



Analysis of the Return on Investment and Economic Impact of Education

THE ECONOMIC VALUE OF
BROOKDALE COMMUNITY COLLEGE

September 2016

A photograph of a diverse group of students walking along a paved path on a college campus. The path is lined with green grass and mature trees. In the background, a red sign with white text is visible, listing various campus locations like 'Banking', 'MAN HALL', 'Student Life Center', 'College Arms', and 'CAR ALICE HALL'. The students are dressed in casual attire, including t-shirts, shorts, and backpacks.

EXECUTIVE SUMMARY



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Brookdale Community College (Brookdale) creates value in many ways. The college plays a key role in helping students increase their employability and achieve their individual potential. It provides students with the skills they need to have a fulfilling and prosperous career. Further, it supplies an environment for students to meet new people, increase their self-confidence, and promote their overall health and well-being.

The value of Brookdale influences both the lives of students and also the county economy. The college serves a range of industries in Monmouth County, supports local businesses, and benefits society as a whole in New Jersey from an expanded economy and improved quality of life. The benefits created by Brookdale even extend to the state and local government through increased tax revenues and public sector savings.

The purpose of this study is to investigate the economic impacts created by Brookdale on the business community and the benefits that the college generates in return for the investments made by its key stakeholder groups—students, taxpayers, and society. The college

serves Monmouth County. The following two analyses are presented:

- **Economic impact analysis**
- **Investment analysis**

All results reflect student and financial data for Fiscal Year (FY) 2013-14. Impacts on the county business community are reported under the economic impact analysis. Results are measured in terms of added income. The return on investment to students, taxpayers, and society are reported under the investment analysis. Both analyses are described more fully in the following sections.



Economic impact analysis

Brookdale promotes economic growth in Monmouth County in a variety of ways. The college is an employer and buyer of goods and services, and the living expenses of students benefit local businesses. In addition, Brookdale is a primary source of education to Monmouth County residents and a supplier of trained workers to Monmouth County industries.

OPERATIONS SPENDING IMPACT

Brookdale is an important employer in Monmouth County. In FY 2013-14, the college employed 1,347 full-time and part-time faculty and staff. Of these, 74% lived in Monmouth County. Total payroll at Brookdale was \$70 million, much of which was spent in the county for groceries, rent, dining out, clothing, and other household expenses.

Brookdale is itself a large-scale buyer of goods and services. In FY 2013-14 the college spent \$50.2 million to cover its expenses for facilities, professional services, and supplies.

Brookdale added \$84.8 million in added income to the county during the analysis year as a result of its day-to-day operations. This figure represents the college’s payroll, the multiplier effects generated by the spending of the college and its employees, and a downward adjustment to account for funding that the college received from state and local sources. The \$84.8 million in added income is equivalent to creating 1,583 new jobs.

IMPACT OF STUDENT SPENDING

A number of in-county students would have left the area for other education opportunities if not for Brookdale. While attending the college, these retained students spent \$24.2 million to purchase groceries, pay for rent and transportation, and so on. A significant portion of these expenditures occurred in Monmouth County, generating \$14.4 million in added income in the county economy during FY 2013-14. This added income from Brookdale student spending is equivalent to creating 271 new jobs in the county.

ALUMNI IMPACT

The education and training Brookdale provides for county residents results in the greatest impact. As shown in Figure 1, since the college was established,

TABLE 1: Impacts created by Brookdale in FY 2013-14

ADDED INCOME	JOBS
Operations spending impact	
\$84.8 million	1,583
Student spending impact	
\$14.4 million	271
Alumni impact	
\$479.6 million	7,007
Total impact	
\$578.8 million	8,861

students have studied at Brookdale and entered the county workforce with new skills. Today, thousands of former students are employed in Monmouth County.

During the analysis year, past and present students of Brookdale generated \$479.6 million in added income for the county. This figure represents the higher earnings that students earned during the year, the increased output of the businesses that employed the students, and the multiplier effects that occurred as students and their employers spent money at other businesses. This \$479.6 million in added income is equivalent to creating 7,007 new jobs.

TOTAL IMPACT

The overall impact of Brookdale on the local business community during the analysis year amounted to \$578.8 million in added income, equal to the sum of the operations spending impact, the student spending impact, and the alumni impact. The \$578.8 million in added income was equal to approximately 1.7% of the GRP of Monmouth County. By comparison, this contribution that the college provides on its own is slightly larger than the entire Transportation & Warehousing industry in the county.

