

# Higher Education for Sisters in Africa (HESA)

## Phase I, Cumulative Evaluation Report

**Reporting Period:** July 1, 2013 to June 30, 2017

Phase I of the Higher Education for Sisters in Africa (HESA) project began on July 1, 2013 and concluded on June 30, 2017. HESA is a project of the African Sisters Education Collaborative (ASEC), a registered 501(C)(3) organization based in Scranton, Pennsylvania. **The purpose of HESA, Phase I, was 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 ASEC's mission by empowering African women religious, through education, to enhance and expand the educational, health, economic, social, environmental, and spiritual services they provide. HESA, Phase I, supported Catholic women religious 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 women religious 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 women religious in Africa, opening new pathways to higher education. These include options for programs of study delivered partially online, and providing peer, academic, technological, financial and professional support to ensure their success in obtaining a degree. Through this endeavor, HESA is fulfilling ASEC's organizational mission as well as directly and indirectly, with HESA alumnae ministries, assisting in the achievement of many of the United Nation's Sustainable Development goals for 2030.

As of June 30, 2017, **280<sup>1</sup> sisters from nine countries** – Cameroon, Ghana, Kenya, Malawi, Nigeria, South Sudan, Tanzania, Uganda, and Zambia – **have been served by HESA Phase I as enrolled students or alumnae.** In total, 182 Phase I students continue to be enrolled onsite at 9 African colleges/universities (**Figure 1**). Another 88<sup>2</sup> sisters have graduated from the program and are currently alumna of HESA. Since 2013, 10 sisters of the 280 have withdrawn from the program, accounting for a retention rate of 96.4%. Among the 10 sisters to withdraw from the program, one sister, who withdrew from the program because of an illness, recovered and rejoined HESA, Phase II, in August 2016 through cohort 3 at Chestnut Hill College.

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<sup>1</sup> Among the 280 sisters cited as served by HESA, 18 in cohort 1 at Marywood online-onsite (1C1) were funded by the Phase III SLDI bridge grant, as a pilot HESA cohort. Eighteen (18) sisters in cohort 4 at Marywood online-onsite (1C4) received funding for their first two semesters from HESA Phase I and the remainder of their schooling is funded by HESA Phase II.

<sup>2</sup> One sister (4C1) graduated from with a certificate and diploma, one sisters (4C1) did not qualify for a diploma and only completed a certificate; and another sister (1C1) graduated with a diploma and a degree program

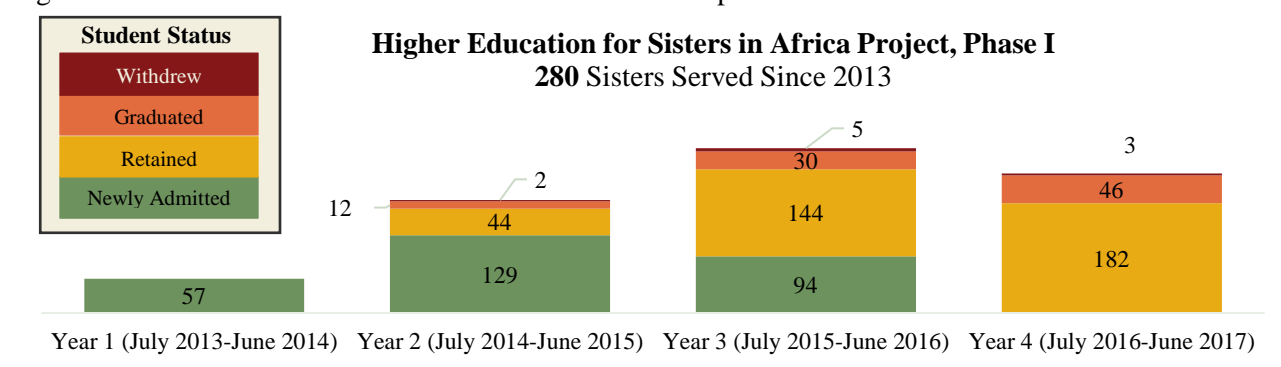
Figure 1. HESA Phase I Partner Institutions<sup>3</sup>

<i>HESA Partner</i>	<i>Country of Institution</i>
Marywood University	USA
Chestnut Hill College	USA
Catholic University of Ghana	Ghana
Tangaza University College	Kenya
Catholic University of Eastern Africa	Kenya
Chemchemi Ya Uzima Institute	Kenya
Veritas University College	Nigeria
Catholic University of South Sudan	South Sudan
Saint Augustine University	Tanzania
University of Kisubi/Kisubi Brothers University College	Uganda

### Overview of Participation and Enrollment

Since beginning in July 2013, HESA has grown to serve 280 Catholic Sisters. **Figure 2** outlines enrollment growth throughout Phase I, including retained students, new enrollments, graduates, and dropped students. The recruitment and enrollment phase for HESA Phase I concluded in January 2016. **At the conclusion of Phase I, HESA 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 270 retained sisters and alumnae supported by HESA – 208 have participated in degree programs, 61 in diploma programs and 1 in a certificate program. **Attachment 1** is a comprehensive enrollment report of Phase I, aggregating student enrollment by institution.

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



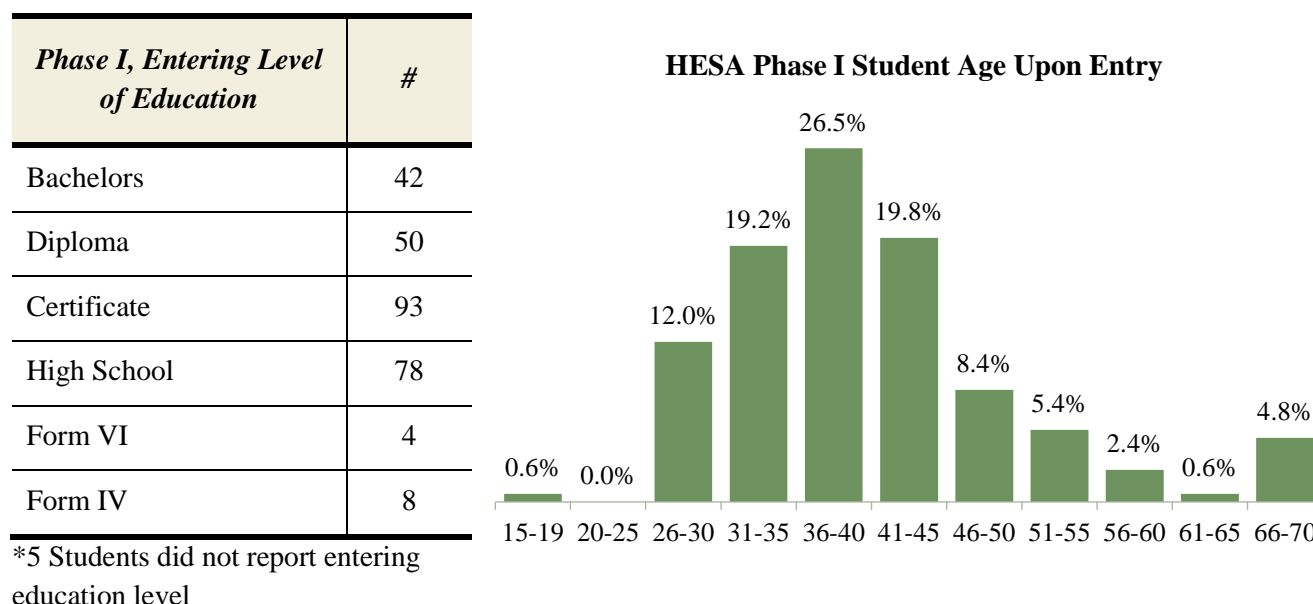
### HESA Phase I Participant Background

HESA participants are often nontraditional students, who enter the program with minimal formal education backgrounds. The largest number of sisters entering the program during Phase I fell within the age ranges of 36-40 years (26.5%), 41-45 years (19.8%), 31-35 years (19.2%), and 26-30 years (12%). Eighty-six (86, 30.7%) HESA Phase I students were also alumnae of ASEC's Sisters Leadership Development Initiative (SLDI). Six (6) HESA Phase II students were previous recipients of ASEC's

<sup>3</sup> One HESA student was approved by ASEC and the Hilton Foundation to enroll at a non-partner institution, Aga Khan University in Kenya, she served as a pilot for HESA Phase II nursing programs.

Two-Year Scholarship Program to earn a high school or college diploma. HESA Phase I students are also members of 109 unique congregations, a complete listing of congregations served by HESA Phase I can be found in **Attachment 2**. In addition, the greatest number of students enter HESA with only a high school or certificate level of education (61%). **Figure 3** outlines Phase I HESA participants' entering level of education and age. HESA incorporates components into its programming to support the sisters throughout their educational experience and ensure the successful attainment of a degree. HESA cohort structure and annual workshops are designed with consideration to the sisters' status as nontraditional college students, as the majority enter with a diploma or certificate level of education.

Figure 3. Phase I HESA Participants Entering Level of Education and Age



### HESA Graduations

Through June 30, 2017, 88 (31%) sisters have graduated from certificate, degree and diploma programs with the support of HESA – 53 from diploma programs, 34 from degree programs, and 1 from a certificate program. In Phase I, Year 4, 46 sisters graduated from HESA, matriculating from Catholic University of Eastern Africa (CUEA), Tangaza University College (TUC), Chemchemi Ya Uzima Institute and Saint Augustine University of Tanzania (SAUT). The sisters graduated from various degree and diploma programs, detailed in **Figure 4**. **Attachment 3** includes a full list of HESA alumnae. Based on these results, the program has fulfilled its projected graduation rate of 90%, boasting a retention rate of over 96.4%. Sisters who graduate in upcoming years will be described in subsequent HESA Phase II reports.

Figure 4. HESA Phase I Graduations

<i>HESA Graduations Phase I</i>			
<b>Cohort</b>	<b>Institution</b>	<b># Students</b>	<b>Degree/ Diploma conferred</b>

1C1*	Marywood/CUEA	11	Bachelor of Education
1C2	Marywood/CUEA	3	Bachelor of Education
3C1	Saint Augustine University	7	Bachelor of Arts in Education, Advanced Diploma in Business Administration
4C1	Tangaza University College	13	Diploma in Leadership and Resource Management
4C2	Tangaza University College	21	Diploma in Leadership and Resource Management
4C3	Tangaza University	20	Diploma in Leadership and Resource Management
5C1	CUEA	6	Bachelor of Arts (Development Studies, Social Science, Religious Studies)
5C2	CUEA	1	Bachelor of Commerce, Bachelor of Theology
7C1	Chemchemi Ya Uzima Institute	5	Bachelor of Theology
11C1	Aga Khan University	1	Bachelor of Science in Nursing

\*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 June 2017, 11 of the 18 sisters enrolled in cohort 1C1 have graduated; the remaining 7 are due to graduate in October 2017.

### **HESA Phase I Objectives Evaluation**

The long-term desired impact of the HESA program (Phase I) was to provide 233 participating sisters, in seven countries in sub-Saharan Africa, the opportunity to acquire higher education credentials and utilize knowledge, skills and resources to improve the educational, social, and economic conditions and enhance the sustainability of their religious communities and ministries. The following Program Objectives were established for HESA Phase I:

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 Phase I, has successfully met the objectives outlined for the Phase and has laid the foundation for the continued growth of the program in Phase II.** The 2016-2017 grant year, in which Phase I, Year 4 and Phase II, Year 1 ran simultaneously, saw huge advancement not only in the number of women religious served by HESA, but also in the infrastructure of the program itself. As HESA's staff grew in number, so did the program's ability to manage data effectively and serve Catholic women religious across sub-Saharan Africa. Open lines of communication between all of HESA's stakeholders, including the sisters themselves, has facilitated positive advancement. HESA's embedded formative program evaluation has led the way to ensuring the sisters' needs are being met and that the program continues to provide superior service and support.

This report will evaluate the program's success in meeting the four established Phase I Program Objectives in the order listed above. The data for this report was collected using surveys, document reviews (i.e. transcripts), observations made during site visits and ongoing communication with sisters and other constituencies. Please see **Attachment 4** for a complete listing of evaluation tools. Surveys were administered in both electronic and paper formats and the individual results are housed in the secure ASEC database hosted by Marywood University. In order to obtain a comprehensive assessment of the HESA program, data and feedback is collected at multiple points throughout each sister's experience. This program evaluation will aim to assess how HESA is impacting African women religious on an individual level, a congregational level and on a larger community level. The evaluation also provides information on HESA participant background, as well as monitoring for HESA's contribution to the UN's Sustainable Development Goals (SDGs).

### **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." **In Phase I, the program has been successful in meeting this Program Objective.**



The number of sisters educated via HESA's two models of delivery exceeded originally projected figures of enrollment for Phase I. Evaluation of Objective 1 will include a **description and discussion of HESA's recruitment process, the two models of study (onsite and online distance), partnerships, an overview of Orientation and Reflective Learning Workshops and enrollment/ retention/ graduation figures, as the measured indicators of Objective satisfaction.**

**Recruitment.** In order to recruit students for enrollment in the HESA program, ASEC US and Africa staff collaborate with Secretary Generals of the National Associations or Conferences of Women Religious in each country. The Secretary Generals, as well as congregational Superiors, are consulted at every point during recruitment. The recruitment process begins with US staff sending recruitment announcement letters and intent to apply forms to each ASEC country office. ASEC country offices then distribute these announcements to congregation Superiors. The Superiors identify sister applicants whom they believe will qualify for entry into relevant diploma or bachelor's degree programs at identified partner colleges/universities, and who might be eligible to study in terms of leave from their ministries. Sisters who have participated previously in other ASEC programs, such as the Sisters Leadership

Development Initiative (SLDI), are eligible to apply. Superiors then return the completed intent to apply forms, naming the sister applicants, to the ASEC country office by the given deadline. The ASEC country office then sends the forms to the US office for review and approval. Sister applicants then assemble all certified documents required for college/university admission such as certificates, transcripts and testimonials from institutions previously attended, etc. Upon confirmation from ASEC's country offices and Superiors, approved sister applicants complete an application package to the college/university partner selected on their intent form. Online-Onsite model applicants (described in the next section of this report) must complete an application to both the online and onsite partners (e.g. to Marywood University and Catholic University of Eastern Africa). Superiors and approved sister applicants submit completed applications, including all certified documents, to the ASEC country office. The ASEC country office delivers the applications to the college/university partner for prompt review (the ASEC US office delivers applications to the US college/university for the online program).

Once notification of admission is received from the college/university partner, an ASEC selection committee reviews and selects qualified sisters to join HESA. The selection committee includes: Conference Major Superiors, the country's Conference Major Superiors Education Commission, the ASEC country office and the ASEC US office. The committee reviews the recruitment plan, outlined in the Phase I grant application and makes an admission determination based on the applicant's acceptance to the college/university, the applicant's adherence to deadlines (first come, first serve), funding availability and equal representation amongst African congregations. The ASEC US office then notifies the college/university partners of selected sisters and confirms accepted sisters with the ASEC country office. The college/university notifies selected sisters of admission with the support of ASEC/HESA. At the same time, selected sisters receive confirmation of admission to HESA from the ASEC US and the ASEC country office. The sisters must then complete the Congregational Agreement and Student Acceptance Forms, signed both by the sister participant and their Superior. Once those forms are received, the sister is officially enrolled in the HESA program.

**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 allows ASEC to serve more sisters; therefore, multiplying the effect of the program. In HESA, Phase I, 109 sisters participated in an online-onsite hybrid program and 171 in the entirely onsite model. **Attachment 5** provides a comprehensive list of ASEC's partner colleges and universities for HESA Phase I, per model of study. In both Models A and B sisters join a college/ university partner as part of a cohort of 4 to 20 sisters to each 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 bachelor's degree in select fields of study through partnerships between US<sup>4</sup> and African higher education institutions. Model A offers a hybrid, online and onsite, degree program for sisters, see **Figure 5**. Degree programs for Model A are offered to sisters

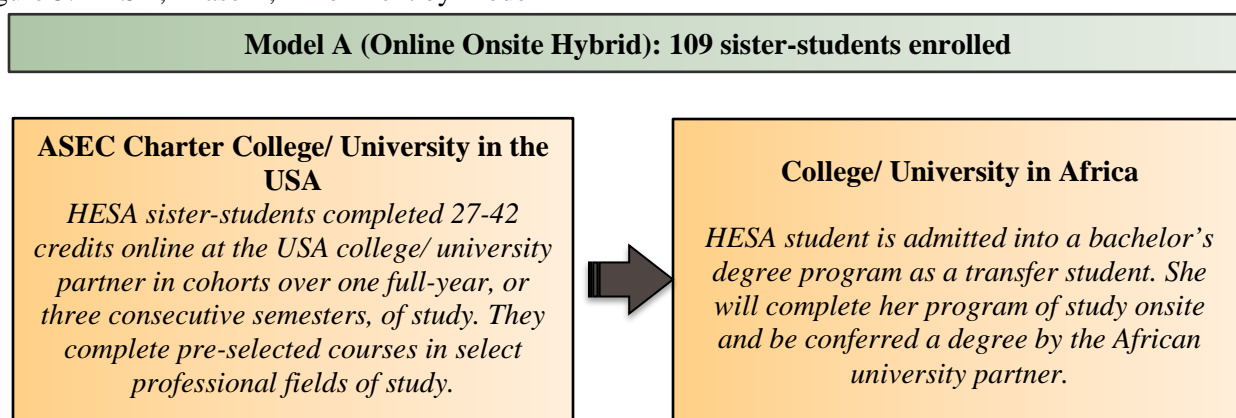
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<sup>4</sup> All US partner institutions for online-onsite partnerships are charter members of ASEC.

serving select countries in East – Kenya, Uganda, and Zambia – and West Africa – Cameroon, Ghana, and Nigeria – where online study is feasible due to Information and Communications Technology (ICT) infrastructure. Programs of study in Model A are restricted to bachelor’s level study and limited to specific degree programs (i.e. education and business administration). To begin the program, sisters are recruited simultaneously to US and African institutions which are partnered to deliver an online-onsite hybrid degree program. In the Phase I grant application, ASEC established that sisters studying in HESA Model A would complete 51 credits online over two years. Students in cohorts one and two online completed 36 to 42 credits online. As of Phase I, Year 3, all sisters enrolled in Model A completed 27 credits online before transferring to their onsite institution. Conversations with African universities, resulted in the conclusion that sisters would complete only 27 credits online, over one full year of study at the US partner institution. This will be shift will be discussed in greater detail in the notable successes and challenges section of this report.

After successful completion of their online coursework, the sisters enrolled in Model A transfer to the African partner institution to complete their degrees onsite, and from there, their degrees are conferred. **Attachment 6** outlines HESA Model A partnerships and available programs of study. Courses taken online at the US university are pre-selected to correspond with the curriculum at the degree conferring African university partner, where they are accepted as transfer credits when the students transition to onsite study. Online courses delivered by the US university offer many benefits. Studying online provides preparation and remediation for sisters, many of whom are non-traditional students, years removed from formal schooling. Taking classes online also allows sisters to continue serving in their ministries for one year of their studies. Additional benefits include: development of computer skills, access to learning resources available online at US institutions, and global knowledge and competency through interaction with US instructors and students via a virtual, spatial interface.

Figure 5. HESA, Phase II, Enrollment by Model A



**Online to Onsite Transfer.** HESA students enrolled in Model A transfer from their online institution, once they have completed the necessary credits, to their onsite institution. At the end of Phase I, 101 of the 109 students enrolled in Model A have transferred to their onsite institution. Eight sisters dropped from the program prior to or during the transition from online to onsite studies. At the point of transition from online to onsite, students are given a survey to evaluate their level of satisfaction with the online portion of the program. HESA’s overall Phase I goal for satisfaction with the online portion of the



program was 90%. Results from the End of Online Survey (N=65) qualitative responses indicate that HESA is surpassing this goal with **97% of sisters, overall, reporting satisfaction with their online studies**. The few sisters who indicated dissatisfaction with the online portion cited issues with technology and credit transfer to the African institution. However, these sisters also stated their satisfaction would increase once they successfully completed the transfer onsite. **Figure 6** includes selected responses from the qualitative portion of the End of Online Experience Evaluation. In addition, when asked to rate whether online instruction is an effective way for them to learn, on a 4-point Likert type scale of strongly disagree (1) to strongly agree (4), the mean result was 3.45 (SD=.663). The lowest rated question, “Skype has been an effective learning tool for me this past semester” (M=2.92, SD=.907) was changed as of July 2017 to reflect currently used technology. In meetings with Marywood and Chestnut Hill, faculty advised they no longer use Skype on a regular basis, as other video conferencing tools such as Zoom, Blue Jeans and Big Blue Button have been integrated into their Moodle/Blackboard courses. For a complete listing of results of the End of Online Survey qualitative questions see **Attachment 7**. This indicates that overall, students are very satisfied with the HESA online experience.

Figure 6. Sample Qualitative Responses from HESA Phase I, End of Online Experience Evaluation

Actually I appreciate so much to have learnt through this method with the American University. I have acquired many skills in this such as keeping the due date of assignment, being fully responsible over my own work, have a determination in accomplishing the assignment, learning a lot of new things form different instructors and enhancement of own self understanding of issues. I feel due to the many challenges that I have experienced through this learning, I now have the courage to face any other challenge in life. The experience was quite fit for me.
It is a good experience for me because I was exposed to different lecturers with different experience for wider knowledge. It was also good sometimes to share different experiences of education in America and Africa.
It was a good experience for me because it was new, I liked the approach used to interact with the students, and more of my creativity and confidence, self- trust that I can do things was strengthened. I learned new methods of learning, the teachers though far away they were so close.
I think it was a good fit for me, although it was time and energy consuming especially because electricity and internet problems but I learned a lot from it.
It was a good experience for me. Through this learning I gained exposure, and this was an advantage for I was able to meet different instructors and I really felt encouraged, by their dedication especially when some had to wake up so early due to time difference, to be able to meet us in a chat.
Yes, it was very nice experience and I wished to continue but it has come to an end. To me was good experience because it came to know many things even those that were not in the course like computer skills, now I am an expert.

