SAN DIEGO STATE UNIVERSITY

Georgia

February 5, 2016

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

Dear Ms. Magradze,

Please find enclosed herewith the documents for the January 31, 2016 deliverables for the Provision of Degree Accreditation and Institutional Support Initiative for Science, Technology, Engineering, and Mathematics, as required per the contract. The specific documents attached include:

- Meeting notes from the progress meeting of February 3, 2016
- Report on Academic Course Delivery for Fall, 2015, Semester
- Enrollment Report for Spring, 2016, Semester

Per the terms of the agreement, please provide review comments within 10 business days. An invoice for the associated payment amount will be submitted under separate cover.

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

Sincerely,

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

San Diego State University
Address: Ivane Javakhishvili
Tbilisi State University
1 Ilia Chavchavadze Avenue,
Building 2, Room 101
Tbilisi 0179, Georgia
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SAN DIEGO STATE UNIVERSITY Georgia

S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

Progress Report

SDSU-Georgia

MILLENNIUM CHALLENGE CORPORATION
UNITED STATES OF AMERICA

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S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

Components

- Progress Summary
- Academic Course Delivery
- Enrollment

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S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

Category	12-Month Proposed Expenditures	33-Month Pro - Forma Balance	Total
SDSU-Georgia			
Faculty Development and Operations	$3,134,482	$5,282,880	$8,417,362
Lab and Instructional Equipment and Furnishings	$2,425,161	$5,713,506	$8,138,667
Construction/Renovation Mgmt	$178,242	$103,500	$281,742
Subtotal SDSU-Georgia	$5,737,885	$11,099,886	$16,837,771
ISU New Building	$2,303,584	$0	$2,303,584
Renovation in Partner Universities	$160,706	$141,078	$301,784
Subtotal MCA-Georgia	$2,464,290	$141,078	$2,605,368
Total	$8,202,175	$11,240,964	$19,443,139

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"Big Picture"

- Renovation of classrooms and labs at GTU and TSU
- Design effort at ISU
- Recruitment
- Delivery of courses

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S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

Recruiting

- Recruitment of minimum 150-200 fee-paying Georgian students.
- Recruitment of fee-paying international students
- Recruiting from socially vulnerable groups
- Increasing participation of women in STEM
- Increasing interest and participation of NGOs and industry in STEM education and STEM development in Georgia; securing scholarships

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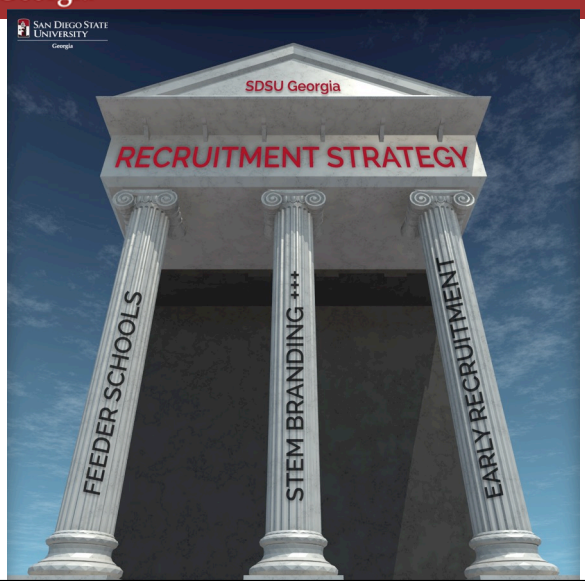

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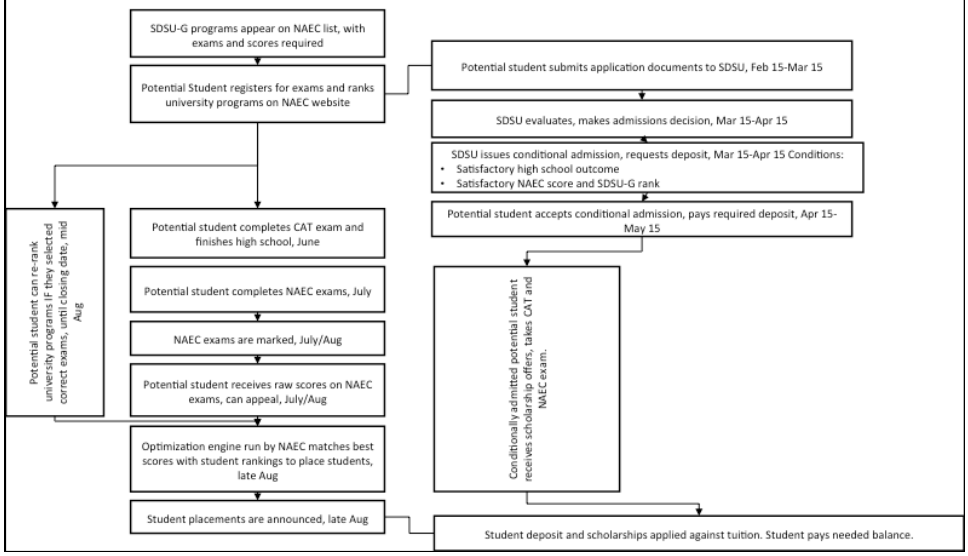

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	RECRUITMENT TOOLS & TECHNIQUES		UPDATE
1	Feeder Schools		5 + ongoing
2	“Feeder Tutors/Teachers”		Presentations at ETAG and TPDC
3	STEM Branding-STEM database		1200 leads
4	ApplySDSU-G		new implementation- will be launched during the press conference
5	CRM		Launched
6	Regional recruiting & ELA		5- Batumi, Kutaisi, Telavi, Akhalshilke, Zugdidi
7	Partner Universities		ISU - Pathway international students, TSU - Turkish students, GTU- ABET
8	Private sector participation		118 mailing
9	Student Mentor Program		underway
10	English Language support center		TOEFL support (Jan 20 - Feb 20) +
11	STEM Academy		Two planned
12	Financial Assistance		Meri and need based
13	International student recruitment		Target countries: Azerbaijan, Turkey, Kazakhstan, Nigeria, India, China, Vietnam, Gulf states, Jordan
14	SDSU-Georgia Website		ENG and GEO languages

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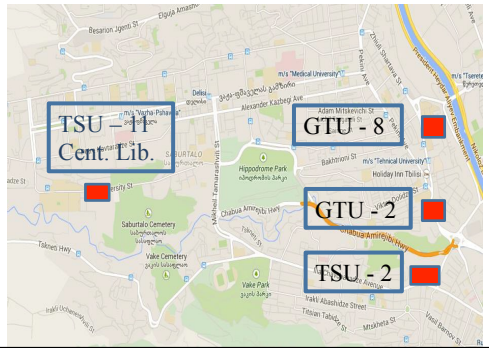
Renovation Effort



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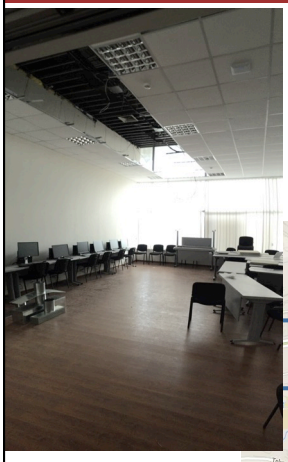

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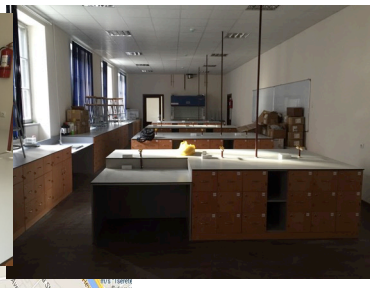

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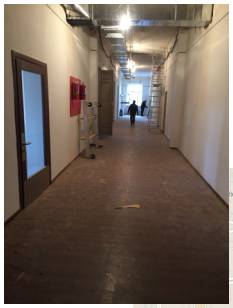

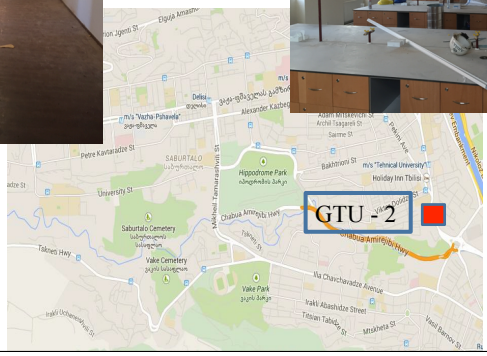

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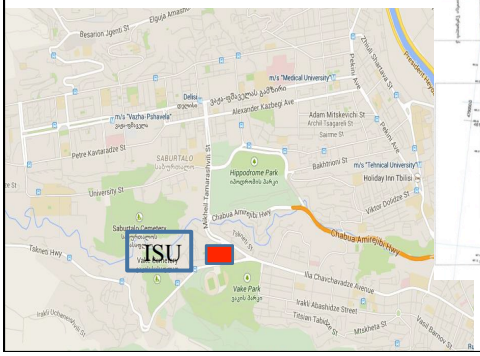
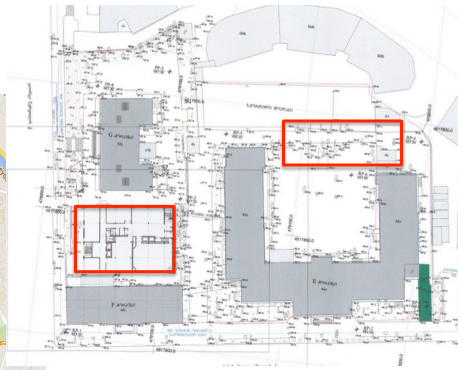
ISU New Building Plans





