

theindependentvoice

Connecticut Conference of Independent Colleges... Educators, Employers, Community Partners

INDEPENDENT COLLEGES AND UNIVERSITIES PUMP \$3.9 BILLION INTO CONNECTICUT'S ECONOMY



Judith B. Greiman, President, Connecticut Conference of Independent Colleges

Educators, Employers, Community Partners

The economic impact of Connecticut's 16 independent colleges and universities to the State is \$3.9 billion annually, according to a recent study done by the Connecticut Independent College & University Institute for Research & Public Service (*cicu-IRPS*), the research affiliate of the Connecticut Conference of Independent Colleges (CCIC).

In addition to showing that independent higher education is among the leaders of our state's economy, research also reveals that it meets employer needs by awarding the greatest number of degrees in Connecticut with a particular emphasis on key economic development cluster areas.

cicu-IRPS surveyed its member schools and examined U.S. Education Department data and other sources to arrive at \$3.9 billion as the annual economic benefit of independent higher education to the state. Researchers looked at the payrolls of the independent colleges and universities, their spending for goods and services, the spending done

by students, faculty and staff and the indirect and induced job creation and spending that occurs because of the presence of the 16 institutions.

Among the findings:

In the aggregate, the independent sector is Connecticut's third largest employer trailing only the State of Connecticut and United Technologies.

Total jobs created in Connecticut as a result of economic activity generated by the independent colleges and universities equals 40,084, with more than 18,482 full-time equivalent employees working at the institutions and another 21,602 jobs supporting them in other sectors of the economy.

Independent colleges and universities pump \$1.1 billion in salary and wage dollars into Connecticut's economy.

The 246,788 alumni of member institutions living in Connecticut have annual earnings of \$19.1 billion, which results in \$1.9 billion in state tax revenue and \$2.5 billion in federal tax revenue being generated.

The 49,018 full time equivalent students attending independent higher education institutions in the state spend more than \$131 million annually.

Employees of Connecticut's independent higher education sector pay \$115 million yearly in state income taxes

and \$150 million in federal income taxes.

Visitors to the state's independent colleges and universities spend \$260 million annually.

From 1999-2003, independent colleges and universities spent \$5.4 billion on capital expenditures with \$2.5 billion on direct expenses and \$2.9 billion on indirect/induced spending in other sectors. There were 25,093 Connecticut jobs created as a result of this construction and renovation activity.

The primary economic benefit to Connecticut, of course, is the first-rate education delivered to students served by these schools and the high number of degrees that are relevant to the needs of Connecticut employers since the skills and knowledge of the workforce are the most important elements of any state's economic infrastructure.

Key facts about the sector's role in educating Connecticut's workforce include:

- Connecticut residents make up 46% of enrolled students
- Enroll the largest percentage of college students of any of the Connecticut higher education sectors with 36% of

all college students statewide including 50% of four-year minority students

- Award 52% of all degrees granted in Connecticut, including 51% of all Bachelor's, 64% of all Master's, and 75% of all Professional degrees
- Award 58% of all degrees received by minority students (four-year and above)
- Award 51%-81% of four-year and above degrees given in key economic development cluster areas like engineering, computer & information science, health professions and bioscience

Additionally, it must be noted that stability is an under-appreciated element of the economic impact of these schools. Independent colleges and universities don't move out of state or outsource operations overseas. They are educators, employers and community partners that are here to stay.



Governor Rell met with CCIC Presidents - L-R - President Walter Harrison, CCIC Chair, President of University of Hartford, Governor M. Jodi Rell, and Judith Greiman, President of CCIC.



Trinity College and Hartford Preparing for New Community Sports Complex



This spring will see construction begin on a new Community Sports Complex—the latest evolution of the Trinity College and Southside Institutions Neighborhood Alliance’s (SINA) nationally recognized \$275-million Hartford Neighborhood Revitalization Initiative. In addition to providing much-needed safe recreational space for Hartford children and families, the complex will also serve as home-ice for Trinity’s men’s and women’s hockey teams.

Located on New Britain Avenue and Broad Street in Hartford’s South End, the Community Sports Complex has garnered leadership support totaling nearly \$11 million from Hartford Foundation for Public Giving, Trinity College alumni, SINA, and the State of Connecticut. While the complex will serve primarily as a skating center in the winter months, the building was designed as a true multi-use community resource—with a fitness center, rock climbing wall, community rooms, and more.

The project meets one of the

key objectives of the original SINA Neighborhood Revitaliza-



tion Initiative—providing space for recreational opportunities and constructive programming for the community, while promoting an active life and physical fitness among local children and youth. The undertaking may be the first urban community athletic facility in the country that connects neighborhood families with the resources of a liberal arts college.

