

CONRAD N. HILTON FOUNDATION

Grantee Progress Report

Higher Education for Sisters in Africa (HESA) Project

Grantee:	<u>Marywood University</u>	Grant Number:	<u>20130041</u>
Reporting period:	<u>July 1, 2015</u>	to	<u>June 30, 2016</u>
		Report Due Date:	<u>October 1, 2016</u>

Year III, Phase I, of the Higher Education for Sisters in Africa (HESA) project concluded on June 30, 2016. HESA is a project of the African Sisters Education Collaborative (ASEC), a registered 501C3 organization based in Scranton, Pennsylvania. **The goal of HESA is to provide opportunities for Catholic sisters in Africa to access higher education, both through online distance learning and onsite at colleges and universities in Africa.** HESA furthers the ASEC's mission to empower African girls and women to become responsible leaders and citizens in their communities and in society. The program supports Catholic sisters in nine countries in Sub-Saharan Africa – Cameroon, Ghana, Kenya, Malawi, Nigeria, South Sudan, Tanzania, Uganda, and Zambia – to pursue bachelor's degrees and diplomas in professional fields of study identified as relevant and needed in the context of the sisters ministries and the needs of their communities. By forming partnerships with colleges and universities in the USA and in the identified African countries, through HESA, ASEC provides Catholic sisters access to quality, affordable higher education, as well as a support network of sister-students and ASEC program alumnae. HESA is designed to meet the unique needs of Catholic sisters in Africa, opening new pathways to higher education including options for programs of study delivered partially online, and providing peer, academic, technological and professional support to ensure their success in obtaining a degree.

As of June 30, 2016, 279¹ sisters **from nine countries** – Cameroon, Ghana, Kenya, Malawi, Nigeria, South Sudan, Tanzania, Uganda, and Zambia – **are being served by HESA as enrolled students or alumnae.** In total, 226 students are currently enrolled online or onsite at 9 colleges/universities in Africa and online at 2 universities in the USA– Marywood University and Chestnut Hill College in the USA; Catholic University College of Ghana in Ghana; Catholic University of Eastern Africa, Chemchemi Ya Uzima Institute, and Tangaza University College in Kenya; Veritas University College in Nigeria; Catholic University of South Sudan in South Sudan; Saint Augustine University in Tanzania; and the University of Kisubi in Uganda. Another 43 sisters are alumna of HESA. Since 2013, 6 sisters, of the 279, dropped from the program, accounting for a retention rate of 97.85%. Among the 6 sisters to drop the program, one sister who dropped from the program due to an illness is now recovered will rejoin as of August 2016, joining HESA cohort 3 at Chestnut Hill College online.

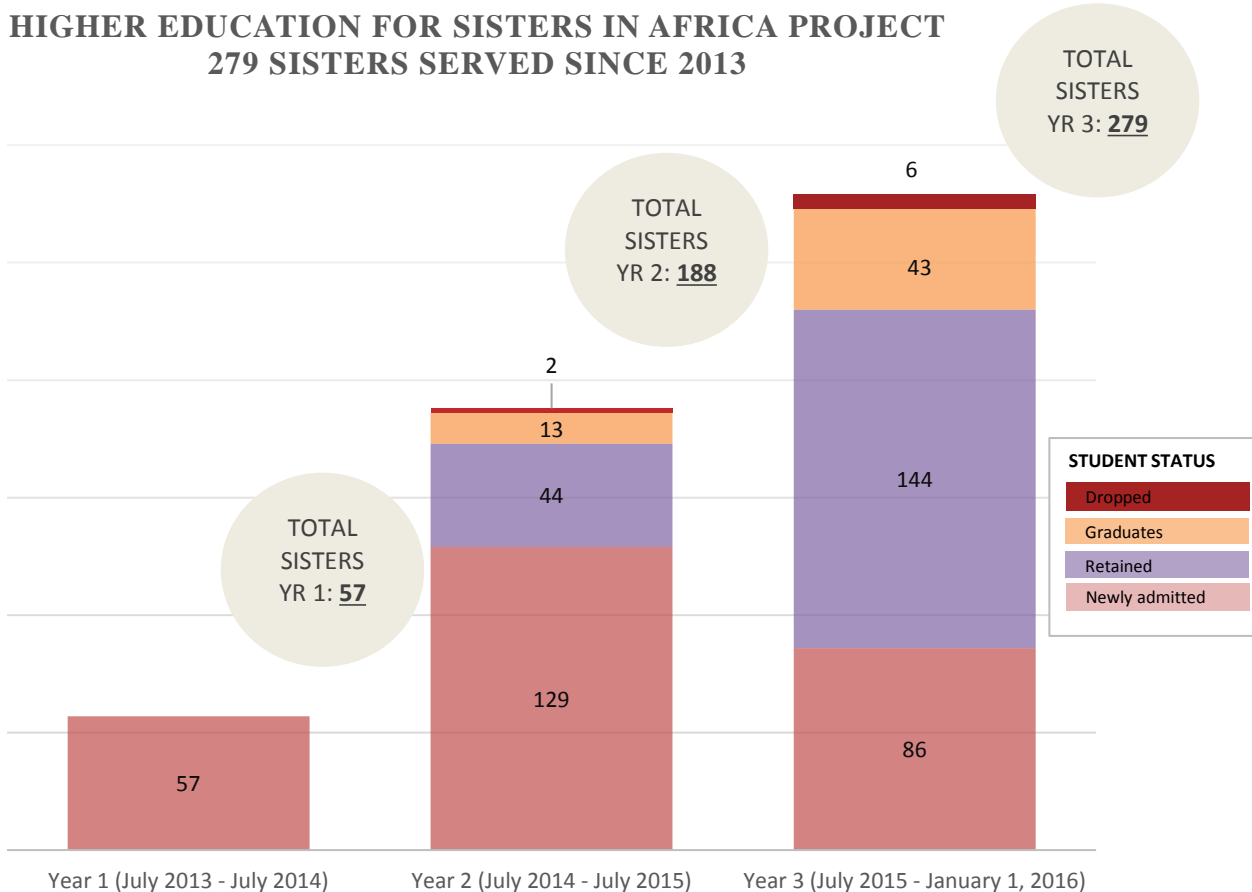
Overview of Participation and Enrollment through Year III

Since beginning in July 2013, HESA has grown to serve 279 Catholic Sisters, undergoing a 229.8% increase in enrollments between year I and year II, and a 48.4% increase between year II and III. **Figure 2** outlines enrollment

¹ Among the 279 sisters sited as currently enrolled, 17 sisters in cohort 4 at Marywood online (1C4) were written into the phase II grant.

growth through Year III, including retained students, new enrollments, graduates, and dropped students. The recruitment and enrollment phase for HESA Phase I concluded as of January 2016. **At the conclusion of recruitment, HESA reached and exceeded the enrollment goal** projected in the phase I (2013-2017) grant application (i.e. 233 sisters served, including 185 in degree programs and 48 in diploma programs). Among the 273 retained sisters and alumnae supported by HESA – 210 are participating in degree programs and 63 in diploma programs. **Attachment 1** is a comprehensive enrollment report of Phase I through June 31, 2016, aggregating student data by country serving, congregation, etc.

Figure 2. HESA Growth: Enrollment and Retention per Grant Year



NOTE: Enrollment as of 07-01-2016

HESA Graduations

Through June 30, 2016, 43 sisters have graduated from degree and diploma programs with the support of HESA – 33 from diploma programs, 9 from degree programs, and 1 from a certificate program. In Phase I, Year III, 30 sisters graduated from HESA, specifically, matriculating from Catholic University of Eastern Africa (CUEA), Tangaza University College, and Aga Khan University, all in Kenya. The sisters graduated from various degree and diploma programs, detailed in **Figure 3. Attachment 2** includes a full list of HESA alumnae. Based on current trends, the program is on track to fulfill its projected graduate rate of 90%, boasting a retention rate of over 97%.

Figure 3. HESA Graduations through Year III

HESA Graduations Phase I, Year III

Cohort #	Institution	Date	# Students	Degree/ Diploma conferred
1C1*	CUEA	10/2/2015	3	Bachelor of Education
4C2	Tangaza College	12/5/2015	4	Diploma in Leadership and Resource Management
11C1	Aga Khan University	2/10/2016	1	Bachelor of Science, Nursing
1C1*	CUEA	5/27/2016	3	Bachelor of Education
5C1	CUEA	5/27/2016	1	Bachelor of Arts in Social Sciences and Social Work
5C1	CUEA	5/27/2016	1	Bachelor of Arts in Social Science
4C2	Tangaza College	5/20/2016	17	Diploma in Leadership and Resource management

*Graduates of Cohort 1C1 studied for one year online at Marywood University, completing 27 credits from January 2013 to December 2013; the sisters transferred to CUEA in January 2014. As of October 2016, 6 of the 18 sisters enrolled in cohort 1C1 have graduated; the remaining 13 are due to graduate in 2016-2017.

HESA Year III Objectives Evaluation

The long-term desired impact of the HESA program is to provide participating sisters the opportunity to utilize the knowledge, skills and resources of higher education to improve the educational, social, and economic conditions and sustainability of their religious communities and ministries. The following Program Objectives have been established:

1. To provide opportunities for Catholic sisters in seven African countries to access and obtain post-secondary credentials through onsite study in Africa and online distance learning;
2. To increase African sisters' competencies and leadership capacities in their respective fields of study toward greater effectiveness in accomplishing their ministries;
3. To increase potential for African sisters to assume higher leadership responsibilities toward support of their ministries and congregations;
4. To increase sisters' competencies and leadership capacities to improve functioning of their congregations.

Overall, HESA has developed into a strong program both institutionally and in terms of infrastructure during Year III. Significant advancements in data management, communication, and organizational functionality have been effective in resolving previous years' challenges, and the on-going formative evaluation function of the program has allowed for adaptability as new insight or issues emerge throughout the year. Ongoing and regular communication between sisters, country directors, HESA staff and institutional partners continues to be invaluable in the success of the program.

This report will evaluate progress toward meeting the four established Program Objectives in the order listed above. The data for this report was collected using surveys and observations made in site visits and ongoing communication with sisters and other constituencies. Surveys were administered in both electronic and paper formats and the individual results are housed in the secure ASEC database hosted by Marywood University.

Program Objective 1

Objective 1, establishes that HESA will “provide opportunities for catholic sisters in seven African countries to access and obtain post-secondary credentials through onsite in Africa and online distance learning.” The program has been **successful** in meeting this program objective and all indications point toward continued fulfillment. The number of sisters educated via HESA’s two models of delivery will exceed originally projected figures of enrollment and degrees granted by the end of Phase I (2017). Evaluation of Objective 1 will include a **description and discussion of the two models of study (onsite and online distance), partnerships, and enrollment/retention/ graduation figures as the measured indicators of objective satisfaction.**

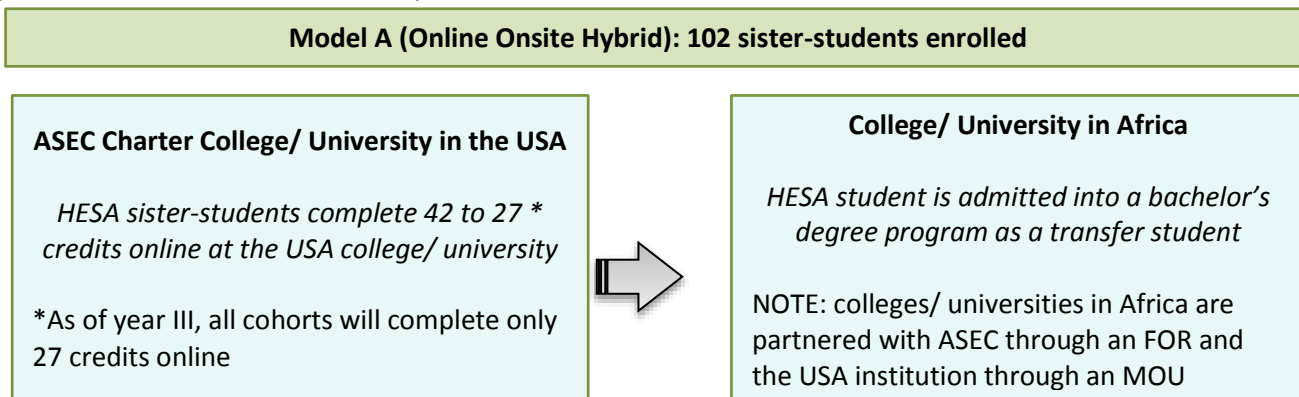
Models of Study. As stated, HESA currently offers two models of delivery in order to meet the needs of sisters living in various contexts. Model A is an online / onsite hybrid program and Model B is delivered entirely onsite. Given the high demand for upgrading sisters’ credentials, the provision of both online distance learning and onsite instruction at African universities will allow ASEC to serve more sisters, and to multiply the effect to reach more people through the sisters’ ministries. In HESA, Phase I, 102 sisters have participated in an online-onsite hybrid program and 171 in the entirely onsite model. **Attachment 3** provides a comprehensive list of ASEC’s partner colleges and universities for HESA, per model of study. In both Models A and B sisters join a college/ university partner as part of a cohort of 5 to 20 sisters to enter that university in a given semester. They participate together in an orientation session before coursework begins in order to prepare them for their studies and gather annually for reflective learning workshops, which allow sisters time to support each other in the learning process.

