



Student Perspectives and Survey Summaries

Campus Forum

Thursday, October 9, 2025



Today's Forum

Join us as we explore critical insights from our student community through comprehensive data analysis and feedback summaries.

Student Demographics & MC Data

Comprehensive overview of enrollment trends and demographic shifts

Student Experience Survey (CCSSE)

Key findings from campus-wide student feedback initiatives

Awards and Graduation Survey

Analysis of support services utilization and satisfaction

Transfer and Attrition Analysis

Understanding retention challenges and opportunities

Overview of Student Data

Our institution has experienced significant growth and transformation over the past five years. This section provides a comprehensive analysis of enrollment patterns, demographic changes, and academic performance metrics that shape our campus community.

The following slides present detailed insights into our student population, including population, including enrollment numbers, demographic breakdowns, and key and key performance indicators that inform our strategic planning and resource resource allocation.



Fall 2025 Enrollment Update

14,085

Total Fall Enrollment

Continued growth from previous years

5,172

Fall FTES (Credit)

1,514

Course Sections

Diverse delivery modes modes

Face-to-Face

47.89% of sections delivered in in traditional classroom settings settings

Online

41.81% of sections fully online, online, providing flexible learning learning options

Hybrid

10.30% of sections blending online and in-person instruction

CCAP Enrollment

107 sections in College and Career Access Pathways program

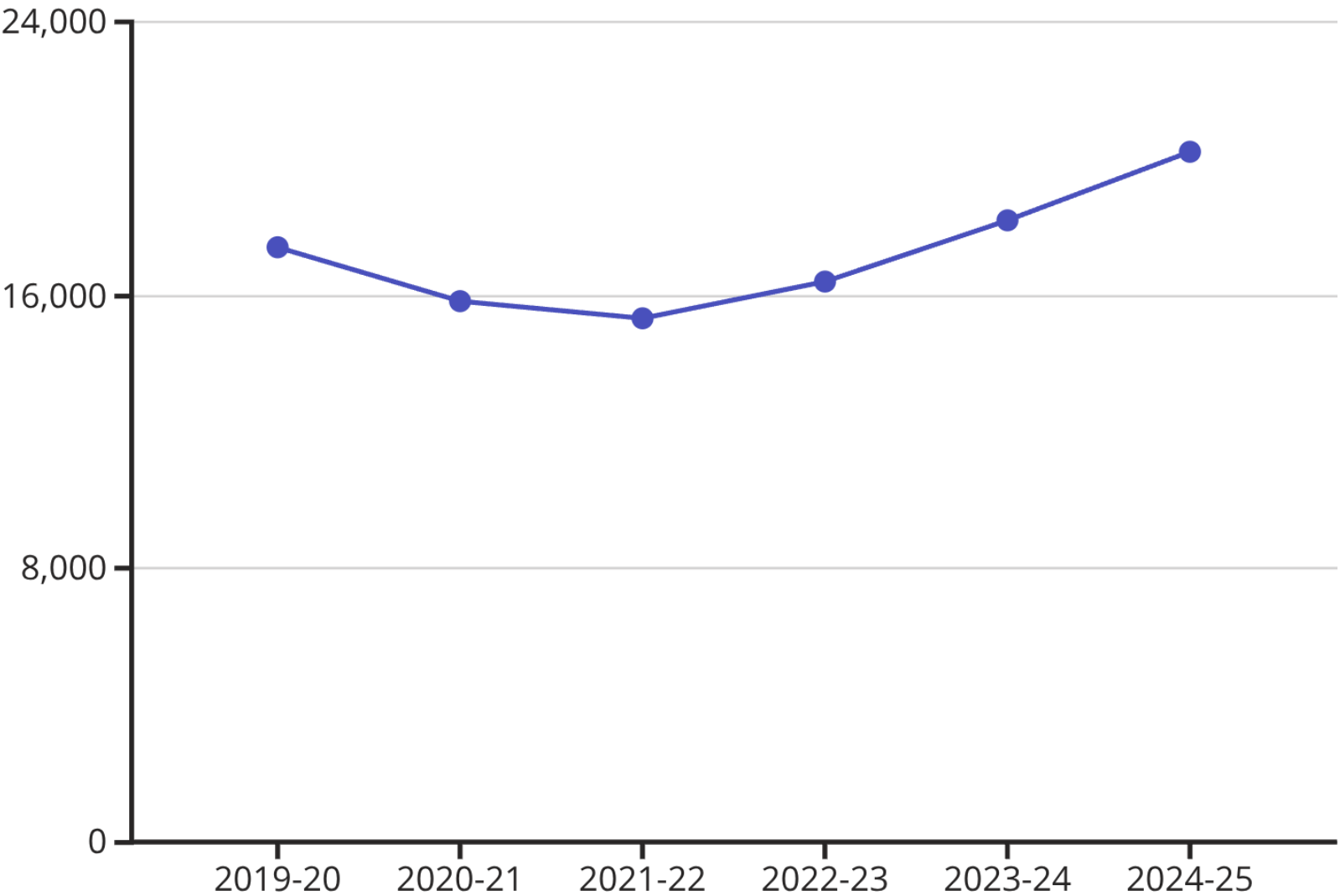
Incarcerated Education

66 sections in IE programs



MC Overall Student Enrollment (2019-20 to 2024-25)

Total Credit Headcount - All Programs



Key Enrollment Trends

Post-Pandemic Growth

Significant recovery and growth after initial dip in 2020-22.

