

BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS

MONITORING, EVALUATION, LEARNING, AND INNOVATION UNIT



EVALUATION

The Community College Administrator Program

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MELI
Monitoring, Evaluation,
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EVALUATION



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Acronyms

CC	community college
CCAP	Community College Administrator Program
DCG	District Communications Group
DoS	United States Department of State
ECA	Bureau of Educational and Cultural Affairs
ED	Executive Dialogue
FSU	Florida State University
IP	implementing partner
MELI	Monitoring, Evaluation, Learning, and Innovation Unit
MoE	Ministry of Education
MOU	Memorandum of Understanding
PD	public diplomacy
SFC	Santa Fe College
TVET	Technical and Vocational Education and Training
USAID	United States Agency for International Development
USG	United States Government

EVALUATION OVERVIEW

Executive Summary

The 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. The exchange consists of three components:

- A 5-week Community College Seminar tailored to train administrators of post-secondary vocational and technical institutions or officials with higher education planning responsibilities in key elements of community college leadership. The seminar provides direct exposure to the day-to-day administrative responsibilities and challenges of a U.S. community college and investigates specific community college academic and vocational programs relevant to the needs of participants' home institutions. Seminar participants receive instruction, mentoring, and participate in site visits during the program.
- A 1-week Executive Dialogue, aimed at facilitating senior-level dialogue, provides an overview of the U.S. community college system and dives deeper into the development of community colleges in the participant's respective country. Both high-level ministry officials and higher education administrators from participating countries participate.
- Week Six, which is designed to be an opportunity for CCAP alumni to come together again in person 6 months to a year later to further the goals of the program, help maintain participant motivation, and allow alumni to consider future plans to collaborate and work toward further changes at the institutional and systemic levels.

Each exchange supports approximately 15 higher education administrators and 5 high-level ministry officials/executive directors, with approximately 300 CCAP alumni from 13 countries having completed the program since its inception. CCAP engages one cohort of participants per year from either one country or a group of countries and its total scope of funding is approximately \$400,000–\$500,000 per cohort.

The Evaluation

The CCAP evaluation aims to understand how CCAP impacts the ability of alumni to effect change in their home institutions after the exchange program. It also explores how the United States Department of State (DoS) stakeholders leverage CCAP to further foreign policy and

public diplomacy (PD) goals. Findings will assist the Bureau of Educational and Cultural Affairs (ECA) in formulating the best evidence-based decisions as they continue to implement the program. The evaluation aims to answer the following questions:

- 1) How, if at all, does CCAP contribute to participants' ability to influence change within their home institutions?
 - a) How do different program elements (e.g., Community College Seminar, Executive Dialogue, Academic Symposium, Week Six relationship building with other participants and U.S. administrators) contribute to the participants' ability to influence change at their institutions?
 - b) What home country contextual factors help or hinder the program's influence on participants' home institutions?
- 2) How do DoS stakeholders leverage CCAP programming and networks to support U.S. foreign policy and public diplomacy goals?
 - a) How, if at all, does CCAP affect bilateral relationships between U.S. and CCAP participant country officials and/or administrators?

The evaluation used outcome harvesting and contribution analysis to answer these questions. The pairing of these approaches enabled the evaluation team 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. The evaluation used a mix of qualitative and quantitative methods that included:

- Discovery – Interviews with the ECA program team, leadership, and program implementing partners (IPs).
- Document review – Review of program documents as well as past research conducted by IPs and the program team.
- Observation – Evaluation team members accompanied IPs on a planning trip (Mexico), took part in 1 week of the Community College Seminar (Florida), and traveled to observe and gather data during Week Six (Philippines).
- Survey – The survey of CCAP participants and alumni garnered a 39 percent response rate (109 respondents).
- In-depth interviews – Multiple stakeholder groups were interviewed: CCAP alumni (44 interviews), validators (individuals who have been witness to the institutional outcomes reported by the CCAP alumni, including their peers, more senior administrators, direct reports, and even students at their institutes) (28 interviews), and DoS stakeholders (including U.S. Embassy and Fulbright Commission staff) (17 interviews).
- Site visits – The evaluation team met with participants and toured alumni facilities in Egypt and the Caribbean, allowing the team to meet with colleagues and supervisors of participants.

Overarching Findings and Conclusions

How, if at all, does CCAP contribute to participants' ability to influence change within their home institutions?

The 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, depending on their roles and the country context, to change education policy as well. It also found that increased ability did not always translate into outcomes due to contextual barriers, particularly related to country context.

Nearly all (99 percent) CCAP alumni who responded to the survey¹ reported attempting to make changes at their institutions after the completion of CCAP. Many (93 percent) had at least some success at implementing these changes. The evaluation identified eight distinct institutional outcome groups, including changes to student services, governance or administrative changes, increasing access to education, education reform, increased community engagement, inter-institutional cooperation, curriculum/new program changes and infrastructure improvements. Most common were institution-level changes in governance or administration (mentioned by 56 percent of surveyed alumni), community engagement (51 percent), student services (48 percent), and curriculum changes (45 percent).

Factors that contribute to increased successful outcomes at a country level included Ministry of Education (MoE) support for community college and technical education, the autonomy of institutions and administrators within those institutions to make decisions, and continuity of personnel within institutions and the ministry. Factors during participant selection that can contribute to increased successful outcomes included finding participants who have personal authority in their positions and are likely to remain in their positions for a significant period. CCAP outcomes were also enhanced when a cohort included Executive Dialogue participants who already have knowledge of and interest in community college and technical education as well as seminar participants with the leadership potential to organize alumni post-exchange and have connections in the MoE.

Which program elements contribute most and least to participants' ability to influence change at their institutions?

CCAP alumni most often attribute site visits with contributing to change they made at their institutions (78 percent) and are least likely to attribute Week Six (32 percent) with influencing those changes. However, CCAP alumni were adamant that the program as a whole — with its mix

¹ Please review the methodology section for a full explanation of the data collection activities completed during this evaluation, including sample sizes.

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 topics covered during CCAP were relevant to their jobs and were applicable to their work, with the topics of governance, community engagement, leadership, and student services particularly useful.

What home country contextual factors help or hinder the program's influence on participants' home institutions?

The most common barriers to making and sustaining changes were related to a lack of resources or support from policymakers, with alumni also noting that changes in Ministry of Education or institution staff, lack of personal connections, bureaucracy, and support from institution staff were also issues. Another major issue was a drop in motivation that occurred as time passed after the completion of the CCAP exchange. This is, in part, mirrored by a decrease in collaboration and networking among CCAP alumni, with many alumni expressing a desire for more opportunities to meet and network with other alumni in order to keep motivation high.

How do Department of State stakeholders leverage CCAP programming and networks to support U.S. foreign policy and PD goals?

The evaluation found that CCAP is being underutilized as a foreign policy and public diplomacy tool. CCAP only minimally affects bilateral relationships between the United States and CCAP participant country officials. In most countries, key U.S. Embassy stakeholders do not appear to take advantage of CCAP to further relationships with country officials, and it is rare that CCAP results in the kind of systemic changes that might be a boost to bilateral relationships. Very few alumni have contact with the U.S. Embassy in their country, despite many expressing a desire for more opportunities to interact with embassy staff and programming.

How, if at all, does CCAP affect bilateral relationships between U.S. and CCAP participant country officials and/or administrators?

While most CCAP alumni are nominally in touch with American colleagues or United States Government representatives they met during their exchange, CCAP rarely results in professional collaborations. Most communication and attempts at collaboration are limited to the program IPs. These program IPs are the main point of contact for maintaining relationships with CCAP alumni as participants do not have the opportunity to forge relationships with administrators at other U.S. institutions. The result is a scarcity of bilateral relationships among administrators from U.S. institutions and CCAP alumni institutions.

Recommendations

While CCAP clearly creates fertile ground for alumni to make changes in their home country, the evaluation resulted in several overarching recommendations to increase the likelihood for successful outcomes:

- Create protocols for country and participant selection as well as the creation of continuity plans, all implemented with full participation of U.S. Embassies.
- Implement an enhanced program structure by which each country gets two cohorts, with approximately 2 years between cohorts, and the inclusion of opportunities for increased collaboration between alumni, embassy officials, MoE, and other key stakeholders.
- Pair participants with community college and technical institutions beyond the IPs, allowing an opportunity during CCAP for participants to visit those institutions and create networks that can be leveraged to promote bilateral institutional cooperation in the future. Enhance the number and quality of post-exchange activities with more formalized meetings, action plans, and opportunities for mentorship and collaboration between alumni, U.S. institutions, and the U.S. Embassy.

Background

The Monitoring, Evaluation, Learning, and Innovation (MELI) Unit of the Bureau of Educational and Cultural Affairs (ECA) in the United States Department of State (DoS) partnered with the District Communications Group (DCG) to carry out an evaluation of the Community College Administrators Program (CCAP), which was implemented in 2014.

CCAP brings foreign officials with higher education planning responsibilities and administrators from post-secondary vocational and technical institutions to the United States. Implemented by Florida State University (FSU) and Santa Fe College (SFC),² the exchange consists of a 5-week Community College Seminar, a 1-week Executive Dialogue (ED), and a “Week Six” post-program gathering for alumni. Each exchange supports approximately 15 higher education administrators and 5 high-level ministry officials/executive directors, with approximately 300 CCAP alumni from 13 countries having completed the program since its inception. CCAP engages one cohort of participants per year from either one country or a group of countries and its total scope of funding is approximately \$400,000–\$500,000 (U.S. dollars) per cohort.

The Community College Seminar is tailored to train administrators of post-secondary vocational and technical institutions or officials with higher education planning responsibilities in key elements of community college leadership. The seminar provides direct exposure to the day-to-day administrative responsibilities and challenges of a U.S. community college and investigates specific community college academic and vocational programs relevant to the needs of participants’ home institutions. Seminar participants receive instruction and mentoring and conduct site visits during the program.

The 1-week ED provides an overview of the U.S. community college system and dives deeper into the development of community colleges in the participant’s respective country. High-level ministry officials and higher education administrators from participating countries hear from subject matter experts on topics such as economic development, workforce development, and community college finances, among others. By providing a comprehensive 1-week experience, the program aims to provide its ED participants with an understanding of the development, organization, and administration of a U.S. community college system that links secondary education and higher-education stakeholders with the workforce training needs of labor and businesses of in-demand industries.

² Note: Near the end of this evaluation, the implementing partner changed. We will refer to the previous implementing partners as “current” as they oversaw the program for the entire period of the program that was being evaluated.

All elements of the program intend to provide participants with knowledge and experience so that, upon returning to their home institutions, they are able to apply their findings in their own positions.

In addition, after the 5-week program ends, there is the Week Six component of the program. Week Six is designed to be an opportunity for CCAP alumni to come together again in person 6 months to a year later to further the goals of the program, help maintain participant motivation, and allow alumni to consider future plans to collaborate and work toward further changes at the institutional and systemic levels.

Purpose of the Evaluation

This evaluation aims to understand how CCAP impacts participants' ability to effect change in their home institutions after the exchange program. It also explores how DoS stakeholders leverage CCAP to further foreign policy and public diplomacy (PD) goals. Findings will provide critical information to assist ECA in formulating the best evidence-based decisions as they continue to implement the program.

Guiding Evaluation Questions

1. How, if at all, does CCAP contribute to participants' ability to influence change within their home institutions?
 - a. Which program elements (e.g., Community College Seminar, Executive Dialogue, Academic Symposium, Week Six, relationship building with other participants and U.S. administrators) contribute most/least to participants' ability to influence change at their institutions?
 - b. What home country contextual factors help or hinder the program's influence on participants' home institutions?
2. How do DoS stakeholders leverage CCAP programming and networks to support U.S. foreign policy and public diplomacy goals?
 - a. How, if at all, does CCAP affect bilateral relationships between U.S. and CCAP participant country officials and/or administrators?

Methodology Overview

Given that CCAP has existed only since 2014 and to date has a limited number of alumni, the evaluation team decided to take a holistic view of the program and examine the outcomes of all CCAP cohorts to be able to understand the full range of outcomes achieved in the varying contexts in which the program has been implemented. This evaluation used outcome harvesting and contribution analysis to best answer the evaluation questions. Outcome harvesting allowed the evaluation team to identify and analyze outcomes across a wide range

of cohorts, countries, and educational systems. Meanwhile, contribution analysis helped the evaluation team tie the harvested outcomes to specific CCAP components. These methods are known to be best suited for programming contexts where cause-and-effect relationships are not fully understood. The evaluation team utilized qualitative and quantitative methods to gather the data and explore findings in greater detail.

The first stage of research was an outcome harvest that allowed for the evaluation team to identify relevant outcomes by engaging with participants and stakeholders to understand how educational institutions have changed and how the CCAP intervention contributed to those changes. This process included a comprehensive desk review of program records and mixed-methods data collection among CCAP participants, United States Government (USG) officials (comprising embassy officials and representatives from USG-funded initiatives such as the Fulbright Commission), and validators (individuals who have been witness to the institutional outcomes reported by the CCAP alumni, who included their peers, more senior administrators, direct reports, and even students at their institutions) to identify key intended and unintended outcomes of the program. Upon identifying outcomes, the evaluation team collected data from the participants and stakeholder groups listed above to validate that they occurred and explore how CCAP contributed to those outcomes.

As part of the observational research stage, the evaluation team attended the ED in Florida and Week Six in the Philippines (both with the same Philippines cohort members), and a scoping trip to Mexico (all of which are noted in detail in the Appendix). For each, the evaluation team took notes, documenting successes and difficulties as well as specific details. The notes and takeaways the evaluation team took during these observations were validated in the outcome harvest, qualitative research, and quantitative research and provided a foundation to design the different elements of the research.

Using the information found in the observational research and outcome harvest, the team conducted qualitative data collection and analysis. Interviews were conducted with CCAP alumni, validators, and USG officials to elicit details and narratives to attempt to reveal potential causal links between institutional outcomes, CCAP participation, and U.S. policy goals.

