



2023-24 REPORT

Native American Student Success and Support Program

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor



California
Community
Colleges

SONYA CHRISTIAN
Chancellor

April 18, 2025

Secretary of the Senate
Erika Contreras
State Capitol, Room 305
Sacramento, CA 95814

RE: Native American Student Success & Support Program 2023-2024 Legislative Report

Dear Secretary Contreras,

Pursuant to California Education Code 79520 and Assembly Bill 183, the California Community Colleges Chancellor's Office and the Board of Governors for California Community Colleges are pleased to release the Native American Student Success & Support Program (NASSSP) report.

In accordance with the reporting requirements of Education Code 79520, the California Community College Chancellor's Office is required to report to the Legislature on the services provided, the number of students supported, and their academic progress. This report outlines the college selection process, the implementation and outcomes of the first year.

For any questions regarding this report, please contact James Todd, Assistant Vice Chancellor for Educational Services and Support, at jtodd@cccco.edu.

Sincerely,

A handwritten signature in black ink that reads "Sonya Christian". The signature is fluid and cursive, with the first name "Sonya" and last name "Christian" clearly legible.

Sonya Christian, Chancellor

Enclosure: Report

CC:
Sue Parker, Chief Clerk of the Assembly
Office of Legislative Counsel

2023-24 NATIVE AMERICAN STUDENT SUCCESS & SUPPORT PROGRAM

Prepared By

California Community Colleges Chancellor's Office
Educational Services and Support

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INTRODUCTION

Chapter 54 of the Statutes of 2022 (AB 183) allocated \$30,000,000 to establish the California Community Colleges (CCC) “Native American Student Support and Success Program” (NASSSP) for the purpose of: (1) strengthening K-12 pathways to and through the CCC system for Native American students; (2) ensuring the educational success of Native American students; (3) developing Native American leaders; and (4) increasing the number of Native American mentors to empower future generations. AB 183 authorized the Chancellor’s Office to enter into agreements with up to 20 community colleges to develop local NASSSPs and prioritized granting funds to colleges with the highest number of Native American students.

The Chancellor’s Office used a two-step process to determine the final 20 community colleges for this investment. First, a quantitative approach was used to identify 30 eligible colleges based on specific American Indian/Alaska Native (AI/AN) student factors and identified equity gaps. Second, the final 20 colleges were selected by prioritizing those campuses that committed to supporting AI/AN student success by implementing the NASSSP on their campuses and meeting the program’s statutory requirements.

The Chancellor’s Office used the following section criteria to determine the 30 eligible colleges:

- **High Opportunity**, which includes factors such as a large AI/AN population, the distribution of AI/AN students across district service areas, and the average number of AI/AN students at local California community colleges over the past six academic years.
- **High Need**, which considers significant equity gaps experienced by the AI/AN population, focusing on course success rates over the past four academic years, persistence from the first primary term of enrollment to subsequent terms, completion rates within three years, and transfer rates to four-year institutions within four years.

In March 2023, the Chancellor’s Office sent a notice of eligibility to 30 colleges and encouraged all eligible institutions to submit a Letter of Interest via the Chancellor’s Office NOVA system by April 2023. The Letter of Interest outlined the legislative requirements that campuses needed to meet in order to be considered for the grant. A list of the NASSSP grantees based on the Letters of Interest received can be found in Appendix A.

SERVICES SUPPORTED AND USE OF FUNDS

In addition to the services supported by the grant (see below bullet list), the Chancellor’s Office provided program guidance and compliance expectations through webinars, professional development opportunities, technical assistance, and direct communications. Two program consultants were hired by the Chancellor’s Office, and they provided direct consultation and program development to all colleges receiving the funds. As the consultants engaged colleges, they drew on direct lived experience, cultural knowledge, and tribal nations governance policies.

SERVICES SUPPORTED BY THE GRANT

- Integration of peer mentorships
- Development of clearly structured, coherent course-specific cohorts
- Development of wraparound services offering culturally responsive resources
- Development and integration of faculty and staff professional development training
- Direct Financial support- textbook, supplies, grants
- Program outreach and recruitment
- Program consultation and eligibility verification
- Career Development
- Basic Need services coordination
- Culturally Responsive resources
- Transfer and career counseling
- Tutoring
- Academic Counseling- iStudent Educational Plan/Comp Student Educational Plan
- Personal Counseling
- Other related services

NUMBER OF STUDENTS SUPPORTED BY THE GRANT

The number of students supported by the grant differs from the number of AI/AN students enrolled, (chart 1). The inconsistency of reported numbers of students came from a variety of data collection challenges. The majority of colleges reached out to students who reported as AI/AN only, while other colleges used AI/AN and at least one or two other races. Additionally, colleges indicated they had performed outreach to all students; however, they only reported the number of students who accepted high touch services.

