

Meeting notes – Quarterly Presentation of SDSU Georgia

Reporting period: February 1 – April 30, 2017

Date: *May 30, 2017*

Meeting Minutes

Attended by: MCC, MCA Georgia, SDSU Georgia management teams

Ken Walsh (KW) – delivered the presentation summarizing the progress of SDSU Georgia program covering the period February – April 2017. The topics presented and discussed included:

- Overview of the deliverable documents
- Academic progress overview
- Student progress
- Recruitment Summary
- Renovation/construction status
- Events and presentations – implemented during the reporting period and planned for the next quarter

Specific topics raised during the meeting:

Meeting/presentation about SDSU Georgia organized in GTU for the existing engineering students. 8 – 11 students from Georgian program decided to transfer to SDSU Georgia Civil and Construction Engineering programs. SDSU G is organizing interviews with these students.

International recruitment – Previous meeting with Chinese Embassy regarding the Chinese government quota of 20 Chinese students; TSU is included in the list. Will follow up to see if the SDSU-G programs can be allocated within that set of students.

PSP and GM Pharma industry tour for SDSU Georgia students to be organized in June

NASA speaker's visit in Georgia and possible event with SDSU Georgia students

SDSU G to share the list of companies who participated in Internship Fairs in 2016 and 2017 and offered internships in 2016

Open house event for the new, electrical engineering labs in TSU, Building 11 to be organized in June

W.R. Institute MoU signing ceremony to be organized in June

Groundbreaking ceremony with ISU to be planned and organized this summer (date to be determined)

Convocation date was agreed on September 11, 2017. Venue to be determined

SDSU to provide photos of the labs before the renovation, later to be used in marketing materials as before and after photos

The case of the chemicals kept at the border – Magda and Nino to discuss this case at a separate meeting to try to finalize the issue.

Faculty development – comment was made that we should seek ways to build on the community of faculty who have visited main campus and make more of the training in the public eye. Ken noted that some developments are underway.

- Faculty profiles will be added to SDSU G website
- Teaching focus retreat
- Nodar to set up a meeting on Student Satisfaction Survey results – Meeting to be scheduled this week

Giorgi K requested a follow up meeting to brainstorm other options.

Progress on Chemistry Accreditation – KW will get back with more developments after the ACS visit to San Diego.

Nodar will provide combined comments on the deliverables.



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Georgia

SDSU 064-05-2017

May 23, 2017
SDSU

Magda Magradze
Chief Executive Officer
Millennium Challenge Account – Georgia

Dear Ms. Magradze,

Please find enclosed herewith the Enrollment Report for the spring 2017 Semester, a deliverable for the Provision of Degree Accreditation and Institutional Support Initiative for Science, Technology, Engineering, and Mathematics, as required per the contract.

Per the terms of the agreement, please provide review comments within 10 business days.

Please feel free to contact me if you have any questions.

Sincerely,

Kenneth D. Walsh, Ph.D.
Dean, SDSU-Georgia



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Georgia

Enrollment Report

May, 2017

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I INTRODUCTION

1.1 Project Overview

The SDSU-Georgia program was initiated in July of 2014 under a 15-month contract to cover those activities prior to the enrollment of students. This period was referred to as the “pre-enrollment period.” This report is a requirement of the subsequent contract, initiated in October of 2015, which covers the remaining 45 months of the project. Currently we have the first and the second cohort. The second cohort of students were enrolled in September of 2016.

1.2 Purpose of this document

This document is intended to provide a summary of the expected enrollment for the upcoming semester. The final enrollment will be summarized, along with academic outcomes, after the end of each semester in the Academic Course Delivery Report.

2 ENROLLMENT

2.1 Cohort I

In Spring semester of 2017, there were 75 active students, and two students on academic leave. Names, identification numbers, and other specific details were conveyed under separate cover for purposes of GRDF and Government of Georgia Lump Sum financing. From Fall semester of 2016, there were a total of 4 students placed on academic probation and at the end of Fall semester of 2016 they were disqualified due to low academic performance. During the mobility period, all four disqualified students were assisted to successfully transfer to programs at the partner universities. Accordingly, from the 81 first cohort students in Fall 2016, we have 77 returning first cohort students, 75 of which are two of which are on academic leave. There were two students from this cohort on academic probation in the Spring semester. Table 1 provides a summary of current enrollment data for cohort 1.

Table 1: First cohort enrollment data.

Group	Number of Students	Notes
Georgian citizens	74	<ul style="list-style-type: none"> • 71 are NAEC students (51 - TSU, 17 - ISU, 3 – GTU) • 3 mobility students • Tbilisi - 51 students (69%), • Regions - 23 (31%); • 20 - Females (27%); • 14 SV students (19%).
International	3	<ul style="list-style-type: none"> • 1 student from Kazakhstan, 1 from Nigeria and 1 from Azerbaijan. • 3 Males • Electrical Engineering - 1 • Computer Engineering - 2
TOTALS	77	<ul style="list-style-type: none"> • Chemistry - 17 (22%); • Computer Engineering / Electrical Engineering - 59 (76.6%) • 1 student transferred to Computer Science

2.2 Cohort 2

Between the end of the Fall semester of 2016 and the Spring semester of 2017, we enrolled one new IB student, leading to a total of 127 students for cohort 2. Out of these students, in the Spring semester of 2017, there were 123 active students, one student on academic leave, and three students left the program due to personal reasons. Accordingly, from the 127 second cohort students we have 124 returning for Spring 2017. Names, identification numbers, and other specific details were conveyed under separate cover for purposes of GRDF and Government of Georgia Lump Sum financing. Based on their academic performance in the Fall semester of 2016, 14 students were placed on academic probation. Table 2 provides a summary of current enrollment data for cohort 1.

Table 2: Second cohort enrollment data.

Group	Number of Students	Notes
Georgian citizens	114	<ul style="list-style-type: none"> • 104 are NAEC students (100 - TSU, 4 - ISU, 0 – GTU) • 6 IB-MOU students • 4 mobility students • Tbilisi - 76 students (67%), • Regions - 38 (33%); • 51 - Females (45%); • 20 SV students (17.5%).
International	10	<ul style="list-style-type: none"> • 9 students from Iran and 1 student from Turkey. • 4 Females (all from Iran). • Computer Science 1 • Chemistry – 0 • Electrical Engineering - 1 • Computer Engineering - 8
TOTALS	124	<ul style="list-style-type: none"> • Computer Science - 42 (34%); • Chemistry - 35 (28%); • Computer Engineering / Electrical Engineering - 47 (38%).

2.3 Total Enrollment

As of this writing, with the return of 77 first cohort students and the addition of 124 second cohort students, the total student headcount in the Spring of 2017 is 201. This is comprised of 188 Georgian students and 13 international students.

2.4 Course Offerings

Course offerings and the academic calendar for Spring 2017 is presented in Figure 1.

