The

Ultimate

Biking Experience

Davis Honors Challenge
Third-Year Project

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# Table of Contents

1. Executive Summary .................................3  
2. Process...............................................4  
3. Results.............................................5  
   a. Focus Group .....................................5  
   b. MyUCDavis Quickpoll...........................6  
   c. Survey Monkey .................................7  
4. Recommendations.................................8  
   a. The California Aggie ..........................8  
   b. Orientation/Video ..............................8  
   c. Posters and Fliers.............................9  
   d. Pamphlets ....................................9  
5. Appendix A.........................................10  
6. Appendix B.........................................19  
7. Appendix C.........................................35
Executive Summary

After extensive research throughout Winter Quarter 2009, our Davis Honors Challenge (DHC) third-year project came to recommendations concerning bike safety education on campus. The team utilized a Student Affairs Research and Information (SARI) “quickpoll” on MyUCDavis.edu, a detailed survey on SurveyMonkey.com, and a focus group to reach out to the student body. This project required continuous consultation with Transportation and Parking Services (TAPS) to identify existing needs.

Through our research we recognized the most efficient modes of communication for TAPS to place its time and resources. Based on these results and data, the Bike Safety team determined the best and effective ways of educating students of the importance of bike safety on the UC Davis campus were to distribute information through student newspaper *The California Aggie*, incoming student orientation, posters and fliers, and pamphlets.

After implementing these recommendations, it may be useful to assess these results. Surveys focusing on how much knowledge new students acquired and if students found the education program beneficial will determine program effectiveness. Full results may take up to three to four years to discover. Future research might be focused on ways to reach students through social networking sites, like Facebook. Future DHC projects may aim to take the necessary steps to implement these recommendations.
**Process**

After the first meeting with our sponsors, it became clear that the biggest challenge was improving upon an already cutting-edge program in infrastructure. Problem areas on campus were already identified by TAPS and professional are already working on these aspects of campus. The biking education program was the area that we could improve considering student, faculty, and staff concern for bicycle safety on campus. Our team’s responsibility was to discover how to reach out to all students, emphasizing incoming students, in hopes that increased bike safety knowledge will decrease bicycle accidents. To achieve our goal, our plan of action featured three main areas: a focus group, a MyUCDavis quickpoll, and a detailed Survey Monkey.

The focus group included 10 undergraduate students of varied class levels, social corners and backgrounds. During a one-hour discussion, various aspects of bike safety methods were explored, concerns were addresses and student suggestions were made and recorded. The participants’ concerns were used to develop survey questions.

The quickpoll was posted by SARI on the homepage of every undergraduate user’s MyUCDavis interface. It featured a primary question, which elicited about 6,000 responses. This question was followed by a secondary question, which drew approximately 4,100 responses.

These questions and results were further explored through a more detailed survey on the service Survey Monkey, which drew 235 responses.

Continuous updates and communication with TAPS concerning our project was crucial. TAPS helped to finalize our focus. Consultation with sponsors as well as DHC supervisors allowed us to craft survey questions to produce relevant, accurate results. Suggestions and comments were used to alter our approach to surveys. Constant communication with team members was vital. Task distribution was determined by skill strength. For example, tasks involving writing were given to certain team members with that skill, while statistical data analysis was given to others. Our project would not have been possible without the cooperation and initiative taken by each team member, sponsor and DHC supervisor.
Results

After analyzing the data, the team worked to analyze trends and patterns. SARI assisted in correctly examining data, while a DHC Consultant provided advice in using the statistical software SPSS. The same results were evident and reinforced throughout all research.

Focus Group

The Focus group consisted of 11 people with various majors ranging from English, to Biology to Economics. There was a representation from all under graduate class levels.

There was a general consensus within the group that workshops were ineffective because most people who rode a bike prior to coming to Davis believed they were competent enough to ride without formal bicycle safety education. Even when presented with the possibility of prizes and food, students were still generally uninterested.

The information that was effectively communicated to the students included the UC Davis bicycle registration requirement and the bike light requirement. Students first became aware of this requirement through the summer orientation program prior to entry into UC Davis. A transfer student requested that bike tips be included as a pamphlet with the orientation packet that each student receives because the student felt uninformed and suffered from anxiety from having to bike on campus.

If bike safety information was to be presented in the dorms, a student recommended it be presented within the first few dorm meetings because students slowly stop showing up even when the meetings are technically mandatory.

