



SAN DIEGO STATE
UNIVERSITY

Georgia

SDSU 031-04-15
April 15, 2015

Magda Magradze
Chief Executive Officer
Millennium Challenge Account – Georgia
52 Uznadze Street
0102 Tbilisi, Georgia

Dear Ms. Magradze,

Please find enclosed herewith the documents for the Quarter 3 Report for the Provision of Degree Accreditation and Institutional Support Initiative for Science, Technology, Engineering, and Mathematics, as required per the contract dated July 28, 2014. The specific documents attached include:

- Report on Execution of Q3 Work Plan and Q4 Plan Updates (note, this merges two separate deliverables per the list in Agreement, for better narrative flow)
- Status Report on English/Stem Institute
- Report on Georgian faculty training at SDSU
- Discussion of articulation plan progress
- Design Progress Report for New Construction packages

Per the terms of the agreement, please provide review comments within 10 business days. An invoice for the associated payment amount will accompany the revised version once comments are incorporated.

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

Sincerely,

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

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Annex 1 – Report on Execution of Q3 Work Plan and Q4 Plan Updates

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SDSU-Georgia – Pre-Enrollment Contract 15-Month Work Plan Q3 Status Report (Tasks, Timelines, Deliverables, Payments)

To facilitate easy evaluation of progress and identification of potential risks to execution, this document addresses key sub-tasks in the 15-month Work Plan. Particular emphasis is given to tasks that have not been completed as scheduled. Tasks and subtasks have been color-coded to indicate tasks completed, those initiated but not completed, and those tasks not initiated – the latter two categories necessitating rescheduling, or an explanation of reprogramming. Tasks that either were executed on schedule, or were brought into schedule during the reporting quarter are included without comment. Accordingly, this document is a companion document to the original 15-month Work Plan approved as part of the Inception Report and any prior schedule revisions (refer to previous Quarterly reports).

	Green – Task completed on schedule
	Yellow – Task initiated, but not completed during the proposed project period. Look for 1) Green indication in a subsequent period indicating completion; 2) Rescheduling later in the project period with clarification in the narrative; 3) Reprogramming with clarification, indicating how the task will now be approached.
	Red – Task not initiated in the proposed program period. Look for 1) Improved color in a subsequent project period indicating progress; 2) Rescheduling later in the project period with clarification in the narrative; 3) Reprogramming with clarification, indicating how the task will now be approached.

This document represents the revised work plan for the execution of the Scope of Services as defined in Appendix A to the Pre-Enrollment Contract and includes a detailed breakout of the key milestones, deliverables, reports, invoicing and associated schedules as specified in Appendix B.

This Work Plan is a companion to and structured to align with the Pre-Enrollment Contract Work Plan Events Schedule. There are two major sections: 1) the Pre-enrollment Contract reporting requirements to include the startup inception report and five quarterly progress reports to include the periodic progress payments (invoices by task) per the approved budget and scope of services and 2) a more detailed breakout for each of the seven tasks into key subtask activities. This breakout only includes the assessment of the Task and subtasks for the reporting quarter and the scheduled activities for the next quarter.

Task 1. Business Unit Organization, Startup, and Operations

The primary purpose of Task 1 is to establish and maintain the management team, program office, and administrative and operational programs and processes to achieve the objectives of the STEM Higher Education Project in accordance with the Pre-Enrollment Contract. Beginning with the preparation and submission of the Inception Report, the remaining subtasks are focused primarily on the engagement of key personnel at SDSU, the SDSU-Georgia program office and Partner Institutions; securing professional consulting support services; overseeing the activities of Tasks 2 through 7 in collaboration with Partners; and administration of the program to include periodic assessments, reporting of metrics versus plans, and applying lessons learned. Overall this task is evaluated as having satisfactory progress.

Tasks			Quarter 3			Quarter 4		
			Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15
Task 1		Business Unit Organization						
	1.1	Inception Activities and Report						
	1.2	Staffing Plan						
		<i>Dean and startup</i>	X	X	X	X	X	X
		<i>Directors/Support Staff</i>	X	X	X	X	X	X
	1.3	Contract Signing and Kick-off Event						
	1.4	Consulting/Services Agreements						
		<i>Business/Human Resources Services</i>	X	X	X	X	X	X
		<i>Legal/Import-Export Services</i>	X	X	X	X	X	X
		<i>Design Services & Management</i>	X	X	X	X	X	X
	1.5	GEO Staff Indoctrination and Training at SDSU	X					
	1.6	Form and Convene Advisory Board				X		
	1.7	Office Materials						
		<i>Purchase Office equipment</i>			X			
		<i>Purchase Communications equipment</i>			X			
	1.8	Quarterly Task 1 Performance Assessments			X			X
	1.9	Follow-on Contract 45-month Budget-Work Plan Development and Negotiation						

Task 1.2 – Staffing Plan

Several key staff positions have been filled in Q3 to facilitate and accelerate performance of the required tasks and milestones for the 15-month pre-enrollment period. In particular, the Director of Community Relations and Development and the Director of Academic Relations positions were filled. An Academic Coordinator was added to assist with student relations, reporting to the Director of Academic Relations. A search is underway for the Environmental and Social Safeguard Specialist. This position was not included in the original proposal, but was added as a means to support Environmental and Social Management (ESM) performance for the project. We anticipate completing interviews and filling that position by the beginning of May, well before the anticipated start of renovation activities in June. Additional positions will be filled as needed and in particular as student population grows.

Task 1.4 – Consulting/Services Agreements

The Construction/Renovation Design and Management contract has been approved and the notice to proceed issued.

Task 1.5 – Georgia Staff Training at SDSU

Georgia Staff Training has been conducted for budget and finance staff.

Task 1.6 – Form and Convene Advisory Board

The initial meeting of the Advisory Board was held in October, 2014. The Board is expected to meet twice each year; the next meeting will occur April 21, 2015.

Task 1.7 – Office Materials

In collaboration with Tbilisi State University and MCA-Georgia, appropriate office space has been secured and will be maintained until June-August timeframe.

Task 2. Accreditation – SDSU Degrees

Notice that the substantive change proposal to WASC received approval for delivery of SDSU accredited degree programs in Georgia on March 16, 2015..

Overall progress of Task 2 is satisfactory with subtasks 2-1 through 2-4 for AY2015/16 completed. In addition, accreditation of the SDSU Computer Science degree program is proceeding as planned with anticipation of approval to be completed in time for the addition of this degree program for delivery in AY2016/17. The ABET self-study for the Computer Science program is on schedule to submit to ABET during the summer of 2015.

Task 2		Accreditation - SDSU Degrees	Quarter 3			Quarter 4		
			Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15
2.1		Staffing Plan						
		<i>Engage SDSU Accreditation Team</i>						
		<i>Engage GE Partners Support Staff</i>						
2.2		Assemble Degree Programs Materials						
2.3		Consulting/Services Agreements (Partners)						
		<i>Accreditation Coordinator</i>						
		<i>Translation of Degree Programs mat'ls</i>						
2.4		Applications Preparation and Submission						
		<i>Prepare and Submit Accreditation Packages</i>						
		<i>Process WASC Offcampus Accreditation</i>						
2.5		SDSU Computer Science Accreditation			X			X
2.6		Quarterly Task 2 Performance Assessments			X			X

Task 3. Articulation – Partner Courses

As explained in the Quarter 2 report, a revised approach to articulating courses was developed, incorporating the faculty visiting SDSU from Georgia to serve a key role in the explication of courses from the partner institutions. In addition, substantial effort has been expended to evaluate general education courses across the partner institutions. This process generated a large set of potential courses for evaluation, and this process is proceeding. During Quarter 2, the SDSU faculty continued the review of courses identified by partner institutions for articulation into an SDSU degree program. Initial review of several dozens of courses was conducted to identify target courses that align well with SDSU GE programs. Further detail can be obtained from the Discussion of Articulation Plan Progress included with this report. Courses will continue to be reviewed as the program continues.

