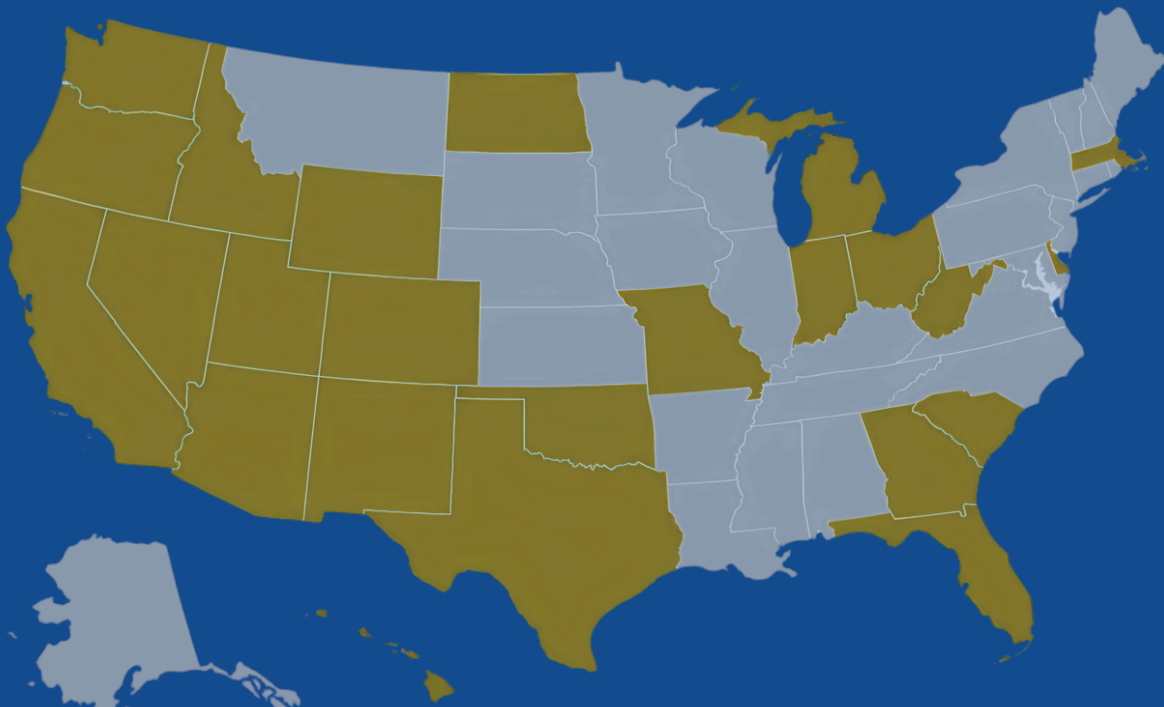


# Still Growing:

## The Continuing Evolution of Community College Baccalaureate Degrees in the United States



The 2025 Community College  
Baccalaureate Association  
National Program Inventory

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& Davis Vo

May 2026

# Table of Contents

Executive Summary	03
What Counts as a Community College Baccalaureate?	04
CCB Colleges	07
History of Conferral of CCB Degrees by States	08
Growth in CCB Institutions	09
Degree of Urbanization of CCB Colleges	10
CCB Colleges as Minority- Serving Institutions	11
Growth in CCB Degree Programs	13
CCB Programs by State	14
CCB Programs by Area of Study	17
CCB Degrees by Degree Type	19
CCB Degree Graduates	20
CCB Degree Graduates by State	21
Demographic Characteristics of CCB Graduates	23
CCB Degrees Major Program Category and State	26
CCB Degrees Major Program Category and Gender	28
CCB Degrees Major Program Category and Race	28
Non-Conferring States	30
Conclusion	31
Acknowledgements	32
About the Authors	32
References	33



# Executive Summary

Every two years the Community College Baccalaureate Association (CCBA) contracts with researchers to describe and update the rapidly changing landscape of community college baccalaureate (CCB) degrees. Since the [Watch Them Grow: The Evolution of Community College Baccalaureate Degrees in the United States](#) (CCBA and Bragg & Associates, Inc., 2024) report two years ago:

- The number of states offering CCBs in the United States has held steady at 24, with several others considering legislation.
- The number of institutions offering CCB programs has risen from 187 to 214.
  - More than one-half (58%) of the 214 CCB-conferring colleges are designated as Minority Serving Institutions (MSIs), compared to only 16% of all Title IV institutions nationally.
- The number of CCB programs has risen from 678 to 763.
  - Nationally, the average number of CCB degree programs per college is 3.6.
  - Business and health professions, including nursing, are the most numerous program areas.
- CCB programs graduated just over 16,000 students in 2023-24, about 1% of the total bachelor's degree graduates in the country, but this represents a group of students who likely would not have obtained a bachelor's degree without the CCB option. Comparing recent CCB graduates to all bachelor's degree graduates nationally, we find:
  - 70% of recent CCB graduates are adult learners ages 25 and over, compared to 28% of the national bachelor's group.
  - 65% of CCB graduates are women, compared to 60% nationally.
  - 40% of CCB graduates are African American, Black, or Latine, compared to 26% nationally.
- CCB graduates in Florida, Texas, and Washington, where CCBs have a long history, comprised over 80% of all CCB graduates in the country in 2023-24.

This report provides an updated summary on how these programs are evolving and who they are serving.



## What Counts as a Community College Baccalaureate?

To be considered a “CCB college” in this study, we follow the conventions developed in earlier work (e.g., CCBA & Bragg & Associates, Inc., 2024; Love, et al., 2021). An institution need not be formally named a “community” college, but it must be recognized presently or historically as a college conferring predominantly sub-baccalaureate degrees according to the state and/or local boards responsible for governing these colleges. Further, the institution must be recognized currently or historically as a community college based on the institution’s mission statement, historical documentation, and by a regional accreditor. In addition to formal documentation, we use the Carnegie Classification of Institutions of Higher Education and associated variables in the Integrated Postsecondary Education Data System (IPEDS) as information sources to determine whether a college should be designated as a baccalaureate-conferring community college.

To this point, a primary way that we classify community colleges as CCB colleges is to use two categories from the [Basic Carnegie Classification](#), both of which require institutions to confer fewer than 50 percent of their total associate and bachelor's degrees at the baccalaureate level. This stipulation ensures that a bachelor's degree is not the predominant type of college degree attained by graduates at CCB colleges. These two categories are:

- Baccalaureate/Associate's Dominant, wherein institutions confer fewer than 10 percent of all degrees at the baccalaureate or higher level, meaning at least 90 percent of all degrees are conferred at the associate level.
- Mixed Baccalaureate/Associate's, wherein institutions confer more than 10 percent but not more than 50 percent of all degrees at the baccalaureate or higher level.

We also use IPEDS to confirm that the proportion of bachelor's degree graduates does not exceed the 50 percent threshold established by the IPEDS Basic Carnegie Classification for each institution, designated as either Baccalaureate/Associate's Dominant or Mixed Baccalaureate/Associate's. Because this proportion can fluctuate just below or above the 50 percent mark, we do not immediately remove an institution that exceeds 50 percent; instead, we monitor this proportion over a period of three years. This approach is similar to the method used by the American Association of Community Colleges (AACC) to measure the percentage of bachelor's conferrals at institutions at or near 50 percent.

In addition, our inventory focuses exclusively on publicly funded community colleges that are regionally accredited higher education institutions in the 50 U.S. states. However, we do recognize that some private non-profit and private for-profit colleges are classified in IPEDS as Baccalaureate/Associate's Dominant or Mixed Baccalaureate/Associate's because they confer associate and bachelor's degrees. The number of private colleges is not large, but it is present in the IPEDS data. For example, a total of 41 private colleges are included in the count of baccalaureate-conferring community colleges identified by [AACC](#). While we do not include Tribal Colleges and Universities (TCUs) or colleges in U.S. territories in this brief, AACC identifies 22 TCUs that confer CCB degrees or have reported public plans to do so. We have also found that all five U.S. territories with permanent, non-military populations have institutions conferring these degrees.

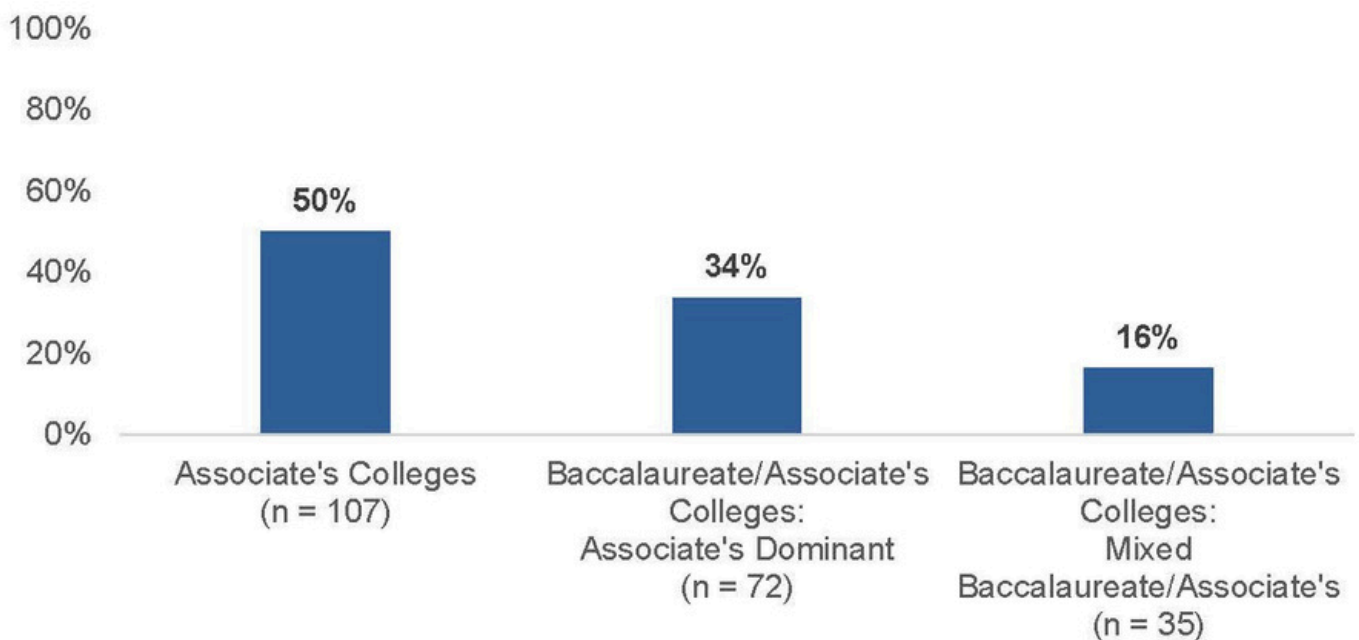
We also gathered data from the 24 states with authorization to offer CCB programs (see Figure 1) and institutions to identify community colleges approved to confer bachelor's degrees that are not yet included in IPEDS, as well as non-conferring states. To conduct this research, we gathered data through interviews and email correspondence with the state and local college personnel, as well as systematically inventoried institutional websites. In states without coordinating or governing boards, we gathered data directly from institutions, namely reviewing local boards of



## CCB Colleges

Figure 2 shows the Carnegie Classification of the 214 community colleges counted as “CCB colleges” in the national inventory. Each college has been approved to confer one or more CCB degree programs at the time this iteration of the national inventory concluded on December 31, 2025. A total of 107 of these colleges fall into one of the two Carnegie Classification categories, with 16 percent of all 214 CCB colleges designated as Mixed Baccalaureate/Associate’s Colleges, in which more than 10 percent of degrees are bachelor’s or higher. The other 34 percent of CCB colleges are Baccalaureate/Associate’s Dominant, with fewer than 10 percent of degrees offering bachelor’s or higher degrees. It is also noteworthy that the largest group of community colleges in the inventory is made up of 107 colleges that are still classified in IPEDS as Associate’s Colleges. However, this classification should change to reflect the Baccalaureate/ Associate’s Dominant College designation as data and classifications are updated.