Chemistry/Biochemistry 1st year		
	Course	Units
1	Chemistry 201	5
2	Math 141/150	3/4
3	Con. E 101	3
4	Oral Com. 103	3
5	Ling 194	3
6	Ling 100	3
7	Ling 200	3
8	GE Humanities – Foreign Language	3

Computer Science 1st year		
	Course	Units
1	Math 151	4
2	CS 107	3
3	Phys 195	3
4	Phys 195 L	1
5	Oral Com 103	3
6	Ling 100	3
7	Ling 200	3
8	GE Humanities – Foreign Language	3

Table 3: Notional Class Schedules for Typical Sophomore Students By Major, Spring - 2017

Electrical Engineering 2nd year		
	Course	Units
1	Math 252	4
2	Computer Engineering 271	3
3	Electrical Engineering 210	3
4	AE 280	3
5	Ling 200	3
6	GE Humanities – Foreign Language	3

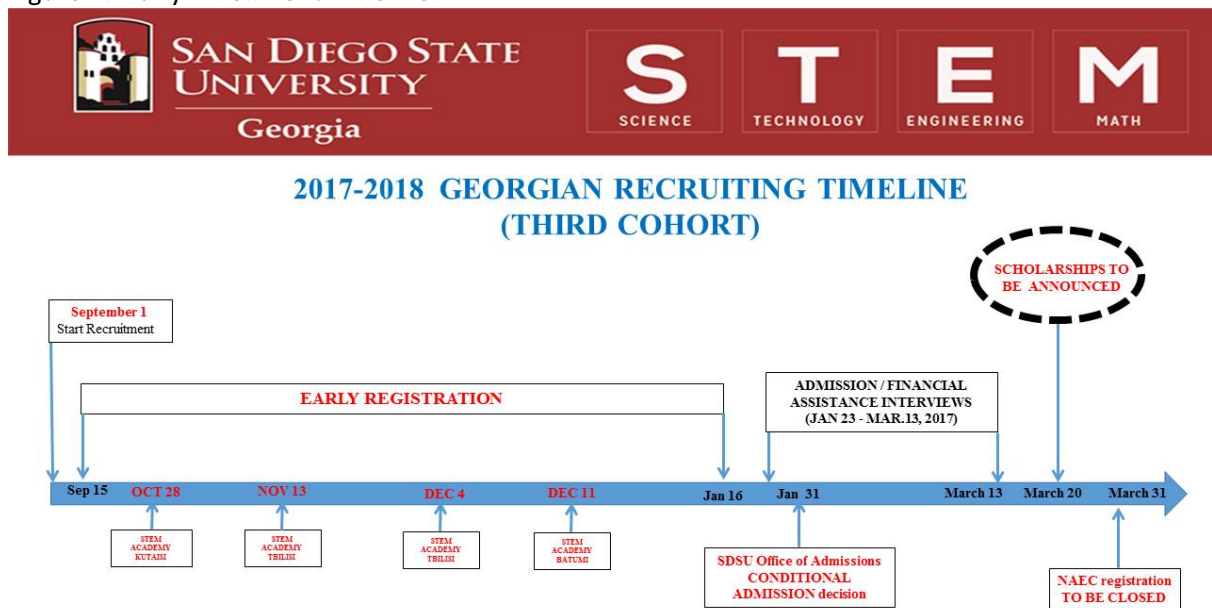
Computer Engineering 2nd year		
	Course	Units
1	Math 245	3
2	Computer Engineering 271	3
3	Computer Engineering 260	3
4	Electrical Engineering 210	3
5	AE 280	3
6	Ling 200	3
7	GE Humanities – Foreign Language	3

Chemistry/Biochemistry 2nd year		
	Course	Units
1	Chemistry 232	3
2	Chemistry 232 L	1
3	Ling 200	3
4	Math 252	4
5	Phys 195	3
6	Phys 195L	1
7	Bio 203	3
8	Bio 203 L	1
9	GE Humanities – Foreign Language	3

3 EARLY ENROLLMENT

The early enrollment recruitment cycle started on September 1, 2016. Prospective students were asked to fill out on-line applications by mid-January (See Figure 2). As shown in Table 6, the application cycle was completed with 218 applications. Out of this pool, 34 prospective students were eliminated due to incomplete application, incomplete interview, or poor academic performance. One hundred and eighty four (184) prospective students were selected for interview. Thirteen (13) of these prospective students were disqualified after the interview due to poor English competence, very poor interview performance, or both.

Figure 2. Early Enrollment Timeline.



One hundred and seventy one (171) prospective students were found successful in the interview process. Forty percent (40%) of these students were from the regions, 33% were women, and 4% had social vulnerability status with a score of 70,000. In addition to the 4%, there were 14% social support students in the third cohort who qualified for financial assistance based on other social support categories. This cohort also had 2% students from the IB schools. One hundred and seventy one prospective students were offered 4-year scholarships based on their interview score and the family financial data statement they have submitted. After a few iterations, 161 students agreed to join SDSU in the Fall, and subsequently ranked SDSU as their number 1 choice on their NAEC registration. This was confirmed with data obtained from NAEC after the close of NAEC registrations on March 31st. Table 6 provides a summary of these data, along with the numbers from a similar point in time for Cohort 2 for reference.

Table 6. Forecast of Fall 2017 enrollment.

SDSU – GEORGIA EARLY APPLICATION FINANCIAL AID SUMMARY						
	Second Cohort	Third Cohort				
# of early applicants (Georgian)	143	218				
Incomplete Applications / interviews	28	34				
Number of interviews	115	184				
Rejected (not qualified)	10	13				
QUALIFIED STUDENT POOL -for financial aid offers	105	171				
Regions	37%	40%				
Girls	43%	33%				
SV< 70,000	6%	4%				
IB	6%	2%				
Accepted	96	161*	* includes 4 ethnic minority students that will transfer from 1+4 bridging programs			
Rejected	9	10				
Family Co-pay	25%	26%**	** includes funding for the ethnic minority students sponsored by the U.S. Embassy .			
NAEC Registration stats			TSU	GTU	ISU	CIVE - CONE
#1 ranking	86	157	121	26	10	23
Post-NAEC Registration recruitment		30***	*** Promotions for CIVE & CONE are underway			
Post-NAEC score announcement attrition	14	10	(assumed %5 – more informed and focused third cohort)			
Post-NAEC Exam recruitment (SMS students)	31	31	assumed same as the second cohort			
THIRD COHORT GEORGIAN ENROLLMENT FORECAST		212	161-10+30+31= 212			
THIRD COHORT INTERNATIONAL ENROLLMENT FORECAST		30	Increased interest / international STEM academies / possible summer school			
	GRAND TOTAL	242				

Compared to last year’s early enrollment figures, we had a significant increase in “accepted offers” this year (from 96 to 161), and the quality of the interviewed students was found to be quite high. Since we are offering two new programs this year, Civil Engineering and Construction Engineering, we are hopeful that we will be able to have 30 additional students to agree on scholarship offers for these two programs before the announcement of the NAEC exam results.

After the announcement of the NAEC raw scores, it is expected that some 5% of the prospective students will drop out due to lower than expected NAEC scores or opting to go to overseas universities, or other reasons. After the announcement of the NAEC raw scores, we plan to send SMS to top-scorers on NAEC exam, as this was successfully completed last year. We expect to attract a minimum of 31 new recruits (the number gained last year during the same period) from this process. Overall, we forecast to enroll a grand total in the range of 242 students for our third cohort: 212 Georgian citizens, and approximately 30 international students.

