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AN EVALUATION OF THE DESIGN OF THE CIVIC ENGAGEMENT COMPONENT OF THE FIRST COHORT OF THE USAID UNIVERSITY SCHOLARSHIP PROGRAM AT AMERICAN UNIVERSITY OF BEIRUT

by
JENNIFER CRISTINE De KNIGHT

A thesis
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for the degree of Master of Arts
to the Department of Education
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at the American University of Beirut
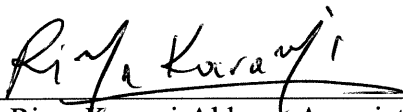

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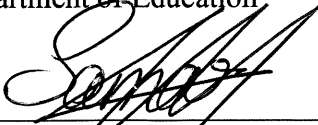JENNIFER CRISTINE De KNIGHT

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AN ABSTRACT OF THE THESIS OF

<u>Jennifer Cristine De Knight</u>   for   <u>Master of Arts</u>
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Title: <u>An Evaluation of the Design of the Civic Engagement Component of the First Cohort of the USAID University Scholarship Program at American University of Beirut</u>

The aim of this study is to evaluate the alignment of the design of the civic engagement component of the first cohort of the USAID University Scholarship Program (USP) at the American University of Beirut (AUB) by conducting a responsive evaluation on Cohort II. USP is a scholarship program for high achieving, financially needy Lebanese public school students from economically disadvantaged communities in all regions of Lebanon to attend American-style universities in Beirut, including AUB, and is funded by USAID. Students are required to complete a civic engagement program. USP II provides a case study to examine the design of a civic engagement program in higher education to inform both practitioners and add to the literature on design and evaluation of civic engagement programs.

The study uses a responsive evaluation methodology to address two research questions: 1) How does the design (objectives, activities and evaluation practices) of the civic engagement component of the first cohort of the USAID University Scholarship Program at AUB align with the program's objectives? 2) How do evaluation practices of the first cohort of the USAID University Scholarship Program at AUB compare to standards of program evaluation? Existing data regarding the design and evaluation of USP II was collected from USP and analyzed using templates designed for the study to evaluate alignment of the program and compare to the identified framework for evaluation.

Findings suggest that the design and evaluation practices of the civic engagement component of first cohort of USP are only partially aligned internally, and only partially aligned with the framework for program evaluation, and therefore do not best highlight the impact of the civic engagement component relative to the overall program. The results indicate a lack of coherence in the program design, whereby objectives of the civic engagement component are not clearly stated and mapped to program objectives and the evaluation plan was scattered in multiple places. This likely contributed to identified gaps between design and practice, misalignment at times between data collection and objectives and a lack of precise reporting to highlight the impact from evaluation data that was collected. In addition, the results show that evaluation practices only partially address the five suggested levels of program evaluation.

Recommendations developed based on the study can guide practitioners that design, implement and evaluate civic engagement programs at AUB and other higher education institutions. The case adds to the growing body of literature on civic engagement in higher education by providing an analysis of the design and evaluation practices of a program in the Arab world. The methodology developed can be used to evaluate other similar civic engagement programs.

CONTENTS

Appendix

TABLES

ABBREVIATIONS

AUB   American University of Beirut

CA   Cooperative Agreement

CMG   Civic Minded Graduate

COS   College Outcomes Survey

CRDP   Center of Educational Research and Development

IUPUI   Indiana University – Purdue University Indianapolis

MCI   Mercy Corps International

PMP   Performance Management Plan

PSPA   Political Studies and Public Administration

SLRS   Socially Responsible Leadership Scale

USAID   U.S. Agency for International Development

USP   University Scholarship Program

CHAPTER 1

INTRODUCTION

The role of higher education has moved beyond its core functions of teaching and research. Higher education institutions are expected to contribute to developing engaged citizens who are active in their communities locally and nationally. As such, scholars have proposed the idea that service exists as a third foundational role of higher education institutions. Intentional community service and civic engagement programs that connect service with academics are becoming more common at universities (Jouny, 2017; Ostrander, 2004; Thomson, Smith-Tolken, Naidoo & Bringle, 2011). In recent years, international efforts to promote civic engagement in higher education emerged such as Campus Compact, Talloires Network and the Ma'an Arab University Alliance for Civic Engagement. As a part of these networks, the American University of Beirut (AUB) has committed to promoting "the collective goal of encouraging and enhancing civic engagement implementation in higher education" (Talloires Network, 2017). In addition to having a center dedicated to civic engagement, AUB also operates a number of programs for Lebanese and international students that include a civic engagement component.

Background

Education remains divided along socioeconomic and sectarian lines in many ways in Lebanon after the fifteen-year civil war ended in 1990 (Baytiyeh, 2016; Fontana, 2016; Karami-Akkary, 2013; Tfaily, Diab & Kulczycki, 2013). Rooted in Lebanon's constitutional right for religious communities to found schools, a large number of private schools operate at the basic and secondary level (Karami-Akkary, 2013). Many of those private schools are funded or operated by specific religious sects. Schools are not legally segregated, but instead, social practice leads to families choosing to send their children to schools based on confession in what

1

Fontana (2016) refers to as "communally based schooling" (p. 228). Lebanon has an extremely privatized education sector, with only 30.3% of all students attending public schools (not including technical or vocational schools) during the 2015-2016 school year. When considering only students of Lebanese nationality, the percentage is even lower at 28% of students attending public schools (Center of Educational Research and Development [CRDP], 2017). While the numbers are still striking, secondary school numbers tell a slightly different story with larger proportions of students attending public school. Looking at regular and technical or vocational schools, 47.6% of students attend public schools at the secondary level. The number is higher for technical or vocational schools, with 56.4% of students enrolled in public schools, as compared to 42.4% of students who attend regular secondary public schools (CRDP, 2017). Beyond sectarian divisions, the public-private divide also heightens socioeconomic divisions in Lebanon since most families that can afford it choose to send their children to private schools.

Disparities remain between public and private institutions at the level of higher education in Lebanon. Only one public university exists in Lebanon, the Lebanese University, compared to 44 private institutions of higher education. Enrollment statistics show that only 36.6% of students enrolled in higher education in Lebanon attend the public Lebanese University (CRDP, 2017). Though not affiliated with any religion, the Lebanese University splintered into regional campuses during the civil war that serve specific geographic regions and hence sectarian communities (Bashshur, 1988).

The highly privatized education system appears to reflect sectarian divisions in Lebanon. Religious private schools cater to a student body reflective of that religious community. This occurs alongside a lack of religious diversity in public schools, which although officially secular, often reflect the religious makeup of the community they serve. For example, a public school in a

predominantly Shia Muslim community in all likelihood would have majority Shia teachers, students and administrators. Baytiyeh (2016) suggests, "due to the lack of religious diversity among student bodies and teachers, the majority of Lebanese public schools have failed to create an environment that fosters tolerance and open-mindedness toward students of different religious backgrounds" (p. 552). Communally based schooling can contribute to furthering divisions among groups in various ways. Educating students in homogenous environments socializes students through curriculum into distinct cultures that promote politicized and separate identities. Researchers point out that physical separation of groups can result in suspicion, hostility and fear among groups while at the same time furthering inter-group isolation (Fontana, 2016).

Educational disparities in Lebanon are complex, as shown by Tfaily et al.'s (2013) study on the effects of the civil war on educational disparities among regions, gender and religious sects. A qualitative analysis was conducted using the Lebanese Population and Household Survey to produce descriptive statistics of educational enrollment relative to regional and sectarian differences, comparing statistics from pre-civil war to 1996. This analysis demonstrates the continuation of many pre-war educational disparities, particularly inter-sectarian and intra-sectarian. For example, Christians are generally more educated than Muslims. Despite national gender equality in enrollment, Shi'a women in the Bekaa and Sunni women in the peripheries are less likely to obtain education beyond the primary level than in other regions. Data also indicates that Sunni Muslims in the peripheries of the country and rural areas have the lowest levels of education, and men in this group in particular are the most educationally disenfranchised group (Tfaily et al., 2013). While more recent data and analysis is needed to determine the current state of inequalities, Tfaily et al.'s study indicates the kind of persistent historical educational disparities that exist beyond the private-public divide in Lebanon.

University Scholarship Program

To address the public-private gap in Lebanese education, the U.S. Agency for

International Development (USAID) University Scholarship Program (USP) was instituted as a

scholarship program to enable high achieving, financially needy Lebanese public regular and

technical school students from economically disadvantaged communities in all regions of

Lebanon to attend American-style universities in Beirut. It is funded by USAID and welcomed

the first scholarship recipients in 2010 at Lebanese American University, and in 2011 at AUB.

The scholarship covers full tuition, housing, books and a stipend for a full undergraduate degree,

including a preparatory English course if deemed necessary. In addition to academics,

scholarship recipients are required to complete a civic engagement program that consists of civic

engagement activities and leadership trainings (AUB, 2017).

The main stated objective of USP is to create the opportunity for Lebanese public school

students to attend first-rate universities who otherwise would not have the ability to afford such

an education. Considering that the majority of students from low socioeconomic background in

Lebanon attend public schools, USP specifically targets students at these schools in order to

increase their opportunity to complete a university degree. University Scholarship Program

recipients are Lebanese citizens selected based on Lebanese Baccalaureate or technical Lebanese

Baccalaureate scores and secondary school grades, demonstrated financial need and results from

leadership interviews. In addition, the admission committee strives for equal gender distribution

and representation from all geographic regions of Lebanon (AUB, 2017).

Apart from financial support through scholarships, USP hopes to expose scholars to an

"environment for students to experience tolerance, freedom of expression, gender and social

equality, and respect for people of diverse backgrounds and talents" (USAID, 2011, p. 11), as

many of the students come from small communities in Lebanon that have little exposure to people of other confessions, regions or socioeconomic strata. The participating universities – American University of Beirut (AUB), Lebanese American University, and previously, Haigazian University – are American accredited in the cases of AUB and Lebanese American University, and all were seen by USAID as having "a campus environment that promotes tolerance, gender equality, social equality, and critical thinking" and "a diverse student body and teaching staff" (USAID, 2011, p. 11).

Upon graduation, scholars are therefore expected to share the values of AUB that they have been exposed to through the civic engagement program and the environment at the university. At the end of the program, scholars are meant to have gained a spirit of civic engagement and increased their sense of civic responsibility (AUB USP Team, 2016; USAID, 2011). USAID expects that the combination of a high quality education, exposure to such values and extensive personal development over the course of the program will enable the scholars to "become change agents" and "have a major positive impact on their families, their communities, villages, geographical region and Lebanon as a whole" (USAID, 2011, p. 17). USP graduates are expected to contribute to the economic, democratic and social development of Lebanon.

USP can be considered to have a long history of success with positive impact on the students as demonstrated by the fact that USAID continues to award the program to AUB on an annual basis and the program has been replicated in other awards that target refugee students. Including the initial cohort of USP II that was welcomed in 2011, USP at AUB has supported a total of 436 scholars with full scholarships, with the most recent cohort of USP VII enrolling at the beginning of the 2018-2019 academic year. Since the first cohort of students enrolled in the pilot program of USP II, the program design has evolved significantly to reflect the growth of the

program and lessons learned from each cohort based on the extensive evaluation and documentation conducted on each cohort of the program.

Rationale and Problem Statement

The USAID University Scholarship Program at American University of Beirut serves to address socioeconomic and sectarian divides in Lebanon by providing full scholarships that have a civic engagement and leadership obligation for public high school students to obtain undergraduate degrees from a high-quality higher education institution that aims to welcome diverse people and opinions. The results of the program's goal of providing financial support are clear and measurable. Students who would not otherwise be able to afford an education at AUB receive financial aid and are given the opportunity to graduate. Academic success and post-graduation employment rates are tracked and measured (AUB USP Team, 2016). However, the civic engagement component of the program merits further understanding and evaluation.

Stakeholders, including the funders at USAID, USP program staff at AUB and USP scholars, identify civic engagement as an important and successful component of the USAID University Scholarship Program (AUB USP Team, 2016; USAID, 2011). The program continues to be implemented with additional funding annually, and other similar programs have been initiated at AUB. Further, a civic engagement program is being considered as a requirement for all AUB students, not just USP scholars (AUB USP Team, 2016). As civic engagement programs increase in popularity at the university and in higher education in general, it is important to critically examine the program design. The pilot cohort of USP, USP II, offers a case of a concluded civic engagement program that could be explored to better understand how such a program is designed and evaluated.

Civic engagement can be defined as "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, value, and motivation to make that difference" (Ehrlich, 2000, p. vi, as cited in Boyd & Brackmann, 2012, p. 41). Hartley, Saltmarsh and Clayton (2010) state, "The goal of the civic engagement movement is to bring collaborative, reflective, democratic values and practices to higher education" (p. 391). Civic engagement, then, is connected to the development of values and skills that are seen as necessary to contribute to the improvement and development of communities. In higher education, civic engagement involves student engagement with communities both on and off campus, and considers communities as not just local but also incorporating national and global communities (Boyd & Brackmann, 2012).

Civic engagement programs can involve curricular, co-curricular or a combination of the two kinds of activities. Typically, the activities involve some sort of sustained engagement over a period of time and include reflective practices for participants to process and make meaning of what they have done (Hatcher, 2011; Weiler et al., 2013). Duby, Ganzert and Bonsall (2014) suggest that in order for a civic engagement program to be most effective, it should have a number of characteristics such as a connection to the university's mission, institutionalization, faculty and administrative support, and assessment tools integrated into the program's development. Researchers claim that when these characteristics are integrated, universities are better able to realize civic engagement efforts (Hatcher, 2011).

Studies indicate that when civic engagement programs in higher education are successfully designed and implemented, they can have positive impacts on the development of knowledge, skills and values (Astin, Vogelgesang, Ikeda & Yee, 2000; Conway, Amel & Gerwien, 2009; Keen & Hall, 2009; Stephenson, 2010; Weiler et al., 2013; Wilder, Berle, Knauft

& Brackmann, 2013). For example, studies in the U.S. show that sustained civic engagement programs can increase students' understanding of the importance of dialogue across differences (Keen & Hall, 2009), students' sense of civic responsibility and their commitment to social change (Lee, 2005; Naude, 2011; Whitley & Yoder, 2015).

However, it can be difficult to properly evaluate the impact of civic engagement programs (Hollister et al., 2012). Currently, there is a lack of literature documenting and examining such programs in the Arab world (Jouny, 2017). Pike, Bringle and Hatcher (2014) call for further assessment of the alignment of objectives, design and outcomes of civic engagement programs. Bringle et al. (2011) suggest periodically analyzing program design to ensure that intended student outcomes align with overall program goals and activities to understand if evaluation practices are relevant. In order for a program to be able to accurately measure its impact, it is essential that the design, including evaluation practices, is formulated to both meet and assess the desired outcomes. Models for program evaluation in education (Glickman, Gordon & Ross-Gordon, 2007; Guskey, 2002) can provide useful guidelines for such evaluations. In order to make a substantiated claim about the impact of a program, an evaluation should systematically collect and analyze evidence at a number of levels to provide support for results of the program (Guskey, 2002).

In response to the literature and the context of the case of USP at AUB, this study will add to the literature a critical examination of the the pilot cohort of USP at AUB, USP II, by studying the design and evaluation practices of the civic engagement component of the program. Given the lack of literature on civic engagement programs in the Arab world, there is a need for further examples and models of program design and evaluation and for a comparison of existing practices against guidelines and best practices for program design and evaluation in education.

As such, a study of the design of the pilot cohort of USAID University Scholarship Program at AUB can serve to contribute to the literature on design and evaluation of civic engagement programs in higher education. Therefore, the study examines the alignment of program objectives, design and evaluation practices of USP II and compares the evaluation practices to standards in program evaluation.

