

California State University Northridge: Community Impacts



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Executive Summary

This project measures the economic, social, and demographic impacts of CSUN in metropolitan Los Angeles. Several methodologies were employed in the development and analysis of the data. The analysis utilized economic modeling (IMPLAN Pro™), spatial (GIS), statistical, and qualitative analysis using university datasets, state and local economic data, and data from the 2000 Census.

Significant findings of the study include:

- The overall impact of California State University Northridge on the metropolitan Los Angeles economy is estimated to be between \$664 million and \$686 million per year. This activity takes place mostly in the Services sector, Foreign & Domestic Trade, and Government.
- For every dollar of state appropriation, CSUN generates over four dollars of economic activity. CSUN expenditures have a multiplier of 1.96 – that is, for every \$1 spent by the university and its faculty, students, and staff, an additional 96 cents of spending ripples through the L.A. County economy.
- *Direct* economic activity in L.A. County attributable to CSUN is estimated at between \$340 million and \$350 million per year. This is mostly in Services and Foreign & Domestic Trade.
- *Indirect* economic activity – that is, purchases made by local CSUN suppliers from their own local suppliers – is estimated at approximately \$75 million. This is mostly in Services.
- *Induced* economic activity – that is, consumption spending of employees whose firms receive CSUN dollars directly or indirectly – is estimated at between \$249 million and \$260 million. Some 40% of this activity is in Services, with Government, Manufacturing, Retail Trade, and other sectors far behind.
- In addition to the 5800 jobs at CSUN itself, the university's economic activity creates an additional 5,700 to 6,000 jobs in the local economy. Most of these jobs are in the Services, Government, and Retail Trade sectors.
- CSUN is a major producer of K12 Teachers in the region, the state, and the nation as a whole.
- CSUN is recognized as a leader in producing students who go on to Ph.D. programs in several disciplines, and one of the top producers in the nation of students who go on to Ph.D. programs in science.
- CSUN is recognized among the top minority serving universities, as measured by the services provided and the numbers of minority graduates.
- CSUN is a major regional incubator of arts and culture, particularly in electronic media and music.
- CSUN is the primary anchor for athletics, arts and culture among the 1.6 million people living in the San Fernando Valley portion of the City of Los Angeles.
- CSUN is a major producer of basic and applied research, with almost \$27.5 million in external grants for 2003-2004.

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Introduction

Over the past half-century California State University, Northridge has emerged as a major university of national standing. Indeed, it is the largest public comprehensive university in the City of Los Angeles and, with its 32,000 students, is one of the largest universities in the nation. Consequently, CSUN permeates the life and economy of southern California.

This project measures the economic, social, and demographic impacts of CSUN in metropolitan Los Angeles. Several methodologies were employed in the development and analysis of the data. The analysis utilized economic modeling (IMPLAN), spatial (GIS), statistical, and qualitative analysis using university datasets, state and local economic data, and data from the 2000 Census.

Economic Impacts

This section of the report seeks to estimate the economic impact of California State University Northridge on the Los Angeles County economy in the fiscal year 2002-03. This analysis was conducted using data provided by CSUN; making conservative assumptions about expenditures patterns; and using IMPLAN Pro™, an input-output model. The result seeks to estimate *direct*, *indirect*, and *induced* economic activity associated with CSUN. IMPLAN is a common economic tool used by hundreds of governmental and educational institutions – including six other CSU campuses.¹ IMPLAN has been used on the CSUN campus in the past.

Methodology

The model used for the economic analysis was IMPLAN Pro™, an input-output model first developed by the U.S. Forest Service (USDA-FS), the Bureau of Land Management (BLM) and the Federal Emergency Management Agency (FEMA) for use in land planning and resource management.

IMPLAN is based in matrix algebra and uses information about the types and amounts of production factors – raw materials, labor, and intermediate goods – needed to produce any given output. IMPLAN uses dollar valuations of these inputs, and traces the currency flows from the original purchase of a good as they work their way through the economy of the study area. Data from the ES-202 and County Business Patterns are used to regularly update the model.²

IMPLAN Pro™ allows for three types of multipliers to be examined:

- Type I multipliers estimate the total amount of expenditures resulting from an original expenditure (direct impact) and related purchases made by industries buying from other industries (indirect impacts).
- Type II multipliers estimate the total amount of expenditures that result from the direct impacts, indirect impacts, and induced effects as employees of industries spend their income.
- Type SAM multipliers are generated using information from a social accounts matrix, hence the name SAM. In addition to the direct and indirect impacts, SAM calculates induced effects, but in a more complicated way than under the Type II method. In SAM, social security, income tax, inter-institutional transfers, and the like are also modeled.

¹ CSU campuses include Cal Poly, Chico, Fresno, Fullerton, Sacramento, Stanislaus, and CSUN. <http://www.implan.com/references.html>.

² The ES-202 data are a count of employees who work during each month and a total of wages paid each quarter by employers who are subject to unemployment insurance taxes. These data are collected by the state according to parameters established by the US Bureau of Labor Statistics.

The size of any particular multiplier is determined by the specific economic characteristics of the economy being modeled and by the assumptions made in applying the model. A crucial issue is the way in which the model estimates trade flows. The IMPLAN model uses regional purchase coefficients and industry-specific ratios of regional value added to output to customize the model to the region being studied. Other models use different methods; the RIMS II model, for instance, uses location quotients instead. Differences in model construction and in the assumptions made will result in different multiplier estimates even for the same region. When identical models are used in different regions, different multipliers are likely to be calculated because of differences in the regions' economic structures and trade flows.

A common misconception concerning multipliers is that once estimated they can be applied anywhere, but they are economy and time-frame specific. The multiplier generated by this analysis, while it might be applied to the 2002-2003 impacts of other California State University campuses in Los Angeles County, could not be used to estimate the impacts of private colleges and universities in the county. Nor could it be used to predict impacts of CSU campuses in other parts of the state.³

In estimating the overall multiplier under each scenario multipliers specific to each of the L.A. county industries were applied by IMPLAN to spending in each of the four categories included in this analysis – operations spending, capital expenditures, employee spending, and student expenditures. These four initial impacts were analyzed as a project so that their individual effects were summed to provide the total impact. The project's output multiplier was then calculated by dividing the total impact (direct, indirect, plus induced) by the direct impacts. The jobs multiplier was calculated by dividing total number of jobs supported by the number of university employees.

This study uses financial data from the 2002-2003 fiscal year – the most recent year for which sufficient data are available.

Context: The Los Angeles County Economy

This report seeks to estimate the economic impact of California State University, Northridge on the Los Angeles County economy. The estimated population of Los Angeles County in 2003 was 9,979,600, which was an increase of 162,200 over the 2002 total (1.7% annual increase).⁴ Were L.A. County a state, it would be the 9th largest, nearly as large as Michigan.⁵ It ranks as the 2nd largest manufacturing center in the nation, with 16 base industries and a 1999 estimate of 222,513 business establishments (not including the self-employed).⁶

At the time of the 2000 census, 44.6% of County residents reported having Hispanic heritage. County residents who identified themselves as white comprised 49% of the population. Asian-Pacific Islanders made up 12% of the population, while 9.6% of respondents identified themselves as Black. 2.4% indicated their race as Other.⁷

The median household income in 1999, as reported in the 2000 census, was \$42,189, somewhat lower than that of the state as a whole (\$47,493).

³ The type and quality of data used will also affect the analysis. Those analyses done with the benefit of highly detailed survey information are likely to be more accurate than those which depend on coarser data.

⁴ California Department of Finance, *California County Profiles*, http://www.dof.ca.gov/HTML/FS_DATA/profiles/pf_home.htm accessed August 2004.

⁵ U.S. Census Bureau, Census 2000, Summary File 1.

⁶ Los Angeles Economic Development Corporation, www.laedc.org.

⁷ Ibid.

County residents have a relatively high level of academic achievement. According to Year 2000 Census sample data, 70% of the population held at least a high school diploma, while 25% held a baccalaureate degree or advanced degree.⁸

There are 159 universities and college campuses within the County to help prepare the workforce needed by the County's diverse economy.⁹ The county's 2002 civilian labor force was estimated to include 4,696,000 people.¹⁰

Trade, transportation and utilities, taken together as an industry, employed the most people in Los Angeles County (786,700) in 2002. Government employed 605,000, while business and professional management services employed 578,300, and manufacturing accounted for nearly 540,000 jobs. Leisure and hospitality employed more than 350,000.¹¹ Direct international trade employs roughly 280,000 workers, as the Los Angeles Customs District is second only to New York in the value of two-way trade conducted in the nation. The motion picture and TV production industry employed more than 246,000.¹²

Between 2001 and 2002, Los Angeles County registered a loss of 40,500 jobs. For California as a whole, the jobs lost during the recession had not been fully replaced as of March 2003, but the employment picture has been steadily improving. The seasonally unadjusted unemployment rate for the first 6 months of 2004 has averaged 6.5%, a slight improvement over the 2003 rate of 6.8%.¹³ The sectors seeing the most improvement are those that figure prominently in the Los Angeles economy – film, TV, and commercial production; professional service; and trade, transportation and utilities. A robust increase in demand for exported California-produced goods bodes well for both the regions manufacturing sector and its direct international trade sector.¹⁴

CSUN in the Los Angeles Economy

With a 2003-2004 enrollment of approximately 32,000 total students, CSUN is one of the largest universities in the region, and the largest comprehensive university in the City of Los Angeles. It is comparable in size to the University of Southern California (30,682), and CSU Fullerton (32,592). By comparison, CSU Long Beach had a 2003-2004 enrollment of almost 34,000, while the University of California, Los Angeles had approximately 37,600 students.¹⁵ In the 2003-2004 academic year, nearly 75% of CSUN's students came from Los Angeles (66.4%) and Ventura (8.5%) counties. Approximately 7% came from elsewhere in California. The rest (18.2%) were drawn from 48 other states, 3 U.S. territories or protectorates, and 135 countries.¹⁶ Almost 17% of CSUN students are from outside the U.S., with 3% on F or J student visas, 1 % on other visas, and the remainder – nearly 13% – having attained US resident status in California.¹⁷

⁸ U.S. Census Bureau, Census 2000 Summary File 3.

⁹ Los Angeles Economic Development Corporation, 'Los Angeles County Profile.'

¹⁰ California Department of Finance, *op cit*.

¹¹ California Department of Finance, *op cit*.

¹² Los Angeles Economic Development Corporation, *op cit*.

¹³ Source: California Employment Development Department, Labor Market Information.

¹⁴ California Department of Finance, *California Economic Indicators: May-June 2004*, http://www.dof.ca.gov/HTML/FS_DATA/indicatr/2004/CEI_May-June_04w.pdf, accessed August 2004.

¹⁵ Sources of enrollment figures for USC -

<http://www.usc.edu/private/factbook/USC.FR.2003.TEXTCVR.pdf>, for CSU Long Beach -

http://daf.csulb.edu/offices/ima/institutionalresearch/students/enrollment_registration.html, and for UCLA -

<http://www.apb.ucla.edu/apbenrl.htm>.

¹⁶ *CSUN Student Headcount by Residency Code and Citizenship Code, Fall Term 1995 to Fall 2004*.

Enrollment Reporting System-Student (ERSS). Office of Institutional Research. Data updated on 10/18/04.

¹⁷ Visa information from Fran Horvath, *Residency and Citizenship Headcount*, Office of Institutional Research, 10/18/04.

The majority of out-of-state and foreign students were enrolled in graduate degree programs. (Enrollment data for the 2003-2004 academic year are comparable.) Without consideration of grants or scholarships, tuition and fees for out-of-region students for the 2002-2003 academic year amounted to approximately \$50 million. Through loans, grants, scholarships, work study arrangements and other assistance, CSUN students received nearly \$116 million in financial aid awards.

