**JULY 1, 2017-JUNE 30, 2018
PHASE II, YEAR 2**

HIGHER EDUCATION FOR SISTERS IN AFRICA
Evaluation Report

HESA Phase II, Year 2 Evaluation Report
Reporting Period: July 1, 2017 to June 30, 2018

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Executive Summary

Phase II, Year 2 of the Higher Education for Sisters in Africa (HESA) program concluded on June 30, 2018. As of June 30, 2018, 771 women religious from 191 congregations have been served in Phase I and Phase II of HESA, as enrolled students or alumnae. Of these students, 590 are currently enrolled online or onsite at 22 colleges/ universities, 19 in Africa and 3 in the U.S. (Appendix A). Among the currently enrolled students, 123 are carried over from HESA Phase I and will be reported on with Phase II students, as they continue to complete their programs of study. Two hundred and thirty-five (235) students newly enrolled in the program during Phase II, Year 2, increasing the total number of sisters enrolled in Phase II (Years 1 and 2) to 492. An additional 148 women religious, 145 from Phase I and 3 from Phase II, graduated from the program and are currently alumnae. Since 2013, 33 students have withdrawn from the program, accounting for an overall retention rate of 95.7%. Of these sisters, 22 were Phase II enrollments, which makes the HESA Phase II retention rate 95.5%.

Phase II, Year 2 Enrollments, Levels of Study

69 Master's
141 Bachelor's
25 Diploma

Data collected throughout this year's evaluation indicates that **HESA is on track to meet all Phase II Objectives by 2020**. Although some program outcomes and outputs require continued monitoring, there is evidence that all objectives will be met within the allotted time frame.

Overall, HESA is highly rated in satisfaction by participants at all points of the program. In addition, interviews and site visits with HESA alumnae indicate that participants are successful in implementing the skills they obtained from the program to the benefit of both their ministries and their congregations.

A total of 771 women religious have been served in Phase I and Phase II of HESA.
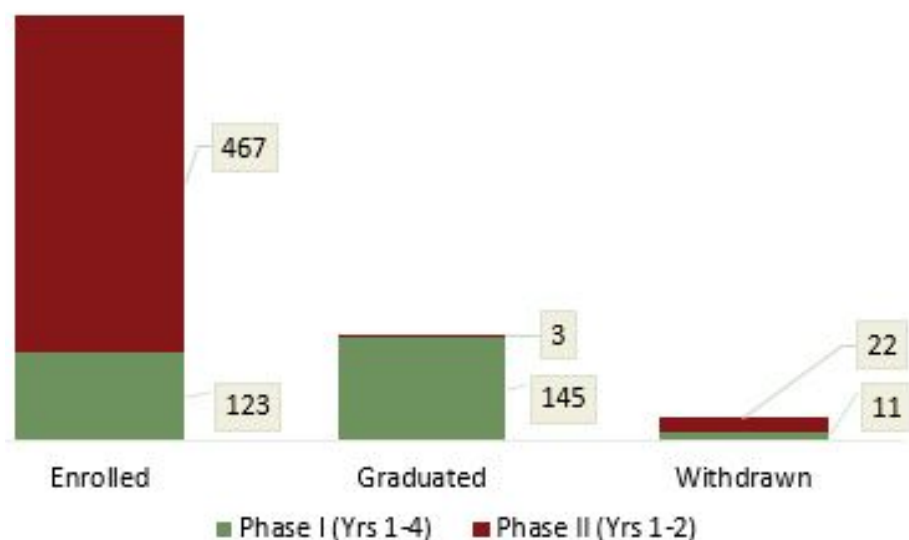
Evaluation Report Overview

Phase II, Year 2 of the Higher Education for Sisters in Africa (HESA) program concluded on June 30, 2018. HESA is a program of the African Sisters Education Collaborative (ASEC), a registered 501(c)(3) organization based in Scranton, Pennsylvania. The purpose of HESA is to provide opportunities for Catholic sisters in ten African countries to access higher education through two models of study – online distance learning, and onsite learning at African colleges/ universities. 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.

As of June 30, 2018, 771 women religious from 191 congregations have been served in Phase I and Phase II of HESA, as enrolled students or alumnae. Of these students, 590 are currently enrolled online or onsite at 19 colleges/ universities in Africa and online at 3 colleges/ universities in the U.S. (Appendix A). Among the currently enrolled students, 123 have been carried over from HESA Phase I and will be reported on with Phase II students, as they continue to complete their programs of study. Two hundred and thirty-five (235) students have been newly enrolled in the program during Phase II, Year 2, increasing the total number of sisters enrolled in Phase II (Years 1 and 2) to 492. An additional 148 women religious, 145 from Phase I and 3 from Phase II, have graduated from the program and are currently alumnae. Since 2013, 33 students have withdrawn from the program, accounting for an overall retention rate of 95.7%. Of these sisters, 22 were Phase II enrollments, which makes the HESA Phase II retention rate 95.5%.

## Enrollment has more than doubled in the first two years of Phase II, in comparison to all four years of Phase I.

Phase II (Yrs 1-2) Total 492: 467 | 3 | 22

Phase I (Yrs 1-4) Total 279: 123 | 145 | 11

■ Currently Enrolled   ■ Graduated   ■ Withdrawn

Purpose of HESA Phase II, Year 2 Evaluation

The purpose of this evaluation report is to describe the effectiveness of the HESA program and assess progress towards the achievement of HESA's Phase II Objectives. However, many HESA Phase I participants remain enrolled in their academic programs (123 sisters). As such, this report will contain an update on progress toward the achievement of HESA Phase I Objectives.

This program evaluation report aims to assess how HESA is impacting African women religious on individual, congregational and community levels. The evaluation also provides monitoring for HESA's contribution to the United Nations Sustainable Development Goals (SDGs) for 2030 and ASEC's Strategic Plan for 2020.

HESA Evaluation Methodology

This report will evaluate progress towards meeting four established Phase I Objectives and seven Phase II Objectives, in sequential order. The data for this report was collected using surveys, document reviews (i.e. transcripts), site visits and interviews with sister participants and other constituencies (Appendix B). Information was collected from a variety of stakeholders including: sister participants, partner colleges/ universities, online course instructors, workshop facilitators, participants' General Superiors and ASEC Country Directors/ Coordinators. Surveys were administered in both electronic and paper formats with results stored in a secure ASEC database, hosted by Marywood University. In order to procure a comprehensive assessment of the HESA program, data and feedback have been collected at multiple points throughout each sister participant's experience, providing both formative and summative information.

HESA Phase I Objectives

The long-term desired impact of Phase I of the HESA program is to provide 233 participating sisters, in seven countries in sub-Saharan Africa, the opportunity to acquire higher education credentials and to utilize their 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.

HESA Phase II Objectives

The long-term desired impact of Phase II of the HESA program is to provide 858 women religious the opportunity to utilize their knowledge, skills and resources to improve the educational, social, and economic conditions and sustainability of their religious communities and ministries. Of these 858 women religious, 686 will acquire bachelor's degrees and diplomas and 172 will acquire master's degrees at partner institutions. Phase II of the HESA program built upon Phase I Objectives, adding three objectives to the original four. Phase II Program Objectives are:

1. To provide opportunities for Catholic sisters in ten 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;
5. To increase the potential for African sisters to earn gainful income to improve the functioning of their congregations;
6. To assist participants to use acquired skills and knowledge to enhance and sustain their ministries;
7. To disseminate best practices and models of innovative access to education.

Objective 1: Obtainment of Post-Secondary Credentials

Program Objective 1 (Phase II) establishes that HESA will "provide opportunities for Catholic sisters in ten African countries to access and obtain post-secondary credentials through onsite study in Africa and online distance learning." As a result of in-country socio-political factors and sisters'

Objective 1 aims to address SDG 4. Quality Education, by assisting in the achievement of inclusive and quality education for all.

lack of prior qualifications in some countries, HESA has not met enrollment projections for Phase II, Year 2. The number of sisters educated via HESA's two models of delivery fell slightly below projected figures of enrollment in both the first and second years of Phase II (60 total sisters under the projected goal for Phase II, Years 1 and 2). However, all indications point toward ultimate fulfillment by the end of Phase II. This evaluation of Objective 1 will include an overview

of enrollment, retention and graduation rates through June 30, 2018, as measured indicators of objective satisfaction. In addition, this assessment of Objective 1 will include a description and discussion of HESA's two models of study (onsite and online/ onsite hybrid), levels of education offered (diploma, bachelor's, master's), partnerships (22 in the U.S. and Africa), Orientation and Reflective Learning Workshops.

Enrollment, Retention and Graduation

Since the initiation of HESA Phase I in July 2013, the program has grown to serve 771[1] Catholic sisters. The recruitment and enrollment period for HESA Phase II, Year 2 concluded as of January 2018. For this grant year (2017-2018), 235 students were recruited to join HESA. This indicates that HESA fell slightly below planned recruitment/ enrollment for Phase II, Year 2 (i.e. 281 sisters served, including 58 in master's degree programs, 223 in bachelor's degree/diploma programs). Among the 235 sisters recruited for HESA Phase II, Year 2 – 69 enrolled in master's degree programs, 166 enrolled in bachelor's degree/ diploma programs. Appendix C is a comprehensive enrollment report of Phase II, Year 2, aggregating student data by assigned cohort.

Additional sisters were accepted to join HESA in countries with large applicant pools to compensate for countries with fewer than planned applicants, or in countries where no sisters were recruited. Enrollment outputs in Ghana, Cameroon, South Sudan, Malawi and Lesotho have fallen slightly below projected figures. These deficits are related to various sociopolitical factors, including political conflict and war (i.e. Cameroon and South Sudan), demand for additional fields of study and a need for secondary education qualifications (i.e. Ghana, Malawi and Lesotho). Familiarity with the program also played a role, with HESA being new to Lesotho and Malawi in Phase II. Alternatively, in Kenya, Nigeria, Uganda and Tanzania, a surplus of applicants were recruited in Year 2. To meet overall enrollment goals, countries with surplus applicant pools were permitted to admit additional sisters to the program. Monitoring of potential solutions to bolster recruitment efforts in countries unable to meet Phase II's projected goals is ongoing. HESA administrators are engaging in a deep analysis of recruitment trends and participating in dialogue with stakeholders to make adjustments for the coming year. In addition, in countries with a surplus of applicants, the number of potential participants is also being tracked to inform future program planning.

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[1] 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.

Surplus enrollment in Kenya, Nigeria and Uganda compensates for shortfalls in Ghana, Cameroon and South Sudan in HESA Phase I and II.

■ Planned ■ Actual
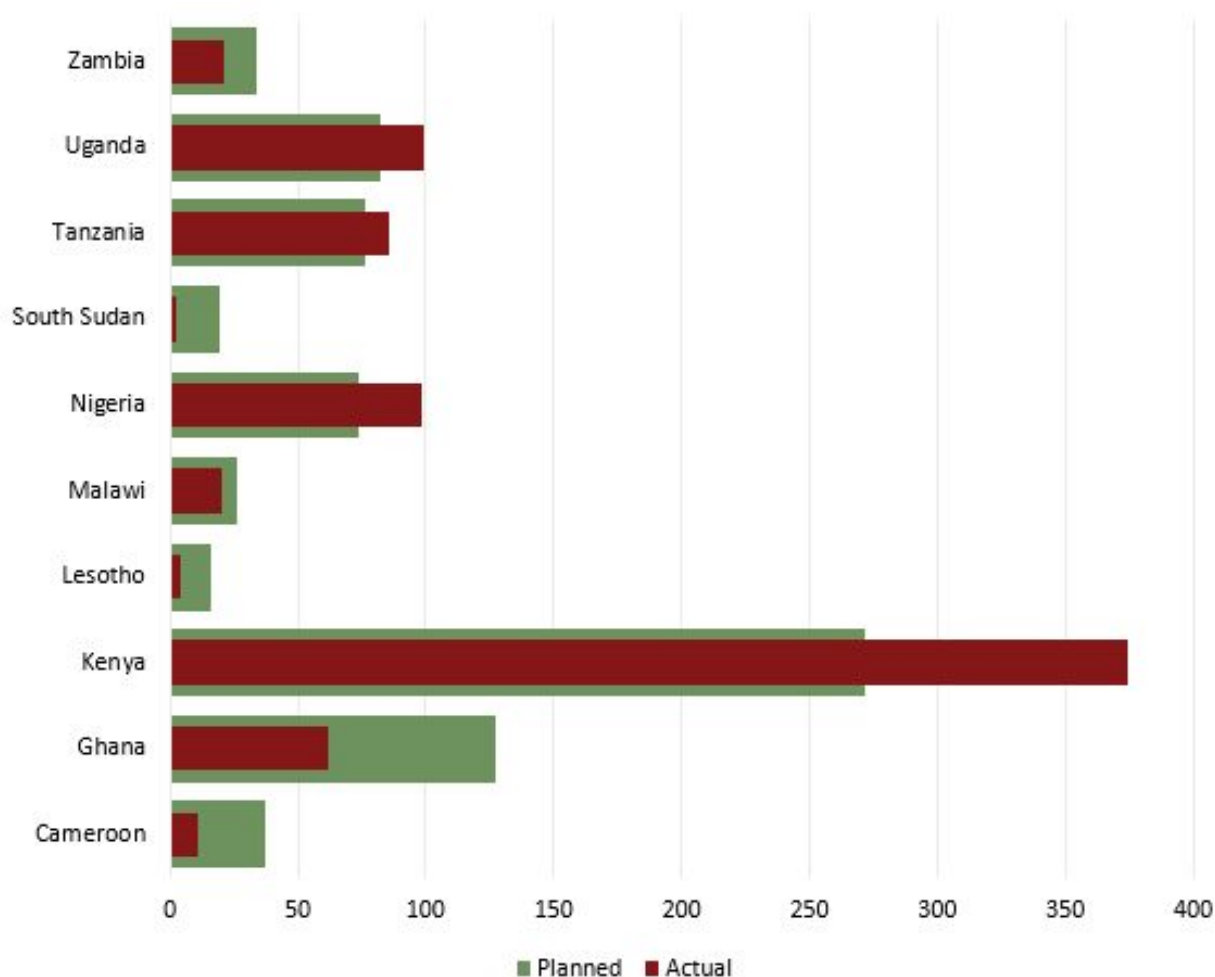
Phase II Participant Background

HESA participants are often nontraditional students, who enter the program with varied formal education backgrounds. The largest number of sisters entering the program during Phase II were within the age ranges of 31-35 years (110, 23.4%, N=473), 36-40 years (109, 23%), 26-30 years (95, 20%) and 41-45 years (79, 16.7%). Seventy-two (72, 14.6%, N=492) HESA Phase II students were also alumnae of ASEC's Sisters Leadership Development Initiative (SLDI). While 17 (3.4%) HESA Phase II students were previous recipients of ASEC's Two-Year Scholarship Program, through which they earned a high school or college diploma. In addition, 21 (4.2%) HESA Phase II students are re-enrolled/ returning sisters who have previously earned a diploma (13 sisters) or a bachelor's degree

(8 sisters) through the HESA program and rejoined to complete their second degree (i.e. master's or bachelor's degrees).