Research Questions

This study will provide a critical analysis of the design of the civic engagement component of the first cohort of the USAID University Scholarship Program at AUB. It is important to first explore how the program was designed in terms of objectives and activities, and then consider the way in which objectives were evaluated. This will paint a picture of the civic engagement program as implemented at a university in the Arab world. However, beyond just looking at the way in which USP II was designed and evaluated, the evaluation practices should be compared to a model for program evaluation in education to determine the quality of evaluation since civic engagement programs are often not thoroughly evaluated in terms of impact on participants. Therefore, in order to understand and improve program evaluation practices and contribute to the literature, this study is guided by the following research questions:

1. To what extent and in what ways does the design (objectives, activities and evaluation practices) of the civic engagement component of the first cohort of USAID University Scholarship Program at AUB align with the program's objectives?
2. To what extent and in what ways do evaluation practices of the civic engagement component of the first cohort of the USAID University Scholarship Program at AUB compare to the chosen framework for program evaluation?

Significance

Findings of this study can serve to inform stakeholders, particularly practitioners at USAID and AUB, of the design and evaluation practices of the civic engagement component of USP II. Results will contribute to a more holistic evaluation by considering how the data collected from participants on the impact of the program can be used to evaluate the program's objectives. The methodology used for this study and recommendations derived can provide insights and a framework for analysis for improving the design and evaluation practices for future cohorts of USP, and more generally, other civic engagement programs. In addition, understanding the civic engagement component of USP can inform practitioners at AUB that are considering introducing civic engagement to all AUB students. Findings and recommendations based on the results will add to the literature on the design, implementation and evaluation of civic engagement programs in higher education, specifically providing a critical analysis of a civic engagement program in the Arab world.

CHAPTER 2

LITERATURE REVIEW

According to its designers, the USAID University Scholarship Program serves three key functions at AUB. First, it deliberately brings together students from diverse socioeconomic and religious backgrounds at the university. Second, it promotes civic engagement with the aim of instilling certain values in the participants. Third, it offers a model for a program that expands the role of higher education beyond its core functions of teaching and learning to one of service. There is a need to explore the literature in order to better understand USP. As such, this review aims to address the following questions. How are programs evaluated in the context of education? What is the role of civic engagement in higher education? What are the acquired values and competencies associated with civic engagement? How are civic engagement programs designed and evaluated? What kind of impact does participation in civic engagement activities have on students? Considering these questions will help to build an understanding of what the literature suggests regarding civic engagement in higher education in contexts such as Lebanon.

In order to conduct this literature review, multiple databases were consulted through the American University of Beirut library. Databases such as ERIC, Education Research Complete and Shamaa were consulted, in addition to the general AUB catalog. Various combinations of search terms such as "program evaluation," "higher education," "Lebanon," "civic engagement" and "service learning" were utilized. Peer-reviewed and English-language articles were primarily sought. This review first considers models of program evaluation in education. Then, it explores

civic engagement in higher education, first defining the construct, then exploring design, evaluation, and impact on participants.

Program Evaluation in Education

Program evaluation is "the comparison of the condition or performance of something to one or more standards; the report of such a comparison" (Stake, 2004, p. 4). Moreover, a "responsive evaluation is a search for and documentation of program quality. It uses both criterial measurement and interpretation" (Stake, 2004, p. 89). A program can refer to "a systematic sequence of materials and activities designed to achieve explicitly stated goals and be used in many different settings" (Gall, Gall & Borg, 2014, p. 513). As such, evaluations follow a systematic process to examine the quality or merit of a program (Guskey, 2002). In education, evaluations can examine the impact, effectiveness, sustainability, or process of a program, among other criteria, in order to understand what is happening and seek methods of improvement.

Glickman et al. (2007) present six components essential for program evaluation in education. A program may be, and often is, only evaluated on one of the six components, yet an evaluation that includes all six would be the most comprehensive. The first component is *evaluation of needs assessment*, which should be done before a program is adopted. It should also be reviewed during evaluation of ongoing programs. The second component is *evaluation of program design* to determine the alignment of program needs, goals and objectives, and activities. It also considers whether adequate resources are allocated to the program. The third component is an *evaluation of readiness* to determine if there is sufficient preparation for the program and if all stakeholders are ready to implement (Glickman et al., 2007). *Implementation evaluation* is the fourth component of Glickman et al.'s (2007) model, exploring whether the

program is implemented as intended. This should include an assessment of the administrative

support for the program, and should consider implementation at the levels of initiation,

continuation and integration within the institutional culture. The fifth component is *evaluation of*

outcomes, which is the most common type of program evaluation. This can measure intended

outcomes based on program goals and objectives as well as unintended outcomes. The final

element is *cost-benefit analysis*, where resources and unintended negative outcomes are

compared to the intended and unintended positive outcomes of the program. It considers the

worth of the program (Glickman et al., 2007).

　　　While Glickman et al.'s (2007) model for program evaluation is a useful guide for any

type of evaluation in education, Guskey (2002) presents a model of program evaluation

specifically for professional development in education that is helpful to consider as it puts

program participants at the center of the evaluation. It analyzes data at five levels to enhance and

improve a program in order to reach the desired results. While it is specific to teacher

professional development, the method presented for evaluating a program is informative. The

first level is *participants' reaction*, usually done in the form of a questionnaire, that assesses

what the reaction was to the experience and initial satisfaction. Questions can address basic

logistics, such as venue or transportation, or content, such as whether the information was clear

or beneficial. The second level is *participants' learning*. This level assesses the knowledge and

skills gained by participants. In order to measure learning, learning goals should be set before the

program so that data can be appropriately collected and analyzed. Methods for data collection

could include assessments, demonstrations, written reflections or examples of participant work

(Guskey, 2002). The next level is *organization support and change*, which looks at the

organization implementing the program and not the participants. Data may come from

organizational records, questionnaires, interviews or meeting minutes. This level looks at the alignment between organizational support and change and the desired development among the participants, particularly after the program has occurred, considering how the participants' new knowledge and skills are able to be implemented within the organizational environment.

The fourth level returns to the participants and examines the *participants' use of new knowledge and skills*. Data must be collected after a period of time has passed to allow for participants to return to their regular environments and adapt and implement what they have learned, and could include observation, participant reflections, questionnaires, interviews or portfolios. This level considers the quality of program implementation. Finally, the fifth level considers *student learning outcomes* and benefits as a result of teacher professional development. Outcomes could relate to student achievement, but also attitudes, skills or behaviors. Data can be collected through questionnaires, school records, interviews or portfolios, and should account for unintended outcomes that may not be in the stated goals of the program. This final level looks at the overall impact to inform improved design, implementation and follow-up (Guskey, 2002). Guskey's (2002) model suggests a method for evaluating whether a program achieves its stated goals and allows for data collection that can improve the quality of the program. It suggests starting with the desired student learning outcomes and working backwards from there to guide the design of a professional development program (Guskey, 2002). This holistic approach to evaluation is intended to inform program design.

Program evaluation can be conducted during the program in order to allow for improvement or at the end in order to provide a final judgment of program value (Glickman et al., 2007). The two models presented here represent guidelines for program evaluation in education and can be used to determine how comprehensive an evaluation is based on the types

of evaluation completed and the levels analyzed to improve program quality. Evaluation specifically of civic engagement programs in higher education will be considered below.

Civic Engagement in Higher Education

In the last fifteen years, universities across the globe have come together to declare their commitment to promoting and supporting civic engagement in higher education through initiatives such as Campus Compact, the Talloires Network and the Ma'an Arab University Alliance for Civic Engagement, of which all of AUB is a member. Hundreds of universities that are members of the Talloires Network have pledged a commitment to the 2005 Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education, which includes a commitment to "expand civic engagement and social responsibility programs in an ethical manner, through teaching, research, and public service" and to "ensure that the standards of excellence, critical debate, scholarly research, and peer judgment are applied as rigorously to community engagement as they are to other forms of university endeavor" (Hollister et al., 2012, p. 84). The Ma'an Arab University Alliance for Civic Engagement, founded in 2008, is a regional network that echoes the values of Talloires and promotes the civic role of universities in Arab countries (Jouny, 2017). Such initiatives provide support for the civic function of universities and encourage research and evaluation of civic engagement initiatives.

Purposes of Civic Engagement

Civic engagement emerged as a trend in universities in the 1980s in the United States, influenced by educational philosophies of John Dewey in the early 1900s and others who advocated for community-based pedagogy in universities in order to prepare youth to participate in democratic societies as active citizens and the role that education plays in promoting democracy (Saltmarsh, 2008). Boyd and Brackmann (2012) argue based on the literature that "a

pervasive, intertwined, and intentional approach to encouraging civic engagement with an acknowledged moral dimension enhances the development of personal and social responsibility (PSR) in students" (p. 39). In addition, the increase in popularity of community service in general and at universities contributed to universities seeking to collaborate with and serve communities around them (Ostrander, 2004). Service has become a recognized third purpose for higher education alongside teaching and research, with universities seeking to solve problems affecting society, to connect results of research with those impacted and to encourage civic participation of students and faculty alike (Ostrander, 2004; Thomson et al., 2011).

Civic engagement in higher education does not have one clear definition, and in fact is used to refer to a variety of activities or issues such as community service, collective action, political involvement and social change. It is both a pedagogy and an outcome of participation in civic engagement, according to Boyd and Brackmann (2012). In their effort to define civic engagement, Adler and Goggin (2005) reach the definition, "Civic engagement describes how an active citizen participates in the life of a community in order to improve conditions for others or to help shape the community's future" (p. 241). However, Adler and Goggin do not address the potential or the need for personal development through civic engagement.

A definition of civic engagement chosen as more appropriate for this study is: "Working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, value, and motivation to make that difference" (Ehrlich, 2000, p. vi, as cited in Boyd & Brackmann, 2012, p. 41). As such, this study considers civic engagement as specifically connected to the development of values and skills that are seen as necessary to contribute to the improvement and development of communities. Hartley et al. (2010) state, "The goal of the civic engagement movement is to bring collaborative, reflective, democratic values and practices to

higher education" (p. 391). The values and skills promoted by civic engagement, such as building leadership skills, social responsibility and democratic values (Hartley et al., 2010) and those outlined by the University Scholarship Program, will be explored further in the sections below.

Designing Programs for Promoting Civic Engagement

As this study considers examining the design of the civic engagement component of the University Scholarship Program, an understanding of how civic engagement programs are designed in higher education is necessary. Civic engagement in higher education can refer to the relationship between a university and the public around it, whether through courses, service-learning, partnerships, research, volunteer programs, or other activities. Civic engagement involves student engagement with their communities both on and off campus, and considers communities as not just local but also incorporating national and global communities (Boyd & Brackmann, 2012). For the purposes of this study, a civic engagement program is conceived as one that includes more than participating in isolated community service activities, but instead consists of a structured "program" as previously defined (Gall et al., 2014). While many examples of civic engagement programs exist, they are mostly in the United States. Jouny (2017) argues that while dozens of universities in the Arab world have joined the Talloires Network or the Ma'an Alliance, most do not demonstrate that they have adopted civic engagement either as a curricular or co-curricular initiative. Jouny's (2017) study notes that AUB is the only university of those researched that has a dedicated center for civic engagement, which is also profiled by Myntti, Mabsout and Zurayk (2012). However, the literature lacks examples of a program for civic engagement in the Arab world, thus examples taken from the literature are mostly American.

The majority of civic engagement programs that are present in the literature are service learning programs, or curricular civic engagement. Myntti et al. (2012) define service learning as "experiential learning that combines service with explicit academic learning objectives, preparation for community work, and deliberate reflection" (p. 213). This is typically part of a credit-bearing course, connecting service with course content and civic responsibility (Duby et al., 2014). Hatcher (2011) identifies the educational emphasis and structured reflection as the key factors for service-learning as a successful model of civic engagement, indicating that participation in a service activity alone may not lead to the desired outcomes of civic engagement, making the associated education and reflection essential to the design. An example of a service learning program is Campus Corps at Colorado State University, where students engage in a semester-long course where, after under going training, they engage as youth mentors and attend weekly classes and complete related academic assignments. The course was designed using best practices in service-learning, such as reality, reflection, reciprocity and responsibility (Weiler et al., 2013).

Civic engagement can also be co-curricular, where students engage in activities beyond academics such as alternative breaks, living-learning communities or work-study in community organizations (Bringle, Studer, Wilson, Clayton & Steinberg, 2011). Bringle et al. (2011) suggest that important elements of co-curricular programs include an emphasis on understanding diversity and social justice, related educational presentations or trainings and opportunities for students to reflect on their experiences and how they can become change agents. This kind of civic engagement can also be designed as a cohort-based program where a group of students are connected through either receiving a scholarship that carries certain requirements or a commitment to participation in a program (Hatcher, 2011). The Bonner Scholar Program is an

example of a need-based scholarship program across dozens of college campuses in the U.S. that has a required civic engagement component. Students are required to complete at least ten hours of service, reflection and trainings weekly during four years of study, in addition to full-time summers of community service. The program supports cohorts of students in long-term, sustained engagement in intentional service (Keen & Hall, 2009). A second service-based scholarship program also has students participating in structured reflection, leading peers in service activities and supporting faculty with service-learning courses (Hatcher, 2011).

Some programs combine elements of curricular and co-curricular civic engagement, requiring or allowing participants to complete both kinds of activities. One such program is Superior Edge at Northern Michigan University, "a program which encompasses a wide range of experiential activities that complement instructional offerings to provide students with a distinct advantage by preparing them for careers, lifelong learning, graduate school, and life as engaged citizens" (Duby et al., 2014, p. 71). Students can elect to pursue one of four "edges" (citizenship, diversity, leadership or real world) or all four to achieve "Superior Edge". Students are required to complete a certain number of service learning, community service and civic engagement activities that are associated with the edge they are pursuing, and during the process, log the hours and write a reflection paper. An office at the university supports student efforts (Duby et al., 2014).

Ostrander's (2004) findings from a comparison of civic engagement at different universities in the U.S. suggest that there is no singular model, but that civic engagement is best practiced "in a dynamic and developmental framework" based on "local factors and conditions" and can be rooted in and designed to meet various rationales (p. 75). Universities pursue civic engagement efforts for different reasons and in different ways based on their needs and context.

However, the literature does suggest some best practices or characteristics that should be considered when designing a civic engagement program. Conway et al. (2009) suggest from the findings of a metanalysis of research on service learning that programs are most effective when they include structured student reflection and specifically target certain outcomes, whether increasing political interest or decreasing stereotypical beliefs. Whatever the targeted outcomes are, program design should consider them accordingly. Whether curricular or co-curricular, Duby et al. (2014) suggest that in order for a civic engagement program to be most effective, it should have a number of characteristics such as a connection to the university's mission, institutionalization, faculty and administrative support, and assessment tools integrated into the program's development. When these characteristics are integrated, universities are better able to realize civic engagement efforts (Hatcher, 2011). At the same time, assessment of civic engagement programs is an essential part of ensuring quality design that achieves stated goals.

Assessing Civic Engagement in Higher Education

Now that the concepts of civic engagement and civic engagement programs are presented, it is important to examine how these programs can be assessed and what actually happens as a result of civic engagement programs in higher education settings. With universities globally integrating civic engagement into curricula and co-curricular activities on their campuses, it is important to assess the effectiveness and impact of such programs. Hollister et al. (2012) note that it is easy to count the number of universities joining initiatives such as the Talloires Network, how many events are held or how many participants engage in programs. However, it is difficult to measure the impact of civic engagement on these universities and participants.

Universities attempt to assess civic engagement activities as part of strategic plans or through implementation of program evaluations and research studies. Since the definition of civic engagement is broad and may differ from university to university, the literature suggests that the first step for assessing a civic engagement program is to identify criteria in the form of targeted outcomes for student development (Bringle et al., 2011; Duby et al., 2014; Whitley & Yoder, 2015). In addition, Pike et al. (2014) suggest that a key part of evaluation includes "assessing the alignment between institutions' civic engagement goals and the ways in which civic engagement is supported and implemented on and off campus" (p. 88). Just as Guskey (2002) suggests working backwards from student learning outcomes to design a professional development program, evaluation research in civic engagement suggests identifying student development outcomes and civic engagement goals first and designing backwards from there.

