

# Southern New Hampshire University

## Global Education Movement Evaluation Results

The Global Education Movement (GEM) is an international initiative by Southern New Hampshire University (SNHU) aiming to bring tertiary education to youth with refugee status and other vulnerable populations around the globe. Through this initiative, SNHU partners with local partners in Africa and the Middle East to implement its blended learning, competency-based tertiary education program.

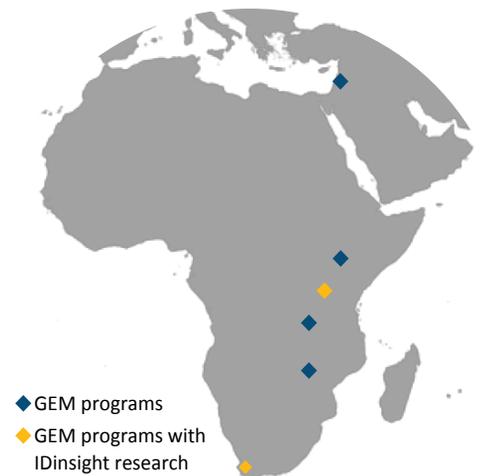
### MOTIVATION FOR RESEARCH

In 2013, SNHU and its implementing partner, Kepler, piloted their program of **online coursework** paired with **in-person instruction and career services**, based on competencies needed in the local workforce.

Between 2013-2016, IDinsight worked with SNHU and Kepler to understand the impact of this new program on student learning outcomes. At this time, the program was found to have **large, positive effects on student learning** relative to local universities in Rwanda.

Since, SNHU has expanded its program to **new geographies, new demographics, and new implementing partners**, including the Scalabrini Centre in South Africa. This led to two pivotal questions which this research seeks to answer:

### GEM Across the Globe



- 1 What is the impact of the program **on learning outcomes of students with refugee status?**
- 2 What is the impact of the program **on post-graduation outcomes?**

### OVERVIEW OF GEM EVALUATION RESULTS

#### Rwanda

*implemented by Kepler*



SNHU-Kepler graduates performed higher than their matched comparison group **on 6 out of 7 academic assessments.**



SNHU-Kepler graduates were **more likely to be employed** than comparison graduates.



SNHU-Kepler graduates reported **earning a higher total monthly income** than comparison graduates.



There were no **statistically significant differences in computer literacy and writing** between SNHU-Scalabrini students and comparison students.



From baseline to midline, SNHU-Scalabrini students **improved on the computer literacy assessment.**