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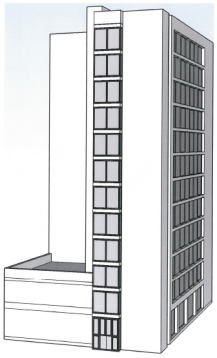
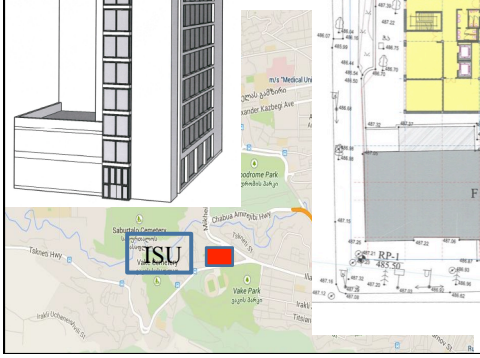
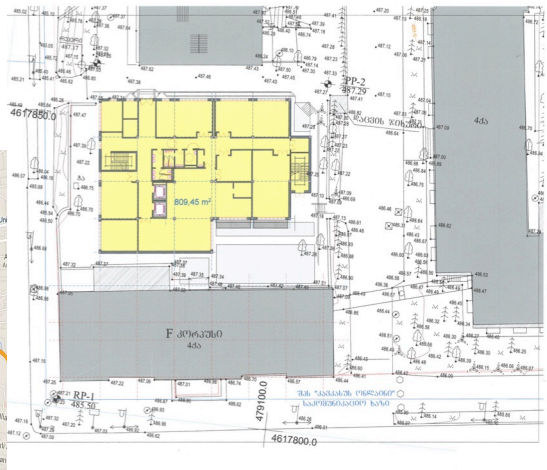
ISU New Building Plans







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S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

Other points

- Grateful for help with the permitting process
- Change of design/construction supervision contractor in progress
- Accessibility remains a concern
- Development activities

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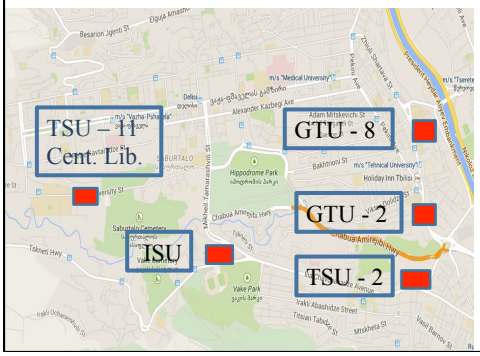
Summer 2016 Plans



- Org chem at TSU 2
- Classrooms, computer lab, library/lounge space at TSU-11
- DESIGN of additional spaces at GTU
- Design, start of construction at ISU for joint building

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S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

Academic Course Delivery and Progress

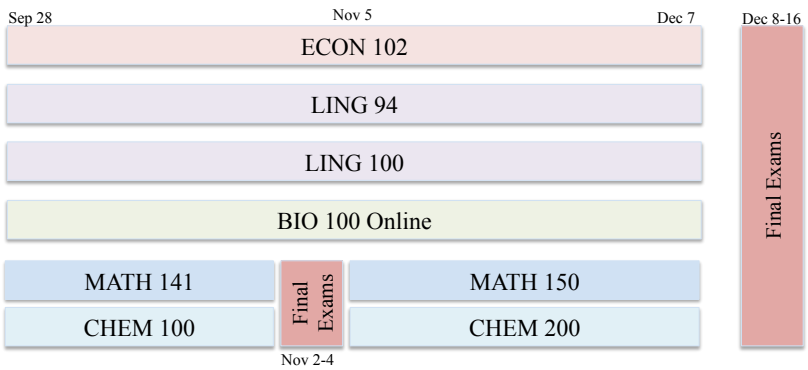
Fall 2015 Semester

MILLENNIUM CHALLENGE CORPORATION
UNITED STATES OF AMERICA

SAN DIEGO STATE UNIVERSITY Georgia

S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

Fall 2015



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S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

SDSU-G Grade summary - Fall 2015

OVERALL SDSU-G GPA 3.35

Course&number of students	Units	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Course GPA
GPA Weight		4	3.7	3.3	3	2.7	2.3	2	1.7	1.3	1	0.7	0	
Econ 102 - 64	3	22	13	8	6	7	1	2	0	2	0	3	0	**3.29**
Ling 100 - 16	3	2	4	6	3	1	0	0	0	0	0	0	0	**3.39**
Chem 100 - 18	4	4	2	2	1	6	1	1	0	0	0	0	1	**2.97**
Chem 200 - 16	5	3	3	4	2	3	1	0	0	0	0	0	0	**3.29**
Math 141 - 46	3	17	9	6	3	11	0	0	0	0	0	0	0	**3.47**
Math 150 - 64	4	30	12	3	3	4	4	3	5	0	0	0	0	**3.40**
Bio 100 - 15	3	8	2	1	1	0	0	2	1	0	0	0	0	**3.43**
*Ling 94 - 65***	*3*	*3*	*10*	*15*	*4*	*6*	*2*	*3*	*2*	*0*	*0*	*0*	*20*	***2.16***
Overall Totals		86	45	30	19	32	7	8	6	2	0	3	1	**3.35**

** Grades were reported as noted to GEO Partners, but these are Cr/NC courses at SDSU that do not figure in GPA calc. This value is noted for reference but is NOT in the Overall SDSU-G GPA calculation

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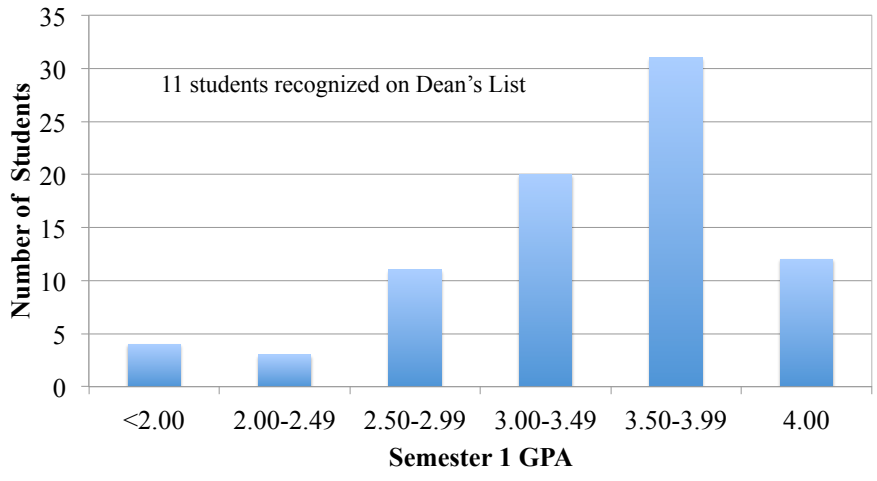
Histogram of Fall 2015 GPA's of SDSU-G students



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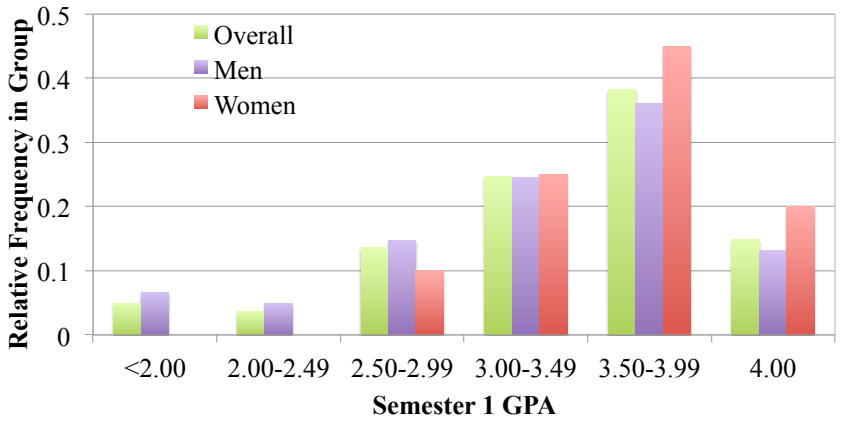
Relative Frequency Histograms of Fall 2015 GPA's of SDSU-G students by Gender



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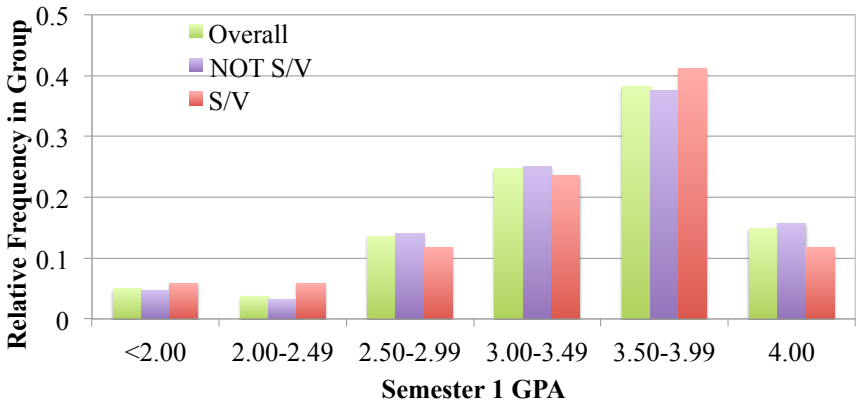
Relative Frequency Histograms of Fall 2015 GPA's of SDSU-G students by Social Vulnerability (S/V) status



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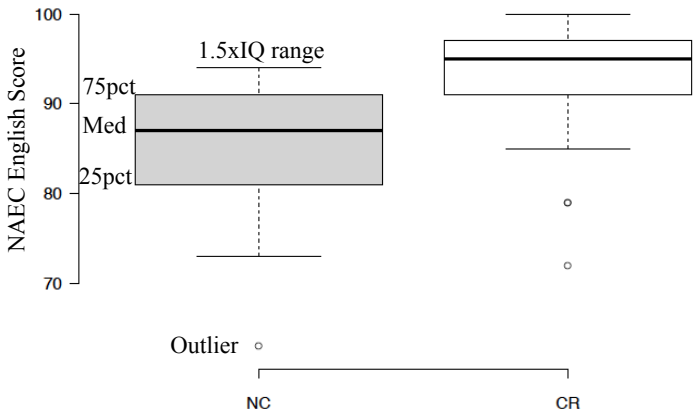
NAEC results for LING 94 students, NC group compared to CR group



