

Higher Education for Sisters in Africa (HESA)

Phase II, Year 1 Evaluation Report

Reporting Period: July 1, 2016 to June 30, 2017

Phase II, Year 1 of the Higher Education for Sisters in Africa (HESA) project concluded on June 30, 2017. HESA is a project of the African Sisters Education Collaborative (ASEC), a registered 501(C)(3) organization based in Scranton, Pennsylvania. **The purpose of HESA 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. The program supports Catholic sisters in ten countries in Sub-Saharan Africa – Cameroon, Ghana, Kenya, Lesotho, Malawi, Nigeria, South Sudan, Tanzania, Uganda, and Zambia – to complete educational programs in professional fields of study identified as relevant and needed in the context of the women religious’ ministries and the needs of their communities. By forming partnerships with colleges and universities in the USA and in the identified African countries, through HESA, ASEC provides Catholic women religious access to quality, affordable higher education, as well as a support network of sister-students and ASEC program alumnae. HESA is designed to meet the unique needs of Catholic women religious in Africa, opening new pathways to higher education. These include options for programs of study delivered partially online, and providing peer, academic, technological, financial and professional support to ensure their success in obtaining a degree. Through this endeavor, HESA is fulfilling ASEC’s organizational mission as well as directly and indirectly, with HESA alumnae ministries, assisting in the achievement of many of the United Nation’s Sustainable Development goals for 2030.

As of June 30, 2017, **541 women religious have been served in Phase I and Phase II of HESA** as enrolled students or alumnae. Of these students, 430 are currently enrolled online or onsite at 19 colleges/universities in Africa and online at 3 colleges/universities in the USA (Figure 1). One hundred eighty-two (182) of the currently enrolled students have been carried over from HESA Phase I, as they continue to complete their programs of study (which are described in the cumulative Phase I report). For this grant year, the first year of Phase II, 261¹ students were newly enrolled in HESA. An additional 88 women religious, all of whom were enrolled during Phase I, have graduated from the HESA program and are currently alumnae. Since 2013, 23 students have dropped from the program, accounting for an overall retention rate of 95.7%. Of these sisters, 13 were Phase II enrollments, which makes **HESA Phase II, Year 1’s retention rate 95%**.

Figure 1. HESA Phase II Partner Institutions (USA and Africa)

<i>HESA Partner</i>	<i>Country of Institution</i>
Marywood University	USA
Chestnut Hill College	USA
Rosemont College	USA
Catholic University of Cameroon-Bamenda	Cameroon
Catholic University of Ghana	Ghana
Holy Family Nursing and Midwifery Training College- Berekum	Ghana

¹ 13 sisters, who were previously enrolled in HESA Phase I to earn a diploma/certificate/Bachelor’s degree, reapplied for HESA and are currently enrolled as Phase II students to further their education and earn a Bachelor’s or Master’s degree.

Tangaza University College	Kenya
Catholic University of Eastern Africa	Kenya
Chemchemi Ya Uzima Institute	Kenya
National University of Lesotho	Lesotho
Catholic University of Malawi	Malawi
Veritas University College	Nigeria
Sacred Heart School of Nursing	Nigeria
Catholic University of South Sudan	South Sudan
Saint Augustine University of Tanzania	Tanzania
Catholic University of Health and Allied Sciences	Tanzania
Mwenge University- Moshi	Tanzania
University of Kisubi	Uganda
St. Francis Hospital Nsambya Training School	Uganda
Uganda Martyrs University	Uganda
Zambia Catholic University	Zambia
Monze Registered Nurse and Midwife Program	Zambia

Overview of Participation and Enrollment through Year 1, Phase II

Since the initiation of HESA Phase II in July 2016, the program has grown to serve 541 Catholic sisters, undergoing a 92.5% increase between Phase I, year 3 and Phase II, year 1. **Figure 3** outlines enrollment growth between Phase I, year 3 and Phase II, year 1 including retained students, new enrollments, graduates, and dropped students. The recruitment and enrollment period for HESA Phase II, Year 1 concluded as of January 2017. For this grant year (2016-2017), HESA has recruited 261 students. This indicates that HESA fell slightly below its grant application recruitment plan for this year (i.e. 279 sisters served, including 56 in master’s degree programs, 223 in bachelor’s degree/diploma programs)². Among the 261 sisters recruited for Phase II, Year 1 of HESA – 46 enrolled in master’s degree programs, 154 enrolled in bachelor’s degree programs and 61 enrolled in diploma programs. **Attachment 1** is a comprehensive enrollment report of Phase II through June 30, 2017, aggregating student data by assigned cohort.

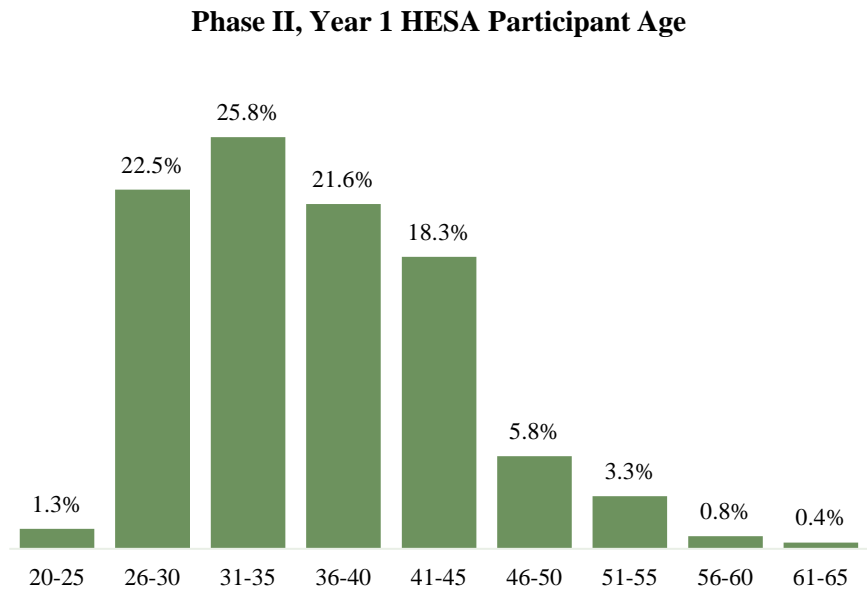
HESA Phase II, Year 1 Participant Background

HESA participants are often nontraditional students, who enter the program with minimal formal education backgrounds. The largest number of sisters entering the program during Phase II, year 1 fell within the age ranges of 31-35 years (25.8%), 26-30 years (22.5%), 36-40 years (21.6%) and 41-45 years (18.3%). Forty-seven (47, 18%) HESA Phase II students were also alumnae of ASEC’s Sisters Leadership Development Initiative (SLDI). While four HESA Phase II students were previous recipients of ASEC Two-Year Scholarship Program to earn a high school or college diploma. In addition, the greatest numbers of students enter HESA with only a diploma or certificate level of education (44.4%). **Figure 2** outlines Phase II, year 1 HESA participants entering level of education and age. HESA incorporates components into its programming to support the sisters throughout their educational experience and ensure the successful attainment of a degree. HESA cohort structure and annual workshops are designed with consideration to the sisters’ status as nontraditional college students, as the majority enter with a diploma or certificate level of education.

² HESA fell slightly below recruitment projections as a result of the continued political conflict in South Sudan and delayed cohort entry to colleges/universities in Cameroon.

Figure 2. HESA Phase II, Year 1 Student Entering Education Level and Age

<i>Phase II, Entering Level of Education</i>	<i>#</i>
Masters	4
Bachelors	47
Diploma	69
Certificate	46
High School	37
Form VI	19
Form IV	29

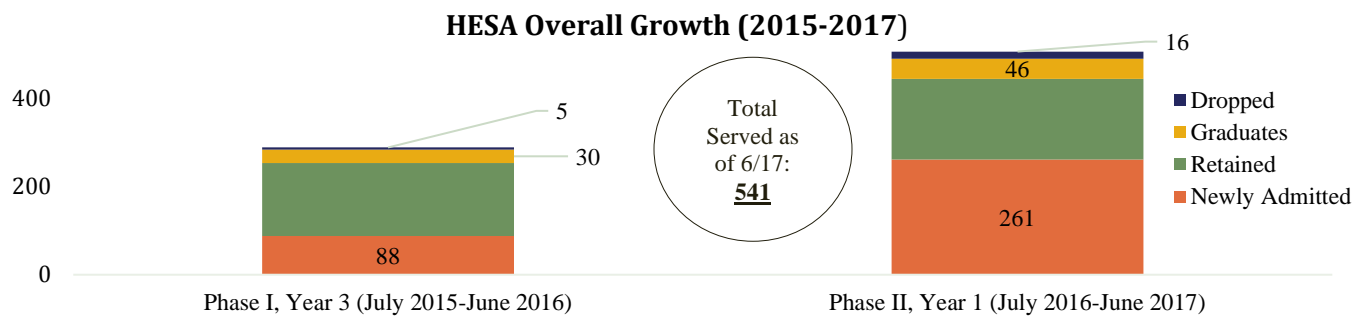


*10 sisters did not report their entering level education

HESA Graduations

Through June 30, 2017, 88 women religious have graduated from degree and diploma programs with the support of HESA – 53 from diploma programs, 34 from degree programs, and 1 from a certificate program. However, all of these graduating sisters were Phase I students and will therefore be included in the Phase I cumulative report. Phase II students completed their first year of coursework within their degree programs; therefore, there will be continued monitoring of Phase II graduates in subsequent reports.

Figure 3. HESA Overall Growth: Phase I, Year 3 to Phase II, Year I



HESA Phase II, Year 1 Objectives Evaluation

The long-term desired impact 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’s

objectives, adding three objectives to the original four. The following Program Objectives were established for Phase II of the program:

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.

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

This report will evaluate progress toward meeting the seven established Phase II Program Objectives in the order listed above. The data for this report was collected using surveys, document reviews (i.e. transcripts), observations made during site visits and ongoing communication with sisters and other constituencies. Please see **Attachment 2** for a complete listing of evaluation tools. Surveys were administered in both electronic and paper formats and the individual results are housed in the secure ASEC database hosted by Marywood University. In order to secure a comprehensive assessment of the HESA program, data and feedback are collected at multiple points throughout each sister's experience. This program evaluation will aim to assess how HESA is impacting African women religious on an individual level, a congregational level and on a larger community level. The evaluation also provides information on HESA participant background, as well as monitoring for HESA's contribution to the UN's Sustainable Development Goals (SDGs).

Program Objective 1

Program Objective 1 establishes that HESA will “provide opportunities for Catholic sisters in ten African countries to access and obtain post-secondary credentials through onsite in Africa and online distance learning.” As a result of conflict in some countries, **HESA has not yet met this program objective** but all indications point toward ultimate fulfillment by the end of Phase II. The number of sisters educated via

HESA’s two models of delivery has fell slightly below originally projected figures of enrollment for the first year of Phase II. Evaluation of Objective 1 will include a **description and discussion of the two models of study (onsite and online distance), partnerships, levels of education offered, online to onsite transfer success rates and enrollment/retention/ graduation figures as measured indicators of objective satisfaction.**



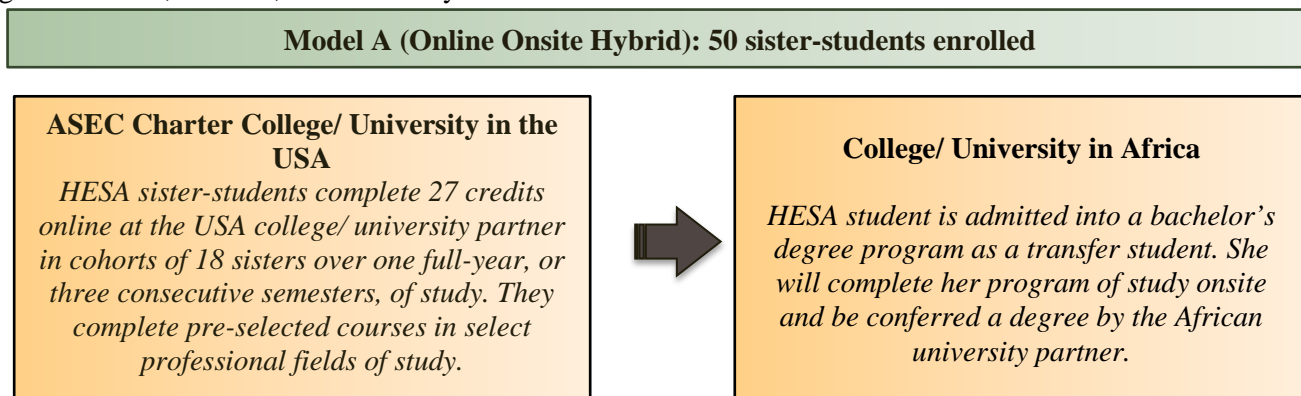
Objective 1 aims to address SDG 4. Quality Education, by assisting in the achievement of inclusive and quality education for all.

Models of Study. As stated, HESA currently offers two models of delivery in order to meet the needs of sisters living in various contexts. Model A is an online/onsite hybrid program and Model B is delivered entirely onsite. Given the high demand for upgrading sisters’ credentials, the provision of both online distance learning and onsite instruction at African universities will allow ASEC to serve more sisters, and to multiply the effect to reach more people through the sisters’ ministries. In HESA, Phase II, 50 sisters have participated in an online-onsite hybrid program and 211 in the entirely onsite model. **Attachment 3** provides a comprehensive list of ASEC’s partner colleges and universities for HESA, per model of study. In both models sisters join a college/ university partner as part of a cohort of 4 to 20 sisters to enter that university in a given semester. They participate together in an orientation session before coursework begins in order to prepare them for their studies and gather annually for reflective learning workshops, which allow sisters time to support each other in the learning process.

Model A uses an innovative design to deliver bachelor’s degree in select fields of study through partnerships between American³ 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 American and African intuitions which are partnered to deliver an online-onsite hybrid degree program. In Phase II of HESA Model A, all sisters complete 27 credits online over one full year of study at the American partner intuition. After successful completion of their online coursework, the sisters transfer to the African partner institution to complete their degrees onsite and from there their degrees are conferred. **Attachment 4** outlines HESA Model A partnerships and available programs of study. Courses taken online at the American university are pre-selected to correspond with the curriculum at the degree conferring African university partner, where they are accepted as transfer credits when the students transition to onsite study. Online courses delivered by the American university offer many benefits. Studying online provides preparation and remediation for sisters, many of whom are non-traditional students with years removed from formal schooling. Taking classes online also allows sisters to continue serving in their ministries for one-year of their studies. Additional benefits include: development of computer skills, access to learning resources available online at American institutions, and global knowledge and competency through interaction with American instructors and students via a virtual, spatial interface.

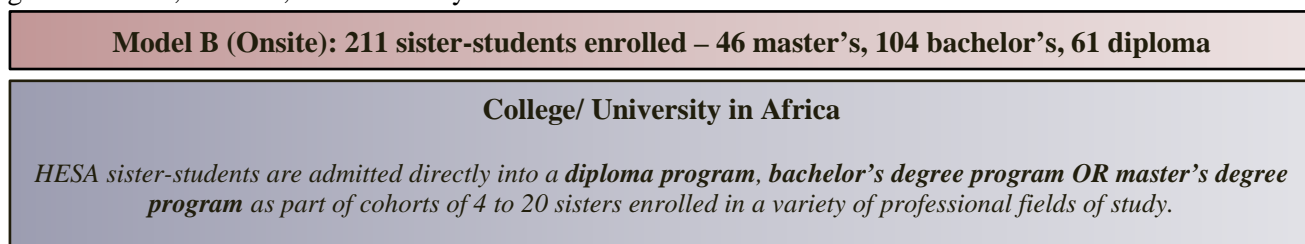
³ All American partner institutions for online-onsite partnerships are charter members of ASEC.

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



Model B provides onsite educational opportunities for sisters to study for undergraduate and master's degrees at colleges and universities in the countries where they are serving. The onsite model gives sisters an opportunity to learn in a traditional setting on campus at a college/ university partner. 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 (e.g. 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 the 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 American 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. Furthermore, 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 and universities, ASEC partners with carefully selected institutions.

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



Partnerships. ASEC facilitates two types of partnerships for the HESA program: Memorandums of Understanding and Frameworks of Reference. Memorandums of Understanding (MOU) are between two colleges/universities, one in the USA and one in Africa, to deliver an online/onsite 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 is partnered with **22 colleges and universities**; 6 MOUs for online / onsite programs and 18 FORs for onsite programs. 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.

