

The Regional Impact

of California State University, Stanislaus



A joint project of the
VP of Development and University Relations, Dr. William Ruud;
Institutional Research, Planning, and Accountability, Gary Lowe; and
Economics Department, Dr. Kelvin Jasek-Rysdahl

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A joint project of Development and University Relations, Department of Economics, and
Office of Institutional Research, Planning, and Accountability

EXECUTIVE SUMMARY

California State University, Stanislaus has been serving the six-county region of Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, and Tuolumne counties for over forty years. Over this time span, the University has done little to understand what impact it has on its vast service area. This report is a first attempt to identify and collect, in one summary report, its influence upon the lives of the 1.4 million people living in the region. Instead of focusing solely on the University's financial impact and its role in developing the human capital of the region, the goal has been to try and catalog the University's many diverse contributions to the intellectual, cultural, social, and economic life of the region.

The University generates a plethora of reports regarding programs, financial conditions, number of students, and so on. An impact study attempts to go beyond just reporting what the University is doing; it attempts to document what the University means to an area. We made every effort, given the limits of the project, to document the various ways in which the University affects the lives of the people residing in the region. We found that people in the region use the University to attain their educational goals, for cultural enrichment and entertainment, and to hold meetings, conferences, and weddings in the various University facilities. These are just a number of the different roles the University plays in the lives of people who reside in the region. Our research found a number of key impacts CSU Stanislaus has produced during its history.

Providing Educational Services – Enrollment and Graduation Trends

- CSU Stanislaus has awarded 30,435 degrees since 1960. Of these, 27,153 (89.2%) were undergraduate degrees, and 3,282 (10.8%) were graduate degrees.
- CSU Stanislaus overall headcount enrollment for fall 2003 totaled 8,072. The Turlock campus had 6,885 (85.3%) enrolled students, and the Stockton off-campus center has 1,187 (14.7%) enrolled students.
- CSU Stanislaus overall headcount enrollment has increased by 19.6% over the last five years, while growth in the six-county population has grown by 12.0%.
- Full-Time Equivalent Student (FTES) enrollment for the fall 2003 term was 6,537. The Turlock campus had 5,925 (89.8%) FTES and the Stockton campus had 612 (10.3%) FTES.
- CSU Stanislaus FTES have increased 28.4% over the last five years.
- In college year 2002/03, 1,425 degrees were awarded. The number of undergraduate degrees awarded totaled 1,282 (90.0%), while the number of graduate degrees totaled 143 (10.0%).
- In the fall 2003 term, there were 670 first-time freshmen enrolled. The majority of first-time freshmen (92.4%) came from public high schools.

- Over 38% (256) of the first-time freshmen came from the 10 largest feeder schools (Turlock, Davis, Modesto, Atwater, Johansen, Sierra, Ceres, Downey, Livingston, and Beyer).
- One out of every four people with a Bachelor's degree or higher in Stanislaus and Merced counties earned their degree at CSU Stanislaus.
- Approximately 63% of the University's alumni currently reside in the six-county region.
- A total of 10,607 alumni live in Stanislaus County, 4,113 live in San Joaquin County, and 3,068 live in Merced County.
- A 2003 undergraduate alumni survey indicated that 39% of the alumni who responded to the survey were employed as teachers.

Student Impacts

- Student spending in 2001/02 generated a \$54.7 million economic impact, in the sales of goods and services.
- Student spending in the region supports 340 jobs in the region's communities.
- Students contribute at least 70,653 hours of service to communities within the region.
 - Of this total, students in undergraduate Liberal Studies courses provided 5,720 hours of unpaid services to area schools and non-profit organizations.
 - Of this total, students in the Social Work program provided 59,473 hours of unpaid services to area organizations.
- A conservative estimate of the dollar value of student service learning hours is \$476,908.

University Employee Impacts

- University employees were responsible for a substantial amount of scholarly activities, totaling over one thousand in 2000/01 alone.
- Spending by University employees has a \$59.9 million economic impact in the region.
- Spending by University employees produced a total of 488 jobs in the region, and an additional income to the region of \$22,776,140.

University Impacts

- University sponsored events draw over 52,000 community members per year.
- The University arts departments sponsored or offered 56 cultural events during the 2003/04 academic year
- The University spent approximately \$19 million on goods and services in the 2002/03 academic year.
- The University spent approximately \$8.8 million on construction projects in 2002/03.
- Just over \$5 million (17.9%) of University purchases of goods and services were from companies in the six-county region.

ACKNOWLEDGEMENTS

This was a joint project of the Vice President for Development and University Relations, the Office of Institutional Research, Planning, and Accountability, and a member of the Department of Economics. The project was possible because of the help and cooperation of dozens of people across the campus. This group includes Gary Lowe, Lisa Tristan, Nancy Marchbanks in Institutional Research, Planning, and Accountability; Becka Paulson, Julie Benevedes, Shelly Wallace, Donna Moore, Rudy Medina, Allison Wolz, Shirley Mollard and others in Business and Finance; Danielle DuBay and Beverly Tickenoff in the School of Fine and Performing Arts; Julie Fox in the Office of Service Learning; Margaret Tynan from the Department of Social Work; Araceli Martinez in Liberal Studies; Kellie Marshal in Development and University Relations; Jill Tiemann-Gonzalez in University Extended Education; Dwayne Machado in the Library; Irma Guzman-Wagner, Dean of the College of Education; Amin Elmallah, Dean of the College of Business; James Klein, Interim Dean of the College of Arts, Letters, and Sciences; and June Boffman, Associate Dean of the College of Arts, Letters, and Sciences. These are some of the many people who helped provide information and answer questions in our quest to learn about this University.

Two former members of the University community also played an integral role in this project. Dr. Walter Strong and Dr. Roseann Hogan were instrumental in getting this project started and for making it a reality.

The data for this project come from a variety of sources. Financial data were provided by Auxiliary Business Services, Business and Finance, and Development and University Relations. The Office of Institutional Research, Planning, and Accountability was instrumental in providing data on student enrollment and in securing much of the spending data that were used in the study. All three colleges of the University were quite generous in providing data about the activities occurring in their respective areas. Academic Affairs was quite helpful in sharing information about graduate programs, faculty research, scholarship, and creative activity, university centers and institutes, and service learning.

OVERVIEW OF THE REGION

In order to set the stage for the report of the impact analysis that comes later in the report, it is important to understand the context within which California State University, Stanislaus operates. The primary mission of the University is to serve the region by educating those who enroll. The University adds value to the region by helping enrollees increase their human capital. This is a vital role for an institution that is located in a region that has low education levels relative to the nation and to the rest of the state as shown in Table 1.

Table 1: Percent of persons age 25+ with a Bachelor’s degree or higher, 2000

Place	% of persons 25+
Mariposa County	20.2
Calaveras County	17.1
Tuolumne County	16.1
San Joaquin County	14.5
Stanislaus County	14.1
Merced County	11.0
California	26.6
United States	24.4

Source: County QuickFacts, U.S. Census Bureau

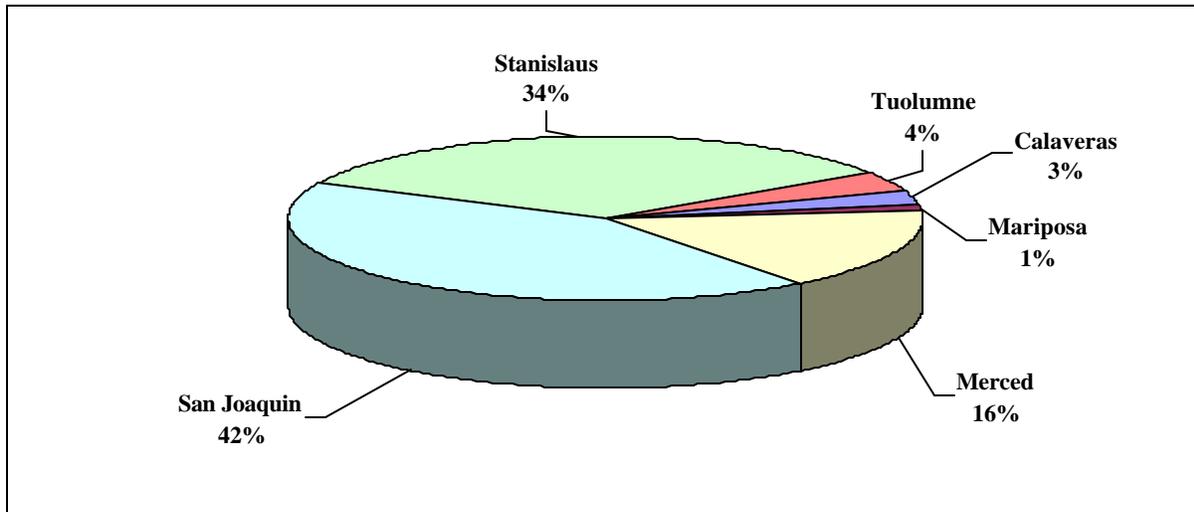
California State University, Stanislaus serves a six-county region consisting of Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, and Tuolumne counties. The total population of this region was estimated at 1.4 million people in 2002 (County Snapshots), and covers an area of just about 9,700 square miles (California Statistical Abstract 2002). The six counties can be separated into two groups of similar counties. The valley counties of San Joaquin, Stanislaus, and Merced counties are more heavily populated and ethnically diverse than the mountain counties of Calaveras, Mariposa, and Tuolumne (Table 2 and Graph 2). This report will often use these groupings for reporting purposes.

Table 2: County Population Estimates, 2002

County	Population
San Joaquin	596,900
Stanislaus	470,000
Merced	219,600
Tuolumne	55,900
Calaveras	41,800
Mariposa	17,100
Total	1,401,300

Source: County Snapshots, Labor Market Information Division of the California Employment Development Department.

