

SPRING TERM ACADEMIC SUCCESS JUNE 2024

A total of 151 students attempted 973 academic credits and 8 non-academic credits in the spring semester. Throughout the semester 15 students withdrew from all courses, resulting in an end of term headcount of 136. 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

Course Enrollment Demographics (2023-2024)

	Fall 2023	Spring 2024		Fall 2023	Spring 2024
American Indian	86.6%	82.3%	Female	71.8%	79.3%
Hispanic	5.8%	9.2%	Male	28.2%	20.7%
White	5.2%	5.3%			
Other	2.4%	1.2%	First Generation	76.3%	74.3%

Student Success Rates

As shown in Tables 2 and 3, the spring term undergraduate course success rate was 74.1 percent, which is higher than the institutional historical average of 72.4 percent (Fall 2018-Fall 2023). The course withdrawal rate has also declined, which could be attributed to more effective advising and enrollment management practices.

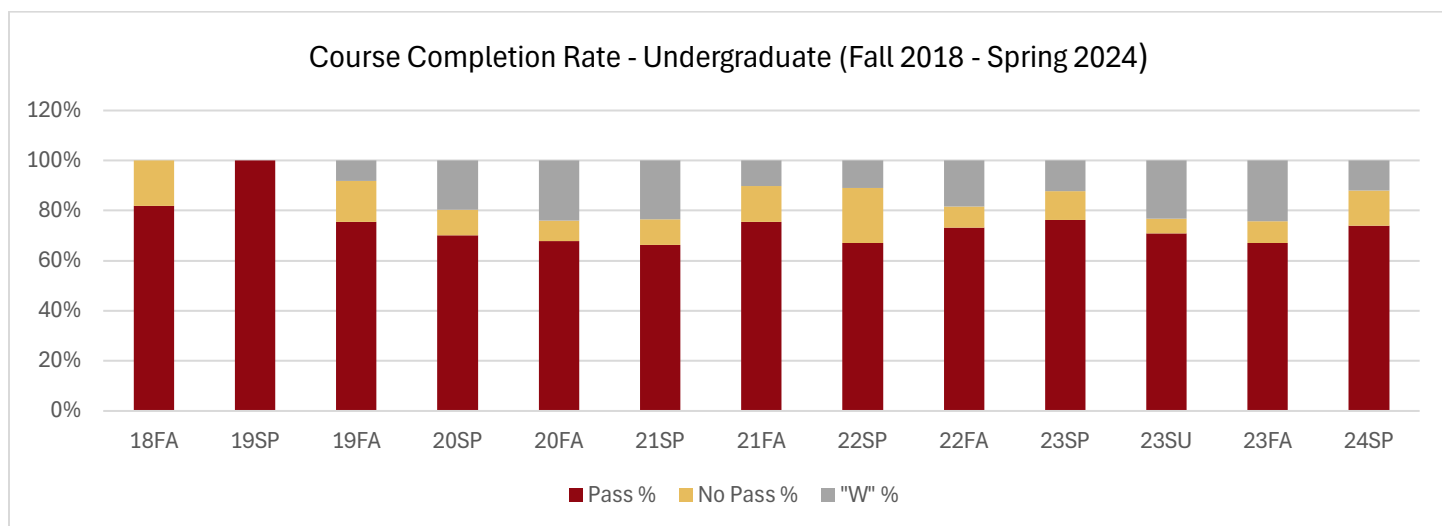
Table 2

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%
24SP	74.1%	14.0%	11.9%
18F-24S	72.8%	11.4%	15.8%

Table 3

Undergraduate Enrollment Course Completion Rates



During the 2023-2024 academic year, CINC developed measures of student achievement which includes course completion rates for the academic year (fall and spring semesters). The results are illustrated in Table 4 and will be published on the Institutional Effectiveness webpage on the college's website. While student success rates in the fall semester were nearing the baseline of the measure, the spring performance exceeded the stretch goal and ultimately brought the average for the academic year in line with institutional goals.

