

5-1-2012

John Carroll University Economic Impact

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**ECONOMIC
IMPACT OF
JOHN
CARROLL
UNIVERSITY,
FY 2011**

May 2012

**Center for
Economic
Development**

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EXECUTIVE SUMMARY

This report assesses the contributions of John Carroll University (JCU) to the economy and quality of life of University Heights, Ohio, and the surrounding Cleveland Metropolitan Statistical Area (MSA). The study was conducted by the Center for Economic Development at Cleveland State University's Maxine Goodman Levin College of Urban Affairs. The impact of JCU is described here in terms of both traditional economic development measures and contributions made through community engagement. The various components of the impact are based on data for JCU's fiscal year 2011 (June 1, 2010, through May 31, 2011), the most recent completed fiscal year for which data was available at the start of this study.

AN OVERVIEW OF JOHN CARROLL UNIVERSITY

John Carroll University (JCU) is a private, co-educational Jesuit Catholic university residing in University Heights, Ohio, an eastern suburb of the city of Cleveland, with a park-like setting. The vision of JCU is to "graduate individuals of intellect and character who lead and serve by engaging the world around them and around the globe." To achieve this vision, JCU is devoted to its mission of "[inspiring] individuals to excel in learning, leadership, and service in the region and in the world."

During FY 2011, JCU offered 57 majors, 51 minors, and a variety of academic concentrations and interdisciplinary studies. The university conferred 674 degrees during the Spring 2011 semester, of which 521 were undergraduate degrees and 153 were graduate degrees. Thirty-nine percent (39%) of these graduates originated from within the 5-county Cleveland MSA.

Approximately 3,800 students were enrolled at JCU during the Fall 2011 semester, of which 81 percent were undergraduate students and 19 percent were graduate students. Sixty-four percent (64%) of the 2011 freshmen class originated from metropolitan regions in Ohio, including Northeast Ohio, Akron/Canton, Youngstown, and Columbus.

JCU employed 1,990 employees in FY 2011, a statistic that includes all full-time, part-time, and student employees. Excluding student workers, the number of employees translates to 692 full-time equivalents (FTEs). Of these employees, 101 (15%) were residents of University Heights and 189 that live in the 44118 zip code. JCU employs an average of 680 student employees during the school year.

The majority of the operating revenues (72%) earned by JCU during FY 2011 originated from student fees including tuition, room and board. In contrast, employee costs (e.g., salaries, benefits, and personnel reimbursements) accounted for two thirds (65.6%) of JCU's total expenditures during FY 2011. JCU's total gross payroll was \$36.8 million. As a result, JCU paid \$893,815 in payroll taxes to the city of University Heights in FY 2011 representing 12.3% of the total income tax revenues for the city. This total represented a slight decrease from the previous fiscal year, but 30 percent increase from FY 2007.

In addition to its tax payments, JCU contributes to University Heights through community engagement. A formal, reciprocal relationship exists between JCU and the Cleveland Heights-University Heights City School District (CHUHCSO). For example, JCU students volunteer for the school district, doing such tasks as staffing the Sensory Room at the Gearity Professional Development School. In return, the CHUHCSO reserves student teacher positions for JCU students. JCU students, faculty, and staff are also actively involved in community activities like food drives and volunteer days to beautify the city. JCU and the city of University Heights also share resources. For instance, University Heights residents can access JCU's recreational facilities for a modest fee. Also, many locals enjoy the greenspace on campus.

John Carroll University has made major investments on and around its campus in recent years. From FY 2002 to FY 2011, JCU spent over \$126 million on construction and renovation projects, an average of approximately \$12.6 million spent per year. Examples of construction projects include the Dolan Center for Science and Technology and the Don Shula Stadium.

ECONOMIC IMPACT OF JOHN CARROLL UNIVERSITY

The economic impact of JCU on University Heights and the Cleveland MSA is measured in terms of employment, output, value added, labor income, and taxes. Economic impact analysis takes into account inter-industry relationships within an economy; that is, the buy-sell relationships among industries, which estimate how an economy responds to changes in economic activity. Input-output models, like the one used in this study, estimate inter-industry relationships in a county, region, state, or country by measuring the industrial distribution of inputs purchased and outputs sold by each industry and the household sector.

The study measured the economic impact of three sources: university expenditures, student spending, and spending by visitors to the campus. The impact derived from university spending in FY 2011 was as follows:

- Employment Impact: 1,339 jobs
- Labor Income Impact: \$67.9 million
- Output Impact: \$101.4 million
- Value-added Impact: \$86.3 million
- Tax Impact: \$10.1 million

The impact derived from student spending in FY 2011 was as follows:

- Employment Impact: 426 jobs
- Labor Income Impact: \$11.2 million
- Output Impact: \$23.3 million
- Value-added Impact: \$22.8 million

- Tax Impact: \$6.2 million

The impact derived from visitor spending in FY 2011 was as follows:

- Employment Impact: 33 jobs
- Labor Income Impact: \$872,005
- Output Impact: \$2.5 million
- Value-added Impact: \$1.4 million
- Tax Impact: \$358,674

The total economic impact of JCU is based on the composite effect of university, student, and visitor spending in FY 2011. JCU's total economic impact was as follows:

- Total Employment Impact: 1,798 jobs
- Total Labor Income Impact: \$80.0 million
- Total Output Impact: \$127.2 million
- Total Value-Added Impact: \$110.6 million
- Total Tax Impact: \$16.6 million

University spending accounted for approximately three quarters (75%) or more of each type of impact. Student spending represented, on average, 19% of each type of impact. Finally, visitor spending accounted for the smallest percentage of each type of impact across the board.

COMMUNITY ENGAGEMENT PROFILES

JCU emphasizes service to the local community as a key component of its curriculum. As a result, the university is highly integrated into the University Heights community and vice versa. JCU also interacts with the larger Northeast Ohio community. On average, 43,000 hours of service are performed annually by hundreds of JCU students. As such, a true measurement of JCU's local impact must also consider the investment the university has made in the residents of the community in which it resides. This section of the report used qualitative methods to buttress the quantitative methods utilized in the economic impact section.

Case studies of five programs were conducted to illustrate ways in which JCU collaborates with its surrounding community. Information regarding these programs was gathered through interviews with JCU leaders and external partners. Printed materials and online sources provided supplementary data. The five programs analyzed include:

- *We the People*: This program is the signature program of John Carroll University's Center for Service and Social Action. *We the People* engages JCU students to provide civics lessons to disadvantaged fifth and eighth grade students in the city of East Cleveland. The program is mutually-beneficial for the grade school students that participate and the JCU students that volunteer as staff. Grade school students get a civics education

(which is lacking in a traditional curriculum), the opportunity to perform in mock hearings, and exposure to higher education through interaction with college students and visits to the JCU campus. JCU students, on the other hand, gain perspective and greater cultural competency through their interactions with disadvantaged children.

- *JCU and the Cleveland Heights-University Heights City School District (CHUHCS D) Partnership:* This longstanding partnership is highly successful, due largely to its reciprocal nature. The primary component of the relationship involves the CHUHCS D reserving student teacher positions for JCU students, in return for access to JCU facilities for workshops and other events. In addition, in 2011, JCU and the CHUHCS D collaborated to create the Teacher Leader Endorsement Program, which provides training for teachers and allows them to obtain a Lead Professional License (a new licensing credential of the state of Ohio). Plans for additional collaborative programming are currently in the works.
- *The Arrupe Scholars Program:* This program blends academics, service, and leadership to create for students a holistic experience that will improve their leadership skills as well as benefit the local community and beyond. Selected during JCU's admissions process each fall, students chosen to be Arrupe Scholars serve in that capacity for the duration of their time as a JCU student. Arrupe Scholars are required to take specialized courses as well as complete a set number of service hours. In return, these students receive a tuition stipend and the experience of participating in the program.
- *Woodrow Wilson Teaching Fellowship:* JCU is one of four Ohio higher education schools to participate in this program, which is designed to persuade professionals in STEM fields to become teachers in high-needs school districts throughout Ohio. Fellows take part in an intensive, year-long program during which they learn and hone their teaching skills through both academic courses and on-the-job training. Fellows who complete the program are awarded a 7-12 teaching license and a master's degree. The benefits of the program are plentiful, and are discussed thoroughly in the full report.
- *John Carroll University Reading Clinic:* One of JCU's most popular programs, the clinic involves a reading assessment and weekly tutoring sessions for local children, mainly those living within the service area of the Cleveland Heights-University Heights City School District. The clinic is operated primarily by JCU education students (with general supervision from JCU faculty members), who work closely with the children to improve their reading capabilities. The clinic provides JCU students with real world teaching experience, while improving the reading comprehension skills, academic success, and general confidence of the children.

The full report also includes brief descriptions of various other service and community outreach projects in which JCU students participate, including Cultivating Community Day, the Labre Project, and JCU's Volunteer Income Tax Assistance Program.

Additionally, John Carroll University is the host of the Memorial Day parade and ceremony yearly, a “Hall-o-ween” evening for safe trick-or-treating, the Continental Cup International Soccer tournament, and numerous camps each year. They are also host to the East-West High School football game every other year. To close, JCU is home to two summer associates of the Ohio Campus Compact/Americorps VISTA program. The two employees are focused on food access and nutrition working with the Heights Emergency Food Center and raising awareness of the JCU Community Garden.

INTRODUCTION

This report estimates the economic impact of John Carroll University on the Cleveland Metropolitan Statistical Area (MSA).¹ It also assesses the contributions of John Carroll University on the education and quality of life in University Heights and surrounding areas. The study was conducted by the Center for Economic Development at Cleveland State University's Maxine Goodman Levin College of Urban Affairs. The study, completed at the request of John Carroll University, represents an update of the report *John Carroll University: Economic Impact on Northeast Ohio*, released by the Center for Economic Development in July 2007.

The impact of John Carroll University (JCU) is described here in terms of both traditional economic impact measures and contributions made through community engagement. As such, two distinct methodologies are used. First, an input-output model is used to estimate the economic impact of JCU in fiscal year 2011.² The economic impact approximates the effect of money spent by John Carroll University, its students, and university visitors as it “ripples” through the economy, generating additional expenditures and jobs. Second, qualitative methods are used to demonstrate JCU's contributions to the Greater Cleveland area through strategic partnerships and joint activities with residents, school districts, businesses, and public agencies.

This report is organized into four sections. The first provides an overview of John Carroll University. It presents a brief history of the university and information about its students, faculty, staff, alumni, academics, and finances. The second section highlights JCU's contributions to University Heights and the surrounding metropolitan area, focusing on the university's relationships with the local school district and University Heights residents, tax payments, and real estate investments. The third section presents the results of the economic impact analysis conducted for JCU in FY 2011. This analysis is calculated in terms of its impact on employment, labor income, output, value added, and taxes. The last section focuses on the contributions of JCU to the Greater Cleveland community. The university reaches out to the community through service, applied research, educational programming, and cultural offerings. Brief case studies, supported by data from interviews conducted with JCU and external partners, are used to demonstrate the impact of these programs. This section is not intended to serve as a comprehensive overview of the programs and activities in which JCU is involved, but to illustrate some ways in which the university collaborates with its surrounding community.

¹ The Cleveland-Elyria-Mentor MSA includes the following counties: Cuyahoga, Geauga, Lake, Lorain, and Medina.

² JCU's FY 2011 lasted from June 1, 2010, to May 31, 2011.

OVERVIEW OF JOHN CARROLL UNIVERSITY

John Carroll University (JCU) is a private, co-educational Jesuit Catholic university that resides in University Heights, Ohio, an eastern suburb of the city of Cleveland, located in Cuyahoga County. JCU was founded in 1886 as St. Ignatius College, its creation coming about through the collaborative efforts of Bishop Richard Gilmour of Cleveland and the Buffalo Mission Jesuits of New York. The university was renamed John Carroll University in 1923 and moved to its present location about a decade later.