The greatest number of HESA Phase II, Year 2 students entered the program possessing a bachelor's degree (29%, N=229), with the second largest groups entering with a Form VI (i.e. high school) or diploma level (i.e. 2-3 year college) of education (18%). The figure below outlines Phase II HESA participants' entering age and level of education.

Upon entry to HESA, most Phase II sisters were between the ages of 31-40.
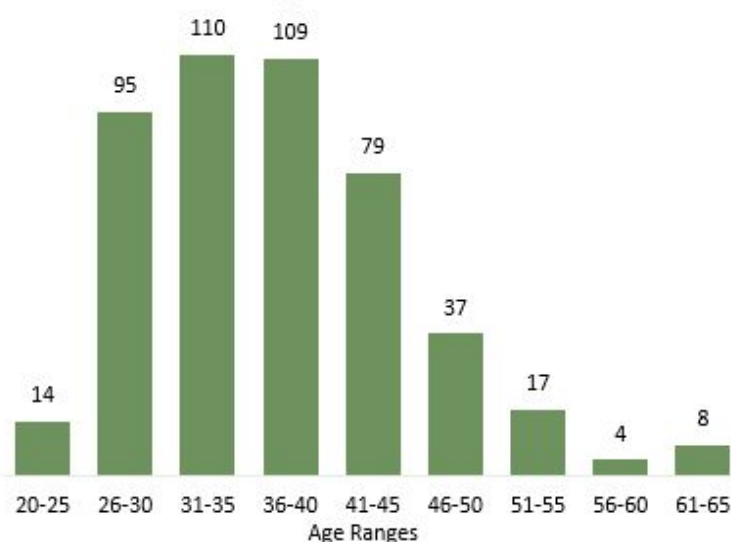
HESA Phase II, Year 2	
Entering Level of Education	**Number of Sisters**
Bachelor's	68
Form VI	43
Diploma	43
2-Year College	34
Master's	23
Form IV	18

Enrollment by Cohort

Each year, sisters enroll at partner institutions as members of cohorts of HESA students. The cohort system is designed to form bonds and create a support network of sister-students at each college/ university partner. Cohorts support the sisters throughout their educational experience and help to ensure the successful attainment of a degree. Together, cohorts participate in Orientation at the start of the program and Reflective Learning Workshops. During the second year of Phase II, 27 new cohorts were established at HESA's various partner institutions. Appendix C includes a complete listing of new cohorts established during Phase II, Year 2.

Enrollment by Country Sister is Serving

The HESA program has served 492 Phase II sisters (22 of whom have withdrawn). The program currently recruits sisters from 10 countries in order to meet its enrollment goals – Kenya, Uganda, Ghana, Nigeria, Cameroon, Lesotho, Malawi, South Sudan, Tanzania and Zambia. ASEC tracks HESA students by their self-identified country of residency,

citizenship and the country in which they are serving. Today, sisters enrolled in HESA Phase II report serving in 11 different African countries, the 10 countries ASEC serves, as well as one sister who reports serving in the Democratic Republic of Congo. The highest numbers of HESA Phase II sisters are serving in Kenya (176), Nigeria (78), Uganda (82) and Tanzania (65) (Appendix D).

Retention

As of June 30, 2018, 33 sisters of the 771 served during HESA Phase I and II have withdrawn from the program prior to graduation, resulting in an overall retention rate of 95.7%. Of the 33 sisters who have withdrew from the program, 11 were enrolled in Phase I and 22 were enrolled in Phase II.   Indicating that the current Phase I retention rate is 96%, while the current Phase II retention rate is 95.5%. This grant year, 11 sister participants withdrew from the program (all from Phase II).

Phase II Retention Rate

95.5%
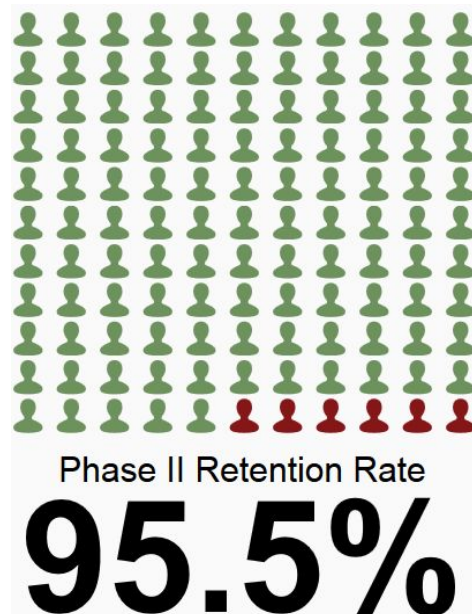
Withdrawn Participants

Among the 11 sisters to drop from HESA this grant year: 4 were withdrawn at the request of their Superior, 2 left their congregation, 2 reported personal/ health issues, 1 was suspended for academic dishonesty, 1 did not provide a reason for withdrawal and 1 sister passed away. Appendix E is a listing of Phase II, Year 2 withdrawn HESA participants, including their length of time in the program.

Graduations

As of June 30, 2018, 148 sisters graduated from the HESA program. Three HESA Phase II students have graduated from their programs, thus far. All three of these students graduated on May 18, 2018, and earned a diploma from Tangaza University College in Kenya. In addition, 71 sisters

148 HESA Graduates

from Phase I graduated during this grant year, bringing the total Phase I graduates to 145. There is strong evidence that the sisters currently enrolled are on track to graduate in the allotted time to complete their coursework. For example, by the end of 2018, nearly 100 additional students will graduate from the program. Appendix F is a complete listing of graduation ceremonies held between July 1, 2017 and June 30, 2018.

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. In HESA, Phase II, Year 2, 27 sisters enrolled in an online-onsite hybrid program and 208 enrolled in the entirely onsite model. Appendix A provides a comprehensive list of ASEC's partner colleges/ universities for HESA, per model of study. In both models sisters join a partner institution as part of a cohort of 4 to 20 sisters to enter that college/ 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.
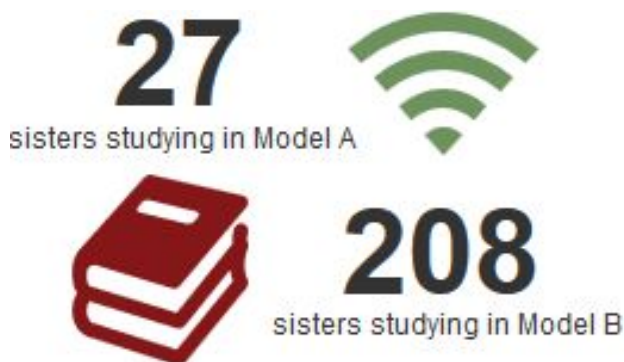
27 sisters studying in Model A

208 sisters studying in Model B

Model A: Online/Onsite

Model A uses an innovative design to deliver bachelor's degree programs in select fields of study through partnerships between U.S.[2] and African higher education institutions. Model A offers a hybrid, online and onsite, degree program for sisters. Degree programs for Model A are offered to sisters serving select countries in East – Kenya, Uganda, and Zambia – and West Africa – Cameroon, Ghana, and Nigeria – where online study is feasible because of 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 U.S. and African intuitions which are partnered to deliver an

97% of Model A students report feeling comfortable taking online courses

online-onsite hybrid degree program. In Phase II Model A, all sisters complete 27 credits online over one full year of study at the U.S. partner institution. After successful completion of their online coursework, the sisters transfer to the African partner institution to complete their degrees onsite. Their degrees are then conferred from the African partner. Courses taken online at the U.S. partner institution are pre-selected to

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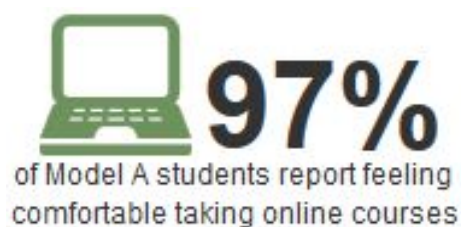
[2] All U.S. partner institutions for online-onsite partnerships are charter members of ASEC.

correspond with the curriculum at the degree conferring African partner institution, where they are accepted as transfer credits when the students transition to onsite study.

In Phase II, Year 2 Model A has been highly rated by participants in effectiveness, support and ability to acclimate students to the online learning environment. In fact, 97% (N=27) of participants who finished their online courses this year somewhat or strongly agreed that as a result of their experience in Model A, they are now comfortable taking online courses. See Appendix G for a complete evaluation overview of Phase II, Year 2 end of online studies.

Online to Onsite Transfer Success Rate

As of June 30, 2018, 37 Phase II students enrolled in Model A, online-onsite hybrid, have successfully transferred from their online studies to their onsite college/ university. Based on a review of transcripts, the sisters who have not yet transferred to their onsite institution are on track to successfully transfer. This indicates that HESA Phase II will meet its 90% success rate goal by the end of Phase II. This goal will continue to be tracked throughout the Phase.

Model B: Onsite

Model B provides onsite educational opportunities for sisters to study for undergraduate and master's degrees at colleges/ 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. ASEC is partnered with college/ universities in all 10 ASEC countries to deliver HESA 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 (i.e. Tanzania). Due to infrastructure and language barriers, in four ASEC countries – Lesotho, Malawi, Tanzania, and Zambia – the onsite program is the only option for sisters to participate in the HESA program. Furthermore, the onsite program is offered at the master's level and open to all fields of study. This is important because Model A (online-onsite) program options are restricted to bachelor's level programs in select fields (i.e. education and business administration) that are best suited for online study and feasible for online delivery by U.S. college/ university partners. The onsite Model B of HESA is unique because it shifts the model of congregations of women religious sending sisters to other countries for post-secondary and post-graduate study, and instead allows sisters in Africa to learn in their own cultural and social contexts. In many professional fields of study, it is 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/ universities, ASEC partners with 19 carefully selected institutions.

Levels of Study

HESA Phase II offers sisters the opportunity to study at the diploma, bachelor's or master's degree level. In Phase II, Year 2 of HESA 25 sisters are studying for a diploma, 141 are studying for a bachelor's degree, and 69 are studying for a master's degree.

The largest number of Phase II, Year 2 students are studying for a bachelor's degree.

69

141

25
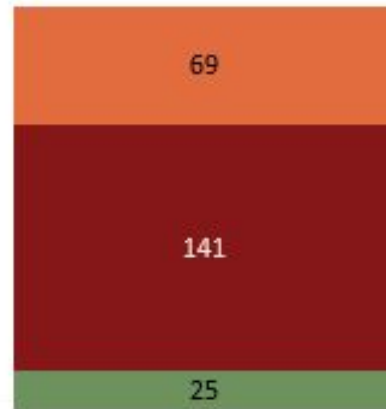
Phase II, Year 2 Enrollments

■ Diploma   ■ Bachelor's Degree   ■ Master's Degree

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 U.S. and one in Africa, to deliver an online/ onsite hybrid collaborative degree program, Model A. Frameworks of Reference (FOR) establish partnerships between ASEC and colleges/ universities in Africa to offer onsite educational opportunities for sisters, Model B. To deliver Phase II, ASEC has maintained partnerships with 22 colleges/ universities; 6 MOUs for online/ onsite programs and 18 FORs for onsite programs. See Appendix A for enrollment by partner institution. Partners are identified through collaborative conversations with ASEC country staff and congregations of women religious. ASEC partners with colleges/ universities that align with its mission and vision, and demonstrate a commitment to the education of women religious.

In Phase II, Year 2 ASEC has been working to renew and sustain partnership agreements with partners established in HESA Phase I. Partnership agreements are renewed every four years. In addition, on March 16, 2018 ASEC completed an MOU partnership agreement with Rosemont College and the Catholic University College of Ghana to further deliver Model A options of study.

Orientation

In order to prepare sisters for success in their programs, HESA conducts an Orientation for all HESA students prior to beginning classes. The purpose of Orientation is to acclimate sisters to college/ 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. For Phase II, Orientations have become more standardized regarding expectations for the sisters, including the development of the HESA Student Handbook and a review and revision of enrollment agreement forms which outline student responsibilities of ASEC, the sister-students, and congregations. Orientation for sisters studying online are four weeks and onsite workshops are two-days. Currently, online Orientation is taught by an instructor from the partner institution in the U.S. where sisters will complete the online portion of the program and includes an introduction to online study. In Phase II, Year 2, Sr. Lisa Oliveri, IHM, traveled to Nigeria to teach Orientation for Chestnut Hill College cohort four in person. Srs. Margaret Gannon and Kathleen Burns, IHM, provided instruction for Marywood University cohort six remotely using the video conferencing tools, WebEx and Zoom. In addition, a facilitator was present in person to provide IT instructional support for at least three-hours per day for 20 days of Orientation. ASEC Country Directors and/ or Program Coordinators, as well as partners from onsite institutions are also present at all Orientations.

14 Orientations held in 9 countries

In total **14** workshops were held in nine countries for sisters studying in both online-onsite and onsite models. A comprehensive listing of Orientation Workshops held in Phase II, Year 2, along with topics covered, facilitators, and attendance, is located in Appendix H.

Orientation Attendance

For Phase II, Year 2, of the 235 newly enrolled students, a total of 223 students completed an Orientation; 27 students participated in an online Orientation, while 196 students participated in an onsite Orientation. This indicates that HESA is falling slightly below the 98%

94.9%
of Phase II, Year 2 sisters completed Orientation

16

Phase II Orientation completion goal and is currently at a 94.9% completion rate for Phase II, Year 2 Orientations. Overall for Phase II (Years 1 and 2) the Orientation completion rate is 97.6%.

Reflective Learning

Another aspect of the HESA program are annual Reflective Learning Workshop, these workshops help sisters build the skills necessary for success in higher education, as well as provide relevant professional development. Reflective Learning is held for two days, in each country where sisters are studying at partner colleges/ universities. In order to build connections, it brings together all of the cohorts studying in that country and provides a space for continuing support. Reflective Learning Workshops in Tanzania are held separately due to the distance between partner universities. Additionally, in Kenya, Uganda and Zambia, two Reflective Learning Workshops were held to accommodate scheduling conflicts with the online programs.

