

# ECONOMIC IMPACT OF CAL POLY ON THE CENTRAL COAST OF CALIFORNIA

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November 2023

REACH Deloitte.



# REACH

Ideas + Action for a Thriving Central Coast

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Cal Poly is a dynamic force on California's Central Coast, as anyone who has spent time in the region can attest. Its impact reverberates throughout San Luis Obispo and northern Santa Barbara counties.

The highly competitive state university is one of the region's biggest employers, its corps of current and former faculty and staff accounting for a sizable portion of the region's population, shaping the community, and spending their salaries and pensions on regional goods and services. Students volunteer in the community, intern at area companies and patronize local businesses. Parents and prospective students come to visit, bringing their dollars to the tourism industry. Graduates feed into the local workforce, creating a critical pipeline of talent for the region's k-12 education system and other industries.

Widely regarded for its Learn by Doing ethos, Cal Poly drives innovation in fields as diverse as aerospace and agriculture and regularly features on best university lists. It fosters regional entrepreneurship and business growth through programs like the HotHouse and Small Business Development Center. Countless businesses across the region trace their roots and their teams to Cal Poly.

To better capture and understand the magnitude of these contributions, both quantitative and qualitative, REACH partnered with Deloitte to undertake this comprehensive economic assessment.

The last such study was conducted by the university in 2014, finding a \$1.4 billion annual economic impact on the region. That impact, this independent review finds, has expanded 85% over the last decade to \$2.6 billion — accounting for 12% of SLO County's economic activity.

What's more: these impressive contributions could be even larger. Cal Poly accepts only 30% of applicants, in part due to housing and other growth constraints, even as other campuses struggle to meet enrollment targets. In 2022, the university turned away 20,000 4.0 GPA applicants. Admitting even a small share of these promising students could dramatically increase the university's annual economic impact on the region, to the tune of \$41,000 per student.

The invaluable service that Cal Poly and other educational institutions provide by shaping students' futures and developing the workforce of tomorrow is well appreciated. We hope this report illuminates the critical role Cal Poly also plays in bolstering the region's economy — and prompts creative approaches to maximizing its contributions in years to come.

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# REACH

Ideas + Action for a Thriving Central Coast

REACH is a regional economic action coalition uniting public, private and civic leaders across the San Luis Obispo and Santa Barbara Counties. REACH's goal is to transform the quality of life on the Central Coast through an unprecedented regional pursuit of inclusive economic prosperity. The vision is that the Central Coast will be a place where current and future generations have the opportunity to thrive. REACH is a data-driven, results-oriented organization that develops rigorous, nonpartisan, and evidence-based research to inform the design and implementation of regional economic development efforts.

For more information about REACH, visit [www.reachcentralcoast.org](http://www.reachcentralcoast.org)

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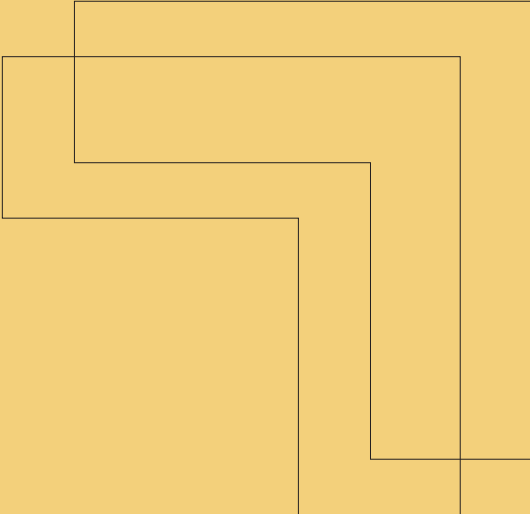
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# EXECUTIVE SUMMARY



# CAL POLY IS A MAJOR ECONOMIC ENGINE ON CALIFORNIA'S CENTRAL COAST

## ITS CURRENT ANNUAL ECONOMIC CONTRIBUTION IS ESTIMATED AT \$2.6 BILLION.

### Cal Poly's activities account for 12% of SLO County's economy

Cal Poly makes significant contributions to the region surrounding its campus in San Luis Obispo (SLO) County, on California's Central Coast. Across SLO and Northern Santa Barbara Counties, its annual economic contribution is estimated at \$2.6 billion. Considering factors most closely related to enrollment, the impact works out to \$41,380 per student.

Cal Poly's impact spans many facets of the regional economy, from employment to spending by the university, students, faculty and visitors, and other factors:

- Capital expenditures from its 2023–2032 spending plan add an average of \$234 million in annual economic impact;
- Cal Poly employs the full-time equivalent of 5,000 people with a total payroll of \$403 million, which collectively contributes \$576 million;
- The university spends \$29 million annually on goods and services from local businesses — adding \$18 million to the economy;
- Student spending adds \$271 million to the region's economy;
- Retired Cal Poly staff and faculty members living in the region increase the size of the economy by another \$83 million; and
- Visitors to Cal Poly spend close to \$43 million annually on lodging, food, and other expenses, which contributes \$35 million in impact.

The biggest boost to the region's economy, however — \$1.4 billion — comes from the university's development of an educated regional workforce. This human capital significantly enhances the region's overall productivity and economic output.

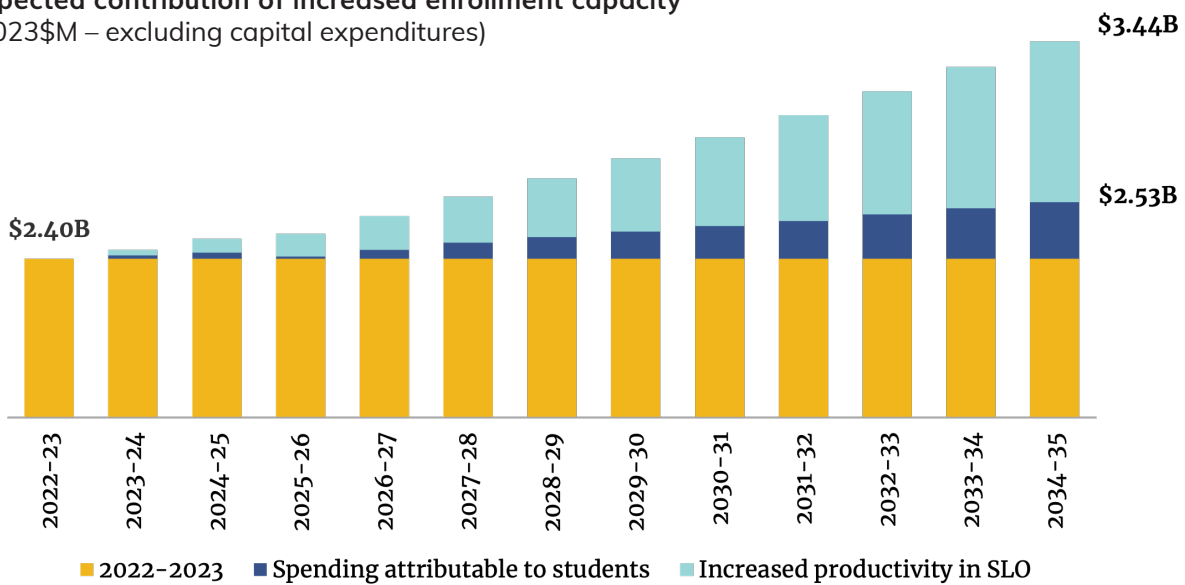
### Modeling potential future scenarios

The per-student economic impact of \$41,380 can be used to model the impact of potential enrollment increases. For example, enrollment growth to the university's master plan target of 25,000 students — an increase of 3,200 students — could potentially generate an annual recurring economic contribution of \$133 million. In essence, current campus capacity constraints could be viewed as a loss of economic potential.

**Economic contribution of Cal Poly for 2022-2023 FY**  
(millions of dollars unless otherwise indicated)

Impact on GDP (\$M)	Total
1. University payroll	\$576
2. Local university purchases	\$18
3. Student spending	\$271
4. Retired staff and faculty spending	\$83
5. Visitor spending	\$35
6. Local capital expenditures	\$234
7. Increased productivity	\$1,406
8. Student volunteer work	\$5
<b>Estimated impact</b>	<b>\$2,630</b>
<b>Per student (\$)¹</b>	<b>\$41,380</b>
<b>Per resident (\$)¹</b>	<b>\$2,146</b>

**Expected contribution of increased enrollment capacity**  
(2023\$M – excluding capital expenditures)



1. Per student and per resident figures include contribution from university payroll, local university purchases, student spending and visitor spending, as these are more closely correlated with the level of on-campus activity (number of enrolled students).



# BEYOND THE NUMBERS: EXPLORING THE MULTIFACETED IMPACT OF CAL POLY ON THE LOCAL ECONOMY

**Cal Poly's impact on the region cannot be entirely quantified using GDP**

This report also provides a comprehensive analysis of Cal Poly's broader impacts across three key themes: innovation and entrepreneurship, diversity, equity and inclusion (DEI), and the regional K-12 education system. Differentiated and unique socioeconomic and qualitative analyses demonstrate the university's significant and dynamic influence beyond its economic contributions.



Note: All photos are courtesy of Cal Poly.

## Socioeconomic benefits

The following benefits were explored based on Cal Poly data and information, consultations with Cal Poly program partners and leaders, and broader economic and social data and literature.

### Innovation and Entrepreneurship

1

- Cal Poly has made notable contributions to the region by nurturing an entrepreneurial spirit through education, training, and support. By fostering the growth and sustainability of new businesses, Cal Poly is not only helping to create jobs and generate revenue, but also contributing to economic growth.
- Through its efforts, 120 companies have launched to date, securing more than \$250 million in capital and generating more than 1,000 jobs to date.
- Cal Poly is also playing a key role in exploring how innovation and entrepreneurship can evolve and provide benefit to its community and beyond.

### Diversity, Equity and Inclusion

2

- Cal Poly has instituted various programs and initiatives to promote DEI.
- Three key examples include the Cal Poly Experience (CPX), Cal Poly Scholars, and Cluster Hire for Tenure-Track Faculty programs.
- These programs showcase Cal Poly's commitment to advancing DEI and demonstrate how they positively impact the broader economic and social landscape.

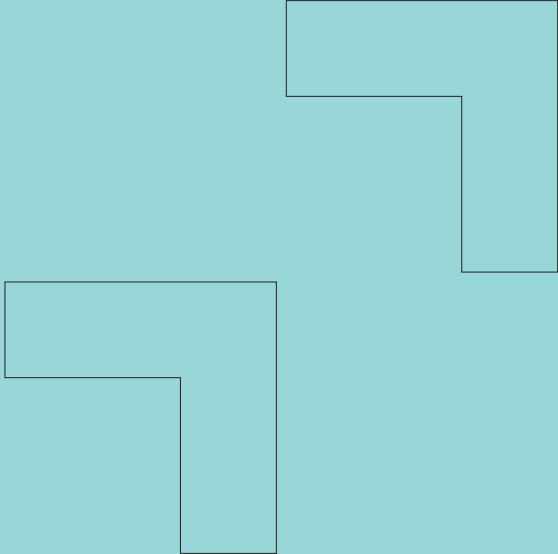
### Impact on K-12 Education

3

- Cal Poly plays a vital role in mitigating the education sector's persistent labor shortages across the Central Coast and California.
- 41.2% of all credentialed employees at the San Luis Coastal Unified School District, for example, have a qualification from Cal Poly.

SECTION 1

# INTRODUCTION



# CAL POLY: A CATALYST FOR ECONOMIC GROWTH AND INNOVATION IN THE CENTRAL COAST REGION

## STUDENTS AND FACULTY CONTRIBUTE TO THE REGION'S LOCAL DYNAMISM.

Cal Poly, in San Luis Obispo County on California's Central Coast, is a highly regarded institution that contributes to the region in a myriad of ways

California Polytechnic State University — Cal Poly's official name — employs thousands of people, educates many thousands more, and catalyzes billions of dollars in economic activity, all of which ripple throughout the region. A highly regarded university known for its Learn by Doing ethos, it boasts one of the most competitive acceptance rates in the state, attracting the brightest and most ambitious students not just from California but around the globe.

Founded in 1901, Cal Poly has a rich history as part of the 23-campus California State University (CSU) system. The university's sprawling 9,178-acre campus, the second-largest in California and one of the largest in the nation, serves as a vibrant hub of innovation and learning. This vast expanse hosts over 25 centers and institutes, fostering collaboration among students, faculty, and industry professionals. Cal Poly's commitment to hands-on learning is reflected in its six specialized colleges, each offering a unique academic focus and providing students with invaluable practical experience.

In 2022, Cal Poly's total enrollment reached just under 22,000 students. Over the years, the university has maintained a consistent enrollment, with numbers fluctuating between 20,000



Area above the yellow line represents approximate geography included in the economic analysis.

to just over 22,000 since 2014. Notably, the campus life thrives, with 39% of Cal Poly students choosing to reside on campus in 2022. This figure marks a positive uptick from the 2014-2021 average of 35%, excluding the 2020 outlier.

The university extends its impact beyond its fundamental role of teaching the minds of tomorrow's leaders, however, serving as a prime example of a modern-day educational institution.

