

The Economic Impact and Alumni Contribution of California State University, Bakersfield

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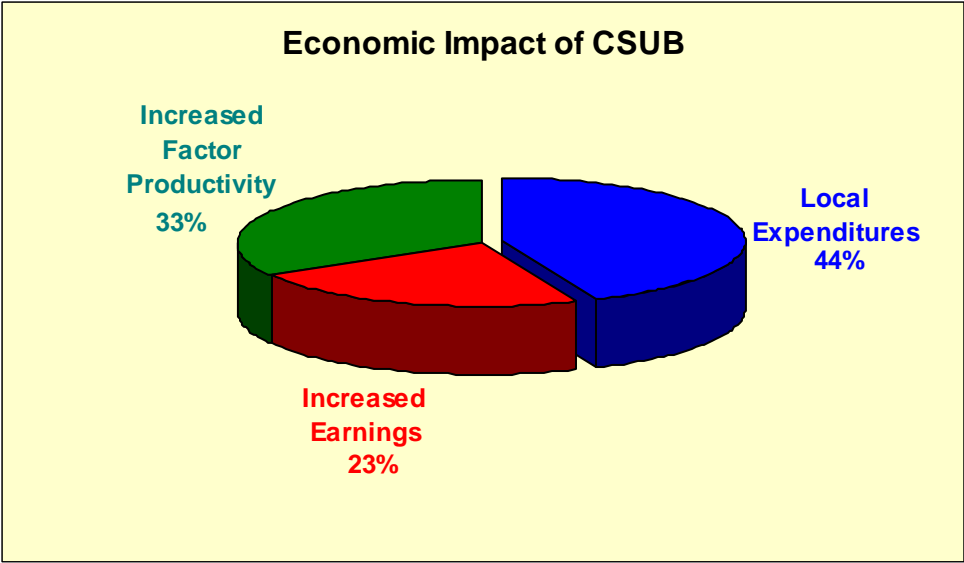
1. Economic Impact Study

1.1. Summary

This study estimates the economic impact of California State University, Bakersfield (CSUB) on Kern County in 2002-03. Direct economic impact occurs in a variety of ways such as expenditures by university, faculty, staff, and students. Indirect economic impact occurs when each dollar of direct spending creates additional dollars of expenditure in the community. In addition to these local expenditures, CSUB contributes to the local economy in a less obvious manner. As a regional university, CSUB supplies an educated and trained workforce to fill high-paying jobs, thus increasing the earning power of its graduates. Furthermore, presence of the university increases the levels of educational attainment and factor productivity in the county. The reason for this intangible effect is that knowledge and expertise are more easily and quickly interchanged when educated workers interact with each other, hence increasing production of goods and services in the economy.

The highlights of the study are as follows:

- CSUB has \$701 million impact on Kern County's economy.
- CSUB contributes \$268 million in direct and indirect spending to Kern County.
- CSUB helps increase the earning power of its graduates by \$140 million.
- CSUB helps improve total factor productivity by \$294 million a year.
- CSUB's direct spending of \$152 million creates 4,198 jobs in the local economy.
- Each \$1 of direct spending by CSUB creates an additional \$4.60 of income in the county.
- The economic and employment impacts of CSUB's direct spending have more than doubled since 1995-96.



Economic Impact of CSUB (In millions of dollars)			
Source of Funds	Direct Impact	Indirect Impact	Total Impact
University Payroll	60.4	45.9	106.3
University Purchases & Ancillary Expenses	9.5	7.2	16.7
Capital Expenditure	15.5	11.8	27.3
Student Spending	51.4	39.1	90.5
Retired Employee Spending	8.6	6.5	15.1
Community Service	6.7	5.1	11.8
Local Expenditures	152.1	115.6	267.7
Increased earning power of local graduates	82.1	62.4	144.5
Increased total factor productivity			293.8
Economic Enhancements			438.3
Total Economic Impact	234.2	173.1	706.0

1.2. Wages and Salaries

The university's total payroll amounts to \$60.4 million. It consists of wages, salaries, and benefits paid for the operation of both the Bakersfield campus and Antelope Valley extension. The State Side accounts for 84.9% of total payroll. The Foundation, which also operates the Children's Center, shares 10.7% of total payroll. The Extended University Division accounts for 3.0%, Food Services 1.2%, and Student Union 0.3% of total university payroll.

