



University Scholarship Program II

Final Report

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Executive Summary

The USAID University Scholarship Program (USP II) gives 50 financially needy Lebanese public school students (males and females) who have successfully completed their Baccalaureate II exams by June 2012, the opportunity for undergraduate study at AUB. The students selected from the different Lebanese districts will be able to maximize their potential and support Lebanon's democratic and economic development, thereby serving their communities. The scholarship covers full tuition fees, housing, books, laptops, and stipends until their graduation from AUB.

The present report provides a detailed description of the various phases and components of the USP II program implementation throughout its entire life span (October 2011 – September 2016). Thus, it describes the program dissemination and outreach, the selection process of scholars, their selection of majors, academic support given to them during their study at AUB, their leadership training and its translation into their civic engagement.

AUB signed a sub-grant cooperative agreement with Mercy Corps (MC), supported by USAID, stipulating that MC assist AUB in the recruitment and selection, performance, monitoring and evaluation (M&E) of the student internships, civic engagement, and community service.

Academically, the overall outcome of the USP II program is an unambiguous success. Out of the 50 selected students, 37 (74%) graduated with a cumulative GPA of 80 and above and only two did not graduate within the time frame of the program. Many scholars, roughly 40% per semester, were placed on Dean's Honor lists. Four scholars graduated with high distinction and 15 others with distinction. Five scholars received special awards for their excellent achievements.

All scholars completed the internship component of the program, 24 as professional and civic supplemental (major-related) internships and 26 as non-major internships.

With respect to the Civic Engagement and Leadership component, all USP II scholars actively attended a variety of workshops, including Leadership Training and Social Media Training Workshops. They all participated regularly in volunteering activities, clubs, and societies. They took part in several field trips. They completed 10 Community Service Projects successfully. For only one of them, the final implementing phase is still pending.

The number of beneficiaries of these CSPs amounted to about 1000 in their respective communities.

The final Performance Monitoring Plan (PMP) indicates equal to or higher achievements than most baseline indicators and Life of Project (LOP) targets, with the exception of a drop noticed in participating in volunteering activities and field trips in the students' graduation years.

The report includes the CAAP Tests and COS, SRLS, and USP/USAID Surveys administered by OIRA and the analysis of their results in terms of evolution of the USP II cohort, and in terms of comparison of their results to those of AUB and US Norms, whenever available.

The report presents the challenges and shortfalls encountered during the implementation of the program, as well as the lessons learned and remedies that should be adopted to rectify those in the future. On the other hand, it describes the success stories of the program and its impact on AUB and the target community.

As for the exit plan, the report shows what is being done about the two scholars, who did not graduate within its timeframe, the follow-up actions which are carried out in respect to Alumni, pursuing graduate studies, and assistance in job placement.

Finally, the report features the opinions and recommendations of the USP II scholars, as highlighted in an informal focus group discussion.

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REDACTED

1 List of Acronyms

| | |
|----------|---|
| AFDC | Aid to Families with Dependent Children |
| AMIDEAST | America-Mideast Educational and Training Services |
| AVSI | Association for Volunteers in International Service |
| AREC | Advance Research, Enabling Communities Center |
| AUBMC | American University of Beirut Medical Center |
| AVSI | Association for Volunteers in International Service |
| Bacc-II | Lebanese Baccalaureate Exam – Level II |
| BLOM | Banque Libanaise d’Outre Mer |
| CAAP | Collegiate Assessment of Academic Proficiency |
| CAT | Contracting and Trading Company |
| CCCL | Children Cancer Center Lebanon |
| CCECS | Center for Civic Engagement and Community Service |
| CES | Civil Engineering Society |
| COS | College Outcome Survey |
| CSP | Community Service Project |
| CSR | Corporate Social Responsibility |
| DEC | Development Experience Clearinghouse |
| DHHS | Department of Health and Human Services |
| DPNA | Development for People and Nature Association |
| D-Rasati | Developing Rehabilitation Assistance and Teacher Improvement |
| EEE | English Entrance Exam |
| FAFS | Faculty of Agriculture and Food Science |
| FAS | Faculty of Arts and Sciences |
| FEA | Faculty of Engineering and Architecture |
| IAESTE | International Association for the Exchange of Students for Technical Experience |
| ibsar | Initiative for Biodiversity Studies in Arid Regions |
| IHR | International Humanitarian Relief |
| IRD | International Relief and Development |
| LAU | Lebanese American University |
| LEDA | Local Economic Development Agency |
| LOP | Life of Project Indicator |
| LOST | Lebanese Organization for Studies and Training |
| M&E | Monitoring and Evaluation |

| | |
|--------|--|
| MC | Mercy Corps |
| MOE | Ministry of Education |
| MP | Member of Parliament |
| NCC | Nature Conservation Center |
| OGC | Office of Grants and Contracts |
| OSB | Olayan School of Business |
| PDF | Portable Document Format |
| PMP | Performance and Monitoring Plan |
| PSPA | Political Studies and Public Administration |
| SAT | Scholastic Aptitude Test |
| SRLS | Socially Responsible Leadership Scale |
| TD | Teaching Diploma |
| ULYP | Unite Lebanon Youth Project |
| UN | United Nations |
| UNIFIL | United Nations Interim Force in Lebanon |
| UNRWA | United Nations Relief and Works Agency for Palestine Refugees in the Near East |
| US | United States |
| USAID | United States Agency for International Development |
| USP | University Scholarship Program |
| WAAAUB | World Alumni Association in AUB |
| ZZYM | Zgharta Zewyeh Youth Movement |

2 Achievements and Activities

2.1 Program Dissemination and Outreach

2.1.1 Establishment of the USP Committee

The members of the committee are the Program Director, the Academic Monitor, the Program Coordinator, the Associate Director of Admissions, and the Director of the Office of Grants and Contracts.

2.1.2 Agreement with Mercy Corps (MC)

AUB approved a sub-grant cooperative agreement with Mercy Corps (MC), supported by USAID, under which MC assists AUB in the recruitment and selection, performance, monitoring and evaluation (M&E) of the student internships, civic engagement, and community service. MC was chosen for its experience, since 1993, in leadership, social and civic activities, in addition to its strong relationships with public school officials, Ministry of Education, municipality officers and community members throughout Lebanon.