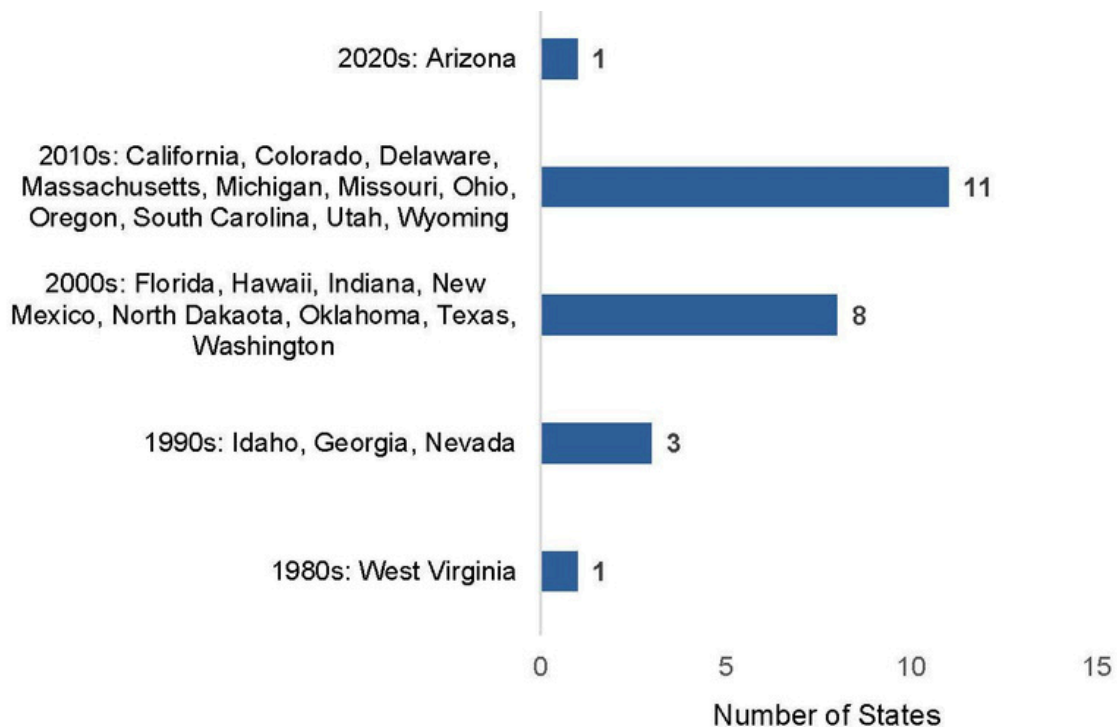
**Figure 2. Carnegie Classification of 214 CCB Colleges in the National Inventory, 2025**



## History of Conferral of CCB Degrees by States

The adoption of CCB degrees in the U.S. has been occurring for almost five decades (Ruud & Bragg, 2011). West Virginia was the first state to authorize the degrees in 1989, but only a few states adopted CCBs until the 2000s, when eight states authorized such degrees. This group includes two states that have scaled up CCB degrees to all or nearly all community colleges. Specifically, Florida reached full-scale adoption in 2021, with CCB degrees offered at all 28 of its colleges, and Washington has approved all 34 of its colleges to confer CCB degrees. In the 2010s, 11 more states approved CCB degrees, including California, Colorado, and Ohio, where the sizeable numbers of community colleges that offer CCB degrees continue to grow. Most recently, Arizona began authorizing CCB degrees in 2021 (CCBA and Bragg & Associates, Inc, 2024). Figure 3 shows the number of states adopting CCB degrees by decade.

**Figure 3. Number of States by Decade of First CCB Degree Legislation and Authorization** (Adopted from CCBA and Bragg & Associates, Inc. 2024)

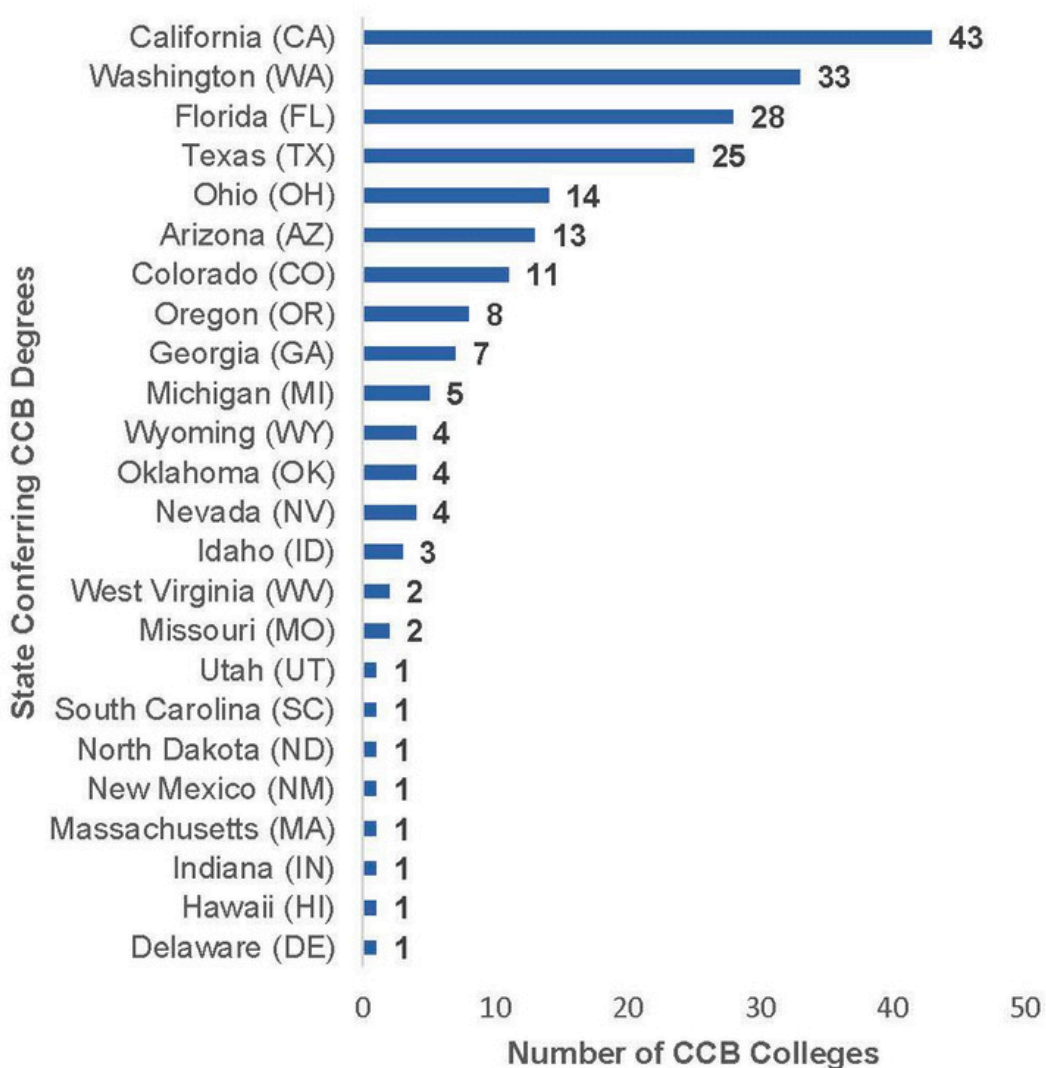


# Growth in CCB Institutions

From 2023 to 2025, the nation saw a 14 percent increase in community colleges conferring bachelor’s degrees or approved to do so, increasing from 187 in 2023 to 214 in 2025. The 214 CCB colleges represent 23 percent of the 924 community colleges in the United States recognized by AACC.

Figure 4 shows the number of colleges conferring CCB degrees nationwide, with California, Washington, Florida, and Texas having the largest quantities. Altogether, the seven states of Arizona, California, Colorado, Florida, Ohio, Texas, and Washington are responsible for nearly 80 percent of all community colleges conferring CCB degrees in the United States.

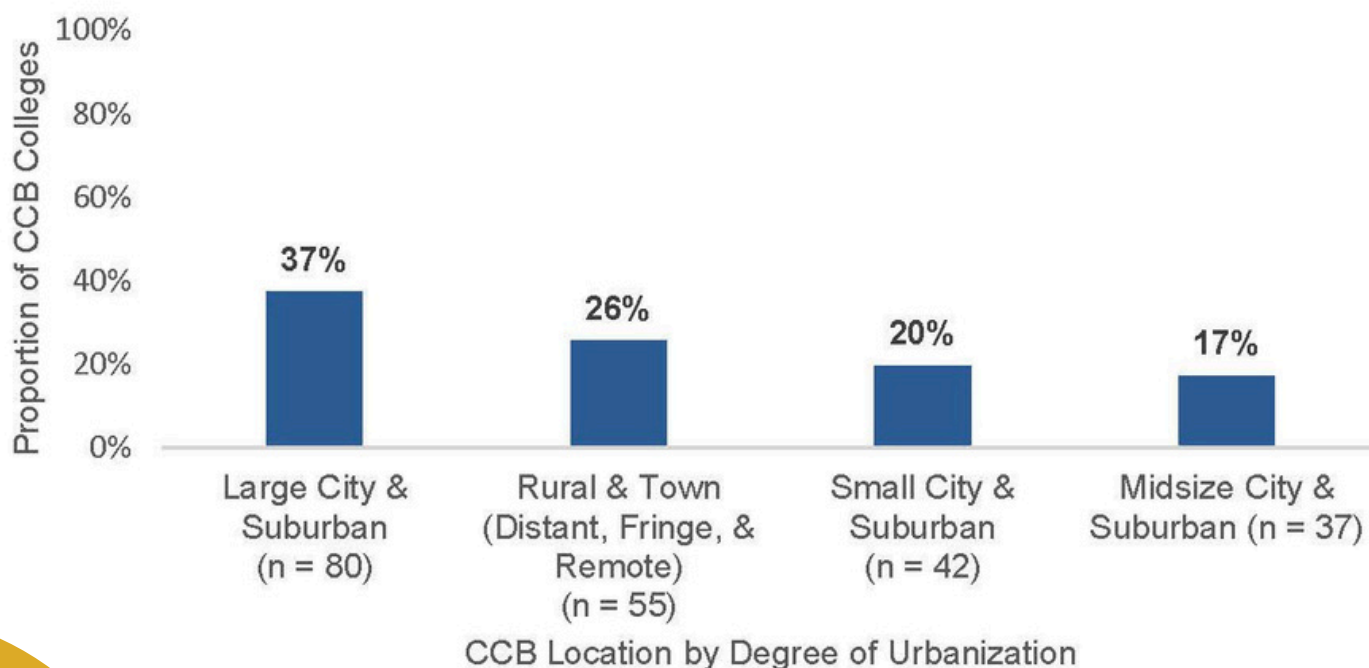
**Figure 4. Number of CCB Colleges by State**



# Degree of Urbanization of CCB Colleges

Knowing the importance of geography to college access, we examined the location of CCB colleges using IPEDS data. We looked at the degree of urbanization to document the location of CCB colleges as either rural and town (fringe, distant, and remote) or suburb and city (small, midsize, and large). Figure 5 shows that the largest number of CCB colleges are located in large city and suburban areas (37 percent), followed by 26 percent in rural and town locations. CCB colleges located in small city and suburban locations make up 20 percent of the total, with the remaining 17 percent situated in midsize city and suburban locations. These results suggest that almost two-thirds of all CCB colleges are located on either end of the urbanization spectrum, situated either in the largest city and suburban settings or the most rural and remote locales.

