



**CROWDER  
COLLEGE**

# **Economic Impact Study**

2025



# EXECUTIVE SUMMARY

Crowder College makes a significant impact on the regional and statewide economy through its annual expenditures and programs. For the Academic Year 2024-2025:



## Crowder College Background Information:

Comprehensive community college situated in the beautiful Ozark region of Southwest Missouri.

- **6** Instructional Sites, including main campus at Neosho
- **70+** Degree, Certificate, and Training Programs
- **1,000+** Degrees Awarded Annually
- **11** NJCAA D1 Athletic Programs
- **27,000+** annual visitors brought by athletics, cultural activities, public events, and other activities



## 2025 Economic Impact



**\$128.9 Million**

Total Annual Economic Impact



**964**

Jobs Supported for Missourians



**\$57.2 Million**

Annual Labor Income Generated

## Statewide Benefits



**\$5.3 Million**

Annual State & Local fiscal revenue generated



**2.3:1**

Public Return on Investment



**\$7,300**

Associate's Grad Annual Wage Premium Missouri

# Education and Economic Impact: The Value of a Crowder College Degree

Crowder College plays a pivotal role in advancing individual opportunity and regional economic vitality through affordable, high-impact education. Each year, approximately **1,000 students** earn credentials that significantly improve their earnings and job stability.

## Higher Education, Higher Earnings

- Crowder graduates earn **\$7,300 more annually** than high school graduates.
- Over a lifetime, this translates to **\$320,000 in additional income**.
- In 2023, Crowder awarded **44.9% of all college degrees** in its service area, led by General Studies and Nursing.

## Affordable Access, Minimal Debt

- Tuition averages **under \$15,000** for a two-year degree.
- In-district tuition and common fees **\$171 per credit hour**, totaling **\$5,000–\$6,000 per year**. Nearly half the cost of four-year universities in Missouri.
- Crowder's affordability—enhanced by Missouri's **A+ Scholarship**—keeps students close to home and reduces financial barriers.
- Without Crowder, many residents would face limited or costlier education options, hurting regional economic development.

## Public Return on Investment

- In FY2024–25, Crowder received **\$35 million** in public support.
- This generated **\$79.6 million** in statewide economic activity—a **2.3:1 return**.
- Alumni from the past 25 years contribute **\$53.4 million annually** in added labor earnings to Missouri's economy.

## Regional Workforce Leadership

- Crowder fosters cross-border development between **Southwest Missouri** and **Northwest Arkansas** through its Training and Development Solutions (TDS) division. The school provides non-credit training for businesses and industry in four state area.
- The **McDonald County campus** attracts strong Arkansas enrollment.
- Programs like **SectorReady** deliver employer-driven training that boosts productivity and workforce mobility.

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## 1. INTRODUCTION

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**Crowder College** (“The College”) is a public community college with multiple campuses located throughout Southwest Missouri. The institution provides transfer associate degrees to four-year universities, as well as terminal associate degrees designed to help students enter the workforce. Crowder also offers technical certifications, and workforce training programs that serve both traditional students and adult learners. With a service area that includes Neosho and several surrounding rural communities, Crowder College supports regional access to postsecondary education and responds to local labor market needs through career-focused instruction and employer partnerships.

**Zenith Economics, LLC** (“Zenith Economics”) was engaged to conduct an independent Economic Impact Study of Crowder College. The study estimates the economic and fiscal effects generated by the college’s annual operations, capital expenditures, student spending, and the increased productivity of its alumni during the 2024-2025 Academic Year. The analysis focuses on both short-term and long-term impacts across each county of operations, the broader Southwest Missouri service area, including a brief discussion of linkages to Northwest Arkansas, and the State of Missouri.

This report applies input-output modeling using IMPLAN software and follows an advanced multiregional input-output modeling methodology designed to ensure transparent, replicable, and evidence-based results. Key indicators include employment, labor income, economic output, and tax revenues attributable to Crowder College’s activities. Results are presented at the county, regional, and state levels. Additionally, this analysis transparently estimates the return on public investment offered by Crowder College.

Beyond just its immediate economic impacts, Crowder College supports workforce development by training individuals in critical fields such as healthcare, education, advanced manufacturing, and public safety. The institution also provides educational access in areas with limited higher education infrastructure. This report does not quantify those broader social and educational effects but recognizes their relevance in the context of long-term economic development.

## 2. KEY TERMS AND STUDY REGION

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This section of the report details the key terms and study region employed to estimate the economic impact of Crowder College.

It is recommended that readers familiarize themselves with the terms that will be used throughout the report by reading section [2.1 Key Terms](#). Readers should also review section [6 Methodology](#) for an in-depth look at the process, methods, data, tools, and assumptions used throughout this report. The methodology utilized in this project provides a comprehensive framework for assessing the economic implications of Crowder College across Missouri while maintaining analytical rigor and transparency. The multi-regional input-output (MRIO) approach, combined with detailed campus-specific data from Crowder College, enables a thorough understanding of potential economic impacts across specific counties and the State of Missouri as a whole.

Finally, this Economic Impact Study (“EIS”) utilizes standard economic impact terminology and incorporates industry best-practices in estimating the total economic impacts of Crowder College.



## Key Terms

The following list gives definitions of key terms used throughout the report. Each is a standard term used in economic impact analysis.

**Table 1: Economic and Fiscal Impact Analysis Definitions**

Term	Definition
<b>Input-Output</b>	An economic analysis model showing how different sectors of the economy interact and depend on each other through purchases and sales.
<b>Contribution Analysis</b>	Extension of standard input-output (IO) model. This method is used to estimate the value of a sector in a region, at its current levels of production.
<b>Employment (or Jobs)</b>	The total number of jobs created or supported, including full-time, part-time, and seasonal positions, by spending related to Crowder College over the studied period. Note that all employment figures in this study are reported as IMPLAN annualized equivalents.
<b>Labor Income</b>	The value of the total wages, salaries, and benefits paid to workers.
<b>Value Added</b>	The additional value created during production processes related to Crowder College - like Gross Domestic Product (GDP) or Gross Regional Product (GRP) at a local level.
<b>Output</b>	The total value of all goods and services produced - essentially total sales or revenue.
<b>Tax Revenue</b>	Money generated for local, state, and federal governments through various taxes.
<b>Direct Effect</b>	The immediate economic impact created by Crowder College and directly related spending, e.g. students and visitors.
<b>Indirect Effect</b>	Economic activity generated by the Crowder College supply chain and business-to-business purchases.
<b>Induced Effect</b>	Economic activity created when workers (from direct and indirect effects) spend their wages in the studied Counties and State of Missouri economies.
<b>Secondary Effect</b>	The sum of the indirect and the induced effects - the "ripple effect" beyond the direct impact.



Table 1 Continued: Economic and Fiscal Impact Analysis Definitions

Term	Definition
<b>Total Effect</b>	The sum of direct, indirect, and induced effects - the overall economic activity attributable to Crowder College.
<b>Leakages</b>	Money that leaves the local economy (and thus has no “ripple effects”) through purchases from outside the region. Imports are an example of this.
<b>Multipliers</b>	Factors that show how much additional economic activity is generated per unit of direct effect. This is typically measured as the ratio of Total Effect to Direct Effect for a given variable such as Employment or Output.
<b>Other Property Income</b>	Other Property Income (OPI) is a component of Value Added (VA) that represents gross operating surplus less proprietor’s income. OPI includes consumption of fixed capital (CFC), corporate profits, and net business current transfer payments. It includes income derived from dividends, royalties, corporate profits, and interest income.

Source: Zenith Economics.

## Study Regions

To reflect appropriate region-specific impacts across all Crowder College facilities, this study first listed all Crowder College facilities in the State of Missouri and their corresponding counties:

**Table 2: Crowder College Locations**

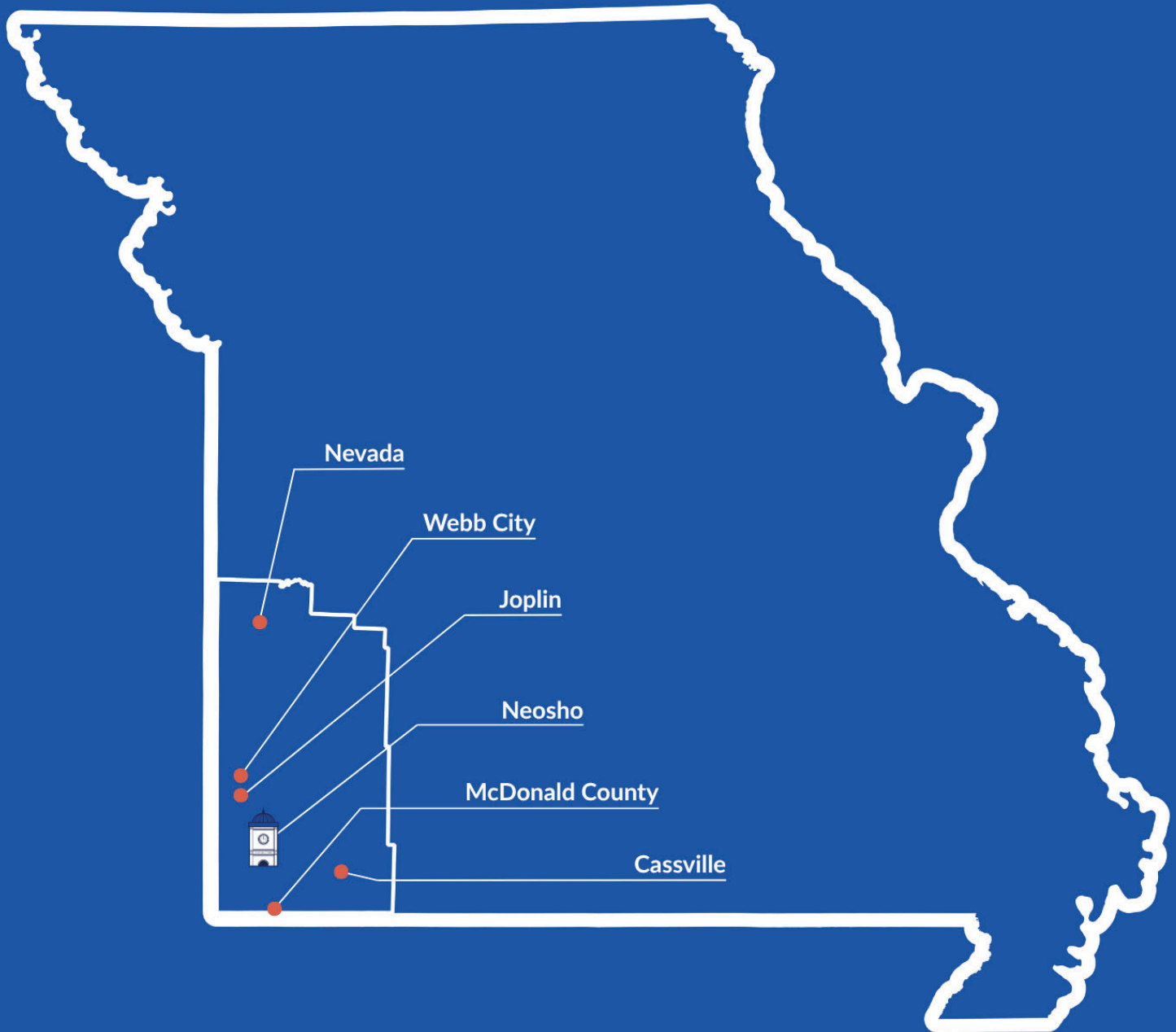
Crowder College Campus	County
Neosho (Main Campus)	Newton County
Cassville	Barry County
Nevada	Vernon County
Webb City	Jasper County
Joplin ATTC (AWTC 2026)*	Jasper County (Newton County 2026)
McDonald County	McDonald County
<i>Rest of Service Area (No Campuses)</i>	<i>Barton County, Cedar County, Dade County, Lawrence County</i>

\*Crowder College is investing in a new Joplin campus, Joplin ATTC, set to open in early 2026. The new campus is located just inside the Newton County line, near the Jasper County border. Source: Crowder College.

Using the listed campus locations and the appropriate corresponding counties, this analysis then evaluates impacts across four distinct geographic categories:

- 1) Newton County, home of the main Crowder College Neosho campus
- 2) Counties with other campuses (each evaluated by individual campus): Barry, Jasper, McDonald, and Vernon counties.
- 3) The remainder of the Crowder College service area comprises of Barton, Cedar, Dade, and Lawrence counties.
- 4) The State of Missouri, which captures broader statewide spillover effects. This multi-region approach enables a detailed understanding of how economic activity generated by Crowder College flows through local and statewide economies, including across supply chains and workforce networks.