Task 3		Articulation - Partner Courses	Quarter 3			Quarter 4		
			Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15
3.1		Staffing Plan						
		<i>Engage Articulation Team Members</i>	X	X	X	X	X	X
		<i>Engage GE Partners Support Staff</i>	X	X	X	X	X	X
3.2		Develop and Execute Articulation Plan						
		<i>Implement Phase 1 Pilot (Partner GE Cses)</i>			X			X
		<i>Implement Phase 2 Sustained (2 Cses/Partner/Qu)</i>	X	X	X	X	X	X
3.3		Consulting/Services Agreements						
		<i>Translation Services (Partners)</i>						
		<i>Curriculum Development (SDSU)</i>	X	X	X	X	X	X
		<i>ABET Accreditation of Articulated Courses</i>			X			X
3.4		Quarterly Task 3 Performance Assessments			X			X

Task 4. English/STEM Institute

The English Language Academy delivery continued in Quarter 3. A detailed enrollment report is included in the Q3 report. The STEM Academy has been designed for deployment at the end of the summer, just in advance of the start of classes but after notification of the final enrollments.

Task 4		English/STEM Institute	Quarter 3			Quarter 4		
			Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15
4.1		Staffing Plan						
		<i>Engage a Director</i>	H-1	X	X			
		<i>Engage Instructors</i>						
		<i>Recruit GE Assistant Director</i>						
		<i>Faculty (Oversight/QA)</i>	H-1	X	X			
4.2		English/STEM Strategy and Execution Plan			X			
4.3		Consulting/Services Agreements						
		<i>English/STEM Recruitment (G/SV 25%)</i>	X	X	X	X	X	X
		<i>Student Assessments and Testing</i>			X			X
4.4		Student Recruitment, Assessment, and Enrollment	X	X	X	X	X	X
4.5		English/STEM Training Program						
		<i>Quarter 2 Total 47 students</i>						
		<i>Quarter 3 Total 52 students</i>	X	X	X			
		<i>Quarter 4 10 week Program</i>				X	X	X
4.6		Degree Programs Readiness Assessment						
4.7		Materials						
		<i>Purchase computers/printers for Staff</i>						
4.8		Quarterly Task 4 Performance Assessments			X			X

Task 4.1 – Staffing Plan

CIE was selected as a strategic partner to facilitate rapid start-up of the ELA and student recruitment processes. An American Language Institute faculty member from San Diego has been involved in reviewing their activities, including a visit in January to support evaluation.

Task 4.3 – Consulting Services/Agreements

CIE continues to conduct the student recruitment and instruction per the consulting agreement, which includes student English Language assessments. No additional agreements are anticipated at this time.

Task 4.4 – Student Recruitment, Assessment, and Enrollment

CIE in collaboration with SDSU-Georgia continues to conduct outreach throughout the country to identify students for admission to the English Language Academy.

Task 4.5 – English/STEM Training Programs

Additional description of the English and STEM programs is presented later in the Q3 report.

Task 4.7 – Materials

Facilities related to continuing ESL development in enrolled students, which may be used by future cohorts in the Tbilisi offerings of the ELA, will be constructed as part of the renovation activities planned for the summer of 2015. Computers have been procured for the English Language Academy

Task 5. Degree Programs Student Recruiting

Overall assessment of this Task is satisfactory. All subtasks are proceeding as planned with the only significant change is in the timing of hiring the staff to be located at the individual Partners as noted in the subtask 5.1 status report below. Current staff levels are sufficient, and additional staff will be brought on as enrollment proceeds over the summer.

		Quarter 3			Quarter 4		
		Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15
	Degree Programs Student Recruiting						
5.1	Staffing Plan						
	<i>Student Affairs Coordinators</i>	H-1	X	H-1	X	X	X
	<i>Hire Assts Admissions</i>	X	X	X	X	X	X
5.2	Student Recruitment Strategy and Execution Plan	X	X	X	X	X	X
5.3	Consulting/Services Agreements						
	<i>Recruitment Campaign Materials (G/SV)</i>	X	X	X	X	X	X
	<i>Recruitment Consulting Services</i>	X	X	X	X	X	X
	<i>Student Assessment Services (testing)</i>	X	X	X			
5.4	Recruitment/Enrollment Activities						
	<i>Marketing/Recruitment Plan Execution</i>	X	X	X	X		
	<i>Student Assessment/Testing (500*)</i>						
	<i>Evaluation of Gender/Socially Vulnerable</i>						
	<i>Student Registration - Target 250 (25% G/SV)</i>						
5.5	Quarterly Task 5 Performance Assessments			X			X

Task 6. Partner University Faculty Recruiting/Training

Visits by faculty of the partner universities to SDSU for skill development and incorporation into the SDSU-G program continues on schedule. A total of 20 faculty visited during the summer and fall semesters of 2014, and 10 more will be completing their visits during the spring semester of 2015, concluding shortly after the submission of this report. Going forward, we believe that the faculty training programs will be better served by avoiding summer sessions for faculty visits, because the population of faculty available in San Diego is both comparatively low and unpredictable. This interferes with the objective of developing familiarity between Georgian and SDSU faculty for the purposes of enhancing informal relations and research collaborations that are important to program sustainability and collegiality. Instead, we believe it will be more effective to have two slightly smaller cohorts in each of the fall and spring semesters in future years. This will allow a larger fraction of the participating Georgian faculty to be engaged in instruction at their home campuses during the academic semesters of the partners, and will reduce and make uniform the demand for campus housing while they are in San Diego.

		Quarter 3			Quarter 4		
		Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15
	GE Faculty Recruiting/Training						
6.1	Staffing Plan						
	<i>Hire Asst Directors Student/Faculty Affairs</i>						
	<i>SDSU Faculty Trainers</i>	X	X	X	X	X	X
6.2	GE Faculty Training						
	<i>Summer Program - Target 8</i>						
	<i>Fall Semester Program - Target 10</i>						
	<i>Spring Semester 2015 Program - Target 10</i>		X	X	X		
	<i>Fall 2015 - target two cohorts totalling 15</i>						
6.3	Quarterly Task 6 Performance Assessments			X			X

Task 7. Facilities Development

SDSU, SDSU-Georgia, MCA-Georgia and the Partner Institutions continue to develop plans for renovation of facilities to support the delivery of courses and the overall administration of the program. For the Pre-Enrollment Contract, the plan is to renovate spaces to support the Dean and administrative staff, the English/STEM program, General Education classrooms, laboratories, and other facilities, and preparation of the construction bid package, including environmental and social impact documentation, for the new building at ISU to be started in October 2015. MCA-Georgia is responsible for all renovation and construction. SDSU is responsible for design, preparation of bid specifications, and for construction oversight, management, and endorsement of payment approvals.

During this Quarter, plans are nearing completion for the renovation activities needed to support instruction during 2015/2016. A revised schedule was developed collaboratively between SDSU-G, our design/construction supervision consultant, MCA-Georgia, and MCC, to support the development of the packages for procurement of renovations services during the summer of 2015. At present, the process is on target with this revised schedule. The new building at Ilia State is in the design stage; additional information is provided in a later section of this report on that portion of the project. This task is critical to the execution of the project, although alternate temporary facilities could be identified for some instruction if needed in the start of the Fall semester. Nonetheless, there is very little float left in the schedule for any of these activities.

		Quarter 3			Quarter 4		
		Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15
	Facilities Development						
7.1	Staffing Plan						
	<i>Facilities Coordinators</i>	H-1	X	X	X	X	X
7.2	Consulting/Services Agreements						
	<i>Design Services and Construction Management</i>	X	X	X	X	X	X
	<i>Architectural Firm</i>						
7.3	Renovations/Construction Planning						
	<i>Health & Safety & Social Impact Plans</i>			X			
	<i>TOR for Renovations Design and Bid Packages</i>						
	<i>TOR for Construction Design and Bid Packages</i>						
7.4	Phase 1a Renovations - Offices (MCA Bldg/Dean's office)						
	<i>Plans (TOR, Bid Pkg, RFP)</i>	X	X	X	X	X	X
	<i>Renovations</i>	Rescheduled to Q4					X
	<i>Furnishings/Supplies/Equipment Procurement</i>	Rescheduled to Q4					X
	<i>Outfitting, Final Inspection/Acceptance</i>	Rescheduled to Q4					
7.5	Phase 1b Renovations - English/STEM/GE (TSU)						
	<i>Plans (TOR, Bid Pkg, RFP)</i>	X	X	X	X	X	X
	<i>Renovations</i>	Rescheduled to Q4/5					X
	<i>Furnishings/Supplies/Equipment Procurement</i>	Rescheduled to Q4/5					X
	<i>Outfitting, Final Inspection/Acceptance</i>	Rescheduled to Q5					
7.6	Phase 2 Renovations - Classrooms/Labs (TSU)						
	<i>Plans (TOR, Bid Pkg, RFP)</i>	X	X	X	X	X	X
	<i>Renovations</i>	Rescheduled to Q4/5					X
	<i>Furnishings/Supplies/Equipment Procurement</i>	Rescheduled to Q4/5					X
	<i>Equipment Installation and Testing</i>	Rescheduled to Q5					
	<i>Outfitting, Final Inspection/Acceptance</i>	Rescheduled to Q5			X		
7.7	Phase 3 Renovations - Classrooms/Labs (GTU)						
	<i>Plans (TOR, Bid Pkg, RFP)</i>	X	X	X	X	X	X
	<i>Renovations</i>	Rescheduled to Q4/5					X
	<i>Furnishings/Supplies/Equipment Procurement</i>	Rescheduled to Q4/5					X
	<i>Equipment Installation and Testing</i>	Rescheduled to Q5					
	<i>Outfitting, Final Inspection/Acceptance</i>						
7.8	Phase 4 Construction Design and RFP (ISU)						
	<i>Plans (TOR, Bid Pkg, Environ/Social Impact, RFP)</i>	X	X	X	X	X	X
	<i>Contract Award</i>						
7.9	Quarterly Task 7 Performance Assessments			X			X