Attachment 5 provides additional information regarding enrollment at partner colleges and universities, as well as enrollments by the country in which the sister is serving.

In addition to 12 partnership agreements (i.e. 4 MOUs and 8 FORs) established for HESA Phase I, between November 2015 and December 2016, **ASEC facilitated 14 partnership agreements** (i.e. 3 MOUs and 12 FORs) new to Phase II. As of July 2017, ASEC is partnered with 19 colleges/universities in 10 African countries and 3 colleges/universities in the U.S. Partnerships for Phase II are designed to meet the needs expressed by sisters and congregations through evaluation of HESA and other ASEC programs. Among its partners in Africa, ASEC is associated with six nursing training colleges – Holy Family Nursing and Midwifery Training College in Ghana, the Regina Pacis Institute (CUEA) in Kenya, University of Health and Allied Sciences in Tanzania, St. Francis Hospital Nsambya Training School in Uganda, and Monze Registered Nurse and Midwife Program in Zambia – to meet the demand expressed by congregations for options in nursing. Furthermore, each U.S. college/university has signed partnership agreements with at least two colleges/universities in Africa, towards the goal of each U.S. institution partnering with a college/university in each country among those represented by the sisters' enrolled. For the onsite model, ASEC is now partnered with at least one college/ university partner in each served country, in response to challenges of increased cost of living expressed by sisters who relocated to another country to participate in HESA. Although ASEC is partnered with colleges/universities in South Sudan and Cameroon, political crises in both countries during Phase II, Year 1, affected recruitment and commencement of course work. ASEC is working with students and country directors to ensure students in these areas are given access to the program, either through enrollment in other countries or deferment until the state of unrest resolves.

ASEC is renewing partnership agreements with partners established in HESA Phase I. Already, Marywood University, CUEA and ASEC signed a MOU agreement renewal in March 2017. In addition, one partner, Regina Pacis University College (RPUC), is no longer an independent partner of ASEC. As of December 2017, RPUC integrated with the Catholic University of Eastern Africa (CUEA) within the faculty of science as Regina Pacis Institute of Health Science (RPIHS). Kenya's University Regulations Act of 2012, and subsequent Regulations 2014, mandated that between November 2013 and December 2016, all constituent colleges⁴ of chartered universities become accredited chartered universities, dissolve all operations, or integrate with their mother universities. In July 2016, RPUC sent notice to ASEC that it would be integrating with CUEA as RPIHS. CUEA and RPUC signed a Memorandum of Agreement that included provisions for all RPUC students and academic operations to be transferred to CUEA without interruption of the students' enrollment. Cohort 1 students, enrolled in RPUC in 2016 are now officially enrolled as CUEA. For ASEC reporting, students attending the RPIHS will continue to be identified as a separate cohort from the CUEA cohorts, in order to identify their campus of study and ensure proper tracking should Regina Pacis redeem its own charter in the future. ASEC's FOR agreement with CUEA, renewed in August 2017, included a clause to support sisters at RPIHS and override the FOR with RPUC, in addition to other programs offered by the university.

Master's Level of Education Offered. Most governments in Africa are requiring individuals holding leadership positions in schools or healthcare facilities to have credentials beyond the undergraduate degree level. In an effort to support sisters and to ensure that they do not lose leadership of the institutions they founded and have worked hard to build, Phase II of HESA now supports sisters in acquiring master's degrees. This strategy also provides continued support for HESA alumnae to become scholars, assume responsibilities in higher education, and to obtain administrative positions that engage them to influence policy development. During Phase II, year 1, **46 students were enrolled in master's degree programs.** HESA is currently supporting sisters in Master's degree programs at Catholic

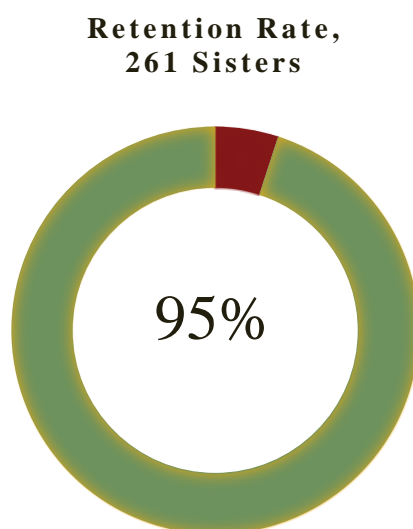
⁴ A constituent college is defined by the Kenyan Commission of University Education as a semi-autonomous component of a chartered university whose academic affairs are governed by the Senate of the university.

University of Cameroon, Bamenda; Catholic University College of Ghana; Catholic University of Eastern Africa; Tangaza University College; Catholic University of Malawi; Veritas University College; Saint Augustine University; The University of Kisubi; and Uganda Martyrs University.

Online to Onsite Transfer Success Rate. As of June 30, 2017, no Phase II students enrolled in Model A, online-on-site hybrid, have reached the point of transfer from their online studies to their onsite college/university. Phase II students are still completing the coursework necessary to transfer to their designated onsite campus. However, the transcripts from the 50 sisters enrolled in this model indicate that they are on-track to transfer and meet the 90% success rate goal. In addition, Phase II students enrolled in Model A indicate a high level of satisfaction with their first semester of online course work. See **Attachment 6** for an evaluation overview of Phase II, first semester, online studies.

Enrollments/Retention/Graduation. A fundamental measure of the success of Objective 1 is whether Catholic women religious are gaining access to education and credentials as a result of HESA. In Phase I, HESA was very successful in meeting its prior retention rate goal of a 90%. As such, the retention rate goal for Phase II was raised to 95%. For year 1, HESA Phase II has achieved a **retention rate of 95%, meeting its goal**. Thirteen HESA Phase II sisters have withdrawn from the program. As Phase II has just begun and all students are in their first year of coursework, HESA Phase II students have yet to graduate.

Figure 6. HESA Retention rate, Phase II, Year I



Enrollment by Country. The HESA program has served 261 Phase II sisters (13 of whom have withdrawn from the program). The program currently recruits sisters from 10 countries in order to meet its enrollment goal— 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 are serving in 9 of the 10 countries ASEC serves, as sisters serving in Lesotho have

yet to enroll⁵. The highest numbers of HESA Phase II sisters are serving in Kenya (79), Nigeria (53), Tanzania (38) and Uganda (32).

Figure 7. HESA Phase II, Enrollment by Country Serving

	<i>Country Serving</i>	<i>Region</i>	<i>#</i>
1	Kenya	East Africa	79
2	Malawi	East Africa	12
3	South Sudan	East Africa	1
4	Tanzania	East Africa	38
5	Uganda	East Africa	32
6	Zambia	East Africa	19
7	Cameroon	West Africa	14
8	Ghana	West Africa	13
9	Nigeria	West Africa	53
10	Lesotho	South Africa	0

Enrollment by Cohort. HESA students are enrolled at partner institutions in cohorts. The cohort system is designed to form bonds and create a support system. Together, cohorts participate in orientation at the start of the program, and annual reflective learning workshops. During the first year of Phase II 30 new cohorts were established. **Attachment 1** includes a listing of cohorts established during Phase II.

Retention. As of June 30, 2017, 13 sisters of the 261 served during Phase II have dropped from the program, resulting in a retention rate of 95%. Among the sisters to drop from HESA, 7 were asked to withdraw by Sacred Heart Nursing School (Nigeria) administration after unsatisfactory performance in their coursework (19C1). Sacred Heart Nursing School (SHSN) informed ASEC in April 2017, that SHSN policy states that students who fail four courses are no longer permitted to remain in the program. These sisters, completing their coursework onsite, did pass an admissions exam as well as an interview, which qualified them for entry at SHNS. However, the program is quite rigorous in year one and SHNS advised that many students, not only those in HESA, were unable to meet the program standards after one semester. Seven HESA students were able to pass their courses and remain in the program. Sacred Heart Nursing School and HESA are collaborating in order to revise recruitment to ensure student success in the future. Three sisters enrolled in the online-onsite program model (16C1) were dropped as a result of minimal online attendance and failure to submit assignments. One sister withdrew because of health concerns (15C1), another was unable to begin her coursework as her program was delayed (15C1) and one sister dropped because she left her congregation (7C3). In addition, one of the sisters who had to drop during Phase I, because of a medical condition, has recovered and rejoined HESA cohort 3 as a Phase II student at Chestnut Hill College in August 2016.

⁵ The first cohort of sisters to enroll at the National University of Lesotho orientated in July 2017 and will begin their coursework in August.

Figure 8. HESA Students to Drop from Their Programs of Study

<i>Number of Students to Withdraw</i>	<i>Model of study</i>	<i>Drop Date</i>	<i>Years/ Credits</i>	<i>Reason for drop</i>
7	Onsite	4/8/2017	2 semesters	Asked to withdraw by school administration, unsatisfactory performance
3	Online- onsite	5/26/17	6 credits online	Dropped as a result of minimal online attendance, failure to submit coursework
1	Onsite	8/12/2015	1 semester	Dropped because of health concerns, unable to continue coursework
1	Onsite	9/10/2015	1 semester	Unable to begin her coursework as her program was delayed
1	Onsite	6/28/17	1 semester	Dropped as sister left her congregation

Graduations. As HESA Phase II is in its first year, no students have yet to graduate from their programs. There is strong evidence that the sisters currently enrolled are on track to graduate in the necessary allotted time needed to complete their coursework.

The partnerships, enrollment data and dual models of delivery have provided evidence that **HESA is on track to meet Program Objective 1 by the completion of Phase II.** For a complete listing of Project Objective 1 Phase II, Year 1 actual outputs and outcomes, please see **Figure 9.**

Figure 9. HESA Phase II, Year 1 Project Objective 1 Outputs and Outcomes Table

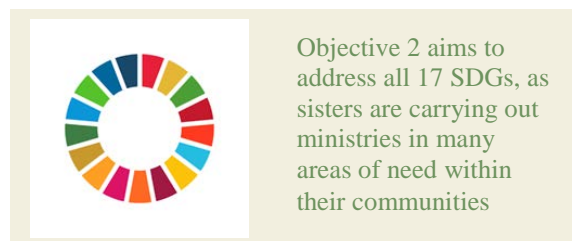
Objective 1: To provide opportunities for Catholic sisters in ten African countries to access and obtain post-secondary credentials through onsite and online distance learning.				
<i>Activities</i>	<i>Projected Outputs</i>	<i>Actual Outputs</i>	<i>Projected Outcomes</i>	<i>Actual Outcomes</i>
Continue and develop relationships with partner institutions that provide higher education	Sign Memorandums of Understanding (MOU)/Frameworks of Reference (FOR) with partner institutions	HESA continued to partner with 22 institutions in the US and Africa, renewing MOUs and FORs as necessary	95% of sisters will complete the program in which they enrolled	Retention rate for Phase II, Year 1 was 95% , 13 sisters dropped from the program

opportunities for sisters in Africa	179 sisters will enroll in Model A, completing 27 credits for transfer toward undergraduate degrees	261 students were enrolled in Phase II, Year 1: 50 in Model A, 165 in Model B	90% of sisters will transfer online credits to onsite institution and progress to the onsite stage after the online portion	No Phase II students have completed 27 credits, therefore none have transferred onsite, transcripts indicate these sisters are on track for successful transition
Facilitate enrollment for sisters in established programs of HESA partner institutions	507 sisters will enroll in Model B, completing courses toward undergraduate degrees	undergraduate and 46 in Model B Masters		
	172 sisters will enroll in Model B, completing courses toward Master's degrees			
Coordinate Orientation for sisters enrolled in HESA	Orientations will be held for sisters based on region/model	Number of Orientations held (See Objective 2)	98% of sisters will complete Orientation	Orientation completion rates (See Objective 2)
Coordinate Reflective Learning Workshops for sisters enrolled in HESA	Reflective Learning Workshops will be held annually	Reflective Learning Workshops held (See Objective 2)	95% of sisters will complete Reflective Learning Workshops for each year enrolled in HESA	Reflective Learning Workshop completion rates (See Objective 2)

Program Objective 2

Program Objective 2, establishes that HESA will “increase African sisters’ competencies and leadership capacities in their respective fields of study toward greater effectiveness in accomplishing their ministries.” **The program is on track to meet this Program Objective and all indications point towards complete fulfillment.** This evaluation of Objective 2 will

describe fields of study and use academic performance as the measured indicator of competency in those fields and objective satisfaction. Data from **Pre- and Post- Skills assessments** completed as part of the HESA Orientation also give an indication of sisters’ level of capacity and confidence in the necessary activities of higher education (with particular respect to online learning), and are used in this section of the evaluation as an indicator of HESA’s effective model of preparation for the sisters to be successful in the program. In addition, as sisters graduate from the program, tracking of the alumnae’s mentorship of others and increased responsibility within their congregation and ministry will indicate fulfillment of Objective 2.

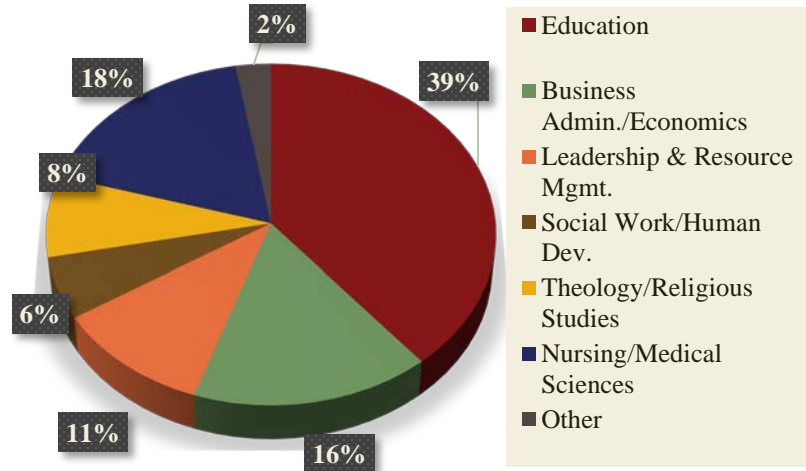


Degree Programs and Fields of Study. In Phase II, HESA intentionally expanded the number of degree programs and fields of study offered. These degree programs have been identified as relevant to the sisters’ ministerial work and are recognized as needed in their countries: education, business administration/ economics, theology/ religious studies, social work/ human development, healthcare and leadership and resource management. **Figure 10**

describes the general fields of study in which HESA students are enrolled; a complete list of 49 unique degree programs within these general fields is included in **Attachment 7**.

Figure 10. HESA Core Academic Fields

<i>Phase II, Academic Field of Study</i>	<i>#</i>
Education	104
Business	42
Administration/Economics	28
Leadership & Resource Management	15
Social Work/Human Development	20
Theology/Religious Studies	45
Nursing/Medical Sciences	7
Other	7
TOTAL	261

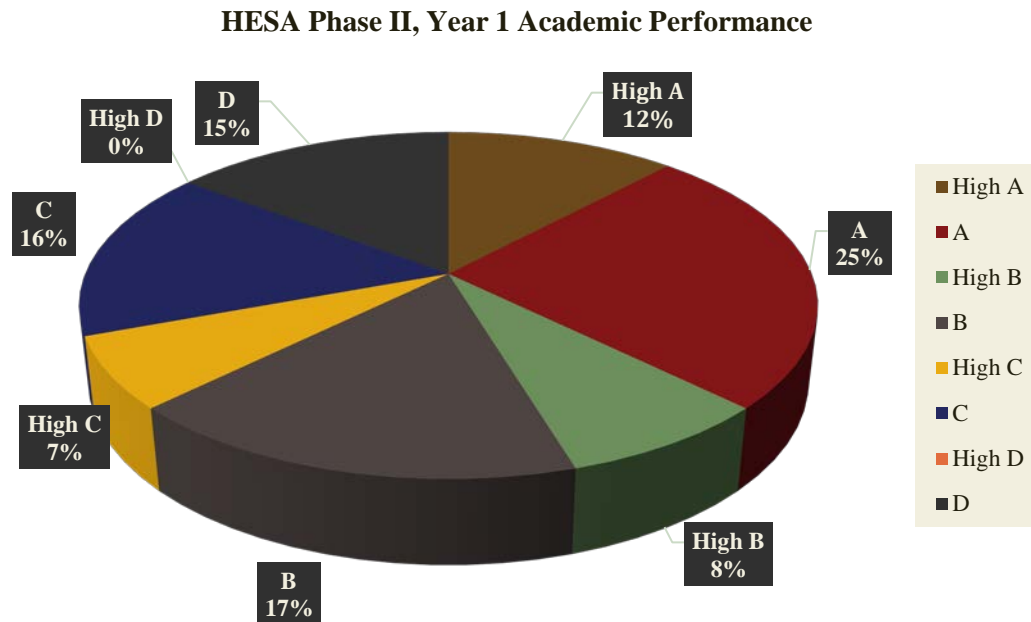


Academic Performance and Capacity. In addition to making progress toward graduation and credentials, academic performance is an indicator of capacity within the field of study itself. HESA sisters have exhibited exemplary academic performance in both institutional transcripts and in self-evaluation of skills and confidence related to academic learning.⁶

HESA partner institutions use various grading scales to report their students’ academic progress. In order to analyze the overall achievement of HESA students, scores are converted to grade point averages and then averaged to reflect letter grade results. For a complete listing of HESA partner institution grading scales see **Attachment 8**. Using this technique, sisters studying online average an A in institutional grade reports. Sisters studying onsite average a B, see **Figure 11**. Overall, the largest group of students (37%) is averaging an A to high A grade. Many transcripts have yet to be received from institutions (n=74) given delays in submission to the ASEC US office. HESA is currently working with partner institutions, through meetings and Country Directors and Coordinators, to ensure timely submission of transcripts. Tracking of academic progress will continue as additional transcripts are received. Based on the records received, there was not significant variance with regard to region or institution in these averages. Results are randomly sorted and the sisters are not identified by degree or institution; final GPAs are converted to letter grades.

