Higher Education for Sisters in Africa (HESA) Project

YEAR II (JULY 2014 TO JUNE 2015)REPORT, WITH YEAR III (JULY 2015 TO JUNE 2016) MID-WAY STATUS

Higher Education for Sisters in Africa Project

A project that provides opportunities for Catholic sisters in 10 Sub-Saharan Africa countries to **access higher education**, through two models of study – online distance learning and onsite at African colleges/universities. HESA is designed to ensure student success and considers the unique needs of Sisters in Africa. To that end, the program incorporates a cohort system, academic and professional skill development workshops, technological resources, and partnerships with colleges/universities in the USA and in 10 African countries.

HESA grew out of evidence from SLDI, and in conversation with National Conferences of Women Religious in Africa, that few sisters in Africa had the opportunity to obtain higher education credentials. Sisters in the program pursue bachelor's degrees and college diplomas; in the future the program might also move to provide options for master's degrees.

HESA Model for Delivery

Modes of Study

Partnership

Cohort System

Since 2013, HESA is delivered via two models at ASEC partner institutions in the US and Africa: onsite and through an online-onsite hybrid option.

Model A, online-onsite hybrid, sisters study for one-year online at a partner college/university in the USA, completing 27 credits; after which they transfer to a partner college/university in Africa. As of 2016, 103 sisters have participated through this model.

In **Model B, onsite**, sisters study on campus at a partner college/university in West, Central, or East Africa. 171 sisters have enrolled through this model.

Partnership is central to HESA. To deliver the HESA Program, ASEC partners with colleges/universities in the USA and Africa. By 2017, 23 partnerships will exist for HESA.

For the online-onsite hybrid model, **Memorandums of Understanding** are signed between a college/university in the US and colleges/universities in Africa with which ASEC is partnered.

For the onsite model, **Frameworks of Reference** are signed between ASEC and a college/university in Africa**. To date, 20 such partnerships have been signed in each of the 10 countries served by HESA.

HESA recruits sisters to study at its partner institutions as a cohort of 5 to 20 sisters. Together the sisters participated in HESA orientation and annual reflective learning. The cohort serves as a support network throughout the sisters' studies.

Orientation provides a cohort of sisters entering the program an opportunity to bond and receive skills essential to university success.

Reflective Learning brings together sisters studying at colleges/universities in the 10 countries HESA is serving, providing a space for networking, peer support, intervention, and skill development.

Additionally, each sister receives a laptop and a stipend for books.

HESA Evaluation Methodology

Like other ASEC programs, HESA employs a Logic Model approach to evaluation.

Resources (Inputs) → Activities → Outputs → Outcomes → Impact
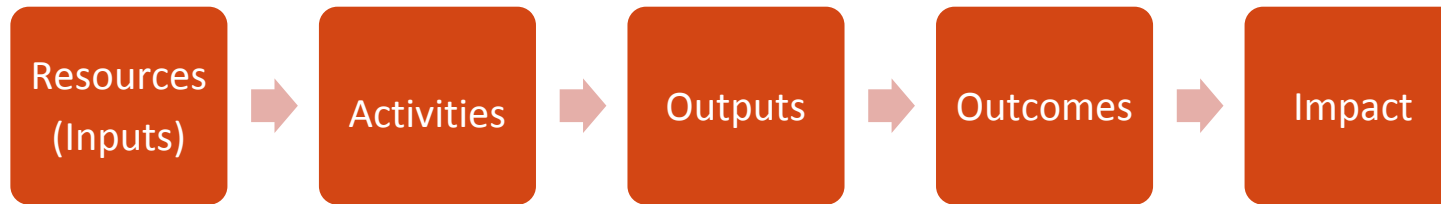
The following four Objectives are measured using the Logic Model:

1. To provide opportunities for catholic sisters in seven African countries to access and obtain post-secondary credentials through onsite in Africa and inline 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
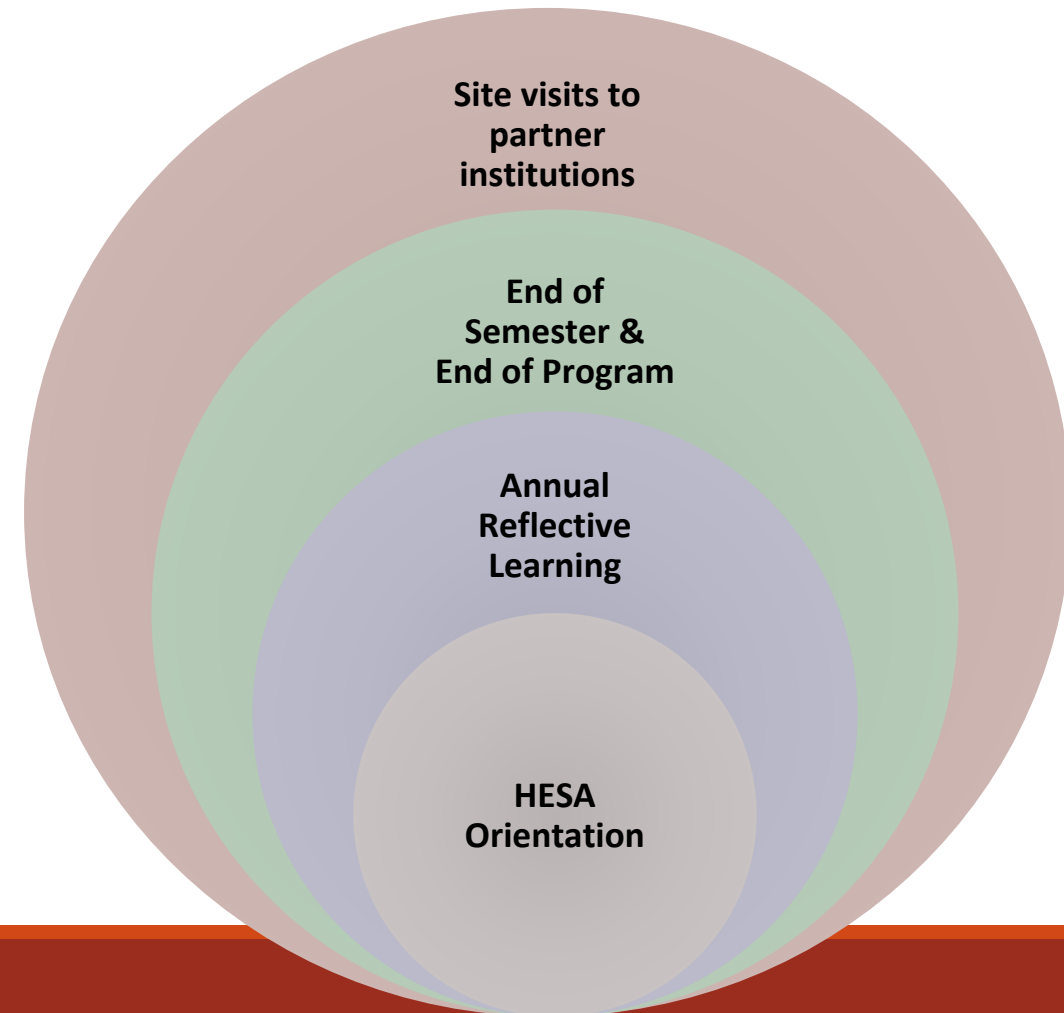
Program Evaluation & Monitoring for Stakeholder Feedback

Program evaluation and ongoing monitoring ensures the success of HESA.