When asked how effective tabling would be for spreading bike safety education the entire group felt that it would be ineffective. Students try their best to either ignore or avoid the tables and if they do take a flyer, it is only to avoid being rude.

We also found that a lot of students read the flyers posted on bulletin boards, table tops in the Coffee House/Dining Commons and in bathroom stalls. These would be very effective places to put flyers about bike safety information.

Students said they would be very receptive to reading bike safety tips in the California Aggie if they were fun. The ideal placement would be next to the Sudoku matrix since a lot of people play the game before class.

Other suggestions from individual students:
1. A 1 unit Biking Physical Education Class.
2. Pass out bike tips with free fenders/biking gear.
3. Start a video making competition to make a bike safety video with a prize for the winner. (the video would be posted on myucdavis.edu)
4. Hand out tips when students register their bicycles.
5. Present Bike safety presentation at football games.
6. Bike safety advertising prior to movie screening.

MyUCDavis Quickpoll (SARI)

The first/primary question respondents answered was “During your time at UC Davis, how have you acquired your bicycle safety knowledge? Check all that apply” (see Appendix A, Figure 1). This question elicited 6,000 undergraduate responses. Almost 70% of participants said they have gained their bicycle safety knowledge from personal riding experience. This category was followed by “friends” at 32%, no formal bike safety knowledge at about 20% and freshman orientation a 13.5% (see appendix A, Figure 2). Few participants said they had received information though workshops, websites, and other resources available on campus (see Appendix A, Figure 3).

These results are frightening, as on any given weekday during nice weather, it is estimated that 15,000 – 20,000 bicyclists are on campus. From the results, this means that 10,500 – 14000 of those cyclists acquired bicycle safety knowledge from personal experience and 4800 – 6400 cyclists acquired bicycle safety knowledge from friends, which could be erroneous information. These numbers show that there is a need to improve bicycle safety education at UC Davis.

Every time the respondent chose an option on the primary question, the respondent was asked the second question: “How would you prefer to receive bicycle safety information?” (see Appendix A, Figure 4). Since the goal is to try to educate as many bicyclists as possible, the team decided to focus on the top four options from the primary question and checked to see how the majority of each option wanted to be educated. Every single option said the most preferable ways to receive bicycle safety information were bicycle tips in The California Aggie, an orientation/summer advising video, posters/fliers, pamphlets, and other (see Appendix A, Figures 5-8).

Therefore, it seemed appropriate to consolidate, or combine all the secondary answers into one data pool. The team also decided to drop any responses from individuals who chose more than one answer from the secondary question (and answered differently) and those that did not answer the question at all. In doing so, we lost a little under 2,000 responses, although we still had data from about 4,100 responses (see Appendix A, Figure 9).

As seen in Appendix A, Figure 9, the “other” category was selected the most, at 24.2%. This category could include a variety of responses. Many possible ideas were discussed in the focus group; some interesting examples include: placing bicycle safety rules in orientation packets, handing out bicycle safety rules while students are registering their bicycles, open with a short education video before a non-released movie on campus (contact the entertainment council), creating a bicycle safety video competition such as “I got Aggied”, or utilize halftime at basketball/football games. It is also possible that this category comprises of respondents who were not inclined to any of the available options or did not know themselves what they would prefer.
The top concrete choice was creating bicycle safety tips in the student newspaper, *The California Aggie*. Appendix A, Figure 10 clearly shows that juniors and seniors preferred this method, whereas sophomores and freshmen did not. This is most likely due to the fact that juniors and seniors have been UC Davis students longer, have heard of *The California Aggie*, and therefore are more inclined to read a copy.

The next highest category, a student orientation/video (Appendix A, Figure 11), shows an overall interest from all class levels. There is a slight interest from seniors and slight disinterest from sophomores, possibly because seniors have not received any bicycle safety information since their arrival to UC Davis, whereas sophomores have had one year of riding experience, and any bicycle safety information is still fresh in their minds.

The third highest category, posters and fliers (Appendix A, Figure 12) appealed to mainly freshmen whereas pamphlets (Appendix A, Figure 13) appealed to all classes in general. Posters/fliers may lure freshmen most because in freshmen heavy areas (i.e. buses, bathroom stalls, MU/dining commons table flyers, bulletin boards in classrooms and dorms), information posted on the walls are usually important information for freshmen.