Additionally, a quantitative survey was also used to reach a broader network of CCAP alumni and gather more information on causal links to outcomes. The survey yielded responses from 109 CCAP alumni (39 percent response rate).³

³ The survey was originally sent to 307 alumni contact addresses, 30 of which were no longer active. The response rate is calculated as follows: The numerator is any completed responses or responses where at least 10 percent of

Figure 1: Overview of Data Collection

Method	Type	Group	Count
<i>Discovery</i>	In-depth interviews	Interviews with ECA program team, leadership, and program implementing partners	4 interviews
	Observation, planning trip	Cohort 18, ⁴ Mexico	1
<i>Outcome Harvest</i>	Background research	Potential outcomes gathered from impact narratives, symposium feedback, country reports, program books and summaries, and meeting notes	250 identified outcomes
	Observation, seminar	Cohort 17, ⁵ Florida	1
<i>Qualitative Data Collection</i>	In-depth interviews	CCAP alumni	44 interviews
		Validators who observed change implemented by CCAP participants	28 interviews
		DoS stakeholders (U.S. Embassy staff and Fulbright Commission)	17 interviews
	Observation, Week Six	Cohort 17, Philippines	1
	Site visits to alumni facilities	Cohorts 11 and 16, ⁶ Egypt Cohort 15, ⁷ the Caribbean	7

questions were answered OR at least 5 nondemographic questions were answered (whichever threshold is lower). Partial responses that do not meet this requirement should not be included; the denominator is the number of valid contacts (do not include bounced emails, disconnected phones, etc.) provided for survey distribution.

⁴ Designation of the 18th CCAP cohort from Mexico

⁵ Designation of the 17th CCAP cohort from the Philippines

⁶ Designation of the 11th and 16th CCAP cohort from Egypt

⁷ Designation of the 15th CCAP cohort from the Caribbean

<i>Method</i>	<i>Type</i>	<i>Group</i>	<i>Count</i>
<i>Quantitative Data Collection</i>	Quantitative survey	CCAP alumni	109 survey respondents (39% response rate)

Limitations to the Evaluation

As with all methods, there are limitations. Strengths of outcome harvesting include the ability to determine unintended outcomes, generating verifiable outcomes, and answering questions with concrete evidence. The biggest limitation and challenge to outcome harvesting is that only outcomes that informants are aware of are captured. Moreover, it may be difficult for some informants to link outcomes to change motivators, meaning they may over- or underestimate how much an outcome was motivated by the program.

Bounced emails, nonresponses, and the recruitment of some CCAP alumni and validators were the main challenges in data collection. While qualitative data collection conducted online resulted in insightful findings, additional in-person research provided richer contextual and observational data in different environments, as researchers were able to more deeply understand the environment in which alumni work, had better access to validators such as colleagues and students, and were able to validate some changes themselves.

The main area of potential bias may have been in sponsorship or desirability bias in interviews with CCAP alumni; they may have wanted to present more positive perspectives of their experience and work to the evaluation team, knowing that the study was sponsored by the funding body. While this did seem to play a factor in a small minority of interviews, researchers worked to mitigate it by emphasizing to research participants that research was conducted by an independent research organization. Moreover, most stakeholders were candid and forthcoming about challenges during qualitative interviews and in the quantitative survey.

Interviewees were guaranteed anonymity. Because of the unique dynamics, naming conventions, and other identifying information at the country level, this report intentionally focuses on overarching themes rather than individual case studies.

For additional information on the methodological approach, see the Appendix at the end of the report for further context and information on the evaluation methods.

How, if at all, does CCAP contribute to participants' ability to influence change within their home institutions?

CCAP is ultimately successful at creating the foundation for alumni to attempt change within their home institutions. Ninety-nine percent of alumni who completed the survey reported that they have attempted to make changes at their institution or organization as a result of their CCAP experience, and 93 percent feel they were successful at making at least some changes. While all interviewed alumni were excited to discuss their post-program work to implement changes influenced by their CCAP experience (whether successful or unsuccessful), they made clear that they are often limited in the changes they are able to successfully complete, with many feeling frustration at the barriers that keep attempted changes from being successful.

For the most part, the evaluation showed that much of alumni's ability to implement successful change is largely connected to internal institutional or country-related factors. As a whole, alumni felt that what they learned at CCAP, combined with their own experience as veteran administrators, was sufficient to plan and carry out change at their institutions. Moreover, many alumni noted that participation in CCAP gave them both the self-confidence and motivation to attempt changes they might not have otherwise. What stood in their way of successfully realizing the changes were factors related to their home context that were largely beyond their control; these factors are outlined in more detail below.

"The involvement of the senior managers of the department who would articulate and motivate others to make certain changes made it easier [to implement changes], in the sense that I was able to motivate and convince decision-makers about the importance of the changes that I was proposing." — CCAP alum

"We hoped that CCAP alumni would have something that they could contribute to the development of community colleges in [country], but we did not follow up with them. Unfortunately, we just learned recently that the community college project in [country] was not successful. [The government] closed several institutions. Some of them merged back into polytechnic institutes that we have always had." — USG official

Types of Changes Associated with CCAP

Throughout the evaluation, from the initial outcome harvest to fieldwork with participants, validators, and key stakeholders, it became obvious that the changes (outcomes) CCAP alumni

attempted can be grouped into eight distinct institutional outcome groups, with subgroups associated with each.

Figure 2: Institutional Outcomes



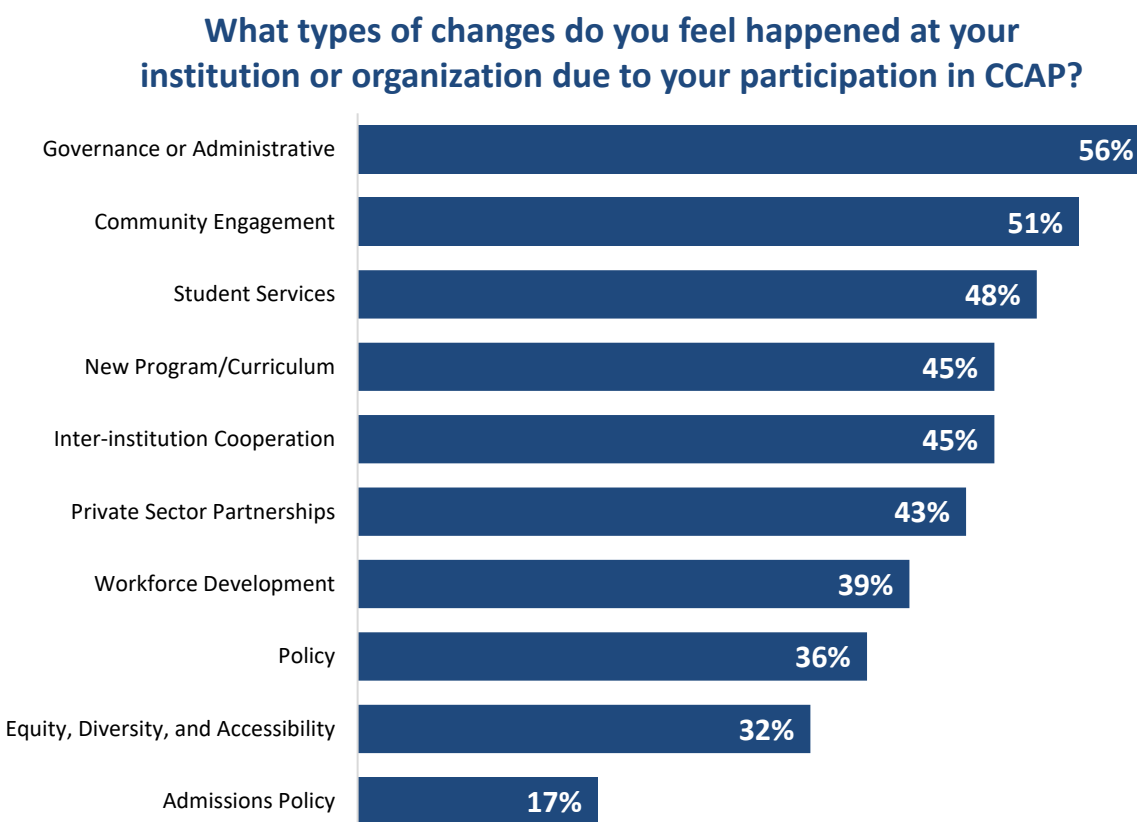
When asked about the sphere in which successful changes occurred, alumni who took part in the survey were most likely to report having made institution-level changes, including governance or administrative changes (56 percent), the creation of or an increase in community engagement (51 percent), and changes to student services (48 percent).⁸ This was followed by new programs/curriculums (45 percent), inter-institution cooperation (45 percent), and private sector partnerships (43 percent).

Policy changes and admissions policies, which tend to be changes that happen on the systemic level, were mentioned by 36 percent and 17 percent, respectively. These types of changes are often not possible without greater coordination among many institutes within the educational system and buy-in from higher officials. Many alumni mentioned in interviews that they had

⁸ While no one group of outcomes exclusively contains changes that are only institution level or system level (with the exception of education report), attempted system-level changes were more often seen in the areas of access to education, curriculum/new program, and inter-institution cooperation.

hopes of and had even lobbied for changes in admissions policy but were not successful due to systemic barriers.

Figure 3: Governance or administrative changes, creation or increase in community engagement, and changes to student services were the most mentioned successful outcomes.



Base: n=109 CCAP alumni

“In [city] and [city], we all subject to a central figure that is with the Ministry of Higher Education... With my position, I don’t have the authority to do anything, I have to present hundreds of proposals, and in every ten, they would look into one.” — CCAP alum

In qualitative interviews, validators almost always confirmed the changes reported by CCAP alumni, often talking not only about the changes themselves but about how alumni shared what they learned while at CCAP, passing on the knowledge and what they thought might work at their own institutions. In some cases, however, validators were less optimistic about the changes being successful or as long-lasting as the CCAP alumni were hoping, with the validators sometimes being more realistic about the challenges and barriers to making those changes.

Figure 4 below outlines the subgroups of outcomes and gives examples of some of the changes in each group that were encountered during the evaluation. Many successful or attempted

outcomes fall into more than one group, with the most ambitious of outcomes including aspects of multiple outcome groups. In particular, the areas of education access and student services often overlap, as do education access and education reform. Similarly, many outcomes fall into the grouping of curriculum and community engagement, particularly regarding collaboration with local businesses, where a new partnership results in changes to a curriculum or, in some cases, a whole new curriculum. Likewise, inter-institution cooperation and collaboration can also result in curriculum additions as institutions work together on new courses or programs.

Figure 4: Outcome Groupings and Subgroupings with Examples from Evaluation

Group	Subgroup	Example
<i>Student Services</i>	Career Counseling	Establish a career counseling center.
	Student Involvement	Update the peaceful coexistence manual to include students to create more democratic dynamics and encourage students to become more active.
	Non-Career Resource	Create and develop a support center for persons with disabilities.
<i>Governance/ Administration</i>	Faculty Training	Train faculty on cybersecurity and developing a new cybersecurity program.
	Institution-Level Administrative Policy	Support the development of standardized policies and procedures across an organization's six technical institutes.* ⁹
	Administrative Culture Changes	Increase self-governance by involving faculty and students in decision-making processes.
<i>Access to Education</i>	College Prep Classes	Offer a program for those that come from rural areas with less strong, lower education to get students on equal footing.
	Access for Marginalized Groups	Create programs for deaf and hard-of-hearing students so they have a greater number of educational opportunities.

⁹ Examples marked with an asterisk (*) are examples of systemic changes. While no one group of outcomes exclusively contains changes that are only institution level or system level (with the exception of education report), attempted system-level changes were more often seen in the areas of access to education, curriculum/new program, and inter-institution cooperation.

Group	Subgroup	Example
	Degrees and Transfers	Aid students in moving to a full university after completion of a community college program.*
<i>Education Reform</i>	Enacted Reforms	Contribute to the creation of legislation that addresses TVET (technical and vocation education and training).*
	Lobby Efforts	Meet with ministry officials to discuss potential reforms and their advantages.*
<i>Community Engagement</i>	Local Community	Reach out to tribal authorities to identify their needs and interests and then offer relevant programs.
	Industry Outreach	Establish partnerships between local businesses and institutions to create new programs.
	Partnerships with Lower Education Institutions	Partner with high schools to aid students in preparing and applying to institutions.
<i>Inter-institution Cooperation</i>	National	Create a joint venture between institutes within the same country with similar goals.*
	International	Host virtual exchange programs and projects between institutes in CCAP countries and the United States.
<i>Infrastructure</i>	Technology and Equipment	Equip classrooms and labs with new technology.
	College Finances	Start a charitable foundation for the college.
	Structure and Organization	Create new groups for oversight of alumni statistics.
<i>Curriculum/ New Program</i>	Curriculum Edits	Tweak current curriculum to make it more responsive to the current job market.
	New Curriculum	Create news programs based on today's current technologies.

Which program elements (e.g., Community College Seminar, Executive Dialogue, Academic Symposium, Week Six, relationship building with other participants and U.S. administrators) contribute most/least to participants' ability to influence change at their institutions?

The evaluation found evidence that certain CCAP curricula and programmatic elements had different effects on the participants' ability to make change at home.

Aligning Participants' Needs with Outcome Drivers: Topics Covered in CCAP

Qualitative interviews and survey responses consistently provided evidence that the program was a positive experience for alumni. Likewise, all alumni felt that CCAP offered them an opportunity to add to their knowledge as community college administrators. Feedback also suggests the program content is aligned to the work responsibilities of the participants; topics that most alumni identified as areas where their knowledge was improved were also most likely to be identified as topics that alumni were able to apply in their work. These include:

- Governance, in which 79 percent of respondents improved their knowledge and 58 percent of respondents were able to apply in their work.
- Community engagement was mentioned second most often, with 76 percent saying their knowledge of community engagement was improved and 50 percent being able to apply that knowledge at work.
- Leadership, with 71 percent reporting they had improved knowledge and 54 percent indicating they are able to apply that knowledge in their work.
- Student services was the fourth most mentioned, with 70 percent of alumni improving their knowledge and 48 percent applying it in their work.