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Cohort comparisons by geographic origin, ELA participation, S/V status, and gender

Group	Fraction from Tbilisi	ELA Participation	Socially Vulnerable Status	Gender
Overall	70%	32%	21%	25%
LING 100	72%	39%	28%	17%
LING 94	70%	30%	19%	27%
Ling 94 (CR)	76%	34%	17%	32%
Ling 94 (NC)	59%	23%	23%	18%

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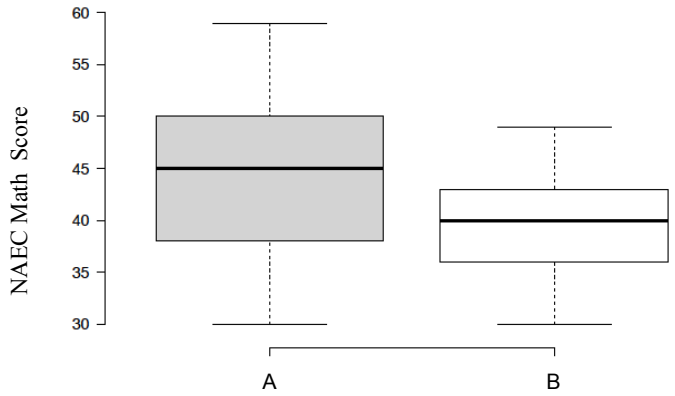
NAEC math results for Math 141 students, by GROUPED final grade



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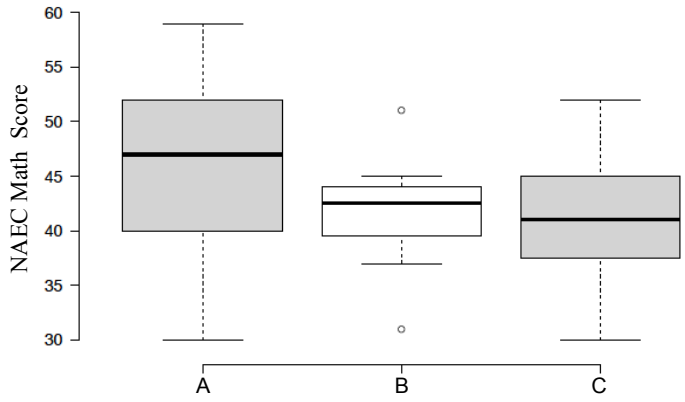
NAEC math results for Math 150 students, by GROUPED final grade



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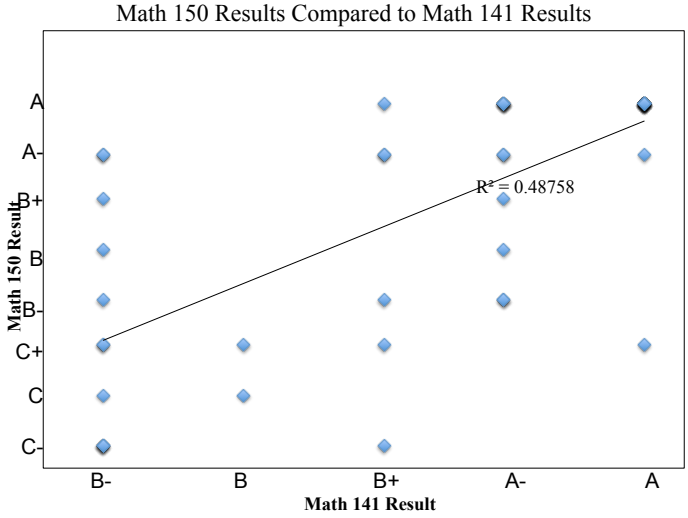
Math 150 Results Compared to Math 141 Results



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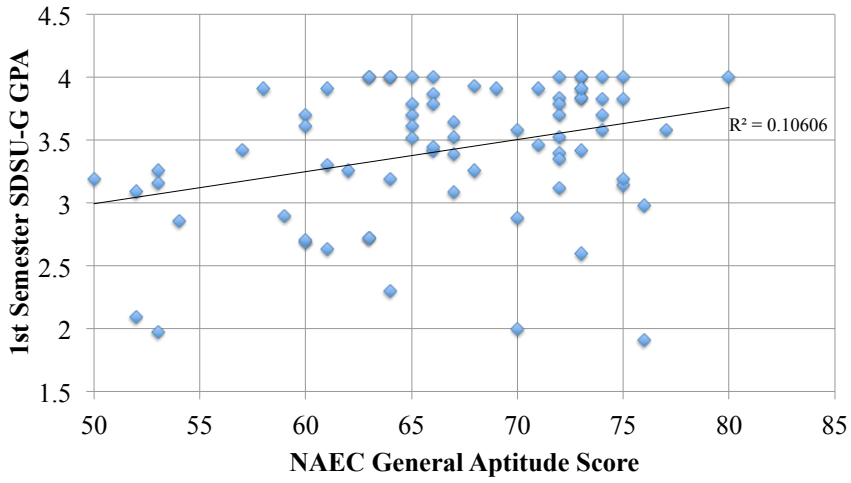
1st Semester GPA compared to NAEC General Aptitude Score



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S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

ABET/Capacity Building

- SDSU Engineering programs had successful ABET visit in Fall 2015
- ABET coordinator a
- ABET committees g partner universities
- WASC will visit SD
- Computer Science w
- Spring faculty visitors

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S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

Enrollment Report

Spring 2016

MILLENNIUM CHALLENGE CORPORATION
UNITED STATES OF AMERICA

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S SCIENCE T TECHNOLOGY E ENGINEERING M MATH

Spring Enrollment

- Expect 81 students to continue from Fall
- 4 students on academic probation
- 5 students will re-take Math 150 final exam
- 4 new international students – *note impact of the GoG amendment on international students*

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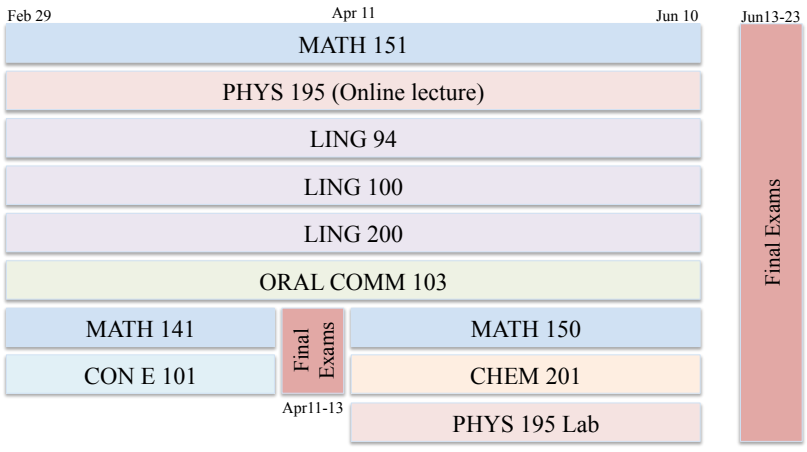
Spring 2016



SAN DIEGO STATE UNIVERSITY

Georgia

Academic Course Delivery Report for Fall, 2015

February, 2016

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1 INTRODUCTION

1.1 Project Overview

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

1.2 Purpose of this document

This document is intended to provide a summary of the academic activities and outcomes during the project. It contains metrics and narrative description of the courses conducted in a given semester and the related student outcome achievement, material that will ultimately be incorporated in accreditation reports. The report is a regularly submitted document that is expected to be submitted after each academic semester, a reasonable time after the end of the semester. The report also will include updates on plans for new degree programs in upcoming semesters, internship progress, and other indicators, as appropriate.

2 Enrollment

2.1 Program Enrollment

During the Fall semester of 2015, the first cohort of students began their studies. The initial cohort of students consisted of 82 students, although 1 student accepted a study abroad opportunity outside Georgian and deferred his start date until 2016. Thus, there were a total of 81 students enrolled in the university. The breakdown of students by major is presented in Table **2-1**.

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

Major	Number of Students	No. at			No. of Women	No. S/V
		TSU	ISU	GTU		
Electrical Engineering	TSU	9	5	3	1	2
Computer Engineering	TSU	28	16	3	11	11
Chemistry	17	17	n/a	0	8	4

S/V=Socially Vulnerable, students with official government socially vulnerable status
TSU=enrollment via Tbilisi State University as partner university
ISU=enrollment via Ilia State University as partner university
GTU=enrollment via Technical University as partner university
Total enrollment includes 80 Georgian students and 1 international student

2.2 Course Offerings

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

Based on the major academic plans for these STEM degrees, there are critical courses a student must complete at a given time in order to complete their degrees within a 4 year time horizon. For Engineering majors, Calculus 1 (Math 150) is such a course. For Chemistry Majors, General Chemistry (Chemistry 200) is such a course. Both of these courses require satisfactory performance on a placement test, and if such performance is not achieved the student must take a pre-requisite course – Math 141 and Chemistry 100, respectively. In order to allow students to complete their majors within the 4 year time period, both the pre-requisite courses and the required courses for the major were offered during the first half of the Fall semester, allowing the students to be able to complete the required courses on a schedule that would still allow a 4 year graduation period. Thus, the academic calendar for SDSU-G was as presented in Figure 2-1. Course titles and other details for these courses are presented in Table **2-2**. Course descriptions for each course are available in the SDSU General Catalog.

