Program Review Document
Department of Agricultural and Applied Economics
College of Agricultural and Environmental Sciences
University of Georgia
September 24 2012

Unit Overview

Departmental Mission Statement

The mission of the Department of Agricultural and Applied Economics is to seek, verify, apply, and disseminate economic knowledge through research, student education, and public outreach that improves the decision-making ability of individuals, firms, institutions, and society concerning the use of agricultural and environmental resources.

Historical Background and Current Focus

The department was organized in 1928 and during its early years the faculty was small, varying from two to five members. Due to a lack of funding, the department was closed in 1933 and agricultural economics classes were offered in the Franklin College School of Commerce. A year later, the department was reestablished in the College of Agriculture and the faculty began to grow, expanding roles into research, outreach, and graduate education. After World War II, the M.S. program greatly expanded with the influx of military veterans and has continued throughout its existence to be a very active and solid program. In 1971, the Ph.D. program was established, offering a strong complement to the M.S. degree, research, and outreach efforts of the department.

New undergraduate majors and graduate degrees have been implemented in recent years to address evolving employment demand and career opportunities. The department presently offers four undergraduate majors (Agricultural and Applied Economics, Agribusiness, Environmental Economics and Management, and Food Industry Marketing and Administration) and three graduate degrees (M.S. in Agricultural and Applied Economics, M.S. in Environmental Economics, and Ph.D. in Agricultural Economics with emphasis in either Applied Economics or Environmental Economics). Both undergraduate and graduate student numbers have generally increased over time reaching record highs in the last two years. The rigor of our curriculum and instructional programs and the quality of the students markedly improved during the past decade as well.

Agricultural economics research began with a focus on marketing at the Griffin campus in the 1950s. The department's research has since expanded to cover other important applied economics and business areas such as agribusiness management and finance,

agricultural and environmental law and policy, international agricultural trade, economic development, and natural resource and environmental economics and management. Although our faculty numbers have steadily declined during the last 40 years, the quality, productivity, and national prominence of the department's research faculty has steadily improved and recent hires are very promising in this regard. However, recent faculty losses could jeopardize this progress.

Extension programs are currently focused on farm/agribusiness management, commodity and product marketing, and agricultural policy. Over time, our Extension faculty has also experienced significant attrition. As a result, most of the department's Extension capacity is now located in Tifton. Specialists are generally focused along commodity lines (cotton, peanuts, row crops, fruits and vegetables, horticultural crops, and livestock). Despite attrition, they still manage to at least partially serve most of the main state commodities. The Center for Agribusiness and Economic Development (CAED), which is now a separate entity from the department, often collaborates with Extension faculty to carry out a wide variety of feasibility studies and other special projects in support of Georgia's food and agribusiness industry.

Over time, the department has produced a number of UGA leaders, including Ivery Clifton, J.W. Fanning, Tom Frazier, and Wen Williams. Presently, two departmental faculty members serve in UGA administration: Josef Broder and Robert Shulstad. Since the last review, faculty have received (at the college, state, and national level) four teaching awards, 15 research awards, and 13 Extension/public service awards. These include a Distinguished Professorship, a Meigs Teaching Award, and four Lifetime Achievement Awards. Two faculty members have been Fulbright Senior Scholars with teaching assignments in foreign countries. Undergraduate and graduate students have received six awards, staff members have received two awards, and alumni have received 36 awards.

These alumni awards and accomplishments are another measure of the outstanding quality of the teaching in the department. But most importantly, the department's alumni are scattered throughout the world in important positions in private industry and government agencies. In order to document the impacts of the department's alumni, a directory has been developed and is available for inspection on the Internet (http://www.agecon.uga.edu/~alumni/ index.html). Recently, the department has been successful in placing Ph.D. graduates in faculty positions domestically (California State, North Dakota State, Princeton, and West Virginia) and abroad. A few examples of leadership positions our students hold include agricultural minister at the European Union, department heads at Purdue and Mississippi State universities, dean of the Marian College of Business, senior World Bank economist, and vice-president of American Express. The successes of our alumni are indeed very impressive.

Progress since the Previous Review

Instructional Programs

During the last two years, our total number of enrolled undergraduate majors stood at 265 in fall 2011 versus 190 in fall 2006. While the number of students majoring in our traditional programs, Agribusiness and Agricultural and Applied Economics, has remained about the same, enrollment in Environmental Economics and Management has more than doubled. In addition, our new Food Industry Marketing and Administration major (established in 2008) has started to attract a significant number of students. Also, as a strategy to increase enrollment in our traditional programs, we just began offering our Agribusiness major at the Tifton campus through a mix of distance education courses (taught from Athens) and on-site instruction provided by the Tifton Extension faculty. As a result of this expansion in student numbers, undergraduate credit hour generation stands at a healthy 3,942 versus 3,439 in FY 2006.

The department's graduate programs have experienced even more significant growth since the previous review. Specifically, M.S. and Ph.D. student numbers increased from 24 and 9, respectively, in fall 2006 to 39 and 23 in fall 2011. As a result, graduate credit hour generation has more than doubled from 650 to 1,770. Further gains in enrollment are expected with the offering of a new master of agribusiness (M.A.B.) curriculum starting fall 2013. In regard to quality, recent students have average quantitative GRE scores in the top 10% for Ph.D. and 30% for M.S., and verbal scores in the top 40% of all students taking this test. Unfortunately, the 2005 review report does not provide GRE score data. The main hurdle to sustaining these gains in graduate student numbers and quality is the limited availability of funding to provide competitive assistantships.

Recently, the department has conducted major reviews and implemented significant curriculum upgrades to our undergraduate majors in Agribusiness and Environmental Economics and Management, the M.S. in Environmental Economics, and our Ph.D. program. It is expected that these curriculum upgrades and new programs will help sustain an upward trend in student enrollment, quality, and credit hour generation.

Research and External Funding

The main objective measures of research productivity in our discipline are the number of refereed journal articles published and the number of selected paper presentations made by faculty at major professional conferences. Although the number of tenure-track faculty members has declined from 28 to 24 since then, departmental faculty published 48 refereed journal articles in 2011 versus 40 in 2004. The current (2011) number of articles per research EFT (4.6) compares very favorably with peer agricultural and resource economics departments across the country. And even though this is difficult to quantify, it appears that the academic rigor and prestige of the journals in which faculty members are publishing has steadily increased since the last review. Departmental

faculty also made 82 selected research paper presentations at major professional conferences during 2011. Unfortunately, data on this second important metric was not provided in the previous review report.

Since we have no need for farms or laboratories to conduct high-quality research in our discipline, substantial amounts of external funding are not generally required. However, moderate success in this area is important to provide competitive assistantships to our growing graduate student body and for some projects that involve surveys or economic experiments. The total expenditures in external grants and contracts by departmental faculty during FY 2012 stood at $712,214. While this might appear to be sufficient for a social sciences department, most of those funds are earmarked for actual research and Extension project expenses and assistantship resources are still an important limitation to increasing graduate student numbers and quality.

Extension Programs

The department now has only five full-time specialists working on economics, management, marketing, and policy issues related to cotton, peanuts, all other row crops, fruits and vegetables, and the beef and dairy industry, and a partial EFT devoted to serving the horticulture industry. Despite the limited resources, these specialists continue to address industry issues and their efforts are important for county agent programs, producer decisions, and other clientele. They fund most of their operation expenses through grants and contracts.

Faculty

Although tenure-track faculty numbers have declined since the last review, the department has a strong, productive base of mid- and late-career faculty. In addition, we have made several outstanding junior (assistant professor) hires during the last few years, as well as a one superb senior hire (the first AAEA Fellow in our faculty). The expectations and standards for tenure and promotion have been raised to be on a par with those of the most prominent agricultural/ resource economics departments in the country and the faculty are highly motivated to elevate our department to that next level. With a few more strategic hires and the discretion to replace all upcoming faculty retirements, we strongly believe that this objective can be achieved within a few years.

Current Strengths, Opportunities, and Challenges

The department's main current strength is a faculty who are committed to excellence in instructional, research, and Extension programs and a recent demonstrated capacity to hire outstanding assistant professors as well as nationally prominent full professors. Another important strength is a strong demand for our undergraduate majors and graduate programs both from the student and employer side.

These strengths combine to create opportunities for the department to achieve high national prominence in its research and Ph.D. programs while maintaining sufficient student numbers and generating enough credit hours to justify the faculty size required to be a top-tier program. An important opportunity to increase graduate student numbers is the implementation of a non-thesis master of agribusiness (M.A.B.) degree beginning fall 2013. This program could attract Agricultural Economics and Agribusiness undergraduates who are not interested in our traditional M.S. degrees as well as students from other CAES departments who want advanced professional training in agribusiness management, finance, marketing, and accounting. On the undergraduate front, the proposed strengthening of the Environmental Economics and Management curriculum has the potential to increase the number of students entering the major and their level of satisfaction when they graduate. Since many of these are high-caliber students, this could in turn increase enrollment in our M.S. in Environmental Economics and even in the Ph.D. program.

The main challenge to capitalizing on the previously discussed strengths and opportunities is the availability of additional faculty positions and the willingness of the college administration to pay the salaries required for high-level hires in our discipline. Specifically, given the faculty size of our aspirational peer departments, we believe that a critical mass of at least 30 tenure-track faculty members is needed to successfully compete with them. In regard to salaries, recent experience suggests that our current structure is not competitive and, therefore, new hires have to be brought in at levels that cause substantial compression and even inversion, i.e., assistant professors making more than associate and even full professors. This situation, combined with the fact that market salaries for top faculty members in our discipline are much higher than the norm in other departments within our college, makes it extremely difficult to recruit nationally prominent full professors. Without being able to hire at that level, the process of elevating the department's national standing will have to rely on junior hires eventually achieving such high stature, which would take significantly longer. As previously mentioned, a second important limitation is the scarcity of assistantship resources, which makes it difficult to improve the size and quality of our graduate programs.

Support for the College's Goals

The College of Agricultural and Environmental Sciences (CAES) has just developed a ten-year strategic plan that lays out its major goals for the foreseeable future. The main contributions of the department to those objectives are: a) outstanding educational programs with high undergraduate and graduate enrollment and credit hour generation; b) applied research and Extension programs that address problems and issues facing traditional CAES clientele as well as an emerging urban constituency; c) teaching, research, and Extension programs that strongly relate to three of the four focus areas (sustainable food production systems, environmental stewardship, and the demand and consumption of healthy foods); d) an increasingly healthy balance between basic and applied research (with more basic still needed); e) an increasingly productive,

innovative, and nationally respected faculty; f) sufficient external funding to cover all the operational costs of our research programs; and g) a good public presence and image with alumni and stakeholders. This will be documented in the following sections.

Support to the University Strategic Directions

Like the rest of the university, the department is committed to sustaining excellence in undergraduate and graduate education; increasing the number of faculty members who are nationally prominent; continuing to serve state stakeholders through relevant applied research and Extension programs; recruiting, developing, and retaining outstanding faculty members; maintaining quality facilities and infrastructure; and being conscientious in the use of energy and other scarce resources. This will also be documented in the following sections.

Unit Review

Faculty and Staff

As of fall 2011, the department consisted of 24 full-time tenured or tenure-track faculty members (including the department head and graduate and undergraduate program coordinators), two public service associates, two part-time (35%) retire-rehires, and eight staff members. Out of the 26 full-time faculty members, 18 are located in Athens, five in Tifton, and three in Griffin. One part-time rehire is located in Tifton and one in Griffin. In terms of EFTs, the 26 full-time faculty positions are approximately split as follows: 12 in research (funded by the Agricultural Experiment Station), 8 in instruction (funded by UGA's A budget), and 6 in Extension (funded by the Cooperative Extension Service). Most of the Extension EFTs are allocated to the Tifton faculty, while the Athens faculty carries the majority of the teaching load. The presence of an Extension faculty core in Tifton is justified to serve the needs of our agricultural clientele in south Georgia. The three Griffin-based EFTs could be more effectively utilized in support of our teaching programs if they were located in Athens.

Table 1. Classified Staff							
	ACADEMIC YEAR						
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
Classified Staff Headcount	12	11	12	10	9	10	8
Faculty profile attached in Appendix E.6.							

In terms of faculty ranks, the department has 13 full professors, eight associate professors, three assistant professors, and two public service associates. While this rank distribution is currently top-heavy, it will drastically change in the next few years with several likely retirements. In terms of staff (Table 1), the department has an office manager who is also responsible for coordinating and supporting undergraduate advisement; a graduate programs assistant who also provides editorial support services to the faculty; a senior accountant who manages our over 200 accounts; an IT specialist who supports the needs of the faculty, staff, over 60 graduate students, and maintains two large computer laboratories and three distance-education classrooms; three secretaries in Athens; and individual office manager/secretarial positions in both Tifton and Griffin. At this time, the quantity and skill distribution of our staff is deemed appropriate to meet the needs of the department.

As mentioned in the unit overview, our faculty numbers have been gradually declining over time, while the number of undergraduate and graduate students has substantially increased. Such increases are related to the growth in two relatively new majors (Agribusiness and Environmental Economics and Management) and the M.S. program and Ph.D. specialization in Environmental Economics. Because of this, some instructional and research EFTs have shifted from our traditional focus on agricultural economics into environmental and resource economics. Despite stagnating faculty numbers, we have managed to maintain the quality of these instructional programs.

At present, however, we are faced with the need to strengthen our Environmental Economics and Management curriculum in order to meet the high expectations of the students enrolling in that major and with the opportunity to start a professional master of agribusiness program that could substantially increase our graduate enrollment. In order to meet these needs and capitalize on these opportunities, the department would have to: a) hire two additional faculty members (one for each), and b) be able to replace all upcoming retirements. If these two conditions are fulfilled, the department would be poised to continue expanding its undergraduate and graduate student enrollment. In addition, with this critical mass, and if we are able to continue hiring a good mix of highly qualified junior and mid-career faculty members, the department's research and Ph.D. program would soon be recognized as one of the top in the nation. This is definitely the direction that the department is committed to follow during the next several years.

In regard to governance, the faculty discusses and votes on all significant strategic, programmatic, personnel (faculty hires), and academic decisions at monthly faculty meetings. In addition, academic matters are previously vetted in either the undergraduate or graduate program committee which then makes a recommendation to the faculty on how to proceed. Ad hoc committees are also frequently used to discuss and develop proposals to address significant issues. However, the faculty understands and respects university policy on matters (such as faculty hires) where their vote is only advisory to the department head.

Faculty performance expectations and the corresponding evaluation criteria have been recently discussed and formalized (see Appendix E.5). The metrics being used aim to promote a commitment to high quality instruction, the funding and mentoring of graduate students, nationally prominent graduate programs and disciplinary research in our various faculty fields, applied research and Extension programs that address and have an impact on major state and national issues, and some level of international engagement. These expectations and metrics are understood and accepted by the faculty. Standards for annual performance as well as third-year and tenure and/or promotion reviews have been substantially raised during the last few years.

