

An Examination of Time-Use and Transportation Barriers to On-Campus Participation of Postsecondary Students

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Geography & Planning
Transportation Research Cluster

Introduction

Success in postsecondary education is related to the amount of time spent on campus. The more often students attend class and access on-campus learning resources, the better their grades and the lower their dropout rates (Tinto, 1999; Bozick, 2007).

However, students living in large cities can face tremendous transportation and time-use barriers that make it difficult to spend more time on campus (Kamruzzaman et al., 2011)

Objective

Examine the transportation and time-use factors that affect...

- 1) how often students visit their campuses
- 2) whether students feel that their commutes dissuade them from travelling to campus, selecting courses, and participating in extra-curricular activities

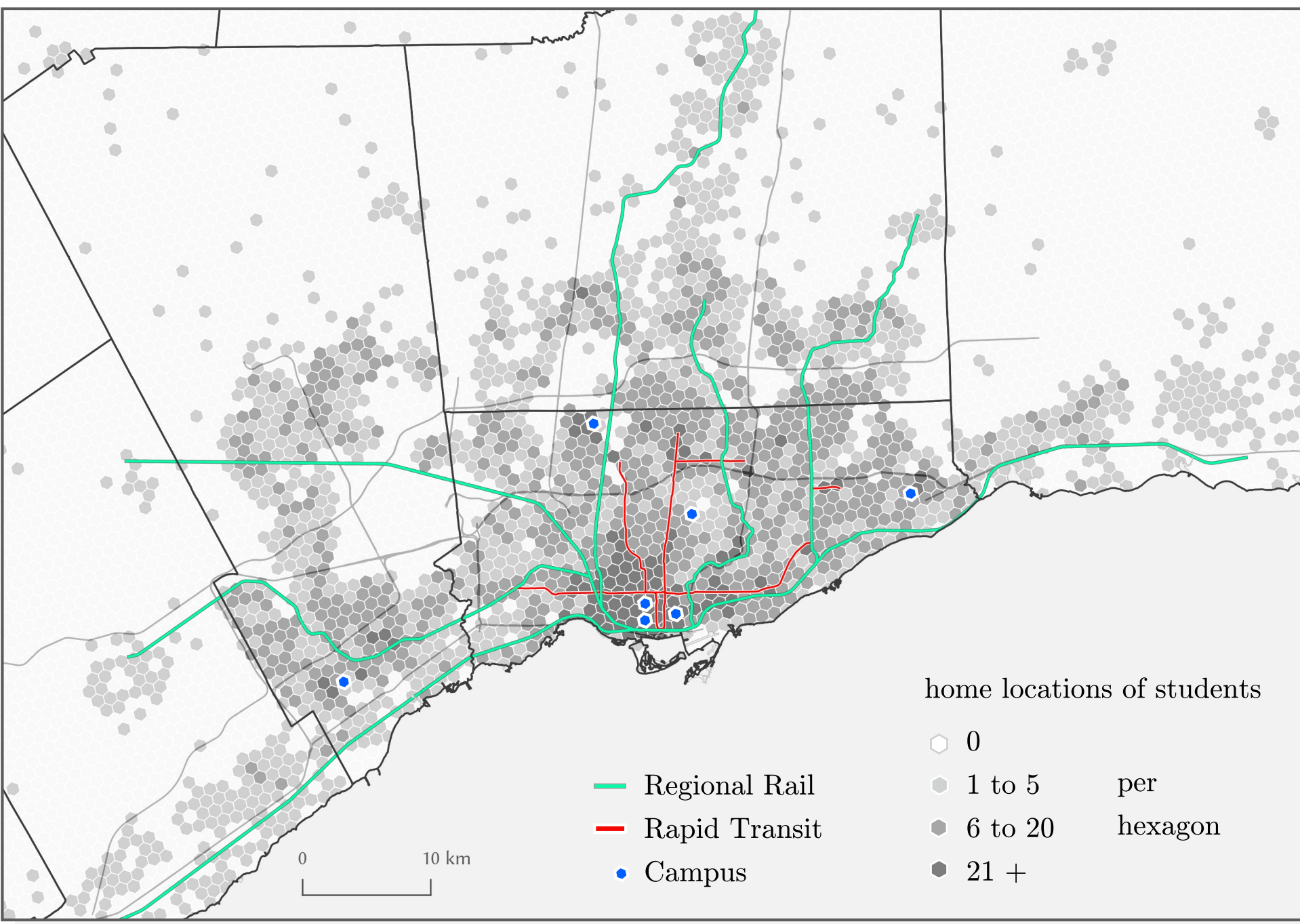
Data Sources

1) Online Survey

1-day travel survey (StudentMoveTO, 2015) of students across seven university campuses in the Toronto region (n = 15k)

