

2001 ACTION PLAN NARRATIVE and STATUS REPORT

The 2001 Action Plan Narrative and Status Report are derived from the 2000 Strategic Plan and should be understood as its annual iteration. A progress report on the priorities in the 2000 Action Plan is given, followed by a section that provides a status report on progress towards the various goals of the 2000 Strategic Plan under six major groupings:

- Recruitment & Retention of Students
- Undergraduate Experience
- Graduate Experience and Research
- Academic Programs & Faculty
- Connection to the Greater Community
- Infrastructure/ support Improvements.

Next, a context for the 2001 Action Plan is given, followed by a section that identifies those areas that will receive priority attention in 2001. Advancement in these areas is meant to assist the University in achieving the broad overarching strategic goal of becoming one of the nation's premiere research universities located in an urban setting. Progress will be made in an incremental way by directing the work program of the University and, where necessary, the allocation of its fiscal resources.

In order to accomplish the University's visions, goals and priorities, the faculty must remain mindful that being a responsible community member extends beyond disciplinary interests to the (unranked) interconnected aims of:

- liberal arts education in all undergraduate programs;
- provision of a learning-centered environment;
- scholarly activity for all faculty;
- advanced research programs;
- accomplished professional programs;
- intercultural and international perspectives;
- connections across disciplines and content areas;
- connections among graduate, professional, and undergraduate studies;
- opportunities for collaborative research and scholarly interaction among faculty and between faculty and students;
- exploration and use of new learning methods and technologies, when appropriate;
- assessment of courses, programs and services for the purpose of their continuous improvement;
- information literacy and lifelong learning;

- collaboration across institutions and between the campus and the community;
- use of our location in an urban area, a center of international commerce and a center of governance, to offer a distinctive education to our students;
- participation in partnerships that have a positive impact on community.

Achievement of these interconnected aims will contribute significantly to student learning and an engaged university. A dynamic balance is sought among teaching and learning, research and scholarship, university and community service, and undergraduate and graduate and professional programs.

Progress report on the priorities in the 2000 Action Plan

➤ **Recruitment & Retention of Students**

• **Enrollment Management**

A target for new freshman students (by admission status) of 2,000 was exceeded for fall 2000, but the target of 1,800 for transfer students was not met. A record number of new freshman students enrolled. The number of new transfer students was the same as last fall so the significant increase from the previous year was stabilized. Diversity of the new students was increased slightly. Graduate student numbers were similar to last year.

➤ **Undergraduate Experience**

• **Strengthening Student Learning**

Freshmen Learning Communities to enhance the freshman experience were expanded to include 500 students in 20 communities.

➤ **Academic Programs & Faculty**

• **Follow Up to SACS and NCAA Reports**

Student learning outcomes for General Education are being developed and refined. A cross-disciplinary team developed outcomes during summer 2000. Learning outcomes are being discussed by various colleges and will come through APACE and the Senate for formal approval.

• **Implementation of Task force recommendations**

Pauline Rose Clance has been appointed part-time to work on behalf of the Provost's office on recommendations of the advancement of women task force. John Peterson has a similar appointment relative to the recruitment and retention of under-represented faculty task force recommendations. Appropriate Senate committees and the Deans Group are considering the various recommendations.

➤ **Infrastructure/Support Improvements**

• **Comprehensive Campaign**

The Comprehensive Campaign has exceeded its target of \$75 million. To date [January 15, 2001] over \$95 million has been received or pledged. A Campaign Convocation was held on November 17 to celebrate the achievement. The campaign will be extended to include the \$23 million challenge for private funding for the Regents-approved Teaching Lab building.

• **Alpharetta Center** The Alpharetta Center was successfully constructed within budget and opened on schedule. First classes were held in the summer term. Over 1,200 students are enrolled in Georgia State classes for fall 2000. The facility is also being made available to Georgia Perimeter College, which is offering 39 daytime or weekend classes in fall 2000.

• **Customer Service**

The regular cycle of Administrative and Support Unit Assessment is designed to generate periodic information about customer satisfaction with university offices. Human Resources completed its review.

• **IS&T Infrastructure**

Continued progress was made on upgrading buildings to industry CAT5 standards for network connections. Migration of the legacy student information system to SCT/Banner has been initiated with Evelyn Babey and Cherise Peters as co-leaders. Expected completion date is December 2002, with the system being first used for the entering class in fall 2002.