Wages & Salaries (Amount in millions of dollars)		
	Amount (\$)	Share (%)
State Side	51,272,700	84.9
Foundation	6,433,500	10.7
Extended University	1,800,000	3.0
Food Services	714,300	1.2
Student Union	186,600	0.3
Total	60,407,100	100

1.3. Purchases of Goods and Services

In addition to wages and salaries, the university paid \$26.5 million for the purchase of goods and services and the payment of ancillary and emergency items. The State Side accounts for 52.5% of this expenditure, Foundation 40.1%, Extended University 2.4%, Food Services 3.1%, and Student Union 2.0%. Obviously, goods and services are purchased from vendors inside and outside the county. On average, local vendors account for 36% of purchases of goods and services. Applying this average, we compute total local purchases of \$9.5 million.

Goods Purchases & Ancillary Expenses		
	Amount (\$)	Share (%)
State Side	13,894,000	52.5
Foundation	10,611,800	40.1
Extended University	632,000	2.4
Food Services	821,700	3.1
Student Union	527,800	2.0
Total	26,487,300	100
Total, Local	9,535,000	-

1.4. Capital Expenditure

In 2002 and 2003, CSUB completed several capital spending projects for a total of \$15.5 million. State Side financed the completion of 14 construction and remodeling projects totaling \$11.9 million, including two multi-million dollar projects: Classroom Office Building for \$8.6 million and Telecommunications Center for \$2.3 million. The Extended University paid more than \$1 million for the construction cost of its new building and the Foundation helped finance the construction of the Leadership Development Center for \$2.6 million.

Capital Spending		
	Amount (\$)	Share (%)
State Side	11,872,000	76.6
Foundation	2,600,000	16.8
Extended University	1,025,000	6.6
Total	15,497,000	100

1.5. Student Spending

Student spending is one of the largest direct expenditure items of CSUB's economic impact on Kern County. Enrollments in full-time equivalent for four quarters of 2002-03 totaled 6,416. To avoid double counting the payments for tuition fees, we use the data on "monthly subsistence allowance" for three kinds of living arrangement: on-campus, off-campus, and at home with parents. We then add to this amount the average spending on books and supplies to compute total student spending. Here, we assume that student labor income from on- or off-campus jobs and the wage differential between high school graduates and college students are spent on the "extras" over and above the subsistence allowance.

The subsistence allowance consists of three categories of room and board, transportation, and personal expenses. Students living with parents spend \$258 per month (or 40%) less than those living on campus and \$282 per month (or 44%) less than those residing off-campus. Reported living arrangements from a sample of financial aid recipients indicate that 71.8% of students live off-campus, 23.9% stay at home with parents, and 4.3% reside in campus housing. We partition enrollment figures into the number of students under these living arrangements and multiply each by its corresponding subsistence budget for a four-quarter academic year. We then add the

average spending on books and supplies to these quarterly living expenses. By doing so, we compute total student spending of \$51.4 million. Students living off-campus account for 76.7%; students living at home with parents for 18.6%; and students residing in campus housing for 4.7% of total student spending.

Student Spending		
Living Arrangements	Amount (\$)	Share (%)
Off-campus	39,421,700	76.7
At Home	9,540,600	18.6
On-campus	2,421,700	4.7
Total	51,384,000	100

1.6. Retired Faculty and Staff Spending

Many of the retired faculty and staff members live in Kern County. They receive compensation from the state retirement fund (CalPERS) and spend most of their income locally. In general, however, retired workers have a higher tendency to spend money outside the county (e.g., 5-15%) because they have more time to travel for family and entertainment reasons.

There are 99 retired faculty members of whom 70 reside in Kern County. Applying their average annual retirement pay of \$72,000, they receive more than \$5 million.¹ Likewise, there are 133 retired staff members of whom 107 are county residents. With an average annual retirement pay of \$42,000, they receive \$4.5 million. Total faculty and staff retirement compensation amounts to \$9.5 million a year. To consider their local spending, we take into account 90% of their wages and salaries. By doing so, we estimate total spending of retired faculty and staff members at \$8.6 million a year.

