

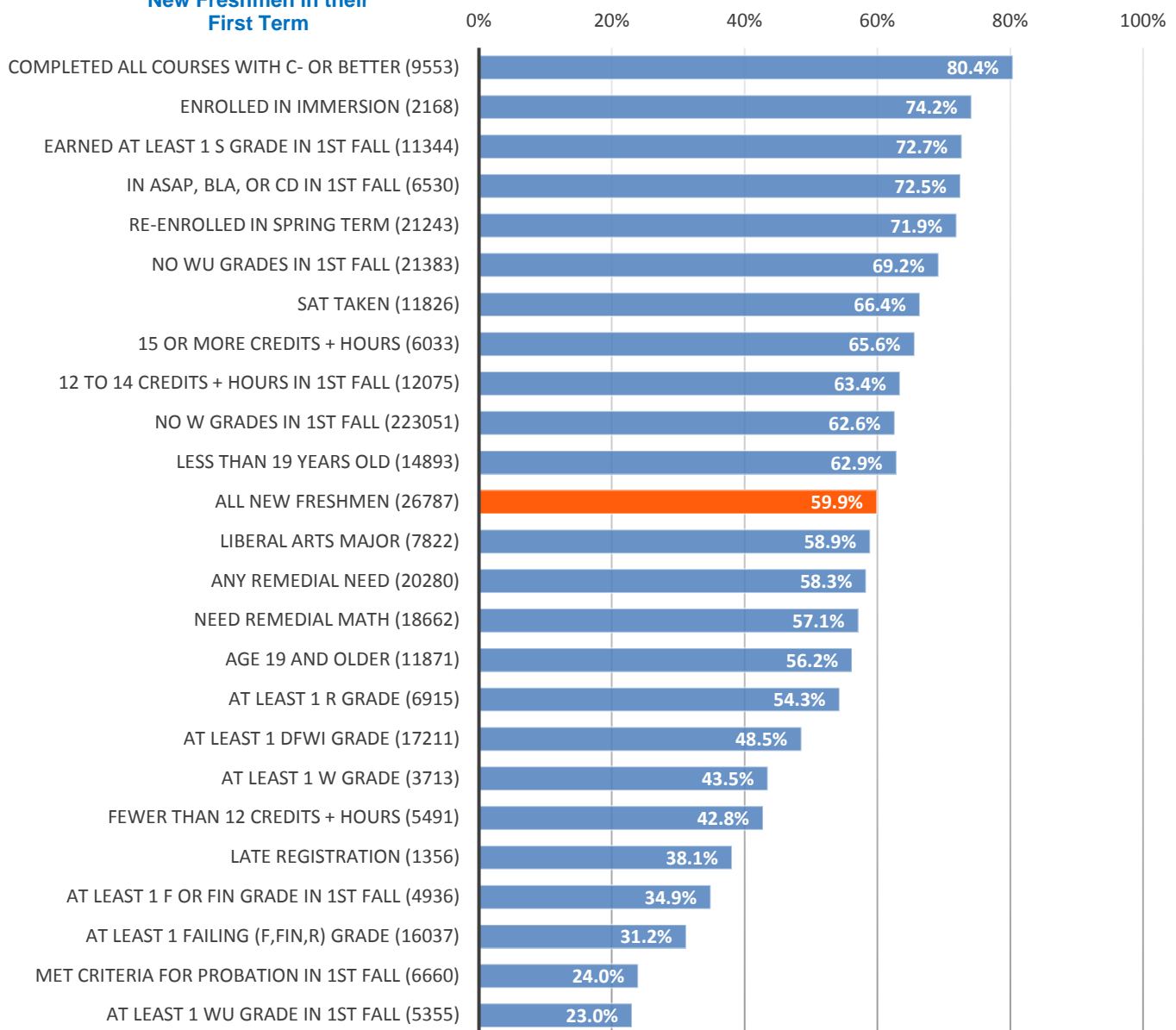
April 2019

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

BMCC OFFICE OF INSTITUTIONAL EFFECTIVENESS AND ANALYTICS

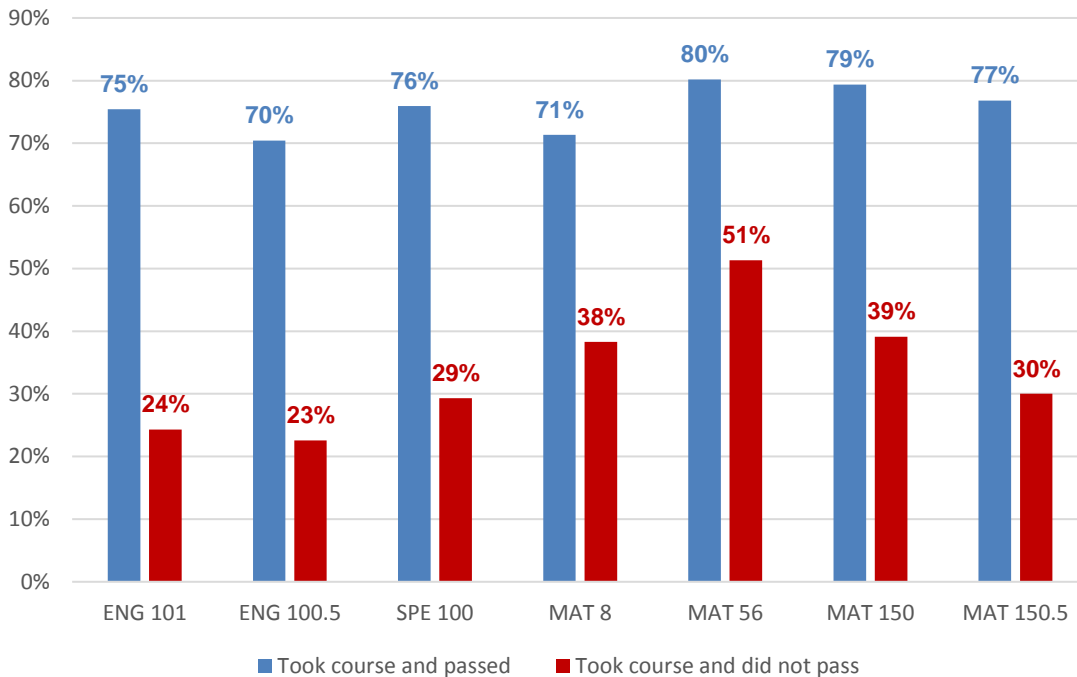
## Fall to Fall Retention Rates among New Freshmen at BMCC (based on combined fall cohorts of new freshmen 2014-2017)

### Specific Behaviors and Characteristics of New Freshmen in their First Term



Number of students meeting each criterion is in parentheses. Chart is rank-ordered by percent retained. All results presented are statistically meaningful.

## Fall to Fall Retention Rates by Course Outcomes



Pass Rate for New Freshmen	
ENG 101	75%
ENG 100.5	62%
SPE 100	72%
MAT 8	53%
