



# Executive Summary

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# The Economic Value of the Community Colleges of Illinois





**T**HE COMMUNITY COLLEGES OF ILLINOIS\* (CCIL) create value in many ways. The colleges play a key role in helping students increase their employability and achieve their individual potential. The colleges draw students to the state, generating new dollars and opportunities for Illinois. The colleges provide students with the education, training, and skills they need to have fulfilling and prosperous careers. Furthermore, the colleges are places for students to meet new people, increase their self-confidence, and promote their overall health and well-being.

CCIL influences both the lives of students and the state economy. The colleges support a variety of industries in Illinois, serve businesses in the state, and benefit society as a whole in Illinois from an expanded economy and improved quality of life. Additionally, the benefits created by CCIL extend to the state and local government through increased tax revenues and public sector savings.

This study measures the economic impacts created by CCIL on the business community and the benefits the colleges generate in return for the investments made by their key stakeholder groups—students, taxpayers, and society. The following two analyses are presented:

 **Economic impact analysis**

 **Investment analysis**

All results reflect employee, student, and financial data, provided by the Illinois Community College Board (ICCB) and CCIL, for fiscal year (FY) 2023-24. Impacts on the Illinois economy are reported under the economic impact analysis and are measured in terms of added income. The returns on investment to students, taxpayers, and society in Illinois are reported under the investment analysis.

\* For the purpose of this analysis, CCIL is comprised of 38 single-college districts and one multi-college district (City Colleges of Chicago).



The State of Illinois

CCIL influences both the **lives of its students** and the **state economy**.



# Economic impact analysis



The colleges promote economic growth in Illinois through their direct expenditures and the resulting expenditures of students and businesses in the state. The colleges serve as employers and buyers of goods and services for their day-to-day and construction operations. The colleges' activities attract students from outside Illinois, whose expenditures benefit state vendors. In addition, the colleges are primary sources of higher education to Illinois residents and suppliers of trained workers to state industries, enhancing overall productivity in the state workforce.

## Operations spending impact



The colleges add economic value to Illinois as employers of state residents and large-scale buyers of goods and services. In FY 2023-24, the colleges employed 33,583 full-time and part-time faculty and staff, 96% of whom lived in Illinois. Total payroll at CCIL was \$1.9 billion, much of which was spent in the state on groceries, mortgage and rent payments, dining out, and other household expenses. In addition, the colleges spent \$1.1 billion on expenses related to facilities, supplies, and professional services (excluding construction).

CCIL's operations spending added **\$1.8 billion** in income to the state during the analysis year. This figure represents the colleges' payroll, the multiplier effects generated by the in-state spending of the colleges and their employees, and a downward adjustment to account for funding that the colleges received from state sources. The \$1.8 billion in added income is equivalent to supporting **30,924 jobs** in the state.

## Construction spending impact



CCIL invests in construction each year to maintain facilities, create additional capacities, and meet growing educational demands. While the amount varies from year to year, these quick infusions of income and jobs have a substantial impact on the state economy. In FY 2023-24, CCIL's construction spending generated **\$43.0 million** in added income, which is equivalent to supporting **454 jobs**.

## Student spending impact



Around 2% of students attending the colleges originated from outside the state in FY 2023-24, and some of these students relocated to Illinois to attend the colleges. These students may not have come to the state if the colleges did not exist. In addition, some in-state students, referred to as retained students, would have

### Impacts created by CCIL in FY 2023-24



Operations spending impact

**\$1.8 billion**

+



Construction spending impact

**\$43.0 million**

+



Student spending impact

**\$385.5 million**

+



Alumni impact

**\$25.0 billion**



Total economic impact

**\$27.2 billion**

OR



Jobs supported

**324,273**



left Illinois if not for the existence of CCIL. While attending the colleges, these relocated and retained students spent money on groceries, accommodation, transportation, and other household expenses. This spending generated **\$385.5 million** in added income for the state economy in FY 2023-24, which supported **5,704 jobs** in Illinois.

## Alumni impact



The education and training the colleges provide for state residents has the greatest impact. Since the colleges were established, students have studied at CCIL and entered the state workforce with greater knowledge and new skills. Today, hundreds of thousands of former CCIL students are employed in Illinois. As a result of their education from CCIL, the students receive higher earnings and increase the productivity of the businesses that employ them. In FY 2023-24, the colleges' alumni generated **\$25.0 billion** in added income for the state economy, which is equivalent to supporting **287,190 jobs**.

## Total impact

CCIL added **\$27.2 billion** in income to the Illinois economy during the analysis year, equal to the sum of operations and construction spending impacts; the student spending impact; and the alumni impact. For context, the \$27.2 billion impact was equal to approximately **2.7%** of the total gross state product (GSP) of Illinois. This contribution that the colleges provided on their own is as large as a third of the entire Health Care & Social Assistance industry in the state.