• **Strategic Plan**

A Strategic Plan for 2000-2005 was successfully developed and approved by the Senate in April 2000.

Status report on progress towards the various goals of the 2000 Strategic Plan

A. Recruitment & Retention of Students

Note comments under Enrollment Management section of the 2000 Status Report.

Average SAT scores of entering freshmen are in the 1043-1047 range for the past three fall semester classes. Freshman to sophomore retention rates are in the range 72-74 %. The average number of credit hours per student is slowly increasing, but is still about 0.9 below that experienced under the quarter calendar.

Funds to open additional sections of core courses were placed in an Unmet Demand holding account in the Provost Office. These funds provide some flexibility in responding to needs of

students for sections of courses that are overly subscribed.

New student orientation (Incept) for fall 2000 involved about 1900 students. Continued efforts will be made to attract more students to orientation since a positive orientation is found nationally to have positive effects on retention.

1520 international students were enrolled in fall 2000, an increase of 110 over fall 1999.

A centralized Student Advisement Center was established with some additional funds and with a number of staff transfers from college Academic Assistance offices.

Moving Enrollment Services from Student Services to the Provost Office was an important reorganization. Concomitant with the reorganization was establishment of the Enrollment Management Group, a cross-functional team from Admissions, Financial Aid, International Services, Registrar, Student Accounts, Student Advisement Center, and Student Information Systems. Additional positions were added to Admissions to help process transfer student applications.

B. Undergraduate Experience

Note comments under Strengthening Student Learning section of the 2000 Status Report.

Funds were added to the new Recreation Center budget for a partial year share of OMP by the university.

Implementation of electronic voting for SGA elections in spring 2000 resulted in a doubling of student participation.

A successful search for a vice president for student services resulted in our top choice accepting the position. We anticipate even closer working relationships between student services and academic affairs that will significantly benefit students.

The Quality in Undergraduate Education (QUE) project was funded by the Pew Charitable Trusts and by the ExxonMobil Foundation. Georgia State is the fiscal agent for a consortium of ten clusters of institutions and the Education Trust to develop standards and assessments for graduation from college and for transfer from lower division to upper division after two years of college. Georgia State and Georgia Perimeter College are working in the disciplines of biology, history, and mathematics.

A Standards-based Teacher Education Project (STEP) received continued funding under USG Title II grant and from a grant from the Carnegie Foundation to CBE/AACTE. STEP involves alignment of standards and assessments for teacher preparation.

C. Graduate Experience and Research

The University is recognized in the top category of the new Carnegie 2000 rankings – Research/Doctoral – Extensive. These rankings are the first released since 1994 when different classification categories were used. [Under the previous categories, Georgia State would have been classified as a Research II institution].

USG has agreed that graduate student benefits will include medical insurance for all full-time GAs for FY 02. This agreement represents a major step forward in providing adequate benefits for graduate students.

External grants and contract funding has reached the \$42-45 million level with an overall upward trend since the mid-1990s. With the hiring of a vice president for research & sponsored programs from the University of Minnesota, we anticipate resumption of annual increases in external support. The research indicators given in Table 13 are very strong. Approximately forty percent of tenure-track faculty are involved in externally supported scholarship.

On October 4, 2000 the Center for High Angular Resolution Astronomy (CHARA) atop Mt. Wilson in the San Gabriel Mountains in California was dedicated. The CHARA Array is one of the world's most powerful optical stellar interferometers and the only optical array operated by an U.S. university. The array consists of six one-meter aperture telescopes in an Y-shaped configuration contained within a 400-meter diameter circle.

D. Academic Programs & Faculty

Note comments on Implementation of Task Force recommendations section of the 2000 Status Report.

The Regents approved a Ph.D. in computer science in September 2000.

The Electronic Commerce Institute was established in January 2000 and the department of Decision Sciences was dissolved in June 2000. The Department of Social Work was renamed the School of Social Work in January 2000.

A Global Electronic Masters (GEM) degree program in business was initiated in fall 2000 in collaboration with five universities from other countries. Approximately 180 students are enrolled (30 per university). The fifteen-month program includes face-to-face meetings as well as team projects conducted electronically with teams involving students from each university.