James F. Jones, Jr., president of Trinity College, notes, “It is our greatest hope that young

people from the city of Hartford will not only enjoy the benefits of an active life and physical fitness, but will use this complex to cultivate character and self-esteem, leading to increased academic achievement and self-confidence. The Community Sports Complex will also provide a catalyst for further economic development for the Broad Street and New Britain Avenue neighborhood. By combining

the energy and talent of Trinity students and staff members with the resources and leadership of individuals and institutions who care so deeply about our wonderful city, we have taken the next essential step in fortifying Hartford community life.”

Community Sports Complex outreach programs will be organized on weekends and weekdays after school, a time when city children and youth are at greatest risk and often at a loss for constructive

programming, particularly supervised athletics and tutoring programs.

Through a series of mentoring and tutoring programs at the complex, including those with Trinity undergraduates, area youth will also have the opportunity to see first-hand the benefits of a college education, and develop an appreciation of the opportunities presented by pursuing their studies. To view artist’s renderings or learn more about the Community Sports Complex go to: http://www.trincoll.edu/AboutTrinity/News_Events/releases/complex/exterior.htm.

Did you Know?

Over the last decade, student aid from private colleges increased by more than twice as much as tuition -- 197% vs. 86%.

In 2003-2004, institutional aid at private colleges and universities increased 15% compared to 6% growth in tuition.

Eighty-six percent of undergraduate students at private colleges pay less than list price. 75% of CCIC students receive financial aid with an average award per student of \$16,000.



InternHere.com was launched on April 15th. Students and employers should log on to post and check for available internships. www.internhere.com



Albertus Magnus Celebrates The Year of the Adult Learner

In the early 1970s, "Begin Again," a pioneering program at Albertus Magnus College, began changing the lives of an often overlooked population—adults who wanted to complete a college education interrupted 15, 20, even 25 years before. Championed by the late Sister Marie Louise Hubert, O.P., president of the College at the time, this small program, one of the first of its kind in the state, welcomed adults who wanted to finally achieve their degrees, as well as those who were eager to embark on a new and challenging journey toward an academic degree.

It was in 1985, however, that Albertus saw the opportunity for a much broader-scale program, one that would meet the needs of a large number of working adults who had demanding family and job responsibilities, but, nevertheless, were willing to hit the books again to help enhance their futures—if it did not take prolonged years of study. The goal was to change their lives by making the educational excellence of the traditional day program at Albertus Magnus College available in a flexible evening schedule for adults.

Albertus Magnus College, during the 2005-2005 academic year, is celebrating serving the adult learner for more than 20 years. Street banners, news releases, ads and special events honor these busy adult students who pursue a degree program with laser-like focus.

In a new approach to educating the adult learner, Albertus, through its Accelerated Degree Program (ADP) in the Continuing Education Division, significantly changed the delivery system for classes for adult students. The ADP student,

for example, follows a year divided into five eight-week modules, rather than two traditional fifteen-week classes. This means that students taking two courses per module will earn 30 credits in one calendar year, graduating with an associate's degree in two years or a bachelor's degree in four—even less for someone who takes more than two classes per module and/or has additional transfer credits.

In 1994, Albertus expanded its offerings and options for adult learners with the introduction of the business-focused New Dimensions Program. Evening classes in 13 locations around the state make it easy for business professionals to find a convenient place to pursue their degrees. New Dimensions students attend class one night a week and spend one night with their study group, or work team. New cohorts, or student groups, start every month year-round; courses are pre-planned and taken in a logical sequence. Two of the College's four master's programs—in management and business administration—also are available in the New Dimensions format.

In 20 years of serving the adult student, Albertus Magnus College has been faithful to its promise of changing lives.



CCIC's new presidents met at the State Capitol for a legislative orientation and were given a private tour of the Senate Chambers by Lt. Gov. Kevin Sullivan. (l-r: Fred Osborne, Pres., CCIC; Rev. Jeffrey von Arx, S.J., Pres., Fairfield University; Lt. Gov. Sullivan; Blake Cherrington, Provost, UNH; Jimmy Jones, Pres., Trinity; Evelyn Lynch, Pres. Saint Joseph College; and Gloria Ragosta, VP, CCIC)

Mitchell College Internships - the Bridge to Professionalism

By Dr. Linda Perry,

Director of the Center for Work & Learning



Caption: Mitchell College seniors Kyle Abel and Shelly O'Neal planned the College's first-ever Women's Expo on Friday, April 1 as part of their internship experience in the Small Business Studies major under the Business Administration Program.