Intentional spaces for feedback from students, superiors, country directors, instructors, and partners are built into the design of the program.

Evaluation surveys, and interviews, are conducted from orientation through graduation, and beyond through alumnae surveys.

Evaluation and monitoring data are reported in an **Annual Report** and appropriate interventions are made to best serve sisters studying through HESA.

Site visits to partner institutions

End of Semester & End of Program

Annual Reflective Learning

HESA Orientation

Project Objectives

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

The following Program Objectives have been established:

1. To provide opportunities for catholic sisters in seven African countries to access and obtain post-secondary credentials through onsite 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

Program Objective 1

To provide opportunities for catholic sisters in seven African countries to access and obtain post-secondary credentials through onsite in Africa and online distance learning

Project Objective 1 Outcomes

The program has been **successful** in meeting this program objective and all indications point toward continued fulfillment. The number of sisters educated via HESA's two models of delivery is set to exceed originally projected figures of enrollment and degrees granted by the end of Phase I (HESA Year II Report).

Evaluation tools

 Enrollments

 Partnerships

 Online-Onsite Options

HESA Enrollment Summary

As of January 2016, HESA has served **279** sisters of which **211 are studying for bachelor's degrees** and **63 for college diplomas** at **11 colleges & universities** in the U.S. and in Africa; 5 sisters have dropped from the program.

HESA Phase I 279 Sisters Served	
Enrolled as of Jan 1, 2016	253
Graduates	21
Drops	5

HESA Phase I Degree/ Diploma	
Degree	211
Diploma	63

HESA Phase I Online Hybrid/ Onsite	
Online-Onsite Hybrid	103
Onsite	171

HESA maintains a 98.2% retention rate; exceeding the stated goal of 90% by 8.2%

HESA Growth, 2013 – 2016
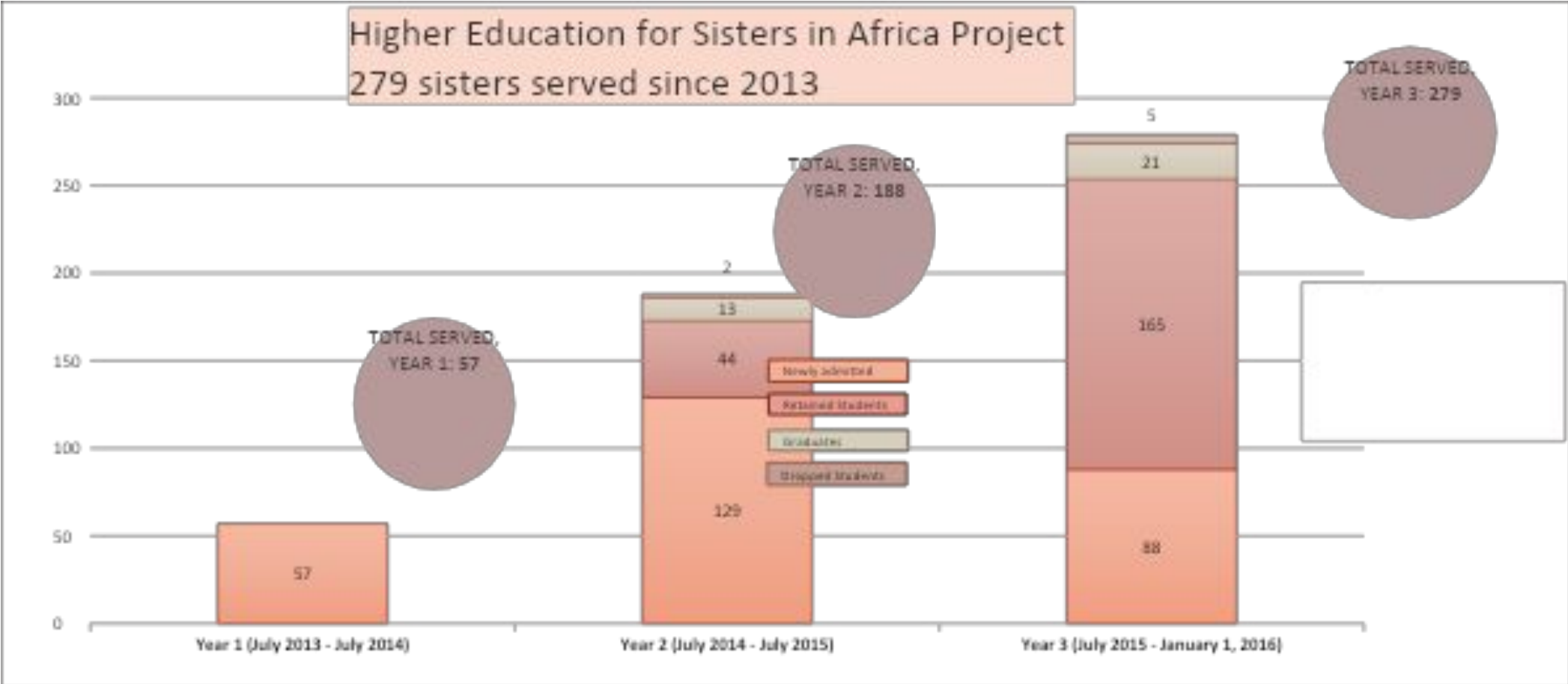
Withdrawals from the Program

To date **5 sisters** studying in the online model have withdrawn from the program, completing 12 to 36 credits. Reported reasons for withdrawing from the program included:

2 sisters withdrew for Health/ medical condition
1 sister left her congregation
1 sister withdrew due to poor performance
1 sister was admitted to a university with the support of her congregation, online credits were accepted as transfer credits

Enrollment: Country Serving

Country Serving	# sisters	# congregations
Kenya	117	49
South Sudan	7	3
Tanzania	29	21
Uganda	43	19
Malawi	3	3
Zambia	10	8
Cameroon	3	2
Ghana	19	9
Nigeria	43	21

Sisters enrolled at CUEA, Kenya, participate in a meeting for HESA students. The sisters are from East, Central, and West Africa.