**Survey Monkey**

In addition to the SARI survey, a survey on surveymonkey.com was created and then posted it on Facebook. It was then sent to UC Davis students and left online for a week. After a week, the data were collected and analyzed from 235 responses. In this survey, the goal was to further explore bicycle safety information outlets and to find out how students felt when riding on campus.

From the results of this survey, the data show that a huge focus of bike safety education needs to go towards reaching out to incoming freshmen and transfer students. Also, this survey enforced the results from the SARI poll in that the most effective outlets for bicycle safety information are *The Aggie*, orientation/video, posters/fliers, and pamphlets. This gave the bike safety project some guidance about what works the best for students at UC Davis and allowed for products to be created that were directly tailored for the campus.

To see these graphs and tables please refer to appendix B.
Recommendations

The team focused on the four top responses found in surveys. The team recommends not to place resources, time, and effort into tabling and workshops, when time can be more efficiently and effectively spent elsewhere. All of the materials and information are already available through TAPS websites and the video, these outlets of communication will distribute the information. The team recommends to focus on:

*The California Aggie*

Bicycle safety tips printed in the student newspaper proved the most effective in the data. The paper already reaches a high readership. The Aggie has the largest distribution in Yolo County at 12,000 daily. It prints Monday through Thursday, and publishes Friday’s edition online.

Introducing the education program with an article by one of the writers will provide a stable foundation to explain the team’s plan of action and to introduce the monthly bike tips that readers can expect to see. We recommend running and advertisement in the paper once or twice a month, if not more often.

Please refer to the sample advertisements in Appendix C.

Please refer to the advertisement costs page for more information.

Orientation and TAPS Video

Orientations for incoming students such as freshman and transfers were the next recommendation. Mandatory settings provided the most convenient location for students to receive bicycle safety information, specifically freshman and news student orientations, which take place before students begin their quarters.

The orientation would be highlighted by TAPS’s 20-minute video, which was created in the early 1990’s. Personalized to the UC Davis campus, the video would be familiar to viewers, as well as fun and entertaining.

Currently, there is only one slide devoted to bicycle safety in our orientation program. In order to start addressing this deficiency and start making changes, we recommend you get in contact with the New Student Services Program Director, Heidi L. Souverville. Her contact information is below:

Heidi L. Souverville  
New Student Services Program Director  
Advising Services  
Student Affairs, UC Davis  
(530) 752-6922  
(530) 752-4545 fax  
hlsov@ucdavis.edu  
http://advisingservices.ucdavis.edu
Posters and Fliers

Posters and fliers proved to be a great source for bike safety information. Prototypes were created for TAPS to utilize and they all feature a UC Davis biker plus an informative bicycle safety tip.

In addition to our SARI Survey and Survey Monkey findings, we found another university report with similar recommendations. The Tulane University of New Orleans, Louisiana addresses similar issues in their *Higher Education: Bicycle Safety for Colleges and Universities* report from 2004.¹ This report also advocates fliers as more effective than tabling, adding stapling fliers to bikes and including bike safety billboards in high-traffic areas of campus.

Pamphlets

Finally, pamphlets were also found to be useful to get information out to students. TAPS already has an excellent pamphlet which is located on the back of the Davis bike map. It has tips on purchasing a bicycle, licensing it and theft protection as well as bike safety tips such as round about etiquette and hand signal use. This is a great resource for information and should be more widely available to students. This would be best done by including it in the new student packet of information that is given to everyone at orientation and also by making it available in high visibility areas such as the Memorial Union, The Coffee House, and the ARC.

This report was also strongly supportive of a bike resources map, which gives us even more confidence in the success of redistributing your current bike map/safety tip pamphlets more widely across campus. This university is so confident in the resource map, that they use this map as “the key printed educational tool directed towards bicyclists” (23).¹

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Appendix A:
MyUCDavis Quickpoll
Figure 1.
Primary question shown to respondents
Figure 4
Secondary question shown to respondents
Figure 9

Most Preferred Outlet for Receiving Bicycle Safety Information (Compiled)

Percent

- Other: 24.2%
- Bicycle riders provided in The California Agenda: 17.3%
- A Freshman Transfer Orientation Video Program: 16.4%
- Presentations or films around campus: 14.0%
- Bicycle safety pamphlets: 12.9%
- Building/floor dorm meetings: 6.3%
- Interactive campus events: 4.6%
- A bicycle safety workshop: 2.9%
- Cycling: 1.0%
Figure 10

