitating boarding the bus and paying.

Though Precontemplators who perceived time and convenience as a greater barrier still referred back to these problems.

*Instead of the multirider, that would be good. /Yeah, cause we spend a bit on multiriders. /That would save time./ That makes it convenient, but if the bus is full then it is going to be full no matter what./Paying when you get on the bus is not the problem. It is waiting for the bus to come and the problem is when you can’t get on the bus you waited for.*

Providing students with a U-Pass with $20 credit was viewed positively and appeared to have the potential to hasten trial and encourage repeat use of Public Transport particularly among Contemplators and New First Year students.

Likewise increasing the student discount on public transport was viewed positively and would assist in enhancing the perceived cost-effectiveness of this mode of transport and encouraging trial and repeat use, if backed by a campaign to increase awareness of cost savings and emphasising the widespread use, reliability and safety of public transport.

4.6.2 Other Financial Incentives

Interventions that involved a financial reward such as earning book vouchers or fee reductions by frequent use of public transport or cycling were viewed positively by those currently using active modes of transport.

*That would be good. /Yes, definitely. Anything to do with money.*

These interventions have the added benefit of encouraging repeat use of public transport services as some participants had literally used the public transport system once to travel to university and then reverted to using a car as they had found the experience daunting and uncomfortable. Additional incentives such as financial rewards may be sufficient to motivate first time users to trial public transport again.

*If there was a competition or something like frequent traveler – where you hand in your multirider when it’s full and you can win book vouchers or something.*
4.6.3 Trip Planning and information based approaches

Trip planning and information based approaches related to public transport, such as emailing trip planner information at the beginning of semester, having a transport planning booth on campus and including pocket timetables in enrolment materials, met with a mixed reaction;

- If information emailed or included in enrolment materials could be personalised for each student it would be viewed more positively. However, some students felt they received too much information at once and therefore may disregard emails unless they came from Administration.

  They just give you so much information! It's all generic information, so it doesn't really seem that useful. I might have got an email but I get like 30 emails a day, then because I am in first and second year I get two of each email. I left mine for about 3 weeks and then had 480 messages – you're not going to read them all.

- Transport planning booths were seen as a good initiative at the beginning of the year as many students were confused initially about the best way of traveling to and from campus by public transport. Specific information to assist in identifying bus stops and explaining the process for paying and boarding the bus were requested.

  I remember in first year actually waiting along side the road. I had no idea which stop. I can't remember how I figured it out. I knew what bus I was meant to catch but I couldn't remember the number. I just came across it (alternative route) one day. I got talking to people and then I started taking the 78 instead.

Some participants had used the Transperth trip planning internet site with mixed outcomes.

  Transperth website is pretty good. Well they told me a bus that I had to catch to get here at 8 but I would have to leave before 7. I found a quicker way myself

Awareness of the bus timetable information provided in the Guild building was varied and while this was viewed positively none of the group participants had accessed this information. It was suggested that maps showing bus stop locations would also be useful.

  Don't they have all the map routes outside the guild reception? I knew there was a place I just didn't know where it was.
From the focus groups it appears that many students sought information on public transport from home rather than at university.

*My Mum told me how to get here (Public transport user). / My sister told me.*

In keeping with this, it was evident again that parents play an important role in the decision process when choosing a transport mode. Therefore it would be beneficial to mail information on active modes of transport to the home where it is more likely to be seen and considered by parents. As well as providing information to facilitate use of public transport this could also include information aimed at addressing key motivations and barriers in particular cost savings and personal safety issues.

### 4.6.4 Parking

Interventions related to increasing the cost of parking met with varied reactions. Some participants stated they would still purchase a permit even if the cost was increased to $500, while others stated this would be enough incentive to use public transport instead.

*I would never go back to catching the bus. If they made parking hundreds of dollars, I would still pay it. My time is worth more than $500. / I would probably stop driving and catch the bus. The bus to my house comes every 45 minutes. / People would stop coming in, if they had like one lecture they'd be like “Oh stuff it” and then they would just pay park for whole days.*

There was some concern about it being unfair to penalise students who were seen as having no option but to drive to UWA.

*That is pretty harsh for the people that live far away. So if you lived outside the transit zone or whatever then you get a parking permit.*

There was some confusion as to the current regulations related to accessibility to parking permits, apart from widespread knowledge that first year students were ineligible. Notably, not all group participants were sure what they currently paid for a parking permit.

