



Retention, Graduation, and Transfer Rates at Maryland Community Colleges

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EXECUTIVE SUMMARY

This report presents an annual update on retention, graduation, and transfer activity for students entering Maryland community college as first-time, full-time students, including trend data beginning in 1995. Data presented include student outcomes two, three, and four years after initial enrollment.

In fall 2013, 15,339 students enrolled for the first time as full-time students in Maryland community colleges. After four years, 47.1% of those students had graduated, transferred to a four-year college or university in Maryland, or remained enrolled at their original institution. This success rate represents a very slight increase (0.1%) over that of the fall 2012 cohort as well as the highest four-year success rate since the 48.7% rate attained by the fall 2007 cohort. The graduation-transfer rate also increased by 1.2 percentage points, from 35.8% to 37.0%, the highest graduation-transfer rate on record. However, despite long-term improvement, achievement gaps by race/ethnicity and by gender still persist.

In addition to presenting retention, graduation, and transfer rates for first-time, full-time students, this report also includes an analysis using an alternative model of examining student success, the Degree Progress Analysis model. This is a model developed by Maryland's community colleges in 2005 to define a cohort identifying those students whose enrollment behavior suggests that their primary goal in enrolling at the institution is to graduate or transfer, including part-time students, and incorporate additional measures of student success. Among those students included in the fall 2012 Degree Progress Analysis cohort, 49.5% had graduated or transferred within four years, a slight increase (1.2%) in the graduation and transfer rate over that of the fall 2011 cohort.

INTRODUCTION

This report presents an annual update on retention, graduation, and transfer activity for students entering Maryland community college as first-time, full-time students, including trend data beginning in 1995. Data presented include student outcomes two, three, and four years after initial enrollment.

The first section of this report includes an analysis of retention, graduation, and transfer among first-time, full-time students statewide. This includes both statewide figures and disaggregations by gender and the largest racial and ethnic groups. This section consists of both year-to-year and longitudinal trend analyses. These data are also displayed in the data tables contained in the Appendix, along with individual institutional data.

The second section uses the Degree Progress Analysis to examine student outcomes. This model is an alternative method of examining student success that includes a broader population of students and considers additional outcomes. This method was developed by a workgroup established by the Maryland Council of Community College Presidents in cooperation with the Maryland Higher Education Commission, and was incorporated into the performance accountability process following the 2006 cycle.

The third section contains information regarding data obtained from the community college follow-up survey. This survey, conducted periodically by the community colleges in collaboration with the Commission, includes questions regarding graduate perceptions of institutional quality, preparation for employment and further study, and post-graduation outcomes.

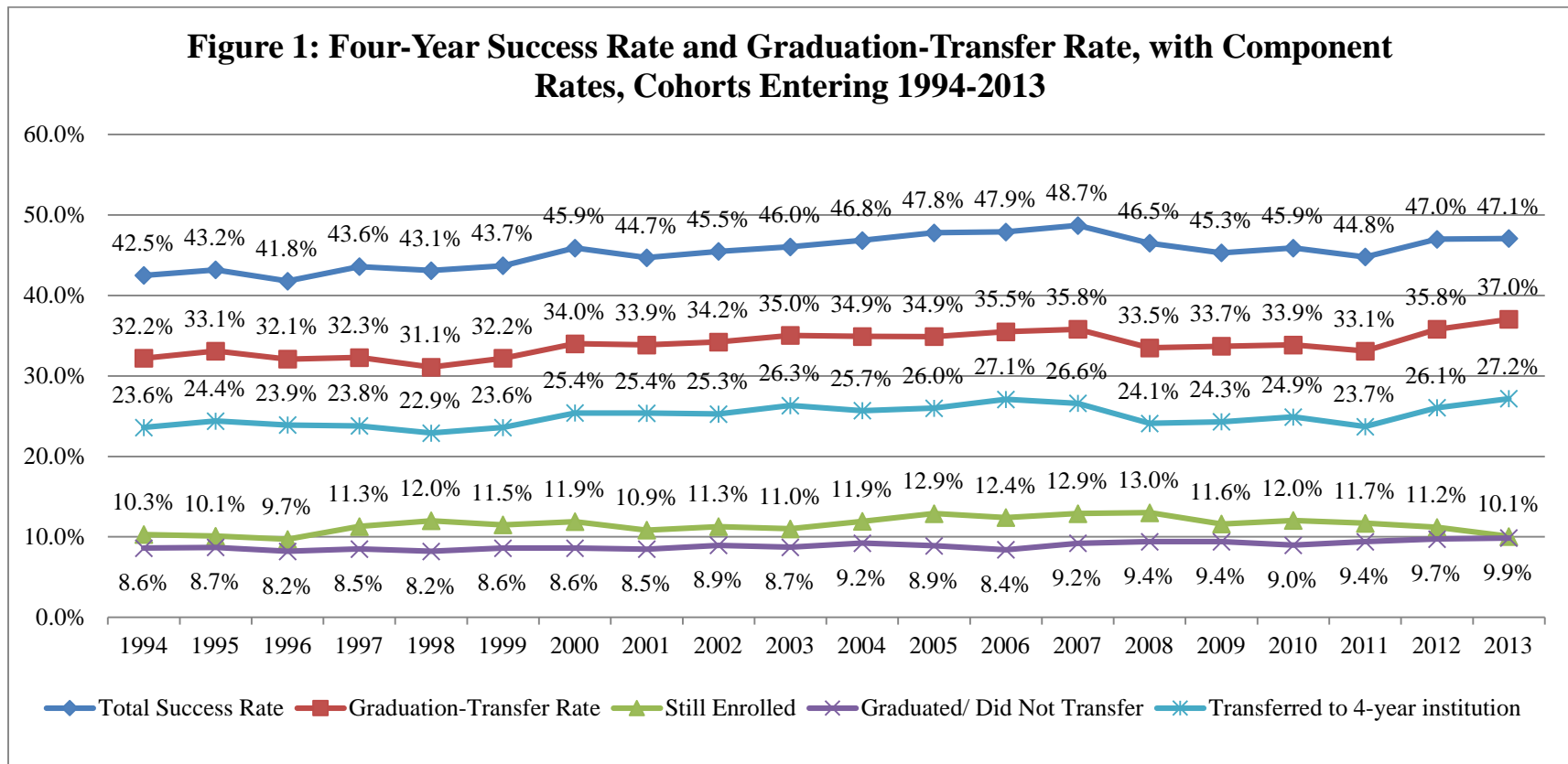
DATA DEFINITIONS

<p>Retention, Graduation, and Transfer Cohorts: First-time, full-time freshmen</p>	<ul style="list-style-type: none"> • <u>Still Enrolled</u>: Student was retained at original community college or transferred to another Maryland community college. • <u>Graduated/Did not Transfer</u>: Student graduated from a Maryland community college with an associate degree or lower-division certificate and did not transfer to a Maryland four-year institution. • <u>Transferred to Four-Year</u>: Student transferred to a Maryland four-year institution, with or without a degree or certificate. <p><i>Note: The Maryland Higher Education Commission does not have the ability to follow students who transfer to out-of-state institutions.</i></p>
<p>Degree Progress Analysis Cohorts: Students who attempted at least 18 credit hours within two years of matriculation</p>	<ul style="list-style-type: none"> • <u>College Ready</u>: Student required no remediation or developmental education coursework. • <u>Developmental Completer</u>: Student was assessed to need remediation in at least one area, and within four years completed all of the recommended remedial coursework. • <u>Developmental Non-Completer</u>: Student was assessed to need remediation in at least one area and after four years had not completed all of the recommended remedial coursework. • <u>Successful Persister</u>: Student earned at least 30 credits with a cumulative Grade Point Average of at least 2.0 OR either: 1) graduated and/or transferred to a four-year institution; or 2) is still enrolled. <p><i>Note: The Degree Progress Analysis includes information on transfers to out-of-state institutions as obtained by the community colleges from the National Student Clearinghouse and other sources.</i></p>

ANALYSIS

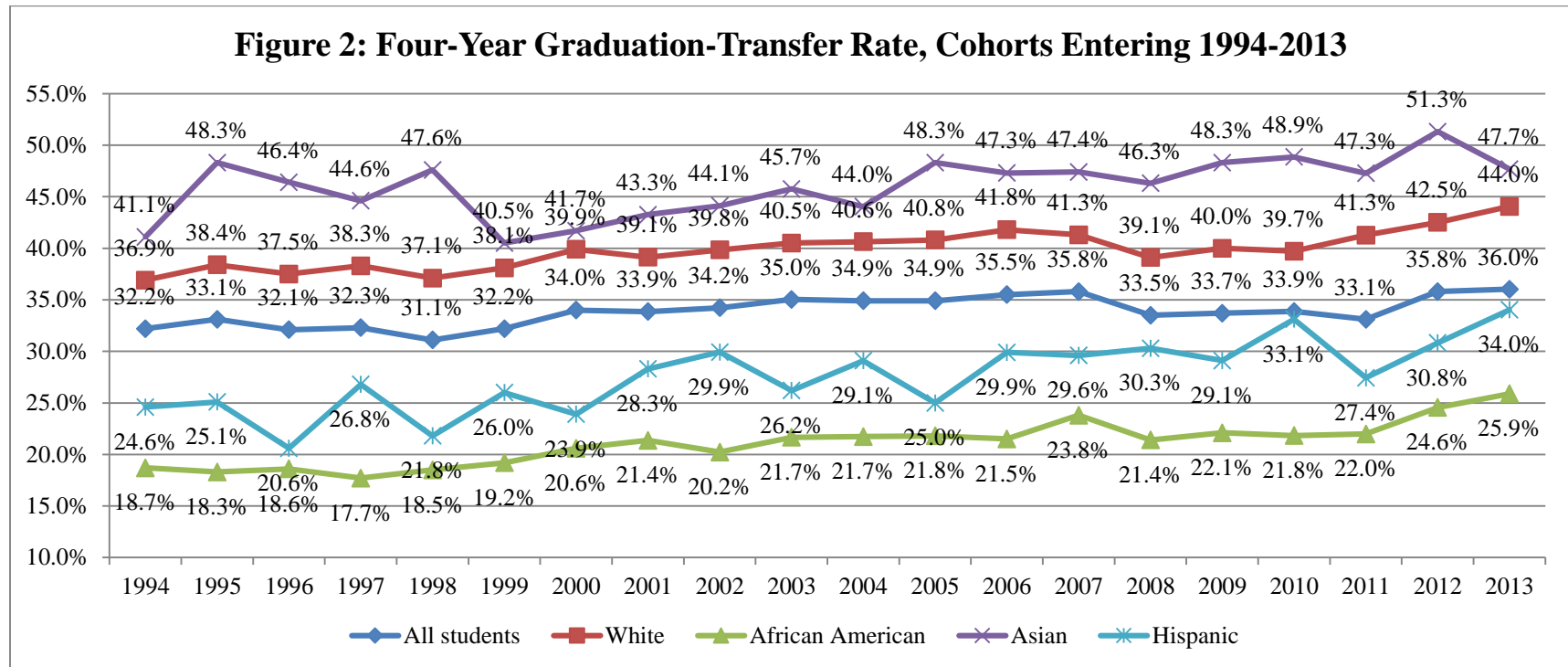
All Students

As Figure 1 illustrates, both the four-year success rate and the graduation-transfer rate increased for the Fall 2013 cohort. The increase in both of those rates (1.1 and 0.2 percentage points, respectively) led to the highest graduation-transfer rate (37.0%) on record. However, the increase in the overall success rate (0.1 percentage points, from 47.0% to 47.1%) was driven by the graduation-transfer rate; the rate of students still enrolled declined from 11.2% to 10.1%.