Enrollment: Partner Institutions

| Institution	Country	Total Enrolled
Marywood University – Catholic University of Eastern Africa (CUEA)	Online, Kenya	70
Chestnut Hill College – Catholic University College of Ghana (CUCG)	Online, Ghana	31
Chestnut Hill College – Veritas University	Online, Nigeria	2
Saint Augustine University	Tanzania	24
Tangaza University College (diploma)	Kenya	63
Catholic University of Eastern Africa (CUEA)	Kenya	26
University of Kisubi	Uganda	16
Chemchemi Ya Uzima Institute	Kenya	13
Veritas University College	Kenya	16
Catholic University College of South Sudan (CUSS)	Nigeria	2
Catholic University College of Ghana (CUCG)	Ghana	10
Aga Khan University	Kenya	1
TOTALS		274

Sr. Jane & Sr. Clementina meet with partners at Veritas University, Nigeria.

Sr. Germina meets with partners at the University of Kisubi, Uganda.

Enrollment: Per Cohort

HESA Enrollment Per Cohort: Real Total VS. Planned

■ Real Total Enrolled (including graduates)   ■ Planned Enrollment (outlined in grant application)
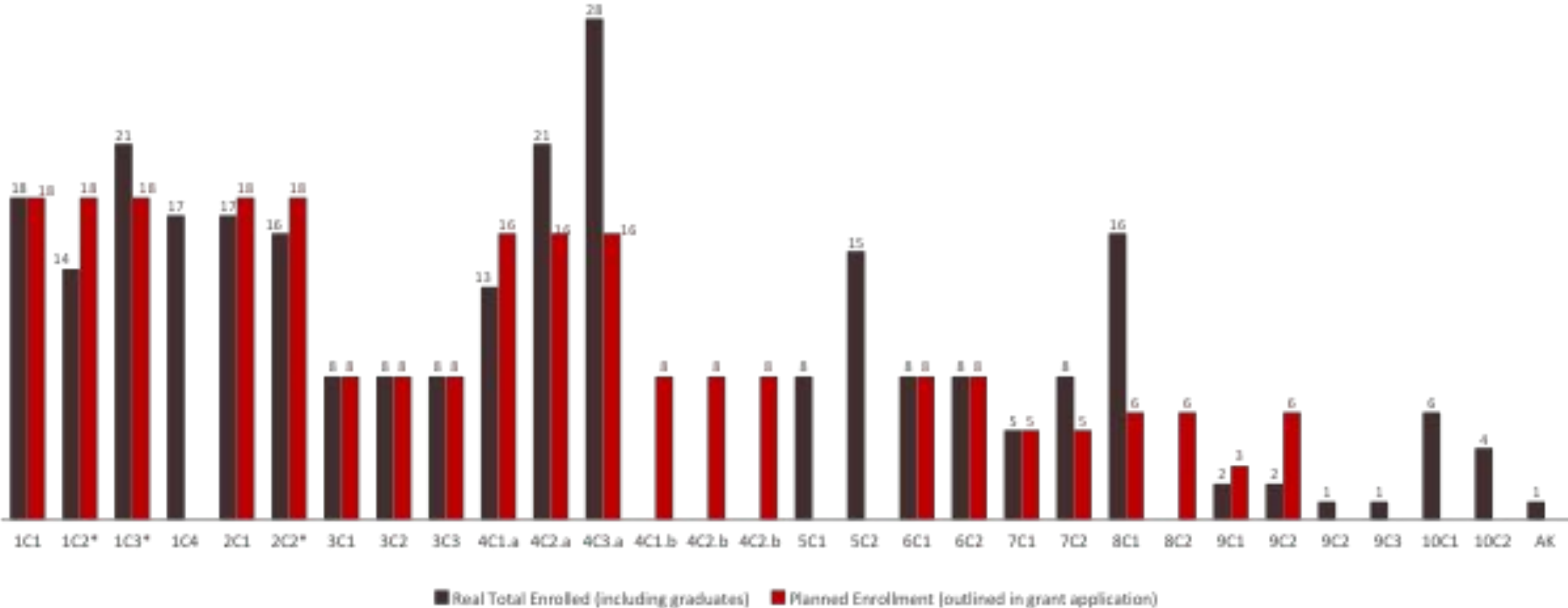
85 HESA students are alumnae of SLDI

- 32 are pursuing diplomas and 53, Bachelors degrees

- Among HESA Alumnae, 19 of the 21 are SLDI Alumnae
  - 8 reported receiving grants in SLDI alumnae surveys
  - Several also reported mentoring large groups and individuals

Program Objective 2

To increase African sisters' competencies and leadership capacities in their respective fields of study toward greater effectiveness in accomplishing their ministries

Objective 2 Outcomes

The outcome specific goals measure degree completion; 90% will complete a degree in their major and 85% will demonstrate greater effectiveness in their ministries (this is primarily an individual level measurement, whereas objective 4 measures larger impact/effectiveness).

Evaluation tools

 Field of study

 Performance

Academic Field of Study

HESA Students Are Enrolled in 6 Core Academic Fields of Study

HESA: Academic Fields of Study
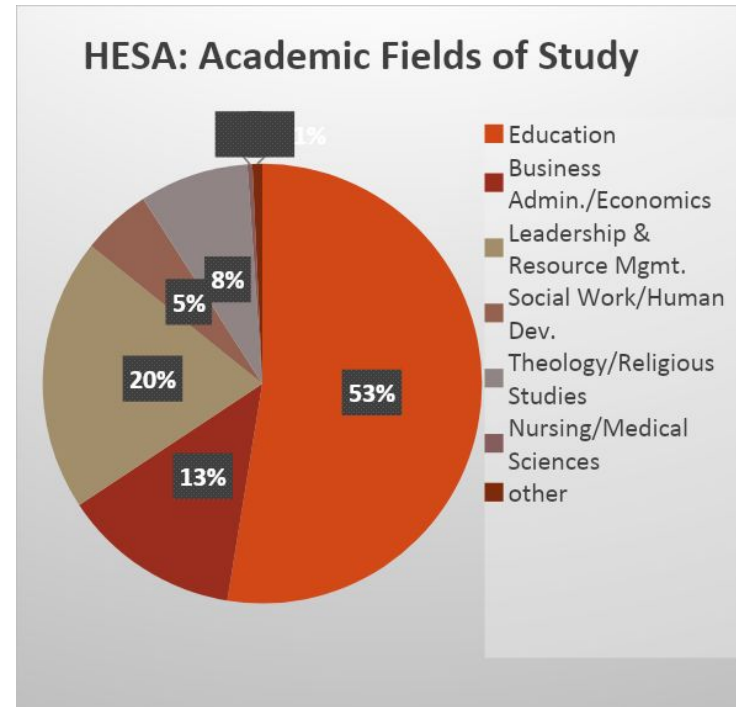
Field of Study	#
Education	144
Business Admin./Economics	36
Leadership & Resource Mgmt.	55
Social Work/Human Dev.	14
Theology/Religious Studies	22
Nursing/Medical Sciences	1
Other	2
TOTAL	274

