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The state's economic impact of the University System of Georgia' in its first year in 2018 includes:

- \$17.7 billion in output (GDP);
- \$12.2 billion in gross regional product;
- \$8.5 billion in income; and
- 168,284 full- and part-time jobs.

The economic benefits are measured both in state and public sectors of the higher education community. For example, for each job created on campus there are 2.3 off-campus jobs that are created because of spending related to the college experience.

The economic impact demonstrates that higher education has a significant impact on the state's economy in terms of jobs, higher income, and greater production of goods and services.

In addition to the direct economic impact, the following chart analyzes the economic benefits that each institution contributes to the community in which it is located. Each institution's benefits are estimated for the categories of college/university-related expenditures: spending by the institution itself for salaries and fringe benefits, operating expenses, and other budgeted expenditures; spending by the state for the institution; and spending by the institution for capital projects.

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The overall economic impact of college-on-line is related to ending the demand on the change in regional output, added labor income, and employment has a direct initial ending by the in the (for the area of the total) and is denoted. The overall economic impact includes the impact of the initial end of ending and the second, indirect and induced ending of the multiplier effect has occurred when the initial ending is added. Figure 1 provides a schematic representation of impact relation.

Indi ec ending efe o he change in in e -ind cha e a a egion' ind ie e ond o he addi tional demand igge ed b ending b he college o ni e i , i fac l and aff, and i den . I con i of he i le of ac i i ha a e c ea ed hen an in i ion and i em lo ee and den cha e good o e ice fom o he ind ie loca ed in he ho comm ni . Ind ced ending i imila o indi ec ending e ce ha i efe o he addi tional demand igge ed b ending b he egion' ho ehold a hei income inc ea e d e o change in od c ion. Ba icall , he ind ced im ac ca e he i le of ac i i ha a e c ea ed hen ho ehold end mo e d e o inc ea e in hei ea ning ha e e gene a ed b he di ec and indi ec ending.

The sum of the direct, indirect, and induced economic impacts is the total economic impact, which is the sum of output (value added), income, and employment. To all indirect impacts on value added, income, and employment of the total of direct and indirect impacts (including household) for a given period of time. To all impacts are the most inclusive, large measure of economic impact. Because of this, the impact is called a comprehensive impact in economic impact and economic change media attention. One problem is that a measure of economic impact, however, has included the value of indirect and induced impacts, which means that the line is a little more complex of economic activity. The other measure of economic activity (value added, income, and employment) is a reflection of the complex and provide a much more realistic measure of the economic impact of a college on the regional economy.

The regional economic area affected by the household community, including the household community from which the land and the community. The effect of the endogenous household community, the household community located outside the region is not included in the household community, labor income, and the household community.

The multiplier concept is common to macroeconomic models. Multiplier measures the effect on the local economy of a change in demand or production. In essence, multiplier calculates the impact of the initial round of spending on the impact generated by successive rounds of re-spending of the initial dollar. The magnitude of a particular multiplier depends on the proportion of each additional dollar that is re-spent in each round of spending. Multiplier effects are negative in the region and positive in the industrial area receiving the initial round of spending.

Figure 2 illustrates the conditions of ending has might occur if a region is an item local. Assume that the amount in the region is \$100 and that the amount of the regional economy is 2.0. The initial injection of ending into the region is \$100, which creates a direct economic impact of \$100 on the regional economy. Of that \$100, only \$50 is spent locally; the other 50% of the region has high non-local sales, non-local purchases, and income transfers. After the first round of ending, the total economic impact on the region is \$150. During the second round of ending, \$25 is spent locally and \$25 leaks out of the region, a 50% leakage. Now the total economic impact on the region is \$175. After the second round of ending, less than \$1 remains in the local economy, but the total economic impact has reached almost \$200. The induced (multiplier effect) impact on the region (\$100) equals the

income for the AU Health System, Inc., are reported in Appendix 3, however. Appendix 4 reports the combined income of Augusta University and the AU Health System, Inc. on the Augusta MSA (including the out-of-area contribution) as the largest portion of the local economy in the Georgia (defined in Appendix 1).

Since a detailed analysis of ending a net change in income is not practical, budgeted ending income for the year is allocated to a net economic contribution based on a practical ending income estimate for U.S. college graduates by the IMPLAN model.