13 Reflective Learning Workshops

10 held in countries

In the Phase II, Year 2 reporting period, 13 Reflective Learning Workshops were held in all 10 countries which ASEC serves on various topics determined by the needs of the sisters expressed in the program evaluation, 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 interests that arise throughout the year. Workshops conducted in Phase II, Year 2 covered the following topics – prophetic roles in the school environment, social media, globalization, time management and research methods, among others. In Kenya, Uganda, Ghana and Zambia, technology continued to be utilized by having an interactive meeting with U.S. faculty through video conferencing, so that online cohorts could have a full and enriching experience. A comprehensive listing of the Reflective Learning Workshops held in Phase II, Year 1, along with locations, topics covered and attendance, is attached, Appendix I.

96.4%
of Phase II, Year 2 sisters completed Reflective Learning
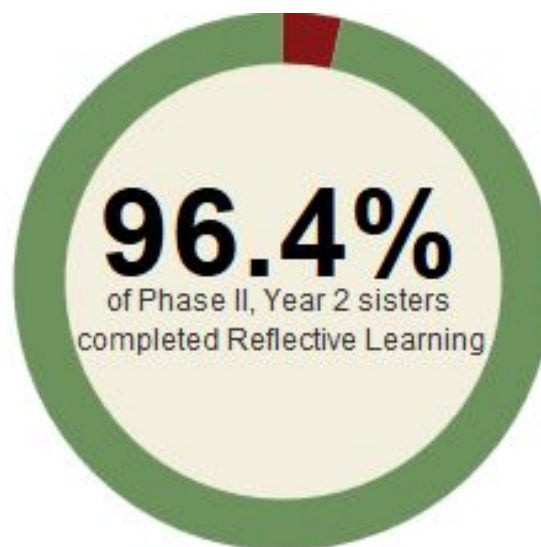
Reflective Learning Attendance

HESA's completion rate goal for Reflective Learning Workshops in Phase II, Year 2 was 95%. For this grant year HESA met this goal, as only 18 sisters were reported absent from Reflective Learning, making the completion rate 96.4%. Sisters who missed the Reflective Learning Workshop are asked to submit their reason for missing in writing to the HESA Assistant Director. The majority of sisters report missing a workshop because of duties related to their ministries, final profession of religious vows, travel or health concerns.

Objective 1: Outputs and Outcomes Assessment

Partnerships, enrollment data, dual models of delivery and participation rates have provided evidence that HESA is on track to meet Program Objective 1 by the completion of Phase II. As for Phase I, program participants continue to complete their studies and graduate, providing evidence that HESA Phase I is also on track to meet Program Objective 1. For a complete listing of Phase I and II Objective 1 actual outputs and outcomes, see the table below.

Phase I: Objective 1 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

Activities	Projected Outputs	Actual Outputs	Projected Outcomes	Actual Outcomes
Implement a collaborative project with Marywood University (MU) and the Catholic University of Eastern Africa (CUEA) in Kenya for sisters to acquire an undergraduate degree in education	**36** sisters will enroll in the undergraduate degree program	**75** sisters enrolled in the undergraduate degree program	**90%** of the sisters will complete the undergraduate degree	**37%** (28) of MU/CUEA sisters have completed their undergraduate degree, 55% (41) of sisters remain enrolled and 8% (6) of sisters have withdrawn from the program

			80% of sisters will report a position in education or educational administration post-graduation	**85%** of sisters (N=28) reported a position in education or education administration post-graduation
Implement a collaborative project with Chestnut Hill College (CHC) and the Catholic University College of Ghana (CUCG) for sisters to acquire an undergraduate degree in education	**36** sisters will enroll in a degree program	**36** sisters enrolled in a degree program at CHC/CUCG	**90%** of the sisters will complete the undergraduate degree	No CHC/CUCG sisters (0) have completed their undergraduate degree, 95% (34) of sisters remain enrolled and 5% (2) of sisters have withdrawn from the program
Implement a collaborative project with St. Augustine University of Tanzania (SAUT) for sisters to acquire an undergraduate degree	**24** sisters will enroll in a degree-granting program at SAUT	**24** sisters enrolled in a degree-granting program at SAUT	**90%** of the sisters will complete the undergraduate degree	**54%** (13) of the SAUT sisters have completed their undergraduate degree and 46% (11) remain enrolled
Implement a collaborative project with the DePaul Program at Tangaza University College (TUC) in Kenya to provide a diploma and/or degree in	**48** sisters will enroll in the diploma program	**61** sisters enrolled in a diploma program at TUC	**95%** of the sisters will complete the diploma program	**100%** (61) of TUC sisters have completed their diploma program

Leadership in Resource Management	**24** sisters will enroll in the degree program	**1** sister enrolled in the degree program at TUC (**23** sisters enrolled in the degree program at CUEA)	**90%** of the sisters will complete the degree program	**1** TUC sister remains enrolled in the degree program (13 sisters have graduated from CUEA, 10 remain enrolled)
Implement a collaborative project with the University of Kisubi (UniK) in Uganda for sisters to acquire an undergraduate degree	**16** sisters will enroll in a degree granting program	**16** sisters enrolled in a degree program at UniK	**90%** of the sisters will complete the undergraduate degree	**44%** (7) of UniK sisters have completed their undergraduate degree, 50% (8) of sisters remain enrolled and 1 (6%) sister has withdrawn from the program
Implement a collaborative project with Chemchemi Ya Uzima Institute in Kenya for sisters to acquire an undergraduate degree in Theology	**10** sisters will enroll in the program	**13** sisters enrolled in the CYU program	**90%** of the sisters will complete the undergraduate degree	**38%** (5) of CYU sisters have completed their undergraduate degree, 54% (7) of sisters remain enrolled and 1 (8%) sister has withdrawn from the program
Implement a collaborative project with Veritas University College Abuja (VUC) in Nigeria for sisters to acquire an undergraduate degree	**12** sisters will enroll in the program	**16** sisters enrolled in the VUC program	**90%** of the sisters will complete the undergraduate degree	**75%** (12) of VUC sisters have completed their undergraduate degree, 25% (4) remain enrolled

Implement a collaborative project between ASEC and the Catholic University of South Sudan for sisters to acquire an undergraduate degree	**9** sisters will enroll in the program	**6** sisters from South Sudan enrolled in the program	**90%** of the sisters will complete the undergraduate degree	**66%** (4) of CUSS sisters have completed their undergraduate degree, 44% (2) remain enrolled
Implement a collaborative project between ASEC and the Catholic University College of Ghana (CUCG) for sisters to acquire an undergraduate degree	Added mid-way through Phase I	**10** sisters enrolled in the CUCG program	Added mid-way through Phase I	**10%** (1) of CUCG sisters have completed their undergraduate degree, 90% (9)remain enrolled

Phase II, Year 2: Objective 1 Outputs and Outcomes Table

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

Activities	Projected Outputs	Actual Outputs	Projected Outcomes	Actual Outcomes
Continue and develop relationships with partner institutions that provide higher education opportunities for sisters in Africa	Sign Memor-andums of Understanding (MOU)/Frameworks of Reference (FOR) with partner institutions	HESA continued to partner with 22 institutions in the U.S. and Africa, renewing MOUs and FORs as necessary	**95%** of sisters will complete the program in which they enrolled	Retention rate for Phase II as of Year 2 is **95.5%**, 22 sisters have withdrawn from the program

Facilitate enrollment for sisters in established programs of HESA partner institutions	**858** sisters will enroll in Phase II: **179** sisters will in Model A, **507** in Model B undergraduate and **172** in Model B Masters	**492** sisters have enrolled in Phase II as of Year 2: **100** in Model A, **280** in Model B undergraduate and **112** in Model B Masters	**90%** of sisters will transfer online credits to onsite institution	So far, **24%** (24) sisters have transferred online credits to their onsite institution
Coordinate Orientation for sisters enrolled in HESA	Orientations will be held for sisters based on region/model	**14** Orientations were held in 9 countries during Phase II, Year 2	**98%** of sisters will complete Orientation	**94.9%** of sisters completed Orientation in Phase II, Year 2
Coordinate Reflective Learning Workshops for sisters enrolled in HESA	Reflective Learning Workshops will be held annually	**13** Reflective Learning Workshops held in 10 countries, during Phase II, Year 2	**95%** of sisters will complete Reflective Learning Workshops for each year enrolled in HESA	**96.4%** of sisters completed a Reflective Learning Workshop in Phase II, Year 2

Objective 2: Competency in Fields of Study

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 is on track to meet this Program Objective and all indications point towards complete

Objective 2 potentially addresses all 17 SDGs, as sisters carryout ministries in many areas of need within their communities

fulfillment. This evaluation of Objective 2 will describe fields of study and use academic performance as the measured indicator of competency in those fields and objective satisfaction. Data from Pre and Post Skills Assessments completed as part of the HESA Orientation for Model A 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. Furthermore, ASEC Alumnae Survey results for HESA graduates will be used as evidence of increased competency in sisters' fields of study.

Fields of Study

In Phase II, HESA intentionally expanded the number of degree programs and fields of study offered. These degree programs were identified as relevant to the sisters' ministerial work and are recognized as needed in their countries: education, business administration/ economics, theology/ religious studies, social work/ human development, healthcare, and leadership and resource management. In total, for both Phase I and Phase II, HESA sisters are studying for 108 different diploma/ degree titles. The majority of HESA Phase II students are studying in the education field (39%, N=492), followed by the fields of business/ economics (15%) and nursing/ medical sciences (15%).

108
The number of diploma/ degree titles sisters are studying for

The largest number of HESA Phase II students are studying in the education field.

Legend:
- Education
- Business/Economics
- Nursing/Medical Sciences
- Theology & Religious Studies
- Leadership & Resource Man.
- Development Studies
- Humanities
- Social Science
- Counseling & Psychology
- Science
- Social Work

Academic Performance

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

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

HESA, through ASEC's Country Directors and Coordinators, collaborates with partner institutions to efficiently gather student transcripts. This collaboration resulted in HESA receiving the largest number of student transcripts to date. HESA gathered in total 1,445 semester transcripts for its participants, as well as 47 final transcripts (sisters average an overall final letter grade of B) for participants who have completed the program. Efforts are continuing to be made to gather any outstanding missing transcripts. A new system, implementing the database currently being developed for ASEC, is now being applied for tracking of sisters' academic transcripts and grades.

The majority of HESA students average a letter grade between a B and C per semester.

Legend:
- A, Excellent
- B, Good
- C, Fair
- D, Barely Passed
- F, Failed

Pie chart values: 1.20%, 5.40%, 20.60%, 42.20%, 29.20%

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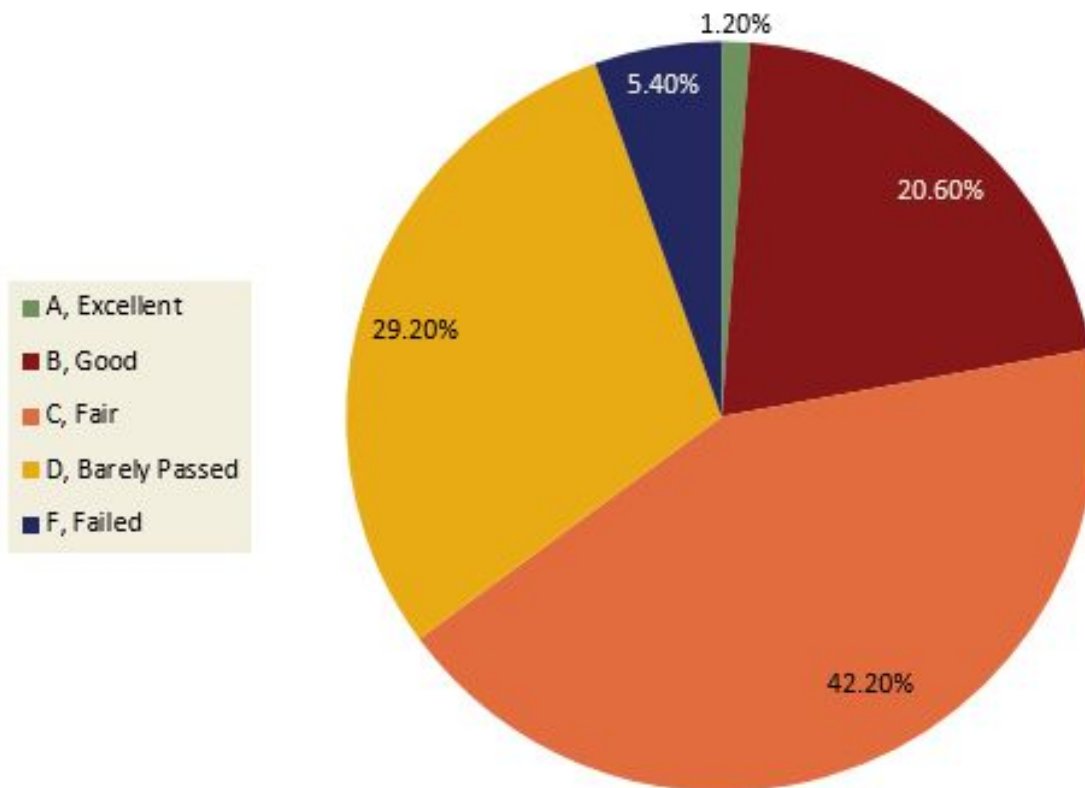
[3]Individual grades/grade point averages (GPAs) and specific program/institution grades/GPAs will not be disclosed to protect the privacy of student education records. Internally, sisters' individual grades and institutional grades are all tracked. Any grade summaries will be presented as letter grades, given varying grading scales at each college/ university partner.

HESA partner institutions use various grading scales to report their students' academic progress. In order to analyze the overall achievement of HESA students, semester scores are converted to grade point averages and then averaged to reflect letter grade results. Using this technique, sisters (Phase I and Phase II), studying online, average an overall letter grade of B in institutional grade reports. While sisters studying onsite average an overall letter grade of B-. The largest group of student semester grade averages (N= 1,445 semester grade averages of 484 students, 42.2%) fall within the high C (i.e. fair academic performance) letter range.