Task 7.2 – Consulting/Services Agreements

Design/Construction Supervision firm has commenced work to develop the bid specifications packages to include the safety, health, environmental, and other requirements. A Construction/Renovations Manager started work in Georgia in January.

Task 7.3 – Renovations/Construction Planning

Renovation plans are well advanced, with the 95% plans submitted for review April 8. Construction planning for the new building is underway.

Task 7.4 – Phase 1a Renovations – Offices (MCA Bldg)

In an effort to secure space with maximum cost-effectiveness, SDSU-Georgia and MCA-Georgia have agreed to a co-location strategy and plan for the renovations to be completed in Quarter 4. All float has been exhausted in the schedule for the Dean’s office complex; the size of this space limits staff growth to some extent at this point and the space must be vacated by the beginning of the renovation activities in June 2015. We understand from MCA-Georgia that this procurement can still support the need for relocation on that timetable.

Task 7.5 – Phase 1b Renovations – English/STEM (TSU)

Since CIE was engaged as a strategic partner to facilitate rapid start-up of the ELA and student recruitment processes, CIE is making its offices and classrooms available as a base for the program. Initial space renovation, targeted for shared use for the English Language Academy in future cohorts, and for General Education requirements especially for ESL learners in the communication and critical thinking program, has been rescheduled appropriate to the timing required for use during the upcoming academic year.

Task 7.6 – Phase 2 Renovations – Classrooms/Labs (TSU)

Renovation plans for spaces at TSU are proceeding following a revised schedule jointly developed and adopted during Q3. These include classrooms at Central Library, classrooms and laboratories in Building 2, and classrooms in Building 11.

Task 7.7 – Phase 3 Renovations – Classroom/Labs (GTU)

Renovation plans for spaces at GTU are proceeding following a revised schedule jointly developed and adopted during Q3. These include classrooms at Building 8, and classrooms and laboratories in Building 2.

Task 7.8 – Phase 4 Construction Design and RFP (ISU)

Current plans are to continue the renovation design and bid specification package preparations and request for proposal during quarters 4/5 which will facilitate the award of the construction contract by the end of Q5 to support commencement of work in October 2015.

Key Performance Indicators - Outreach activities

Center for International Education
SDSU – Georgia
Outreach Presentations

Statistics Jan- March, 2015

Akhaltikhe

#	Period	Outreach Direction / School name	Number of students	Girls		Boys		The number of students with social status (Soc. Vulnerable, IDP, Multichildren Family and other)	Comments
				Number	%	Number	%		
1	10 Feb, 2015	Aspindza Public School	32	22	69	10	31	5	
2	12 Feb, 2015	Klde Public School	15	6	40	9	60	3	
3	16 Feb, 2015	Abastumani Public School	17	11	65	6	35	3	
4	17 Feb, 2015	Varkhani Public School	18	10	56	8	44	2	
5	18 Feb, 2015	Borjomi Public School #1	17	9	53	8	47	3	
6	18 Feb, 2015	Borjomi Public School #3	47	29	62	18	38	5	
7	18 Feb, 2015	Borjomi Public School #6	19	10	53	9	47	5	
8	24 Feb, 2015	Lelovani Public School	29	13	45	16	55	7	
9	25 Feb, 2015	Adigeni Public School	24	18	75	6	25	5	
10	4 March, 2015	Arali Public School	31	12	39	19	61	3	
11	5 March, 2015	Muskhi Public School	20	10	50	10	50	2	
12	6 March, 2015	Uraveli Public School	18	10	56	8	44	2	
13	10 March, 2015	Atskuri Public School	52	30	58	22	42	5	
14	12 March, 2015	Ude Public School	30	17	57	13	43	5	
Totally		14	369	207	56	162	44	55	

Kutaisi

#	Period	Outreach Direction / School name	Number of students	Girls		Boys		The number of students with social status (Soc. Vulnerable, IDP, Multichildren Family and other)	Comments
				Number	%	Number	%		
1	Jan 22, 2015	Kutaisi Public School #41	36	23	64	13	36	2	
2	Jan 26, 2015	Kutaisi Public School #24	24	10	42	14	58	3	
3	Feb 4, 2015	Private School "Erudite"	17	11	65	6	35	0	
4	Feb 5, 2015	Private School "XI Century"	18	10	56	8	44	0	
5	Feb 12, 2015	Kutaisi Public School #15	27	16	59	11	41	3	
6	Feb 13, 2015	Private School #1	17	9	53	8	47	0	
7	Feb 16, 2015	Private School "Mermisi"	19	10	53	9	47	0	
8	Feb 18, 2015	Kutaisi Public School #1	29	13	45	16	55	1	
9	Feb 19, 2015	Kutaisi Public School #19	31	12	39	19	61	4	
10	Feb 23, 2015	Kutaisi Public School #3	30	17	57	13	43	2	

11	March 26, 2015	Samtredia Public school #11	52	30	58	22	42	5	
12	Mar 2, 2015	Private Demirel College	18	10	56	8	44	0	
13	Mar 10, 2015	Tkibuli Public schools	56	31	55	25	45	6	
14	Mar 16, 2015	Zestafoni Private Schools	33	10	30	23	70	0	
Totally			14	407	212	52	195	48	26

Batumi

#	Period	Outreach Direction / School name	Number of students	Girls		Boys		The number of students with social status (Soc. Vulnerable, IDP, Multichildren Family and other)	Comments
				Number	%	Number	%		
1	20 Jan, 2015	Batumi Public School #17	22	13	59	9	41	0	
2	22 Jan, 2015	Batumi Public School #10	31	19	61	12	39	0	
3	26 Jan, 2015	Batumi Public School #22	17	11	65	6	35	0	
4	02 Feb, 2015	Batumi Public School #7	37	21	57	16	43	0	
5	03 Feb, 2015	Batumi Public School #13	32	17	53	15	47	5	
6	04 Feb, 2015	Batumi Public School #4	29	11	38	18	62	0	
7	05 Feb, 2015	Batumi Public School #11	18	7	39	11	61	0	
8	07 Feb, 2015	Presentation at Batumi Sheraton Hotel	60	0	0	0	100	0	
9	09 Feb, 2015	Batumi Privity School "Arili"	13	7	54	6	46	0	
10	10 Feb, 2015	Meeting at Ministry of Education of Ajara	45	0	0	0	100	0	
11	11 Feb, 2015	Batumi Private School "Taoba 21"	20	10	50	10	50	1	
12	12 Feb, 2015	Batumi Private school "Nike"	18	10	56	8	44	0	
13	13 Feb, 2015	Batumi Private "School of Future"	52	30	58	22	42	0	
14	16 Feb, 2015	Batumi Public School #20	35	19	54	16	46	0	
15	17 Feb, 2015	Meeting at Kobuleti Resource Center	37	0	0	0	100	0	
16	18 Feb, 2015	Ltd "Gymnasium 21 century"	13	7	54	6	46	0	
17	19 Feb, 2015	Batumi Private School "Nergebi"	21	9	43	12	57	0	
18	23 Feb, 2015	Batumi Private School "Master Class"	20	13	65	7	35	0	
19	25 Feb, 2015	Batumi Private School "Gorda"	45	31	69	14	31	0	
20	26 Feb, 2015	Batumi Public School #14	35	21	60	14	40	0	
21	27 Feb, 2015	Batumi Private School "Akhgaldzoba"	8	2	25	6	75	0	
22	04 March, 2015	Batumi Private School "Mediana 2011"	11	7	64	4	36	0	
23	05 March, 2015	Batumi Private School "Iberia"	7	4	57	3	43	0	
24	10 March, 2015	Batumi Public School #30	25	18	72	12	28	0	
25	12 March, 2015	Meeting at Khelvachauri Resource Center	21	13	62	8	38	0	
Totally			25	672	300	45	235	55	6

