

# Evaluation of the Community College Administrator Program



The Community College Administrator Program (CCAP) brings foreign officials with higher education planning responsibilities and administrators from post secondary vocational and technical institutions to the United States for exposure to the U.S. community college system. CCAP supports the development of higher education in selected countries by expanding the capacity of key educators to develop technical and vocational policies and institutions that support workforce and economic development. **CCAP engages one cohort of participants per year from either one country or a group of countries, with approximately 300 CCAP alumni from 13 countries having completed the program since its inception.**

A 2024 evaluation found that CCAP provides alumni with theoretical and practical knowledge that directly contributes to participants' ability to influence change within their home institutions and to change education policy as well.

## Program Outcomes

**93%**

CCAP alumni who responded to the survey reported having at least some success at implementing changes at their institutions after the completion of CCAP.

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*My experience at CCAP helped me learn how we are able to change our workforce, which is employable, to be more relevant... This really helped me convince a lot of people on our committee and push them in a way that leads us towards these workforce changes. In the coming years, our higher education system will be aligned with others on an international scale.*

**CCAP Alum**

The most common changes included:



Institution-level  
Changes in Governance  
or Administrative:

**56%**



Creation of or an  
Increase in Community  
Engagement:

**51%**



Changes to  
Student Services:

**48%**



Curriculum Changes:

**45%**

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*[CCAP] enables the principals and managers of the colleges to have a deeper understanding of how community colleges operate, to learn from those experiences and then to come back to the country and say, what can we implement, what have we learned.*

**CCAP Alum**

## Program Elements that Lead to Outcomes

**78%** of alumni attribute site visits with contributing to the change they made at their institutions.

However, CCAP alumni were adamant that the program as a whole – with its mix of theoretical and practical elements, dialogue with American counterparts, and connections to other participants – was key to their full understanding of the U.S. community college system.

Participants noted that the following topics covered during CCAP were relevant to their jobs and were applicable to their work:



Governance



Community Engagement



Leadership



Student Services

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*The site visits and the presentations by the lecturers [were the most applicable], especially from the technical colleges, because they were directly related to what we do here, specifically the carpentry and joinery program... The site visits made it more personal and more relatable. [I valued] the connection with the lecturers, talking to them, getting a feel for what they go through, and what has worked for them.*

**CCAP Alum**

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*During these visits, we discussed and learned about governance, finance, student affairs, student services, program assessment, and leadership. We gained valuable insights from these topics... After I came back from CCAP, we started to cascade what we learned and transferred our experiences to our colleagues, students, administrators, and faculty members.*

**CCAP Alum**

## Barriers to Making and Sustaining Changes

While most alumni have some success in implementing changes at their institutions, many still faced challenges in doing so. For instance:



**67%**

of alumni named economic issues as a challenge to getting changes made.

**64%**

of alumni named lack of support or funding.

## Networking

**64%**

of alumni reported having collaborated professionally with other alumni through discussions to share what they learned and preparing presentations for the country's education leadership about changes that should be made to the TVET or community college system.

**75%**

of alumni reported that they are still in touch with Americans they met during CCAP, most commonly staff from the program's implementing partners.

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*We still have a WhatsApp group chat with everyone who participated in our CCAP cohort. One of our colleagues wanted to have a partnership with us, but the type of course he had was not what we had. So, we recommended another institution that he was able to talk to because he wanted it in [region].*

**CCAP Alum**

## Learning Through Evaluation

The Monitoring Evaluation Learning and Innovation (MELI) Unit of the Bureau of Educational and Cultural Affairs (ECA) is dedicated to enhancing the effectiveness of ECA’s educational and cultural programs. The evaluation used outcome harvesting to 1) best identify institutional outcomes that CCAP has contributed to and 2) attempt to trace the causal pathways from specific CCAP components to those outcomes. It included:



A document review



Program observation  
and site visits



89 in-depth  
interviews

*With program stakeholders,  
alumni, and U.S. Department  
of State personnel*



A survey of all  
(approximately 300)  
alumni

*Response rate of 39%*



The full report can be read on MELI’s website at  
<https://eca.state.gov/impact/evaluation-eca/evaluation-initiative/completed-evaluations>