**Model B** provides onsite educational opportunities for sisters to study for undergraduate degrees at colleges and universities in the countries where they are serving. The onsite model gives sisters an opportunity to learn in a traditional setting on campus at a college/ university partner, see **Figure 6**. ASEC is now partnered with colleges/universities in all 10 ASEC served countries to deliver HESA through Phase II in this model. Onsite study at college/ university partners, 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). Furthermore, the onsite program is open to all fields of study. The onsite Model B of HESA is unique because it shifts the model of congregations of women religious in Africa sending their sisters to countries in the USA and Europe for post-secondary



study, instead allowing sisters in Africa to learn in their own cultural and social contexts. In many professional fields of study, it is also important for sisters to earn credentials from local institutions that will be recognized within the country they are serving through their ministries. To support and monitor the progress of sisters studying onsite at African colleges and universities, ASEC partners with carefully selected institutions.

Figure 7. HESA, Phase I, Enrollment by Model B

Model B (Onsite): 171 sister-students enrolled
<p><b>College/ University in Africa</b></p> <p><i>HESA sister-students are admitted directly into a <b>diploma program OR bachelor's degree program</b> as part of cohorts of 4 to 20 sisters enrolled in a variety of professional fields of study.</i></p>

**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; 4 MOUs for online / onsite programs and 8 FORs for onsite programs. **Attachment 8**, provides additional information regarding enrollment at partner colleges and universities, aggregating enrollments by country serving and degree program.

In addition to the 12 partnership agreements (i.e. 4 MOUs and 8 FORS) established for HESA Phase I, between November 2015 and December 2016, **ASEC facilitated 14 additional partnership agreements** (i.e. 3 MOUs and 12 FORs) to prepare for HESA Phase II. As of July 2017, ASEC is partnered with 19 colleges and universities in 10 African countries and 3 in the USA. Partnerships for Phase II are designed to meet the needs expressed by sisters and congregations through evaluation of HESA and other ASEC programs. Among its partners in Africa, ASEC is now associated with six nursing training colleges – Holy Family Nursing and Midwifery Training College in Ghana, the Regina Pacis Institute (CUEA) in Kenya, University of Health and Allied Sciences in Tanzania, St. Francis Hospital Nsambya Training School in Uganda, and Monze Registered Nurse and Midwife Program in Zambia – to meet the demand expressed by congregations for options in nursing. Furthermore, to deliver Phase II, each USA college/university partner signed partnership agreements with at least two colleges/universities in Africa, towards the goal of USA institutions partnering with a college/university in each country among those represented by the sisters' enrolled. For the onsite model, ASEC is now partnered with at least one college/ university partner in each served country. ASEC intentionally partnered with colleges/ universities in each of its 10 countries of service in response to challenges of increased cost of living expressed by sisters who relocated to another country to participate in HESA. Although ASEC has partners in South Sudan and Cameroon, political crises in both countries have affected recruitment and commencement of course work. ASEC is working with students and Country Directors to ensure students in these areas are given access to the program, either through enrollment in other countries or deferment until the state of unrest resolves.

**ASEC is renewing partnership agreements** with partners established in HESA Phase I. Already, Marywood, CUEA, and ASEC signed an MOU agreement renewal in March 2017. Furthermore, as of June 30, 2017, FOR renewals between ASEC and CUEA, Chemchemi Ya Uzima Institute, SAUT, and Catholic University of South Sudan, were out for review. In August and September 2017, signed FOR renewals with Chemchemi and CUEA. In addition, one Phase II partner, Regina Pacis University College (RPUC), is no longer an independent partner of ASEC. As of December 2016, RPUC integrated with the Catholic University of Eastern Africa (CUEA) within the faculty of science as Regina Pacis Institute of Health Science (RPIHS). Kenya's University Regulations Act of 2012, and subsequent Regulations 2014, mandated that between November 2013 and December 2016, all constituent colleges<sup>5</sup> of chartered universities become accredited chartered universities, dissolve all operations, or integrate with their mother universities. In July 2016, RPUC sent notice to ASEC that it would be integrating with CUEA as RPIHS. CUEA and RPUC signed a Memorandum of Agreement that included provisions for all RPUC students and academic operations to be transferred to CUEA without interruption of the students' enrollment. Phase II, Cohort 1 students, enrolled in RPUC in 2016 are now officially enrolled at CUEA. For ASEC Phase II reporting, students attending the RPIHS will continued to be identified as separate cohorts from the CUEA cohorts, in order to identify their campus of study and ensure proper tracking should Regina Pacis redeem its own charter in the future. ASEC's Phase II FOR agreement with CUEA, renewed in September 2017, included a clause to support sisters at RPIHS and override the FOR with RPUC, in addition to other programs offered by the university.

**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. Throughout Phase I, orientations have become more standardized regarding expectations for the sisters, including the development of the HESA Student Handbook<sup>6</sup> and a review and revision of enrollment agreement forms which outline the responsibilities of ASEC, the sister-students, and congregations. Orientation Workshops for sisters studying online are four weeks and onsite workshops are two-days. Currently, online orientation is taught by an instructor from the university in the US at which sisters will complete the online portion of the program and includes an introduction to online study. Sr. Lisa Oliveri, IHM, traveled to Nigeria to teach orientation for Chestnut Hill College Cohorts 1 and 2 in person. Srs. Margaret Gannon and Kathleen Burns, IHM, provided instruction for Marywood University Cohort 1 onsite on Kenya, and Cohorts 2, 3 and 4 remotely, using WebEx. For remote orientations, a facilitator was present in person to provide IT instructional support for at least 3-hours per day for 20 days of each orientation. ASEC Country Directors and/ or Program Coordinators, as well partners from onsite institutions are present at all Orientation Workshops.

HESA's Phase I goal for Orientation attendance was for 95-98% of the enrolled sisters to participate in an Orientation Workshop. For Phase I, of the 280 newly enrolled students, a total of 277 students completed an Orientation Workshop; 109 students participated in an online-onsite orientation, while 168 students

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<sup>5</sup> A constituent college is defined by the Kenyan Commission of University Education as a semi-autonomous component of a chartered university whose academic affairs are governed by the Senate of the university.

<sup>6</sup> The HESA Student Handbook was developed in Phase I, Year 4 and is currently under review, to be distributed to students in Phase II, Year 2.

participated in an onsite Orientation. This indicates HESA met its 95-98% completion rate goal, achieving a **98.9% completion rate for Phase I Orientations**. The sisters that did miss Orientation Workshops cited illness, inability to travel to Orientation site and prior obligations as reasons they could not attend. Students who miss an Orientation are caught up on materials and program information by ASEC Country Directors. In total, for Phase I, 20 workshops were held in seven countries for sisters studying in both online-onsite and onsite models. A comprehensive listing of Orientation Workshops held in Phase I, along with topics covered, facilitators, and attendance, is attached, **Attachment 9**.

**Reflective Learning.** Another aspect of the HESA program is the inclusion of annual 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 for two days, in each country where sisters are studying at partner colleges and universities. In order to build connections, it brings together all of the cohorts studying in that country and provides a space for continuing support.

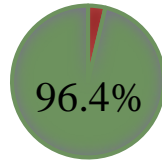
In Phase I, Reflective Learning Workshops were held in eight countries (Cameroon, Ghana, Kenya, Malawi, Nigeria, Tanzania, Uganda and Zambia) on various topics determined by the needs of the sisters expressed in program evaluation and monitoring, as well as at the recommendation of faculty and/ or administrators at partner institutions. Topics covered at Reflective Learning are specific to each workshop and respond to issues or interest that arise throughout the year. Workshops conducted in Phase I covered the following topics – personality types, examination anxiety, study habits, time management, religious and student life, and effective communication, among others. In Kenya, Uganda, Zambia, Nigeria, Cameroon, and Ghana, technology was utilized by having interactive meetings with Chestnut Hill College and Marywood University Faculty through Skype and Zoom, so that online cohorts could have a full and enriching experience.

For Reflective Learning Workshops, HESA's completion rate goal for Phase I was 95%. In total, since 2013, Phase I HESA students have attended a Reflective Learning Workshop 644 times (including individual students' multiple attendance throughout years enrolled in the program). Reflective Learning Workshops were missed a total of 120 times. Therefore the **overall Phase I Reflective Learning Workshop completion rate was 84.7%**, falling below the 95% goal. Sisters who have missed the reflective learning workshop are asked to submit their reason for missing in writing. The majority of sisters miss a workshop due to duties related to their ministries, travel distance, political conflict within their country or health concerns. A comprehensive listing of the Reflective Learning Workshops held in Phase I, along with locations, topics covered, attendance and each year's completion rate is attached, **Attachment 10**.

**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 an aggressive proposed retention goal of 90%. To date, HESA has maintained a **retention rate of 96.4% (Figure 8)**. Graduation rates, in coordination with retention, are equally successful, with **88 graduates** through Phase I, Year 4.

Figure 8. HESA Overall Retention Rate, Phase I

**Retention Rate  
270 Sisters**



**Enrollment by country.** In Phase I, HESA served 270 sisters (excluding 10 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. At the end of Phase I, sisters enrolled in HESA represented 9 countries, with sisters from Cameroon and Malawi joining the program in 2015-16 (**Figure 9**). The sisters are citizens of 10 countries, including the 9 listed and Sri Lanka.

Figure 9. HESA Phase I, Enrollment by Country Serving

	<i>Country Serving</i>	<i>Region</i>	<i>#</i>
1	Kenya	East Africa	119
2	Malawi	East Africa	3
3	South Sudan	East Africa	7
4	Tanzania	East Africa	29
5	Uganda	East Africa	45
6	Zambia	East Africa	10
7	Cameroon	West Africa	3
8	Ghana	West Africa	19
9	Nigeria	West Africa	45

**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. In Phase I, a total of 25 cohorts were established. **Attachment 1** includes a full listing of Phase I cohorts.

**Retention.** As of June 30, 2017, 10 sisters of 280 served have dropped from the program, resulting in a **retention rate of 96.4%**. Among the sisters to drop from HESA, three cited medical/ health circumstances as cause for their withdrawal, including one sister who passed away; two sisters left their congregations; one sister left due to a familial crisis which required her to raise her nieces and nephews; one sister dropped because of poor performance; three sisters dropped at the request of their Superiors; and one sister studying online joined another university with the support of her congregation. One of the

sisters who had to drop out because of a medical condition has recovered and rejoined HESA cohort 3 at Chestnut Hill College in August 2016. **Figure 10** is a complete listing of HESA students to drop from the program in Phase I.

Figure 10. HESA Students to Drop from Their Programs of Study in Phase I

<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 another University, will attend full-time with the support of her congregation
Online-Onsite	11/6/2015	12 credits online	Dropped due to medical condition, returned to join HESA cohort 3 at Chestnut Hill College, through Phase I
Online-Onsite	2/4/2016	27 credits	Superior denied sister leave to transition to onsite portion of studies as she was needed as head teacher of primary school
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)
Online-Onsite	7/19/2016	27 credits online	Dropped at request of Superior as congregation could not afford to pay room and board outside of religious community
Online-Onsite	2/11/2017	27 credits online	Withdrawn by Superior for disciplinary reasons, transition to onsite was NOT the cause of withdrawal
Online-Onsite	6/10/2017	27 credits online & 2 semesters	Sister passed away

**Graduations.** Eighty-eight (88) sisters have graduated from certificate, degree and diploma programs through HESA – 53 from diploma programs, 34 from degree programs, and 1 from a certificate program. **Attachment 3** 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. See **Figure 11** for a complete list of Project Objective 1 outputs and outcomes.

Figure 11. HESA Phase I Outputs and Outcomes Table

**Objective 1:** To provide opportunities for Catholic sisters in seven African countries to access and obtain post-secondary credentials through onsite and online distance learning.

<i>Activities</i>	<i>Projected Outputs</i>	<i>Actual Outputs</i>	<i>Projected Outcomes</i>	<i>Actual Outcomes</i>
Implement a collaborative project with <b>Marywood University (MU) and the Catholic University of Eastern Africa (CUEA)</b> in Kenya for sisters to acquire an undergraduate degree in education	36 sisters will complete an Orientation (18 per cohort- 2 & 3, plus bridge grant cohort 1 & a 4th added in year 3)	<b>75 MU sisters completed Orientation</b> (18 in cohort 1, 16 in cohort 2, 23 in cohort 3 and 13 in cohort 4)	98% of students will complete Orientation	<b>100% of MU/CUEA students completed Orientation</b>
	36 sisters will participate in a 2-day Reflective Learning Workshop, annually	<b>Reflective Learning Workshop attendance:</b> (2013) 16 sisters; (2014) 32 sisters; (2015) 48 sisters; (2016) 59 sisters; and (2017) 27 sisters	95% of students will complete the Reflective Learning Workshop	Annual Reflective Learning Completion rates: (2013) 88.8%; (2014) 88.8%; (2015) 88.8%; (2016) 81.9%; (2017) 36%. <b>Overall Phase I MU/CUEA Reflective Learning completion rate 79.7%</b>
	36 sisters will progress through to the undergraduate degree program at CUEA	<b>So far, 69 sisters have progressed through to the undergraduate degree program at CUEA</b>	95% of the students will complete the online portion and progress to CUEA	6 sisters dropped before transitioning to the onsite portion of their studies, accounting for a <b>99.9% online to onsite transfer rate</b>
	36 sisters will enroll in the undergraduate degree program	<b>75 sisters enrolled in the undergraduate degree program</b>	90% of students will report satisfaction with the MU online portion and related resources  90% of the students will complete the undergraduate degree in education	<b>98% (n=48) of MU students report satisfaction</b> with the online portion and related resources  So far, <b>19.4% (14) of MU/CUEA students have completed their undergraduate degree</b> in education, continued monitoring is needed to track this outcome

			80% of participants report a position in education or educational administration post-graduation	<b>92% of participants (n=14) reported a position in education or education administration post-graduation</b>
Implement a collaborative project with <b>Chestnut Hill College (CHC) and the Catholic University College of Ghana (CUCG)</b> for sisters to acquire an undergraduate degree in education	<p>36 sisters will complete an Orientation (18 per cohort- 1 &amp; 2)</p> <p>36 sisters will participate in a 2-day reflective learning workshop, annually</p> <p>36 sisters will progress through to the CUCG portion of the program</p> <p>36 sisters will enroll in a degree program</p>	<p><b>36 CHC sisters completed an Orientation</b> (18 per cohort- 1 &amp; 2)</p> <p><b>CHC/CUCG Reflective Learning workshop attendance:</b> (2015) 13; (2016) 27; (2017) 24</p> <p><b>35 CHC sisters progressed through</b> to the CUCG/Veritas portion of the program</p> <p><b>36 sisters enrolled in a degree program at CHC/CUCG</b></p>	<p>98% of students will complete Orientation</p> <p>95% of students will complete the Reflective Learning Workshop</p> <p>95% of the students will complete the online portion and progress to CUCG</p> <p>90% of students will report satisfaction with the CHC online portion and related resources</p> <p>90% of the students will complete the undergraduate degree in education</p>	<p><b>100% of CHC/CUCG students completed an Orientation</b></p> <p>Annual Reflective Learning completion rates: (2015) 72.2%, (2016) 75%, (2017) 66.6%. <b>Overall Phase I CHC/CUCG Reflective Learning Orientation completion rate 71.2%</b></p> <p>One sister dropped prior to transition to onsite study, <b>97.2% of the CHC/CUCG students completed the online portion</b> and progressed to CUCG/Veritas</p> <p><b>94.7% (n=19) of CHC students report satisfaction</b> with the online portion and related resources</p> <p><b>No CHC/CUCG sisters (0) have completed their undergraduate degree</b> in education, continued monitoring is needed to track this outcome</p>



Implement a collaborative project with <b>St. Augustine University of Tanzania (SAUT)</b> for sisters to acquire an undergraduate degree	24 sisters will complete an Orientation (8 per cohort- 1, 2 & 3)	<b>24 SAUT sisters completed Orientation</b> (8 per cohort- 1, 2 & 3)	95% of students will complete Orientation	<b>100% of SAUT students completed Orientation</b>
	24 sisters will participate in a 2-day reflective learning workshop, annually	<b>SAUT Reflective Learning Workshop attendance: (2014) 8; (2015) 16; (2016) 24; (2017) 14</b>	95% of students will complete the Reflective Learning Workshop	Annual Reflective Learning completion rates: (2014) 100%, (2015) 100%, (2016) 100%; (2017) 87%. <b>Overall Phase I SAUT Reflective Learning completion rate 96.8%</b>
	24 sisters will enroll in a degree-granting program at SAUT	<b>24 sisters enrolled in a degree-granting program at SAUT</b>	90% of the students will complete the undergraduate degree in education	So far, <b>33.3% (8) of the SAUT students have completed their undergraduate degree</b> in education, continued monitoring is needed to track this outcome
Implement a collaborative project with the DePaul Program at <b>Tangaza University College (TUC)</b> in Kenya to provide a diploma and/or degree in Leadership in Resource Management	48 will enroll in the diploma program	<b>61 sisters enrolled in a diploma program at TUC</b> (13 in cohort 1, 21 in cohort 2, 27 in cohort 3)	95% of the enrolled students will complete the diploma program	So far, <b>88.5% (54) of enrolled students at TUC have completed the diploma program</b> , continued monitoring is needed to track this outcome
	48 TUC diploma sisters will participate in a 2-day reflective learning workshop, annually	<b>TUC diploma sisters' Reflective Learning Workshop attendance: (2014) 13; (2015) 21; (2016) 39; (2017) 45</b>	95% of TUC's diploma students will complete the Reflective Learning Workshop  90% of the enrolled students will report satisfaction with the diploma program and related resources	TUC diploma students' annual Reflective Learning completion rates: (2014) 100%; (2015) 100%; (2016) 81%; (2017) 93.7%. <b>Overall Phase I TUC Reflective Learning completion rate 93.6%</b>  <b>86.7% (n=45) of graduated TUC students reported satisfaction</b> with the diploma program and related resource

	<p>24 students will enroll in the degree program</p> <p>24 sisters will participate in a 2-day reflective learning workshop, annually</p>	<p><b>1 student enrolled in the degree program at TUC</b> (Degree program was not accredited until 2016, cohort was transferred to CUEA cohorts 1 &amp; 2)</p> <p><b>TUC degree students' Reflective Learning Workshop attendance: (2016) 1; (2017) 1</b></p>	<p>90% of the students will complete the degree program</p> <p>95% of TUC degree students will complete the Reflective Learning Workshop</p> <p>90% of students will report satisfaction with the degree program and related resources</p>	<p><b>No TUC students have completed the degree program</b>, continued monitoring is needed to track this outcome</p> <p>TUC degree students' Annual Reflective Learning completion rates: (2016) 100%; (2017) 100%. <b>Overall TUC Phase I Reflective Learning completion rate 100%</b></p> <p><b>Sister enrolled in TUC degree program has not yet graduated</b>, satisfaction with the degree program and related resources will be assessed upon completion of program</p>
<p>Implement a collaborative project with <b>Kisubi Brothers University College (UoK)</b> in Uganda for sisters to acquire an undergraduate degree</p>	<p>16 sisters will enroll in a degree granting program</p> <p>16 sisters will participate in a 2-day Reflective Learning Workshop, annually</p>	<p><b>16 sisters enrolled in a degree program at UoK</b> (8 per cohort 1-2)</p> <p><b>UoK Reflective Learning Workshop attendance: (2015) 8; (2016) 16; (2017) 15</b></p>	<p>90% of the students will complete the undergraduate degree</p> <p>95% of students will complete the Reflective Learning Workshop</p>	<p>So far, <b>none of the UoK students have completed their undergraduate degree</b>, continued monitoring is needed to track this outcome</p> <p>Annual Reflective Learning Workshop completion rates: (2015) 100%; (2016) 100%; (2017) 93.7%. <b>Overall Phase I UoK Reflective Learning Workshop completion rate 97.9%</b></p>