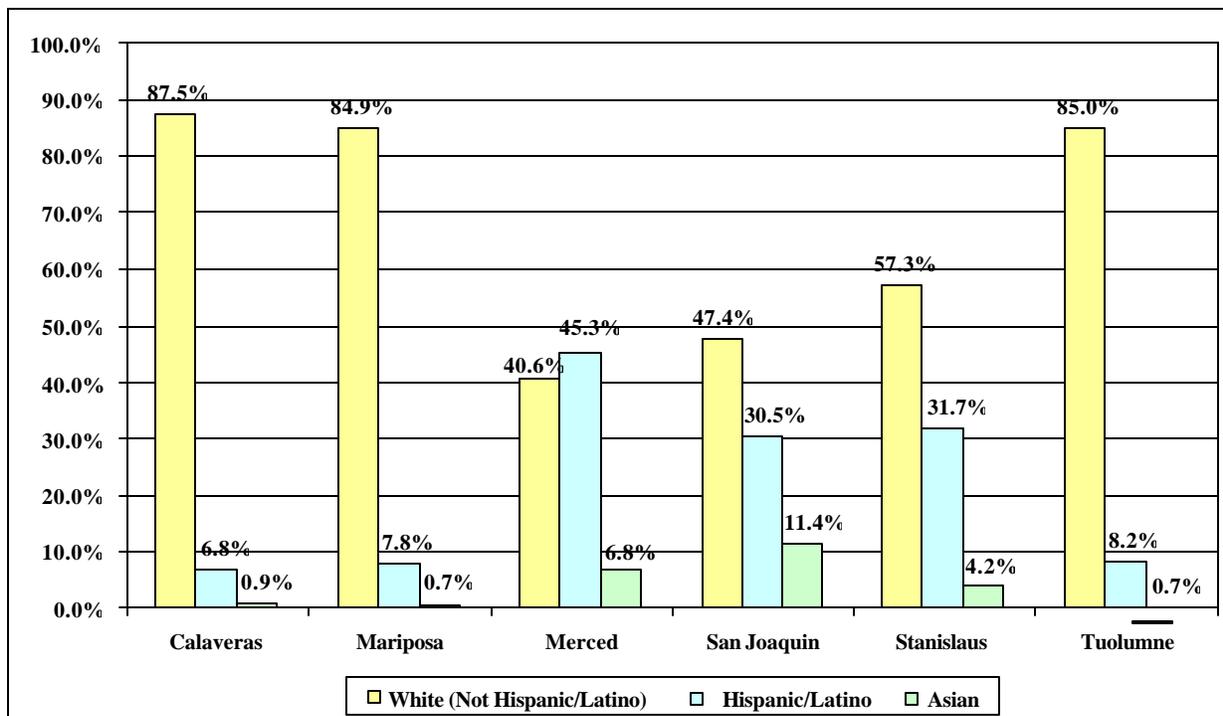
Graph 1: Distribution of Population in Six-County Region, 2002



Source: County Snapshots, Labor Market Information Division of the California Employment Development Department

Ethnicity data from the U.S. Census Bureau indicate that the mountain counties are more homogeneous relative to the three valley counties. Merced, San Joaquin, and Stanislaus counties have a substantially higher percentage of people stating Hispanic and Asian origin than do the three mountain counties (Graph 2).

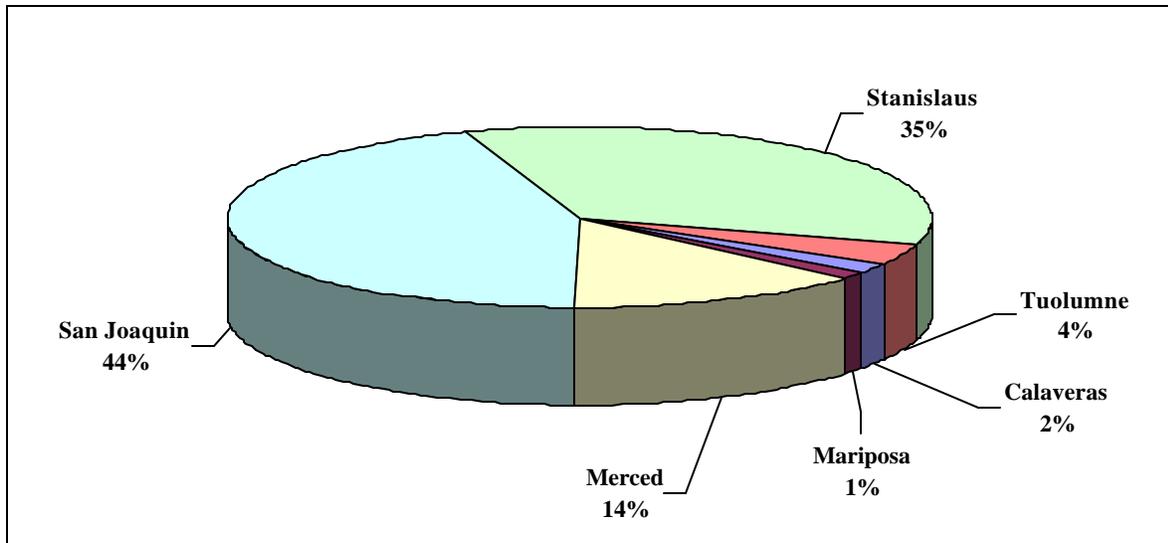
Graph 2: Ethnic Background of Six-County Region, 2000



Source: State and County QuickFacts, U.S. Census Bureau

The statistics show that the bulk of population and jobs in our six-county region are in the three valley counties, with Stanislaus and San Joaquin accounting for 76% of the region’s population and 79% of the jobs in the six-county region (Graph 3). It was estimated that the region had a total employment of 472,770 in 2002 and a total labor force of 672,500 in the same year (County Snapshots). The employment data in the reference documents are based on a survey of employers and represents a headcount of jobs within an area. The data used to write the County Snapshots reports came from the ES202 data series.

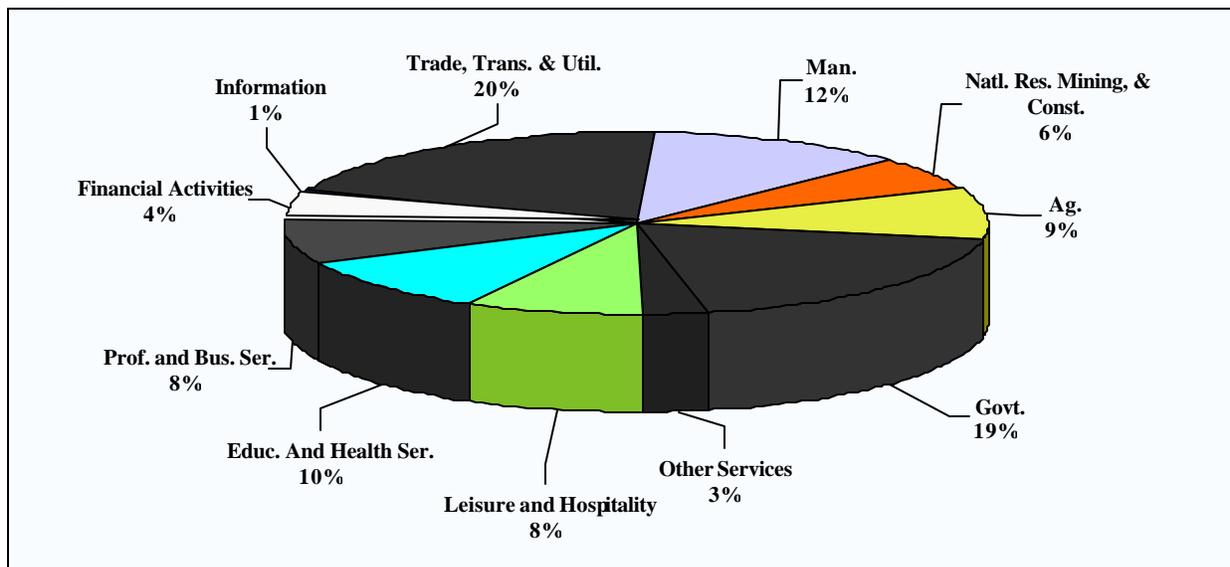
Graph 3: Distribution of Employment by County, 2002



Source: County Snapshots, Labor Market Information Division of the California Employment Development Department

Information from the California Employment Development Department demonstrates the importance of agriculture in the region (Graph 4). The figures reported actually understate the impact of agriculture to the region. The region’s manufacturing sector is dominated by the food processing companies. Services, trade, and government also show up as important employers in the region.

Graph 4: Distribution of Employment in the Six-County Region, 2002



Source: County Snapshots, Labor Market Information Division of the California Employment Development Department

Table 3 breaks the employment distribution out according to valley and mountain counties. This once again illustrates the differences in the counties within the region. In the valley counties of San Joaquin, Stanislaus, and Merced, agriculture is more important than in the mountain counties. Agriculture accounted for 9.3% of all jobs in the valley counties and less than 1% of the jobs in the mountain counties. The sectors of leisure and hospitality and government are much more important to the mountain counties than to the valley counties, accounting for 17.2% and 29.4% of all employment in the mountain counties compared to 7.7% and 17.9% of employment in the valley counties. Manufacturing is also less important to the mountain counties, accounting for only 4.9% compared to 12.3% of employment in the valley counties.