Unfortunately during the last four years, monetary rewards for our hard-working faculty and staff have not been available. So the only way to recognize and motivate productivity and superior performance has been by nominating them for internal (departmental, CAES, and UGA) and external (professional society and fellowship) awards, and frequently praising and thanking them for their hard work and dedication to improving the department. As the budget has somewhat improved, the department has also started to help cover more travel expenses to make selected paper presentations at major national and international conferences as well. In terms of monetary rewards, in addition to the usual merit raises, the opportunity to give one-time annual bonuses for outstanding performance on targeted areas would be a very effective way to motivate higher faculty and staff productivity. Given the lack of recent salary increases, however, the first priority at this time should be to provide across-the-board raises to all faculty and staff.

Teaching/Academic Programs

Teaching Information

As previously mentioned, the department offers undergraduate majors in Agricultural and Applied Economics, Agribusiness (in Athens, Griffin, and Tifton), Environmental Economics and Management, and Food Industry Marketing and Administration (in Athens and Griffin). Graduate programs include an M.S. in Agricultural and Applied Economics, an M.S. in Environmental Economics, and a Ph.D. in Agricultural Economics with emphasis in either Applied Economics or Environmental Economics. Generally, these programs are well-aligned with the fields of expertise of our faculty and thus there is significant synergy between teaching, research, and Extension. Specifically, vigorous state-of-the-art faculty research programs enhance the quality of our graduate (and to a lesser extent our undergraduate) level courses and the mentoring provided to our graduate students. Extension programs and experiences are very valuable for enriching the content of our undergraduate and some M.S. level classes. In addition, teaching Ph.D. level courses motivates the faculty to remain at the cutting-edge of knowledge in their fields and Ph.D. and (to a lesser extent) M.S. students can be helpful research partners/assistants.

Having majors such as Agricultural and Applied Economics and Agribusiness attracts a large number of students from the rural farming areas of Georgia, which enhances the diversity of the UGA student population. Also, our graduate students come from all over the world and several faculty members in the department are heavily engaged in international research and outreach projects and activities as well as in study-abroad programs. Our undergraduate major, master of science program, and Ph.D. field in Environmental Economics undoubtedly contributes to the environmental literacy goals of the University of Georgia.

Although our five full-time faculty members based in Tifton have primary Extension responsibilities and most of their salaries are not paid with UGA instructional funds, they have an average teaching load of one class per year in support of our instructional programs on that campus. Two of the professors in Griffin and one faculty member in Athens, who are paid by the Agricultural Experiment Station (not UGA instructional funds), have 100% research appointments and are thus not teaching at this time. The rest of the faculty have mixed instructional/research appointments and teach between two and four courses per year and advise an average of 20 undergraduate and three graduate students each.

Table 2. Teaching/Academic Programs

	ACADEMIC YEAR						
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
Total Credit Hours Generated	4301	4942	4721	4438	4880.6	5107.5	5706
Instructional EFTs	7.489	7.281	6.756	7.307	6.936	7.552	8.162
Credit Hours Taught by:							
Tenure-track Faculty	3590	4894	4397	4390	4243.6	4970.5	5671
Non-tenure-track Faculty	246	48	75	48	101	47	12
Graduate Assistants	465	0	249	0	536	90	23
External Instruction Grant/Contract Expenditures	0	0	0	0	0	0	0

The total number of UGA instructional EFTs available to the department is approximately eight, with the rest of the faculty salaries being paid by the Agricultural Experiment Station (to conduct agricultural research) and the Cooperative Extension Service (to carry out agricultural Extension and outreach programs). With these eight instructional EFTs, the department teaches an average of 50 courses (syllabi located at syllabus.uga.edu) and currently generates about 5700 credit hours per year (Table 2), advises 275 undergraduate majors, and directs the thesis and dissertation work of more than 60 graduate students. Usually, faculty members are assigned 0.125 instructional EFTs for each class they teach, with minor allowances being made for other instruction-related activities such as undergraduate or graduate program coordination (0.25 EFT

each) and student advisement (0.005 per undergraduate and 0.02 per graduate student). There are several ways in which the department evaluates and keeps track of teaching effectiveness. First, students anonymously fill out evaluation forms at the end of each course where they rank the class and professor on several key effectiveness and quality measures and are given the opportunity to provide written feedback to the instructor. The average scores for each professor as well as the student comments are reviewed by the department head and then made available to the corresponding instructor after the grades have been posted. Second, during student interviews with the department head before graduation, questions are asked about the quality and relevance of each of the courses in their programs of study, the program as a whole, and other key aspects of their academic experience in the department, college, and university. This information is considered by the department head in faculty performance evaluation and curriculum improvement efforts. Third, peer teaching reviews are conducted for junior faculty members during their probationary period and mentoring actions aimed at correcting any significant deficiencies are undertaken as needed. Also, over the years the department and college have promoted and supported faculty members' participation in teaching academy meetings, professional association symposia, and other learning opportunities to improve their instructional skills.

Quality of instruction is a somewhat subjective but still key component of annual performance evaluation and in determining salary increases when they are available. In addition, the department has several internal teaching honors that are recognized at a special annual event (Conner Connects) and is persistent in nominating faculty members for college, university, and professional society teaching awards. But perhaps more importantly, we have a culture that highly values and promotes quality instruction and the mentoring of our undergraduate and graduate students.

Undergraduate Programs

The main purpose of our undergraduate majors in Agricultural and Applied Economics and Agribusiness is to train students for administrative, managerial, and other positions related to the operating of companies in the food and agribusiness sector of the U.S. economy and its supporting industries and government agencies. The major in Food Industry Marketing and Administration more specifically targets placement on such positions within the food processing industry, as the students also receive significant training in food science and technology. The Environmental Economics and Management major trains students to understand and analyze resource and environmental problems and make policy and/or management recommendations to resolve them. Therefore, graduates from this major can pursue careers in both the public and private sectors.

These four majors comprise the academic scope found in other agricultural, resource, and applied economics departments across the country. Most departments have at least agricultural economics (which is the origin of our discipline) and agribusiness (a

more recent undertaking). Some focus more (and a few exclusively) on resource and environmental economics and management. To our knowledge, the Food Industry Marketing and Administration major is a unique innovation not available at any other university. As previously stated, these majors are well-aligned with the fields of interest and expertise of our faculty and thus there is significant synergy between our department's teaching, research, and Extension programs.

The main strengths of our undergraduate program are having a diversity of majors catering to a wide range of student interests, the rigor of core classes that insures the competency of our graduates, the ability to draw from numerous courses in other CAES departments and UGA colleges, and the generality of the basic fields (economics and business) which gives the students a substantial flexibility on career choices within and outside of the food, fiber, and agribusiness industry. An interesting dichotomy is that our Environmental Economics and Management major attracts students who are interested in natural resource and environmental conservation while Agricultural and Applied Economics and Agribusiness majors are much more production-oriented.

The main weaknesses of our undergraduate program are an insufficient variety of major requirements and major elective course offerings in Environmental Economics and Management (due to instructional EFT limitations) and a reliance on the Terry College for some of the major requirements in the Agribusiness major (also due to instructional EFT limitations). A secondary weakness is the lack of a graduate/advanced professional program that is suitable to the interests of many of our Agribusiness majors.

Significant changes to the Agribusiness and Environmental Economics and Management curricula have been made since the last departmental review. These changes were in response to comments, suggestions, and concerns expressed by the students during senior exit interviews, the findings in the learning outcome assessments, and, in the case of Agribusiness, the results of a comparative review of other very successful programs across the country as well. In both cases, ad hoc faculty committees were in charge of conducting the analyses and making recommendations on the necessary changes to the faculty at large. Our traditional major (Agricultural and Applied Economics) has remained basically unchanged while, as previously mentioned, the Food Industry Marketing and Administration major was recently established and has not needed any adjustments.

Changes to the Agribusiness major (effective January, 2012) include an additional class in agribusiness management and a choice of two tracks: Farm Management or Business of Agricultural Manufacturing and Retailing. The Farm Management track requires four courses: Agricultural Policy, Quantitative Approaches to Agribusiness Management, Farm Organization and Management or Production Economics, and an applied life science. The Business of Agricultural Manufacturing and Retailing also requires four courses: Selling in Agribusiness, Applied Macroeconomics and Food

Policy, Applied Econometrics, and Introduction to Food Science and Technology. Students electing to follow the Business track need to take a chemistry class, which was not previously required.

As with the Agribusiness major, several minor adjustments have periodically been made to the Environmental Economics and Management curriculum since the last review, but major changes were instituted in January, 2012. The required courses were altered to omit Water Resource Economics (although students can still take it as a major elective) and a new course was created, Environmental Management. This was a direct result of exit interviews with graduating students who didn't feel they received enough training in that particular subject. Previously there was a section in the major labeled "science requirements" (two courses from a selection of four). This has been modified to give students a choice of specializing in either social sciences or natural sciences. Three courses are required for either specialization and the students are given a broader range of additional social or natural science classes from which to choose. By making these changes, the curriculum is more structured and fewer general elective courses are needed, but there are still enough general electives available to allow students to complete a minor or certificate in another discipline if they so desire.

The learning outcome assessment reports (https://webapps.ais.uga.edu/APS/) provide objective measures of the degrees to which students in our three established majors are attaining the desired learning outcomes. As previously detailed, significant curricular adjustments have been made since the last departmental review to address some of the salient deficiencies. However, as noted before, there are two important weaknesses that we have not been able to address due to limitations in faculty resources. To date, there is not enough data to assess the learning outcomes from the Food Industry Marketing and Administration major.

Each undergraduate student in the department is assigned a faculty advisor who also has mentoring responsibilities. In the advisement process, students first meet with Ms. Jo Anne Norris, the department's administrative manager, to get pre-advised. At this meeting, Ms. Norris makes sure they are on-track with their program of studies and helps them pre-select their coursework for the next semester. Then the students meet with their faculty advisor to discuss those courses, potential alternatives, academic enrichment opportunities such as supervised research projects, internships or study abroad, future career plans and job searching, and other types of mentoring topics. With an average load of 20 advisees, faculty members have plenty of time to spend with them. However, the degree of mentoring that actually takes place depends on the desire of the student to be mentored and the commitment of the individual faculty member to the mentoring process.

In regard to placement, a recent Wall Street Journal survey (based on 2010 census data) reports a 1.3% unemployment rate among graduates from agricultural economics departments, and a median salary of about $60,000/year. This is evidence of a strong

demand for our majors nationwide. A 2010 survey of our employed alumni in the state of Georgia found a similar average salary and that 25% of the graduates were earning over $100,000/year. Information about some of our most successful alumni is provided in Appendix F.1.

Table 3. Undergraduate Programs								
		ACADEMIC YEAR						
		2006	2007	2008	2009	2010	2011	2012
Undergraduate Enrollment								
AAE	Fall	30	28	26	31	33	38	29
	Spring	25	27	30	32	29	29	28
AGB	Fall	120	130	127	127	142	121	135
	Spring	119	127	109	117	125	126	128
EEM	Fall	40	40	56	79	99	108	91
	Spring	34	40	56	77	86	94	98
FIMA	Fall				1	5	4	10
	Spring				0	5	6	11
Degrees Conferred								
AAE		9	9	16	6	4	8	7
AGB		38	39	39	35	33	38	31
EEM		14	7	9	13	20	24	31
Credit Hours								
Undergraduate Credit Hrs.		3439	3747	3656	3574	3808	3720	3941.5

General Education

The department teaches only one course that satisfies the UGA general education requirements, AAEC 2580, Applied Microeconomic Principles. The course satisfies the social sciences section of core requirements. This class is offered in the fall and spring semesters and usually has higher enrollment than any other course in the department. The average enrollment over the period of this review is 72 students, with a high of 100 students. The actual enrollment and credit hour generation can be seen in Table 4.

Table 4. General Education								
General Education		ACADEMIC YEAR						
		2006	2007	2008	2009	2010	2011	2012
Gen Ed Credit Hrs		390	405	411	435	438	462	483
Enrollment	**Fall**	84	79	83	78	100	74	80
	Spring	46	56	54	67	46	80	81

Graduate Programs

The general thrust of our graduate programs is to develop individuals who are capable of highly analytical thinking, creative problem solving, and rational, fact-based decision making. Specific skills acquired by our students during their training include:

- the ability to apply economic theory and quantitative analysis for making better, more informed resource, environmental, and business management decisions;
- knowledge of statistical analysis programs and how to use such analyses to support economic decision making;
- the ability to analyze the impact of domestic and international policies and trade agreements on economic sectors, industries, and business prospects;
- an understanding of how policies and economic incentives or disincentives affect natural resource utilization and environmental management decisions;
- an understanding of how industries and corporations can take advantage of globalization and international markets;
- an understanding of how the larger (macro) economy operates nationally and globally, and the implications of macroeconomic trends for particular economic sectors, industries, natural resources, and the environment.

These skills prepare students for leadership positions in private industry, public agencies, non-profit organizations, and academia. Through elective coursework and their thesis or dissertation experience, graduate students develop specialized knowledge in subfields of agricultural and applied economics (such as resource and environmental economics) that enables them to formulate a research problem and to identify and use the appropriate data and methods to address it.

Ph.D. graduates gain stronger knowledge of analytical tools such as optimization, simulation methods, experimental design, game theory, and mathematical programming. Additionally, they have a better foundation and more experience using data to inform decision making through advanced econometric methods and quantitative analyses. Their mastery of these advanced tools along with an in-depth understanding of micro- and macroeconomic theory allows them to address real world economic problems and issues encountered by industries, corporations, natural resource managers, environmental regulators, and other private and public sector decision and policy makers.

In general, our graduate programs are similar to those of peer agricultural and/or applied economics departments at other major land-grant universities across the U.S. Within this discipline, our programs have two distinctive characteristics: 1) a strong emphasis on microeconomic theory, econometrics, and other methods of quantitative analysis and, 2) a definite slant towards environmental and natural resource economics and management. We believe that the combination of these two characteristics makes our programs one of the most rigorous and effective in the country and provides a niche

to attract high-quality students. As an example, the average quantitative GRE score of the incoming fall 2011 class was on the top 10% (for Ph.D.) and 30% (for M.S.) of all students taking this test worldwide.

As in the case of the undergraduate majors, our graduate program curricula are well-aligned with the fields of interest and expertise of our faculty and thus there is significant synergy between our department's teaching, research, and Extension efforts. A unique characteristic of our discipline, at least within the College of Agricultural and Environmental Sciences, is that our research does not require data from laboratory or field experiments. Thus, the availability of student labor is not very useful. As a result, master's students are usually not helpful in improving faculty research productivity. Generally, professors spend so much time training and mentoring the students in the art and science of economic research that they would accomplish more if they did the research on their own. Ph.D. students, however, are often sufficiently trained by the end of their first year of studies that they can be quite helpful and enhance the productivity of a faculty member's research program.