⁶ Note: Since this report is available to a number of different stakeholders, individual grades or grade point averages will not be disclosed out of respect for the privacy of individuals. Further, grades and grade point averages will not be disclosed by specific program or institution as this could also result in the identification of students in that program and the resultant publicity of contents of private academic records. Internally, sisters’ individual grades and institutional grades are all tracked. Any grade summaries will be presented as letter grades, given varying grading scales at each university partner.

Figure 11. Academic Performance of Phase II HESA Students



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

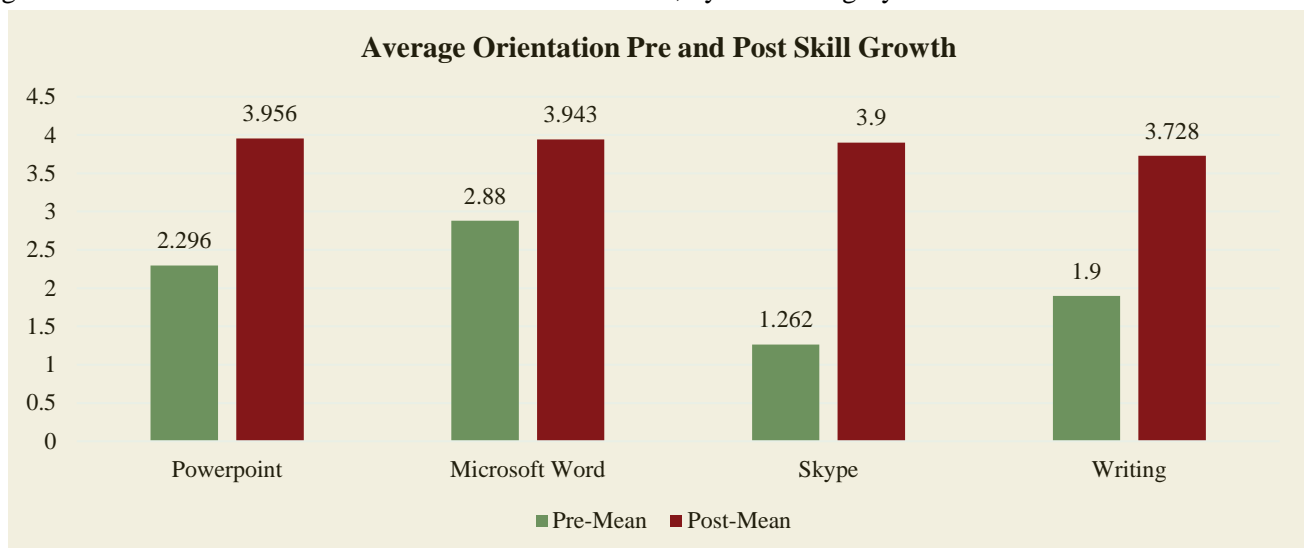
Orientation. In order to prepare sisters for success in their programs, HESA conducts an Orientation Workshop for all HESA students prior to beginning classes. The purpose of orientation is to acclimate sisters to university study prior to entry, to set goals and expectations, and to establish an internal support system among sisters studying at a particular college/ university partner. Sisters also receive their laptops and initial technological training during orientation. For Phase II, orientations have become more standardized regarding expectations for the sisters, including the development of the HESA Student Handbook⁷ and a review and revision of enrollment agreement forms which outline student responsibilities of ASEC, the sister-students, and congregations. Orientation Workshops for sisters studying online are four weeks and onsite workshops are two-days. Currently, online orientation is taught by an instructor from the university in the U.S.A. where sisters will complete the online portion of the program and includes an introduction to online study. In Phase II, year 1, Sr. Lisa Oliveri, IHM, traveled to Nigeria to teach orientation for Chestnut Hill College Cohort 3 in person. Catherine Colman-Dickson, traveled to Ghana to teach orientation of Rosemont College Cohort 1 in person. Srs. Margaret Gannon and Kathleen Burns, IHM, provided instruction for Marywood University Cohort 5 remotely using WebEx. In addition, a facilitator was present in person to provide IT instructional support for at least 3-hours per day for 20 days of orientation. This is anticipated to be the last year in which online orientations are taught in person, as in the future they will all be taught remotely. ASEC Country Directors and/ or Program Coordinators, as well partners from onsite institutions are present at all Orientation Workshops.

⁷ The HESA Student Handbook was developed in Phase II, Year 1 and is currently under review, to be distributed to students in Year 2.

HESA’s Phase II goal is for 98% of newly enrolled sisters to participate in an Orientation Workshop. For Phase II, year 1, of the 261 newly enrolled students, a total of 255 students completed an Orientation workshop; 47 students participated in an online-onsite Orientation, while 208 students participated in an onsite Orientation. This indicates that HESA is falling slightly below the 98% completion goal and is currently at a **97.7% completion rate for Phase II, year 1 Orientations**. Sisters report they miss Orientation workshops because of illness, inability to travel to Orientation sites and prior obligations. In total fourteen workshops were held in eight countries for sisters studying in both online-onsite and onsite models. A comprehensive listing of Orientation Workshops held in Phase II, Year 1, along with topics covered, facilitators, and attendance, is attached, **Attachment 10**.

Pre and Post Skills for Model A Orientations. In addition to institutional transcripts, Pre and Post Skills Assessment data (n=47) indicates that HESA is successful at providing sisters with competencies in the skills related to learning and academic study. The Orientation Program for the students that study online includes assessment at the beginning and conclusion of the orientation to measure sisters’ confidence with key skills and activities necessary for the success of online learning. The survey utilizes a 4-point Likert scale with higher scores (maximum 4) indicating higher confidence or comfort with the skill listed and lower scores (minimum 1) indicating lower comfort with the skill. The analyzed results demonstrate improvement in the confidence of the sister-participants, notably in every area measured. The sisters reported growth across all skill categories regardless of level of initial confidence, and in the Post-Orientation Survey, the lowest areas of confidence still fall well on the side of confident to highly confident (<3.4 mean). As shown in **Figure 12**, highest post-orientation results were seen in the skill categories of PowerPoint, Microsoft Word and Skype skills (average means 3.95, 3.943 and 3.9, respectively). Sister-participants indicated complete mastery in creating PowerPoint slides, as a maximum result mean of 4.0 was achieved for this skill. Other distance learning specific skills such as managing email, discussion board participation and Skype showed high post-orientation means. In addition, standard deviations (or spread of responses) were significantly less wide in post-orientation means, indicating greater consistency in sisters’ responses. Overall, this data indicates that Orientation was successful in increasing online sister-participants’ capacity in respect to the skills needed for their academic field of study. Detailed Pre and Post means for specific skills assessed are listed in **Attachment 9**.

Figure 12. HESA Model A Orientation Pre and Post Means, by Skill Category



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

In the Phase II, year 1 reporting period, Reflective Learning Workshops were held in eight countries (Cameroon, Ghana, Kenya, Malawi, Nigeria, Tanzania, Uganda and Zambia) on various topics determined by the needs of the sisters expressed in program evaluation and monitoring, as well as at the recommendation of faculty and/ or administrators at partner institutions. Topics covered at Reflective Learning are specific to each workshop and respond to issues or interest that arise throughout the year. Workshops conducted in Phase II, year 1 covered the following topics – time and change management, study habits, use of modern technology, effective communication in social media, goal setting, team building and self-awareness, among others. In Kenya, Uganda and Tanzania technology was utilized by having an interactive meeting with Marywood University Faculty through Skype and Zoom, so that online cohorts could have a full and enriching experience.

For reflective learning workshops, HESA’s completion rate goal for Phase II, year 1 was 95%. For this grant year 229 Phase II sisters participated, making the **reflective learning completion rate for Phase II, year 1 93%**. Sisters who have missed the reflective learning workshop are asked to submit their reason for missing in writing. The majority of sisters miss a workshop because of duties related to their ministries, travel or health concerns. A comprehensive listing of the Reflective Learning Workshops held in Phase II, year 1, along with locations, topics covered and attendance, is attached, **Attachment 12**.

Overall, in terms of academic fields of study and capacity within the fields, **HESA is on target to meet the goals of Project Objective 2 by the end of Phase II**. See **Figure 13** for a complete list of Project Objective 2 Phase II, Year 1 outcomes and outputs.


Figure 13. HESA Phase II, Year 1 Project Objective 2 Outcomes and Outputs

Objective 2: To increase African sisters’ competencies and leadership capacities in their respective fields of study towards greater effectiveness in accomplishing their ministries.				
<i>Activities</i>	<i>Projected Outputs</i>	<i>Actual Outputs</i>	<i>Projected Outcomes</i>	<i>Actual Outcomes</i>
Provide education specific to sisters’ fields of study	179 sisters will enroll in Model A, completing 27 credits for transfer toward undergraduate degrees 507 sisters will enroll in Model B, completing courses toward undergraduate degrees 172 sisters will enroll in Model B, completing courses toward Master’s degrees	Enrollment and retention rates (See Objective 1)	95% of sisters will receive degree or diploma in their field	Enrollment and retention rates (See Objective 1) Sisters are enrolled in 49 unique degree programs , relevant to their ministries The majority of sisters are averaging an A to High A grade (37%) , demonstrating progress toward graduation and earning of credentials Although no Phase II sisters have graduated from the program, increased skill levels have been demonstrated in

<p>Conduct Orientation and Reflective Learning Workshops that include leadership curriculum</p> <p>Facilitate enrollment for sisters in established programs of credential granting, HESA partnerships</p>	<p>Orientations will be held for sisters based on region and model</p> <p>Reflective Learning Workshops will be held annually</p> <p>HESA sisters will join together at SLDI alumnae meetings regionally</p>	<p>14 Orientation Workshops were held in 8 countries</p> <p>9 Reflective Learning Workshops were held in 8 countries</p> <p>For the first time in program history, HESA graduates (Phase I) were invited to attend alumnae meetings (See Phase I cumulative report)</p>	<p>98% of sisters will complete Orientation</p> <p>95% of sisters will complete reflective learning workshops for each year enrolled in HESA</p> <p>95% will demonstrate greater effectiveness in accomplishing their ministries</p> <p>90% will report providing some level of mentorship or skill sharing with other sisters in their communities</p> <p>85% will report increased responsibility in their congregation or workplace after graduation/completion of the program</p>	<p>Model A Orientation Pre-Post Means</p> <p>240 students completed an orientation workshop; 47 students participated in an online-onsite orientation, 193 students participated in an onsite orientation, making the completion rate 97.7%</p> <p>229 Phase II sisters participated in Reflective Learning Workshops, making the completion rate for Phase II, year 1 93%</p> <p>Greater effectiveness in accomplishing ministries, level of mentorship and increased responsibility will be reported on in the upcoming grant year</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Program Objective 3

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



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

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 the first year of Phase II, the long term outcomes regarding increased responsibility in their ministry or workplace cannot yet be assessed. The short-term outcomes of enrollment in courses relevant to ministry work and degree completion are on track to exceed projected evaluation

success measure of 90% completion base goal. HESA is currently maintaining a retention rate of 95%. This evaluation of **Program Objective 3 uses data from Orientation, Reflective Learning Workshops, and End of Experience surveys** to examine sisters' confidence and potential leadership.⁸

Orientation. While the primary function of the Orientation focuses on skills necessary for success in academic learning, both online and onsite, there is a dimension that relates to confidence and leadership. Primarily, this type of data has emerged from the qualitative comments of surveys (n=240). For example, in response to the open-ended question, "How was this orientation most helpful to you?" sisters' responses included answers that used phrases such as "determination", "empowerment", "hope" and "confidence". In addition, the responses often focused on how the sisters believe that participation in HESA, and the education provided through the program, will lead to a great capacity to serve both for themselves and for sisters in Africa generally.

Combined into a single code, the responses that indicate higher confidence and greater capacity to serve can be used to measure the increased potential measure of Program Objective 3; 39.46% of the answers to the question, "How was this orientation most helpful to you?" indicate increased sense of sisters' capacity to serve in Africa. This is significant, particularly because the question does not specifically address the question of increased capacity (**Figure 14**). In addition, in the same survey, based upon their introduction at orientation, sisters were asked to offer their perspective on the goal of HESA. When responses to this question were coded for themes the following results were obtained: 29.1% stated to increase skills (time management, communication, etc.), 32.7% indicated empowerment of sisters, 3.58% stated increased leadership and 8.52% said both empowerment and leadership. This indicates that sisters recognize the goal of their participation in the HESA program to increase their capacity to serve their congregations and ministries. Overall, while the primary focus of the Orientation is preparation for academic study, data indicates that the sisters also gain confidence in areas outside academic capacity. In this way, the Orientation is part of a process of empowerment that directly feeds the success of increasing the sisters' capacity for higher leadership responsibility in their congregation.

Figure 14. Sample Qualitative Responses Coded as "Increased Confidence" from HESA, Phase II Year 1 Orientation Evaluations

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

⁸ There are two types of evaluation surveys that tend to be conducted within the program. Some surveys focus on the skills and leadership change among sisters within the program and are the primary tool in the Objectives based summative evaluation. Another set of surveys conducted at all events and various points within the program are focused on programmatic functionality- such as mechanics of the classroom setting, communication in the program and other logistical components of program functionality and delivery. This second set of evaluation data is critical in both formative and summative evaluation and constitutes an important part of how HESA has managed to remain a consistently high performing program as it grows each year. For the Objectives based evaluation discussion, only the data relevant to sisters' change in capacity as related to each Objective will be discussed and following the Objectives discussions, a discussion of program delivery and effectiveness will make use of the data collected regarding quality of activities.

It will be of big help in my apostolate, it will help me to work better in my ministry, because I can confidently operate my computer now.

It helped me to understand that I need to lead myself in order to lead others.

Reflective Learning. Sisters report a high level of satisfaction with Reflective Learning workshops and indicate in both quantitative and qualitative evaluations that the Reflective Learning workshops add value to their educational experience. In particular, sisters reported satisfaction with the workshop’s potential to add to their future success in the program (See Figure 15 and Attachment 11). When asked if the sisters found the Reflective Learning Workshop helpful (n=382), 96% stated an overwhelming yes, while the other 4% of sisters did not respond to the question. Sisters also reported overall satisfaction (3.7 on a 4 point Likert type scale) with the performance of the laptops.

Figure 15. Sample Qualitative Responses from HESA, Phase II, Year I Reflective Learning Evaluations

Yes, because the topics were well organized and well explained. It encourages us to know ourselves and how to overcome difficulties in our studies.

Yes, this workshop provided information to support student progress in the HESA program in the sense that all the topics were helpful and which will aid students to forge ahead in our various courses.

Yes because so many issues were addressed which made me to resolve my fears and also gives me more tips to forge ahead.

Yes, the workshop provided professional and practical support to HESA students in self- awareness, stress management and computer skills.

Yes, this training provided an awareness on how to manage my stress during HESA program also will be helpful in my future life. The knowledge of how to use computer will facilitate easy way of learning during the HESA program and other activities.

In my opinion, it did not provide information regarding progress only in HESA program but a general knowledge on how to apply knowledge acquired in any field of study.

The information was good because it enlightened us on how to work together, support each other and find solutions to challenges that come our way and not to be afraid of them but face them creatively and be a critical thinker, not just being there without analyzing situations and doing my best to get into issues with confidence.