Table 3: Distribution of Employment by Industry, 2002

Industry	Valley Counties	Mountain Counties
Agriculture	9.3%	0.9%
Natural Resource Mining and Construction	6.0%	8.7%
Manufacturing	12.3%	4.9%
Trade, Transportation, and Utilities	19.7%	15.2%
Information	1.2%	1.1%
Financial Activities	3.7%	2.6%
Professional and Business Services	8.3%	6.9%
Education and Health Services	10.5%	8.6%
Leisure and Hospitality	7.7%	17.2%
Other Services	3.3%	4.3%
Government	17.9%	29.4%

Source: County Snapshots, Labor Market Information Division of the California Employment Development Department

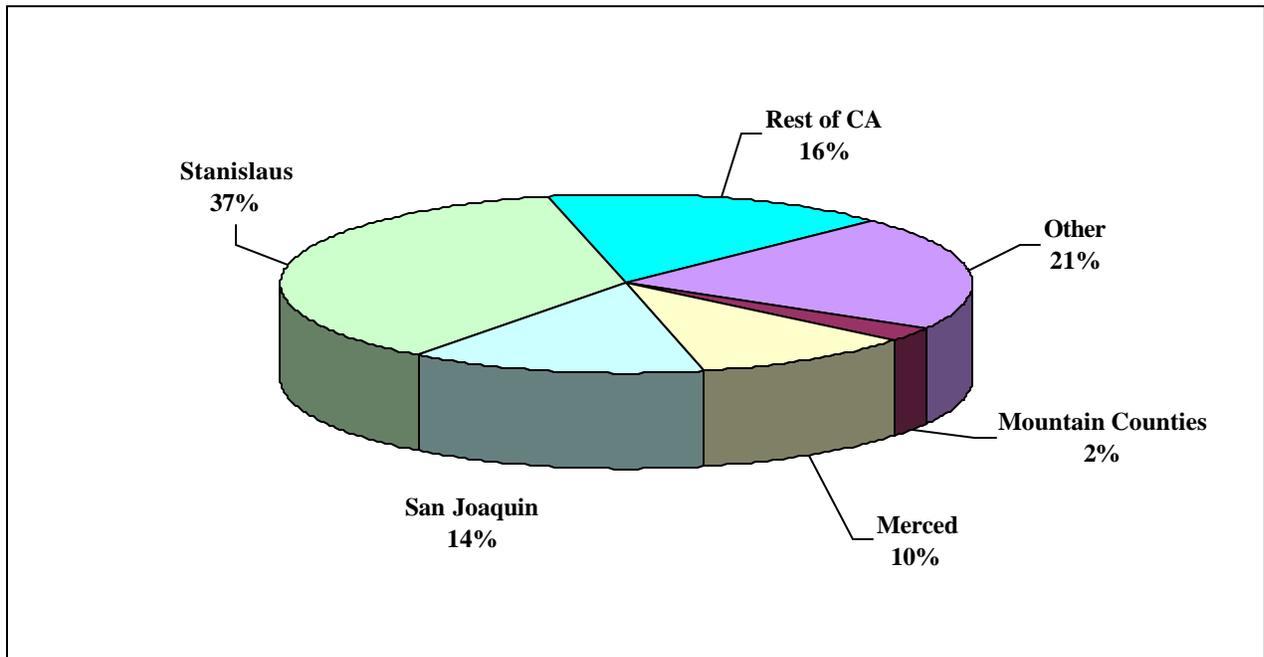
STUDENT IMPACT

Several important impacts of any University are generated by its students. Alumni of the University get jobs and are involved in the community. Current students of the University participate in service activities as part of the education curriculum. Current students also spend money in the region and this spending creates jobs and income for others. All of these impacts will be explored in this section of this report.

Alumni Impacts

According to data provided by the University's Development and University Relations department, 18,522 alumni or 63% continue to reside in the six-county region. Graph 5 shows how alumni are distributed within the region, the state, and the rest of the world. A total of 10,607 alumni live in Stanislaus County, 4,113 live in San Joaquin County, and 3,068 live in Merced County.

Graph 5: Alumni by Location of Residence, 2003



Source: CSU Stanislaus Development and University Relations (As of July 2003)

CSU Stanislaus does not maintain data on alumni occupations, but there is information that suggests the University has added to the human capital of the region. Table 4 reports the total number of those 25 years of age and older with a Bachelor's degree or more residing in each specified area according to the 2000 Census. According to these data, the Merced and Stanislaus counties are greatly affected by CSU Stanislaus graduates. Almost 25% of all people holding a Bachelor's degree or higher in Merced and Stanislaus counties earned their degree at CSU Stanislaus.

Table 4: CSU Stanislaus Alumni as a Percentage of Total College Educated

	Mountain Counties	Merced	San Joaquin	Stanislaus
Population with a Bachelor's degree or higher ⁽¹⁾	13,742	12,896	48,468	37,179
Total CSU Stanislaus Alums ⁽²⁾	734	3,068	4,113	10,607
CSU Stanislaus Alums % of Bachelor's degree or higher	5.3%	23.8%	8.5%	28.5%

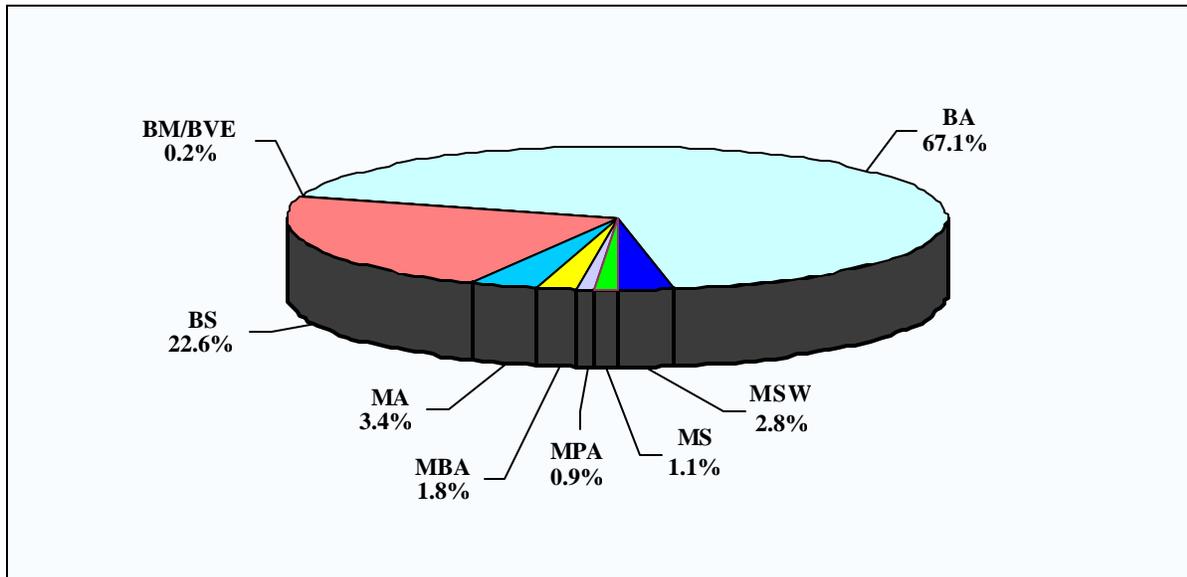
Sources: Calculated from U.S. Census Bureau data, DP-2 Profile of Selected Social Characteristics, 2000; Data provided by CSU Stanislaus Advancement Services

The College of Education provided information regarding new promotions of current and former students. In the 2002/03 period, a total of 24 current and former students of the college moved into principal positions in the six-county region. Another 14 moved into assistant/associate principal positions within the region in the same time period. Fifteen current and former students of the college moved into other leadership positions in school districts throughout the six-county region. The information for 2001/02 shows that 29 former students of the College of Education moved into principal positions and 34 into assistant/associate principal positions at schools in the region. Another six moved into superintendent or assistant superintendent positions in the same time period. Ten former students were promoted to director positions. The information reports that another 14 were promoted to other leadership positions at schools within the 2001/02 period.

The information on these position changes came from newsletters that the College of Education provided. There was no explanation about how the information was collected but it appears that the information is sent in by people to be part of the newsletter. These numbers do not represent the total number of CSU Stanislaus alumni in leadership positions in the region. It is simply a report of the documented moves into leadership positions in the periods that were reported.

Since the 1997/98 academic year, the University has conferred 5,945 Bachelor's degrees and 658 Master's degrees (CSU Stanislaus Fall 2003 Fact Book). Graph 6 shows a breakdown of degrees granted over this time period.

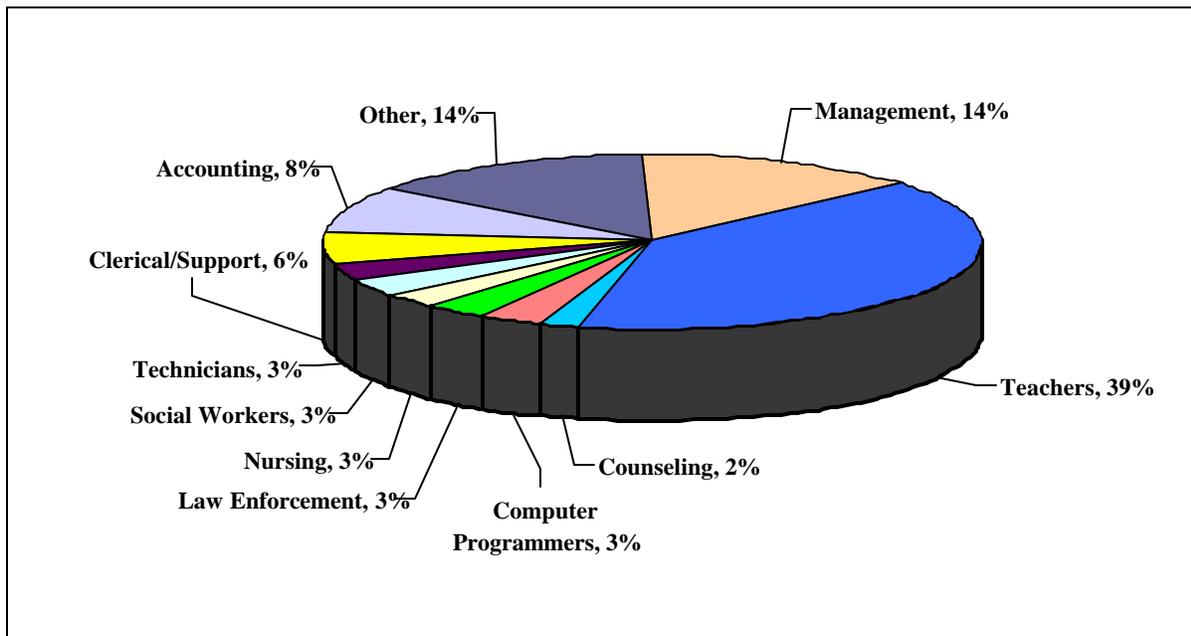
Graph 6: Degrees Conferred by Degree Type 1997/98 through 2001/02



Source: CSU Stanislaus Fact Book Fall 2002

A survey of the 2001/02 graduating class conducted by the Office of the Vice President for Institutional Research, Planning, and Accountability indicates that a large percentage of undergraduate alumni were teaching one year after completing their degree. Graph 7 below shows a rough breakdown of the types of jobs our alumni are employed in, also based on the CSU Stanislaus 2003 Undergraduate Alumni Survey.