CCIL's total impact can also be expressed in terms of jobs supported. The \$27.2 billion impact supported **324,273 state jobs**, using the jobs-to-sales ratios specific to each industry in the state. This means that one out of every 26 jobs in Illinois is supported by the activities of the colleges and their students. In addition, the \$27.2 billion, or 324,273 supported jobs, stemmed from different industry sectors. For instance, among non-education industry sectors, the spending of CCIL and their students and the activities of their alumni in the Health Care & Social Assistance industry sector supported 90,574 jobs in FY 2023-24. If the colleges did not exist, these impacts would not have been generated in Illinois.

## CCIL impacts by industry (jobs supported)



90,574

Health Care & Social Assistance



32,705

Retail Trade



26,896

Other Services (except Public Admin)



17,178

Real Estate & Rental & Leasing



15,404

Government, Non-Education

**One out of every 26 jobs** in Illinois is supported by the activities of CCIL and their students.





# Investment analysis

An investment analysis evaluates the costs associated with a proposed venture against its expected benefits. The analysis presented here evaluates CCIL as an investment from the perspectives of students, taxpayers, and society in Illinois. As with the economic impact analysis, this analysis considers only FY 2023-24 activities.

## Student perspective



In FY 2023-24, CCIL served 538,541 students. In order to attend the colleges, the students paid for tuition, fees, books, and supplies. They also took out loans and will incur interest on those loans. Additionally, students gave up money they would have otherwise earned had they been working instead of attending college. The total investment made by CCIL students in FY 2023-24 amounted to a present value of \$1.5 billion, equal to \$742.9 million in out-of-pocket expenses (including future principal and interest on student loans) and \$737.4 million in forgone time and money.

In return for their investment, CCIL's students will receive a stream of higher future earnings that will continue to grow throughout their working lives. For example, the average CCIL associate degree graduate from FY 2023-24 will see annual earnings \$8,400 higher than a person with a high school diploma or equivalent working in Illinois. Over a working lifetime, the benefits of an associate degree over a high school diploma will amount to an undiscounted value of \$344.4 thousand in higher earnings per graduate. The present value of the cumulative higher future earnings that CCIL's FY 2023-24 students will receive over their working careers is \$6.3 billion.

The students' benefit-cost ratio is 4.3. In other words, for every dollar students invest in an education at CCIL in the form of out-of-pocket expenses and forgone time and money, they will receive a cumulative value of \$4.30 in higher future earnings. Annually, the students' investment in CCIL has an average annual internal rate of return of 15.0%, which is impressive compared to the U.S. stock market's 30-year average rate of return of 10.9%.

### Students see a high rate of return for their investment in CCIL



Average annual return for CCIL students  
**15.0%**



Stock market 30-year average annual return  
**10.9%**

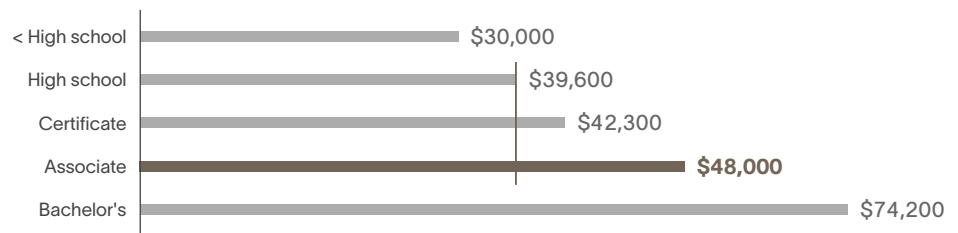


Interest earned on savings account (national deposit rate)  
**0.5%**

Source: Forbes' S&P 500, 1994-2025; FDIC.gov, January 2024

### Average earnings by education level at career midpoint

The average associate degree graduate from CCIL will see an increase in earnings of **\$8,400** each year compared to a person with a high school diploma or equivalent working in Illinois.



Source: Lightcast employment data



## Taxpayer perspective



CCIL generates more in tax revenue than it receives. These benefits to taxpayers consist primarily of taxes that the state and local government will collect from the added revenue created in the state. As CCIL's students will earn more, they will make higher tax payments throughout their working lives. Students' employers will also make higher tax payments as they increase their output and purchases of goods and services. By the end of the FY 2023-24 students' working lives, the state and local government will have collected a present value of \$2.8 billion in added taxes.

Benefits to taxpayers will also consist of savings generated by the improved lifestyles of students attending CCIL and the corresponding reduced government services. Education is statistically correlated with a variety of lifestyle changes. The education that CCIL students receive will generate savings in three main categories: 1) health care, 2) justice system, and 3) income assistance. Improved health will lower students' demand for national health care services. In addition, costs related to the justice system will decrease. CCIL's students will be more employable, so their reduced demand for income assistance such as welfare and unemployment benefits will benefit taxpayers. For a list of study references, contact ICCB for a copy of the main report. Altogether, the present value of the benefits associated with an education through CCIL will generate \$344.2 million in savings to state and local taxpayers.

Total taxpayer benefits amount to \$3.1 billion, the present value sum of the added tax revenue and public sector savings. Taxpayer costs are \$2.3 billion, equal to the amount of state and local government funding CCIL received in FY 2023-24. These benefits and costs yield a benefit-cost ratio of 1.3. This means that for every dollar of public money invested in CCIL in FY 2023-24, taxpayers will receive a cumulative present value of \$1.30 over the course of the students' working lives. The average annual internal rate of return for taxpayers is 2.6%, which compares favorably to other long-term investments in the public sector.

