2016

2016-17
SDSU Georgia
Cohort

December 4, 2015

SAN DIEGO STATE UNIVERSITY

Georgia

# RECRUITMENT STRATEGY 2016-17

The 45-month contract between SDSU and MCC/MCA-G calls for submission of a comprehensive strategy paper for recruitment of SDSU-G's 2016-17 cohort. This strategy paper is prepared as a deliverable of the 45-month contract. The three pillars of the recruitment strategy for the 2016-17 cohort are: 1) Identifying and signing memorandums of understanding (MOU's) with public and private Feeder Schools (mostly private schools); 2) Creation of a STEM Database for Georgia which can then be used for CRM activities to have continuous communication with prospective students, and; 3) Establishing "Pathway" programs with partner universities for international student recruitment. Due to the fact that high schools finished their summer break on September 15, and the fall recruitment season is in full swing, the recruitment strategy described herein is at the same time being implemented.

TABLE OF CONTENTS

LIST OF FIGURES AND TABLES

1. 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 Ilia State University, Tbilisi 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 will establish an English Language Center. All instruction will be 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 will offer 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 will be taught by SDSU faculty, adjunct faculty, and visiting faculty hired for their scientific and educational expertise. Degree offerings for 2016-17 academic year include: BS Computer Engineering; BS Electrical Engineering; BS Chemistry – Biochemistry; BS Computer Sciences with the BS Civil Engineering; and BS Construction Engineering; to be added in the near future.

## 2. Situation Analysis

### 2.1 Country overview

**Country demographics**

As shown in Table 1 below, the population of Georgia was 4.469 million people in the beginning of 2011.

Table 1. *Georgian Statistics Department (Geostat) data on population*

| Year | Population for the beginning of the year (thousands) |
|---|---|
| 2011 | 4 469.2 |
| 2012 | 4 497.6 |
| 2013 | 4 483.8 |
| 2014 | 4 490.5 |
| 2015 | 3 729.5 |

http://www.geostat.ge/?action=page&p_id=473&lang=eng

According to UN population projections, shown in Table 2 below, Georgian population will drop to less than 3.2 million by 2050. Unfortunately, according to Geostat data given above, Georgian population dropped drastically in the last 5 years to 3.73 million in the beginning of 2015. This is more than the drop the UN Population Projection forecasted for 2015.

The majority of the country's population are Georgian (83.8%). There are several ethnic minority groups in Georgia (according to 2002 census). The largest ethnic minorities are Azeri (6.5%), Armenian (5.7%), and Russian (1.5%).

Table 2. *Georgia Population Projection According to 2011 United Nations Population Projections (ref. World Bank report).*

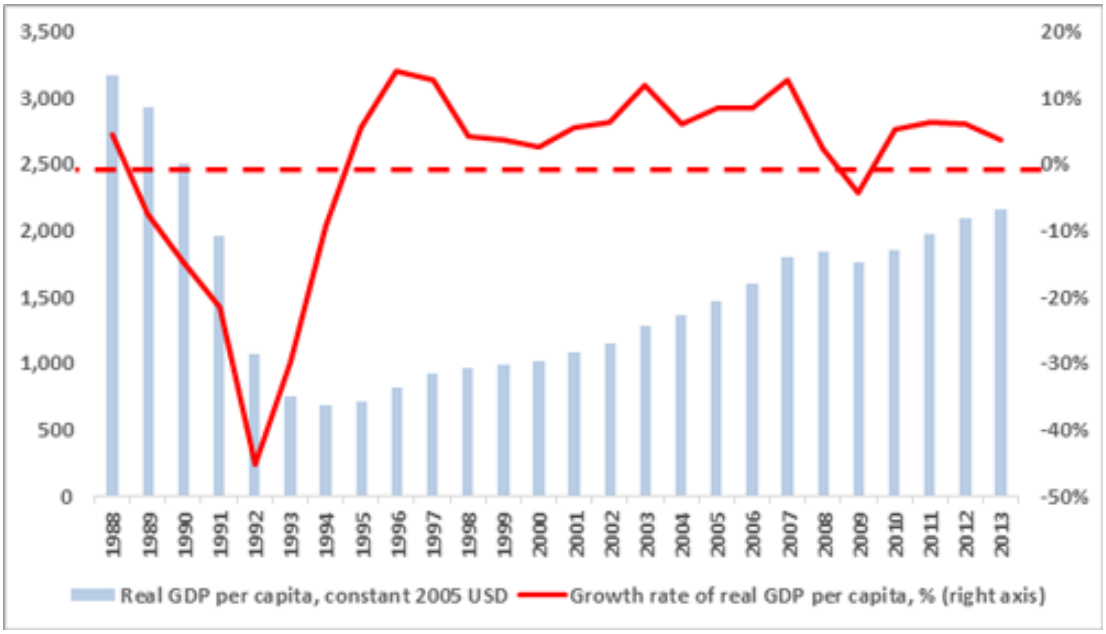
| Thousand | 2010 | 2015 | 2020 | 2025 | 2030 | 2035 | 2040 | 2045 | 2050 |
|---|---|---|---|---|---|---|---|---|---|
| Total Population | 4,352 | 4,225 | 4,080 | 3,922 | 3,760 | 3,604 | 3,456 | 3,316 | 3,186 |
| Aged 0-4 | 257 | 237 | 208 | 180 | 158 | 155 | 152 | 149 | 143 |
| Aged 5-14 | 466 | 477 | 481 | 431 | 376 | 332 | 308 | 302 | 299 |
| Aged 15-24 | 705 | 545 | 428 | 443 | 451 | 411 | 359 | 318 | 299 |

*http://www.wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2012/03/07/000350881_20120307102126/Rendered/PDF/ICR20240P098210IC0disclosed03060120.pdf*

**Economy**

According to the World Bank, Georgia is categorized as "Lower-middle-income economy"(http://data.worldbank.org/about/country-and-lending-groups#Lower_middle_income). GNI per capita is less than $4,125, with a significant economic disparity between the urban and the rural areas. The main reasons cited for the drop in population (Table 1) are unemployment and low-income jobs. Figure 1 shows the Real GDP per capita and the growth rate of real GDP per capita from 1988-2013.

Figure 1. Real GDP per capita and Growth of real GDP per capita 1988-2013.




http://old.georgiatoday.ge/articles.php?cat=Economy&version=762, http://iset-pi.ge/index.php/en/iset-economist-blog-2/entry/lessons-learned-from-a-decade-of-georgian-reforms-view-from-the-sky

**Education**

As shown in the Table 3, the total number of students in general education schools (K-12) in Georgia during the 2014-15 school year was 554,319. The distribution between girls and boys was 261,495 and 292,522, respectively. Consistent with the demographics data, the enrollment in K-12 is declining; enrollment dropped to 554,319 in 2014, from 643,300 in 2008.

Table 3. *Enrollment in K-12 and Higher education*

| | 2008 | 2009 | 2011 | 2012 | 2013 | 2014 |
|---|---|---|---|---|---|---|
| Enrolment in general education schools, thousands | 643.3 | 624.5 | 568.5 | 559.4 | 553.0 | 554.3 |
| Enrolment in higher education institutions, thousands | 93.6 | 102.7 | 95.1 | 109.5 | 117.7 | 124.2 |

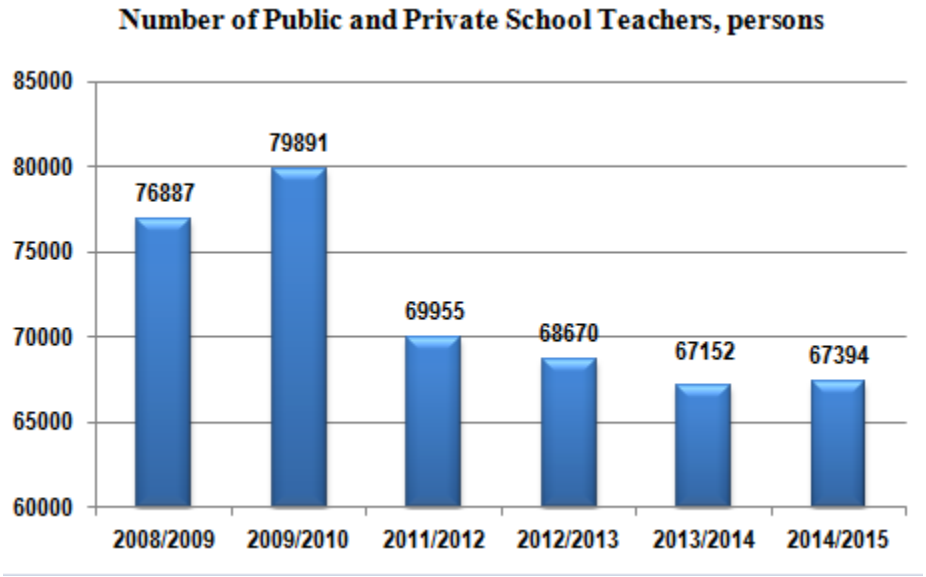
In the Table 4, the distribution of students by regions is shown. More than 50% of the students are in the Greater Tbilisi area.

Table 4. *Student population distribution by Regions*

| | Students Population |
|---|---|
| Greater Tbilisi | 53.10% |
| Ajara/Guria | 12.60% |
| Imereti/Racha | 14.10% |
| Samtske Javakheti | 4.50% |
| Kakheti | 7.70% |
| Samegrelo/Svaneti | 8.00% |
| **Total** | **100.00%** |

As can be seen in Figure 2, the number of school teachers in Georgia also declined sharply since 2010. The number of teachers employed by public and private K-12 schools is given in Appendix 1.

Figure 2. *Number of K-12 school teacher (Source: Geostats)*




There are some 2,575 K-12 schools distributed around the country; 2331 public schools and 244 private schools. The number of students enrolled in public and private K-12 schools by municipalities throughout Georgia is given in Appendix 2. The Figure 3 shows the distribution of schools by regions. Tbilisi, being the capital of the country, and the city with the largest population and economy, is the home for almost half of the private schools in the country; there are a total of 121 private schools in Tbilisi.

There are a number of very good private schools in Georgia. In the Table 5, the tuition cost of some of the private K-12 schools in Georgia are presented.

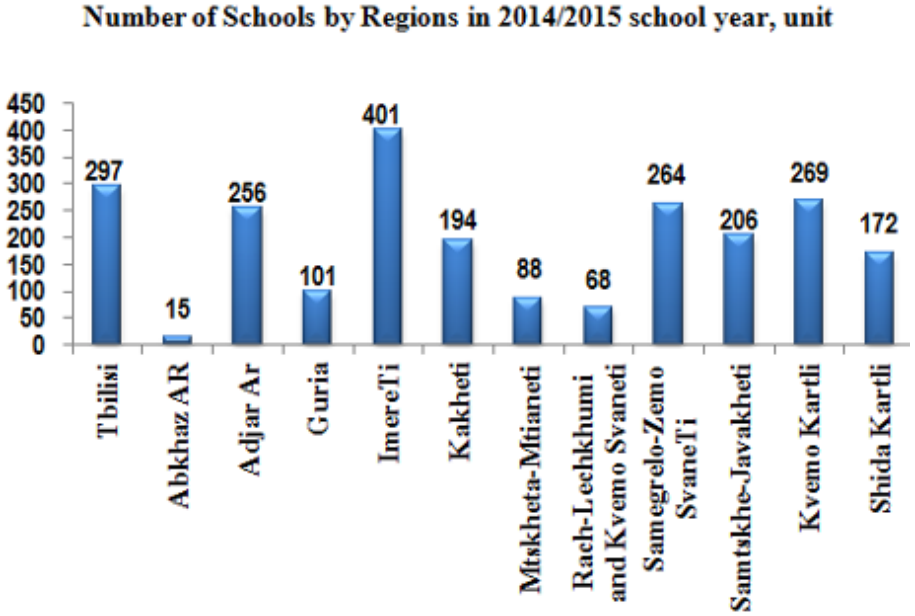
Table 5. *Tuition of some of the private K-12 schools in Georgia (2015-16)*

| | School | Annual Tuition (GEL) |
|---|---|---|
| 1 | QSI | 41,174 |
| 2 | New School - IB program | 23,000 |
| 3 | American Academy in Tbilisi | 19, 000 |
| 4 | British-Georgian Academy | 17,500 |
| 5 | European School | 15,500 |
| 6 | Ecole Francaise du Caucase | 12,185 |
| 7 | Logos Tbilisi | 9,900 |
| 8 | Iakob Gogebashvili | 7,900 |
| 9 | St. George's British Academy/British Connection | 6,500 |
| 10 | New School Tbilisi (Georgian section) | 5,900 |
| 11 | Buckswood International Tbilisi | 5,575 |
| 12 | St. Nicholas School | 5,500 |
| 13 | School 21st Century | 5,000 |

Ref: http://imgur.com/1Euby5x?desktop=1

Unfortunately, however, there may be significant regional inequalities in access to quality K-12 education in Georgia. Some of these issues are discussed in a recent blog by the Caucuses Research and Resource Center (CRRC) Georgia (see Appendix 3).

Figure 3. *Distribution of K-!2 schools by regions and municipalities*




http://www.geostat.ge/?action=page&p_id=206&lang=eng

In the Table 6, the number of students studying in secondary education, grades 10, 11 and 12 are shown. It is expected that there will be approximately 47,000 students graduating from all the high schools.

Table 6. *Number of students studying in high schools (source: MOES)*

| | High school students | |
|---|---|---|
| GRADE | Public Schools – 2015 | Private Schools - 2015 (in Tbilisi) |
| X grade | 46,055 | 3,939 (2,270) |
| XI grade | 42,878 | 3,837 (2,200) |
| XII | 42,848 | 4,218 (2,322) |

On the other hand, as shown in Table 3, there is an improvement in enrollment in higher education institutions. The enrollment increased to 124,200 in 2014, and the participation rate (% of 15-24 age cohort in higher education) is now 22%. Though the increase in higher education enrollment is encouraging, the participation rate is below the EU target of 40%. However, this may not reflect the reality as there are substantial numbers of Georgians pursuing higher education abroad. According to Open Doors data of the Institute of International Education there are less than 500 Georgian higher education students studying in the U.S., and approximately 40% of these are in STEM programs. Data from the Ministry of Education and Science suggest that approximately 1000 students per year request authentication of their high school documents to support their applications to study outside Georgia. Table 7 presents the data on how many students applied to MOES to get their diplomas certified to study outside Georgia.

Table 7. Georgian students who apply to get their diplomas certified by MOES

| Year | Students applying for Diploma certification to study outside Georgia |
|---|---|
| 2015 | 1089 |
| 2014 | 1110 |
| 2013 | 862 |
| 2012 | 1008 |

The cost of education (tuition) in public universities of Georgia, for Georgian citizens, is 2,250 GEL. For international students, the tuition in public universities can be twice this amount. Except for Medicine and Dentistry, the average tuition paid by international

students studying in Georgia is around $2,000. Medicine and Dentistry are in the range of $4,000-$7,000.

Table 8. *Tuition of some of the private higher education institutions in Tbilisi, Georgia.*

| | **School** | | **Annual Tuition (GEL)** |
|---|---|---|---|
| 1 | Free University of Tbilisi | Standard | 6,950 |
| | | B.A. in Business Administration | 7,850 |
| 2 | Caucasus University | Standard | 2,250 |
| | | B.A. in Business Administration | 7,500 |
| | | Law, Journalism, Mass Comm, PR, etc | 5,900 |
| 3 | Georgian Institute of Public Affairs (GIPA) | B.A. in Business Administration | 7,500 |
| | | Law | 5,000 |
| | | Audio-Visual & Media Art | 5,400 |
| 4 | Georgian American University (GAU) | Business School | 5,900 |
| | | International Rel. and Diplomacy | 4,900 |
| | | **Nat. Sciences & Engineering** | **4,500** |
| | | Liberal arts & Humanities | 3,500 |
| 5 | International Black Sea University (IBSU) | B.A. in Business Administration | 5,100 |
| | | Economics, Accounting, Tourism, **Engineering.** | **3,960** |
| | | Law | 5,900 |
| | | International Relations | 4,680 |

Reference: Weekly Georgian Journal (4-10 June 2015)

In Table 8, annual tuition in selective private universities in Tbilisi is given. As discussed earlier, demand for non-STEM fields (i.e., law, business administration, social sciences, humanities, international relations, journalism, etc.) in Georgia is much higher than the demand for STEM disciplines. Accordingly, the tuition for non-STEM fields is priced based on demand, rather than the cost of education. Obviously, the cost of STEM degrees is considerably higher than that of non-STEM degrees. In the U.S., the cost of education is reflected in the tuition. But this is not the case in Georgia; the differential pricing of degrees are based on demand rather than the cost of instruction.

The two STEM degrees listed in Table 8, at GAU and at IBSU, are priced at 4,500 GEL and 3,960 GEL, respectively. Compared to these, SDSU-G annual tuition for Georgian students, $7,500, is 4-5 times higher. It is considerably higher for international students; the list-price of annual tuition for international students is $13,500.

### STEM Education

STEM professions were not very popular, or well- paid jobs, during the Soviet era. Unfortunately, the same perception of STEM continues to date. STEM is seen as a second tier profession /degree. Many parents, who were young adults when the Soviet

Union collapsed, advise their kids now not to apply for STEM degrees. Preferred first-tier degrees in Georgia, and many former Soviet Union republics, are: Law, international business, international relations, marketing, business, journalism, communications, advertising, etc. STEM is a hard sell, particularly when it comes with a price tag of $7,500, when the GNI per capital is around $4,000.

As for STEM education in K-12, currently, there are 67,394 teachers in Georgia, and approximately 25,000 of them are STEM discipline teachers. Among these, a vast number are uncertified teachers. Teacher preparation, professional development and certification is one of the major priorities in Strategic Plan 2020 of Georgian Ministry of Education and Science. STEM education is heavily promoted by the MOES as a priority of state policy, and as part of the general education curricula. Professional development training for teachers is provided through Ministry's Teacher Professional Development Center (TPDC). Some schools have renovated STEM laboratories, and MCC's second compact is also helping in this effort. Nonetheless, at current investment levels secondary school preparation and visibility of STEM fields is likely to remain a challenge. Supporting materials and facilities, such as laboratories, computers, and materials and equipment for conducting experiments as part of a modern STEM curriculum are very far behind current standards in Europe and the US. Teachers who lack strength in STEM, coupled with laboratories that are clearly behind, work together to demotivate students about the importance of STEM in Georgia.

There are three STEM-oriented high schools in Georgia left from the Soviet era. Two of them are located in Tbilisi. These schools are: "Komarov" Physics-Mathematical boarding school #199, and I. Vekua Physics-Mathematical School #42. The third one is located in Kutaisi; this is Andria Razmadze Physics Mathematical Secondary School #41. Despite their STEM orientation, the laboratory facilities and general appearance of modernity of these schools are well behind similar facilities in the US and Europe.

**National Assessment and Examinations Center (NAEC) and STEM**

According to statistics obtained from NAEC, in 2015, a total of 40,000 high school seniors registered to take NAEC exams. In the NAEC booklet, the total number of slots available in all the higher educational institutions was 44,600, meaning that the supply of slots exceeds demand. In 2014, the total NAEC registration was 32,037. According to statistics obtained from NAEC, in 2014, STEM-related quota announced in all the Georgia universities (public and private) was approximately 7,500.

All students are required to take the General Aptitude test, and also they need to choose a foreign language test (English, Russian, German, or French). In 2015, the number of students who signed up for the NAEC English test was approximately 29,000. This number shows a significant increase from 25,269 in 2014.

In 2015, the number of students that signed up for the two STEM subjects critical for SDSU Georgia programs, Math and Chemistry, was about 11,000 and 1,500, respectively. The previous year's numbers were 8,984 and 2,888, respectively, so the 2015 NAEC registration was a slight increase in the total, although with a substantial decrease in interest in chemistry.

Based on a statistical analysis conducted by NAEC, the minimal scores required to succeed in STEM subjects, and the percentage of students who passed the minimum scores, are:

- Math - 15 out of 59 (passed by 73% of students);
- Chemistry - 19 out of 75 (passed by 85%);
- Biology - 19 out of 75 (passed by 89%);
- Physics - 19 out of 75 (passed by 64%);

For 2015-16 academic year admissions, SDSU Georgia required higher thresholds for admission. These thresholds were selected based on analysis of the 2014 NAEC results. The thresholds selected and the corresponding 2014 percentiles are listed below.

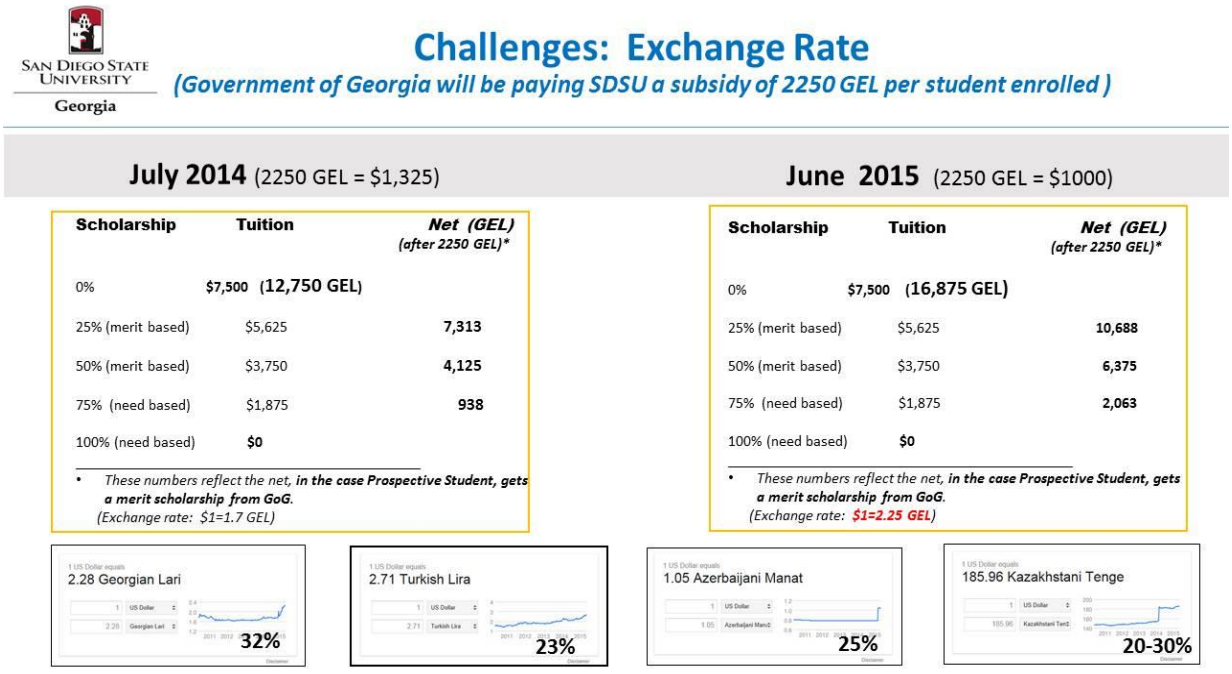
- General Aptitude – 46 out of 80 (passed by 38% of students)
- Math - 30 out of 59 (passed by 36% of students who took the exam)
- Chemistry - 43 out of 75 (passed by 36% of students who took the exam);
- English - 60 from 100 (passed by 38% of students who took the exam).

## 2.2 Challenges for SDSU

**Summary of Pre-enrollment Period -- 2015-16 academic year recruitment**

- SDSU had a number of serious start-up challenges ranging from registration, VAT exemption, to various bureaucratic challenges, which impacted recruitment planning and execution for 2015-16 cohort. These will not be elaborated here, as they are covered elsewhere.
- SDSU did not have facilities to show prospective students due to challenges with costs, timing, and procurement — availability of modern facilities could have helped in recruitment.
- Devaluation of the GEL was not predicted. In Figure 4, exchange rate related challenges both for GEL and other currencies in the region are shown. From summer 2014, when SDSU-G project was kicked off, to June 2015, GEL lost 32% of its value. This was also true for the neighboring countries' currencies as well. Accordingly, for Georgian students, annual tuition of SDSU-G increased from 12,750 GEL to 16,875 GEL in less than a year. With today's exchange rate, SDSU-G's annual tuition is 18,000 GEL

Figure 4. Exchange Rate Challenges




- Industry support and involvement was in very early stages of development.
- Success of this program demands close collaboration of SDSU, MCA-G, and the partner universities. Our collaborative process is still evolving. We hope that a strong collaborative process will have a positive impact on the future recruitment activities.
- STEM awareness is on a slow start; more time is needed for "market penetration".
- Student loans with acceptable interest rates were not available for students who wanted to enroll in SDSU-G.

