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TRANSFORMATIONAL LEADERSHIP PROGRAM
IMMERSION AND PUBLIC SERVICE COURSES

Annual Performance Report

First Annual Report – April 25, 2014 to April 24, 2015

Submission Date: May 24, 2015

Cooperative Agreement Number: AID-167-A-14-00007

Activity Start Date and End Date: April 25, 2014 to April 24, 2015

Submitted by: **American University in Kosovo Foundation Inc.**

Str. Shpëtim Robaj

Tel: +381 38 608 608 ex: 600

Email: vjasiqi@auk.org



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I. PROGRAM OVERVIEW/SUMMARY

Program Name:	Transformational Leadership Program: Immersion and Public Service Courses
Activity Start Date And End Date:	April 25, 2014 to April 24, 2015
Name of Prime Implementing Partner:	American University in Kosovo Foundation Inc.
Cooperative Agreement No:	AID-167-A-14-00007
Major Counterpart Organizations	USAID Kosovo
Geographic Coverage (cities and or countries)	Kosovo. Training implemented in 7 Kosovo regions: Prishtina/Pristina; Peja/Peć, Prizren, Gjilan/Gnjilane, Ferizaj/Uroševac, Gjakova/Đakovica and Mitrovica.
Reporting Period:	April 2014 - April 2015

I.1 Program Description/Introduction

The ***Transformational Leadership Program (TLP) Immersion and Public Service Courses*** is a five-year project, operating in all regions of Kosovo. The goal of this project is to enhance existing human capital and talent. Participants attending the Immersion Courses (also referred as the “AUPP”), mostly those who may not have had access to quality undergraduate programs, have the opportunity to meet their full potential and participate in educational opportunities. The Public Service Course (also referred as “PPDL”) aims to assist the people and government of Kosovo in increasing the public policy development and leadership capacity at both central and municipal levels.

The strategic objectives of this component of TLP are:

- *to deliver* in country University Preparatory Program to Kosovo citizens (AUPP);
- *to deliver* in-country public service training certificates to Kosovo Public Servants (PPDL).

The TLP Immersion and Public Service Courses are expected to deliver AUPP training to 1,150 participants; and PPDL training to 1,000 Kosovo Public Servants.

This document describes the project progress upon completion of Year 1, deliverables, as well as expected contributions to life-of-program results during the period of Year 2 (April 25, 2015 to April 24, 2016). The report also highlights selected project activities, outputs, results, successes, challenges, opportunities, and provides a snapshot of project accomplishments and the status of milestones as of the beginning, and includes a planned work for Year 2.

I.2 Summary of Results to Date

Standard Indicators	Annual Target	Annual Performance Achieved to the End of Reporting Period	Annual Performance Achieved to the End of Reporting Period (%)	On Target Y/N
Indicators for Cohort 1				
AUPP: Number of application received	500	1098	219.6%	Y
AUPP: Number of Admission test administered	500	636	127.2%	Y
AUPP: Number of candidates enrolled into AUPP	240	258	107.5%	Y
AUPP: Number of training hours executed	2370	2488	103.29%	Y
AUPP: Number of candidates finishing training with more than 80% attendance	170	220	129.41%	Y
Percentage of candidates to satisfied from the training	>80%	94.33%	117.91%	Y
Indicators for Cohort 2				
AUPP: Number of application received	500	1202	240.4%	Y
AUPP: Number of Admission test administered	500	972	194.4%	Y
AUPP: Number of candidates enrolled into AUPP	240	350 ¹	145.83%	Y
AUPP: Number of training hours executed	2370 ²	1401 ³	59.11% ⁴	Y
AUPP: Number of candidates finishing training with more than 80% attendance	245			

* Note: Other indicators were not listed in this summary as those activates start on new quarters. More details can be found on ANNEX A.

¹ Based on the agreement with AOR, we have increased the number of admitted candidates for 110 in this Cohort and we will gradually decrease it in the next cohorts accordingly Although we have admitted 595 individuals in specific courses, only those admitted into the full program (including TOEFL) have been counted

² Training hours of 2370 were planned for 240 candidates. For 350 we will need 3465 hours to be delivered.

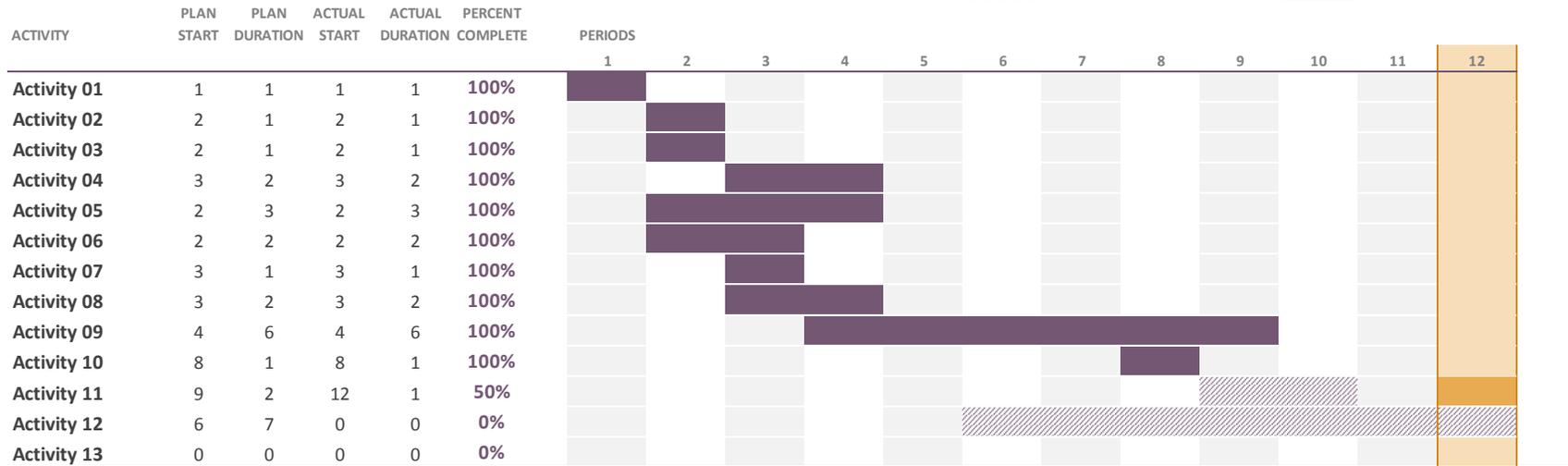
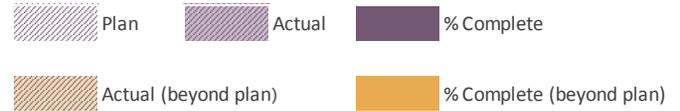
³ 1401 represens number of training hours executed up to April 30, 2015

⁴ This represent the number of training hours achieved under the initial plan of 2370 hours. For the new plan of 3465 training hours the performance is 40.43%

I.3 Summary of Activity Progress to Date

TLP Immersion and Public Service Courses - Year 1 - WP Timeline

Period Highlight: 12



*Represents only Cohort I activities 01-11. Certification Ceremony has been postponed to May 20, 2015.

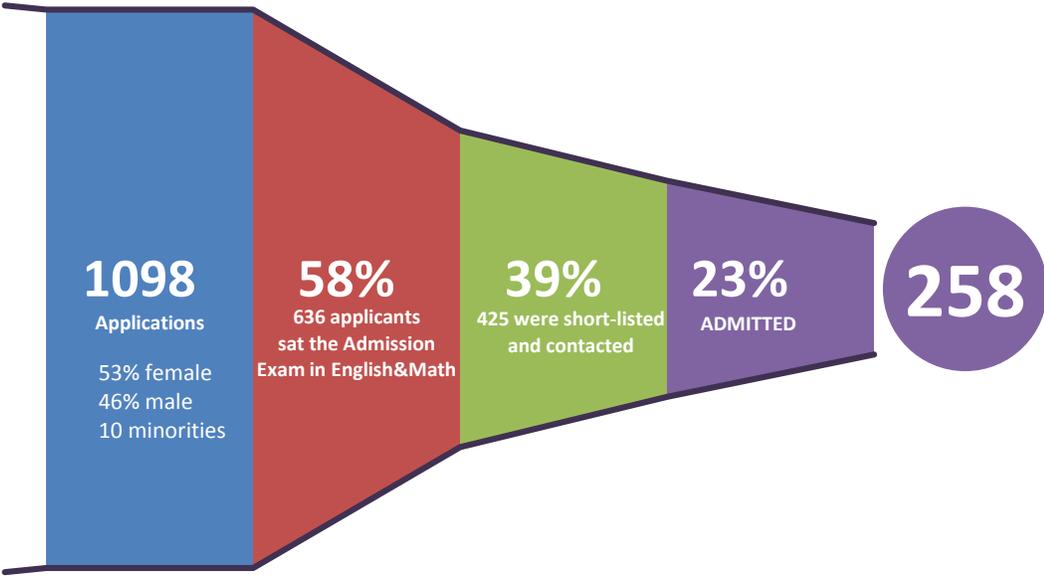
2. ACTIVITY IMPLEMENTATION PROGRESS

2.1 Progress Narrative Highlights | Executive Summary

The overall program activities progress for the current reporting period is on track in accordance with the approved Work Plan and targets set for Year 1.

This report includes an aggregated systematic quarterly progress presentation which highlights the implementation progress of the Transformational Leadership Program – Immersion Courses, during the period of April 25, 2014 to April 24, 2015. It specifically focuses on the efforts made during this period to implement the American University Preparatory Program for Cohort 1 and 2.

Marketing and promotional activities were delivered as planned. The project produced a dedicated website for the AUPP program, followed by social medial pages and presence. Around 50000 brochures and datasheets were distributed in all Kosovo regions, with over 40 presentations delivered in universities/colleges and organizations representing marginalized groups. This resulted in a higher than anticipated interest in the program.



Cohort 1 Application call was opened from June 5 to June 27, 2014. . A total of 1,098 applications were submitted out of which six hundred and thirty six (636) Applicants were tested in English and Math. Out of these, 425 candidates were shortlisted for further consideration. A total of 258 candidates are admitted into the program, out of which sixty percent (60%) of the candidates come from marginalized groups (Minority, Women, People with Disability, LGBT, People from Rural Areas; note: cross-marginalized individuals are counted only once i.e. disability and living in rural areas, women and minority, etc.).

Classes were delivered in all Kosovo Regions and based on students preferences, six groups started in Pristina, while one group was formed in all other regions, with 31 Instructors engaged to deliver the training. Group size was 20 students on average. The training in Prishtina was held at A.U.K premises while in other cities classes were delivered in public and private colleges, contracted for the program.

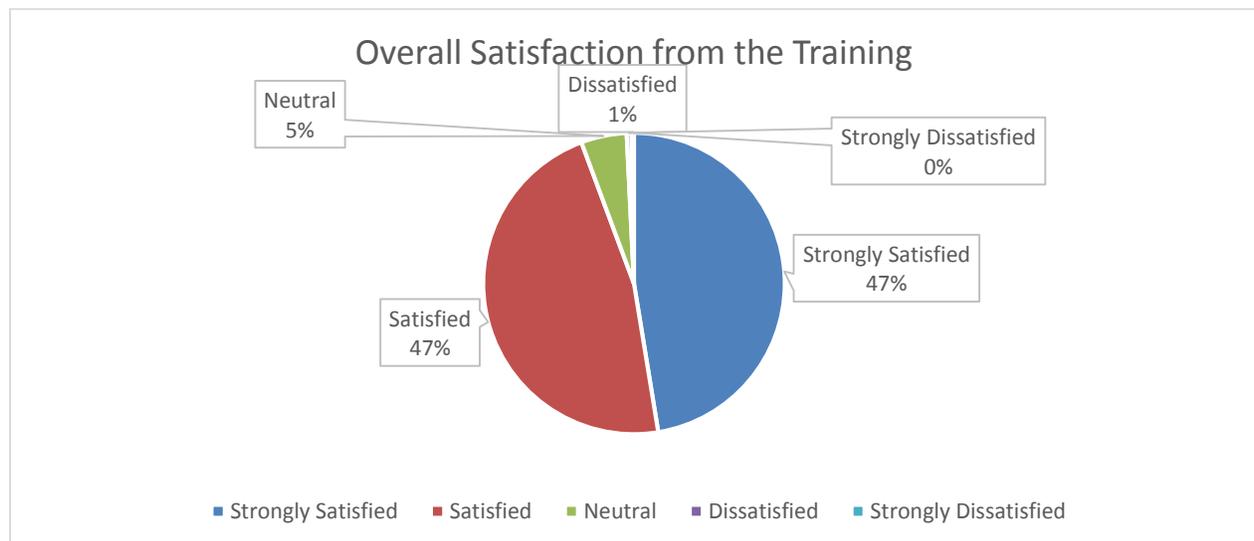
Depending on the results of the admission exams and their study plans, candidates attended Remedial Courses (English and Math Refresher), Exam Preparatory Courses for TOEFL®, GRE® and GMAT®, as well as the Discovery Course which entailed academic topics about the United States higher education system, critical thinking, the American culture, diversity, the general communication discourse, and Public Speaking.

The training material was compiled by A.U.K faculty for the Remedial Courses and Discovery and were printed into student workbooks made available to each student. For Exam preparatory courses the project procured the most recent published books by Kaplan.

Upon completion of the TOEFL preparatory course, students were invited to take TOEFL Institutional Based Testing (ITP), as means of measuring their readiness to take the Internet Based TOEFL iBT. One hundred and sixty two (162) students attended the testing sessions, achieving an average score of 539 points from a scale of 310-677. The highest score achieved was 653 points.

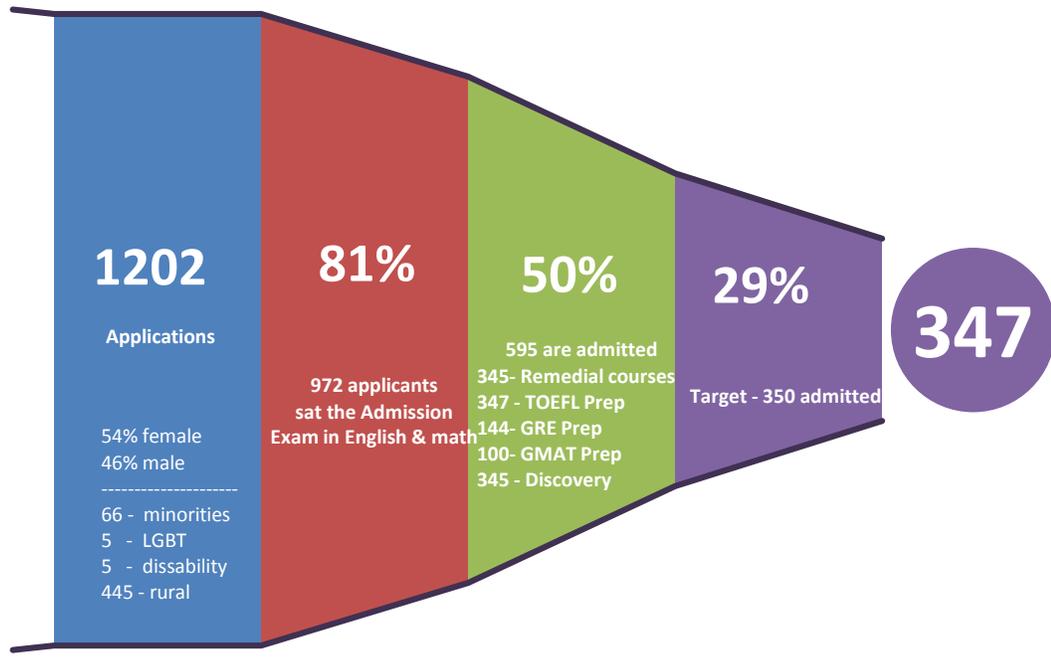
Twenty eight (28) Immersion Courses student were also recipients of the TLP Scholarships for Master Studies in 2015.

Overall Satisfaction is recorded at 94.33%, spread evenly between Strongly Satisfied at 47% and Satisfied at 47%, followed by Neutral at 5% and Dissatisfied at 1% and 0% Strongly Dissatisfied. Student's confidence to recommend the attended classes to their colleagues demonstrates the high value of the program, instructors and the overall platform. The project team expects even higher interest for the program in cohort 2.



Two hundred and twenty (220) candidates from Cohort 1 successfully completed the course requirements to be awarded a certificate from the program in a ceremony planned to be held in May 20, 2015.

Cohort 2 Application call was opened from November 26, 2014 to January 25, 2015. A total of 1202 applications were submitted out of which nine hundred and seventy two (972) applicants were tested in the admission exam. Due to dismantling of the courses to fit individual needs, we were able to admit 595 candidates to sit at different courses of the program envisioned for 350 students as a track. Seventy two percent (72%) are from Marginalized Groups (note, cross-marginalized individuals are counted only once i.e. disability and living in rural areas, women and minority, etc.)



In order to increase the inclusion of the Serbian minority studying in Mitrovica, the project team decided to open two classes in Mitrovica, one located in the South and one in the North part of the city. Fifteen (15) students are attending the training in the North Mitrovica.

Classes started in all Kosovo Regions and based on students preferences nine groups started in Pristina, two group in Gjakova/Djakovica, two in Mitrovica, while one group was formed in all other regions. Courses in Remedial English and Math were delivered during this reporting period. Group size is 20 students on average. Training in Prishtina is being held at A.U.K premises, while in other cities it is delivered in rented classes in public and private Universities and Colleges.

The project team is working closely with other components of the Transformational Leadership Program such as the Scholarship Program to streamline its activities with next scholarship calls. Exam preparatory classes for TOEFL®, GRE® and GMAT® will be completed by mid June 2015, while the full program in cohort 2 will be completed by July 17, 2015.

2.1.1 Activity 01: Program Web Page / Online Application / Marketing Materials

Program web page was developed from A.U.K Media Center and was published in mid-May 2014. It was updated in November 2014 to include information for the Cohort 2 Application process. It is published as a dedicated web section within the A.U.K main page under “Research and Training” with a direct access link: <http://www.auk.org/aupp>. The AUPP web section also hosts the online application for the Immersion Courses with a direct link: <http://www.auk.org/aupp/apply>. The online application is backed by a web based A.U.K server database that allows easy access to all applicants’ data to be used for selection as well as for generating various reports.

To support the promotional activities in Cohort 1, the project team designed and printed:

- 10,000 threefold brochures
- 10,000 datasheets (example shown ----->)
- 500 posters
- 13 roll-up banners
- 1 standing booth
- Newspaper ad design
- Application Video ad posted on YouTube

To encourage the application of marginalized groups, the team decided to encourage inclusion by providing an imagery call in the promotional material itself that encourages members of the marginalized groups (women and people with disabilities). This was followed by a text in all the materials which stated: *“Potential candidates coming from disadvantaged groups (Women, Disabilities, Rural, Minority, LGBT community) are strongly encouraged to apply.”*

To support the promotional activities in Cohort 2, the project designed and printed 30,000 AUPP brochures and 100 posters that were used during site presentations. The same were used to be distributed all over Kosovo through hand-to-hand delivery, as well as through the newspaper.

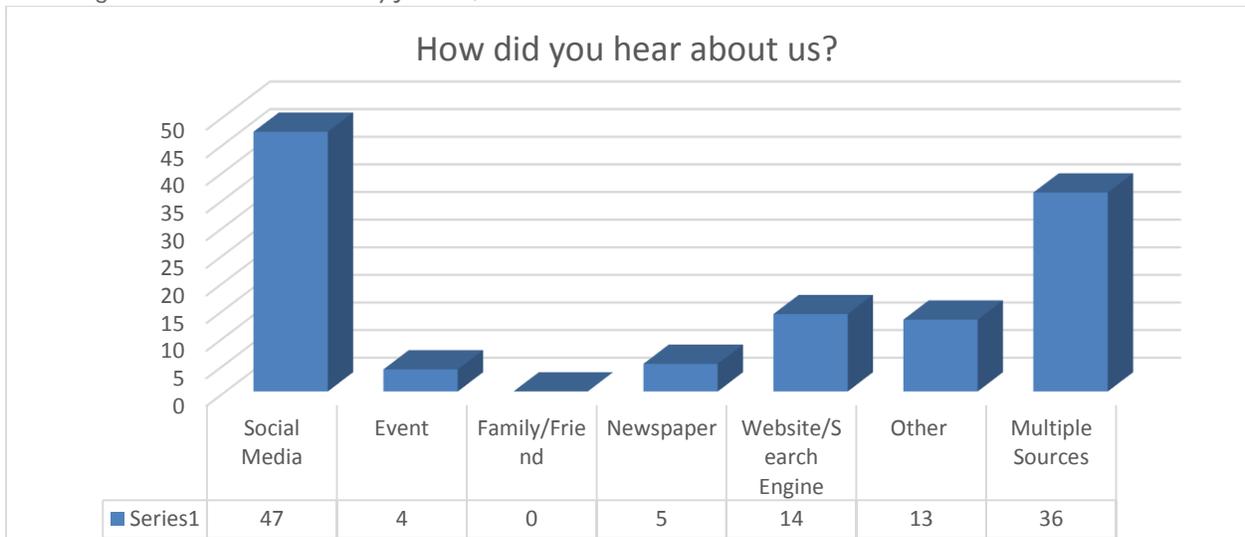
A newspaper ad was designed from A.U.K media center during this period.

Materials from previous calls included roll-up banners and standing booths that were used during presentations at Universities and Colleges, as well as those held at specific groups.

Based on the initial reports from the application process in Cohort 1, the team decided to discontinue the newspaper advertisement for week two, and focus more on “guerilla style” marketing.



Marketing evaluations statistics on day June 11, 2014!



Environmentally friendly Promo Bikes were introduced and hand-to-hand distribution of brochures / datasheets and presentation was organized in all regions of Kosovo, excluding Pristina.

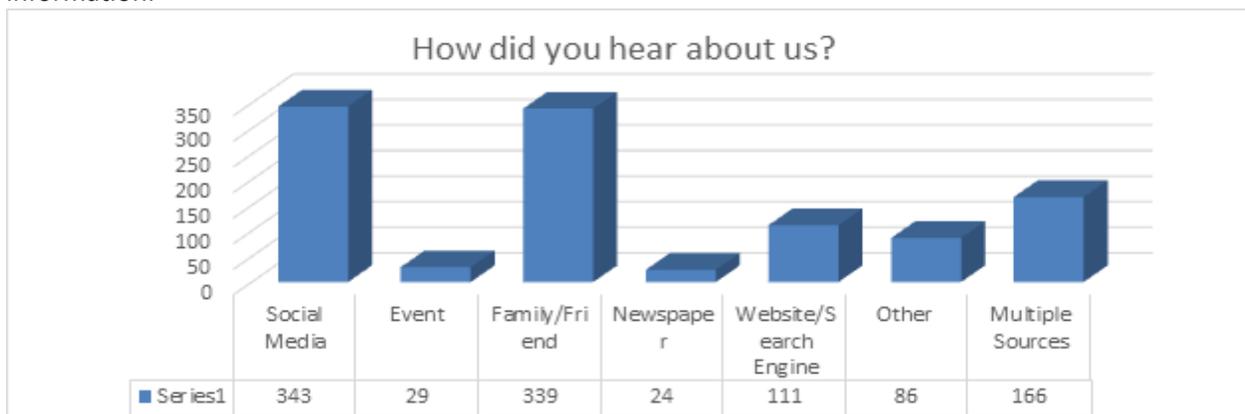
This form of marketing resulted to a high number of interested candidates applying for the program. We have doubled the application number in week 2.

Hand to hand delivery and presentation was also practiced for Cohort 2 call in all regions of Kosovo.

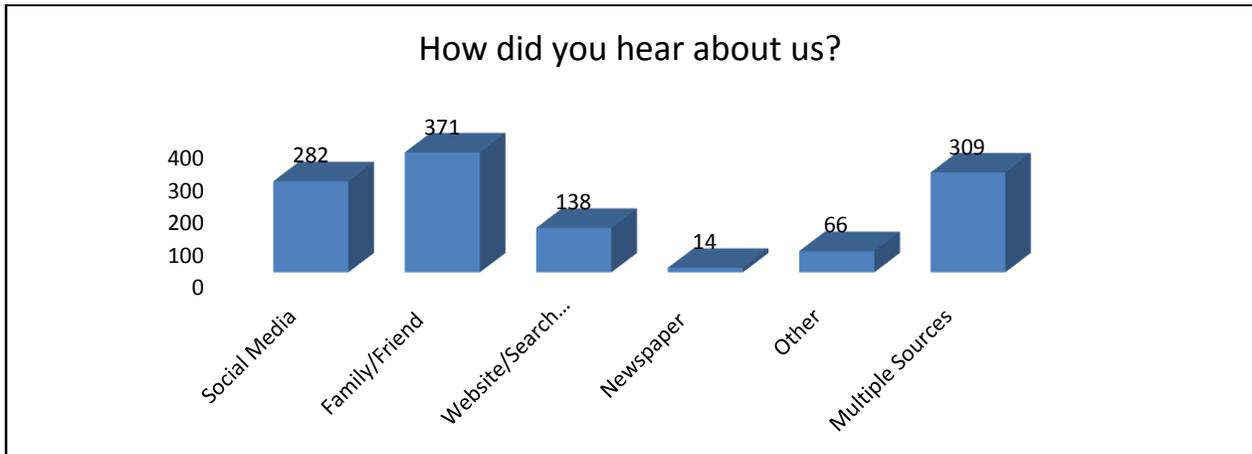


Direct promotion activities carried out in each region

By the end of the application process, the candidates in Cohort 1 reported the following sources of information:



We had a similar situation in Cohort 2, with referrals from Friends and Social Media.



Based on lessons learned in Cohort 1, the team decided to outsource some of the promotional marketing activities in Cohort 2. Face-to-face and direct marketing was conducted by a private marketing company performed in all cities of Kosovo. These activities were held in most crowded city areas, boulevards, and main streets. The end of the year atmosphere along with the benefits of AUPP Program, had a great impact on the audience.



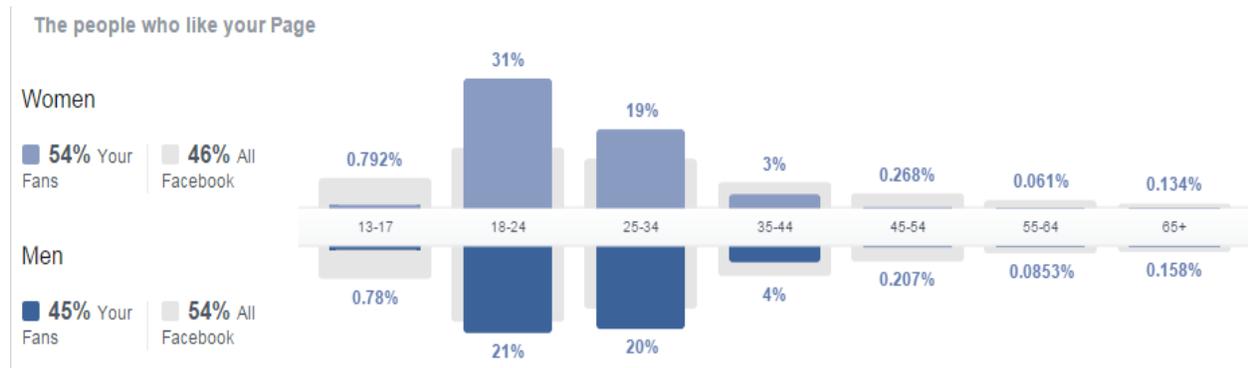
The other marketing tool that we used to promote our program, is the delivery of 15k brochures through the Koha Ditore Daily Newspaper which is released at the end of the year in a long format (100 pages/newspaper). These brochures were widely distributed in all Kosovo regions. The team concentrated on on-site presentations elaborated in activity 3.

During the application process for cohort 1, we became aware that this particular audience is best reached through social media.

For this reason much of the efforts to promote the program have been spent on social media, primarily on [Facebook](#). The project team spent some of the marketing funds in increasing outreach using the paid outreach model in this medium. During the period of this report, the total page likes reached 8,158 people.



The demographic segregation includes 54% women and 45% men, mostly falling under the age between 18-34.



Total reach was intensified during December reaching up to 78K reach per day.



Facebook offers the possibility to reach audiences in specific locations, or those that use specific language. This enabled us to reach out to more specific minorities especially for the class we planned to open in Mitrovica North.

On each site presentation, the project team published the announcement on Facebook and gathered photos from the event and posted them there.

The page was also used to communicate directly with potential candidates who posed questions about the program using the message option of the platform.

Post Details Reported stats may be delayed from what appears on posts X

AUPPKosovo
January 21 · 🌐

AJPP 2nd Call for Applications is open until January 25, 2015. Hurry up and apply NOW!!!

A.U.K. launches a 2nd Call for Applications for registration for the Immersion Courses/AJPP.

The opportunity to apply is available to all Kosovo citizens while priority is given to University graduates who finished their bachelor studies and attained their diploma and University students in their last year of studies towards their undergraduate degree. Potential candidates coming from disadvantaged groups (women, people with disabilities, rural, minorities and LGBT community) are strongly encouraged to apply

More information on specific eligibility criteria are available on the web @www.aukonline.org/aupp

You may apply online @ www.aukonline.org/aupp/apply

This program is made possible by the generous support of American people, through the US Agency for International Development (USAID)



58,816 People Reached

748 Likes, Comments & Shares

660 Likes	596 On Post	64 On Shares
40 Comments	20 On Post	20 On Shares
48 Shares	37 On Post	11 On Shares

5,010 Post Clicks

1,345 Photo Views	575 Link Clicks	3,090 Other Clicks 📊
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NEGATIVE FEEDBACK

16 Hide Post **0** Hide All Posts

0 Report as Spam **1** Unlike Page

58,816 people reached Boosted

Unlike · Comment · Share · 🍷 596 🗨️ 19 🔄 37

2.1.2 Activity 02: Application and Kick-Off Event

Application for Cohort 1 started as planned, on June 5, 2014. It was preceded with a [kick-off event](#) held the same day at the A.U.K Auditorium. The event was moderated and hosted by the Program Director, Mr. Visar Jasiqi with keynote speaker Mrs. Maureen A. Shauket, USAID Mission Director and Mr. Winfred L. Thompson, A.U.K President.