# CROWDER COLLEGE SYSTEM



## Map Key



Main Campus



Instructional Site



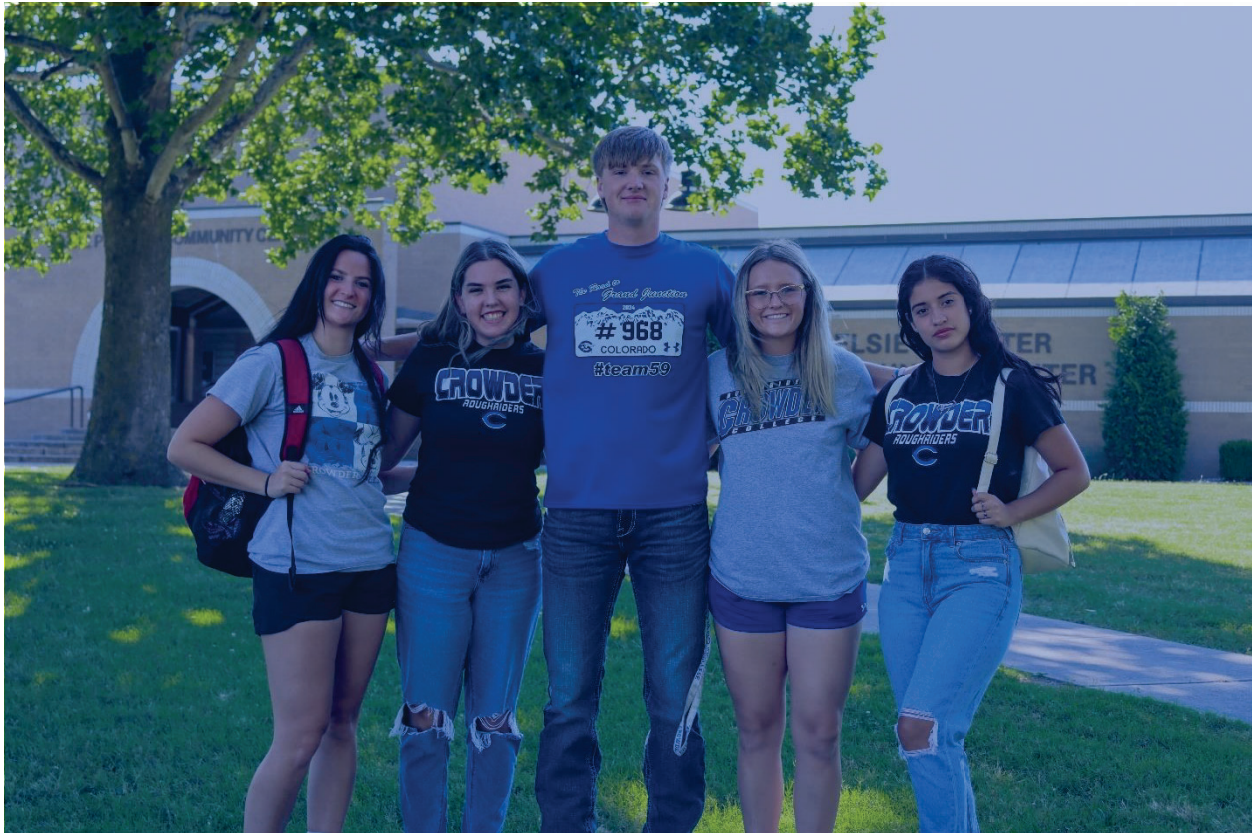
Crowder Service  
Area



### 3. CROWDER COLLEGE ALL-CAMPUS IMPACTS

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The Crowder College system, including its main campus and instructional sites, are important contributors to the Southwest Missouri economy and to the state of Missouri as a whole. The following section defines estimated expenditures (including operations, capital investment, students, and visitors) associated with Crowder College over the most recent academic year. Those expenditures then drive estimates of economic and fiscal impacts across the State of Missouri.



## Crowder College Direct Expenditures Overview

During the fiscal year 2024-25, total expenditures associated with Crowder College across the State of Missouri amounted to approximately \$60.4 million dollars (see Table 2).<sup>1</sup> This includes all college-related spending, such as operational expenditures, capital investments, and spending by students and visitors. These expenditures represent the immediate flow of dollars into the economy attributable to the presence and activities of Crowder.

**Table 3: Crowder Attributable Expenditures by Campus – AY24-25**

Campus	Operations Spend (\$M)	Capex Spend (\$M)	Student Spend (\$M)	Visitor Spend (\$M)	Total (\$M)
Neosho	39.9	3.9	1.5	0.5	45.8
Joplin	0.9	8.3	0.2	0.0	9.5
Webb City	0.9	0.0	0.4	0.1	1.4
Cassville	0.6	0.0	0.3	0.0	1.0
Nevada	0.5	0.0	0.5	0.0	1.1
McDonald	0.4	0.0	1.3	0.0	1.7
<b>Total</b>	<b>43.2</b>	<b>12.3</b>	<b>4.2</b>	<b>0.7</b>	<b>60.4</b>

Source: Crowder College. Analysis by Zenith Economics. Figures rounded.

The largest component of this spending was operational expenditures, which totaled approximately \$43.2 million, accounting for 71.6% of overall spending. These expenditures include employee compensation, purchases of goods and services from local and regional vendors, utilities, maintenance, and other day-to-day expenses required to sustain the College's multi-campus operations. Crowder's role as a regional employer and purchaser of goods and services forms a foundational element of its annual economic footprint.

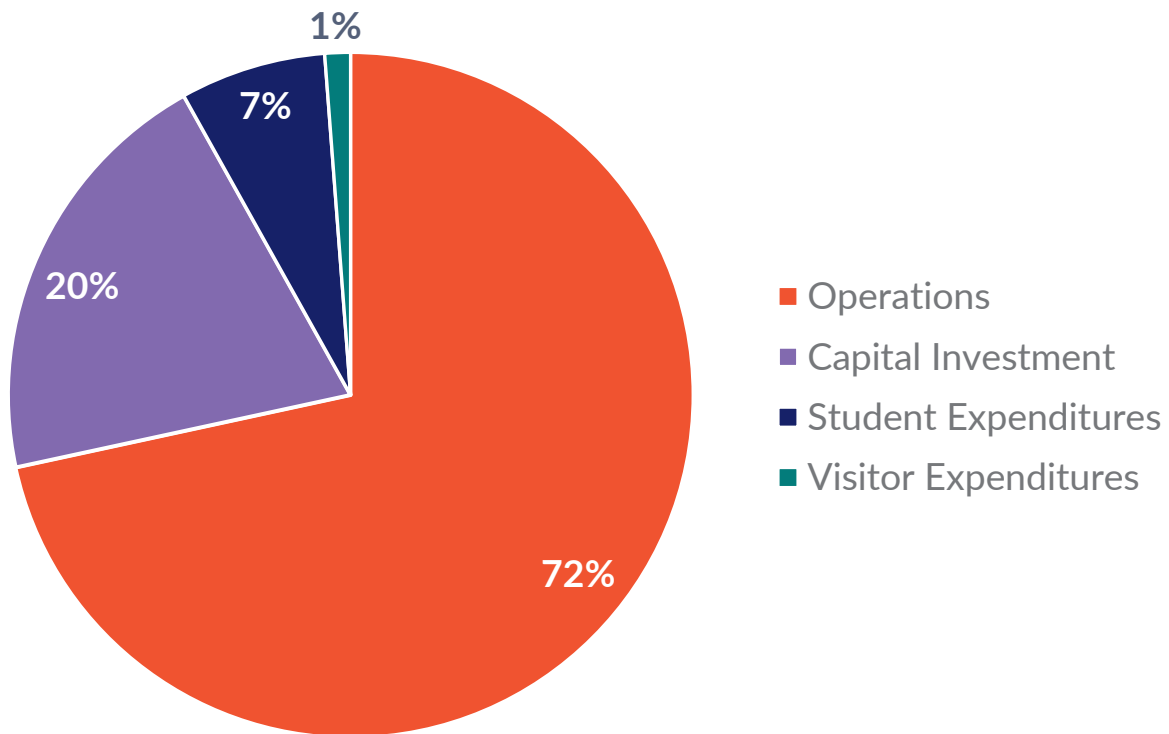
Capital expenditures comprised the second-largest category of expenditures during the 2024-2025 academic year totaled \$12.3M or 20.3% of total expenditures. Of that amount, Crowder spent roughly \$8.3M in Joplin, representing new investment dollars coming into the region.

<sup>1</sup> Not all spending done by the Crowder College system, Students, or Visitors are attributable expenditures; several types of spending such as loan payments, land acquisition, spending outside the study region, or spending that would still occur in the absence of Crowder College are excluded from the model. This approach is called a "net-analysis" and is consistent with how college and university impact studies are conducted.

Student spending comprised the third-largest category of expenditures, estimated at approximately \$4.2 million, or 6.9% of the total. This figure includes off-campus spending by students on housing, food, transportation, and other personal expenses while enrolled at Crowder College. Because many of Crowder's students reside within the region during their studies, this spending supports a variety of local businesses in sectors such as retail, food services, and housing.

A significant share of these expenditures occurred within Newton County, home to the College's main campus. Approximately 75.8% of total statewide spending was concentrated in this area, reflecting the geographic footprint of the institution's operations and the economic benefits retained locally.

Figure 2: Expenditure Sources - State of MO, AY24-25



Source: Crowder College. Analysis by Zenith Economics. Figures rounded.



## Moving Forward: A New Crowder College Campus

Crowder College's considerable investment in developing a new campus in Joplin intended to expand career and technical education and workforce opportunities in the region. Just over the Newton County line, the new facility will meet a growing need for technical skills and a trained labor force in Southwest Missouri. In addition to expanding capacity, the multi-year project is bringing in millions of dollars in construction spending to Joplin while supporting hundreds of jobs.

### *Rendering of the New Facility:*



"We are uniquely positioned at this location to be able to meet the demands of the workforce, but also with our amazing faculty and staff and our advisors and support staff... the fact that Crowder is nimble enough to be able to create these trainings to fulfill our workers needs is great, because we just need more and more training in our technology field, engineering robotics, that's a growing industry here,"

– Melissa Smith, Director of Career and Technical Services for Joplin's Crowder Campus.<sup>2</sup>

<sup>2</sup> "Crowder College's Newest Career Building in Joplin under Construction," Four States Public Radio, June 18, 2025, <https://www.krps.org/missouri-news/2025-06-18/new-career-building-at-crowder-college-under-construction-in-joplin>.

## Economic Impacts: All-Campus

The expenditures defined in the preceding section delivered substantial economic benefits to the State of Missouri through multiple impact channels. Zenith estimates that in AY2024-25 the combined expenditures from operations, construction, students and visitors as well as Crowder attributable Alumni income generated approximately **\$128.9 million** in total economic output across the State of Missouri (see Table 2). This supported approximately **964 jobs** and generated an estimated **\$57.2 million in labor income**.

**Table 4: Economic Impacts by Effect Type – State of Missouri, AY24-25**

Region	Impact Type	Employment (Annual Avg.)	Labor Income (\$M)	Value Added (\$M)	Output (\$M)
State of Missouri (all counties, including Crowder College service area)	Direct	561*	35.5	38.2	56.5
	Indirect	53	2.4	4.3	10.0
	Induced	349	19.2	37.0	62.4
	<b>Total</b>	<b>964</b>	<b>57.2</b>	<b>79.6</b>	<b>128.9</b>

Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded.

\* Direct employment includes all employment supported directly by Crowder-related spend; this includes many non-Crowder jobs like jobs supported by student spending, visitor spending, or construction spending. Alumni income impacts are calculated using state level multipliers only.



### Did You Know?





The economic impact of Crowder College extends far beyond Crowder's southwest Missouri service area. In fact, of the \$128.9M in total statewide impact, \$3.9M accrue to the rest of Missouri.

These impacts occur most often from business-to-business transactions or households spending their earned income throughout the state.

Think of Crowder College as a local economic engine: three-quarters of its impact comes from direct spending, but the remaining quarter happens when that money keeps moving—construction workers buy homes, Crowder employees shop locally, and faculty spend their paychecks at Missouri businesses. The "multiplier effect" means one dollar spent by Crowder generates even more economic activity as it circulates through the state economy (see Figure 3).

Both direct impacts and secondary impacts associated with Crowder College (e.g. the ripple effect of dollars circulating through the regional economy) are worth emphasis. Approximately **76% of expenditure-related jobs** supported in Missouri stem from direct spending by Crowder College. The remaining 24% result from secondary effects or indirect supply-chain interactions and induced spending as workers used their wage income throughout the state. These secondary impacts multiply economic benefits of initial expenditures, significantly increasing labor income, value-added (regional GSP), and total output.