2.1.3 Promotional and Outreach Material

Promotional material was developed to advertise the program. Brochures and posters (English, Arabic), including general information and eligibility criteria were designed, produced and distributed.

2.1.4 Application Form

An application form specific to USP II, including academic and financial information, as well as eligibility criteria, the same featuring in all program publications and outreach material, was created. The application also emphasized the conditions mentioned in the award, related to the selection criteria.

2.1.5 Website and Email Address

A website specific to USP II was designed. It included all information applicants need to know about the program: what the program offers, eligibility requirements, documents needed, in addition to the names and emails of the AUB contact persons. The website <http://www.aub.edu.lb/usp/Pages/index.aspx> was automatically redirected to AUB's and constantly updated. The email address usaplladmissions@aub.edu.lb that caters specifically to USP II admission was created as well.

2.1.6 Advertisements, TV and Radio

Approved by USAID, to advertise the program to the largest audience, ads were posted in major local newspapers. A Media Coordinator, assigned by MC, and the AUB team represented the USP II Program in major TV networks and radio stations through interviews.

2.2 Recruitment Campaign

AUB, in partnership with MC, prepared the recruitment strategy and logistics for the students' recruitment campaign covering 26 districts and around 240 public schools. MC contacted MOE, who sent an official letter to all school principals informing them about the program and visits to be made by AUB and MC

2.2.1 Public Schools Visits

Visits started on Feb 2, 2012, during which 5,000 applications and 5,800 brochures were distributed. The AUB team visited 81 schools, MC 161, AUB+MC 9, thus a total of 251 schools, which exceeded the initially planned number of schools to be targeted.

2.2.2 Fairs

AUB and MC had initially decided to organize 26 fairs covering all 26 districts. However, the first 8 were not very successful for many reasons: school principals would confirm attendance to the fair but not show up; principals would not inform their students although they were kindly requested to by MOE; principals would not want to attend under the pretext that their students did not qualify for the scholarship. Therefore, decision was taken to reduce the fairs to 9 and visit the remaining public schools instead. The 9 fairs were conducted with a Power Point presentation covering the details of the scholarship, and reaching 36 schools in different districts.

2.2.3 Receipt of Applications (784 complete applications)

By March 31, 2012, 860 applications were received by AUB's Admissions Office through regular mail or in person. USAID approved to extend the application submission deadline to mid-April. Applications with missing data were completed through phone calls. By mid-April, the new deadline, the count was as follows: 784 complete applications, 67 disqualified (applicants enrolled in private schools), 3 incomplete applications, 4 disqualified applications (received after April 15), 12 disqualified applications (applicants graduated in 2011), 1 application canceled by applicant.

2.2.4 Data Entry

Admission data was entered with the same BANNER as regular applications. Financial data was entered with the same BANNER used by the Financial Aid Office, but modified to reflect data on USP II application form. The Data entry operation, including completing missing data took 1.5 months to complete.

2.3 Student Shortlisting (150 students)

2.3.1 Selection Committee

A Selection Committee was created in the third quarter of 2012. It consisted of USP Director-Chairperson, USP Assistant Director, USP II Coordinator, Director of Recruitment, Dean of Student Affairs, Director of Admission/Financial Aid, USAID Agreement Officer, a representative from Mercy Corps, Director of Office of Grants and Contracts (OGC), faculty members from the Olayan School of Business (OSB) and the Faculty of Engineering and Architecture (FEA).

2.3.2 Selection Subcommittee

A Selection subcommittee was also established. It consisted of USP Director, USP Assistant Director, USP II Coordinator, Director of Recruitment and a financial officer. The subcommittee worked several days on studying each and every case. Their task proved to be very challenging due to close academic and financial scores, finding an adequate distribution throughout the 26 districts, and respecting an almost equal gender distribution.

2.3.3 Need Score, Composite Score

The Admission Office and the Financial Aid Office worked on computing for each applicant a Need Score, using the Need Amount (total expenses – total income), the Need Average/district and the Standard Deviation/district. They also created a

composite score combining the Need Score and School Average in grades 10 and 11. A shortlist was established of the students having a Need Score above the average need of the district and a school average above the mean of the district. The comparison was done within each district based on the rationale that each district has its own particularity in terms of standard of living and education level.

2.3.4 Approval of Shortlisting by Selection Committee

Using the composite scores and the comparison within each district, the subcommittee was able to reduce the number of applicants from 784 to 272. A further operation, that took into account an adequate distribution among districts and an almost equal gender distribution, allowed the creation of a shortlist of 150 students to be recommended to the Selection Committee. The list however included 84 males and 62 females. The Selection Committee approved the selection criteria and shortlist. Shortlisted students were then sent conditional letters of admission together with the Orientation Day dates, by mail or email. The list of the 150 shortlisted candidates was placed on both the Admissions and USP websites.

2.3.5 Vetting

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2.3.6 English Entrance Exam (EEE)

All 150 students sat for the EEE. One student declined and left after the exam. The test results were used to place the students in the University Preparatory Program (UPP), at the appropriate English Language levels or as regular non UPP students.

2.4 Orientation Day (May 28, 29, June 15, 2012)

2.4.1 Programs Introduction

The various academic programs offered at AUB were presented by faculty members of the different faculties (Faculty of Arts and Sciences, Faculty of Architecture and Engineering, Faculty of Agriculture and Food Sciences, Faculty of Health Sciences, Faculty of Nursing, Olayan School of Business). The Student Affairs Office units and activities were also discussed and presented.

2.4.2 Interviews

Three teams, consisting of representatives of the Financial Aid Office, USP Committee, Faculty members, and MC representative conducted interviews that aimed at assessing the leadership and civic engagement profiles and double check the personal and financial aid data provided on the application forms. All students participated in the interviews with the exception of four, three of which attended the make-up orientation session and were interviewed on June 15.

2.5 Students Final Selection of 50 Students

2.5.1 Final Selection

The final selection of 50 students was based on their Bacc II scores. The delay in correction, due to the Lebanese teachers going on strike, delayed the publication of the results to the first week of August. Selected students were contacted by phone to get their Bacc II results and ID number. The ID number of each selected student was entered in the Ministry of Education (MOE) website and the accuracy of their Bacc II grades was checked.