The opportunity to do at least one or two professional internships is built into every one of Mitchell College's four-year programs. This is an invaluable means to actually practice those theories and concepts learned in the classroom. Before graduating, every baccalaureate student may get credit for the semester long course as an internship within the major. Usually that entails three credits for 100 hours of work experience and attendance in the weekly seminar. Special care is given to matching students up with an internship that will enhance their career goals. This placement gives them insight into the field for better career decision making and the possibility of establishing workplace relationships such as mentoring and networking.

Examples of Mitchell College internship placements are as follows: Child and Family Agency, First Step, Special Olympics, Harbor Elementary School, The Women's Center of

Southeastern Connecticut, The New London Day, Pfizer, Inc, Girl Scouts of America, Craft Beverage, City of New London Housing Authority, Waterford Country School, Nutmeg Rehabilitation and Health Care Center, Alternative Incarceration Center, Staples, New London Youth Organization, Connecticut Crush, San Francisco Giants AAA Baseball Club, and the New London Police Department.

Some internships, such as the Sport Management Norwich Navigators internship, lead to full-time job offers. Other internships inspire students to continue on to graduate school, after the realization that further education is necessary for advancement in certain fields. In any case, the internships offer a first hand look into a specific work environment. The result is future goals become more realistic and career decision-making is facilitated.

Mitchell College, located on a 65-acre waterfront campus in New London, is a private coeducational independent college offering bachelor and associate degrees in 20 programs of study. The College is dedicated to providing a challenging education in a caring and cooperative student-centered environment. Mitchell's 800 students come from 28 states and 12 foreign countries.

It is a Fact!

Nationally, private colleges and universities enroll virtually the same percentage of low-income, minority, and first-generation students as public institutions do.



ART STUDENTS HAVE A DAY IN COURT

Students at Lyme Academy College of Fine Arts are trained in the fine art of drawing and painting, spending many studio hours each week, drawing from life and learning the anatomy of the human body. This training and their considerable talents were called upon for an unusual and challenging assignment last December.

Kevin Hogan, New London Bureau Chief for WFSB-Channel 3, needed a sketch artist for a competency hearing in New London Superior Court, for Michael Ross, the convicted serial killer. His scheduled execution had been halted by the office of Chief Public Defender who claimed that Ross was incompetent and that execution was tantamount to state-assisted suicide.

When Hogan was unable to find a professional sketch artist, he called Lyme Academy College to ask if any students might be available to make sketches of the defendant because no cameras would be allowed in the courtroom. Sketches would be used in tv news broadcasts and in the Norwich Bulletin. Photographs of Ross who had been imprisoned for nearly 30 years, were hard to obtain.

Sharon Koch, LACFA's director of student services, said the request was unusual but was quite appropriate because the

College specializes in teaching traditional figurative drawing, painting and sculpture. When she asked for volunteers, it seemed intimidating at first – going into a courtroom to sketch a serial murderer – not the typical classroom drawing session. When three intrepid students volunteered she decided to send them all – seniors Luiz Teles and Tate Pray and Misty Morrison, a junior.

Though Tate Pray said he was apprehensive about going to the court, he felt that he needed to see "if I could really do this – to get a likeness of this man who was a convicted killer was rather scary." That feeling melted away, he said, once the hearing was underway. It was much different than they expected because they were spared the gruesome details of previous trials, he said, and the courtroom's political atmosphere was intriguing. The trial and subsequent hearing also had attracted national media attention and both TV and newspaper personnel jammed the building outside the hearing room.

The students had been shown an old photo of Ross before they went to court but were dismayed at how different he looked at the hearing. Medical treatments during his incarceration had apparently greatly changed

his appearance. Tate said the additional challenge was to try to capture the "panorama" of the courtroom – the judge, lawyers as well as the defendant. Concentrating on drawing was a little difficult, he said, because of all the activity, unlike the quiet of the studio with only one model to sketch. Being seated in the jury box gave them an advantage, however. Usually sketch artists are seated behind the defendant.

Luiz Teles said that he wasn't scared of the defendant – "If anything I felt sorry for him. I thought of him like just another subject in class. I forgot who he was." It was all very professional, he added – "a lot like how we are taught to work in school."

Misty Morrison who had considered a career as a courtroom sketch artist, agreed that the assignment was a good learning experience. "I do a lot of portraits," she said, "so I figured since an opportunity like this doesn't come very often, I should give it a try. It really got me thinking about what I am going to do about a career once I finish college."

All three students received accolades from the faculty and their peers for meeting a challenge and for creating some fine sketches for the media and they will always have the memory of an unforgettable, once-in-a-lifetime experience.



The Independent Voice is a publication of the Connecticut Conference of Independent Colleges, a public policy association representing Connecticut's nonprofit independent higher education institutions.

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The Independent Voice follows a regular rotation schedule featuring four of the seventeen member institutions in each quarterly issue.

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