An example of comprehensive assessment of civic engagement is that of Indiana University – Purdue University Indianapolis (IUPUI). The university developed a profile of a Civic Minded Graduate (CMG) that includes seven elements determined to be potential outcomes of civic engagement at the university: academic knowledge and technical skills; knowledge of volunteer opportunities and nonprofit organizations; knowledge of contemporary social issues; listening and communication skills; diversity skills; self-efficacy; and behavioral intentions leading to civic behavior. The program specified that a civic-minded graduate should demonstrate an integration of self or identity with educational experiences and civic experiences (Bringle et al., 2011). Other universities have adopted the CMG profile for assessment purposes as well (Weiler, et al., 2013). This profile, which is seen as the purpose behind civic engagement at IUPUI, forms the basis of all assessment of activities at the university which include service learning, co-curricular service, community-based federal work-study, community-based

scholarships, and community partnerships. Assessment is done via standardized protocol for faculty scales, student scales, narrative reflective responses from students and interviews. The authors recommend the assessment tools for use in other programs (Pike et al., 2014).

Scope of Impact of Civic Engagement Programs

One of the questions posed by John Annette (2010) in his exploration of the development of civic engagement in higher education and the potential for future development in the United Kingdom is the extent to which civic engagement or similar experiential learning allows "students to develop civic and moral values as well as key skills and capabilities and formal academic knowledge" (p. 459). Studies have sought to answer this question by exploring the impact of specific civic engagement programs or general participation in civic engagement activities.

Reviews of the literature seem to provide evidence of positive impact of participation in civic engagement on students' academic outcomes, development of skills and values, and civic behaviors (Ahrari, Samah, Hassan, Wahat & Zaremohzzabieh, 2016; Conway et al., 2009; Stephenson, 2010; Weiler et al., 2013; Wilder et al., 2013). Conway et al.'s (2009) meta analysis of 103 samples from 78 quantitative studies on the effect of service learning on academic, personal, social and citizenship outcomes revealed significant positive changes for all tested outcomes. The largest change was seen on academic outcomes, followed by social, while personal and citizenship showed the lowest positive change. Findings indicated that programs that include structured reflection showed higher levels of positive change that those without (Conway et al., 2009).

One significant mixed-methods study analyzed qualitative data from 22,236 undergraduate students and found that participation in community service had a positive effect

on student outcomes in the categories of academic performance, values, leadership and plans to continue service after college (Astin et al., 2000). More importantly, it found that participation in civic engagement in the form of service learning, and not just community service, significantly enhanced the results, indicating that formal civic engagement is more powerful than volunteering. In particular, the values "commitment to promoting racial understanding" and "commitment to activism" were significantly higher among participants of service learning compared to students who engaged in community service or students who did not participate at all (Astin et al., 2000). These two ideas that mirror a spirit of civic engagement and respect for diversity, values targeted by USP, have been highlighted in the literature as common outcomes targeted by participating in civic engagement in higher education. Since these two outcomes are frequently discussed in the literature, they are explored in the sections below.

Spirit of civic engagement. Studies of different contexts and different methodologies indicate that participation in civic engagement can lead to an increased spirit of civic engagement (Stephenson, 2010). This "spirit" is often represented through a sense of civic responsibility, commitment to social change or active citizenship. For example, results of a quantitative study comparing participants in the Campus Corps program at Colorado State University with non-participants indicate that participants scored significantly higher in civic attitudes and civic action, reporting personal dedication to remain civically engaged beyond the program (Weiler et al., 2013). In Naude's (2011) study, scores were higher post-test for all participants in a service-learning course for the variable of civic responsibility. Isaacs, Rose and Davids (2016) used thematic analysis of student reflective diaries about a community engagement experience in rural South Africa. They found that the students reflected on the uniting experience of participating in collaborative community service together and the possibility of engaging in active citizenship

after participating in the program. In a study of ten public universities in the U.S., students that participated in curricular or co-curricular civic engagement activities demonstrated higher results on at least 17 of 24 educational outcomes than peers who did not participate. Outcomes included belief in the importance of making civic contributions, concern for the public good and an interest poverty issues (Hurtado, 2006).

With multiple studies confirming that participation in civic engagement can result in increases in a spirit of civic engagement, other studies have sought to explore contexts where the impact may be the greatest. Another quantitative survey conducted at a large public university in the U.S. found that participation in civic engagement is positively related to social responsibility, but found variance based on the type of civic engagement (Whitley & Yoder, 2015). For students participating in three different types of civic engagement – curricular, extra-curricular and living-learning communities – the highest impact on civic engagement attitudes was found in extra-curricular civic engagement activities. The study also indicated that civic engagement attitudes were already somewhat high, so the greatest area for potential impact on students in this context was in changing behaviors (Whitley & Yoder, 2015).

Building or finding a connection to the community that a student is working with can also be a factor impacting student experiences. Lee's (2005) qualitative case study exploring how students of different social classes experience a service-learning course that involves college outreach in disadvantaged secondary schools in the U.S. revealed that the program benefitted all the students in the classroom. Data indicated that all students reported that they felt an increased sense of civic responsibility and an increased commitment to social change after participating in the program together (Lee, 2005). However, findings suggest that class or personal connections could be a factor that increases students' dedication to social change as many of the students

pursued this particular high school outreach program due to its connection with communities and schools that they came from themselves (Lee, 2005).

More generally, an interest in the community the students are engaging in can be significant. Results of a longitudinal study showed that a previous sense of belonging and attachment to the people and place where students participated in an engagement activity predicted higher involvement in the activity itself. In turn, higher involvement was positively correlated with willingness to participate in future activities in the community (Li & Frieze, 2016). The findings suggest that facilitating opportunities for students in their own communities can lead to higher engagement and an increased spirit of civic engagement.

Respect for diversity. Research suggests that civic engagement activities can increase students' understanding of different perspectives and the importance of dialogue. In reviews of the literature, Stephenson (2010) and O'Leary (2014) highlight that studies have shown that participation in civic engagement can reduce negative stereotypes and increase understanding of diversity. In addition, students demonstrate a higher ability to work with and respect people from diverse backgrounds. This is reinforced by the positive result of the outcome "understanding or tolerating diversity" in Conway et al.'s (2009) meta analysis.

One such study is Keen and Hall's (2009) longitudinal, quantitative study at 23 liberal arts colleges in the U.S. of participants in the Bonner Scholar Program, which provides financial support to students with demonstrated need and requires students to fulfill at least ten hours of service and reflection weekly along with longer summer service projects. The data indicated that the outcome "importance of the opportunity for dialogue" (Keen & Hall, 2009, p. 70) showed the greatest increase over the course of the program, in addition to the increase of four dialogue skills including "development of skills in understanding a person(s) from a different

background" (Keen & Hall, 2009, p. 70). Keen and Hall (2009) state, "This study's findings suggest that the core experience of service is not the service itself but the sustained dialogue across boundaries of perceived difference that happens during service and in reflection along the way" (p. 77).

Another study measured changes in student attitudes as related to the amount of post-service reflection and student race after participation in a service-learning course in South Africa (Naude, 2011). The pre-post test experimental design results indicated that both black and white students demonstrated an increased universal orientation to inter-personal relations, or "a sense of oneness or relatedness with others…and an acceptance of divergent views" (Naude, 2011, p. 487). Interestingly, findings indicate that black students developed increased social dominance attitudes at a rate significantly higher than white students, reaching a similar level of the variable at the post-test level. A social dominance orientation assumes preference to one's own group over others and inequality through superior-inferior relations (Naude, 2011). While all students showed higher rates of universal orientation, the service-learning experience also had a seemingly contradictory effect on black students' feelings of social dominance. This reveals the complexity of how students construct their experiences, indicating how service learning and inter-group interactions might impact students. There is a possibility for both a stronger sense of identity and an increased empathy and understanding of others.

<center>**Researcher Conceptual Stance**</center>

Civic engagement programs in higher education, such as the USAID University Scholarship Program at AUB, intend to develop values and competencies that are seen as necessary to contribute to the improvement and development of communities. If designed properly, meaning that the program has institutional support, alignment with the mission and

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objectives and integration of assessment tools, research does indicate that civic engagement programs can have positive impact on participants in terms of the development of values, skills and behaviors related to civic engagement.

The impact of civic engagement programs on participants is associated with effective program evaluation, which can be difficult to accomplish. Given the lack of literature providing examples of designing and evaluating civic engagement programs in the Arab world there is a need for further examples and models of evaluation, and for a comparison of existing program evaluation practices against guidelines and best practices for program design and evaluation in education. As such, a study of the design and evaluation of the USAID University Scholarship Program can serve to contribute to the literature on design, evaluation and impact of civic engagement programs in higher education. In order to evaluate program evaluation practices, Guskey's (2002) model for program evaluation in education will be utilized since it puts the impact on the participants at the center of the evaluation design. USP evaluation practices will be compared against the five critical levels of evaluation (see Appendix B) advanced by Guskey.

CHAPTER 3

METHODOLOGY

The purpose of this study is to evaluate the design of the civic engagement component of the first cohort of the USAID University Scholarship Program at the American University of Beirut by conducting a responsive evaluation. The study aims to understand the extent to which the objectives, design and evaluation practices of the civic engagement component USP align internally and with the chosen evaluation framework, and identify any gaps in the evaluation of the impact of the program on participants. The study considered the following research questions:

1. To what extent and in what ways does the design (objectives, activities and evaluation practices) of the civic engagement component of the first cohort of the USAID University Scholarship Program at AUB align with the program's objectives?

2. To what extent and in what ways do evaluation practices of the first cohort of the USAID University Scholarship Program at AUB compare to the chosen framework for program evaluation?

Research Design

This study adopted a responsive evaluation methodology (Stake, 2004) that follows a qualitative approach. Responsive evaluations rely on both criterial measurement and interpretation (Stake, 2004) with a purpose of understanding a program issue in response to stakeholder concerns. The issue at hand is the design and evaluation of the civic engagement component of USP II. The researcher consulted with members of the USP team at AUB throughout the process, such as identifying data sources and criteria, as well as the results, in order to remain responsive. The responsive evaluation was initiated and key issues identified

with stakeholders of USP, guiding the selection of research questions and data sources for the study. The findings of the study are reported in a descriptive case study format (Gall et al., 2014).

The Case and its Context

The USAID University Scholarship Program is a program for high achieving, financially needy Lebanese public regular and technical school students from economically disadvantaged communities in all regions of Lebanon to attend American-style universities in Beirut on full scholarships. The scholarship recipients are required to complete a civic engagement program that consists of civic engagement activities and leadership trainings. The program is considered as very successful at AUB, and USAID has continued to award the program annually to AUB as a result of its positive impact on students and their communities. As of 2019, 436 University Scholarship Program students have attended or attend AUB since the program's inaugural year in 2011-2012. Recruitment and final selection of scholars is based on the following criteria:

- "Students must demonstrate high financial need;

- Students will be attending regular public schools through the high school level;

- Students should show some level of leadership qualities;

- Students must apply and be accepted as full-time students at AUB;

- Students must receive a minimum score of 12/20 in the Lebanese Baccalaureate (Bacc) official exam;

- Students must be screened for their English comprehension and placed accordingly in preparatory or remedial English;

- Students shall be males and females in balanced numbers (all efforts will be
  made to make this possible);

- Students shall be distributed among the different Bacc specializations;

- Students shall be distributed across the districts of Lebanon to the extent
  possible;

- Students will be vetted against publicly available databases as per the
  requirements of USAID and this program

- Students' parents will be vetted against publicly available databases as per the
  requirements of USAID and this program

- Dual nationality US citizens and Lebanese citizens will not be eligible to
  benefit from this program" (USAID, 2011, p. 13-14)

Using the above selection criteria, the USP admission committee prepares one list of

eligible female applicants and one of male applicants. These two lists are further separated into

the different districts in Lebanon, and the top performing students in each gender and each

district will be selected in order to best account for equal distribution across gender and region.

Provisional acceptances are given to the top 50 students, and official acceptances are given once

students complete secondary school and receive satisfactory Baccalaureate scores (USAID,

2011).

Of the 436 students who have received scholarships from USP at AUB, 174 have

graduated and others are in the process. Deidentified data for this study pertains to USP II Cohort

of the University Scholarship Program at AUB, a cohort of 50 scholars and the first to attend

AUB under USP. The cohort includes 26 females and 24 males from 22 regions in Lebanon, ages

22 – 24 (AUB USP Team, 2016). Students meet the eligibility requirements listed above. All

participants lived in student housing on AUB's campus while attending university. All scholars from USP II Cohort were selected and started the program at AUB in 2012 and graduated by 2016, thus they currently are alumni of USP and AUB.

Cohort Selection Procedures

This case study used purposive sampling (Gall et al., 2014) while selecting USP II Cohort as a cohort that has successfully completed all requirements of USP and graduated from AUB. At the time this study was initiated, USP II Cohort was the only cohort in which all students had graduated and therefore there was comprehensive data. The relative ease of accessing rich data on this cohort due to the fact that extensive evaluation is conducted on USP at AUB through various methods of data collection and analysis was another criterion that led to the selection of USP II as the case. Although AUB now is on USP VII, and the design of the program has greatly evolved since USP II, the pilot cohort offers a case through which to study the civic engagement component design and evaluation.

<div align="center">

Data Collection Procedures

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The study utilized secondary data that was collected and analyzed against a set of criteria that was developed for data analysis based on the literature review (see Appendix C). Secondary data sources previously collected over the course of USP II include the program award document from USAID known as the Cooperative Agreement; narrative reflective report templates for participants; USP II Final Report; survey results from the College Outcomes Survey; survey results from the Socially Responsible Leadership Scale; survey results from the USAID–USP survey; and protocols from participant focus groups conducted by USP staff during students' final semester (AUB USP Team, 2016).

The Cooperative Agreement (CA) served as the primary source of data for the design of the program. Data was extracted from the Cooperative Agreement as written to identify the objectives, activities and evaluation design. The USAID objectives were written in one location in the CA and identified as such. The text of the CA did not list objectives for the civic engagement component, instead listing the indicators that would be used to measure objectives. As a result, the researcher derived the objectives from the indicators which were written in several different places. Activities were described throughout the narrative of the CA and verified in the Final Report. The CA was also used to identify the evaluation plan in the program design. Similar to the objectives for the civic engagement program, the evaluation plan was scattered throughout the Cooperative Agreement, and therefore the researcher extracted objectives, indicators and tools for data collection from multiple sections of the design.

To collect data about evaluation practices, the Final Report served as the main source of data. The Final Report included as an appendix the Performance Management Plan, a large table reporting quantitative data as collected from various sources throughout the course of the program. Other sources of data included survey protocols and focus group protocols to determine the questions asked and when tools were implemented. The researcher reviewed all of the available data to pick out the objectives, indicators and tools for data collection implemented by the program. The narrative of the Final Report was closely examined to understand how the evaluation data for the civic engagement component was presented and discussed. The data extracted served to inform the data analysis, further described in the below section.

Data Analysis Procedures

Responsive evaluations call for data to be interpreted throughout the data collection process, and not just at the end (Stake, 2004). Coding was used to interpret and analyze the data

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qualitatively relative to the selected criteria for each research question (see Appendix C). Each source of data was segmented, categorized and coded by the researcher. As tentative codes and categories emerged from the data, the researcher relied on interpretational analysis by means of constant comparison as presented by Corbin and Strauss (2008) in order to confirm the codes listed and discover larger patterns and themes. Once themes were identified from the emerging codes and categories within each form of data, the codes were considered as a whole to identify patterns and themes reflected across data sources to confirm the validity of the results from the emic perspective. Emerging understandings were verified with another researcher to serve as a member check (Gall et al., 2014). The researcher attempted to provide the etic perspective to make sense of the data and report the findings.

In order to address the first research question, program documents were analyzed to identify the program objectives, activities and evaluation practices. Once the researcher identified each of these categories of data, the analysis template developed (see Appendix A) was used to place the data in the table and evaluate the alignment of the program design and evaluation practices. The civic engagement objectives were categorized by the researcher as either outcome objectives or process objectives for the purpose of data analysis, although this designation was not made within the program documents. Outcome objectives "specify the intended effect of the program in the target population or end result of a program. The outcome objective focuses on what your target population(s) will know or will be able to do at the conclusion of your program/activity" (Salabarría-Peña et al., 2007, p. 57). Process objectives should "describe the activities/services that will be delivered as part of implementing the program" (Salabarría-Peña, Apt & Walsh, 2007, p. 56). Categorizing objectives as either process

or outcome was a method implemented by the researcher to organize the objectives identified in the CA as they were extracted from different places.