As explained above, the main strengths of our graduate programs are a robust emphasis on microeconomic theory, econometrics, and other methods of quantitative analysis, and a definite slant towards environmental and natural resource economics and management. At the M.S. level, we feel that our programs are very competitive and as rigorous and effective as any other in the U.S. At the Ph.D. level, the program is also quite rigorous but it is always a challenge to attract a sufficient number of high-quality students to achieve an optimal enrollment level. The reasons for this are two-fold: 1) the department does not have enough funding to offer competitive assistantship packages to the desired number of students, and 2) our Ph.D. is well-regarded but not in the top ten programs nationally. However, given the quality of our current faculty, with a couple of prominent mid-career hires and the discretion to replace all upcoming retirements with conscientiously selected assistant professors, we believe that our Ph.D. program will reach a very prestigious national ranking within a few years.

There has been some significant fine-tuning of our M.S. and Ph.D. program curricula since the last review. At the M.S. level, the main change has been to expand the core to include three new courses: Econometrics II, Microeconomic Theory II, and Macro-economic Issues in Agriculture and Natural Resources. With these additions, our M.S. core is as rigorous and comprehensive as any other in the U.S. At the Ph.D. level, the program was refined to include two high-demand specializations: Applied Economics and Environmental Economics, and course offerings were re-aligned to allow for them. A new class in Advanced Econometric Applications will be offered by a new faculty member beginning fall 2012. It is envisioned that this course will be required for all Ph.D. students in the near future. A third recent development was changing the name of a non-thesis master of agricultural economics (M.A.E.) program (which had no students during the past several years) to master of agribusiness (M.A.B.). The original intent of the M.A.E. was to cater to the type of student who otherwise would be interested in an

M.A.B.-type of degree but the old name and curriculum were not effective in attracting students. As previously mentioned, the necessary adjustments to the curriculum have been identified but they cannot be implemented without an additional faculty position.

The learning outcome assessment reports (https://webapps.ais.uga.edu/APS/) provide objective measures of the degrees to which students in our graduate programs are attaining the desired learning outcomes. As previously detailed, significant adjustments have been made since the last departmental review to improve the M.S. and Ph.D. curricula. However, as noted earlier, there are some weaknesses that we have not been able to address due to limitations in assistantship and faculty resources.

In regard to admission, the department's graduate committee, chaired by the graduate program coordinator and comprised of four other graduate faculty members, carefully considers the following materials: 1) overall and key course grades in academic transcripts for undergraduate and M.S. degrees (if applicable), 2) the quality of the university where those degrees were earned (if known), 3) GRE scores, 4) rankings and recommendations from students' references, and 5) statement of purpose for pursuing graduate studies. Based on their evaluation of these materials, the graduate committee recommends rejection or admission with or without assistantship. In recent times, the quality of the admitted students has been such that the Graduate School has not declined admission of a candidate recommended by the department.

Initially, all graduate students are advised by the department's graduate program coordinator. This is not difficult since in more than 90% of the cases students have to begin with the pre-determined core of the M.S. or Ph.D. program. With few exceptions, it is recommended that an admitted M.S. student should take one or two preparatory classes before attempting some of the more advanced core courses. By the end of their first semester, M.S. students must identify or are assigned a faculty advisor. In most cases this will be their permanent major professor/thesis director but sometimes a temporary assignment has to be made. Ph.D. students have to identify a permanent advisor/major professor by the end of their second semester before taking the departmental qualifying exams. In a few instances, the student transfers to a different advisor later on. Faculty advisors are responsible for mentoring and monitoring the progress of their students in both coursework and thesis or dissertation research. This is a very time-consuming process and it is difficult for a faculty member to direct more than three of four graduate students at the same time.

The department has two classes to train graduate students in making research presentations: a professional development course and a weekly seminar with required attendance. In the seminar, students are exposed to and learn from more experienced speakers and eventually present their research proposals and results in front of a large audience. M.S. students have to write a research thesis and, in most cases, at least one journal article is derived from it. Ph.D. students generally have written at least three

journal articles and made numerous research presentations at professional meetings before graduating. However, only a few gain experience writing grant proposals.

Similarly, while most graduate students serve as teaching assistants once or twice, we don't have many opportunities for them to be in charge of teaching a course on their own, which is particularly important in the case of Ph.D. students. Teaching assistants are selected by the graduate coordinator in consultation with the faculty member he/she will work with, considering their field(s) of interest and past performance in relevant courses. Students are given the opportunity to express their preferences as well. M.S. students are required to serve at least once, but Ph.D. students often serve two or three times. In addition to attending training opportunities provided by the Graduate School, the mentoring of TAs and the evaluation of their performance is the responsibility of the faculty member they are assisting.

In regard to the placement and success of our graduates, Appendix F.1 provides a listing of numerous alumni who have reached very high and respectable positions in industry, government, and academia.

Table 5. Graduate Programs

		ACADEMIC YEAR						
		2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
Graduate Enrollment								
MS – Ag & Applied Econ	Fall	12	8	16	16	16	22	27
	Spring	10	11	14	14	21	26	25
MS – Env Econ	Fall	12	11	6	5	7	8	12
	Spring	10	10	7	3	5	8	10
PhD	Fall	9	5	15	17	21	20	23
	Spring	9	4	14	17	19	19	23
Degrees Conferred								
MS - AAE		4	5	5	7	1	8	5
MS – Env Econ		4	5	2	1	2	0	3
PhD		0	2	1	1	7	4	1
Credit Hours								
Graduate Credit Hours		650	778	740	572	812	1088	1770

Research

The majority of the faculty members in the department are agricultural, resource, or environmental economists, but some have shifted professionally towards agribusiness. Within agricultural economics, research focuses on farm and risk management, crop insurance, commodity marketing, price analysis and forecasting, agricultural policy and law, and international trade and development. Within resource and environmental

economics, research focuses on water and land resource management, energy economics and policy, environmental law, economic impacts of climate change, and valuation of environmental services. Within agribusiness, research focuses on business management and product marketing, futures and options markets, and consumer demand for a variety of food products. Additional research in the more general field of applied economics addresses issues related to community and economic development and public policy.

The main purposes of this body of research are to enhance the economic efficiency and competitiveness of the state and U.S. agricultural, food, and fiber industries; to contribute to the delivery of a reliable, safe, healthy, and affordable supply of food and fiber products to the consumer; to promote sustainable international agricultural development and growth; to inform industry and policy makers on economically sound and sustainable management of our natural resources and resolution of environmental issues; and to generally contribute to the socioeconomic well-being of the citizens of our state, nation, and the world. The department's research strength is fairly balanced between agricultural economics, agribusiness, and resource and environmental economics and management. We are probably stronger in applied, problem-solving research than in more basic disciplinary orientations. Specific topical strengths include food consumer demand analysis, risk management and crop insurance, cash and futures prices and market forecasting, international agricultural development and trade, water resource management, energy economics and policy, environmental law, and the economic impacts of climate change.

In our discipline, the most important evidence of research productivity and effectiveness is publishing in the main peer-reviewed journals of the profession. On this metric, the department has done well during the last few years. Specifically, the number of papers published in such journals has increased from an average of 27 during academic years 2006-2010 to 39 in 2011 and 48 in 2012. Likewise the number of presentations at major professional research conferences has increased from an average of 59 during 2006-2010 to 74 in 2011 and 75 in 2012.

Perhaps the main weakness in the department's research programs is not having a sufficient number of professors who are highly renowned at the national and international levels, more specifically, who are Fellows of the Agricultural and Applied Economics Association (AAEA). Recently we have hired a faculty member who is already an AAEA Fellow and we have two or three more that could reach that status within the next few years. Top-ten research departments in the country, however, are usually home to at least five AAEA Fellows. The problem here is that the market salaries for those individuals are usually well beyond what the college has been able/willing to pay. However, we are optimistic that some of our recent junior hires will in time (15-20 years) become AAEA Fellows, and the department will continue to focus on making outstanding hires at that level.

As previously mentioned, most of the research done in our department is analytical in nature and based on already existing data. Survey or human economic behavior experiment data needs to be collected only in a few cases, but we do not conduct laboratory or crop/livestock field experiments. Therefore, the vast majority of our research expenses are in the form of faculty salaries, which are paid for by the Georgia Agricultural Experiment Station. Experiment Station funds averaging $5,000/year per faculty member are also spent to upgrade computer equipment when needed, purchase software and reference materials, pay for journal page charges, and sponsor faculty travel to professional conferences to present their research results. During the last three years, external grants and contracts funding has averaged about $45,000/year per research EFT, which is good for the social sciences. In addition to supplementing departmental research expenditures, these resources have been used to pay stipends for graduate students working on those projects. This funding mechanism has remained fairly stable during the last seven years (Table 6).

Research productivity and quality is another key component of annual performance evaluation and in determining salary increases when they are available. Productivity is mainly measured by the number of refereed journal articles and the professional standing of the journals in which they are published. The quality of a faculty member's research program is also more subjectively appraised by the department head. In addition to salary rewards when available, the department aggressively nominates faculty members for college, university, and professional society awards and recognitions. But perhaps more importantly, we have a departmental culture that highly values research and discovery accomplishments by our faculty and graduate students. As in all departments, some faculty members' research programs are more productive and high-achieving than others. Research productivity expectations have been clearly outlined in the department's performance evaluation protocol and are understood and accepted by the faculty. Faculty members who are not meeting those expectations in terms of quantity or quality are motivated and encouraged to improve during the annual performance evaluation meetings with the department head. A key strategy has been to emphasize that those faculty members who are not able to have nationally prominent research programs can still contribute to the department's research agenda by conducting more practical problem-solving research on regional, state, or local issues. This research can be published in narrowly applied or interdisciplinary journals or other peer-reviewed publication alternatives. Naturally, faculty members who excel in undergraduate teaching or Extension/outreach activities and have not been as productive in research are eventually shifted more into those areas of responsibility.

Recently, the department's research programs have contributed to the profession with improved methodologies for Bayesian econometrics and productivity analysis, as well as a better understanding and the potential resolution of important issues such as a more effective bioenergy policy, the sustainable use of water resources in the southeast, the improvement of government programs (i.e., crop insurance) to mitigate financial risk in agricultural production, the formulation of more effective Farm Bills (i.e.

Federal agricultural support programs), the working of commodity futures markets, consumer demand for healthier food products, the long-term economic impacts of natural disasters, the legal framework affecting agricultural production, natural resources management and environmental conservation, the impact of the recent financial crisis on agricultural lending institutions, the causes of poor performance and low graduation rates of minority high school students, and the impacts and optimal patterns of urban sprawl, among others.

Table 6. Faculty Publications.

Category	ACADEMIC YEAR						
	2006	2007	2008	2009	2010	2011	2012
Total Unit Research EFT	13.737	13.125	12.292	13.041	12.744	12.581	11.927
Refereed Articles	28	31	21	27	27	39	42
Books	2	1	0	1	2	0	0
Scholarly and Invited Presentations	63	32	68	56	74	75	75
National/Inter-national Awards, Offices	1	5	3	1	0	1	1
Research Proposals Submitted	9	21	21	15	20	21	15
Research Proposals Funded	5	13	17	9	13	13	8
External Research Grant/Contract Expenditures	$491871	$394663	$500591	$463042	$555013	$520068	$594283
Number of Faculty with External Funding	11	12	13	14	14	12	12

Internationally, departmental research has recently contributed to a better understanding of the processes of agricultural development (such as the adoption of improved technologies), agricultural trade patterns and relations across countries, and improving the economic productivity of smallholders in impoverished developing nations. Applied interdisciplinary research at the state and local level has helped

improve productivity and profitability in the production of a variety of crops (cotton, peanuts, corn, soybeans, pecans, several fruits and vegetables, ornamentals, etc.) and livestock (mainly beef cattle operations), as well as economic efficiency in the marketing of those commodities. Analytical work has also influenced the development of the current and upcoming Farm Bills, which are the framework for government policy in support of the U.S. agricultural sector.

All graduate students in the department have to complete a thesis or dissertation. In this process, they closely interact with their major advisor and committee members, which provides a thorough research experience. These relationships are usually formed on the basis of mutual interests although sometimes students get involved on a project in order to secure assistantship funding. Often this work results in professional conference presentations and the publication of at least one refereed journal article. Research collaborations with faculty members outside of their committee sometimes develop as well, particularly in the case of PhD students, resulting in additional experiences and publications. The thesis or dissertation committee is ultimately responsible for guiding and evaluating the student's research proficiency throughout the program and at the time of graduation. However, periodic progress and accomplishments reports are also filled out by the students and reviewed by the department head. In some instances, undergraduate students become involved in research projects through special topics or supervised research hours under the guidance of a single faculty member. These relationships are often formed when a highly motivated student takes a class with that faculty member. They usually result in conference presentations and journal articles as well.

Service/Outreach

The majority of service engagement in the department comes from faculty members with formal Extension appointments (i.e., Extension specialists). Most of the service to agricultural producers is conducted through the Cooperative Extension system, i.e., as requested or facilitated by the county Extension agents who have frequent direct contact with them. In some instances, however, Extension specialists work directly with individual producers or industry groups such as the Georgia Cotton and Peanut Commissions, the Cattleman's Association, fruit and vegetable producer organizations, the Farm Bureau, state, county, and city government agencies and entities, etc. The methods of engagement include personal visits, individual phone and email consultations, group seminars and workshops on high-demand topics, public news releases, radio and TV show interviews, etc. A substantial amount of valuable decision-making information and tools (interactive crop budgets and the MarketMaker service) are also provided through our Extension economics website and periodical newsletters such as Cotton Marketing News and The Southeast Cattle Advisor.

As described above at the end of the Research section, the areas of expertise and work of our faculty are strongly aligned with significant societal (public sector) and industry

(private sector) needs, problems, and concerns. This is the result of a department that strives to live up to the land-grant mission. We have a culture of focusing the majority of our research efforts on issues that are directly relevant to the present and future well-being of the citizens of our state, nation, and the world.

Our department's Extension/outreach programs match the more applied, problem-solving research efforts summarized in the previous section. That is, they are aimed at helping farmers manage the financial risks and improve the productivity and profitability of Georgia's main crops (cotton, peanuts, corn, soybeans, pecans, several fruits and vegetables, ornamentals, etc.) and livestock (mainly beef cattle) operations, as well as economic efficiency in the marketing of those commodities. Training and support is also provided to county agents and producers on the intricacies of relevant Farm Bill provisions and other agricultural legislation that impacts their production strategies and financial performance. Given that food and fiber products are globally-traded commodities and, at a value of $136,339 million in 2011, agricultural exports represent over 10% of total U.S. exports, it is clear that our efforts to improve agricultural sector productivity and profitability significantly contribute to The University of Georgia's goal of "competing in a global economy."