In income-elastic data on capital projects (construction) also are obtained from the Board of Regents. The ending income allocated to the capital area of the ending, regardless of the net change of the ending income, is all ending capital area 2018. Therefore, the amount for capital ending and the income are not included in the economic income reported in Table 1-3, but are reported in Appendix 2.

It should be noted that the revision of the data did not include the income of public/private. The FY 2018 capital projects income for the year is not directly comparable to the FY 2004 area for capital area.

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College graduates' income can amount to more in the local economy as a result of the living expenses, or the dollar value of the ending income. Since a detailed analysis of the ending has been made in income is not practical, practical ending income is estimated based on data obtained from the following sources: (1) The College Board Annual Survey of Colleges, a national survey conducted by the U.S. Bureau of Labor Statistics (BLS); (2) a special BLS study conducted in the July 2001 issue of the Monthly Review, which examined the ending income of college-age men and non-men; and (3) a sample of the ending income of a random sample of students in the region. Although the ending income of a random sample is based on the College Board and individual income is not detailed enough to be used by the IMPLAN Online modeling system, the data provide information for a sample of the age ending income for some of the economically disadvantaged men.

Although the income of the household consisting of one person on a net income level, not even data are available for college graduates; therefore, to add the data for the ending income for the category of good income is increased, decreased, or eliminated. For example, compared to a high age of low-income household, the ending income for food and housing is increased substantially, while the ending income for groceries, health contribution, insurance and pension, and health care is decreased. Because the ending for education and the elderly do not take place locally, the ending income is eliminated.

For each in i i o n , o a l i n i a l e n d i n g a c c i n g o h e i n i i o n ' e g i o n a l e c o n o m i c i s t h e c o m b i n a t i o n o f h e e e o f e n d i n g e n d i n g b h e i n i i o n f o e o n n e l e i c e , e n d i n g b h e i n i i o n f o o e a i n g e e n e , a n d e n d i n g b h a i n i i o n ' d e n . E i m a e o f i n i a l e n d i n g f o F Y 2 0 1 8 a e e o e d i n t h e q u a r t e r c o l u m n o f T a b l e 1 a n d 2 . S e n d i n g b h e i n i i o n f o c a i a l o j e c t i e o e d i n A n d i 2 .

Fo FY 2018, o a l i n i a l e n d i n g f o a l l 2 6 i n i i o n a \$ 1 2 b i l l i o n . S e n d i n g o i g i n a i n g f o m e o n n e l e i c e a c c o n e d f o 3 8 e c e n (\$ 4 . 5 b i l l i o n) o f i n i a l e n d i n g , e n d i n g d e o o e a i n g e e n e a c c o n e d f o 2 4 e c e n (\$ 2 . 8 b i l l i o n) o f i n i a l e n d i n g , a n d d e n ' e o n a l e e n d i e a c c o n e d f o 3 9 e c e n (\$ 4 . 6 b i l l i o n) o f i n i a l e n d i n g .

The o i m a c a c a l c l a e d f o e a c h c a e g o o f i n i a l e n d i n g , b a e d o n t h e i m a c o f t h e q u a r t e r o n d o f e n d i n g a n d t h e i m a c g e n e a e d b h e e - e n d i n g o f t h e e a m o n t h e m l i l i e e f f e c . T o a l o i m a c a e t h e m o i n c l i e , l a g e m e a e o f e c o n o m i c i m a c . C o n c e a l i e d a h e e i a l e n o f b i n e e e n e , a l e , o g o e c e i , o a l o i t h e a l e o f o d c i o n b a l l i n d i e , i n c l d i n g h o e h o l d . O i m a c f o F Y 2 0 1 8 a e e o e d i n t h e e c o n d c o l u m n o f T a b l e 1 a n d 2 .