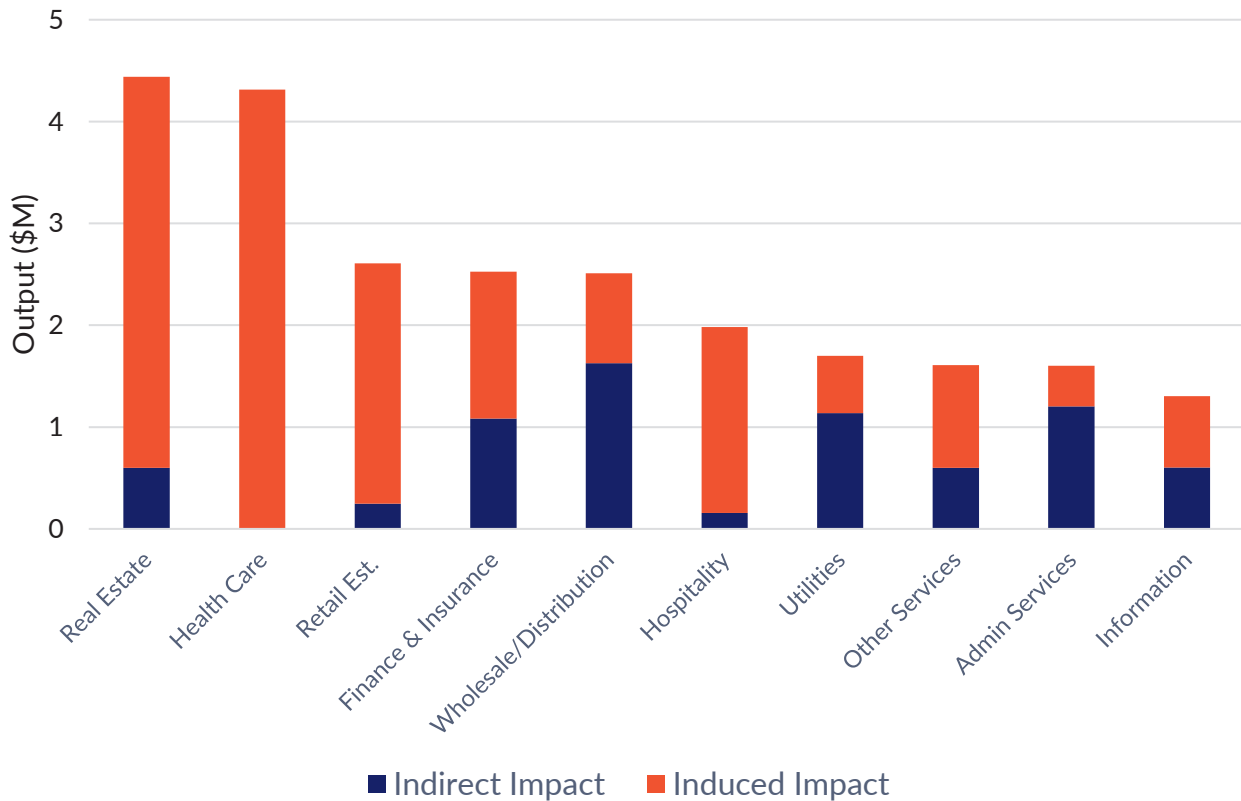
**Figure 3: Crowder College Multipliers by Effect Type - State of Missouri, AY24-25**

			Multipliers
Employment		For every direct job supported by Crowder expenditures, an additional 0.72 jobs are supported in the statewide economy	1.72
Labor Income		For every dollar of direct labor income, another 61 cents of labor income is generated in the state's economy	1.61
Value Added (GSP)		For every dollar of direct GSP generated, another 1 dollar and 8 cents of GSP is added to Missouri's economy	2.08
Economic Output		For every dollar of direct economic output, an additional 1 dollar and 28 cents in output generated in Missouri	2.28



Crowder College's multiplier effect extends across diverse sectors of Missouri's statewide economy. For example, construction workers who built Crowder's new Joplin ATWC in 2024-2025 may have spent their paychecks on housing, creating a one-time boost for the real estate sector. Similarly, Crowder's operational expenditures, including payroll, support a wide variety of ongoing spending throughout the state as faculty and employees purchase healthcare, retail goods, and other services locally. Figure 5 visualizes these cross-industry ripple effects, grouping output by broad economic sectors.<sup>3</sup> The real estate sector accounts for approximately **\$4.4 million** in secondary economic output, while healthcare generates an estimated **\$4.3 million** in secondary impacts.<sup>4</sup> The sectoral diversity underscores how deeply Crowder College influences Missouri's broader economy.

Figure 4: Top 10 Industries Benefiting from Crowder College  
Direct Impacts - State of Missouri, AY24-25



*These figures include only secondary (Indirect and Induced) Output impacts captured in Missouri; that is, this chart shows additional economic activity ("ripple effects") generated when Crowder-related spending flows through the state economy. Each industry corresponds to standard 2-Digit 2022 NAICS codes, e.g. Real Estate is equivalent to NAICS 53. Source: Bureau of Economic Analysis, IMPLAN, Crowder College. Analysis by Zenith Economics. Note, alumni income is not included in this chart.*

<sup>3</sup>Note: alumni impacts are not included in this chart. Sectors are aggregated using the 2-digit NAICS code classification scheme. More information on NAICS codes & sector aggregation can be found here:

<https://www.census.gov/programs-surveys/economic-census/year/2022/guidance/understanding-naics.html>

<sup>4</sup> IMPLAN sectors were aggregated to the widely recognized 2-digit NAICS code "super-sectors".

# Fiscal Impacts: All Locations

Crowder College plays an important part in the economic foundation of the communities it serves, acting as a durable anchor institution with broad fiscal and human capital contributions. Economic activity resulting from Crowder College’s operations, capital investments, Alumni income, visitor expenditures, and student-driven activity generated substantial fiscal impacts at the local, state, and federal levels. Over the AY2024-25 period, Crowder college’s presence generated **\$5.3M** in state and local taxes and **\$11.5** in federal tax revenue.

Table 5: Fiscal Impacts by Effect Type – State of Missouri, AY24-25

Impact Type	State and Local (\$M)	Federal (\$M)	Total (\$M)
Direct	1.4	6.5	7.9
Indirect	0.5	0.5	1.0
Induced	3.4	4.5	7.9
Total	5.3	11.5	16.8

Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded



Fiscal revenue is raised from several sources including income taxes from faculty and staff, sales taxes from student spending, and business-to-business taxes through college procurement. In AY2024-2025, the largest source of state and local revenue was sales tax, accounting for 45.5% (\$2.4 million) of revenue. The majority of federal tax revenue was derived from payroll taxes – Social Security, Medicare, and personal income tax making up 60.1% and 30.8% share of the total, respectively.

**Table 6: Fiscal Impacts by Effect Type – State of Missouri, AY24-25**

<b>Tax Type</b>	<b>State and Local (\$M)</b>	<b>Federal (\$M)</b>	<b>Total (\$M)</b>
Social Security & Medicare	0.0	7.0	7.0
Personal Income Tax	0.9	3.6	4.5
Sales Tax	2.4	0.1	2.5
Property Tax	1.6	-	1.6
Corp. Profits Tax	0.2	0.8	1.0
Other Tax	0.2	0.1	0.4
<b>Total</b>	<b>5.2</b>	<b>11.6</b>	<b>16.9</b>

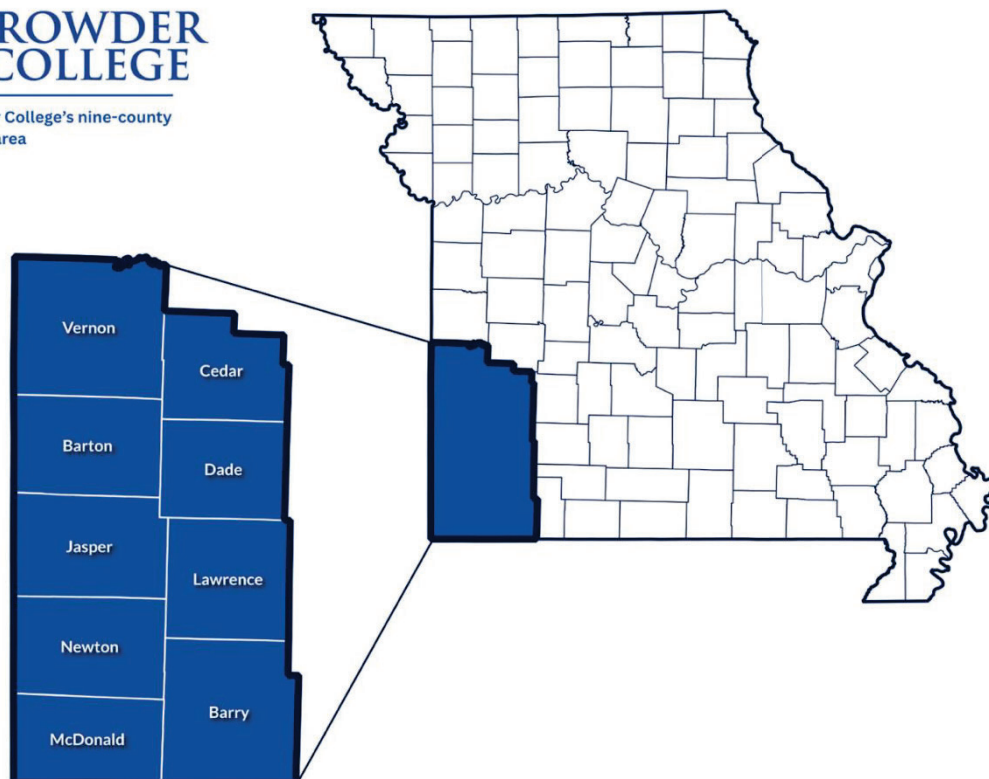
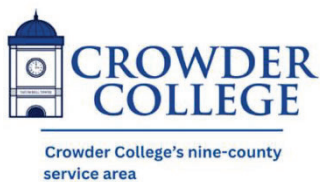
Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded.

## 4. LOCATION-BY-LOCATION ECONOMIC IMPACTS

Crowder College's economic impact is not limited to a single location but rather is distributed across six locations and instructional centers that serve diverse communities throughout Southwest Missouri. Each location supports localized economic growth by aligning its academic and workforce training programs with the unique needs of its surrounding region.

From the main campus in Neosho, which anchors much of the college's general education and liberal arts programming, to specialized training hubs like the Joplin campus, which supports regional manufacturing and technical education, Crowder's footprint brings education, jobs, and spending directly into the communities it serves. These campuses educate residents and act as stable employers and regional workforce development engines.

The economic contributions of each location manifest through multiple channels: direct employment and operational spending, student and visitor expenditures in the local economy, and the long-term human capital generated by graduates who remain in the region. In smaller towns such as Cassville, Nevada, and McDonald County, Crowder's sites are often one of the few local sources of postsecondary training in high-need fields such as healthcare and technical education. The Webb City instructional site contributes to the local labor market through health sciences and early childhood education programs. Collectively, these sites ensure that Crowder College's economic benefits are not concentrated in a single area but are widely distributed across the region. The following section provides a closer look at the distinct economic impacts associated with each campus location.





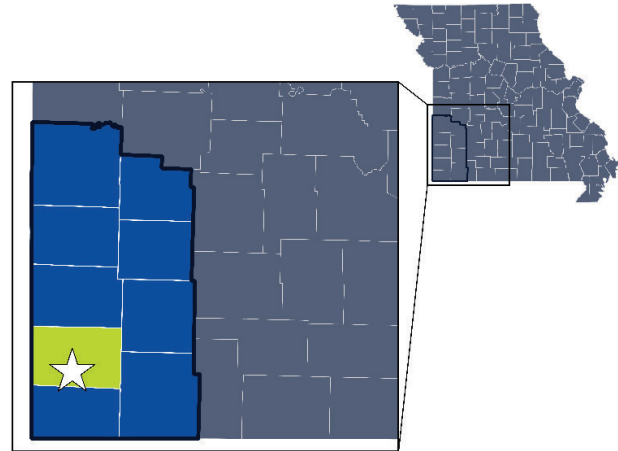
## Neosho Campus (Main Location) Economic Impacts

1,045 

Student Headcount in Fall 2025

\$55.9 M 

Total Countywide Impact



Crowder College's primary location is located in Neosho, Missouri, in Newton County. As the institution's administrative headquarters, the Neosho campus serves as the main hub for academic programming, student support services, and institutional leadership. It hosts a comprehensive range of classroom instruction, labs, technical training programs, and extracurricular activities, with facilities that include modern laboratories, a student union, library, and specialized training centers such as the Maddox Hill Center. The college's Neosho location is the only campus in the Crowder College system that houses students. The campus also serves as a focal point for community engagement, hosting workforce development initiatives, continuing education classes, and partnerships with local employers.