HESA Student Input Data
Prior Education

Previous Education	Number
Certificate	86
Diploma	66
Both Certificate & Diploma	32
No Diploma/certificate (High School)	92

Number of HESA Students Pursuing Diploma Education based on previous Education level

Certificate to Diploma Education	29
Diploma to Diploma	7
Certificate + Diploma (Both) to Diploma	6
None (High School) to Diploma	21
TOTAL	63 Diplomas

Number of HESA Students Pursuing Bachelor Education based on previous Education level

Certificate to Bachelors	57
Diploma to Bachelors	59
Certificate + Diploma (Both) to Bachelors	26
None (High School) to Bachelors	71
TOTAL	213* Bachelors Degree

*includes 2 sisters who since withdrew from the program

HESA Student Input Data
Occupation & Income

Occupation Upon Entry	# Sisters
Administrator	57
Clerical	5
General labor	3
Congregational Leader	4
Teacher	75
Pastoral	25
Student	69
Formator	10
Healthcare	5
Social Work	13
Accountant	43
Other	14

Income Upon Entry

Country	Currency Rate (current) 1 US $ =	GNI Per Capita 2011-15 (World Bank)	Avg. Annual Income (HESA students)	Range Annual Income (HESA Students)	# sisters per country (serving upon entry)	Response rate (per country)
Cameroon	575.00	$2,950.00	$1,100.00	$1,000.00 - 1,200.00	3	66.67%
Ghana	3.80	$3,900.00	$1,500.00	$470.00 - $2,900.00	19	42.11%
Kenya	101.00	$2,940.00	$2,200.00	$120.00 - $6,000.00	117	68.38%
Malawi	685.00	$790.00	$1,990.00	$690.00 - 2,600.00	3	100.00%
Nigeria	199.00	$5,710.00	$1,640.00	$600.00 - $4,500.00	43	55.81%
South Sudan	6.10	$1,800.00	$1,200.00	N/A	7	14.29%
Tanzania	2185.00	$2,510.00	$2,500.00	$2,000.00 - $3,300.00	29	13.79%
Uganda	3339.00	$1,720.00	$1,120.00	$300.00 - $3,700.00	43	76.74%
Zambia	9.90	$3,690.00	$1,250.00	$540.00 - $4,800.00	10	80.00%

Student Performance

- Sisters studying online average an A-
  - 103 sisters enrolled online at Chestnut Hill College & Marywood University
  - Sisters maintain an A- to B+ upon transfer to onsite study.

- Sisters studying onsite average a B+
  - 171 sisters enrolled onsite at 9 colleges & universities in 6 African countries.

Student Performance: Online-Onsite Model
Final Results of 3 cohort 1 alumnae (pilot) who graduated in Oct. 2015

GRADING SCALES

University A (Online) Grading scale	
A	4
A-	3.67
B+	3.33
B	3
B-	2.67
C+	2.33
C	2
C-	1.67
D+	1.33
D	1
F	0
F*	0

University B (Onsite) Grading Scale	
A	Above 70%
B	60 % - 69%
C	50% - 59%
D	40% - 49%
F	0% - 39%

PERFORMANCE OF GRADUATES

Student AB1

GPA, University A (Online): **3.667 (A-)**

GPA, University B (Onsite): **67.5 (B)**

Cumulative GPA (Online-Onsite): **62.80% (B) Second Class Honours, Upper Division**

Student AB2

GPA, University A (Online): **3.477 (A-)**

GPA, University B (Onsite): **67.8 (B)**

Cumulative GPA (Online-Onsite): **68.60% (B) Second Class Honours, Upper Division**

Student AB3

GPA, University A (Online): **3.523 (A-)**

GPA, University B (Onsite): **66.0 (B)**

Cumulative GPA (Online-Onsite): **61.70% (b) Second Class Honours, Upper Division**

Note: Additional sisters from cohort 1 will graduate in May and October 2016

Student Performance: Online-Onsite Model

HESA - STUDENT ACADEMIC PERFORMANCE, 2014 - 2015 (ONLINE-ONSITE)

Institution Enrolled	Cohort #	Cohort Avg. GPA Online	Range Online	Credits to complete online	Cohort Avg. GPA Onsite	Range Onsite
University A, Online University B, Onsite	Cohort 1	A- (3.406)	A (3.953) - B- (2.571)	21	B (65.04%)	A (76.7%) - C (51.9%)
University A, Online University B, Onsite	Cohort 2	A- (3.44)	A (4.00) - C+ (2.07)	27 - 42	B (67.457%)	A (70.1%) - B (63.4%)
University A, Online University B, Onsite	Cohort 3	A- (3.47)	A (3.89) – B+ (2.44)	27 - 42	To transition by May 2015	n/a
University A, Online University B, Onsite	Cohort 4	Entered in Jan. 2016	Entered in Jan 2016	71	n/a	n/a
University B, Online University A, Onsite	Cohort 1	A- (3.45)	A (4.00) - D- (1.53)	27	Transitioned in August 2015	Not available as of March 2016
University B, Online University A, Onsite	Cohort 2	A - (3.55)	A (4.00) – B (2.8)	27	To transition in August 206	n/a

Student Performance: Onsite Model

GRADING SCALES

University C grading scale

Above 70%	A (plain) Excellent
60% - 69%	B (plain) Good
50% - 59%	C (plain) satisfactory
40% - 49%	D (plain) poor
0% - 39%	F (plain) fail

University D grading scale:pending

STUDENT PERFORMANCE

University C, Cohort 1 (Graduated December 2015 & May 2015): 12 sisters, Diploma

Average GPA: 68.04 % (B) ; Scale: 72.08 (A) – 58.98 (C)

- 4 sisters graduated with cumulative A GPAs, above 70%

- 7 sisters graduated with cumulative B GPAs, with 4 of the 7 sisters finishing with 68% or higher

- 1 sister graduated with a cumulative C GPA

University C, Cohort 1 (Graduated December 2015 & May 2016): 4 sisters, Diploma (17 will graduate in May 2016)

Average GPA: 67.06 % (B) ; Scale: 71.60 (A) – 58.77 (C)

- Among the 4 graduates of Dec. 2015, 1 graduated with an A and 3 with Bs

University D, 1 sister graduated with a Bachelor of Science in Nursing, Feb. 2016

Cumulative GPA: 2.88 (B)

Sisters Studying in the Onsite Model are averaging an A to B per university

Average GPA for Sisters studying at several ASEC Partner Institution in the Onsite Model

University C: B (69.5%)

 note: an A is above 70%

University D: B (3.12)

University E: A (70.39)

University F: B (67.0%)

 note: an A is above 70%

University G: B (3.8)

Student Research

STUDENT RESEARCH

 Sr. Petronilla Kyomugisha:

"The Understanding of Freedom and its Effects on Ethics and Morality of Secondary School Students of Abothuguchi West Division Githongo Meru-Kenya"

 Sr. Adeodata Ahimbishbwe:

"Analysis of University Students' Behaviour During Examination: Focus on Catholic University of Eastern Africa-Nairobi"

Sisters Petronilla and Adeodata gifted a copy of their research project to ASEC.

