



# The State and County Economic Impacts of Higher Education in Mercer County





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by

The Roper Group in Association with A. Ilan Consulting,  
as assisted by T.J. Spitznas & Associates for:



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# The State and County Economic Impacts of Higher Education in Mercer County

Submitted to  
**THE MERCER COUNTY HIGHER EDUCATION INSTITUTIONS**

by  
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# Executive Summary

The five Mercer County higher education institutions participating in the study (the institutions) are major contributors to the economies of Mercer County and the State of New Jersey. The operations of these institutions, including Mercer County Community College (MCCC), Princeton University (PU), Rider University (RU), The College of New Jersey (TCNJ), and Thomas Edison State College (TESC) directly generate hundreds of millions of dollars in wages and thousands of jobs in Mercer County and New Jersey each year. Most of this impact occurs within Mercer County. The five academic institutions also play a critical supportive role in the daily life of their local communities and serve as significant partners in the economic development of Mercer County.

The direct contributions of the five academic institutions in Mercer County are significant, with over \$1.2 billion in direct spending, 9,297 on-site employees, over \$617 million in wages and 41,068 undergraduate and graduate students provided instruction during Fiscal Year 2005. The academic institutions conferred 7,828 undergraduate and graduate degrees in 2005, with graduates joining the workforce as productive workers and taking critical positions as community and business leaders.

The five institutions also generate a significant amount of construction spending. Capital investments at the institutions' various facilities in Mercer County totaled nearly \$1.0 billion during the Fiscal Year 2001-2005 period.

As a group, the five academic institutions rank as a leading employer in Mercer County accounting for 5.7 percent of all non-government jobs in the county. Within Mercer County, the five institutions

generate almost as many direct jobs as the entire manufacturing sector (9,702 jobs), and more jobs than wholesale trade (6,231), the information sector (5,778), construction (5,501), transportation & warehousing (4,067) and real estate (2,204 jobs).

Although the institutions receive some state funding, they derive most of their revenues from a variety of other sources including tuition, private donations and research grants. On average, only 6.5 cents of every dollar spent by the five institutions was provided by the State of New Jersey in Fiscal Year 2005.

The \$1.2 billion in direct expenditures by the institutions represent only a part of their total impact. In actuality, the institutions' spending leverages even greater economic impacts for Mercer County and the entire state, as funds expended for labor, materials and services create a ripple effect that benefits nearly every sector in the New Jersey economy. This study shows that when the full multiplier effect of spending is taken into account, using an economic impact model of

the State of New Jersey and Mercer County, the five academic institutions in Mercer County have a substantial impact on the state's overall economy, and particularly within Mercer County:

- ▶ Nearly \$2.0 billion in total spending was generated in the State of New Jersey as a result of the initial \$1.2 billion institutional expenditures on operations in Fiscal Year 2005.
- ▶ Wages and fees generated by the institutions' operations within New Jersey amounted to \$828 million in Fiscal Year 2005, including the wages and fees paid by the Mercer institutions to their employees and contract workers, and



Rider University

earnings by workers in various supplying industries throughout the state.

- ▶ The institutions' activities in Fiscal Year 2005 generated a total of 12,987 jobs (measured in full-time equivalents — FTE) throughout the state, of which 7,777 FTE jobs were at the institutions.
- ▶ The bulk of these New Jersey impacts, including multiplier effects, were generated in Mercer County, with \$1.75 billion in total spending, \$699 million in earnings and 9,922 jobs (FTE).
- ▶ For each dollar in financial support by the State of New Jersey in 2005, the five Mercer institutions generated \$24 in total spending (economic activity) and \$10 in wages throughout the state's economy.
- ▶ The five institutions' capital investments during Fiscal Years 2001-2005 generated a total of nearly \$1.8 billion in spending throughout the state and 13,707 person-years of employment (averaging 2,741 construction-related jobs annually over the 5-year period).
- ▶ Total New Jersey state taxes of all types generated from the five institutions' operations in Fiscal Year 2005 are estimated at \$101 million.
- ▶ Total New Jersey state taxes generated from capital construction in Fiscal Years 2001-2005 are estimated at \$60 million or \$12 million annually.
- ▶ Based on the Fiscal Year 2005 data, for each dollar provided by the State of New Jersey in support of activities and programs at the five institutions, \$1.40 is recaptured by the State in



Princeton University

the form of tax revenues generated from operating and capital spending. This is a conservative figure, not including other tax revenues generated by student and visitor spending.

As noted, these substantial economic impacts capture only a part of the institutions' overall contributions. There are numerous other benefits, which are highly significant to the vitality of Mercer County and its surrounding area. In fact, the institutions are continuously providing a variety of services to the local community. Their efforts

are helping to improve the quality of life in the community, promote economic development and strengthen the area businesses. Some examples of these contributions include job training, teacher training, outreach programs, community services by students and employees, small-business assistance programs, leadership development, and local grants.

As Mercer County continues to seek economic growth and development opportunities, it is expected that the academic sector will be central to this effort. In particular, the five Mercer higher education institutions can continue to provide a strong economic base, new investments in facilities and human resources, and direct support to the community and small businesses. These contributions will play a large role in helping Mercer County meet its future challenges.