Preference for Tips in The California Aggie by Class Breakdown

- Freshman: 14.09%
- Sophomore: 20.27%
- Junior: 32.62%
- Senior: 33.02%

Figure 11

Preference for Orientation/Video by Class Breakdown

- Freshman: 24.45%
- Sophomore: 22.4%
- Junior: 25.04%
- Senior: 28.11%
Figure 12

### Preference for Posters/Fliers by Class Breakdown

<table>
<thead>
<tr>
<th>Undergraduate Class Level</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>32.08%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>22.47%</td>
</tr>
<tr>
<td>Junior</td>
<td>23.84%</td>
</tr>
<tr>
<td>Senior</td>
<td>21.61%</td>
</tr>
</tbody>
</table>

Figure 13

### Preference for Bike Safety Pamphlets by Class Breakdown

<table>
<thead>
<tr>
<th>Undergraduate Class Level</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>27.0%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>22.35%</td>
</tr>
<tr>
<td>Junior</td>
<td>26.44%</td>
</tr>
<tr>
<td>Senior</td>
<td>24.21%</td>
</tr>
</tbody>
</table>
Appendix B: Survey Monkey
Improving the Biking Experience at UC Davis

What year are you?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>23.4%</td>
<td>55</td>
</tr>
<tr>
<td>2nd year</td>
<td>17.4%</td>
<td>41</td>
</tr>
<tr>
<td>3rd year</td>
<td>36.6%</td>
<td>86</td>
</tr>
<tr>
<td>4th year</td>
<td>10.2%</td>
<td>24</td>
</tr>
<tr>
<td>5th year and above</td>
<td>4.7%</td>
<td>11</td>
</tr>
<tr>
<td>Graduate student</td>
<td>2.6%</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>5.1%</td>
<td>12</td>
</tr>
</tbody>
</table>

answered question: 235
skipped question: 0
Improving the Biking Experience at UC Davis

Do you currently use a bike in Davis?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>84.7%</td>
<td>199</td>
</tr>
<tr>
<td>No</td>
<td>3.0%</td>
<td>7</td>
</tr>
<tr>
<td>No, but I have in the past</td>
<td>12.3%</td>
<td>29</td>
</tr>
</tbody>
</table>

answered question: 235

skipped question: 0
Improving the Biking Experience at UC Davis

If you answered "Yes" to #2, how many days a week do you use your bike?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>8.5%</td>
<td>17</td>
</tr>
<tr>
<td>2-3</td>
<td>14.5%</td>
<td>29</td>
</tr>
<tr>
<td>4-5</td>
<td>35.5%</td>
<td>71</td>
</tr>
<tr>
<td>6-7</td>
<td>41.5%</td>
<td>83</td>
</tr>
</tbody>
</table>

answered question: 200
skipped question: 35
Improving the Biking Experience at UC Davis

Do think you would benefit from having more information about biking on campus (rules, safety, etc.)?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>55.7%</td>
<td>131</td>
</tr>
<tr>
<td>No</td>
<td>44.3%</td>
<td>104</td>
</tr>
</tbody>
</table>

answered question 235
skipped question 0
### Improving the Biking Experience at UC Davis

**Do you wish you had more bicycle safety information?**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38.3%</td>
<td>90</td>
</tr>
<tr>
<td>No</td>
<td>61.7%</td>
<td>145</td>
</tr>
</tbody>
</table>

answered question 235

skipped question 0
Improving the Biking Experience at UC Davis

Do you wish you had more bicycle safety information before your first day at UC Davis?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>69.8%</td>
<td>164</td>
</tr>
<tr>
<td>No</td>
<td>30.2%</td>
<td>71</td>
</tr>
</tbody>
</table>

answered question | 235
skipped question | 0
**Students' Comfort Level When First Riding on High-Traffic UC Davis Campus**

![Pie chart showing the comfort levels of students](chart.png)

<table>
<thead>
<tr>
<th>Comfort Level</th>
<th>Frequency</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very comfortable</td>
<td>13%</td>
<td>30</td>
</tr>
<tr>
<td>Somewhat comfortable</td>
<td>27%</td>
<td>63</td>
</tr>
<tr>
<td>Neutral</td>
<td>11%</td>
<td>26</td>
</tr>
<tr>
<td>Somewhat uncomfortable</td>
<td>33%</td>
<td>79</td>
</tr>
<tr>
<td>Very uncomfortable</td>
<td>16%</td>
<td>37</td>
</tr>
</tbody>
</table>