Between operations activities, student expenditures, visitor expenditures, and capital investment expenditures, the college generated an estimated **\$55.9 million** in economic output, contributed **\$36.9 million** to the county's GSP, and paid **\$32.3 million** in labor income over Academic Year '24-25. For more detailed economic and fiscal impact estimates, please refer to section [6. Appendix](#).

### Economic Impacts by Type and Region – Neosho Campus, AY24-25

Region	Impact Type	Employment (Annual)	Labor Income (\$M)	Value Added (\$M)	Output (\$M)	State & Local Taxes (\$M)
Newton County	Direct*	401	28.9	30.0	42.6	0.9
	Indirect	26	0.9	1.6	4.1	0.2
	Induced	55	2.5	5.3	9.2	0.6
	Total	483	32.3	36.9	55.9	1.7

Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded.

\*Direct employment includes all employment supported directly by Crowder-related spend; this includes many non-Crowder jobs like jobs supported by student spending, visitor spending, or construction spending. Alumni impacts **are not included**.

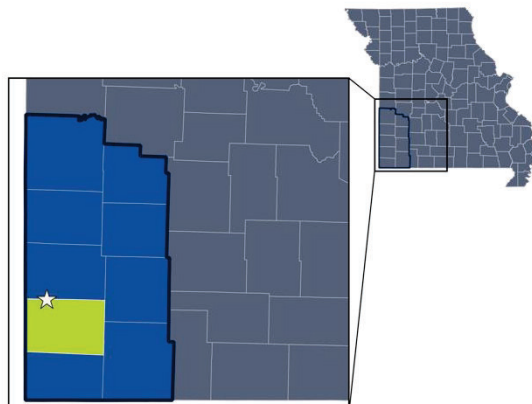
## Joplin Instructional Site Economic Impacts

147 

Student Headcount in Fall 2025

\$13.8 M 

Total Countywide Impact<sup>5</sup>



Crowder College's Joplin instructional site located in Newton County, serves as a specialized site for technical and workforce education. The Joplin site delivers accelerated, certificate-focused programs in areas such as advanced manufacturing, welding, information technology, drafting, and healthcare. Courses are designed in short, stackable formats that students—particularly working adults—can complete in one or two semesters. The facility features industry-standard equipment and maintains small class sizes to enable practical, hands-on learning. Comprehensive support services, including career advising, academic guidance, and assistance with financial aid, are integrated on site. Additionally, the Joplin location hosts Crowder's Training & Development Solutions unit, which designs customized, noncredit training programs for regional employers.

Between operations activities, student expenditures, visitor expenditures, and capital investment expenditures, the college generated an estimated **\$13.8 million** in economic impact, contributed **\$7.3 million** to the region's GSP, and paid **\$5.5 million** in labor income throughout Newton counties over Academic Year 2024-2025. For more detailed economic and fiscal impact estimates, please refer to section [6. Appendix](#).

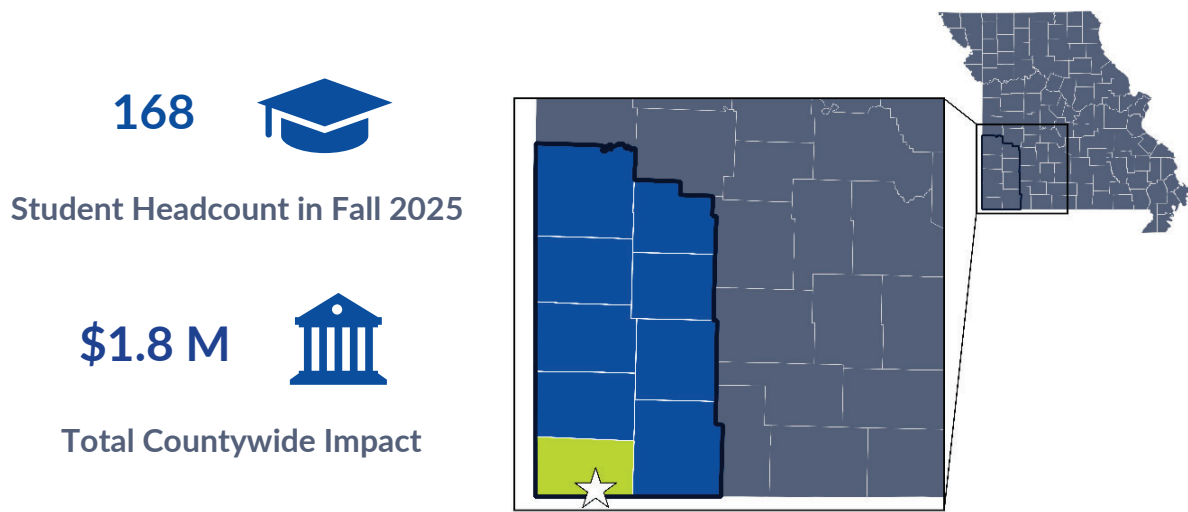
### Economic Impacts by Type and Region – Joplin Site, AY24-25

Region	Impact Type	Employment (Annual)	Labor Income (\$K)	Value Added (\$K)	Output (\$K)	State & Local Taxes (\$K)
Newton County	Direct*	84	4,380.0	5,005.0	9,435.7	141.4
	Indirect	8	434.9	878.5	1,933.0	105.3
	Induced	15	703.3	1,434.6	2,468.3	149.3
	<b>Total</b>	<b>108</b>	<b>5,518.3</b>	<b>7,318.0</b>	<b>13,836.9</b>	<b>396.0</b>

Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded\* Direct employment includes all employment supported directly by Crowder-related spend; this includes many non-Crowder jobs like jobs supported by student spending, visitor spending, or construction spending. **Alumni impacts are not included.**

<sup>5</sup> Note: Total impacts include those occurring in both Jasper County and Newton County because of Joplin's new campus project.

## McDonald County Instructional Site Economic Impacts



Crowder College's McDonald County instructional site located in Pineville, Missouri, serves students in certificate programs in fields such as General Studies, Nursing, Early Childhood Education, Business Administration, and Criminal Justice. To meet diverse student needs, course schedules include daytime, evening, and hybrid formats. The site provides student support through academic advising, tutoring, and financial guidance. By making postsecondary credentials more locally accessible, the McDonald County site supports workforce development, educational attainment, and regional economic engagement that serves the southern-most communities in Crowder's service area alongside residents in northwest Arkansas

Between operations activities, student expenditures, visitor expenditures, and capital investment expenditures, the college generated an estimated **\$1.8 million** in economic impact, contributed **\$970 thousand** to the county's GSP, and paid **\$509 thousand** in labor income over Academic Year 2024-2025. For more detailed economic and fiscal impact estimates, please refer to [6. Appendix](#).

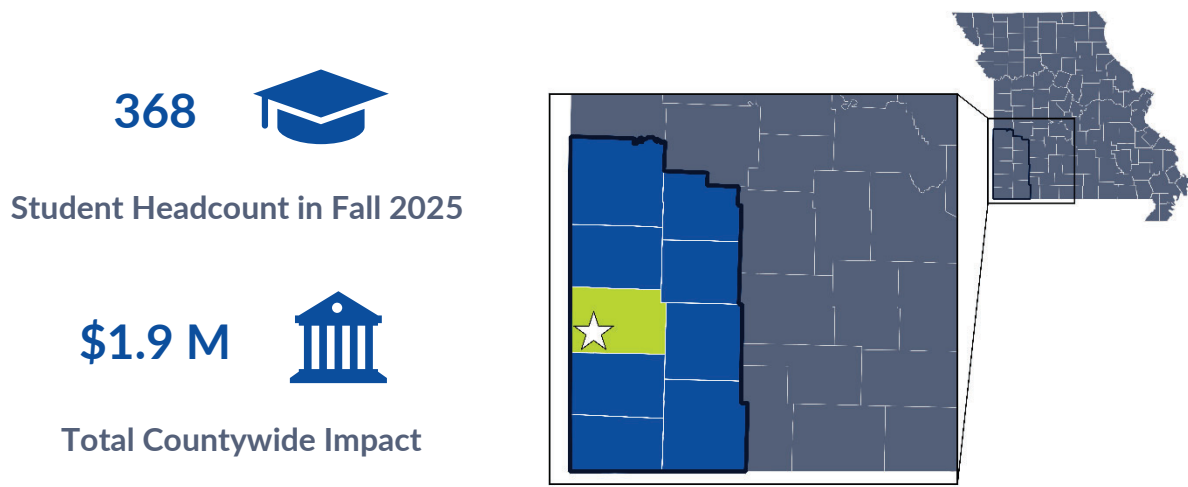
### Economic Impacts by Type and Region – McDonald County Site, AY24-25

Region	Impact Type	Employment (Annual)	Labor Income (\$K)	Value Added (\$K)	Output (\$K)	State & Local Taxes (\$K)
McDonald County	Direct*	21	424	809	1,402	206.6
	Indirect	2	66	106	263	11.3
	Induced	1	19	55	92	7.7
	<b>Total</b>	<b>23</b>	<b>509</b>	<b>970</b>	<b>1,756</b>	<b>225.6</b>

Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded.

\*Direct employment includes all employment supported directly by Crowder-related spend; this includes many non-Crowder jobs like jobs supported by student spending, visitor spending, or construction spending. Alumni impacts are not included.

## Webb City Instructional Site Economic Impacts



Crowder College's Webb City Instruction Center, located in Jasper County, Missouri, functions as one of the institution's regional campuses. The Webb City campus offers associate degree and certificate programs including Behavior Technician, Occupational Therapy Assistant (offered exclusively at this location), and Teacher Education. Course delivery includes flexible formats such as day, evening, and hybrid classes to accommodate varied student schedules. The site offers academic support services including tutoring, career and financial aid advising, and student success programs. Through these offerings, the Webb City site increases accessibility to postsecondary credentials and contributes to workforce development and educational attainment in Jasper County, surrounding communities, and neighboring Oklahoma and Kansas.

Between operations activities, student expenditures, visitor expenditures, and capital investment expenditures, the college generated an estimated **\$1.9 million** in economic impact, contributed **\$1.3 million** to the county's GSP, and paid **\$991 thousand** in labor income over Academic Year 2024-2025. For more detailed economic and fiscal impact estimates, please refer to [6. Appendix](#).

### Economic Impacts by Type and Region – Webb City Site, AY24-25

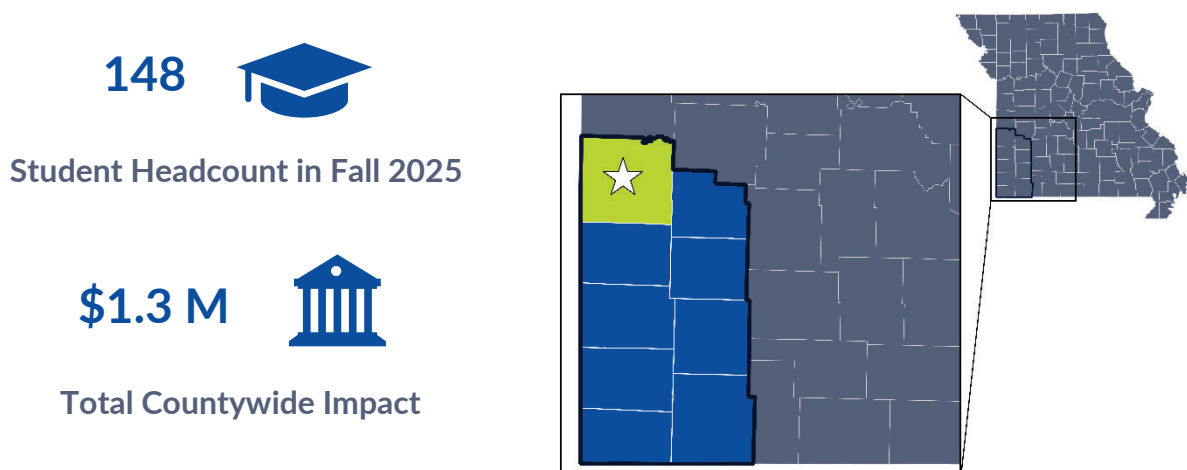
Region	Impact Type	Employment (Annual)	Labor Income (\$K)	Value Added (\$K)	Output (\$K)	State & Local Taxes (\$K)
Jasper County	Direct*	20	826.4	1,032.0	1,263.6	47.9
	Indirect	1	51.9	107.5	271.6	14.0
	Induced	2	113.5	221.5	378.1	22.0
	<b>Total</b>	<b>24</b>	<b>991.8</b>	<b>1,361.0</b>	<b>1,913.3</b>	<b>83.9</b>

Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded

\*Direct employment includes all employment supported directly by Crowder-related spend; this includes many non-Crowder jobs like jobs supported by student spending, visitor spending, or construction spending. Alumni impacts **are not included**.