2.5.2 Final Approval

The Selection Committee approved the final selection after discussing each case individually and after a thorough analysis of the interviews results. The final list of selected students for the scholarship of the USP II program included 24 males and 26 females from 22 different districts. From the 150 shortlisted students, 36 were expected to attend a full year of intensive English, placed in various levels according to their results in the EEE. In the list of finally selected scholars, 24 were enrolled into UPP (2 semesters). Two scholars declined to take the offer because their EEE scores forced them to go into intensive English, which prevented them from majoring in Engineering. They were later replaced by two other scholars from the 150 student shortlist.

2.5.3 Contacting Selected Students, Placement

All 50 students were contacted the same day and invited to the Orientation Session scheduled on September 5, 2012. They were informed about the requirement of the scholarship and the fields they would be majoring in, depending on their personal choice and the recommendation of the Office of Placement Services. They

were also given their English level placements. Rejection letters were sent to all the shortlisted applicants who were not finally selected.

2.6 USP Student Orientation

2.6.1 Orientation Topics

Orientation Day took place on Sep 5, 2012. Selected students were introduced to the terms of the scholarship and AUB expectations and environment as a whole, and familiarized with the UPP programs and levels by UPP Director. They were also encouraged by USP Director to participate beyond academics towards a well-rounded education, to develop analytical and critical thinking, to assume responsibility and autonomy. During orientation, students met with UPP instructors, UPP Director and USP Academic Monitor. They were introduced to the AUB English requirements and the various English levels that AUB requires. The UPP Director answered students' inquiries and concerns and invited them to seek advice and support whenever they needed them.

2.6.2 Scholarship Contract, other Administrative Matters

Students signed a contract with AUB by which they accept the award and abide by its terms. Students were introduced to the terms and policies of housing. They were also introduced to the upcoming training sessions, activities, and community work related to leadership. They also had the opportunity to meet with USAID representatives, USP team and AUB personnel.

2.7 AUB Orientation

2.7.1 AUB Policies and Regulations, Contract Signing

AUB Orientation Day took place on Sep 10, 2012 and was attended only by non-UPP scholars. Students were introduced to the university policies and regulations. UPP scholars did not attend the AUB Orientation Day, as they did not have to register for courses or meet with their advisors. Non UPP students signed the USP contract. UPP students signed their contracts on September 13.

2.7.2 Dorms

Non UPP students were assigned rooms in the dorms on September 10. UPP students were assigned their rooms in the dorms on the same day they signed their USP contract, on September 13.

2.7.3 Academic Advisors

Non UPP students were introduced to their academic advisors. UPP Director would be the advisor of UPP scholars until they complete successfully the UPP phase.

2.7.4 Book Allowance, Stipends, Laptops

On September 18, students received their \$300 book allowance and the first \$500 stipend check. Laptops were distributed on September 20. Students were guided through the laptop contract terms and conditions before signing it.

2.8 Academic Support

2.8.1 Advisors

At the beginning of the first academic year, the program coordinator introduced the program requirements to the advisors and informed them that the scholars were committed, within the conditions stipulated by USP II, to graduate within the time frame of their major. Together with the coordinator, the advisors designed a graduation plan that was shared with the students. The graduation plan, signed and countersigned by the student and advisor, was reviewed and updated whenever needed, depending on the scholars' achievements and academic difficulties.

2.8.2 Monthly Academic Follow-up

Once a month, the Program Coordinator circulated an Academic Progress Sheet that outlined the grades achieved by the scholars and was updated and submitted signed to the Coordinator and Academic Monitor.

2.8.3 Bi-Semestrial Academic Follow-up

The Academic Monitor met individually with the scholars to discuss their overall academic progress, allowing her to assess their academic status, review their graduation plan, and take the necessary steps in case a student needed to be assisted by a tutor or a mentor. Information on academics was collected in an

academic follow-up sheet. Students reporting low or failing grades were closely monitored on a weekly basis.

2.8.4 Special Academic Follow up

All special cases, such as major transfers, failed courses and probation cases were closely and continuously monitored and followed up, on a case by case basis.

2.8.5 Tutors

Students who performed poorly or faced difficulties in a given course were assigned tutors to address the skills that needed improvement.

2.9 Leadership and Civic Engagement

Throughout the duration of the USP II program, the AUB team, supported by CCECS, followed up on this component, in collaboration with Mercy Corps, as stipulated by the sub-award agreement signed between the two parties. They therefore helped and followed up on USP II students engaging in volunteering activities and assisted them in articulating their ideas in actual Community Service Projects and in planning the implementation process along with the local NGO partner. Both parties also collaborated in managing and following up on USP II internships (major-related and non-major related)

Starting from Year 2 (2012 – 2013), in order to closely follow up on their engagement in leadership and civic engagement training and activities, USP II students were asked to prepare an individual portfolio that would cover leadership sessions attended, civic and volunteering activities carried out, club and society affiliations, as well as their NGO experience. The portfolio was constantly checked and updated by the USP team.

The following describes the training sessions conducted, the volunteering activities students were involved in, the field trips they participated in, the community service projects they carried out, and other civic engagement and leadership activities they were involved in.

2.9.1 Leadership Training (Yr3)

- Prepared and conducted by Mercy Corps, an introductory session and 7 leadership training modules took place. Their purpose was to provide scholars with leadership skills that they will be implementing in the following years in their field community work.
- Summary of the Leadership Training package (topics and dates)

Table 1: Training Sessions and Dates

| Session | Date |
|------------------------------|-------------------|
| Introductory | November 10, 2012 |
| Leadership | January 19, 2013 |
| Communication Skills | February 16, 2013 |
| Advocacy | March 25, 2013 |
| Team Building | May 27, 2013 |
| Designing Community Projects | May 28, 2013 |
| Time Management | May 29, 2013 |
| Budget | May 29, 2013 |

- Session details (description, objectives, learning outcomes, schedule and methodology, assessment criteria and material to be used) were coordinated with the AUB USP II team prior to the training session.
- Pretesting and posttesting (to measure if the objectives were met) were also submitted to the AUB USP II team.
- After the completion of each session, a monitoring report, including a detailed description of the activities and a detailed evaluation, were also shared with the AUB USP II team, along with shortfalls and successes.