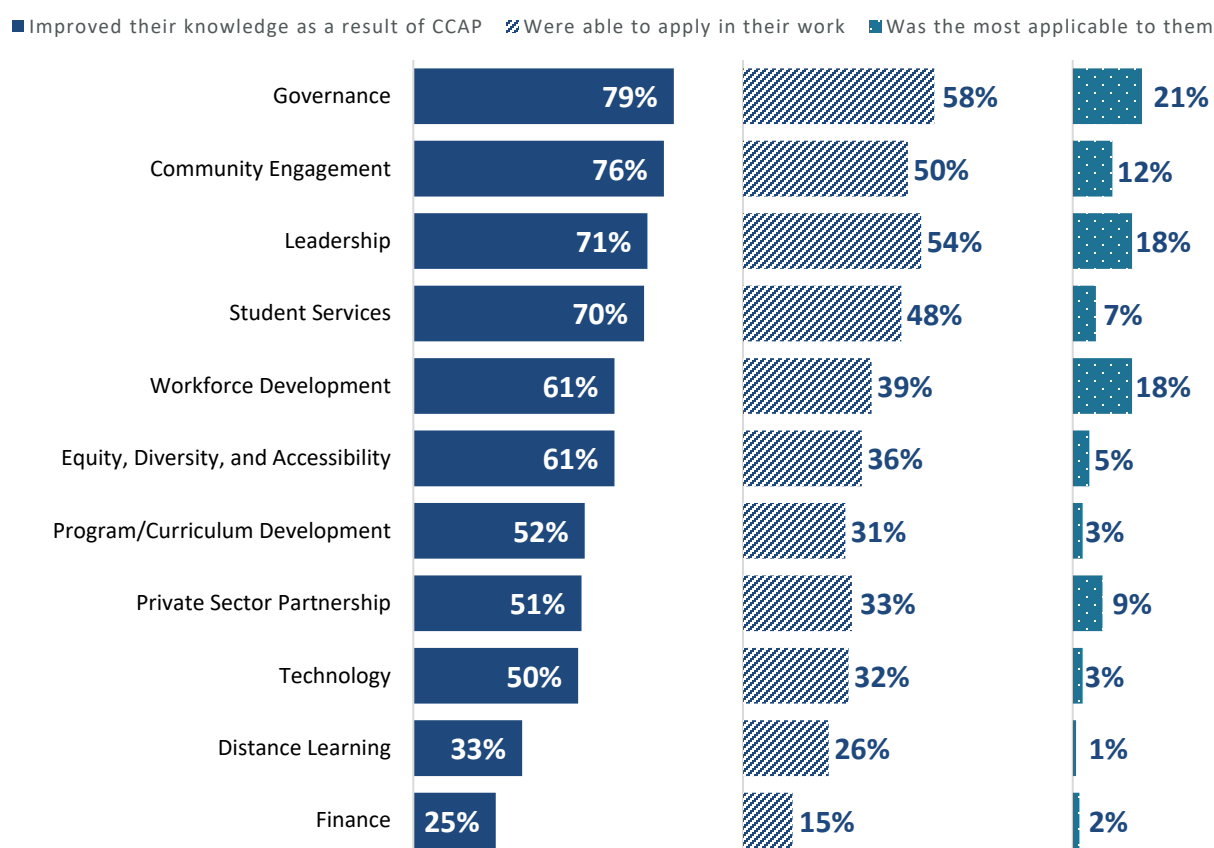
“I think governance as well, getting the Ministry of Education to buy into the fact that at a national level, you are responsible when it comes to policies. We are just part of helping develop that policy. Since coming out of that, I think they have been deliberate to ensure that they engage [us] being able to sit on various committees. They are developing a national education sector strategy, and I am sitting on the steering committee.” — CCAP alum

There were two topic areas where fewer than half of survey respondents said they saw improvement. Only 33 percent said that their knowledge of distance learning had been improved, with only 26 percent saying they were able to apply the knowledge in their work. The area where the fewest respondents said they had improved knowledge was finance

(25 percent). That being said, qualitative interviews indicated that finance was not an area where alumni thought more information would be useful, as the resources available to U.S. community colleges and the financial context are typically very different than the home countries of participants, meaning it would likely not have been applicable.

Figure 5: Governance or administrative changes, creation or increase in community engagement, and changes to student services were the most mentioned successful outcomes.¹⁰

Topics of knowledge about which CCAP alumni said . . .



Base: n=109 CCAP alumni

“I initiated this program locally, but being a servant in the government, I have no financial power, so most of the time, I was required to get approval from management. They were not convinced and did not understand my approach... I was not able to financially maintain the program, so what I learned in CCAP, I was limited to apply in practice.” — CCAP alum

¹⁰ When asked about the topics in which they improved their knowledge or what topics they were able to apply in their work, survey respondents were able to choose more than one response. On the question about which topic was most applicable to their work, participants were limited to one response.

The areas that alumni survey respondents identified as *most* applicable for their work were governance (21 percent), leadership (18 percent), workforce development (18 percent) and community engagement (12 percent). This was consistent in what alumni said during interviews and tended to be areas where, as leaders of their institutions, they were able to attempt to make changes. In fact, the desire to implement shared governance, “a systematized structure of transparent decision-making that reflects shared interests and shared responsibility of all constituency groups,”¹¹ with constituency groups (in this case, meaning both staff and students), was mentioned by participants from a number of different cohorts and involves the categories of governance, leadership, and workforce development.

“They were very big on shared governance. I was part of the group that visited Valencia, and it was a recurring theme I heard at three different institutions. Yes, they may collaborate, but they understood the importance of governance not just being top-down, but there also must be a bottom-up approach. So, while we practice that here, the whole consultative process, it really reinforced that there is the need for everyone to buy-in.” — CCAP alum

Workforce development was the one topic where there was some disconnect between the percentage who said they learned something and those that said it was most applicable. Of all the topics, workforce development was fifth in terms of those who said they gained knowledge with 61 percent saying they learned something through CCAP, while it was third as relates to being most applicable. That indicates that there may be room to focus more on workforce development in the CCAP curriculum. Qualitative interviews also showed that a number of alumni wanted to more actively work with local businesses and organizations to ensure their curriculum matched what employers wanted and that there is room for CCAP to help instruct participants on best practices for making these connections and integrating workforce needs into what they provide to students.

“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

There were other topics mentioned by alumni during interviews where often they did not feel that CCAP offered enough information for them to make the changes that they needed or, in other cases, CCAP provided information that was not as relevant to them. However, different alumni had different opinions on what there was either too little or too much of, often depending on their particular job or the focus of their institution. For instance, some interviewees mentioned that,

¹¹ This definition comes from Marshall University, which has no association with this program or evaluation, but which provides a strong definition of this concept. Retrieved from <https://www.marshall.edu/shared-governance/definition-of-shared-governance/>.

given that community college (CC)/technical and vocation education and training (TVET) institutions in the United States are financed very differently from their home countries, finance was a less relevant topic. Another example was that those whose institutions were primarily technical in nature (i.e., engineering or technology related) found less relevance in site visits to institutions that focused on nontechnical vocations such as the service industry. Finally, multiple alumni mentioned that many of the examples that were given, whether during seminars or site visits, were not applicable to their institutions because they did not have the same level of facilities or resources. In some cases, alumni suggested that parts of the program might be better tailored to the participants, with the option to go deeper into some topics depending on the best fit for them.

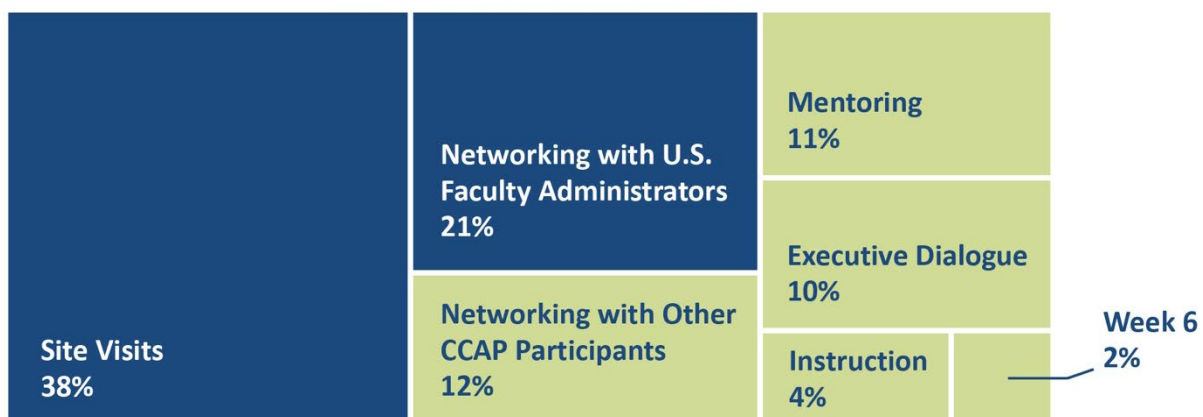
Importance of Site Visits and Networking

CCAP is made up of different elements designed to convey the topics of knowledge outlined above and demonstrate the American community college system. This includes instruction, mentoring, site visits, and networking, both with U.S. faculty and administrators and with fellow CCAP participants. It also includes the week-long ED, during which members of the Ministry of Education (MoE) from the exchange country come to the United States, and Week Six, which takes place in person in participants' home country approximately 6 months to a year after the completion of the visit to the United States.

When asked which element of the CCAP experience most increased their ability to do work, nearly two in five survey respondents (38 percent) named site visits, followed by one in five (21 percent) who said networking with U.S. faculty and administrators. Around 1 in 10 respondents mentioned networking with other CCAP participants, mentoring, and Executive Dialogue. Only 2 percent said that Week Six most increased their ability to do work and only 4 percent said the instruction they received.

Figure 6: Site visits were by far named as the top contributor to alumni's ability to do work.

Which element of your CCAP experience do you feel most increased your ability to do work?



Base: n=109 CCAP alumni

Site visits and networking with U.S. faculty and administrators were particularly of value to CCAP participants because these are not opportunities they could get any other way. While instruction or networking with other CCAP participants from their country could happen in another setting or even virtually, site visits and working closely with U.S. administrators was only possible within the framework of being in the United States as part of CCAP. Many alumni spoke about seeing with their own eyes exactly how CCs operate as well as the level of their facilities and how that gave them a new understanding of what they would want to happen at their own institutions. Moreover, for some, being on the campuses and having the possibility to informally observe provided inspiration for potential changes. Examples include alumni who saw students with varying disabilities able to access facilities or who were able to watch how students and staff interact and work together.

“There were also some site visits to technical or community colleges like Santa Fe, Tallahassee, Wiregrass, and Lively Technical College, all of which were very useful. During these visits, we discussed and learned about governance, finance, student affairs, student services, program assessment, and leadership.” — CCAP alum

The chance to interact with American colleagues in varying roles was an important aspect of CCAP for alumni, and many alumni felt they had formed partnerships with U.S. faculty and CCAP implementing partners (IPs) at SFC and FSU. Most reported staying in touch with at least some of the administrators at these two institutions and were confident that if needed, they could reach out for advice and help, although there were only a few examples discovered of these types of partnerships taking place after CCAP was complete. While alumni had a chance to interact with administrators at other institutions during site visits and they appreciated the opportunity to interact with a wider range of American colleagues, the site visits are short and leave little time for one-on-one conversations, meaning alumni did not have enough time to meaningfully network with them. As a result, most of the lasting relationships alumni described that were facilitated by networking opportunities were confined to key personnel from the IPs, who spent the most time with participants during their CCAP exchange. With these more lasting connections siloed through just a few people, the burden of responding to requests for advice, resources, or partnerships ended up on the program implementers and their institutions, which is not a sustainable model for creating long-term relationships between institutions.

This is not to say that in interviews alumni did not praise other aspects of the program beyond site visits and networking with Americans, and it was clear that many of the program’s elements complemented each other. In qualitative interviews, many alumni were adamant that the program worked well as a whole.

“One day, I called Vilma [point of contact at Santa Fe State, former implementing partner] and said, ‘Vilma, we have a problem here in [country]. It’s harder to learn English because only the teacher speaks English and everyone else speaks Spanish. What if we could have a conversation class exchange with my students and the students at Santa Fe College?’ She immediately put me in touch with other teachers in the Spanish Department, and we had several exchanges with those students.” — CCAP alum

For instance, alumni said that dialogue within their cohort and with their American colleagues after instruction or site visits also enhanced what they were learning and helped them put it into the context of their own country or institution, making it more useful for them and their ability to put it into practice.

It appeared that including more roundtables and discussions that involved CCAP participants, American administrators and faculty, and even students was more pronounced in later CCAP cohorts and was a welcome addition to the program. Some alumni appreciated such discussions, both formal and informal, as a way for participants and their U.S. counterparts to learn from each other and feel more collaborative. This dialogue allowed participants and U.S. administrators to talk together as professionals and equals. Alumni appreciated the emphasis on applying lessons learned to the participants’ country context and the opportunity to share learning between all members of the discussion.

“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

Mixed Views on the Executive Dialogue

The ED is designed to allow policymakers from CCAP cohort countries to see the U.S. community college system for themselves and to allow for connections to be made between CCAP administrator participants and their local policymakers. The ED takes place over 1 week and includes some instructions and site visits, as well as some social and touristic outings.

The success of the ED is dependent on country and participant selection. Qualitative interviews with both ED and seminar alumni demonstrated that if there is not already a culture of policymakers and MoE officials collaborating with and consulting administrators from educational institutions, it is unlikely that this culture will be created during the ED week. However, if this culture does exist, the ED can strengthen it and allow for closer connections that are beneficial to both sides in the future. The evaluation also showed that these connections can be quickly lost if all ED participants are political appointees or subject to being

replaced during a change in administration. Conversely, it may also be useful to include some participants in the ED that are civil servants who will remain in their positions.

“However, as you can see in the executive dialogue, the chairmen of our federal body, the chairmen of a training center, and the chairmen of our TVET body all went there so that the change could come from top to bottom. But I don't know if it has come yet or not. We have tried to go from bottom to top.” — CCAP alum

Qualitative interviews conducted with ED alumni suggested they found their time in the program useful, although some felt it would have been more useful to experience the full 5 weeks, though others thought that leaving their positions for that long would not be possible. One ED alum was confused as to why they were chosen for the program, as they were a lecturer at a local community college, not a policymaker, but did not have a say over what part of the program they would go on. It was difficult to get interviews with ED alumni, however, as many were busy, had retired, or had been government appointees who were no longer in their posts and had changed contact information, so there was less qualitative feedback directly from ED alumni.