Table 4

Course Completion Rates by Academic Year

	2021-2022	2022-2023	2023-2024
Institution Standard (floor)	67.0%	67.0%	67.0%
Stretch Goal (aspirational)	73.0%	73.0%	73.0%
Actual Rate	70.8%	74.9%	71.6%

Grade Distribution

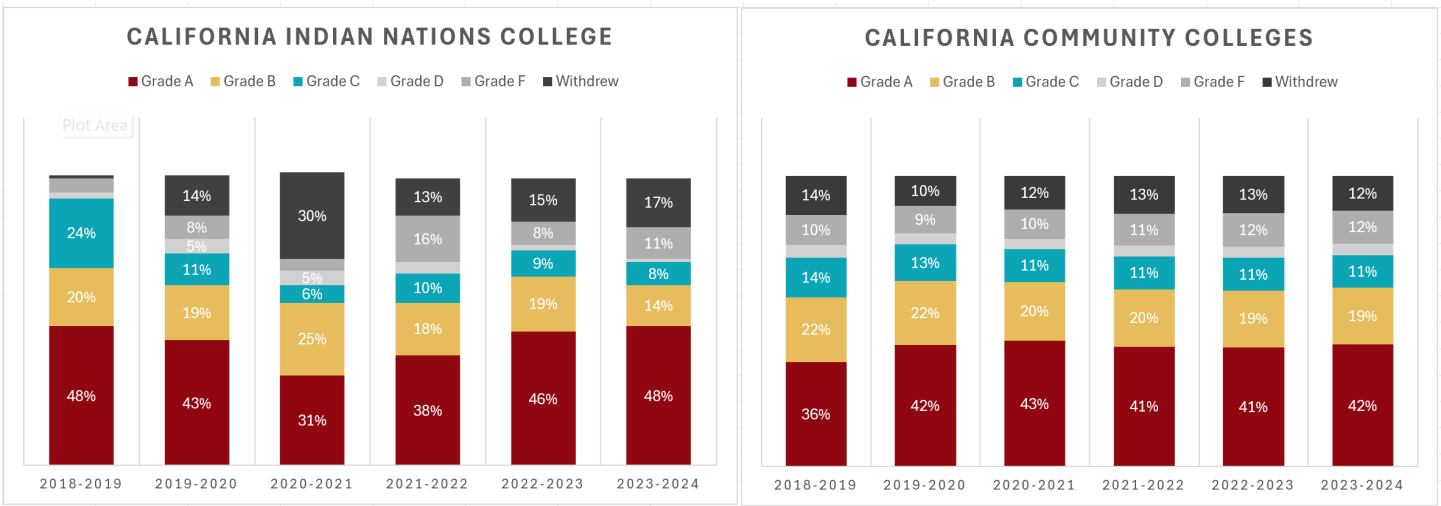
The CINC grade distribution for all undergraduate course enrollments for the fall and spring semesters is shown in Table 5. Students in the spring semester were more successful than during the fall semester, illustrated by higher course success and lower withdrawal rate

Table 5
2023-2024 Grade Distribution (Undergraduate)

FALL 2023			SPRING 2024		
A	38.1%	67.2%	A	51.5%	74.1%
B	13.2%		B	13.7%	
C	11.1%		C	6.1%	
P	4.8%		P	2.7%	
D	<1%	32.8%	D	1.2%	25.9%
F	7.9%		F	12.2%	
W	24.3%		W	11.9%	
NP	<1%		NP	<1%	

Given the swing in the CINC grade distribution from the fall and spring semester, the Office of Institutional Effectiveness researched current and historical community college grade distributions across the state. The historical grade distributions by academic year for both CINC and the California Community Colleges (CCC) are illustrated in Table 6. It is important to note that several data points were excluded from the grade comparative grade distribution data including excused withdrawal, incompletes, and delayed reports. For example, during the 2020-2021 academic year, CINC included all pandemic-related withdrawals in the withdrawal rate, whereas the CCC excluded pandemic-related withdrawals from their data. The pass/no pass data has also been excluded from both data sets as the focus of this report is intended to illustrate comparative patterns of grade distributions rather than success rates.

Table 6
Comparative Grade Distribution



CCC Source: California Community Colleges Chancellor’s Office MIS Data Mart; Populi

Individual course success rates and grade distributions are provided in Table 7. Several courses with the lowest success rates began with the lowest enrollment numbers. For this reason, the actual count of earned grades is provided to provide more context to the grading patterns. Three courses in the table were pass/no pass (AIS 167

DISC, ENG 003, and FILM 100). For these courses, no grade distribution is provided; the percentage success represents the pass rate. All courses in the spring term contained a synchronous online component.

