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NEWS RELEASE

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Georgia State degrees make big economic impact

ATLANTA — Georgia State University ranks first among schools in the University System of Georgia in terms of the total economic impact of graduates' degrees on the state's economy, according to a recent study on the value of public higher education in Georgia.

Commissioned by the USG's Intellectual Capital Partnership Program and titled "The Value of University System of Georgia Education," the study found that people who graduated from state colleges and universities earn an average of \$14,000 more a year than those who only completed high school.

Researchers with the Georgia Institute of Technology who conducted the study analyzed the earnings of nearly 90,000 USG alumni who graduated from 1993 to 1997, finding that the increased earnings from their college degrees added \$1.25 billion to the state's economy in 1998 (the most recent year for which data was available).

The study determined that 11,767 Georgia State graduates from 1993 to 1997 added \$217.8 million to the state's economy in 1998. The University of Georgia ranked second (\$211 million from 14,383 graduates) and Georgia Tech third (\$101.9 million from 5,472 graduates).

The study showed that Georgia State graduates earn \$18,513 more than people only holding high school diplomas – the third highest rate of additional earning power among state schools. Medical College of Georgia was first (\$19,362) and Georgia Tech second (\$18,621).

"This report confirms it – learning power is earning power," says Georgia State President Carl Patton. "Through teaching, research and service, Georgia State is a tremendous source of economic vitality for Georgia. Georgia's university system continues to provide Georgia's taxpayers with an excellent return on their investment."

The study also determined that degrees in business administration, nursing and teaching – all programs offered by Georgia State – make the greatest total economic impact on the state, because of the large number of graduates in these fields.

For a copy of the study, visit <http://www.icapp.org/publications.htm>.

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