The College of New Jersey



# Introduction

This report describes and measures the economic impacts of five Mercer County higher education institutions<sup>1</sup> on the State of New Jersey, and the local economy of Mercer County. The analysis shows the institutions' direct spending, employment, wages and taxes, and also quantifies the indirect and induced effects of the direct spending as it circulates through the local and state economy. This multiplier effect, stemming from the initial spending of the academic institutions, benefits residents by creating jobs in many other sectors of the economy. In this report, institutional spending includes annual operating activities in Fiscal Year 2005. It also includes capital construction by the institutions for structures and equipment that were made during the Fiscal Year 2001-2005 period.



Mercer County Community College



Rider University

The report also describes, in qualitative terms, the important ways in which the institutions contribute to the well being of the community and its economic development. These contributions include a diverse range of programs, projects and support activities, such as providing educational services to the community, training and developing local labor, supporting community-based organizations and enhancing the perception of the local area as a business and residential location.

The institutional expenditure and activity data for the study were obtained directly from the five schools. Quantitative data for the institutions were consolidated throughout the analysis to present an

overall profile and economic impact results. Multiplier analysis is based on the RIMS II economic model obtained from the U.S. Bureau of Economic Analysis for the State of New Jersey and Mercer County. Fiscal impact analysis is based on effective overall New Jersey tax rates that relate actual tax collections to wages.

## The Mercer Higher Education Institutions

The Mercer County higher education group consists of five institutions that have invested heavily within the county over a long period of time. Through their capital investments and ongoing educational activities, the institutions have served as an economic engine for growth in the area, and have provided a significant source of purchasing power for local area businesses.

With a combined workforce of 9,297 employees (full-time and part-time), the five institutions represent a critical economic mass within Mercer County. As a group, the academic institutions rank as a leading employer in the county with nearly six percent of all non-government jobs in the county. The five institutions generate almost as many direct jobs as the entire manufacturing sector of the county (9,702 jobs), and more jobs than wholesale trade (6,231), the information sector (5,778), construction (5,501), transportation & warehousing (4,067) and real estate (2,204 jobs).

Each of the five institutions is unique in its mission, resources and capabilities, and each has been playing an important role in the development of their communities. Details on each institution's key community programs and contributions appear later in the report.

<sup>1</sup> Mercer County Community College (MCCC), Princeton University (PU), Rider University (RU), The College of New Jersey (TCNJ), and Thomas Edison State College (TESC).



# Direct Impacts

The five Mercer County institutions are intricately involved in the economic life of the county through their day-to-day expenditures and long-term capital investments. By channeling new spending streams into the hands of local area material suppliers and service providers, the institutions and their employees affect the lives of many area residents. The five institutions act as employers, developers of academic projects and real estate, and buyers of materials and services from local vendors. The direct effects are substantial.

## Spending

Direct operating spending by the Mercer institutions on all their diverse requirements for labor, goods and services represents the first round of economic impacts in the analysis. These direct impacts give rise to the multiplier effect that boosts the overall impacts in various sectors of the economy, both locally and statewide. During Fiscal Year 2005, the five institutions directly spent a total of \$1,239,150,393, with the majority of the spending going to New Jersey employees and vendors. The following table shows the breakdown of operating expenditures between a) employee wages and fees to contract workers, and b) all other expenses for materials and services:

**Table 1: Mercer County Institutions Direct Operating Spending in Fiscal Year 2005 (in \$1,000s)**

Expenditure Category	Amount
Wages & Fees	\$617,781
Materials and Services	\$621,369
<b>Total</b>	<b>\$1,239,150</b>

Source: Mercer County Higher Education Institutions

It is important to keep in mind that these expenditures reflect the operations of hundreds of educational programs and other related institutional

activities, including research, outreach programs and community services.

## Jobs and Payroll

The five higher education institutions are labor-intensive, reflecting their mission and the complexity of their daily operations. All together, in Fiscal Year 2005, the institutions employed 9,297 people earning over \$617 million in wages. The majority of the institutions' employees, as reported by the five institutions, are New Jersey and Mercer County residents. The actual shares are as follows: 81% of all employees (full-time and part-time) are New Jersey residents, while 54% of all employees are Mercer County residents.



Thomas Edison State College



Mercer County Community College

The following table provides more details on employment. It shows the actual head count of workers at the institutions, including full-time and part-time jobs. In addition, it shows the full-time equivalent (FTE) employment at the five schools, a method that includes a conversion of part-time jobs into full-time job equivalents. Each institution used its own records to perform the conversion into FTE jobs. A conceptual example of such a conversion may show that two half-time positions are equal to one FTE, or, that four quarter-time positions are equal to one FTE as well. Ultimately, the FTE data are very useful in comparing employment data across institutions without concern over the extent of part-time employment within the total job mix.

**Table 2: Mercer County Institutions' Employment in Fiscal Year 2005**

<b>Residence</b>	<b>Total</b>
Full-Time Employees	7,137
Part-Time Employees	2,160
<b>Total Employees</b>	<b>9,297</b>
<b>Total FTE Employees</b>	<b>7,777</b>

Source: Mercer County Higher Education Institutions

- ▶ Total employment at the five institutions amounted to 9,297, with 7,137 full-time positions and 2,160 part-time positions.
- ▶ The Full-Time Equivalent (FTE) for all employees at the institutions was 7,777 in Fiscal Year 2005.
- ▶ New Jersey State taxes withheld from employee wages at the institutions during Fiscal Year 2005 totaled \$16 million.