The total impact is also expressed in terms of the jobs supported by the added income; they are calculated by jobs-to-sales ratios specific to each industry. Overall, the \$578.8 million impact supports 8,861 jobs.

A portion of the total \$578.8 million is broken out into an industry-by-industry impact. Table 2 outlines the top five industries impacted by Brookdale and is ordered by added income or job equivalence. Because industries have different jobs-to-sales ratios, the associated jobs supported by the Brookdale impact differ by industry. Nonetheless, these are impacts that would not have been generated without the college's presence.

IMPLICIT MULTIPLIERS

An implicit multiplier is the total impact divided by the initial effect.

- Brookdale's **implicit income multiplier** is \$1.42. In other words, for every dollar Brookdale spent on its employees in FY 2013-14, an additional \$0.42 in income was created in Monmouth County from the spending of the college, its employees, and its students.
- Brookdale's **implicit sales multiplier** is \$1.37, which means an additional \$0.37 in sales was created in Monmouth County from the spending of the college, its employees, and its students in FY 2013-14.
- Brookdale's **implicit job multiplier** is 1.38. In other words, for every 100 Brookdale employees in FY 2013-14, an additional 38 jobs were created in Monmouth County.

FIGURE 1: Brookdale Alumni working in-county today

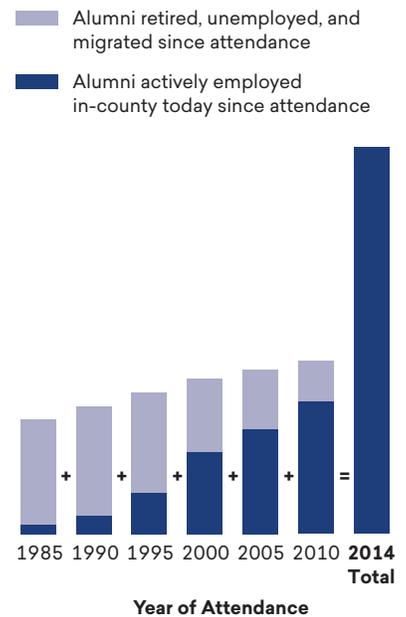


TABLE 2: Brookdale Impact by industry in FY 2013-14

ADDED INCOME (MILLIONS)	JOBS
Professional and Technical Services	
\$40.1	478
Government, Non-Education	
\$38.7	420
Health Care and Social Assistance	
\$33.7	493
Manufacturing	
\$26.6	185
Information	
\$25.3	152
All other industries	
\$414.3	6,627
Total impact	
\$578.8	8,861

Investment analysis

Investment analysis is the process of evaluating total costs and measuring these against total benefits to determine whether or not a proposed venture will be profitable. If benefits outweigh costs, then the investment is worthwhile. If costs outweigh benefits, then the investment will lose money and is considered unprofitable. This study considers Brookdale as an investment from the perspectives of students, taxpayers, and society. The backdrop for the analysis is the entire New Jersey economy.

STUDENT PERSPECTIVE

In FY 2013-14, Brookdale served 17,565 credit students and 17,375 non-credit students. In order to attend college, students paid for tuition, fees, books, and supplies. They also gave up money that they would have otherwise earned had they been working instead of attending college. The total investment made by Brookdale's students in FY 2013-14 amounted to \$156.5 million, equal to \$41.4 million in out-of-pocket expenses plus \$115.2 million in forgone time and money.