“So that's the thing, because I was a little bit surprised that I was asked to participate in the Executive Dialogue program. I wasn't working at the decision-making level. I'm currently working at the [institute] in [country], and at the time, I was also working at the university. But regarding the Executive Dialogue, it was really meant for people who are in charge of decision making.” — CCAP alum

Alumni who were participants of the full seminar program had mixed feedback on the usefulness of the ED. Some thought it was useful to have the time together with policymakers and to make connections with them, some of which they were able to leverage after they returned to their countries. Others had the opposite experience, saying they had little opportunity to engage with the ED participants during their week in the United States, in part because ED participants had little interest in talking to them and also because, in some cases, the two groups were separated for some of the activities, which hindered networking opportunities.

Week Six Missed Opportunity to Contribute to Program Goals

After the original exchange's completion, Week Six presents an opportunity for CCAP alumni to come together again in person 6 months to a year later. This face-to-face meeting is meant to be an opportunity to further the goals of the program, help maintain participant motivation, and allow alumni to consider future plans to collaborate and work toward further changes at the institutional and systemic levels. While some alumni meet informally after completing the exchange program, Week Six is the only official meeting of alumni after the initial exchange program is over.

Participants described Week Six as an opportunity to present to each other and the program implementers the changes they were already beginning to implement at their institutions, with some describing it as an evaluation of their performance after the program. They enjoyed getting to see fellow CCAP alumni and learn what others were doing. In this way, Week Six does contribute to maintaining alumni motivation to make changes and get ideas about what others are doing. Some described it as an evaluation of the program and the outcomes it had produced after 6 months. There is no evidence, however, either from qualitative interviews with CCAP alumni or from the evaluation team's observation of a Week Six meeting in 2023 that Week Six is being used to otherwise further the goals of CCAP by encouraging collaborations between alumni, having the IPs work with alumni to plan for future changes, or to facilitate connections between alumni, the U.S. Embassy, or U.S. institutions. In this way, Week Six does little to contribute to potential CCAP outcomes, instead focusing on participant satisfaction and recognition of outcomes that have already been attempted.

“That was so long ago. I’m not in contact with anybody from the Embassy right now... It was good to meet the participants from [country], especially because they’re so far away, and to hear some of the things that they were already doing. So, we had to report on what we had done, or we were trying to do at that meeting. That was basically it.”
— CCAP alum

Moreover, once Week Six is over, most alumni interviewed reported they did not have more formal meetings with colleagues, with many saying they did not meet even informally. This was, in part, because alumni were very busy at their own institutions, but lack of a formal communication network or reasons for meeting up, whether set up by the program implementers, the embassy, or the alumni themselves, limited the opportunities for alumni to learn from each other, work together to lobby policymakers for systemic change, and consider collaborations. Some alumni noted that they would have liked a formal reason to meet to help maintain motivation and to encourage them to continue to plan. While many participants remain in touch, with 73 percent reporting being in touch with alumni at least monthly, for the most part, their ongoing communication after the program is social in nature.

“No, [I haven’t worked with any colleagues outside of my country], but we do keep in touch though. We send ‘Hello, hi, happy birthday’ messages over WhatsApp.” — CCAP alum

Program Elements that Lead to Outcomes

While all program elements contributed in some part to the different kinds of outcomes that resulted from alumni's CCAP experience, for those who experienced the full 5-week program, site visits were most often mentioned as contributing to successful outcomes overall, with 78 percent of survey respondents mentioning site visits as contributing to at least one type of

outcome. Moreover, site visits were the top-mentioned program element for a number of specific outcomes, including new programs or changes to programs, governance or administrative changes, changes to student services, changes to admissions policy, workforce development, increase in private sector partnerships, and increases in community engagement. Qualitative insights suggest that site visits provided inspiration, showcased specific new ideas, and fostered formal and informal conversations with American counterparts and cohort peers.

“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

However, that is not to say that other program elements did not also contribute to these changes and, in the case of some types of outcomes, contributed more than site visits. Among CCAP seminar participants who reported successful outcomes,¹² more respondents attributed ED, mentoring, and networking with U.S. faculty for contributing to those changes. For equity, diversity, and accessibility changes, networking with U.S. faculty was the top contributor, followed by instruction. Likewise, networking with both U.S. faculty and other CCAP participants contributed the most to increases in inter-institution cooperation.

Figure 7: Site visits were most often named by seminar participants as contributing to most types of outcomes and particularly those outcomes that are most common.

Type of Outcome	Program Element						
	Instruction	Mentoring	Site visits	Executive Dialogue	Week Six	Networking with U.S. faculty	Networking with other participants
<i>New program/curriculum</i>	16%	23%	34%	22%	9%	27%	21%
<i>Policy</i>	9%	16%	15%	23%	8%	16%	10%
<i>Governance or administrative</i>	24%	24%	32%	32%	12%	26%	23%
<i>Student services</i>	20%	27%	40%	20%	12%	27%	17%

¹² Ninety-three percent of seminar participants reported successful outcomes, while the few who did not were not asked this question. Responses from ED participants are not included in Figure 7 as they did not participate in all elements of the program.

Type of Outcome	Program Element						
	Instruction	Mentoring	Site visits	Executive Dialogue	Week Six	Networking with U.S. faculty	Networking with other participants
<i>Admissions policy</i>	2%	8%	11%	8%	3%	9%	4%
<i>Workforce development</i>	21%	21%	28%	25%	9%	18%	13%
<i>Equity, diversity, and accessibility</i>	17%	16%	16%	14%	9%	21%	15%
<i>Private sector partnerships</i>	10%	24%	30%	23%	8%	22%	18%
<i>Community engagement</i>	18%	21%	36%	24%	12%	27%	24%
<i>Inter-institution cooperation</i>	12%	21%	22%	23%	8%	26%	27%
ANY OUTCOME	58%	65%	78%	72%	32%	62%	52%

Percentages represent percent of survey participants who both reported the type of successful outcome and the contribution of the element to that outcome

Base: n=92 CCAP community college seminar alumni

Participants were least likely to attribute Week Six to contributing to changes. In part, this may be because Week Six is a more recent addition to the CCAP curriculum and has had several different formats. However, this also aligns with qualitative interviews where alumni said that, while Week Six was an opportunity to showcase the changes they had already made or attempted, it was not structured to be an opportunity to plan or create collaborations for future changes. Based on program objectives, there may be an opportunity to revise Week Six accordingly so there is also focus on forward planning for future collaborations and outcomes.

“[In Week Six,] they came here and wanted to see what we had done. They asked us what we had implemented and what we developed personally and vocationally. We connected the teaching staff to institutions... The most important thing is that we met again, and we sat together for a while. We were glad that we were reconnected.”
— CCAP alum

“Maybe the last day of the program that we could have been forced to select a project to build together as part of CCAP and present on it in Week Six. It means we would have had to meet with CCAP colleges. We would have to decide what can we collaborate on using what we learned, and then come and present in that week.” — CCAP alum

What home country contextual factors help or hinder the program’s influence on participants’ home institutions?

As noted above, a common theme from the qualitative interviews was that many of alumni’s attempted changes, both at their institution and at a higher level, were stunted due to a number of barriers. Despite their repeated efforts and enthusiasm, a number of factors stood in their way to making full use of knowledge they gained at CCAP.

Barriers to Making and Sustaining Changes

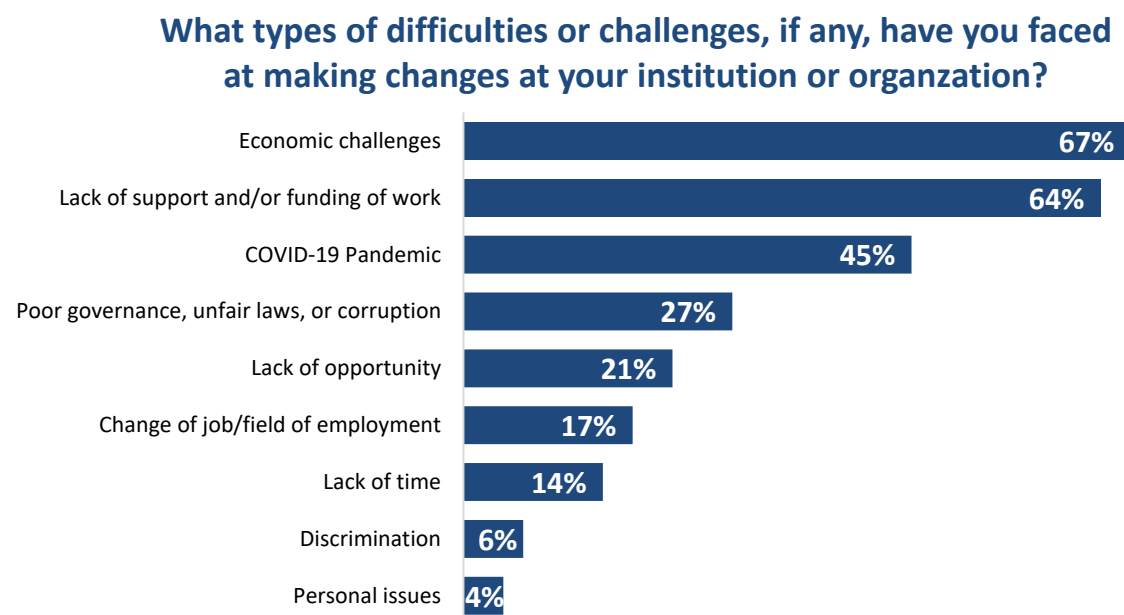
Lack of Resources and Support from Policymakers

By far, the most widely acknowledged barrier by alumni in qualitative interviews was the lack of resources and support for the changes, which was echoed in the quantitative survey, where 67 percent of alumni who had made successful changes named economic issues as a challenge to getting changes made and 64 percent named lack of support or funding.

“That’s [lack of resources] a big ass barrier because we have, I think in terms of the knowledge, the skills, and so on, we have those. But sometimes people get frustrated, especially with students who go out of the country to study and then come back. I was just speaking to a past student before you came and he was saying, ‘Yes, I left. When I came back, I was so frustrated. Everything is so slow and takes so long. I can’t walk with my phone and use my phone and my watch to make payments.’ That kind of thing. These are the biggest barriers, the lack of resources. We don’t have the resources. We have the manpower. We have the knowledge.” — CCAP alum

“The main challenges that we faced in our institutes in [country] were excessive centralization, lack of a permanent mechanism for connections with industries, employers, and the labor market, under-qualified, under-compensated, and unmotivated faculty, a lack of resources, equipment, and poor facility maintenance.” — CCAP alum

Figure 8: Resources and lack of support hinder many alumni when attempting to make changes.



Base: n=101 CCAP alumni who were successful at making changes in their institutions or organizations

While a lack of resources affected alumni's ability to make changes of all types, a lack of support, particularly from policymakers, limits outcomes on a systemic level. As a result, heads of institutions are forced to concentrate on changes they can make within their own institutions without permission or support from policymakers. The more autonomy an institution head has, the more likely they are to have the ability to implement a wider range of changes.

“Centralization [stops us from applying some of the ideas from CCAP]. Everything is in the hands of the ministry.” — CCAP alum

This aligns with the survey results about what changes alumni reported successfully making (Figure 3). The evaluation demonstrates that elements of governance or administration can be changed internally even when an institution director has very little autonomy. Examples of this included implementing reporting protocols within an institution, working to more closely track graduates, and attempting a system of shared governance. The same is true for some forms of community engagement or elements of student services.

“When we came back, we revamped all of our advisory bodies, and now all of our advisory bodies are functional because we recognize that if we are serving the community, then the community needs to have an input in what we do in preparing people to send to them.” — CCAP alum

“Of course, my love for shared governance is the other thing that we pushed forward. And within this shared governance was information and transparency that was already in the organization, but additional transparency in the way that decision-making was also transparent for everybody.” — CCAP alum

For cases where alumni were not the heads of institutions, making changes was difficult without a strong backing or resources from the institution directors. Some said it was helpful to attend CCAP with other leaders from their home institute, as it made them all feel invested and allowed them all to brainstorm ways to apply what they learned at home.

“Now the changes I mentioned were difficult to implement, but I can say that it happened because we had a visionary at the top... Actually, he is the one person who is interested in bringing these ideas to [country].” — CCAP alum

With somewhat more autonomy, the head of an institution can make adjustments to curriculum, although some alumni reported in interviews that it was nearly impossible to implement a new program without support from policymakers, as many countries had situations where programs are controlled at the ministry level. Likewise, while some alumni were able to successfully implement cooperation between institutions and private sector partnerships, for others, any collaborations of this type are required to be coordinated or sanctioned by policymakers, tying the hands of some alumni despite their praising the examples of such partnerships they witnessed during CCAP.

“[To start a new program,] I have to make a market study and apply to the ministry, and then after their approval, I submit it to the governor. After that, I get approval from the companies and factories that the students would be able to be trained and work at.” — CCAP alum

Educational policy and admissions policy are two areas where participants were most likely to say that making changes required cooperation with the MoE, meaning a lack of cooperation or support severely limited what alumni could do, which likely explains why alumni reported fewer successful outcomes in these sectors (36 percent and 17 percent, respectively). In countries where CCAP alumni and policymakers shared similar goals for CC/TVET education, cooperation between the two resulted in systemic change in education policy as a whole and, often, admissions policy as a subset of this. However, this was the exception.

A common theme during qualitative interviews with alumni was their desire to integrate the CC/TVET system more tightly with higher education as a whole, implementing a 2+2 system¹³ such as what they had seen in the United States. Many also wanted to see admissions open to the population as a whole, allowing more mature learners and those who were looking not only for a degree but also certificates and specializations to apply to their institutions. However, despite some going as far as to lobby policymakers and providing written requests and recommendations, few were able to convince the MoE in their country that these changes were necessary if such changes were not already included in the MoE's priorities for the education system. They described challenges with curricular mismatches between TVET institutes and local universities and the financial incentive universities have to collect tuition for the maximum number of years per student.