Retired Employee Spending		
University Members	Amount (\$)	Share (%)
Faculty	4,536,000	53
Staff	4,044,600	47
Total	8,580,600	100

¹ Here, we exclude the additional compensation that some of the retired faculty members receive by taking advantage of the Faculty Early Retirement Plan (FERP). The reason for this exclusion is that additional salaries they earn for each quarter of teaching are included in the university's payroll.

1.7. Community Service

University students, graduates, and employees are contributing members of the community. They help improve the quality of life by voluntary participation in social and professional activities. Community service helps students enrich their education by gaining practical experience in their fields of study. It also enables them to network with local professionals who may be able to assist them with job placement.

CSUB students provided 14,000 hours of community service (e.g., classes with service learning components and discipline-based internships) in such organizations as Bakersfield Homeless Center, Kern Adult Literacy Council, Boys and Girls Club, Bakersfield Condors and Centennial Gardens, Ebony Counseling Center, Behavioral Medicine Group, and KGET-TV Channel 17. Using the minimum wage of \$6.75 per hour, we estimate the value of student community service at \$94,500 per year.

Also university graduates and employees help with a wide-range of voluntary community service. They serve such organizations as the Bakersfield Homeless Center, Greater Bakersfield Chamber of Commerce, Hispanic Chamber of Commerce, Alzheimer's Association, American Cancer Society, American Youth Soccer Organization, and United Way. To quantify this contribution, we multiply the number of graduates who reside in the county (13,200) by their average community participation rate (35%) to obtain the number of active alumni members. We then assume a modest four hours of community service per month and \$32.5 average hourly wage to estimate the alumni contribution at \$5.9 million.² We use the same method to estimate the contribution that university employees make to improve the quality of life in the community. Given the average annual salary data for faculty and staff, we calculate the opportunity cost of their time at \$752,000. The total value of community service time that CSUB students, alumni, and employees provide is estimated at \$6.7 million annually.

² These data are obtained from the recent alumni survey. See part 2 of this report.

Time Value of Community Service		
University Members	Amount (\$)	Share (%)
Student	94,500	1.4
Alumni	5,855,900	87.4
Faculty & Staff	752,000	11.2
Total	6,702,400	100

1.8. Increased Earnings

As a regional university, CSUB enables county residents to gain a college education. Additional years of schooling help improve productivity of the workforce and results in higher lifetime earnings. CSUB graduates residing in the county use their enhanced earnings to purchase homes, automobiles, appliances, and a wide-range of household goods and services.

To compute the economic impact of enhanced earnings, we multiply the number of the university alumni who reside in Kern County by the earnings differential between high school and college graduates. Of course, county residents could gain a college education even without CSUB. In the alumni survey we administered for this study, 49% of the respondents indicated that they would have completed bachelor’s degrees even if CSUB were not available. Using this information, we reduce the total earnings calculated above by 49%. Furthermore, additional earnings are both spent and saved. We reduce the adjusted total earnings by 6% to account for the average propensity to save out of income. The countywide data estimates put the average annual earnings differential between high school and college graduates at \$13,500. For 13,200 local university alumni, total spending due to the earnings differential is \$82.1 million of direct benefits.

Increased Earnings Due to Greater Human Capital	
Total Earnings Differential	\$178,200,000
Adjusted Earnings Differential	\$87,318,000
Total Spending Due to Earnings Differential	\$82,078,900

1.9. Increased Productivity

A less obvious economic impact of CSUB is to enhance total factor productivity in Kern County. The fact that CSUB increases the availability and accessibility of college education creates intangible benefits to the community. This concept – studied by Robert Locus of the University of Chicago and Robert Rauch of the University of California, San Diego – asserts that educated workers are more productive if they interact with other

educated workers. According to Ken Riener in his impact study of Cal Poly San Luis Obispo, knowledge and expertise become more easily and quickly interchanged when educated workers interact with each other, hence increasing the production of goods and services in the economy. The rationale for taking this economic benefit into account is twofold: (1) college education helps elevate the level of educational attainment and work productivity and (2) university faculty members offer their expertise to the community in areas of research and training.