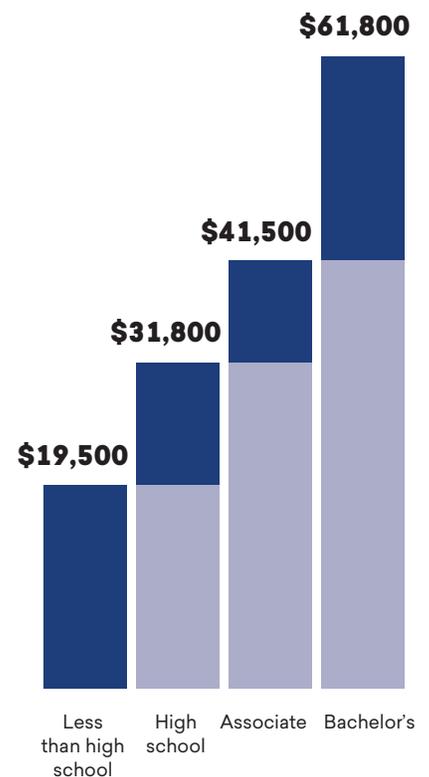
In return for their investment, Brookdale's students will receive a stream of higher future earnings that will continue to grow through their working lives. As shown in Figure 2, mean earnings levels at the midpoint of the average-aged worker's career increase as people achieve higher levels of education. For example, the average associate degree completer from Brookdale will see an increase in earnings of \$9,700 each year compared to someone with a high school diploma or equivalent. Over a working lifetime, this increase in earnings amounts to an undiscounted value of approximately \$417,100 in higher earnings.

The present value of the higher future earnings that Brookdale's students will receive over their working careers is \$556.2 million. Dividing this value by the \$156.5 million in student costs yields a benefit-cost ratio of 3.6. In other words, for every \$1 students invest in Brookdale in the form of out-of-pocket expenses and forgone time and money, they receive a cumulative of \$3.60 in higher future earnings. The average annual rate of return for students is 14.6%. This is an impressive return, especially when compared to the 10-year average 7.2% return to the US stock market (Figure 3).

TAXPAYER PERSPECTIVE

Brookdale generates more in tax revenue than it takes. These benefits to taxpayers consist primarily of taxes that the state and local government will

FIGURE 2: Higher earnings by education level at career midpoint in New Jersey



collect from the added revenue created in the state. As Brookdale students earn more, they will make higher tax payments. Employers will also make higher tax payments as they increase their output and purchase more supplies and services. By the end of the FY 2013-14 students' working careers, the state and local government will have collected a present value of \$217.2 million in added taxes.

Benefits to taxpayers consist of the savings generated by the improved lifestyles of students and the proportionally reduced government expenditures. Education is statistically correlated with a variety of lifestyle changes that generate taxpayer savings across three main categories: 1) health, 2) crime, and 3) unemployment. Improved health habits lower the students' demand for national health care services. Students are also less likely to commit crimes, so the demand for law enforcement and criminal justice services is reduced (study references are available in the main report). Students are also more employable, so the demand for welfare and unemployment benefits, such as earnings assistance and welfare benefits, is reduced. For a list of study references to these statistical benefits, please contact the college for a copy of the main report. All of these benefits will generate a present value of \$14.3 million in savings to state and local taxpayers.

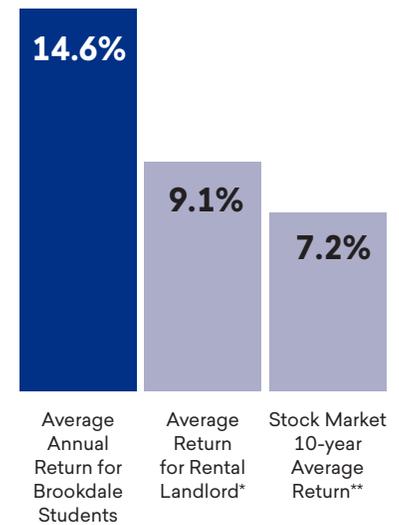
Total benefits to taxpayers equal \$231.4 million, equal to the sum of the added taxes and public sector savings. Comparing this to the taxpayer costs of \$39.6 million—equal to the funding that Brookdale received from the state and local government during the analysis year—yields a benefit-cost ratio of 5.8. This means that for every \$1 of public money invested in Brookdale, taxpayers receive a cumulative value of \$5.80 over the course of the students' working lives. The average annual rate of return is 19.7%, a solid investment that compares favorably with other long-term investments in both the private and public sectors (Figure 3).

SOCIAL PERSPECTIVE

Society as a whole within New Jersey benefits from the presence of Brookdale in two major ways. The first and largest benefit that society receives is an increased state economic base. As discussed in the previous section, the higher student earnings and increased business output occurs across the state. This raises prosperity in New Jersey and expands the economic base for society as a whole.

