

California Indian Nations College
Fall Term Academic Success – January 2025

A total of 161 students attempted 1,098 academic credits in the fall semester. This represents a 14 percent increase in headcount and a 27 percent increase in attempted credits as compared to the previous fall semester. Throughout the semester 17 students withdrew from all courses, resulting in an end of term headcount of 144. This report serves to analyze the student success rates and identify areas for improvement in student support strategies.

CINC Students are increasing their academic course load as illustrated in the table below. This is in part due to the increased course offerings and intentional schedule planning.

Table 1

Fall 2024 Attempted Units by Student

	FA 2021	FA 2022	FA 2023	FA 2024
Avg Units (Course Load)	4.5	5.8	6.1	6.73

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 2

Fall 2024 Course Enrollment Demographics

American Indian	78%		Female	86%
First Generation	71%		Male	14%

As shown in Table 3, the fall term course success rate was 74.6 percent, which exceeds the five-year institutional average of 71.6 percent (Fall 2019-Fall 2024).

Table 3

Historic Course Success Rates by Term

	Pass %	No Pass %	"W" %
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%
24SP	74.1%	14.0%	11.9%
24FA	74.6%	11.5%	13.9%
19F-24FA	71.6%	11.8%	16.7%

The grade distribution for all course enrollments during the fall semester is shown in Table 4.

Table 4
Fall 2024 Grade Distribution

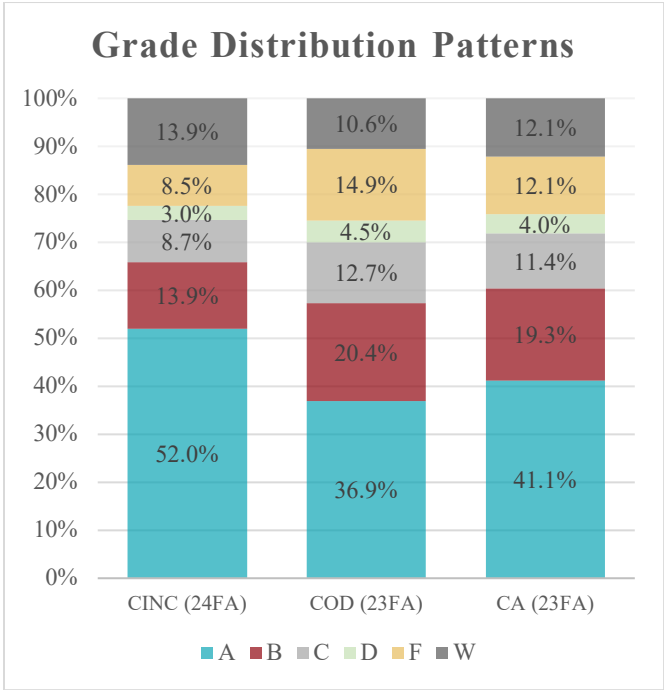
A	191	52.0%	74.6%
B	51	13.9%	
C	31	8.7%	
D	11	3.0%	25.4%
F	32	8.5%	
W	51	13.9%	

Two student performance metrics were monitored during the fall semester and prompted a deeper analysis: grade distribution and student attendance.

Grade Distribution

While student performance was robust during the fall semester, a large percentage of students earned course grades in excess of 100 percent in their classes. By the end of the semester, 19 percent of CINC students completed the term with a course grade of 99 percent or higher (excluding grades of W). The grade distribution among students who passed their classes (earning a grade of A, B, or C) is not consistent with regional or statewide performance data. While the Fall 2024 data from the California Community College Chancellor’s Office was not available at the time of this report, the Fall 2023 regional (College of the Desert) and statewide data was pulled to compare with Fall 2024 CINC grading distribution patterns.

Table 5
Comparative Grade Distributions



Continued discussion is recommended to support faculty course design and grading methodologies to protect against grade inflation. Several faculty reported challenges with creating or enforcing late work policies in their classes. In efforts to support students, several members reported either avoiding grade penalties for late work or

awarding class wide extra credit opportunities to assist underperforming students. These factors likely contributed to the high percentage of As in CINC classes during the fall semester.