“Technological colleges and the 45 institution-teaching staff in the government are the only ones that don’t have a law to rule over them. This means that we are subjected to the civil service law, which is the general law for employees in the country. The university staff, higher education staff, [institution] teaching staff, each one of these has a different law that they are under.” — CCAP alum

“The student can take two years and then complete two years. The student does not have to start from the beginning to enter a technological university... The problem I see is that everything we want to do must be within a legislative framework, within an amendment to the regulation that organizes the work of the technological colleges.” — CCAP alum

Changes in Ministry Staff

Related to changes in political leadership are changes in ministry staff. New leadership generally brings in their own staff. In addition, changes occur when ministry staff move on to other positions or retire. When these changes occur, CCAP alumni and CC/TVET institutions often lose the connections they have at a policymaker level, including those they may have made during their exchange during the ED. Including ministry staff who are not political appointees and those who are likely to be in their positions for longer in CCAP helps facilitate longer relationships.

Conversely, the evaluation uncovered several instances where CCAP alumni who were administrators at local institutions moved into roles at the policymaker level, which provides more connections for alumni at the institution level. A strong understanding of how such

¹³ According to Education USA “The ‘2+2 model’ allows students to earn a bachelor’s degree by completing 2 years at a community college for an associate degree, and then transfer to a 4-year college or university for a final 2 years of study culminating in a bachelor’s degree.” Retrieved from: https://educationusa.state.gov/sites/default/files/20210804_22_one-pager_a4.pdf

movement may occur by those choosing CCAP participants would help create a stronger network of CCAP alumni within a country.

“It can change from administration to administration, because of course, when you have an election, every party has a manifesto, and under the manifesto, they cover the goals for various sectors...” — CCAP alum

Personal Connections

Some CCAP alumni mentioned that personal connections, particularly between policymakers and those at the institution level, are important to getting resources or approval for larger policy changes. While the ED is intended to help forge these personal connections, it is not successful in all cases, leaving some alumni without the connections they need to implement larger changes.

Bureaucracy

Slow-moving bureaucracy is a barrier for CCAP alumni trying to make change at both the systemic and institutional level. There were several instances in qualitative interviews when alumni mentioned getting approval for certain resources or changes that never came through because they were lost in the system. Others talked about having to adhere to bureaucratic rules and regulations that made no sense in the context of their institutions, such as what hours students were allowed to be in the building or the protocols for making institution-level changes. Many alumni were creative in finding ways to get around this, but it clearly made it difficult to implement some of the changes that would have otherwise gone very smoothly.

“One of the barriers that you have to go through is bureaucracy and changing legislation. There's a specific process that you have to follow. First, within the department, you have to get approval. Once you've passed that hurdle, you have to go through state lawyers. Then, you have to issue a gazette stating the intention to change legislation with the proposed changes. Then, you have to wait for the inputs and then ultimately, it has to go through parliament.” — CCAP alum

Support from Staff

During qualitative interviews, some alumni reported getting pushback from their own staff about changes they wanted to make. In some cases, this was individual pushback and in others, it came from the teachers' unions or other groups. This often came up when discussing the idea of shared governance, with CCAP alumni wanting staff to take more part in decision-making, which would have been a dramatic change in some of the country contexts where decision-making in institutions is very hierarchical, with the head of the institution acting unilaterally. To combat this, alumni noted a preference for several people from one institution to take part in the CCAP exchange, which allowed them to work together to change the culture of their institution. Alumni

thought this would allow different staff members from one institution to focus on different areas of learning at CCAP and then to oversee those areas upon return.

“Some of the barriers are sometimes the colleagues themselves. I think it's human. A lot of people are used to teaching a certain way or are used to having procedures, and when you propose changes, people don't want to leave their comfort zone.” — CCAP alum

Another suggestion was to have additional staff participate in CCAP in a second cohort, so they could see the changes that had already begun to be made and then use the CCAP exchange to learn more and push the changes further. There was a concern that the knowledge learned during CCAP is concentrated in only one or two staff members and that even though they try to pass it on to others, it is not as effective as having multiple staff members experience it themselves. Alumni reflected that a potential second cohort of CCAP participants from their country could be additional staff from the same institutes. They said this would allow the second group to come into the program with a framework and to push initial changes further.

“I think there should be another cohort, just so that other colleagues can get firsthand experience of what it was like for us, but also to broaden their own scope of what is happening outside to validate what we are doing. Sometimes you feel like you're working in isolation, as if I'm the only one trying to make change.” — CCAP alum

“This committee [of CCAP alumni and validators] shouldn't be temporarily. It should be permanent, and it should be renewed every 3 years. It should be responsible for issuing education policies and training basics. It would be better if there were mutual visits between both countries. This would increase efficiency and narrow the gap between the labor market and graduates.” — Validator

Changes in Staff at Institutions

Much like changes in staff at the policymaker level, changes in staff in institutions can be a barrier to successful outcomes for CCAP. In some cases, CCAP alumni move on of their own accord. If they have initiatives they have begun but not completed, there may be no one to take over, and in this case, progress is lost. This highlights the importance of CCAP alumni making changes in collaboration with others, including other alumni and non-alumni, so outcomes are not contingent on the vision or work of one person.

“Staff have left. I can count five major [staff] changes, so the people that saw the importance of this program are no longer there. And the new people don't know anything about it. They just don't know.” — Validator

In some more extreme cases, a change in political leadership may also mean a change in leadership in individual institutions if those are appointed positions, which results in many of the CCAP alumni losing their positions at the same time and is particularly detrimental to longer-term outcomes.

Decrease in Motivation

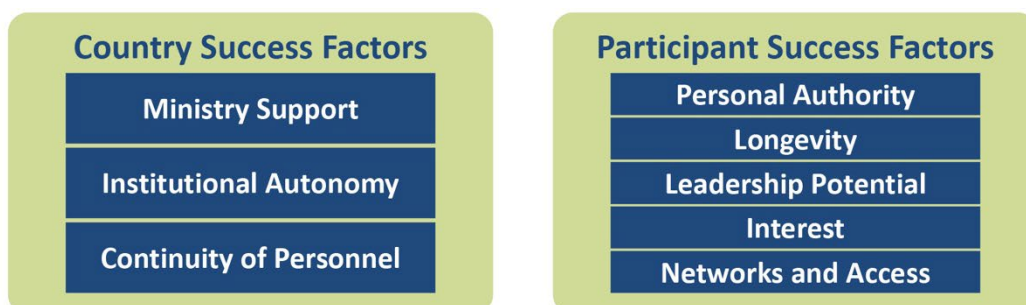
During qualitative research, many alumni described a decrease in motivation to push for outcomes, particularly at the systemic level, as time went on and they were not immediately successful. While alumni were clearly passionate and talented administrators, their plates were full with everyday work at their own institutions, and running up against continuous barriers while attempting to make change was exhausting. The CCAP exchange provided alumni with motivation to make changes as did their interactions with other alumni and U.S. staff and administrators. However, as these interactions became less frequent and the exchange was further in the past, many found it hard to keep up their momentum even after initial successes.

“What happens is that sometimes you have so many WhatsApp groups that you say, right now I don’t want to write, I don’t want to send a PDF, to share information with them. Sometimes you start to think for the other person, and think why am I taking up their time? Why am I sending them this? I think those are more personal blocks, rather than thinking if you do it, you might get a positive response.” — CCAP alum

“There’s capacity around curriculum developments and creative ways in which it can motivate their faculty to do a lot more. They are doing amazing work, but still that motivation, that understanding of what the mission is, and their vision of how to work with those communities is definitely something we would like to bring back here and be able to have those exchanges, those opportunities, of seeing things a bit differently.” — USG official

The Importance of Country and Participant Selection in Eliminating Barriers to Future Outcomes

Barriers CCAP alumni face in creating outcomes might be eliminated with the selection of the countries from which participants come as well as selection of the participants themselves. Several contextual factors affect the success of outcomes.



Country Selection Success Factors

Current Criteria for Country Selection

It is not clear what factors are taken into consideration during the selection of countries to participate. Bureau personnel revealed that, typically, final selection is done in coordination with regional bureaus and based on factors that may include the higher education landscape, consideration of various democratic factors, and foreign policy interests. However, while many U.S. Embassy personnel interviewed did not have the institutional knowledge to say how countries were selected, those that did said the decision on country selection was made without the input of the embassy.

“This [program] is something that was Washington driven and most of the other programs that we manage come from local needs ... This CCAP was quite different and it was proposed to us. So we accommodated that and there was interest, so I'm not criticizing it, but I'm saying unlike most of the other programs that we develop and manage, it came from Washington.” — Embassy personnel

“[We wanted to find] a way in which we can get back into CCAP. We sent a bunch of emails and started pushing people over a year ago... We kept pushing throughout the year, but we heard nothing. It was radio silence. This year, we received a message stating, ‘Well, [country] is not part of the cohort, sorry. There's nothing we can do.’ So, that was a bit frustrating.” — USG official

Ministry Support of Community College and Technical and Vocational Education

Critically, most program outcomes depend on top-down support from the MoE. The MoE of the home country should ideally be prepared to commit resources to improving and, where necessary, adapting the CC/TVET level of education nationwide and, ideally, this level of education should be a priority for the current administration and its MoE. This is particularly important because in many countries, CC/TVET-level education is stigmatized by the general population, with students at CC/TVET institutes deemed less worthy of resources, meaning part of the MoE's effort will involve pushing back against this stereotype.

“Society's perception of students of technical education should be changed. They call us losers and they think that we don't understand anything. No. We must change this perception completely.” — Validator

Dialogue between administrators of CC/TVET institutions and the MoE is also critical. The MoE should be interested in listening to and supporting recommendations for improvement of the institutions and the TVET level of education as a whole.

“As we transfer our CCAP experience [to our in-country context], we want people working in technological universities or ministry officials to listen to our experience and learn how we can benefit from this... This will help us to achieve our goals and make use of CCAP.” — CCAP alum

Additionally, some interviewees noted that CCAP had particular resonance with education leaders that are seen as powerful within the domestic policy landscape.

This success factor, in particular, is key to paving the way for outcomes that go beyond that of individual institutions and result in system-level changes, such as changes in legislation regarding CC/TVET education or education policy generally.

Institutional Autonomy

Structurally, CC/TVET institution administrators should have systemic autonomy to make changes at the institution level. When there is a lack of autonomy, all but the most minor institution-level changes become difficult, if not impossible, as approval from the MoE is required for most deviations or improvements to the norm.

“In [our country], there is too much involvement of politics. And in America, it's mostly the institute itself that makes the decisions. That's a little bit difficult here.” — CCAP alum

Continuity of Personnel

Finally, program outcomes are most likely to occur when there is some stability of administrators as well as MoE staff during times of change of the leadership of the country. This success factor is the most difficult to predict. It is typical for a change in country leadership to result in new goals and policy priorities for the educational system, with alumni and key stakeholders describing situations where the new administration rejected the priorities of the outgoing leadership just so they could implement their own priorities not associated with the past. There are several examples of CCAP countries that were very well suited to the program, with governments who prioritized the development of CC/TVET education and were ready to work with CCAP alumni and their institutions on changes to policy and structure, only to have a change in leadership and new priorities that made any additional changes in CC/TVET nearly impossible.

“So [the policy of making community colleges] was made in the last year of the previous administration. In [year], we had an election, and a different candidate was elected. So, we had a new ministry with new people, and they decided not to continue the program of investing in community colleges.” — Validator

While political leadership is not something that the CCAP team has control over, these changes can be somewhat mitigated, however, by a situation where career administrators both at

institutions and in the MoE are allowed to stay in their positions even if their priorities may be somewhat different.

Multi-Country Cohorts

Two CCAP cohorts were regional programs with multiple countries included. Alumni from those cohorts felt that there were both positive and negative aspects of including multiple countries in one cohort. Many felt that this gave them an opportunity to learn not only about the American system but also about other CC/TVET systems in their regions that might be facing similar challenges. It also gave them the opportunity to widen their network for collaboration outside of their own country and the United States.

On the other hand, alumni in qualitative interviews noted that it meant fewer CCAP alumni in their own country that could collaborate, network, and push for systemic changes¹⁴ together. It was also difficult in cases where not all of the alumni were from countries where the same language is used in education, limiting collaboration between countries. For other stakeholders, such as the U.S. Embassy in-country, a mixed-country cohort means fewer alumni to work together with or leverage in the future. It was not clear what factors were considered when grouping countries into a multi-country cohort and whether the potential effect on outcomes was taken into consideration. If a multi-country cohort is necessary, finding the correct mix of countries would be an additional success factor.

“I like meeting people from other countries because of the networking. But I also know that we need more people from [our country] if we’re going to push the agenda. So to be honest, I would say that [the cohort] just needs to be expanded to include more people.”
— CCAP alum

Participant Selection Success Factors

The selection of participants also plays a part in the changes that are attempted both within institutions and on a higher, systemic level. However, the selection process is highly dependent on local embassy staff’s knowledge of the TVET sector, their existing relationships, marketing of the opportunity, and bandwidth to interview applicants.

Current Criteria for Participant Selection

Currently, there did not always seem to be a consistent way that participants were chosen, with reports from personnel who take part in participant selection (including U.S. Embassy staff and Fulbright Commission staff) noting that potential participants needed to apply, others indicating

¹⁴ Systemic level is used to describe outcomes or changes that affect the entire system of CC/TVET education.

that participants were chosen primarily by the local MoE, and some reporting that the selection of participants was done jointly by the U.S. Embassy and the MoE.

The pre-exchange visit by the program IP to the country chosen to participate in CCAP also appeared to occasionally play a part in helping identify institutions where participants should be chosen from or even the participants themselves. Despite this lack of consistency, qualitative interviews indicated that, in many cases, chosen participants met the above criteria. Following a participant selection protocol that takes into account participant success factors, however, is likely to allow for greater outcomes.

