

PHASE II - MAY 2020

HIGHER EDUCATION FOR SISTERS IN AFRICA ONLINE-ONSITE COHORTS

Evaluation Report



PREPARED BY

ASEC EVALUATION UNIT

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2020 HESA Online-Onsite Overview



SUSTAINABLE DEVELOPMENT GOALS (SDGs)



Online-onsite alumnae most often contribute final research projects that pertain to SDGs 4 and 5.



247

Total sisters served by the online-onsite hybrid model of the HESA program since 2013.



95

Online-onsite hybrid model graduates with degrees conferred by the onsite institution.



\$56,900

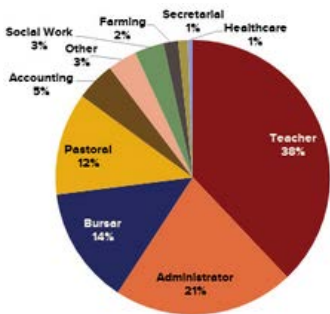
Funds raised by HESA online-onsite alumnae for community projects.



1,938

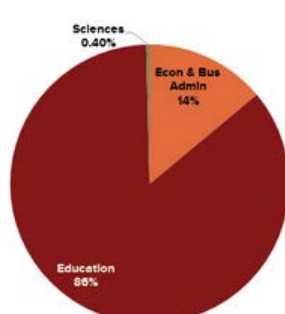
Individuals served by projects of HESA online-onsite alumnae, mainly impacting SDGs 4 & 9.

ENTERING MINISTRIES



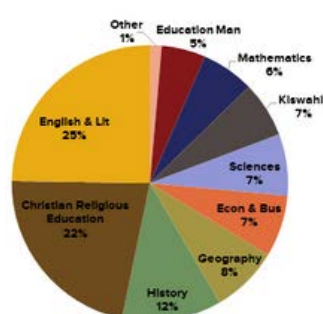
38% of HESA online-onsite participants report **teaching** as their ministry (N=175)

FIELDS OF STUDY



86% of online-onsite HESA participants are studying in the field of **education** (N=247)

EDUCATION FIELD SPECIALTIES



25% of online-onsite HESA education field participants specialize in **English & Lit** and 22% in **CRE** (N=291)

EXPERIENCE TESTIMONY

Participating in the HESA program benefited me in areas other than academic performance/achievement, because I had the opportunity to school outside my country, get to know other people's culture and way of life, made friends. This exposure has contributed to my intelligence.

-HESA Online-Onsite Graduate



89%

HESA Online-Onsite Alums Feel Online Instruction was an Effective Way for Them to Learn (N=62)



95%

HESA Online-Onsite Alums Feel Comfortable Taking Online Courses as a Result of Their Participation in the Program (N=62)



97%

HESA Online-Onsite Alums Feel a Positive Connection with Their Online Instructors (N=62)

2020 HESA Online-Onsite Overview



HESA STUDENT SPOTLIGHT

36 graduates of the online-onsite HESA model have earned awards:

- 21 First Class Honors
- 15 Second Class Honors
- 14 Other Awards



ENTERING TECHNOLOGY SKILL LEVELS

81% (N=140) of online-onsite HESA students enter the program with a basic skill level using email, 68% (N=142) enter with a basic skill level in word processing, and 77% (N=142) enter with a basic skill level in using the internet. Skill levels are improved by the online-onsite HESA Orientation, prior to beginning their studies.

HESA ONLINE-ONSITE ORIENTATION



Online-Onsite Orientation prepares students for success in their programs, acclimates sisters to higher education study prior to entry, sets goals and expectations, and establishes an internal support system among sisters within each cohort. Sisters also receive their laptops and initial technological training at Orientation. For sisters studying online, Orientations last approximately four-weeks and are taught by faculty from the online institution in the USA.

PROVIDING HOLISTIC EDUCATION IN UGANDA

Names: Sr. Monica Auma, SCSC; Sr. Imelda Namyanzi, SCSC
Program: HESA Marywood University & CUEA
Degree: Bachelor of Education (B.Ed)
Project Areas: • Education and Care for Vulnerable Children

According to the World Bank Group, Uganda ranks among the lowest countries in the world in regards to the Human Capital Index. Many attribute this to Uganda's low education outcomes and minimal government spending in the education sector. In addition, it is common for communities in Uganda to view education as the sole responsibility of schools, limiting community support and parental involvement. Schools are therefore tasked with not only preparing their students academically but are also charged with ensuring positive holistic development of each child. Sisters Monica Auma and Imelda Namyanzi, SCSC, school administrators at the Kikyusa Primary and Secondary Schools in Uganda, aim to do just that.