Steady Increase

Consistent year-over-year growth from 2021-22 to 2024-25.

Exceeding Pre-Pandemic Levels

Current enrollment surpasses 2019-20 figures, over 20,000.

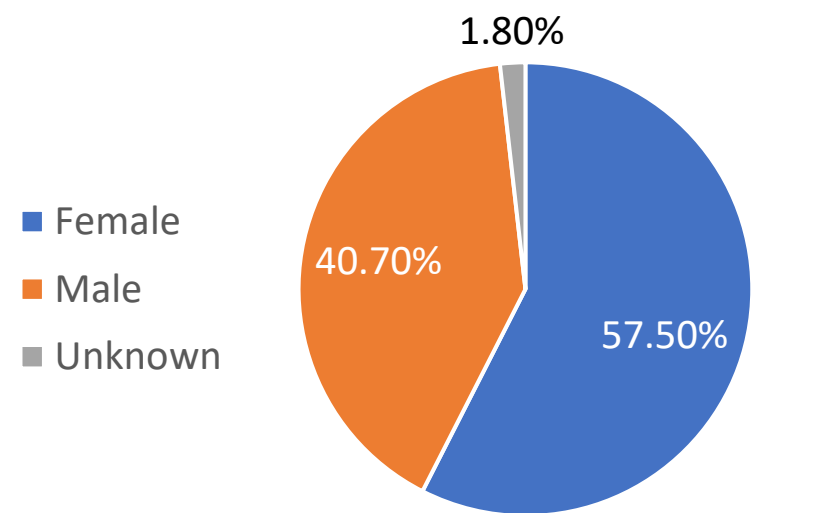


Both headcount and FTES have exceeded pre-pandemic levels, demonstrating strong enrollment recovery and growth across all programs.

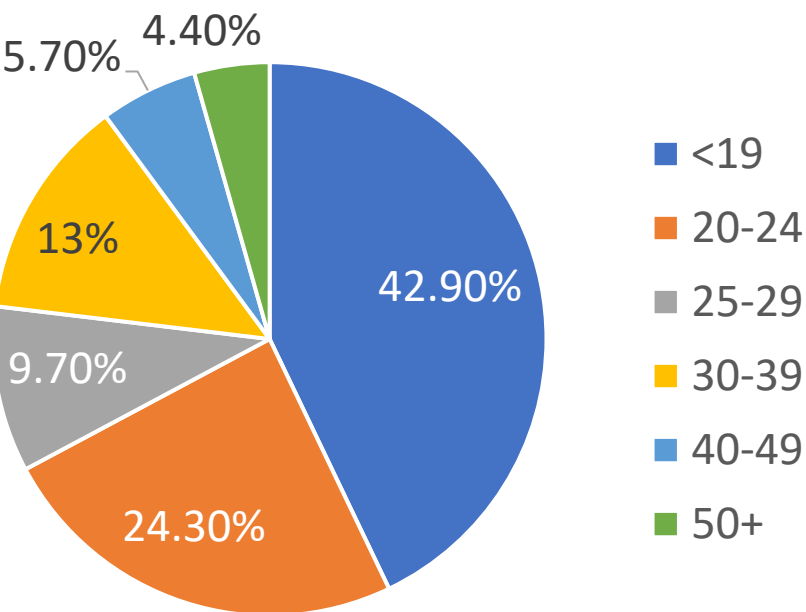
MC Student Enrollment Trends: Gender and Age Distribution

Six-Year Analysis (2019-20 to 2024-25)

2024-25 Gender Distribution



2024-25 Age Distribution



Gender Distribution (by Year)

Gender	19-20	20-21	21-22	22-23	23-24	24-25
Female	60.2%	63.0%	61.6%	59.6%	59.1%	57.5%
Male	38.7%	36.1%	37.1%	38.9%	39.5%	40.7%
Total	17,433	15,807	15,300	16,371	18,175	20,199

*Percentages may not total 100% due to unreported categories

Age Distribution (by Year)

Age	19-20	20-21	21-22	22-23	23-24	24-25
≤19	35.9%	39.3%	39.7%	43.2%	43.2%	42.9%
20-24	27.1%	26.4%	24.2%	23.2%	23.2%	24.3%
25-29	11.1%	11.5%	10.4%	10.4%	9.9%	9.7%
30-39	12.3%	12.9%	13.5%	12.0%	12.5%	13.0%
40-49	6.4%	5.7%	6.3%	5.7%	6.3%	5.7%
50+	7.1%	4.0%	5.6%	5.2%	4.8%	4.4%

The majority of MC students are female and younger (under 30 (under 30 years old)

MC Student Enrollment: Race and Ethnicity Trends

MC Enrollment- Race/Ethnicity*	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
African-American	3.00%	3.25%	3.44%	3.43%	3.55%	4.03%
American Indian/Alaskan Native	0.46%	0.48%	0.48%	0.49%	0.46%	0.30%
Asian	7.37%	8.36%	8.10%	8.26%	7.81%	7.55%
Filipinx	1.04%	1.05%	0.69%	0.35%	0.18%	0.12%
Latinx	57.42%	59.29%	60.49%	63.56%	64.83%	62.74%
Multi-Ethnic	2.45%	3.18%	3.36%	3.43%	3.48%	2.96%
Pacific Islander	0.30%	0.25%	0.25%	0.25%	0.25%	0.23%
White, Non-Hispanic	18.48%	18.55%	19.58%	17.74%	17.35%	19.08%
Total	17,433	15,807	15,300	16,371	18,175	20,199