Pre and Post Skill Assessments for Model A Orientations

Orientation Pre and Post Skills Assessment data (N=27) indicates that HESA is successful at providing sisters with competencies in the skills related to learning and academic study. Model A Orientation includes an assessment at the beginning and conclusion of the workshop to measure sisters' confidence with key skills and activities necessary for the success of online learning. The survey utilizes a 4-point Likert type scale with higher scores (maximum four) indicating higher confidence or comfort with the skill listed and lower scores (minimum one) indicating lower comfort with the skill. New to the survey this year were items related to identifying plagiarism and maintaining academic honesty. The analyzed results demonstrate improvement in the confidence of the sisters, notably in every area measured. The sisters reported growth across all skill categories regardless of level of initial confidence, and in the Post-Orientation Assessment, the lowest areas of confidence still fall well on the side of confident to highly confident (<3.8 mean). In addition, standard deviations (or spread of responses) were significantly less wide in post-orientation means, indicating greater consistency in sisters' responses. The figure below describes the Pre and Post Skills Assessment results for the Model A Orientations held in Phase II, Year 2. Overall, this data indicates that Model A 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 Appendix J.

Skill level increased in every area after online/onsite Orientations.
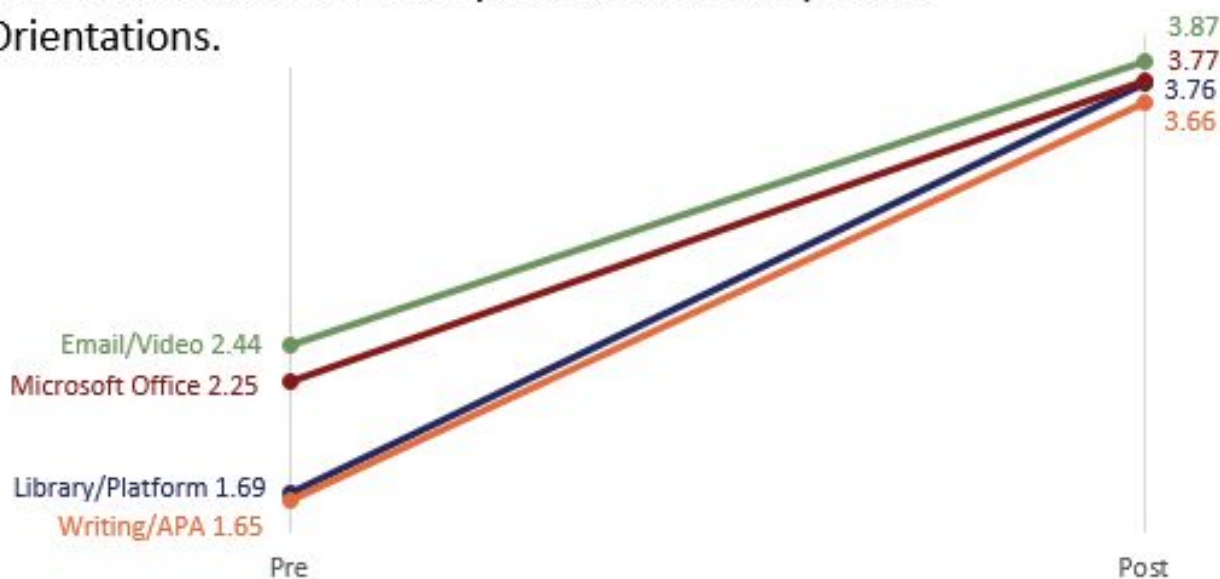
2018 ASEC Alumnae Survey: Competency in Field of Study

The 2018 ASEC Alumnae Survey results provide some evidence of increased competency and leadership capacity in HESA graduates' fields of study. This year, 49 HESA students completed the ASEC Alumnae Survey, 37 HESA graduates and 12 currently enrolled HESA students (completing the survey as an SLDI alumna). However, only one sister of the 37 graduates to complete the survey was a Phase II student, 36 were Phase I students (this student was also an SLDI alumna). Of the Phase I HESA graduates that completed the survey (N=36), 89% said that they are currently working in a position where they can effectively use the knowledge and skills they gained from HESA to benefit their ministry. The single Phase II graduate indicated being able to effectively use the knowledge and skills she gained in her ministry, however, this sister indicated that application of these skills began to occur after completion of the SLDI program. This sister also indicated that she is mentoring others and has taken on new leadership roles in her ministry, again these skills began after she completed SLDI but continued after she completed HESA.

89% of HESA alumnae report working in a position where they can effectively use the knowledge and skills they gained from HESA to benefit their ministry

Objective 2: Outputs and Outcomes Assessment

Overall, in terms of academic fields of study and capacity within the fields, HESA is on target to meet the goals of Objective 2 by the end of Phase II. Below is a listing of the overall progress made in the July 1, 2017 to June 30, 2018 grant year towards the achievement of HESA's Phase I and Phase II Program Objective 2 projected outputs and outcomes.

Phase I Objective 2 Outputs and Outcomes Table

Objective 2: To increase African sisters' competencies and leadership capacities in their respective fields of study towards greater effectiveness in accomplishing their ministries				
Activities	**Projected Outputs**	**Actual Outputs**	**Projected Outcomes**	**Actual Outcomes**
Provide education specific to sisters' fields of study	**233** sisters from seven countries will enroll in courses related to their major fields of study	**See Objective 1**	**85%** of the participants will demonstrate greater effectiveness in accomplishing their ministries	**89%** (N=37) of HESA alumnae report working in a position where they can effectively use the knowledge and skills they gained from HESA to benefit their ministry

Phase II, Year 2 Objective 2 Outputs and Outcomes Table

Objective 2: To increase African sisters' competencies and leadership capacities in their respective fields of study towards greater effectiveness in accomplishing their ministries				
Activities	**Projected Outputs**	**Actual Outputs**	**Projected Outcomes**	**Actual Outcomes**
Facilitate enrollment for sisters in established programs of credential granting, HESA partnerships	HESA sisters will join together at SLDI Alumnae Workshops regionally	**49** HESA sisters attended the ASEC Alumnae Workshops this year, **1** of these sisters was a Phase II graduate	**95%** will demonstrate greater effectiveness in accomplishing their ministries	**100%** (N=1) of HESA alumnae report working in a position where they can effectively use the knowledge and skills they gained from HESA to benefit their ministry

					(*began after completion of SLDI)
				90% will report providing some level of mentorship or skill sharing with other sisters in their communities	**100%** (N=1) of HESA alumnae report providing mentorship to other sisters in their communities (*began after completion of SLDI)
				85% will report increased responsibility in their congregation or workplace after graduation/completion of the program	**100%** (N=1) of HESA alumnae report taking on new leadership roles within her ministry after completion of the program (*began after completion of SLDI)

Objective 3: Increased Leadership Capacity

Objective 3, establishes that HESA will "increase the potential for African sisters to assume higher leadership responsibilities towards the support of their ministries and congregations." The evaluation of Objective 3 differs from Objectives 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.

5 GENDER EQUALITY

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

For this grant year, the program is on track to meet Program Objective 3, and all indications point toward complete fulfillment by the end of Phase II. Since this is only the second year of Phase II, the long term outcomes regarding increased responsibility in their ministry or workplace cannot yet be assessed. This evaluation of Program Objective 3 uses data from Orientation, Reflective Learning Workshops, End of Experience Evaluations and the 2018 ASEC Alumnae Survey to examine sisters' confidence and potential for leadership.

> It has helped me to enter into academic program with total awareness of my responsibilities and commitment as a HESA student.
> *-HESA Student, Orientation*

Capacity Building at Orientation

While the primary focus of Orientation is preparation for academic study, data indicates that sisters also gain confidence in areas outside academic capacity. In this way, Orientation is part of a process of empowerment that directly feeds the development of the sisters' capacity for higher leadership responsibility in their ministries and congregations. With a new emphasis in Phase II on articulating the explicit roles and responsibilities of a HESA student, Orientation also sets the stage for HESA sisters to develop into future ministry and congregational leaders.

Overall, sisters report high satisfaction with Orientation and indicate in their evaluations how the workshop has benefitted them personally (Appendix K). Evidence of an increase in confidence and leadership can especially be seen in the Orientation evaluation qualitative data (N=203). In order of response ranking, sisters reported Orientation most benefited them by increasing their skills related to: understanding their role in the HESA program (24%), managing their time (20%), academic ability (19%), teamwork/ collaboration (10%), goal setting (10%) and empowerment/ leadership (7%).

Capacity Building at Reflective Learning

Sisters report a high level of satisfaction with Reflective Learning Workshops, indicating in both quantitative and qualitative evaluations that the content adds value to their educational experience. In particular, 97.5% (N=40) of graduating HESA sisters somewhat to strongly agreed that Reflective Learning

> I learnt that if I am able to lead myself, its easy to lead others, and if I am accountable for my failures I will be able to learn a lesson from them and work hard for success.
> *-HESA Student, Reflective Learning*

Workshops added positive value to their education (Appendix L). Additionally, when asked if the sisters found the Reflective Learning Workshop helpful 100% (N=567) indicated yes. When coding the sisters qualitative responses, 19% reported that Reflective Learning increased their academic abilities, 12% indicated an increase in time management skills, 10% improved their stress management capabilities and 9% reported improved communication skills. Many sisters also stated that the Workshop was empowering (9%), improved their self-motivation (7%), increased teamwork amongst cohorts (6%) and developed their leadership capacity (6%).

End of Program Experience Evaluation

This grant year, 40 sisters completed the End of Program Experience Survey, which assesses participants' overall

98% ↗

of HESA graduates strongly agree that HESA increased their confidence
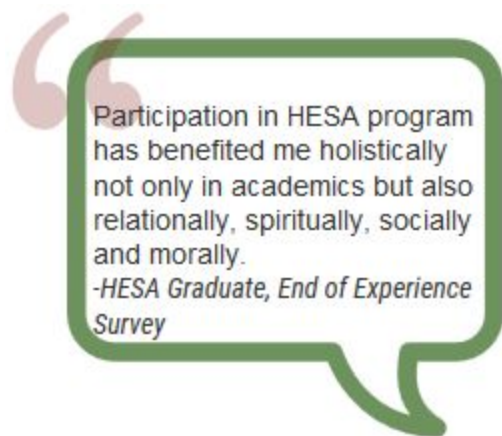
experience with HESA and higher education. The

> Participation in HESA program has benefited me holistically not only in academics but also relationally, spiritually, socially and morally.
> -HESA Graduate, End of Experience Survey

results of the survey speak to the high level of success and satisfaction of HESA in providing educational opportunities for sisters in Africa (Appendix M). Using a four point Likert type scale of four (strongly agree) to one (strongly disagree), the results for all questions on the survey indicate high satisfaction. With one of the highest scoring items being "I felt more confident as a result of participating in the HESA program," which

earned an average response of 3.87 (N=40). In the open-ended responses, sisters also expressed their gratitude and delight with the program, with many attributing their holistic growth to participation in the program.

2018 ASEC Alumnae Survey: Leadership Capacity

As part of the 2018 ASEC Alumnae Survey (Appendix N), HESA alumnae were asked about their continuing education plans. Eighty-two percent (86%, N=37) of all survey respondents indicated they are pursuing or plan to pursue further education after completing HESA. This is an indication of increased confidence and potential for HESA alumnae. Furthermore, 84%

> Before attending the HESA programme I was less confident with few skills and less experience but after attending the programme I am full of confidence, I have skills and necessary knowledge and experience.
> -HESA Alumnae, 2018 ASEC Alumnae Survey
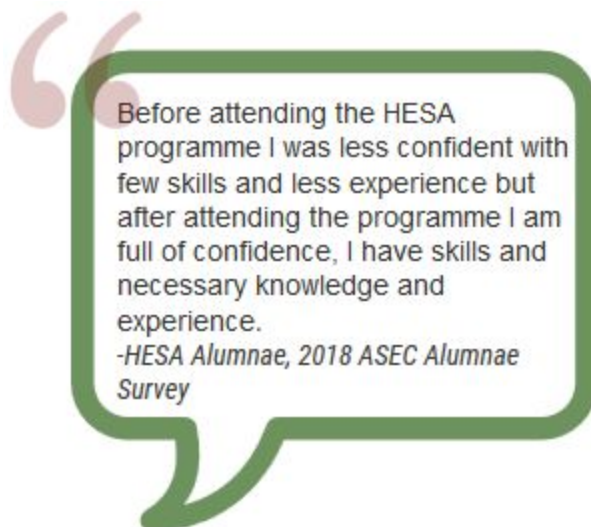
of HESA alumnae stated that as a result of the HESA program their perception of themselves as professionals and/ or as a leader changed. When asked if after completing HESA they had taken on any leadership roles within their ministry, 69% (N=37) of HESA alumnae responded yes. Leadership positions reportedly obtained, after completing HESA, include Directress of Office of Development, Head of Department, Deputy, House Animator, Chairperson, Advisory Board Member, Facility Executive, School Administrator, Manager, Advisor and Community Superior, among others. An additional 37% of HESA alumnae indicated that they were asked to participate in a leadership role outside of their ministry. Some examples of reported duties included leading workshops, attending conferences and serving on committees.

Objective 3: Outputs and Outcomes Assessment

Overall, in terms of effectiveness in increasing sisters' potential to assumer higher leadership responsibilities in their congregations and ministries, HESA is on track to meet Objective 3 by the end of Phase II. Sisters in the HESA program have only begun to graduate and attend Alumnae Meetings in the past two years, therefore projected outcomes related to higher leadership responsibilities are expected to be met over time. Below is a listing of Phase I and Phase II progress toward achievement of Objective 3 projected outputs and outcomes.

Phase I Objective 3 Outputs and Outcomes Table

Objective 3: To increase the potential for African sisters to assume higher leadership responsibilities towards support of their ministries and congregations

Activities	Projected Outputs	Actual Outputs	Projected Outcomes	Actual Outcomes
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 Objective 1**	**85%** of the participants report an increase in responsibilities in their congregation or workplace post-completion	**69%** (N=37) of HESA alumnae reported an increase in responsibilities in their congregation or workplace post-completion

Phase II, Year 2 Objective 3 Outputs and Outcomes Table

Objective 3: To increase the potential for African sisters to assume higher leadership responsibilities towards support of their ministries and congregations

Activities	Projected Outputs	Actual Outputs	Projected Outcomes	Actual Outcomes
Provide education specific to sisters' major fields of study	**858** sisters will gain knowledge in their respective fields	**See Objective 1**	**85%** will report increased responsibility in their congregation or workplace after graduation/completion of programs	**100%** (N=1) of HESA Phase II graduates report increased responsibility in their congregation or workplace after graduation/completion of programs

Objective 4: Improved Congregational Functioning

Objective 4 establishes that HESA will "increase sisters' competencies and leadership capacities to improve the functioning of their congregations." The evaluation of this Program Objective primarily measures long term outcomes and impacts on the congregations in which sisters serve. Based on the success of the three previous Program Objectives, indications are good for long term success and impact.