Of the 6,142 bachelor's and master's degrees conferred in the 2002-2003 academic year, more than 20% were in Business and Economics disciplines, 18% were granted by the College of Social and Behavioral Sciences, and more than 14% were awarded in Arts, Media, and Communications. Bachelor's degrees accounted for nearly 83% of the degrees awarded. The degrees granted were well-matched to the jobs generated by the county's economic base.

A sizable economic entity, the university has a payroll of approximately 5,800 employees, including approximately 4,000 regular faculty and staff, excluding student, teaching and graduate assistants. Approximately 87.5% of people on the CSUN payroll reside in Los Angeles County. About 7.5% live in Ventura County, and 2.5% live in Orange, Riverside, San Bernardino and San Diego counties. The remaining 2.5% live in other parts of California and the country.¹⁸

University and auxiliary organization expenses in the 2002-2003 academic year totaled more than \$363.6 million. Of that, \$83.5 million was paid to suppliers. Close to \$14 million was expended for capital assets. Payments to employees accounted for approximately \$196.8 million. Additional expenditures attributable to the university include living expenses for the approximately 6,000 out-of-region students. Annual living expenses (exclusive of tuition) are estimated by the university to be \$12,770 per student. Though some of these expenditures leak to other parts of the state or nation, in large part they enrich the Los Angeles County economy.

In addition to these expenditures, the university draws funds from other parts of the state and nation into Los Angeles County. Federal grants and contracts brought in \$45.8 million. State, local, and nongovernmental grants and contracts accounted for another \$20.8 million. And, the sale of goods and services through the university's auxiliary enterprises generated nearly \$30 million.

Estimated Impact of CSUN Spending on the Los Angeles County Economy

IMPLAN Pro™ was used to estimate the impact of university's expenditures on the Los Angeles County economy. This matrix model contains information on the firms that comprised the Los Angeles County economy in 2001 (the latest year for which data are available). Data are organized into sectors that are related to Standard Industrial Code (SIC) and Bureau of Economic Analysis (BEA) commodity classifications. Based on the structure of the county's economy, the model estimates inter-industry transactions, household consumption spending, and transfers between and among institutions, individuals and governments.

Impacts are reported as *direct*, *indirect* and *induced*, and can be reported either as dollar amounts of output or in jobs.

Direct impacts flow from expenditures made to local suppliers of goods and services. Expenditures for goods and services for which there are no local suppliers "leak" from the county into other regions within California or elsewhere.

Indirect impacts are those proceeding from the linkages between local industries and their suppliers. These are estimated over successive rounds of diminishing activity. They are also subject to leakage to other regions.

¹⁸ CSUN Systems and Technology. Thanh K Nguy. Dataset run 8/25/04.

Induced impacts are estimates of the cumulative amount of spending or jobs attributable to the consumption spending of employees of firms that are directly or indirectly affected by the initial expenditure.

In order to analyze the impact of expenditures made by CSUN in fiscal year 2002-2003, the following categories and sources were used:

Operations

These are payments to suppliers as listed in the Fiscal Year 2002-2003 Statement of Cash Flows. These are comparable to the operating expenses listed in the Fiscal Year 2002-2003 Report of Financial Activity less expenditures for Scholarships and Grants and Capital Outlay and Equipment. Typically, some portion of payments for goods and services will flow to suppliers outside the region.

No detailed information was available on the proportion of operations payments made to firms outside of Los Angeles County. Looking at other major urban public universities in California we find that the range of operations expenditures in the area range between a high of 50% and a low of 25%. A study of UC Berkeley found that 42% of university purchases were made in the Bay Area.¹⁹ A similar study of UC Davis found 25% of university purchases were made in the Davis-Sacramento region, and an additional 41% went to other California regions.²⁰ An impact study conducted of the entire University of California system assumed a high percentage of in-state buying of 50% and a low of 25% for each university regardless of its location.²¹

The percentage in the UC Berkeley study was established by survey. Because the L.A. County economy is so large and so diversified in comparison, we feel the assumption that a maximum of 50% and a minimum of 40% of all purchases are made within the County is justified and results in a reasonable range of estimates. The difference in estimates generated by these two assumptions is small – only 3% -- because operations spending only accounts for 12% of total local expenditures under the 50% assumption and 10% when 40% local spending is assumed.

Employment

These are salaries and wages paid to faculty and staff residing in the County of Los Angeles. Payments to teaching associates and graduate assistants are not included. The spending by these last two groups is captured in student expenditures. Although faculty and staff who live outside L.A. County undoubtedly make some expenditures in L.A. County, these expenditures are limited, and in the interest of making conservative assumptions these are not included in our calculations. Nonetheless, salaries, wages and benefits represent the largest spending category and comprise 56% of total local expenditures when operations and capital expenditures in the county are assumed to be 40%. When local operations and capital expenditures are assumed to be 50%, payments to employees amount to 54% of total local expenditures.

¹⁹ Sedway Group, *Building the Bay Area's Future: A Study of the Economic Impact of the University of California, Berkeley*, 2001.

²⁰ Sedway Group, *A Study of the Economic Impact of the University of California, Davis, Fiscal Year 2001-2002, 2004*

²¹ ICF Consulting, *California's Futures: It Starts Here, UC's Contributions to Economic Growth, Health, and Culture, An Impact Study for the University of California*, March 2003.

Capital

These are the capital outlay and equipment expenditures as listed in the Fiscal Year 2002-2003 Report of Financial Expenditures. As with other expenditures, it is assumed that 40% to 50% of all capital expenditures flow to Los Angeles County-based consultants and contractors.

Student Expenditures

These are living expenses for students coming to CSUN from other California counties, states or nations. For students commuting from Ventura County we projected they would expend approximately \$1,760 per year on books and other goods in L.A. County. The University estimates full-year costs for books and supplies at \$1,260. The additional \$500 is a conservative estimate of expenditures on such things as meals and gasoline. Although most CSUN students are originally from L.A. County, we must assume that they would live in the county even if they did not attend CSUN and therefore their expenditures were not included in our modeling. After employee compensation, student spending is the next largest category, accounting for nearly 27% of the total expenditures, and between 31% and 32% of local expenditures.

Table 1

Expenditures Included in the Analysis					
	Total expenses included	% spent in LACo	Amount spent in LACo	% spent in LACo	Amount spent in LACo
Payments to suppliers	\$ 83,546,678	50%	\$ 41,773,339	40%	\$ 33,418,671
Salaries/wages/benefits	\$ 196,823,405	95%	\$ 187,014,070	95%	\$ 187,014,070
Capital	\$ 13,658,482	50%	\$ 6,829,241	40%	\$ 5,463,393
Student expenditures	\$ 108,014,070	100%	\$ 108,014,900	100%	\$ 108,014,900
Total	\$ 402,042,635	85%	\$ 343,631,550	83%	\$ 333,911,034

These expenditure categories are each analyzed separately since each will have a slightly different multiplier effect as a result of different spending patterns. Again, the economic impact is estimated using three different types of expenditures: direct, indirect, and induced.

A SAM multiplier was used for this analysis so that induced impacts could be included (Social Accounts Matrix). The SAM technique calculates not only the direct and indirect effects but the induced effects of spending as well using the social accounts matrix – it takes social security, income taxes, savings and inter-institutional transfers into consideration and tracks their influence through successive rounds of spending. (SAM is different in this respect from Type I and Type II multipliers, which do not track these transfers.) Any changes in the structure of the L.A. County or California economies that occurred between 2001 and the 2002-2003 study timeframe are not captured by the model, but might affect the output impacts and job support attributable to CSUN spending, hence all estimates are approximate.

University expenditures to suppliers were modeled as “State and Local Government - Education” under the IMPLAN Pro™ sector scheme. Student expenses were modeled as households with incomes of \$10,000 to \$15,000. Staff spending was modeled under the Households \$25,000-35,000 sector, and faculty under Households \$35,000-50,000. For these last two, the income ranges represent the average calculated on the limited information available. Capital expenditures were modeled under the Capital sector.

Using the assumption that 50% of direct university expenditures to suppliers and on capital was spent in L.A. County, the direct impact to the Los Angeles County economy was estimated to be approximately \$350 million (Table 2). The sector most affected was the Service sector, followed by Foreign and Domestic Trade and then Government.

Indirect impacts flowed mainly to Services and Manufacturing, and totaled about \$75.5 million. Induced spending of \$260.6 million represents about 60% of direct and indirect expenditures combined.

For every dollar of state appropriation, CSUN generates \$4.19 of economic activity. The total multiplier effect is estimated at 1.96; that is for every dollar spent initially by the university, an additional 96¢ was generated by the economy as profits and incomes attributable to the first round of spending caused an increased demand for goods and services.²²

Table 2

Output Impacts Attributable to CSUN Expenditures (2002-2003) under 50% Assumption				
Sector	Direct*	Indirect*	Induced*	Total*
Services	114,677,611	47,156,859	115,618,917	277,453,387
Foreign and Domestic Trade	84,362,869	-	-	84,362,869
Government	52,779,630	2,509,389	32,080,380	87,369,399
Retail Trade	27,584,280	2,048,802	19,830,629	49,463,711
Private Households	21,957,095	-	18,023,724	39,980,819
Food Processing	5,980,365	2,011,205	4,257,026	12,248,596
Manufacturing	13,911,725	9,360,727	28,481,365	51,753,817
Wholesale Trade	12,967,377	5,775,846	13,139,031	31,882,254
Transportation	4,535,896	2,662,497	5,560,849	12,759,242
Utilities	3,923,581	1,250,095	3,150,219	8,323,895
Nongovernmental Organizations	2,797,187	293,820	2,122,507	5,213,514
Construction	2,550,588	1,351,479	17,464,901	21,366,968
Capital/Inventory	1,864,537	-	1,477	1,866,014
Agriculture	134,276	55,967	128,279	318,522
Mining	52,336	1,013,898	737,584	1,803,818
	350,079,353	75,490,584	260,596,888	686,166,825
*Stated in 2002 dollars				

Source: IMPLAN Pro™

Using the assumption that 40% of direct university expenditures to suppliers and on capital was spent in L.A. County, the direct impact to the Los Angeles County economy was estimated to be approximately \$340 million (Table 3). Again, the sector most affected was the Service sector, followed by Foreign and Domestic Trade and then Government.

Indirect impacts flowed mainly to Services and Manufacturing, and totaled about \$74.9 million.

Induced spending of \$249.3 million also represents about 60% of direct and indirect expenditures combined. The total multiplier effect is estimated at 1.95; roughly the same as that produced by assuming 50% of expenditures for operations and capital accrue to local firms.

The reason that the multipliers are so similar under either spending pattern assumption is that 75% of the expenditures modeled were derived from payments to employees or from student spending. Nearly all of these expenditures are assumed to be made in L.A. County (95% for employee salaries, wages, and benefits; 100% for student spending) and kick off successive rounds of local spending as the money passes from local proprietors to their employees, who then spend their earnings locally for the most part. The following charts illustrate the distribution of direct, indirect, and induced impacts by sector, under the 50% assumption.

²² CSUN's total economic impact on Los Angeles County (\$686,166,825) divided by CSUN's total state appropriation (\$163,945,200) is \$4.19. CSUN's total economic impact divided by total campus expenditures in Table 1 (\$343,631,550) provides the multiplier of approximately 1.96.

Chart 1: Distribution of direct, indirect and induced impacts by sector, under the 50% assumption.