Both Sr. Monica and Sr. Imelda participated in the HESA program, attending Marywood University and the Catholic University of Eastern Africa (CUEA), graduating in 2018 and 2017 respectively. Since graduating, both sisters were appointed head teachers of the Kikyusa Primary and Secondary Schools. With Sr. Monica and Sr. Imelda as administrators, the schools have thrived, attracting students from multiple countries because of the schools' impressive curriculum and newly implemented opportunities.

As head teacher, Sr. Monica assisted in raising funds through the community to construct a school kitchen, she also implemented a food cultivation project in which community members engage with students to run a farm on the school grounds. Sr. Imelda instituted an extracurricular program in which students are able to participate in dance, sports, and singing activities. Both sisters recognize the need to educate students holistically and attribute their success to the knowledge they gained in the HESA program. Sr. Monica said:

"I also move out to families whenever I have time and involve in their family affairs, especially in regard to educating their children. I have settled some of these families back to normal. I attribute such confidence, skills and contribution to ASEC programs that empower us each year. The HESA programs have exposed us to knowledge."

100% 100% (N=247) of online-onsite HESA students have completed an Orientation Completion Rate Online-Onsite Orientation.

96% 96% (N=143) of online-onsite HESA students felt the remote delivery of Orientation was as effective as face-to-face instruction.

99% 99% (N=143) of online-onsite HESA students felt the remote delivery of Orientation was an effective method for learning.

99% 94% (N=147) of online-onsite HESA students reported that the Orientation content met their expectations.



Marywood University Bachelors of Education



140

Total sisters served by the **Marywood** online-onsite partnership since **2013**.



69

Marywood online-onsite hybrid model graduates with degrees conferred by the onsite institution.



70

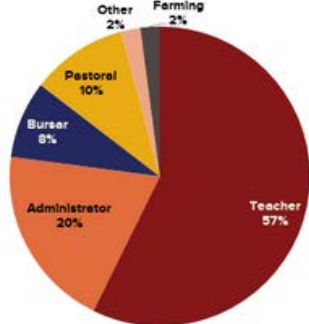
Distinct congregations served by the **Marywood** online-onsite partnership.



3

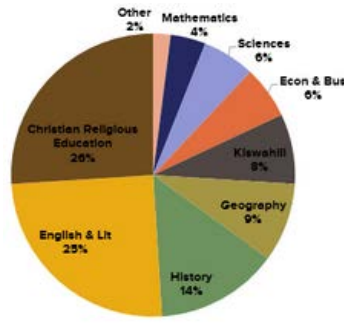
Countries served by the **Marywood** online-onsite partnership: **77** Kenya, **46** Uganda, **17** Zambia.

ENTERING MINISTRIES



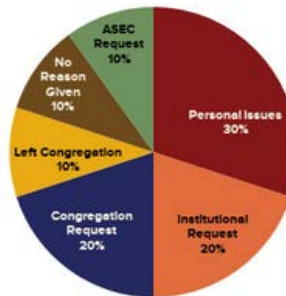
57% of Marywood online-onsite participants reported **teaching** as their entering ministry (N=96).

EDUCATION SPECIALTIES



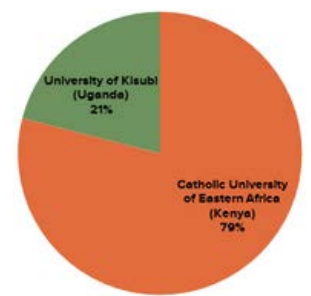
26% of Marywood Bachelors of Education online-onsite participants specialize in **Christian Religious Education** (N=243).

TOP REASONS FOR WITHDRAWAL



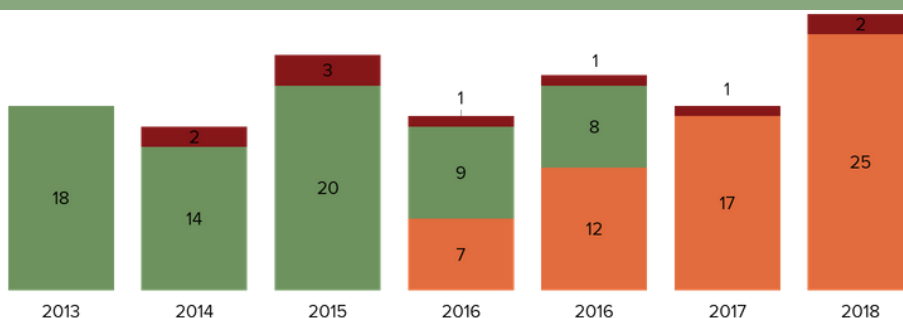
30% of Marywood withdrawn online-onsite participants cited **personal issues** for their drop (N=10).