Telavi

#	Period	Outreach Direction / School name	Number of students	Girls		Boys		The number of students with social status (Soc. Vulnerable, IDP, Multichildren Family and other)	Comments
				Number	%	Number	%		
1	02 Feb 2015	Duisi Public School	30	20	67	10	33	5	Pankisi Gorge ethnic minorities of Chechnian origin
2	17 Feb, 2015	Ikalto Public Scool	25	11	44	14	56	5	
3	18 Feb, 2015	Tsinandali Public School	28	12	43	16	57	6	
4	19 Feb, 2015	Vanta Public School	14	8	57	6	43	3	
5	19 Feb, 2015	Akura Public School	23	13	57	10	43	3	
6	25 Feb, 2015	Gurjaani Public Schools# 1,2	45	22	49	23	51	6	
7	06 March, 2015	Karajala Public School	21	12	57	9	43	2	Azerbaijani ethnic minorities

8	9 March, 2015	Telavi Public School #6	9	4	44	10	56	5	Socially vulnerable
9	10 March, 2015	Telavi Public School #1	24	18	75	6	25	5	
10	11 March, 2015	Dedoflistskaro Public School	28	14	50	14	50	4	
11	12 March, 2015	Lagodekhi Public School	23	12	52	11	48	3	
12	13, March 2015	Telavi Public School #3	12	7	58	5	42	3	
	Totally		12	282	153	54	134	46	

Tbilisi

#	Period	Outreach Direction / School name	Number of students	Girls		Boys		The number of students with social status (Soc. Vulnerable, IDP, Multichildren Family and other)	Comments
				Number	%	Number	%		
1	29-Dec-14	Rustavi Public Schools	18	10	56	8	44		
2	12-Jan-15	Tskneti PCV Camp	50	50	100	0	0	50	Girls
3	6-Feb-15	2015 Presentation to the private school directors Tbilisi organized by CIE							
4	7-Feb-15	Batumi Public schools directors							
5	12-Feb-15	New School	41	15	37	26	63		
6	12-Feb-15	Buckswood School - Tskneti	60	30	50	30	50		
7	12-Feb-15	Public School # 104 (Armenian)	27	12	44	15	56	27	Ethnic Minorities
8	17-Feb-15	Mtskheta Public Schools #1, #2	39	27	69	12	31		
9	18-Feb-15	Chiatura Public School #1	25	13	52	12	48	25	Highland Area
10	18-Feb-15	Chiatura Public School #5	19	14	74	5	26	19	Highland Area
11	18-Feb-15	Chiatura Resource Center - meeting with all local public school directors						20	Highland Area
12	19-Feb-15	Public School 42 (Vekua)	29	9	31	20	69		
13	25-Feb-15	Gurjaani Public Schools# 1,2	58	30	52	28	48		
14	26-Feb-15	IDP school Abkhazian Betashvili public Schools	50	12	24	38	76	30	IDP
15	27,28 feb 2015	Education Fair 15 000 participants							
16	27-Feb-15	Live Coverage from education Fair _ Nino Chinchaladze 9Feb.27 on GDS							
17	2-Mar-15	Meeting at CIE - MCC, SDSU							
18	5-Mar-15	Georgian Spanish school	70	35	50	35	50		
19	5-Mar-15	Public School # 199 (Komarov)	34	24	71	10	29		
20	6-Mar-15	US Embassy Presentation with IDPs from Gori Sett	20	10	50	10	50	18	IDP
21	9-Mar-15	1st Experimental public school Tbilisi	26	14	54	12	46	4	
22	9-Mar-15	Radio Maestro Nino Chinchaladze Evening with Tamar Chikovani							
23	9-Mar-15	Europeam School Tbilisi	19	11	58	8	42		
24	12-Mar-15	Public School # 54	49	30	61	19	39		
25	16-Mar-15	Public Schools - Gori	26	16	62	10	38	2	
26	17-Mar-15	Poti	16	10	63	6	38	5	IDP
27	20-Mar-15	Koda	26	23	88	3	12	15	IDP
28	21-Mar-15	US Embassy Presentation with IDPs from Senaki	25	25	100	0	0	10	IDP
29	28-Mar-15	Zugdidi Education Fair						50	IDP
30	31-Mar-15	Batumi Presentation with the Minister of Education	350						
31	27-Mar-15	Presentation with azerbaijani minorities at Tbilis	70						
32	24-Mar-15	Presentation with Azerbaijanian minorities at Tbilisi N/A							Ethnic minorities
33	30-Mar-15	Presentation with Turkish citizens at Tbilisi State un N/A							
34									
	Totally		33	727	420	58	307	42	225

OVERALL	98	2457	1292	53	1033	47	362
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Annex 2 – Status Report on English/Stem Institute

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English/STEM Institute

English Language Academy Update

The English Language Academy (ELA) is conducted via a subcontract arrangement with the Center for International Education (CIE). This arrangement provided synergies in the connections between recruiting and English instruction, and because of the regional distribution of offices outside Tbilisi. The progress during previous quarters has previously described. This section provides some additional details on the overall outreach effort, along with details about enrollments in the ELA as of the third quarter.

By identifying specific target populations, CIE tried to set realistic goals, and analyze the results of the quarter 1/2. Based on this, CIE in the 3rd quarter changed its strategy for outreach and made it more targeted to reach different groups of population. For identifying different recruitment populations CIE made desk research (CRRC- <http://crrc-caucasus.blogspot.com/2015/02/tracing-regional-inequalities>, OSGF supported project “ Public Debates about Higher Education system”, “National Minorities and Education Reform in Georgia” (ECMI working Paper, 2009)

SDSU future students are high school students seeking bachelor degree in STEM disciplines, students already studying in Georgian universities at relevant departments, women, ethnic and religious minorities, students from mountainous regions, students from remote regions, internally displaced persons, socially vulnerable students, underserved, winners of different Olympiads, students from special math and physics schools.

CIE continued traditional methods of intensive campaign visiting schools to promote SDSU-Georgia, its undergraduate degree programs and English Language Academy to help prepare students to meet the SDSU program requirements. CIE conducted 96 outreach sessions including presentations, seminars, meetings with students, parents, educators, resource centers, reaching over 2,500 beneficiaries, participated in and/or organized three education fairs reaching out to a potential population of attendees of approximately 16,000 students, parents, resource centers representatives, teachers, professors.

CIE participated in and presented SDSU-G programs at: Kakheti education fair – in Telavi; International Education Fair- in Tbilisi (with SDSU-G); and Alumni Fair – in Zugdidi. Separate seminars for the SDSU-G programs were organized for applicants willing to have more information about the programs.

Among the key messages for the presentation were (see attached CIE presentation):

- Degree programs and qualification
- Relationships between SDSU and the partner universities
- Value of an internationally recognized degree
- Cost of the program and availability of scholarships and student aid

In the reporting period CIE performed activities to meet the key objective of SDSU-Georgia to provide intensive English Language courses to potential applicants to meet general English education in preparation for enrollment in a SDSU degree program.

Though general awareness among student population about SDSU Georgia is rising, it's still not sufficient without additional recruiting efforts. CIE continues to present the program to the 12 graders and 11 graders for the future generation of applicants to the SDSU Georgia.

In the 3rd Quarter, CIE has started another session of two-level English Prep courses, tailored especially to the needs of students in Tbilisi and four regions of Georgia including Telavi, Akhaltsikhe, Batumi and Kutaisi. Overall 6 instructors have been hired to lead the courses in the respective areas.