Online Experience

 The sisters reported the most growth in categories related to specific programs such as Moodle, Excel, and PowerPoint.

 Questions regarding Library Research skills and Research Writing Skills both indicated low levels of confidence (>2 points) but showed significant growth in the post-assessment.

 The survey indicated a high level of satisfaction in the online model. The two lowest scores (2.84 and 2.76) were related specifically to operationality of Skype.

 With regard to the question of "What was the most difficult part of your experience?" sisters overwhelmingly reported that time management was the greatest challenge (There were more than double the number of comments related to time management than any other challenge theme)

A large portion (>60%) reported that they continued to work full time during the online portion of their studies. Several sisters volunteered information in the comments that they will work less as they transition to onsite learning.

To address expressed concerns regarding time management among HESA students and instructors, sessions on time management were included at the 2015 Reflective Learning workshops for students enrolled in both models of study, online-onsite and onsite.

Overall Experience	Min	Max	Mean	(Std. Dev.)
I feel connected to the instructor and other students	3	4	3.96	.200
Online instruction is an effective way for me to learn	2	4	3.44	.583
As a result of my experience this past semester, I am comfortable taking online courses.	2	4	3.68	.627
My fellow classmates were a resource for me during this past semester	3	4	3.72	.458
I was able to balance my studies, my work and my personal responsibilities	2	4	3.36	.638
Skype has been an effective learning tool for me this past semester	1	4	2.84	.850
Technical difficulties are addressed quickly.	2	4	3.56	.712
Communicating with the ASEC/HESA staff helped to ease my difficulties	4	4	4.00	.000
I felt supported and encouraged to continue the program by the ASEC/HESA staff	4	4	4.00	.000
The ASEC/HESA staff addressed my concerns in a timely manner	3	4	3.96	.200
The funds provided for my modem and internet access were enough.	3	4	3.84	.374
The information that I received about Moodle registration and support was sufficient.	3	4	3.84	.374
	1	4	2.76	.879

Objective 3

To increase potential for African sisters to assume higher leadership responsibilities toward support of their ministries and congregations

Objective 3 Outcomes

The outcome specific goals measure degree completion; 90% will complete a degree in their major and 85% will report an increase in responsibilities in their workplace post-graduation.*

Evaluation tools

 Skills Assessment (Comfort with Task)

Leadership & Confidence

Graduates

End of Experience

Student Resources

•All sisters participate in **annual workshops**. Upon entry, sisters participate in an orientation workshop which focuses on technology and communication. Annually, they participate in Reflective Learning, receiving additional training and support.

• Sisters studying onsite and online receive **tuition**, **a laptop**, **and a stipend for textbooks**; additionally, sisters studying online receive a **modem** and **Internet data packages**.

•Congregations support room, board, and transportation during the sisters study, and support them through time away from congregational roles.

•Sisters receive **library access and technological support** from the African partner institutions, and US institutions (Online only).

• ASEC-HESA administrators respond to feedback from **program evaluation**, resulting in several adjustment*s:

In both models sisters participate in the following workshops:

•**Orientation**
  • 3 week orientation for online
  • 3-day orientation for onsite

• **Reflective Learning**
  • 3-day workshop per country

• **Meetings with ASEC** administrators during site visits to partner institutions*

Outcomes of Orientation (Skills)

Email Skills	Pre-Orient. Mean	SD	Post-Orient. Mean	SD
Find unread email in my inbox	3.36	.959	3.71	.835
Search my sent mail to find an email that I sent to a specific person	3.16	1.014	3.84	.547
Set up a folder/labels to help organize the mail I receive	2.64	.959	3.47	.647
Add a contact for a person with whom I frequently correspond	2.64	.959	3.74	.601

Skype Skills	Pre-Orient. Mean	SD	Post-Orient. Mean	SD
Find a Skype user and save them as a contact in Skype	2.08	1.201	3.84	.370
Initiate a call from my computer on Skype	2.00	1.235	3.87	.343
Answer a call that was coming into my computer on Skype	1.97	1.203	3.89	.311

Online Learning Platform Skills (Moodle)	Pre-Orient. Mean	SD	Post–Orient. Mean	SD
Join a class on Moodle	1.38	.877	3.79	.410
Upload an assignment to my instructor from Moodle	1.28	.686	3.89	.319
Download a document that my instructor has posted	1.41	.910	3.86	.347
Find a classmate's email address	1.33	.806	3.86	.347
Create a topic in a forum or discussion board	1.15	.489	3.73	.608
Respond to topics created by other students	1.21	.570	3.75	.604
Contact/ Address the instructor directly	1.41	.910	3.81	.397

PowerPoint Skills	Pre-Orient. Mean	SD	Post–Orient. Mean	SD
Choose the theme I want to use for my presentation	1.82	1.121	3.82	.457
Create a new slide	1.92	1.178	3.84	.495
Insert an image into a slide	1.87	1.174	3.68	.620
Choose how I want transitions between slides to look	1.66	1.072	3.61	.595
Begin a presentation of slides from the beginning	1.72	1.099	3.58	.683
Begin a presentation of slides from the current slide	1.59	.966	3.58	.642

Outcomes of Orientation (Skills) cont.