Data analysis began with the Cooperative Agreement and Final Report, then looked to evaluation tools to fill in any gaps to ensure a comprehensive picture of these program elements was captured. Data was coded to interpret the internal alignment of the program objectives, activities and evaluation practices against the USP objectives. Then, in order to address research question two, data was coded and compared to the chosen framework for program evaluation in education based on Guskey (2002). A checklist was used to analyze data and determine the extent to which the program aligns with the framework for evaluation practices (see Appendix B). First, the researcher utilized the data that was collected and analyzed for research question one and coded the available data. Then, the same sources were analyzed a second time and coded to determine if any data that addressed the levels of Guskey's (2002) framework could be added to the analysis. All data was placed in the checklist designed for this study (see Appendix B) and the data was analyzed for alignment with the five levels of program evaluation.

Quality Measures

Various measures were taken to guarantee the quality and credibility of the study based on the quality criteria for qualitative research of Gall et al. (2014) and the program evaluation standards presented by Stake (2004). Usefulness (Gall et al., 2014) and utility (Stake, 2004) were assured by addressing a problem of practice relevant to practitioners and researchers alike, as outlined in previous chapters. The results of the evaluation are useful not only for practitioners working directly on USP, but also for practitioners and researchers involved in the design and evaluation of civic engagement programs in higher education, particularly in the Arab world.

Feasibility (Stake, 2004) is met by using data that was already collected by the program so that the study is sensible and achievable, while also easily replicable for future cohorts that collect similar data. The study included simple quantitative data (Gall et al., 2014) when reporting results from surveys in order to support and supplement the qualitative findings. The quality criterion of long-term observation (Gall et al., 2014) is addressed by including secondary data collected by USP during the course of the program.

Accuracy (Stake, 2004) has been addressed through several methods. Coding checks (Gall et al., 2014) were used to ensure inter-rater reliability of coding by having another educational researcher asked to separately code data to check that emerging themes are similar. To guarantee accuracy and completeness of the research, findings were supported by multiple sources of data to strengthen triangulation (Gall et al., 2014), using data ranging from quantitative survey results to documents.

In order to ensure contextual completeness (Gall et al., 2014), the study presents an in-depth background presenting the program and the context within which it is operating. To confirm that research questions, data and findings are clearly related, the study employs a chain of evidence (Gall et al., 2014) as demonstrated by the data collection and analyses tools (see Appendices A-C). The researcher's stance is outlined and clearly indicated when the study is the researcher's reflection (Gall et al., 2014). Finally, propriety (Stake, 2004) was ensured by conducting the study in accordance with the ethical standards required at AUB and taking into consideration the welfare of participants involved in the study.

Limitations

This study had limitations that should be noted. First, the data analyzed is limited to that which was provided to the researcher. If any evaluation was conducted by a different department

outside of the USP team, it is possible that those practices would not be included in this study as the researcher was not privy to this data. One example is the full text of the surveys conducted by Mercy Corps International, the implementing partner for the civic engagement program. As such, the results presented in this study may not be fully comprehensive of the evaluation practices as conducted.

A second limitation to the study is the restrictions imposed by the Institutional Review Board and the time limitations for graduate studies at AUB. The initial intent of the study was to include a third research question that would evaluate the impact of the program by addressing any gaps identified during the analysis. This would be completed by interviewing USP II alumni. Due to time and administrative constraints, the researcher was delayed in receiving approval from the Review Board to conduct the interviews with USP alumni, and as a result the study only consists of the two research questions identified herewith. The administrative delays also led to the study being completed at a later date than initially intended, by which point additional USP cohorts had completed the program and could have been used as a more relevant case from the perspective of USP for this study.

Finally, USP is an interesting and noteworthy program that has been offered at AUB as well as the Lebanese American University for many years now. While a number of aspects of the program are worth examining, within the scope of this study for a graduate thesis the researcher has selected just one aspect of the program for examination, namely the design of the civic engagement component of USP II. As such, the data collection, analysis and any findings resulting from this case are specific to that aspect of the program and do not serve to make judgments or statements about the nature of the impact of the program on participants or their communities, or about the design of subsequent iterations of USP for cohorts III – VII.

CHAPTER 4

FINDINGS

The following section outlines the results of the data analysis in order to address the two research questions posed in this study:

1. To what extent and in what ways does the design (objectives, activities and evaluation practices) of the civic engagement component of the first cohort of the USAID University Scholarship Program at AUB align with the program's objectives?

2. To what extent and in what ways do evaluation practices of the first cohort of the USAID University Scholarship Program at AUB compare to the chosen framework for program evaluation?

Data regarding the original design of the program, such as program objectives, planned activities and planned evaluation practices was obtained from the Cooperative Agreement (CA) between USAID and AUB that was issued in September 2011. Other documents served as evidence for activities and evaluation practices that were actually implemented. These sources include survey protocols, annual survey reports submitted to USAID, focus group protocols, and the Final Report submitted to USAID which includes the final Performance Management Plan (PMP) (AUB USP Team, 2016).

The results are presented in this chapter to address each research question in turn. First, the USAID and civic engagement objectives and activities are presented. Then, they are analyzed for alignment. Following this, the evaluation design and practices are presented as identified in the data, and similarly analyzed for alignment. Finally, the civic engagement evaluation practices are compared to the chosen framework for program evaluation as informed by Guskey (2002) to assess the program and answer the second research question.

USAID Objectives, Civic Engagement Objectives and Activities

The objectives of USP II fall under an umbrella objective of "increase public school students'

access to American model education programs" (USAID, 2011, p. 25). The Cooperative

Agreement lists eight objectives for USP in the section Objectives and Specific Aims, which are

the following (USAID, 2011, p. 11):

1. "Support qualified and deserving students with tuition scholarships towards their
   undergraduate degrees;

2. Provide opportunities for male and female students from underprivileged communities
   from the different districts of Lebanon and from different confessions to complete their
   undergraduate education at AUB;

3. Support qualified and deserving students in their endeavors to become change agents
   contributing to Lebanon's development;

4. Train and equip qualified and deserving students with the skills to become leaders in their
   fields;

5. By providing an education of international quality in the English language, ensure that
   graduates will be globally competitive;

6. Ensure an institutional administrative and governing structure that supports academic and
   intellectual freedom, and an intellectual atmosphere that encourages global awareness
   and an appreciation of democratic process;

7. Encourage free inquiry, critical thinking, and open-minded and thoughtful dialogue, and
   shape students through exposure to intellectual and moral values that will improve mutual
   understanding and cooperation between the people of the United States and the people of
   Lebanon;

8. Provide a safe environment for students to experience tolerance, freedom of expression, gender and social equality, and respect for people of diverse backgrounds and talents."

Alternatively, the objectives of the civic engagement component were not clearly defined in a single place in the CA. Instead, the researcher inferred the objectives from two different locations within the CA: 1) indicators listed in the narrative design under the section "Performance Management and M&E: Internship, leadership, civic engagement and community service" (USAID, 2011, p. 19-20), and 2) indicators listed in the Performance Measurement Plan included in the CA that are identified as tied to the civic engagement component (USAID, 2011, p. 32-33). The CA uses the term indicator, which "is a tool that uses one or more measures to assess to what extent objectives are being met. Indicators may be suitable for measuring actual achievements as compared to the decided objectives (by using targets) and/or for analysis to identify trends or patterns" (Multi Annual Control Plan Network, 2015, p. 7). Since the text of the CA did not designate objectives for the civic engagement component, but instead listed the indicators that would be used to measure objectives, the researcher derived the objectives from the indicators. After the objectives were identified, they were categorized as either outcome objectives or process objectives by the researcher. Categorizing objectives as either process or outcome was a method implemented by the researcher to organize the objectives identified in the CA as they were extracted from different places.

Five outcome objectives were extracted from the Cooperative Agreement for the civic engagement program. These objectives target the effects of engaging in the civic engagement program or are related to changes in the students' knowledge, skills or attitudes. The objectives are the following (USAID, 2011):

1. USPII students demonstrate improved understanding of key training concepts (p. 20)

2. USPII student activists use new knowledge and skills to join effective advocacy campaigns (p. 20)

3. USPII student activists demonstrate a positive change in level of civic activism (p. 20)

4. Training and internship activities build job-related capabilities (p. 32)

5. Students improve leadership, teamwork, & communication skills (p. 33)

In addition, seven process objectives were identified that relate to the activities implemented during the program. The process objectives are (USAID, 2011):

1. USP II students trained (p. 20)

2. Community programs implemented by USPII students (p. 20)

3. USPII student-service days conducted (p. 20)

4. USPII student meetings conducted (p. 20)

5. USPII students network through the GCC website (p. 20)

6. Community service/Leadership activities undertaken by students (p. 32)

7. Students assume leadership positions in community-social activities [post-graduation] (p. 33)

The civic engagement program activities were also identified in the design as outlined in the "Technical Approach" section of the CA (USAID, 2011). During their time in university, scholars are required to complete various activities to meet the requirements of the program. Scholars must take at least one academic course at AUB that focuses on civic engagement or leadership, attend community field trips, conduct an extensive community-based project with a

team of scholars and participate in community service activities. Scholars completed a community service or major-related internship, ideally in their home district. They also attended a number of leadership trainings as well as project-specific trainings in order to build the skills necessary for completing selected projects. The Final Report indicated that the leadership training sessions implemented included: Introductory, Leadership, Communication Skills, Advocacy, Team Building, Designing Community Projects, Time Management and Budget. A Social Media Training Workshop was also conducted (AUB USP Team, 2016).

Alignment of USAID Objectives, Civic Engagement Objectives and Activities

After identifying from the original program design the objectives of the USAID program and the civic engagement component as well as the activities as presented above, all were analyzed for alignment using the template developed for the study (see Appendix A) in order to address research question one.

First, the researcher looked at the civic engagement outcome objectives and compared them to the USAID objectives to examine the extent and nature of the alignment. The researcher identified which USAID objective each outcome objective addressed, if any. The same was done for process objectives by matching them with a corresponding USAID objective. After this, the program activities that were considered to be related to the outcome and process objectives were matched accordingly. Using the template, the researcher determined how the USAID, civic engagement outcome and process objectives and program activities aligned.

The analysis suggests that based on the original design of the program, the outcome and process objectives of the civic engagement component align with just two of the eight USAID objectives. All of the identified outcome and process objectives of the civic engagement component can be aligned back to these two USAID objectives, which are: 1) Train and equip

qualified and deserving students with the skills to become leaders in their fields, and 2) Support

qualified and deserving students in their endeavors to become change agents contributing to

Lebanon's development. The remaining six USAID objectives did not align with outcome or

process objectives for the civic engagement program. All program activities were identified as

aligned with the outcome and process objectives. The results of the analysis of program

alignment are seen below in Table 1.

Table 1

Alignment of Objectives and Activities per Original Program Design

USAID Objective	Civic Engagement Component		
	Outcome Objective	Process Objective	Activities
			Community service activities
	Students improve leadership, teamwork, & communication skills	Community Service/ Leadership activities undertaken by students	Community field trips
Train and equip qualified and deserving students with the skills to become leaders in their fields		USP II students trained	Training sessions (leadership & social media)
		USPII student-service days conducted	
	USPII students demonstrate improved understanding of key training concepts	USPII student meetings conducted	Community service internships/ internship supplements
	Training and internship activities build job-related capabilities	USPII students network through the GCC website	
		Community programs implemented by USPII students	Course related to civic engagement
			Community based project
Support qualified and deserving students in their endeavors to become change agents	USPII student activists use new knowledge and skills to join effective advocacy campaigns	Community Service/ Leadership activities undertaken by students	Community service activities
		Community programs implemented by USPII students	Community service internships/ internship supplements
	USPII student activists demonstrate a positive	Students assume leadership positions in community-social	

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contributing to Lebanon's development	change in level of civic activism	activities [post graduation] Community based project

The results show general alignment in the design between the civic engagement

component and the USAID objective, "Train and equip qualified and deserving students with the

skills to become leaders in their fields" (USAID, 2011, p. 11). This USAID objective focuses on

skill-building. The first civic engagement outcome objective identifies specific skills –

leadership, teamwork and communication – that are targeted directly through corresponding

leadership trainings. Other outcome objectives address increased understanding of training

concepts and increase in job-related capabilities, which also target building skills that allow

students to become leaders in their fields. These three outcome objectives can be considered as

aligned with the USAID objective. The corresponding activities allow for meeting the outcome

objectives, such as internships, training, community field trips, participating in community

service activities or taking a course, as all can build skills.

Corresponding process objectives are related to the USAID objective of training and

equipping students with skills, and they centered around the program activities. The identified

process objectives address those activities that are meant to build skills, such as: community

service activities, trainings, student service days, student meetings, networking and community

programs. Notably, the process objectives do not address internships or courses, activities that

are identified in the design. In this aspect, the analysis suggests a misalignment between the

process objectives and activities, considering process objectives are intended to describe the

results of program activities. Overall, the outcome and process objectives appear sufficient to

address the USAID objective of training and equipping qualified and deserving students with the

skills to become leaders in their fields. The civic engagement objectives address both how the program is implemented through process objectives and what the students should learn through the outcome objectives.

The second USAID objective, "Support qualified and deserving students in their endeavors to become change agents contributing to Lebanon's development" (USAID, 2011, p. 11), can also be considered as aligned with the civic engagement component outcome and process objectives. The USAID objective refers to students making contributions to Lebanon's development, and therefore becoming engaged in the community in order to make a difference. As such, the identified outcome and process objectives are directly related to community engagement.

While the USAID objective is quite broad, the civic engagement objectives and activities offer defined and measurable aspects of this larger objective. The outcome objectives for the civic engagement component that align to the second USAID objective are students getting involved in their communities through advocacy campaigns and increased civic activism, which could be considered attributes of 'change agents'. The process objectives identified are related to participating in community service, conducting community-based projects and taking on leadership roles in community activities.

Activities are relevant to the civic engagement outcomes, but not fully aligned. As seen with the first USAID objective, the process objectives do not address the internships. In addition, when considering the outcome objectives in relation to the process objectives and activities, none of the process objectives or activities are specific to advocacy campaigns. The outcome objective narrows the concept of becoming a change agent, neglecting the other ways of direct or indirect civic engagement that students might achieve through their community-based projects,

internships or community service efforts that are the activities included in the design. In this sense, the outcome and process objectives within the civic engagement component are only somewhat aligned, despite their alignment back to the USAID objective. Therefore, considering the design of the program, the civic engagement outcome and process objectives are only partially sufficient to address the USAID objective and reflect the program activities.

Evaluation Design and Practices

In order to analyze the evaluation design and practices for USP, the researcher examined both the design and practices to understand what evaluation practices were planned in the program design and what was implemented in practice. Data for evaluation design was found in the Cooperative Agreement, and the results are presented in Tables 2-4. The CA has two narrative sections describing evaluation, "Performance Management and M&E: Internship, leadership, civic engagement and community service" (USAID, 2011, p. 19-20) (see Table 2) and "Plan to Measure Program Impact for Public Schools Students" (USAID, 2011, p. 31) (see Table 3). It also included a Performance Management Plan with indicators, unit of measurement, data collection methods, baseline and target (USAID, 2011, p. 32-3) (see Table 4). American University of Beirut partnered with Mercy Corps International (MCI) to conduct much of the civic engagement component of USP, therefore, some of the evaluation was designated to and carried about by MCI. Where applicable, MCI is noted in the evaluation to identify which portions of the evaluation MCI was responsible for. The evaluation as per the design is presented in the below tables, including the objective, indicator, tools and data collection as found in the Cooperative Agreement. Items that were not present in the design are indicated, and some elements are vague as extracted from the CA. Some of the data is repeated in different places in the CA, and therefore repeated in the tables below.