By Race/Ethnicity

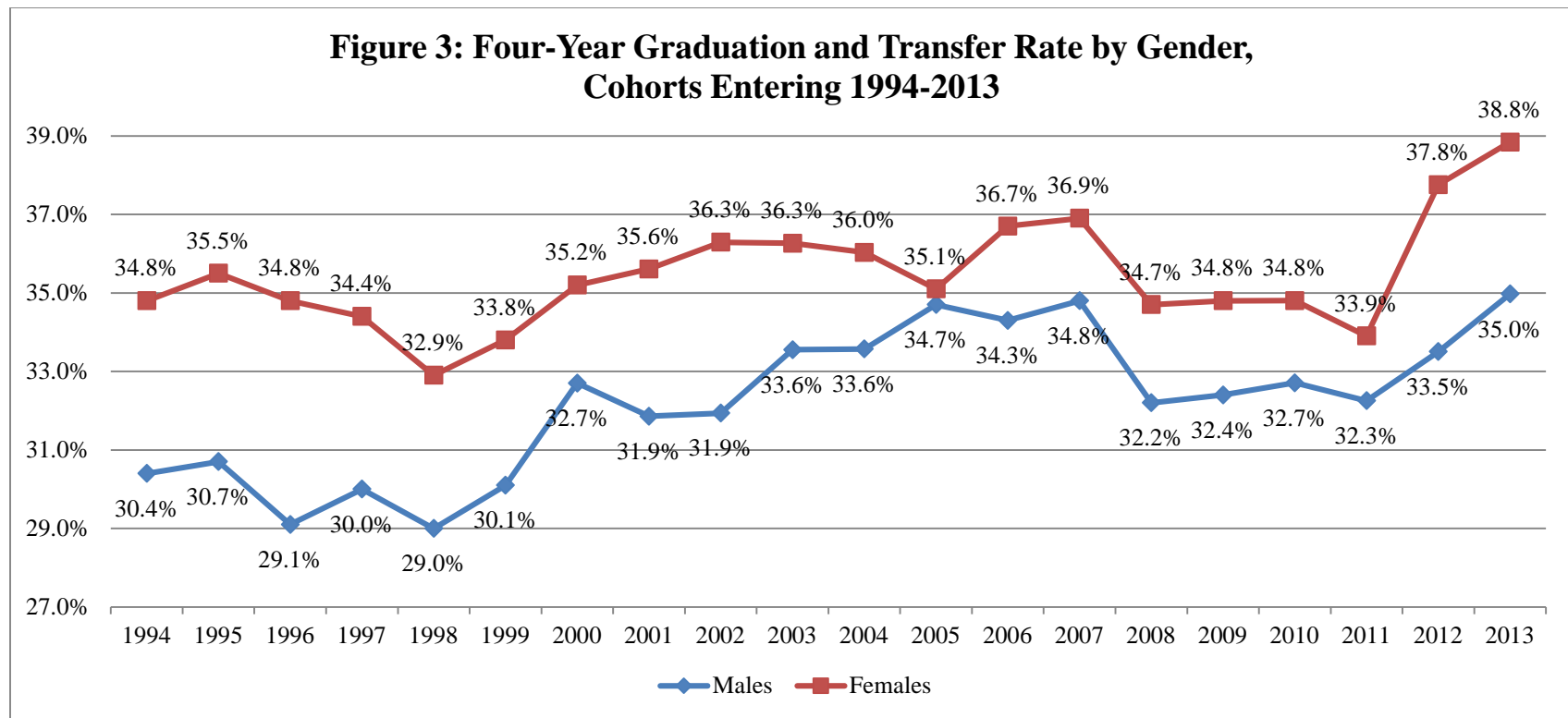
Figure 2 presents the four-year graduation and transfer rates for students disaggregated by racial/ethnic group.¹ As this shows, three of the four largest racial and ethnic groups experienced increases in the graduation-transfer rate among the 2013 cohort. An increase in the rate for African American students (from 24.6% to 25.9%) led to the highest graduation-transfer rate for that population on record. However, it is evident that a substantial achievement gap persists. While a decrease in the graduation-transfer rate for Asian students (from 51.3% to 47.7%) resulted in a narrowing of the achievement gap between the two populations (from 26.8 to 21.8 percentage points), African American students graduate or transfer at a rate nearly half that of Asian students. Similarly, while the Hispanic graduation-transfer rate increased for this cohort, there remains a substantial achievement gap between Hispanic and Asian students (13.7 percentage points).



¹ While these data include only the four largest racial and ethnic groups, students of all races are included in the all students and gender analyses.

By Gender

There is also a persistent achievement gap between the two genders. Consistent with historic state and national trends, among the 2013 cohort, women (38.8%) graduated at higher rates than men (35.0%). The 3.8 percentage point gap between the two genders, while representing a decline from that among the 2012 cohort (4.3%) remains substantially higher than that of the 2011 cohort (1.7 percentage points). The gender gap among the 2012 cohort represented the highest since 2002 – between 2003 and 2011, the average gap was just 2.1 percentage points. The 2017 iteration of this report speculated that the 2012 cohort figures were likely a random variation, but the results of this year’s analysis suggest that there may have been a reversal of the decline in the gender achievement gap.



DEGREE PROGRESS ANALYSIS

As the introduction of this report noted, the Degree Progress Analysis (DPA) is an alternative model of examining student success. Rather than examining graduation and transfer rates based on a cohort of first-time, full-time students, the DPA cohort includes students taking at least 18 credits, including developmental credits, within the two years following matriculation. This is designed with the intention of capturing only those students, including part-time students, whose behavior is consistent with the intention of earning a degree or preparing for transfer to a four-year institution. DPA outcomes are calculated only for that cohort. The 18,475 students included in the DPA for fall 2012 represent 66.0% of the entire entering population.

The DPA incorporates two additional outcomes that are not included in MHEC retention and graduation rates. MHEC calculations include only in-state transfers and prior to 2004 included no transfers to independent or private institutions. However, the community colleges utilize data obtained from National Student Clearinghouse to track out-of-state transfers in addition to in-state, providing a fuller picture of transfer activity. Additionally, the DPA includes as an outcome a “Successful Persister,” which includes not only students who have graduated or transferred, but also students who have completed 30 or more credits with a 2.0 GPA, and also students who remain enrolled.

In reporting the DPA, colleges further classify students as falling into one of three categories based on assessment of their readiness for college-level work: College Ready, Developmental Completers, and Developmental Non-Completers. College Ready students are those who are prepared to enroll directly in credit-bearing coursework. Among those students who are assigned to need remedial work, Developmental Completers are those who complete the *entire* remedial sequence to which they have been assigned, while a Developmental Non-Completer is a student who fails to complete some or all of the work assigned to them (e.g., a student assigned to developmental work in both math and English would be considered a Non-Completer if they had completed math but not English).

As Figure 4 shows, among the 2012 Degree Progress Analysis cohort, the majority (73.4%) of students included in the Degree Progress Analysis required remediation in math, reading or English; approximately one-quarter (26.6%) were considered as prepared to enroll directly into college-level coursework at the time of matriculation. Among those students who were assessed to need developmental courses, nearly three-fifths (59.0%) completed the entire remedial sequence to which they had been assigned. However, the remaining 30.1% of the entering class were assessed to need remedial work and did not complete some or all of it.