“We wanted to look at [the selection process] from all perspectives. Having the policy type perspective, that was why she was there... We wanted to look at it from this particular perspective to have a wide range of people, to have people looking at it from various perspectives. I think that was the basis on which we selected the participants in my discussion with peers.” — Ministry official

Moreover, a process where both the U.S. Embassy and the MoE are involved appears to be useful in making sure the right participants are selected. It is particularly important that the process involve someone from the MoE who understands the aims of CCAP, is well-versed in the country’s priorities as regards CC/TVET institutions, and is familiar with CC/TVET institutions in the country and their top administrators.

Personal Authority

The evaluation found that seminar participants should ideally have the authority to make changes within an institution. There were several instances where chosen participants were lower-level administrators or even lecturers and, therefore, while CCAP provided them with the information and inspiration needed to make changes, they often did not have the authority or buy-in from those in positions of authority to carry out their plans. How this acted as a barrier is covered in more detail below.

“[I did not help them make decisions or suggest how to implement the things I learned] because I’m not in high administration. I’m just a lecturer, but the high administration is the one who makes decisions.” — CCAP alum

Longevity

Participants should also be those leaders who are likely to remain in their jobs for some time after CCAP. Many of the changes that participants attempt to make at their institutions after participating in CCAP are those that take sustained effort and time to implement, with some projects taking years to fully integrate into institutions. In instances where alumni leave or rotate away from their jobs or, due to circumstances like a change in leadership at the MoE, are

forced out of their position, sometimes attempted changes are not brought to successful fruition. Not only is it important to choose participants who are likely to remain in their positions for at least several years after CCAP, it is important during CCAP to stress the importance of bringing in others to work on changes, so in cases where the CCAP participant may no longer be at the institution, others can continue to move plans forward.

“I left, but there's some people who are still slowly putting the labs together and so forth. So, I cannot say that everything is lost. But I think that if I was still there, the project would have been much further along.” — CCAP alum

The same is true for ED participants from the MoE. Including ED participants whose positions are not contingent on who is in leadership allows for the potential for more long-lasting and fruitful collaborations between CCAP alumni who are institutional administrators and those who are MoE officials who participated in the ED portion of the program.

Leadership Potential

It can also be useful to have some CCAP participants who are in a position to be promoted soon. An example of this is the inclusion of vice-principals of institutes that have older principals that may soon be retiring. In qualitative interviews, there were several instances of vice-principals attending CCAP only to be promoted soon after to principal or dean, putting them in a position with the authority to implement changes inspired by CCAP.

“In [month] when I took part in CCAP, I was the deputy director of [community college]. In August of this year, I was elected to the director position. As it was my first term, I prepared my election program and used many, many things from my CCAP experience.” — CCAP alum

Interest

ED participants that have knowledge of and interest in the CC/TVET level are valuable resources, particularly those who are likely to remain in their positions even if there is a change in administrations. This will lead them to prioritize the needs of CC/TVET institutions and collaborate with CC/TVET administrators on changes at an institutional and system level, acting as their advocates within the MoE.

“I participated in the Executive Dialogue, and the main goal basically was to share best practices. There are a lot of things that we're doing good here in [country] that can work in the U.S. and vice versa. A lot of things that community colleges are doing over there can work here.” — CCAP alum

Networks and Access

It is helpful to have one or two charismatic participants that already have connections with both the ED participants and the seminar participants and can be relied on to provide leadership after CCAP to maintain the network of participants and keep them engaged and connected on potential collaborations and the sharing of lessons learned.

“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

How do Department of State (DoS) stakeholders leverage CCAP programming and networks to support U.S. foreign policy and public diplomacy goals?

CCAP as a Foreign Policy and Public Diplomacy Tool

After their exchange, CCAP alumni return to their countries ready to make improvements to their institutions, engage with policymakers in their own country, maintain contacts and consider partnerships with U.S. CCs, and are open to communications with U.S. officials and the embassy in their own countries. However, in interviews with key stakeholders at U.S. embassies in CCAP participant countries, it appears that these networks of CCAP alumni are rarely leveraged to help meet foreign policy or PD goals.

“They [the alumni] did a debriefing [at post] and then we lost them.” — USG official

In a few interviews with embassies, the staff noted that, in the absence of funding for other large education programs, education-focused exchanges like CCAP become important tools for conducting their foreign policy regarding education and other areas, including economic development.

“Sometimes just exchanges become even more important because we don't get some of the funding for larger projects that we would like. So, these exchanges are a great tool for us to make a lot of inroads in many key areas.” — USG official

However, many personnel at U.S. Embassies who were interviewed for this evaluation were not familiar enough with the program to comment on how it might be leveraged to support U.S. foreign policy and PD goals. Many alumni were not in touch with the embassy in any capacity, and some embassies were not aware of who the CCAP alumni were. Most alumni who did receive communications from the embassy just received general exchange alumni newsletters or announcements, with only a few examples of the embassy contacting them because of their

expertise in education or specific experience with CCAP. This was even true for embassies whose current goals included development of the CC/TVET sector.

Most interviewed embassy personnel were able to voice how an improved CC/TVET sector could serve U.S. foreign policy goals. While many of these were related to a more educated population and the availability of more highly skilled workers leading to increased economic growth, several embassies noted that promoting CC/TVET education, particularly among the marginalized or less affluent populations that might not typically be reached by U.S. Embassy programs, would have security benefits for the country, meeting U.S. foreign policy goals in those sectors as well.

However, there were very few examples of how posts were able to work with CCAP to continue the work that began during the CCAP exchange, whether it would be to provide support to alumni for the changes they attempt to make at an institutional or systemic level, facilitate or benefit from the connections between CCAP alumni and MoE officials, or aid CCAP alumni in creating partnerships with U.S. institutions and staff. There were some examples where the embassy worked to bring Fulbright Scholars to the institutions of CCAP alumni to help with particular changes, such as creating curriculum for a new program, but with rare exception, as embassies did not have a cohesive plan about how they could leverage CCAP alumni as a group.

“I think if more administrators could travel, have knowledge of the community college model in the United States, they could strengthen the existing federal institutes, which I told you, there is a similar network here. Perhaps it could strengthen English and make an English division or English faculty within the community colleges.” — USG official

There are several clear barriers that keep DoS stakeholders from leveraging CCAP programming and networks. This starts at the country selection level. Some of the key stakeholders at U.S. embassies interviewed noted that their priorities in the educational sector lay elsewhere and they preferred to use their influence with the MoE to meet these other priorities, such as establishment of American universities’ international branch campuses or encouraging study abroad among local students to the United States, with CC/TVET education taking much lower precedence. As such, embassy staff do not have the time or resources to actively engage with CCAP alumni when they return and are unable to make use of their expertise or positions for meeting embassy goals related to education. However, even though in some cases the goals of embassies lie elsewhere and the countries themselves are not well suited to facilitating institution-level program outcomes, embassies may accept program participation anyway despite feeling short-staffed for a variety of reasons. In qualitative interviews, these reasons included helping to generate performance metrics across a wide slate of Mission goals or simply because in smaller posts opportunities for program participation are less common.

“Even the Ministry of Higher Education is trying to figure out what things they need to work on a little bit more and what other things have already been addressed, more or less, in the past 10–15 years where they’ve been working. My point of contact is usually rectors or community college administrators because they don’t have an international relations office, at least the vast majority don’t because they’re smaller institutions. They’re focused on day-to-day activities and work with the students a little more closely. So, it’s not as big as a university that has a lot of other resources, time, and people to dedicate to those spaces, because usually at university levels, the international relations directors from all of those institutions are the senior international person, is my main point of contact. I usually talk with rectors or vice-rectors, which are presidents and vice-presidents of universities.” — USG official

“Things have changed in the Ministry of Higher Education, as I said, and it’s not just a change that has occurred with this administration, and that means that next administration will be completely different, but it’s something that has been gradual in the past few years of how it has opened up to a different way of viewing... They wouldn’t have been able to make changes previously because there was no interest from the top. But those things are slowly changing, and I think that’s the window of opportunity that we do have now, that they didn’t have before, and I think that’s a big change. It’s not huge, but still, I’m very hopeful for it.” — USG official

Another barrier is a lack of institutional knowledge about the program and the presence of alumni in the country. Interviews at United States embassies revealed that in a number of cases, both foreign service officers and locally employed staff were fairly new and had no knowledge of CCAP, its goals, or the presence of alumni in the country. This was true even in places where the embassy’s education priorities aligned with what CCAP alumni might be able to offer.

In one interview, embassy staff indicated that personnel from the United States Agency for International Development (USAID) in the country were much more familiar with CC/TVET and investments in the education sector, but there was no indication that USAID personnel were involved at any point in the process, from participant selection before the exchange to alumni engagement after it was over, making it unlikely they were able to leverage the experience of CCAP alumni in any way.

Moreover, in interviews, DoS embassy staff said they do not have the resources to offer CCAP alumni the assistance they need to make changes that could be beneficial to U.S. foreign policy and PD goals, whether this be monetary or by facilitating connections with CC/TVET administrators in the United States. As a result, some CCAP alumni seek resources elsewhere, with evidence during institution site visits that equipment and resources were often obtained outside of the United States, including from Canada, China, Japan, the Republic of Korea, and

the European Union. Likewise, one alum mentioned that when they were unable to form memoranda of understanding (MOUs) with a U.S. institution, they instead reached out to CCs in Canada and were successful. While institutions making changes can strengthen the system as a whole and be beneficial to U.S. goals regardless of the funding source, it is a missed opportunity to forge closer ties with these institutions and the CCAP alumni.

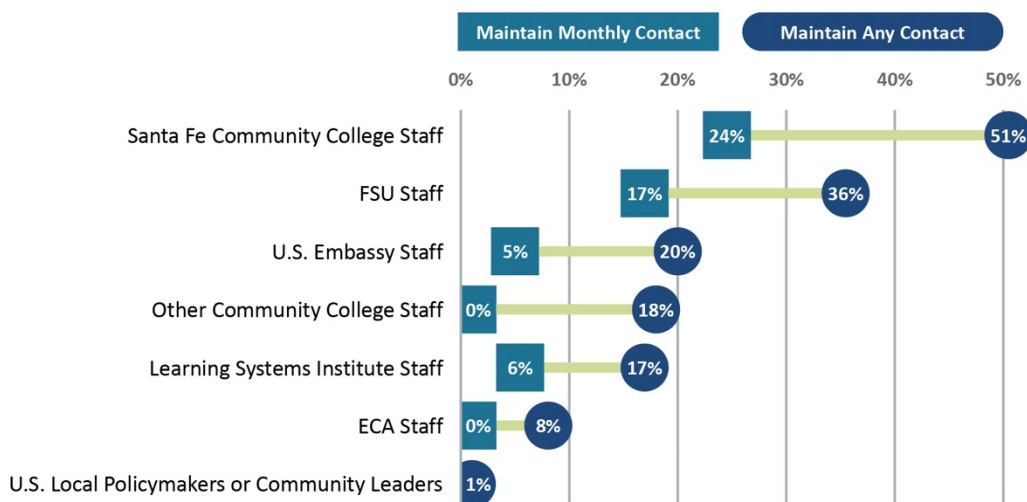
How, if at all, does CCAP affect bilateral relationships between U.S. and CCAP participant country officials and/or administrators?

Alumni Networks with Americans

Seventy-five percent of alumni who participated in the survey reported that they are still in touch with IP or other CC staff or USG representatives they met during CCAP. However, most commonly, they are in touch with staff from the IPs, SFC, and FSU, with 24 percent maintaining contact at least monthly with SFC staff and 17 percent with FSU staff. Far fewer are in regular contact with other Americans, including the U.S. Embassy in their country, ECA, or other CC staff, mirroring what was heard in qualitative interviews, where few alumni reported being in touch with U.S. Embassy staff and reported not being in touch with ECA staff or Learning Systems Institute staff. Many alumni mentioned that SFC and FSU staff are part of the WhatsApp groups they maintain with other alumni, with many of the groups having been started by IP staff while the CCAP participants were still on their exchange in Florida.

Figure 9: Alumni are most likely to retain contacts with implementing partner host institutions staff.

Who from the United States are you still in contact with from CCAP?



Base: n=109 CCAP alumni

Most alumni stated that most of their contact with Americans from SFC and FSU involves friendly greetings on holidays or picture exchanges, although several mentioned reaching out specifically to SFC or FSU staff for advice about changes they are making in their institutions or with offers of cooperation between their institutions and the host institutions. In the survey, 26 percent say they have collaborated professionally with either SFC staff or FSU staff. Alumni from some countries seem to have had the most success in collaborating with staff from the host institutions than others, with some countries having as many as three-quarters of survey respondents reporting professional collaboration. These countries tended to be places SFC or FSU staff had professional interests or language knowledge. Now that the IP of CCAP has changed, this reliance on SFC and FSU staff as the main point of contact for alumni may pose a risk to maintaining relationships with CCAP alumni.

“I met with the president of [college], and we had already had strong professional collaboration with the [Country] Society of the Deaf. We made it stronger by starting a new program with the help of Professor [name] from Santa Fe College. She helped us with the curriculum, and we started to provide a sign language interpreter option in college.” — CCAP alum

It was clear that CCAP alumni are looking for closer connections with U.S. community colleges and not only the ones that were IPs. Many mentioned initiatives they would like to spearhead that would allow for collaborations between their institutions and American institutions that could involve skill sharing, language learning, student-to-student exchange, and distance learning. Many had attempted to create such collaborations, but few were successful and those that had some initial success tended to be short-lived. Only a very few alumni reported longer-term relationships, such as ongoing exchanges or having signed MOUs. Interviews demonstrated that, typically, alumni only reached out to the IPs when looking for partners with which to cooperate, as they did not have good connections at other educational institutions in the United States.