Table 2

Examination of Evaluation Design of "Performance Management and M&E"

Civic Engagement Objective	Indicator	Tools & Data Collection
None identified	None identified	MCI focus group discussions
None identified	Number of students trained	Records
None identified	Number of community programs implemented	Records
None identified	Percent of student activists who demonstrate a positive change in level of civic activism	MCI survey
None identified	Percent of student activists who use new knowledge and skills to join effective advocacy campaigns	MCI survey
None identified	Percent of students demonstrating improved understanding of key training concepts	MCI Pre and post-evaluation tests for each training activity
None identified	Number of student-service days conducted	Records
None identified	Frequency of student meetings conducted	Records
None identified	Number of students networking through the GCC website	Records
None identified	None identified	Feedback surveys during youth-led community development program implementation

Table 3

Examination of the Evaluation Design of "Plan to Measure Program Impact"

Civic Engagement Objective	Indicator	Tools & Data Collection
None identified	Student growth in personal, social and career domains	College Outcomes Survey
None identified	Student growth and development in knowledge, skills and attitudes	Student portfolios and reflections, checklist for evaluation
None identified	Students acquire skills and knowledge	Focus groups

Table 4

Examination of Evaluation Design of Performance Management Plan

Civic Engagement Objective	Indicator	Tools & Data Collection
Training and internship activities build job-related capabilities	Number of training/internship activities undertaken Percentage increase in skill capabilities for each student	360° assessment tool conducted at the start of the program and annually
Community service/ leadership activities undertaken by students	Number of activities/student/yr	Records of activities
Students improve leadership, teamwork and communication skills	Percentage increase in skill capabilities for each student	360° assessment tool conducted at the start of the program and each semester
Students assume leadership positions in community-social activities	Number of students who assume long term leadership positions	Communication with graduates

The civic engagement evaluation plan is not connected with specific USAID objectives in the Cooperative Agreement. The narrative sections of the Cooperative Agreement, as shown in Tables 2-3, often present incomplete plans for evaluation. They either identify an indicator without a tool or unit of measurement, or vice versa. Neither of the narrative sections connect indicators with the civic engagement component objectives. The data shows that the design was incomplete in places where indicators are missing. The data extracted from the Performance Management Plan (Table 4) is the only complete evaluation plan in terms of presenting objectives, indicator and tools and data collection in direct alignment. Despite this fact, the Performance Management Plan does not establish connections with the USAID objectives, nor does it include sufficient plans to evaluate all objectives and activities of the component. Overall, the design of the evaluation plan is unclear as presented in the Cooperative Agreement and missing major components.

Data revealing evaluation practices was drawn from a variety of sources, including survey protocols, aggregated annual survey reports, focus group protocols, the Final Report and the corresponding Performance Management Plan (PMP) as executed. The findings demonstrate that a large amount of data was collected and analyzed for evaluation purposes. It appears that the primary source of evaluation data considered was drawn from the Final Report, as it contains both data and the analysis conducted by the USP team. It is the summative report to describe and assess the University Scholarship Program, prepared by the AUB implementing team and submitted to USAID at the conclusion of the program (AUB USP Team, 2016). For example, the Final Report includes data such as student community service and internship records, course grades and excerpts from student reports. It also includes summaries of the results from surveys and focus groups implemented.

In the same way that the evaluation design did not connect the civic engagement component with the USAID objectives, the evaluation practices carried out do not make connections with the USAID objectives identified in the Cooperative Agreement. In addition, indicators are not connected to specific objectives for the civic engagement component. Instead, the researcher identified a large amount of data and analysis without connections it to the program objectives. As such, the researcher analyzed the Final Report and extracted the evaluation practices as presented in the Final Report from the narrative text, raw data and results of data analysis conducted by the USP team. While the Final Report also presents summaries of the survey results as conducted throughout the program, more detailed analysis of the surveys conducted was reported in annual reports to USAID. The evaluation practices as extracted from the Final Report, survey reports and focus groups are presented below in Table 5.

Table 5

Examination of Evaluation Practices Derived From Surveys, Focus Groups & Final Report

Civic Engagement Objective	Indicator	Tools & Data Collection	Source
None identified	Number of sessions organized	MCI activity records	Final Report
None identified	Number of scholars who participated in training sessions	MCI activity records	Final Report
None identified	Percentage of scholars who met the training objectives	MCI surveys	Final Report
None identified	Number of scholars involved in volunteer activities	Records, student reflections & portfolios	Final Report
None identified	Number of trips organized for students	Records	Final Report
None identified	Number of scholars participating in video conferences	Records	Final Report
None identified	Number of scholars completing internships & internship supplements	Student reports, records	Final Report
None identified	Scholars learn and build skills on internships	Student reports	Final Report
None identified	Work achieved for community service projects	Student reports, records	Final Report
None identified	Scholars demonstrate social and personal growth	COS survey 2013-2015 means by construct	Final Report, COS annual reports
None identified	Scholars' leadership profile evolves	SRLS survey 2014-2015 means by construct & overall percentage of progress	Final Report, SRLS annual reports
None identified	Activities scholars were involved in	USAID survey 2015 means by construct	Final Report, USAID survey reports
None identified	None identified	Focus groups	Final Report, Focus group protocol

The PMP is an annex of the Final Report. The PMP itself provides only the indicator

along with the results, and does not describe the tools and data collection and there is no

connection identified to an objective that the indicator would be measuring. The evaluation data

extracted from the PMP is presented in Table 6 below. Since the Final Report supplements the

data included in the PMP, the tools and data collection are filled in as possible based on the

analysis conducted of the Final Report. The PMP repeats some of the same indicators found in

the Final Report.

Table 6

Examination of the Evaluation Practices as Derived From Performance Management Plan

Civic Engagement Objective	Indicator	Tools & Data Collection
None identified	Number of students who completed the community-based supplement for the professional internships	Records
None identified	Number of students who completed community service internships	Records
None identified	Number of students completing the College Outcome Survey annually	COS survey
None identified	Number of scholars registered for the PSPA required course and passing the course with an average of 70% and above	Course results
None identified	Number of trips organized for USP scholars	Records
None identified	Number of USP scholars participating in trips	Records
None identified	Number of USP students actively participating in volunteering activities	Records
None identified	Number of USP students actively involved in designing and implementing community based projects	Records
None identified	Number of community based projects designed and implemented	Records
None identified	Number of [leadership] workshops to be organized	Records
None identified	Number of participants participating in all the training sessions	Records
None identified	Percentage of students who demonstrate improved understanding of leadership concepts through the training sessions	MCI surveys
None identified	Number of students attending video conferences with Global Citizens Corps leaders from abroad to discuss global issues	Records
None identified	Number of students engaged in online platform applying their communication and leadership skills	Records
None identified	Percentage of students who demonstrate improved understanding of leadership concepts through enrollment	MCI surveys

	in internships	
None identified	Percentage of students who demonstrate improved understanding of leadership concepts implementing community based projects	MCI surveys
None identified	Number of non-USP youth from different regions involved in the implementation of the community projects	MCI surveys
None identified	Number of beneficiaries from the community projects	None identified
None identified	Number of students documenting personal growth	COS survey

Considering the evaluation practices as presented in Tables 5-6, the majority of indicators are measured by an appropriate tool for data collection. Notable exceptions include an indicator that does not have tools identified (Number of beneficiaries from the community projects) and tools used to collect data without addressing a specific indicator (focus groups). The data extracted for evaluation practices as shown in Tables 5-6 presents only indicators and tools for data collection, where available, and does not include objectives. The below analysis therefore serves to determine how the indicators and tools align with the civic engagement objectives, and whether these practices were sufficient to evaluate the objectives of the component and program.

Alignment of Objectives with Evaluation Design and Practices

The USAID objectives are not referenced in the final report or the final Performance Management Plan, nor are the civic engagement component objectives. The analysis therefore serves to determine how the evaluation design and practices align with the program objectives. Using the Template for Evaluating Alignment of Civic Engagement Program with USAID Program Objectives designed for this study (see Appendix A), the researcher placed the data into the table in order to determine how the USAID objectives, civic engagement outcome and process objectives, evaluation and activities aligned.

Results of the analysis are found below in Tables 7-8. Table 7 presents the evaluation design and practices that align with the civic engagement outcome objectives, while Table 8

presents the evaluation design and practices in alignment with the civic engagement process

objectives. Since there are variations between design and practices as seen above, the tables

include notes to indicate when evaluation methods were found only in the design, only in

practice or in both.

Table 7

Alignment and Analysis of Outcome Objectives with Evaluation Practices

Outcome Objective	Indicator	Tools & Data Collection	Design/ Practice/ Both	Analysis of Alignment
Students improve leadership, teamwork & communication skills	Percentage increase in skill capabilities for each student	360° assessment tool	Design only	Indicators, tools & data collection only partially align with objective.
	Student growth and development in knowledge, skills and attitudes	Student portfolios & reflections; Focus groups	Design only	
	Scholars demonstrate social & personal growth	COS survey 2013-2015, means by construct	Both	
	Percentage of scholars who met the training objectives	MCI Surveys	Practice only	
	Scholars learn and build skills on internships	Student portfolios & reflections	Practice only	
	Scholars' leadership profile evolves	SRLS Survey 2014-2015, means by construct	Practice only	
USPII students demonstrate improved understanding of key training concepts	Percentage increase in students demonstrating improved understanding of concepts through trainings/ enrollment in internships/ implementing community based projects	MCI surveys	Both	Indicators, tools & data collection align with objective.
	Percentage of scholars who met the training objectives	MCI surveys	Both	
Training and internship activities build job-related	Percentage increase in skill capabilities for each student	360° assessment tool	Design only	Indicators, tools & data collection
		Focus groups; Student		

capabilities	Student growth and development in knowledge, skills and attitudes	portfolios & reflections	Design only	only partially align with objective.
	Scholars learn and build skills on internships	Student portfolios & reflections	Practice only	
		MCI surveys		
	Percentage of scholars who met the training objectives		Both	
USPII student activists use new knowledge and skills to join effective advocacy campaigns	Percentage demonstrating use of new knowledge and skills to join campaigns	No tool identified	Design only	Tools & data collection do not align with objective.
USPII student activists demonstrate a positive change in level of civic activism	Percentage increase in level of activism	No tool identified	Design only	Tools & data collection do not align with objective.
	Scholars' leadership profile evolves	SRLS Survey 2014-2015, means by construct	Practice only	

Outcome Objectives

  Students improve leadership, teamwork and communication skills. This outcome objective is only somewhat addressed by the evaluation conducted. The indicators that were actually evaluated do align with the objective in the sense that they are about leadership and skills. However, the data collected and analyzed for the identified indicators is more general and does not always allow for examination of the specific skills of the teamwork and communication. There is also a lack of indicators that evaluate the increase or change of the specific skills of leadership, teamwork and communication from the beginning of the program to the end. If the objective is to improve such skills, the data should then demonstrate change over time for each specific skill. The evaluation conducted therefore does not serve the purpose of fully examining the achievement of the intended objective.

  The tools and data collection methods are also part of the reason for the observed gap in evaluation practices and their sufficiency to examine the achievement of this outcome objective. In the original design of the program, it was stated that a 360° assessment tool conducted at the start of the program and each semester would be used to collect data against this objective. However, the evaluation practices revealed that a single assessment tool conducted at such a frequency was not implemented. Instead, data was gathered from a variety of survey tools, which could serve the same purpose as a single 360° assessment tool. However, detailed results of some surveys were not reported in order to demonstrate changes in individual skills, and some of the surveys were only implemented annually in the final years of the program. MCI, which conducted the leadership trainings and helped students with internships and community-based projects, conducted surveys throughout the course of the program. The final report states that MCI conducted pretesting and post-testing of students as well as evaluation reports of each

training session to measure against training objectives. However, these surveys and reports have not been shared with the researchers for review, so only data that are reported on in either the final report or PMP are addressed in this study. The available data shows that the surveys only measured if the training objectives were met as a whole. The trainings conducted during the program were: Leadership, Communication Skills, Advocacy, Team Building, Designing Community Projects, Time Management and Budget. These training topics do include all three skills targeted in the objective of leadership, communication and teamwork, but data is not reported on specific process objectives pertaining to the training conducted to differentiate among them or know which objectives were achieved and which were not.

Another tool identified is the College Outcomes Survey (COS), which has been demonstrated to have construct validity and reliability in the context of AUB (El Hassan, 2012). Questions are answered on a five-point scale rating the extent to which they disagree or agree with different learning experiences (El Hassan, 2012). The full text of COS is found in Appendix D. It was administered annually from 2013-2015 to all USP students and to a sample of undergraduate students at AUB, asking questions related to areas such as student growth, satisfaction and engagement at the university. When conducted, extensive statistical results were prepared and analyzed, including comparisons between USP and non-USP students and between years to assess growth. Yet the primary focus in reporting the results in the PMP was on broad categories of general personal growth or social growth, and specific survey questions that might address the specific skills targeted in the outcome objectives of the civic engagement component were not effectively used for evaluation. Only two questions in COS are relevant to the objective of students building leadership, teamwork and communication skills: 1) "Indicate the extent of your growth since entering this college developing leadership skills", and 2) "Indicate the extent

of your growth since entering this college becoming an effective team or group member". Data collected from these questions were not reported on annually, nor reported on in the final report or PMP, in order to properly evaluate student progress toward developing these skills. Therefore, although some relevant data was collected using the COS survey as a tool, the data collected was not analyzed to reach conclusions that properly assess whether the civic engagement program met its objective of students building skills.

Another data collection tool was the Socially Responsible Leadership Scale (SRLS), a survey that was used in education research and assessment to measure leadership based on the social change model of leadership development. The social change model has eight leadership values that "reflect the intersection of knowledge, attitudes, and skills reflecting one's overall leadership capacity" (Dugan, 2015, p. 25): consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship and change. The 68-item scale, which rates agreement with statements on a scale of 1-5, has demonstrated validity and reliability in its administration (Dugan, 2015). The full text of the SLRS is found in Appendix E. SRLS was administered in 2014 and 2015 only to all USP students. It was not administered prior to the students entering the program to help determine a baseline. Therefore, while it can be used to measure student leadership in the two years it was administered, it fails to provide data that can help effectively demonstrate improvement of leadership using overall survey results. The limitation of use of SRLS results is acknowledged in the Final Report, which states, "In the absence of data for the same cohort for several years, it is not possible to infer progress or regress" (AUB USP Team, 2016, p. 44). Therefore, although the survey was administered, the findings show that it cannot be considered as useful for evaluation of improvement.

According to the design, student portfolios and focus groups were intended to be used as tools to evaluate student growth in skills, knowledge and attitudes. However, according to the focus group protocol, the focus groups did not ask questions about this objective, or specific questions about the civic engagement component of USP. One of the five focus group protocols included the question "What skills did you earn that you believe other AUB students don't have?" The remaining four protocols did not include this question, nor any other question that directly addressed any of the outcome objectives. While the students may have discussed the issues organically in the focus groups, the protocols were not designed to explicitly evaluate against the objective. In addition, the Final Report included data regarding the impact of internships on students building such skills which served to provide evidence for the stated objective as extracted from student portfolios. Yet the report only included data regarding internships and did not consider other activities and their potential impact on students towards meeting this objective or evaluate the portfolios by skill targeted.

USPII students demonstrate improved understanding of key training concepts. The outcome objective and indicators do not define what the key training concepts are that are intended to be measured. Data was not available to the researcher on the content of MCI surveys nor on the training content to examine the alignment between them. However, the indicators address the objective by measuring percentage increase in understanding training concepts through various methods and meeting the set training objectives. As such, it can be concluded that the indicators align with the objective, and based on the data available the tools for data collection sufficiently measure the indicators.