Table 7

Student Success by Course (Spring Semester)

Course	Enrolled (Census)	% Success	Count						Grade Distribution					
			A	B	C	D	F	W	A	B	C	D	F	W
AIS 167 - DISC IIB	5	100%						0						
AIS 167B	5	80%	3		1		1	0	60%		20%		20%	
BI 011	19	63%	6	4	2	1	4	2	32%	21%	11%	5%	21%	11%
BUMA 010	11	82%	7	2			2	0	64%	18%			18%	
BUMA 027	10	60%	4	1	1		2	2	40%	10%	10%		20%	20%
BUMA 028	7	43%	3				2	2	43%				29%	29%
COLL 001	28	64%	17	1			6	4	61%	4%			21%	14%
COMM 009	23	91%	18	2	1		2	0	78%	9%	4%		9%	
COMM 017	18	72%	9	1	3		2	3	50%	6%	17%		11%	17%
ENG 001A	26	69%	10	6	2	1	3	4	38%	23%	8%	4%	12%	15%
ENG 003	4	50%						2						
ENG 024	9	78%	6	1				2	67%	11%				22%
ETHN 004	26	77%	19	1			5	1	73%	4%			19%	4%
ETHN 004	18	72%	9	4			2	3	50%	22%			11%	17%
FILM 100	4	50%						0						
GEOG 001	18	61%	6	3	2	1	4	2	33%	17%	11%	6%	22%	11%
GEOG 001L	14	71%	1	6	3	1	2	1	7%	43%	21%	7%	14%	7%
KINE 010	7	57%	2	1	1		1	2	29%	14%	14%		14%	29%
NR 001	8	50%	3	1			2	2	38%	13%			25%	25%
PSY 003	23	87%	18	1	1			3	78%	4%	4%			13%
SOC 003	27	93%	13	10	2		1	1	48%	37%	7%		4%	4%
SOC 009	11	82%	9				1	1	82%				9%	9%
SOC 014	17	82%	12	1	1			3	71%	6%	6%			18%

In Table 8, 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 8

Course Success Rates by Demographic

American Indian	73.8%
Non-American Indian	75.4%
Female	76.0%
Male	67.1%
First Generation	80.1%
First Semester	56.5%

New students, in their first semester at CINC experienced the lowest course success rate in the spring semester. Beginning in the summer term, the weekly SEAS Report, which flags students with low course grades or attendance will now also include all first semester students. This will quickly alert advisors to any stagnation in the first-semester student performance and hopefully provide opportunities to proactively support the first-semester student achieve their academic goals.

Reason for Student Course Withdrawal

CINC actively monitored the withdrawal rate throughout the Spring 2024 semester after two consecutive semesters of higher-than-average drop requests (Summer 2023, Fall 2023). To quantify the reasons for student withdrawal, the advisors reported the student's self-reported reason for dropping the course at the time the request was made.

The most common reason for students to request a course drop was to reduce course load followed by employment. The course drop data was then analyzed to identify patterns in the reported reasons for pre-census and post-census drops. Aside from no-shows, the most common reason for students to drop a course pre-census was for family responsibilities.

Table 9

Student Reported Reason for Course Withdrawal (Spring Semester)

	%	Pre-Census	Post-Census
Course Load	23%	57%	43%
Employment	22%	69%	31%
Personal/Unknown	17%	50%	50%
No Show	15%	100%	-
Health	10%	-	100%
Family Responsibilities	8%	80%	20%
Housing Insecurity	5%	67%	33%
Attendance/fell behind	3%	-	100%
Adverse Family Event	2%	-	100%

Student responses were further analyzed to determine which factors were most likely to cause a student to withdraw completely from the college after the start of the term. Employment remained the most identifiable reason for not continuing the pursuit of the student's educational goals. Students reported work schedules, promotions requiring training, or professional travel as a challenge in managing the demands of work and academics.

Table 10

Student Reported Reason for Withdrawal from CINC (Spring Semester)

	%
Employment	24%
No Show	24%
Personal/Unknown	21%
Housing Insecurity	10%
Family Responsibilities	7%
Health	7%
Adverse Family Event	3%
Attendance/fell behind	3%

Advisors will continue to record student reported reasons for dropping a course and/or withdrawing from the college. This information will continue to be valuable for future advising, course scheduling, and student support services.

Prepared by: Office of Institutional Effectiveness