Figure 4: Degree Progress Analysis Cohort, Fall 2012

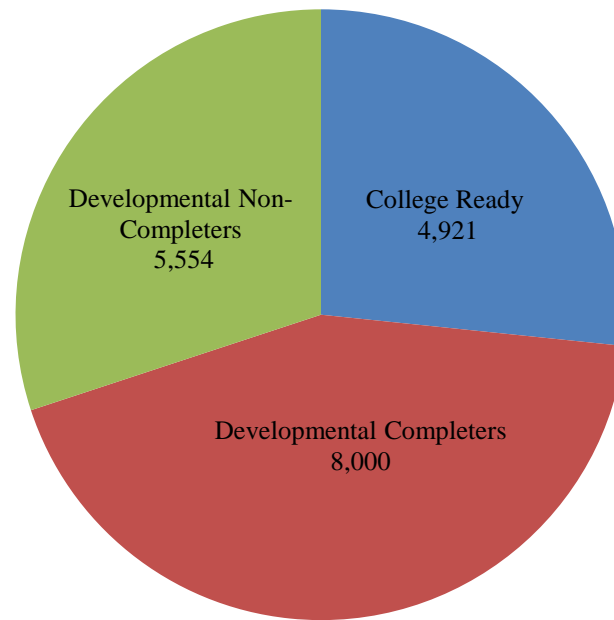
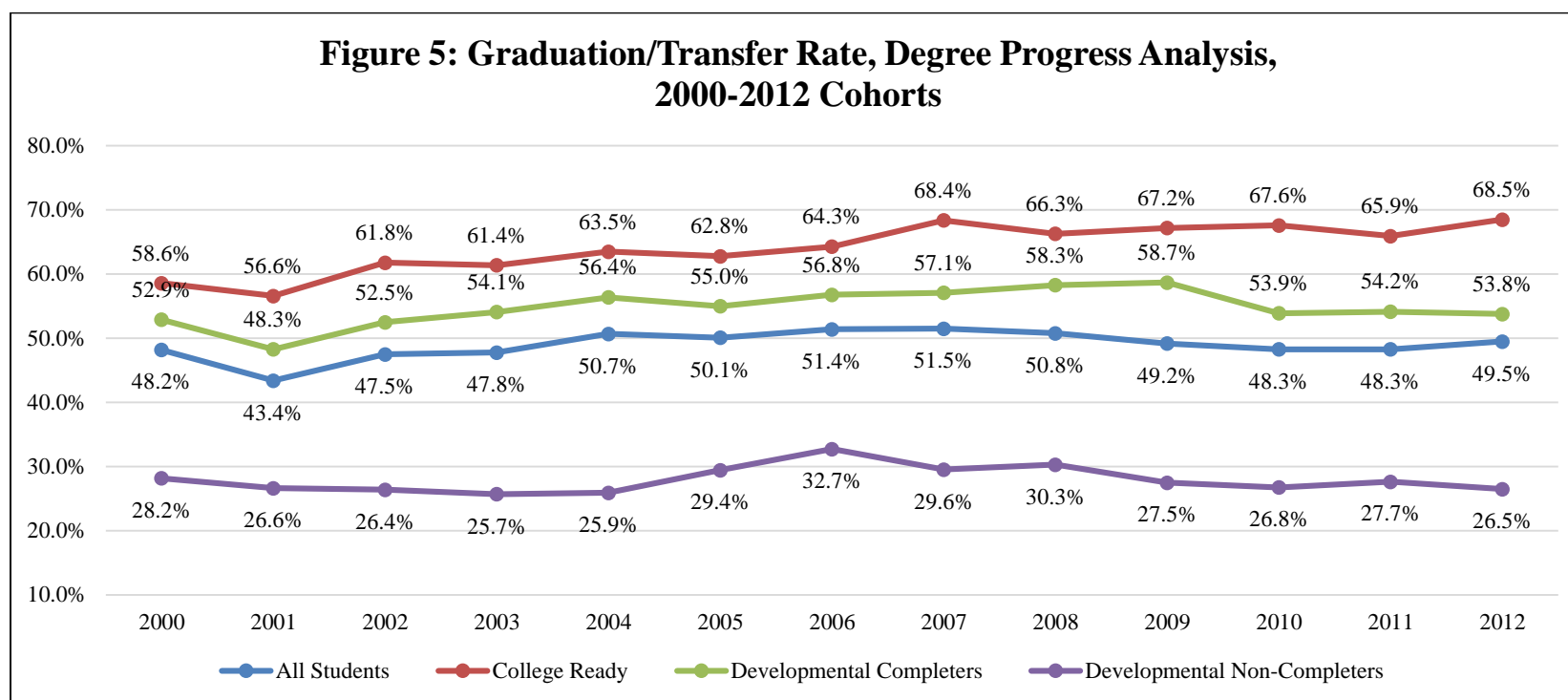
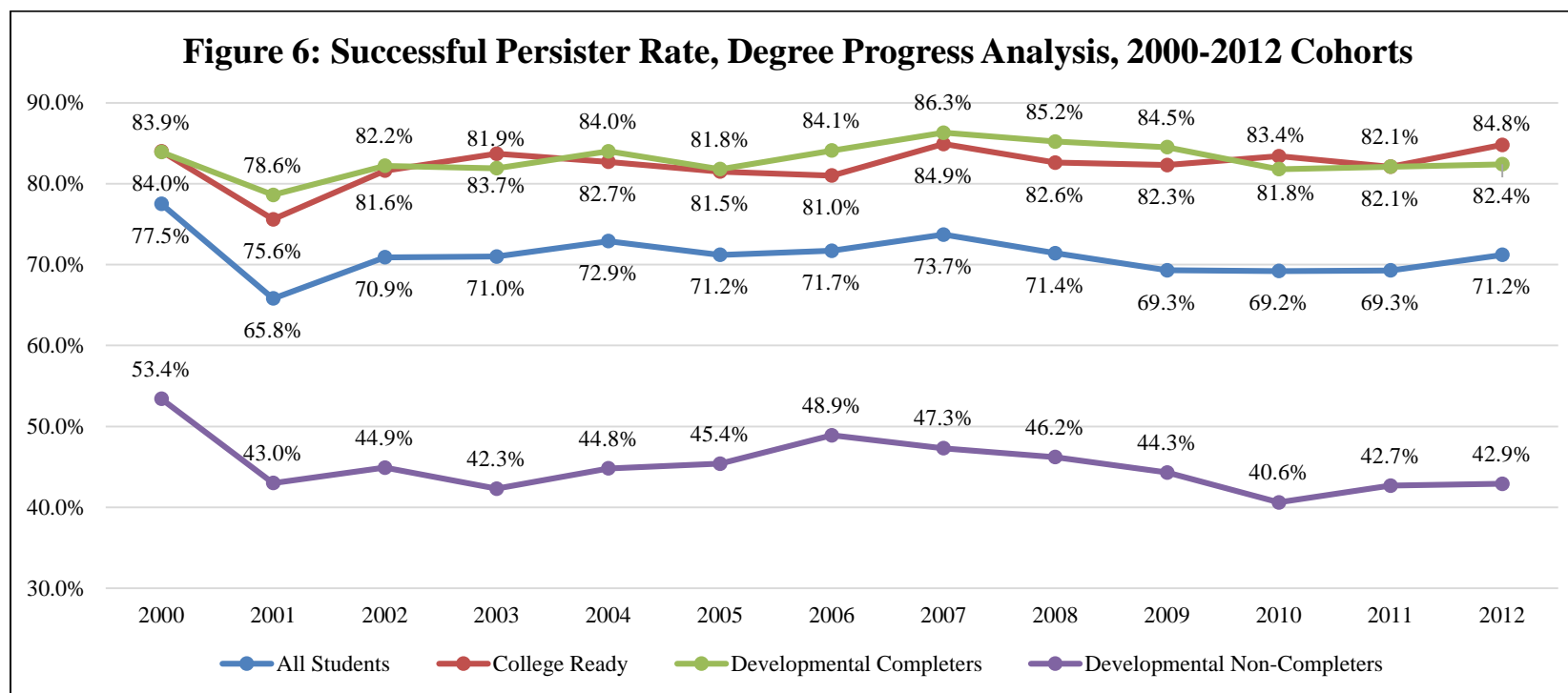


Figure 5 shows the graduation/transfer rates for all students included in the Degree Progress Analysis cohort, along with disaggregated rates for each of the three categories of students described above.² As this shows, nearly half (49.5%) of students in the DPA cohort graduate or transfer within four years. However, the overall graduation/transfer rate masks substantial differences between categories of remedial status. College Ready students are much more likely to graduate or transfer, with 68.5% doing so within four years. While Developmental Completers have a graduation/transfer rate substantially below that of College Ready students (53.8%, or 14.7 percentage points lower), the rate is even lower among Developmental Non-Completers. Just over one-quarter (26.5%) of these students graduate or transfer within four years. While many other factors may affect a student’s likelihood of success, the fact that Developmental Completers were more than twice as likely as Developmental Non-Completers to graduate or transfer within four years suggests the effectiveness of remedial courses and the important role they may play in encouraging positive outcomes.



² The 2000 Degree Progress Analysis figures are based upon 14 of 16 institutions; 2 were unable to provide the data. Figures from 2001 on include all community colleges in calculations.

Analysis of the Successful Persister rate shows that Developmental Non-Completers are also much less likely to graduate, transfer, or have completed 30 credits or more or remain still enrolled than either College Ready students or Developmental Completers, as Figure 6 shows. However, while the graduation/transfer rate for Developmental Completers was well below that of College Ready students, those students who completed all of their assigned remedial coursework were nearly as likely to be Successful Persisters as students who were able to enroll directly in college-level courses (84.8% versus 82.4%, respectively). Over time, Developmental Completers have consistently had Successful Persister rates as high as or higher than College Ready students.



As the data contained in the Degree Progress Analysis show, there are substantial differences in outcomes between the College Ready, Developmental Completer, and Developmental Non-Completer populations. While both Developmental Completers and Developmental Non-Completers enter needing additional preparation in at least one subject, Developmental Completers are far more likely than Developmental Non-Completers to be Successful Persisters. This suggests that the assignment to remediation might not be the most significant barrier to completion; rather, the failure to complete it is the main obstacle.

COMMUNITY COLLEGE FOLLOW-UP SURVEY

The Maryland Higher Education Commission collaborates with the Maryland Association of Community Colleges and the institutions to administer and report on a survey of recent lower-division certificate recipients and associate degree program graduates. The survey asks a number of questions regarding graduate satisfaction with institutional quality, preparation for further study and employment, and post-graduation educational and labor market outcomes. The most recent iteration of this survey for which data are available is the 2017 survey of Academic Year 2015-2016 community college graduates.

As in prior years, community college graduates express a high level of satisfaction with their institution and their experience. On a spectrum of “very good” to “very poor,” respondents rated as “very good” or “good” the quality of the institution (90.0%), their overall community college experience (88.6%), and the quality of classroom instruction they received (87.7%).

Just over half (54.5%) of respondents reported transferring to a four-year college or university following the completion of their program at the community college. A substantial majority of those students (82.4%) continued their education within the State of Maryland, with nearly three-quarters (72.6%) transferring to a Maryland public four-year college or university and nearly ten percent (9.8%) enrolled in a state-aided independent institution.³ Among those students transferring to a four-year institution, most (82.5%) reported that their preparation for transfer had been “very good” or “good.”

The majority of survey respondents (90.2%) reported that they had obtained either part-time or full-time employment. Similar to student satisfaction with preparation for transfer to a four-year institution, most graduates rated their degree of preparation for employment highly, with three-quarters (75.2%) indicating that their preparation for employment had been “very good” or “good”. The majority (80.8%) of graduates who reported having full-time employment reported being employed in Maryland, while an additional 12.5% reported working elsewhere in the region, including Delaware, the District of Columbia, Pennsylvania, Virginia, or West Virginia. This indicates that Maryland’s community colleges continue to play important roles in developing an educated work force both within Maryland and throughout the region.

Further results from the 2017 survey can be found in the full report, *Follow-Up Survey of 2016 Maryland Community College Graduates*, accessible via the Commission website, <http://www.mhec.maryland.gov>.

³ As previously noted, the Maryland Higher Education Commission does not have the ability to track student transfer to out-of-state institutions; these data are self-reported and not comparable to MHEC data.

CONCLUSION

The 2013 cohort achieved the highest four-year graduation and transfer rates since MHEC began reporting these data in 1988 and the highest success rate since that of the 2007 cohort. Though year-over-year fluctuations have generally been minimal, this continues a long-term trend of improvement.

While overall success rates continue to improve, persistent achievement gaps between racial and ethnic groups and between genders remain. The African American graduation-transfer rate increased for the second straight year, but African American students still graduate at a rate 10.1 percentage points lower than that of the entire entering class. Additionally, the achievement gap between genders has shrunk somewhat over time, but following years of steady decline has begun to increase again. While there appears to be long-term progress in reducing those gaps, there remains a substantial amount of work to be done to eliminate them.

In 2009, the state set a goal of 55% of Marylanders having a degree by 2025. As in the past, community colleges continue to contribute significantly to achieving that goal and play a critical role in ensuring an educated citizenry throughout the state. The long-term improvement in graduation, transfer, and overall student success rates indicate that Maryland's community colleges continue to be an important resource for the State of Maryland.

