

The Economic Impact of Parkland College

August 2007



The **Economic Impact of Parkland College** report was prepared by the Center for Governmental Studies at Northern Illinois University (NIU) in partnership with the Illinois Community College Board and the Illinois Community College Trustees Association. Questions and inquiries regarding the contents of this report may be directed to Diana L. Robinson at NIU (815/753-0955 or drobinson@niu.edu).

The findings and conclusions presented in this report are those of the NIU project team alone and do not necessarily reflect the views, opinions, or policies of the officers and/or trustees of Northern Illinois University or those of the employees, officers, and/or trustees of the Illinois Community College Board, the Illinois Community College Trustees Association, or Parkland College.

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A. Introduction

Parkland College, located in Champaign, Illinois, is one of 48 community colleges in the state that play a vital role in the educational and workforce preparation of the individuals and communities they serve. An integral part of Illinois' higher education system, Parkland College provides high-quality, accessible, and cost-effective educational opportunities for residents in a 12-county area in east central Illinois that includes portions of Champaign, Coles, De Witt, Douglas, Edgar, Ford, Iroquois, Livingston, McLean, Moultrie, Piatt, and Vermilion counties.



Founded in 1966, Parkland College offers academic and vocational-technical instruction through more than 100 associate degree, transfer, or certificate programs of study as well as adult and continuing education programs that serve as a gateway to higher education for many community residents, employers, and K-12 students. Courses are offered on campus and through interactive telecourses and online courses.

Parkland College contributes to the vitality of its service area in many ways: educationally, culturally, recreationally, civically, and economically. Perhaps the least measured and understood of these are the economic contributions. Consider that:

- Parkland College adds skills to the workforce and boosts the competitiveness of area businesses.
- Parkland College graduates generate millions of dollars annually in local, state, and federal tax revenues.
- A Parkland College education increases earnings for workers. By completing courses, students gain skills that contribute to higher earnings, and graduates enjoy even higher returns.
- As a major employer and business entity, Parkland College generates millions of dollars in local sales and wages and an estimated 1,292 full- and part-time jobs.

This economic impact study was commissioned to better understand the return from investing in Parkland College. It is modeled after a statewide economic impact analysis of the Illinois Community Colleges. The research and analysis for both studies were conducted by the Center for Governmental Studies (CGS) at Northern Illinois University. Three primary sources of district-level data were used:

1. Financial and student data submitted by Parkland College to the Illinois Community College Board,

2. Employment, student, and visitor data collected from Parkland College through an online survey developed by CGS, and
3. Unemployment Insurance wage record data collected by the Illinois Department of Employment Security.

Three major analyses were conducted using these data. One examined Parkland College student enrollment and completion data over a 10-year period to understand the changes that have occurred over the past decade. A second analysis matched earnings data available through the Illinois Department of Employment Security with students who graduated or otherwise left Parkland College for two full consecutive semesters. The third analysis estimated the effects of Parkland College expenditures and jobs on the local economy using economic modeling software.

A summary of key findings is presented in the next section followed by the detailed study results. These address the student economic outcomes, estimated tax revenues paid by Parkland College students, community college market penetration, and the economic impact of Parkland College. Student-related characteristics used throughout this report, such as "completer," "enrollee," and "disadvantaged," are consistent with definitions in ICCB's Management Information System Manual.

Tables and charts are used throughout the body of the report to illustrate trends and characteristics. These graphics are supported by data presented in the appendix. It is important to note that the numbers in the appendix tables reflect unduplicated counts of student enrollees and completers and include adult education and English as a Second Language (ESL) students. As a result, they may vary from totals in previously published reports that represent unduplicated counts of enrollments and duplicated counts of graduates who complete multiple certificates or degrees in the same fiscal year.

B. Highlights of Significant Findings

Parkland College adds skills to the area's workforce and boosts the competitiveness of local businesses.

- 9 out of 10 area employers (91.4%) hired a Parkland College student at some point over the past 10 years.
- 4 out of 10 area workers (36.6%) participated in credit courses at Parkland College during the past 10 years.
- There was a 93.7% increase in students who completed a Parkland College program from 1996 to 2006. Occupational program areas with the largest completer earnings gains were Health Professions and Related Sciences.

- Parkland College students who attended school in 1995 paid an estimated \$63,082,209 in state taxes and \$249,343,414 in federal taxes between 1996 and 2005.
- Parkland College students who graduated in 1995 paid an estimated \$4,182,018 in state taxes and \$16,179,888 in federal taxes over the next 10 years.

A Parkland College education increases earnings for workers.

- On average, all Parkland College students who completed their education in FY05 and worked year-round saw a 15.1% increase in earnings over their pre-enrollment wages.¹
- Students who complete their program of study realize even greater benefits. A 25-year-old Parkland College program graduate can expect a total lifetime earnings premium of \$424,010. This is 35.3% more than the projected total lifetime earnings of \$1.2 million if they had not completed a program.²
- Parkland College graduates employed full-time averaged \$28,796 in annual earnings after completing their programs of study.³ This is about 211.0% of the state's minimum wage. (Illinois increased the state minimum wage to \$7.50 as of July 1, 2007).

As a major employer and business entity, Parkland College contributes local sales and wages and more than 1,292 jobs to the local economy.

- In FY05, Parkland College directly employed 435 full-time and 426 part-time staff with a total payroll of \$28,705,202.
- In addition to wages and salaries, Parkland College reported \$8,379,701 in operating expenditures. These monies produced an estimated \$2,289,954 in output for a total economic impact of \$10,669,655 million and an estimated additional 150 jobs.

C. Student Economic Outcomes

This section examines the economic outcomes for students who have left Parkland College. The source of student employment and earnings data is the Unemployment Insurance (UI) wage record data reported by Illinois employers for each of their employees. UI data are collected on a quarterly basis by the Illinois Department of Employment Security (IDES) and

¹ This figure measures the change in earnings between pre-enrollment and post-completion and represents graduates and individuals who did not re-enroll in FY06.