ONSITE INSTITUTIONS



79% of Marywood online-onsite participants transfer to the **Catholic University of Eastern Africa** for their onsite studies (N=140).

MARYWOOD UNIVERSITY ONLINE-ONSITE COHORTS (2013-2018)



Since 2013, Marywood University has partnered with ASEC to serve 7 cohorts of sisters. Two cohorts were served in 2016 due to overlap of Phase I and Phase II. No cohort was served in 2019 due to the gap year between Phase II and Phase III. As of May 2020, sisters have **graduated (69)**, **withdrawn (10)**, and **remain enrolled (61)** in the Marywood partnership of the online-onsite model of the HESA program.

Marywood University



STRENGTHENING CONGREGATIONAL VITALITY IN UGANDA

Name: Sr. Lydia Apili Bwor, LSMIG
Program: HESA Online-Onsite Model, Marywood University & CUEA
Degree: Bachelors of Education, English & Literature
Amount: \$27,424 USD
Project Areas:

- Congregational Vitality
- Leadership

Sister Lydia Apili Bwor of the Little Sisters of Mary Immaculate of Gulu (LSMIG) in Uganda graduated from the HESA program on May 27, 2016 with her Bachelors of Education degree, specializing in English and Literature. Sr. Lydia was in the very first HESA cohort, completing her studies in the online-onsite hybrid model through Marywood University and the Catholic University of Eastern Africa. Sr. Lydia is also a Phase II SLDI alum, having completed the Finance Track.

Since her graduation from the HESA program in May 2016, Sr. Lydia has written four successful grants, earning \$27,424. The first grant was to implement solar power at her convent for which she was granted \$5,424. This project assisted in providing the convent with financially sustainable energy. The other three grants were provided to reconstruct and renovate the convent for which she was granted \$6,000, \$6,000, and \$10,000. Renovations included installing a septic tank, repairing the ceiling, painting, and re-plastering walls. Each of these grants assisted Sr. Lydia in maintaining the vitality of congregations in Uganda and providing safety and security for sisters throughout the region.

In addition, since her graduation from HESA, Sr. Lydia has been appointed Secretary General of the Association of the Religious in Uganda (ARU). In this capacity, she offers leadership to congregations of women religious throughout the country and works to improve their overall vitality. This includes providing advice on writing successful grants and developing innovative solutions to common challenges.

STUDENT SPOTLIGHT

32 sisters from the Marywood online-onsite cohorts have earned academic awards upon graduation:

- 17 First Class
- 15 Second Class



Sr. MARY PERSICO'S VISIT TO CUEA



Sr. Mary Persico, IHM, Ed.D., President of Marywood University, traveled to Kenya in October 2019 to attend the Catholic University of Eastern Africa graduation. She was able to congratulate the graduates of the HESA online-onsite program in person, meet with ASEC Kenya country staff, and further develop ASEC's Marywood-CUEA partnership.

NON-TRADITIONAL STUDENTS



The HESA program, especially the online-onsite model, serves sisters who are commonly considered "non-traditional." Sisters entering the Marywood online-onsite cohorts average

age is 39 years, with a range of 21 years to 65 years. In addition, sisters often choose the online-onsite model in order to continue serving in their ministries throughout their online studies. Many Marywood online-onsite students are teaching in schools and studying simultaneously. Time management is essential to their success and is a skill explicitly taught at HESA Workshops.

SUSTAINABLE DEVELOPMENT GOALS (SDGs)



14 final research projects from the Marywood online-onsite cohorts have been submitted to the ASEC US Office. 12 related to **SDG 4 Quality Education**, 1 related to **SDG 5 Gender Equality**, and 1 related to **SDG 16 Peace, Justice, and Strong Institutions**.



Chestnut Hill College Bachelors of Education



73

Total sisters served by the **Chestnut Hill** online-onsite partnership since 2014.



26

Chestnut Hill online-onsite hybrid model graduates with degrees conferred by the onsite institution.