Gender		Student Status	
Female	67.5%	Undergrad Full-Time	71.2%
Male	32.5%	Undergrad Part-Time	4.9%
Average Age		Graduate Full-Time	21.1%
Typical Commute Mode		Graduate Part-Time	2.8%
Walk	18.0%	Campus	
Bike	6.4%	U of T St. George	43.1%
Transit	64.0%	U of T Mississauga	5.5%
Car as Passenger	3.6%	U of T Scarborough	7.7%
Car as Drive	7.9%	York Glendon	2.4%
Transit Pass Owner	43.9%	York Keele	28.0%
Commute Frequency		OCAD University	2.5%
0-2 days per week	11.3%	Ryerson University	10.8%
3 days per week	15.8%	Household Type	
4 days per week	27.1%	Family	60.3%
5 days per week	33.0%	Roommates	24.4%
6-7 days per week	12.8%	Partner	14.1%
Employment		Alone	1.2%
Does Not Work	42.4%	Has Dependent Children	
0-20 hours per week	42.3%	None	84.2%
20 + hours per week	15.3%	One	6.9%
Average Household Size		Two or more	8.9%

Study Area

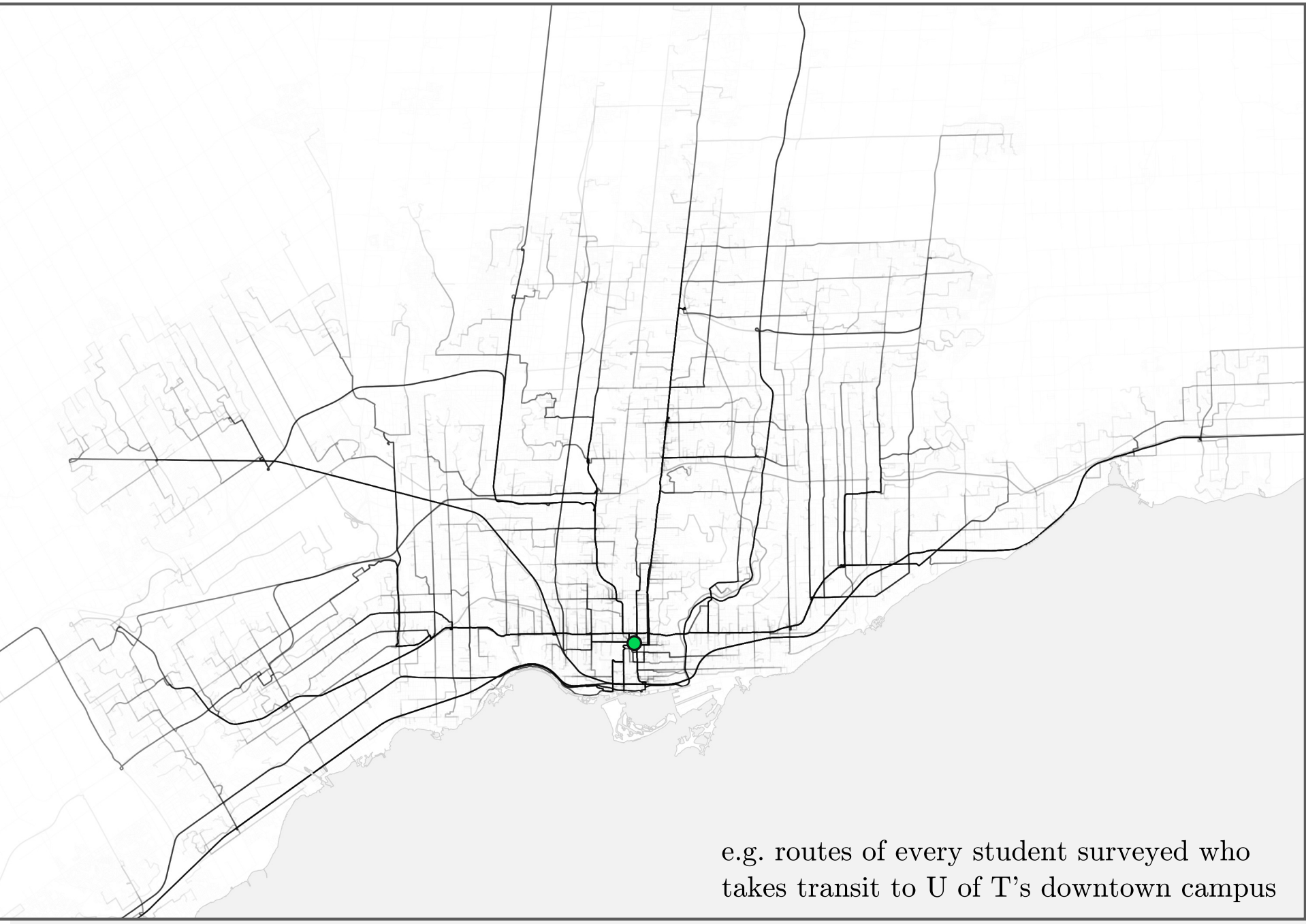


2) Network Graphs

To extract detailed characteristics of home-campus trips, including data for walking distances, wait times, in-vehicle travel times, and number of transfers