## Nevada Instructional Site Economic Impacts



Crowder College's Nevada Instructional Center, located in Vernon County, Missouri, serves as a regional campus within the college's multi-county service area. The Nevada campus offers associate degree and certificate programs in areas such as Business Administration, Registered Nurse, and Licensed Practical Nurse. Classes are scheduled to accommodate a range of student needs, including morning, afternoon, evening, and hybrid formats. The campus also provides student support services, including academic advising, tutoring, and career assistance. Through its local nursing program and transfer-oriented coursework, the Nevada campus supports workforce development and increases access to higher education for residents of Vernon County and the furthest north areas of Crowder's service area.

Between operations activities, student expenditures, visitor expenditures, and capital investment expenditures, the college generated an estimated **\$1.3 million** in economic impact, contributed **\$857 thousand** to the county's GSP, and paid **\$588 thousand** in labor income over Academic Year 2024-2025. For more detailed economic and fiscal impact estimates, please refer to [6. Appendix](#).

### Economic Impacts by Type and Region – Nevada Location, AY24-25

Region	Impact Type	Employment (Annual)	Labor Income (\$K)	Value Added (\$K)	Output (\$K)	State & Local Taxes (\$K)
Vernon County	Direct*	17	512	695	947	47.9
	Indirect	1	34	63	164	7.0
	Induced	1	42	99	174	11.6
	<b>Total</b>	<b>19</b>	<b>588</b>	<b>857</b>	<b>1,284</b>	<b>66.5</b>

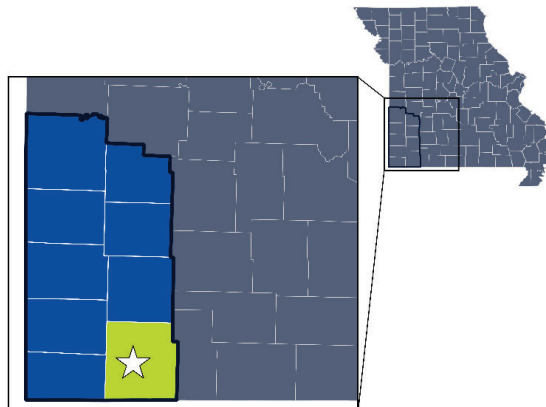
Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded

\*Direct employment includes all employment supported directly by Crowder-related spend; this includes many non-Crowder jobs like jobs supported by student spending, visitor spending, or construction spending. Alumni impacts **are not included**.

## Cassville Instructional Site Economic Impacts

**148**   
Student Headcount in Fall 2025

**\$1.2 M**   
Total Countywide Impact



Crowder College operates an instructional center in Cassville, Missouri, located in Barry County. The Cassville campus offers flexible class scheduling, including morning, afternoon, evening, and weekend options, to meet the needs of students in the surrounding area. It provides associate degree and certificate programs in fields such as Business Administration, Criminal Justice, Digital Media Marketing, Fire Science, and Education. The campus also supports students through services like academic advising and adult education programs, including GED and college transition preparation. By allowing students to complete postsecondary credentials locally, the Cassville site plays an important role in expanding educational access and supporting workforce development in Barry County, Lawrence County, and neighboring northwest Arkansas.

Between operations activities, student expenditures, visitor expenditures, and capital investment expenditures, the college generated an estimated **\$1.2 million** in economic impact, contributed **\$810 thousand** to the county's GSP, and paid **\$607 thousand** in labor income over Academic Year 2024-2025. For more detailed economic and fiscal impact estimates, please refer to [6. Appendix](#).

### Economic Impacts by Type and Region – Cassville Location, AY24-25

Region	Impact Type	Employment (Annual)	Labor Income (\$K)	Value Added (\$K)	Output (\$K)	State & Local Taxes (\$K)
Barry County	Direct*	17	540	672	888	48.2
	Indirect	1	31	57	143	6.0
	Induced	1	36	82	143	9.7
	<b>Total</b>	<b>19</b>	<b>607</b>	<b>810</b>	<b>1,175</b>	<b>63.9</b>

Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded

\* Direct employment includes all employment supported directly by Crowder-related spend; this includes many non-Crowder jobs like jobs supported by student spending, visitor spending, or construction spending. Alumni impacts **are not included**.

## 5. ADDITIONAL IMPACTS – A HOLISTIC VIEW

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Crowder College's alumni outcomes demonstrate substantial economic benefits to graduates and the State of Missouri. By obtaining certificates and associate degrees at Crowder, alumni experience improved employment opportunities and higher earnings compared to the counterfactual of no college education. Moreover, Crowder's affordable tuition (notably lower than regional four-year institutions) means students achieve these outcomes with less financial burden.

This section analyzes Crowder alumni outcomes across different degree types, quantifying gains in wages and human capital, and highlighting the regional advantages conferred by an educated workforce. Likewise, this section analyzes the personal and public returns-on-investment related to Crowder College.



## Education and Earnings: The Value of a Crowder Degree

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Extensive economic research confirms that higher education leads to higher wages and lower unemployment, and Crowder alumni follow this trend. National data show that workers with an associate degree earn about **16% more** than those with only a high school diploma, with median weekly earnings of about \$1,099 vs. \$950 (for high school graduates). They also face much lower unemployment (2.8% vs. 4.2% for high school level).<sup>6</sup>

This “education premium” holds true in Missouri as well, and each step up in education yields a significant wage increase and a drop in joblessness. These general figures set the stage for understanding Crowder College’s impact: by enabling around a thousand regional students to earn postsecondary credentials each year, Crowder substantially raises their earnings potential and employability relative to having no degree.

Critically, Crowder’s affordable, open-access education provides an opportunity for many who might not otherwise attend college. *Crowder College accounted for 44.9% of all college degrees awarded in the Crowder Service area in 2023.* In that year, Crowder conferred 1,250 degrees, compared to the next local institution (Missouri Southern with 1,153 awards).<sup>7</sup>

In any given year, the most popular programs fall under General Studies (~25% of degrees), and Registered Nursing (~12%). This illustrates Crowder’s role in building the region’s human capital. Many of these graduates would likely not have attained a degree if Crowder’s low-cost, local option did not exist. Only about 32% of adults in Crowder’s home county (Newton County) hold an associate degree or higher,<sup>8</sup> a figure that lags national averages, underscoring the importance of Crowder in boosting educational attainment. By producing over 5,600 graduates in the past five years across a variety of fields, many of whom home remain in-region postgrad, Crowder College is steadily increasing the share of the local workforce with college credentials.

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<sup>6</sup> . U.S. Bureau of Labor Statistics. "Earnings and Unemployment Rates by Educational Attainment." Current Population Survey, 2024, <http://www.bls.gov/emp/chart-unemployment-earnings-education.htm>

<sup>7</sup> Data USA. "Newton County, MO." Accessed 2025, <https://datausa.io/profile/geo/newton-county-mo>

<sup>8</sup> Federal Reserve Bank of St. Louis, S1501ACSTOTAL029145. Accessed 2025. <https://alfred.stlouisfed.org/series?seid=S1501ACSTOTAL029145#:~:text=Observations>



## Alumni Wage Outcomes and Individual ROI

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Crowder offers programs spanning technical certificates, Associate of Applied Science (workforce-oriented degrees), and Associate of Arts/Science (transfer-oriented degrees). Table 13 on the following page presents a breakout of degrees awarded (over the last five academic years) by program category, alongside illustrative career outcomes and typical gross annual wages in Missouri for those fields. This highlights the direct economic value of each type of Crowder credential.



Table 7. Crowder College Degrees and Transfer Programs (5-year total) and Example Outcomes

Program Category	Degrees Awarded (5 - Years)	Common Career Outcomes	1st Year Median Salary	Gross Cumulative Graduate Earnings (\$M, 1 Yr)
Business	333	Administrative assistants, bookkeepers, customer service reps, small business managers. Transfer opportunities to four-year business programs.	\$52,652	\$17.5
Math/Science	46	Laboratory technicians, research assistants, quality control positions. Strong transfer foundation for STEM programs.	\$50,363	\$2.3
Nursing	631	Registered nurses in hospitals, clinics, long-term care facilities. High employment rates with advancement opportunities.	\$49,653	\$31.3
General Studies	1269	Seamless transfer to four-year universities across multiple disciplines including education, liberal arts, business.	\$43,139	\$54.7
Allied Health	247	Medical assistants, pharmacy technicians, dental hygienists, radiologic technologists in healthcare settings.	\$43,049	\$10.6
Career & Tech Ed	43	Skilled trades, technology roles, or teaching technical skills in educational settings.	\$41,721	\$1.8
Communications	69	Media production, public relations, marketing, journalism, digital content creation roles.	\$40,361	\$2.8
Education	442	Paraprofessionals, substitute teachers, childcare providers. Transfer pathway to teaching certification programs.	\$40,000	\$17.7
Social Science	12	Community organizations, government agencies, social services. Strong transfer pathway to psychology and social work.	\$38,681	\$0.5
Agriculture	221	Farm management, agricultural sales, livestock production, agribusiness operations in Missouri's agricultural sector.	\$37,441	\$8.3
Fine Arts	48	Graphic design, studio arts, arts administration, creative industries. Transfer options for art and design degrees.	\$35,662	\$1.7

Sources: Crowder College degree counts from institutional data. Typical wages from Bureau of Labor Statistics and Missouri Economic Research. Other information where available from reputable private data sources or published figures. These figures are illustrative median salaries; actual outcomes vary by individual, experience, and local demand.

Table 8. Crowder College Certificate Programs (5-year total) and Illustrative Alumni Outcomes

Program Category	Degrees Awarded (5- Years)	Common Career Outcomes	1st Year Median Salary	Gross Cumulative Graduate Earnings, (\$M, 1 Yr)
Engineering Tech	19	Engineering technicians, CAD operators, project assistants, field service representatives.	\$50,418	\$1.0
Indus/Manufacturing Tech	234	Manufacturing technicians, quality control specialists, production supervisors in Missouri's manufacturing sector (career path can vary).	\$54,076	\$12.7
Criminal Justice	58	Law enforcement, corrections, security, private investigation, court services roles etc.	\$44,360	\$2.6
Occupational Therapy Assistant	93	Licensed OTA positions in hospitals, rehabilitation centers, schools, home health settings.	\$46,509	\$4.3
Computer Network Support	366	Network technicians, help desk specialists, system administrators, IT support professionals.	\$42,226	\$15.5
Construction/ Building Trades	131	Carpenters, electricians, plumbers, HVAC technicians with strong earning potential and self-employment opportunities.	\$40,748	\$5.3
Auto or Diesel Tech	290	Automotive/diesel mechanics, service advisors, shop supervisors in dealerships and repair facilities.	\$37,120	\$10.8
Welding	175	Certified welders, fabricators, welding inspectors in manufacturing, construction, pipeline industries.	\$37,482	\$6.6

Sources: Crowder College degree counts from institutional data. Typical wages from Bureau of Labor Statistics and Missouri Economic Research. Other information where available from reputable private data sources or published figures. These figures are illustrative median salaries; actual outcomes vary by individual, experience, and local demand.

From the student perspective, Crowder College is an excellent investment with a quick payback. Tuition and fees are modest, with in-district students paying roughly \$4K to \$7.5K per year. Earning a two-year degree or certificate at Crowder (often totaling well under \$15K in costs) on average yields a substantial earnings premium in the job market. Nationwide data show that associate degree holders earn approximately \$8,000 more per year than workers with only a high school diploma, on average.<sup>9</sup> This gap means a Crowder graduate can recoup the cost of their education in just a couple years of increased wages.

Over a lifetime, Crowder students who graduate enjoy a high ROI on their tuition dollars, with lower education costs up front and markedly higher incomes over their working lives. It is estimated that the lifetime earnings of an associate-degree graduate are about \$320,000 greater than those of a high school graduate,<sup>10</sup> illustrating how investing in a Crowder education can pay off many times over. Some of these increased earnings, for alumni that remain in-state, are recouped by the State of Missouri through higher income tax receipts and sales tax receipts.