**Improving the Biking Experience at UC Davis**

**How comfortable were you riding on a high-traffic campus when you began using your bike at UC Davis?**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very comfortable</td>
<td>12.8%</td>
<td>30</td>
</tr>
<tr>
<td>Somewhat comfortable</td>
<td>26.8%</td>
<td>63</td>
</tr>
<tr>
<td>Neutral</td>
<td>11.1%</td>
<td>26</td>
</tr>
<tr>
<td>Somewhat uncomfortable</td>
<td>33.6%</td>
<td>79</td>
</tr>
<tr>
<td>Very uncomfortable</td>
<td>15.7%</td>
<td>37</td>
</tr>
</tbody>
</table>

answered question | 235  
skipped question | 0
Improving the Biking Experience at UC Davis

Currently, how comfortable are you riding on a high-traffic campus?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very comfortable</td>
<td>48.9%</td>
<td>115</td>
</tr>
<tr>
<td>Somewhat comfortable</td>
<td>31.5%</td>
<td>74</td>
</tr>
<tr>
<td>Neutral</td>
<td>8.5%</td>
<td>20</td>
</tr>
<tr>
<td>Somewhat uncomfortable</td>
<td>8.5%</td>
<td>20</td>
</tr>
<tr>
<td>Very uncomfortable</td>
<td>2.6%</td>
<td>6</td>
</tr>
</tbody>
</table>

answered question 235

skipped question 0
Improving the Biking Experience at UC Davis

How appealing to you is participating in a workshop on bicycle safety at UC Davis?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely appealing</td>
<td>2.6%</td>
<td>6</td>
</tr>
<tr>
<td>Moderately appealing</td>
<td>11.1%</td>
<td>26</td>
</tr>
<tr>
<td>Neutral</td>
<td>38.7%</td>
<td>91</td>
</tr>
<tr>
<td>Not at all appealing</td>
<td>47.7%</td>
<td>112</td>
</tr>
</tbody>
</table>

answered question | 235

skipped question | 0
Student Participation in Bicycle Safety Information Workshops

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have participated</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Have not participated</td>
<td>89%</td>
<td></td>
</tr>
</tbody>
</table>

Improving the Biking Experience at UC Davis

**Have you ever participated in a bicycle safety information workshop?**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10.6%</td>
<td>25</td>
</tr>
<tr>
<td>No</td>
<td>89.4%</td>
<td>210</td>
</tr>
</tbody>
</table>

answered question 235

skipped question 0
Improving the Biking Experience at UC Davis

If you answered "Yes" to #10, how did you hear about it? What made you decide to participate in it?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>24</td>
</tr>
<tr>
<td>skipped question</td>
<td>211</td>
</tr>
</tbody>
</table>

1. Advertising in dorm
2. It was hosted by my middle school.
3. Welcome week
4. NA
5. Dorm welcome week; I had not biked in a while
6. Resident Advisor
7. Elementary school requirement
8. Orientation
9. RA
10. I think it was back in elementary school. It was required by the school.
11. I found out through a pamphlet that showed all events for Welcome Week.
12. It was a small session offered during welcome week, and I thought it would help me as a new biker on campus.
13. Cycling team skills clinics. Part of the team
14. Welcome Week as a Freshman--I was bored & clueless
15. Community event back home
16. Put one on for an organization I belonged to.
17. Elementary school -- it was mandatory. I don't think we had traffic circles.
18. Part of the first week in the dorms activities; I went to learn as much as I could before hitting the campus on bike.
19. Don't remember... that was ages ago.
20. I took a bike racing course
21. School
22. Staffing the event in the dorms
23. I heard about it in the dorms and decided to participate because I wanted to feel safer while riding on campus.
24. Dorms
Improving the Biking Experience at UC Davis

**If you haven't participated in a Bicycle Safety Workshop, why not?**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never knew of an opportunity</td>
<td>42.2%</td>
<td>87</td>
</tr>
<tr>
<td>Wasn't interested</td>
<td>24.8%</td>
<td>51</td>
</tr>
<tr>
<td>Didn't think I needed it</td>
<td>26.2%</td>
<td>54</td>
</tr>
<tr>
<td>I don't ride a bike</td>
<td>2.4%</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>4.4%</td>
<td>9</td>
</tr>
</tbody>
</table>

answered question 206

skipped question 29
Features That Would Draw Students to Interactive Bicycle Safety Events