M e a e d i n t h e i m l e a n d b o a d e o i b l e e m , t h e o a l e c o n o m i c i m a c o f t h e 2 6 i n i i o n o f t h e U n i e i S e m o f G e o g i a a \$ 1 7 . 7 b i l l i o n i n F Y 2 0 1 8 (T a b l e 1) . T h i a m o n e e e n t h e c o m b i n e d i m a c o f a l l 2 6 i n i i o n o n t h e i h o c o m m n i e . O f t h e F Y 2 0 1 8 o i m a c , \$ 1 2 b i l l i o n (6 8 e c e n) a i n i a l e n d i n g b h e i n i i o n a n d d e n , h i l e \$ 5 . 7 b i l l i o n (3 2 e c e n) a h e i n d c e d / e - e n d i n g i m a c o m l i l i e e f f e c (i . e . , t h e d i f f e n c e b e e e n o i m a c a n d i n i a l e n d i n g) . T h e m l i l i e c a e t h e e g i o n a l e c o n o m i c e e c i o n o f t h e o o f e - e n d i n g h a a k e l a c e h o g h o t h e e g i o n n i l t h e i n i a l e n d i n g h a c o m l e e l l e a k e d o o t h e e g i o n . T h e a e a g e m l i l i e a l e f o a l l i n i i o n i n F Y 2 0 1 8 a 1 . 4 7 , o b a i n e d b d i d i n g t h e o a l o i m a c (\$ 1 7 . 7 b i l l i o n) b i n i a l e n d i n g (\$ 1 2 b i l l i o n) . O n a e a g e , t h e e f o e , e e d o l l a o f i n i a l e n d i n g g e n e a e d a n a d d i t i o n a l 4 6 e c e n f o t h e e c o n o m o f t h e e g i o n h o i n g t h e i n i i o n . T h , f o a l l i n i i o n , t h e o i m a c a 1 . 4 7 i m e g e a e h a n t h e i n i a l e n d i n g , b h e m l i l i e a i e a m o n g t h e i n d i d a l U S G i n i i o n .

I i n o i e h a e i m a e f o t h e a i o i n i i o n h o d i f f e i n g o c o m e , g i e n t h e d i f f e n c e i n b d g e , a f a n g , e n o l l m e n , a n d e g i o n a l e c o n o m i e . I n i i o n l o c a e d i n t h e l a g e m e o o l i a n a e a (e . g . , A l a n a) t h e e m l i l i e a e t h e h i g h e , o i n i i o n h a e t h e l a g e b d g e , a f f , a n d e n o l l m e n h a d t h e l a g e e c o n o m i c i m a c . T h , f o t h e m o a , i n i i o n i t h l a g e i n i a l e n d i n g i l l a n k h i g h l o n t h e a i o i n d i c a o o f e c o n o m i c i m a c , i n c l d i n g a l e - a d d e d , l a b o i n c o m e , a n d e m l o m e n i m a c d e c i b e d i n t h e f o l l o i n g b e c i o n .

B e c a e a l e - a d d e d i m a c e c l d e e e n d i e e l a e d o f o e i g n a n d d o m e i c a d e , t h e o i d e a m c h m o e a c c a e m e a e o f t h e a c a l e c o n o m i c b e n e a o i n g o b i n e e a n d h o e h o l d i n a e g i o n h a n t h e m o e i n c l i e o i m a c . T h e a l e - a d d e d i m a c f o F Y 2 0 1 8 a e e o e d i n t h e h i d c o l u m n o f T a b l e 1 a n d 2 .

T h e 2 6 i n i i o n c o l l e c i e l g e n e a e d a a l e - a d d e d i m a c o f \$ 1 2 . 2 b i l l i o n i n F Y 2 0 1 8 . F o a l l i n i i o n c o m b i n e d , t h e a l e - a d d e d i m a c e a l e d 6 9 e c e n o f t h e \$ 1 7 . 7 b i l l i o n o i m a c (i t h d o m e i c a n d f o e i g n a d e c o m i n g t h e e m a i n i n g 3 1 e c e n o f t h e o i m a c) . T h e \$ 1 2 . 2 b i l l i o n a l e - a d d e d i m a c e o e d f o F Y 2 0 1 8 e a l 2 . 1 e c e n o f G e o g i a ' 2 0 1 8 g o d o m e i c o d c .