Graph 7: Work Areas Reported by Alumni Survey, 2003



Source: CSU Stanislaus 2003 Undergraduate Alumni Survey

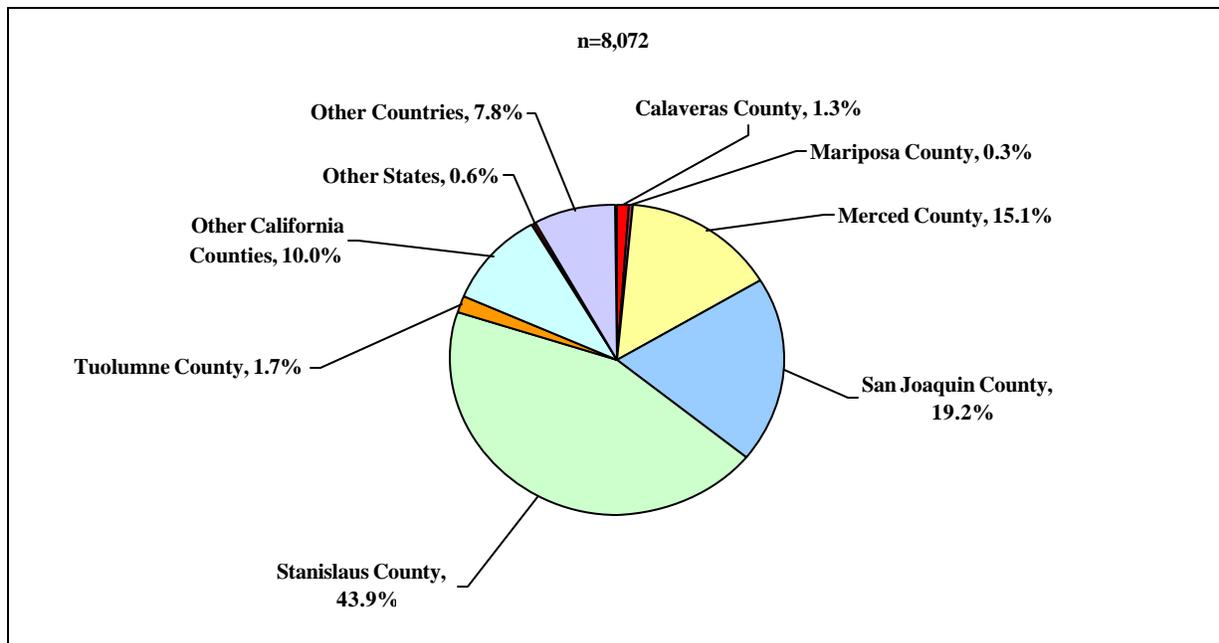
The majority of the students who attend CSU Stanislaus are residents of the six-county service area. In the fall of 2003, 81.2% of the student population attending the University claim residency in one of the six counties. An overwhelming majority of these students (78%) come from the three valley counties of Merced, San Joaquin, and Stanislaus. Close to 96% (6,319 of 6,587) of the students from the six-county region in 2003 came from the three valley counties (Table 5 and Graph 8).

Table 5: Student Residence

Student Home Address	Turlock		Stockton		Total University	
	Number	Percent	Number	Percent	Number	Percent
Stanislaus County	3,448	48.1%	99	10.9%	3,547	43.9%
San Joaquin County	863	12.0%	689	76.0%	1,552	19.2%
Merced County	1,206	16.8%	14	1.5%	1,220	15.1%
Other California Counties	762	10.6%	44	4.9%	806	10.0%
Tuolumne County	135	1.9%	4	0.4%	139	1.7%
Calaveras County	93	1.3%	9	1.0%	102	1.3%
Mariposa County	26	0.4%	1	0.1%	27	0.3%
Total California Residents	6,533	91.2%	860	94.9%	7,393	91.6%
Other States	44	0.6%	2	0.2%	46	0.6%
Other Countries	589	8.2%	44	4.9%	633	7.8%
Total	7,166	100.0%	906	100.0%	8,072	100.0%

Source: CSU Stanislaus Fact Book Fall 2003

Graph 8: Residency of Students, Fall 2003



Source: CSU Stanislaus Fact Book Fall 2003

Impact of Current Students: Service Learning

One way in which current students contribute to the region is through service learning activities that are connected to specific courses they are enrolled in at the University. While the data are not complete, we were able to compile service learning information from the Office of Service Learning, Liberal Studies, and the Department of Social Work.

According to information compiled by the Office of Service Learning, about 58 courses (not including Liberal Studies courses) had a service component. It does not appear that service learning was a requirement in all of these courses. According to data from the Office of Service Learning, about 19 of the 58 courses required service learning. In some courses it may have been an optional assignment in the course. Student enrollment in these courses appears not to be very accurate. The data provided do not appear to be based on actual enrollment at census date. Given these two caveats the data provided suggest that around 1,469 students were involved in courses that had a service-learning component in the 2002/03 academic year. About 364 students were in courses that had a required service learning assignment. Assuming these students completed 15 hours of service, which is a common number of hours, the total service hours provided would be 5,460 hours. K-12 schools were one of the most common types of organizations that were listed for the service learning activities. Other organizations included the United Way, Parent Resource Center, Turlock Child Development, and the Stanislaus County Office of Education.

In addition to the Office of Service Learning, the Liberal Studies Department was able to provide detailed information regarding the service learning hours and locations for students. According to this information, Liberal Studies majors contributed 6,189 hours to schools to fulfill service-learning components of their Liberal Studies courses during the 2002/03 academic year. Over 92% of these hours (5,720) were contributed to schools in the six-county region. The first data column reports the total hours that students contributed in each of the areas listed. The second data column reports that as a percent of the total hours contributed in the six-county area.

Table 6: Service Learning Hours Contributed by Liberal Studies Students, AY 2002/03

County	Hours	Percent of total
Merced	1,052	18.4%
San Joaquin	870	15.2%
Stanislaus	3,618	63.3%
Mountain Counties	180	3.1%
Total	5,720	100.0%

Source: Database provided by Liberal Studies Department, 2003

The Department of Social Work program also provided information about the field practicum experience that is required of all students. Students are required to devote hundreds of hours working in various environments in order to complete their degree. Candidates for the Master's of Social Work (MSW) degree work in hospitals, various human services agencies, mental health organizations, schools, and nonprofit/public agencies. Table 7 reports the total number of hours MSW students worked during the 2002/03 academic year. The total number of hours was actually higher during the previous academic year.

Table 7: Service Hours Contributed by Masters of Social Work Candidates, AY 2002/03

	Hours	Percent of Total Hours
Merced	6,825	11.5%
San Joaquin	21,937	36.9%
Stanislaus	28,275	47.5%
Mountain Counties	1,949	3.3%
Other	487	0.8%
Total	59,473	100%

Source: Data provided by the Department of Social Work.

As a result, by adding all these hours together, a conservative estimate of the value of the student contribution to the region is \$476,908. This number is the result of multiplying the number of hours (70,653) contributed by students in classes with service learning assignments, Liberal Studies students and Social Work students by the state minimum wage of \$6.75. It is a conservative estimate because some of the work provided may have been done at a higher pay scale. This is especially true for the work contributed by the Social Work students. It is also conservative because it does not include all the hours of University-related student service.

The data on student unpaid service and work in the region are quite incomplete. There does not seem to be any real central reporting area for this information. Information on internships and all service type activities should be included in this section. Student service organization activities should also be included in this section.

Impact of Current Students: Student Learning

Student spending can have a substantial impact upon the region. The process of estimating the impact of student spending is not a straightforward process because it was determined at the outset of this study that a survey of student spending habits would not be conducted. Such a survey would have been costly for the data that would have resulted from the survey. Therefore, as a proxy for this survey information, the budget estimate used to calculate student need used by the Financial Aid Office was used to calculate average spending patterns. This is not the same as the student income, but serves as a foundation for what students are expected to spend in order to attend college. Information from the 2001/02 academic year was used. In terms of the financial data, this is the year we have the most complete information. The Financial Aid Office does six different calculations for the purpose of determining need including a budget for an undergraduate student living at home, an undergraduate student living on campus, and an undergraduate student living off campus. It creates budgets for graduate students using the same three categories. Table 8 reports the 2001/02 student expense budgets that were provided by the Financial Aid Office of the University.