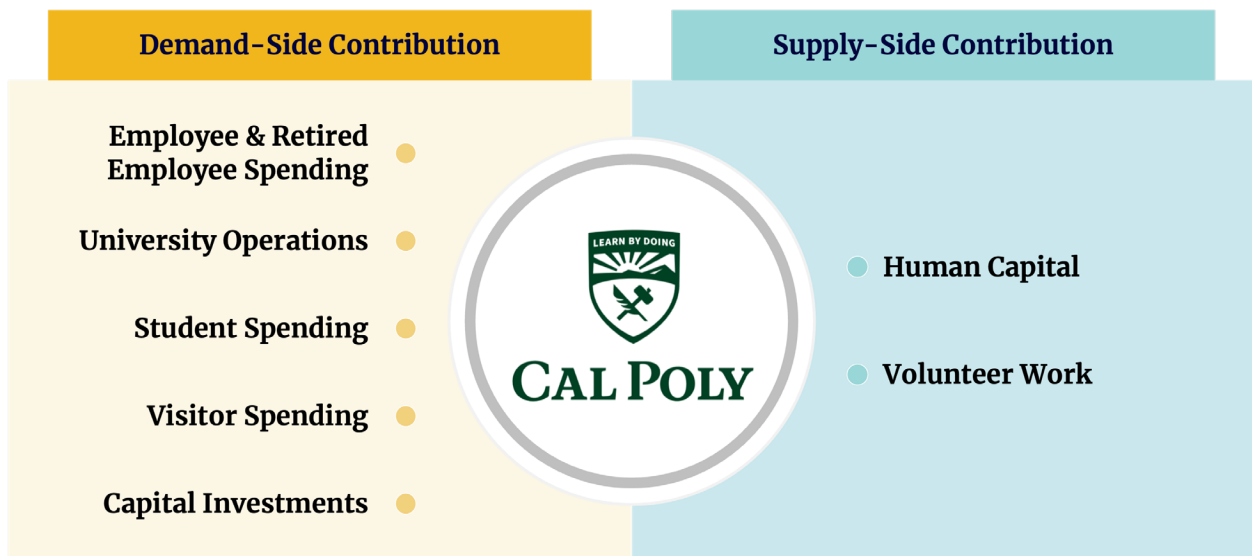
With a strong emphasis on fostering entrepreneurship, Cal Poly has established itself as a leader in the field. The Cal Poly Center for Innovation and Entrepreneurship (CIE) has made a significant impact both on and off campus, with more than 120 companies launched to date. These companies have secured capital exceeding \$250 million and generated over 1,000 jobs, making a measurable impact on SLO and Santa Barbara counties.

Furthermore, Cal Poly has strategically invested in specialized research capabilities, distinguishing itself as a global leader in pioneering areas of discovery such as aerospace, engineering, agriculture and marine sciences and advancing the nation's competitive edge in innovation.

Also beyond its traditional role, Cal Poly actively engages with the local community and serves as a collaborative partner in the Central Coast region. This partnership has played a critical role in establishing the region's reputation as a highly desirable location for both residence and employment opportunities.

# ANALYTICAL FRAMEWORK

The economic impact of Cal Poly on the local communities of San Luis Obispo and northern Santa Barbara counties can be measured in various ways. One approach is to assess the demand for goods and services generated by the university, its students, and visitors. Another is to consider the output produced by the university, such as the skilled graduates and volunteer work, and how they contribute to the overall productive capacity of the economy. By analyzing these factors, we can gain a better understanding of the significant role that Cal Poly plays in supporting the regional economy.





# INVESTING IN HUMAN CAPITAL: A KEY DRIVER OF LONG-TERM ECONOMIC GROWTH

## CAL POLY PLAYS A PIVOTAL ROLE IN DEVELOPING TOMORROW'S TALENT.

### Human capital is a driver of long-term economic growth

Economists define capital as any asset that enhances the long-term capacity of an economy to produce goods and services. Among these assets, human capital stands out as a precious reserve of knowledge, skills, and personal attributes, holding immense value in both personal and professional realms. Through active engagement in university education, graduates acquire these capabilities, enhancing their socio-economic prospects and empowering them to become valuable contributors to the workforce. Consequently, this not only fortifies the economy but also ignites its potential for sustained long-term growth.

Renowned American macroeconomist Robert Barro has empirically demonstrated this phenomenon. Over the course of his career, he has conducted extensive statistical analyses to explore the intricate relationship between economic growth and pivotal variables such as education, investment, government policies, and culture. His research consistently reveals a robust positive correlation between economic growth and factors like human capital and political stability, which, in turn, are closely interconnected.<sup>1</sup>

Cal Poly indeed serves as a driving force behind the region's sustained economic growth by providing the skilled labor required to meet the demands of industry. The knowledge and skills that Cal Poly students acquire enhance their socio-economic prospects and empower them to become valuable contributors to the workforce. This concentration of human capital attracts investment of other capital and facilitates knowledge transfer, which in turn leads to elevated wages, heightened innovation, and accelerated employment growth, resulting in significant economic and societal advantages.<sup>2</sup>

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1. Barro (1997).  
2. Abel (2011).



## THE OBJECTIVE OF THIS REPORT

The purpose of this report is to conduct an in-depth economic impact assessment of Cal Poly on the surrounding region's economic vitality. Specifically, this assessment focuses on the County of San Luis Obispo and the northern part of Santa Barbara County. By utilizing a combination of qualitative and quantitative data, this report will showcase the university's significant contributions to various key activities within the region.

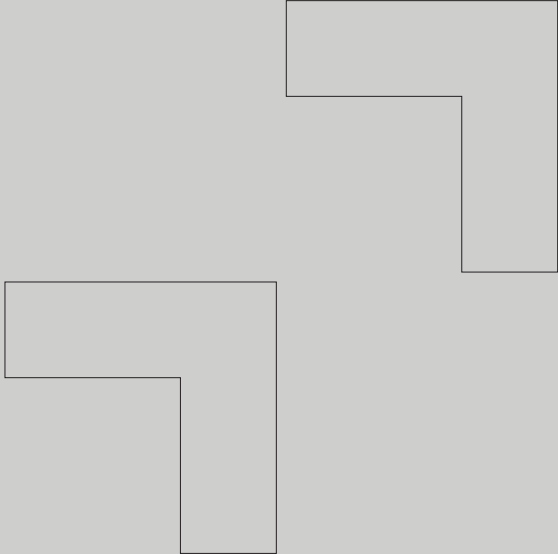
## THE STRUCTURE OF THIS REPORT

Section 2 delves into the economic landscape within which Cal Poly operates. Section 3 provides an estimate of Cal Poly's quantifiable contribution to the San Luis Obispo economy. Section 4 highlights the invaluable, often intangible contributions that Cal Poly has made to the local community over the long haul. Section 5 brings this report to a close with concluding remarks.



SECTION 2

# REGIONAL CONTEXT



# CENTRAL COAST ECONOMIC LANDSCAPE

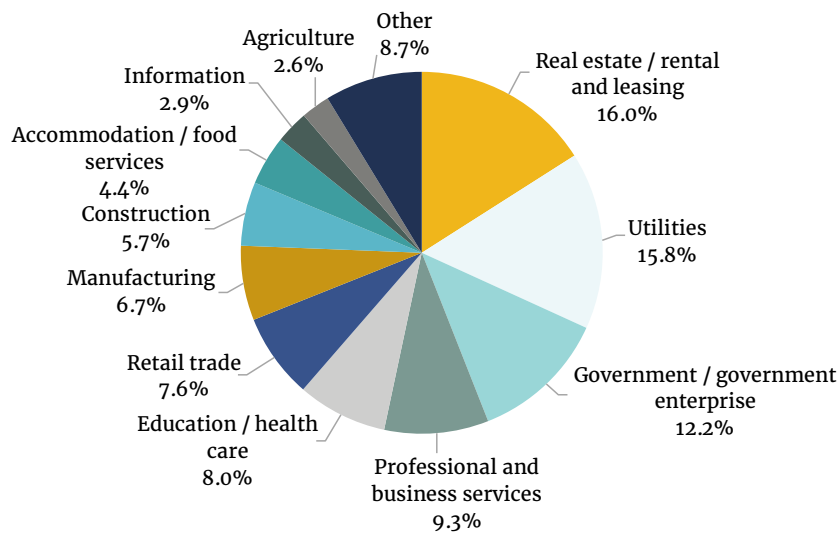
## CAL POLY PLAYS AN OUTSIZED ROLE.

### SLO County presents a well diversified economy

A comprehensive picture of the regional economy is needed to fully convey Cal Poly’s impact. SLO County recorded a gross domestic product (GDP) of \$21.2 billion in 2021 (in 2023 dollars, using year-to-date deflators), according to data from the U.S. Bureau of Economic Analysis (BEA). This translates to per capita real GDP of \$74,780. The region’s economy is highly diversified, with leading sectors including agriculture, tourism, real estate and rental leasing, utilities, government and government enterprises, professional services, and education and healthcare.

In this context, Cal Poly’s role is significant — as much as 12% of the region’s overall economic output. Looking strictly at payroll and local purchases, the university’s direct contribution amounts to \$413 million. Over the next decade, capital expenditure will add a further \$234 million each year on average. Taking into account additional spending by employees and students, faculty and retired employees, visitor spending, as well as the contribution to overall productivity and volunteer efforts, Section 3 estimates Cal Poly’s total impact (direct, indirect and induced) on GDP at \$2.6 billion.

**Distribution of SLO GDP in 2021**  
(%)



Note: Bureau of Economic Analysis; Analysis by Deloitte.



# HOUSING LIMITS ECONOMIC POTENTIAL

## AN ACUTE SHORTAGE PRESENTS SHARED CONSTRAINT ON GROWTH.

Like most of California, the Central Coast suffers from a housing shortage that stunts the economy and squeezes its residents. The repercussions extend to Cal Poly and constrain its economic contributions

The economic impact of the housing shortage in California is estimated to be \$140 billion, equivalent to 6% of the state's GDP. More than a third of this figure is attributed to "missing consumption," the goods and services people were unable to purchase due to the high percentage of their disposable income spent on housing.<sup>1</sup>

The situation in SLO and Santa Barbara counties is particularly acute, affecting all income levels. Housing affordability in SLO County is lower than the state average, when comparing median income to housing costs. And more SLO County renters — 57.1% — spend more than 30% of their income on housing than the statewide average of 54.8%, according to the 2021 American Community Survey.<sup>2</sup>

### Missed potential for economic growth plays out across the university and student community

Housing constraints play a part in how many applicants Cal Poly is able to accept, along with similar constraints on educational space. While other CSU campuses struggle to hit enrollment targets, Cal Poly in 2022 turned down about 20,000 applicants with 4.0 grade point averages — highly qualified students who had to look to their second or third choice schools. Not only does the region miss out on the longer-term contributions to the region's economy these applications represent (the human capital), but there's also an opportunity cost from the additional spending those students would bring to the region's businesses.

The regional shortage of attainable housing also presents a formidable challenge in attracting and retaining faculty and staff. And high housing costs mean students and current and former faculty and staff have less disposable income to spend on goods and services, again constraining the economic benefits that come with having a university in the region.

Availability and affordability challenges also contribute to housing insecurity, which has tangible and detrimental effects on students. In California, 21% of students find themselves in this

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1. McKinsey Global Institute - A tool kit to close California's housing gap (2016).

2. Housing & Infrastructure Update - SLO City Council 10/17/2023.

precarious position.<sup>1</sup> Those who experience housing insecurity are twice as likely to rely on credit cards or take on additional debt, and twice as likely to seek out time-consuming or risky ways to generate extra income. These effects are felt disproportionately by students from lower socio-economic backgrounds or those who struggle to find employment while studying. In some extreme cases, students are forced into unsustainable living situations, such as sharing one room with several people or even living in their vehicles while searching for housing. Furthermore, when rents are high, students have less disposable income to spend on goods and services, which means the local economy misses out on some of the economic benefits that come with having a university in the area.

The housing challenges in SLO paint a stark picture of the struggle faced by both students and residents alike. Currently, the city grapples with a mere 3% vacancy rate, making it challenging to secure housing. This scarcity not only affects Cal Poly students but also extends its impact to the university's employees, creating a widespread issue.

An analysis of housing trends over the past two decades further illuminates the crisis. In part due to Cal Poly's efforts to address the housing shortage, there has been a 20.7% increase in students residing in campus-provided housing from 2009 to 2019. In contrast, the number of students living off-campus has seen only a modest 4.4% increase during the same period.<sup>2</sup> This disparity underscores the acute need for accessible housing options in the region.

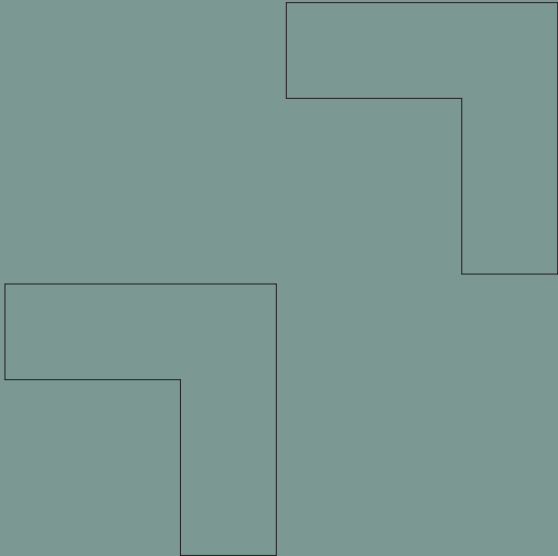
Recognizing the region-wide housing challenges, Cal Poly has steadily increased the number of students it houses on campus — 39% in 2022 — and has pledged to continue that growth. This will mitigate impacts to the off-campus rental market and benefit students by fostering stronger social connections and a more vibrant campus community.