New funds were provided to a number of departments as a result of their Action Plans following Academic Program Review.

Additional funds continue to be allocated to the Minority Hiring Incentive program.



E. Connection to the Greater Community

Part of the outreach activities in co-reform of educator preparation and connecting with schools includes development of a BioBus and significant strengthening of partner school relations with the Grady cluster of Atlanta Public Schools. The Literary Scholars program, based at Walden Middle School, was awarded the A+ Award for Innovative Collaborative Programs.

An "Into the Streets" initiative was extended from one week to the entire fall semester. "Into the Streets" is a national program designed to introduce students to volunteering through hands-on experience in an area of their choice. The Office of Community Service-Learning organizes it.

The city transferred responsibility to the university for Woodruff Park in April 2000. On November 15, the University celebrated the first Jimmy and Rosalynn Carter Partnership Award for Campus-Community Collaboration at an award ceremony. At the event, attended by more than 500 people, Aunt Maggie's Kitchen Table, a community resource center in Macon operated in partnership with Wesleyan College, was named as the winner of the inaugural award. The Carter Partnership Award honors collaborative projects in which Georgia colleges and universities work together with community groups to address critical areas of public need. Base funding of an Eminent Scholar position in Law was completed. The university was awarded a \$5 million grant from USAID to set up and operate a Ron Brown Institute in South Africa for training students in entrepreneurship and business methods. The grant is jointly to AYSPS and RCB. Alumni Affairs has established alumni chapters in a number of cities. A committee to examine the criteria involved with national rankings such as those in *US News & World Report* was established.

F. Infrastructure/ Support Improvements

Note comments on IS&T Infrastructure, Alpharetta Center and Comprehensive campaign sections of the 2000 Status Report.

A successful search for a vice president for finance & administration resulted in our top choice accepting the position. We anticipate an orderly, organized, and consultative approach to solutions on many infrastructure and support issues that will significantly benefit faculty, staff, and students.

Thirty-nine classrooms in the General Classroom Building have been upgraded with data ports for an instructor workstation and an instructor-provided PC, as well as projection systems and screens. In addition, a new PC classroom is being built in Classroom South.

The Alpharetta Center budget was annualized to reflect a full-year operation.

Additional space has been leased in 10 Park Place to accommodate increases in NTT faculty.

A Teaching Learning with Technology Center (TLTC) has been established within the Center for Teaching & Learning. Faye Borthick (Accountancy) is the first TLTC director. After some refurbishment, the center will be located on the second floor of Library South.

Human Resources completed its Administrative & Support Unit Assessment and subsequently developed an approved Action plan.

Lipman Hearne was hired to help develop a marketing plan. This consultant report will help the campus with development of an external communications plan.

What follows in columns II to VI, chart the efforts of the University to achieve the goals of the Strategic Plan. The spreadsheets indicate the strategic allocation of resources in FY01 [column II], vehicles through which action is taken [column III], what has been accomplished in each area

of focus [column IV], data for appropriate monitoring of achievements progress [column V], and further actions required in ongoing pursuit of strategic objectives [column VI]. For columns IV and VI, an X indicates that the item is discussed in the narrative above. Column V gives links to appropriate tables.

Goal	Input (Resources)	Throughput (Vehicles)	Output (Products)	Data to monitor progress	Follow-up Needed
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Context for the 2001 Action Plan:

External Mandates:

The first key feature is the budget shortfall experienced for FY 99, FY 00 and FY 01 as a consequence of conversion to the semester system, and a potential continuing shortfall for FY 02. A second contextual feature is the implementation of the 2001 Admissions requirements. A third feature is that the University System of Georgia (USG) has developed a large number of benchmark indicators that are to be reported annually. Because of the foregoing, this action plan does not identify any entirely new initiatives for 2001.

Internal Commitments:

The primary commitment is to continue progress in the development of systematic planning and evaluation mechanisms and processes within the institution and in the accomplishment of other selected objectives. The University is considering an internal reallocation of the budget from programs of lower priority to targeted needs identified through the systematic planning and evaluation mechanisms.