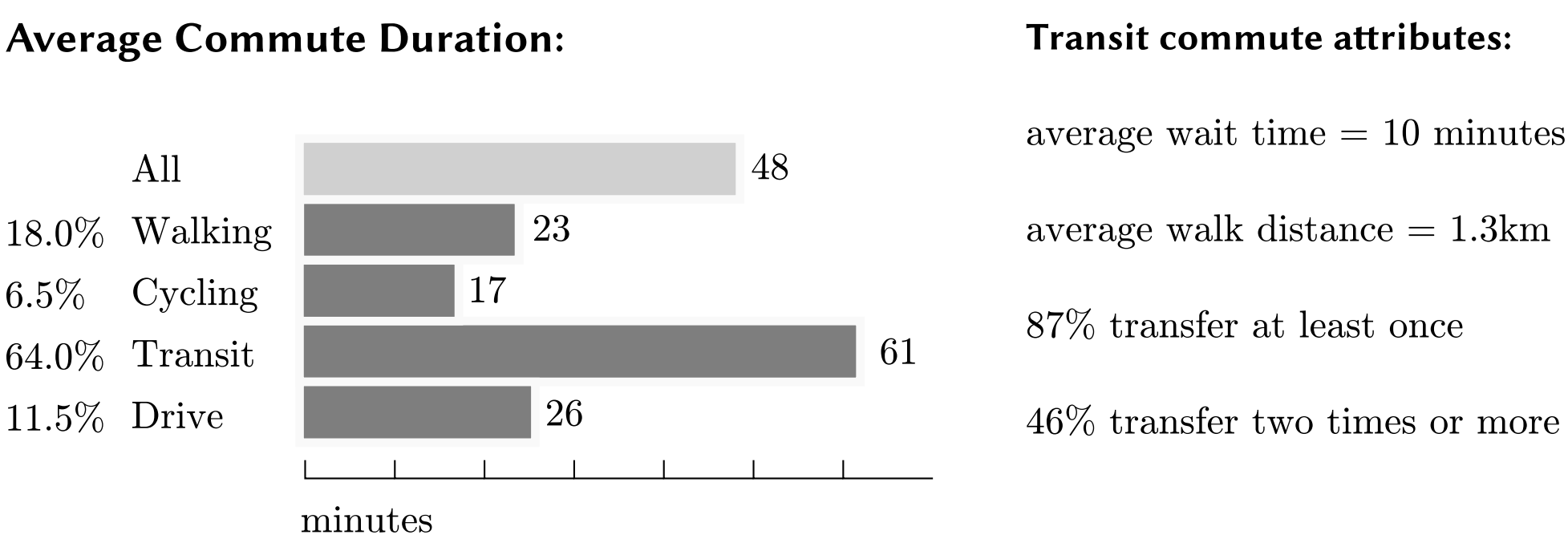
Inputs of OpenStreetMap and GTFS data for 9 transit agencies.

Built with OpenTripPlanner, and scripted with Python.



Analysis

1) Descriptive Analysis of Trip Attributes



2) Modelling Barriers to Participation

The probability that someone answers YES to the following prompts

- (A) Does your commute sometimes discourage you from coming to campus?
- (B) Do you pick your courses based on your commute?
- (C) Does your commute discourage you from participating in university-organized activities or events?

Binary Logistic Model Results:

	(A)	(B)	(C)
Home-Campus Duration	+	+	+
Employment			
Does Not Work	ref	ref	
0-20 hours per week	+	+	+
20 + hours per week	+	+	+
Gender			
Female	ref	ref	ref
Male	-	-	-
Age	-	-	-
Student Status			
Undergrad Full-Time	ref	ref	ref
Undergrad Part-Time	-	-	-
Graduate Full-Time	-	-	-
Graduate Part-Time	-	-	-
Campus			
U of T St. George	ref	ref	ref
U of T Mississauga	-	+	-
U of T Scarborough	+	+	+
York Glendon	-	+	-
York Keele	+	+	+
OCAD University	+	+	+
Ryerson University	+	+	+
Typical Commute Mode			
Walk	ref	ref	ref
Bike	-	-	-
Transit	+	+	+
Car as Passenger	-	+	-
Car as Driver	+	+	-
Number of transfers	+	+	+

3) Modelling Commute Frequency

(D) How many days per week do you commute to campus?

Ordered Logistic Model Results:

Home-Campus Duration	-
Employment	
Does Not Work	ref
0-20 hours per week	-
20 + hours per week	-
Gender	
Female	ref
Male	+
Age	-
Student Status	
Undergrad Full-Time	ref
Undergrad Part-Time	-
Graduate Full-Time	-
Graduate Part-Time	-
Campus	
U of T St. George	ref
U of T Mississauga	-
U of T Scarborough	-
York Glendon	-
York Keele	-
OCAD University	-
Ryerson University	-
Typical Commute Mode	
Walk	ref
Bike	+
Transit	-
Car as Passenger	-
Car as Driver	-
Number of trips per day	-

Conclusions

- students with longer commute durations and/or work part-time are less likely to travel to campus and participate in on-campus activities
- barriers are greater for those who take transit or drive, even after controlling for travel time
- significant differences in participation with regards to age and gender
- household factors were not found to be significant in affecting on-campus participation

Acknowledgments

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