Library Skills	Pre-Orientation Mean	SD	Post-Orientation Mean	SD
Send a message to a librarian to ask for help.	1.18	.556	3.22	.712
Find a specific journal in the online collection	1.13	.409	3.38	.794
Search the database for an article on a specific topic	1.21	.522	3.38	.721

Research Writing Skills	Pre-Orientation Mean	SD	Post-Orientation Mean	SD
Formulate a thesis statement about a topic	1.69	1.030	3.47	.830
Research information to help me support my thesis	1.77	1.135	3.55	.760
Write an effective introduction paragraph	1.87	.991	3.55	.795
Form topic sentences for each paragraph	1.72	.999	3.37	.819
Cite the research I am using in my paper	1.64	.959	3.32	.784
Write a concluding paragraph	1.92	1.109	3.34	.847

APA Formatting Skills	Pre-Orientation Mean	SD	Post-Orientation Mean	SD
Create a cover page for a research paper	1.38	.782	3.26	.795
Properly use on-line citations in a research paper	1.21	.570	3.18	.692
Format a reference page for an APA formatted research paper	1.18	.601	3.21	.704
Know which font type and size are appropriate for an APA formatted research paper	1.21	.570	3.53	.687
Find resources for help with APA formatting online	1.10	.384	3.24	.714

Word Skills	Pre-Orientation Mean	SD	Post-Orientation Mean	SD
Open and edit and already existing document	3.05	1.099	3.95	.226
Change the amount of space between lines of text	3.05	1.050	3.92	.273
Change the font (style, size, color, etc.)	3.10	1.095	3.97	.162
Insert a table or image into a document	2.42	1.328	3.89	.311
Create numbered or bulleted lists	2.77	1.180	3.97	.162
Change the margins in a document	2.22	1.290	3.66	.627

Excel Skills	Pre-Orientation Mean	SD	Post-Orientation Mean	SD
Save an Excel workbook and give it a specific name	1.89	1.203	3.87	.414
Use Excel's SUM function to obtain the total of a column of numbers	1.67	1.060	3.79	.528
Sort a list from lowest to highest value	1.62	1.016	3.68	.525
Build a formula that performs a mathematical calculation	1.33	.701	3.55	.602
Format a cell or group of cells as currency	1.33	.662	3.42	.642
Preview a spreadsheet to see how it will look when printed.	1.76	1.218	3.61	.679
Copy a mathematical formula from one cell to another	1.38	.794	3.55	.724
Use Excel's Built-in Help feature to find answers when I encounter a problem	1.15	.366	3.11	.689
Create a chart or graph from the data in an Excel spreadsheet	1.28	.647	3.66	.627

Reflective Learning focuses on leadership and skill development

In 2015, reflective learning workshops were held in Ghana, Kenya, Nigeria, Tanzania, Uganda, and Zambia. **153 sisters attended** RL workshops in 2015, an attendance rate of 91 %. Excused absences were accepted for sisters with religious life obligations and family or medical concerns.

Topics covered at 2015 RL:

Time management

Study Habits

Communication

Technology skills

Stress Management

Social Media

Goal Setting

Strengths & Weaknesses of HESA

Outcomes of Reflective Learning

Selected Survey Results from the Reflective Learning Workshop Evaluation

	N	Minimum	Maximum	Mean	Std. Deviation
The open discussion related to the program and online learning allowed me to express my concerns	146	2	5	4.23	.812
The open discussion related to the program and online learning allowed the group to find solutions to common concerns.	146	1	5	4.23	.771
The information in the time management presentation will be helpful to plan for next semester	149	1	5	4.76	.515
Participating in this workshop assisted me in setting goals.	148	3	5	4.64	.535
My laptop is satisfactory for the tasks that need to be performed during the semester.	149	2	5	4.70	.564

As of February 2016, 21 HESA Graduates

Cohort #	Institution	Date	# Students	Degree or Diploma	Full Credential Title Received
4C1	Tangaza College	July 2014	1	Certificate	Certificate in Leadership and Resource Management
4C1	Tangaza College	December 6, 2014	11	Diploma	Diploma in Leadership and Resource management
4C1	Tangaza College	May 2015	1	Diploma	Diploma in Leadership and Resource management
1C3	Catholic University of Eastern Africa	October 2, 2015	3	Degree	Bachelor of Education
4C2	Tangaza College	December 5, 2015	4	Diploma	Diploma in Leadership and Resource management
11AK	Aga Khan University	February 10, 2016	1	Degree	Bachelor of Science, Nursing

End of Experience Survey*

 The results of the survey speak to the high level of success and satisfaction of HESA in providing educational opportunity for sisters.

 Using a 4 point Likert type scale of agree to disagree (4 is Strongly agree), the results on all evaluation points was highly satisfied, with many scores having unanimous responses of Highly Agree to affirmative statements of value.

 In the open-ended responses, sisters expressed their gratitude and delight with the program.

 In addition, sisters were asked about their continuing education plans. All survey respondents indicated a desire for ongoing educational opportunity and many listed specific plans already in place. This is an indication of satisfaction with the program and of increased potential for the sisters.

*Survey includes 12 sisters from cohort 1, Tangaza college, who graduated in 2014-2015 and were in the year II report

End of Experience continued

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

Objective 4

To increase sisters' competencies and leadership capacities to improve functioning of their congregations.

Objective 4 Outcomes

The outcome specific goals measure degree completion; 90% will complete their degrees and 95% will report improved organizational functioning relative to sisters' education

Evaluation tools

 Self Reporting of Success through Ongoing Contact

 Long Term Tracking of Post-graduation Ministry Position

 Site visits to alumnae ministries

Already sisters are reporting success

A sister who graduated in cohort 1 through Marywood-CUEA is moving on to pursue an MED in Counseling Psychology. She wrote in a letter to ASEC:

"As for the work I have achieved, I believe you are aware that I have already enrolled into the Master's degree program. This is a big achievement for me. Were it not for HESA I would not have been able to do this. I believe a Master's level of education will facilitate me for a wide area of service and take me a long way in my life."

Other graduates reported moving on to new positions and expressed interest in pursing graduate degrees. More information on HESA graduates will be reported through alumnae workshops planned in the coming year.

HESA Alumnae are advancing

- Among 21 HESA alumnae, **6 enrolled in higher degree programs upon graduation** and with the support of their congregations
  - 5 graduates of the Diploma in Leadership and Resource Management program, enrolled in the Bachelor's program for Leadership and Resource Management at Tangaza College
  - 1 graduated of the Bachelor of Education Program at CUEA (through the online-onsite model), enrolled in a Masters of Education in Counseling Psychology at CUEA
- 7 sisters reported rising to new positions after graduation.