## Ongoing Challenges for 2016-17 Recruitments

### STEM education

After the collapse of Soviet Union, STEM education fell out of favor. This is true for both secondary education and higher education. A fairly recent ABET-readiness study sponsored by the Ministry of Education and Science of Georgia revealed that even the top state universities in Georgia do not have enough STEM subjects (e.g., Math) in their curricula. According to the ABET study, even students majoring in STEM subjects do not take sufficient science and math courses. The situation is not very different in K-12. STEM education needs to be restructured in Georgia for both K-12 and HE institutions. This is a high priority for the Government of Georgia, and improving STEM education is in the Ministry's Strategic Plan for 2020.

### Low STEM demand

Except for demand for medicine and dentistry, the demand for STEM related subjects is very low. In general, STEM is regarded as a second-tier degree, and there is a lack of understanding and/or appreciation of internationally recognized degree/quality. Only one out of ten high school seniors is interested in STEM discipline. This is true for other former Soviet republics in the region as well. This is attributed to the fact that during the Soviet Union era, STEM graduates were not held in high regard (due to the sheer numbers of STEM graduates) and the fact that one could not earn a good living with a STEM degree. Parents of the current generation may still be maintaining the same views on STEM.

In 2015, 11,000 students signed up for NAEC Math test, and only 1,500 students signed up to take the NAEC Chemistry test. I.e., the total number of students who sign up for the NAEC Math and Chemistry test was less than 20-25% of the total pool of 40,000 students that signed up for the NAEC test. This percentage includes students that want to study medicine and dentistry.

### Lack of finances of families

Income per capita in Georgia is less than $4,000. Less than 10% of the population is well to do. There is significant poverty, particularly in the rural and highland areas. (Addressing regional disparities, **poverty**, and **unemployment** has been flagged as the key priorities for intervention by the Government in its new Socioeconomic Development Strategy of Georgia: 2020.) There are few big cities in Georgia. Except for Tbilisi and Batumi, there are very few families that can afford to pay SDSU's annual tuition.

### English Proficiency

Though there is a big push by the Government of Georgia to improve English language proficiency of the young generation, English language proficiency of the secondary school children in Georgia is not very high. This is particularly true for students studying in public high schools. The situation is worse in the rural areas. It is very difficult to find English-ready students in cities other than Tbilisi, Kutaisi and Batumi.

Admission to SDSU main campus requires a TOEFL score of 80 (iBT). Admission to SDSU-G campus was set at 70 (iBT TOEFL), with the hopes of capturing more students for the first year. 70 iBT (523 PBT) TOEFL score is somewhat borderline threshold for instruction in English language (Note: SDSU-G planned additional English courses and ongoing English support to bring students to the required English proficiency level quickly.)

This year, SDSU-G accepted students with a NAEC English score of 60% and allowed student one-year to complete the required TOEFL score of 70 iBT. Upon registration,

current SDSDU-G students were given an English placement test prepared by SDSU-G, and an institutional (PBT) TOEFL test. Only 46 students, out of the total cohort of 82, scored higher than the required 523 PBT. Thirty five (35) of these students scored higher than the 80 iBT required by SDSU main campus. Results of the English test scores of all the students, comparing NAEC score, SDSU-G placement test and TOEFL are provided in Appendix 4.

**NAEC requirement / timing of admission decisions**

Having NAEC, a centralized university entrance exam and a centralized university placement system, is very different than the accepted norms of university admission in the U.S. This system poses many challenges which cannot be easily understood and overcome in one year. The timing of the exam is also not conducive to recruitment of students from private high schools in Georgia. This is addressed in detail in Appendix 12 – Lessons learned in 2015-16 Recruitment.

**Student Life**

International competitors use their modern dormitories, recreational facilities, food service facilities, and so on as recruiting tools. Student life in Georgian public universities has not been developed to a level that we could use it as an advertising tool for prospective students (Georgian and international).

**Private High School in IB related challenges**

These are the primary group of Georgian students with financial resources required for the $7.5K tuition of SDSU-G. The challenge in recruiting private high school students and IB students is explained in detail in Appendix 12 – Lessons learned in 2015-16 Recruitment.

**International students related challenges**

International students are envisioned to help subsidize the cost of Georgian students and also create long-term sustainability for SDSU-G. The challenge in recruiting international students is explained in detail in Appendix 12 – Lessons learned in 2015-16 Recruitment. In addition to the structural/visa issues described in the Appendix 12, lack of student dormitories and student life activities to show also contributed negatively in international student recruitment process.

## 2.3 Last year's recruitment overview

For a number of reasons, accreditation of the SDSU programs would not have been possible under the existing HE Law in Georgia. These include differences in requirements for the length of academic semesters, differences in grading standards, differences in counting student credit hours, and differences in documentation

requirements, for example. In order to complete the accreditation process, SDSU was assisted by MCA-Georgia. MCA-G worked with NAEC and the Ministry to develop proposed changes to the law to allow the accreditation of the SDSU-G programs, and these laws were adopted by the government at the end of 2014. Accordingly, the programs were accredited, through the offices of the partner universities, as programs at the partner universities, allowing them to appear on the list from which students could choose through their registration with the NAEC.

As a result, last year's recruitment activities could not kick off in earnest until after SDSU Georgia secured its registration with NAEC. Registration was finalized at the end of January 2015, and the recruitment activities started as of February 2015. In November, the Center for International Education (CIE) was contracted as a consultant to undertake outreach activities to high schools. In February, the Director of Community Relations and Development was hired.

For freshmen applicants, a student financial aid program was announced in February in three categories: Need-based; merit-based; and full-tuition scholarship for "star students". The selection criteria included *demonstrated academic ability, indication of financial need,* and *NAEC scores*. For transfer ("mobility") students, during the summer, transfer opportunity from other programs, and universities, was announced through SDSU-G and partner universities' web pages, and EQE's registration web portal. A brochure outlining the terms and conditions of students' transfer to the SDSU-G program was published, and distributed to partner universities. An electronic version was uploaded on all partner universities' web-sites.

**Outreach Activities for 2015-2016 Recruitment Period**

An overview of all the public outreach activities for 2015-2016 recruitment period undertaken by the SDSU-G office is given in Appendix 5. Recruiting outreach activities undertaken by CIE, based on CIE's last year recruiting strategy, are summarized in Appendix 6. Most regions of Georgia were covered.

NAEC announced the exam registration period as February 10 – March 17. During this period, students could sign up online for the NAEC exam, and simultaneously register their choices for their preferred universities and programs. When registration closed on March 17, SDSU-G programs registered at TSU, GTU and ISU got a total of 351 preferences ("hits") in students' top 20 choices. 60 of these were in students' first choice, 67 in the second choice, and 64 in the third choice. Table 9, is a summary of the distribution of choices among the programs offered.

TSU was the most popular partner university, followed by ISU. GTU did not have a strong showing among the students' choices. Our recruitment and outreach activities continued until high schools closed (end of June). After NAEC registration ended,

students were allowed to go back and change their university and program choices as many times as they wanted, until the end of the exam appeal period (July 31). However, we found out that most of the students did not touch their original choices much, until the very end (just before the close of the appeal period).

Table 9. Distribution of choices among the SDSU-G programs offered

| University | Code | Program Name | Choice # | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | I | II | III | IV | V | VI | VII | VIII | IX | X | XI-XX | |
| Tbilisi State University **(TSU)** | 0010111 | 1. Electrical Engineering; 2. Computer Engineering | **30** | **23** | **18** | **10** | **7** | **9** | **2** | **2** | **4** | **2** | **25** | **132** |
| Tbilisi State University **(TSU)** | 0031101 | Chemistry (Biochemistry) | **16** | **6** | **3** | **4** | **1** | **0** | **2** | **0** | **2** | **0** | **8** | **42** |
| Georgian Technical University **(GTU)** | 0031102 | 1. Electrical Engineering; 2. Computer Engineering | **5** | **7** | **22** | **4** | **5** | **5** | **3** | **1** | **2** | **2** | **9** | **65** |
| Georgian Technical University **(GTU)** | 0100405 | Chemistry (Biochemistry) | **0** | **11** | **3** | **2** | **2** | **3** | **0** | **0** | **1** | **0** | **0** | **22** |
| Ilia State University**(ISU)** | | 1. Electrical Engineering; 2. Computer Engineering | **9** | **20** | **18** | **7** | **11** | **7** | **3** | **2** | **3** | **1** | **9** | **90** |
| Total | | | **60** | **67** | **64** | **27** | **26** | **24** | **10** | **5** | **12** | **5** | **51** | **351** |

As a result, it was concluded that Fall recruiting and promotions were pretty final -- students make up their minds in the Fall period and stick with those universities that were on their radar screen in the Fall period only.

**English Language Academy (ELA)**

In order to help prospective SDSU-G students with English language skills, and in particular the socially vulnerable student group, CIE was contracted to establish and run English/TOEFL Prep Centers. These centers were called SDSU-G's English Language Academy (ELA). CIE's offices in the five large cities of Georgia (Tbilisi, Kutaisi, Batumi, Telavi and Akhaltsikhe) hosted ELA programs. CIE Centers in the regions are conveniently located at state university buildings, and provide easy and convenient access for all applicants and their parents. In Tbilisi, CIE held the ELA classes at its main building. ELA provided all the necessary textbooks and electronic resources to students. Classrooms equipped with appropriate technology, in a safe and comfortable environment, were utilized for a rigorous learning process. ELA, in conjunction and collaboration with SDSU-G, also provided training to regional instructors to help keep them up-to-date on the latest methods of instruction.

In the first year of ELA's operation, utilizing its network of schools, community organizations, youth NGOs and women's organizations, CIE identified and recruited 136 students to offer TOEFL prep programs. These programs were offered free of charge to

students with socially and economically disadvantaged backgrounds, and also to students from the underrepresented community groups seeking admission to the SDSU-Georgia. There were 196 inquiries, but not all of them had sufficient English proficiency to start TOEFL prep groups. To enroll, students were required to take a placement test, which determined their English competency level. Assignment/progression to the next appropriate level was based on the term completion test results and instructor's evaluations of student proficiency. Upon instructor's recommendation, a student could enroll in ELA programs for up to a maximum of three terms.

**Financial Aid**

Financial Aid Application (FAA) Electronic Form was developed for Georgian and internationals applicants. The Financial Aid Application consisted of 3 stages of evaluation:

a) General information about students' academic record and progress;

b) School final exam scores, and interviews with student's references;

c) NAEC scores for Georgian cohort and standardized exams (e.g., TOEFL, IELTS, SAT, etc.) for the international applicants.

These application forms were completed by 155 prospective students; 129 Georgians and 26 international students. After completing the first two stages of FAA, Georgian applicants were told to wait for their NAEC results. After NAEC announced final scores by subjects, SDSU asked all Georgian FAA applicants to complete the final stage of their application. SDSU announced its final funding decisions at the end of July.

From the 129 Georgian applicants only 50 of them scored higher than the baseline NAEC scores announced by SDSU Georgia. These completed the third stage of FAA applications. Due to additional financial aid funding opportunities that became available in early August, SDSU announced that it will provide 100% scholarship (tuition waiver) for all qualified 2015-16 Georgian cohort. Before the closing of the NAEC exam appeal period, SDSU-G sent SMS messages to all Georgian students who scored higher than SDSU-G's baseline NAEC scores (approximately 2,000 students). Through this final stage of application, financial aid decisions were made based on NAEC examination rating scores, social vulnerability status, gender, and success in International and National Olympiads in STEM subjects.

## 2.4 SDSU Georgia 2015-16 Enrollment

SDSU-Georgia's enrollment in 2015-2016 academic year is 82 students (81 Georgians and 1 international). The Georgian cohort includes 3 transfer (mobility) students. SDSU Georgia attracted very good students with an average NAEC score of 2100. With funding from MCA/GRDF, SDSU-G granted tuition scholarships to 81 students: 100% - 78; 50% - 2; 25% - 1. In addition, many students received **Georgian Government Merit**

**Scholarships** of 2250 GEL**.** Distribution of GoG Merit scholarships is: 100% - 21; 70% - 28; 50% - 23; 0% - 6. Among the cohort is NAEC's top scorer, David Soselia, with a score of 2274.8, and the students who scored the highest in NAEC's Math and Chemistry exams, Luka Lomtadze and Ani Shalamberidze, respectively. Further student Success Stories can be found in Appendix 7.

### Student Distribution by Partner Universities:

SDSU-G students are co-enrolled in partner universities. As shown in Table 10, 55 students are enrolled in TSU, 21 in ISU, and 6 in GTU. There are 18 students in the Electrical Engineering program, 47 students in Computer Engineering, and 17 students in Chemistry / Biochemistry.

Table 10. SDSU-G student distribution by Partner Universities

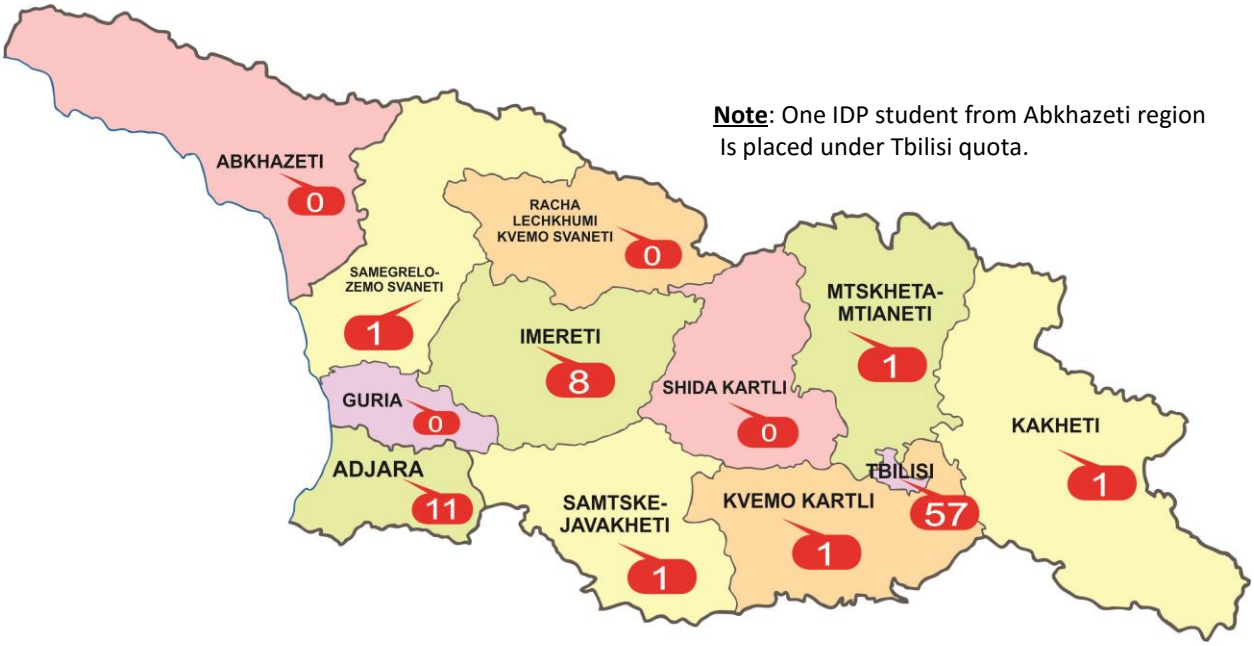
| | TSU | ISU | GTU |
|---|---|---|---|
| Electrical Engineering | 10 | 5 | 3 |
| Computer Engineering | 28 | 16 | 3 |
| Chemistry / Biochemistry | 17 | | |

It has to be noted that matriculating students at SDSU requires a very rigorous process. The Office of Admissions of SDSU requires registration data, and original academic documents on enrolled students. At the same time, the partner universities require documents for their purposes. The list of documents and enrollment procedures required by SDSU and the partner universities are given in Appendix 8. The process for co – enrolling students in partner universities was completed and students were registered by the end of September.

### Geographic Distribution

Figure 5 shows the geographic distribution of SDSU-G students. There are 57 students from Greater Tbilisi and 24 students from the regions, i.e., 30% of the cohort is from the regions. Having 30% of SDSU-G's first cohort from the regions can be considered as a big success, considering the English proficiency levels of students outside Tbilisi, and the limited financial resources of families outside the capital.

Figure 5. Geographic distribution of SDSU-G students.




**Student distribution by gender**

Student distribution by gender is as follows: 63 (77%) male and 19 female (23%). Female students' distribution among specialties: Electrical Engineering – 1; Computer Engineering – 10; Chemistry/Biochemistry – 8. Male students' distribution: Electrical Engineering – 17; Computer Engineering – 37; Chemistry/Biochemistry – 9.

**Socially Vulnerable and Social Support Students**

The financial aid policy of SDSU-G was designed to encourage enrollment of socially vulnerable and talented students. In the first cohort, 34% of the enrolled students have "socially vulnerable status" (i.e., Students from Occupied Territories; Students from large families - 4 children and more; Orphans; Students with disabilities; Students from socially disadvantaged families (scores < 70 000); Children of military families-- Killed in Action (KIA) and Missing in Action (MIA); Descendants of deported minority groups; Descendants of deported minority groups). Among the first cohort, there are students from high-mountainous and border regions. In the above map, Abkhazeti region is shown as 0, but in reality we have an IDP student from Abkhazeti region, who lives in Tbilisi, and as such listed under the Greater Tbilisi numbers.

**Student Distribution by High schools**

In our first cohort, we have 61 Georgian students from public, and 20 Georgian students from private high schools. The 61 students represent 28 public schools, and 20 students

represent 17 private schools. From the 3 public STEM high schools, SDSU-G attracted a total of 23 students:

- Kutaisi Andria Razmadze Public School #41 of Physics and Mathematics: 5 students
- Tbilisi Academician Ilia Vekua Public School of Physics and Mathematics #42: 10 students
- Tbilisi Vladimir Komarov Public School #199 of Physics and Mathematics: 8 students.

Student distribution based on high schools they graduated from, and the regions they come from, are presented in Appendix 9.

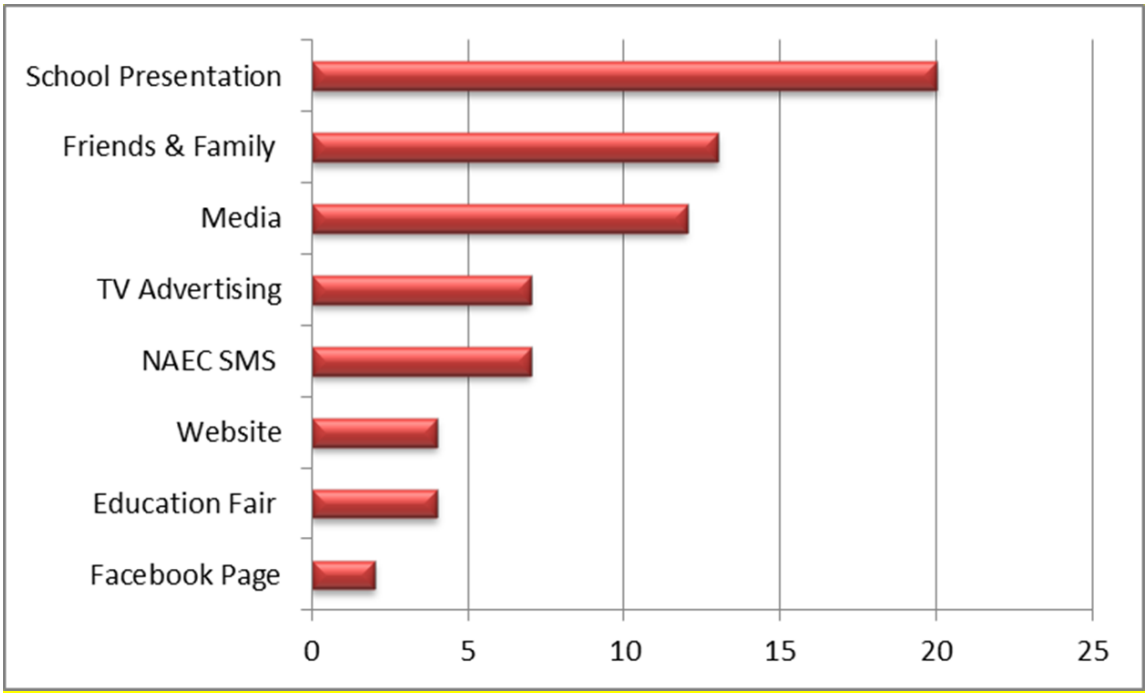
### Transfer/ Mobility Student

SDSU-G allocated a total quota of 80 slots (TSU 30, ISU 20 and GTU 30) for transfer students. National Education Quality Enhancement Center (EQE) approved the quotas. Student admission offices and QA departments of partner universities provided support for internal mobility to SDSU-G. Registration of external student mobility was also set up at EQE. Between August 25 and September 10, ten students applied for transfer. All procedures were completed (exams/pretests, review of documents and transcripts, justification of transfer credits, etc.) by September 14th, and three students were accepted: Two from GTU engineering programs (internal mobility) and one from Batumi State University (external mobility). The rest were not qualified (lack of English proficiency and low GPA). After completion of the procedures, EQE approved the transfers (end of September). As a result, SDSU-G's first cohort has 3 mobility students, two of which have 50% tuition waiver scholarship. Regulations and processes for transferring into SDSU-G from other Georgian universities is given in Appendix 10.

### Student Survey

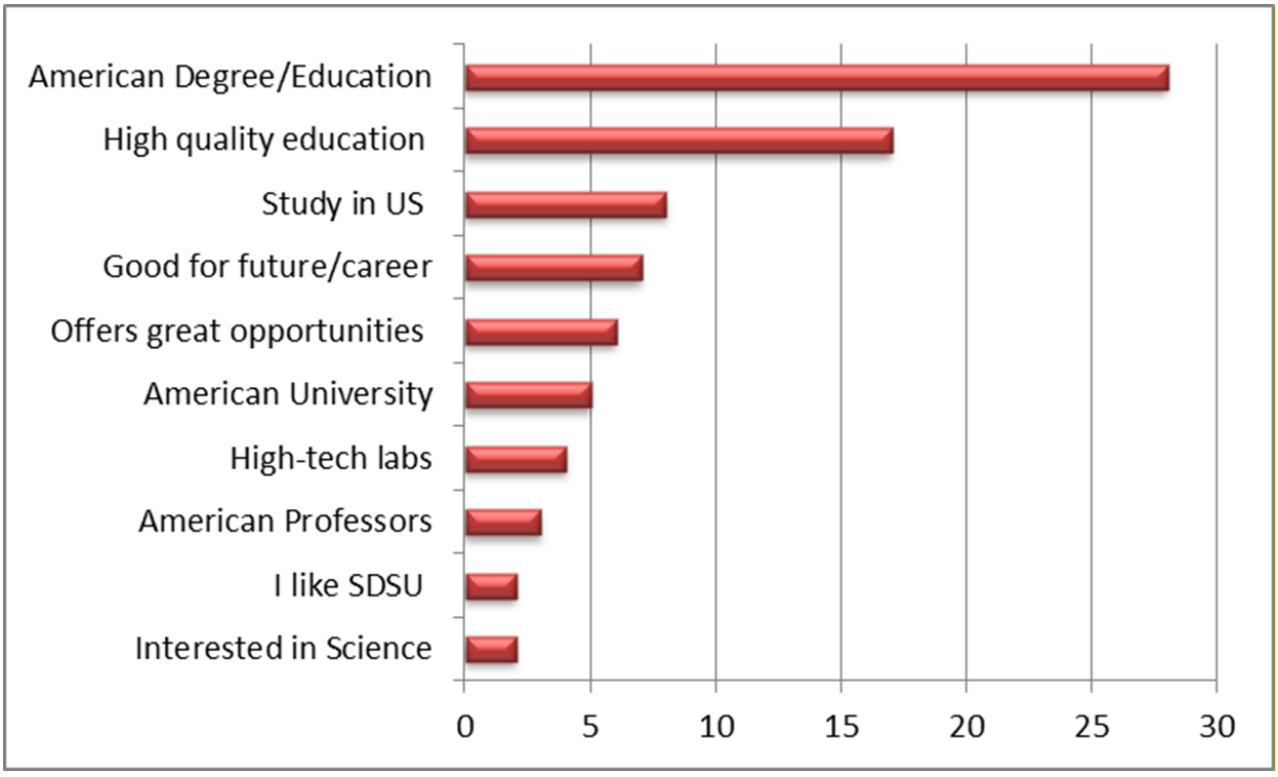
A survey was developed to identify how SDSU Georgia students first heard about SDSU-G, what were the main communication channels they used to get information about SDSU-G, and other information. (See Appendix 11 for SDSU-G Marketing Survey Questionnaire). The survey was distributed to 82 SDSU Georgia students during the STEM Academy. 70 students competed and submitted the survey. Results are presented in Figures 6 through 8.

Figure 6. Student Survey -- Question: *How did you first hear about SDSU Georgia*?