The main purpose of the event was to primarily serve as a PR event to kick-off the application process. The call-out application period was initially open for 15 days, until June 20th. Due to the low interest from minority groups, with mutual agreement with the USAID AOR, we extended the application period until June 27th.

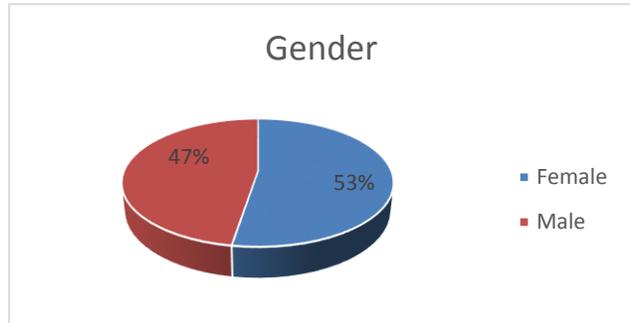
On November 26, 2014, AUPP team launched the Call for Applications for the 2nd Cohort. It was preceded with a kick-off event held at the same day at the A.U.K. premises (the story can be found [here](#)). At this event, we were honored to have President Winfred Thompson address the audience along with the USAID acting mission director, Christopher Edwards, who spoke about the benefits of the program. Venera Fusha, a Cohort 1 AUPP student, addressed the audience by noting the immense benefit of the program and the applicability of the same in everyday life, other than in academia. Visar Jasiqi, the TLP program director, announced the call for applications for the second cohort and provided insights on the timeline and objectives for the future.

Similar to the previous kick-off event, the main purpose was to primarily serve as a PR event to kick-off the application process. The recorded version of the event can be found [here](#).

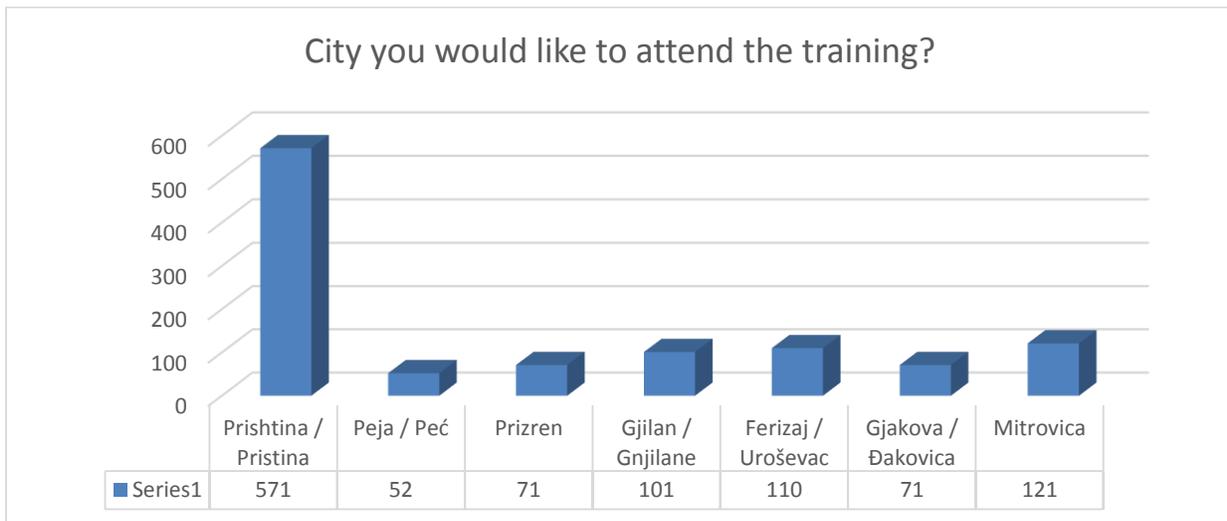
The call-out application period was initially open for 7 weeks – until January 11, 2015. However, in agreement with the USAID AOR, we pushed the application deadline for Immersion Courses until January 25, 2015. This change was conducted due to planned outreach activities in the North at the end of January through the beginning of February.



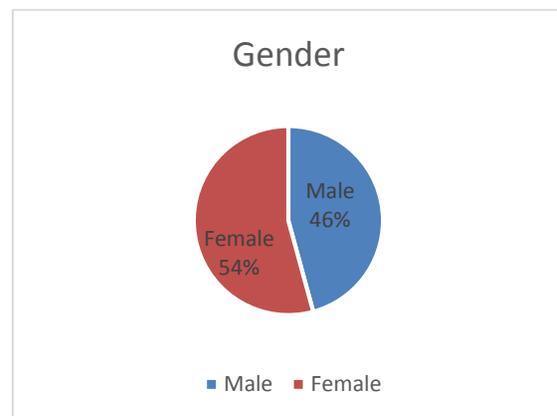
For cohort 1, in a 23 day application period, we received 1,098 applications for 240 available seats for all regions in Kosovo, out of which 53% were females and 47% males. 13 applicants were from minority groups (Serbian, Bosnian, RAE and Turkish).

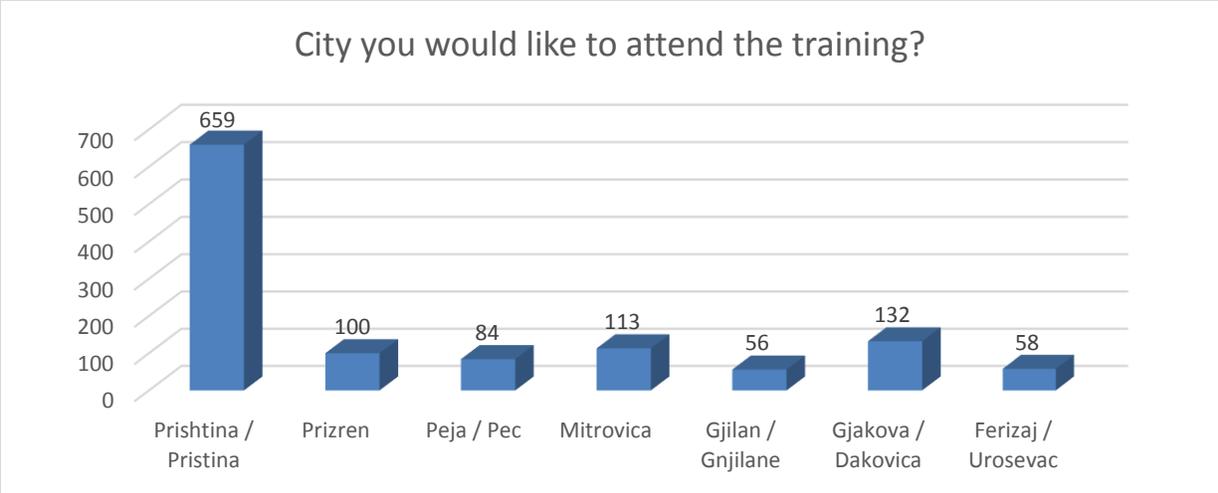


In terms of geographical distribution, candidates preferred training in the following cities:

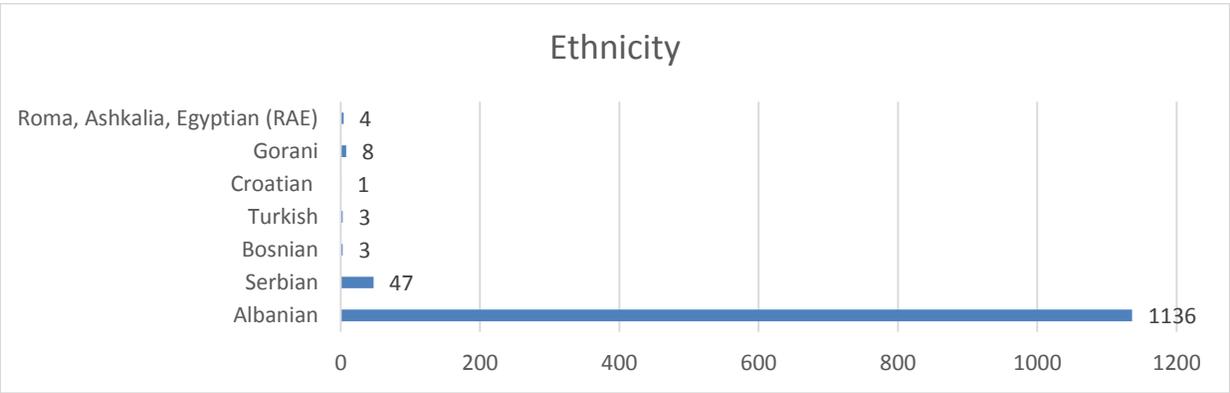


For Cohort 2, during a period of 9 weeks of application, we received a total of 1202 application. In terms of gender segregation, 54% were female and 46% were male. The preferred schedule of the candidates was during night, while more than 56% preferred Pristina as their training site.

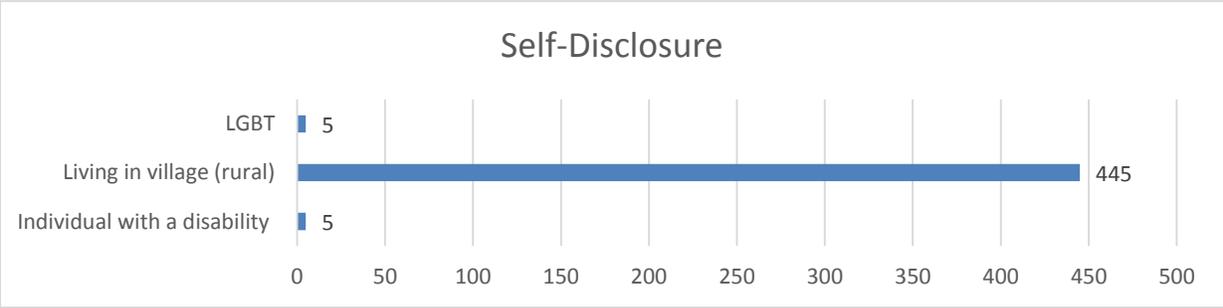




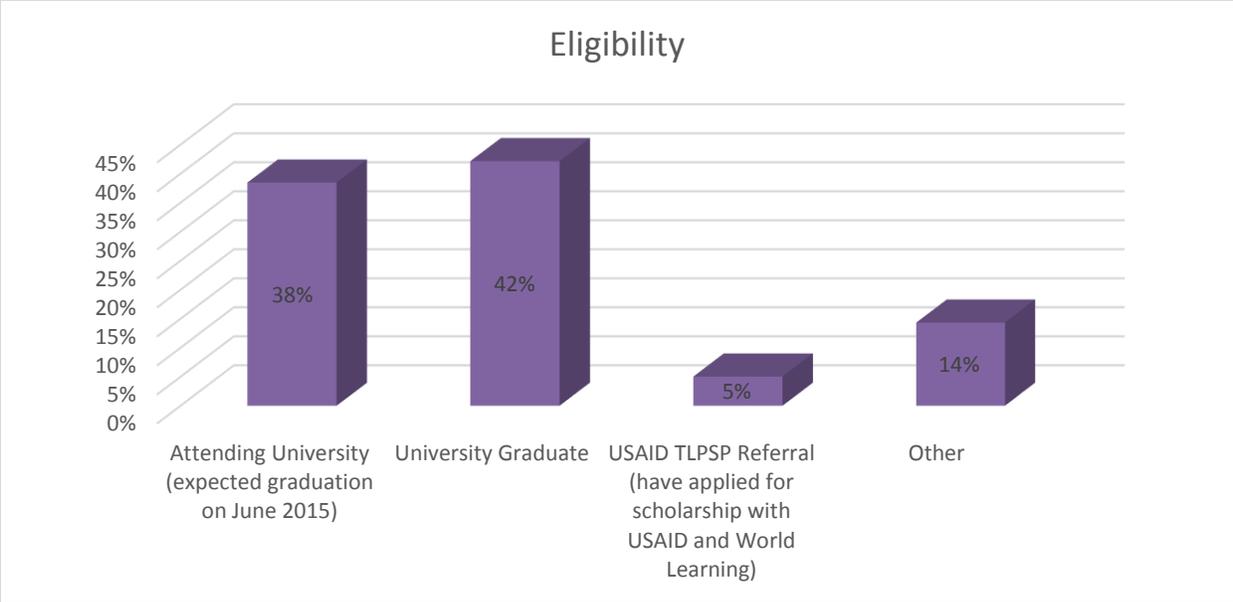
The project team performed better than in the first Cohort in outreach to minority groups, thus increasing applications from minorities from 1% to 5.5% or 66 minorities in the second Cohort.



Based on voluntary self-disclosure, application for Cohort 2 includes:



In terms of eligibility, 42% were university graduates, 38% were currently in their last year of bachelor studies, and 5% were referrals from TLP SP and 14% fallen under the other category.



2.1.3 Activity 03: On-site Presentations

On-site Presentations for Cohort 1 were held during the period of June 5 to June 20, 2014.

Following the Kick-off event, the project team embarked into a series of presentations of the program to different audiences. Due to the summer school break, many of the Universities were not able to invite their students for a presentation but all of them supported us by forwarding their constituents the electronic program description and invitation to apply.

As this activity could not be completed as initially planned, the presentation efforts were shifted to direct promotion in each city, though promo-bikes and promoters, with a focus on areas where potential applicant profiles commute regularly (explained in Activity 01).

The project team was fully engaged in targeting minority groups. A radio ad was published in Radio KIM – popular Serbian radio in Gracanica. The project team met with the Community Affairs officer from the Prime minister’s office and was able to reach members of the Serbian community for the application process.



To attract prospective candidates from the LGBT community, the project team presented the program to QESh, a local association that promotes diversity and respect for the LGBT community. Furthermore, the project team attended a meeting of LGBT community held at the American Corner in Pristina, where we presented our program.

On-site presentation activities were concentrated on class start days in each city. The project team held an orientation day for each group where it presented the program, reported on the application and selection process, and stressed the importance of active participation in class.



Class start in Prstina – July 31, 2014, September 1,2,3,4, 6 - 2014



Class start in Ferizaj/Uroševac – Sep 1, 2014



Class start in Gjilan/Gnjilane – Sep 2, 2014



Class start in Mitrovica – Sep 3, 2014



Class start in Peja / Peć – Sep 4, 2014



Class start Gjakova/Đakovica – Sep 6, 2014



Class start in Prizren – Sep 6, 2014

For Cohort 2, the project team organized presentations and visited universities, colleges, schools and organizations so that prospective candidates had the chance to receive all the information in person. Special attention was given to presentations and visits aimed in attracting marginalized groups such as women, minorities, LGBT community, individuals living in rural areas and people with disabilities. The project team conducted direct presentations to organizations that support and represent marginalized groups, in increasing outreach to disadvantaged audiences. A representative from the AUPP Program visited a large number of private and public universities and community organizations to deliver presentations on a variety of topics including the following:

- What is AUPP?
- Benefits of AUPP Program;
- Training Sites;
- AUPP Curriculum;
- Eligibility Criteria;
- How to Apply.

Most of the visits and presentation were done during December 2014, before students went for their winter break. The below list shows all private and public universities, and community organizations that we have visited during the outreach phase (November 2014 – March 2015)

Date	Institution	Link:
21-Nov-14	AAB College – Pristina	Link
2-Dec-14	Prime minister office for community affairs	
4-Dec-14	Public University ""Haxhi Zeka" – Peja/Peć	Link
4-Dec-14	Center for Equality and Liberty (CEL) Kosovo	
8-Dec-14	Public University “Kadri Zek” – Gjilan/Gnjilane	Link
8-Dec-14	College UNIVERSUM - Pristina	Link
8-Dec-14	Public University “Hasan Prishtina” – Faculty of Economics	Link
9-Dec-14	Network of Roma, Ashkali and Egyptian Organizations of Kosovo	Link
9-Dec-14	College UNIVERSUM – Ferizaj/Urosevac	Link
9-Dec-14	Public University “Hasan Prishtina” – Faculty of Law	Link
10-Dec-14	College DUKAGJINI – Peja/Pec	Link
10-Dec-14	Public University “Hasan Prishtina” – Faculty of Engineering	
11-Dec-14	Public University “Fehmi Agani” – Gjakova/Dakovica	Link
11-Dec-14	College BIZNESI – Gjakova/Dakovica	Link
12-Dec-14	Public University “Isa Boletini” – Mitrovica	Link
12-Dec-14	International Business College Mitrovica – Mitrovica	
15-Dec-14	Regional Community Resource Center – Mitrovica	Link
16-Dec-14	Public University “Ukshin Hoti” – Prizren	Link
16-Dec-14	College AAB – Ferizaj/Urosevac	Link
17-Dec-14	College AAB – Gjakova/Dakovica	Link
18-Dec-14	College UNIVERSUM– Gjakova/Dakovica	Link
22-Jan-15	Center for Community RAE – Gjakova/Dakovica	Link
6-Feb-15	USAID Road Show – Leposavic	
10-Feb-15	USAID Road Show – Zveqan	
6-Mar-15	USAID Road Show - Zubin Potok	
10-Mar-15	USAID Road Show – Mitrovica North	
10-Mar-15	CEL (representing LGBT) – Pristina	
11-Mar-15	QeSH and CSGD (representing LGBT) – Pristina	
31-Mar-15	USAID Road Show – Strpce	

2.1.4 Activity 04: Infrastructure set-up

In the first Cohort, for the classes that were delivered in Pristina, six (6) A.U.K main building classes were booked. In Cohort 1., A.U.K classes fulfilled the infrastructure criteria that promote a safe and positive learning environment.

For the classes that were delivered outside of Pristina, the project team negotiated with private universities and colleges to use their classroom for the delivery of the AUPP Courses, under the condition that they meet the quality criteria’s set in Year One work plan. The decision to work with private universities and colleges was based under the notion that most of them have policies in place that ensure

an environment free of discrimination and harassment, thus safeguarding a diverse student body that AUPP aims to serve. The project completed negotiations with all infrastructure providers. The following infrastructure providers were contracted initially:

City	Nr of classrooms	College
Prishtina / Pristina	6	A.U.K
Peja / Peć	1	European College Dukagjini
Prizren	1	Universum University College
Gjilan / Gnjilane	1	Fama College
Ferizaj / Uroševac	1	Universum University College
Gjakova / Đakovica	1	Universum University College
Mitrovica	1	International Business College Mitrovica

In Cohort 2, three infrastructure providers were changed (Gjilan/Gnjilane, Mitrovica South and Prizren) and one provider was added (Mitrovica North).

- Due to student dissatisfaction of training location in Gjilan/Gnjilane, we took action and resolved this by changing the infrastructure provider. From March 2015, the AUPP program is being delivered at Public University Kadri Zeka in Gjilan/Gnjilane.
- The previous infrastructure provider in Mitrovica South terminated the contract due to inability to offer classes based on the schedule requested by AUPP. Starting from Cohort 2, AUPP classes are being held in FAMA College in Mitrovica South.
- In Prizren, Universum College was not accredited by the Kosovo Accreditation Agency and as such they were obliged to close the facility. We took action and changed the provider immediately. Training is now being delivered in FAMA College located on Tirana Road, Prizren.
- In order to reach the Serbian minority in Mitrovica, we contracted International Business College Mitrovica (IBCM) – North Campus so students from Mitrovica North can attend classes.

The final list of infrastructure providers is:

City	College
Prishtina / Pristina	A.U.K
Peja / Peć	European College Dukagjini
Prizren	Fama College
Gjilan / Gnjilane	Public University “Kadri Zeka”
Ferizaj / Uroševac	Universum University College
Gjakova / Đakovica	Universum University College
Mitrovica South	Fama College
Mitrovica North	International Business College Mitrovica

At this stage, all the above infrastructure providers do meet the required infrastructure criteria.

2.1.5 Activity 05: Trainer Selection / Train of Trainer

Instructor call for applications was released in May 12, 2014 on the A.U.K Employment Opportunity Section of the A.U.K website. The call was also published on online job portals: <http://www.telegrafi.com>, <http://www.kosovajob.com>, <http://konkurset.com>, <http://www.portalpune.com>, and it was distributed through the A.U.K email delivery system. The call was also forwarded to **KETNET - Kosova English Teachers' Network**. During the 3rd quarter, A.U.K released a job opening for Part-Time Discovery Trainer (click [here for job advertisement](#)). In order to continually identify potential new trainers the project team decided to leave the call open and consider candidates on a rolling basis.

More than 100 potential trainers applied and went through the recruitment process supported by the A.U.K HR Specialist.



A.U.K engaged a full time Head English Professor in September 1, 2014 that is in charge of Quality Assurance and Curriculum Development for AUPP. Several Train of Trainer activities were conducted with the aim to ensure a uniform and standardized training in all the regions. Participants discussed instructional design, training delivery, instructor – student rapport, syllabus review, lessons learnt, suggestions for the upcoming cohort, grading philosophy and approach, teaching approaches for specific components of the classes, delivery of rosters, schedule, presentation skills, facilitation and other teaching related supplies and other elements deemed necessary to discuss in each of the trainings. The ToT sessions were organized prior to the start of the training sessions in August, September and October in 2014 and January, February and March 2015. Numerous other meeting and online sessions were held with the aim of continuous improvement. A.U.K WebEx license for online meetings was utilized to organize ToT sessions that discussed strategies for improving student attendance and truancy prevention.

For the deployment of the program to all regions in Cohort 1, the project contracted 31 teachers to deliver training in Remedial Courses, TOEFL, GRE, GMAT and Discovery. Although the project team made every effort to identify trainers coming directly from the region they were scheduled to conduct the training, this was not possible in many cases and trainers from Pristina were sent to deliver training in other regions.

For the deployment of the program to all regions in Cohort 2, the project contracted 34 teachers to deliver trainings in Remedial Courses, TOEFL, GRE and GMAT. Discovery course trainers are scheduled to be contracted during June 2015.

2.1.6 Activity 06: Admission Testing

The admission test for Cohort 1 was developed by A.U.K faculty and it consisted of 100 questions for the English Section and 20 questions for the Math Section. The English Section test mapped the Michigan Test of English Language Proficiency while the Math Section was completely a homegrown test (used by A.U.K-RIT admission office at A.U.K).

Two admission testing sessions were organized during the first quarter. The first session was held on Friday, June 30, 2014 at A.U.K. For this admission exam, only the candidates who had applied until June 20, 2014 who also specifically noted that they wanted to take the training in Pristina, were invited. The team also invited those referred from the TLP Scholarship and Partnership Program (implemented by World Learning). Out of 517 invited, around 358 candidates confirmed their attendance and 306 sat in the exams.

The second testing session was organized on Saturday, July 19, 2014 in two sessions, morning and afternoon. All other eligible applicants were invited and 316 took their exams in the A.U.K Classrooms.

The Admission Test went well, without any difficulties.

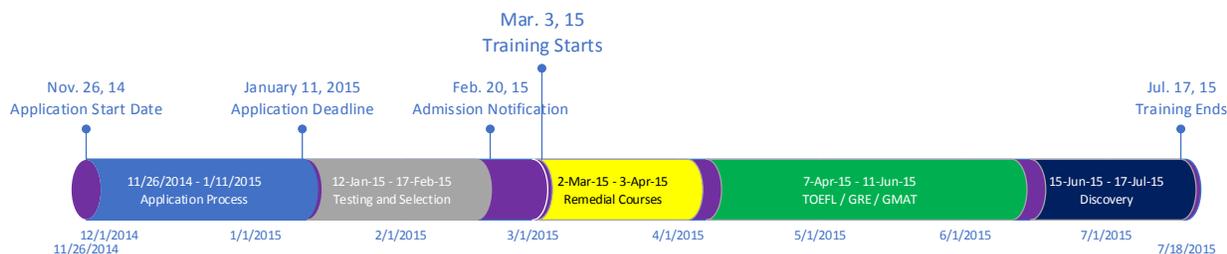


Photos from admission exam day

Due to student attrition in Prizren, the project team organized an additional admission test. Only the candidates who applied during the open application call and that were not able to attend the initial admission exam offered during Q1 period, were invited to sit the exam in Prizren. Fourteen students attended the Admission exam on October 1, 2014.

Participants were asked to complete the Self-Identification Form, where they provided information such as self-disclosure, nationality and their eligibility in joining the program. Afterwards, they were given 75 minutes to complete the English Section Exam. A 15-minute break was offered and they continued with 60 other minutes to complete the Math Section of the Exam. All participants were advised to bring their own calculator for the Math Section Exam. Smartphones and tablets were not allowed to be used as calculators.

For cohort 2, in order to complete the work within the initial timeframe, we anticipated to complete the admission procedures and notify AUPP Cohort 2 selectees latest by February 20, 2015.



The AUPP team in consultation with USAID AOR agreed to hold an Admission Test for Cohort 2 on a rolling basis due to the large number of applications received. Applications received until January 11, 2015 were invited to sit for Cohort 2 Admission Test.

Out of 440 AUPP applications received until January 11, 315 applicants attended the Admission Test on January 24, 2015, in Pristina only. From the period of January 31st to February 19th, admission tests were held in all cities, except Mitrovica North. We were continuously outreaching the Serbian minority through USAID Roadshows that took place on February until March. During these visits, we received in total 47 application forms from Serbian community and invited them to attend the Admission Test. The Admission Test in Mitrovica North was held on March 11.



In total, 972 applicants sat the Admission Test in English and Math.

The Admission Test administration went well, without any difficulties. Applicants were required to sit in both sections listed below:

1. CaMLA English Placement Test (EPT) assesses listening comprehension, use of English (vocabulary and grammar), and reading comprehension. It is a 60 minutes test with 80 multiple choice questions.
2. The Math Test assesses Basic skills- performing a sequence of basic operations; Applications- applying sequences of basic operations to novel settings or in complex ways and Analysis-

demonstrating conceptual understanding of basic operations of principles and relationships in mathematical operations. It is a 60 minutes test with 20 multiple choice questions.

The admission test was closely monitored by the project team and exam proctors. The total time for completing the Admission Test was 2 hours.

During Cohort 1 testing, given the fact that correction of exams manually can result in mistakes, the AUPP team requested from A.U.K Admissions office to double-check each corrected admission test and ensure minimum level of error. This process resulted in a longer period of time allocated for finalization of admission test results.

Due to this prolongation of the process in Cohort 1, the AUPP Team requested from A.U.K Admissions Office to invest in machinery that could expedite the testing results. A.U.K Admissions purchased a Scantron, which served as an exam correction tool and helped the project in two main dimensions: **time** – correction of admission tests requires approximately 5 seconds, and **accuracy and reliability** – the Scantron guarantees a 100% accuracy of results.

The Scantron Machine scores up to 35 tests per minute and generates item analysis and mean scores.



Scantron Score Forms contain a Student ID Field that can be automatically read by the Scantron Score, making it easier to connect scores to students. The Answer Sheet contains 100 answer rubrics to be marked with a pencil No: 2, so the Scantron machine can recognize as an answer. (See Annex B)

2.1.7 Activity 07: Selection & Placement

For Cohort 1, English test scores were used as the main metric of selection and placement. Math scores are predominantly used to identify knowledge remedy needs before candidates can go into GRE or GMAT. Below is a description of proficiency depending on the score provided:

	SCORE	CONCEPT
VERY POOR	10 – 35	Some ideas and words isolated. Absolutely no English proficiency.
POOR	35 – 55	Limited Understanding, very simple sentences. Basic instructions, factual information on a predictable topic. The grammatical structures are not consolidated. There is a clear presence of elementary errors. Understand up to low intermediate texts with lots of difficulty.
BORDELIN/ BASIC	60 – 65 - 69	Understands general conversations with doubts / difficulties over the telephone. Uses some kind of limited grammatical structures. Make himself / herself understood in a basic way. Understand up to intermediate texts but slowly.
ACCEPTABLE	70	In case of continuing further studies, may take up to ½ the normal academic load but needs a special intensive English course. Should have a better understanding of new short conversational situations and short lectures / some difficulties over the phone. Should be able to express ideas with better fluency / mistakes in advanced grammar are still very important. Without problem with intermediate texts / still slow and doubts with advanced texts.
GOOD	75 – 79	Very well in understanding on a fairly wide range of topics / occasional doubts over the phone Should be able to express ideas well and with fluency/ occasional mistakes in advanced grammar structures. Understands most of the texts / still some doubts with advanced texts
VERY GOOD	80	Minimum score of acceptance by some schools at the USA Universities. Good command of the language in a wide range of real world situations. Can keep up a casual conversation with a good degree of fluency, coping with abstract expressions / almost no doubts over the phone. Shouldn't have problem with face to face conversations. Understand most of the texts with occasional doubts.
HIGH COMMAND	85	Minimum score of acceptance by most schools at the USA. Universities. Good operational command of the language in most situations. Understanding generally successful. Task performed competently. Functions generally performed clearly and effectively.
EXCELLENT	90 – 95	Proficient enough in English to carry a full time academic program. Fully operational command of the language at a high level in most situations, e.g. can argue a case confidently, justifying and making points persuasively.
OPERATIONAL	96 – 100	Can compete with native speakers of English on equal or nearly equal terms. No restrictions for academic work

Below you can find a translation of the A.U.K admission scores to TOEFL scores:

TOEFL -COMPUTER	TOEFL - PAPER	TOEFL - iBT	AUK Admission Test (English Part)
300	677	120	100
267	630	109	95
237	583	92 - 93	90
213	550	79 - 80	85
200	533	72 - 73	80
183	513	65	75
170	497	59 - 60	70
157	480	54 - 55	65
143	463	49 - 50	60
130	447	44	55
103	410	34	45
90	393	29	40

Candidates that scored 35+ on the English component of the admission exam were selected for further application consideration during this phase.