16 PEACE AND JUSTICE

Objective 4 aims to contribute to SDG 16. Peace and Justice, by assisting in the development of effective, accountable and transparent congregational institutions.

2018 ASEC Alumnae Survey: Congregational Functioning

The 2018 ASEC Alumnae Survey results provide some insight into the sisters' success in improving the functioning of their congregations post-program. Ninety-one percent (91%, N=37) of HESA alumnae report currently working in a position where they can effectively use the knowledge and skills they gained from the program to benefit their congregation. When asked to explain this further, alumnae cite many different examples including managing congregational projects and finances, contributing increased salaries, mobilizing resources, grant writing and mentorship.

Through teaching, I carry on the charism of the congregation, reaching out to the underprivileged, the salary I get fully comes back to the community.
-HESA Alumnae, 2018 ASEC Alumnae Survey

When asked about specific contributions to the improvement of congregational functioning additional detail in how this is occuring was exposed. Seven (7, N=37) HESA alumnae reported helping their congregation to develop and implement a strategic plan, after completion of the HESA program. Sisters stated that implemented strategic plans included goals related to improved formation, increased recruitment and resource/ asset growth. Seven (7, N=37) HESA alumnae also reported developing and implementing a financial plan for their congregation. Lastly, eight (8, N=37) HESA alumnae stated they would describe themselves as a congregation resource person, giving advice and offering their skills to improve congregational functioning.

Objective 4: Outputs and Outcomes Tables

All evidence indicates that Program Objective 4 will continue to be met throughout Phase II. Although only one Phase II graduate completed the 2018 ASEC Alumnae Survey, this rate is expected to grow as HESA alumnae spend more time out of the program. Data indicates that for Phase I, HESA fell slightly below its target of 95% of alumnae improving congregational functioning. However, this target has been adjusted for Phase II to reflect a 90% goal, more closely reflecting expected output, which Phase I would have achieved. Below is a listing of Phase I and Phase II progress toward achievement of Objective 4 projected outputs and outcomes.

Phase I Objective 4 Outputs and Outcomes Table

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

Activities	Projected Outputs	Actual Outputs	Projected Outcomes	Actual Outcomes
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 Objective 2**	**95%** of congregations will report improved organizational functioning relative to sisters' education	**91%** (N=37) 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

Phase II, Year 2 Objective 4 Outputs and Outcomes Table

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

Activities	Projected Outputs	Actual Outputs	Projected Outcomes	Actual Outcomes
Provide education specific to sisters' major fields of study	**858** sisters will gain knowledge in their respective fields	**See Objective 2**	**90%** of congregations will report improved organizational functioning relative to sisters' education	**100%** (N=1) of HESA alumnae report working in a position where they can effectively use the knowledge and skills they gained from the HESA program (*began after completion of SLDI)

Objective 5: Increased Potential for Gainful Income

Program Objective 5 outlines that HESA will "increase the potential for African sisters to earn gainful income to improve functioning of their congregations." This objective aims to assess the financial impact of the HESA program on the sisters' and subsequently their congregations' income generation. The goal is

Objective 5 aims to assist in the achievement of SDG 8. Decent Work and Economic Growth, by increasing sisters' ability to obtain full productive employment with potential for gainful income.

for 85% of sisters to report increased earnings within 3 years of completion of the HESA program. The ASEC Alumnae Survey, given annually at ASEC Alumnae Workshops, serves to track HESA graduates' success toward achieving increased gainful income at the 3 year post-program mark. However, among the HESA graduates to complete the 2018 ASEC Alumnae Survey, the longest a sister has been an alumna of the program is two years. In addition, values and numbers of successful grant proposals submitted by HESA alumnae will be used to evaluate the achievement of this Program Objective.

2018 ASEC Alumnae Survey: Increase in Earnings

In the 2018 ASEC Alumnae Survey, 46% (N=37) of HESA alumnae reported receiving an increase in earnings after completing the HESA program. It is important to note that many of these sisters have only just recently graduated. The increase in earnings goal related to Objective 5 gives a target that is three years post program. Therefore, this year's percentage is only a beginning projection of possible earning increases to come in the future.

As well as individual increases in earnings (i.e. salary), HESA alumnae also report contributing to improved mobilization of resources, grant writing and fundraising in their congregations and ministries. Twenty-two (22, N=37) HESA alumnae stated that HESA improved their ability to write a grant proposal, with nine reporting writing their very first grant proposal after completing the HESA program. Twenty-seven (27, N=37) HESA alumnae felt that HESA improved their ability to fundraise, while 26 (N=37) felt it improved their ability to mobilize local resources. Lastly, 25 (N=37) alumnae felt the HESA program improved their ability to ensure project sustainability.

Grant Writing

37 HESA alumnae who completed the 2018 ASEC Alumnae Survey reported writing a total of 37 grant proposals. Of these 37 proposals, seven were reported as successful. Among the seven successful proposals, three were reported on in detail by sisters in the 2018 ASEC Alumnae Survey. In total, these successful proposals generated $59,388 in grant money and $4,961 in other donations for their various projects. When asked about the challenges faced in writing successful grant proposals, the majority cited time constraints. In addition, sisters stated that they had only recently graduated from the program and have just begun applying for grants.

This year, HESA alumnae report generating $59,388 USD in grant money to fund their various projects.
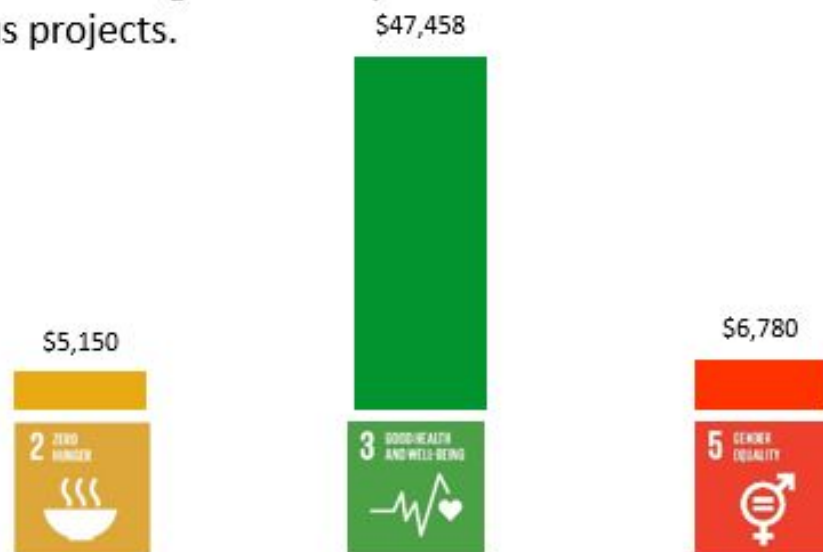
Objective 5: Outputs and Outcomes Table

Although definitive results for Objective 5 will not be known for several years, current assessment indicates that HESA is on track to meet this Objective. The table below is a complete listing of projected and actual outputs and outcomes for Program Objective 5.

Phase II, Year 2 Objective 5 Outputs and Outcomes Table

Objective 5: To increase the potential for Africa to gainful income to improve functioning of their congregations

Activities	Projected Outputs	Actual Outputs	Projected Outcomes	Actual Outcomes
Facilitate enrollment for sisters in established programs of credential granting, HESA partner institutions	**858** sisters will gain knowledge in their respective fields	**See Objective 1**	**85%** of sisters will report an increase in earnings within 3 years after completion of diploma or degree	**46%** (N=37) of sisters reported an increase in earnings in 2018 (No sisters have reached the 3 year mark)

Objective 6: Use of Acquired Skills and Knowledge

Program Objective 6 establishes that HESA will "assist participants and alumnae to use acquired skills and knowledge to enhance their ministries." This Objective aims to improve the functioning of ministries relative to HESA graduates' education. This Objective will be tracked by the success of HESA graduates'

Objective 6 aims to contribute to all 17 SGDs, by strengthening sisters' ministries, which have far reaching positive effects in many areas of sustainable development.

participation in annual ASEC Alumnae Workshops, alumnae success stories and congregational reports of enhanced ministries upon graduation.

2018 Alumnae Workshops

HESA graduates are invited to attend, along with graduates of ASEC's Sisters Leadership Development Initiative (SLDI), annual ASEC Alumnae Workshops. These workshops last three days and focus on continued skill development, emergent issues and networking. Sisters are able to network at the workshops with other graduates of ASEC programs, effectively creating a sisterhood of leaders. Topics covered in ASEC Alumnae Workshops are specific to each

workshop and are centered on assisting the sisters in applying the skills they learned from their educational experiences. Topics covered in 2018 included project management, liquid soap making, resource mobilization, team building, customer service and globalization. In total 49 HESA participants were in attendance at the 2018 Alumnae Workshops: 37 alumnae and 12 currently enrolled students, attending as SLDI alumnae.

Overall, the ASEC Alumnae Workshops achieve high satisfaction ratings by HESA participants with 67% (N=49) indicating that the workshop met or exceeded their expectations. The remaining 33% not answering the question. HESA participants also report that ASEC Alumnae Workshops are successful in providing networking opportunities, as 88% (N=49) of participants stated they formed new relationships with sisters they did not already know at the workshop.

Exemplary 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 and ministries. 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 flourish.

Sr. Mary Sarah Chandiru, MSMMC

Sr. Mary Sarah Chandiru, MSMMC, attended the University of Kisbui in Uganda as a HESA student. She graduated from the program in January 2018 with a Bachelor's Degree in Business Administration. This past year, Sr. Mary Sarah successfully wrote a grant proposal to Aid in Need to fund a spiritual retreat for 126 Missionary Sisters of Mary Mother of the Church. Through this proposal, Sr. Mary Sarah was able to raise $6,780, helping her congregation to fund their retreat. She has also started a wine making project and has written a proposal for a soap making project.

Sr. Mary Sarah is also currently an accountant for the Bishop Asilii Hospital and Farm in Luwero, Uganda. The hospital serves an estimated 700 patients a month. There are approximately 80-100 births per month in the maternity ward and the sisters are working to construct a children's ward. The hospital operates an HIV clinic and does HIV community outreach.

Sr. Mary Sarah states that not all students studying at university have a laptop, so hers was a great help to her. As a result of the HESA program, she reports she felt prepared to be a leader and public speaker. She sees a need for all sisters to do their work better – keep good records, be good managers. Sr. Mary Sarah said, "when well-built inward, when we go out to the people we do it differently." She attributes her increased skills in monitoring and evaluation, human resources and project management to her studies at the University, but also to ASEC Alumnae Workshops.

Sr. Felistas Jematia Chesire, ASE

Sr. Felistas Jematia Chesire, ASE, is an alumna of both SLDI and HESA. Sr. Felistas graduated from SLDI (Finance Track) in 2009, she then went on to complete her Bachelor's of Commerce Degree with a specialization in accounting, through HESA, in November 2017. Currently, Sr. Felistas is earning her Master's Degree in Business Administration, also through HESA, at the Catholic University of Eastern Africa in Kenya.

Sr. Felistas is currently the Financial Administrator of the Kwetu Home for Street Boys and other congregational projects. The Kwetu Home is for boys who formerly lived in the slums, some of whom abused drugs and alcohol. Mukuru, Kibera, Githurai, and Ruai slums, among others throughout Nairobi, are served by the home.

In her position, one of Sr. Felistas' responsibilities is to mobilize local resources. She travels through the community looking for support; local companies have donated oil, soap, and other items. There is a dispensary on the Kwetu Home compound that sees an average of 539 patients per month; many in the community come for medical treatment because it is known as one of the best in the area. The dispensary has

both a doctor and a chemist. This is an income generating project for the congregation and the school it operates, and has been serving the community for two years. The sisters intend to expand the program as it has been successful. Additional income generating projects have been implemented to assist the home in being self-sustainable. For instance, there are cows, goats, a greenhouse and a fish pond on property to promote agribusiness and help sustain the boys' home.

The congregation employs five full-time employees and three to four daily workers to manage their farm. They grow maize, French peas, tomatoes and chilies, all managed by drip irrigation, a bore hole and solar power. There is a need to install a separate pipe and bigger water tanks to sustain the irrigation, the sisters have developed a short term plan to accomplish this. A school on the same compound has 246 students and was founded in March 2014. They are building a computer lab, as the school is growing. The sisters want to build a new wing to house boarding school students to effectively committee with similar institutions. The home employs a total of 56 people in the school, home and farm.

Following a site visit to the Kwetu Home, ASEC staff conducted an interview with Sr. Felistas, and Sr. Caroline, Sr. Felistas' supervisor. Sr. Felistas identified the need to separate the income generating projects to better identify which are successful. She oversees three accountants and facilitates resource mobilization. She says that before participating in ASEC programs she "didn't even value myself" and now she "found myself calm, competent and able to do something." She reports that SLDI and HESA have impacted her life positively. Sr. Felistas has also been elected by her peers to lead the Kenyan HESA student association which includes sisters studying at the Catholic University of Eastern Africa, Tangaza University College and Chemchemi Ya Uzima Institute.

Congregational Reports of Increased Functioning

Congregational Superiors were last surveyed by ASEC in 2016, the results of which were reported in last year's HESA Evaluation Report. Plans for collecting more recent data from HESA alumnae Congregational Superiors are currently being made. Therefore, the projected outcome of 85% of congregations reporting improved organizational functioning relative to sisters' education, will be reported on in subsequent evaluation reports.

Objective 6: Outputs and Outcomes Table

Although recent assessment data on congregational reports of improved organizational functioning is not currently available, evidence from site visits, interviews and ASEC Alumnae Workshop success indicates that HESA is on track to meet Objective 6 by the end of Phase II. The figure below outlines the projected and actual outputs and outcomes for Program Objective 6.

Phase II, Year 2 Objective 6 Outputs and Outcomes Table

Objective 6: To assist participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries

Activities	Projected Outputs	Actual Outputs	Projected Outcomes	Actual Outcomes
Provide education specific to sisters' major fields of study	**858** sisters will gain knowledge in their respective fields	See **Objective 1**	**85%** of congregations will report improved organizational functioning relative to sisters' education	To be reported on in future evaluation reports

Objective 7: Dissemination of Best Practices

Program Objective 7, outlines that HESA will "disseminate best practices and models of innovative access to education." This Objective is evaluated by the extent in which HESA's program model has been researched, published and presented. Case studies and conference presentations help in spreading

17 PARTNERSHIPS FOR THE GOALS

Objective 7 aims to assist in the achievement of SDG 17. Partnerships for the Goals, HESA's dissemination of research and best practices builds strong global partnerships and cooperation.

best practices on ASEC and HESA. For Phase II, Year 2, the program is on track to meet this objective as several presentations were conducted this grant year and plans have been made for future publications within Phase II.