**Figure 5. Number of CCB Colleges by State**

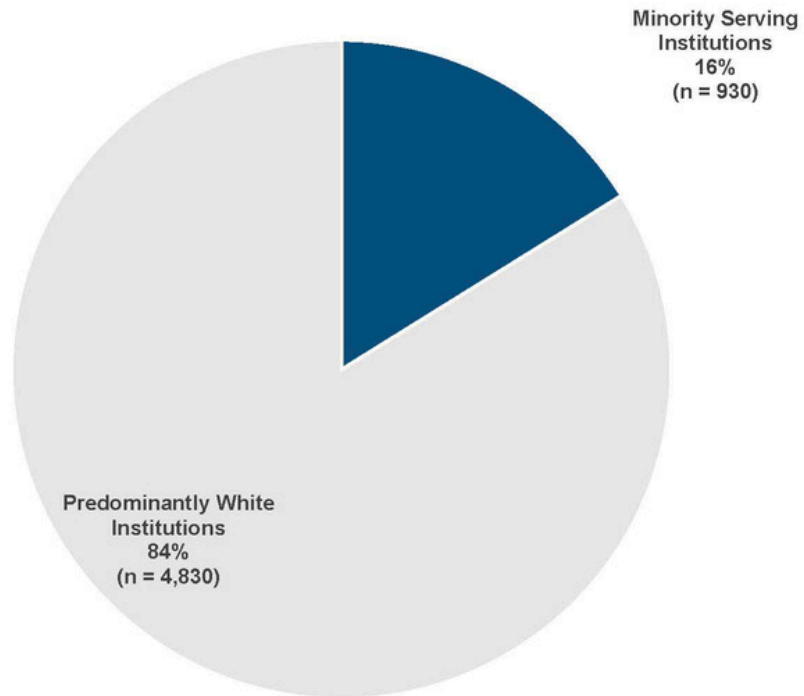


# CCB Colleges as Minority-Serving Institutions

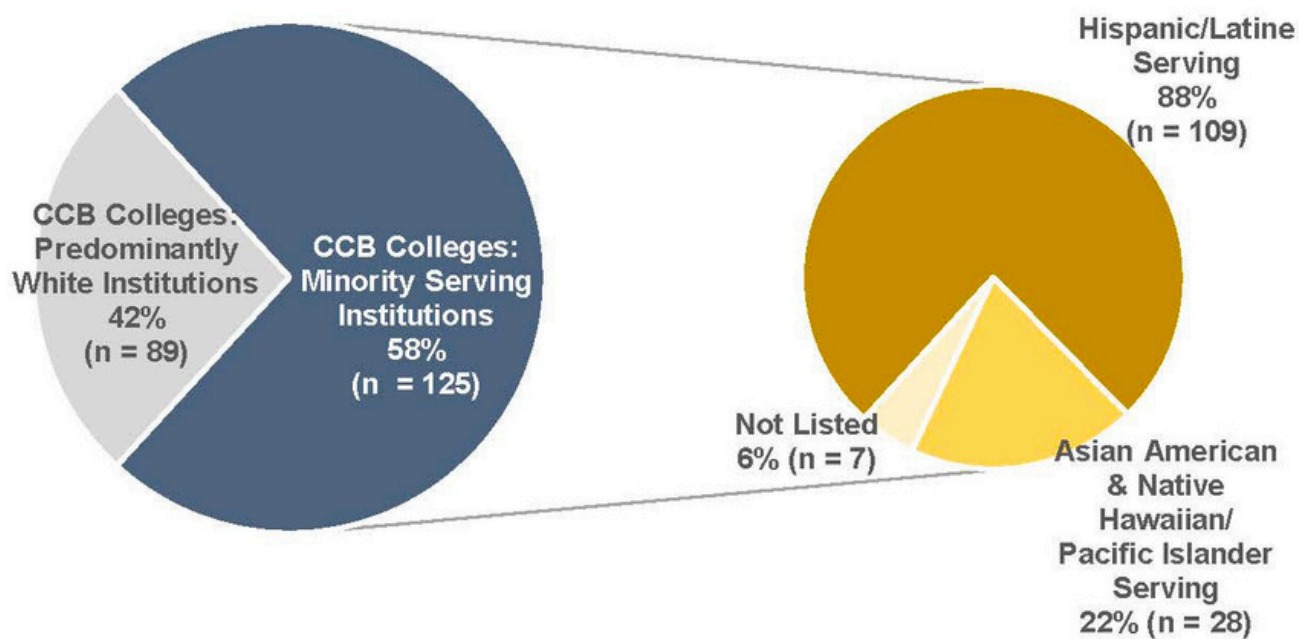
Our research also identified institutions according to their enrollment of racially minoritized populations, and we found a strong representation of Minority-Serving Institutions (MSIs). Of the 5,760 institutions participating in Title IV federal financial aid programs in 2024, only 16 percent were designated as MSIs, meaning that CCB institutions overrepresent MSIs relative to national figures (see Figure 6). By contrast, we found 58 percent of all 214 CCB colleges are designated as MSIs in IPEDS. This percentage has grown since the last inventory with the addition of new colleges in California. The remaining 42 percent of CCB colleges are predominantly white institutions (PWIs) (see Figure 7). A majority (88 percent) of CCB-granting MSIs are classified as Hispanic- or Latine-serving institutions (HSIs), indicating the student population of these institutions is comprised of 25 percent or higher full-time equivalent (FTE) Hispanic students. Another 23 percent are recognized as Asian American and Pacific Islander-serving Institutions (AAPISIs). The remaining 6 percent comprises institutions identified as Alaskan Native or Hawaiian-Serving Institutions (ANNH or ANNHSIs), Native American-Serving Nontribal Institutions (NASNTIs), Predominantly Black Institutions (PBIs), and Historically Black Colleges and Universities (HBCUs).



**Figure 6. Minority Serving Institutions Among All Title IV Institutions**



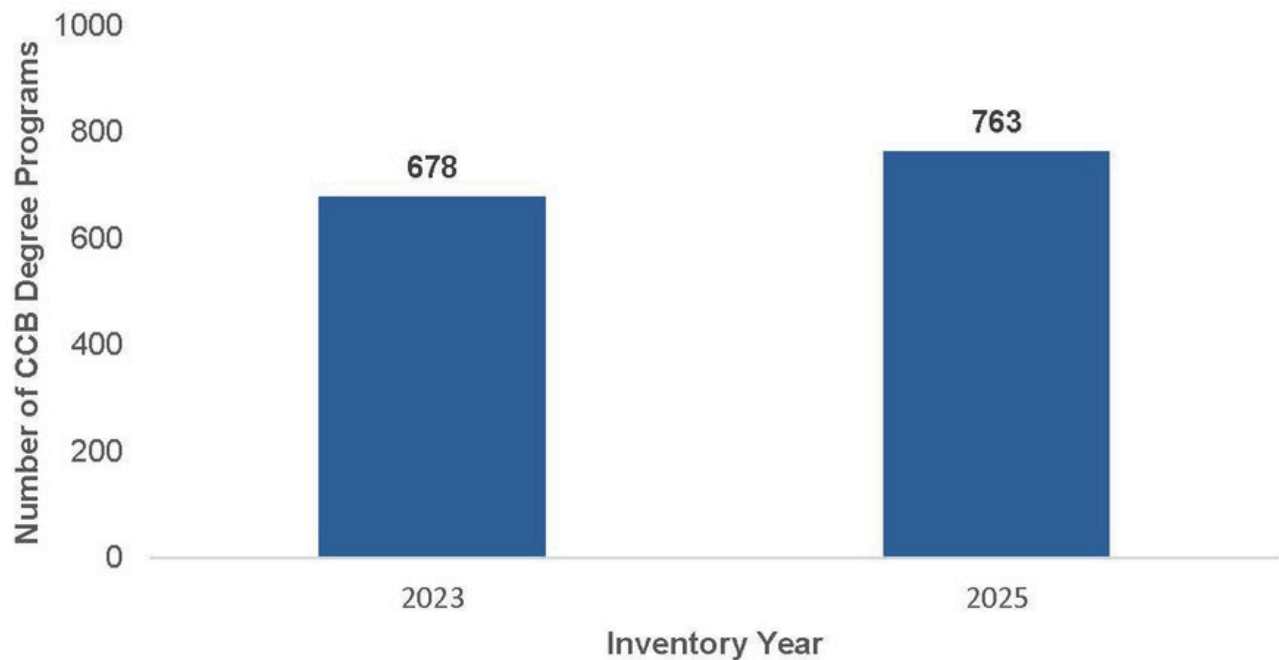
**Figure 7. CCB Degree Colleges by Institutional Classification**



## Growth in CCB Degree Programs

Turning to programs, we saw growth in the number of programs culminating in CCB degrees. Specifically, the total number of CCB degree programs grew from 678 to 763 over from 2023-2025, an increase of 13 percent, or 85 programs (see Figure 8). Many of these programs had received approval but had not yet implemented a CCB degree by the end of 2025, with plans to launch in 2025-26.