25

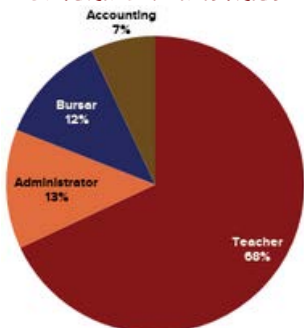
Distinct congregations served by the **Chestnut Hill** online-onsite partnership.



4

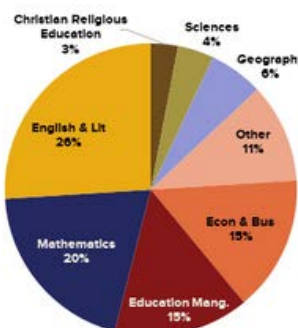
Countries served by the **Chestnut Hill** online-onsite partnership: **56** Nigeria, **13** Ghana, **3** Cameroon, **1** Uganda.

ENTERING MINISTRIES



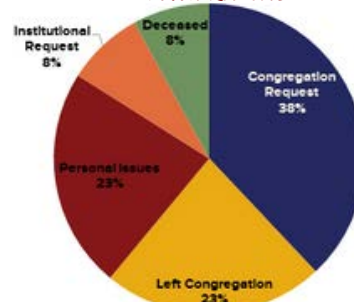
68% of Chestnut Hill online-onsite participants reported **teaching** as their entering ministry (N=33).

EDUCATION SPECIALITIES



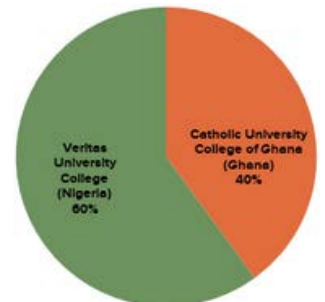
26% of Chestnut Hill Bachelors of Education online-onsite participants specialize in **English & Literature** (N=38).

TOP REASONS FOR WITHDRAWAL



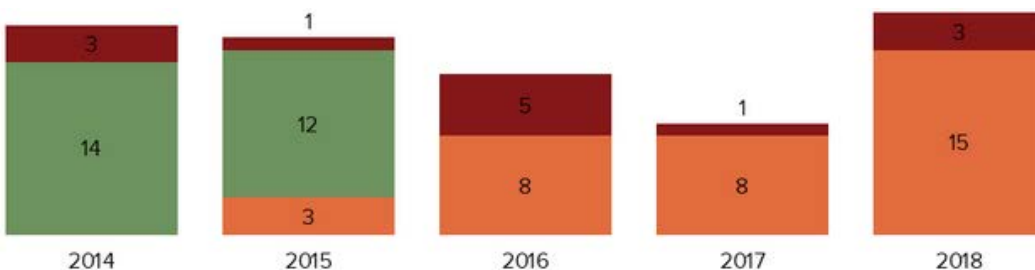
38% of Chestnut Hill withdrawn online-onsite participants cited **congregation request** for their drop (N=13).

ONSITE INSTITUTIONS



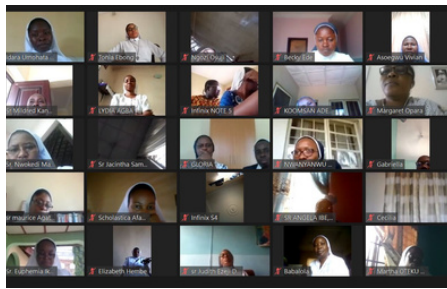
60% of Chestnut Hill online-onsite participants transfer to **Veritas University College** for their onsite studies (N=73).

CHESTNUT HILL COLLEGE ONLINE-ONSITE COHORTS (2013-2018)



Since 2014, Chestnut Hill College has partnered with ASEC to serve 5 cohorts of sisters. No cohort was served in 2019 due to the gap year between Phase II and Phase III. As of May 2020, sisters have **graduated (26)**, **withdrawn (13)**, and **remain enrolled (34)** in the Chestnut Hill College partnership of the online-onsite model of the HESA program.

Chestnut Hill College



ONLINE STUDIES SUCCESS IN NIGERIA

Name: Sr. Babalola Tolulope Elizabeth, DHS
Program: HESA Online-Onsite Model, Chestnut Hill College & VUC

Sister Babalola Tolulope Elizabeth of the Daughters of the Holy Spirit (DHS) congregation in Nigeria is a participant of the Higher Education for Sisters in Africa (HESA)'s online-onsite model. She was among the second cohort of sisters to study through the partnership between Chestnut Hill College and Veritas University College (VUC). Sr. Elizabeth was anticipated to graduate from VUC with her Bachelor's of Education degree in July 2020 but the ceremony has been delayed due to COVID-19.