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, have taken place and continue to be developed. In Phase II, Year 2 of the HESA program, ASEC staff attended two conferences in California and Utah, presenting research related to HESA. A complete list of conference presentations conducted in Phase II, Year 2 is listed in Appendix O. Academic articles have yet to be published in Phase II. However, there were news articles and online publications related to ASEC's activities and programs. Please see Appendix O for a listing of completed research projects and related articles about ASEC/HESA.

ASEC's Second Book Publication

A 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 but leadership of the project was transferred from ASEC to Sr. Jane Wakahiu, Former ASEC Executive Director and current Director of Catholic Sisters Program at the Conrad N. Hilton Foundation. To date 30 chapters have been accepted for publication and the book is in the editing stage. ASEC provided partial funding to 35 researchers in Africa, 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 the chapter is suitable for publication. Although the book project has been delayed, the book is still expected to be published. ASEC will provide the remaining funds due to the researchers upon publication, as well as funds to cover printing costs.

Visiting Scholar Program

ASEC successfully continued its partnership with the Center for Applied Research in the Apostolate (CARA) at Georgetown University to collaboratively implement the Visiting Scholar program. The program selects a Catholic sister working in Africa to conduct research on some aspect of religious life in Africa. The second recipient of the CARA-ASEC Visiting Scholar Fellowship was Sr. Florence Emurayeveya, an SLDI alumna (Phase I, Project Directors track) in Nigeria and a sister of Eucharistic Heart of Jesus (EHJ). Sr. Florence has a BS in Economics/Adult Education from the University of Benin and received her Masters in Education in 2010 from the

University of Lagos. She has been the Project Manager of EHJ for 12 years and is changing lives through grant-writing and efficient supervision of projects . She has been an active alumna of SLDI. As part of the Visiting Scholar program Sr. Florence worked on her proposed research topic: "The impact of statistical records and information management on the overall performance of women religious services in Lagos State." During her week-long visit to ASEC's U.S. office, Sr. Florence assisted ASEC staff in reviewing program evaluation forms and made recommendations for improvement. Collaboration on future research was discussed.

A third scholar was selected to begin in June 2018. The scholar is from Zambia, in the Southern/Central region of ASEC's countries of operation (Lesotho, Malawi, and Zambia); Sr. Florence Emurayeveya represented the West Africa region (Cameroon, Ghana and Nigeria). The first scholar, Sr. Bibiana Ngundo, represented the East Africa region (Kenya, South Sudan, Tanzania, and Uganda).

ASEC would like to collaborate with Visiting Scholars on research, but this has not yet occurred, due to ASEC staff's lack of time to engage in research and limited time spent with the Visiting Scholar when she is in the U.S. However, some ASEC staff collaborated with Fr. Thomas Gaunt at the Center for Applied Research in the Apostolate (CARA) and the first two Visiting Scholars on a proposal to present at the Society of Scientific Study of Religion conference. ASEC will continue to explore opportunities for collaboration with Visiting Scholars, and CARA.

Online Tools and Web Traffic

ASEC's website traffic declined slightly over the past grant year compared to the previous year. This is to be expected though, seeing as the new ASEC website was launched last year and traffic increased at that point. However, Facebook page likes within the reporting period increased to 932 and Twitter followers increased to 428. Please see Appendix P for Google Analytics of ASEC web traffic.

The ASEC website continues to be updated with sisters' news stories and country specific data has recently been added to the site as well. Plans to develop forms alumnae can submit to provide information on new projects, or updates on current projects are currently underway. This

would serve as an evaluation and educational tool, as well as a means to publicize alumnae's work on the ASEC website.

Objective 7: Outputs and Outcomes Table

HESA continues to work towards meeting Program Objective 7. Opportunities for disseminating best practices and models of innovative access to education continue to be realized. Data indicates that HESA is on track to fully meet all projected outputs and outcomes for Objective 7 by the completion of Phase II. See the figure below of a complete listing of Objective 7 projected and actual outputs and outcomes.

Phase II, Year 2 Objective 7 Outputs and Outcomes Table

Objective 7: To disseminate best practices and models of innovative access to education				
Activities	**Projected Outputs**	**Actual Outputs**	**Projected Outcomes**	**Actual Outcomes**
Provide education specific to sisters' major fields of study	Sisters and stakeholders will be **trained** on research methodology	Research methodology has been integrated into participants' academic curriculum	Academic journal articles and books **will be published** using ASEC and HESA specifically, as case studies	ASEC continues to collaborate to publish a **second book** on African women religious
Facilitate research opportunities for various stakeholders involved ASEC programs	ASEC will provide coordination for collaborative research projects and publications	Planning for upcoming research workshops is currently taking place	At least **2** conference presentations will spread best practices on ASEC and HESA	**2** conference presentations were conducted on the HESA program by ASEC staff
Provide networking for sisters to share experiences and skills	HESA sisters will attend SLDI Alumnae gatherings	Alumnae Workshops were held this grant year	Sisters will contribute to the growing body of literature on women religious	ASEC hosted its **second visiting scholar** in December 2017 and a **third scholar** has begun the program

Notable Successes, Challenges and Adjustments

Below is a listing of additional successes, challenges and adjustments encountered by the HESA program between July 1, 2017 and June 30, 2018.

Successes

Africa Staff Meeting in Zambia

A staff training for ASEC staff took place January 7-14, 2018 in Livingstone, Zambia. In attendance were two ASEC Regional Directors, eight Country Directors, eight Country Coordinators, and five U.S. staff (including newly hired Executive Director, Sr. Draru). The training was facilitated by U.S. staff and a session on conflict management and resolution was facilitated by the ASEC Regional Directors, Sr. Lina Wanjiku and Sr. Clementina Obembe. Also, every ASEC Country Director and Coordinator jointly delivered presentations including information on their country's political, educational, social, financial and environmental issues, as well as successes and challenges in their work with ASEC. They also shared emergent needs and issues within their countries. These presentations were extremely beneficial in helping all staff understand more about each country and how ASEC programs and partnerships are functioning within each country. Also U.S. staff held productive "Lunch and Learn" sessions with each Country Director and Coordinator to better understand their unique needs, successes and challenges.

The training sessions delivered by U.S. staff centered on ASEC's programming and evaluation, as well as program policies and procedures, evaluation procedures and forms, the development of program and evaluation manuals and review of a HESA student handbook. The training also provided an opportunity for staff to come together and discuss the organization's significant transition in the past year, including challenges and successes during that period. The training was enlightening for all involved and plans to

move ASEC forward in terms of partnerships, programming, and communication were established.

The staff training was originally slated as a training between ASEC staff and ASEC partners including partner colleges/ universities, Secretary Generals, and SLDI instructors. However the decision was made to conduct a training only for ASEC staff due to the significant transition occurring with the organization in the past year and the need to solidify internal program structures and procedures. Trainings between ASEC staff and partner colleges/ universities are currently in the planning stages and should take place in Phase II, Year 3.

Site Visits to Stakeholders in the U.S. and Africa
Zambia, January 2018

While in Zambia for ASEC's 2018 Staff Meeting, staff also conducted site visits and interviews with ASEC program participants and alumnae. Staff toured the ministry of Sr. Constancia Lungu, an SLDI alumna, and conducted an interview with her. Sr. Rose Moonze, an SLDI alumna, was also interviewed in person.

Kenya, January 2018

After completion of the 2018 Staff Meeting in Zambia, staff travelled to Kenya to conduct additional site visits and interviews. Sr. Felistas Jematia Chesire, an SLDI alumna, HESA alumna and current HESA student provided staff with a tour of her ministry and gave a detailed interview (outlined in the Exemplary Alumnae section of this report). Staff also interviewed Sr. Felistas' supervisor, Sr. Caroline.

Another site visit was conducted at St. Francis Hospital, located at the Little Sisters of St. Francis compound in Kasarani, site of ASEC's most recent Service Learning trip. Sr. Esther Wairimu (HESA Alumna) was visited and interviewed. Sr. Esther is the current CEO of the hospital; she was recently promoted from assistant CEO. Last, Sr. Consolata Aloo, an SLDI alumna, was interviewed regarding her participation in an ASEC program.

SLDI and HESA alumnae focus groups were also held during this visit. The focus groups consisted of one meeting with Sisters Mary Magdalene Kanini Mutua (SLDI alumna), Delvin Mukhwana (HESA alumna) and Josephine Kwenga (SLDI alumna). These three sisters were interviewed at the Tumaini Center in Nairobi, Kenya. They all currently work for the Justice and Peace Commission of the Association of Sisters of Kenya. The sisters shared the positive impact of the SLDI and HESA programs on their work and self-perception. They also reported that there is a need for sisters to learn self-care and

how to "slow down." A second focus group was held at the Catholic University of Eastern Africa (CUEA) with 8 current HESA students.

Last, staff attended a meeting/ celebration with many Kenyan HESA students and the signing of a renewal for the Framework of Reference agreement between ASEC and CUEA. See image below.

Kenya, June 2018

SLDI Partner Workshops were held in East and West Africa in June 2018. For these workshops ASEC U.S. and Africa staff came together with Secretary Generals and SLDI Workshop facilitators to plan for the next phase of SLDI. While in Kenya, the HESA Program Evaluator completed interviews with 13 HESA participants as part of a future research project on the impact of the HESA program on sisters' understanding of their religious life.

Uganda, June 2018

While in Africa for the SLDI Partner Workshops, the ASEC Assistant Director of Evaluation and the SLDI Assistant Director traveled to Uganda to conduct site visits and interview ASEC program participants. While in Uganda, 26 ASEC program participants (20 SLDI participants, 6 HESA participants), as well as 2 SLDI mentees and a congregation Finance Councilor, were interviewed. Visits were conducted at the Kyasira Home of Hope (Good Samaritan Sisters, Kysira), the Immaculate Heart of Mary Reparatrix compound (Entebbe), Bishop Asilii Hospital and Farm (Missionary Sisters of Mary Mother of the Church, Luwero), Mother Kevin Organic Farm (Little Sisters of Saint Francis, Busunju), Banaffont Industries (Daughter of Mary Bannabikira Sisters, Masaka), Poor Clare's Monastery (Mbarara), a convent, the Bon Consilli Secondary Vocational School and a dairy farm (Sisters of Our

Lady of Good Counsel, Mbarara). A separate Site Visit Report, detailing these interactions, has been created by the ASEC Assistant Director of Evaluation.

Ghana, June 2018

While conducting the West Africa SLDI Partners Workshop in Ghana, additional interviews and site visits were conducted with ASEC program participants. The ASEC Assistant Director of Evaluation and the SLDI Assistant Director interviewed and/ or visited seven ASEC program participants, all participants of SLDI. A visit was also conducted to the Infant Jesus Preparatory School (Infant Jesus Sisters, Twifu Praso). Again, a detailed Site Visit Report has been created by the ASEC Assistant Director of Evaluation outlining these interactions.

Online Faculty Meetings

Online faculty meetings for college/ university instructors teaching in HESA Model A were held this grant year at Marywood University (May 10, 2018) and Chestnut Hill College (June 19, 2018). These meetings allowed for ASEC's new Executive Director, Sr. Draru, to introduce herself to the U.S. online faculty. For the first time, faculty were presented with a partner specific HESA Evaluation Report and the findings were reviewed. Discussion about a Cross-Cultural Training for all U.S. faculty in August 2018 also took place at the meeting, planning for this training is currently underway.

HESA Program Infrastructure

Much progress has been made in the past year towards creating written procedures for HESA, many of which were organized into two documents: the HESA Program Manual and the HESA Student Handbook. The HESA Student Handbook was approved by the ASEC Board Academic Committee in February 2018, and ASEC Board of Directors in April 2018. The HESA Program Manual will be submitted for review in Phase II, Year 3. It is hoped these documents will clarify policies and procedures not only for HESA staff but also for HESA students.

Reflective Learning Workshop Attendance

Accurately tracking Reflective Learning Workshop attendance and meeting the anticipated attendance rate was a challenge at the beginning of Phase II. However, this topic was addressed at the 2018 Annual Staff Meeting and clear documentation has resulted in substantial improvement in this area. In addition, ensuring that students that have graduated from the program are not marked as absent from the year's Reflective Learning Workshop, has assisted in this process. Attendance rates for the 2018 Reflective

Learning Workshops were more accurate and HESA was able to meet it's Reflective Learning workshop attendance goal.

Collection of Transcripts

Collection of HESA student transcripts is slowly becoming a more efficient process. This year, HESA was able to collect the largest number of transcripts to date. This success has been due to ASEC Country Directors and Coordinators seeking out a regular contact person at each partner college/ university. U.S. staff has encouraged Africa staff to identify such a person to assist in transcript collection efforts. A clause is being added to FOR and MOU partnerships agreement renewals that will require the college/ university partner to identify a contact person. Those partners who have not yet identified a person, will continue to be encouraged to do so.

Production of a HESA Song

Sisters studying in the HESA program in Kenya composed and wrote a "HESA Song" in April 2018. To complete this process, HESA sisters attending all colleges/ universities in Kenya came together to sing, dance and celebrate the program. The resulting product is an eight minute music video, which truly expresses how the sisters feel about HESA and ASEC. The video can be found here.

Challenges and Adjustments

Organizational Infrastructure

New employee orientation materials needed to be created by ASEC staff this year to better acclimate new hires (Executive Director, Assistant Director of Development, Administrative Assistant) to the procedures and structure of the organization. In addition, given the restructuring of the organization, clarification of job positions and duties for all employees continues to be a priority.

An Employee Handbook is still needed, for U.S. staff and staff in ASEC's 10 African countries. U.S. employees adhere to Marywood University policies. However, many employee policies and practices remain unclear throughout the organization. Next year, it is expected that a Graduate Assistant will coordinate efforts, with much input from staff and perhaps others with expertise in human resources, to create this handbook. In addition, much effort has been put into the development of SLDI and ASEC Service Learning program manuals. An ASEC Evaluation manual has also been created. These manuals will need to be reviewed and approved by the ASEC Board of Directors Academic Committee.