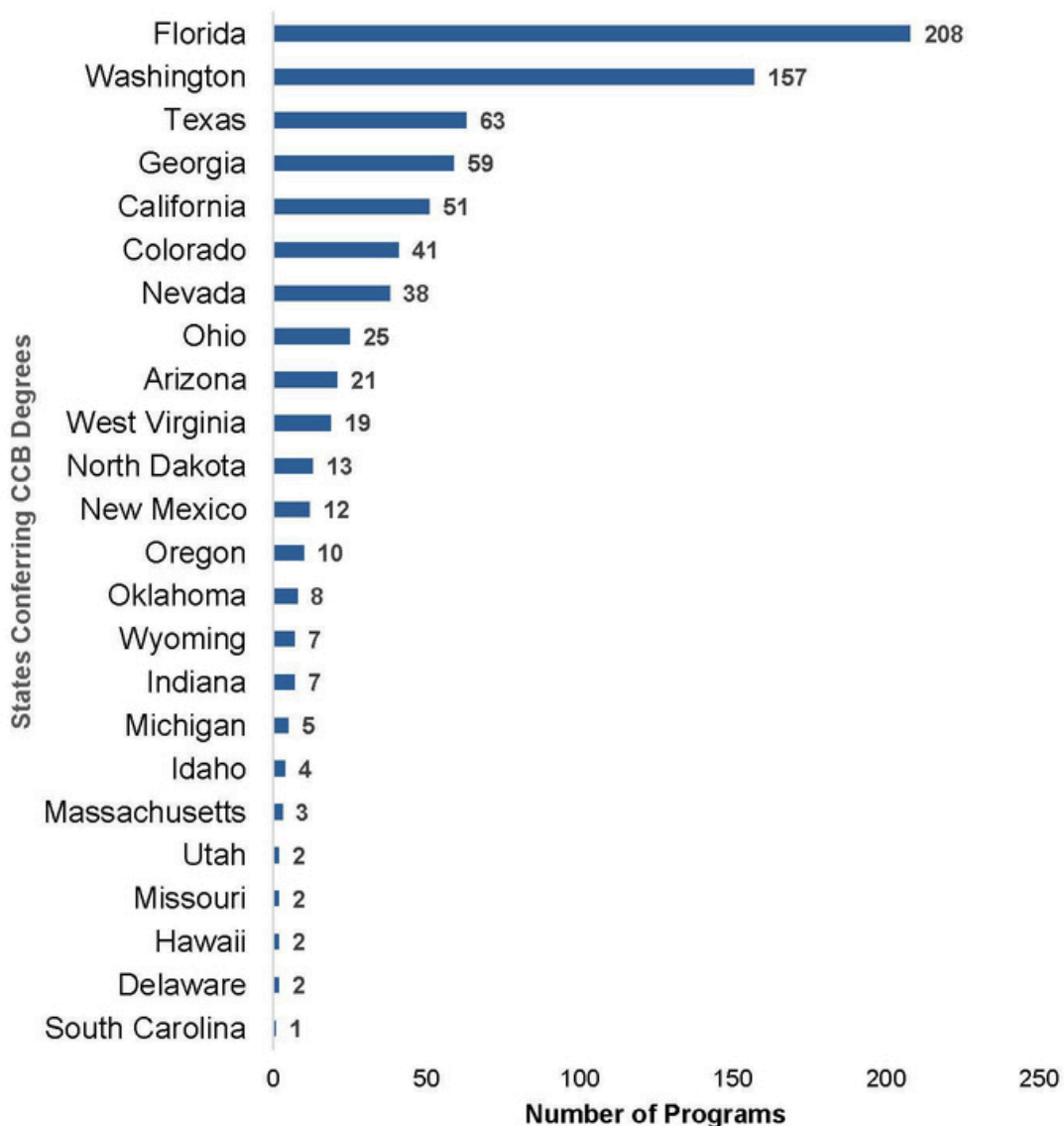
Figure 8. Number of CCB Degree Programs in 2023 and 2025



# CCB Programs by State

Looking at CCB degree program adoption over the last two years, we found a tendency for states with a longer history of CCB adoption grant colleges the authority to offer more CCB degree programs than newer CCB-adopting states. For example, two early adopter states, Florida and Washington, offer 208 and 157 programs, respectively (see Figure 9), up from 192 and 143 identified two years ago (CCBA and Bragg & Associates, Inc., 2024). This pattern makes sense, as community colleges in those states have had more time to adopt CCB programs, but it is also the case that these two states have continued to approve CCB programs over time. The pace of adoption has risen and fallen over the years, but since their inception, the community colleges in both states have continued to expand CCB programs.

**Figure 9. Number of CCB Degree Programs by State in 2025**



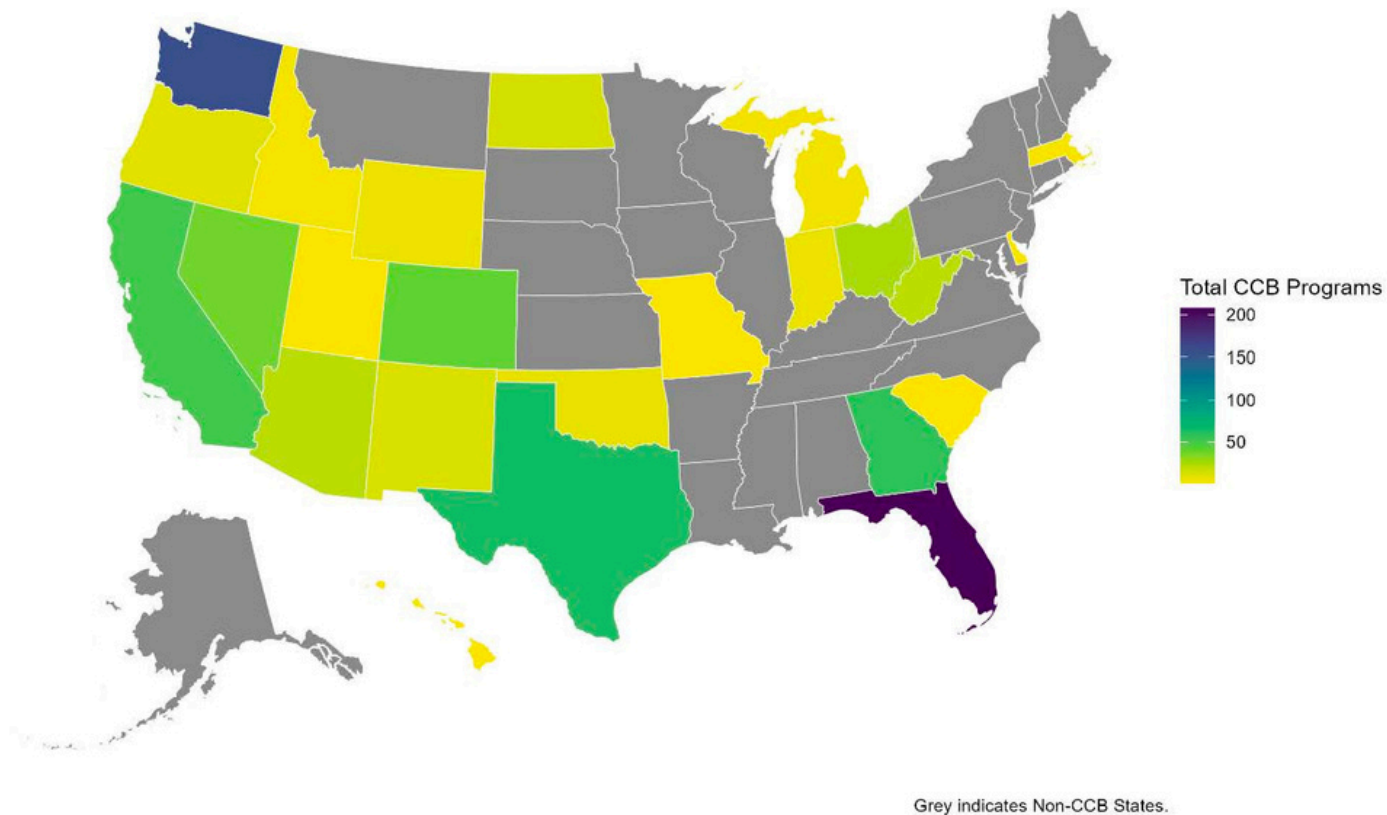
This larger number of programs also translates to more programs per college. CCB colleges in Florida average 7.4 programs each, and the community and technical colleges in Washington average 4.8 programs per college. Nationally, the average number of CCB degree programs per college is 3.6, with a median of two programs (see Table 1). Our data also reveal that 58 percent of all CCB colleges are authorized to offer only one or two CCB degree programs.

**Table 1. Number of CCB Programs Per College (n = 214 CCB Colleges)**

# of CCB Programs Per College Nationwide	# of CCB Colleges	% of CCB Colleges
10 or More CCB Programs	19	9%
5-9 CCB Programs	37	17%
3-5 CCB Programs	32	15%
1-2 CCB Programs	124	58%

These results suggest CCB colleges in a few states average relatively large numbers of CCB degree programs (see Figure 10). Some states have legislative restrictions on the number of institutions or program types that can be offered, constraining the quantity of programs implemented. However, Arizona is a noteworthy exception. In Arizona, 13 of the 19 community colleges have approved 21 bachelor’s degree programs within four years of the passage of a CCB-authorizing bill in 2021, with some community colleges acting to adopt multiple CCB degrees during this relatively short period.

**Figure 10. CCB Programs by the Fifty States**

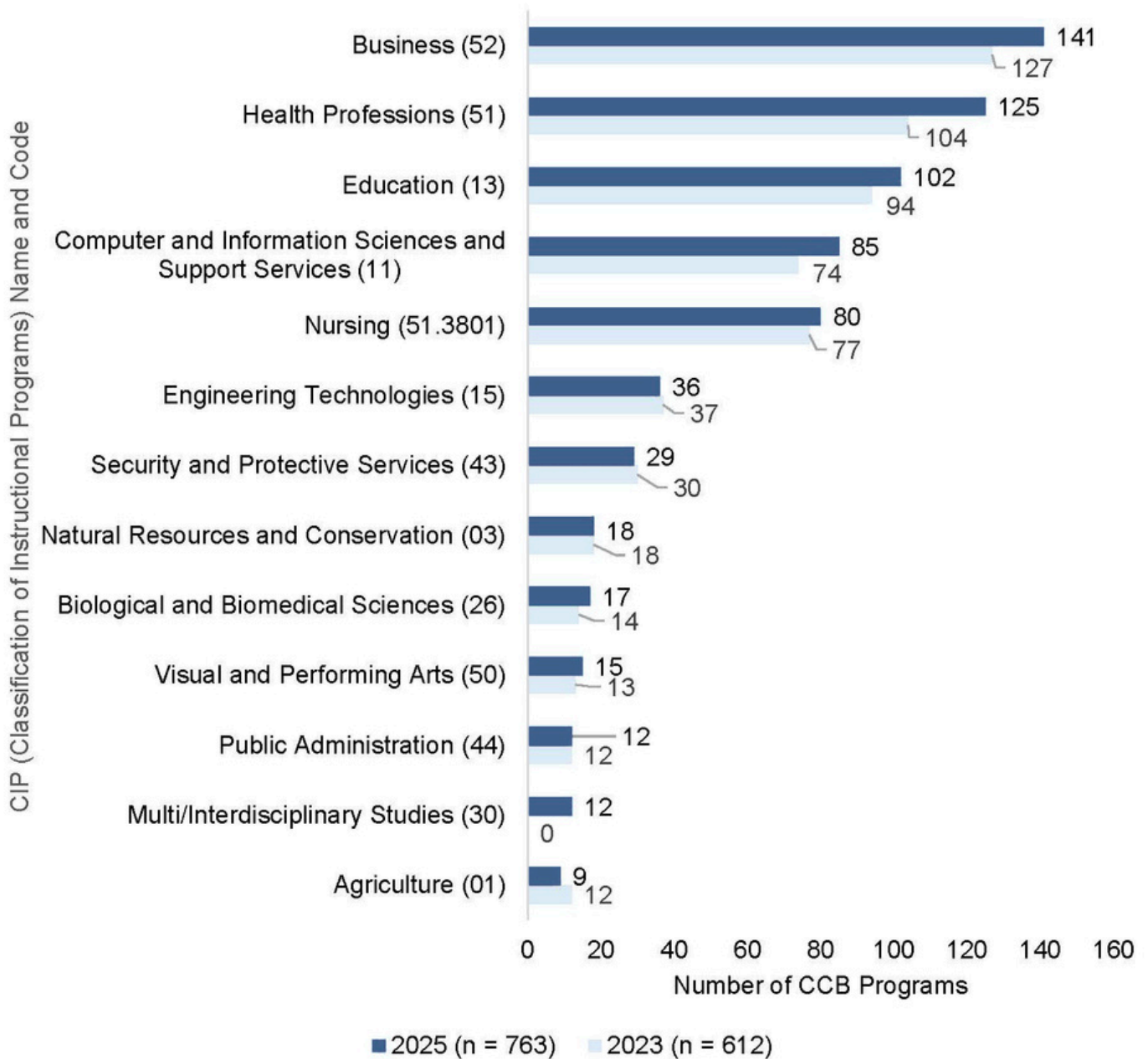


# CCB Programs by Area of Study

Nursing and health professions are the largest number of CCB major program categories, followed by business. We examine the number of CCB programs by 2-digit Classification of Instructional Programs (CIP) codes and abbreviate the formal CIP names for brevity. Figure 11 shows the number of programs by the top 13 2-digit CIP codes, including business, health professions and nursing (nursing is a CIP-6 under the CIP-2 health professions but is separated throughout our study given the large numbers of CCB nursing programs), education, and science, technology, engineering, and mathematics (STEM) programs. These findings are consistent with results using 6-digit CIP codes (not shown) that reveal nursing and other health-related programs, business, education, and STEM as the most prevalent CCB programs.