Implement a collaborative project with <b>Chemchemi Ya Uzima Institute</b> in Kenya for sisters to acquire an undergraduate degree in Theology	10 sisters will enroll in the program  10 sisters will participate in a 2-day Reflective Learning Workshop, annually	<b>13 sisters enrolled in the CYU program</b> (5 per cohort 1-2)  <b>CYU Reflective Learning Workshop attendance: (2015) 5; (2016) 13; (2017) 8</b>	90% of the students will complete the undergraduate degree  95% of students will complete the Reflective Learning Workshop	So far, <b>38.4% (5) of students have completed their undergraduate degree at CYU</b> , 1 student has withdrawn, continued monitoring is needed to track this outcome  Annual Reflective Learning Workshop completion rates: (2015) 100%; (2016) 100%; (2017) 61.5%. <b>Overall Phase I CYU Reflective Learning Workshop completion rate 87.1%</b>
Implement a collaborative project with <b>Veritas University College Abuja (VUC)</b> in Nigeria for sisters to acquire an undergraduate degree	12 sisters will enroll in the program  12 sisters will participate in a 2-day Reflective Learning Workshop, annually	<b>16 sisters enrolled in the VUC program</b> (16 in cohort 1)  <b>VUC Reflective Learning Workshop attendance: (2015) 16; (2016) 16; (2017) 14</b>	90% of the students will complete the undergraduate degree  95% of students will complete the Reflective Learning Workshop	So far, <b>no VUC students have completed their undergraduate degree</b> , continued monitoring is needed to track this outcome  Annual Reflective Learning Workshop completion rates: (2015) 100%; (2016) 100%; (2017) 87.5%. <b>Overall Phase I VUC Reflective Learning Workshop completion rate 95.8%</b>
Implement a collaborative project between ASEC and the <b>Catholic University of South Sudan</b> for sisters to acquire an	9 sisters will enroll in the program	<b>6 sisters from South Sudan enrolled in the program</b> (2 in cohort 1 at CUSS, 2 in cohort 2 at CUEA, 1 in cohort 2 at TUC, 1 in cohort 3 at CUEA)	90% of the students will complete the undergraduate degree	So far, <b>none of the CUSS students have completed their undergraduate degree</b> , continued monitoring is needed to track this outcome

undergraduate degree	9 sisters will participate in a 2-day Reflective Learning Workshop, annually	<b>CUSS Reflective Learning Workshop attendance: (2014) 0; (2015) 3; (2016) 5; (2017) 3</b>	95% of students will complete the Reflective Learning Workshop	Annual Reflective Learning Workshop completion rates: (2014) 0%; (2015) 60%; (2016) 83.3%; (2017) 50%. <b>Overall Phase I CUSS Reflective Learning Workshop completion rate 48.3%</b>
Implement a collaborative project between ASEC and the Catholic University College of Ghana (CUCG) for sisters to acquire an undergraduate degree (Added as a result of the demand for an onsite option in Ghana)	(Added during Phase I to meet demand)	<b>10 sisters enrolled in the CUCG program</b> (6 in cohort 1, 4 in cohort 2)  <b>CUCG Reflective Learning Workshop attendance: (2015) 5; (2016) 9; (2017) 5</b>	(Added during Phase I to meet demand)	So far, <b>none of the CUCG students have completed their undergraduate degree</b> , continued monitoring is needed to track this outcome  Annual Reflective Learning Workshop completion rates: (2015) 83%, (2016) 90%, (2017) 50%. <b>Overall Phase I CUCG Reflective Learning Workshop completion rate 74.3%</b>

### Program Objective 2

Program Objective 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 met this**

### Program Objective for Phase I and all indications

**point towards complete fulfillment.** Evaluation of Objective 2 will **describe enrolled sisters’ 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. Lastly, recently collected data from HESA graduates who completed the 2017 ASEC Alumnae

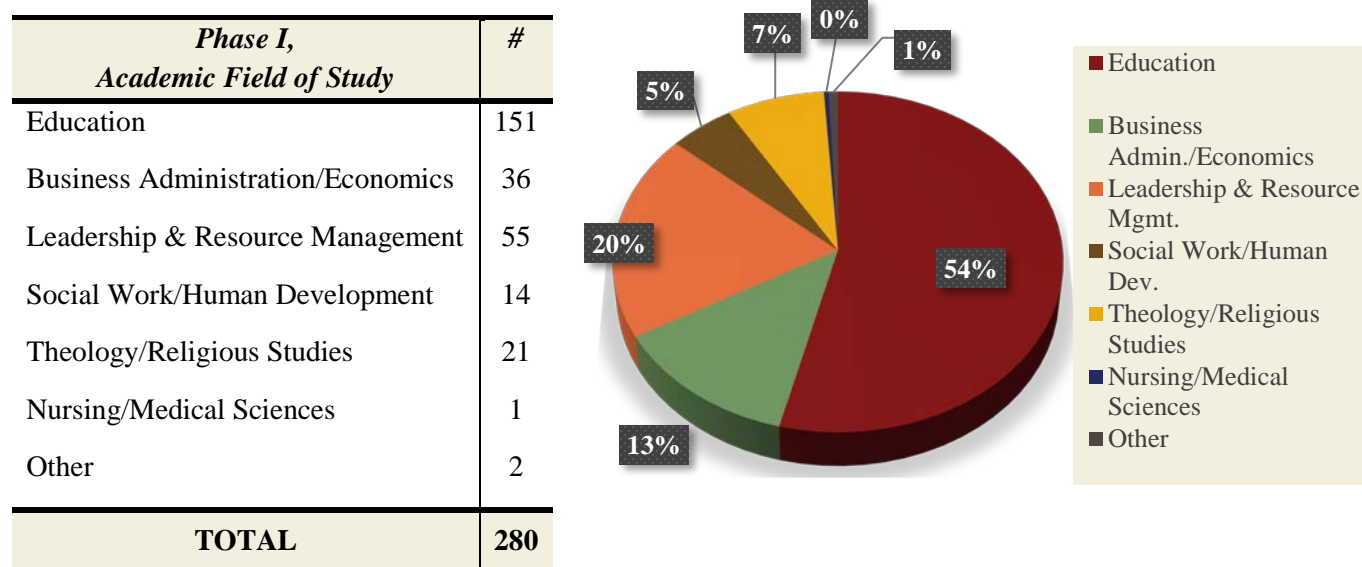


Objective 2 aims to address all 17 SDGs, as sisters are carrying out ministries in many areas of need within their communities

Survey is used to assess the sisters' perception of their effectiveness in carrying out their ministries post-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 12** 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 11**.

Figure 12. HESA Core Academic Fields

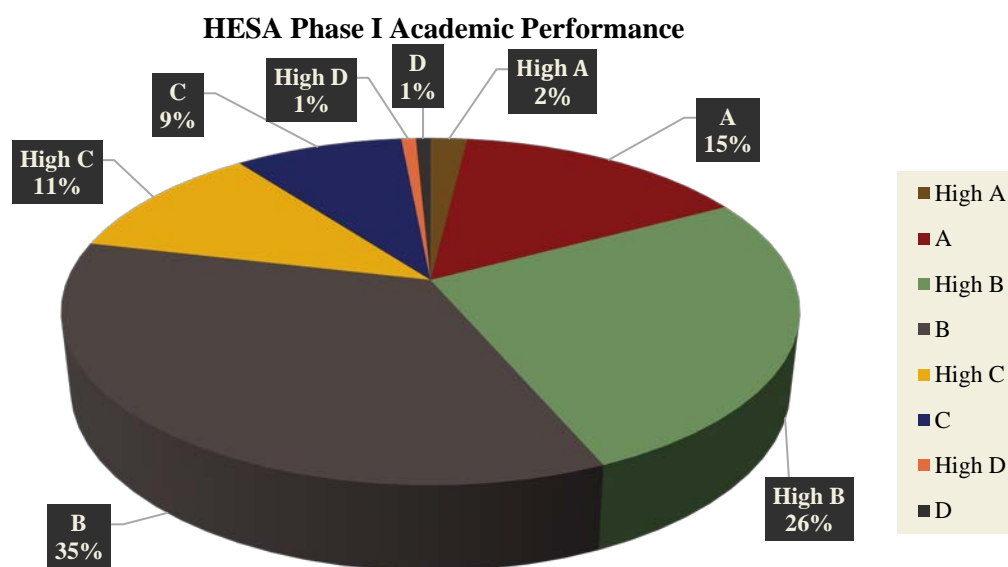


**Academic Performance and Capacity.** In addition to making progress toward graduation and credentials, academic performance is an indicator of capacity within the field of study itself. HESA sisters have exhibited exemplary academic performance in both institutional transcripts and in self-evaluation of skills and confidence related to academic learning.<sup>7</sup> HESA partner institutions use various grading scales to report their students' academic progress. In order to analyze the overall achievement of HESA students, scores are converted to grade point averages and then averaged to reflect letter grade results. For a complete listing of HESA partner institution grading scales see **Attachment 12**. Using this technique, sisters studying online average a B (GPA 3.49) in institutional grade reports. Sisters studying onsite also average a B (GPA 3.11), see **Figure 13**. Overall, the largest group of students (61%) are averaging a B to high B grade. Several students' transcripts have yet to be received from institutions (N=262) given delays in submission to the ASEC US office. HESA is currently working with partner

<sup>7</sup> 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.

institutions, through meetings and Country Directors and Coordinators, to ensure timely submission of transcripts. Tracking of academic progress will continue as additional transcripts are received. Based on the records received, there was not significant variance with regard to region or institution in these averages. Results are randomly sorted and the sisters are not identified by degree or institution; final GPAs are converted to letter grades.

Figure 13. Academic Performance of Phase I HESA Students

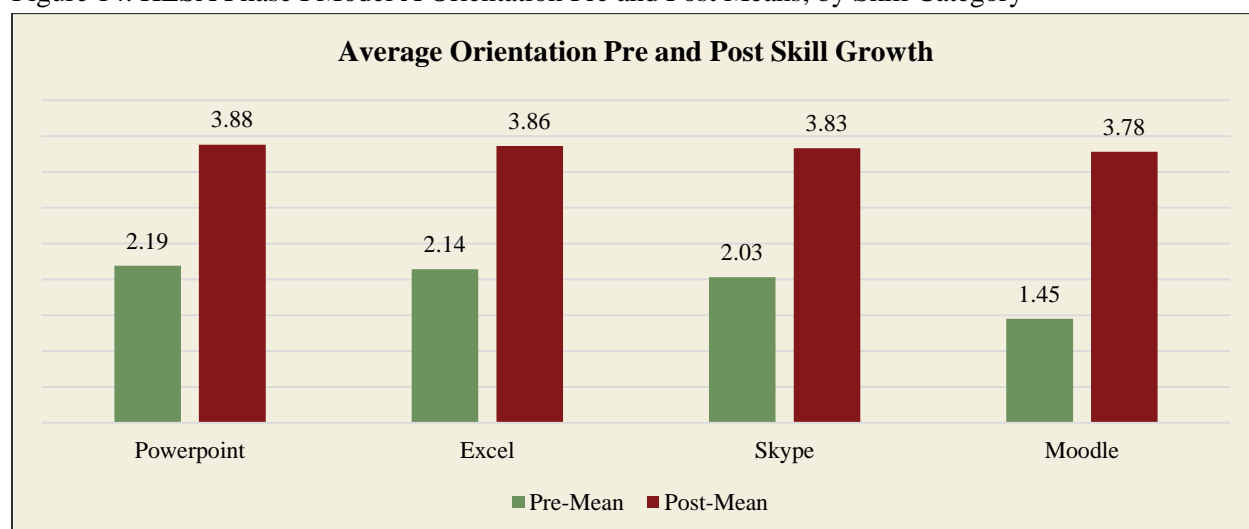


Overall, the highly successful rate of academic performance is a good indicator of exhibiting **effective and successful completion of the goals of the Program Objective 2** – to increase African sisters’ competencies and leadership capacities in their respective fields of study toward greater effectiveness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

**Pre and Post Skills Assessments for Model A Orientations.** In addition to institutional transcripts, Pre and Post Skills Assessment data indicates that HESA is successful at providing sisters with competencies in the skills related to learning and academic study. The Orientation Program for the students that study online includes assessment at the beginning and conclusion of the orientation to measure sisters’ confidence with key skills and activities necessary for the success of online learning. The survey utilizes a 4-point Likert scale with higher scores (maximum 4) indicating higher confidence or comfort with the skill listed and lower scores (minimum 1) indicating lower confidence with the skill. The analyzed results demonstrate improvement in the confidence of the sister-participants, notably in every area measured. The sisters reported growth across all skill categories regardless of 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 (<3.06 mean). As shown in **Figure 14**, highest post-orientation results were seen in the skill categories of PowerPoint, Excel and Skype skills (average means 3.88, 3.86 and 3.83, respectively). Other distance learning specific skills such as managing email, discussion board participation and Moodle skills showed high post-orientation means. In addition, standard deviations (or spread of responses) was significantly less wide in post-orientation means, indicating greater consistency in sisters’ responses. Overall, this data indicates that Orientation was successful in increasing online sister-participants’

capacity in respect to the skills needed for their academic field of study. Detailed Pre and Post means for specific skills assessed are listed in **Attachment 13**.

Figure 14. HESA Phase I Model A Orientation Pre and Post Means, by Skill Category



**2017 ASEC Alumnae Survey.** For the first time, HESA graduates were invited to complete the ASEC Alumnae Survey. Therefore, a revised ASEC Alumnae Survey was utilized this year, with a focus on streamlining questions for graduates of both the SLDI and HESA programs where possible. Also the survey includes questions about which United Nation Sustainable Development Goals (SDGs) alumnae are working toward in their ministries and funded projects (**See Attachment 20**). The Alumnae Survey was available online; alumnae in Nigeria and Malawi completed surveys via Survey Monkey.

In questions regarding effectiveness in accomplishing their ministries, 88.9% (n=9) of HESA alumnae reported they are working in a position where they can effectively use the knowledge and skills they gained from the HESA program to benefit their ministry. In addition, 88.8% of HESA alumnae felt that HESA improved their ability to write grant proposals, which improves the functioning of their ministries. HESA alumnae also reported increased familiarity with data collection, management and analyzation after completion of the program (**See Attachment 19**). By using data to inform their actions, HESA alumnae demonstrate an ability to more effectively carryout their ministries.

Overall, in terms of academic fields of study and capacity within the fields, **HESA was successful in Phase I in meeting Objective 2**. See **Figure 15** for a complete listing of Program Objective 2 outputs and outcomes.

Figure 15. HESA Phase I Project Objective 2 Outcomes and Outputs Table

<b>Objective 2:</b> To increase African sisters' competencies and leadership capacities in their respective fields of study towards greater effectiveness in accomplishing their ministries.			
<i>Activities</i>	<i>Projected Outputs</i>	<i>Projected Outcomes</i>	<i>Actual Outputs/Outcomes</i>
Provide education specific to sisters' fields of study	233 sisters from seven countries will enroll in courses related to their	90% of students will complete a degree or diploma in their major	Enrollment and retention rates, see <b>Objective 1</b>



	major fields of study (see above)	85% of the participants will demonstrate greater effectiveness in accomplishing their ministries	88.9% (n=9) of HESA alumnae reported working in a position where they can effectively use the knowledge and skills they gained from the HESA program to benefit their ministry ( <b>ASEC Alumnae Survey, See Attachment 18</b> )  88.8% (n=9) of HESA alumnae felt that HESA improved their ability to write grant proposals, improving the functioning of their ministries ( <b>ASEC Alumnae Survey, See Attachment 18</b> )
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### 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.



Objective 3 aims to contribute to SDG 5. Gender Equality, by encouraging and empowering women religious to lead in their communities.

The program has been **successful in meeting Program Objective 3** and all indications point toward continued fulfillment. Since Phase I has recently concluded, the long-term outcomes regarding increased responsibility in the sisters’ ministry or workplace cannot yet be fully assessed. The short-term outcomes of enrollment in courses relevant to ministry work and degree completion are on track to exceed the projected evaluation success measure of 90% completion base goal. HESA is currently maintaining a retention rate of over 96%. This evaluation of **Program Objective 3 uses data from Orientations, Reflective Learning Workshops and End of Experience Surveys** to examine sisters’ confidence and potential leadership.<sup>8</sup> The ASEC Alumnae Survey will also be used to provide more context for Program Objectives 3 and 4, which is discussed in a separate section.

<sup>8</sup> There are two types of evaluation surveys that are 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

**Capacity Building at Orientation.** Sisters report a high level of satisfaction with Orientation and indicate in both quantitative and qualitative evaluations that Orientation adds value to their educational experience (See **Attachments 14 and 15**). While the primary function of 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 is 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” (See **Figure 16**). 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; 88.2% (N=317) 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 14.4% (N=291) 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 increases the sisters’ capacity for higher leadership responsibility in their congregation.

Figure 16. Sample Phase I Qualitative Responses Coded as Increased Confidence from Orientation

The orientation helped me to understand myself and prepared me psychologically to begin the journey of studies.
It gave me the ability to know what is ahead of me and provided me with the necessary skills and information to achieve the best out of life.
I have been reawakened and my fears are faded. I now believe I can make it.
The orientation empowered me and made me believe in my potentials. The orientation improved my knowledge in computer and how to go about my studies.
The orientation helped me to gain confidence in myself that I too can make it in order to be a better person. It also helped me to gain computer skills.
It will be of big help in my apostolate, it will help me to work better in my ministry, because I can confidently operate my computer now.
It helped me to understand that I need to lead myself in order to lead others.

**Capacity Building at Reflective Learning.** Sisters report a high level of satisfaction with Reflective Learning workshops and indicate in both quantitative and qualitative evaluations that the Reflective

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.

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 (**See Figure 17 and Attachment 16**). When asked if the sisters found the Reflective Learning Workshop helpful (n=711), 97% (690) stated an overwhelming yes, while 2.6% (19) of sisters did not respond to the question. Two sisters (.28%) did not find the Reflective Learning Workshop helpful, one cited internet network disruption while the other felt the facilitator did not present topics on time management well. Sisters also reported overall satisfaction (4.23 on a 5 point Likert type scale) with the performance of the laptops.

Figure 17. Sample Qualitative Responses from HESA, Phase I Reflective Learning Evaluations

Yes. It reminded students to set achievable goals and to pursue already set goals. It also encouraged students to work hard at school in order to succeed in life and gain the skills required in ministry and also get empowered to empower others.
The workshop provides information to support my progress in the programme (HESA) because it will help me to prioritize my daily task and be focus for efficiency.
The coming together of different cohorts from different countries and different experiences helped to share challenges and success and also consolidated each other's understanding on certain concepts.
I was empowered with tips on how to study and make use of the resources either hard copies or electronic. Time management was more emphasized helping me to reflect on moments I mismanaged time.
Yes. This is because we share ideas with other students from different institutions and learn more how we can improve in the studies through this reflective short course.
Yes, because I have been struggling on how to cope with activities and stress in school, but with this workshop I believe I will do better.
Yes because it made me aware of my attitude toward learning and evaluate myself for the best learning habit for myself and also work on my way of spending my time profitably.

**Degree Completion.** During Year 4, 46 sisters graduated from HESA; 20 with diplomas in Leadership and Resource Management and 26 with bachelor's degrees (**Attachment 3**), adding to the 42 that graduated in prior years and bringing the total HESA alumnae to 88. Among the graduates in Phase I, Year 4, 20 completed diplomas in Leadership and Resource Management; 16 completed Bachelors of Education; 5 completed Bachelors of Arts in Social Sciences, Development Studies, Religious Studies, Commerce; and 5 completed a Bachelor's of Theology. 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 four point Likert type scale of agree to disagree (four is Strongly Agree), the results on all questions was highly satisfied, with many scores having nearly unanimous responses of Highly Agree to affirmative statements of value (**See Attachment 17**). The highest scoring item being "I felt more confident as a result of participating in the HESA program," which earned an average response of 3.92 (Agree to Strongly Agree) (N=81). In the open-ended responses, sisters expressed their gratitude and delight with the program (**Figure 18**). The sisters also expressed feelings of empowerment and expressed joy for gaining new skills. They praised having the opportunity to network with others which increased their confidence. One sister elaborated, "The HESA program benefitted me in many areas, not only in my academic performance. I was able to meet many people and learnt many things from them. I was also

able to open up because it was the kind of exposure which enable me to have connections with different people.”

In addition, sisters were asked about their continuing education plans. Ninety-six percent (96%, N=78) of 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 ASEC Alumnae Survey, discussed later in this report, provides a picture of the sisters’ experiences after completing HESA.

Figure 18. Sample Qualitative Responses from HESA Phase I End of Experience Evaluations

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 am very grateful to ASEC that has made it possible for me to obtain my degree at a time I did not expect. ASEC also made me study comfortably without worrying about school fees, scholastic materials and above all the laptop made my studies much easier than it would have been without my personal laptop. May God reward all of you that contributed for my success in my studies abundantly.
I am very grateful to HESA program for empowered us as sisters to become more efficient in our services to the people of God. May God bless all our benefactors
I wish to express my deep and heartfelt gratitude to HESA for the countless support and opportunities I have enjoyed. May the good lord bless and keep you in His special care and love. Long Live HESA!
I take this opportunity to thank HESA team for the wonderful and tremendous work done to us. I thank our coordinators in different countries for the motherly love, care and concern. Sr. Jane the executive chairperson thank you so much for loving your fellow sisters of Africa to be educated. Our sponsors, long live and may the good Lord grant you a hundred times. Be blessed.
In a very special way, I would like to thank ASEC/HESA for facilitating my studies in the Catholic University of Eastern Africa. Thank you for enabling me serve my congregation and God's people in the best way ever. All for the Glory of God. God Bless.

**Pre and Post Self-Assessment.** Upon entering and completing the program, sisters are asked to complete a Self-Assessment which contains three scales. Sixty (N=60) HESA graduates fully completed both the Pre and Post Self Assessments. The scales have been established as valid and reliable, research-based instruments which measure self-efficacy, self-regulation and need for cognition. The Self-Efficacy and Self-Regulation Scales were created by Schwarzer and Jerusalem in 1995, while the Need for Cognition Scale was developed for the Wabash National Study of Liberal Arts Education by the Center for Inquiry in the Liberal Arts in 2009. Pre versus Post paired sample t-tests were conducted on all three scales to determine if the HESA program made a statistically significant difference in the participants’ self-reported scale ratings (**See Attachment 18**).