Database Development

ASEC is currently in the process of developing a centralized database to house information about all ASEC program participants. The database will help ASEC more consistently and accurately manage data across its programs, especially as the programs continue to grow. After careful consideration, the Data Manager and Assistant Director of Program Evaluation, with input from the HESA Program Evaluator, Assistant Director of HESA and others, decided to discontinue use of the PowerVista database due to poor tech support, inability to sustain ASEC's growing data into the future, and an ineffective data entry and uploading process. The Data Manager is currently developing a specialized database that will meet ASEC's needs. In a collaborative effort, staff prepared (i.e., cleaned and normalized) existing HESA data for upload into the database in May 2018. Testing of the new database structure and finalization of the database formatting is currently taking place.

U.S. and Africa Partner Meetings

Two partner faculty workshops, one to take place in the U.S. and one in Africa, were originally scheduled to take place in Phase II, Year 2. Due to the organizational transition, these workshops were rescheduled. The U.S. partner workshop has been scheduled to take place in Phase II, Year 3 (August 22, 2018). The workshop will bring together faculty and administrators from U.S. partners that deliver online-onsite programs for HESA. Dr. Tata J. Mbugua, has been selected to facilitate the workshop, which will focus on "Cross-Cultural Competency in Online Instruction." Dr. Mbugua will also facilitate a discussion on best practices for online instruction in the HESA program. Additional information regarding the outcomes of this meeting will be included in the HESA Phase II, Year 3 Evaluation Report.

Plans for a meeting among HESA partner institutions in Africa are currently underway. The workshop will most likely be delivered in Phase II, Year 3.

Summary and Future Recommendations

Summary

In conclusion, data collected throughout this year's evaluation indicates that HESA is on track to meet all Phase II Objectives by 2020. Although some program outcomes and outputs require continued monitoring, there is evidence that these will be met within the allotted time frame. Overall, HESA is highly rated in satisfaction by participants at all points of the program. In addition, interviews and site visits with HESA alumnae indicate that program participants are quite

successful in implementing the skills they obtained from the program to the benefit of both their ministry and their congregation.

Future Recommendations

HESA Programming

Continue to focus on delivering the best possible programing to HESA participants. Sustain relationships with organizations and individuals who support ASEC, including national associations of sisters, public and private organizations, and colleges/ universities. Explore the addition of potential partnerships in the U.S. and Africa that will expand sisters' opportunities to access educational programs in applicable fields and levels of study. Consider the expansion of HESA to the diploma level in countries in which applicants are not meeting Bachelor's level requirements.

Clarify terms and conditions of Memorandums of Understanding and Frameworks of Reference with all partners. Ensure ASEC staff has an identified liaison at each partner college/ university, that can be contacted when necessary documentation is needed and/ or questions arise regarding programming. In addition, review curriculum and credit transfer for Model A students. Verify that all credits taken online will continue to transfer to onsite institutions, as college/ university curriculum regularly evolves.

Tailor Orientation and Reflective Learning Workshop curriculum, as well as content for Alumnae Workshops, to the needs of sisters in Africa. Engage in ongoing assessment and development of the curriculum delivered at these workshops/ meetings. Continue to involve all stakeholders (i.e. college/ university partners, General Superiors, alumnae, etc.) in the development of all workshop/ meeting curriculum. As more HESA sisters graduate, engage alumnae through relevant and practical Alumnae Workshops so that they can sustain their networks, improve their work, and share experiences.

Conduct research and disseminate results through the ASEC website and national and international conferences to share best practices. Focus more intently on publishing academic works, as an academic publication has yet to be made in Phase II.

HESA Evaluation

With an increasing number of participants and alumnae, efforts to streamline program evaluation through increased use of technology and online tools must continue. HESA has already transitioned to online survey usage (except in some cases of failing internet or power) but the completion of a centralized database to house and manage all program

participant data is still in progress. The completion of this comprehensive database is imperative to accurate student tracking. In addition, processing methods to make data collection easier for participants, such as shortening survey length or delivering surveys in multiple parts (i.e. the ASEC Alumnae Survey), should continue.

A review of current Phase II Objectives has been completed and recommendations for revisions were suggested. These revisions should be considered as there is much repetition in the current Phase II Objectives and amendment would simplify and better focus the evaluation. Increase emphasis on measurement of programmatic impact long-term, paying special attention to congregational outcomes.

Continue to embody ASEC's core values in the HESA evaluation and engage HESA stakeholders throughout the process, including ASEC Board members, ASEC staff, HESA faculty, and HESA alumnae.

Appendices

Appendix A. HESA Overall Phase II Enrollment by Partnership

HESA Partnership	Country of Institution(s)	Sisters Enrolled in Phase II through June 30, 2018 (Including Drops)
Model A		
Marywood University/Catholic University of Eastern Africa	US/Kenya	41
Marywood University/University of Kisubi	US/Uganda	
Chestnut Hill College/Catholic University College of Ghana	US/Ghana	24
Chestnut Hill College/Veritas University College	US/Nigeria	
Rosemont College/Catholic University College of Ghana	US/Ghana	16
Rosemont College/Veritas University College	US/Nigeria	
Rosemont College/Catholic University of Cameroon, Bamenda	US/Cameroon	
Model B		
Catholic University of Cameroon- Bamenda	Cameroon	7
Catholic University of Ghana	Ghana	14
Holy Family Nursing and Midwifery Training College- Berekum	Ghana	2
Tangaza University College	Kenya	79
Catholic University of Eastern Africa	Kenya	71
Chemchemi Ya Uzima Institute	Kenya	21
National University of Lesotho	Lesotho	4
Catholic University of Malawi	Malawi	19

Veritas University College	Nigeria	24
Sacred Heart School of Nursing	Nigeria	22
Catholic University of South Sudan	South Sudan	0
Saint Augustine University of Tanzania	Tanzania	37
Catholic University of Health and Allied Sciences	Tanzania	9
Mwenge University- Moshi	Tanzania	16
University of Kisubi	Uganda	21
St. Francis Hospital Nsambya Training School	Uganda	12
Uganda Martyrs University	Uganda	34
Zambia Catholic University	Zambia	13
Monze Registered Nurse and Midwife Program	Zambia	3
Non-partner Institution Enrollment	Various	3
Total Sister Participants Enrolled (Phase II)		492

Appendix B. HESA Evaluation Instruments

HESA Evaluation Instruments		
Point of Collection	**Instrument Name/Type**	**Completed By**
Orientation	General Registration Form Self-Assessment Survey (Pre-Program) Participant Orientation Evaluation Online Cohorts: Pre & Post Skills Assessment	Sister Participants
End of First Semester	End of First Semester Assessment	Sister Participants
End of Online Portion of Program	End of Online Experience Survey	Sister Participants
Reflective Learning Workshops (Annually- May/June)	Reflective Learning Evaluation Survey Yearly Transcripts	Sister Participants
End of Program	Self-Assessment Survey (Post-Program) End of Program Experience Assessment Final Transcript Copy of Conferred Diploma/Degree Certificate Copy of Final Research Project/Contribution (If Applicable)	Sister Participants
Alumnae (Annually- January/February)	ASEC Alumnae Survey	HESA Alumnae
Withdrawal from HESA	Withdrawal Survey	Sister Participants
Completion of HESA Workshop (Orientation, Reflective Learning, Alumnae)	Workshop Evaluation and Report Participant Lists	ASEC Country Directors/ Coordinators
Faculty Meetings (Held Annually- June/July)	Faculty Course Instruction Survey Focus Groups	Online Course Instructors

Throughout Grant Year	Site Visits Interviews Observations	Sister Participants HESA Alumnae ASEC Country Directors/ Coordinators Partner Colleges/ Universities

Appendix C. HESA Phase II, Year 2 Enrollment by Cohort

	Cohort ID	Partnership	Level(s) of Education	Countries Serving	Total Enrolled
			HESA Phase II, Year 2 Enrollment by Cohort (As of June 30, 2018)		
1	1C6	Marywood University /CUEA & UoK	Bachelors	Kenya, Uganda, Zambia	18
2	2C4	Chestnut Hill College/ CUCG & VUC	Bachelors	Ghana, Nigeria, Cameroon	9
3	3C2	Saint Augustine University	Masters	Tanzania	7
4	3C5	Saint Augustine University	Bachelors, Diploma	Tanzania	11
5	4C2	Tangaza University College	Bachelors, Masters	All ASEC Countries	33
6	4C5	Tangaza University College	Diploma	All ASEC Countries	15
7	5C2	Catholic University of Eastern Africa (CUEA)	Masters	Kenya	21
8	5C4	Catholic University of Eastern Africa (CUEA)	Bachelors	Kenya	12
9	6C2	The University of Kisubi (UoK)	Masters	Uganda	3
10	6C4	The University of Kisubi (UoK)	Bachelors	Uganda	5
11	7C4	Chemchemi Ya Uzima Institute	Bachelors	All ASEC Countries	9
12	8C2	Veritas University College	Masters	Nigeria	1
13	8C3	Veritas University College	Bachelors	Nigeria	9

14	10C4	Catholic University College of Ghana (CUCG)	Bachelors	Ghana	5
15	12C2	Catholic University of Cameroon, Bamenda (CATUC)	Bachelors, Masters	Cameroon	5
16	13C2	CUEA- Regina Pacis Institute	Bachelors	Kenya	8
17	14C2	Catholic University of Malawi (CUM)	Bachelors	Malawi	8
18	15C1	Zambia Catholic University (ZCU)	Masters	Zambia	3
19	15C2	Zambia Catholic University (ZCU)	Bachelors	Zambia	6
20	17C2	Holy Family Nursing and Midwifery Training College	Bachelors	Ghana	1
21	18C1	National University of Lesotho (NUL)	Bachelors	Lesotho	4
22	19C2	Sacred Heart School of Nursing	Diploma	Nigeria	4
23	20C2	Catholic University of Health and Allied Sciences (CUHAS)	Bachelors, Diploma	Tanzania	4
24	21C2	Mwenge Catholic University, Moshi (MUM)	Bachelors	Tanzania	3
25	23C1	Uganda Martyrs University (UMU)	Bachelors	Uganda	8
26	23C2	Uganda Martyrs University (UMU)	Masters	Uganda	20
27	24C1	Monze Registered Nurse Training Program (MRNTP)	Diploma	Zambia	3

Appendix D. Phase II Self-Reported Country Sister is Serving

TUNISIA

MOROCCO

ALGERIA

LIBYA

EGYPT

MAURITANIA

MALI

NIGER

CHAD

SUDAN

ERITREA

SENEGAL

BURKINA
FASO

DJIBOUTI

GUINEA

BENIN

NIGERIA
78

CENTRAL AFRICAN
REPUBLIC

SOUTH
SUDAN
2

ETHIOPIA

SOMALI

SIERRA
LEONE

COTE D'
IVOIRE

GHANA
22

LIBERIA

TOGO

CAMEROON
16

EQ. GUINEA

82

UGANDA

KENYA
176

SÃO TOMÉ
AND PRÍNCIPE

GABON

CONGO

RWANDA

BURUNDI

DR CONGO
1

TANZANIA
65

ANGOLA

MALAWI
22

MOZAMBIQUE

ZAMBIA
23

ZIMBABWE

NAMIBIA

BOTSWANA

SWAZILAND

LESOTHO
4

SOUTH AFRICA

Appendix E. HESA Phase II, Year 2 Withdrawn Participants

Model of Study	Cohort ID	Length of Time in Program	Reason for Withdrawal
HESA Phase II, Year 2 Withdrawn Participants			
Online-Onsite	1C5	1 year (2 semesters)	Personal, family issues
Online-Onsite	2C3	1 ½ years (3 semesters)	Was not able to transition to onsite studies
Online-Onsite	2C3	1 ½ years (3 semesters)	Dropped at the request of her Superior
Online-Onsite	2C3	1 ½ years (3 semesters)	Left congregation
Online-Onsite	2C3	1 year (2 semesters)	Dropped at the request of her Superior
Online-Onsite	2C3	1 year (2 semesters)	Left Congregation
Onsite	4C4	10 months (2 semesters)	Left Congregation
Onsite	6C3	1 year (2 semesters)	Dismissed for academic dishonesty
Onsite	19C1	1 year (2 semesters)	No reason given for withdrawal
Onsite	21C2	1 year (2 semesters)	Deceased
Onsite	22C2	2 months	Health concerns

Appendix F. HESA Graduations (July 1, 2017-June 30, 2018)

			HESA Graduations (July 1, 2017-June 30, 2018)			
Phase	**Date**	**Cohort ID**	**Level of Education Obtained**	**Country**	**Institution**	**# of Graduates**
II	5/18/2018	4C4	Diploma	Kenya	Tangaza University College	3
I	5/5/2018	4C3	Diploma	Kenya	Tangaza University College	7
I	10/14/2017	10C1	Bachelors	Ghana	Catholic University College of Ghana	1
I	11/17/2017	5C2	Bachelors	Kenya	Catholic University of Eastern Africa	4
I	11/17/2017	9C2	Bachelors	Kenya	Catholic University of South Sudan @ CUEA	2
I	11/17/2017	1C2	Bachelors	Kenya	Marywood University/ CUEA	8
I	12/5/2017	8C1	Bachelors	Nigeria	Veritas University College	12
I	2/16/2018	6C1	Bachelors	Uganda	University of Kisubi	7

Appendix G. Phase II, Year 2 Overall End of Online Evaluation

Phase II, Year 2 Overall End of Online Evaluation Likert Type Scale Rating 1 (Strongly Disagree) to 4 (Strongly Agree) (N=27)		
Question	**Mean**	**Std. Dev.**
I felt connected to the instructor	3.63	.60
I felt connected to the other students	3.81	.39
Online instruction is an effective way for me to learn	3.31	.69
As a result of my experience this past semester, I am comfortable taking online courses	3.68	.53
My fellow classmates were a resource for me during this past semester	3.51	.71
I was able to balance my studies, my work and my personal responsibilities	3.42	.56
Moodle/Blackboard has been an effective learning tool for me this last semester	3.71	.63
Technical difficulties are addressed quickly	3.31	.96
Communicating with the ASEC/HESA staff helped to ease my difficulties	3.54	.56
I felt supported and encourages to continue the program by the ASEC/HESA staff	3.81	.39
The ASEC/HESA staff addressed by concerns in a timely manner	3.60	.55
The funds provided for my modem and internet access were enough	3.71	.52
The information that I received about Moodle registration and support was sufficient	3.78	.49
Video conferencing was an effective way to resolve Backboard/Moodle challenges	3.20	.70