Table 2: Indicators

| Indicator | Target | Achieved |
|--|---------------|-----------------|
| Number of sessions to be organized | 7 | 7 |
| Cumulative number of scholars who participated | 350 | 346 |
| Cumulative number of scholars who missed | 10 | 2 |
| Percentage of scholars who met the training objectives | 100% | 90% |

2.9.2 Social Media Training (yr3)

A three day session took place on May 19, 21 and 23, 2013. The objective was to provide the scholars with the necessary skills and tools to use social media during their internship and Community Service Projects. The session scope of work was developed by Mercy Corps and the scholars, and shared and approved by the AUB team. The training introduced the scholars to several important tools, including Google Drive, blogs, as well as other social media sites. The set of powerful tools that the scholars acquired would allow them to document their community work.

2.9.3 Volunteering Activities - Annex 1

During the second, third and fourth years of the award program, each student was involved in 3 volunteering activities per semester. Since the fall of the fifth year the number of students volunteering in civic activities dropped dramatically. Many meetings were held between the USP team and the CCECS, resulting in rectifying the situation. REDACTED all voluntary activity details.

2.9.4 Field Trips - Annex 2

- **Animal Encounter and AFDC (yr2):** The trip took place in Aley, Ramlieh. Students were introduced to threats facing animals in Lebanon and what measures could be taken to stop mass shooting. They were also initiated about the protective methods and techniques that are used to help grow endangered plants, thereby providing a comprehensive tool-kit on how to preserve the ecosystem in this particular regard. Students participated in a “Capacity- Building” activity, which cultivated in them a sense of courage.
- **AREC, AUB (yr2):** CCECS organized a trip to the AUB Agricultural Research and Education Center in the Bekaa on May 13 and 14. During their stay, all 50 USP II successfully accomplished a landscape project, including the installation of irrigation pipes, shifting and distribution of gravel, installation of lawn, painting, and planting of flowers and trees. The project allowed them to practically apply their leadership and team work skills.
- **BLOM Bank Lecture (yr3):** The aim of the lecture, entitled “Banking for Non Bankers,” was to introduce the students to basic banking

practices. A representative at the bank showed the students how to calculate the interest rate on salaries and loans, the difference between a credit and a debit card and the ins and outs of loans and debt. After the lecture, each student received a discount card that could be used in various stores in Beirut and other regions of Lebanon.

- **D – Rasati, Training and Workshop (Yr3):** The field trip covered public schools in many districts. To effectively address IT skill needs in the various schools across Lebanon, the Developing Rehabilitation Assistance and Teacher Improvement (D-RASATI) was collecting information on IT deficiency. All USP II students attended a training session about how to evaluate a school's IT needs. The 3-hour session introduced them to all the components of a detailed diagnostic survey they would use in their evaluation of the schools. They then helped collecting data. Those who did not have a time conflict visited a school and filled out a survey with its principal. Students commented that the interviews they conducted with the school principals were an opportunity to exercise their communication skills.
- **BIOM Bank Lecture (yr4):** Business Administration and computer science students were introduced to careers related to their studies. The lecture introduced main bank operations, services and departments, and gave students insight on career responsibilities and what qualifies a successful banker.
- **Arcenciel, Bekaa (yr5):** 20 USP II students went on the field trip to the USAID-funded Center which spearheads various environmental and agricultural projects and provides the Bekaa with fresh dairy products. Students were introduced to rural economic development and recycling techniques and gained practical and innovative insight on how to implement similar initiatives within their respective communities.

2.9.5 Video Conferences

- **February Conference (yr3):** A video conference was organized by Mercy Corps between 10 USP II scholars and 4 Tunisian youth.

Similarities and differences between youth leadership in their respective countries were discussed.

- **May Conference (yr3):** 12 USP II scholars participated in a video conference with students from Portland, Oregon. The theme was “Social Media as Tool for Change.”

2.9.6 Internships (non-major related), 90 hours (yr3) – Annex 3

These internships, which entail 80 hours of field work and 10 hours of training and reporting, cater to students who do not have an internship requirement in their major at AUB. Mercy Corps provided the internship activities logistics and contact with host organizations. 26 scholars completed these internships with various NGO’s and associations. At the completion of their internships, they submitted reports and carried out presentations, describing their contributions to the community, the bonds they tied and the lessons they learned. USP team prepared two rubrics: one to evaluate the quality of the reports and another to evaluate the presentations as per previously set guidelines.

REDACTED ALL Non-Major Internship details

2.9.7 Internships (major related supplemental), 20 hours – Annex 4

Students who are enrolled in majors that require a professional internship should complete a non-major supplement that entails 10 hours of field work and 10 hours of pre and post field work (training and reporting).

REDACTED ALL Non-Major Supplement Internship details

2.9.8 Professional Internship – Annex 5

A professional internship is one that is embedded in certain majors at AUB and is a degree requirement for students enrolled in those majors. Students of this category submitted a copy of the internship report to their department and to the AUB USP II team. Internship is considered successfully completed when approval is received from their department and Host Company.

REDACTED ALL Professional Internship details

2.9.9 Community Service Projects (CSP) – Annex 6

In 2012-2013, All USP II students had the chance at the AUB Annual Civic Fair of communicating with numerous NGOs or civic groups and learning about their

scope of work. Thus, they collected information of two selected organizations (vision, objectives, strategies, etc.), in view of finding potential partners for their CSPs.

Three meetings were then held between USP II students and the USP-CCECS teams. The meetings aimed at discussing the students' choice of NGO, align it with their experience and personal selection, enable them to determine their final teams and preliminary concept notes, agree on deadlines, write the proposal template, and highlight certain restrictions and limitations defined by the USAID standards.

By the end of summer of 2014, ten groups had been formed involving all USP II scholars. Students formed their groups based on proximity of members to the desired work site and compatibility of skills and interests. Mercy Corps and USP/Center for Civic Engagement and Community Service (CCECS) were overseeing progress of the projects. A guidebook, a road map and a set of tools and checklists, were produced by Mercy Corps in collaboration with the AUB team. A discussion/brainstorm platform and professional guidance were conducted in order to align students' NGO choice with their prospective CSP project. Students then formed their final teams and preliminary concept notes, overview of the process, key dates and deadlines. They then had to write the project proposal template given by MC and highlight restrictions and limitations related to project feasibility. Discussions of the various aspects of the projects were conducted and guidance provided on group work and proper documentation. Visits were made at the target communities for mapping and needs assessment. Contact with non AUB youth in the regions participating in the planning process, were made.