It needs to be pointed out that out of 23 prospective students that ranked SDSU-G in the first place for CIVE-CONE, only 8 are in the Construction Engineering major. SDSU-G is pushing to increase this number to around 25, in order to justify a cohort in Construction Engineering in 2017-18. GTU is also assisting in this effort. We are hopeful that by the time NAEC raw scores are announced, we will have enough students. However, if we do not reach this goal, SDSU-G plans to ask prospective students that chose Construction Engineering program to consider switching to Civil Engineering instead. SDSU will offer the Construction Engineering option under the Civil Engineering program allowing students to take technical electives in Construction Engineering.



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SDSU 047-05-2017

May 8, 2017
SDSU

Magda Magradze
Chief Executive Officer
Millennium Challenge Account – Georgia

Dear Ms. Magradze,

Please find enclosed herewith the Faculty Development Report for the spring 2017 Semester Academic Year, a deliverable for the Provision of Degree Accreditation and Institutional Support Initiative for Science, Technology, Engineering, and Mathematics, as required per the contract.

Per the terms of the agreement, please provide review comments within 10 business days.

Please feel free to contact me if you have any questions.

Sincerely,

Kenneth D. Walsh, Ph.D.
Dean, SDSU-Georgia



SAN DIEGO STATE
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***Faculty Development Report
Spring 2017***

May, 2017

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I INTRODUCTION

I.1 Project Overview

The SDSU-Georgia program was initiated in July of 2014 under a 15-month contract to cover those activities prior to the enrollment of students. This period was referred to as the “pre-enrollment period.” The first cohort of students was enrolled in September of 2015. This report is a requirement of the subsequent contract, initiated in October of 2015, which covers the remaining 45 months of the project.

I.2 Purpose of this document

This document is intended to provide a summary of the development activities for faculty from the partner institutions which occurred during the academic year. The report is a regularly submitted document that is expected to be submitted after each academic year.

2 TRAINING AT SDSU MAIN CAMPUS

2.1 Program Overview

The program to bring faculty from the partner universities to San Diego is a part of the capacity building strategy for this project. The objectives of the visit are to:

- Build general familiarity with SDSU
- Build awareness and familiarity of SDSU curricula, both overall and within specific courses
- Develop teaching skills within specific courses that the visitor might later assist or teach in Georgia
- Develop laboratory skills in cases with laboratory courses
- Develop an understanding of SDSU's assessment practices
- Build collaborations with SDSU faculty, both in terms of teaching and research
- Build awareness and familiarity with SDSU culture and function.

During their visits, each of the Georgian faculty members is paired with a faculty member in their discipline who they work closely with on delivery of courses needed in the SDSU-Georgia program. This SDSU host serves in a mentoring capacity, with the responsibility to help craft the visit to support the teaching and research interests of the visitor and to guide the overall experience of the visitor. Teaching-related training is focused on approaches used for instruction at SDSU, including both academic content and pedagogy. The visitors observe instruction, required course materials (focused on expectations of accreditation agencies for syllabi, course schedules, program and course student learning outcomes, exams and homework, course and student assessment, advising, etc). Visitors are given opportunities to observe interactions between SDSU professors and students in advising and course-related capacities. By observing advising, visiting faculty gain the opportunity to develop more familiarity with SDSU curricula. By observing course-related interactions (such as office hours), visiting faculty gain the opportunity to develop more familiarity with the range of pedagogical methods used in informal settings.

Training on accreditation-related assessment instruments (both direct and indirect) is also provided. The training also includes use of online tools, such as BlackBoard (course management system) and WEAVE (assessment archiving system), which are used in the SDSU-Georgia program. Some professors have also gained experience with asynchronous videocasting platforms used at SDSU, which will support their participation in co-teaching in different modalities once they begin instruction.

Where appropriate (e.g. in Engineering disciplines), visiting faculty also receive training in ABET accreditation standards. All visiting Georgian faculty also meet with SDSU Department Chairs and Deans. Georgian visitors with administrative appointments met with the SDSU Provost and other administrators at SDSU for discussions about administrative structure and shared governance involving administrators, faculty, staff, and students.

A number of experiences are built into their visit for the purpose of developing an understanding of the American university culture and facilities. For example, in the Spring semester the list of such experiences to which the faculty was invited includes:

- A two-day Student Research Symposium (<http://srs.sdsu.edu>)
- College of Sciences Discovery Slams (<http://sci.sdsu.edu/slams/what/>)
- Learning Glass Studio Tour (<https://youtu.be/CWHMtSNKxYA>)
- Explore SDSU (<http://explore.sdsu.edu>)
- SDSU Science and Engineering Sampler (<http://sci.sdsu.edu/sampler/>)

- SDSU Library tour
- Meeting on College of Extended Studies and its role in the University
- Language Acquisition and Resource Center (LARC) – Georgian language instruction
- The first group of Spring visitors participated in a lecture/discussion on the Future of Humanities in the Digital Age which included Vint Cerf, from Google (http://newscenter.sdsu.edu/sdsu_newscenter/news_story.aspx?sid=75958)
- The second group of Spring visitors participated in the Kyoto Prize Laureate Lecture (<http://kyotoprizeusa.com>)

In addition to these training experiences, each of the faculty members gave a one-hour seminar in the department they were visiting, highlighting their research interests. Visiting faculty were made aware in advance of their visits that they would have the opportunity to make a presentation related to their research interests, as well as to conduct at least one classroom session for lecture subjects and (if relevant) one laboratory session for laboratory subjects, with observation by the regular instructor and/or the SDSU host/mentor. Annexed to this report are welcome/orientation meeting agendas as well as the reference materials provided to campus in preparation for their visits.

2.2 Program Participants

Thus far, seven cohorts of faculty from Georgia have visited SDSU for training. The Georgian visitors included faculty and administrators from Tbilisi State University, Ilia State University, and Georgian Technical University. The first group of faculty visited in the Summer session of 2014, the second group of faculty visited SDSU during the Fall, 2014, semester and the third cohort of faculty visited SDSU during the Spring, 2015, semester. Two additional cohorts visited during the Spring, 2016, semester. The sixth cohort visited SDSU during the Fall, 2016, semester. The seventh cohort visited in Spring, 2017, semester. In addition, Nino Jojua, who had visited in the very first cohort, made a return visit. The dates and visitors are summarized in Table I.

Table I: Faculty Visitors to San Diego, Fall, 2016

Cohort and Dates	Participants
Spring 2017, 23 January – 20 February, 2017	Soselia, TSU, Chemistry Abzianidze, GTU, Engineering Kancheli, TSU, Computer Science Tabidze, TSU, English Lomia, TSU, Electrical Engineering Chapichadze, GTU, Political Science
Return visit for additional development 18 April – 30 April, 2017	Jojua, TSU, English

The selection process for faculty who participated is as follows. Georgian faculty were eligible through both self-nomination and nomination by their colleagues or supervisors. Each university partner provided to the SDSU-Georgia Dean a list of nominees. The SDSU-Georgia Dean and/or representatives of the campus unit interviewed and selected appropriate faculty based on experience, background, research interests, and discipline. This selection also incorporated feedback from SDSU-San Diego about the availability of mentors within different discipline areas.