Studying online at Chestnut Hill College allowed Sr. Elizabeth the opportunity to continue serving as a formator for her congregation, a position she had held for over 7 years previously. Due to her responsibilities, the HESA online-onsite model was Sr. Elizabeth's only available avenue to earn her degree. About the online portion of her studies Sr. Elizabeth wrote, "We were introduced to the use of discussion board. Discussion board changed my idea of companionship. I moved from just meeting people to taking part in their lives. I got to know them better. I got courage to cast my net into the deep side of people's lives. Through the discussions and sharings together on the board, I have come to know the meaning of companionship." Of the online-onsite model Sr. Elizabeth says it has taught her to "Welcome everybody with open arms. Being a part of a group with a common goal has changed my ideas. Companionship is more than family ties. It means to share my true self with others."

Sr. Elizabeth has been an active HESA participant, submitting eight news stories for publication on ASEC's website over the last 4 years. Given her expertise as a formator, she was also selected to facilitate the 2017 ASEC Alumnae Workshop in Nigeria. Further, Sr. Elizabeth was invited to present her paper at the inaugural National Education Conference held at VUC. Her final research paper for her bachelor's degree was on the gender preference of senior secondary school students in their choice of receiving counseling in Bwari area council, FCT, Abuja.

STUDENT SPOTLIGHT

13 Chestnut Hill College Online-Onsite HESA Graduates have received awards/honors:

- 4 First Class
- 3 Best in Department
- 5 Deans List
- 1 Overall Best Graduating Student

Sr. Philomena Aboagye-Danso, FST, received "Best Graduating Student" from the Catholic University College of Ghana. She graduated with her bachelor's degree in Education.



HESA PARTNERS CONFERENCE- JUNE 2019



An inaugural HESA Partners Conference was held June 19-23, 2019 at the Speke Resort Munyonyo in Kampala, Uganda. This historical event was a great success and was positively received by all in attendance. The HESA Partners Conference was envisioned as an opportunity to foster understanding, strengthen partnerships, and address research needs. The Conference met these expectations and provided a solid foundation upon which ASEC will be able to develop a vision and plan for HESA Phase III (2020-2024). In attendance was April Fowlkes, MS, Director of Accelerated Adult Admissions and HESA Liaison at Chestnut Hill College. Ms. Fowlkes was able to meet with the onsite institutions which collaborate with Chestnut Hill to implement the online-onsite program.

EXPERIENCE TESTIMONY

“ This program is most helpful to me in the area of technology, it has created an atmosphere to prepare me for a higher studies, it has also helped me to know more about Chestnut Hill College. ”
 -CHC Online-Onsite HESA Student

SUSTAINABLE DEVELOPMENT GOALS (SDGs)



Of the 18 final research projects of Chestnut Hill online-onsite graduates, 16 related to **SDG 4 Quality Education** and 2 related to **SDG 5 Gender Equality**.



Rosemont College Bachelors of Business Administration



34
Total sisters served by the **Rosemont** online-onsite partnership since **2016**.



0
There has not yet been any **Rosemont** online-onsite hybrid model graduates.

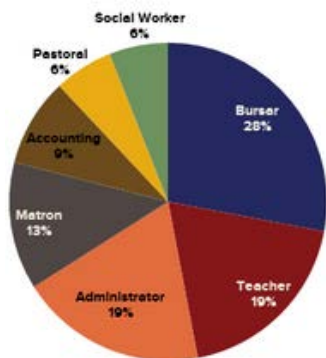


21
Distinct congregations served by the **Rosemont** online-onsite partnership.



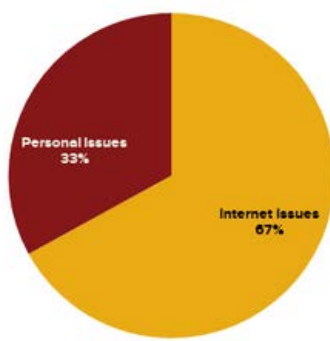
5
Countries served by the **Rosemont** online-onsite partnership: **12** Nigeria, **8** Uganda, **6** Kenya, **6** Cameroon, **2** Ghana.

ENTERING MINISTRIES



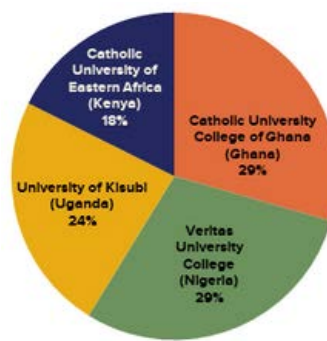
28% of Rosemont online-onsite participants reported **bursar** as their entering ministry (N=34).

