



SAN DIEGO STATE
UNIVERSITY

Georgia

SDSU 150-04-2019

April 5, 2019

Magda Magradze
Chief Executive Officer
Millennium Challenge Account – Georgia

Dear Ms. Magradze:

Please find enclosed herewith the MoM for the Quarter 3 Progress Report for March 31 2019, a deliverable for the provision of Degree Accreditation and Institutional Support Initiative for Science, Technology, Engineering, and Mathematics, as required per the contract.

Also attached is the invoice for Quarter 3 Progress Report for March 2019 on Agreement #122 Amendment No. 4.

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

Sincerely,




Halil Guven
Dean, SDSU-Georgia
San Diego State University
Address: 5 Kostava Street, 3rd floor
Tbilisi 0108, Georgia
Office: +995 32 2311611
Mobile: +995-555-768-269
Email: hguven@sdsu.edu





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M

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Progress Report

April 2, 2019





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T

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E

ENGINEERING

M

MATH

Quarter 3 Progress Report Highlights

1. *Enrollment and Academic Update*
2. *Freshmen Advising*
3. *5th Cohort Update*
4. *ABET / ACS Update & Faculty Training*
5. *Program Transition/Sustainability Plan*
6. *Career Development Center*
7. *Community Relations and Development Update*
8. *Student Life Update*
9. *PPPF Update*
10. *Construction – Renovations Update*
11. *Procurement Status Update*
12. *SDSURF Visit - Outcomes*
13. *Inauguration visit to San Diego*



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T

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E

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M

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1. Enrollment & Academic Update



Fall 2018

Sep 17

Dec 14

Dec 17-22

BIO 100/203/203L

CHEM 100/232/232L/410A/457/497/498/520A/550

CIV E 100/220

COMP E 160/270/361/375/470L/475/496A

CS 108/310/370

ECON 102

EE 210/300/310/330/330L/340/420/440/458/496A

History - 100

LING 100A/100B/200/305w

MATH 141/150/151/245/541

Philosophy – 101/332

PHYS 195/195L/196/196L

POL S 101

STAT 250

WMNST 101/375

Comm 103/371

Con E 201

C LT 270A/470

Final Exams



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Fall 2018 Academic Report

**26 students maintain a
perfect GPA of 4.00**

Cohort 1 – 1 student

Cohort 2 – 2 student

Cohort 3 – 4 students

Cohort 4 – 20 students

**203 STUDENTS ON THE
Dean's list**

Cohort 1 – 21

Cohort 2 – 42

Cohort 3 – 59

Cohort 4 - 81

GE Advisor – working on offering better selection of GE courses



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Fall 2018 Academic Report

Average GPA by cohorts:

Cohort 1 – 3.22

Cohort 2 – 3.25

Cohort 3 – 3.09

Cohort 4 – 2.98

39 students on **Probation.**



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M

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Enrollment Numbers by Cohorts

| Program name | Enrollment of 2015 - 16 (Cohort 1) | Enrollment of 2016-17- (Cohort 2) | Enrollment of 2017- 18 (Cohort 3) | Enrollment of 2018-29 (Cohort 4) | Total |
|--|------------------------------------|-----------------------------------|-----------------------------------|----------------------------------|------------|
| Electrical Engineering | 20 | 18 | 29 | 19 | 86 |
| Comp Engineering | 48 | 35 | 37 | 53 | 173 |
| Chemistry/Biochemistry | 18 | 37 | 39 | 61 | 155 |
| Comp Sci | 0 | 37 | 50 | 75 | 162 |
| Civil Engineering | 0 | 0 | 25 | 15 | 40 |
| Construction Engineering | 0 | 0 | 19 | 7 | 26 |
| Total # of students at the enrollment | 86 | 127 | 199 | 230 | 642 |



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Current Numbers by Cohorts

| Program name | Enrollment of 2015 -16 (Cohort 1) | Enrollment of 2016-17- (Cohort 2) | Enrollment of 2017-18 (cohort 3) | Enrollment of 2018-29 (cohort 4) | Total |
|--------------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|------------|
| Electrical Engineering | 14 | 13 | 24 | 19 | 70 |
| Computer Engineering | 27 | 22 | 25 | 50 | 124 |
| Chemistry/Biochemistry | 16 | 24 | 28 | 59 | 127 |
| Computer Science | 1 | 33 | 44 | 75 | 153 |
| Civil Engineering | 0 | 2 | 19 | 17 | 38 |
| Construction Engineering | 0 | 2 | 10 | 7 | 19 |
| # of Students as of Sept 2018 | 58 | 96 | 150 | 227 | 531 |

Note: Q2 – number 544. 16 students pulled out and 3 enrolled since Q2, including 3 from Cohort 1 (all male, 1 international (Okoye, Nigeria) for visa issues, other 2 Georgian citizens transferred to another university in Georgia, low GPA, wouldn't graduate in 4 years), 4 from Cohort 2 (1 female, 3 male, 2 out of 4 transferred to another university for low GPA, the other 2 were academically disqualified), 6 from Cohort 3 (3 female, 3 male, 1 out of 6 transferred out because of low GPA, 1 could not work and study at SDSUG at the same time, the other 4 were disqualified). In Cohort 4, 3 transferred out (low performance), and 3 new students (2 international, 1 Georgian IB students) enrolled starting Spring 2019.



Graduating Cohort data

2015-2016 Academic year
86 students **ENROLLED** (83 Georgian, 3 International)

Of which currently **ACTIVE**
58 (57 Georgian, 1 International)

Grad'n **Spring 19** – 46 (45 Geo, 1 Int.)

Grad'n **Fall 19** – 5 (Geo)

Grad'n Spring 20 – 2 (Geo)

Grad'n Spring 21 – 3 (Geo)

Grad'n Spring 22 – 2 (Geo)

Of which **DQ'ed/Transf'ed**
28 (26 Georgian, 2 International)

One did not continue studies

To ABET track programs at PU's – 8 (Geo)

To non-ABET track at PU's – 6 (Geo)

To non-PU's – 4 (Geo)

SDSU home campus – 4 (Geo)

Abroad – 5 (3 Geo, 2 Int.)



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3. 5th Cohort Update



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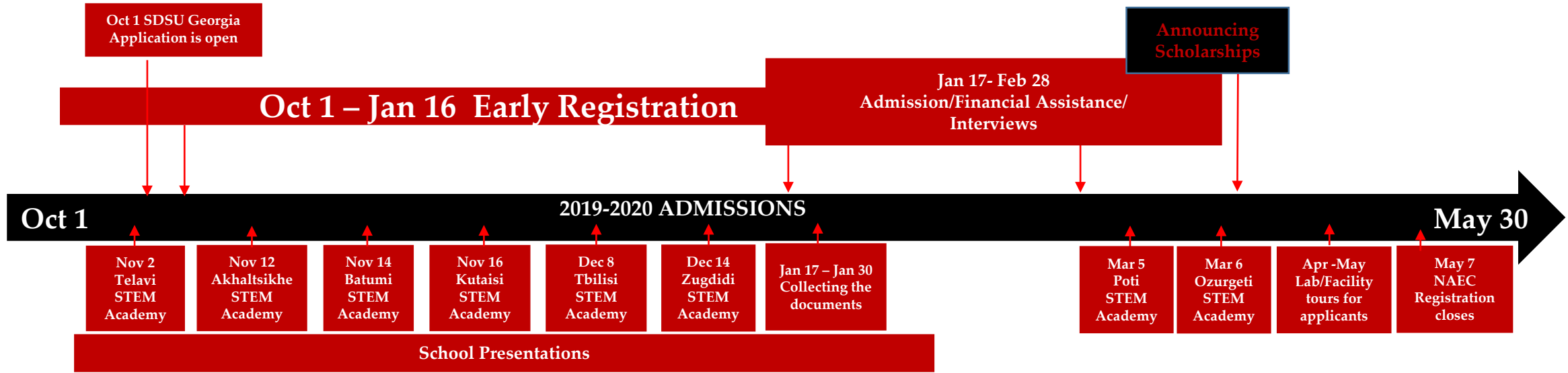
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E
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M
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2019 – 2020 Georgian Recruiting Timeline Fifth Cohort



April Meeting with parents

April – May Lab/Facility tours for applicants

May 18 STEM Academy planned with GTU

May STEM Academy planned with TSU

May Admitted students reception

May 7 NAEC REGISTRATION CLOSES



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STEM Academies in regions

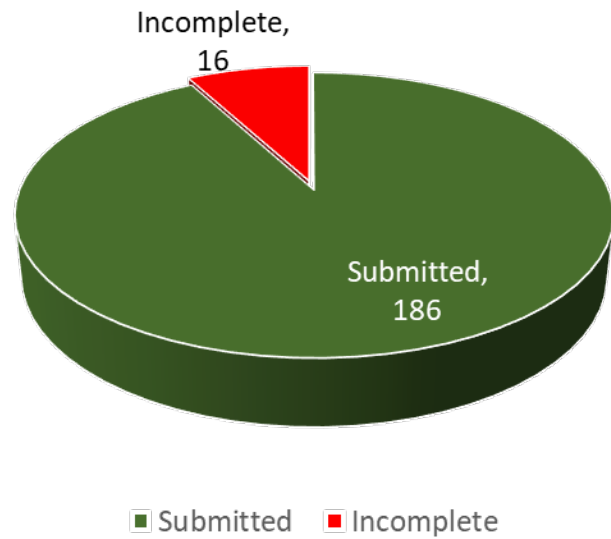
8 STEM Academies have been held in different regions of Georgia.
Total Attendance: 545 high school students.

- ✓ Telavi – November 2
- ✓ Akhaltsikhe – November 6
- ✓ Batumi – November 14
- ✓ Kutaisi – November 16
- ✓ Tbilisi – December – 8
- ✓ Zugdidi – December 14
- ✓ Poti – March 5
- ✓ Ozurgeti – March 6

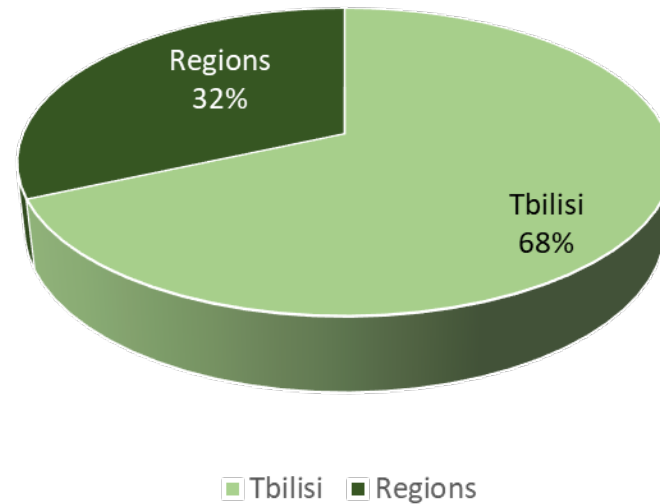




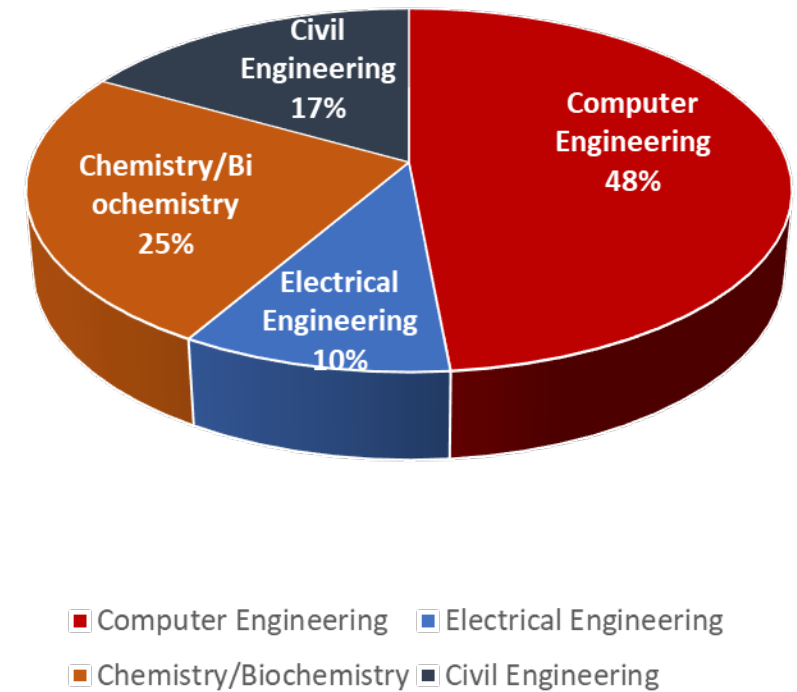
Total 202 Applicants



Regional Distribution



Applicants by Majors





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Upcoming Recruiting Events and Activities

- *April – Meeting with Parents of applicants*
- *April – May: Lab/Facility tours for applicants*
- *May 18: STEM Academy planned with GTU*
- *May 25: STEM Academy with TSU (TSU's Innovation and Knowledge Transfer Centre)*
- *May: Admitted Student Reception*



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4. ABET / ACS Update & Faculty Training



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Spring 2019 Faculty Development Program Participants

Electrical/Computer Engineering

- Nino Lazashvili (GTU)
- Giorgi Ghvedashvili (TSU)
- Zurab Shermadini (TSU)
- Giorgi Veshapidze (ISU)
- Nana Dikhaminjia (ISU)

Civil/Construction Engineering

- Alexander Davitashvili (GTU)
- Vakhtang Balavadze (GTU)
- Giorgi Bichinashvili (GTU)
- Michael Saunders (ISU)

Computer Science

- Erekle Magradze (ISU)

Chemistry

- Rusudan Kakava (TSU)
- Giorgi Burjanadze (TSU)

Linguistics

- Nino Jojua (TSU)



TOTAL TRAINED: **84**



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ABET Symposium, April 10-13

The 2019 ABET Symposium will take place April 10-13 in Dallas, Texas. Representatives of all 3 partner universities – TSU, ISU and GTU attend the Symposium and participating either in Fundamentals of Program Assessment Workshop or Advanced Program Assessment Workshop.

Participants will learn how to prepare students and graduates to address current and future challenges of protecting internet-connected systems, software and data from cyberattacks.



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2019 ABET Symposium participants

| TSU | ISU | GTU |
|--|---|---|
| Manana Khachidze – CS Magda Tsintsadze – CS Giorgi Ghvedashvili – EE Tsisana Gavasheli - EE | Michael Saunders – Civ E Nana Dikhaminjia – Comp E Nino Zhvania – Quality Assurance | Giorgi Bichiashvili – Civ E Sandro Davitashvili – Civ E Giorgi Nachkebia – EE Alexander Zedelashvili – ABET Irina Gotsiridze – Biomedical Vakhtang Balavadze – Con E |

SDSU Georgia will be represented by Dr. Majid Hashemipour



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ACS Certification Timeline

September 2018

December 2018

January 2019

April 2019

Fall 2021

Fall 2022

1

Submit the program for EQE Approval



2

Register ACS Regional Chapter in Caucasus (Georgia)



Get 10 members per PU and 15 SDSUG Students to register ACS Regional Chapter

Prepare ACS Regional Chapter Website and Content

Apply for ACS Chapter Registration

Receive approval for ACS Regional Chapter

3

Organize an int'l ACS Symposium by ACS Regional Chapter (May 30-31)



Submit ACS Certification Application (Fall 2021 or Fall 2022)

Build track record for a standalone English-language TSU Chemistry/Biochemistry Program



1

- Chemistry program is approved by the Faculty Council, and TSU Quality Assurance Department is in the process of submitting it to the Academic Council.



ACS

Chemistry for Life®

AMERICAN CHEMICAL SOCIETY

- Chemistry program is scheduled to be sent to EQE ~~before February 2019~~. EQE approval will take 6 months, which may be expedited with help of MCA.



2

ACS Membership progress

ACS Regional Chapter is currently being established:

- Total Count of current members: 70
- Current institutions with memberships: SDSU Georgia, TSU, ISU, GTU, and Batumi SU

Vice Dean Nugzar Davitashvili is attending ACS Conference in Orlando (April 2019) to meet the international committee members of ACS.



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3

ACS Regional Meeting for Caucasus International Symposium on Chemistry and Chemical Technology

(May 30-31, 2019)

(Dates are tentative, pending the confirmation from ACS President)

Venue: Tbilisi State University, Building 1, Conference Hall

Organizational Committee:

- Georgian Chemical Society
- Tbilisi State University
- San Diego State University – Georgia (**Nugzar Davitashvili**)
 - American Chemical Society - Student Chapter
 - American Chemical Society - Regional Chapter



Day 1

30min.

A.M. Plenary Sessions (Prof.)

Break Posters

P.M. Plenary Sessions (Prof.)

Break Posters

Day 2

15min.

A.M. Poster Sessions (students)



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| Partner University | Program | ABET Track | Same as SDSUG Program | Approval for SDSUG Transition | Likely first opportunity for ABET review |
|--------------------|---------------------------------|--------------|-----------------------|-------------------------------|--|
| TSU | Computer Engineering | First | Yes | Yes | Fall 2023 |
| | Computer Science | Second | No | N/A | Fall 2019 |
| | Electrical Engineering | Second | No | N/A | Fall 2019 |
| ISU | Civil Engineering | First | Yes | Yes | Fall 2023 |
| | Computer Engineering | First | Yes | Yes | Fall 2022 |
| | Computer Science | First | Yes | Yes | Fall 2023 |
| | Electrical Engineering | First | Yes | Yes | Fall 2022 |
| GTU | Civil Engineering | Second | No | N/A | Fall 2022 |
| | Construction Engineering | First | Yes | Yes | Fall 2023 |
| | Computer Engineering | First | Yes | Yes | Fall 2023 |
| | Electrical Engineering | Second | No | N/A | Fall 2022 |
| | Computer Science | N/A | N/A | N/A | Fall 2023 |



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E

ENGINEERING

M

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Transition Committee work at PU's



IVANE JAVAKHISHVILI
TBILISI STATE UNIVERSITY

Head of Committee – Lasha Saginadze, Vice Chancellor, TSU

10 Committee Members

8 meetings have already been held: May 2018, July 2018, August 2018, September 2018, November 2018, January 2019, February 2019, and March 2019. Next Meeting is planned for April, 2019.

Current items:

- English-language Chemistry program will be submitted to EQE by March, 2019.
- TSU will prepare self-study reports for Computer Science, Electrical Engineering, and Computer Engineering before April, 2019.
- Budget will be allocated for ABET visit.
- TSU will select a recipient for capacity development training in QA processes.
- Partnership agreement finalized (to be signed in April in San Diego).
- Acquiring insurance for asset transfer.
- TSU will present candidates for the Fall 2019 Faculty Development training.



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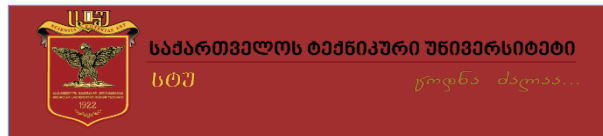
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Transition Committee work at PU's



Head of Committee – Alexander Zedelashvili, Deputy Head of International relation and Standards Services, GTU

10 Committee Members

7 meetings have already been held: April 2018, June 2018, October 2018, November 2018, January 2019, February 2019, and March 2019. Next Meeting is planned for April, 2019.

Current items:

- Acquiring insurance for asset transfer.
- New Partnership Agreement finalized (to be signed in April in San Diego).
- GTU will present candidates for the Fall 2019 Faculty Development training.
- GTU will start preparation for STEM Academy in April 2019.
- GTU will use MCC/MCA support to accelerate EQE accreditation of new programs.
- GTU will prepare self-study reports to be submit for ABET review before April, 2019.
- GTU will be familiarized with the maintenance documentation for the equipment to be transferred to GTU, and ensure translation of the documentation into Georgian.



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E

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M

MATH

Transition Committee work at PU's



ILIA STATE UNIVERSITY

Head of Committee – Nana Dikhaminjia, Head of Computer Engineering Program, ISU

11 Committee Members

4 meetings have already been held: 2 in April 2018, 1 in August 2018, and 1 on **December 4, 2018**. Next meeting is planned for April 2019, pending completion of the building.

Achievements:

- Work on New Partnership Agreement in progress;
- New Building design works;
- ABET accreditation work in progress;
- ISU will fund ACS Caucasus Chapter membership for 10 candidates
- ISU identified people who will be involved in SDSUG teaching process and will receive training in Spring 2019;
- ISU was invited to join SDSUG-organized STEM Academy in Tbilisi



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E

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M

MATH

5. Program Transition/Sustainability Plan



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E

ENGINEERING

M

MATH

Transition Plan (2019-2020)

SDSU-G cohorts

2015-16 2016-17 2017-18 2018-19 2019-20

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|-----------|------------|------------|------------|------------|
| 1 (85) | 2 (125) | 3 (210) | 4 (230) | 5 (150) |

SDSU - TSU

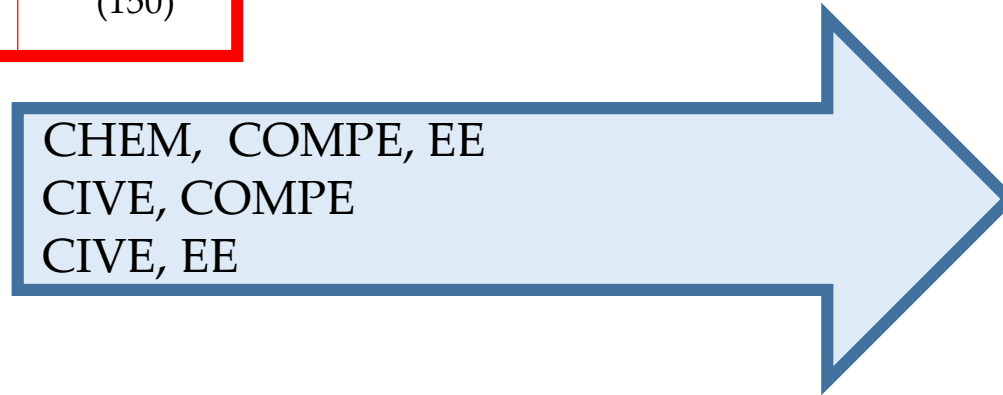
CHEM, COMPE, EE

SDSU - GTU

CIVE, COMPE

SDSU - ISU

CIVE, EE





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Transition Plan (2019-2020)

SDSU-G cohorts

2015-16 2016-17 2017-18 2018-19 2019-20

| | | | | |
|-----------|------------|------------|------------|------------|
| 1 (85) | 2 (125) | 3 (210) | 4 (230) | 5 (150) |
|-----------|------------|------------|------------|------------|

SDSU - TSU CHEM, COMPE
 SDSU - GTU CIVE, COMPE
 SDSU - ISU CIVE, EE

TSU CS (*Georgian*) , EE (*Georgian*), **CS (English)**
 GTU
 ISU COMPE (*Georgian*), COMPE (English)

— SDSU-G program

EQE approved programs (with ABET Compatible Curricula) offered at PUs



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Transition Plan (2020-2021)

SDSU-G cohorts

| 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|------------|------------|------------|------------|
| 2 (125) | 3 (210) | 4 (230) | 5 (150) |

TSU CS (*Georgian*) , EE (*Georgian*)
CS (*English*) , EE (*English*)



ABET accredited programs offered at PUs

TSU **CHEM, COMPE**
GTU CIVE (*Geo*), EE (*Geo*), **CIVE, EE, COMPE, CONE**
ISU COMPE (*Georgian*), **COMPE, EE, CIVE, CS?**

EQE approved programs (with ABET / ACS Compatible Curricula) offered at PUs

— SDSU-G program



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Steering Committee

(Internationalization and Accreditation of STEM programs in Georgia)

Concept

Admin: Secretariat with Post Compact Unit (PCU) or “successor entity”

Membership: PCU, Rectors of Partner Universities (rectors ONLY), Dean SDSU-G, Head of EQE, MOF Rep, MOE Representative, **OBSERVER:** US Embassy (PAO)

Charge / Scope:

Develop strategies for:

1. Support of internationalization (including international accreditation, ABET, ABET visit coordination)
2. Student support, loans/scholarships
3. Recruitment/ admission of international students; visa issues; Pathway programs (4 +1)
4. Faculty sharing/facility sharing/asset management
5. Fundraising (PPPF)
6. Branding
7. Mechanism for faculty support and faculty engagement in internationalization and accreditation (e.g., faculty release time)



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6. Career Development Center



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Career Day

This year SDSU Georgia designated March 20th as Career Day.

Career Day includes a presentation for students discussing employment and entrepreneurship opportunities followed by the annual Job and Internship Fair.





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Career Day and Startup Session

Career Day begins with an introduction of Career Development Center services and support for students. Following this, Startup Grind Tbilisi, the local chapter of international entrepreneurship network presents Startup culture and global opportunities with students.

Next, GITA, the Georgian Innovation and Technology Agency under the Ministry of Economic and Sustainable Development presents entrepreneurship opportunities and financial support available through the Georgian Government. Then, SDSU and TSU partners discuss university opportunities for equipment, events, and training to support startups and student innovations. Finally, select students present their award winning startup innovations for the student body.



Davit Soselia has been selected to present his innovation for the student startup session during Career Day.



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Job and Internship Fair

On March 20th SDSU Georgia's annual Job and Internship Fair will take place. The key purpose of this event is to connect qualified employers with skilled SDSU students through education and internships opportunities. In the past over 60 of Georgia's top private and public companies participated in this event. This year there has been an additional focus on inviting startups and international organizations.

This year companies will be able to meet and recruit SDSU's first graduates in Georgia!





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CV and Interview Workshop

The Career Development Center Team hosted its annual CV and Interview Workshops for all students. This workshop is designed to prepare students for the upcoming Job and Internship Fair.

This workshop teaches students how to write a clear and relevant student CV for their field of interest. Additionally, students are given strategies to build their CV, even if they have little or no experience in their desired field.

The second half of the workshop is dedicated to interview techniques and skills. This includes the creation of an elevator pitch, as well as strategies to enhance their nonverbal communication skills, professional attire, email etiquette and ways to answer frequently asked interview questions.



Interview techniques shared with students at the annual CV and Interview Workshop by the Career Development Center team.



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Graduate School Opportunities

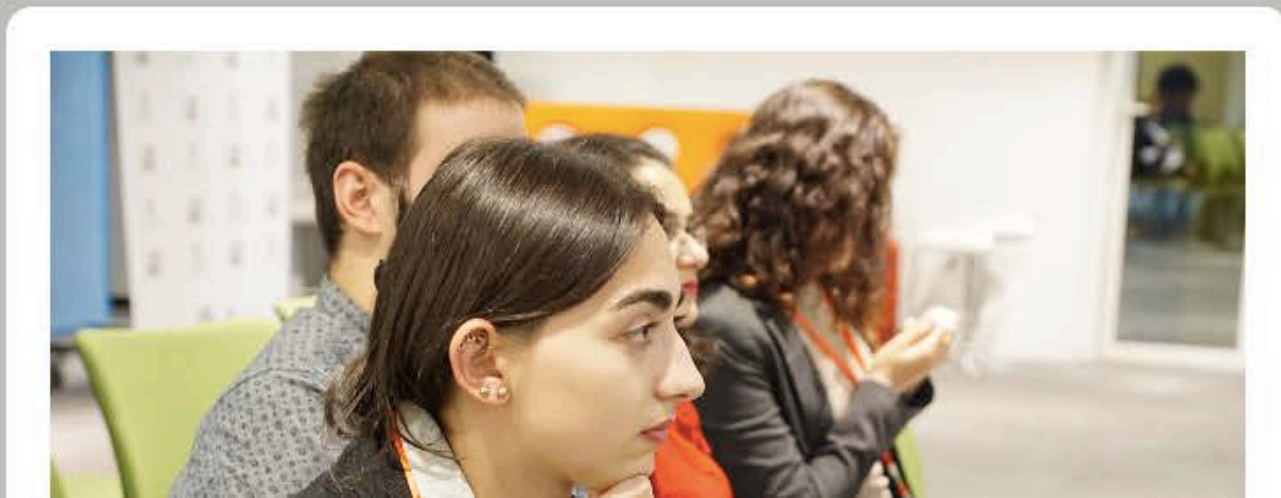
As of March 15th, SDSU Georgia students have already received acceptance from various prestigious universities including:

- KU Leuven (Leuven, Belgium)
- Rutgers University (New Jersey, U.S.A.)
- Dartmouth College (New Hampshire, U.S.A.)
- Case Western Reserve University (Ohio, U.S.A.)
- University of Maryland, College Park (Maryland, U.S.A)

The acceptance process will continue until the end of May. We look forward to receiving more offers for our graduating seniors until then!