Describe your experience as a student studying through the HESA program
Being a Diploma student at Tangaza University College in the year 2014 was a prayer answered and a dream come true! God gave me the chance through the HESA program and again with his help, I did my best to attain very good results. Course contents were rich, challenging, mind opening and very relevant to what is required in today's ministry/job market. HESA provided all I needed to make my study successful, not forgetting my religious community of the Franciscan Missionaries of St. Joseph where I find home. At the beginning it was quite a task to go back to class after years, but once I got used, it was fine and enjoyable.
I found coming back to the academic field after very many years away from it rather interesting with a few challenges here and there. As someone who had always longed for an opportunity for this chance I faced the challenges of having to sit for exams positively. I enjoyed the enfolding new knowledge and skills which I received. I eagerly looked forward to the next class.
This was a real moment of capacity building in my leadership skills. My study was very smooth as I had no problems with fee since HESA took full charge. During the study period I had good relationship with my fellow students and good lecturers who were very ready and willing to assist me whenever necessary. More so, having been freed from my apostolate by my superior I had ample time to embark on my studies without any interference.
My experience was a rich one, under HESA Program, I was mentored and guided on how to add value to my studies. This gave me a chance to take my studies seriously and maturely. The routine follow ups and keeping in touch with the program coordinator and the other key personnel in the program enabled me acquire good study habits. The provision of a laptop, timely provision of my stationary kitty and payment of my school fees made me comfortable and contributed to smooth study period without such related struggles and stress.

How did HESA prepare you [for your current position]?
I could not have been able to follow this course at this level without the foundation HESA gave me. With this background knowledge I see the world now with a more critical mind and I am able to interpret the current social event using the studies I covered with the help of the HESA program. The case in mind is the current migrations into Europe, the terrorist event all over the world, their origin and consequences. The challenge for me now is how to contribute to the solutions.
HESA program prepared me for this position by enabling me to obtain my bachelor's degree which is the requirement of Ministry of Education and Spots (MOES) in our country Uganda.
The leadership course I undertook at Tangaza University College through HESA has enabled me to be more professional in the way I handle leadership issues especially as pertains to general management of an organization, proposal writing through which I have been able to get funds to manage the facility and personnel management. The Catholic Social Teaching lessons empowered me to be more religious on how I handle issues among the employees and the community in general.
[…] HESA prepared me for this position by offering courses that focused on current issues, topics and practical assignments. This helped me to build confidence and become more competent in the field of leadership and resource management. Now am able to practice leadership as a superior without fear and mobilize resources for our community and the congregation at large. I am also able to carry out the administration work in our secondary school and assist the school bursar in her absence. HESA provided me good opportunity to meet students from all over the world and this helped me to build networks and long term team work that is helping me a lot now. This was successful through the few days of orientation that we had in Tumaini for the preparation of the entire program and university life. It was quite important!

Lesson Learned through year I & II
 Other Activities and Future plans

Challenges & Interventions, Year II

Internet and Communication Technology Challenges
- Issue: Network and power problems continue to plague many sisters in rural or less-served electronic environments.
- Interventions: (a) faculty teaching online courses have been provided background on the circumstances of their students and have shown great flexibility with regard to the needs of the sisters through faculty meetings; (b) ASEC's in-country staff work with the sisters to procure internet data packages that work best per their locality; (c) US and African partner intuitions offer technological support; and (d) technological remediation is offered at annual reflective learning.

Catholic University of South Sudan Recruitment
- Issue: No additional sisters were recruited to attended Catholic University of South Sudan due to political instability and course offerings.
- Intervention: (a)Sisters from South Sudan were recruited to enroll at colleges/universities in Kenya; (b) a South Sudan coordinator joined ASEC in March 2016.

Evaluation Team Turnover
- Issue: Due to turnover in the evaluation team there was inconsistency in some of the forms and organization of evaluation data.
- Intervention: (a) A major overhaul of the evaluation data was completed and a new organization plan was put into place; (b) in the upcoming year, there will be a comprehensive review of the evaluation tools and practices to eliminate redundancy and make the process more efficient for program administration as well as to reduce the burden on HESA participants and coordinators completing evaluation materials; (c) ASEC-HESA is moving to hire a full-time evaluator.

Online-Onsite Model Adjustments

In the next year, key adjustments will be made to the online-onsite program. These adjustments stem from evaluation, informal student feedback, and site visits to partners institutions.

Adjustment 1: All sisters studying in the online-onsite model, as of January 2016, will complete only 27 credits online.

The original model of online-onsite option was designed for sisters to complete 2-years online (51 credits), transfer to a partner college/university in Africa, and complete the final 2-years onsite. A number of sisters admitted to the onsite partner in Africa were admitted to abbreviated programs of study based on their prior diploma credentials. Given that it is required for sisters to complete at least 51% of credits at the degree conferring intuition, as well as meet particular curricular requirements of that institution, it was necessary for several sisters to transfer upon completing 27 credits.

Adjustment 2: HESA is moving to have the US intuitions participating in the online-onsite model to partner with African intuitions in each of the countries the partnership is serving, allowing sisters to transfer to a college/university in the countries they are serving.

The original model of online-onsite option was for sisters to transfer to a single partner institutions in Africa after completing the online portion of study. In the case of Marywood, sisters recruited from Kenya, Uganda, and Zambia would transfer to CUEA in Kenya; for Chestnut Hill, sisters recruited from Nigeria, Ghana and Cameroon would transfer to CUCG in Ghana. Evaluation of the program found sisters serving in countries outside of that which the onsite institution is based (i.e. sisters from Uganda and Zambia transferring to an institution in Kenya) reported additional cost to their congregation, given a cost of living imbalance between countries.

Adjustment 3: The online-onsite hybrid program with Marywood will have a fall, August, intake for incoming students to match the curriculum at the partnering institutions.

Adjustment 4: Select courses will not longer be taught online due to the move to 27 credits, as well as compatibility with equivalent courses at the degree conferring institutions.

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

Adjustment 5: Online orientation might move from 3 to 4 weeks, to allow for additional technological training.

Site Visits Year II & Year III to date

Through Year II & III site visits were conducted in all 9 countries currently served by HESA – Cameroon, Ghana, Kenya, Malawi, Nigeria, South Sudan, Tanzania, Uganda, and Zambia.

Site visits were conducted by ASEC US Staff and country directors, as well as ASEC Board Members. Site visits are key sources of stakeholder feedback and allow HESA and ASEC administrators to learn from sister participants.

Through Site visits, ASEC staff and Board members engage with HESA students and partners at the colleges and universities the sisters are studying.

In year III to date, ASEC visited all 11 college and university partners at which HESA students are currently enrolled.

Online Faculty Meetings

During the fall 2014 semester, faculty meetings were held at Marywood University and Chestnut Hill College. Topics discussed include, new faculty/staff introductions, research opportunities, programmatic updates, and best practices. Feedback stemming from the meeting included:

 Communication with sisters: Instructors shared best practices for online learning, describing their use of multifaceted resources for engagement with the sisters, e.g. of chat rooms, Skype, email, and online learning platforms.

 Awareness of cultural differences: Instructors shared their emergent awareness of cultural differences that exist between themselves and the sisters, especially with regard to academic language.

 Internet and Communications Technology Challenges: The instructors discussed Internet and technological challenges reported by students. They expressed a desire to increase their knowledge on the status of Internet access in the sisters' countries.