Model A uses an innovative design to deliver higher education through partnerships between American and African higher education institutions to offer a hybrid online and onsite degree program for sisters. This model opens opportunities to access education for sisters to whom it might be otherwise inaccessible. The pilot of HESA Model A was designed for sisters take two years of education online while enrolled at the American partner institution.² After successful completion of their coursework, the sisters transfer to the African partner institution to complete their degrees onsite. Courses taken online are carefully selected to correspond with the curriculum at the partner institution, and are accepted as transfer credits when the students transition to onsite study. Online courses delivered by the American university prepare sisters for their degree programs, and provide remediation for sisters who are years removed from formal schooling, given that most are non-traditional students. Taking classes online also allows sisters to continue serving in their ministries for one-year. Additional benefits include: development of

² Upon monitoring and evaluation, as described in the Year II report and Phase I grant application, all sisters studying online complete 27 credits onsite prior to transferring to a partner college/ university in Africa.

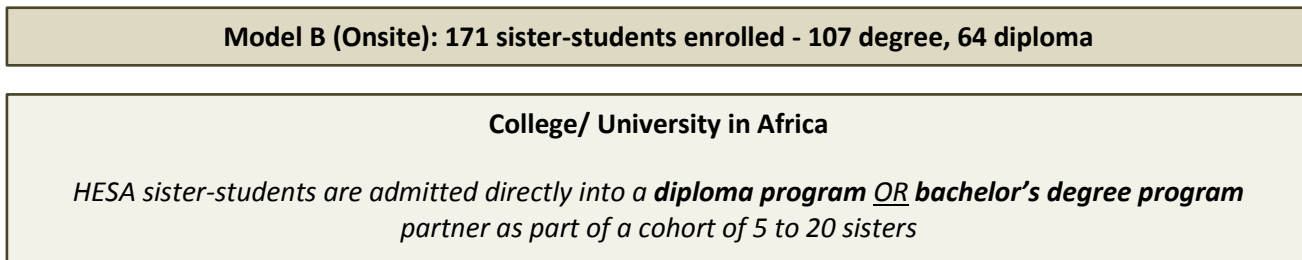
computer skills, access to learning resources available online at American institutions, and global knowledge and competency through interaction with American instructors and students via a virtual, spatial interface.

Figure 4. HESA, Phase I, Enrollment by Model A



Model B provides onsite educational opportunities for sisters to study at local colleges and universities in the countries in which they are serving. It serves as the standard for sisters living in areas where internet and electricity are irregular, as well as in countries where language may be a barrier to online learning and access (e.g. Tanzania). Additionally, not all individuals are able to learn easily via the online model; the onsite model provides educational opportunities for these sisters to learn in a traditional setting. Furthermore, all sisters studying in onsite model are completing degrees in education. It is not possible for all content and instruction for this field to be delivered online, given practicums and curricular requirements of partner universities in Africa from which the sisters' final degrees will be conferred. It is not possible to deliver certain degree programs online, nor is it possible for ASEC to form partnerships for online studies in all academic fields. To support and monitor the progress of sisters studying onsite at African universities, ASEC partners with carefully selected colleges and universities in Africa for onsite programs.

Figure 5. HESA, Phase I, Enrollment by Model B



Partnerships. ASEC facilitates two types of partnerships for the HESA program: Memorandums of Understanding and Frameworks of Reference. Memorandums of Understanding (MOU) are between two colleges/universities, one in the USA and one in Africa, to deliver an online/onsite collaborative degree program, Model A. Frameworks of Reference (FOR) establish partnerships between ASEC and universities in Africa to offer onsite educational opportunities for sisters, Model B. To deliver Phase I, 11 partnerships were developed for the HESA program; 3 MOUs for online / onsite programs and 8 FORs for onsite programs. **Attachment 4**, provides additional information regarding enrollment at partner colleges and universities, aggregating enrollments by country serving and degree program.

Figure 6. HESA Phase I, Enrollment by College/University

<i>Institution</i>	<i>Country</i>	<i>#</i>
Marywood University & Catholic University of Eastern Africa (CUEA)	Online, Kenya	69
Chestnut Hill College & Catholic University College of Ghana (CUCG)	Online, Ghana	20
Chestnut Hill College & Veritas University	Online, Nigeria	13
Saint Augustine University	Tanzania	24
Tangaza University College (diploma)	Kenya	63
Catholic University of Eastern Africa (CUEA)	Kenya	26
Kisubi Brothers University College	Uganda	16
Chemchemi Ya Uzima Institute	Kenya	12
Veritas University College	Kenya	16
Catholic University College of South Sudan (CUSS)	Nigeria	2
Catholic University College of Ghana (CUCG)	Ghana	10
Aga Khan University	Kenya	1
TOTALS		273

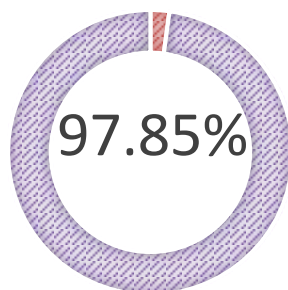
In between November 2015 and July 2016, additional partnership agreements were signed with colleges and universities in preparation for phase II of HESA. As of July 2016, ASEC is partnered with 20 colleges and universities in Africa, and 3 in the U.S. New ASEC partners are: Catholic University of Cameroon, Bamenda in Cameroon; Holy Family Nursing and Midwifery Training College in Ghana; Regina Pacis University College in Kenya; National University of Lesotho in Lesotho; Catholic University of Malawi in Malawi; Sacred Heart School of Nursing in Nigeria; Catholic University of Health and Allied Sciences and Mwenge University-Moshi in Tanzania; St. Francis Hospital Nsambya Training School and Uganda Martyrs University in Uganda; and, the Zambia Catholic University and Monze Register Nurse and Midwife Program in Zambia. Rosemont College in the USA, also partnered with Catholic University of Cameroon Bamenda and Veritas University College in Nigeria to deliver an online-onsite hybrid Business Administration Bachelor’s Degree program.

Partnerships developed for Phase II are designed to meet needs expressed by sisters and congregations through evaluation of HESA and other ASEC programs. Among its partners in Africa, ASEC is partnered with six nursing training colleges – Holy Family Nursing and Midwifery Training College in Ghana, Regina Pacis University College in Kenya, University of Health and Allied Sciences in Tanzania, St. Francis Hospital Nsambya Training School in Uganda, and Monze Register Nurse and Midwife Program in Zambia – to meet the demand expressed by congregations for options and nursing. Furthermore, each U.S. college/university has signed partnership agreements with at least two colleges/universities in Africa, towards the goal of each U.S. institution partnering with a college/university in each country among those represented by the sisters’ enrolled. For the onsite mode, ASEC is now partnered with at least one college/ university partner in each country, in response to challenges of increased cost of living expressed by sisters who relocated to another country to participate in HESA.

Enrollments/Retention/Graduation. A fundamental measure of the success of Objective #1 is whether sisters are gaining access to education and credentials as a result of HESA. In this regard, HESA is highly effective at meeting the programmatic goals, even exceeding aggressive proposed retention goal of 90%. To date, HESA has maintained **a retention rate of 97.85%**. Graduation rates, in coordination with retention, are equally successful, with **43 graduates** through Year III.

Figure 7. HESA Retention rate, year III.

RETENTION RATE, 279 SISTERS



Enrollment by country. The HESA program is currently serving 273 sisters (excluding 6 sisters who dropped from the program). The program began by enrolling sisters from Kenya and Uganda and has since expanded to meet its enrollment goals across 7 countries – Ghana, Kenya, Nigeria, South Sudan, Tanzania, Uganda, and Zambia. Today, sisters enrolled in HESA represent 9 countries, with sisters from Cameroon and Malawi joining the program in 2015-16. The sisters are citizens of 10 countries, including the 9 listed and Sri Lanka.

Figure 8. HESA Phase I, Enrollment by Country Serving

	<i>Country Serving</i>	<i>Region</i>	<i>#</i>
1	Kenya	East Africa	116
2	Malawi	East Africa	3
3	South Sudan	East Africa	7
4	Tanzania	East Africa	29
5	Uganda	East Africa	42
6	Zambia	East Africa	10
7	Cameroon	West Africa	3
8	Ghana	West Africa	19

9	Nigeria	West Africa	43
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Enrollment by cohort. HESA students are enrolled at partner institutions in cohorts. The cohort system is designed to form bonds and a support system. Together, cohorts participate in orientation at the start of the program, and annual reflective learning workshops. During Year III, seven new cohorts were established.

Retention. As of July 1, 2016, 6 sisters of 279 served have dropped from the program, resulting in a retention rate of 97.85%. Among the sisters to drop from HESA, two cited medical/ health circumstance as cause for their withdrawal; two sisters left their congregations, including one sister who left due to a familial crisis which required her to raise her nieces and nephews; one sister dropped due to poor performance; and one sister studying online joined a university in the USA with the support of her congregation. One of the sisters to drop due to a medical condition has recovered and rejoined HESA cohort 3 at Chestnut Hill College in August 2016.

Figure 9. HESA Students to Drop from Their Programs of Study

<i>Model of study</i>	<i>Drop Date</i>	<i>Years/ Credits</i>	<i>Reason for drop</i>
Online-onsite	12/28/2014	27 credits online	left congregation
Online-onsite	4/12/2015	36 credits online	Dropped due to health concerns related to scheduled transition from Uganda to Kenya for onsite study in May 2015
Online-onsite	8/12/2015	18 credits online	Dropped due to poor performance
Online-onsite	9/10/2015	18 credits online	Admitted to University in the USA, will attend full-time with the support of her congregation
Online-onsite	11/6/2015	12 credits online	Dropped due to medical condition; will return to join HESA cohort 3 at Chestnut Hill College, through Phase II
Onsite	2/9/2016	1 semester	Dropped due to familial crisis which required sister to return home to raise her nieces and nephews (left congregation)

Graduations. 43 sisters have graduated from degree and diploma programs through HESA – 33 from diploma programs, 9 from degree programs, and 1 from a certificate program. **Attachment 5** includes a full list of HESA alumnae. Graduation with a credential is the ultimate measure of Program Objective 1, and HESA is proceeding at a highly successful rate in meeting this objective. Overall, the partnerships, enrollment data, and dual models of

delivery have provided evidence that **HESA has been successful in meeting Program Objective 1** and all indications point toward continued fulfillment.