“I want to implement careers in nursing and for medical emergencies. We have already started to develop the study programs and curricula. In fact, that was also something I talked about with [IP], creating an exchange program with my students so they could have immersion programs in the United States so that they can see what life is like, how other students apply themselves, how they can get ahead, what the institutions are like, and the kind of opportunities they have with the Community Colleges... I wanted to do this with [IP], but I had to advance the process with another institute in a different country.” — CCAP alum

“We talked with all the people [at the IP institutions] about [collaborating on] staff building. We wanted to improve the skills of [our] teachers even virtually... There wasn’t a [formal] response, because they wanted to leave these seats for better people. They said this frankly.” — CCAP alum

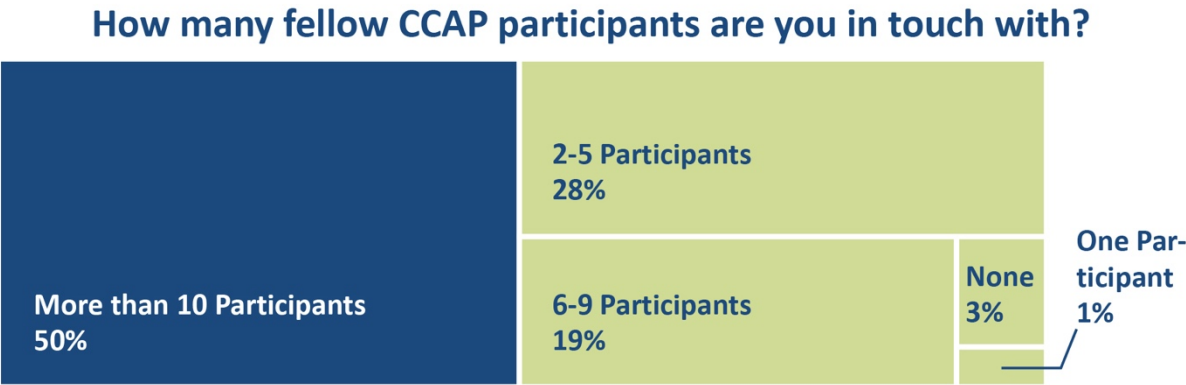
Only one in five alumni who responded to the survey reported they are in contact with the U.S. Embassy in their countries, and only 5 percent have contact monthly or more often. In qualitative interviews, many alumni said they do not have contact with USG officials in-country and were interested in having more opportunities to engage with embassy staff or learn more about opportunities for participating in alumni events and grants, of which many were not aware.

Among alumni that do have contact with the U.S. Embassy in their country, their most common contact is events; 90 percent of those who have contact with the embassy have had contact through alumni or other events and activities. Two-thirds (68 percent of those who have been in contact with the embassy) say they have been in touch with the embassy to support education initiatives. Again, alumni in some countries were more likely to say they had collaborated with the embassy this way. This was confirmed in qualitative interviews with the embassies from some of these countries, where stakeholders discussed their successful collaboration with alumni. The key to this ongoing collaboration hinged on embassy personnel, in particular, locally employed staff that were aware of CCAP alumni and used them as a resource around education initiatives or programming.

Alumni Networks

Nearly all alumni who took the survey (97 percent) reported they are in touch with at least one other alum, and half are still in contact with 10 or more other alumni. For most, they said they are in contact with people from within their cohort. In addition, alumni that participated in the 2021 CCAP alumni symposium reported being in contact with alumni from other cohorts as well.¹⁵

Figure 10: Half of CCAP alumni are in touch with at least 10 other alumni.



Base: n=109 CCAP alumni

¹⁵ There were 21 CCAP alumni from seven countries (Brazil, Colombia, Ecuador, India, Indonesia, Pakistan, and Ukraine) who participated in the symposium.

A quarter of alumni who took the survey (24 percent) report being in touch with other alumni at least once a week, and 73 percent are in touch at least monthly. According to qualitative interviews, much of these interactions happen in WhatsApp groups that were established at the time of the exchange or soon after, and many of the interactions are brief and social, with fewer professional or collaborative interactions. While two-thirds (64 percent) of alumni reported having collaborated professionally with other alumni, qualitative research indicates that much of this collaboration takes place soon after the end of the exchange, with alumni coming together to discuss what they learned and, in some cases, to prepare papers and presentations for the country's education leadership about changes that should be made to the TVET or community college system. As time goes on and many alumni concentrate on their own institutions, or some move on to other jobs or positions, qualitative research indicates that often this collaboration occurs less often and interactions between alumni become more casual. Overall, the evaluation uncovered very few longer-term collaborations between institutions within a country.

“We haven’t really collaborated. In [country], only [person] and I are left in our program. With the others, we speak occasionally with [person] in [country], but there hasn’t been any collaboration per se because the programs are very different.” — CCAP alum

Some alumni lamented that there were not more opportunities for more professional gatherings that would allow for an exchange of lessons learned or exploration of potential collaboration. Some barriers that were mentioned during qualitative interviews included a lack of a person or organization to plan or encourage such meetings, a lack of time and resources to carry them out and attend, and, in the case of mixed country cohorts, a lack of a common language to carry out meetings or collaborations. Site visits that occurred during the evaluation showed that alumni were eager to have a chance to gather and discuss both the changes they had made and their future plans. Typically, they do not get together as a group unless there is an officially sponsored activity, limiting their ability to learn from each other, consider collaborations, or create a stronger alumni network. In addition, this lack of continued connection contributed to a motivational drop among CCAP alumni to continue to work toward potential outcomes.

“No, [I haven’t collaborated with any other CCAP participants] because when we got back from the U.S., the U.S. delegation and the directors of CCAP came to [country], and they met together here. I was expecting some new opportunities to collaborate with such programs, but it just stopped.” — CCAP alum

Conclusion

This evaluation of CCAP was conducted in order to answer two main guiding questions. Based on the examination of the entire program cycle, from country selection to follow-up activities and program outcomes, the evaluation offers the following answers to those questions.

How, if at all, does CCAP contribute to participants' ability to influence change within their home institutions?

CCAP is ultimately successful at creating the foundation for alumni to attempt change within their home institutions. It does this by providing alumni with theoretical and practical knowledge that directly contributes to their ability to influence change within their home institutions and, depending on their roles and the country context, to change education policy as well. While alumni tend to be smart and passionate education administrators who often come into CCAP with ideas of the changes they would like to see at their institution, in many cases, CCAP offers them the tools or inspiration for how to make these changes more successfully. In addition, alumni say CCAP provides them with both the motivation and confidence to make needed changes and to encourage others in their institutions to contribute to and support changes.

Which program elements contribute most and least to participants' ability to influence change at their institutions?

CCAP alumni most often attribute site visits with contributing to their ability to influence change at their institutions and are least likely to attribute Week Six with influencing those changes. Alumni were most mixed in their opinion with how the ED contributes, with potential contribution in part depending on the relationship between CC/TVET administrators and MoE officials, as well as on who was chosen to participate in the ED. However, in interviews, CCAP alumni were nearly ubiquitous in saying 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. In contrast, Week Six was most useful for them as a reunion and a chance to showcase the work they had already done, but alumni see it as a recap rather than a contributor to further change.

What home country contextual factors help or hinder the program's influence on participants' home institutions?

Country context appears to be the single most important factor in determining whether participants are able to achieve outcomes. The most notable of these contextual factors include:

- Administrators' authority to make changes at their own institution
- A positive relationship between policymakers and administrators at the institutional level
- The availability of resources, including money, staff, and equipment
- Policymakers' commitment to the development of CC/TVET-level education as a whole

In the total absence of these factors, alumni's influence is limited to very small changes within their home institutions. In contrast, in places where all these factors exist, alumni have succeeded in outcomes not only at their home institutions, but at a systemic level as well. Adjusting how CCAP team and IPs could choose host countries, select participants, and structure the program would increase the chances for successful outcomes influenced by participants at the institutional and systemic levels.

How do Department of State stakeholders leverage CCAP programming and networks to support U.S. foreign policy and PD goals?

Currently, DoS does not consistently or effectively leverage CCAP programming or alumni networks to support U.S. foreign policy and PD goals. In many CCAP countries, a lack of knowledge among DoS/USG stakeholders about the program, its purpose, and its alumni keeps the program and networks from being leveraged. In other cases, the resources or staff do not exist to leverage the program in ways that might be effective. Insights from a few DoS/USG stakeholders who had used the program effectively made it clear that there are ways to do so, including using it as a powerful tool to diversify their audiences, build spillover skills among youth, and support local economic growth.

How, if at all, does CCAP affect bilateral relationships between U.S. and CCAP participant country officials and/or administrators?

CCAP only minimally affects bilateral relationships between U.S. and CCAP participant country officials. In most countries, U.S. Embassy staff do not appear to take advantage of CCAP to further relationships with country officials, and it is rare that CCAP results in the kind of systemic changes that might be a boost to bilateral relationships. At the administrator level, bilateral relationships are limited to alumni and staff at the IP institutions, since participants do not have the opportunity to forge relationships with administrators at other U.S. institutions.

Recommendations

The findings of the evaluation provide numerous potential recommendations, many of which are cost neutral, to increase the likelihood that CCAP encourages institutional and systemic changes in participants' home countries and, in so doing, contributes to American foreign policy and PD goals.

Strategic Program Planning

- Countries should be chosen with an even more heightened awareness as to whether the country factors (in terms of the context) necessary for success, as covered above, are in place. This could be aided by a country selection protocol or rubric designed by the program team. This may preclude implementing the program evenly across all six regions. It also means multi-country cohorts should be used in only very special cases where all countries meet the protocol and it is deemed that including more countries would contribute more to potential outcomes than including more participants from one country.
- As full participation from the U.S. Embassy in CCAP countries is essential for success, consider a country selection protocol that includes the embassy submitting a proposal based on criteria from the program team that demonstrates that the country meets, at least to an extent, the factors necessary for success with justification as to why the context is right for CCAP. It should also demonstrate that CCAP fits in with their Integrated Country Strategy and PD goals.
- The program team should work with the U.S. Embassy in each CCAP country to create a formal continuity plan that outlines how the embassy will leverage the experience and connections of CCAP alumni to continue to meet foreign policy and PD goals within the country. The embassy should also appoint staff to carry out the plan.

Country Selection Success Factors

Top-down support: MoE commitments of resources to improving CC or TVET education, existence of open dialogue between administrators and MoE

Institutional Autonomy: CC/TVET institution administrators who can make changes at their institutions

Personnel Continuity: Some stability of administrators and MoE staff during country leadership changes

Culture of Collaboration: There should be a culture of policy makers and MoE officials consulting with CC/TVET administrators in the past

U.S. Embassy Participation: Embassies should demonstrate their country meets the factors for success and they are committed to a continuity plan

- Prioritize selecting CCAP locations where the U.S. Embassy has close relationships with the MoE or where bureaucracy is more navigable, and the U.S. Embassy can work with policymakers on participant selection and the post-exchange continuity plan.
- Participant selection should be a joint process between the program team, the U.S. Embassy, and the MoE in the CCAP country, with an emphasis on choosing participants who meet the factors necessary for success. This could be aided by a participant selection protocol designed by the program team.
- Prioritize pairing attendees so that at least two come from the same home institute, ideally at the senior-most leadership and working administrator/department head levels. This also mitigates against one participant rotating into a new role and initiatives losing momentum at the institution level.

Participant Selection Success Factors

Personal Authority: Seminar participants who have the authority to make changes within an institution

Longevity: Participants who are likely to remain in their jobs for some time after CCAP

Leadership Potential: Participants who are in a position to be promoted to positions of greater authority

Interest: ED participants that have knowledge of and interest in the CC/TVET level and some of whom are likely to remain in their positions even in the event there is a change in administrations

Networks and Access: Good rapport with both the ED participants and the seminar participants

Program Structure

- To promote continuity and build up a cadre of CCAP alumni within a country who can push for systemic change, change to a model where each country gets two cohorts, with approximately 2 years between cohorts. Under this model, Week Six could act as an information bridge between the two cohorts, allowing for the creation of networks but also ensuring the second cohort can build on the first cohort's learnings. Pair participants from the first and second cohort with the same home institute so they can work together over the course of both cohorts and beyond. This longer timeline with more interaction between a larger group of alumni could help address some of the momentum issues seen during the evaluation and keep energy focused on outcomes.
- During the exchange, consider pairing participants with community colleges other than the IPs. The colleges should have similar technical focuses to the home institutions of participants. This pairing would be different than site visits, with no more than one or

two alumni paired with each community college and a significant amount of time allowed for the participant to visit the college and get to know the program and the administrators. The program should include time for participants at those colleges for deliberate networking sessions with administrators with the goal of future collaboration, including the signing of MOUs. This would lower the burden on the IPs for being the sole connection at community colleges in the United States and would promote stronger ties between institutes across the U.S. and institutes at the CC/TVET level from CCAP countries around the world.

- Facilitate practical planning sessions during the program for how to implement new ideas and make the creation of action plans by participants a more deliberate part of the program, both during their time in the U.S. but also during follow-up meetings, including Week Six.
- Incorporate more intentional networking sessions between ED and seminar participants throughout the ED week, and consider other ways to facilitate dialogue and cooperation between these two groups that can last beyond the exchange, building on the culture of collaboration that already exists between policy makers and administrators from educational institutions.

Tactical Program Implementation

- Continue imbuing CCAP with the spirit of dialogue where both U.S. administrators and CCAP participants engage as professionals and equals. There should continue to be an emphasis on applying lessons learned to the participants' country context and in the spirit of shared learning between all members of the discussion.
- Given the vast range of facilities and topics covered by TVET, consider breakout sessions or participant selection around a certain level or curricular area.
- Add breakout sessions explicitly about the challenges of navigating resource shortages and how to leverage student government, student projects, and other low- or no-cost initiatives and tailored to the country context. Consider virtual presentations from past alumni who have overcome these challenges.
- Provide a pre-departure briefing to alumni from the education officer in-country explaining why the United States is interested in promoting TVET or have the education officer attend the ED week to allow for shared learning and networking opportunities.
- Include a presentation on grant opportunities like the Alumni Engagement Innovation Fund or USAID educational programs. Showcase what other CCAP alumni have achieved (content could be pulled from the evaluation results) to inspire grant projects that are likely to succeed.