## Vendors

In addition to the institutions' sizable expenditures for direct wage payments, a large portion of total operating spending goes to vendors of goods and services. New Jersey vendors were major beneficiaries of such spending, receiving over half of the \$621.4 million total spent by the institutions for goods and services in Fiscal Year 2005.

Princeton University



The large dollar flow from institutional operations to local and statewide vendors in New Jersey assures that much of the generated economic and fiscal impacts on suppliers of manufactured products, wholesalers and service providers are captured and retained within the state.

## Capital Investment

One of the most critical needs of the Mercer economy is a steady stream of capital investments to meet future needs. The five higher education institutions have been a central force in helping generate construction activity that enables the Mercer education sector to continue to deliver, or expand, its services in the long-term. Capital investments also benefit the local area by generating construction-related jobs, income and taxes.

During Fiscal Years 2001-2005, the five institutions invested a total of \$990,763,388 in facilities, equipment and the construction of buildings (in addition to the operating expenditures reported above). Work on these projects has generated a substantial number of short-term construction jobs over the five-year period, as well as income for the local economy and tax revenue for the state.

The economic impacts of these capital investments are not limited to the construction industry alone. Through the multiplier effect, numerous other industries throughout the state and Mercer County benefit from increased sales of materials and services, generating additional jobs, income and tax revenues. These multiplier effects are calculated by an input-output model, which trace the original spending to supplying industries and nets out purchases that occur outside of New Jersey and Mercer County.

The next section deals with the multiplier effects and the calculations of the total economic impacts of the five institutions including all the additional rounds of spending that benefit other sectors.

# Total Impacts

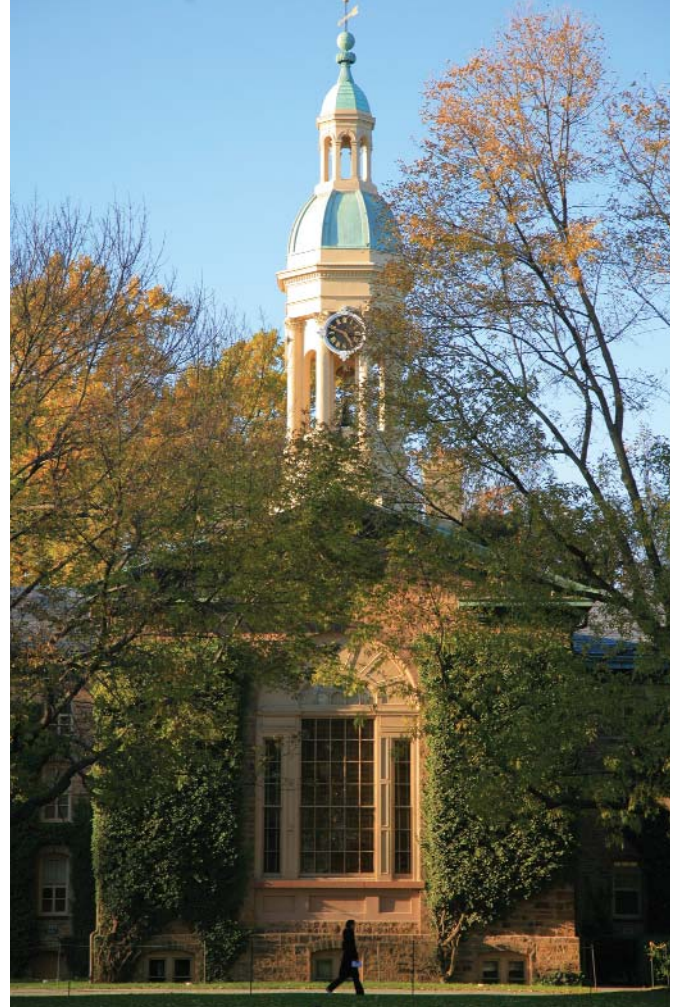
The initial round of spending and purchasing by the five Mercer institutions sends a ripple effect throughout the local and state economy. Institutional expenditures on payrolls and vendors are in turn spent by wage earners and the suppliers, leading to additional rounds of spending and purchasing within the area's economy. Each round generates new economic activities creating additional jobs, income and tax revenues. The multiplier effect captures all the rounds of this ripple effect within the area's economy.

## Methodology

The traditional method of measuring total economic impacts is by use of multiplier analysis, which adds two components to the direct spending effects — the indirect effect and the induced effect. The indirect effect traces the direct spending for goods and services by the institutions to their suppliers where additional economic activity is generated. The induced effect traces the spending by the institutions' wage earners and its ripple effect as it generates new activities in a variety of industries.

The multiplier effect is expressed as the ratio between the resulting total spending in the area's economy (the total of direct, indirect and induced) and the initial direct spending by the institutions. Thus, a multiplier of 2 means that for every dollar in direct spending there is an additional dollar generated in indirect and induced spending within the impact area. The same concept holds for wages and jobs multipliers. In this study, impacts are calculated at two levels – the total State of New Jersey and Mercer County. A separate economic model was developed and used for each.