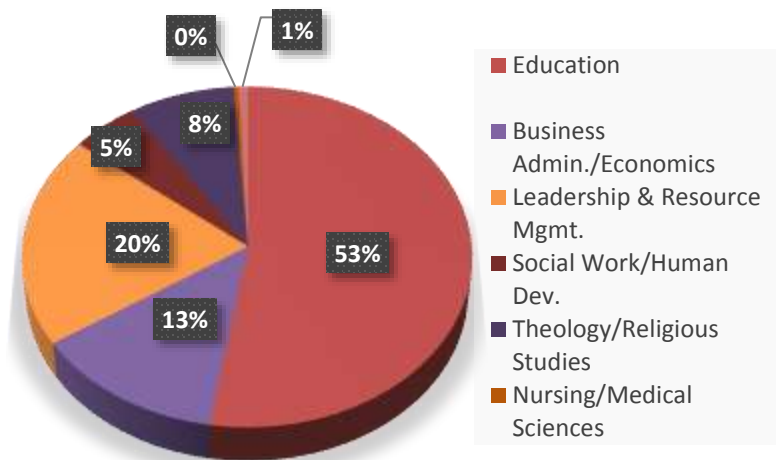
Program Objective 2

Object 2, establishes that HESA will “increase African sisters’ competencies and leadership capacities in their respective fields of study toward greater effectiveness in accomplishing their ministries.” **The program has been successful in meeting this program objective** and all indications point toward continued fulfillment. This evaluation of Objective 2 will describe fields of study and use academic performance as the measured indicator of competency in those fields and objective satisfaction. Data from **Pre- and Post- Skills assessments** completed as part of the HESA orientation also give an indication of sisters’ level of capacity and confidence in the necessary activities of higher education (with particular respect to online learning), and are used in this section of the evaluation as an indicator of HESA’s effective model of preparation for the sisters to be successful in the program.

Degree Programs and Fields of Study. In Phase I, HESA focused on several academic fields of study identified as needed and relevant to the sisters’ ministerial work and the need in their countries: education, business administration/ economics, theology/ religious studies, social work/ human development, and leadership and resource management. **Figure 10** describes the general fields of study in which HESA students are enrolled; a complete list of 32 unique degree programs within these is included in **Attachment 6**.

Figure 10. HESA Core Academic Fields

<i>Phase I, Academic Field of Study</i>	<i>#</i>
Education	144
Business Administration/Economics	36
Leadership & Resource Management	55
Social Work/Human Development	14
Theology/Religious Studies	21
Nursing/Medical Sciences	1
Other	2
TOTAL	273



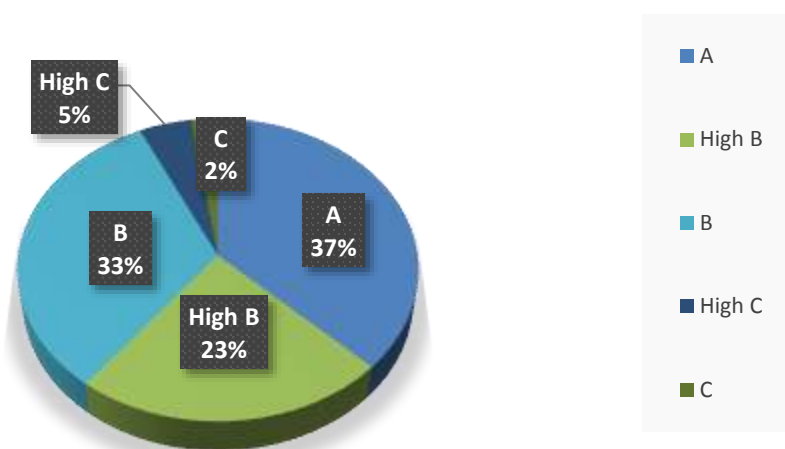
Academic Performance and Capacity. In addition to making progress toward graduation and credentials, academic performance is an indicator of capacity within the field of study itself. HESA sisters have exhibited

exemplary academic performance in both institutional transcripts and in self-evaluation of skills and confidence related to academic learning.³

Sisters studying online average an A- in institutional grade reports. This remains consistent as the sisters changed formats; sisters maintain an A- to B+ upon transfer from online to onsite study. Sisters studying onsite average a high B. There was not significant variance with regard to region or institution in these averages. It is also notable that alumnae of HESA completed their degree programs with high marks, 93% graduating with a final average in the A to B range, **Figure 11**. Sisters graduating from degree programs all received first or second honors, as designated by their university. Among 43 alumnae, only 3 cored below a B, two receiving a high C and 1 receiving a C.⁴ Among the sisters to receive a B, 23% received a high B, which we defined as being within two points of an A based on the grading scales of the respective universities. Results are randomly sorted and the sisters are not identified by degree or institution; final GPAs are converted to letter grades.

Figure 11. Academic Performance of HESA Alumnae

HESA Alumnae Academic Performance



Overall, the highly successful rate of academic performance is a good indicator of exhibiting **effective and successful completion of the goals of the Program Objective 2** – to increase African sisters’ competencies and leadership capacities in their respective fields of study toward greater effectiveness in accomplishing their ministries.

In addition to institutional transcripts, Pre and Post Skills Assessment data indicates that HESA is also successful at providing sisters with competencies in the skills related to learning and academic study. The Orientation program

³ Note: Since this report is available to a number of different stakeholders, individual grades or grade point averages will not be disclosed out of respect for the privacy of individuals. Further, grades and grade point averages will not be disclosed by specific program or institution as this could also result in the identification of students in that program and the resultant publicity of contents of private academic records. Internally, sisters’ individual grades and institutional grades are all tracked. Any grade summaries will be presented as letter grades, given varying grading scales at each university partner.

⁴ The grading scale for the graduates is as follows: A Excellent is above 70%, B Good is 69% to 60%, C Satisfactory is 50% to 59%, D Poor is 40% to 49%, and F Fail is 39% to 0%.

for the cohorts that study online includes assessment at the beginning and conclusion of the orientation to measure sisters' confidence with key skills and activities necessary for success in online learning. The survey employed a 4 point Likert type scale with higher scores (maximum 4) indicating higher confidence or comfort with the skill listed. The analyzed results demonstrate improvement in the confidence of sister-participants, notably in every area measured. The sisters reported growth across all skill categories regardless of the level of initial confidence, and in the Post-Orientation survey, the lowest areas of confidence still fall well on the side of confident to highly confident (< 3.2 mean). Program specific skills, such as reading email and using Skype show a maximum result mean of 4.0; other areas, such as writing mechanics, also showed high post-orientation means. In addition, Standard deviation (or spread of responses) was significantly less wide in the post-orientation means, indicating a greater consistency in confidence and capacity among all the sisters. This data together indicates that the Orientation was successful in providing an increased sense of capacity among sister participants with respect to the skills needed in their academic field of study. Detailed Pre and Post means for specific skills assessed are listed below, **Figure 12**.

Figure 12. Pre- and Post- Orientation Skills Comparison, HESA Online Cohorts Year III

Skill	Pre-Orientation Mean	Std. Dev.	Post-Orientation Mean	Std. Dev.
Find unread email in my inbox	3.71	.579	4.00	.000
Search my sent mail to find an email that I sent to a specific person	3.41	.783	4.00	.000
Set up a folder/labels to help organize the mail I receive	2.21	1.038	3.85	.364
Add a contact for a person with whom I frequently correspond	2.58	1.251	3.97	.171
Find a Skype user and save them as a contact in Skype	1.85	1.105	3.85	.558
Initiate a call from my computer on Skype	2.09	1.240	4.00	.000
Answer a call that was coming into my computer on Skype	2.12	1.225	4.00	.000
Join a class on Moodle	1.39	.933	3.85	.359
Upload an assignment to my instructor from Moodle	1.29	.799	3.94	.242
Download a document that my instructor has posted	1.50	1.022	3.94	.242
Find a classmate's email address	1.59	1.048	3.85	.359
Create a topic in a forum or discussion board	1.32	.843	3.88	.327
Respond to topics created by other students	1.47	.929	3.94	.239
Contact/ Address the instructor directly	1.48	1.004	3.88	.327

Send a message to a librarian to ask for help.	1.63	1.040	3.76	.435
Find a specific journal in the online collection	1.47	1.482	3.50	.508
Search the database for an article on a specific topic	1.21	.485	3.44	.619
Use search terms effectively to narrow the result of my search	1.45	.938	3.44	.564
Save an Excel workbook and give it a specific name	2.21	1.200	3.91	.292
Use Excel's SUM function to obtain the total of a column of numbers	2.00	1.181	3.82	.392
Sort a list from lowest to highest value	2.00	1.181	3.76	.435
Build a formula that performs a mathematical calculation	1.56	.894	3.58	.502
Format a cell or group of cells as currency	1.52	.870	3.42	.792
Preview a spreadsheet to see how it will look when printed.	2.09	1.288	3.58	.708
Copy a mathematical formula from one cell to another	1.56	.991	3.64	.699
Use Excel's Built-in Help feature to find answers when I encounter a problem	1.42	.751	3.16	.884
Create a chart or graph from the data in an Excel spreadsheet	1.62	1.015	3.21	1.053
Open and edit an already existing document	3.26	.864	3.94	.242
Change the amount of space between lines of text	2.94	1.116	3.94	.242
Change the font (style, size, color, etc.)	3.21	.914	3.97	.174
Insert a table or image into a document	2.76	1.232	3.94	.242
Create numbered or bulleted lists	3.12	1.149	3.94	.242
Change the margins in a document	2.38	1.238	3.77	.504
Choose the theme I want to use for my presentation	2.00	1.128	3.97	.171
Create a new slide	1.91	1.240	4.00	.000
Insert an image into a slide	1.85	1.132	3.97	.171

Choose how I want transitions between slides to look	1.74	1.053	3.97	.171
Begin a presentation of slides from the beginning	1.82	1.193	3.85	.359
Begin a presentation of slides from the current slide	1.68	.976	3.82	.387
Formulate a thesis statement about a topic	1.58	.792	3.58	.502
Research information to help me support my thesis	1.74	.963	3.70	.467
Write an effective introduction paragraph	1.91	.996	3.45	.564
Form topic sentences for each paragraph	1.79	1.008	3.42	.614
Cite the research I am using in my paper	1.74	.898	3.58	.502
Write a concluding paragraph	2.09	1.111	3.64	.489
Create a cover page for a research paper	1.53	.896	3.42	.958
Properly use on-line citations in a research paper	1.26	.567	3.59	.500
Format a reference page for an APA formatted research paper	1.29	.719	3.29	.836
Know which font type and size are appropriate for an APA formatted research paper	1.29	.760	3.50	.862
Find resources for help with APA formatting online	1.21	.592	3.21	.914

Overall, in terms of academic fields of study and capacity within the fields, **HESA was successful in Year III at meeting all of the Program Objective 2 Outcomes.**

Program Objective 3

Objective 3, establishes that HESA will “increase potential for African sisters to assume higher leadership responsibilities toward support of their ministries and congregations.” The evaluation for Objective 3 differs from Objective 1 and 2 in that the potential for leadership can be measured through completion of both technical requirements for increased leadership responsibility (degrees and credentials) and measures of confidence expressed by sisters. Recognizing that confidence is a critical piece in empowerment, HESA evaluates sisters in terms of their own sense of agency, potential, and capacity.

The program has been **successful in meeting Program Objective 3** and all indications point toward continued fulfillment. Since the program is only in its third year, the long term outcomes regarding increased responsibility in their ministry or workplace cannot yet be assessed. The short term outcomes of enrollment in courses relevant to ministry work and degree completion are on track to exceed projected evaluation success measure of 90% completion base goal. HESA is currently maintaining a retention rate of over 97%. This evaluation of **Program Objective 3 uses data from Orientation, Reflective Learning Workshops, and End of Experience surveys** to

examine sisters' confidence and potential leadership.⁵ An Alumnae Survey was piloted by ASEC to provide more context for program objectives 3 and 4, it is discussed in a separate section.

Orientation. In order to prepare sisters for success in their programs, HESA conducts an Orientation Workshop for all HESA students prior to beginning classes. The purpose of orientation is to acclimate sisters to university study prior to entry, to set goals and expectations, and to establish an internal support system among sisters studying at a particular college/ university partner. Sisters also receive their laptops and initial technological training during orientation. Orientation Workshops for sisters studying online are three weeks; for onsite workshops are two-days. Online orientation is taught by an instructor from the university in the US at which sisters complete the online portion of the program and includes an introduction to online study. In year III, Sr. Lisa Oliveri, IHM, traveled to Ghana to teach orientation for Chestnut Hill College Cohort 2. Srs. Margaret Gannon and Kathleen Burns, IHM, provided instruction for Marywood University Cohort 4 remotely using WebEx. ASEC Country Directors and partners from onsite institutions are present at all Orientation Workshops.