Some details about the activities of the individual visitors within their specific disciplines follow.

Marina Soselia is currently a Shota Rustaveli National Science Foundation Research Fellow. The title of her research thesis is “New Derivatives of biologically Active N-adamantyl-, N-adamantoyl aminobenzene and 2-5,(6)-adamantylbensimidazole: Synthesis, Reactions, and Investigations.” Marina is a faculty at the Research Institute of Organic Chemistry in the College of Exact and Natural Sciences at TSU

While Marina was at SDSU, her mentor was Prof. William Tong, Chair of the Department of Chemistry. She met frequently with Prof. Tong to go over the activities of the day and the important things she should learn. From her experience at SDSU, she will be able to train and provide help to Tina Bukia in the SDSU-Georgia chemistry stockroom.

Marina also visited various organic chemistry research laboratories and talked to organic chemistry professors about their research projects. Based on these activities, Prof. Tong believes that with her skillset, Marina is prepared to host some of the senior projects at SDSU-G.

As for courses, Marina attended all CHEM232 and CHEM432 lectures and labs. She shadowed the TAs from these labs to learn how to teach and serve as a TA for these labs in SDSU-G. She also shadowed Maria Penalosa in the upper-division stockroom and Marcia Godinez and Mark Gelle in the lower-division stockroom to learn about stockroom procedures and how the system works to serve the labs. In the lab, she learned about important safety requirements, how to use the small and large instruments—including new installations of an FTIR, a fluorescence spectrophotometer, and the repair of a picoSpin desktop NMR. These are all tasks she will be performing in SDSU-G.

Overall, Marina had a very thorough experience during her visit to SDSU. Prof. Tong was impressed with Marina and noted “Marina was one of the most dedicated and hardworking visitors from SDSU-G (as agreed by those who interacted with her in my department).”

Nikoloz Abzianidze is a Professor of Electrical Engineering at GTU. He was mentored by Dr. Andy Szeto, Professor of Electrical and Computer Engineering. His visit was focused on EE330, EE330L, and EE430. Nikoloz attended the classes taught by his mentor, including EE430 every Monday, Wednesday and Friday and EE330L every Thursday. He also connected with Prof. Paul Kolen in the same department, and visited his EE 330 lectures each Tuesday and Thursday. For comparison, he attended some sections of the course taught by a different instructor, Prof. Ashkan Ashrafi.

With Prof. Ashkan’s recommendation, Nikoloz met Santosh Nagaraj regarding ABET. They discussed assessment practices and the compilation of the related documents. In the course of their discussions, they discovered that Dr. Nagaraj teaches a subject that is of great interest to Nikoloz’s sister, Catherine Abzianidze, who also teaches coding theory and digital communications at GTU. He was able to obtain some materials about this course as well.

All the professors he worked with added him to their BlackBoards for their courses. This is the course management system platform used at SDSU, and enables Nikoloz to monitor the progress of the courses and get access to materials from each course after he returns to Georgia.

Khatuna Chapichadze is an Associate Professor in the Department of European Studies at GTU. She was mentored by Dr. Ron King in the Department of Political Science at SDSU. Professor Chapichadze visit was focused on efforts to prepare her to teach Political Science classes in the American Politics subfield – specifically those introductory-level classes (POLS 101 and POLS 102) that fulfill the CSU graduation requirement under American Institutions. Professor King assessed Professor Chapichadze’s current state of preparation then worked to help her improve her level of competence. The ultimate objective was to bring her up to the level where the Political Science Department would certify her as qualified to teach those classes. Khatuna’s preparation is primarily in contemporary social science theories and methods. She and her mentor had the opportunity to review some of her published work in English and discuss her academic talents and interests. As a

result, Dr. King developed a series of activities to conduct during her visit and additional work they conducted after her return to Georgia.

Much of their focus was on preparation for POLS 101: "Introduction to American Politics in Global Perspective." Professor Chapichadze had some useful background in the literature on democratization, although not as applied to the U.S. After evaluation of her overall background, she and her mentor developed a plan in preparation for her to eventually teach POLS 101. Professor Chapichadze attended six of the lectures for this class, two per week. She also attended three of Dr. King's weekly meetings with the Teaching Assistants, in which the team discussed course management, grading practices, and techniques to encourage student participation and engagement. She attended discussion sessions from two different TAs in order to directly experience different approaches.

The most important part of the effort was a series six structured one-hour tutorial session on topics relevant to POLS 101. By the end of these sessions, Dr. King and Prof. Chapichadze together drafted a preliminary list of class topics, focused on democracy and democratization both in the U.S. and comparatively, that could form the core of a POLS 101 class to be taught to students in the SDSU-Georgia program. Professor Chapichadze continued to work on a syllabus for POLS 101, based on the work completed during her visit. Working with Dr. King, this document was submitted and she was subsequently approved to teach this course in the SDSU-G program by the Political Science Department. However, in regards to other courses, Department of Political Science at SDSU recognized that this visit was not sufficient to develop her knowledge to an appropriate level. An additional visit at a future date will be needed. She did obtain some broad exposure to POLS 102: "Introduction to American and California Politics." She attended lectures for this course by two different SDSU faculty. It was valuable for her to be exposed to various lecture techniques used in introductory Political Science courses. It was also valuable for her to understand the level of social science knowledge – both substance and method – necessary to teach such a class.

Dr. King also arranged a number of opportunities to experience other facets of the SDSU academic culture. These included attending graduate seminars, informal and formal meetings with other faculty within the College of Arts and Letters, use of the SDSU library, and some training on BlackBoard.

Teimuraz Kancheli is a senior fellow at the library of the Tbilisi State University and serves as a lecturer for MS Office programs and the internet for foreign students. Dr. Kancheli has more than 20 years of experience in ICT/IT for the public and private sector. He consults on IT issues for the library and is responsible for international research databases, e-journals, magazines, e-books, and serves as an expert and academic information resource for library patrons. Dr. Kancheli also has extensive experience in working with the European Commission and other government offices to develop and write technical documents for Information and Communication Technologies and development of e-governance projects. Dr. Kancheli's interests involve learning about digital technologies and information systems organization and administration.

During his visit to SDSU, Dr. Kancheli worked with faculty mentor Prof. Patty Kraft in the CS107 and CS108 courses where he attended lectures and observed teaching strategies. He also met with various faculty from other disciplines, and worked with the SDSU Library staff. He met with Keven Jeffrey (Digital Technologies Librarian) regarding electronic journal access and the other facilities and resources available to the SDSU community. He also met with Dr. Janet Bowers (Director of the Math/Stat Learning Center) to get information on how the center was created and how it operates on a day-to-day basis. Prof. Leland Beck, Chair of Computer Science, also arranged meetings with Profs. Roger Whitney and Rich Levine regarding programs in Data Science.

