



The Economic Value of Umpqua Community College

Umpqua Community College (UCC) creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups—students, taxpayers, and society. Using a two-pronged approach that involves an economic impact analysis and an investment analysis, this study calculates the benefits received by each of these groups. Results of the analysis reflect fiscal year (FY) 2021-22.

Economic impact analysis

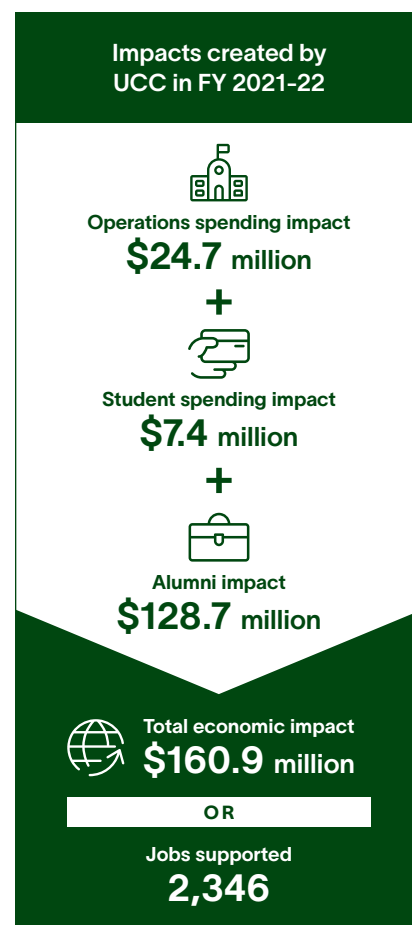
In FY 2021-22, UCC added **\$160.9 million** in income to the Douglas County economy, a value approximately equal to **3.4%** of the county's total gross regional product (GRP). Expressed in terms of jobs, UCC's impact supported **2,346 jobs**. For perspective, the activities of UCC and its students support **one out of every 22 jobs** in Douglas County.

Operations spending impact

- UCC employed 317 full-time and part-time faculty and staff. Payroll amounted to \$20.2 million, much of which was spent in the county for groceries, mortgage and rent payments, dining out, and other household expenses. The college spent another \$11.1 million on day-to-day expenses related to facilities, supplies, and professional services.
- The net impact of the college's operations spending added **\$24.7 million** in income to the county economy in FY 2021-22.

Student spending impact

- Around 10% of students attending UCC originated from outside the county. Some of these students relocated to Douglas County. In addition, some in-county students, referred to as retained students, would have left Douglas County for other educational opportunities if not for UCC. These relocated and retained students

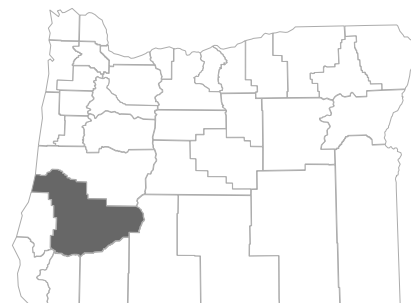


spent money on groceries, mortgage and rent payments, and other living expenses at county businesses.

- The expenditures of relocated and retained students in FY 2021-22 added **\$7.4 million** in income to the Douglas County economy.

Alumni impact

- Over the years, students have studied at UCC and entered or re-entered the workforce with newly-acquired knowledge and skills. Today, thousands of these former students are employed in Douglas County.
- The net impact of UCC's former students currently employed in the county workforce amounted to **\$128.7 million** in added income in FY 2021-22.



Douglas County, Oregon

Investment analysis

Student perspective

- UCC's FY 2021-22 students paid a present value of **\$4.9 million** to cover the cost of tuition, fees, supplies, and interest on student loans. They also forwent **\$6.6 million** in money that they would have earned had they been working instead of attending college.
- In return for their investment, students will receive a cumulative present value of **\$64 million** in increased earnings over their working lives. This translates to a return of **\$5.60** in higher future earnings for every dollar students invest in their education. Students' average annual rate of return is **32.1%**.

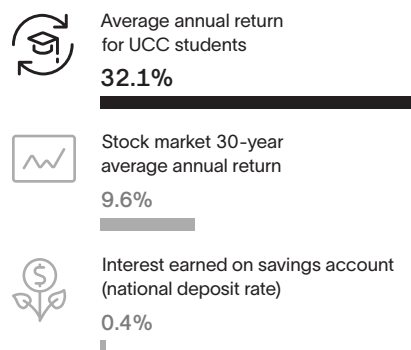
Taxpayer perspective

- Taxpayers provided UCC with **\$25.6 million** of funding in FY 2021-22. In return, they will benefit from added tax revenue, stemming from students' higher lifetime earnings and increased business output, amounting to **\$22.3 million**. A reduced demand for government-funded services in Oregon will add another **\$2.3 million** in benefits to taxpayers.
- Total taxpayer benefits amount to **\$24.6 million**, the present value sum of the added tax revenue and public sector savings.

Social perspective

- In FY 2021-22, Oregon invested **\$39.1 million** to support UCC. In turn, the Oregon economy will grow by **\$232.3 million**, over the course of students' working lives. Society will also benefit from **\$4.9 million** of public and private sector savings.
- For every dollar invested in UCC in FY 2021-22, people in Oregon will receive **\$6.10** in return, for as long as UCC's FY 2021-22 students remain active in the state workforce.

Students see a high rate of return for their investment in UCC



Source: Forbes' S&P 500, 1992-2021. FDIC.gov, 2-2022.