1. Starting in November 2014, the ELA enrolled a total so far of 99 students, through prior English skills testing and assessments, and interviews (The first cycle includes November-January, the second cycle includes - February-March)

KPI	Total Number	Activity in Tbilisi	Activity in other regions	Number of general STEM students	Number of Socially Vulnerable students	Number of women
Number of outreach sessions nationwide	96	34	62	2575	657	53%
Number of student inquiries (ELA)	115	34	81	*	*	64
Number of students applying (to ELA)	100	22	41	*	14	26
Number of students completed the course (round 1)	47	15	32	47	14	24
Number of students currently enrolled in the ELA course (round 2)	52	28	15	52	25	18
Number of students completing the assigned course (student retention)	<p>In progress.</p> <p>The ELA first training cycle were completed by 47 students.</p> <p>Paper Based TOEFL exam will be conducted for 47 students by the end of May, beginning of June.</p>					
Number of students advancing to the next level (progress)						
Number of students achieving the target score						

* Findings/recommendations on KPI reporting

1. ELA web-based inquiry forms do not generate information on social vulnerability; therefore it's hard to determine the status of applicants through inquiries.

2. The indicator/wording on “Number of General STEM students” needs to be modified, as there is no opportunity to determine general STEM vs non STEM students among the overall number of applying students.
3. The remaining data the students completing/advancing the course should be reported upon the completion of the training cycle.

The reported KPI is based on Geography and Demographics as described above, whereas **Student success** and matriculation will be reported at the completing of the cycle.

The Geography of outreached students, as a key indicator of social and economic vulnerability in Georgian educational spectrum, is reported in detail previously in the Q3 report.

The demography of students in the chart above is reported under the number of socially vulnerable students, based on the number of outreached/enrolled ethnic minority, IDP, remote regional and women students.

Based on the registration data among ELA applicants there are: 12- IDP, 13 - Socially disadvantaged, 8 - Minority and 9 students from multichildren families. Gender balance is good and 53% girls are involved already.

STEM Institute – Current Status and Planning Update

The STEM Preparatory Program (SPP) will be offered to all Georgian students selected for enrollment in an SDSU-Georgia STEM degree program. In future years, we believe it would be useful to expand the program to include rising 12th grade students, but will keep any such participation quite limited/observational in the first year. Each student will be given the chance to participate in a 2-week intensive workshop to be conducted just prior to commencement of classes. Students will be given a series of mathematics and sciences (pre-calculus and chemistry) exams at the start and end of the program to determine their level of competency and need for additional training in one or more of the subjects, and to provide a tool for evaluation of student learning during the STEM Institute.

Location

It is intended that the SPP will be administered by faculty from the main SDSU campus using facilities at TSU. Tentative arrangements have been made for the 2015 STEM Institute to be offered in classrooms at TSU Building 1. For the initial Program, we are currently using an estimate that 150 will choose to participate in the 2015 class.

Programs and Cycle

The STEM Institute will be conducted annually prior to the start of the Fall semester. The Program will consist of two primary assessment and remedial educational components. The first will focus on

mathematics competencies with remedial education in calculus, algebra, and other courses that are fundamental to a student's ability to grasp and successfully complete engineering and science degrees. The second component will focus on the applied sciences such as physics, chemistry, biology, and various engineering disciplines to raise the level of competency of the students in these disciplines, and to emphasize the importance of competence in mathematics in all STEM disciplines. The STEM Institute will also provide students with perspectives on exciting current developments and future prospects in STEM.

STEM Preparatory Program Features

- Two 4-hours sessions per day, including one 4-hour session focused on mathematics and one 4-hour session focused on applications of mathematics in other STEM disciplines. Each of these sessions is devoted to advancement of mathematics and/or sciences proficiency to enhance successful performance in subsequent testing, qualification for enrollment, and performance in degreed program courses. The morning session will focus on basic competencies, the afternoon session on applications of those concepts to science and engineering problems.
- This will be a 2-week program with a 2-day weekend workshop to present sessions on the various degree programs, SDSU curricula, and research activities of the SDSU and partner university faculty. A preliminary schedule for the workshop is:

Institute Dates: Sept 1 – Sept 11

Daily schedule

10 AM – 1 PM	Math concepts (focused on college Algebra and Pre-Calculus)
1 PM – 2 PM	Lunch
2 PM – 5 PM	Applications of math in Physics, Chemistry, Engineering, Biotechnology, and related fields
5 PM – 6 PM	Office hours / Student advising

Additional Activities:

Sept 1	Begin with pre-calculus exam and pre-chemistry exam
Sept 4-5	Students will participate in STEM workshop with faculty from SDSU and partner universities
Sept 11	Finish with pre-calculus exam and pre-chemistry exam

- The language of instruction will be English for the STEM Institute. The STEM Institute will also support language learning, especially in the technical vocabulary and problem solving.
- Inception and completion tests will be conducted to identify key deficiencies in mathematics and/or sciences for use in determining individual needs during and subsequent to the workshop. Testing will include the placement instruments used to determine the appropriate level of instruction in Mathematics, Chemistry, and English for the ensuing semester.
- Train students on how to access computer facilities, textbooks, study materials and online library resources needed for success in the degree programs.
- Students will receive a certificate of Completion upon successful completion of the program.
- The STEM Institute will provide personalized counseling and academic assistance, including assistance with student registration for courses for the Fall semester.

Annex 3 – Report on Georgian faculty training at SDSU

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Georgian Faculty Training at SDSU

Thus far, two cohorts of faculty from Georgia have visited SDSU for training, and a third is nearing the end of their stay. The Georgian visitors included faculty and administrators from Tbilisi State University, Ilia State University, and Georgian Technical University. The first group of 11 faculty visited for the 2014 Summer semester, and the second group of 9 faculty visited SDSU during the 2014 Fall semester. The third cohort of faculty to visit SDSU arrived on March 4 and will stay until April 17, 2015.

The selection process for faculty to participate 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 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.

Prior to their travel to SDSU, a series of meetings was held with the Georgian faculty to help them to prepare. This meeting is outlined in the Expectations document following this report. Upon arrival, there is an orientation and welcome session to help them become familiar with the campus and the various administrative uptake procedures, as well as to engage with the discipline faculty for academic preparation.

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), that will be 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 the beginning of instruction.

Where appropriate (e.g. in Engineering disciplines), visiting faculty also receive training in ABET accreditation standards. Beginning in the Spring semester visiting Georgian

Engineering faculty will gain experience in applying for ABET accreditation, and Chemistry faculty will gain experience in applying for ACS certification.

All visiting Georgian faculty also meet with SDSU Department Chairs and Deans. Georgian visitors with administrative appointments met with the SDSU Provost and other administrators at SDSU for discussions about administrative structure and shared governance involving administrators, faculty, staff, and students.

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

- A two-day Student Research Symposium (<http://srs.sdsu.edu>)
- College of Sciences Discovery Slams (<http://sci.sdsu.edu/slams/what/>)
- Explore SDSU (<http://explore.sdsu.edu>)
- SDSU Science and Engineering Sampler (<http://sci.sdsu.edu/sampler/>)
- The Kyoto Prize Laureate Lecture (<http://kyotoprizeusa.com>)
- SDSU Library tour
- College of Extended Studies and its role in the University
- Language Acquisition and Resource Center (LARC) – Georgian language instruction

In addition to these training experiences, meetings with multiple SDSU researchers are arranged with visiting Georgian faculty to discuss potential for research collaborations. The expectations provided for visiting faculty in advance of their visits are that they will 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.

It will be important for accreditation efforts to make sure that the faculty involved in the delivery of materials for SDSU-Georgia has opportunities for conversations about the curriculum and its performance with students. With the return of the third cohort early in Q4, we will begin to bring faculty together to facilitate the relationships needed to allow such conversations to develop and flourish. Previous to their participation in the SDSU visit program, faculty visitors are brought together with the Dean to discuss their upcoming experiences – this provides an opportunity for the faculty visitors to meet across the different partner institutions prior to their visit to San Diego. Several opportunities are provided for faculty to interact as a group while in San Diego. Experience thus far has shown the importance of these interactions, and so for the third cohort a weekly interaction within each discipline group will be arranged. At the end of the visit, a post-assessment is conducted by Dean Maloy in San Diego. A second post-assessment is conducted a few weeks after the group returns to Tbilisi by Dean Walsh. These experiences provide many opportunities to build cohort across the partner university faculty. In furtherance of this goal, with the critical mass associated with the return of the third cohort, we will arrange meetings by discipline groups. This will begin by conducting a meeting where we will ask the newly returning faculty to present on their experiences to the members of the previous cohort within their discipline.

A complete listing of the faculty cohorts is provided below.