While the primary function of the Orientation focuses on skills necessary for success in academic learning, both online and onsite, there is a dimension that relates to confidence and leadership. Primarily, this type of data has been emergent in the qualitative comments of surveys. For example in response to the open-ended question, "What goals related to HESA program did the orientation help you to clarify?" sisters' responses included answers that used phrases such as "empowered," "leader" and "confident." In addition, the responses often focused on how the sisters believe that participation in HESA, and the education provided through the program, will lead to a great capacity to serve both for themselves and for sisters in Africa generally.

Combined into a single code, the responses that indicate higher confidence and greater capacity to serve can be used to measure the increased potential measure of Program Objective 3; 37% of the answers to Question 1 indicate increased sense of sisters' capacity to serve in Africa. This is significant particularly since the question does not address the question of increased capacity specifically. In addition, in the same survey, sisters were asked what topics they would like to have seen covered more in the Orientation and 17% of responses (the highest aggregate category) requested Leadership. This indicates that sisters see their position as future leaders directly in relation to their participation in HESA. Overall, while the primary focus of the Orientation is preparation for academic study, it has become clear that the confidence the sisters gain is not only in relation to specific academic capacity. In this way, the Orientation is part of a process of empowerment that directly feeds the success of increasing the sisters' capacity for higher leadership responsibility in their congregation.

Figure 13. Sample of Qualitative Responses Coded as Increased Confidence from Orientation

⁵ There are two types of evaluation surveys that tend to be conducted within the program. Some surveys focus on the skills and leadership change among sisters within the program and are the primary tool in the Objectives based summative evaluation. Another set of surveys conducted at all events and various points within the program are focused on programmatic functionality- such as mechanics of the classroom setting, communication in the program and other logistical components of program functionality and delivery. This second set of evaluation data is critical in both formative and summative evaluation and constitutes an important part of how HESA has managed to remain a consistently high performing program as it grows each year. For the Objectives based evaluation discussion, only the data relevant to sisters' change in capacity as related to each Objective will be discussed and following the Objectives discussions, a discussion of program delivery and effectiveness will make use of the data collected regarding quality of activities.

This orientation most help[ed] me to understand Tangaza culture, communication skills, the way of studying, to have person goal and time management all of these make me be encouraged to join leadership.

The goal of empowering the sisters through education to ensure that they are well equipped for their ministry. Helping them with no required capacity for their responsibility to be self-sustainable.

It has empowered me in a way that I am ready and perform well, also this orientation has build in me courage and remove all fears which where there in me. It has buil[t] self-confidence within me.

Attendance at orientation is a requirement of admission into the HESA program. In the year III reporting period, 86 new students participated in orientation workshops. Additionally, 9 sisters who entered in year II, and who could not attend orientation in January 2015, joined the workshops. In total 6 workshops were held in four countries for sisters studying in the onsite model, and two for sisters studying in the online-onsite model. During fall 2015 intake, sisters studying at the University of Kisubi in Uganda (Cohort 2), Chemchemi Ya Uzima Institute in Kenya (Cohort 2), Saint Augustine University in Tanzania (Cohort 3), Catholic University College of Ghana (Cohort 2) were orientated; January intake orientation was held for sisters entering Tangaza University College in Kenya (Cohort 3). A comprehensive listing of Orientation Workshops held in Year III, along with agendas, staff reports, and attendance, is attached, **Attachment 7**.

Reflective Learning. Another aspect of the HESA program is the inclusion of Reflective Learning Workshops to help sisters with the skills necessary for success in higher education, as well as relevant professional development. Reflective Learning is held in each country where sisters are studying at partner colleges and universities. It brings together all of the cohorts studying in that country and provides a space for continuing support.

Sisters report a high level of satisfaction with the workshops and indicate in both quantitative and qualitative evaluations that the Reflective Learning workshops add value to their educational experience. In particular, sisters reported satisfaction with the workshop’s potential to add to their future success in the program (relevant results below). Sisters also reported overall satisfaction (4.7 on a 5 point Likert type scale) with the performance of the laptops.

Figure 14. Selected Survey Results from the Reflective Learning Workshop Evaluation

	N	Min.	Max.	Mean	Std. Dev.
The open discussion related to the program and online learning allowed me to express my concerns	146	2	5	4.23	.812
The open discussion related to the program and online learning allowed the group to find solutions to common concerns.	146	1	5	4.23	.771
The information in the time management presentation will be helpful to plan for next semester	149	1	5	4.76	.515
Participating in this workshop assisted me in setting goals.	148	3	5	4.64	.535

My laptop is satisfactory for the tasks that need to be performed during the semester.	149	2	5	4.70	.564
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In the Year III reporting period, Reflective Learning Workshops were held in five countries (Ghana, Kenya, Nigeria, Tanzania, and Uganda, with sisters from Zambia participating in Kenya after transferring from online to onsite study) on various topics determined by the needs of the sisters expressed in program evaluation and monitoring, as well as at the recommendation of faculty and/ or administrators at partner institutions. Topics covered at orientation are specific to each workshop respond to issues or interest that arise throughout the year. Workshops conducted in year III covered the following topics – individual differences, personality type and anxiety in Ghana; study habits and time management in Kenya; incorporating religious life and student life, time and stress management, and good study habits in Nigeria; PowerPoint and Internet, leadership in religious life in Tanzania; and motivation and time management, good study habits and effective communication in Uganda. In Ghana and Nigeria and Kenya and Uganda, technology was utilized by having an interactive meeting with Chestnut Hill College and Marywood University Faculty through Skype and Zoom, so that online cohorts could have a full and enriching experience. One cohort in the Kenya workshop advocated for themselves by providing a supplemental report when they felt a group setting was too large for all voices to be heard on the evaluation of HESA programming, making the process more inclusive. A comprehensive listing of the Reflective Learning Workshops held in Year III, along with agendas, staff reports, and attendance, is attached, **Attachment 8**.

Notably, Reflective Learning in Kenya was to enhance through a partnership with the International Union of Superiors General (UISG). Four sisters, citizens of Uganda, Kenya, and Eritrea, sponsored by UISG to study Canon Law at the Catholic University of Eastern Africa (CUEA) in Kenya participated in the workshop with ASEC sisters studying at universities in Kenya, including CUEA. The sisters continue to engage with HESA sisters at CUEA, through bimonthly meetings. ASEC signed a Framework of Reference with UISG in February 2016, to link students sponsored by HESA at select colleges and universities in Africa with students sponsored by UISG at those institutions. The goal of the partnership is to provide sisters in Africa enrolled at select colleges/universities and sponsored by UISG access to ASEC/HESA’s peer network through participation in HESA capacity building workshops including Orientation, Reflect Learning Workshop, Alumnae, and other relevant activities. The partnership grew out of the Conrad N. Hilton Foundation grantee meeting last October, to meet the need of Catholic Sisters studying at colleges and universities to find a peer network of sisters at those universities.

Degree Completion. During the reporting Year III, 30 sisters graduated from HESA, with 21 with diplomas in Leadership and Resource Management and 9 with bachelor’s degrees (**Figure 3**), bringing the total HESA alumnae to 43. Among the graduates in Year III, 21 completed diplomas in leadership and resource management; 6 completed Bachelors of Education; 2 completed Bachelors of Arts in Social Sciences, Social Work; and 1 completed a Bachelor’s of Science in Nursing. These sisters completed the End of Experience Survey, which assesses their overall experience with HESA and higher education. The results of the survey speak to the high level of success and satisfaction of HESA in providing educational opportunity for sisters in Africa.

Using a 4 point Likert type scale of agree to disagree (4 is Strongly agree), the results on all evaluation points was highly satisfied, with many scores having unanimous responses of Highly Agree to affirmative statements of value. In the open ended responses, sisters expressed their gratitude and delight with the program. The sisters also expressed feelings of empowerment and expressed joy for gaining new skills. One sister elaborated, stating, “I would like to thank ASEC for the opportunity given to me to upgrade my studies through HESA program. The

skills I have acquired will help me to change /better, the face of my congregation and the people entrusted to me (apostolate)”

Figure 15. End of Experience – Graduated Sisters

	N	Min.	Max.	Mean	Std. Dev.
I gained specific skills from participating in the HESA program that I would otherwise have not achieved.	12	4	4	4.00	.000
I felt the HESA Orientation and Semester Reflection activities experience added positive value to my education.	12	3	4	3.92	.289
I feel participating in HESA made me a better student.	12	4	4	4.00	.000
My fellow HESA cohort was a resource for me during my program	12	3	4	3.75	.452
I felt connection to my fellow classmates that were not HESA participants	11	3	4	3.64	.505
The overall quality of my classroom experiences met my expectations	12	3	4	3.67	.492
I was able to balance my studies, my work and my personal responsibilities.	11	3	4	3.73	.467
I felt more confident as a result of participating in the HESA program.	11	4	4	4.00	.000
Communicating with the ASEC/HESA staff helped to ease my difficulties	12	3	4	3.83	.389
I felt supported and encouraged to continue the program by the ASEC/HESA staff.	12	3	4	3.92	.289
The ASEC/HESA staff addressed my concerns in a timely manner	12	3	4	3.67	.492
The funds provided were enough to cover my needs	12	3	4	3.42	.515
I had an opportunity to provide feedback to my classroom instructors.	12	3	4	3.83	.389
I was able to get clarification from my instructor when I needed it.	12	3	4	3.92	.289
I was able to understand the instructor's expectations for the assignments	12	3	4	3.58	.515
The number of assignments within my courses was doable	12	2	4	3.33	.651

The language level in the courses was appropriate for me.	12	3	4	3.92	.289
There was effective use of technology in my classes	12	3	4	3.92	.289

Figure 16. Open commentary from End of Experience Survey

<i>Do you have additional comments or concerns you would like to add?</i>					
I would like to thank ASEC for the opportunity given to me to upgrade my studies through HESA program. The skills I have acquired will help me to change /better, the face of my congregation and the people entrusted to me (apostolate)					
I thank the HESA program for the support and encouragement which made me to gain skills which has made me confident in life. God bless HESA team to continue with the same spirit of helping many to gain different skills in life. Keep it up.					
I express my sincere gratitude to SLDI, HESA and the entire Hilton Foundation for their support. I am still humbly requesting to be considered for my BA God willing. I had spoken to Sr. Jane about my request at the Alumni meeting this year.					
Am grateful to having been given an opportunity to pursue my academics. It was a great moment having to increase my knowledge and to develop more skills to benefit my congregation.					
Thank you to HESA programme and All the staff members for your generosity and love.					
I wish to thank ASEC/HESA officials for granting me this opportunity to pursue my diploma studies. It is through them that I have become what I am today. May God bless and reward you abundantly.					
I would like to comment that ASEC/HESA programs are tremendous help to the sisters and should continue even for further training not just Diploma levels.					
Thank you very much for what you have been able to empower us with.					
I want to thank you sincerely for your generosity and support. We are so grateful as African Sisters. Wishing you all the God's blessings.					

In addition, sisters were asked about their continuing education plans. All survey respondents indicated a desire for ongoing educational opportunity and many listed specific plans already in place. This is an indication of satisfaction with the program and of increased potential for the sisters. The discussion on the Alumnae Survey will provide a picture of the sisters' experiences after completing HESA.

Program Objective 4

Object 4, establishes that HESA will “increase sisters’ competencies and leadership capacities to improve functioning of their congregations.” The evaluation of this Program Objective plans to primarily measure long term outcomes and impacts of the congregations that sisters serve. Given that the program is only in its second year, it is not possible to conduct a true evaluation of this Objective at this point. Based on the success of the 3 other Program Objectives, indications are good for long term success and impact as well, but future reports will address this in more depth than this report can at this time. **Overall, this project is progressing toward the ultimate desired impact outlined in the grant proposal.** Ultimately HESA is on course, and the Year II objectives have

been attained—not only to provide degrees, but also skilled women who can move forward development agendas in their countries.