The vision driving JCU is to “graduate individuals of intellect and character who lead and serve by engaging the world around them and around the globe.”³ To achieve this vision, the mission of JCU is to “[inspire] individuals to excel in learning, leadership, and service in the region and in the world.”⁴ A unique facet of JCU is the emphasis it places on service, both to its local community and beyond.

ACADEMICS

JCU is appealing to students, among other reasons, because it offers degrees for undergraduate and graduate students in a wide range of academic fields and specializations. In total, through the Boler School of Business and the College of Arts & Sciences, JCU offers 57 majors, 51 minors, and a variety of academic concentrations and interdisciplinary studies.⁵ Students can also elect to take courses offered as part of JCU’s top-ranked Army ROTC program.

JCU conferred 674 degrees during the spring 2011 semester, of which 521 were undergraduate degrees and 153 were graduate degrees. Thirty-nine percent (39%) of these graduates originated from within the 5-county Cleveland MSA. In addition, JCU’s rate at which students graduate within four years exceeds national rates for four-year public and private universities.

STUDENTS

Approximately 3,800 students were enrolled at JCU during the Fall 2011 semester, of which 81 percent were undergraduate students and 19 percent were graduate students. Nearly all undergraduates in 2011 attended JCU on a full-time basis (96%) while nearly three quarters of all graduate students attended on a part-time basis. Sixty-four percent (64%) of the 2011 freshmen class originated from metropolitan regions in Ohio, including Northeast Ohio (Cuyahoga, Geauga, and Lake counties; 36%), Akron/Canton (Stark and Summit counties; 9%), Youngstown (Mahoning and Trumbull counties; 3.5%), and Columbus (Delaware, Franklin, and Marion counties; 2.7%).⁶

³ John Carroll University, <http://www.jcu.edu/economicstudy/>

⁴ Ibid.

⁵ John Carroll University 2011 Annual Report. Retrieved from <http://webmedia.jcu.edu.s3.amazonaws.com/pdf/JCUAR.pdf>

⁶ Ibid.

The most popular area of study offered by JCU during FY 2011 was business. Thirty-two percent (32%) of students during the 2010-2011 school year participated in a business program. The next areas of study in terms of popularity were science and technology (26% of students) and humanities (19% of students).

FACULTY AND STAFF

During FY 2011, JCU employed 1,990 employees, including all full-time, part-time, and student employees. Excluding student workers, the number of employees translates to 692 full-time equivalents (FTEs). The university employs, on average, 680 students during the school year.

ALUMNI

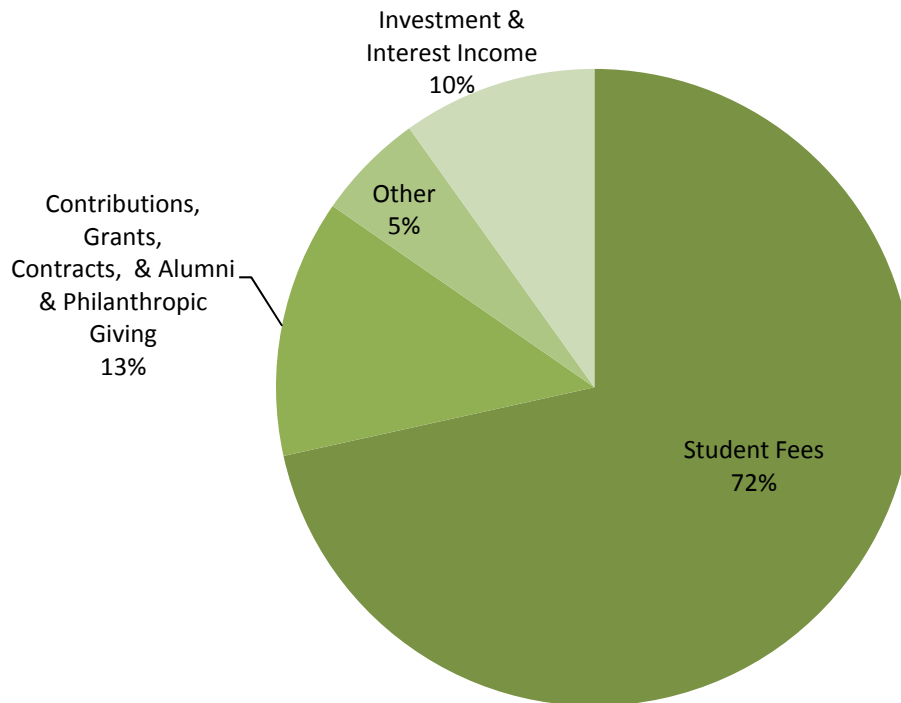
JCU has a large base of contactable alumni living in Northeast Ohio. According to JCU, 21,298 alumni live in Northeast Ohio, 95 percent of which reside in the Cleveland/Akron region. Further, approximately 2,200 alumni live in University Heights and the Cuyahoga County suburbs immediately adjacent (Cleveland Heights, South Euclid, Lyndhurst, Shaker Heights, and Beachwood). Many of these alumni now hold prominent positions in Northeast Ohio, including chief executive offices, doctors, and teachers.

FINANCES

Revenues

John Carroll University earned approximately \$84 million in operating revenues during FY 2011. Figure 1 below shows the percentage breakdown of that total by source.

Figure 1: JCU Operating Revenues by Source, FY 2011

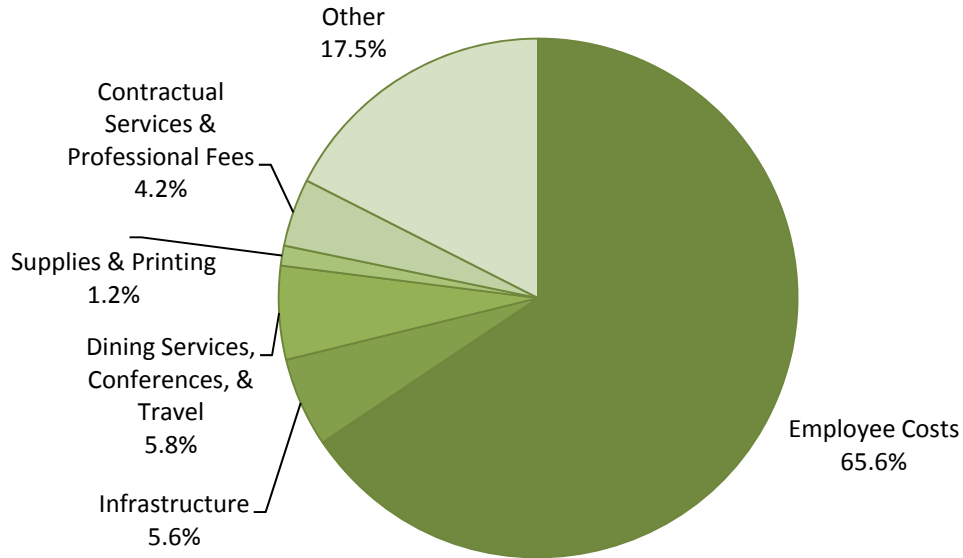


The majority of the revenue earned by JCU originated from student fees (72%). The next largest percentage of revenue (13%) came from contributions, grants, contracts, and alumni and philanthropic giving. Investment and interest income JCU gained as a result of its current financial policies and practices accounted for 10% of the revenues. The final five percent originated from other sources, including parking fees, royalties, and rental income.

Expenditures

John Carroll University spent approximately \$80.8 million during FY 2011. Figure 2 shows the percentage breakdown of that total by source.

Figure 2: JCU Expenditures by Source, FY 2011



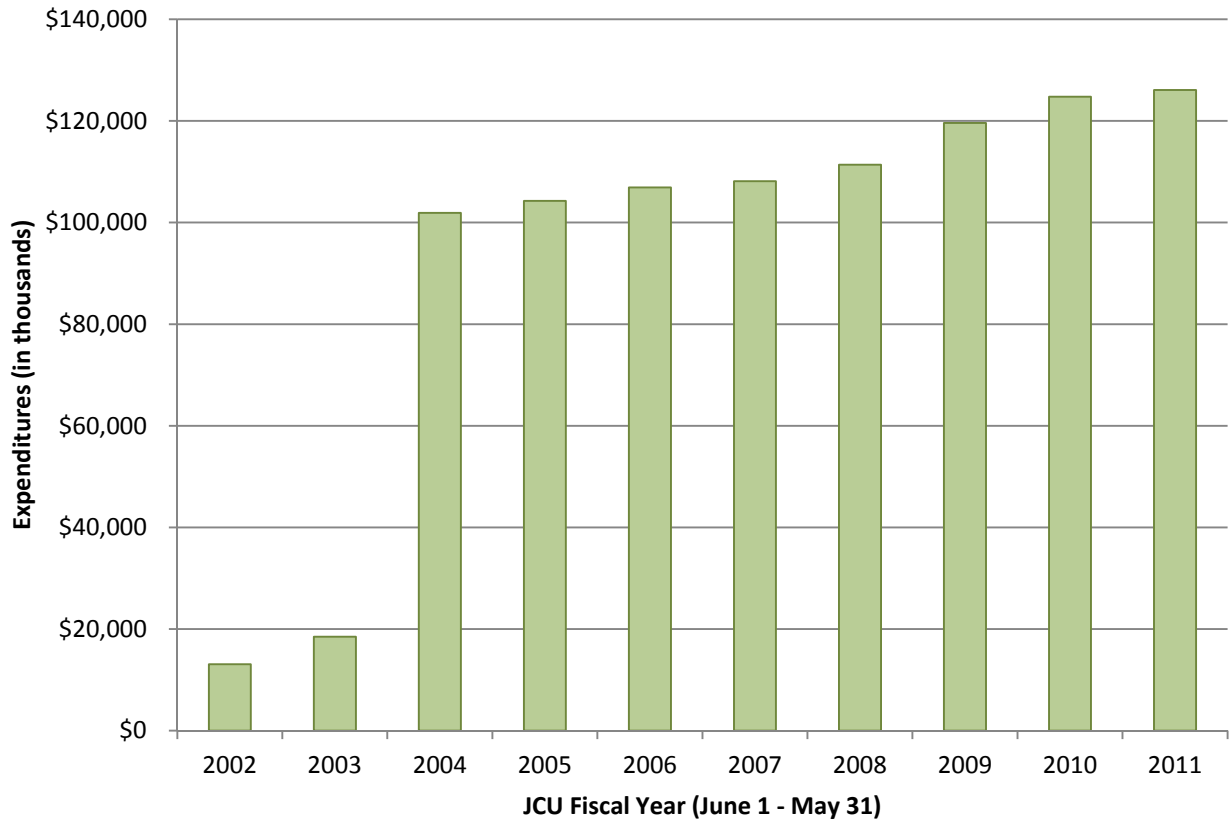
Employee costs (e.g., salaries, benefits, and personnel reimbursements) accounted for two thirds (65.6%) of JCU's total expenditures during FY 2011. Infrastructure costs (e.g., repairs and maintenance, capital equipment) and food, entertainment, and recognition each accounted for approximately six percent of the total expenditures. Other, a catch-all category for JCU's miscellaneous expenditures, represented 17.5 percent of the total.

CONSTRUCTION

John Carroll University has made major investments on and around its campus in recent years. Some highlights include: the Dolan Center for Science and Technology, the Don Shula Stadium, and, most recently, a number of "green" initiatives such as installing new windows or sustainable landscaping. From FY 2002 to FY 2011, JCU spent over \$126 million on construction and renovation projects including many projects that were privately funded, an average of approximately \$12.6 million spent per year. These investments, and the university's focus on maintaining a pristine campus through constant improvements, demonstrate JCU's considerable commitment to the University Heights community.

Figure 3 shows the cumulative capital spending by JCU for FYs 2002 through 2011. The jump in capital spending from FY 2003 to FY 2004 is likely due in large part to the \$66 million spent on the new Dolan Center at that time.