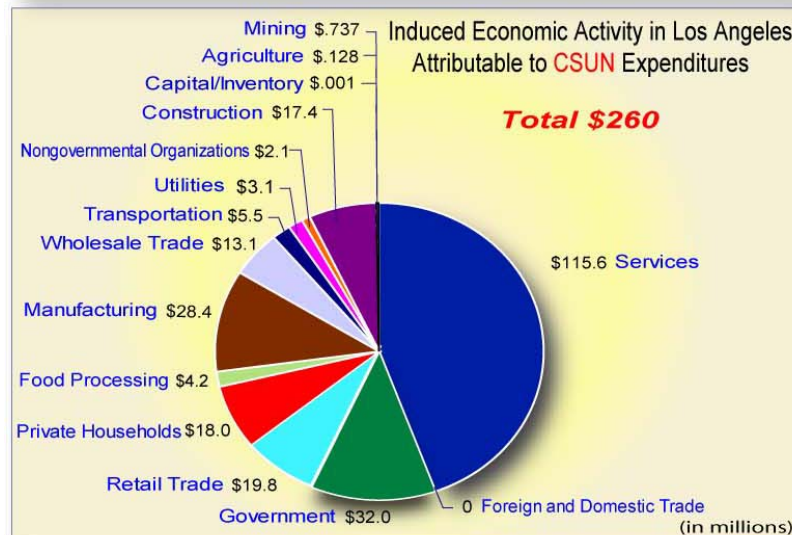
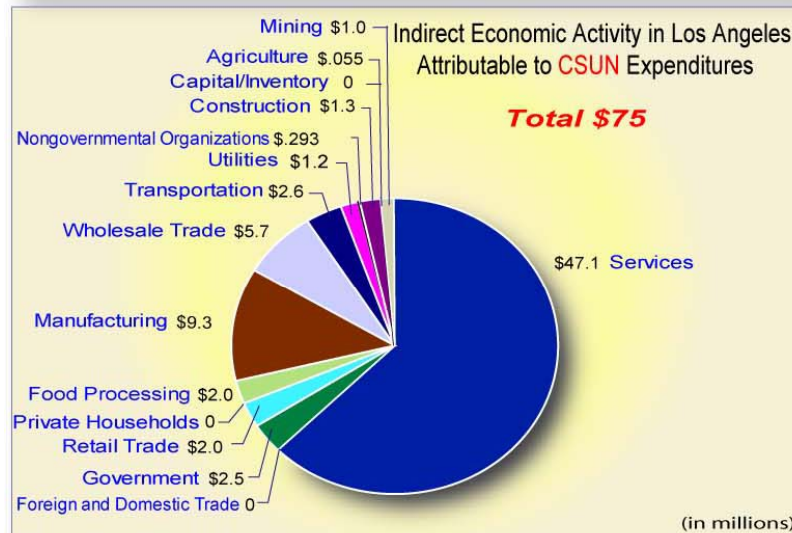
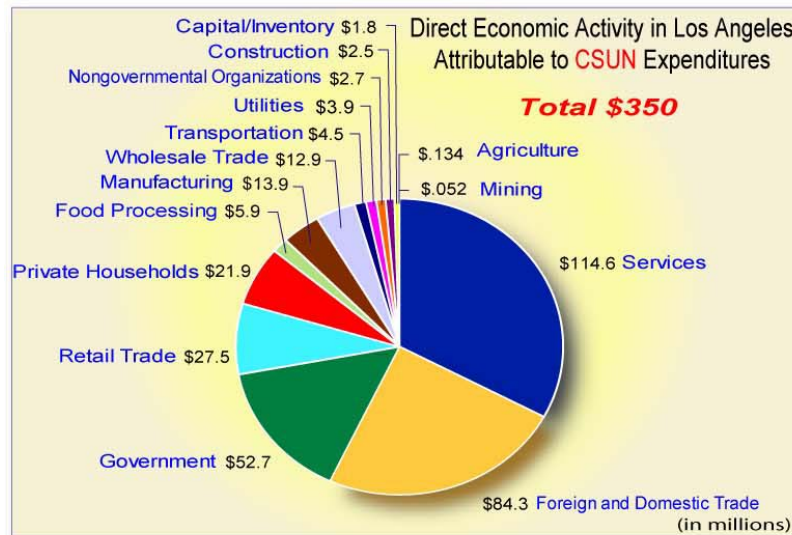


Table 3

Output Impacts Attributable to CSUN Expenditures (2002-2003) under 40% Assumption				
Sector	Direct*	Indirect*	Induced*	Total*
Services	114,395,371	46,065,851	109,679,761	270,140,974
Foreign and Domestic Trade	83,982,145			83,982,145
Government	44,270,723			76,133,433
Retail Trade	27,550,513	2,006,418	18,910,075	48,467,010
Private Households	21,955,772	-	17,161,454	39,117,226
Food Processing	5,965,009	2,009,638	4,056,977	12,031,624
Manufacturing	13,513,236	9,237,583	27,298,267	50,049,086
Wholesale Trade	12,952,436	5,714,259	12,540,467	31,207,160
Transportation	4,740,208	4,341,587	6,748,079	15,829,875
Utilities	3,906,686	1,244,302	3,008,280	8,159,268
Nongovernmental Organizations	2,796,468	292,937	2,021,618	5,111,022
Construction	2,040,468	1,347,443	16,827,198	20,215,112
Capital/Inventory	1,861,079	-	-	1,861,079
Agriculture	134,165	55,680	122,349	312,193
Mining	51,583	1,007,836	704,745	1,764,166
	340,115,862	74,999,237	249,266,279	664,381,373
*Stated in 2002 dollars				

Source: IMPLAN Pro™

The impacts to industries in the service sector under the two local spending assumptions are detailed in Tables 4 and 5 below. Table 6 shows how the rank ordering of impacted industries changes through the successive rounds of spending. While spending for health services predominates in direct impacts, it ranks 13th in indirect impacts, but shows up as second in induced spending.

The rank ordering changes very little when the assumption concerning local spending is changed. The only shift shows up in indirect spending, where spending on professional and consulting services ranks second assuming 40% local spending on operations and capital, but exchanges places with business management and services ranking third when 50% local spending is assumed.

Expenditures for FIRE (fire, insurance, and real estate) are predominately for real estate, representing 37% of the direct impacts in this category, 43% of indirect, and 36% of induced. The second largest direct and induced impacts in this category accrue to monetary authorities and credit intermediaries (32% and 21% respectively), while the securities, commodities and investments industry ranks second in indirect impacts (16%).

Table 4

Output Impacts to Service Sector Industries (2002-2003) under 50% Assumption				
Service Industry	Direct*	Indirect*	Induced*	Total*
Health services	43,382,696	211,753	26,082,104	69,676,554
Finance, insurance, real estate	28,858,304	15,292,499	28,562,224	72,713,025
Accommodations	13,503,737	1,608,491	10,351,017	25,463,245
Repair and Maintenance	6,458,985	2,123,603	7,121,659	15,704,246
Professional and consulting services	4,690,575	9,004,362	15,399,142	29,094,079
Communications	4,021,545	1,964,578	3,941,933	9,928,055
Amusements	3,672,416	664,841	3,366,182	7,703,440
Personal services	3,096,064	250,098	2,303,166	5,649,328
Education	2,049,532	749,803	2,632,894	5,432,229
Motion pictures, recording, broadcasting	1,910,015	1,921,533	2,928,920	6,760,467
Rentals	1,578,016	3,168,499	3,667,284	8,413,798
Business management and services	1,083,992	9,569,844	8,372,689	19,026,526
Publishing	371,734	626,955	889,703	1,888,391
Total	114,677,611	47,156,859	115,618,917	277,453,383
*Stated in 2002 dollars				

Source: IMPLAN Pro™

The following charts illustrate the economic activity in Los Angeles County's service sector attributable to CSUN expenditures.

Chart 2: Economic Activity in Los Angeles County Attributable to CSUN Expenditures.

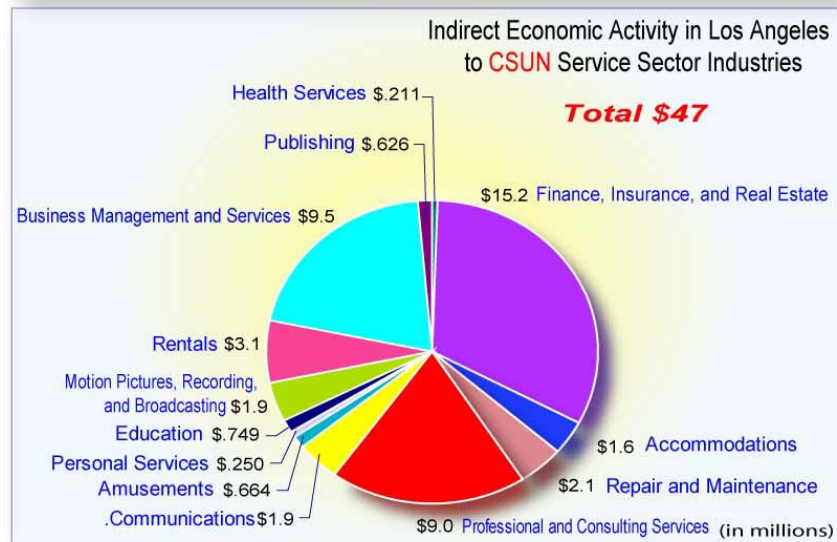


Table 5

Output Impacts to Service Sector Industries (2002-2003) under 40% Assumption				
Service Industry	Direct*	Indirect*	Induced*	Total*
Health services	43,382,696	211,744	24,843,166	68,437,605
Finance, insurance, real estate	28,785,064	15,252,126	27,251,376	71,288,565
Accommodations	13,502,237	1,602,464	9,863,181	24,967,882
Repair and Maintenance	6,447,485	2,108,879	6,791,721	15,348,083
Professional and consulting services	4,551,309	8,934,092	14,740,579	28,225,978
Communications	4,003,506	1,954,083	3,763,752	9,721,340
Amusements	3,670,884	662,740	3,206,668	7,540,293
Personal services	3,094,481	249,578	2,194,833	5,538,892
Education	2,049,532	747,797	2,509,066	5,306,395
Motion pictures, recording, broadcasting	1,908,316	1,916,585	2,791,632	6,616,534
Rentals	1,574,884	3,150,748	3,501,613	8,227,243
Business management and services	1,062,223	8,650,099	7,371,728	17,084,048
Publishing	362,754	624,916	850,446	1,838,116
Total	114,395,371	46,065,851	109,679,761	270,140,974

*Stated in 2002 dollars

Source: IMPLAN Pro™

Table 6

Service Sector Spending Rank Ordered by Impact Category (40% Local Spending Assumed)			
Rank	Direct	Indirect	Induced
1	Health services	Finance, insurance, real estate	Finance, insurance, real estate
2	Finance, insurance, real estate	Professional and consulting services (#3 under 50% assumption)	Health services
3	Accommodations	Business management and services (#2 under 50% assumption)	Professional and consulting services
4	Repair and Maintenance	Rentals	Accommodations
5	Professional and consulting services	Repair and Maintenance	Business management and services
6	Communications	Communications	Repair and Maintenance
7	Amusements	Motion pictures, recording, broadcasting	Communications
8	Personal services	Accommodations	Rentals
9	Education	Education	Amusements
10	Motion pictures, recording, broadcasting	Amusements	Motion pictures, recording, broadcasting
11	Rentals	Publishing	Education
12	Business management and services	Personal services	Personal services
13	Publishing	Health services	Publishing

Source: IMPLAN Pro™

Impacts to employment reported in Tables 7 and 8 are in addition to university jobs. Under the two scenarios modeled, the total number of jobs supported by the direct, indirect, and induced effects of university spending ranged between approximately 5,700 and 6,000 jobs. When 50% local spending on operations and capital expenses is assumed, nearly 2,850 jobs were supported by the direct impacts of university spending. Under the 40% local spending assumption, 166 fewer jobs would have been supported, or 2,676. The number of jobs supported by indirect effects ranged between 615 and 619.

Under either scenario, the Services sector benefited the most from university-attributable spending in 2002-2003. In either scenario more than 1200 jobs were supported by the direct expenditures, and more than 2,800 in total. Approximately 800 government jobs and almost 500 retail jobs were supported as a result of the direct cash flows created by university operations spending, capital expenditures, and the consumer spending of out-of-region students, faculty and staff.

The associated indirect and induced spending combined supported 1.11 jobs for every job supported by direct spending under the 50% spending scenario, and 1.14 under the 40% assumption. When the 3,981 faculty and staff reported for that year are included, the total employment supported by university operations that year ranged between 9,715 and 9,993.²³ These figures do not take graduate assistantships, work/study or teaching associate positions into account.