African-American Enrollment Growth

Increased from 3.00% to 4.03%, representing significant progress in diversity initiatives



Latinx Student Majority

Consistently representing over 60% of enrollment, affirming our HSI designation

African-American and Latinx student enrollment have shown meaningful increases over the six-year period



Course Completion Rates: Five-Year Improvement Trend

Overall CCR Performance (2019-20 to 2024-25)

Course Completion Rate (CCR) measures the percentage of students who complete their enrolled courses with any grade (including passing, failing, or incomplete grades), excluding withdrawals. This metric provides insight into student persistence and engagement throughout the semester.

5.49%

Overall CCR Increase

Significant upward trajectory in
in completion rates over the five-
five-year period

89.60%

Current CCR (2024-25)

Strong completion rate
demonstrating high student
persistence

84.11%

Baseline CCR (2019-20)

Starting point for measuring
institutional improvement

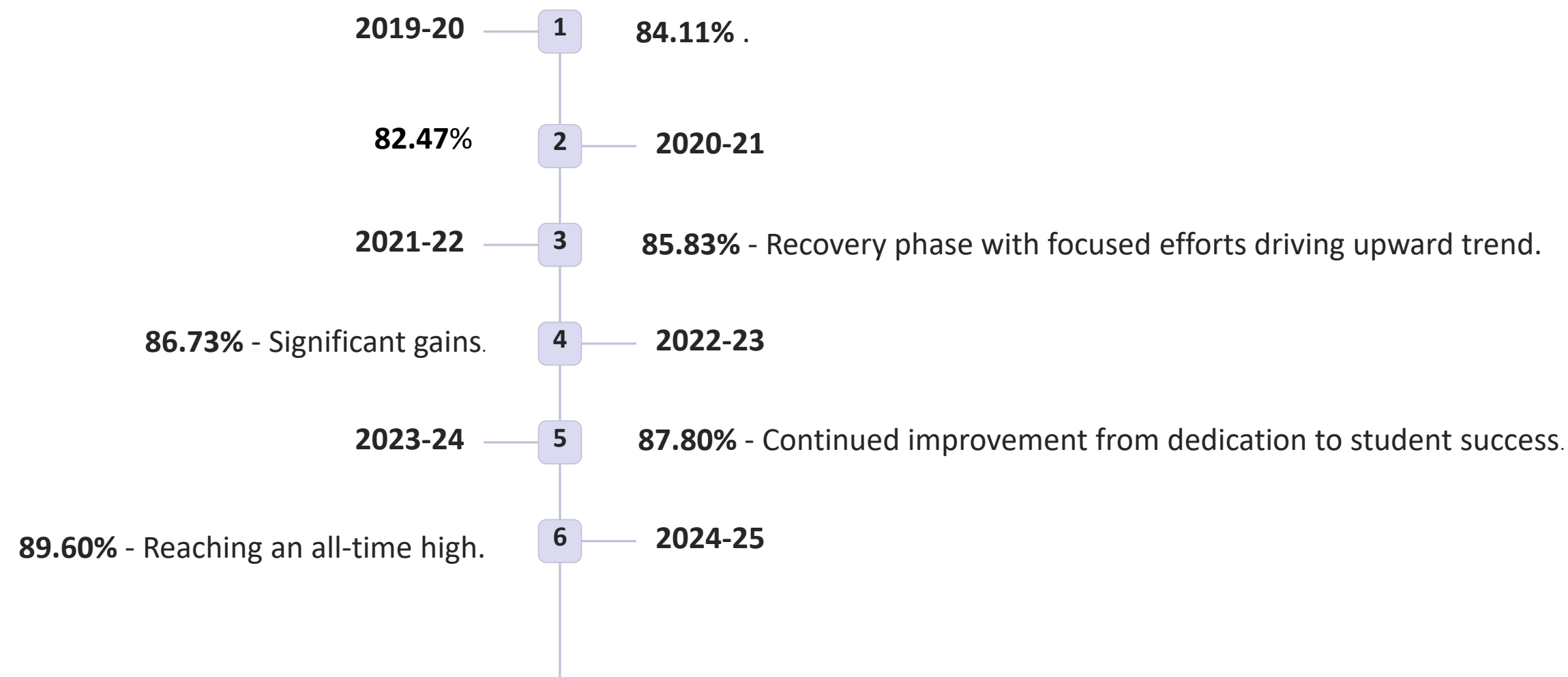


Key Finding: Course completion rates have steadily increased over the past five years, indicating improved student engagement, engagement, enhanced support services, and effective retention strategies. This upward trend reflects institutional commitment to commitment to student success and suggests that interventions implemented during and after the pandemic have yielded positive yielded positive results.

Course Completion Rates Show Positive Trajectory

Five-Year Trend Analysis (2019-20 to 2024-25)

Course Completion Rate (CCR) measures the percentage of students completing enrolled courses with any grade, reflecting student persistence and engagement.