SDSU Georgia senior Tamar Basiashvili will be attending Dartmouth College in Fall 2020 to pursue her PhD in Biochemistry.



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Events



SDSU GEORGIA JOB AND INTERNSHIP FAIR

📅 2019-03-20 ⌚ 14:00:00 - 17:00:00 ↗ Biltmore Hotel Tbilisi, Ballroom

SDSU Georgia's annual Job and Internship Fair welcomes students to meet with 60+ top organizations in Georgia to learn about special career opportunities.



CAREER DAY AND STARTUP SESSION

📅 2019-03-20 ⌚ 10:00:00 - 12:00:00 ↗ TSU 1, Main Hall

Career Day and Startup Session led by Career Development Center staff, invited guests, and select student speakers.



ALL STUDENT MOCK INTERVIEW SESSIONS

📅 2019-03-19 ⌚ 18:30:00 - 19:30:00 ↗ TSU Library Building Rooms

Want to feel what it's like to be in an interview? Career Development Center staff will be hosting mock interviews and asking the most common interview questions to students and giving them a chance to practice answering. Feedback and advice will also be given.



CV AND INTERVIEW WORKSHOP (ALL STUDENTS)

📅 2019-03-14 ⌚ 18:30:00 - 19:30:00 ↗ TSU 11th Building, Room 107

CV Workshop showcasing the right and wrong way to write a CV. Also, interview tips, tricks, and ways to introduce yourself and navigate the interview process.



Vacancies

Show 10 entries

Search:

| Job Title | Company Name | Type | Published | Deadline |
|---|--|------|------------|------------|
| Architect, Geodesist, Geologist, Electrical Engineer, Structural Engineer |  Saunders Group | Job | 2019-03-15 | 2019-03-30 |
| Front- and Back-End Developers |  DIGITALMATE | Job | 2019-03-04 | 2019-03-20 |

Showing 1 to 2 of 2 entries

Previous **1** Next

Students

Show 10 entries

Search:

| Name, Surname | Major | Class of | |
|------------------|------------------------|----------|----------------------|
| Ana Gagunashvili | Chemistry/Biochemistry | 2022 | View |
| Ana Jervalidze | Civil Engineering | 2021 | View |



Students

Show 10 entries

Search:

| Name, Surname | Major | Class of | |
|-----------------------|------------------------|----------|----------------------|
| Ana Gagunashvili | Chemistry/Biochemistry | 2022 | View |
| Ana Jervalidze | Civil Engineering | 2021 | View |
| Ana Lomashvili | Electrical Engineering | 2019 | View |
| Ana Maludze | Computer Science | 2021 | View |
| Ana Shalamberidze | Chemistry | 2019 | View |
| Anastasia Akhvlediani | Computer Engineering | 2021 | View |
| Anastasia Iosebadze | Computer Science | 2022 | View |
| Ani Chichua | Chemistry/Biochemistry | 2022 | View |
| Ani Rukhadze | Chemistry/Biochemistry | 2020 | View |





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Employer Management Process

Employer Management has been established in the last quarter of 2018. The following tools are being used in the process:

- Weekly job/internship postings on Career Development Web page
- Companies are able to view student CV's after registration
- Industry meetings with students, to raise interest and awareness of the available job openings
- Spreading information within organizations on "Capstone Project" and its benefits for both companies and students
- Providing Lab tours for potential employers



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MATH

Industry Meetings

Students had a chance to meet with the following industry representatives:

- Sabis – Cadmus International School integrating SABIS Educational systems
- Exact Pro – company providing software testing services to financial market infrastructures worldwide
- Smart Home (Amazon Alexa products) – company integrating software and hardware to local market

Other companies that were in line for the meetings, were routed to the Job/Internship Fair, where they could meet the most of the students at the same time.



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E

ENGINEERING

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Senior Industry Career Placement

CDC has successfully assisted four graduating seniors to secure jobs within their desired industries.

These companies are SoftMaster and Exactpro- both cutting edge software and hardware companies offering competitive salaries and upward mobility.



SoftMaster



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General Statistics

| | |
|--|-------------------------------|
| Period | 20-Nov-18 to 14-Mar-19 |
| Job/Internship Postings | 16 |
| Quantity of Vacancies/Internships Posted | 42 |

Number of Internships for Civil and Construction Engineering Students raised during this period.

There are 16 active companies registered on the Career Development Web page

Top Active Companies providing Vacancies for SDSU G students

Exact Pro

UGT

Softmaster

Insta

Evex

Digitalmate

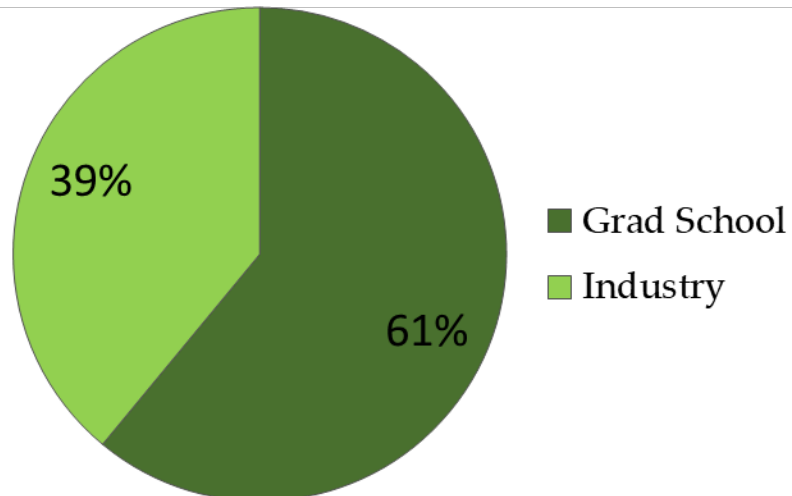
Saunders Group

SADE Georgia

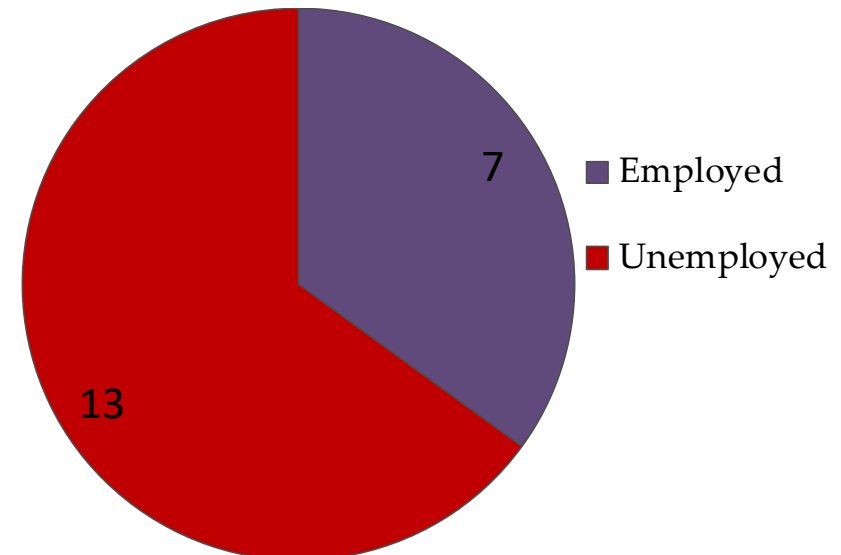


General Statistics

Out of the 51 graduating seniors, 61% are applying for a graduate school and 39% are interested in industry jobs right after graduation.



Of those who are industry bound, 7 are currently employed. 13 students are still looking for employment options





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MATH

7. Community Relations and Development Update



Main Events and Presentations

January 2019

- *January 31* – SDSU Georgia and GITA signing ceremony of the Pre-Accelerator Startup program

February 2019

- *February 1* – Student party organized at Fabrika welcomed SDSU Georgia students and exchange students from California





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MATH

Main Events and Presentations

February 2019

- February 22,23 – SDSU Georgia participated in International Education Fair at Expo Georgia

March 2019

- March 20 – SDSU Georgia Job and Internship Fair 2019





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Publicity Materials

Special publicity and marketing materials were created for the International Education Fair 2019 held at Expo Georgia

The info and marketing package included:

- General Brochure on SDSU Georgia
- Academic program one-pagers
- Bags, folders, notebooks, pens, other





Website and Social media

The content distributed included: special videos, student success stories, press releases, media coverage, happening now, photo stories, events, student projects, etc.

Web page

Total users – 10,165

Page views - 31,513

From desktop – 24%

From Mobiles – 65%

Users from Social Media – 5,093

Direct users – 1,351

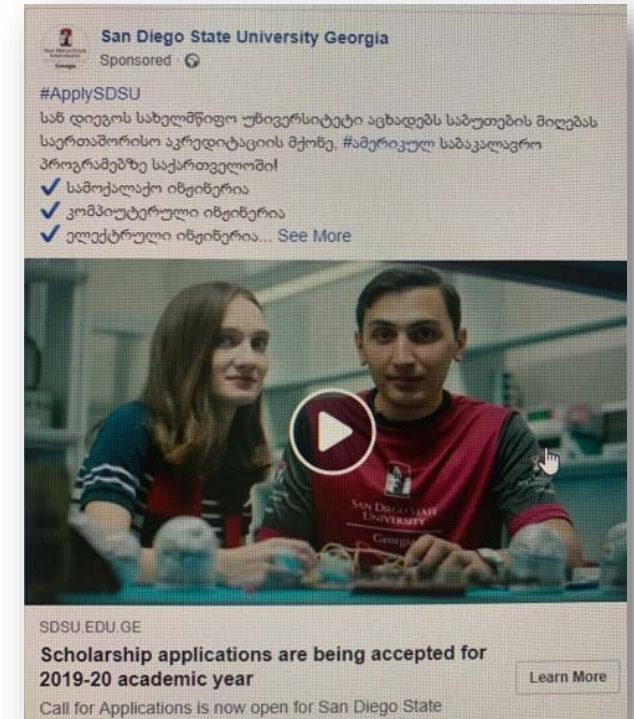
Users from Google – 3,239

Facebook Insights

Total Post Reach: 500,034

Page Likes: 21, 217 (+210)

Highest post reach – 95,000





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Upcoming Events and Activities

- *Job and Internship Fair 2019*
- *Grad Fest and orientation for graduating seniors*
- *Official opening of SDSU Georgia's New building at Ilia State University*
- *Commencement Ceremony 2019*
- *Capstone project showcase*



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MATH

Commencement Ceremony 2019

- Commencement Ceremony 2019 will take place at Rustaveli Theatre
- Grad Fest and orientation for graduating students
- Commencement website goes live in April
- Rehearsals will be held before the official ceremony
- Special print materials including the Newsletter will be prepared and shared during the ceremony





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MATH

8. Student Life Update



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A.S. Board at SDSU-Georgia



*Sandro Gogia
Secretary*



*Vakho Donadze
President*



*Mariam Basilaia
Vice President*



*Luka Tatarashvili
Dean's Office Rep*



*Erekle Jmukhadze
E.E. Rep*



*Dachi Gogitidze
Comp.E. Rep*



*Tamar Maisuradze
Chem. Rep*



*Lela Tvaliashvili
C.S. Rep*



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New A.S. Board Elections

On March 26-27, 2019 SDSU Georgia held SDSU Georgia Associated Students Board of Directors elections for second time. Associated Students Board of Directors are representatives of the student body. They serve as the voice for SDSU Georgia students and participate in shared governance. Members' roles include, but are not limited to outreach, advocacy, attending meetings at designated times, open forums, etc. The Board sets their own goals and creates a plan for achieving those goals. Board structure and election procedures are modeled after SDSU main campus' Associated Students Board of Directors.

This year, 12 individuals have submitted their candidacy for the following elective positions:

- President
- Executive Vice President
- Program Representatives for: Chemistry/Biochemistry, Civil Engineering, Construction Engineering, Computer Engineering, Computer Science and Electrical Engineering

Two other Board positions will also be filled. Secretary will be appointed by the Board and Dean's Office Representative will be appointed by the Dean's Office.



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Collaboration with TSU self-government

On Friday, March 1, SDSU Georgia student leaders traveled to Kvareli Training Center of Justice to collaborate with student leaders of Tbilisi State University on developing the role of student government in University life.

Both staff and student representatives from both universities shared information about student body leadership's role in university management.

SDSU Georgia AS members and Student Ambassadors were present to share their experience and perspective. The workshop created a new cooperative spirit between the two universities' student body leadership who are now planning a leadership conference for students of TSU and SDSU Georgia.





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Student Clubs

As a result of student driven initiatives, five new SDSU Georgia student clubs have been established in this academic year. In order to create a club, students must submit an application and proposed budget and have the forms approved by SDSU Georgia administration.

This year, the following club applications have been approved:

- Gaming Club
- Spanish Language Club
- Football Club
- Scientific Journal Club
- IEEE Club

Highlights:

Spanish Language Club, led by a Spanish speaking SDSU student on exchange in Georgia, with 15 dedicated members.

Football Club (indoor 5v5 “futsal”), training 20 SDSU Georgia student athletes three times a week at Georgian Technical University arena, in preparation for a Georgian university tournament in the spring.





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ENGINEERING

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MATH

SDSU Georgia Aztecs VS Grigol Robakidze University

On Friday, March 15, 2019 at Grigol Robakidze University, SDSU Georgia Aztecs futsal team defeated GRU 9-3 and got off to a powerful start in preparation for the main university competition starting later this month.





Guest Speaker Series

Formed in collaboration with our Career Development Center and Millennium Challenge Corporation, SDSU Georgia's Guest Speaker Series introduces SDSU Georgia students to a variety of exceptional people and ideas within and beyond their STEM based university education.

To date, six speaker events have been hosted at co-working space Terminal and MCC conference room with great interest from our students.

- November 20, 2018 – Beth Skaggs, Country Director, Centers for Disease Control and Prevention. *Careers in Public Health.*
- November 30, 2018 – Giorgi Kintsurashvili, Digital Banking Innovations Manager, Bank of Georgia. *Digital Innovations in Banking.*
- December 4, 2018 – Jeff Reneau, Public Affairs Officer, U.S. Embassy Tbilisi. *U.S. Diplomacy in Georgia in the 2010s.*
- December 11, 2018 – Lawrence M. Ryan, Resident Engineer, U.S. Army Corps of Engineers. *Managing the Construction Project.*
- March 13, 2019 – Michael W. Grant, Resident Legal Advisor, U.S. Embassy Tbilisi. *History of Jury Trials and U.S. and Georgian Jury Trial Models.*
- March 21, 2019 – Drs. Carl Newman and Gavin Braunstein, Chief Scientist and Science Manager, Defense Threat Reduction Agency. *Bio Threat Reduction.*





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ENGINEERING

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MATH

9. PPPF Update



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Public Private Partnership

PPPF status update:

Total Committed - \$3,289,836

Public - \$150,000

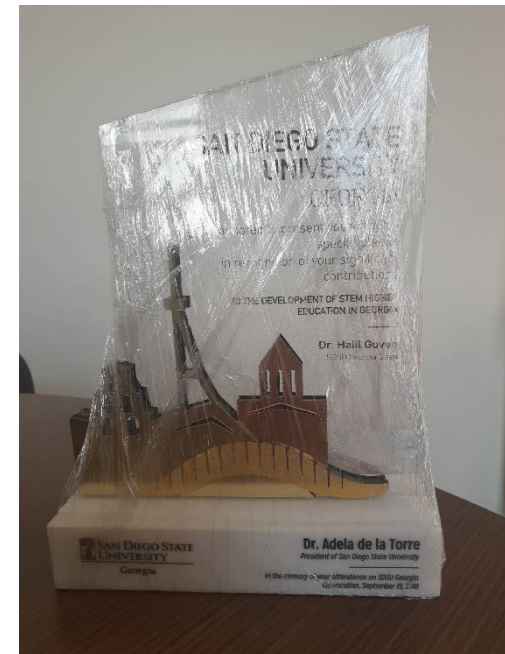
Private - \$ 3,139.836





Donation and Grant Agreement Compliance Issues

- Donation Agreement between a donor and SDSU Georgia specifies multiple requirements for the student beneficiaries of donor funds (i.e. NAEC exam scores, social vulnerability, region, IDP status, GPA, etc.). SDSU Georgia is experiencing issues with selecting a required number of students to best match the various academic and social vulnerability requirements of donors, since candidates with SV status often do not have high NAEC scores/GPA, and vice versa.
- After providing Gudavadze-Patarkatsishvili Foundation with the list of students that best match all the criteria set by the foundation, 7 students instead of 10 (out of 13 proposed) were selected for funding. However, selected students may lose GPF scholarship if their GPA drops below 3.30.





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MATH

10. Construction – Renovations Update



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ENGINEERING

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სტუ

წოდნა ძალაა...

GEORGIAN TECHNICAL UNIVERSITY

- **Transfer of equipment and maintenance responsibility, Process started, estimated finish of transfer not known (legal team is finalizing handover contract).**
- **Request for fit out of Electrical Engineering lab was made by GTU, SDSU to help with design, layout and equipment, estimated time of finish end of June.**



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T

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E

ENGINEERING

M

MATH

TBILISI STATE UNIVERSITY



IVANE JAVAKHISHVILI
TBILISI STATE UNIVERSITY

- Coordination with TSU Building 2 renovation, windows changed, roof changing works above chemistry labs completed.
- Installation of electrical grounding in TSU 2 finished, 0.6 ohms resistance reached.
- Security and Access issues – TSU Administration is going to install security alarm system and corridor will be open from 8 A.M. to 7 P.M. item open for discussion.
- Transfer of equipment and maintenance responsibility, negotiation started.
- TSU fit out of anthena lab is being processed, estimated time of finishing works end of July.





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Progress on (permanent) Elevators



IVANE JAVAKHISHVILI
TBILISI STATE UNIVERSITY

Central Library

- Existing Elevators Evaluated
- Market Analysis Underway

TSU-2

- Elevator Included in the Planned Building Renovation
- Schedule: TSU-2 planning to include permanent elevator installation to 2019 budget
- Temporary elevator for NMR will remain in TSU 2 as long as permitted by TSU, approximately until summer of 2019

TSU-11

- No Plan or Schedule



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MATH

New SDSU-G building at ISU



Land plot 1115sq.m ,4 story building (approx. 5000sq.m) ,Underground parking



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ISU NEW BUILDING FIT-OUT



Electrical and Computer Engineering Labs

Civil and Construction Engineering Labs

Smart Classrooms

Library/Lounge Space

Office

DELAYS

31 Mar

30 May

27 FEBRUARY 2018

18 APRIL 2018

15 JANUARY 2019

15 MARCH 2019

TENDERS RECEIVED

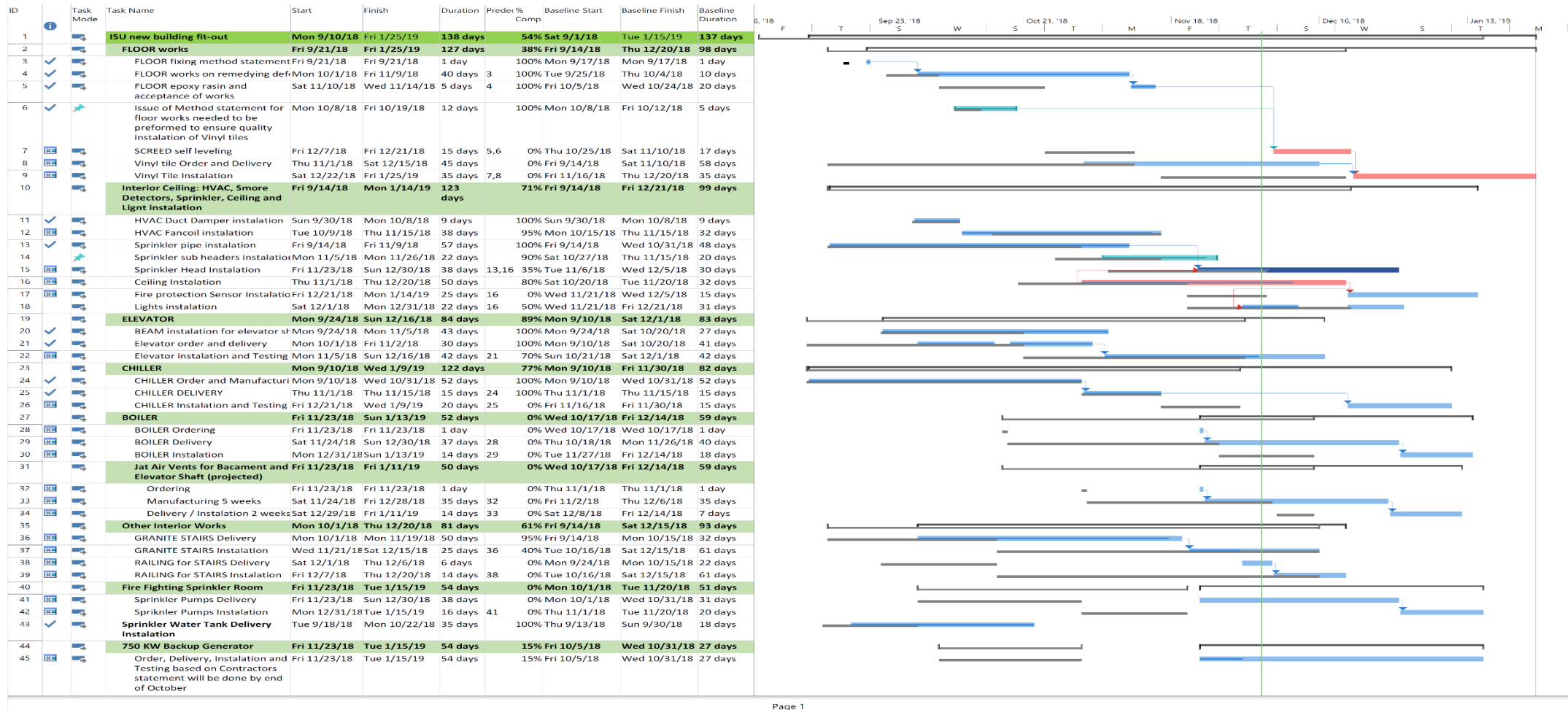
COMMENCED CONSTRUCTION

CONSTRUCTION COMPLETE

FF&E COMPLETE



Projected Delivery and Installation Schedule of Equipment for New SDSU-G Building at ISU - Time Chart





ISU current project status

- Major works finished, cleaning and commissioning of installed equipment started. Estimated finish of commissioning 31st March.
- Schedule for Commissioning and final close up of project was made: see next slide.



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| ISU New Building Fit Out Works Completion Tracker | | | | | | | 2019 | |
|---|---|--------------|--------|-------------|----------------------------------|--------------------------------|----------|-------|
| Location | Task Description | Testing Date | Manual | Test Report | Engineer/Contract Representative | Comment | End Date | |
| | | | | | | | March | April |
| CAR PARKING | FINISHING | | | | VS, GT | | | |
| | FLOORS | | | | VS, GT | | | |
| | WALLS & PARTITIONS:Plastering /Painting | | | | VS, GT | | | |
| | CEILING | | | | VS, GT | | | |
| | DOORS | | | | VS, GT | | | |
| I FLOOR | FINISHING | | | | VS, GT | | | |
| | FLOORS | | | | VS, GT | | | |
| | WALLS | | | | VS, GT | | | |
| | CEILING | | | | VS, GT | | | |
| | DOORS & WINDOWS | | | | VS, GT | | | |
| | SANITARY EQUIPMENTS | | | | VS, GT | | | |
| | Fog room equipment | 16-Mar-19 | yes | | VS, ZI,GT | | | |
| II FLOOR | FINISHING | | | | VS, GT | | | |
| | FLOORS | | | | VS, GT | cracks in hydraulics lab floor | | |
| | WALLS | | | | VS, GT | | | |
| | CEILING | | | | VS, GT | | | |
| | DOORS & WINDOWS | | | | VS, GT | | | |
| | SANITARY EQUIPMENTS | | | | VS, GT | | | |
| III FLOOR | FINISHING | | | | VS, GT | | | |
| | FLOORS | | | | VS, GT | | | |
| | WALLS | | | | VS, GT | | | |
| | CEILING | | | | VS, GT | | | |
| | DOORS & WINDOWS | | | | VS, GT | | | |
| IV FLOOR | FINISHING | | | | VS, GT | | | |
| | FLOORS | | | | VS, GT | | | |
| | WALLS | | | | VS, GT | | | |
| | CEILING | | | | VS, GT | | | |
| | DOORS & WINDOWS | | | | VS, GT | | | |
| TECHNICAL FLOOR | SANITARY EQUIPMENTS | | | | VS, GT | | | |
| | FLOORS | | | | VS, GT | | | |
| | FLOORS | | | | VS, GT | | | |
| | WALLS | | | | VS, GT | | | |
| | CEILING | | | | VS, GT | | | |
| SEWAGE & WATER SUPPLY | Water : Sewage | 15.03.19 | | | VS,NK, GT | | | |
| | Electrical Power Supply | | | | | | | |
| ELECTRICAL POWER SUPPLY | El. Power Generator | 16.03.19 | | | NP, VS, DK | | | |
| | COMP. NETWORK | 20.03.19 | | | VS,GG,ND | | | |
| | VIDEOMONITORING | 20.03.19 | | | VS,GG,ND | | | |
| ELECTRICAL POWER SUPPLY | Power Supply: | 14.03.19 | | | NP, VS, DK | | | |
| | Lighting | 12.03.19 | | | NP, VS, DK | | | |
| | El. Sockets | 13.03.19 | | | NP, VS, DK | | | |

| System | Task Description | Testing Date | Manual | Test Report | Engineer/Contract Representative | Comment | End Date | March | April |
|--|---|--------------|--------|-------------|----------------------------------|---------|-------------------|-------|-------|
| FIREFIGHTING | FIRE ALARM SYSTEM | 17.03.18 | | | NP, VS, DK | | | | |
| | FIREFIGHTING SYSTEM | 17.03.19 | | | NP, VS, DK | | | | |
| HVAC | H V A C SYSTEM | 15.03.19 | | | SK, VS, GT | | 22.03.19 End Date | | |
| | DUCTING | 15.03.19 | | | SK, VS, GT | | | | |
| | BOILER | 10.03.19 | | | SK, VS, GT | | 16.03.19 End Date | | |
| | GAS BURNER | 10.03.19 | | | SK, VS, GT | | | | |
| | Chiller - 235 kW | 15.03.19 | | | SK, VS, GT,EA | | | | |
| | Air handling unit (for external installation),L=7.2m | 16.03.20 | | | SK, VS, GT,EA | | | | |
| | Air handling unit (for external installation),L=7.2m | 16.03.21 | | | SK, VS, GT,EA | | | | |
| | Air handling unit (for external installation),L=8.2m | 16.03.22 | | | SK, VS, GT,EA | | | | |
| | Air handling unit (for external installation),L=6.7m | 16.03.23 | | | SK, VS, GT,EA | | | | |
| | FAN COILS, FANS | 11.03.19 | | | SK, VS, GT,EA | | | | |
| | Air-heating section, heating coil (Q= 67 kW) | 15.03.19 | | | SK, VS, GT | | | | |
| | VENTILATION GRATINGS, AIR DUCTS, AIR DAMPERS | 15.03.19 | | | SK, VS, GT | | | | |
| | IWC Fans | 15.03.19 | | | SK, VS, GT | | | | |
| | CAR PARKING VENTILATION :Non flammable, jet type smoke exhaust fan, L=4 500 m³h Non flammable, roof type smoke exhaust fan, L=30 000 m³h. | 16.03.19 | | | SK, VS, GT | | | | |
| | ELEVATOR PIT: Fire ventilation, Smoke extraction and ventilation system L= 12 500 m³/hT | 16.03.19 | | | SK, VS, GT | | | | |
| Split system conditioner, Ceiling mounted with inverter, heating and cooling capacity 7.8 kW | 15.03.19 | | | SK, VS, GT | | | | | |
| AIR CURTAIN: Air curtain 12.0 kW N=12.0 kW | 13.03.19 | | | SK, VS, GT | | | | | |
| ELEVATORS | ELEVATOR 1 | 15-Jan-19 | Yes | Yes | SK, VS, GT | | | | |
| | ELEVATOR 2 | 15-Jan-19 | Yes | Yes | SK, VS, GT | | | | |
| | ELEVATOR 3 | 15-Jan-19 | Yes | Yes | SK, VS, GT | | | | |
| Final Punch List | | | | | | | 25.03.19 | | |
| Building Systems Training | | | | | | | 28.03.20 | | |
| As Built drawings submission | | | | | | | 25.03.19 | ● | |
| Operation and Maintenance Manuals | | | | | | | 15.03.19 | ● | |
| Fit Out Works End Date | | | | | | | | | |
| Key: Bold Takes Lead | | | | | | | | | |
| AW-Andrew Webb, Team Leader (Saunders Group) | | | | | | | | | |
| VS-Vladimer Sholia, (Saunders Group) | | | | | | | | | |
| GG-Giga Gotchidze, IT Manager(SDSUG) OA OC | | | | | | | | | |
| NP-Noe Pirtskhalava, Electrical Engineer (Saunders Group) OA OC | | | | | | | | | |
| SK-Shalva Kandelaki, Mechanical Engineer (Saunders Group) OA OC | | | | | | | | | |
| NK-Nikoloz Ktiashvili, WSD Engineer (Saunders Group) OA OC | | | | | | | | | |
| GT-Gocha Tedoradze Engineer AISI | | | | | | | | | |
| ZI-Zura Tugushi WSD Engineer AISI | | | | | | | | | |
| EA-Erik Avakimov WSD Engineer AISI | | | | | | | | | |
| DK-David Kikvadze Electrical Engineer AISI | | | | | | | | | |
| ND-Nikoloz Dogonadze-IT Engineer AISI | | | | | | | | | |