To quantify the increase in total factor productivity due to college education, we find the median level of educational attainment of 12.08 years in Kern County and 12.56 years in California. Hence, Kern County's educational attainment lags that of California by 0.48 years. Next, we utilize the data provided by the alumni survey (see question 3) to estimate the level of educational attainment in Kern County in the absence of CSUB. By doing so, we calculate the average years of schooling in the county at 10.96 years. Therefore, educational attainment of Kern County without CSUB would be 1.12 years lower. We then average these differences in the years of schooling (i.e., between Kern County and California, and between Kern County with and without CSUB) to obtain the net increment in educational attainment of 0.64 years. Finally, we multiply the county's total personal income of \$15.3 billion in 2003 by the ratio of productivity enhancement of 3% (i.e., the average of 3.2% estimate by Robert Locus and 2.8% estimate by Robert Rauch). Applying the 0.64-year schooling differential to the 3% increase in the county's total personal income, we obtain \$293.8 million in increased total factor productivity.

1.10. The Multiplier Effects

The multiplier effects fuel job creation and income growth. Accordingly, every dollar spent in the economy generates more than a dollar of additional income. For example, when students buy supplies from a bookstore, they create income for the business. The bookstore, in turn, re-spends that income in the form of supplies, wages, rents, and profits. As the money circulates in the economy, it creates jobs and incomes.

Generally, the Input-Output (I-O) models measure the spending multiplier effects for location-specific industries. As expected, there are discrepancies in the size of the multiplier effects because of the methodology and data used by various I-O models. In

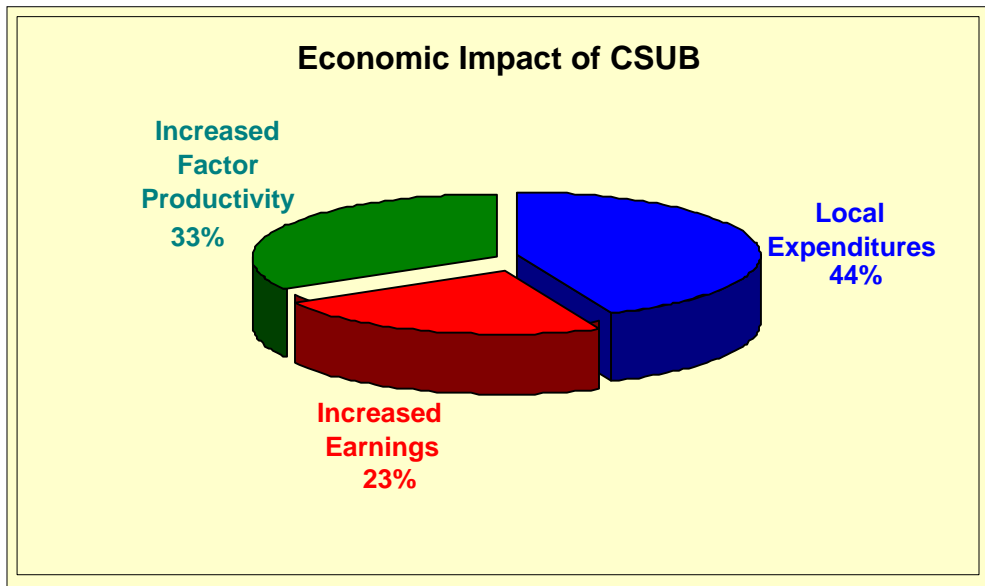
university impact studies, Tom Lynch of Florida State University demonstrates that the multiplier effects computed by the three standard regional models – RIMS II, IMPLAN, and REMI – show inconsistent results. To resolve this discrepancy, Riener takes the average multiplier of six university impact studies to calculate the multiplier effect for Cal Poly San Luis Obispo. To reconcile these approaches, we combine the RIMS II and IMPLAN multipliers for Kern County with Professor Riener’s average multiplier to calculate the spending and employment multipliers for CSUB. Accordingly, the spending multiplier we will use in this impact study is 1.76, indicating that each dollar of the university’s direct spending creates an additional 76 cents of indirect income in the region. The employment multiplier effect asserts that every \$1 million of university’s direct spending generates 27.6 jobs in the county.