To estimate the multiplier effect, this study utilizes the Regional Input-Output Modeling System (RIMS II Model) of the U.S. Bureau of Economic Analysis,



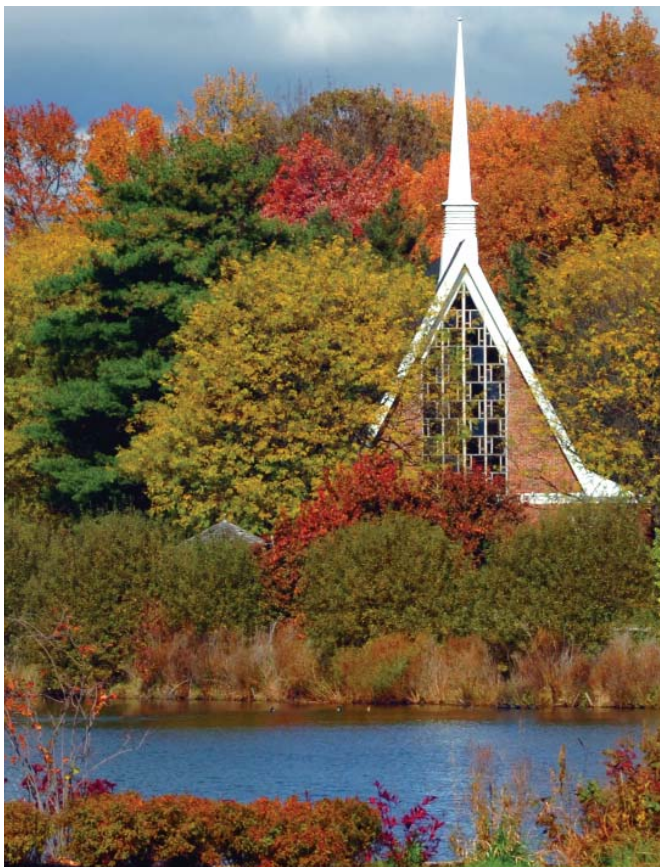
Princeton University

which was specifically estimated for the State of New Jersey and for Mercer County. The model is based on the Input-Output method, which depicts the structure of sales and purchases throughout all sectors of the economy at a particular point of time. The model is able to trace the spending streams that originate from the universities, through their vendors and employees, as they continue to circulate within the New Jersey and Mercer economies. As the structure of the economy changes over time, the multipliers may change as well. The RIMS model is used extensively by businesses, academia and government in impact and policy studies.

Detailed expenditure data provided by the five higher education institutions in Mercer County were regrouped and applied to the appropriate

RIMS II multipliers, after taking out spending that occurs outside the state, or spending that occurred outside of Mercer County. Such spending streams outside of the main geographic areas are known as “leakages,” and the greater these leakages are (from the county or the state), the lower the impacts will be within Mercer County or New Jersey. The RIMS II Model includes economic data on typical spending patterns by each sector outside of the county and the state. The results of the model analysis show the total spending impacts, total earnings and total employment in New Jersey and in Mercer County. In addition, state tax revenues are estimated using effective tax rates as applied to total wages generated in the New Jersey economy by the institutions. Annual operating expenditures and capital investments are analyzed separately. The effective tax rate includes all taxes levied by the State of New Jersey. Data for tax calculations were obtained from the New Jersey Department of Labor and the New Jersey Department of the Treasury.

Rider University



## Total Impacts from Operations of the Mercer County Institutions

The full effects of spending by the five Mercer institutions are felt throughout Mercer County and the State of New Jersey. When all the rounds of spending that cascade from sector to sector were calculated using the RIMS II Regional Input-Output Model, the total impacts of the five institutions in the State of New Jersey and in Mercer County were found to be substantial. The following table summarizes the results of the multiplier analysis using RIMS II:

**Table 3: Total Economic Impacts in New Jersey and in Mercer County from Mercer County Institutions' Operating Expenditures in Fiscal Year 2005 (in \$ millions)**

Impact Category	Total Impacts in New Jersey	Total Impacts In Mercer County
Economic Activity (Spending)	\$1,980.4	\$1,748.5
Earnings	\$827.9	\$699.3
Jobs (FTE)	12,987	9,922

Source: Mercer County Higher Education Institutions; U.S. Bureau of Economic Analysis RIMS II Model

The results show that:

- ▶ A total of nearly \$2.0 billion in spending was generated in the State of New Jersey as a result of the initial expenditure of \$1.2 billion by the Mercer County institutions in Fiscal Year 2005.
- ▶ Total earnings in New Jersey amounted to \$828 million, representing direct wages paid by the Mercer County institutions and earnings by workers in various supplying industries throughout the state.
- ▶ The five institutions generated a total of 12,987 FTE jobs (measured in full-time equivalents)

throughout the state, of which 7,777 FTE jobs were at the Mercer County institutions alone.

- ▶ The bulk of these New Jersey impacts, including multiplier effects, were generated in Mercer County, with \$1.75 billion in total spending, \$699 million in earnings and 9,922 FTE jobs.
- ▶ For each dollar in financial support provided by the State of New Jersey, the five Mercer institutions generated \$24 in total spending (economic activity) and \$10 in wages throughout the state's economy.

