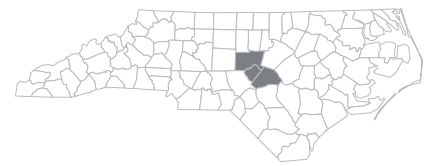


THE ECONOMIC VALUE OF CENTRAL CAROLINA COMMUNITY COLLEGE'S Health Professions and Related Clinical Studies Program



The Health Professions and Related Clinical Studies program¹ was established in 1997. In FY 2019-20, CCCC enrolled 2,931 students in the program. Of these students, 107 graduated with a certificate and 96 graduated with an associate degree in FY 2019-20.



THE CCCC SERVICE AREA, NC

CAREER OUTLOOK

The Health Professions and Related Clinical Studies program can lead students into a number of occupations, which may include social & human service assistants; clinical laboratory technologists & technicians; and medical dosimetrists, medical records specialists, & health technologists & technicians. Many of the Health Professions and Related Clinical Studies program students will enter the CCCC Service Area² workforce.

Using the regional number of annual openings for these occupations (202) and subtracting the FY 2019-20 regional completers that may fill these openings (203), we arrive at a surplus of one student completer.³ There are 177 unique job postings at the associate degree or below for these occupations in the CCCC Service Area. The top three posting companies are University of North Carolina Hospitals; Wakemed; and Central Carolina Hospital.

ALUMNI IMPACT

Former students of CCCC's Health Professions and Related Clinical Studies program added \$12.1 million in income to the CCCC Service Area economy in FY 2019-20. This figure represents the increased wages collected by former

PROGRAM TO OCCUPATION MAPPING MEASURES IN THE CCCC SERVICE AREA

Number of occupations	9
Jobs (2020)	3,754
Projected avg. job growth (2020-2029)	+1.3%
Annual openings (2020)	202
Median annual wage (2020)*	\$25,475

* The median annual wage reflects all award levels.

ALUMNI LIFETIME EARNINGS INCREASE AND IMPACT

Lifetime earnings
increase per completer
\$137.9 thousand

Total alumni impact
in FY 2019-20
\$12.1 million



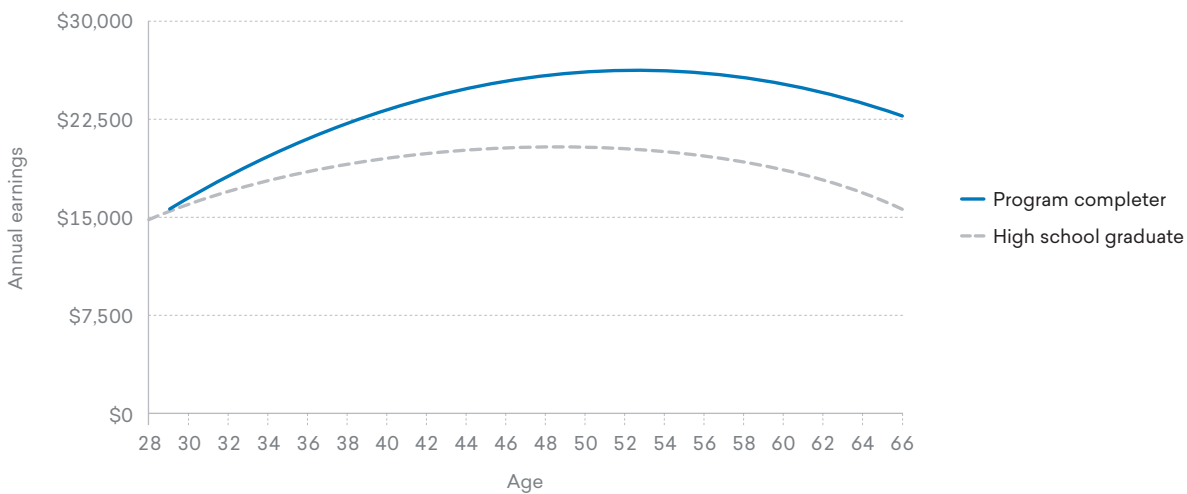
1 The Health Professions and Related Clinical Studies program is defined by the following Classification of Instructional Programs (CIP) code: Health Services/Allied Health/Health Sciences, General (51.0000)
2 For the purposes of this analysis, the CCCC Service Area is defined as Chatham, Harnett, and Lee Counties.
3 For the purposes of this analysis, only CCCC completers were considered when comparing to annual openings.

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.

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 \$3.00 back over the course of their working lives. This investment can also be seen in terms of a rate of return of 14.2%. 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 \$8.9 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 \$1.3 million 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 \$10.2 million in benefits.

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



\$10.2 million