Post-Exchange Activities

- Consider scheduling more formal meetings of alumni after completion of the exchange, with the goal of exchanging information, updating action plans, and creating new collaborations. The meetings could be in person or virtual and could be hosted by the program implementers, the alumni coordinator or other embassy personnel, or alumni themselves.
- Reconsider the agenda of Week Six to be more forward-thinking and less of a show-and-tell of changes to date. Encourage collaborations, the creating of action plans, and knowledge transfer to those outside the CCAP cohort. Invite embassy personnel, the alumni coordinator, potential private sector partners, and decision-makers from the MoE. Include some U.S. administrators from the host institutions and allow time for them to visit some alumni institutions to give talks to non-alumni administrators and staff to build excitement and solidarity to changes made by alumni.
- Plan for continued mentorship and collaboration between CCAP alumni and the CC they were partnered with during the exchange, with scheduled check-in and follow-up activities that will pave the way for more, longer-term collaborations and will ensure alumni feel comfortable reaching out for advice and solutions as they run into challenges with creating change.
- Encourage alumni to set up a WhatsApp or other messenger group that includes someone from the U.S. Embassy and is a platform for exchanging ideas, lessons learned, and discussing potential collaborations.

Leveraging CCAP for Foreign Policy and PD Goals

- Engage the embassy throughout the program to create a stronger connection between CCAP participants and embassy personnel and work in accordance with the continuity plan developed pre-program.
- Encourage partnerships between CCAP and other U.S.-funded programs, such as Fulbright, USAID, or other ECA programs that are engaged in higher education, particularly at the CC/TVET level, such as the Community College Initiative, so that alumni and key stakeholders can collaborate where possible.
- Implement protocols at the embassy level that will guarantee continuity of knowledge about the program, its goals, and its alumni even as personnel at the embassy may change. This may involve an in-brief for new PD officers by the alumni coordinator or education specialist explicitly about the program, alumni who are still active in the country, and in-progress alumni projects or collaborations with the embassy.
- Continue to engage countries that have CCAP alumni by having the program team reach out after each transition season to tell them more about CCAP and offer ways that public affairs officers can leverage alumni.

Methodology

Observation

As part of the observational research stage, DCG Communications Group (DCG) and the Monitoring, Evaluation, Learning, and Innovation Unit (MELI) attended the implementation of the Community College Administrator Program (CCAP) in Florida, the Mexico scoping trip, and Week Six in the Philippines. For each, the evaluation team took detailed notes on each stage, documenting successes and difficulties in each as well as any details that would be useful for the research. The evaluation team attempted to mitigate biases, given their presence, by staying behind the scenes during the different stages of observational research. The notes and takeaways that DCG and MELI took during these observations were validated in the outcome harvest, qualitative, and quantitative research and provided a foundation to design the different elements of the research.

CCAP Observation for Philippines Cohort in Florida

As part of the discovery phase, DCG and MELI observed the implementation of CCAP in Florida. This experience increased the evaluation teams' familiarity with the program climate, content, and logistics and helped formulate how the execution of the program answered the evaluation questions. Due to scheduling, the team was only able to observe the implementation of the Executive Dialogue (ED) section at the beginning of the program.

DCG and MELI were able to observe ED participants as they participated in site visits, seminars, and networking opportunities during their time in the U.S. DCG and MELI noted the following points on the ED participants' experience that helped inform the research design and analysis:

- The advancement of participants' professional goals was limited due to the scheduling of the program. On most occasions, the ED part takes place at the end of the program after seminar participants have been in the U.S. for several weeks. Instead, the ED participants came at the beginning of the program, limiting their ability to connect with seminar participants and discuss lessons learned. Without this, the ways in which CCAP advanced the professional goals of its participants was unclear at the time but was followed up on during Week Six.
- Sessions with ED participants targeted ways the CCAP experience could help advance career paths, influence the community college (CC)/technical and vocation education

and training (TVET) system in the Philippines, and influence higher education policy. Participants discussed best practices for taking the tools they gathered during CCAP and applying them in their home context.

- Questions on the U.S. CC/TVET context were prompted by respondents in attempts to distinguish the similarities and difference between the higher education system in the two countries.
- ED participants walked away with a greater understanding of U.S. higher education systems, but there was minimal information exchange from the systems in the Philippines to those of the U.S. From the evaluation team's observation, there was minimal clarity on how U.S. institutions have benefitted from CCAP.
- While it was unclear immediately following evaluation team's observation how the Bureau of Educational and Cultural Affairs (ECA) can shape the next phase of CCAP, it was noted that the process of selecting a country and participants for CCAP was heavily influenced by the implementing partner (IP) despite ECA having the final say.

While the evaluation team was only able to observe the program for ED participants during the first week, the findings provided a unique perspective, given that the ED element often takes place at the end of the program. The knowledge gained from this stage helped frame the value of the scoping observation in Mexico.

Mexico Scoping Observation

DCG and MELI observed a CCAP scoping trip to Mexico to identify how scoping trips guide the program. This trip included discoveries on the Mexican higher education system, visiting institutes, communication with the Ministry of Education, meeting with the American Chamber of Commerce to discuss gaps between higher education and the workforce, and discussing potential networks. Mexico appeared to be selected due to the timing of the bicentennial celebration of their bilateral relationship with the U.S. DCG and MELI noted the following points during the trip that helped inform the research design and analysis:

- There is a gap between student desire for higher education and available spots in universities. TVET institutions were created to fill this gap for students and provide a larger skilled workforce for industry. However, there is stigma around attending a TVET institution.
- From the Mexican side, there was no shortage of interest in participating in CCAP. Stakeholders from the embassy shared a great interest in CCAP as they look forward to increasing workforce development. Representatives from institutes were eager to partner with U.S.-based institutions and looked forward to exploring those avenues upon the completion of CCAP.

- While scoping trips can be useful, they are not currently being utilized to their full potential. By day three, the target audience for CCAP participation should be identified. There was minimal, if any, need to scope out additional institutes across the country. The trip could also be made more efficient through preliminary landscape analysis, prepared explanations of CCAP, and improved communication with contacts at embassies.

Observation of Week Six in the Philippines

Observation of Week Six in the Philippines provided the evaluation team with greater insight into this element of the program. Week Six activities lasted throughout the workday and into the evening. CCAP participants, Filipino government officials, the CCAP delegation, and the evaluation team observed presentations on the Filipino education system, ways to develop support for TVET, perspectives of U.S. community colleges, CCAP accomplishments and challenges, and others.

Focus group sessions and round table discussions were included in Week Six, with CCAP participants, implementing partner staff, USG officials, and education decision-makers in the Philippines, allowing for the further exchange of ideas and collaboration. Among the attendees were members of Congress and other high-level education committee members who had a strong relationship with one of the ED participants. To close Week Six, one of the members of the IP spoke on maintaining relationships via virtual exchange and Fulbright programs available through the United States Department of State (DoS).

As CCAP participants ran much of Week Six, the lack of a singular point of contact made it difficult to coordinate data collection prior to and during the observation period. The evaluation team was equipped with additional knowledge for the outcome harvest, which laid the foundation for the specifics of the research.

Outcome Harvest

In the research and analysis, the evaluation team used outcome harvesting and contribution analysis to answer the evaluation questions. This process allowed the evaluation team to identify and analyze outcomes across a wide range of cohorts, countries, and educational systems. Meanwhile, contribution analysis helped the evaluation team attribute harvested outcomes to specific components of CCAP.

Outcome harvesting allowed for the evaluation team to identify relevant outcomes by engaging with participants and stakeholders to understand how educational institutions have changed and how the CCAP intervention contributed to those changes. This process included mixed-methods data collection among CCAP participants, validators of changes, and USG

officials to identify key intended and unintended outcomes of the program. Upon identifying outcomes, the evaluation team collected data from the groups listed above to validate that they occurred and explore how CCAP contributed to those outcomes. The evaluation team used contribution analysis to understand which program elements contributed to the harvested outcomes. The team also explored how each core CCAP component contributed to identified institutional and public diplomacy outcomes.

As a result of this process, the evaluation team identified 250 potential outcomes from the available materials. Impact narratives, symposium feedback, country reports, program books and summaries, and meeting notes were all used to gather outcomes. From these sources, all outcomes were parsed into verifiable and nonverifiable outcomes and grouped into buckets, which combined similar outcomes across different cohorts, countries, and educational systems. Once they were sorted, the evaluation team met with the ECA program team and implementing partners to discuss the outcomes, with particular emphasis on the verifiable outcomes, and present how the research paired the outcome harvest with contribution analysis into specific CCAP components. The identified groups included:

<i>Outcomes</i>	
<i>Student Services</i>	<i>Governance/Administration</i>
<i>Access to Education</i>	<i>Education Reform</i>
<i>Community Engagement</i>	<i>Inter-institution Cooperation</i>
<i>Infrastructure</i>	<i>Curriculum/New Program</i>

Alumni, Validator, DoS Interviews, and Site Visits

Using the information found in the observational research and outcome harvest, the team conducted qualitative data collection and analysis to reveal potential causal links between institutional outcomes and CCAP participation. In-depth interviews and key informant interviews were conducted with CCAP alumni, validators who have been witness to the institutional outcomes reported by the CCAP alumni, and USG officials (comprising U.S. Embassy officials and representatives from USG-funded initiatives such as the Fullbright Commission) to elicit details and narratives to attempt to reveal potential causal links between institutional outcomes, CCAP participation, and U.S. policy goals.

In total, 87 qualitative interviews were conducted across 14 countries. For many of these interviews, the team utilized in-country partners who conducted interviews in the language most comfortable for the participant, allowing for more perspectives and ideas to be shared that improved the research. Their expertise was imperative for the scope of the project and uniting all the different perspectives that contributed to the findings. Differences in the number of interviews conducted in each country are the result of several factors. In several countries, CCAP alumni were difficult to reach. DCG, as well as our in-country partners, noted that many potential respondents were too busy, had retired, had moved on to a new position at a different organization, or were unable to be contacted. Quotes from the interviews are included throughout the report. In order to guarantee the confidentiality of all interview participants, quotes are anonymized and no information, such as country or position, that might allow the participant to be identified is included.

The evaluation team conducted site visits in both Egypt and the Caribbean to gain deeper insight into research findings. The team observed four institutes across different cities in Egypt, allowing for diverse perspectives from CCAP alumni and validators to be shared. In Grenada and St. Lucia, the team observed seven CC/TVET institutions and spoke to a variety of individuals who were involved directly or indirectly with the changes that had been implemented as a result of their experience in CCAP. Since the team was able to observe differences in institutions and changes between Egypt and the Caribbean firsthand, they were able to provide additional insight into the findings and recommendations of the report. The in-person element sparked greater response rates, allowed for snowballing of more diverse validators, and enriched the conversations with both CCAP alumni and validators.

Country	Number of Interviews Completed
Barbados	2
Brazil	3
Colombia	2
Ecuador	8
Egypt	34
Grenada	6

Country	Number of Interviews Completed
India	2
Indonesia	7
Pakistan	5
Peru	1
St. Lucia	10
South Africa	3
Suriname	4
Ukraine	4

Contribution analysis was heavily dependent on the qualitative interviews, as the evaluation team was able to explore outcomes, learnings from CCAP, changes in home country institutions, and barriers in greater detail.

Quantitative Survey

A quantitative survey was also used to reach a broader network of CCAP alumni and gather more information on causal links to outcomes. The survey yielded responses from 109 CCAP alumni (39 percent of the 277 potentially reachable respondents).¹⁶ While response rates were very similar for the seminar participants compared to ED participants, they varied widely by country. It is not clear if there was a reason for the variations in response rate by country. In some instances, it may be related to the length of time since the exchange, possibly accounting for a low response rate in Indonesia. Other factors might have been in play for South Africa, where the local research partner found it difficult to find participants for qualitative interviews as well, in part due to the timing, with the evaluation happening during their summer vacation months.

¹⁶ The survey was originally sent to 307 alumni contact addresses, 30 of which were no longer active.

Country	Number of Participants with Active Email Addresses	Response Rate
Brazil	5	60%
Colombia	5	60%
Ecuador	5	60%
Egypt	33	36%
Grenada	7	71%
India	15	20%
Indonesia	22	36%
Pakistan	123	31%
Peru	2	100%
Saint Lucia	6	100%
South Africa	18	22%
Suriname	7	43%
Ukraine	33	58%

Numerous attempts were made to reach out to respondents, including multiple emails, WhatsApp messages, and phone calls through local in-country research partners to encourage alumni to respond. The research partners provided greater opportunities to contact alumni, especially those who had moved onto new opportunities and had lost access to the email address they had provided during CCAP. As a result, several additional alumni were able to contribute to the research through the survey. Alumni were offered the opportunity to complete the survey in any of seven languages, including English, Arabic, Indonesian, Spanish, Portuguese, Russian and Ukrainian. Most (63 percent) opted to complete it in English. The data featured in this report reflects the responses of those alumni who responded only.

Learning Agenda Questions

In support of MELI's Learning Agenda¹⁷ to foster learning and information sharing based on evidence, this evaluation gathered information linked to six broader MELI Learning Agenda questions.

Evaluation Questions	Link to MELI Learning Agenda Questions
1. How, if at all, does CCAP contribute to participants' ability to influence change within their home institutions?	1, 4, 5, 6
a. Which program elements (e.g., Community College Seminar, Executive Dialogue, Academic Symposium, Week Six, relationship building with other participants and U.S. administrators) contribute most/least to participants' ability to influence change at their institutions?	4, 5, 6
b. What home country contextual factors help or hinder the program's influence on participants' home institutions?	1, 6
2. How do Department of State (DoS) stakeholders leverage CCAP programming and networks to support U.S. foreign policy and public diplomacy goals?	2, 8
a. How, if at all, does CCAP affect bilateral relationships between U.S. and CCAP participant country officials and/or administrators?	2, 5

¹⁷ https://eca.state.gov/files/bureau/learning_agenda_updated_10.25.2022.pdf

ABOUT THE MONITORING, EVALUATION, LEARNING, AND INNOVATION UNIT

The Bureau of Educational and Cultural Affairs' (ECA) Monitoring Evaluation Learning and Innovation (MELI) Unit has been at the forefront of the Department of State's monitoring and evaluation (M&E) efforts since its creation in 1999. Throughout its 20+ years, the MELI Unit has built a robust M&E system to ensure that ECA program staff, senior leadership, and implementing partners benefit from timely performance data that they can utilize for evidence-based decision-making.

For a complete listing of ongoing evaluation projects, an archive of completed reports, and resources for conducting evaluations, visit the MELI Unit's website: <https://eca.state.gov/impact/eca-evaluation-division>

If you would like additional information or have any questions, please contact us at ECAevaluation@state.gov



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