## Total Impacts from the Mercer Institutions' Capital Investments

In addition to the annual impacts resulting from the five Mercer institutions' operations, capital expenditures for construction of new facilities generate short-term benefits in the construction sector and other industries that supply goods and services to it. These impacts occur during the construction period as well as in the preparation phase prior to construction. Applying the multiplier effect, these impacts are measured by total economic activity, wages and jobs. The following table highlights the total impacts of the institutions' capital investments during the Fiscal Year 2001-2005 period:

**Table 4: Total Economic Impacts in New Jersey from Mercer County Institutions' Capital Investments during Fiscal Year 2001-2005 (in \$ millions)**

Impact Category	Total Impacts in New Jersey FY2001-2005	Total Impacts In Mercer County FY2001-2005
Economic Activity (Spending)	\$1,775.0	\$766.9
Wages	\$538.3	\$121.0
Jobs (in person-years)	13,707	3,036

Source: Mercer County Higher Education Institutions: U.S. Bureau of Economic Analysis RIMS II Model



Mercer County Community College

The results show that the \$990 million spent by the institutions on new capital construction during the Fiscal Year 2001-2005 period produced 13,707 person-years of employment in the New Jersey construction sector and in related industries throughout the state. This includes the many suppliers that provided materials for construction, and architectural and financial services for specific projects. On an annual basis, 2,741 New Jersey jobs were created, on average, over the construction period.

Statewide economic activity related to this capital spending totaled nearly \$1.8 billion, and related earnings by workers totaled \$538 million over the five-year period.

Planned capital investment initiatives by the five institutions will continue to benefit the county and the state in the future. Despite the fact that construction industry impacts are temporary, lasting only through the construction period, the positive effects of the construction on long-term operations of the institutions can be quite substantial by expanding the institutions' physical capacity and allowing more activities to take place over time.

## Other Economic Impacts

It should be noted that the above impact estimates are conservative in that they do not include additional economic activities generated from student and visitor spending. For example, although detailed data were not available for this study, it is known that nearly 20,000 students who attend the five schools were from outside Mercer County. Their additional out-of-pocket spending, which would typically be on the order of \$2,000 per student annually, could account for many more millions worth of direct impacts accruing to Mercer County each year. Multiplier effects would boost these impacts as well.

Furthermore, the 825,000 annual visitors to the five campuses (including student families, event and conference attendees, as well as other visitors), many of whom come from outside the county, generate significant additional direct, indirect and induced economic impacts. These impacts are generated through visitor spending on accommodations, food, travel, shopping and entertainment during their stay in Mercer County, but are not reflected in the report totals.

## Fiscal Impacts

As shown in the prior section, the Mercer County institutions are major generators of economic activity, income and jobs for New Jersey, with much of this impact occurring in Mercer County itself. Another important contribution of these operations and investments is the creation of tax revenue for the State of New Jersey. For example, university employees pay income tax on their earnings and sales taxes on their retail spending. Suppliers of goods and services pay business taxes and other fees while their workers also pay income and sales taxes.

To estimate the overall tax impacts, the appropriate effective tax rates (based on actual statewide tax collections relative to actual statewide wages)

for New Jersey were applied to the total wage amount generated by the institutions. The results of this analysis show the following tax impacts:

- ▶ Total New Jersey state taxes generated from the operations of the five Mercer County higher education institutions in Fiscal Year 2005 are estimated at \$101 million.
- ▶ Total New Jersey state taxes generated from capital construction in the Fiscal Year 2001-2005 period were \$60.0 million. The average annual figure is estimated at \$12 million.
- ▶ Based on Fiscal Year 2005 data, for each dollar provided by the State of New Jersey to the Mercer institutions in support of their activities, \$1.40 is recaptured by the state treasury in the form of tax revenues generated from operating and capital spending each year. This is a conservative figure, not including other tax revenues generated from student and visitor spending.

In addition to state taxes, the institutions' workers also generate millions of dollars in local property taxes, mainly in Mercer County. These taxes are paid by institutional workers residing in New Jersey and by employees of the institutions' suppliers also residing in the state. Princeton University also makes direct payments to various local governments, municipal and county, amounting to over \$9 million in Fiscal Year 2005.

Princeton University



# Contributions To The Mercer County Community And Its Development

The economic contributions of the Mercer institutions, as captured in the multiplier analysis above, show only a part of their overall impact. The sum of the institutions' impacts on the local community is much greater. Day-by-day, through their many educational, outreach and support programs, and through the efforts of their employees and students, the Mercer institutions also make critical contributions to the community and to overall regional economic development. Chief among these are:

- ▶ Provision of direct services to the community, such as job training, employment services, health education programs, cultural programs and continuing education programs.
- ▶ Outreach programs to the community including a range of pre-college activities such as academic support services to students to increase retention and graduation rates and to improve study skills.
- ▶ Support to local businesses with small-business assistance programs, as well as through local purchasing programs.
- ▶ Strengthening the local labor pool and community leadership with graduates who are living and working in Mercer County and elsewhere in the state.
- ▶ Attraction of grants to Mercer County.
- ▶ Development of new programs in response to needs of students and the community.