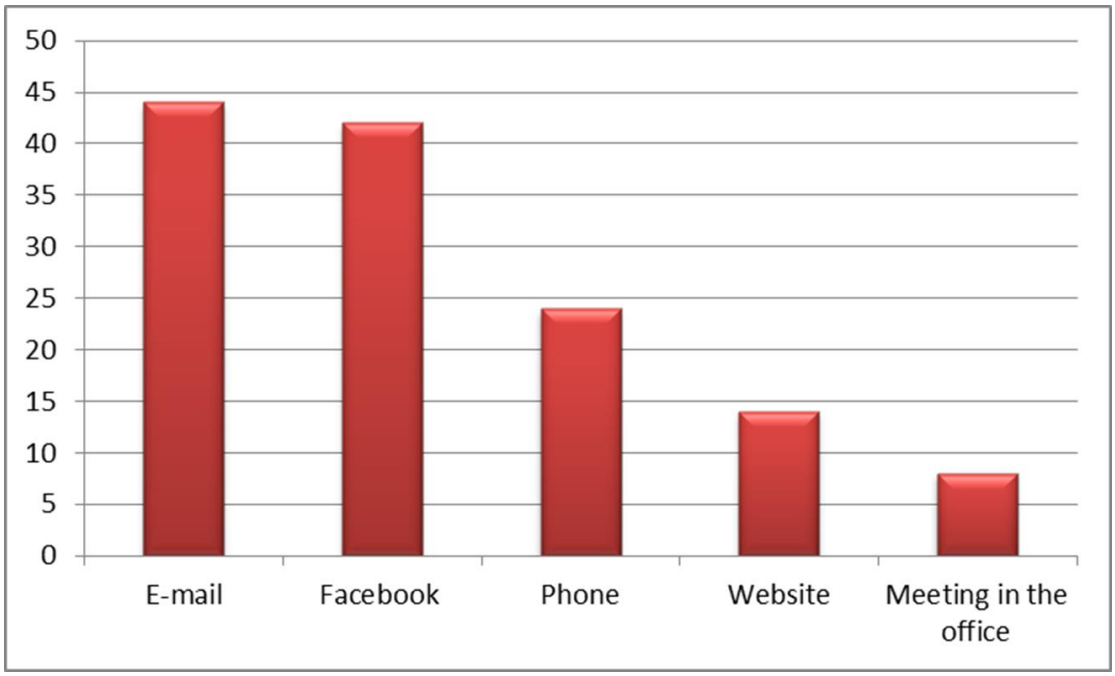

According the results, the largest portion of SDSU-G students have first heard about SDSU-G from School Presentations, friends & family members, media coverage (news, talk-shows, etc.), TV advertising, NAEC SMS, website and education fairs.

Figure 7. Student Survey -- Question: Why did you choose SDSU Georgia?



Students mainly decided to apply to SDSU Georgia because: They want to get American education and American degree; they want to get a high quality education; they want to study in US.

Figure 8. Student Survey-- Question: What communication channel do you usually use to receive information about SDSU-Georgia?




Students usually used Email and Facebook, to get detailed information from SDSU Georgia. 100% of the respondents note that their inquiries were answered on time. 62 out of 70 respondents note that the information about SDSU-G was easily accessible and available for them, 7 mentioned that it was not easy to find the information about SDSU-G. For more detailed information about the survey please refer to Appendix 11-- Marketing Survey Results 2015.

**Lessons Learned: Recruiting for 2015-16 Cohort**

A number of recruiting lessons learned during the 15 month contract period is presented in detail in Appendix 12. Table 11 summarizes the issues identified and solutions or potential solutions for those issues.

Table 11. Lessons learned in Recruiting (2015-16 cohort)

| Lesson learned | Solutions/Potential Solutions |
|---|---|
| Difficulty in recruiting private high school students | MCA-G has committed to work with SDSU-G and the Ministry of Education and Science to develop a solution. |
| Difficulty in recruiting international students | MCA-G has committed to work with SDSU-G and the Ministry of Education and Science to develop a solution. SDSU-G has proposed that a process be developed in which students can begin visa application processes once they receive provisional admission from SDSU, using SDSU's admission practices for international students. |
| Securing commitment for ELA students to SDSU | Several options are being considered. For example, in one, students will be able to register for ELA courses for a fee, and to apply a fraction of the ELA costs towards their first year tuition.. |
| Increased impact of lack of financial aid infrastructure | The method developed for identifying student commitments to SDSU-G described in the previous item must incorporate this concern. |
| Exchange rate risks | This is an external risk factor to the program. |

## 3. Methodology

The methodology for developing the SDSU Georgia recruitment strategy for 2016-17 academic years included:

a) review and assessment of existing documentation including online resources – besides reviewing the SDSU, MCA Georgia, Partner University, NAEC and target high schools documentation the assessment included examination of publicly available materials such as policy documents, strategy papers, statistical data, websites, and media releases dealing with the higher education sector, recruitment or education development and other;

b) meetings with stakeholders/target groups – meetings and interviews were held with teachers/tutors, high school principals, existing SDSU Students, local NGOs working in education sector, SDSU-Georgia faculty, representatives of NAEC and other stakeholders;

c) Surveys – a marketing survey was developed. The instrument was distributed among SDSU-G first cohort during the STEM Academy. The results were assessed and lessons learned were developed.

d) Analyses and mapping – based on the reviewed documentation assess and identify objectives for the 2016-17 year recruitment strategy and activities to meet these objectives.

## 4. Objectives for 2016-2017 recruitment

Recruitment objectives and priorities for the 2016-17 cohort can be enumerated as follows:

1. Increase STEM awareness throughout Georgia, particularly in HE
2. Increase the interest of fee-paying prospective students by introducing "Feeder Schools"
3. Facilitate implementation of relevant amendments to Georgian HE legislation
4. Increase participation of women in STEM
5. Recruit from Socially Vulnerable groups to study at SDSU-G
6. Increase interest and participation of NGOs and industry in STEM education and development in Georgia
7. Retention of existing students
8. Increase international student recruitment by introducing "pathways"

## 5. Women in STEM

A literature search and consultations with Georgian anthropology experts pointed to the challenges summarized in this section. Historically women in Georgia studied mostly languages, music, social sciences and humanities. For women, there was a negative stereotyping of mathematics and physics; they were considered to be too difficult for girls. Chemistry was the only exception for girls who wanted to study STEM, and in that case, graduates were encouraged to work as science teachers in schools.

**Perception: Why girls don't go for STEM?**

The negative STEM perceptions for women that needs to be overcome in Georgia are:

- "*Girls can't have personal life after receiving degrees in STEM*",
- "*STEM is not for girls*",
- "*It is not prestigious for girls to become engineers*",
- "*Engineering is a male dominated profession*"; "*after graduating from STEM fields, women cannot have successful STEM careers*".

One of the objectives of the project is to overcome the negative perceptions, and increase participation of girls in STEM education and STEM workforce. For this, strategies will be developed to influence girls to choose STEM fields. Strategies for primary, secondary and tertiary markets will be identified, and school and out-of-school activities will be planned accordingly. Involvement of Women's organizations will be sought. Experience from the U.S. was reviewed to design activities to attract women into STEM in Georgia. Activities planned for increasing women participation in STEM and maximizing the girl enrollment potential of SDSU-G, in light of the demographic realities of Georgia, are presented in section 7.

## 6. Recruiting Techniques and Tools

2016-17 recruitment strategy is supported by three main pillars, which will serve as the main tools for implementation of the strategy.

Figure 9. Recruitment Strategy pillars


**STEM Branding & Creation of Prospective STEM student database**

This year there are approximately 47,000 high schools seniors in Georgia. Based on the experience of last year, it is expected that about 10% of these students will opt to pursue STEM related degrees (e.g., Chemistry, Computer and Information Technology Science, Engineering, Geosciences, Life sciences, Mathematical Sciences, Physics and Astronomy, Medical Sciences, etc.).

Creation of a STEM database with the names and contact information of all these students will help in reaching out to help to promote SDSU-G. This will enable SDSU-G to engage in CRM activities, establish continuous communication with the prospective students, inform them of SDSU-G public lectures and other activities, and also increase awareness and interest in SDSU-G. This data is expected to be gathered primarily during our outreach activities to high schools. A sample data collection card for STEM database is attached as Appendix 13.

**Feeder Schools**

This year SDSU-G will implement a new strategy and sign letters of Memorandum of Understanding (MOU) with high schools in Greater Tbilisi area and in the Regions. Administrators of the private high schools are contacted regarding MOU's. A sample MOU is attached as Appendix 14. For the private schools that send majority of their

graduates to overseas schools (e.g., 90% of the American Academy graduates choose universities overseas), this year we will be offering a new program; this will enable their graduates that choose to study STEM in the U.S., to come back to Tbilisi and spend **"One semester or one-year in Tbilisi"** as a student at SDSU-G. The list of Feeder Schools identified by SDSU-G is in Table 12.

Table 12. List of Prospective Feeder Schools

| | **High School** |
|---|---|
| 1 | American Academy |
| 2 | Buckswood International School |
| 3 | British Georgian Academy |
| 4 | New School --- **(IB program – graduating 20)** |
| 5 | Georgian American High School |
| 6 | Newton School (recent) |
| 7 | European School --- **(IB program -- graduating 24)** |
| 8 | Waldorff |
| 9 | Demirel |
| 10 | AES – Georgia |
| 11 | Mtsignobartukhutses |
| 12 | Green School |
| 13 | Logos |
| 14 | School 21st century |
| 15 | British Connection |
| 16 | St. George School |
| 17 | School Jejili |
| 18 | Komorov #199 |
| 19 | Vekua #42 |
| 20 | #1 First Experimental |
| 21 | #1 Gymnasium |

**"Feeder Tutors/Teachers"**

Children of well-to-do families all have private English tutors to help them learn English language. There are also tutors to help high school seniors prepare for university entrance exams such as NAEC, TOEFL, IELTS, SAT, etc. In some cases, 12$^{th}$ graders skip majority of the school year, and stay at home with private tutors preparing for the "university entrance exams". This is true for students who plan to go outside of Georgia, as well as for those who plan to take NAEC exam and study in Georgia. It is therefore a challenge to find 12$^{th}$ graders in their schools during the outreach activities. For our outreach, promoting SDSU-G to 12$^{th}$ graders through private tutors, particularly for those who have English language tutors, is very important.

Besides "Feeder Schools", this year SDSU-G will connect with the 12th graders through their private tutors. A "Feeder Tutor/Teacher" program will be initiated with the English Language tutors through English Teachers Association of Georgia (ETAG). SDSU-G will also try to capture student data from English Language training institutions: Study Abroad institutions (such as British Council, CIE, EducationUSA, etc.), American Corners, and the American Study Centers at the partner universities.

**Regional recruiting & English Language Academy services for high school seniors**

There are 10 regional centers, known as resource centers, which are responsible for effective functioning and policy distribution among the regions. For outreach activities, SDSU has to obtain the permission of the MOES and the regional centers to make presentation in schools. SDSU is working closely with a prominent and highly regarded Georgian consultant, the Center for International Education (CIE), to organize its outreach activities in Georgia, both in Tbilisi and in the regions.

Last year CIE completed 240 outreach activities in Tbilisi and in the regions, and also oversaw the English Language Academy (ELA). The target for this year's outreach is to increase the information sessions by two-thirds and complete 400 meetings in Tbilisi and in the regions. This year CIE is also adding a new operation in Zugdidi, increasing the regional offices from four (Kutaisi, Batumi, Telavi, Akhaltsikhe) to five.

SDSU will continue its contract with CIE to perform regional outreach and recruiting services. CIE's proposal for this year's recruitment outreach and ELA services is included as Appendix 15.

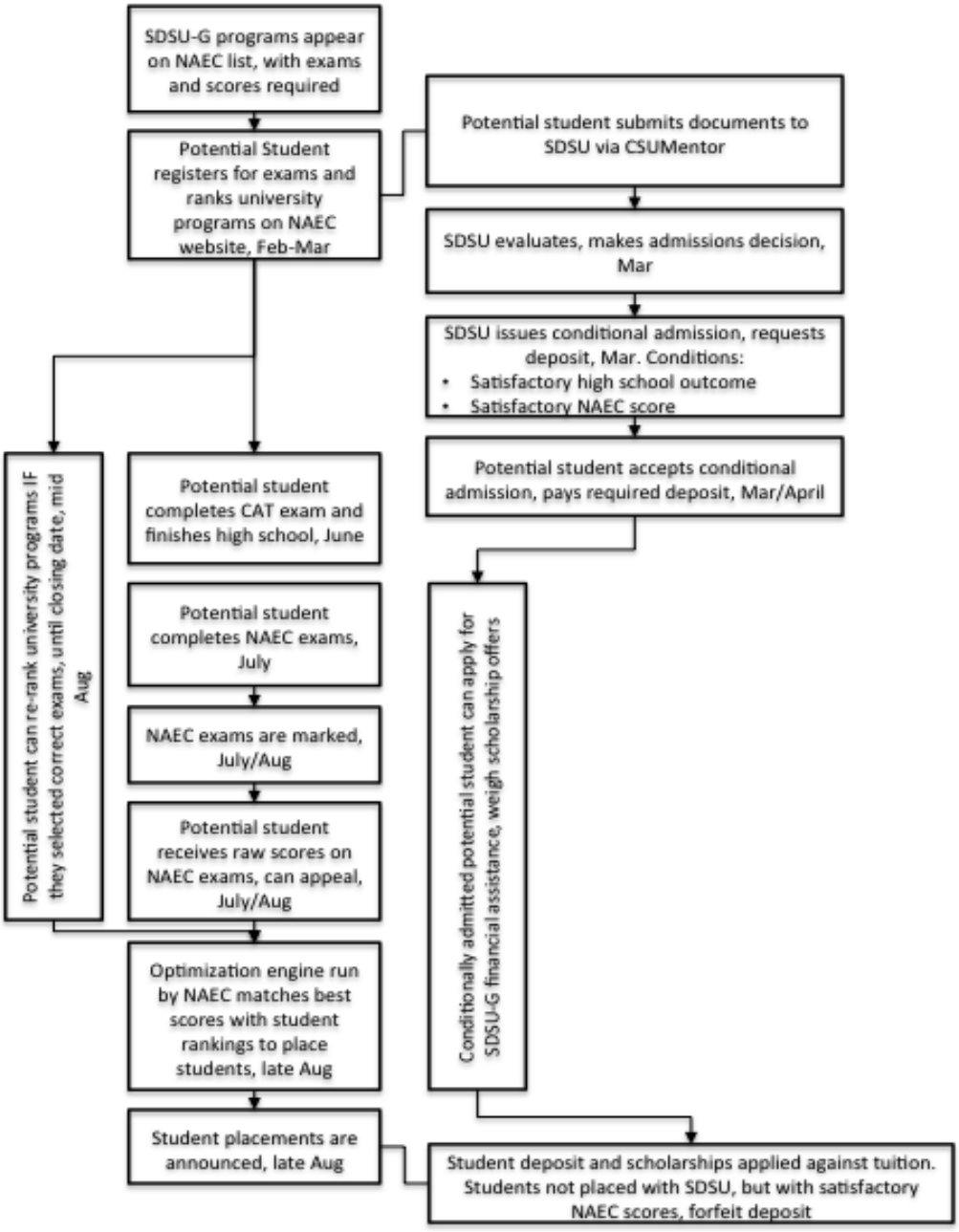
**ApplySDSU-G: Early recruitment and early decision**

Timing of the NAEC exam and lack of direct contact with prospective students posed a big problem for admission to SDSU-G programs last year. The Office of Admissions at SDSU main campus handles over 80,000 applications annually, and admits approximately 6,000-7,000 (less than 10%) of these to SDSU. The backbone of this operation is early decision. The SDSU Office of Admissions starts sending provisional admission letters as early as March.

This year SDSU-G is contemplating to complete the bulk of its recruiting efforts during the Fall semester, and ask students to apply for admission to SDSU-G, and financial aid (optional), prior to, or at the same time they are registering for the NAEC exams. It is anticipated that SDSU-G will make early "provisional admission" decisions in March or April 2016. Of course these decisions will be conditional, i.e., subject to successful completion of the NAEC exams. Conditionally admitted students will be asked to sign an "**Intent to Enroll Contract**" and make a deposit ($400 or $750) at the time of signing. This will help in budgetary planning as we will be able to have a better count of potential fee-paying students. An example of early recruitment and early decision is found at Bahcesehir University, Istanbul, Turkey. Similar to NAEC of Georgia, Turkey

has a central authority for university entrance examination and placement, called OSYM. Since 2013, for STEM programs, Bahcesehir University is successfully implementing an early recruitment and early decision system, branded as ApplyBAU (http://applybau.com/). This can serve as an example to our early recruitment and early decision system.

**Figure 10. 2106 Early recruitment – early decision process for SDSU-G**



**Provisional/conditional admission**

SDSU is very experienced with provisional/conditional admission processes in its main campus. Developing tools and procedures to implement provisional/conditional admission at the SDSU-G campus for Georgian students should not pose insurmountable problems, and it should not pose any legal entanglements. The presence of the NAEC exam and exam thresholds can be overcome by making the provisional admission decision subject to completion of NAEC.

For international students, on the other hand, provisional/conditional admission seems to be more complicated. Currently Georgian Higher Education Law does not address "Provisional Admission", which is needed for early recruitment and early decision of international student recruiting. Also, the law does not have any provisions for Conditional Acceptance, which is needed for international students who meet the academic admission requirements of SDSU-G but lack English proficiency. In the main campus, such students are granted "Conditional Acceptance" and they are admitted to SDSU conditional to completing their English proficiency at SDSU's American Language Institute. The students are admitted to a program commonly referred as pathways 1+4 program (described in more detail below). Such students are issued visa papers, in the same way as the students admitted provisionally. SDSU is authorized by the U.S. Department of Homeland Security to issue visa papers for these students using the web-based Student and Exchange Visitor Information System (SEVIS). Upon completion of the pathway program and satisfying the English proficiency requirements, students will start at SDSU-G as Freshman.

**Pathways 1 + 4 program**

Recruiting international students who have the English proficiency required for instruction in English is not always easy or possible. Even those international students who choose to study in an English-speaking country; often times need remedial English, or intensive English Language, before they are ready for their studies.

From last year's international recruitment efforts, it became apparent that

- Recruiting many English-ready students who are ready to start as freshman at SDSU-G is difficult. Most English-ready students aspire to study in English speaking countries.
- SDSU-G will be an attractive or viable destination for many students from the Black Sea coast of Turkey, Azerbaijan and Iran, only if there is a way for these students to prepare for English instruction in a "preparatory" program first.

This preparatory program (or "Gap Year") can be formulated either like a Foundation Year, which exists in most UK universities, or modelled after the "Pathway Program",

which is the latest trend in international student recruitment and retention. The Pathway 1+4 program can be designed to incorporate:

- intensive English for Academic Purposes (EAP) programs,
- remedial STEM subject (pre-Calculus), IT, etc.
- selective general education subjects.

Some of the courses taken during the Pathway program can be transferrable credits into students' degree programs.

Besides the international students, the pathways 1+4 program may also be needed for recruiting Georgian students from the regions into SDSU-G: The problem of finding English-ready students is equally true in Georgia. If SDSU-G is to become universally accepted throughout Georgia with appeal to students from regions and ethnic minorities, pathways 1+4 program will need to be established.

Currently Georgian Higher Education Law does not have provisions for:

- Conditional Acceptance (see above) for international students to enroll in pathways;
- Transferring credit from pathways 1+4 program into a degree program.

On the other hand, on the bright side, the Georgian Ministry of Education and Science, has a 1+4 "Bridging Program" for Armenian and Azeri minorities to learn Georgian language and study in Georgian universities. This program can easily be adapted into a "Pathway Program" to teach ethnic minorities, Georgian language, English language, and remedial STEM subjects to help them enroll in SDSU-G. Students from the regions, international students, and Georgian ethnic minorities can all be united under one "Pathways" roof and "feed into" SDSU-G. It goes without saying that pathways 1+4 program is a must for the sustainability of the SDSU-G. A sample PILOT PATHWAY program offered to our partner university ISU is attached as Appendix 16. (The same is also offered to TSU).

**Student life**

Extracurricular activities are an essential part of an American style higher education. Currently, SDSU-G is using the facilities of its partner universities to deliver its degree programs. All three partner universities are "urban universities" and lack a US-style campus setting. As such, currently SDSU-G cannot offer its students a "student life" equivalent to those things offered on main campus. Moreover, there are no dormitories to house international students or students coming from regions outside of Tbilisi.

Other than a few exceptions, in most cases, even simple things like a student canteen, student cafeteria, campus bookstore, or student study lounges do not exist at the partners. However, in due course, it is expected that such deficiencies will be remedied with the help of the partner universities. In particular, if pathways 1+4 programs are established to attract international students to Tbilisi, it is expected that infrastructure for student life, including dormitories, will quickly evolve.

**English Language support center**

Results of the English competency of the 2015-16 cohort are given in Appendix 4. Though all Georgian SDSU-G students scored higher than the NAEC English threshold of 60 (set by SDSU-G), the institutional TOEFL test administered to the admitted students produced mixed results. According to the TOEFL results, only 46 students passed the threshold of 523 PBT. Remaining students need to complete the TOEFL test by May 2016. SDSU-G will set up an English Language Support Center to help support these students.

**STEM Academy**

STEM Academy is designed to enhance the training of SDSU-Georgia students. It is anticipated that there will be intensive one week STEM training at the beginning of school year. A successful STEM Academy was conducted for the 2015-16 cohort in September 2015. For the current recruitment year, the STEM academy is intended for prospective students. This way STEM Academy can be used both for increasing the STEM awareness in Georgia, as well as a marketing tool for SDSU-G. Currently, the feasibility of having two STEM Academy sessions in January is contemplated: One in Tbilisi for prospective students from the eastern provinces, and one in Batumi for prospective students from the western provinces. A non-inclusive list of potential STEM Academy activities is:

- STEM movie nights
- STEM trivia/dictionary night (competition with prizes)
- Visiting scientist from U.S. (in person or SKYPE/Zoom)
- Visiting speaker from Georgia industry

Visiting scientists from U.S. will speak with students about science careers, and future; speak with Georgian faculty about research; and speak with high school teachers about contemporary teaching of STEM subjects. A draft budget for the STEM Academy is included as Appendix 17.

**Support Center for admitted students**

A Support Center for admitted students is needed to maximize retention. A non-inclusive list of potential activities of the Support Center can be:

- Student tutor program
- Student assistantship program
- Winter Session intensive English Preparation Program.

**National Exam Preparation Center for Social Support Students**

TBD.

**Cooperation with Partner Universities**
SDSU-G's new recruitment strategy calls for closer cooperation with the partner universities' PR departments. Joint promotional activities will enhance the effectiveness of SDSU-G's recognition / promotion.

**SDSU-Georgia Website**
A new dynamic website is being launched. The new website will be maintained locally under the supervision of SDSU-G's Director of Community Relations and Development, by SDSU-G's Webmaster at the SDSU-G IT department. Georgian Language website will also be available. ApplySDSU-G link will potentially be added to enable SDSU-G students to apply through SDSU-Georgia website.

**Social Media**
Social media activities, mostly Facebook, are an important part of SDSU-G public awareness, promotions, and recruitment. Social media activities are maintained by the SDSU-G's Director of Community Relations and Development.

**CRM**
Using **the Prospective STEM student database,** a CRM system will be set up **o** track potential fee-paying students, girls, and socially-vulnerable students. A license for a CRM program will be acquired.

# 7. Activities

## 7.1 STEM Awareness

- STEM cards / database
- STEM academy
- School presentations
- Public lectures
- #I CHOOSE STEM campaign
- STEM Newsletter
- Why STEM Videos

## 7.2 Increase the interest of fee-paying prospective students

- Feeder schools / MOU
- Presentations in private and public high schools
- Lab tours in partner universities

## 7.3 Making relevant amendments to the higher ed legislation

A working group is created, under the supervision of the Deputy Minister Giorgi Sharvashidze, to prepare legislative changes in the General Education Law, the Higher Education Law, and the Quality Assurance Law of Georgia. In particular, the WG will seek to prepare amendments to:

1. Give student status to conditionally, and provisionally accepted to SDSU-G;
2. Simplify visa procedures for prospective international students (already completed with a Government Decree (issued December 2015);
3. Allow for establishment Pathway Programs for prospective international students and national minority students;
4. Provide methods to allow recognition of Preparatory (Pathway) Program credits in GE and STEM at the Bachelors level (to ensure lifelong learning concept);
5. Provide methods to allow recognition of IB diploma issued in Georgia and accept prospective students to SDSU-G with/ or without NAEC exams.

Other parties involved in MOES's WG are NAEC, EQE, MOES, SDSU-G, and MCA.