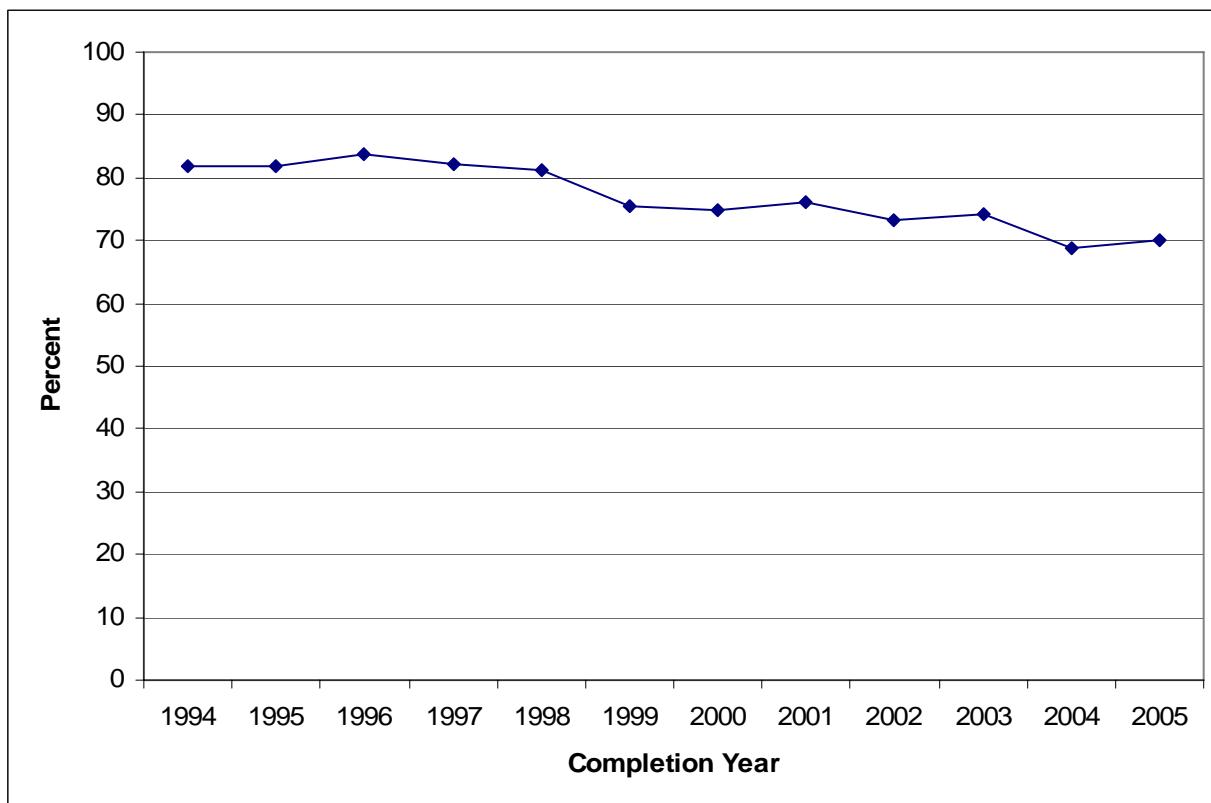
² Assumes an annual average salary of \$32,639 over 30 years with annual increases of 3%.

³ This includes graduates reporting four continuous quarters of full-time earnings above minimum wage.

maintained in a data warehouse by the Center for Governmental Studies at NIU. This comprehensive employment data source is estimated to cover 96 percent of total wage and salary civilian jobs.⁴ Limitations of the UI wage records are that they contain neither the number of hours worked by participants nor the position they held.

The initial focus is on the percentage of completers who are identified as employed in the first or second full post-completion quarter⁵. Figure 1 displays employment rates of Parkland College students who complete some college credit for each year from 1995 to 2005. Over this period there has been a decline in the employment rate from 81.7% in 1995 to 70.1% 2005. However, at least part of this decline may be due to the increase in the percentage of students who continue their education, move out of Illinois, or are self-employed.

Figure 1
**Employed During the 1st or 2nd Post Completion Quarter
Program Completers**



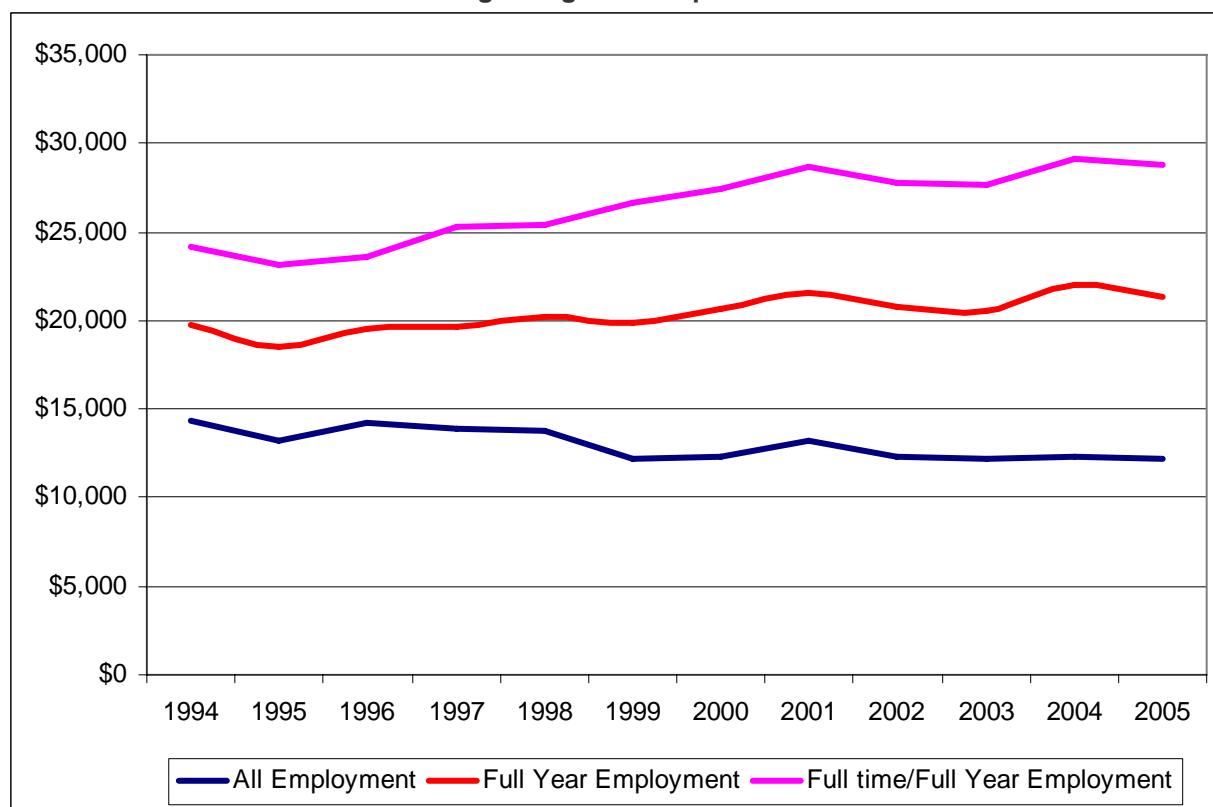
⁴ See <http://lehd.dsd.census.gov/led/library/techpapers/tp-2002-16.pdf>. Examples of employment not covered by UI laws include self-employment and some agricultural and domestic work.