Student Attendance

Current CINC policy indicates that students must attend 30 percent of their scheduled classes to pass a course. During the fall semester, several faculty began using the excused absence attendance option in Populi. For the first half of the semester, the use of excused absences adjusted the total number of class sessions (denominator), resulting in students appearing to be meeting the minimum attendance standard, when in fact, they had not. The feature within the LMS has been deactivated for the spring semester, eliminating the option for faculty to excuse an absence. This will ensure timely and accurate reporting of attendance to advisors, students, and faculty throughout the semester.

Discussions around the option to excuse absences triggered an informal review of the 30 percent attendance policy. While most community colleges do not require minimum attendance across all academic programs, the consensus among faculty and academic staff is that the 30 percent minimum may not support student academic achievement. As observed in the student course evaluations, students have noted that some courses lack peer engagement. More stringent attendance policies may encourage higher levels of participation in the classroom.

Faculty and academic staff discussed the possibility of increasing the minimum required attendance from 30 percent to 50 percent. Based on the fall semester data, if this policy was in place, four students who earned passing grades in their courses would have failed due to not meeting the minimum attendance. This represents 1.09 percent of all enrollments for the semester (4/367).

Table 6

Potential Impact of Increasing Minimum Attendance

Attendance	% Grade	Letter Grade
7.14%	0.00	F
11.11%	1.85	F
14.29%	0.00	F
26.67%	28.23	F
40.00%	106.67	A
40.00%	6.67	F
41.67%	3.75	F
43.75%	70.02	C
44.44%	15.15	F
44.44%	0.00	F
45.45%	78.33	C
50.00%	71.70	C

To identify gaps in student achievement, the D/F/W enrollments were analyzed further. In Table 7, the five lowest success rates and the five highest withdrawal rates are identified. These courses and subject areas will be monitored closely into the spring semester.

Table 7

Student Success by Course (Fall Semester)

Course	Name	% Withdrawn	% Success
ANTH 002	Cultural Anthropology	13.3%	66.7%
ANTH 007	Anthropology of Religion, Magic, Witchcraft, and Healing	22.2%	55.6%
ART 001A	Beginning Drawing & Composition	25.0%	80.0%
BI 011	Biology of Viruses	20.0%	70.0%
BUMA 001	Principles of Management	12.5%	75.0%
BUMA 020A	Business Law I	0.0%	100.0%
BUMA 027	Marketing	20.0%	80.0%
BUMA 064	Human Resource Management	0.0%	100.0%
CAHU 101	Elementary Cahuilla I	23.5%	52.9%
CAHU 101-LAB	Elementary Cahuilla 1A Lab	23.5%	58.8%
COLL 001	First Year Seminar	27.8%	55.6%
COMM 001	Introduction to Public Speaking	15.4%	76.9%
COMM 017	Intercultural Communication	0.0%	91.7%
DANC 015	History of Dance	22.2%	77.8%
ECON 001	Principles of Macroeconomics	16.7%	66.7%
ENG 001A	English Composition	14.3%	85.7%
ENG 024	Native American Literature	16.7%	83.3%
ETHN 004	Introduction to Native American and Indigenous Studies	7.4%	88.9%
ETHN 005	Introduction to Asian American Studies	0.0%	72.7%
KINE 010	Personal & Community Health	14.3%	71.4%
NR 001	Conservation of Natural Resources	0.0%	83.3%
PS 001	Introduction to Government	20.0%	100.0%
PSY 001	General Psychology	7.1%	67.9%
SOC 001	Introductory Sociology	0.0%	100.0%
SOC 003	Fundamentals of Statistics	18.8%	68.8%

The four courses identified as having both the highest withdrawal and lowest success rates include:

- ANTH 007 – Anthropology of Religion, Magic, Witchcraft, and Healing
- CAHU 101 – Elementary Cahuilla I
- CAHU 101 Lab – Elementary Cahuilla I Lab
- COLL 001 - First Year Seminar

Course success rates will be analyzed by demographic at in the spring student success report.