All applicants were tested under the program eligibility criteria, and priority for admission was given to:

- University students in their last year of studies towards their undergraduate degree or those who have already finished their undergraduate studies.
- High school students in their last year of high school and those who already finished high school

Positive discrimination in admission was applied to the following groups:

- Candidates coming from disadvantaged groups (Women, Disabilities, Rural, Minority, LGBT community)
- Candidates referred by TLP Scholarship and Partnership Program

Each candidate was contacted by phone and email to supply additional information and material for their application (i.e. a copy of their diploma, transcript, other documents proving their study status, etc.). Their motivational letter was also analyzed to understand their best interest and benefit from the program. Furthermore, students were asked about their schedule preferences (day or night courses).

For the purpose of planning future support needed for people with disability, the 9 candidates that reported their disability status were contacted. In our inquiry to find out their types of disability (Physical, Sensory, Vision, Hearing, Olfactory and gustatory, Mental, Autism, Nonvisible, etc.), 12 candidates reported that they ticked this option by mistake.

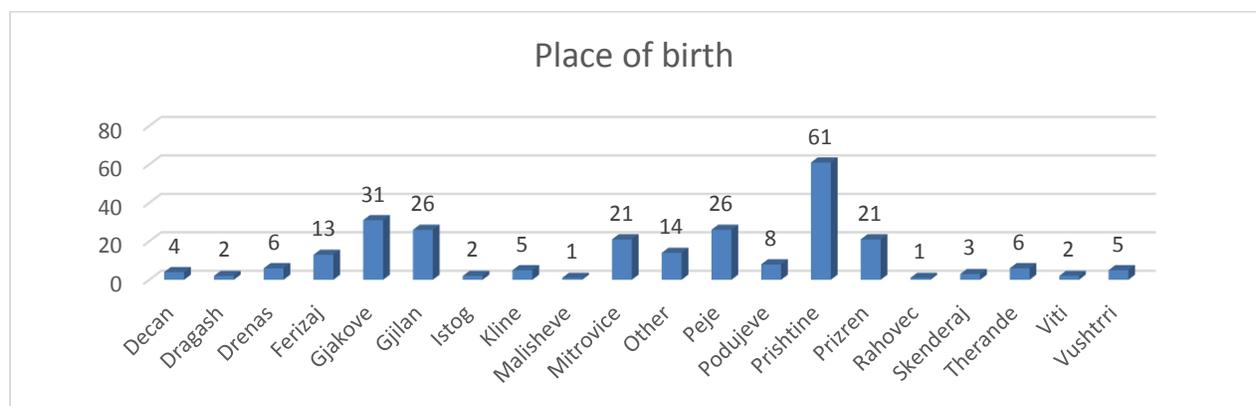
The project team together with AOR, acknowledged that not all applicants will undergo all the courses of the Programs. Students with good test scores don't need to take the Remedial Courses. Undergraduate students with TOEFL test results in hand, will not need to sit the TOEFL Prep course again, but will directly go into GRE or GMAT prep courses. Those that have graduated from an American University in their undergrad programs will not need to take the Discovery Course. Students who have just finished high school studies will not need GRE or GMAT. For this purpose, in the self-identification form we have asked the candidates to select the courses they would like to attend.

This decomposition of the program courses will allow A.U.K and USAID to increase the program reach and enroll more candidates that initially planned without affecting the approved budget.

The project team made every effort to maximize class size and admit candidates with lower test results in the remedial and discovery course. As this is a five year project, the candidates can benefit from these trainings in this cohort; and with improved English proficiency, they can re-apply for other training in the next application periods. Special emphasis was given to disadvantaged groups.

This step enabled us to enroll 258 candidates, or 7.50% more than the set target. Furthermore, the project team has created a waiting list of potential candidates that can join the program, if some of the current admitted candidates decides to discontinue.

Application and admission test results demanded to change the previously planned class spread. Out of 1,098 applicants, 52% stated Prishtina as the city they would like to attend the training. This was expressed even more in the admission exam, where out 64% of the 622 candidates that sat the admission exam wanted to attend the training in Prishtina. This is mainly because Prishtina has historically been the predominant University City, with students from all other regions taking their courses here. Out of 258 admitted, 23.6% were born in Prishtina.

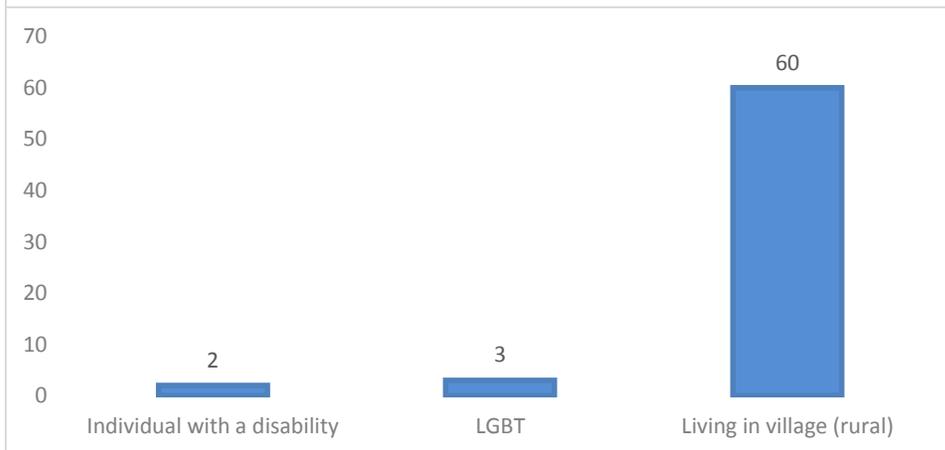
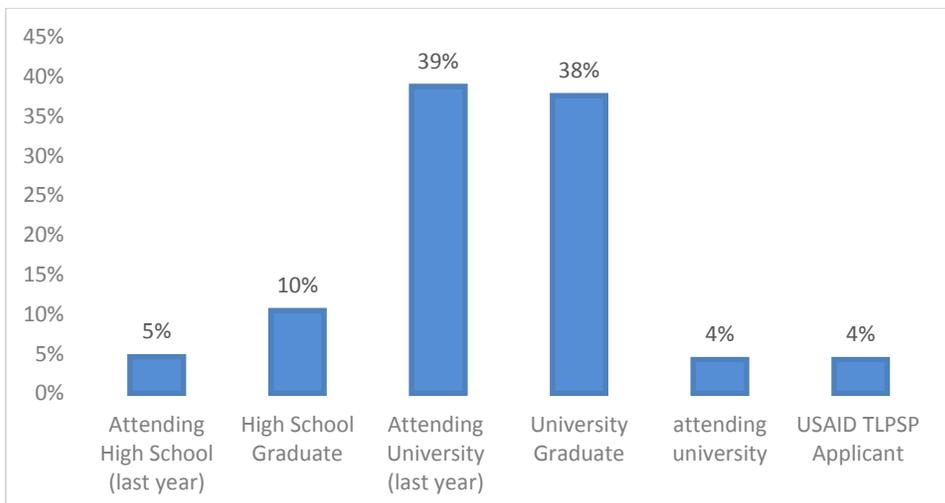
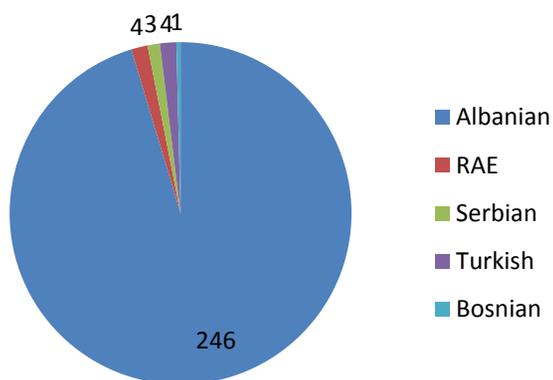
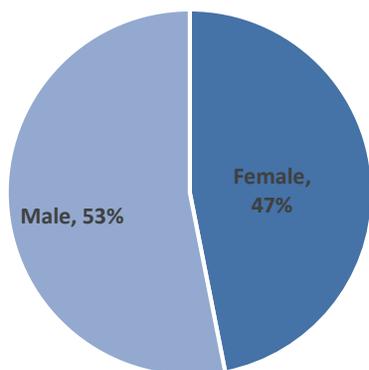


To accommodate student schedules so that it does not conflict their current university study or work schedule, all classroom schedules in each region beside Pristina, start from 17:00 hrs. In Pristina, 2 groups are accommodated in the schedule from 14:00 – 16:45 hrs, while four other groups are scheduled from 17:00 – 19:45 hrs.

As most of the candidates were selected and placed during quarter 1 reporting period, in quarter 2, the project team was mostly engaged in replacing the candidates that decided not to attend with the candidates that were placed on the waiting line. After reviewing the attendance report from instructors, each absent student was contacted by phone and asked whether they intend to take the training. These switches could be done only on the first week from the training start date. Enrolling new students by means of replacement after a week of training does not work in intensive training as a lot of material would be covered and would be difficult for students to catch-up.

During the month of October 2014, we experienced new challenges with attendance as student university study schedules conflicted with their schedule at AUPP. Some students that were enrolled in other cities requested to switch to Pristina based classes, and we were able to accommodate this request for 13 students. As students are divided depending on their study plans, classes in GRE and GMAT faced lower number of student interest in Peja, Gjakova and Prizren. To ensure an economic viability of the group, the project team decided to merge groups from Gjakova and Peja in GRE training, Gjakova, Peja and Prizren in GMAT. Similar strategy was followed in Gjilan and Ferizaj, where students from Ferizaj traveled to Gjilan to take the GRE course, while students from Gjilan traveled to Ferizaj to take the GMAT course. City selection was based on the greater number of students interested to take the course.

In Cohort 1, out of 258 candidates admitted, 47% are female and 53% male. In terms of their education status, 39% are in their last year of bachelor studies, 38% have completed their bachelor studies, 10% are high school graduates, 5% are in their last year of high school, 4% are currently attending their bachelor studies (i.e first year or second year) and 4% are referrals from USAID TLPSP. In terms of declared ethnicity, 246 are Albanian, 4 from RAE community, 3 Serbian, 4 Turkish and 1 Bosnian. Two candidates reported disability, three that they belong to LGBT community and 60 that are coming from Rural Area. 155 candidates, or 60% are from Marginalized Groups (note, cross-marginalized individuals are counted only once i.e. disability and living in rural areas, women and minority, etc.)



In a meeting with the AOR in October 21, 2014, we decided that in the Cohort 2 call for applications, to concentrate mainly on selection of university graduate and/or those that are on their last year of their bachelor studies. This priority listing was decided upon the notion of streamlining activities with the Scholarship Program target audience that will have the opportunity to apply on the next scholarship call in summer of 2015. We have also agreed to attempt to enroll 350 students in this call, or 110 more than initially planned.

As specified in the admission testing section of this report, English test scores were used as the main metric of selection and placement. Math scores are predominantly used to identify knowledge remedy needs before candidates can go into GRE or GMAT. The official English Placement Test Administration Manual contains guidance on how to interpret CamLa EPT Scores. CamLa EPT Scores are divided into six distinct levels: Beginner, Beginner (high), Intermediate (low) Intermediate, Advanced (low) and Advanced. The Skill Level Scores is very important since it guided us to determine the final cut scores that our program will be using.

Table 4.12: Comparison of EPT Cut Scores

CEFR Level Scores		Skill Level Scores	
Level	Score Range	Level	Score Range
A1	0–30	Beginner	0–26
A2	31–38	Beginner (High)	27–40
B1	39–52	Intermediate (Low)	41–50
B2	53–60	Intermediate	51–61
C1	61–80	Advanced (Low)	62–68
		Advanced	69–80

Based on the above table, candidates who scored 69 points and above or 85% and above on the CamLa EPT Test of the admission test were selected to attend the AUPP Program for TOEFL Prep. Course and GRE/GMAT Courses. On the other hand, candidates who scored 51 points to 68 points or 63% to 84% on the CamLa EPT Test on the admission test were required to attend Remedial English Course prior joining the TOEFL Prep. Course.

All candidates were tested under the program eligibility criteria, and priority for admission was given to:

- University students in their last year of studies towards their undergraduate degree or those who have already finished their undergraduate studies.

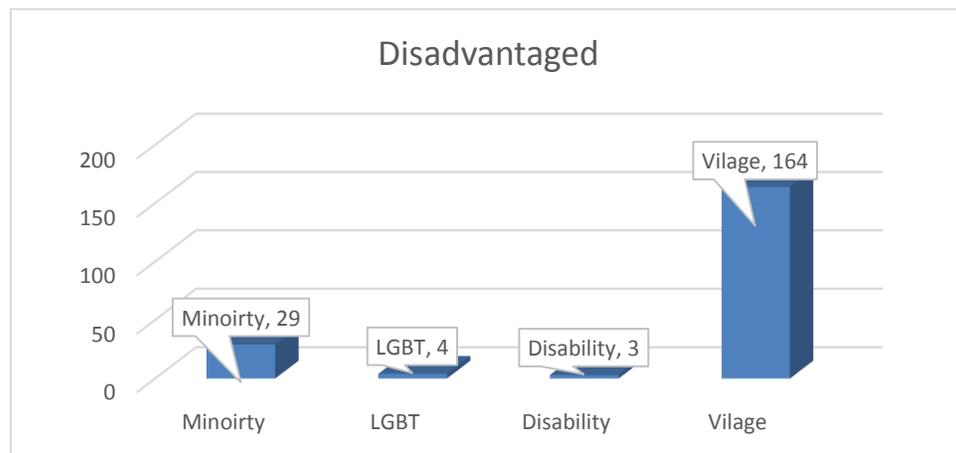
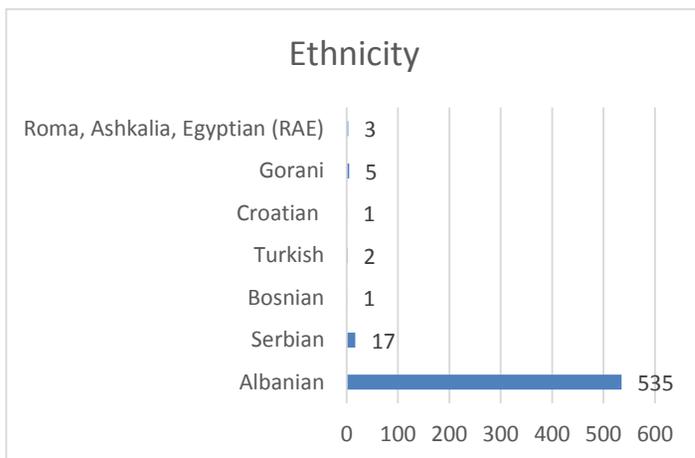
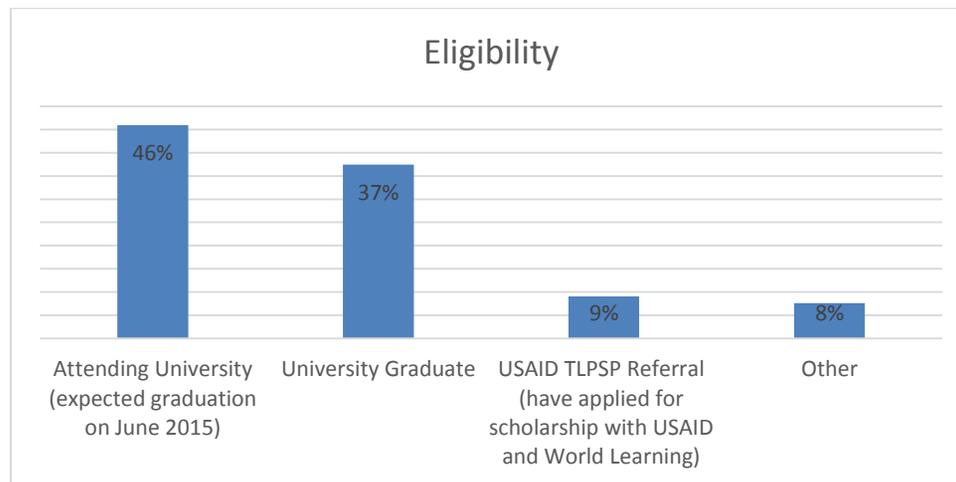
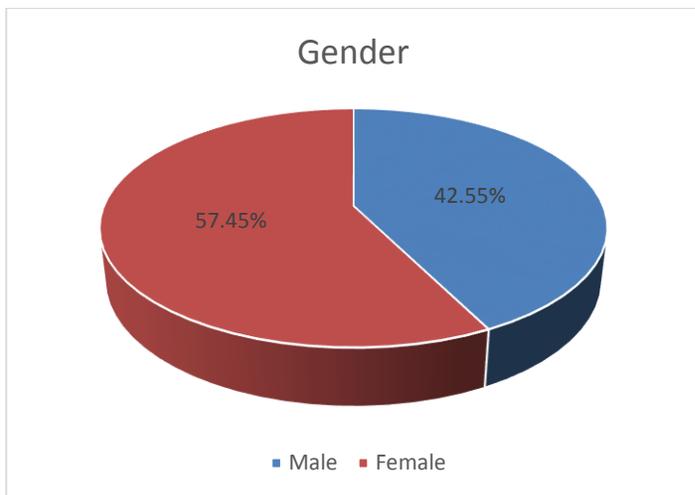
Positive discrimination in admission was applied to the following groups:

- Candidates coming from disadvantaged groups (Women, Disabilities, Rural, Minority, LGBT community)
- Candidates referred by TLP Scholarship and Partnership Program

An individual email was sent to each candidate to inform them about their admission to the program and courses that they need to attend. All candidates were required to sign an electronic student contract in order to complete the admission requirements.

Out of 1202 applications received, 972 applicants sat the Admission Test and 595 students were admitted to the program. Similar to the previous cohort, we dismantled the program into courses and placed students based on their admission test results, which included 345 candidates admitted in Remedial Course, 350 in TOEFL, 144 in GRE, 100 in GMAT and 345 in Discovery. Effective admission is considered to be at 350 following the full program.

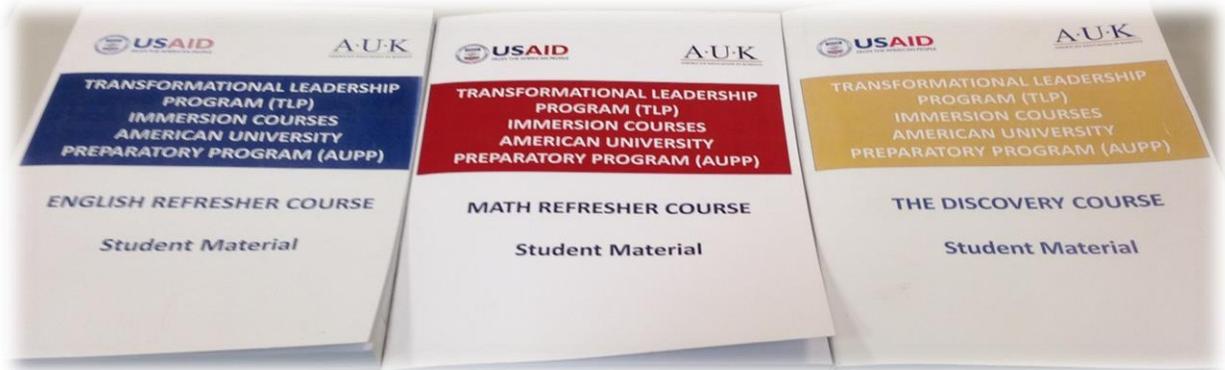
In Cohort 2, out of 595 candidates admitted in sections of the program, 31 withdrew or did not attend. Out of 564 attending, 57% are female and 43% are male. In terms of their education status, 46% are in their last year of bachelor university students, 37% have completed their bachelor studies, 8% are in other studies and 9% are referrals from USAID TLPSP. In terms of declared ethnicity, 535 are Albanian, 17 Serbian, 5 Gorani, 3 from RAE community, 2 Turkish 1 Bosnian and 1 Croatian. Three candidates reported disability, four that they belong to LGBT community and 164 that are coming from Rural Area. 407 candidates, or 72% are from Marginalized Groups (note, cross-marginalized individuals are counted only once i.e. disability and living in rural areas, women and minority, etc.)



2.1.8 Activity 08: Selection and Procurement of Training Materials

For the Remedial Courses in English and Math, as well as for the Discovery Course, the Head Professor in cooperation with the trainers have selected existing textbooks available in the A.U.K's "Irwin Metzger Memorial Library" (<http://www.aukonline.org/web/administration/library.html>) to compile the student materials that will be used for the training in English and Math Refresher

The project prepared and printed student workbooks that were distributed to students and trainers at the beginning of the course, and supported with additional hand-outs during the delivery of the course.



For TOEFL/GRE/GMAT Preparatory courses, the project initiated procurement of student books following the A.U.K procurement policies. The most up to dated prep books were ordered for Cohort 1 and the following volumes arrived on August 27, 2014:

- 250 Kaplan TOEFL IBT Premier 2014-2015 with 4 practice tests: Book+CD+online+mobile, ISBN: 978-1618654052
- 120 GRE Premier 2015 with 6 practice tests;book+DVD+Online +Mobile, ISBN: 978-1618656230
- 70 GMAT Premier 2015 with 6 practice tests:Book+DVD+Online+Mobile, ISBN:978-1618656650



The books were distributed to enrolled candidates in all regions. All students and instructors signed the material hand-over form upon acceptance of the book/training material and data are stored in the files as well as electronically in the course tracker. One copy of each book was handed over to A.U.K library to be made available to students for renting, in case they lose their own copy.

Based on instructor’s lessons learned from Cohort 1 and student feedback, the training materials for the Remedial Courses were revised and improved for Cohort 2 candidates.

Furthermore, based on the chosen training track of the selected candidates, the project team procured the following books for Cohort 2:

- 365 Kaplan TOEFL IBT Premier 2014-2015 with 4 practice tests: Book+CD+online+mobile, ISBN: 978-1618654052
- 170 GRE Premier 2015 with 6 practice tests;book+DVD+Online +Mobile, ISBN: 978-1618656230
- 100 GMAT Premier 2015 with 6 practice tests:Book+DVD+Online+Mobile, ISBN:978-1618656650

The books were distributed to enrolled candidates and instructors in all regions and recipients signed the hand-over forms. If candidates dropped a course, they were required to return the books.

This is the availability of the stock planned to be potentially used for Cohort 3:

Book:	TOEFL IBT Premier 2014-2015	GRE Premier 2015	GMAT Premier 2015
Purchased	615	290	170
Distributed	613	267	161
Left	2	23	9

2.1.9 Activity 09: Training Delivery / Evaluation Training

During Year One, the full program (English Refresher, Math Refresher, TOEFL, GRE, GMAT and Discovery) was successfully delivered in all regions of Kosovo. Student attendance and participation was reported to have been satisfactory. Almost all instructors possess Advanced degrees attained at internationally acclaimed universities in Europe and the United States.

The English trainings were carried out by English instructors from the respective cities where trainings were delivered. Most of the instructors were teachers in the local elementary, middle, or high schools and the advantage was that they were familiar with the local student population culture thus were able to differentiate their teaching styles according to students learning needs. We closely observed the trainings and conducted site visits and teaching observations to assure quality teaching and learning was at place. The English Refresher course was delivered three times a week, three hours per meeting. All classes in other cities were delivered in the evening (from 5 PM) while classes at A.U.K were delivered both from 2 and from 5 PM.

The syllabus for English refresher aimed at five general goals: 1) Reading; 2) Vocabulary; 3) Grammar and Mechanics; 4) Speaking; and 5) Writing. Even though the course lasted 5 weeks, delivered in 21 class hours, the instructors reported that they were able to cover the topics included in the plan. This course is provided as a refresher to prepare students to attend the TOEFL iBT class which requires more solid and refined English skills.

Since this course is a replication of the existing A.U.K College English class, we took an advantage of the fact and created a grading system accordingly. The aim of the grading was to introduce students to the American University grading system but also raise awareness of the importance of the class. Grades

appeared to be satisfactory and teachers reported that even though students found the work overwhelming at times, they still appreciated the knowledge that they were receiving at that pace.

During the ToT's we organized before the start of the course, we discussed about classroom management and teaching delivery styles. For classroom management, we talked about creating a sustaining classroom atmospheres free of hostility and threats and teachers were prepared to celebrate diversity and bring it up front as an asset. This was done for two reasons: 1) to raise awareness among instructors that diversity is indeed an asset, and 2) to prepare these students to function well in highly diverse settings. We particularly noted that diversity is not only ethnic and religious but it is also cultural, social, economic, sexual, and many more including learning skills of students participating in a class. This was accepted well and was appreciated by the instructors.

The Math trainings were delivered at the same time as the English trainings. It was particularly remarkable that we attracted instructors with very good academic profiles who had quite some experience in research and teaching math at the university level. They were all very diligent and committed. The syllabus was created in cooperation with them and the standards were set during the initial ToT meeting at A.U.K. After the agreement the syllabus was developed and sent to all instructors for approval. The whole class was delivered in a very collaborative manner. After each class was delivered, instructors reported their class experiences which helped both instructors and us as a team to note advantages and disadvantages of the teaching philosophy behind the syllabus.

There were 18 class hours delivered and all elements were reported to have been covered. Each class was met three times a week, three hours per meeting. Ultimately, instructors reported that the number of classes allotted for the math class were not sufficient and that some classes could be added in order for all topics to be covered. It was also reported that some more topics could be added in order that the objective of the class is met. This class aims to introduce students to the math sections which appear in the GRE and GMAT test. As a result, we have decided that in the next cohort we will tailor the math syllabus to cover math topics which appear in the GRE and GMAT so that students better cope with the challenge when they attend these classes.

TOEFL Preparatory classes were carried out by English instructors from Prishtina as well as the respective cities where trainings were delivered. Most of the instructors were teachers in the local middle, or high schools and the advantage was that they were familiar with the local student population culture thus were able to differentiate their teaching styles according to students learning needs. We closely observed the trainings and conducted site visits and teaching observations to assure quality teaching and learning was at place.

GRE and GMAT courses were delivered by instructors mainly from Prishtina who commuted to different cities to deliver the course. For each of these course we used the KAPLAN book sets and provided instructors with needed equipment to deliver the course. Each group of instructors teaching a specific course (TOEFL, GRE GMAT) shared their materials and experiences as they delivered the class. Instructors reported that this practice, along with other materials being at place, ensured quality delivery of the class.

Prior to the start of each class (TOEFL, GRE GMAT), we conducted a structured training, mandatory for all instructors, to ensure quality delivery of the course. The focus of this training was on teaching techniques and approaches as well as lesson planning, use of resources, and teacher-student rapport.

Each of the syllabi for the above mentioned courses is student centered and has clear achievable and measurable objectives and outcomes.

The TOEFL class is designed to assist candidates learn strategies, techniques, and tips to help them improve their reading, listening, speaking, and writing scores on the TOEFL iBT test. Throughout the

course, candidates are provided with practice tests including the opportunity to practice speaking and write essays. The purpose of this course is to help non-native English speakers practice and learn strategies and skills that will aid them to improve their TOEFL iBT (Test of English as a Foreign Language) scores. The course covers all four sections of the test such as reading, listening, speaking, and writing, while including authentic practice tests and an online learning center. Classes include individual and collaborative exercises and test simulations. Homework may be assigned on particular class topics/sections. Every assigned homework is discussed in class so each candidate is expected to complete homework on time. Overall, this class is based on practice both in class and outside of class. Candidates are expected to practice and use all class resources outside of class to maximize their chances of getting high scores when taking the actual test.

The Graduate Record Examinations (GRE) is an admissions requirement for most graduate schools in the United States. The GRE is a standardized test, not related to any specific field of study that aims to measure students' critical thinking skills through three distinct sections: verbal reasoning, quantitative reasoning, and analytical writing. The GRE is supposed to measure the extent to which undergraduate education has developed an individual's verbal and quantitative skills in abstract thinking. Our GRE course is designed to help students build and improve their skills each week and increase their confidence level over the span of the 10 weeks. The course is a ten-week, in-person, classroom-based course consisting of 60 hours of instruction time.

The GMAT is tailored for individuals interested in earning an M.B.A. abroad are required by a vast majority of business schools to submit scores from the GMAT exam as a measure of their intellectual ability. Our GMAT preparation course is designed to equip its participants with knowledge of the best practices for achieving a superior score on the GMAT. It covers how the test works, how it is scored, and strategies for optimal performance. The program's 'practice-oriented' design allows participant to gauge themselves and ultimately use that knowledge to design a study program individually tailored to their strengths and weaknesses. The GMAT test measures general verbal, quantitative, and analytical writing skills that are developed over a long period of time and are associated with academic success in the core courses of graduate management programs. The GMAT examination does not presuppose any specific knowledge of business or of other specific content areas, nor does it measure achievement in any particular subject area.

It was remarkable that all sections of all three classes managed to cover the whole planned material. Student attendance and participation was satisfactory and as such instructors were able to apply all strategies included in their lesson plans.

In year one, the Discovery course was offered as the last course in the series of courses in the AUPP. The course is designed to introduce students to the United States higher education system, the American culture, diversity, the general communication discourse, and Public Speaking. It tackles the importance of culture in our everyday lives and the ways in which cultures interrelate. It serves as a foundation to increase students' understanding of intercultural and multicultural communication and ultimately prepare them to deal with diversity as well as function both socially and academically in an increasingly diverse environment. Moreover, it provides students with study skills necessary to succeed in a US based higher education institution. The course focuses on fundamental research techniques, general academic writing standards, in-text citations and referencing using the American Psychological Association (APA) writing style, how to avoid plagiarism, effective time-management, critical and creative thinking, intercultural communication competence, presentation skills (public speaking), library research, note taking and time management.