⁵ The 1st full post completion quarter is the first full quarter after the completion of the program. This is to avoid using wages that were earned while the student was in the program.

Figure 2 displays the average annual post-completion earnings for three groups of employed program completers from 1995 to 2005. The first group is the set of all completers and includes both part-time and part-year employees. The average annual post-completion earnings of this group dropped from \$13,181 to \$12,235. For a more accurate picture, earnings gains were isolated for program completers that worked in each of the four post-program quarters (full-year) and those that worked each of the quarters at an earnings level that was above minimum wage for 30 hours per week (full-time). Those identified as full-year workers had earnings of \$18,529.00 in 1995 and \$21,318.00 in 2005, a 15.1% increase. The group identified as full-time, full-year in 1995 had earnings of \$23,093 and in 2005 earned \$28,796, an increase of 24.7%.

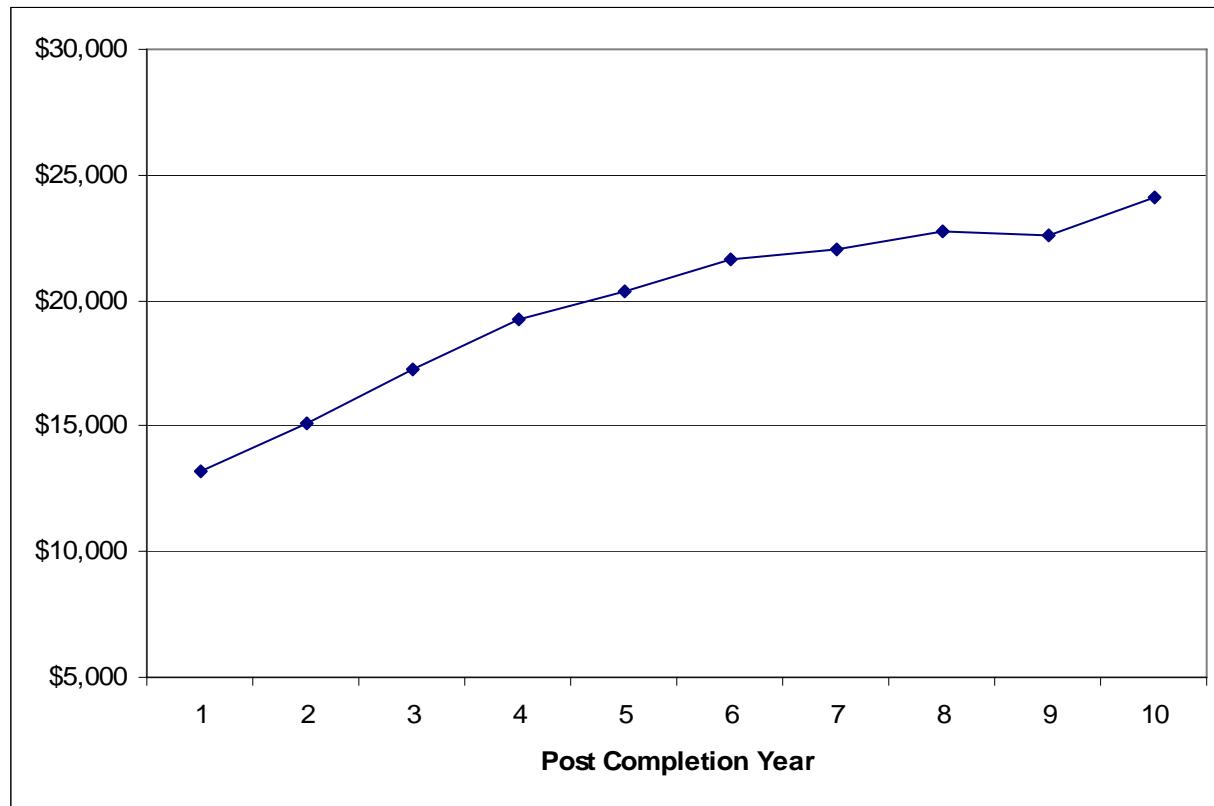
Figure 2

**Average Annual Earnings
Parkland College Program Completers - 1995 - 2005**



Another method of examining the post-completion earnings of community college students is to track the earnings of a specific cohort of completers over time. For this analysis, the average annual earnings of all 1995 completers were tracked over a 10-year period (see Figure 3). The results indicate that the former students' earnings continued to increase through this period with the largest increases occurring in the years immediately after program completion. These increased earnings compound and accrue over a working lifetime.