Pilot Alumnae Survey

In June 2016, HESA piloted an Alumnae Survey to capture more information on the 43 graduates of HESA to date. The survey assessed sisters’ satisfaction with HESA and captured their current occupation, as well as data related to their level of education. Among respondents, 100% rated their educational experience as excellent or good; 96% rated their experience with the HESA program as excellent or good with one outlier who rated the experience as fair; 96% rather their experience with orientation as excellent or good, again with one outlier; and 100% rated their experience with reflective learning as excellent or good. Sisters elaborated in the qualitative responses. One sisters wrote of her experience with HESA, “it was wonderful because the program is very holistic.” Another sister elaborated, “I enjoyed my studies and was very happy, adding “I was particularly happy will all the support (moral, financial, material, name it).” **Attachment 9**, provides a listing of qualitative responses.

The Alumnae Survey demonstrated that sisters served by ASEC are progressing toward objectives 3 and 4. In total, 28 of 43 sisters responded to the HESA Alumnae Survey. To create a fuller picture of HESA Alumnae, equivalent data points were pulled from the SLDI Alumnae Survey, HESA End of Program Survey, and HESA Entering Demographics Survey. Combined, the data from the HESA Alumnae Survey and other sources provided insight into the pre and post education and professional backgrounds of sisters. First, the Survey and other program data captured information about entering and current education credentials. Prior to entering HESA the highest levels of education among entering students ranged from high school to bachelor’s degree, **Figure 17**.

Figure 17. HESA Alumnae Previous Education

<i>Bachelor’s Degree</i>	1
College Diploma	7
College Certificate	14
Both Certificate & College Diploma	9
No Diploma/certificate (i.e. High School)	12

Among the 43 Alumnae, 32 advanced to a higher level of education than they reported upon entry into the HESA program. The remaining 11 sisters reported holding at least a diploma level education upon entry into the program, including one sister whose highest level of education on entry was a bachelor’s degree – the 11 sisters received Diplomas in Leadership and Resource Management. Among the total sisters to receive a diploma, 12 sisters reported their highest level of education upon entry as high school; they received their first degree and in most cases will qualify for entry in to a Bachelor’s degree program.

Figure 18. HESA Alumnae to obtain a diploma/ degree based on entering education

<i>HESA Alumnae to obtain a diploma/ degree aggregated by entering education</i>	
Certificate to Diploma	11
Diploma to Diploma	4

Certificate + Diploma (Both) to Diploma	6
High School to Diploma	12
Bachelor's Degree to Diploma	1
Certificate to Bachelor's Degree	2
Diploma to Bachelor's Degree	3
Certificate + Diploma (Both) to Bachelor's Degree	3
High School to Bachelor's Degree	0

The Alumnae Survey also provided preliminary information about sister's occupation upon graduation. **Figure 19**, provides an overview of the positions held by Alumnae after completing the program.

Figure 19. HESA Alumnae, Occupations Reported as of June 31, 2016

<i>Current Occupation</i>	<i>Frequency/ Number</i>
Bursar/Financial	3
Clerical	2
Student*	11
Educator	1
Congregational Ministry	5
Non-profit organization	2
Looking for work	2
Government Institution	1
Administrator	2
Not provided	14

*Alumnae who identified student as their occupation are continuing on with their education at the bachelors or master's level.

Several May 2016 graduates did not report their current position or marked that they were looking for work. Ultimately, the Alumnae survey will seek to capture data on Alumnae at least one year after graduating from the program. At this time, the pilot survey provides insight into the types of roles sisters are entering upon receiving a degree, but is not a holistic overview given the timing of distribution. It is notable that 11 sisters are continuing on with their education at higher levels – 9 advancing from diploma to Bachelor's degrees, and 2 from Bachelor's to Master's degrees. Among the 11, 5 are studying with the support of their congregations and 6 are support by HESA Phase II.

Strengthening the evidence from quantitative data, the Alumnae Survey also provided a space for sisters to express how their participating in HESA prepared them for their current roles. Some sisters stated that HESA

prepared them for their current position at a basic level, writing that the program provided them with fees for education and other resources; while others elaborated, providing detailed responses to express how the program changed them as working professionals. A selection of responses is provided, **Figure 20**.

Figure 20. Response to How did HESA program prepare you for this position?

How did HESA program prepare you for this position?

By paying my school fees and my stationary. Also by attending the reflective workshop which keeps me on track with my studies.

Hesa provided me with computer which has improved my work whenever I want write. Hesa has also made to feel ready to take up any responsibility without fear

Encouraged to positively embrace leadership responsibilities and contribute to positive change in our society

Through the knowledge I gained from the college on how to communicate with others and how to interact with others.

My potentials following HESA program made my superiors to appoint me to take up the Psycho spiritual Counseling Course. I believe beyond doubt that HESA has contributed to this 100%

Helped me acquire skills and knowledge. Became more efficient and effective in my work. Great in time management.

If I had not had my basic degree which HESA facilitated I would not have been at this level

In 2017, through the Phase II Grant, HESA Alumnae will begin to participate in annual Alumnae Workshops with SLDI Alumnae⁶. Alumnae workshops provide continuing education and professional development and allow sisters to forge personal and professional relationships. The presence of HESA Alumnae will provide a space for mentorship and continued learning among sister Alumnae of ASEC’s programs.

Notable Successes, Challenges, and Adjustments in Year III

HESA is continuing to see success among sister-participates. Students continue to report the role of HESA as fundamental to their success. They report high levels of satisfaction, not only with the opportunity to study, but also with the curricular model of study and with the quality of support they receive from faculty, administrators, and their colleagues. Sisters perform well academically and have demonstrated their capacity as leaders. Furthermore, ASEC continues to facilitate partnerships with colleges and universities to support sisters in Africa. As of October 1, 2016, ASEC is partnered with 23 colleges and universities to deliver HESA, including 20 spanning the 10 countries support by HESA. Beyond the success of students, the HESA program continues to develop and is reaching new milestones.

⁶ 85 HESA students are SLDI Alumnae.

The HESA program continues to develop, addressing challenges as they arise and making appropriate adjustments. As the program moves to Phase II, several adjustments recommended in Phase I evaluations have been incorporated into the design of the program.

HESA Phase II Grant Awarded

In July 2016, ASEC was awarded a grant of \$15.3 million from the Conrad N. Hilton Foundation to continue to deliver the HESA program into Phase II (2016 to 2020). The Phase II grant will support over 800 sisters – 554 to obtain bachelor's degrees, 172 to obtain master's degrees, and 132 to obtain college diplomas. Recruitment is underway and new students have begun study at most of ASEC's 23 partner colleges and universities. The grant is supporting funding for new staff, as well as the Convening to be held in Nairobi, October 16 to 18, 2016. ASEC is grateful for the continued support of the Hilton Foundation to deliver HESA.

Site Visits to Stakeholders in the USA and Africa

Successful site visits and meetings were held with partners in Africa. This generated additional familiarity with the program and created stronger buy-in among constituencies. More site visits will take place in the next reporting year. An increase in site visits during year III is the result of an increasing number of graduating sisters, as well as preparation for phase II of HESA and the expansion of partnerships. There were over 20 successful site visits and meetings held in 10 African countries and at three partner universities in the US. Six ASEC staff members, ASEC board members, and administrators from the Conrad N. Hilton Foundation, participated in site visits, engaging with HESA students and alumnae, as well as faculty and staff from partner universities. Sr. Rosemarie Nassif, for the Conrad N. Hilton Foundation's Catholic Sister Initiative traveled to Kenya in March 2016. Sr. Rosemarie Marie visited HESA students and administrators studying at CUEA, and visited ministries of ASEC alumnae. Sisters studying at CUEA performed an anthem for Rosemarie during her visits, which is provided in **Attachment 10**. Sisters from ASEC partner universities in each country are also reaching out to collaborative, sisters studying at three universities in Kenya- Chemchemi Ya Uzima Institute, Tangaza College and CUEA, met at the Catholic University of Eastern Africa for a HESA students Mass in February 2016. During the meeting, they collectively brought together monetary donations and various toiletries to be donated to CUEA students in need. ASEC East Africa Director, Sr. Lina Wanjiku Ndung'u was present.

Partnership planning meetings were held throughout the year at US partner universities Rosemont College, Chestnut Hill College and Marywood University between Sr. Jane Wakahiu, ASEC Program Director, Ms. Rosemary Shaver, HESA Assistant Director, and university administrators to discuss the HESA project and future plans, related to Phase II. Sr. Lina, ASEC East Africa Director, visited the Catholic University of South Sudan, in January 2016, to research computer training planning, Superior's workshop planning, and increase awareness about ASEC and its opportunities. Sr. Jane Wakahiu and other ASEC staff members made various site visits throughout the year to Africa to oversee programs and attend graduations. The more site visits in Year III gave insight into program services and allowed for expansion of HESA to transition to Phase II.

Online Faculty Meetings

Stakeholders from partner colleges/universities have been proactive in planning and finding ways to support HESA students to succeed. Faculty in the U.S., at Marywood University and Chestnut Hill College, have been open with feedback and have collaborated to share best practices. Faculty meetings were held in the spring of 2016 and summer of 2016 at Chestnut Hill College and Marywood University, respectively. During the spring semester, a faculty meeting was held at Chestnut Hill College and a faculty meeting was held at Marywood University during

the summer. On April 28th, 2016, faculty teaching in the HESA program at Chestnut Hill College gathered, and on June 6th, 2016, Marywood University faculty teaching in the HESA program gathered.

Topics discussed include an update of the HESA program, the progress, performance, successes, and challenges of the HESA program at each respective university, an overview of discussions at prior meetings, best practices, research opportunities, and recommendations. Similar themes emerged in the discussion at both meetings, including:

- Language and terminology challenges: Instructors shared experiences when they realized that although many of the sisters are fluent in English, there may be different understanding in relation to slang phrases. The importance of being cognizant of what the instructors are saying was emphasized.
- Technology: Instructors and administrators discussed issues related to the infrastructure and internet access across the African countries. There was also the sharing of experiences with different technologies and the successes or difficulties with such technologies.
- Plagiarism/Academic Integrity: Instructors shared their experience of academic dishonesty and plagiarism in their students. The ability to ensure that the sisters know the difference between plagiarism and non-plagiarism was discussed. Instructors and administrators also discussed being more vigilant regarding sisters who appear to be struggling in order to ensure they receive the help necessary to be successful in their respective program.

Online faculty also made recommendations and continued to the ongoing development of HESA.

Recommendations from faculty:

- Language and terminology: It was recommended that the best practice is to minimize the use of American slang terms and being aware of the cultural differences in language. It was emphasized to use proper English and to ensure that the sisters understand the concept being taught.
- Technology: It was decided upon by HESA administrators and instructors that a faculty workshop would be best to discuss technology updates on Moodle/related technologies and practice using such technologies.
- Plagiarism: Upon discussion, it was recommended that a plagiarism form be signed by the sisters in combination with additional emphasis on plagiarism and academic honesty during orientation and reflective learning. It was also recommended that instructors are introduced to their students to enhance instructors' knowledge on the different levels of education the sisters may have received.⁷

Research and Publications

Research interest continues to grow and the program has presented numerous opportunities for scholars to engage with women religious. Notable international collaborations have taken place and continue to be developed. A research training for African partners will be conducted in the next year and will capitalize on the potential for international collaboration among faculty and participants in the program in both the U.S. and in Africa. In Year III of the HESA program, ASEC staff attended four conference in the U.S. and Canada, presenting research related to HESA, an article was published.