The Self-Efficacy Scale contains ten statements which evaluate a participant’s belief in their ability to respond to new or difficult situations and cope with associated difficulties (Schwarzer & Jerusalem, 1995). Statements are evaluated on a four-point Likert type scale, with scores ranging from 10 (low self-efficacy) to 40 points (high self-efficacy). A weak positive correlation was found between Pre (M=30.52,

SD=4.828) and Post (M=33.65, SD=4.033) Self-Efficacy scores ( $r=.246$   $p > .05$ ,  $t(59) = -4.433$   $p < .05$ , CI (-4.548, -1.719). This demonstrates that the HESA program has a positive effect on participant self-efficacy.

The Self-Regulation Scale contains ten statements which evaluate participants' attention control in the pursuit of a goal and ability to regulate thoughts, feelings and actions (Schwarzer & Jerusalem, 1995). Statements are evaluated on a four-point Likert type scale, with scores ranging from 10 (low self-regulation) to 40 (high self-regulation) points. A significant difference was found between Pre (M=28.28, SD=3.36) and Post (M=29.70, SD=3.466) Self-Regulation scores ( $r=.080$   $p < .05$ ,  $t(59) = -2.370$   $p < .05$ , CI (-2.613, -.221). This indicates that HESA participants demonstrated an increased ability to self-regulate after completion of the program.

The Need for Cognition Scale contains 18 statements which evaluate a participants' ability to engage in and enjoy thinking, with higher scores indicating the participant is more likely to enjoy the thinking process (Center for Inquiry in the Liberal Arts, 2009). Statements are evaluated on a five-point Likert type scale with scores ranging from 72 to -72 points. No significant correlation was found between Pre (M=8.53, SD=8.968) and Post (M=10.00, SD=9.415) Need for Cognition scores ( $r=.684$   $p < .05$ ,  $t(59) = -1.553$   $p > .05$ , CI (-3.357, .424). Additional research is needed to determine specific influences for the lack of change seen in pre and post scores for this scale.

Overall, in terms of effectiveness in increasing sisters' potential to assume higher leadership responsibilities in their congregations and ministries, **HESA was successful in Phase I in meeting Objective 3.** See **Figure 19** for a complete listing of Program Objective 3 outputs and outcomes.

Figure 19. HESA Phase I Project Objective 3 Outcomes and Outputs Table

<b>Objective 3:</b> To increase the potential for African sisters to assume higher leadership responsibilities towards support of their ministries and congregations.			
<i>Activities</i>	<i>Projected Outputs</i>	<i>Projected Outcomes</i>	<i>Actual Outputs/Outcomes</i>
Provide education specific to sisters' major fields of study	233 sisters from seven countries will enroll in courses related to their major fields of study (see above)	90% of students will complete a degree or diploma in their major  85% of the participants report an increase in responsibilities in their congregation or workplace post-completion	Enrollment and retention rates ( <b>See Objective 1</b> )  <b>100% (n=9)</b> of HESA Alumnae reported that their perception of themselves as a professional and/or leader changed after completing the HESA program (ASEC Alumnae Survey, <b>See Attachment 18</b> )

			<b>77.8%</b> of HESA Alumnae reported receiving a promotion after completing the HESA program (ASEC Alumnae Survey, <b>See Attachment 18</b> )
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#### Program Objective 4

Objective 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 sisters are only beginning to graduate from the program, it is



Objective 3 aims to contribute to SDG 5. Gender Equality, by encouraging and empowering women religious to lead in their communities.

not possible to conduct a full evaluation of this Objective at this point. However, a pilot Alumnae Survey was distributed in June 2016 to the 43 sisters who had graduated from the program at that time, which provides some data on the long-term impact of the HESA program. In addition, HESA Alumnae were invited to attend ASEC Alumnae Workshops for the first time this year. Prior to 2017, only alumnae of the Sisters Leadership Development Initiative (SLDI) attended the Alumnae Workshops. At this workshop, HESA alumnae were asked to complete the ASEC Alumnae Survey which provides additional data on the long-term tracking of this Objective. Data from both the HESA Pilot Alumnae Survey and the ASEC Alumnae Survey indicate that HESA is on track to meet this Objective long-term.

**Pilot Alumnae Survey.** In June 2016, HESA piloted a HESA Alumnae Survey to capture more information on the 43 sisters who had graduated between 2013 and 2016. In total, 28 of 43 sisters responded to the HESA Alumnae Survey. 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% rated 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).”

The HESA Alumnae Survey also provided a space for sisters to expresses how their participation 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. Sample Qualitative Responses from 2016 HESA Pilot Alumnae Survey, Question: How did the HESA program prepare 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.

The HESA Alumnae Survey was discontinued after 2016 as it was determined that the organization would distribute one overarching ASEC Alumnae Survey. Since many HESA graduates are also alumnae of other ASEC programs and will be attending ASEC Alumnae Workshops along with sisters from SLDI, distributing one survey with collaborative questions was determined to be the most concise method for data collection.

**Alumnae Workshops.** In January 2017, through the Phase II grant, HESA alumnae began to participate in annual ASEC Alumnae Workshops with SLDI Alumnae<sup>9</sup>. In total 45 HESA participants were in attendance at the January 2017 Alumnae Workshops, nine (9) HESA alumnae and 36 current HESA students (attending as SLDI alumnae) (See **Figure 21**). Alumnae Workshops provide continuing education and professional development and allow sisters to forge personal and professional relationships. The presence of HESA alumnae provides a space for mentorship and continued learning among sister alumnae of ASEC’s programs. Sisters report these workshops are an opportunity to network, as 88.9% (n=9) of HESA graduates indicated that they formed new relationships with sisters they did not already know at the Alumnae Workshop. Among the topics covered in Alumnae Workshops in 2017 were: the United Nation’s Sustainable Development Goals (UN SDGs), African women religious as agents of change, environmental conservation, conflict resolution, grant-writing, administration of temporal goods, succession planning, financial management and challenges facing African women religious.

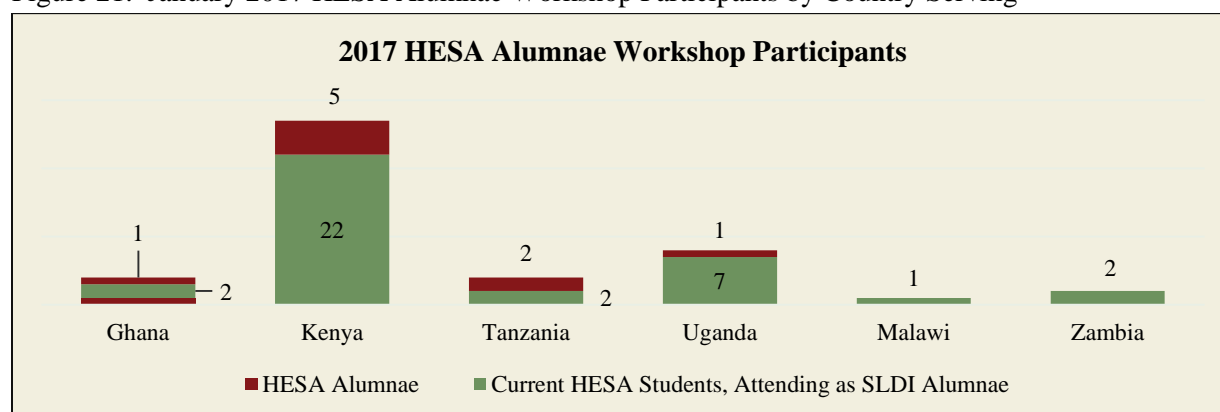
The **2017 ASEC Alumnae Survey** results provide some insight into the sisters’ success in improving the functioning of their congregations post-program. Seventy-seven percent (77%, n=9) of sisters reported receiving a promotion after completing the HESA program. While fifty-five percent (55%) reported that increased income after completing the HESA program. Sixty-six percent (66%) of the HESA alumnae reported being asked to participate in other leadership roles outside of their ministry (**See Attachment 19**). In qualitative responses, HESA graduates also expressed the importance of their positions and roles within their congregations and communities. One sister wrote, “Currently, I work as the personal secretary of the Vice Chancellor of the Catholic University of Eastern Africa. It is a demanding job and sometimes quite draining; nevertheless I always enjoy doing it and give it my best.” HESA participants

<sup>9</sup> 85 Phase I HESA students are also SLDI Alumnae.



indicate that they are utilizing the skills they have learned to benefit their congregations and their ministries.

Figure 21. January 2017 HESA Alumnae Workshop Participants by Country Serving



In conclusion, evaluation data indicates that **HESA Phase I surpassed its ultimate desired impact goal**, by serving a total of 280 sisters and providing them with the opportunity to acquire higher education credentials and to utilize their knowledge, skills and resources to improve the educational/ social/ economic conditions in their areas and enhance the sustainability of their religious communities and ministries. However, continued monitoring is needed to fully assess the impact of the program, as participants continue to graduate with credentials and utilize the skills they have acquired as HESA Alumnae. Ultimately HESA is on course, and the Phase I Objectives have been attained—not only to provide degrees, but also to develop skilled women who can move forward sustainable agendas in their countries.

**Objective 4:** To increase sisters' competencies and leadership capacities to improve the functioning of their congregations.

<i>Activities</i>	<i>Projected Outputs</i>	<i>Projected Outcomes</i>	<i>Actual Outputs/Outcomes</i>
Provide education specific to sisters' major fields of study	233 sisters from seven countries will gain knowledge in their major fields of study related to enhancing organizational capacity (see above)	90% of students will complete a degree or diploma in their major  95% of congregations will report improved organizational functioning relative to sisters' education	Enrollment and retention rates ( <b>See Objective 1</b> )  Academic progress ( <b>See Objective 2</b> )  <b>88.9%</b> of HESA Alumnae report working in a position where they can effectively use the knowledge and skills they gained from the HESA program to benefit their

			congregation (ASEC Alumnae Survey, See Attachment 18)
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### Notable Successes, Challenges, and Adjustments in Phase II, Year 1

Throughout Phase I and during the commencement of Phase II, HESA has seen great success among its sister-participants. Students often report the role of HESA as fundamental to their achievements. They indicate high levels of satisfaction, not only with the opportunity to study, but also with the curricular models 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 June 20, 2017, ASEC is partnered with 22 colleges and universities to support sisters in Phase II of the HESA program, including 19 spanning ten African countries and three in the US. For Phase I, HESA surpassed its enrollment goals and served 280 sisters in four years. In addition, sisters studying in the Online Model have consistently reported high levels of satisfaction and acclaim the program for its success. Astonishingly, HESA was also able to maintain an overall Phase I retention rate of 96.4%. HESA alumnae indicate fulfillment with the program and an ability to effectively apply the skills they acquired to improve the functioning of their ministries and congregations.

During Phase I, the HESA program developed at an astonishing rate, addressing challenges as they arose and making appropriate adjustments. As the program moved into Phase II, several adjustments recommended in the Phase I evaluations were incorporated into the design of the program. These improvements aided in strengthening the program for the next generation of students served by HESA. These successes provide additional evidence that HESA will ultimately achieve its desired impact goal.

### Notable Successes

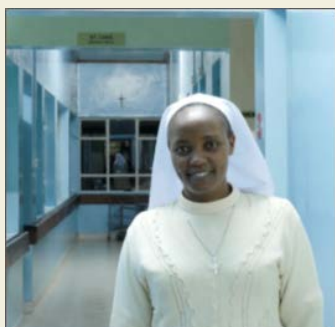
**Exemplary HESA Alumnae.** HESA graduates have only recently completed the program, yet they are already beginning to exhibit increased effectiveness in accomplishing their ministries and are presently working to improve the functioning of their congregations. Several sisters, listed here, have demonstrated exemplary application of the skills they acquired from HESA. It is conjectured that many more success stories will emerge as sisters continue to graduate and are placed in positions where their skills can be applied.

**Sister Ann Kamene** graduated from the HESA program on May 27, 2016, with a Bachelor of Arts degree in Development Studies. Sr. Ann attended the Catholic University of Eastern African (Cohort 5C1) in Kenya. Since graduating, Sr. Ann has been appointed the Director of the Chesire Home for Girls, an assisted living facility for 50-60 young girls with disabilities in Kenya. In this capacity, she works to reduce disability inequality and combats poverty by providing nutritional education and operating a sustainable, two acre farm (SDGs 2 & 10). Sr. Ann is collaborating with people in the local area,

“[HESA] contributed to my growth in learning self-sacrifice, sense of responsibility, socialization and establishing rewarding networks, critical and analytical thinking, being accommodative of others and team work.”  
-Sr. Ann Kamene



including local universities, to bring a higher level of services to the girls in the home. She is also working to renovate parts of the home, such as the bathrooms, to improve infrastructure. Additionally, she is raising awareness of disability issues locally, and has worked to raise funds from the community to help support the home. Finally, she was successful in securing over \$30,000 through a grant and other fundraising efforts to ensure the girls in the home have transportation. Sr. Ann considers herself a human rights activist as she is teaching the girls in her care about sustainable development, through the growth of kale, cabbage, and other crops, which are sold to support the home. She is also running a vocational program and advocating for special education services.



“I am now very confident in contributing to any intellectual needs and ready to deliver the knowledge, skills and attitude gained from the University at whatever level I am called upon to participate.”  
-Sr. Esther Wairimu Mwangi

**Sister Esther Wairimu Mwangi** graduated from the HESA program on February 10, 2016, with a Bachelor of Science degree in Nursing. Sr. Ester was a part of the HESA nursing pilot program, in which she was granted permission to attend Aga Khan University (Cohort 11AK), a non-partner. After graduating from HESA, she was appointed Deputy CEO of Saint Francis Hospital in Kenya. In this position, Sr.

Esther oversees 206 staff members, including six other sisters, who provide healthcare services to the community. Through this endeavor, she is working to provide access to safe and affordable healthcare for all (SDG 3). Sr. Ann is currently pursuing her master’s degree in HESA, Phase II.

**Sister Petronilla Kyomugisha** graduated from the HESA program on October 2, 2015, with a Bachelors of Education degree from the Catholic University of Eastern Africa (Cohort 1C1) in Kenya. Sr. Petronilla was enrolled in Model A and completed her first year of studies online at Marywood University. She is currently the Head of the Asoli Girls’ Vocational Senior Secondary School in northern Uganda. She works to promote

“HESA program prepared me for this position...I am executing my duties with great confidence and firmness. I am currently carrying on with the process of licensing and registering the school with the MOES.”  
-Sr. Petronilla Kyomugisha



quality education and gender equality by providing secondary education to young girls (SDG 4 & 5). Sr. Petronilla has increased recruitment for the school and ensures that the students receive a holistic education that enables them to be self-sustainable and transform society.

**Cohort System.** The cohort system proved to be most ideal for student, given their nontraditional student status. The cohort system provided sisters with a support network and provided them with networking opportunities. The cohort system assisted the students with acclimation to academic life. Sisters within cohorts were able to reach out to one another regarding assignment questions and use of technology. Some cohorts even created a buddy system, in which students were paired for studying and resource collaboration.

**Quality Laptops.** HESA participants have expressed sincere gratitude for the attainment of high quality laptops. They have described the laptops as tools that not only enable them to attend classes but also allow them to continue serving their ministries. The sisters have been able to use the laptops to acquire much needed technology skills which has benefited them greatly. Mirroring feedback received throughout enrollment in the program, 89% (n=9) of HESA Alumnae report that their laptops continue to have a significant impact on their ministry or work, even after graduation.

**UISG Partnership.** In HESA Phase I, ASEC developed 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 a Reflective Learning Workshop with HESA 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 Workshops, Alumnae Workshops, and other relevant activities. The partnership grew out of the Conrad N. Hilton Foundation grantee meeting in October 2015, to meet the need of Catholic Sisters studying at colleges and universities to develop a peer network.

**Site Visits to Stakeholders in the US and Africa.** During Phase I, 25 successful site visits and meetings were held with partners; 14 of these visits were conducted in Africa and 11 were conducted in the US. ASEC also collaborated to arrange and participate in site visits with partners at the Conrad N. Hilton Foundation and the Center for the Study of Religion and Civic Culture at the University of Southern California. These visits generated increased familiarity with the program and created stronger buy-in among constituencies. All ten countries served by ASEC were visited by US staff during Phase I, which permitted an effective execution of the program. Much data was gathered during these visits which allowed for increased communication and a more accurate evaluation of program progress. These visits were vital to program implementation and success. For a complete listing of all Phase I site visits see **Attachments 21 and 22.**

**Africa Staff Meeting.** A multi-country staff meeting was held in Tanzania from January 8 to January 14, 2017. This week-long meeting served as a gathering of all Africa staff to ensure adequate training of new employees hired to implement HESA Phase II growth. Staff assisted in the development of ASEC's Strategic Plan and were able to participate in team building activities. Those unable to attend the meeting in person participated in the staff meeting via Zoom. This US and Africa staff training was valuable for all involved and allowed for discussion and clarification of many issues, as well as development of new policies and procedures. Conducting annual staff trainings that bring together all staff (or as many as possible) from the US and Africa is recommended in the future. While in Tanzania, Rosemary Shaver and Jennifer Mudge also observed an Alumnae Workshop, interviewed HESA alumnae and conducted site visits to SLDI alumnae ministries. Data collected during this time period proved to be valuable in the comprehensive evaluation of the HESA program.

**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 US, at Marywood University, Chestnut Hill College and Rosemont College, have been open with feedback and have collaborated to share best practices. Annual faculty meetings were held to provide HESA evaluation reports specific to each institution in order to provide feedback on student progress. Faculty were also updated each year regarding changes in the HESA program and challenges, such as the textbook procedure and plagiarism. A newly developed HESA Online Faculty Survey was also introduced to staff in Phase I, Year 4, which will be distributed in August 2017.

**ASEC's Strategic Plan.** Beginning in 2016 and continuing on into 2017, ASEC developed and finalized a strategic plan to serve as an organizational compass to advance the support of Catholic sisters and the continent of Africa. *ASEC 2020: Strengthening Capacity and Sustainability for Catholic Sisters and the Continent of Africa*, provides a strategic framework containing a mission, vision, values and six strategic directions to guide ASEC in the next three years. It was the result of a nine month, highly collaborative process that involved both qualitative and quantitative data gathering including program reviews, interviews, Board and Advisory Board focus groups, a Board retreat and staff and partner interviews. The planning process was designed to be inclusive of the many important voices that together constitute ASEC and to uncover what was needed to bring ASEC to its next stage of development. Input from staff in the US and Africa, Board Directors, Advisory Board members, ASEC partners and other stakeholders contributed to the development of visionary and useful strategies for the organization.

**Research, Academic Article Publications and Presentations.** Research interest continues to grow and the program has presented numerous opportunities for scholars to engage with women religious. Notable international collaborations, such as the Visiting Scholar Program, which is described later in this report, were initiated and continue to be developed. From July 2013 to June 2017, many publications referenced and/or publicized HESA Phase I. Seventeen (17) online or print publications were produced, including two published academic articles and a book.

ASEC's first book, *Voices of Courage*, was published in November of 2015, with funding from the GHR Foundation. Edited by Sr. Jane Wakahiu, LSOSF, Peter I. Gichure and Ann Rita K. Njageh, *Voices of Courage* consists of a collection of case studies, research and scholarly reflection on the contribution and roles of Catholic Sisters in East and Central Africa. HESA sister participants and staff contributed to the production of *Voices of Courage*. ASEC's second book project, tentatively titled *Transformative Partnerships: The Role of Agencies, Foundations and Institutions in Promoting Strategic Social and Sustainable Change for Women in Africa*, is underway and 30 chapters have been accepted for publication. ASEC provided partial funding to 35 researchers in Africa this past year, to enable them to conduct research and write chapters for the book. A panel of reviewers was created for this book project to review submitted chapters and assess if each chapter is suitable for publication. All approved book chapters will be published in the book. With the transition to a new ASEC Executive Director, the book project may be delayed. The former Executive Director was spearheading this initiative and with her resignation in March 2017, the book had been placed on hold. ASEC is continuing its plans to publish the book, even if it is published later than expected. For a complete listing of HESA related publications see **Attachment 23**.

In addition, topics involving HESA were presented on at seven different academic conferences. The conferences were held in Washington D.C.; Wilkes-Barre, PA; Newport News, VA; San Diego, CA; Vancouver, Canada; and Indianapolis, IN. For a complete listing of HESA related conference presentations see **Attachment 24**.

**Online Tools and Web Traffic.** All HESA students have been provided with an ASEC email address, which has encouraged students to interact more frequently online with both ASEC staff and their fellow students. This has also provided the ability to utilize the Google Shared Drive, as necessary. An online staff portal, or intranet, was also created to house a majority of forms, reports, procedures and policies necessary for implementing and evaluating ASEC programs. In addition, ASEC's website traffic and social media presence (Facebook, Instagram, Twitter) increased considerably in the last 6 months, after a Web Content Manager was hired in September 2016. ASEC launched its new website in October 2016, which is assisting in the dissemination of information about the organization. For this grant year, the HESA page was the fifth most viewed page on the ASEC website after the ASEC News, Who We Are, Staff Portal and Staff Directory pages. Please see **Attachment 25** for the Google Analytics on web traffic.