## 7.4 Increase participation of women

Activities contemplated to attract more Georgian girls to STEM disciplines are:

- Scholarships for girls
- Develop selection criteria for girl's only events, like
    - Organize visits to industries for girls only.
    - Organize one day camps for girls, inviting successful women in related fields.
    - Organize the meetings of the women in STEM professions and meet with the prospective students. Freshman girls meeting and presentations with the potential applicants.
- Speak with the school principals and identify their role in recruitment, explain to them why girls are important. Build a network of recruiters specialized for girls.
- Encouraging companies to work with the applicants, especially girls.
- Make awards to the schools where majority of the girls for STEM come from
- Develop database for girls interested in STEM: Send electronic brochures to the girls on the list.
- Women Role Model Videos: Why women in STEM?
- Special competitions: Women in STEM poster competition
- Other activities can be:
    - Seminars to help potential girl students with the enrollment process
    - Face to face information sessions for girls.
    - Special social media campaigns: Women in STEM
    - STEM Women-- Joint Activities and Talks in partner universities

- SDSU workshops for women STEM teachers
- Women in Technologies Events
- STEM female success stories
- Roundtable meetings of STEM women
- Develop special invitations and posters for the events.

## 7.5 Socially Vulnerable Student Groups

SDSU-G planned the following activities to address the recruitment of students from the SV group:

- Special scholarships for socially disadvantaged groups: Minorities, social support students, and students with disabilities;
- Promote SDSU-G among SV students: Leaflets and published materials will include information about special funding opportunities for SV students;
- Presentations at partner university minority preparatory classes, and at minority populated regions;
- Provide scholarships for English language assistance (ELA): CIE regional coordinators and the Tbilisi center will engage in PR activities and promote the language assistance program. Two-three cycles of language assistance will be provided in each regional center and in Tbilisi.
- Provide NAEC exam preparation tutorship for SV students: During winter break and spring semester (TBD);
- Partner university web-pages will highlight funding opportunities: Universities will add information in program registration form about possible SV fellowships (NAEC Registration section about additional information about program).

## 7.6 NGO and industry participation in STEM education and development

Though culture of philanthropy is not well developed in Georgia, SDSU-G plans to engage in the following activities to help develop private support for STEM and SDSU-G programs:

- Meetings with NGOs and establishing private scholarships for SDSU-G students;
- SDSU-G Advisory Board: Ask influential members of the Advisory Board from the business sector to initiate additional funding opportunities and scholarships for SDSU-G student internships.
- Seek contributions from Georgian businesses (donations or grants);
- Organize business sector meeting in Fall and Spring periods;
- SDSU is a member of AmCham. SDSU-G will highlight sponsorship idea on the AmCham board meetings.
- Partner universities will be asked to initiate business partner meetings with participation of administration, their faculty and students.
- Seek more NGO participation (ETAG, etc.).

### 7.7 Retaining existing students

A non-inclusive list of activities planned by SDSU-G for maximum retention of its 2015-16 cohort is given below:

- Bi-monthly Town-Hall meetings;
- Remedial English and TOEFL preparation courses: Intensive TOEFL preparation courses are scheduled in winter break for students with insufficient knowledge in English;
- Visits to their high schools: SDSU-G students will be included in recruiting processes; they will visit their home schools and other regional schools to promote SDSU-G programs.
- Peer Tutoring -- Student advising and early problem detection / solution is set up. Students' progress is monitored through weekly Faculty Meetings. Peer tutors will be hired as needed.
- Student Assistantships: Student assistants from the 2015-16 SDSU-G cohort will be hired for the core subject courses, as needed

### 7.8 International student recruitment

A non-inclusive list of activities planned by SDSU-G for recruitment of international students for the 2016-17 are:

- Starting pathways 1+ 4 program with partner universities (ISU and TSU). This is explained in detail in Section 7;
- Participation in international education fairs (e.g. ISN, a2, Begin Group, Education USA, etc.);
- Seeking SOCAR scholarship for students from Azerbaijan;
- Working with partner universities to effect investment in Student Dormitories;
- Letters written by MOFA of Georgia to foreign embassies operating in Georgia;
- Letters written by the MOFA to Georgian embassies abroad;
- Organize a meeting with the embassies operating in Georgia, and Seek connection with the Georgian Diaspora -- use Diaspora Meeting organized by the Ministry of Diaspora.

## 8 Communication Strategy and Work Plan

The main objectives of the communication strategy, the main messages to be used, and the communication channels to be employed were determined based on the SWOT market analysis presented in Figure 11.

Figure 11. SWOT Analysis (Market)

### *8.1 Main Objectives of the Communication Strategy*

**Objective 1**: Increase general *public awareness* on SDSU Georgia and its programs
**Objective 2**: Support *recruitment* efforts to increase the number of students who select SDSU Georgia programs
**Objective 3:** Increase *STEM awareness* in the country
**Objective 4**: Establish good *partnership relations and increase cooperation* with private sector, partner institutions and other stakeholders
**Objective 5:** Increase participation of girls, minorities and other social groups
**Objective 6:** Keep SDSU Georgia students involved and interested

### *8.2 Main Messages*

Main messages during PR and marketing campaigns will be built and formulated on the following soundbites:

- *American Education and Degree in Georgia*
- *Earn Internationally Accredited, internationally recognized degree and become competitive on international employment market*
- *Future leaders of Business and Industry are amongst our students*
- *Successful students study at SDSU Georgia*
- *Study in US for a Semester of two*
-
- *Leadership Starts Here*
- *Entrepreneurship Starts Here*
- *Research Starts Here*
- *Innovation Starts Here*
- *Financial Aid Opportunities*
- *Special financial aid opportunities for girls and SV*
- *Paid internship opportunities*
- *Employment opportunities*

- *#IChooseSTEM*
- *Science is interesting*
- *Science is a girl's thing*
- *#GirlsChooseSTEM*

- *SDSU Faculty*
- *High-tech labs*
- *Student life*
- *Go global*

### *8.3 Target audience*

- High School Students ($12^{th}$, $11^{th}$ $10^{th}$ graders)
- Parents
- High School principals, teachers, tutors
- 1st and 2nd year University students (Potential mobility students)
- Partner Universities
- Industry/Business sector/Business Associations, etc.
- Academic institutions
- Education projects
- Civil Society (NGO's and Int. Organizations)
- Donor and International Organizations
- Education Experts
- MES, GoG, MCA/MCC, US Government
- Public at large

### *8.4 Communication Channels*

The following communication channels will be employed to implement different activities and awareness campaigns:

- Media Coverage (TV, radio, print and online)
- Website
- Social Media: Facebook, YouTube, Twitter, Instagram, Flicker
- TV Advertising
- Targeted print and online advertising
- Presentations at Schools
- Special Events
- Open door events at the office and in partner universities
- Public Lectures
- Tours of SDSUG Labs
- Education Fairs
- Mailing Lists (STEM Database)
- Enquiries: Email, Facebook, phone, meetings
- In person/one to one meetings
- Award Ceremonies
- Board Meetings
- Etc.

### *8.5 Communication Activities and Work-plan*

Communication activities and work plan are given in Appendix 18.

### *8.6 Administration, Monitoring and Reporting of Communication Strategy*

The Communication strategy, associated activities, and the work plan will be administered by the SDSU Georgia office. The work plan will be implemented in cooperation with SDSU-G's Director of Community Relations and Development, and SDSU-G's outreach consultant, Center for International Education (CIE). Outside vendors and/or PR agencies can also be utilized when and if necessary.

The communication strategy is intended to be a living document that will be continually reviewed. The Dean, the Vice Dean and the Director of Community Relations and Development will closely monitor the implementation process, and make recommendations for changes and improvement. The Director of Community Relations will provide reports on the progress achieved on a monthly basis. More detailed monthly work plans will be prepared and shared internally at SDSU-G, and with MCA Georgia and MCC. The metrics of monitoring the progress is given in Table 13.

**Table 13. Metrics of how the success and progress of the communication strategy will be measured**

| Activity | Goals of the activity | Indicators/statistics/data | Challenges and the plan to overcome challenges | Measure of success |
|---|---|---|---|---|
| | | | | |

# 9 Monitoring and Evaluation of the Recruitment Strategy

A status report on the implementation of this recruitment strategy will be scheduled, and monthly progress report presentations will be made.

Similar to the communication strategy, the recruitment strategy is intended to be a living document that will be continually reviewed. The Dean and the Vice Dean will make recommendations for changes. The review and update will be done jointly by all the relevant staff: Dean, Vice-Dean, Communications, Academic, Finance managers, IT staff and others.

# 10 Budget

As pointed out in section 2.3, the Fall recruiting and promotion activities are very crucial; prospective students make up their minds in the Fall period and they stick to their university /program choices till the end.

Due to the unexpected delays in the 45-month contract negotiations and signing, this deliverable could not be submitted earlier for approval. In order not lose time during the critical Fall recruitment period, however, implementation of the recruitment strategy described herein has started.

One assistant community relations and development position, and two recruiter positions (one for local recruitment, one for international recruitment) are budgeted to help implement this strategy. These will be hired as soon as possible. A draft budget for the STEM Academy are attached is in Appendix 17. In Appendix 18, the budget items for the Work Plan are open. 2015 marketing budget data will be used as a basis to establish the marketing budget for 2016 marketing and promotion activities.

**Appendix 1.** Number of General Education Teachers

| **Number of general education school teachers** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| at the beginning of school year, persons | | | | | | | | | |
| | 2006/2007 | 2007/2008 | 2008/2009 | 2009/2010 | 2010/2011* | 2011/2012 | 2012/2013 | 2013/2014 | 2014/2015 |
| Teachers, total | 76339 | 75435 | 76887 | 79891 | 63512 | 69955 | 68670 | 67152 | 67394 |
| of which females | 67306 | 64572 | 65783 | 68587 | 54962 | 59467 | 58324 | 57370 | 57775 |
| In Public schools | 69718 | 68779 | 69444 | 71845 | 63512 | 61403 | 60506 | 59689 | 59779 |
| of which females | 61344 | 58649 | 59202 | 61441 | 54962 | 51999 | 51223 | 50828 | 51071 |
| In Private schools | 6621 | 6656 | 7443 | 8046 | ... | 8552 | 8164 | 7463 | 7615 |
| of which females | 5962 | 5923 | 6581 | 7146 | ... | 7468 | 7101 | 6542 | 6704 |
| * As at 5 April 2011. Public schools only. | | | | | | | | | |
| Source: Ministry of Education and Science of Georgia | | | | | | | | | |

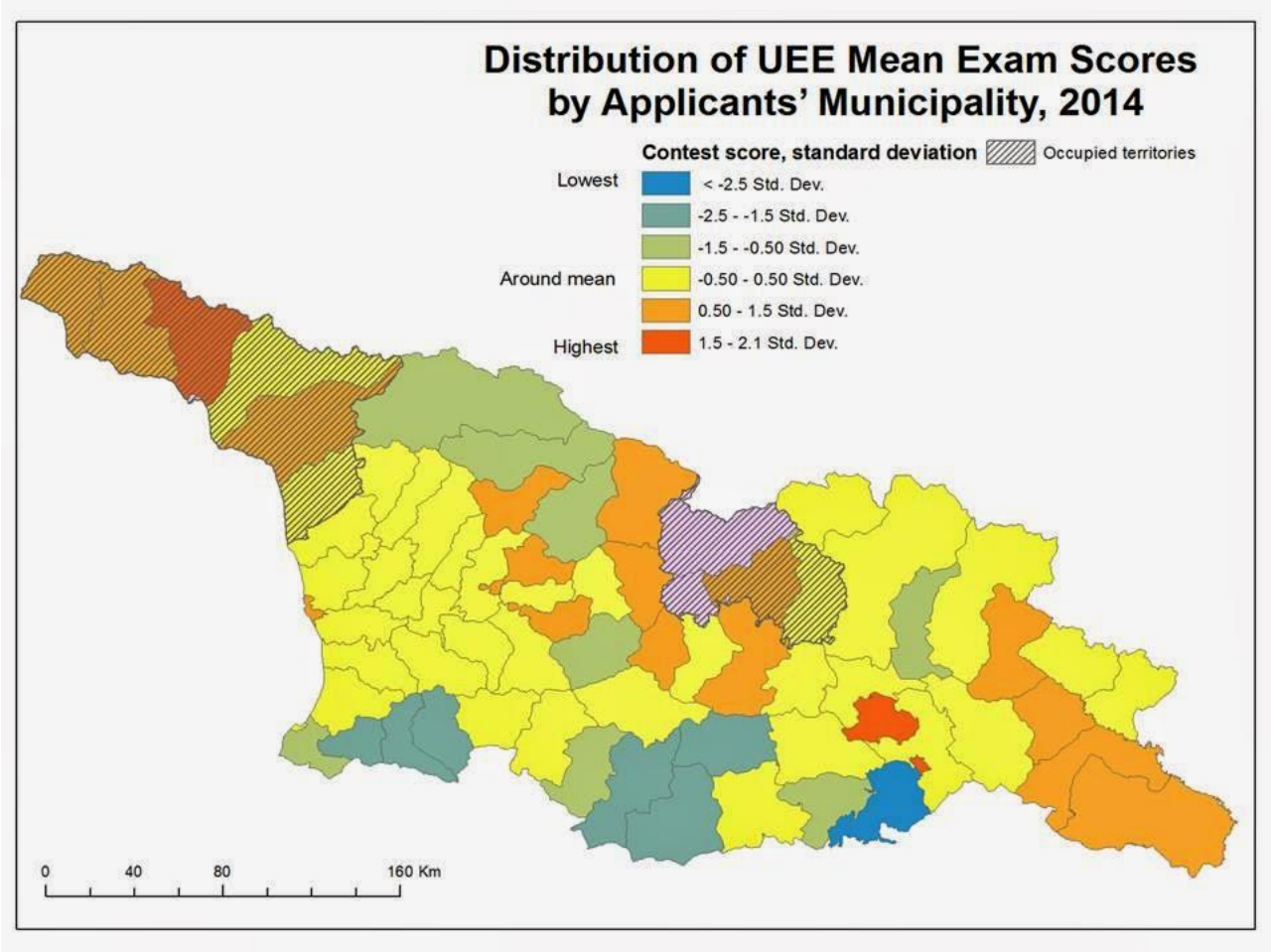
## **Appendix 2.** Number of Students in Public and Private Schools by Municipalities

| **Number of Pupils in Public and Private Schools by Municipalities** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| at the beginning of school year, persons | | | | | | | | | | |
| | 2005/2006 | 2006/2007 | 2007/2008 | 2008/2009 | 2009/2010 | 2010/2011* | 2011/2012 | 2012/2013 | 2013/2014 | 2014/2015 |
| GEORGIA – total | **634724** | **635988** | **614666** | **643299** | **624526** | **595394** | **568486** | **559415** | **553016** | **553994** |
| TBILISI | **166651** | **170814** | **167374** | **179460** | **173942** | **170494** | **170675** | **171536** | **172614** | **177581** |
| ABKHAZIA AR | **3503** | **3233** | **3003** | **3072** | **2894** | **2459** | **2372** | **2381** | **2277** | **2277** |
| ADJARA AR | **61657** | **62549** | **60607** | **63811** | **62300** | **59977** | **56580** | **54846** | **53628** | **53998** |
| City of Batumi | 20461 | 22611 | 22192 | 23499 | 23186 | 22573 | 25740 | 25625 | 25698 | 26621 |
| Keda Municipality | 3398 | 3270 | 3141 | 3292 | 3141 | 2882 | 2730 | 2641 | 2507 | 2424 |
| Kobuleti Municipality | 13577 | 13406 | 12953 | 13655 | 13340 | 12747 | 11550 | 11071 | 10811 | 10966 |
| Shuakhevi Municipality | 4002 | 3818 | 3618 | 3693 | 3469 | 3446 | 3204 | 2942 | 2689 | 2534 |
| Khelvachauri Municipality | 13643 | 13141 | 12836 | 13703 | 13456 | 12888 | 8303 | 7876 | 7490 | 7289 |
| Khulo Municipality | 6576 | 6303 | 5867 | 5969 | 5708 | 5441 | 5053 | 4691 | 4433 | 4164 |
| GURIA | **19377** | **19042** | **18663** | **19681** | **18791** | **17274** | **16116** | **15615** | **15076** | **14649** |
| Lanchkhuti Municipality | 4864 | 4965 | 4768 | 4987 | 4784 | 4533 | 4243 | 4124 | 3935 | 3779 |
| Ozurgeti Municipality | 11206 | 10738 | 10651 | 11323 | 10780 | 9733 | 9057 | 8755 | 8514 | 8353 |
| Chokhatauri Municipality | 3307 | 3339 | 3244 | 3371 | 3227 | 3008 | 2816 | 2736 | 2627 | 2517 |
| IMERETI | **95144** | **93763** | **89366** | **94217** | **90231** | **85154** | **80985** | **78383** | **76134** | **74733** |
| City of Kutaisi | 29403 | 28862 | 27574 | 29556 | 28843 | 27557 | 26769 | 26535 | 26308 | 26644 |
| Tkibuli Municipality | 3520 | 3331 | 3119 | 3229 | 2978 | 2748 | 2565 | 2539 | 2436 | 2288 |
| Tskaltubo Municipality | 8387 | 8222 | 7890 | 8079 | 7668 | 7163 | 6544 | 6224 | 5934 | 5682 |
| Chiatura Municipality | 7672 | 7416 | 6931 | 7286 | 6838 | 6428 | 6133 | 5831 | 5585 | 5423 |
| Bagdati Municipality | 3665 | 3632 | 3503 | 3613 | 3345 | 3029 | 2812 | 2640 | 2591 | 2497 |
| Vani Municipality | 4341 | 4237 | 4045 | 4131 | 3845 | 3514 | 3190 | 3045 | 2882 | 2699 |
| Zestaponi Municipality | 10669 | 10573 | 10203 | 10730 | 10430 | 9864 | 9456 | 9105 | 8856 | 8613 |
| Terjola Municipality | 5612 | 5485 | 5139 | 5391 | 5126 | 4780 | 4489 | 4205 | 3980 | 3827 |
| Samtredia Municipality | 7966 | 8382 | 7914 | 8345 | 8032 | 7496 | 7036 | 6715 | 6460 | 6319 |
| Sachkhere Municipality | 6523 | 6310 | 6181 | 6621 | 6321 | 6131 | 5902 | 5809 | 5645 | 5560 |
| Kharagauli Municipality | 3435 | 3315 | 3117 | 3254 | 3017 | 2877 | 2781 | 2583 | 2440 | 2326 |
| Khoni Municipality | 3951 | 3998 | 3750 | 3982 | 3788 | 3567 | 3308 | 3152 | 3017 | 2855 |
| KAKHETI | **54279** | **53507** | **51926** | **54204** | **52937** | **49733** | **45862** | **44691** | **43847** | **43292** |
| Akhmeta Municipality | 5951 | 5912 | 5903 | 6326 | 6161 | 5754 | 5227 | 5051 | 4874 | 4821 |
| Gurjaani Municipality | 8615 | 8403 | 7942 | 8340 | 7950 | 7374 | 6771 | 6610 | 6522 | 6514 |
| Dedoflis tskaros Municipality | 3952 | 3952 | 3703 | 3809 | 3662 | 3299 | 3116 | 3052 | 2965 | 2928 |
| Telavi Municipality | 9758 | 9516 | 9564 | 10013 | 9988 | 9478 | 8600 | 8259 | 8204 | 8053 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Lagodekhi Municipality | 7698 | 7608 | 7392 | 7633 | 7611 | 7333 | 6775 | 6656 | 6609 | 6367 |
| Sagarejo Municipality | 7777 | 7750 | 7581 | 7778 | 7652 | 7439 | 7152 | 7221 | 7090 | 7200 |
| Signagi Municipality | 5034 | 5082 | 4866 | 5113 | 4944 | 4512 | 4131 | 3939 | 3784 | 3659 |
| Kvareli Municipality | 5494 | 5284 | 4975 | 5192 | 4969 | 4544 | 4090 | 3903 | 3799 | 3750 |
| MTSKHETA-MTIANETI | **16262** | **16448** | **15605** | **15892** | **15422** | **14592** | **12290** | **11902** | **11643** | **11537** |
| Akhalgori Municipality | 1196 | 1193 | 1136 | 484 | ... | … | … | … | … | … |
| Dusheti Municipality | 4359 | 4405 | 4112 | 4245 | 4057 | 3808 | 3631 | 3504 | 3365 | 3311 |
| Tianeti Municipality | 1616 | 1694 | 1518 | 1591 | 1457 | 1352 | 1217 | 1138 | 1121 | 1083 |
| Mtskheta Municipality | 8461 | 8489 | 8208 | 8845 | 9283 | 8854 | 6887 | 6704 | 6622 | 6614 |
| Kazbegi Municipality | 630 | 667 | 631 | 727 | 625 | 578 | 555 | 556 | 535 | 529 |
| RACHA-LECHKHUMI AND KVEMO SVANETI | **5376** | **5135** | **4806** | **5010** | **4629** | **4365** | **4074** | **3825** | **3627** | **3436** |
| Ambrolauri Municipality | 1610 | 1553 | 1429 | 1510 | 1389 | 1322 | 1246 | 1156 | 1133 | 1087 |
| Lentekhi Municipality | 1112 | 1063 | 1006 | 1023 | 955 | 880 | 822 | 770 | 721 | 658 |
| Oni Municipality | 885 | 853 | 821 | 865 | 782 | 737 | 693 | 675 | 624 | 597 |
| Tsageri Municipality | 1769 | 1666 | 1550 | 1612 | 1503 | 1426 | 1313 | 1224 | 1149 | 1094 |
| SAMEGRELO-ZEMO SVANETI | **56646** | **56769** | **53916** | **56186** | **53138** | **50160** | **46599** | **45538** | **44628** | **43703** |
| City of Poti | 6951 | 6878 | 6682 | 6867 | 6725 | 6452 | 6149 | 6144 | 6052 | 6030 |
| Abasha Municipality | 3822 | 3902 | 3665 | 3857 | 3652 | 3479 | 3156 | 3039 | 2918 | 2784 |
| Zugdidi Municipality | 17880 | 17531 | 16796 | 17618 | 16623 | 15566 | 14435 | 14292 | 14070 | 13909 |
| Martvili Municipality | 5681 | 5947 | 5575 | 5850 | 5488 | 5221 | 4843 | 4679 | 4513 | 4323 |
| Mestia Municipality | 2106 | 2317 | 2088 | 2078 | 1958 | 1861 | 1720 | 1631 | 1594 | 1516 |
| Senaki Municipality | 6464 | 6520 | 6312 | 6584 | 6354 | 6087 | 5533 | 5391 | 5276 | 5196 |
| Chkhorotsku Municipality | 3670 | 3560 | 3401 | 3569 | 3297 | 3080 | 2793 | 2683 | 2658 | 2631 |
| Tsalenjikha Municipality | 5128 | 5209 | 4706 | 4838 | 4371 | 4048 | 3824 | 3663 | 3584 | 3483 |
| Khobi Municipality | 4944 | 4905 | 4691 | 4925 | 4670 | 4366 | 4146 | 4016 | 3963 | 3831 |
| SAMTSKHE-JAVAKHETI | **31591** | **31359** | **29924** | **29805** | **29712** | **28123** | **26645** | **25965** | **25675** | **25264** |
| Adigeni Municipality | 3215 | 3219 | 3004 | 3173 | 3032 | 2804 | 2569 | 2458 | 2407 | 2298 |
| Aspindza Municipality | 2174 | 2103 | 2025 | 2053 | 1992 | 1832 | 1755 | 1697 | 1660 | 1610 |
| Akhalkalaki Municipality | 9397 | 9099 | 8818 | 8370 | 8637 | 8143 | 7754 | 7550 | 7576 | 7441 |
| Akhaltsikhe Municipality | 7242 | 7441 | 7157 | 7344 | 7256 | 6924 | 6646 | 6421 | 6292 | 6220 |
| Borjomi Municipality | 4835 | 4666 | 4410 | 4616 | 4348 | 4089 | 3921 | 3821 | 3740 | 3696 |
| Ninotsminda Municipality | 4728 | 4831 | 4510 | 4249 | 4447 | 4331 | 4000 | 4018 | 4000 | 3999 |
| KVEMO KARTLI | **75764** | **75308** | **72596** | **74563** | **74674** | **70369** | **65878** | **65827** | **65772** | **66054** |
| City of Rustavi | 20374 | 20737 | 20078 | 21373 | 21032 | 19984 | 19232 | 19202 | 19119 | 19644 |
| Bolnisi Municipality | 9700 | 9230 | 8529 | 8485 | 8156 | 7671 | 7245 | 7343 | 7381 | 7403 |
| Gardabani Municipality | 15236 | 15276 | 15059 | 15628 | 15500 | 13928 | 12277 | 12176 | 11991 | 12121 |
| Dmanisi Municipality | 3771 | 3739 | 3607 | 3609 | 3542 | 3306 | 3089 | 3091 | 3001 | 3004 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| TeTri tskaro Municipality | 3283 | 3328 | 3199 | 3344 | 3410 | 3309 | 3186 | 3087 | 3039 | 2971 |
| Marneuli Municipality | 19818 | 19212 | 18159 | 18110 | 19025 | 18459 | 17391 | 17470 | 17828 | 17630 |
| Tsalka Municipality | 3582 | 3786 | 3965 | 4014 | 4009 | 3712 | 3458 | 3458 | 3413 | 3281 |
| SHIDA KARTLI | **48474** | **48061** | **46880** | **47398** | **45856** | **42694** | **40410** | **38906** | **38095** | **37470** |
| Gori Municipality | 21371 | 21312 | 20695 | 21825 | 21449 | 20544 | 19381 | 18672 | 18439 | 18332 |
| Kaspi Municipality | 7279 | 7113 | 6663 | 7084 | 6582 | 6136 | 5861 | 5676 | 5510 | 5419 |
| Kareli Municipality | 7521 | 7409 | 7109 | 7425 | 7124 | 6670 | 6282 | 6046 | 5900 | 5761 |
| Khashuri Municipality | 10154 | 10131 | 10308 | 11064 | 10648 | 9288 | 8886 | 8512 | 8246 | 7958 |
| Eredvi | 847 | 814 | 814 | ... | 53 | 56 | ... | ... | ... | ... |
| Tighva | 267 | 266 | 270 | ... | ... | ... | ... | ... | ... | ... |
| QurTa | 1035 | 1016 | 1021 | ... | ... | ... | ... | ... | ... | ... |
| * As at 5 April 2011 | | | | | | | | | | |
| Source: Ministry of Education and Science of Georgia | | | | | | | | | | |

## Appendix 3. CRRC Blog on Regional Inequalities in Education




Looking at the regional distribution of mean exam scores on the map above, a number of patterns can be observed. High and low scores are concentrated territorially and form distinct geographic patterns. Applicants from the capital and large urban areas (Kutaisi, Batumi, Rustavi, Poti) on average have received the highest scores. Another area of concentration of high scores can be observed in Kakheti. The performance of representatives of municipalities from the central-western parts of Georgia was slightly worse (Racha-Lechkhumi, eastern municipalities of Imereti, as well as Khashuri and Gori). Interestingly enough, IDP contestants' results are also quite high, especially those registered in Sukhumi municipality.