It is no coincidence that community college baccalaureate programs focus on rapidly growing industry sectors; these programs are intentionally designed to align with labor market demand and address workforce shortages in high-need fields (Floyd et al., 2015; Townsend & Bragg, 2009). Demonstrating workforce need for employees with baccalaureate-level qualifications is a requirement in most states for the approval of new CCB programs (Bragg, 2025). This tight coupling of CCB degrees to workforce needs may help explain why such degrees tend to be offered in regionally dominant and growing industry sectors. Demonstrating workforce needs that require baccalaureate-trained college graduates is also important to ensure new CCB degrees yield good jobs with career mobility for graduates (Vo & Rios-Aquilar, 2025). In some cases, programs have gained approval, but due to changes at the college, lack of enrollment, or shifts in the local labor market, programs have been closed or not implemented. We observe that some of these programs are tightly targeted, “niche” degrees, potentially limiting the number of students interested in entering the occupations for which the programs prepare workers. In these cases, we do not count these programs in the current inventory but will note their status should they return.

**Figure 11. Number of CCB Programs by Area of Study in 2023 and 2025**

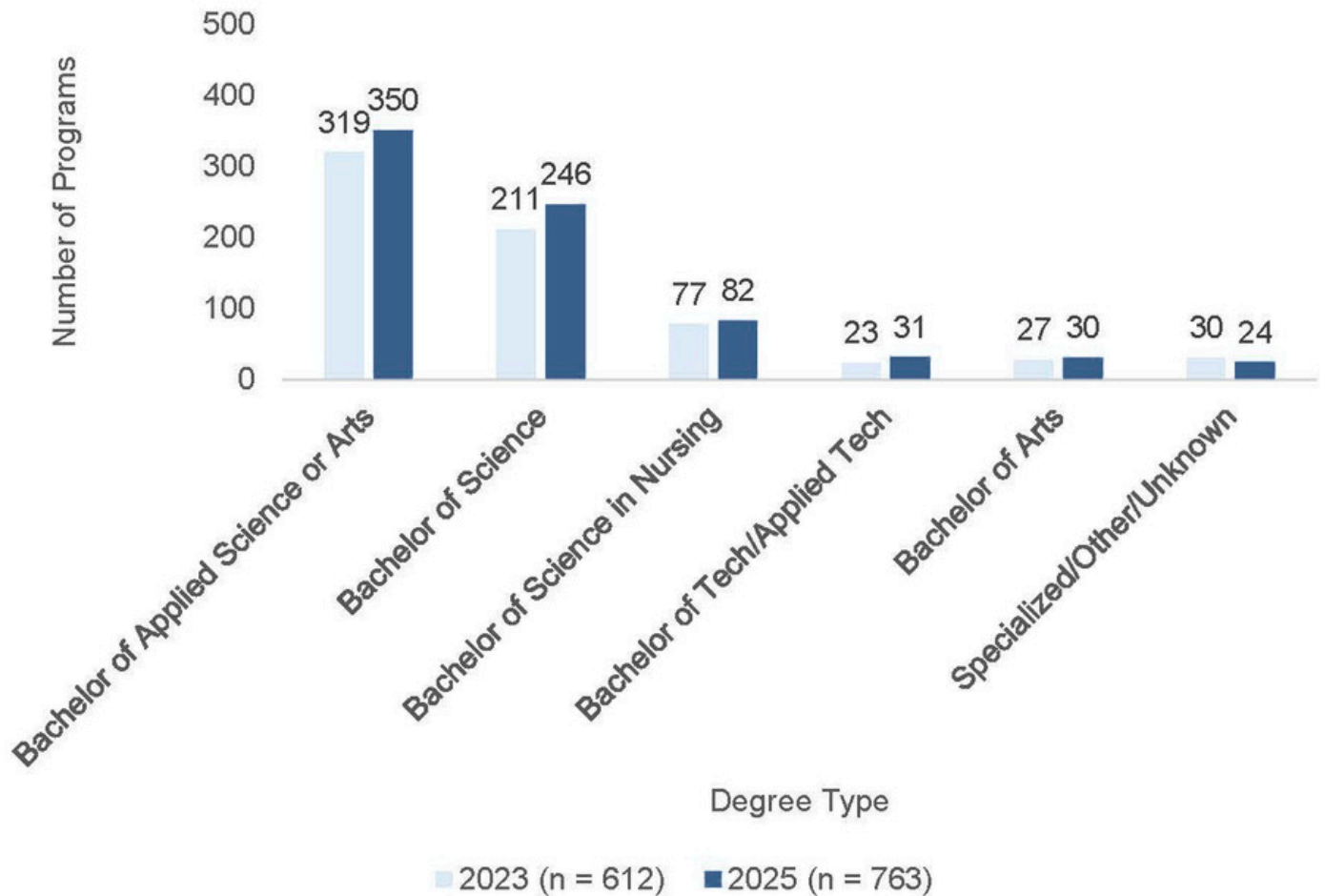


**Note:** For a given 2-digit CIP code, only CCB programs where there are 10 or more in 2023 or 2025 are listed.

# CCB Degrees by Degree Type

The type of bachelor’s degrees associated with CCBs tilts toward the bachelor of applied science (BAS), with another substantial number of CCB degrees as the bachelor of science (BS) (Figure 12). For the most part, the degree type (e.g., BAS or BS) associated with CCB degrees in a state conforms to state legislation. Thus, states requiring applied bachelor’s degrees frequently confer the BAS or a similar applied degree type, such as the bachelor of technology (BAT). Where states do not legislate the type of degree for CCB programs, the BS degree, as well as bachelor of science in nursing (BSN), are more prevalent.

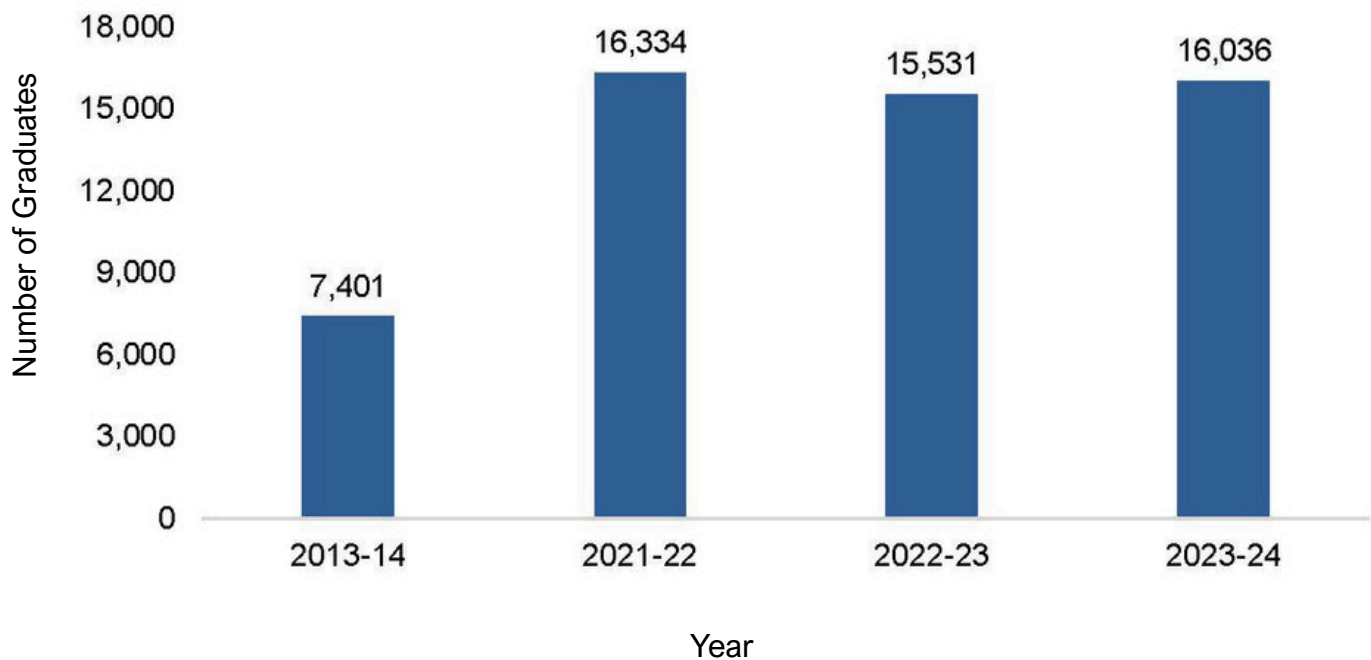
**Figure 12. Number of CCB Degree Programs by Type of Degree Awarded in 2023 and 2025**



# CCB Degree Graduates

In the 2023-24 academic year, CCB colleges awarded 16,036 bachelor's degrees. This number has stayed relatively consistent in recent years (see Figure 13). In the past decade, the number of bachelor's degrees awarded by CCB colleges have more than doubled, increasing from 7,401 in 2013-14 to 16,036 in 2023-24. As there are newer programs that will require time to implement and graduate students, we expect the number of graduates to continue to increase over time.