Figure 3: JCU's Cumulative Capital Spending, FY 2002 – FY 2011



JCU CONTRIBUTIONS TO UNIVERSITY HEIGHTS

CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOL DISTRICT

John Carroll University has had a significant impact on the Cleveland Heights-University Heights City School District (CHUHCS D). Since 2004, the two entities have been involved in a formal partnership, though they had worked together informally for decades. The relationship has been praised by administrators and faculty on both sides, particularly due to its reciprocal nature. For example, JCU students volunteer to staff the Sensory Room at Gearity Professional Development School (“Gearity”), while CHUHCS D administrators work directly with JCU’s education students. Further, Gearity has a classroom dedicated for JCU use and reserves positions within the school specifically for JCU student teachers, while CHUHCS D makes frequent use of John Carroll’s facilities as venues for workshops. The relationship between JCU and CHUHCS D continues to flourish with discussions of such programs as “early college,” in which students could earn up to two years of college credit while still in high school.

COMMUNITY ENGAGEMENT

JCU has also become increasingly involved in outreach programs in and around University Heights. For example, this past year Mayor Susan Infield organized the first annual University Heights Fall Cleanup. In November 2011, JCU students joined with local residents to rake leaves, maintain gardens, and perform other basic cleaning activities in an effort to beautify the neighborhood. John Carroll students also go door-to-door throughout the community on Make a Difference Day, collecting food donations. Through this outreach, enough food is collected to provide 100 families with a complete Thanksgiving meal each year. For additional examples of JCU’s outreach activities in University Heights, see the *Community Engagement Profiles* section of this report.

RESOURCE SHARING

An agreement exists between JCU and the city of University Heights which enables UH residents to make use of JCU facilities. For instance, University Heights residents are able to purchase community memberships to access John Carroll University’s recreation facilities during the summer and winter months when classes are not in session. Residents of University Heights that are JCU alumni are further able to purchase special discounted Alumni Memberships to the facilities. Currently, 129 University Heights residents have active memberships to the JCU recreation facilities. Memberships cost between \$30 and \$40 per month for alumni, which is comparable to a membership at a local branch of the YMCA, and \$100 plus for non-alumni residents of University Heights. University Heights residents are also free to explore the John Carroll campus and can often be seen jogging or walking dogs around the grounds.

TAXES

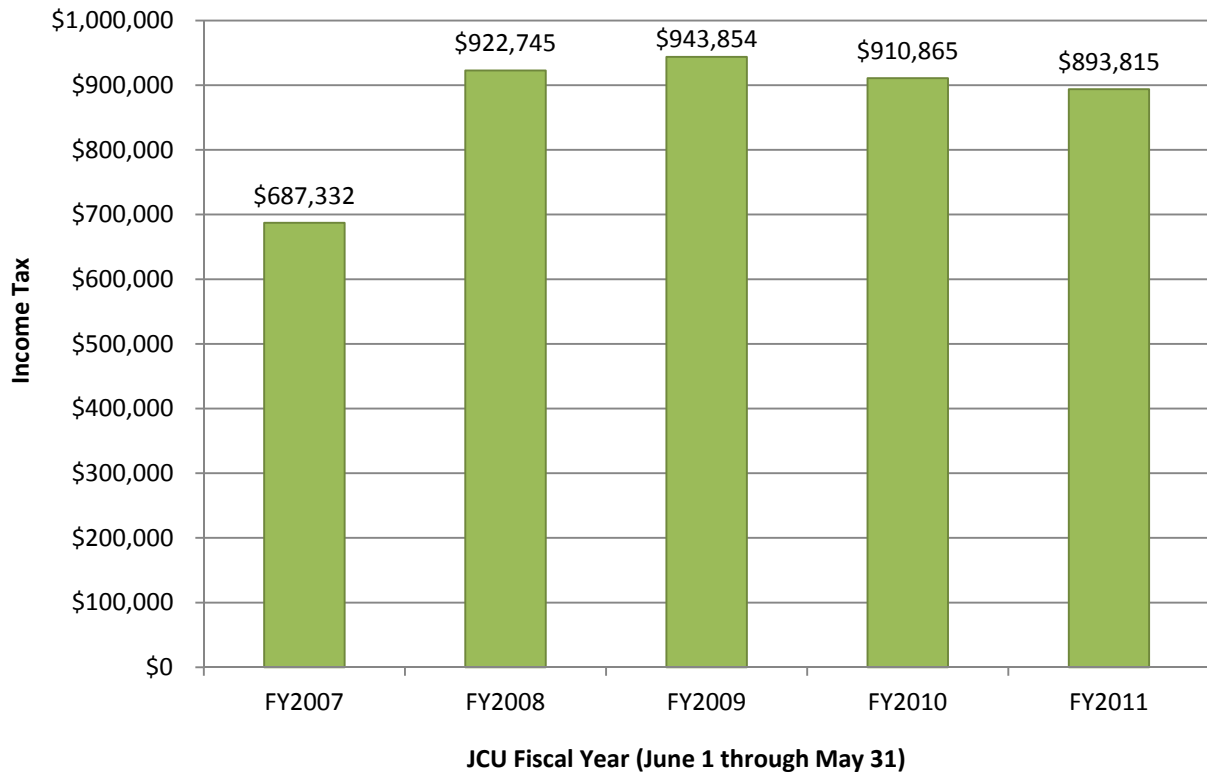
In FY 2011, JCU employed a total of 1,990 people (including full-time, part-time, and student employees) and had a total gross payroll of \$36.8 million. Approximately 680 student employees are included in this number. Of these 1,990 employees, 768, or 38.6 percent, were University Heights residents. Of the full-time staff, 101 live in University Heights.

John Carroll provided \$153,246 in income tax revenue to the city for these employees and \$893,815 in payroll taxes total for all employees. Figure 3 shows JCU's income tax remittances to University Heights for FY 2011 and the preceding four fiscal years.

As shown in Figure 4, University Heights received just over \$687,000 in income tax from JCU in FY 2007. This number increased substantially (34%) to approximately \$923,000 in tax income receipts in FY 2008, and increased again, albeit slightly, in FY 2009 (\$944,000).⁷ Since then, University Heights has experienced modest decreases each year in the total amount of income tax it received from JCU. Despite these year-to-year variations in tax receipts, however, one fact remains consistent across all fiscal years: JCU represents the largest source of income tax revenue for the city of University Heights accounting for 12.3% of the total receipts.

⁷ The increase between 2007 and 2008 is partially due to a change in the tax rate for University Heights from 1½ % to 2 ½ %.

Figure 4: Approximate University Heights Income Tax Remittance from JCU, FY07-FY11



ECONOMIC IMPACT OF JOHN CARROLL UNIVERSITY

This section of the report outlines the FY 2011 economic impact of John Carroll University (JCU) on Northeast Ohio, defined here as the Cleveland-Elyria-Mentor Metropolitan Statistical Area (MSA).⁸ The impact is based on three aspects of spending: university, student, and visitor. The impact is measured in terms of employment, labor income, output, value-added, and taxes.

METHODOLOGY

Economic impact modeling requires the assumption that John Carroll University came into existence one day. Its appearance would stimulate the local economy through increased demand for goods and services. The value of this stimulus is known as the change in the final demand, which is defined as the purchases of goods and services by JCU for final consumption. The effect of this change is then traced through the Northeast Ohio economy using the IMPLAN model. IMPLAN is an input-output model that captures the buy-sell relationships among all industries and the household sector. These relationships largely determine how an economy responds to changes in economic activity. Input-output (I-O) models estimate inter-industry relationships in a county, region, state, or country by measuring the industrial distribution of inputs purchased and outputs sold by each industry and the household sector. Thus, by using I-O models, it is possible to estimate how the impact of one dollar or one job ripples through the local economy, creating additional expenditures and jobs. The economic multiplier measures the ripple effect that an initial expenditure has on the local economy.⁹

John Carroll University buys goods and services in order to provide the education and research on its campus, which, in turn, leads into the other three components of the economic impact: direct, indirect, and induced effects. *Direct impact* is the initial value of goods and services that JCU purchases in the region. *Indirect impact* measures the jobs and production needed to manufacture goods and services required by the institution. *Induced impact* is the increase in spending of local households because of income received through their work at JCU and with its suppliers.

This report measures five impacts: employment, output, value added, labor income, and taxes. *Employment* measures the number of jobs that exist in the Cleveland MSA due to JCU spending. *Labor income* is payroll paid to employees, plus proprietors' income. *Output* measures the total value of goods and services produced in the region as a result of the activities of the spending. *Value added* measures the value of goods and services less the intermediary goods and

⁸ The Cleveland-Elyria-Mentor MSA is comprised of the following counties: Cuyahoga, Geauga, Lake, Lorain, and Medina.

⁹ For example, suppose that Company A reports sales of \$10 million. From the revenues of the company, they pay suppliers and workers, cover production costs, and take a profit. Once the suppliers and employees receive their payments, they will spend a portion of their money in the local economy purchasing goods and services, while another portion of the money will be spent outside the local economy (leakage). By evaluating the chain of local purchases that result from the initial infusion of \$10 million, it is possible to estimate a regional economic multiplier.

represents a portion of output. *Taxes* include federal, state, and local tax revenues.

Two main factors were taken into account for this impact analysis. The first is the total purchases made by JCU outside of Northeast Ohio. This analysis only looks at the impact on Northeast Ohio, so any purchases outside of the region were excluded from the model. The second factor is the total share of revenue received from local sources. Before entering local expenditures into the IMPLAN model, the amounts must be discounted by the percentage of revenues that are received from local sources. If expenditures were not discounted as dictated — sometimes referred to as the substitution effect — then the economic impact values would simply reflect the redistribution of local funds. The objective of impact analysis is to estimate the effect of money coming from outside the studied economy, rather than the redistribution of money that already exists in that economy. Because the majority of JCU revenues are derived from non-local sources (or money that would likely have left the region if JCU did not exist), total expenditures were discounted by 13.2 percent.

Revenue generated by tuition and fees was discounted by the estimated percentage of students who would have attended another university in Northeast Ohio if JCU did not exist. The only revenue that was included in this study was from students that (1) came from outside Northeast Ohio to attend JCU and (2) those students from Northeast Ohio that applied mainly to Catholic or Jesuit colleges or universities and chose to attend JCU. Contributions and revenue from contracts and grants were discounted by the estimated percentage that might have been awarded to other organizations or institutions in Northeast Ohio had they not been awarded to JCU. Other revenue sources were not discounted.¹⁰

ECONOMIC IMPACT OF UNIVERSITY SPENDING

The first and largest section of the economic impact is the effect that the spending of JCU has on Northeast Ohio through its purchases from local companies.

Employment Impact

Beyond the hiring of its own employees, the activities of JCU affect job creation in Northeast Ohio through the goods and services that they purchase. The total employment impact equals the sum of JCU employment, the direct impact (employment in industries from which JCU purchases goods and services), the indirect impact (employment in industries that provide input for the goods and services), and the induced impact (jobs created through the purchases of JCU employees). Table 1 shows the total impact of JCU spending in FY 2011 in terms of employment, labor income, output, and value added.

¹⁰ The economic impacts contained in this report are based on data provided by John Carroll University. The financial information is taken as datum and no attempt was made to verify or audit financial systems and procedures. Every attempt was made to accurately measure and spatially place the relevant “real” economic impacts.

Table 1: Total Economic Impact of University Spending, FY 2011

Impact Type	Employment	Labor Income	Output	Value Added
Change in Final Demand	692	\$41,653,539	\$29,323,805	\$41,653,539
Direct Effect	151	\$5,016,293	\$14,002,354	\$8,240,711
Indirect Effect	32	\$1,784,871	\$4,420,518	\$2,751,311
Induced Effect	464	\$19,402,667	\$53,682,368	\$33,681,109
Total Effect	1,339	\$67,857,370	\$101,429,045	\$86,326,670

The presence of John Carroll University led to the creation of 1,339 total jobs. Almost 700 of these jobs were at JCU (change in final demand), while 151 jobs were represented in the direct effect, 32 in the indirect effect, and 464 in the induced effect. Table 2 shows the impact of the direct, indirect, and induced effects on the major industry sectors. The largest direct effect was in *Accommodation & Food Services* (80 employees). The largest indirect effect was in *Finance & Insurance* (7 employees) and the largest induced effect was in *Health & Social Services* (101 employees).