*I think it’s like $120. / Maybe $90.*

Some participants had considered car pooling and suggested that changes should be made to this system to make it more attractive financially. The car pooling permits were viewed as expensive compared to individual permits and therefore were not always used by those who currently car pool.
The thing is we tried to carpool and it is going to cost us $250 to get carpooling stickers and it only costs us $90 to get a permit each and that way we get our own permit so that if we want to drive we can. I ended up carpooling with 3 people, like 3 of us did it together so we split the pay parking between three and so every third day we would pay.

### 4.6.5 Bicycle Network and end-of-trip facilities

Improving the network of cycle paths to the university and providing information on safe, or at least light traffic, cycle routes to university was viewed positively by group participants with an interest in cycling. Only two group participants who cycled had obtained maps of cycle routes, one through a newspaper advertisement and the other through the Roller Club.

During the discussion some participants expressed an interest in cycling in a group to and from campus, particularly early in the year and to find out about alternative, safer routes.

Providing more secure bike storage was seen as a priority and a number of group participants related stories of friends who had a bike stolen.

*My friend has his $2000 bike stolen on the second day of Uni, and he had like a $200 padlock, they stole that too.*

Reactions to the photo of the walnut shell bicycle covers revealed a lack of awareness and knowledge of their use even among cyclists. Some people assumed they were for motorbikes, and noone knew how to access them. However, once their purpose was explained, they were generally perceived as a good idea both from providing increased security and also because they kept the bike seat dry. The key criteria being that there should be a sufficient number of them placed in appropriate locations with information available as to how to access and operate them.

Again, the influence of parents on the selection of a transport mode was evident in the discussion of safety when cycling. Other barriers mentioned reflecting the findings of the quantitative study with improvements desired in showering and changing facilities and provision of lockers.

*My Mum wouldn't let me ride a bike to uni because I would have to go on busy roads. I'm really scared of being hit by a car because I have to go on busy roads. I thought about cycling but the thing is that I take stuff in everyday, books, coats, so it is heavy. You would have to shower and change and you’d have to bring like a change of clothes, towel, hairbrush and things like that.*
4.6.6 Promotional Events

Those who traveled on public transport with friends appeared to view their experiences more positively, indicating that social events aimed at promoting public transport use and providing a forum for people to meet others living in their area, may assist in addressing some of the perceived barriers to using public transport.

If you can travel with others it’s better. /Going to the city I see friends because everyone goes to the city. You can bump into people you have known previously at high school. /Yeah and your uni friends are usually there (train station). /I don’t live near anyone I know, so I come in by myself and then in the afternoon I go part way home with my girlfriend./ It is good with your mates because you can just have a chat and relax.

Likewise the breakfast promotions being extended to include walkers and public transport users was viewed positively. However, it will be necessary to back up such promotions with other strategies to encourage repeat usage rather than just a single trial.

I cycled once when the cornflakes were on, with a whole group of friends. We just rode that once. /I think if they had one every week, more people would cycle at least once a week./ It’s just cornflakes! It’s not just the breakfast, it’s the sense of community.

Competitions or “frequent user” rewards were also viewed positively as a means of providing financial incentives and also social recognition and approval of the contribution being made by those who choose to use public transport.
5 DISCUSSION

The purpose of this qualitative research was to provide a better understanding of UWA students’ behaviour, attitudes and perceptions in relation to active modes of transport, and reactions to possible interventions, in order to assist in the development of an effective strategy for increasing the use of active modes of transport.

In developing such a strategy the focus group discussions highlighted the need to consider the following components which are discussed in detail below:

- The Decision Process;
- Target Group/s current behaviour, perceptions and attitudes;
- Communication and action objectives for target group/s; and
- Appropriate interventions and promotion strategy to achieve the communication and action objectives.

5.1 Decision Process

It was clear from the group discussions that some parents play a very important role in the transport decision process and therefore it may be beneficial to target some communication to student's homes. The model below shows each major stage of the decision process, the possible decision roles, the people (identified from the research) who currently fill these roles, and opportunities for UWA to contribute (shown in italics).