Table 7

Employment Impacts Attributable to University Spending (2002-2003) under 50% Assumption				
Sector	Direct	Indirect	Induced	Total
Agriculture	1.4	0.6	1.2	3.2
Mining	0.2	3.1	2.2	5.5
Utilities	6.0	1.9	4.7	12.6
Construction	24.2	14.1	168.4	206.7
Manufacturing	76.6	50.9	141.2	268.7
Transportation	27.4	18.2	34.7	80.3
Wholesale Trade	100.1	44.6	101.5	246.2
Retail Trade	456.3	34.0	327.6	817.9
Services	1,242.1	425.4	1,212.7	2,880.2
Nongovernmental Organizations	49.1	8.5	40.6	98.2
Private Households	50.9	-	44.8	95.7
Government	808.2	18.1	470.6	1,296.9
	2,842.5	619.4	2,550.2	6,012.1

Source: IMPLAN Pro™

The following charts illustrate the employment impacts in Los Angeles County attributable to CSUN expenditures.

²³ The source for faculty and staff headcounts is *California State University Northridge Fall 2003 Profile*.

Chart 3: Employment Impacts in Los Angeles County Attributable to CSUN Expenditures.

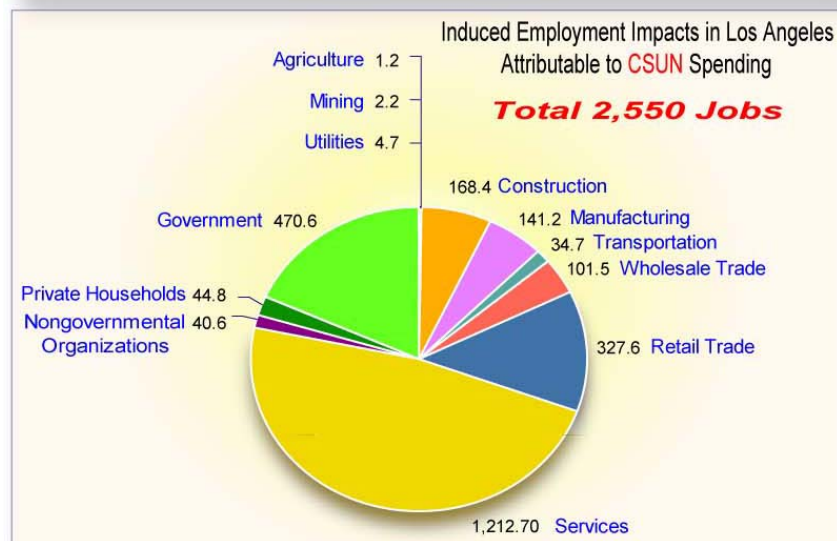
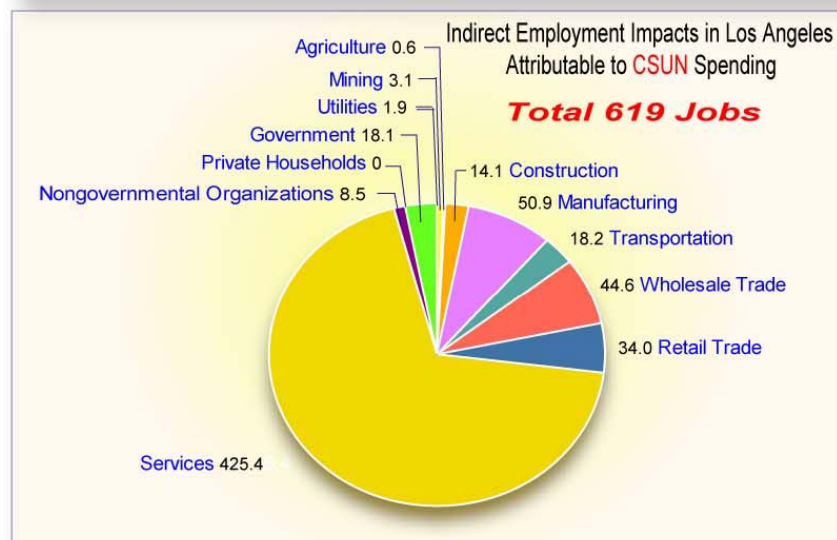
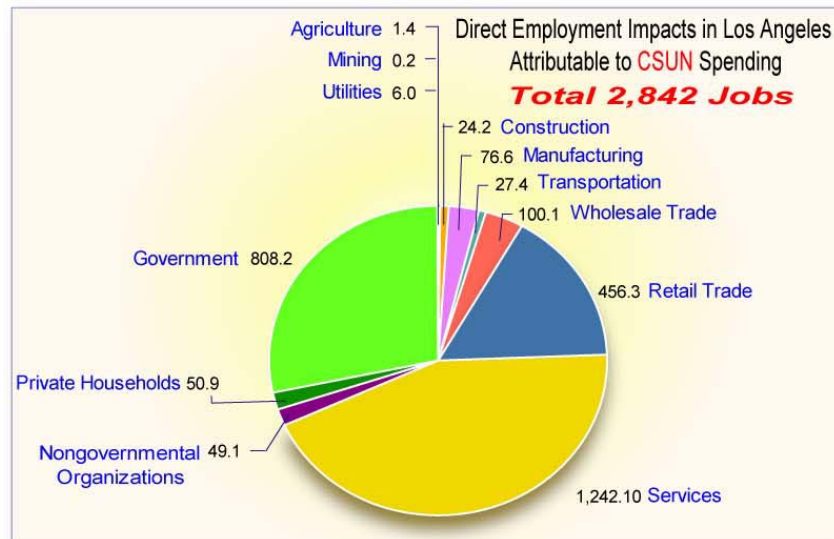


Table 8

Employment Impacts Attributable to University Spending (2002-2003) under 40% Assumption				
Sector	Direct	Indirect	Induced	Total
Agriculture	1.4	0.6	1.2	3.2
Mining	0.2	3.1	2.1	5.4
Utilities	5.9	1.9	4.5	12.3
Construction	19.3	14.1	162.1	195.5
Manufacturing	75.0	50.2	135.9	261.1
Transportation	30.1	36.2	48.6	114.9
Wholesale Trade	100.0	44.1	96.8	240.9
Retail Trade	456.0	33.3	312.5	801.8
Services	1,239.1	415.8	1,151.1	2,806.0
Nongovernmental Organizations	49.1	8.5	38.7	96.3
Private Households	50.9	-	42.7	93.6
Government	649.5	7.7	445.3	1,102.5
	2,676.5	615.5	2,441.5	5,733.5

Source: IMPLAN Pro™

Table 9

Difference in Jobs Impacts under 50% and 40% Local Spending Assumptions				
Sector	Direct	Indirect	Induced	Total
Agriculture	-	-	-	-
Mining	-	-	0.1	0.1
Utilities	0.10	-	0.20	0.30
Construction	4.90	-	6.30	11.20
Manufacturing	1.60	0.70	5.30	7.60
Transportation	(2.70)	(18.00)	(13.90)	(34.60)
Wholesale Trade	0.10	0.50	4.70	5.30
Retail Trade	0.30	0.70	15.10	16.10
Services	3.00	9.60	61.60	74.20
Nongovernmental Organizations	-	-	1.90	1.90
Private Households	-	-	2.10	2.10
Government	158.70	10.40	25.30	194.40
	166.00	3.90	108.70	278.60

Source: IMPLAN Pro™

Section Summary

- The overall impact of California State University Northridge on the metropolitan Los Angeles economy is estimated to be between \$664 million and \$686 million per year. This activity takes place mostly in the Services sector, Foreign & Domestic Trade, and Government.
- For every dollar of state appropriation, CSUN generates over four dollars of economic activity. CSUN expenditures have a multiplier of 1.96 – that is, for every \$1 spent by the university and its faculty, students, and staff, an additional 96 cents of spending ripples through the L.A. County economy.
- *Direct* economic activity in L.A. County attributable to CSUN is estimated at between \$340 million and \$350 million per year. This is mostly in Services and Foreign & Domestic Trade.
- *Indirect* economic activity – that is, purchases made by local CSUN suppliers from their own local suppliers – is estimated at approximately \$75 million. This is mostly in Services.
- *Induced* economic activity – that is, consumption spending of employees whose firms receive CSUN dollars directly or indirectly – is estimated at between \$249 million and \$260 million. Some 40% of this activity is in Services, with Government, Manufacturing, Retail Trade, and other sectors far behind.
- In addition to the 5800 jobs at CSUN itself, the university's economic activity creates an additional 5,700 to 6,000 jobs in the local economy. Most of these jobs are in the Services, Government, and Retail Trade sectors.

The contributions made by the California State University, Northridge to the economy of Los Angeles County in 2002-2003 were sizeable. Every dollar spent by the university generated nearly one more dollar of output, for an output multiplier of 1.96. Spending attributable to the university generated close to 1.5 jobs in the county for every faculty and staff job on campus.²⁴

To the extent that the economic structure of the county today is similar to that represented by the data used in this analysis, comparable impacts can be expected from current university spending. But university spending provides a clear example in which the total impact is by far greater than the sum of its parts. It must be noted that in addition to the measurable impacts listed above, CSUN creates less trackable, but arguably more important, economic benefits by preparing its students to become highly skilled and productive members of the region's workforce, and through the contributions made to the body of knowledge by university faculty and researchers. These benefits not only enrich the local economy but help to keep it strongly competitive in its ever-changing international milieu. The following section explores many of these other areas of impact.



²⁴ Faculty and staff positions do not include student assistants, research assistants, or graduate student assistants.

Socio-Demographic Impacts

This section examines several areas of socio-demographic impact of California State University Northridge. In specific we examine impacts to education at both the K-12 and post-K-12 level, service learning and mentoring, community outreach, impacts to health and human services, cultural impacts, and research and grants.

Methodology

This section relies on an inventory of existing datasets held by various university units and personnel. It is necessarily qualitative in that a single systematic data collection design on university impacts does not exist. Some units have tracked community contacts and involvement consistently for some time, most have not. And, as there is no equivalent of IMPLAN for socio-demographic impacts, we have instead scoured traditional university data sources, and have conducted dozens of informal interviews with campus personnel.

The following is a sampling of university impacts that have been documented by a university unit. There is no doubt that much more is happening. We simply lack a meaningful set of measures to analyze these impacts more effectively. In the Recommendations Section at the conclusion of this report, we outline several recommendations that may assist in the development of a process to track impacts across the university.

Context: The Social Environment

California State University Northridge is located in the northwest section of the City of Los Angeles. The region is among the most diverse in the nation, and the university is among the most diverse among institutions of higher education. The City of Los Angeles is a densely populated urban environment of nearly four million people, in a County of nearly ten million residents.

The broader metropolitan Los Angeles area, including Los Angeles, Ventura, San Bernardino, and Orange Counties has a combined population of 15.5 million people – almost half of the state's 35 million people, and 5.3% of the nation's total population. The Los Angeles area is one of the nation's most economically, ethnically, linguistically, and culturally diverse. There are more than 224 identified languages spoken in L.A. County, not including discrete dialects, and publications are available in 180 languages. The Los Angeles Unified School District recognizes more than 92 languages spoken among it's pupil population.²⁵

The metropolitan Los Angeles population is not simply diverse across the region, but also segregated along neighborhoods. This presents special problems for communities and public services. As the map below illustrates, the Northridge area is one of a handful across the region that reflects a more positive ethnic integration. The university is a major vehicle driving ethnic and economic integration. Map 1 illustrates the distribution of ethnic populations across the region.

²⁵ Los Angeles Almanac. <http://www.losangelesalmanac.com/LA/la10b.htm>, accessed 9/5/2004.