Table 2: Employment Impact of University Spending by Major Industry, FY 2011

Industry	Direct	Indirect	Induced	Total
Ag, Forestry, Fish & Hunting	0	0	1	1
Mining	0	0	1	1
Utilities	1	0	2	3
Construction	16	1	3	20
Manufacturing	2	1	4	7
Wholesale Trade	1	1	15	17
Retail Trade	6	1	81	88
Transportation & Warehousing	7	1	9	17
Information	0	1	7	8
Finance & Insurance	11	7	42	60
Real Estate & Rental	2	3	30	35
Professional - Scientific & Tech Svcs	4	5	19	28
Management of Companies	0	1	2	3
Administrative & Waste Services	9	5	23	37
Educational Services	3	0	16	19
Health & Social Services	3	0	101	104
Arts - Entertainment & Recreation	1	1	12	14
Accommodation & Food Services	80	2	49	131
Other Services	4	1	40	45
Government & Non-NAICs	1	1	7	9
Total	151	32	464	647

Labor Income Impact

Labor income impact, or earnings impact, is the estimated total change in money paid to local households due to JCU spending on goods and services from businesses and other entities in Northeast Ohio. Money paid to employees of companies and other entities who supply goods and services to JCU constitutes the direct earnings impact. Indirect impact is estimated by summing the money paid to persons who work for companies that provide inputs to the producers of the goods and services ultimately consumed by JCU. Induced impact represents money paid to workers in all industries who are employed as a result of purchases by households whose income is affected by the demand for products and services created by JCU.

Over \$67.9 million was labor income, or household earnings, associated with the operation of JCU. The change in final demand, or the labor income paid to JCU employees, was over \$41.6 million, the direct effect was \$5 million, the indirect effect was \$1.8 million, and the induced effect was \$19.4 million. Table 3 shows the earnings impact by major industry.

Table 3: Labor Income Impact of University Spending by Major Industry, FY 2011

Industry	Direct	Indirect	Induced	Total
Ag, Forestry, Fish & Hunting	\$0	\$1,519	\$28,864	\$30,383
Mining	\$0	\$8,453	\$46,481	\$54,934
Utilities	\$108,601	\$18,064	\$162,288	\$288,953
Construction	\$777,308	\$35,846	\$138,083	\$951,237
Manufacturing	\$92,214	\$68,086	\$259,443	\$419,743
Wholesale Trade	\$45,136	\$86,886	\$1,104,819	\$1,236,841
Retail Trade	\$174,128	\$35,006	\$2,274,114	\$2,483,248
Transportation & Warehousing	\$171,328	\$75,053	\$499,909	\$746,290
Information	\$3,163	\$64,672	\$400,478	\$468,313
Finance & Insurance	\$981,306	\$500,094	\$2,523,846	\$4,005,246
Real Estate & Rental	\$89,424	\$69,011	\$627,998	\$786,433
Professional - Scientific & Tech Svcs	\$270,083	\$387,901	\$1,475,861	\$2,133,845
Management of Companies	\$0	\$76,791	\$221,695	\$298,486
Administrative & Waste Services	\$287,435	\$162,095	\$731,857	\$1,181,387
Educational Services	\$111,411	\$2,255	\$661,939	\$775,605
Health & Social Services	\$219,985	\$2,097	\$5,208,778	\$5,430,860
Arts - Entertainment & Recreation	\$18,582	\$20,156	\$311,278	\$350,016
Accommodation & Food Services	\$1,482,246	\$29,949	\$893,053	\$2,405,248
Other Services	\$109,796	\$65,830	\$1,282,873	\$1,458,499
Government & Non-NAICs	\$74,147	\$75,107	\$549,010	\$698,264
Total	\$5,016,293	\$1,784,871	\$19,402,667	\$26,203,831

The largest industry in terms of direct labor income effect was *Accommodation & Food Services* (\$1.5 million). The largest industry in terms of indirect effect was *Finance & Insurance* (\$500,094), and the largest in terms of induced impact was *Health & Social Services* (\$5.2 million).

Output Impact

To calculate the output impact, the spending of JCU in Northeast Ohio was categorized into industry classifications based on the IMPLAN model. The local spending of JCU represented the direct effect of \$14 million in output. The indirect effect, estimated at \$4.4 million, is the summation of local purchases by individual industries that provide inputs to the producers of the goods and services ultimately consumed by JCU. Induced effect is estimated by measuring the spending of workers who are employed as a result of the demand for products and services created by JCU. The induced effect was \$53.7 million. The actual spending of JCU (excluding payroll and benefits), also called the change in final demand, was \$29.3 million. The total output impact was \$101.4 million. Table 4 presents the output impact by major industry.

Table 4: Output Impact of University Spending by Major Industry, FY 2011

Industry	Direct	Indirect	Induced	Total
Ag, Forestry, Fish & Hunting	\$0	\$5,552	\$53,377	\$58,929
Mining	\$0	\$29,365	\$127,268	\$156,633
Utilities	\$271,521	\$96,903	\$870,073	\$1,238,497
Construction	\$1,974,579	\$90,724	\$339,234	\$2,404,537
Manufacturing	\$292,185	\$359,865	\$1,733,040	\$2,385,090
Wholesale Trade	\$92,695	\$178,435	\$2,268,938	\$2,540,068
Retail Trade	\$123,477	\$72,470	\$4,799,328	\$4,995,275
Transportation & Warehousing	\$344,526	\$163,362	\$1,178,754	\$1,686,642
Information	\$11,463	\$293,419	\$1,911,932	\$2,216,814
Finance & Insurance	\$3,947,076	\$1,186,464	\$8,304,755	\$13,438,295
Real Estate & Rental	\$263,636	\$439,033	\$9,650,171	\$10,352,840
Professional - Scientific & Tech Svcs	\$541,599	\$653,900	\$2,502,482	\$3,697,981
Management of Companies	\$0	\$148,384	\$428,382	\$576,766
Administrative & Waste Services	\$685,565	\$303,362	\$1,347,070	\$2,335,997
Educational Services	\$193,344	\$4,061	\$1,191,293	\$1,388,698
Health & Social Services	\$365,895	\$4,888	\$9,486,963	\$9,857,746
Arts - Entertainment & Recreation	\$59,884	\$36,157	\$681,867	\$777,908
Accommodation & Food Services	\$4,276,557	\$86,481	\$2,574,804	\$6,937,842
Other Services	\$274,009	\$128,587	\$2,681,233	\$3,083,829
Government & Non-NAICs	\$284,343	\$139,106	\$1,551,404	\$1,974,853
Total	\$14,002,354	\$4,420,518	\$53,682,368	\$72,105,240

The largest direct effect in terms of output was in the *Accommodation & Food Services* sector (\$4.3 million). The largest indirect effect was in *Finance & Insurance* (\$1.2 million) and the largest induced effect was in *Real Estate & Rental* (\$9.7 million).

Value-Added Impact

Value added measures the value of goods and services less the intermediary goods and represents a portion of output. As with the labor income impact, the change in final demand here represented the total payroll of JCU (\$41.7 million). The direct effect was \$8.2 million, the indirect effect was \$2.8 million, and the induced effect was \$33.7 million. Combined, these effects yield a total value-added impact of \$86.3 million. Table 5 presents the value-added impact by major industry.

Table 5: Value-Added Impact of University Spending by Major Industry, FY 2011

Industry	Direct	Indirect	Induced	Total
Ag, Forestry, Fish & Hunting	\$0	\$2,159	\$27,828	\$29,987
Mining	\$0	\$18,975	\$83,655	\$102,630
Utilities	\$226,367	\$73,229	\$648,311	\$947,907
Construction	\$923,020	\$42,584	\$164,599	\$1,130,203
Manufacturing	\$109,353	\$118,411	\$474,665	\$702,429
Wholesale Trade	\$78,149	\$150,435	\$1,912,897	\$2,141,481
Retail Trade	\$254,558	\$48,588	\$3,236,870	\$3,540,016
Transportation & Warehousing	\$248,413	\$99,695	\$696,951	\$1,045,059
Information	\$6,277	\$147,555	\$1,018,619	\$1,172,451
Finance & Insurance	\$2,641,264	\$712,100	\$4,209,282	\$7,562,646
Real Estate & Rental	\$157,636	\$362,928	\$8,390,394	\$8,910,958
Professional - Scientific & Tech Svcs	\$409,450	\$471,819	\$1,869,887	\$2,751,156
Management of Companies	\$0	\$89,481	\$258,330	\$347,811
Administrative & Waste Services	\$408,156	\$195,544	\$864,429	\$1,468,129
Educational Services	\$98,665	\$2,232	\$627,622	\$728,519
Health & Social Services	\$228,659	\$2,563	\$5,620,264	\$5,851,486
Arts - Entertainment & Recreation	\$30,262	\$22,151	\$414,768	\$467,181
Accommodation & Food Services	\$2,250,091	\$45,474	\$1,353,037	\$3,648,602
Other Services	\$111,016	\$76,108	\$1,348,861	\$1,535,985
Government & Non-NAICs	\$59,375	\$69,280	\$459,840	\$588,495
Total	\$8,240,711	\$2,751,311	\$33,681,109	\$44,673,131

The industry most affected by the direct and indirect impact was *Finance & Insurance* (\$2.6 million and \$712,100, respectively). *Real Estate & Rental* had the highest induced effect with \$8.4 million.

Tax Impact

Based on the IMPLAN model, there was \$10.1 million in tax revenue associated with the spending of John Carroll University. Of this, \$5.8 million was federal tax revenue (57%) and \$4.3 million was state and local tax revenue (43%).

ECONOMIC IMPACT OF STUDENT SPENDING

The proceeding subsection outlines the economic impact that the students of John Carroll University had on Northeast Ohio as a result of their spending. In FY 2011, 59% of the students attending JCU came from outside Northeast Ohio (2,336 out of 3,946). Of the students that originated within Northeast Ohio, 11% (423 students) mainly applied to Catholic or Jesuit colleges or universities. These students create additional demand for products and services in the region, and their spending patterns are modeled below as they pay for housing, food, travel, books, and entertainment. Estimates for these spending patterns were provided by JCU with varying assumptions for those students that live on campus, off campus, or with parents.

Employment Impact

Students spend money on goods and services just like traditional households, and this spending leads to job creation in the region. Table 6 outlines the overall economic impact of JCU student spending in FY 2011.

Table 6: Total Economic Impact of Student Spending, FY 2011

Impact Type	Employment	Labor Income	Output	Value Added
Direct Effect	338	\$7,470,744	\$12,959,546	\$16,245,045
Indirect Effect	21	\$973,019	\$2,641,057	\$1,701,728
Induced Effect	67	\$2,769,785	\$7,706,018	\$4,853,053
Total Effect	426	\$11,213,548	\$23,306,621	\$22,799,826

The direct effect of the employment impact was 338 jobs, the indirect effect was 21 jobs, and the induced effect was 67 jobs. Table 7 outlines the employment effect by major industry. The largest industry impacted by the direct effect was *Retail Trade* (217 employees). The largest indirect effect was in *Administrative & Waste Services* (5 employees) and the largest induced effect was in *Health & Social Services* (14 employees).