The majority of research conducted this year assessed the experiences and opinions of the sisters participating in the HESA program. Wakahiu and Shaver (2016a) found that sisters responded positively to their experience with online distance learning (ODL) and the support they received from staff at their university as well as ASEC staff. Wakahiu

and Shaver (2016b) surveyed sisters from East and West Africa and found a similar response regarding the sisters' experience with ODL. It was concluded that because of this opportunity of ODL, the sisters are able to surpass challenges of age, distance, culture, and technology to successfully complete their higher education goals. The sisters that have graduated from the Sisters Leadership Development Initiative (SLDI) program, one of ASEC's programs, have also been successful in implementing the skills they learned. As reported by Shaver and Mudge (2016), the SLDI alumnae have been able to provide their congregations and communities with 385 grant and/or donation-funded projects between 2012 and 2015. Wakahiu and Shaver (2015) enrich these results by finding that the most substantial challenges faced by the sisters were internet connectivity, lacking infrastructure, and electricity issues. Despite these challenges, though, the overwhelming majority of sisters reported being satisfied with their experience of ODL and the support received from the American University faculty and HESA administration. The one sister that did not report a satisfactory experience with ODL noted difficulty with balancing a full-time workload as well as full-time student responsibilities. A complete list of research disseminated in Year III, is listed in **Figure 21**.

Figure 21. HESA Year III, Research Conducted about HESA

Shaver, R. A., Mudge, J., & Wakahiu, J. (2016). Changing communities through empowered leaders: The impact of the African Sisters Education Collaborative. *Global Status of Women & Girls Conference*, Newport News, VA, March 3-5, 2016.

Wakahiu, J. & Shaver, R. A. (2015). Perception and experience of distance learning for women: Case of the Higher Education for Sisters in Africa (HESA) program in West Africa. *Journal of Education and Social Policy*, 2(3), 1-18.

Wakahiu, J. & Shaver, R. A. (2016a). Examining the effectiveness of online distance learning model: Perceptions and experiences of female students studying online in a hybrid Bachelor's program via a partnership between university in the U.S. and a university in Africa. American Evaluation Association Conference, Chicago, IL, November 9-15, 2016.

Wakahiu, J. & Shaver, R. A. (2016b). Perceptions and experiences of distance learning for women religious in East and West Africa: Case of the HESA program. Comparative and International Education Society Conference, Vancouver, BC, Canada, March 6-10, 2016.

Christiansen, S. "In Her Own Words: Empowerment, International Aid and Women Religious in East Africa." [Ongoing research]

New and Continuing Staff

Sr. Jane Wakahiu, LSOSF, PhD, continued to direct the program design and implementation. Ms. Rosemary Shaver, MA, was promoted from, HESA Coordinator to Assistant Director for HESA project in August, 2015. Rosemary oversees HESA operations, including the preparation of recruiting materials, tracking students, and addressing student's concerns. To support HESA Evaluation and Program Administration, ASEC hired two HESA graduate Assistants Kimberly Shaheen and Heather Wimmer. Kimberly is pursuing her Master's degree in Social Work and Public Administration and Heather is pursuing her Doctorate in Psychology; both are students at Marywood University. Shen Akruvala is continuing her role at ASEC, now as a Research Assistant for HESA. She is a Ph.D. candidate in Marywood University's Human Development program.

Dr. Samantha Christianson, HESA Impact Evaluator, joined ASEC in September 2014, and will be leaving her role as of the completion of the Year III Report. Dr. Christianson is faculty in the Social Sciences department at Marywood as well as the Director of Women's Studies; she held her role as HESA Evaluator on a part-time basis. ASEC is in the process of interviewing for full-time HESA Evaluator. Upon hiring an Evaluator in the upcoming year, there will be a comprehensive review of the evaluation tools and a comprehensive evaluation plan will be developed to encompass HESA Phase I, Year IV and Phase II, Year I, which are running simultaneously.

Melissa Frein, ASEC Account, and Jennifer Mudge, ASEC/SLDI Evaluator, are continuing their roles as fulltime staff. Two Graduate Assistants continue to support the SLDI program – Sr. Kevin Karimi, a Master of Social Work student, and Briana Luppino, a Doctor of Psychology student. Other recently hired staff are working to future ASEC's programs collectively. ASEC hired a Web Content Manager, Amy Fedele, in September 2016. In Africa, ASEC Directors and Coordinators including Sr. Clementina Obembe, Nigeria; Sr. Francisca Damoah, Ghana; Sr. Lina Wanjiku, Kenya, Sr. Germina Keneema, Uganda; Sr. Angelina Kabwe, Zambia and Sr. Tryphina Burchard, Tanzania continue to support the project by recruiting, organizing orientation and reflective learning within the countries. Sr. Mauren Malashya was reassigned by her congregations, in her place, Sr. Angelina was hired in December, 2015. Additionally, Sr. Rose Jane Adiero, SHS, and Sr. Eleanor Molai, HFB, joined ASEC as Country Directors for Lesotho and South Sudan, respectively. Country Programs Coordinators are also in the process of being hired to support country directors in – Cameroon, Ghana, Kenya, Nigeria, Malawi, Tanzania, Uganda, and Zambia. Already, 5 coordinators have been hired – Sr. Lydia Wanjiku, Programs Coordinator, Kenya; Sr. Clare Abisola, Programs Coordinator, Nigeria; Sr. Teresa Mlenga, Programs Coordinator, Malawi; Sr. Juliana Zulu, Programs Coordinator, Zambia; and Sister Martha Attakruh, programs coordinator Ghana.

Lastly, Secretary Generals of the National Association of Women Religious in each country work closely with ASEC staff to facilitate participants' selection and ensure representation from variety congregations. Finally, partner colleges/universities are very supportive to sister students, they participate and co-facilitate orientation and reflective learning activities as well as ensuring that sisters enrolled in their institutions are achieving their academic goals. Regular communication with contact personnel in the partner colleges allow us to effectively address emerging problems.

Progress toward stabilizing program infrastructure

Along with the support of new staff, new policies and procedures are being created for HESA in all areas – including partnership, fiscal and recruiting. Procedures for sharing photos, generating news stories, etc. are in the process of being created, toward the goal of establishing a manual for staff and students.

ASEC is working toward streamlining information and data management. Toward this goal, ASEC procured a database through PowerVista to store student information for its programs. All existing student information is store in the database, and staff are in the process of transferring other student information into the system. PowerVista software allows demographic information to be uploaded into a student profile, as well as for documents to be attached to that student profile. Admissions information invoices and transcripts associated with each student will be stored in the database. When a Data Manager is hired, he/ or she will manage the database and effect a data management plan.

Adjustments to Online Curriculum

Adjustments were made to the online model of study, standardizing previous adjustments made in the previous year. In Year II (2014/15) adjustments were made to the plan of study for the sisters in the online-onsite programs at Chestnut Hill College and Marywood University. Several sisters held diploma's in education, which necessitated their transition to the onsite institution in a timely manner. Specifically, it was established that sisters studying at Marywood would complete 27 or 42 credits online; 27 if they are admitted into CUEA's 2 year program and 42 if they are admitted to the 3 or 4 year program. Sisters studying at Chestnut Hill College would complete 27 credits online to meet CUCG's curricular requirements. These adjustments were effective in addressing the needs of the program and sisters and the issue of previous diploma holders was taken into consideration for new partnerships following this adjustment.

Upon further exploration, and discussions with partners for online-onsite degree programs, it was determined all students studying in the online model will take 27 credits online. Cohort 3 studying at Marywood completed their transition to onsite in August 2016; this cohort will be the final to include sisters who completed more than 27 credits online. Additionally, it was determined that select courses were better suited for onsite study.⁸ The determinations were made through discussions with partners in the USA and college/ university partners in Africa to accommodate the curriculum and academic schedule of the degree conferring institutions.

Difference in Cost of Living between Countries

To deliver Phase I, HESA partnered with 8 Colleges and Universities in Africa. These partnerships spanned six of the ten countries served by the program, specifically, Ghana, Kenya, Nigeria, South Sudan, Tanzania, and Uganda. Consequently, sisters from Cameroon, Zambia, and Malawi who are participating the program needed to relocate to one of the six countries listed in order to participate in the program. ASEC is resolving this challenge in Phase II.

In Phase II, ASEC has at least one partner in each of the 10 countries served by ASEC, those listed and Lesotho. HESA is also moving to have the US institutions participating in the online-onsite model to partner with African institutions in each of the countries the partnership is serving, allowing sisters to transfer to a college/university in the countries they are serving. Already, Marywood University, Chestnut Hill College, and Rosemont University⁹, are partnered with universities in two of the three universities served by their programs.

Internet and Communication Technology Challenges

Network and power problems continue to plague many sisters in rural or less-served electronic environments. Several interventions have been made throughout the life of HESA. Relevant interventions include: (a) faculty teaching online courses have been provided background on the circumstances of their students and have shown great flexibility with regard to the needs of the sisters through faculty meetings; (b) ASEC's in-country staff work with the sisters to procure internet data packages that work best per their locality; (c) US and African partner institutions offer technological support; and (d) technological remediation is offered at annual reflective learning. Additionally, to better support sisters studying in the online model and facilitate the transition to online study, in

⁸ Marywood courses: EDUC 315 Research methods, EDUC 311 Education Psychology, EDUC 352 Assessment for General Educators, CUEA-ED 202 Curriculum Development, and EDUC 401 Guidance and Counseling will be removed from online study. Students reported research methods should be taught onsite due to the research requirements specific to the Onsite University, and that courses such as curriculum and assessment were more appropriate for onsite study due to the different context of the US education system and that of the country the sisters live and work.

⁹ In Phase II, Rosemont College is delivering an online-onsite program in Business Administration.

Phase II Orientation for online will be four weeks in duration. The additional week will focus on technology training and practice.

Catholic University of South Sudan Recruitment

Recruitment to Catholic University of South Sudan (CUSS) continues to be a challenge due to political instability and course offerings. Recruitment notices were sent for CUSS for August 2016 intake, however no applicants were received. In order to better support sisters in South Sudan, they were recruited to enroll at colleges/universities in Kenya. Additionally, in March 2016, ASEC established an office in South Sudan, which is being run by Sr. Rose Jane.

Evaluation Team Turnover

Due to turnover in the evaluation team there was inconsistency in some of the forms and organization of evaluation data. Upon submission of this report, Dr. Samantha Christenson will end her term as HESA Evaluation. It was determined that there is a need for a fulltime evaluator given the expansion of HESA in Phase II. ASEC anticipates a fulltime evaluator will be hired in November 2016. Several interventions have taken place to facilitate a smooth transition for the next evaluation. A major overhaul of the evaluation data was completed and a new organization plan was put into place. In the upcoming year, there will be a comprehensive review of the evaluation tools and practices by a full-time evaluator to reflect the program in Phase II and the final year of Phase IV.

Budget Report

The attached financial report is prepared as required for reporting period July 1, 2015 to June 30, 2016 for the expenses of the 12 months and the grant total expense respectively. The year began with a budget of \$1,084,400 from the foundation. We spent \$858,702.

In HESA Phase I, Year I, we procured 267 laptops for SLDI alumnae that were included in the budget as a result we overspent in *Item 18*. Overall, budget is on target lean spending in other areas to offset the computer expense.

The following notes explain deviations in the attached line item financial report. **Section A, "Personnel."** We underspent in *Item, 1* because there was change in the fiscal manager position resulting in a delay in paid salary. *Item 2*, is underspent because data manager was paid from other sources. This was done so as to conserve funds to offset computer purchase expense incurred in Year I. *Item 4*, we are underspent because there were changes with faculty evaluator due to transfer. *Item, 5* we are underspent due to the timing of when Graduate Assistant transition in and out of the position. *Item 7 and 8*, are underspent because administrative assistants' positions were not filled in East and West Africa, as the project was still new and was necessary to solidify prior to hiring new personnel. Overall, the personnel sections was underspent, this allowed the budget to balance.