The format of each class in the Discovery course is designed to have students provide their input for all the topics and sub-topics included in the daily lesson plan. Instructors are trained to allow students to have a say and let them learn from one another while working on collaborative small class projects as well as debate on tangible academic, social, cultural, and world affairs. The class is divided into four modules and each module has clear outcomes.

The first module focuses on General Education Skills, American University Graduate School Requirements and Student Life and after its completion students need to produce a short paper explaining “Graduate Life in the United States: Tips on How to Succeed in Life and at School.” Within this module, among other things, students are introduced to APA and MLA writing styles, Basics of Academic Writing, Critical Thinking, Argumentation, Constructive Criticism, in order that they start including related literature to their paper as the general course goal is for them to learn how to write a proper academically accepted research paper.

The second module then teaches students how to produce a research paper while they need to submit one by the end of module 4. In module 3, students learn about Interpersonal and Intercultural Communication and they are asked to produce a paper on “How to communicate effectively with other cultures without abandoning the values of your native culture?” Moreover, module 4 focuses on Public Speaking where students learn the essentials of public speaking including, but not limited to, informative speaking and persuasive speaking. On the very last class, in groups, students need to deliver an informative on a topic previously agreed with the instructor. Most instructors accepted the idea that it would be good if students were asked to choose a culture of their choice and present all cultural traits, values, artifacts, traditions, and everything associated with a culture, to their peers. The purpose of this was to once again reinforce the general aim of this class to have students explore about other cultures and ultimately appreciate diversity.

In the second cohort, having learnt some lessons from cohort 1, both from practice and from student feedback, we decided to conduct some changes in the number of hours allocated for Math Refresher, TOEFL, GRE, and GMAT. The team realized that students were experiencing difficulties with the Math portion of the GRE and GMAT hence decided to allocate 24 instruction hours for Math, which translates into more instruction hours and more topics covered.

Originally, the Math class had 18 instruction hours and the team decided to take 3 instruction hours from GRE/GMAT and TOEFL, allocating these classes 57 instruction hours just so that the number of hours does not exceed the total number of hours of 198 as initially agreed. This change was greatly appreciated by all instructors involved in teaching the GMAT/GRE, TOEFL, and most importantly, Math.

For Cohort 2, the team also decided to conduct some curriculum changes. Given that Math had more hours (18-24), we decided to structure the Math class so that it covers all Math topics that appear in the GRE and GMAT. This is done with the purpose of covering all math concepts that appear in the respective classes so that instructors don’t have to teach these concepts when they deliver the GRE/GMAT class but rather focus on the test taking techniques. Our aim was also to have the same instructors who teach GRE/GMAT to deliver the Math class as it would help them with the previous student knowledge assumed part when instructors prepare lesson plans. This was reported as a very positive change both by instructors and students.

Moreover, the team decided to change the English Refresher syllabus based on the feedback we received from instructors delivering TOEFL, GRE, GMAT, and Discovery. According to them, students' writing skills appear to be in a low level and as such students cannot cope with the writing challenges in the TOEFL, GRE, GMAT, and Discovery. We looked at student writing samples and scores and realized that the English Refresher would need a change. Hence, we decided to create a syllabus that would focus on basic academic writing skills to bring students' academic English proficiency closer to the level required for taking the TOEFL Prep Course and to prepare them for taking further English classes in order that they can attend an American university program of study. The course is designed to equip students with basic and advanced academic writing skills while teaching sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practices. Part 1 of the class focuses on paragraph writing and it encompasses paragraphs such as narrative paragraphs, descriptive paragraphs, process paragraphs, and comparison/contrast paragraphs. Part 2 of the class focuses on more advanced academic writing approaches. It offers a comprehensive approach to learning how to write process essays, cause/effect essays, comparison/contrast essays, and argumentative essays. Part 3 of the class focuses on critical reading and thinking as it is required for successful study and completion of any of the courses offered through the American University Preparatory Program (AUPP).

Finally, for cohort 2, in cooperation with our instructors, we carried out workshops prior to the beginning of all classes to alter the existing syllabi to better meet our learning outcomes. All other syllabi were slightly modified without any substantial changes.

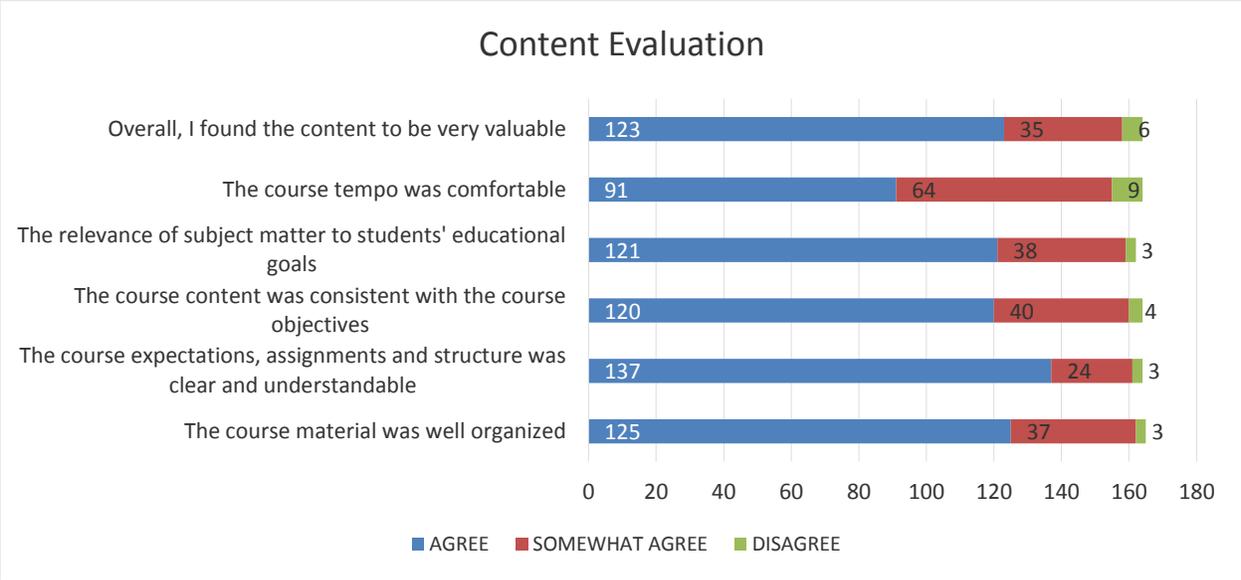
2.1.9.1. Training Evaluations from Cohort I Students

Course evaluations were carried out using an internet based evaluation system which allows easy access for students and it's convenient for the administration to follow and generate end survey results. All questions included a five scale survey (strongly agree, agree, neutral, disagree, strongly disagree) as well as a portion of a qualitative survey.

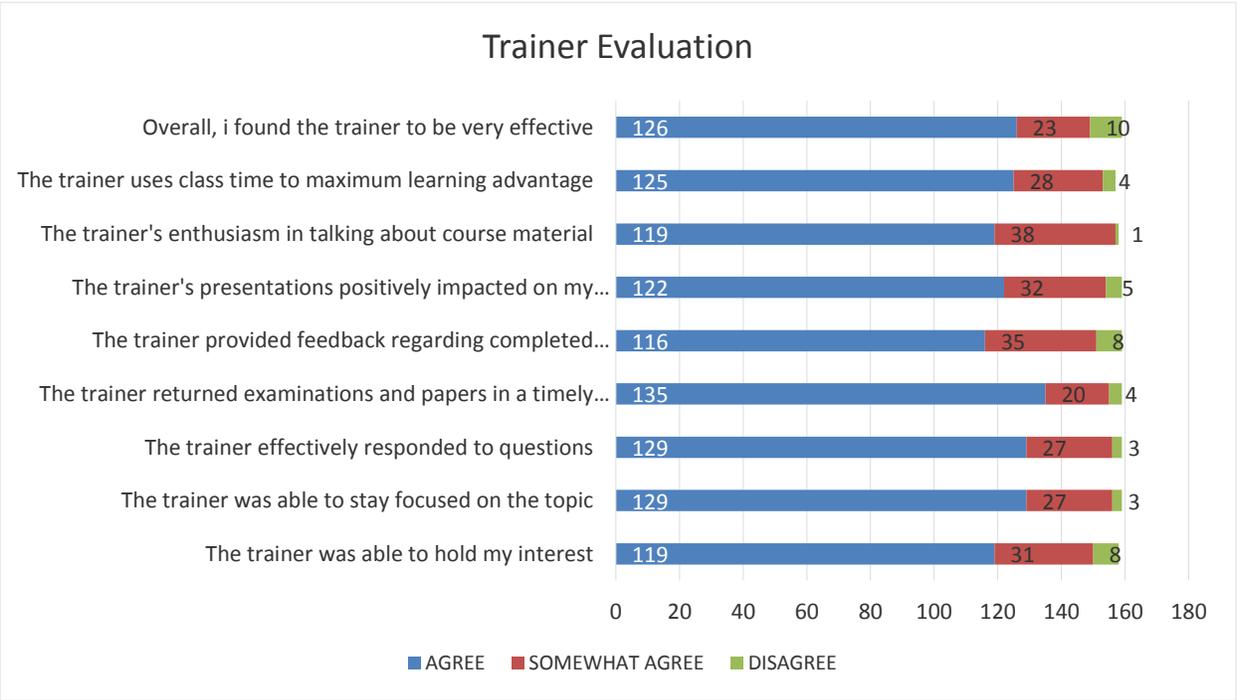
English Refresher

For all elements that were surveyed the majority of students provided their answers. The elements that were surveyed included Content Evaluation, Trainer Evaluation, Administration Evaluation, Logistics Evaluation, Self-Evaluation, and Recommendation Confidence.

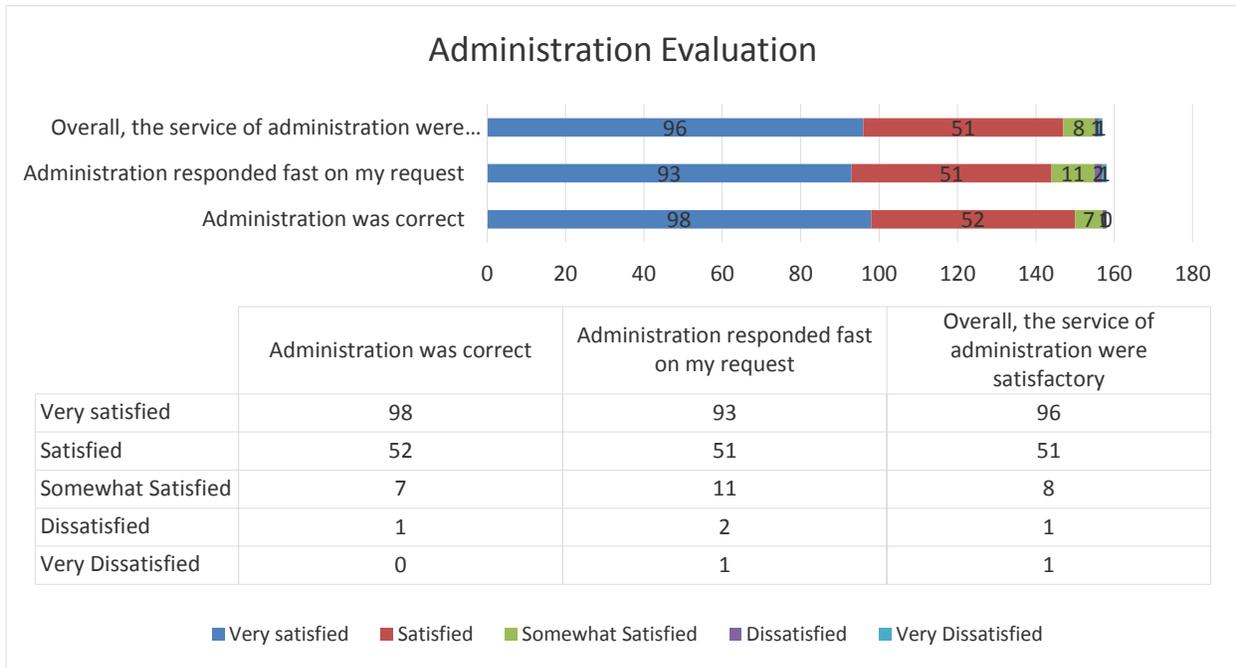
Course content was positively evaluated. 165 students took the survey and of all the questions included (see graph below) on average, 119 provided positive answers of Agree. The last question 'Overall, I found the content to be very valuable,' 123 students reported to agree, 35 somewhat agree and 6 only disagreed.



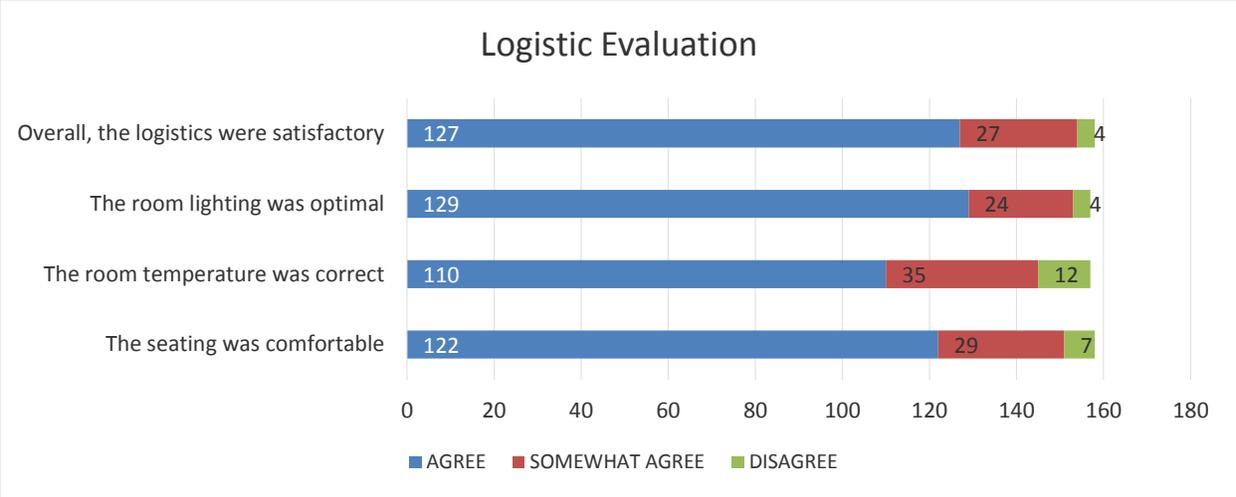
Moreover, trainers were also positively evaluated. For all 9 questions provided (see graph below) the majority of students reported to 'agree' with the positive statements. Out of 159 respondents, on average, 125 agree with the statements. 126 students reported to agree with the statement that overall, they found their trainer to be very effective. It is worth mentioning that the last statement has received the most 'disagree' responses (10 total) which shows an inconsistency with the previous answered statements with the 'disagree' option. This, in part, may be a cultural and experiential reason from the student side or a reason to change the statements to a 5 Likert scale.



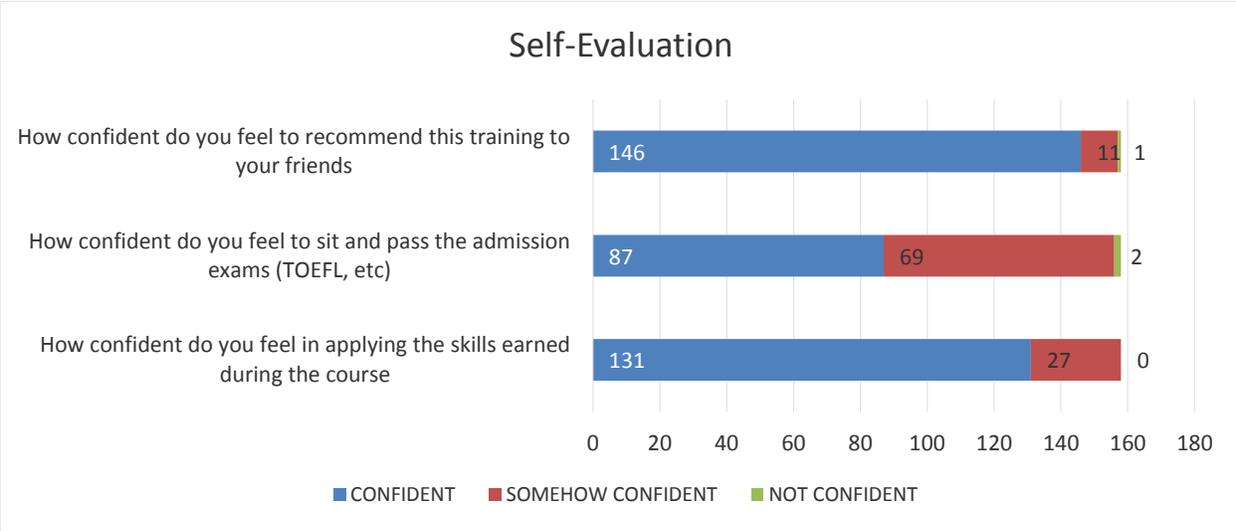
Likewise, the Administration was evaluated positively. For this tier, a scale of 5 possible answers was utilized to determine the satisfaction of students (see graph below). That the administration responded fast to students requests, 93 students reported to be very satisfied out of 158 in total. The average number of students who reported that they were very satisfied overall is 95.6 which appears to be a positive number given the 5 scale of possible answers which includes ‘satisfied’ and ‘somewhat satisfied’ as positive answers, however not included in the calculation of the average.



Additionally, the logistics appears to have been carried out fashionably. Out of 158 respondents in total, 122 claim that seating was comfortable while only 7 disagree. Lighting is reported to have been optimal with 129 respondents agreeing and 24 somewhat agreeing. The only statement that tends to alert us on an issue that may have been perceived as negative is room temperature, even though the majority of respondents (110) find it to be optimal. Overall, logistics seems to have been positively evaluated with an average of 122 respondents who have clicked on the ‘agree’ button.

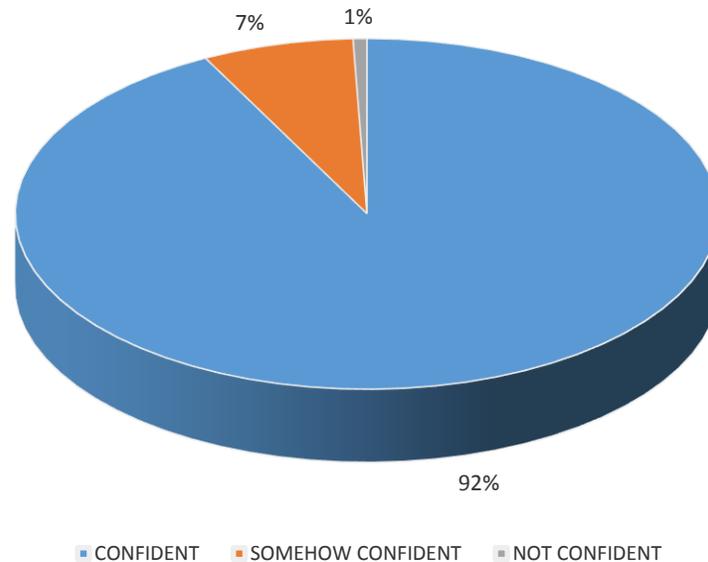


The self-evaluation tier seems to present interesting results. Namely, out of 158 respondents, 131 feel confident in applying the skills they earned during the course. However, when asked if they are confident enough to sit and pass an admissions exam, only 87 report to be confident enough while 69 out of 158 report to be somehow confident. This does not report a negative result whatsoever, even though it does show some lack of positive confidence among participants when it comes to taking a standardized test in English language. We need to be aware that this question is asked at a time when students have just finished a refresher course which does not prepare them for taking a standardized exam like TOEFL.



Finally, when asked if students would feel confident to recommend the training to other friends, 92 percent report that they would (see graph below). This absolutely puts the program in a superior level, even though it reports only for the English refresher course.

How confident do you feel to recommend this training to your friends?



The qualitative evaluation statements are the same in both Remedial Math and Remedial English. Namely, students were asked “what topics were most helpful,” “what topics were least helpful,” and were asked to comment on the trainer as well as provide other comments. Topics were generally positive with quite some good suggestions. Instructors were found to be “practical” and “helpful” (cited as they appear in the comments). Some students found the course to be short while one student pointed out that the instructor had not had the chance to show all her/his knowledge because of the length of the course. Moreover, there were different comments regarding the parts of the course which they mostly liked. One student reported that he/she liked the writing part of the course while another one reported that she/he liked the vocabulary part of the course. Generally, it appears that students liked the grammar part of the course since most students commented on grammar as the most helpful topic in this course.

Additionally, student *trainer satisfaction* appears to be positive. For one of our instructors, students reported the following: “The trainer is great at everything, she takes time to answer all of are questions in my opinion she's very qualified for this job and she's also a great person.” She was very lovely, interested on our opinions.” “She is a very good teacher. She know how to deal with students and also she may be a good friend during the lesson.” Furthermore, another trainer was evaluated with the following comments: “My trainer was very understandable, she was nice to all of us. She was always smiling which was a very good thing and helped us a lot. She was very clear while explaining lessons.” excellent and outstanding.”

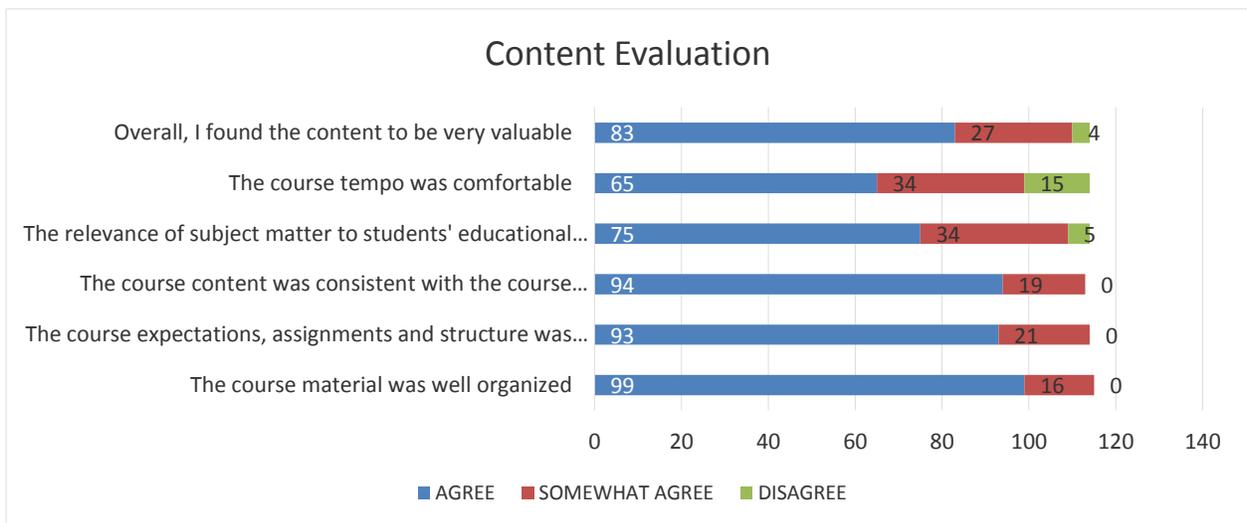
General comments were also very supportive and they generally praised the program and encouraged us to continue to offer it to the next generations. One student noted: “no other comment, just I will be pleased and feel privileged to tell my friends about this course.” Another one said: “Everything was perfect”. There were suggestions like “It could be much more interaktiv” and “The trainer is a good teacher but maybe he need to focus more in samples, or to give us more samples than usualy” and we will consider these in the next cohort because we find it to be a good indicator to improve our academic services to our students.

In sum, we are satisfied with the feedback for our Remedial English course but remain committed to improve both the syllabus and the teaching approaches to meet the differentiated needs of our diverse student groups.

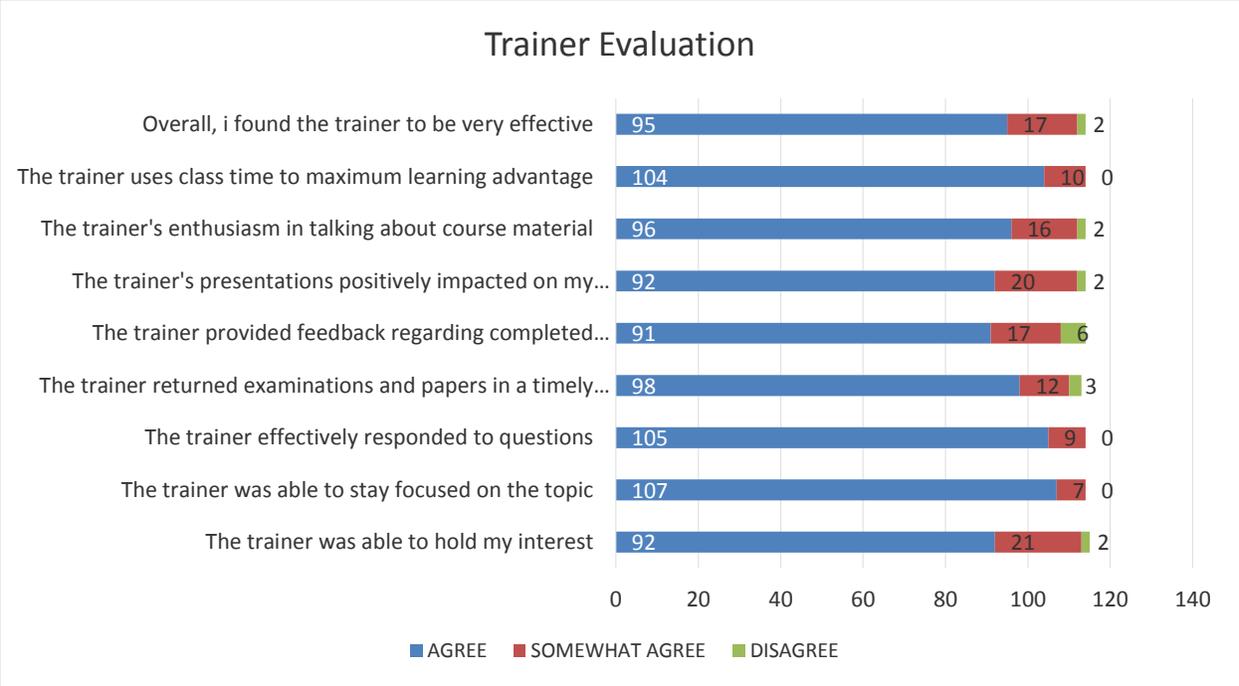
Math Refresher

Similar to the English Refresher course, the elements that were surveyed for the math refresher course, among others, included Content Evaluation, Trainer Evaluation, Administration Evaluation, Logistics Evaluation, Self-Evaluation, and Recommendation Confidence.

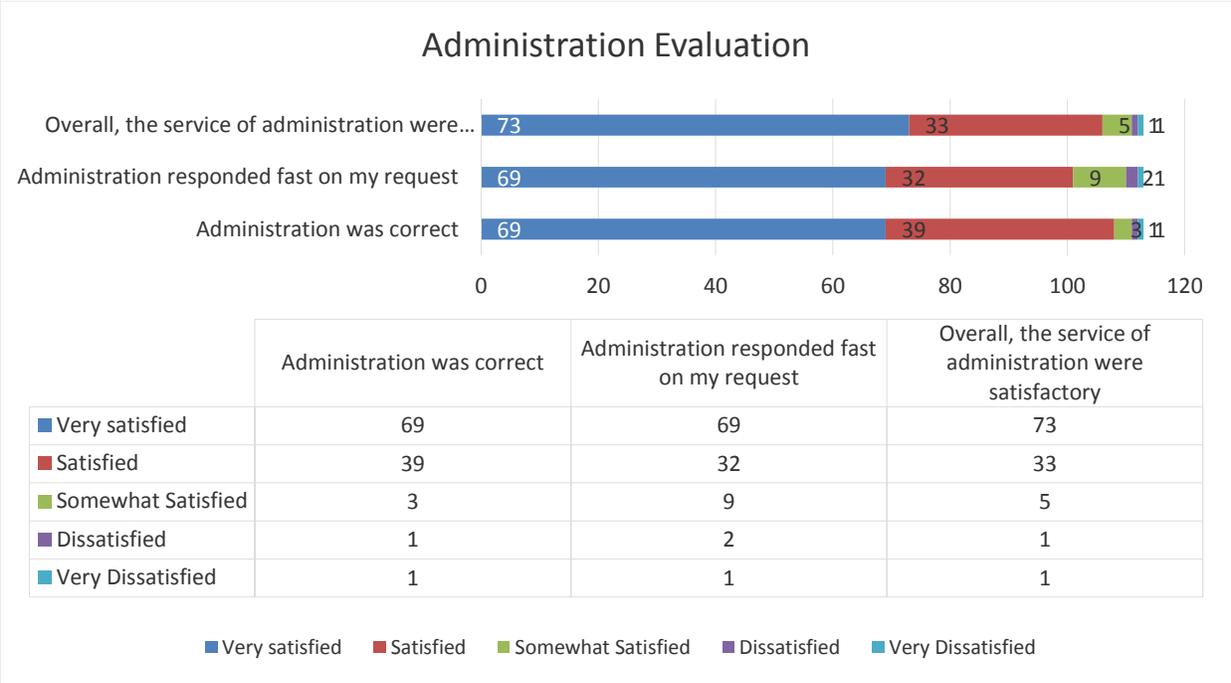
A total of 115 students responded to the survey while providing responses with a general positive tendency. For the content evaluation tier, out of 115 (see graph below), 99 agree that the course material was well organized while 65 find the tempo of the course to have been comfortable. For the same statement 34 reported to somewhat agree which may be a determining factor to reflect that a number of students may have felt some portion of discomfort with the fast pace of the class. However, the number of students who disagree with this statement is only 15 which is still low compared with the two other positive responses. On average, 85 students agree that the content of this course was valuable, which is a good number to determine that this tier is positively evaluated by respondents.



