



Outcomes | Innovation | Improvement

# ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

## 2026 Annual Report Survey

### General Information

1. Confirm college name:	Merced College
2. Name of individual preparing report:	Dee Sigismond
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### Enrollment Data: Unduplicated Headcount Enrollment

5. Total unduplicated headcount enrollment for last three years:

*For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 19.*

2022-23:	<input type="text" value="16371"/>	2023-24:	<input type="text" value="18175"/>	2024-25:	<input type="text" value="20118"/>
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5a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	11.02 %	10.69 %

5b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

### Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2022-23:	<input type="text" value="14866"/>	2023-24:	<input type="text" value="17312"/>	2024-25:	<input type="text" value="19246"/>
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6a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	16.45 %	11.17 %

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)

Several individual degree-applicable credit programs experienced significant headcount growth when comparing 2022-23 to 2024-25. During this period, ELCT increased by 50 percent, EMER by 140 percent, ETHN by 88 percent, INDT by 66 percent, and SONO by 74 percent in student headcount. However, when reviewing year-over-year changes between 2023-24 and 2024-25, no degree-applicable credit discipline experienced a headcount increase or decrease of 50 percent or more.

7. Do you offer Distance Education?

Yes	No
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*If you answered no, skip to question 8.*

7a. Total unduplicated headcount enrollment in distance education in last three years:

*Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.*

2022-23:       2023-24:       2024-25:

7b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	9.03 %	11.45 %

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

N/A

7d. Total unduplicated degree-applicable headcount enrollment in distance education in last three years:

*Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.*

2022-23:       2023-24:       2024-25:

7e. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	11.67 %	10.74 %

7f. If your institution experienced a one-year increase (or decrease) in degree-applicable distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

N/A

7g. % of all students that took at least one degree-applicable distance education course:

2022-23:  2023-24:  2024-25:

7h. % of all degree-applicable distance education courses offered online:

*This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.*

2022-23:  2023-24:  2024-25:

### Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

Yes  No

*If you answered no, skip to question 9.*

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

2022-23:  2023-24:  2024-25:

8b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	-48.72 %	-100.00 %

8c. If your institution experienced a one-year increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Inmate education has resumed face to face and online education has been offered in lieu of correspondence education.

### Student Achievement Data

9a. Does your institution participate in Title IV funding?

Yes  No

*\*If yes, complete questions 9b – 9c. If no, skip to question 10a.*

9b. List the current Graduation Rate per the US Education Department College Scorecard.

*The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."*

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box))

*The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution's name in the search box to find the current graduation rate, scroll to the Graduation & Retention drop-down. After you expand the section, you will see the "% of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred*

to another institution within 8 years of entering this school for the first time.”

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

- Student Achievement Measure (SAM)
- Voluntary Framework of Accountability (AACC)
- College established dashboard
- Other (please specify)

N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that completed an award at your institution by the end of the 2022-2023 academic year.

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year.

11a. Please provide a link to the exact page on your institution’s website that displays its most recent publication of disaggregated student achievement data:

*ACCJC will include a link to this page in your institution’s entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC’s recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC’s Accreditation Standards 1.1, 1.3, 1.5, and 2.9.*

11b. Please review and score your institution’s website on the [Rubric for Effective Institutional Outcome Transparency](#).

Score: 8

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution’s public website?

## Institution-Set Standards: Course Completion

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 18.

	2022-23	2023-24	2024-25
12a. Institution-Set Standard (floor):	68%	68%	69%
12b. Stretch goal (aspirational):	74%	74%	75%
12c. Actual successful course completion rate:	71%	72%	73%

## Institution-Set Standards: Certificates

13. Do you offer Certificates for 16 or more units/credits?

Yes No

If you answered no, skip to question 14.

13a. Type of Institute-set standard for certificates:  
(Please select one option from the menu)

- Number of certificates
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
13b. List your Institution-Set Standard (floor):	1000	1000	1100
13c. List your stretch goal (aspirational):	1400	1400	1500
13d. List actual number or percentage of certificates:	1087	1242	1328

## Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees:  
(Please select one option from the menu)

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

2022-23

2023-24

2024-25

14a. List your Institution-Set Standard (floor) for associate degrees:

1300	1300	1400
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14b. List your stretch goal (aspirational) for associate degrees:

2000	2000	2000
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14c. List actual number or percentage of associate degrees:

1516	1668	1644
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### Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes	No
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*If you answered no, skip to question 16.*

15a. Type of Institute-set standard for baccalaureate degrees:  
(Please select one option from the menu)

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

### Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes	No
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*If you answered no, skip to question 17.*

16a. Type of Institute-set standard for a Direct Assessment Program:  
(Please select one option from the menu)

- Number of degrees
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

### Institution-Set Standards: Transfer

17. Does your college offer Transfer Programs?

Yes	No
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If you answered no, skip to question 18.