The following describes the ten Community Service Projects, their objectives and the work achieved. Please refer to Annex 8 for the names of the scholars involved in each team, the function of each member in the team, the local partner they collaborated with, and the project materials provided in the implementation of each project.

- **Lokamat Aysh in Bayssour (yr4):** REDACTED details of the CSP
- **Zgharta Cultural Center – (yr4):** REDACTED details of the CSP
- **Manaraty in Manara (yr4):** REDACTED details of the CSP

- **Hasbaya – Soap Manufacturing Cooperative, MC, CCECS (yr5):** REDACTED details of the CSP
- **Jezzine/Azzibeh – Rehabilitation and Upgrading of a Water Point/Spring, MC, CCECS (Yr5):** REDACTED details of the CSP
- **Burj El Chemaly – Women Sewing Cooperative, MC, CCECS (yr5):** REDACTED details of the CSP
- **Al Buss – Football Field, MC, CCECS (yr5):** REDACTED details of the CSP
- **South Team, CCECS:** REDACTED details of the CSP
- **Bekaa Team, CCECS:** REDACTED details of the CSP
- **North Team, CCECS:** REDACTED details of the CSP

2.9.10 Clubs and Societies – Annex 7

During the first quarter of 2012 (Yr2), individual meetings were held with all USP II students, where the list of available clubs and societies, their mission and statement of purpose were introduced. The core motivation was to offer the students a stimulating co-curricular educational activity, as a complementary component to the volunteering activities. Each USP II student was registered in at least one club by the second quarter of the year. At the beginning of each semester, USP team followed up on students' club registration, and students regularly reported their activities. All through the award lifetime, USP II students continued to participate in their respective clubs and societies associated with their majors, the most popular being Red Cross, Insight, Dabkeh, Olympics and Astronomy clubs. In addition, students could be found in nine different societies, the most popular being the Computer Science Society. Please refer to Annex 9 for individual details of club and society affiliations.

2.10 Career Counseling, Career Placement Services (CPS) – Annex 10

- **Career Placement Workshop (Yr4):** to satisfy the USP II award terms pertaining to Career Preparation, the USP team and AUB Student Affairs – Career Placement Services - organized and conducted a Career and Soft Skills Workshop. The workshop was delivered over six days in January 2015, and covered the following topics: adaptation to a new career environment, communications skills, decision making skills, interviews, negotiation skills, public speaking, researching for employers, resume and cover letter writing, stress management, and

time management. Career Services reported that USP II scholars took an active role in the various tasks and that the workshop achieved its goals including enhancing students’ career skills and creating awareness regarding their abilities. The Career Placement Service followed up with the students on an individual level by reviewing their resumes and cover letters before they apply to professional internships or jobs. The CPS also provided consultation on the mandatory internships and followed up on student requests to be registered in the Career Service database which connects them to potential job opportunities.

- **Career Placement Follow-up (Yr5):** as a follow up on the workshop conducted in Year 4 by Career Placement Services, and as an evaluation of the Interview skills introduced earlier, 42 USP II students were divided into groups for Mock Interview Sessions. The sessions aimed at simulating an interview and improving interview skills.

3 OIRA Tests and Surveys

3.1 CAAP Tests

These tests constitute the standardized assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance the outcomes of their general education programs, students’ achievement levels on a group or individual basis. As a national standardized test, CAAP offers extensive national user norms that allow comparison of results to appropriate reference groups. As CAAP administration is required by the USP II program, it was administered by the Office of Institutional Research and Assessment (OIRA) in each of the four university years (2012 – 2015) of the USP II Program. The following is a descriptive analysis of the results.

Table 3: Evolution of the USP II Cohort CAAP Mean

| | 2015 | 2014 | 2013 | 2012 | Δ | F | Sig |
|----------------|------|------|------|------|------|--------|-------|
| Writing | 59.5 | 59.1 | 59.5 | 57.2 | 2.3 | 5.530 | 0.001 |
| Math | 62.5 | 64.5 | 65.5 | 63.5 | -1.0 | 4.730 | 0.003 |
| Reading | 56.0 | 56.3 | 55.2 | 56.5 | -0.5 | 1.011 | 0.389 |
| CT | 60.6 | 60.5 | 59.8 | 56.0 | 4.6 | 15.534 | 0.000 |
| Science | 60.2 | 60.6 | 60.5 | 59.5 | 0.7 | 0.977 | 0.905 |

Table 3 shows:

- **Writing:** significant improvement in Year 2, then stable
- **Math:** significant improvement in Year 2, then regression
- **Reading:** no significant changes
- **Critical Thinking:** significant improvement in Year 2, then stable
- **Science:** slight improvement in Year 2, then stable
- **Overall:** significant improvement in Year 2

Table 4: Progress in the Number of Certificates Awarded

| Number of certificates awarded | 2012 | 2013 | 2014 | 2015 |
|--------------------------------|-----------|------------|------------|------------|
| 5 certificates | 1 | 3 | 3 | 4 |
| 4 certificates | 4 | 2 | 3 | 4 |
| 3 certificates | 2 | 10 | 12 | 11 |
| 2 certificates | 2 | 15 | 13 | 13 |
| 1 certificate | 38 | 19 | 19 | 12 |
| 0 certificate | 3 | 1 | 0 | 1 |
| Total | 50 | 50 | 50 | 45 |
| Total Awarded | 69 | 102 | 108 | 107 |

Table 4 shows:

- Significant overall improvement in Year 2, slight improvement in Year 3, then stable
- More students are getting more than one certificate the longer they stay at AUB.