Table 7: Employment Impact of Student Spending by Major Industry, FY 2011

Industry	Direct	Indirect	Induced	Total
Ag, Forestry, Fish & Hunting	0	0	0	0
Mining	0	0	0	0
Utilities	0	0	0	0
Construction	0	1	1	2
Manufacturing	0	0	1	1
Wholesale Trade	0	0	2	2
Retail Trade	217	0	13	230
Transportation & Warehousing	0	1	1	2
Information	0	1	1	2
Finance & Insurance	0	3	6	9
Real Estate & Rental	59	3	4	66
Professional - Scientific & Tech Svcs	0	3	3	6
Management of Companies	0	0	0	0
Administrative & Waste Services	0	5	3	8
Educational Services	0	0	2	2
Health & Social Services	0	0	14	14
Arts - Entertainment & Recreation	62	1	2	65
Accommodation & Food Services	0	1	7	8
Other Services	0	1	6	7
Government & Non-NAICs	0	1	1	2
Total	338	21	67	426

Labor Income Impact

The total labor income impact of JCU student spending in FY 2011 was \$11.2 million. Over 66% of the impact was in the direct effect; the largest industry affected was *Retail Trade* (\$5.6 million). The largest indirect effect was in *Professional - Scientific & Tech Services* with \$189,121. The largest induced effect (as with employment) was in *Health & Social Services* (\$718,716). Table 8 shows the earnings impact by major industry.

Table 8: Labor Income Impact of Student Spending by Major Industry, FY 2011

Industry	Direct	Indirect	Induced	Total
Ag, Forestry, Fish & Hunting	0	1,492	4,102	5,594
Mining	0	2,781	6,260	9,041
Utilities	0	19,786	21,346	41,132
Construction	0	27,385	19,710	47,095
Manufacturing	0	20,394	35,800	56,194
Wholesale Trade	0	28,794	160,952	189,746
Retail Trade	5,551,447	6,454	351,570	5,909,471
Transportation & Warehousing	0	67,385	72,003	139,388
Information	0	48,072	56,730	104,802
Finance & Insurance	0	176,643	371,120	547,763
Real Estate & Rental	1,128,931	72,388	81,130	1,282,449
Professional - Scientific & Tech Svcs	0	189,121	208,758	397,879
Management of Companies	0	39,707	31,246	70,953
Administrative & Waste Services	0	160,640	104,371	265,011
Educational Services	0	5,721	93,783	99,504
Health & Social Services	0	10	718,706	718,716
Arts - Entertainment & Recreation	790,366	14,494	44,629	849,489
Accommodation & Food Services	0	18,936	129,443	148,379
Other Services	0	31,635	182,042	213,677
Government & Non-NAICs	0	41,181	76,084	117,265
Total	7,470,744	973,019	2,769,785	11,213,548

Output Impact

The total output impact based on student spending was \$23.3 million. The largest direct effect was in *Real Estate & Rental* (\$7.2 million), reflecting the need for housing while attending JCU. The largest indirect impact was in *Finance & Insurance* (\$519,491) and the largest induced effect was in *Real Estate & Rental* (\$1.4 million). Table 9 shows the output impact by major industry.

Table 9: Output Impact of Student Spending by Major Industry, FY 2011

Industry	Direct	Indirect	Induced	Total
Ag, Forestry, Fish & Hunting	0	2,653	7,429	10,082
Mining	0	7,765	17,152	24,917
Utilities	0	100,723	114,510	215,233
Construction	0	68,306	48,294	116,600
Manufacturing	0	89,141	234,963	324,104
Wholesale Trade	0	59,134	330,542	389,676
Retail Trade	2,981,545	13,403	741,974	3,736,922
Transportation & Warehousing	0	142,522	169,655	312,177
Information	0	208,741	269,154	477,895
Finance & Insurance	0	519,491	1,219,540	1,739,031
Real Estate & Rental	7,239,339	465,010	1,405,428	9,109,777
Professional - Scientific & Tech Svcs	0	323,677	353,996	677,673
Management of Companies	0	76,725	60,377	137,102
Administrative & Waste Services	0	312,331	192,266	504,597
Educational Services	0	10,410	166,126	176,536
Health & Social Services	0	22	1,307,813	1,307,835
Arts - Entertainment & Recreation	2,738,662	26,981	98,079	2,863,722
Accommodation & Food Services	0	54,769	373,175	427,944
Other Services	0	66,981	381,941	448,922
Government & Non-NAICs	0	92,272	213,604	305,876
Total	12,959,546	2,641,057	7,706,018	23,306,621

Value-Added Impact

The total value-added impact (output less intermediary goods) was \$22.8 million in FY 2011. The direct effect, which represented over 71% of the total output impact, fell into three categories: *Retail Trade* (\$8.4 million), *Real Estate & Rental* (\$6.3 million), and *Arts - Entertainment & Recreation* (\$1.6 million). The indirect and induced effects touched every major industry, though the largest impact for both was in *Real Estate & Rental* (\$397,434 and \$1.2 million, respectively). Table 10 outlines the value-added impact by major industry.

Table 10: Value-Added Impact of Student Spending by Major Industry, FY 2011

Industry	Direct	Indirect	Induced	Total
Ag, Forestry, Fish & Hunting	0	1,371	3,919	5,290
Mining	0	5,093	11,273	16,366
Utilities	0	82,177	85,208	167,385
Construction	0	32,587	23,503	56,090
Manufacturing	0	30,843	64,929	95,772
Wholesale Trade	0	49,855	278,674	328,529
Retail Trade	8,368,736	9,218	500,422	8,878,376
Transportation & Warehousing	0	89,523	100,343	189,866
Information	0	102,584	143,247	245,831
Finance & Insurance	0	294,112	621,642	915,754
Real Estate & Rental	6,314,571	397,434	1,222,638	7,934,643
Professional - Scientific & Tech Svcs	0	238,408	264,304	502,712
Management of Companies	0	46,268	36,410	82,678
Administrative & Waste Services	0	197,200	123,199	320,399
Educational Services	0	5,695	86,786	92,481
Health & Social Services	0	12	775,171	775,183
Arts - Entertainment & Recreation	1,561,738	15,665	59,513	1,636,916
Accommodation & Food Services	0	28,822	196,092	224,914
Other Services	0	36,632	191,793	228,425
Government & Non-NAICs	0	38,229	63,987	102,216
Total	16,245,045	1,701,728	4,853,053	22,799,826

Tax Impact

Because of the spending of John Carroll University students, there was \$6.1 million in tax revenues. Of this, \$2.8 million was federal tax revenue (46%) and \$3.3 million was state and local tax revenue (54%).

ECONOMIC IMPACT OF VISITOR SPENDING

This final subsection estimates the economic impact of the spending of visitors to John Carroll University. The impact measures the spending of those that came from outside Northeast Ohio to attend events, conferences, and other activities at JCU. Visitors include those that come for admissions and orientation visits, parents' weekends, reunions, athletic events, meetings, and conferences. While visiting JCU, these guests spend money on lodging, food, travel, and entertainment. This spending creates an additional impact in the region. Table 11 outlines the total economic impact of visitor spending.

Table 11: Total Economic Impact of Visitor Spending, FY 2011

Impact Type	Employment	Labor Income	Output	Value Added
Direct Effect	24	\$473,418	\$1,395,416	\$753,000
Indirect Effect	4	\$183,059	\$496,690	\$307,408
Induced Effect	5	\$215,528	\$599,680	\$377,683
Total Effect	33	\$872,005	\$2,491,786	\$1,438,091

Employment Impact

Based on conservative estimates from JCU, an estimated \$1.4 million was spent by JCU visitors in FY 2011. This spending created a total employment impact of 33 jobs. Table 12 outlines the employment impact by major industry. The entirety of the direct impact was accounted for by the *Accommodation & Food Services* industry (24 employees), which represented over 73% of the total employment impact.

Table 12: Employment Impact of Visitor Spending by Major Industry, FY 2011

Industry	Direct	Indirect	Induced	Total
Ag, Forestry, Fish & Hunting	0	0	0	0
Mining	0	0	0	0
Utilities	0	0	0	0
Construction	0	0	0	0
Manufacturing	0	0	0	0
Wholesale Trade	0	0	0	0
Retail Trade	0	0	1	1
Transportation & Warehousing	0	0	0	0
Information	0	0	0	0
Finance & Insurance	0	0	1	1
Real Estate & Rental	0	1	0	1
Professional - Scientific & Tech Svcs	0	1	0	1
Management of Companies	0	0	0	0
Administrative & Waste Services	0	1	0	1
Educational Services	0	0	0	0
Health & Social Services	0	0	1	1
Arts - Entertainment & Recreation	0	0	0	0
Accommodation & Food Services	24	1	1	25
Other Services	0	0	1	1
Government & Non-NAICs	0	0	0	0
Total	24	4	5	33

Labor Income Impact

The total labor income impact of JCU visitor spending was \$872,000 in FY 2011. Over half of the impact (54%) was in the direct effect; the largest industry affected was *Accommodation & Food Services* (\$467,000). The largest indirect effect was in *Professional - Scientific & Tech Services* with about \$35,300. The largest induced effect was in *Health & Social Services* with \$56,000. Table 13 shows the earnings impact by major industry.

Table 13: Labor Income Impact of Visitor Spending by Major Industry, FY 2011

Industry	Direct	Indirect	Induced	Total
Ag, Forestry, Fish & Hunting	\$0	\$243	\$319	\$563
Mining	\$0	\$710	\$487	\$1,197
Utilities	\$0	\$4,395	\$1,659	\$6,054
Construction	\$0	\$4,267	\$1,534	\$5,801
Manufacturing	\$0	\$8,790	\$2,784	\$11,574
Wholesale Trade	\$0	\$12,130	\$12,502	\$24,632
Retail Trade	\$6,655	\$1,747	\$27,388	\$35,790
Transportation & Warehousing	\$0	\$7,675	\$5,607	\$13,282
Information	\$0	\$11,766	\$4,412	\$16,178
Finance & Insurance	\$0	\$16,901	\$28,879	\$45,780
Real Estate & Rental	\$0	\$9,079	\$6,302	\$15,380
Professional - Scientific & Tech Svcs	\$0	\$35,269	\$16,240	\$51,509
Management of Companies	\$0	\$16,278	\$2,430	\$18,708
Administrative & Waste Services	\$0	\$19,634	\$8,122	\$27,755
Educational Services	\$0	\$45	\$7,320	\$7,365
Health & Social Services	\$0	\$1	\$55,903	\$55,904
Arts - Entertainment & Recreation	\$0	\$3,312	\$3,475	\$6,787
Accommodation & Food Services	\$466,763	\$6,116	\$10,072	\$482,952
Other Services	\$0	\$8,383	\$14,176	\$22,559
Government & Non-NAICs	\$0	\$16,318	\$5,919	\$22,237
Total	\$473,418	\$183,059	\$215,528	\$872,005

Output Impact

The total output impact based on visitor spending was \$2.5 million. The largest direct effect was in *Accommodation & Food Services* (\$1.4 million); in fact, nearly the entire direct impact (99.8%) was accounted for by this industry. *Real Estate & Rental* was responsible for the largest indirect and induced impacts (\$63,500 and \$109,400, respectively). Table 14 shows the output impact by major industry.