Municipalities with predominantly non-ethnic Georgian populations have the lowest mean exam scores in the country. Applicants from Marneuli, Bolnisi, Akhalkalaki, Ninotsminda and Tsalka municipalities performed the worst on average during the last UEE. Upper Adjara and Svaneti are two other areas with concentrations of low scores.

UEE scores portray a larger problem with the education system in Georgia – regional inequality of access to quality education. Applicants coming from regions and especially ethnic minority applicants are less likely to score high on exams even though they provide everyone with an equal chance. Moreover, provided that advanced knowledge of the state language – Georgian –was necessary to pass the exams, to a certain extent, the UEE discriminated against ethnic minority exam takers, especially those from Samtskhe-Javakheti and Kvemo Kartli, who are often not fluent in Georgian.

Despite the fact that the National Assessment and Examinations Center (NAEC) quickly acknowledged this latter problem and, starting from 2010, offered exams in minorities' native languages (Armenian, Azerbaijani and Russian), as it is clear from the map above, the disparity between predominantly Georgian-speaking and ethnic minority municipalities remains.

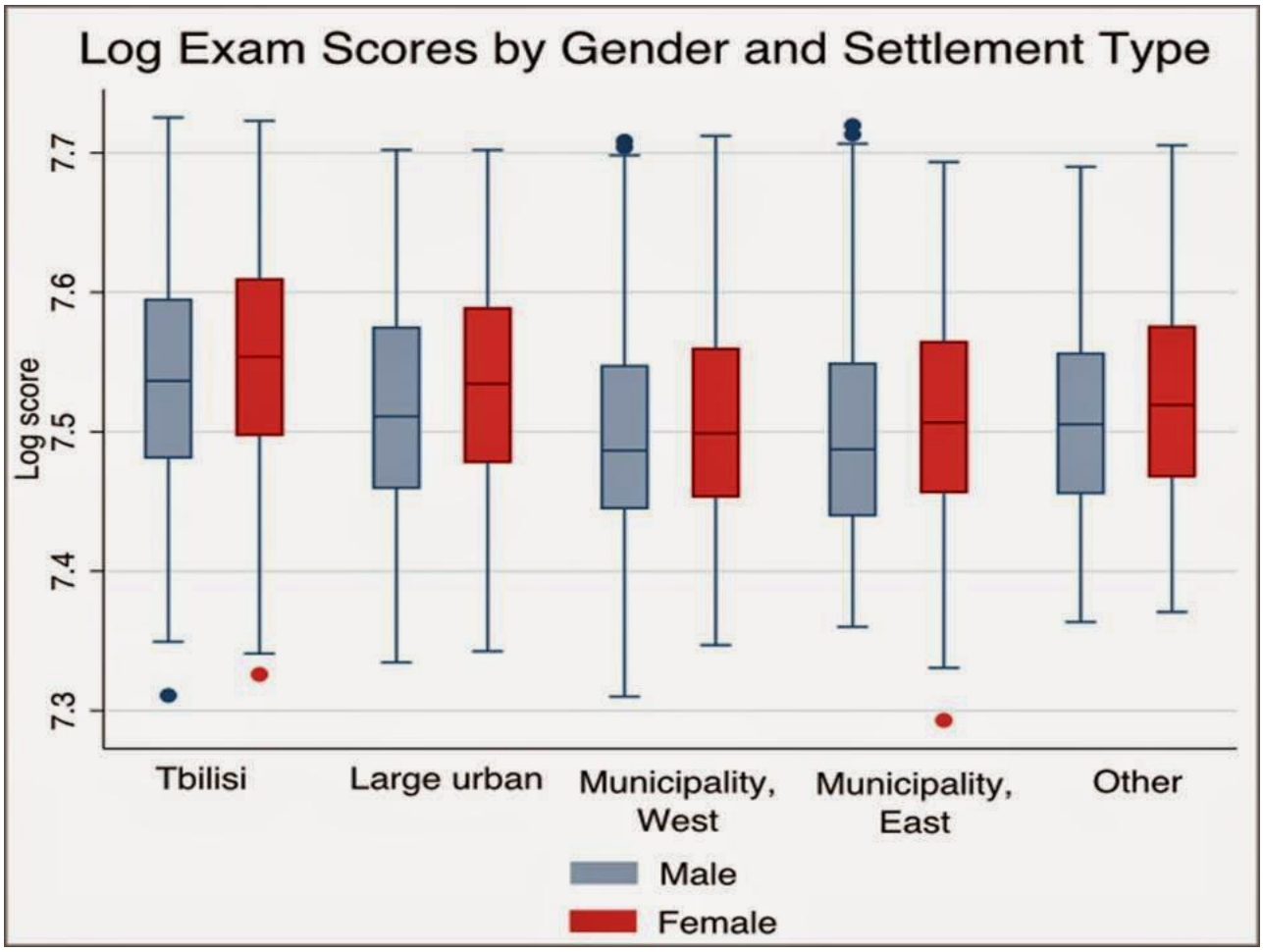
This blog post described regional disparities in terms of UEE exam scores in Georgia. In the next blog post, we will investigate whether gender and settlement type impact UEE scores. Despite the above explanations for regional disparities not being exhaustive, they give some food for thought and discussion. Have other insights? Join the conversation on our Facebook page or in the comments section below.

## Tracing regional inequalities in the Georgian education system (Part 2)

The first part of this blog post described the regional distribution of 2014 Unified Entrance Exam (UEE) mean scores in Georgia. Here in the second part, we look at applicants' gender and location (as explained below) in order to understand how mean 2014 UEE scores differ by these variables. This post also considers the role and quality of teachers in these regional disparities.

A location variable was generated for the present analysis, based on the applicants' municipality of registration. This variable breaks down the applicants into five groups: those coming from the capital, large cities (Kutaisi, Rustavi, Batumi, Poti), municipalities in Western Georgia (including both urban and rural settlements), municipalities in Eastern Georgia (again, including both urban and rural settlements), and 'other' (IDPs and foreign-registered applicants). Although it is not possible to differentiate between urban and rural residents of the municipalities using UEE data, in general, municipalities included in the Eastern and Western Georgia groupings mainly consist of rural populations.

As descriptive analysis presented in the first part of this blog post showed, applicants from Tbilisi and large cities scored the highest. Applicants coming from ethnic minority municipalities and certain mountainous areas of Western Georgia received the lowest scores. In order to check whether regional differences are systematic or random, a statistical technique called Analysis of Variance (ANOVA) was employed. ANOVA checks whether the mean score of the groups under analysis differ from each other and whether a difference is statistically significant. The ANOVA results show that the main effects of gender, $F(1, 26311)= 136.43$, $p<0.001$, and location, $F(4, 26311)= 396.36$, $p<0.001$ are significant factors in applicants' exam scores, while the interaction of these two variables is not significant, $F(4, 26311)=1.67$, $p=0.1531$. Post-hoc analysis demonstrates that there are no significant differences between the scores of applicants from the municipalities of Western and Eastern Georgia.



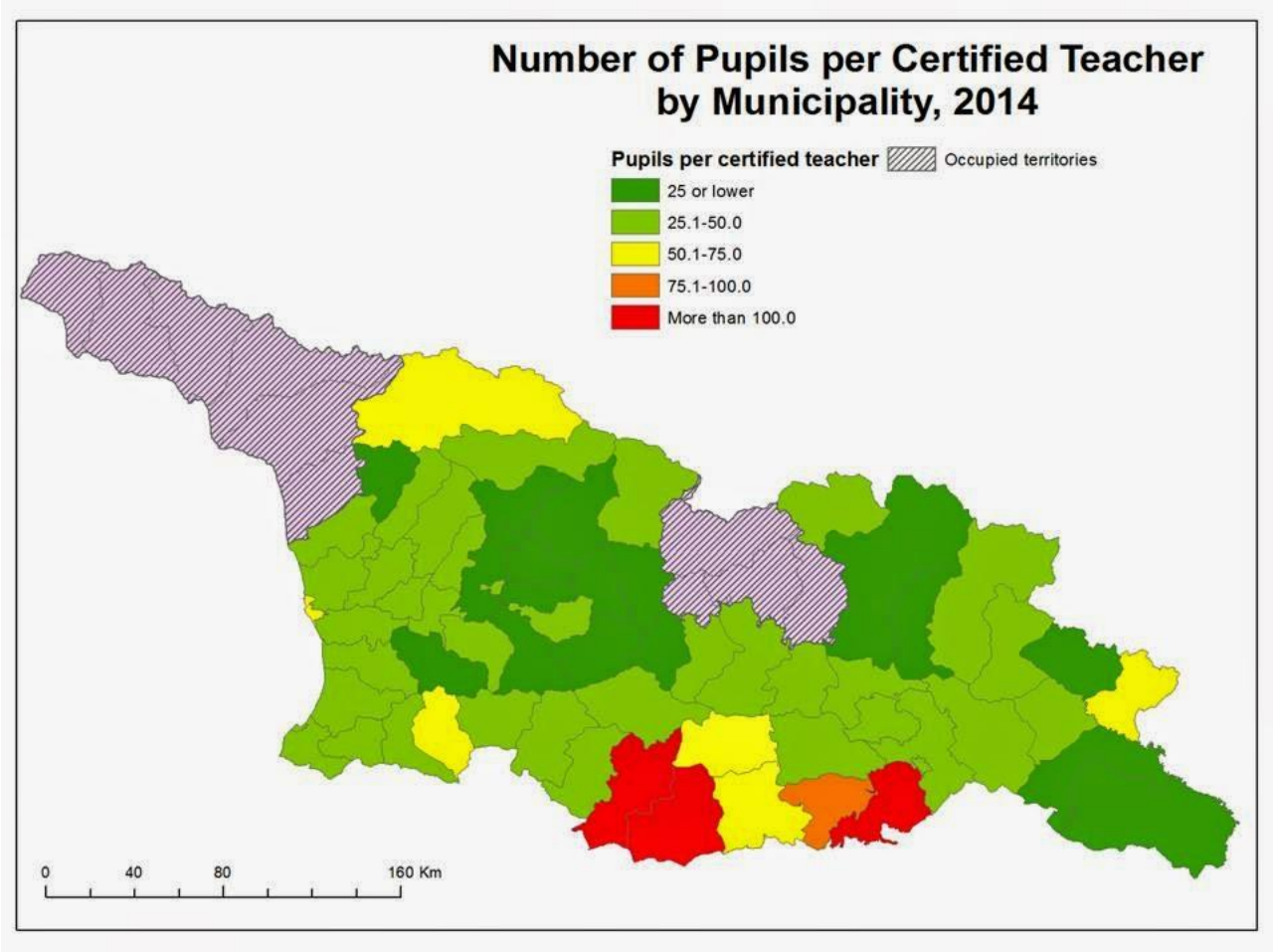

As shown in the chart above, in all locations, female applicants had higher mean scores than males. Applicants from Tbilisi – both males and females – were the most successful. Residents of large urban areas performed better than applicants from predominantly rural municipalities. Finally, applicants from the 'other' group scored higher than those from predominantly rural municipalities.

Although, in general, female applicants scored better than males, the difference was not vast. Importantly, there are significant regional gaps between applicants, which are clearly revealed by UEE scores. A number of reasons likely contribute to this disparity.

To start, Georgia is characterized by endemic regional inequality, including uneven quality of education in the country. There is an especially large gap between large urban areas and predominantly rural municipalities. The lack of quality education and good teachers in rural areas is obvious from the results of international tests taken by schoolchildren (TIMSS, PISA, PIRLS). Although, in these tests, Georgian pupils, overall, score around or above world averages, the picture is bleaker when looking at the scores by settlement type.

In Georgia, there is generally a lack of good teachers – nationally, over 90% of teachers of certain disciplines failed their certification exams in 2013. Still, the low quality of teachers in rural areas is more pronounced. If we look at the statistics for pupils per certified teachers (i.e. teachers who have passed special exams and hence are considered better performers compared with their peers), we see that this

number is highest in ethnic minority municipalities – that is, there are fewer certified teachers with more students. In Marneuli, Ninotsminda and Akhalkalaki municipalities, there are one hundred or more pupils per certified teacher, while in Sachkhere municipality in Imereti the respective number is 25.




As school education, which should be instrumental in preparing pupils for university admission exams, appears to be inadequate, university applicants (and their parents) often hire private tutors rather than attend school in the final (11th and 12th) grades. Considering that private tutors are in many cases active teachers, the availability of quality tutors in rural areas is also lower, while better private tutors are found in the capital and large urban areas. This factor also contributes to regional disparities in UEE scores.

This series of blog posts explored the results of 2014 Unified Entrance Exams, taking into consideration regional and gender factors. Both descriptive and exploratory analysis shows that there are significant disparities between applicants, especially from the geographic point of view. While UEE was an excellent opportunity for many applicants who would not have had the chance to be accepted to a higher educational institution within the previous corrupt admissions system, certain segments of the population still do not enjoy equal opportunities, not because of the UEE per se, but due to the existing endemic problems that the Georgian secondary education system faces. In spite of its impressive success, the improved university admissions system has not tackled Georgia's deep-rooted educational inequalities.

---

http://crrc-caucasus.blogspot.com/2015/02/tracing-regional-inequalities-in.html
http://crrc-caucasus.blogspot.com/2015/02/tracing-regional-inequalities-in_26.html

**Appendix 4.** English Scores (NAEC, SDSU placement Test, TOEFL) of 2015-16 cohort

| | First Name | Last Name | Gender | University | Major | Placement Test Results | English Test Results NAEC | TOEFL Test Results | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | | | Male | TSU | Electrical Engineering | 89.71 | 98 | 617 | |
| 2 | | | Male | ISU | Electrical Engineering | 57.34 | 94 | 583 | |
| 3 | | | Male | ISU | Computer Engineering | 51 | 82 | 430 | |
| 4 | | | Male | TSU | Computer Engineering | 78.44 | 100 | 673 | |
| 5 | | | Female | TSU | Chemistry/Biochemistry | 94.33 | 99 | 583 | |
| 6 | | | Female | TSU | Electrical Engineering | 79.87 | 98 | 560 | |
| 7 | | | Male | ISU | Computer Engineering | 70.75 | 93 | IELTS - 7.0 | |
| 8 | | | Male | GTU | Electrical Engineering | 70.3 | 93 | 540 | |
| 9 | | | Male | ISU | Computer Engineering | 67.06 | 72 | 410 | |
| 10 | | | Female | TSU | Chemistry/Biochemistry | 64.96 | 97 | 557 | |
| 11 | | | Male | TSU | Computer Engineering | 54.8 | 94 | 487 | |
| 12 | | | Male | ISU | Computer Engineering | 83.87 | 96.63 | 577 | |
| 13 | | | Male | ISU | Computer Engineering | 82.55 | 88.79 | 473 | |
| 14 | | | Male | TSU | Computer Engineering | 88.47 | 99 | 647 | |
| 15 | | | Male | ISU | Electrical Engineering | 66.62 | 97 | Did not take TOEFL | |
| 16 | | | Male | TSU | Chemistry/Biochemistry | 55.69 | 87 | 603 | |
| 17 | | | Male | TSU | Computer Engineering | 51.42 | 79 | 400 | |
| 18 | | | Male | TSU | Chemistry/Biochemistry | 89.38 | Did not take NAEC | IBT - 95 | |
| 19 | | | Male | TSU | Computer Engineering | 62.74 | International | 473 | |
| 20 | | | Male | ISU | Electrical Engineering | 65.01 | 90 | 513 | |
| 21 | | | Male | TSU | Electrical Engineering | 61.7 | 73 | 467 | |
| 22 | | | Male | GTU | Computer Engineering | 66.55 | 97 | 620 | |
| 23 | | | Male | TSU | Computer Engineering | 86.64 | 96 | 543 | |
| 24 | | | Male | TSU | Computer Engineering | 60.81 | 89 | 547 | |
| 25 | | | Male | TSU | Chemistry/Biochemistry | 56.31 | 94 | IELTS - 6.0 | |
| 26 | | | Male | TSU | Computer Engineering | 49.22 | 80 | 457 | |
| 27 | | | Male | TSU | Electrical Engineering | 57.96 | 87 | 513 | |
| 28 | | | Male | TSU | Computer Engineering | 71.84 | 87 | 463 | |
| 29 | | | Male | TSU | Chemistry/Biochemistry | 92.16 | 98 | 633 | |
| 30 | | | Male | TSU | Computer Engineering | 61.84 | 91 | 547 | |
| 31 | | | Female | TSU | Computer Engineering | 59.32 | 98 | 577 | |
| 32 | | | Male | TSU | Computer Engineering | 62.34 | 97 | 553 | |
| 33 | | | Male | TSU | Electrical Engineering | | 92 | IELTS - 6.0 | Academic Leave |
| 34 | | | Male | TSU | Computer Engineering | 85.3 | 93 | 587 | |
| 35 | | | Male | GTU | Computer Engineering | 78.85 | 81 | 433 | |
| 36 | | | Female | TSU | Chemistry/Biochemistry | 77.45 | 97 | IBT - 106 | |
| 37 | | | Male | TSU | Computer Engineering | 82.96 | 93 | 477 | |
| 38 | | | Female | TSU | Computer Engineering | 78.42 | 98 | 623 | |
| 39 | | | Female | ISU | Computer Engineering | 85.2 | 96 | 593 | |
| 40 | | | Male | TSU | Electrical Engineering | 74.34 | 85 | 530 | |
| 41 | | | Male | TSU | Chemistry/Biochemistry | 82.25 | 93 | 563 | |
| 42 | | | Male | GTU | Computer Engineering | 82.15 | 99 | 637 | |
| 43 | | | Male | TSU | Computer Engineering | 81.27 | 93 | 580 | |
| 44 | | | Male | ISU | Computer Engineering | 81.24 | 96 | 563 | |
| 45 | | | Male | TSU | Computer Engineering | 63.7 | 92 | 430 | |
| 46 | | | Male | TSU | Chemistry/Biochemistry | 78.34 | 95 | 567 | |
| 47 | | | Female | TSU | Chemistry/Biochemistry | 43.5 | 63 | 380 | |
| 48 | | | Female | TSU | Computer Engineering | 52.75 | 91 | 517 | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 49 | | Female | ISU | Computer Engineering | 81 | 93 | 543 |
| 50 | | Female | TSU | Computer Engineering | 55.99 | 84 | 447 |
| 51 | | Female | TSU | Chemistry/Biochemistry | 65.42 | 93 | 553 |
| 52 | | Male | TSU | Computer Engineering | 58.62 | 89 | 503 |
| 53 | | Male | ISU | Computer Engineering | 92.72 | 99 | 597 |
| 54 | | Male | ISU | Electrical Engineering | 85.01 | 96 | 547 |
| 55 | | Male | ISU | Computer Engineering | 64.56 | 93 | 457 |
| 56 | | Male | TSU | Chemistry/Biochemistry | 93 | 97 | 670 |
| 57 | | Female | TSU | Computer Engineering | 70.68 | 86 | 517 |
| 58 | | Male | ISU | Computer Engineering | 82.94 | 93 | 530 |
| 59 | | Male | TSU | Electrical Engineering | 69.35 | 85 | 513 |
| 60 | | Male | ISU | Computer Engineering | 90.36 | 98 | 580 |
| 61 | | Male | TSU | Computer Engineering | 69.79 | 90 | 593 |
| 62 | | Male | ISU | Computer Engineering | 70.76 | 97 | 547 |
| 63 | | Male | TSU | Electrical Engineering | 61.89 | 87 | 460 |
| 64 | | Female | TSU | Computer Engineering | 74.73 | 99 | 543 |
| 65 | | Female | ISU | Computer Engineering | 59.34 | 87 | 443 |
| 66 | | Female | TSU | Chemistry/Biochemistry | 76.39 | 79 | 430 |
| 67 | | Male | TSU | Electrical Engineering | 49.66 | 74 | 463 |
| 68 | | Male | ISU | Electrical Engineering | 51 | 84 | 500 |
| 69 | | Male | ISU | Computer Engineering | 64.52 | 93 | 460 |
| 70 | | Male | TSU | Computer Engineering | 86.17 | 94 | 583 |
| 71 | | Male | TSU | Chemistry/Biochemistry | 76.38 | 93 | 537 |
| 72 | | Male | TSU | Computer Engineering | 70.73 | 98 | 637 |
| 73 | | Female | TSU | Computer Engineering | 83.99 | 93 | 577 |
| 74 | | Female | TSU | Chemistry/Biochemistry | 74.24 | 93 | 640 |
| 75 | | Female | TSU | Chemistry/Biochemistry | 87.69 | 97 | 553 |
| 76 | | Male | TSU | Computer Engineering | 58.67 | 93 | 547 |
| 77 | | Male | TSU | Electrical Engineering | 86.75 | 93 | 570 |
| 78 | | Male | TSU | Computer Engineering | 78.46 | 91 | 537 |
| 79 | | Male | ISU | Computer Engineering | 68.33 | 95 | 570 |
| 80 | | Male | TSU | Chemistry/Biochemistry | 31 | 64 | 423 |
| 81 | | Male | GTU | Electrical Engineering | 77.03 | 89 | IELTS - 6,0 |
| 82 | | Male | GTU | Electrical Engineering | 70.42 | 91 | 570 |

**Appendix 5:** Overview of public outreach activities for 2015-2016 recruitment

- TV Ad campaign – March 3 – 17 on 4 major national and 20 regional TV stations
- TV ad on social media:
- Facebook – more than 308,000 people reached
- YouTube – Geo version 1015 views / Eng version – 29 views
- Why STEM videos – distributed on Facebook, YouTube, etc.
- Media coverage – TV, Radio, Press and online media (special coverage organized on TV, Radio, Print Media and News Agencies & Online portals)
- Banners on Online Portals: Naec.ge, Garbonline.tv, Garb.ge, Edu.aris.ge
- Establishing the SDSU Georgia Facebook page which is regularly updated with 2 to 5 posts a day.
- Open Doors at the office – every Tuesday and Friday – up to 10 students per event
- ISU Open Doors – every Saturday
- Events and Presentations – AmCham, IWA, MIA, MES, Private Schools, Math/Science oriented Schools
- Public Lectures – by SDSU professors
- Inquiries: Facebook, phone, email inquires received
- Chemistry Teachers Training
- Awards for the winners of Science Contests – GRDF, GTU, MIA
- Presentations at partner universities
- Advisory Board Meetings

**Participation in Education Fairs:**

- 27, 28 February – Expo Georgia Education Fair
  More than 17 000 visitors
  More than 1500 directly reached
  SDSU Georgia awarded for the Best Communication with Visitors
- 28 February – UK Bridge Education Fair
  More than 150 directly reached
- Zugdidi Education Fair
- Education USA

**Presentations at schools**

**Cooperation w/NAEC**

3 page advertising in NAEC Magazine
SMS about SDSU Financial Aid opportunities sent twice 10 000/2500 students
Special news on NAEC website
SDSU banner on NAEC website

**Other**

Announcement on Jobs.ge website
Outdoor banners
Mailing lists

For International students Guide book was (Georgia - Know Before you Go) developed and uploaded on the SDSU web page.