Table 8: CSU Stanislaus Student Expense Budget, AY 2001/02

Academic Year	Undergraduate			Graduate		
	With Parents	On Campus	Off Campus	With Parents	On Campus	Off Campus
Fees	\$ 1,875	\$ 1,875	\$ 1,875	\$ 1,953	\$ 1,953	\$ 1,953
Room & Board	\$ 2,592	\$ 7,020	\$ 6,534	\$ 2,592	\$ 7,020	\$ 6,534
Book & Supplies	\$ 846	\$ 846	\$ 846	\$ 846	\$ 846	\$ 846
Personal	\$ 1,656	\$ 1,476	\$ 1,674	\$ 1,656	\$ 1,476	\$ 1,674
Transportation	\$ 756	\$ 558	\$ 846	\$ 756	\$ 558	\$ 846
Total	\$ 7,725	\$ 11,775	\$ 11,775	\$ 7,803	\$ 11,853	\$ 11,853

Source: CSU Stanislaus Financial Aid Office

It is not simply a matter of taking these numbers and multiplying them by the number of students in each category. The common assumption employed by economists is that there are always alternatives. In this particular case, this means that students who live in the six-county region would spend their money on other goods and services in the region and that would have generated an economic impact. The fact that they are using at least a portion of their income on education is simply a change in spending patterns and not an increase in economic activity.

When calculating the economic impact of student spending we have separated students into two groups. Students who came to the University from outside of our six-county service region represent new dollars into the area. Students who would have left the area if CSU Stanislaus did not exist represent dollars that would have gone to different collegiate areas are the second group. While it may be clear why the first group should be included, reasons for including the second group are a little more ambiguous.

It is very likely that a number of students in the region would have left the region to go to college somewhere else. This seems especially appropriate since there are few other four-year college options available to residents of the region. Unfortunately, there are no data available that would indicate to us how many of the students who come to the University would have left the area to go to some other college or university. An impact study of CSU San Bernardino used all students other than freshmen and sophomores as the proxy for the number of people who would have left the region to pursue a degree. There are a number of reasons that this assumption makes some sense. One is that there are a number of legitimate junior college options available for freshmen and sophomores in the region. It also makes some sense because all of the others have made the decision to continue their education and would have had to go elsewhere to continue their education.

The estimates in Table 9 were used to develop a total impact estimate for student spending. The total for each row were derived by taking the off-campus spending estimates from each category above times the number of students estimated to have come to or stayed in the region as a result of the location of CSU Stanislaus. The latter was estimated to be a little fewer than 4,700 students. Adjustments were also made for part- and full-time students.

Table 9: Estimate of Student Spending by Spending Categories, 2001/02

Spending Categories	Spending estimate
Room & Board	\$ 30,618,000
Books & Supplies	\$ 3,951,666
Personal	\$ 7,779,456
Transportation	\$ 3,893,778
Total	\$ 46,242,900

Source and Notes: These figures were calculated based on the budget estimates provided by the CSU Stanislaus Financial Aid Office. Student headcount data from the CSU Stanislaus Fact Book Fall 2002 were used to obtain estimates for full- and part-time student levels and to estimate the number of students from outside the region. Student fees will be incorporated in a different portion of the study.

An input-output model¹ was used to calculate the direct, indirect, and induced impacts. It was assumed that all of the \$46,242,900 was initially spent inside the region. Given this assumption, student spending in the region creates a \$54,755,050 impact on the sales of goods and services in the region. This value includes the initial \$46.2 million and an additional \$8.5 million in indirect and induced impacts generated as a result. Student spending supports a total of 340 jobs in the region and adds just over \$25.4 million in income to the region.

Input-output models trace the flow of goods, services, and resources within an economy. Businesses in any economy hire labor and combine the labor with other resources and raw materials in order to create and sell goods and services. One of the main uses for these types of models is impact estimation. As a result of being able to trace the flow of goods through an economy it is possible to generate estimates of jobs, sales, income and other economic variables that result from economic activity. The model allows us to convert a given dollar amount of goods and services into the number of jobs required to produce it. The model traces the production of the good or service through all of the steps required to produce it so it can estimate the total number of jobs needed to produce the product. For instance, in order to make canned tomatoes people will be employed at the processing plant, trucking companies, farms, and container producers. The input-output model provides an estimate of the total number of people required at each stage of production. This same process works for the total value of goods and services produced.

¹ The computer model used for this study utilizes the IMPLANProTM input-output modeling software which was originally created by the U.S. Forest Service. The version used for this study is IMPLANProTM and is created and maintained by the Minnesota IMPLAN Group, as was the data set used in this study. The data used with the IMPLANProTM software breaks the economy into 528 industry sectors. These sectors can be aggregated in any number of ways and for this study two different aggregation schemes were used (MIG, 2000).

UNIVERSITY EMPLOYEES

This next section examines the impact of faculty, staff, and administrators. There are a number of ways in which individuals in these categories impact the region. One impact they have on the region is by adding to the human capital of the region. There are at least two ways in which this group adds to the human or intellectual capital of the region. One is through their involvement in the education of students attending the University, which was covered in the previous section. Another way is through the research and direct involvement with the community. As with the impact of the students, University employees also impact the region through their purchases of goods and services in the region.

Intellectual Contributions

Faculty, staff, and administrators add to the intellectual capital of the region through research outside the classroom. The dissemination of the research findings brings the University beyond the region since the research is published in national and international publications. Each year the three colleges try to collect information regarding research, scholarship, and creative activities. This information is then sent to the Office of Academic Affairs. After examining the summaries, it seems likely that the level of reported scholarship and creative activity is below what actually occurs since our data gathering methods are not configured to efficiently and effectively collect this type of information. Table 10 reports the combined results for the three colleges. The categories are those listed by the accrediting body of the University.

Table 10: Research, Scholarship, and Creative Activity, 2000/01

Educational Media Production	13
Literature Citations	13
Editorship/Editorial & Review Board	35
Non-refereed Publications	36
Consultantships	45
Books/Chapters/Monographs	49
Reviewer	51
Conference Proceedings	57
Exhibits and Performances	61
Grants	67
K-12 School Based Activities	73
Articles (refereed or non-refereed)	102
Other	192
Conference Presentations and Participation	237
Total	1,031

Source: CSU Stanislaus 2000/01 Faculty Research, Scholarship, and Creative Activity College/School Summary. College of Business averages were used because their report only gave five-year totals. Complete data for more recent years are not available.

This is one area of the study where we have inadequate data. The materials provided by the College of Education seem to be the most complete. The materials provided by the College of Education reported details on faculty research activities, grant activities, and academic

presentations at conferences. It also details consulting activities and details of other activities faculty where involved in that affect people in the region.

As part of the accreditation process, the College of Business had to provide a very complete count of faculty research, but no information regarding the nature of the research or presentations was provided. Further, there is no way to determine how the work done by the faculty of the College of Business connected to the region. It also seems that the count was only of research activities and did not include consulting activities or volunteer work done by the faculty.

The material provided by the College of Arts, Letters, and Sciences is similar in style to that provided by the College of Education. The difference is the degree of thoroughness. While the materials provided allow us to determine the nature of the activities, they seem to be quite incomplete. According the CSU Stanislaus Fact Book Fall 2003, the College of Arts, Letters, and Sciences has close to 197 full-time equivalent faculty (FTEF) members in 2000/01. The College of Business had almost 28 FTEF and the College of Education had close to 65 FTEF in the same year. In 2000/01 the College of Education reported 42 more entries than the College of Arts, Letters, and Sciences even though it was one-third its size. Another way to look at this is by entry per FTEF. According to the data the College of Education has 6.6 entries per FTEF compared to 2 entries per FTEF in the College of Arts, Letters, and Sciences. Two possible reasons for this difference are real differences in these types of activities and/or a difference in the level of reporting. With such a large difference it seems likely that the level of reporting would account for at least some of the difference.

Calculations for the College of Business are not included for comparison here because the data were not provided on an annual basis. The College of Business provided a five-year total for these activities. It is impossible to determine exactly what was produced in each year in order to calculate the output per FTEF, which also may have changed from year to year.

Using FTEF is somewhat problematic in that it is calculated in a manner that groups lecturers, part-time instructors, and tenure/tenure track faculty together. The problem with this is that tenure/tenure track faculty are the only group that is expected to perform research, scholarship, and creative activities. Lecturers and part-time instructors are only expected to teach. This is important when looking at the data for ALS especially. According to data provided by the ALS Dean's office, ALS had 157 faculty members in 2000/01 who were expected to perform research, scholarship, and creative activities. Of these 157 individuals, the college only had 45 people provide information (28.6%). There are at least two ways to use this information to adjust the data for ALS. One interpretation would be to assume that the 45 people who did respond were the only ones who performed these activities in the College. Given this, the output per person in ALS is not two entries but close to 2.5 entries per tenure/tenure track faculty in ALS. In effect, these 45 people in ALS were carrying the load in this area for the other 112 people who were expected to perform these activities.

It seems unlikely that there were only 45 people in ALS who were performing research, scholarship, and creative activities. Another way to use the information is to look at the productivity per person of those who submitted information. In this case the productivity levels for ALS faculty are 8.6 entries per tenure/tenure track faculty. If all faculty in ALS were this

productive, ALS would have 1,000 additional entries. This would mean that the total amount of research, scholarship, and creative activities for the university would have been over 2,000 entries. Without better data collection, we cannot say which of the scenarios described is the closest to reality.

Academic Affairs provided similar information regarding the total number of tenured/tenure track faculty in the College of Education. According to that information the College of Education had 31 tenured/tenure track faculty in 2000/01. When this number is applied to the total entries for that college the entries per person go to 13.8 instead of the 6.6 that is reported above.

Table 10 shows that faculty are involved in a wide range of activities. Since the focus of this project is the impact the University has on the region, we will focus on faculty activities in the region. A number of the listings indicate that some faculty members serve as board members for various nonprofit organizations in the region. Many serve as consultants to schools in the region. There are a number who volunteer time working in schools in the region. Some faculty members have helped area schools develop tutoring programs, reading programs, and other types of curriculum activities. Other faculty members go into local schools to make presentations to K-12 students. Others make presentations to teachers in K-12 schools in the area.