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SAN DIEGO STATE UNIVERSITY

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ILIA STATE UNIVERSITY

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ფიხნენი

შვილი



ხის ლბრფე

ღამინდელი
ხის ფაქეპერი



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MATH

11. Procurement Status Update



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Topics

- ISU Laboratories Equipment/Furniture Orders and Delivery Schedule
- TSU II Chemistry Order Status
- Microwave/Antenna and Power Electronics Lab Order Status
- Maintenance Contracts



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ENGINEERING

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MATH

ISU Laboratories Equipment Orders and Delivery Schedule

| Building | Lab | Vendor | Amount | Purchase Order Date | Delivery Date (in Georgia) |
|----------|---|-------------------|---------------|---------------------|----------------------------|
| ISU | Geotechnical | Ele International | \$ 85,069.21 | 23-Oct-18 | 10-Feb-18 |
| ISU | Geotechnical | DGSI | \$ 23,916.00 | 21-Nov-18 | 5-Feb-19 |
| ISU | Hydraulics | Usdidactics/GUNT | \$ 154,823.47 | 21-Nov-18 | 15-May-19 |
| ISU | Surveying | Allen Instruments | \$ 34,230.57 | 30-Nov-18 | 20-Jan-19 |
| ISU | Structural | Humbolt | \$ 51,218.02 | 9-Nov-18 | 12-Mar-18 |
| ISU | Structural | MTS | \$ 124,646.00 | 9-Nov-18 | 13-May-19 |
| ISU | Structural | LabCorp | \$ 39,012.00 | 21-Nov-18 | 15-Feb-19 |
| ISU | Electrical Lab 1 (EE 210L, EE 330L, EE430L) | Various | \$ 166,720.00 | 21-Nov-18 | 10-Apr-19 |
| ISU | Electrical Lab 2 (CompE 270, CompE 375, CompE 470L) | Various | \$ 186,090.00 | 21-Nov-18 | 10-Apr-19 |
| ISU | Electrical Senior design lab | Various | \$ 173,820.00 | 21-Nov-18 | 10-Apr-19 |



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T

TECHNOLOGY

E

ENGINEERING

M

MATH

ISU Laboratories Furniture Orders and Delivery Schedule

| Building | Lab | Vendor | Amount | Purchase Order Date | Delivery Date (in Georgia) |
|---|---|---------------|---------------|---------------------|----------------------------|
| ISU Fumishing | Laboratory 1 Courses EE210, 330L, 430L | Local Vendors | \$ 161,283.00 | 12-Nov-19 | 20-Dec-19 |
| | Laboratory 2 - Courses CompE 270, 375, 470L | | | 12-Nov-19 | 20-Dec-19 |
| | Laboratory 5 - Senior Design | | | 12-Nov-19 | 20-Dec-19 |
| | Laboratory - Hydraulics | | | 3-Dec-19 | 18-Mar-19 |
| | Laboratory - Structural | | | 3-Dec-19 | 18-Mar-19 |
| | Laboratory - Geotechnical | | | 3-Dec-19 | 18-Mar-19 |
| | Surveying Laboratory | | | 3-Dec-19 | 18-Mar-19 |
| | Computer Classroom | | | 3-Dec-19 | 18-Mar-19 |
| | Classroom | | | 3-Dec-19 | 18-Mar-19 |
| | Library Digital Media Area | | | 15-Feb-19 | 30-Apr-19 |
| | Laboratory Storeroom (2) | | | 3-Dec-19 | 18-Mar-19 |
| | Laboratory Technician Offices (2) | | | 3-Dec-19 | 18-Mar-19 |
| | Programs Offices (2 Engineering) | | | 3-Dec-19 | 18-Mar-19 |
| | General (Communal/facilities) | | | 3-Dec-19 | 18-Mar-19 |
| Lecture Hall- Media Center with 153 seats | Seatorium Turkey | \$ 14,000.00 | 14-Mar-19 | 25-Apr-19 | |



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Georgia

S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

TSU II Chemistry Laboratory 457 Order Status

| LAB | EQUIPMENT | QTY | Updated Quote | Comments |
|---------------|-------------------------------|-----|---------------|-----------|
| Chemistry 457 | | | | |
| | HPLC x 4 x 75k | 2 | \$ 89,804 | Received |
| | GC x 4 x 50k | 2 | \$ 83,984 | 25-Apr-19 |
| | UV-Vis spectrometer x 3 x 30k | 2 | \$ 23,171 | 25-Apr-19 |
| | LCMS, GCMS | 1 | \$ 256,248 | Received |
| | FTIR x 2 x 35k | 2 | \$ 45,344 | Received |
| | MPAES spectrometer, Agilent | 1 | \$ 54,822 | Received |
| Sub Total | | | \$ 553,373 | |



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S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

TSU II Chemistry Laboratory 417/427/567 Order Status

| Building | Lab | Type | Total Budgeted | Received | Room Preparation | Status | Final Delivery |
|----------|--------------|-----------|----------------|---------------|------------------|----------------------------------|----------------|
| TSU II | Chem 567 | Equipment | \$ 822,846.00 | \$ 169,099.00 | Ready | Orders Placed;Partially Received | 30-Apr |
| TSU II | Chem 417/427 | Equipment | \$ 393,600.00 | \$ 94,527.00 | Ready | Orders Placed;Partially Received | 15-May |



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Georgia

S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

Microwave/Antenna and Power Electronics Lab Order Status

| Building | Lab | Total Budgeted | Room Preparation | Status | Final Delivery |
|----------|---|----------------|------------------|---------------|----------------|
| TSU 11 | Equipment for Microwave and Antenna Lab | \$ 903,129.13 | Under renovation | Orders Placed | 30-May |
| GTU 8 | Power Electronics Lab | \$ 188,229.38 | Under renovation | Orders Placed | 30-May |



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S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

TSU/GTU Maintenance of HVAC Systems

TSU Maintenance Cost HVAC

| | | | Recommended period/Months | Yearly Amount |
|----------------------|------------------------|------------|------------------------------|-------------------|
| HVAC Maintenance TSU | Filters change | € 1,849.00 | 3 months | € 7,396.00 |
| HVAC Maintenance TSU | General Check | 4,035.00 ₵ | 6 months | 8,070.00 ₵ |
| HVAC Maintenance TSU | Generators maintenance | 803.60 ₵ | 12 months | 803.60 ₵ |
| TSU Amico System | Filter and Oil Change | 590.00 ₵ | 12 months | 590.00 ₵ |
| | | | | 9,463.60 ₵ |
| | | | | € 7,396.00 |

GTU Maintenance Cost HVAC

| | | | Recommended period/Months | Yearly Amount |
|------------------|-----------------------|------------|------------------------------|-------------------|
| AHU GTU service | General Check | 1,275.00 ₵ | 6 months | 2,550.00 ₵ |
| Generator GTU 2 | Oil & Filter change | 401.00 ₵ | 12 months | 401.00 ₵ |
| GTU Filter | Filter order | € 385.48 | 3 months | € 1,541.92 |
| GTU Amico System | Filter and Oil Change | 590.00 ₵ | 12 months | 590.00 ₵ |
| | | | | 3,541.00 ₵ |
| | | | | € 1,541.92 |



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S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

Maintenance Contract for Waste Disposal

LTD Medical Technology

Chemical waste disposal company.

Rate -5.4 GEL per 1 kg, including VAT.



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S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

12

12. SDSURF Visit
- Outcomes



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S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

Visit of SDSU Research Foundation

Topics discussed between SDSUREF, MCC, MCA, SDSU Georgia:

- No-cost extension/amendment to 45-month agreement, through October 28, 2019
- No-cost extension/amendment to GRDF agreement through October 28, 2019
- GoG MoU amendment
- Steering Committee for Internalization and Accreditation of STEM Programs in Georgia MoU
- Post-October 28, 2019 Agreement between SDSU and MCA successor entity
- Partnership agreements between SDSU and Georgian Partner Universities
- Budget Review
- GoG Budget Support to ABET-track programs
- Student Recruitment



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Georgia

S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

No-cost extensions/amendments

No-cost extension/amendment to 45-month agreement, through October 28, 2019

- With MCA-Georgia- agreed preliminarily with SDSU- MCC approval by March 26, MCA Board approval by April 3, signature NLT April SDSU visit

No-cost extension/amendment to GRDF agreement, through October 28, 2019

- With MCA-Georgia, agreed preliminarily with SDSU- MCC approval by March 26, MCA Board approval by April 3, signature NLT April SDSU visit

GoG MoU amendment

- With MCA-Georgia, agreed preliminarily with SDSU. MCA finalizing- MoES and MinFin/GoG to approve by April 5, signature date NLT April SDSU visit.

BEING DEVELOPED



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S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

Post-compact Agreement

Steering Committee for Internationalization and Accreditation of STEM Programs in Georgia MoU

- To be drafted by SDSU based on concept note during post-Compact workshop, draft MoU circulated after April SDSU visit

Post-October 28, 2019 Agreement between SDSU and MCA successor entity

- Collaborative and GRDF agreements to be combined into one agreement between SDSU and MCA successor entity
- SDSU-Georgia will operate like a College after October 28, 2019
- SDSU to take a lead on SoW- following April 12th workshop
- Re: SoW, expectation is that SDSU-Georgia will submit semi-annual, streamlined reporting, framed around the following 4 topics (academic course delivery, capacity enhancement, faculty development, GRDF and contingency budget).



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S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

Partnership Agreements with PU's

SDSU- Georgian Partner University Agreements – latest changes:

- References to MCC/A removed, awaiting final guidance from Brian
- Agreed preliminarily with SDSU and partner universities, though all still need to be sent to MCA for Ministry of Education review (Comments still pending from ISU)
- Each university must purchase insurance for SDSU assets being transferred
- O&M liability with SDSU until asset transfer

Meetings held with the rectors of TSU, and GTU. ISU was represented by the Chancellor. Agreement reached with no/minor issues

Partnership Agreements will be signed on April 12, 2019, in San Diego, at the Reception hosted by President de la Torre at University House

ISU AGREEMENT STILL UNDER NEGOTIATIONS



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Georgia

S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

13

13. Inauguration
visit to San Diego



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S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

Georgian VIP Delegation visit to San Diego

Day 1 - Wednesday, April 10 – Arrival

19:00 Orientation and Welcome Event (Attendance of Provost is being confirmed)

Venue: Sheraton San Diego Hotel & Marina, Terrace

Participants: Georgian Delegation, (check SDSU list, make final list)



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Georgia

S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

Georgian VIP Delegation visit to San Diego

Day 2 - Thursday, April 11

11:30 – 13:00 Platform Party Appreciation Luncheon

Venue: Viejas Arena, Mezzanine Suite

11:30 – 13:00 Alternative lunch for non-platform guests, hosted by Dr. Asfaw Beyene

Venue: Restaurant Brigantine

13:00 – 13:30 Gathering for procession – Gowning (For Platform Party only)

14:00 – 16:00 Investiture of Adela de la Torre, Ph.D. (non-platform guests will be escorted to the venue at 13:30)

Venue: Viejas Arena

16:00 – 16:20 Campus and Community Celebration

Venue: Hepner Hall, Campanile Walkway

16:20 – 16:40 Transportation to the Hotel

16:40 – 18:00 Rest at the hotel

18:00 – 18:30 Transportation to Coronado Island

18:30 Dinner at Bali Hai

Venue: Bali Hai Restaurant



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S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

Georgian VIP Delegation visit to San Diego

Platform Party

- ~~1. Minister of Education The Minister of Education, Science, Culture, and Sport of Georgia, **Mr. Mikheil Batiashvili**~~
2. Deputy Minister of Education The Minister of Education, Science, Culture, and Sport of Georgia, **Ms. Irina Abuladze**
3. Deputy Vice President of Millennium Challenge Corporation, **Mr. Jonathan Brooks**
- ~~4. Ambassador of Georgia to the United States, His Excellency, **Mr. David Bakradze**~~
5. Advisor to the Prime Minister of Georgia in Education Issues, **Dr. Mikheil Chkhenkeli**
6. CEO of Millennium Challenge Account Georgia, **Ms. Magda Magradze**
7. MCC Resident Country Director for Georgia, **Ms. Jenner Edelman**
8. Dean of SDSU Georgia, **Dr. Halil Guven**
9. Rector of Tbilisi State University, **Dr. George Sharvashidze**
10. Rector of Ilia State University, **Dr. Giga Zedania**
11. Rector of Georgian Technical University, **Dr. Archil Prangishvili**
12. President of Associated Students Board of Directors, **Mr. Vakhtang Donadze**
13. Vice President of Associated Students Board of Directors, **Ms. Mariam Basilaia**



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S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

Georgian VIP Delegation visit to San Diego

Day 3 - Friday, April 12

08:00 – 11:00 SDSU Georgia after 2019: Post-Compact Planning Workshop (Opening Speech, President at 8 A.M.)

Venue: Conrad Prebys Building

11:30 – 13:30 SDSU Cesar E. Chavez Commemorative Scholarship Luncheon

Venue: Montezuma Hall, SDSU

13:30 – 15:30 Post-compact SDSU-G project implementation parameters (Partner University agreements, GRDF agreements, GoG; etc)

Venue: Gateway Building, third floor, SDSURF Board Room

15:30 – 16:00 Transportation to Reception venue

16:00 – 18:00 Reception hosted by President Adela de la Torre at President's home and Signing of the Partnership Agreements

Venue: University House

18:00 – 18:30 Transportation to the Hotel



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Georgia

S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

Georgian VIP Delegation visit to San Diego

Day 4 - Saturday, April 13

10:00 – 12:00 Advisory Board Meeting

Venue: Sheraton, Executive Center 2A & 2B

12:00 – 13:30 RECEPTION at the Terrace

Venue: Sheraton San Diego Hotel and Marina, Catalina Room

13:30 – 17:30 Free Afternoon

17:30 – 18:00 Transportation to Dinner

18:00 Closing Dinner

Venue: Restaurant Peohe's, 1201 1st St, Coronado, CA

Day 5 - Sunday, April 14 - Departure



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S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

Georgian VIP Delegation visit to San Diego

Final confirmations for business representatives

- International Charity Fund Cartu
- Gudavadze-Patarkatsishvili Foundation
- State Military Scientific-Technical Center Delta
- Georgian Industrial Group
- Efes Brewery in Georgia – JSC Lomisi
- Association of Pharmaceutical Company Representatives in Georgia



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Georgia

S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH

Communication Plan

| Time | Event | Attending | Coverage |
|----------------------------|--|--|---|
| Wednesday, April 10 | | | |
| 19:00 | Orientation and Welcome Event | Georgian Delegation only | Private Event; No photographer |
| Thursday, April 11 | | | |
| 11:30 - 13:00 | Platform Party Appreciation Luncheon | Platform Party only | Covered by SDSU |
| 14:00 - 16:00 | Investiture Ceremony | Public Event | Covered by SDSU |
| 18:30 - 20:30 | Dinner at Bali Hai | Georgian Delegation, SDSU | SDSU's Provost and other partners will attend this along with Georgian Delegation; Informal Event; Photo Coverage will be provided. |
| Friday, April 12 | | | |
| 08:15 - 11:00 | SDSU Georgia after 2019: Post-Compact Planning Workshop | Georgian Delegation, SDSU, President will be present for opening | Video/Photo coverage will be available. End product: a meeting highlights video (2-4 minutes) will be produced to tell the story of the event with portions of main speeches, snippets from the event, and interviews of the main participants. The end product will be produced and distributed for local media coverage by the Community Relations Department in Georgia. |
| 11:30 - 13:30 | SDSU Cesar E. Chavez Commemorative Scholarship Luncheon | Georgian Delegation; other guests of the Luncheon | Covered by SDSU |
| 13:30 - 15:30 | Post-compact SDSU-G project implementation parameters | SDSU, SDSURF, MCA, MCC, SDSUG | Internal Event; No photographer |
| 16:00 - 18:00 | Reception hosted by President Adela de la Torre at President's home and Signing of the Partnership Agreements | Georgian Delegation, SDSU | Covered by SDSU; Video/Photo Coverage of the signing ceremony will be requested. Material will be produced and shared/distributed for media coverage by the Community Relations Department in Georgia. |
| Saturday, April 13 | | | |
| 10:00 - 12:00 | Advisory Board Meeting | Georgian Delegation, Advisory Board Members | Video/Photo coverage will be available. End product: a meeting highlights video (2-4 minutes) will be produced to tell the story of the event with portions of main speeches, presentations of business representatives sharing their partnership experience, and interviews of the main participants. The end product will be produced and distributed for local media coverage by the Community Relations Department in Georgia. |
| 12:00 - 13:30 | Reception | Georgian Delegation, Advisory Board Members | Photo coverage will be provided. |
| 18:00 | Closing Dinner | Georgian Delegation only | Private Event; No photographer |



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Georgia

S

SCIENCE

T

TECHNOLOGY

E

ENGINEERING

M

MATH





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SDSU 148-03-2019
March 29, 2019

Magda Magradze
Chief Executive Officer
Millennium Challenge Account – Georgia

Dear Ms. Magradze:

Please find enclosed herewith the following reports as deliverables for the Provision of Degree Accreditation and Institutional Support Initiative for Science, Technology, Engineering, and Mathematics, as required per the contract.

- Academic Course Delivery Report for Fall 2018
- Faculty Development Report for Fall 2018
- Sustainability Report – March 2019

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

Sincerely,



Halil Guven
Dean, SDSU-Georgia
San Diego State University
Address: 5 Kostava Street, 3rd floor
Tbilisi 0108, Georgia
Office: +995 32 2311611
Mobile: +995-555-768-269
Email: hguven@sdsu.edu

Nº 152

29.03.2019



SAN DIEGO STATE
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Academic Course Delivery Report for Fall 2018

DRAFT

March, 2019

TABLE OF CONTENTS

| | |
|---|-----------|
| List of Tables | 2 |
| List of Figures | 2 |
| 1 INTRODUCTION | 1 |
| 1.1 Project Overview | 1 |
| 1.2 Purpose of this document | 1 |
| 2 Enrollment | 2 |
| 2.1 Program Enrollment..... | 2 |
| 2.2 Course Offerings | 2 |
| 3 OVERALL ACADEMIC PERFORMANCE | 6 |
| 3.1 Course and Overall Performance | 6 |
| 4 PERFORMANCE ANALYSES | 10 |
| 4.1 Introduction..... | 10 |
| 4.2 English Language..... | 10 |
| 4.3 Language Development/TOEFL Results..... | 14 |
| 5 CONCLUDING COMMENTS | 18 |

List of Tables

| | |
|---|----|
| Table 2-1: Student Enrollment in SDSU-G by Major, Fall 2017 | 2 |
| Table 2-2: Course Titles and Units for Fall 2017 Courses..... | 3 |
| Table 3-1. Course Outcomes for Fall 2017 Courses | 6 |
| Table 3-2. Average GPA's and Student Loads by Major and Semester | 8 |
| Table 3-3. Average GPA Performance by Gender and Social Support subgroups..... | 10 |
| Table 4-1: Average Cumulative GPAs at end of Fall, 2017 semester, Freshman Year, Linguistics Student Subgroups..... | 11 |
| Table 4-2: Probation Populations and Outcomes by Linguistics Subgroup | 13 |
| Table 4-3: Descriptive statistics for Cohorts 1, 2, and 3 for the candidate measures | 14 |

List of Figures

| | |
|--|----|
| Figure 2-1: Academic Calendar for Fall 2017..... | 3 |
| Figure 3-1: Histogram of Cumulative GPA performance for cohorts 1, 2, and 3, end of Fall 2017..... | 9 |
| Figure 4-1: Flow Chart for Student Progress in Linguistics Track Courses..... | 11 |
| Figure 4-2: Box and Whisker Chart of Cumulative GPA for Ling Subgroups, Cohort 1 | 12 |
| Figure 4-3: Box and Whisker Chart of Cumulative GPA for Ling Subgroups, Cohort 2 | 12 |
| Figure 4-4: Box and Whisker Chart of Cumulative GPA for Ling Subgroups, Cohort 3 | 13 |

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 academic activities and outcomes during the project. It contains metrics and narrative description of the courses conducted in a given semester and the related student outcome achievement, material that will ultimately be incorporated in accreditation reports. The report is a regularly submitted document that is expected to be submitted after each academic semester, a reasonable time after the end of the semester.

DRAFT

2 Enrollment

2.1 Program Enrollment

During the Fall semester of 2015, the first cohort of students began their studies, with a total of 81 students enrolled in the Fall, and 5 more students joined through mobility in Spring 2016, making the total count of Cohort 1 enrollment 86. In the Fall of 2016, the second cohort was added and began their studies. The second cohort admission consisted of 126 students, and 1 more student joined through mobility in Spring 2017, making the total count of Cohort 2 enrollment 127. In the Fall of 2017, the third cohort was accepted. Initial enrollment number for cohort three was 199 students. In the Fall of 2018, the fourth cohort of students was accepted. Initial enrollment number for cohort four was 230 students, of which 3 students deferred their status for a study abroad opportunity and did not enroll. As documented in past reports, some changes occurred, with a few students changing majors, universities or becoming academically disqualified. Table 2-1 shows student enrollment numbers by Major as of the end of Fall 2018 semester.

Table 2-1: Student Enrollment in SDSU-G by Major, Fall 2018

| Major | Number of Students | | | | | | No at: | No. of Women | No. of Men | No. Int'l Students | No. of S/S |
|--|--------------------|------------|------------|-----|-----|-----|--------|--------------|------------|--------------------|------------|
| | 1st cohort | 2nd cohort | 3rd cohort | TSU | ISU | GTU | | | | | |
| Electrical Engineering | 17 | 16 | 29 | 46 | 10 | 6 | 8 | 54 | 8 | 8 | |
| Computer Engineering | 37 | 28 | 30 | 71 | 18 | 6 | 28 | 67 | 11 | 17 | |
| Chemistry | 17 | 31 | 38 | 83 | 0 | 3 | 53 | 33 | 3 | 18 | |
| Computer Science | 1 | 40 | 54 | 95 | 0 | 0 | 28 | 67 | 2 | 18 | |
| Civil Engineering | | | 24 | 0 | 0 | 24 | 5 | 19 | 2 | 4 | |
| Construction Engineering | | | 18 | 0 | 0 | 18 | 6 | 12 | 0 | 4 | |
| Totals (semester start) | 72 | 115 | 193 | 295 | 28 | 57 | 128 | 252 | 26 | 69 | |
| Disqualifications at the end of semester | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | |
| Voluntary departures at the end of semester | 1 | 2 | 2 | 5 | 0 | 0 | 2 | 3 | 4 | 0 | |
| New expected totals for Spring 2018 | 71 | 112 | 191 | 290 | 27 | 57 | 125 | 249 | 22 | 68 | |

S/S=Social support, students with official government status in a social support category

TSU=enrollment via Tbilisi State University as partner university

ISU=enrollment via Iliia State University as partner university

GTU=enrollment via Technical University as partner university

2.2 Course Offerings

SDSU-G uses a cohort model for student enrollment, with the goal of achieving high 4-year graduation rates. Thus, student schedules were centrally generated from the Dean's office. As students move forward with their studies and additional elective content becomes available in Georgia, we will begin migrating towards a student-selected scheduling model.

Based on the major academic plans (MAPs) for these STEM degrees, there are critical courses a student must complete at a given time in order to complete their degrees within a 4-year time horizon. For Engineering and Computer Science majors, Calculus I (Math 150) is such a course. For Chemistry Majors, General Chemistry (Chemistry 200) is such a course. Both courses require satisfactory performance on a placement test or completing an entry level requirement, and if such performance is not achieved the student must take a pre-requisite course – Math 141 and Chemistry 100, respectively. In order to allow students to complete their majors within the 4-year time period,

both the pre-requisite courses and the required courses for the major were offered during the Fall semester. The academic calendar for Fall 2018 is presented in Figure 2-1. Course titles and other details for all courses offered in Fall 2018 semester are presented in

Table 2-2. Course descriptions for each course are available in the SDSU General Catalog, as well as on SDSU-G's website (www.sdsu.edu/ge).