Map 1: Ethnic Populations in Los Angeles County

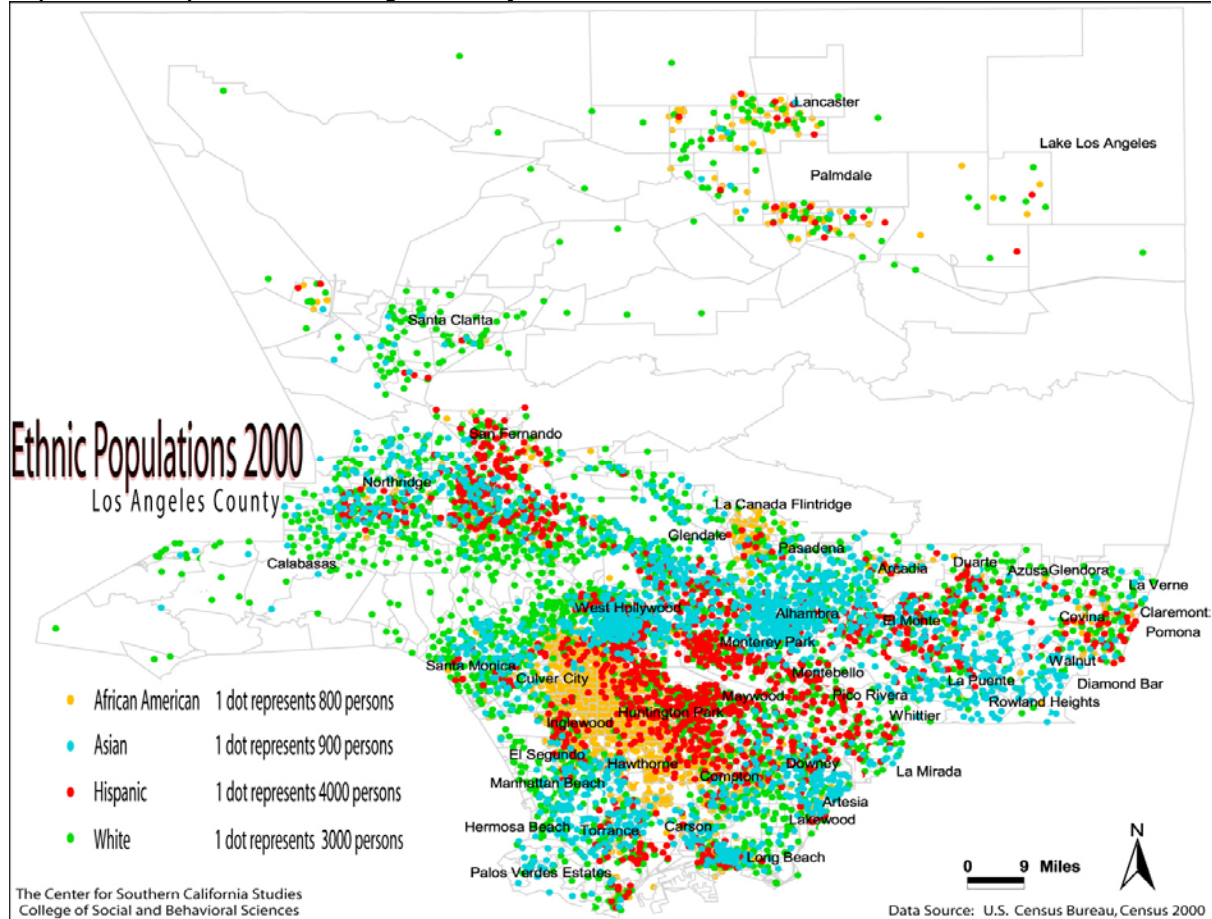


Table 10 illustrates that the region has a large proportion of high income households, and a large proportion of low income households. This bifurcated economy carries significant social costs, including a high degree of economic segregation, widely diverging quality in public education and public services, and a general resistance to funding public services in spite of their heavy use.

Table 10: CITY, COUNTY, AND STATE POPULATION BY INCOME GROUP²⁶ Estimated January 1, 2003	\$20,000-\$34,999	\$35,000-\$49,999	\$50,000 and Over
City of Los Angeles	24.1%	17.1%	30.5%
County of Los Angeles	22.8	18.4	35.2
State of California	21.1	18.9	40.5

²⁶ Source: City of Los Angeles, City Administrative Officer. Economic and Demographic Information. Dated as of November 18, 2003. ECONOMIC, DEMOGRAPHIC AND FINANCIAL INFORMATION CITY OF LOS ANGELES. <http://www.lacity.org/cao/econdemo031118.pdf>

Major employers in the region include government and education, business management, engineering, health services, tourism, distribution, and entertainment. The bifurcated nature of the economy makes it very difficult for lower educated residents to compete effectively in most of these sectors.

The CSUN campus, both in mission and character, reflects the diversity of this social environment. Of the 32,000 students who attend CSUN, 32.2% are White, 23.7% Latino, 11.4% Asian American, 7.3% African American, 0.6% American Indian, and most interesting, 20% who self-report as other. We anticipate that a large number of the 'other' category includes Armenian students, as well as bi-racial and multi-ethnic students. And, 4% are foreign students.²⁷ Table 11 compares the population demographics across the region.

Table 11: Population Demographics in the Region								
Scale	Total Population	White non-Hispanic	Black or African American	American Indian & Alaska Native	Asian	Native Hawaiian & Other Pacific Islander	Hispanic or Latino	Other²⁸
California ²⁹	35,484,453	46.7%	6.7%	1.0%	10.9%	0.3%	32.4%	
L.A. County ³⁰	9,871,506	31.1%	9.8%	0.8%	11.9%	0.3%	44.6%	2.5%
L.A. City ³¹	3,694,820	29.75%	11.24%	0.8%	10%	0.16%	46.53%	30.88%
Northridge ³²	62,949	62.42%	5.34%	0.43%	15.17%	0.17%	24.29%	16.46%
CSUN Student Community ³³	32,997	32.2%	7.3%	0.6%	11.4%	0.3%	23.7%	20%

As an urban comprehensive university within this rich landscape, CSUN has defined its mission as serving students, serving communities, and serving the research and knowledge building needs of the region, state, and nation. The mission of the CSU in general, and of CSUN in specific, is not simply to provide a high quality education in discrete subject areas, but to prepare its students to live in a complex and diverse world with highly developed critical thinking, tolerance for diversity and change, and adaptability. Moreover, consistent with the Mission of the CSU, the university serves communities as an educational, service, cultural, and artistic resource.³⁴

²⁷ From the Fall 2003 CSUN Profile. Note that 3% of CSUN students are here on F and J visas, an additional 1% are here on other visas.

²⁸ The Other category includes both discrete ethnic groups and bi-racial/ multi-ethnic self-reporting.

²⁹ *California QuickFacts*. U.S. Census Bureau. <http://quickfacts.census.gov/qfd/states/06/06037.html>. Accessed 9/5/04.

³⁰ *California QuickFacts*. U.S. Census Bureau. <http://quickfacts.census.gov/qfd/states/06/06037.html>. Accessed 9/5/04.

³¹ Los Angeles Almanac. <http://www.losangelesalmanac.com/LA/la00c42.htm> Accessed 9/5/04.

³² Los Angeles Almanac. <http://www.losangelesalmanac.com/LA/la00c42.htm> Accessed 9/5/04.

³³ CSUN Profile, 2003.

³⁴ Mission of the California State University. <http://www.des.calstate.edu/mission.html>

The university meets this mission in a variety of measurable ways. The following sections examine specific areas of impact as measured by community contacts, communities served, and CSUN graduates in the community.

Educational Impacts – Higher Education

CSUN serves the region's educational needs in a variety of direct and indirect ways. First, as the largest public comprehensive university in the City of Los Angeles, and the only major university in a region of almost two million people, the university provides access to superb educational programs at the university level. A significant number of CSUN's students are the first in their families to attend university, emphasizing the institutions role in building the region's educational capacity and in making a difference in tens of thousands of lives everyday.

Our programs are well known for providing a high quality liberal arts education while simultaneously building applied skillsets in our students. Students moving through our programs are competitive across the labor force. While the prior section on economic impacts documented the role of CSUN in building the regional and state economy, we would also like to emphasize the role the university plays in helping to build responsible and mature citizens who are capable of engaging the challenges of a post-industrial service based economy and the challenges of a world-wide shift in geopolitical alliances following the end of the Cold War.

Moreover, we note that by increasing access to higher education, the university provides an important bridge to the professions that many in our region would otherwise miss. The traditional role of a public university is to provide opportunity and equity to a growing population – with an end goal of enhancing individual earning power, self-reliance, and a sense of community ownership. All of these combined make-up the necessary building blocks of a democratic society. The resulting impact that California State University Northridge has had on its students and region over the past 45 years is vast.

Quantitatively, we note that CSUN has been identified by the National Science Foundation as one of the top five colleges and universities in the nation for producing undergraduates who go on to obtain doctoral degrees in science and engineering. Of the 611 masters' colleges and universities in the United States, California State University, Northridge ranked fifth overall in the number of graduates, 138, who went on to earn doctorates in science and engineering between 1996 and 2000. President Koester observed, "The report by the National Science Foundation confirms what we at Northridge know, that we have superior programs in engineering and the sciences. Our graduates are making contributions in those fields in the region, across the country and around the world. It's nice to see our efforts recognized."³⁵ Northridge has ranked first among 529 U.S. master's level universities in its number of graduates who went on to earn Ph.D.s in the social sciences and psychology.³⁶

The university has served more than 450,000 students since 1958, awarding degrees to nearly 150,000. 80% of the universities students come from metropolitan Los Angeles, and the vast majority stay in the region, contributing to their communities on a daily basis. Through its National Center on Deafness (NCOD), Northridge hosts one of the largest deaf and hard of hearing student populations among U.S. universities. Northridge ranks among the top 20 universities in the nation in awarding bachelor's degrees to minority students. The U.S. Department of Education ranked CSUN among the top 100 universities nationwide in graduating Hispanic students at the bachelor's and master's levels. The May 2000 edition of *Hispanic Outlook* ranked CSUN 10th in the nation for numbers of bachelor's



³⁵ See University Press Release. http://www.csun.edu/~hfoao102/press_releases/spring03/nsf.html

³⁶ University Campus Profile. http://www.csun.edu/~facacct/campus_profile/

degrees awarded to Hispanic students during 1997-98.³⁷ *Black Issues in Higher Education* ranked the university as 11th in the nation among institutions awarding bachelor's degrees to minority students in 2002-03.³⁸

The university takes its role as a community asset seriously. Through its Student Outreach and Recruitment Services, thousands of potential students are provided tours guided by our University Ambassadors throughout the year. The commitment to an excellent education, the dedication to community service and many other opportunities support the belief that CSUN is first choice for many forthcoming students.

During 2003-2004, the total number of guest visiting CSUN was nearly 14,000. Of those, 2,577 visitors participated in individual tours, while 9,487 visitors collectively toured the campus during various months in the course of the year. Besides individual and group tours, 1,712 people joined outreach activities which included Admission Day, University Day, and Open House among other activities.