Improving the Biking Experience at UC Davis

What would draw you to an interactive event for bicycle safety? Choose up to three.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>75.7%</td>
<td>178</td>
</tr>
<tr>
<td>Music</td>
<td>12.8%</td>
<td>30</td>
</tr>
<tr>
<td>Prizes</td>
<td>46.8%</td>
<td>110</td>
</tr>
<tr>
<td>Discount coupons on bicycle accessories (bike lights, reflective tape, helmets, etc.)</td>
<td>56.6%</td>
<td>133</td>
</tr>
<tr>
<td>Video games and trivia</td>
<td>4.3%</td>
<td>10</td>
</tr>
<tr>
<td>BMX showcase</td>
<td>8.1%</td>
<td>19</td>
</tr>
<tr>
<td>Movies</td>
<td>11.9%</td>
<td>28</td>
</tr>
<tr>
<td>Gift cards</td>
<td>52.8%</td>
<td>124</td>
</tr>
</tbody>
</table>

answered question: 235
skipped question: 0
Improving the Biking Experience at UC Davis

What are the best locations for fliers and posted information? Choose all that apply.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus</td>
<td>50.2%</td>
<td>118</td>
</tr>
<tr>
<td>Bathroom stalls</td>
<td>61.3%</td>
<td>144</td>
</tr>
<tr>
<td>Bulletin boards in dorms</td>
<td>50.2%</td>
<td>118</td>
</tr>
<tr>
<td>Bulletin boards on campus and in classrooms</td>
<td>63.4%</td>
<td>149</td>
</tr>
<tr>
<td>Notices on Coffee House and Dining Commons tables?</td>
<td>61.7%</td>
<td>145</td>
</tr>
<tr>
<td>Brief cards passed out to dorm rooms and on campus</td>
<td>24.7%</td>
<td>58</td>
</tr>
</tbody>
</table>

answered question 235
skipped question 0
# Improving the Biking Experience at UC Davis

As a UC Davis student, which of the following methods of providing bike safety information would you be most inclined to make use of?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Very inclined</th>
<th>Somewhat inclined</th>
<th>Neutral</th>
<th>Not at all inclined</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bicycle safety workshop</td>
<td>13</td>
<td>44</td>
<td>78</td>
<td>100</td>
<td>235</td>
</tr>
<tr>
<td>A Freshman/Transfer Orientation Video/Program</td>
<td>70</td>
<td>74</td>
<td>40</td>
<td>51</td>
<td>235</td>
</tr>
<tr>
<td>Bicycle tips provided in The California Aggie</td>
<td>99</td>
<td>80</td>
<td>38</td>
<td>18</td>
<td>235</td>
</tr>
<tr>
<td>Building/floor dorm meetings</td>
<td>37</td>
<td>68</td>
<td>67</td>
<td>63</td>
<td>235</td>
</tr>
<tr>
<td>Tabling</td>
<td>7</td>
<td>45</td>
<td>88</td>
<td>95</td>
<td>235</td>
</tr>
<tr>
<td>Posters or fliers around campus</td>
<td>43</td>
<td>80</td>
<td>72</td>
<td>40</td>
<td>235</td>
</tr>
<tr>
<td>Bike safety pamphlets</td>
<td>56</td>
<td>73</td>
<td>61</td>
<td>45</td>
<td>235</td>
</tr>
<tr>
<td>Interactive campus events</td>
<td>21</td>
<td>66</td>
<td>99</td>
<td>49</td>
<td>235</td>
</tr>
<tr>
<td>E-mail messages</td>
<td>36</td>
<td>67</td>
<td>54</td>
<td>78</td>
<td>235</td>
</tr>
<tr>
<td>Transportation and Parking Services (TAPS) and UC Davis Websites</td>
<td>38</td>
<td>48</td>
<td>75</td>
<td>74</td>
<td>235</td>
</tr>
</tbody>
</table>

**answered question**: 235  
**skipped question**: 0
Appendix C: Media Recommendations
California Aggie

Sample bike tips in *The California Aggie*

Choose the best way to turn left

Watch for vehicles turning right

Ride in a straight line

Don’t swerve between parked
When our readers open The California Aggie, they open a world full of news, feature stories, sports, advertisements, and much more. Established in 1915, the Aggie has developed a reputation for a unique blend of introspective articles and intelligent editorials that often dare to cover terrain beyond the usual conventions of your garden-variety newspaper. As the number one source of news and information among UC Davis students, The California Aggie dominates the on-campus market and shows significant penetration of the rest of the Davis community.