The Multiplier Effects		
	Spending	Employment
IMPLAN	1.84	32.8
RIMS II	1.75	29.1
Cal Poly SLO Study	1.69	20.8
Average	1.76	27.6

1.11. Total Economic Impact

We compute the university’s total local expenditures in the amount of \$267.7 million, which consists of \$152.1 million in direct spending and \$115.6 million in indirect spending. We also estimate the university’s economic enhancements at \$433.4 million, which includes \$139.6 million in increased earning power of the local graduates and \$293.8 million in increased total factor productivity. The total economic impact of CSUB is \$701.1 million per year, which accounts for 4.6% of Kern County’s total personal income. The university’s local expenditures of \$267.7 million account for 44% of the total economic impact. The remaining \$433.4 million of economic enhancements consists of \$139.6 million (23%) in increased earning power of the local alumni and \$293.8 million (33%) in increased total factor productivity.

Economic Impact of CSUB (In millions of dollars)			
Source of Funds	Direct Impact	Indirect Impact	Total Impact
University Payroll	60.4	45.9	106.3
University Purchases & Ancillary Expenses	9.5	7.2	16.7
Capital Expenditure	15.5	11.8	27.3
Student Spending	51.4	39.1	90.5
Retired Employee Spending	8.6	6.5	15.1
Community Service	6.7	5.1	11.8
Local Expenditures	152.1	115.6	267.7
Increased earning power of local graduates	82.1	57.5	139.6
Increased total factor productivity			293.8
Economic Enhancements			433.4
Total Economic Impact	234.2	173.1	701.1



We then divide the university's total economic impact of \$701.1 million by its direct spending of \$152.1 million to find that each \$1 of direct spending by CSUB creates another \$4.60 spent in Kern County. Furthermore, we find that each \$1 million of the university's direct local expenditures creates 4,198 jobs in the county and \$136.6 million in wages and salaries.³ Of this employment impact, the farm sector accounts for 511 jobs

³ To calculate payrolls for each industry, we use the most recent data on annual average wages for Kern County. These data are provided by the state's Employment Development Department under Quarterly Census of Employment and Wages (QCEW). See column 3 of the employment impact table.

and total payroll of \$11.2 million and the nonfarm sector for 3,687 jobs and total payroll of \$125.4 million.

In the nonfarm sector, the “goods-producing” industries account for 604 jobs and \$20.3 million in wages and salaries including natural resources and mining (141 jobs and \$3.4 million payrolls), construction (239 jobs and \$8.5 million payrolls) and manufacturing (224 jobs and \$8.4 million payrolls). Likewise, the “services-providing” industries benefit from 3,687 jobs, which pay \$125.4 million in wages and salaries. Government agencies and public schools account for 996 of these service jobs and \$44.9 million payrolls. Trade, transportation and utilities benefit from 708 jobs and \$20.8 million in wages and salaries. Job and income creation in other services industries include professional and business services (389 and \$32.2 million), educational and health care services (385 and \$32.5 million), leisure and hospitality (315 and \$3.7 million), financial activities (148 and \$5.3 million), and information and other services (172 and \$5.4 million).

Employment Impact of CSUB			
Industry	Employment	Average Annual Industry Wage (\$)	Total Payroll (In millions of \$)
Total:	4,198		136.6
Farm	511	21,960	11.2
Nonfarm	3,687		125.4
Goods-Producing Industries:	604		20.3
Natural Resources & Mining	141	23,910	3.4
Construction	239	35,450	8.5
Manufacturing	224	37,550	8.4
Services-Providing Industries:	3,687		105.1
Trade, Transportation & Utilities	708	29,320	20.8
Financial Activities	148	35,910	5.3
Professional & Business Services	389	32,170	12.5
Educational & Health Care Services	385	32,540	12.5
Leisure & Hospitality	315	11,900	3.7
Information & Other Services	172	31,300	5.4
Government	966	46,477	44.9

1.12. Comparative Economic Impact

In this study, we have illustrated that CSUB makes significant contributions to Kern County’s economy. This university’s impact has increased with the growth of student population and alumni, construction of new buildings, additional payrolls,

increased expenditures on goods and services, and greater community service. To depict this increased impact, we compare results of this study with the economic impact study completed in 1995-96.

The previous impact study computed the spending and employment multipliers as 1.73 and 38.1, respectively. Hence, the university’s direct spending of \$64.3 million created \$111.3 million of additional expenditures and 2,450 more jobs. In this study, we have measured the spending and employment multipliers as 1.76 and 27.6. The university’s direct spending of \$152.1 million created \$267.7 million of additional expenditures and 4,198 more jobs. Over this time period, both the university’s direct spending and total local expenditures more than doubled. When adjusted for inflation, the university’s direct spending increased by \$56.6 million (or 119%) and total spending impact by \$100.9 million (or 123%). Furthermore, the university’s employment impact grew by 1,748 jobs.