Figure 2-1: Academic Calendar for Fall 2018

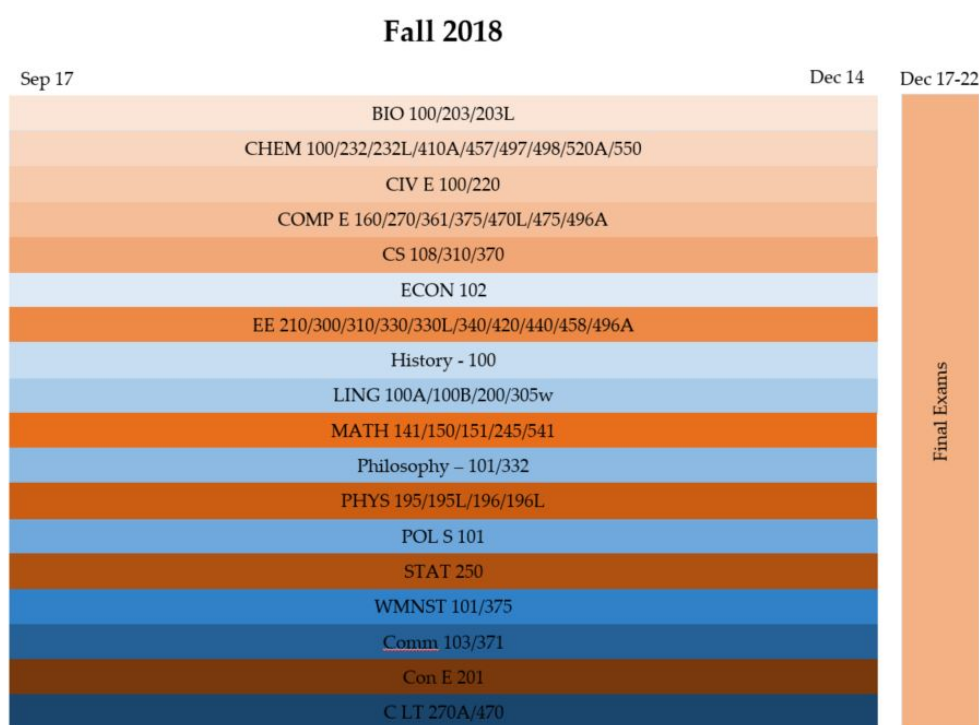


Table 2-2: Course Titles and Units for Fall 2018 Courses

| Course ID | Course Name | Number of Units | Majors Enrolled | Notes |
|-------------------|--|-----------------|--------------------------------|----------|
| BIOL-100 | General Biology | 3 | Engr'g, C.S. | With Lab |
| BIOL-100-L | General Biology Laboratory | 1 | C.S. | |
| BIOL-203 | Principles of Cell and Molecular Biology | 3 | Chem., BioChem., Civ. E | With Lab |
| CHEM-100 | Introduction to General Chem. with | 4 | Civ. E, Chem./BioChem., Con. E | |
| CHEM-232 | Organic Chem. | 3 | Chem./BioChem., Chem., Civ. E | With Lab |
| CHEM-410A | Physical Chem. | 4 | BioChem., Chem. | |
| CHEM-457 | Instrumental Methods of Chemical Analysis Laboratory | 2 | Chem., BioChem. | |
| CHEM-497 | Undergraduate Research | 1 | Chem., BioChem. | CR/NC |
| CHEM-498 | Senior Project | 2 | BioChem., Chem. | |
| CHEM-520A | Inorganic Chem. | 3 | Chem., BioChem. | |

| | | | | |
|-------------------|--|---|---|----------|
| CHEM-550 | Instrumental Methods of Chemical Analysis | 2 | BioChem., Chem. | |
| CIVE-100 | Introduction to Civ. E | 1 | Civ. E | |
| CIVE-220 | Civil and Environmental Engineering Computer Applications | 3 | Civ. E | |
| CLT-270A | World Literature | 3 | Comp. E, C.S., Chem./BioChem., E.E., Civ. E | |
| COMM-103 | Oral Communication | 3 | Comp. E, E.E., Civ. E, C.S. | |
| COMM-371 | Intercultural Communication | 3 | C.S., Engr'g BioChem., Chem. | |
| COMPE-160 | Introduction to Computer Programming | 3 | E.E., Comp. E | |
| COMPE-270 | Digital Systems | 3 | E.E., Comp. E | |
| COMPE-361 | Windows Programming | 3 | Comp. E | |
| COMPE-375 | Embedded Systems Programming | 3 | E.E., Comp. E | |
| COMPE-470L | Digital Logic Laboratory | 1 | Comp. E, E.E. | |
| COMPE-475 | Microprocessors | 3 | Comp. E, E.E. | |
| COMPE-496 | Senior Design A | 2 | Comp. E | |
| CONE-201 | Construction Concepts and Building Codes | 3 | Con. E | |
| CS-108 | Intermediate Computer Programming | 3 | C.S. | |
| CS-310 | Data Structures | 3 | C.S. | |
| CS-370 | Computer Architecture | 3 | C.S. | |
| ECON-102 | Principles of Economics | 3 | Engr'g, C.S., Chem./BioChem. | |
| EE-210 | Circuit Analysis I | 3 | E.E., Comp. E | |
| EE-300 | Computational and Statistical Methods for Electrical Engineers | 3 | E.E. | |
| EE-310 | Circuit Analysis II | 3 | E.E., Comp. E | |
| EE-330 | Fundamentals of Engineering Electronics | 3 | Comp. E, E.E. | With Lab |
| EE-340 | Electric and Magnetic Fields | 3 | E.E. | |
| EE-420 | Feedback Control Systems | 3 | Comp. E, E.E. | |
| EE-440 | Electromagnetic Waves | 3 | E.E. | |
| EE-458 | Analog and Pulse Communication Systems | 3 | Comp. E, E.E. | |
| EE-496 | Senior Design A | 2 | E.E. | |

| | | | |
|------------------|---|---|---|
| HIST-100 | World History | 3 | Comp. E, C.S., Chem./BioChem., E.E. |
| LING-100A | English Composition for International Students and English Learners I | 3 | Engr'g, Chem./BioChem., C.S. |
| LING-100B | English Composition for International Students and English Learners II | 3 | Engr'g, C.S., Chem./BioChem. |
| LING-200 | Advanced English for International Students | 3 | C.S., Chem./BioChem., Engr'g |
| LING-305W | Advanced Composition for International Students | 3 | Engr'g, C.S., BioChem., Chem. |
| MATH-141 | Precalculus | 3 | C.S., Engr'g |
| MATH-150 | Calculus I | 4 | Chem./BioChem., Engr'g, C.S. |
| MATH-151 | Calculus II | 4 | Engr'g, Chem./BioChem., C.S. |
| MATH-245 | Discrete Mathematics | 3 | Comp. E, C.S. |
| MATH-541 | Introduction to Numerical Analysis and Computing | 3 | C.S., Comp. E |
| ME-200 | Statics | 3 | Con. E, Civ. E |
| PHIL-101 | Introduction to Philosophy: Ethics | 3 | Chem./BioChem., C.S., Engr'g |
| PHIL-332 | Environmental Ethics | 3 | E.E., Chem., BioChem., Comp. E |
| PHYS-195 | Principles of Physics | 3 | C.S., E.E., Comp. E, Chem./BioChem., Con. E |
| PHYS-195L | Principles of Physics Laboratory | 1 | Chem./BioChem., E.E., C.S., Civ. E |
| PHYS-196 | Principles of Physics | 3 | Engr'g, C.S. |
| PHYS-196L | Principles of Physics Laboratory | 1 | C.S., Comp. E, E.E., BioChem. |
| POLS-101 | Introduction to American Politics in Global Perspective | 3 | Engr'g, Chem./BioChem. |
| STAT-250 | Statistical Principles and Practices | 3 | C.S., Con. E, Civ. E |
| WMNST-101 | Women: Self, Identity and Society | 3 | BioChem., Chem., C.S., Civ. E |
| WMNST-375 | Sex, Power, and Politics | 3 | Con. E, Comp. E, C.S., E.E. |

Engr'g= All Engineering majors
 Chem. =Chemistry majors
 C.S. = Computer Science majors
 Comp. E = Computer Engineering majors
 Civ.E = Civil Engineering majors
 Con.E = Construction Engineering majors
 E.E = Electrical Engineering majors

GE = course taken as part of General Education requirement
 AI = course taken as part of American Institution requirement
 CR/NC=course taken as credit/no credit, not for letter grade

3 OVERALL ACADEMIC PERFORMANCE

3.1 Course and Overall Performance

Starting Fall 2018, Linguistics 94 course was renamed Linguistics 100A, at the same time, Linguistics 100 became Linguistics 100B. Course names will be used throughout this report according to this latest update.

For all Fall 2018 courses, offered by SDSU Georgia other than Chemistry 497, grades were assigned on a scale ranging from A to F, where A is 'outstanding achievement' and F is 'failing'. Instructors in Fall 2018 courses could elect to assign + and – grades as well. Outcomes for each course are presented in **Table 3-1**. Average loads by cohort and major, and average GPA outcomes, are presented in **Table 3-2**, for each semester.

Table 3-1. Course Outcomes for Fall 2018 Courses

| Course | Units | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F | CR | NC | WU | Total | GPA |
|-------------------|-------|----------------------|----|----|----|----|----|---|----|----|---|----|----|----|----|----|-------|------|
| BIOL-100 | 3 | 88 | 19 | 12 | 21 | 5 | 1 | 8 | 5 | 1 | 4 | 1 | 13 | 0 | 0 | 0 | 178 | 3.2 |
| BIOL-100-L | 1 | 17 | 2 | 2 | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 29 | 3.38 |
| BIOL-203 | 3 | 9 | 3 | 4 | 1 | 2 | 3 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 25 | 3.17 |
| BIOL-203L | 1 | 18 | 1 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 25 | 3.67 |
| CHEM-100 | 4 | 31 | 14 | 10 | 8 | 4 | 4 | 5 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 83 | 3.16 |
| CHEM-232 | 3 | 5 | 2 | 0 | 3 | 4 | 0 | 8 | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 27 | 2.54 |
| CHEM-232L | 1 | 9 | 5 | 0 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 3.42 |
| CHEM-410A | 4 | 1 | 0 | 5 | 7 | 0 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 2.68 |
| CHEM-457 | 2 | 3 | 4 | 4 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 3.33 |
| CHEM-497-1 | 1 | 2 Received CR, 0 NC | | | | | | | | | | | | | | | 2 | NA |
| CHEM-497-2 | 2 | 25 Received CR, 0 NC | | | | | | | | | | | | | | | 25 | NA |
| CHEM-497-3 | 3 | 9 Received CR, 0 NC | | | | | | | | | | | | | | | 9 | NA |
| CHEM-498-2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 |
| CHEM-520A | 3 | 5 | 0 | 1 | 1 | 0 | 0 | 2 | 5 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 15 | 2.58 |
| CHEM-550 | 2 | 1 | 0 | 3 | 1 | 0 | 4 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 2.5 |
| CIVE-100 | 1 | 14 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 16 | 3.75 |
| CIVE-220 | 3 | 3 | 6 | 0 | 7 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 3.31 |
| CLT-270A | 3 | 41 | 4 | 5 | 6 | 3 | 1 | 6 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 70 | 3.39 |
| COMM-103 | 3 | 15 | 11 | 4 | 6 | 6 | 6 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 51 | 3.23 |
| COMM-371 | 3 | 33 | 17 | 4 | 12 | 6 | 1 | 2 | 2 | 1 | 1 | 0 | 1 | 2 | 0 | 1 | 83 | 3.28 |
| COMPE-160 | 3 | 19 | 7 | 4 | 5 | 3 | 3 | 2 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 47 | 3.28 |
| COMPE-270 | 3 | 6 | 0 | 5 | 3 | 3 | 2 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 22 | 2.99 |
| COMPE-361 | 3 | 3 | 3 | 2 | 0 | 0 | 2 | 5 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 2.66 |
| COMPE-375 | 3 | 21 | 1 | 3 | 4 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 3.63 |
| COMPE-470L | 1 | 6 | 1 | 2 | 2 | 6 | 10 | 4 | 2 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 37 | 2.45 |
| COMPE-475 | 3 | 2 | 4 | 2 | 4 | 4 | 2 | 1 | 0 | 2 | 3 | 0 | 3 | 0 | 0 | 0 | 27 | 2.38 |
| COMPE-496 | 2 | 15 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 25 | 3.73 |

| | | | | | | | | | | | | | | | | | | |
|------------------|---|---------------------|----|----|----|----|----|----|----|---|----|----|----|---|---|----|------|------|
| CONE-201 | 3 | 2 | 3 | 1 | 2 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 3.15 |
| CS-108 | 3 | 16 | 5 | 4 | 4 | 4 | 1 | 2 | 0 | 0 | 2 | 0 | 3 | 0 | 0 | 0 | 41 | 3.09 |
| CS-301* | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1.7 | |
| CS-310 | 3 | 10 | 4 | 2 | 3 | 0 | 4 | 4 | 1 | 0 | 3 | 0 | 1 | 0 | 0 | 32 | 2.88 | |
| CS-370 | 3 | 5 | 10 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 0 | 0 | 3 | 0 | 0 | 31 | 2.89 | |
| CSP-300* | 3 | I Received CR, 0 NC | | | | | | | | | | | | | | 1 | NA | |
| CSP-420* | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3.3 |
| ECON-102 | 3 | 41 | 0 | 0 | 47 | 1 | 0 | 45 | 0 | 0 | 46 | 0 | 10 | 0 | 0 | 0 | 190 | 2.33 |
| EE-210 | 3 | 0 | 0 | 0 | 2 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 11 | 2 |
| EE-300 | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 1.65 |
| EE-310 | 3 | 4 | 2 | 3 | 6 | 5 | 3 | 1 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 28 | 2.75 |
| EE-330 | 3 | 10 | 5 | 4 | 2 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 3.46 |
| EE-330L | 1 | 7 | 7 | 7 | 0 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 3.41 |
| EE-340 | 3 | 7 | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 12 | 3.14 |
| EE-420 | 3 | 11 | 2 | 0 | 3 | 6 | 0 | 3 | 3 | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 33 | 2.77 |
| EE-440 | 3 | 3 | 1 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 11 | 2.33 |
| EE-458 | 3 | 13 | 11 | 0 | 7 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 3.6 |
| EE-496 | 2 | 8 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 3.96 |
| EE-499* | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 |
| HIST-100 | 3 | 51 | 26 | 10 | 26 | 15 | 5 | 14 | 11 | 5 | 6 | 2 | 6 | 0 | 0 | 0 | 177 | 2.95 |
| LGBT-321* | 3 | I Received CR, 0 NC | | | | | | | | | | | | | | 1 | NA | |
| LING-100A | 3 | 9 | 17 | 4 | 6 | 3 | 2 | 8 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 62 | 2.56 |
| LING-100B | 3 | 90 | 24 | 18 | 20 | 5 | 1 | 10 | 1 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 175 | 3.46 |
| LING-200 | 3 | 14 | 5 | 6 | 1 | 2 | 2 | 0 | 1 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 37 | 2.94 |
| LING-305W | 3 | 51 | 13 | 5 | 7 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 80 | 3.7 |
| MATH-141 | 3 | 61 | 14 | 13 | 11 | 4 | 2 | 6 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 116 | 3.44 |
| MATH-150 | 4 | 37 | 6 | 11 | 5 | 6 | 2 | 1 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 72 | 3.39 |
| MATH-151 | 4 | 17 | 5 | 5 | 10 | 9 | 5 | 13 | 0 | 0 | 2 | 0 | 4 | 0 | 0 | 0 | 70 | 2.81 |
| MATH-245 | 3 | 13 | 3 | 6 | 12 | 5 | 2 | 8 | 3 | 0 | 3 | 0 | 10 | 0 | 0 | 0 | 65 | 2.47 |
| MATH-541 | 3 | 22 | 6 | 8 | 2 | 1 | 4 | 0 | 7 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 53 | 3.13 |
| MATH-579* | 3 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2.42 |
| ME-200 | 3 | 11 | 3 | 5 | 4 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 3.4 |
| PHIL-101 | 3 | 14 | 4 | 19 | 31 | 17 | 19 | 19 | 6 | 9 | 14 | 10 | 13 | 0 | 0 | 0 | 175 | 2.26 |
| PHIL-332 | 3 | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 4 | 0 | 0 | 0 | 12 | 1.86 |
| PHYS-195 | 3 | 39 | 3 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 49 | 3.67 |
| PHYS-195L | 1 | 16 | 6 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | 0 | 0 | 0 | 33 | 3.16 |
| PHYS-196 | 3 | 17 | 6 | 10 | 6 | 5 | 1 | 2 | 0 | 0 | 1 | 0 | 5 | 0 | 0 | 0 | 53 | 3.05 |
| PHYS-196L | 1 | 19 | 14 | 5 | 2 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 46 | 3.39 |
| POLS-101 | 3 | 85 | 0 | 0 | 64 | 0 | 2 | 19 | 0 | 1 | 7 | 0 | 10 | 0 | 0 | 0 | 188 | 3.1 |
| STAT-250 | 3 | 13 | 10 | 5 | 10 | 9 | 6 | 2 | 3 | 2 | 2 | 2 | 6 | 0 | 0 | 0 | 70 | 2.69 |
| WMNST-101 | 3 | 16 | 6 | 5 | 2 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 36 | 3.33 |
| WMNST-375 | 3 | 17 | 5 | 1 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 30 | 3.42 |

*Courses offered at SDSU home campus for SDSU Georgia students on exchange

Table 3-2. Average GPA's and Student Loads by Major and Semester

| Cohort Number and Semester | Computer Engineering | | Electrical Engineering | | Civil Engineering | | Construction Engineering | | Computer Science | | Chemistry/Biochemistry | |
|---------------------------------------|---|----------|------------------------|----------|-------------------|----------|--------------------------|----------|------------------|----------|------------------------|----------|
| | Avg. Hours | Sem. GPA | Avg. Hours | Sem. GPA | Avg. Hours | Sem. GPA | Avg. Hours | Sem. GPA | Avg. Hours | Sem. GPA | Avg. Hours | Sem. GPA |
| Cohort 1, F15 | 10.64 | 3.61 | 10.64 | 3.29 | NA | NA | NA | NA | NA | NA | 9.75 | 3.43 |
| Cohort 1, S16 | 14.81 | 3.31 | 15.33 | 3.05 | NA | NA | NA | NA | NA | NA | 17.48 | 3.56 |
| Cohort 1, F16 | 18.62 | 3.35 | 18.33 | 3.05 | NA | NA | NA | NA | NA | NA | 17.42 | 3.20 |
| Cohort 1, S17 | 14.89 | 3.11 | 13.73 | 2.68 | NA | NA | NA | NA | NA | NA | 16.3 | 3.55 |
| Cohort 1, Ext 17 | 5.59 | 3.17 | 5.4 | 2.86 | NA | NA | NA | NA | NA | NA | 6.71 | 3.13 |
| Cohort 1, F17 | 18.4 | 2.75 | 18.8 | 2.59 | NA | NA | NA | NA | NA | NA | 17.8 | 3.38 |
| Cohort 1, Cumulative over 5 semesters | 80.78 | 3.17 | 81.53 | 2.89 | NA | NA | NA | NA | NA | NA | 83.47 | 3.4 |
| Cohort 1, Average across all majors | Average Fall 2017 GPA of 2.88, 18.28 units. Average Cumulative GPA of 3.18 | | | | | | | | | | | |
| Cohort 2, F16 | 11.92 | 3.13 | 11.12 | 3.02 | NA | NA | NA | NA | 12.89 | 3.1 | 13.39 | 3.22 |
| Cohort 2, S17 | 14.96 | 3.25 | 15.87 | 3.37 | NA | NA | NA | NA | 16.26 | 3.41 | 17.17 | 3.43 |
| Cohort 2, Ext 17 | 3 | 3.55 | 3 | 3.37 | NA | NA | NA | NA | 3 | 3.41 | 3 | 3.53 |
| Cohort 2, F17 | 18.03 | 3.12 | 17.5 | 3.21 | NA | NA | NA | NA | 18.47 | 2.91 | 17.89 | 3.2 |
| Cohort 2, Cumulative over 3 semesters | 47.37 | 3.17 | 47.12 | 3.22 | NA | NA | NA | NA | 49.25 | 3.14 | 51.14 | 3.3 |
| Cohort 2, Average across all majors | Average Fall 2017 GPA of 3.08, 18.05 units. Average Cumulative GPA of 3.20 | | | | | | | | | | | |
| Cohort 3, F17 | 14.03 | 2.64 | 13.86 | 2.71 | 15.21 | 2.60 | 16.72 | 2.11 | 14.27 | 2.72 | 15.18 | 2.65 |
| Cohort 3, Average across all majors | Average Fall 2017 GPA of 2.62, 14.69 units. Average Cumulative GPA of 2.62 | | | | | | | | | | | |

Figure 3-1 presents a histogram of GPA performance for the four cohorts. This presents cumulative GPA, which for cohort 1 accumulates across 7 full semesters and the extended sessions, for cohort 2 – 5 semesters and the extended sessions, for cohort 3 – 3 semesters and -- extended sessions, and for cohort 4 is equivalent to the Fall 2018 semester because that is their only semester to date. A total of 21 students from cohort 1, 42 students from cohort 2, 59 students from cohort 3, and 81 students from cohort 4 have achieved a 4.0 GPA for the Fall 2018 semester.

A total of 4 students from Cohort 2, 7 students from Cohort 3, and 27 students from Cohort 4 have achieved a cumulative GPA under 2.0 as of the end of the Fall 2018 semester, and they were placed on academic probation. Additionally, probation has continued for 2 students from Cohort 3. In order to maintain academic eligibility and work towards a return to good academic standing, a student must achieve a GPA above 2.0 in subsequent semesters, and must bring their overall GPA above 2.0 within 3 semesters.

The following information is given to reflect the probation statistics, based on the probation numbers in the Fall 2017 semester:

- 1 student from Cohort 1 who was on probation at the end of the Fall 2017 semester, transferred out of the program in Spring 2018.
- From 8 students from Cohort 2 on probation at the end of the Fall 2017 semester, 6 either transferred out or disqualified during the coming semesters. 2 have managed to come out of probation in Spring 2018, but one of them is back on probation for the Fall 2018 semester.
- From 49 students from Cohort 3 on probation at the end of the Fall 2017 semester, 32 either transferred out or disqualified during the coming semesters. For the 17, probation was either removed, or continued during the Spring 2018 semester. Out of the 17, 2 is back on probation for the Fall 2018 semester, others are continuing their studies successfully.

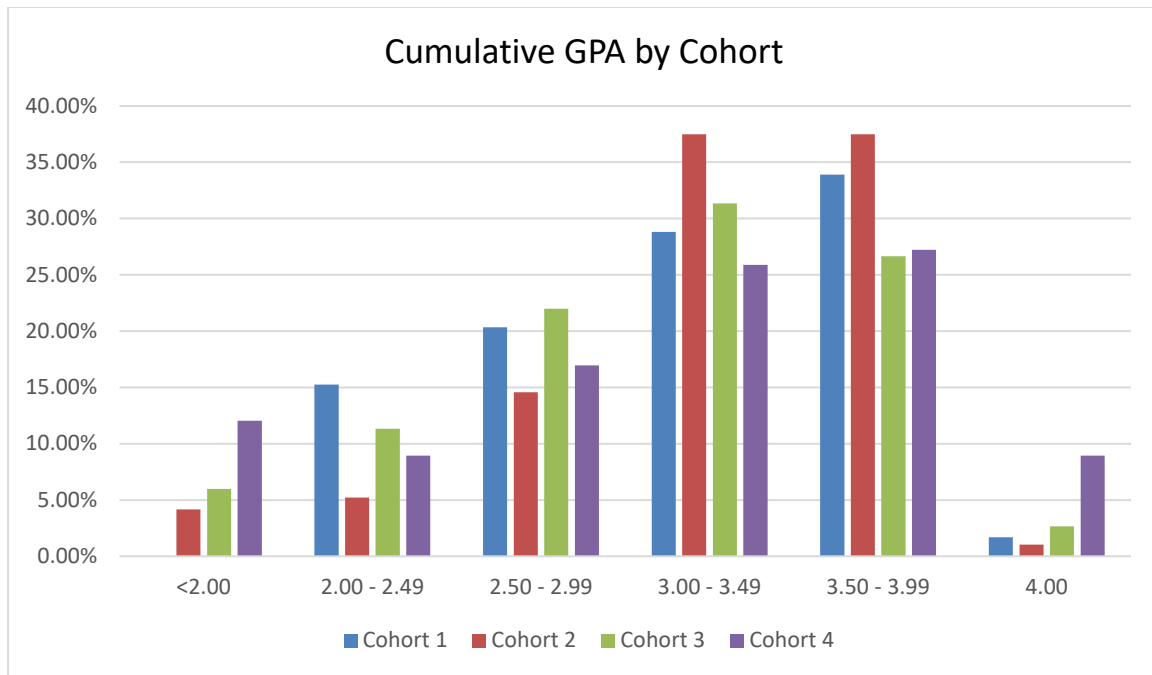


Figure 3-1: Histogram of Cumulative GPA performance for cohorts 1, 2, 3, and 4 end of Fall 2018.

Figure 3-1 shows the cumulative GPA performance for all four cohorts at the end of Fall 2018.

Students in Cohort 1 show the most stable performance, since none of them are on Academic Probation (GPA below 2.00). The largest group of Cohort 1 students (34%) have GPA that falls into the 3.50 – 3.99 category (Dean’s List of honor students), and one student maintains a perfect (4.00) GPA in his eighth (graduating) semester.

Students in Cohort 2 have the smallest group of Probation students. The largest group of Cohort 2 students (75%) have GPA that falls into the 3.00 – 3.99 category, of which exactly half (37.50) are on Dean’s List. 1 student maintains a perfect (4.00) GPA in his sixth semester. Cohort 2 is currently the highest performing of all cohorts.

Students in Cohort 3 have been the lowest performing of all cohorts since their freshmen year and this trend continues currently. Reasons for this have been outlined in the Fall 2017 Academic Course Delivery Report. The largest group of Cohort 3 students (31%) have GPA that falls into the 3.00 – 3.49 category, and 4 students still maintain a 4.0 GPA in their fourth semester. Cohort 3 students on the Dean’s List are the lowest percentage of all four cohorts.

Cohort 4 has the highest probation numbers (12% of the total are on probation) which is natural for the new admissions. To compare, Cohort 3 had a much higher percentage (25%) of probation students at the end of their first semester. The largest group of Cohort 4 students (27%) have GPA that falls into the 3.50 – 3.99 category (Dean’s List). 20 students (9%) have achieved a 4.0 GPA at the end of their first semester, which is an unprecedented number for the previous cohorts. To compare, this indicator for the Cohort 3 students was below 5%.

In addition to overall performance statistics, subgroup performance was evaluated to determine if there are differences by gender or social support status (

Table 3-3). Highlights are below:

For Cohorts 1, 2, and 3, there is no statistically significant difference in performance as measured by GPA between men and women, of between those who qualify for social support and those who do not.

However, for Cohort 4, there is a significant difference in the average GPA between females (3.28), and males (2.78). This kind of difference in performance by Gender has been observed before, females

outperforming males on each occasion.

Table 3-3. Average GPA Performance by Gender and Social Support subgroups

| Cohort | Fall 2018 GPA | Cum. GPA | Women Cum. GPA | Men Cum. GPA | SS Cum. GPA | Non-SS Cum. GPA |
|--------|---------------|----------|----------------|--------------|-------------|-----------------|
| 1 | 2.85 | 3.20 | 3.31 | 3.15 | 3.31 | 3.11 |
| 2 | 3.08 | 3.25 | 3.28 | 3.22 | 3.33 | 3.20 |
| 3 | 3.08 | 3.09 | 3.15 | 3.06 | 3.11 | 3.08 |
| 4 | 2.97 | 2.97 | 3.28 | 2.78 | 2.83 | 3.00 |

4 PERFORMANCE ANALYSES

4.1 Introduction

The overall GPA results presented in Section 3 continue to be encouraging about the capabilities of the Georgian cohort. Overall average GPA across all cohorts, including cohort 4 is 3.08. Cohorts 1, 2, and 3 are above the overall average, while Cohort 4 is below the 3.08 average, based on the first semester performance. At the end of this Academic Year SDSU Georgia will have first graduates. Based on current indicators, -- students (--%) in Cohort 1 will graduate in four years. The average four year graduation rate at SDSU for first-time undergraduates attending classes full-time is 33.4%.