Degree Completion. Phase II students have just begun their studies at ASEC’s various partner colleges and universities. As sister students graduate from the program reporting on degree completion rates will be addressed.

Overall, HESA is progressing towards meeting its objective to increase the potential for African sisters to assume higher leadership responsibilities towards support of their ministries and congregations. Continued monitoring to fully assess these outcomes is needed. See Figure 16 for a complete listing of Project Objective 3 outcomes and outputs in Phase II, Year1.

Figure 16. HESA Phase II, Year 1 Project Objective 3 Outcomes and Outputs

Objective 3: To increase the potential for African sisters to assume higher leadership responsibilities towards support of their ministries and congregations.			
<i>Activities</i>	<i>Projected Outputs</i>	<i>Projected Outcomes</i>	<i>Actual Outputs/Outcomes</i>
Facilitate enrollment for sisters in established programs of credential	179 sisters will enroll in Model A, completing 27	90% of sisters will receive higher credentials in their	Enrollment and retention rates (See Objective 1)

<p>granting, HESA partner institutions</p> <p>Provide education specific to sisters' major fields of study</p>	<p>credits for transfer toward undergraduate degrees</p> <p>507 sisters will enroll in Model B, completing courses toward undergraduate degrees</p> <p>172 sisters will enroll in Model B, completing courses toward Master's degrees</p> <p>858 sisters will gain knowledge in their respective fields</p>	<p>field of work or ministry (diploma or degree)</p> <p>85% will report increased responsibility in their congregation or workplace after graduation/completion of programs</p>	<p>Academic progress (See Objective 2)</p> <p>Phase II sisters have yet to graduate from the program, monitoring of increased responsibility will commence upon sisters' graduation</p> <p>39.46% of sisters report increased leadership and empowerment after Orientation Workshop, alone</p> <p>Tracking of HESA Phase II alumnae increased responsibility in their congregation or workplace will take place upon sisters' graduation from the program</p>
----------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Program Objective 4

Objective 4, establishes that HESA will “increase sisters’ competencies and leadership capacities to improve functioning of their congregations.” The evaluation of this Program Objective plans to primarily measure long term outcomes and impacts of the congregations that sisters serve. Given that this is only year 1 of Phase II, it is not possible to conduct a true evaluation of this objective at this point. **Reports of increased**

congregational functioning, relative to the HESA program, will be tracked by Superior survey. Preliminary Superior Survey results indicate that **HESA is meeting congregation educational needs and is on track to achieve this objective**. Based on the success of the 3 previous Program Objectives, indications are good for long term success and impact as well, but future reports will address this in more depth than this report can at this time.



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

ASEC Superior Survey. In 2016, ASEC presented Superiors of congregations (n=128) in Africa with a survey to assess identified areas of need required to increase congregational and ministry capacity. About 54% of the Superiors who completed the survey reported sisters within their congregation participating in the HESA program. When asked about their experience with the Online-Onsite Model of the HESA program, 90.2% of these Superiors reported having a somewhat to very positive experience. For the Onsite Model of the program, 81.2% of Superiors reported having a somewhat to very positive experience. The Superior identified congregation educational areas of need mirrored HESA program enrollment with the highest identified areas of need were nursing, formation and teaching, respectively. Superiors identified the highest level of education needed as a Bachelor’s degree (47%), followed by a Master’s degree (31%). A full report of Superior identified congregation educational areas of need is

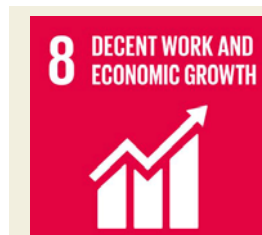
included in **Attachment 13**. This data indicates that HESA is fulfilling the appropriate educational areas of need as identified by congregational Superiors.

Figure 17. HESA Phase II, Year 1 Project Objective 4 Outputs and Outcomes

Objective 4: To increase sisters' competencies and leadership capacities to improve the functioning of their congregations.			
<i>Activities</i>	<i>Projected Outputs</i>	<i>Projected Outcomes</i>	<i>Actual Outputs/Outcomes</i>
Provide education specific to sisters' major fields of study	858 sisters will gain knowledge in their respective fields	95% of students will complete a degree or diploma in their major 90% of congregations will report improved organizational functioning relative to sisters' education	Enrollment and retention rates (See Objective 1) No sisters have yet to graduate from the program, monitoring of this outcome will continue Congregational Superiors report having a positive experience with the HESA program and HESA is meeting congregational educational areas of need

Program Objective 5

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 for 85% of sisters to report increased earnings within 3 years of completion of the HESA program. The **End of Program**



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.

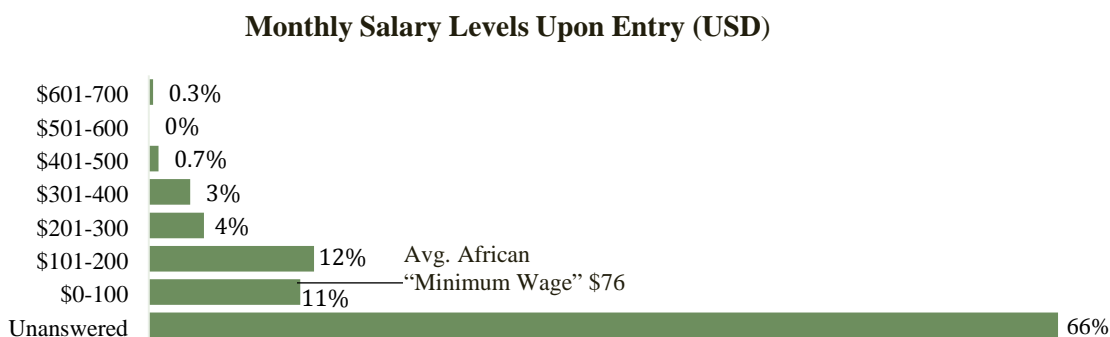
Experience Survey as well as the Alumnae Survey, given annually at ASEC alumnae workshops, will serve to track HESA graduates’ success with achieving increased gainful income at the 3 year post-program mark. This data will be statistically compared to the sister participants’ entering income levels to evaluate whether the program has served to increase this baseline value. In addition, values and numbers of successful grant proposals submitted by HESA alumnae will be used to evaluate the achievement of this Objective. Lastly, the incidences of increased levels of responsibility or promotions in title the HESA alumnae receive after attainment of their degrees will be used to assess Objective 5. These will also be compared to the sisters’ entering ministry titles and positions.

There is not currently enough data available to assess this objective effectively. Continued tracking of income generation, as the students graduate from the program, is necessary to evaluate progress. For this grant year, establishing a comprehensive baseline was imperative to continued tracking of this Objective.

Baseline Salary Data. Upon entering the program, sisters are asked to report their entering salary levels. Monthly salary is described in United States Dollars to provide consistent reporting. An average of all 10 ASEC supported

countries' government dictated monthly "minimum wage" is also provided as a reference (\$76)⁹. For country specific baseline salary data see **Attachment 14**. Based on overall data collected from Phase II, Year 1 HESA students, the highest earnings categories reported were \$0 to \$100 per month (11%) and \$101 to \$200 per month (12%). These results fall slightly above what is considered average "minimum wage" for the countries HESA serves. Sixty-six percent (66%) of students did not report their salary. During interviews conducted during site visits, sisters reported they often do not receive an income or are not informed of the amount because the funds go directly to their congregation. When students did report their salary it was in multiple formats, which made it difficult to get a clear depiction of their entering salary levels. This question item has thus been improved upon for the Phase II, Year 2 evaluation in order to gather more specific, concrete and usable data. It is hoped this will improve the evaluation of this measure in upcoming years. Preliminary data results for baseline income rates are included in **Figure 18**.

Figure 18. Entering Student Monthly Salary Levels (In USD), HESA Phase II, Year 1



Entering Ministry Position Titles. Sisters report their positions within their ministry and congregation upon entering the program, at the end of their program experience and then annually after graduation on the Alumnae Survey. In order to find an initial baseline for ministry and congregational positions or titles, an analysis of Phase II, Year 1 entering student's reported titles was conducted. One hundred and seventy-seven (177) Phase II sisters reported a job title/position upon entry to the HESA program. The most reported positions held were teacher (36), head teacher (16), bursar (17) and clerical/secretary (11). The complete results of this analysis is displayed in **Attachment 15**. Continued monitoring of position titles will take place as sisters graduate from the program to provide monitoring of increased work opportunities.

See **Figure 19** for a complete listing of Project Objective 5 Phase II, Year 1 outcomes and outputs.


⁹Each country's official reported "minimum wage" was used to calculate this figure. However, in several countries served by ASEC, the monthly minimum wage has not been adjusted in many years. Therefore in actuality this value may be higher, indicating that in many cases sisters are not necessarily earning more than the average person.

Figure 19. HESA Phase I, Year 1 Project Objective 5 Outcomes and Outputs

Objective 5: To increase the potential for Africa to gainful income to improve functioning of their congregations			
<i>Activities</i>	<i>Projected Outputs</i>	<i>Projected Outcomes</i>	<i>Actual Outputs/Outcomes</i>
Facilitate enrollment for sisters in established programs of credential granting, HESA partner institutions	179 sisters will enroll in Model A, completing 27 credits for transfer toward undergraduate degrees	85% of sisters will report an increase in earnings within 3 years after completion of diploma or degree	Baseline data indicates that the most of amount of sisters (23%) are earning \$0-200, per month, with average minimum wage in African countries served by HESA being \$76, continued monitoring of sisters' income will provide data on fulfillment of this outcome Baseline data has been collected on entering HESA students' positions in their workplaces, continued monitoring will track greater responsibly or promotions in title
Provide education specific to sisters' major fields of study	507 sisters will enroll in Model B, completing courses toward undergraduate degrees	85% of sisters will report greater responsibility or promotion in title in their congregation or workplace	
	172 sisters will enroll in Model B, completing courses toward Master's degrees		
	858 sisters will gain knowledge in their respective fields		

Program Objective 6

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 organizational functioning relative to HESA graduates’ education. This objective will be tracked by **the success of HESA graduates’ participation in annual ASEC Alumnae meetings and congregational reports of enhanced ministries upon graduation. As no Phase II students are currently alumnae, there is no data to assess completion of this objective.**



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

However, ASEC Alumnae Meetings were held in January 2017, where HESA Phase I graduates attended for the first time. This will be reported on in the Phase I, cumulative report.

Alumnae Meetings. A new aspect of HESA Phase II, is the addition of HESA graduates’ participation in annual ASEC alumnae workshops. In past years only alumnae of ASEC’s other flagship program, the Sisters Leadership Development Initiative (SLDI) have attended these meetings, held in January of each year. Now, as HESA students graduate from the program and more alumnae are created, it was evident that continuing support for these sisters was necessary. These meetings last three-days and focus on the continued skill development, emergent issues and networking. Sisters are able to network at the meetings with other graduates of ASEC programs, effectively creating a sisterhood of leaders. Topics covered in alumnae meetings are specific to each meeting and are centered on assisting the sisters in applying the skills they have learned from their educational experiences. Topics covered

in 2017 were the United Nation’s Sustainable Development Goals (SDGs), African women religious as agents of change, environmental conservation, conflict resolution, grant-writing, administration of temporal goods, succession planning, financial management and challenges facing African women religious. Phase II students have yet to participate in the alumnae meetings, as the phase is in its first year. Forty five (45) HESA alumnae (from Phase I) and current HESA students were in attendance at the 2017 alumnae workshops. A full report of HESA alumnae workshop participation is included in the Phase I cumulative report. Future HESA alumnae involvement in ASEC alumnae meetings will be reported on in upcoming Phase II reports.

Figure 20. HESA Phase I, Year 1 Project Objective 6 Outcomes and Outputs

Objective 6: To assist participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries			
<i>Activities</i>	<i>Projected Outputs</i>	<i>Projected Outcomes</i>	<i>Actual Outputs/Outcomes</i>
Provide education specific to sisters’ major fields of study	858 sisters will gain knowledge in their respective fields	85% of congregations will report improved organizational functioning relative to sisters’ education	HESA sisters are now able to attend Alumnae Meetings as they graduate from the program, no Phase II sisters have yet to graduate, continued monitoring will contribute to full assessment of this objective

Program Objective 7

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 will help in spreading best practices on ASEC and HESA. For Phase II, year 1, **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.



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

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 1 of the HESA program, ASEC staff attended two conferences in Pennsylvania and Indiana, presenting research related to HESA. A complete list of conference presentations conducted and accepted in Phase II, Year 1 is listed in **Figure 21**. No articles have yet to be published in Phase II. However, there were a number of news articles and online publications related to ASEC’s activities and programs. Please see **Attachment 16** for a listing of completed research projects and related articles about ASEC/HESA.

The majority of research conducted this year involved HESA's aim and connection to the achievement of the United Nation's Sustainable Development Goals. Research has also centered around the experience of HESA students and the program's impact on spiritual life. Ongoing research is listed in **Figure 22**.

Figure 21. HESA Phase II, Year 1, Conferences

Akruvala, S., Lopatofsky, T., Shaheen, K., Shaver, R. A. & Wimmer, H. (2017). Embracing Diversity of Women Religious in Sub-Saharan Africa: The Role of Tailored Higher Education in Achieving the Sustainable Development Goals through Ministry. Wilkes University and King's College Women's and Gender Studies Conference, Wilkes-Barre, PA, April 10-11, 2017.

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

Figure 22. HESA Phase II, Year 1, Research Publications

Lopatofsky, T. (Ongoing) A Phenomenological Approach to Understanding Women Religious in Africa: Perspectives of Post-Secondary Education in Consecrated Life. [Ongoing research].

Multiple Contributors. (Ongoing) *Transformative Partnerships: The Role of Agencies, Foundations and Institutions in Promoting Strategic Social and Sustainable Change for Women in Africa*. [Ongoing Project].

ASEC's Second Book Publication. ASEC's next book project, tentatively titled *Transformative Partnerships: The Role of Agencies, Foundations and Institutions in Promoting Strategic Social and Sustainable Change for Women in Africa*, is underway and 30 chapters have been accepted for publication in the book. ASEC provided partial funding to 35 researchers in Africa this past year, to enable them to conduct research and write chapters for the book. A panel of reviewers was created for this book project to review submitted chapters and assess if the chapter is suitable for publication. All approved book chapters will be published in the book. With the transition to a new ASEC Executive Director, the book project may be delayed. The former Executive Director was spearheading this initiative and with her resignation in March 2017, the book had been placed on hold. ASEC is continuing its plans to publish the book, even if it is published later than expected.

Online Tools and Web Traffic. All HESA students have been provided with an ASEC email address, which has encouraged students to interact more frequently online with both ASEC staff and their fellow students. This has also provided the ability to utilize the Google Shared Drive, as necessary. An online staff portal, or intranet, was also created to house a majority of forms, reports, procedures and policies necessary for implementing and evaluating ASEC programs. In addition, ASEC's website traffic and social media presence (Facebook, Instagram, Twitter) has increased considerably in the last 6 months, after a Web Content Manager was hired in September 2016. ASEC launched its new website in October 2016, which is assisting in the dissemination of information about the organization. For this grant year, the HESA page was the third most viewed page on the ASEC website. Please see **Attachment 17** for the Google Analytics on web traffic.

2016 Convening. On October 16-18, 2016 in Nairobi, Kenya, a Convening of African women religious, NGOs, grant-making foundations and representatives from multilaterals were co-organized by the Conrad N. Hilton Foundation, ASEC and The Center for the Study of Religion and Civic Culture. The major theme of the convening was Catholic Sisters: Champions of Sustainable Development in Africa, with three sub-themes of networks, knowledge and solidarity. The convening goals were to develop an understanding of the objectives and ideas

anchoring the work of the Conrad Hilton Foundation and the Catholic Sisters Strategic Initiative, to understand the extent to which ASEC and the Hilton Foundation are achieving their objectives in Africa and to identify where their approach can achieve an even higher degree of impact. In addition, the Convening provided a forum to appreciate the potential of Catholic Sisters as full members of the global partnership for Sustainable Development, to commit to work together to mitigate obstacles and to realize the full potential Catholic women religious in Africa. With over 200 in attendance, the convening included stakeholders who desired to learn more about sisters’ ministries and potentially develop partnerships. Posters regarding the conference theme were presented, showcasing much of the work sisters, including some HESA students, complete. Examples of poster abstracts can be found in **Attachment 18**. The Convening brought together representatives (Religious Superiors, leaders in government and private and nonprofit organizations) from each of the countries served by ASEC including: 4 from Ghana, 4 from Uganda, 3 from Cameroon, 5 from Nigeria 5 from Zambia, 4 from Malawi, 5 from Tanzania, 2 from South Sudan, 2 from Lesotho and 7 from the U.S. There were 123 different congregations for religious sisters represented at the convening. Information regarding the impact of the HESA program was shared with the participants. Sessions were facilitated by Sr. Jane Wakahiu, Edmund J. Cain, Sr. Patricia Murray, IBVM, Sr. Agatha Osarenkhoe, EHI, Brad Myers, Don Miller, Christine Bodewes, Darius Mogaka Ogutu, Jack Onyisi Abebe, Arif Neky, Fr. Ferdinand Lugonzo, Sr. Joyce Meyer, PBVM, among others. ASEC staff from 10 countries and the U.S. participated in the planning and implementation of the convening. In the U.S., ASEC staff were involved in coordinating lodging and travel logistics; collecting, reviewing, and editing posters submissions; collaborating with the Hilton Foundation to develop an agenda and attendee list; and participating in planning meetings. ASEC Africa staff in Kenya coordinated with the U.S. Office to arrange travel and lodging, and staff in 10 countries identified participants from their country to attend the convening. A 6-month post-convening report was produced by researchers at the Center for the Study of Religion and Civic Culture (CRCC) at the University of Southern California (USC). In collaboration with staff at ASEC, CRCC staff developed a survey of the convening participants’ experience. CRCC staff analyzed the survey data and has shared it with ASEC and the Conrad N. Hilton Foundation.