Figure 3
Average Annual Earnings of 1995 Program Completer



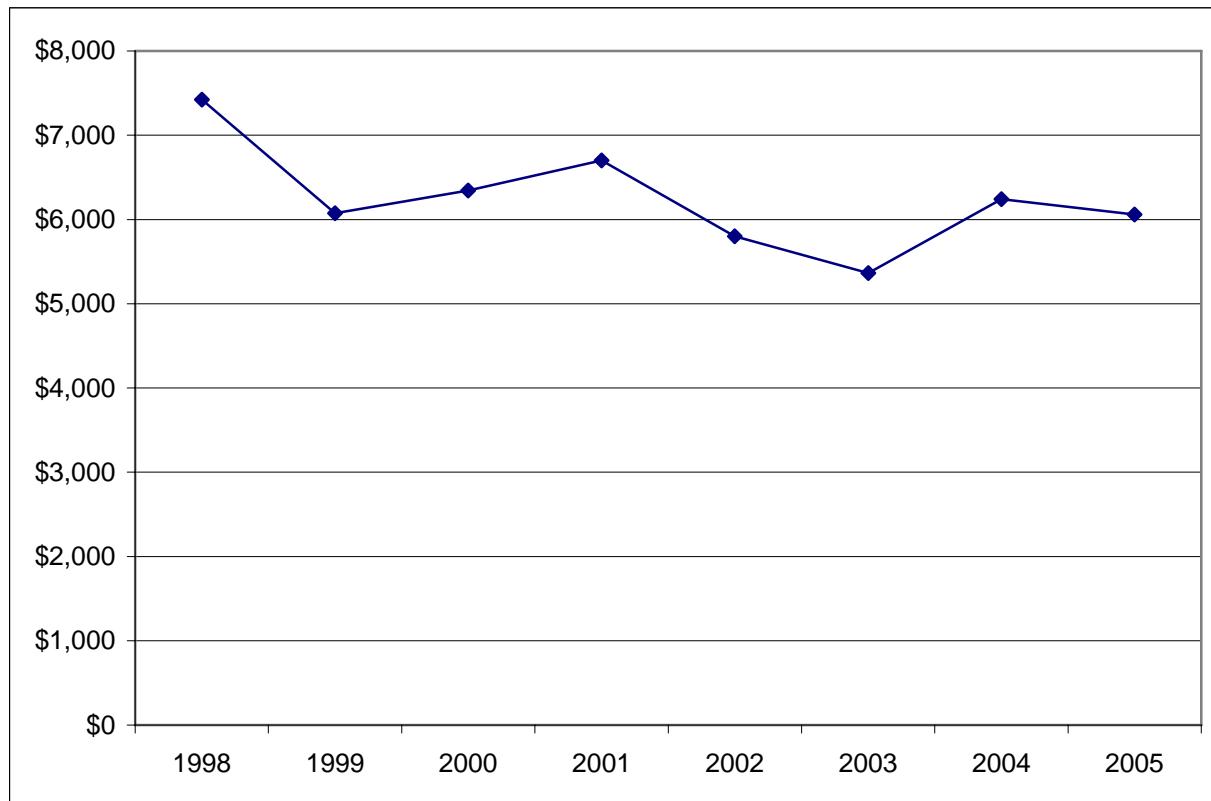
One of the major advantages of using longitudinal UI wage data is the possibility of examining pre-enrollment and post-completion wages. For this analysis, the enrollment date was set as the first day of the semester in which credit hours were earned for each completer.⁶ UI earnings for the four full pre-enrollment quarters were used to compute the annual pre-enrollment earnings. Similarly, UI earnings for the four full post-completion quarters were used to determine the annual post-completion earnings. The results obtained for all Parkland College program completers from 1998 to 2004 are displayed in Figure 4.

The average pre-enrollment to post-completion earnings gain over the eight-year period from 1998 to 2005 was \$6,250⁷. This translates to a \$3.43 per hour increase in earnings assuming full-time, full-year employment ($\$6,250 / \{52 \text{ weeks} \times 35 \text{ hours}\}$). The trend indicates an overall decline in earnings gains between 1998 and 2005.

⁶ For example, if a student completed a program in 2004, the procedure was to look at the credit hours earned in 2003, 2002, etc.. If no credit hours were earned in 2002, then the start date of the earliest semester in which credits were earned was defined as the enrollment date.