Even though the information is incomplete, much of what does exist is quite good; however, it is not possible to know with certainty how many of these activities are directly related to the six-county region. A review of the titles and locations of presentations shows that at least 12% of these activities were directly connected to some aspect of the region.

One important way in which the human capital of the faculty of the University adds to the region is through the research they conduct about the region. The range of research varies from archeology research performed for various companies in the region, to research on tobacco for hospitals in the area. Through this research, the faculty at the University have contributed to a better understanding of the economy in the region and of the social service needs of the region.

Professional development activities for area social service workers, planning departments, and hospitals are also performed by members of the faculty of the University. It is not just local schools that benefit from having CSU Stanislaus in the region. Members of the University make presentations to Rotary Clubs, Chambers of Commerce, local book clubs, local historical societies, and arts commissions.

The University also has a number of centers and institutes that provide an array of benefits to the region. Table 11 lists the centers and institutes that are recognized by the University. The activities these centers and institutes are involved in are quite diverse. Behavioral Intervention Services provided 2,000 hours of treatment to more than 50 children and adults in 2001/02. The Center for Direct Instruction Services provided remedial reading services to 97 children in 2000/01. The Center for Public Policy Studies has completed at least 16 major studies of the region. These projects have helped guide policy makers in the region to more effectively target public resources. Activities of other centers and institutes include supporting economic education in K-12 education and collecting and archiving materials of culture.

Table 11: Active University Centers and Institutes, 2002/03

American Language and Culture Programs
Behavioral Intervention Services
Center for Economic Education
Institute for Archaeological Research
Institute for Cultural Resources
Center for Direct Instruction Services
Center for Portuguese Studies
Center for Public Policy Studies at CSU Stanislaus
Child Development Center

Source: Centers & Institutes Review Schedule, CSU Stanislaus-Institutional Research

Impact of Employee Incomes

The intellectual impacts that were described above only represent a portion of the impact University employees have on the region. This section of the report examines the economic impact generated by the earnings of University employees.

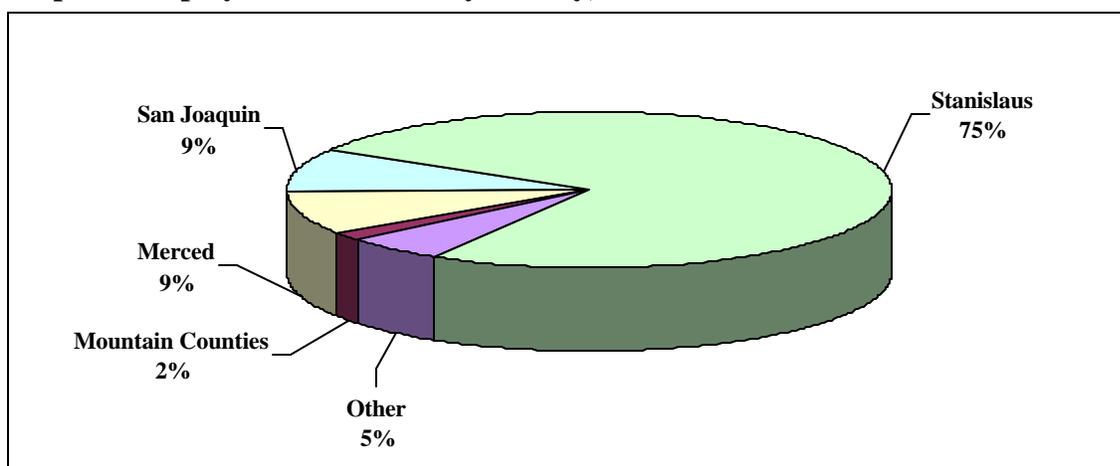
Not all of the employees of the University live in the six-county region. Data identifying employee counts by residence for 2002/03 were obtained and used to calculate impact by county, both in terms of the total output and the employment generated by employee spending. In 2002/03, approximately 95% of University employees lived in the six-county region. These employees accounted for a little over 93% of all salary and benefits paid by the University. Table 12 and Graph 9 show the percentages of employees in the six-county region.

Table 12: Residence of CSU Stanislaus Employees, 2002/03

Stanislaus	1,340
San Joaquin	163
Merced	154
Other	92
Mountain Counties	34
Total	1,783

Source: Calculated from reports provided by the Office of Business and Finance

Graph 9: Employee Distribution by County, 2002/03



Source: Calculated from reports provided by the Office of Business and Finance

Table 13 below shows how the salaries and benefits are distributed in the various counties. The percentage distribution for salaries and benefits is slightly different than the residence distribution. 2002/03 is the only year for which it was possible to identify employees by location. The impact analysis was conducted using the 2001/02 salary and benefits data. The distribution of these salaries and benefits was done using the 2002/03 percentages.

Table 13: Faculty, Staff, and Administration Salary and Benefits by County, 2002-03

County	Percent of Total
Stanislaus	79.5%
Other	6.6%
Merced	6.5%
San Joaquin	6.2%
Mountain Counties	1.3%
Total	100.0%

Source: Reports provided by the Office of Business and Finance

The impact analysis was conducted using 2001/02 salary and benefit data provided since data was available for the complete year. This year was picked because other University impacts used this year as the baseline. It was the year that we had the most complete information for the study. Table 14 provides the same information as the previous table but for the year 2001-02. The percentages are the values that were derived using the 2002-03 data. Total employment at the University for this year was a little over 1,000. There were around 600 students employed at the University as well. Student earnings will not be included in these impact estimates since student spending impacts were already estimated using a different methodology.

Table 14: Faculty, Staff, and Administration Salary and Benefits by County, 2001-02

	Salary and Benefits	Percent of Total
Stanislaus	\$ 40,601,926	79.5%
Other	\$ 3,361,192	6.6%
Merced	\$ 3,300,973	6.5%
San Joaquin	\$ 3,169,836	6.2%
Mountain Counties	\$ 652,663	1.3%
Total	\$ 51,086,590	100.0%

Source: Reports provided by the Office of Business and Finance

Table 15 below reports the impact that employees of the University have in each of the regions they live in. The first data column lists the number of jobs that were created when the employees of the University spent money on goods and services in each county or region. The second data column reports the additional income that was generated in each area by University employee spending. This income includes wages, profits, and other property income. The final data column lists the dollar value of goods and services sold in each of the regions resulting from University employee spending.

Table 15: Faculty and Staff Salary and Benefits Induced Impacts, 2001-02

Region	Jobs	Income	Output ⁽¹⁾
Stanislaus	417.4	\$ 19,544,431	\$ 51,174,135
San Joaquin	33.7	\$ 1,631,692	\$ 4,082,384
Merced	31	\$ 1,335,476	\$ 3,936,740
Mountain Counties	6.2	\$ 264,541	\$ 779,396
Region Total	488.3	\$ 22,776,140	\$ 59,972,655

⁽¹⁾ 2003 dollars

Source: These figures come from the impact estimation software IMPLANPro

GENERAL UNIVERSITY IMPACTS

This section will cover items not covered in the previous sections of the report. This section will include activities that students, faculty, staff, and administrators are involved in such as plays and sporting events, but will also include areas such as the economic impact generated by University purchases of goods and services. It will also include some description of how the community uses the campus.

The community benefits from the University beyond the educational value it adds to the region. The beautiful campus and its modern facilities are a definite resource to the area. Rotary clubs, county agencies, schools, churches, and families often use University facilities for events. During 2001 there were over 70 events held on campus by various groups in the surrounding community. The events included 19 weddings/receptions held at the University. This number does not include numerous wedding parties that came to the campus for pictures. Area schools used University facilities at least 12 times during the same period for sporting related events. The University was used at least 21 times for events hosted by non-profit organizations including the YMCA, American Cancer Society, and an athletics booster club. Government agencies and schools used the facilities at least 11 times during this period. Other groups including private companies used the University to hold events at least eight times during the year. There were another 20 entries that could not be classified with the information that was provided.

Individuals in the community can also come to the University to view and participate in University-sponsored events. These events include plays, concerts, speakers, and sporting events. The following table reports attendance figures as reported by the CSU Stanislaus Department of Athletics. The Department of Athletics reported over 18,000 community attendees in 2000/01 and close to 30,000 community attendees in 2002/03.

Table 16: Attendance figures for CSU Stanislaus Athletic Events, 2001-02

Sport	Community	Students	Other
Baseball	1,500	400	100
Basketball-Men's	10,000	2,500	500
Basketball-Woman's	4,750	1,250	400
Cross Country	50	20	10
Golf	50	10	10
Soccer-Men's	500	150	50
Soccer-Women's	650	100	50
Softball	1,400	300	100
Track & Field	150	30	10
Volleyball	1,500	300	100
Total	20,550	5,060	1,330

Source: CSU Stanislaus Department of Athletics. There was no information available regarding ticket sales or on the methodology used to complete the report. There was no name attached to the forms submitted by the Department.

The School of Fine and Performing Arts is another important area of the University that draws members of the community to the University. Table 17 reports the number of events by department for the past three years.

Table 17: Event Count for Departments in the School of Fine and Performing Arts

Department	2001-02	2002-03	2003-04
Art	6	6	6
Music	43	33	45
Theatre	7	6	5
Total	56	45	56

Source: Taken from calendar of events pamphlets provided by the School of Fine and Performing Arts.

According to information provided by the Department of Theatre, 11,034 people attended drama events during the 2002/03 academic year. So far, they have entertained 8,090 patrons in the 2003/04 academic year. The data provided by the Department of Theatre do not break out students from other groups who attend their events.

There are a variety of other events hosted at the University that are open to the public. The annual Fantastic Fourth Celebration entertains at least 16,000 people. This is the attendance figure reported by Development and University Relations. It would be safe to say this is the low estimate as thousands more people congregate around the University to watch the fireworks show at the end of the concert. Other concerts including the Labor Day Concert and the Concerts by the Lake combine to entertain another 4,500 people annually.