Tinatin Tabidze is a Lecturer in English Language at TSU. During her visit to SDSU, she was mentored by Julie Williams, Assistant Director of the English Language Learners Composition (ELL

Comp) Program. Williams and Tabidze met to discuss the ELL Comp Program and its relationship to SDSU's General Education program. Tinatin was provided with syllabi, assignments, and student sample writing for each class level. She observed multiple sections of Ling 94, Ling 100, Ling 200, Ling 281, and Ling 305W. She met with the coordinator of Ling 200, Nicole Siminski, to discuss that program in detail. She attended a planning meeting for instructors of Ling 281 and a planning meeting for instructors of Ling 305W. Tinatin was provided with textbooks that are used in Ling 94, 281 and 305W. She was entered into the ELL Comp Program's Blackboard site so that she could continue to have access to information and materials that regard SDSU's ELL Composition Program.

After a general discussion of the Writing Placement Assessment (WPA) and its relationship to general education and to the ELL Comp program, she attended a "norming session" for the WPA on February 4, 2017. This was followed by a meeting to discuss the grading criteria. She was provided with, and studied, the WPA preparation materials on wpa.sdsu.edu.

She visited the Writing Center on February 8, 2017, and observed several tutoring sessions. In the Writing Center, she was provided with manuals which discussed tutoring the WPA and the RWS100/200 students. (The information in the manual of tutoring RWS100/200 students relates to Ling 100/200, also.) She was given e-copies of both manuals.

Akaki Lomia is a professor of Electrical and Electronics Engineering at TSU. He was mentored in San Diego by Dr. Mahdu Gupta from the Department of Electrical and Computer Engineering. The principal focus of his visit was in relation to the courses Computer Engineering (CompE) 260, Data Structures and Object Oriented Programming, and CompE 270, Digital Systems. He also attended Probability and Random Variability classes, to experience different teaching methods. He obtained a wide variety of materials for these classes to enable him to continue working with the materials after his return.

With Professor Gupta, he conducted a number of discussions about classroom activities, students, their background and course pre-requisites, their required time commitment, the emphasis and approach followed in the courses, resource materials for the courses, and the challenges in teaching the courses. Professor Gupta compiled detailed course information in advance. Professor Lomia also had the opportunity to discuss research interests with several of the faculty in the Department.

Nino Jojua is a professor of English Language at TSU. She attended the very first session at SDSU, in the Summer of 2014. Subsequently, she has been teaching in the Linguistics track, including Linguistics 94 and 100. She has developed to be an excellent resource and the SDSU Linguistics Department believe she can be a leader in the organization and delivery of the Linguistics track at SDSU-G, and also lead the English Language Development Center. With the growing number of sections in this arena, a return visit was scheduled for her to further enhance her skills and understanding of the curricula. She was mentored by Dr. Eniko Csomay in the Department of Linguistics. She visited 12 classes during the period of her stay (8 working days) to observe varying teaching styles and methodologies and the use of the language labs; she obtained syllabi for crucial classes that she may be teaching in the future (200, 281, 305W); and she also received a copy of the textbooks for those classes she would most likely teach in the Fall. She had in-depth discussions with each instructor after class as well.

In addition, Nino met with various administrators involved in the program. These included:

- Dr. Kathryn Valentine - Associate Professor of Rhetoric and Writing Studies (RWS) and Director of the Writing Center at SDSU -- Nini got familiar with the center's function and the kinds of research they do in writing.
- Dr. Suzanne Bordelon, Professor in RWS and Director of the Writing Progress Assessment (WPA) -- Nini not only had an introduction to the purpose and the procedures of the WPA but she participated in the 8-hour workshop and grading session to evaluate the papers. She should be fully capable to run the grading session in Tbilisi after this experience.

- Dr. Betty Samraj, Professor and Chair of Linguistics -- Nini exchanged ideas about the programs on campus in San Diego and in Tbilisi.
- Dr. Deborah Poole, Professor and Director of the English as a Second Language (ESL) writing program at SDSU -- key figure in establishing the curriculum for ESL students on campus -- and now in Georgia.
- Dr. Norma Bouchard, Dean of the College of Arts and Letters -- exchanged ideas about the program and future plans.

Nini also participated in the opening session with the delegation from Georgia for the Georgia Days events. Further, she was able to meet with the director of the Georgian language teaching programs at SDSU. She visited the Huntington Library in Pasadena to view the potential resources relating to her research interests.

Table 2 presents an overall summary of the participants from all cohorts, showing representation by discipline areas and partner university.

Table 2: Summary of SDSU Faculty Visitors to Date

Subject		GTU	TSU	ISU
Administrative/ Entrepreneurship Focus		Zedelashvili – Sum 14	Trapaidze – Sum 14	Murtskhvaladze – Sum14
Physics		Sanaia – Sum14	Shengelaya – S16 I Tsitsishvili – Sum 14	Dalakishvili – Sum14
Chem		Kvartskhava – Sum14 Goletiani – F14 Jincharadze – S14	Kokiashvili – Sum14 Bukia – S15 Jibuti – S15 <i>SOSELIA – S17</i>	N/A
English		Meskhishvili – Sum14 Matchavariani – F14	Nebieridze – Sum14 <i>JOJUA – Sum14, S17</i>	
Math		Meskhi – S16 I Natroshvili – S16 II	Chelidze – F14 Odishelidze – F14 Avalishvili – F16	Manjavidze – S16 I Khimshiasvili – S16 II
EE		Nemsadze – F14 Mosashvili – S16 II	Ghvedashvili – S15 Gavasheli – S15 Kakulia – S16 II Tchelidze – F16 <i>LOMIA – S17</i>	Chkhaidze – S15 Kvavadze – F14
Comp E		Gigilashvili – F14	Tsintsadze – S16 II	Basilaia – S 15 Tutberidze – S16 I
Comp Sci		Rodonaia – S15	Davitashvili – F14 Midodashvili – S16 li Mirtskhulava – F16 <i>KANCHELI – S17</i>	N/A
Civil/Con		Kalabegishvili – S15 <i>ABZIANIDZE – S17</i>	N/A	

Subject		GTU	TSU	ISU
General Education Program		<i>CHAPICHADZE – S17</i>	Tavadze (HIST) – S15 Murtskhvaladze (ECON) – F14 Alania – (Bio) S16 I Gogvadze (Rel Studies) S16 I Dachanidze – (Bio) F16 Melashvili – (Gender) F16 <i>TABIDZE – S17</i>	Dalakashvili (Soc) – S16 I

Key: *CAPS, ITALIC* Spring, 2017 cohort.

2.3 San Diego Technology Company Tours and Other Events

Veronica Casas, Ph.D. (SDSU-GA Project Specialist, COS) arranged for the visiting faculty to take tours of Qualcomm Inc. (Telecommunications) and Hologic Inc. (Biotechnology, In Vitro Diagnostics Infectious Diseases). Below are the highlights from those tours. The objectives were to provide exposure to the way an American company operates [in](#) different corporate cultures. The faculty who participated in the tours were Dr. Teimuraz Kancheli, Marina Soselia, Akaki Lomia, and Tinatin Tabidze.