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

Figure 23. HESA Phase II, Year 1 Project Objective 7 Outcomes and Outputs

Objective 7: To disseminate best practices and models of innovative access to education			
<i>Activities</i>	<i>Projected Outputs</i>	<i>Projected Outcomes</i>	<i>Actual Outcomes/Outcomes</i>
Provide education specific to sisters’ major fields of study	HESA sisters will attend SLDI Alumnae gatherings	Academic journal articles and books will be published using ASEC and HESA specifically, as case studies	ASEC’s second book continues to be edited for publication
Facilitate research opportunities for various	ASEC will provide coordination for		Two conference presentations were

stakeholders involved ASEC programs	collaborative research projects and publications	At least 2 conference presentations will spread best practices on ASEC and HESA	conducted on the HESA program by ASEC staff
Provide networking for sisters to share experiences and skills	Sisters and stakeholders will be trained on research methodology	Sisters will contribute to the growing body of literature on women religious	ASEC held its first Convening in Kenya in October 2016 ASEC hosted its first visiting scholar from Kenya in March 2017

Overall, this project is progressing toward the *ultimate desired impact* outlined in the grant proposal.

Ultimately HESA is on course, and Phase II, Year I has successfully contributed to the ultimate achievement of the Program Objectives—not only to provide degrees, but also to develop skilled women who can move towards sustained development through their ministries.

Notable Successes, Challenges, and Adjustments in Phase II, Year 1

HESA is continuing to see success among its sister-participates. Students continue to report the role of HESA as fundamental to their success. They indicate high levels of satisfaction, not only with the opportunity to study, but also with the curricular model of study and with the quality of support they receive from faculty, administrators, and their colleagues. Sisters perform well academically and have demonstrated their capacity as leaders. Furthermore, ASEC continues to facilitate partnerships with colleges and universities to support sisters in Africa. As of June 20, 2017, ASEC is partnered with 22 colleges and universities to support sisters in the HESA program, including 19 spanning ten African countries and three in the US. Beyond the success of students, the HESA program continues to grow and is reaching new milestones. HESA also continues to bolster an astonishing 95% retention rate for Phase II, year 1 students.

The HESA program continues to develop, addressing challenges as they arise and making appropriate adjustments. As Phase II of the program began, several adjustments recommended in Phase I evaluations were incorporated into the design of the program. These improvements have aided in strengthening the program for the next generation of students served by HESA.

Successes

Site Visits to Stakeholders in the USA and Africa. Successful site visits and meetings were held with partners in the US and Africa. This generated increased familiarity with the program and created stronger buy-in among constituencies. On July 20, 2016 a Conrad N. Hilton Foundation site visit was conducted with administrators at the Catholic University of Eastern Africa and Saint Francis Hospital-Kasarani, facilitated by East Africa Director, Sr. Lina Wanjiku Ndung'u. Prior ASEC Executive Director, Sr. Jane Wakahiu, Jennifer Mudge, ASEC Evaluation Manager and Rosemary Shaver, HESA Assistant Director, conducted site visits in Kenya from October 10 to October 30, 2016. During this visit, ASEC staff interviewed 4 HESA students individually and held 2 focus groups with current HESA participants (Catholic University of Eastern Africa and Tangaza University). Researchers from the Center for the Study of Religion and Civic Culture (CRCC) accompanied ASEC staff in select interviews and site visits. This site visit also consisted of the team observing several HESA Alumnae ministries, assisting in the

reporting of HESA's impact on ministry and congregational functioning. Sr. Rosemarie Nassif, of the Conrad N. Hilton Foundation along with ASEC staff including, Rosemary Shaver, Jennifer Mudge and Sr. Lina Wanjiku Ndung'u attended the October 2016 Catholic University of Eastern Africa graduation. Sr. Jane Wakahiu and Sr. Lina Wanjiku Ndung'u conducted additional site visits in South Sudan in December of 2016. Site visits were also conducted in Tanzania in January 2017 by Rosemary Shaver, Jennifer Mudge and ASEC Tanzania staff, Sr. Tryphina Burchard, ASEC Tanzania Director, and Sr. Maria Telesphora, Tanzania Program Coordinator. This visit served to evaluate the status of HESA in South Sudan and enhance functioning of South Sudan's ASEC office. Lastly, in May 2017 Jennifer Mudge and Sr. Lina Wanjiku Ndung'u attended the Tangaza University graduation in support of the HESA Phase I students whose degrees were conferred at the ceremony.

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

Online Faculty Meetings. Stakeholders from partner colleges/universities have been proactive in planning and finding ways to support HESA students to succeed. Faculty in the U.S., at Marywood University, Chestnut Hill College and Rosemont College, have been open with feedback and have collaborated to share best practices. A faculty meeting was held on June 14, 2017 at Chestnut Hill College. Chestnut Hill faculty was provided with HESA evaluation reports specific to their institution in order to provide feedback on student progress. Faculty were also updated regarding changes in the HESA program and challenges, such as the textbook procedure and plagiarism. A newly developed HESA Online Faculty Survey was introduced to staff, which will be distributed in August 2017. Meetings with Marywood University and Rosemont College were attempted to be scheduled during this grant year. However, because of scheduling conflicts, these meetings will not take place until just before the start of the fall semester in August 2017. This will be reported on in the Phase II, Year 2 evaluation.

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

Challenges and Adjustments

Stabilizing Program Infrastructure. Along with the support of new staff, new policies and procedures are being created for HESA in all areas – including partnership, student conduct, evaluation, data management, fiscal and recruiting. Procedures for sharing photos, generating news stories, withdrawal/deferment, new staff onboarding, etc. have been created. A draft HESA student manual and a draft HESA Graduate Assistant manual have been created and are being reviewed for implementation. ASEC is also working towards creating staff manuals for the US and Africa offices.

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

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

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

Cameroon Country Status. HESA cohort 1 students at Catholic University of Cameroon, Bamenda, have been unable to resume their studies since teachers in English speaking Cameroon went on strike on November 21, 2016. The teachers strike stemmed from an outbreak of protest between English and French speaking Cameroon. Protests were sparked among lawyers against a majority French-speaking government after another law was not translated from French to English, in a violation of a bilingual mandate of the Cameroonian constitution. Dissent spread to English speaking teachers' unions relating to long held notion that the government sends teachers with poor English skills to teach in the English speaking regions of Cameroon. English speakers are a minority in Cameroon, making

up about 20 percent of the population. Tensions have long existed between English and French speaking Cameroon, with English speakers protesting inequalities as the hands of the French speaking majority, which controls the government. Catholic University of Cameroon, Bamenda, as an English speaking university, joined the strike in November 2016. In HESA Phase II, Year 1, strike action in the country presented a challenge to sisters studying onsite at the University who have not been able to resume their coursework. It also affected those studying online at Chestnut Hill College and Rosemont College. Sisters studying online in Cameroon were absent from their coursework for several weeks when the Cameroonian government shutdown Internet access in English speaking Cameroon in February 2017. They have also been affected by the Operation Ghost Town movement, a form demonstration by which English speaking Cameroonians would remain indoors, closing businesses and not attending school. The demonstration was enforced by protesters, who at times turned violent against those who did not comply with the initiative. For example, in January 2017, this initiative caused a delay for Cameroonian sisters studying at Chestnut Hill College to receive their textbooks for the spring 2017 semester. Several sisters studying online were moved to communities in French speaking Cameroon to complete their online studies. Chestnut Hill College and Rosemont College have been working with the sisters to ensure that the political situation does not inhibit their continued studies. In addition, in French speaking Cameroon, proficiency in English continues to be a barrier to accessing the HESA program.

Catholic University of South Sudan Recruitment. Recruitment to the Catholic University of South Sudan (CUSS) continues to be a challenge because of political instability and conflict within the country. Gaining independence in 2011, South Sudan is the world's youngest country. Since the inception of HESA in 2013, recruitment to CUSS has been a barrier, primarily because of a civil war between 2013 and 2015, which displaced 2.2 million people. Although a peace deal was reached in 2015, to end the civil war, an outbreak of violence returned in July 2016 with the return of the opposition leader; he has since returned to exile. Furthermore, in February 2017, the UN declared a famine in South Sudan as the result of civil and economic collapse. Recruitment notices were sent for CUSS for August 2016, Year 1, and August 2017, year 2 intakes; however, no applicants were received. In order to better support sisters in South Sudan, they were recruited to enroll at colleges/universities in Kenya. Travel within the country can be difficult and safety of the sisters attending CUSS and HESA workshops was a concern. Also, ASEC's Country Director in South Sudan endured personal challenges and injuries this past year. In March 2017, Sr. Rose Jane Adiero, South Sudan Country Director, passed away after a 3 month stay in a hospital in Uganda. The entire ASEC family is deeply saddened by her loss. As staff mourn Sr. Rose's passing, they are still persevering and working to maintain the HESA program in South Sudan. ASEC acknowledges the need for HESA in South Sudan and will continue to serve the country despite challenges. Outgoing Executive Director, Sr. Jane Wakahiu wrote an [article](#) for the Global Sisters Report, describing her experience visiting South Sudan and reaffirming the need to support the sisters and individuals who are among the most vulnerable.

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

For questions regarding this report, please contact: Tara Lopatofsky at tara.lopatofsky@asec-sldi.org

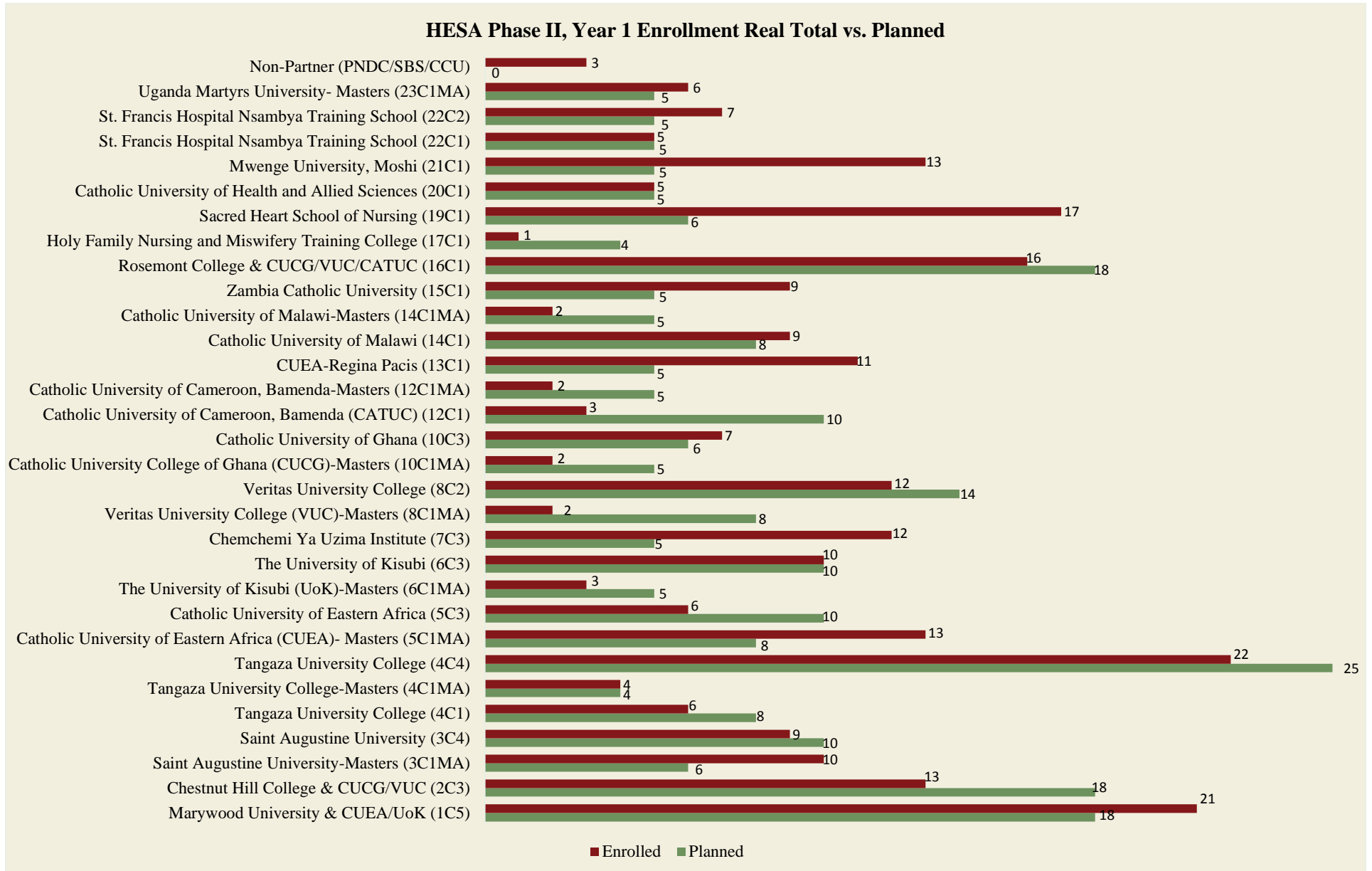
Higher Education for Sisters in Africa (HESA) Phase II, Year 1 Evaluation Report Attachments

Reporting Period: July 1, 2016 to June 30, 2017

- 1. Overview of Participation And Enrollment Phase II, Year 1**
- 2. Evaluation Tools**
- 3. Program Objectives**
 - 3.1 Program Objective 1**
 - 3.2 Program Objective 2**
 - 3.3 Program Objective 3**
 - 3.4 Program Objective 4**
 - 3.5 Program Objective 5**
 - 3.6 Program Objective 7**

1. Overview of Participation and Enrollment, Phase II, Year 1

Attachment 1- HESA Phase II, Year 1 Enrollment Summary



Attachment 1 Continued- HESA Phase II, Year 1 Enrollment Notes

2C3- One sister enrolled in 2C2 withdrew because of health concerns, she recovered and rejoined 2C3 (she will now be counted as a Phase II student)

9C4- Recruitment to the Catholic University of South Sudan was unable to proceed as a result of the political situation of the country

12C1/12C1MA- Student coursework was delayed from November 2016 as a result of the strike in Cameroon and political crisis between English and French speaking areas

15C1- 1 sister withdrew because of health concerns, 1 sister was unable to start as her program was delayed

16C1- 3 sisters were dropped from the program, because of minimal of online attendance

19C1- 7 sisters withdrew from the program because of failing grades, remediation was recommended

Non- Partner (SBS/PNDC/CCU) - Prior ASEC Executive Director approved 1 student to attend Strathmore Business School and 1 student to attend Phalombe Nursing School College (to pilot program for ASEC students), these schools are not partners and were not outlined in the Phase II grant enrollment plan. However, funds were utilized from other cohorts not meeting the planned recruitment limits. It was also approved for the ASEC country director in Ghana to attend Cape Coast University, funds were utilized from cohorts with less recruitment than planned