**Figure 13. Number of CCB Graduates Over Time**

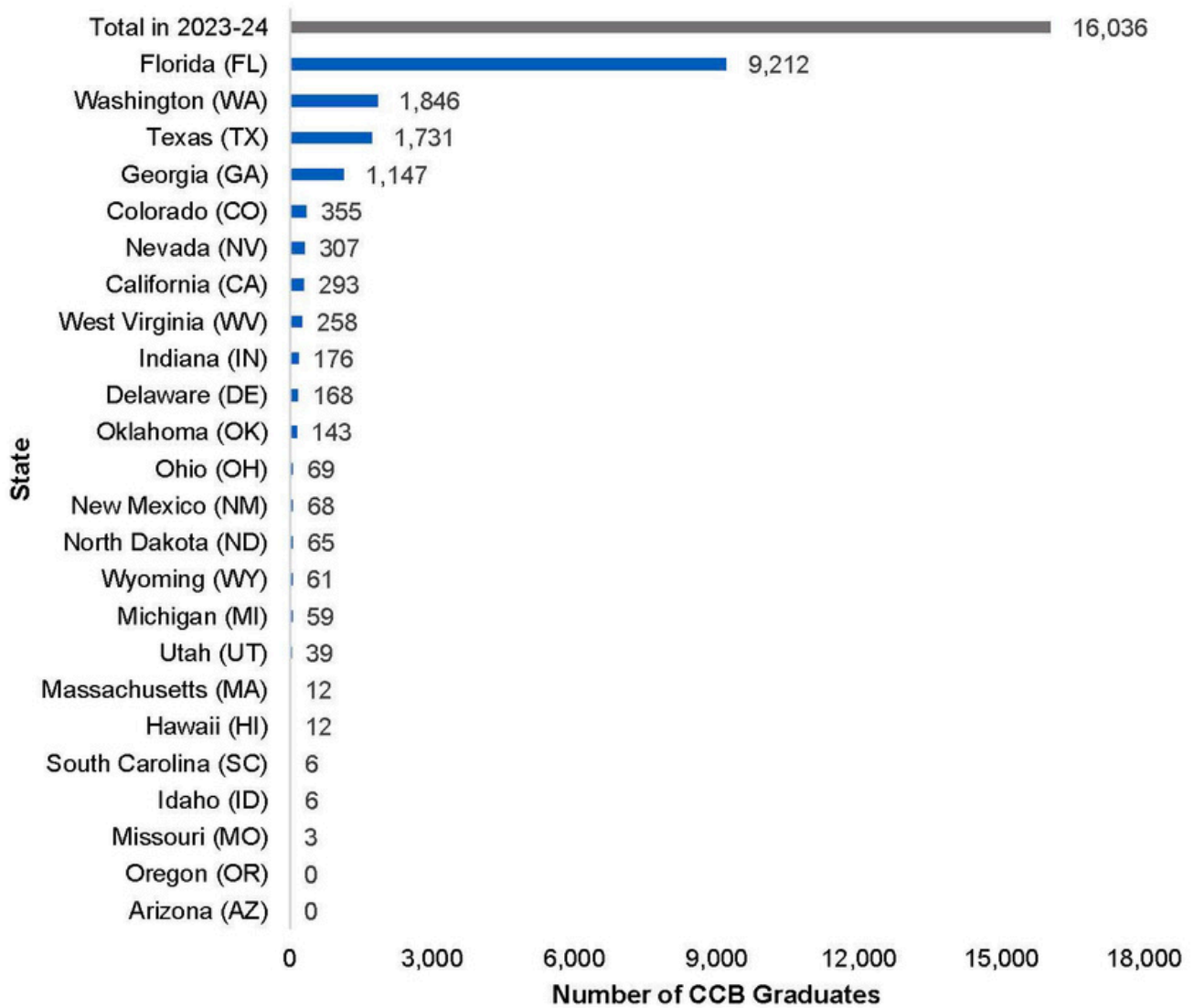


# CCB Degree Graduates by State

Looking at CCB graduates by state, 57 percent of all graduates in 2023-24 were in Florida (9,212 total), with another 4,724 graduates from three additional states containing the largest number of CCB degree programs: Washington, Texas, and Georgia (see Figure 14). Altogether, CCB graduates in these four states comprise over 87 percent of all CCB graduates in the country in 2023-24. The high quantity of graduates from a small number of states is logical, as these states have been conferring CCB degrees for a longer period of time than many others, and they have authorized a more expansive approach to baccalaureate conferral by community colleges. It is also important to note that there are several smaller states (in terms of population) where CCB programs are present throughout their colleges, such as Nevada and Delaware. In those states, the numbers of graduates are small because they are proportional to the small number of community colleges.

In 13 states with fewer than 100 CCB graduates in 2023-24, some restrict CCB degree-conferral to one only college (i.e., Hawaii, New Mexico, North Dakota, and Utah), while others (i.e., Michigan and South Carolina) limit CCB degree programs to specific fields of study (e.g., energy, manufacturing, maritime occupational preparation). Other states with small numbers of graduates are relatively new to offering CCB programs, so their first class of students have not yet graduated. Starting up a new CCB degree program can take a number of years due to program approval, development, and implementation. Even after a program is instituted, getting it to flourish typically requires enrolling students for at least two years. Thus, it is not surprising to see zero or only a few graduates in states with less time to bring CCB degree programs to fruition.

**Figure 14. Number of 2023-24 CCB Graduates by State**



# Demographic Characteristics of CCB Graduates

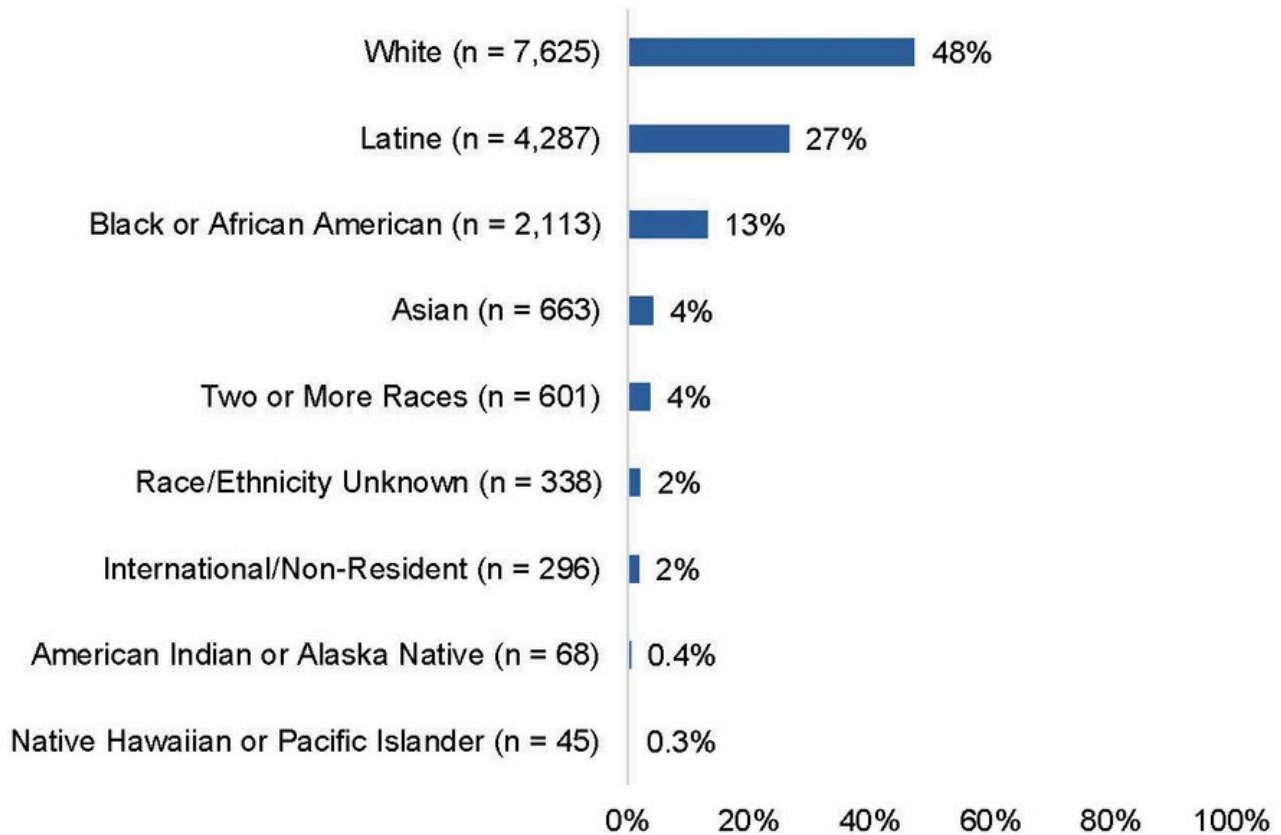
Looking at the demographic characteristics of CCB graduates, we find the majority of 2023-24 CCB graduates to be women (65 percent). The percentage of women is slightly higher than the 57 percent of women enrolled in community colleges nationally — as reported by [AACCC](#) using the 2025 fall enrollment survey conducted by IPEDS and the 60 percent of total bachelor's degree graduates nationally in 2023-24.

The racial composition of CCB graduates in 2023-24 closely resembles the institutional classification reported earlier in this brief, with slightly more than half of CCB graduates representing racially minoritized groups, based on IPEDS (see Figure 15). White students comprise the largest share of CCB graduates (48 percent), followed by Latine students at 27 percent and Black or African American students at 13 percent. This is followed by Asian graduates at 4 percent, graduates of two or more races at 4 percent, students who did not provide a racial identity to IPEDS at 2 percent, International/Non-Resident students at 2 percent, American Indian or Alaska Native at 0.4 percent, and Native Hawaiian or Pacific Islander students at 0.3 percent.

The age composition of CCB graduates in 2023-24 is displayed in Figure 16 using IPEDS. The majority of CCB graduates (70 percent) are 25 years old or older (commonly referred to as adult learners), with approximately half (51 percent) of CCB graduates between ages 25-39 years and 19 percent over age 40. Only 30 percent of CCB graduates are younger than 25 years old.

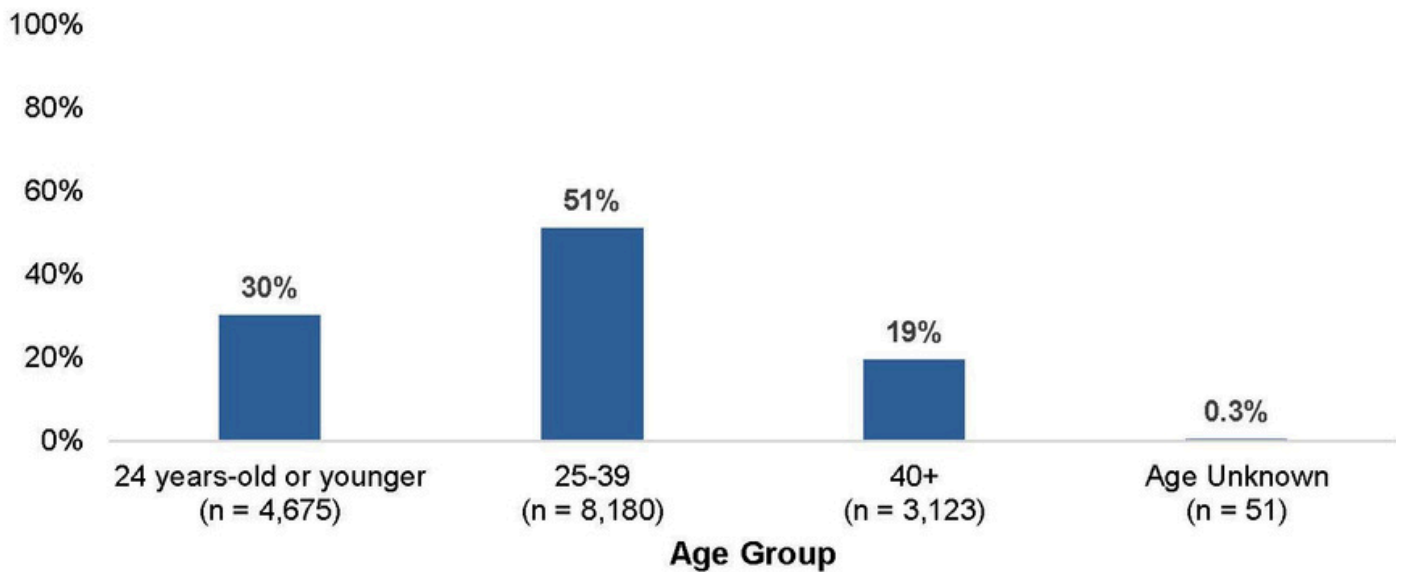
Figure 17 displays further insights regarding who graduates from CCB programs by comparing the proportion of CCB graduates by race and age group to the proportion of bachelor's degree graduates nationally. Compared to national bachelor's graduates, CCB graduates skew towards being more likely to identify as Black or African American (13 compared to 9 percent) and Latine (27 compared to 17 percent). CCB graduates also skew towards being 25 years or older (70 percent) relative to national figures (28 percent). This stark difference of 42 percent demonstrates that the age of those who complete CCB programs is much higher than the graduates of traditional bachelor's degree-granting institutions. These findings align with earlier work describing the equity implications of CCB adoption (e.g., Meza & Bragg, 2022; Meza & Love, 2023; Rios-Aguilar et al., 2025).