Economic Impact over Time			
Year	Direct Spending (In millions of \$)	Total Local Expenditures (In millions of \$)	Additional Local Employment
1995-1996	64.3	111.3	2,450
2002-2003	152.1	267.7	4,198
Increase	87.8	156.4	-
Inflation- adjusted Increase	56.6 (118.9%)	100.9 (122.9%)	1,748 (71.3%)

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2. Alumni Survey

2.1. Summary

This study summarizes the information we have gathered about the impact of college education on the professional attainment of university graduates. In addition, we measure the contribution that the alumni make to the community and university.

The highlights of the study are as follows. In an alumni survey,

- 49% reported that they would have completed bachelor's degrees in the absence of CSUB.
- 50% stated that education led to promotion and career advancement with their current employers.
- 94% asserted that the benefits of a CSUB education justified its costs.
- 22% reported that they earned more than \$100,000 in 2003. Their average annual household income of \$67,400 was \$28,000 greater than the median household income of Kern County.
- 80% said they owned their place of residence; 47% of the homeowners estimated the market value of their homes between \$100,000 and \$200,000; and 43% paid between \$1,000 and \$2,000 in monthly mortgage.
- 44% reported that they used CSUB library and information resources in the past three years.
- 49% said they volunteered with programs that help reduce poverty in the community.
- 34% expressed willingness to volunteer at CSUB and Alumni Association events.

2.2. Sample and Sampling Method

The Office of Alumni Relations lists the number of university graduates at 25,931, but it maintains a database of 20,393 university alumni with known addresses. Of the latter group, 13,198 graduates reside in Kern County. We mailed a questionnaire to every fifth name in the local alumni list until we reached the sample size of 2,400. Of these local graduates, 335 completed and returned the survey. The survey produced a response rate of about 14%.

2.3. Educational Attainment

Questions 1-5 provided us with general information on educational attainment of survey participants.

1. What is your marital status?

The majority of the alumni, 60%, said they were currently married. In contrast, 22% stated that they were never married. The remaining 19% responded that they were divorced, separated, or widowed.

Choice	Response Rate (%)
Now Married	60
Widowed	4
Divorced	13
Separated	1
Not married	22

2. What is the formal education you have completed? (Check all that apply)

Forty-eight percent of the alumni have completed bachelor's degrees and an additional 18% held post-baccalaureate certificates. Thirty-seven of the respondents said they earned master's degrees and 2% had doctorate degrees.

Choice	Response Rate (%)
Bachelor's Degree	48
Post Baccalaureate Certificates	18
Master's Degree	37
Doctorate Degree	2

3. Which statement best describes what probably would be your highest college degree attained today if there were not a CSU campus in Bakersfield? (Check one)

In the absence of CSUB, 49% of the respondents stated that they would have completed bachelor's degrees and 19% graduate degrees. However, 26% responded that they would have completed associate's degrees and 6% indicated that it would have been unlikely for them to attend college if there were no CSUB.

Choice	Response Rate (%)
I most likely would not have completed any college	6
I most likely would have completed an Associate's degree from a community college	26
I most likely would have completed a Bachelor's degree	49
I most likely would have completed a Master's degree	17
I most likely would have completed a Doctoral degree	2

4. Do you plan to complete additional educational programs? (Check one)

Forty-six percent stated that they would consider completing advanced degrees and 9% asserted that they would consider professional certificates. In contrast, 45% said they were not seriously considering additional education.

Choice	Response Rate (%)
No, I am not seriously considering additional education at this time	45
I would consider an advanced degree	46
I would consider a professional certificate	9

5. Has any one of your children attended CSUB?

Twenty percent of the survey respondents said that they have had one or more of their children attending CSUB, but 42% responded that they have not. For the remaining 38%, this question was not applicable.

Choice	Response Rate (%)
Yes	20
No	42
Not Applicable	38

2.4. Employment Impact of CSUB Education

Questions 6-8 provided us with information about the effect of a CSUB education on employment and career advancement of the alumni.