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<sup>9</sup> National Center for Education Statistics. *Annual Earnings of Young Adults*. U.S. Department of Education, May 2024, <https://nces.ed.gov/programs/coe/indicator/cba/annual-earnings>. Accessed 2025.

<sup>10</sup> Northeastern University. *The ROI of a Bachelor's Degree Completion Program*. <https://bachelors-completion.northeastern.edu>. Accessed 2025.



From the wider Missouri perspective, Crowder College trains and develops its students, leading to an accumulation of regional human capital. In other words, the skills developed while at Crowder enable graduates to fill and create higher skilled, better paying roles at Missouri businesses. A larger pool of skilled labor will encourage additional “domestic” job creation as firms seek out skilled labor.

Zenith imputed gross and net wages of all identifiable alumni in AY2024-2025 to estimate the potential impact Crowder has on this process (see table 9).<sup>11</sup> Gross wages are defined as annual earned income of Crowder graduates that have remained in Missouri, accounting for periods of unemployment. Net wages are defined as the difference between gross wages and the average income of a Missourian with no more than a high school diploma or GED.<sup>12</sup>

Zenith estimates that Crowder College alumni from just the 2002-2025 graduating classes contributed **\$53 million** in attributable income to Missouri’s economy during AY2024-2025. Note that the statewide impact of Crowder would be far larger if evaluating alumni cohorts from the entirety of Crowder’s existence (founded in 1963).

**Table 9: Total Gross and Net Alumni Income Impact AY 2024-2025, Graduates in Missouri**

Gross Wages (\$M)	Net Wages (\$M) Attributed to Degree or Certification
\$222.6	\$53.5

Values in dollar year 2025. Source: Alumni Impact Model by Zenith Economics. Program statistics from Crowder College and the National Center for Education Statistics. Only include gross and net wages (estimated) attributable to Crowder alumni who remained in-state post-grad (estimated).

<sup>11</sup> See methodology section for more information. Identifiable alumni are those graduating from spring semester 2002 through spring semester 2025. Crowder College provided completion data from 2020-2025. Completion data from 2002-2019 was obtained from IPEDS. U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Completions component final data, Crowder College (177135), 2002-2019. <https://nces.ed.gov/ipeds/datacenter/>

<sup>12</sup> Earnings estimates for Missouri were obtained from MERIC. Missouri Economic Research and Information Center, "Missouri Jobs by Education and Skill Levels" (March 2025), <https://meric.mo.gov/media/pdf/missouri-jobs-education-and-skill-levels>.

## Comparative Cost Advantage and Debt Outcomes

A key factor in alumni success is the lower cost of attendance at Crowder College, which improves the net economic payoff of the degree. Crowder's tuition and fees are significantly lower than those at other regional four-year institutions. For the 2024–25 academic year, Crowder's base in-district tuition is about \$103 per credit hour with common fees of roughly \$68 per credit (which are often covered for qualifying students by Missouri's A+ Scholarship program). This equates to a total of \$171 per credit hour, or roughly \$5,000–\$6,000 per year for a full-time course load. In contrast, Missouri Southern State University (MSSU), a nearby public university, charges about \$330 per credit hour for in-state undergraduates, plus fees, or about \$9,600 per year for a full-time load.<sup>13</sup> Similarly, Missouri State University (MSU) in Springfield lists in-state tuition at \$387 per credit hour with tuition and fees for undergraduates, on par with MSSU.<sup>14</sup>

**Table 10: In-State, In-Person Tuition Comparison of Comparable Regional Colleges (w/ Fees)**

School	Per Credit Hour Cost (\$)	Per Year Costs (\$)*
Crowder College	\$171	\$5,000 - \$6,000
Missouri Southern State University	\$330	\$9,000 - \$10,000
Missouri State University	\$387	\$10,000 - \$11,000

Source: Individual School Websites, Accessed October 2025. Analysis by Zenith Economics.

\*Assuming approximately 28 credits of classes taken over a full academic year.

It is also worth noting the counterfactual scenario: if Crowder College did not exist, many local students might either forego college or attend a higher-cost institution farther away. Both alternatives have downsides for the Southwest Missouri region. Those who forego college would enter the labor force with only a high school diploma, earning less on average (often working in low-wage jobs). Those who attend elsewhere (e.g. MSU or MSSU) would pay more and possibly accumulate more debt; moreover, attending college outside the area increases the likelihood that they relocate permanently, depriving the local economy of their skills. Crowder's presence mitigates these issues by keeping talent local and educating them at a lower price. The benefit is twofold: alumni enjoy increased productivity at a much lower cost, and the community gains a more skilled workforce.

<sup>13</sup> Missouri Southern State University. *At a Glance: Tuition & Fees*. <https://www.mssu.edu/academics/institutional-effectiveness/at-a-glance.php>. Accessed 2025.

<sup>14</sup> Missouri State University. *2024–2025 Tuition and Fees*. Office of the Registrar, [https://www.missouristate.edu/Registrar/Students/24-25\\_Tuition-and-Fees.htm](https://www.missouristate.edu/Registrar/Students/24-25_Tuition-and-Fees.htm). Accessed 2025.

## Public Return on Investment

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Crowder College delivers a strong **Return on Public Investment** by converting taxpayer funding into significant economic output. IPEDS data indicates the college receives roughly \$12,000 annually in public funding (between state appropriations, local appropriations, and government grants and contracts) per full-time equivalent student. Across the 2,066 full-time equivalent students enrolled at Crowder College in fall 2024, this equates to approximately \$25 million dollars in public investment. Additionally, revenue data provided by the school identified approximately \$10 million more in public funding (including from the federal government), bringing total public investment to approximately **\$35 million** in FY2024-25.

Using estimates from this economic impact analysis, total statewide GSP driven by Crowder College expenditures and Alumni income in AY2024-25 was about **\$79.6 million** (a **2.3:1** return). In practical terms, this means every public dollar invested in Crowder yields 2.3 times more dollars in regional economic activity through college operations, student spending, and employee spending, and without considering the economic effects of increased alumni productivity. This conservative estimate of the public ROI underscores that supporting Crowder College directly benefits the regional economy and workforce needs.

Moreover, these immediate economic gains are complemented by long-term returns: as Crowder students become higher-earning workers, they contribute more taxes and rely less on public assistance, further **amplifying the payoff** of the public's investment in education.

Crowder College alumni represent a durable and growing source of productivity for the State of Missouri. Over the past decade, the college has conferred around 1,000 degrees and certificates per year across programs spanning healthcare, education, and advanced manufacturing. Local graduates from these programs experience an average annual wage premium of approximately **\$7,300** relative to individuals with only a high school diploma, reflecting the measurable increase in productivity associated with postsecondary credentials.<sup>15</sup> Assuming a conservative in-state retention rate of **65%**, each annual graduating class contributes roughly **\$4.7 million** in incremental labor earnings (and by extension, economic productivity) to Missouri's economy. This figure represents the portion of Crowder's alumni wage premium that remains within the state workforce each year, benefiting both private employers and public tax revenues.

Because the effects of higher education persist throughout a graduate's career, the aggregate productivity of Crowder alumni compounds significantly over time. Under steady enrollment and completion rates, the presence of ten overlapping alumni cohorts in the labor force generates an estimated **\$37–47 million in added annual earnings (representative of increased human capital) statewide**, even before accounting for wage growth or indirect/induced economic effects.

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<sup>15</sup> Early career wage premium estimates for Missouri were obtained from MERIC. Missouri Economic Research and Information Center, "Missouri Jobs by Education and Skill Levels" (March 2025), <https://meric.mo.gov/media/pdf/missouri-jobs-education-and-skill-levels>.

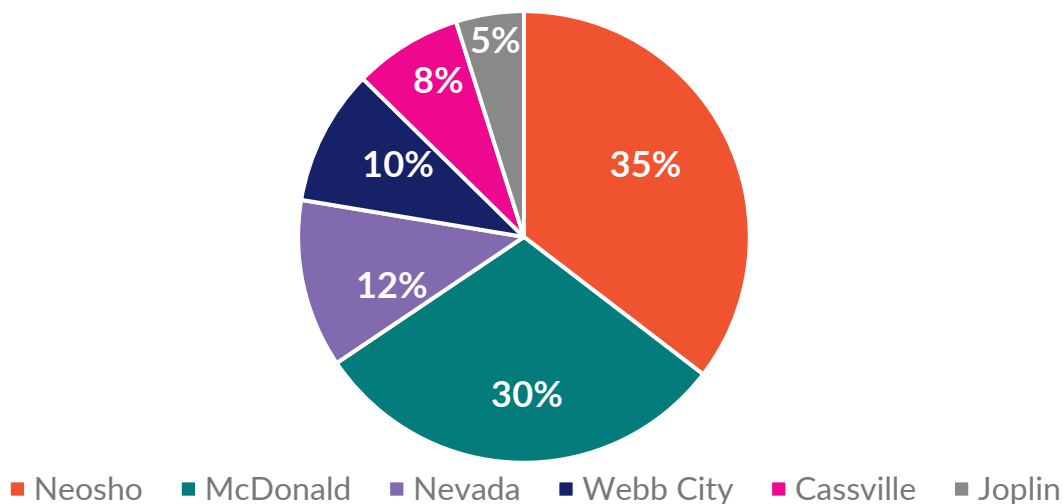
## Impacts Beyond Southwest Missouri

While this economic impact analysis studies economic multipliers throughout various regions within the State of Missouri, it is important to discuss Crowder College's economic effects on non-Missouri neighboring economies. Crowder College supports growing labor demands and inter-region trade between Southwest Missouri and the booming Northwest Arkansas region.

Crowder College plays an important role in regional workforce development through its Training and Development Solutions (TDS) division, which provides non-credit training for businesses and industry in the four-state (Arkansas, Kansas, Missouri, and Oklahoma) area. The college works with employers and workforce partners to deliver customized training programs that support regional economic development.

This strategic alignment enables Crowder to serve as a bridge between education providers and employers across state lines, strengthening the labor and capital connection between southwest Missouri and the rapidly expanding Northwest Arkansas region. In fact, this relationship is evident in Crowder's enrollment data. Of the college's six locations during AY2024-2025, the McDonald campus had the second highest out-of-service-area enrollment, a large portion of whom likely come from Arkansas (figure 5). In other words, strong corporate-led growth in the regional economy is increasing the demand skilled labor, a demand being met by Crowder.<sup>16</sup>

**Figure 5: Out-of-Service-Area Enrollment AY2024-2025**



Source: Crowder College, analysis Zenith Economics.

<sup>16</sup> Northwest Arkansas demonstrated strong corporate-led growth with 2.8% employment growth, 2.9% real GDP growth, and the fastest median household income growth (5.9%) among peer regions in 2023. Northwest Arkansas Council. (2024). *State of the Northwest Arkansas Region 2024*. Center for Business and Economic Research, Sam M. Walton College of Business, University of Arkansas. [https://walton.uark.edu/initiatives/cber/resources/files/2024/2024\\_nwa\\_sotr.pdf](https://walton.uark.edu/initiatives/cber/resources/files/2024/2024_nwa_sotr.pdf)



Through 'SectorReady' sector-specific programming—branded and customized training services, Crowder responds to labor market demands by offering tailored training in partnership with employers, including on-the-job training, internships, and registered apprenticeships.

By strengthening this cross-border workforce collaboration, Crowder College strengthens economic development in both Southwest Missouri and Northwest Arkansas. Its Training & Development Solutions arm delivers customized skills-upgrading programs across technology, safety, managerial, and technical fields, effectively aligning educational outcomes with employer needs. In this role, Crowder acts as an economic development partner that closely engages with chambers of commerce, local development organizations, and workforce centers to support employer recruitment, retention, and expansion strategies. Through these integrated efforts, Crowder College helps densify the regional labor pool, foster cross-state workforce mobility, and support sustainable economic growth for both regions.



## 6. METHODOLOGY

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This Economic Impact Study (EIS) evaluates the economic and fiscal impact of Crowder College, its alumni, and each of its campuses across the State of Missouri in Academic Year 2024-2025 (“AY24-25”). Using a Multi-Regional Input-Output (MRIO) contribution analysis modeling framework powered by IMPLAN software, the analysis captures both direct and secondary effects across the county of each campus, the entirety of the Crowder College service area, and the whole State of Missouri. The methodology presented in this section outlines the underlying data inputs, analytical structure, and key modeling assumptions that inform all results.