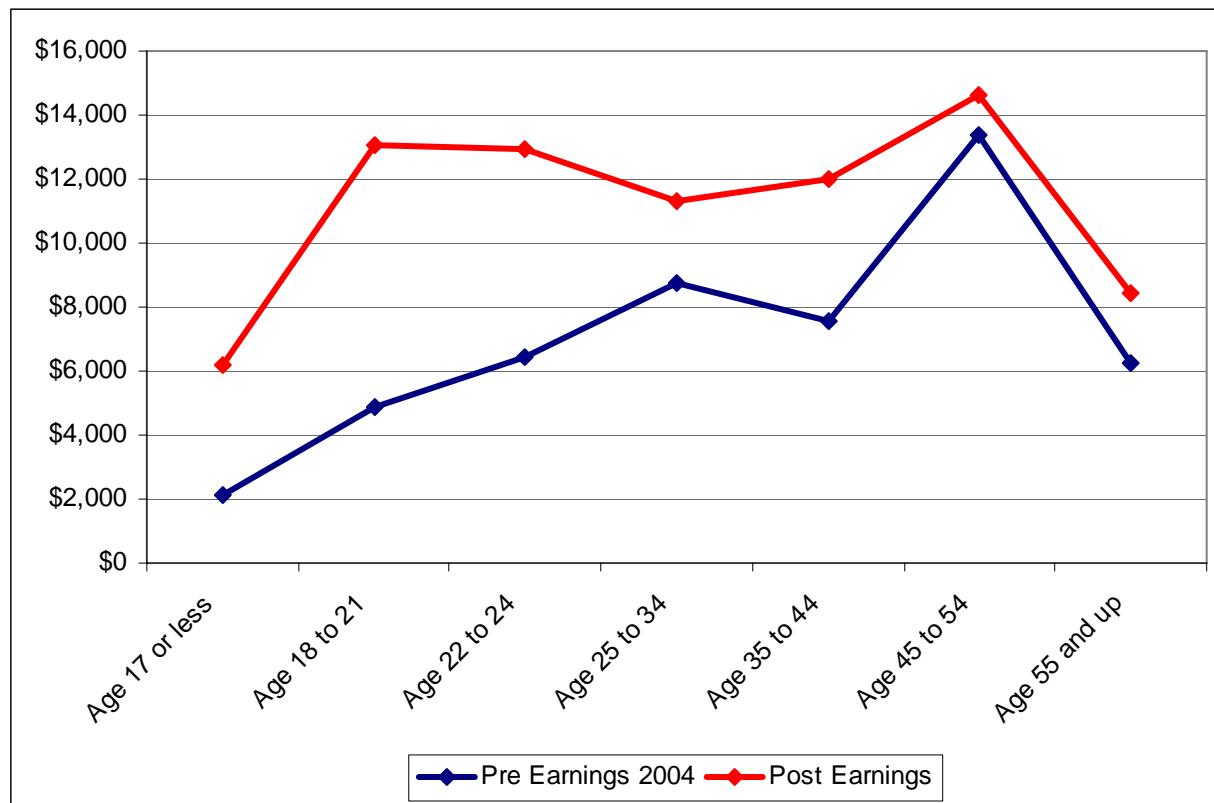
⁷ The data series ends in 2005 due to the lack of a full year of post completion data and begins in 1998 due to the lack of hours earned by semester for the earlier completion cohorts.

Figure 4
Pre-Enrollment to Post-Completion Earnings Gains
Program Completers 1998-2005



Earning gains vary by age. As Figure 5 illustrates, for 2005 program completers, pre-enrollment earnings generally increase up to the 45 - 54 age group. By contrast, post-completion earnings peak initially for 18 - 21 year olds, decline for the next two age groups, and then peak again for the 45 - 54 age group. At that point, both pre-enrollment and post-completion earnings drop sharply for the 55 and older group. This pattern may reflect a larger number of part-time or retired individuals in the older age groupings, or reflect the difficulty that older workers have in recouping previous wages even when additional education is obtained. Among displaced workers it is common to see a wage recovery of 85% of pre-layoff earnings following job loss and retraining.

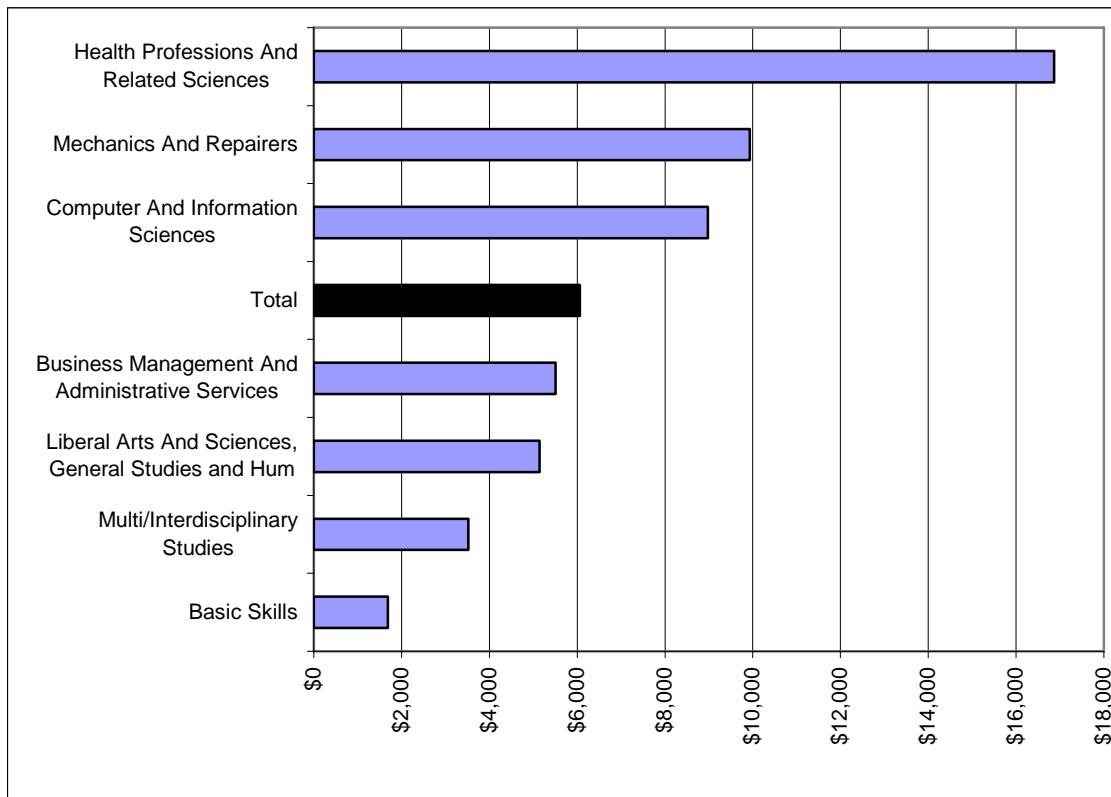
Figure 5
Pre-Enrollment and Post-Completion Earnings
Program Completers 2005



Changes in pre-employment to post-completion earnings are also affected by the instructional program a student completes. Figure 6 on the following page displays the earning changes by the Classification of Instructional Program (CIP) for Parkland College students who completed a program in 2005. A substantial range in earnings gains is apparent across CIPs. Students who completed a program in health professions and related sciences display by far the largest average earnings gains at \$16,865. By contrast, students who completed basic skills programs had gains of \$5,815.