"Even as most print publications struggle for readers and ad revenues, college newspapers are thriving. America's 16 million college students are $200,000 billion dollar consumers. They're also a captive audience: The 1,800 student papers boast 3.4 million readers, whereas People draws only 2.6 million college-age readers."

-Business Week July 9th, 2007

Marketing Information
By the numbers, 35,000 students, faculty and residents read The California Aggie daily. We reach nearly 99% of the student population - over 30,000 students. With such a large audience, we offer the lowest advertising rates per copy in Yolo County. For over 20 years, the Aggie has garnered various journalism and design awards, including first place awards for Excellence in Advertising Design. With numbers like these, your advertising concepts will definitely lead to increased visibility and profits.

Circulation
Every weekday morning during the academic year, The California Aggie is distributed free to more than 80 on-and-off campus locations throughout the city of Davis. We have the widest daily distribution in Yolo County, printing 13,000 papers each day.

25 Lower Freeborn • One Shields Avenue • University of California • Davis, CA 95616
(530) 752-0365 • Fax (530) 752-0355 • www.californiaaggie.com • info@californiaaggie.com
Policies and Specifications

General Aggie Policies

- Changes in business management/ownership must be reported in writing to The Aggie by the advertiser within 30 days.

- Errors in advertisements must be reported before 1 p.m. for correction in the next issue. Copy should be checked for errors by THE ADVERTISER. Only that portion of the ad in error will be corrected and considered for any credits/reductions by the Advertising Manager.

- Placement for ads is not guaranteed without payment of the placement charge. Paid placement for ads is for a specific page, not the placement on the paid page.

- Proofs may be available upon request for any ad, unless copy information is late, or ad representative is unable to reach the advertiser during normal Aggie business hours.

- Proof changes will be limited only to minor corrections or additions (e.g., phone numbers, address insertion, etc.) without additional charges being assessed by the Advertising Manager.

Ad Design Specifications

- Ad design services are available free of charge for prospective clients or only (e.g., "spec" ads).

- Classified display ads may not be wider than 1 column (1.25"").

- Minimum size for advertisement is three column inches (1 x 3 or 2 x 1.5).

- Photography services are available. Direct questions to the Photo Editor at photo@californiaaggie.com.

- Typesetting and art for advertisements are included in the advertising rates. Extensive typesetting and/or significant artwork may result in additional charges to the advertiser, as determined by the Advertising Manager.

Deadlines

The advertising insertion deadline is three working days prior to publication, at 4:00 p.m."

<table>
<thead>
<tr>
<th>AD DEADLINE</th>
<th>DAY PUBLISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>Thursday</td>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>5:00 p.m.</td>
</tr>
</tbody>
</table>

*The above deadlines may not apply to special issues.

Mechanical Specifications

- All insertions or ad instructions submitted after the deadline are subject to a $25 late copy charge.

- Electronic submission ads must be submitted by noon two days before publication to admanager@californiaaggie.com. Advertisers will be charged an additional $25 late copy fee for failing to meet this deadline.

- Only the following formats for electronic submission will be accepted: PDF, JPEG, and TIFF files. A hard copy of the electronic advertisement should be sent for reference.

- Cancellation orders made after the advertising insertion deadline are subject to a penalty of 60% of the cost of the advertisement.

- Ads must be digitally submitted, however visual ads only can be accepted at the discretion of the Advertising Manager.

The California Aggie reserves the right to refuse and/or edit any advertisement in accordance with its advertising policies, at the discretion of The California Aggie management.

The California Aggie reserves the right to change, without notice, deadlines for advertising copy, rates, rules and regulations.

25 Lower Freeborn • One Shields Avenue • University of California • Davis, CA 95616
(530) 752-0365 • Fax (530) 752-0355 • www.californiaaggie.com • info@californiaaggie.com
Advertising Rates 2007-2008

Display Ad Rates

Daily Standard Rates (net per column inch per day)

- Open: $10.00
- Political: $10.15

Contact Advertising Manager for National Rate Card.

Contract Rates (net per column inch per day)
The contract rates listed below are available to advertisers who have established a credit account with ASUCD The California Aggie or who prepay in full for their advertising contract. Contract rates for advertisers advertising online will be discounted 3%.