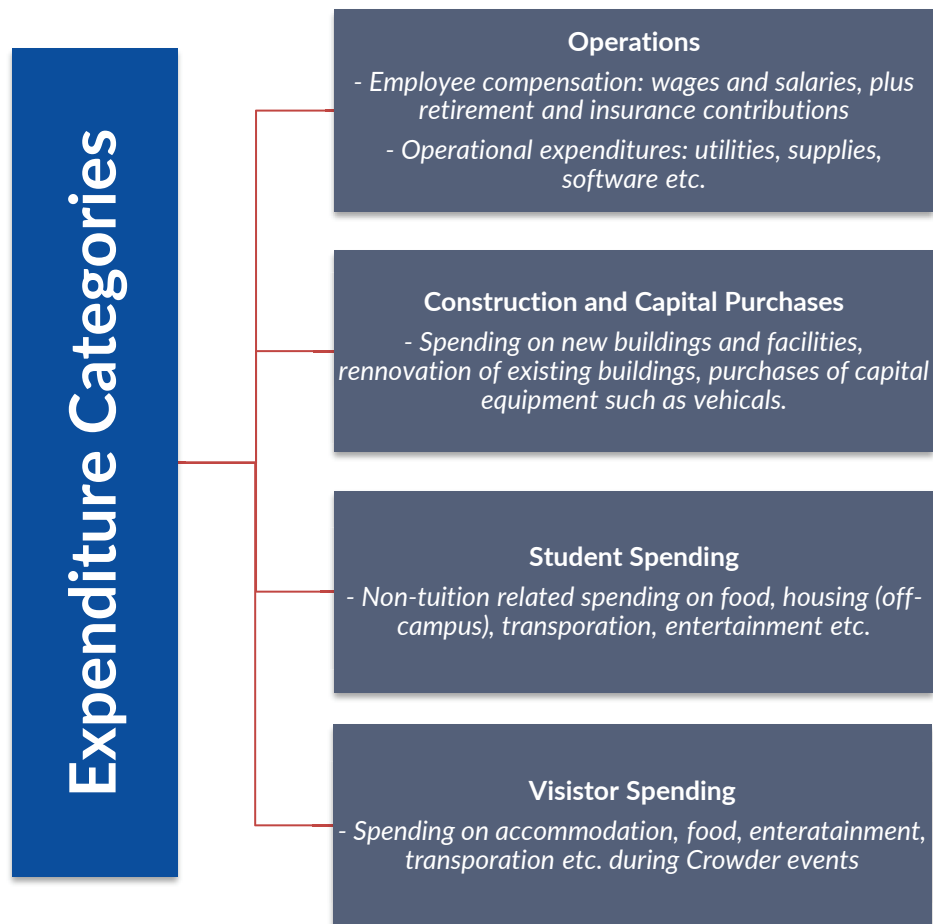




## Input Specification

Economic impact models rely on expenditures as the key input variable, allowing Zenith to analyze how Crowder College attributable dollars flow through the regional economy. Properly estimating and categorizing these inputs is essential to an accurate, defensible economic model. Zenith grouped expenditures into four buckets: Operations spending; Construction and Capital spending; net Student spending; and net Visitor spending (see Figure 6).

Figure 6: Crowder College EIS Expenditure Categories



The primary operational and construction inputs for this analysis were derived from 2024-2025 FY financial data provided to Zenith Economics by Crowder College. These included aggregated payroll data, detailed expenditures by type and campus and construction and capital purchase expenditures by campus. Zenith verified all figures provided by Crowder College for reasonableness. Zenith estimated attributable student spending by constructing a representative student budget using data from “Trends in College Pricing and Student Aid 2024” (College Board

2024) and student enrollment numbers provided by Crowder.<sup>17</sup> To ensure only student spending “but for the presence of” Crowder was modeled, in-district and students living on-campus were excluded. Finally, Zenith created visitor spending profiles using visitor spending estimates derived from Missouri Division of Tourism’s annual “Economic Impact of Visitors in Missouri FY 2024” report.<sup>18</sup> Zenith performed this analysis with attendance estimates provided by Crowder staff. To complement data provided by Crowder, Zenith incorporated industry-standard inputs from IMPLAN’s internal databases, which offer detailed insights into regional economic structures, sectoral relationships, and trade flows across both Southwest Missouri and the State of Missouri.

## Alumni Impact

In addition to previously modeled expenditures, Zenith modeled “human capital accumulation” attributable to Crowder in the form of increased in-state net wage gains for graduates. A large share of Crowder College’s output is intangible (in the form of human capital), unlike manufacturing firms or software companies that produce tangible goods and services. In other words, Crowder purchases intermediate goods, constructs new facilities, hires new faculty etc. to increase the human capital accumulation of its students.

To model human capital accumulation retained within the State of Missouri, Zenith utilized available graduation data by program from the past five academic years (AY2020-AY2025) and total completions data from 2002-2019. Zenith used a multi-step approach to model alumni impact; first estimating gross earnings of graduates from 2020-2025, then calculating an estimate of gross wages for alumni graduating between 2002-2019. Median first year wages by program type in Missouri were obtained to impute gross income, and where this detail was unavailable a broader estimate of wages by educational attainment was used.<sup>19</sup> Finally, a counterfactual “baseline” wage was calculated using earnings data by educational attainment.<sup>20</sup> Gross wages were then netted with the baseline wages to obtain the net wages attributable to Crowder.

Not all graduates immediately start a job within Missouri; some take a year or more to find employment while others move away. Zenith accounted for this by factoring in postgrad unemployment rate, local retention rates, job search penalties, counterfactual (other schooling) scenarios, and occupation-specific factors. This is consistent with other estimates of human capital performed in education economic impact studies, but conservative as it only estimates human capital accumulated by alumni who graduated after 2001 (Crowder was founded in 1963) and remained in-state.

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<sup>17</sup> Ma, Jennifer, Matea Pender, and Meghan Oster (2024). Trends in College Pricing and Student Aid 2024, New York: College Board. <https://research.collegeboard.org/media/pdf/Trends-in-College-Pricing-and-Student-Aid-2024-ADA.pdf>

<sup>18</sup> See Missouri Division of Tourism for more information. <https://industry.visitmo.com/research/reports-studies/>

<sup>19</sup> See Missouri Department of Higher Education and Workforce Development, “MoSCORES Education and Training Program Search.” <https://scorecard.mo.gov/Search>.

<sup>20</sup> Earnings estimates for Missouri were obtained from MERIC. Missouri Economic Research and Information Center, “Missouri Jobs by Education and Skill Levels” (March 2025), <https://meric.mo.gov/media/pdf/missouri-jobs-education-and-skill-levels>.



## Multi-Region Input-Output Modeling

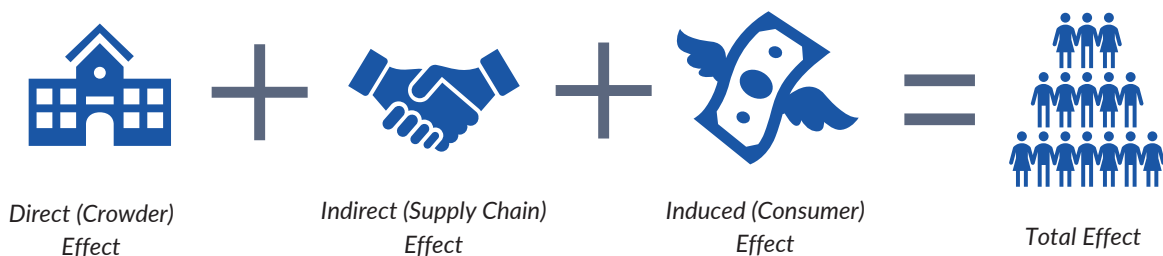
Zenith conducted the analysis using IMPLAN, an industry-standard platform for economic and fiscal impact modeling. IMPLAN is widely used by public agencies, private firms, and researchers across the United States to perform rigorous, data-driven impact studies. Its robust framework enabled Zenith to configure model parameters to closely reflect the Crowder College's operating environment within the Southwest Missouri regional economy. By using IMPLAN for this study, Zenith was best able to provide objective impact analysis.<sup>21</sup>

This study utilizes a Multi-Regional Input-Output (MRIO) modeling approach to capture economic interdependencies between local Crowder College attributable expenditures and regions throughout Missouri. Compared to single-region models, MRIO modeling provides a more accurate estimate of spillover effects by accounting for trade linkages and commuting flows between local and statewide economies. This approach reduces the risk of double-counting and aligns with current best practices in regional economic analysis. Where appropriate, total impacts were aggregated across both regions while ensuring that effects were not double counted at the statewide level. This ensures a clear and accurate picture of Crowder College's broader economic significance to Southwest Missouri and the rest of the state.

The EIS quantifies economic impacts across three primary categories, which when summed together form the total economic impact of Crowder College:

1. **Direct Effects:** These represent the immediate economic activity generated by Crowder College operations, capital investments, visitor expenditures, student expenditures, and research expenditures in AY24-25.
2. **Indirect Effects:** These capture the economic activity generated through the college's supply chain, including purchases from local suppliers and their subsequent economic activities.
3. **Induced Effects:** These encompass the broader economic impacts resulting from household spending of income earned through direct and indirect activities.

**Figure 7: Composition of Total Effects**



<sup>21</sup> IMPLAN® model, 2023 Data, using inputs provided by Port San Antonio, Zenith, and IMPLAN Group LLC, IMPLAN System (data and software), 16905 Northcross Dr., Suite 120, Huntersville, NC 28078 [www.IMPLAN.com](http://www.IMPLAN.com)

The model utilized for this EIS calculates impacts through a series of iterative steps:

1. Initial direct effects are entered as inputs based on data provided by Crowder College, including actual accounting data for the specified period, along with headcount data, alumni data, visitor data, student profiles, and other information.
2. The MRIO framework in IMPLAN traces these inputs through the respective regional economies, with inter-regional linkages calculated to capture cross-region impacts.
3. Total impacts are aggregated for each region while avoiding double-counting.

Outputs are estimated for the following variables, which are defined more exhaustively in [2.1 Key Terms](#). Note that any dollar values are presented using 2025 dollars:

- Employment (measured in full-time, part-time, and seasonal positions)
- Labor income (including wages, salaries, and benefits)
- Value added (contribution to regional GSP)
- Output (total economic activity generated)
- Tax revenue implications for local and state governments

## Assumptions and Limitations

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While this Economic Impact Assessment was performed using industry best practices, this Methodology acknowledges key assumptions and limitations:

- The analysis assumes that current economic relationships captured in the most up-to-date IMPLAN model year data (2023) remained stable through AY24-25.
- Zenith assumes no special tax breaks, exemptions, additional sales fees, or other economic differences for Crowder College against the regional average figures imputed by the Bureau of Economic Analysis (BEA) and IMPLAN for the appropriate region(s) and industries for a public education institution, except as provided in actual data provided by Crowder College.
- The model assumes constant returns to scale, meaning the same quantity of inputs is needed per unit of output, regardless of the level of production.
- The MRIO model assumes that all firms within an industry are characterized by a common production process, meaning that industries are economically homogenous. If the production structure of the initially affected local firm(s) is not consistent with the average relationships of the firms that make up the regional industry in the MRIO accounts, then the impact on a local economy will differ from that implied by regional multiplier(s).
- Impact results represent estimated impacts based on detailed data provided by Crowder College and may vary from estimates made with even more granular data or from future impacts of Crowder College.
- All reported figures are in real 2025 dollars.

## 7. APPENDIX

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The Appendix section provides more detailed breakouts of the economic and fiscal impacts of Crowder College-related expenditures across AY24-25, including direct, indirect, and induced effects related to operations, capital, student, and visitor expenditures. Breakouts by study region and campus are included.



Table 11: Crowder Impacts by County – All Locations

Region		Impact Type	Employment (Annual)	Labor Income (\$K)	GDP (\$K)	Output (\$K)	State & Local Taxes (\$K)
Crowder College Service Counties*	Newton County	Direct	473	32,518.6	34,230.1	50,894.4	1,006.8
		Indirect	32	1,225.6	2,321.7	5,648.1	295.8
		Induced	66	3,018.4	6,297.6	10,885.8	672.3
	Jasper County	Indirect	33	1,538.7	1,844.7	2,398.4	76.8
		Induced	4	174.9	347.6	860.0	35.7
	McDonald County	Indirect	43	1,995.1	3,893.8	6,645.4	386.5
		Induced	21	424.2	808.6	1,401.6	206.6
	Barry County	Indirect	2	86.0	132.9	325.1	13.8
		Induced	3	83.0	240.7	403.0	33.9
	Vernon County	Direct	17	540.1	671.7	888.4	48.2
		Indirect	1	36.3	64.1	160.3	6.6
		Induced	2	68.7	157.1	274.6	18.5
	Lawrence County	Indirect	17	511.9	694.6	946.6	47.9
		Induced	1	34.4	63.7	165.2	7.1
	Barton County	Direct	1	46.3	108.2	189.3	12.6
		Indirect	0	3.8	9.6	23.9	3.2
		Induced	1	31.1	76.7	132.4	9.7
	Cedar County	Direct	0	5.5	9.2	19.5	0.9
		Indirect	0	14.4	33.6	59.0	4.1
		Induced	0	0.7	0.9	1.8	0.1
	Dade County	Direct	0	2.7	7.4	13.1	1.1
		Indirect	0	0.4	0.5	1.0	0.1
		Induced	0	1.2	3.9	7.1	0.6
MRI- O	Rest of Missouri	Indirect	15	873.0	1,384.8	2,791.1	88.6
		Induced	7	360.6	675.2	1,111.8	60.5
Total Statewide Impact			737	43,595.5	54,079.0	86,247.0	149.2

Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded.