**2016 Convening.** On October 16-18, 2016 in Nairobi, Kenya, a convening of African women religious, NGOs, grant-making foundations and representatives from multilaterals was co-organized by the Conrad N. Hilton Foundation, ASEC and The Center for the Study of Religion and Civic Culture. The major theme of the convening was *Catholic Sisters: Champions of Sustainable Development in Africa*, with three sub-themes of networks, knowledge and solidarity. The convening goals were to develop an understanding of the objectives and ideas anchoring the work of the Conrad Hilton Foundation and the Catholic Sisters Strategic initiative, to understand the extent to which ASEC and the Hilton Foundation are achieving their objectives in Africa and to identify where their approach can achieve an even higher degree of impact. In addition, the Convening provided a forum to appreciate the potential of Catholic Sisters as full members of the global partnership for Sustainable Development, to commit to work together to mitigate obstacles, and to realize the full potential Catholic women religious in Africa. With over 200 in attendance, the convening included stakeholders who desired to learn more about sisters' ministries and potentially develop partnerships. Posters regarding the conference theme were presented, showcasing much of the work sisters, including some HESA students, complete. Examples of poster abstracts can be found in **Attachment 26**. The Convening brought together representatives (Religious Superiors, leaders in government and private and nonprofit organizations) from each of the countries served by ASEC. There were 123 different congregations for religious sisters represented at the convening. Information regarding the impact of the HESA program was shared with the participants. Sessions were facilitated by Sr. Jane Wakahiu, Edmund J. Cain, Sr. Patricia Murray, IBVM, Sr. Agatha Osarenkhoe, EHJ, Brad Myers, Don Miller, Christine Bodewes, Darius Mogaka Ogutu, Jack Onyisi Abebe, Arif Nky, Fr. Ferdinand Lugonzo, and Sr. Joyce Meyer, PBVM, among others. ASEC staff from 10 countries in Africa and the U.S. participated in the planning and implementation of the convening. In the U.S., ASEC staff were involved in coordinating lodging and travel logistics; collecting, reviewing, and editing posters submissions; collaborating with the Hilton Foundation to develop an agenda and attendee list; and participating in planning meetings. ASEC Africa staff in Kenya coordinated with the U.S. Office to arrange travel and lodging, and staff in 10 countries identified participants from their country to attend the convening. A 6-month post-convening report was produced by researchers at the

Center for the Study of Religion and Civic Culture (CRCC) at the University of Southern California (USC). In collaboration with staff at ASEC, CRCC staff developed a survey of the convening participants' experience. CRCC staff analyzed the survey data and has shared it with ASEC and the Conrad N. Hilton Foundation.

**Visiting Scholar Program.** During this past grant year, ASEC signed an agreement with the Center for Applied Research in the Apostolate (CARA) at Georgetown University to create a Visiting Scholar program. This program allows for African sisters to visit the US to hone their research skills and then return to their home country to conduct research centered on Catholic sisters in Africa. Two sisters per year are selected to visit CARA and each sister stays in the program for a 6-month period. The first visiting scholar, Sr. Bibiana Ngundo arrived from Kenya in January 2017. In March 2017, she spent one week with ASEC staff learning more about ASEC and determining possible collaborations on research projects. She also reviewed program evaluation forms and made recommendations. A second scholar is expected to begin the program in summer 2017.

**Advancement to Phase II.** Given the positive feedback and overwhelming success of HESA Phase I, Phase II is now currently underway. A grant for the second Phase of the program was received July 1, 2016. The Phase II grant allowed for the growth and expansion of the program. For additional information regarding Phase II of the program, please see the HESA Phase II, Year 1 (July 2016-June 2017) evaluation report.

### **Challenges and Adjustments**

**Time Management.** Among students, time management was the most frequently cited challenge in Phase I. Sisters often struggled with managing their ministerial duties, coursework and congregational life. To assist sister participants in this area, time management became a fixed topic covered during HESA Orientation. Increased attention was given to time management at the beginning of the program to assist the sisters in goal setting and prioritizing. Time management is then also discussed again during Reflective Learning Workshops to monitor effective acquisition of these skills. With this support, after a slight adjustment period during their first semesters, sisters report being able to effectively manage their time.

**Reflective Learning Attendance.** HESA fell just below its projected goals for Reflective Learning Workshop attendance. Increased emphasis on the importance of attendance, each year, has been introduced to improve these rates. In addition, students are now required to submit in writing reasons for missing the workshop. Most students miss these workshops due to illness, inability to travel and prior commitments. HESA staff is also working on the development of policy regarding the point at which a student will transition from attending the Reflective Learning Workshops to the ability to attend the Alumnae Workshops, depending on when they complete their coursework.

**Stabilizing Program Infrastructure.** Along with the support of new staff, new policies and procedures are being created for HESA in all areas – including partnerships, student conduct, evaluation, data management, fiscal and recruiting. Procedures for sharing photos, generating news stories, withdrawal/deferment, new staff onboarding, etc. have been created. A draft HESA Student Manual and a



draft HESA Graduate Assistant manual have been created and are being reviewed for implementation. ASEC is also working towards creating staff manuals for the US and Africa offices.

ASEC continues to work toward streamlining information and data management. Last grant year, ASEC procured database software, PowerVista, to store student information for its programs. In January 2017, the Data Manager was hired and able to fully assess the status of the PowerVista database. Difficulties were encountered when merging ASEC information into the database. It was discovered that in order to meet ASEC needs, many customizations would need to be completed, each of which is quite costly. PowerVista utilizes old technology (SQI Server 2008 Express) with limited growth potential and no support (ended in 2014). In addition, PowerVista does not encrypt passwords to the proper security standard and publishes SQL server database passwords in their user manual, leaving ASEC data vulnerable to security threats. As such, in June 2017 discussions regarding the procurement of alternative database software commenced. Before any changes are fully considered, discussion and meetings with HESA's grant liaison at the Conrad N. Hilton Foundation will take place.

Currently, HESA data is being housed in secure shared drives and servers hosted by Marywood University. As of June 2017, HESA evaluation forms are being piloted online through the asecpv.org platform. Max Feldman created the asecpv.org platform. It is password protected and individualized by student. No issues were encountered during the completion of Orientation evaluation forms in May and June 2017. Forms will continue to be added online, in order for all evaluation forms to be completed in this format by next year. A comparison of the asecpv.org and other survey platforms is also taking place in order to fully evaluate the best options for data collection.

**Collection of Transcripts.** Obtaining transcripts from several HESA partner institutions has become a challenging process which impacts the timely reporting of student academic progress. The identification of a liaison at each partner institution is necessary to increase communication and streamline information sharing. Countries in which ASEC Country Directors/Coordinators have developed relationships with key personnel at partner institutions receive transcripts directly from the institution. With the rapid increase in the number of HESA partner institutions for Phase II, many of these relationships have not been solidified. It is recommended that in the future, liaisons be identified and relationships be developed between all of HESA's partner institutions and the corresponding ASEC Country Director/Coordinator.

**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 were participating in the program needed to relocate to one of the six countries listed. 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. HESA Phase II also has US institutions participating in the online-on-site model, partnering 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 University<sup>10</sup>, are partnered with universities in two of the three universities served by their programs.

**Online-Onsite Model.** Sporadic electricity and internet access also continues to be a challenge, particularly for those working in remote regions. Cultural education for both faculty and students has been implemented to combat these challenges and improve the quality of HESA's Online-Onsite education. Variation in sisters' levels of education and technology experience has also been cited as a challenge to Online-Onsite education. Superior workshops were held throughout 2016 and congregational leaders received detailed information about ASEC programs and how to select sisters for the HESA program, including the best fitting model of study.

**Adjustments to Online Curriculum.** During Phase I, adjustments were made to the online model of study. In Phase I, Year 2 (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 diplomas 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.<sup>11</sup> 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.

**For questions regarding this report, please contact:** Tara Lopatofsky at [tara.lopatofsky@asec-sldi.org](mailto:tara.lopatofsky@asec-sldi.org)

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<sup>10</sup> In Phase II, Rosemont College is delivering an online-onsite program in Business Administration.

<sup>11</sup> 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.

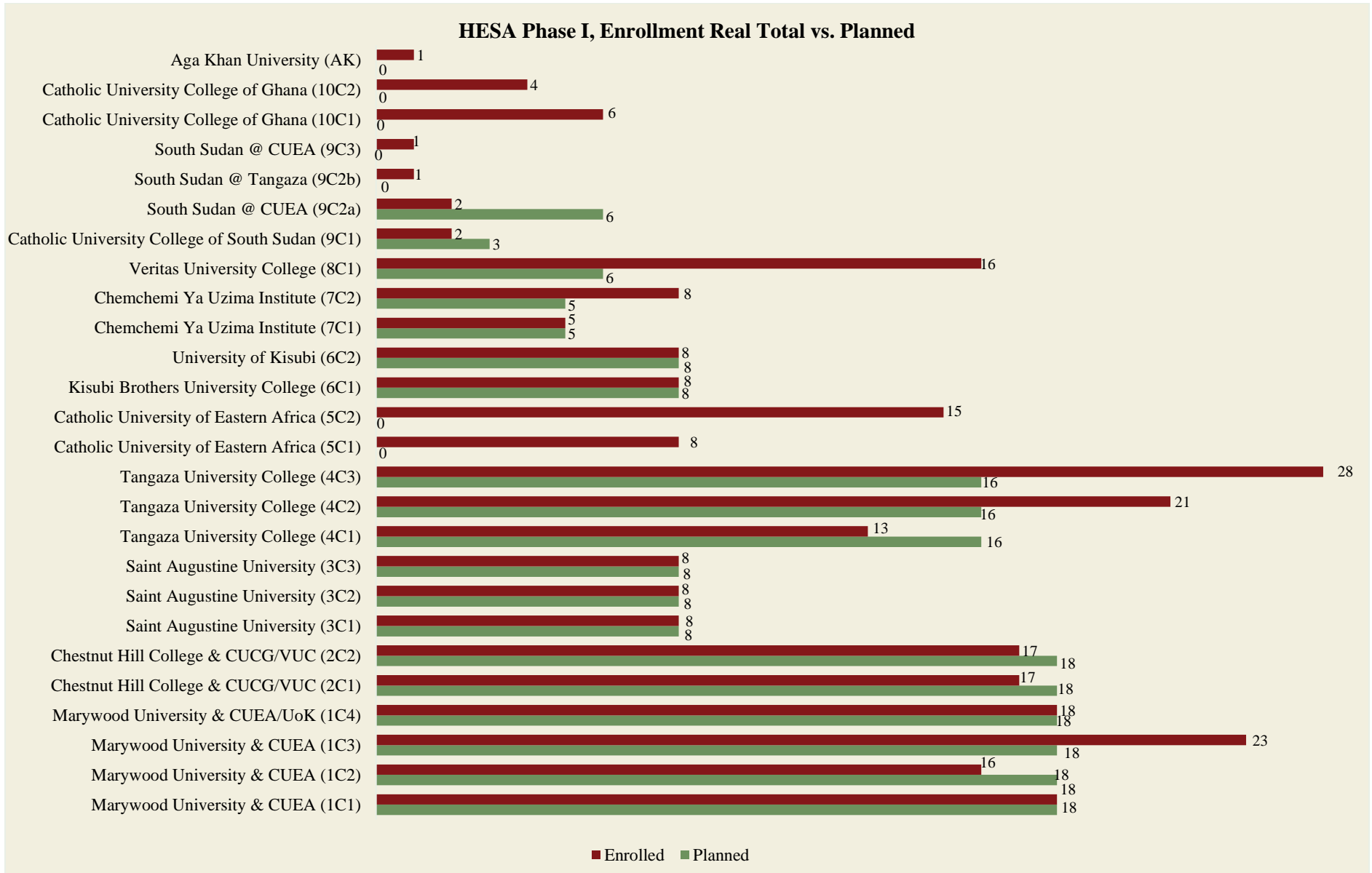
# Higher Education for Sisters in Africa (HESA)

## Phase I, Cumulative Evaluation Report Attachments

1. Overview of Participation And Enrollment Phase I
2. HESA Phase I Graduations
3. Evaluation Tools
4. Program Objectives
  - 4.1 Program Objective 1
  - 4.2 Program Objective 2
  - 4.3 Program Objective 3
  - 4.4 Program Objective 4
5. Notable Successes, Challenges, and Adjustments in Phase I

## 1. Overview of Participation and Enrollment, Phase I

### Attachment 1- HESA Comprehensive Enrollment Report of Phase I



### *Attachment 1 Continued- HESA Phase I, Enrollment Notes*

1C1- Cohort started prior to Phase I grant, bridge funding was included in SLDI Phase III

1C4- Cohort was added to Phase I due to earlier than planned transitions, sisters completed only 27 credits instead of planned 55 online as a result of curricular requirements at institutions in Africa and sisters qualifying for abbreviated programs, cohort was folded into Phase II

4C1/4C2/4C3- Sisters studied for diplomas in resource management, SLDI was accepted in place of some course work per agreement with institution

4C1BA/4C2BA/4C3BA- Cohorts do not exist as program was not accredited in time for recruitment, cohorts were added to CUEA in place of these cohorts (5C1/5C2)

6C1/6C2- Kisubi Brothers was a constituent college of Uganda Martyrs University, it then became a full university and changed its name to University of Kisubi

8C1- Enrollment was scheduled for spring 2014, political circumstance delayed recruitment, 16 students were then admitted in August 2014 (8C3 therefore was included in 8C1)

9C1/9C2a/9C2b/9C3- After cohort 1, sisters were enrolled at universities other than CUSS as a result of programs not being offered and political status of South Sudan, which contributed to low recruitment

10C1- Two cohorts were added to Catholic University of Ghana, onsite as a result of demand for an onsite option in Ghana

AK- Serving as a pilot for nursing program enrollment, one sister was approved to enroll at Aga Khan University in Kenya by ASEC and the Conrad N. Hilton Foundation

### **Attachment 2- Unique African Congregations Served by HESA Phase I**

<i>African Congregations Served by HESA Phase I</i>			
<b>Abbreviation</b>	<b>Congregation Name</b>	<b>Country Serving</b>	<b># of HESA Students Enrolled</b>
SSA	Sisters of Saint Ann	Cameroon	1
SST	Sisters of St. Therese of the Child Jesus of Buea	Cameroon	2
FMM	Franciscan Missionaries of Mary	Ghana	2
SIJ	Society of the Infant Jesus	Ghana	2
FST	Daughters of the Most Blessed Trinity	Ghana	1
HDR	Handmaids of the Divine Redeemer	Ghana	1
SSPS	Missionary Sisters Servants of the Holy Spirit	Ghana	1
SMI	Sisters of Mary Immaculate	Ghana, Kenya	5
SHCJ	Society of the Holy Child Jesus	Ghana, Nigeria	6
HHCJ	Handmaids of the Holy Child Jesus	Ghana, Nigeria	4
LSOSF	Little Sisters of Saint Francis	Kenya	13
ASE	Assumption Sisters of Eldoret	Kenya	7
ASN	Assumption Sisters of Nairobi	Kenya	7
FSJ	Franciscan Sisters of St. Joseph	Kenya	7
FMI	Dimesse Sisters	Kenya	7

NSA	Nazareth Sisters of Annunciation	Kenya	5
DSH	Daughters of the Sacred Heart	Kenya	4
SJT	Sisters of St. Joseph of Tarbes	Kenya	4
SOE	Sisters of Emmanuel	Kenya	4
SSJBC	Sisters of St. Joseph Mombasa	Kenya	4
CPS	Missionary Sisters of The Precious Blood	Kenya	5
CVI	Incarnate Word Sisters	Kenya	3
FMSJ	Franciscan Missionaries of St. Joseph	Kenya	4
FSSA	Francisca Sisters of Saint Anna	Kenya	3
LDSJ	Little Daughters of St. Joseph	Kenya	3
BB	Benebikira Sisters	Kenya	2
CLFS	Companion of The Little Flowers Sisters	Kenya	2
CSSF	Congregation of the Sisters of St. Felix of Cantalice (Felician Sisters)	Kenya	2
DOJGS	Daughters of Jesus the Good Shepherd	Kenya	2
FSGS	Franciscan Sisters of The Good Shepherd	Kenya	2
OSU	Ursuline Sisters of The Irish Union	Kenya	2
CM	Carmelite Missionaries	Kenya	1
DHM	Daughters of The Heart of Mary	Kenya	1
FES	Franciscan Elizabethan Sisters	Kenya	1
FS	Felician Sisters	Kenya	1
HA	Sisters of the Holy Angels	Kenya	1
MI	Camillian Sisters	Kenya	1
MPBS	Sisters of the Most Precious Blood	Kenya	1
RNDM	Sisters of Our Lady of the Missions	Kenya	1
SMC	Missionary Sisters of the Catechism	Kenya	1
SMK	Sisters of Mary of Kakamega	Kenya	1

SMMG	Sister of Mary Mother of God	Kenya	1
TCS	Teresian Carmelite Sisters	Kenya	1
RSM	Sisters of Mercy	Kenya	
IHM	Immaculate Heart of Mary	Kenya, Tanzania, Nigeria	6
SCMM	Society of Catholic Medical Missionaries	Malawi	1
SDP	Sisters of Divine Providence	Malawi	1
SHR	Sisters of The Holy Rosary	Malawi	1
DHS	Daughters of the Holy Spirit	Nigeria	6
SSL	Sisters of Saint Louis	Nigeria	4
DCPB	Daughters of Charity the Most Precious Blood	Nigeria	2
DDL	Daughters of Divine Love	Nigeria	2
DMMM	Daughters of Mary Mother of Mercy	Nigeria	2
HFSN	Holy Family Sisters of the Needy	Nigeria	3
OP	Dominican sisters of St. Catherine of Siena	Nigeria	2
SND	Sisters of Notre Dame de Namur	Nigeria	2
SSMA	Sisters of Saint Michael the Archangel	Nigeria	2
EHF	Sisters of the Eucharistic Heart of Jesus	Nigeria	1
MSHR	Missionary Sisters of The Holy Rosary	Nigeria	1
OLF	Our Lady of Fatima Sisters	Nigeria	1
OSF	Franciscan Sisters of the Immaculate Conception	Nigeria	1
SJGS	Sisters of Jesus the Good Shepherd	Nigeria	2
OLA	Missionary Sisters of Our Lady of Apostles	Nigeria, Ghana	5
PHJC	Poor Handmaids of Jesus Christ	Nigeria, Kenya	2
DC	Daughters of Charity of St. Vincent De Paul	Nigeria, Nigeria	4
SSH	Sisters of the Sacred Heart of Jesus	Nigeria, Uganda, South Sudan	10
FSP	Daughters of St. Paul	South Sudan	2



SHS	Sacred Heart Sisters	South Sudan	2
STH	St. Therese Sister Of The Child Jesus	Tanzania	5
SQLQA	Sisters Of Our Lady Queen Of Africa	Tanzania	3
CDNK	The Sisters of Our Lady of Kilimanjaro	Tanzania	2
OSB	Benedictine Sisters of St. Getrud Convent Emiliwaha	Tanzania	2
SCC	Missionary Sisters of The Cross	Tanzania	2
BT	Bene Tereziya Sisters	Tanzania	1
DOLPH	Daughters of Our Lady of Perpetual Help	Tanzania	1
FSC	Franciscan Sisters Of Harity	Tanzania	1
IHMS	Immaculate Heart of Mary Sisters – Morogoro	Tanzania	1
ISRA	Sisters of Our Lady Queen of The Apostles of Mbenge	Tanzania	1
OSF	Sisters of St. Francis of Penance and Christian charity	Tanzania	1
OSS	Holy Spirit Sisters – Moshi	Tanzania	1
RA	The Religious of The Assumption	Tanzania	1
Salvatorian Sisters	Salvatorian Sisters	Tanzania	1
SRA	Our Lady Queen of Apostles - Mbeya	Tanzania	1
TS	Terezina Sisters - Iringa	Tanzania	1
OLGC	Our Lady Of Good Counsel	Tanzania, Uganda	5
DM	Daughters of Mary	Uganda	4
LSMIG	Little Sisters of Mary Immaculate of Gulu	Uganda	4
DST	Daughters of St. Therese of the Child Jesus	Uganda	2
SCSC	Sisters of Mercy of the Holy Cross	Uganda	2
SMR	Sisters of Mary Reparatrix	Uganda	3
CSC	Sisters of the Holy Cross	Uganda	1
DMJ	Daughters of Mary And Joseph	Uganda	1

DOLOF	Daughters of Our Lady of Fatima	Uganda	1
ESM	Missionary Congregation of The Evangelizing Sisters	Uganda	1
SJU	Sisters of St Joseph of Tarbes	Uganda	1
SGS	Good Samaritan Sisters	Uganda	1
MSM	Mantellate Sister Servants of Mary	Uganda	1
SSA	Sisters of Saint Ann	Uganda	1
MSMMC	Missionary Sisters of Mary Mother of Church	Uganda, Kenya	3
GRAIL	The Grail Sisters	Uganda, Kenya, Tanzania	3
MCESM	Evangelizing Sisters of Mary	Uganda, Kenya, Tanzania	10
IHMR	Immaculate Heart of Mary Reparatrix	Uganda, Zambia	5
DOR	Daughters of The Redeemer	Zambia	2
RSHS	Religious Sisters of The Holy Spirit	Zambia	2
HBVN	Handmaid Sisters of the Blessed Virgin Mary	Zambia	1
MSHF	Missionary Sisters of The Holy Family	Zambia	1
PBVM	Union of the Presentation of the Blessed Virgin Mary	Zambia	1
SCJ	Sisters of the Child Jesus	Zambia	1
LSMI	Little Servants of Mary Immaculate	Zambia, Ghana	2
	Unidentified		2

## 2. HESA Phase I Graduations

### Attachment 3- HESA Phase I Graduations

<i>HESA Phase I Graduations</i>				
Date	Number of Students	Degree, Diploma, Certificate Conferred	Institution/Cohort	Country
July 2014	1	Certificate in Leadership and Resource Management	Tangaza University College/ 4C1	Kenya
December 2014	11	Diploma in Leadership and Resource Management	Tangaza University College/ 4C1	Kenya