A variety of factors came into play when reporting the number of students served, with many beginning the program's implementation from different starting positions. The initial priority for all 20 colleges was to hire full time program personnel. However, many colleges identified full-time personnel late in the Spring semester, which hindered program implementation and resulted in inconsistent reporting from the selected colleges. Many of the selected colleges have now identified full-time program personnel and moving forward, efforts will be made to provide better assurances that accurate reporting occurs—the below table includes the most recently reported data for AI/AN Student Supported and Outreach/Recruitment Efforts reflect Spring 2024 data. AI/AN Students Enrolled data reflect Fall, Winter, and Spring 2023-2024.

Chart 1

College	AI/AN Students Supported	Outreach/ Recruitment Efforts	AI/AN Students Enrolled ¹
American River College	213	159	1482
Bakersfield	138	625	1780
Butte Community College	544	1200	872
Cerro Coso College	425	50	453
College of the Canyons	674 or 112	20	752
College of the Redwoods	376	376	847
Cosumnes Rive College	249	715	711
Folsom Lake College	580	580	570
Fresno City College	161	449	1542
Mendocino College	124	600	488
Modesto College	8	298	604
Mt. San Antonio College	1658	1658	1887
Mt. San Jacinto	85	96	920
Palomar College	60	1341	1241
Sacramento City College	1074	1074	1062
San Diego Miramar	47	154	587
San Joaquin Delta College	60	75	1063
Santa Rosa City College	153	213	1017
Sierra College	1013	1013	938
Southwestern College	197	62	685

STUDENT SUCCESS AND ACADEMIC PROGRESS

Student Success data for the 2023-2024 academic year is presented in Chart 2. This data includes key metrics such as course completion rates, persistence, transfer, and career placement outcomes.

¹ We employ an inclusive methodology for identifying American Indian or Alaska Native (AI/AN) students. This approach includes students who identify as AIAN alone and those who identify as AI/AN in combination with another race/ethnicity. This ensures that all students who recognize AIAN as part of their racial identity are counted. Annual headcount data is unduplicated.

- **Course Completion¹** is measured by the enrollment count and the proportion of students achieving course success (grades A, B, C, IP, IB, IC, and IPP) in the selected year.
- **Persistence²** refers to the count and proportion of students who continued from fall to spring at the same college, excluding those who completed an award or transferred to another institution.
- **Transfer Rates** are defined as the count and proportion of students who transferred to a four-year postsecondary institution.
- **Career Placement Outcomes** capture the count and proportion of students who gained employment within six months of exiting the program.

In addition, the recently released Chancellor’s Office [State of the System](#) report highlights encouraging enrollment increases across California community colleges. Early indicators, including enrollment figures, projections, and student feedback, show positive trends, indicating that the system is recovering from pandemic-related declines.

For the most up-to-date data, visit [DataVista](#).

Note that Success data for Completion and Persistence, rates are shown in Chart 2. Transfer rates and Career placement data is currently unavailable and will be shared once it becomes available.

Chart 2

College	Course Success Rates	Persistence Rates
American River College	71%	62%
Bakersfield	72%	65%
Butte Community College	66%	68%
Cerro Coso College	71%	52%
College of the Canyons	73%	60%
College of the Redwoods	73%	67%
Cosumnes Rive College	67%	56%
Folsom Lake College	72%	57%
Fresno City College	73%	61%
Mendocino College	65%	64%

1 The course success rate represents the percentage of course enrollments in which AIAN students received a passing grade out of all the course enrollments. It is calculated based on enrollments rather than distinct students. Only credit courses are included. Excused Withdrawal grades and ungraded coursework are excluded from the denominator of success rates.

2 Persistence rate refers to the percentage of students who enrolled in Fall semester of the academic year and persisted in the following Spring semester.

College	Course Success Rates	Persistence Rates
Modesto College	65%	73%
Mt. San Antonio College	66%	62%
Mt. San Jacinto	70%	66%
Palomar College	68%	66%
Sacramento City College	66%	59%
San Diego Miramar	75%	53%
San Joaquin Delta College	66%	70%
Santa Rosa City College	70%	67%
Sierra College	73%	67%
Southwestern College	66%	61%

APPENDIX A: LIST OF DISTRICTS/COLLEGES RECEIVING NATIVE AMERICAN STUDENT SUPPORT AND SUCCESS PROGRAM GRANT: \$1,500,000 (PER COLLEGE)

District	College
Butte	Butte College
Kern	Bakersfield College
Kern	Cerro Coso College
Los Rios	American River College
Los Rios	Cosumnes River College
Los Rios	Folsom Lake College
Los Rios	Sacramento City College
Mendocino-Lake	Mendocino College
Mt. San Antonio	Mt. San Antonio College
Mt. San Jacinto	Mt. San Jacinto College
Palomar	Palomar College
Redwoods	College of the Redwoods
San Diego	San Diego Miramar College
San Joaquin	San Joaquin Delta College
Santa Clarita	College of the Canyons
Sierra	Sierra College
Sonoma	Santa Rosa Junior College
Southwestern	Southwestern College
State Center	Fresno City College
Yosemite	Modesto College

Front cover photo:
I Can Go To College Campaign

Photo at right:
College of the Desert

Back cover photo:
I Can Go To College Campaign



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