Training and internship activities build job-related capabilities. Job-related capabilities were not defined in the objective, and the indicators do not mention job-related

capabilities. Therefore, it is difficult to conclude that the evaluation practices systematically examined achieving the outcome objective. Qualitative evaluation was conducted of student portfolios & reflections to identify skills built on internships, but there is no clear evidence of a rubric used for evaluation. The evaluation confirms that students met the training objectives according to the MCI survey tool, however, data provided to the researcher does not disclose content of MCI surveys to know what training objectives were measured to determine if these objectives are aligned with job-related capabilities. In the design, it was stated that this objective would be measured with a 360° assessment tool conducted at the start of the program and annually to measure percentage increase in skill capabilities for each student. However, it does not appear that the MCI survey assessed the criteria in this manner. Without enough information, it can only be determined that evaluation practices somewhat align with the outcome objective.

USPII student activists use new knowledge and skills to join effective advocacy campaigns. Although the design called for an evaluation to be conducted in order to determine the percentage of students demonstrating use of new knowledge and skills to join advocacy campaigns, an evaluation was not conducted for this objective or indicator. Therefore, there were no evaluation practices that examine/ address this outcome objective.

USPII student activists demonstrate a positive change in level of civic activism. This outcome objective is not addressed by the evaluation conducted. The indicator that was actually evaluated is that scholars' leadership profile evolves. SLRS was only conducted in the final two years, and as noted above the Final Report stated that conclusions cannot be made based on data collected. SRLS could be used to measure change in civic activism using specific questions such as, "I believe I have a civic responsibility to the greater public," or whole constructs such as citizenship. Although SLRS would have been a useful tool to evaluate against this outcome

objective, it was not used to measure progress from the beginning of the program to the end for

USP. Therefore, evaluation practices do not align with the objective of measuring change in civic

activism.

Table 8

Alignment and Analysis of Process Objectives with Evaluation Practices

Process Objective	Indicator	Tools & Data Collection	Design/ Practice/ Both	Analysis of Alignment
Community Service/	Number of activities/student/yr	Activity records	Both	Indicators, tools & data collection
Leadership activities undertaken by students	Number community programs conducted/ students actively involved in designing and implementing programs	Activity records	Both	align with objective.
	Number of students who completed community service internships / community based supplement for the professional internships	Activity records	Practice only	
	Work achieved for community service projects	Student reports, records	Practice only	
	Number of trips organized / Number of scholars participating in trips	Activity records	Practice only	
Students trained	Number of scholars trained	MCI activity records	Both	Indicators, tools & data collection
	Number of training sessions organized	MCI activity records	Both	align with objective.
Community programs implemented by USPII students	Number community programs conducted/ students actively involved in designing and implementing	Activity records	Both	Indicators, tools & data collection align with objective.
	Work achieved for community service projects	Student reports, records	Practice only	
	Number of non-USP youth from different regions involved in the implementation of the community projects	MCI surveys	Practice only	

	Number of beneficiaries from the community projects	MCI surveys	Practice only	
Students network through the GCC website	Number of students attending video conferences with Global Citizens Corps leaders from abroad to discuss global issues	Activity records	Both	Indicators, tools & data collection align with objective.
	Number of students engaged in online platform applying their communication and leadership skills	Activity records	Both	
Student-service days conducted	Number service days conducted	No tools specified	Design only	No data collected, practice does not align.
Student meetings conducted	Frequency of student meetings	No tools specified	Design only	No data collected, practice does not align.
Students assume leadership positions in a community-social activities	Number of students who assume long term leadership positions in community-social activities	Communication with students post graduation	Design only	No data collected, practice does not align.
No objective identified	Number of scholars registered for the PSPA required course and passing the course with an average of 70% and above	Course results	Practice only	Indicator does not align with an objective.
No objective identified	No indicator identified	Focus groups	Practice only	Indicator does not align with an objective.
No objective identified	Activities scholars were involved in	USAID survey 2015 means by construct	Practice only	Indicator does not align with an objective.

Process Objectives

Community service/ leadership activities undertaken by students. In practice, the data collected provides extensive evidence for this process objective through the use of various tools that collects data to address different indicators. The evaluation carried out exceeds that which was designed. The data was reported in the PMP and Final Report, and is mostly quantitative reports of how many service and leadership activities were undertaken. Data about the work achieved for each of the community projects was also collected from student reports and records, providing quantitative data.

Students trained. MCI was responsible for conducting the trainings for students, and their records of how many students were trained and how many workshops conducted were presented in the Final Report. The indicators, tools and data collection sufficiently address the process objective.

Community programs implemented by USPII students. Data collected included number of programs implemented, number of students involved and a description of each of the projects carried out. Moreover, data was collected to address the partners and beneficiaries of the community programs. The data is sufficient to address the indicators and the process objective.

Students network through the GCC website. The PMP reports on data collected for indicators that address this process objective. These indicators were accounted for in both design and practice, and are sufficient to measure that students networked.

Student-service days conducted. No evidence was found of data collected to address this process objective although the indicator per the design was in alignment with the objective.

Student meetings conducted. Similarly, no evidence was found of data collected to report on student meetings conducted although the indicator per the design was in alignment with the objective.

Students assume leadership positions in community-social activities. Although the indicator and tools align with the process objective, no evidence was found that data was collected for this objective. The design indicated that the data should be collected at one and five years after the conclusion of the program, so it is possible that the evaluation was conducted but not shared with the researcher.

Indicators not aligned with process objectives. Some indicators and related tools were identified in the data that, while part of the civic engagement component, did not align with any of the civic engagement objectives. Grades by student were reported for the Political Studies and Public Administration (PSPA) course taken by each student, but the Final Report and PMP did not draw connections between the grades and what, if any, learning outcomes were targeted in the courses.

A tool for data collection that did not align with an objective was the focus groups. Although intended in the design to collect data to evaluate the civic engagement objectives, the questions asked did not address the designated outcomes. The standard protocol for the focus groups asked students to share about USP highlights of the program, drawbacks and recommendations for the administration. Of the five focus groups conducted, one included the question "What skills did you earn that you believe other AUB students don't have?" but even this question does not solicit a response about the civic engagement component. The remaining four protocols did not include this question, nor any other question that directly addressed the civic engagement component. While the focus groups were used as a tool to collect data about

USP, the protocols were not designed to explicitly collect the data needed to evaluate the civic engagement outcome and process objectives.

Another tool utilized to collect data that did not align with any process objective is the USAID-USP survey, which was administered annually to all USP students in 2015. It was designed specifically for USP and assesses student involvement in activities, academic motivation and perspectives on diversity. The full text of the survey is found in Appendix F. The criteria that the survey was built around do not address the objectives of the civic engagement program. The section on activities does not include any questions about any civic engagement activities (leadership training, internships, community service activities, community service projects, etc.) and instead refers generally to activities students undertook at the university. The survey questions are therefore not aligned with the civic engagement component objectives. Only one question could be used to address the civic engagement component, which is, "I was given the opportunity to practice leadership skills." However, the results of the answer to this question were not discussed in the final report or survey report in relation to the outcome objective. In addition, the survey was only administered in the final year of the program and was not used to determine student change from the beginning of the program. The Final Report states, "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" (AUB USP Team, 2016, p. 44). It can therefore be said that the USAID/USP survey was not used for evaluating the civic engagement component against its objectives.

Comparison of USP to Evaluation Framework

The data revealed evaluation practices of the USP civic engagement component as elaborated above. Further analysis compared these practices with the chosen framework for

program evaluation, Guskey's (2002) model for program evaluation in education in order to address the second research question: To what extent and in what ways do evaluation practices of the first cohort of the USAID University Scholarship Program at AUB compare to the chosen framework for program evaluation? To conduct this analysis, the researcher took the findings from Tables 5 through 8 as evidence for evaluation practices to answer the questions from the *Checklist: Evaluating the Civic Engagement Program Evaluation Practices* (see Appendix B) developed for this study. The findings are found below in Table 9. The comparison revealed that USP practices only partially meet the criteria of the framework. The findings are discussed in turn.

Table 9

Comparison of USP Civic Engagement Program Evaluation Practices with Guskey's Framework for Program Evaluation

Criteria	Questions	Evidence	Evaluation/ Comments
Participants' Reactions	Is data collected and analyzed to evaluate initial satisfaction with program experiences? Provide descriptive evidence of how this was done.	No evidence identified specific to initial satisfaction with civic engagement program experiences	No. There is not evidence that data was collected and analyzed to address the criteria.
Participants' Learning	Is data collected and analyzed to determine if and what new knowledge and skills the participants gained? Describe the scope and domains of participants learning that were evaluated.	MCI surveys: Percentage increase in students demonstrating improved understanding of concepts through trainings/ enrollment in internships/ implementing community based projects % Scholars who met training objectives Internships build skills: Student portfolios and reflections Leadership profile evolves: SRLS survey	Partially meets the criteria. Evaluation practices address new knowledge and skills. The scope primarily focuses on learning achieved from training. The primary domain is leadership.
Organization support and change	Is data collected and analyzed to determine if the organization is supporting, facilitating and advocating for the program? Describe with examples in what ways.	Final Report: Shortfalls, challenges & remedies, Success stories	Partially meets the criteria. There is some evidence that data was collected and analyzed to evaluate organization support and change.
Participants' Use of New Knowledge and Skills	Is data collected and analyzed to determine if participants are effectively applying new knowledge and skills? In what ways?	Number of students engaged in online platform applying their communication and leadership skills USAID survey: "Leadership: I was given the opportunity to practice leadership skills" Number community programs conducted/ students actively involved in designing and implementing Internships build skills: Student portfolios and reflections	Partially addresses the criteria. Data is collected and analyzed but not in a consistent or systematic way. Data does not address effectiveness of application.

Community Learning Outcomes	Is data collected and analyzed to determine the impact at the level of the community? What is the scope of the impact that was evaluated?	Number of students who completed community service internships / community based supplement for the professional internships Work achieved for community service projects Number of Non - USP youth from different regions involved in the implementation of the community projects Number of beneficiaries from the community projects Descriptions about community-based projects and volunteer activities	Partially addresses the criteria. Scope of impact is the number of beneficiaries & description of projects, and does not evaluate impact in terms of learning outcomes.

Levels of Program Evaluation

Participants' reactions. The findings do not show clear evidence that initial satisfaction of civic engagement program experiences was evaluated as the students engaged in the different activities over the years. Participant reactions were not included in the program objectives analyzed above nor reported on in evaluation practices. There is evidence that the USAID/USP survey and the focus groups conducted at the end of the program address reactions and satisfaction with USP in general, but not specifically about the civic engagement component and activities. The USAID/USP survey asked if students were satisfied with "activities", but did not clarify if these were university activities, civic engagement activities or otherwise in order to satisfy the criteria of the framework. In the focus groups, the facilitators asked participants for program highlights and challenges, gathering reactions about the entire USP program. Questions were not specific to the civic engagement component, and were conducted at the end of the multi-year program. Overall, the tools used did not serve to collect data from participants about initial student satisfaction with the civic engagement program.

Participants' learning. Findings reveal that data was partially collected and analyzed to evaluate participants' learning from the civic engagement component. This level of program evaluation, according to Guskey (2002), should show that participant learning is measured against learning outcomes as presented in indicators or goals. As presented above, four outcome objectives addressed participant learning: 1) Students improve leadership, teamwork, & communication skills; 2) USPII students demonstrate improved understanding of key training concepts; 3) Training and internship activities build job-related capabilities; and 4) USPII student activists demonstrate a positive change in level of civic activism. The analysis concluded that one of these outcome objectives was not properly evaluated, two were partially evaluated and

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one was sufficiently evaluated. Overall, it can therefore be said that data was only partially

collected and analyzed to evaluate participants' learning based on the results presented above.

The scope and domain of evaluation was primarily focused on the leadership training,

which included sessions on: Leadership, Communication Skills, Advocacy, Team Building,

Designing Community Projects, Time Management and Budget. The Final Report and PMP

reported on percentage increase in student understanding of concepts through each activity of

trainings, enrollment in internships and implementing community based projects. In addition,

data was collected and reported on the number of scholars who met training objectives. As such,

data was collected and analyzed multiple times to evaluate student understanding of training

concepts, demonstrating an evaluation of participants' learning as related to different activities.

Leadership was further evaluated through the SRLS survey as conducted in 2014 and 2015, with

limitations described previously. Overall, there is evidence that evaluation was conducted at the

level of participant learning. However, as noted in the above section, the tools used and data

collected did not always effectively address improvement in learning specific skills as intended

in the outcome objectives, which is why this criterion could only be considered as partially

evaluated.

Organization support and change. Some evidence was found that data was collected

and analyzed to measure organization support and change. The criterion considers whether data

was collected and analyzed to answer questions such as, "What was the impact on the

organization? Did it affect the organization's climate and procedures? Were successes

recognized and shared?" (Guskey, 2002, p. 48). The Final Report provided evidence of some

evaluation of this criterion in the sections "Shortfalls, Challenges & Remedies" and "Success

Stories". Some examples of the data provided that addresses the criteria that AUB is supporting, advocating and facilitating the program in the Final Report include (AUB USP Team, 2016):

- The civic engagement program is being considered a requirement for all AUB students due to the success of AUB,

- USP published a semi-annual newsletter to share program news and highlights

- New facilities were provided to house the program at AUB

- Due to challenges with the implementing partner MCI, another department at AUB will be more involved in future cohorts

These sections provide important information that, however, it is not always clear from where or how the data is collected. While the Final Report shows that the questions posed by Guskey's criteria of organization support and change are being considered in the program evaluation, it does not provide evidence of systematic data collection and analysis with clearly identified objectives, indicators or tools for data collection. This level of Guskey's framework was not articulated in the program objectives. Therefore, it cannot be claimed that a thorough and intentional evaluation was conducted at this level of the framework, only that the criteria is partially met.

Participants' use of new knowledge and skills. The results suggest that USP partially meets the criteria of participants' use of new knowledge and skills from Guskey's framework for program evaluation. Outcome and process objectives relate to participants' use of knowledge and skills: 1) USPII student activists use new knowledge and skills to join effective advocacy campaigns; 2) Community programs implemented by USPII students; 3) Community Service/ Leadership activities undertaken by students; 4) Students network through the GCC website; 5) Students assume leadership positions in community-social activities. Of these five civic

engagement objectives, three were sufficiently evaluated and two were not according to the analysis conducted.

The data collected and analyzed for these objectives include both records that students participated in activities that would apply new knowledge and skills like implementing community projects or networking online and qualitative evidence through student portfolios. In addition, the USAID/USP survey asked the question, "I was given the opportunity to practice leadership skills." However, the results of the answer to this question were not discussed in the final report or survey report in relation to the outcome objective.

While there was some data collected and analyzed regarding participants use of new knowledge and skills, there is no evidence that data was systematically collected and analyzed to evaluate whether students were applying all the skills targeted through program objectives and trainings conducted (leadership, communication skills, advocacy, team building, designing community projects, time management and budget) or the effectiveness of application. The criteria should not just asses if the students use the new skills, but if they use them effectively and as intended during the training. There is no evidence that effectiveness was measured.

Community learning outcomes. According to the findings, there are no program objectives that target the criteria of community learning outcomes. The program did not define the knowledge, skills and attitudes that community members should develop as a result of USP scholar engagement. While there is some evidence to show that the criterion is partially met by assessing impact on the local community, the criterion is not fully met because the evaluation does not consider learning outcomes. Instead, the data collected and analyzed is the number of beneficiaries of community and descriptions of work done as reported by the students. For example, one community-based program "developed a toolkit to provide teachers with

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participatory activities that would help refugee students improve their communication and interpersonal skills" (AUB USP Team, 2016, p. 38). The report did not then include data on the results of the program and to what extent the beneficiaries improved their skills. The Final Report states that communities are demonstrating AUB values but does not provide evidence. In order to fully meet this criterion, the next step would be to collect and analyze evidence from the community members directly about their learning.