October 2015	3	Bachelor of Education	Catholic University of Eastern Africa/ 1C1	USA/Kenya
December 2015	4	Diploma in Leadership and Resource Management	Tangaza University College/ 4C2	Kenya
February 2016	1	Bachelor of Science in Nursing	Aga Khan University/ 11AK	Kenya
May 2016	17	Diploma in Leadership and Resource Management	Tangaza University College/ 4C2	Kenya
May 2016	3	Bachelor of Education	Catholic University of Eastern Africa/ 1C1	USA/Kenya
May 2016	2	Bachelor of Arts (Social Science, Social Work)	Catholic University of Eastern Africa/ 5C1	Kenya
October 2016	2	Bachelor of Education	Catholic University of Eastern Africa/ 1C1	USA/Kenya
October 2016	2	Bachelor of Education	Catholic University of Eastern Africa/ 1C2	USA/Kenya
October 2016	3	Bachelor of Arts (Social Sciences, Development Studies, Religious Studies)	Catholic University of Eastern Africa/ 5C1	Kenya
December 2016	7	Bachelor of Arts in Education	Saint Augustine University/ 3C1	Tanzania
May 2017	20	Diploma in Leadership and Resource Management	Tangaza University College/ 4C3	Kenya
May 2017	3	Bachelor of Education	Catholic University of Eastern Africa/ 1C1	USA/Kenya
May 2017	2	Bachelor of Education	Catholic University of Eastern Africa/ 1C2	USA/Kenya
May 2017	1	Bachelor of Arts in Development Studies	Catholic University of Eastern Africa/ 5C1	Kenya
May 2017	1	Bachelor of Arts (Commerce, Theology)	Catholic University of Eastern Africa/ 5C2	Kenya
May 2017	5	Bachelor of Theology	Chemchemi Ya Uzima Institute/ 7C2	Kenya
<b>TOTAL</b>	<b>88</b>			

### 3. Evaluation Tools

#### Attachment 4- HESA Phase I Evaluation Data Collection Instruments

<i>Phase I Evaluation Data Collection Instruments</i>				
<b>Point of Collection</b>	<b>Instruments</b>	<b>Participants</b>	<b>Methods</b>	<b>Objectives</b>
Orientation (Given at the beginning of workshop)	Participant General Registration Form	All Students	Quantitative ASEC Developed	1, 2
Orientation (Given at the beginning of workshop)	Self-Assessment (Pre-Program) Survey	All Students	Quantitative Evidence Based, Outside Source Developed	2, 3, 4
Orientation (Pre & Post workshop)	Participant Pre and Post Skills Assessment Online Cohorts	Online Students	Quantitative and Qualitative ASEC Developed	2, 3
Orientation (Given at the end of workshop)	Participant Course Evaluation Online Cohorts	Online Students	Quantitative and Qualitative ASEC Developed	2, 3
Orientation (Given at the end of workshop)	Orientation Evaluation Onsite	Onsite Students, Orientation Coordinator, Orientation Instructor	Quantitative and Qualitative ASEC Developed	2, 3
End of First Semester	Participant End of Semester Assessment of Online Learning	Online Students	Quantitative and Qualitative ASEC Developed	1, 2
End of First Semester	Participant End of Semester Assessment of Onsite Learning	Onsite Students	Quantitative and Qualitative ASEC Developed	1, 2
Reflective Learning Workshops (Annually in the Summer, given at the end of workshop)	Reflective Learning Post Workshop Evaluation	All Students, Coordinators, Directors	Quantitative and Qualitative ASEC Developed	1, 2
End of Online Portion of the Program	Participant End of Online Experience Assessment	Online Students	Quantitative and Qualitative ASEC Developed	1
End of Program	Self-Assessment (Post-Program) Survey	All Students	Quantitative Evidence Based, Outside Source Developed	2, 3, 4
End of Program	Participant End of Program Experience Assessment	All Students	Quantitative and Qualitative ASEC Developed	1, 2, 3, 4, 5, 6
End of First Semester, End of Online Portion of Program, End of Program	Report from Stakeholder Institutions	All Students	Quantitative and Qualitative	1, 2, 3, 4
Fall 2014 & 2016	ASEC Superior Survey	Congregation Superiors	Quantitative and Qualitative	4
Site Visits (Multiple throughout year)	Interviews/Field Notes	All Students	Qualitative	1, 2, 3, 4
Per Semester/Annual, depending on school	Official and Unofficial Transcripts provided by institution	All Students	Quantitative	1, 2, 3

Post-Program Annually (Alumnae Workshops)	ASEC Alumnae Survey	HESA Alumnae	Quantitative and Qualitative ASEC Developed	1, 2, 3, 4
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## 4. Program Objectives

### 4.1 Program Objective 1

Attachment 5- List of ASEC's Phase I Partner Colleges and Universities for HESA, per model of study

<i>Partnership Agreements for HESA</i>			
Institution(s)	Country	Partnership Type	Year Signed
Marywood University / Catholic University of Eastern Africa	Online, Kenya	MOU	2012; 2017
Marywood University / Kisubi Brothers University College	Online, Uganda	MOU	2014
Chestnut Hill College / Catholic University of Ghana	Online, Ghana	MOU	2013
Chestnut Hill College / Veritas University College	Online, Nigeria	MOU	2015
Catholic University of Ghana	Ghana	FOR	2014
Tangaza University College	Kenya	FOR	2013; 2015
Catholic University of Eastern Africa	Kenya	FOR	2014
Chemchemi Ya Uzima Institute	Kenya	FOR	2014
Veritas University College	Nigeria	FOR	2015
Catholic University of South Sudan	South Sudan	FOR	2013
Kisubi Brothers University College	Uganda	FOR	2014

Attachment 6- Model A, Online-Onsite, Partnerships and Available Programs of Study

Figure 1. Marywood University Partnerships with Catholic University of Eastern Africa (Kenya) and University of Kisubi (Uganda)

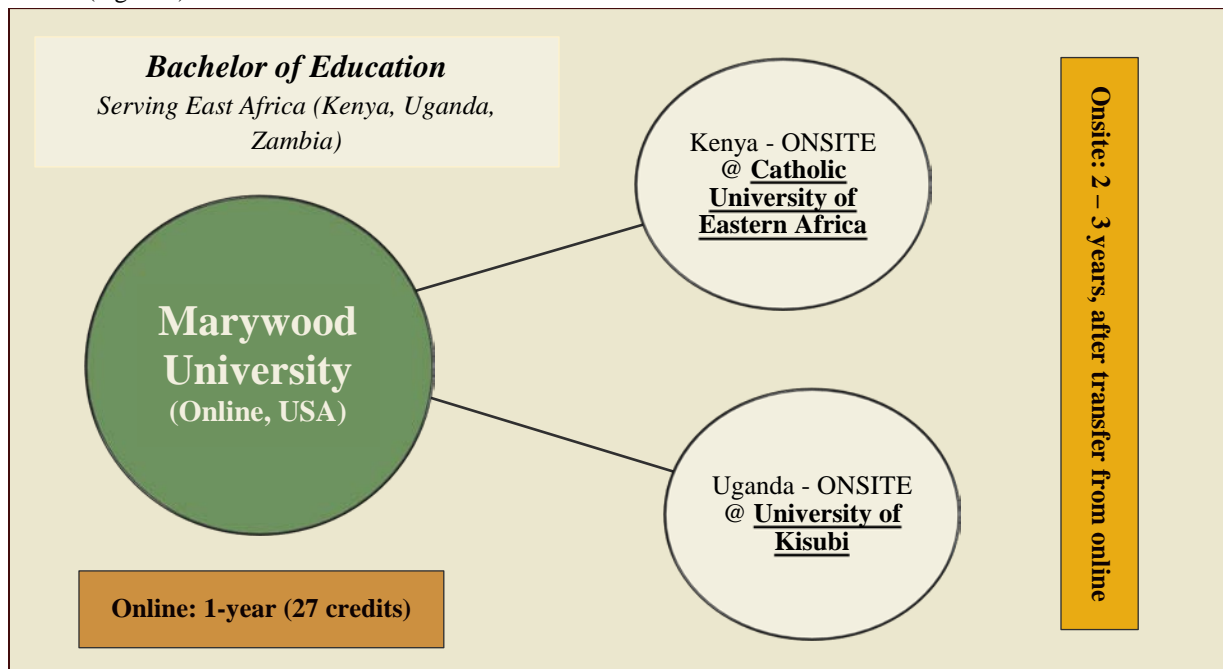
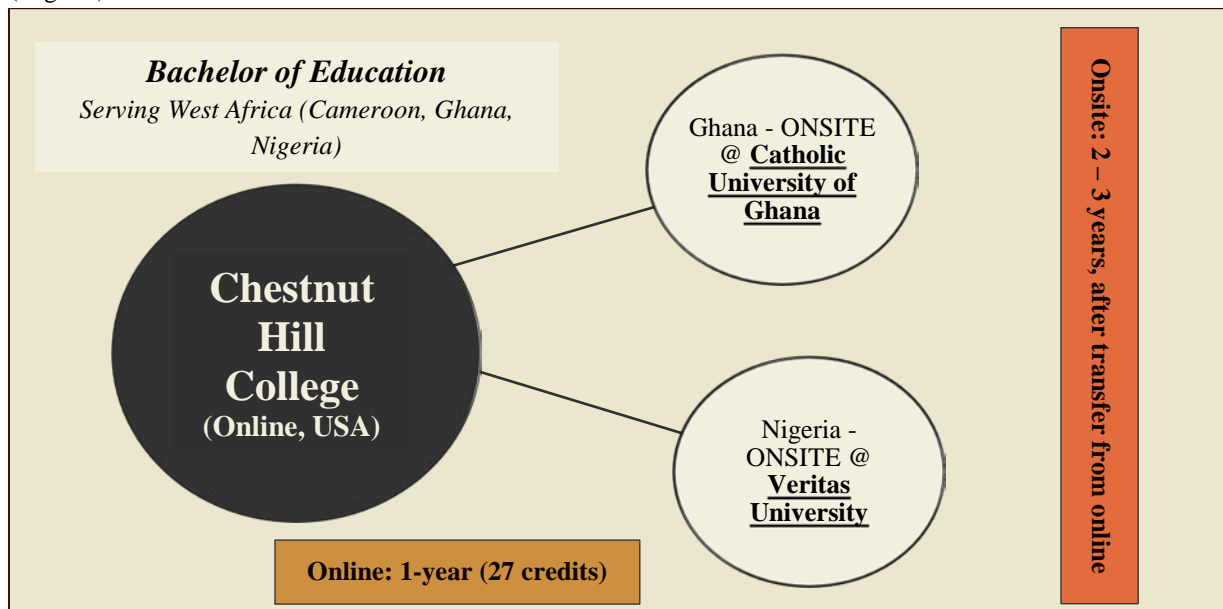


Figure 2. Chestnut Hill College Partnerships with Catholic University College of Ghana and Veritas University (Nigeria)



Attachment 7- Phase I, Overall End of Online Survey Results

<b>HESA Phase I, Overall End of Online Survey Results</b> <b>Likert Scale Rating 1 (Strongly Disagree) to 4 (Strongly Agree)</b> <b>(n=65)</b>		
<b>Question</b>	<b>Mean</b>	<b>Std. Dev.</b>
I feel connected to the instructor and other students	3.88	.451
Online instruction is an effective way for me to learn	3.46	.663
As a result of my experience this past semester, I am comfortable taking online courses	3.63	.675
My fellow classmates were a resource for me during this past semester	3.57	.612
I was able to balance my studies, my work and my personal responsibilities	3.37	.675
Skype has been an effective learning tool for me this past semester	2.92	.907
Technical difficulties are addressed quickly	3.65	.648
Communicating with the ASEC/HESA staff helped to ease my difficulties	3.94	.390
I felt supported and encourages to continue the program by the ASEC/HESA staff	3.92	.407
The ASEC/HESA staff addressed by concerns in a timely manner	3.85	.475
The funds provided for my modem and internet access were enough	3.72	.625
The information that I received about Moodle registration and support was sufficient	3.64	.651
Using Skype was an effective way to resolve Moodle challenges	2.93	.964
I was able to get clarification from my instructors when I needed it	3.75	.638

Attachment 8- HESA Phase I Enrollment by Institution, Country of Institution and Country Serving

<b>HESA Phase I Enrollment by Institution</b> <b>(n=280, including drops)</b>			
<b>Institution</b>	<b>Country of Institution</b>	<b>Country Serving</b>	<b># Served</b>
Pilot HESA Cohort- Marywood University & Catholic University of Eastern Africa (CUEA)/ University of Kisubi (UoK)	Online, Kenya, Uganda, Zambia	Kenya, Uganda, Zambia	18
Marywood University & Catholic University of Eastern Africa (CUEA)/ University of Kisubi (UoK)	Online, Kenya, Uganda, Zambia	Kenya, Uganda, Zambia	57
Chestnut Hill College & Catholic University College of Ghana (CUCG)/ Veritas University College (VUC)	Online, Ghana, Nigeria, Cameroon	Ghana, Nigeria, Cameroon	34
Saint Augustine University	Tanzania	Tanzania	24
Tangaza University College	Kenya	ALL	62
Catholic University of Eastern Africa (CUEA)	Kenya	ALL	23
University of Kisubi (UoK)	Uganda	Uganda	16
Chemchemi Ya Uzima Institute	Kenya	ALL	13
Veritas University College	Nigeria	Nigeria	16



Catholic University College of South Sudan (CUSS)	South Sudan	South Sudan	2
CUSS studying at CUEA	Kenya	South Sudan	2
CUSS studying at Tangaza	Kenya	South Sudan	1
Catholic University College of Ghana (CUCG)	Ghana	Ghana	10
Other- Non-Partner Institution (Aga Khan University)	Kenya	Kenya	1
<b>TOTAL ENROLLED</b>	<b>280</b>		

Attachment 9- Phase I, Comprehensive List of Orientation Workshops

<i>HESA Orientation Workshops, Phase II, Year I</i>						
<b>Cohort</b>	<b>Date</b>	<b>Country of Workshop</b>	<b>Location</b>	<b>Facilitators</b>	<b>Topics Covered</b>	<b># atten.</b>
1C1	November 26-December 15, 2012	Kenya	Nairobi	Sr. Lina Wanjiku, Sr. Margaret Gannon, Sr. Kathleen Burns	UNIV 102, Technology	18
1C2	November 22-December 13, 2013	Kenya, Uganda, Zambia	Nairobi	Sr. Lina Wanjiku, Sr. Margaret Gannon, Rev. Peter Gichure, Dr. Ann Rita	UNIV 102, Goals and Expectations, Technology, Time Management, Self-Awareness, CUEA	16
1C3	November 23-December 15, 2014	Kenya, Uganda, Zambia	Nairobi, Lusaka	Sr. Margaret Gannon, Sr. Kathleen Burns, Sr. Germina Keneema	UNIV 102, Online Instructions, Writing Skills, (Microsoft Office, Email, Video Chat, Library, etc.)	23
1C4	November 22-December 11, 2015	Kenya	Nairobi, Lusaka	Sr. Margaret Gannon, Sr. Kathleen Burns, Dr. Ann Rita Njageh, Rev. Peter I. Gichure	UNIV 102, Online Instructions, Writing Skills, (Microsoft Office, Email, Video Chat, Library, etc.)	18
2C1	July 1- 18, 2014	Ghana	Catholic University College of Ghana, Cape Coast	Sr. Lisa Oliveri, Deborah Chandraria	Online Instructions, Writing Skills, (Microsoft Office, Email, Video Chat, Library, etc.)	17
2C2	June 27- July 18, 2015	Ghana	Hospitallers Sisters of the Sacred Heart, Elmina	Sr. Lisa Olivieri,	Online Instruction Writing Skills, (Microsoft Office, Email, Video Chat, Library, etc.)	17

3C1	September 6-7, 2013	Tanzania	St. Augustine University, Mwanza	Sr. Tryphina Burchard	Goals and Expectations, Technology, Managing Time, SAUT	8
3C2	September 22-23, 2014	Tanzania	St. Augustine University, Morogoro	Sr. Tryphina Burchard	Goals and Expectations, Technology, Managing Time, SAUT	8
3C3	September 21-23, 2015	Tanzania	Hollistic Education Centre, Morogoro	Missing Agenda	Missing Agenda	8
4C1 5C1 AK	December 14-15, 2013	Kenya	Tumani Center, Nairobi	Sr. Lina Wanjiku, Rev. Peter Gichure	Connecting, Goals and Expectations, Managing Time, Technology	21
4C2 5C2 7C2 9C3	August 21-24, 2015	Kenya	AOSK Tumaini Centre, Nairobi	Rev. Peter Gichure, Dr. Ann Rita Njageh, Sr. Lina Wanjiku	ASEC Background, Performance Targets, Communication, Study Habits, Time Management	46
4C3	January 8-11, 2016	Kenya	Nairobi	Caroline Gathaiya, Sr. Vicenta, Dr. Ann Rita Njageh, Sr. Lina Wanjiku	University Culture, Communication, Goal Setting, Study Habits, Time Management	28
6C1	July 12-14, 2014	Uganda	ARU-Kampala Secretariat	Sr. Germina Keneema, Sr. Margaret Kubanze	ASEC Background, Time Management, Self-Awareness, Goal Setting	8
6C2	July 17-20, 2015	Uganda	ARU-Kampala Secretariat	Sr. Germina Keneema, Br. Bernard L., Joseph Ssentongo	Self-Awareness, Time Management, Goal Setting, ASEC Background	8
7C1	May 24-25, 2014	Kenya	Nairobi	Sr. Lina Wanjiku, Rev. Peter Gichure	Goals and Expectations, Performance Goals, Teamwork, Study Skills, Managing Time	5
8C1	September 20-21, 2014	Nigeria	Vertitas University, Abuja	Sr. Clementina Obembe, Prof. Michael Kwaniachie	Goals and expectations, Time Management, Performance Goals, Review of Courses Schedule, Communication	16

9C1	August 9-10, 2014	South Sudan	Catholic University of South Sudan (CUSS) ,Juba	Sr. Lina Wanjiku, CUSS Faculty, Facilitator (name missing)	Time Management, Self-Awareness, Performance Goals, Goals and Expectations, Communication	2
9C2	December 12-14, 2014	Kenya	AOSK Tumaini Centre, Nairobi	Rev. Peter Gichure, Dr. Ann Rita Njageh, Sr. Lina Wanjiku	ASEC Background, Performance Targets, Communication, Study Habits, Time Management	2
10C1	August 16-17, 2016	Ghana	Missing Information	Missing Information	Missing Information	5
10C2	October 16-18, 2015	Ghana	Missing Information	Missing Information	Missing Information	3
<b>Total Number of Participants</b>						<b>277</b>

Attachment 10- Phase I, Comprehensive List of Reflective Learning Workshops

<i>HESA Reflective Learning Workshops, Phase I</i>					
Date	Country of Workshop	Cohorts	Facilitators	Topics Covered	#
June 26-28, 2013	Kenya	1C1	Sr. Kathleen Burns, Sr. Margaret Gannon *Via WebEx*	Academic Goals, Improvement Plans *Funded by SLDI Bridge Grant*	<b>16</b>
<b>Total Sisters in Attendance</b>			<b>16</b>	<b>Total Sisters Missed</b>	<b>2</b>
<b>Bridge Year Completion Rate</b>					<b>88.8%</b>
May 24-25, 2014	Kenya & Uganda	1C1, 1C2, 4C1, 5C1, 9C1, AK	Sr. Kathleen Burns, Sr. Margaret Gannon *Via WebEx*	HESA Program Feedback, Reconnecting, Technology, Challenges and Successes	18, 14, 13, 5, 0, 0, Total= <b>51</b>
June 28-30, 2014	Tanzania	3C1	Sr. Kathleen Burns, Sr. Margaret Gannon *Via WebEx*	HESA Program Feedback, Reconnecting, Technology, Challenges and Successes	<b>8</b>
<b>Total Sisters in Attendance</b>			<b>60</b>	<b>Total Sisters Missed</b>	<b>7</b>
<b>Year One Completion Rate</b>					<b>89.4%</b>
June 4-6, 2015	Ghana & Nigeria	2C1, 10C1	Study habits, time management, challenges and recommendations	Sr. Francisca, Br. Michael Amakyi, Rev. Dr. Amthony Adawa, Sr. Lisa Oliveri & Chestnut Hill Instructors via skype	13, 5 Total= <b>18</b>