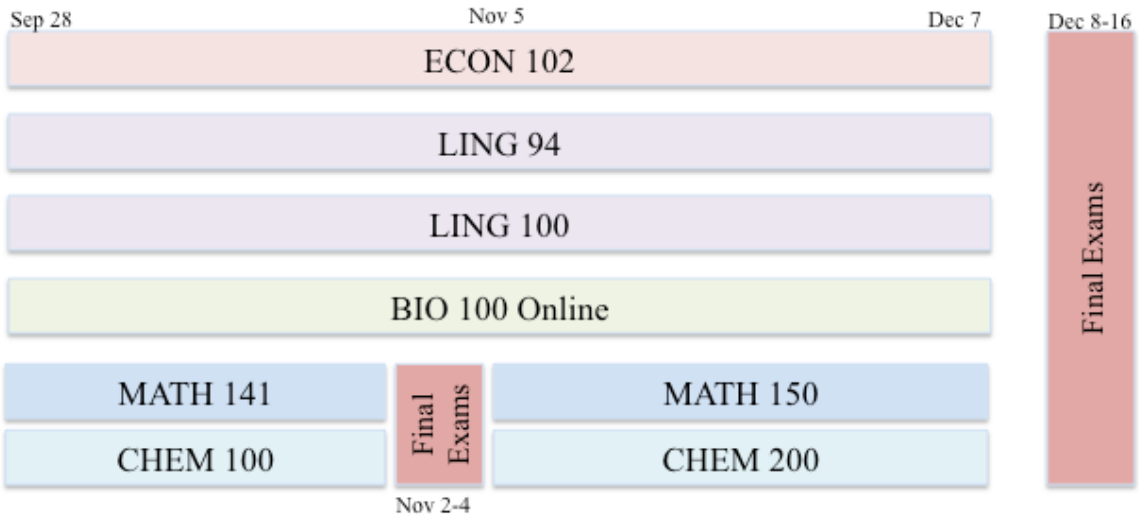

Figure 2-1: Courses Offered and Academic Calendar for Fall, 2015

Table 2-2: Course Titles and Credits for Fall, 2015, Courses

Course Title	Number of Units	Major Credit?	Majors Enrolled	Notes
Math 141 Precalculus	3	N	Engr'g	
Math 150 Calculus I	4	Y	Engr'g	
Chemistry 100 Intro to General Chemistry	4	N	Chem	With Lab
Chemistry 200 General Chemistry	5	Y	Chem	With Lab
Economics 102	3	Y	Engr'g	GE
Linguistics 94 Developmental Writing for International or Bilingual Students	3	N	All*	CR/NC
Linguistics 100 English Composition for International Students	3	Y	All*	GE
Biology 100 General Biology	3	Y	Engr'g**	GE, Online

**Placement in Linguistics 94 versus Linguistics 100 based on placement test*
*** Engineering students not requiring Math 141 were given the option to take this course*
Engr'g=Engineering majors
Chem=Chemistry majors
GE=course taken as part of general education program
CR/NC=course taken as credit/no credit, not for letter grade

3 OVERALL ACADEMIC PERFORMANCE

3.1 Course and Overall Performance

For all courses other than Linguistics 94, grades were assigned on a scale ranging from A to F. Instructors in these courses elected to assign + and – grades as well. The outcomes for each course are presented in Table **3-1**. Students were quite successful as compared to their peers in San Diego, achieving an overall average grade point average (GPA) for SDSU Georgia of approximately 3.4.

Table 3-1: Grade Summary by Course, Fall 2015

Course	Units	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Course GPA
GPA Weight		4	3.7	3.3	3	2.7	2.3	2	1.7	1.3	1	0.7	0	
Econ 102	3	22	13	8	6	7	1	2	0	2	0	3	0	**3.29**
Ling 100	3	2	4	6	3	1	0	0	0	0	0	0	0	**3.39**
Chem 100	4	4	2	2	1	6	1	1	0	0	0	0	1	**2.97**
Chem 200	5	3	3	4	2	3	1	0	0	0	0	0	0	**3.29**
Math 141	3	17	9	6	3	11	0	0	0	0	0	0	0	**3.47**
Math 150	4	30	12	3	3	4	4	3	5	0	0	0	0	**3.40**
Bio 100	3	8	2	1	1	0	0	2	1	0	0	0	0	**3.43**
*Ling 94***	*3*	*47 received CR, 18 NC*												***n/a***

Figure 3-1 presents a histogram of GPA performance for each student. This suggests very strong academic performance in challenging courses preparatory to science and engineering degrees. A total of 11 students achieved Dean's List status, meaning that they completed at least 12 baccalaureate units with a GPA of 3.50 or above. Note, this number is less than the total of the right-most two bars in Figure 3-1 because many students were enrolled in Linguistics 94, which does not provide baccalaureate credit, and so had too few units to achieve the Dean's List. A total of 4 students achieved a GPA under 2.0, and so were placed on academic probation. These students must achieve a GPA above 2.0 in the next semester, and must bring their overall GPA above 2.0 within 3 semesters, in order to maintain academic eligibility with SDSU. Additional assistance with math and English courses was provided for these students during the inter-semester break, as well as for five students who completed Math 150 with a grade below C.

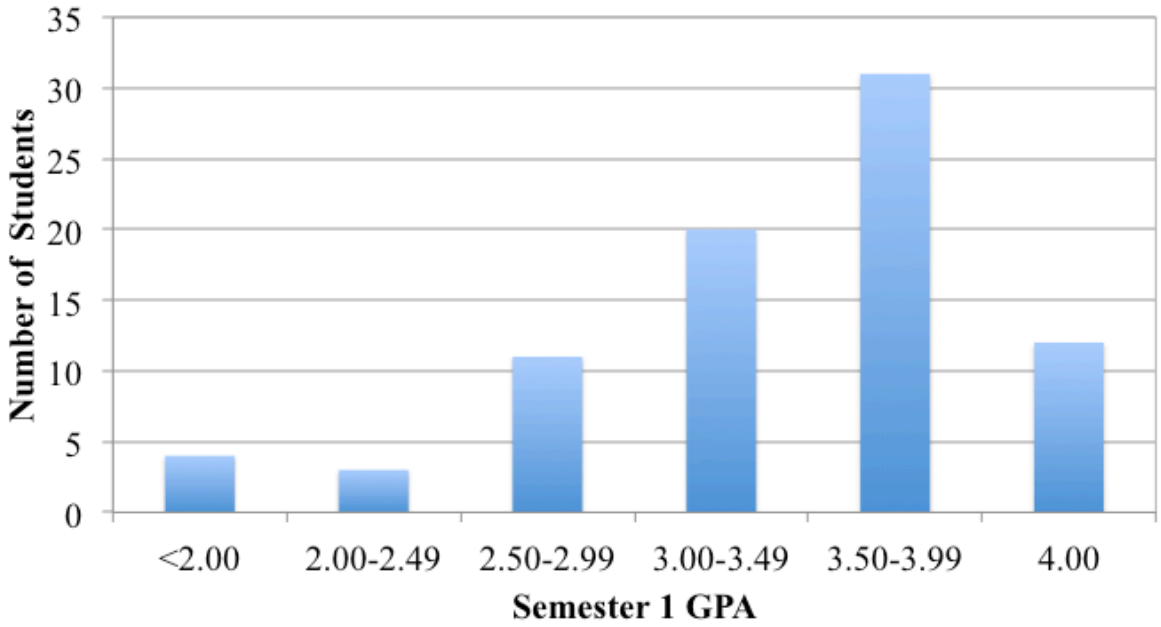

Figure 3-1: Histogram of Student GPA performance for Fall, 2015

In addition to overall performance statistics, subgroup performance was evaluated to determine if there are differences by gender or social vulnerability status. Figure 3-2 presents the same data as Figure 3-1 as the green (left-most in each group) bar, but the y-axis is now relative frequency, or the number of students in each bard divided by the total number of students. The purple (middle bar in each group) and red (right-most in each group) bars are subgroupings representing the performance of men and women, respectively. The distributions show no statistically significant differences. Figure 3-3 presents a similar relative frequency histogram, but with subgroupings for students with government social vulnerability (abbreviated S/V in the legend) status and those who do not have that status. Once again, the distributions show no statistically significant differences.

