Expected Outcome 1: Number of Game Day tows

By sending e-mails to students, posting of signs at the lots where towing can occur and personal communication; the Parking Services Office expects to reduce the number of towed vehicles on home football game weekends from the previous year. In addition the Parking Services Office expects to decrease the number of towed vehicles from the first home football game to the last home football game.

Assessment Method 1: Analysis of existing data

Assessment Method Description

The data from 2011-2012 was before we started sending e-mails to students on the week of a home football game. The chart clearly shows a decrease in the number of tows from the 2011-2012 year to the 2012-2013 year. Beginning with the 2012 football season, Parking Services set up a program that e-mailed all students that had to move their vehicle for home football games. Attached is a sample of each e-mail. The students with C-zone, PC-zone, RO-zone, RW-zone and RX-zone were sent an e-mail based on the type of permit that they had with information concerning where they needed to move from to avoid being towed. The e-mail also provided them with an alternate area to park so that their vehicle would not be towed.

Parking Services provided parents and students at Camp War Eagle sessions information about game day football. Students who were mailed a permit or were distributed a permit from the Parking Services Office at either move-in or other permit distribution points; were also provided information as to what areas had to be vacated for game day and where the vehicles could be moved to. This document is also included in the attachments.

Parking Services ensured that the signs at the entrance to any of the lots that students needed to be out of by a certain day and time were clearly visible and displayed the proper information.

- 📝Game Day Emails
- 📝Game Day Parking Notice
Findings
The data for the 2011 season was before we started sending emails to student on the Monday and Wednesday of the week of each home football game. There was a dramatic decrease in the number of tow when we first implemented the e-mail system. The 2013 football season indicated a rise in the number of tows although by the end of the season the number of tows had increased significantly from the first game of the 2013 season. We will continue to send the e-mails as well as provide the Game Day Parking information at Camp War Eagle, move-in and all permit distributions. In talking to the students who were towed, most of them say that they just forgot.

How did you use findings for improvement?
Because of the increase in the 2013 football season, Parking Services will determine if sending an e-mail on Tuesday and Thursday would be a more effective communication to the students. By sending it on Thursday morning, it may serve as a better reminder than an e-mail that was sent on Wednesday. We will also look at setting up large message board signs to make students more aware of the date and time that they need to move their vehicle.

Additional Comments

Expected Outcome 2: Number of tickets written
Using e-mails, AU Daily, hand-out maps and personal communication; provide better information to faculty, staff and students concerning the rules and regulations for parking on the Auburn University campus. This will improve compliance of the parking rules and regulations so that the number of tickets written each year is less than the previous year and that the number of tickets written in the academic year decreases each month.

Assessment Method 1: Analysis of existing data

Assessment Method Description
Parking Services keeps data pertaining to the number of tickets written each month. This data provided a comparison of the number of tickets written between each year as well as the number of tickets written each month within the year.

Findings
The number of tickets decreased dramatically between the 2011-2012 permit
year and the 2012-2013 permit year. The numbers increased for the 2013-2014 permit year due to the change in the commuter parking (PC) and the requirement from faculty, staff and students for their current license plate information. The percentage of tickets written from the first month of the permit year to the last month of the permit year decreased a larger percentage rate from past years indicating that the communication methods were still proving successful. See the attached chart.

How did you use findings for improvement?

Although the number of tickets written during the 2013-2014 permit year, the number is still less than the baseline permit year of 2011-2012. A large percentage of that increase is due to the State of Alabama's change in the license plates issued during 2014. Every license plate number was changed and many of the tickets written during that time were for an unregistered license plate. These tickets were excused once we receive the information from the vehicle owner. We started sending emails the first of each month to all permit holders that were scheduled to receive a new license plate for that month. This notification started in May and is reflective in the ticket total for the last three months of the permit year being lower than the previous two years.

The Parking Services Office continues to send emails concerning new rules and regulations, making changes to signs to better clarify the parking zones and handing out information at Camp War Eagle and placing articles in AU Daily concerning special parking changes and rule changes.

The break-out session at Camp War Eagle has been well attended by parents as well as students. We receive compliments on this program for those in attendance appreciating the explanation of the parking rules and regulations at Auburn University. The new brochure which contains quick tips for parking on the campus has also been a big success.

