

OP 14: Commute Modal Split

Rationale

This credit recognizes institutions where students and employees walk, cycle, carpool, and use public transportation to travel to and from the institution. Commute modal split is a common measure used to evaluate the sustainability performance of a transportation system. The use of more sustainable modes of transport helps reduce local air pollution, traffic congestion, and greenhouse gas emissions, as well as helping to facilitate more sustainable land use patterns and healthier alternatives to conventional modes.

Applicability

Applicable to all institutions.

Points available

A maximum of 6 points are available for this credit.

Criteria

14.1 Percentage of students and employees using more sustainable commuting options

An institution earns 6 points when all of its students and employees use **more sustainable commuting options** (i.e., alternatives to single-occupancy cars, vans, and trucks). Incremental points are available and earned as outlined in Tables I through III.

Table I. Full time equivalent students and employees

Full-time equivalent student enrollment		Full-time equivalent of employees		Full-time equivalent students and employees
	+		=	

Table II. Points available for each population group

Group	Full-time equivalent		Full-time equivalent students and employees (Table I)		Factor		Points available
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Students		÷		×	6	=	
Employees		÷		×		=	

Table III. Points earned for indicator 14.1

Group	Percentage that use more sustainable commuting options		Factor		Points available (Table II)		Points earned
Students		÷	100	×		=	
Employees		÷		×		=	
Total points earned →							

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period. **Representative samples** may be used to gather data about commuting behavior.

Report population figures from the same time period as that from which commuting data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Report either the percentage of trips for which students and employees use more sustainable options or the percentage of students and employees that use more sustainable commuting options (or a combination of these options) as their **primary means of transportation**. Students who live on campus should be included on the basis of how they travel to and from their classes. Employees who live on campus should be included on the basis of how they travel to and from their workplaces.

An institution that tracks commuting behavior for academic staff and non-academic staff separately (e.g., for purposes of greenhouse gas accounting) should combine those figures in a way that reflects the proportional representation of each population. For example, if 60 percent of academic staff (who comprise 40 percent of all employees) use more sustainable options and 40 percent of non-academic staff (who comprise 60 percent of all employees) use more sustainable options, the percentage of employees using more sustainable options would be 48: $(0.6 \times 40) + (0.4 \times 60)$.

Documentation

Report the following information in the online Reporting Tool, with the percentage figures provided within a range from 0 to 100.

- Performance year for commute modal split (required). The year the performance period ended.
- Full-time equivalent student enrollment (required)

- Full-time equivalent of employees (required)
- Has the institution gathered data about student commuting behavior? (required)

If No, none of the points available for students are earned. If Yes, the following two fields are also required:

- Percentage of students that use more sustainable commuting options
- Description of the methodology used to gather data about student commuting. Include the timeframe for when the analysis was conducted, what transportation modes were included, and how a representative sample was reached, if applicable.

- Has the institution gathered data about employee commuting behavior? (required)

If No, none of the points available for employees are earned. If Yes, provide the following:

- Percentage of employees that use more sustainable commuting options
- Description of the methodology used to gather data about employee commuting. Include the timeframe for when the analysis was conducted, what transportation modes were included, and how a representative sample was reached, if applicable.

Optional student commuting data

The following 10 fields are optional and included to provide additional context for interpreting the institution's student modal split. Report either the percentage of students that use each option as their primary means of transportation or the percentage of trips for which students use each option (or avoided trips in the case of remote learning). The figures should total 100.

- Percentage of students that commute using single-occupancy car, van, or truck (optional)
- Percentage of students that commute by walking or the equivalent (optional)
- Percentage of students that commute by cycling or another micro-mobility option (optional)
- Percentage of students that commute by carpool or vanpool (optional)
- Percentage of students that commute by bus, shuttle, or ferry (optional)
- Percentage of students that commute by rail (optional)
- Percentage of students that commute by light rail or tram (optional)
- Percentage of students that commute by motorcycle or moped (optional). If tracked separately.
- Percentage of students that commute by zero emission vehicle (optional). If tracked separately.
- Percentage of students that avail of remote learning (optional). If tracked separately.

Optional employee commuting data

The following 10 fields are optional and included to provide additional context for interpreting the institution's employee modal split. Report either the percentage of employees that use each option as their primary means of transportation or the percentage of trips for which employees use each option (or avoided trips in the case of remote work). The figures should total 100.

- Percentage of employees that commute using single-occupancy car, van, or truck (optional)
- Percentage of employees that commute by walking or the equivalent (optional)
- Percentage of employees that commute by cycling or another micro-mobility option (optional)
- Percentage of employees that commute by carpool or vanpool (optional)
- Percentage of employees that commute by bus, shuttle, or ferry (optional)
- Percentage of employees that commute by rail (optional)
- Percentage of employees that commute by light rail or tram (optional)
- Percentage of employees that commute by motorcycle or moped (optional). If tracked separately.
- Percentage of employees that commute by zero emission vehicle (optional). If tracked separately.
- Percentage of employees that avail of remote work (optional). If tracked separately.

Glossary

Employees – Personnel compensated directly by the institution (unless otherwise specified in credit language). Also known as “staff members” or “direct employees”, employees include academic, non-academic, and executive staff, and regular/permanent and short-term/casual employees.

More sustainable commuting options – Alternatives to single-occupancy conventional, hybrid, and low-emission cars, vans, and trucks, for example:

- Walking, running, skateboarding, and similar modes
- Cycling, including electric-assist bicycles and other micro-mobility options such as e-scooters
- Carpooling and vanpooling
- Public transportation, including bus/shuttle, light rail or tram, commuter rail, and ferry
- Motorcycles, mopeds, and combustion-driven scooters
- Zero emission vehicles
- Remote working and remote learning

Primary means of transportation – The mode of transport used for the majority of trips (e.g., more than five out of 10 per week) or days (e.g., telecommuting on more than 50 percent of scheduled workdays).

Representative sample – A subset of a statistical population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. For example, in a student population of 1000 students in which 25 percent of the students are enrolled in a business school, 50 percent are enrolled in humanities programs, and 25 percent are enrolled in science programs, a representative sample might include 200 students: 50 business students, 100 humanities students, and 50 science students. Likewise, a representative sample of purchases should accurately reflect the institution’s total purchases, accounting for seasonal and other variations in product availability and purchasing.

Zero emission vehicle (ZEV) – A vehicle that produces no emissions from the on-board source of power. Included are full battery electric vehicles (BEVs) and hydrogen fuel cell vehicles (FCVs). [Adapted from the definition used by the California Air Resources Board (CARB).]