May 8-11, 2015	Kenya, Uganda, & Zambia	1C1, 1C2, 1C3, 4C1, 4C2, 5C1, 5C2, 7C1, AK, 9C1, 9C2	Sr. Kathleen Burns, Sr. Margaret Gannon *Via WebEx*, Sr. Ann Rita (CUEA), Father Peter Gicure (CUEA), Sr. Lina, Sr. Agnes (Chemchemi), Sr. Maureen & Ben (Zambia), Sr. Germina (Uganda)	Time management, Study Habits, Communication, Challenge and Concerns	17, 11, 20, 1, 20, 8, 11, 5, 1, 0, 3 Total= <b>91</b>
June 5-7, 2015	Nigeria	8C1	Sr. Clementina, Cawike Chibuzor, Abraham Churnu, Sr. Lisa Oliveri & Chestnut Hill Instructors via skype	Study Habits, Time Management,	<b>16</b>
June 29-July 1, 2015	Tanzania	3C1, 3C2	Sr. Tryphina, Sr. Mechtilda Rwakarema, Ms. Regina	Impact of Social Media on Student's Life, Sharing, Course Registration, Goal Setting, Challenges and Concerns	8, 8 Total= <b>16</b>
May 8-11, 2015	Uganda	6C1	Sr. Kathleen Burns, Sr. Margaret Gannon *Via WebEx*, Sr. Ann Rita (CUEA), Father Peter Gicure (CUEA), Sr. Lina, Sr. Agnes (Chemchemi), Sr. Maureen & Ben (Zambia), Sr. Germina (Uganda)	Time management, Study Habits, Communication, Challenge and Concerns	<b>8</b>
<b>Total Sisters in Attendance</b>			<b>157</b>	<b>Total Sisters Missed</b>	<b>24</b>
<b>Year Two Completion Rate</b>					<b>90.0%</b>
May 26-29, 2016	Ghana & Nigeria	2C1, 2C2, 10C1, 10C2	Sr. Francisca, Alfred Kuranche, Prince Effum	Personality Type, Examination Anxiety	14, 13, 5, 4 Total= <b>26</b>
May 13-15, 2016	Kenya	1C1, 1C2, 1C3, 1C4, 4C2, 4C3, 5C1, 5C2, 7C1, 7C2, 9C1, 9C2, 9C3	Dr. Ann Rita, Rev. Peter Gichure Wachira	Study Habits, Time Management, Communication *Included 4 UISG Sisters	15, 11, 15, 18, 17, 22, 8, 15, 5, 8, 2, 2, 1 Total= <b>128</b>
May 26-29, 2016	Nigeria	8C1	Sr. Clementine Obembe, Abraham Chunu, Sr. Francisca Elewedope	Incorporating Religious and Student Life, Time Management, Study Habits, Living Our Vows, Stress Management, Good Human Relationships	29 Total= <b>29</b>

July 8-11, 2016	Tanzania	3C1, 3C2, 3C3,	Sr. Tryphina, Sr. Mechtilda Rwakarema, Ms. Regina	Basic Computer Technology, Goal Setting, Challenges and Concerns	8, 8, 8 <b>Total=24</b>
May 13-15, 2016	Uganda	6C1, 6C2, 1C2, 1C4	Sr. Cecilia Nibyobyonka, Br. John Baptist Kalama, Sr. Mary Germina Keneema	Study Habits, Motivation, Time Management, Effective Communication, Concerns	8, 8, 2, 5 <b>Total=23</b>
<b>Total Sisters in Attendance</b>			<b>230</b>	<b>Total Sisters Missed</b>	<b>21</b>
<b>Year Three Completion Rate</b>					<b>91.36%</b>
May 19-21, 2017	Ghana, Nigeria & Cameroon	10C*1, 10C2, 2C1*, 2C2	Rev. Fr. Dr. Philip Amankwa Danquah	Roles and Responsibilities Effective Communication- Social Media Goal Setting	2, 3, 11, 13 <b>Total = 26</b>
May 5-7, 2017	Kenya	1C1*, 1C2*, 1C3, 1C4, 4C3, 5C1, 5C2, 7C1, 7C2, 9C1, 9C2, 9C3	Sr. Kathleen Burns Chris Mwaura Mrs. Naomi Wmbui Dr. Ann Rita Njageh	Online Review Team Building Academic Research	0, 7, 9, 11, 33, 12, 5, 8, 0, 1, 1, 1 <b>Total = 88</b>
June 1-4, 2017	Nigeria	8C1*	Missing Agenda	Missing Agenda	14 <b>Total = 14</b>
April 29-May 1, 2017 & May 12-14, 2017	Tanzania	3C1, 3C2, 3C3	Sr. Mechtilda Rwakarema Mrs. Regina Babu & Rev. Fr. Engelbert Nyandwi Mr. Paul Ezekiel Shao	Self-awareness and stress management Internet/Computer Skills	1, 8, 8 <b>Total= 17</b>
May 5-8, 2017	Uganda	6C1, 6C2	Sr. Kathleen Burns Bro Bernard Luwerekera, Bro John Kalama, Sr. Elisabeth Nakayiza	Time management Effective Communication Reading Habits/Motivation	7, 8 <b>Total = 15</b>
<b>Total Phase I Sisters in Attendance</b>			<b>181</b>	<b>Total Phase I Sisters Missed</b>	<b>66</b>
<b>Year Four Completion Rate</b>					<b>64%</b>

\*A number of sisters remaining in these cohorts are scheduled to graduate in Fall 2017. They would have completed coursework as of May 2017 and this is likely the reason for their absence. ASEC is working on a Reflective Learning Attendance Policy to reflect cases in which sisters are completed with coursework and did not formally graduate at the time of Reflective Learning, due to limited graduation ceremonies at the college/university (i.e. several partner institutions have only one graduation per year) or because they are finalizing research contributions.

### 3.2 Program Objective 2

#### Attachment 11- HESA Phase I, 32 Unique Degree Programs

<i>HESA Phase I, Sisters Enrolled in 32 Unique Degree Programs</i>		
<b>College/University Enrolled</b>	<b>Degree/ Diploma Titled</b>	<b># of HESA Students</b>
Marywood University (USA Online)/ Catholic University of Eastern Africa partnership	Bachelor of Education (B.Ed.)	70
Marywood University (USA Online)/ University of Kisubi partnership	Bachelor of Education (B.Ed.)	5
Chestnut Hill College (USA Online)/ Catholic University College of Ghana partnership	Bachelor of Education (B.Ed.)	21
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	13
Veritas University, Nigeria	B.A. English and Literary Studies	16

Attachment 12- HESA Phase I Partner Institution Grading Scales

<b><i>HESA Partner Institution Grading Scales</i></b>			
<b>Marywood University (Scranton, PA, USA)</b>			
A	94-100	Superior	4.00
A-	91-93.9	Superior	3.67
B+	88-90.9	Good	3.33
B	85-87.9	Good	3.00
B-	81-84.9	Good	2.67
C+	78-80.9	Satisfactory	2.33
C	75-77.9	Satisfactory	2.00
C-	72-74.9	Satisfactory	1.67
D+	69-71.9	Low Pass	1.00
D	66.1-68.9	Low Pass	1.00
F	0-66	Failure	0.00
<b>Chestnut Hill College (Philadelphia, PA, USA)</b>			
A	94-100	Superior	4.00
A-	91-93.9	Superior	3.67
B+	88-90.9	Good	3.33
B	85-87.9	Good	3.00
B-	81-84.9	Good	2.67
C+	78-80.9	Satisfactory	2.33
C	75-77.9	Satisfactory	2.00
C-	72-74.9	Satisfactory	1.67
D+	69-71.9	Low Pass	1.00
D	66.1-68.9	Low Pass	1.00
D-	63-65.9	Low Pass	.67
F	0-62.9	Failure	0
<b>Catholic University of Ghana (Sunyani, Ghana, West Africa)</b>			
A	80-100	Outstanding	4.0
B+	75-79	Very Good	3.5
B	70-74	Good	3.0
C+	65-69	Fairly Good	2.5
C	60-64	Average	2.0
D+	55-59	Below Average	1.5



D	50-54	Marginal Pass	1.0
E	45-49	Unsatisfactory	.5
F	0-44	Fail	0
<b>Veritas University Abuja (Garki, Nigeria, West Africa)</b>			
A	70-100	Excellent	5
B	60-69	Very Good	4
C	50-59	Good	3
D	45-49	Fair	2
E	40-44	Pass	1
F	0-39	Fail	0
<b>Catholic University of Eastern Africa (Nairobi, Kenya, East Africa)</b>			
A	70-100		4
B	60-69		3
C	50-59		2
D	40-49		1
F	0-39		0
<b>The University of Kisubi (Kisubi, Uganda, East Africa)</b>			
A	80-100		4
B+	75-79		3.7
B	70-74		3.3
B-	65-69		3
C+	60-64		2.7
C	55-59		2.3
C-	50-54		2
F	0-49		0
<b>Saint Augustine University (Luchelele, Tanzania, East Africa)</b>			
A	90-100		5
B+	80-89		4
B	70-79		3
C	60-69		2
D	50-59		1
E	35-49		.5
F	0-34		0
<b>Chemchimi Ya Uzima Institute (Kenya, East Africa)</b>			

A	70-78	Excellent	4
B	60-69	Very Good	3
C	50-59	Good	2
D	40-49	Pass	1
E	0-39	Failure	0

**Tangaza University College (Kenya, East Africa)**

A	70-100	Outstanding	4
B	60-69	Very Good	3
C	50-59	Basically Good	2
D	40-49	Below Average	1
F	0-39	Poor Work	0

**Catholic University of South Sudan (South Sudan, East Africa)**

A+	98-100	4.0
A	88-97	3.7
A-	85-87	3.3
B+	82-84	3.0
B	73-81	2.7
B-	70-72	2.3
C+	68-69	2.0
C	62-67	1.7
C-	60-61	1.3
D+	58-59	1.0
D	52-57	0
D-	50-51	0
F	0-49	0

Attachment 13- Pre and Post Skills Orientation Comparison- Model A Cohorts Overall Phase I

***Phase I Pre and Post Skills Model A Orientation Comparison***

Skill	Pre-Orientation Mean (N=101)	Std. Dev.	Post-Orientation Mean (N=91)	Std. Dev.
Find unread email in my inbox	3.55	.768	3.87	.565

Search my sent mail to find an email that I sent to a specific person	3.27	.913	3.87	.429
Set up a folder/labels to help organize the mail I receive	2.40	1.011	3.53	.659
Add a contact for a person with whom I frequently correspond	2.67	1.111	3.81	.472
Find a Skype user and save them as a contact in Skype	2.03	1.195	3.83	.456
Initiate a call from my computer on Skype	2.08	1.246	3.91	.323
Answer a call that was coming into my computer on Skype	2.13	1.262	3.93	.251
Join a class on Moodle	1.45	.951	3.78	.417
Upload an assignment to my instructor from Moodle	1.32	.774	3.77	.499
Download a document that my instructor has posted	1.40	.895	3.80	.399
Find a classmate's email address	1.38	.895	3.83	.376
Create a topic in a forum or discussion board	1.20	.603	3.82	.466
Respond to topics created by other students	1.28	.695	3.81	.522
Contact/ Address the instructor directly	1.37	.861	3.73	.579
Send a message to a librarian to ask for help.	1.36	.815	3.60	.653
Find a specific journal in the online collection	1.28	.975	3.32	.690
Search the database for an article on a specific topic	1.22	.563	3.41	.691
Use search terms effectively to narrow the result of my search	1.31	.751	3.37	.649
Save an Excel workbook and give it a specific name	2.14	1.212	3.86	.377
Use Excel's SUM function to obtain the total of a column of numbers	1.96	1.171	3.80	.457
Sort a list from lowest to highest value	1.85	1.104	3.64	.569
Build a formula that performs a mathematical calculation	1.57	.902	3.51	.642
Format a cell or group of cells as currency	1.57	.905	3.31	.777
Preview a spreadsheet to see how it will look when printed.	1.99	1.258	3.53	.724
Copy a mathematical formula from one cell to another	1.59	.983	3.56	.738
Use Excel's Built-in Help feature to find answers when I encounter a problem	1.38	.710	3.06	.807

Create a chart or graph from the data in an Excel spreadsheet	1.57	.946	3.48	.854
Open and edit and already existing document	2.70	1.235	3.78	.471
Change the amount of space between lines of text	2.53	1.256	3.73	.539
Change the font (style, size, color, etc.)	2.62	1.254	3.78	.494
Insert a table or image into a document	2.23	1.284	3.80	.457
Create numbered or bulleted lists	2.46	1.290	3.80	.457
Change the margins in a document	2.59	1.242	3.73	.541
Choose the theme I want to use for my presentation	2.19	1.178	3.88	.362
Create a new slide	2.31	1.277	3.91	.356
Insert an image into a slide	2.14	1.206	3.83	.456
Choose how I want transitions between slides to look	2.07	1.239	3.81	.449
Begin a presentation of slides from the beginning	1.97	1.150	3.69	.574
Begin a presentation of slides from the current slide	1.77	1.053	3.69	.574
Formulate a thesis statement about a topic	1.84	1.117	3.67	.536
Research information to help me support my thesis	1.91	1.051	3.59	.657
Write an effective introduction paragraph	1.91	.996	3.49	.663
Form topic sentences for each paragraph	1.87	1.098	3.39	.721
Cite the research I am using in my paper	1.78	1.016	3.42	.677
Write a concluding paragraph	1.87	1.070	3.33	.802
Create a cover page for a research paper	1.48	.858	3.25	.885
Properly use on-line citations in a research paper	1.34	.714	3.35	.662
Format a reference page for an APA formatted research paper	1.32	.777	3.19	.786
Know which font type and size are appropriate for an APA formatted research paper	1.32	.750	3.45	.741
Find resources for help with APA formatting online	1.31	.748	3.16	.856

## Attachment 14- HESA Phase I Model A Orientation Evaluation (2013-2017)

<i>HESA Phase I Model A Orientation Evaluation Results (2013-2017)</i>		
<i>N=107</i>		
<i>Likert Scale 5-Strongly Agree to 1-Strongly Disagree</i>		
<b>Question</b>	<b>Mean</b>	<b>Std. Dev.</b>
Course objectives were clearly stated on the first day of the course.	4.05	.419
The assignments related to course content.	4.08	.365
The course content was related back to practical situations.	4.07	.381
Materials were provided to supplement the lectures.	3.82	.629
The environment was favorable for learning.	4.03	.446
The temperature at the site was comfortable for learning.	3.85	.362
The lighting at the site was adequate for learning.	3.88	.328
The computers at the site were satisfactory for the tasks that needed to be performed.	3.84	.373
The amount of time spent on each lesson was appropriate for learning a new skill.	3.68	.514
The course content met my expectations.	3.77	.424
The remote delivery of course content was an effective method for learning.	3.60	.598
The remote delivery method of course content was as effective as face-to-face instruction.	3.56	.626
Any technical difficulties that occurred during course instruction were addressed quickly.	3.90	.296

## Attachment 15- HESA Phase I Model B Orientation Evaluation (2013-2017)

<i>HESA Phase I Model B Orientation Evaluation Results (2013-2017)</i>		
<i>N=168</i>		
<i>Likert Scale 5-Strongly Agree to 1-Strongly Disagree</i>		
<b>Question</b>	<b>Mean</b>	<b>Std. Dev.</b>
It was easy to attend the orientation sessions.	4.64	.687
Session objectives were clearly stated on the first day of orientation.	4.68	.604
The instructor's presentations were clear and understandable.	4.74	.516
The amount of time spent on each topic was appropriate to understand the information.	4.43	.798
Materials were provided to supplement the lectures (books, reading materials, web-based materials, etc.)	4.26	.971
The laptops used at the workshop were satisfactory for the tasks that needed to be performed.	4.09	1.4
The environment was favorable for learning.	4.68	.669
The orientation met my expectations.	4.56	.623

Attachment 16- HESA Phase I Overall Reflective Learning Workshop Evaluation (2013-2017)

<i>HESA Phase I Reflective Learning Evaluation Results (2013-2017)</i>		
<i>N=750, All Student Attendees, including repeats (Phase I and Phase II)</i> <i>Likert Scale 5-Strongly Agree to 1-Strongly Disagree</i>		
<b>Question</b>	<b>Mean</b>	<b>Std. Dev.</b>
It was easy to attend the reflective learning workshop.	4.11	.738
The objectives of the workshop were clearly stated on the first day of the session.	4.27	.616
The facilitator's presentations were clear and understandable.	4.36	.566
The facilitator was able to resolve any technical or logistic issues quickly.	4.02	.750
There was sufficient opportunity for me to share my experiences with the others.	4.03	.750
The open discussion related to the program and online learning allowed me to express my concerns	3.90	1.03
The open discussion related to the program and online learning allowed the group to find solutions to common concerns.	3.86	1.08
The information in the time management presentation will be helpful to plan for next semester.	4.29	.678
Participating in this workshop assisted me in setting goals.	4.29	.578
My laptop is satisfactory for the tasks that need to be performed during the semester.	4.23	.806
The workshop content met my expectations	4.14	.639
The environment was favorable for learning.	4.23	.695

Attachment 17- HESA Phase I End of Experience Survey Results

<i>HESA Phase I End of Experience Survey Results</i>		
<i>N= 81, HESA Graduates</i> <i>4 Point Likert Scale, 4-Strongly Agree to 1-Strongly Disagree</i>		
<b>Question</b>	<b>Mean</b>	<b>Std. Dev.</b>
I gained specific skills from participating in the HESA program that I would otherwise have not achieved.	3.91	.394
I felt the HESA Orientation and Semester Reflection activities experience added positive value to my education.	3.88	.430
I feel participating in HESA made me a better student.	3.91	.324
My fellow HESA cohort was a resource for me during my program.	3.78	.447
I felt connection to my fellow classmates that were not HESA participants.	3.56	.672
The overall quality of my classroom experiences met my expectations.	3.56	.612
I was able to balance my studies, my work and my personal responsibilities.	3.63	.513

I felt more confident as a result of participating in the HESA program.	3.92	.267
Communicating with the ASEC/HESA staff helped to ease my difficulties.	3.79	.439
I felt supported and encouraged to continue the program by the ASEC/HESA staff.	3.91	.283
The ASEC/HESA staff addressed my concerns in a timely manner.	3.65	.674
The funds provided were enough to cover my needs.	3.46	.725
I had an opportunity to provide feedback to my classroom instructors.	3.77	.507
I was able to get clarification from my instructor when I needed it.	3.74	.441
I was able to understand the instructor's expectations for the assignments.	3.60	.517
The number of assignments within my courses was doable.	3.59	.543
The language level in the courses was appropriate for me.	3.85	.391
There was effective use of technology in my classes.	3.72	.597

#### Attachment 18- HESA Phase I Pre vs. Post Mean Self-Assessment Scale Results

<i>HESA Phase I Pre Vs. Post Mean Self-Assessment Scale Results</i>								
<i>N=60, HESA Graduates, Paired Samples T-Test</i>								
Scale	Correlation	Sig.	Mean	Std. Dev.	Std. Error Mean	t	df	Sig. (2-tailed)
Self-Efficacy	.246	.058	-3.133	5.476	.707	-4.433	59	.000
Self-Regulation	.080	.542	-1.417	4.630	.598	-2.370	59	.021
Need for Cognition	.684	.000	-1.467	7.317	.945	-1.553	59	.126

### 3.4 Program Objective 4

#### Attachment 19- ASEC Alumnae Survey, HESA Phase I Student Results

<i>ASEC Alumnae Survey, HESA Phase I Student Results</i>				
Question	All HESA Students N=45		Only HESA Alumnae n=9	
	Yes	No	Yes	No
Did your overall experience at the Alumnae Workshop meet your expectations?	93.% (42)	4.4% (2)	33.3% (3)	66.7% (6)
During the Alumnae Workshop did you form NEW relationships with sisters you did not already know?	93.3% (42)	4.4% (2)	88.9% (8)	11.1% (1)