STATEWIDE TABLES

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Statewide Count
1995-2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	11,336	35.8%	2.3%	13.1%	18.1%	6.4%	21.0%	10.1%	8.7%	24.4%
1996	10,905	35.1%	2.7%	12.7%	17.6%	6.3%	20.4%	9.7%	8.2%	23.9%
1997	11,420	36.2%	2.8%	12.9%	18.1%	6.5%	20.1%	11.3%	8.5%	23.8%
1998	11,770	35.0%	2.1%	12.2%	19.1%	5.8%	19.4%	12.0%	8.2%	22.9%
1999	12,492	35.5%	2.3%	13.1%	18.9%	6.3%	20.2%	11.5%	8.6%	23.6%
2000	12,303	37.3%	2.0%	13.5%	19.3%	6.5%	21.0%	11.9%	8.6%	25.4%
2001	12,919	36.9%	2.2%	13.0%	19.2%	6.1%	21.9%	10.9%	8.5%	25.4%
2002	13,978	37.5%	2.3%	13.8%	19.8%	6.5%	21.2%	11.3%	8.9%	25.3%
2003	14,491	37.5%	2.3%	14.4%	19.5%	6.2%	22.3%	11.0%	8.7%	26.3%
2004	14,527	37.2%	2.6%	13.9%	19.5%	6.4%	21.7%	11.9%	9.2%	25.7%
2005	14,454	37.0%	2.5%	14.6%	20.1%	6.1%	22.3%	12.9%	8.9%	26.0%
2006	15,752	36.2%	2.2%	15.6%	20.7%	6.0%	23.0%	12.4%	8.4%	27.1%
2007	16,307	38.6%	2.3%	14.3%	21.8%	6.1%	22.3%	12.9%	9.2%	26.6%
2008	16,418	40.1%	2.3%	12.3%	22.1%	6.4%	19.9%	13.0%	9.4%	24.1%
2009	18,071	38.5%	2.6%	12.7%	20.6%	6.5%	20.3%	11.6%	9.4%	24.3%
2010	17,621	38.8%	2.5%	12.7%	20.8%	6.2%	20.7%	12.0%	9.0%	24.9%
2011	16,746	36.8%	2.5%	12.1%	20.1%	6.6%	19.5%	11.7%	9.4%	23.7%
2012	15,909	37.5%	2.8%	13.8%	19.7%	7.0%	22.0%	11.2%	9.7%	26.1%
2013	15,339	37.3%	3.0%	14.2%	18.9%	7.5%	22.7%	10.1%	9.9%	27.2%
2014	14,301	37.9%	3.5%	14.3%	19.1%	8.3%	23.2%			
2015	13,961	36.4%	3.8%	15.4%						

Note: 2011 data have been updated to include a corrected submission from Cecil College
Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Statewide Count
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1994	2,462	32.0%	0.8%	7.5%	18.3%	2.4%	12.6%	11.5%	3.3%	15.4%
1995	2,579	31.1%	0.5%	7.8%	18.9%	1.9%	12.4%	11.3%	2.9%	15.4%
1996	2,677	30.8%	0.8%	7.1%	18.5%	1.9%	12.0%	11.1%	3.4%	15.2%
1997	2,888	34.3%	0.6%	6.7%	19.0%	1.8%	11.5%	12.9%	2.8%	14.9%
1998	3,099	31.7%	0.7%	6.9%	19.5%	1.7%	12.0%	11.8%	3.3%	15.2%
1999	3,212	31.5%	1.0%	7.9%	19.6%	2.2%	12.7%	13.2%	3.2%	16.0%
2000	3,025	33.9%	1.2%	7.4%	19.5%	2.5%	12.2%	14.0%	4.4%	16.2%
2001	3,239	34.7%	1.2%	7.7%	20.1%	2.4%	14.3%	12.6%	4.0%	17.3%
2002	3,322	34.3%	0.8%	8.1%	21.3%	2.5%	12.6%	13.2%	4.2%	16.0%
2003	3,416	35.3%	0.6%	8.4%	20.0%	2.4%	13.9%	12.2%	4.0%	17.7%
2004	3,667	34.0%	1.1%	8.2%	19.6%	2.4%	13.7%	13.5%	4.0%	17.8%
2005	3,588	35.6%	0.9%	8.6%	20.4%	2.0%	14.3%	14.6%	3.7%	18.1%
2006	3,854	32.5%	0.9%	8.8%	20.4%	2.3%	14.2%	13.4%	3.5%	18.0%
2007	4,143	34.4%	1.0%	9.1%	22.1%	2.2%	15.2%	14.3%	4.3%	19.5%
2008	4,373	36.3%	1.0%	7.3%	22.5%	2.2%	13.1%	13.1%	4.3%	17.1%
2009	5,199	35.4%	1.0%	8.3%	20.1%	2.6%	14.3%	11.5%	4.2%	17.9%
2010	5,066	34.5%	1.1%	8.1%	20.4%	2.6%	13.4%	12.4%	4.7%	17.2%
2011	5,248	32.2%	0.7%	8.3%	20.6%	2.5%	13.7%	11.8%	4.2%	17.8%
2012	4,578	34.2%	1.4%	9.7%	20.7%	2.9%	16.0%	12.3%	4.7%	19.9%
2013	4,316	35.3%	1.4%	9.8%	19.4%	3.3%	16.6%	10.1%	4.7%	21.2%
2014	4,012	36.1%	1.5%	11.6%	19.1%	3.5%	19.6%			
2015	3,850	33.1%	1.7%	12.2%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
Asian Students
Statewide Count
 1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	601	48.1%	0.3%	21.0%	25.8%	2.5%	36.4%	11.5%	4.5%	43.8%
1996	573	47.3%	0.5%	22.5%	24.9%	2.3%	35.8%	13.4%	3.0%	43.4%
1997	624	46.0%	0.5%	23.7%	25.1%	2.2%	34.6%	16.0%	2.6%	42.0%
1998	581	44.1%	0.7%	22.6%	22.0%	2.8%	35.1%	12.9%	4.3%	43.3%
1999	711	43.2%	0.7%	19.1%	22.6%	2.6%	32.0%	14.1%	4.3%	36.2%
2000	741	43.0%	0.6%	21.2%	24.8%	2.7%	31.5%	15.4%	3.9%	37.8%
2001	726	40.9%	1.0%	23.7%	24.1%	2.3%	33.6%	13.8%	4.3%	39.0%
2002	748	44.9%	1.3%	21.5%	23.5%	4.0%	32.2%	12.0%	5.6%	38.5%
2003	717	46.4%	0.8%	22.3%	26.9%	2.9%	33.9%	16.0%	4.9%	40.9%
2004	713	42.1%	1.1%	22.2%	24.4%	2.8%	33.2%	15.8%	5.0%	39.0%
2005	706	45.3%	1.4%	24.6%	24.8%	5.4%	35.8%	15.7%	6.2%	42.1%
2006	903	44.4%	1.4%	22.8%	24.4%	3.9%	35.4%	15.0%	4.9%	42.4%
2007	915	44.4%	1.3%	23.2%	27.7%	3.1%	35.2%	14.6%	5.7%	41.7%
2008	822	50.1%	1.2%	19.5%	27.7%	5.1%	31.9%	17.0%	6.6%	39.7%
2009	889	48.8%	1.8%	22.3%	26.9%	4.3%	34.1%	15.1%	7.1%	41.2%
2010	917	51.4%	1.6%	19.4%	26.2%	3.7%	35.3%	14.4%	5.5%	43.4%
2011	789	49.6%	1.9%	19.0%	26.4%	3.8%	33.3%	15.0%	5.6%	41.7%
2012	840	49.2%	1.1%	23.5%	25.2%	4.6%	38.3%	13.2%	5.7%	45.6%
2013	841	46.6%	1.8%	21.4%	26.3%	4.0%	35.4%	15.7%	4.9%	42.8%
2014	843	47.3%	1.9%	23.5%	24.8%	4.3%	37.6%			
2015	898	51.0%	1.9%	20.6%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

**Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
Hispanic Students
Statewide Count
1995 - 2015**

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	326	41.4%	1.2%	8.9%	24.2%	2.4%	17.5%	20.2%	4.0%	21.1%
1996	345	42.0%	0.9%	7.3%	25.5%	2.0%	13.6%	15.9%	3.5%	17.1%
1997	381	45.7%	1.6%	7.8%	28.1%	4.2%	16.0%	17.6%	5.0%	21.8%
1998	458	39.1%	0.2%	9.2%	27.3%	1.5%	14.4%	18.6%	2.4%	19.4%
1999	484	42.4%	1.0%	9.1%	21.1%	4.1%	17.5%	16.1%	5.1%	20.9%
2000	468	45.9%	0.2%	8.5%	26.5%	3.2%	15.9%	16.7%	3.6%	20.3%
2001	477	44.5%	1.4%	9.6%	24.3%	4.4%	18.0%	15.1%	6.3%	22.0%
2002	548	43.3%	2.0%	10.0%	22.6%	4.7%	19.7%	12.8%	6.2%	23.7%
2003	626	44.2%	1.6%	8.0%	22.4%	5.1%	14.5%	15.3%	7.0%	19.2%
2004	660	45.0%	1.2%	9.1%	25.6%	4.5%	17.0%	16.4%	8.0%	21.1%
2005	644	47.5%	1.7%	6.8%	27.6%	4.3%	14.0%	19.3%	6.8%	18.2%
2006	828	48.6%	1.2%	9.4%	29.8%	4.0%	17.6%	18.0%	5.9%	24.0%
2007	744	48.0%	1.6%	9.1%	29.4%	5.2%	16.8%	18.8%	8.1%	21.5%
2008	784	46.3%	2.2%	10.6%	28.1%	5.6%	17.7%	20.3%	7.9%	22.4%
2009	741	48.3%	0.8%	8.8%	26.7%	3.4%	18.2%	17.9%	6.3%	22.8%
2010	1,250	47.4%	1.9%	10.0%	27.8%	5.2%	19.8%	18.0%	7.0%	26.2%
2011	1,203	43.1%	1.7%	8.0%	24.9%	4.7%	14.8%	16.2%	7.7%	19.7%
2012	1,330	46.0%	1.4%	10.2%	25.3%	5.2%	18.1%	15.6%	7.6%	23.2%
2013	1,384	45.5%	2.4%	9.6%	25.4%	5.4%	18.9%	14.9%	8.5%	25.5%
2014	1,477	46.2%	1.6%	10.8%	26.4%	4.5%	20.1%			
2015	1,461	47.4%	2.0%	11.4%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
White Students
Statewide Count
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	6,936	36.0%	3.2%	15.0%	16.3%	8.9%	23.5%	8.9%	11.6%	26.8%
1996	6,674	35.4%	3.7%	14.8%	15.8%	8.8%	23.4%	8.5%	11.0%	26.5%
1997	6,801	35.5%	4.0%	15.3%	16.5%	9.3%	23.1%	10.0%	11.8%	26.5%
1998	6,798	35.6%	3.0%	14.6%	18.3%	8.3%	22.6%	9.5%	11.3%	25.8%
1999	7,248	36.2%	3.2%	15.6%	18.1%	8.9%	23.1%	10.4%	11.6%	26.5%
2000	7,313	37.4%	2.8%	16.1%	17.9%	8.8%	24.2%	10.5%	11.1%	28.8%
2001	7,723	37.2%	2.7%	14.7%	18.1%	8.0%	24.8%	9.6%	10.8%	28.3%
2002	8,434	37.6%	3.1%	16.0%	18.3%	8.8%	24.2%	10.2%	11.6%	28.3%
2003	8,269	36.9%	3.2%	16.7%	18.3%	8.3%	25.4%	9.7%	11.3%	29.2%
2004	8,504	37.3%	3.6%	16.3%	18.9%	8.7%	24.6%	10.6%	12.1%	28.6%
2005	8,423	36.6%	3.4%	17.2%	19.3%	8.1%	25.6%	11.7%	11.6%	29.2%
2006	8,805	36.3%	3.1%	18.8%	20.0%	8.0%	26.6%	11.4%	11.2%	30.6%
2007	9,012	38.8%	3.0%	16.7%	20.2%	8.0%	25.7%	11.5%	11.6%	29.7%
2008	8,944	40.4%	3.1%	14.6%	20.6%	8.7%	22.8%	11.7%	12.3%	26.8%
2009	9,439	38.3%	3.7%	15.2%	19.7%	9.1%	23.5%	10.6%	12.6%	27.4%
2010	9,060	38.7%	3.4%	15.3%	19.7%	8.5%	24.2%	10.8%	11.8%	27.9%
2011	8,046	37.6%	3.8%	15.2%	18.7%	9.9%	23.9%	10.5%	13.6%	27.7%
2012	7,759	36.7%	4.0%	16.4%	17.7%	9.7%	25.5%	9.9%	13.2%	29.3%
2013	7,231	36.4%	4.2%	17.4%	17.0%	10.5%	26.6%	8.5%	13.5%	30.6%
2014	6,486	36.5%	5.4%	16.6%	16.9%	12.3%	26.1%			
2015	6,149	34.0%	5.7%	18.5%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
Male Students
Statewide Count
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	5,183	33.9%	2.0%	12.5%	16.6%	5.2%	20.0%	9.0%	6.9%	23.8%
1996	5,003	33.8%	1.9%	11.8%	16.4%	4.9%	19.5%	8.3%	6.4%	22.7%
1997	5,327	33.4%	1.9%	13.0%	16.8%	4.7%	19.7%	10.1%	6.5%	23.5%
1998	5,526	31.6%	1.6%	12.3%	16.7%	4.7%	19.2%	8.4%	6.6%	22.4%
1999	5,786	33.5%	2.1%	12.8%	16.9%	5.2%	19.8%	9.7%	6.8%	23.3%
2000	5,687	33.9%	2.1%	13.5%	16.7%	5.5%	21.2%	9.3%	7.5%	25.2%
2001	6,030	33.8%	1.8%	13.3%	17.0%	4.7%	21.9%	8.8%	6.6%	25.2%
2002	6,538	34.3%	2.2%	13.4%	17.1%	5.7%	20.9%	9.2%	7.1%	24.8%
2003	6,658	34.2%	1.9%	14.9%	17.0%	5.0%	22.5%	9.2%	6.8%	26.8%
2004	6,696	34.9%	2.5%	14.2%	17.4%	5.7%	21.6%	10.1%	8.1%	25.5%
2005	6,858	34.8%	2.6%	15.1%	17.8%	5.6%	22.7%	11.3%	8.0%	26.7%
2006	7,515	34.2%	2.1%	15.7%	19.1%	5.4%	22.8%	11.0%	7.2%	27.1%
2007	7,957	35.6%	2.1%	15.1%	18.3%	5.4%	23.1%	10.7%	7.5%	27.3%
2008	7,907	37.4%	2.4%	12.5%	19.7%	6.1%	19.8%	11.0%	8.4%	23.8%
2009	8,657	36.2%	2.7%	12.6%	18.6%	6.0%	20.2%	10.0%	8.4%	24.0%
2010	8,533	36.7%	2.4%	12.1%	18.6%	5.9%	20.4%	10.0%	8.2%	24.5%
2011	8,086	35.6%	2.3%	12.0%	18.8%	6.0%	19.6%	10.2%	8.4%	23.9%
2012	7,901	35.4%	2.5%	12.8%	16.9%	6.9%	20.7%	9.5%	8.7%	24.8%
2013	7,675	34.8%	2.9%	13.6%	16.7%	6.5%	21.9%	8.3%	8.6%	26.4%
2014	7,087	35.7%	3.3%	13.3%	17.4%	7.7%	21.9%			
2015	7,042	34.4%	3.6%	14.4%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
Female Students
Statewide Count
 1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1994	5,485	37.4%	2.5%	13.0%	18.9%	7.7%	20.7%	11.7%	11.0%	23.8%
1995	5,857	37.5%	2.5%	13.7%	19.4%	7.5%	21.8%	11.1%	10.4%	25.1%
1996	5,900	36.3%	3.3%	13.4%	18.4%	7.6%	21.3%	10.9%	9.8%	25.0%
1997	6,089	38.6%	3.5%	12.8%	19.3%	8.2%	20.5%	12.4%	10.3%	24.1%
1998	6,243	37.9%	2.5%	12.3%	21.2%	6.9%	19.7%	12.4%	9.7%	23.2%
1999	6,664	37.7%	2.5%	13.4%	20.7%	7.4%	20.5%	13.2%	10.1%	23.7%
2000	6,597	40.3%	2.1%	13.6%	21.5%	7.3%	20.7%	14.1%	9.6%	25.6%
2001	6,872	39.7%	2.5%	12.6%	21.3%	7.1%	21.8%	12.7%	10.1%	25.5%
2002	7,379	40.3%	2.5%	14.2%	22.2%	7.3%	21.4%	13.2%	10.6%	25.7%
2003	7,787	40.2%	2.6%	14.0%	21.6%	7.2%	22.1%	12.6%	10.4%	25.9%
2004	7,799	39.2%	2.7%	13.7%	21.3%	7.0%	21.8%	13.6%	10.2%	25.8%
2005	7,583	39.1%	2.5%	14.2%	22.1%	6.5%	21.9%	14.4%	9.7%	25.4%
2006	8,216	38.1%	2.3%	15.5%	22.2%	6.5%	23.3%	13.7%	9.6%	27.1%
2007	8,307	41.5%	2.4%	13.6%	25.1%	6.7%	21.6%	14.9%	10.8%	26.1%
2008	8,511	42.6%	2.3%	12.2%	24.2%	6.8%	20.1%	14.8%	10.3%	24.4%
2009	9,408	40.7%	2.6%	12.8%	22.4%	7.0%	20.4%	13.1%	10.3%	24.5%
2010	9,172	40.7%	2.4%	13.2%	22.8%	6.5%	21.0%	13.9%	9.6%	25.2%
2011	8,707	37.9%	2.6%	12.2%	21.4%	7.2%	19.3%	13.1%	10.4%	23.5%
2012	8,115	39.2%	3.0%	14.7%	22.2%	7.0%	23.0%	12.7%	10.6%	27.1%
2013	7,755	39.6%	3.0%	14.8%	21.0%	8.3%	23.4%	11.8%	11.0%	27.9%
2014	7,274	39.9%	3.7%	15.3%	20.7%	8.7%	24.4%			
2015	6,960	38.3%	4.1%	16.6%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Male Students
Statewide Count
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	1,117	26.7%	0.5%	7.3%	15.2%	1.6%	11.3%	8.5%	2.3%	13.9%
1996	1,143	27.4%	1.0%	7.1%	15.0%	2.2%	12.0%	8.8%	3.1%	14.6%
1997	1,228	31.6%	0.5%	6.3%	15.8%	1.5%	10.1%	10.2%	2.3%	13.2%
1998	1,312	26.9%	1.0%	6.7%	15.9%	1.8%	11.4%	9.1%	2.8%	13.9%
1999	1,368	27.8%	1.2%	7.2%	15.6%	2.1%	11.5%	8.8%	2.9%	15.2%
2000	1,285	28.6%	1.7%	7.2%	14.7%	2.7%	12.2%	9.6%	4.6%	15.6%
2001	1,393	30.7%	1.1%	8.8%	16.9%	2.5%	15.1%	9.5%	3.7%	17.7%
2002	1,488	30.4%	1.0%	8.1%	17.9%	2.6%	12.0%	9.9%	4.4%	14.4%
2003	1,493	32.2%	0.6%	8.0%	16.1%	1.9%	13.7%	10.1%	3.3%	16.3%
2004	1,540	31.8%	0.8%	7.4%	16.3%	2.1%	12.1%	9.9%	3.4%	15.4%
2005	1,554	32.8%	0.8%	8.6%	18.4%	2.0%	13.5%	13.1%	3.6%	17.3%
2006	1,742	30.1%	0.9%	8.5%	17.9%	2.4%	12.8%	10.8%	3.4%	17.3%
2007	1,854	31.6%	0.7%	8.6%	18.0%	1.9%	14.0%	11.7%	3.6%	17.9%
2008	2,061	34.8%	1.2%	6.6%	19.9%	2.5%	12.9%	10.6%	4.6%	16.4%
2009	2,420	34.6%	1.1%	8.1%	19.1%	2.6%	14.2%	9.9%	4.4%	17.7%
2010	2,289	32.9%	1.4%	7.3%	18.0%	3.1%	12.7%	10.1%	4.8%	16.0%
2011	2,365	32.5%	0.9%	7.4%	20.0%	2.5%	13.0%	11.0%	3.9%	17.7%
2012	2,185	33.2%	1.6%	8.5%	18.2%	2.9%	14.5%	11.2%	4.3%	18.2%
2013	2,058	32.5%	1.4%	8.7%	16.0%	2.9%	15.0%	8.0%	4.1%	19.4%
2014	1,941	34.4%	1.5%	10.6%	17.6%	3.5%	18.1%			
2015	1,865	32.0%	1.8%	10.1%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

**Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Female Students
Statewide Count
1995 - 2015**

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	1,462	34.5%	0.6%	8.3%	21.8%	2.2%	13.3%	13.4%	3.4%	16.6%
1996	1,533	33.4%	0.6%	7.1%	21.1%	1.8%	11.9%	12.7%	3.7%	15.7%
1997	1,660	36.3%	0.7%	7.1%	21.4%	1.9%	12.5%	14.9%	3.3%	16.1%
1998	1,786	35.2%	0.5%	7.1%	22.1%	2.1%	12.4%	17.3%	3.6%	16.1%
1999	1,839	34.3%	1.0%	8.4%	22.6%	2.3%	13.5%	16.5%	3.5%	16.6%
2000	1,734	38.0%	0.9%	7.6%	23.0%	2.3%	12.2%	17.1%	4.4%	15.7%
2001	1,840	37.8%	1.1%	7.0%	22.7%	2.6%	12.9%	14.8%	4.6%	16.2%
2002	1,819	37.4%	0.7%	7.4%	24.2%	2.6%	11.4%	15.8%	4.6%	15.2%
2003	1,911	37.6%	0.6%	7.8%	23.0%	3.0%	12.9%	13.9%	4.9%	17.1%
2004	2,124	35.6%	1.3%	7.7%	22.0%	2.8%	13.0%	16.1%	4.8%	16.8%
2005	2,029	37.9%	1.1%	7.9%	22.0%	2.2%	13.4%	16.1%	4.2%	16.7%
2006	2,104	34.5%	1.0%	7.9%	22.7%	2.6%	13.5%	15.5%	3.7%	18.6%
2007	2,274	37.0%	1.3%	8.1%	25.4%	2.5%	16.2%	16.5%	4.9%	20.8%
2008	2,312	37.7%	0.8%	7.9%	24.7%	1.9%	13.3%	15.3%	4.1%	17.7%
2009	2,777	36.1%	0.9%	8.5%	20.8%	2.6%	14.3%	12.9%	4.0%	18.1%
2010	2,777	35.9%	0.8%	8.6%	22.4%	2.1%	13.9%	14.3%	4.5%	18.1%
2011	2,883	32.0%	0.6%	9.1%	21.1%	2.5%	14.3%	12.4%	4.5%	17.8%
2012	2,393	35.0%	1.3%	10.8%	22.9%	2.9%	17.4%	13.2%	5.1%	21.4%
2013	2,258	37.8%	1.4%	10.7%	22.5%	3.7%	18.1%	12.1%	5.2%	22.8%
2014	2,071	37.6%	1.6%	12.6%	20.5%	3.6%	20.9%			
2015	1,985	34.1%	1.7%	14.1%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

**Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
Hispanic Male Students
Statewide Count
1996 - 2015**

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1996	169	41.4%	60.0%	6.5%	23.1%	1.8%	11.2%	13.6%	3.0%	14.8%
1997	179	44.7%	1.1%	7.3%	25.1%	1.7%	17.3%	16.8%	2.2%	19.6%
1998	216	34.3%	0.0%	6.9%	25.0%	1.4%	10.2%	16.2%	1.4%	15.7%
1999	237	38.0%	0.4%	6.3%	19.4%	3.4%	15.6%	14.3%	5.1%	17.7%
2000	204	43.1%	0.5%	5.9%	22.5%	2.0%	12.7%	14.2%	2.0%	16.7%
2001	235	43.8%	1.3%	8.1%	26.8%	3.0%	13.6%	14.5%	5.5%	17.9%
2002	272	39.0%	2.6%	11.8%	18.4%	3.7%	22.8%	10.3%	4.0%	25.4%
2003	285	40.7%	0.4%	6.3%	20.7%	4.2%	11.2%	13.7%	5.6%	15.8%
2004	303	42.6%	1.7%	9.2%	23.1%	4.0%	15.2%	16.2%	7.3%	18.8%
2005	305	45.6%	3.0%	7.5%	25.9%	5.2%	15.1%	19.0%	8.2%	19.3%
2006	392	47.2%	0.5%	9.4%	28.3%	2.6%	17.3%	18.1%	5.4%	23.0%
2007	365	45.2%	1.9%	7.1%	24.7%	5.5%	14.2%	14.5%	7.1%	19.7%
2008	371	43.9%	3.5%	9.7%	28.3%	5.7%	16.7%	19.7%	7.8%	22.1%
2009	347	45.2%	0.9%	8.6%	23.3%	4.3%	17.6%	15.3%	7.2%	20.5%
2010	586	44.5%	2.2%	8.5%	24.9%	4.8%	18.3%	17.1%	6.5%	24.4%
2011	555	43.1%	1.3%	7.2%	26.8%	4.7%	12.8%	14.8%	7.6%	18.6%
2012	642	43.5%	1.4%	8.4%	23.1%	5.5%	15.0%	13.2%	7.9%	19.6%
2013	678	43.2%	1.9%	9.1%	23.6%	5.0%	16.7%	13.3%	7.5%	23.9%
2014	739	44.8%	1.2%	9.1%	22.2%	4.2%	18.1%			
2015	713	43.3%	1.3%	10.7%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

**Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
Hispanic Female Students
Statewide Count
1996 - 2015**

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1996	176	42.6%	1.1%	8.0%	27.8%	2.3%	15.9%	18.2%	4.0%	19.3%
1997	202	46.5%	2.0%	8.4%	30.7%	6.4%	14.9%	18.3%	7.4%	23.8%
1998	242	43.4%	0.4%	11.2%	29.3%	1.7%	18.2%	24.0%	3.3%	22.7%
1999	246	46.3%	1.6%	11.8%	23.2%	4.9%	19.5%	17.9%	5.3%	24.0%
2000	264	48.1%	0.0%	10.6%	29.5%	4.2%	18.2%	18.6%	4.9%	23.1%
2001	242	45.0%	1.7%	11.2%	21.9%	5.8%	22.3%	15.7%	7.0%	26.0%
2002	275	47.6%	1.5%	8.4%	26.9%	5.8%	16.7%	15.3%	8.4%	22.2%
2003	340	47.1%	2.6%	9.4%	23.8%	5.9%	17.1%	16.8%	8.2%	21.8%
2004	357	47.1%	0.8%	9.0%	27.7%	5.0%	18.5%	16.5%	8.7%	23.0%
2005	338	49.4%	0.6%	6.2%	29.0%	3.6%	13.0%	19.5%	5.6%	17.2%
2006	436	49.8%	1.8%	9.4%	31.2%	5.3%	17.9%	17.9%	6.4%	25.0%
2007	379	50.7%	1.3%	11.1%	41.7%	34.0%	5.0%	23.0%	9.0%	23.2%
2008	413	48.4%	1.0%	11.4%	27.8%	5.6%	18.6%	20.8%	8.0%	22.8%
2009	394	51.0%	0.8%	8.9%	29.7%	2.5%	18.8%	20.3%	5.6%	24.9%
2010	664	50.0%	1.7%	11.3%	30.3%	5.6%	21.1%	18.8%	7.4%	27.7%
2011	648	43.1%	2.0%	8.6%	23.3%	4.8%	16.5%	17.4%	7.9%	20.7%
2012	688	48.4%	1.3%	11.8%	27.5%	4.9%	21.1%	17.9%	7.3%	26.6%
2013	706	47.7%	2.8%	10.1%	27.2%	5.8%	21.0%	16.4%	9.5%	27.1%
2014	738	47.7%	1.9%	12.5%	30.6%	4.9%	22.1%			
2015	748	51.2%	2.7%	12.0%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