1. Student Beans US Housing Insecurity Report (2022).
2. Cal Poly University Housing staff (2023).

Section 3

# ECONOMIC CONTRIBUTION OF CAL POLY



# SUMMARY OF THE UNIVERSITY'S IMPACT ON THE CENTRAL COAST ECONOMY

## CAL POLY'S ECONOMIC CONTRIBUTION IS ESTIMATED AT \$2.6 BILLION.

Cal Poly's annual contribution to the regional economy of San Luis Obispo and northern Santa Barbara counties is estimated at \$2.6 billion, of which \$234 million is attributable to its capital spending

- 1. University payroll contributes \$576 million in GDP**  
Cal Poly employs 5,000 individuals (FTE), with an average annual salary of \$80,500. The total payroll for Cal Poly employees is \$403 million.
- 2. Local university purchases contribute \$18 million to GDP**  
Cal Poly spends \$29 million annually on goods and services from local businesses (office supplies, books, equipment, and other materials).
- 3. Student spending adds \$271 million to the region's GDP**  
Cal Poly students collectively spend an estimated \$292 million annually on housing, food, and other living expenses.
- 4. Spending from retired staff and faculty adds \$83 million to the economy**  
Retired Cal Poly staff and faculty members living in the region have a total income of \$193 million when including all sources of revenue.
- 5. Visitor spending contributes \$35 million in GDP**  
Visitors to Cal Poly and the local community spend an estimated \$42.8 million annually on lodging, food, and other expenses.
- 6. Local capital expenditures will contribute an average of \$234 million each year**  
Cal Poly will invest \$2.5 billion in capital expenditures over the 2023–2032 horizon, including construction, renovations, and equipment purchases.
- 7. Increased productivity adds \$1.4 billion to GDP**  
Cal Poly's contribution to human capital increases productivity in the region, which in turn improves the region's economic performance.
- 8. Student volunteer work contributes nearly \$5 million to the economy**  
In 2022–2023, Cal Poly students volunteered 127,676 hours in the community, providing valuable services and contributing to the local economy.



### Economic contribution of Cal Poly for 2022-2023 FY

(millions of dollars unless otherwise indicated)

<b>Impact on GDP (\$M)</b>	<b>Direct</b>	<b>Indirect</b>	<b>Induced</b>	<b>Total</b>
1. University payroll	\$403	-	\$173	<b>\$576</b>
2. Local university purchases	\$10	\$5	\$3	<b>\$18</b>
3. Student spending	\$207	\$33	\$31	<b>\$271</b>
4. Retired staff and faculty spending	-	-	\$83	<b>\$83</b>
5. Visitor spending	\$23	\$6	\$6	<b>\$35</b>
6. Local capital expenditures	\$166	\$22	\$46	<b>\$234</b>
7. Increased productivity	\$1,406	-	-	<b>\$1,406</b>
8. Student volunteer work	\$5	-	-	<b>\$5</b>
<b>Estimated impact</b>	<b>\$2,221</b>	<b>\$66</b>	<b>\$343</b>	<b>\$2,630</b>
<b>Per student (\$)¹</b>	<b>\$29,550</b>	<b>\$2,015</b>	<b>\$9,814</b>	<b>\$41,380</b>
<b>Per resident (\$)¹</b>	<b>\$1,532</b>	<b>\$105</b>	<b>\$509</b>	<b>\$2,146</b>

Note: Data from Cal Poly; Analysis by Deloitte.

1. Per student and per resident figures include contribution from university payroll, local university purchases, student spending and visitor spending, as these are more closely correlated with the level of on-campus activity (number of enrolled students).

# UNIVERSITY PAYROLL

## UNIVERSITY PAYROLL CONTRIBUTES \$576 MILLION IN GDP TO THE REGION'S ECONOMY.

Cal Poly spends a total of \$403 million on payroll annually, which in turn, catalyzes millions in additional injections into the regional economy

- Its workforce is a diverse mix of full-time and part-time employees. According to figures provided by Cal Poly, the institution employs a total of 3,782 people. This workforce encompasses 1,752 faculty members, 1,873 university staff members, and 157 academic student employees. Additionally, Cal Poly's affiliated entities such as the Cal Poly Corporation, which provides commercial services such as dining, courseware and real estate and development, employ 3,251 people, of which 273 are regular benefited employees, 610 are intermittent, and 2,368 are students. Associated Students Inc., which provides student programs and services, has 573 employees (66 FTE equivalent). In total, an FTE equivalent of 5,000 employees is estimated, resulting in an average annual income of approximately \$80,500 per employee.
- In addition to the direct impact attributable to Cal Poly wages, indirect and induced impacts increase GDP in multiple other sectors. For example, university employees buy houses or rent apartments, stimulating growth in the real estate sector. In addition, they use health services, such as visiting doctors and hospitals. The disposable income of teachers and staff leads to additional spending on various services, such as banking, retail and catering.

### Aggregate results

	Direct	Indirect	Induced	Total
Output (M\$)	403.0	-	293.8	<b>696.8</b>
GDP (M\$)	403.0	-	173.5	<b>576.4</b>
Taxes (M\$)	-	-	4.1	<b>4.1</b>
Jobs (FTE)	5,000	-	1,803	<b>6,803</b>

Note: Data from Cal Poly; Assumptions and analysis by Deloitte.

**Top 10 impacted industries**  
(ranked by contribution to GDP)

	GDP (M\$)	Jobs (FTE)
Employment and payroll of state govt, education	403	5,000
Owner-occupied dwellings	36.4	0
Offices of physicians	7.6	75
Hospitals	7	54
Limited-service restaurants	6.1	110
Tenant-occupied housing	5.8	16
Monetary authorities and depository credit intermediation	5.5	17
Full-service restaurants	5.3	110
Other real estate	3.9	58
Retail - Food and beverage stores	3.9	52

Note: Data from Cal Poly; Assumptions and analysis by Deloitte.



# LOCAL UNIVERSITY PURCHASES

## BEYOND SALARY AND CAPITAL EXPENDITURE, CAL POLY SPENT \$208.5 MILLION IN 2022-2023.

Of that, 14% was spent locally: \$27.7 million in SLO County and \$1.5 million in Northern Santa Barbara County

- Excluding the costs of goods sold, this spending contributed a total of \$18.4 million in GDP while supporting 228 jobs (FTE).
- Real estate-related sectors were the main beneficiaries, followed by utilities (natural gas, water treatment).
- Local university spending generated \$300,000 in taxes for SLO County.

### Aggregate results

	Direct	Indirect	Induced	Total
Output (M\$)	23.4	11.0	5.3	39.7
GDP (M\$)	10.1	5.2	3.2	18.4
Taxes (M\$)	0.2	0.1	0.1	0.3
Jobs (FTE)	132	63	33	228

Note: Data from Cal Poly; Assumptions and analysis by Deloitte.

**Top 10 impacted industries**  
(ranked by contribution to GDP)

	GDP (M\$)	Jobs (FTE)
Other real estate	4.8	70
Natural gas distribution	0.9	1
Retail - Food and beverage stores	0.7	10
Owner-occupied dwellings	0.7	0
Monetary authorities and depository credit intermediation	0.6	2
Water, sewage and other systems	0.5	2
Services to buildings	0.4	9
Other local government enterprises	0.4	2
Full-service restaurants	0.4	8
Maintenance and repair construction of non-residential structures	0.4	3

Note: Data from Cal Poly; Assumptions and analysis by Deloitte.



# STUDENT SPENDING OFF CAMPUS

## THE SHARE OF RENT IN A STUDENT'S BUDGET HAS INCREASED.

### Students spent close to \$320 million off campus in FY 2022-23

It is estimated that Cal Poly students spent \$318.5 million off-campus in FY 2022-23, an average of \$14,630 per student — up from the estimated \$11,077 in FY 2012-13. This amount excludes on-campus expenditures such as books and supplies, which are included in the previous section.

Once the costs of goods sold are removed, as done for the previous study, total spending is estimated at \$291.8 million compared to \$206.9 million in 2012-2013, a 41% increase.

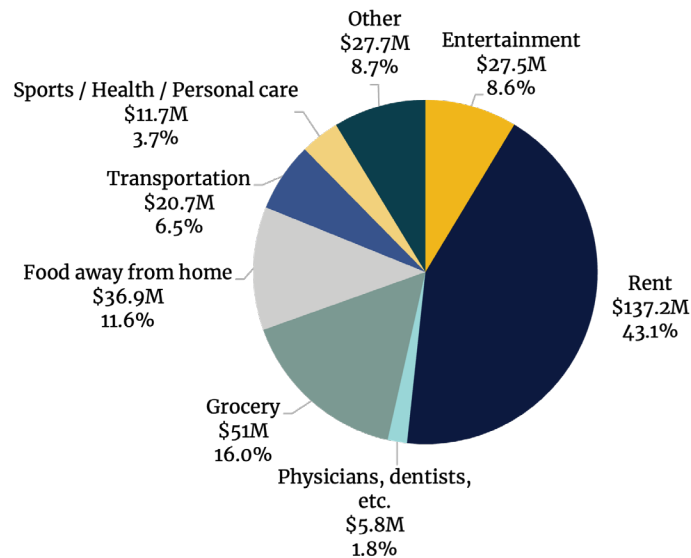
Rent remains the largest expenditure category, representing 43.1%. This is up from the 40% mark a decade prior, as rent inflation over 2012-2022 (42.2%) has exceeded that of the economy at large (27.5%). This is in part due the supply issues discussed in the introduction. Cal Poly's investment plans are designed in part to address this shortage over the next decade — as students feel less pressure on the housing front, they'll be able to spend more money on goods and services that have more trickle-down effects on the economy, such as non-housing services including arts, sports and other entertainment activities.



## Assumptions

- As the study was carried out before the autumn term, it was not possible to repeat a survey similar to the one used for the 2014 study.
- To estimate the impact of student spending on the economy, we assumed that real spending per student was similar, meaning that we inflated the various spending components using Federal Reserve Economic Data (FRED) and applied the growth rate of the student population.

### Student spending by category 2022-2023 FY (millions, % of the total spending)



Note: Data from Cal Poly; Assumptions and analysis by Deloitte.

## OFF-CAMPUS SPENDING CONTRIBUTES \$271 MILLION TO THE REGION'S GDP WHILE SUPPORTING 2,473 FTE JOBS.

### Student spending supports 1,813 direct jobs, most of them in the hotel and restaurant sectors

- The money students spend on rent, food and recreation generates economic value added from the local real estate, restaurant, performing arts, sports and retail sectors, which are among those most affected by Cal Poly students.

- An additional 660 indirect (through supply chains) and induced jobs (via increased household income) are supported;
- This spending generates an annual \$9.1 million in taxes for SLO County.

### Aggregate results

	Direct	Indirect	Induced	Total
Output (M\$)	291.8	59	54.1	404.9
GDP (M\$)	207.2	32.6	31.2	271
Taxes (M\$)	7.9	0.7	0.6	9.1
Jobs (FTE)	1,813	328	332	2,473

### Top 10 impacted industries (ranked by contribution to GDP)

	GDP (M\$)	Jobs (FTE)
Tenant-occupied housing	122.9	354
Retail - Food and beverage stores	24.1	317
Other amusement and recreation industries	12.3	228
Full-service restaurants	10.6	229
Limited-service restaurants	9.7	157
Owner-occupied dwellings	5.0	0
Other real estate	3.8	35
Offices of physicians	3.7	35
All other food and drinking places	3.5	87
Petroleum refineries	3.1	1.0

Note: Data from Cal Poly; Assumptions and analysis by Deloitte.



# RETIRED STAFF AND FACULTY SPENDING

## AN ANNUAL CONTRIBUTION OF \$83.5 MILLION TO THE REGIONAL GDP SUPPORTS 842 FTE JOBS.

The region benefits from having a share of Cal Poly staff and faculty remain in the area after retiring

- An estimated 1,674 retired Cal Poly employees still lived in San Luis Obispo or Northern Santa Barbara counties in 2022–2023, up from 1,399 in 2012–2013.
- When combined with all sources of revenue, this corresponds to an estimated annualized income of \$193.5 million<sup>1</sup> and annual local spending of \$141 million.
- The additional spending derived from that income contributed \$83.5 million to GDP and \$2 million in SLO County taxes while supporting 842 jobs (FTE).

### Aggregate results

	Direct	Indirect	Induced	Total
Output (M\$)	-	-	141	141
GDP (M\$)	-	-	83.5	83.5
Taxes (M\$)	-	-	2.0	2.0
Jobs (FTE)	-	-	842	842

Note: Data from Cal Poly; Assumptions and analysis by Deloitte.

1. Assumption behind this estimate: average working-year wage of retirees (average of previous 20 year's wages) as projected in 2014 study = \$83,600. The differential in realized inflation over 10 years adds 7.4%. Considering all sources of income, following previous ratios used, this takes average income per retiree to \$115,600, up from \$81,500 in the previous study. Sources: Data from Cal Poly; Assumptions and analysis by Deloitte.

**Top 10 impacted industries**  
(ranked by contribution to GDP)

	GDP (M\$)	Jobs (FTE)
Owner-occupied dwellings	17.8	0
Offices of physicians	3.8	38
Limited-service restaurants	3.4	61
Hospitals	3.3	25
Monetary authorities and depository credit intermediation	2.7	8
Tenant-occupied housing	2.6	7
Full-service restaurants	2.6	54
Retail - Food and beverage stores	2	27
Other real estate	1.9	27
Retail – Non-store retailers	1.7	18

Note: Data from Cal Poly; Assumptions and analysis by Deloitte.