Table 5: Comparison between USP II and AUB and US National Norms

| 2012 | Writing | Math | Reading | CT | Science |
|------------------|---------|------|---------|------|---------|
| USP II Mean | 57.2 | 63.5 | 56.5 | 56.0 | 59.5 |
| AUB Mean | 62.2 | 65.9 | 60.4 | 62.7 | 64.2 |
| US National Mean | 63.6 | 58.5 | 61.9 | 60.6 | 61.2 |
| 2013 | Writing | Math | Reading | CT | Science |
| USP II Mean | 59.5 | 65.5 | 55.2 | 59.8 | 60.5 |

| | | | | | |
|------------------|----------------|-------------|----------------|-----------|----------------|
| AUB Mean | 61.4 | 64.5 | 61.9 | 60.8 | 63.6 |
| US National Mean | 63.1 | 58.5 | 61.7 | 59.9 | 61.1 |
| 2014 | Writing | Math | Reading | CT | Science |
| USP II Mean | 59.1 | 64.5 | 56.3 | 60.5 | 60.6 |
| AUB Mean | 62.4 | 65.8 | 61.9 | 63.0 | 65.0 |
| US National Mean | 63.1 | 58.6 | 61.6 | 59.8 | 61.1 |
| 2015 | Writing | Math | Reading | CT | Science |
| USP II Mean | 59.5 | 62.5 | 56.0 | 60.6 | 60.2 |
| AUB Mean | 61.3 | 65.0 | 59.6 | 62.3 | 61.9 |
| US National Mean | 63.0 | 58.6 | 61.6 | 59.4 | 61.2 |

Table 5 shows:

Writing: in spite of significant improvement in 2013, USP II means remained lower than AUB and US National Norms.

Math: USP II Mean improved in Year 2, then regressed all through the consecutive years. However, they remained higher than the US National Norm

Reading: no significant improvement in USP II mean all through the four years and it remained significantly lower than AUB and US National Norms.

Critical Thinking: improvement all through the four years. However, it remained slightly below AUB Norm and slightly above US National Norm.

Science: it remained much below AUB Norm and slightly below US National Norm.

3.2 COS Surveys

COS surveys assess student outcomes related to career, emotional, intellectual, physical, and social development, as well as student satisfaction with the university. More specifically, it assesses the progress made toward attaining outcomes, agreement with statements about the university, personal growth, and college experience. COS Surveys were administered during three consecutive years (2013-2015)

Table 6: Comparison between USP II and AUB means over three years

| | | | | | | | |
|---------------------|--------|--------|--------|--------|--------|--------|-------------|
| | USP 13 | AUB 13 | USP 14 | AUB 14 | USP 15 | AUB 15 | Reliability |
| Intellectual Growth | 3.6 | 3.5 | 3.8 | 3.5 | 3.9 | 3.6 | 0.95 |
| Social Growth | 3.8 | 3.6 | 3.9 | 3.6 | 4.1 | 3.7 | 0.95 |

| | | | | | | | |
|-----------------|-----|-----|-----|-----|-----|-----|------|
| Personal Growth | 3.9 | 3.6 | 3.9 | 3.5 | 4.0 | 3.6 | 0.96 |
| Overall Items | 4.0 | 3.6 | 4.1 | 3.6 | 4.1 | 3.7 | 0.95 |
| Total Scale | 3.9 | 3.5 | 3.9 | 3.5 | 3.9 | 3.5 | 0.94 |

Table 6 shows:

- USP II students progressed in every construct from 2013 to 2015
- USP II cohort means were significantly higher than AUB students. Reliability of scales is very high (exceeding 0.90)

3.3 SRLS Surveys (2014 - 2015)

The Socially Responsible Leadership Scale is an instrument based on the Social Change Model of leadership development. The SRLS is used for research, assessment, and education to measure and identify leadership capacities.

Table 7 –Evolution of Leadership Profile Means from 2014 to 2015

| Percentage of Progress/Regress | Number of Scholars |
|--------------------------------|--------------------|
| Progress: 0 - 10% | 10 |
| Progress: 10 - 20% | 5 |
| Progress: 20 - 30% | 6 |
| Progress: 30 - 40% | 4 |
| Progress: 40 - 50% | 2 |
| Progress greater than 50% | 4 |
| Regress | 18 |

Table 7 shows that the mean of 31 scholars increased from 2014 to 2015, while the mean of 18 scholars decreased during the same period.

Table 8 – USP II Cohort SRLS Means by Construct

| | Mean | % |
|-----------------------|------|-----|
| Consciousness of Self | 4.0 | 75% |

| | | |
|---------------------------|-----|-----|
| Congruence | 4.1 | 78% |
| Commitment | 4.3 | 90% |
| Collaboration | 4.1 | 82% |
| Common Purpose | 4.1 | 85% |
| Controversy with Civility | 3.9 | 69% |
| Citizenship | 4.2 | 85% |
| Change | 4.0 | 75% |

Table 8 shows the USP cohort means by construct. It also shows the percentage of USP II students who answered by “Agree” or “Strongly Agree” to the survey questions within each construct. In the absence of data for the same cohort for several years, it is not possible to infer progress or regress. In the absence of the same data for non USP II AUB students, it is not possible to make any comparisons.

3.4 USAID/USP Surveys - Activities and Perception of Programs

Those surveys affirm the importance of student activities and programs as a critical component of their education and provide recommendations for their successful implementation in university issues.

Table 9 – Cohort’s 2015 Means by Construct

| Construct | Mean | Deviation Range |
|-------------------------------------|------|-----------------|
| Activities you were Involved in | 4 | 0.74 – 1.05 |
| Academic Motivation Scale | 4.1 | 0.63 – 0.98 |
| Openness to Diversity and Challenge | 4.3 | 0.67 – 0.83 |

Table 9 shows the cohort’s means by construct and standard deviation range. In the absence of data for many years and data for non USP II AUB students, it is neither possible to infer any progress or regress, nor to compare USP II results to AUB results.

4 Shortfalls, Challenges and Remedies

REDACTED

5 Success Stories

- **Impact on Students and Families:** The general outcome of the award is highly satisfactory. Forty eight scholars (96%) graduated within the time frame of the award. A large number of scholars, roughly 40% per semester, were placed on the Dean's Honors Lists. Four scholars graduated with high distinction and 15 with distinction. Five scholars received various awards on their excellent achievements. A significant growth on the academic and personal levels was observed in the CAAP tests and COS survey results.
- **General Impact on AUB:** With the continuously increasing university fees, AUB risks catering only to the financial elite. The USP awards presented a golden opportunity to underserved communities to get a quality tertiary education, thus giving AUB a social dimension and role. AUB instructors are now dealing with new cohort profiles, generally more motivated and hardworking. AUB staff now has to develop new infrastructures and allocate new resources to accommodate the new given. Furthermore, the civic engagement component, set as a requirement for USP scholars, is now being considered to be a requirement for all AUB students.
- **Impact on the Community:** Firstly, the award represents a pathway to high quality education for deserving public school students. Secondly, with its civic component, the award is bringing into the various communities expertise and values. The projects implemented in the different regions represent the short term/direct impact – the number of beneficiaries from the CSP projects amounted to 1000. Graduating students working in their communities represent the long term impact. More importantly the award is bringing into those communities the AUB values of tolerance, freedom of thought and expression, respect for diversity and dialogue, and civic responsibility. All the above ideas have been voiced profusely in the scholars' comments, reports, and

reflection letters, after the completion of a voluntary activity, internship or community project.