In Section B, "Non-Personnel," we made efforts to save to lower the deficit incurred in year I as a result of laptops costs. *Item 2*, office supplies in East Africa overall is on target moving into year 4 because of lean spending in year 3. *Item 3*, office supply is underspent in West Africa, the program is relatively new and there are fewer partner institutions there. *Item 5*, office rental in the USA is overspent, because there was additional personnel, and changes were not made ASEC relocated to a new building – Emmanuel hall. *Item 6-9* (Office supplies, meeting logistics, printing and postage, media advertisement and publications) are the USA offices operating expenses and are underspent. It was a deliberate move to conserve these items to cover the costs of Year I over expenditure. *Item 10* Telephone and Internet, overall is overspent due to expenses incurred in years 1 & 2. *Items 11-14* are items with no initial budget and will be offset by contingency funds. *Item 15* Training for Project Director and

Administrative staff are ongoing and not yet implemented. *Item 17 & 18* computers are overspent, this is a carryforward expense because of laptops procured for SLDI alumnae. In addition, shipping computers was underspent on line *Item 19* from previous years. *Item 20* Admin laptops is underspend because year to date one laptop has been purchased. *Item 22* Web Ex license is underspent, because Chestnut Hill College, did not require Web Ex license. *Item 23*, books and study materials, was underspent, because of the change from two-year to one-year online, there was less expense, also some faculty preferred purchasing online license for students to access a particular book than hardcopies, resulting in underspending on this item. *Item 24 & 25*, is underspent because the Catholic University College of Ghana and CUEA did not require IT personnel each budget year as planned. *Item 26 and 27* support for Marywood University and Chestnut Hill Instructors for Orientation are underspent, because Marywood faculty members were able to conduct orientation remotely and while Chestnut Hill faculty did travel for orientation expenses were not as high as anticipated. *Items 28&29*, Orientation for sisters participating on-line and on-site was overspend because orientations were planned for years 1&2 and not in year 3 as needed. *Item 30* Orientation for sisters in Africa was overspent, mainly from spend in previous years. *Item 31*, Reflective learning is overspent, the costs for board and room at varied centers was higher than anticipated and also facilitators costs were more than anticipated because we factored in the needs expressed by sisters during the semester/year. *Item 33*, graduation, although we have 43 HESA graduates, timing for receipts not being received for graduation expenses. *Item 34*, research evaluation and dissemination is underspent, however, we will be spending in Year 4, as we have researchers working on variety chapters related to HESA project.

Item 37, Tangaza University College is underspent, because the degree program in Tangaza had not been fully accredited, a change was made to send sisters to CUEA as a result *Item 39* is overspent. *Item 38 & 39*, are overspent, due to recruiting more sisters for C4 which was not planned, however, to continue program flow it was necessary. These have been folded in HESA Phase II. There was a change in regard to enrollment. Particularly, upon admission to their programs, Catholic University of Eastern Africa (CUEA) accounts for students' prior learning and credentials, admitting students into 2-, 3-, or 4-year programs. As a result, HESA students are completing fewer credits online at Marywood and transferring to CUEA at an earlier date in order to fulfill the requirement of completing at least 51% of their credits at CUEA. *Item 46*, is overspent because political instability in South Sudan, necessitated that the sisters admitted to the planned at Catholic University of South Sudan (CUSS), study at CUEA and Tangaza rather than Catholic University of South Sudan; this altered the budget for CUSS. *Item 47*, contingencies was used to cover items that were overspent. It is anticipated that some students will graduate earlier than anticipated due to prior education credentials.

Grantee	Marywood University
Grant Number	20130041
Grant Period	7/1/2013 to 6/30/2017
Report Period	7/1/2015 to 6/30/2016
Report Due Date	10/1/2016
Report Prepared By	Sr. Jane Wakahiu, LSOSF
Title	Executive Director, ASEC
Phone	5709614700
Email	jwakahiu@marywood.edu
List Any Contact Changes	N/A
Date submitted	9/28/2016

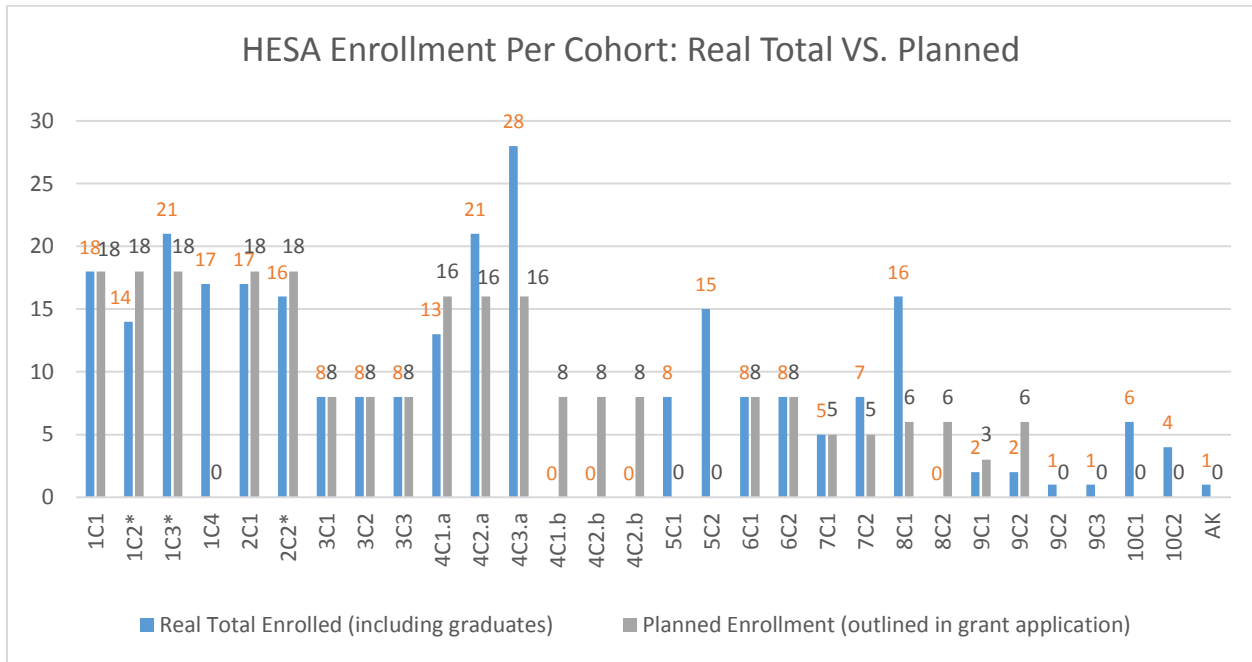
HESA YEAR III EVALUATION

ATTACHMENTS

- 1. Overview of Participation And Enrollment Through Year III**
- 2. Program Objectives**
 - 2.1 Program Objective 1**
 - 2.2 Program Objective 2**
 - 2.3 Program Objective 3**
- 3. Pilot Alumnae Survey**
- 4. Notable Successes, Challenges, and Adjustments in Year III**

1. OVERVIEW OF PARTICIPATION AND ENROLLMENT THROUGH YEAR III

ATTACHMENT 1- HESA Phase I, Enrollment Summary



*dropped students not included in real total enrolled/ graduated

Drops: 1C2, 2 students dropped from the cohort; 1C3, 2 students dropped from the cohort; 7C2, 1 sister dropped from the cohort; 2C2, 1 student dropped from the cohort, she will rejoin in cohort 2C3.

Addition of 1C4: Cohort 4 to Marywood-CUEA was added to phase one due to the earlier than planned transitions of the online-onsite hybrid cohorts at Marywood and Chestnut Hill. Specifically, the sisters enrolled at Marywood completed 27 to 42 credits online, rather than the planned 51 credits, and students at Chestnut Hill completed 27 credits online rather than the planned 51 credits. This adjustment was made to accommodate curricular requirements at the degree conferring institutions in Africa, and because a number of sisters qualified for abbreviated programs because they held diplomas or certificates in education.

School based program: 9 sisters from cohorts participating through Marywood-CUEA, 3 each in cohorts 1, 2, and 3, enrolled in the school based education program upon transfer to CUEA. The sisters could not obtain releases to study in the regular program.

4C3.a: 28 students were admitted, 21 in the Diploma in Leadership and Resource Management program, and 7 to the Diploma in Education. A revised and broader agreement was signed with Tangaza in December 2015 and sisters were enrolled in the Diploma in Education program. A portion of the funding for this cohort will be rolled into phase ii.

Cohorts 5C1 and 5C2 replaced cohorts 4C1.a, b, and c: Cohorts 5C1 and 5C2 at CUEA were added to replace the planned enrollments in degree programs at Tangaza. The adjustment was made because the degree programs at Tangaza were not fully established at the time of recruitment for the cohorts.

8C1: Enrollment for cohort 1 was scheduled for the spring of 2014, however, political circumstance delayed recruitment. Specifically, an adjustment was made by the government to the national enrollment system. 16 sisters were recruited in one larger cohort to enroll in August 2014, rather than two cohorts of six sisters.

Catholic University of South Sudan: After cohort 1, sisters from South Sudan were enrolled at universities other than CUSS; this was because the programs they were requesting are not offered by CUSS. Political circumstance in the country also contributed to low response to recruitment notices.

10C1 & 10C2: Two cohorts to enroll at Catholic University of Ghana, onsite, were added as a result of demand for an onsite option in Ghana.

AK: One sister enrolled in a Nursing program at Aga Khan University in Kenya.

ATTACHMENT 2 – HESA Graduations to Date (as of 07-1-2016)

<i>HESA Graduations through Year III</i>				
Cohort #	Institution	Date	#	Full Credential Title Received
4C1	Tangaza College, Kenya	Jul-14	1	Certificate in Leadership and Resource Management*
4C1	Tangaza College, Kenya	12/6/2014	11	Diploma in Leadership and Resource management
4C1	Tangaza College, Kenya	5/12/2015	1	Certificate & Diploma in Leadership and Resource management**
1C1	Catholic University of Eastern Africa, Kenya	10/2/2015	3	Bachelor of Education
4C2	Tangaza College, Kenya	12/5/2015	4	Diploma in Leadership and Resource management
11C1	Aga Khan University, Kenya	2/10/2016	1	Bachelor of Science, Nursing
1c1	Catholic University of Eastern Africa, Kenya	5/27/2016	3	Bachelor of Education
5C1	Catholic University of Eastern Africa, Kenya	5/27/2016	1	Bachelor of Arts in Social Sciences and Social I Work
5C1	Catholic University of Eastern Africa, Kenya	5/27/2016	1	Bachelor of Arts in Social Science
4c2	Tangaza College, Kenya	5/20/2016	17	Diploma in Leadership and Resource management

*Sister completed a certificate program but did not qualify to advance to a diploma.

