Analyses on which factors contribute to probation and retention among BMCC first-time freshmen were performed. Probation was defined as students with a term academic status related to probation (e.g., probation, special probation, or dismissal) in their first academic year. Retention was defined as students re-enrolling at BMCC one year after entry (i.e. second fall term). Probation and retention over time are illustrated below.

### Fall 2012 - 2016 First-time Freshmen Cohort with Retention and Probation Rates

<table>
<thead>
<tr>
<th>Fall</th>
<th>Cohort Count</th>
<th>Retained Count</th>
<th>Retained Percent</th>
<th>Probation Count</th>
<th>Probation Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>6,056</td>
<td>3,751</td>
<td>62%</td>
<td>1,844</td>
<td>30%</td>
</tr>
<tr>
<td>2013</td>
<td>5,403</td>
<td>3,424</td>
<td>63%</td>
<td>1,514</td>
<td>28%</td>
</tr>
<tr>
<td>2014</td>
<td>7,071</td>
<td>4,416</td>
<td>62%</td>
<td>2,090</td>
<td>30%</td>
</tr>
<tr>
<td>2015</td>
<td>6,812</td>
<td>4,157</td>
<td>61%</td>
<td>2,135</td>
<td>31%</td>
</tr>
<tr>
<td>2016</td>
<td>6,580</td>
<td>3,997</td>
<td>61%</td>
<td>2,232</td>
<td>34%</td>
</tr>
</tbody>
</table>

Source. Retention is based on IRDB. Probation is based on CUNYfirst as of 5/31/2018.
The aim was to explore which academic and demographic factors at the start of the fall 2016 term are significantly associated with probation and retention among fall 2016 BMCC first-time freshmen. The following results represent possible areas for further investigation.

Factors associated with entering probation:
- Developmental math placement
  - Odds of probation was 71% higher.
- Enrolled in SPE 100 and developmental writing placement
  - Odds of probation was 151% higher.
- Under Represented Minority (URM) students
  - Odds of probation was 78% higher.
- Male students
  - Odds of probation was 42% higher.
- Received Pell
  - Odds of probation was 17% higher.

Factors associated with non-retention:
- Developmental math placement
  - Odds of non-retention was 21% higher.
- Enrolled in SPE 100 and developmental writing or reading placement
  - Odds of non-retention was 35% higher.
- URM and male students
  - Odds of non-retention was 21% higher.
- Received Pell
  - Odds of non-retention was 35% higher.
- Received TAP
  - Odds of non-retention was 41% higher.

Factors associated with good standing:
- Taking a summer immersion course
  - Odds of probation was 40% lower.
- Taking the SAT
  - Odds of probation was 18% lower.
- Higher College Academic Average (CAA)
  - Odds of probation decreased 2% for every one grade point higher.
- Enrolled in more Credit Hours
  - Odds of probation decreased 3% for every one credit hour taken.
- Older students
  - Odds of probation decreased 11% for every one year older.
- ASAP students
  - Odds of probation was 22% lower.
- Early course registration
  - Odds of probation decreased 1% each day the initial registration date was from the enrollment deadline.

Factors associated with retention:
- Taking a summer immersion course
  - Odds of retention was 115% higher.
- Taking the SAT
  - Odds of retention was 22% higher.
- Higher CAA
  - Odds of retention increased 1% for every one grade point higher.
- Enrolled in more Credit Hours
  - Odds of retention increased 9% for every one credit hour taken.
- Older students
  - Odds of retention increased 4% for every one year older.
- ASAP students
  - Odds of retention was 58% higher.
- Early course registration
  - Odds of retention increased 1% each day the initial registration date was from the enrollment deadline.

FOR MORE INFORMATION
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