While such contributions often do not lend themselves to quantification, they do make a difference in the area's long-term economic growth prospects. This is particularly significant in the

preparation of young people for requirements of the job market. By working directly with government and businesses, the schools help to achieve social and economic goals that benefit local residents. Moreover, the very presence of these academic institutions within Mercer County provides a critical mass that helps build the perception of the county as a desirable business and residential location.

The numerous programs and activities offered by the five institutions in support of the community could not be described in detail within this report. However, the following segment summarizes some of the key programs and activities at each of the five institutions<sup>2</sup> providing insights into their community involvement and their contributions to local economic development.

<sup>2</sup> Text below was provided by the institutions, with some editing. The names of the institutions are listed in the same alphabetical order that is used throughout the document.

## Mercer County Community College

### Corporation/Business

#### **Nursing Cooperative Programs with Capital Health System and St. Francis Medical Center**

Mercer, in cooperation with diploma schools at Capital Health and St. Francis, awards the Associate in Science degree to students who successfully complete the clinical programs at their respective nursing school, and the academic requirements of their nursing degree at Mercer.

#### **Educational Testing Service (ETS)**

In August of 2006, Mercer County Community College and the Educational Testing Service signed a three-year partnership agreement. The first such agreement between ETS and an institution of

higher education, it enables the two organizations to work together in developing and pilot-testing assessment and instructional solutions for community colleges.



Mercer County Community College

## Education

### Mercer County Technical Schools - Career Prep Program

Through a joint curriculum that includes real-life applications and extensive preparation in fire science, computer systems, criminal justice, hospitality/tourism, professional cooking, radio and TV production, or business communication, students take college classes the last two years of their high school technical education. They can begin their full-time college studies at Mercer with advanced standing.

### Trenton School District- Upward Bound, Talent Search, and SMILE

Upward Bound is considered a supplementary program that enriches regular high school studies. Talent Search, also federally funded, offers guidance and provides services such as academic counseling, personal and career advice, preparation classes for standardized tests, tutoring, and assistance with financial aid forms. In the SMILE program (Science Math Is Learned Easily), funded by Bristol-Myers Squibb, 7th grade middle school

students in Trenton are mentored, tutored, and inspired to achieve academic success and prepare for success in high school and college.

## Local Government

### Mercer County Police Academy

Beginning January 16, 2007, Mercer County police recruits will be able to study at the new Police Academy at Mercer County Community College. The new academy centralizes training for the County's police departments.

### Mercer County Workforce Investment Board (WIB)

Mercer County's Workforce Investment Board (WIB), a county agency that is part of the Department of Economic Opportunity, is a dynamic public-private partnership that works to develop and maintain a quality workforce. Over fifty of the County's most prominent leaders, including two individuals from Mercer's leadership team, have been appointed by the County Executive to the Board.

## Princeton University

## Local Government

### Voluntary Property Tax Payments on University Housing

The total tax payment in both Princeton Borough and Princeton Township included millions of dollars in taxes on housing for faculty, staff and graduate students. This is housing that would qualify for tax exemption under New Jersey state law.

### Payments for Maintenance of and Improvements to Publicly Used Facilities

The University annually spends hundreds of thousands of dollars for the maintenance of University-owned but publicly used facilities such as McCarter Theatre, an internationally renowned, Tony-award-winning regional arts facility; Faculty Road, a major east-west road in Princeton Township; and the Princeton train station, served by NJ Transit service.



## Community Outreach

### Service Support and Special Gifts, 1995–2005

The University has contributed more than \$11.2 million in special gifts to municipalities and community organizations.

### Pace Center

As the campus advocate for civic engagement and public service, the Pace Center supports Princeton's commitment to be "in the nation's service and in the service of all nations." The Pace Center facilitates learning, teaching, and action in the public interest and advances the components of civic engagement.

### Student Volunteer Corps (SVC)

Through the SVC, Princeton's oldest student organization, University students tutor Princeton and Trenton area K-12 students in math, reading, English as a second language, music, science and the environment. SVC also participates in Isles Youthbuild, a housing rehabilitation program in Trenton, and places undergraduate volunteers at the Katzenbach School, a residential school for Deaf and Hard-of-Hearing students from infancy through 21 years of age.

### Community House

Community House runs many programs for Princeton-area students in grades K-12, including an after school program for at risk children, a health awareness project for children, Big Brothers/Big Sisters, English as a second language, tutoring, SAT prep, mentoring, and diversity awareness.

## Education

### Community Auditing Program (CAP)

The Community Auditing Program enables members of the community to register to "audit" or sit in on lecture classes at the University. On the average, 200 classes each semester are available for auditing.

### Program in Continuing Education

The Program in Continuing Education enables qualified members of the community to register for undergraduate, and in some cases, graduate courses. Full-time, K-12 New Jersey Teachers are eligible to participate in this program at significantly reduced tuition rates.

### Program in Teacher Preparation

In addition to training Princeton University students to be K-12 teachers, the program provides professional development programs for teachers in area schools. The Program in Teacher Preparation manages the high school student academic enrichment program that allows students who have completed their course work and received permission from their respective high schools to take free courses in computer science, foreign languages, mathematics, and music.