Appendix H. HESA Phase II, Year 2 Orientations Listing

Phase II, Year 2 Orientations				
Location	**Cohorts Served**	**Facilitators**	**Topics Covered**	**# Attended**
Kenya, Uganda, Zambia	1C6	Dr. Ann Rita Njageh, Peter Gichure, Srs. Margaret Gannon & Kathleen Burns	UNIV 102, Online Instructions, Writing Skills, Microsoft Office, Email, Library	24
Ghana, Nigeria	2C4	Sr. Lisa Olivieri	UNIV 102, Online Instructions, Writing Skills, Microsoft Office, Email, Library	9
Ghana	10C4, 17C2	Mr. Alfred Kuranchie, Mr. Prince K. Affum	Time Management, Know your Mates, Exam Anxiety	6
Kenya	5C4, 5C2MA, 7C4, 13C2, 4C2MA, 4C2BA	Dr. Ann Rita Njageh and Fr. Peter Gichure	Study Habits, Communication, Performance Goals and Stakeholders Responsibilities, Time Management, University Culture	57
Lesotho	18C1	Fr. Felix Molumeli, Sr. Marie Makoae	Self-Awareness, Our Prophetic Role in the School Environment, University Ethical Policies, Stress Management & Coping Techniques, Good Study Habits, Time Management, SMART Goals	4
Nigeria	19C2	Sr. Glory Ogu, SJGS	Nursing Etiquette and Personal Hygiene, New Monkeypox, Goal	5

			Setting, Study Habits	
Nigeria	8C3, 8C2MA	Abraham Chunu, Veritas Faculty	Goal Setting, Time Management, Review of Syllabi, Performance Goals, School Ethics and Policy, Introduction to Technology.	38
Uganda	6C4, 6C2MA, 23C1, 23C2MA	Br. Bernard Luwerekera, Br. John Kalama	Effective Communication, Time Management, ASEC-HESA program expectations	42
Tanzania	3C5, 20C2, 21C2	Sr. Chrispina Lukule, Sr. Matrona Pius	Time Management, Goal Setting	25
Kenya	4C5, 5C2	Dr. Ann Rita Njageh, Caroline Wanyoike Gathaya	Study Habits, University Culture, Goal Setting, Communication, Time Management	16
Malawi	14C2	Dr. Kazingatchire, Dr. Alfred Chaima, Sr Elizabeth Nampuntha	Time Management, Study Skills, Effective Communication Skill, Conflict Management	8
Uganda	1C6	Br. John Kalama	Computer Technology, Writing a Research Paper, Effective Communication, Time Management, ASEC-HESA Program Expectations	13
Cameroon	12C2	Sr. Therese Njamfa	Time Management, Prophetic Role of	4

			Sisters in the University, University Ethics Policies	
Zambia	15C1MA	Adam Daka, Sampa Kalungu	Time Management, Study Habits, Communication Skills	3

Appendix I. HESA Phase II, Year 2 Reflective Learning Listing

Phase II, Year 2 Reflective Learning Workshops				
Location	**Dates**	**Facilitators**	**Topics Covered**	**# Attended**
Tanzania	5/11/18 to 5/14/18	Fr. Engelbert Nyandwi	Prophetic Role, Globalization, Social Media	52
Tanzania	5/18/18 to 5/21/18	Fr. Engelbert Nyandwi	Prophetic Role, Globalization, Social Media	15
Uganda	5/4/10 to 5/7/18	Ms. Caroline Tirisa Bonareri, Brother John Kalama	Stress Management Coping Techniques, Time Management, HESA students Prophetic Role within the University Environment	67
Uganda	6/27/18 to 6/30/18	Caroline Tirisa Bonareri	Time Management, Stress Management, HESA Handbook	15
Kenya	5/11/18 to 5/13/18	Dr. Ann Rita Njageh	Coping with Challenges, Team Building, Relations Among HESA Students	156 (13 absent)
Kenya	6/29/18 to 7/1/18	Fr. Bedford Kimathi Maugu, Dr. Ann Rita Njage	You were Made an Original, Leadership, Accountability, Achieving Outcomes, GROW Model	37

Zambia	5/11/18 to 5/13/18	Estela Kasonde	Time Management, Self Awareness, Stress Management, Effective Communication, Prophetic Role in the School Environment	14
Zambia	6/29/18 to 7/1/18	Elizabeth Chilwalo	Managing Stress, Time Management, Servant Leadership, Communication Skill, Team Building	6
Cameroon	5/19/18 to 5/21/18	Fr. Joseph Awoh, Sr. Joan Mary Kiyveyonge	Research and Study Methods, Integrating Studies and Community Life	9
Ghana	5/14/18 to 5/17/18	None	Sharing of Experiences, New ASEC ED Meeting	48 (4 absent)
Nigeria	5/31/18 to 6/3/18	Sr. Francisca Elewodope, Veritas Lecturer	Time Management, Catholic Nurse Identity on the University Campus, Sessions with Veritas Lecturer	66 (1 absent)
Lesotho	5/21/18 to 5/22/18	Fr Felix Molumeli and Maele 'Nelo	Time Management & Planning, Self-Awareness, Change Management, Study Habits, Computer Skills, Stress Management, Effective Communication	4

Malawi	6/23/18 to 6/25/18	Fr. Elizeo Nthalika, Michael Chinguwo	Computer Skills, Use of Social Media, Our Prophetic Role within the School Environment	17

Appendix J. Model A Orientation Pre & Post Skills Assessment

Skill	**Phase II, Year 2 Model A Orientation Pre and Post Skills Assessment** **Likert Type Scale Rating 1 (Strongly Disagree) to 4 (Strongly Agree)**			
Skill	**Pre-Orientation Mean (N=27)**	**Std. Dev.**	**Post-Orientation Mean (N=26)**	**Std. Dev.**
Find unread email in my inbox	3.20	.90	3.82	.61
Search my sent mail to find an email that I sent to a specific person	2.96	.94	3.88	.32
Set up a folder/labels to help organize the mail I receive	2.17	1.00	3.46	.63
Add a contact for a person with whom I frequently correspond	2.65	1.23	3.89	.31
Find a Skype user and save them as a contact in Skype	2.20	1.26	3.85	.35
Initiate a call from my computer on Skype	2.21	1.31	3.96	.18
Answer a call that was coming into my computer on Skype	2.24	1.35	3.92	.26
Join a class on Moodle	2.13	1.24	3.82	.39
Upload an assignment to my instructor from Moodle	2.00	1.22	3.89	.31
Download a document that my instructor has posted	1.96	1.23	3.92	.26
Find a classmate's email address	2.17	1.13	3.78	.41
Create a topic in a forum or discussion board	1.72	.95	3.70	.54
Respond to topics created by other students	1.86	1.02	3.67	.54
Contact/ Address the instructor directly	1.79	1.11	3.82	.39
Send a message to a librarian to ask for help.	1.68	1.00	3.67	.61

Find a specific journal in the online collection	1.68	.96	3.60	.49
Search the database for an article on a specific topic	1.68	.96	3.53	.57
Use search terms effectively to narrow the result of my search	1.68	1.03	3.42	.50
Save an Excel workbook and give it a specific name	2.31	1.25	3.78	.62
Use Excel's SUM function to obtain the total of a column of numbers	2.24	1.09	3.70	.66
Sort a list from lowest to highest value	2.03	1.14	3.57	.79
Build a formula that performs a mathematical calculation	1.79	1.01	3.36	.81
Format a cell or group of cells as currency	1.65	1.00	3.29	.80
Preview a spreadsheet to see how it will look when printed.	1.96	1.05	3.51	.84
Copy a mathematical formula from one cell to another	1.65	.93	3.44	.82
Use Excel's Built-in Help feature to find answers when I encounter a problem	1.44	.78	2.88	.72
Create a chart or graph from the data in an Excel spreadsheet	1.75	.98	3.58	.77
Open and edit an already existing document	3.06	1.03	3.82	.61
Change the amount of space between lines of text	2.82	1.19	3.82	.61
Change the font (style, size, color, etc.)	3.06	1.09	3.85	.59
Insert a table or image into a document	2.82	1.19	3.78	.68
Create numbered or bulleted lists	3.06	1.06	3.82	.61
Change the margins in a document	2.48	1.05	3.53	.74

Choose the theme I want to use for my presentation	2.48	1.15	3.85	.59
Create a new slide	2.41	1.23	3.89	.56
Insert an image into a slide	2.31	1.28	3.82	.61
Choose how I want transitions between slides to look	2.06	1.13	3.75	.70
Begin a presentation of slides from the beginning	2.27	1.27	3.67	.81
Begin a presentation of slides from the current slide	2.17	1.16	3.67	.66
Formulate a thesis statement about a topic	1.93	1.09	3.57	.69
Research information to help me support my thesis	1.82	.92	3.60	.68
Write an effective introduction paragraph	1.86	.95	3.53	.69
Form topic sentences for each paragraph	1.68	.80	3.46	.74
Cite the research I am using in my paper	1.48	.68	3.50	.74
Write a concluding paragraph	1.75	.91	3.85	.59
Create a cover page for a research paper	1.82	1.16	3.53	.69
Properly use online citations in a research paper	1.58	.94	3.50	.79
Format a reference page for an APA formatted research paper	1.51	.94	3.75	.70
Know which font type and size are appropriate for an APA formatted research paper	1.68	1.03	3.39	.78
Find resources for help with APA formatting online	1.58	.90	3.25	.79
Maintain academic honesty	1.72	.99	3.25	.79
Identify plagiarism	2.72	1.27	3.71	.76

Appendix K. Orientation Evaluation (Model A and Model B)

Phase II, Year 2 Orientation Evaluation (Model A and Model B) Selected Responses Likert Type Scale Rating 1 (Strongly Disagree) to 4 (Strongly Agree)				
Evaluation Item	**Model A Mean (N=32)**	**Std. Dev.**	**Model B Mean (N=173)**	**Std. Dev.**
Course objectives were clearly stated on the first day of the course	3.96	0.17	3.7	.52
The environment was favorable for learning	4.00	.00	3.89	.37
The amount of time spent on each lesson was appropriate for learning a new skill	3.78	.49	3.69	.49
The course content met my expectations	3.81	.39	3.83	.37
The remote delivery of course content was an effective method for learning	3.83	.37		
The remote delivery method of course content was as effective as the face-to-face instruction	3.53	.68		
I better understand my roles and responsibilities as a HESA student			3.91	.29
I better understand the goals of the HESA program			3.85	.38

Appendix L. Reflective Learning Workshops Evaluation

Phase II, Year 2 Reflective Learning Workshops Evaluation Selected Responses (N=567) Likert Type Scale Rating 1 (Strongly Disagree) to 4 (Strongly Agree)		
Evaluation Item	**Mean**	**Std. Dev.**
There was sufficient opportunity for me to share my experiences with the others	3.66	.57
The open discussion related to the program allowed me to express my concerns	3.59	.87
The open discussion related to the program allowed the group to find solutions to common concerns	3.53	.92
The information in the time management presentation will be helpful to plan for next semester	3.80	.54
Participating in this workshop assisted me in setting goals	3.89	.38
My laptop is satisfactory for the tasks that need to be performed during the semester	3.75	.65

Appendix M. End of Program Experience Evaluation

Phase II, Year 2 End of Program Experience Evaluation Selected Responses (N=40) Likert Type Scale Rating 1 (Strongly Disagree) to 4 (Strongly Agree)		
Evaluation Item	**Mean**	**Std. Dev.**
I gained specific skills from participating in the HESA program that I would otherwise have not achieved	3.85	.53
I felt the HESA Orientation experience added positive value to my education	3.90	.49
I felt the HESA Reflective Learning Workshops added positive value to my education	3.85	.53
I was able to balance my studies, my work and my personal responsibilities	3.65	.62
I felt more confident as a result of participating in the HESA program	3.87	.57

Appendix N. 2018 ASEC Alumnae Survey

Phase II, Year 2 ASEC Alumnae Survey Selected Responses (N=37, graduates)		
Evaluation Item	**% Yes**	**% No**
Did you or do you plan to continue your education AFTER completing HESA?	75.6%	13.5%
Are you working in a position where you can effectively use the knowledge and skills you gained to benefit your MINISTRY?	86.4%	10.8%
Are you working in a position where you can effectively use the knowledge and skills you gained to benefit your CONGREGATION?	89.1%	8.1%
After completing HESA has your income level increased?	45.9%	37.8%
After completing HESA, did you implement a Strategic Plan for your congregation?	18.9%	70.2%
After completing HESA, did you implement a financial plan for your congregation?	18.9%	70.2%
After completing HESA, did your perception of yourself as a professional and/or leader change?	83.7%	2.7%
After completing HESA, did your personal or professional relationships change?	83.7%	5.4%
Have you begun to mentor others after completing HESA?	35.1%	2.7%
Is your laptop computer working?	18.9%	83.7%
Do you feel HESA improved your ability to write a grant proposal?	59.4%	10.8%
Do you serve as a resource person for your congregation on grant-writing, including helping others to write grants after completing HESA?	21.6%	64.8%
Do you feel HESA improved your ability to fundraise?	72.9%	8.1%
Do you feel HESA improved your ability to mobilize local resources?	70.2%	2.7%
Do you feel HESA improved your ability to ensure project sustainability?	67.5%	10.8%

Appendix O. Listing of Presentations and Publications

Phase II, Year 2 Presentations and Publications

Akruvala, S., Karimi, K., Luppino, B., and Mudge, J. (2017.) Deconstructing leadership to foster systemic change. Human Sciences Institute Conference, Salt Lake City, UT, September 26-30, 2017.

Chukwunenye, A., Herrmann, J., Lopatofsky, T., and Shaver, R. (2017). Promoting Leadership and Ethics in Sub-Saharan Africa: Meeting the United Nation's Sustainable Development Goals through Education. The 22nd Annual Values and Leadership Conference, Los Angeles, CA,October 5-7, 2017.

Okoth, Antionette Jecinter. (2018, January 18). Kenya-based regional Catholic university renews partnership for education of African nuns. Retrieved from: http://www.canaafrica.org/index .php?option=com_content&view=article&id=1125:kenya-based-regional-catholic-university -renews-partnership-for-education-of-a frican-nuns&catid=16:latestnews&Itemid=103&lang=en

University of Southern California Center for Religion and Civic Culture. (2017, July 20). Catholic sisters: Champions of sustainable development. Retrieved from: http://crcc.usc.edu/catholic -sisters-champions-of-sustainable-development/?utm_campaign=coschedule&utm_source=link edin_company&utm_medium=Conrad%20N.%20Hilton%20Foundation

Appendix P. ASEC Website Traffic Phase II, Year 2

ASEC website traffic has slightly declined in the last grant year.