Qualcomm Inc.: February 14, 2017

A day-long tour at Qualcomm Inc. was arranged and coordinated through Mrs. Lillian Cordova (IT Project Manager, Qualcomm Inc.). This was a tour unlike any other normally provided by the company and entailed visits to the Qualcomm Museum, OnIT Operations Center, Morehouse Campus tour, QFINITY STEM Education and outreach discussion, Chip Sets Pilot Manufacturing Facilities, Wireless Reach Qualcomm Life presentation, and the ThinkABit STEM Outreach Lab (Figure 1).

During the tour of Qualcomm, visitors were introduced to Qualcomm’s vast technology efforts worldwide. They learned about the extent to which Qualcomm’s telecommunications technology touches every aspect of our lives, not simply in the chips carried in our cell phones, but also in healthcare, home security, military communications, and information technology. Mrs. Cordova guided the visitors through the exhibits in the Qualcomm museum. The exhibits covered the history of Qualcomm and the evolution and applications of its telecommunications technology. Especially fascinating was the original “Qualcomm Van” that made its way around San Diego testing the first cell phone communication technologies. Visitors toured the Information Technology monitoring room and learned the magnitude of the world-wide systems the Qualcomm IT department has to monitor, maintain, and manage. The tour of the pilot manufacturing facility demonstrated how “Fugi” machines take an engineer’s concept for a new chip platform and apply almost “nano-scale” components to each prototype so it can be tested downstream.

In addition to the tour of the facilities and various Qualcomm technologies, visitors also had the opportunity to speak with Qualcomm employees involved in education and outreach for STEM. The employees emphasized how important it was that graduating STEM students not only understand theory and principles, but also know how to apply the background training to develop practical skills for use in the work environment. Finally, the group took a tour of the “ThinkABit” lab. The visiting faculty communicated that they were very impressed with the set-up of the learning areas and were motivated to perhaps implement some of the tactile teaching techniques to their engineering and computer science courses.





Figure 1: Photos from Qualcomm Inc. Tour

Hologic Inc.: February 16, 2017

A quick tour of the Hologic Inc. Mira Mesa campus was arranged through Ms. JoAnn Jackson (Senior Research Scientist). Working under a short timeline and quick turnaround, Ms. Jackson was able to coordinate a tour of the main facilities of Hologic Inc., including pilot manufacturing suites, quality control, quality assurance, and the research and development labs. The faculty also toured the various employee facilities like the cafeteria, office cubicles and breakrooms, and the gym. Dr. Teimuraz Kancheli, Marina Soselia, and Tinatin Tabidze participated in the tour.

Visiting faculty were fortunate to tour Hologic Inc. on the day one of their diagnostic assays, the Aptima HCV assay, received FDA approval. There were celebratory decorations all around the facility and the faculty were impressed with this accomplishment and learning about all the hard work that goes into getting FDA approval for a commercial product. A tour of the pilot manufacturing suites displayed the various technologies Hologic Inc. uses in filling and packaging their products. The faculty were able to witness how a clean room facility functions and is organized and the role the employees play in the manufacturing process. In the research and development labs, the faculty were able to see the development of new automated technologies and diagnostics. The juxtaposition between the development and testing of feasibility in the manual TMA assays and the automation of these assays on the TIGRIS and Panther platforms were most interesting for our visiting faculty. The faculty were very impressed with the level of sophistication of the technology used in the manufacturing suites and in the research labs. The design and layout of the facilities were also impressive. What was most surprising, however, was how the visiting faculty responded so enthusiastically to the seemingly mundane things such as the gym, breakrooms, cubicles, and natural ambiance created by the palm trees and waterfalls (Figure 2).



Figure 2: Photo from Hologic Inc. Tour
(photos were not allowed in manufacturing and research areas)

Farewell Dinner: February 19, 2017

In what has become a tradition for the faculty visit program, a farewell dinner was held at Dean Stanley Maloy's home. This gave faculty and their mentors a chance to interact with a number of university administrators from across the campus and to reflect on their time together in an informal setting.



Figure 3: Photo from Farewell Dinner

3 INVOLVEMENT IN COURSE DELIVERY IN GEORGIA

3.1 Introduction

The model for faculty development in the SDSU-Georgia project relies on the experience in San Diego as a means to develop core understanding of the SDSU curriculum and to build familiarity with pedagogy and materials for a specific course or set of courses that the faculty member might teach for SDSU-G or for the partner university. Thus, deployment of those faculty into classes in some capacity after their return to Georgia is also an important part of the overall model. Starting with the 2015-16 Academic year, we began involving faculty from the partner universities in delivery in a range of capacities.

3.2 Specific Assignments

Table 3 summarizes the specific assignments of faculty from the partner universities in the delivery of courses over the last academic year. The capacity in which the Georgian faculty varied according to SDSU's assessment of their teaching experience and qualifications relative to the subject matter and SDSU's curricula and syllabi and their comfort in teaching in English. In foundational subjects taken by first year students (e.g. Calculus) we found a number of places where Georgian faculty could take primary responsibility for instruction directly. We anticipate that as the cohort of students moves into more advanced classes, the fraction of courses requiring a co-teaching mode for the initial delivery or deliveries will increase.

Table 3: Partner University Faculty Involvement in Course Delivery

Faculty Member, Partner University	Course and Title	Capacity
Alexander Meskhi, TSU	Aerospace Engineering 280, Methods of Analysis	Assigned for the Spring 2017 semester. Co-teaching with an SDSU faculty member in hybrid modality.
Magda Alania, TSU	Biology 100, General Biology	In Fall 2016, assisted with hybrid delivery, with primary responsibility for instruction with an SDSU faculty mentor.
	Biology 203/203L, Principles of Cell and Molecular Biology/Laboratory	Assigned for the Spring 2017 semester. She was assisted by Nato Dachanidze, who will be participating in the laboratories.
Giorgi Jibuti, TSU	Chemistry 100, Intro to General Chemistry Chemistry 200, General Chemistry Chemistry 201, General Chemistry	In Fall, 2015 and Spring, 2016, Laboratory instruction with guidance and mentorship from SDSU faculty in residence in Georgia who had responsibility for the lecture portion of the class. He was assisted by Tinatin Bukia, a PhD student at TSU, who manages the stock room for the laboratory. In Fall 2016 and Spring 2017, continued involvement in Laboratory instruction, but began taking additional responsibility as co-teacher for the lecture portions, working with SDSU faculty in residence in Georgia.
Ana Goletiani, GTU	Chemistry 232/232L, Organic Chemistry	In Spring 2017, Laboratory instruction with guidance and mentorship from SDSU faculty teaching the lecture via hybrid modality, which Dr. Goletiani also will assist with. In the laboratory, she will be assisted by Marina Soselia.