CHAPTER 5

DISCUSSION

The study serves to answer the extent to which the design of the civic engagement component of USP II aligns with the program's objectives, and the extent to which the evaluation practices align with the chosen framework. Overall, the findings suggest that the design and evaluation practices of the civic engagement component of the first cohort of the University Scholarship Program are only partially aligned internally, and only partially aligned with the framework for program evaluation. Although the USAID objectives and the civic engagement objectives are generally aligned, the analysis indicates that the evaluation practices are only partially aligned with the objectives and often are insufficient to provide the data needed to assess the achievement of its objectives. Of the five outcome objectives, only one was considered sufficiently evaluated, two partially so and two not properly evaluated based on the indicators and tools. For the seven process objectives, four were sufficiently evaluated while three were not. In addition, a number of indicators were identified that were evaluated and reported on but not aligned with the objectives. Moreover, many of the tools were used to collect data that was then not utilized fully in the evaluation of the program. With such a number of objectives not fully evaluated, the civic engagement component design cannot be considered as sufficient to evaluate the main USAID objectives. Therefore, it can only be concluded that the design and evaluation practices are partially aligned and only somewhat serve their intended goal.

When comparing the University Scholarship Program to the program evaluation framework informed by Guskey (2002), the results showed that USP II only partially address the five levels of evaluation. Four of the criteria were partially met, while one was not met. It is

notable that of the five levels of evaluation, only two are reflected in the civic engagement component objectives: participants' learning and participants' use of new knowledge and skills. The other three levels are not represented in the objectives, however, evidence was found for partial evaluation at two of the three levels. The results of the study encourage further discussion and comparison to the existing literature.

Coherence of Program Design

USP is a large program and has different components, and it is therefore a challenge to design, implement and evaluate comprehensively the program as a whole and its components individually. The findings show that evaluation practices for USP II were extensive and had the potential to demonstrate a large amount of information about the program. However, considering the unclear evaluation design and the incomplete evaluation of the component objectives, it is likely that the final evaluation conducted of USP II does not demonstrate to the full extent possible what the results and impact of the civic engagement component are and more could have been claimed and supported. It is possible that the lack of clarity of what the civic engagement component intended to achieve could have contributed to the gaps in evaluation. When analyzing the program design, the objectives of the civic engagement component were not explicitly and clearly stated in one place in the Cooperative Agreement, but instead derived by the researcher from multiple places. The outcome objectives did not always have clearly defined criteria. For example, "key training concepts" and "job-related capabilities" are never defined. The design was also missing a map between the USAID objectives and the civic engagement component objectives. Without all the guiding information needed to create an evaluation plan, including tools for data collection and analysis, it is understandable that the evaluation may not fully address the objectives.

The same can be said for the design of the evaluation plan. The evaluation practices were sporadic with data collection ranging from excessive to insufficient to absent. There was no explicitly stated evaluation plan that outlines how all objectives would be evaluated. Namely, there was no complete presentation of these objectives with their respective indicators, tools for data collection, data sources and data analysis procedures. In fact, the researcher extracted indicators and tools for evaluation from three different places in the design, and the majority were not connected to a program objective. Even though the Performance Management Plan included in the Cooperative Agreement intended to set an evaluation plan, it did not include the full range of outcome and process objectives, indicators or tools for data collection that were designed. Moreover, while the evaluation reports presented findings of data collection, they often failed to present conclusions drawn on a complete evaluation process whereby conclusions are fully substantiated by all evidence required to make claims.

Comparing the program design to the conducted evaluation practices, many variations exist. Findings show that elements planned in the design of the evaluation were not carried out or evaluated. For example, surveys that were supposed to measure increase in skill capabilities were not implemented, or data was not collected about service days or student meetings. This could be because activities that were included in the design were not carried out, such as student service days or student meetings, therefore the process objectives were not evaluated. However, such changes in program implementation were not mentioned nor justified in the Final Report or Performance Management Plan. Acknowledging such changes would have served to identify how the implementation varied from the original design, which is itself informative for improving the program in the future.

Alternatively, evaluations were carried out in practice that were not accounted for in the design, enriching the evaluation of some objectives by adding quantitative data such as records of student participation in internship and community-based project activities or the Socially Responsible Leadership Scale. The PMP that was submitted at the end of the program is far more extensive than that in the design, containing many more indicators and data collected. These variations likely suggest changes during program implementation to reflect the realities of implementation and data collection. However, there is no discussion in the Final Report of the fact that the Performance Management Plan submitted at the conclusion of the program was updated and altered relative to the original one designed. Such changes should be documented to reflect the process or nature of modifications to the program design to inform future iterations of the program.

Literature suggests that when designing evaluation for a civic engagement program, the starting point is student outcomes (Bringle et al., 2011; Conway et al., 2009; Duby et al., 2014; Whitley & Yoder, 2015). Yet, the USAID program objectives are only mentioned once in the design, and are not connected to the civic engagement outcome objectives. As mentioned, the student outcomes as described in the outcome objectives are not well defined. Without a clear starting point of student outcomes in the design, it would be difficult to create and execute an evaluation plan that appropriately assesses the program. From the outcome objectives, assessment tools for USP II should have been constructed and used to evaluate against these outcomes and used to explicitly highlight specific skills or values targeted (leadership, communication, teamwork and civic activism). Although ample evaluation data was collected using various tools throughout USP, the findings show that tools used to collect data were not

always the most effective to analyze progress towards judging the achievement of the program objectives.

Lack of Data Collection Tools that Measure Change

The difficulty of measuring impact in civic engagement programs is a noted problem in the literature (Hatcher et al., 2012). It is much easier to evaluate data related to process objectives rather than outcome objectives which target impacts. Civic engagement program evaluations often stop at measuring numbers participants or activities, less often going deeper to evaluate the effect on participants, beneficiaries and communities (Hollister et al., 2012). This is reflected in the findings from USP II. Indicators measured by collecting data through activity records were more consistently evaluated compared to those that required deeper analysis of data through surveys or evaluation of student portfolios.

The findings suggest that tools that were intended to measure change over time in the development of specific skills, such as surveys, rubrics for student portfolios or focus groups, were not effectively administered to collect the appropriate data to evaluate program objectives. For example, the design called for a 360° assessment tool conducted at the start of the program and each semester in order to evaluate the percentage increase in skill capabilities for each student related to two outcome objectives: Students improve leadership, teamwork and communication skills and training and internship activities build job-related capabilities. Neither of these outcomes objectives were fully evaluated due to the fact that the tools used did not match the intention of the design. The tools did not specify the skills targeted or rate of improvement compared to a baseline measurement. In the same way, the outcome objective students demonstrate a positive change in level of civic activism was not adequately evaluated. Although the tool used, the SRLS survey, is appropriate to measure change in level of civic

activism, it was only implemented at the end of the program and did not provide conclusive evidence of levels of change. Slight changes to the existing evaluation and reporting practices could help to address this issue and transition to providing a full, and not partial, evaluation against the objectives.

The design indicated that student portfolios and reflections, as well as focus groups, were intended to be used as tools for collection of data about student growth and development in knowledge, skills and attitudes for two of the outcome objectives – students improve leadership, teamwork & communication skills and internship activities build job-related capabilities. In fact, student reflections are a common source of data for analysis in civic engagement programs (Duby et al., 2014; Hatcher, 2011). However, findings show that while these tools were used to collect data, the analysis of the data collected did not align with these outcome objectives. For example, there is not evidence that the portfolios were systematically analyzed relative to specific skills (leadership, teamwork and communication) or undefined job-related capabilities in order to determine growth in attitudes or knowledge and fully evaluate the outcome objectives. The exception is that the Final Report included data regarding the impact of internships on students building skills collected from student portfolios, but not specific skills. The analysis did not consider non-internship activities. While the student portfolios may contain data that would be relevant to the evaluation of student growth in specific skills, the Final Report does not demonstrate that the data was assessed for this purpose. In the same way, focus groups did not include questions addressing development of skills, knowledge or attitudes as intended in the design. Without a clear understanding of the objectives of the program, it could be expected to see tools not providing useful evaluation data.

Data Collected Without Alignment to Program Objectives

Some assessment tools were not based on outcome objectives neither on process objectives, examples being the focus group protocol or the USAID/USP survey. These tools were specifically designed for USP II, yet did not adequately address the civic engagement component. The USAID survey focuses on other elements of USP instead of the civic engagement component. The focus group protocols are more general, and do not ask about the civic engagement component specifically or address any the objectives. Both were only implemented at the end of the program. While these tools may have collected data useful to evaluate other components of USP II, they were not effectively designed to capture data needed to assess civic engagement component outcome or process objectives when they could have been. Other evaluation tools such as COS or student portfolios and reflections, provided data that only partially addressed the indicators and objectives.

Gaps in Evaluation Practices with Respect to Framework

Guskey's (2002) framework for program evaluation served as a guide to assess the overall evaluation practices of the University Scholarship Program. The framework offers five levels of evaluation to assess a program that help to guide meaningful data collection and analysis. In order to comprehensively evaluate a program and make validated claims about the program, Guskey (2002) argues that all five levels of a program should be evaluated. The results showed that USP partially met four of the levels, and did not meet one. Three of the levels were not addressed in the civic engagement objectives, and will be discussed in turn: participant satisfaction, organization support and change and student learning outcomes.

Interestingly, there was not sufficient evidence to demonstrate that USP meets the first level of evaluation, participant satisfaction, which is typically the most commonly met level

according to Guskey (2002). While it is possible that the MCI surveys asked questions regarding participant satisfaction of trainings, the results were not reported. The purpose of this level of evaluation is to inform the design and delivery of program activities. Data should be collected regarding all civic engagement activities after implementation: trips, community service activities, all training sessions, internships, courses and community based projects. For example, there is little evidence that the courses taken by students were useful related to the program objectives as the only data provided regarding the course is student grades and this was not connected to any of the component outcomes. Gathering information on student satisfaction would help the program designers to understand if all of the civic engagement activities are enjoyable, beneficial and well-implemented.

Organizational support is essential for the success of a program, and therefore measuring at this level helps to document organizational support and inform program development in the future and other change initiatives (Guskey, 2002). Pike et al. (2014) recommend that civic engagement programs evaluate alignment between institutional and program goals to understand if and how programs are supported at universities. Duby et al. (2014) suggest that in order for a civic engagement program to be most effective, it should have a number of characteristics such as a connection to the university's mission, institutionalization, faculty and administrative support, and assessment tools integrated into the program's development. When these characteristics are integrated, universities are better able to realize civic engagement efforts (Hatcher, 2011). Evidence was found that data regarding organizational support and change for USP II was reported in the Final Report that can be used for the purpose of informing and improving future iterations of the program. However, the evaluation design did not include this level in terms of tools for data collection, indicators or objectives. Therefore, although data was

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presented in the Final Report, it is unclear whether or how systematic collection and analysis occurred.

The final level that was not explicitly addressed in the program objectives is community learning outcomes. A civic engagement program should help to "improve conditions for others or to help shape the community's future" (Adler & Goggin, 2005, p. 241). This means that USP should consider how the program impacts communities in Lebanon in addition to the participants, such as the beneficiaries of community service activities or community-based projects. The results show that USP II was collecting and reporting on some data related to the impact at the community level by counting beneficiaries and describing the projects implemented by students. What was not defined was the targeted outcomes for the community at the program level: What does USP hope that the community members learn as a result of USP students engaging in service, and how can this be measured?

Impact of Civic Engagement

Program evaluations should consider the impact of the program on participants, namely participants' learning and participants' use of new knowledge and skills according to Guskey's (2002) framework. When measuring impact of civic engagement programs, studies have shown that participation can impact students' development of skills, values and civic behaviors (Astin et al., 2000; Conway et al., 2009; Stephenson, 2010; Weiler et al., 2013; Wilder et al., 2013). USP can be considered a cohort based co-curricular civic engagement program that requires students participate in a number of activities, such as trainings, community service and reflection (Hatcher, 2011; Keen & Hall, 2009). Whitley and Yoder (2015) argue that co-curricular civic engagement has the largest potential for impacting student attitudes and behavior, although other

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studies suggest the greater benefit of connecting civic engagement to academics through service learning (Astin et al., 2000; Hatcher, 2011).

Evaluation surrounding the level of participant learning in USP II focuses more on skills rather than values or behavior when considering impact. Two outcome objectives identify the development of leadership, teamwork, communication and job-related skills. Leadership, communication and teamwork skills are seen in the literature as possible areas of impact due to civic engagement programs (Astin et al., 2000; Bringle et al., 2011; Duby et al., 2014; Stephenson, 2010). However, development of job-related skills is not commonly explored in the literature on civic engagement. The USP II design does not define job-related skills in order to differentiate from leadership, communication and teamwork skills, but the objective is related specifically to the training and internship activities undertaken by students. This aspect of the program design could be worth exploring further, as most civic engagement programs do not typically make a direct connection to career and professional development.

Civic engagement research highlights the potential for participants to increase the values of respect for diversity and a spirit of civic engagement (Astin et al., 2000; Keen & Hall, 2009; Stephenson, 2010; Weiler et al., 2013). Considering the findings of this study, USP II civic engagement objectives and evaluation address spirit of civic engagement, but not respect for diversity. While respect for diversity is aligned with a USAID objective, it is not reflected in the civic engagement objectives and therefore any evaluation that might address student development of respect for diversity is not considered in this study. However, considering the emphasis on respect for diversity in the literature on civic engagement, it is notable that the civic engagement component does not evaluate how the community engagement supported by the component might have impacted participants. In the context of a divided Lebanon, USP

intentionally brought students from public schools and marginalized communities to AUB, and subsequently out into the surrounding communities to engage in service. The similarly structured Bonner Scholar Program measured for an outcome of "importance of the opportunity for dialogue" in addition to four dialogue skills including "development of skills in understanding a person(s) from a different background" (Keen & Hall, 2009, p. 70). The evaluation for the civic engagement scholarship program considered more detailed and specific criteria for evaluation than USP. USP II is unable to make similar connections between changes in openness to diversity and the civic engagement component specifically.

The USP II civic engagement component and the program have objectives related to spirit of civic engagement, namely the outcome objective of positive change in level of civic activism as related to students becoming change agents. However, this outcome objective was identified as not evaluated sufficiently in the analysis. Studies such as Weiler et al. (2013) implemented multiple surveys that measure civic attitudes, community service self-efficacy and civic action both at the beginning of a civic engagement program and at the end for participants as well as a separate control group to allow for comparison. This kind of evaluation is more effective than what was conducted by USP II, which was the SRLS survey at the end of the program that was only implemented with USP II students and did not allow for significant conclusions to be drawn.

Civic engagement programs should also impact the communities in which the students are serving. While there is significant literature on the impact of civic engagement on students participating, there is much less exploring the impact on communities (McIlrath, 2012). Guskey's (2002) framework considers the ultimate beneficiaries of the program, which in the case of USP are community members. USP II conducted an evaluation of the impact on

community with regard to number of beneficiaries and reports of work, but can strive for more

substantial evaluation about the learning achieved in the impacted communities.

CHAPTER 6

CONCLUSION

The findings of this study serve to inform practitioners implementing USP or similar civic engagement programs at universities, as well as add to the literature an example of the design and implementation of a civic engagement program in the Arab world. The results offer a picture of how the program was designed and evaluated, revealing the importance of clarity in design in order to implement effective evaluation throughout a program. The findings of this study serve to offer the basis for a number of recommendations to improve the program and are detailed below.

Recommendations

Recommendations for the program stem from the findings regarding the design, practices and comparison of the evaluation with the chosen framework. As such, the recommendations offer suggestions for how to improve the program and strengthen the existing evaluation practices so that the evaluation best reflects what is being accomplished in the program and the impact of the program on students and their communities. Although the recommendations are based on the case study of the pilot cohort of USP, they can be considered as relevant as guidelines for other practitioners working on design and evaluation of other civic engagement programs in higher education and are not exclusive to this case.

- Clearly state in the design the objectives of USP and the civic engagement component, and explicitly draw the connection between the two. In the outcome objectives, targeted skills and values should be listed and operationally defined. Skills should be defined properly so that they inform evaluation tools for measurement and ensure effective design (Bringle et al., 2011; Conway et al., 2009).

- Ensure that the design for evaluation is clearly developed and stated before program implementation begins. The design should take into consideration all five levels of Guskey's (2002) framework in order to best support claims about program impact. An evaluation plan should clearly map out, for each of the above levels, the outcome and process objectives with indicators and tools for data collection in order to ensure that data is collected to address all objectives in an efficient and effective manner, avoiding data collection without a clear purpose or data collection without corresponding reporting. This will ensure alignment across objectives, activities and evaluation throughout the process and help to prevent gaps in evaluation. A clear design from the beginning, which is built based on desired participant and community outcomes, component and overall program objectives would allow for a more comprehensive and clear evaluation that can better demonstrate the results of the civic engagement component as a unique aspect of the overall program.

