

California Indian Nations College

Fall Term Academic Success – February 2024

A total of 141 students attempted 867 academic credits and 7 non-academic credits in the fall semester. Throughout the semester 25 students withdrew from all courses, resulting in an end of term headcount of 116. This report serves to analyze the student success rates and identify areas for improvement in student support strategies.

For the purposes of this analysis, course enrollments (duplicated student count), regardless of degree-seeking status, have been reviewed. Consistent with the mission of the college, students who identify in whole or in part as Native American have been classified as American Indian in Table 1. As this uses different criteria than in federal reporting, data inconsistencies with other CINC reports may be observed.

Table 1

Fall 2024 Course Enrollment Demographics

American Indian	86.6%		Female	71.8%
Hispanic	5.8%		Male	28.2%
White	5.2%			
Other	2.4%		First Generation	76.3%

As shown in Table 2, the fall term course success rate was 67.2 percent, which is lower than the institutional average of 72.4 percent (Fall 2018-Fall 2023). It is also lower than the 2022-2023 academic year success rate of 74.2 percent (Fall 2022, Spring 2023, Summer 2023) and the California Community College system average in the 2021-2022 academic year of 72 percent. While the term success rate is one of the lowest in college history, it should also be noted that the withdrawal rate of students over the past two semesters is also higher than the historical average. This has been influenced, in part, by improvements in advising practices which support student withdrawals as opposed to course failure.

Table 2

Historic Course Success Rates by Term

	Pass %	No Pass %	"W" %
18FA	81.8%	18.2%	0.0%
19SP	100.0%	0.0%	0.0%
19FA	75.5%	16.3%	8.2%
20SP	70.1%	10.3%	19.5%
20FA	67.9%	8.3%	23.9%
21SP	66.3%	10.2%	23.5%
21FA	75.5%	14.3%	10.2%
22SP	67.2%	21.9%	10.9%
22FA	73.2%	8.5%	18.3%
23SP	76.2%	11.7%	12.1%
23SU	70.9%	5.8%	23.3%
23FA	67.2%	8.5%	24.3%
18F-23S	72.4%	10.7%	16.9%

The grade distribution for all course enrollments during the summer semester is shown in Table 3.

Table 3

Fall 2024 Grade Distribution

A	38.1%	67.2%
B	13.2%	
C	11.1%	
P	4.8%	
D	<1%	32.8%
F	7.9%	
W	24.3%	
NP	<1%	

To identify gaps in student achievement, the D/F/W enrollments were analyzed further. In Table 4, the five lowest success rates and the five highest withdrawal rates are identified.

Table 4

Student Success by Course (Fall Semester)

Course	Name	% Withdrawn	% Success
AIS 166 - DISC IA	Discussion - Elementary Cahuilla IA	35.7%	57.1%
AIS 166A	Elementary Cahuilla IA	26.7%	46.7%
AIS 167 - DISC IIA	Discussion - Elementary Cahuilla IIA	20.0%	80.0%
AIS 167A	Elementary Cahuilla IIA	16.7%	83.3%
ARTH 012B	Arts of Africa, Oceania, and Indigenous North America	11.1%	74.1%
ASL 001	Elementary American Sign Language I	36.4%	40.9%
BI 011	Biology of Viruses	0.0%	60.0%
BUHM 050	Introduction to the Hospitality Industry	40.0%	40.0%
BUMA 020A	Business Law I	31.6%	63.2%
BUMA 064	Human Resource Management	16.7%	77.8%
COLL 001	First Year Seminar	25.0%	70.8%
ENG 001A	English Composition	21.4%	75.0%
ENG 003	Poetry and Self Expression	14.3%	85.7%
GS 010	Global Studies	25.0%	62.5%
NR 001	Conservation of Natural Resources	17.6%	76.5%
PSY 001	General Psychology	40.9%	59.1%
SOC 002	Social Problems	0.0%	100.0%
SOC 004	Sociological Analysis/Critical Thinking	20.0%	70.0%
SOC 014	Introduction to Race & Ethnicity	5.0%	85.0%

Four courses were identified as having both the highest withdrawal and lowest success rates:

- AIS 166 – DISC 1A – Discussion Elementary Cahuilla IA
- ASL 001 – Elementary American Sign Language I
- BUHM 050 – Introduction to the Hospitality Industry
- PSY 001 – General Psychology

Several factors likely contributed to the low academic performance in the above four courses.

- *Late Start* – PSY 001 and BUMA 020A were both late start courses due to issues of instructor availability. The late start condensed the course term by approximately four weeks. Many students cited the high volume of work as a reason for withdrawing from the class.
- *New Instructors* – Three of the four identified courses were taught by faculty new to CINC. Due to the timing of hire, some of the new faculty were unable to attend the fall faculty orientation and perhaps did not receive the appropriate levels of support in their first semester.
- *Languages* – Two of the identified courses involved the learning of a new language. While the ASL and the Cahuilla courses did provide synchronous learning opportunities, CINC students struggled with languages in the fall semester. The California Community College students in the Riverside district also faced challenges with acquiring new languages. According to the CCCC Data Mart, the Riverside District course success rate in their foreign language department was 66.51 percent as compared to the state average of 70.95 percent.

Action plans to better support faculty have already been implemented in the spring semester. A stronger onboarding process is in place to mentor new faculty members in their first semester at CINC. Prior to the start of the term, new faculty members were offered one-on-one sessions to learn about Populi (the college's LMS). Faculty new to teaching received feedback in the development of their syllabus including suggestions for ways to incorporate Native perspectives in their course design. New faculty members are receiving bi-weekly check-ins from staff members and their drop rates are monitored. In addition, a robust spring faculty orientation session for all CINC faculty was held before classes began. To support high attendance, faculty were offered stipends to participate. This proved effective as nearly all faculty joined the professional development opportunity. The orientation session placed a strong emphasis on student success strategies specific to tribal colleges.

In Table 5, student success was also analyzed by demographic. As with Table 1, this table defines American Indian students as identifying in whole, or in part, as Native American.

Table 5

Course Success Rates by Demographic

American Indian	67.1%		Female	73.2%
Non-American Indian	76.9%		Male	56.1%
First Generation	72.1%			

The First Generation and female students achieved academic success consistent with or above the average at CINC. However, a performance gap has been identified in Native American male students. American Indian males also demonstrated a higher withdrawal rate (30.4%) than the CINC average for the term (24.3%) suggesting opportunities for additional student success support. A key to understanding the unique challenges of the male students at CINC, may be revealed in the new tracking system which identifies the reasons for course withdrawal in the spring semester.

Due to limited seated sections in the fall term, the method of delivery is not an area of focus in this student success report. However, the retention report at the end academic year will analyze the success of students in online versus seated environments.