Critical Factors for Fall-to-Fall Retention among New Freshmen at BMCC

Fall to Fall Retention Rates among New Freshmen at BMCC (based on combined fall cohorts of new freshmen 2014-2017)

Specific Behaviors and Characteristics of New Freshmen in their First Term

- Completed all courses with C- or better (9553) - 80.4%
- Enrolled in immersion (2168) - 74.2%
- Earned at least 1 S grade in 1st fall (11344) - 72.7%
- In ASAP, BLA, or CD in 1st fall (6530) - 72.5%
- Re-enrolled in spring term (21243) - 72.7%
- Earned at least 1 S grade in 1st fall (11344) - 72.7%
- Enrolled in immersion (2168) - 74.2%
- Completed all courses with C- or better (9553) - 80.4%
- Met criteria for probation in 1st fall (6660) - 24.0%
- At least 1 WU grade in 1st fall (5355) - 23.0%
- Late registration (1356) - 38.1%
- Fewer than 12 credits + hours (5491) - 42.8%
- At least 1 W grade (3713) - 43.5%
- At least 1 DFWI grade (17211) - 48.5%
- At least 1 R grade (6915) - 54.3%
- Age 19 and older (11871) - 56.2%
- Need remedial math (18662) - 57.1%
- Any remedial need (20280) - 58.3%
- Liberal arts major (7822) - 58.9%
- All new freshmen (26787) - 59.9%
- Less than 19 years old (14893) - 62.9%
- No W grades in 1st fall (223051) - 62.6%
- 12 to 14 credits + hours in 1st fall (12075) - 63.4%
- 15 or more credits + hours (6033) - 65.6%
- SAT taken (11826) - 66.4%
- No WU grades in 1st fall (21383) - 69.2%
- Re-enrolled in spring term (21243) - 71.9%
- In ASAP, BLA, or CD in 1st fall (6530) - 72.5%
- Earned at least 1 S grade in 1st fall (11344) - 72.7%
- Enrolled in immersion (2168) - 74.2%
- Completed all courses with C- or better (9553) - 80.4%

Number of students meeting each criterion is in parentheses. Chart is rank-ordered by percent retained. All results presented are statistically meaningful.
Retaining students after the first year is highly related to course outcomes in the first semester. Over 80% of new freshmen who completed all their first-term courses with at least a C- or and S returned for the next fall. Other highly motivating behaviors include enrolling in summer immersion or other workshop in the summer or first fall, passing at least 1 remedial course (at least 1 “S” grade) in the first term, and being in a cohort program all seem to be very highly related to coming back the next year.

There is some variation in retention by course: About half of the students who took MAT 56 in their first term and did not pass still returned the following fall, compared to less than ½ of the students who took and did not pass Freshman Composition ENG 101 or its co-requisite version, ENG 100.5. Pass rates for new freshmen are decently high in ENG 101 at 75%, but the ENG 100.5 course, with lower enrollment, has had more variability in pass rates for new freshmen.

Among new freshmen in fall 2016 and 2017, only 42% of Hispanic students and 41% of Black students passed their first semester math course; 9% of Hispanic students and almost 10% of Black students withdrew from the course, but another 11% of each of these two groups unofficially withdrew and stopped attending classes. These students earned failing WU grades, with implications for the GPA in credit-bearing math classes. White, Asian, and other students have much lower rates overall for withdrawals and particularly for WU grades.

As noted on the first page, having one or more WU grades is related to the lowest retention rate. Students with multiple WU grades have extremely low retention rates.