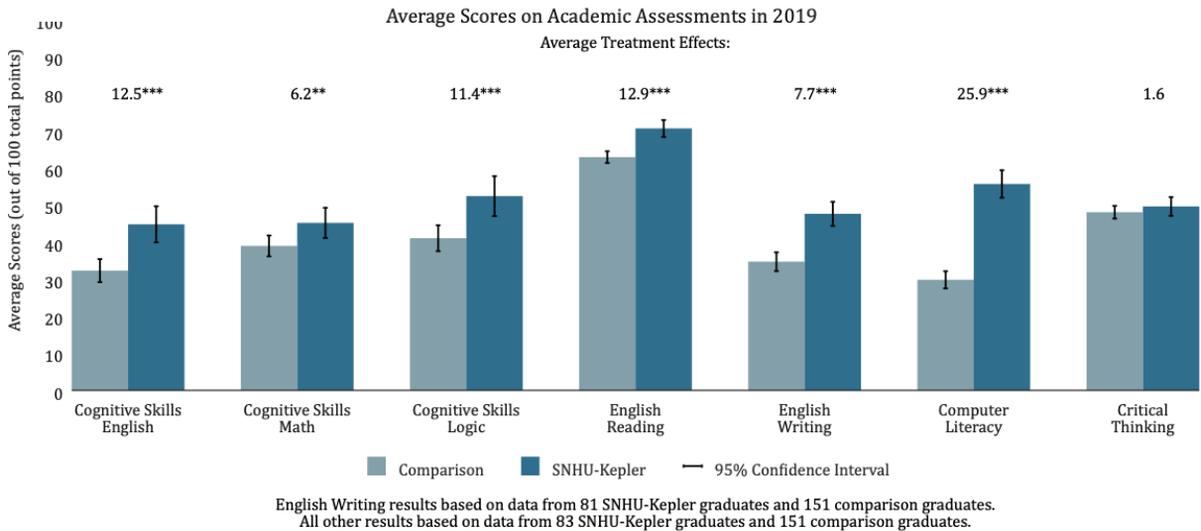


SNHU-Scalabrini students had **similar writing scores at baseline and at midline.**

## RESULTS FROM GEM IN RWANDA

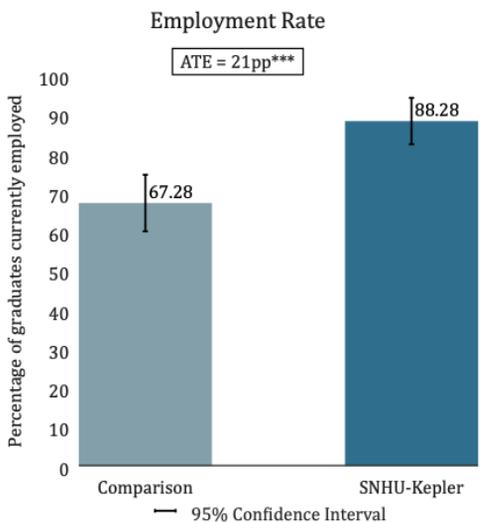
SNHU partners with Kepler to implement the GEM program in Rwanda. Between 2013 and 2019, IDinsight assessed the impact of the program relative to local Rwandan universities on **academic outcomes** during the program and after graduating, as well as **employment outcomes** immediately after graduating and at the time of the endline survey (March 2019).

We found a large, positive impact of the SNHU-Kepler program on 6 out of 7 academic outcomes. Relative gains were seen only 1 year into the program and persisted after students had graduated.

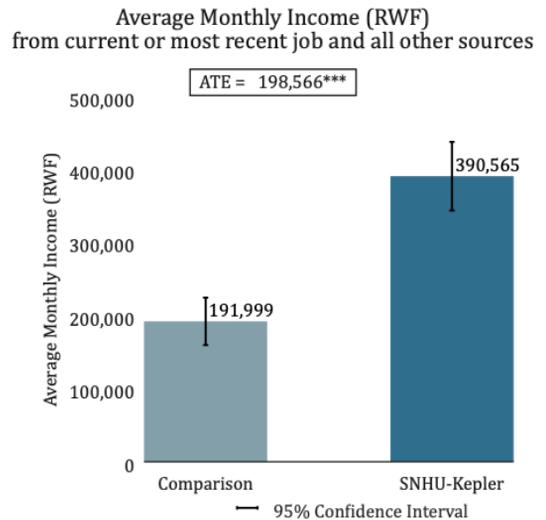


SNHU-Kepler students were more likely to be employed relative to comparison students. 88% of SNHU-Kepler students are currently employed compared to 67% of comparison graduates. Further, more SNHU-Kepler students reported being employed immediately after graduating relative to comparison graduates (66% v 31%).

SNHU-Kepler students also earned more than double the monthly income (198,500 RWF or 103% more) than comparison students in their current or most recent jobs. For both SNHU-Kepler students and comparison students, incomes increased since their first job after graduation.



Results based on data from 108 SNHU-Kepler graduates and 162 comparison graduates.