4.2 English Language

In the report submitted for the Fall semester of 2015, initial results suggested that incoming English competency was related to academic performance. Data from the Spring semester of the same year suggested that this effect persisted. Recall that there was a threshold score on the English subtest of the NAEC exam required. Subsequent to NAEC test, students are given an English placement test at SDSU-G when they first enroll. Figure 4-1¹ shows the flow chart for the linguistics course sequence that results from this placement testing. The placement test is used to determine the appropriate level at which to start student engagement with the Communications and Critical Thinking capacity within the University's General Education curriculum. International students for whom English is not their first language are directed into a course sequence in Linguistics, starting with the 3-unit Linguistics 100, English Composition for International Students. Students who do not score high enough on the placement test must first enroll in Linguistics 100A, Developmental Writing for International or Bilingual Students. This is also a 3 unit course. Students must achieve a passing grade in this course in order to move to Ling 100B. Students who pass Linguistics 100B are advanced to Linguistics 200, while students who fail that class would repeat Linguistics 100B. Thus, there are in effect three groups of students going into the Spring semester of the Freshman year. In this section, the performance of these three groups is presented, for four cohorts. This means that for cohort 1, the performance will be presented based on where students were in the Spring of 2016, for cohort 2, performance will be presented based on where they are starting the Spring of 2017, for cohort 3, performance will be presented based on where they are starting the Spring of 2018, and for cohort 4, performance will be presented based on where they are starting the Spring of 2019.

¹ Starting Fall 2018, LING 94 course is renamed LING 100A, and LING 100 course is renamed LING 100B. For the purposes of this report LING 94 and LING 100A course codes are used interchangeably. The same applied to the course codes for LING 100 and LING 100B. In Figure 4-1, the new codes (LING 100A and LING 100B) are used.

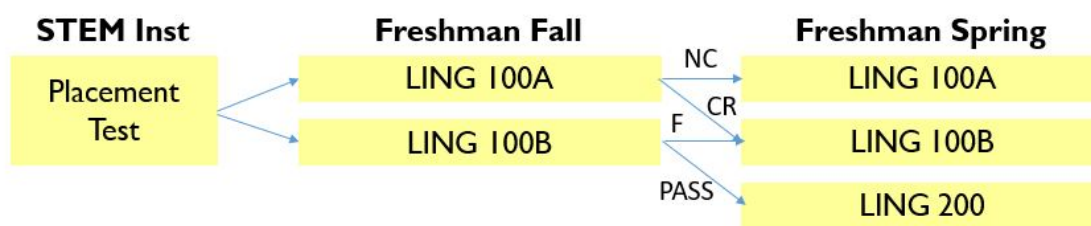


Figure 4-1: Flow Chart for Student Progress in Linguistics Track Courses

Table 4-1 below presents a summary of the average performance in terms of first semester GPA for all students based on these subgroups. For Cohort 4 only Ling 100A and Ling 100B subgroups are given.

Table 4-1: Average Cumulative GPAs at end of their first two semesters, Linguistics Student Subgroups

| Cohort | Students in Linguistics 94/100A | Students in Linguistics 100/100B | Students in Linguistics 200 |
|--------|---------------------------------|----------------------------------|-----------------------------|
| 1 | Fall 2015 | | |
| | 3.00 | 3.50 | 3.60 |
| 2 | Fall 2016 | | |
| | 2.03 | 3.08 | 3.35 |
| 3 | Fall 2017 | | |
| | 1.42 | 2.40 | 3.11 |
| 4 | Fall 2018 | | |
| | 2.30 | 3.22 | NA |

For all three cohorts there is an apparent trend of increasing average GPA from left to right, with increasing incoming language fluency. Note that these differences are statistically significant. The performance of the upper subgroup in Cohort 2 shows significant increase over the Fall 2017 semester.

Looking now between the cohorts, that is, vertically in the columns, it is clear from Table 4-1 that the cumulative GPA for the lowest subgroup in Cohort 3 is significantly lower than that of Cohorts 1 and 2 students due to the fact that this is the result for the first semester for Cohort 3. A significant increase in this value is expected for Fall 2018 semester after the students with lowest results will be disqualified at the end of Spring 2018 semester which will remove the lowest values from this subgroup. The values for Ling 100 and Ling 200 subgroups for Cohort 3 is also significantly lower than those of Cohorts 1 and 2. This is due to the fact that even though these students were able to move up in Ling, their performance in other subjects is still lower than it was for other cohorts. We will have a clearer picture at the end of the academic year when lowest performing students will be disqualified.

Figures 4-2, 4-3, and 4-4 are used to present how cumulative GPA changes by cohorts depending on the Ling Subgroup in their freshman year.

Figure 4-4 presents comparative GPA based on the Ling 94, Ling 100, and Ling 200² subgroups for the Cohort 3, in Spring 2018 semester. Plotted data shows that Cumulative GPA increases as a student progresses towards Ling 100 and then to Ling 200. More detailed analysis for Cohort 3 will be visible after the full academic year's data is available and will be presented in the June report. Some additional

² 7 students on probation have been taken out from Ling 200 statistics to show a clearer picture

analysis seeking potential trends are presented in the next section.

Figure 4-2: Box and Whisker Chart of Cumulative GPA for Ling Subgroups, Cohort 1

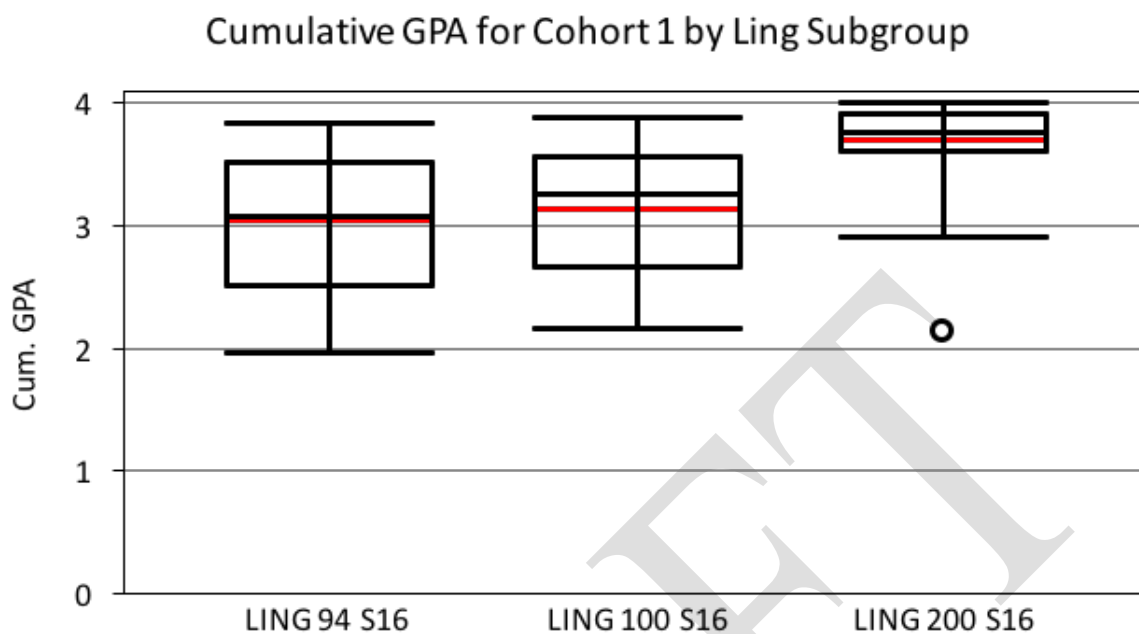


Figure 4-3: Box and Whisker Chart of Cumulative GPA for Ling Subgroups, Cohort 2

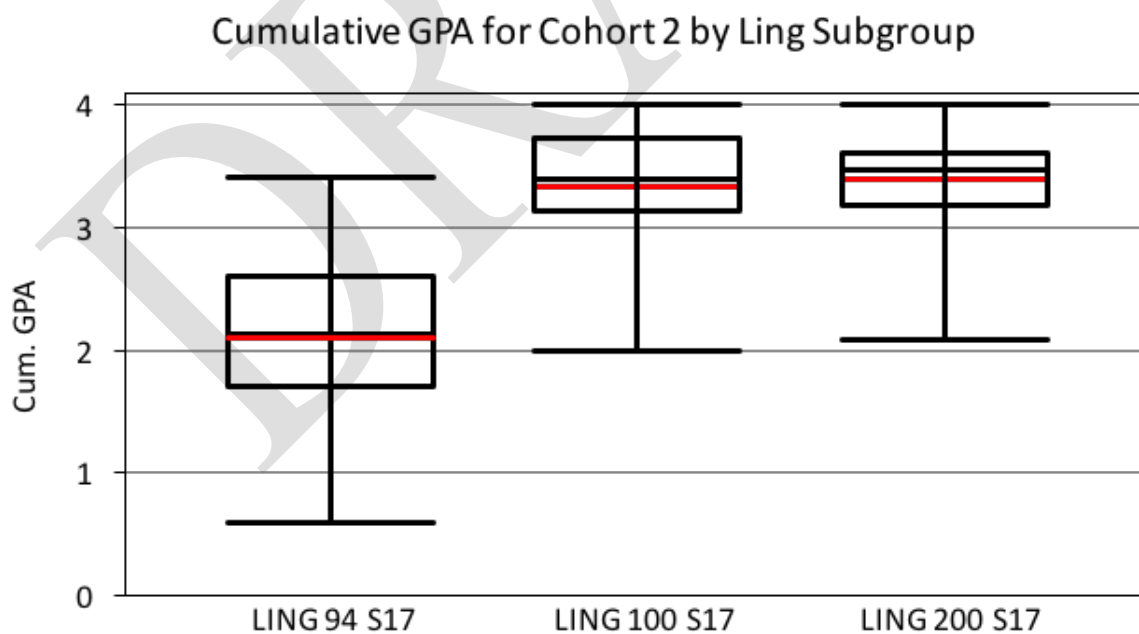


Figure 4-4: Box and Whisker Chart of Cumulative GPA for Ling Subgroups, Cohort 3

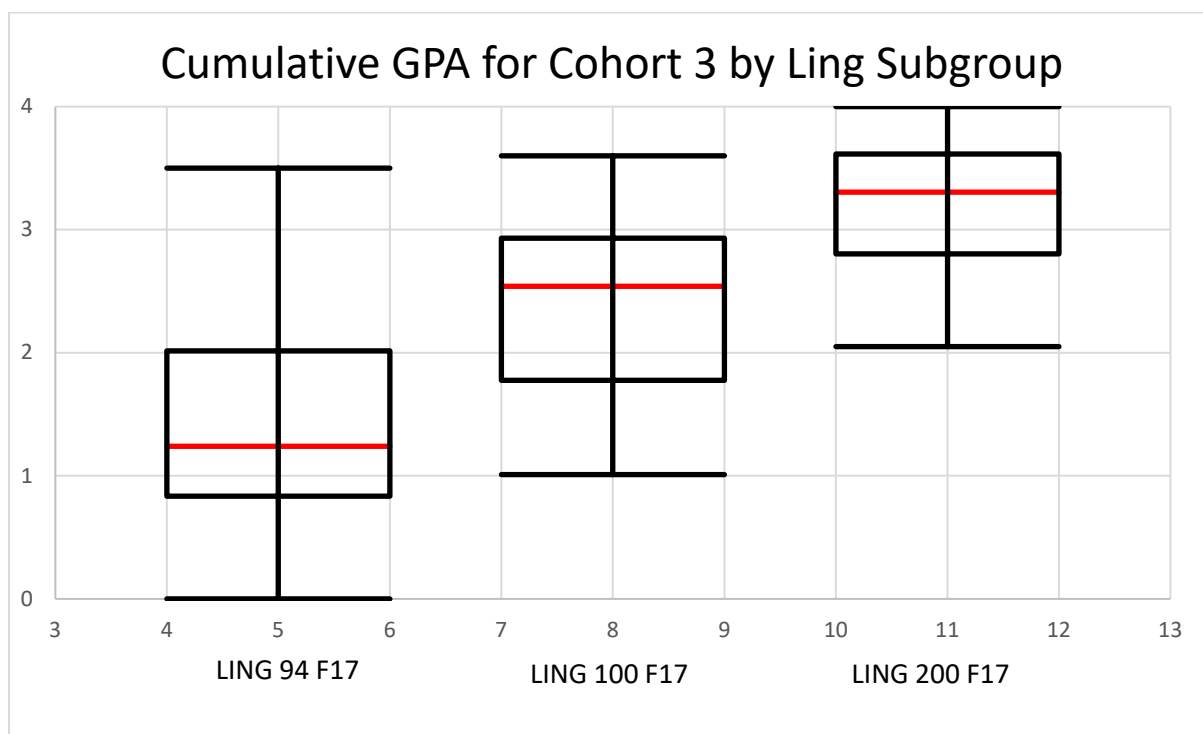


Table 4-2 shows probation populations and outcomes by Linguistics subgroup. For Fall 2017 semester, there were again no students from Cohort 1 on academic probation. 6 students from Cohort 2 (1 in Ling 94 subgroup, 4 in Ling 100, and 1 in Ling 200) were placed on academic probation. 44 students from Cohort 3 were on academic probation as of the end of Fall 2017 semester. 34 of these students were in Ling 94 subgroup, and only 10 of them were in Ling 100 during the Fall 2017 semester: Out of 34 students in Ling 94 subgroup who went on probation only 11 managed to move on to Ling 100 for Spring 2018. Out of the 10 students in Ling 100 subgroup who went on probation, 7 moved on to Ling 200 for Spring 2018. More data will be available for analysis in the Spring 2018 semester-ending report.

Table 4-2: Probation Populations and Outcomes by Linguistics Subgroup

| Semester | Cohort | Total Prob. | Ling 94 | Back to Good Stdg. | Ling 100 | Back to Good Stdg. | Ling 200 | Back to Good Stdg. |
|-----------------------|--------|-------------|---------|--------------------|----------|--------------------|----------|--------------------|
| Fall 2015 | 1 | 2 | 2 | 0 | 0 | - | 0 | - |
| Spring 2016 | 1 | 5 | 3 | 0 | 2 | 0 | 0 | - |
| Fall 2016 | 1 | 3 | 1 | 0 | 1 | 1 | 1 | 1 |
| | 2 | 17 | 14 | 2 | 2 | 1 | 1 | 1 |
| Spring 2017 | 1 | 0 | - | - | - | - | - | - |
| | 2 | 8 | 8 | - | - | - | - | - |
| Fall 2017 | 1 | 0 | - | - | - | - | - | - |
| | 2 | 6 | 1 | - | 4 | - | 1 | - |
| | 3 | 44 | 34 | - | 10 | - | - | - |
| TOTALS Fall 17 | | 50 | 35 | - | 14 | - | 1 | - |

These data are suggestive that:

- (a) Students in the Ling 94 subgroup tend to have lower academic performance, at least at first, and are at much higher risk of academic probation leading to leaving the university either by choice or by disqualification. This observation motivated a change in practice in the Summer of 2017. This year, we conducted placement testing in early August, and placed students who tested into Linguistics 94 into an intensive summer English improvement program, covering five hours a day for five weeks. Placement testing will be repeated at the end of this program right before classes start. The objectives of this program are to identify students who need more English support sooner, and to improve English fluency before the start of learning in the disciplines.
- (b) Students who require Linguistics 94 twice (34 students from cohort 3) are at risk, and additional language support is needed for that group during the Spring semester.

4.3 Language Development/TOEFL Results

Comparison between the two cohort groups

This first analysis looks at potential differences (statistically speaking) between Cohorts 1, 2 and 3. Table 4-3 shows basic descriptive statistics (number of observations, mean, and standard deviation) for the two groups. The candidate measures are:

- 1) National exam test scores for general aptitude
- 2) National exam test scores for English
- 3) National exam test scores for Math
- 4) National exam test scores for Biology
- 5) National exam test scores for Chemistry
- 6) National exam test scores for Physics
- 7) SDSU-G English placement test (administered before start of studies)
- 8) TOEFL test scores taken the first time
- 9) Economics 102 grades (GPA)
- 10) Linguistics 100 grades (GPA)

Table 4-3: Descriptive statistics for Cohorts 1, 2, and 3 for the candidate measures

| Group Statistics | | | | | |
|-------------------------|--------|-----|---------|----------------|-----------------|
| | cohort | N | Mean | Std. Deviation | Std. Error Mean |
| NAEC_General Aptitude | 1 | 76 | 66.8289 | 6.95584 | .79789 |
| | 2 | 105 | 65.0857 | 7.90340 | .77129 |
| | 3 | 154 | 63.6168 | 9.21122 | .74226 |
| NAEC_English | 1 | 76 | 91.5395 | 7.40350 | .84924 |
| | 2 | 105 | 92.5429 | 5.95501 | .58115 |
| | 3 | 145 | 66.1885 | 15.0445 | 1.24938 |
| NAEC_Math | 1 | 65 | 44.2923 | 7.84363 | .97288 |
| | 2 | 69 | 45.9855 | 8.12493 | .97813 |
| | 3 | 111 | 37.8378 | 10.59962 | 1.00607 |
| NAEC Biology | 2 | 9 | 55.1111 | 7.62225 | 2.54075 |
| | 3 | 19 | 55.2105 | 7.99722 | 1.83469 |

| | | | | | |
|-----------------------------------|---|-----|----------|----------|---------|
| NAEC Chemistry | 1 | 12 | 66.0833 | 6.95770 | 2.00851 |
| | 2 | 20 | 64.9000 | 7.56901 | 1.69248 |
| | 3 | 22 | 62.2727 | 9.80344 | 2.09010 |
| NAEC Physics | 2 | 11 | 51.2727 | 8.42173 | 2.53924 |
| | 3 | 37 | 50.3243 | 11.29710 | 1.85723 |
| SDSU English Placement | 1 | 85 | 70.8886 | 14.18475 | 1.53855 |
| | 2 | 122 | 58.9883 | 21.18215 | 1.91774 |
| | 3 | 145 | 66.1885 | 15.04458 | 1,24938 |
| TOEFL taken the first time | 1 | 74 | 536.3919 | 68.28562 | 7.93804 |
| | 2 | 105 | 533.0381 | 66.04222 | 6.44506 |
| | 3 | 164 | 555.4451 | 51.50293 | 4.02170 |
| Econ 102 GPA | 1 | 69 | 3.5 | 0.62946 | .07577 |
| | 2 | 111 | 3.08 | .70933 | .06732 |
| | 3 | 153 | 2.39 | 1.03746 | .08387 |
| Ling 100 GPA | 1 | 71 | 3 | .72393 | .08591 |
| | 2 | 109 | 3.65 | .76740 | .07350 |
| | 3 | 116 | 3.47 | .82864 | .07693 |

As can be seen from Table 4-3, the three cohorts seem to be similar on most of the measures except for the following (marked in bold in the table):

- NAEC English test (M=91.54, SD=7.40 for Cohort 1, M=92.54, SD=5.96 for Cohort 2, and M=66.19, SD=15.05 for Cohort 3);
- NAEC Math test (M=44.29, SD=7.84 for Cohort 1, M=45.99, SD=8.13 for Cohort 2, and M=37.84, SD=10.60 for Cohort 3);
- English Placement Test (M=70.89, SD=14.19 for Cohort 1, M=58.99, SD=21.18 for Cohort 2, and M=66.19, SD=15.05 for Cohort 3);
- TOEFL test scores (M=536.39, SD=68.29 for Cohort 1, M=533.04, SD=66.04 for Cohort 2, and M=555.45, SD=51.50 for Cohort 3).
- Performance on Economics 102 – Principles of Economics as an example of a GE subject (M=3.5, SD=0.63 for Cohort 1, M=3.08, SD=0.71 for Cohort 2, and M=2.39, SD=1.04 for Cohort 3);
- Performance on Ling 100 as an example of a English subject (M=3, SD=.72 for Cohort 1, M=3.65, SD=0.77 for Cohort 2, and M=3.47, SD=0.83 for Cohort 3).

The breakdown for each measure is as follows.

1) National exam test scores for general aptitude

The results show no statistically significant differences between the three groups' general aptitude scores. This means that Cohorts 1, 2, and 3 in our program have very similar general aptitude scores when they leave high school and for those for whom the exams are mandatory.

2) National exam test scores for English

The results show no statistically significant differences between the Cohorts 1 and 2 for English as a Foreign Language scores on the National exam. This means that Cohort 1 and Cohort 2 in our program had very similar knowledge and skills in English (as measured by that test) when they leave high school and for those for whom the exams are mandatory. However, the results for Cohort 3 are significantly different from the Cohort 1, and 2's results. This difference is also expressed in their academic results for their first semester.

3) National exam test scores for Math

The results show no statistically significant differences between the Cohorts 1 and 2 for math scores on the National exam. This means that Cohort 1 and Cohort 2 in our program had very similar math knowledge (as measured by that test) when they leave high school and where those exams are mandatory. However, the results for Cohort 3 are significantly different from the Cohort 1, and 2's results. This difference is mostly due to the increased difficulty of the National math test compared to the previous years. Though at the time the "difficult NAEC Math test" of 2017 was thought to be a sham, we now believe that, the test was successful in measuring the Math competency of the prospective students that took the test. The students who were below the SDSU-G's Math threshold score in that test, were subsequently admitted to SDSU-G programs through the GTU pathway. We believe that the overall average GPA of the third cohort being the lowest of all three cohorts (2.62 for the first semester), and 44 students from the 3rd cohort being on probation, can be attributed partly to this.

4) National exam test scores for Biology

The results show no statistically significant differences between the two groups' Biology scores. This means that Cohorts 2, and 3 in our program have very similar Biology scores when they leave high school and for those for whom the exams are mandatory.

5) National exam test scores for Chemistry

The results show no statistically significant differences between the three groups' Chemistry scores. This means that Cohorts 1, 2, and 3 in our program have very similar Chemistry scores when they leave high school and for those for whom the exams are mandatory.

6) National exam test scores for Physics

The results show no statistically significant differences between the two groups' Physics scores. This means that Cohorts 2, and 3 in our program have very similar Physics scores when they leave high school and for those for whom the exams are mandatory.

7) English placement test (administered by our program)

With the regard to the SDSU-G program's Placement Test, the results show statistically significant differences among all three cohorts. The trends in this case are opposite to the National English test scores. This is mainly due to the fact that the structure of the SDSU English placement test is different from the standardized national test of language.

This year, we administered three different tests to place students into the appropriate writing groups: A) a grammar test; B) two written essays; and C) an oral exam.

- A) The same 40-item Michigan Test of Grammar was administered this year as last year. Each item on the test was worth 1 point, totaling 40 points.
- B) This year, we asked students to write two essays. One of the essays was an argumentative essay where they could pick one of two themes presented to them, and the other asked them to write a descriptive, opinion essay on a given topic. In order to avoid a task-order effect on the results, the students were randomly put into two groups. Group 1 wrote the argumentative essay first and the descriptive/opinion one second, and Group 2 wrote the descriptive/opinion one first, and the argumentative second. Although we have no results as to which group did better on the argumentative essay (that was not the main focus of our study), we wanted to make sure that the order in which the tests were taken would not have an overall effect on the scores for the argumentative essay (that is, if we had done it only one way, we couldn't really tell what made the effect – the order, or the nature and difficulty of the assignment; the argumentative essay is much more difficult to write and needs careful planning). The evaluation of the argumentative essays was based on three measures: a) linguistic features (e.g., ratio between simple and complex sentences, ratio between major and minor grammatical and lexical errors, etc.); b) argumentation, and c) clarity. The total score

for these three aspects was 15 (5 points for each area). This segment of the placement test was weighted three times in the overall score; that is, in the computation of the final score, it totaled 45 points (3x15).

- C) We tested each student orally for about 5-10 minutes by a) engaging them in a dialogue with the examiners, and b) asking them to present an idea for a couple of minutes. Each student gained scores on a 1-15 scale for their oral fluency for this performance.

What is interesting about the result here is that Cohort 2 had a lower score (M=58.9) on the placement test overall, and it was significantly lower than that of Cohort 1's score (M=70.9) but for Cohort 3, even though the structure of the placement test did not change since Fall 2016, the scores were higher on average (M=66.1885) than for the second cohort while the NAEC English test results showed different trends. This is mainly due to the English preparation courses SDSU Georgia offered its applicants in the summer of 2017. We plan to continue the same practice for the 2018 admissions.

8) TOEFL test (standardized test to measure proficiency in English as a Foreign or Second Language) taken the first time

The results show no statistically significant differences between the two groups' TOEFL scores when taken the first time. This means that Cohort 1 and Cohort 2 in our program have very similar general English knowledge as measured by that test, when they entered the university and where they took this test. However, for the results for Cohort 3 were higher. This is due to the better preparation of the 2017 admissions with the English courses that SDSU Georgia applicants were offered in the summer of 2017. We plan to continue the same practice for the 2018 admissions.

9) Economics 102

The results show no statistically significant differences between the grade point averages for Cohorts 1 and 2 in the Economics 102 class. This means that Cohort 1 and Cohort 2 in our program performed similarly in that General Education course. However, Cohort 3 showed lower performance with M=2.39 as opposed to M=3.08 for the Cohort 2, and M=3.5 for the Cohort 1.

10) Linguistics 100

With regard to the Linguistics 100 grades (when taken the first time), the results show statistically significant differences between the three groups. The Placement Test is crucial in grouping students into the appropriate level classes in order to ensure student success. While the Linguistics 94 grades (Credit/No Credit) are not part of the GPA, the Linguistics 100 grades are counted.

Summary of Findings

The results indicate that Cohort 3 showed lower results in the tests prior to admissions than Cohorts 1 and two, and the trend continued for the Fall 2017 semester in GE subjects and linguistics. Although, positive results of the English Preparation classes offered to the new cohort during the summer of 2017 are also visible in terms of higher performance in TOEFL exam taken the first time and also in English placement test administered by SDSU Georgia. Student performance continues to be higher in STEM classes, than in GE subjects.

5 CONCLUDING COMMENTS

Students in SDSU-Georgia continue to perform at or above the level of their peers on the main campus. Some indications suggest that Cohort 2 exhibits lower overall performance than Cohort 1, and Cohort 3 – lower than both Cohorts 1, and 2, including average GPA, the number of students entering academic probation at the end of the semester, and the English placement test results, for example. Comparing the average GPA for the first semester for Cohorts 1, 2, and 3, the obvious trend is diminishing performance over the cohorts. For the third cohort the average GPA in their first semester drops to 2.65 as opposed to 3.22 for the second cohort and 3.43 for the first cohort. For the Fall 2017 semester, GPA for the biggest group of cohort 1 (38%) is in the 3.50-3.99 (Dean's List) category. For the second cohort, largest group (37%) falls into 3.00-3.49 and the group in the 3.50-3.99 category is the second largest (32%). The largest GPA categories for the third cohort (25% each) is 2.50-2.99 and <2.00 (on probation) which is unprecedented in previous cohorts even for the first semester. However, based on last years' experience, the average cohort performance will rise after the first year of their studies, since most of the students on probation in their first semester will be disqualified from the program by that time.

Women continue to perform better than men on average, although in most cases, the differences between averages for women versus men are not statistically significant. No statistically significant differences in performance were noted owing to social support categories.

Trends noted previously, that English language fluency is an important component of student success, were also noted in the Fall semester of 2017. The highest achieving language group in each cohort experienced better academic outcomes, and the lowest achieving group in each cohort experienced weaker academic outcomes. Students who completed the semester below good academic standing were disproportionately from the low and middle language groups.