The Champions of the American Dream lecture series hosts 400 people annually. Other free events including the Martin Luther King event, the Cesar Chavez Celebration, and the University Lecture Series host another 800-1,000 people annually. In all, these various events that open to the public and inform and/or entertain over 22,000 people annually.

In addition to the special free events that are hosted by the University, the University provides unique events to the region. Since the 2000/01 academic year, the University has brought in James Baker, Don Mayol, Steve Young, and General Norman Schwarzkopf. It has hosted concerts by Randy Travis, Van Cliburn, Emerson Drive, Merle Haggard and Chester Smith, B.B. King, Buddy Guy, Susan Tedeschi, Tommy Castro, and the Temptations Review featuring Dennis Edwards. These fee-based events drew 8,700 people in 2000/01, 5,000 people in 2001/02, and 2,220 people in 2002/03.

The Stockton campus provided some information regarding events that took place there during a period beginning in October 2000 and ending in May 2003. In all, a total of 18 events were described. Based on the descriptions, community members attended about 13 of the 18 events. No attendance figures were provided, but the descriptions and event titles show a variety of programs. There were a number of meetings to develop collaboration between the campus and the Stockton school district, a Randy Travis concert, a community health fair, a criminal justice panel, and a lecture/book signing.

The only reported data received that separated students from the rest of the people attending events was the report submitted by the Department of Athletics. This is an important distinction to make because one of the main points of this report is that the University serves the region as a cultural, intellectual, and entertainment center. The idea is that the unique nature of a University causes it to bring in the types of events that would not exist in an area if the University was not there. It is reasonable to think that many of the people attending the fee based Development and University Relations events are not students. This is probably the case for the free concerts that take place in the summer. It would also seem reasonable to think that most of the people who attend the Children's Theatre event are not students at the University. Many of the patrons come from area elementary schools. This same conclusion does not seem to hold for other Department of Theatre events.

Given the statements in the previous paragraph, it is reasonable to say that over 52,000 people from the community came to the University to enjoy cultural, sporting, and entertainment events during 2000/2001 and 2001/02. This estimate assumes that the Theatre Department draws at least 5,000 patrons annually to the play for children held every January. Over 60,000 came to events in 2002/03. The increase was largely due to a significant increase in the attendance figures for sporting events. Again, the phrase "at least" is used because the Theatre numbers were left out because there is no distinction between students and others. There are no data regarding attendance at events put on by the Art or Music Departments.

UNIVERSITY ECONOMIC IMPACTS

So far this report has documented the economic impact of student spending and the economic impact generated by employee earnings. The final aspect of estimating the economic impact is the direct operation of the University and the impacts generated by its purchases of goods and services.

The first part of the process of estimating the economic impact of the University is to determine the amount of new money that is brought into the region by the existence of the University. In order to do this a number of adjustments need to be made to the financial data that were made available for this study. The University is funded through a variety of sources. Two of the main sources of funding include revenue from student fees and contributions from the state. The amounts that are reported by the University in financial reports must be adjusted for the purposes of this impact study. The goal of the study is to estimate the impact of the University in terms of new economic impacts. This means that fees generated by students who came to the University from within the six-county region will not be counted as new money in the region. It is likely that these students would have spent their money on other items.

The first adjustment is to estimate the percentage of taxes the region may contribute to the total state contribution of the University's budget. Data on the region's contribution to this revenue are not available. In order to obtain a number for the region's share of the state contribution to the University, we used the region's income as a percent of total state income as a proxy. According to data from the California Department of Finance, the counties in this region have about 2.8% of the total income in the state. This number will be used as an estimate of the local income tax share of the state contribution to the University.

Table 18: County Shares of Total California Income, 1999

County	Income as percent of California total
Calaveras	0.1
Mariposa	Less than 0.1%
Merced	0.4
San Joaquin	1.2
Stanislaus	1.0
Tuolumne	0.1
Total	2.8

Source: California Department of Finance, County Profiles (1999)

Total income in the region accounts for 2.8% of the total for the state. We will assume that this is the same percent of total taxes paid to the state. This will be the share of the funds from the state that will be attributed to local sources and will be subtracted from the state contribution. The reason for this is because these taxes are local money that if kept local would have been spent on something. They do not represent a new addition of dollars to the region.

According to the Basic Financial Statements, non-capital state appropriations in 2002/03 totaled \$57,768,963. After adjusting for the tax payments made by local residents, the money brought into the area from these state appropriations total \$56,151,432.

A second step is to estimate the percentage of student fees that are generated by students coming from outside the region. The data to estimate this amount are provided by the Office of Institutional Research, Planning, and Accountability, from the department's Fact Book Fall 2002, and from California State University, Stanislaus Revenue Projections reports dating back to the 1996/97 academic report.

Generating an estimate for this is not a simple matter. The data from the Fact Book Fall 2002 are not consistent with the data from the Revenue Projections reports. It appears that the discrepancy is the result of the way international students are counted. Based on a number of conversations it appears that the Fact Book counts all students who still report an international origin. This includes students who meet state residency status. As a result, the figure for international students reported in the Fact Book Fall 2002 overestimates the number of students who pay out-of-state fees. According to the Revenue Projections reports there have been about 70-80 students who pay out-state fees. We used the material from the Revenue Projections reports to modify the data from the Fact Book Fall 2002. According to the Revenue Projections reports, out-of-state fees were estimated to be \$662,580 in 2002/03. This amount will be included as part of new dollars that are brought into the region.

The next step is to determine how many of the people paying in-state fees originates from outside the six-county region. The Revenue Projections report estimated that the total resident fees would be \$11,234,363 in 2002/03. Only a portion of these fees will be counted as new money brought into the region. Data from the Fact Book Fall 2002 were used to determine the percent of in-state students who came from outside the region. During this period about 11% of the in-state students came from counties outside the six-county region. Based on these figures it is estimated that \$1,235,780 of in-state fees come to the University from outside the region.

The out-of-state and the in-state fees that are paid by students coming to the University from outside the six-county region will be included as dollars that would not generate any economic impact had the University not been here. By adding the two together, we get an estimate of \$1,898,360 in student fees coming into the region.

The estimate in the previous paragraph is really an underestimate of student fee revenue. As described in the section on student spending impacts, it is very likely that a number of students in the region would have left the region to go to college somewhere else. This seems especially appropriate since there are few other four-year college options available to residents of the region. Unfortunately, there are no data available that would indicate to us how many of the students who come to the University would have left the area to go to some other college or university.

When it is assumed that all juniors, seniors, credential, postbaccalaureate, and masters students would have left the region had the University not been located here, additional dollars as reported below would have been added to the total regional impact of the University. By using much the same methodology as in the student spending section, we get an estimate of \$6,750,900 in fees that would have left the region if the University was not here.

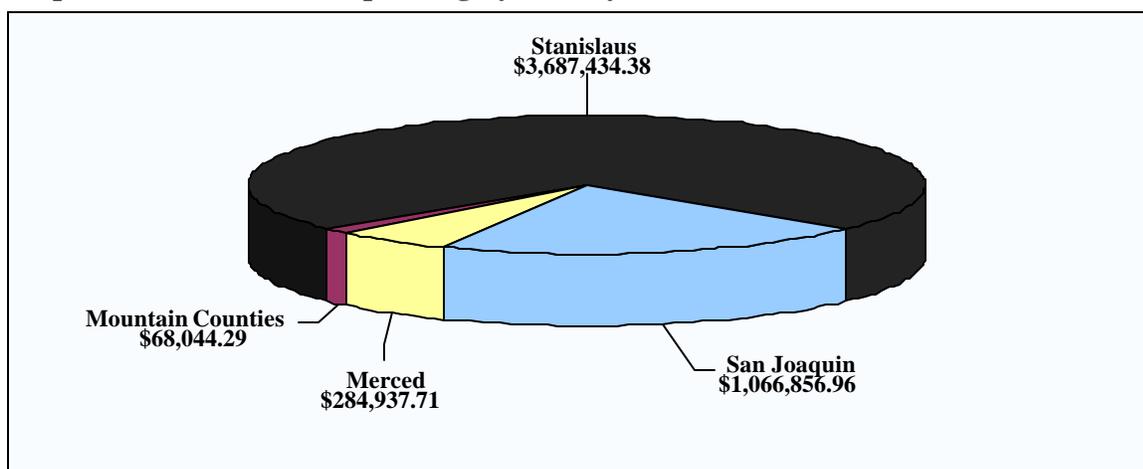
All of these estimates result in a figure of \$64,800,692 that can be considered money that is brought into the region to help run the University, and can be considered part of the direct impact of the University in terms of educational services.

The University also has a number of self-supporting or semi self-supporting entities. These include parking, housing, bookstore, and University Extended Education. Revenues generated by these entities will not be counted as new spending generated by the existence of the University. It is likely that the spending on many of these areas represent a shift in economic activity and not new economic activity in the region. Student spending would take into account the bookstore and housing.

The final two components to add to the \$64.8 million are grants that support research at the University. This number reflects the amount of new money the University brings to this region in order to provide educational services. This number is quite a bit lower than the \$101.6 million that the University reports in its financial statements. There are a number of reasons. One is that the figures are adjusted to count only new money into the region or money captured in the region because the University is here. It is also important to note that money that comes to the University in the form of student aid is not counted in this figure. Student spending was estimated in a previous section based on estimated spending patterns. Counting the impact of student aid would result in double counting student spending. Finally, many of the self-support activities were excluded because they represent more of a shift of economic activity within the region than any new economic activity.

