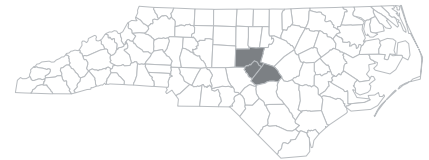


THE ECONOMIC VALUE OF CENTRAL CAROLINA COMMUNITY COLLEGE'S Engineering Technologies Program



The Engineering Technologies program¹ was established in 1997. In FY 2019-20, CCCC enrolled 618 students in the program. Of these students, 62 graduated with a certificate and 37 graduated with an associate degree in FY 2019-20.



THE CCCC SERVICE AREA, NC

CAREER OUTLOOK

The Engineering Technologies program can lead students into a number of occupations, which may include architectural & civil drafters; electrical & electronics drafters; and mechanical drafters. Many of the Engineering Technologies program students will enter the CCCC Service Area² workforce.

Using the regional number of annual openings for these occupations (14) and subtracting the FY 2019-20 CCCC completers that may fill these openings (99), we arrive at a surplus of 85 student completers³. There are 24 unique job postings at the associate degree or below for these occupations in the CCCC Service Area. The top three posting companies are Pfizer, Inc.; 3M Company; and Department of Agriculture.

ALUMNI IMPACT

Former students of CCCC's Engineering Technologies program added \$21 million in income to the CCCC Service Area economy in FY 2019-20. This figure represents the increased wages collected by former students active today in the regional workforce as a direct result of their education, the increased output of businesses that employ these students, and the multiplier effects that occur.

PROGRAM TO OCCUPATION MAPPING MEASURES IN THE CCCC SERVICE AREA

Number of occupations	10
Jobs (2020)	223
Projected avg. job growth (2020-2029)	+1.3%
Annual openings (2020)	14
Median annual wage (2020)*	\$53,108

* The median annual wage reflects all award levels.

ALUMNI LIFETIME EARNINGS INCREASE AND IMPACT

Lifetime earnings
increase per completer
\$419.7 thousand

Total alumni impact
in FY 2019-20
\$21.0 million



1 The Engineering Technologies program is defined by the following Classification of Instructional Programs (CIP) code: Engineering Technology, General (15.0000).

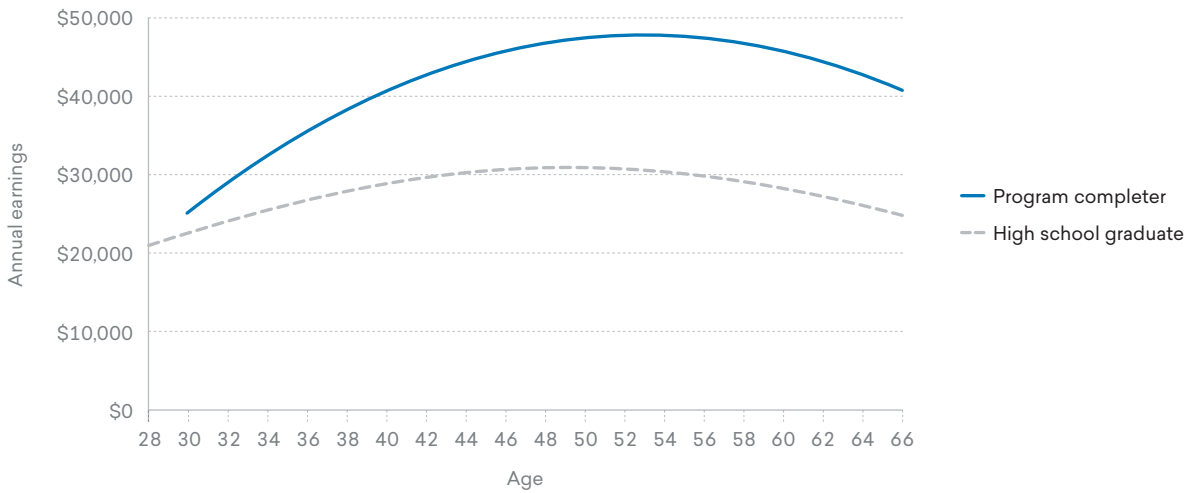
2 For the purposes of this analysis, the CCCC Service Area is defined as Chatham, Harnett, and Lee Counties.

3 For the purposes of this analysis, only CCCC completers were considered when comparing to annual openings.

STUDENT RETURN ON INVESTMENT

To earn a degree or certificate in the program, students experience costs in the form of tuition and fees, books and supplies, and the opportunity cost of attending school instead of working. In return for this investment, students can earn higher wages. For every dollar students invest in their education in the program, they will receive \$6.80 back over the course of their working lives. This investment can also be seen in terms of a rate of return of 25.6%. This is an impressive return, especially when compared to the U.S. stock market 30-year average return of 10.6%.

LIFETIME EARNINGS OF A PROGRAM COMPLETER COMPARED TO A HIGH SCHOOL GRADUATE



Source: Emsi Burning Glass impact model.

TAXPAYER BENEFITS

Taxpayers will receive an estimated present value of \$7 million in added tax revenue stemming from the students' higher lifetime earnings and the increased output of businesses. Savings to the public sector add another estimated \$371.4 thousand in benefits due to a reduced demand for government-funded social services in North Carolina. Throughout the students' working lives, North Carolina taxpayers will receive a total of \$7.3 million in benefits.

Throughout the students' working lives, **North Carolina taxpayers** gain in added tax revenue and public sector savings



\$7.3 million