The trainer evaluation tier was assessed by a total of 115 students taking the math course. Out of 9 statements related to the course instructor, three were mostly positively evaluated. Those include: 'The trainer was able to stay focused on the topic (107 respondents out of 115 agree)', 'The trainer effectively responded to questions' (105 out of 115), and 'The trainer uses class time to maximum learning advantage' (104 out of 115), (see graph below). Other statements have received quite a positive response with the highest number of students being 6 who respondent negatively as far as trainer feedback on completed course assignments is concerned.

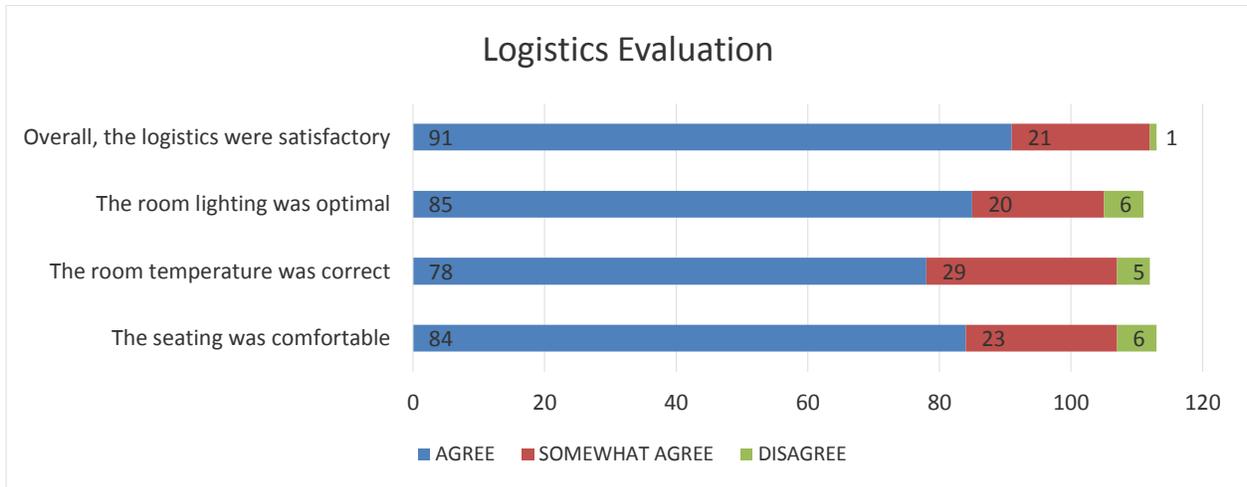


Moreover, the training administration is evaluated with the 5 scale evaluation method, similar to the English refresher course. Out of 113 respondents, 108 believe that the administration was correct, with 69 responding with very satisfied and 39 being satisfied. The total number of the dissatisfied is 4 (see graph below) and measures have been taken to contact these students to see where the knot is tied.

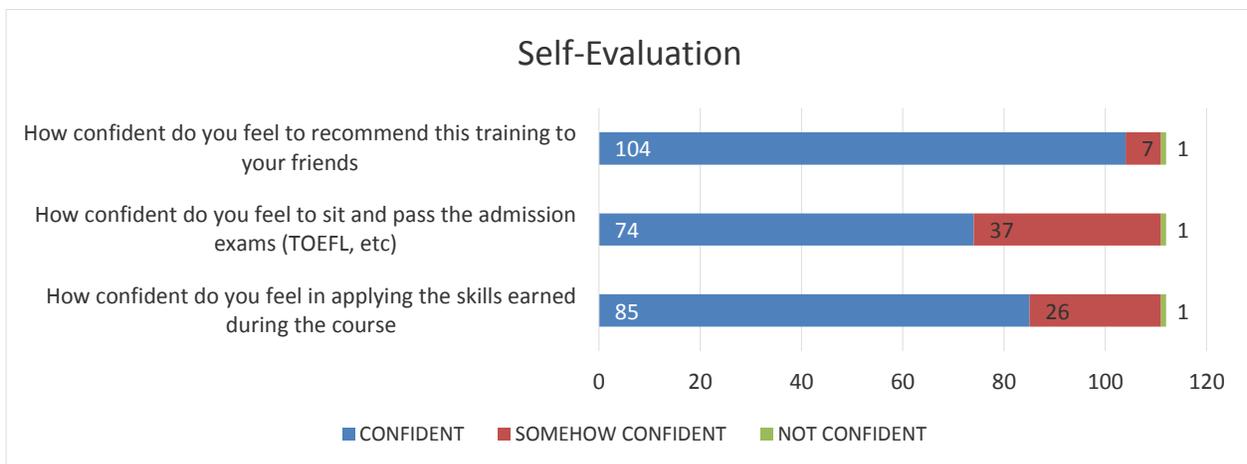


Additionally, logistics received 113 responses from students attending the course out of which 84 find the seating to be comfortable while 23 only somewhat agree with that statement and 6 disagree (see graph

below). Similar to the English refresher course, the number of respondents who assessed the room temperature, percentage wise, appears to be close to the number of respondents who assessed the same element in the English refresher course. Hence, for the future, measures will be taken to tackle this issue. Anyway, logistics appears to be positively evaluated.

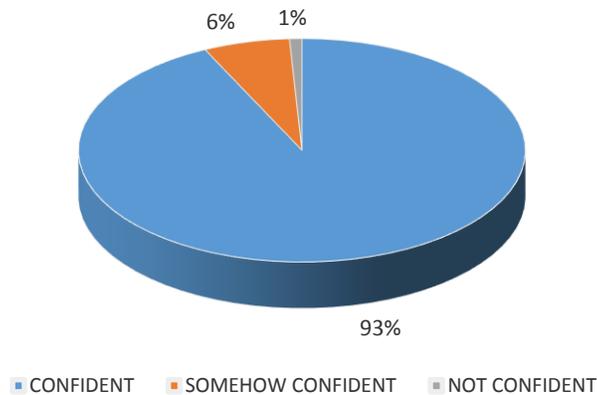


Likewise, students evaluated their confidence with positive responses. 85 students appear to be confident in applying the skills earned during the class while only one student is not. Furthermore, 74 students feel confident to take a standardized exam in math while 37 being only somehow confident. This is a good show of confidence for taking a standardized test after just attending a refresher course, which in part reflects that the course has equipped them with necessary skills and knowledge to tackle a challenging standardized exam. Of course, this is a test of perception rather than reality since the actual standardized math tests seem to be challenging for those who have not taken any training prior to the test.



Finally, 93% of the students who attended the math refresher course claimed that they would recommend this course to their friends, which is a slightly higher percentage compared to the English refresher course.

How confident do you feel to recommend this training to your friends?



For the qualitative part of the evaluations students were asked “what topics were most helpful,” “what topics were least helpful,” and were asked to comment on the trainer as well as provide other comments, similar to the English Refresher course. For the most helpful topics, students commented on a range of elements they found positive. One of our groups in Prishtina reported that “*All topics were helpful*” and that “*Word problems*” were quite helpful to them. When asked about the least helpful topics for this group, they unanimously reported that “none” of the topics were least helpful. As far as the instructor appraisal is concerned, comments were excellent. They found the instructor to be “very practical,” “helpful and understandable,” “One of the best trainer I have ever seen,” etc.

Moreover, there seems to be a positive trend when it comes to student satisfaction for the most helpful and least helpful elements in the Math Refresher course. One students attending the course in Mitrovica reported that he/she found the class very helpful particularly because it was offered in English and that she had never taken math in English language. Other positively evaluated elements are equations, algebra, radicals, linear equations, and word problems. On the other hand, the least helpful topics seem to have been additions, subtractions, and quadratic equations. For the least liked topics, students commented that some topics would require more time and that exponents were found not to be very helpful.

Math trainers seem to have done a very good job delivering this short and intensive training. When asked to comment about trainers, students shared interesting insights. Comments included: “Hard Working, Punctual, Fair, Friendly,” “she was very professional, stayed focused on the subject and managed the time very well,” “very communicative and able to interact with the students” and more.

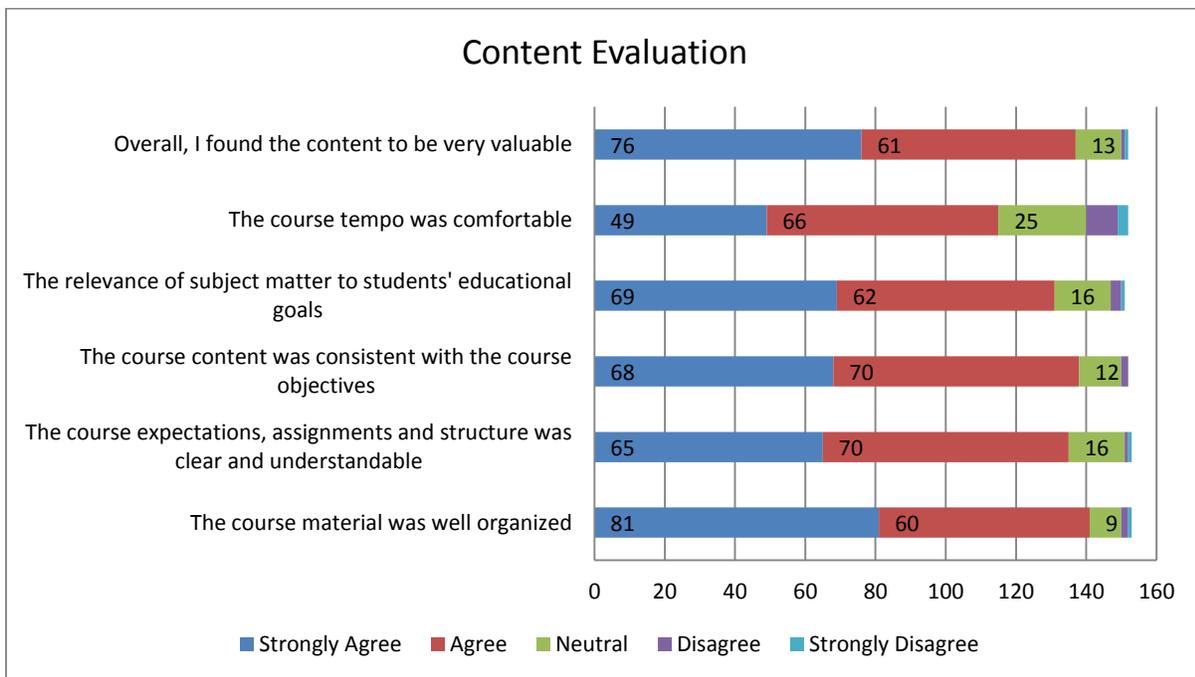
Similar to the English Refresher course, the Math Refresher provides a positive feedback with minor issues which would need to be looked upon. Regardless of the trend, the AUPP team will look for ways to improve the math syllabus so that it is more interactive and more applicable in its general purpose.

TOEFL

For all elements that were surveyed the majority of students provided their answers. The elements that were surveyed included Content Evaluation, Trainer Evaluation, Administration Evaluation, Logistics Evaluation, Self-Evaluation, and Recommendation Confidence.

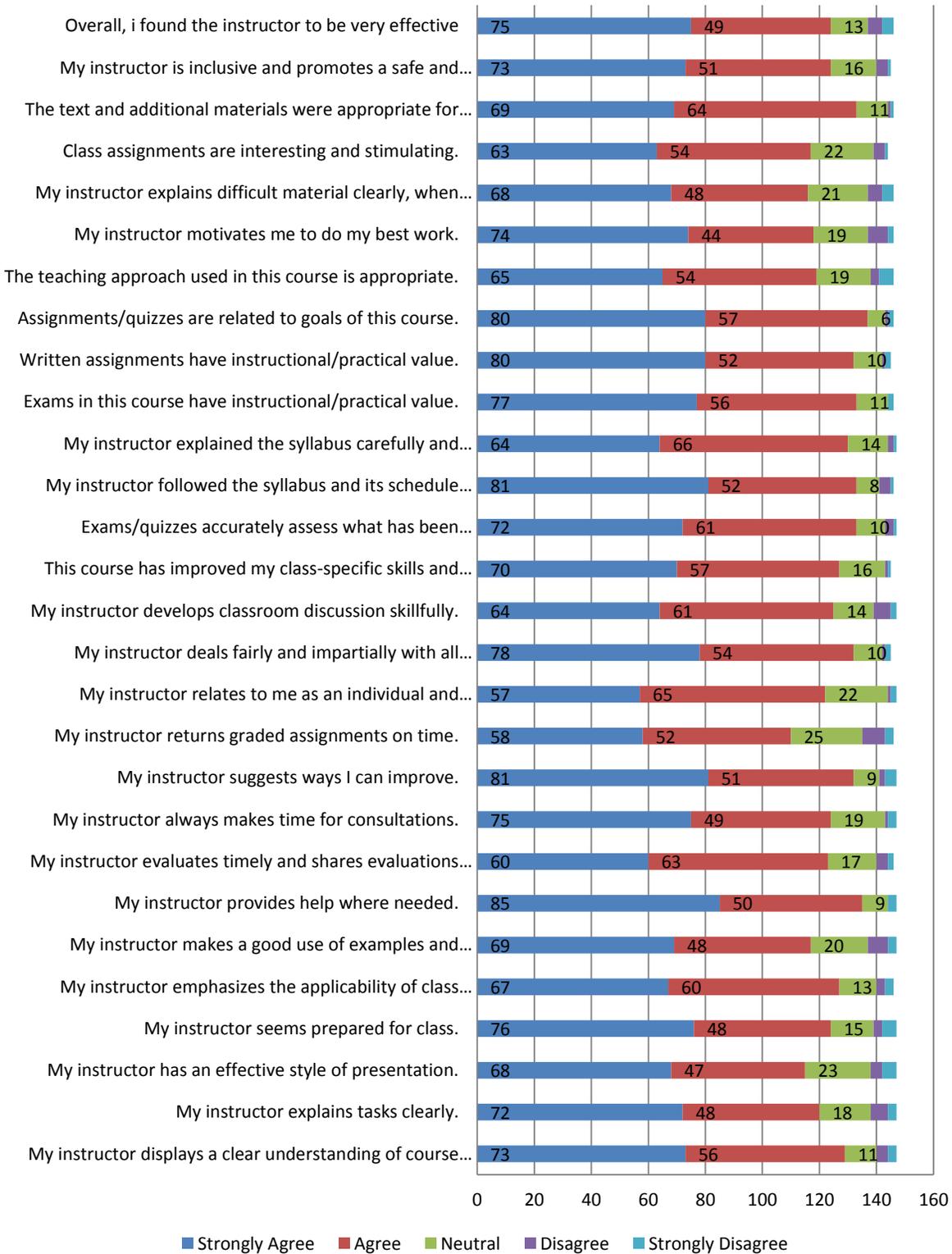
Content Evaluation

153 students provided feedback for this tier and apparently it leans towards the strongly agree and agree ranks. The highest number of strongly agree clicks in the online evaluation form received the statement “the course material was well organized. What is important to mention is the positive trend that “the relevance of subject matter to students’ educational goals” received. 69 students reported to strongly agree and 62 agree. This is an important signal for the program that reports that the class and the way it is designed and delivered, meets students’ educational goals. However, 25 appear to be neutral on the statement that “the course tempo was comfortable” which alerts us that we may want to revisit the pace in which the course is delivered.

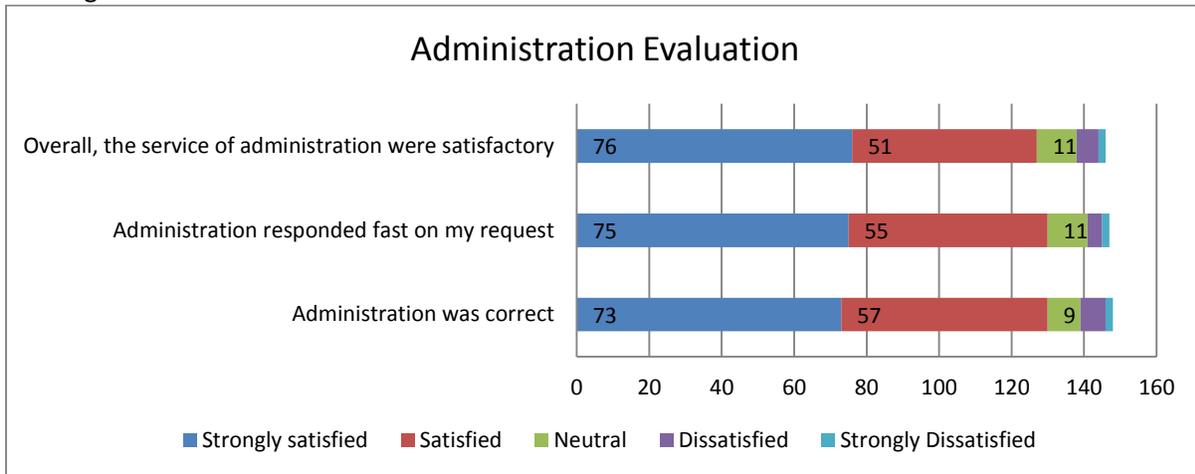


Moreover, 147 students provided their feedback on Instructor and course evaluations. Generally, this tier proves a positive trend and it appears that instructor and class likability is in a satisfactory level. The highest number of students who clicked on a strongly agree click was on “my instructor provides help where needed” (85) and the trend continues on to “written assignments have instructional/practical value” (80) as well as on to “my instructor deals fairly and impartially with all students” (78). On the other hand, 8 students report to disagree that their instructor grades assignments on time. As such, this could be a topic of discussion and an area of improvement in the next ToT.

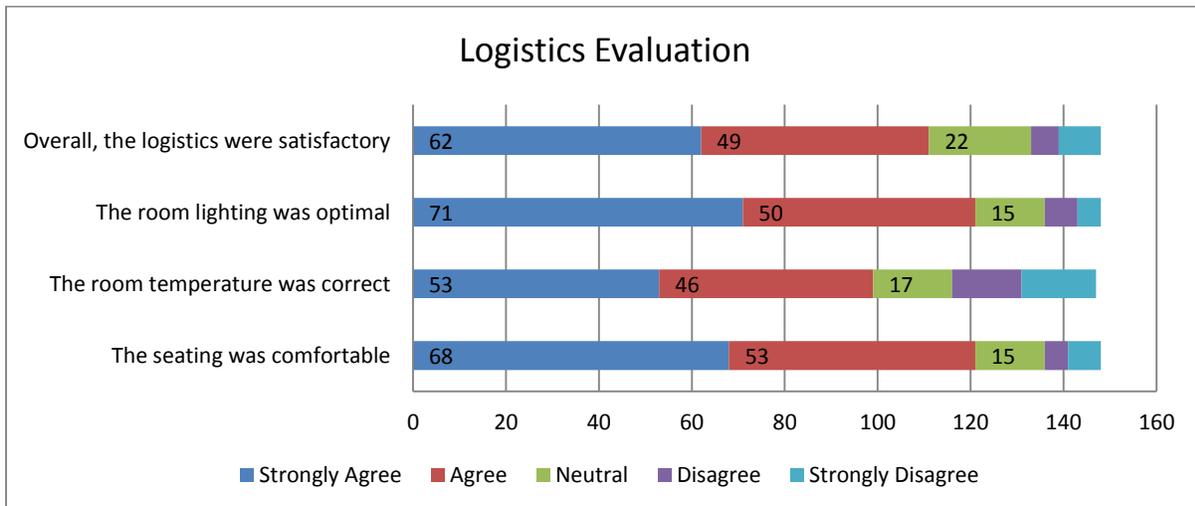
Instructor and Course Evaluation



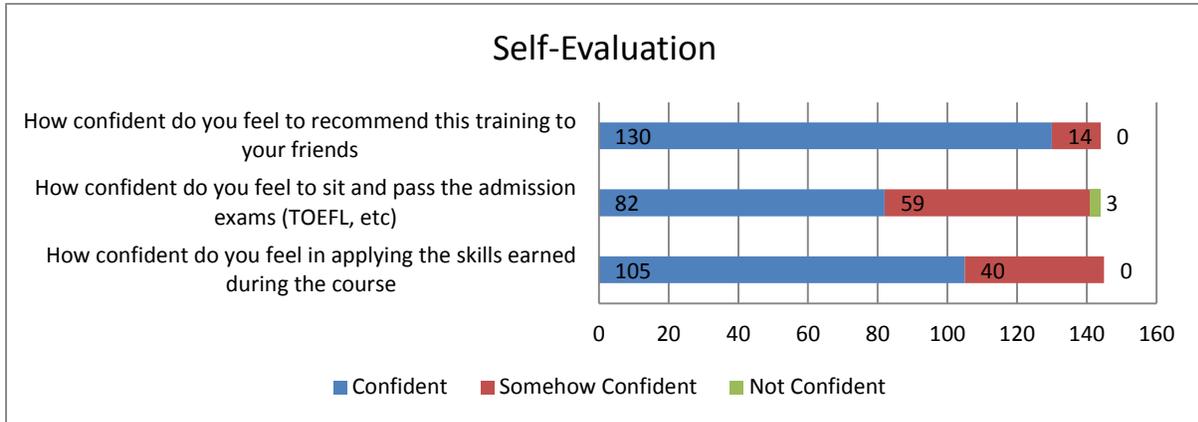
Administration and logistics were evaluated as well. 148 students provided feedback and 73 reported that “administration was correct, 9 were neutral, 7 dissatisfied, and 2 strongly dissatisfied. In sum, 76 reported to strongly agree on the statement that “overall, the service of administration were satisfactory” while 6 being dissatisfied. A constant number of 2 appears to be dissatisfied with the administration and further investigations should be conducted on the reasons for such a feedback.



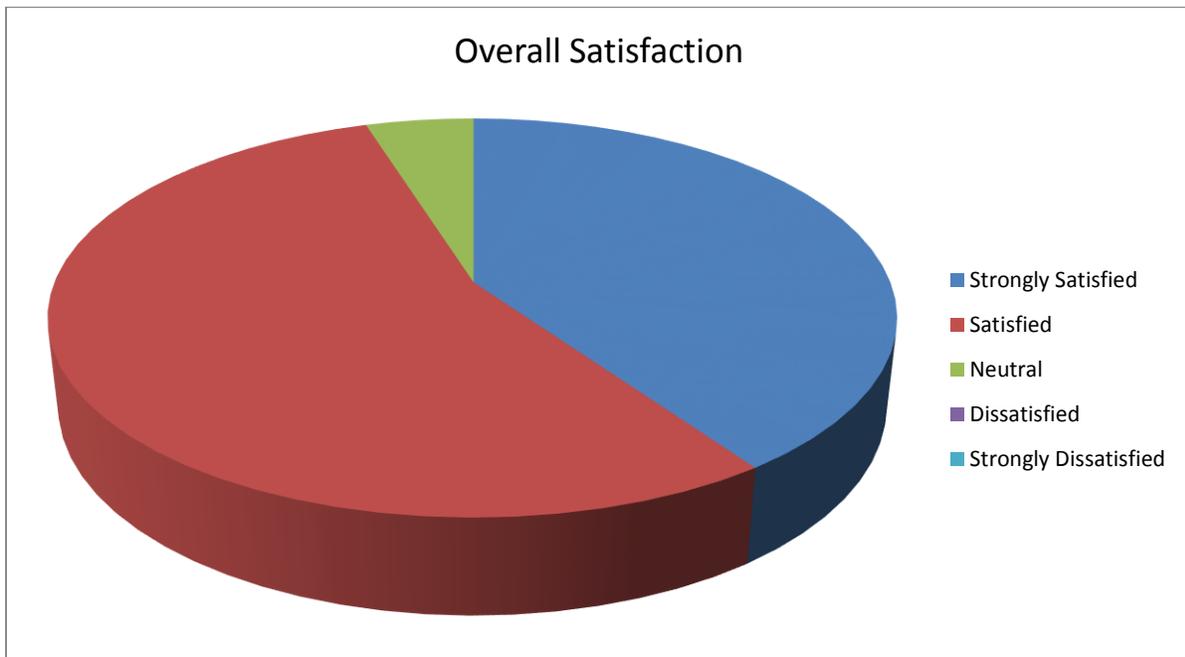
Logistics, on the other hand, continues with the positive evaluation trend; however, heating seems to be an issue, especially in the other cities where classes are delivered. 16 out 147 students strongly disagree that “the room temperature was correct.” This is enough of an alert for us to take measures, even though 62 believe that logistics were satisfactory and 49 agree that logistics were satisfactory.



Students rated their self-confidence and out of 145, 105 reported to be confident in applying the skills they gained during the course. Moreover, 130 appear confident enough to recommend this training to friends. There is no report of students who would recommend this course. Only 3 appear not be confident enough to sit and pass TOEFL.



The overall student satisfaction appears on a very satisfactory level. Namely, 40.3 percent of students report to be strongly satisfied and 54.9 percent satisfied.



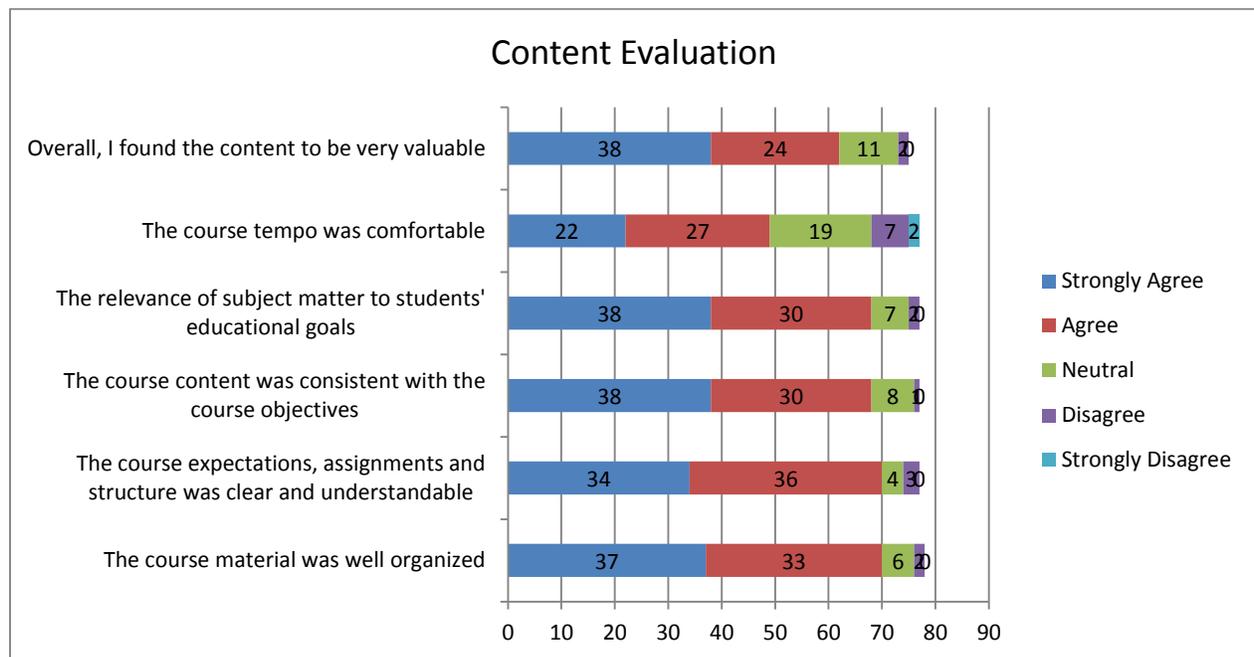
In sum, the TOEFL class appears to have been positively delivered with bits and pieces to be looked at. All tiers reported as negative will be looked upon and measures will be taken to improve.

GRE

For all elements that were surveyed the majority of students provided their answers. The elements that were surveyed included Content Evaluation, Trainer Evaluation, Administration Evaluation, Logistics Evaluation, Self-Evaluation, and Recommendation Confidence.