ALL STUDENTS BY CAMPUS

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Allegany College of Maryland
1995 - 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	480	35.6%	8.7%	5.9%	16.4%	20.2%	11.6%	4.1%	25.7%	14.1%
1996	430	31.4%	7.9%	5.6%	14.2%	18.9%	10.9%	5.2%	24.2%	12.5%
1997	451	35.7%	8.0%	7.3%	12.6%	20.9%	13.5%	6.4%	25.3%	14.6%
1998	434	32.9%	9.2%	4.1%	13.3%	22.6%	7.6%	8.5%	26.3%	9.0%
1999	405	31.6%	8.9%	7.2%	11.8%	20.2%	10.9%	6.1%	23.9%	12.9%
2000	407	35.9%	9.9%	6.4%	13.8%	23.8%	11.6%	7.1%	28.7%	12.5%
2001	608	29.5%	10.4%	5.7%	10.9%	23.0%	10.2%	4.8%	27.1%	12.0%
2002	738	31.7%	10.7%	5.6%	13.3%	22.6%	8.3%	5.3%	28.0%	9.8%
2003	770	31.0%	13.2%	6.2%	13.2%	24.5%	9.5%	4.0%	29.1%	11.7%
2004	728	33.7%	10.9%	5.4%	14.8%	21.6%	9.1%	8.8%	25.8%	11.3%
2005	719	31.0%	12.4%	4.7%	12.9%	21.6%	8.9%	6.0%	25.9%	10.2%
2006	733	28.8%	10.8%	6.1%	12.8%	20.2%	9.7%	7.0%	25.2%	11.0%
2007	709	36.7%	7.9%	4.7%	15.7%	17.8%	10.2%	6.6%	22.6%	12.4%
2008	748	32.2%	8.2%	5.5%	12.8%	17.9%	10.2%	5.5%	22.6%	11.6%
2009	797	29.5%	8.8%	4.6%	13.6%	18.1%	7.9%	7.0%	22.3%	10.0%
2010	714	34.6%	5.6%	5.0%	15.7%	13.7%	9.8%	7.6%	19.3%	11.8%
2011	558	28.1%	9.7%	3.8%	12.0%	18.6%	8.1%	5.9%	23.7%	9.0%
2012	504	33.5%	8.7%	4.2%	15.9%	18.3%	7.5%	6.3%	24.0%	9.7%
2013	510	35.3%	7.1%	4.3%	15.9%	14.1%	10.0%	5.9%	22.0%	11.4%
2014	627	34.1%	9.9%	6.4%	15.9%	17.7%	10.4%			
2015	457	32.6%	7.2%	5.5%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Anne Arundel Community College
1995 - 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	1,268	36.6%	1.9%	16.9%	15.8%	6.9%	26.8%	9.7%	8.5%	30.8%
1996	1,270	34.6%	1.9%	15.8%	18.1%	4.8%	24.7%	9.3%	6.5%	28.4%
1997	1,362	38.1%	2.5%	16.2%	17.7%	6.0%	25.6%	11.1%	7.9%	29.4%
1998	1,407	36.4%	2.6%	15.3%	21.4%	6.8%	23.2%	10.0%	10.5%	26.7%
1999	1,432	41.0%	1.6%	16.2%	20.3%	7.0%	25.5%	13.3%	8.7%	30.2%
2000	1,466	40.1%	2.2%	16.3%	19.4%	6.9%	26.0%	11.5%	8.8%	31.2%
2001	1,538	39.0%	1.8%	17.6%	19.5%	5.7%	28.3%	11.1%	8.1%	31.3%
2002	1,795	39.3%	2.4%	17.4%	20.4%	5.8%	27.1%	10.5%	8.8%	30.8%
2003	1,807	39.0%	1.7%	19.8%	19.8%	5.4%	28.0%	11.3%	7.6%	32.5%
2004	1,767	39.3%	1.4%	18.4%	21.4%	5.5%	27.7%	12.3%	8.0%	32.0%
2005	1,788	39.1%	2.0%	18.1%	20.2%	5.2%	27.8%	12.5%	8.4%	32.2%
2006	1,880	36.7%	1.3%	22.2%	21.2%	4.9%	30.3%	13.6%	7.7%	34.8%
2007	1,963	41.3%	1.9%	17.4%	22.8%	6.2%	26.6%	13.2%	8.8%	31.6%
2008	1,899	41.9%	1.8%	14.2%	24.7%	5.5%	21.7%	13.2%	8.7%	27.0%
2009	2,111	36.8%	2.4%	14.5%	19.2%	5.5%	22.6%	11.4%	8.0%	26.2%
2010	2,033	38.1%	2.5%	14.3%	19.7%	5.4%	23.4%	12.1%	8.5%	26.5%
2011	1,823	38.0%	2.2%	13.7%	19.6%	6.6%	22.3%	10.1%	9.7%	26.4%
2012	1,723	37.4%	2.7%	15.0%	16.2%	6.8%	25.0%	9.8%	9.1%	27.8%
2013	1,631	35.9%	3.1%	14.8%	18.6%	6.7%	24.8%	9.8%	9.0%	28.8%
2014	1,392	37.4%	1.9%	14.7%	20.5%	6.5%	23.9%			
2015	1,383	36.5%	3.2%	16.6%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Baltimore City Community College
1995 -2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	541	33.9%	1.1%	5.4%	21.8%	2.4%	8.7%	12.4%	4.6%	11.1%
1996	704	27.8%	0.0%	5.0%	17.7%	0.2%	8.7%	11.9%	1.4%	11.9%
1997	721	32.4%	0.2%	4.6%	20.4%	1.2%	7.6%	14.0%	1.8%	11.7%
1998	805	31.7%	0.6%	4.6%	19.1%	1.4%	8.6%	15.1%	2.8%	11.8%
1999	669	31.8%	0.5%	3.7%	23.6%	0.6%	6.2%	17.0%	1.4%	8.7%
2000	621	33.8%	0.2%	3.8%	24.0%	0.7%	6.6%	19.8%	2.6%	9.2%
2001	618	33.9%	0.6%	3.7%	24.6%	0.9%	8.7%	14.1%	3.7%	11.5%
2002	668	35.0%	0.6%	5.8%	22.6%	2.2%	9.9%	16.9%	3.4%	12.4%
2003	737	33.2%	1.4%	8.4%	21.6%	3.5%	12.1%	13.2%	5.7%	14.7%
2004	770	29.7%	1.4%	7.7%	17.8%	2.7%	11.4%	14.9%	4.2%	14.5%
2005	732	30.6%	1.9%	7.5%	19.3%	2.2%	11.1%	16.1%	3.4%	13.4%
2006	815	29.0%	0.7%	8.7%	18.9%	1.7%	12.1%	13.5%	2.8%	14.6%
2007	769	26.3%	0.9%	7.4%	19.5%	2.0%	10.9%	12.0%	2.9%	14.2%
2008	716	30.2%	0.8%	5.9%	20.1%	1.1%	10.3%	12.2%	2.5%	12.7%
2009	756	28.2%	0.4%	6.3%	16.4%	1.6%	10.8%	9.9%	2.5%	13.6%
2010	771	27.5%	1.0%	5.3%	16.6%	2.1%	8.8%	10.5%	3.9%	11.7%
2011	897	22.2%	0.6%	5.4%	16.5%	2.1%	7.9%	9.1%	3.3%	11.5%
2012	471	26.3%	3.8%	8.1%	16.3%	5.5%	12.1%	9.3%	8.7%	14.9%
2013	264	19.7%	1.9%	4.2%	11.7%	4.2%	6.8%	7.2%	5.3%	8.3%
2014	424	24.3%	4.5%	8.3%	12.7%	6.4%	13.7%			
2015	377	27.6%	4.5%	8.2%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Carroll Community College
1995 - 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	292	39.7%	0.0%	12.6%	18.8%	8.2%	18.5%	10.3%	11.0%	23.3%
1996	261	37.1%	1.5%	11.1%	15.4%	6.9%	21.1%	8.8%	8.8%	26.0%
1997	243	38.3%	1.2%	16.5%	13.2%	7.4%	27.9%	12.0%	9.9%	30.8%
1998	309	35.6%	2.3%	13.9%	14.6%	9.7%	22.9%	5.8%	11.3%	26.9%
1999	283	41.4%	1.1%	15.5%	19.8%	9.5%	24.4%	13.8%	11.3%	28.6%
2000	357	34.2%	0.6%	14.6%	17.1%	8.7%	21.6%	9.8%	11.5%	26.9%
2001	369	40.4%	1.4%	14.4%	12.2%	8.9%	32.3%	6.8%	11.1%	37.1%
2002	483	39.5%	2.9%	14.9%	19.7%	8.5%	25.3%	11.4%	10.4%	30.2%
2003	519	39.3%	3.3%	17.7%	20.6%	8.9%	28.7%	10.2%	12.7%	32.9%
2004	513	41.1%	1.9%	16.6%	19.5%	8.2%	27.3%	10.3%	11.3%	32.4%
2005	494	35.4%	2.2%	20.2%	18.6%	7.1%	28.3%	12.8%	11.3%	31.4%
2006	583	37.6%	1.5%	20.6%	20.2%	8.2%	29.2%	10.8%	12.3%	33.1%
2007	650	38.3%	2.0%	20.0%	18.3%	7.8%	29.2%	12.8%	10.8%	33.1%
2008	633	41.2%	2.5%	18.3%	16.6%	9.2%	29.7%	10.6%	12.3%	33.5%
2009	745	39.7%	4.3%	18.9%	16.8%	10.9%	29.0%	8.2%	14.1%	33.7%
2010	689	43.4%	4.9%	13.5%	16.4%	12.3%	26.0%	10.3%	15.8%	31.3%
2011	553	42.1%	4.2%	14.5%	18.6%	11.6%	25.5%	9.8%	17.0%	28.6%
2012	576	35.1%	5.6%	14.4%	16.3%	11.8%	24.3%	8.9%	15.5%	27.4%
2013	517	36.4%	5.4%	17.8%	16.6%	10.6%	26.7%	6.4%	15.5%	29.6%
2014	504	35.3%	4.4%	14.3%	15.1%	13.1%	23.8%			
2015	541	32.7%	6.7%	17.0%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Cecil College
1995 - 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	131	31.3%	3.9%	9.2%	11.4%	9.9%	13.0%	6.1%	13.0%	16.1%
1996	163	33.1%	1.2%	8.6%	14.1%	11.0%	13.5%	6.1%	13.5%	14.7%
1997	138	34.0%	0.7%	9.4%	18.8%	7.2%	13.1%	9.4%	14.5%	14.5%
1998	151	25.2%	2.0%	8.0%	10.6%	7.3%	11.2%	6.0%	9.9%	12.6%
1999	177	28.9%	0.6%	10.7%	15.9%	7.9%	15.2%	7.4%	11.9%	16.4%
2000	173	26.0%	2.9%	12.7%	9.2%	10.4%	16.8%	5.8%	13.9%	17.9%
2001	174	29.3%	2.3%	7.5%	14.9%	7.5%	11.5%	6.3%	11.5%	12.6%
2002	197	33.0%	1.5%	5.1%	14.7%	7.6%	7.6%	10.2%	8.1%	9.6%
2003	205	32.7%	1.5%	6.3%	15.1%	5.4%	9.3%	8.3%	10.2%	11.2%
2004	209	27.8%	2.9%	4.3%	14.4%	7.2%	5.7%	12.4%	8.6%	6.7%
2005	211	33.6%	0.5%	4.7%	20.4%	2.8%	8.5%	13.7%	6.2%	10.9%
2006	235	33.6%	0.0%	6.4%	17.9%	3.4%	9.4%	8.9%	5.1%	11.1%
2007	259	35.1%	0.0%	6.2%	22.4%	3.9%	10.4%	11.6%	9.3%	12.0%
2008	308	37.0%	1.0%	8.8%	19.5%	6.2%	11.7%	10.4%	10.4%	14.9%
2009	201	37.8%	2.5%	7.0%	18.9%	10.4%	8.5%	10.9%	11.9%	11.9%
2010	295	34.6%	1.0%	5.4%	23.7%	4.1%	7.5%	11.2%	8.8%	9.2%
2011	326	37.7%	2.8%	6.1%	20.2%	8.3%	11.7%	12.0%	14.4%	14.1%
2012	323	33.1%	1.9%	5.0%	19.2%	8.7%	7.7%	13.0%	12.1%	9.3%
2013	254	40.6%	1.2%	5.1%	20.5%	8.7%	7.9%	11.0%	11.0%	11.8%
2014	308	41.9%	2.9%	3.9%						
2015	271	36.9%	3.0%	4.8%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Chesapeake College
1995 - 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	211	28.4%	12.3%	15.2%	12.3%	17.6%	22.3%	5.7%	20.8%	23.7%
1996	229	31.9%	3.5%	15.3%	14.8%	9.6%	20.1%	8.3%	13.5%	21.8%
1997	198	32.8%	6.0%	20.2%	14.6%	11.1%	28.8%	10.1%	12.6%	31.3%
1998	211	27.7%	2.4%	18.4%	15.6%	7.6%	25.6%	7.1%	8.1%	28.9%
1999	226	37.2%	2.7%	16.0%	18.2%	7.1%	23.5%	10.2%	8.9%	25.6%
2000	250	31.6%	0.8%	14.8%	17.2%	4.8%	22.0%	8.8%	8.8%	25.6%
2001	207	38.6%	1.0%	12.6%	15.5%	8.7%	19.3%	7.7%	8.2%	23.7%
2002	273	33.0%	1.5%	15.0%	19.4%	7.7%	17.9%	12.8%	11.4%	20.1%