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Faculty Member, Partner University	Course and Title	Capacity
Nino Kokiashvili, TSU	Chemistry 251, Analytical Chemistry	In Fall 2016, Laboratory instruction with guidance and mentorship from SDSU faculty teaching the lecture via hybrid modality, which Dr. Kokiashvili also assisted with. In the laboratory, she was assisted by Tinatin Bukia.
Mariko Nebieridze, TSU	Communications 103, Oral Communication	In Spring 2016, co-taught a section of the course with an SDSU faculty in residence in Georgia. In Spring 2017, primary responsibility for instruction with SDSU mentor in residence in Georgia.
Tinatin Davitashvili, TSU	Computer Engineering 160, Introduction to Computer Programming	In Fall 2016, assisted with hybrid delivery, with primary responsibility for instruction with an SDSU faculty mentor.
	Computer Engineering 271, Computer Organization	In Spring 2017, assisting with hybrid delivery, with primary responsibility for instruction with an SDSU faculty mentor.
Magda Tsintsadze, TSU	Computer Engineering 260, Data Structures and Object-Oriented Programming	In Spring 2017, assisting with hybrid delivery, with primary responsibility for instruction with an SDSU faculty mentor.
Ia Mosashvili, GTU	Computer Engineering 270, Digital Systems	In Fall 2016, assisted with hybrid delivery, with primary responsibility for instruction with an SDSU faculty mentor.
Bidzina Midodashvili, TSU	Computer Science 107, Introduction to Computer Programming	In Spring 2017, primary responsibility for instruction, with an SDSU faculty mentor.
Irakli Murtskhvaladze, TSU	Economics 102, Principals of Economics	In Fall 2015 and Fall 2016, primary responsibility for instruction, with two graduate students as assistants. An SDSU faculty mentor was assigned as a resource in Fall 2015.
Simon Nemsadze, GTU	Electrical Engineering 210, Circuit Analysis	In Spring 2017, primary responsibility for instruction, with an SDSU faculty mentor.
Leri Tavadze, TSU	History 100, World History	In Fall 2016, primary responsibility for instruction. An SDSU faculty mentor was assigned as a resource.
Nino Jojua, TSU	Linguistics 94, Developmental Writing for International or Bilingual Students Linguistics 100, English Composition for International Students	Primary responsibility for instruction in each course, with an SDSU faculty in residence in Georgia teaching other sections of the same course for guidance and mentorship.
	Linguistics 200, English Composition for International Students	In Fall 2016, co-taught a section of the course with an SDSU faculty in residence in Georgia.
Nino Manjavidze, ISU and Giorgi Chelidze, TSU	Math 141, Precalculus	Primary responsibility for instruction. An SDSU faculty mentor was assigned as a resource.

Faculty Member, Partner University	Course and Title	Capacity
Nino Manjavidze, ISU, David Natroshvili, GTU, and Giorgi Chelidze, TSU	Math 150, Calculus I	Primary responsibility for instruction. An SDSU faculty mentor was assigned as a resource.
Nino Manjavidze, ISU, David Natroshvili, GTU, Giorgi Chelidze, TSU and Alexander Meskhi, GTU	Math 151, Calculus II	Primary responsibility for instruction. An SDSU faculty mentor was assigned as a resource.
Nana Odisheldize, TSU	Mathematics 245, Discrete Mathematics	In Spring 2017, primary responsibility for instruction, with an SDSU faculty mentor.
Giorgi Chelidze, TSU and Alexander Meskhi, GTU	Mathematics 252, Calculus III	Primary responsibility for instruction. An SDSU faculty mentor was assigned as a resource.
Giorgi Chelidze, TSU and Alexander Meskhi, GTU	Mathematics 254, Introduction to Linear Algebra	Primary responsibility for instruction. An SDSU faculty mentor was assigned as a resource.
Alexander Shengelaya, TSU, Giorgi Tsitsishvili, TSU, and Tamar Tchelidze, TSU	Physics 195, Principles of Physics	Office hours and face-to-face sessions to support offering taught by SDSU faculty in online mode.
	Physics 195L, Principles of Physics Lab	Primary responsibility for instruction. An SDSU faculty mentor was assigned as a resource.
Giorgi Tsitsishvili, TSU	Physics 196, Principles of Physics	Office hours and face-to-face sessions to support offering taught by SDSU faculty in online mode.
	Physics 196L, Principles of Physics Lab	Primary responsibility for instruction. An SDSU faculty mentor was assigned as a resource.

Faculty were compensated by SDSU-G for their instruction in the SDSU-G courses. This was in recognition of the increased difficulty and preparation time related to instruction in SDSU-G courses in English. Payment scales were developed in concert with university administrators, to balance the need to provide additional compensation against the potential for distortion of pay scales within the institution and the related potential for problems that might arise from such distortion.

3.3 Development Pathways

The objective is to improve the performance of the individual instructors involved so far, and to expand the network of faculty that are involved over the life of the project, as additional teaching needs develop with the movement of the cohorts through their programs. Table 4 summarizes the development pathway for each faculty member involved in teaching or accreditation activities to date.

Table 4: Partner University Faculty Development Pathways

SDSU-G Faculty Development Report

Participant, Partner University	Visit to SDSU Main Campus	Co-teach or Assist, Hybrid	Co-teach or Assist, f2f	Primary Instruction, with Mentor	Primary Instruction, with SDSU resource	Participation in Accreditation Efforts
Marine Soselia, TSU	S17		X (lab)			
Nikoloz Abzianidze, GTU	S17					
Teimuraz Kancheli	S17					
Tinatin Tabidze	S17					
Akaki Lomia	S17					
Khatuna Chapichadze	S17					
Magda Alania, TSU	S16	X	--	X		X
Gia Avalishvili, TSU	F16	--	--	X		
Tinatin Bukia, TSU	S15	--	X (lab)			
Giorgi Chelidze, TSU	F14	--	--	X	X	
Nato Dachanidze, TSU	F16	X				
Tinatin Davitashvili, TSU	F14	X				
Tsismari Gavasheli, TSU	S15					X
Giorgi Ghvedashvili, TSU	S15					X
Ana Goletiani, GTU	F14	X				
Giorgi Jibuti, TSU	S15	--	X			
Nino Jojua, TSU	Sum I4	--	X	X		
Davit Kakulia, TSU	S16					X
Nino Kokiashvili, TSU	Sum I4	X				
Nino Manjavidze, ISU	S16	--	--	X		
Bidzina Midodashvili, TSU	S16	--	--	X		
Ia Mosashvili, GTU	S16	X				X
Alexander Meskhi, GTU	S16	--	--	X		
Irakli Murtskhvaladze, TSU	F14	--	--	X	X	
David Natroshvili, GTU	S16	--	--	X		X
Mariko Nebieridze, TSU	Sum I4	--	X	X		
Simon Nemsadze, GTU	F14	--	--	X		X
Nana Odisheldize, TSU	F14	--	--	X		
Vakhtang Rodonaia, GTU	S15					X
Alexander Shengelaya, TSU	S16	X	--	X		
Leri Tavadze, TSU	S15	--	--	X		
Tamar Tchelidze	F16	X	--	X		

SDSU-G Faculty Development Report

Participant, Partner University	Visit to SDSU Main Campus	Co-teach or Assist, Hybrid	Co-teach or Assist, f2f	Primary Instruction, with Mentor	Primary Instruction, with SDSU resource	Participation in Accreditation Efforts
Magda Tsintsadze, TSU	S16	X				
Giorgi Tsitsishvili, TSU	Sum 14	X	-	X		

4 Development of ABET Readiness

During the Spring 2016 semester Dr. Majid Hashemipour joined the SDSU-G staff in order to work with the partner universities on the development of self-studies and ABET capacity building efforts. Committees were established at all three partner universities to raise awareness of ABET and to begin developing readiness reports. These efforts will be described in detail in a subsequent report. The membership of the committees is listed in Table 5.