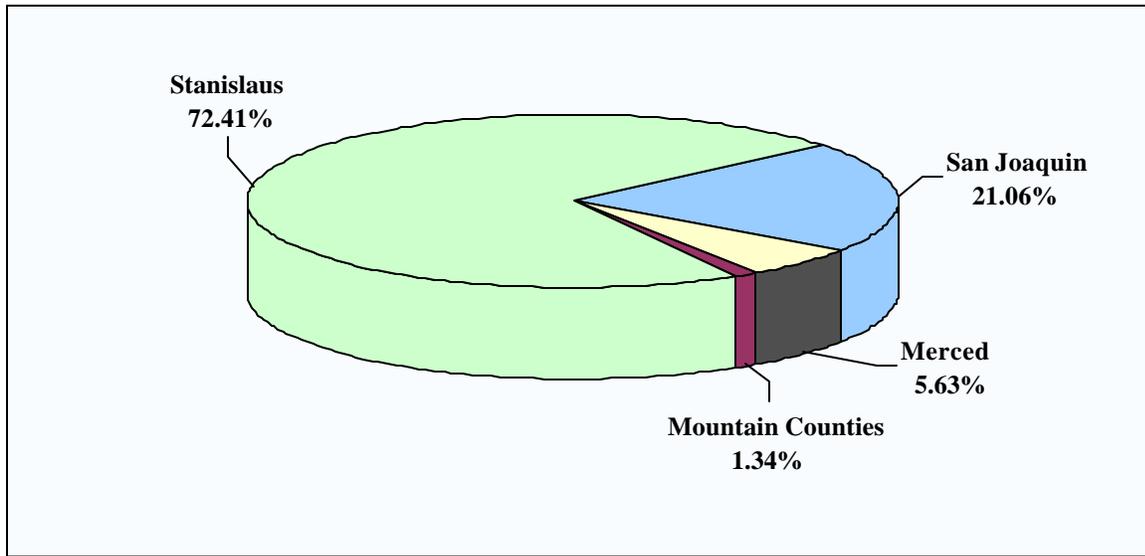
In addition to the direct impact of the University and the impacts of its employees, the University also impacts the region through purchases of goods and services. The Vice President for Business and Finance Office was able to provide detailed purchase information for 2002/03. According to the information provided, total spending on goods and services was \$19 million. Over 26% (\$5,085,131) of this was to companies in the six-county region. Graphs 10 and 11 show how University spending on goods and services within the region are distributed within the region.

Graph 10: Dollar level of Spending by County 2002/03



Source: Calculated using information provided by CSU Stanislaus Financial Services

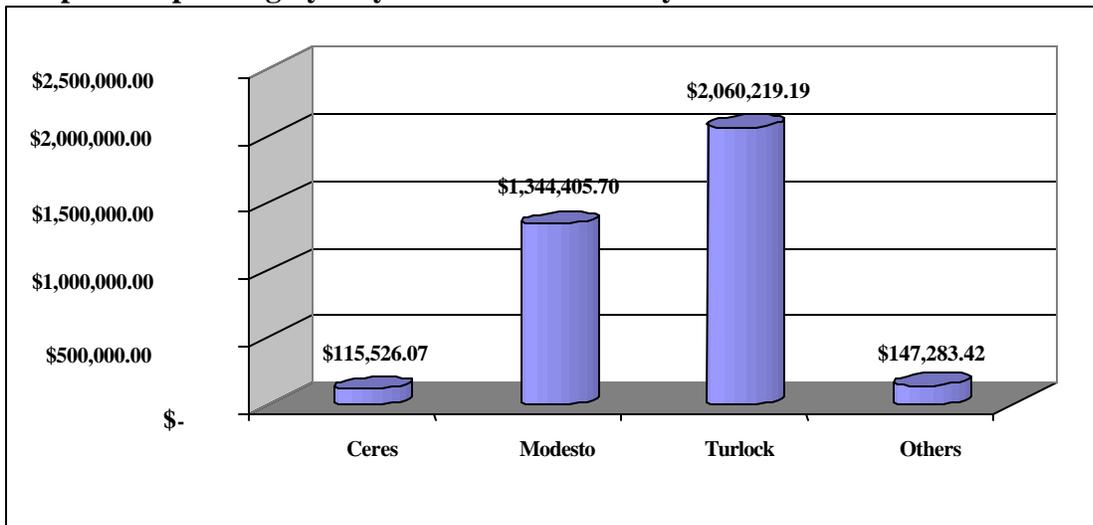
Graph 11: Distribution of Spending by Percent in the Region 2002/03



Source: Calculated using information provided by CSU Stanislaus Financial Services

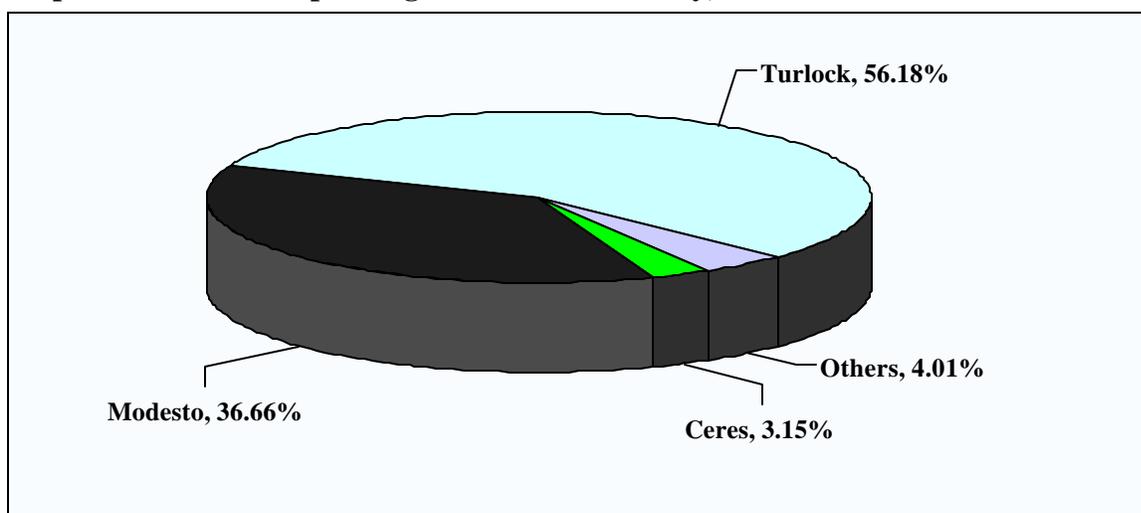
Graph 11 shows that over 72% (\$3,687,434) of spending in the region is paid to businesses within Stanislaus County. This amounts to a little over 19% of total University purchases. The tables below show how this spending is distributed within the county. The following two graphs show how this spending is distributed in Stanislaus County. Virtually all of the \$1 million of spending in San Joaquin County occurred in Stockton.

Graph 12: Spending by City in Stanislaus County 2002/03



Source: Calculated using information provided by CSU Stanislaus Financial Services

Graph 13: Percent of Spending in Stanislaus County, 2002/03



Source: Calculated using information provided by CSU Stanislaus Financial Services

Table 19 below reports the specific industry categories of spending in the three valley counties. Professional services ranked highest. Part of the reason for this is that many of the entries in the files provided were under the name of an individual with no mention of industry. State and local government includes schools and public utilities such as the Turlock Irrigation District.

Table 19: Spending by Industry within Valley Counties, 2002-03

Industry	Amount
Professional Services	\$987,496
State & Local Government	\$933,443
Construction	\$918,357
Retail Trade	\$605,004
Business Services	\$564,220
Wholesale	\$277,042
Other Services	\$212,708
Stone, Glass	\$128,190
Education Services	\$117,984
Printing & Publishing	\$ 84,066
Communications	\$ 53,162
Furniture	\$ 52,963

Source: Calculated using information provided by CSU Stanislaus Financial Services

The input-output model that was used to estimate the total impact of student and faculty spending can also be used to estimate the additional employment that is supported when the University buys goods and services in the region. University purchases of goods and services in the region supported approximately 100 jobs in the region, and an additional \$3,012,495 in sales of goods and services in the region.

Construction is another type of spending on goods and services that the University has done quite a bit of in recent years. According to the 2002/03 Financial Statements, there was a total of \$8.8 million in construction in 2002/03. It is not clear what the source was for all of these funds.

Some of the funds may have been from local foundations or individuals. Other funds may have come from state government sources including general obligation bonds. Even though we are not certain of the origin of all of these funds, it will be assumed that all of this is new money to the region.

The input-output model can also be used to estimate the additional output and jobs that were created by the construction expenditures of the University. It is estimated that the construction at the University in 2002/03 supported 103 jobs in the region and an additional \$4,955,155 million in sales of goods and services in the region.

CONCLUDING REMARKS

Table 20 is a final summary of economic impacts of the University. It must be noted that the estimates do not come from data in identical years. The student and employee data are from 2001/2002 and the University and education services impacts are from 2002/03. It does not appear that the student and employee data would be significantly different in the following year. One should interpret these totals to be a representation of the University impacts for each of the last two academic years. The education services row represents the total number of employees at the University excluding students. Student employment would be somewhere around 600.

Table 20: Final Summary of Economic Impacts

	Jobs	Sales
Student Spending	340	\$ 54,755,050
Employee Spending	488	\$ 59,972,655
University Spending	203	\$ 7,967,650
Education Services	1006	\$ 70,800,692
Total Impact	2037	\$ 193,496,047

This project represents the first time in this University's 44-year history that it attempted a project of this type. The goal of this project was to get an accurate description of what impact CSU Stanislaus has on the six-county region that it serves. Table 20 is a summary of the economic impact of the institution and descriptions of the intellectual, cultural, and entertainment impacts were described in other sections of this report.

While there is much new information in this report, the ultimate goal of the project was not met. As noted in the report, there are many instances where it is hoped that the University will work to develop better methods of collecting data. The result of better collection will be a more complete measure and description of the value of the University to the region. A complete data collection process would show that the CSU Stanislaus has a more significant impact on the region than reported in this study.

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