- **Impact on the UPP:** The university preparatory program is an indispensable entity at AUB, whose main mission is to prepare university-bound students to succeed at an all-English curricula university. Before the enrollment of USP students, the UPP student body consisted mainly of foreign students coming from the Gulf who have good scholastic grades but are very weak in English. The UPP courses focused mainly on English Language skills then.

In 2011-2012, the UPP received a cohort of 24 students with specific needs that are totally different from the regular UPP students. These were the USAID scholars who are academically very strong, specifically in mathematics and sciences but are weak in the following areas: English, IT, English for specific purposes, study skills, knowledge of the world, critical thinking, time management, to name a few. Consequently, the University Preparatory Program has developed a totally new curriculum and introduced new courses to address the needs of these students, specifically, IT courses because students were not able to work on the laptop that USAID had provided them with, neither were they able to send a simple email, let alone an attachment. UPP has also introduced a new course, Introduction to Humanities, in order to increase their knowledge in philosophy and history to start questioning the world around them. Enrichment activities were also implemented every semester, such as visiting different Lebanese regions, such as Sidon, and downtown Beirut, in addition to visiting the Beirut National Museum.

The UPP also had to increase the number of its instructors, train them to deal with underserved students who need not only academic attention but also a lot of social, personal, and emotional guidance. The UPP has also recruited full-time instructors who are always available in their offices to receive the students outside their class hours and provide them with all the extra help they needed.

The UPP has expanded its scope, mission, vision, instructors, and staff in order to bridge the gaps that these students have so that they succeed at AUB. With all this the UPP currently is serving all AUB scholarships, including MasterCard, MEPI, World Food Organization Lebanese and non-Lebanese students drawing mainly on the USAID/USP experience.

- **Publication of a USAID/USP Newsletter:** In order to increase the USP visibility through showcasing the Program's achievements and its impact on the Lebanese community, the USP management published a semi-annual newsletter. At first the newsletter was written by USP staff highlighting the USP students; the students themselves started contributing by writing their success stories and experiences guided by the USP management.

The newsletter is distributed to all AUB departments in addition to LAU, and other partners and NGOs and others. It is also posted on the USP/AUB website. This was also a success of the program that has increased its visibility in Lebanon, the region and the world and has also become a major reference about the program's achievements through accessing it from the USP website.

- **New Premises:** In recognition of the outstanding work of the USP, AUB has provided the program with a bright new space in the Reynolds Building. This is considered a great achievement given that AUB is suffering from serious space issues on campus. Now the USAID/USP has its own confined location which has made a big positive difference on the flow of work among the USP staff members and their interaction with their students. Since each member of the USP staff now has his/her own private office, the students can now open up to their coordinators, academic monitors and advisors and discuss any issues they are facing in a relaxed and contained private atmosphere. The students now feel that they have a home, an academic family and a working space, Reynolds Building that they can always resort to whenever needed.

Consolidating the program in one spacious and beautiful place amidst the AUB space crisis in the Summer of 2016 was the culmination of the success of the program and AUB's recognition and support for it.

6 Achieved Results versus Expected Ones, Analysis of Final PMP, Annex 10

In most sections the achieved results are equal or higher than baseline indicators/LOP targets. Table 7 describes PMP sections, pointing out any remarks or justifications. The shaded sections are those where the achieved results are significantly below baseline indicators/LOP targets, thereby need improvement.

Table 7: remarks about the final PMP

| Section/ Indicators | Remarks |
|--|---|
| Standard/1 | Two female scholars did not graduate before termination of the award |
| Life of Project/2-5 | Forty scholars are either employed (18) or pursuing graduate studies (22). This outcome does not match the LOP targets (35, 13), because 5 scholars are pursuing another degree, which reduces the number of unemployed to 3. |
| Outreach and Dissemination/ 6-12 | All achieved results are equal to or exceed baseline indicators and LOP targets |
| Recruitment/13- 16 | Achieved results are equal to or exceed baseline indicator and LOP targets, except the number of fairs conducted, which was reduced and replaced by direct school visits, because they were not successful. |
| Applications & Selection/17-23 | The number of applications received and which satisfy eligibility criteria largely exceed baseline and LOP targets. The number of shortlisted students is equal to baseline and LOP. However, the equal gender distribution is not respected (62M, 88F) instead of (75M, 75F) |
| Final Acceptance/24 | The number of students finally accepted matches baseline indicator, and the gender distribution is almost respected. However, 22 districts were covered by the selection instead of 26. |
| Orientation/25- 27 | Achieved results match baseline indicator and LOP target. |

| | |
|-----------------------------------|--|
| Student Housing/28 | Achieved results match baseline indicator and LOP target. |
| Placement in Intensive English/29 | 24 scholars, instead of the targeted 36 were enrolled in intensive English. |
| Academic Progress/30-33 | Achieved results match baseline indicators/LOP targets. The number 44 in year 5 is due to the fact that 4 students had already graduated in year 4. |
| Internships/34-36 | All scholars completed their internships (professional + supplemental or non-major related). However, the distribution between the two groups is not fully respected. |
| Career Placement Services/37-41 | One full fledge workshop (5 days) replaced the targeted two workshops. |
| Social Impact/43-44 | Achieved results match baseline indicators/LOP targets for the COS surveys and PSPA course. |
| Administrative Tasks/45 | Achieved result match baseline indicator/LOP target. |
| Social Engagement/46-48 | Scholars' engagement in AUB societies suffered a major drop in years 3 and 5. Club affiliation was on target, except for a drop in year 5, due to the fact that 4 students had already graduated and to the other fact that students were more focused on their academics during their graduation year. |
| Community Engagement/49-51 | The number of field trips is on target. However, the number of scholars participating in these trips suffered a major drop in years 4 and 5. The number of scholars participating in volunteering activities also dropped drastically in year 5. |
| CSP's/52-53 | Nine projects are completely implemented. For the tenth project, the last implementation phase is pending. All 50 USP II scholars participated actively in the CSP's. |
| Leadership Training/54-62 | The number of workshops planned matches baseline indicator, so does the number of participants. 93% of scholars demonstrated improved understanding. 50 students participated in video conferences. 100% of scholars demonstrated improved understanding of leadership concepts through internships and CSP's. |