**Developing special marketing and publicity materials:**
View book
About SDSU Georgia (Partner Universities and Programs, Financial Aid Opportunities, Step by step guide – how to get financial assistance and other)
One pager about the programs offered in 2015 (teaching methods, employment opportunities, SDSU achievements)
Posters, leaflets, pens, bags, T-Shirts, stand up banners for CIE, etc.

## **Appendix 6 –** CIE's Recruitment Outreach Activities and Data

**Center for International Education, Akhaltsikhe**
**SDSU – Georgia**
**Outreach Presentations**

**Statistics Jan- March, 2015**

| # | Period | Outreach Direction / School name | Number of students | Girls | | Boys | | The number of students with social status (Soc. |
|---|---|---|---|---|---|---|---|---|
| | | | | Number | % | Number | % | |
| 1 | 10 Feb, 2015 | Aspindza Public School | 32 | 22 | 69 | 10 | 31 | 5 |
| 2 | 12 Feb, 2015 | Kide 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. |
|---|---|---|---|---|---|---|---|---|
| | | | | Number | % | Number | % | |
| 1 | Jan 22, 2015 | Kutaisi Public Scool #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. | Comme |
|---|---|---|---|---|---|---|---|---|---|
| | | | | 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 Privite 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 "Akhalgazrdoba" | 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. | |
| | | | | Number | % | Number | % | | |
| 1 | 02 Feb 2015 | Duisi Public School | 30 | 20 | 67 | 10 | 33 | 5 | Pankisi gorge ethnic minoprities of Chech |
| 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 | Azerbaijanian ethnic miniorities |
| 8 | 9 March, 2015 | Telavi Public School #6 | 9 | 4 | 44 | 10 | 56 | 5 | Socially vulnarable |
| 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 | |

Tbilisi

**Statistics Jan- March. 2015**

| # | Period | Outreach Direction / School name | Number of students | Girls Number | Girls % | Boys Number | Boys % | The number of students with social status (Soc. | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 29.დეკ.14 | Rustavi Public Schools | 18 | 10 | 56 | 8 | 44 | | |
| 2 | 12.იან.15 | Tskneti PCV Camp | 50 | 50 | 100 | | 0 | | |
| 3 | 06.თებ.15 | 2015 Presentation to the private school directors Tbilisi organized by CIE | | | | | | Girls Camp | |
| 4 | 07.თებ.15 | Batumi Public schools directors | | | | | | | |
| 5 | 12.თებ.15 | New School | 41 | 15 | 37 | 26 | 63 | | |
| 6 | 12.თებ.15 | Buckswood School - Tskneti | 60 | | 0 | | 0 | | |
| 7 | 12.თებ.15 | Public School # 104 (Armenian) | 37 | 12 | 32 | 15 | 41 | | |
| 8 | 17.თებ.15 | Mtskheta Public Schools #1, #2 | 49 | 27 | 55 | 12 | 24 | | |
| 9 | 18.თებ.15 | Chiatura Public School #1 | 25 | 13 | 52 | 12 | 48 | | |
| 10 | 18.თებ.15 | Chiatura Public School #5 | 19 | 14 | 74 | 5 | 26 | | |
| 11 | 18.თებ.15 | Chiatura Resource Center - meeting with all local public school directors | | | | | | Highland area | |
| 12 | 19.თებ.15 | Public School 42 (Vekua) | 29 | 9 | 31 | 20 | 69 | | |
| 13 | 25.თებ.15 | Gurjaani Public Schools# 1,2 | 58 | 30 | 52 | 28 | 48 | | |
| 14 | 26.თებ.15 | IDP school Abkhazian Betashvili public Schools | 50 | 12 | 24 | 38 | 76 | | |
| 15 | 27,28 feb 2015 | Education Fair 15 000 participants | | | | | | IDP | |
| 16 | **27.თებ.15** | **Live Coverage from education Fair _ Nino Chinchaladze 9Feb.27 on GDS** | | | | | | | |
| 17 | 02.მარ.15 | Meeting at CIE - MCC, SDSU | | | | | | | |
| 18 | 05.მარ.15 | Georgian Spanish school | 70 | 35 | 50 | 35 | 50 | | |
| 19 | 05.მარ.15 | Public School # 199 (Komarov) | 34 | 24 | 71 | 10 | 29 | | |
| 20 | 06.მარ.15 | US Embassy Presentation with IDPs from Gori Sc | 20 | | 0 | | 0 | | |
| 21 | 09.მარ.15 | 1st Experimental public school Tbilisi | 26 | 14 | 54 | 12 | 46 | IDP | |
| 22 | 09.მარ.15 | Radio Maestro Nino Chinchaladze Evening with Tamar Chikovani | | | | | | | |
| 23 | 09.მარ.15 | Europeam School Tbilisi | 19 | 11 | 58 | 8 | 42 | | |
| 24 | 12.მარ.15 | Public School # 54 | 49 | 30 | 61 | 19 | 39 | | |
| 25 | 16.მარ.15 | Public Schools - Gori | 26 | 16 | 62 | 10 | 38 | IDP | |
| 26 | 17.მარ.15 | Poti | 16 | 10 | 63 | 6 | 38 | | |
| 27 | 20.მარ.15 | Koda | 26 | 23 | 88 | 3 | 12 | IDP | |
| 28 | 21.მარ.15 | US Embassy Presentation with IDPs from Senaki | 25 | | | | | | |
| 29 | | | | | | | | | |
| 29 | 28.მარ.15 | Zugdidi Education Fair | | | | | | Separate presentationd for SDSU by ProF. Guven | |
| 30 | 31.მარ.15 | Batumi Presentation with the Minister of Educati | 350 | | | | | | |
| 31 | 27.მარ.15 | Presentation with azerbaijanian minorities at Tbi | 70 | | | | | | |
| 32 | 24.მარ.15 | Presentation with Azerbaijanian minorities at Tbilisi Technical University | | | | | | | Ethnic minorities |
| 33 | 30.მარ.15 | Presentation with Turkish citizens at Tbilisi State university | | | | | | | |
| 34 | | | | | | | | | |
| | **Totally** | **33** | **722** | **355** | **49** | **267** | **51** | **0** | |

| # | Students attanded |
|---|---|
| Public School N 1 (Tbilisi Classical Gymnasium) | 40 |
| Public School N 23 | 20 |
| Public School N 24 | 10 |
| Public School N 31 | 20 |
| Public School N 51 | 50 |
| Public School N 69 | 40 |
| Public School N 53 | 40 |
| Public School N 18 | 20 |
| Public School N | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| ELA | Tbilisi | Regions | Total |
|---|---|---|---|
| ELA inquiries | 34 | 81 | 115 |
| Started ELA clases | 17 | 32 | 49 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**Annex 1**

| Date of Outreach | | Geography of outreached beneficiaries | Geography | Number | Social Vulnera |
|---|---|---|---|---|---|
| 16/10/2014 | 1 | Public School #6 (IDP) | Kutaisi | 27 | 27 |
| 21/10/2014 | 2 | Public School #41 (Physics/Math profile) | Kutaisi | 62 | |
| 23/10/2014 | 3 | Public School #10 | Kutaisi | 46 | |
| 11.12.2014 | 4 | Public School # 21 | Kutaisi | 54 | |
| 17/11/2014 | 5 | Outreach presentations | Zestafoni | 150 | |
| 18/11/2014 | 6 | outreach presentations | Terjola | 100 | 100 |
| 13/11/2014 | 7 | Private School "Eruditi" | Kutaisi | 22 | |
| 20/11/2014 | 8 | Demireli Private School | Kutaisi | 26 | |
| 12.08.2014 | 9 | Private School "Progress" | Kutaisi | 32 | |
| 12.09.2014 | 10 | Private School "Lampari" | Kutaisi | 23 | |
| 12.09.2014 | 11 | Private School – Ltd school #1 | Kutaisi | 17 | |
| 12.12.2014 | 12 | Outreach to: | Khoni | 15 | 15 |
| | | School # 1 | | | |
| | | | | | |
| 12.12.2014 | | Outreach - Resource Center. Joint group of 12th | Khoni | 67 | |
| | 13 | grade students from | | | 67 |
| | 14 | School # 2 | | | |
| | 15 | School # 3 | | | |
| | 16 | School # 4 | | | |
| | 17 | School # 5 | | | |
| | | | Tbilisi | | |
| 11.04.2014 | 18 | School # 51 | Tbilisi | 52 | |
| 17/11/2014 | 19 | School # 23 | Tbilisi | 12 | |
| 28/11/2014 | 20 | School # 24 | Tbilisi | 15 | |
| 13/11/2014 | 21 | School # 53 | Tbilisi | 43 | |
| 27/11/204 | 22 | School # 69 | Tbilisi | 25 | |
| 26/11/2014 | 23 | School # 31 | Tbilisi | 24 | |
| 24/11/2014 | 24 | School # 1 (Tbilisi Gymnasium) | Tbilisi | 46 | |
| 19/11/2014 | 25 | School # 2 | Ozurgeti | 37 | 37 |
| 20/11/2014 | 26 | School # 2 , combined group w/two other school | Poti | 45 | |
| 20/11/2014 | 27 | School # 1 | Kobuleti | 25 | |
| 12.07.2014 | 28 | Georgian-French School | Zugdidi | 15 | |
| 12.07.2014 | 29 | School # 2, | Zugdidi | 40 | |
| 12.08.2014 | 30 | School # 6 | zugdidi | 35 | |
| 12.08.2014 | 31 | NGO "Atinati", combined groups, #11 IDP school | zugdidi | 30 | 15 |
| 16/10/2014 | 32 | American Academy | Tbilisi | 25 | |
| 16/10/2014 | 33 | School # 199 (Komarov Math School) | Tbilisi | 50 | |
| 16/10/2014 | 34 | School # 2 (Abkhazian Public School) | Tbilisi | 20 | 20 |
| 16/10/2014 | 35 | QSI School | Tbilisi | 15 | |
| 17/10/2014 | 36 | Tserovani Public School for IDPs | Tserovani | 20 | 20 |
| 11.07.2014 | 37 | Kojori, Tabakhmela, Tsavkisi, Shindisi, Okrokana Schools | Okrokana | 31 | |
| 01.11.2014 | 38 | School # 1 | Batumi | 130 | |
| 01.11.2014 | 39 | School # 2 | Batumi | 106 | |
| 01.12.2014 | 40 | School # 3 | Batumi | 49 | |
| 01.12.2014 | 41 | School #5 | Batumi | 68 | |
| 01.11.2014 | 42 | School # 6 | Batumi | 28 | |
| 01.11.2014 | 43 | School # 8 | Batumi | 110 | |

| | | | | | |
|---|---|---|---|---|---|
| 01.12.2014 | 44 | School # 9 | Batumi | 105 | |
| 01.12.2014 | 45 | School # 18 | Batumi | 78 | |
| 01.11.2014 | 46 | School Evro 2000 | Batumi | 32 | |
| 01.11.2014 | 47 | School Imedi | Batumi | 19 | |
| 01.12.2014 | 48 | School Gorda | Batumi | 29 | |
| 01.12.2014 | 49 | Caucasus Business School | Batumi | 28 | |
| 14.11.2014 | 50 | English Language Center "INT" | Batumi | 21 | |
| | 51 | Resource Center | Khulo | 2 | 2 |
| | 52 | Resource Center | Shuakhevi | 2 | 2 |
| | 53 | Resource Center | Keda | 2 | 2 |
| | 54 | Resource Center | Khelvachauri | 2 | 2 |
| 01.10.2013 | 55 | Meeting with Education Resource Center Directo | Tbilisi | 6 | |
| | | | | | |
| 13/10/2014 | 56 | School # 5 | Akhaltsikhe | 50 | 50 |
| 13/10/2014 | 57 | School # 3 (Armenian Language School) | Akhaltsikhe | 20 | 20 |
| 15/10/2014 | 58 | School # 2 | Akhaltsikhe | 35 | 35 |
| 15/10/2014 | 59 | School # 1 | Akhaltsikhe | 25 | 25 |
| 16/10/2014 | 60 | School # 6 | Akhaltsikhe | 15 | 15 |
| 15/10/2014 | 61 | School Mzeka | Akhaltsikhe | 20 | 20 |
| 28/11/2014 | 62 | School # 1 | Vale | 30 | 30 |
| 28/11/2014 | 63 | School # 2 | Vale | 23 | 23 |
| 12.05.2014 | 64 | School # 2 (Russian) | Akhalkalaki | 25 | 25 |
| 12.05.2014 | 65 | School # 3 | Akhalkalaki | 30 | 30 |
| 12.05.2014 | 66 | School # 4 (Armenian) | Akhalkalaki | 24 | 24 |
| | | | | | |
| | | | | | |
| 20/10/2014 | 67 | School # 1 | Telavi | 60 | |
| 20/10/2014 | 68 | School # 9 | Telavi | 40 | |
| 20/10/2014 | 69 | Resource Center | Telavi | | |
| 22/10/2014 | 70 | School # 3 | Telavi | 15 | |
| 22/10/2014 | 71 | School # 4 | Telavi | 11 | |
| 22/10/2014 | 72 | School for Parishioners | Telavi | 10 | |
| 17/12/2014 | 73 | Public School | Kistauri | 20 | 20 |
| 17/12/2014 | 74 | Public School | Vardisubani | 25 | 25 |
| 12.03.2014 | 75 | Education Resource Center - Directors Meeting | Akhmeta | 2 | 2 |
| 12.03.2014 | 76 | Education Resource Center | Kvareli | 2 | 2 |
| 12.04.2014 | 77 | Education Resource Center | Gurjaani | 2 | 2 |
| | | | | | |
| 27/12/2014 | 78 | Rustavi american Corner | Rustavi | 16 | |
| 14/10/2014 | 79 | Tbilisi (Women's community Centers | Tbilisi | 12 | |
| **Total** | | | | | |
| | | | | **2575** | **657** |
| | | **Special high-profile Event** | | | |
| 17/12/2014 | | Meeting and SDSU presentation at Kutaisi State | Kutaisi | 120 | |
| | | with the Minister of Education and Sciences | | | |
| | | | | | |

**Appendix 7.** SDSU-G Students Success Stories

SAN DIEGO STATE UNIVERSITY Georgia — S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

## San Diego State University - Georgia

Elene Aladashvili
Director of Community Relations and Development

SAN DIEGO STATE UNIVERSITY Georgia — S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

**2015-2016 Statistics**

- *Top STEM students in the country with the average NAEC score – 2100*

*Georgian – 81*
*International – 1*

*Electrical Engineering – 18*
*Computer Engineering – 47*
*Chemistry / Biochemistry – 17*

SAN DIEGO STATE UNIVERSITY Georgia — S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

**SDSU - Georgia students include:**

- **Winners of the Millennium Innovations Award / MIA**
  - Temur Chichua
  - Aleksandre Toidze
  - Nikoloz Minashvili & Ana Lomashvili

- **Winners of the National Olympiads**

Leonardo Da Vinci 2014
Grand Prix – Temur Chichua, Aeksandre Toidze, Nikoloz Minashvili
1st Place – Vakhtang Donadze, Irakli Chkheidze
3rd Place – Nika Alavidze

SAN DIEGO STATE UNIVERSITY Georgia — S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

**Students with the highest scores on NAEC**

- **David Soselia** - Highest scores in the country on **NAEC exams** - 2274,8
- **Luka Lomtadze** – Highest score on NAEC **Math** exams in the country
- **Ani Shalamberidze** – highest score on NAEC in **Chemistry** in the country

SAN DIEGO STATE UNIVERSITY Georgia

S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

**Winners of International Competitions**

- **Nick Alavidze** – winner of the Intel ISEF international competition. His project won 4th place out of 7 200 000 projects worldwide

- **Vakho Donadze** – winner of the Intel ISEF local competition



SAN DIEGO STATE UNIVERSITY Georgia

S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

- **Public Lectures**
- **STEM Academy**
- **Tour of the Labs**
- **Peer to peer mentoring**
- **Presentations**
- **STEM competitions**
- **Other**



SAN DIEGO STATE UNIVERSITY Georgia

S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

**INSEC**

**Innovative Science and Engineering Community**

SDSU-Georgia Student organization to help young innovators develop their projects and meet international standards.

**Join SDSU - Georgia and become a leader in your chosen STEM career!**


**Appendix 8.** Documents needed for matriculation at SDSU and co-enrollment at partner universities

List of Documents and enrolment procedures for SDSU and partner universities (GTU, TSU and IliaUni).

**SDSU**

1. Notarized copy of high school diploma
2. Translation of High School Grades Certificate.
3. TOEFL Scores.

**GTU**

1. High School Diploma (Original and copy);
2. Identity card (Original and copy);
3. Military Service card for males (Original and copy);
4. 2 color photos size 3x4 and its electronic version (on CD).

**TSU**

1. Notarized copy of High School Diploma;
2. Identity Card / Passport copy (with original);
3. 2 photos (3x4), electronic version on CD;
4. Copy of Military Service card (for males);
5. A copy of the document regarding education obtained abroad (if applicable).

**ILIAUNI**

1. Identity card and its copy. In case of a foreign citizen – Notarized translation of a Passport (or Identity card);
2. National Exams Plastic Card (Desired);
3. Notarized copy of High School Diploma. If the Applicant Graduated from School Abroad - Document regarding education obtained abroad issued by National Education Quality Enhancement Center;
4. Copy of Military Service card (Only for males);
5. 1 photo size 3x4 and its electronic version (on CD).

**Appendix 9.** Distribution of students by regions and high schools

**1. From Adjara Region – City Batumi –** 3 students from 2 Public schools; 8 students from 5 Private schools.
Batumi Public School #1 – Givi Kalandia
Batumi Public School #2 – Zura Bakuridze; Giorgi Varshanidze
Batumi Saint Andrew the First Called School – Dachi Gogitidze; Dimitri Bedinadze
LTD - Generation XXI – Batumi – Mariam Basilaia
LTD - Ganatleba Batumi – Davit Bakuridze; Sandro Jijavadze
LTD – GORDA – Irakli Chkheidze; Vakhtang Donadze
LTD - Gymnasium 21th Century Batumi – Irakli Bajelidze

**2. From Imereti Region – City Kutaisi –** 7 students from 3 Public schools
Kutaisi Andria Razmadze Public School #41 of Physics and Mathematics – Giorgi Abuladze; Lasha Rukhadze; Luka Lomtadze; Mariam Arabidze; Nika Alavidze
Kutaisi Public School #2 – Guram Tsirekidze
Kutaisi Public School #3 – Giorgi Tsibadze
**City Khoni –** 1 student from 1 Public school
Khoni Public School #3 – Mikheil Chkheidze

**3. From Kakheti Region – City Telavi -** 1 student from 1 Public school
Telavi Public School #1 – Luka Tatarashvili

**4**. **From Kvemo Kartli Region – City Rustavi -** 1 student from 1 Public school
Rustavi Public School #28 – Shota Tsikhiseli

**5. From Mtskheta-Mtianeti Region – Village Lapanaantkari -** 1 student from 1 Public school
Dusheti Municipality Village Lapanaantkari Public School – Magda Aptsiauri

**6. From Samegrelo-Zemo Svaneti Region – City Tsalenjikha –** 1 students from 1 Private school
Non-state Secular Multiprofile Secondary School "Kiachi" – Tsalenjikha – Giorgi Zarandia

**7. From Samtskhe-Javakheti Region – City Akhaltsikhe -** 1 student from 1 Public school
Akhaltsikhe Public School #1 – Natela Metreveli

**8. Capital City Tbilisi – 57 Students.** 46 students from 18 Public schools; 11 students from 11 Private schools.
LTD Buckswood International School – Tbilisi - Giorgi Inasaridze
LTD Cervantes Gymnasium AIA – GESS – Giorgi Gigauri
LTD Demirel Private College of Caglar Educational Institution– Elguja Gojiashvili
LTD British - Georgian Academy – Kesi Katsitadze
LTD Newton Free School – Ia Tsomaia
LTD Robert Schumann European School – Davit Soselia
LTD - School of Tomorrow – Giorgi Dodelia

LTD - Secular Secondary School - Complex Saduni - Nikoloz sanakoevi
LTD - Tbilisi General Education School-Lyceum Mtsignobartukhutsesi – Nika Pruidze
LTD IB Mtiebi – Gigi Zurabashvili
LTD One Hundred Thousand Martyrs School Pesvebi – Dimitri Lashkhi
LEPL - Tbilisi Academician Ilia Vekua Public School of Physics and Mathematics **#42** – Ana Lomashvili; Andro Gvivradze; Zhiuli Gogadze; David Janelidze; Erekla Jmukhadze; Irakli Khoperia; Levani Gagnidze; Luka Tvaliashvili; Mikheil Kushashvili; Nino Grigalashvili
LEPL - Tbilisi Classical Gymnasium – Lana Rekhviashvili; Nino Shatirishvili
LEPL - Tbilisi First Experimental Public School – Ana Shalamberidze; Bela Beradze; Sopo Gvenetadze; Teimuraz Nikolaishvili
LEPL - Tbilisi Public School #116 – Beka Shonia
LEPL - Tbilisi Public School #128 – Levan Kuprava; Shota Amashukeli; Tamar Basiashvili
LEPL - Tbilisi Public School #144 – Mikheil Magaldadze
LEPL - Tbilisi Public School #147 – Irakli Koberidze; Otari Rurua
LEPL - Tbilisi Public School #150 – Beka Khomeriki; Grigol Vashakidze; Keti Kvirikashvili
LEPL - Tbilisi Public School #161 – Nikoloz Lominadze; Saba Kakabadze
LEPL - Tbilisi Public School #163 – Tamar Maisuradze
LEPL - Tbilisi Public School #179 – Aleksandre Mirtskhulava
LEPL - Tbilisi Public School #18 – Nikoloz Japaridze
LEPL - Tbilisi Public School #192 – Amiran Ramishvili
LEPL - Tbilisi Public School #35 – Mariam Gagua; Nino Mikadze
LEPL - Tbilisi Public School #5 – Luka Metreveli
LEPL - Tbilisi Public School #53 – Mikheil Dgebuadze
LEPL - Tbilisi Public School #59 – Giorgi Kviria
LEPL - Tbilisi Vladimir Komarov Public School #199 of Physics and Mathematics – Aleksandre Toidze; Aleksandre Khoperia; Giorgi Girkelidze; Mariam Mikava; Mate Bukia; Nikoloz Minashvili; Sandro Iosava; Temur Chichua

**Appendix 10.** Regulations for Transfer / Mobility Students

This document was defined and published to regulate SDSU-G transfer student's acceptance once a year during June-August period.

SDSU – Georgia STEM programs accept transfer students from lower-division STEM programs or re-admitting from the different fields of study programs, with below defined terms and conditions:
Lower-division applicants from Georgian Universities must meet minimum requirements to be considered for admission: To be expected on SDSU-G programs for transfer students from Georgian Higher Educational Institutions; SDSU-G candidate transfer students must demonstrate 2.5 or higher GPA from his course work at the Georgian Higher Education Institution.; Transfer students must demonstrate an English Language Competency of: a) Either a score of 59% +1 from English Language test of NAEC at the time of entry to the Georgian Educational Institution; b) or, by TOEFL (IBT 70 and PBT 523) scores or other equivalent tests that proves B2 level in English Language efficiency;

*Transfer credits:* A maximum of approved 30 ECTS credits (2 subjects from the non-STEM fields and 3 subjects from STEM fields) will be accepted from previous programs / coursework. All transfer students are required to take SDSU's Math Competency Test. Chemistry / Biochemistry majors are required to also take SDSU's Chemistry Competency Test.

*Financial Assistance*
Transfer students may receive financial assistance up to 50 % of the tuition.

1. **Appendix 11.** SDSU-G 2015 Marketing Survey Questionnaire and Survey Results

SDSU – G 2015 Marketing Survey Questionnaire

**How did you first hear about SDSU - Georgia?**

- ☐ Media Coverage (news, talk show, etc.)
- ☐ TV Advertising
- ☐ Radio Advertising
- ☐ Presentation at school (please name the school _____ )
- ☐ Education fair (please name the fair _____)
- ☐ NAEC SMS
- ☐ SDSU-Georgia Facebook page
- ☐ SDSU-Georgia Website
- ☐ Other (please specify _____)

**2. Please rank these sources from the most important to the least important.**

- ☐ Media Coverage (news, talk show, etc.)
- ☐ TV Advertising
- ☐ Radio Advertising
- ☐ Presentation at school (please name the school _____ )
- ☐ Education fair (please name the fair _____)
- ☐ NAEC SMS
- ☐ SDSU-Georgia Facebook page
- ☐ SDSU-Georgia Website
- ☐ Other (please specify _____)

**3. Why did you decide to select SDSU- Georgia?**

_____

**4. Have you attended any SDSU-Georgia open door events?**

- ☐ No
- ☐ Yes

If yes, how did the event(s) help you?