**Figure 15. Number and Percentage of CCB Graduates by IPEDS Race**

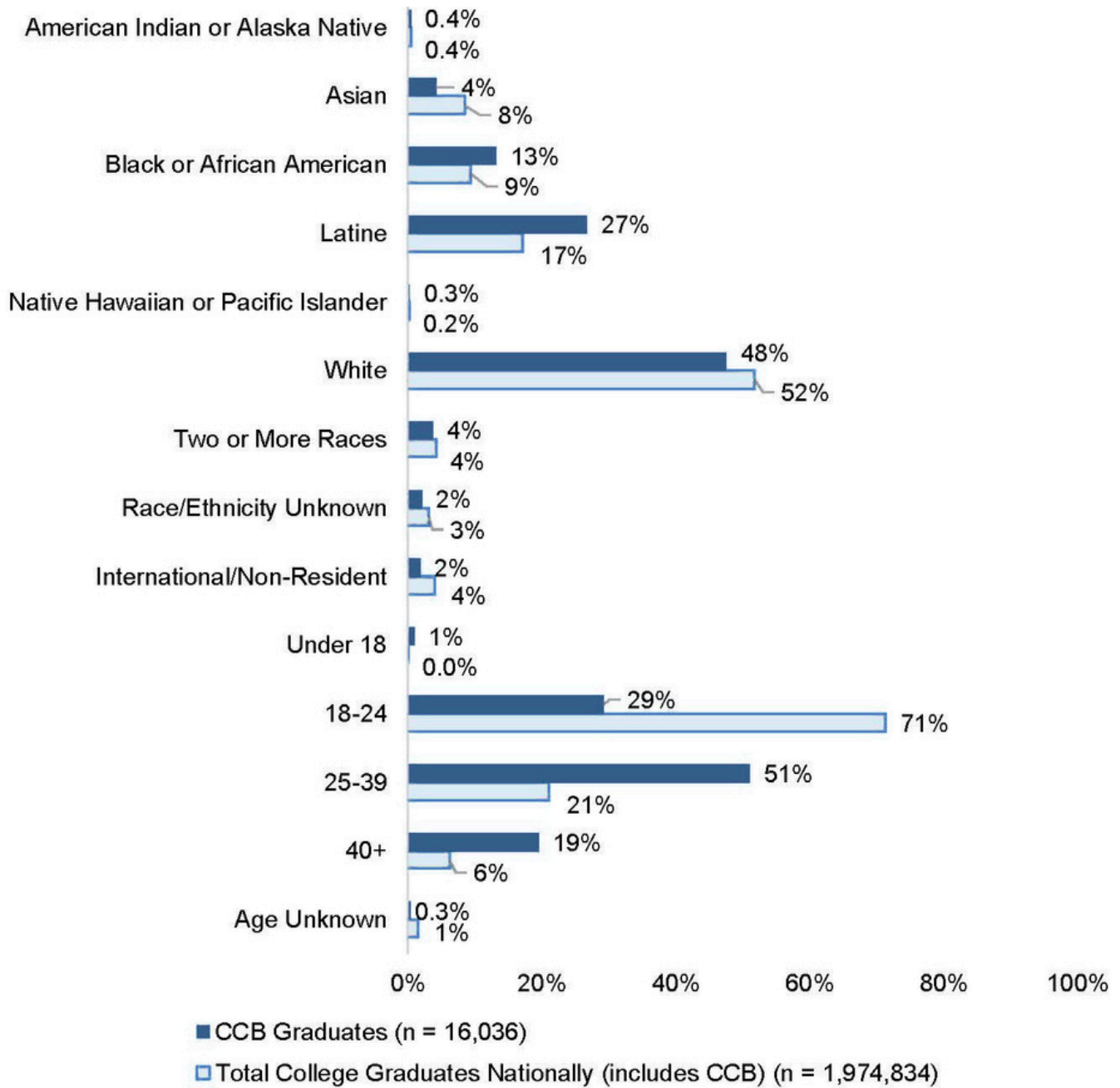


**Note:** Throughout this study, “International/Non-Resident” is included as a reporting category for race to align with IPEDS reporting, as well as to be inclusive of a student population that may not be fully reflected in typical racial/ethnic categorizations in the U.S. but has distinct experiences regarding educational opportunities.

**Figure 16. Number of CCB Graduates by IPEDS Age Group**



**Figure 17. Number of Bachelor’s Degree Graduates by IPEDS Race and Age Group, CCB Graduates Compared to National Bachelor’s Graduates**

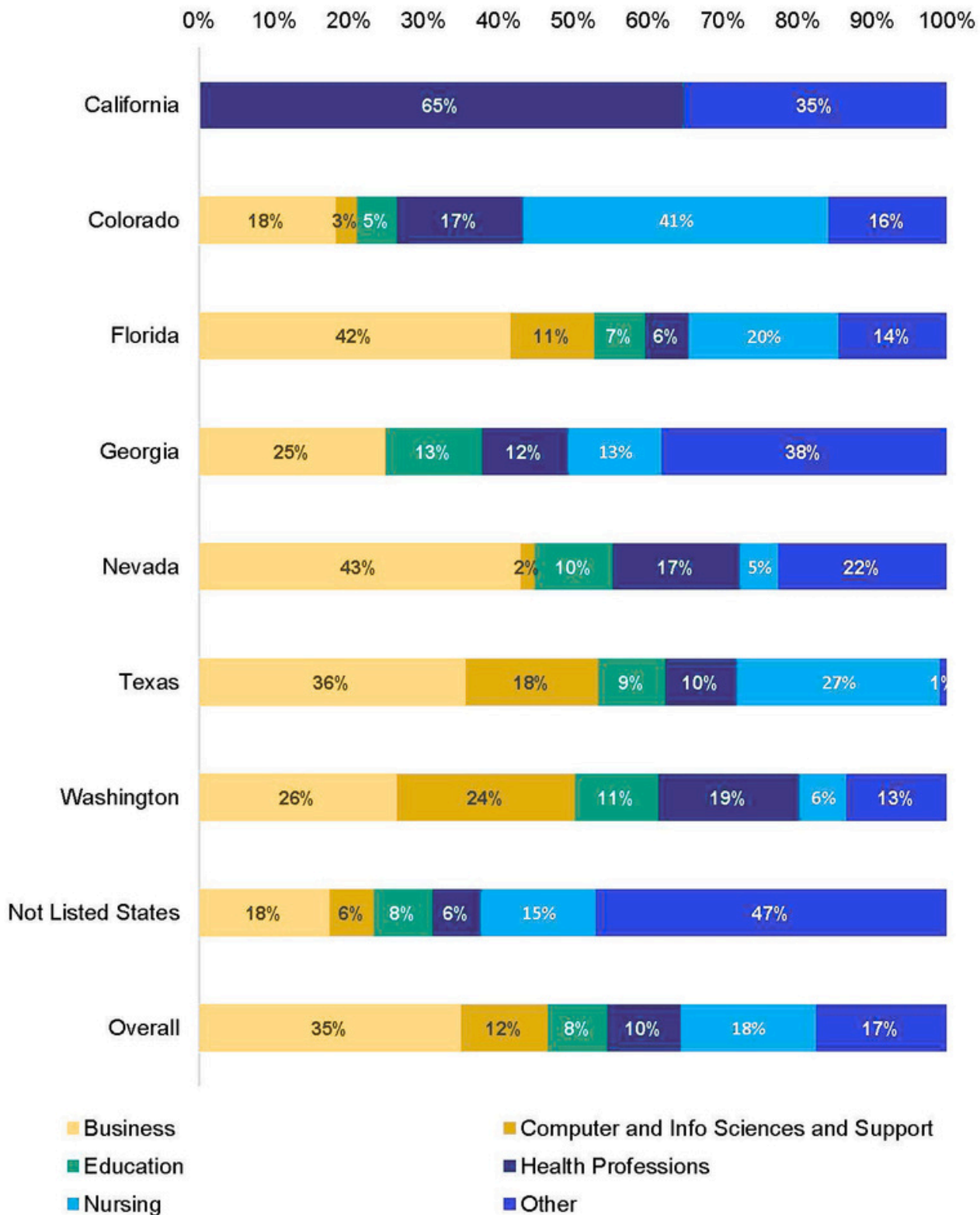


# CCB Degrees Major Program Category and State

Delving deeper into states with the most degree programs, Figure 18 shows the distribution of six major program categories (based on 2-digit CIP codes and nursing) for the seven states with the most CCB degree programs in 2024 (all with over 200 CCB graduates). These distributions are compared to all other states conferring CCB degrees and the overall results for these states, including the number of graduates across various fields of study. The percentage of CCB degrees by major programs varies substantially by state. While business represent the most common CCB major program across the nation (35 percent), these programs are heavily concentrated in Florida (42 percent), Georgia (25 percent), Nevada (43 percent), Texas (36 percent), and Washington (26 percent). By contrast, 65 percent of CCB graduates in California are in health professions other than nursing, since the state does not currently authorize CCB nursing degrees. CCB health professions in California are concentrated in health information management and dental hygiene degrees.

Unlike California, 41% of CCB graduates in Colorado completed their degrees in nursing. Many of Georgia's CCB colleges offer a comprehensive curriculum, including CCB degree programs in liberal arts and sciences that show up in the "Other" major program category. In Texas, the largest percentage of programs is split between business (35 percent) and nursing (27 percent). Washington graduates are split fairly evenly between business (26 percent) and computer and information sciences and support (24 percent), with another respectably sized group of graduates in health professions (19 percent). These results reflect differences in state and regional economies, the colleges' capacity to deliver new baccalaureate degrees in specific workforce areas, and in some cases, restrictions on program offerings.