Priorities for 2001

In addition to the ultimate of the University priorities to support continuation of current necessarily incremental improvements in research, academic programs, libraries and student services in areas already identified as priorities, the following areas should be given attention in 2001:

Budget Considerations for Reallocation. Decisions regarding reallocation targets will be guided by the following principles:

1. For non-academic cost centers in support areas, consideration should be given to those areas with higher costs than comparable institutions and to those less effective/efficient or central to the strategic plan.
2. For auxiliary units where revenues exceed projections, state funds may be shifted away from their support, dependent on auxiliary fund balances.
3. Within academic units, enrollment trends and research productivity should be considered when assigning targets for reallocation.

➤ **Recruitment & Retention of Students**

Enrollment Management Fall 2001 admission requirements will require aggressive recruitment and retention efforts to help the university recover and increase its student headcount and student credit hour generation. Recruitment goals by admission category are 2150 freshmen, 1850 transfer students, and 1800 graduate and professional students for fall 2001. In addition, another 1800 students will be recruited mid-year. Credit hour targets are an increase of 20,000 above

FY01 with an increase in average hours per student per semester to 10.4. Various initiatives to enhance enrollment will be made and their effectiveness assessed. There will be a balanced commitment to recruit and retain all students - freshmen, transfer, non-traditional, international, and graduate students – and to maintain or increase diversity and quality of the student body. Benchmarks for year-to-year retention will be established.

➤ **Undergraduate Experience**

Strengthening Student Learning

Learning Communities: Freshmen Learning Communities to enhance the freshman experience will be expanded. The initial pilot project for fall 1999 appears to be very successful and the number of Freshmen Learning Communities will continue to be expanded for fall 2001. Advanced Learning Communities will be piloted.

Gateway courses: Large-enrollment courses in which students historically have earned a high number of W, D, or F grades will be examined. Various strategies will be piloted in some of these gatekeeper courses in order to transform them into gateway courses and hence increase retention rates.

Student Advisement Center: A center was initiated in December 1999 to provide all new students a centralized point of contact for academic advice. Effectiveness of academic advising will be assessed and information used to improve support for student success.

Student Learning Outcomes: There will be further development of student learning outcomes for both General Education and majors. All departments will develop outcomes for their majors. Academic Program Review will include examination of student learning outcomes for programs to which a department contributes. Pilots for learning outcomes based on high standards will continue to be developed in biology, history, and mathematics as part of a national project. In addition, performance assessments for admission to the university as freshmen or transfer students developed in conjunction with four two-year and three other four-year System institutions will be piloted at selected high schools.

Placement Examinations: Placement exams in mathematics will be introduced for the fall 2001 class with use of an on-line national test. Placement exams in English will be developed in fall 2001 and piloted for the spring 2002 class. Placement exams in foreign languages are also being considered.

➤ **Graduate Experience & Research**

Research & Graduate Programs Infrastructure Emphasis will be placed on development of programs and systems that are needed to facilitate grant application and administration and to ensure compliance with federal regulations regarding administration of grants and contracts. A proposal to renegotiate the indirect cost rate with DHSS will be developed. The internal grants programs will be evaluated for effectiveness and overall funding will be increased as appropriate.

➤ **Academic Programs & Faculty**

Faculty Support & Development An outcomes analysis of internal grants programs will be made to decide how best to allocate these funds. Recommendations of two task forces on advancement of women and on recruitment and retention of under-represented faculty will be refined by various Senate committees and implemented. Efforts will continue to be spearheaded by Senior Faculty Associates dedicated to each area and working on behalf of the Provost office. The Teaching and Learning with Technology Center within the Center for Teaching and Learning will develop strategies to facilitate faculty acquisition of the skills they need to take advantage of the opportunities that information technology offers for improving student learning.

➤ **Infrastructure/Support Improvements**

Management Administrative Information Infrastructure Migration of administrative information systems from legacy programs to a client-based environment will continue. Migration of SIS to Banner will be continued with an expected completion date of December 2002. A Faculty Information System will be developed partly to ensure that the university is in compliance with SACS requirements. Improvements will continue to upgrade the number and quality of media-equipped classrooms. A management Decision Support System will continue to be developed. The multi-year plan to bring all buildings up to industry standards for network connections will be completed as part of the foundation for improved access to and communications with information resources.