Table 14: Output Impact of Visitor Spending by Major Industry, FY 2011

Industry	Direct	Indirect	Induced	Total
Ag, Forestry, Fish & Hunting	\$0	\$1,116	\$578	\$1,694
Mining	\$0	\$1,964	\$1,333	\$3,297
Utilities	\$0	\$22,845	\$8,898	\$31,743
Construction	\$0	\$10,823	\$3,758	\$14,581
Manufacturing	\$0	\$50,858	\$18,264	\$69,122
Wholesale Trade	\$0	\$24,911	\$25,675	\$50,586
Retail Trade	\$2,117	\$3,617	\$57,801	\$63,535
Transportation & Warehousing	\$0	\$17,000	\$13,213	\$30,213
Information	\$0	\$50,470	\$20,932	\$71,402
Finance & Insurance	\$0	\$52,834	\$94,892	\$147,726
Real Estate & Rental	\$0	\$63,408	\$109,419	\$172,827
Professional - Scientific & Tech Svcs	\$0	\$59,786	\$27,538	\$87,324
Management of Companies	\$0	\$31,454	\$4,696	\$36,150
Administrative & Waste Services	\$0	\$39,420	\$14,962	\$54,382
Educational Services	\$0	\$82	\$12,964	\$13,046
Health & Social Services	\$0	\$3	\$101,723	\$101,726
Arts - Entertainment & Recreation	\$0	\$5,650	\$7,639	\$13,289
Accommodation & Food Services	\$1,393,298	\$17,651	\$29,037	\$1,439,986
Other Services	\$0	\$15,765	\$29,743	\$45,508
Government & Non-NAICs	\$0	\$27,032	\$16,615	\$43,647
Total	\$1,395,416	\$496,690	\$599,680	\$2,491,786

Value-Added Impact

The total value-added impact (output less intermediary goods) based on visitor spending was \$1.4 million in FY 2011. Over half of the impact (52%) was in the direct effect, the majority of which came from *Accommodation & Food Services* (\$742,500). *Real Estate & Rental* was the major industry with both the largest indirect impact (\$53,700) and the largest induced effect (\$95,200). Table 15 outlines the value-added impact by major industry.

Table 15: Value-Added Impact of Visitor Spending by Major Industry, FY 2011

Industry	Direct	Indirect	Induced	Total
Ag, Forestry, Fish & Hunting	\$0	\$419	\$305	\$724
Mining	\$0	\$1,290	\$876	\$2,166
Utilities	\$0	\$18,104	\$6,621	\$24,725
Construction	\$0	\$5,068	\$1,829	\$6,897
Manufacturing	\$0	\$14,828	\$5,048	\$19,876
Wholesale Trade	\$0	\$21,002	\$21,646	\$42,648
Retail Trade	\$10,478	\$2,426	\$38,983	\$51,887
Transportation & Warehousing	\$0	\$10,298	\$7,814	\$18,113
Information	\$0	\$24,215	\$11,140	\$35,355
Finance & Insurance	\$0	\$30,241	\$48,380	\$78,620
Real Estate & Rental	\$0	\$53,721	\$95,188	\$148,909
Professional - Scientific & Tech Svcs	\$0	\$44,651	\$20,560	\$65,212
Management of Companies	\$0	\$18,968	\$2,832	\$21,800
Administrative & Waste Services	\$0	\$24,229	\$9,587	\$33,817
Educational Services	\$0	\$45	\$6,772	\$6,816
Health & Social Services	\$0	\$2	\$60,295	\$60,297
Arts - Entertainment & Recreation	\$0	\$3,553	\$4,635	\$8,188
Accommodation & Food Services	\$742,522	\$9,279	\$15,258	\$767,059
Other Services	\$0	\$9,536	\$14,935	\$24,472
Government & Non-NAICs	\$0	\$15,533	\$4,978	\$20,511
Total	\$753,000	\$307,408	\$377,683	\$1,438,091

Tax Impact

Based on the spending of visitors to JCU, there was \$358,674 in tax revenues. Of this, \$190,005 was federal tax revenue (53%) and \$168,669 was state and local tax revenue (47%).

SUMMARY OF JCU'S ECONOMIC IMPACT

The total economic activity generated by John Carroll University during FY 2011 (due to the combined university, student, and visitor spending) produced the following impacts on Northeast Ohio:

- Total Employment Impact: 1,798
- Total Labor Income Impact: \$80.0 million
- Total Output Impact: \$127.2 million
- Total Value-Added Impact: \$110.6 million
- Total Tax Impact: \$16.6 million

Table 16 shows the total economic impact of JCU in FY 2011, broken down into its base components.

Table 16: Total Economic Impact of JCU by Type of Effect, FY 2011

Impact Type	Employment	Labor Income	Value Added	Output
Change in Final Demand	692	\$41,653,539	\$41,653,539	\$29,323,805
Direct Effect	513	\$12,960,455	\$25,238,756	\$28,357,316
Indirect Effect	57	\$2,940,949	\$4,760,447	\$7,558,265
Induced Effect	536	\$22,387,980	\$38,911,845	\$61,988,066
Total Effect	1,798	\$79,942,923	\$110,564,587	\$127,227,452

University spending accounted for approximately three quarters (74%) or more of each type of impact (Table 17). Student spending represented, on average, 19% of each type of impact. Finally, visitor spending accounted for the smallest percentage of each type of impact across the board.

Table 17: Total Economic Impact of JCU by Type of Spending, FY 2011

Type of Spending	Employment	Labor Income	Value Added	Output
University	1,339	\$67,857,370	\$86,326,670	\$101,429,045
Student	426	\$11,213,548	\$22,799,826	\$23,306,621
Visitor	33	\$872,005	\$1,438,091	\$2,491,786
Total	1,798	\$79,942,923	\$110,564,587	\$127,227,452

In terms of the total impact, certain industries derived great benefits from JCU existing in Northeast Ohio. Four industries—*Accommodation & Food Services*, *Finance & Insurance*, *Real Estate & Rental*, and *Health & Social Services*—were consistently among the highest-ranking industries in terms of the base effects of the economic impact. Given the nature of JCU and the demands and needs of its primary clientele (its students), the university's effect on these industries is hardly surprising.

The total tax impact of JCU was \$16.6 million in FY2011 (Table 18). The majority of the impact came from the spending of the university (61% or \$10.1 million). Thirty-seven percent of the total tax impact came from the spending of students (\$6.2 million) and only 2% came from the spending of visitors to campus (\$358,674).

Table 18: Total Tax Impact of JCU by Type of Spending, FY 2011

Type of Spending	State & Local	Federal	Total
University	\$4,303,778	\$5,778,557	\$10,082,335
Student	\$3,342,738	\$2,823,097	\$6,165,835
Visitor	\$168,669	\$190,005	\$358,674
Total	\$7,815,185	\$8,791,659	\$16,606,844

COMMUNITY ENGAGEMENT PROFILES

John Carroll University (JCU) sits on 60 acres within the city of University Heights, Ohio. The relationship between these two entities is truly reciprocal; that is, the small inner-ring suburb of Cleveland is integrated into the university as much as the university is into the community. As such, the overall impact of JCU cannot simply be measured by calculating the tax benefits and job creation of the university. A true measurement of the university's local impact must also consider the investment the university has made in the residents of the community in which it resides.

John Carroll University aims to create a broad impact within University Heights and the Cleveland MSA by engaging in twofold programming that creates better citizens of its students while also aiding the residents of the community. JCU's method of achieving these dual goals is community engagement, and with approximately 43,000 hours of service performed annually by nearly 600 students each week, JCU is well on its way to success. It is no surprise that in honor of JCU's extensive community engagement, the Carnegie Foundation selected the university in 2010 to receive its Community Engagement Classification award, a prestigious award given to only 115 universities and colleges that year.

In all, there is a multitude of community-based service projected at John Carroll University, but these case studies highlight the work carried out by JCU students, staff, and faculty. This section highlights the programs *We the People*, the John Carroll Reading Clinic, the Arrupe Scholars Program, the Woodrow Wilson Teaching Fellowship, and other smaller community based projects in order to bring to light the community work instilled in the curriculum at John Carroll University and how it creates a better University Heights, better Cleveland, and better Northeast Ohio.

WE THE PEOPLE

For the People, By the People

The signature program of John Carroll University's Center for Service and Social Action is *We the People*. This program engages John Carroll University students to provide social studies lessons to disadvantaged fifth and eighth grade students in the city of East Cleveland. Lesson plans cover topics like the Declaration of Independence, the American Revolution, the Framers, and the Constitution, with the program culminating in a mock congressional hearing at John Carroll University.

John Carroll University's *We the People* program, part of a statewide initiative of the Ohio Center for Law Related Education, began in 2006 as an element of the Social Justice and Leadership learning community with JCU students participating in introductory classes in Political Science and Communication, and engaging in schools as their service-learning

component. Initially, 15 John Carroll students were divided between three classrooms at Chambers and Caldonia Schools in the city of East Cleveland, teaching fifth and seventh grade children. The program expanded rapidly, allowing all learning communities to participate in its second year, and it became a standalone program open to the entire university community shortly thereafter. Today, approximately 75 John Carroll students are involved with *We the People*, reaching at least 500 children in 23 classrooms in 12 schools (Caldonia, Chambers, Mayfair, Prospect, Superior, St. Thomas Aquinas, Heritage, Holy Name, St. Francis, JFK, Shaw, and Lutheran East).

Civil War to Civil Rights

Overall, the grade-school students involved in the program are educated on many topics of a traditional civics curriculum, including the Bill of Rights, civil liberties, and voting rights. Some classes discuss landmark Supreme Court cases such as *Plessy v. Ferguson* or *Brown v. Board of Education*. Some tutors may even include discussions of current events. Students talk about what it means to be a citizen in the world, to understand how government works, and to question it. Tutors are provided a small textbook and basic curriculum guides to help direct lessons, but the John Carroll students themselves do much of the lesson-to-lesson planning.

A Neglected Subject

Due to the emphasis on STEM (Science, Technology, Engineering, and Math) programming in many school curriculums, *We the People* can be for many students the only civics and social studies education they receive. Former John Carroll student James Rudyk felt that this showed the quality of *We the People*, remarking: “They’re devoting an hour to us...giving up an hour of some other instruction time to us. The fact that a teacher is willing to carve out time for some college kids to come shows the value of the program.”

Final Reports

At the end of each program year, the grade school students participate in a mock Congressional hearing, a fun, high-level competition that demonstrates what they have learned over the course of the program and their ability to apply those lessons. This competition, held on JCU’s campus, is the first time many students see a university campus. A panel of judges is assembled from executives and civic leaders alike.

The panelists pose two types of questions, one set of questions is provided to the children in advance, giving them time to research and prepare and a second bank of questions is secret, and the judges of the competition select questions randomly. Both sets of questions often have no straight answer, and would likely provoke spirited debate amongst seasoned political science students. For example, Scott Wylie, a middle school social studies teacher at St. Thomas Aquinas School, remembered the following being asked: “Do you believe it’s constitutional for the United States to kill another world leader during wartime?”

Other questions provided in advance included:

- Do you agree with the Framers' decision to keep the proceedings of the Philadelphia Convention a secret? Why or why not? Was the group that assembled at the Philadelphia Convention a fair representation of the people? Why or why not?
- Do you believe there are times when the freedom of expression should be limited?
- Should the U.S. Constitution be amended to require prior government service of candidates for the presidency?

Imagine: You are 12-years-old. You are visiting John Carroll University for the first time and the mayor of East Cleveland or the Cleveland Police Chief asks you one of these questions. How would you respond?

We the People Fosters Better People

After all of the questions, the victorious classroom is awarded a trip to Columbus to compete in a statewide hearing. Despite taking place after the end of John Carroll University's academic year, many tutors typically return to see their students' performances in the hearings. Mr. Wylie praised the program as a huge self-esteem booster for his students. He said that the children become "not only prepared academically, but [also] for challenges they may encounter where confidence will be needed."

In addition to the direct educational benefits of *We the People*, both the children and John Carroll students gain personal enrichment from the program. Perhaps most importantly, it may be the children's first exposure to students in college. Mr. Wylie indicated that the annual trip to John Carroll's campus leaves his students wide-eyed and impressed. Typically, he said, many students just say they are going to go to college, but lack the conviction to follow through. After interacting with college students through *We the People*, however, Mr. Wylie claimed many students start asking questions about college, planning how to get there, learning what classes they will need to take, and identifying what kind of grades they will need to get into particular colleges.

As a result of *We the People*, the children become better overall students. The program builds teamwork, as teachers report seeing their students quizzing each other outside of class or practicing speeches. Their public speaking ability improved, which can be critical to success in high school. Students begin to see the value of doing their homework, in part because of the excitement generated by the program and in part because they do not want to disappoint their tutors. John Carroll graduate James Rudyk, who remains involved with the program, described *We the People* as creating a transformative, enriching environment.