# VISITOR SPENDING

**IT IS ESTIMATED THAT 195,000 CAL POLY VISITORS SPEND \$42.8 MILLION IN THE REGION.**

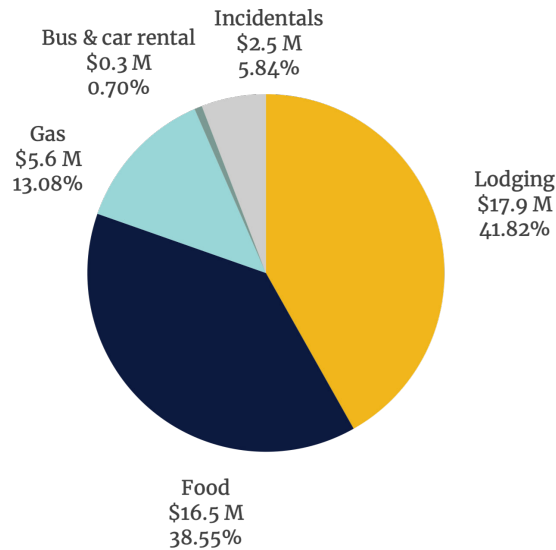
**2% of regional travel spending is a result of Cal Poly visitors**

- It is estimated that \$2 billion were spent on destination traveling in SLO County in 2022 according to Runyan (2023).
- Of that total, an estimated \$42.8 million can be attributed to Cal Poly visitors (2% of the total), including parents and friends visiting on-campus students, various events, faculty visitors, visiting athletic teams, etc.
- It is estimated that around 80% of combined spending is on lodging and food (including both grocery stores and restaurants), representing a local demand of almost \$35 million for these two categories of goods and services.

## Assumptions

- As the study was carried out before the autumn term, it was not possible to repeat a survey similar to the one used for the 2014 study.
- This assessment estimates that real “per-enrolled student” visitor spending is up 6.7%. Assumptions factored into that estimate:
  1. Real spending remained constant on a per visitor basis, meaning that the various inflation rates observed were applied to the various goods and services measured in the survey used for the 2014 study;
  2. The number of visitors was estimated to grow proportionally to student enrollment. In other words, the number of visitors per students was assumed constant.
  3. Given the absence of a survey, parameters such as average length of visitation and the share of visitors staying in local hotels could not be adjusted for this study. To take into account how various parameters may have evolved, including “per-enrolled student” visitors, growth in spending due to visitors of Cal Poly, on a per student basis, was estimated to have increased at the same pace as real overall hotel spending in SLO County. Using data from Runyan (2023), real hotel spending was up 6.7% since the last study.

**Visitor spending by category 2022-2023 FY,**  
(millions, % of the total spending)



Note: Data from Cal Poly; Runyan (2023); Assumptions and analysis by Deloitte.

## VISITORS CONTRIBUTE \$35 MILLION TO THE REGION'S GDP WHILE SUPPORTING 463 FTE JOBS.

Visitor spending attributable to Cal Poly supports 338 direct jobs, most of them in the hotel and restaurant sectors

- An additional 125 indirect and induced jobs are supported.
- In total, contribution to the region's economy is estimated at \$35.4 million, with a third of the impact accruing to hotels and motels as well as full-service restaurants.
- This spending generates an annual \$500,000 in taxes for SLO County.

## Aggregate results

	Direct	Indirect	Induced	Total
Output (M\$)	38.4	10.8	10.3	59.6
GDP (M\$)	23.3	6.1	5.9	35.4
Taxes (M\$)	0.3	0.1	0.1	0.5
Jobs (FTE)	338	63	62	463

## Top 10 impacted industries (ranked by contribution to GDP)

	GDP (M\$)	Jobs (FTE)
Hotels and motels, incl. casino hotels	8.8	131
Full-service restaurants	3.2	67
Retail - Gasoline stores	2.7	9
Limited-service restaurants	2.3	46
Retail - Food and beverage stores	2.3	28
Other accommodations	2.2	34
All other food and drinking places	1.3	25
Employment and payroll of local government other services	0.6	3
Employment and payroll of state govt, education	0.6	3
Employment and payroll of local govt, education	0.5	4

Note: Data from Cal Poly; Assumptions and analysis by Deloitte.



# LOCAL CAPITAL EXPENDITURES

**CAL POLY WILL SPEND \$2.5 BILLION BETWEEN 2023 AND 2032 TO INCREASE ENROLLMENT CAPACITY AND ENHANCE THE EXPERIENCE OF ITS STUDENTS AND STAFF.**

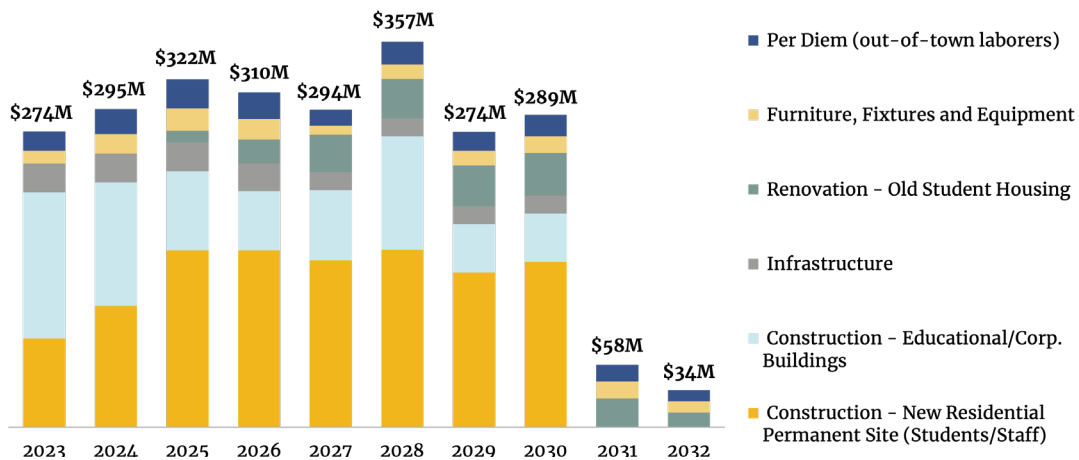
Local capital expenditures to ramp up over the next several years

Cal Poly will invest \$1.1 billion in new housing, of which \$947 million will be for students and \$190 million for faculty and staff.

Additionally, the university plans to spend:

- \$604 million for educational buildings;
- \$34 million for Corporation buildings;
- \$172 million to improve infrastructure, e.g., utilities;
- \$222 million toward renovating old student housing;
- \$145 million toward furniture, fixtures and equipment; and
- \$192 million in per diems on out-of-town laborers needed to supplement the local workforce (76% toward hotels and motels, and 24% toward grocery stores/restaurants).

## Investment in Capital Expenditures (2023\$)



Note: Data from Cal Poly; Analysis by Deloitte.

## FROM 2023 TO 2032, AN AVERAGE ANNUAL CONTRIBUTION OF \$234 MILLION TO GDP WILL SUPPORT 2,313 FTE JOBS.

Cal Poly’s expenditure plan will support an average of 1,597 direct jobs annually, mostly in the region’s construction sector

- An additional 233 indirect jobs will be supported along the relevant supply chains, as well as a little under 500 induced jobs, many of which will be in the hotel and restaurant industry.
- In total, the contribution to the region’s economy will average \$234 million, most of it in various construction sectors (with new multi-family residential structures and new educational and professional structures accounting for more than half of the positive GDP impact).
- The project will generate an annual \$2.3 million in taxes for SLO County.

### Aggregate results (annualized)

	Direct	Indirect	Induced	Total
Output (M\$)	240.8	42.3	78.4	361.5
GDP (M\$)	166.4	21.8	46.2	234.4
Taxes (M\$)	0.4	0.9	1.1	2.3
Jobs (FTE)	1,597	233	483	2,313

Note: Data from Cal Poly; Assumptions and analysis by Deloitte.



**Top 10 impacted industries**  
(ranked by contribution to GDP)

	GDP (M\$)	Jobs (FTE)
Construction of new multifamily residential structures	90.6	840
Construction of new educational and vocational structures	39.0	365
Construction of new power and communication structures	10.7	89
Maintenance and repair construction of residential structures	10.2	84
Hotels and motels, incl. casino hotels	8.9	118
Retail - Building material and garden equipment and supplies stores	6.4	61
Full-service restaurants	2.4	48
Other real estate	2.2	34
Limited-service restaurants	2.2	40
Monetary authorities and depository credit intermediation	2.0	6

Note: Data from Cal Poly; Assumptions and analysis by Deloitte.



# INCREASED FACTOR PRODUCTIVITY

## CAL POLY CONTRIBUTES TO REGIONAL PRODUCTIVITY THROUGH DEVELOPMENT OF HUMAN CAPITAL.

### 5,000 degrees a year and growing

Since the 2006–2007 academic year, Cal Poly has conferred 79,426 diplomas, averaging approximately 5,000 graduates per year. This period has witnessed a remarkable growth in the number of Cal Poly graduates, with the university awarding 35% more diplomas in recent years than in the mid-2000s, as indicated by a three-year moving average.

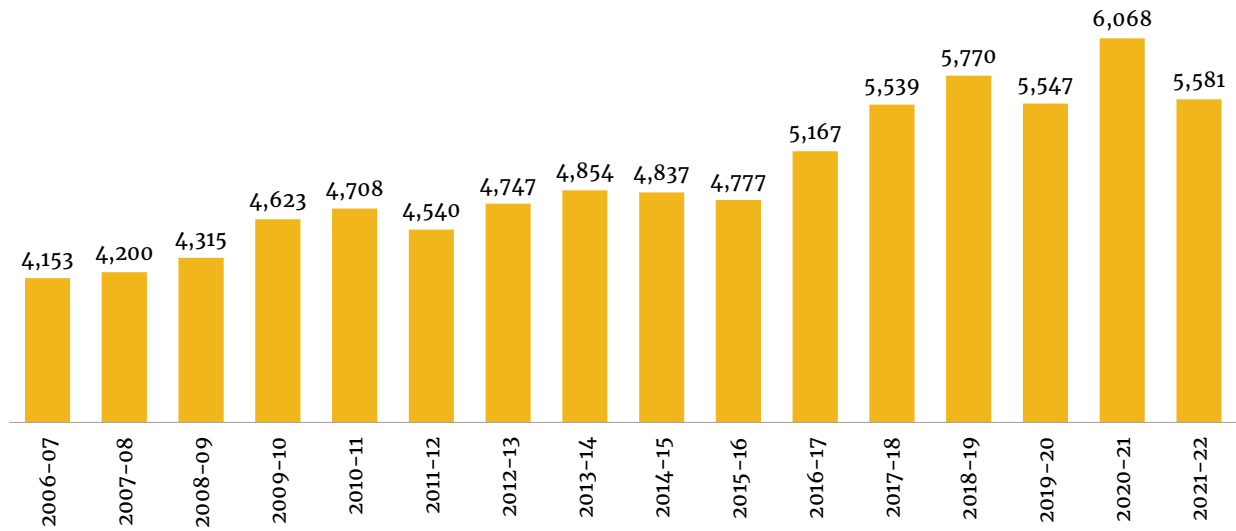
Among these graduates, 28,335 Cal Poly alumni have chosen to call the Central Coast their home, a significant increase from just under 20,000 a decade ago. Furthermore, the region also benefits from the tenured faculty members who have made the area their residence, contributing to the overall elevation of educational attainment in the region.

As highlighted in the introduction to this report, the investment in human capital has been a driving force behind the growth of the United States and other developed countries, leading to increased productivity in various sectors.

These thousands of students contribute to the regional economy by filling **high-value-added** jobs and engaging in **entrepreneurship**, as discussed in Section 4 of this report.

By providing a steady stream of new graduates, Cal Poly also encourages the formation of business clusters, as companies can count on an influx of ambitious young workers on an annual basis. The rest of the local population benefits in turn, as money flows into the region and there is a demand for additional services. This is not measured within the scope of this report, but certainly contributes to the local economy — in other words, the economic impact of increased productivity presented below can serve as a lower bound of its total contribution.

### Degrees awarded annually by Cal Poly



Note: Data from Cal Poly; Analysis by Deloitte.



## CAL POLY'S HUMAN CAPITAL CONTRIBUTIONS REPRESENT 5.7% OF REGIONAL GDP.

### Quantifying the long-term increase in productivity

For the purposes of this study, we have retained the findings of the Milken Institute (2013).<sup>1</sup> The think tank estimates that one additional year in the average number of years of education for people employed in a metropolitan area is associated with a 10.5% increase in real GDP per capita and an 8.4% increase in real wages.

According to the Milken study, the average level of education in 2012 in the region was 13.75 years, higher than California as a whole (12.84). Although more recent comparable data is not available at the regional level, the Global Data Lab, affiliated with Radboud University in the Netherlands, estimates that education levels have risen by 4% in California. Applying the same growth rate to the region, we obtain an average education level of **14.31** years in 2021.

Applying this average to the number of regional jobs in 2021, we obtain a total educational attainment of more than 1.8 million years. Once we remove from this total the education attributed to Cal Poly's 28,335 former students (estimated at 16 years) and tenured faculty (estimated at 20 years), we find that the overall level of education would be 13.76 years without the contribution of former students and staff. In other words, Cal Poly increases the average level of education in the region by 0.55 years.