2. Evaluation Tools

Attachment 2- HESA Phase II Evaluation Data Collection Instruments

<i>Phase II Evaluation Data Collection Instruments</i>				
Point of Collection	Instrument	Participants	Methods	Objectives
Orientation (Given at the beginning of workshop)	Participant General Registration Form	All Students	Quantitative ASEC Developed	1, 2
Orientation (Given at the beginning of workshop)	Self-Assessment (Pre-Program) Survey	All Students	Quantitative Evidence Based, Outside Source Developed	2, 3, 4, 6
Orientation (Pre & Post workshop)	Participant Pre and Post Skills Assessment Online Cohorts	Online Students	Quantitative and Qualitative ASEC Developed	2, 3
Orientation (Given at the end of workshop)	Participant Course Evaluation Online Cohorts	Online Students	Quantitative and Qualitative ASEC Developed	2, 3
Orientation (Given at the end of workshop)	Orientation Evaluation Onsite	Onsite Students, Orientation Coordinator, Orientation Instructor	Quantitative and Qualitative ASEC Developed	2, 3
End of First Semester	Participant End of Semester Assessment of Online Learning	Online Students	Quantitative and Qualitative ASEC Developed	1, 2
End of First Semester	Participant End of Semester Assessment of Onsite Learning	Onsite Students	Quantitative and Qualitative ASEC Developed	1, 2
Reflective Learning Workshops (Annually in the Summer, given at the end of workshop)	Reflective Learning Post Workshop Evaluation	All Students, Coordinators, Directors	Quantitative and Qualitative ASEC Developed	1, 2
End of Online Portion of the Program	Participant End of Online Experience Assessment	Online Students	Quantitative and Qualitative ASEC Developed	1
End of Program	Self-Assessment (Post-Program) Survey	All Students	Quantitative Evidence Based, Outside Source Developed	2, 3, 4, 6

End of Program	Participant End of Program Experience Assessment	All Students	Quantitative and Qualitative ASEC Developed	1, 2, 3, 4, 5, 6
End of First Semester, End of Online Portion of Program, End of Program	Report from Stakeholder Institutions	All Students	Quantitative and Qualitative	1, 2, 3, 4, 5, 6
Annually (Fall)	ASEC Superior Survey	Congregation Superiors	Quantitative and Qualitative	4, 6
Conclusion of Each Semester	Faculty Course Instruction Survey	Marywood, Chestnut Hill, Rosemont Faculty	Quantitative and Qualitative	1, 2, 3
Site Visits (Multiple throughout year)	Interviews/Field Notes	All Students	Qualitative	1, 2, 3, 4, 5, 6, 7
Per Semester/Annual, depending on school	Official and Unofficial Transcripts provided by institution	All Students	Quantitative	1, 2, 3
Post-Program Annually (Alumnae Workshops)	ASEC Alumnae Survey	HESA Alumnae	Quantitative and Qualitative ASEC Developed	1, 2, 3, 4, 5, 6, 7

3. Program Objectives

3.1 Program Objective 1

Attachment 3- List of ASEC's Phase II Partner Colleges and Universities for HESA, per model of study

<i>ASEC's Phase II Partner Colleges/Universities for HESA</i>			
Institution(s)	Country	Partnership Type	Year Signed
Marywood University / Catholic University of Eastern Africa	Online, Kenya	MOU	2012; 2017
Marywood University / Kisubi Brothers University College	Online, Uganda	MOU	2014
Chestnut Hill College / Catholic University of Ghana	Online, Ghana	MOU	2013
Chestnut Hill College / Veritas University College	Online, Nigeria	MOU	2015
Rosemont College / Catholic University of Cameroon Bamenda	Online, Cameroon	MOU	2016
Rosemont College / Veritas University College	Online, Nigeria	MOU	2016
Catholic University of Cameroon, Bamenda	Cameroon	FOR	2015
Catholic University of Ghana	Ghana	FOR	2014
Holy Family Nursing and Midwifery Training College	Ghana	FOR	2016
Tangaza University College	Kenya	FOR	2013; 2015
Catholic University of Eastern Africa	Kenya	FOR	2014

Chemchemi Ya Uzima Institute	Kenya	FOR	2014
Regina Pacis University	Kenya	FOR	2015
National University of Lesotho	Lesotho	FOR	2016
Catholic University of Malawi	Malawi	FOR	2015
Veritas University College	Nigeria	FOR	2015
Sacred Heart School of Nursing	Nigeria	FOR	2016
Catholic University of South Sudan	South Sudan	FOR	2013
Saint Augustine University of Tanzania	Tanzania	FOR	2013
Catholic University of Health and Allied Sciences	Tanzania	FOR	2016
Mwenge University, Moshi	Tanzania	FOR	2016
Kisubi Brothers University College	Uganda	FOR	2014
St. Francis Hospital Nsambya Training School	Uganda	FOR	2016
Uganda Martyrs University	Uganda	FOR	2016
Zambia Catholic University	Zambia	FOR	2015
Monze program	Zambia	FOR	2016

Attachment 4- Model A, Online-Onsite, Partnerships and Available Programs of Study

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

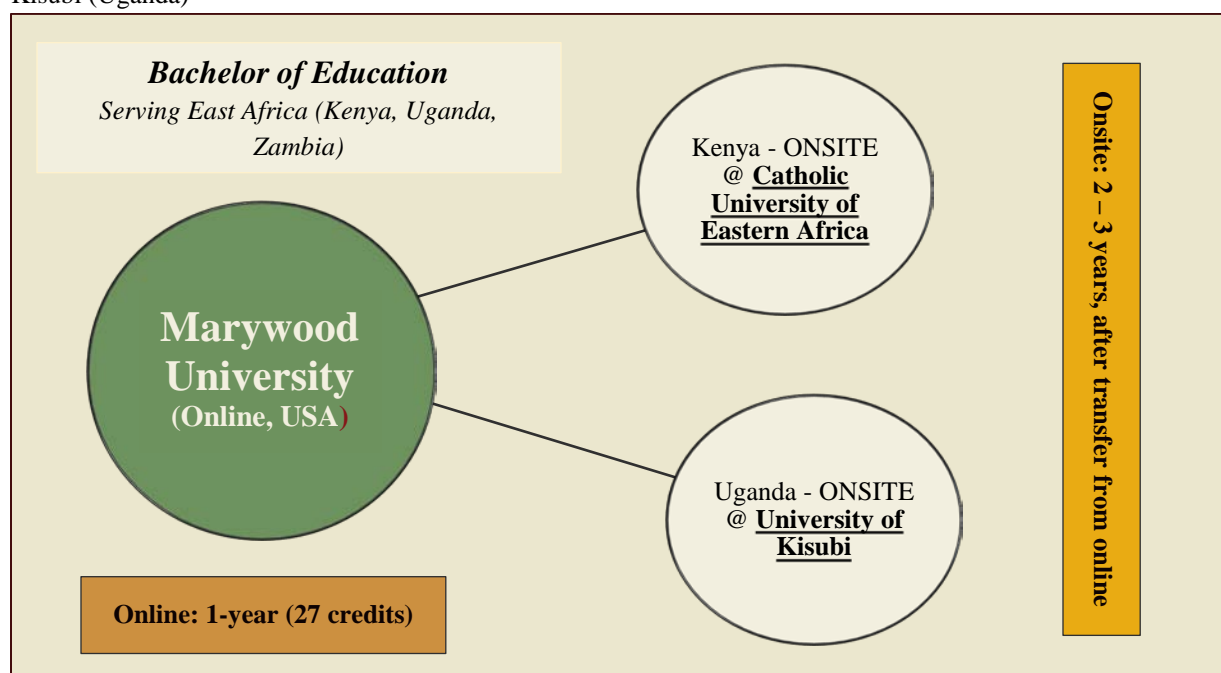


Figure 2. Chestnut Hill College Partnerships with Catholic University College of Ghana and Veritas University (Nigeria)

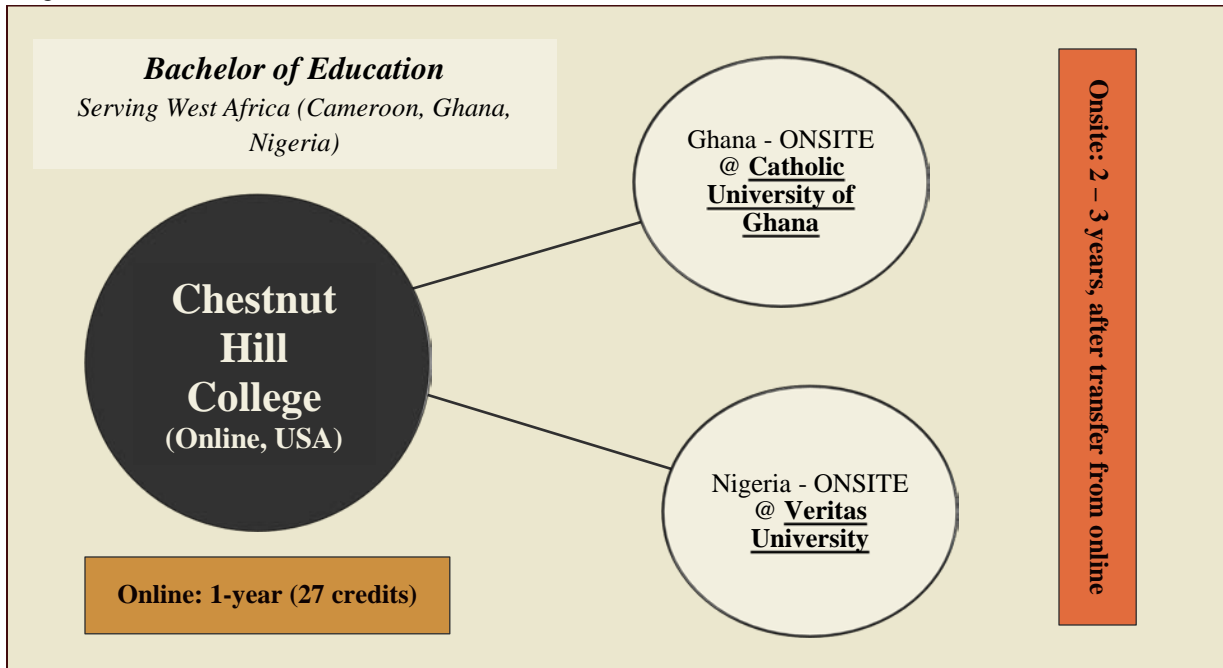
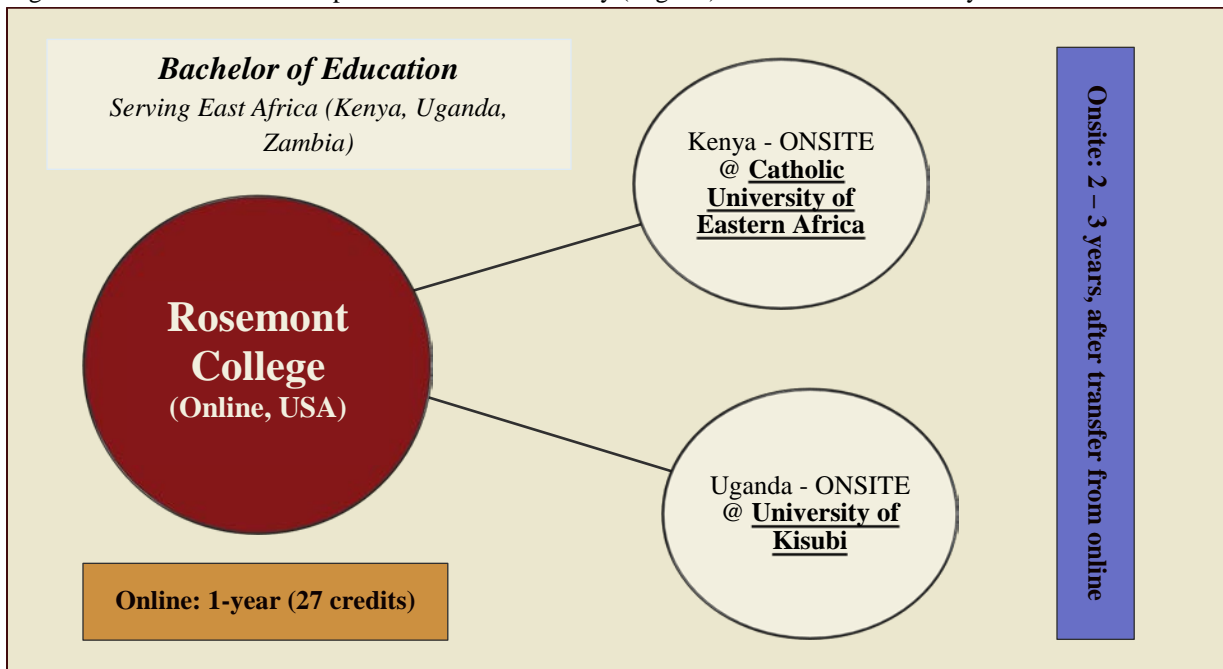


Figure 3. Rosemont Partnerships with Veritas University (Nigeria) and Catholic University of Cameroon-Bamenda



Attachment 5- HESA Phase II Enrollment by Institution, Country of Institution and Country Serving

<i>HESA Phase II Enrollment by Institution</i>			
<i>(n=248, not including drops)</i>			
Institution	Country of Institution	Country Serving	# Enrolled
Marywood University & Catholic University of Eastern Africa (CUEA)/ University of Kisubi (UoK)	Online, Kenya, Uganda, Zambia	Kenya, Uganda, Zambia	18
Chestnut Hill College & Catholic University College of Ghana (CUCG)/ Veritas University College (VUC)	Online, Ghana, Nigeria, Cameroon	Ghana, Nigeria, Cameroon	12
Rosemont College & Catholic University College of Ghana (CUCG)/ Veritas University College (VUC)/ Catholic University of Cameroon, Bamenda (CATUC)	Online, Ghana, Nigeria, Cameroon	Ghana, Nigeria, Cameroon	13
Saint Augustine University	Tanzania	Tanzania	19
Tangaza University College	Kenya	ALL	32
Catholic University of Eastern Africa (CUEA)	Kenya	ALL	19
University of Kisubi (UoK)	Uganda	Uganda	13
Chemchemi Ya Uzima Institute	Kenya	ALL	11
Veritas University College	Nigeria	Nigeria	14
Catholic University College of South Sudan (CUSS)	South Sudan	South Sudan	0
Catholic University College of Ghana (CUCG)	Ghana	Ghana	9
Catholic University of Cameroon, Bamenda	Cameroon	Cameroon	5
CUEA-Regina Pacis Institute	Kenya	Kenya	11
Catholic University of Malawi	Malawi	Malawi	11
Zambia Catholic University	Zambia	Zambia	8
Holy Family Nursing and Midwifery Training College	Ghana	Ghana	1
National University of Lesotho	Lesotho	Lesotho	0
Sacred Heart School of Nursing	Nigeria	Nigeria	10
Catholic University of Health and Allied Sciences	Tanzania	Tanzania	6
Mwenge University, Moshi	Tanzania	Tanzania	13
St. Francis Hospital Nsambya Training School	Uganda	Uganda	12
Uganda Martyrs University	Uganda	Uganda	6

Other- Non-Partner Institution (Strathmore Business School, Phalombe Nursing School College, Cape Coast University)	Kenya, Malawi, Ghana	Kenya, Malawi, Ghana	3
TOTAL ENROLLED		248	

Attachment 6-HESA Phase II, Year 1 Evaluation of First Semester of Online Studies: Selected Responses

<i>Evaluation of First Semester Online Studies (n=44)</i>		
<i>Likert Scale (4- Strongly Agree to 1-Strongly Disagree)</i>		
Question	Mean	Standard Deviation
I feel connected to the instructor and other students.	3.80	.408
Online instruction is an effective way for me to learn	3.45	.589
As a result of my experience this past semester, I am comfortable taking online courses.	3.68	.561
I felt supported and encouraged to continue the program by the ASEC/HESA staff	3.86	.351
The orientation workshop prepared me for taking my online course.	3.98	.151
I feel confident in my ability to write a paper that meets the expectations of the instructor	3.66	.479
Has your experience so far with online learning met your expectations? Please comment.	Example satisfactory response: Yes, the online learning met my expectation and gives better assimilation of each course as the courses are studied one at a time. It gave me direct focus and better understanding. I wish I could be allowed to continue and finish the degree online.	