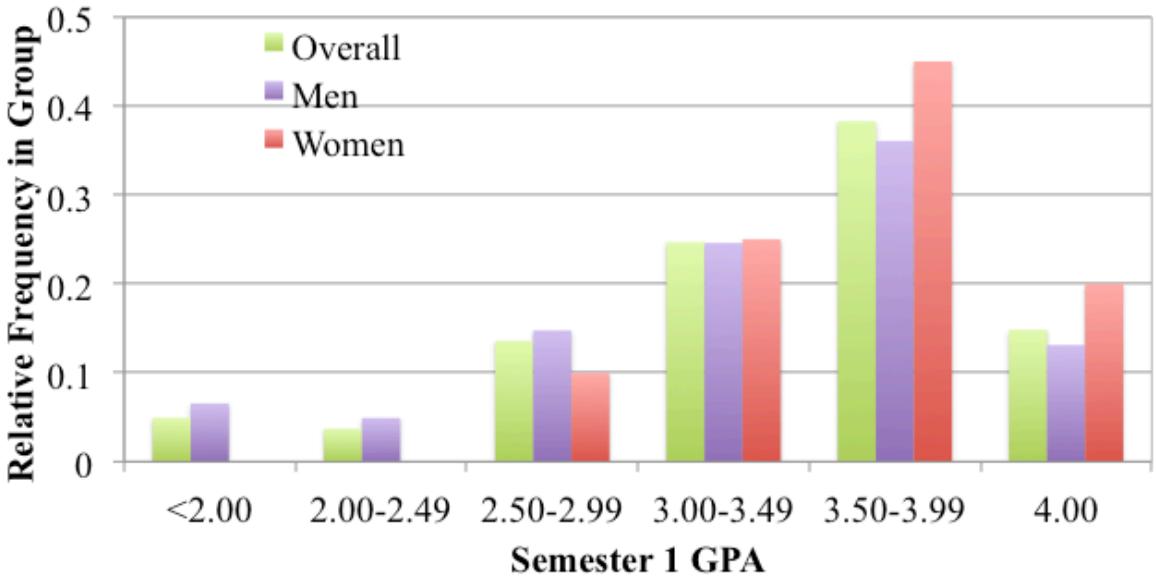

Figure 3-2: Histogram of Student GPA performance by Gender for Fall, 2015

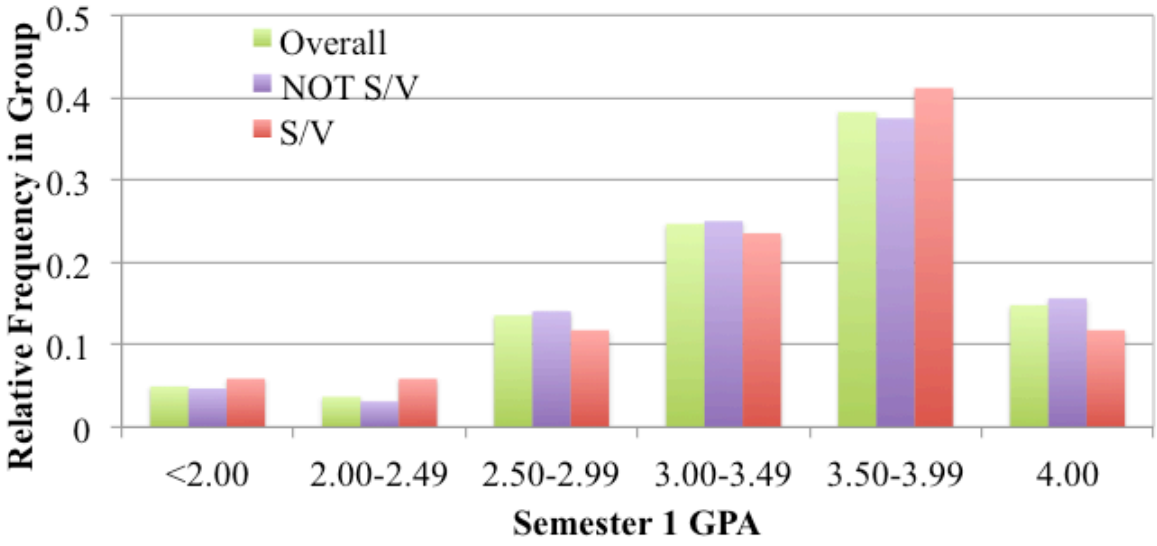

Figure 3-3: Histogram of Student GPA performance by Social Vulnerability Status for Fall, 2015

4 PERFORMANCE ANALYSES

4.1 Introduction

The overall GPA results presented in Section 3 are encouraging and represent a promising start for the Georgia cohort. In this section, some additional analyses are presented in which the data were examined in more depth. In particular, this section includes analyses of the impact of the students' incoming English and math abilities and the predictive capacity of the National Assessment and Examinations Center (NAEC) entrance examination results.

4.2 English Language

Instruction in the SDSU-Georgia programs occurs in English. Accordingly, a threshold score on the English subtest of the NAEC exam was required, and all Georgian students were required to sit for this exam in order to be admitted to SDSU-Georgia. In addition, students began working on the Communications and Critical Thinking capacity within the University's General Education curriculum. International students for whom English is not their first language are directed into a course sequence in Linguistics, starting with Ling 100, English Composition for International Students. This is a 3 unit course. Students must complete an English Placement Test (EPT) first. Students who do not score high enough on that test must first enroll in Ling 94, Developmental Writing for International or Bilingual Students. This is also a 3 unit course, but these are pre-baccalaureate units. Ling 94 is taught Credit/No credit (Cr/NC). Students must achieve Cr in this course in order to move to Ling 100. Sixty-five (65) of the SDSU-G students were placed in Ling 94 based on the placement test results, with 16 starting in Ling 100. At the end of the semester, 47 achieved Cr in Ling 94, and 18 students achieved NC.

Figure 4-1 presents a box and whisker diagram for two groups of students in Ling 94. This format will be used to present student data several times in this section. In each diagram, the box represents the 25th percentile and the 75th percentile. A heavy line in the box represents the 50th percentile or media value for the group. The whiskers range over 1.5 times the interquartile range, that is, the range from the 25th to the 75th percentile. Any outliers in the data are shown as small circles. The diagram shows the range of results, with the box representing the majority of the data, and the median lines showing the measure of central tendency for the data. For the case of Figure 4-1, the diagram on the left represents the NAEC English subtest results for the group of students who received NC in Ling 94. The diagram on the right represents the NAEC English subtest results for the group of students who achieved Cr in Ling 94. An F-test was done to demonstrate that the two groups have similar variance. Subsequently, a t-test demonstrated that there is a statistically significant difference between these groups. This suggests that the NAEC score is related to the student's performance in Ling 94.

Figure 4-2 presents a box and whisker diagram for the same two subgroups of Ling 94. However, in this case the vertical axis represents the pre-semester performance of students on the Test of English as a Foreign Language (ToEFL). These results are for the paper-based test (PBT) administered to students just before the start of the Fall semester. Students must present a ToEFL result of 80 or above (internet based test or IBT) in order to study on the main campus. For SDSU-G students, a slightly lower requirement of 70 IBT (corresponding to 523 PBT, shown as blue horizontal line on the figure) was set, and this must be submitted by the end of the first year of study. This timing difference results from the short duration between the release of NAEC results and the start of classes in the Fall. ToEFL was administered to all students in the Fall in order to support assessment of the Linguistics courses in Georgia. Again, results show a statistically significant difference between the Cr and NC groups.

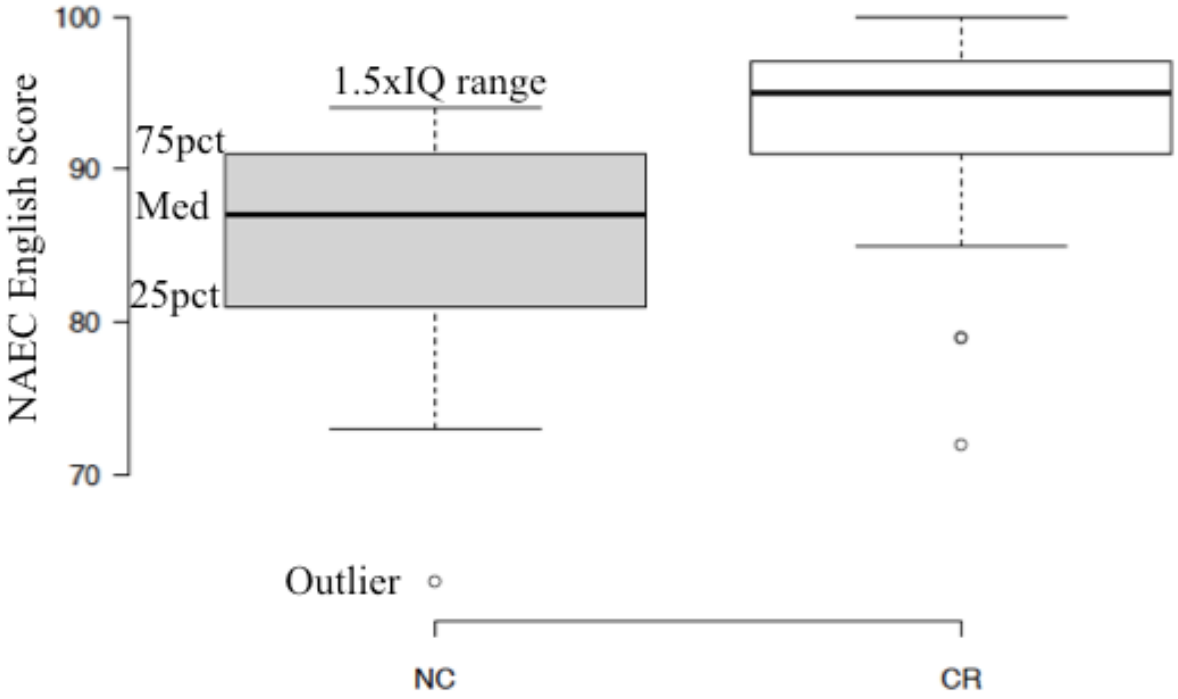

Figure 4-1: Box and Whisker Diagram of NAEC English Results for Students Achieving NC in Linguistics 94 Compared to those Achieving Cr, Fall, 2015

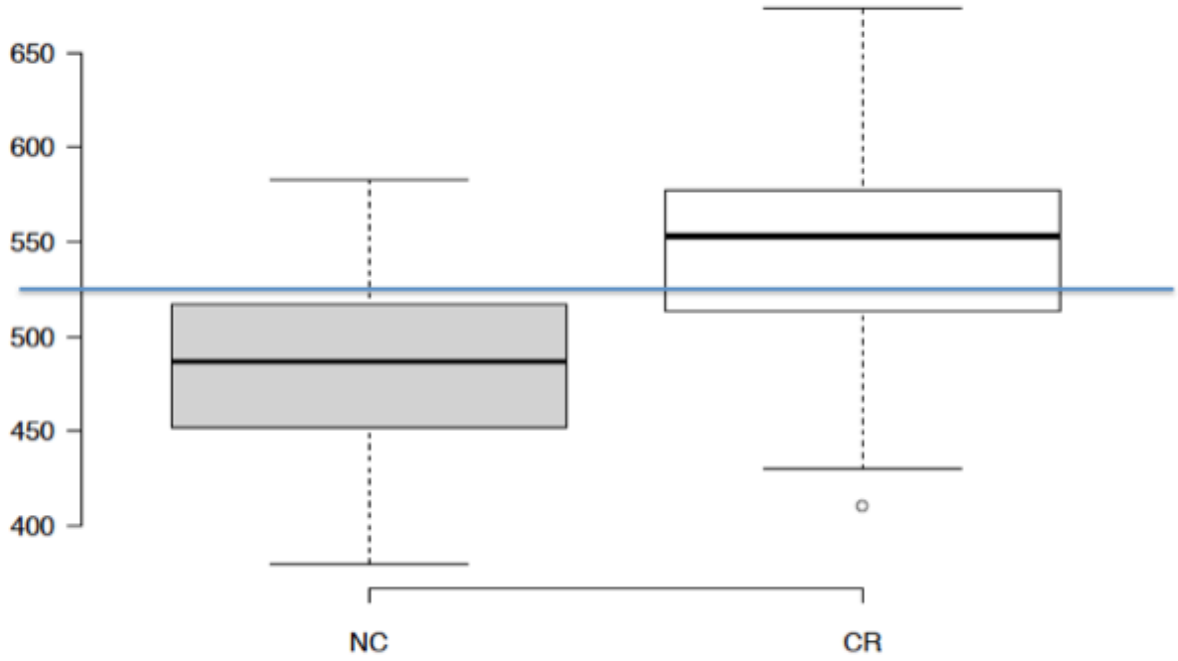

Figure 4-2: Box and Whisker Diagram for ToEFL Results for Students Achieving NC in Linguistics 94 Compared to those Achieving Cr, Fall, 2015