Table 7. Service

Service	ACADEMIC YEAR						
	2006	2007	2008	2009	2010	2011	2012
Total Unit Service EFT	7.526	7.501	7.638	7.518	6.521	5.976	5.833
External Service Grant/Contract Expenditures	$17,783	$30,127	$63,655	225,223	$86,427	179,173	$117,931

Appendices

Appendix A – Unit level

A.1 PRAC Summary from previous program review
A.2 1-Year follow-up report from previous program review

Appendix B – Teaching/Academic Programs

B.1 Course and section counts (OIR)
B.2 Grade summaries/analyses from previous academic year (OIR)
B.3 Graduate application data
B.4 Current graduate student data
B.5 Sample of graduate course of study
B.6 Awards/prizes won by undergraduate and graduate students in the last five years.

Appendix C – Research

C.1 Refereed journal articles, books/chapters, theses/dissertations

Appendix D – Service & Outreach (Extension)

D.1. Extension publications

Department of Agricultural and Applied Economics
Program Review

Program Review and Assessment Committee
Executive Summary--February17, 2006

I. Introduction: Brief Description of the Unit

Agricultural and Applied Economics is a department within the College of Agricultural and Environmental Sciences. The Department has 26 tenured or tenure track faculty located in Athens, Griffin, and Tifton. It offers three undergraduate majors: Agricultural Economics, Agribusiness, and Environmental Economics and Management. It also offers masters degrees in Agricultural Economics and Environmental Economics. Finally, the Department has a Ph.D. program. The Department has an extensive extension component providing services throughout the state. The number of undergraduate majors has increased from 140 in 1999 to 219 in 2004. The number graduate students seeking masters degrees has remained relatively constant, while the number of students in the Ph.D. program has declined. Last year only one student entered the Ph.D. program.

II. Highlights of Unit Strengths

A. Quality of Instruction
The quality of instruction, especially at the undergraduate and masters level, is quite strong. Classes are taught by tenured or tenured track professors. Class sizes are relatively small and students have access to their professors. The Department appears to take justified pride in their commitment to the teaching mission.

B. Extension Services
The Department devotes considerable resources to extension services. Nine faculty have extension appointments (five in Tifton and four in Athens). Six faculty have received awards for extension services in recent years. Services provided by Department faculty are generally commodity based (e.g., peanuts, cotton etc.) and covers a wide range of activities. Extension services provided Department faculty are both important to and valued by the constituencies they serve.

The Center for Agribusiness and Applied Economics is also an important resource for various agricultural groups and policy makers. The Center is productive and their work product is greatly valued by those it serves.

III. Major Issues

A. Instructional Matters
There are concerns about the curriculum and course availability. The outside review team

noted that mix of courses offered and required by the Department in its Agribusiness program are different in some significant ways from those in other agricultural economics programs. The Department maintains that its Agribusiness curriculum is very similar to programs at leading peer institutions. Moreover, the combination of (a) a reduction in the size of the faculty; (b) an increase in undergraduate enrollment; and (c) continued adherence to a general pattern faculty having only .25 ETF assigned to teaching have produced a situation in which important courses may not be available to students.

B. Research Issues

The research conducted by Department faculty is of high quality, but there appears to be no institutional focus. This lack of focus diminishes the Department's national visibility.

C. The Ph.D. Program

The current Ph.D. program does not appear to be viable in the long term. Recently, three of four candidates did not pass their comprehensive exams. Only one student entered the Ph.D. program last year. The faculty appear to be ambivalent about its commitment to this program.

D. Three Campuses

Having faculty spread among three campuses poses considerable administrative challenges. The Griffin and Tifton campuses have historically been focused on research and extension services. The University appears committed to expanding the teaching mission to these locations although there is limited faculty support to do so.

IV. Recommendations regarding Major Issues

A. With regard to instructional issues, the Department should (1) continue its examination of the curriculum to make sure it provides for the needs of its students; (2) consider increasing the teaching load of faculty; and (3) provide greater differentiation and academic rigor for the graduate component of dual level classes.

B. The Department should consider developing a research focus to enhance its national visibility.

C. The Department must decide whether there is sufficient faculty interest and resources to sustain a top quality Ph.D. program.

D. The Department must prepare for the expanded teaching programs in Griffin and Tifton.

Department of Agricultural and Applied Economics
Program Review

Recommendations:

I. Make sure that the quality of the undergraduate and masters program are not eroded.

- The Department should seriously consider increasing the percentage of time the faculty devotes to teaching. The .25 ETF which appears to be the norm in the Department is lower than in comparable programs in other universities and contributes to necessary courses not being offered or available.
- The faculty should examine the curriculum in light of the CSREES findings that it deviates from that found in other Agricultural Economics programs across the country. The goal, of course, is for University of Georgia students to be fully prepared to enter graduate programs, government or industry.
- The graduate component of dual level courses need to provide greater differentiation and academic rigor.

II. The Department needs to fill the two positions in agribusiness and environomical economics discussed by the CSREES review team in order to fill existing holes in the curriculum.

III. The Department should develop a research focus that will enhance its national standing.

IV. A strong Ph.D. program goes hand in hand with a strong program of nationally visible research.

- The current Ph.D. program does not appear to be viable in the long run. The Department must decide whether there is sufficient faculty interest and resources to sustain a top quality Ph.D. program.

V. The Department and faculty must prepare for the expanded teaching programs in Griffin and Tifton.

- Apparent faculty reservation may be due to poor communication; and concerns that resources used to expand teaching in Griffin and Tifton will drain Department resources from Athens. In any event, strategic planning for these emerging circumstances is essential for the continued success of the Department.

VI. The Department should reinvigorate the faculty Program Planning Committee in an effort to engage the faculty in strategic planning for the future.

VII. The Department and College should address concerns of the faculty and staff in Griffin and Tifton campuses. They feel the tension in the conflicting campus expectations and the department direction.

PRAC Recommendations:

- With regard to instructional issues, the Department should (1) continue its examination of the curriculum to make sure it provides for the needs of its students; (2) consider increasing the teaching load of faculty; and (3) provide greater differentiation and academic rigor for the graduate component of dual level classes.

Appendix B.1. Course and section counts

Source: OIR/FACTS Course Offerings

Course Section Counts by Course Subject Prefix, for AAEC

2012

	Summer			Fall			Spring			Fiscal		
Course ID	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours
Lower Level												
AAEC2580	0	0	0	1	80	240	1	81	243	2	161	483

	Summer			Fall			Spring			Fiscal		
Course ID	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours
Upper Level												
AAEC3010	0	0	0	0	0	0	3	54	162	3	54	162
AAEC3020	0	0	0	1	4	12	0	0	0	1	4	12
AAEC3040	0	0	0	1	4	12	1	54	162	2	58	174
AAEC3100	0	0	0	1	54	162	1	30	90	2	84	252
AAEC3200	0	0	0	0	0	0	3	59	177	3	59	177
AAEC3400	0	0	0	1	63	189	1	4	12	2	67	201
AAEC3580	0	0	0	1	48	192	2	29	116	3	77	308
AAEC3580L	0	0	0	1	48	0	2	29	0	3	77	0
AAEC3690	0	0	0	2	27	108	2	28	112	4	55	220
AAEC3910	2	10	30	0	0	0	2	3	9	4	13	39
AAEC3980	1	8	24	2	45	135	1	3	9	4	56	168
AAEC4510	0	0	0	1	12	36	0	0	0	1	12	36
AAEC4610	0	0	0	0	0	0	1	40	160	1	40	160
AAEC4610L	0	0	0	0	0	0	1	40	0	1	40	0
AAEC4710	0	0	0	0	0	0	3	43	129	3	43	129
AAEC4720	0	0	0	1	20	60	0	0	0	1	20	60
AAEC4760	0	0	0	1	29	87	0	0	0	1	29	87
AAEC4870	0	0	0	2	17	51	0	0	0	2	17	51
AAEC4930	0	0	0	1	21	63	0	0	0	1	21	63
AAEC4960	0	0	0	0	0	0	1	28	84	1	28	84
AAEC4970H	0	0	0	0	0	0	1	1	3	1	1	3
AAEC4980	0	0	0	2	10	30	1	19	57	3	29	87
AAEC4990	0	0	0	2	3	7	3	6	16	5	9	23

	Summer			Fall			Spring			Fiscal		
Course ID	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours
Graduate Level												
AAEC6510	0	0	0	1	6	18	0	0	0	1	6	18
AAEC6580	0	0	0	1	33	132	0	0	0	1	33	132
AAEC6580L	0	0	0	1	33	0	0	0	0	1	33	0
AAEC6590	0	0	0	0	0	0	1	17	51	1	17	51
AAEC6610	0	0	0	1	23	69	0	0	0	1	23	69
AAEC6620	0	0	0	0	0	0	1	15	45	1	15	45
AAEC6710	0	0	0	0	0	0	1	1	3	1	1	3
AAEC6870	0	0	0	1	2	6	0	0	0	1	2	6
AAEC6930	0	0	0	1	2	6	0	0	0	1	2	6
AAEC6960	0	0	0	0	0	0	1	10	30	1	10	30
AAEC6980	0	0	0	1	1	3	0	0	0	1	1	3
AAEC7000	9	11	64	11	37	199	14	31	156	34	79	419
AAEC7300	7	9	40	9	13	76	13	17	85	29	39	201
AAEC7860	0	0	0	0	0	0	1	11	33	1	11	33
AAEC8000	1	1	3	1	1	3	0	0	0	2	2	6
AAEC8010	0	0	0	1	51	51	1	41	41	2	92	92
AAEC8020	1	1	3	1	23	23	1	1	3	3	25	29
AAEC8210	0	0	0	1	29	87	0	0	0	1	29	87
AAEC8350	0	0	0	0	0	0	1	25	25	1	25	25
AAEC8400	0	0	0	1	6	18	0	0	0	1	6	18
AAEC8700	0	0	0	0	0	0	1	9	27	1	9	27
AAEC8710	0	0	0	0	0	0	1	8	24	1	8	24
AAEC8800	0	0	0	1	12	36	0	0	0	1	12	36
AAEC9000	7	14	105	10	20	136	10	26	174	27	60	415
AAEC9300	2	2	6	2	2	12	6	7	51	10	11	69

	Summer			Fall			Spring			Fiscal		
Course ID	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours
Grand Total	**30**	**56**	**275**	**66**	**779**	**2,259**	**83**	**770**	**2,289**	**179**	**1,605**	**4,823**

Source: OIR/FACTS Course Offerings

Course Section Counts by Course Subject Prefix, for ENVM
2012

	Summer			Fall			Spring			Fiscal		
Course ID	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours
Upper Level												
ENVM3060	0	0	0	1	70	210	0	0	0	1	70	210
ENVM3910	2	5	15	1	3	9	1	4	12	4	12	36
ENVM4250	0	0	0	0	0	0	1	33	99	1	33	99
ENVM4510	0	0	0	1	1	3	0	0	0	1	1	3
ENVM4650	0	0	0	0	0	0	1	35	105	1	35	105
ENVM4710	0	0	0	0	0	0	1	20	60	1	20	60
ENVM4720	0	0	0	1	12	36	0	0	0	1	12	36
ENVM4770H	0	0	0	1	8	24	0	0	0	1	8	24
ENVM4800	0	0	0	1	38	114	0	0	0	1	38	114
ENVM4930	0	0	0	1	34	102	0	0	0	1	34	102
ENVM4970H	0	0	0	0	0	0	1	1	3	1	1	3

	Summer			Fall			Spring			Fiscal		
Course ID	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours
Graduate Level												
ENVM6800	0	0	0	1	1	3	0	0	0	1	1	3
ENVM6930	0	0	0	1	3	9	0	0	0	1	3	9

	Summer			Fall			Spring			Fiscal		
Course ID	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours	# of Sections	Enrolled	Credit Hours
Grand Total	**2**	**5**	**15**	**9**	**170**	**510**	**5**	**93**	**279**	**16**	**268**	**804**

07/24/12 FIR120A (REVGRADE) U N I V E R S I T Y O F G E O R G I A PAGE 1

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM

(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: AAEC TERM: 1105

COURSE ID	INSTR NAME	CALL NUM	COURSE GPA	TOTAL	% A+	% A	% A-	% B+	% B	% B-	% C+	% C	% C-	% D+	% D
AAEC3910	KOSTANDINI	87302	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC3910	STEGELIN	25111	3.82	8	.0	37.5	50.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	BERGSTROM	35845	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	DORFMAN	56026	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	ESCALANTE	66150	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	FLORKOWSKI	97079	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	GUNTER	67833	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	HUANG	66925	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	KOSTANDINI	67508	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	MULLEN	27389	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	RAMIREZ	26341	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	WETZSTEIN	07107	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	COLSON	67587	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	EPPERSON	06894	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	ESCALANTE	86151	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	FLORKOWSKI	57080	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	HOUSTON	56799	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	KRAMER	77372	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	MULLEN	87588	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC8000	KRAMER	15939	4.00	1	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC8020	AMES	35361	4.00	1	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	BERGSTROM	96482	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	FERREIRA	77307	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	FLORKOWSKI	56124	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	FONSAH	47135	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	GUNTER	27361	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	MULLEN	57306	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	WETZSTEIN	17013	.00	3	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9300	BERGSTROM	76481	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9300	WETZSTEIN	07012	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM

(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: AAEC TERM: 1105

COURSE ID	INSTR NAME	CALL NUM	% F	% WF	% W	% OTHER
AAEC3910	KOSTANDINI	87302	.0	.0	.0	100.0
AAEC3910	STEGELIN	25111	.0	.0	.0	12.5
AAEC7000	BERGSTROM	35845	.0	.0	.0	100.0
AAEC7000	DORFMAN	56026	.0	.0	.0	100.0
AAEC7000	ESCALANTE	66150	.0	.0	.0	100.0
AAEC7000	FLORKOWSKI	97079	.0	.0	.0	100.0
AAEC7000	GUNTER	67833	.0	.0	.0	100.0
AAEC7000	HUANG	66925	.0	.0	.0	100.0
AAEC7000	KOSTANDINI	67508	.0	.0	.0	100.0
AAEC7000	MULLEN	27389	.0	.0	.0	100.0
AAEC7000	RAMIREZ	26341	.0	.0	.0	100.0
AAEC7000	WETZSTEIN	07107	.0	.0	.0	100.0
AAEC7300	COLSON	67587	.0	.0	.0	100.0
AAEC7300	EPPERSON	06894	.0	.0	.0	100.0
AAEC7300	ESCALANTE	86151	.0	.0	.0	100.0
AAEC7300	FLORKOWSKI	57080	.0	.0	.0	100.0
AAEC7300	HOUSTON	56799	.0	.0	.0	100.0
AAEC7300	KRAMER	77372	.0	.0	.0	100.0
AAEC7300	MULLEN	87588	.0	.0	.0	100.0
AAEC8000	KRAMER	15939	.0	.0	.0	.0
AAEC8020	AMES	35361	.0	.0	.0	.0
AAEC9000	BERGSTROM	96482	.0	.0	.0	100.0
AAEC9000	FERREIRA	77307	.0	.0	.0	100.0
AAEC9000	FLORKOWSKI	56124	.0	.0	.0	100.0
AAEC9000	FONSAH	47135	.0	.0	.0	100.0
AAEC9000	GUNTER	27361	.0	.0	.0	100.0
AAEC9000	MULLEN	57306	.0	.0	.0	100.0
AAEC9000	WETZSTEIN	17013	.0	.0	.0	100.0
AAEC9300	BERGSTROM	76481	.0	.0	.0	100.0
AAEC9300	WETZSTEIN	07012	.0	.0	.0	100.0