<table>
<thead>
<tr>
<th>Annual</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>250&quot;</td>
<td>$8.85</td>
</tr>
<tr>
<td>500&quot;</td>
<td>$8.65</td>
</tr>
<tr>
<td>750&quot;</td>
<td>$8.40</td>
</tr>
<tr>
<td>1500&quot;</td>
<td>$8.15</td>
</tr>
<tr>
<td>2,500&quot;</td>
<td>$8.00</td>
</tr>
<tr>
<td>Quarterly</td>
<td></td>
</tr>
<tr>
<td>100&quot;</td>
<td>$8.90</td>
</tr>
<tr>
<td>250&quot;</td>
<td>$8.70</td>
</tr>
</tbody>
</table>

Sizes

Preprinted Insert Rates

Local from: $65 per thousand

*1-2 page minimum. Additional to be discussed with Ad Manager (4200 minimum)

Classified Line Ad Rates

<table>
<thead>
<tr>
<th>Daily Standard</th>
<th>General</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost per word (5 word minimum)</td>
<td>25¢</td>
<td>20¢</td>
</tr>
<tr>
<td>One style option (ALL CAPS, boldface, italics)</td>
<td>75¢</td>
<td>75¢</td>
</tr>
<tr>
<td>Additional style option</td>
<td>25¢</td>
<td>25¢</td>
</tr>
</tbody>
</table>

Repeat Ad Discounts

- 3 or more consecutive issues: 10%
- 10 or more consecutive issues: 15%
- 15 or more consecutive issues: 20%
- 20 or more consecutive issues: 25%

Payment/Credit Policy

Errors in published advertisements must be brought to the attention of the Advertising Manager in writing within 30 working days of the date the ad was published to be considered for any credit.

Any advertising credit given to advertisers is at the complete discretion of the Advertising Manager.

All advertisements must be pre-paid unless a credit account is established with ASUCD. The establishment of a credit account is contingent upon the approval of a current account listing. Please allow a minimum of 2 to 4 weeks for approval.

Checks should be made payable to: ASUCD The California Aggie.

Credit Cards Accepted: 

25 Lower Freeborn • One Shields Avenue • University of California • Davis, CA 95616
(530) 752-0365 • Fax (530) 752-0355 • www.californiaaggie.com • info@californiaaggie.com
Posters and Fliers
You have the same rights & responsibilities as a car.
Have you ever crashed here?

RIDE PREDICTABLY
Read the signs!

OBEY:
- Stop signs
- Yield signs
- Traffic signals
Pamphlet
See attached file “bikemap.pdf”
In City – 757-5686
In County – 666-8282
To report bike theft:
e-mail: dltakemotoweerts@ucdavis.edu
Bicycle Program, UC Davis 95616, (530) 752-BIKE.
UC Davis Transportation and Parking Services (TAPS)
http://www.city.davis.ca.us/topic/bicycles.cfm
http://www.dot.ca.gov/hq/tpp/offices/bike/bicycle_prgm.htm
Caltrans Office of Bicycle Facilities, organizations and Programs
City bicycle advocacy group.
in June, 20[Image 174x-0 to 288x553]
local ordinances, good cycling practice and common
promote a safe and efficient environment for bicycling, the
renowned system of bikeways and cyclist-friendly facilities,
after your head and that the straps are adjusted to keep
inside the helmet. Be sure that it is the right size for
money for an adequate helmet. Do make sure it is
you find yourself hurtling toward the pavement or
use your Head...Wear a Helmet!
they act and are treated as drivers of vehicles. Cycling
in these courses, as originally formulated by cycling
with competence, knowledge and skill. Reading the
so many bicycles, certain traffic control devices
other detectors can be recognized
Use vehicle detectors:
safe to do so.
Cyclists must drive like motorists
Be Predictable
in layers allows you to adjust to
Watch your speed:

Don't park anyplace where signs prohibiting such parking
• Classroom, dorms, or other restricted areas
• Approved workplaces such as offices or labs.
Bikes may only be locked to bike parking devices. These
approved devices are generally identified and numbered.

There are two ways to make a left
don't cross sidewalks
Don't ride to the curb between

Use vehicle detectors:
safe to do so.
Cyclists must drive like motorists
Be Predictable
in layers allows you to adjust to
Watch your speed:

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