The Linguistics results were also studied to determine if other factors were important. Table **4-1** presents a summary of these analyses. The columns in the table provide the fraction of the students who come from the Tbilisi area, the fraction who participated in the English Language Academy (ELA) courses provided by SDSU during 2014-15, the fraction who have socially vulnerable status from the Government of Georgia, and the fraction of women. The first line in the table provides a summary of these percentages for the entire, overall student body. The second line provides these percentages only for that group of students who were placed in Linguistics 100 for the Fall of 2015. The third line presents these percentages only for that group of students who were placed in Linguistics 94. For the Linguistics 94 students, the last two lines present the percentages for those who achieved Credit and those who achieved No Credit, respectively. The results do not show strong trends, but suggest that the Linguistics 94 NC group tended to be more likely from outside Tbilisi, and more likely to have not participated in the ELA. There are no clear tendencies based on social vulnerability status and gender.

Table 4-1: Linguistics Placements and Results by Subgroups, Fall 2015

Group	Fraction from Tbilisi	ELA Participation	Socially Vulnerable Status	Women
Overall	70%	32%	21%	25%
LING 100	72%	39%	28%	17%
LING 94	70%	30%	19%	27%
Ling 94 (CR)	76%	34%	17%	32%
Ling 94 (NC)	59%	23%	23%	18%

These analyses suggest that success in Linguistics 94 is likely improved by better incoming ability in English, and that the ToEFL and NAEC results may be helpful in identifying students who are likely to succeed. A related question is, given that the language of instruction is English, would performance in other courses be related to English ability? To consider this question, the student performance in a course outside the Linguistics track was compared to the corresponding performance in the Linguistics track. For this analysis, the student performance in Economics 102, Principles of Economics, was assessed. This course is part of the Social Behavioral Science curriculum within the General Education program, and was taken by the Engineering students in the cohort. Although the course has quantitative elements, this course was selected because it was expected to be more dependent on English skills than the Mathematics courses might be.

Figure 4-3 shows a relative frequency histogram of student performance in Economics 102. Three groups of students are represented – those who took Ling 100, those who took Ling 94 and received Credit, and those who took Ling 94 and received No Credit. The results show that in general the lowest performing students in Economics 102 tended to be from the Ling 94 group, and a higher fraction of the Ling 94NC group received low grades in Economics 102. However, the trends are much more muddled at the top, and the sample sizes at each grade level are not statistically large enough to draw firm conclusions yet.

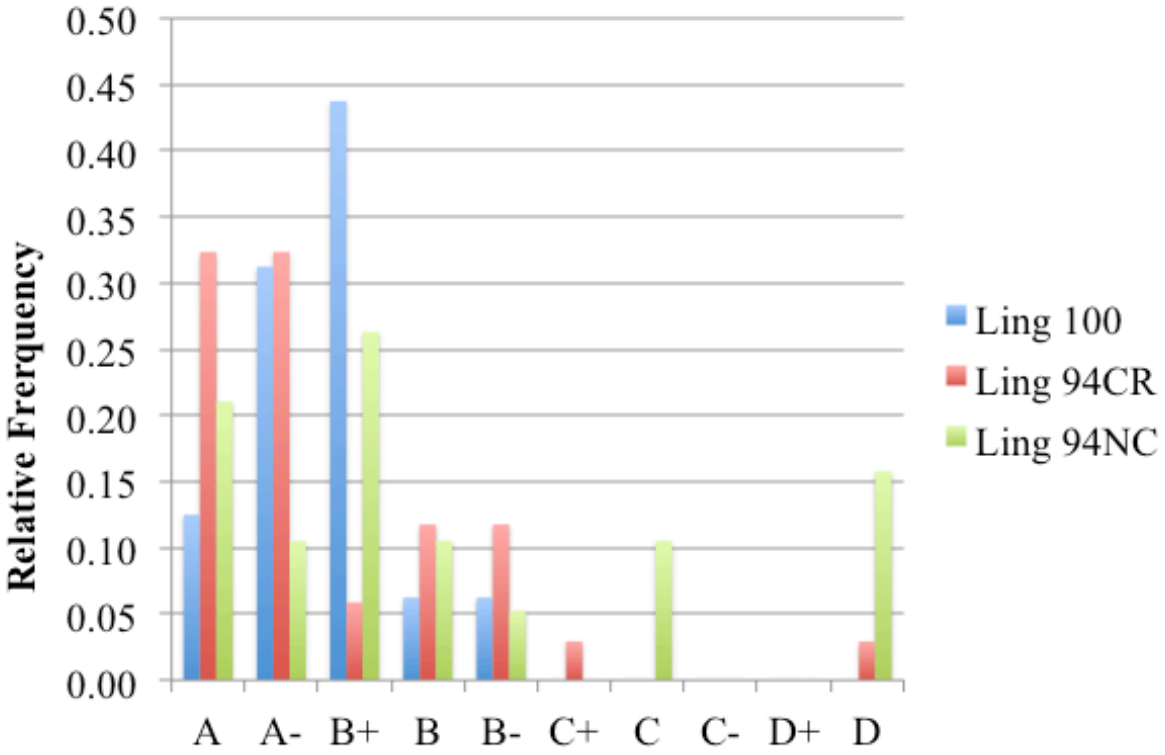

Figure 4-3: Relative Frequency Histogram of Economics 102 Outcomes by Linguistics Subgroup, Fall, 2015

4.3 Mathematics

Because the degree programs at SDSU-G are in technical fields, quantitative skills and mathematical ability are fundamental. Student performance in these courses was evaluated against their NAEC examination scores to evaluate the degree to which this exam might be predictive of success in the SDSU curriculum. Figure 4-4 presents a box and whisker diagram for Math 141, Precalculus, one for each grade grouping received by students in that course.

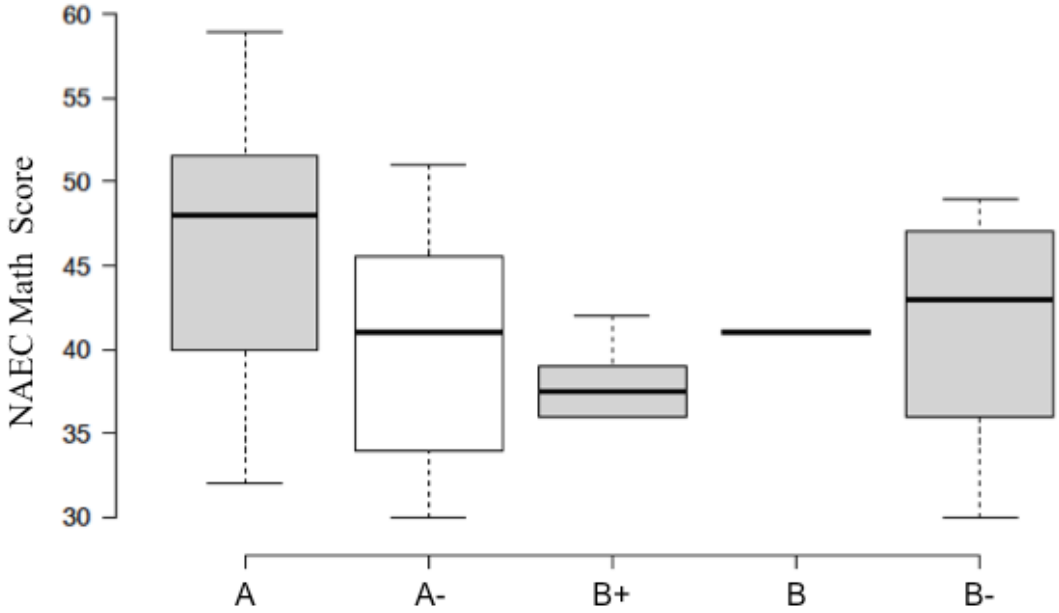

Figure 4-4: Box and Whisker Diagram for NAEC Match Score by Math 141 Grade Subgroups, Fall, 2015

The sample sizes in the box and whiskers for some of the grade groupings in Figure 4-4 become quite small, making the identification of trends difficult. In order to enlarge sample size and potentially clarify the result, the grades were grouped in coarser bundles in Figure 4-5. In this version, the A's and A-'s are grouped into a coarse grade bundle for "A", and the B+'s, B's, and B-'s are grouped into a coarse grade bundle for "B." Note that in this case, the bundles are referred to as "coarse" to indicate that they lack the finer detail of the version with the + and – data preserved, and not as a typographic error for "course" grades. Figure 4-5 suggests that there are differences, but there is significant overlap in the quartiles. The difference was statistically significant using a t-test, but only at very low confidence levels.