MAT 56	62%
MAT 150	71%
MAT 150.5	56%

Based on combined fall cohorts of new freshmen fall 2014-2017.

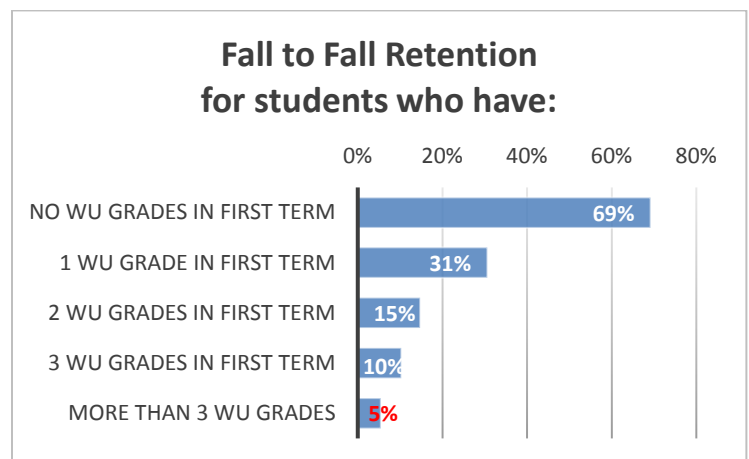
Retaining students after the first year is highly related to course outcomes in the first semester. Over 80% of new freshmen who completed all their first-term courses with at least a C- or and S returned for the next fall. Other highly motivating behaviors include enrolling in summer immersion or other 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 ¼ 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.



### FOR MORE INFORMATION

CONTACT: BMCC OFFICE OF INSTITUTIONAL EFFECTIVENESS AND ANALYTICS  
[ins@bmcc.cuny.edu](mailto:ins@bmcc.cuny.edu)