**Sister completed a certificate program in July 2014 and graduated with a diploma in May 201

2.1 PROGRAM OBJECTIVE 1

ATTACHMENT 3 – Complete List of ASEC’s partner colleges and universities for HESA

<i>Partnership Agreements for HESA</i>				
#	Cohort # & Institution(s)	Country	Partnership Type	Year Signed
1	Marywood University / Catholic University of Eastern Africa	Online, Kenya	MOU	2012
2	Marywood University / Kisubi Brothers University College	Online, Uganda	MOU	2014
3	Chestnut Hill College / Catholic University of Ghana	Online, Ghana	MOU	2013
4	Chestnut Hill College / Veritas University College	Online, Nigeria	MOU	2015
5	Rosemont College / Catholic University of Cameroon Bamenda	Online, Cameroon	MOU	2016
6	Rosemont College / Veritas University College	Online, Nigeria	MOU	2016
7	Catholic University of Cameroon, Bamenda	Cameroon	FOR	2015
8	Catholic University of Ghana	Ghana	FOR	2014
9	Holy Family Nursing and Midwifery Training College	Ghana	FOR	2016
10	Tangaza University College	Kenya	FOR	2013; 2015
11	Catholic University of Eastern Africa	Kenya	FOR	2014
12	Chemchemi Ya Uzima Institute	Kenya	FOR	2014
13	Regina Pacis University	Kenya	FOR	2015
14	National University of Lesotho	Lesotho	FOR	2016
15	Catholic University of Malawi	Malawi	FOR	2015
16	Veritas University College	Nigeria	FOR	2015
17	Sacred Heart School of Nursing	Nigeria	FOR	2016
19	Catholic University of South Sudan	South Sudan	FOR	2013
20	Saint Augustine University of Tanzania	Tanzania	FOR	2013
21	Catholic University of Health and Allied Sciences	Tanzania	FOR	2016
22	Mwenge University, Moshi	Tanzania	FOR	2016
23	Kisubi Brothers University College	Uganda	FOR	2014
24	St. Francis Hospital Nsambya Training School	Uganda	FOR	2016
25	Uganda Martyrs University	Uganda	FOR	2016
26	Zambia Catholic University	Zambia	FOR	2015
27	Monze program	Zambia	FOR	2016

ATTACHMENT 4 – Enrollment by country serving, degree program, and congregation

# Sisters per country (by country sisters are serving in upon enrollment)	# Sisters per country (by country of citizenship)	# Sisters per country (by the country of the of college/university a sister is enrolled)	# of Congregations (by country serving)	Degree programs enrolled (by country serving)
CAMEROON	(3) Cameroon	(2) online/Ghana (1) Kenya	2	(2) Bachelor of Education (1) Bachelor of Theology
<u>(3) TOTAL</u>				
GHANA	(18) Ghana (1) Nigeria	(10) Ghana (9) online/Ghana	9	(15) Bachelor of Education (4) B.Sc. Economics & Business Administration
<u>(19) TOTAL</u>				
KENYA	(107) Kenya (3) Nigeria (2) Uganda (1) Zambia (1) Sir-Lanka (2) missing data	(73) Kenya (43) online/Kenya	49	(43) Bachelor of Education (40) Diploma in Leadership & Resource Management (7) Bachelor of Theology (7) Diploma in Education (4) B.A. in Social Science (4) B.A. in Social Work (3) B.A. in Religious Studies (2) Bachelor of Commerce (1) B.A. Sociology (1) B.Sc. Nursing (1) B.Sc. in Computer Science (1) Bachelor of Church Management & Leadership
<u>(116) TOTAL</u>				
MALAWI	(3) Malawi	(3) Kenya	3	(3) Diploma in Leadership & Resource Management
<u>(3) TOTAL</u>				
NIGERIA	(40) Nigeria (1) Kenya (2) missing data	(16) Nigeria (9) online/ Ghana (13) online/ Nigeria (5) Kenya	24	(30) Bachelor of Education (3) Bachelor of Theology (1) B.A. in Development Studies (1) Diploma in Leadership & Resource Management
<u>(43) TOTAL</u>				

				(5) B.Sc. in Accounting (1) B.Sc. in Economics (1) B.A. in English & Literary Studies (1) B.A. in Political Science & Diplomacy
SOUTH SUDAN	(3) South Sudan (1) Kenya	(2) South Sudan (5) Kenya	3	(2) B.A. in Economics & Business Administration (2) Bachelor of Theology (1) Bachelor of Commerce (1) Diploma in Sustainable Human Development (1) Diploma in Leadership & Resource Management
<u>(7) TOTAL</u>	(1) Tanzania (1) Uganda (1) missing data			
TANZANIA	(29) Tanzania	(24) Tanzania (5) Kenya	21	(20) Bachelor of Education (3) Bachelor of Business Administration (5) Diploma in Leadership & Resource Management (1) Advanced Diploma in Business Administration in Accountancy
<u>(29) TOTAL</u>				
UGANDA	(39) Uganda (1) Kenya	(16) Uganda (7) Kenya	19	(16) Bachelor of Business Administration & Management (19) Bachelor of Education (4) Bachelor of Theology (2) Diploma in Leadership & Resource Management (1) Bachelor of Commerce
<u>(42) TOTAL</u>	(1) South Sudan (1) missing data	(19) Online/Kenya		
ZAMBIA	(7) Zambia (1) Kenya	(3) Kenya (7) Online/ Kenya	8	(7) Bachelor of Education (3) Diploma in Leadership and Resource Management
<u>(10) TOTAL</u>	(1) Uganda (1) missing data			

ATTACHMENT 5 – Complete list of HESA Alumnae

<i>Institution</i>	<i>Date</i>	<i>#</i>	<i>Full Credential Title Received</i>
Tangaza College	Jul-14	1	Certificate in Leadership and Resource Management*
Tangaza College	12/6/2014	11	Diploma in Leadership and Resource management
Tangaza College	5/12/2015	1	Certificate & Diploma in Leadership and Resource management**
CUEA	10/2/2015	3	Bachelor of Education
Tangaza College	12/5/2015	4	Diploma in Leadership and Resource management
Aga Khan University	2/10/2016	1	Bachelor of Science, Nursing
CUEA	5/27/2016	3	Bachelor of Education
CUEA	5/27/2016	1	Bachelor of Arts in Social Sciences and Social Work
CUEA	5/27/2016	1	Bachelor of Arts in Social Science
Tangaza College	5/20/2016	17	Diploma in Leadership and Resource management

*Sister completed a certificate program but did not qualify to advance to a diploma.

**Sister completed a certificate program in July 2014 and graduated with a diploma in May 2015.

2.2 Program Objective 2

ATTACHMENT 6 – 32 Unique Degree Programs

HESA Phase I, 279 Sisters Enrolled in 32 Unique Degree Programs		
<i>College/University Enrolled</i>	<i>Degree/ Diploma Titled</i>	<i># of HESA Students</i>
Marywood University (USA Online)/ Catholic University of Eastern Africa partnership	Bachelor of Education (B.Ed.)	70
Chestnut Hill College (USA Online)/ Catholic University College of Ghana partnership	Bachelor of Education (B.Ed.)	20
Chestnut Hill College (USA Online)/Veritas University partnership	Bachelor of Education (B.Ed.)	13
Saint Augustine University, Tanzania	Advanced Diploma in Business Administration in Accountancy (BBA)	1

Saint Augustine University, Tanzania	B.A. with Education	20
Saint Augustine University, Tanzania	Bachelor of Business Administration	3
Tangaza University College, Kenya	Certificate in Leadership And Resource Management	1
Tangaza University College, Kenya	Diploma in Education	7
Tangaza University College, Kenya	Diploma in Leadership And Resource Management	54
Tangaza University College, Kenya	Diploma in Sustainable Human Development	1
Catholic University of Eastern Africa, Kenya	B.A. in Development Studies	3
Catholic University of Eastern Africa, Kenya	B.A. in Religious Studies	3
Catholic University of Eastern Africa, Kenya	B.A. in Social Science	4
Catholic University of Eastern Africa, Kenya	B.A. in Social Work	4
Catholic University of Eastern Africa, Kenya	B.A. in Sociology	1
Catholic University of Eastern Africa, Kenya	Bachelor of Church Management and Leadership	1
Catholic University of Eastern Africa, Kenya	Bachelor of Commerce	4
Catholic University of Eastern Africa, Kenya	B.Sc. in Computer Science	1
Catholic University of Eastern Africa, Kenya	Bachelor of Theology	3
Catholic University of Eastern Africa, Kenya	Bachelor of Theology	2
Kisubi Brothers University, Uganda	Bachelor of Business Administration and Management	16
Chemchemi Ya Uzima Institute, Kenya	Bachelor of Theology	12
Veritas University, Nigeria	B.A. English and Literary Studies	1

2.3 PROGRAM OBJECTIVE 3

ATTACHMENT 7- Comprehensive List of Orientation Workshops

HESA Orientations, Year III					
<i>Institution</i>	<i>Model</i>	<i>Cohort</i>	<i>Location</i>	<i>Dates</i>	<i>Notes</i>
Chestnut Hill College - West Africa Partner	Online-Onsite	Cohort 2	Ghana	2015, June 27- July 18	<i>11 sisters from Nigeria participated in Ghana, 2 sisters from Cameroon participated in Ghana</i>
Kisubi Brothers University College	Onsite	Cohort 2	Uganda	2015, July 17-20	
Chemchemi Ya Uzima Institute, South Sudan at CUEA	Onsite	Cohort 2, Cohort 3	Kenya	2015, August 21-24	<i>Cohort 3 participated with Cohort 2</i>
Saint Augustine University	Onsite	Cohort 3	Tanzania	2015, September 21-23	
Catholic University College of Ghana (CUCG)	Onsite	Cohort 2	Ghana	2015, October 16-18	
Marywood University - East Africa Partner	Online/Onsite	Cohort 4	Kenya	2015, November 22-December 11	<i>7 sisters from Uganda participated in Kenya</i>
Tangaza University College	Onsite	Cohort 3	Kenya	2016, January 8-11	<i>9 sisters who could not orientation in December 2014 participated with Cohort 3</i>

ATTACHMENT 8 – Comprehensive List of Reflective Learning Workshops Year III (Agendas, Staff Reports, and Attendance)

Reflective Learning Workshops, Year III		
Location	Colleges/ universities at which sisters were enrolled	Date
Kenya	Marywood University online, Catholic University of Eastern Africa, Chemchemi Ya Uzima Institute, Tangaza University College	2016, May 13-15
Uganda	Marywood University, The University of Kisubi	2016, May 13-16
Ghana	Chestnut Hill College online, Catholic University of Ghana	2016, May 26-29
Nigeria	Chestnut Hill College online, Veritas University	2016, May 26-29
Tanzania	Saint Augustine University	2016, June 8-11

3. PILOT ALUMNAE SURVEY

ATTACHMENT 9 - Complete Listing of Qualitative Responses

<i>Describe your experience as a student studying through the HESA program?</i>	
#	Response Text
1	I have learned a lot from the reflective programs and during orientation workshop I had been prepared well to face the study. As a HESA student I have enjoyed the stayed in college as my fees and stationary are paid in time and in full. There were no distraction i had a conducive environment for study and I appreciate the HESA program.
2	It was a wonderful experience
3	My study with HESA was one of the most perfect study environment ever since
4	Exiting and fulfilling
5	It empowered me through interacting with my groupmates and instructors
6	Good
7	It was unique & fulfilling.

- 8 HESA programs have brought me far since I entered the college. It has made to be self-motivated, able to express myself at public, able to appreciate myself and others, thinking critically and so many other positive things that has happen in my life.
 - 9 Very interactive
 - 10 Excellent experience I was proud to be one among those who got the opportunity to study for the Diploma.
 - 11 It was wonderful because the program is very holistic
 - 12 The support I got from HESA gave me the easiest time possible to study; majorly the provision of laptop and fee. Since I had my own laptop, apart from study purposes , i also got the best opportunity to improve in my IT skills, gave me easy time to do my assignments, Research and easy networking with HESA administrator, Faculty and my fellow students, indeed this was a very significant tool.
 - 13 It was a good support to study which would not have happened without them now.
 - 14 It was encouraging
 - 15 It was each for me because fees was paid on time and my part was only to work hard.
 - 16 It was an enriching experience to me and my congregation at large
 - 17 It was a nice experience to interact with members from other congregations and countries. This helped to share experiences as I learnt from them.
 - 18 I felt supported physically, financially and spiritually. It was a good experience though not yet satisfied with the diploma level. I wish to continue at least to a degree level.
 - 19 It was fine and more so being in school full time
 - 20 A good experience indeed
 - 21 It has been very rich, full of knowledge and skills, leading to efficient and effectiveness in my work. On-line was challenging and opening to other opportunities like computer technology
 - 22 I enjoyed my studies and was very happy. I was particularly happy will all the support (moral, financial, material, name it) given. I did not lack in any way. The laptop gave me the autonomy that made me successful at my studies. Thank you so much.
 - 23 It was a great experience
-

4. NOTABLE SUCCESSES, CHALLENGES, AND ADJUSTMENTS IN YEAR III

ATTACHMENT 10 - Anthem Performed by Sisters at CUEA

HESA ANTHEM

1. O mother HESA, a model of Excellency!
O ASEC We hail you!

With voices of heartfelt gratitude

We thank you!

2. Like the fountain of water that never dries

So is your generosity towards us

Thank you for the holistic education

You render to us Sisters in Africa!

3. Your generous act will never be forgotten

Our hardwork will reflect it

Our commitment will shout it out

We will forever fight to uphold you!

4. You have given birth to us in knowledge

O mother we cherish you!

We attribute our academic Excellency

To your blessed hands.

3. We will forever be your ambassadors

Wherever we go to serve

Long live ASEC long Live HESA

May the Lord uphold you.