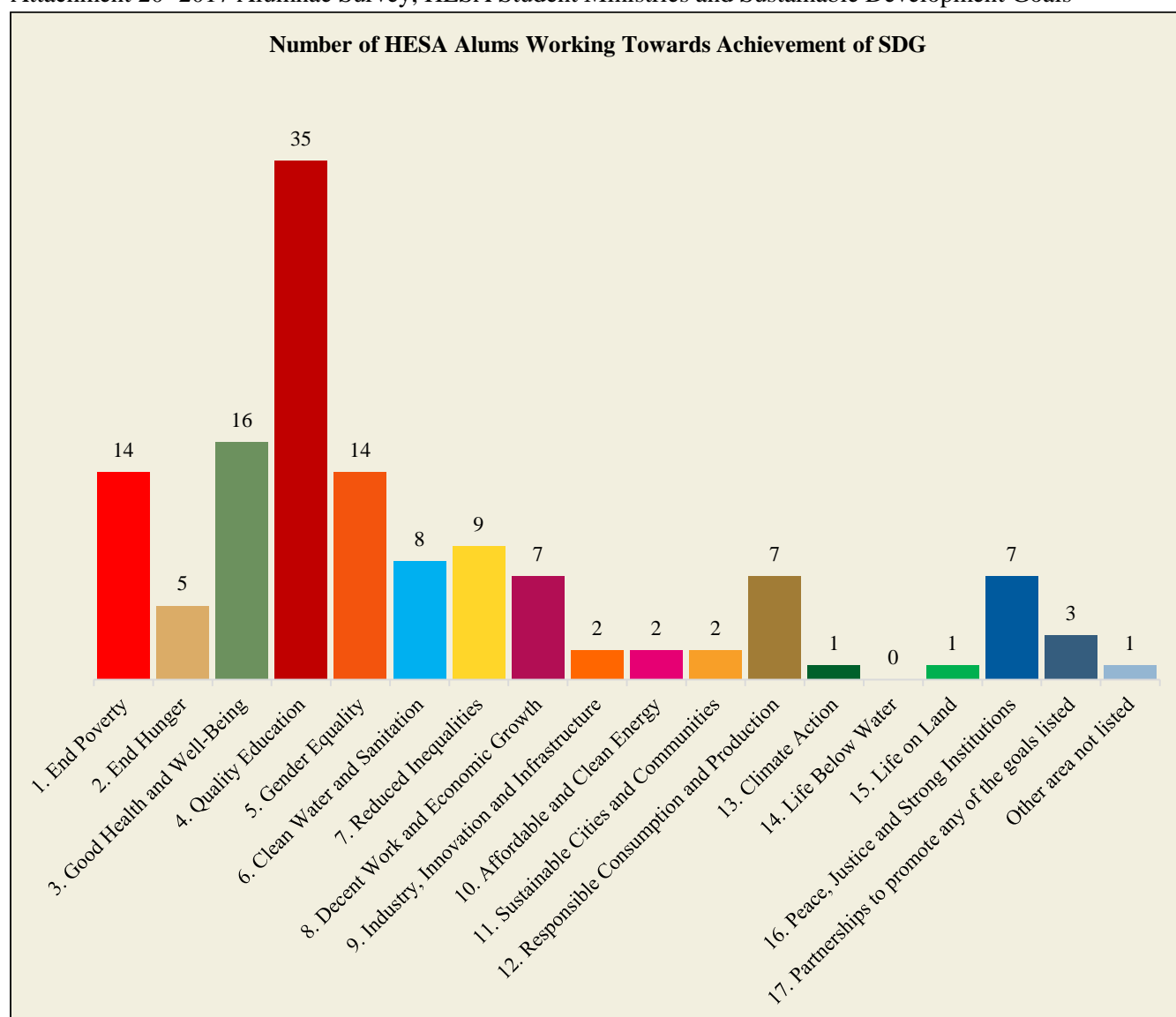
Did participating in HESA improve your ability to collaborate?	28.9% (13)	33.3% (15)	55.5% (5)	33.3% (3)
Did you or do you plan on continuing your education AFTER completing HESA?	24.4% (11)	75.6% (34)	66.7% (6)	33.3% (3)
Are you working in a position where you can effectively use the knowledge and skills you gained from HESA to benefit your ministry?	53.5% (23)	41.9% (18)	88.9% (8)	11.1% (1)
Are you working in a position where you can effectively use the knowledge and skills you gained from HESA to benefit your congregation?	58.2% (25)	42.2% (18)	88.9% (8)	11.1% (1)
After completing HESA have you received a promotion?	44.2% (19)	55.8% (24)	77.8% (7)	22.2% (2)
After completing HESA has your income level increased?	22.2% (10)	73.4% (35)	55.5% (5)	44.4% (4)
After completing HESA do you supervise employees?	4.8% (2)	9.5% (4)	33.3% (3)	66.6% (6)
After completing HESA have you been asked to participate in other leadership activities outside you ministry?	30.2% (13)	67.5% (29)	66.6% (6)	33.3% (3)
After completing HESA, did you implement a strategic plan for your congregation, or others?	11.7% (5)	86.1% (37)	33.3% (3)	66.7% (6)
After completing HESA, did you implement a financial plan for your congregation, or others?	6.8% (3)	88.6% (39)	11.1% (1)	77.8% (7)
After completing HESA, did you implement audits in your place of work?	13.6% (6)	79.6% (35)	0% (0)	88.9% (8)
After completing HESA, did your perception of yourself as a professional and/or leader change?	54.5% (24)	45.5% (20)	100% (9)	0% (0)
After completing HESA, did your personal or professional relationships change?	45.5% (21)	47.2% (21)	88.8% (8)	11.1% (1)
Did your laptop have a significant impact on your ministry or work?	88.9% (40)	8.9% (4)	88.9% (8)	0% (0)
Before completing HESA/SDLI, did you collect data?	38.6% (17)	59.1% (26)	55.6% (5)	44.4% (4)
After completing HESA/SLDI, did you collect data?	76.7% (33)	23.3% (10)	88.9% (8)	11.1% (1)
Before completing HESA/SLDI, did you manage data?	31.8% (14)	63.6% (28)	44.4% (4)	55.6% (5)
After completing HESA/SLDI, did you manage data?	74.4% (32)	23.3% (10)	88.9% (8)	11.1% (1)

Before completing HESA/SLDI, did you use computer software/ programs to manage data (i.e. Excel, SPSS, etc.)?	38.6% (17)	56.8% (25)	55.6% (5)	44.4% (4)
After completing HESA/SLDI, did you use computer software/ programs to manage data (i.e. Excel, SPSS, etc.)?	76.7% (33)	20.9% (9)	88.9% (8)	11.1% (1)
Before completing HESA/SLDI, did you analyze data?	22.7% (10)	70.5% (31)	33.3% (3)	66.7% (6)
After completing HESA/SLDI, did you analyze data?	72.1% (31)	23.3% (10)	88.9% (8)	11.1% (1)
Did you write grant proposals before participating in the HESA program?	8.9% (4)	82.2% (37)	33.3% (3)	55.5% (5)
Did you write grant proposals after participating in the HESA program?	17.7% (8)	71.2% (32)	44.4% (4)	33.3% (3)
Do you feel HESA improved your ability to write a grant proposal?	46.7% (21)	44.5% (20)	88.8% (8)	11.1% (1)
Do you feel HESA improved your ability to fundraise?	46.7% (21)	42.2% (19)	77.7% (7)	22.2% (2)
Do you feel HESA improved your ability to mobilize local resources?	42.2% (19)	44.5% (20)	66.6% (6)	33.3% (3)
Do you feel HESA improved your ability to ensure project sustainability?	42.2% (19)	40% (18)	66.6% (6)	22.2% (2)

\*Percentage does not include sisters who did not respond to the question,

\*\*Percent in All HESA Student category may be lower as sisters may have responded “Yes” in regards to their participation in the SLDI program

\*\*\*HESA alums are newly graduated and higher outcomes are expected as years out of the program increase



#### 4. Notable Successes, Challenges, and Adjustments in Phase I

##### Attachment 21- Phase I Comprehensive List of Africa Site Visits

<i>Phase I Comprehensive List of Africa Site Visits</i>			
Dates	Location	Conducted By	Summary
July 2014	Ghana, Uganda, Kenya	Dr. Donald Miller, Sr. Jane Wakahiu, ASEC Country Coordinators	HESA students shared academic experience, meetings with faculty and administration at universities
December 2014 to January 2015	Kenya, Uganda, Tanzania	Sr. Jane Wakahiu, Dr. Samantha Christenson	East Africa site visits to CUEA, TUC (attended graduation), Chemchemi Ya Uzima Institute, UoK (signed FOR, enabled enrollment of sisters in

			Bachelor's Business Administration) and SAUT
January 5, 2015 to January 8, 2015	Donum Dei Center, Nairobi Kenya	Dr. Donald Miller, Sr. Jane Wakahiu, Dr. Samantha Christenson	SLDI and HESA Instructors Workshop held to strengthen partnerships and discuss the role of instructors in program implementation
August 2015 to September 2015	Nigeria, Ghana	Sr. Jane Wakahiu	Meetings with faculty and students at Veritas University, Catholic University College of Ghana
October 2015	Kenya	Sr. Jane Wakahiu	East Africa Site Visits, partnership meetings
January 2016	Ghana	Dr. Samantha Christenson, Jennifer Mudge	West Africa Site Visits, partnership meetings
January 20, 2016	South Sudan	Sr. Lina Wanjiku Ndung'u	Computer training planning, superiors' workshop planning, visit CUSS, sensitization about ASEC and its programs
February 2, 2016	Kenya	East Africa HESA Students	HESA students from CUEA, Tangaza and Chemchemi gathered for Mass, collection of monetary contributions and brought dry food/toilet paper to give to CUEA students in need
March 2016	Kenya	Sr. Rosemarie Nassif	Hilton Foundation representatives visited with HESA students and staff at CUEA, Chemchemi and Tangaza
July 20, 2016	Kenya	Sr. Lina Wanjiku Ndung'u	SLDI Basic Technology training session and HESA students/administrators at CUEA, Saint Francis Hospital are visited
October 10-30, 2016	Kenya	Sr. Jane Wakahiu, Jennifer Mudge, Rosemary Shaver	ASEC staff from the US and Africa participate and co-plan a convening on Catholic Sisters and Sustainable Development, sponsored by the Conrad N. Hilton Foundation & ASEC; ASEC staff also interview HESA students at CUEA and Tangaza, as well as SLDI and HESA Alumnae (individually and in groups), accompanied by researchers from the Center for Study of Religion and Civic Culture
December 2016	South Sudan	Sr. Jane Wakahiu, Sr. Lina Wanjiku Ndung'u	Site visits to country office, SLDI site and CUSS
January 4-19, 2017	Tanzania	Sr. Jane Wakahiu, Jennifer Mudge, Rosemary Shaver	ASEC staff observed an ASEC Alumnae Workshop in Tanzania, interviewed HESA and SLDI Alumnae, participated in a one-week staff meeting with all Africa staff
May 2017	Kenya	Jennifer Mudge	Attended HESA graduation of students studying at Tangaza College while in Kenya for service learning trip

Attachment 22- Phase I Comprehensive List of US Site Visits (Faculty Meetings)

<i>Phase I Comprehensive List of US Site Visits (Faculty Meetings)</i>			
<b>Dates</b>	<b>Location</b>	<b>Conducted By</b>	<b>Summary</b>
October 9, 2014	Philadelphia, PA	Sr. Jane Wakahiu, Rosemary Shaver	Faculty meeting, discussion of research interest with Chestnut Hill College, addressing the changing needs of the sisters
October 23, 2014	Scranton, PA	Sr. Jane Wakahiu, Rosemary Shaver	Research interest discussion meeting at Marywood University
November 12, 2014	Scranton, PA	Sr. Jane Wakahiu, Rosemary Shaver	Faculty meeting at Marywood University
March 30, 2015	Philadelphia, PA	Sr. Jane Wakahiu, Rosemary Shaver	Faculty meeting at Chestnut Hill College
April 9, 2015	Scranton, PA	Sr. Jane Wakahiu, Rosemary Shaver	Faculty meeting at Marywood University
August 24, 2015	Philadelphia, PA	Sr. Jane Wakahiu, Rosemary Shaver	Partnership planning meeting between Chestnut Hill College and Veritas University scheduled during Vice Chancellor of Veritas, Professor Michael Kwanashie's visit to the US (VC was traveling in the US and requested to arrange a meeting)
August 24, 2015	Rosemont, PA	Sr. Jane Wakahiu, Rosemary Shaver	Partnership planning meeting between Rosemont College and Veritas University scheduled during Vice Chancellor of Veritas, Professor Michael Kwanashie's visit to the US
August 25, 2015	Scranton, PA	Sr. Jane Wakahiu, Rosemary Shaver	Partnership planning meeting between Marywood University and Veritas University scheduled during Vice Chancellor of Veritas, Professor Michael Kwanashie's visit to the US
April 18, 2016	Philadelphia, PA	Rosemary Shaver	Faculty meeting at Chestnut Hill College
June 9, 2016	Scranton, PA	Sr. Jane Wakahiu, Rosemary Shaver	Faculty meeting at Marywood University
June 14, 2017	Philadelphia, PA	Rosemary Shaver, Tara Lopatofsky	Faculty meeting at Chestnut Hill College

Attachment 23- Research and Publications about HESA Phase I (July 1, 2013-June 30, 2017)

<i>HESA News Articles, Online and Print Publications (July 1, 2013 - June 30, 2017)</i>
(2017, April 24). ASEC: Our Growth. Our Goal. Our Vision. Retrieved August 10, 2017, from <a href="https://youtu.be/HJlxEpWQ_LM">https://youtu.be/HJlxEpWQ_LM</a>
Catholic Sisters, Champions of Sustainable Development Goals. Retrieved August 10, 2017, from <a href="http://lsmig.org/index.php/28-latest-news/60-catholic-sisters-champions-of-sustainable-development-goals">http://lsmig.org/index.php/28-latest-news/60-catholic-sisters-champions-of-sustainable-development-goals</a>
Catholic Sisters Discuss Sustainable Development in Africa at Nairobi Convening. (2016, November 21). Retrieved August 10, 2017, from <a href="https://crcc.usc.edu/catholic-sisters-discuss-sustainable-development-in-africa-at-nairobi-convening/">https://crcc.usc.edu/catholic-sisters-discuss-sustainable-development-in-africa-at-nairobi-convening/</a>

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- KENYA: Six AMECEA Countries among the Beneficiaries of ASEC. (2016, October 28). Retrieved August 10, 2017, from <http://amecea.blogspot.com/2016/10/kenya-six-amecea-countries-among.html>
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- Lidman, M. (2016, October 27). Sisters in Africa discuss efforts to protect environment, address climate change. Retrieved August 10, 2017, from <http://globalsistersreport.org/news/environment/sisters-africa-discuss-efforts-protect-environment-address-climate-change-42951>
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- Lopatofsky, T. (In Progress). A Phenomenological approach to understanding women religious in Africa: perspectives of post-secondary education in consecrated life.
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- Onyalla, D. B. (2016, October 17). Catholic sisters in Africa explore means of engaging in UN Sustainable Development Goals at Nairobi convention. Retrieved August 10, 2017, from [http://www.canaafrica.org/index.php?option=com\\_content&view=article&id=767%3Acatholic-sisters-in-africa-explore-means-of-engaging-in-un-sustainable-development-goals-at-nairobi-convention&catid=16%3Alatestnews&lang=en](http://www.canaafrica.org/index.php?option=com_content&view=article&id=767%3Acatholic-sisters-in-africa-explore-means-of-engaging-in-un-sustainable-development-goals-at-nairobi-convention&catid=16%3Alatestnews&lang=en)
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- Wakahiu, J. & Shaver, R. (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), 93-110.
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#### Attachment 24- Phase I Conference Presentations Regarding HESA

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- HESA Conference Presentations (July 1, 2013 - June 30, 2017)***
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- Cabral, G. (2015). Reflections on “Ubuntu”: Experiences Teaching African Catholic Sisters. [Comparative and International Education Society Annual Conference](#), Washington D.C, March 8 -15, 2015.
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- Shaver, R., Gregory, T., Akruvala, S., Shaheen, K. & Wimmer, H. (2017). Embracing Diversity of Women Religious in Sub-Saharan Africa: The Role of Tailored Higher Education in Achieving the Sustainable Development Goals through Ministry. [Wilkes University and King's College Women's and Gender Studies Conference](#), Wilkes-Barre, PA, April 10-11, 2017.
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- Shaver, R. & Wakahiu, J. (2016). Collaborative partnerships to provide educational access to women religious in Sub-Saharan Africa: The case of the Higher Education for Sisters in Africa (HESA) project. Global Status of Women and Girls Conference, Newport News, VA, March 3-5, 2016.
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- Wakahiu, J. (2014). Overcoming barriers: Building women leaders in Africa via distance learning education. [Sixteenth International Leadership Association Global Conference](#), San Diego, California, October 30-
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November 2, 2014

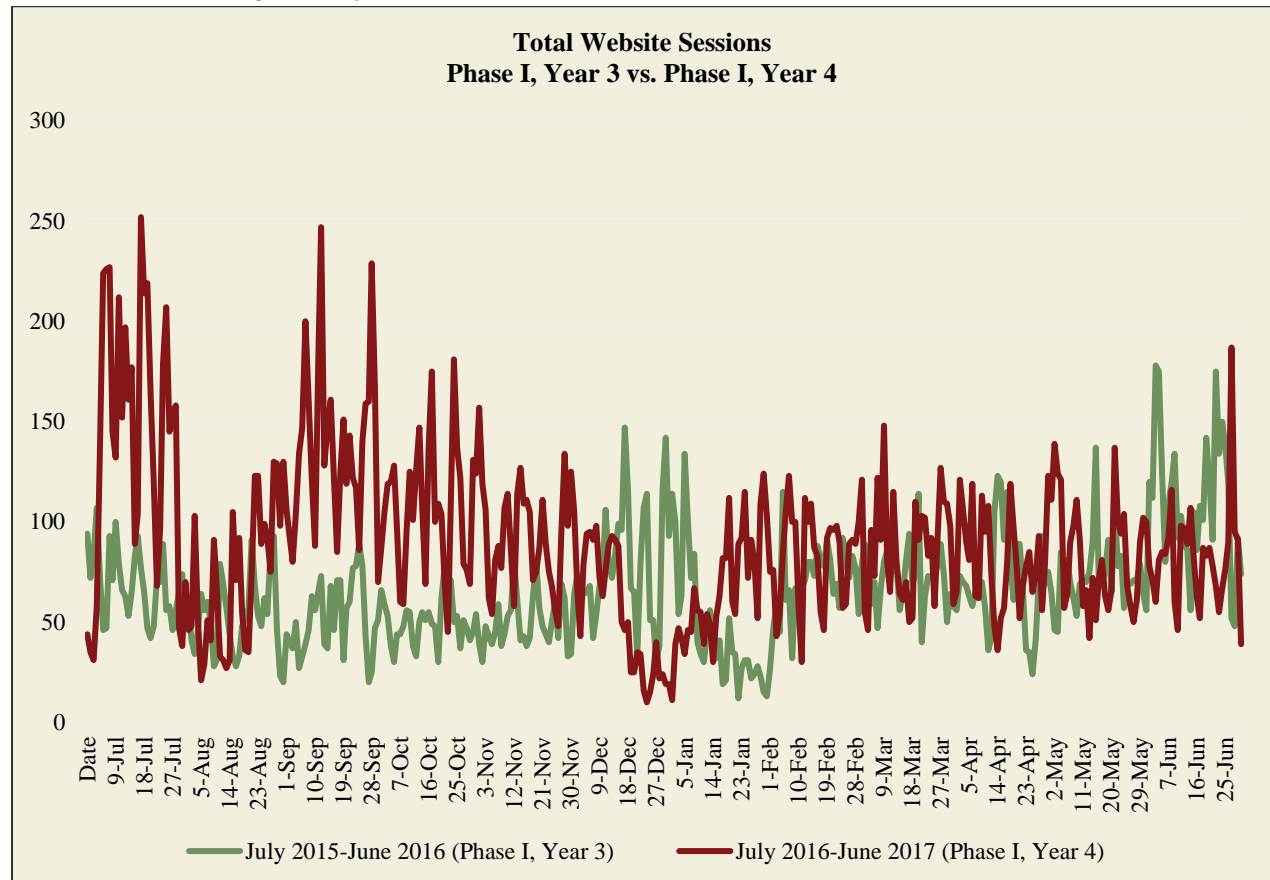
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Wakahi, J. & Shaver, R. (2016). Perceptions and Experiences of Distance Learning for Women Religious in East and West Africa: Case of the HESA Program. [Comparative and International Education Society, Vancouver, Canada](#), March 6-10, 2016.

Wakahi, J., Shaver, R. & Gregory, T. (2017). Opportunity for the Periphery: Using Technology to Deliver Higher Education in Africa. [United States Distance Learning Association Conference](#), Indianapolis, Indiana, April 30-May 3, 2017.

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Attachment 25- Google Analytics on ASEC Web Traffic



Attachment 25, Cont'd- Google Analytics on ASEC Web Traffic

<i>ASEC Website Traffic, By Country (July1, 2016 to June 30, 2017)</i>	
Country	Sessions
United States	7,219
Kenya	7,157
Uganda	5,659
Nigeria	4,427
Zambia	1,622
Ghana	1,395
Tanzania	1,232

Germany	512
Malawi	483
United Kingdom	396
Cameroon	293
Italy	255
India	216
Lesotho	161
South Africa	153
Russia	140
Australia	116
Canada	115
China	106
South Sudan	72
Netherlands	70
Spain	63
Philippines	62
Benin	60
France	57

#### Attachment 26- 2016 Convening Poster Abstract Examples

##### *2016 Convening Poster Abstract Examples*

**Cameroon.** Tertiary Sisters of St. Francis- The Saint Francis Home for Skills' Training (SAFRAHOST) is a home and training center which houses young people and helps empower them through self-sustaining skill development. Funds and a parcel of land were received for construction of the home and a water project was initiated as well.

**Ghana.** Handmaids of the Divine Redeemer- The Kressner Handmaids Orphanage & Divine Providence School Annex provides shelter and education for orphaned children in Otaten, Ghana – West Africa.

**Kenya.** Daughters of Sacred Heart- The Machakos Empowerment Project seeks to provide children with disabilities and their families with microfinance opportunities, skill development, and income generating activities.

**Malawi.** Missionary of Mary Mediatrix- The Widows Assistance program empowers widows through a feeding program and microfinance. Among the widows are grandparents with orphaned children under their care yet without any stable source of income.

**Nigeria.** Sisters of the Eucharistic Heart of Jesus - The sisters of the Eucharistic Heart of Jesus feature three projects: erecting a postulate house for formation and other community work; establishing a liturgical wear sewing center; and establishing a library at the congregation's nursery and primary school.

**Tanzania.** Grail Sisters- The Grail Sisters operate a vulnerable girl's hostel for young girls who are rescued from early marriage. In addition, the sisters operate the Endevesi pre-school and a water project to assist pastoralist children in the local area.

**Uganda.** Sisters of Our Lady of Good Counsel- The HIV/AIDS Orphans and Vulnerable Children project empowers orphans and vulnerable children (including those who are HIV/ AIDS affected) and their caretakers in the Mbarara Archdiocese. The project engages in capacity building; economic empowerment; psychosocial, spiritual, and health education; and increasing access to formal education. The project also implements HIV/AIDS prevention, care, counseling, and



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psychosocial support. Advocacy for children's rights, the rights of those infected and affected by HIV/ AIDS, and for legislation that protects these individuals is another facet of the project.

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**Zambia.** Little Sisters of St. Francis- Home of Loreto Project for Vulnerable and Marginalized Women- Alcoholics, Divorced and Sex Workers works to rehabilitate, reintegrate and empower the marginalized/ vulnerable women, to improve quality of life of the target group, to conduct economic and social formation training programs, and to promote behavioral change.

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