Trends observed to date are based on the outcomes of a relatively limited sample – only the performance of this group on a relatively small number of courses, especially for the third cohort. Conclusions must be interpreted in that light, and will be subject to continued observation and analysis in future semesters. Additional monitoring of student outcome achievement will also be conducted in future semesters.



SAN DIEGO STATE
UNIVERSITY

Georgia

***Faculty Development Report
Fall 2018***

DRAFT

March, 2019

TABLE OF CONTENTS

| | | |
|----------|--|-----------|
| I | INTRODUCTION | I |
| 1.1 | Project Overview | I |
| 1.2 | Purpose of this document | I |
| 2 | TRAINING AT SDSU MAIN CAMPUS..... | 2 |
| 2.1 | Program Overview..... | 2 |
| 2.2 | Program Participants..... | 3 |
| 2.3 | San Diego Technology Company Tours and Other Events..... | 4 |
| 2.4 | Activities with Mentors..... | 5 |
| 3 | INVOLVEMENT IN COURSE DELIVERY IN GEORGIA..... | 16 |
| 3.1 | Introduction..... | 16 |
| 3.2 | Specific Assignments | 16 |
| 3.3 | Development Pathways..... | 20 |

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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 semester. The report is a regularly submitted document that is expected to be submitted after each semester.

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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 Fall/Spring semester the list of such experiences to which the faculty was invited includes:

- Cultural Orientation and tour of the Campus
- Tours of KPBS, MARCOM, and Zhan Innovation Platform
- Student Disability Services
- Writing Center
- Various lectures; labs; field operations;

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.

2.2 Program Participants

Thus far, nine 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. The eighth cohort of faculty visited SDSU during Fall, 2017, and the ninth cohort visited in Spring, 2018. The dates and visitors are summarized in Tables I and II.

Table I: Faculty Visitors to San Diego, Fall, 2017

| Cohort and Dates | Participants |
|--|--|
| Fall 2017, 11 September – 13 October, 2017 | Kalandadze, ISU, Linguistics Kopaliani, TSU, Linguistics Nadiradze, GTU, Civil Engineering Babilua, TSU, Mathematics Gorgadze, TSU, Computer Science Chubinidze, GTU, Civil Engineering Kvanchilashvili, ISU, Communications |

Table II: Faculty Visitors to San Diego, Spring, 2018

| Cohort and Dates | Participants |
|---|--|
| Spring 2018, 22 January – 23 February, 2018 | Gvimradze, GTU, Electrical Engineering Shishinashvili, GTU, Civil Engineering Khachidze, TSU, Computer Science Khechinashvili, TSU, Statistics Arjevanidze, TSU, Women Studies Ratiani, TSU, Comparative Literature |

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.

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

Table III: 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 Soselia – S17 | N/A |
| Linguistics | Meskhishvili – Sum14 Matchavariani – F14 | Nebieridze – Sum14 Jojua – Sum14, S17 Tabidze – S17 <i>KOPALIANI – F17</i> | <i>KALANDADZE – F17</i> |
| Math | Mesghi – S16 I Natroshvili – S16 II | Chelidze – F14 Odishelidze – F14 Avalishvili – F16 <i>KHECHINASHVILI – S18</i> | Manjavidze – S16 I Khimshiashvili – S16 II <i>BABILUA – F17</i> <i>GORGADZE – F17</i> |
| EE | Nemsadze – F14 Mosashvili – S16 II <i>GVIMRADZE – S18</i> | Ghvedelashvili – S15 Gavasheli – S15 Kakulia – S16 II Tchelidze – F16 Lomia – S17 | 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 II Mirtskhulava – F16 Kancheli – S17 <i>KHACHIDZE – S18</i> | N/A |
| Civil/Con | Kalabegishvili – S15 Abzianidze – S17 <i>NADIRADZE – F17</i> <i>CHUBINIDZE – F17</i> <i>SHISHINASHVILI – S18</i> | N/A | |
| General Education Program | Chapichadze(Poli Sci) – S17 | Tavadze (HIST) – S15 Murtskhvaladze (ECON) – F14 Alania – (Bio) S16 I Gogvadze (Rel Studies) S16 I Dachanidze – (Bio) F16 Melashvili – (Gender) F16 <i>ARJEVANIDZE – S18</i> <i>RATIANI – S18</i> | Dalakashvili (Soc) – S16 I <i>KVANCHILASHVILI – F17</i> |

Key: *CAPS, ITALIC* Fall, 2017 cohort; *CAPS, ITALIC* Spring, 2018 cohort

2.3 San Diego Technology Company Tours and Other Events

Between August 22nd and September 23rd, 2017 Ketevan Kalandadze, Ana Kopaliani, and Ana Kvanchilashvili visited SDSU. Between September 11th and October 13th, 2017, Mzia Nadiradze, Petre Babilua, Luka Gorgadze, and Giorgi Chubinidze visited SDSU. For the spring cohort, between January

21st and February 24th, 2018, Irma Ratiani, Manuchar Shishinashvili, Archil Gvimradze, Manana Khachidze, Zaza Khechinashvili, and Nargiza Arjevanidze visited SDSU for faculty development. Faculty attended lectures, departmental meetings and events. Below is a brief synopsis of the tours and activities.

Tours of KPBS, MARCOMM, and Zhan Innovation Platform

KPBS is SDSU's local public broadcasting television and radio station. MARCOMM is the department of Marketing & Communications, in the Division of University Relations and Development. Department initiatives reach over-expanding audiences, from the university's 290'000 alumni to the region's 3 million-plus population who rely on SDSU graduates to power the local economy. Through news media, government relations, campus programs and community outreach, SDSU Marketing & Communications develops initiatives that support the university's mission, projects and programs – namely excellent teaching, research and community service. Zhan Innovation Center opened in 2012. In 2016 the name was changed to the Zahn Innovation Platform Launchpad. Zahn Innovation Platform supports SDSU innovators and aspiring entrepreneurs as they transform their ideas into companies. The mission of the Zahn Innovation Platform Launchpad is two-fold: 1) provide once in a lifetime entrepreneurial experience and training to our participants that complements their educational experience at SDSU and 2) launch fundable enterprises that are sustainable. This platform currently host 40 teams and over 100 student participants.

Student Disability Services

Student Ability Success Center (SASC) is the university office responsible for providing appropriate academic accommodations for students with disabilities. Our goal is to minimize barriers and ensure equal access for eligible students with disabilities to higher education through academic support services, technology and advocacy in order to promote their retention and graduation. Services and accommodations are available to students with documented disabilities, including but not limited to students who have visual limitations, communication limitations, learning disabilities, psychiatric disabilities, attentional disabilities, mobility and other functional limitations, as well as those who are deaf or hard of hearing. At SDSU, students initiate contact with Student Ability Success Center by providing appropriate documentation in order to determine eligibility. Services and accommodations may include note taking, accommodated testing, sign language interpreters, real-time captioning and textbooks in accessible formats. Qualified students may also have access to an assistive technology lab, and to a grant-funded project that provides enhanced academic and personal growth support. Internship and pre-employment services are available through Workability IV program for students who are Department of Rehabilitation clients. Students with temporary disabilities may request note taking, assistance with test taking, special parking and/or cart service. The program currently serves over 1500 students, which includes undergraduate and graduate students.

Writing Center

The SDSU Writing Center promotes student success with writing across the university. The Center works with undergraduate and graduate students from all disciplines to develop and extend their knowledge and performance of academic literacies through coaching from tutors who engage them in conversations about their writing and broaden their understanding of audience, genre, language, and context. The Center also works with faculty to promote success in writing instruction and to support the teaching of writing across the university.

2.4 Activities with Mentors

Ketevan Kalandaze/Ana Kopalani (visited 8/22/2017 to 9/23/2017) – Mentor Julie Williams

During their visit to SDSU, Ketevan Kalandaze and Ana Kopalani were mentored by Julie Williams, Assistant Director of the English Language Learners Composition Program. Williams met with them weekly to discuss the ELL Comp Program and its relationship to general education. They were provided with syllabi, assignments, and student sample writing for each class level. They

observed multiple sections Ling 94, Ling 100, Ling 200, Ling 253, Ling 281, and Ling 305W. They met with the coordinator of Ling 200, Nicole Siminski, to discuss that program in detail. In addition, they met several times with Deborah Poole, Director of the ELL Comp Program, to review Ling 94 and Ling 100 curriculum and assessment. They attended a planning meeting for instructors of Ling 281 and a planning meeting for instructors of Ling 305W. They met with Williams to discuss assessment of Ling 281 writing. They were provided with Ling 281 and 305W textbooks and entered into the ELL Comp Program's Blackboard site so that they could continue to have access to information and materials that regard SDSU's ELL Composition Program.

Kalandadze and Koplani visited the Writing Center, on September 5, 2017, to observe a three-hour workshop designed to assist students in writing their Writing Placement Assessment (WPA) exams. They met with Carl Fielden, Co-coordinator for SDSU's Graduate Writing Assessment Requirement, to discuss the WPA and its relationship to general education. They attended a "norming session" for the WPA on September 16, 2017, and were provided with the WPA preparation materials on wpa.sdsu.edu.

Kalandadze asked to observe classes taught by the American Language Institute (ALI), and she was assisted in that by Eniko Csomay. Koplani wanted to visit classrooms where literature was being taught, and Peter Atterton assisted her in observing English 220 and what Koplani referred to as "women's literature."

Ana Kvanchilashvili (visited 8/22/2017 to 9/23/2017) – Mentor Michael Rapp

During her visit to SDSU, Ana Kvanchilashvili was mentored by Michael Rapp – the Director of the Public Speaking Program for the School of Communication.

Ana was able to attend the final day of my Graduate Teaching Associates (GTAs) training graduate students are prepared for teaching the break-out sections to Communication 103: Introduction to Public Speaking. Ana observed "teaching demos" where each GTA had to deliver a 10 minute teaching presentation and she was able to evaluate about 8-10 different GTA demos. Every Monday and Wednesday she attended at least 2-3 different classes to observe different ways to teach this course. She would also ask questions of the GTAs after class to better understand that day's lesson.

Additionally, Ana attended at least one Large Lecture a week where Michael Rapp teaches the theory and book concepts to 400 freshmen. Sometimes she attended two Large Lectures a week to hear the material again.

During her stay, Ana was able to discuss with her mentor different philosophies to grading speeches, how to manage a classroom, creating and executing lesson plans, how to write a syllabus, and developing a positive classroom environment to name a few topics.

Mzia Nadiradze (visited 9/11/2017 to 10/13/2017) – Mentor Bruce Urquhart

During her visit to SDSU, Mzia Nadiradze was mentored by Bruce Urquhart from SDSU's Civil, Construction and Environmental Department. Her visit consisted of attending five consecutive labs and lectures starting Friday, 9/15 and ending on Friday AM 10/13. The class was CEE 218, Surveying for Civil Engineers.

Labs – the first three weeks, the class learned the concept and operation of a Lenker Rod (direct reading elevations). Students were assigned to be on one of four crews consisting of 4-5 members. Week 1, each crew completed a 12 turn level run and adjusted for any mis-closure. Weeks 2 and 3, each crew profiled four distinct lines (two each week) that included elevations along a line that was assigned an engineering station and elevation. Data was taken on 50' stations and each line showed a trapezoidal ditch at the end. All information was noted in their Field Books. Week 4 the profile data was plotted by hand on profile paper and a simple pipe design using beginning and ending parameters were provided. A typical section was also provided and students calculated the volumes of material needed for their pipe design. All plotting and volume calculations were done in a classroom setting. The work was completed and submitted for grading by the end of the class. Week 5, students were instructed on the set up and use of a Total Station. Week 6 (this week) each crew will begin measuring angles and distances on an eight sided polygon.

During the labs, Mzia, just observed the field operations. She understood the concepts of the

exercises assigned but for the most part, chose not to engage with the students. Miza shared with me that SDSU's equipment (levels, Lenker rod and Total Station) were different or much older than what she was used to using in Georgia. When the crews plotted and calculated the volumes for the pipe design, she circulated between the groups but mostly observed. The biggest issue for her in the lab was the use of English Units and not using the Metric system. She mentioned that converting between the two units of measure was difficult.

Lectures – Week 1 - Angles, Azimuths and Bearings.

Week 2 - Exam 1.

Week 3 - Traverse computations.

Week 4 - Traverse computations (continued)

Week 5 – Return to Georgia

Although given the opportunity to present, Mzia chose not to speak to the class.

Luka Gorgadze (visited 9/11/2017 to 10/13/2017) – Leland Beck

Luka Gorgadze is a Lecturer at Tbilisi State University, currently pursuing a PhD in Computer Science at TSU (he recently completed a MS in CS). He is concentrating on algorithm design and software construction.

During his visit to SDSU Luka Gorgadze was mentored by Professor John Carroll from SDSU's Computer Science Department. He attended all of Dr. Carroll's CS560 (Analysis of Algorithms) lectures during that time, and sat in on multiple office hour sessions. Luka met with Dr. Mahmoud Tarokh to get his perspective on the Analysis of Algorithms class.

He also met with Patty Kraft (the coordinator for our introductory programming classes), and attended some of these CS107/108 (Java programming) lectures as well. He also visited with Alan Riggins to pick up pointers on teaching our Data Structures (CS310) class. The CS chairman (Dr. Beck) made arrangements with Lal Tummala from the Electrical/Computer Engineering department to meet with the current instructor of COMPE361 (Windows Programming).

Petre Babilua (visited 9/11/2017 to 10/13/2017) – Mentors Mike O'Sullivan and Barbara Baily

Petre Babilua is an Associate Professor of Mathematics at TSU and was mentored by Associate Professor Barbara Bailey in the Department of Mathematics and Statistics at SDSU. Prof. Babilua's research interests are in the area of nonparametric statistics. During meetings with Prof. Bailey, Prof. Babilua discussed his research and teaching interests. He expressed interest in statistics education at the introductory level, with special interest in the use of statistical software and technology in the classroom. Prof. Babilua attended a variety of introductory statistics courses, including STAT 250 Statistical Principles and Practices, which has recently been redesigned. This course now includes smaller size statistical activity lab sessions and online learning glass video lectures. Prof. Babilua was added to the course Blackboard as a visitor so that he could access all learning glass videos and course material. He also attended a large STAT 350A Statistical Methods course that is taught in a hybrid-style. Students attend lecture on one class period and watch an online video lecture for the second class period. In addition, Prof. Babilua attended STAT 551A Probability and Mathematical Statistics, a required statistical theory course for statistics majors. Finally, he attended a Math 151 Calculus II course taught by a very experienced and highly rated lecturer in the department. Prof. Bailey and Prof. Babilua have common research interests in nonparametric function estimation and will explore these interests via email exchanges.

Giorgi Chubinidze (visited 9/11/2017 to 10/13/2017) – Mentor Tammy Parsons

Giorgi Chubinidze is an invited teacher of Transportation and Mechanical Engineering at Georgian Technical University. He received his Ph.D. in Transportation Engineering from GTU in 2011, and has been teaching in the program since 2014. Additionally, he has worked in the transportation industry since 2005, designing and rehabilitating roads.

During his visit to San Diego State University in September and October 2017, Giorgi was mentored by Tammy Parsons, a lecturer in SDSU's Civil, Construction, and Environmental Engineering (CCEE) Department. Ms. Parsons teaches CIVE 220 (Geographic Information Systems) during the fall semester and CIVE 121 (Computer Aided Design) during the spring semester, and

the goal was to expose Giorgi to these courses so that they can be offered in Georgia. In order to have access to the syllabus and course materials, Giorgi was given an SDSU id and added to the CIVE 220 class Blackboard account. He was also given the ArcGIS software, which is used in the course, to install on his personal computer. Giorgi attended the weekly CIVE 220 lectures as well as participated in the interactive computer lab portion of the class to experience active learning techniques. Additionally, he had the opportunity to observe the administration of both practical and conceptual/theoretical midterm exams. Giorgi also attended Office Hours multiple times and was able to observe student interactions. He was given the course syllabus and discussed the organization and structure of the course, including homework, and midterm and final exams. Ms. Parsons and Mr. Chubinidze will continue to communicate via e-mail, exchanging ideas and course materials.

As Mr. Chubinidze's primary interest is in highway engineering, he expressed a desire to meet and attend the lectures of many of the CCEE faculty who teach courses in that area. Giorgi was introduced to Mr. Sam Amen and attended his CIVE 482 (Highway Engineering) lectures until Mr. Amen left for a trip to Spain. He also met Mr. Emir Williams and attended his Highway Engineering Lab. Both Mr. Amen and Mr. Williams agreed to send Giorgi their course materials. He also met Ms. Sahar Ghanipoor Machiani who teaches CIVE 481 (Transportation Engineering). She shared her syllabus and information about the book used for the class. Giorgi also attended classes taught by Ms. Nensi Lakrori, including CIVE 481 (Transportation Engineering) and CONE 401 (Construction Planning & Scheduling). Ms. Lakrori agreed to share her syllabi. Finally, Mr. Chubinidze met Mr. Bruce Urquhart and attended his CIVE 218 (Surveying for Civil Engineering & Construction) lecture and lab.

Other activities that were provided for Mr. Chubinidze included a campus tour, cultural orientation, academic orientation, welcome dinner, reception at CCEE Department Chair Dr. Janusz Supernak's home, and farewell dinner at Dean of Sciences, Dr. Stanley Maloy's, residence.

Manana Khachidze (visited 1/22/2018 to 2/24/2018) – Mentors Patty Kraft and Alan Riggins

Manana Khachidze is the head of the Computer Science department at Tbilisi State University. During her visit to SDSU, Manana was mentored by Patty Kraft and Alan Riggins from SDSU's Computer Science department. Manana visited a variety of classes in the Computer Science department. Manana chose classes with a variety of teaching styles. She attended several sessions of Patty's CS 107 which uses group active learning with discussion debriefing. She observed CS 108 where students respond to electronic in-class questions to foster discussion. In both classes, an online learning text/tool is employed and we discussed the pros and cons of this approach.

Patty and Manana had meetings about teaching strategy, student engagement, and course development. We discussed the value of capstone courses and explored the possibility of implementing one in Georgia. Manana was supplied with syllabi, sample exams and project assignments. She also met with Jo Ann Lane to discuss ABET requirements.

Alan met with Manana on several occasions to discuss the SDSU curriculum. He also provided sample lecture notes, exams and programming assignments. Manana attended his CS 237 course on a number of occasions--perhaps 8-12 times, and they discussed the content and ways of presenting the material.

Alan and Patty attended the welcome dinner, and Alan the farewell dinner, with the Georgia faculty and where we met the other faculty members during their visit to San Diego.

Manana has a better view of the curriculum and will be talking with the instructors teaching some of these courses upon her return to Georgia. She scheduled to return in April to SDSU, along with the current 107/108 instructor. Several discussions are planned for that time.

Irma Ratiani (visited 1/22/2018 to 2/24/2018)

Irma Ratiani, professor of comparative literature at Tbilisi State University, chairs the Department of General and Comparative Literary Studies at her home university in the Country of Georgia. In addition to her full-time teaching responsibilities and work as department chair, Professor Ratiani

also directs the prestigious Shota Rustaveli Institute of Georgian Literature located in Tbilisi. That this accomplished scholar-teacher simultaneously serves as department chair and as the director of an institute with over 125 employees speaks to the high esteem she enjoys from her peers in the Country of Georgia. As one sign of that respect, the directorship of the Rustaveli Institute is an elected (not appointed) position. Professor Ratiani has taught a full range of courses in Georgian literature and literary theory and methodology at TSU. Whether she is teaching an introductory survey of Georgian literature to over hundred first-year university students or an advanced graduate seminar with ten or fewer students, Professor Ratiani has, to date, her students have always been literature majors. The chief purpose of her month-long stay at SDSU was to allow Professor Ratiani to become familiar with the crucial role that General Education courses attended largely by non-majors play in the undergraduate curriculum at SDSU (and throughout the States).

During her stay at SDSU, Professor Ratiani observed a range of GE and related lower-division courses in literature. Some of these courses were lecture-based; some relied on a combination of lecture, class discussion, and group work. Taken together, these observations gave her a sense of the wide array of subject matter included in the lower- and upper-division GE curriculum. Because she observed many professors, and did not follow one class alone, she was given the chance to experience the diversity of teaching styles and methods that characterize the undergraduate GE curriculum. Below is a list of classes she observed:

Engl 220 Introduction to Literature (Professor Meagan Marshall)
Engl 250B Literature of the United States: Civil War to the Present (Professor Clare Colquitt)
Engl 260B English Literature: Romantic Period to the Present (Professor Tracy Cummings)
Engl 401 Childhood's Literature (Professor Angel Matos)

In addition to observing these four different lower- and upper-division courses offered in the Department of English and Comparative Literature, Professor Ratiani also observed classes in other programs and departments, too. These included one course in Women's Studies taught by Professor Huma Ghoush and a GE class on Contemporary Europe (EUROP 301) taught by Professor Emily Schuckman-Matthews.

Like the other professors mentioned above, Professor Schuckman-Matthews shared her syllabus and other course materials with Professor Ratiani so that she could gain a sense of the arc of her GE class. Professor Ratiani was also invited to speak to Professor Schuckman-Matthews's 301 students on Thursday, February 22, just days before her return flight to Tbilisi. Her talk, titled "Georgian Literature: In and Out of West European Culture," was thoughtful and informative, and tailored nicely to an upper-division interdisciplinary GE course. Her talk was well-structured and illustrated, and included a number of slides of Georgia's beautiful countryside and cities, of notable Georgian landmarks, and an array of photos of important literary (e.g., Rustaveli) and political figures (most notoriously, Stalin) who hailed from Georgia. Her talk prompted a number of questions from the students and faculty in attendance, and made clear that Professor Ratiani is very much at ease in front of the classroom even when she is conducting a class in what is not her first or second language but her fourth or fifth: English.

Her talk, importantly, was also the opening event in the Spring 2018 Common Experience: Imagining Europe series organized by three professors from three different fields: Kristin Rebien (German Studies), Emily Schuckman-Matthews (European Studies) and myself (English and comparative literature). For a fuller description about Professor Ratiani's lecture and of the Imagining Europe series as a whole, please see the attached publicity flyer.

Professor Ratiani also had an opportunity to become acquainted with library resources to which she will have access in the SDSU-Georgia program when she attended a special presentation by SDSU reference librarian in American and British literature, Markel Tumlin, who spoke to Professor Colquitt's Engl 250B class. As well, a 45-minute meeting with Associate Dean Peter Atterton that I

also attended, gave Professor Ratiani some sense about SDSU assessment procedures and the accreditation and academic review process.

Yet another shared aim of Professor Ratiani and Colquitt was to give her as many opportunities as possible to become acquainted with what are, relatively speaking, new fields of literary study for which the Department of English and Comparative Literature is known. These fields included subjects that are at present rarely if at all offered at universities in the Republic of Georgia: children's and young adult literature, LGBTQ and gender studies, and the digital humanities and born-digital literature.

Archil Gvimradze (visited 1/22/2018 to 2/24/2018) – Mentors Ken Arnold and Andrew Szeto

Mr. Archil Gvimradze, is a Lecturer at Georgian Technical University in Electrical Engineering. He has taught theoretical and practical courses, basic characteristics of analog circuits and components; digital electronics, Digital gates and their basic characteristics. He also has power systems background. He taught EE 330 Lab for SDSU-Georgia students in Georgia in Fall 2017.

At SDSU, Archil was trained on the printed circuit making machine so that he can help Electrical Engineering and Computer Engineering majors in Georgia. He spent some time with Dr. Andrew Szeto in the EE 330 Lab which he helped to teach in fall 2017. He attended several power courses and power systems laboratory. He also was mentored by Mr. Ken Arnold.

Archil Gvimradze wants to be involved with Georgia program and is interested in teaching following courses in Georgia.

1. EE 380 In Spring 2019
2. EE 330 Lab in Fall 2018
3. EE 490 Capstone design in Spring 2019

He has the knowledge and the appetite to teach these courses. Furthermore, he wants to be responsible for maintaining EE 330 Lab and Printed Circuit Making Machine.

Nargiza Arjevanidze (visited 1/22/2018 to 2/24/2018) – Mentor Huma Ahmed Ghosh

Nargiza Arjevanidze is a lecturer of Gender Studies at TSU. Huma Ahmed Ghosh, Professor in the Department of Women's Studies was her mentor during her visit to SDSU.

Visitor's background, teaching and research interests:

Nargiza is a Ph.D. candidate at TSU in the Department of Social and Political Sciences with a projected completion date of July 2018. Her research is based of narratives on Internally Displaced women in camps in Tbilisi. She researches and has published in the field of gender, forced migration, conflict and peacekeeping. At the Institute of Gender Studies in TSU, Nargiza teaches courses at the Graduate level related to gender war and peace and on research methodology.

Nargiza was attached to the Department of Women's Studies at SDSU. She was active in her participation with department activities. Nargiza attended faculty meetings, met individually with professors to learn about their courses and also attended the speaker series. She gave a talk in my class on Experiences of Protracted Forced Displacement in Narratives of Internally Displaced Persons from Abkhazia. She attended numerous classes at the GE and graduate level in the Department of Women's Studies and also in the Literature Department. The department had provided Nargiza with office space which she used every day.

Nargiza will on her return to TSU develop a gender studies course at the GE level. The course that she will develop in partnership with us is WMNST 102: Women -- Images and Ideas.

Manuchar Shishinashvili (visited 1/22/2018 to 2/24/2018) – Mentor Nensi Lakrori

Manuchar Shishinashvili is an associate professor of Civil and Construction Engineering at Georgian Technological University. Dr. Shishinashvili holds a PhD in Highway and Airfield Engineering from

the Georgian Technical University and has taught several courses in highway and pavement design and construction operations. He particularly expressed interest in three of the courses Prof. Lakrori teaches this semester: The courses were the following:

- 1) Design and analysis in construction operations,
- 2) Construction Methods,
- 3) Construction Planning and Scheduling. Dr. Shishinashvili exposed to all of this courses taught in the College of Engineering.

Dr. Shishinashvili attended diligently all the courses that Prof. Lakrori taught this semester (five in total). Although he was particularly interested in three out of four subjects that were taught by Prof. Lakrori he attended all the lectures and labs for each course.

See summary of activities below:

- Early in his visit Dr. Shishinashvili became familiar with classes in his discipline that he could observe (see classes mentioned above). He attended each course and was actively engaged in the class discussions and teachings.
- Dr. Shishinashvili was then exposed to different teaching methods and courses. As part of Construction Scheduling and Planning Prof. Lakrori facilitated a lab session where Dr. Shishinashvili became familiar with the latest technological software used to schedule projects, monitor and update schedules, more specifically Oracle Primavera6.
- Furthermore, through the problem solving sessions with the students Dr. Shishinashvili was able to observe the diverse student/teacher interactions.
- During office hours Dr. Shishinashvili was provided opportunities to observe Prof. Lakrori advising students on course material as well as career opportunities and resume building.
- Last but not least Dr. Shishinashvili was introduced to Prof. Lakrori's assessment strategies and tactics for accreditation, more specifically 'The Fundamentals of Engineering' Exam and the "The Professional Engineering" exams.

Moreover, Dr. Shishinashvili was able to attend two field visits to two different construction sites through the Construction Methods (CONE 280) class that Prof. Lakrori teaches. During those field visits he was able to observe the different aspects of how a contractor utilizes site logistics to maximize productivity on site and how a mass excavation job is set up. The two projects that were visited were at Grossmont College and San Diego State University, the New Student Resident Hall. Throughout the course of the class Dr. Shishinashvili attended the OSHA training and received an OSHA 10 certification that shows his knowledge and awareness of occupational safety and health hazards on a construction site.