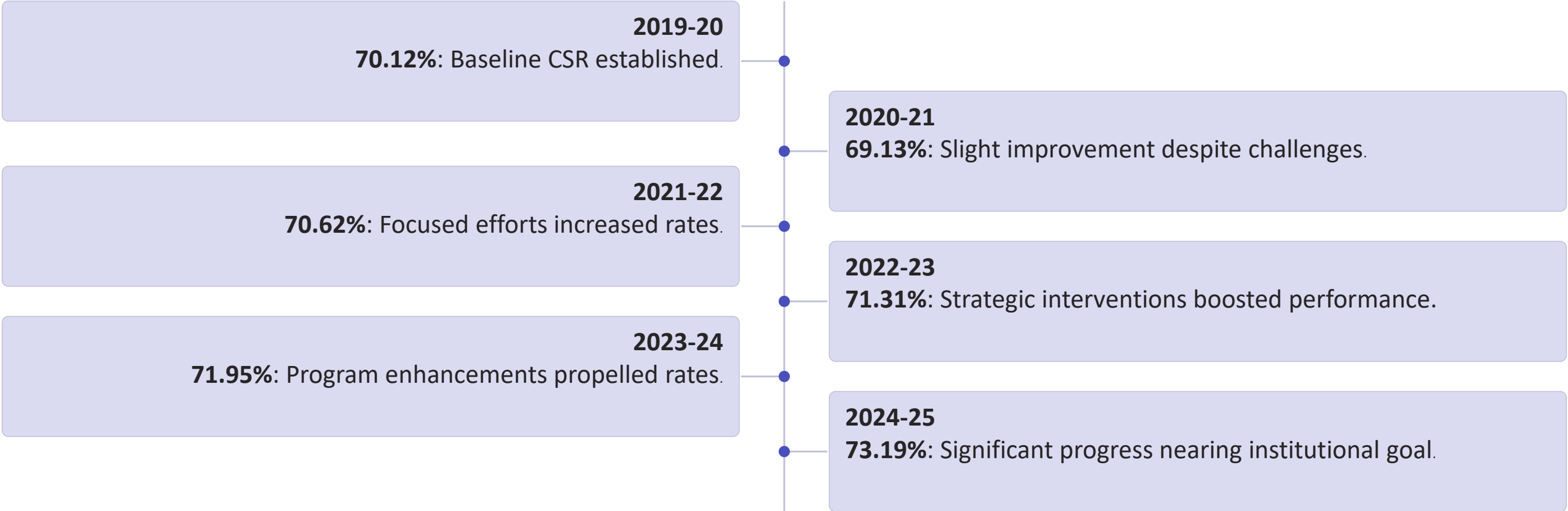


Course Completion Rate has demonstrated consistent improvement over the past five years

This upward trend highlights the effectiveness of student support services, enhanced advising, and targeted intervention programs, ensuring students stay enrolled and complete coursework.

Course Success Rates Approach Strategic Goal

Course Success Rate (CSR) measures the percentage of students who complete courses with a grade of C or better. This critical metric reflects critical metric reflects not just persistence, but actual mastery of course content and successful progression toward degree completion.