In spring 2015, the faculty meetings were designed to focus on Internet and communication challenges face by the sisters, as well as to introduce innovations that emerged from the fall 2014 semester meeting. Feedback stemming from the meeting included:

 Terminology / language: Faculty explained their interventions to use appropriate terminology. One instructor shared that she began to list the U.S. time and time in each country where her students are studying to schedule group meetings.

Buddy system: Faculty at Marywood praised the buddy system, which was developed by CUEA during HESA orientation. Each sister has a buddy in her cohort, with whom she can collaborate. Sisters often contact instructors if their buddy cannot attend class or if she is having Internet access challenges. The buddy system was also introduced to Chestnut Hill instructors and plans were made to implement the system with Chestnut Hill students.

 Time management: Faculty cited time management as a common challenges for the sisters. It was agreed that time management would be a relevant topic for HESA reflective learning.

Related Research

Wakahiu, J. & Shaver, R. (2016). Perceptions and Experiences of Distance Learning for Women Religious in East and West Africa: Case of the HESA Program. *Comparative and International Education Society, March 5 to 10, 2016, Sheraton Vancouver Wall Centre*.

Shaver, R. & Wakahiu, J. (2016). Collaborative partnerships to provide educational access to women religious in Sub-Saharan Africa: The case of the Higher Education for Sisters in Africa (HESA) project. Global Status of Women & Girls Conference, Newport News, VA, March 3-5, 2016.

Christiansen, S. & Christiansen, J. (2016). Identifying constraints and support systems in leadership development for women religious in Africa. Global Status of Women & Girls Conference, Newport News, VA, March 3-5, 2016.

Wakahiu, J. & Shaver, R. (2015). Perception and Experience of Distance Learning for Women: Case of the Higher Education for Sisters in Africa (HESA) Program in West Africa. http://www.jespnet.com/journals/Vol_2_No_3_September_2015/12.pdf

Wakahiu, J. & Shaver, R. (2015). Examining Effectiveness of Online Distance Learning Model: Perceptions and Experiences of Female Students Studying in a Hybrid Online Bachelor's Program via a Partnership between an American and African University. *American Evaluation Association, November 9 to 14, Chicago, Illinois.*

Cabral, G. (2015). Reflections on "Ubuntu": Experiences Teaching African Catholic Sisters. Comparative and International Education Society, Washington D.C, March 8 -15, 2015.

Wakahiu, J. & Kangethe, S. (2014). "Efficacy of online distance learning: Lessons from the Higher Education for Sisters in Africa Program" *European Journal of Research and Reflection in Educational Sciences (EJRRES)* 2(1), 1-25.

Where is HESA going

African Sisters Education Collaborative
PARTNERS IN AFRICA AND USA

Catholic University of Malawi
Association of Religious of Malawi (AWRIM)
Management and Organization Development Resources

Monze Program
Zambia Catholic University
Zambia Association of Sisters
Global TELECOOM Zambia

Catholic University of Eastern Africa
Chemchemi Ya Uzima Institute
Regina Pacis Unviersity
Tangaza University College
Association of Sisterhood of Kenya (AOSK)
Advantech Consulting
Christian Organizations Research and Advisory Trust (CORAT)
Enterprise Management Development Center (EMD)
Mungai Wainana Company
Viffar Consulting Ltd.

Catholic University of South Sudan
South Sudan Sisters Association (SSA)

Catholic University of Health and Allied Sciences
Mwenge University-Moshi
Saint Augustine University
Tanzania Catholic Association of Sisters (TCAS)
Water and Environment Management Consultants (WEMA)

St. Francis Hospital Nsambya Training School
The University of Kisubi
Uganda Martyrs University
Association of Religious of Uganda (ARU)

National University of Lesotho
Conference of Women Religious in Lesotho

Catholic University of Cameroon, Bamenda
Conference of English-Speaking Religious (CESR)
Pan-African Institute for Development-West Africa (FAID-WA)

Catholic University of Ghana
Holy Family Nursing and Midwifery Training College
Ghanaian Conference of Religious (GCR)
Ghana Institute of Management & Public Administration (GIMPA)

Sacred Heart School of Nursing
Veritas University College
Nigerian Conference of Women Religious
Hobatta Globe Nigeria Limited (HGNL)

DePaul University, Chicago, IL
Sisters of Charity of Cincinnati, OH
Sisters of St. Joseph of Carondelet, Albany, NY
Saint Leo University, Saint Leo, FL

Chesnut Hill College, Philadelphia, PA
Sisters of Saint Joseph of Philadelphia
Marywood University, Scranton, PA
Sisters, Servants of the Immaculate Heart of Mary of Scranton
Neumann University, Philadelphia, PA
Sisters of Saint Francis of Philadelphia
Rosemont College, Philadelphia, PA
The Society of the Holy Child Jesus, Philadelphia, PA

USA PARTNERS
ASEC Associate Member
ASEC Charter Member

Conrad N. Hilton Foundation
African Sisters Education Collaborative (ASEC)

Higher Education for Sisters in Africa (HESA) Project

PHASE I (2013 – 2017)	PHASE II (2016 – 2020)
194 Bachelors' Degrees	554 Bachelors' Degrees
63 College Diplomas	172 Masters' Degrees
	132 College Diplomas

PARTNER COLLEGES AND UNIVERSITIES IN THE U.S.A.

In the online-onsite hybrid model, sisters study 1 year online at a U.S. partner institution, after which they transfer to complete their degrees onsite at a partner institution in Africa.

Chestnut Hill College

Rosemont College

Marywood University

Neuman University

*U.S. institutions currently offering online programs for HESA are linked with African partner by arrows.

PARTNER COLLEGES AND UNIVERSITIES IN AFRICAN COUNTRIES

In the onsite model sisters study on campus at a college or university in Africa with which ASEC is partnered.

Catholic University College of Ghana	Saint Augustine University, Tanzania
Veritas University, Nigeria	Chemchemi Ya Uzima Institute, Kenya
Catholic University of Cameroon, Bamenda	Tangaza College, Kenya
Catholic University of Eastern Africa (CUEA), Kenya	Catholic University of South Sudan
The University of Kisubi, Uganda	Regina Pacis University, Kenya
Zambia Catholic University	Catholic University of Malawi
Monze program, Zambia	Catholic University of Health and Allied Sciences, Tanzania
Mwenge University-Moshi, Tanzania	St. Francis Hospital Nsambya Training School, Uganda
Uganda Martyrs University, Uganda	Holy Family Nursing and Midwifery Training College, Ghana
Sacred Heart School of Nursing, Nigeria	National University of Lesotho

Program Evaluation and Research

Questions