INSTITUTIONAL RESEARCH
GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM
(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: AAEC TERM: 1108

COURSE ID	INSTR NAME	CALL NUM	COURSE GPA	TOTAL	% A+	% A	% A-	% B+	% B	% B-	% C+	% C	% C-	% D+	% D
AAEC2580	AMES	15245	2.65	80	.0	11.2	8.7	18.7	16.2	7.5	10.0	10.0	5.0	.0	2.5
AAEC3020	LACY	00081	3.67	4	.0	50.0	25.0	.0	25.0	.0	.0	.0	.0	.0	.0
AAEC3040	ELAD	10073	3.00	4	.0	75.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC3100	STEGELIN	35263	3.35	54	.0	14.8	27.7	24.0	22.2	5.5	3.7	1.8	.0	.0	.0
AAEC3400	GUNTER	35246	3.07	63	.0	22.2	12.6	3.1	33.3	4.7	1.5	9.5	6.3	.0	.0
AAEC3580	KOSTANDINI	95249	2.78	48	.0	4.1	20.8	14.5	18.7	8.3	4.1	8.3	18.7	.0	.0
AAEC3690	KOSTANDINI	25237	2.77	26	.0	7.6	7.6	19.2	23.0	11.5	.0	.0	19.2	.0	.0
AAEC3690	KOSTANDINI	41847	3.00	1	.0	.0	.0	.0	100.0	.0	.0	.0	.0	.0	.0
AAEC3980	STEGELIN	65256	3.01	42	.0	2.3	23.8	16.6	30.9	16.6	4.7	.0	.0	.0	.0
AAEC4510	KRIESEL	25268	2.78	12	.0	.0	.0	16.6	25.0	41.6	8.3	8.3	.0	.0	.0
AAEC4720	HOUSTON	45241	3.05	20	.0	15.0	10.0	15.0	25.0	15.0	10.0	10.0	.0	.0	.0
AAEC4760	DORFMAN	45255	3.77	29	.0	68.9	13.7	.0	13.7	3.4	.0	.0	.0	.0	.0
AAEC4870	HOUSTON	61851	2.84	16	.0	12.5	18.7	6.2	25.0	.0	12.5	6.2	6.2	.0	.0
AAEC4870	HOUSTON	74015	2.30	1	.0	.0	.0	.0	.0	.0	100.0	.0	.0	.0	.0
AAEC4930	CENTNER	95283	2.91	21	.0	14.2	4.7	.0	33.3	14.2	9.5	14.2	.0	.0	.0
AAEC4980	STEGELIN	64460	3.03	9	.0	11.1	11.1	11.1	44.4	.0	11.1	11.1	.0	.0	.0
AAEC4980	STEGELIN	84461	4.00	1	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC4990	CENTNER	80863	3.65	2	.0	50.0	.0	50.0	.0	.0	.0	.0	.0	.0	.0
AAEC4990	DORFMAN	95439	4.00	1	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC6510	KRIESEL	05275	3.00	6	.0	50.0	.0	.0	16.6	.0	.0	.0	.0	.0	.0
AAEC6580	WETZSTEIN	95266	3.30	33	.0	33.3	3.0	9.0	24.2	27.2	.0	.0	.0	.0	.0
AAEC6610	RAMIREZ	65242	2.74	23	.0	13.0	17.3	8.6	17.3	8.6	13.0	.0	.0	.0	.0
AAEC6870	HOUSTON	82225	3.85	2	.0	50.0	50.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC6930	CENTNER	05284	4.00	2	.0	50.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC6980	STEGELIN	04462	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	AMES	13622	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	BERGSTROM	61333	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	COLSON	83794	.00	4	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	DORFMAN	61493	.00	3	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	FLORKOWSKI	34187	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	GUNTER	84699	.00	3	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	HUANG	32021	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	KOSTANDINI	52294	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	MULLEN	42366	.00	4	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	RAMIREZ	02185	.00	3	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	WETZSTEIN	02252	.00	13	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	DORFMAN	81494	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	EPPERSON	04356	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	ESCALANTE	74189	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	GUNTER	04700	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	HUANG	13748	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	LACY	64345	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	SMITH	74922	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	WETZSTEIN	05292	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	WETZSTEIN	33055	.00	3	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC8000	GUNTER	85108	4.00	1	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC8010	FERREIRA	15262	3.95	51	.0	92.1	3.9	1.9	1.9	.0	.0	.0	.0	.0	.0
AAEC8020	HEBOYAN	45272	3.58	23	.0	56.5	21.7	4.3	4.3	.0	.0	.0	.0	.0	8.6
AAEC8210	DORFMAN	45269	3.82	29	.0	68.9	20.6	.0	6.8	3.4	.0	.0	.0	.0	.0

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM

(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: AAEC TERM: 1108

COURSE ID	INSTR NAME	CALL NUM	% F	% WF	% W	% OTHER
AAEC2580	AMES	15245	7.5	1.2	.0	1.2
AAEC3020	LACY	00081	.0	.0	.0	.0
AAEC3040	ELAD	10073	25.0	.0	.0	.0
AAEC3100	STEGELIN	35263	.0	.0	.0	.0
AAEC3400	GUNTER	35246	1.5	.0	.0	4.7
AAEC3580	KOSTANDINI	95249	2.0	.0	.0	.0
AAEC3690	KOSTANDINI	25237	3.8	.0	.0	7.6
AAEC3690	KOSTANDINI	41847	.0	.0	.0	.0
AAEC3980	STEGELIN	65256	.0	4.7	.0	.0
AAEC4510	KRIESEL	25268	.0	.0	.0	.0
AAEC4720	HOUSTON	45241	.0	.0	.0	.0
AAEC4760	DORFMAN	45255	.0	.0	.0	.0
AAEC4870	HOUSTON	61851	6.2	.0	.0	6.2
AAEC4870	HOUSTON	74015	.0	.0	.0	.0
AAEC4930	CENTNER	95283	.0	.0	.0	9.5
AAEC4980	STEGELIN	64460	.0	.0	.0	.0
AAEC4980	STEGELIN	84461	.0	.0	.0	.0
AAEC4990	CENTNER	80863	.0	.0	.0	.0
AAEC4990	DORFMAN	95439	.0	.0	.0	.0
AAEC6510	KRIESEL	05275	16.6	.0	.0	16.6
AAEC6580	WETZSTEIN	95266	.0	.0	.0	3.0
AAEC6610	RAMIREZ	65242	13.0	.0	.0	8.6
AAEC6870	HOUSTON	82225	.0	.0	.0	.0
AAEC6930	CENTNER	05284	.0	.0	.0	50.0
AAEC6980	STEGELIN	04462	100.0	.0	.0	.0
AAEC7000	AMES	13622	.0	.0	.0	100.0
AAEC7000	BERGSTROM	61333	.0	.0	.0	100.0
AAEC7000	COLSON	83794	.0	.0	.0	100.0
AAEC7000	DORFMAN	61493	.0	.0	.0	100.0
AAEC7000	FLORKOWSKI	34187	.0	.0	.0	100.0
AAEC7000	GUNTER	84699	.0	.0	.0	100.0
AAEC7000	HUANG	32021	.0	.0	.0	100.0
AAEC7000	KOSTANDINI	52294	.0	.0	.0	100.0
AAEC7000	MULLEN	42366	.0	.0	.0	100.0
AAEC7000	RAMIREZ	02185	.0	.0	.0	100.0
AAEC7000	WETZSTEIN	02252	.0	.0	.0	100.0
AAEC7300	DORFMAN	81494	.0	.0	.0	100.0
AAEC7300	EPPERSON	04356	.0	.0	.0	100.0
AAEC7300	ESCALANTE	74189	.0	.0	.0	100.0
AAEC7300	GUNTER	04700	.0	.0	.0	100.0
AAEC7300	HUANG	13748	.0	.0	.0	100.0
AAEC7300	LACY	64345	.0	.0	.0	100.0
AAEC7300	SMITH	74922	.0	.0	.0	100.0
AAEC7300	WETZSTEIN	05292	.0	.0	.0	100.0
AAEC7300	WETZSTEIN	33055	.0	.0	.0	100.0
AAEC8000	GUNTER	85108	.0	.0	.0	.0
AAEC8010	FERREIRA	15262	.0	.0	.0	.0
AAEC8020	HEBOYAN	45272	.0	.0	.0	4.3
AAEC8210	DORFMAN	45269	.0	.0	.0	.0

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM

(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: AAEC TERM: 1108

COURSE ID	INSTR NAME	CALL NUM	COURSE GPA	TOTAL	% A+	% A	% A-	% B+	% B	% B-	% C+	% C	% C-	% D+	% D
AAEC8400	KARALI	65273	3.56	6	.0	16.6	50.0	16.6	16.6	.0	.0	.0	.0	.0	.0
AAEC8800	WETZSTEIN	25271	4.00	12	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	BERGSTROM	61901	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	DORFMAN	04549	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	ESCALANTE	92380	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	FERREIRA	83424	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	FLORKOWSKI	15293	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	FLORKOWSKI	55101	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	FONSAH	64233	.00	4	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	GUNTER	04185	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	MULLEN	74449	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	WETZSTEIN	02145	.00	5	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9300	ESCALANTE	52649	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9300	WETZSTEIN	12146	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM

(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: AAEC TERM: 1108

COURSE ID	INSTR NAME	CALL NUM	% F	% WF	% W	% OTHER
AAEC8400	KARALI	65273	.0	.0	.0	.0
AAEC8800	WETZSTEIN	25271	.0	.0	.0	.0
AAEC9000	BERGSTROM	61901	.0	.0	.0	100.0
AAEC9000	DORFMAN	04549	.0	.0	.0	100.0
AAEC9000	ESCALANTE	92380	.0	.0	.0	100.0
AAEC9000	FERREIRA	83424	.0	.0	.0	100.0
AAEC9000	FLORKOWSKI	15293	.0	.0	.0	100.0
AAEC9000	FLORKOWSKI	55101	.0	.0	.0	100.0
AAEC9000	FONSAH	64233	.0	.0	.0	100.0
AAEC9000	GUNTER	04185	.0	.0	.0	100.0
AAEC9000	MULLEN	74449	.0	.0	.0	100.0
AAEC9000	WETZSTEIN	02145	.0	.0	.0	100.0
AAEC9300	ESCALANTE	52649	.0	.0	.0	100.0
AAEC9300	WETZSTEIN	12146	.0	.0	.0	100.0

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM

(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: AAEC TERM: 1202

COURSE ID	INSTR NAME	CALL NUM	COURSE GPA	TOTAL	% A+	% A	% A-	% B+	% B	% B-	% C+	% C	% C-	% D+	% D
AAEC2580	COLSON	83637	3.10	81	.0	28.3	20.9	11.1	16.0	3.7	4.9	2.4	1.2	.0	6.1
AAEC3010	SHURLEY	03638	3.28	46	.0	17.3	26.0	19.5	10.8	13.0	4.3	4.3	2.1	.0	.0
AAEC3010	SHURLEY	66293	3.48	7	.0	14.2	42.8	14.2	28.5	.0	.0	.0	.0	.0	.0
AAEC3010	SHURLEY	83357	2.00	1	.0	.0	.0	.0	.0	.0	.0	100.0	.0	.0	.0
AAEC3040	EPPERSON	83654	3.11	54	.0	27.7	1.8	1.8	44.4	3.7	1.8	11.1	3.7	.0	.0
AAEC3100	STEGELIN	43666	2.67	30	.0	6.6	.0	13.3	23.3	26.6	13.3	3.3	.0	.0	.0
AAEC3200	STEGELIN	33282	2.96	56	.0	1.7	19.6	17.8	17.8	17.8	14.2	7.1	1.7	.0	.0
AAEC3200	STEGELIN	53946	3.30	1	.0	.0	.0	100.0	.0	.0	.0	.0	.0	.0	.0
AAEC3200	STEGELIN	63292	3.50	2	.0	.0	50.0	50.0	.0	.0	.0	.0	.0	.0	.0
AAEC3400	SMITH	94078	3.50	4	.0	50.0	.0	.0	50.0	.0	.0	.0	.0	.0	.0
AAEC3580	WETZSTEIN	13295	3.00	1	.0	.0	.0	.0	100.0	.0	.0	.0	.0	.0	.0
AAEC3580	WETZSTEIN	53283	2.64	28	.0	10.7	10.7	10.7	7.1	.0	.0	28.5	17.8	.0	.0
AAEC3580L	WETZSTEIN	73284	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC3690	KARALI	13300	3.30	1	.0	.0	.0	100.0	.0	.0	.0	.0	.0	.0	.0
AAEC3690	KARALI	93285	3.44	27	.0	25.9	33.3	7.4	14.8	3.7	11.1	.0	.0	.0	.0
AAEC3910	LACY	34836	4.00	1	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC3910	STEGELIN	36235	3.85	2	.0	50.0	50.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC4610	KRIESEL	33657	3.13	40	.0	10.0	20.0	20.0	27.5	15.0	.0	5.0	.0	.0	.0
AAEC4710	KRIESEL	13412	2.91	41	.0	14.6	7.3	12.1	26.8	7.3	7.3	9.7	7.3	.0	2.4
AAEC4710	KRIESEL	13944	2.30	1	.0	.0	.0	.0	.0	.0	100.0	.0	.0	.0	.0
AAEC4710	KRIESEL	73415	2.00	1	.0	.0	.0	.0	.0	.0	.0	100.0	.0	.0	.0
AAEC4960	GUNTER	93663	3.15	28	.0	17.8	21.4	3.5	35.7	3.5	.0	3.5	10.7	.0	.0
AAEC4970H	CENTNER	35002	4.00	1	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC4980	EPPERSON	53661	2.68	19	.0	10.5	.0	.0	52.6	.0	.0	15.7	5.2	.0	.0
AAEC4990	AMES	16217	3.75	4	.0	75.0	.0	.0	25.0	.0	.0	.0	.0	.0	.0
AAEC4990	CENTNER	16234	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC4990	KOSTANDINI	74998	2.70	1	.0	.0	.0	.0	.0	100.0	.0	.0	.0	.0	.0
AAEC6590	COLSON	33643	3.51	17	.0	29.4	17.6	17.6	17.6	5.8	.0	.0	.0	.0	.0
AAEC6620	KARALI	33660	3.37	15	.0	20.0	20.0	6.6	13.3	20.0	.0	.0	.0	.0	.0
AAEC6710	KRIESEL	53414	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC6960	GUNTER	03650	3.60	10	.0	40.0	20.0	.0	30.0	.0	.0	.0	.0	.0	.0
AAEC7000	BERGSTROM	03134	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	COLSON	46857	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	DORFMAN	16864	.00	3	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	EPPERSON	06863	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	ESCALANTE	86862	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	GUNTER	66858	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	HOUSTON	73852	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	HUANG	96868	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	KARALI	86859	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	KOSTANDINI	33704	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	KOSTANDINI	82743	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	MULLEN	36865	.00	5	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	RAMIREZ	46860	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7000	WETZSTEIN	96238	.00	9	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	BERGSTROM	13135	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	COLSON	36879	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	DORFMAN	26873	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	EPPERSON	46874	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM

(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: AAEC TERM: 1202

COURSE ID	INSTR NAME	CALL NUM	% F	% WF	% W	% OTHER
AAEC2580	COLSON	83637	4.9	.0	.0	.0
AAEC3010	SHURLEY	03638	.0	.0	.0	2.1
AAEC3010	SHURLEY	66293	.0	.0	.0	.0
AAEC3010	SHURLEY	83357	.0	.0	.0	.0
AAEC3040	EPPERSON	83654	.0	.0	.0	3.7
AAEC3100	STEGELIN	43666	.0	6.6	.0	6.6
AAEC3200	STEGELIN	33282	.0	.0	.0	1.7
AAEC3200	STEGELIN	53946	.0	.0	.0	.0
AAEC3200	STEGELIN	63292	.0	.0	.0	.0
AAEC3400	SMITH	94078	.0	.0	.0	.0
AAEC3580	WETZSTEIN	13295	.0	.0	.0	.0
AAEC3580	WETZSTEIN	53283	.0	.0	.0	14.2
AAEC3580L	WETZSTEIN	73284	.0	.0	100.0	.0
AAEC3690	KARALI	13300	.0	.0	.0	.0
AAEC3690	KARALI	93285	.0	.0	.0	3.7
AAEC3910	LACY	34836	.0	.0	.0	.0
AAEC3910	STEGELIN	36235	.0	.0	.0	.0
AAEC4610	KRIESEL	33657	.0	2.5	.0	.0
AAEC4710	KRIESEL	13412	.0	.0	.0	4.8
AAEC4710	KRIESEL	13944	.0	.0	.0	.0
AAEC4710	KRIESEL	73415	.0	.0	.0	.0
AAEC4960	GUNTER	93663	.0	.0	.0	3.5
AAEC4970H	CENTNER	35002	.0	.0	.0	.0
AAEC4980	EPPERSON	53661	5.2	.0	.0	10.5
AAEC4990	AMES	16217	.0	.0	.0	.0
AAEC4990	CENTNER	16234	.0	.0	.0	100.0
AAEC4990	KOSTANDINI	74998	.0	.0	.0	.0
AAEC6590	COLSON	33643	.0	.0	.0	11.7
AAEC6620	KARALI	33660	.0	.0	.0	20.0
AAEC6710	KRIESEL	53414	.0	.0	.0	100.0
AAEC6960	GUNTER	03650	.0	.0	.0	10.0
AAEC7000	BERGSTROM	03134	.0	.0	.0	100.0
AAEC7000	COLSON	46857	.0	.0	.0	100.0
AAEC7000	DORFMAN	16864	.0	.0	.0	100.0
AAEC7000	EPPERSON	06863	.0	.0	.0	100.0
AAEC7000	ESCALANTE	86862	.0	.0	.0	100.0
AAEC7000	GUNTER	66858	.0	.0	.0	100.0
AAEC7000	HOUSTON	73852	.0	.0	.0	100.0
AAEC7000	HUANG	96868	.0	.0	.0	100.0
AAEC7000	KARALI	86859	.0	.0	.0	100.0
AAEC7000	KOSTANDINI	33704	.0	.0	.0	100.0
AAEC7000	KOSTANDINI	82743	.0	.0	.0	100.0
AAEC7000	MULLEN	36865	.0	.0	.0	100.0
AAEC7000	RAMIREZ	46860	.0	.0	.0	100.0
AAEC7000	WETZSTEIN	96238	.0	.0	.0	100.0
AAEC7300	BERGSTROM	13135	.0	.0	.0	100.0
AAEC7300	COLSON	36879	.0	.0	.0	100.0
AAEC7300	DORFMAN	26873	.0	.0	.0	100.0
AAEC7300	EPPERSON	46874	.0	.0	.0	100.0

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM

(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: AAEC TERM: 1202

COURSE ID	INSTR NAME	CALL NUM	COURSE GPA	TOTAL	% A+	% A	% A-	% B+	% B	% B-	% C+	% C	% C-	% D+	% D
AAEC7300	ESCALANTE	66875	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	FERREIRA	14558	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	GUNTER	16878	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	HUANG	06869	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	KOSTANDINI	02744	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	LACY	05295	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	MULLEN	96871	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	RAMIREZ	06877	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7300	WETZSTEIN	06239	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC7860	MOORE	64799	3.33	11	.0	9.0	18.1	27.2	18.1	9.0	.0	.0	.0	.0	.0
AAEC8010	FERREIRA	02543	3.99	41	.0	95.1	2.4	.0	.0	.0	.0	.0	.0	.0	.0
AAEC8020	COLSON	84220	4.00	1	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC8350	DORFMAN	13656	4.00	25	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC8700	FERREIRA	06225	3.41	9	.0	33.3	.0	22.2	22.2	11.1	.0	.0	.0	.0	.0
AAEC8710	AMES	66228	3.67	8	.0	37.5	37.5	12.5	12.5	.0	.0	.0	.0	.0	.0
AAEC9000	AMES	44554	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	BERGSTROM	24228	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	DORFMAN	56883	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	ESCALANTE	62725	.00	3	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	FERREIRA	36882	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	FLORKOWSKI	06886	.00	3	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	FONSAH	14317	.00	4	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	GUNTER	16881	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	MULLEN	76884	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9000	WETZSTEIN	06242	.00	8	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9300	AMES	64961	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9300	BERGSTROM	44229	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9300	FERREIRA	94596	.00	2	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9300	GUNTER	46888	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9300	MULLEN	26890	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
AAEC9300	WETZSTEIN	76240	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM

(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: AAEC TERM: 1202

COURSE ID	INSTR NAME	CALL NUM	% F	% WF	% W	% OTHER
AAEC7300	ESCALANTE	66875	.0	.0	.0	100.0
AAEC7300	FERREIRA	14558	.0	.0	.0	100.0
AAEC7300	GUNTER	16878	.0	.0	.0	100.0
AAEC7300	HUANG	06869	.0	.0	.0	100.0
AAEC7300	KOSTANDINI	02744	.0	.0	.0	100.0
AAEC7300	LACY	05295	.0	.0	.0	100.0
AAEC7300	MULLEN	96871	.0	.0	.0	100.0
AAEC7300	RAMIREZ	06877	.0	.0	.0	100.0
AAEC7300	WETZSTEIN	06239	.0	.0	.0	100.0
AAEC7860	MOORE	64799	.0	.0	.0	18.1
AAEC8010	FERREIRA	02543	.0	.0	.0	2.4
AAEC8020	COLSON	84220	.0	.0	.0	.0
AAEC8350	DORFMAN	13656	.0	.0	.0	.0
AAEC8700	FERREIRA	06225	.0	.0	.0	11.1
AAEC8710	AMES	66228	.0	.0	.0	.0
AAEC9000	AMES	44554	.0	.0	.0	100.0
AAEC9000	BERGSTROM	24228	.0	.0	.0	100.0
AAEC9000	DORFMAN	56883	.0	.0	.0	100.0
AAEC9000	ESCALANTE	62725	.0	.0	.0	100.0
AAEC9000	FERREIRA	36882	.0	.0	.0	100.0
AAEC9000	FLORKOWSKI	06886	.0	.0	.0	100.0
AAEC9000	FONSAH	14317	.0	.0	.0	100.0
AAEC9000	GUNTER	16881	.0	.0	.0	100.0
AAEC9000	MULLEN	76884	.0	.0	.0	100.0
AAEC9000	WETZSTEIN	06242	.0	.0	.0	100.0
AAEC9300	AMES	64961	.0	.0	.0	100.0
AAEC9300	BERGSTROM	44229	.0	.0	.0	100.0
AAEC9300	FERREIRA	94596	.0	.0	.0	100.0
AAEC9300	GUNTER	46888	.0	.0	.0	100.0
AAEC9300	MULLEN	26890	.0	.0	.0	100.0
AAEC9300	WETZSTEIN	76240	.0	.0	.0	100.0

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM
(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: ENVM TERM: 1105

COURSE ID	INSTR NAME	CALL NUM	COURSE TOTAL GPA		% A+	% A	% A-	% B+	% B	% B-	% C+	% C	% C-	% D+	% D
ENVM3910	BERGSTROM	57824	.00	1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
ENVM3910	BERGSTROM	66066	4.00	4	.0	25.0	.0	.0	.0	.0	.0	.0	.0	.0	.0

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM

(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: ENVM TERM: 1105

COURSE ID	INSTR NAME	CALL NUM	% F	% WF	% W	% OTHER
ENVM3910	BERGSTROM	57824	.0	.0	.0	100.0
ENVM3910	BERGSTROM	66066	.0	.0	.0	75.0

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM

(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: ENVM TERM: 1108

COURSE ID	INSTR NAME	CALL NUM	COURSE GPA	TOTAL	% A+	% A	% A-	% B+	% B	% B-	% C+	% C	% C-	% D+	% D
ENVM3060	MULLEN	05236	2.74	70	.0	7.1	10.0	7.1	28.5	10.0	17.1	11.4	4.2	.0	2.8
ENVM3910	BERGSTROM	05289	4.00	3	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
ENVM4510	KRIESEL	35277	4.00	1	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
ENVM4720	HOUSTON	75279	3.00	12	.0	8.3	25.0	16.6	25.0	16.6	.0	.0	.0	.0	.0
ENVM4770H	CENTNER	28459	4.00	8	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
ENVM4800	MULLEN	45238	3.16	38	.0	18.4	10.5	23.6	28.9	7.8	5.2	2.6	.0	.0	.0
ENVM4930	CENTNER	25240	3.05	34	.0	11.7	11.7	11.7	26.4	23.5	2.9	8.8	.0	.0	.0
ENVM6800	MULLEN	35280	3.70	1	.0	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0
ENVM6930	CENTNER	75282	3.50	3	.0	33.3	.0	.0	33.3	.0	.0	.0	.0	.0	.0

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM

(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: ENVM TERM: 1108

COURSE ID	INSTR NAME	CALL NUM	% F	% WF	% W	% OTHER
ENVM3060	MULLEN	05236	1.4	.0	.0	.0
ENVM3910	BERGSTROM	05289	.0	.0	.0	.0
ENVM4510	KRIESEL	35277	.0	.0	.0	.0
ENVM4720	HOUSTON	75279	8.3	.0	.0	.0
ENVM4770H	CENTNER	28459	.0	.0	.0	.0
ENVM4800	MULLEN	45238	2.6	.0	.0	.0
ENVM4930	CENTNER	25240	.0	.0	.0	2.9
ENVM6800	MULLEN	35280	.0	.0	.0	.0
ENVM6930	CENTNER	75282	.0	.0	.0	33.3

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM

(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: ENVM TERM: 1202

COURSE ID	INSTR NAME	CALL NUM	COURSE TOTAL GPA		% A+	% A	% A-	% B+	% B	% B-	% C+	% C	% C-	% D+	% D
ENVM3910	BERGSTROM	76237	4.00	4	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
ENVM4250	CENTNER	03641	2.93	33	.0	9.0	9.0	18.1	27.2	12.1	3.0	12.1	.0	.0	.0
ENVM4650	FERREIRA	13639	3.62	35	.0	54.2	17.1	5.7	14.2	.0	8.5	.0	.0	.0	.0
ENVM4710	KRIESEL	33413	3.11	20	.0	15.0	5.0	15.0	45.0	10.0	5.0	5.0	.0	.0	.0
ENVM4970H	HOUSTON	55325	4.00	1	.0	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.0

INSTITUTIONAL RESEARCH

GRADE ANALYSIS BY CALL NUMBER W/I INSTRUCTOR W/I COURSE W/ITERM

(UNIV, GWIN, TIFT, GRIF, BKHD, REGT, INSV ONLY)

SUMMER '11 - SPRING '12 DISC: ENVM TERM: 1202

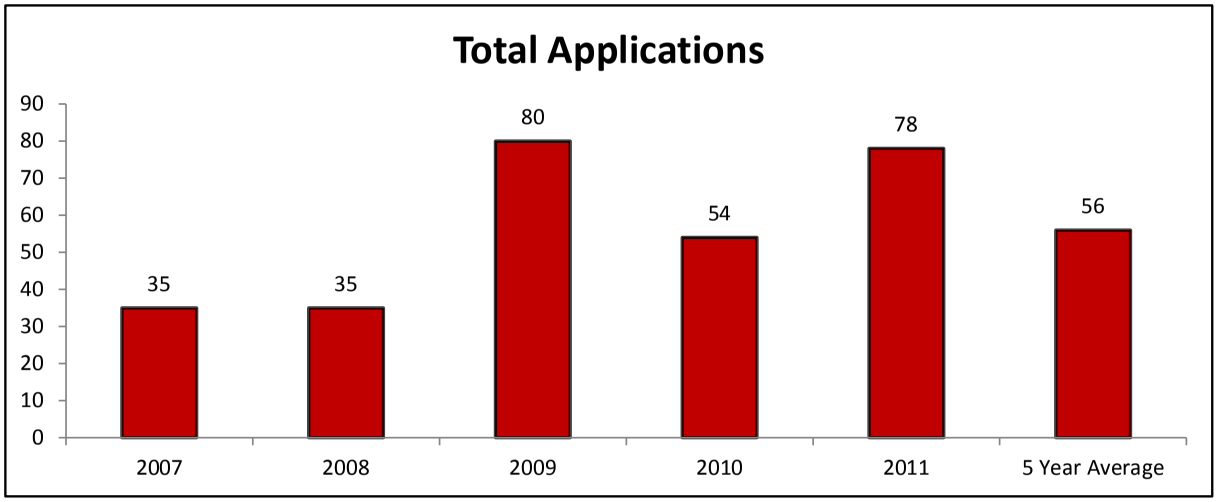
COURSE ID	INSTR NAME	CALL NUM	% F	% WF	% W	% OTHER
ENVM3910	BERGSTROM	76237	.0	.0	.0	.0
ENVM4250	CENTNER	03641	.0	3.0	.0	6.0
ENVM4650	FERREIRA	13639	.0	.0	.0	.0
ENVM4710	KRIESEL	33413	.0	.0	.0	.0
ENVM4970H	HOUSTON	55325	.0	.0	.0	.0