- Design customized tools at the onset of the program that are specific to the civic engagement component to target program objectives and use existing tools more intentionally to evaluate objectives, making sure to collect baseline data to capture changes and growth in learning (Bringle et al., 2011; Pike et al., 2014). Tools created specifically for USP, such as surveys, pre and post tests, focus group protocols and rubrics for evaluating student portfolios and reflections should be written to evaluate against civic engagement objectives, and particularly outcome objectives. For example, this could include redesigning tools such as the USAID/USP survey and the focus group protocols to explicitly address the civic engagement component, developing a rubric to use for evaluating student reflections to determine the development or application of

specific skills, creating evaluation tools specific to civic engagement activities such as the community based program to differentiate its impact, or implementing participant satisfaction assessment for each activity. In addition, SRLS could be administered before the start of the program to set a baseline, then annually, to both USP students and non-USP students to measure improvement and comparison to students not involved in the program. The data collected from these tools can then be reported on in a way that helps to inform improvement and design of the program as well as highlight program impact regarding the civic engagement component specifically, helping to distinguish it from other components of USP in general.

- Implement evaluations directly with community members to assess the impact and learning achieved as a result of USP activities. By first defining the desired outcomes in terms of skills, behaviors and attitudes, USP could then conduct evaluations at the level of community members to assess the impact of community programs. The evaluation would then consider the ultimate impact desired, an often neglected component of program evaluation (Guskey, 2002; McIlrath, 2012), which is changing the community in Lebanon through civic engagement.

Further research

Further research could serve to explore the areas of evaluation not fully addressed by the program, as originally intended by this study. Research could attempt to determine whether and how USP achieved the intended outcomes by collecting and analyzing data for any outcomes partially or not evaluated to compliment and extend the evaluation already conducted by USP II. Specifically, research could explore what was the impact of the USP II civic engagement component on the participants from the participants' perspective. In particular, research could be

conducted to assess participants' use of new knowledge and skills and community learning

outcomes to contribute to the body of literature on the impact of civic engagement programs

(Astin et al., 2000; Keen & Hall, 2009; McIlrath, 2012; Stephenson, 2010; Weiler et al., 2013)

and work to fill the gap identified in literature about civic engagement programs in the Arab

world (Jouny, 2017). Moreover, further research could be conducted about how civic

engagement programs are designed, implemented and evaluated in higher education settings

using the framework informed by Guskey and used for this study. For example, research could

be done to compare the design of more recent USP cohorts and determine how the design has

evolved relative to the framework. Although Guskey's (2002) framework was developed for

teacher professional development in education, it has proven a useful guideline for

systematically evaluating a program that aims at capacity building in different contexts, and

namely in higher education. Further research is suggested to determine if civic engagement

programs in higher education put student and community outcomes at the heart of design and

evaluation practices by comparing program evaluations to the framework.

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Appendix A

Template for Evaluating Alignment of Civic Engagement Program

with USAID Program Objectives

USAID Program Objectives	Civic Engagement Component							Analysis of Alignment
	Outcome Objectives	Indicators	Tools & Data collection	Process Objectives	Indicators	Tools & Data collection	Activities	

Appendix B

Checklist: Evaluating the Civic Engagement Program Evaluation

Practices

Criteria	Questions	Evidence	Evaluation/Comments
Participants Reactions	Is data collected and analyzed to evaluate initial satisfaction with program experiences? Provide descriptive evidence of how this was done.		
Participants' learning	Is data collected and analyzed to determine if and what new knowledge and skills the participants gained? Describe the scope and domains of participants learning that were evaluated.		
Organization support and change	Is data collected and analyzed to determine if the organization is supporting, facilitating and advocating for the program? Describe with example in what ways.		
Participants' use of new knowledge and skills	Is data collected and analyzed to determine if participants are effectively applying new knowledge and skills? In what ways?		
Community learning outcomes	Is data collected and analyzed to determine the impact at the level of the community? What is the scope of the impact that was evaluated?		

Appendix C

Data Collection Matrix

Research Question	Criteria	Source of data	Existing data	Data collection and analysis tools
To what extent and in what ways does the design (objectives, activities and evaluation practices) of the civic engagement component of the USAID University Scholarship Program at AUB align with the program's objectives?	Program objectives	Program documents	• USAID program award document • Final report	Template for Evaluating Alignment of Civic Engagement Program with USAID Program Objectives
		Students	• Surveys • Focus group protocol • Narrative reflective reports template	
To what extent and in what ways do evaluation practices of the USAID University Scholarship Program compare to the chosen framework for program evaluation?	Checklist: Evaluating the Civic Engagement Program Evaluation Practices	Program documents	• USAID program award document • Final report • Surveys • Focus group protocol • Narrative reflective reports template	Checklist: Evaluating the Civic Engagement Program Evaluation Practices

Appendix D

College Outcomes Survey

The COS assesses your perception of the learning outcomes and progress that you made in past year at AUB. For each of the below items, mark on the **answer sheet** the option that **BEST** reflects your answer.

I. Background Information
Major: Use the enclosed List of College Majors to select the 3-digit code that best describes your current major area of study and fill it in the box on the top right corner of your answer sheet under COURSE.

1. Gender: 1) Male   2) Female

2. What year are you in?
1) Freshman   2) Sophomore   3) Graduate   4) Special   5) Junior
6) Senior   7) Year 4   8) Medicine   9) Prospective Graduate

3. Indicate your cumulative college grade average.
1) A- to A   2) B to A-   3) B- to B   4) C to B-
5) C- to C   6) D to C-   7) Below D   8) Does not apply

II. College Outcomes: Progress
Indicate how much progress you have made at this college toward attainment of the below outcomes.

①	②	③	④	⑤
None	**Little**	**Moderate (Average)**	**Much**	**Very Much**

4. Drawing conclusions after weighing evidence, facts, and ideas
5. Developing problem-solving skills
6. Learning to think and reason
7. Locating, screening, and organizing information
8. Thinking objectively about beliefs, attitudes, and values - tolerance
9. Developing my creativity; generating original ideas and products
10. Improving my writing skills
11. Speaking more effectively
12. Further developing my study skills
13. Developing openness to new ideas and practices - respect
14. Acquiring knowledge and skills needed for a career
15. Appreciating the fine arts, music, literature, and the humanities
16. Broadening my intellectual interests
17. Developing effective job-seeking skills (e.g., interviewing, resume construction)
18. Applying scientific knowledge and skills

19. Effectively using technology (e.g. ,computers, high-tech equipment)
20. Learning about the role of science and technology in society
21. Understanding and applying math concepts and statistical reasoning

College Outcomes: Personal Growth:
Indicate the extent of your growth since entering this college

①   ②   ③   ④   ⑤
None   **Little**   **Moderate (Average)**   **Much**   **Very Much**

22. Becoming an effective team or group member
23. Becoming more willing to consider opposing points of view - tolerant
24. Interacting well with people from cultures other than my own - respect
25. Preparing to cope with changes as they occur (e.g., in career, relationships, lifestyle)
26. Developing leadership skills
27. Learning to be adaptable, tolerant, and willing to negotiate - tolerant
28. Becoming more aware of local and national political and social issues – civic engagement
29. Recognizing my rights, responsibilities, and privileges as a citizen – civic engagement
30. Understanding religious values that differ from my own - respect
31. Taking responsibility for my own behavior
32. Clarifying my personal values
33. Learning how to manage finances (personal, family, or business)
34. Developing moral principles to guide my actions and decisions
35. Acquiring appropriate social skills for use in various situations
36. Becoming academically competent
37. Setting long-term or "life" goals
38. Constructively expressing both emotions and ideas
39. Understanding myself, my talents, and my interests
40. Developing self-confidence
41. Becoming more willing to change and learn new things
42. Improving my ability to stay with projects until they are finished
43. Becoming a more effective member in a multicultural society
44. Acquiring a well-rounded General Education

III.   College Experience
Satisfaction with given aspects of this college. Indicate your level of satisfaction with each of the following:

①   ②   ③   ④   ⑤   ⑥
Very Dissatisfied   **Dissatisfied**   **Neutral**   **Satisfied**   **Very Satisfied**   **Not Applicable**

45. Faculty respect for students
46. Quality of instruction
47. Availability of faculty for office appointments
48. Concern for me as an individual

49. Informal contact with faculty in non-academic settings
50. Quality of my program of study
51. Quality of academic advising
52. My sense of belonging on this campus
53. Class size
54. Flexible degree requirements
55. Services for victims of crime and harassment
56. Residence hall services and programs
57. Language development services for students whose first language is NOT English
58. Student health/wellness services
59. Freedom from harassment on campus
60. Personal security/safety on campus
61. Rules governing student conduct
62. College response to students with special needs (e.g., disabled, handicapped)
63. Campus atmosphere of ethnic, political, and religious understanding
64. College social activities
65. Opportunities for involvement in campus activities
66. Recreational and intramural programs
67. Career planning services
68. Practical work experiences offered in areas related to my major
69. Job placement services (e.g., opportunities to link with employers)
70. Personal counseling services(e.g., resolving personal problems)
71. New student orientation services
72. Financial aid services
73. Student access to computer facilities and services
74. Library /learning resources center services
75. Transfer of course credits from other colleges to this college
76. Variety of courses offered
77. This college in general

Indicate the extent to which you agree with the following statements about this college.

①	②	③	④	⑤
Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**

78. This college has helped me meet the goals I came here to achieve.
79. If choosing a college I would choose this one.
80. My experiences here have equipped me to deal with possible career changes.
81. I would recommend this college to others.
82. This college is equally supportive of women and men.
83. I am proud of my accomplishments at this college.
84. This college welcomes and uses feedback from students to improve the college.

How large a contribution do you feel your educational experiences at this college have made to your growth and preparation in each of the following areas?

①	②	③	④	⑤
None	**Little**	**Moderate**	**Great**	**Very Great**

85. Intellectual growth (acquiring knowledge, skills, ideas, concepts, analytical thinking)
86. Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)
87. Social growth (understanding others and their views, adapting successfully to a variety of social situations)
88. Preparation for further study
89. Preparation for career

IV. Additional Questions.

In answering the following questions about your learning experiences, consider all of the courses you have taken.

①	②	③	④	⑤
Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**

90. The objectives of the courses that I have taken were clearly stated.
91. Course syllabi are usually distributed early on in the semester.
92. The syllabi usually included course outcomes i.e. the skills that the students ought to acquire by the end of the course.
93. The material covered in class was relevant to stated course objectives
94. There was adequate time to cover all of the course topics.
95. I often engaged in problem- solving in class.
96. Teachers usually invited students to relate outside events/activities to subjects covered in the courses.
97. Teachers clearly explained their grading policy to students at the beginning of courses.
98. Teachers usually evaluated student performance periodically.
99. Teachers usually discussed performance and progress with students.
100. I received prompt feedback from faculty on my academic performance (written or oral)
101. I asked questions in class or contributed to class discussions
102. I made a class presentation
103. I worked with other students on project during class
104. I worked with classmates outside class to prepare class assignments
105. I participated in a community-based project as part of a regular course
106. I was motivated to do as well as I could in my classes.
107. I worked harder than I thought to meet the instructor's standards and expectations
108. Campus environment emphasized time studying and academic work.
109. I have heard faculty refer to their research.
110. I have talked with faculty members about my career plans.
111. I have worked with a faculty member on research projects.
112. I am satisfied with the services offered by the Writing Center.
113. AUB experiences helped me develop as a self learner.

Appendix E

Socially Responsible Leadership Scale

1. I am open to others' ideas.
2. Creativity can come from conflict.
3. I value differences in others.
4. I am able to articulate my priorities.
5. Hearing differences in opinions enriches my thinking.
6. I have low self-esteem.
7. I struggle when group members have ideas that are different from mine.
8. Transition makes me uncomfortable.
9. I am usually self-confident.
10. I am seen as someone that works well with others.
11. Greater harmony can come out of disagreements.
12. I am comfortable initiating new ways of looking at things.
13. My behaviors are congruent with my beliefs.
14. I am committed to a collective purpose in those groups to which I belong.
15. It is important to develop a common direction in a group in order to get anything done.
16. I respect opinions other than my own.
17. Change brings new life to an organization.
18. The things about which I feel passionate have priority in my life.
19. I contribute to the goals of the group.
20. There is energy in doing something a new way.
21. I am uncomfortable when someone disagrees with me.
22. I know myself pretty well.
23. I am willing to devote time and energy to things that are important to me.
24. I stick with others through the difficult times.
25. When there is a conflict between two people, one will win and the other will lose.
26. Change makes me uncomfortable.
27. It is important to me to act on my beliefs.
28. I am focused on my responsibilities.
29. I can make a difference when I work with others on a task.
30. I actively listen to what others have to say.
31. I think it is important to know other people's priorities.
32. My actions are consistent with my values.
33. I believe I have responsibilities to my community.
34. I could describe my personality.
35. I have helped to shape the mission of a group.
36. New ways of doing things frustrate me.
37. Common values drive an organization.
38. I give time to make a difference for someone else.
39. I work well in changing environments.
40. I work with others to make my communities better places.
41. I can describe how I am similar to other people.

42. I enjoy working with others towards common goals.
43. I am open to new ideas.
44. I have the power to make a difference in my community.
45. I look for new ways to do something.
46. I am willing to act for the rights of others.
47. I participate in activities that contribute to the common good.
48. Others would describe me as a cooperative group member.
49. I am comfortable with conflict.
50. I can identify the differences between positive and negative change.
51. I can be counted on to do my part.
52. Being seen as a person of integrity is important to me.
53. I follow through on my promises.
54. I hold myself accountable for responsibilities I agree to.
55. I believe I have a civic responsibility to the greater public.
56. Self-reflection is difficult for me.
57. Collaboration produces better results.
58. I know the purpose of the groups to which I belong.
59. I am comfortable expressing myself.
60. My contributions are recognized by others in the groups I belong to.
61. I work well when I know the collective values of a group.
62. I share my ideas with others.
63. My behaviors reflect my beliefs.
64. I am genuine.
65. I am able to trust the people with whom I work.
66. I value opportunities that allow me to contribute to my community.
67. I support what the group is trying to accomplish.
68. It is easy for me to be truthful.

Appendix F

USAID/USP Survey

Descriptive Statistics
1. Age
2. Gender
3. What faculty are you in

Activities
4. Activities you were involved in
5. What position did you hold in the activities you were involved in
6. Years involved in the activities
7. How did you hear about the activities
8. Goals: I was clear on the goals and objectives
9. Atmosphere: I was involved in a positive leaning atmosphere
10. Leadership: I was given the opportunity to practice leadership skills
11. Activity planning: I had opportunities to learn as much as I could about how to lead and prepare for an activity
12. Participation: Participated in the activities
13. Satisfaction: I was satisfied with the activities I was involved with
14. Experience: I was presented with positive experiences
15. Fun: I had fun
16. Friends: I had the opportunity to meet and develop new friends

Motivator
17. I am willing to work hard in a course to learn the material even if it won't lead to a higher grade
18. When I do well on a test, it is usually because I am well-prepared, not because the test is easy
19. I frequently do more reading in a class than is required simply because it interests me
20. I frequently talk to faculty outside of class about ideas presented during class
21. Getting the best grades I can is very important to me
22. I enjoy the challenge of learning complicated new material
23. My academic experiences will be the most important part of college
24. My academic experience will be the most enjoyable part of college

Diversity
25. I enjoy having discussions with people whose ideas and values are different from my own
26. The real value of a college education lies in being introduced to different values
27. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values
28. Learning about people from different cultures is a very important part of college education
29. I enjoy taking courses that challenge my beliefs and values
30. The courses I enjoy most are those that make me think about things from a different perspective

31. Contact with individuals whose backgrounds are different from my own is an essential part of my college education