Improved Performance of Administrative Units While the regular cycle of Administrative and Support Unit Assessment will generate periodic information about customer satisfaction with university offices, it is imperative that improvements be made now in unit responsiveness. Managers need to be trained and held accountable for staff performance and unit effectiveness and to incorporate quality improvement principles such as respect for ideas and people and use of facts to guide management decisions. The offices of Institutional Research and of Management & Staff Development will provide support. Use of the web as an information tool will be increased and updated policies and procedures will be made readily accessible via the web. Staff salary structures will be analyzed and the information used to develop strategies for recruitment and retention of staff. Quality of facilities in public areas impacts recruitment – a comprehensive plan will be established to upgrade selected high profile areas. A long-range plan will be developed for the Major Renovations and Rehabilitation budget.

Comprehensive Campaign The campaign has been extended to December 31, 2002. To date, January 1, 2001 over \$90 million of the \$75 original million goal has been received or pledged. The new goal is \$125 million and includes our challenge to raise \$25 million for a new teaching laboratory building.

A. Recruitment & Retention of Students

Goal	Input	Action	Items	Output	Data	Follow-up
Meet enrollment targets - quantity	\$157,000	EMC/EMG		X	Table 1	X
Monitor enrollment targets – quality indicators	\$157,000	EMC/EMG		X	Table 2	X
Maintain or increase diversity		EMC/EMG		X	Table 3	X
Increase retention rates	U.G. studies \$113,000	EMC/EMG		X	Table 4	X
Increase the average number of hours enrolled	Unmet demand \$60,000; +\$200,000 contingency	Colleges		FI 00 10.3 FI 99 10.1 FI 98 9.9		
Add varied types of student housing near campus					Table 5	
Increase Incept attendance		EMC/EMG		X		
Increase financial support for undergraduate students						
Increase #s of international undergraduate students				X	Table 6	
Increase the number of Presidential Assistantships						
Monitor financial indicators					Table 7	

B. Undergraduate Experience

Goal	Input	Throughput	Output	Data	Follow-up
Increase participation in Freshman Learning Communities		Colleges, Library	X	Table 8	X
Provide an urban experience for students in the Freshmen Learning Communities		Colleges			
Ensure General Education and selected majors reflect our mission		Colleges			

Increase student participation in study abroad				Table 9	
Increase student involvement in organizations & intramural recreation activities	Rec. Center \$170,900		X		
Increase student participation in service activities					
Increase student participation in SGA elections and activities			X		
Align with a different athletics conference					
Fully implement Writing-Across-the Curriculum		Colleges			
Assess student learning outcomes in general education and all the majors		Colleges			X
Develop standards and assessments in some pilot disciplines		QUE, STEP	X		X
Monitor Undergraduate Process Indicators				Table 10	
Monitor Undergraduate Output Indicators				Table 11	

C. Graduate Experience and Research

Goal	Input	Throughput	Output	Data	Follow-up
Increase the number, value, and benefits of graduate assistantships and fellowships		Research	X		
Place more emphasis on pedagogical preparation for some doctoral students					
Ensure selected graduate programs reflect our mission		Colleges			
Monitor Graduate Output Indicators				Table 12	
Increase external grant & contract support			X	Tables 13-17	X
Continue to strengthen the areas of biotechnology and drug design, brain research through the neuroscience initiative, computational neurobiology, and environmental science					

Continue further development of sustained collaborative efforts in the policy arena

Position Georgia State as a national leader in urban education

Strengthen areas of electronic commerce, law reforms to accommodate electronic commerce and new technologies, computer information systems and computer science, and digital arts, visualization and communications

Become a primary resource in theory and practice of electronic commerce

D. Academic Programs & Faculty

Goal	Input	Throughput	Output	Data	Follow-up
Build library collections, both paper and electronic		Library		Table 18	
Further internationalize the curricula			X		
Develop more joint degree programs					
Strengthen and focus departmental programs through academic program review	Biology \$145,000; Math \$126,000; Chemistry \$68,000; Sociology \$74,900; Pol. Sci. \$111,000; Marketing \$169,000; Social Wk. \$20,000; PAUS \$48,000				Departments being reviewed Physics & Astronomy; Geology; History; Law College; Art & Design
Develop high quality diploma or certificate programs					

