

BACCALAUREATE DEGREE PROGRAM EXPANSION WORKPLAN

Accomplishments - May 2026

Executive Summary

The Baccalaureate Degree Program Expansion workplan has made significant progress toward Vision 2030's goal of increasing with equity the number of students earning a California community college baccalaureate degree by 30% by 2030. The system now has 62 approved programs across 46 colleges including 10 new approvals and 8 programs cleared from a persistent backlog in 2025–26 and three colleges are participating for the first time. Most significantly, baccalaureate degrees were codified into the California Code of Regulations on August 8, 2025, establishing a durable policy foundation for continued expansion. To date, 2,268 students have completed community college bachelor's degree programs, and graduates are earning higher annual wages than the broader CCC student population demonstrating the program's workforce and economic mobility impact.

Two initiatives illustrate the depth of this work. In Fall 2025, the Chancellor's Office launched a statewide Bachelor's Degree Community of Practice, implemented in partnership with the Foundation for California Community Colleges Success Center, engaging 28 colleges across seven regions including nine rural-serving and small colleges such as Coalinga, Lassen, Merced, and Yuba, in targeted technical assistance covering workforce planning, curriculum design, accreditation, and application development. Participating colleges are also exploring a collaborative baccalaureate model in which multiple colleges share upper-division coursework and jointly confer degrees, addressing the structural barriers that make solo program development prohibitive for small and rural institutions. Additionally, the California Community College Baccalaureate Degree Alliance launched in February 2026 to coordinate partner engagement and drive statewide expansion. Early research under the Regional Workforce Needs activity finds that more than 54% of existing programs incorporate work-based learning (including internships, clinical placements, and service learning) providing a baseline to guide future program design and scaling.

Vision 2030 in Action

The Vision 2030: Baccalaureate Degree Program Expansion workplan operationalizes Strategic Direction: 1 - [Equitable Baccalaureate Attainment](#), Outcomes: [3](#) & [3b](#), and Actions: [6](#), [6b](#), & [6c](#).

Demonstration Projects

- Rural College Transfer Collaborative

- Central Valley Transfer Pathways
- Common Cloud Data Platform

Progress & Accomplishments

Activity 1: Successful Baccalaureate Degree Program Applications

- In Fall 2025, ten applications were submitted; three were returned for additional information. Two of the three were resubmitted in the subsequent cycle and advanced to intersegmental consultation.
- In Spring 2026, eight applications were submitted; one was returned for additional information.
- In Fall 2025, the Chancellor’s Office launched a statewide Bachelor’s Degree Community of Practice, implemented in partnership with the Foundation for California Community Colleges Success Center, with Chancellor’s Office staff serving as active thought partners in its design and delivery. 28 colleges across seven regions, representing various stages of program development, participated.
 - Delivered a series of instructional webinars designed to provide deeper technical assistance and cross-college collaboration beyond prior two-day workshops, with topics including:
 - Workforce need and demand planning
 - Curriculum and program design
 - Non-duplication analysis
 - Institutional readiness and planning
 - ACCJC Substantive Change requirements
 - Application development and submission

Activity 2: Regional Workforce Needs and Program Design

Work under this activity is in the early stages, focused on strengthening the alignment between program design and regional workforce demand. The Centers of Excellence are continuing to develop data reports that identify unmet workforce needs to inform baccalaureate program development and application processes.

- Initial research also provides insight into the integration of work-based learning across existing programs. Findings indicate that more than 54% of community college baccalaureate programs incorporate work-based learning, including service learning and simulated work environments (64% each), internships (50%), job shadowing or mentorships (43%), and clinical placements or fieldwork (29%). These early findings will help inform future program design and scaling strategies.

Activity 3: Rural-Serving and Small Colleges Participation with Targeted Technical Assistance

- As part of the Bachelor’s Degree Community of Practice launched in Fall 2025, nine rural-serving and small colleges (Coalinga College, Columbia College, Crafton Hills

College, College of the Desert, Lassen College, Lemoore College, Merced College, Moreno Valley College, and Yuba College) engaged in targeted technical assistance and peer learning.

- Through this Community of Practice, participating colleges began exploring a collaborative community college baccalaureate model in which multiple colleges would offer upper-division coursework and one or more colleges would confer the degree.
- Exploration remains ongoing, with accreditation requirements and institutional capacity continuing to present barriers to implementation.

Activity 4: Capacity and Enrollment Expansion in Existing Baccalaureate Programs

Work under this activity is in early stages of development, with initial efforts focused on exploring opportunities to expand access and remove structural barriers. This includes examining the potential for sharing upper-division general education courses through the California Virtual Campus and identifying policy or regulatory barriers that may limit articulation pathways across intra- and inter-district baccalaureate programs.

Activity 5: Student and Workforce Supports in Community College Bachelor's Degree Implementation

Implementation efforts are beginning to generate baseline insights to inform future planning. Preliminary data indicate that approximately 50% of current programs are offered in person, 30% online, and 15% in hybrid formats, providing an initial understanding of delivery models that can guide the development of student and workforce supports.

Contributors

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