C o l l e c i e l , t h e 2 6 U n i e i S e m i n i i o n g e n e a e d a l a b o i n c o m e i m a c o f \$ 8 . 5 b i l l i o n i n F Y 2 0 1 8 . T h e l a b o i n c o m e e c e i e d b e i d e n o f t h e c o m m n i e h a h o U n i e i S e m i n i i o n e e e n 7 0 e c e n o f t h e a l e - a d d e d i m a c . L a b o i n c o m e f o e a c h i n i i o n i e o e d i n t h e f o t h c o l u m n o f T a b l e 2 .

The economic impact of housing an increase in the number of Georgia's population is more evident in the form of its effect on employment. Collectively, the 26 in the population generated an employment impact of 168,284 jobs in FY 2018. Another 30 percent (50,597) of the population are on-camera jobs, a portion of the population of the Georgia State of Georgia, and 70 percent (117,687 jobs) are off-camera jobs in the state's public sector. On average, for each job created on-camera, there are 2.3 off-camera jobs that have been created of the Georgia State of Georgia. In general, 14 jobs are generated for each million dollars of initial spending by the USG in the state.

The employment impact associated with the Georgia State of Georgia accounts for 3.7 percent of all the nonfarm jobs held by Georgians, or about one job in 26. For example, the employment impact of the USG's 26 in the population exceeded the combined 160,215 jobs provided by Georgia's major employers: Fort Benning (35,848 jobs), Wal-Mart (33,467 jobs), Delta Air Lines (27,000 jobs), U.S. Army Signal Center and Fort Gordon (22,500 jobs), Robin Air Force Base (21,223 jobs), and AT&T (20,177 jobs).

Employment impact in FY 2018 for the individual in the population are reported in the fourth column of Table 2. Table 3 shows a breakdown (by population) of on- and off-camera jobs that have been created in the population.

Because the goal of this study is to examine the economic impact of all 26 in the population, it is necessary to examine the economic contribution of each of the 26 in the population. The economic contribution of each of the 26 in the population is measured by the number of jobs created by each of the 26 in the population. The economic contribution of each of the 26 in the population is measured by the number of jobs created by each of the 26 in the population.

Deborah O'Connell and David Lim, authors of the report, have found that the economic contribution of each of the 26 in the population is measured by the number of jobs created by each of the 26 in the population. The economic contribution of each of the 26 in the population is measured by the number of jobs created by each of the 26 in the population. The economic contribution of each of the 26 in the population is measured by the number of jobs created by each of the 26 in the population.

Since this study is focused on the economic impact of each of the 26 in the population, it is necessary to examine the economic contribution of each of the 26 in the population. The economic contribution of each of the 26 in the population is measured by the number of jobs created by each of the 26 in the population. The economic contribution of each of the 26 in the population is measured by the number of jobs created by each of the 26 in the population.

A college of education is the only one of the 26 in the population that has a significant economic impact on the state's economy. The economic contribution of each of the 26 in the population is measured by the number of jobs created by each of the 26 in the population. The economic contribution of each of the 26 in the population is measured by the number of jobs created by each of the 26 in the population.

Finally, the report and the findings of the college of education are the only ones that are able to provide a local business and industry. The local business and industry are the only ones that are able to provide a local business and industry. The local business and industry are the only ones that are able to provide a local business and industry.

Figure 1
Schematic Representation of Impact Relationship

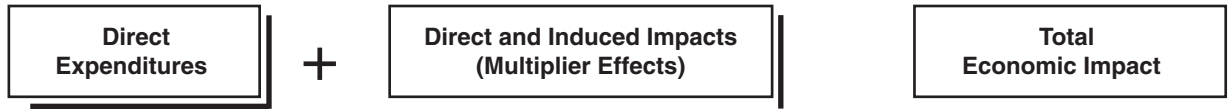


Table 1 Total Economic Impact of All Institutions of the University System of Georgia on their Regional Economies in Fiscal Year 2018	
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Table 2

**Total Economic Impact of University System of Georgia
Institutions on their Regional Economies in Fiscal Year 2018**

	Research Universities	Comprehensive Universities	Liberal Arts Colleges	Specialized Institutions	Other Institutions
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Research Universities