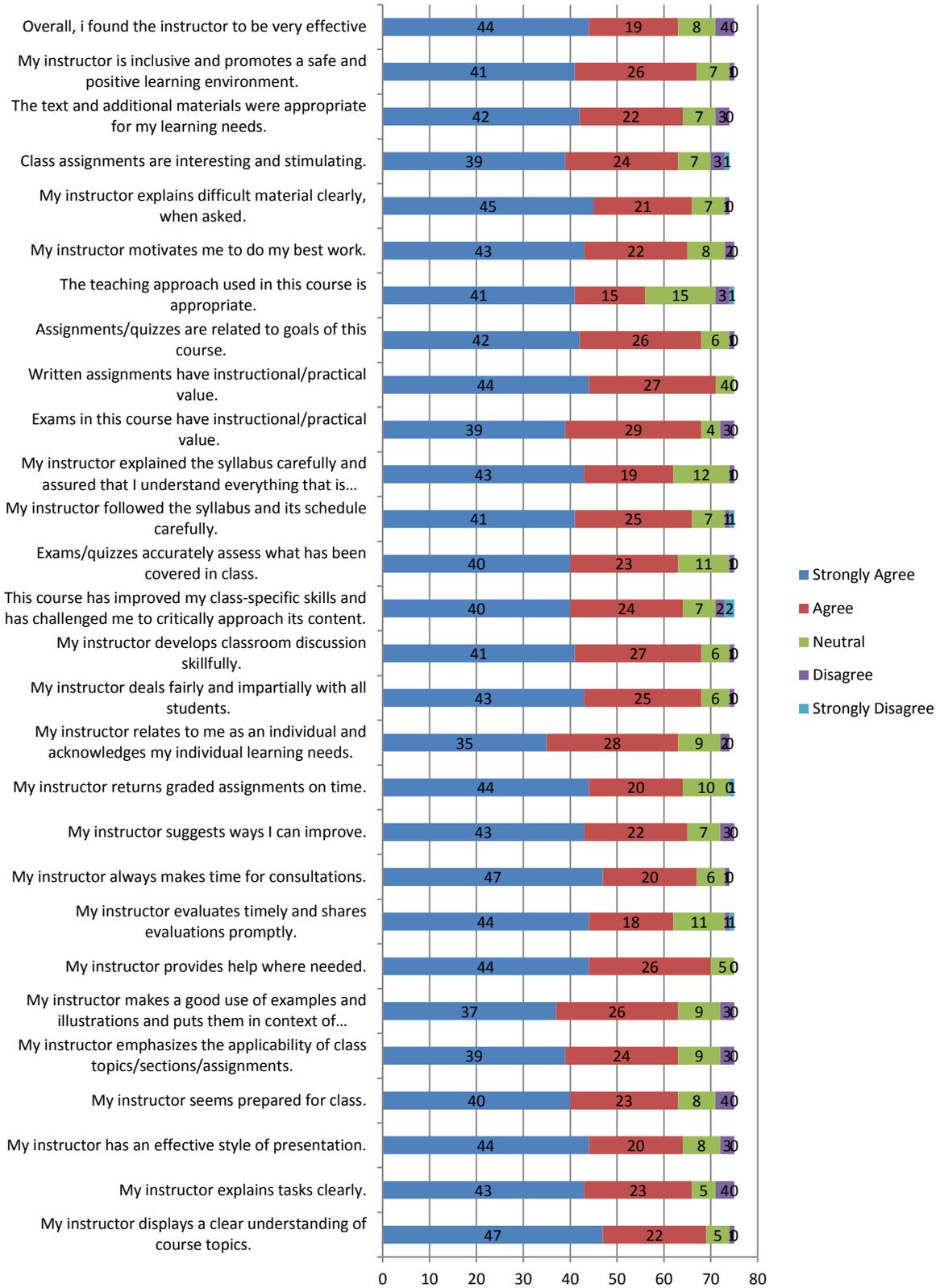
Content Evaluation

78 students took the opportunity to provide feedback on this section. 38 strongly agree that “the course content was consistent with the course objectives” and the same number of students strongly agree that the course is relevant to students’ educational goals. On the other hand, 2 students disagree that the material was well organized and 2 students strongly disagree that the course tempo was comfortable. Since the latter tier is reoccurring to be negative, even though in a low number, it is worth a further investigation so that measures are taken.

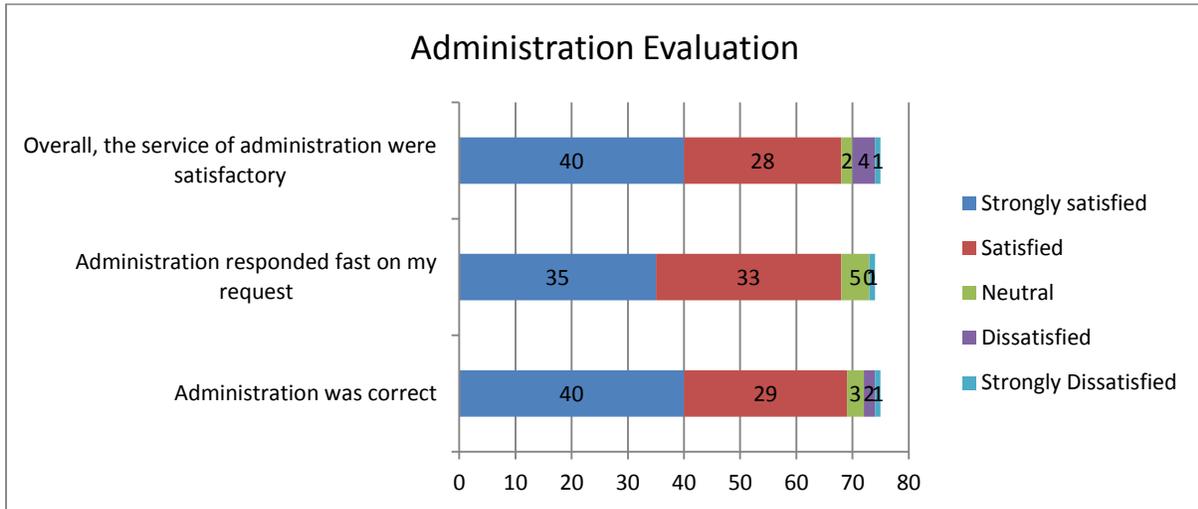


Moreover, 75 students provided feedback on the instructor and the course itself, which apparently is the tier with the most questions. Out of 75 instructors, 47 strongly agree that the instructor displays a clear understanding of course topics. The same number of students strongly agree that the instructor makes time to consult with them and 44 strongly agree that the class assignments have instructional/practical value. On the other hand, 4 students disagree that the instructor explains tasks clearly and the same number of students report to disagree that their instructor seems prepared for class. Overall, 44 instructors strongly agree that their instructor is very effective while 4 disagree with this statement.

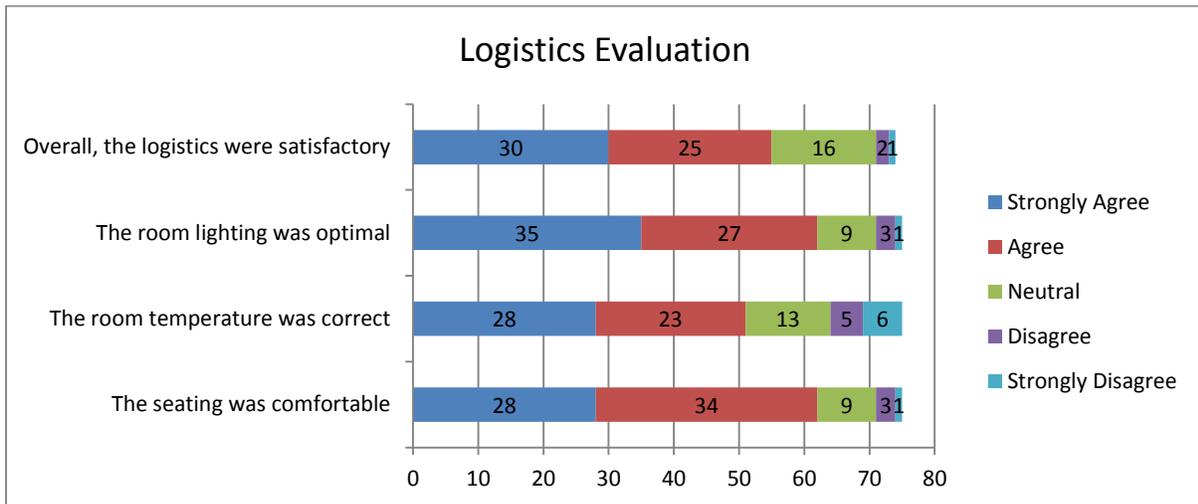
Instructor Evaluation



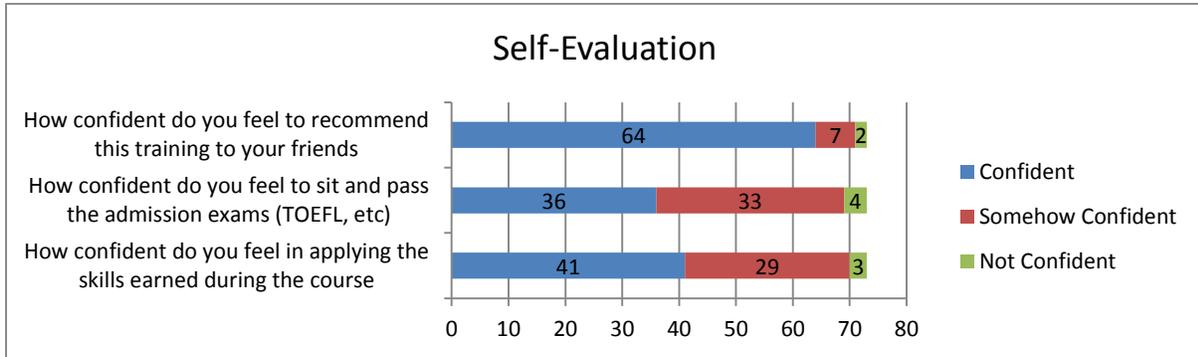
Moreover, the administration is found to have served very well to all 75 students who provided their feedback with the most positive being that administration was correct. 2 students appear to disagree that the administration is correct and one student appears to be strongly dissatisfied. As mentioned earlier in the report, all cases of students reporting any kind of dissatisfaction shall be further investigated to understand the real cause of such a feedback. Again, this tier is generally positively assessed and as such it is considered as a success.



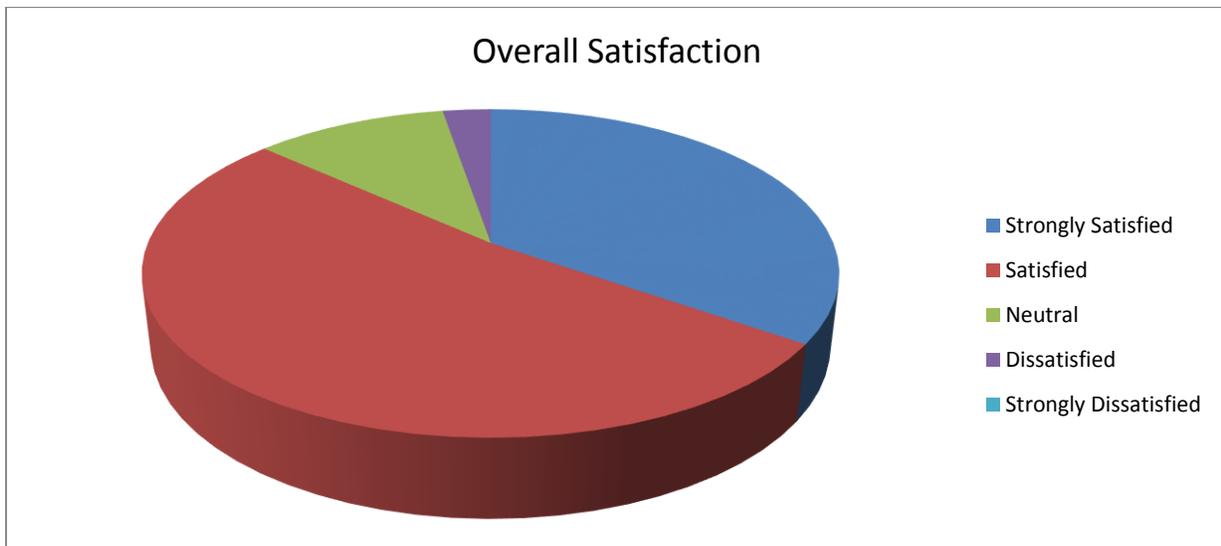
It appears that logistics have received evaluations in the same trend as in the previous classes. Seating and lighting seem to have been optimal but there seems to be a dissatisfaction with the room temperature in a more universal scale. It must be mentioned that according to individual evaluation reports from different cities, it appears that in most cases heating is an issue in cities other than Prishtina.



When asked how confident students feel to apply the skills gained during the class, similar to TOEFL, the GRE students appear confident enough to apply skills learnt in class as well as sit and pass a standardized exam such as the GRE. Overall, 2 students appear not very confident to recommend this class to their friends, even though 64 are confident enough to do so.



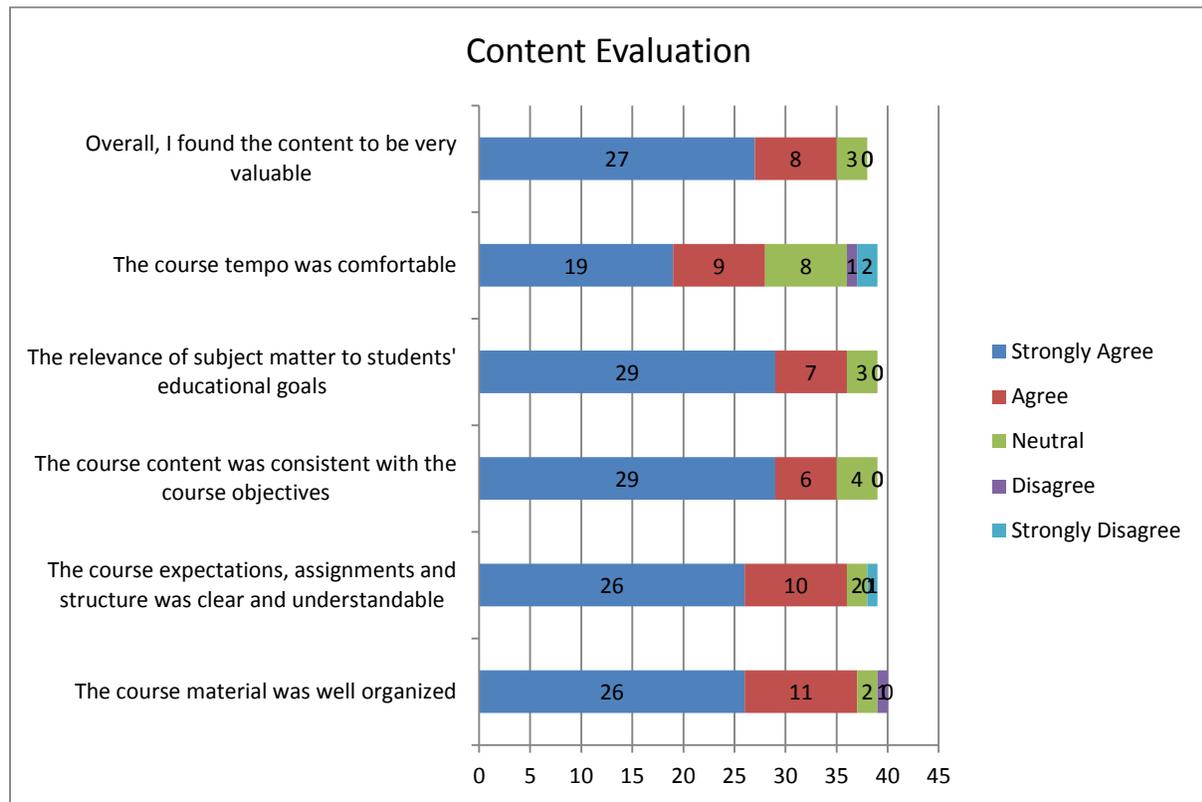
Finally, 52 percent of the students who provided feedback for the GRE course appear to be satisfied with the course whereas 2.7 percent are dissatisfied.



GMAT

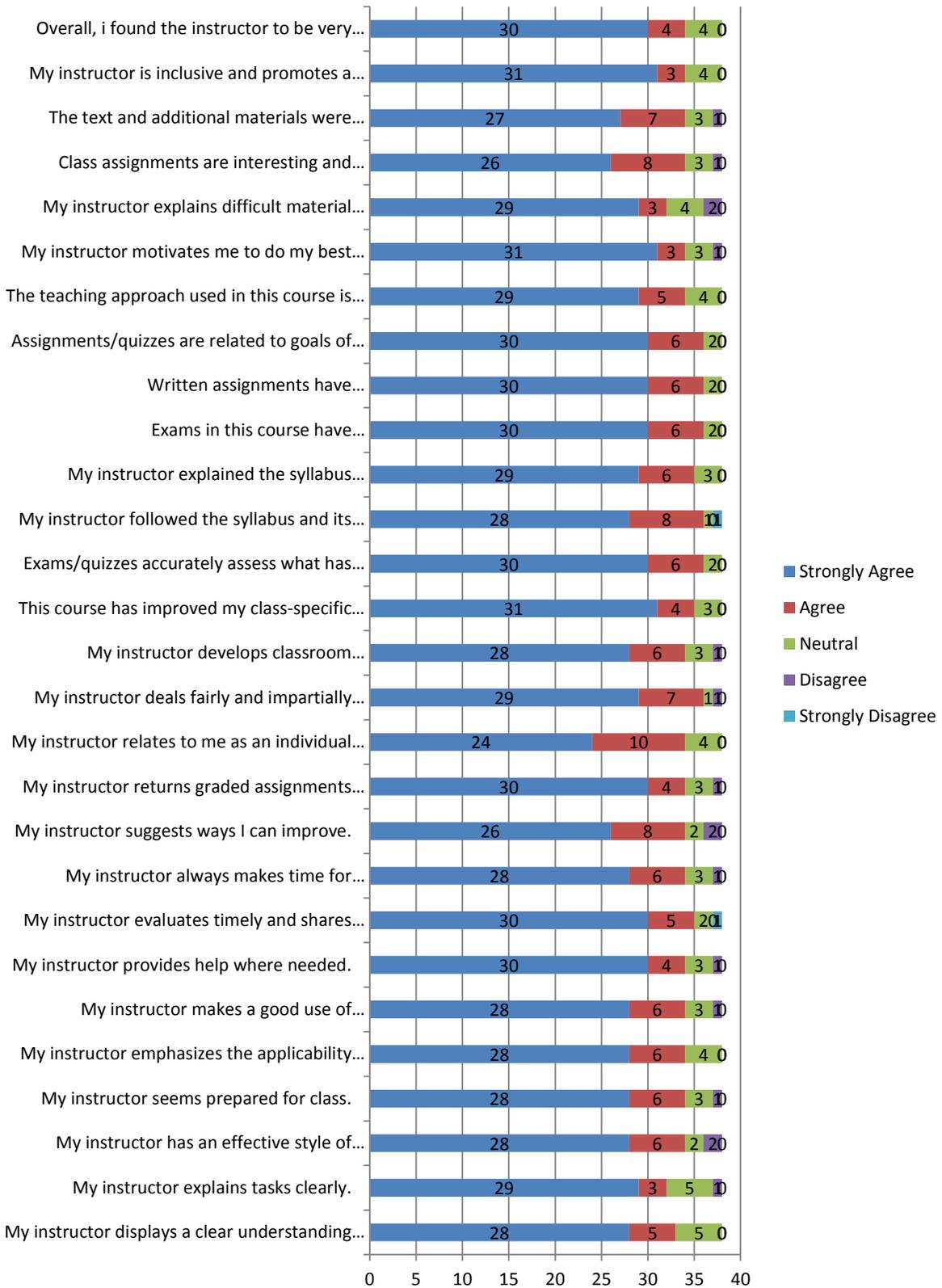
GMAT is the only course of all three delivered during this period, to have been attended by a smaller student population. Only 40 students provided feedback; however, a very valuable and structured one to serve us enough to be able to improve our services in our future classes.

Content was evaluated with a positive tendency where 29 out of 40 students strongly agreed that “course content was consistent with course objectives” and 26 strongly agree that course material was well organized. One student disagrees that the course material was well organized and 2 strongly disagree that the course tempo was conformable. According to these numbers, course content is positively perceived by students.

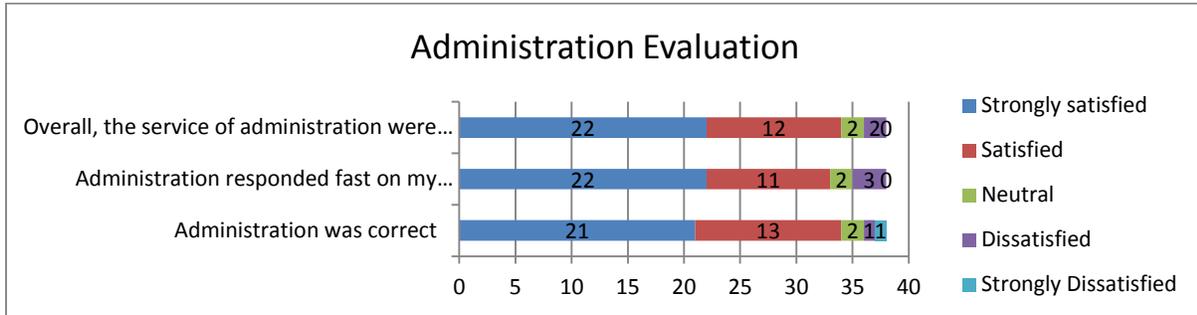


Instructor and course evaluation, along the same lines, has received positive feedback in the same spirit as it was until now. Out of 38 students, 30 believe that “exams in this course have instructional/practical value,” written assignments have instructional/practical value,” and “assignments/quizzes are related to goals in this course.” Overall, 30 students found the instructor to be very effective and only 4 remain neutral to this statement.

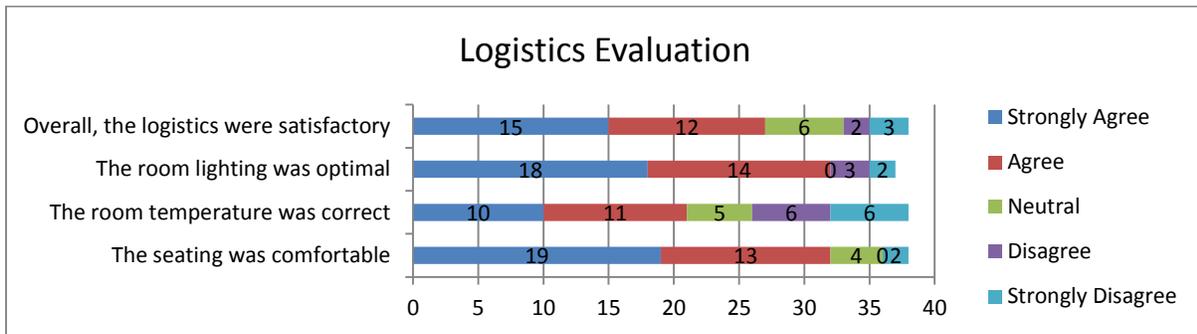
Instructor Evaluation



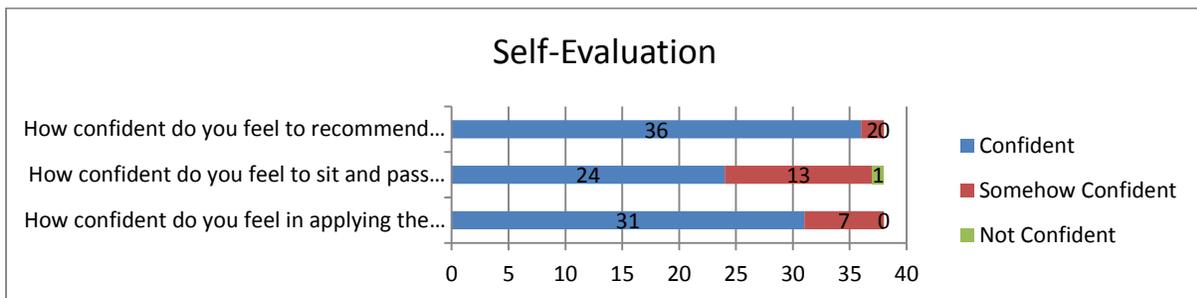
For the GMAT students, administration seems to have been quite effective. Out of 38 students who responded to the survey, 2 strongly agree that the administration responded fast on their requests whereas 3 appear to show dissatisfaction with that. Overall, 22 are strongly satisfied with the administrative services and only 2 show dissatisfaction. Again, GMAT students seem to share a positive experience with the administration.



Again, similar to the other groups of students, GRE students have found that the room temperature has not been correct. Out of 38 students, 19 strongly agree and 13 agree that the seating was comfortable whereas 2 strongly disagree. 2 students strongly disagree on this tier. Nevertheless, overall, 15 students strongly agree, 12 agree, 6 are neutral, 2 disagree, 3 strongly disagree that logistics were satisfactory.



Confidence among GMAT students seems to be high. Out of 38, 31 student appears to be confident in applying learnt skills in the course. 24 appear to be confident to sit and pass a standardized exam such as the GMAT and 36 overall feel confident to recommend this class to friends and colleagues. Only one student is not confident in sitting and passing a standardized exam such as the GMAT.

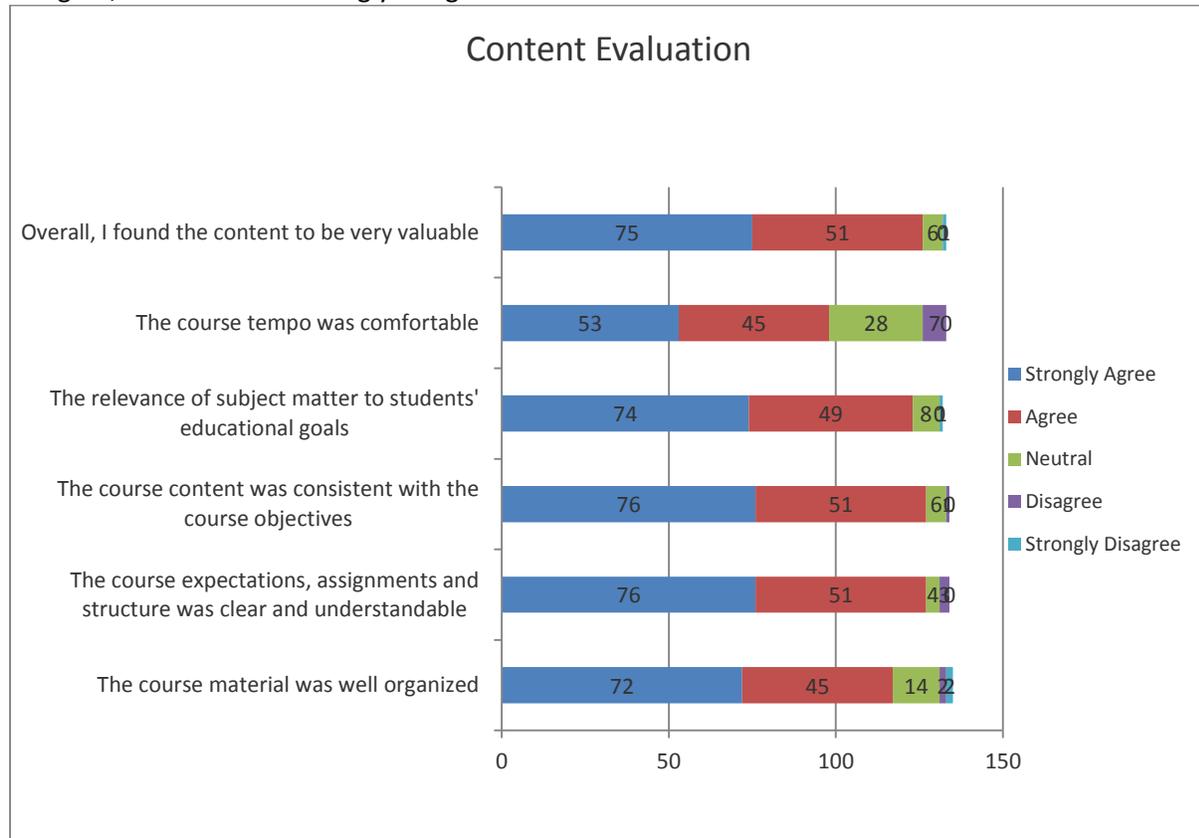


Overall, out of all students who responded to the survey, 67 percent are strongly satisfied with the training, 29 percent are satisfied, and 2.7 percent are neutral. From this we can deduce that the GMAT class was a great success.

Discovery

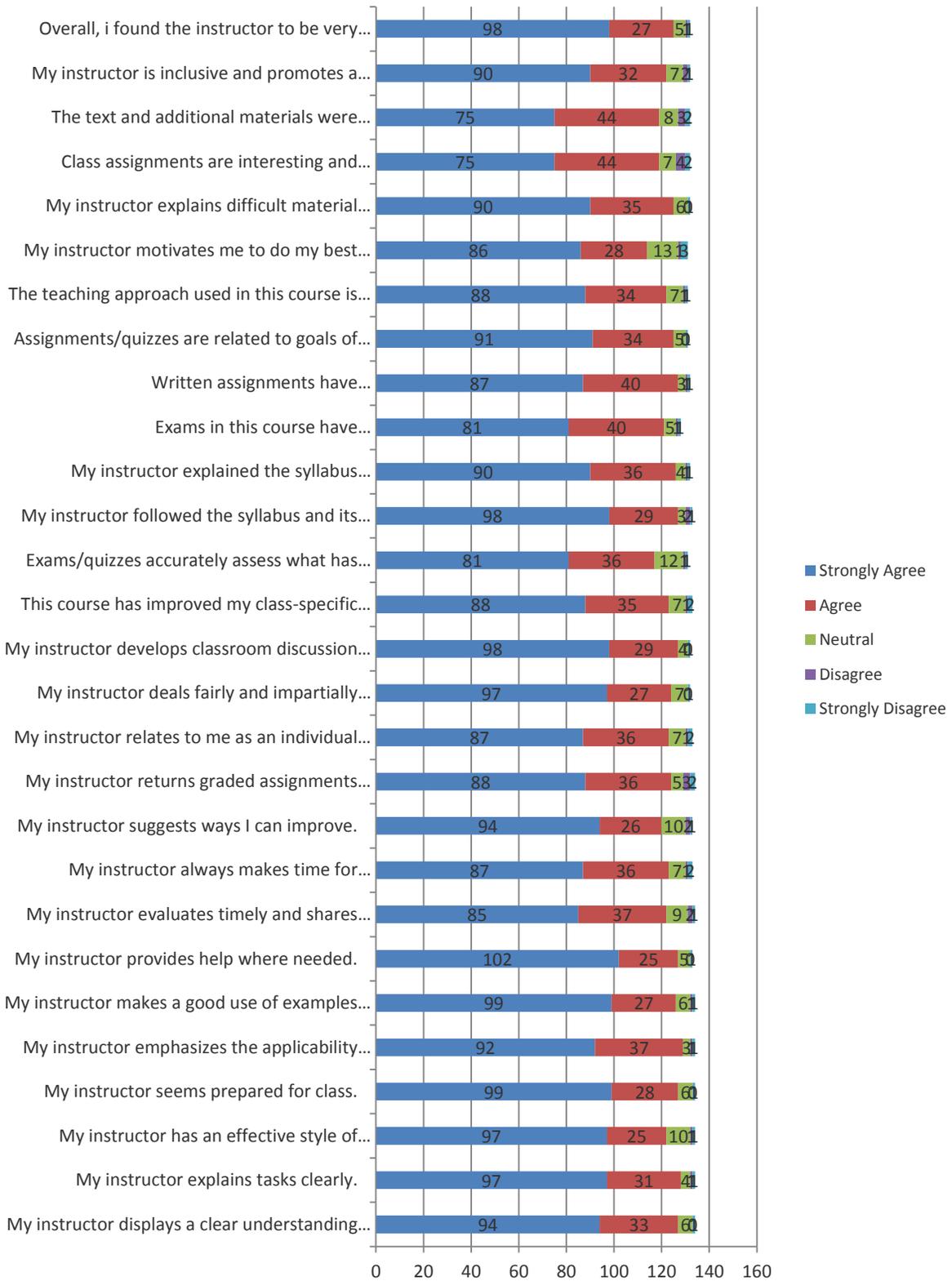
The Discovery course being the last course offered in the series, in the first cohort received the most positive feedback from all courses offered so far through the AUPP. 135 students provided feedback which is the highest number of students to have provided feedback for a single class thus far. Similar to the other courses, students in the Discovery course feedback provided evaluations for Content Evaluation, Trainer Evaluation, Administration Evaluation, Logistics Evaluation, Self-Evaluation, and Recommendation Confidence.