CSUN has a significant impact on the quality and availability of higher education and professional training in metropolitan Los Angeles. As Table 12 below illustrates, CSUN attracts the largest number of L.A. County High School graduates of any four-year college or university in the Los Angeles area. Between 1999 and 2002, 5957 students from Los Angeles County High Schools came to CSUN, while 4257 went to the next preferred campus, CSU Long Beach.³⁹

Table 12: Total entrants from Los Angeles County high schools, 1999–2002.		
Top 6 community colleges and top 6 universities shown. A college in the top 6 is not shown if it takes less than 1% of the college entrants from the County. The total college entrants for the county does not include out-of-state colleges and colleges in California that have not reported enrollments to CPEC.		
Pasadena City College	7,990	7%
Santa Monica College	7,792	7%
Mt. San Antonio College	6,067	5%
El Camino College	6,053	5%
Cerritos College	4,631	4%
Other community colleges	40,804	34%
CSU Northridge	5,957	5%
CSU Long Beach	4,257	4%
UC Los Angeles	3,706	3%
UC Irvine	3,551	3%
Cal Poly, Pomona	3,456	3%
Other universities	24,381	21%
Total entrants, all colleges	118,645	100%
Source: California Postsecondary Education Commission. ⁴⁰		

³⁷ University Campus Profile. http://www.csun.edu/~facacct/campus_profile/

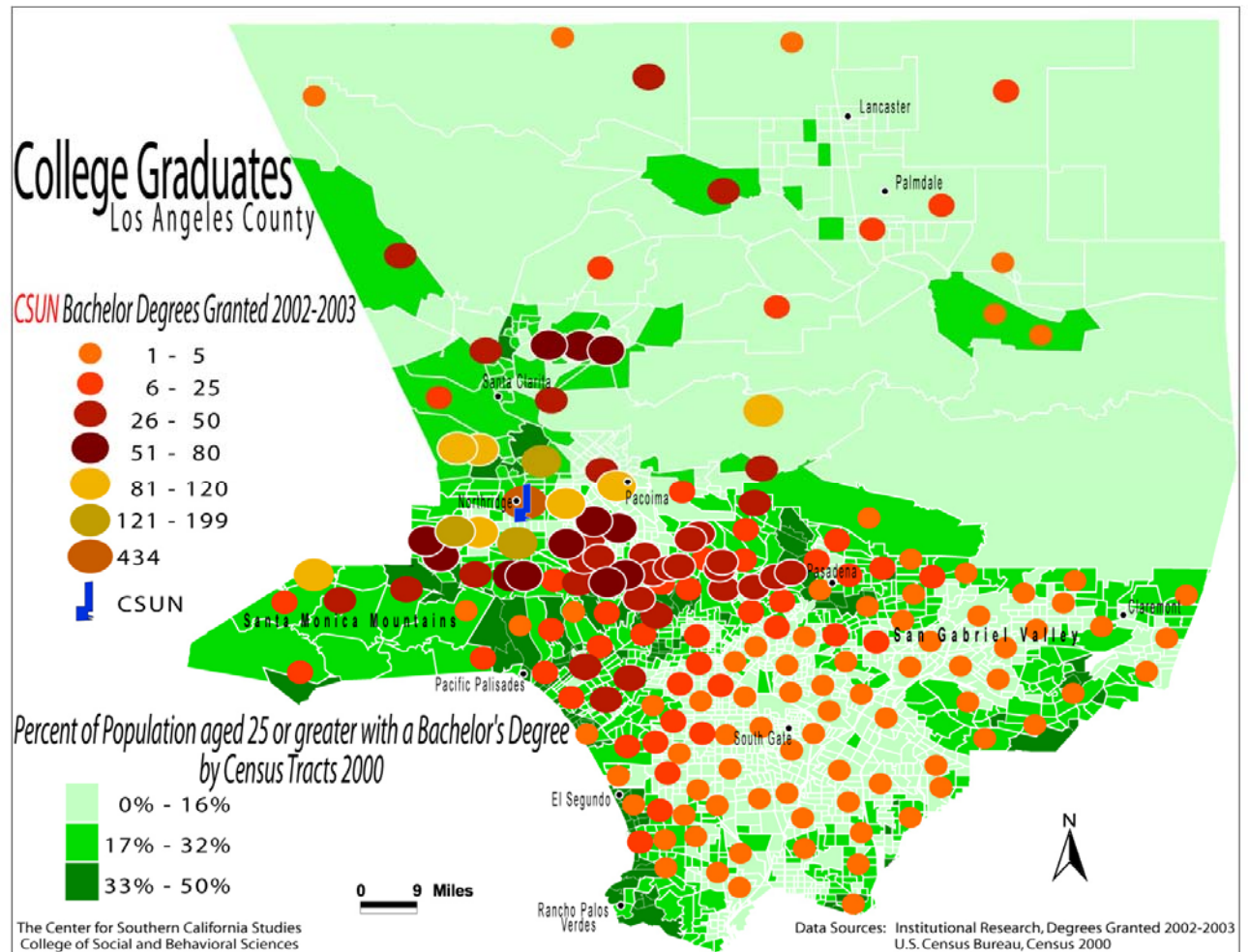
³⁸ *Black Issues in Higher Education*, June 3, 2004.

³⁹ California Postsecondary Education Commission.
<http://www.cpec.ca.gov/CompleteReports/2004Profiles/County19.pdf>

⁴⁰ California Postsecondary Education Commission.
<http://www.cpec.ca.gov/CompleteReports/2004Profiles/County19.pdf>

Indeed, CSUN graduates students from across the region. Map 2, below, illustrates the distribution of CSUN Bachelor's degrees in Los Angeles County, superimposed over the general distribution of college educated residents. This spatial analysis confirms that the university serves the broad spectrum of Los Angeles communities. CSUN graduates come from all over the metropolitan Los Angeles region.

Map 2: CSUN Degrees Granted 2002-2003, by Area in Los Angeles County



Educational Impacts – K12

CSUN has long been recognized as a leader in K12 education. The university trains a significant number of teachers who go on to work in Los Angeles area schools. Although we have not been able to determine the number of CSUN credentialed teachers in LAUSD, based on the number of degrees granted by the College of Education we know there are a significant amount. In 2000-1 alone, CSUN recommended 1650 credentials and conferred 400 Masters Degrees in the College of Education. The College of Education reports that CSUN is among the largest producer of

teachers in the state.⁴¹ In 2001-2002, 4035 students were enrolled in teacher education, with 1855 students engaged in supervised student teaching or internship teaching.⁴²

The university's teacher education programs are expansive, and integrate through six of the university's eight academic colleges (Arts, Media, and Communication; Education; Health and Human Development; Humanities; Science and Math; and Social and Behavioral Sciences). The university supports several programs for undergraduates who want to teach, including the Liberal Studies program, and two new Integrated Teacher Education Programs (ITEP) which allow students to earn both a BA and a credential in four years. ITEP is offered to cohorts of incoming freshman and of juniors, many of whom are transfer students from area community colleges. These innovative programs collectively enroll more than 2000 students. Prospective middle and high school teachers can select from several subject matter programs or from among the new First Year Integrated programs (FYI). In addition, the university offers several pathways to post-baccalaureate students, including the traditional 5th year credential program, ACT, pre-internship, internship, and several masters degree programs in elementary, secondary, and special education, educational psychology and counseling, educational leadership and policy, and in arts and sciences. The diversity and quality of teacher education programs available at CSUN underscore the university's commitment to meeting the needs of K12 school districts, providing innovative pathways for working students, and to further improving teacher education programs.⁴³

Innovative Programs Serving K12 Teacher Training

Several initiatives illustrate the broad recognition CSUN's teacher education programs enjoy, and highlight the types of impacts the university has in K12 education. In 2002 CSUN was selected by the Carnegie Corporation as one of four universities nationwide to participate in Teachers for a New Era – a major initiative designed to develop state-of-the-art teacher preparation programs. In 2004 these four were joined by seven additional nationally recognized institutions. TNE is based on three elements: linking evidence with teacher preparation design; the engagement of arts and sciences faculty in teacher education; and establishing teaching as a clinically taught academic profession. Carnegie has awarded CSUN \$5.5 million over five years. The university is currently beginning its Year Three Workplan. TNE is particularly unique in its approach to teacher education in that faculty from across the university and all of the university's academic colleges are involved in preparing model teacher education programs.



Also in 2002, the Eisner Foundation awarded CSUN \$7 million toward the establishment of a new Center for Teaching and Learning and an endowed chair in the Michael D. Eisner College of Education. The Center focuses on preparing teachers to support the educational and emotional needs of all types of learners.⁴⁴

Fall 2004 marks the opening of Valley New High School, a CSUN-LAUSD partnership. The \$25 million campus is LAUSD's first new regular high school to open in the San Fernando Valley since 1971, and is the first to open on a university campus. Under a CSUN-LAUSD cooperation agreement, the school's students will have access to CSUN facilities such as the campus library, certain laboratories and physical education areas. CSUN administrators and faculty members also will work with their LAUSD counterparts to help shape the school's instructional program. As an academy campus, the new school will have a major focus on preparing students for teaching

⁴¹ Institutional Report of Teacher Preparation Programs in 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207).

⁴² Ibid.

⁴³ CSUN Teachers for a New Era – Carnegie Proposal, July 2002.

⁴⁴ Institutional Report of Teacher Preparation Programs in 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207).

careers. The school also will offer academic tracks such as media and performing arts, and health and human services in coordination with the university. LAUSD and CSUN officials envision permitting eligible students at the school to enroll in designated college classes at CSUN.⁴⁵

Most recently in Fall 2004, the W. M. Keck Foundation has awarded the university \$300,000 over the next two years for an innovative new program that places K-12 master teachers in the university's arts and sciences classrooms. The objective of the W.M. Keck Teachers-in-Residence Project is to bridge the gap between theory and practice in teacher education programs, and to strengthen active collaborations between K-12 teachers and university arts and sciences faculty in order to help teachers better support student success in K-12 classrooms. This is believed to be the first university-wide program of its kind in the United States.⁴⁶

In addition to the formal teacher education programs discussed above, the university maintains several outreach activities and projects related to specific K-12 school sites. During 2002-2003, the College of Arts, Media, and Communication participated in several projects, serving 2,887 pupils and 121 schools. 57 faculty and 803 CSUN students facilitated programs ranging from Art Exhibitions to Drama Workshops, as illustrated in Table 13.

Table 13: College of Arts, Media, and Communication K12 Projects

Projects	Annual Amount of Funding
Annual High School Art Exhibition	\$ 5,000.00
Art Team Teaching	
Art Week	
Braudus Elementary School	\$ 1,500.00
Clay Day	\$ 550.00
LAUSD-CSUN Partnership	
Smart Day	\$ 500.00
High School Journalism and Writing Competition	\$ 1,500.00
Early Field Experience	
Music For Youth	\$ 2,000.00
Piano For Youth	
Youth Orchestras	\$ 95,000.00
K-5 Theatre Production	\$ 60.00
Teenage Drama Workshop	
Touring Theatre of "Wrestling Season"	
	\$106,110.00
Total Annual Amount of Funding	

In addition to providing formal teacher preparation programs and supervised teaching to pre-credential students, the College of Education provides several value added programs directly to K-12 students. In 2002-2003, the College facilitated outreach activities involving more than 14,000 K-12 students, 109 K-12 schools, 32 CSUN faculty, and 585 Cal State Northridge students. As Table 14 illustrates, these activities account for more than \$2 million of externally funded programs each year.⁴⁷

⁴⁵ CSUN Press Release, 10/23/2002.

http://www.csun.edu/%7Ehfoao102/press_releases/fall02/highschool.html

⁴⁶ CSUN Press Release, 7/22/2004.