Applying the Milken multiplier, we estimate that Cal Poly's impact on local productivity resulting from its contribution to human capital represents 5.7% of the region's GDP. As of 2021, this contribution is estimated at **\$1.4 billion**.

This figure doesn't take into account the contribution of more than 50,000 Cal Poly graduates living elsewhere in the U.S., many of them in California, who contribute to the state's budget through state income taxes.

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1. Milken Institute. "A Matter of Degrees: The Effect of Educational Attainment on Regional Economic Prosperity." (2013); Data from the Global Data Lab from the Nijmegen School of Management of Radboud University; Analysis by Deloitte. This economic impact is unique among the reported quantitative impacts. The productivity impact represents the output directly linked to Cal Poly and is entirely incremental (without Cal Poly, there would be no impact). In contrast, the other impacts are calculated using an input-output methodology, capturing the expenditure footprint associated with Cal Poly's activities.

### Difference in educational attainment calculation

Number of jobs in San Luis Obispo County	126,636
× Average educational attainment (years)	<b>14.31</b>
= Total educational attainment (years)	1,811,763
– 28,335 Cal Poly alumni (16 years)	-459,513
– 905 Cal Poly tenured staff (20 years)	-18,100
= Total educational attainment less Cal Poly	1,334,150
/ Number of jobs less alumni + tenured staff	97,396
= New educational attainment (years)	<b>13.70</b>
Difference due to Cal Poly's existence (years)	<b>0.61</b>
× Amount of San Luis Obispo County GDP	\$22,001M
× Multiplier from Milken 10.5%	10.50%
<b>= Economic impact due to Cal Poly</b>	<b>\$1,406M</b>

Note: Data from Cal Poly; Assumptions and analysis by Deloitte.

# STUDENT VOLUNTEER WORK

## CAL POLY STUDENTS OFFER THE EQUIVALENT OF 66 FULL-TIME JOBS THROUGH VOLUNTEERING.

### The value of volunteerism to society...

Volunteerism brings significant economic benefits to society. Volunteers offer their time and skills free of charge, saving organizations considerable sums that would otherwise be spent on paid staff. This enables organizations to allocate their resources to other important areas such as research, development and expansion.

Volunteers also bring a wealth of knowledge and expertise to organizations, which can lead to increased innovation and productivity. In addition, volunteering can have a positive impact on the economy by increasing social capital and community cohesion, which itself can lead to increased investment and economic growth.

Overall, volunteering plays a crucial role in supporting organizations and communities, and its economic contribution should not be overlooked.

### ... and to campus life

Volunteerism also brings significant economic contributions to a university campus. For one, students who volunteer their time and skills help reduce the costs associated with running various events and activities on campus. This may include organizing and running student clubs, as well as providing support services to other students, among others.

By volunteering, students can also gain valuable experience and skills that will help them in their future careers. It can help create a sense of community on campus, which itself can lead to increased student engagement and retention. This, in turn, can have a positive impact on the university's reputation and financial stability.

### Volunteerism at Cal Poly

At Cal Poly, volunteering plays an essential role in campus life. Here are a few key figures from the 2022-2023 school year to illustrate the point:

- 596 students were engaged in academic service-learning activities in partnership with Cal Poly's Center for Service in Action (CSA).
- Through CSA's programs, 1,916 students engaged in other forms of community service.
- In total, an estimated 6,012 students completed some form of community service hours.
- For about 10% of these students, volunteerism plays a constant, key part of their term: 575 students volunteered more than 20 hour.

In total, it is estimated that Cal Poly students spent 127,676 hours volunteering over the 2022–2023 school year, significantly up from an estimated 95,000 hours a decade prior, an increase of 34%.

As illustrated above, this “free labor” brings significant value to the local community. According to the Independent Sector and the University of Maryland’s Do Good Institute, the economic contribution of one hour of volunteer work in California is \$37.32, one of the highest in the country (the U.S. hourly average is \$31.80).

Applied to the volunteering hours supplied by Cal Poly students, this represents an overall contribution of **\$4.8 million**.<sup>1</sup>



1. Data from Cal Poly; Independent Sector and the University of Maryland’s Do Good Institute (School of Public Policy). “Value of Volunteer Time.” (2023); Analysis by Deloitte.

# AN ECONOMIC IMPACT THAT WILL GROW AS ENROLLMENT CAPACITY INCREASES

## CAL POLY'S CONTRIBUTION TO THE LOCAL ECONOMY IS SET TO INCREASE BY 43% BY 2034-2035.

### Today's capital expenditures will pay off for the region

Increasing enrollment capacity by 3,200 students — growth made possible by planned capital expenditures — could bring an additional annual \$133 million to the local economy (in today's dollars) by 2034-2035. Note that this figure assumes similar professor-to-student ratios as well as the same share of students living on and off campus.<sup>1</sup> This would take the total impact of Cal Poly excluding capital expenditures (maintenance, upgrades of infrastructure) from \$2.4 billion to \$2.53 billion annually.<sup>2</sup>

That's before accounting for the **long-term increases in regional productivity**. Increased enrollment will contribute in time to a higher number of graduates electing the region as a place to start and progress in their career. Between now and 2034-2035, increased productivity stemming from graduates staying in SLO County and Northern Santa Barbara County will contribute to an increase of nearly an additional billion dollars in today's dollars, bringing Cal Poly's total impact on the region to \$3.44 billion — an increase of about 43% compared to today's contribution.

### Other assumptions

- Capital spending is excluded as it is largely discretionary.
- Spending from retired staff and faculty still residing in the region is assumed constant. The reason is that the future stock of retired staff residing in SLO is unknown as it depends on the inflow of current staff and faculty (retirement that is function of the current age distribution) and the outflow of the current stock of retirees (who may move out of the region to be closer to children), remaining life expectancy, which largely depends on age distribution, etc. It is therefore assumed that faculty spending will remain stable in today's dollars (\$100 million).
- Volunteering hours are expected constant per student.

1. University payroll, local university purchases, student spending and visitor spending are assumed to remain constant on a real per-student basis (2023\$).

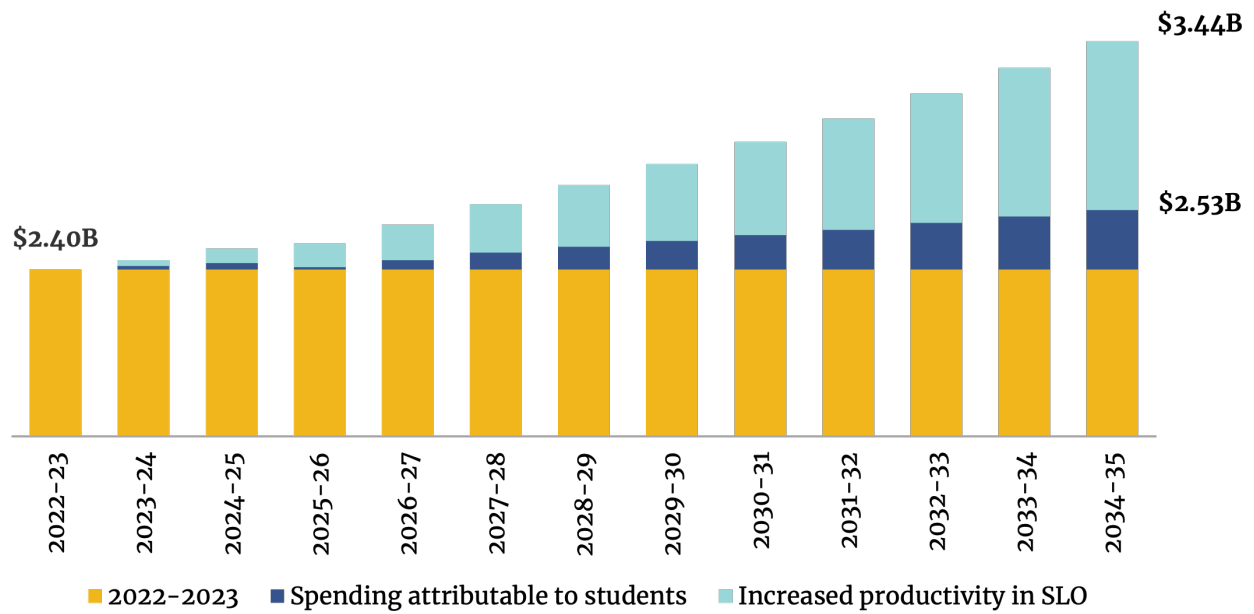
2. Assuming 2% inflation over the next 12 years, the annualized impact of increased enrollment is estimated at \$171 million by 2034-2035. Total student contribution including increased productivity to the regional economy is expected to reach \$4.43 billion.



### Enrollment figures and projections

2012-2013	18,679
2022-2023	21,778
2026-2027	22,852
2030-2031	23,926
2034-2035	25,000

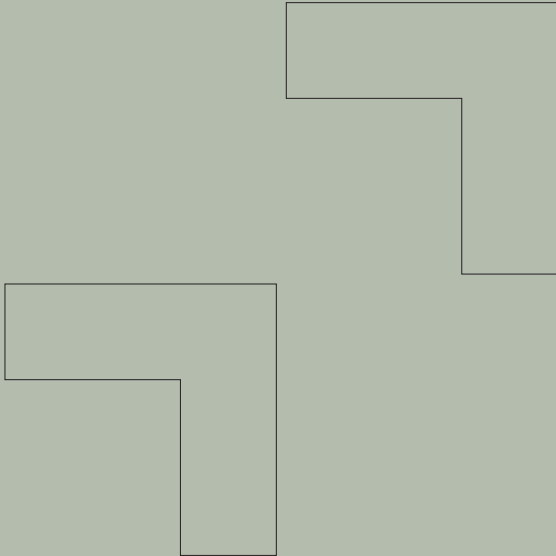
### Expected contribution of increased enrollment capacity (2023\$M – excluding capital expenditures)



Note: Data from Cal Poly; Assumptions and analysis by Deloitte.

SECTION 4

# BEYOND GDP — HOW CAL POLY CONTRIBUTES TO THE REGION'S LONG-TERM COMPETITIVENESS



# CAL POLY'S CONTRIBUTION TO THE REGION'S LONG-TERM COMPETITIVENESS

## CAL POLY CONTRIBUTES TO INNOVATION AND ENTREPRENEURSHIP AT LOCAL AND REGIONAL SCALES.

Innovation is essential to prosperous economies.<sup>1</sup> As generators of knowledge and new ideas, higher education institutions provide talent, entrepreneurship and innovation to the regions that surround them.

Through its Learn by Doing ethos and many programs, activities and initiatives, Cal Poly strives to foster an ecosystem that generates economic value for university students, the local community, and the wider region. This subsection delves into Cal Poly's contributions to the regional economy through innovation and entrepreneurship. Key highlights are listed below:



### **Fostering an entrepreneurial culture through training and education**

Through vehicles such as the Center for Innovation and Entrepreneurship (CIE), Cal Poly works to create an atmosphere where there is openness and readiness to entrepreneurship. The university offers a variety of educational and training programs, including workshops and forums, where people can learn how to start and grow a business.



### **Promoting the establishment and longevity of newly launched businesses**

The university aims to provide individuals with the tangible skills and resources that they require for launching, expanding, and managing their businesses. This includes seed investments through a variety of competitions, access to angel investors, consulting services, and ongoing support.



### **Spurring regional economic growth**

The university has an ability to accelerate entrepreneurship and contribute to the economic prosperity of the region and the state of California. Entrepreneurship has a wide range of positive impacts on the economy, many of which compound over time and provide even greater benefits (e.g., a new business that hires local employees, who then spend in the region, which encourages yet more growth)<sup>2</sup>.

1. Elliott (2013). Character and impact of social innovation in higher education.

2. Galambos and Amatori (2016). The entrepreneurial multiplier effect.

# FOSTERING AN ENTREPRENEURIAL CULTURE THROUGH TRAINING AND EDUCATION

## CAL POLY SHAPES ENTREPRENEURS THROUGH A VARIETY OF LEARN BY DOING ACTIVITIES.

One of the key forces driving economic growth is entrepreneurship. However, there are numerous challenges associated with starting a business, notably the level of risk incurred.<sup>1</sup> Within this context, Cal Poly's intention is to create an entrepreneurship culture not only for students but also for the local community. The Center for Innovation and Entrepreneurship (CIE) at Cal Poly is one of the main drivers. Sponsored by the City and County of San Luis Obispo, the CIE offers several initiatives and assistance programs that provide community members with the chance to showcase their creative prototypes and business ideas.

Some of these initiatives include:

- Entrepreneurship Forums, where innovation-related topics are presented by guest speakers from the business community who also participate in networking sessions and panel discussions. These events allow attendees to connect with Cal Poly alumni, many of whom are industry leaders, which creates connections between current students and the labor market.
- Entrepreneurship and Innovation Workshops that provide students with concrete entrepreneurship skills. They educate and train participants on all facets of preparing startups for a company launch, such as licensing and permitting, insurance, taxes, and legal requirements, as well as accessing capital funding.
- The Annual Elevator Pitch Competition and Innovation Quest competitions, which the CIE hosts in order to help people launch, manage and develop their businesses. With the help of these competitions, students from all academic fields can develop more robust business plans, demonstrate their tangible creations and engage in entrepreneurial endeavors. Cal Poly awarded \$1,500 to Elevator Pitch winners in 2023 and a total of \$35,000 to winning Innovation Quest teams.
- The Summer Accelerator, a 3-month program to provide students and alumni with the skills they need to launch a durable business. Participants in the Accelerator receive \$10,000 in seed funding, access to mentoring, and weekly entrepreneurship workshops.