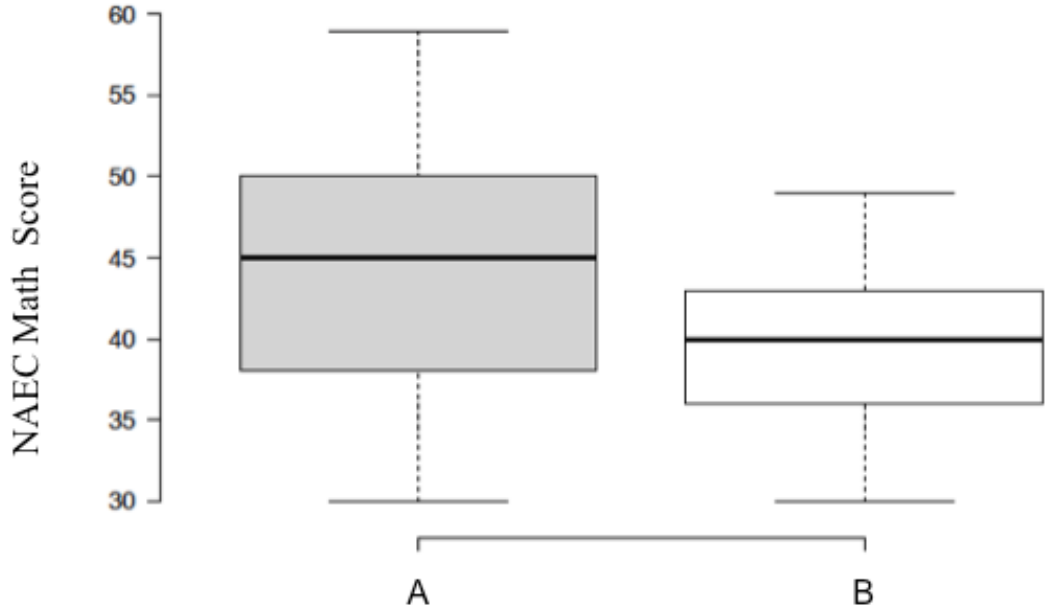

Figure 4-5: Box and Whisker Diagram for NAEC Match Score by Math 141 Coarse Grade Subgroups, Fall, 2015

Similar results are presented for Math 150, Calculus 1, in Figure 4-6 and Figure 4-7. Figure 4-6 again presents the outcomes with all + and – data preserved. Once again, this results in some small samples, making it difficult to observe trends. Overall, the population of students in Math 150 was larger than that in Math 141. At the beginning of the semester a math placement test was used, and students who did not receive a satisfactory score on this test were directed into Math 141 before they could take Math 150, as explained in Section 2.2. All Engineering students took Math 150, but only some were required to take Math 141 first. Coarse grade groupings lumping the + and – data are presented in Figure 4-7. In this form, it does appear as if there is a slight trend towards higher grades in Math 150 with higher NAEC scores, but the differences are not statistically significant.

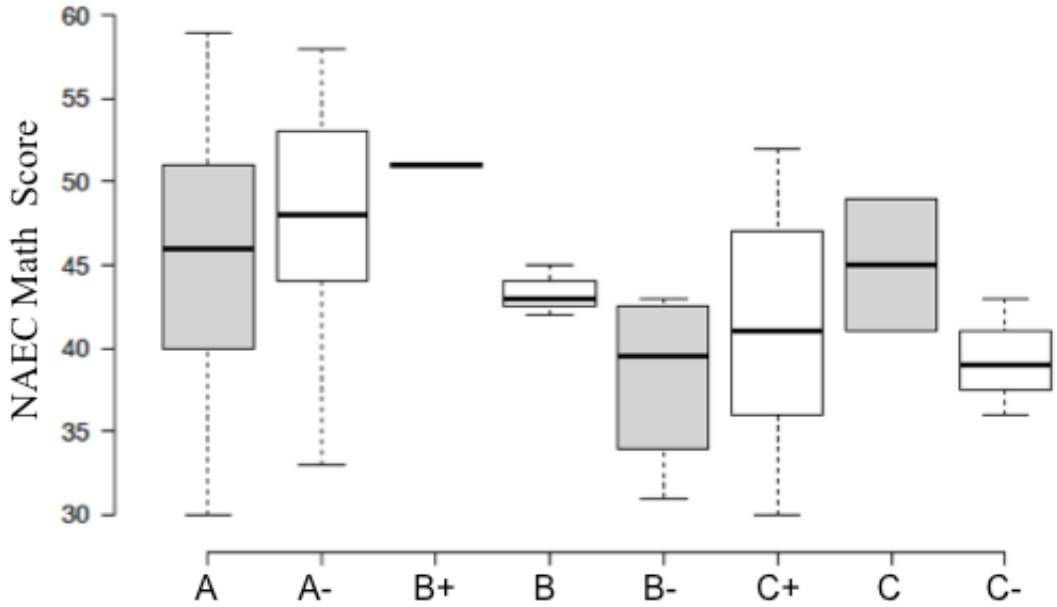

Figure 4-6: Box and Whisker Diagram for NAEC Match Score by Math 150 Grade Subgroups, Fall, 2015

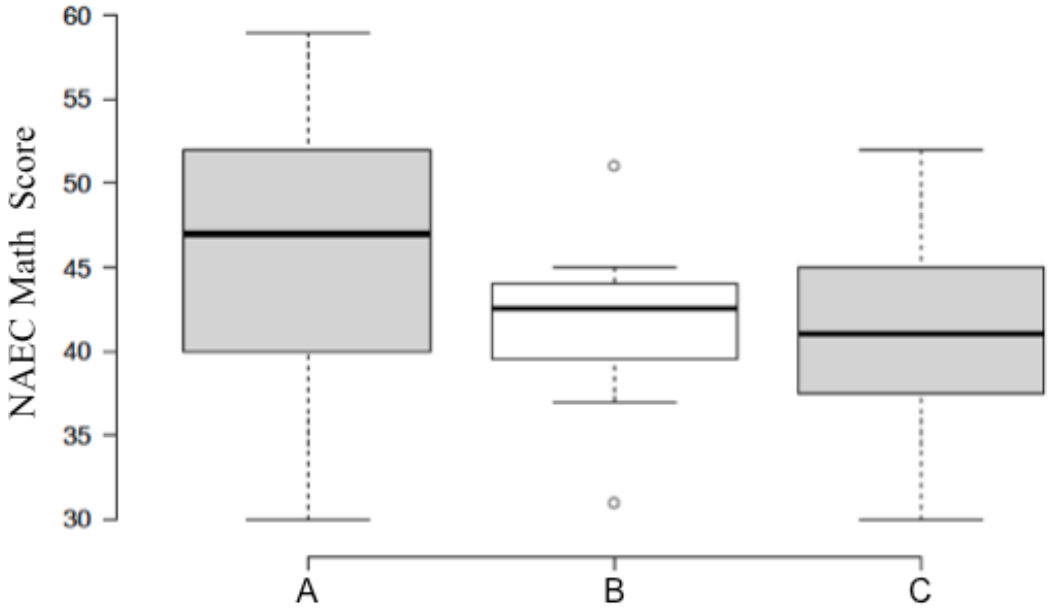

Figure 4-7: Box and Whisker Diagram for NAEC Match Score by Math 150 Coarse Grade Subgroups, Fall, 2015

Finally, the relationship between performance in Math 150 and performance in the precursor Pre-Calculus Math 141 course was studied, as shown in Figure 4-8. The figure shows the outcome in Math 150 as a function of the Math 141 outcome, for students who took both courses. This result suggests that there is a positive correlation, but based on the correlation coefficient there are other factors involved. The scatter in the data also suggests that the results are not directly related.

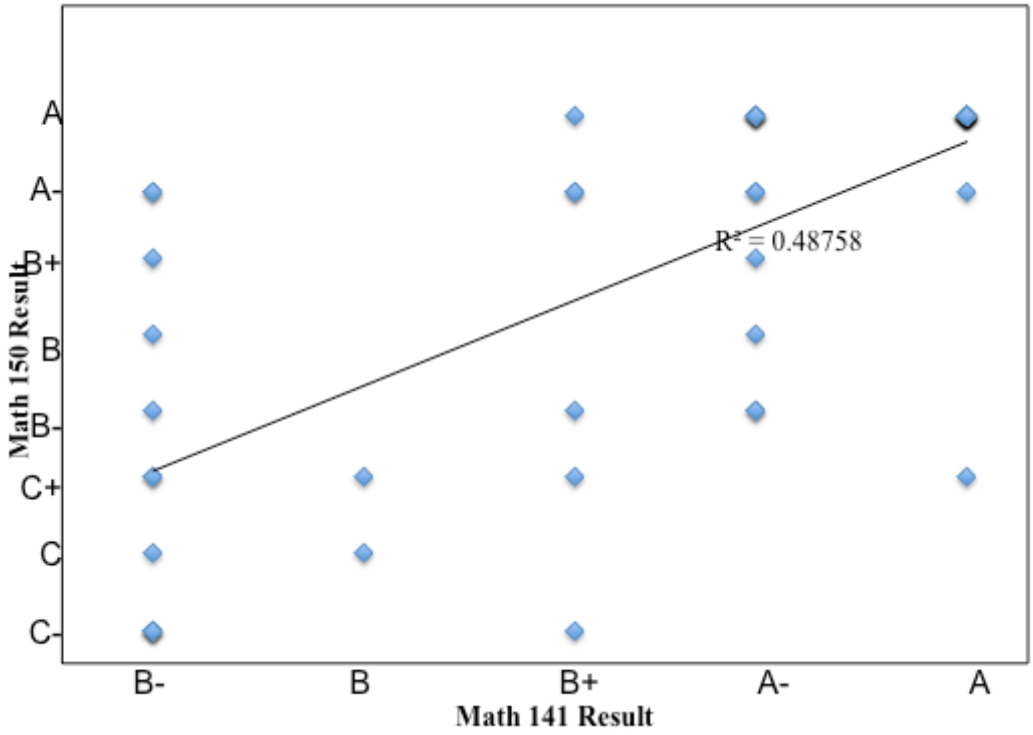

Figure 4-8: Math 150 Grade as a Function of Math 141 Grade, Fall, 2015

4.4 General Aptitude

All Georgian students who take the NAEC battery of tests must take the General Aptitude segment. This examination is intended to assess the student's general abilities and likelihood to succeed in a university environment. The NAEC General Aptitude scores for all students are presented on Figure 4-9, along with the overall semester GPA, also presumably a measure of their overall performance. It is clear from Figure 4-9 that the Fall 2015 GPA is positively correlated to the NAEC General Aptitude result. However, the strength of this relationship is quite weak as measured by the correlation coefficient.