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⁴⁷ Eaton, Arlinda, Associate Dean, Education Dean's Office, *2002-2003 Summary of Outreach and Project Activities involving local K-12 schools; initially prepared by Dr. Jinyi L, Director of Education Equity Office*

Table 14: College of Education K12 Projects

Projects	Annual Amount of Funding
University Preparation School	
Adolescent Resiliency in Multicultural Communities Research Project	\$ 4,452.00
Collaborative Academic Preparation Initiative (CAPI)	\$ 293,732.00
GEAR-UP/Project GRAD LA	\$ 470,215.00
Teacher Recruitment Project	\$ 75,000.00
DELTA Collaborative	\$ 300,000.00
Academic Improvement & Achievement Act (AIAA)	\$ 400,000.00
Granada Hills CSUN Math/Science Magnet	
Operation Respect	
RoboEducators	\$ 100,000.00
Beginning Teacher Support and Assessment for Special Educators Program (BTSA-SE)	\$ 138,600.00
Special Education Intern Program	\$ 405,000.00
Total Projects 13	
Total Annual Amount of Funding	\$2,186,999.00

Table 15: College of Health and Human Development K12 Projects

Projects	Annual Amount of Funding
EOH and Science	
Child and Family Studies Center	
Effective parenting Campaigns for San Fernando Valley and Antelope Valley	
Preparing for Adolescence	
VAL Project	
VAL Project (Cal Safe Location)	
Physical Education Progress Act (PEP)	\$492,000.00
Wheelchair Sports Camp	
American Association of University Women (AAUW) Career Day	
Classroom Enrichment Session	
Total Projects 10	
Total Annual Amount of Funding	\$492,000.00

The College of Health and Human Development facilitates activities based on enhancing the quality of life through programs that promote safety, health and well-being for more than 300 K-12 pupils at 21 K-12 school sites. The total amount of external funding for these programs, as indicated in Table 15 above, was \$492,000.00.⁴⁸ 39 faculty and 144 students from the College of Science and Mathematics facilitated several outreach programs, reaching nearly 4000 K-12 students at 91 school sites. As noted in Table 16, total annual funding for these programs exceeded \$3,000,000.00.⁴⁹

The Office of Student Affairs facilitated a variety of outreach activities and projects through its Student Outreach and Recruitment Services division. More than 200 CSUN students and 15 faculty worked directly with nearly 17,560 K-12 students from approximately 200 K-12 schools in

⁴⁸ Eaton, Arlinda, Associate Dean, Education Dean's Office, *2002-2003 Summary of Outreach and Project Activities involving local K-12 schools; initially prepared by Dr. Jinyi L, Director of Education Equity Office*

⁴⁹ Eaton, Arlinda, Associate Dean, Education Dean's Office, *2002-2003 Summary of Outreach and Project Activities involving local K-12 schools; initially prepared by Dr. Jinyi L, Director of Education Equity Office*

academic enrichment programs. As noted in Table 17, total annual funding for these programs exceeded \$500,000.00.

Table 16: College of Science and Mathematics K12 Projects

2002-2003 Projects	Annual Amount of Funding
GEAR-UP	\$ 1,920,000.00
Young Investigators and Their Teachers	\$ 573,000.00
Chemistry Teacher Support Group	\$ 4,900.00
Three Chemistry Lessons for Tomorrow's Scientists	\$ 1,500.00
Mentoring through Research	\$ 325,000.00
San Fernando Valley Project and Eisenhower Projects	\$ 269,000.00
MPDI	\$ 80,000.00
Education and Outreach for California High School Cosmic Ray Observatory	\$ 6,100.00
Planetarium Show	
SCAAPT Meeting	
Science Olympiad	
Space Night	
Total Projects 12	
Total Annual Amount of Funding	\$ 3,179,500.00

Table 17: Office of Student Affairs K12 Projects

Projects	Annual Amount of Funding
Health Promotion Peer Education Program	\$ 22,000.00
Algebra Readiness Academy	\$ 14,000.00
College: Making It Happen	\$ 50,000.00
Gear-Up/Project STEPS	\$ 33,564.00
Geometry Readiness Academy	\$ 14,000.00
I'm Going to College	\$ 8,613.00
Mother/Daughter College Preparation Program	
Precollegiate Academic Development Program (PAD)	\$ 290,847.00
Student Internships – Outreach Access	\$ 78,000.00
Summer Academic Institute	\$ 32,000.00
Total Projects 10	
Total Annual Amount of Funding	\$ 543,024.00

Service Learning

As one measure of the university's commitment to serving the broader Los Angeles community, service learning has emerged as an increasingly relevant piece of several academic programs. By linking community service with academic learning students are given an opportunity to use acquired skills and knowledge in real-world environments.

During 2002-2003, 572 students participated in courses with required service-learning components, and 152 students participated in courses with optional service-learning components. The service categories represented included Education (15% of students), Health (7%), Social Services (17%), Political Action/Community Organizing (31%), Environment (5%), Public Safety/Crime Prevention (7.5%). 17.5% of students participated in other non-defined areas.

Service-learning projects at CSUN range from Communication Studies students who taught public speaking skills to children from local elementary, middle, and high schools to Health Science students who taught dance classes to people with physical and cognitive disabilities.

One program of particular significance illustrates the type of impact service-learning can have on a community. MOSAIC (Mentoring to Overcome Struggles and Inspire Courage) is a new CSUN program that was created to bring the knowledge, concern, and energy of university students into early prevention after-school programs for youth at risk of joining gangs.

MOSAIC is partnering with local non-profit agencies at four after-school sites in underserved areas of the San Fernando Valley. At each site, CSUN students tutor, mentor, and provide a variety of enrichment and recreational activities for youth ages 7-17, Monday through Thursday from approximately 3:30 – 6:30 p.m.⁵⁰

Mentoring

Since 1999, the Youth Service Specialist Program (YSS) and Collaborative Art and Theatre Project at CSUN has provided valuable mentoring support to approximately 2,700 at-risk high school students over the past four years to reduce juvenile delinquency and to improve academic performance and school attendance. Mentors provide concentrated support in academic coaching, in nurturing commitments to learning, and in encouraging positive behavior among at-risk high school participants.

The program is implemented through 14-week workshops which include two weekly 3-hour courses in photography, theatre, and computer graphic design. Upon completion of their coursework, students are given the opportunity to present theatrical performances, computer graphic design elements, and photography exhibits. In each of the courses, students and their mentors participate together.

Photography

High school students are introduced to images by other photographers, and lead discussions about composition, subject matter, and subtleties of lighting. Each student is given the opportunity to process their own film and enlarge their own negatives.

Theater

High School students experience a language arts sequential curriculum focusing on creative dynamics, scriptwriting, and play production. Students learned the crafts of acting and performing by demonstrating their talents before an audience.

Computer Graphic Designs

⁵⁰ Rubin, Maureen, Director, Community Service Learning Center, *Types of Service-Learning Programs*.

In learning core concepts of production design high school students create their own computer graphic designs. After completing the concept and design phases, the final designs are adhered to T-shirts and then displayed.

Community Mapping through GIS

This course, offered in Spring 2005, will provide high school students hands-on experience using Geographic Information Systems (GIS). The creation and use of maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective are the key elements in geographic interpretation of people, places and habitats. "Thinking spatially" creates an environment where high school students learn how spatial features influence human and physical behavior.

YSS has demonstrated consistent success with at-risk high school students from Chatsworth, Cleveland, El Camino, Monroe, Taft, Sylmar, Van Nuys, and Hoover High Schools. The Spring 2003 Collaborative Art and Theatre Project demonstrate the measurable impact of the program:

- Only 4 out of 36 students violated probation or became re-involved in the criminal justice system.
- 90% of program participants indicated increased self esteem and social skills as well as improved anger management coping skills and an interest in higher education.
- 50% of the participants expressed a more positive relationship with their parents or guardians based on their participation in the collaborative project.
- Overall school attendance rates among students participates increased to 82%.

YSS has been extremely active with other local community organizations including New Directions for Youth, Tarzana Treatment Center, IDARP, and Bridges.⁵¹

Health Services

One of the best examples of CSUN's health services impacts is the Community Counseling and Resource Institute (CCRI) which offers counseling services provided by Marriage and Family Therapy (MFT) Trainees (advanced masters degree students) and registered MFT Interns under the supervision of state-licensed therapists.

CCRI individual counseling services for children, adolescents, and adults as well as couples, families, and groups in support of concerns including:

- depression
- anxiety
- relationship difficulties
- divorce and family issues
- grief, loss and bereavement
- sexuality concerns
- anger and stress management
- parenting skills

⁵¹ DeBose, Herman, Director, Youth Service Specialist, *Outcomes for Spring 2003 Collaborative Art and Theatre Projects cited from the Mentoring Programs Grant.*

CCRI also offers:

- crisis intervention services
- play therapy
- social skills counseling
- psychoeducational, growth and support group counseling services
- small group and individual school-based counseling services
- assessment and treatment of at-risk children and adolescents
- parenting improvement education for families of at-risk children
- mentoring and/or tutoring for improving student attendance and/or achievement
- workshops for teachers on intervention strategies for at-risk students
- child abuse recognition training for parents and teachers

CCRI illustrated the kind of community impact the university can have after the Northridge Earthquake in 1994 when the clinic provided counseling services for those individuals distressed by the disaster. More recently, the clinic has been involved with the LAPD Jeopardy program for at-risk youths and in many school-based programs and grants. In addition to on-site counseling and psycho-educational services, CCRI is committed to offer its services in communities and schools in the greater Metropolitan Los Angeles region and Ventura County.⁵²

In addition, the university supports several community health programs through the College of Health and Human Development. The programs directly contribute to the health and well being of Los Angeles residents. The programs include:⁵³

The Center of Achievement for the Physically Disabled (CAPD) - Department of Kinesiology

- Provides long-term after-care and trains future professionals. The CAPD is home of the Abbott and Linda Brown Western Center for Adaptive Aquatic Therapy.

Center for Health Ethics & Policy - College of HHD and Department of Health Sciences

- Provides organizational structure for the development of programs, workshops and seminars in health care ethics policies. Collaborates with public and private leaders to offer community service, conduct research and play a leading role in establishing a university wide health care ethics & policy forum.

Center for Health Research & Community Service - Department of Health Sciences

- Provides a professional and academic center for sharing research through discussion, conferences and symposia related to ethics in health care.

Center for the Study of Leisure and Play Behavior - Department of Leisure Studies & Recreation

- Explores the nature of play and its effect on lifestyle, health and interpersonal dynamics.

Language, Speech & Hearing Center - Department of Communication Disorders & Sciences

- Provides diagnostic and therapeutic services to children and adults with communication disorders.

Marilyn Magaram Center for Food Science, Nutrition & Dietetics (MMC) - Department of Family & Consumer Sciences

- Provides education to families about improving the quality of life through better nutrition, provides research and evaluation technologies for the assessment of food quality, and increasing understanding of modern biological and chemical treatments and their effect on foods.

⁵² MacIntosh, Jody, Program Manager MFT Intern, *Community Service and Counselor Training document*.

⁵³ See the College of Health and Human Development website at <http://chhd.csun.edu/>.

The Abbott & Linda Brown Western Center for Adaptive Aquatic Therapy - Department of Kinesiology

- Features four treatment-specific pools for exercise and fitness programs for people of all ages (beyond six months) who have moderate to severe disabilities. The Brown Center is part of the nationally recognized Center of Achievement for the Physically Disabled in the Department of Kinesiology.

Child & Family Studies Center (the “Lab School”) - Department of Family & Consumer Sciences

- The Lab School is accredited by the National Academy of Early Childhood Programs for maintaining the highest standards in early childhood education; and by the American Association of Family and Consumer Sciences as a high quality instructional site for CSUN students and children of the community. Outreach efforts include programs assisting youth and their families, parenting newsletters, parenting classes, and presentations to community groups.

Consumer Resource Center - Department of Family & Consumer Sciences

- Student interns provide help to the community regarding banking, investing, financial planning, taxes and consumer affairs issues.

CSUN Aquatic Center at Lake Castaic - Department of Leisure Studies & Recreation

- Students learn boating and water safety skills working with youth, adults and special populations at this CSUN/LA City facility 45 minutes north of the CSUN campus. The CSUN Aquatic Center at Castaic, opened in 1972, is one of the major water recreation facilities in Southern California.

Cultural Resources

California State University Northridge contributes to the cultural life of the region by supporting performances, concerts, and plays and other programs that are available to the community. Last year, CSUN's Performing Art Center recorded its largest audience to date, 74,467 attendees.⁵⁴



Art Galleries

The Art Galleries at CSUN serve the University campus and the Southern California visual arts community. The Galleries present an exhibition agenda that reflects the extraordinary diversity of the global art world today and of the many audiences. Since 1980, over 500 exhibitions have been sponsored through CSUN's Art Galleries, including several at regional and off-campus sites. Moreover, the Art Galleries offer a service called the docent tour program. Trained, docents lead tours for each exhibition to K-14 students in addition to community groups, campus classes, and international visitors.

Faculty from several Colleges including Arts, Humanities, Sciences, Business, Engineering, Social and Behavioral Sciences as well as external institutions play a part in sustaining the perspectives in international art and the wide-ranging interrelationships of today's visual world.