1. Rusu et al (2012). Entrepreneurship and entrepreneur: A review of literature concepts.

- Coffee Chats and Conversations with business leaders who share their stories and relevant experiences such as challenges and lessons learned as business owners, transferring knowledge and know-how to less experienced entrepreneurs. Since its inception, the CIE has provided more than 10,000 mentor hours through its alumni network.



# PROMOTING THE ESTABLISHMENT AND LONGEVITY OF NEWLY LAUNCHED BUSINESSES

## CAL POLY'S SBDC OFFERS THE RESOURCES AND TOOLS NEEDED FOR STARTING AND GROWING A BUSINESS.

Starting a business entails a host of challenges. Across the U.S., Small Business Development Centers (SBDC) are organizations that provide training and technical assistance to small business owners and aspiring entrepreneurs. They are structured as partnerships between the Small Business Administration, a college or university, and other sponsors.<sup>1</sup> The Cal Poly CIE SBDC aims to assist entrepreneurs in overcoming some of those obstacles through a range of services:<sup>2</sup>

- Through free consulting services and educational resources, the SBDC assists individuals in launching, developing and managing their businesses. Consultants from across the region are hired by the CIE to give advice and share experience on a wide range of domains, transferring decades of experience and proven industry skills to the center's clients.
- The SBDC enables entrepreneurs to obtain tangible skills through training, workshops and webinars. Covering funding, customer service, cybersecurity, HR, manufacturing, marketing and others, these services contribute to upskilling members of the university community and the general public.
- Located in downtown San Luis Obispo, the HotHouse is a 15,000 square foot coworking space that entrepreneurs can use at reduced cost, increasing affordability and accessibility.<sup>3</sup> Satellites specializing in aerospace and agriculture technology have launched in Grover Beach and Paso Robles. Given that the HotHouse is also open to businesses not affiliated with Cal Poly, it also fosters connections between the university and the wider economy.

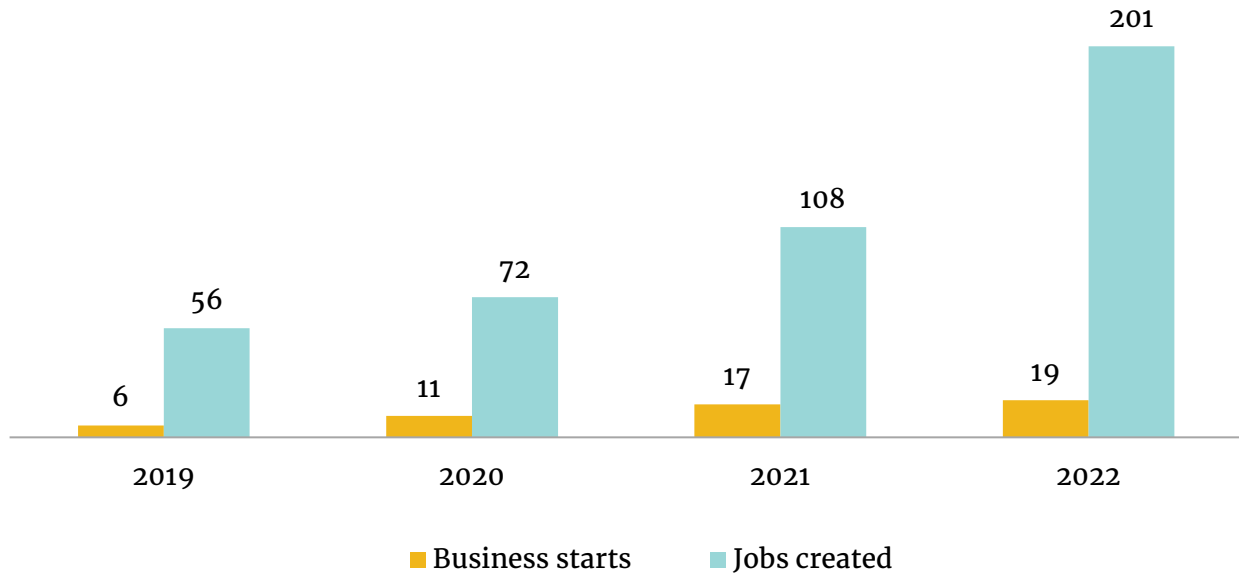
1,497 businesses have received support, with a total of 31,757 hours of consulting provided.

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1. Office of the Comptroller of the Currency | SBA Small Business Development Centers.  
2. Cal Poly CIE SBDC | San Luis Obispo.  
3. Community Coworking | Cal Poly CIE.

The resources provided by Cal Poly have demonstrable benefits for the local economy. The graph below shows the impact of the SBDC’s counseling services over the past four years. Despite the pandemic, new business starts and jobs created have grown substantially since 2019.

**Results of counseling services<sup>1</sup>**  
 Cal Poly CIE SBDC (2019-2022)



Note: Data from Cal Poly.

Obtaining financing is a significant obstacle for new businesses: successful entrepreneurs must persuade investors of their business plan and future revenue potential to secure funding. This is most often identified as the most important challenge for startups.<sup>2</sup>

In an effort to help startups access this essential funding, the CIE has concentrated its efforts on growing its network of angel investors. Regular one-on-one meetings with local lenders are organized by the SBDC in order to establish connections with financial institutions in the region. Additionally, Cal Poly CIE offers training and workshops on how to acquire capital and has established relationships with banks. These activities all seek to ease the burden entrepreneurs face when it comes to applying for and obtaining funding.

Jim Cogan, the founder of a startup that creates software solutions to meet the demands of contemporary farmers, entered the annual AngelCon pitch competition in 2022 and was awarded a \$135,000 equity investment. “The SBDC has helped us build a network of professionals, investors, me and colleagues who are experiencing the same up and downs. It has given us the direction and resources to develop the company. I am confident that we would not be anywhere near as far along as we are without their help,” Cogan said.

1. Data provided by Cal Poly.  
 2. Giardino et al. (2015). Key challenges in early-stage software startups.

Starting a business is only the first stage in the entrepreneurial process. Cal Poly aims to assist entrepreneurs not only in starting their own businesses but also in growing those firms and creating strategic business models that will be successful over the long term.

**The Incubator**, a two-year program open to the business community, gives early-stage entrepreneurs the tools, resources, and training they need to develop successful, high-growth companies. The program provides its users with individual coaching from SBDC advisors and Cal Poly graduates, peer-to-peer roundtable interactions every month, opportunities to network with business leaders, and an advisory board for each startup. **Since 2010, 84 startups have participated in the program.** The testimony of numerous clients has shown that the CIE has fundamentally assisted in removing some of the barriers to launching a business and allowing them to achieve sustained success through consultations, mentorships and assistance.

“By providing support for common business challenges, the SBDC allowed a team of founders with domain expertise to acquire the knowledge to start and run a business.”

*Judy Mahan, Director, CIE SBDC*





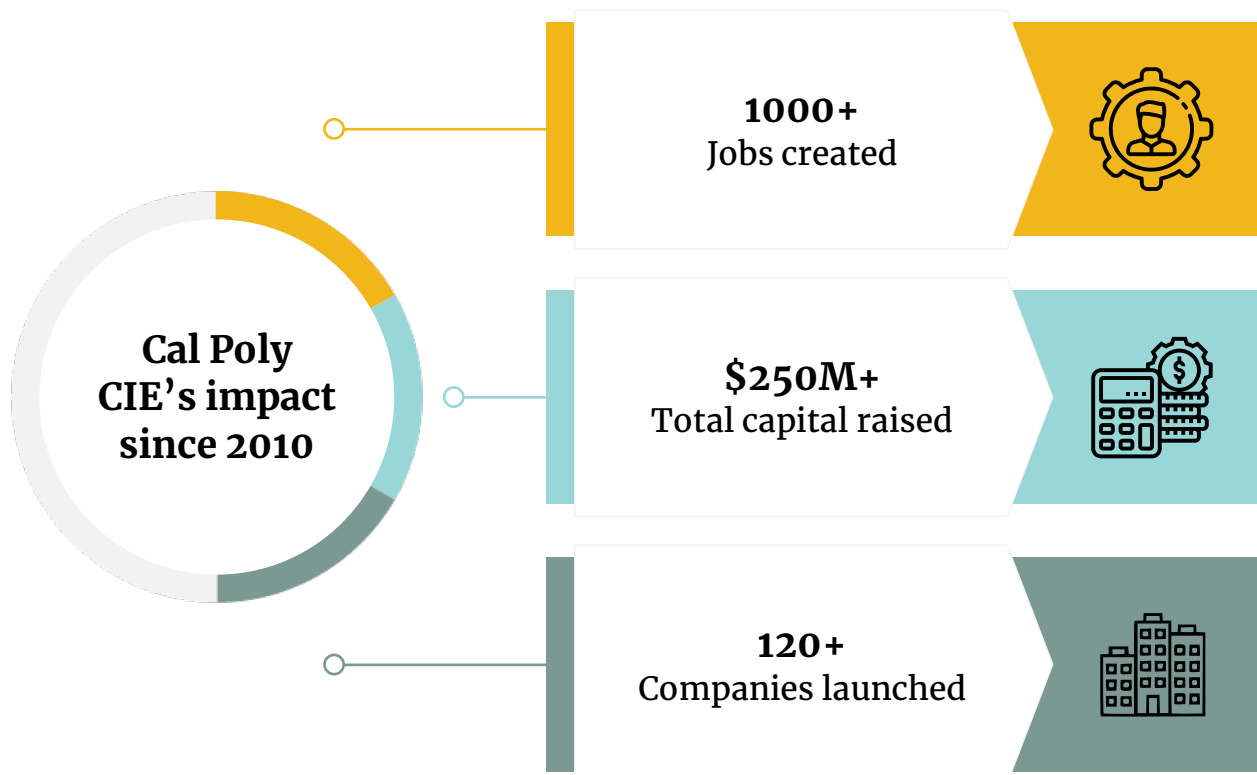
# SPURRING REGIONAL ECONOMIC GROWTH

## CAL POLY'S IMPACT ON ENTREPRENEURSHIP AND INNOVATION CONTRIBUTES TO ECONOMIC GROWTH.

As a result of activities that occur both on and off campus, Cal Poly has a distinct and measurable impact on the economy of the Central Coast and the state of California.

The creation of new businesses has a direct impact on employment: startups generate job opportunities, which grow exponentially as companies innovate and expand. Since its creation, the Cal Poly CIE has helped create and sustain more than 1,000 jobs.<sup>1</sup> Notably, these jobs are in the small business sector, which underpins California's competitive advantage in several economic sectors.

The CIE also fuels economic expansion by helping startups attract public and private investment. The CIE has helped raise more than \$250 million in angel funding and other capital investment.



1. About CIE | Cal Poly Center for Innovation & Entrepreneurship.

Several success stories began their journey at the CIE. In 2011, having met at the CIE SBDC, Cal Poly student Jessica Becker Alexander and SLO County medical engineer Nathan Bair founded Alydia Health, a startup that develops treatments preventing maternal morbidity and mortality. Ten years later, the company was bought by a Merck spinoff for \$240 million<sup>1</sup>. AJ Forsythe, an Elevator Pitch winner, developed a phone repair business that was valued at \$25 million before being sold to Allstate. He went on to be named as one of Inc. Magazine's 30 under 30<sup>2</sup>. While these cases stand out, more than 120 companies have been launched through the CIE across a host of different sectors: technology, health, fashion, entertainment and others. These represent Cal Poly's unique contribution to California's rich and diverse business landscape.



1. CIE | Building a Multimillion Dollar Company with the CIE.
2. Mustang News (2016).

# DIVERSITY, EQUITY AND INCLUSION IN HIGHER EDUCATION

## HIGHER EDUCATION INSTITUTIONS HOLD POTENTIAL FOR WIDESPREAD IMPACT.

Diversity, equity and inclusion (DEI) values speak to an organization’s capacity to appreciate and value individual differences, attributes, and experiences. This covers, but is not limited to, sex, gender, ethnicity/race, disability, religion, sexual orientation, and age.<sup>1</sup> Over the past few decades, increasing numbers of organizations in the public and private sectors have enacted DEI policies and strategies for motivations including organizational values, corporate social responsibility, new legal obligations, employer attractiveness, and others.<sup>2</sup> DEI takes on special importance within higher education because universities and other post-secondary establishments represent critical pathways for social mobility in the U.S. and because education is one of the primary sources of inequalities in later life. Policies at higher education institutions have two distinct “audiences” — faculty members and students — which ultimately means that the potential for positive impact is high.

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1. U.S. Department of Labor.  
2. Claeys-Kulik et al (2019).

The advantages of well-implemented DEI strategies are numerous, both from an equality and an economic perspective.

**Better environment for employees to thrive** – research is unequivocal on the fact that turnover decreases when employees feel motivated, included, and engaged<sup>1</sup>. DEI policies are one tool among many to foster a sentiment of belonging to the workplace, particularly among employees who fall into diverse groups. The benefits, including increased productivity and more consistent staffing, are felt at the scale of the whole university.

**Higher quality of education for students** – diverse learning environments that better represent the population are more conducive to a high-quality student experience. For students who are women or who are in minority groups, diversity improves educational outcomes through reducing exclusion to increasing overall satisfaction with the university experience<sup>2</sup>. A more diverse student body also has benefits for everyone, as students learn from each others' differences and become better-prepared for the workforce, particularly in an increasingly globalized world.