TOP REASONS FOR WITHDRAWAL



67% of Rosemont withdrawn online-onsite participants cited **internet issues** for their drop (N=3).

ONSITE INSTITUTIONS



29% of Rosemont online-onsite participants transfer to **Veritas University College** for their onsite studies (N=34).

EXPERIENCE TESTIMONY

The online studies was not only based on academics and getting grades but it was holistic, that is formation of the whole person. It was about the study that touched your personal experiences, which helped you to be more aware of what is happening around you and how to implement it in your ministry.

-HESA Online-Onsite Participant

ROSEMONT COLLEGE ONLINE-ONSITE COHORTS (2016-2018)



Since 2016, Rosemont College has partnered with ASEC to serve 2 cohorts of sisters. No cohorts were served until 2016, when the partnership began. In addition, no cohorts were served in 2017 or 2019. As of May 2020, sisters have **withdrawn** (3), and **remain enrolled** (31) in the Rosemont College partnership of the online-onsite model of the HESA program.

Rosemont College



NON-TRADITIONAL STUDENTS

Sisters studying in the online-onsite hybrid model of HESA through Rosemont College are often non-traditional students. They average in age at 37 years, with a range between 26 and 59. For many, this marks their return to schooling after quite some time.



HESA PARTNERS CONFERENCE- JUNE 2019



An inaugural HESA Partners Conference was held June 19-23, 2019 at the Speke Resort Munyonyo in Kampala, Uganda. This historical event was a great success and was positively received by all in attendance. The HESA Partners Conference was envisioned as an opportunity to foster understanding, strengthen partnerships, and address research needs. The Conference met these expectations and provided a solid foundation upon which ASEC will be able to develop a vision and plan for HESA Phase III (2020-2024). In attendance was Peter McLallen, PhD, HESA Liaison at Rosemont College. Dr. McLallen was able to meet with the onsite institutions which collaborate with Rosemont College to implement the online-onsite program and strengthen relationships between the institutions.

FACILITATING TECHNOLOGY INSTRUCTION FOR THE ROSEMONT COLLEGE ONLINE-ONSITE HYBRID HESA PROGRAM

Name: Christopher Njoroge Mwaura
Position: Catholic University of Eastern Africa, Applications & Database Administrator; HESA Online-Onsite Orientation ICT Facilitator (Rosemont College & Marywood University)

"Training of sisters on technology and online learning has demystified how work can easily be done in a simple way. Sisters are always delighted when each one of them is given a laptop and accessories to be used during their studies. The HESA orientation program for Rosemont College and Marywood University that takes place one month for each institution has really made an impact to the sisters' training. Each of the sisters learns skills in technology and apply them in day to day tasks (i.e. introduction to computers, trouble shooting and basic maintenance of a laptop, ergonomics, introduction to Microsoft Office, use of email, internet basics and chatting technologies).

I have been privileged to train and mentor the sisters who pass through the Marywood University orientation program for the last four years' now. Every year it's always exciting to help train and equip the sisters with the necessary knowledge to tackle the online program for one month and give support through WhatsApp chatting, calling and email to keep up and monitor progress. I have also this year been privileged to mentor and train the sisters tackling the Rosemont College orientation program this year and it's quite exciting to share knowledge and motivate the sisters to handle the online program for one year before they transit to the Catholic University of Eastern Africa. The two online programs have really made the sisters be effective in use of technology and move away from the shyness of fear in operating a mouse and using laptops.

Transiting to the Catholic University has also been exciting, as now they practice and use the skills more on a larger scale based on the program of study an individual sister has chosen. It is always a joy as a lecturer every year to see the sisters graduating and knowing that all they have learned from the start during the online orientation programs, the degrees that they undertake at the Catholic University and the impact it will have to their day to day work schedules and communities."

EXPANDING PARTNERSHIPS



In 2018 and 2019, Rosemont College expanded its HESA onsite offerings by signing Memorandums of Understanding (MoU) with the Catholic University College of Ghana (March 2018), the University of Kisubi (August 2018), and the Catholic University of Eastern Africa (June 2019). These agreements were imperative to facilitating access to online-onsite study for a Bachelor's of Business Administration degree through the HESA program. Prior to these agreements, sisters were unable to complete their onsite studies in the hybrid program for this degree in Ghana, Uganda, and Kenya.