Dr. Shishinashvili was also able to be a part of a few guest lectures during his visit. On several occasions Dr. Shishinashvili and Prof. Lakrori discussed effective teaching techniques, and the difference between the class content at his university compared to how it is taught here at SDSU.

Zaza Khechinashvili (visited 1/22/2018 to 2/24/2018)

Zaza Khechinashvili is an Assistant Professor of Mathematics at Tbilisi State University. He teaches all levels of probability and statistics at TSU, from introductory statistics for business to upper level mathematical statistics to graduate level probability theory and stochastic processes. His particular interest during his visit was to gain an understanding of how undergraduate statistics is taught at SDSU, primarily at the introductory level, for analogous future instruction at SDSU-Georgia. His research interests are in stochastic analysis and statistical finance. He is a member of both the Georgian Mathematics Union and the Georgian Statistical Association.

SDSU has a number of pedagogical approaches to introductory statistics instruction: instructor Max Velado teaches a traditional style face-to-face lecture; instructor Helen Noble uses a hybrid approach in which each week students watch a live online lecture she offers and then attend a large lecture discussion in the classroom; Dr. Kristin Duncan uses a flipped classroom approach in which each week students watch an online lecture she and Dr. Levine created and then attend a small section computer lab in which they perform statistical analyses and simulations on the topic of the week. SDSU also offers a small section active problem solving session taught by graduate teaching assistants in tandem with Ms. Noble's course.

During his visit to SDSU, Dr. Khechinashvili regularly attended the classes of Mr. Velado and Ms. Noble (Stat 119: Elementary Statistics for Business), and Dr. Duncan (Stat 250: Statistical Principles and Practices). He also attended Stat 119A active problem sessions taught by GTAs Fatima Tuz-Zahra and Colette Smirionitis. Each of these instructors uses Blackboard (Bb) extensively. Professor Levine thus gained Dr. Khechinashvili access to the course Bb sites, provided an introductory overview to learning management systems, and then later in the visit sat down with Dr. Khechinashvili for a hands-on tutorial on the course-specific Bb sites, options available to instructors, and basic operation for instructors.

Dr. Khechinashvili also expressed interest in the teaching of graduate level statistics courses. To this end, he attended all Stat 676: Survival Analysis lectures by Professor Juanjuan Fan occurring during his visit. He also attended Stat 680B: Biostatistics lectures by Professor Kung-Jong Liu and Stat 550: Applied Probability lectures by Professor Richard Levine during the first two weeks of his visit.

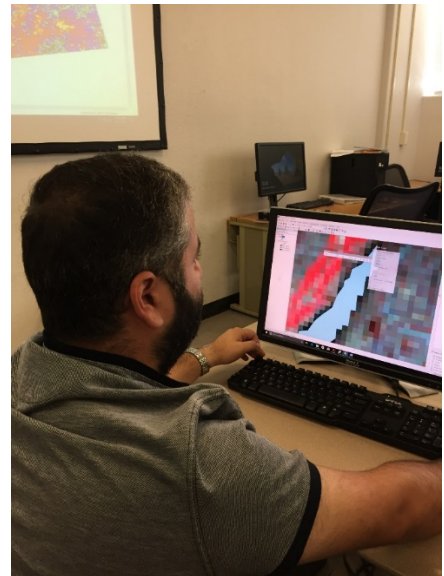
In addition to attending class sessions, Dr. Khechinashvili participated in a number of research-related events:

- Each of the Friday Statistics Seminars occurring during his visits (4 in all);
- A Data Champions (DC) Program Workshop on Friday 1/26; as part of the workshop, he discussed the College of Sciences project with Professor Levine. The project considers factors impacting success in our pre-calculus and calculus sequence. He also participated in a discussion with the COS DC Team;
- Office hours of Professor Levine to experience how we interact with students in these individual sessions;
- The interview between Professor Levine and a candidate for our Data Science Assistant Professor faculty position on 1/29; met with Professor Levine following the interview to discuss the faculty hiring process at SDSU, faculty workload and expectations, and faculty ranks;
- Met weekly with Professor Levine to discuss pedagogy, and specifically introductory statistics instruction;
- Presented a talk on his research at the Friday Statistics Seminar, advertisement for and picture from the talk are below.

Photos



Mr. Giorgi Chubinidze and Ms. Mzia Nadiradze (Geographic Information Systems) computer



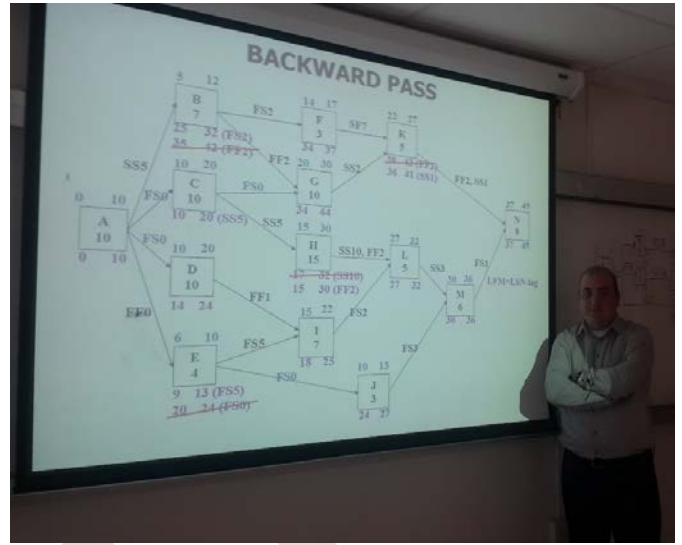
Mr. Giorgi Chubinidze using ArcMap in the CIVE 220 (Geographic Information Systems) computer lab in the CIVE 220)



Welcome Dinner



Prof. Lakrori with Dr. Shishinashvili at the SDSU Farewell Dinner



Dr. Shishinashvili during the PDM Lecture in the CON E 401 (Construction Planning and Scheduling class)



CON E 280 class and Prof. Lakrori teaching about Site Logistics (Balfour Beatty Grossmont College Project) Photo by: Dr. Shishinashvili



Last field visit, SDSU New Student Resident Hall – Clark Construction (Photo by: Dr. Shishinashvili)

Farewell Dinner at Chemistry Department Chair William Tong's Residence

In what has become a tradition for the faculty visit program, a farewell dinner was held at Dr. William Tong'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.



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 and Spring 2018 semesters. Co-teaching with an SDSU faculty member in hybrid modality. |
| Magda Alania, TSU | 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. |
| | Biology 100, General Biology | In Fall, 2016 and Fall, 2017, assisted with hybrid delivery, with primary responsibility for instruction with an SDSU faculty mentor. |
| Giorgi Jibuti, TSU | Chemistry 100, Intro to General Chemistry Chemistry 200, General Chemistry Chemistry 201, General Chemistry | In Fall, 2015, 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. In Fall 2017 and Spring 2018 primary responsibility for instruction in Chemistry 100 and 200. |

| Faculty Member, Partner University | Course and Title | Capacity |
|---|---|---|
| Ana Goletiani, GTU | Chemistry 232/232L, Organic Chemistry | In Spring 2017, and Fall 2017 Laboratory instruction with guidance and mentorship from SDSU faculty teaching the lecture via hybrid modality, which Dr. Goletiani also will assist with. |
| | Chemistry 432, Organic Chemistry | In Spring 2018 instruction with guidance and mentorship from SDSU faculty. |
| Nino Kokiashvili, TSU | Chemistry 251, Analytical Chemistry | 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. |
| Giorgi Dalakishvili, ISU | Chemistry 410A, Physical Chemistry | In Spring 2018 instruction with guidance and mentorship from SDSU faculty. |
| Marina Soselia, TSU | Chemistry 560, General Biochemistry | Fall 2017 assisted with hybrid delivery, with primary responsibility for instruction with an SDSU faculty mentor. |
| Michael Saunders | Civil Engineering 100, Introduction to Civil Engineering | In Fall 2017 assisted with hybrid delivery, with primary responsibility for instruction with an SDSU faculty mentor. |
| Giorgi Chubinidze, GTU | Civil Engineering 121, Computer Graphics for the Built Environment | In Spring 2018 primary responsibility for instruction with an SDSU faculty mentor. |
| 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, and Fall 2017 assisted with hybrid delivery, with primary responsibility for instruction with an SDSU faculty mentor. |
| | Computer Engineering 271, Computer Organization | In Spring 2017 and Spring 2018 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. |
| | Computer Engineering 361, Windows Programming | In Fall 2017, primary responsibility for instruction, with an SDSU faculty mentor. |
| | Computer Engineering 561, Windows Database and Web Programming | In Spring 2018, primary responsibility for instruction, with an SDSU faculty mentor. |
| | Computer Science 107, Introduction to Computer Programming | In Fall 2017, primary responsibility for instruction, with an SDSU faculty mentor. |

| Faculty Member, Partner University | Course and Title | Capacity |
|---|--|--|
| | Computer Science 108, Intermediate Computer Programming | In Spring 2018, primary responsibility for instruction, with an SDSU faculty mentor. |
| Ia Mosashvili, GTU | Computer Engineering 270, Digital Systems | In Fall 2016, and Fall 2017 assisted with hybrid delivery, with primary responsibility for instruction with an SDSU faculty mentor. |
| David Chkhaidze | Computer Engineering 375, Embedded System Programming | In Fall 2017 assisted with hybrid delivery, with primary responsibility for instruction with an SDSU faculty mentor. |
| | Computer Engineering 470, Digital Circuits | In Spring 2018 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. |
| Lela Mirtskhulava, TSU | Computer Science 237, Machine Organization and Assembly Language | In Spring 2018 assisted with hybrid delivery, with primary responsibility for instruction with an SDSU faculty mentor. |
| Irakli Murtskhvaladze, TSU | Economics 102, Principles of Economics | In Fall 2015, Fall 2016, and Fall 2017 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. |
| | Electrical Engineering 310, Circuit Analysis | In Fall 2017, primary responsibility for instruction, with an SDSU faculty mentor. |
| Nikoloz Abzianidze, GTU | Electrical Engineering 330, Fundamentals of Engineering Electronics | In Fall 2017, primary responsibility for instruction, with an SDSU faculty mentor. |
| | Electrical Engineering 380, Electrical Energy Conversion | In Spring 2018, primary responsibility for instruction with an SDSU faculty mentor. |
| | Electrical Engineering 430, Analysis and Design of Electronic Circuits | In Spring 2018, primary responsibility for instruction with an SDSU faculty mentor. |
| Archil Gvimradze, GTU | Electrical Engineering 330L, Engineering Electronics Laboratory | In Fall 2017 assisted with hybrid delivery, with primary responsibility for instruction with an SDSU faculty mentor. |
| Tamar Chelidze, TSU | Electrical Engineering 340, Electric and Magnetic Fields | In Fall 2017 primary responsibility for instruction. An SDSU faculty mentor was assigned as a resource. |
| David Kakulia, TSU | Electrical Engineering 410, Signals and Systems | In Spring 2018, primary responsibility for instruction with an SDSU faculty mentor. |
| Leri Tavadze, TSU | History 100, World History | In Fall 2016, and Fall 2017 primary responsibility for instruction. An SDSU faculty mentor was assigned as a resource. |

| Faculty Member, Partner University | Course and Title | Capacity |
|---|--|---|
| Nino Jojua, TSU | Linguistics 94, Developmental Writing for International or Bilingual 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 100, English Composition for International Students | |
| | 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. |
| Ketevan Kalandadze, ISU | Linguistics 305W, Advanced Composition for International Students | In Fall 2017 primary responsibility for instruction. An SDSU faculty mentor was assigned as a resource. |
| | Linguistics, 94, Developmental Writing for International or Bilingual Students | In Spring 2018, co-taught a section of the course with an SDSU faculty in residence in Georgia. |
| Tinatin Tabidze, TSU | Linguistics, 94, Developmental Writing for International or Bilingual Students | In Fall 2017, co-taught a section of the course with an SDSU faculty in residence in Georgia. |
| | Linguistics 100, English Composition for International Students | In Spring 2018, co-taught a section of the course with an SDSU faculty in residence in Georgia. |
| Tamar Matchavariani, GTU | Linguistics 100, English Composition for International Students | In Fall 2017 co-taught a section of the course with an SDSU faculty in residence in Georgia. |
| Nino Manjavidze, ISU, Alexander Meskhi, GTU, and Giorgi Chelidze, TSU | Math 141, Precalculus | Primary responsibility for instruction. An SDSU faculty mentor was assigned as a resource. |
| 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. |
| Giorgi Chelidze, TSU | 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 and Fall 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. Assigned for Spring 2018 semester. |

| Faculty Member, Partner University | Course and Title | Capacity |
|------------------------------------|--|---|
| | 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. |
| Khatuna Chapichadze, GTU | Political Science 101, Introduction to American Politics in Global Perspective | In Fall 2017 primary responsibility for instruction. An SDSU faculty mentor was assigned as a resource. |
| Petre Babilua, TSU | Statistics 250, Statistical Principles and Practices | In Fall 2017, assisted with hybrid delivery. |

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

| 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 |
|---------------------------------|---------------------------|----------------------------|-------------------------|----------------------------------|---|--|
| Akaki Lomia | S17 | | | | | |
| Alexander Meskhi, GTU | S16 | | | F16; S17; F17; S18 | | |
| Alexander Shengelaya, TSU | S16 | S16; F17; S18 | | | | |
| Alexander Zedelashvili, GTU | Sum 14 | | | | | |
| Ana Goletiani, GTU | F14 | S17; F17; | | | | |

| 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 |
|---------------------------------|---------------------------|----------------------------|-------------------------|-------------------------------------|---|--|
| | | S18 | | | | |
| Ana Kopaliani, TSU | F17 | | | | | |
| Ana Kvanchilashvili, ISU | F17 | | | | | |
| Archil Gvimradze, GTU | S18 | F17 | | | | |
| Bidzina Midodashvili, TSU | S16 | S17 | | | | |
| Dali Meskhishvili, GTU | F14 | | | | | |
| David Chkhaidze, ISU | S15 | F17; S18 | | | | |
| David Kvavadze, ISU | F14 | | | | | |
| David Natroshvili, GTU | S16 | | | F17; S17 | | |
| Davit Jincharadze, GTU | F14 | | | | | |
| Davit Kakulia, TSU | S16 | S18 | | | | |
| Ekaterine Sanaia, GTU | Sum 14 | | | | | |
| Gia Avalishvili, TSU | F16 | | | F16 | | |
| Giorgi Basilaia, ISU | S15 | | | | | |
| Giorgi Chelidze, TSU | F14 | | | All sem's | | |
| Giorgi Chubinidze, GTU | F17 | S18 | | | | |
| Giorgi Dalakishvili, ISU | Sum 14 | S18 | | | | |
| Giorgi Ghvedashvili, TSU | S15 | | | | | |
| Giorgi Gigilashvili, GTU | F14 | | | | | |
| Giorgi Jibuti, TSU | S15 | | | All sem's | | |
| Giorgi Khimshiashvili, ISU | S16 | | | | | |
| Giorgi Kvartskhava, GTU | F14 | | | | | |
| Giorgi Tsitsishvili, TSU | Sum 14 | | | S16; F16; S17; F17; S18 | | |
| Ia Mosashvili, GTU | S16 | F16; F17 | | | | |
| Irakli Murtskhvaladze, TSU | F14 | | | F15; F16; | | |

| 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 |
|---------------------------------|---------------------------|----------------------------|--------------------------|----------------------------------|---|--|
| | | | | F17 | | |
| Irma Ratiani | S18 | | | | | |
| Ketevan Kalandadze, ISU | F17 | S18 | | | | |
| Khatuna Chapichadze | S17 | | | F17 | | |
| Lela Mirtskhulava | F16 | | | S18 | | |
| Leri Tavadze, TSU | S15 | F16; F17 | | | | |
| Lia Trapaidze, TSU | Sum 14 | | | | | |
| Luka Gorgadze, TSU | F17 | F17 | | | | |
| Magda Alania, TSU | S16 | | S17; F17 | | | |
| Magda Tsintsadze, TSU | S16 | | | S17; F17; S18 | | |
| Manana Khachidze, TSU | S18 | | | | | |
| Manuchar Shishinashvili, GTU | S18 | | | | | |
| Mariam Dalakishvili, ISU | S16 | | | | | |
| Mariko Nebieridze, TSU | Sum 14 | | S16; F17; S17; S18 | | | |
| Marine Murtskhvaladze, ISU | F14 | | | | | |
| Marine Soselia, TSU | S17 | | F17; S18 | | | |
| Mikheil Tutberidze, ISU | S16 | | | | | |
| Mirian Kalabegishvili, GTU | S15 | | | | | |
| Mzia Nadiradze, GTU | F17 | | | | | |
| Nana Odisheldize, TSU | F14 | F17 | | | | |
| Nargiza Arjevanidze, TSU | S18 | | | | | |
| Nato Dachanidze, TSU | F16 | | | | | |
| Nikoloz Abzianidze, GTU | S17 | | F17; S18 | | | |
| Nino Jojua, TSU | Sum 14 | | | All sem's | | |
| Nino Kokiashvili, TSU | Sum 14 | F17; S18 | | | | |
| Nino Manjavidze, ISU | S16 | F15; F16; S17; | | | | |

| 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 |
|---------------------------------|---------------------------|-----------------------------|-------------------------|----------------------------------|---|--|
| | | F17; S18 | | | | |
| Petre Babilua, TSU | F17 | F17 | | | | |
| Simon Nemsadze, GTU | F14 | S17; F17; S18 | | | | |
| Tamar Gogvadze, TSU | S16 | | S18 | | | |
| Tamar Tchelidze, TSU | F16 | | | S17; F17; S18 | | |
| Tamara Matchavariani, GTU | F14 | F17 | | | | |
| Tamta Melashvili, TSU | F16 | S18 | | | | |
| Teimuraz Kancheli | S17 | | | | | |
| Tinatin Bukia, TSU | S15 | | All sem's | | | |
| Tinatin Davitashvili, TSU | F14 | F16; S17; F17; S18 | | | | |
| Tinatin Tabidze | S17 | F17; S18 | | | | |
| Tsismari Gavasheli, TSU | S15 | | | | | |
| Vakhtang Rodonaia, GTU | S15 | | | | | |
| Zaza Khechinashvili, TSU | S18 | | | | | |

2019

SDSU Georgia

March 29, 2019



SAN DIEGO STATE
UNIVERSITY

Georgia

**SUSTAINABILITY
REPORT**

MARCH 2019

Contents

| | |
|--|----|
| List of Appendices | i |
| 1. Introduction | 1 |
| 2. Sustainability Plan | 2 |
| 3.1 Transition Committee Activities | 8 |
| 3.1.1 TSU Transition Committee – Activities and Challenges | 10 |
| 3.1.2 GTU Transition Committee – Activities and Challenges | 11 |
| 3.1.3 ISU Transition Committee – Activities and Challenges | 11 |
| 4. ABET/ ACS Plan | 12 |
| 5. Closure | 13 |

List of Appendices

Appendix 1. Decrees on the formation of Transition Committees at partner universities.

Appendix 2. Minutes of the Transition Committee meetings at partner universities.

Appendix 3. Questionnaire on Maintenance – Georgian Technical University

Appendix 4. Photos of the renovated Chemistry labs in GTU Building 2

I. Introduction

Georgia has a critical shortage of science, technology, engineering and mathematics (STEM) professionals, educated to current international standards, graduating from their institutions of higher education. To address this problem, the Georgian government through the Millennium Challenge Account- Georgia, with funding from the U.S. Millennium Challenge Corporation (MCC) contracted with SDSU to provide an American university education in Georgia focused on STEM disciplines that would improve human capital in the Georgian labor force. This type of preparation is intended to increase the number of high quality scientists and professionals for companies operating in Georgia, contribute to economic growth in Georgia, and enhance employment in companies requiring market-driven skills. SDSU is approaching this project in partnership with Tbilisi State University, Iliia State University, and Georgian Technical University – the three premier public universities in Georgia – to provide Bachelor’s degrees in the country of Georgia. Using the facilities of these three universities, SDSU-Georgia will focus on STEM education to train an advanced workforce to meet the growing needs of Georgia. This program will meet SDSU standards for curriculum, faculty training, and accreditation. As with all SDSU Bachelor’s degrees, this program will also include general education to provide students with breadth in the liberal arts so necessary for an advanced workforce that will enhance the economy of the country. SDSU will be responsible for admissions, curriculum, quality of instruction, renovation of facilities, updating equipment and implementation of the program. In addition, SDSU-G is responsible for building capacity for the partner universities in STEM fields, and also to help them in acquisition of ABET accreditation.

Additionally, to ensure academic standards and to provide students with the necessary skills to pursue their studies at an American STEM University, SDSU established an English Language Development Center. All instruction is in English. Because English is the international language of science, proficiency in English is required to read scientific literature, exchange ideas with international scientists, and participate in international scientific meetings.

SDSU is offering a variety of degrees and certificates based upon recommendations of the government of Georgia, and regular needs assessments from local industry advisors. The curricula and courses offered will be equivalent to those offered at SDSU home campuses. Courses are taught by SDSU faculty, adjunct faculty, and visiting faculty hired for their scientific and educational expertise. Degree offerings for 2017-18 academic year include: BS Computer Engineering; BS Electrical Engineering; BS Chemistry – Biochemistry; BS Computer Sciences, BS Civil Engineering; and BS Construction Engineering.

2. Sustainability Plan

In consultation with MCA, SDSU Georgia adopted a definition of sustainability made of five pillars¹. These are:

- i. Institutional: The establishment of new or improved forms of organizations which are tasked with performance of certain functions. These functions may include budgeting and/or technical performance. Note that this should also address any relevant human capital needs of the institution.
- ii. Financial: The ability of an organization to generate revenue and/or cover its costs. This pillar would also drive fit-for-purpose design of physical assets (e.g. assets that can afford to be maintained, given revenue or available budget) as well as ability to purchase necessary maintenance equipment or instruments.
- iii. Policy/legal: The implementation of a policy to guide change and/or a legal change to implement it. This may relate to the institutional and financial pillars to the extent, for example, it is necessary to establish new governmental institutions, provide a new incentive, ring-fence revenue, or impose a new penalty.
- iv. Environmental: The ability to benefit from natural resources today without negatively impacting future generations' ability to benefit.
- v. Social/behavioral: The ability of people to change their behavior or habits while avoiding conflict based on, for example, the introduction of new infrastructure, new processes, new products, or new people in contrast to traditional norms.

In order to achieve sustainability in all five pillars, SDSU Georgia developed a sustainability strategy made up of TWO major, interwoven initiatives. These are:

- I. SDSU Georgia Program Transition Plan
- II. ABET / ACS Plan

With respect to initiative I., SDSU-G has successfully initiated the formation of Transition Committees at all three partner universities: TSU, ISU, and GTU. This is further elaborated and discussed in section 3.

With respect to initiative II., SDSU Georgia had already developed a strategy in 2016, which involved formation of ABET Committees at all three partner universities: TSU, ISU, and GTU. In January 2018, TSU rector issued a separate decree to effect formation of an ACS Committee to facilitate certification of stand-alone B.S. program in Chemistry / Biochemistry at TSU.

In the following sections, initiative I. is explained in greater detail and a status update is given on initiative II.

¹ Reference: PICG Defining Sustainability 2017

3. Transition Plan

In the following Figure I, the transition plan envisioned in the SDSU proposal is given. In this plan:

- First Phase was envisioned as the “Implementation Phase”
- Second Phase was thought of as the “Evolution Phase”, and
- Third Phase was planned as the “Transition Phase”.

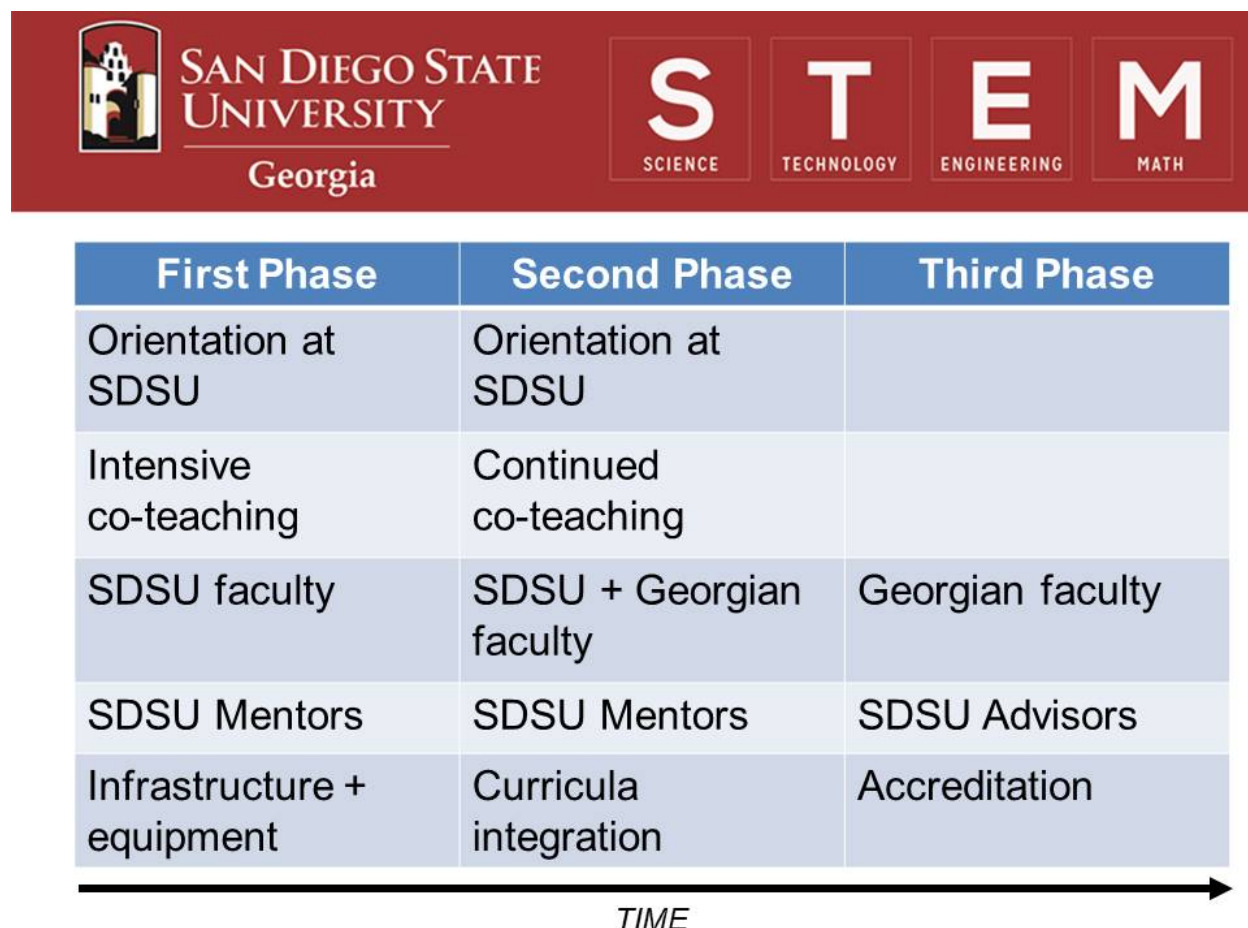


Figure I. SDSU-G Program Phases (Implementation-Evolution-Transition)

At the end of the fourth year of MCC compact; with the completion of the junior year of the Cohort 1 students (entering their “Senior Year” this Fall); and with significant progress made by the partner universities (particularly TSU) in the second-track ABET accreditation preparations; the SDSU-G believes that the Implementation and the Evolution Phases of the project are now near completion. A non-inclusive list of accomplishments and developments in the first two project phases are:

- SDSU Georgia degree programs in partnership with three partner universities are approved by the National Center for Education Quality Enhancement (EQE), and SDSU-G enrolled its first cohort of students in Fall 2015;
- Enrollment numbers grew from Cohort 1 to Cohort 2 (50%), from Cohort 2 to Cohort 3 – 75%. Expected enrollment of the fourth cohort (2018-19 AY) is around 240 which will bring the grand total of SDSU Georgia enrollment in Fall 2018 to over 600;

- A fifth and final cohort contract, with four degree programs and 120 Georgian students, was successfully negotiated and the contract was signed by both parties on June 22, 2018;
- 77 Partner University faculty members have already been trained (5 of them have been to SDSU twice; 15 faculty members participated in ABET training) -- Progress made in faculty training and development was presented in the March 2018 Faculty Development Report submitted to MCA;
- As of June 30, 2018, all renovation projects at TSU and GTU buildings have been completed. **Table I** shows the total area of spaces renovated at partner university campuses through SDSU Georgia project.