Figure 18. Percentage of CCB Graduates by Major Program Category, State



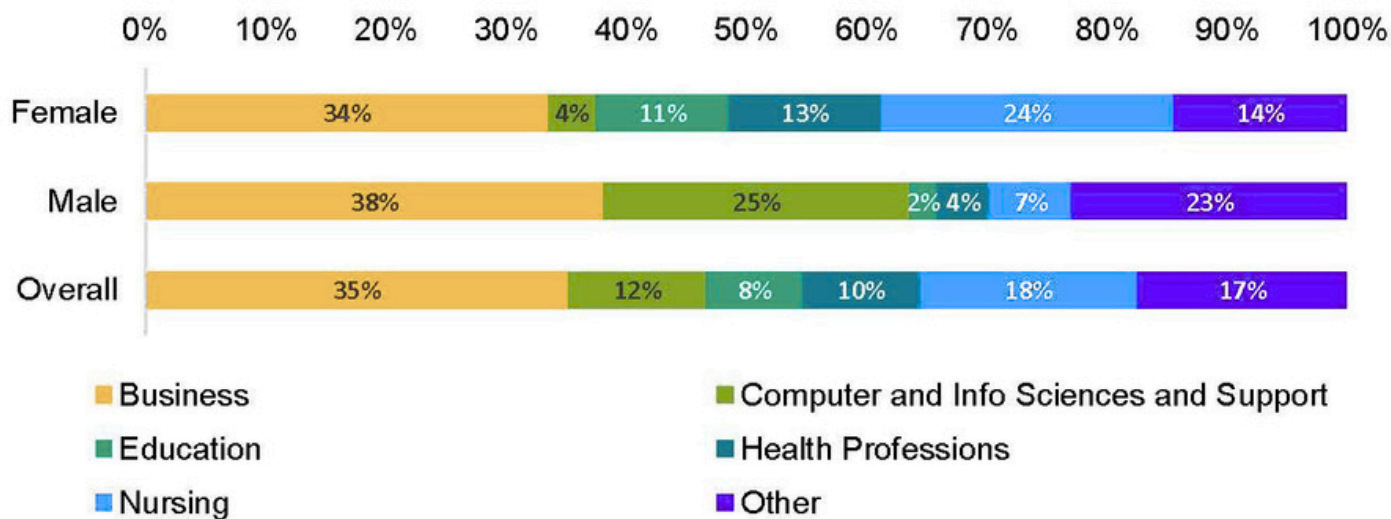
## CCB Degrees Major Program Category and Gender

We also cross-walked our data on CCB graduates by major program category and gender based on 2-digit CIP codes, with nursing designated separately using its 6-digit CIP code. Figure 19 compares the percentage of female and male 2023-24 CCB graduates by program category. Here, we find a similar percentage of female and male graduates in business (34 and 38 percent, respectively), but large differences in computer and information sciences and support graduates, where male graduates (25 percent) outnumber female graduates (4 percent). By comparison, female graduates outnumber males in nursing (24 compared to 7 percent), health professions (13 compared to 4 percent), and education (11 compared to 2 percent). These findings suggest CCB graduates tend to complete programs that are historically associated with gendered occupations, except perhaps business.

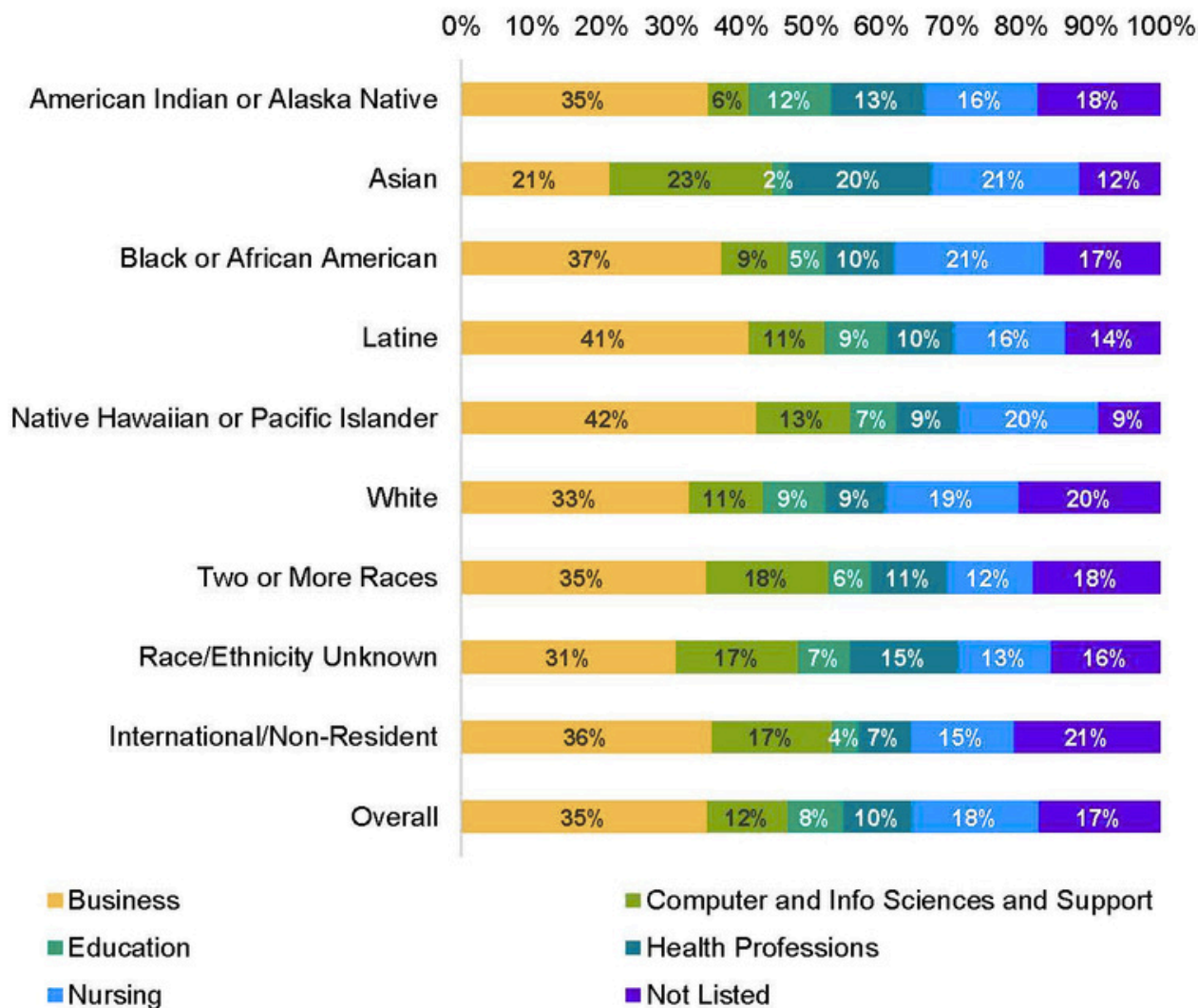
## CCB Degrees Major Program Category and Race

Our crosswalk of CCB graduates by racially minoritized groups and major program category reveals some similarities and differences amongst various racial groups. When business is the largest single major program category for all groups except Asian graduates, we see a higher percentage of Black/African American, Latine, Multiracial, and International/Non-Resident graduates in business than other groups. We also see slightly over 20 percent of Asian, Black/African American, and Native Hawaiian or Pacific Islander graduates in nursing. Among American Indian or Alaska Native, Asian, Native Hawaiian or Pacific Islander, and White graduates, approximately 30 percent or more were in health professions or nursing. Finally, the highest percentage of graduates in computer and information sciences and support varies by racial groups, with Asian (23 percent), Multiracial (18 percent), and International/Non-Resident (17 percent) as the most common (see Figure 20). Overall, these results highlight the considerable variation of chosen educational pathway by racial group.

**Figure 19. Distribution of CCB Graduates by Major Program Category, Gender**



**Figure 20. Distribution of CCB Graduates by Major Program Category, Race**



# Non-Conferring States

In addition to gathering information from CCB-conferring states, we monitored news and legislation involving CCBs. We contacted state leaders with the authority for community college education in every state through the [National Council of State Directors](#) group organized by AACC, asking them about any administrative or legislative plans to authorize or expand CCB degrees.

During the period of data collection for this report, Illinois, Iowa, and New Jersey had introduced CCB-authorizing bills in their most recent legislative sessions. Since then, New Jersey and Iowa have failed, and Illinois remains under consideration. The failed proposal in New Jersey would have allowed for CCB degrees in “critical demand applied science” and nursing. Iowa passed a bill in the House that would have allowed the establishment of “pilot” programs at community colleges more than 50 miles from a public or private university in the state, but the bill failed to make it through the Senate. The Illinois bill would authorize CCB degrees at any community college in the state upon approval by local trustees, the Illinois Community College Board (ICCB), and the Illinois Board of Higher Education (IBHE). Across all three states, the proposed legislation required establishing workforce demand, along with requiring processes that would ensure curriculum, cost, and other factors were consistent with the requirements of state and regional accreditors. It is important to monitor these efforts through this legislative season and beyond, as state laws authorizing CCB degrees can take multiple tries before passage.

Several states (e.g., California, Massachusetts, and Missouri) that already offer CCB degrees in a limited capacity are considering legislation to expand their ability to create and implement additional programs. As of the writing of this report, California is considering six different bills in its legislature that would allow community colleges to confer the bachelor of science in nursing (BSN).

Through our survey of state leaders of community college education, we found that several are at least considering the idea of authorizing CCB degrees, such as Wisconsin and Nebraska. Others, including Kansas, Maine, Mississippi, Montana, New York, Vermont, and Virginia, responded that they were not considering CCBs at this time, with most expressing a state priority to strengthen transfer pathways for students interested in a bachelor's degree. For example, New York shared that the state is focusing on strong degree completion and transfer rates within the SUNY system.

# Conclusion

The 2025 national inventory of CCB degrees provides a greater depth of understanding of where CCB degree programs are located, by state and college, and who graduates with such degrees. The prospects of further CCB proliferation are strong, but concerns of mission creep, program duplication, resource constraints, and detrimental effects on enrollment at nearby universities still hinder the growth of these innovative degrees (Harmon & Bragg, 2020). However, researchers have found little evidence to warrant these concerns (Wright-Kim, 2022).

The landscape of community college baccalaureate programs continues to expand, with 24 states currently authorizing them and several more considering legislation to implement or broaden existing authorization. We find substantial growth continues in states that have been conferring CCB degrees for a relatively long time, such as Florida, Washington, Georgia, and Texas, while newer CCB-conferring states, including Arizona, California, and Oregon, are increasing the pace of program adoption, along with the projected number of graduates. Growth in these states is linked to policy decisions that open the door to baccalaureate degrees for larger numbers of historically underserved students who, through these programs, contribute to the inclusive economic and social development for underserved communities.

CCB offerings remain workforce-oriented, centered largely in healthcare and business. These programs are predominantly housed at Minority-Serving Institutions, with more than half of CCB colleges carrying the MSI designation, reflecting a deliberate alignment with equity-centered access goals. These programs graduate students who are notably more racially and ethnically diverse than the national bachelor's degree population and significantly older — with 70% over the age of 25 compared to just 28% nationally — underscoring their role in serving learners who have not been traditionally or consistently prioritized in higher education. While CCB graduates currently represent approximately 1% of all bachelor's degree graduates nationwide, that share is expected to grow as programs mature and expand.

For its part, CCBA keeps an updated [national program list](#) on its website that reflects real-time updates and will continue to support this inventory on a biannual basis, providing an accurate and timely estimate of CCB degrees for the nation.

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