<table>
<thead>
<tr>
<th>Major stages</th>
<th>Transport Decision Roles</th>
<th>Person/s responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognition of transport need</td>
<td>Initiator – proposes transport mode</td>
<td>Student or parent or UWA</td>
</tr>
<tr>
<td>2. Information search &amp; evaluation</td>
<td>Influencer – recommends. Decider – chooses</td>
<td>Friends, parents, media advertising, Transperth, UWA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student or parent or both</td>
</tr>
<tr>
<td>3. Purchase decision</td>
<td>Decider – chooses Purchaser – pays</td>
<td>Student or parent or both</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student or parent or both or UWA contributes</td>
</tr>
<tr>
<td>4. Usage</td>
<td>User – uses</td>
<td>Student</td>
</tr>
</tbody>
</table>
5.2 Target Group Behaviour and Profile

As identified in the quantitative study key target groups are those:

- In Action/Maintenance stage
- In Contemplation stage
- Confident they could use an active mode of transport
- New first year students

The table below shows an analysis of the target groups current behaviour and profile from the quantitative study.

**Profile of Target Groups**

<table>
<thead>
<tr>
<th>Action/Maintenance Stage</th>
<th>28.2% use public transport</th>
<th>Demographically:</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.8% of students use an</td>
<td>11.6% walk</td>
<td>56.5% aged 16-20 years</td>
</tr>
<tr>
<td>active mode as main mode</td>
<td>7.0% cycle</td>
<td>27.9% 21-25 years</td>
</tr>
<tr>
<td>- 24.5% are in Zone 3</td>
<td></td>
<td>53.9% female/46.1% male</td>
</tr>
<tr>
<td>- 7.0% are in Zone 2</td>
<td>16% of public transport users considering switching to SOV</td>
<td></td>
</tr>
<tr>
<td>- 15.3% are in Zone 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contemplation Stage</th>
<th>88.5% use SOV</th>
<th>Demographically:</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.4% of students are in</td>
<td>6.9% car pool</td>
<td>44.9% aged 16-20 years</td>
</tr>
<tr>
<td>the contemplation stage</td>
<td></td>
<td>40.7% aged 21-25 years</td>
</tr>
<tr>
<td>- 17.1% are in Zone 3</td>
<td></td>
<td>53.5% female/46.5% male</td>
</tr>
<tr>
<td>- 5.5% are in Zone 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Confident could use Active mode | 20.6% of Zone 3 students and 23% of Zone 2 students were confident they could use Public Transport, but don’t. | 26.3% of Zone 2 students were confident they could cycle, but don’t. |

| New first year students     |                                             |                  |

5.3 Attitudes of Target Groups

From both the quantitative study and the focus groups the main motivations and barriers related to choosing a transport mode were identified. The model below presents an analysis of the information from both the quantitative study and focus groups showing simultaneously:

- The *motivating power* of attributes associated with transport modes
- Active Transport Modes perceived *competitive advantage* on these same attributes.
This model provides information that has several implications for positioning communications and interventions as part of an Active Transport Strategy:

- **Key or Immediate communication and intervention strategies** are defined by those attributes which are *motivating and unique* to Active Transport Modes.

- **Key Weaknesses** to be addressed are defined by those attributes which are *motivating and where Active Transport Modes are perceived as inferior*.

- **Potential Opportunities** come in two ways:
  - Attributes which are motivating, but no transport modes are satisfying.
  - Attributes unique to Active Modes of Transport, but not motivating (as yet) to students.

This analysis provides a broad “Blueprint for Action”.

### Attributes of

**Active Modes of Transport vs Single Occupant Vehicle**

<table>
<thead>
<tr>
<th>MOTIVATING POWER</th>
<th>ACTIVE Modes Superior</th>
<th>NEITHER Superior</th>
<th>ACTIVE Modes Inferior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Immediate Positioning Opportunity</strong> - <em>Enhance</em></td>
<td><strong>Potential Opportunity for New Service/Promotions</strong></td>
<td><strong>Key weakness – Fix if possible</strong></td>
</tr>
<tr>
<td>HIGH</td>
<td>Cost savings</td>
<td>Drop off/park close to lectures</td>
<td>Time taken</td>
</tr>
<tr>
<td></td>
<td>Avoid need to find parking</td>
<td>Socialising opportunities</td>
<td>Personal safety</td>
</tr>
<tr>
<td>LOW</td>
<td><strong>Potential Positioning Opportunity – Increase perceived importance?</strong></td>
<td><strong>No Action</strong></td>
<td><strong>No Action</strong></td>
</tr>
<tr>
<td></td>
<td>Increase fitness/health benefits</td>
<td>Social approval</td>
<td>* Poor shower/changing facilities</td>
</tr>
<tr>
<td></td>
<td>Good for environment</td>
<td></td>
<td>* Lack of secure bike facilities</td>
</tr>
<tr>
<td></td>
<td>Less stress</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unable to obtain parking permit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* *While these attributes rated low overall, among cyclist they had a higher motivating power.*
5.4 Target Group Communication and Action Objectives

Having identified the main motivations and perceptions related to the different modes of transport and the key target groups, the communication and action objectives for each target group are considered. The model below shows an analysis of the target groups with suggested Communication/Action objectives.