**Innovation for all** – the relationship between diversity and innovation is well-proven<sup>3</sup>. In organizations lacking diversity, particularly at the leadership level, ideas and improvements put forward by women and members of minority groups are much less likely to be considered. This is inefficient. More diverse organizations are much less prone to groupthink and ideas lock-in, where innovation is stifled. In higher education, innovation drives improved enrolment, better financial outcomes, and a more optimized student experience, among other benefits.

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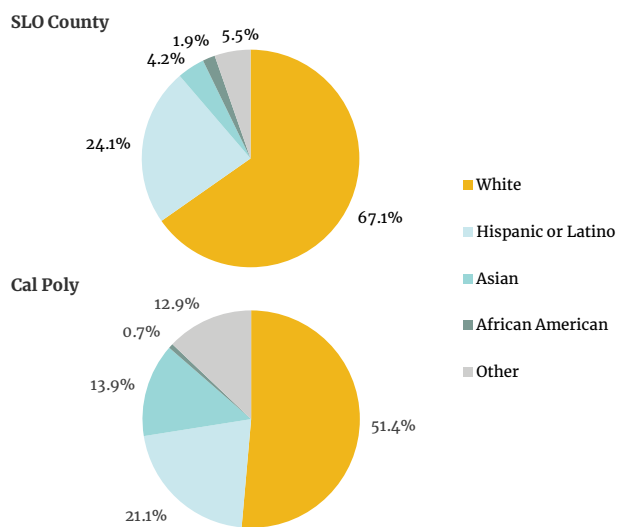
1. Claeys-Kulik et al (2019).  
2. U.S. Department of Education.  
3. Milem (2003).

# DIVERSITY, EQUITY AND INCLUSION AT CAL POLY

## DEI HAS BEEN INTEGRATED INTO KEY PERFORMANCE INDICATORS.

Within the population of SLO County, about two-thirds of Census respondents identified as white in 2022 and a quarter as Hispanic. Other groups' proportions were Asian (4.2%), Multi-Racial (3.8%), Black (1.9%), American Indian and Alaska Native (1.5%), and Hawaiian/Pacific Islander (0.2%)<sup>1</sup>. When it comes to the university faculty, employees are broadly representative of this pattern, although certain groups are under-represented, such as Hispanic/Latinos and Multi-Racial. The student population is significantly more heterogeneous: half of students identify as white, a fifth as Hispanic/Latino, and about an eighth as Asian.

Ethnicity background in 2022



Note: Data from Cal Poly and from the U.S. Census Bureau.

These differences are at the heart of Cal Poly’s DEI strategy, which seeks to create a positive, inclusive experience for all members of the university community, notably where there are differences in representation. Cal Poly intends to become a Hispanic-Serving Institution (HSI), a designation given to colleges and universities that have a Hispanic/Latinx/Latine enrollment of at least 25%. This is a critical step in its effort to be a premier polytechnic institution, bringing with it additional funding opportunities that can be used to holistically support Latinx/e students and their college experience.

Beyond race and ethnicity, other dimensions of diversity considered include disability, which directly impacts over 10% of Cal Poly’s students.

The university identifies DEI as a

Cal Poly’s Latinx/e population has grown from 14.9% in 2013 to 21.1% in 2022. The latest class of admits shows 24% identifying as Latinx/e, bringing the HSI designation within reach.

1. U.S. Census Bureau.

“fundamental means to enhance both the quality and value of education.” Two key pillars are evoked: a **diverse student experience** and a **diverse academic curriculum**.<sup>1</sup> The Office for University Diversity and Inclusion (OUDI) has been implementing these pillars since its formation in 2010.

With time, DEI has been incorporated into Cal Poly’s strategy across the university. “Enrich the Campus Culture of Diversity, Equity and Inclusion” was adopted as a strategic priority in 2020, with four goals:<sup>2</sup>

1. Ensure a focus on diversity and inclusion;
2. Create and sustain a university community that reflects the people of California;
3. Integrate diversity learning and the principle of Inclusive Excellence into the university’s education experience; and
4. Develop a campus climate that reflects DEI values, free inquiry and mutual respect.

In order to measure concrete progress achieved on each of these goals, Cal Poly monitors the following performance metrics:

- Cal Poly Experience (CPX) Campus Climate Survey outcomes;
- CPX Action Plan including Score Cards;
- Student, staff and faculty demographics relative to the State of California;
- Enrollment, retention and graduation of students from under-represented, low-income and first-generation backgrounds;
- Frequency and number of bias incidents reported; and
- Donations received for diversity and inclusion initiatives.

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1. AS-506-98 Resolution on the Cal Poly Statement on Diversity.  
2. Diversity and Inclusion Action Initiatives.



# UNIVERSITY-WIDE DEI INITIATIVES

## CAL POLY'S DEI STRATEGY AND POLICIES TRANSLATE INTO CONCRETE INITIATIVES.

In addition to defining its strategy and setting its targets, Cal Poly has already launched several DEI initiatives. In line with the institution-wide strategy, these activities are designed to benefit several different groups within the wider university community, including existing students, prospective students, and faculty and staff. The following case studies, while not an exhaustive list, illustrate Cal Poly's DEI approach and highlight the value that it generates.

- Cal Poly Experience (CPX), launched in the spring of 2019, is a long-term diversity project that seeks to effect institutional change. Its first phase comprised a study of more than 10,800 members of the university community including students, faculty and members of staff.<sup>1</sup> Participants were from diverse backgrounds as relates to race/ethnicity, sex, gender identity, disability, sexual orientation and financial stability. Several activities, including listening sessions, surveys and outreach, were completed to collect rich data on the university climate and experience. The second phase of CPX, which is in progress, relates to the action items and recommendations raised by the CPX Final Report.
- Cal Poly Scholars, an initiative aiming to support high-achieving school students from low-income backgrounds, is a collaboration between several services of the university. Scholars are selected upon application to Cal Poly and become eligible for financial, community and academic support.<sup>2</sup> Once at the university, they benefit from a residential learning community composed of new and older Scholars who offer a social network and mentorship opportunities. Students enrolled in the program also benefit from personal and professional development workshops and events as well as one-on-one academic advising.
- The Cluster Hire for Tenure-Track Faculty<sup>3</sup> program was designed in 2018 and aims to enhance inclusive teaching practices. Its first cohort spanned 16 new assistant professors in five colleges, all of whom met the following two criteria: specialization in an academic area that is concerned with diversity; and proven experience working with underrepresented students in research, teaching, service, advising, mentoring or community.

Other current initiatives include the School of Education's efforts to make programs more accessible to underrepresented and historically marginalized candidates by centering social justice as a priority.

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1. CPX.  
2. Cal Poly Scholars.  
3. Cluster Hire for Tenure-Track Faculty.



# IMPACT ON K-12 EDUCATION

## CAL POLY HAS A VITAL IMPACT ON CALIFORNIA'S EDUCATION SYSTEM AT A TIME OF ACUTE SHORTAGES.

Labor market imbalances in the education sector in SLO County and in the rest of California have been an issue for several years. In 2016, 75% of school districts in the state reported a shortage of K-12 educators, a figure that rises to 87% in urban areas. The majority of districts indicated that the situation had been worsening since 2013.<sup>1</sup>

Nearly all SLO County school districts cited a “shrinking supply of new teachers” as the cause of shortages, with retirements and outmigration coming in second and third. Certain subjects are more affected than others, and the domain of special education is particularly understaffed.

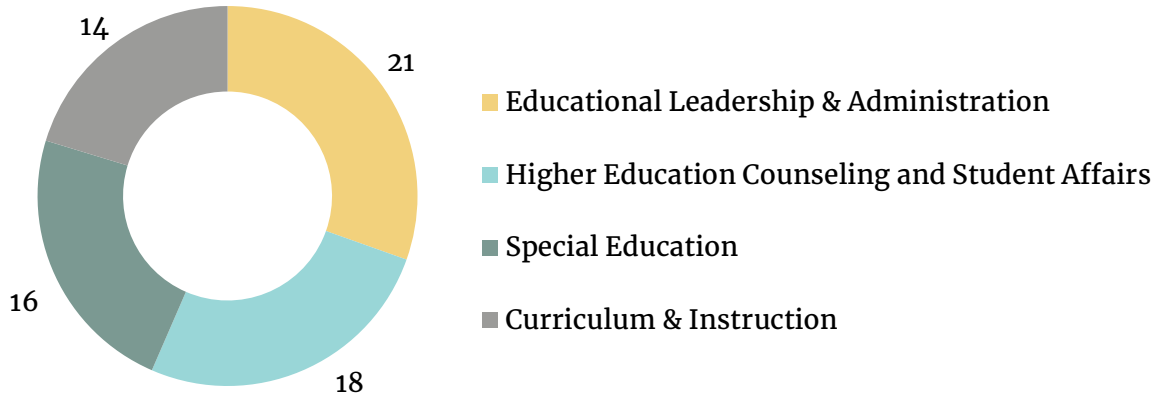
Cal Poly plays a vital role in providing newly graduated teachers to the local school system: 41.2% of all credentialed employees at the San Luis Coastal Unified School District have a qualification from the university (i.e., a degree or another credential).<sup>2</sup> In 2022, 69 Master's degrees were awarded from the School of Education.<sup>3</sup> Almost a quarter (23%) of graduates specialized in Special Education, where the shortage of educators is most acute. Other specializations were highly diverse, from Educational Leadership and Administration (30%) to Higher Education Counseling and Student Affairs (26%) and Curriculum and Instruction (20%).

Not only is Cal Poly a supplier of educators to the region, but it also can be a strategic partner that can help tailor tomorrow's workforce to the needs of the sector.

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1. Learning Policy Institute (2016).  
2. Preliminary data provided by Cal Poly.  
3. Master's Degrees Awarded in 2021-22, School of Education | Data provided by Cal Poly.

### School of Education 2021-22 graduates, by program

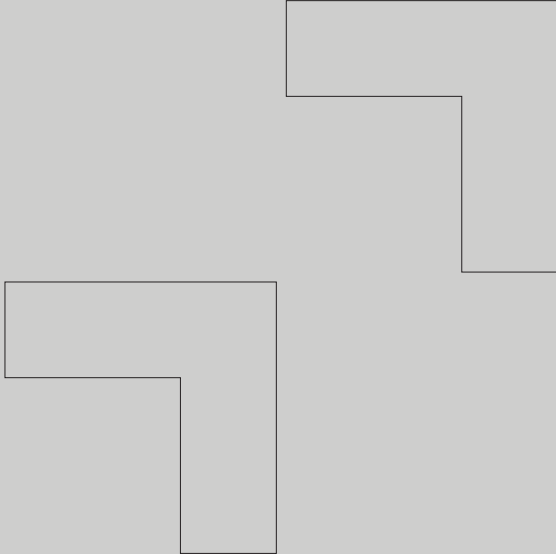


Note: Data from Cal Poly.



SECTION 5

**CONCLUDING REMARKS**



# UNLOCKING CAL POLY'S POTENTIAL: BENEFITS FOR STUDENTS AND THE REGION

## TURNING AWAY 20,000 4.0 GPA STUDENTS HURTS EVERYONE, FROM TALENTED APPLICANTS TO LOCAL BUSINESSES.

The impact of a campus on a region's economy is significant and multifaceted, and will continue to be increasingly important

The presence of a substantial campus within a smaller community holds the potential to make significant contributions to GDP, elevate productivity levels, and foster various societal benefits, including the stimulation of entrepreneurial activity. However, unlocking the full potential of a university necessitates its seamless integration into the local economy and community. This holds particularly true for Cal Poly. Constraints on enrollment growth, from the region's housing shortage to a lack of sufficient educational space, have limited Cal Poly's positive impact on the Central Coast. Nonetheless, the university's current investment plans represent a promising step forward in advancing that potential.

As laid out in this report, the presence of a campus can have a positive impact on the local economy by stimulating economic activity through spending by students, faculty, and staff on goods and services within the community. This impact is particularly concrete in the short term in the form of contributions to GDP. Cal Poly's impact on the region's economy, including the contribution of past graduates who remain in the area, is estimated to be a substantial \$2.6 billion.

In addition to this footprint, a campus can have more intangible benefits such as entrepreneurship and increased research and development activities. In turn, this fosters a culture of innovation and risk-taking, which can lead to the development of new businesses and industries. Additionally, the connections and networks that are developed through the university community can help to support and grow these new businesses.

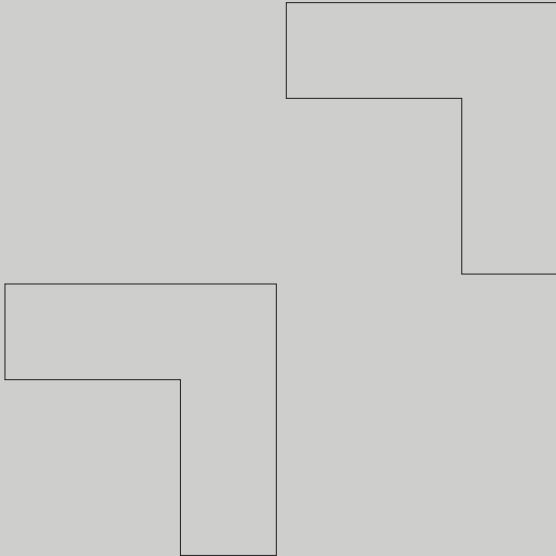
While this report's scope did not encompass all the advantages of higher education, it is crucial to acknowledge that these benefits are equally significant. For instance, research has shown that individuals with higher levels of education are more likely to be civically engaged and participate in community activities, such as voting, volunteering, and serving on boards. This increased civic participation is linked to lower levels of violence, higher levels of social cohesion, and increased community resilience. Additionally, higher education has been linked to better health outcomes, including lower rates of chronic diseases and longer life expectancy. Furthermore, education can

foster critical thinking skills, which are essential for making informed decisions and engaging in constructive dialogue with others. These intangible benefits of higher education have far-reaching impacts that extend beyond the individual to the broader community and society as a whole.