Summer Session 2014:

Georgia Technical University			
Last Name	First Name	Field of Study	SDSU Host
Kvartskhava	Giorgi	Chemistry	Bill Tong (Chair, Chemistry)
Meskhishvili	Dali	English Language	Eniko Csomay (Assoc. Dean, CAL)
Sanaia	Ekaterine	Physics	Matt Anderson (Prof., Physics)
Tsitsishvili	George	Physics	Matt Anderson (Prof., Physics)
Zedelashvii	Alexander	Entrepreneurship	Stanley Maloy (Dean, Sciences)

Ilia State University			
Last Name	First Name	Field of Study	SDSU Host
Dalakishvii	Giorgi	Physics	Matt Anderson (Prof., Physics)
Murtskhvaladeze	Marine	Entrepreneurship	Stanley Maloy (Dean, Sciences)

Tbilisi State University			
Last Name	First Name	Field of Study	SDSU Host
Kokiashvili	Nino	Chemistry	Bill Tong (Chair, Chemistry)
Trapaidze	Lia	Entrepreneurship	Stanley Maloy (Dean, Sciences)
Jojua	Nino	English Language	Eniko Csomay (Assoc. Dean, CAL)
Nebieridze	Mariam	English Language	Eniko Csomay (Assoc. Dean, CAL)

FALL Semester 2014:

Georgia Technical University			
Last Name	First Name	Field of Study	SDSU Host
Gigilashvili	Giorgi	Computer Eng	Lal Tummala (Chair, Electrical & Computer Eng)
Goletiani	Ana	Chemistry	Bill Tong (Chair, Chemistry)
Matchavariani	Tamara	Business English	Eniko Cosmay (Assoc. Dean, CAL)
Nemsadze	Simon	Electrical Eng	Lal Tummala (Chair, Electrical & Computer Eng)

Ilia State University			
Last Name	First Name	Field of Study	SDSU Host
Kvavadze	David	Electrical Eng	Lal Tummala (Chair, Electrical & Computer Eng)

Tbilisi State University			
Last Name	First Name	Field of Study	SDSU Host
Chelidze	George	Mathematics	Mike O'Sullivan (Chair, Mathematics)
Davitashvili	Tinatin	Computer Sci	Leland Beck (Chair, Computer Science)
Murtskhvaladze	Irakli	Economics	Jennifer Imazeki (Prof., Economics)
Odishelidze	Nana	Mathematics	Mike O'Sullivan (Chair, Mathematics)

SPRING Semester 2015:

Georgia Technical University			
Last Name	First Name	Field of Study	SDSU Host
Kalabegishvili	Mirian	Civil Engineering	TBD
Jincharadze	David	Chemistry	TBD

Ilia State University			
Last Name	First Name	Field of Study	SDSU Host
Ilia State representatives have not yet been named, anticipate selection by January 22.			

Tbilisi State University			
Last Name	First Name	Field of Study	SDSU Host
Bukia	Tinatin	Chemistry	TBD
Gavasheli	Tsisana	Natural Science	TBD
Jibuti	Giorgi	Chemistry	TBD
Tavadze	Leri	International Relations	TBD
Ghvedashvili	Giorgi	Natural Sciences	TBD

Expectations for Faculty Visiting San Diego

We are glad that you will be able to join us at our main campus in San Diego. We hope to provide an opportunity for you to become more familiar with San Diego State University, including its faculty and students, with the programs we will be bringing to Georgia, and with its culture.

This document is intended to help you to understand what we hope to accomplish through your visit. The objectives are to help you to understand:

- The curricula of the programs you may become involved with through SDSU-Georgia
- Specific classes you might get opportunities to teach or help teach in your discipline
- If appropriate, the equipment and teaching methods in laboratories related to your discipline
- Assessment methods we use for conducting, analyzing, and documenting assessment of student learning for continuous improvement and accreditation purposes
- Methods we use to assess courses at other institutions for potential articulation to SDSU courses
- Research interests of our faculty in your discipline and complementary disciplines, to build potential collaborations with your own interests
- Systems for faculty self-governance at SDSU
- Other university organizations, including entrepreneurship and innovation mechanisms used by the university and available to faculty.

Clearly it is an ambitious agenda, and we appreciate your interest in learning about these things and look forward to getting to know more about your teaching and research interests in the process.

Before you go, in addition to the visa and travel arrangements, we ask that you do a few things to prepare for the visit.

1. Provide some descriptive information using the form that will be sent to you, so we can find a mentor faculty and they can begin to become familiar with you.

2. Review the SDSU online resources for courses in your discipline, and see if you can identify any courses in the lower division (that is, numbered 299 or lower) that are similar to classes that you teach or have taught. If there are none, please consider classes that are taught by your colleagues that might fit in this category. Once you have identified a course, we ask that you compile:

- A syllabus
- A class description (catalog description)
- Some important assignments from that class
- A final exam
- Any assessment materials available from past deliveries of the course.

Once you have gathered this information, please translate as much as you can to English. During your visit, we will ask you to work closely with our articulation committee to see if the class you have championed can be articulated with a similar SDSU course from our catalog.

3. Prepare a 30 minute presentation (in English) on your research interests. We will set up an opportunity for you to present your interests during your visit. Power point is readily available and there will be plenty of equipment available to project your presentation.

With this preparation before you go, we wanted to make you aware of several things that will occur during your visit:

1. You will be assigned a faculty mentor who will work with you to build your specific agenda. This person will be your main contact for academic matters.
2. You will make a presentation at some point to share your research interests.
3. You will be asked to deliver a guest lecture at some point during your visit. in a course in your area, with observation from your faculty mentor and/or others
4. If you teach in a laboratory discipline, we will also ask that you lead a laboratory session using our equipment at some point during your visit.
5. You will have the opportunity to observe instruction of courses in your areas of interest. You may want to look online at the course schedule, so you know what is being taught during your visit. You can refine your list with your mentor once you arrive, and they will help you notify faculty that you would like to observe their courses and to find good times to visit. But, if you can look at the schedule before you go, this process will be organized more quickly. You will get the opportunity to observe some faculty office hours for student questions about classes and advising on curriculum and career matters.
6. Throughout your visit, we will be organizing sessions for you on Fridays that cut across the different academic disciplines. These sessions will combine education about the US university, including library support, work on curricular issues including articulation and curriculum design, and materials about teaching techniques and teaching with technology. Further, you will be invited to a number of campus events relating to potential aspects of the collaboration and relating to student and faculty life, sometimes during the regular workday but also potentially in the evenings and on weekends, and we expect that you participate in these as a part of the assignment.

SPECIAL NOTE FOR SPRING VISITORS – during your visit, SDSU will have it's Spring Break, when students are excused from classes for the week of March 30-April 3. We expect that there will continue to be many meetings arranged during this week, but there will probably be a reduced schedule and some free time as well.



SAN DIEGO STATE
UNIVERSITY

Georgia

Welcome & Orientation

Tuesday – March 3, 2015

- 8:00 a.m. Kacy Vega will meet faculty at Villa Alvarado and escort them to breakfast
- 8:30 – 9:00 a.m. **Light Breakfast for Visiting Faculty** - Sycuan Room (Extended Studies Center-ESC)
- 9:00 – 9:30 a.m. **Complete required documents and paperwork** - Sycuan Room (ESC)
- Validation of Program Participation Form
facilitated by Charleen Lalley
 - W-7, W-8 BEN, & Foreign National Information Forms
facilitated by Judy Williamson
 - Distribution of Honorarium and Meal Checks
facilitated by Jo Boulter
- 9:30 – 10:30 a.m. **U.S. Bank** – Room 208 (ESC)
facilitated by Diana Coelho and Melanie Reed
- 10:35 – 11:00 a.m. **Human Resources Check In** – Room 406 & 407 (ESC)
Submit SDSU Volunteer Identification Form
facilitated by Meracle Cothron
- 11:15-11:45 a.m. **Obtain RED ID Card** – Room 2620 (Student Services West)
facilitated by Eartha May Arandia
- 12:00 – 12:30 p.m. **Visit U.S. Bank** – West Commons
- 12:30 – 2:00 p.m. **LUNCH**
- 2:00 – 3:30 p.m. **Academic Orientations – First meet in GMCS Room 602**
- Brief welcome by Dean Stanley Maloy
 - College of Engineering Orientation - Room 203 (Engineering)
facilitated by Lal Tummala
 - College of Sciences Orientation – Room 602 (GMCS)
facilitated by Bill Tong

Wednesday – March 4, 2015

- 9:00-10:00 a.m. **Campus Tour** – Start at Gateway Center, Room 1517 (front office of ALI)
facilitated by Alan Schuchman of The American Language Institute (ALI)
- 10:00-10:30 a.m. **Cultural Orientation Presentation** – Sycuan Room (ESC)
facilitated by Alan Schuchman

Annex 4 – Discussion of articulation plan progress

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Articulation primarily applies to courses taken at another institution that are prerequisites for the major or used to meet general education requirement. Each of these reviews requires evaluation of an English version of the syllabus and course materials for each course to be considered for articulation. Both WASC and the professional program accreditors require that SDSU evaluate the course and determine that it meets the expectations of SDSU prior to acceptance of these credits by students who transfer into SDSU programs, with special attention being required in these technical majors by the demands of the professional accreditors. Thus, articulation must be approached with special attention to the accreditation requirements. This requirement places a responsibility on SDSU to have an objective method for evaluating transfer student transcripts.