For every dollar of public money invested in CCIL, taxpayers will receive a cumulative value of **\$1.30** over the course of the students' working lives.

## Social perspective



Society as a whole in Illinois benefits from the presence of CCIL in two major ways. Primarily, society benefits from an increased economic base in the state. This is attributed to the added income from students' increased lifetime earnings (added student income) and increased business output (added business income), which raise economic prosperity in Illinois.

Benefits to society also consist of the savings generated by the improved lifestyles of CCIL's students. As discussed in the previous section, education is statistically correlated with a variety of lifestyle changes that generate social savings. Note that these costs are avoided by the consumers but are distinct from the costs avoided by the taxpayers outlined above. Health care savings include avoided medical costs associated with smoking, obesity, substance abuse, and depression. Justice system savings include avoided costs to the government and society due to less judicial activity.

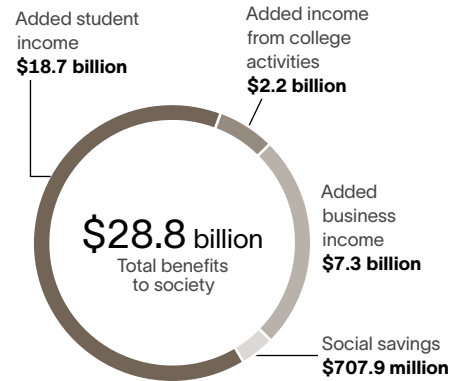


Income assistance savings include reduced welfare and unemployment claims. For a list of study references, contact ICCB for a copy of the main report.

Altogether, the social benefits of CCIL equal a present value of \$28.8 billion. These benefits include \$18.7 billion in added student income, \$7.3 billion in added business income, \$2.2 billion in added income from college activities, as well as \$707.9 million in social savings related to health, the justice system, and income assistance in Illinois. People in Illinois invested a present value total of \$4.3 billion in CCIL in FY 2023-24. The cost includes all the colleges' expenditures and student costs.

The benefit-cost ratio for society is 6.7, equal to the \$28.8 billion in benefits divided by the \$4.3 billion in costs. In other words, for every dollar invested in CCIL, people in Illinois will receive a cumulative value of \$6.70 in benefits. The benefits of this investment will occur for as long as CCIL's FY 2023-24 students remain employed in the state workforce.

**Social benefits in Illinois from CCIL**






Source: Lightcast impact model

**Summary of investment analysis results**

The results of the analysis demonstrate that the colleges are a strong investment for all three major stakeholder groups—students, taxpayers, and society. As shown, students receive a great return for their investments in an education through CCIL. At the same time, taxpayers' investment in CCIL returns more to government budgets than it costs and creates a wide range of social benefits throughout Illinois.

Summary of investment analysis results

 <b>Student perspective</b>		 <b>Taxpayer perspective</b>		 <b>Social perspective</b>	
Present value benefits	<b>\$6.3 billion</b>	Present value benefits	<b>\$3.1 billion</b>	Present value benefits	<b>\$28.8 billion</b>
Present value costs	<b>\$1.5 billion</b>	Present value costs	<b>\$2.3 billion</b>	Present value costs	<b>\$4.3 billion</b>
Net present value	<b>\$4.9 billion</b>	Net present value	<b>\$0.8 billion</b>	Net present value	<b>\$24.5 billion</b>
<b>Benefit-cost ratio</b>	<b>4.3</b>	<b>Benefit-cost ratio</b>	<b>1.3</b>	<b>Benefit-cost ratio</b>	<b>6.7</b>
<b>Rate of return</b>	<b>15.0%</b>	<b>Rate of return</b>	<b>2.6%</b>	<b>Rate of return</b>	<b>n/a*</b>

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

# Conclusion

*The results of this study demonstrate that CCIL creates value from **multiple perspectives**.*

The colleges benefit businesses in the state by increasing consumer spending in the state and supplying a steady flow of qualified, trained workers to the workforce. CCIL enriches the lives of students by raising their lifetime earnings and helping them achieve their individual potential. The colleges benefit state and local taxpayers through increased tax receipts and a reduced demand for government-supported social services. Finally, CCIL benefits society as a whole in Illinois 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 2023-24 academic and financial reports from ICCB and CCIL, industry and employment data from the U.S. Bureau of Labor Statistics and U.S. Census Bureau, outputs of Lightcast's 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 economic impact and investment effectiveness. For a full description of the data and approach used in the study, please contact the ICCB for a copy of the main report.



Lightcast provides colleges and universities with labor market data that help create better outcomes for students, businesses, and communities. Our data, which cover more than 99% of the U.S. workforce, are compiled from a wide variety of government sources, job postings, and online profiles and résumés. Hundreds of institutions use Lightcast to align programs with regional needs, drive enrollment, connect students with in-demand careers, track their alumni's employment outcomes, and demonstrate their institution's economic impact on their region. Visit [lightcast.io/solutions/education](https://lightcast.io/solutions/education) to learn more or connect with us.