

# ELEMENTS OF QUALITY



To date, there is no unified set of quality standards for community colleges seeking to confer baccalaureate degrees. CCBA seeks to fill this gap. As programs emerge quickly across the country, leaders and practitioners who design, implement, and believe in these programs want to ensure expansion occurs in ways that maintain quality.

To begin the process of developing a community college baccalaureate (CCB) quality framework, CCBA asked the question: **What are the major elements of quality that would be included in a quality framework?** Conducting a literature review and small group conversations, and with the support of a Quality Advisory Taskforce, CCBA identified **9 measures of quality in CCB programs**.

1

## HIGH LEVEL OF LEARNING

A high level of learning provides evidence of overall quality and is attractive to workforce leaders, as it assures the quality of their prospective hires.

2

## EQUITABLE ACCESS & OUTCOMES

CCBs can address historic inequities in higher education. Attending to the social, cultural, and relational dimensions of learning better prepares CCB learners for the workplace, community, and home.

3

## AFFORDABILITY

Affordability is a key — and often most important — consideration for CCB students. Affordability makes baccalaureate degrees more accessible for adult learners and underserved student populations.

4

## FLEXIBILITY

Flexibility includes thoughtful scheduling, multiple modes of delivery, more affordable pathways, reduced transfer barriers, and additional student services.

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## EXPERIENTIAL LEARNING

Experiential learning, such as work-based and project-based learning, internships, and apprenticeships, that is tied to course credit better prepares students for their future work environments.

6

## EMPLOYER PARTNERSHIP & COLLABORATION

Workforce partnerships and collaborations, including curriculum alignment to employer needs and course instructors with industry experience, are crucial.

7

## STUDENT SERVICES

CCBs should offer student supports, including: financial aid offices, academic advising, career services, and staff appointments, like dedicated counselors for CCBs and college navigators.

8

## REGIONAL LABOR MARKET SIGNIFICANCE & ALIGNMENT

CCBs must be related to and responsive to industry, workforce, and community demands and student employment needs.

9

## EVALUATION: EVIDENCE-BASED PROGRAMS & PRACTICES

CCBs should use data when making curricular or programmatic decisions. This includes collecting outcomes, data, feedback, and building data-informed, evidence-based practices to check student progress, making corrections as needed.