### Communication and Action Objectives by Target Groups

<table>
<thead>
<tr>
<th>Action/Maintenance Stage</th>
<th>Contemplation Stage</th>
<th>Confident could use Active Mode</th>
<th>New First Year Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increase awareness of Active Transport Modes Available</td>
<td>Build positive attitudes</td>
<td></td>
</tr>
<tr>
<td>Maintain positive attitudes</td>
<td>Encourage initial trial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase usage</td>
<td>Encourage repeat usage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitate Usage</td>
<td>Facilitate Usage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From this analysis it is clear that the same communication and action objectives are relevant to the three target groups not currently in Action/Maintenance and that promotions and interventions targeted to these three groups are also likely to fulfill the objectives for the Action/Maintenance group.

5.5 Interventions to achieve communication and action objectives.

In assessing possible interventions and promotions it is useful to place them into the “Blueprint for Action” model developed on the basis of the perceived attributes of Active Modes of Transport and their motivating power and link them to the communication and action objectives.

From this analysis it is evident that interventions providing financial incentives and social events, provided they are widely advertised and promoted address a wide range of communication and action objectives.
<table>
<thead>
<tr>
<th>MOTIVATING POWER</th>
<th>ACTIVE MODES SUPERIOR</th>
<th>NEITHER SUPERIOR</th>
<th>ACTIVE MODES INFERIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH</strong></td>
<td>Immediate Positioning Opportunity - <em>Enhance</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+ Promote cost savings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+ Financial incentives:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># + = ^ *U-Pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># + ^ Increase student discount</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>^ Frequent user rewards/competitions ie book vouchers, reduced fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># + ^ Rebate for not taking parking permit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># + ^ Promote lack of parking hassles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>= ^ Disincentives:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase parking fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Potential Opportunity for New Service/Promotions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+ &gt; New bus route for 78</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># + = ^ More cycling breakfasts &amp; other social events</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># + = ^ Public transport users and walkers groups, breakfasts and other social events</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key weakness – Fix if possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># + Advertise &amp; promote:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actual time taken</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- time to read/study</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>High usage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reliability and safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- travel with friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Targeting parents and students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>^ &gt; Bus shelters to offer more weather protection</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information on public transport and cycle routes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># = Sent to home for 1st years &amp; those living with parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># = ^ Emails from Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># = &gt; Transport Booth</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># = &gt; Maps of bus stops and related bus numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt; Bus timetables at bus stops</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>= &gt; Pocket timetables</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt; Provide lockers for storage for active transport users</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Potential Positioning Opportunity – <em>Increase perceived importance?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># + Promote:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>fitness/health benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>good for environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>less stress</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>= ^ Reduce parking accessibility:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>increase parking fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>widen restrictions on parking permit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* ^ &gt; Increase security for bikes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* ^ &gt; Improve shower/changing facilities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*While these attributes rated low overall, among cyclist they had a higher motivating power.*

# Awareness + Positive attitudes = Encourage Initial trial
^ Increase usage > Facilitate usage
5.6 Conclusions and Implications

In order to increase the use of Active Transport Modes by UWA students a Green Transport Strategy will be most effective if it is designed to address the following action and communication objectives:

- Raise awareness of Active Transport Modes
- Build and maintain positive attitudes
- Hasten trial
- Encourage repeat usage
- Facilitate usage

among the key target groups:

➢ Users in Action/Maintenance stage
➢ Contemplators
➢ Those who are confident they could use an active transport mode
➢ New First Year students.

Implications for promotions and interventions:

- Recognise parents are a key component of the decision process for many students when choosing transport modes.

- Focus on attributes of Active Transport Modes that are highly motivating and superior to single occupant vehicles, through
  - Interventions with financial incentives (U-Pass with $20 credit/Frequent user rewards)
  - Promoting cost effectiveness of Active Transport Modes

- Emphasise that Active Modes are accepted, reliable, safe and cost effective in order to address perceived key weaknesses

- Promote social events to take advantage of students’ motivation to socialize and gain social approval through Active Transport user groups and social functions.

- Address key weaknesses to facilitate and increase usage.