Explicate a strategy for development of a selection of hybrid courses that use a combination of on-line and face-to-face instruction

Convert non-tenure-track positions into tenure-track appointments in targeted departments

Increase faculty and administrator diversity	\$100,000	Senior faculty Associates	X	Table 19	X
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E. Connection to the Greater Community

Goal	Input	Throughput	Output	Data	Follow-up
Create an urban initiative that will bring together the relevant strengths existing across departments, schools and colleges					
Position Georgia State as a national leader in urban education	\$40,000		BioBus		
Strengthen health and human sciences connections with community initiatives					
Develop an increasingly strategic approach to community partnerships	\$50,500	Library	Woodruff Park		
Continue to develop programs and curricula that bridge legal theory and practice and serve constituencies in the surrounding metropolitan area	\$87,400				
Increase recognition as an institution with a strong global perspective and a center of international excellence in selected areas of engagement with other countries				X	Table 20
Increase requests by international development agencies and international higher education institutions for expert advice and consultation on matters related to our strengths in thematic or country initiatives					
Continue to develop and deliver business educational programs with curricula imbued with global perspectives					
Continue to enhance activities in the areas of alumni support and fundraising and in public relations				X	
Increase our national reputation				X	

F. Infrastructure/ support Improvements

Goal	Input	Throughput	Output	Data	Follow-up
Improvement of technology support for instruction and the provision of technical and faculty-development support for classroom enhancement			X		
Increase the number of media-equipped classrooms	GCB \$550,000		X		
Establish a Teaching and Learning with Technology Center		Library	X		Completed
Enhance or replace administrative information systems					X
Complete the basic fiber optic backbone and the accompanying vertical risers and horizontal in-building connections for networking campus academic and administrative buildings					X
Increase the quantity and quality of office, classroom, and teaching and research laboratory space	Alpharetta \$993,000; Incr. Rent 1PP & 10PP \$228,200				
Improve utilization of our classroom space					
Maintain and upgrade Georgia State University existing facility inventory					
Provide effective administrative services					
Enhance customer-service and preserve fiscal accountability					
Increase customer-service orientation through Administrative & Support Unit Assessment			X		Units under review: Student Services; Provost units
Close the gap between average salaries and median market salaries					
Monitor closely safety and security issues					
Develop an effective internal and external communications plan			X		

Increase private giving

X

[Table 21](#)

X

Acknowledgment

The many institutional improvements that have followed upon the adoption of Georgia State's Strategic Plan reflect a considerable effort on the part of dedicated faculty, staff, and administrators. The conscientious work of everyone who has contributed to the collective effort is sincerely appreciated.

Table 1. Enrollment is increasing

	F1 97	F1 98	F1 99	F1 00	Peer ranges
Freshman	3,998	3,421	3,862	4,129	
Other U.G.	12,830	12,245	12,441	12,310	
Total U.G.	16,828	15,666	16,303	16,439	
Graduate	7,472	7,046	7,189	7,179	
Total Enroll	24,300	22,712	23,492	23,618	
% PT U.G.	43.3	43.1	42.0	39.9	17.6% - 38.2%
% PT Grad.	42.7	53.9	53.1	51.4	39.0% - 66.2%

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Table 2. Quality of admitted students is increasing

	F1 96	F1 97	F1 98	F1 99	F1 00	UGA
Av. SAT	1007	1004	1048	1047	1045	1175
# Nat. Merit	0	0	0	0	0	
Av. GRE						
Av. GMAT				580		633
Av. LSAT				157		161

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Table 3. Diversity of students is increasing

	Undergraduate			Graduate		
	F1 99	F1 00	Peer	F1 99	F1 00	Peer
% white	50.7	48.3	51.7-70.6	71.9	69.2	58.5-78.1
% Afr Am	31.8	32.0	4.0-21.7	13.0	13.8	4.1-11.5
% Asian	9.6	10.4	1.3-14.1	8.7	9.4	2.2-8.7
% Hispanic	2.8	3.2	0.0-16.6	2.2	2.3	0.3-8.5
other	5.1	6.0		4.1	5.3	

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Table 4. Freshman to sophomore retention rates are increasing