Princeton University

### Princeton University Preparatory Program (PUPP)

PUPP is an intensive, three-year program that supports academically gifted high school students from economically disadvantaged families who attend Ewing, Princeton and Trenton public schools.

# Rider University

## Community Outreach

### **Rider Community Scholars (RCS)/The Bonner Leader Program**

Working in small teams with community partners, Rider Community Scholars work to address issues of hunger, homelessness, adult literacy, and at-risk youth in the Trenton area. This service-learning program, sponsored by The Corella and Bertram F. Bonner Foundation, Inc., engages Rider students (Bonner Leaders) in team-based volunteer activities at community organizations that provide essential services to Mercer County residents.

### **Minding Our Business Youth Entrepreneurship Program (MOB)**

Since 1997, Rider University's Minding Our Business Program has helped to train and mentor more than 800 students, ages 10-14, in Trenton and greater Mercer County. Through entrepreneurship education and mentoring, MOB advances the personal

and vocational development of urban youth from predominantly low-income households. Students start up and run their own business, learn team skills and goal-setting, and improve their math and reading skills.

### **American College & University Presidents Climate Commitment (ACUPCC)**

Through the leadership of Rider University President Mordechai Rozanski, Rider University has joined the ACUPCC initiative in tackling global warming. As a signatory to this national "climate commitment" initiative, President Rozanski has committed Rider to participate in the development of a long-range plan for institutions of higher learning, by reducing greenhouse gas emissions on the nation's campuses, and accelerating education and research that will equip society to re-stabilize the earth's climate.

### **Lawrence Township Community Foundation**

Through financial contributions and board representation, Rider University plays an active role in

Rider University



the programs and activities of the Foundation, which supports non-profit groups that serve the needs of Lawrence Township and its residents.

### **Volunteer Return Preparation Program (VRPP)**

For 24 years, Rider has offered free income tax assistance to individuals who cannot afford professional tax help. Through participation in the IRS Volunteer Income Tax Assistance (VITA) Program, Rider accounting students assist senior citizens and lower income citizens in preparation of their tax returns.

### **Small Business Institute (SBI)**

Rider University's business students provide high-quality business consulting to small business owners and managers, to assist them in growth and development of their businesses. Designed to provide entrepreneurs with consulting assistance that otherwise would be unaffordable for them, Rider provides services in financial analysis and projections, marketing strategy and analysis, management consulting, and business planning.

## **Education**

### **Consortium for New Explorations in Coherent Teacher Education (CONNECT-ED)**

Rider University, as one of three universities in the CONNECT-ED consortium, joins with 13 public school districts, two independent schools, the Bristol-Myers Squibb Company, and other community partners, to create a coherent system of professional development for K-12 science and math teachers. CONNECT-ED is a unique education model that works to improve student achievement by providing teachers with increased understanding of science and math content, enhanced insight into inquiry-based teaching methods, and connects student science and math learning of concepts from elementary school through middle school and high school.

### **The Cyber Crime and Forensics Institute**

As a consortium member of the Cyber Crime and Forensics Institute, Rider University collaborates



Rider University

with Drexel University and East Stroudsburg University of Pennsylvania (ESU), and the ESU Center for Research and Economic Development, to facilitate training opportunities in cyber crime and forensics disciplines for law enforcement officials at the federal, state and local levels.

### **Westminster Choir College of Rider University**

Westminster Choir College of Rider University, home of the renowned Westminster Choir, is a center for music studies that includes a four-year college and a graduate school. The Westminster Conservatory, Westminster's community music school, serves more than 3,000 students every year, and offers music instruction for people of all ages, musical ability, and level of advancement. As the home of several community musical ensembles, which include the Westminster Community Orchestra and Chorus, and choral ensembles for children and adults, Westminster Conservatory presents public recitals, concerts, and opera and musical theater productions throughout the year, including six weeks of free events during the summer. Westminster Choir College also provides 20 - 25 summer music scholarships every year to musically talented but underserved middle and high school students in New Jersey.

# The College of New Jersey

## Community Outreach

### TCNJ Donations

TCNJ makes a contribution to Ewing Township annually: \$60,000 directly to Ewing and \$10,000 directly to the Fire Department in recognition of services provided.



The College of New Jersey

## Education

### Bonner Scholars

The College of New Jersey also has a service learning requirement of 15 hours for each first-year student, which equates to roughly 20,000 hours of community service per year. The Bonner Center for Civic and Community Engagement conducts train-

ing and programming for local non-profits, The College of New Jersey recruits 10 Bonner Community Scholars per year (total of about 40). These are students who have a significant history of civic engagement and who commit to about 300 hours of service per year. They are aligned with local non-profits and service organizations. In exchange for their commitment, they receive full-tuition scholarships from TCNJ.

## Corporation/Business

### Small Business Development Center

The College of New Jersey has a Small Business Development Center on campus that works with area businesses to foster economic development in the area, and hosts a Municipal Land Use Center that assists towns and government agencies with issues like physical development, traffic, waterway management, etc.