For content evaluation, the graph below is self-explanatory. Out of 135 students, 76 strongly agree that the expectations, assignments, and structure was clear and understandable, 51 agree, 4 are neutral, 3 disagree, and 0 students strongly disagree. Similarly, 76 students strongly agreed that the course content was consistent with the course objectives, 51 agreed, 6 were neutral, 1 disagreed, and zero reported to strongly disagree. Overall, out of 133 students who provided feedback on the last statement in this tier (Overall, I found the content to be very valuable), 75 strongly agree, 51 agree, 6 are neutral, no students disagree, and 1 student strongly disagrees.

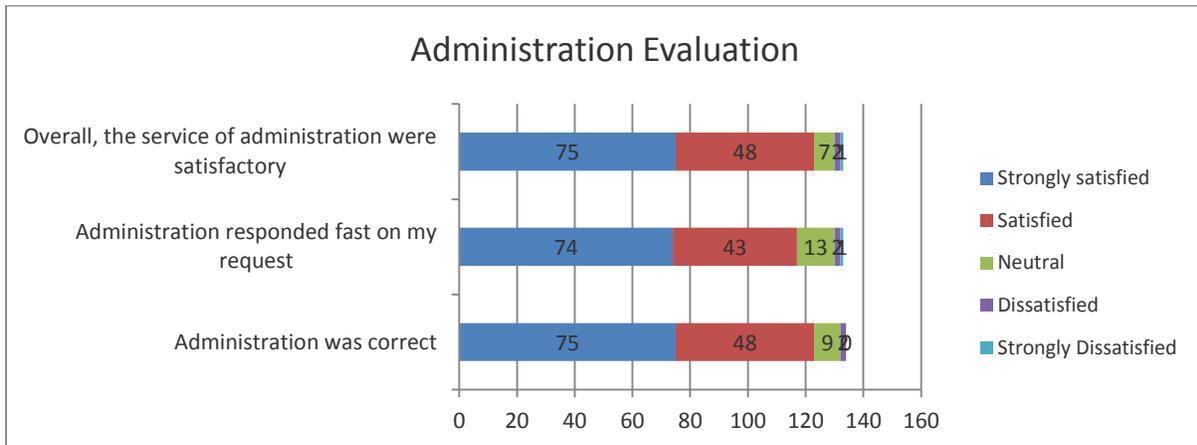


Discovery instructors are reported to be quite likable by students. On all 28 statements in this category, the highest number of a single case to disagree with a single statement is 4 (class assignments are interesting and stimulating). For this statement, 2 students strongly disagree, 7 are neutral, 44 agree, and 75 strongly agree. The strongly disagree rank has received clicks on the tier which assesses the level of motivation the instructor has provided for students. However, for this tier, 86 students have reported to strongly agree, 28 agree, 13 neutral, and 1 disagreed. (see graph below)

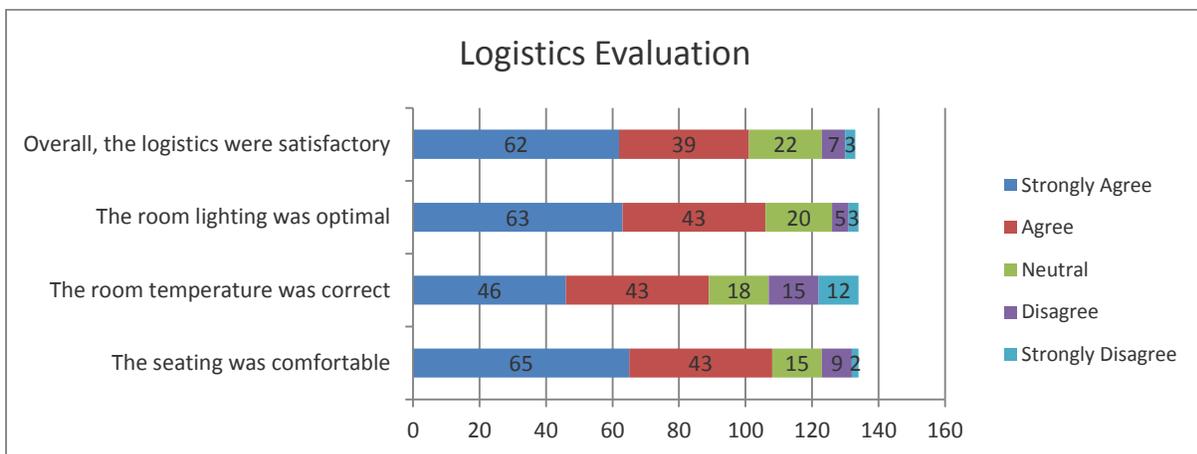
Instructor Evaluation



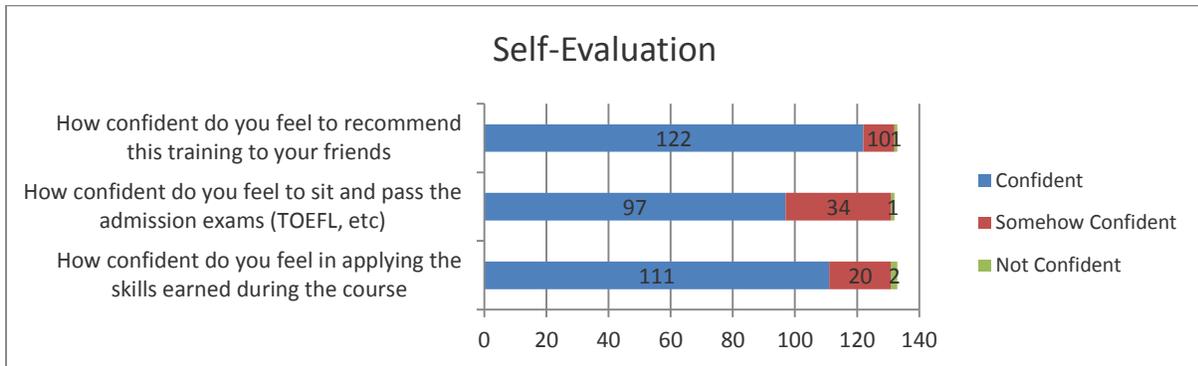
Furthermore, administration was positively evaluated. That the administration was correct, 75 students are strongly satisfied, 48 satisfied, 9 neutral, 2 dissatisfied, and none strongly dissatisfied. Similarly, when asked to rate the administration that it responded fast upon students' requests, 74 students report to have been strongly satisfied, 43 satisfied, 13 neutral, 2 dissatisfied, and 1 strongly dissatisfied. Overall, out of 133 respondents, 75 report to have been strongly satisfied, 48 satisfied, 7 neutral, 2 dissatisfied, and 1 strongly dissatisfied. The team considers this feedback a great success.



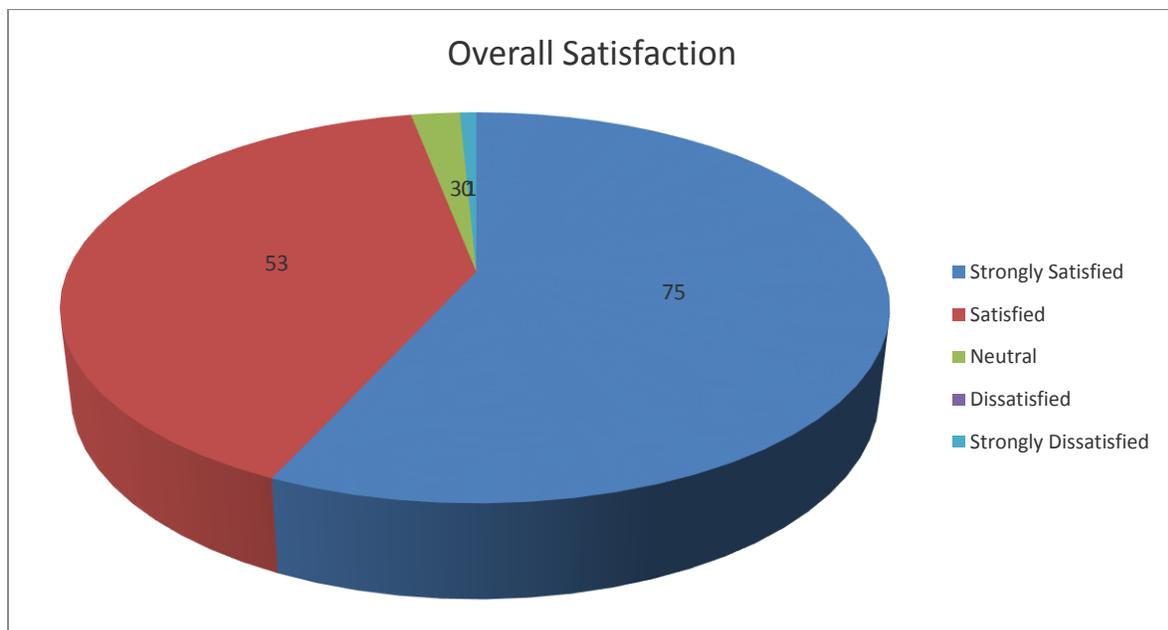
As in many other instances, feedback on logistics continues to be worrisome for the room temperature question/statement. Out of 134 respondents, 12 strongly disagreed that the room temperature was correct, 15 disagreed, 18 reported to be neutral, 43 agree, and 46 strongly agree. Should we look at the whole graph, we will definitely see that generally students are satisfied with the logistics provided; however, the room temperature continues to be found uncomfortable for a larger pool of students. The number of students who strongly disagree and disagree with other elements in this tier are far less, hence room temperature remains a concern.



Most students who attended the Discovery course report to be confident in applying the knowledge and skills they gained in the course. 111 out of 133 report to be able to do so. Moreover, 122 students feel confident in recommending this class to their friends.



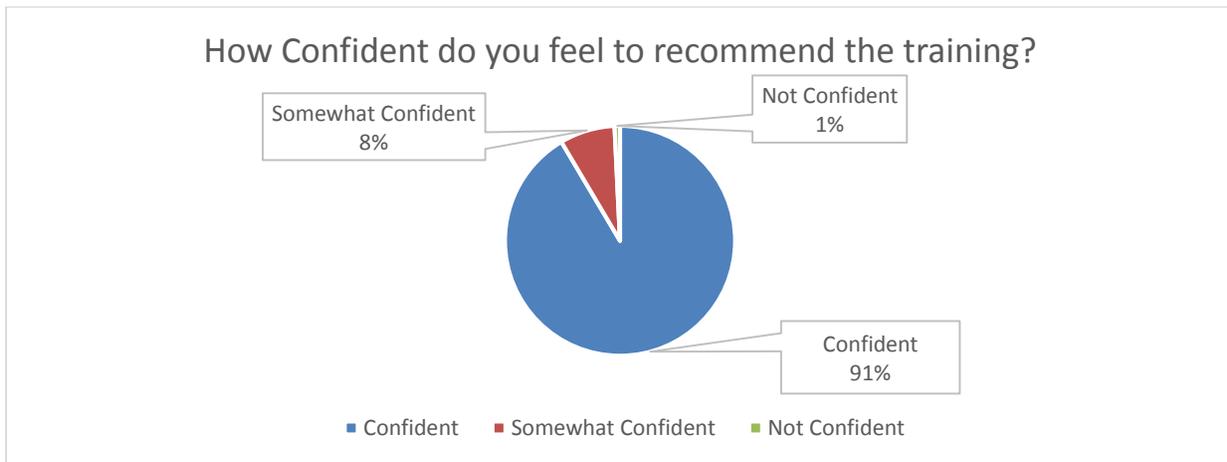
Finally, students' overall satisfaction with this class is reported satisfactory. 56.8 percent of students report to be strongly satisfied, 40.2 percent satisfied, 2.3 percent neutral, 0 percent dissatisfied, and only 0.8 percent (1 student) strongly dissatisfied.



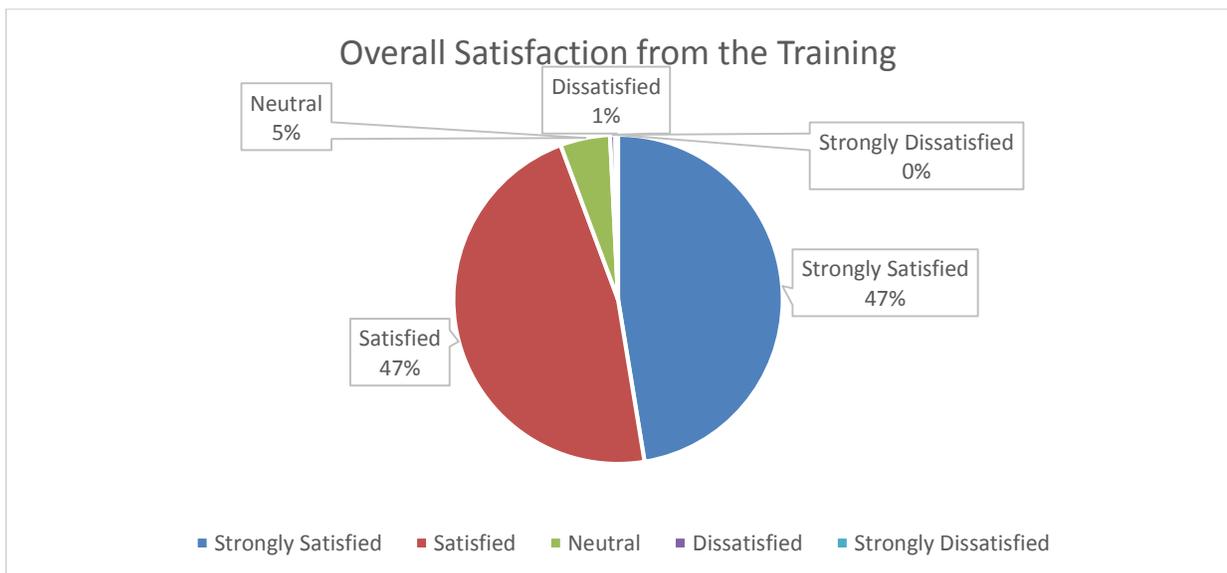
2.1.9.2. Overall Satisfaction from Cohort I

To measure overall satisfaction from students, the project team uses two main indicators: their confidence to recommend the training, and their stated overall satisfaction.

The first indicator is the confidence they have in recommending the training to their peers. When students refer our program to their friends or colleagues, they implicitly state their satisfaction with the training by demonstrating their willingness to put their name into the recommendation. Based on this indicator, the aggregated confidence from all courses in the program reveals a high confidence in students willingness to recommend their training, expressed at 91%, followed by somewhat confident at 8% and not confident at 1% (numbers have been rounded, as only 0.76% felt not confident to recommend the training).



The second indicator is the stated overall satisfaction in the training Evaluation in TOEFL, GRE, GMAT and Discovery Course. Overall Satisfaction is 94.33%, spread evenly between Strongly Satisfied at 47% and Satisfied at 47%, followed by Neutral at 5% and Dissatisfied at 1%. Strong dissatisfaction was listed only in 1 case in the Discovery Course, representing 0.26% in overall Satisfaction evaluation.

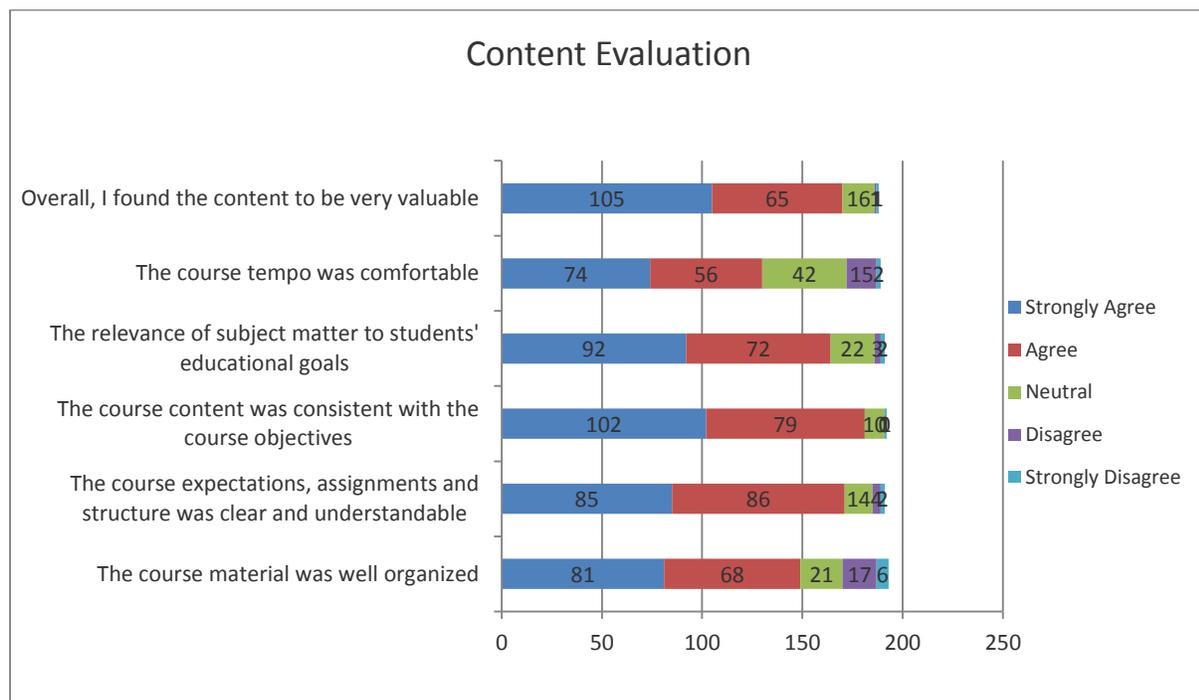


2.1.9.3. Training Evaluations from Cohort 2 Students

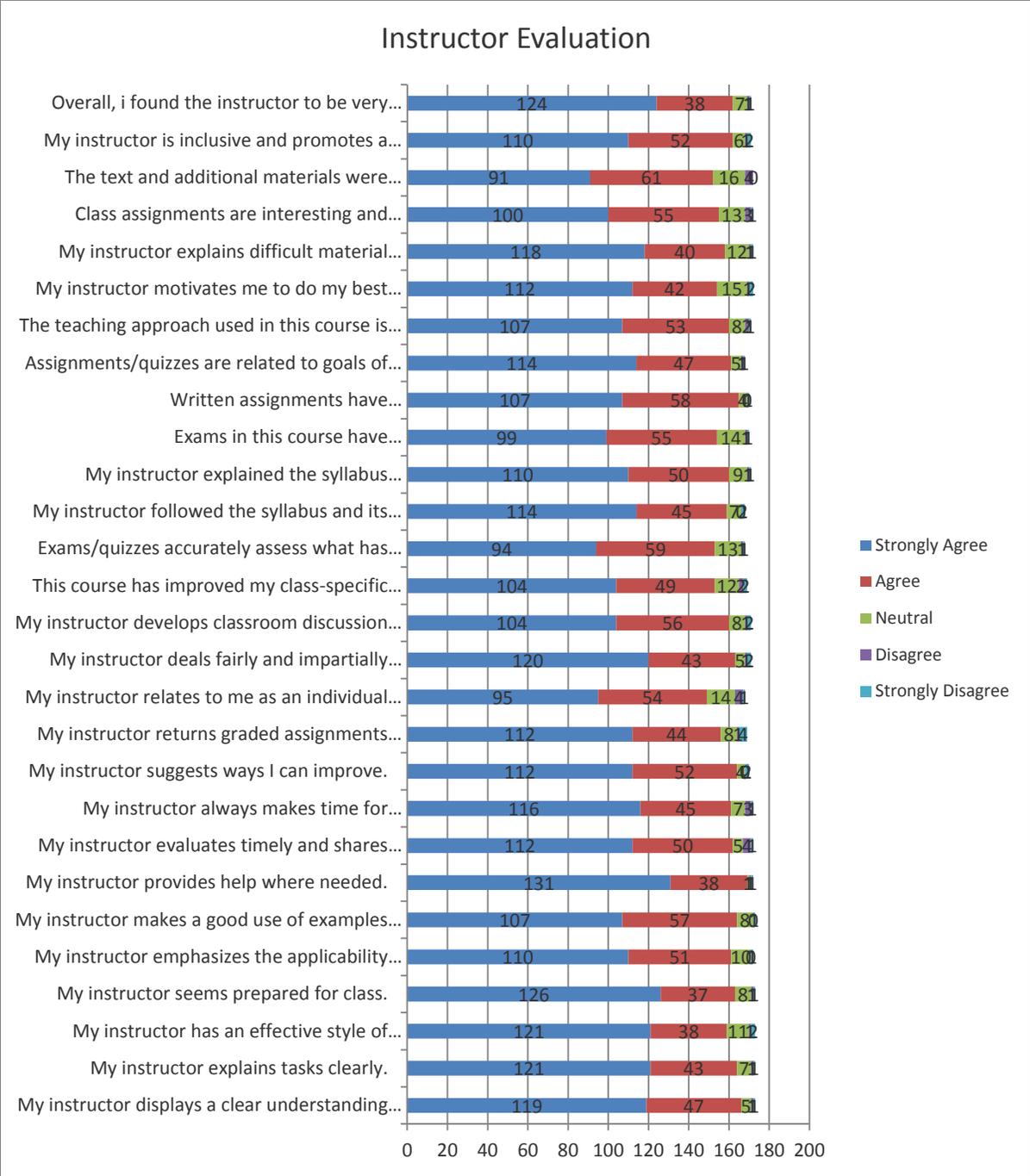
English Refresher

For all elements that were surveyed the majority of students provided their answers. These elements included Content Evaluation, Trainer Evaluation, Administration Evaluation, Logistics Evaluation, Self-Evaluation, and Recommendation Confidence.

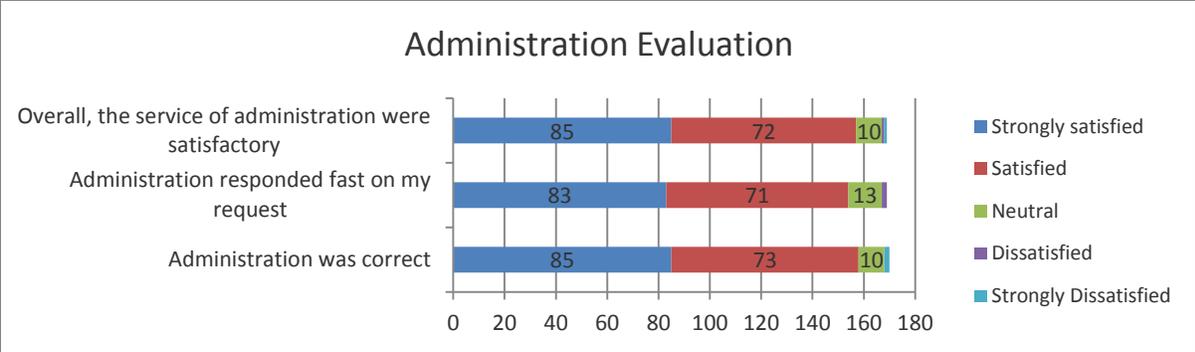
193 students provided feedback upon our request to do so. 81 students reported to have perceived the course material as well organized whereas 17 disagree and 6 strongly disagree. This correlation does not present an alert for the AUPP administration as the number of students who strongly agree (81) and agree (68) is way higher than the number of students who strongly disagree (6) and disagree (17). Only 21 students reported a neutral stand on this statement. Course content being consistent with course objectives was the second statement in this tier to receive the highest number of students strongly agree (102) whereas only one student strongly disagrees with this statement and no students have reported to disagree with the statement. Overall, 105 students found this content to be very valuable to them.



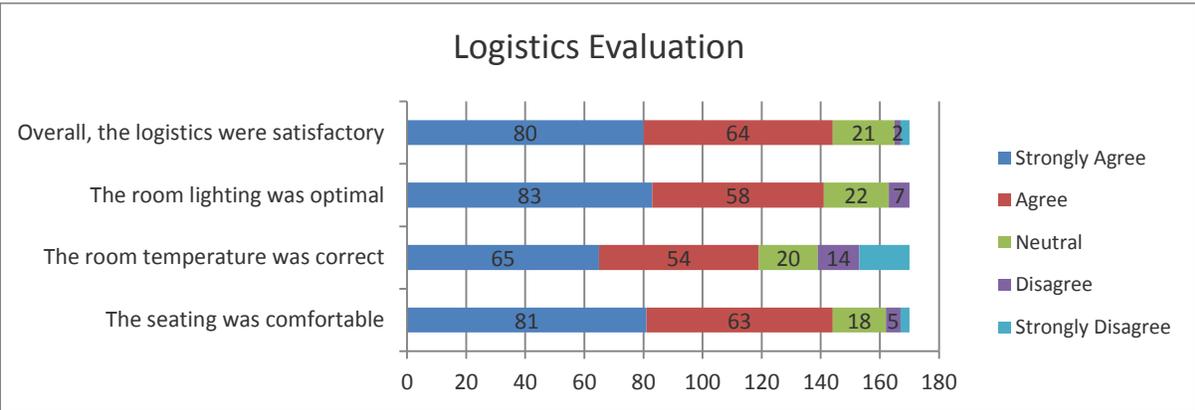
Furthermore, instructors were very positively evaluated. 173 students provided their feedback in total and barely 1 to 2 students provided negative feedback for all statements in this tier. The highest number of students who strongly disagree with the statement “my instructor returns graded assignment on time.” Overall, this tier is very satisfactory as it presents a clear good teaching practice displayed by all instructors.



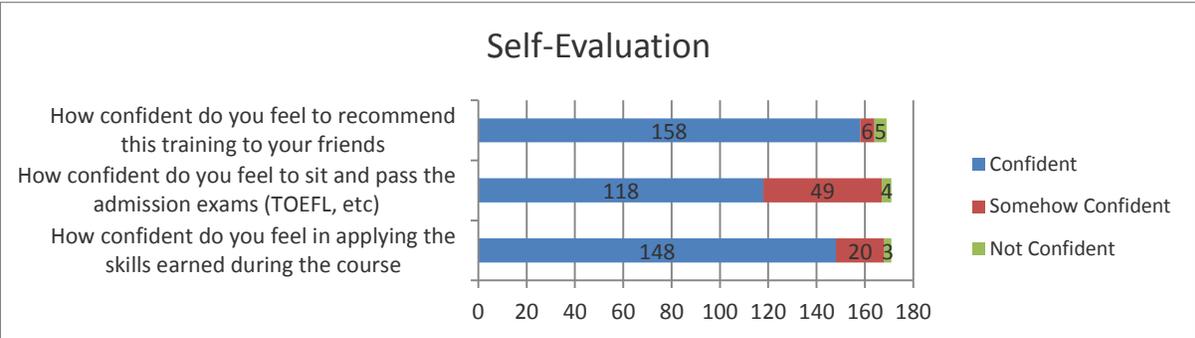
The administration received a very good feedback, which compared with other classes delivered before, is noteworthy. This time, out of 171 students, the majority of students reported to be satisfied and strongly satisfied. That the administration responded fast on their request, 83 reported to be strongly satisfied and 71 satisfied. Overall, 85 reported to be strongly satisfied and 72 satisfied.



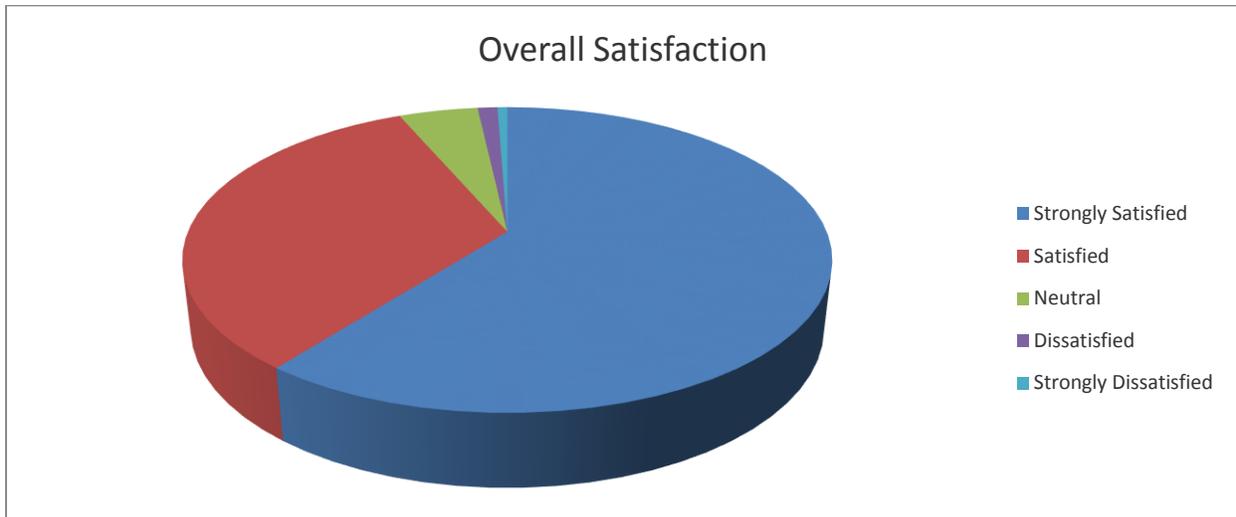
Seating, temperature, and lighting are reported as comfortable, optimal and overall satisfactory. However, room temperature still remains an issue to be solved. Overall, out of 170 students, 80 strongly agree that the logistics were satisfactory and 64 agree. On the other hand, 14 disagree that the room temperature was correct whereas 17 disagree that the room temperature was correct. Again this element is an alert to be paid attention to.



