

California Indian Nations College

Spring Term Academic Success – June 2025

A total of 170 students attempted 1,302 academic credits in the spring semester. Throughout the semester 16 students withdrew from all courses, resulting in an end-of-term headcount of 154. 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.

CINC Students continue to increase 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

Spring 2025 Attempted Units by Student

	FA 2022	SP 2023	FA 2023	SP 2024	FA 2024	SP 2025
Avg Units (Course Load)	6.1	6.6	6.2	6.5	6.7	7.7
Available Sections	13	18	19	23	26	26

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 2. As this uses different criteria than in federal reporting, data inconsistencies with other CINC reports may be observed.

Table 2

Spring 2025 Course Enrollment Demographics

American Indian	77%		Female	88%
First Generation	72%		Male	11%

The spring term course success rate was 71.5% percent, which is near the five-year institutional average of 71.6 percent (Fall 2019-Spring 2025).

Table 3

Course Success Rate (Spring 2025)

	Pass %	No Pass %	"W" %
25SP	71.5%	16.3%	12.2%

Table 4

Historic Course Success Rates by Term (Fall/Spring)

	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%
23FA	67.2%	8.5%	24.3%
24SP	74.1%	14.0%	11.9%
24FA	74.6%	11.5%	13.9%
25SP	71.5%	16.3%	12.2%
19F-25SP	71.6%	12.7%	15.7%

The grade distribution for all course enrollments during the spring semester is shown in Table 5.

Table 5

Spring 2025 Grade Distribution

A	196	45%	71.5%
B	79	18%	
C	36	8%	
D	15	4%	28.5%
F	56	13%	
W	53	12%	

At the conclusion of the fall semester, the high number of students with grades in excess of 100 percent was identified. By the end of the fall semester, 19 percent of CINC students completed the term with a course grade of 99 percent or higher (excluding grades of W). The spring semester data showed a decrease in this potential flag for grade inflation. At the conclusion of the spring semester, 13% of students completed the term with a course grade of 99 percent or higher.

For the spring term, course success rates are disaggregated by demographic to identify groups of students most in need of student support services. Table 6 identifies the course success rates disaggregated by ethnicity, gender, and first-generation status. Native students and males are identified as most at risk for course success. In a previous report, Native males were identified as most at risk, however, data from this semester shows that Native males are outperforming non-Native males while enrolled at CINC. Overall, the population with the lowest success rate during the spring semester are the first-generation male students.

Table 6

Course Success Rates by Demographics

Native	69.7%		
Non-Native	78.3%		
Female	74.5%		
		Female (Native)	71.9%
		Female (Non-Native)	84.9%
Male	56.8%		
		Male (Native)	58.2%
		Male (Non-Native)	52.6%
First Gen	71.1%		
		First Gen (Female)	75.2%
		First Gen (Male)	50.9%

Table 7

Student Success by Course (Spring Semester)

Course	Name	% Withdrawn	% Success
ANTH 001	Human Evolution: Introduction to Biological Anthropology	0%	85%
ANTH 001L	Human Evolution: Introduction to Biological Anthropology Lab	10%	90%
ANTH 003	Archeology: Introduction to Prehistory	13%	69%
ARTH 012B	Arts of Africa, Oceania, and Indigenous North America	4%	89%
BI 011	Biology of Viruses	20%	70%
BUMA 010	Introduction to Business	0%	80%
BUMA 027	Marketing	17%	83%
BUMA 028	Introduction to Entrepreneurship	0%	100%
BUMA 032	Human Relations in the Workplace	0%	86%
COLL 001	First Year Seminar	24%	52%
COMM 009	Interpersonal Communication	5%	81%
ENG 001A	English Composition	14%	62%
ENG 002	Argumentative Writing and Critical Thinking through Literature	21%	63%
ETHN 001	Introduction to Ethnic Studies	6%	82%
ETHN 004	Introduction to Native American and Indigenous Studies	22%	65%
GEOG 001	Physical Geography	20%	63%
GEOG 001L	Physical Geography Lab	26%	58%
ITIS 140	Computer Literacy	14%	86%
KINE 010	Personal & Community Health	27%	58%
NR 001	Conservation of Natural Resources	27%	53%
PS 001	Introduction to Government	0%	44%
PSY 003	Developmental Psychology	7%	93%
SOC 002	Social Problems	0%	87%

SOC 003	Fundamentals of Statistics	10%	90%
SOC 004	Sociological Analysis/Critical Thinking	13%	73%
SOC 014	Introduction to Race & Ethnicity	15%	54%

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

- COLL 001 - First Year Seminar
- GEOG 001L – Physical Geography Lab
- KINE 010 – Personal and Community Health
- NR 001 – Conservation of Natural Resources

Prepared by: Office of Institutional Effectiveness