We will continue to look for additional communication methods to educate the faculty, staff, students and parents on the parking rules and regulations for the campus.

Additional Comments

Expected Outcome 3: Provide better customer service by mailing permits

By mailing faculty/staff permits through campus mail, mailing permits through USPS to commuter students, distributing on-campus resident student permits at move-in and distributing student permits at various locations during the first two weeks of class; reduce the number of faculty, staff and students that have to stand in line at the Parking Services Office to pick up permits.
**Assessment Method 1:** Number of Transactions

**Assessment Method Description**
Prior to the 2010-2011 permit year, all permits that were pre-ordered by August 10th were picked up in Beard-Eaves Coliseum. This created long lines of faculty, staff and students who had to stand in line to receive a permit.

For the 2011-2012 permit year it was decided that faculty and staff who ordered their permit on-line before August 30th and opted to pay through payroll deduction, would have their permit mailed to them through campus mail. There were 2,385 faculty and staff who opted for this and did not have to stand in a line to receive their permit out of the 4,610 permits issued. For the 2012-2013 permit year the number increased to 2,841 out of the 4,780 permits issued that year, indicating that customers preferred to have their permit delivered to them. The 2013-2014 permit year, faculty and staff who opted to have the permit mailed through campus mail increased to 3,756 out of the 4,628 permits issued that year.

In 2010-2011, only 1,135 students ordered their permit early and 6,650 came to the Coliseum to pick up their permit. For the 2011-2012 permit year, the option was extended to commuter students and the permits were mailed to the home address. A list of students with their mailing address was sent to a clearing house and 5,092 permits were mailed and 2,735 students picked up their permit at the Coliseum. The 2012-2013 permit year, Parking Services added the PC permit option for commuter students and changed the program so that students could provide an address other than their home address. The 2012-2013 year, Parking Services mailed 5,793 permits and the number of students who picked up their permit at either the Student Center or at the Parking Services Office decreased to only 840. The 2013-2014 permit year, Parking Services mailed 5,436 permits. This number was less than the previous year due to the decrease in permit sales. The number of students who picked up their permit at the Parking Services Office for the 2013-2014 permit year decreased from the previous year to 649. Although the number of permits decreased the percentage of student who opted to have the permit mailed or at the Center increased from 87% to 89%.

In addition, for the 2011-2012 permit year, Parking Services distributed the on-campus resident student permits during their scheduled move-in date. The student had to register on-line before July 31st. That first year, 2,538 permits were distributed and in 2012-2013 the number increased to 2,838. This showed a preference of students to have their permit distributed to them as opposed to coming to the Parking Services Office and standing in a line. There was a slight increase in the number of students who picked up their permit at move-in due to the new South Donahue Residence Hall. The number increased to 2,861 out of the total on-campus resident permits issued of 2,951. Parking Services added a new distribution
of permits for athletes since most of them were living in the new South Donahue Residence Hall. Over 200 permits were distributed at this new location.

**Findings**
The percentage of faculty/staff who preferred this option went from 44% in the 2010-2011 year to 51% for the 2011-2012. The percentage continued to increase and during the 2012-2013 permit year it went up to 60% and this past year increased to 81%.
The percentage of commuter students who preferred this option went from 14% in 2010-2011 to 87% in 2012-2013 and this past year to 89%.
Since prior to the 2011-2012 permit year, on-campus residents students had to pick up their permit in the Parking Services Office the percentage went from 0% to 98%. This percentage has stayed the same from year to year as there are always students who move-in after classes start or moved in when the permit distribution was not occurring.

**How did you use findings for improvement?**
To provide better service to students, the Parking Services Office set up a distribution point for the first two weeks of the Fall Semester starting in Fall 2011. This area remained open until 5:00 pm allowing evening students the option to pick up their permits without having to come to the Parking Services Office during the day.
The number of students picking up permits at the distribution locations as well as the number of permits mailed has increased each year since the program was implemented. In addition, the number of permits mailed to faculty and staff has increased.
Allowing alternate methods to receive a permit, provides better customer as is proven by the increase in the number of faculty, staff and students using the new distribution methods.
The Parking Services Office will continue to explore additional methods to provide this service such as distribution of motorcycle and bicycle permits to faculty and staff through campus mail. Other possibilities include the distribution of permits at the College of Veterinary Medicine and at Graduate Orientation. The students majoring in Veterinary Medicine start classes before the regular start of Fall Semester and are unable to come to the Parking Services Office once the classes start. We are coordinating with the College to distribute permits during the orientation sessions.