6. What is your current occupation or job description?

The university alumni work in a variety of occupations and industries. Thirty-eight percent were teachers, counselors, and administrators at primary and secondary schools; 20% worked in the business and professional services industry and 12% provided educational and health care services. City and county governments employed

10% and the trade industry hired 11% of the of the university graduates. Six percent of the survey respondent said they held jobs in other industries. Only 3% classified themselves as homemakers or retired.

Choice	Response Rate (%)
Education	38
Professional & Business Services	20
Education & Health Services	12
Wholesale & Retail Trade	11
City & County Government	10
Other Industries	6
Homemaker or Retired	3

7. Which statement describes how your CSUB education most likely affects you in the market? (Check all that apply)

Responding to the above question, 41% of the survey participants indicated that without college education, they would not have qualified for their current employment; 36% stated that they were able to better compete for the job they currently hold; 50% asserted that a college education enabled them to gain promotion or improve career paths. In addition, 45% indicated that a college education improved their breadth, skills, and effectiveness within their current jobs. In contrast, 31% did not think that a college education has had any effect on their productivity levels or career choices.

Choice	Response Rate (%)
Without it, I could not have qualified for my job with my current employer	41
It enhanced my competitiveness for the job I hold with my current employer	36
It led to promotion or widened possible career paths with my current employer	50
It enhanced breadth, skills, and effectiveness with my current job	45
It most likely had no effect on my productivity or career	31

8. Have the total benefits (both economic and non-economic) from a CSUB education been adequate to justify your investment? (Check one)

An overwhelming majority of the survey respondents, 94%, believed that the benefits they received from their CSUB education justified their human capital investments (i.e., time and money). Of these respondents, 70% said the university impact was *definitely* affirmative and 24% stated *probably* affirmative.

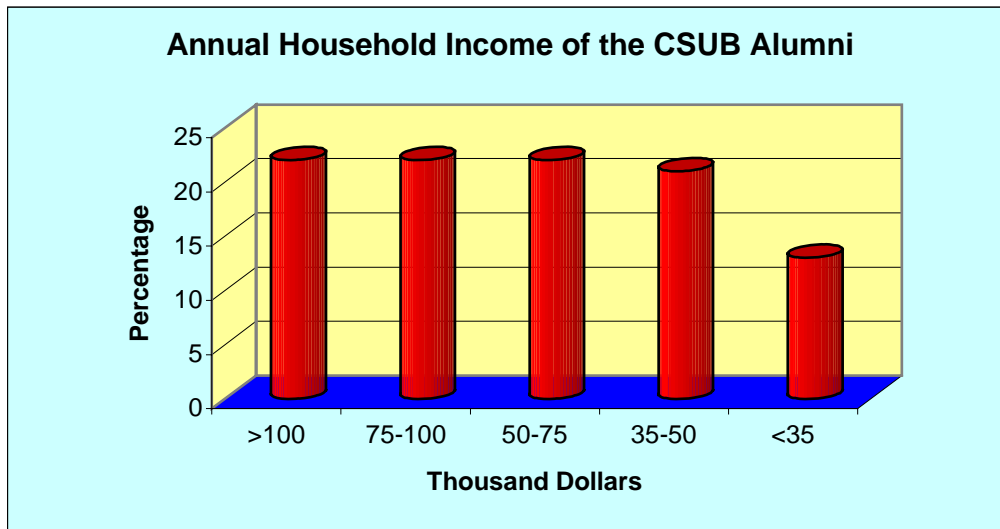
Choice	Response Rate (%)
Yes, definitely	70
Yes, probably	24
No, probably not	5
No, definitely not	1

2.5. Economic Impact of CSUB Education

Questions 9-10 furnished information about the effect of a CSUB education on economic conditions of the alumni.

9. What was your household income in 2003?

The majority of the alumni are financially well off. Twenty-two percent reported that their annual household income exceeded \$100,000; 22% said they made between \$75,000 and \$100,000; another 22% between \$50,000 and \$75,000; and 21% between \$35,000 and \$50,000. However, 13% said they earned less than \$35,000 annually. The average household income of CSUB graduates responding to this survey was \$67,400. This amount was \$28,000 greater than the median household income of Kern County residents.



10. Do you own your place of residence? If yes, what do you think is the market value of your property? How much is your monthly mortgage payment?