## Thomas Edison State College

## Corporation/Business

### Thomas Edison State College's School of Nursing

Thomas Edison State College partners with the following organizations to educate nurse leaders in order to have a better prepared nursing workforce for Mercer County: Virtua Health System, Robert Wood Johnson in Hamilton, Capital Health System, Saint Francis Health System and Trenton Psychiatric Hospital.

## Local Government

### Hanover/Calhoun Street Community Service Project

Thomas Edison State College is playing an active role in several economic and workforce development initiatives throughout Mercer County. In Trenton, Thomas Edison State College has initiated and

committed funding for a planning process seeking the redevelopment of one the most distressed areas of the city, reaffirming the College's commitment to revitalizing Trenton and making it a better place for residents and businesses alike.

## Thomas Edison State College's John S. Watson Institute for Public Policy

**New Jersey Child Care Economic Impact Council**  
The Institute helped coordinate and develop the New Jersey Child Care Economic Impact Council and its recent study, *Benefits for All: The Economic Impact of the New Jersey Child Care Industry*,



Thomas Edison State College

which found how integral the child care industry is to family and economic life in New Jersey, generating \$2.55 billion in gross revenues and 65,000 full time jobs, as well as making it possible for kids to be better prepared for school. The Institute also provides capacity building services, training and other outreach assistance to community-based and faith-based organizations in urban areas across New Jersey.

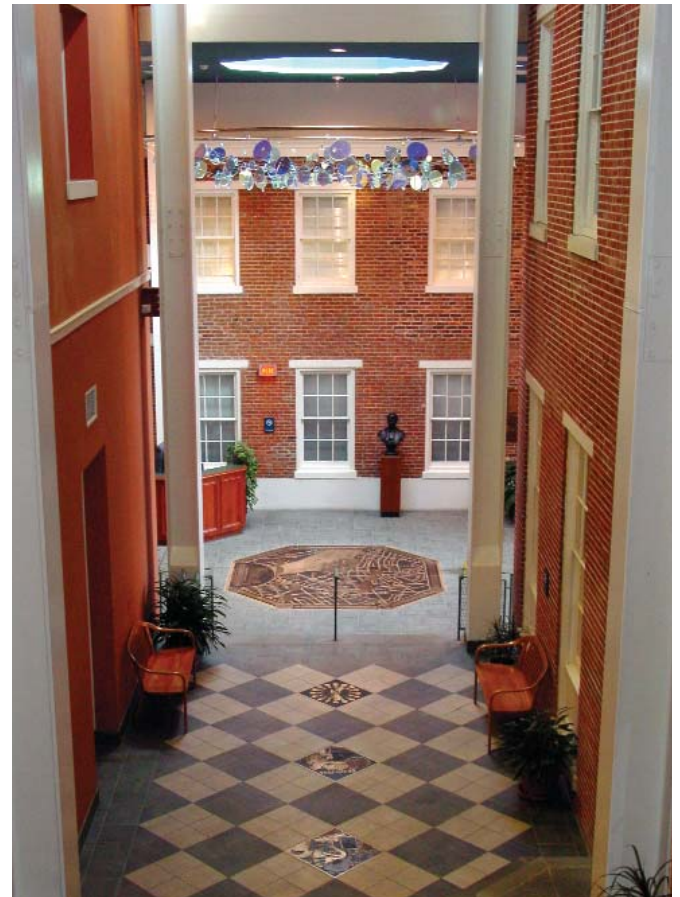
### The Technical Assistance and Support Services Center (TASSC)

The Technical Assistance and Support Services Center (TASSC) has collaborated with various community leaders and organizations to provide

capacity building services to numerous faith and community based non-profits throughout the entire state, with over twenty being served in the Mercer County area. The Center's focus is to enhance the capabilities of non-profit and faith organizations thereby increasing their efficacy in providing services directly to the community.

### The Leadership Trenton Program

The vision of Leadership Trenton is based on the belief that a city's greatest resource is the quality



Thomas Edison State College

and commitment of its civic and community leaders. The mission of Leadership Trenton is to identify, challenge and honor emerging leaders through a ten-month series of experiential seminars that provide information, increase knowledge, and stimulate discussion on critical public policy issues that impact the City of Trenton and the region.

# Conclusion

This economic impact report clearly demonstrates that the five Mercer County higher education institutions are critical contributors to the well being of the county and make a significant positive impact on the economy of the State of New Jersey. The institutions achieve this on two levels: they inject large and measurable streams of dollars into the local and state economy; and, they are active long-term partners in the economic development of their communities.

The findings of this report show that the annual operations of five Mercer academic institutions have a nearly \$2.0 billion impact on the state economy, affecting numerous sectors throughout the state and generating a substantial number of

jobs, income and taxes, directly and through the ripple effect of their spending. In addition, the institutions' capital construction programs added nearly \$1.8 billion in impacts statewide during the Fiscal Year 2001-2005 period. Significant shares of the operating and capital impacts took place within Mercer County.

Aside from these quantifiable impacts, the study demonstrates that these five institutions, through their many educational services, outreach programs and community activities, make many important contributions to community life and to overall economic development efforts in Mercer County.

Rider University





The State and County  
**Economic Impacts of Higher Education**  
in Mercer County

by

The Roper Group in Association with A. Ilan Consulting,  
as assisted by T.J. Spitznas & Associates for:



The College of New Jersey



Princeton University