Overall, students report good confidence when it comes to the application of the skills gained through the course. Out of 171 students, 148 feel confident in applying the skills earned in the course. Moreover, 118 students feel confident in sitting and passing and admissions exam in English and only 49 claim they are somehow confident. Finally, 158 report to be confident to recommend this course to her/his friends, 6 are somehow confident, and 5 not confident.



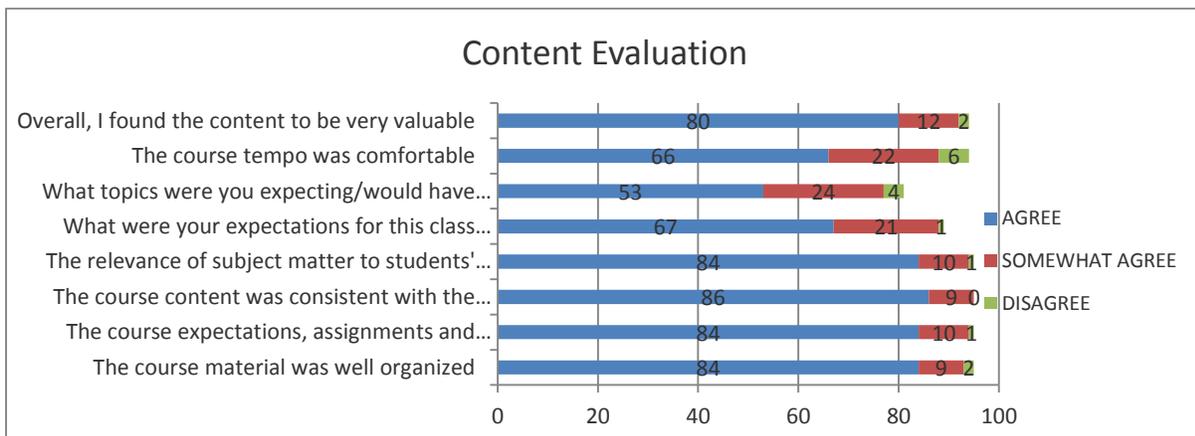
Finally, students' overall satisfaction with the course is very positive. Out of 170 students who provided their feedback, 60.6 percent are strongly satisfied, 32.9 percent are satisfied, 4.7 percent are neutral, 1.2 percent are dissatisfied, and 0.6 percent are strongly dissatisfied.



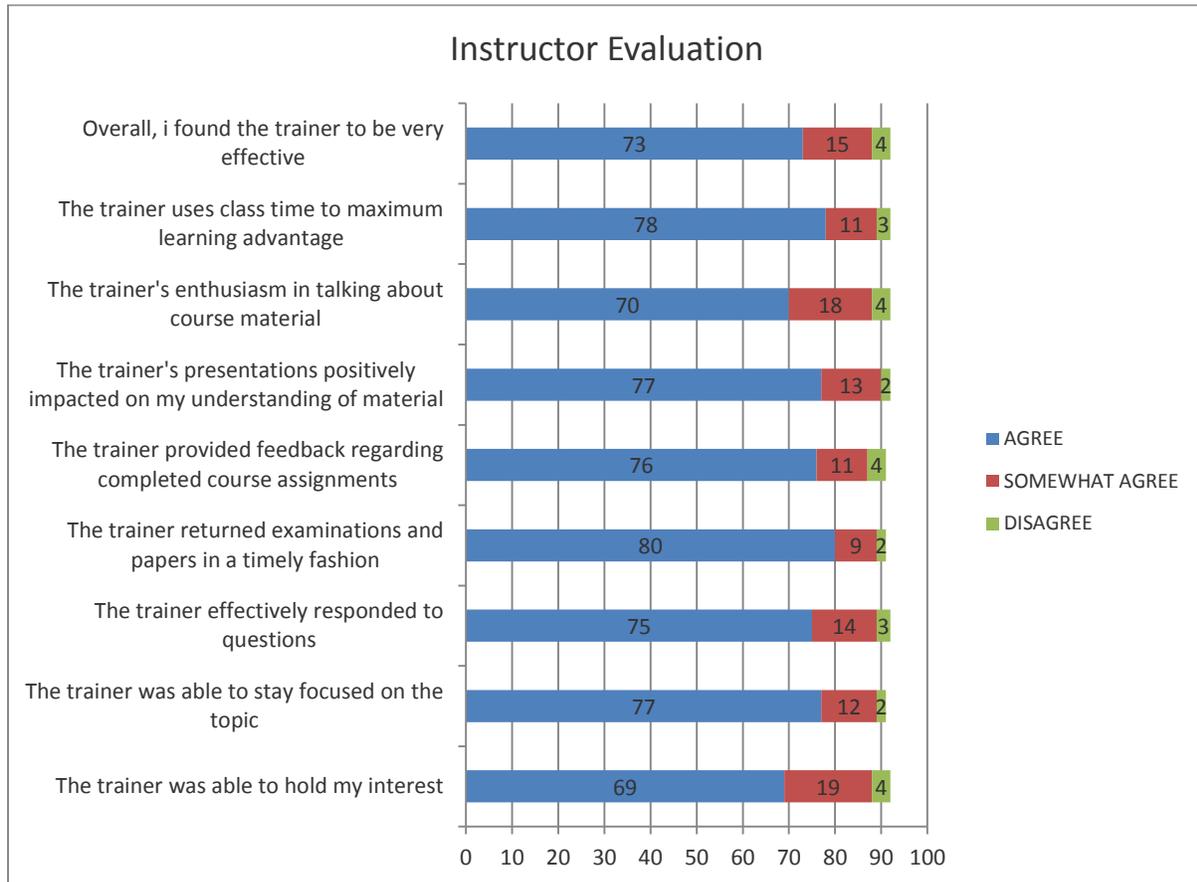
Math Refresher

Similar to the English Refresher course, the elements that were surveyed for the math refresher course included Content Evaluation, Trainer Evaluation, Administration Evaluation, Logistics Evaluation, Self-Evaluation, and Recommendation Confidence.

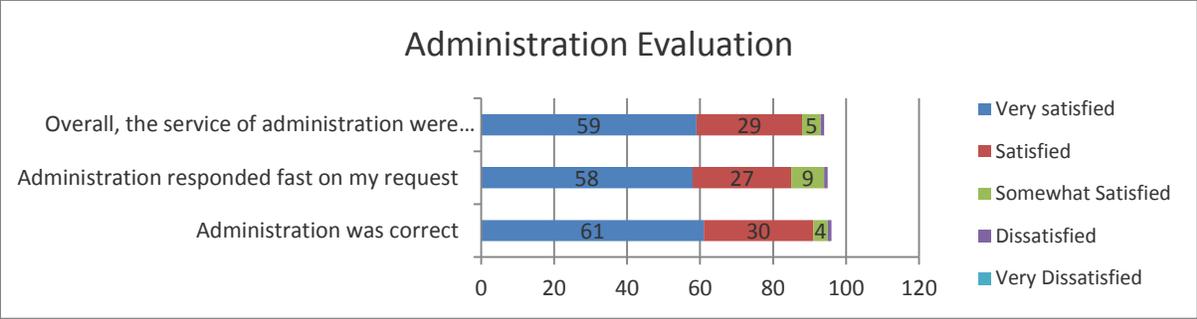
A total of 95 students responded to the survey while providing responses with a general positive tendency. For the content evaluation tier, out of 95 students, 85 agree that the course material was well organized while 66 find the course tempo to have been comfortable. For the same statement 22 reported to somewhat agree which may be a determining factor to reflect that a number of students may have felt somewhat uneasy with the pace of the class. However, the number of students who disagree with this statement is 6 which is still low compared with the two other positive responses. Overall, 80 students agree that the content of this course was valuable, which is a good number to determine that this tier is positively evaluated by our students.



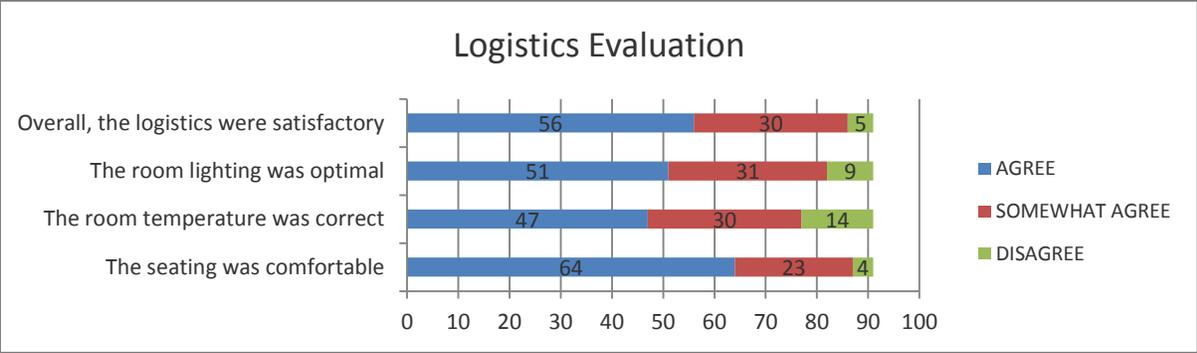
Moreover, instructor evaluation tier was assessed by a total of 92 students who attended the math course. Out of 9 statements related to the course instructor, three were mostly positively evaluated. Those include: ‘The trainer was able to stay focused on the topic (77 respondents out of 91 agree), ‘The trainer returned examinations and papers in a timely fashion’ (80 out of 91), and ‘The trainer uses class time to maximum learning advantage’ (78 out of 92). In this category, there are no major concerns presented by students. The highest number of students to disagree on a single tier is 4.



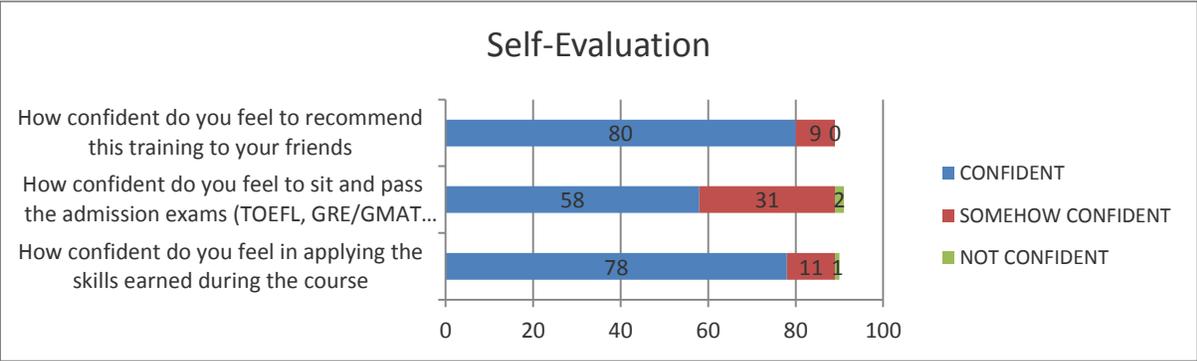
Similar to the English Refresher course, the Math Refresher course students provided a very positive feedback. Compared to the first cohort, students in the second cohort appear to have had a good experience while dealing with their administrative procedures and while communicating with the AUPP administration. More importantly, the AUPP administration has seriously considered the feedback from the first cohort and has improved the system of providing students with administrative assistance. Out of 96 students, 61 have reported that the administration was correct, 58 reported that administration responded fast on their request. And overall, 59 students have reported that the service of administration was satisfactory. Only one student has reported to be dissatisfied in all 3 statements and no students have reported to be very dissatisfied with the administration.



Furthermore, logistics remains a concern for the AUPP. There is no major issue to be alerted on, however, room temperature remains a concern for the AUPP team. Similar to the English Refresher course, Math Refresher students, have reported that to a certain extent, they find the room temperature not to be very pleasant. Out of 91 students, 47 agree that the room temperature was correct, 30 students somewhat agree, and 14 disagree. In the logistics evaluation tier, seating and lighting tend to better suit the students. As we have previously noted, this is partly a case because some of the campuses where we contract the classrooms outside of Prishtina may encounter power outages at times. However, this is not the case with A.U.K in Prishtina.



Finally, the self-evaluation tier presents a positive trend of responses. Out of 91 students, 58 are confident and 31 somehow confident to sit and pass an admissions exam that involves Math. Overall, 80 students feel confident in recommending this class to their friends.



2.1.10 Activity 10: Institutional Based TOEFL

After successful completion of the TOEFL Preparatory Course on December 13th, 2014, A.U.K. Admission Office invited all AUPP students to sit for the TOEFL Institutional Based Testing, as means of measuring their readiness to take the Internet Based TOEFL iBT.

The Test of English as a Foreign Language, TOEFL[®], sets a global standard for English-language assessment in academic environments and is a member of the TOEFL[®] product line. The TOEFL[®] ITP test offers colleges, universities, English language learning programs and other organizations, the opportunity to administer a convenient, affordable and reliable assessment of English language skills. The TOEFL[®] ITP test assesses students proficiency levels and the skill areas of reading and listening comprehension, structure, and written expression. The TOEFL[®] ITP test replaces the paper-based TOEFL[®] PBT test that was discontinued in 2012, even though it is identical in format and point scale.

TOEFL ITP exams were held during the period of December 13th to 27th, 2014, in all Kosovo regions. The exam invitation was sent to 246 AUPP students, and 162 students (66%) attended the test sessions. A.U.K. Admission Office procured and administered the tests in all cities of Kosovo. Tests went well and without any problems.

Students were informed about the test format and the academic content which evaluates nonnative speakers' English skills in Listening, Structure and Written Expression and Reading Comprehension. Many universities run the TOEFL ITP as an admission

Test Structure

Level 1			
Section	Number of Questions	Administration Time	Score Scale
Listening Comprehension	50	35 minutes	31-68
Structure and Written Expression	40	25 minutes	31-68
Reading Comprehension	50	55 minutes	31-67
TOTAL	140	115 minutes	310-677

test (including A.U.K.) and the main difference with TOEFL iBT is that is delivered in paper based format and it does not test the speaking section. The TOEFL ITP handbook was sent to all students to give them more detailed information about the tests and tips to help them prepare for the exam. TOEFL ITP scores include three section scores and a total score. ITP section scores are reported as scaled scores that range from 31 to 68, whereas the total scores are reported on a scale from 310 to 677.

By Mid-January 2015, test score results were communicated by ETS Global in Albania and France. Average student results were as follows:

Section	Average Score	Highest Score
Listening Comprehension	38	66
Structure and Written Expression	31	67
Reading Comprehension	40	65
Total TOEFL ITP	539	653

A Test Confirmation Letter was send to each AUPP student notifying them about the score of each section and the total score. To better understand the scores that they achieved, we included a table presenting the scaled scores for the TOEFL ITP tests to the Common European Framework of Reference (CEFR).

2.2 Implementation challenges

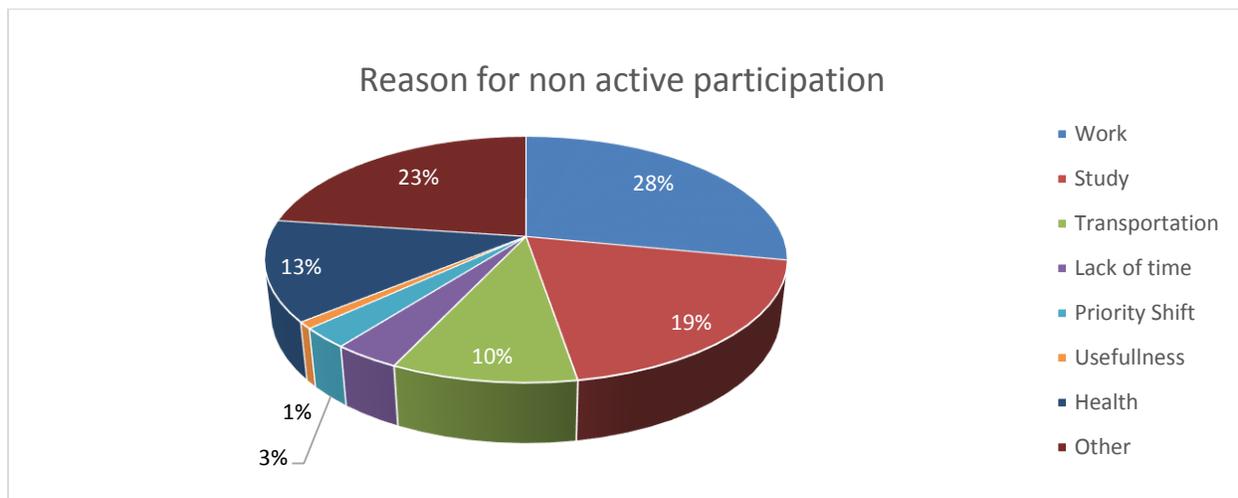
The project did not experience any major implementation challenge in the AUPP; however, several issues emerged that required immediate action and replanning for next calls.

University and school summer break have posed a challenge to present the program in the universities across Kosovo during the first call. The next application cycle should be avoided during the summer.

Another challenge that the project faces is to find quality instructors for GRE® and GMAT® prep courses in regions outside of Pristina. For this reason, most of the Instructors for these courses will commute from Pristina to the training location.

The most serious challenge encountered was active student participation in class and motivation to take the courses and/or continue enrollment. The attendance in TOEFL, GRE and GMAT was acceptable as it reached average 74.74% for TOEFL, 64.42% in GRE and 78.58% in GMAT. Challenges with truancy continues and 32 candidates enrolled in TOEFL never attended the course, while in GRE this case was recorded with 18 candidates and in GMAT with 3 candidates. Intensive courses in the AUPP program were a little bit cumbersome for some of the students as they required from 9 to 12 contact hours a week (three to four times a week), with additional 9-12 self-study and homework assignments.

The most reported reason was conflict with work or their current studies. Health was reported in 13% of cases, while transportation problem in 10% of cases. Other included family issues and travel out of the country. Only 1% reported that they stopped showing up as they found it un-useful.



In the PPDL portion, in consultation with A.U.K Public Policy and Governance faculty unit, the project team decided not to conduct the survey as initially envisioned in the work plan. Candidates do not necessarily possess the required knowledge to contribute in the program development as they might not be the participants that will be enrolled in the program. The expectation of potential stakeholders will be gathered during the outreach efforts of the program, mostly in an interview based approach.

3. STAKEHOLDER PARTICIPATION AND INVOLVEMENT

During the project, several stakeholders were engaged to promote and provide feedback to the program:

- AUPP Cohort 1 students
- Center for Community RAE – Gjakova/Dakovica
- Center for Equality and Liberty (CEL) Kosovo
- Center for Peace and Tolerance, NGO in Gračanica
- College AAB – in Pristina | Ferizaj/Urosevac | Gjakova/Dakovica
- College BIZNESI – Gjakova/Dakovica
- College DUKAGJINI – Peja/Pec
- College UNIVERSUM – Pristina | Ferizaj/Urosevac | Gjakova/Dakovica
- EU Kosvet VI Project
- International Business College Mitrovica – Mitrovica | South and North Campus
- Network of Roma, Ashkali and Egyptian Organizations of Kosovo
- NGO QESH, Pristina
- NGO CSGD, Pristina
- Prime Minister office for Community Affairs
- Public University "Haxhi Zeka" – Peja/Pec
- Public University "Fehmi Agani" – Gjakova/Dakovica
- Public University "Hasan Prishtina" – Faculty of Economics | Faculty of Engineering | Faculty of Law
- Public University "Isa Boletini" – Mitrovica
- Public University "Kadri Zeka" – Gjiilan/Gnjilane
- Public University "Ukshin Hoti" – Prizren
- RAE NGO Prosperiteti – Gjakova
- Regional Community Resource Center – Mitrovica North
- The network of RAE, Woman Organization of Kosovo
- University of Prishtina Alumni and Career Center
- World Learning – USAID TLP Scholarship and Partnership Program
- All other public and private universities and colleges
- All municipalities

4. LESSON LEARNED

During the marketing and advertisement program, we have learned that this specific audience does not attain information from the printed newspapers. For this reason, we have intervened quickly and changed our promotional strategy to reach out to this audience.

Based on the student's feedback, courses during the summer are not well accepted by the students due to conflicts with family planned summer vacation. This was demonstrated on the admission exam sessions, where only 56.6% of all applicants showed up at the admission exam. Furthermore, most of the universities are closed and delivering the training in other cities is logistically challenging during the summer period. The project team intends to adopt the work plan for future years to start the trainings in Fall and Spring Term.

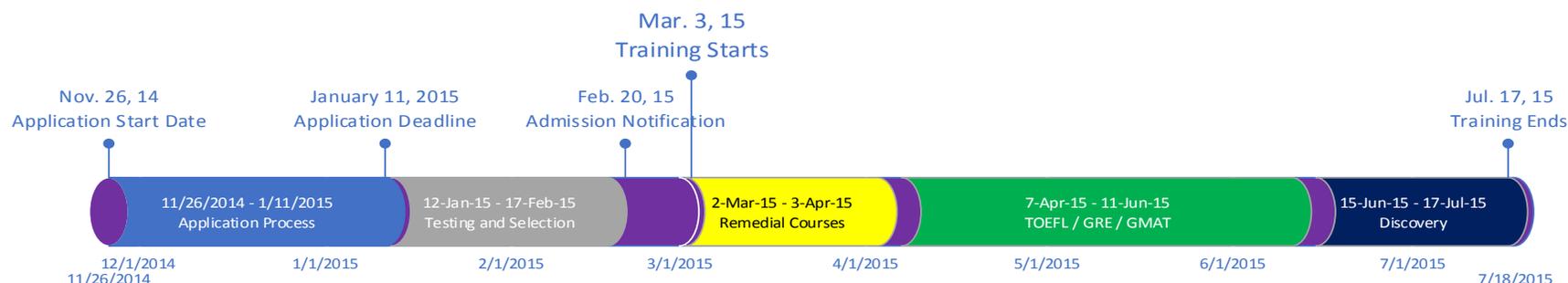
Intensive courses in the AUPP program were reported as cumbersome for students. In their training evaluation many students did not fully find the course tempo to be comfortable for them. For the second cohort training, we could not relax the schedule, as we need the candidates to complete their 198 contact hour AUPP program by summer 2015. This need derives from the plan to open the next scholarship call during that time. The project team is considering to implement schedule changes on Cohort 3 training delivery in Year 2 Work Plan.

5. PLANNED ACTIVITIES FOR NEXT YEAR INCLUDING UPCOMING EVENTS

5.1 Objective I: Kosovo Citizens receive in country University Preparatory Program (AUPP)

The certification ceremony for Cohort 1 is scheduled for May 20, 2015. Two hundred and twenty (220) have fulfilled their course requirement (passed the course) to be awarded the certificate issued by A.U.K and USAID. In October 2015, the project team will conduct surveys with Cohort 1 students to assess outcomes such as: % of candidates to obtain a target score in TOEFL, GMAT, GRE and % of students admitted into University Program, as means of assessing impact of the program in the future.

Cohort 2 training will continue as planned and we don't see any major obstacle that might affect changes to the plan. Training will be completed by July 17, 2015. The timeline for major activities includes:



The next call for Cohort 3 is planned to happen during fall 2015. Application process will run during the 2nd of week of September until 3rd week of October 2015. Our initial plan for Cohort 3 is to enroll 190 students in all regions of Kosovo. We plan to have a total of 11 groups in all cities of Kosovo – the majority of groups will be concentrated to start in Prishtina region due to the new academic year (October 2015) at public universities. The project team is basing its plan on a matrix of previous experience with cohort 1 and 2 and number of applicants per city:

	groups size	
Total number of students enrolled	190	15-22
Prishtina/Pristina	4	21
Prizren	1	15
Peja/Peć	1	15
Gjakova/Đakovica	1	15
Gjilan/Gnjilane	1	15
Ferizaj/Uroševac	1	15
Mitrovica (South & North)	2	15
Total	11	

5.2 Objective 2: Kosovo public servants received in-country public service training certificates (PPDL)

Beginning in May 2015 and continuing into August 2015 project staff will be conducting outreach and advertisement of the proposed PPDL program among the Annex 2 organizations in Cooperative Agreement. The project team will assess the level of interest of particular departments in participating, their willingness to release employees for the time needed to participate, specific areas of interest they might want included in the program, and the number of staff members who might participate.

During the summer period starting June 2015 to August 2015, PPDL Curricula will be further developed with corresponding teaching materials by A.U.K Public Policy & Governance Unit.

During the first week of September 2015, all potential professors will undergo a Train of Trainer Session to ensure that all professors are in line with the developed curricula.

Training will be delivered during two semesters, where first cohort of 120 candidates (4 groups) will commence in September 2015 and end in December 2015, while the second cohort of 180 candidates (6-7 groups) will start at the end of January 2016 and end in May 2016.

ANNEX A: PROGRESS SUMMARY

Table I(a): PMP Indicator progress - USAID Standard Indicators and Project Custom Indicators

DO 3: Enhanced Human Capital											
Indicator	Data Source	Baseline data		FY 2014-15		Quarterly Status – FY 2014-15				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q3 2014	Q4 2014	Q1 2014	Q2 2015		
Intermediate Result (IR): 3.2: Increased Professional Skills Base											
Sub-IR: 3.2.1: Increased number of professionally trained individuals through USG supported short-term training Program Objective 1: Kosovo Citizens receive in country University Preparatory Program (AUPP)											
Number of application received – Cohort 1	Applications	2014	Nr	500	1098	1098	0	0	0	219.6%	
Number of application received – Cohort 2	Applications	2014-2015	Nr.	500	1201	0	0	57	1145	240.4%	
Number of Admission test administered – Cohort 1	Exams	2014	Nr	500	636	622	14	0	0	127.2%	
Number of Admission test administered – Cohort 2	Exams	2015	Nr	500	972	0	0	0	972	194.4%	
Number of candidates enrolled into AUPP – Cohort 1	Admission notification	2014	Nr	240	258	0	258	0	0	107.5%	
Number of candidates enrolled into AUPP – Cohort 2	Admission notification	2015	Nr.	240	350	0	0	0	350	145.83%	Increased in this Cohort based on USAID request
Number of training hours executed – Cohort 1	Time-sheet Attendance	2014-2015	Nr	2370	1980	0	549	1431		83.54%	
Number of training hours executed – Cohort 2	Time-sheet Attendance	2015	Nr.	2370*	636	0	0	0	636	26.83%	Up to March 31, 2015.
Number of candidates finishing training with more than 80% attendance – Cohort 1	Grade book	2014-2015	Nr	170	220	0	0	0	220	129.41%	Further Notes bellow

Percentage of candidates to satisfied from the training – Cohort 1	Training evaluation	2014	%	>80%	94.33%	0	0	0	94.33%	117.91%	Aggregated for all courses
Percentage of candidates to obtain a target score in TOEFL, GMAT, GRE	PBT, USAID TLP SPP, other	2014-2015	%	>60%	28	0	0	0	28	11.6%	To be checked in October 2015
Percentage of students admitted into University Program	Follow-On Questionnaire, other	2015	%	>50%	28	0	0	0	28	11.6%	Scholarship Receptients. TBCH in October
Percentage of AUPP Alumni graduate from University Program	Follow-On Questionnaire, other	2016-2017	%	>30%	0	0	0	0	0	0%	
Number of AUPP Alumni employed / future outcome	Follow-On Questionnaire, other	2016-2017	%	>20%	0	0				0%	
Sub-IR: 3.2.1: Increased number of professionally trained individuals through USG supported short-term training											
Program Objective 2: Kosovo Public Servants received in-county public service training certificates (PPDL)											
Number of candidates enrolled into the program	Admission notification	2015-2016	Nr.	300	0	0				0%	
Number of candidates achieving the certificate of completion	Gradebook	2015-2016	Nr.	210	0	0				0%	
Percentage of candidates reporting that they have shared what they learned and experienced with colleagues in their parent institution, workplace or community	Follow-On Questionnaire, other	2016	%	>50%	0	0				0%	

*Based on previous plan for 240 students. For 350 we will need to deliver 3465 training hours and up to March 31, we have achieved 18.35%

*227 candidates were enrolled in Remedial English, with an average participation of 82.86% and an average final score of 62.75%

*197 candidates were enrolled in Remedial Math, with an average participation of 60.08% and an average final score of 65.05%

*246 candidates were enrolled in TOEFL Prep course, with an average participation of 74.74% and a final average score of 64.08%. Out of 246 candidates enrolled, 32 candidates didn't show up for lectures

*122 candidates were enrolled in GRE Prep course, with an average participation of 64.42% and a final average score of 54.79%. Out of 122 candidates enrolled, 18 didn't show up for lectures.

*56 candidates continued enrollment in GMAT Prep course, with an average participation of 78.58% and a final average score of 58.15%. Out of 56 candidate enrolled, 3 candidates didn't show up for lectures

*162 candidates were enrolled in Discovery Course, with an average participation of 67.03% and a final average score of 60.42%. Out of 162 candidates enrolled, 19 candidates didn't show up for lectures.