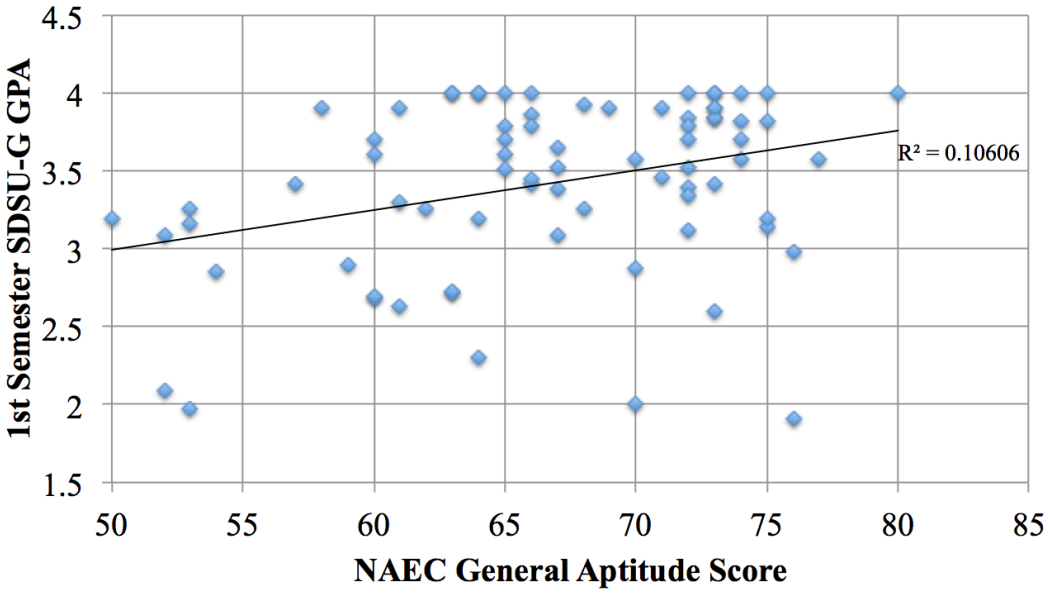

Figure 4-9: Fall, 2015, Semester GPA as a Function of NAEC General Aptitude Score

5 CONCLUDING COMMENTS

Student performance in the first semester with SDSU-Georgia is encouraging. Students performed at a high level compared to their peers in San Diego, achieving an overall GPA for the cohort in Tbilisi of about 3.4/4. There was no statistically significant difference in performance based on gender or social vulnerability status, an encouraging result. Student performance in Chemistry was especially strong. Students consistently outperformed their peers in the corresponding courses in San Diego by about 20 percentage points on assessments.

English language performance was not as strong. A majority of the students were unable to proceed directly to the Communications and Critical Thinking course sequence, and instead were directed to a preparatory course (Linguistics 94). A significant number of these students were unable to progress out of that course into Linguistics 100 by the end of the first semester. In pre-testing before the start of the semester, several students exhibited ToEFL scores below the threshold required by the end of the first year in order to maintain their eligibility. Additional language instruction is being provided to these students during the winter inter-semester break. Results will be presented in the next Academic Course Delivery Report.

Mathematics performance was also encouraging. Only five of the engineering students failed to meet the C-minimum required to move from Math 150 (Calculus 1) to Math 151 (Calculus 2). These students are being provided with additional math instruction during the winter inter-semester break, and will be given an opportunity to repeat the Math 150 final and potentially achieve a higher grade before the new semester begins.

Based on the first semester results, NAEC English scores were shown to be indicative of potential success in the Linguistics classes. The cohort of students who achieved lower NAEC English scores tended to be in the Ling 94 No Credit group. Based on this result, the NAEC English score will be increased for the second cohort. Math scores were also shown to have a relationship to Math 141 and Math 150 outcomes, but the relationships are weaker and less clear. Further, overall GPA results suggest that the cohort of students in Georgia breaks towards students of relatively higher academic ability, with few students of average ability. This suggests that the threshold NAEC scores for subjects outside English could be reduced for the second cohort. The NAEC General Aptitude results did not show a significant relationship to overall performance as measured by GPA for the first semester.

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

SAN DIEGO STATE UNIVERSITY

Georgia

Enrollment Report

February, 2016

1 INTRODUCTION

1.1 Project Overview

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

1.2 Purpose of this document

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

2 ENROLLMENT

2.1 Continuing Enrollment

There were 81 active students in the Fall semester of 2015. Names, identification numbers, and other specific details were conveyed under separate cover for purposes of GRDF and Government of Georgia Lump Sum financing. From the Fall semester of 2015, there were a total of 4 students placed on academic probation. This means that the Spring of 2016 will be their first probationary semesters. Students on academic probation must achieve a semester GPA above 2.0 for each semester in which they remain on academic probation status. They must bring their overall GPA for all coursework above a 2.0 cumulative within three semesters on academic probation. If they violate either requirement, they can be academically disqualified from SDSU. As this is the first semester on this status for all students, none will be academically disqualified for the Spring semester of 2016. Accordingly, as of this writing we expect all students from the Fall semester to return for the Spring semester.

2.2 New Enrollment

During the Fall semester of 2015, MCA-Georgia and the Ministry of Education and Sciences worked with SDSU-G staff to develop a provisional admission process for international students. This process shortens the total time required for students to obtain visas, and is more similar to the process used on the main campus of SDSU. Accordingly, some new international students are expected to join the cohort in the Spring of 2016. As of this writing, 2 new international students have completed their visa process, and 2 more are nearing completion.

2.3 Total Enrollment

As of this writing, with the expected return of 81 continuing students and the addition of 4 new international students, the total student headcount in the Spring of 2016 is expected to reach 85. This will comprise 80 Georgian students and 5 international students. A complete listing of student names, identification numbers, etc. will be provided to MCA-Georgia at the start of the semester.

2.4 Course Offerings

Projected course offerings and the academic calendar for Spring, 2016 are presented in Figure 1.

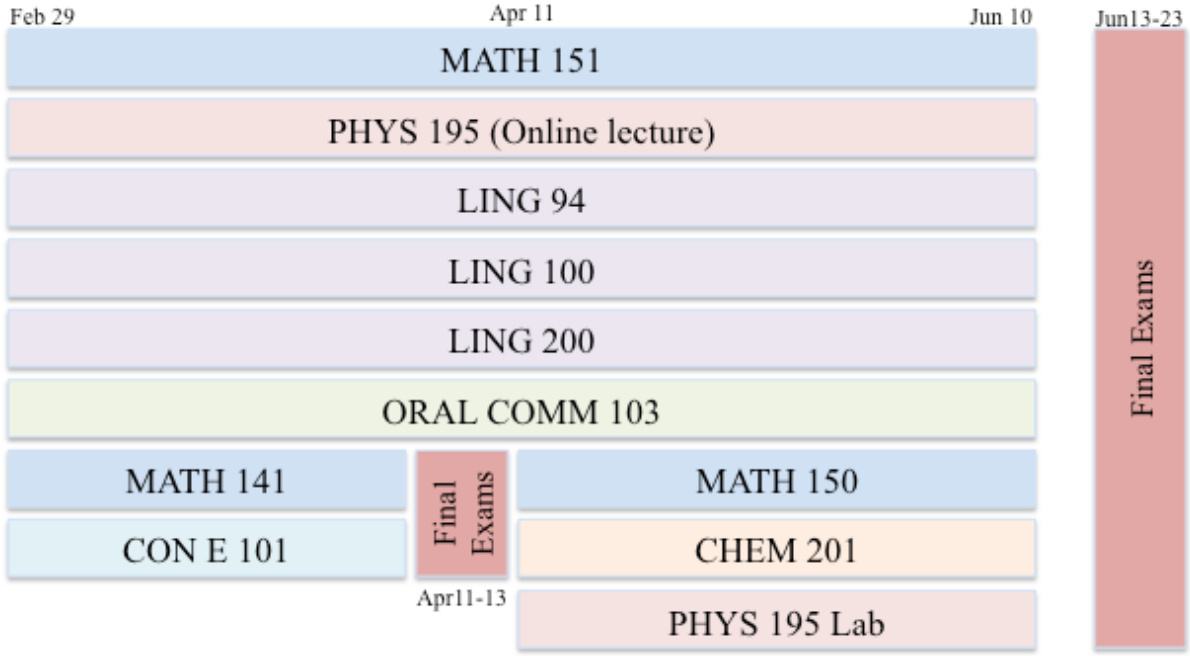

Figure 1: Course Offerings and Academic Calendar, Spring, 2016

Enrollment in specific courses will vary by major and by the performance on placement tests, as well as the performance in the Spring of 2016. For reference, notional class schedules for typical students will be as presented in Table 1.

Table 1: Notional Class Schedules for Typical Students By Major, Spring, 2016

Chemistry Majors	Electrical Engineering Majors	Computer Engineering Majors
Ling 94, 100, or 200 (3 units)	Ling 94, 100, or 200 (3 units)	Ling 94, 100, or 200 (3 units)
Math 150 (4 units)	Math 151 (4 units)	Math 151 (4 units)
Oral Comm 103 (3 units)	Oral Comm 103 (3 units)	Oral Comm 103 (3 units)
CON E 101 (3 units)	CON E 101 (3 units)	CON E 101 (3 units)
Chem 201 (5 units)	Phys 195 (3 units)	Phys 195 (3 units)
TOTAL: 18 units	Phys 195L (1 unit)	TOTAL: 16 units
	TOTAL: 17 units	