In conclusion, building human capital in our workforce is becoming increasingly critical as we move further into the 21st century. The integration of artificial intelligence into our work processes highlights the need for individuals to possess advanced skills and knowledge to remain competitive in the job market. The presence of a campus within a community can contribute to workforce resilience by providing access to education, networking and training opportunities that prepare individuals to adapt to a rapidly changing economy.



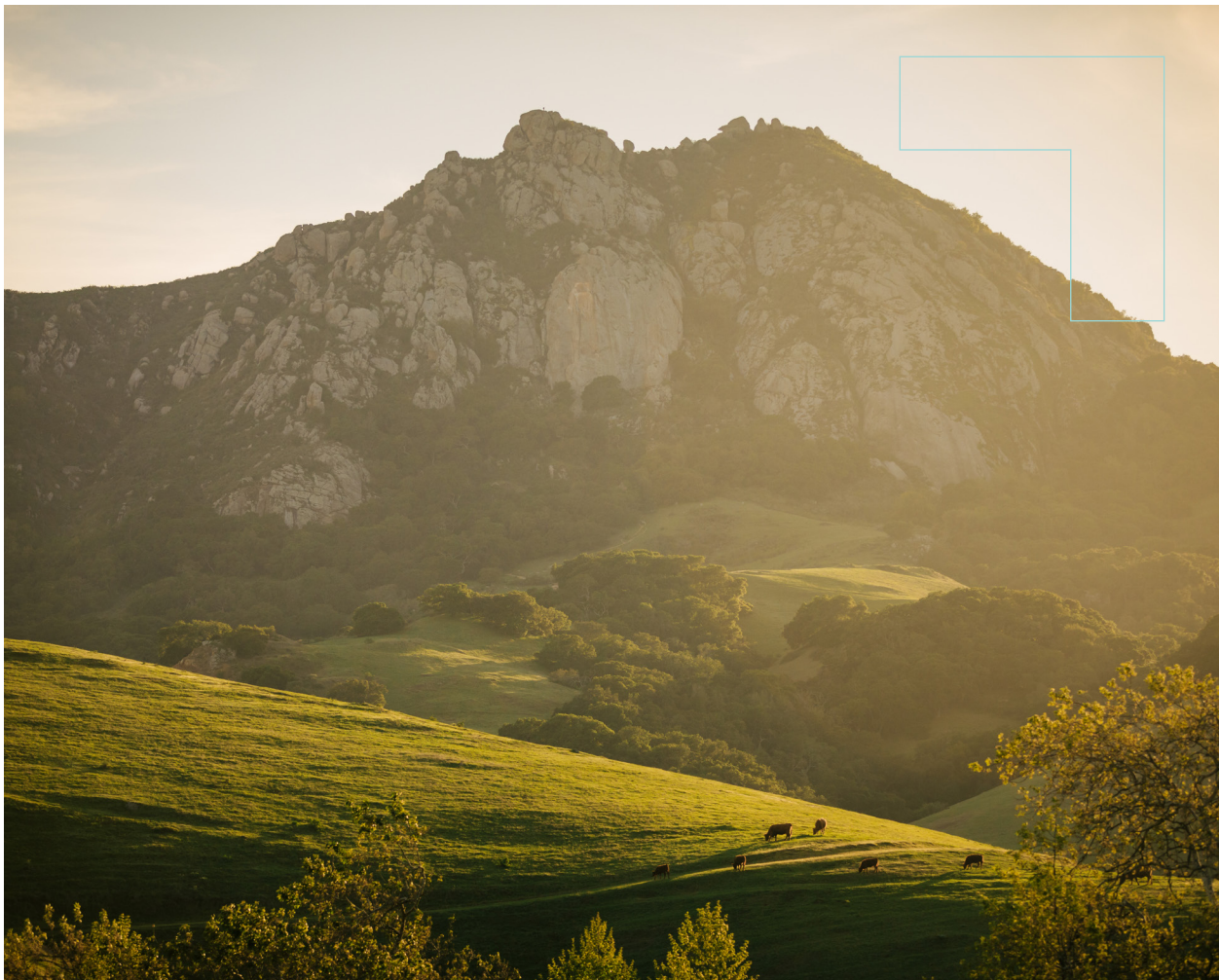
# APPENDICES



# TECHNICAL NOTES, CONCEPTS AND DEFINITIONS

A regular economic impact analysis presents quantifiable impacts of the business/projects under study, which in this case is Cal Poly. Despite probable significant impacts to the regional/local area, the unquantifiable themes, owing to lack of pertinent data, are excluded from the final analysis. For example, the impact of increased enrollment at Cal Poly on the local rental market alongside the impact of change in mission on alumni donations were not addressed quantitatively in this study.

Similar to the 2014 Cal Poly economic study, this economic impact analysis employs IMPLAN as a method of calculating economic impact, ensuring comparability of the two studies. However, the results of this study are not strictly comparable to the versions of Cal Poly economic studies conducted before 2014 because they utilized different methodologies and made use of data that was not collected for the present study.



Concept	Definition
<b>Direct Contribution</b>	Direct economic contribution represents the economic value-added directly associated with Cal Poly's operations and capital investments. They include, for example, the employment and income of employees and contractors directly involved in business operations, as well as the associated product, production and income taxes paid.
<b>Indirect Contribution</b>	Indirect economic contribution represents the economic value-added resulting from the demand for materials and services that business operations generate in supplier industries. They represent, for example, economic activity generated in the manufacturing, wholesale trade, transportation and professional service sectors as a result of demand for materials and services generated by business operations.
<b>Induced Contribution</b>	Induced economic contribution represents general income effects associated with the expenditure of wages earned as a result of the direct and indirect contribution. Examples of these contributions are purchases of goods and services at the household level.
<b>Gross Economic Output</b>	Gross Economic Output refers to the value of goods and services produced by establishments (e.g., firms), excluding "intermediate" goods and services consumed by the same establishment during the production process (e.g., electricity produced for own consumption). Output includes goods and services sold in the marketplace as well as goods added to inventory.
<b>Gross Domestic Product (GDP)</b>	Gross Domestic Product (GDP) is the "total unduplicated value of goods and services produced in the economic territory of a country or region during a given period." GDP includes household income from current productive activities (wages, salaries and unincorporated business income) as well as profits and other income earned by corporations. In the context of our study, GDP serves as a measure of the total economic value-added resulting from the capital investments and associated operations.
<b>Employment</b>	This study measures employment contribution in terms of full-year equivalent positions for ongoing employment (i.e., employment contribution associated with annual expenditures). Full-year equivalent positions are counted according to their duration and not according to whether they were employed on a full-time or part-time basis. That is, two part-time employees would be counted as one full-year equivalent if the total time they spent on the job adds up to one year. This approach is consistent with standard statistical terminology.
<b>Labor Income</b>	Labor income represents the total earnings of employees (including employees of suppliers to the projects), consisting of wages and salaries as well as supplementary labor income (such as employer's contribution to pension funds, employee welfare funds, other potential unemployment insurance and workers compensation funds depending on the state).
<b>Government Revenue</b>	This study measures all components of government revenue (across federal, state/territorial, and municipal levels) for the regions under analysis, including: corporate income taxes; fees, dividends and other extractive related payments; employee and employer payroll taxes; other taxes and payments; and taxes on products and production.



# METHODOLOGY

The study utilizes both quantitative and qualitative data. Primary data was collected from various university departments and centers to complete this study. The Administration & Finance Division supplied the expenditure data, student enrollment numbers and payroll figures; Facilities Management & Development provided capital expenditures; the Center for Service in Action supplied volunteer data; Strategic Enrollment Management offered information pertaining to grants, financial aid and scholarships; the Center for Innovation and Entrepreneurship (CIE) gave information on the entrepreneurship programs housed within the university. Secondary research involving review of Cal Poly annual reports and progress reports was also conducted.

The compiled data was used to estimate the impact of local spending by Cal Poly and its students, faculty, staff, retired employees, alumni, and visitors using the recent version of IMPLAN, an industry-wide accepted economic software for calculating economic impacts. IMPLAN's Input-Output model was adapted to Cal Poly and its positioning within the county of San Luis Obispo, California.

IMPLAN was developed in 1976 at the University of Minnesota before transitioning into a private company, Minnesota IMPLAN Group (MIG) in 1993. The software is built upon the innovative contributions of Wassily Leontief, a Nobel Prize winning economist from Harvard University. His work involved developing an Input-Output economic model that acknowledged the intricate interconnections between various industries and the interconnections between industries and households. For example, when money is spent in a grocery store, it exchanges hands and is split amongst the store's suppliers, employees, landlord, and the owner. This spending at the store creates a "ripple effect" as it is further re-spent by the store's suppliers and landlord (the "indirect effect") and the employees' households (the "induced effect"). The "multiplier" effect of the initial spending, also known as the *indirect effect*, is a combination of these indirect and induced effects.

The functionality of the IMPLAN software and its associated databases relies on the input provided by the analyst. This input could include total employment, forecasted sales, or payroll figures for a business that currently exists or is being planned. Subsequently, IMPLAN calculates the resulting impact on different economic sectors within the study region in terms of government revenue, employment, payroll, and tax contributions. The accuracy of the output estimates and/or forecasts hinges on the quality of the input estimations. This includes details such as the procurement of goods and services, the quantity and categories of employees, as well as the average returns on capital specific to the industry/sector associated with the subject business or project.

The IMPLAN software is well-regarded by industry stakeholders, but it does have certain constraints when it comes to describing economic sectors. IMPLAN utilizes the definitions provided by the North American Industry Classification System (NAICS), which are commonly adopted by the Department of Commerce and most economics researchers. These definitions are employed to compute the cost structure and interconnections between a particular industry and other industries within the economy. However, since there isn't a predefined IMPLAN industry

sector corresponding to “California State University Operations,” a specialized industry was designed for this study to effectively represent the economic influence of Cal Poly’s role in the regional economy.

Operation expenditures, inclusive of payroll and financial reports, allowed assessment of the economic ramifications of the existence of Cal Poly. The economic impacts stemming from student expenditures and (their) visitors in the local area were then analyzed. IMPLAN also offers the functionality to input actual labor income, enabling the impact of employee spending to be effectively captured.

IMPLAN applies these inputs to a chosen economic model, which in this case was configured for San Luis Obispo and northern Santa Barbara counties. When estimating the influence of an industry, IMPLAN considers the interconnections between industries within the study region, the import/export patterns for goods and services, as well as the interplay between households and industries. By aggregating economic contributions from each of the project’s economic variable of interest, it becomes possible to construct an industry that closely resembles Cal Poly. This, in turn, yields measurable indirect and induced impacts.

A crucial factor to consider when estimating the economic influence of any activity or event is defining the impacted geographical area. While Cal Poly is situated at the heart of the San Luis Obispo–Paso Robles–Arroyo Grande Metropolitan Statistical Area (SLO MSA), certain sections of northern Santa Barbara County were incorporated into the study area. This inclusion was particularly relevant because some of the university’s goods and services originated from that region. The presence of a portion of Cal Poly’s students, faculty, staff, and retirees in communities such as Santa Maria, Guadalupe, and Orcutt also justified the inclusion of these areas. Furthermore, recent years have seen an increasing economic integration between northern Santa Barbara County and southern San Luis Obispo County. This integration is driven by common economic factors such as agriculture, particularly in the realm of wine grapes, as well as exurban tourism and technology. The IMPLAN software carries out analyses using data at the county level, with the capability to dissect expenditures down to the granularity of ZIP codes.

It’s crucial to acknowledge that certain economic impacts go beyond the scope of analysis provided by IMPLAN. However, the absence of IMPLAN analysis does not diminish the significance of these impacts. Such impact categories hold importance and are analyzed using well-founded assumptions that are supported by validated data from reliable sources including industry experts, reference materials, and reputable academic studies.

When concrete values aren’t readily accessible for this study, average expenditure and wage data are employed as substitutes. For instance, to assess the impact of volunteers on the community, the calculation involves multiplying the estimated student volunteer hours dedicated to the local community by a statewide average representing the value of a “Volunteer Hour.” This average is determined and published by Independent Sector, an esteemed network advocating for nonprofit organizations and foundations, working to drive policy changes and promote volunteerism.

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# DISCLAIMERS AND LIMITING CONDITIONS

This report has been provided to REACH for the purpose of providing evidence regarding the economic impact of Cal Poly on the region of San Luis Obispo County and Northern Santa Barbara.

This study does not represent a cost-benefit analysis of Cal Poly's activities or any other stakeholder and does not represent a comparison of the potential economic impact of Cal Poly to the potential impact of an alternative use of resources. In particular, the study does not examine the potential costs of pursuing investments in Cal Poly, including the opportunity costs for Cal Poly and other stakeholders.

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We believe that our analyses must be considered as a whole and that selecting portions of the analyses, or the factors considered by it, without considering all factors and analyses together, could create a misleading view of the issues related to the report. Amendment of any of the

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