Figure 6

**Pre-Employment to Post-Completion Earnings Gains by Classification of
Instructional Program 2005 Program Completers**



Because a degree or certificate is not the goal for all community college students, a second approach to examining student outcomes focused on the gains per credit hours earned for Parkland College students who exited in program year 2005.⁸ Table 7 displays the results for 2005 exiters and completers. The average gain for all exiters/completers is \$3,838 which translates to \$200 per credit hour.

⁸ After excluding students who completed a program from the database, the two consecutive years of program enrollments beginning with the 1994 were examined. If there were no credit hours earned in 1994 but there were in 1995, the enrollment date was established as 1995. Once this entrance cohort was defined, the enrollment records were tracked in subsequent year. If a student was found to have no earned hours on year t+1 but did earn credit hours in year t, their exit date was defined as the last day of the semester in which they earned credit hours in year t.

Table 7

**Earnings Gain and Average Gain per Credit Hour
2005 Exiters (Completers and Non-Completers)**

Completer Type 2005	Average Earnings Gain	Average Gain Per Credit Hour
Completer	\$6,040	\$139
Non Completer Exiter	\$3,360	\$240
Total	\$3,838	\$200

Average gains per credit hour vary by program classification. Adult secondary education displayed the largest earnings gains at \$1,049 per credit hour. Baccalaureate/transfer programs had the smallest average gains, an expected outcome given that these students are likely to continue their education. Table 8 shows these earnings gains for 2005 Parkland College program completers.

Table 8

**Pre-Enrollment & Post-Completion Earnings Gains by
Instructional Area for Program Completers 2005**

Program Classification	Students	Total Credit Hours	Total Pre to Post Earnings Gains	Average Earnings Gain Per Credit Hour
Adult Secondary Education	112	266	\$279,005	\$1,049
Adult Basic Education	144	695	\$264,364	\$380
General Associate	39	1,548	\$404,528	\$261
Occupational/Technical	520	29,661	\$5,792,467	\$195
English As A Second Language - Adult Education	165	1,085	\$194,881	\$180
Baccalaureate/Transfer	442	28,355	\$1,654,033	\$58
Total	1,422	61,610	\$8,589,278	\$139

When average gains by credit hour are examined by completion degree, basic skills credentials show the highest gains of the categories with at least 30 completers. Associate in science degrees have the lowest gains. Data on earnings gains by degree are presented in Table 9.

Table 9
**Pre-Enrollment and Post-Completion Earnings Gains by Completion Credential
Program Completers 2005**

Degree Type	Students	Total Credit Hours	Total Pre to Post Earnings Gains	Average Earnings Gain Per Credit Hour
Basic Skills	421	2,046	\$738,250	\$361
General Associate Degrees (AGS, ALS, AGE)	41	1,600	\$401,264	\$251
Associate in Applied Science (AAS)	371	24,127	\$4,806,570	\$199
Occ. Cert. of 30 Hours or More	65	2,696	\$516,270	\$192
Occ. Cert. of Less Than 30 Hours	80	2,592	\$466,119	\$180
Associate in Fine Arts (AFA)	7	571	\$39,927	\$70
Associate in Arts (AA)	159	10,194	\$636,689	\$62
Associate in Science (AS)	274	17,484	\$971,518	\$56
Associate in Engineering Science (AES)	4	300	\$12,671	\$42
Total	1,422	61,610	\$8,589,278	\$139

Two approaches were used to estimate total lifetime earnings gains resulting from completing a Parkland College program. Both used the pre-enrollment and post-completion average annual earnings of 22- to 25-year-old completers as a base. The first approach takes the difference of the pre-enrollment and post-completion earnings to produce an average pre/post earnings gain and multiplies that gain by the expected working life of the 25 year-old (40 years). This approach yielded a total lifetime earnings gain of \$215,608.

The second approach was similar except that both the pre-enrollment and post-completion earnings were assumed to increase at an annual percentage gain of 3 percent. This approach yielded a total expected lifetime earnings gain for a 25 year-old program completer of \$424,010.

D. Student-Generated Tax Revenues

In this section, the amount of tax dollars contributed by Parkland College students to the federal and state tax base over a period of 10 years is estimated. Separate estimates are produced for students who were enrolled during 1995 and for those who completed a program in that year.

For this analysis, the annual total Unemployment Insurance earnings were obtained for each student enrolled in Parkland College in 1995 for each year from 1996 to 2005. Federal taxes were estimated by applying the average marginal tax rate for a given year to the earnings for that year. State taxes were estimated by first subtracting the standard deduction for an individual from the annual earnings (\$1,000), and then applying the 3% Illinois state tax rate to the result. Although this is a simplistic approach for estimating tax revenues in both cases, given the limitations of available data, it may be used to reasonably approximate the magnitude of taxes paid by this cohort of Parkland College students. The results are presented in Table 10.

Table 10
Estimated Federal and State Tax Revenue Paid 1996-2005
1995 Enrollees and Completers

1995 Cohort	Federal Taxes	State Taxes
Enrollees	\$249,343,414	\$63,082,209
Completers	\$16,179,888	\$4,182,018

Source: Illinois Department of Employment Security UI wage data, ICCB student data, National Bureau of Economic Research, "U.S. Federal and State Marginal Income Tax Rates," <http://www.nber.org/~taxsim/marginal-tax-rates/plusstate.html>

It is estimated that \$249,343,414 in federal taxes was generated between 1996 and 2005 by students who attended Parkland College in 1995. Of that total, about 6.5% was contributed by students who completed in 1995. Similarly, of the estimated \$63,082,209 in state tax dollars generated by 1995 enrollees, a similar percentage or 6.6% would have been generated by 1995 completers.

E. Market Penetration

The market penetration of Parkland College may be measured in two different and complementary ways. One is to determine the number of employees in the workforce that have attended Parkland College. To this end a database was compiled that contained an unduplicated list of all workers who had wages reported to the Unemployment Insurance system during 2005. Next, a second database was compiled of all students (again unduplicated) who earned credit hours between 1994 and 2005. The two databases were merged to determine the percentage of all workers in 2005 that had received some education or training in the community college system between 1994 and 2005. The result was a determination that of all workers in the Parkland College district, 33.6% had attended Parkland during the previous 10 years.