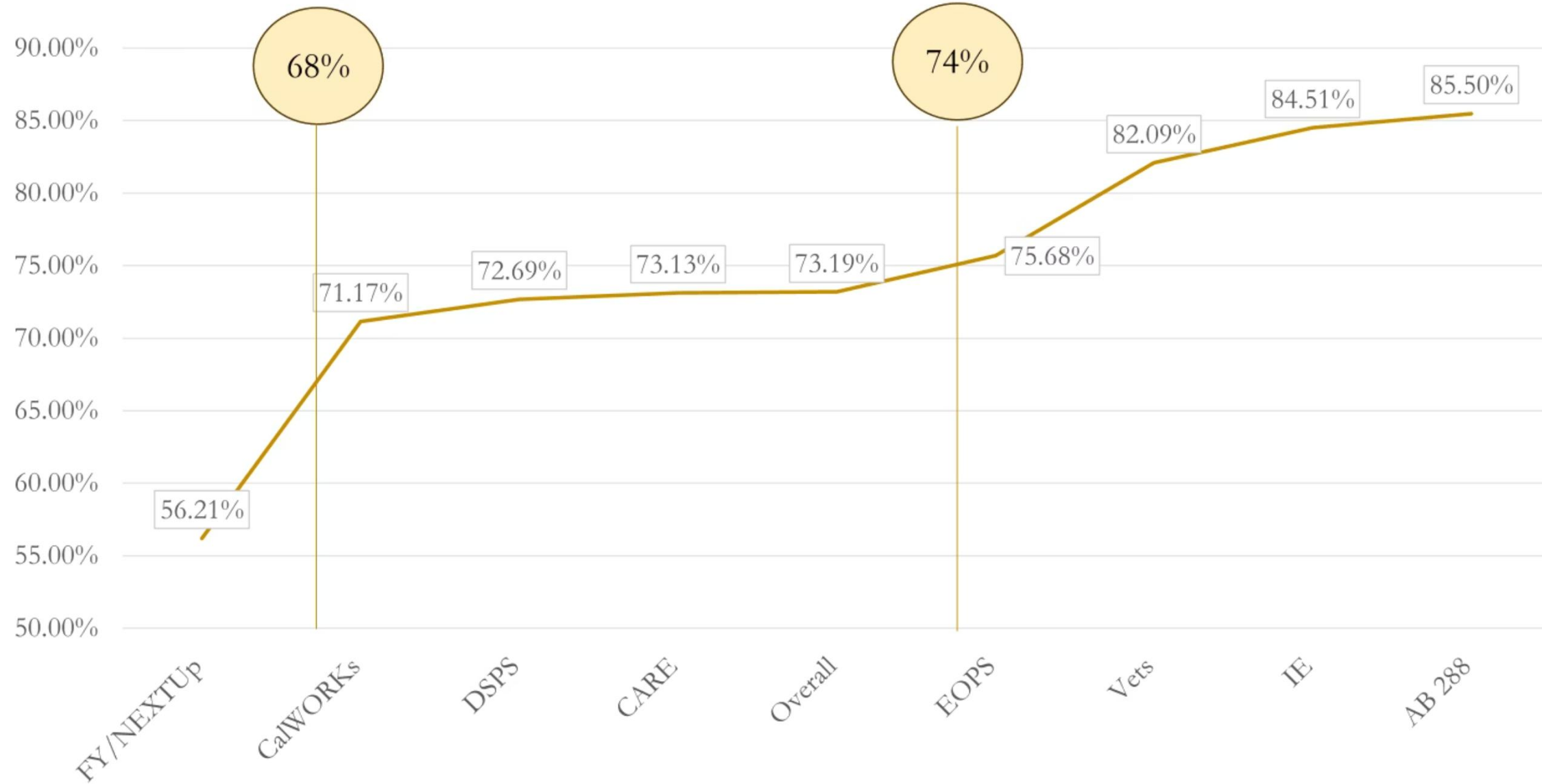


Course Success Rate has increased steadily, nearing our institutional stretch goal of 74%

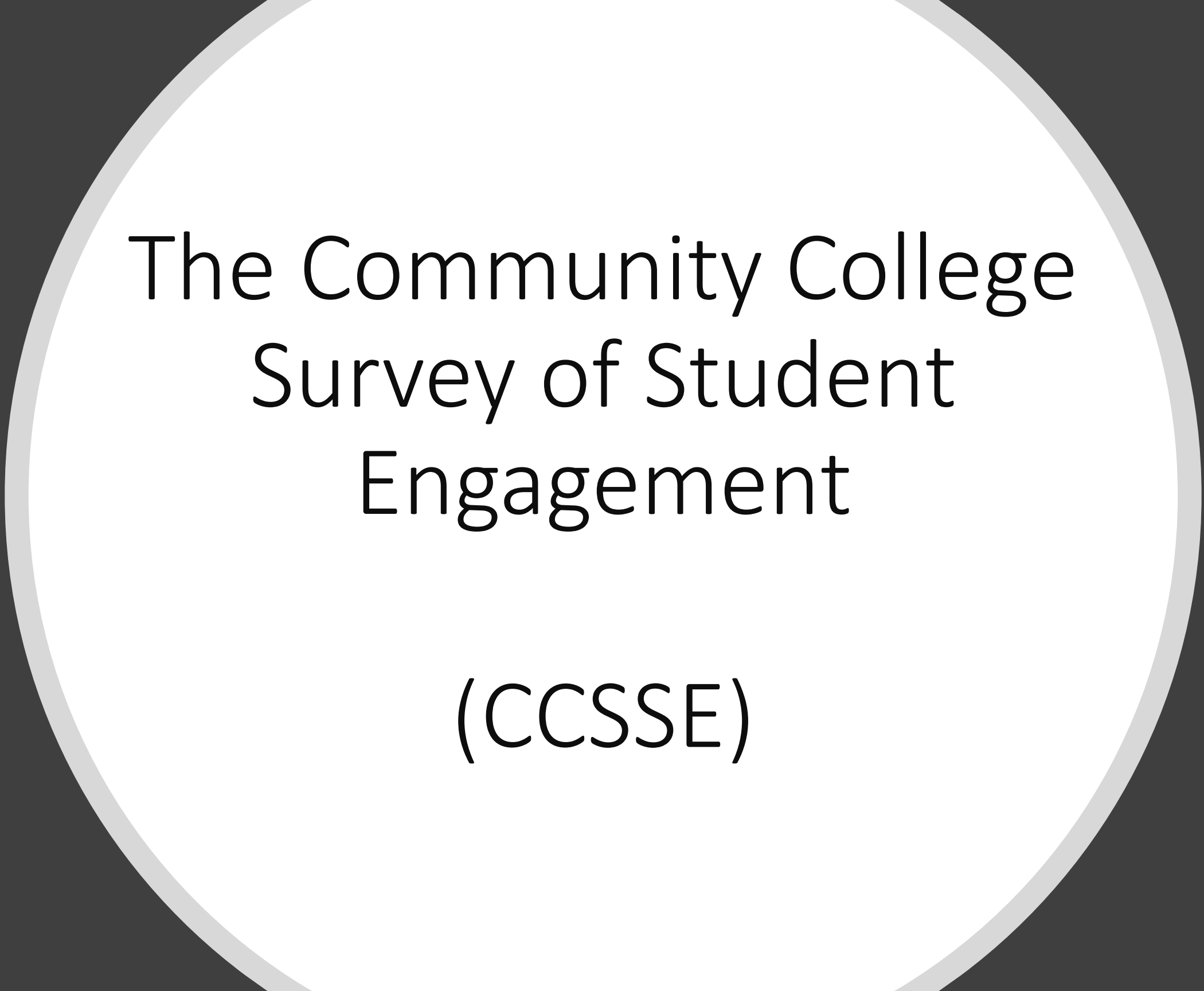
- ❑ This progress demonstrates the impact of our comprehensive student success initiatives, including enhanced tutoring services, faculty professional development, and curriculum redesign efforts focused on equity and accessibility.