Creating Citizens of the World

By gaining exposure to disadvantaged children, John Carroll students see what life is like outside of campus for many local families. By venturing into unfamiliar territory, they gain a greater cultural competency and are better able to understand and relate to the greater

community. This experience can have a transformative effect on students' lives, as the traditionally middle- to upper-class JCU students witness and experience a completely different socio-economic environment than what they are accustomed.

Furthermore, *We the People* provides a unique opportunity for students of all majors, not just education, to try their hands at teaching. Some students have even discovered a new calling. Dr. Margaret Finucane, director of the Center for Service and Social Action, cited at least one student who switched majors to study education as a result of their involvement with *We the People*. James Rudyk has continued to volunteer with the program, despite having graduated in 2010.

The civics and social studies lessons provided by *We the People* are a wonderful way for children to learn about and better understand the world they live in and their role in society. However, many of the JCU tutors would likely admit that the children are the ones teaching them.

JOHN CARROLL UNIVERSITY AND THE CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOL DISTRICT PARTNERSHIP

Creating a Better Backyard

John Carroll University resides in the quiet community of University Heights, Ohio. Although two separate entities, John Carroll University and the surrounding community understand and respect their interdependence and have made strides toward achieving greater collaboration. Informally, JCU has engaged in the University Heights Schools since the 1950s; since 2004, however, this partnership between John Carroll University and the Cleveland Heights-University Heights City School District (CHUHCS D) has been formalized. Together, these entities work toward enhancing the educational experiences of both the community's children and John Carroll students.

Over the last eight years, the relationship has seen its fair share of growth. In part, this expansion is due to the quality of the personal rapport between JCU and CHUHCS D administrators, but the incredible success of the partnership can largely be attributed to its reciprocal nature. This reciprocity, and the collaborative leadership exhibited in general, served as the basis for the partnership and the foundation upon which the objectives and goals of the affiliation were created. These goals are to (1) have a common vision, (2) have a collaborative function that is based on knowledge and research, (3) promote shared responsibility, (4) demonstrate an inherent commitment to excellence, (5) strategic in meeting goals, and (6) increase capacity within JCU and CHUHCS D through shared resources and expertise.

Getting Their Hands Dirty...in the Play Dough, That is

The biggest component of the JCU-CHUHCS D partnership is student teaching. This was, in fact, one of the first elements to get off the ground. Thanks to the partnership, both Gearity Professional Development School and Wiley Middle School (each located in close proximity to JCU) hold up to five student teacher positions exclusively for John Carroll students. Administrators report that JCU students are especially committed to their assigned school, and are generally more professional than student teachers from other universities. This is attributed not only to the preparation John Carroll provides their education students, but also to the high quality of mentor teachers at the Gearity and Wiley schools.

Gearity Professional Development School Principal Sherry Miller lauded the collaboration between CHUHCS D and JCU, and estimated that anywhere from 60 to 100 John Carroll students come through the building every week. Volunteers from the university help with after-school programs and in pre-school classrooms. The Gearity Sensory Room, created to help young children focus and channel their boundless energy, is frequently staffed by third-year John Carroll students in training from JCU's Psychology Department. JCU students are able to observe kindergarten through third-grade classrooms as a means of applying their learning. Further, they are able to participate in the instruction of children and even help with lesson plans.

Principal Miller also opens the doors for John Carroll's *Introduction to Education* class, bringing students in for a tour of the building and answering questions from young people considering a future in teaching. She enjoys the opportunity to shape young education students. Gearity has even given John Carroll University a designated classroom so that they may hold courses at the elementary school and then immediately go about applying that learning.

CHUHCS D, in turn, is able to hold workshops at John Carroll, making use of the Dolan Center. In addition, JCU students and faculty serve as judges for the Gearity Science Fair. In the past, JCU has provided a *Math Methods* course for third, fourth, and fifth graders in which JCU students would design games based on math concepts. Gearity teachers frequently take their classes to JCU to utilize their computer lab. Children are also given a tour of the university and have the opportunity to pretend to be college students. They eat lunch in the dining hall, and even get to sit in on real lectures.

Adaptive Learning, Adaptive Teaching

Another exemplary model of collaboration which began in 2011 is the Teacher Leader Endorsement Program, which JCU and CHUHCS D co-designed from scratch. The Teacher Leader Endorsement is a new licensing credential from the state. The Teacher Leader Endorsement is a requirement for teachers to attain the new highest level of license: the Lead Professional License, which was created under former Governor Ted Strickland.

Teachers from all areas of curriculum, all grade levels, and even administrators are able to

participate in this leadership program. The district selected 23 CHUHCS D teachers to participate in the seminar-style program. Participants take courses covering topics such as How Adults Learn; What Does It Mean To Be A Leader? and What Is The Leader's Role In Assessment? In addition to classes taught by JCU faculty and CHUHCS D administrators, participants are able to learn from the cohort of teachers through discussion and teamwork on how to mitigate issues in the classroom and hone their craft.

The school district views the Teacher Leader Endorsement Program as an excellent way to help prepare and develop department heads, teaching new skills they are immediately able to apply in the workplace. CHUHCS D is able to develop "bench strength and capacity through the university," while JCU can use the first cohort to learn the best way to run the program so as to improve and expand it in the future. It is the hope of JCU to expand this curriculum to other school districts in the Greater Cleveland region.

What Does The Future Hold?

The JCU-CHUHCS D relationship has been hugely successful, and plans are in place to expand programming for the future. Discussions have taken place to develop a high school/early college model, in which students would have two years of high school and then begin taking college classes. This could be in place as soon as 2015. Exciting new concepts such as Pre K-16 campuses are being brainstormed. Both the district and John Carroll are committed to the constant improvement of the partnership. Moreover, as it grows, the focus remains on the ultimate goal: how best to help children in the John Carroll neighborhood learn, while strengthening the experiences and education of future leaders studying at JCU.

ARRUPE SCHOLARS

Creating a Connection in the Community in Which You Live

Academics, leadership, and service – these are the three pillars of Jesuit learning that John Carroll University established as the foundation of the Arrupe Scholars Program. This program, named after Rev. Pedro Arrupe, S.J., explores the belief that individuals can promote structural change through compassion and enhancing justice for all people. The JCU program identifies motivated and community-action-orientated individuals at the onset of the John Carroll admissions process to participate in a cohort-based model that combines academic and community engagement to create a better university, local community, and worldwide community.

For the past five years, JCU has offered this program to students who identified a passion for service and social justice on their admissions applications. Achieving admittance to the Arrupe Scholars Program is not an easy task; each application is subjected to a rigorous screening process, involving committee reviews of each application and a series of panel interviews. Each year, only 20 students are selected for the program, out of the nearly 300 considered at the

onset. When accepted, JCU students receive a scholarship to the university that covers about three quarters of their tuition. Among all of the cohorts, there are currently around 55 students involved in the Arrupe Scholars Program.

The Arrupe Scholars Program combines elements of coursework and community activism. Dr. Lauren Bowen, Associate Academic Vice President for Academic Programs and Faculty Diversity, and Dr. Margaret Finucane, Director of the Center for Service and Social Action, were the main architects of the program. Throughout their college years, participating students are required to take five courses identified as Arrupe Scholars classes in the JCU curriculum. One class might be a seminar focusing on issues of hunger, homelessness, and poverty. Further, freshmen scholars take their English course together.

Community and Campus Action

While the Arrupe Scholars may be primarily an academic program, Dr. Nick Santilli, Associate Professor of Psychology and Director of Planning (and an Arrupe Scholars advisory committee member), indicated that “Arrupe is an academic program that blends academic coursework with community-based experiences with an explicit social action component.”

Scholars are involved in a number of service projects throughout their tenure at JCU. Freshmen typically work on two major projects on campus: the Fatima Food Drive and Hunger Awareness Week. These projects allow first-year Arrupe Scholars to network with older cohorts as well as to begin experiencing service outside of the classroom. The food drive this year raised funds and food donations to provide a Thanksgiving dinner and another week’s worth of meals to 110 families.

In their final year, each Arrupe Scholar conducts a final project, which is the culmination of their community engagement and classroom learning. One student developed a mentorship program for local high school students. As a part of this program, high school students are given the opportunity to learn about college applications and financial aid opportunities, speak with an admissions counselor about making themselves attractive to an admissions committee, and spend the day sitting in on classes and experiencing college life. In addition, students from John Marshall High School, located in the city of Cleveland and part of the Cleveland Metropolitan School District, were brought to John Carroll to discuss writing essays with a JCU English professor.

Other Arrupe Scholars led immersion experiences. Many of these took students to foreign countries, but several scholars designed a Cleveland immersion project in which students traveled into the inner city. The Cleveland immersion experience is now available to all incoming freshman. Students work as tutors for English-as-a-Second-Language communities. They volunteer time counseling at KAMP Dovetail, a weeklong summer camp for handicapped children. Before the hospital’s closure, they used to volunteer at the Huron Hospital Stork’s Nest program, teaching low-income teenage mothers how to care properly for their babies. These are just a few selections of the activities an Arrupe Scholar would participate in.

The Arrupe Scholars Program represents John Carroll University's commitment to social justice and the preparation of young people to live a life of helping others. As Arrupe Scholars, students develop their leadership skills for social action while growing in their dedication to solidarity and social advocacy. These students are completely devoted to improving the community in which they live. Certainly, they are an asset to Cleveland.

WOODROW WILSON TEACHING FELLOWSHIP

Budding Teachers Take Root

In June of 2011, John Carroll University became one of four schools in the state of Ohio to participate in the Woodrow Wilson Teaching Fellowship, a program designed to persuade professionals in STEM fields (science, technology, engineering, and mathematics) to become teachers in high-needs school districts throughout Ohio. Science and mathematics have both been on the Ohio Department of Education's list of critical teacher shortage areas for at least six years. Due to the existing shortage and the increasing wave of teacher retirements and attrition in urban and rural schools, the need for new, well-prepared STEM teachers is extremely high.

The Woodrow Wilson Teaching Fellowship, organized in a cohort model, is a highly intensive, yearlong program, whereby students learn their craft while honing it in the classroom. The fellowship provides a unique opportunity for those who have thought about teaching, but may not have originally chosen that path. The first cohort from John Carroll University, a group of 17 individuals, took their first steps to becoming teachers in 2011. These fellows come from multiple generations; from age 22 all the way up to their late 60s. Six of the fellows are fresh out of college. Five were out of school for two to five years before making the decision to plunge back in. Four fellows made a major career change by joining the program, leaving jobs in I.T. at Sherwin Williams or engineering at General Electric. One fellow had over thirty years of experience in the chemical industry before choosing to go back to school to become a teacher!

Community Engagement

The Woodrow Wilson Teaching Fellowship is made possible due to a partnership between John Carroll University, the Woodrow Wilson Foundation, and the Cleveland Municipal School District (CMSD). For the 2011-2012 school year, eight CMSD schools partnered with JCU to host the first round of fellows. These eight schools were Collinwood, East Technical, Garrett Morgan School of Science, Ginn Academy, Glenville, John Adams, John F. Kennedy, John Hay, and Washington Park Environmental Studies Academy.

CMSD principals have praised the fellowship for bringing an extra spark into their schools. Fellows are contributing in and out of the classrooms. Principals report that fellows can be some of their most engaged staff members and they participate in after-school tutoring. In addition to helping the high school students, Dr. Mark Waner, director of the program, suggests

an indirect impact of the program: “It isn’t just training new teachers, it’s helping to reinvigorate current teachers” as well. It seems the spark the fellows bring with them into the schools is carrying over to their more experienced colleagues.