17a. Type of Institute-set standard for transfers:  
(Please select one option from the menu)

- Number of transfers
- Percent of headcount
- Number-other
- Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	850	850	850
17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	1000	1000	1100
17d. List actual number or percentage of students who transfer to a 4-year college/university:	954	1029	1151

### Institution-Set Standards: Licensure Examination Pass Rates

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

Yes	No
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If you answered no, skip to question 19.

18a. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program	Exam Type (National, State, Other)	Institution-Set Standard (%) (Floor)	Stretch Goal (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)	2024-25 Pass Rate (%)
Certified Nursing Assistant	State	80	90	95.7	91.26	91.46
Emergency Medical Technician	State	60	75	68	51.56	72.83
Paramedicine	National	60	75	0	96.15	95.24
Radiologic Technology	National	85	90	100	82	100
Registered Nursing	National	80	90	83.02	93.48	97.87
Sonography	National	80	90	0	71	0

Nursing, Vocational	State	80	90	93	0	93
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19. Does your college offer Career and Technical Education Programs?

Yes	No
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*If you answered no, skip to question 20.*

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

*For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition – but please describe your definition and methodology in Question 19.*

Program	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)	2024-25 Job Placement Rate (%)
Certified Nursing Assistant	90	100	60	67.32	78.50
Paramedicine	65	70	0	96.15	100
Radiologic Technology	85	90	100	100	100
Registered Nursing	85	90	100	100	100
Sonography	75	80	0	85.70	0
Licensed Vocational Nurse	85	90	100	100	100

20. Please use the text box below to provide any comments or context regarding the data submitted in this report (optional, no word limit):

The College would like to provide additional context regarding the data submitted. Overall, the institution is on a positive trajectory, with increasing enrollments while maintaining strong course success and retention rates, reflecting continued attention to student achievement and program quality. In 2022–23, the Paramedicine program was newly launched and therefore had no graduates; because the reporting system does not allow "N/A" entries, pass rates and job placement rates were entered as 0, which should not be interpreted as negative performance. Similarly, the Diagnostic Medical Sonography program is cohortbased with one cohort admitted at a time, resulting in graduates every other academic year; as a result, pass rates and job placement rates were reported as 0 for years without graduates, including 2022–23 and 2024–25. The Licensed Vocational Nursing program is a threesemester program, and students who completed their degrees in 2023–24 did not sit for their licensure examinations until Spring 2025; therefore, a zero pass rate was reported for 2023–24 due to the timing of the exam rather than student performance. Finally, the Certified Nursing Assistant program's state licensure exam now includes both a skills and a written component, and the College reported Institutional Set Standards, stretch goals, and pass rates for the skills portion of the exam to align with updated state requirements and accurately reflect student outcomes.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved.

Merced College's recent gains in student achievement are grounded in intentional planning, inclusive outreach, and flexible instructional delivery. Central to these efforts is a comprehensive Educational Master Plan that aligns institutional priorities, resource allocation, and program development with student success outcomes, ensuring continuous improvement and accountability. The College has also strengthened its outreach and access initiatives by expanding engagement with local high schools, increasing College and Career Access Pathways (CCAP) offerings, and growing instructional and support services for Rising Scholars. These efforts have helped broaden access, strengthen early college participation, and support historically underserved student populations. In addition, Merced College has purposefully balanced distance education and face-to-face instruction to meet students where they are, offering flexibility while maintaining academic quality. Faculty and staff have collaborated to refine course modalities, scheduling, and student support services to better align with student needs and workforce demands. Together, these coordinated planning, outreach, and instructional strategies have been fundamental in supporting recent improvements in enrollment, retention, and student success.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle?

Merced College would benefit from ACCJC-coordinated professional development focused on supporting institutions that are developing new instructional models and pathways tied to student success. As the College advances plans for a bachelor's degree program and a competency-based education (CBE) credit program, targeted guidance on navigating the associated accreditation requirements would be especially valuable. Professional development on completing and submitting the necessary ACCJC substantive change proposals, effectively documenting compliance, and clearly articulating outcomes related to these initiatives in accreditation reports and annual monitoring would strengthen institutional capacity and confidence. In addition, workshops that highlight best practices, common challenges, and exemplar approaches from colleges with recently approved baccalaureate and CBE programs would support thoughtful implementation and sustainability. Such professional development would help ensure that innovation is aligned with accreditation expectations, supports educational quality, and advances the College's student success goals over the next three-year cycle.

23. Please confirm you have reviewed your institution's program listing in the Accreditation Platform. In the box below, please select one of the following.

- I reviewed the program listings and all of my institution's programs are correctly listed
- I have found some errors and will be reaching out to ACCJC for next steps on updating