The other method of determining market penetration is to estimate the number of area employers who have hired a former Parkland College student. To obtain this number the unduplicated database of students who earned credit hours from 1994 to 2005 was merged with a database of all reported UI wage records for the counties in the Parkland College district from the same period of time. This produced a list of all area employers who had hired a Parkland College student from 1994 to 2005. This list of employers was then merged with a database of employers who reported wages during the first quarter of 2006. The result indicated that over 91.4% of employers who reported wages in the first quarter of 2006 had hired a Parkland College student at some point in the previous 10 years.

F. Parkland College Economic Impacts

Parkland College is an important source of expenditures and employment for the communities and area it serves. As part of its day-to-day operations, the college purchases goods and services, many of them from local businesses. It also pays its employees, who in turn spend their wages and salaries in the local economy. Additionally, the community college invests in site improvements, remodeling, and new construction that generate additional expenditures and jobs.

Any change in economic activity, such as the purchase of a commodity or a service, has direct, indirect, and induced effects. For example, when a community college hires a local printer to produce its class schedules, these orders contribute directly to the income of the local printing industry. The printers' employees spend at least some of their income locally, and these purchases, induced by the college's initial purchase, contribute to the employment and the income of other local industries and services. The printers spend part of their income from the community college's orders on the supplies that they need to run their businesses. To the extent that these purchases are local, they contribute to the incomes of employees in other industries, who in turn spend their incomes on still other goods and services.

IMPLAN Pro economic modeling software was used to produce estimates of the direct, indirect, and induced economic impacts of Parkland College. **Direct impacts** are simply the set of expenditures or employment applied to the predictive model for impact analysis. **Indirect impacts** are then derived as additional effects caused by industries purchasing from other industries. **Induced impacts** take into account the spending in the local economy of the new income generated by the new employment produced from the impact.

Taken together, direct, indirect, and induced expenditures directly attributable to Parkland College activities in fiscal year 2005 exceeded \$43 million in output and an estimated 1,292 jobs. Summary data are provided in Tables 11 and 12.

Table 11
Summary of Parkland College's Economic Impact
Expenditures - FY2005

	Operational Expenditures	Employee Expenditures	Total
Direct Effects	\$8,379,701	\$25,013,751	\$33,393,452
Indirect Effects	\$999,677	\$3,450,092	\$4,449,769
Induced Effects	\$1,290,277	\$4,320,574	\$5,610,851
Total	\$10,669,655	\$32,784,417	\$43,454,072

*Note: Numbers may not add because of rounding.
Source: Parkland College data, ICCB, IMPLAN Pro*

Table 12
Summary of the Parkland College's Economic Impact
Employment - FY2005

	Operational Expenditures	Employee Expenditures	Total
Direct Effects	861*	195	1,056
Indirect Effects	150	34	184
Induced Effects	n/a**	52	52
Total	1,011	281	1,292

*Actual full- and part-time employees.

**Induced impacts are captured in employee expenditures described in the next section.

Note: Numbers may not add because of rounding.

Source: Parkland Community College data, ICCB, IMPLAN Pro.

Operational Expenditures. Parkland College reported \$8,379,701 in operating expenditures (excluding wages, salaries, and employee benefits) to the Illinois Community College Board during fiscal year 2005. These are the outside services and supplies required in the daily operations of the college. As these expenditures churn through the local economy, they generate another \$2.2 million in indirect and induced expenditures and approximately 150 additional local jobs. These impacts are summarized below in Table 13.

Table 13
Parkland College Operational Expenditures
Output and Employment Impacts – FY2005

	Direct	Indirect	Induced	Total
Output	\$8,379,701	\$999,677	\$1,290,277	\$10,669,655
Employment	861*	150	n/a**	1,011

*Actual full- and part-time employees.

**Induced impacts are captured in employee expenditures described in the next section.

Note: Numbers may not add because of rounding.

Source: Parkland College data, ICCB, IMPLAN Pro.

Employee Expenditures. Parkland College directly employs 435 full-time employees and 426 part-time employees. Average salaries for each of four employee classifications (administration, non-teaching professionals, faculty, and classified staff) were used to estimate total earnings for both full-time and part-time employees. Following the U.S. Bureau of Labor Statistics guidelines for Illinois, it was assumed that an average of 80.3% of gross pay was available for consumption. This figure was used to calculate total employee expenditures (direct effects) and resulted in \$16,288,527 for full-time employees and \$8,725,225 for part-time employees, or a total of \$25,013,751 for FY05.⁹ The direct employment impact of these expenditures was an

⁹ Community college employees residing outside Illinois were excluded from the total employee expenditures.

additional 195 jobs in industries that meet basic consumer demand for goods and services in such areas as food service, general retail, health care, and wholesale trade.

In addition to these direct economic impacts, the salaries of full- and part-time Parkland College employees will generate an additional \$3,450,092 and 34 jobs in indirect impacts. Induced impacts of \$4,320,574 and 52 jobs are estimated to result from additional local spending of new employment income. A summary of the direct, indirect, and induced output and employment impacts for Parkland College employees is presented in Table 14.

Table 14
Parkland College Employee Expenditures
Output and Employment Impacts – FY2005

	Direct	Indirect	Induced	Total
Full-Time Employees				
• Output	\$16,288,527	\$2,167,715	\$2,679,098	\$21,135,340
• Employment	121	21	32	174
Part-Time Employees				
• Output	\$8,725,225	\$1,282,377	\$1,641,476	\$11,649,078
• Employment	74	13	20	107
All Employees				
• Output	\$25,013,751	\$3,450,092	\$4,320,574	\$32,784,417
• Employment	195	34	52	281

Note: Numbers may not add because of rounding.

Source: Parkland College survey data, ICCB college audit data, IMPLAN Pro.