3.2 Program Objective 2

Attachment 7- Complete List of Phase II Academic Fields of Study

<i>Phase II Academic Fields of Study (n=261, all students including drops)</i>		
#	Major	Number of Students in Program
1	Bachelor's Degree in Education	80
2	Bachelor's Degree in Accounting	2
3	Bachelor's Degree in Business Administration	18
4	Bachelor's Degree in Commerce	2
5	Bachelor's Degree in Developmental Studies	3
6	Bachelor's Degree in Economics and Business Administration	1
7	Bachelor's Degree in Educational Management	1
8	Bachelor's Degree in History and International Relations	2
9	Bachelor's Degree in Leadership and Management	6
10	Bachelor's Degree in Microbiology	2
11	Bachelor's Degree in Nursing	16
12	Bachelor's Degree in Philosophy	1
13	Bachelor's Degree in Public Health and Allied Science	1
14	Bachelor's Degree in Social Sciences- Social Work	2
15	Bachelor's Degree in Theology	1
16	Bachelor's Degree in Theology in Catechesis	10
17	Bachelor's Degree in Accounting	2
18	Diploma in Business Administration	12
19	Diploma Accounting and Finance	2
20	Diploma Assistant Medical Doctor	1
21	Diploma Counseling Psychology	1
22	Diploma in Education	6
23	Diploma in Leadership and Resource Management	10
24	Diploma in Librarian and Records	2
25	Diploma in Midwifery	1
26	Diploma in Nursing	11
27	Diploma in Nursing Midwife Technician	1
28	Diploma in Pharmacy	1
29	Diploma in Religious Formation	1
30	Diploma in Social Ministry	3
31	Diploma in Spirituality	1
32	Master's Degree in Business Administration	3
33	Master's Degree in Applied Linguistics	1
34	Master's Degree in Canon Law	1
35	Master's Degree in Counseling Psychology	3

36	Master's Degree in Education	9
37	Master's Degree in Education Management and Planning	7
38	Master's Degree in Educational Administration and Planning	4
39	Master's Degree in Educational Psychology	1
40	Master's Degree in English and Literary Studies	2
41	Master's Degree in Environmental Studies	2
42	Master's Degree in Finance and Administration	1
43	Master's Degree in Guidance Counseling	1
44	Master's Degree in History	2
45	Master's Degree in Information Technology	1
46	Master's Degree in Mathematics	1
47	Master's Degree in Project and Planning Management	1
48	Master's Degree in Sociology	1
49	General Nursing Training	15

Attachment 8- HESA Phase II Partner Institution Grading Scales

<i>HESA Partner Institution Grading Scales</i>			
Marywood University (Scranton, PA, USA)			
A	94-100	Superior	4.00
A-	91-93.9	Superior	3.67
B+	88-90.9	Good	3.33
B	85-87.9	Good	3.00
B-	81-84.9	Good	2.67
C+	78-80.9	Satisfactory	2.33
C	75-77.9	Satisfactory	2.00
C-	72-74.9	Satisfactory	1.67
D+	69-71.9	Low Pass	1.00
D	66.1-68.9	Low Pass	1.00
F	0-66	Failure	0.00
Chestnut Hill College (Philadelphia, PA, USA)			
A	94-100	Superior	4.00
A-	91-93.9	Superior	3.67
B+	88-90.9	Good	3.33
B	85-87.9	Good	3.00
B-	81-84.9	Good	2.67
C+	78-80.9	Satisfactory	2.33
C	75-77.9	Satisfactory	2.00
C-	72-74.9	Satisfactory	1.67

D+	69-71.9	Low Pass	1.00
D	66.1-68.9	Low Pass	1.00
D-	63-65.9	Low Pass	.67
F	0-62.9	Failure	0

Rosemont College (Bryn Mawr, PA, USA)

A	94-100	Superior	4.00
A-	91-93.9	Superior	3.67
B+	88-90.9	Good	3.33
B	85-87.9	Good	3.00
B-	81-84.9	Good	2.67
C+	78-80.9	Satisfactory	2.33
C	75-77.9	Satisfactory	2.00
C-	72-74.9	Satisfactory	1.67
D+	69-71.9	Low Pass	1.00
D	66.1-68.9	Low Pass	1.00
D-	63-65.9	Low Pass	.67
F	0-62.9	Failure	0

Catholic University of Ghana (Sunyani, Ghana, West Africa)

A	80-100	Outstanding	4.0
B+	75-79	Very Good	3.5
B	70-74	Good	3.0
C+	65-69	Fairly Good	2.5
C	60-64	Average	2.0
D+	55-59	Below Average	1.5
D	50-54	Marginal Pass	1.0
E	45-49	Unsatisfactory	.5
F	0-44	Fail	0

Veritas University Abuja (Garki, Nigeria, West Africa)

A	70-100	Excellent	5
B	60-69	Very Good	4
C	50-59	Good	3
D	45-49	Fair	2
E	40-44	Pass	1
F	0-39	Fail	0

Catholic University of Cameroon (Bamenda, Cameroon, West Africa)

A	80-100	Very Good	4
B+	70-79	Good	3.5
B+	60-69	Quite Good	3
C+	55-59	Satisfactory	2.5
C+	50-54	Sufficient	2
D+	45-49	Insufficient	1.5
D+	40-44	Insufficient	1
F	0-39	Fail	0

Catholic University of Eastern Africa (Nairobi, Kenya, East Africa)

A	70-100	4
B	60-69	3
C	50-59	2
D	40-49	1
F	0-39	0

The University of Kisubi (Kisubi, Uganda, East Africa)

A	80-100	4
B+	75-79	3.7
B	70-74	3.3
B-	65-69	3
C+	60-64	2.7
C	55-59	2.3
C-	50-54	2
F	0-49	0

Zambia Catholic University (Kalushi, Zambia, East Africa)

A+	86-100	Distinction	1
A	76-85.9	Distinction	2
B+	66-75.9	Meritorious	3
B	56-65.9	Very Satisfactory	4
C+	46-55.9	Definite Pass	5
P	40-45.9	Pass	6
CP	30-35.9	Compensatory Pass	8
D+	0-29.9	Bare Fail	9
D	0-29.9	Clear Fail	9
E	0-29.9	Worthless	9

Monze Nursing School (Zambia, East Africa)

A+	86-100	Distinction	1
A	76-85.9	Distinction	2
B+	66-75.9	Meritorious	3
B	56-65.9	Very Satisfactory	4
C+	46-55.9	Definite Pass	5
P	40-45.9	Pass	6
CP	30-35.9	Compensatory Pass	8
D+	0-29.9	Bare Fail	9
D	0-29.9	Clear Fail	9
E	0-29.9	Worthless	9

Uganda Martyrs University (Kampala, Uganda, East Africa)

A+	90-100	Exceptional	4.0
A	80-89.9	Excellent	3.7
B+	75-79.9	Very Good	3.3
B	70-74.9	Good	3.0
B-	65-69.9	Fairly Good	2.7
C+	65-69.9	Fairly Good	2.3
C	60-64.9	Fair	2.0
D+	55-59.9	Pass	1.7
D	50-54.9	Marginal Pass	1.3
E	45-49.9	Marginal Fail	1.0
E-	40-44.9	Clear Fail	1.0
F	0-39.9	Bad Fail	0

Mwenge University-Moshi (Tanzania, East Africa)

A	First-Class Honors	5
B	Second-Class Honors	4
C	Pass	3
D	Low	2
E	Fail	1
S	Fail	.05-99
F	Fail	0

Sacred Heart School of Nursing (Lantoro, Nigeria, West Africa)

A	70-100	First Class	5
AB	70-100		

B	60-69.9	Second Class, Upper	4
BC	50-59.9		
C	50-59.9	Second Class, Lower	3
CD	50-59.9		
D	45-49.9	Third Class	2
E	40-44.9	Pass	1
F	0-39.9	Fail	0

Saint Augustine University (Luchelele, Tanzania, East Africa)

A	90-100		5
B+	80-89		4
B	70-79		3
C	60-69		2
D	50-59		1
E	35-49		.5
F	0-34		0

Chemchimi Ya Uzima Institute (Kenya, East Africa)

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

Tangaza University College (Kenya, East Africa)

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

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

A+	98-100		4.0
A	88-97		3.7
A-	85-87		3.3
B+	82-84		3.0
B	73-81		2.7

B-	70-72	2.3
C+	68-69	2.0
C	62-67	1.7
C-	60-61	1.3
D+	58-59	1.0
D	52-57	0
D-	50-51	0
F	0-49	0

Catholic University of Malawi (Limbe, Malawi, East Africa)

A+	75-100	Undoubted Distinction	4.5
A	70-74	Marginal Distinction	4
B	60-69	Bare Distinction	3.5
C	50-59	Pass	3
C-	40-49	Bare Pass	2.5
F	35-39	Marginal Failure	0
F	0-34	Undoubted Failure	0

Catholic University of Health and Allied Services (Bugando, Mwanza, Tanzania, East Africa)

A	70-100	1 st Class Honors	5
B+	60-69	2 nd Class Honors (Upper)	4
B	50-59	2 nd Class Honors (Lower)	3
C	40-49	Pass	2
D	35-39	Minimum Pass	1
F	0-34	Fail	0

St. Francis Hospital Nsambya Training School (Katwe, Uganda, East Africa)

A+	90-100	Exceptional	4
A	80-89.9	Excellent	3.7
B+	75-79.9	Very Good	3.3
B	70-74.9	Good	3.0
B-	65-69.9		2.7
C+	65-69.9	Fairly Good	2.3
C	60-64.9	Fair	2.0
D+	55-59.9	Pass	1.7

D	50-54.9	Marginal Pass	1.3
E	45-49.9	Marginal Fail	1.0
E-	40-44.9	Clear Fail	0
F	0-39.9	Bad Fail	0
Holy Family Nursing and Midwifery Training College (Berekum, Ghana, West Africa)			
A	80-100	Outstanding	4
A-	75-79.99		3.5
B	65-74.99	Very Good	3
C	60-64.99	Good	2
D	50-59.99	Credit	1
F	0-49.99	Fail	0
I		Incomplete	
National University of Lesotho (Roma, Lesotho, South Africa)			
A	80-100	First Class	5
B+	75-79	First Class	4.5
B	70-74	Second Class	4
C+	65-69	Second Class	3.5
C	60-64	Second Class	3
D+	55-59	Pass	2.5
D	50-54	Pass	2
E	30-39	Failure	1
F	30-39	Failure	0
G	0-29	Failure	0

3.3 Project Objective 3

Attachment 9- Pre and Post Skills Orientation Comparison- Model A Cohorts Phase II, Year I

<i>Phase II, Year I Pre and Post Skills Model A Orientation Comparison</i>				
Skill	Pre-Orientation Mean (n=37)	Std. Dev.	Post-Orientation Mean (n=47)	Std. Dev.
Find unread email in my inbox	3.71	.579	4.00	.000
Search my sent mail to find an email that I sent to a specific person	3.41	.783	4.00	.000

Set up a folder/labels to help organize the mail I receive	2.21	1.038	3.85	.364
Add a contact for a person with whom I frequently correspond	2.58	1.251	3.97	.171
Find a Skype user and save them as a contact in Skype	1.85	1.105	3.85	.558
Initiate a call from my computer on Skype	2.09	1.240	4.00	.000
Answer a call that was coming into my computer on Skype	2.12	1.225	4.00	.000
Join a class on Moodle	1.39	.933	3.85	.359
Upload an assignment to my instructor from Moodle	1.29	.799	3.94	.242
Download a document that my instructor has posted	1.50	1.022	3.94	.242
Find a classmate's email address	1.59	1.048	3.85	.359
Create a topic in a forum or discussion board	1.32	.843	3.88	.327
Respond to topics created by other students	1.47	.929	3.94	.239
Contact/ Address the instructor directly	1.48	1.004	3.88	.327
Send a message to a librarian to ask for help.	1.63	1.040	3.76	.435
Find a specific journal in the online collection	1.47	1.482	3.50	.508
Search the database for an article on a specific topic	1.21	.485	3.44	.619
Use search terms effectively to narrow the result of my search	1.45	.938	3.44	.564
Save an Excel workbook and give it a specific name	2.21	1.200	3.91	.292
Use Excel's SUM function to obtain the total of a column of numbers	2.00	1.181	3.82	.392
Sort a list from lowest to highest value	2.00	1.181	3.76	.435
Build a formula that performs a mathematical calculation	1.56	.894	3.58	.502
Format a cell or group of cells as currency	1.52	.870	3.42	.792
Preview a spreadsheet to see how it will look when printed.	2.09	1.288	3.58	.708
Copy a mathematical formula from one cell to another	1.56	.991	3.64	.699
Use Excel's Built-in Help feature to find answers when I encounter a problem	1.42	.751	3.16	.884

Create a chart or graph from the data in an Excel spreadsheet	1.62	1.015	3.21	1.053
Open and edit and already existing document	3.26	.864	3.94	.242
Change the amount of space between lines of text	2.94	1.116	3.94	.242
Change the font (style, size, color, etc.)	3.21	.914	3.97	.174
Insert a table or image into a document	2.76	1.232	3.94	.242
Create numbered or bulleted lists	3.12	1.149	3.94	.242
Change the margins in a document	2.38	1.238	3.77	.504
Choose the theme I want to use for my presentation	2.00	1.128	3.97	.171
Create a new slide	1.91	1.240	4.00	.000
Insert an image into a slide	1.85	1.132	3.97	.171
Choose how I want transitions between slides to look	1.74	1.053	3.97	.171
Begin a presentation of slides from the beginning	1.82	1.193	3.85	.359
Begin a presentation of slides from the current slide	1.68	.976	3.82	.387
Formulate a thesis statement about a topic	1.58	.792	3.58	.502
Research information to help me support my thesis	1.74	.963	3.70	.467
Write an effective introduction paragraph	1.91	.996	3.45	.564
Form topic sentences for each paragraph	1.79	1.008	3.42	.614
Cite the research I am using in my paper	1.74	.898	3.58	.502
Write a concluding paragraph	2.09	1.111	3.64	.489
Create a cover page for a research paper	1.53	.896	3.42	.958
Properly use on-line citations in a research paper	1.26	.567	3.59	.500
Format a reference page for an APA formatted research paper	1.29	.719	3.29	.836
Know which font type and size are appropriate for an APA formatted research paper	1.29	.760	3.50	.862
Find resources for help with APA formatting online	1.21	.592	3.21	.914

Attachment 10- Phase II, Year 1 Orientation Workshops

<i>HESA Orientation Workshops, Phase II, Year I</i>						
Cohort	Date	Country of Workshop	Location	Facilitators	Topics Covered	# attend
6C3 6C1MA 23C1MA 22C1 1C5	July 15-18, 2016	Uganda	ARU Secretariat Kampala	Brother Sixtus Barigye Brother John Karama	HESA Policy/Procedure Personal and Group Goal Setting Self-Awareness Time Management Academic Honesty Educational Plans	29
21C1	December 16-18, 2016	Tanzania	Hostel of The Sisters of Our Lady of Kilimanjaro- Moshi	Rev. Peter Siamoo Sr. Tumaini Bakalemwa	Time Management Computer Technology Campus Familiarization	13
3C4 3C1MA	December 10-11, 2016	Tanzania	SAUT Campus Mwanza	Rev. Gideon Rwezahura	Time Management HESA Policy/Procedures	18
19C1	October 13-14, 2016	Nigeria	Sacred Heart School of Nursing	Sr. Ibitara Veronica Sr. Adache Cecilia	HESA Policy and Procedures Nursing as Healing Ministry Academics	17
8C2	September 29-October 1, 2016	Nigeria	Veritas University Abuja	Prof. Mike Kwanishie Veritas University	HESA Policy/Procedures Goals School Ethics	14
4C1BA 7C3 5C3 13C1 5C1MA 4C4	August 12-15, 2016	Kenya	Nairobi	Carloline Gathaiya Rev. Dr. Bethuel Owuor Sr. Vicenta Sr. Elizabeth Nziwa Sr. Emma Njoroge Sr. Candida Mukundi Dr. Anne Rita	Communication Goal Setting Self-Awareness Study Habits Time Management Campus Culture HESA Policy/Procedure	69
12C1 12C1MA	October 2, 2016	Cameroon	Pastoral Center, Bamenda	Sr. Clarisse Remjika Rev. Joseph Awoh	Ethics and Religious Presence Goal Setting Technology HESA Policy/Procedures	5

15C1 1C5		Zambia			14
14C1 14C1MA		Malawi			11
2C3 16C1		Nigeria			28
1C5 4C1MA		Kenya			15
17C1 10C3 10C1MA		Ghana			10
20C1		Tanzania			6
22C2		Uganda			7
Total Number of Participants					255

Attachment 11- 2017 Reflective Learning Workshop Evaluation

2017 Reflective Learning Evaluation Results

(n= 378, All Student Attendees, Phase I and Phase II) Likert Scale 4-Strongly Agree to 1-Strongly Disagree