University of Georgia
Fall Application Data
(Number of Applications)

Department Name: Agricultural & Applied Economics

Department Code: 151

Year	Total	Gender			Citizenship		State Residence		Ethnicity							
		Male	Female	Not Reported	Citizen	Non-Citizen	In-State	Out-of-State	Asian	Black	Hispanic	American Indian	Haw. / Pacific Islander	Multi-Racial	White	Not Reported
2007	35	18	17	0	13	22	7	28	0	2	0	0	0	0	11	22
2008	35	19	16	0	15	20	5	30	1	0	2	0	0	0	13	19
2009	80	45	35	0	24	56	11	69	4	2	2	0	0	0	16	56
2010	54	35	18	1	22	32	10	44	0	5	1	0	0	0	14	34
2011	78	47	31	0	32	46	13	65	2	6	1	0	0	1	22	46
5 Year Average	56	33	23	0	21	35	9	47	1	3	1	0	0	0	15	35

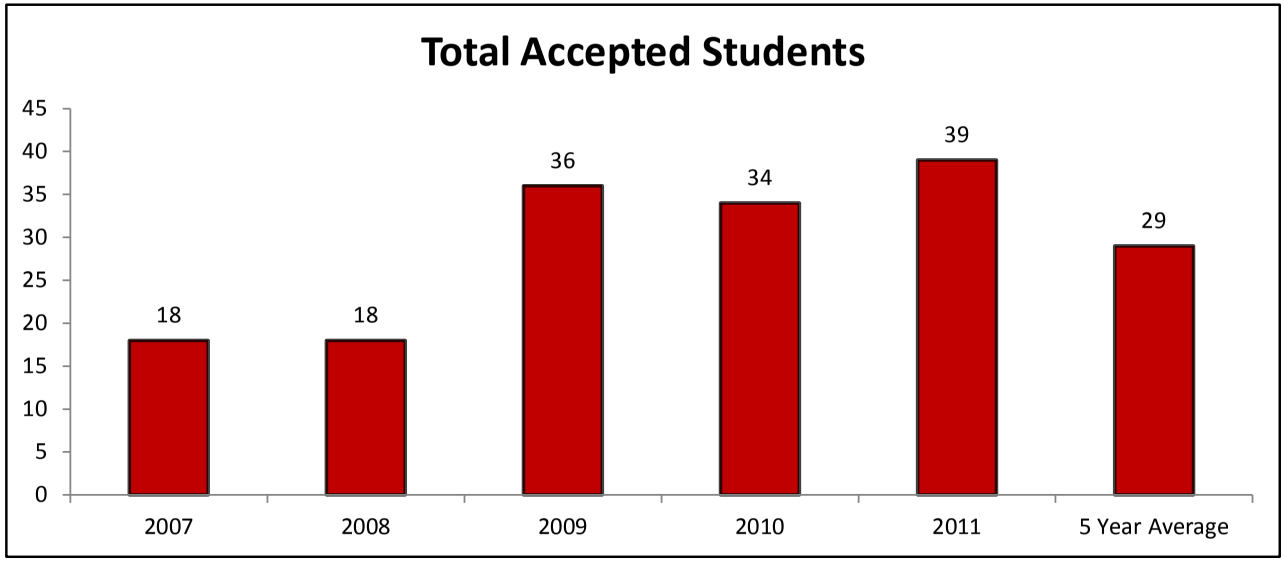


University of Georgia
Fall Application Data
(Number of Accepted Students)

Department Name: Agricultural & Applied Economics

Department Code: 151

Year	Total	Gender			Citizenship		State Residence		Ethnicity							
		Male	Female	Not Reported	Citizen	Non-Citizen	In-State	Out-of-State	Asian	Black	Hispanic	American Indian	Haw. / Pacific Islander	Multi-Racial	White	Not Reported
2007	18	10	8	0	8	10	4	14	0	0	0	0	0	0	8	10
2008	18	8	10	0	7	11	3	15	0	0	1	0	0	0	7	10
2009	36	20	16	0	16	20	9	27	1	0	2	0	0	0	12	21
2010	34	19	14	1	17	17	7	27	0	4	1	0	0	0	10	19
2011	39	21	18	0	17	22	8	31	2	1	0	0	0	1	13	22
5 Year Average	29	16	13	0	13	16	6	23	1	1	1	0	0	0	10	16



University of Georgia

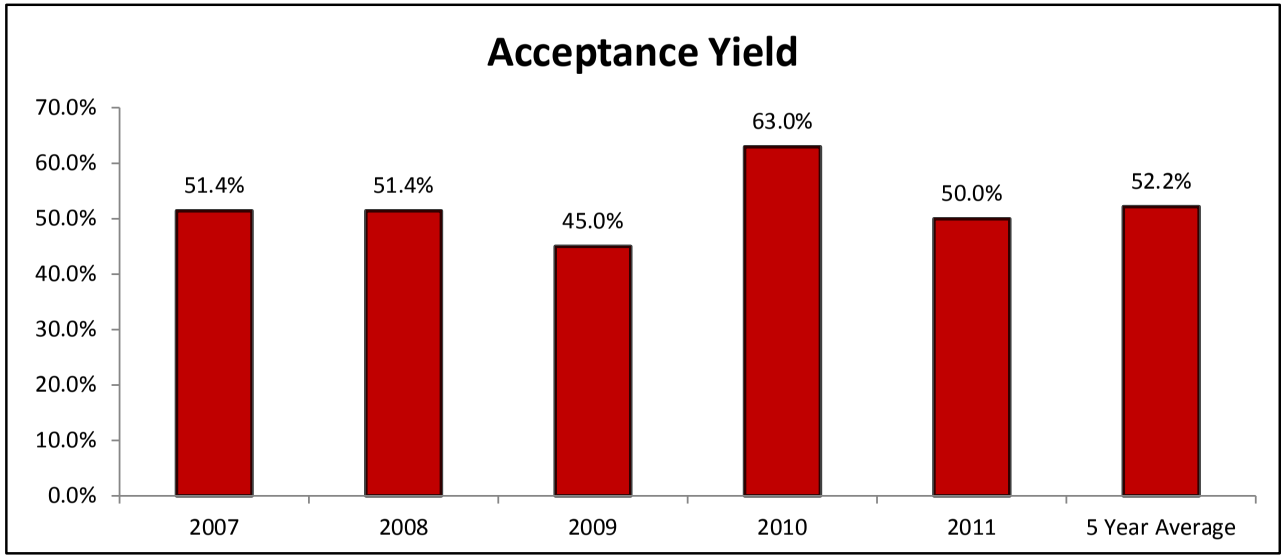
Fall Application Data

Acceptance Yield (Number of Accepted Students / Number of Applications)

Department Name: Agricultural & Applied Economics

Department Code: 151

Year	Total	Gender			Citizenship		State Residence		Ethnicity							
		Male	Female	Not Reported	Citizen	Non-Citizen	In-State	Out-of-State	Asian	Black	Hispanic	American Indian	Haw. / Pacific Islander	Multi-Racial	White	Not Reported
2007	51.4%	55.6%	47.1%	0.0%	61.5%	45.5%	57.1%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	72.7%	45.5%
2008	51.4%	42.1%	62.5%	0.0%	46.7%	55.0%	60.0%	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	53.8%	52.6%
2009	45.0%	44.4%	45.7%	0.0%	66.7%	35.7%	81.8%	39.1%	25.0%	0.0%	100.0%	0.0%	0.0%	0.0%	75.0%	37.5%
2010	63.0%	54.3%	77.8%	100.0%	77.3%	53.1%	70.0%	61.4%	0.0%	80.0%	100.0%	0.0%	0.0%	0.0%	71.4%	55.9%
2011	50.0%	44.7%	58.1%	0.0%	53.1%	47.8%	61.5%	47.7%	100.0%	16.7%	0.0%	0.0%	0.0%	100.0%	59.1%	47.8%
5 Year Average	52.2%	48.2%	58.2%	20.0%	61.1%	47.4%	66.1%	49.6%	25.0%	19.3%	50.0%	0.0%	0.0%	20.0%	66.4%	47.9%

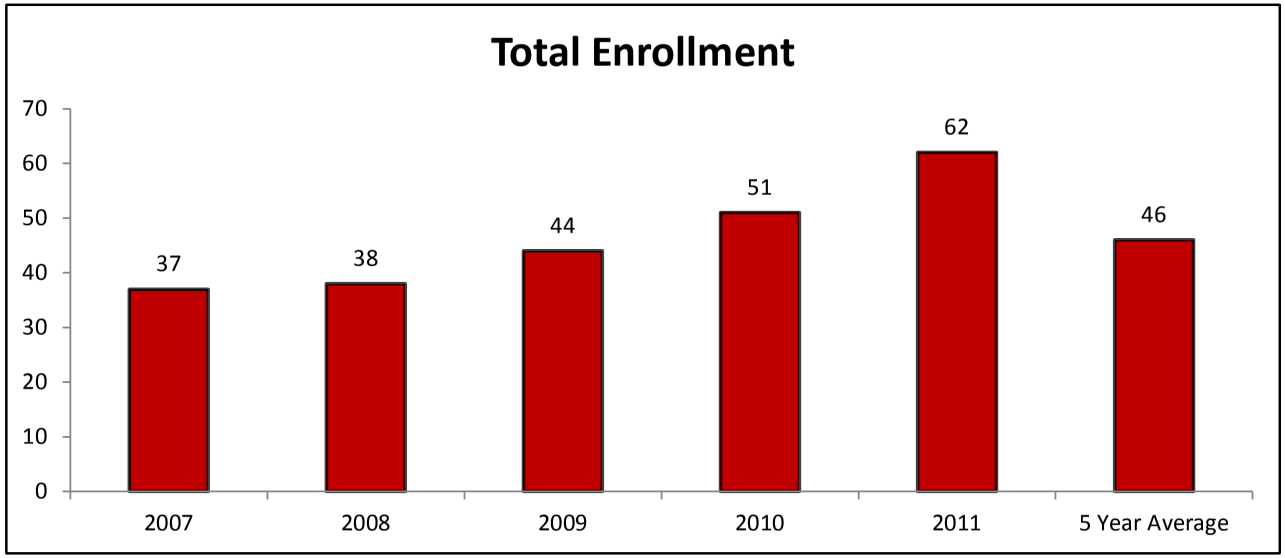


University of Georgia
Fall Enrollment Data
(Total Enrollment)

Department Name: Agricultural & Applied Economics

Department Code: 151

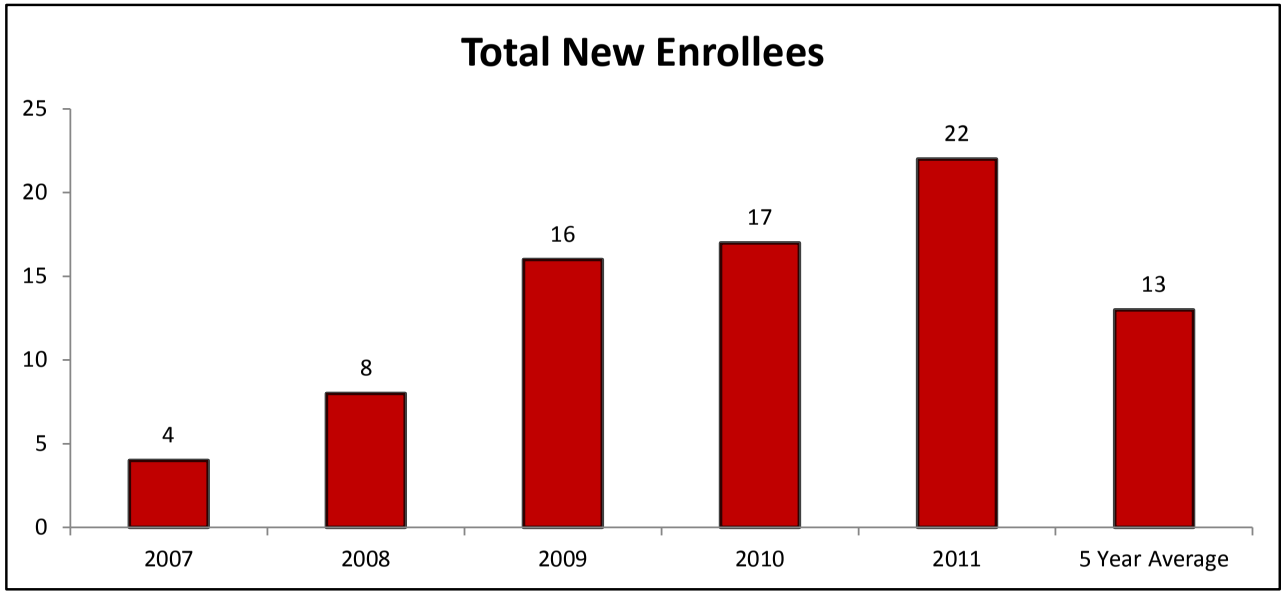
Year	Total	Gender			Citizenship		State Residence		Ethnicity							
		Male	Female	Not Reported	Citizen	Non-Citizen	In-State	Out-of-State	Asian	Black	Hispanic	American Indian	Haw. / Pacific Islander	Multi-Racial	White	Not Reported
2007	37	25	12	0	21	16	16	21	3	2	0	0	0	1	14	17
2008	38	25	13	0	20	18	17	21	3	2	1	0	0	1	15	16
2009	44	25	19	0	19	25	14	30	13	3	2	0	0	0	14	12
2010	51	26	24	1	26	25	16	35	8	4	1	0	0	0	18	20
2011	62	31	30	1	28	34	17	45	10	4	1	0	0	0	21	26
5 Year Average	46	26	20	0	23	24	16	30	7	3	1	0	0	0	16	18



University of Georgia
Fall Enrollment Data
(Total New Enrollees)

Department Name: Agricultural & Applied Economics
Department Code: 151

Year	Total	Gender			Citizenship		State Residence		Ethnicity							
		Male	Female	Not Reported	Citizen	Non-Citizen	In-State	Out-of-State	Asian	Black	Hispanic	American Indian	Haw. / Pacific Islander	Multi-Racial	White	Not Reported
2007	4	4	0	0	4	0	2	2	0	0	0	0	0	0	4	0
2008	8	5	3	0	4	4	3	5	0	0	1	0	0	0	4	3
2009	16	9	7	0	8	8	5	11	2	0	0	0	0	0	7	7
2010	17	9	7	1	12	5	6	11	0	4	0	0	0	0	8	5
2011	22	13	9	0	10	12	6	16	2	0	0	0	0	0	8	12
5 Year Average	13	8	5	0	8	6	4	9	1	1	0	0	0	0	6	5