_____

_____

**5. Have you attended ELA (English Language Academy) offered by SDSU in cooperation with CIE (Center for International Education)?**

- ☐ No
- ☐ Yes

If yes, how did it help you? _____

_____

**6. Have you attended any of the SDSU-Georgia Public Lectures?**

- No
- Yes

If yes, on the scale from 1=*did not like* to 4=*liked it very much*, how would you evaluate it?

____

**7. Was the information about SDSU-Georgia available and easily accessible?**

- No
- Yes

If no, how could we improve it? _____
_____

**8. Were your inquiries answered on time?**

- No
- Yes

**9. What communication channel do you usually use to receive information about SDSU-Georgia?**

- Facebook
- Website
- Email
- Phone
- Meeting in the office
- Other _____

**10. Please rank these channels according to the channel you use the most and the channel you use the least.**

- Facebook
- Website
- Email
- Phone
- Meeting in the office
- Other _____

**Comments:**

_____

_____

_____

Survey Results

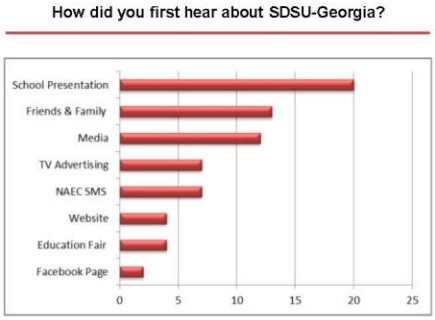
## Marketing Survey Results 2015

*September 2015*
*Elene Aladashvili*
*Director of Community Relations and Development*

- **The Survey was distributed to 82 SDSU Georgia students during the STEM Academy**
- **70 students competed and submitted the survey**

**How did you first hear about SDSU-Georgia?**

- Media Coverage (news, talk show, etc.)
- TV Advertising
- Radio Advertising
- Presentation at school (please name the school)
- Education fair (please name the fair)
- NAEC SMS
- SDSU-Georgia Facebook page
- SDSU-Georgia Website
- Other (please specify)

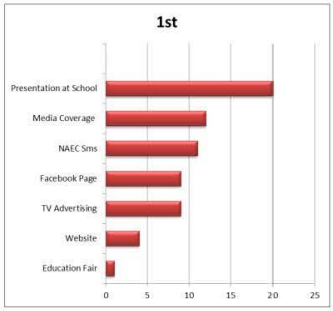


**School Presentations**

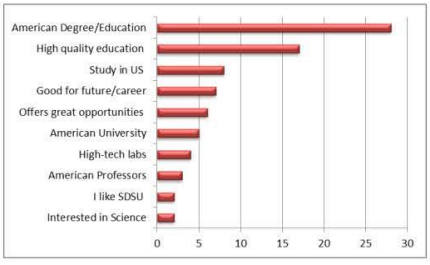
- Vekua - 5
- Komarov - 3
- St. Andrew First-called gymnasium - 2
- LTD Ganatleba -2
- Batumi Gorda -1
- AIA-GESS - 1
- Kutaisi Physics and Math School - 1
- Demirel College - 1
- British-Georgian Academy -1
- No 2 Batumi Public School - 1
- No 1 Telavi Public School - 1

Attended the Presentation for FLEX Alumni - 2

**Please rank these sources from the most important to the least important.**




**Why did you decide to select SDSU- Georgia?**




- *To become a professional*
- *To make innovations*
- *Leadership starts here*
- *It is prestigious*
- *To improve English*
- *Scholarship*

**Have you attended any SDSU-Georgia open door events?**

**Yes - 20**
**No - 50**

**Those who attended say that:**

- *It gave me the most important and useful information*
- *Helped me very much*
- *Was very informative and helped me decide to apply to SDSU*
- *Helped me to select SDSU as my 1st choice*
- *They answered all my questions*
- *Got new information and contacts*
- *They really helped me to get all the information I needed*

**5. Have you attended ELA (English Language Academy) offered by SDSU in cooperation with CIE (Centre for International Education)?**

**Yes - 16**
**No - 54**

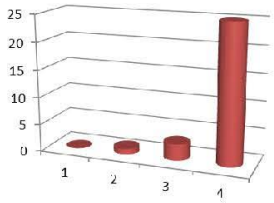
**Those who attended say that:**

- *Improved speaking*
- *Improved my English and showed the way to study here*
- *Helped me to develop plenty of useful skills*
- *Was a great experience*
- *Helped me with TOEFL*
- *Got the books which helped me to prepare for int. exams*

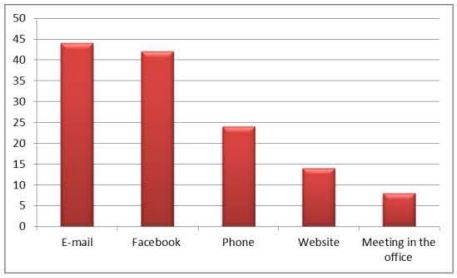
**Have you attended any of the SDSU-G Public Lectures?**

Yes – 31
No – 39

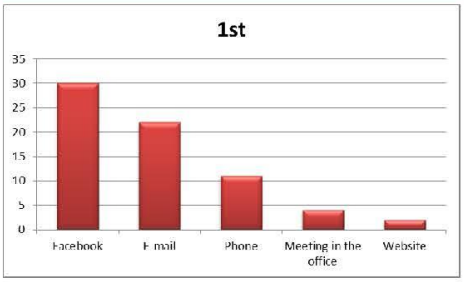
**Evaluation from 4 to 1**




**What communication channel do you usually use to receive information about SDSU-Georgia?**




**Rank these channels according to the channel you use the most and the channel you use the least**



Was the information about SDSU-Georgia available and easily accessible?

Yes - 62
No - 07

Comments:
- Improve Website - 4
- Frequently update FB page - 1

Were your inquiries answered on time?

Yes - 70
No - 0


Contact us!
+ 995 32 2 311 611
Georgiainfo@mail.sdsu.edu
www.georgia.sdsu.edu
facebook.com/SDSU.Georgia

**Appendix 12.** Lessons Learned -- Recruiting for 2015-16 Cohort

***1. Difficulty in recruiting private high school students:***

The over-arching concept of the project is that the MCC-sponsored period would provide SDSU the opportunity to build both physical capacity (e.g. classrooms and laboratories) and institutional capacity (faculty and administrative support) for a sustainable program that could continue to operate after the MCC funding period would end. In the initial model, tuition revenues are the key component of the sustainable funding for the post-MCC period. Thus, the enrollment of students with capacity and willingness to pay for the SDSU-G degree programs is mission-critical.

During project planning in 2013/14, one of the critical assumptions related to this need was that there were potential student groups that would have the means to pay the tuition. It was recognized from the very beginning that STEM fields were not as popular in Georgia as many non-STEM fields of study, for a host of historic reasons. Thus, in order to achieve sufficient numbers of students in the STEM fields, a large pool of students with capacity is needed. Documents provided by MCA-G suggested that there was adequate capacity and demand, even at tuitions higher than the SDSU-G $7500 value. The existence of private high school programs in Georgia with tuitions on the order of the SDSU-G tuition were taken as evidence in support of the assumption that there would be a sufficiently large pool of students with capacity.

However, during the recruiting process it came to light that many of these private high school programs produce graduates that are not eligible to study in Georgian universities, because they do not follow the Georgian curriculum and/or do not have authorized diplomas in Georgia. These students are largely in English language programs, and upon completion of their studies they have to study outside Georgia. They come from families with capacity (as demonstrated by their tuition), they have English language skills (as in many cases their language of instruction is English) and they are often well prepared (as demonstrated by their acceptance at prestigious universities in the US and Europe). Such students would generally be easily qualified to study in San Diego at the main campus. However, these students cannot be recruited by SDSU-G.

There are pathways by which such a student could enter Georgian universities, but these pathways are rather convoluted. More importantly, these pathways would all lead such students to the national exam in July – several months after they would need to commit to universities in the US or Europe. Thus, a student would have two unpleasant choices in order to be accepted at SDSU-G:

- Accept an admission offer from a desired outside university. Pay the intention-to-enroll deposit at that outside university. Register and study for the NAEC exam. This exam is in late July. Wait for the results (some time in August). For many universities in the US, they would actually have to have made their first semester's payments of tuition and housing in addition to

the deposit. These can be extremely significant for international students, so this is a significant financial commitment. If NAEC scores are high enough that the student can be admitted to SDSU-G, forgo the intention-to-enroll deposit and (possibly) tuition and fees for the outside university, and begin studies at SDSU-G. If the student does not do well enough on the NAEC exam (about which they have real fear as they have spent their high school experience preparing for other exams, and the conventional wisdom is that it is too difficult to do well on both NAEC and SAT), then they could go ahead and study where they paid the intention-to-enroll deposit and (possibly) first semester tuition and fees. This option is quite unpalatable because of the financial risks and uncertainty about where the student will actually be studying until very late in the summer. In fact, in many universities in the US, the student would not learn about their university registration until after classes have begun at the US University.

- Don't accept any admission offers from outside universities. Take the NAEC exam and plan to come to SDSU-G instead. If NAEC scores are high enough that the student can be admitted to SDSU-G, begin studies at SDSU-G. If the student does not do well enough on the NAEC exam (about which they have real fear as they have spent their high school experience preparing for other exams, and the conventional wisdom is that it is too difficult to do well on both NAEC and SAT), then they have given up on the option of study at an outside university, and they instead end up in a Georgian university other than SDSU-G. This option is quite unpalatable because of the uncertainty about where the student will actually be studying, and the risk that they might not end up in the internationally recognized university that was an important reason they went to a private high school in the first place.

These unpalatable options are balanced against the financial benefit of the lower SDSU-G tuition and living expenses to achieve a US degree as compared to international tuition and living expenses to study at a comparable university in the US. Our experience during the first year's recruiting effort is that this potential benefit was by no means sufficient to interest students from such high schools. Further, the real or perceived difficulties in navigating the process to even allow them to take the NAEC exam at all was a very significant deterrent.

Solution: SDSU believes that it is imperative to overcome these barriers in order to allow us to recruit such students effectively. MCA-G has committed to work with SDSU-G and the Ministry of Education and Science to develop a solution. SDSU points out that a significant motivation for the creation of this project in the first place was to try and provide opportunities for gifted students to achieve recognized degrees inside Georgia so they might be more likely to undertake careers in Georgia. The policies that produced these recruiting difficulties, while well-intended to avoid potential corruption of the university admissions process for students of private high schools, are entirely counter-productive to this goal.

***2. Difficulty in recruiting international students:***

Another potential pool of fee-paying students that was considered viable during project planning in 2013/14 was students from outside Georgia. Such students would pay a differentially higher tuition than Georgian citizens, so that they actually provide more resources to the program than fee-paying Georgian students. Thus, such students could serve to subsidize tuition costs for Georgian students, making the program even more sustainable. Initial inquiries and review of data suggested that this was a viable pool of students. There are some sizable populations of international students in Georgia, and SDSU got feedback that there were interested students in the near region and in some more distant countries. Tuition of SDSUG for international students was set at $13,500.

However, upon closer study, and after conducting a survey in Georgia, it became apparent that, except for Medicine and Dentistry, average tuition paid by international students studying in Georgia is around $2,000. Medicine and Dentistry are in the range of $4,000-$7,000. To date, the Georgian undergraduate higher education sector, both private and public, appeals only to international students looking to obtain a degree in a country that offers "value-market" degrees. Shifting the perception of Georgian universities in the international education arena from that of "value-market " to a "high-end brand", (e.g., internationally accredited U.S. degree), will need time, additional resources, and parallel, mutually supportive initiatives from Georgian MoES and MoFA. How Georgia and Georgian higher education is positioned in the international higher education arena, posed some difficulty for SDSU-G promotions. Particularly, in relations to partner universities tuition, etc.

After visiting several neighboring countries, participating in international education fairs, and studying the competitive international education market further, three major issues were identified. These are:

1. Georgian HE market serving the "value market" (see above)
2. Georgian HE law and regulations need major revamping: Visa issues; lack of provisional and/or conditional acceptance in the Georgian Law; process and timing of documentation needed by Georgia to allow perspective students be approved for Higher Education studies in Georgia. (Additional detail to follow)
3. Lack of English ready students in many target countries: English Language Academy tries to address the issue of English-readiness of the Georgian nationals, but for international student recruitment, lack of an English Preparatory School became a major obstacle. There is a need to establish preparatory year programs (e.g., pathways), preferably in partnership with partner universities.

Item 2 in the list above arises primarily from issues related to procedures for obtaining visas. In the US, international student admission is the purview of the universities. The federal government issues visas based on their own assessment of the student's financial capacity and security risk, but leaves the determination of the student's academic capabilities and

qualifications to the universities. Universities commonly issue a provisional admission to the student in their last year of high school. The student is required to provide official documents proving that they have qualified for university requirements at some later date, commonly after the end of one or two semesters of study at the university. If they do not provide satisfactory documents, then their admission is rescinded. With provisional admission, the student can begin the visa application process and obtain their visa immediately. Universities are periodically audited to make sure that they are, in fact, obtaining satisfactory documentation of the student's capabilities, and in fact this is a common part of the accreditation review.

In Georgia, the process is quite different. The Ministry of Education and Science conducts the review of documents demonstrating that the potential student is qualified to study. This review must be completed based on official, attestate copies of the documents, including high school transcripts and diplomas. These documents are not available until after the student completes high school, often late in the summer before the first year. Only after the document review (which can take weeks) can the process begin to make sure the potential student has adequate financial resources and does not pose a security risk (a separate, serial process which can also take weeks). The net effect is that for most students, it is not possible to complete the process in time to arrive in Georgia before the beginning of classes in the Fall. This serves as a significant deterrent, because the student is not certain they will actually be able to join the cohort.

There are number of related issues that further complicate the issue. These include the fact that Georgia does not maintain embassies in all of the potential source countries for international students, and often directs students to countries that are expensive to visit or perceived as security risks to the student in order to get their visa. In addition, at present Georgia is not widely seen as a potential destination for higher education for a number of reasons. However, SDSU believes that Georgia is positively perceived by families of students in many countries across the region, and so expects that other problems could be overcome if the visa process were adjusted to allow potential students to feel confident in their ability to receive a visa in time to plan and execute their move to Tbilisi.

Solution: SDSU believes that it is imperative to overcome the visa barriers in order to allow us to recruit international students effectively. MCA-G has committed to work with SDSU-G and the Ministries of Education and Science and Foreign Affairs to develop a solution. SDSU-G has proposed that a process be developed in which students can begin visa application processes once they receive provisional admission from SDSU, using SDSU's admission practices for international students. Documentation could then be submitted later to convert the provisional admission status to full admission status, a process that could be readily audited. This is a potential solution; SDSU-G will work with MCA-G and MoES to identify other potential solutions and settle on a workable alternative.

### *3. Securing commitment for ELA students to SDSU*

The English Language Academy (ELA) was conceived during the proposal process as a means of helping students prepare for study in English in the SDSU-G programs. Twenty-six of the SDSU-G students in the initial cohort participated in the ELA program, representing 32% of the total student body. However, only 23% of the students who took ELA classes ended up in SDSU-G programs. The efficiency of the ELA as a recruiting tool is thus questionable. This occurs because of the timing and registration system for the national exam. The exam is taken in July after the senior year of high school. Students preparing for university entrance during their 12th grade year would need language intervention during that year, but they are not committed to any university until a few days after the end of the national exam, that is, until sometime in early August. This is well after the end of the ELA, and there is nothing to stop a given student from changing their university rankings at that point, after they have completed their ELA studies. There existed in the first year ELA policy no means of requiring ELA students to attempt to register for SDSU-G programs.

Solution: The ELA model is being significantly re-tooled in the second year. Under one model that is being considered, students will be able to register for ELA courses for a fee, and to apply a fraction of the ELA costs towards their first year tuition. This will help to limit students in ELA to those that are actually interested in SDSU-G programs, and improve the cost efficiency of the ELA effort.

### *4. Impact of lack of financial aid infrastructure*

SDSU operates an Office of Financial Aid and Scholarships on its San Diego campus. This infrastructure supports the administration of a range of private and public scholarships, grants, and loan programs to allow students to afford their university education. Such programs include a variety of merit-based and needs-based models. For needs-based model, there is a standardized process for income assessment, which allows for a consistent and trusted method of income verification that allows the university to establish and document a given student's need.

It was clear during the project planning effort in 2013/14 that this infrastructure did not exist at the partner universities. However, it was not recognized by SDSU that there were no parallels in Georgia to US income assessment methods. This makes verification of student need quite complicated. There is a registration process for social support, and students who fit one or more of several social support categories can qualify for scholarship support within the existing university system in Georgia. These categories include a mix of financial, minority/ethnicity status, disability, veteran, and other characteristics. They are officially registered with the government and as such they are verifiable. However, as not all of the categories represent financial characteristics per se, and furthermore the income level that triggers social support status in the one directly relevant category is quite low, these categories are not suitable as a sole means of determining family financial resources.

Solution: The method developed for identifying student commitments to SDSU-G described in the previous item must incorporate this concern.

***5. Exchange Rate Risks***

Dollarization of SDSU-G tuition means that the real cost to Georgians is quite dependent on the exchange rate. During the first year, this created a 30-40% increase in the real (lari) cost of SDSU's tuition as compared to the summer of 2014. SDSU-G's major expenses are dollarized, including laboratory equipment, faculty, texts, etc.

Solution: This is an external risk factor to the program. It could be partially addressed by increasing the rate at which programs transfer to the Georgian partner universities, as this would have an impact on the currency required for personnel expenses. However, modern scientific and engineering laboratory equipment and many supplies will likely have to be sourced outside of Georgia for the foreseeable future.

**Appendix 13.** STEM Database card


## I AM INTERESTED IN STEM

NAME / სახელი: _____

CITY / ქალაქი: _____

COUNTRY OF CITIZENSHIP (Please indicate if you have dual citizenship)

რომელი ქვეყნის მოქალაქე ხართ? (ორმაგი მოქალაქეობის შემთხვევაში გთხოვთ მიუთითოთ ორივე ქვეყანა):

_____

SCHOOL / სკოლა: _____

YEAR OF GRADUATION / სკოლის დამთავრების წელი: _____

TELEPHONE / ტელეფონი: _____

EMAIL / ელ.ფოსტა: _____

TELEPHONE NUMBER OF THE PARENT (OPTIONAL) / მშობლის ტელეფონის ნომერი:

_____

IN WHAT STEM FIELD DO YOU WANT TO STUDY? STEM-ის რომელი დარგი გაინტერესებთ?

_____ (Engineering, Medicine, Chemistry / Biology, Computer Science, etc.)
(ინჟინერია, მედიცინა, ქიმია / ბიოლოგია, კომპიუტერული მეცნიერებები, სხვა)

ENGLISH LANGUAGE PROFICIENCY / ინგლისური ენის ცოდნის დონე:

_____ (None, Beginners, Lower Intermediate, Upper Intermediate, Advanced)
(არ ვფლობ ენას, დამწყები, საშუალო, საშუალოზე ზემოთ, კარგი)

**Appendix 14.** CIE's proposal for 2016-17 Outreach and Recruitment

San Diego State University-Georgia
2016-17 Recruitment Strategy

SAN DIEGO STATE UNIVERSITY

Center for International Education


## CIE/SDSU Support Units/ Coverage

**East Georgia**

**Tbilisi Central Office covers Greater Tbilisi Area:**
- Tbilisi
- Gori/Shida Kartli Region
- Rustavi Kvemo Kartli Region
- Mtskheta/Mtskheta Mtianeti Region
- Abkhazeti (as Abkhazia IDP Schools)

**Telavi Office covers**
- Telavi/Kakheti Region

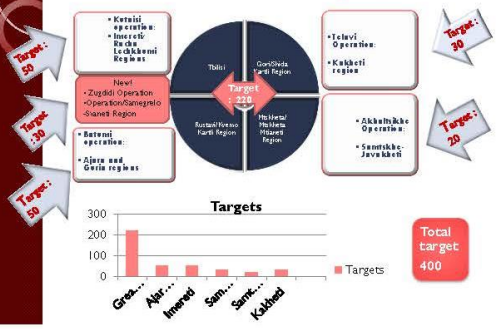
**West Georgia**

**Batumi Office covers**
- Batumi/Ajara Region
- Ozurgeti/Guria Regions

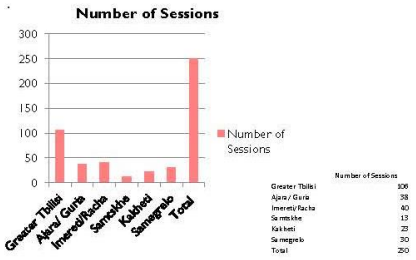
**Kutaisi Office covers**
- Kutaisi/ Imereti Region
- Oni/Racha Lechkhumi Region

**New Office Unit to be opened in Zugdidi, to cover**
- Zugdidi/ Samegrelo Region
- Mestia/Svaneti Region

## Outreach & Recruitment Targets 2016/17

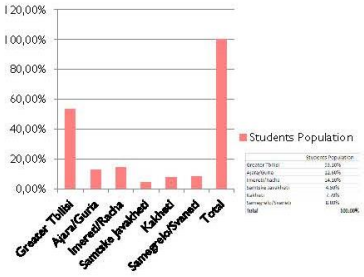


## Recruitment Plan: Number of Presentation Sessions Per Support Center




| | Number of Sessions |
|---|---|
| Greater Tbilisi | 106 |
| Ajara / Guria | 38 |
| Imereti/Racha | 40 |
| Samtskhe | 13 |
| Kakheti | 23 |
| Samegrelo | 30 |
| Total | 250 |

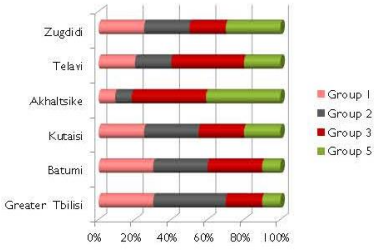
## Recruitment Plan: Number of School Student Population per region




## Targeted groups


- **Group 1. EXPLORERS**: Students with high financial resources and lower interest in STEM
  - Where: Majority in High Profile Public Schools, Some in Private Schools
- **Group 2. HIGHFLIERS**: Students with high financial resources and high academic preparedness in STEM
  - Where: Majority in Private Schools, Some in high profile Public Schools
- **Group 3. STRIVERS**: Students with low financial resources and average to high academic preparedness in STEM
  - Where: Majority in Specialized Schools/Public Schools, limited number in Private Schools
- **Group 4. STRUGGLERS**: Students with low financial resources and lower academic preparedness in STEM
  - Where: mostly non-traditional students (socially vulnerable, ethnic minority, IDPs)

## Recruitment Demographics per groups (estimate, TBC after NE)



## Informational awareness by applicants

CIE has gained solid information from its outreach campaign in FY 2014/15 from all groups of potential students and grouped their information awareness gain as per following:

| Media TV Ads, Social media |
|---|
| Info Sessions Presentations |
| Education fairs |
| Schools/teachers/tuitors |
| Community groups |
| Network of friends |
| Individual Consultations |
| Web search |

Word-of-mouth continues to play an important role, which suggests that info visits and social recruitment will likely see positive returns in attracting potential applicants.

## SDSU Informational support needed to outreach various groups

**Needs**

**Group 1-2-3**

- sought information on program content, career prospects, salary scale, diploma, and reputation the most often.

**Group 4** chose financial aid as one of the top three information needs, high barriers in NUE.

**Group 2-3**

- Nearly all strong STEM students ask about labs, research and experiential learning, faculty, exchange opportunities
- **Women are represented across all the groups.**

**How to respond**

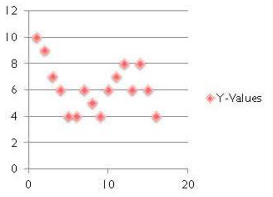
Develop website content with published curriculum, prepare videos with successful STEM role models, publish Georgia-specific information of STEM starting salaries; publish SDSU ranking in USA, accreditation information explained. **Include the above information in presentations by CIE.**

**Publish scholarship information** and guidelines to apply for financial aid, more available after the first cohort enrolled.

**Make videos re virtual tour** of the university, videos with professor greetings and description of the classes, virtual tour of SDSU in USA, welcoming messages of SDSU in USA of the new campus in Georgia

Special **women role model videos** and publications of women in STEM, also available on the website.

