

California Indian Nations College

Fall Term Academic Success – January 2026

A total of 167 students attempted 1,243 academic credits in the fall semester. This represents a 4 percent increase in headcount and a 13 percent increase in attempted credits as compared to the previous fall semester. Throughout the semester 20 students withdrew from all courses, resulting in an end-of-term headcount of 147. 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 trend is consistent with growth over the past five years as the college has grown.

Table 1

Fall 2025 Attempted Units by Student

	FA 2021	FA 2022	FA 2023	FA 2024	FA 2025
Avg Units (Course Load)	4.5	5.8	6.1	6.7	7.4

For the purposes of this analysis, course enrollments (duplicated student count), regardless of degree-seeking status, have been reviewed. As this data represents course enrollments, not an unduplicated headcount, the demographics do not mirror those in the Fall Enrollment Report. 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. This classification uses different criteria than in federal reporting, so data inconsistencies with other CINC reports may be observed.

Table 2

Fall 2025 Course Enrollment Demographics

American Indian	71.3%		Female	77.5%
First Generation	71.3%		Male	22.5%

As shown in Table 3, the fall term course success rate was 73.8 percent, which exceeds the three-year institutional average of 72.8 percent (Fall 2022-Spring 2025).

Table 3

Historic Course Success Rates by Term

	Pass %	No Pass %	"W" %
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%
22F-25SP (3-YR AVG)	72.8%	11.8%	15.5%
25FA	73.8%	13.1%	13.1%

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

Table 4

Fall 2025 Grade Distribution

A	195	48.3%	73.8%
B	61	15.1%	
C	42	10.4%	
D	5	1.2%	26.2%
F	50	12.4%	
W	51	12.6%	

Impact of New Attendance Policy

A new attendance policy was implemented in the 2025-2026AY. Beginning the Fall 2025 semester, students with absences for more than 30 percent of the semester earned a grade of FN (failure due to attendance). In a 16-week term, this policy permits students to not attend the equivalent of five weeks of the semester and still earn a passing grade. The change was intended to encourage more active engagement in synchronous online class sessions. At the time the policy was discussed, it was estimated that implementation would impact between 1-2% of enrollments by assigning a course grade of FN to enrollments with passing course averages (>70%).

During the fall semester, a total of 24 FN grades were earned. Of these enrollments, 14 (58%) ended with term with non-passing course grades (<70%) indicating that the new policy had no impact on their course success. The policy did affect a total of 10 enrollments (7 students) who would have earned passing grades in the course. This represents an impact of 2.5%, which is just slightly higher than the estimated 1-2% projection.

Attendance rates for these 10 course enrollments ranged between 53-67%, which indicates the impacted students were absent for the equivalent of between 8-11 weeks of the 16-week term. There was no discernable pattern in course or faculty assignments to suggest the FN policy disproportionately impacted students in any one area of the college. Continued messaging to students about the policy should be frequently shared through the current methods of student orientation, course syllabus, faculty reminders, and communication from advisors.

Course Success Rates by Course

Table 5

Student Success by Course (Fall Semester)

Course	Name	Enrollment	% Withdrawn	% Success
ANTH 002	Cultural Anthropology	13	8%	69%
ANTH 007	Anthropology of Religion, Magic, Witchcraft, and Healing	14	14%	79%
ARTH 012B	Arts of Africa, Oceania, and Indigenous North America	18	22%	67%
BUMA 001	Principles of Management	12	0%	100%
BUMA 010	Introduction to Business	13	15%	77%
BUMA 020A	Business Law I	8	25%	75%
COLL 001	First Year Seminar	25	4%	88%

COMM 017	Intercultural Communication	20	10%	65%
DANC 015	History of Dance	7	29%	71%
ECON 001	Principles of Macroeconomics	10	0%	100%
ENG 001A	English Composition	39	10%	77%
ENG 024	Native American Literature	21	24%	52%
ETHN 001	Introduction to Ethnic Studies	24	13%	75%
ETHN 005	Introduction to Asian American Studies	15	7%	60%
GEOG 001	Physical Geography	23	26%	70%
GEOG 001L	Physical Geography Lab	8	25%	63%
ITIS 140	Computer Literacy	8	13%	88%
KINE 010	Personal & Community Health	17	12%	82%
NR 001	Conservation of Natural Resources	20	5%	80%
PS 001	Introduction to Government	5	0%	100%
PSY 001	General Psychology	27	7%	81%
SOC 001	Introductory Sociology	19	16%	68%
SOC 003	Fundamentals of Statistics	28	14%	79%
SOC 004	Sociological Analysis/Critical Thinking	10	30%	40%

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

- ARTH 012B – Arts of Africa, Oceania, and Indigenous North America
- DANC 015 – History of Dance
- ENG 024 – Native American Literature
- GEOG 001 – Physical Geography
- GEOG 001L – Physical Geography Lab
- SOC 001 – Introductory Sociology
- SOC 004 – Sociological Analysis/Critical Thinking

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

Prepared by: Office of Institutional Effectiveness