Question	Mean	Standard Deviation
It was easy to attend the reflective learning workshop.	3.69	.510
The objectives of the workshop were clearly stated on the first day of the session.	3.88	.316
The facilitator's presentations were clear and understandable.	3.93	.248
The facilitator was able to resolve any technical or logistic issues quickly.	3.62	.572
There was sufficient opportunity for me to share my experiences with the others.	3.67	.523
The open discussion related to the program and online learning allowed me to express my concerns.	3.44	1.09
The open discussion related to the program and online learning allowed the group to find solutions to common concerns.	3.36	1.16
The information in the time management presentation will be helpful to plan for next semester.	3.81	.497
Participating in this workshop assisted me in setting goals.	3.88	.336
My laptop is satisfactory for the tasks that need to be performed during the semester.	3.70	.718

The workshop content met my expectations	3.75	.453
The environment was favorable for learning.	3.79	.474

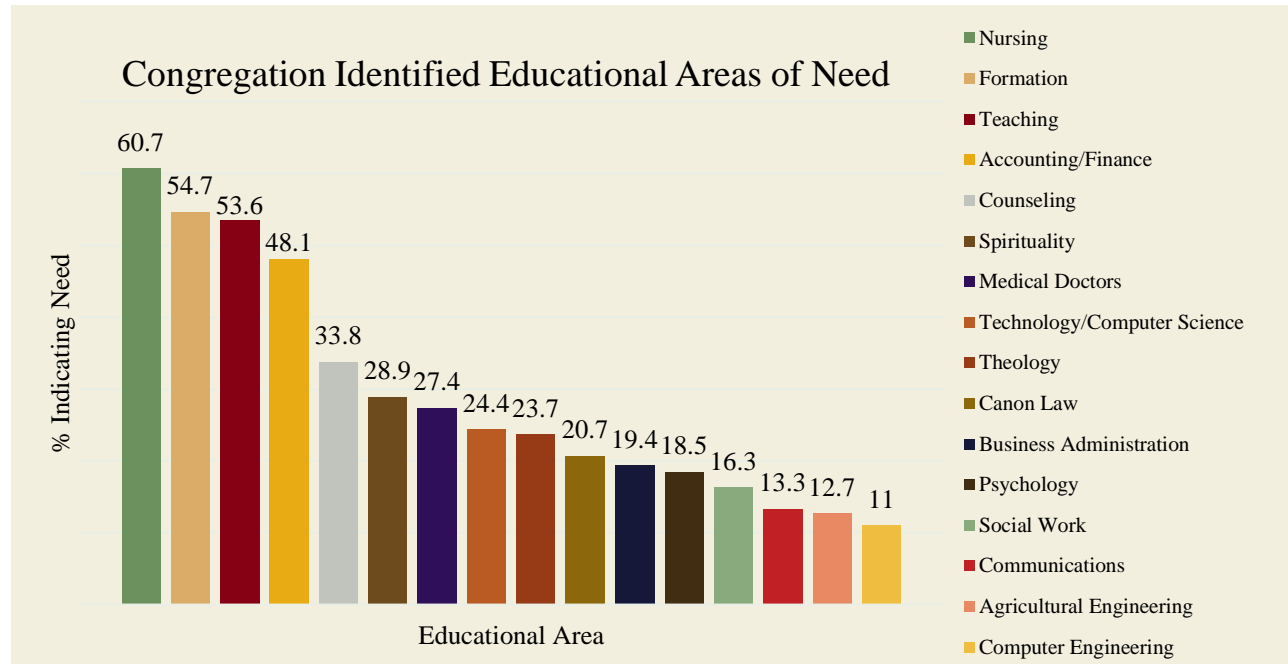
Attachment 12- Phase II, Year I Reflective Learning Workshops

HESA Reflective Learning Workshops, Phase II, Year I

Date	Country of Workshop	Location	Facilitators	Topics Covered	#
May 19-21, 2017	Cameroon	Veritas Retreat Center, Bambui	Mr. Paul Itor Fr. Joseph Dufe	Roles and Responsibilities Time and Change Management Study Habits The use of modern technology and our Prophet role in the school environment	11
May 19-21, 2017	Ghana	Catholic University College of Ghana	Rev. Fr. Dr. Philip Amankwa Danquah	Roles and Responsibilities Effective Communication- Social Media Goal Setting	33
May 5-7, 2017	Kenya	Chemchemi University	Sr. Kathleen Burns Chris Mwaura Mrs. Naomi Wmbui Dr. Ann Rita Njageh	Online Review Team Building Academic Research	115
June 24-25, 2017	Malawi	Our Lady of Africa Conference Centre - Lilongwe	Sr. Agnes Jonas	Prophetic role of religious life Challenges faced and sharing experiences	16
June 1-4, 2017	Nigeria			Report Not Submitted	72
April 29-May 1, 2017	Tanzania	Christ the King Centre - Mwanza	Sr. Mechtilda Rwakarema Mrs. Regina Babu	Self-awareness and stress management Internet/Computer Skills	40
May 12-14, 2017	Tanzania	CDNK Hostel – Moshi	Rev. Fr. Engelbert Nyandwi Mr. Paul Ezekiel Shao	Self-awareness and stress management Internet/Computer Skills	13
May 5-8, 2017	Uganda	University of Kisubi- Kampala	Sr. Kathleen Burns Bro Bernard Luwerekera, Bro John Kalama, Sr. Elisabeth Nakayiza	Time management Effective Communication Reading Habits/Motivation	57
May 12-15, 2017	Zambia			Report Not Submitted	25
Total Number of Participants (Both Phase I and Phase II)					382

3.4 Program Objective 4

Attachment 13- 2016 Superior Identified Educational Areas of Need



3.5 Program Objective 5

Attachment 14- HESA Phase II, Year 1 Baseline Salary, By Country Serving

<i>HESA Phase II, Year 1 Sisters' Reported Entering Monthly Salary (n=252)</i>	
<i>Monthly Salary (USD)</i>	<i>Number of Sisters Reporting</i>
Cameroon (Min. Wage \$64)	
Did not report	13
\$0-50	0
\$51-100	1
\$101-150	1
\$151-200	1
Ghana (Min. Wage \$48.92)	
Did not report	11
Kenya (Min. Wage \$124)	
Did not report	41
\$51-100	5
\$101-150	2
\$151-200	10
\$201-250	1
\$251-300	6

\$301-350	1
\$351-400	6
\$401-450	0
\$451-500	2
\$501-550	0
\$551-600	0
\$601-650	1
Malawi (Min. Wage \$34.48)	
Did not report	12
\$101-150	1
Nigeria (Min. Wage \$57.19)	
Did not report	24
\$0-50	2
\$51-100	18
\$101-150	2
\$151-200	3
South Sudan (Min. Wage \$63.62)	
Did not report	1
Tanzania (Min. Wage \$118.26)	
Did not report	27
\$51-100	3
\$101-150	4
\$151-200	2
\$201-250	3
\$251-300	2
\$301-350	0
\$351-400	1
Uganda (Min. Wage \$1.67)	
Did not report	29
\$51-100	1
\$101-150	1
\$151-200	1
Zambia (Min. Wage \$100.56)	
Did not report	9
\$151-200	4

Attachment 15- HESA Phase II, Year 1, Entering Ministry Titles/Positions

<i>HESA Phase II, Year 1 Entering Students' Ministry Title/Positions Held</i>		
Health	Care Taker	1
	Nursing Instructor	1
	Nursing Assistant	1
	Lab Technician	1
	Health Coordinator	2
	Pharmacy Assistant	2
	Nurse	5
	Nurse In-Charge	6
	TOTAL	19
Education	Assistant Teacher	1
	Religious Education Advisor	2
	School Principal/Head Mistress	9
	Head Teacher	16
	Teacher	36
	TOTAL	64
Religious	Congregation Community Leader	1
	Diocese Account Officer	1
	Liturgy Leader	1
	Diocese Manager	1
	Sacraristian	1
	Local Superior	1
	Congregation Project Manager	2
	Pastoral Coordinator	2
	Pastoral Assistant	2
	Catechist	3
	Formator	4
	Boarding Mistress	5
TOTAL	19	
Business	Bursar	17
	Administrator	5
	Cashier	3
	Clerical/Secretary	11
	Accountant	8
	TOTAL	25
Human Service	Social Worker	2
	Counselor	2
	TOTAL	4

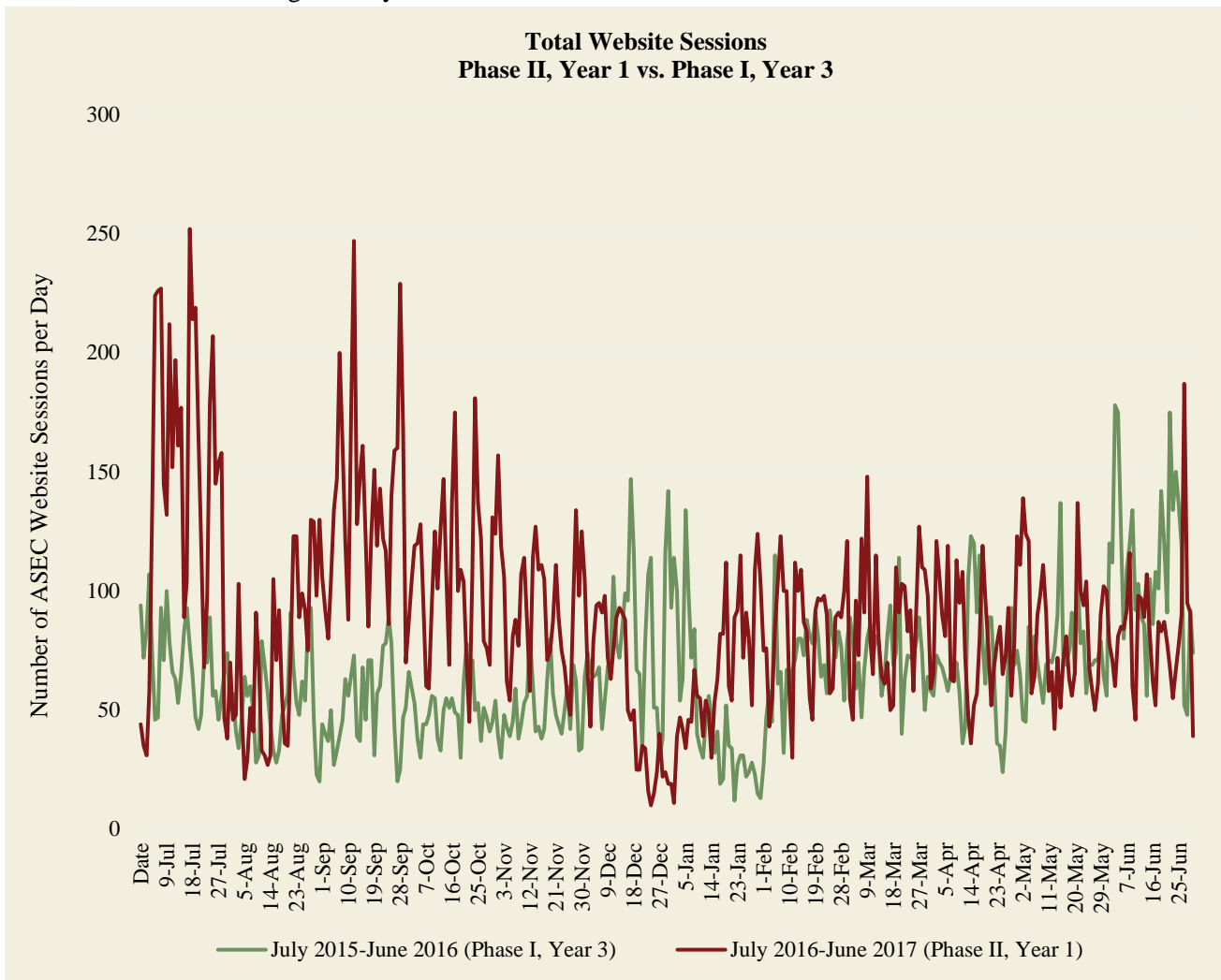
OTHER	Cook	5
	Librarian	2
	Book Shop Manager	1
	Gardener	1
	General Laborer	1
	Grocer	1
	Director Entertainment Group	1
	Unemployed/Student	10
	TOTAL	25

3.6 Program Objective 7

Attachment 16- Listing of ASEC's News Articles and Online Publications (July 1, 2016-June 3, 2017)

<i>ASEC News Articles and Online Publications (July 1, 2016 - June 30, 2017)</i>	
(2017, April 24). ASEC: Our Growth. Our Goal. Our Vision. Retrieved August 10, 2017, from https://youtu.be/HJlxEpWQ_LM	
Catholic Sisters, Champions of Sustainable Development Goals. Retrieved August 10, 2017, from http://lsmig.org/index.php/28-latest-news/60-catholic-sisters-champions-of-sustainable-development-goals	
Catholic Sisters Discuss Sustainable Development in Africa at Nairobi Convening. (2016, November 21). Retrieved August 10, 2017, from https://crcc.usc.edu/catholic-sisters-discuss-sustainable-development-in-africa-at-nairobi-convening/	
DeGeorge, G. (2016, October 24). Sisters of Africa gather with spiritual hearts to focus on UN development goals. Retrieved August 10, 2017, from http://globalsistersreport.org/blog/gsr-today/trends/east-africa-sisters-gather-spiritual-hearts-focus-un-development-goals-42861	
Hasselle, D. (2016, October 30). Tulane study finds La. lacks women and minority judges, and other higher education news. Retrieved August 10, 2017, from http://www.theadvocate.com/new_orleans/news/education/article_7c427da4-9ed9-11e6-bb9b-5bb47b10ae52.html	
Herlinger, C. (2017, June 02). 'Hopes shattered' as Francis' South Sudan trip postponed. Retrieved August 10, 2017, from https://www.ncronline.org/blogs/ncr-today/hopes-shattered-francis-south-sudan-trip-postponed	
KENYA: Six AMECEA Countries among the Beneficiaries of ASEC. (2016, October 28). Retrieved August 10, 2017, from http://amecea.blogspot.com/2016/10/kenya-six-amecea-countries-among.html	
Lidman, M. (2016, October 27). Sisters in Africa discuss efforts to protect environment, address climate change. Retrieved August 10, 2017, from http://globalsistersreport.org/news/environment/sisters-africa-discuss-efforts-protect-environment-address-climate-change-42951	
Lidman, M. (2016, October 27). Sisters in Africa discuss efforts to protect environment, address climate change. Retrieved August 10, 2017, from https://www.ncronline.org/preview/sisters-africa-discuss-efforts-protect-environment-address-climate-change	
Onyalla, D. B. (2016, October 17). Catholic sisters in Africa explore means of engaging in UN Sustainable Development Goals at Nairobi convention. Retrieved August 10, 2017, from http://www.canaafrica.org/index.php?option=com_content&view=article&id=767%3Acatholic-sisters-in-africa-explore-means-of-engaging-in-un-sustainable-development-goals-at-nairobi-convention&catid=16%3Alatestnews&lang=en	
Wakahiu, J. (2017, February 27). In South Sudan, Catholic sisters are beacons of faith, hope, love. Retrieved August 10, 2017, from http://globalsistersreport.org/column/spirituality/south-sudan-catholic-sisters-are-beacons-faith-hope-love-45171?utm_content=buffer4793f&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer	

Attachment 17- Google Analytics on ASEC Web Traffic



Attachment 17, Cont'd- Google Analytics on ASEC Web Traffic

<i>ASEC Website Traffic, By Country (July 1, 2016 to June 30, 2017)</i>	
Country	Sessions
United States	7,219
Kenya	7,157
Uganda	5,659
Nigeria	4,427
Zambia	1,622
Ghana	1,395
Tanzania	1,232
Germany	512
Malawi	483
United Kingdom	396
Cameroon	293

Italy	255
India	216
Lesotho	161
South Africa	153
Russia	140
Australia	116
Canada	115
China	106
South Sudan	72
Netherlands	70
Spain	63
Philippines	62
Benin	60
France	57

Attachment 18- 2016 Convening Poster Abstract Examples

2016 Convening Poster Abstract Examples

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

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

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

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

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

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

Uganda. Sisters of Our Lady of Good Counsel- The HIV/AIDS Orphans and Vulnerable Children project empowers orphans and vulnerable children (including those who are HIV/ AIDS affected) and their caretakers in the Mbarara Archdiocese. The project engages in capacity building; economic empowerment; psychosocial, spiritual, and health education; and increasing access to formal education. The project also implements HIV/AIDS prevention, care, counseling, and psychosocial support. Advocacy for children’s rights, the rights of those infected and affected by HIV/ AIDS, and for legislation that protects these individuals is another facet of the project.

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