Table I. Spaces renovated in PU buildings

| Partner University | | TSU | | | GTU |
|--------------------|------------------|--------|--------|----------------|---------------|
| Building No | | 2 | 11 | CL | 2 |
| Type of the area | Classroom spaces | 60.9 | 654.21 | 308.47 | 0 |
| | Labs | 836.54 | 422.29 | 105.91 | 118 |
| | Offices | 54.76 | 194.21 | 68.65 | 0 |
| | Common Area | 14.5 | 537.39 | 163.74 | 158.01 |
| | Mechanical Area | 118 | 0 | 68.12 | 0 |
| Total | | | | 3607.69 | 276.01 |

- Construction activities for the new building at Ilia State University included the completion of the frame and envelope of the new building; interior fit-out started with a projected completion date of January 29, 2019 (a full report on Construction/ Renovation activities was presented on June 30, 2018).
- Two programs at TSU, Computer Science and Electrical Engineering, in Georgian language (second-track) are in-line for second-track ABET review in Fall 2019.
- As shown in **Figure 2**, three programs at three partner universities TSU, ISU, and GTU are on the first track towards ABET accreditation.

| PU | First – track programs | Second – track pilot programs | Other (initiated by PU's for ABET review) |
|------------|------------------------|---|---|
| TSU | Computer Engineering | Computer Science Electrical Engineering | |
| GTU | Computer Engineering | Civil Engineering Electrical Engineering | Computer Science (BIG DATA) Biomedical Engineering |

| | | | |
|------------|------------------------|--|------------------|
| ISU | Computer Engineering | | Computer Science |
| | Electrical Engineering | | |
| | Civil Engineering | | |

Figure 2. ABET initiative at the partner universities (first- and second-track)

- Through the ABET initiative, a successful training for the partner university representatives was organized in San Diego in April 2018.
- EQE has now adopted new standards and guidelines for continuous improvement and outcome-based assessment which is in line with ABET/ACS approaches.
- Collaborative research with Partner University faculty and SDSU faculty has been catalyzed.

As a result, SDSU-G decided to initiate the Transition Phase of SDSU-G in September 2018. **Figure 3**, **Figure 4**, and **Figure 5** give the timeline of program transitions for 2018-19, 2019-20, and 2020-21, respectively.

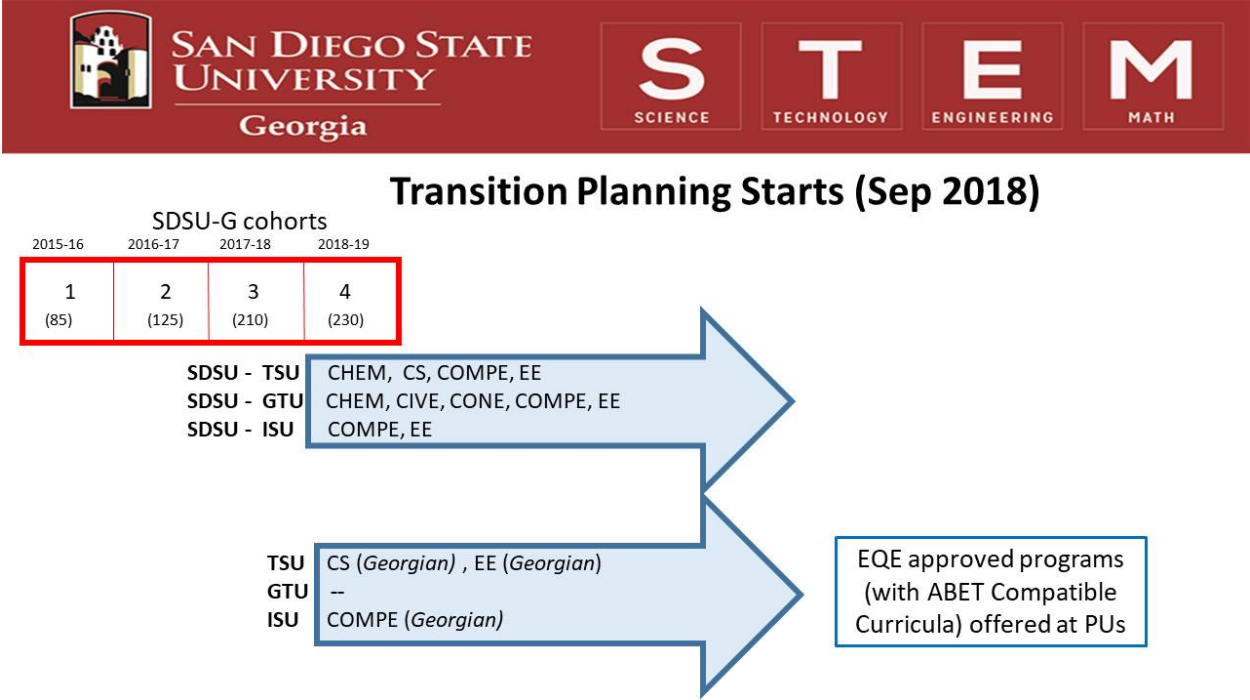


Figure 3. SDSU-G Program Transition Timeline (4th cohort).

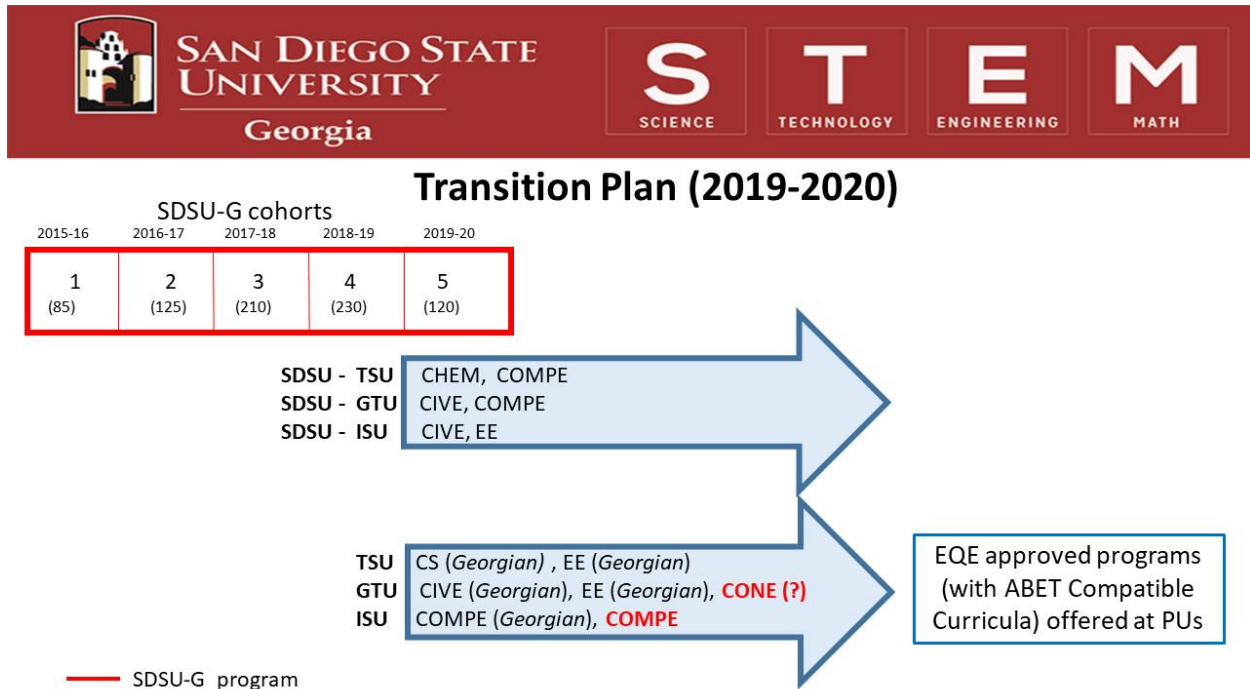


Figure 4. SDSU-G Program Transition Timeline (5th cohort).

As shown in **Figure 3**, though SDSU-G will offer quotas for all six programs in 2018-19 academic year, it is anticipated that TSU will accept its first group of students into its ABET second-track (Georgian Language) Computer Science and Electrical Engineering programs, with modified (ABET Foundation approved) curricula. These two programs will continue their continuous improvement (CI) and program outcome assessment (POA) processes to enable their ABET accreditation in 2019-20. In addition, ISU already has a B.S. degree in Computer Engineering approved by EQE in both languages (Georgian and English). For 2018-19 academic year, ISU plans to admit students into the Georgian Language Computer Engineering programs which is modeled after SDSU-G’s CompE program.

As shown in **Figure 4**, SDSU-G will offer only 120 quotas for four degree programs in 2019-20 academic year: CHEM and CompE at TSU; CIVE and CompE at GTU; and CIVE and EE at ISU. It is anticipated that TSU’s ABET second-track (Georgian Language) Computer Science and Electrical Engineering programs, will continue admitting students and also go through an ABET accreditation during Fall 2019. In addition, it is expected that in 2019-20, GTU will get approval from EQE for its new ABET second-track **Bachelor of Science in Civil Engineering** and **Bachelor of Science in Electrical Engineering** programs, and admit its first group of students. These new B.S. programs will have the new modified and ABET compatible curricula, with a new student quota of 30-50 students each. Also, in 2019-20, ISU’s EQE-approved B.S. degree in Computer Engineering will admit students in both languages (Georgian and English). The stand-alone English Language CompE B.S. program offered at ISU will be the identical B.S. program of SDSU-G. As a result, SDSU-G will not offer CompE program at ISU in 2019-20. **This program will be considered “fully transitioned” to ISU.**

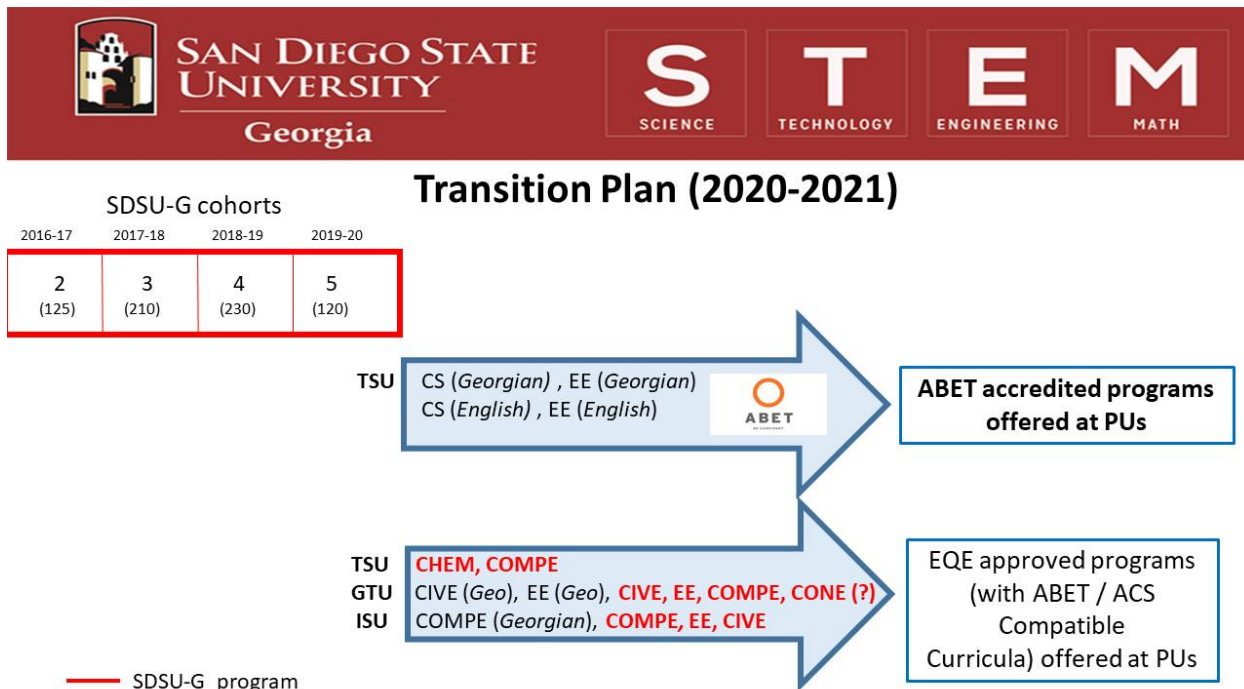


Figure 5. SDSU-G Program Transition Timeline after 5th cohort (2020-21).

As shown in **Figure 5**, SDSU-G will not offer any degree programs in 2020-21. Instead, SDSU-G will assist partner universities in transitioning programs. Specific “transitioning activities” contemplated by SDSU-G are:

TSU: It is anticipated that TSU will achieve ABET accreditation for its two programs (Computer Science and Electrical Engineering). With ABET Board’s approval in 2020 summer, TSU will have a six year ABET accreditation for these programs. TSU plans to translate their ABET-accredited Computer Science and Electrical Engineering curricula into English Language, and offer them for Georgian and international students in 2020-21 academic year. As for CompE, TSU expressed interest in transitioning SDSU-G’s CompE B.S. program and admit students to this program in 2020-21. In 2020-21, TSU will admit its first cohort of students its stand-alone B.S. program in Chemistry / Biochemistry. ACS certification is not anticipated until after SDSU-G finished teaching all 4-years, and the Chemistry / Biochemistry program is successfully transitioned to TSU.

GTU: It is anticipated that GTU will continue developing the ABET second-track EE and CIVE programs. In particular, CI and POA processes need to be closely monitored. In addition, GTU expressed interest in transitioning SDSU-G’s CIVE, EE, and CompE programs. If it materializes, SDSU-G will help GTU in acquiring expertise in these areas. Note: CONE program transition is not being considered, because at this time there is no equivalent (counterpart) department at GTU, which can take over this program. This issue is being discussed at GTU Transition Committee meetings.

ISU: With the addition of new CompE labs in the new building, it is anticipated that ISU’s CI and POA processes for the CompE programs (in both languages) will gain momentum in 2022-21. Also, for the 2020-21 academic year, ISU will transition the CIVE and EE programs from SDSU-G. With the addition of the new CIVE and EE labs in the new STEM building, and the addition of new academic staff, it is SDSU-G’s expectation that ISU will make rapid progress towards ABET

accreditation of its three programs (CompE, CIVE and EE). In order to ensure smooth transition and financial sustainability of the transitioned programs at the Partner Universities, Transition Committees were formed in all three universities. Transition Committees started developing strategies to adequately support internationally accredited STEM programs, maintain the assets/equipment and estimate capital requirements for ABET/ACS accreditation / certification, and program transition. Details of the transition committees and their activities can be found in the following section.

3.1 Transition Committee Activities

All three university rectors were consulted on the need, formation, composition and functions of such a committee. Decrees on the formation of Transition Committees at partner universities were issued by partner university rectors (attached as Appendix 1).



“SDSU-G Programs Transition Committee”

Composition of the committee can be 4-5 academics and 4-5 staff members. Below, I gave some more details about the potential membership of a SDSU-G Program Transition Committee (can be 8-10) at GTU:

- 4 to 5: - Academics (Dean + one overall coordinator + one academic from each of the programs – that is GTU EE program, GTU Civil Engineering; GTU Construction Engineering)
- 1 - Administration (re space allocation, facility maintenance, course scheduling, etc.)
- 1 - Finance - Budget - Operations (re determination of tuition, costs, supplies, materials, procurement , etc.)
- 1 - PR (re , community outreach, program awareness, PPPF issues, etc.)
- 1 - Recruiter / Admissions (re STEM Academies, STEM program promotions, international recruitment issues, etc.)
- 1 - QA & HR (for faculty / staff, professional development, English language training for faculty)
- 1 ex-officio member from TSU
- 1 ex-officio member from ISU
- MCA /MCC representative (observer)

Another issue is FACILITY SHARING. The committee will also work on developing the elements of facility sharing.

Figure 6. SDSU-G Transition Committee concept and composition.

Table 2 lists all the transition committee meetings at the three partner universities. The introductory meetings were attended by the SDSU Georgian and MCA/MCC representatives. Objectives of the transition committees were established during these first meetings. The follow-up meetings are called based on the issues and progress on agenda items. Action items are being identified at every meeting which are later being addressed by the parties. Full minutes of the transition committee meetings are attached as Appendix 2.

Table 2. Transition Committee Meetings at Partner Universities

| Partner University | Transition Committee Meeting | Action Items | Date of Next Transition Committee Meeting |
|--------------------|------------------------------|--|---|
| TSU | May 7, 2018 | <ul style="list-style-type: none"> - TSU to fill out a questionnaire on maintenance; - TSU to prepare a written request on flexibility of using compensation funds; - TSU to prepare agenda of issues to be discussed during future meetings with SDSUG. | Week of August 13, 2018 |
| GTU | April 26, 2018 | <ul style="list-style-type: none"> - GTU to present internal documents of asset and equipment maintenance; - SDSUG to provide a questionnaire on maintenance to GTU (the filled-out questionnaire with comments is Attached as Appendix 3); - GTU to establish sub-committees to start working on program sustainability document; - GTU to set a date for the follow-up committee meeting; - GTU sub-committee to work on space and equipment sharing issues and communicate the proposals to SDSUG. | |
| GTU | June 22, 2018 | <ul style="list-style-type: none"> - GTU to initiate subcommittee meetings and form financial and legal sub-committees to work on the new partnership agreement; - GTU Committee to work on space and equipment sharing issues; | Week of July 30, 2018 |
| ISU | April 23, 2018 | <ul style="list-style-type: none"> - ISU to start identifying financial resources for ABET accreditation; - ISU to organize a meeting with the Chairman of SDSU Electrical Engineering program Lal Tummala on lab maintenance issues; - ISU to request training on PPPF and fund-raising experience of SDSU Georgia; - SDSU Georgia Academic Department to provide EQE application to ISU. | |
| ISU | April 30, 2018 | <ul style="list-style-type: none"> - SDSUG to provide program documents to ISU; - ISU to introduce the evaluation differences between Georgian and American systems in self-study report; - SDSUG to provide a general plan on professional development; - SDSUG to share initial scheme of Faculty Development Alumni Organization with ISU; | Week of July 16, 2018 |

- ISU to prepare a list of trainings and negotiate it with SDSUG;
- SDSUG, MCA, and MCC to support ISU on EQE accreditation issues;
- SDSUG to recruit ISU faculty for Capstone Project in the Fall 2018 semester;
- ISU to create a student branch for IEEE membership, supported by SDSUG;
- SDSUG to propose consortium of three partner universities for IEEE and E-library subscription.

3.1.1 TSU Transition Committee – Activities and Challenges

Active Transition Committee work with the partner universities commenced in the second half of April, 2018. A few meetings have already been held with the partner university transition committees where the current challenges with the transition plan have been identified. The existing challenges are mainly associated with the differences in understanding of transition committee objectives between partner university representatives and SDSUG. Further work will be needed to converge the expectations of the parties with the objectives of transition committee work, as viewed by SDSUG.

So far, one Transition Committee meeting has been organized with TSU where SDSU Georgia offered its support in preparing new partnership agreement, maintenance issues, facilities, finances, academic issues, and PPPF administration.

Three issues have been determined with Tbilisi State University transition committee:

1. TSU has requested an amendment to the subcontract agreement between SDSU and TSU to use the merit-based scholarship funds 2250 GEL tuition per student to cover faculty infrastructure development costs as well as TSU operating costs, including faculty compensation for participation in the SDSU Georgia program, services, and procurements.
Action: SDSU Georgia has requested more specific information on the meaning behind the “faculty infrastructure development” costs referred to by TSU in order to adequately justify the amendment. Once the requested information is provided, SDSU Georgia will start working on the amendment suggested by TSU.
2. TSU has requested access to the lab space renovated and currently used by SDSUG in Building 11. Access to the lab spaces is controlled by SDSUG and possible only using cards issued by SDSUG.
Action: SDSUG has offered 5 access cards to be issued to TSU with access to the said lab spaces. Additional access and video surveillance request by TSU has been declined due to security concerns.
3. Supply elevator for NMR has been installed at TSU Building 2.

3.1.2 GTU Transition Committee – Activities and Challenges

SDSU Georgia representatives have attended two Transition Committee meetings at GTU. Parties discussed GTU's commitment to obtaining ABET accreditation for taking over the programs and propose a plan for sustaining them, including maintenance of labs and facilities. Transfer of assets and equipment to GTU was also discussed upon demonstration of GTU's capability for maintaining the said assets.

Two issues have been determined with Georgian Technical University transition committee:

1. GTU has requested assistance in training GTU staff in English language.
Action: SDSUG has expressed readiness to include GTU staff in the English language orientation session (placement test and intensive classes) SDSUG offers to new cohort enrollments.
2. Chemistry labs at GTU Building 2 renovated and equipped by SDSUG is not being used due to the fact that there have been no enrollments on GTU-SDSUG joint Chemistry/Biochemistry program. (Photos as Appendix 4)
Action: SDSUG proposed to revise the utilization of these spaces and designate them to be used for a different purpose. Using the equipped Chemistry labs for GTU Agriculture Engineering Department has been suggested by SDSUG.

3.1.3 ISU Transition Committee – Activities and Challenges

SDSU Georgia representatives have attended two Transition Committee meetings at ISU. Parties discussed preparation of a new sub-agreement to define transition process, as well as resources required for ABET accreditation, including financial capacity. The second meeting was attended by the representatives of the Academic Department and Procurement from SDSU Georgia. The representative of SDSUG Academic Department presented information on SDSUG academic policies and outlined the importance of trained instructors to implement transitioned programs at ISU as one of the ABET requirements. Dr. Lal Tummala introduced the teaching materials, capstone project and IEEE membership and E-library subscription. Other issues discussed were: course assessments, examinations and testing, selection of faculty for SDSUG programs and difference between evaluation methods at Georgian and American systems.

Two issues have been determined with Ilia State University transition committee:

1. SDSUG has requested that workspace is provided for the Construction Project Supervisor at the new building.
2. The proposed usage of the 3rd and 4th floors of the new building are being negotiated for the outfitting purposes.

4. ABET/ ACS Plan

The ABET committees in all three partner universities have been working now for over two years. ACS Committee at TSU had its first meeting in May 2018. SDSU-G role being is one of supporting partner universities to seek independent ABET/ACS accreditation for their STEM programs. This is well grasped by the partner universities. Progress of the ABET/ACS initiatives has been presented in the May 2018 ABET Progress Report (revised on June 13, 2018). The recent ABET / ACS related activities and developments since the Progress Report are presented in the Capacity Enhancement Report of June 2018.

The projected dates of likely first ABET review of programs at the partner universities is given in **Figure 7**. As previously pointed out, TSU is expected to achieve ABET accreditation for its programs sooner. Others will follow. ISU is starting from scratch. However, this, combined with a new STEM building, and new young academic staff, may prove to be a huge advantage for ISU.

Tbilisi State University – SDSU Georgia joint B.Sc. program in Chemistry/Biochemistry will have its first graduates in June, 2019. Certification of an independent standalone TSU Chemistry program by American Chemistry Society (ACS) requires TSU to demonstrate a “Track Record” in teaching B.S. in Chemistry / Biochemistry with SDSU B.S. Chemistry curriculum and labs, before ACS application or reviews starts. This can happen after all 4 years are taught by SDSU-G (May 2019 Graduation), and the TSU-SDSU program is transitioned to TSU.

| PARTNER UNIVERSITY | Program | ABET Track | Same as SDSU-Georgia Program | Approval for SDSU-Georgia Transition | Likely first opportunity for ABET review |
|--------------------|--------------------------|------------|------------------------------|--------------------------------------|--|
| TSU | Computer Engineering | First | Yes | Yes | Fall 2023 |
| | Computer Science | Second | No | N/A | Fall 2019 |
| | Electrical Engineering | Second | No | N/A | Fall 2019 |
| ISU | Civil Engineering | First | Yes | Yes | Fall 2023 |
| | Computer Engineering | First | Yes | Yes | Fall 2022 |
| | Computer Science | N/A | N/A | N/A | Fall 2023 |
| | Electrical Engineering | First | Yes | Yes | Fall 2022 |
| GTU | Civil Engineering | Second | No | N/A | Fall 2022 |
| | Construction Engineering | N/A | N/A | N/A | N/A |
| | Computer Engineering | First | Yes | Yes | Fall 2023 |
| | Electrical Engineering | Second | No | N/A | Fall 2022 |
| | Computer Science | N/A | N/A | N/A | Fall 2023 |

Figure 7. Likely first opportunity for ABET review of partner university STEM programs.

5. Closure

With the program transition plan in place, after the fourth cohort intake, transition of the English-language ABET first track programs to partner universities will start. Effectiveness of the transition plan currently in place depends on many factors, including how the partner universities understand the importance of the transition process. SDSU Georgia considers that the program is now entering the third – transition phase, where the three partner universities need to be closely engaged in program transition. Starting year 2020-2021, SDSU Georgia will be assisting partner universities in transitioning activities. Considering the outcomes expected from the transition committee work, SDSU Georgia plans to support the process by dedicating the new hire – Vice Dean to the transition process. The Vice Dean has a prior experience of working at TSU, one of the partner universities and he speaks Georgian, which may contribute to the efficiency of the process. To ensure further efficiency, SDSU Georgia will generate fixed dates for transition committee meetings and follow the set agenda for each. There are a few challenges associated with the transition plan at this stage, mainly due to the different expectations of the parties about the objectives of transition committee work.

ABET Foundation's second visit report provides insights into improvements in each of ABET's eight (8) criteria. ABET Foundation's report pointed out that, there are significant improvements in all areas since experts visit in Fall 2017. However, attaining ABET accreditation is contingent upon demonstrating sufficient and adequate institutional support for the ABET programs. Specifically, Criterion #8, support and financial resources to allow faculty development and support services of the Departments providing ABET programs. The ABET Foundation Report of May 2018 points to a clear deficiency in institutional financial support, as well as

“The extensive work that remains to be done and the costs involved require a clear strategy and a clear implementation plan by the university administration. Although strong, even enthusiastic, administrative support was expressed at both GTU and TSU, there appears to be neither a clear strategy nor a clear implementation plan for completing the work or providing the costs at either university.”

The above may potentially short-circuit the whole ABET initiative of the partner universities. Unless the above are properly addressed, and institutional support is insured, TSU's Readiness Report (due October 1, 2018) should not be submitted.

A letter of assurance from MES alleviating above concerns may need to be included in TSU ABET Readiness Report when they submit their application to ABET before the deadline of October 1, 2018. Sustainability issues, and potential support from the MOES (in the form of differential student funding formula, and /or a budget line-item in MOES's annual budget) to support ABET programs at the partner universities, are sought after. SDSU-G is working with MCA to secure such assurances in the near future.