\*Direct employment includes all employment supported directly by Crowder-related spend; this includes many non-Crowder jobs like jobs supported by student spending, visitor spending, or construction spending.



Table 12: Economic Impacts by Expenditure Type, Region – Neosho Campus, AY24-25\*

Region	Employment (Annual)	Labor Income (\$K)	Value Added (\$K)	Output (\$K)	State & Local Taxes (\$K)
Operations Impact					
Newton County	457	31,398.1	35,008.0	52,276.2	1,435.9
Service Area	39	1,739.0	3,458.5	5,964.5	354.4
Rest of Missouri	12	824.1	1,395.9	2,637.9	99.5
Capex Impact					
Newton County	9	434.9	678.1	1,548.7	56.0
Service Area	1	46.3	81.0	145.4	7.8
Rest of Missouri	0	30.2	46.5	91.3	3.0
Student Spending Impact					
Newton County	12	269.8	979.3	1,515.2	133.4
Service Area	0	15.4	30.3	53.3	3.0
Rest of Missouri	0	19.2	33.5	55.6	2.4
Visitor Spending					
Newton County	5	153.9	268.4	522.3	37.9
Service Area	0	7.3	14.4	25.3	1.5
Rest of Missouri	0	4.4	6.8	12.0	0.5
<b>Total</b>	<b>536</b>	<b>34,919.0</b>	<b>41,960.5</b>	<b>64,780.1</b>	<b>2,135.4</b>

Note: Neosho Campus impact numbers include the Maddox Hill Behavior Center. Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded.

\*This table displays impact figures first by campus county, then by the rest of the Crowder service area, then by the rest of Missouri. In other words, the Service Area and Rest of Missouri rows correspond to campus expenditure ripple effects of. These figures should be thought of as an extension to the all-county impact figures reported in table 9.

Table 13: Economic Impacts by Expenditure Type, Region – Joplin Location, AY24-25\*

Region	Employment (Annual)	Labor Income (\$K)	Value Added (\$K)	Output (\$K)	State & Local Taxes (\$K)
Operations Impact					
Combined Counties <sup>†</sup>	15	825.1	991.9	1,589.0	42.7
Service Area	0	3.0	7.6	13.5	1.1
Rest of Missouri	0	11.8	21.7	37.5	1.8
Capex Impact					
Combined Counties	91	4,635.0	6,152.6	11,981.5	333.5
Service Area	0	17.2	41.5	74.5	6.6
Rest of Missouri	3	245.6	377.1	777.8	24.6
Student Spending Impact					
Combined Counties	2	44.8	150.9	225.6	16.9
Service Area	0	0.1	0.2	0.3	0.0
Rest of Missouri	0	1.4	2.6	4.3	0.1
Visitor Spending					
Combined Counties	0.4	13.5	23.1	41.6	2.9
Service Area	0	0.0	0.1	0.1	0.0
Rest of Missouri	0	0.1	0.1	0.2	0.0
<b>Total</b>	<b>112</b>	<b>5,797.72</b>	<b>7,769.22</b>	<b>14,745.84</b>	<b>430.27</b>

Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded.

\* This table displays impact figures first by campus county, then by **the rest of** the Crowder service area, then by **the rest of** Missouri. In other words, the Service Area and Rest of Missouri rows correspond to campus expenditure ripple effects. These figures should be thought of as an extension to the all-county impact figures reported in table 9.

<sup>†</sup> Total impacts include those occurring in both Jasper County and Newton County because of Joplin's new campus project located in Newton County.

**Table 14: Economic Impacts by Expenditure Type and Region – McDonald County Location, AY24-25\***

Region	Employment (Annual)	Labor Income (\$K)	Value Added (\$K)	Output (\$K)	State & Local Taxes (\$K)
<b>Operations Impact</b>					
McDonald County	8.0	318.2	355.4	542.2	12.7
Service Area	0.2	7.9	16.4	29.1	1.8
Rest of Missouri	0.0	1.1	1.8	3.2	0.2
<b>Capex Impact</b>					
McDonald County	0.1	4.6	6.9	18.5	1.6
Service Area	0.0	0.2	0.3	0.6	0.0
Rest of Missouri	-	-	-	-	-
<b>Student Spending Impact</b>					
McDonald County	15	177.0	591.8	1,164.6	210.0
Service Area	0	5.7	11.2	20.9	1.1
Rest of Missouri	1	48.5	85.4	138.3	6.8
<b>Visitor Spending</b>					
McDonald County	0.3	9.2	15.5	30.9	2.3
Service Area	0.0	0.1	0.2	0.4	0.0
Rest of Missouri	0.0	0.3	0.5	0.8	0.1
<b>Total</b>	<b>25</b>	<b>572.7</b>	<b>1,085.5</b>	<b>1,949.3</b>	<b>235.5</b>

Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded.

\*This table displays impact figures first by campus county, then by the rest of the Crowder service area, then by the rest of Missouri. In other words, the Service Area and Rest of Missouri rows correspond to campus expenditure ripple effects. These figures should be thought of as an extension to the all-county impact figures reported in table 9.

**Table 15: Economic Impacts by Expenditure Type and Region – Webb City Location, AY24-25\***

Region	Employment (Annual)	Labor Income (\$K)	Value Added (\$K)	Output (\$K)	State & Local Taxes (\$K)
<b>Operations Impact</b>					
Jasper County	20	863.2	994.4	1,340.8	42.7
Service Area	0	22.2	47.4	82.2	5.3
Rest of Missouri	0	6.3	11.7	19.9	1.0
<b>Capex Impact</b>					
Jasper County	0	10.0	16.1	33.7	1.0
Service Area	0	0.2	0.5	0.8	0.1
Rest of Missouri	0	0.0	0.1	0.1	0.0
<b>Student Spending Impact</b>					
Jasper County	3	87.8	298.1	444.6	33.5
Service Area	0	2.1	4.4	7.6	0.5
Rest of Missouri	0	3.0	5.6	9.2	0.3
<b>Visitor Spending</b>					
Jasper County	1	30.7	52.4	94.2	6.7
Service Area	0	0.5	1.1	2.0	0.1
Rest of Missouri	0	0.2	0.3	0.5	0.0
<b>Total</b>	<b>24</b>	<b>1,026.2</b>	<b>1,432.1</b>	<b>2,035.6</b>	<b>91.2</b>

Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded.

\* This table displays impact figures first by campus county, then by the rest of the Crowder service area, then by the rest of Missouri. In other words, the Service Area and Rest of Missouri rows correspond to campus expenditure ripple effects of. These figures should be thought of as an extension to the all-county impact figures reported in table 9.

**Table 16: Economic Impacts by Expenditure Type and Region – Nevada Location, AY24-25\***

Region	Employment (Annual)	Labor Income (\$K)	Value Added (\$K)	Output (\$K)	State & Local Taxes (\$K)
<b>Operations Impact</b>					
Vernon County	14	474.7	533.4	698.9	21.6
Service Area	0	2.8	7.1	12.8	0.1
Rest of Missouri	0	18.7	33.4	56.9	2.8
<b>Capex Impact</b>					
Vernon County	0	8.0	12.0	31.1	0.9
Service Area	0	0.3	0.6	0.9	1.0
Rest of Missouri	0	1.1	1.9	3.1	0.2
<b>Student Spending Impact</b>					
Vernon County	4	96.2	296.2	527.1	42.3
Service Area	0	2.3	4.2	8.5	0.4
Rest of Missouri	0	11.8	20.1	33.5	1.3
<b>Visitor Spending</b>					
Vernon County	0	9.4	15.4	26.9	1.8
Service Area	0	0.1	0.1	0.3	0.0
Rest of Missouri	0	0.1	0.1	0.2	0.0
<b>Total</b>	<b>20</b>	<b>625.5</b>	<b>924.5</b>	<b>1,400.2</b>	<b>72.3</b>

Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded.

\* This table displays impact figures first by campus county, then by the rest of the Crowder service area, then by the rest of Missouri. In other words, the Service Area and Rest of Missouri rows correspond to campus expenditure ripple effects. These figures should be thought of as an extension to the all-county impact figures reported in table 9.



**Table 17: Economic Impacts by Expenditure Type and Region – Cassville Location, AY24-25\***

Region	Employment (Annual)	Labor Income (\$K)	Value Added (\$K)	Output (\$K)	State & Local Taxes (\$K)
<b>Operations Impact</b>					
Barry County	16	539.0	594.7	805.7	19.6
Service Area	0	16.4	38.4	66.5	4.6
Rest of Missouri	0	14.6	28.2	45.9	2.2
<b>Student Spending Impact</b>					
Barry County	3	55.3	194.3	328.8	41.4
Service Area	0	1.5	3.4	6.0	0.4
Rest of Missouri	0	14.1	25.6	40.4	2.3
<b>Visitor Spending</b>					
Barry County	0	11.9	20.0	37.5	2.7
Service Area	0	0.2	0.4	0.6	0.0
Rest of Missouri	0	0.8	1.3	2.1	0.1
<b>Total</b>	<b>20</b>	<b>654.3</b>	<b>907.3</b>	<b>1,336.1</b>	<b>73.5</b>

Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded.

\* This table displays impact figures first by campus county, then by the rest of the Crowder service area, then by the rest of Missouri. In other words, the Service Area and Rest of Missouri rows correspond to campus expenditure ripple effects. These figures should be thought of as an extension to the all-county impact figures reported in table 9.

**Table 18: Detailed Net Fiscal Impacts by Level of Gov. – State of Missouri, AY24-25**

Tax Type(s)	Sub- County (\$K)	County (\$K)	State (\$K)	Federal (\$K)	Total (\$K)
Social Security & Medicare	0.0	0.0	14.4	5,402.2	5,416.6
Personal Income Tax	1.8	0.0	631.5	2,512.8	3,146.0
Sales Tax*	250.1	177.7	982.8	132.6	1,543.3
Property Tax	758.2	29.4	5.7	0.0	793.3
Corporate Income Tax	0.5	0.0	51.5	360.9	412.9
Other Taxes	42.9	1.6	90.2	0.0	134.7
<b>Total</b>	<b>1,053.5</b>	<b>208.7</b>	<b>1,776.1</b>	<b>8,408.6</b>	<b>11,446.9</b>

\*Includes excise tax and other taxes on the sale of goods and services. Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded.

Table 19: Total Impacts with Alumni Impact separated – State of Missouri, AY24-25

Region	Employment (Annual)	Labor Income (\$M)	Value Added (\$M)	Output (\$M)	State & Local Taxes (\$M)
<b>Crowder Expenditure Impact</b>					
Direct	561	35.5	38.2	56.5	1.4
Indirect	53	2.4	4.3	10.0	0.5
Induced	122	5.6	11.5	19.7	1.2
<b>Alumni “Human Capital” Impact</b>					
Induced	227	13.6	25.5	42.7	2.2
<b>Total</b>	<b>964</b>	<b>57.2</b>	<b>79.6</b>	<b>128.9</b>	<b>5.3</b>

Source: BEA, IMPLAN, Crowder College. Analysis by Zenith Economics. Figures rounded. See [Alumni Impact](#).



## ABOUT THIS REPORT

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The economic impact analysis in this report was conducted independently by **Zenith Economics, LLC**. This report utilizes data from various sources, including Crowder College, IMPLAN, and a variety of government and public data sources.

**Zenith Economics, LLC** is an independent and nonpartisan economic consultancy practice providing leading expertise in Economic Impact Analysis, Land Use policy, and Economic Development to a wide variety of public, private, and nonprofit clients across the country. Zenith's team members have previously conducted dozens of economic impact analyses. For more information about Zenith Economics, or to inquire about conducting a similar analysis for your organization, please visit [www.zenithecon.com](http://www.zenithecon.com).

**Disclaimer:** All figures presented in this report are based on numerous estimates and assumptions and should not be interpreted as a guarantee of the actual economic impact that was ultimately captured by any study region. This report offers no advice in any form.

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