Table 5: ABET Committee Membership by Partner University

Georgian Technical University	Ilia State University	Tbilisi State University
Otar Zumburidze	Davit Tarkhnishvili	Ramaz Botchorishvili
Nikoloz Abzianidze	Davit Aprasidze	<i>Giorgi Ghvedashvili*</i>
Levan Imnaishvili	Nino Dvalidze	Manana Khachidze
<i>Simon Nemsadze*</i>	Nino Zhvania	<i>Tsismari Gavasheli*</i>
<i>Vakhtang Rodonaia*</i>	Giorgi Veshapidze	Irina Khutsishvili
Giorgi Dzidziguri	Elene Zhuravlyova	<i>Magda Alania*</i>
Khatuna Mkheidze		Alexandre Gamkrelidze
Gia Arabidze		Koba Gelashvili
Zurab Tsveraidze		<i>Davit Kakulia*</i>
Iuri Lomidze		
Giorgi Abramishvili		
Tamar Lominadze		
<i>Davit Natroshvili*</i>		
<i>Ia Mosashvili*</i>		

* Note: Participants in a visit to San Diego

As noted, ABET progress is reported in a separate report. However, a brief summary is provided below.

The SDSU Georgia ABET report completed in September 2016, provided recommendations that it may be possible to consider additional pathways, a “**second track**”, to facilitate the accreditation of programs at the partner universities that do not bridge through the SDSU-delivered programs first.

The **ABET First-track** (i.e., to overlay SDSU’s existing, and accredited, curricula onto the framework already provided by the partner institution), will be pursued as planned, or modified as appropriate based on the outcome of the ABET- second track. SDSU Georgia proposed to assist partner universities to obtain ABET accreditation for a few of their existing Georgian language engineering and computer science programs, for which they already have a number of graduates working in the industry.

SDSU Georgia has done a preliminary assessment of this idea during the CY2, and determined that it may be possible to complete ABET Readiness report for the pilot programs by CY5, AY 2018-19, and potentially complete ABET accreditation for pilot Georgian language programs in the AY 2020-21.

SDSU Georgia submitted an ABET report to the partner universities which provided a roadmap for second-track. An action plan and a framework for the tasks to be undertaken during the remaining part of CY2, and the CY3 (8 months budget: Nov 1, 2016 - June 30, 2017) were also provided.

The ABET committees of GTU and TSU are working closely with SDSU-G, under the guidance of our ABET Officer, Dr. Hashemipour. The membership of the committees is listed in Table 5. ISU ABET committee is expected to be activated in Spring 2017 semester.

The MCA-Georgia has signed a contract with a Consulting Firm, which will provide ABET Accreditation Readiness Assessment of STEM Programs in SDSU-Georgia Partner Universities in June 2017.

During the January - April 2017 timeframe, SDSU-G attempted to complete the following ABET-second track tasks. These efforts, summarized below, will be described in detail in a subsequent report.

ABET Progress at TSU

Overall:

There were six committee meetings held in the ABET Office at TSU. The committee meetings took place every second Tuesday at the ABET office in the TSU building. The TSU Committee agreed that by the end of April, Electrical/Electronics Engineering (EE) and Computer Science (CS) departments will complete the following ABET criteria in the Preliminary Self-Study Report (PSSR): Criterion 1 (Students), Criterion 2 (Program Education Objectives), and Criterion 5 (Curriculum). ABET Officer provided sample charts and tables for the preparation of the PSSR.

The Preliminary Self-Study Reports for both programs is almost ready for the ABET Accreditation Readiness Assessment of the STEM Programs by the designated consulting firm in June 2017.

Developing assessment systems and archiving relevant data:

In the ABET Office, assessment folders have been prepared which include necessary course documents such as: Homework, examinations, class discussions and projects for the June assessment. The Student Exit Survey was designed and adopted by each Department, and it was circulated among the final semester senior students in January 2017.

Design curricula: Adapting the existing related degree programs to the ABET requirements

Electrical / Electronics Engineering Department in TSU has finalized its curriculum according to the ABET requirements. The Computer Science Department in TSU received a comprehensive evaluation and agreed to continue working on the curriculum to make it coherent with ABET standards.

Forming an External Industry Advisory Board to obtain practitioner input for degree programs:

The first meeting of the External industrial Advisory board of Electrical/Electronics Engineering Department took place in April 2017. The Chair of the Advisory Board explained to the members of the board: a) the changes required to the TSU program by the ABET; and b) why TSU is seeking the support of the board members to obtain feedback of the industry. Feedback is sought primarily regarding the readiness of the graduates in the workforce. Members of the Advisory Committee Mr. Zaridze, Mr. Kakulia, Mr. Shubitidze and Mr. Bit-Babik supported the opportunity to participate and contribute to the amending the program and expressed their readiness to fill in the questionnaires. The board will meet at least once a year to review the department's activities and to make appropriate recommendations.

The faculty ABET web page:

TSU created an ABET faculty website. The website provides general information about ABET; progress made in TSU during the accreditation process; Committee meetings overview and the contact information. Link: <http://abet.tsu.ge>

Computer Engineering 1st track: It was decided to also add Computer Engineering as a 1st track by the Rector's Office- however, so far there is no progress in setting up such a program. It can be housed in either Electrical Engineering or the Computer Science Department. Our observation is

that the climate for establishing a first track Comp Engineering program at TSU is not ready – at least for this year.

ABET Progress at GTU

Overall:

There were five committee meetings held with Civil and Construction engineering ABET members in the ABET Office at GTU with similar agendas as that of the TSU meetings. There had been little to no work accomplished since Fall by the Electrical Engineering and the Computer (Informatics) Engineering Departments. These programs may require a longer transition period, depending on the speed of capacity buildings within that program. Therefore, realistically these programs will not be ready for the Preliminary Self-Study Reports for ABET Accreditation Readiness Assessment of STEM Programs by the designated consulting firm in June 2017.

Appointment of the ABET Facilitator at GTU: Planned but not implemented yet.

Developing assessment systems and archiving relevant data:

Folders are being prepared which include necessary course documents such as; homework, examinations, class discussions and projects for the Jun assessment. The Student Exit Survey was designed and adopted by each Department, and it was circulated among the final semester senior students in January.

Design curricula: Adapting the existing related degree programs to the ABET requirements:

Civil and Construction engineering programs have finalized its curriculum according to the ABET requirements.

Form an External Industry Advisory Board to obtain practitioner input for degree programs:

The first meeting of External industrial Advisory board of Civil Engineering Department took place in March 2017. The Chair explained the changes required to the program by ABET and their responsibilities during the process to the board members and seeks their support to obtain feedback. The board meets at least once every year to review the department activities and make appropriate recommendations

The faculty ABET web page: Planned

ABET Seminar for students at GTU: Planned.

Situation at ISU

Engineering programs at ISU are not suitable for second-track ABET accreditation. Moreover, Georgian Language Computer Engineering (with Microelectronics focus) is being discontinued. A new first-track Computer Engineering program is being planned; however the program approval from EQE is pending.