We have followed a three-way approach in the process of articulating courses: 1) review specific courses already offered at the partner institutions based on the guidelines listed below; 2) work closely with faculty visiting SDSU for 6-week periods from the partner institutions to adopt our GE courses and teach those courses after they return to Georgia; and 3) periodically send SDSU faculty to Georgia to work with Georgian faculty during the semester on course development and course modification as they are teaching those courses.

1) Review specific courses

In the articulation process of Georgian courses for the General Education requirement, the different levels of review of (given subject matter departments and their faculty as well as Enrollment Services) evaluators are looking for evidence whether a proposed course and corresponding syllabus

- a) covers subject-matter content with a broad understanding (rather than detailed, specific areas);
- b) states GE goals for the specific GE areas as outlined in SDSU's General Catalog;
- c) states student learning outcomes to meet those GE goals;
- d) outlines appropriate activities as well as assessment tools to meet those student learning outcomes.

The actual articulation of these courses is the first step in the process, and must be followed by follow-up meetings and the assessment of these courses to ensure that the student learning outcomes are met.

Currently we are various stages of the review process with the different partner institutions.

From Ilia State University (ISU), we received a long list of proposed course titles to consider for our GE articulation: 24 titles in the area of Arts and Humanities, 22 course titles from the Social Sciences, 22 course titles from Life Sciences and 22 course titles from Exact and Natural Sciences. In order to get to the next phase in the review process for these courses, first, we will need to obtain short course description for each in order to select a subset. Second, for a select number of courses, we will request course syllabi, and will work with faculty further on ensuring that all components (from a) to d) above) are included.

We have also received detailed syllabi for two courses with a potential to be articulated as one of our GE offerings:

- a) "Introduction to Modern Thought I"

This course is proposed to potentially replace SDSU's PHIL 101 ("Introduction to Philosophy: Ethics"), a required GE course for all Engineering majors. "Introduction to Modern Thought" has been reviewed and approved by SDSU's Chair of the Philosophy Department (as well as

some of the Philosophy faculty) for content. We are at the stage where more details as to how the course will meet the General Education requirements (cf., criteria outlined above) are being discussed.

b) “Academic Techniques”

This course is proposed to meet the requirements for the lower division Written Communication GE. This course has gone through an initial review but we are still awaiting feedback for content from the given department (Linguistics) who offer courses in this specific area for international students. Based on the initial feedback we received from faculty (the reading and resource materials are very similar if not the same as used at SDSU, and the evaluation rubric used to assess student learning outcomes is outstanding), we are certain that with some relatively minor modification this course could also be articulated fairly soon.

After we are able to agree on the various areas to be included on the syllabi, we will pass it on to SDSU Enrollment Services for final review and final articulation.

From Tbilisi State University (TSU), we received a long list of proposed course titles to consider for our GE articulation as well. We have received the following number of lower division course titles TSU offers, in tandem with the number of course titles TSU recommended for further review in the various areas of GE areas for potential adoption:

- 1) Communication and Critical Thinking: 13 submitted, 8 recommended for further review;
- 2) American Institutions: 47 submitted, 10 recommended for further review;
- 3) Social and Behavioral Sciences: 33 submitted
- 4) Natural Sciences and Quantitative Reasoning: 42 submitted

Of those recommended by TSU for further review to meet the General Education requirement, we have requested and received detailed syllabi for two courses with a potential to be articulated as one of our GE offerings:

a) “American System and Government” for American Institutions

This course is currently being routed through the Political Science Department for review of content. Since the current syllabus lacks most of the detailed descriptions for GE outlined above, through further dialogue we will ensure that it will meet the criteria.

b) “Theory and Practice of Communication Skills” for Communication and Critical Thinking

This course includes both written and oral communication as well as leadership skill training. Due to the fact that these areas are currently covered in separate courses at SDSU we will not consider these courses further. Instead, we offer courses to meet those areas of GE from SDSU offerings (or potentially through other partner institutions).

While some of the majors offered via SDSU-Georgia have a set of required courses as part of the GE offerings, in other majors, there may be other potential courses that students can take as GE. For students to be able to fulfill lower division GE in these areas, we feel that there may be other courses not necessarily immediately recommended by TSU, and offered in Georgian, that could be potentially reviewed and articulated (e.g., Introduction to Oldest and Ancient Archeology, or News Journalism, etc.). We will continue our dialogue concerning these courses, and review potential syllabi.

We have also worked to articulate classes in the math and basic sciences which are fundamental to the science and engineering majors. For example, we have looked to articulate math courses from the partner institutions to Math 141 (precalc) and the set of calculus courses (Math 150, 151, and 252) required at SDSU. In the existing contexts at the partner universities,

the existing courses are not candidates for articulation. This is true for several reasons, including that these courses do not have an entry screening for placement, that they consist in total of significantly less student credit hours (or ECTS) than the sequence at SDSU, and that they do not cover all of the topics to the same depth. At GTU, we are working to determine what potential changes could be adopted to modify the existing curriculum for at least some students to develop an articulatable sequence. This process is augmented by an ongoing TEMPUS project relating to calculus instruction at GTU.

2) Georgian faculty at SDSU

For areas of GE offered by the College of Arts and Letters at SDSU, so far, we have received the following number of faculty with the following areas of expertise:

- a) Summer 2014: 3 faculty for areas of Communication and Critical Thinking (Linguistics 94, 100, 200, 280, 305W)
- b) Fall 2014: 2 faculty; one for areas of Communication and Critical Thinking (same as above), and one for Quantitative Reasoning (Economics 102)
- c) Spring 2015: 1 faculty for History (History 100 and 101)

With these faculty members on the SDSU campus for 6-10 weeks at a time, we were able to engage them in all parts of the GE curriculum in their respective areas of focus. That is, they visited a number of class sessions, engaged in dialogues with peers as well as with students, observed the assessment process (at times grading exams and/or assignments), and obtained each syllabus (and more) for these required GE courses. The outcome is that they are fully equipped with teaching the SDSU courses above in Georgia at any point in time. Further visitors from other GE areas will be targeted for participation in future cohorts.

3) SDSU faculty in Georgia

In Spring 2014, Eniko Csomay, Associate Dean for the College of Arts and letters visited Tbilisi and met with a number of stakeholders at all three partner institutions (TSU, ISU, GTU) as well as faculty both already in the program, and potential faculty to be included in the program. As a follow-up to this visit, she and other SDSU faculty involved in the respective CAL GE areas will be training Georgian faculty periodically on the day-to-day operations/doings of GE in Fall 2015, and beyond. This will help further articulation in the near and more distant future.

Annex 5 – Design Progress Report for New Construction packages

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SDSUG Georgia Project: Construction of new campus building at Iliia State University



DESIGN PROGRESS REPORT

April 2015

Project Description:	Tbilisi Higher Education Site Constructions and Refurbishments
Produced For:	San Diego State University (SDSU) (Client)
DOCUMENT #:	SG150414
Date:	14/04/2015
REVISION #:	-
DOCUMENT STATUS:	Final

Approvals

	Name	Signature	Date
Prepared	Andrew Webb		14/04/2015
Checked	Richard Saunders		14/04/2015
Approved			

Document Control

Revision	Date	details	Prepared	Checked	Approved
FINAL	14/04/15	Issued for inclusion in quarterly report	AW	RDS	

Notes:

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EXECUTIVE SUMMARY

The purpose of this document is to report on the current state of design of the new build campus building at Ilia State University to be located at Chokolashvili Street opposite Vake Park.