Course Success Rates (2024-25) – Special Pops/Topics



CSR disparity between different subgroups.



The Community College Survey of Student Engagement

(CCSSE)

Community College Survey of Student Engagement (CCSSE)

Spring 2024 Results (survey administered every other spring)

Participation Overview

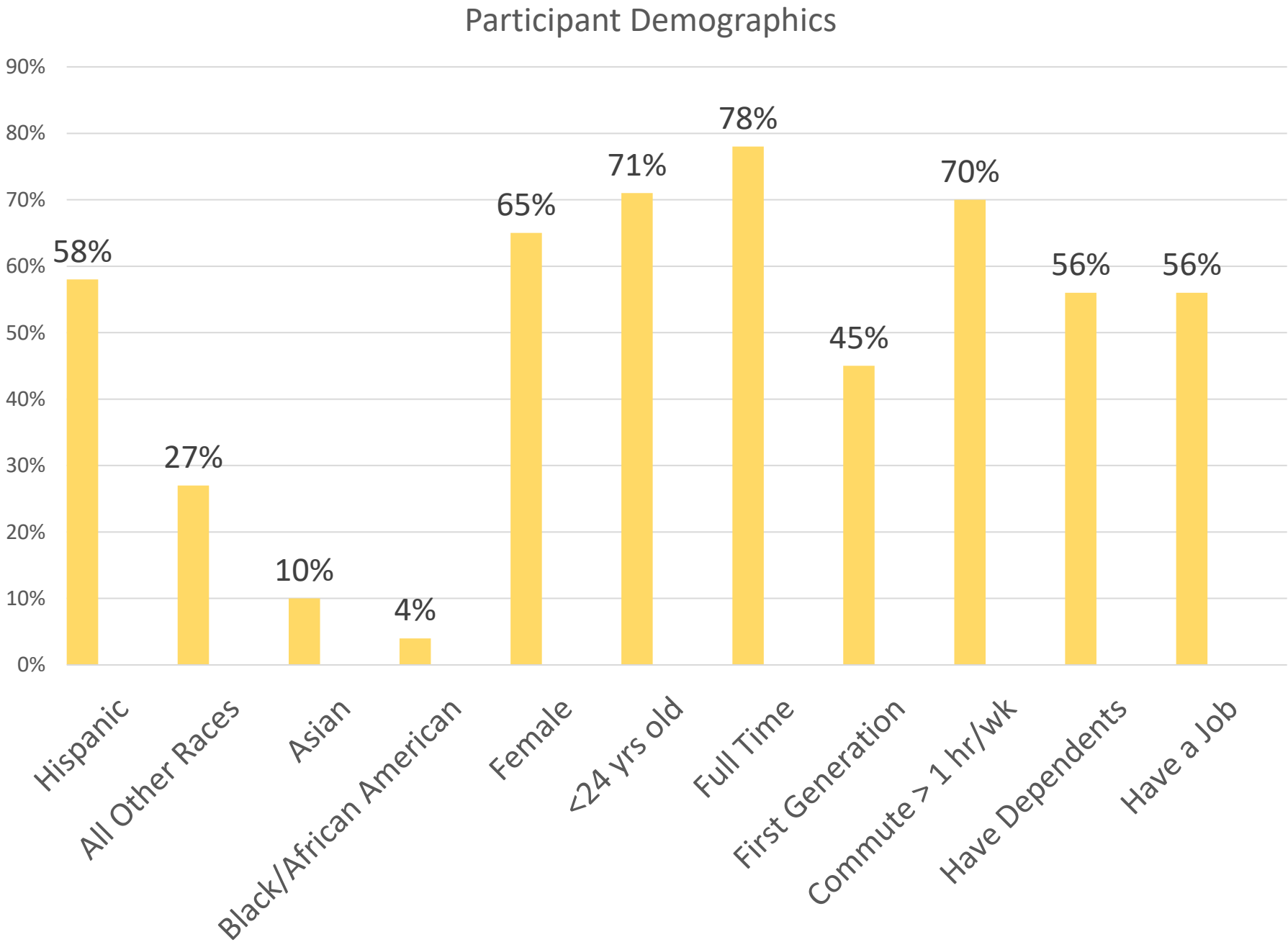
The Spring 2024 CCSSE survey saw strong engagement from students, students, providing valuable insights insights into their experiences.

Key Topics Covered by CCSSE

- **558 Voluntary Participants:** A robust robust sample size reflecting diverse diverse student demographics.