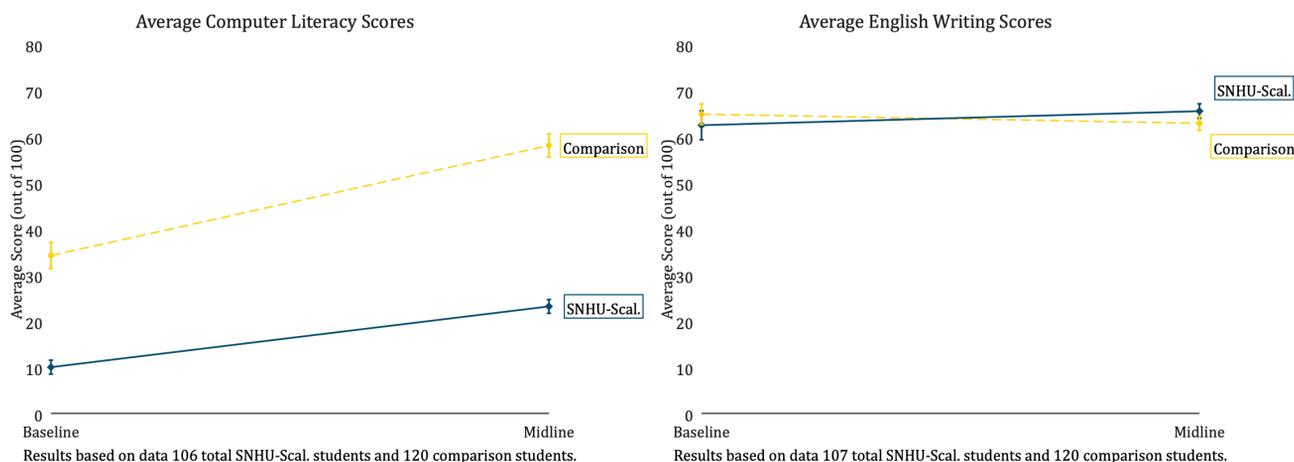


Results based on data from 108 SNHU-Kepler graduates and 162 comparison graduates.

## RESULTS FROM GEM IN SOUTH AFRICA

SNHU partners with the Scalabrini Centre in South Africa to enroll students with refugee status into the GEM program. In 2018-2019, IDinsight conducted a midline assessment to compare 6-month learning gains in **computer literacy** and **writing** among SNHU-Scalabrini students to students with refugee status enrolled at local universities.

Overall, there **were no statistical significant differences in learning gains** between SNHU-Scalabrini and comparison students on writing and computer literacy. **SNHU-Scalabrini students improved on computer literacy** but at a similar rate as that of comparison students. There **were no statistical significant improvements in writing** for both SNHU-Scalabrini and comparison students.



## METHODOLOGY

**In Rwanda**, the study included all SNHU-Kepler students who enrolled in 2013 or 2014. To construct the comparison group, IDinsight identified students who had a high likelihood of enrolling in SNHU-Kepler if given the opportunity, matching students based on characteristics such as prior education and socioeconomic status. IDinsight monitored SNHU-Kepler and comparison students while they were enrolled in their respective programs (2013-2016) and after they had graduated (2019). Student outcomes were compared across the two groups to measure impact estimates.

**In South Africa**, the study included all SNHU-Scalabrini students who enrolled in 2018. IDinsight recruited comparison students that appeared to be as similar as possible to SNHU-Scalabrini students based on indicators such as legal status, country of origin, and tertiary enrollment. However, baseline data revealed that SNHU-Scalabrini and comparison students differed in terms of academic performance and other observable characteristics. Given these differences that precluded a full matching design, three analytical methods were used to triangulate an indication of the impact of the SNHU-Scalabrini program on learning outcomes: difference-in-differences, weighted difference-in-differences, and subsample matching.

## NEXT STEPS

SNHU continues to explore ways to utilize research and evidence-generation to better reach populations with its' GEM program.

SNHU and IDinsight are currently planning endline data collection for the Scalabrini evaluation, projected to be completed in early 2022. Endline assessments will include all academic assessments, as well as a non-cognitive skills assessment.