	1,2	1, , ,1	1,010, ,12	22,1 , 0	12, ,
	0,2	1,01 , 1 , 1	2 , 1 ,	1 , 10, ,	,012
	2,20,1 0	, , , 1	1, 21,21	, 0 , 00	1, ,
	1 , 11,2	,0, ,2 2	, 22, ,	0,1 ,211	1, 1
	2,0 ,0 ,111	, 2, ,002	2, 0 , , 0	1, , 0 ,02	2 , 0
	, ,00	2,1 , ,11	1, , , , 0	1, 1, , , 10	1 , ,
	0, ,0 1	1, 0 , ,	21,1 , ,	200, 2, ,	,211
	0 , 21,01	2 , 2,1 0	, , , ,	, , , ,121	,1 ,
	1, 1 , ,0	2, , , ,	1, , , 2,0	1,1 0,001, ,	22, 1
	, 0,0 0	1,1 ,2 ,0 0	,121, ,	2, , 0 ,	, 02
	0,2 ,10	2 0,0 ,	1 ,0 , ,	101, , 0 ,	2,1
	1 , , ,	1,100,101, ,	, , , ,	2 , 02, ,	10, ,
	2,01 , 1 , 2	2, 2,020, ,	1, , , ,	1, , , , 1	2 , 2
	, ,2 ,21	1, , ,0 ,0	1, ,0 , 1 , 0	1,0 ,2 , , 1	1 ,12
	, , ,02	, , ,1, ,	212, , 2 ,	1 , , ,2	, 22
	1, ,2 ,	, , , ,	0, , , 00	2 , , 1 , ,	, ,0

Comprehensive Universities

	, , ,2 2	1,0 , , 1,22	1, , ,1	1, , , ,	11, ,
	2 0, , ,1	22, 0 , 0	, , ,	2 ,111, ,	,0 0
	1 , , ,0	,0 2,1	,1 , 1	2 , 20, 1	,2
	0 , 0, 0	2 , , 2	00, , ,1	1 , 0 , ,	, ,
	, 2, ,	1, 1, ,0, 11	1,0 , 1 ,21	, 2, ,	1 ,0 0
	, , 1, ,	20, ,2	, ,0 , 11	, , ,1	,2
	1 2, ,	1 , 1,2	, 2, 0	, , ,2	1
	1 , 1, ,	, , , ,	1, , ,	2 , 1, ,	, ,
	, , ,1	0 , , ,	12, , ,	2 ,0 , ,	, ,
	11 , 0 ,2	2 , ,2,2	1 , ,2, ,	1 , , , ,1	2, ,
	2, , ,20	, , , ,20	, , , ,	21,0 2,21	2 ,
	1 1, , 02	2 ,0 , ,	,2, 1 ,10	, , , 0, ,	2 , 0
	10,1 , ,	,1 , ,01	2 , , ,2	1 , , , 1	, ,
	1, 22,00	1 0, 1 ,11	12 ,0 ,2 2	10 , 00,101	1, ,
	,0 ,2	,2 , ,	1 , , ,	10, 21, 1	0 ,
	1 1, 0 , 2	20 , 1, 20	11 , , ,	, , ,	2, 48

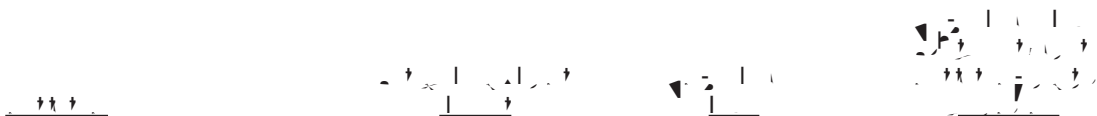
(, , , ,)

Total Economic Impact of University System of Georgia Institutions on their Regional Economies in Fiscal Year 2018

[illegible]

Table 3

On-Campus and Off-Campus Jobs that Exist
Due to Institution-Related Spending in Fiscal Year 2018



On-Campus Jobs: 10, Off-Campus Jobs: 15, On-Campus Jobs: 10, Off-Campus Jobs: 15

Appendix 1

Study Areas for Institutions

Research Universities

[illegible]

Comprehensive Universities

[illegible]