Benefits to society also consist of the savings generated by the improved lifestyles of students. Similar to the taxpayer section above, education is statistically correlated with a variety of lifestyle changes that generate social savings. Note that these costs are avoided by the consumers, and are distinct from the costs avoided by taxpayers outlined above. Health savings include avoided medical costs associated with smoking, alcoholism, obesity, drug abuse, and mental disorders. Crime savings include reduced security expenditures and insurance administration, lower victim costs, and reduced

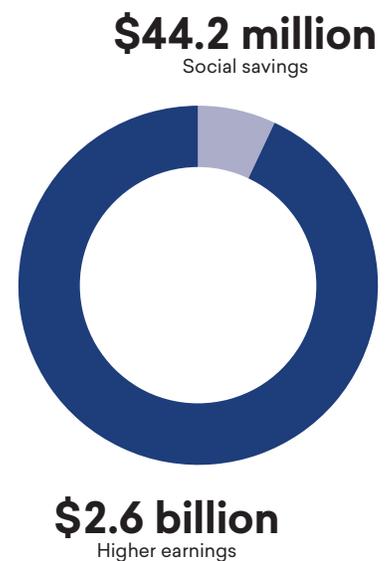
FIGURE 3: Student rate of return



* RealityTrac's Q3, 2014

** Forbes' S&P 500, 1994-2014.

FIGURE 4: Present value of higher earnings and social savings in New Jersey



criminal justice system expenditures. Unemployment savings include the reduced employer contributions towards unemployment claims. For a list of study references to these statistical benefits, please contact the college for a copy of the main report.

Figure 4, on the previous page, shows the present value of the higher earnings and social savings that will occur in New Jersey over the working lifetime of the FY 2013-14 student population at Brookdale. Higher earnings amounts to a present value of \$2.6 billion due to the increased lifetime earnings of students and associated increases in business output. Social savings amount to \$44.2 million, the sum of health, crime, and unemployment savings in New Jersey. Altogether, total benefits to society equal \$2.7 billion (in present value terms).

Society invested \$246.6 million in Brookdale educations during the analysis year. This includes all expenditures by Brookdale, all student expenditures, and all student opportunity costs. For every dollar of this investment, society as a whole in New Jersey will receive a cumulative value of \$10.80 in benefits, equal to the \$2.7 billion in benefits divided by the \$246.6 million in costs. These benefits will occur for as long as Brookdale’s FY 2013-14 students remain employed in the state workforce.

SUMMARY OF INVESTMENT ANALYSIS RESULTS

Table 3 presents the results of the investment analysis for all three of Brookdale’s major stakeholder groups—students, taxpayers, and society. As shown, students receive great value for their educational investment. At the same time, the investment made by state and local taxpayers to the college creates a wide range of benefits to society and returns more to government budgets than it costs.

TABLE 3: Summary of investment analysis results

	STUDENT PERSPECTIVE	TAXPAYER PERSPECTIVE	SOCIAL PERSPECTIVE
Present value benefits (thousands)	\$556,212	\$231,432	\$2,655,411
Costs (thousands)	\$156,545	\$39,576	\$246,624
Net present value (thousands)	\$399,667	\$191,856	\$2,408,787
Benefit-cost ratio	3.6	5.8	10.8
Rate of return*	14.60%	19.70%	N/A

* The rate of return is not reported for the social perspective because the beneficiaries of the investment are not necessarily the same as the original investors.

Conclusion

The results of this study demonstrate that Brookdale creates value from multiple perspectives. The college benefits local businesses by increasing consumer spending in the county and supplying a steady flow of qualified, trained workers into the workforce. It enriches the lives of students by raising their lifetime earnings and helping them achieve their individual potential. It benefits state and local taxpayers through increased tax receipts across the state and a reduced demand for government-supported social services. Finally, it benefits society as a whole in New Jersey by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of students.

ABOUT THE STUDY

Data and assumptions used in the study are based on several sources, including the FY 2013-14 academic and financial reports from the college, industry and employment data from the Bureau of Labor Statistics and Census Bureau, outputs of the Emsi Multi-Regional Social Accounting Matrix model, and a variety of studies and surveys relating education to social behavior. The study applies a conservative methodology and follows standard practice using only the most recognized indicators of investment effectiveness and economic impact. For a full description of the data and approach used in the study, please contact the college for a copy of the technical report.



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