The result of review of the current state of design has found the following:

1. The site concerned has sufficient ground area to accommodate the proposed footprint of the building.
2. There is currently sufficient access to the proposed site to allow construction vehicle and materials transport access.
3. A geological survey of the site has been completed and confirms the requirements for piling and that the bedrock layer is sufficiently strong and stable.
4. There are water supply lines and sewage lines located close to the site of the new construction suitable for use.
5. There are constraints to the footprint of the new build related to the need for fire department access to the courtyard of the existing building.
6. Permits for construction and permits for removal of existing trees on the site have been previously applied for and received, however the permit for tree removal has now expired and will require renewal. This process has been started.
7. In order to allow for opening of the facility by 15th September 2016 the time allocated for review, tendering, and Contractor selection by MCA-G should be reduced from approximately 5 calendar months to 1 calendar month.

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1. PURPOSE OF DOCUMENT

The purpose of this document is to report on the current state of the design for the new build campus building at the Ilia State University campus located at Chokolashvili Street opposite Vake Park.

2. SCOPE OF WORKS

The scope of works of the design of the new build structure includes:

- Inspection of the site.
- Review of geological survey
- Development of concept designs for approval by the client
- Application for construction permits and permits for removal of trees located within the footprint of the new building
- Development of detailed Contract Design Documents
- Issuing of Cost Plan including detailed Bill of Quantities

3. REVIEW OF THE DESIGN HISTORY AND CURRENT STATUS

The initial design for the new build was developed in February; originally the design was for a building with three entrances to enable a footprint that infringed minimally on the existing trees and courtyard area. This resulted in a long narrow building with entrances and fire escape stairs at either end, with an entrance, fire escape, and lift in the middle area of the building.

Upon discussion with SDSUG representatives it was decided that the original concept resulted in too many inefficiencies in common areas in the building, in particular the larger amount of corridor space required.

As a result the design was amended to have a lower width to depth ratio, this resulted in a design where, in accordance with Georgian fire regulations, the entire building could be evacuated by two fire escapes, one at either end of the building. This resulted in an economizing of common area floor space in the corridors, however the number of trees to be removed increased as a result.

The current design is for a modern, multi-level university building, optimized for taking advantage of natural light, and will emphasize economic and eco-friendly energy usage.

The building will be fully accessible for mobility impaired students, with a dedicated lift and strict fulfillment of Georgian Government requirements for accessibility.

A geological survey has been conducted previously by ISU, the findings will be incorporated in the structural design of the building.

The mains services, electrical, water, sewerage, and gas, have been inspected and are deemed sufficient.

Refer attachment 2 for conceptual floor plans

4. PERMITTING REQUIREMENTS

ISU has previously applied for permitting for both construction and removal of trees.

4.1. CONSTRUCTION PERMITS

Ilia State University has previously applied for construction permits for the site. Provisional approval has been given, and the permitting of the structure will be an ongoing process with submission for approval required at various stages of the design and construction process in accordance with the requirements of the Tbilisi Mayorality.

Permitting has recently been transferred from the Ministry of Economic Development to the Tbilisi Mayorality (City Hall) which will result in minor delays until the approval committee is formed. Representatives from Saunders Group and SDSUG have already met with the City Hall representatives who have promised to expedite the approval of permits by presenting the necessary information to selected members of the committee prior to its formation.

4.2. PERMITS FOR REMOVAL OF TREES

Ilia State University has previously applied for a permit to remove trees from the site, however this permit has expired. It is now in the process of renewing the permit to enable removal of trees clashing with the building footprint.

5. PROGRAMME SCHEDULE

The program schedule (refer attachment 1) shows the proposed design and construction schedule including the MCA-G/MCC review, approval and tendering process, which is 105 working days; this process was as supplied to SDSUG by MCA Georgia. As shown on the schedule this will push the completion date back to 13th January 2017 as opposed to the requirement to have classes beginning on 15th September 2016. It is suggested that MCA-G/MCC review their forecasted time for review, approval and tendering to enable opening of the facility on the required date.

6. SUMMARY

The result of review of the current state of design has found the following

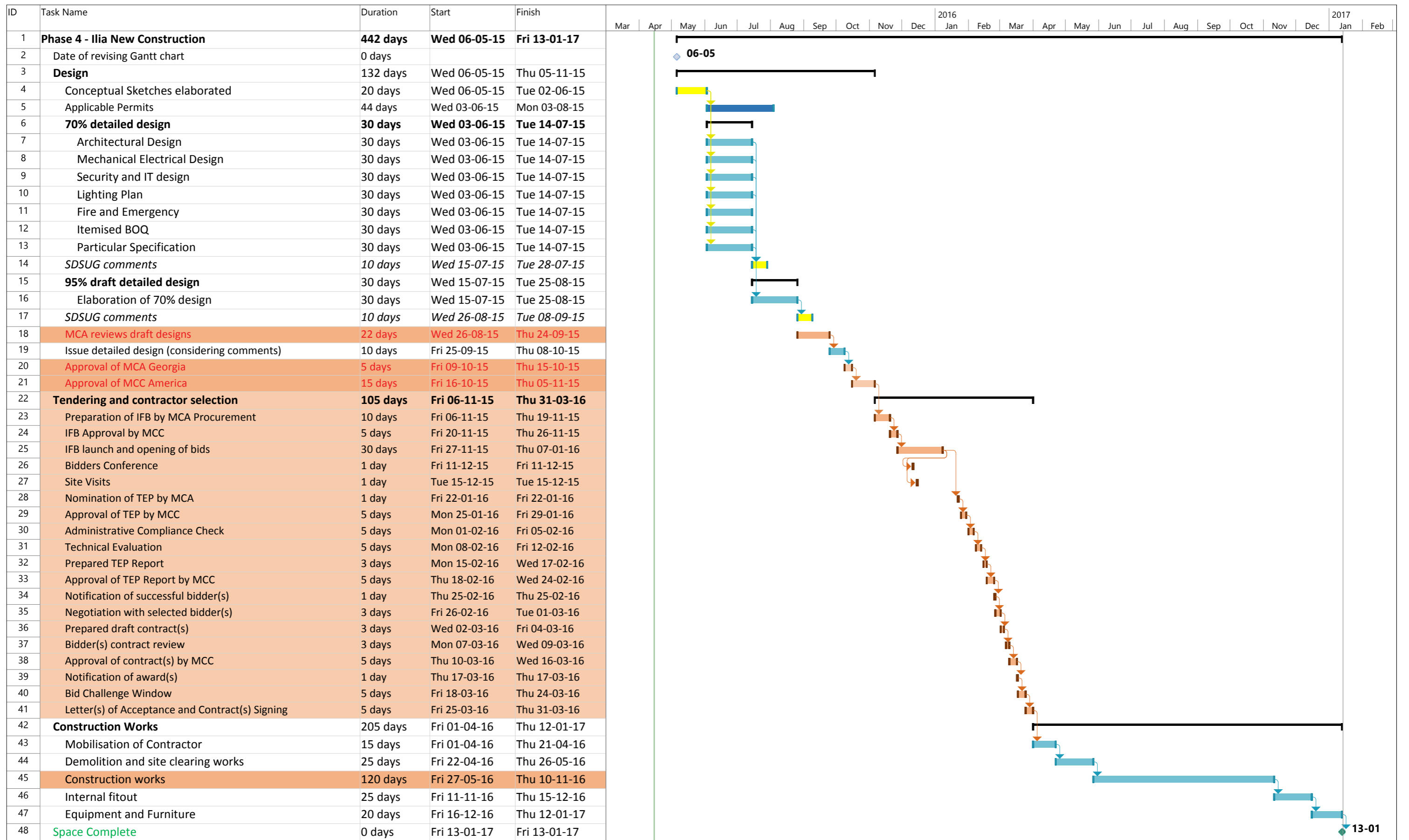
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7. In order to allow for opening of the facility by 15th September 2016 the time allocated for review, tendering, and Contractor selection by MCA-G should be reduced from approximately 5 calendar months to 1 calendar month.

7. ATTACHMENT 1 - PROGRAMME

Programme schedule in form of GANT chart.

8. ATTACHMENT 2 – CONCEPTUAL FLOOR LAYOUTS

5 sheets showing floor plans



Project: SDSUG_ISU new build p Date: Wed 15-04-15	Task		Project Summary		Manual Task		Start-only		Deadline	
	Split		Inactive Task		Duration-only		Finish-only		Progress	
	Milestone		Inactive Milestone		Manual Summary Rollup		External Tasks		Manual Progress	
	Summary		Inactive Summary		Manual Summary		External Milestone			