⁵⁴ Anthony, Kathy, Associate Director, *Performing Arts, 2003-2004 Performing Arts Center usage data by Category and Discipline*.

Furthermore, CSUN's Art Galleries host on a regular basis exhibitions from faculty, students, and alumni. Lectures given by each artist about a particular venue often will include other events such as music performances and panel discussions.

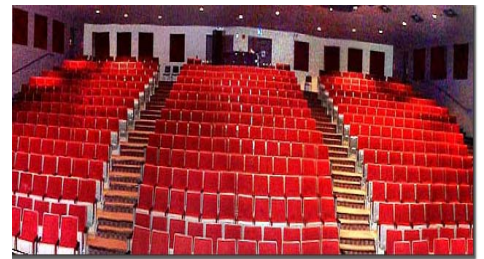
Opened to the public at no cost six days a week, the Galleries draw on average between 25,000 and 30,000 visitors each year.⁵⁵ ADA accessible and nearby parking provided.

Music

During 2003-2004 215 recitals were performed with attendance reaching well over 19,000. Recital presentations are provided by students, faculty, and guest artists.⁵⁶

Performing Arts Center

Many of the concerts from the Department of Music are held in the Performing Arts Center. A 500-seat theatre with outstanding acoustics, the Center enriches the cultural life of the San Fernando Valley. A variety of stage events including concerts, theatrical productions, public forums, and dance performances represent the dynamic diversity in the surrounding community. Most are free to the public.



Built by J.W. Walker & Sons, the Pipe Organ is situated within the Performing Arts Center on campus. Built to the sound of a French-classical instrument, the Pipe Organ has twenty-three ranks in which 3 are made of wood and 2 are partially made of wood, and 1,777 pipes, the smallest being 3/8 of an inch and the tallest being 16 feet.⁵⁷

CSUN Cinematheque, Alan and Elaine Armer Theaters

The Cinematheque, the only venue of its type in the San Fernando Valley, is presented by the Department of Cinema and Television Arts. Screenings are held year-round in the Elaine and Alan Theater, a 125 seat motion picture theater. The Cinematheque is designed to present retrospectives of classic films in addition to contemporary releases in conjunction with various guest artists for lecture and panel discussions.

Some of the Fall 2004 highlights include:

- *The Great Gatsby*, starring Robert Redford and Mia Farrow
- *Laura*, starring Gene Tierney and Dana Andrews
- *Reversal of Fortune*, starring Glenn Close and Jeremy Irons
- *I'll Sleep When I'm dead*, starring Clive Owen, Charlotte Rampling, Jonathan Rhys-Meyers, and Malcolm McDowell

⁵⁵ Lewis, Louise, Director, Art Galleries, *Art Galleries document*.

⁵⁶ Reale, Mary, Public Relations Music Department, *Music Recital Hall Attendance Figures*

⁵⁷ www.csun.edu.

During 2003-2004, the Cinematheque hosted 127 featured films. Seating at the Cinematheque is first reserved for those students enrolled in courses. However, any available seating is free and open to the public.⁵⁸

Advocates for Cultural Talk (ACT)

Each year, the “Advocates for Cultural Talk” or ACT, prepares selected students as Peer Educators in diversity awareness. Categories of diversity that ACT examines include race and ethnicity, gender, class, sexual orientation, and age. Students are drawn from programs such as Psychology, Sociology, Communication Studies, Child Development and Women’s Studies Each Peer Educator presents a workshop to CSUN classes, student organization as well as to high schools, junior colleges, and other organizations in the region. Presentations are designed to:

- Increase awareness of cultural diversity.
- Provide opportunities to bridge differences through dialogue.
- Help participants reflect on the choices they make in their personal interactions.
- Provide information to combat racism, sexism, and other forms of discrimination.

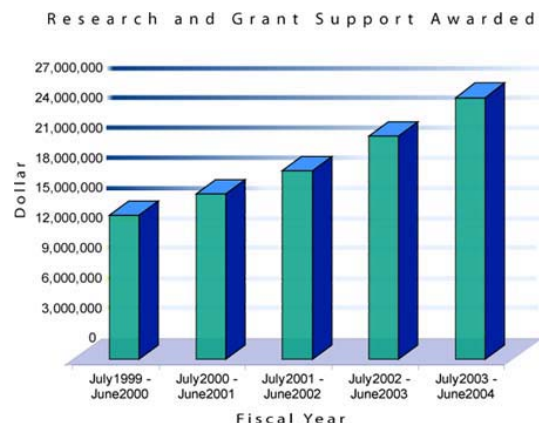
In addition to the diversity awareness workshops, each semester ACT organizes a forum to address specific diversity issues. In 2003, T. J. Leyden, spoke about his experience with the skinhead movement and Randy Cohen discussed issues relating to ethics.⁵⁹

Research and Grants

CSUN, plays a major role in both basic and applied research. Not only do most faculty participate in research and grant opportunities, but so do many students—many of whom work in conjunction with faculty in more than 200 research projects each year.

Total research and grant support awarded to California State University Northridge in fiscal year 2003-4 was \$27.3 million, including \$26,136,551 in public grants and \$1.2 million in Foundation grants. Funding was received from various agencies including National Institutes of Health (NIH), National Science Foundation (NSF), National Aeronautics and Space Administration (NASA), Los Angeles Unified School District (LAUSD), Carnegie Corporation, Jet Propulsion Laboratory (JPL), and U.S. Department of Education (USDE) among many others.⁶⁰ Figure 1 below illustrates the growth in external grants between 1999 and 2004.

Figure 1: CSUN Grant Support 1999-2004



⁵⁸ Schaubert, Mark, Media Production Specialist, Information Technology Consultant, Cinematheque Director, *Cinematheque Stats*.

⁵⁹ Okazaki, Carolyn, LCSW, BCD, Director, *Peer Educator and Brochure Data*.

⁶⁰ Murdock, Karen, Administrative Analyst, Research and Grants, *Grants and Research Data*.

Funded research currently taking place at CSUN includes:

- Minority Biomedical Research Support.
- Routes and Regulation of Cyan bacterial Carbon Catabolism.
- Teachers for a New Era Initiative.
- Genesis Project (formerly NSCAT/Seawinds Project).
- Leptin Treatment and Skeletal Muscle Insulin Resistance.
- Providing Competent Special Educators for Urban Schools; Minority Institutions Grant.
- Preparing Teachers to Educate Students with Severe & Multiple Disabilities From Multicultural Backgrounds.
- Improving Student Outcomes Through Cooperative Effort.
- Project EXPORT- Using GIS to Better Understand & Eliminate Health Disparities.

In addition to public research grant opportunities, the university receives major grants from private foundations. Agencies that provided funding include Verizon Foundation, Zimmer Family Foundation, Heinz Family Foundation, and the Core Knowledge Foundation, among scores of others. Foundation grants for fiscal year 2003-04 topped \$1.2 million, funding programs such as:

- Preparing Tomorrow's Teachers
- CHIME Charter School
- Los Angeles Urban Debate League
- Earthquake Sculpture Garden
- Field Work Internships
- Partnerships: Empowering Youth to Serve
- Online Computer
- Abbott and Linda Brown Western Center for Adaptive Aquatic
- Cellular Adhesion Research
- Maritime Origins on California's Channel Islands: A Comparative Study of Early Human Occupations at Daisy Cave and Eel Point.
- Impacts of Urban Growth Limits on Environment and the Quality of Life.
- Integration of GPS and Seismological Equipment with Inquiry Based Pedagogy for Geology and K-12 Curriculum.

Section Summary

California State University Northridge creates significant impacts on the region in several social and cultural areas. These impacts are often more difficult to assess than economic impacts, but are arguably more important indicators of the university's contributions to the region.

- CSUN is a major producer of K12 Teachers in the region, the state, and the nation as a whole.
- CSUN is recognized as a major producer of Ph.D. students in several disciplines, and one of the top producers of science Ph.D. students in the nation.
- CSUN is recognized among the top minority serving universities, as measured by the services provided and the numbers of minority graduates.
- CSUN is a major national incubator of arts and culture, particularly in electronic media and music.
- CSUN is the primary anchor for athletics, arts and culture among the 1.6 million people living in the San Fernando Valley portion of the City of Los Angeles.
- CSUN is a major producer of basic and applied research, with almost \$27.5 million in external grants for 2003-2004.

Conclusions

The data in this report illustrate the many areas of impact California State University Northridge has in the metropolitan Los Angeles area. With an economic impact of nearly \$700 million per year, the university is a major economic engine in the state. With 32,000 students CSUN is the largest comprehensive university in the City of Los Angeles, and one of the largest universities in the nation. The university has been recognized as one of the top universities in placing graduates in science based PhD. Programs. The university is recognized as a leading institution in serving minority students. With over 1800 CSUN students actively engaged in supervised teaching in K12 classrooms, the university produces the largest number of K12 teachers of any campus in the state. Significant findings of the study include:

- The overall impact of California State University Northridge on the metropolitan Los Angeles economy is estimated to be between \$664 million and \$686 million per year. This activity takes places mostly in the Services sector, Foreign & Domestic Trade, and Government.
- For every dollar of state appropriation, CSUN generates over four dollars of economic activity. CSUN expenditures have a multiplier of 1.96 – that is, for every \$1 spent by the university and its faculty, students, and staff, an additional 96 cents of spending ripples through the L.A. County economy.
- *Direct* economic activity in L.A. County attributable to CSUN is estimated at between \$340 million and \$350 million per year. This is mostly in Services and Foreign & Domestic Trade.
- *Indirect* economic activity – that is, purchases made by local CSUN suppliers from their own local suppliers – is estimated at approximately \$75 million. This is mostly in Services.
- *Induced* economic activity – that is, consumption spending of employees whose firms receive CSUN dollars directly or indirectly – is estimated at between \$249 million and \$260 million. Some 40% of this activity is in Services, with Government, Manufacturing, Retail Trade, and other sectors far behind.
- In addition to the 5800 jobs at CSUN itself, the university's economic activity creates an additional 5,700 to 6,000 jobs in the local economy. Most of these jobs are in the Services, Government, and Retail Trade sectors.
- CSUN is a major producer of K12 Teachers in the region, the state, and the nation as a whole.
- CSUN is recognized as a leader in producing students who go on to Ph.D. programs in several disciplines, and one of the top producers in the nation of students who go on to Ph.D. programs in science.
- CSUN is recognized among the top minority serving universities, as measured by the services provided and the numbers of minority graduates.
- CSUN is a major national incubator of arts and culture, particularly in electronic media and music.
- CSUN is the primary anchor for athletics, arts and culture among the 1.6 million people living in the San Fernando Valley portion of the City of Los Angeles.

- CSUN is a major producer of basic and applied research, with almost \$27.5 million in external grants for 2003-2004.

Recommendations

We note that many areas of impact cannot be effectively documented due to a lack of systematic data collection. While Institutional Research has been increasingly effective in collecting and disseminating institutional data, there is little in the way of program outcomes or systematic social research available for post-implementation program evaluation.

We note the current efforts at establishing meaningful assessment programs at the program, department, and college level, consistent with WASC requirements and university initiatives. In addition, we recommend the following:

- All assessment programs should include consistent data on student outcomes and community impact over time.
- Social survey data should be collected on students, alumni, faculty, and staff on an annual basis. For example, data on what students do with their CSUN training would be extremely useful in further refining our assessment of university impacts. And, as a consequence of the perishability of survey data, social surveys should be designed and implemented by a social research unit of the university.
- Broad based population surveys of residents and businesses in Los Angeles County should be implemented on an annual basis to measure (a) how CSUN is perceived in the community, (b) how effective the university is at meeting community expectations, (c) the proportion of CSUN degrees in the community by region, by economic sector, and by profession.
- A single clearing house of all university datasets, except those data which are confidential, should be established so that the many units of the university can access and share relevant data.
- Annual survey of all university units, departments, and programs number and type of community contacts.

Individuals Contacted in the Preparation of the Study

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Villamizar, Carmina, AS Director of Cultural Awareness

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