The survey gathered feedback on critical aspects aspects of student engagement, including: including:

- Academic and intellectual growth
- Active and collaborative learning
- Student-faculty interaction
- Support for learners
- Campus environment
- Demographic information and educational goals



Preparation for Class: CCSSE Survey Insights

Preparation for Class

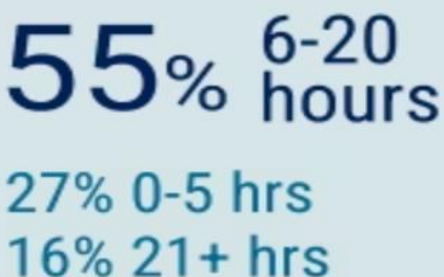
4e: Frequency of not completing readings/ assignments by class start (N: 557)



4s: Frequency skipped class (N: 556)



10a: Hours spent per week preparing for class (N: 511)

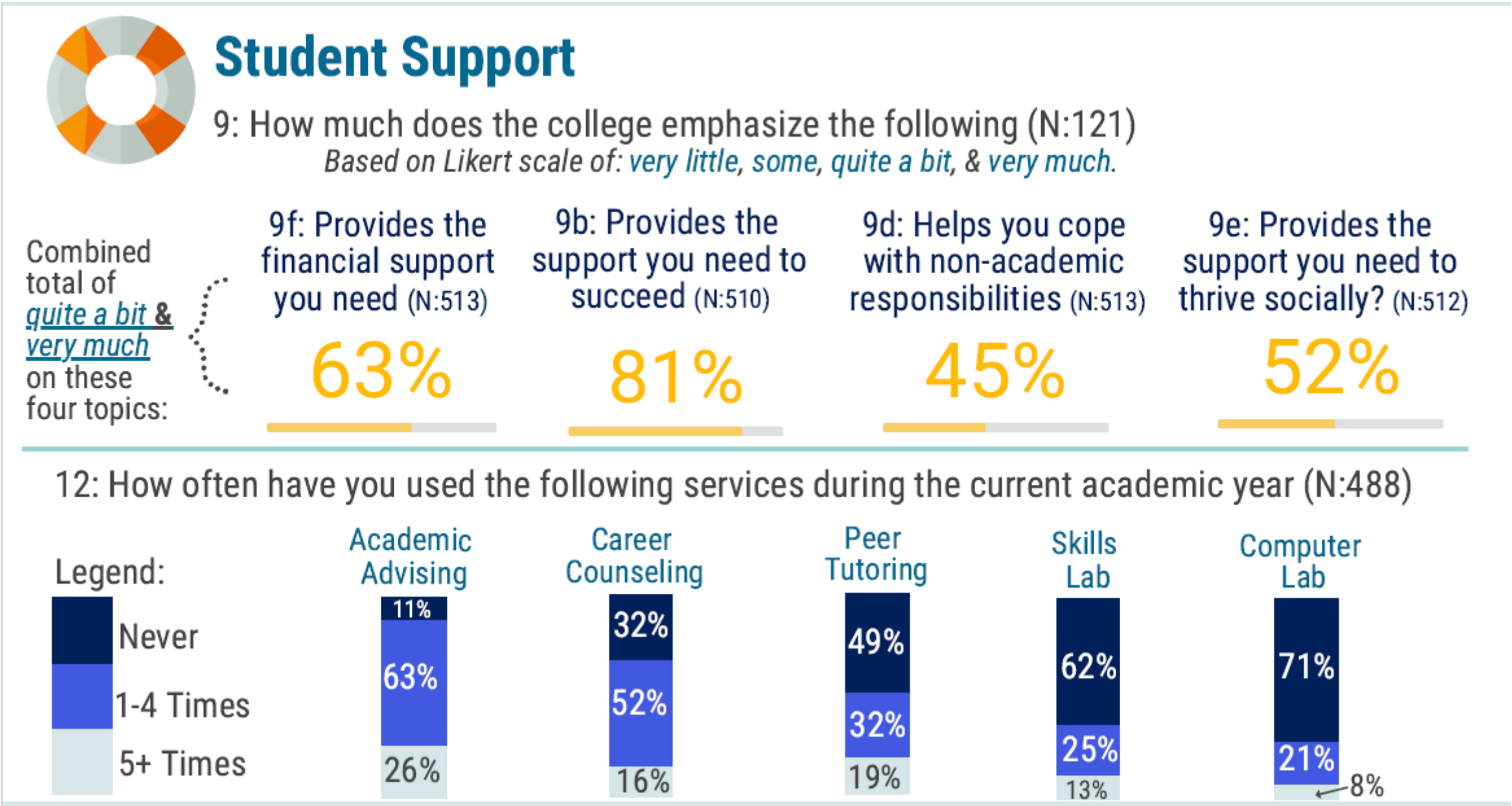


9a: Frequency the college encouraged the amount of time studying (N: 511)



Student Support

The Community College Survey of Student Engagement (CCSSE) provides valuable insights into how our college emphasizes various support services and how often students utilize them. These findings help us assess the effectiveness of our support ecosystem and identify areas for enhancement.





Awards and Graduation Survey

Award Type		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Associate Degrees	AA	650	669	663	630	636	534
	AAT	465	520	498	465	536	563
	AS	142	138	128	140	173	180
	AST	358	340	325	281	323	366
Certificates	0-6 Units	117	4	91	122	158	188
	6 - <18 Units	118	113	71	97	129	125
	8 - <16 Units	0	1	4	67	74	90
	16 to < 30 units	88	101	116	167	235	265
	18 - <30 Units	3	5	4	0	0	0
	30-60 Units	1,164	1,026	975	908	992	1,048
	60+ Units	18	13	14	12	11	15
	288-479 hours [NC]	0	0	1	7	0	1
	960+ hours [NC]	0	0	19	43	33	41
	Total	3,123	2,930	2,909	2,939	3,300	3,416
Unique Student Count		1,650	1,469	1,485	1,648	1,813	1,966

A few things
 ↓ of Associate of Arts
 ↑ of Associate of Science
 ↑ in ADTs
 ↑ in CTs
 Despite increases in CSU CT, # don't match pre-pandemic 2019-20: 814, 719

2024-25 had the highest number of awards + unique students, continuing a multi-year trend.