State Universities

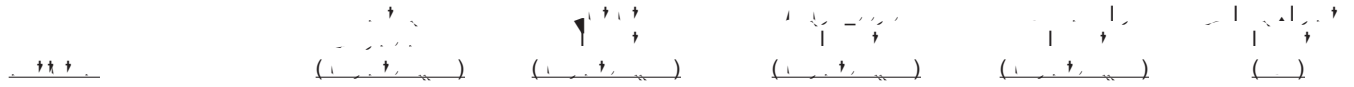
[illegible]

State Colleges

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Appendix 2

Economic Impact of Capital Outlays in Fiscal Year 2018



The following table provides a detailed breakdown of the economic impact of capital outlays in Fiscal Year 2018. The data is presented in millions of dollars. The first column represents the total impact, and the subsequent columns represent the impact on different components of the economy. The total impact is \$1.0 billion, which is composed of \$0.5 billion in direct impact, \$0.3 billion in indirect impact, and \$0.2 billion in induced impact. The direct impact is further broken down into \$0.3 billion for construction, \$0.2 billion for equipment, and \$0.0 billion for other. The indirect impact is broken down into \$0.1 billion for construction, \$0.1 billion for equipment, and \$0.1 billion for other. The induced impact is broken down into \$0.1 billion for construction, \$0.1 billion for equipment, and \$0.0 billion for other.

Combined Economic Impact of Augusta University and AU Health System, Inc. in Fiscal Year 2018

Figure 1. The effect of the initial concentration of the monomer on the polymerization of α -methylstyrene initiated by TiCl_4 in CH_2Cl_2 at -78°C . The polymerization was carried out in the presence of 0.01 mole of TiCl_4 and 0.01 mole of CH_2Cl_2 in 10 ml of CH_2Cl_2 . The initial concentration of the monomer was varied from 0.01 to 0.1 mole/l. The polymerization was carried out for 10 min. The polymerization was carried out in the presence of 0.01 mole of TiCl_4 and 0.01 mole of CH_2Cl_2 in 10 ml of CH_2Cl_2 . The initial concentration of the monomer was varied from 0.01 to 0.1 mole/l. The polymerization was carried out for 10 min.

(b) (1) The amount of the contribution for the year ending 12/31/2001 is \$0. (2) The amount of the contribution for the year ending 12/31/2002 is \$21.

1

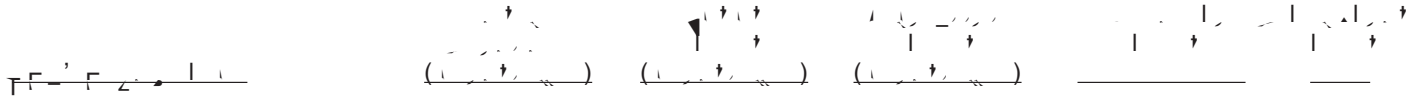
Appendix 6

Augusta University and UGA Medical Partnership's Athens Campus: Economic Impact of FY 2018 Expenditures

2011, 11.11.11

Appendix 7

Combined Economic Impact of UGA's Griffin Campus (Budget Unit "A" and Budget Unit "B") On Its Regional Economy in Fiscal Year 2018



Appendix 8

Total Economic Impact of Information Technology Services in Athens On the Regional Economy in Fiscal Year 2018

	Direct	Indirect	Induced	Total	Per Capita
Employment	2,002	2,211	2,211	6,424	11
Wages	22,111	2,211	2,211	26,533	46
Value Added	1,110	20,121	11,102	32,333	56

The total economic impact of information technology services in Athens on the regional economy in fiscal year 2018 is estimated to be \$32,333 million, or 0.2% of the total regional economy. This impact is broken down into three categories: direct, indirect, and induced. Direct employment is 2,002 jobs, indirect employment is 2,211 jobs, and induced employment is 2,211 jobs, for a total of 6,424 jobs. Direct wages are \$22,111 million, indirect wages are \$2,211 million, and induced wages are \$2,211 million, for a total of \$26,533 million. Direct value added is \$1,110 million, indirect value added is \$20,121 million, and induced value added is \$11,102 million, for a total of \$32,333 million. The per capita impact is \$11 million for employment, \$46 million for wages, and \$56 million for value added.

The total economic impact of information technology services in Athens on the regional economy in fiscal year 2018 is estimated to be \$32,333 million, or 0.2% of the total regional economy.