University of Georgia

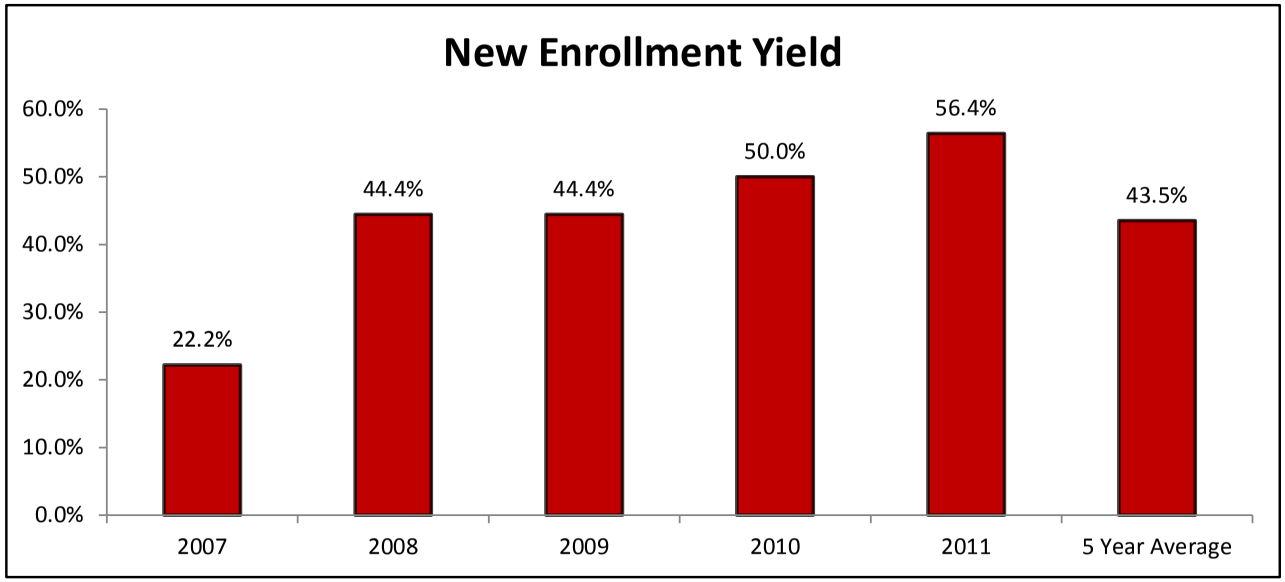
Fall Enrollment Data

New Enrollment Yield (Number of New Enrollees / Number of Accepted Students)

Department Name: Agricultural & Applied Economics

Department Code: 151

Year	Total	Gender			Citizenship		State Residence		Ethnicity							
		Male	Female	Not Reported	Citizen	Non-Citizen	In-State	Out-of-State	Asian	Black	Hispanic	American Indian	Haw. / Pacific Islander	Multi-Racial	White	Not Reported
2007	22.2%	40.0%	0.0%	0.0%	50.0%	0.0%	50.0%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%
2008	44.4%	62.5%	30.0%	0.0%	57.1%	36.4%	100.0%	33.3%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	57.1%	30.0%
2009	44.4%	45.0%	43.8%	0.0%	50.0%	40.0%	55.6%	40.7%	200.0%	0.0%	0.0%	0.0%	0.0%	0.0%	58.3%	33.3%
2010	50.0%	47.4%	50.0%	100.0%	70.6%	29.4%	85.7%	40.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	80.0%	26.3%
2011	56.4%	61.9%	50.0%	0.0%	58.8%	54.5%	75.0%	51.6%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	61.5%	54.5%
5 Year Average	43.5%	51.4%	34.8%	20.0%	57.3%	32.1%	73.3%	36.1%	60.0%	20.0%	20.0%	0.0%	0.0%	0.0%	61.4%	28.8%



Appendix B.5. Sample of graduate course of study

Program of Study for Master of Arts and Master of Science Candidates

Program of Study for Master of Arts and Master of Science Candidates

The University of Georgia
Graduate School 320 E. Clayton Street, Suite 400, Athens, GA 30602
(Please submit this original **TYPED** form and one (1) copy of this form to the Graduate School)

Name	I. M. Sample	CAN # (810)	
Address		Degree	
		Major	Agricultural & Applied Econ

Please use * to designate 6000 and 7000 level courses open only to graduate students.

Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term
AAEC6580*	4			AAEC7300	3						
AAEC6590*	3			AAEC8010*	1						
AAEC6610*	3			AAEC8020*	1						
AAEC6960*	3			AAEC8210*	3						
AAEC6980*	3			ENVM6650	3						
AAEC7000	3										

TOTAL NUMBER OF HOURS 30

HOURS OPEN ONLY TO GRADUATE STUDENTS: exclude thesis and research courses in this total. 21

I understand that if human subjects are involved in my research, it is my responsibility to file a research protocol application with the Institutional Review Board (Boyd GRSC, Room 606) before I begin collecting data. I acknowledge that failure to secure this permission prior to conducting my data collection using human subjects will negate the use of that data for my master's thesis. (Human subjects information available at http://www.ovpr.uga.edu/hso/)

Student's Signature (all students must sign) Date

Research Skills Requirement (if applicable)

Departmental Requirements

Master's Advisory Committee: (Please type all names, sign, and date)

Name (Typed)	Signature	Date
(Chair)		

APPROVALS

Graduate Coordinator (Name & Signature) Date

Graduate Dean Date

Courses start to expire at the beginning of: GPA

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Program of Study for Master of Arts and Master of Science Candidates

The University of Georgia
Graduate School 320 E. Clayton Street, Suite 400, Athens, GA 30602
(Please submit this original **TYPED** form and one (1) copy of this form to the Graduate School)

Name	I. M. Sample	CAN # (810)	
Address		Degree	
		Major	Environmental Economics

Please use * to designate 6000 and 7000 level courses open only to graduate students.

Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term
AAEC6580*	4			AAEC6590*	3			AAEC8700*	3		
AAEC8210*	3			GEOG6370	3						
AAEC6610*	3			AAEC7000	3						
AAEC8010*	1			AAEC6510	3						
AAEC8020*	1			AAEC8350*	1						
FANR7680	3			AAEC7300	3						

TOTAL NUMBER OF HOURS 34

HOURS OPEN ONLY TO GRADUATE STUDENTS: exclude thesis and research courses in this total. 19

I understand that if human subjects are involved in my research, it is my responsibility to file a research protocol application with the Institutional Review Board (Boyd GRSC, Room 606) before I begin collecting data. I acknowledge that failure to secure this permission prior to conducting my data collection using human subjects will negate the use of that data for my master's thesis. (Human subjects information available at http://www.ovpr.uga.edu/hso/)

Student's Signature (all students must sign) Date

Research Skills Requirement (if applicable)

Departmental Requirements

Master's Advisory Committee: (Please type all names, sign, and date)

Name (Typed)	Signature	Date
(Chair)		

APPROVALS

Graduate Coordinator (Name & Signature) Date

Graduate Dean Date

Courses start to expire at the beginning of: GPA

Final Doctoral Program of Study

The University of Georgia
Graduate School 320 E. Clayton Street, Suite 400, Athens, GA 30602
(Please submit this original **TYPED** form and one (1) copy of this form to the Graduate School)

Name	I. M. Sample	CAN # (810)	
Address		Degree	
		Major	

Relevant Master's or Other Graduate Degree Courses

Course #	Hours	Course #	Hours	Course #	Hours	Course #	Hours	Course #	Hours
AAEC7860*	3								

Doctoral Courses

Please use * to designate 6000 and 7000 level courses open only to graduate students.

Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term
ECON8080	3			ECON8020	3						
AAEC8350	1			AAEC8800	3						
ECON8110	3			AAEC8010	1						
AAEC8750	3			AAEC8210	3						
AAEC9300	3			AAEC8100	3						
AAEC9000	3			ECON8130	3						
AAEC8700	3			ECON8030	3						
AAEC8020	1			ECON8040	3						
								TOTAL HOURS	45		

Research Skills Requirement (if applicable)

Departmental Requirements

Doctoral Advisory Committee: (Please type all names, sign, and date)

(Chair)

APPROVALS

Graduate Coordinator (Name & Signature) Date

Graduate Dean Date

Courses start to expire at the beginning of: GPA

Appendix B. 6 Awards/prizes won by undergraduate and graduate students in the last five years.

Heather Hatzenbuhler
2012 Rising Star Award from the CAES Alumni Association

Jeanie Allison (BSA
2011 First Place in Undergraduate Student Paper Competition from the Agricultural and Applied Economics Association

Zibin Zhang (Ph.D. in ag econ in 2009)
2010 Best Ph.D. Dissertation Award from the Southern Agricultural Economics Association

Uthra Raghunathan (MS in ag econ in 2009)
2009 Outstanding Masters Thesis Award from the Agricultural and Applied Economics Association

Mark Byrd (BSES in EEM in 1999 and MS in ag econ in 2005)
2006 Outstanding Masters Thesis Award from the Southern Agricultural Economics Association

Fariz Ahmador (MS in ag econ in 2008)
2006 Outstanding Teaching Assistant Award from UGA

Joel McKie (BSA in agribusiness in 2005)
2005 Nesbitt Flatt Award for the CAES Outstanding Senior

Tatiana Gubanova (MS in ag econ in 2005)
2005 Applebaum Memorial Scholarship for Outstanding MS Thesis from the Food Distribution Research Society

Appendix C.1. Research Publications

Journal Articles

Carpio, C.E, Ramirez O.A., and T. Boonsaeng. 2011. “Potential for tradable water allocation and rights in Jordan.” Land Economics 87:595-609.

Castillo, M., P. Ferraro, J. Jordan, and R. Petrie. 2011. “The Today and Tomorrow of Kids: Time Preferences and Educational Outcomes of Children.” Journal of Public Economics 95(11-12):1377-1385.

Centner, T.J. 2011. “Have Legislatures Fully Considered Causal Factors in Assigning Liability for Inherent Risk Accidents?” Journal of Business Systems, Governance and Ethics 6(1):25-37.

Centner, T.J. 2011. “Addressing Water Contamination from Concentrated Animal Feeding Operations,” Land Use Policy 28:706-711. (Journal Impact Factor: 2.07)

Centner, T.J. 2011. “Challenging NPDES Permits Granted without Public Participation.” Boston College Environmental Affairs Law Review 38(2011):1-40.

Centner, T.J. and G.L. Newton. 2011. “Reducing concentrated animal feeding operations permitting requirements,” Journal of Animal Science 89:4364-4369.

Centner, T.J. and N. Smeshko. 2011. “Compensating Companion Animal Owners for Veterinary Malpractice through an Alternative Dispute Resolution Mechanism,” Journal of Social Sciences 7(4):597-604.

Colson, G. 2011. "Methodological Developments and Issues in Experimental Auctions: Discussion," American Journal of Agricultural Economics 93(2):535-536.

Colson, G. and W.E. Huffman. 2011. "Consumers' Willingness to Pay for Genetically Modified Foods with Product-Enhancing Nutritional Attributes," American Journal of Agricultural Economics 93(2):358-363.

Colson, G., W.E. Huffman, and M.C. Rousu. 2011. "Improving the Nutrient Content of Food through Genetic Modification: Evidence from Experimental Auctions on Consumer Acceptance," Journal of Agricultural and Resource Economics 36(2):343-364.

Dorfman, J. H., M. D. Partridge, and H. Galloway. 2011. “Are High-tech Employment and Natural Amenities Linked?: Answers from a Smoothed Bayesian Spatial Model.” Spatial Economic Analysis 6 (Dec 2011) 397-422.

Escalante, C.L. and F.I. Santos. 2011. “Seasonal Farm Labor Hiring Challenges and Labor Input Substitution Decisions of Organic and Conventional Farm Operators in the Southeast.” Journal of International Business and Economics, 11(1): 75-86.

Escalante, C.L., S.L. Perkins, and F.I. Santos. 2011. “When the Seasonal Foreign Farm Workers Are Gone.” Journal of the American Society of Farm Managers and Rural Appraisers,74(1): 83-96.

Ferreira, S. and M. Moro. 2011. “Constructing Genuine Savings Indicators for Ireland: 1995-2005” Journal of Environmental Management, 92: 542-553.

Ferrer, M.C., E.G. Fonsah, and C.L. Escalante. 2011. “Risk Efficient Fumigant-Mulching System Alternatives for Bell Pepper Production.” Journal of the American Society of Farm Managers and Rural Appraisers,74(1): 162-174.

Florkowski, W.J. 2011. “Organization, Financing and the Latest Trends in Agricultural Economics Research in the USA.” Annals of Agricultural Science, Series G-Economy, 98(2):28-36.

Florkowski, W.J., L. Hołubowicz, M. Muczyński. 2011. “Factors Determining Apple Expenditure Among Households of Different Income Level in Poland.” Annuals of The Polish Association of Agricultural and Agribusiness Economists, 13(6):39-44.

Fu, T.T., Y.M. Lin, and C.L. Huang. 2011. “Willingness to Pay for Obesity Prevention.” Economics & Human Biology, 9(3):316-324.

Johnston, R.J. and J.C. Bergstrom. 2011. “Valuing Farmland Protection: Do Empirical Results and Policy Guidance Depend on the Econometric Fine Print?” Applied Economic Perspectives and Policy 33(4): 639-660.

Jordan, J.L., B. Anil and V. Herbert. 2011. “Housing Uncertainty and Childhood Impatience.” J. Urban Education. 46(5):1169-1187.

Karali, B. 2011. “What Drives Daily Volatility in Lumber Futures Markets?” Forest Science, 57(5): 379-392.

Karali, B., G.J. Power, and A. Ishdorj. 2011. "Bayesian State-Space Estimation of Stochastic Volatility for Storable Commodities," American Journal of Agricultural Economics, 93(2):434-440.

Kelemework, D., E.G. Fonsah and B. Borgotti. 2011. “U.S. Import Demand for Apple: Source Differentiated Almost Ideal Demand System Approach” Int. J. Trade and Global Markets, Vol. 4(4):372-382.

Kostandini, Genti, Elton Mykerezi and Eftila Tanellari. 2011. “Viability of Organic Production in Rural Counties: County and State Level Evidence from the U.S.” Journal of Agricultural and Applied Economics 43(3):443–451.

Kostandini, Genti, Elton Mykerezi, Eftila Tanellari and Nour Dib. 2011. “Does Buyer Experience Pay Off? Evidence from eBay.” Review of Industrial Organization 39(3): 253-265.

Luo, H., and J.E. Epperson. 2011. The Potential for Supply Management of Southeastern Sweet Onions Revisited. Journal of Food Distribution Research, 42(1):79-83.

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