7 Post-graduation Follow-up

7.1 Post-Graduation Portfolio/Reflection Letter/Follow up (Yr5)

After the graduating scholars completed successfully their final semester, they were asked to stay in contact with the USP team, and to submit a portfolio that includes section on academics, voluntary activities, internships, CSPs, and an extensive reflection letter that focuses on their whole experience at AUB. They were also asked to send a short paragraph reflecting on their AUB/USP experience to be posted on the AUB/USAID website.

7.2 Summary of the Post-Graduation Status of Scholars till Date

| | |
|---|----|
| Number of Employed Scholars | 18 |
| Number of Scholars in Graduate Studies (22) or other Degree (5) | 27 |
| Number of Unemployed Scholars | 3 |
| Number of Scholars who did not graduate | 2 |

REDACTED Information on graduates

7.3 Alumni

7.3.1 Alumni Induction Session (yr4)

In reference to the USP II program, the office of Development (Alumni Relations) will be responsible for maintaining links with the USP graduates to update their professional status, to provide feedback on how their AUB experience has affected their lives, and to involve them in regional and worldwide alumni networks. An alumni induction session was organized by the Office of Alumni Relations/World Alumni Association at AUB (WAAAUB) on April 16, 2014. The following topics featured in the session:

- A growing number of Alumni chapters and branches around the world was and being established.
- These chapters represent AUB alumni who play an important role at the university and within their community.
- USP II graduating scholars were encouraged to establish their own AUB/USP chapter, which will not only foster their career and social

interests, but will also promote and maintain the link between all USP scholars for years to come.

On September 2nd, 2016, a brainstorm session, attended by USP students and graduates, the Interim Director of Alumni Affairs, the Board Member of the Lebanese Chapter, and USP coordinators, was held to discuss the procedures and timeline for establishing an AUB/USP Chapter. It was decided that the interested graduates will be called upon by the Alumni Relations Office in order to draft the by-Laws of the Chapter.

8 Exit Plan

8.1 Special Cases Scholars

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8.2 Follow-up on Alumni Activities

- **Launching the USP Alumni Chapter:** An induction session, during which the Alumni Office team explained to the scholars the details and needed requirements to establish an officially recognized AUB/USP Chapter, was conducted in April 2016. A committee, formed solely of USP scholars, convened in June, 2016, to prepare the written request and submit it for evaluation and approval.
- **Sustaining the USP Alumni Chapter:** The USP team will keep on file all the communication with the Office of Alumni Relations, related to the request to establish the Chapter. The USP Program Coordinator will keep on file the written request, as well as WAAAUB's reply and will submit copies as project material with the annual progress reports of the USP – all phases.
- **Alumni Relations Services:** In order to remain in good standing with WAAAUB and to ensure its own sustainability, a Chapter must comply with several requirements.
- **Planning Events:** The Alumni Relations Office will guide scholars into successful even programs that are a balanced mix of educational, professional, cultural, family oriented and fundraising events.

8.3 Follow-up on Employment and Enrollment in Graduate Studies

- **Follow-up on Employment:** the USP II award is not only concerned with the educational aspect of the scholar, but also is a means of career and financial status upgrade to the scholar and related family and community. The USP coordinator will be constantly updated about the post-graduation plan by the scholars, the Office of Alumni Relations and the Career Placement Services. Follow up will take place 3, then 6 months after the graduation, then the collected information will be submitted quarterly, semi-annually and annually to the USAID AOR.
- **Follow-up on Enrollment in Graduate Studies:** the USP team will continuously track the scholars wishing to pursue graduate studies in Lebanon or abroad. The USP Coordinator will receive the results of the exit interview questionnaires from OIRA during the Fall and Spring semesters of the graduating year, then will verify the information with the scholars and the Office of Alumni Relations. After the expiry date of the award, the Office of Alumni Relations will update the USP graduates' data annually and will share the information with the USP team.

8.4 Cost Savings towards End of the Award

- The remaining funds on the award were transferred to activities remaining on USP II and to support USP VII scholars in cycle 1 as per the Expiring Award Budget Plan.

9 Scholars Feedback, Focus Group Discussions

The following opinions and comments were highlighted.

- **Program Assessment**

The program is a once lifetime opportunity that was made possible only through the scholarship. Through the courses, lectures, projects, assignments, scholars realize that their choice of majors were the ones which will meet their future career ambitions.

- **Community Based Projects**

Students revealed that these represented the best experience. Through them, they were able to learn about their own community needs, assess them, and evaluate them with the project mentors and the community itself. REDACTED section

- **Voluntary Activities**

Student emphasized their importance and highlighted they were instrumental in connecting them with young children in need of academic support, or with elderly needing a warm care, or young spirits motivated to create a positive change. REDACTED section

- **Post-Graduation**

Students revealed that they were looking for job opportunities and that the AUB Job Fair greatly contributed in this endeavor. Many expressed the interest of pursuing graduate studies, provided their academic achievement and financial situation would allow it.

- **Strong Points of the Program**

Receiving a full education fortified with leadership and career soft skills workshops that helped them become active members. They expressed their appreciation to the open door policy of the Academic Monitor and Program Coordinator and their continuous guidance.

- **Factors Affecting their Personality**

Life in the dorms, involvement in clubs and societies, voluntary activities and CSPs were the most influential factors.

- **Best Moments at AUB**

Field trip to AREC, Civil Engineering Camp, CSPs, professional internships abroad, being on Dean's Honor list, elected for cabinet positions in clubs.

- **Program Drawbacks**

REDACTED

- **Improvements Needed**

REDACTED

10 Supportive Annexes

REDACTED