Highest Number of MC Awards (2022-23 to 2024-25)				
Award Type	2022-23	2023-24	2024-25	Total
CSU General Education Breadth (CT)	610	686	719	2,015
Psychology (AAT)	196	227	248	671
Social and Behavioral Science (AA)	190	188	142	520
Nursing Assistant (CO)	68	144	180	392
Psychology (AA)	132	143	104	379

Biggest % Increases, MC Awards (2022-23 to 2024-25)				
Award Type	2022-23	2023-24	2024-25	Total
Emergency Medical Technician (CE)	29	68	78	175
Nursing Assistant (CO)	68	144	180	392
Automotive Technology Level 2 (CT)	18	20	41	79
Automotive Technology Level 1 (CN)	24	50	47	121
Automotive Master Technician (CT)	19	19	32	70

A key finding reveals that Associate Degrees (AAs) had had the biggest decreases, decreases, while certificates certificates (low-units) experienced significant increases.

AA’s had the biggest decreases, while certificates (low-units) had increases.

Based on the student statements provided on the graduation survey, the common themes highlighted are **community/belonging**, **academic support/resources**, and **positive experiences with specific locations**.

Theme (Section Heading)	Icon/Emoji	Description/Key Takeaway	Quote Snippets (Evidence)
Sense of Community & Belonging	👥	Campus spaces fostered strong social bonds, friendship, and shared passion.	"a feeling of community and belonging " • "quizzed one another, and shared snacks and laughs" • " loved the community over at the NextUp center "
Vital Academic Support	💡	Key centers and programs provided crucial help, resources, and mentorship.	"spent a lot of time in the tutoring center " • " science building and MESA program " • "helped me complete my goals"
Favorite Campus Locations	📖	Specific physical spaces are integral to positive student experiences and memories.	" science building " • " tutoring center " • " NextUp center " • " library "





Student Transfer and Attrition Analysis

Transfer Success: CSU and UC Pathways

CSU Transfers (2015-16 to 2024-25)	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
N of CSU Transfers	507	606	592	522	706	620	640	538	582	664

UC Transfers: (2015-16 to 2023-24)	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Enrolled	86	95	90	89	117	116	119	114	130

Top CSUs
(2020-21 to 2024-25)

- Stanislaus (1,943) | 30 miles from MC
 - Fresno (478) | 65 miles
 - Sacramento (170) | 116 miles
- San Jose (87) | 117 miles (76 miles from LB)
 - Chico (72) | 206 miles

Top UC
(2019-20 to 2023-24)

- Merced (415) | 5 miles from MC (46 miles from LB)
 - Davis (50) | 129 miles
- Santa Cruz (48) | 124 miles (83 miles from LB)
 - San Diego (19) | 383 miles
 - Berkeley (16) | 124 miles

Merced College successfully prepares students for four-year university pathways at both CSU and UC systems. The transfer trends displayed highlight the college's commitment to facilitating seamless transitions for its students. Through robust academic programs and dedicated support services, Merced College ensures students are well-equipped to excel in their chosen four-year institutions.



Disaggregating Demographic Student Data- Drop Code

2024F/25S Top Drop Codes	Female Students	Male Students	African-American	Asian	Latinx	White	<30	30+	MCCD
Felt Unprepared/ Difficult	1	2	1	1	1	1	1	2	1
Work Conflict	2	1	3	2	2	2	2	1	2
Mental Health	3	3	4	4	3	3	3	5	3
Major/Program Change	4	4	11	5	4	7	4	8	4
Attending Another School	7	6	7	3	5	8	5	11	5
Changed Mind	8	5	2	10	8	5	8	4	6
Medical Issues	5	9	8	6	7	4	11	3	7
Family (Not Child Care)	6	8	6	7	6	6	6	6	8
Lack of Motivation	11	7	10	8	10	10	7	16	9

Overall, ‘felt unprepared/difficult’ was the top drop reason in 24F/25S, followed by ‘work conflict.’



Attrition Surveys- Open-Ended (Fall 2024)

- Academic Pursuits:
 - More online courses
 - Explore new degree options (Vet Asst, REGN, i.e.)
 - Receive a degree
 - Transfer to 4-Year
- Social pursuits: Meet new people
- Career pursuit
- Lifelong Learning: Introduced to new ideas
- Financial Aid support
- Motivational support: Someone to talk to, improve mindset

<<< What did you hope or plan to get out of your MC experience and how can the College help with that in the future?

Anything else to add?>>>

- Improved communication + flexibility (instructor, staff support)
- More Spanish speakers
- More information on scholarship, honors courses/program,
- Personal/family responsibilities
- Taking a break, focusing on self, feeling unprepared
- Course repeatability
- Fast-track courses may not be a good 'suggestion' for 1st-time students