**Expected Outcome 4: Students are satisfied with Auburn University’s Transit Services (aka Tiger Transit).**

**Assessment Method 1: Student Surveys**
**Assessment Method Description**
During the period of SY 13 - 14, September 2013 thru the 1st week of May 2014, students riding buses were asked to complete a survey. 765 individuals completed the survey. The survey was aimed at rating reliability,
safety, convenience, and space during the ride. The answers were grouped by student standing and level. Survey respondents were also asked to provide additional comments and suggestions.

- survey card
- survey card

**Findings**

On the rating scale from F—unreliable, unsafe, inconvenient, crowded—to A—reliable, safe, convenient, spacious—91% rated Tiger Transit either an A or B for reliability, 98% rated Tiger Transit either an A or B for safety, 91% either rated Tiger Transit an A or B for convenience, 85% either rated Tiger Transit an A or B for spaciousness. These findings were in line with those from SY 2012-2013 with the exception of the rating for spaciousness which dropped from 88% rating Tiger Transit as either an A or B to the aforementioned 85% rating of either an A or B for spaciousness in SY 2013-2014.

**Tiger Transit Internal and External Line Survey Recap by Percentage September 2013 - May 2014**

<table>
<thead>
<tr>
<th>Grading the Tiger Transit</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable</td>
<td>62%</td>
<td>29%</td>
<td>7%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Safe</td>
<td>87%</td>
<td>11%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Convenient</td>
<td>65%</td>
<td>26%</td>
<td>9%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Spacious</td>
<td>53%</td>
<td>32%</td>
<td>11%</td>
<td>4%</td>
<td>1%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How Often is Transit Ridden</th>
<th>Daily</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>62%</td>
<td>0%</td>
<td>8%</td>
<td>2%</td>
<td>28%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Status</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Grad Student</th>
<th>Faculty/Staff</th>
<th>No Answer</th>
<th>Visitor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15%</td>
<td>21%</td>
<td>24%</td>
<td>27%</td>
<td>8%</td>
<td>1%</td>
<td>4%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Additional Findings:** During the 2nd week of May 2014 thru the end of July 2014 (SY 13 – 14), students riding buses were asked to complete the same survey. 296 individuals completed this survey. The survey was aimed at rating reliability, safety, convenience, and spaciousness during the ride. The answers were grouped by student standing and level. Survey respondents were also asked to provide additional comments and suggestions. On the rating scale from F—unreliable, unsafe, inconvenient,
crowded—to A—reliable, safe, convenient, spacious—93.21% rated Tiger Transit either an A or B for reliability, 98% rated Tiger Transit either an A or B for safety, 91.9% either rated Tiger Transit an A or B for convenience, 91.6% either rated Tiger Transit an A or B for spaciousness. These findings are slightly higher than the previously provided results compiled for the Fall and Spring SY13-14 semester.

Tiger Transit Internal and External Line Survey Recap by Percentage
May 2014 – July 2014

<table>
<thead>
<tr>
<th>Grading the Tiger Transit</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable</td>
<td>65%</td>
<td>28%</td>
<td>6%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>100%</td>
</tr>
<tr>
<td>Safe</td>
<td>89%</td>
<td>9%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Convenient</td>
<td>70%</td>
<td>22%</td>
<td>5%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
<td>100%</td>
</tr>
<tr>
<td>Spacious</td>
<td>71%</td>
<td>21%</td>
<td>7%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How Often is Transit Ridden</th>
<th>Class Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>Freshman</td>
</tr>
<tr>
<td>63%</td>
<td>1%</td>
</tr>
<tr>
<td>Often</td>
<td>Sophomore</td>
</tr>
<tr>
<td>0%</td>
<td>13%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>Junior</td>
</tr>
<tr>
<td>7%</td>
<td>27%</td>
</tr>
<tr>
<td>Rarely</td>
<td>Senior</td>
</tr>
<tr>
<td>1%</td>
<td>41%</td>
</tr>
<tr>
<td>N/A</td>
<td>Grad Student</td>
</tr>
<tr>
<td>28%</td>
<td>14%</td>
</tr>
<tr>
<td>Total Surveys</td>
<td>Faculty/Staff</td>
</tr>
<tr>
<td>100%</td>
<td>2%</td>
</tr>
<tr>
<td>N/A</td>
<td>No Answer</td>
</tr>
<tr>
<td>14%</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>Visitor</td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Comments and Suggestions: The following example comments were provided with survey submissions.