Capital Expenditures. In addition to the economic activity generated by Parkland College operating and employee expenditures, the colleges' capital development projects also contribute significantly to the local economy. Between FY2000 and FY2005, Parkland College has invested \$36,929,806 in site improvements, new construction, and remodeling. These expenditures have generated an estimated \$26,155,295 in indirect and induced output for a total impact of \$63,085,101. These expenditures also generated an estimated 945 jobs as a result of these projects. For FY05 alone, the total direct, indirect, and induced impact of Parkland College site improvements, new construction, and remodeling projects was an estimated \$4,944,048 and an estimated 74 new jobs. A summary of the direct, indirect, and induced output and employment impacts for Parkland College capital projects is presented in Table 15.

Table 15
Parkland College Capital Expenditures
Output and Employment Impacts

	Direct	Indirect	Induced	Total
Site Improvements, New Construction, and Remodeling (FY 2000 – FY 2005)				
• Output	\$36,929,806	\$9,834,646	\$16,320,649	\$63,085,101
• Employment	650	98	197	945
Site Improvements, New Construction, and Remodeling (FY 2005)				
• Output	\$2,894,229	\$770,752	\$1,279,067	\$4,944,048
• Employment	51	8	16	74

Note: Numbers may not add because of rounding.

Source: Parkland College survey data, ICCB college audit data, IMPLAN Pro.

Visitor Expenditures. Parkland College attracts visitors every year through activities sponsored by the college and its departments, including academic conferences, seminars and workshops, college-related business meetings, and sports events. Although local community members attend these events, so do visitors from outside the area. These visitors contribute to the local economy by spending money on food, lodging, and other items. It is estimated that approximately \$1,907,801 in local expenditures are generated by these visitors annually. Table 16 displays the breakdown of these expenditures by type of visitor.

Table 16
Parkland College Visitors Expenditure Impacts

	Total Visitor Expenditures (Direct Effects)	Indirect Effects	Induced Effects	Total Effects
Day Visitors	\$1,427,079	\$189,836	\$232,920	\$1,849,835
• Academic/Business Events	\$412,494	\$54,872	\$67,325	\$534,691
• Sports Events	\$268,929	\$35,774	\$43,893	\$348,596
• Other Non-academic Events	\$745,656	\$99,190	\$121,702	\$966,548
Overnight Visitors	\$45,541	\$5,579	\$6,846	\$57,966
• Academic/Business Events	\$4,085	\$543	\$667	\$5,295
• Sports Events	\$34,073	\$4,533	\$5,561	\$44,167
• Other Non-academic Events	\$7,384	\$503	\$618	\$8,505
Total Visitors	\$1,472,620	\$195,415	\$239,766	\$1,907,801

Note: Numbers may not add because of rounding.

Source: Parkland College survey data, ICCB college audit data, IMPLAN Pro.

Appendix A

Parkland College Student Enrollment and Completion Data

Table A-1

Percent Employed During the 1st or 2nd Post-Completion Quarter
Program Completers 1995 – 2005

	Year										
	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Empl. Rate	81.7	83.7	82.3	81.3	75.6	74.9	76.1	73.1	74.3	68.7	70.1

Table A-2

Average Annual Earnings of Program Completers: 1995 – 2005

Type of Employment	Year										
	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
All Employment	\$13,181	\$14,232	\$13,924	\$13,806	\$12,229	\$12,360	\$13,203	\$12,280	\$12,147	\$12,313	\$12,235
Full Year	\$18,529	\$19,522	\$19,619	\$20,249	\$19,902	\$20,690	\$21,546	\$20,808	\$20,599	\$21,965	\$21,318
Full Time / Full Year	\$23,093	\$23,565	\$25,301	\$25,403	\$26,645	\$27,420	\$28,660	\$27,752	\$27,626	\$29,129	\$28,796

Table A-3

Average Annual Earnings for Program Completers 1995

	Post-Program Year									
	1	2	3	4	5	6	7	8	9	10
Aver. Annual Earnings	\$13,181	\$15,090	\$17,298	\$19,221	\$20,381	\$21,632	\$22,059	\$22,720	\$22,583	\$24,099

Table A-4

Pre-Enrollment to Post-Completion Earnings Gains
Program Completers 1998 – 2005

	1998	1999	2000	2001	2002	2003	2004	2005
Pre to Post Earnings Gain	\$7,422	\$6,075	\$6,342	\$6,701	\$5,801	\$5,362	\$6,241	\$6,058

Table A-5

Pre-Enrollment and Post-Completion Annual Earnings for Program Completers 2005*

Age Category	Pre-Enrollment Earnings	Post Completion Earnings
Age 17 or less	\$2,100	\$6,201
Age 18 to 21	\$4,873	\$13,085
Age 22 to 24	\$6,409	\$12,923
Age 25 to 34	\$8,763	\$11,308
Age 35 to 44	\$7,537	\$11,983
Age 45 to 54	\$13,354	\$14,612
Age 55 & up	\$6,229	\$8,439

* The enrollment date was set as the first day of the semester in which credit hours were earned. UI earnings for the four full pre-enrollment and post-completion quarters were used to compute the annual earnings.

Table A- 6

Pre-Enrollment and Post-Completion Earnings Gains
Program Completers by Classification of Instructional Program - 2005

Classification of Instructional Program	Students	Pre-Enrollment Earnings	Post-Completion Earnings	Earnings Gains
Health Professions And Related Sciences	206	\$7,690	\$24,555	\$16,865
Mechanics And Repairers	34	\$5,988	\$15,916	\$9,928
Computer And Information Sciences	51	\$9,227	\$18,204	\$8,977
Business Management And Administrative Services	107	\$9,532	\$15,037	\$5,505
Liberal Arts And Sciences, General Studies and Humanities	200	\$5,983	\$11,129	\$5,146
Multi/Interdisciplinary Studies	280	\$5,070	\$8,594	\$3,524
Basic Skills	423	\$4,356	\$6,045	\$1,689
Total	1,433	\$6,176	\$12,235	\$6,059