Cohort entering	Fall 97	Fall 98	Fall 99	Peer
FT	70.9	75.8	73.9	57.4 – 79.7
White	68.1	71.4	70.3	59.6 – 76.7
African-Am	72.8	80.0	75.6	48.1 – 82.8
Hispanic	75.0	75.0	75.4	43.3 – 74.6
Asian	82.1	88.0	85.9	

Table 5. Profile of Resident Hall students - FY 98, FY 99, and FY 00

	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Female	1,151	1,083	1,283	1,320
Male	671	598	659	645
White	848	742	858	892
Black	744	719	799	776
Asian	111	107	136	125
Hispanic	41	36	36	54
Other	78	77	97	118
Georgia	1,503	1429	1,698	1,723
Out of State	206	154	146	132
International	113	98	98	110
First-Time Freshmen				
Freshmen(FT and Continuing)	1,073	927	1,197	1,213
Sophomore	304	354	303	325
Junior	183	168	200	181
Senior	120	115	139	129
Graduate	142	117	103	117
Total	1,822	1,681	1,942	1,965

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Table 6 # of International students is increasing

	F1 98	F1 99	F1 00
# int'l students	1256	1410	1520

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Table 7 Financial indicators

	FY 99	FY 00	Peer ranges
Unrestricted state appropriations, plus tuition revenues per student	\$13,893		\$10,219 - \$15,797
Total Institutional Support Expenditures as a percentage of Total E&G expenditures	11.1%		6.9% - 13.6%
Total Unrestricted Instruction and Academic Support Expenditures per FTE student	\$9,051		\$7,096 - \$11,490

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Table 8. Participation in Freshman Learning Communities is increasing

	Fall 1999	Fall 2000
# FLCs	11	20
# Students	295	469

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Table 9 Participation of students in Study Abroad is increasing

	1997-98	1998-99	1999-2000
# students	305	380	434

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Table 10. Undergraduate Process Indicators

	FY 99	FY 00	Peer ranges
Percentage of Undergraduate Credit Hours taught by TT faculty	38.0	36.7	40.3% - 79.3%
Percentage of Undergraduate Credit Hours taught by FT faculty	47.7	67.8	

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Table 11. Undergraduate Output Indicators

	FY 99	FY 00	Peer ranges
# Bachelor degrees			
Six-year grad – FT freshman	27.1%	27.0%	31.5% - 43.7%
Six-year grad – White freshman	25.4%	25.0%	32.5% - 44.5%
Six-year grad – Afr. Am freshman	24.3%	23.8%	20.0% - 33.2%
Six-year grad – Hispanic freshman	44.4%	46.4%	27.8% - 56.2%
Nursing licensure pass rate			
PRAXIS II pass rate			
Graduates' Performance on MCAT	22.2		
Graduates' Performance on LSAT	148.9		

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Table 12. Graduate Output Indicators

	FY 98	FY 99	FY 00	Peer ranges
# Masters degrees	2,279	1,786	1,715	
# Specialist degrees	114	93	127	
# Law degrees	189	194	179	
# Doctoral degrees	161	121	141	
Law Bar pass rate				

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Table 13. Research Indicators

	FY 99	FY 00	Peer ranges
Sponsored Research expenditures per FT faculty	\$63,766	\$64,500	\$2,641 - \$140,623 UGA \$41,096
% of FT faculty receiving Externally Sponsored funds	42.8%	42%	16.9% - 42.7% UGA 41.6%

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Table 14. Grants received by College
(Source: Research, Instruction, and Public Service Awards FY 87-96)

	FY 96	FY 97	FY 98	FY 99	FY 00
CAS	12,451,285	11,595,982	15,395,770	15,752,963	
RCB	1,851,131	2,820,616	4,211,602	6,394,532	
COE	7,038,854	8,345,795	8,200,325	4,225,560	
CHHS	650,300	2,178,722	3,694,701	2,730,548	
CL	224,357	52,236	65,252	22,500	
YSPS	6,981,807	7,762,795	28,990,999	8,398,305	
Institutional	2,885,739	4,343,508	4,410,264	6,091,585	
Total	32,083,473	37,099,054	64,968,913	43,615,993	

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Table 15. Internal Grant Support