1. Keep three transits on North College throughout the day.
2. Make sure they’re enough transits running on North College, because when they’re only two, pick up/drop off is terrible.
3. Wait for people to be seated before moving the bus. I would like to see a third bus for the North College line.
4. Turn the A/C off. Buses on Ross-Harper are often uncomfortably cold.
5. Miss Tracy on the Opelika Road line is wonderful. She is the best driver and one of the nicest people I’ve met in Auburn.
6. Later hours/weekends is the only thing missing.
How did you use findings for improvement?
This favorable assessment is indicative of the tremendous effort put forth not only by our vendor, First Transit, but also the Tiger Transit team to ensure a successful transition during the first year of the new transit services contract. These findings were also utilized to: Identify opportunities for service improvements; Identify what our stakeholders want as opposed to what our vendor and Tiger Transit Management think they want; and Provide feedback to service delivery staff, management, and others about program effectiveness. With continued emphasis on customer service and the improvement of on-board technologies, these indicators of satisfaction with our service should continue to indicate improvement.

Additional Comments

Expected Outcome 5: Transit services will utilize available resources effectively.
Assessment Method 1: Ridership/passenger count trends continue to be compiled for all buses in service on each route during all hours of operation.
Assessment Method Description
Total ridership during the period of CY 2013, January thru December 2013, was 2,558,488. While this number represents a slight downturn of 3% from 2012, the counts represent a 5% increase over 2011 and a 10% increase over 2010. Review of the long term ridership trends indicate an increased ridership since the inception of the service.

Tiger Transit Ridership
by
Month
2002 - 2014
Numbers appearing in orange are the yearly ridership for the AU Night Security Shuttle, which was operated by Tiger Transit from April 2006 - August 2008. The only months not reporting any Security Shuttle ridership are June, July (2006) and June (2007), as service was not offered during those months.

Numbers appearing in gray are the yearly totals without the AU Night Security Shuttle ridership data being included in it.

January 10 and 11, 2011 had no ridership, due to the AU campus being closed due to inclement weather.

**August 2013 had 7 less operating days than August 2012.**

While this overall number indicates a general satisfaction with the service, we have found it more beneficial to combine the survey indicators with passenger count trends by specific route and time of day to facilitate improvements which generate efficiencies in service and ultimately maintain the sustainability of the transit system.

**Findings**

The analysis of available data results in the determination of windows of opportunity where assets (buses) can be shifted between routes to better facilitate meeting spikes in demand. For example, the following graphs depict spikes in demand on the Opelika Road line while there exists a corresponding downturn in demand on the Longleaf line at 1:00 PM. In this instance, Management was able to utilize existing resources in a more efficient manner with the shift of a bus from the LongLeaf line to the Opelika Road line. Further analysis resulted in the determination of a need for additional resources to service the hourly demand on the West Campus line by the shifting of a bus from the Old Row line to the West Campus line while still maintaining the quality of service on the LongLeaf line.
How did you use findings for improvement?
Management has found, in this period of constrained resources, it is more efficient and sustainable to utilize this method of meeting the spikes in demand on different routes rather than simply adding more buses in service and yields a savings in dollars spent to support the transit system. As indicated, further analysis has identified periods of time where the numbers of buses in service can actually be decreased. As a point of reference, there are 58 buses in service during the peak demand times as compared to 39 during the periods of low demand. This reduction in the number of buses in service results in a significant savings in dollars and is accomplished without the risk of degrading the overall quality of service on the higher demand routes.

Additional Comments