## Influencing Student Decisions




**Who Influences decisions**

- Parents
- TV Radio
- Website
- Fairs
- Open day
- Ind Advising
- Presentations
- School
- Community
- Role Model
- Tutors
- Current Students
- Social Media
- Fin Aid
- Employer Prof
- Ministry

## Strategy One-Reinvigorate Interest through outreaches, Students

**Basis**

- CIE observations suggest that the down trend in STEM is closely linked to an early loss of interest in science, perceptions of difficulty in learning STEM subjects;
- selecting a STEM major with insufficient information about the career, and feeling overwhelmed by the pace and load of the STEM curriculum vs Liberal Arts Education

**Activities by CIE**

CIE **School presentations** with clear cut messages (developed by SDSU)

Arranging **visits of school** groups to SDSU-campus, visiting labs and other facilitates

Arranging SDSU **faculty visits** to schools, possibly joint seminars with school STEM teachers

## Strategy Two-Attract with raising Academic Profile of SDSU, Students

**Basis**

- Increased academic profile of the entering class, as based on measures such as National Exam scores, classes taken, US faculty rep profiles.
- Student success in the rigorous academic programs
- After admissions stage, student testimonials on the preparations of enrolling at SDSU, such as: the level of preparation in subjects, the criteria for students accepted, the number of students accepted, the number of students who actually were funded, offered scholarships, number of international students, if any.

**Activities by CIE**

- **Social events,** mini-fairs, pickings, receptions
- **Quizzes** about SDSU, **book awards** at the events
- **Webinars with** SDSU staff/ faculty and current students

## Strategy Three-Working with large Audiences, Students/Parents and other

**Basis**

Fairs and virtual college advising provide opportunity for greater visibility and more direct interaction with students and their accompanying parents.

**Activities by CIE**

- Education Fair, Expo Georgia
- EducationUSA annual fair with US colleges
- EducationUSA Alumni regional fair
- College week live, largest int'l virtual college fair

## Strategy Four-Focus on Teachers/Tutors

**Basis**

**One of the strong segment to influence student decision**

**Create incentives and motivation for teachers**

**Raise prestige of STEM teachers in schools**

**Schools**

**Tutors**

**Professional Associations**

**Prep Center teachers**

**TPDC**

**Activities by CIE**

- Thank you **letters to teachers** of STEM of incoming class students
- Thank you **letters to visited** schools
- **Teacher per diems** to organize student visits to SDSU campus
- **Professional Dev't** opportunities through seminars/lectures with SDSU professors, award certificates
- Invitation to attend **a week-long session at SDSU**, funded trip
- Organize /support STEM teacher Summer Academy
- Successful **teacher profiles** suggested to be published on SDSU website.
- Awarding **The School of the Year**, sending merit students to SDSU, organize school/teacher award reception

## Strategy Five-Focus on STEM students/teachers

**Basis**

.The need to make an effort to increase the number of well-prepared students who apply to STEM majors and those students who have a strong preparation.

It is also important to ensure that students' interests and backgrounds are well-matched to their choice of majors and university. Early Interventions, grades 10-12

**Student selection through STEM teacher nominations**

**Activities by CIE**

- **SDSU winter/summer STEM Camp** for high school students.
- **A week long camp focusing on English, STEM orientation, college life, leadership, application procedures, etc.**

## Strategy Six-Focus on Councilors and Administrators

**Basis**

Build personal relationships with counselors, administrators within targeted schools. These relationships will become increasingly valuable as students enroll and report back that they are happy with their decisions.

**Activities by CIE**

- .Info sessions at TPDC organized meetings with schools administrators
- Training of school reps in counseling and carrier advising, Certificates awarded
- Organize a School Councilor Day /open door

## Strategy 7-Special focus on Girls

- **Basis**
- To consider a STEM career, girls need personal encouragement. In addition they need to see—in posters, videos and career events role models, women actually working in STEM disciplines and STEM workplaces.
- Women need proactive personal encouragement through positive media messages to counteract the status quo in colleges where few or no women are in STEM classrooms or appear on marketing materials for STEM programs

- **CIE activities**

Outreach Girls participating in STEM Olympiads

Outreach GLOW, Girls Leaders of Tomorrow PCV camps

Women's community groups and NGOs

## Strategy 7-Special focus on Diversity –Ethnic minority, social, IDPs

- **Basis**
- The basis for the need of positive role models, encouragement and bridging programs is also relevant to ethnic minority, IDP and other socially vulnerable students.
- The need for developing group-specific dissemination materials with relevant messages

- **CIE activities**

Visits to IDP schools

Visits to Ethnic Minority schools

Meetings with community groups and NGOs serving the targeted groups

Inclusion in summer/winter STEM schools

## Conclusion Outreach Vs Recruitment

- Outreach is an effective strategy to inform or spark interest, not necessarily to provide insurance of the student aspiration being transformed into a reality.
- Onetime outreach initiative simply exposes a student to SDSU programs and the range of interesting career options in STEM.
- outreach efforts that are more time-intensive or sustained over a period (pre-college summer camps, a week long session attendance) of time are more likely to contribute to lasting interest and subsequent enrollment behaviors.

**Effectiveness of the CIE outreach campaign**

- **Coordinated efforts with SDSU PR and Marketing team**
- **Combination of outreach activities and more hands on recruitment strategies**
- **Experienced staff/knowledge of local context and school culture**
- **Lessons learnt from the first cycle**
- **Informed decision-making through analyzing the results of the NUE**

**Appendix 15.** Feeder School MOU

# D R A F T

## M E M O R A N D U M OF U N D E R S T A N D I N G

**Between**

**Guivy Zaldastanishvili American Academy in Tbilisi, Georgia**

**And**

**SAN DIEGO STATE UNIVERSITY**

---

Guivy Zaldastanishvili American Academy in Tbilisi AAT), Georgia, and San Diego State University (SDSU), San Diego, and SDSU-Georgia wish to establish relations among their institutions and hereby agree to cooperate among each other in the areas of common interests as follows:

**1)** Endeavor to promote collaboration through a broad range of activities such as (e.g., cooperation in attending educational conferences like NAFSA, ,

- **a)** AAT to support recruitment of AAT students to SDSU-G and SDSU STEM programs.
- **b)** AAT students who choose to study STEM at SDSU San Diego campus can continue their studies at SDSU Georgia campus after spending the Freshman Year in San Diego. For their studies at SDSU Georgia campus AAT students will be charged SDSU Georgia international students tuition fee ($13,500 per AY).
- **c)** Summer teacher training programs for AAT teachers at SDSU, California; organize school visits in California; provide webinars and online training for AAT teachers and staff - innovative methods in education, pedagogical training, etc.
- **d)** Training school counsellors and career advisers on SDSU admissions, CSU Mentor, and informing students about SDSU-Georgia. Encouraging STEM students who choose to study Bachelors degree in the US, to spend one semester or one year at SDSU Georgia as exchange students.
- **e)** SDSU-G to support establishment of a STEM club at AAT.

**2)** The terms of cooperation for each specific activity implemented under this Memorandum of Understanding shall be mutually discussed and agreed upon in writing with both parties in a separate agreement, prior to the initiation of that activity. Any such implementation agreements will form appendices to this Memorandum of Understanding.

**3)** Financial and/or funding consideration shall become the subject of specific discussion and agreement within the framework of separate implementation agreement. No financial commitment whatsoever, on the part of either signatory to this general document, is intended and implemented.

**4)** The memorandum of Understanding shall remain in force for a period of five (5) years from the date of the last signature, with the understanding that it may be terminated by the appropriate authorities of either party in writing, unless an earlier termination date is mutually agreed upon. The Memorandum of Understanding may be amended or extended by mutually written consent of the authorized departments of the two parties.

**5)** The Memorandum of Understanding as outlined in this document is meant to describe the nature and cooperative intentions of those institutions involved and suggest guidelines for cooperation. Nothing, therefore, shall diminish the full autonomy of either institution, nor may constraints be imposed by either upon the other.

| | |
|---|---|
| **Guivy Zaldastanishvili American Academy in Tbilisi, Georgia** | **SAN DIEGO STATE UNIVERSITY** |
| Name/ Title | Name/ Title |
| Signature | Signature |
| Date: _____ | Date: _____ |

**Appendix 16.** Pilot Pathway Program

## PROPOSAL FOR PILOTING
## A 9-MONTH PATHWAY PROGRAM AT ISU

Parameters:

1. Take a cohort of international students to sign-up / enroll a 2-semester (9 month) pilot pathway program for 2016-17 AY.

2. These students would have met the GPA (3.0 high school GPA) requirement, and they will have minimum 45-60 iBT TOEFL. As a result they will have "Conditional Acceptance to ISU / SDSU-G".

3. They will be given **100% guaranteed admission to ISU-SDSU-G** upon successful completion of the 9-month pathway program.

4. Pathway cohort will be allowed to **take up to 12 SDSU-G credit hours** towards their Freshmen year. These can be Math, IT and General Education subjects.

5. 9-month program will be divided into 3 equal 10-week sessions (similar to "**quarters**"). First 10-week session, all cohort students will have intensive English and academic orientation. Second 10-week session, depending on students English Proficiency, students will be allowed to take either one, or two 3-credit hour SDSU-G credit-courses. The same will be true for the third 10-week session.

6. SDSU-G courses can be offered as CES **Special Session courses. Course duration** does not have to comply with SDSU's academic calendar (instead semester-long, they can be 10 week courses). The cohort should be taught all together. This may have some several advantages:
   - Guaranteed enrollment in the "SDSU-G-ISU" degree program
   - Taught by an instructor that can structure the course syllabus such that the cohort can transition (speak slower, etc.).
   - "Soft-start" to academic life in a foreign country.

SDSU-G-ISU can market this 9-month program at a list price slightly less than its international tuition.

**Appendix 17.** Draft STEM Academy Budget and Recruiter positions

**Potential budget items:**

| Activity | Number | Cost | Total | Comments |
|---|---|---|---|---|
| U.S. STEM visitors | 6/yr | $12,000 | $72,000 | |
| Speaker Honoraria | 6/yr | $200 | $1,200 | Includes VAT |
| Teaching tools | | $6,000 | | |
| Reference books | | $2,000 | | |
| Convocation / End-of-year Ceremony | | $5,000 | | Need cost breakdown / recruitment |
| Zoom accounts | | | | Cost ??? |
| Student membership in professional societies | | | | Need cost breakdown |
| Mentors | | | | |
| Tutors | | | $25,000 | |
| Total | | | $111,000 | |

## Appendix 18. -- Communication Strategy Activities and Work Plan

**Main Activities of Communication Strategy According to the Objectives:**
Main activities conducted to meet the set objectives will include but will not be limited to:

**Objective 1**: Increase general *public awareness* on SDSU Georgia and its programs

- TV Advertising on national as well as regional channels
- Billboard advertising campaign and outdoor banners on partner university buildings. (subject to availability of funds)
- Targeted print/online advertising: NAEC, NAEC Newspaper, Eduaris.ge etc.
- Media Coverage: Coverage in news, participation in talk shows, morning programs and education programs, interviews, etc. Coverage in radio, print and online media with special focus on media outlets with highest ratings and targeted for the main/target audience.
- Media monitoring: monitor the media coverage and analyze data. Share media coverage through different communication channels (website, Facebook etc.).
- Website and Social Media: regularly update and create interesting content for SDSU Georgia Website and Facebook pages (other social media platforms to be added in future).
- Marketing materials: creating and distributing SDSU Georgia information brochures, posters, post cards, gift packages and other publicity materials.
- Hotline: Establishing special 24-hour hotline as well as special email for enquiries.
- Public lectures in partner universities and other institutions.
- SDSU Georgia students and faculty success stories to be distributed through internal and external communication channels.
- Publicizing SDSU achievements in STEM (latest information on the progress of research and inventions that SDSU professors and researchers are working on)
- Events: organize and participate in special events that will lead to the increase awareness of SDSU Georgia programs.
- Media training and panel discussions: to increase awareness on SDSU Georgia and raise journalists' awareness on how to cover education issues/news.
- Press conferences: organize press conferences to announce special events.
- Participation in local, regional and international conferences and workshops.

Note: *Budget items in the Work Plan are open. 2015 marketing budget will be used as a basis to establish the marketing budget for 2016 marketing and promotions*

**Objective 2**: Support *recruitment* efforts to increase the number of students who select SDSU Georgia programs

- TV, radio, online and print media advertising
- Media coverage (talk shows, news, etc.)
- Special brochures, posters, postcards,factsheets, and other printed material
- Special information kits for minority students and int. students
- Education fairs (Expo Georgia, Education USA, UK Bridge, other.)
- Open door events at the office and at partner universities
- Presentations at schools (implemented by CIE)
- Awarding winners of special STEM related Olympiads with SDSU Scholarships; SDSU Presentations at STEM Olympiads and Contests (MIA, GRDF, National Olympiad, etc.)
- Special events (organized by SDSU G, MCA Georgia, US Embassy, MES, etc.)
- Mailing lists (FAA, ELA, SDSU G Faculty, etc.)
- Public lectures
- Partnership w/NAEC: Special SMS to 10 000 prospective students, NAEC Magazine, NAEC website, NAEC Newspaper
- SDSU G Student newsletter / Quarterly Bulletin
- SDSU Workshops for Chemistry, Math and other STEM teachers
- Special events for SDSU students and prospective students

**Objective 3**: Increase *STEM awareness* in the country

- STEM coverage in media
- Why STEM videos
- Public lectures
- Presentations at schools
- Integrating special STEM games during events
- STEM game room at SDSU Georgia
- Tour in SDSU G labs for middle and high school students
- SDSU Georgia student partnerships with middle and high school students (mentors)
- STEM Academy
- STEM Advertising

Note: *Budget items in the Work Plan are open. 2015 marketing budget will be used as a basis to establish the marketing budget for 2016 marketing and promotions*

- SDSU G Quarterly Bulletin
- STEM information disseminated through SDSU Facebook and Website pages

**Objective 4**: Establish good *partnership relations and increase cooperation* with private sector, partner institutions and other stakeholders

- Advisory Board Meetings
- SDSU Georgia Public Private Partnership Fund (PPPF) Initiative
- Special one to one meetings w/members of the advisory board
- One to one meetings with business representatives
- Special events in collaboration w/business representatives/associations
- Presentations at Business Associations: AmCham, IWA, GITA
- Special tours for business representatives at SDSU Georgia labs
- Scholarship and internship opportunities for business representatives/industry
- Special competitions
- Policy discussions w/Civil Society, International and Donor Organizations
- SDSU Georgia Newsletter, Quarterly bulletin, publicity materials
- Public lectures in collaboration w/Business community, education institutions and others.
- Participation in open door events at Partner Universities
- Special Events and Presentations at Partner Universities to communicate and update relevant audience on the progress of the project
- Regular meetings w/rectors and relevant representatives including PR Directors
- Rehabilitation works outreach at Partner Universities

**Objective 5:** Increase participation of *girls, minorities* and other *socially vulnerable* groups

- Special publicity materials for minority groups
- Presentations at minority populated regions
- Presentations at partner University minority preparatory classes

Note: *Budget items in the Work Plan are open. 2015 marketing budget will be used as a basis to establish the marketing budget for 2016 marketing and promotions*

- Special scholarships for minorities and socially disadvantaged groups
- Free English preparatory courses for minority students
- Special competitions: Women in STEM Poster competition
- Women Role Model Videos: Why women in STEM
- Joint activities, talks and discussions in partner universities
- SDSU workshops for women teachers
- Women in Technologies Event
- STEM female success stories
- Roundtable meetings of STEM women

**Objective 6:** Keep SDSU Georgia *students involved* and interested

- Student Newsletter tem
- Student Contests and Competitions: Photo contest, innovation contest, women in STEM poster contest etc.
- Guest speakers program at SDSUG
- Special events/tours (exhibitions, tours to industry, parliament, etc.)
- Student life activities: sports, arts, events, etc.
- Student associations/peer to peer mentoring etc. (GESA)
- Trainings & project funding opportunities for SDSUG students
- Student Success Stories
- Community support activities

**Work Plan 2015 - 2016**

**SDSU Georgia Community Relations and Development**

| OBJECTIVES | PLANNED ACTIVITIES/ DETAILED ACTIONS | TARGET AUDIENCE | 2015 | | | | 2016 | | | | Estimated Budget |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | |
| Objective 1: Raise the | 1.1. | | | | | | | | | | $0 |

Note: *Budget items in the Work Plan are open. 2015 marketing budget will be used as a basis to establish the marketing budget for 2016 marketing and promotions*

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **awareness of stakeholders and general public on SDSU Georgia.** | Special Events: Science week, exhibitions, Science picnic, student project exhibitions, etc. | General public/SDSU G Stakeholders/Decision Makers | | | | X | X | X | X | X | |
| | TV Advertising Campaign | Public at large/ stakeholders/students/parents | | | | | X | X | | | |
| | Billboard Campaign | Public at large/ stakeholders/students/parents | | | | | X | X | | | |
| | Targeted Print/Online Advertising (NAEC Newspaper, NAEC Magazine, edu.aris.ge, NAEC website) | Public at large/ stakeholders/students/parents | | | | | X | X | | | |
| | Media coverage of SDSUG activities | Public at large/ stakeholders/students/parents | | | | X | X | X | X | X | |
| | Social Media (Website, Facebook, YouTube, other) | Public at large/ stakeholders/students/parents/international students | | | | X | X | X | X | X | |
| | Press Conferences for special events (Financial assistance announced, STEM Academy announced, accreditation news, etc.) | Media, public at large, etc. | | | | | | X | | | |
| | Mailing lists | SDSU G students, STEM Database, SDSU Georgia Faculty, Education projects/etc., Media, private sector, other. | | | | X | X | X | X | X | |
| | Marketing Materials (one pagers, brochures, posters, student calendar, etc. ) | Public at large/ stakeholders/students/parents/international students | | | | X | X | X | X | X | |
| | Media trainings/Roundtable meetings and panel discussions (international accreditation / STEM discoveries in US, etc.) | Media | | | | | | X | | | |
| | Inquiries (phone, email, Facebook, website) | Population at large | | | | | | | | | |
| | Success Stories | Public at large, prospective students, parents, etc. | | X | | X | X | X | X | X | |
| | Public Lectures | Public at large/ stakeholders/students/parents | | | | X | X | X | X | X | |
| | Participation in regional and international conferences, workshops | SDSU G | | | | X | | | | | |

Note: *Budget items in the Work Plan are open. 2015 marketing budget will be used as a basis to establish the marketing budget for 2016 marketing and promotions*

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Objective 1 - Sub Total** | | | | | | | | | | |
| **Objective 2: Support recruitment process by outreach and information activities that attract students to select SDSU Georgia programs as their top priority / first choice** | **2.1.** | | | | | | | | | | |
| | Presentations in Schools (focused on private schools, STEM schools etc.) | Prospective Students, teachers, principals | | | | X | X | X | X | | |
| | Education fairs and other events: Int. Education Fair, Education USA, Expo Georgia Education Fair, UK Bridge Edu. Fair | Prospective Students, parents, teachers, principals, tutors, int. students, other | | | | X | X | X | X | | |
| | Open door events at the office and in partner universities | Prospective students, parents | | | | X | X | X | X | | |
| | STEM Academy | Prospective students | | | | | X | X | | | |
| | SDSU G Lab tours | Prospective students | | | | | X | X | X | X | |
| | Inquiries response mechanism (hotline, email, Facebook, meetings, etc.) | Prospective Students, parents, teachers, tutors, etc. | | | | | X | X | X | | |
| | Scholarships for the winners of STEM Olympiads/contests etc. | Prospective students | | | | | X | X | X | X | |
| | Marketing materials focused on recruitment | Prospective Students, parents, teachers, principals, tutors, int. students, other | | | | X | X | X | X | X | |
| | NAEC SMS (before and after exams) | Prospective students | | | | | | X | X | | |

Note: *Budget items in the Work Plan are open. 2015 marketing budget will be used as a basis to establish the marketing budget for 2016 marketing and promotions*

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | MoU Signing Ceremonies w/feeder schools, etc. | Prospective Students, parents, teachers, principals, tutors, int. students, other | | | | X | X | X | | | |
| | STEM Teachers' trainings/workshops | Prospective Students, parents, teachers, principals, tutors, int. students, other | | | | | X | X | | | |
| | **Objective 2 - Sub Total** | | | | | | | | | | |
| **Objective 3: Increase STEM awareness** | **3.1.** | | | | | | | | | | |
| | SDSU G student Newsletter: *Generation STEM* | Students, Public at large, private sector, stakeholders etc. | | | | X | X | X | X | X | |
| | STEM Database | Students interested in STEM | | | | X | X | X | X | | |
| | **#IChooseSTEM** campaign | Students, Public at large, etc. | | | | X | X | | | | |
| | Special competitions/awards for journalists/bloggers who cover STEM issues | Media | | | | | X | | | | |
| | Why STEM videos | Students, Public at large, private sector, stakeholders etc. | X | X | | | X | | X | | |
| | Special STEM events: screening of the documentaries, presentations of SDSU latest researches, STEM Marathon, etc. | Public at large | | | | X | X | X | X | X | |
| | **Objective 3 - Sub Total** | | | | | | | | | | |
| | **4.1.** | | | | | | | | | | |
| | Advisory Board Meetings | Private Sector, Education Sector, Stakeholders | | | | X | | X | | X | |

Note: *Budget items in the Work Plan are open. 2015 marketing budget will be used as a basis to establish the marketing budget for 2016 marketing and promotions*

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Objective 4: Increase partnership and cooperation with private sector, partner institutions and other stakeholders.** | Special events (MoU Signing Ceremonies, Scholarship award ceremonies, internships etc.) | Private Sector, Education Sector, Stakeholders | | | | X | X | X | X | X | | |
| | Annual Awards (Innovation and Excellence Award for effective contribution in education for private sector) | Private sector | | | | | | | X | | | |
| | Cooperation with the Ministry of Economic Development – *Entrepreneurship Development Agency*, GITA, Ministry of Infrastructure, etc. | GoG, SDSUG Students, other stakeholders, etc. | | | | | X | X | | | | |
| | Cooperation w/Business Associations including AmCham, IWA, GITA – presentations at AmCham etc. | SDSUG Students, Private Sector | | | | | | | | | | |
| | Media coverage in Investor.ge, Financial, Georgian Journal etc. | Private Sector, International organizations/community | | | | X | | X | | | | |
| | Student Loan negotiations w/banks | Banks operating in Georgia | | X | | X | X | | | | | |
| | Students and business sector networking events | Students and Private sector | | | | | X | | | | | |
| | SDSU Georgia Public Private Partnership Fund (PPPF) | Public institutions, private sector, business and industry leaders | | | | X | X | X | X | X | | |
| | One to one meetings | Private Sector | X | X | X | X | X | X | X | X | | |
| | **Objective 4 Sub TOTAL** | | | | | | | | | | | |
| **Objective 5: Increase** | **5.1.** | | | | | | | | | | | |

Note: *Budget items in the Work Plan are open. 2015 marketing budget will be used as a basis to establish the marketing budget for 2016 marketing and promotions*

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **participation of girls, ethnic minorities and SV** | Special scholarships for Girls, minorities and SVs (GRDF winners) | Students | | | | | | | | | | |
| | Success stories of women role models, Why Women in STEM Videos, etc. | Students, teachers, public at large | | | | | | | | | | |
| | Women in STEM Social media campaigns | Students, teachers, public at large | | | | X | X | X | X | | | |
| | SDSUG Students STEM Women poster competitions | Students, teachers, public at large | | | | | X | | | | | |
| | Information in Russian or other relevant languages for minorities | Minority Students | | | | | X | | | | | |
| | **Objective 5 Sub TOTAL** | | | | | | | | | | | |
| **Objective 6: Retain - SDSU Georgia students by offering interesting events/competitions and student life activities** | **6.1.** | | | | | | | | | | | |
| | Student Newsletter | SDSU G students, prospective students, public at large, stakeholders | | | | X | X | X | X | X | | |
| | Student Photo Contest for Calendar | SDSU G students | | | | X | | | | | | |
| | Guest speakers at SDSU G | SDSU G students | | | | X | X | X | X | X | | |
| | Special events/tours (exhibitions, tours to industry, parliament, etc.) | SDSU G students | | | | X | X | X | X | X | | |
| | Student life activities: sports, arts, events, etc. | SDSU G students | | | | X | X | X | X | X | | |

Note: *Budget items in the Work Plan are open. 2015 marketing budget will be used as a basis to establish the marketing budget for 2016 marketing and promotions*

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Student associations/peer to peer mentoring etc. (GESA) | SDSU G Students | | | | X | X | X | X | X | |
| | Trainings & project funding opportunities for SDSUG students | SDSU G Students | | | | | X | | X | | |
| | Student Success Stories | SDSU G Students | | | | X | X | X | X | X | |
| | Community support activities | SDSU G students | | | | X | X | X | X | X | |
| | **Objective 6 Sub TOTAL** | | | | | | | | | | |
| | | | Grand Total: | | | | | | | | |

.

Note: *Budget items in the Work Plan are open. 2015 marketing budget will be used as a basis to establish the marketing budget for 2016 marketing and promotions*

Note: *Budget items in the Work Plan are open. 2015 marketing budget will be used as a basis to establish the marketing budget for 2016 marketing and promotions*