	FY 97	FY 97	FY 98	FY 98	FY 99	FY 99	FY 00	F
Faculty mentoring		new FY 97	5	45,000	3	40,000		
Research team		new FY 97	6	58,469	4	60,000		
Research initiation	24	98,245	27	126,447	31	125,000		
Dissertation	15	15,000	15	15,000	15	15,000		
Equipment matching		215,269		301,644		250,000		
Quality improvement - Research	6	152,000	13	231,908		?		
Quality improvement - Instructional equipment		235,000		231,907		?		
Research Program enhancement	17	750,000	18	875,000	20	1,175,000		
Directed research funds		250,000		252,540		250,000		
Instructional improvement	13	22,925	15	26,700		20,000		
Scholarship of Teaching		new FY 97	19	61,117	19	50,000		
TOTAL		1,738,439		2,225,732		1,495,000		

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Table 16. Federal Obligations.

	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00
Total Grants & Contracts	11,762,865	12,645,671	15,004,645	30,481,247	14,051,184	
SEOG	497,006	414,572	423,997	383,678	724,853	
PELL Grants	4,348,390	5,072,676	6,125,812	7,732,830	7,957,064	
TOTAL	16,608,261	18,132,919	21,554,454	38,597,755	22,733,101	

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Table 17. Grant proposals submitted/funded by department

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Table 18. Library Acquisitions

	Pullen					
	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00
budgeted (\$K)	1,775	2,025	2,380	2,565	2,830	2,880
% E&G	1.16	1.23	1.32	1.30	1.33	1.27
spent (\$K)	2,801	2,801	3,567	3,759	3,781	3,781
% E&G	1.83	1.70	1.97	1.81	1.77	1.67
E&G (\$M)	153.45	164.74	180.71	196.75	213.21	227.05
	Law					
	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00
budgeted (\$K)	440	505	581	656	681	701
% E&G	0.29	0.31	0.32	0.33	0.32	0.31
spent (\$K)	660	657	691	663	721	796
% E&G	0.43	0.40	0.38	0.34	0.34	0.35

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Table 19. Faculty diversity

	Fall 1999	Fall 2000
# tenure track (TT) faculty		
# TT women		
# TT African-American		
# TT Hispanic		
# TT Asian		
# TT Native American		
# NTT faculty		
# NTT women		
# NTT White		
# NTT African American		

Table 19. Faculty Diversity

	Fall 1999	Fall 2000
# tenure track (TT) faculty		703
# TT women		267
# TT African-American		49
# TT Hispanic		10
# TT Asian		49
# TT Native American		3
# NTT faculty		247
# NTT women		140
# NTT White		212
# NTT African American		20

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Table 20. Internally funded international initiatives.

	FY 98	FY 99	FY 00	FY 01
Cote d' Ivoire	28,000	31,500	20,000	6,000
Mid East Center Egypt, Israel, Jordan	26,000	20,000	24,000	18,000
Russia	8,000	9,000	12,000	0
TransCau/Bus. School	12,000	28,000	10,000	9,000
Tbilisi Nursing School	6,000	14,000	6,000	0
So. Africa, Univ. Venda	5,000	10,000	12,000	0
So. Africa, Univ. Pretoria			12,000	15,000
India		8,000		0
University Consortium So. Africa, Indonesia, Palestine			6,000	15,000
Fiscal Advisory Services			0	15,000
Center for Moving Images				5,000
International Commercial Arbitration				5,000
Botswana Ed Tech; Nursing			8,000	19,000
Other	4,000	14,500	10,000	13,000

TOTAL	83,000	121,000	120,000	120,000
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Table 21. Foundation Assets are increasing

	FY 96	FY 97	FY 98	FY 99	FY 00
Foundation assets (\$M)	50.9	60.9	73.4	140.3	
Foundation endowment (\$M)	22.2	27.3	34.0	43.7	
Total gifts (\$M) [Peers: \$4.5 - \$62.7]	6.3	9.1	13.1	14.9	
Total cash gifts (\$M)	6.3	6.5	12.9	14.5	
Annual Foundation support to university (\$M)	5.0	6.2	10.0	17.4	
Total # donors	13,259	14,324	14,440	14,077	
# alumni donors	10,612	11,134	12,240	10,509	
% faculty/staff giving	54%	60%	72%	77%	
\$\$ faculty/staff giving	\$192,600	\$221,200	\$252,500	\$278,600	

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