An overwhelming majority of the survey participants, 80%, said they owned their place of residence. Thirteen percent of these homeowners estimated that the market value of their homes was above \$300,000, 30% between \$200,000 and 300,000, 47% between \$100,000 and \$200,000, and 10% less than \$100,000. The estimated market value of their homes averaged over \$200,000. Of these homeowners, 11% said they already paid-off their mortgage, 43% stated that their monthly mortgage payment was less than \$1,000, 43% between \$1,000 and \$2,000, 2% between \$2,000 and \$3,000, and 1% more than \$3,000. The average mortgage payment was over \$1,000 per month.

Choice	Response Rate (%)
Homeownership:	
Yes	80
No	20
Market Value of Property:	
Less than \$50,000	1
\$50,000 - \$75,000	3
\$75,000 – \$100,000	6
\$100,000 - \$200,000	47
\$200,000 - \$300,000	30
More than \$300,000	13
Monthly Mortgage Payment:	
Paid-off	11
Less than \$1,000	43
\$1,000 - \$2,000	43
\$2,000 - \$3,000	2
More than \$3,000	1

2.6. Community and University Service

Questions 11-14 indicate the extent to which university alumni were willing to serve the community and university. They also provided information about the expectations that the alumni have from CSUB and its Alumni Association.

11. Indicate if any member of your household has attended activities or used facilities at CSUB within the past three years. (Check all that apply)

Many of the alumni attended university-sponsored activities or used university facilities. Forty-four percent of the respondents said they or their family members used CSUB library and information resources within the past three years. Twenty-one percent stated that they took advantage of continuing education courses and seminars and another 32% said they attended performing arts and cultural events. Twenty-six percent

responded that they attended intercollegiate athletic events and 16% participated in activities organized by outside groups using CSUB facilities. Eleven percent benefited from the university-sponsored youth programs, 13% participated in Alumni Association events, and 10% participated in miscellaneous university activities and events.

Choice	Response Rate (%)
Alumni Association events	13
Intercollegiate athletic events	26
Performing arts and cultural events	32
Library or other information resources	44
CSUB Sponsored youth programs	11
Educational events and continuing education courses	21
Use of university facilities by outside groups	16
Others	10

12. Have you performed professional and community service in the past three years in any of the following areas? (Check all that apply)

The university alumni served the community in many ways. Thirty-five percent of the survey respondents said they served in professional associations or had community task force assignments; 40% indicated that they were active in religious organizations; 46% helped improve literacy and education; 49% helped reduce poverty; 16% assisted groups facing special challenges; 22% were involved with cultural and art programs; 42% served youth programs; and 7% were involved in other community activities. After adjusting for the multitude of activities, we find that nearly 35% of the alumni participated in at least one type of community service.

Choice	Response Rate (%)
Professional association or task force	35
Religious organization	40
Literacy, education, and schools	46
Helping the poor and needy	49
Helping groups with special challenges	16
Cultural and art programs	22
Youth programs	42
Others	7

13. How should CSUB and its Alumni Association serve its graduates? (Check all that apply)

Fifty-one percent of the survey respondents said they want CSUB and its Alumni Association to serve its graduates in career advancement; 19% in membership benefits; 31% in continuing education; 31% in social activities; 38% in information resources. Finally, 47% of the respondents wanted CSUB to play a more active role in advocating higher education in the community.

Choice	Response Rate (%)
Career assistance	51
Membership benefits	19
Continuing education	31
Social activities	31
Information resources	38
Serve as advocate for higher education in the community	42
Other	17

14. If you are willing to provide support to CSUB and its Alumni Association, which type? (Check all that apply)

The university alumni were willing to provide support to CSUB and its Alumni Association. Fourteen percent of the survey respondents said they would help as campus volunteers and 20% as Alumni Association volunteers. Another 20% stated they would help with community service activities and 16% said they were willing to provide monetary gifts. Nineteen percent of the alumni indicated that they were willing to provide students with mentorship and internship, and another 19% said they would serve as advocates for higher education in the community.

Choice	Response Rate (%)
Campus volunteer work	14
Alumni volunteer work	20
Community service	20
Money gift	16
Student mentorship and internship	19
Serve as advocate for higher education in the community	19
Other	4