First Steps to Changing a Life

At the outset of the program, prospective fellows apply through the national Woodrow Wilson Foundation, which does the bulk of recruiting and processing of applications. The Foundation conducts interviews with applicants at various partner schools and ultimately makes recommendations to each institution. Fellows are able to rank the cities in which they would like to be placed, but the final decision is up to the partner schools. The inaugural cohort at JCU received funding through Choose Ohio First, and required applicants to either have Ohio residency or a degree from an Ohio university. Subsequent cohorts, however, are funded through federal Race to the Top money, allowing recruits to come from all over the country.

Beginning in June, fellows begin taking a full-time course load at John Carroll in an intensive, Monday through Friday schedule of classes. By the fall semester, fellows are able to start work in CMSD classrooms, limited strictly at first to observation. Gradually fellows integrate themselves in the classrooms so that, by January, they can become full student teachers. Each fellow is paired with a “Mentor Teacher” during their time in the program. Mentors go through an equally rigorous hiring process and actually become adjunct university faculty, paid by John Carroll. CMSD and JCU work together to select the very best teachers to be mentors. Dr. Mark Waner, director of the program, makes classroom visits to observe potential mentors, and, once selected, keeps in constant contact with the mentors to gain feedback on a fellow’s progress and experience.

The fellowship trains teachers exclusively in math and science education for secondary education. Fellows receive a traditional grades 7-12 teaching license, and are awarded a Master’s degree upon successful completion of the program. As an additional condition of the fellowship, participants will have an obligation to stay in a high-need (30% of students on free or reduced lunch) Ohio school for three years. A mentoring program is in place to provide support and guidance to teachers during the three-year commitment.

JOHN CARROLL UNIVERSITY READING CLINIC

If you can read this, thank a teacher

As part of its educational programming to benefit students and the community at-large, John Carroll University (through its Department of Education) offers an annual reading clinic for young children. Students and faculty work together with the children as a learning community in one of the most popular programs provided by John Carroll University. Initiated in the 1980s, the reading clinic began as a summer program conducted mainly by JCU faculty. Of course, summers are a difficult time for families to devote to an intensive, weekly tutoring service, so in

2003 the program was adapted to take place during the spring academic semester. Between 20 and 30 children, mostly from the CHUH area, are able to take advantage of this program each spring.

The clinic begins with a reading assessment test provided to each student in order to determine his or her reading level and needs. This initial assessment received rave reviews from a parent who proclaimed, "They were phenomenal. That was probably one of the best assessments of reading that I've seen provided that you didn't have to pay \$400 or \$500 for."

After the initial assessment, the child enters into weekly tutorial sessions with a John Carroll education student that is supervised by a John Carroll faculty member. This one-on-one program is unique to John Carroll University because it provides these services at minimal cost to the parents. Dr. Kathy Roskos, director of the program, described the value of the program to families. "We know that parents and schools can use the services of external reading assessments and reading tutoring," she said. "But it can be a real expense for parents also. And we really want to be a service that reaches out to parents in the neighboring area that would be very minimal cost yet would have people prepared to work with their children and provide quality service."

In addition to providing essential reading lessons to children, the clinic provides an authentic experience for John Carroll students and developing practitioners, as they are able to apply their classroom curriculum to the "real world," albeit in a supervised environment. John Carroll students become more skilled and knowledgeable through this experience, and as such become more competent and confident as teachers. Moreover, this program allows potential teachers to administer a reading assessment test, which they will do in the workplace.

Stronger readers make keen readers

Perhaps the most important effect of the reading clinic, however, is on the children. Parents report increased reading comprehension in their children, and the development of a sincere enthusiasm for reading and the program. Participating children feel more confident in their reading and spend more of their free time with their noses in books. Children enjoy more success in their other schoolwork as well. Due to the assessment and written report produced by John Carroll University, parents have a better understanding of their child's reading needs and are better able to help their children read at home. Parents often share the reports with their child's teachers, who find the information useful. The structured environment and the enthusiasm of the instructors both were cited as key to the success of the program, which has been in such high demand that, in some cases, JCU was unable to provide one-on-one tutoring. Some parents have found the program so helpful that they wish that the university could provide similar clinics for other subjects, such as math or science.

SERVICE AND COMMUNITY PROJECTS

Cultivating Community Day

Cultivating Community Day (this year part of the citywide Jesuit Day of Service) began in the spring of 2005 as the culmination of a class exploring the economical, political, historical, and religious complexities of an urban neighborhood in Cleveland. That year, the final class project was a day of service in which John Carroll students joined together with residents of Cleveland's Hough neighborhood to construct a community garden and prepare Saint Thomas Aquinas Elementary School for the spring.

Since 2005, Cultivating Community Day has evolved into a massive citywide event involving 250 participants from John Carroll alone. JCU students, alumni, faculty, and staff collaborate with Saint Thomas Aquinas, the Tri-Street Neighborhood Association, and other Cleveland area organizations. 250 more people join in from Saint Ignatius alone!

The projects this year focused largely on the neighborhood around Saint Thomas Aquinas. Participants cleaned classrooms inside the school and performed some much-needed grounds keeping outside. They worked to clean up and renovate playgrounds and jungle gyms. They built more community gardens. They cleaned the exterior of senior citizens' homes. Perhaps most importantly, Cultivating Community Day brings together people from John Carroll and volunteers from around the city as they work together in service to their shared community. This fulfills their motto, "We are men and women with and for others – today and everyday!"

Labre Project

The Labre Project is a community service project to assist the hungry and homeless. Since the winter of 2004, the Labre Project has aimed to offer not only a meal to the homeless, but friendship as well. Each Friday afternoon during the course of the year over 20 students meet to prepare over 80 meals that they will distribute over the course of the night. The students spend the evening delivering meals to people living under bridges, in doorways, and in alleys. The Labre Project receives funding from the university and grants from other organizations, but also relies heavily on donations to cover the cost of the meals and transportation.

Volunteer Income Tax Assistance Program

The Volunteer Income Tax Assistance (VITA) Program offers no-cost tax preparation assistance for low-to-moderate income area residents who cannot prepare their own tax returns. These are generally people earning \$42,000 or less annually and often families who may be eligible for the Earned Income Tax Credit (EITC). This program can be essential to helping alleviate poverty within the Greater Cleveland area.

John Carroll University organizes volunteers from all kinds of organizations to receive training in how to prepare accurately basic income tax returns and the EITC. These volunteers then

typically go out to various locations around the community such as libraries, schools, malls, and other neighborhood centers. JCU's Center for Service and Social Action, as well as the Boler School of Business, recruit and train accounting students to help individuals and families electronically file their tax returns. This tax season JCU collaborated with the Famicos Foundation to run four Super Tax Saturdays between January and March. In the past, approximately 50 people received assistance through this program.

Muldoon Center for Entrepreneurship

The Muldoon Center for Entrepreneurship at John Carroll University works both to develop entrepreneurial skills among students and to help existing entrepreneurs grow their businesses. In addition to helping place students in competitive internships, the Muldoon Center offers unique opportunities to aspiring young businesspeople to make their dreams reality.

The Hatchery provides students with a designated workspace to help develop, or in some cases even run, a small business. Students from any major can utilize the Hatchery, but they must first apply through the Student Entrepreneur Liaison Committee of John Carroll's Entrepreneur's Association (EA). If accepted, students are paired with a volunteer mentor from the EA to help develop their business idea. If a mentor feels that an idea is particularly strong, the student may be recommended for the Reality Bridge program, which helps to develop a funding plan and ultimately attempts to move the student's enterprise to an off-campus business incubator. This can be a great way to establish new small business in the Cleveland area.

The aforementioned Entrepreneur's Association is made up of about 200 business owners from the 21 counties of Northeast Ohio. A current member of the EA must nominate companies for membership. In order to be eligible, a company must have annual revenues of more than \$1 million and must have been in business for at least five years. The average member company has average revenues of \$12 million (up from \$7.9 million in 2006) and are active in the small to middle market of the non-technological sector. The focus of the EA is to help member businesses increase their sales. The EA accomplishes this by acting as a peer-networking group in which CEOs can exchange ideas and share experiences. Without question, increasing sales and expanding businesses is a boon for Cleveland and the rest of Northeast Ohio.

University Heights Outreach

John Carroll University has recently become much more involved in outreach directly into the University Heights community. Of course, JCU has been working with the Cleveland Heights-University Heights school district for many years and has long performed community service all around the Greater Cleveland area. However, in an effort to build stronger ties to the city it calls home, JCU has begun working more directly with its neighbors.

The University Heights Fall Cleanup was a brand new program this past November organized by University Heights Mayor Susan Infield. Students joined with local residents (and even the

mayor herself) in a community-wide fall cleanup. Projects included leaf-raking, garden maintenance, and other basic cleanup activities in an effort to beautify the neighborhood. The hope is for the Fall Cleanup to become an annual event.

JCU students built the Carroll Community Garden in 2010. University Heights residents are able to lease a plot in the garden to plant fruits or vegetables that they might not have the space for at their own homes. After the success of that garden, JCU built one of their own on-campus. Students, faculty, and staff have worked together to harvest nearly 300 pounds of fresh produce, all of which is donated to the Heights Emergency Food Center.

For Make a Difference Day, a national day of service held every fourth Saturday in October, John Carroll University joins in the effort to help local organizations and neighborhoods. Over 100 John Carroll students go door-to-door throughout University Heights collecting food donations. Coupled with other campus and community efforts, JCU is able to collect enough food to provide 100 families with a complete Thanksgiving meal each year.

John Carroll University is the host of the Memorial Day parade and ceremony each year, a special "Hall-o-ween" evening for safe trick-or-treating for young residents through the residence halls, the Continental Cup International Soccer tournament sponsored by Positively Cleveland, and numerous camps each year. They are also host to the East-West High School football game every other year.

Lastly, JCU is home to two summer associates this year from the Ohio Campus Compact/Americorps VISTA program. These summer associates are focused on local food access and nutrition. They are working with the Heights Emergency Food Center in Cleveland Heights and also to raise awareness of the JCU Community Garden.

Boys Hope, Girls Hope

John Carroll students also take the time to involve themselves in Boys Hope Girls Hope, a national program helping motivated children-in-need meet their full potential. John Carroll University is partnered with the organization to provide tutoring for a number of subjects, including math, science, history, and foreign languages.

The primary component of Boys Hope Girls Hope is their residential program. This posits that a high-quality education, a safe home, and a consistent routine will instill in young people values and provide them with the opportunities they need to succeed in life.

John Carroll provides the setting for the six-week summer program Hope Prep, a unique element of the Northeast Ohio Boys Hope Girls Hope affiliate. Hope Prep serves middle-school aged children from Cuyahoga and Summit counties. This intensive academic enrichment program combines a rigorous course of study with the added benefit of individual follow-ups throughout the school year. Through strong collaboration with schools, parents, and scholars, Hope Prep is able to focus on the needs of the whole child. Hope Prep works to improve study skills, develop critical thinking and problem-solving abilities, enhance global awareness, learn

effective communication, and develop leadership and character. In the fall of 2011, Hope Prep added a high school component to provide college preparatory support to scholars who have graduated from the middle school program. Upon completion of the new high school program, scholars are to be awarded scholarship money to help launch their collegiate careers.

CONCLUSIONS

This study reported the findings of a comprehensive examination conducted to assess John Carroll University's impact on University Heights and the surrounding Cleveland MSA. To achieve this purpose, two distinct methodologies were used; one examined JCU's economic impact on the region while the second measured JCU's influence on the area's quality of life.

With regard to the former, John Carroll University has successfully stimulated the regional economy by creating additional demand for goods and services. Specifically, in FY 2011, JCU was responsible for the following:

- 1,798 jobs created
- \$80.0 million in labor income
- \$127.2 million in output
- \$110.6 million in value added
- \$16.6 million in tax impact

To assess JCU's impact on quality of life, several programs were highlighted to provide a snapshot of how JCU is integrated into the University Heights community and beyond. These activities include numerous educational initiatives, community service projects and programs, and entrepreneurial support, all made possible through partnerships with school districts and other community organizations.