2003	332	37.7%	3.0%	11.1%	20.2%	5.7%	18.1%	11.1%	10.8%	19.6%
2004	296	36.5%	0.3%	17.6%	18.2%	7.1%	23.0%	9.5%	12.5%	26.0%
2005	340	36.5%	2.1%	13.8%	20.0%	4.7%	20.3%	14.1%	11.8%	22.1%
2006	376	34.0%	1.3%	17.0%	20.2%	7.2%	22.3%	12.2%	12.0%	24.5%
2007	406	33.7%	2.0%	18.0%	18.5%	7.9%	24.9%	10.1%	11.1%	27.8%
2008	425	35.5%	1.4%	13.6%	18.6%	7.3%	20.5%	10.6%	10.6%	23.8%
2009	473	36.6%	3.0%	14.8%	19.0%	6.8%	19.9%	12.1%	10.6%	23.3%
2010	453	36.2%	1.5%	13.7%	18.5%	7.3%	19.6%	11.3%	9.5%	23.6%
2011	379	35.6%	2.4%	12.4%	13.5%	9.0%	20.3%	8.4%	12.4%	23.7%
2012	353	32.3%	1.7%	16.4%	17.8%	5.9%	26.1%	9.3%	11.0%	28.3%
2013	374	32.9%	1.9%	15.5%	14.4%	8.3%	18.7%	9.9%	10.4%	23.3%
2014	326	32.2%	3.4%	14.7%	18.1%	8.3%	21.8%			
2015	283	28.6%	6.4%	16.3%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
College of Southern Maryland
 1995 - 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	574	35.7%	2.1%	22.8%	15.5%	8.5%	32.6%	7.3%	11.2%	35.8%
1996	646	36.7%	1.7%	18.3%	14.2%	5.4%	27.2%	8.5%	9.0%	29.6%
1997	592	36.8%	3.0%	18.3%	14.5%	9.0%	28.7%	10.8%	10.1%	33.5%
1998	623	38.9%	1.4%	16.2%	18.0%	6.0%	27.6%	10.0%	9.3%	31.1%
1999	549	38.8%	3.3%	21.6%	19.5%	10.2%	31.5%	8.6%	12.2%	36.8%
2000	747	37.4%	1.5%	18.2%	17.5%	6.1%	27.7%	11.0%	8.4%	31.3%
2001	754	37.8%	0.8%	16.2%	19.1%	6.0%	26.0%	11.5%	7.6%	30.1%
2002	774	36.6%	0.5%	18.6%	18.7%	4.9%	25.2%	9.8%	7.4%	29.5%
2003	994	37.3%	0.9%	15.7%	16.7%	5.5%	25.6%	9.7%	7.8%	30.2%
2004	976	34.6%	1.1%	17.9%	17.1%	5.5%	25.6%	9.8%	8.2%	30.2%
2005	1,002	38.7%	1.4%	16.3%	20.3%	5.3%	24.2%	12.6%	7.7%	26.5%
2006	1,121	40.1%	1.4%	14.2%	20.8%	5.9%	21.8%	10.9%	8.4%	25.4%
2007	1,268	38.4%	1.1%	14.1%	20.5%	5.0%	22.3%	11.6%	6.8%	26.2%
2008	1,413	38.4%	1.1%	13.2%	21.1%	4.2%	20.7%	13.2%	6.6%	24.6%
2009	1,300	37.7%	1.2%	13.4%	20.3%	4.2%	21.5%	11.4%	8.2%	24.9%
2010	1,154	38.4%	0.8%	13.3%	21.8%	5.3%	21.7%	12.0%	8.1%	25.6%
2011	1,207	35.3%	1.2%	11.2%	18.8%	5.1%	20.3%	10.8%	8.3%	24.3%
2012	1,295	32.5%	2.9%	17.3%	17.1%	7.4%	26.3%	9.0%	10.3%	30.0%
2013	1,287	37.8%	3.5%	14.6%	18.3%	8.5%	25.1%	9.7%	11.1%	30.1%
2014	1,168	37.4%	2.7%	16.6%	16.4%	9.2%	28.0%			
2015	1,216	33.9%	3.5%	18.3%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Community College of Baltimore County
1995 - 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	1,907	38.1%	0.8%	11.1%	19.9%	4.3%	19.7%	11.1%	6.7%	23.5%
1996	1,729	36.4%	0.7%	10.2%	18.5%	3.7%	19.5%	11.8%	4.4%	22.7%
1997	1,735	38.6%	0.5%	10.4%	19.7%	3.8%	19.0%	11.8%	5.6%	23.4%
1998	1,756	36.3%	0.7%	11.0%	20.7%	3.5%	18.8%	11.9%	5.7%	21.7%
1999	2,614	33.3%	2.7%	10.4%	19.4%	5.9%	17.0%	11.2%	8.5%	20.1%
2000	2,107	37.7%	2.2%	12.3%	20.5%	5.3%	20.0%	12.7%	7.0%	25.5%
2001	2,328	36.2%	1.9%	11.6%	18.6%	3.9%	21.4%	11.8%	6.5%	24.5%
2002	2,480	36.5%	1.9%	11.9%	20.7%	5.2%	19.0%	11.9%	7.8%	24.0%
2003	2,559	37.8%	1.3%	12.3%	21.6%	4.5%	20.6%	13.3%	6.8%	24.9%
2004	2,554	36.5%	2.3%	12.3%	21.0%	4.4%	19.9%	12.5%	7.9%	24.1%
2005	2,287	38.0%	1.3%	13.1%	22.3%	4.6%	20.5%	14.9%	7.5%	25.0%
2006	2,133	39.6%	1.3%	12.3%	24.1%	4.4%	19.5%	14.9%	6.3%	25.4%
2007	2,375	40.5%	0.8%	11.7%	24.2%	3.3%	20.9%	15.5%	6.8%	25.1%
2008	2,386	41.6%	2.0%	11.1%	24.9%	4.8%	18.9%	14.4%	7.6%	23.4%
2009	2,938	39.0%	1.3%	12.3%	23.0%	3.9%	19.1%	12.8%	6.2%	23.3%
2010	2,765	34.4%	1.6%	14.2%	20.6%	3.8%	20.4%	12.4%	6.1%	24.0%
2011	2,728	32.8%	1.2%	14.2%	19.6%	3.9%	19.6%	12.1%	6.5%	23.5%
2012	2,679	36.1%	1.0%	16.5%	19.6%	4.0%	23.7%	11.4%	5.5%	27.8%
2013	2,636	34.4%	1.7%	16.5%	18.1%	5.3%	22.6%	10.1%	7.1%	26.4%
2014	2,167	34.1%	2.2%	17.7%	17.7%	5.4%	24.6%			
2015	2,101	32.2%	2.1%	17.7%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Frederick Community College
1995 - 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	495	36.8%	6.2%	11.3%	14.1%	14.7%	19.6%	7.7%	18.2%	21.6%
1996	500	37.6%	6.2%	12.4%	15.0%	15.4%	19.2%	8.0%	18.8%	20.8%
1997	506	34.8%	5.8%	12.5%	17.2%	13.9%	17.2%	11.1%	18.0%	19.7%
1998	543	35.4%	5.3%	12.4%	16.0%	12.5%	18.1%	9.2%	16.8%	19.7%
1999	632	34.2%	5.4%	16.1%	15.5%	12.3%	22.1%	10.8%	15.5%	25.0%
2000	631	32.7%	6.4%	15.5%	14.1%	15.1%	22.0%	7.3%	17.0%	25.8%
2001	544	32.2%	6.7%	12.7%	13.8%	11.8%	21.5%	8.1%	14.5%	25.2%
2002	630	32.7%	4.9%	15.1%	14.6%	11.1%	21.7%	7.8%	13.3%	24.8%
2003	727	31.2%	3.9%	14.3%	14.0%	7.6%	22.3%	5.5%	11.0%	25.4%
2004	664	30.6%	6.0%	17.5%	14.6%	11.4%	26.5%	7.1%	14.6%	30.1%
2005	730	36.3%	4.2%	15.2%	16.6%	8.4%	23.6%	11.1%	12.5%	25.5%
2006	677	36.2%	4.4%	16.2%	18.8%	9.7%	23.9%	10.9%	13.1%	26.6%
2007	823	37.1%	5.0%	20.3%	18.8%	10.3%	28.7%	10.2%	14.9%	32.3%
2008	848	41.0%	1.9%	16.2%	20.3%	8.4%	24.5%	9.8%	13.6%	28.8%
2009	983	34.4%	6.3%	19.3%	17.4%	12.8%	26.7%	8.0%	16.4%	30.0%
2010	912	38.3%	4.3%	16.1%	19.0%	10.0%	25.3%	10.4%	13.5%	29.2%
2011	934	32.1%	6.4%	18.0%	17.3%	11.8%	24.4%	10.6%	13.9%	28.9%
2012	867	34.7%	5.8%	17.1%	17.1%	11.3%	25.0%	8.9%	14.4%	29.4%
2013	839	35.2%	5.7%	19.2%	16.3%	13.5%	29.1%	8.1%	15.7%	33.7%
2014	716	34.5%	7.3%	15.8%	15.8%	15.9%	24.2%			
2015	806	36.1%	5.2%	18.4%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Garrett College
1995 - 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	167	20.4%	6.6%	7.2%	7.2%	14.4%	10.8%	4.2%	18.0%	12.0%
1996	153	19.0%	7.2%	9.1%	5.3%	15.1%	12.4%	6.6%	16.4%	12.4%
1997	171	22.8%	11.1%	7.6%	7.0%	19.3%	10.0%	1.2%	23.4%	11.7%
1998	160	16.9%	10.0%	12.5%	4.4%	17.5%	14.4%	5.0%	18.1%	15.0%
1999	176	27.2%	6.8%	11.9%	8.0%	15.3%	16.5%	7.9%	17.6%	17.1%
2000	146	25.4%	4.1%	12.3%	14.4%	14.4%	12.3%	5.5%	20.6%	15.1%
2001	135	26.6%	4.4%	5.1%	11.9%	12.6%	9.6%	3.0%	14.8%	13.3%
2002	139	32.4%	5.8%	8.6%	7.2%	14.4%	13.7%	5.8%	18.7%	14.4%
2003	137	31.4%	3.6%	10.2%	12.4%	14.6%	13.1%	5.8%	18.2%	16.8%
2004	145	29.7%	13.1%	10.3%	8.3%	22.8%	15.2%	6.2%	24.8%	16.6%
2005	197	23.4%	12.7%	10.2%	10.7%	14.2%	13.7%	6.1%	24.4%	13.7%
2006	224	25.0%	1.8%	10.7%	9.4%	13.8%	16.5%	8.9%	16.1%	17.0%
2007	233	27.5%	7.7%	7.3%	10.3%	13.3%	14.6%	5.2%	15.5%	17.2%
2008	258	27.9%	6.6%	8.5%	13.6%	13.6%	13.6%	7.4%	16.3%	15.5%
2009	321	24.3%	7.5%	7.8%	7.8%	13.4%	12.5%	4.7%	18.7%	13.1%
2010	290	30.3%	9.7%	6.6%	10.7%	15.2%	14.1%	5.5%	19.3%	15.5%
2011	333	30.3%	6.0%	5.1%	14.4%	14.7%	10.5%	7.2%	19.5%	12.6%
2012	289	19.0%	3.5%	10.0%	9.7%	9.3%	13.5%	3.8%	14.9%	14.2%
2013	257	19.8%	5.4%	8.6%	8.2%	13.2%	14.0%	3.5%	13.6%	16.3%
2014	257	26.1%	8.9%	16.3%	5.1%	15.6%	22.2%			
2015	212	25.9%	8.0%	15.1%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Hagerstown Community College
1995 - 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	458	26.7%	6.6%	10.2%	9.4%	17.1%	14.2%	4.5%	19.7%	14.8%
1996	552	23.0%	20.9%	13.8%	7.4%	29.3%	17.8%	5.2%	31.8%	19.2%
1997	594	21.7%	18.7%	9.6%	9.6%	26.6%	11.4%	5.0%	28.4%	13.1%
1998	422	26.6%	5.0%	13.0%	12.5%	14.9%	17.7%	4.0%	19.7%	19.1%
1999	392	29.1%	7.4%	8.9%	12.0%	18.3%	12.0%	6.1%	23.2%	13.0%
2000	441	29.2%	6.2%	11.5%	12.9%	17.3%	14.5%	10.2%	20.0%	16.8%
2001	424	32.5%	6.8%	9.0%	13.0%	19.6%	12.0%	5.9%	25.2%	13.7%
2002	480	31.5%	6.4%	11.0%	9.4%	19.6%	14.4%	5.6%	21.0%	17.9%
2003	446	27.4%	5.2%	13.7%	12.3%	14.3%	17.3%	5.8%	17.9%	19.3%
2004	454	35.2%	6.6%	9.7%	15.0%	16.1%	16.5%	7.3%	22.2%	18.7%
2005	447	28.9%	10.1%	10.1%	14.1%	17.0%	14.5%	8.3%	20.6%	17.0%
2006	473	28.8%	10.6%	12.5%	15.2%	16.5%	17.8%	8.0%	20.7%	19.9%
2007	493	35.7%	8.9%	11.0%	14.8%	16.6%	17.4%	7.9%	23.3%	19.3%
2008	529	35.9%	11.2%	8.7%	14.0%	18.7%	14.2%	9.8%	24.0%	16.1%
2009	525	29.3%	8.4%	10.1%	13.1%	19.2%	13.7%	5.7%	22.5%	15.8%
2010	538	30.1%	9.9%	9.9%	14.2%	17.3%	14.3%	7.2%	21.0%	16.5%
2011	484	30.2%	7.9%	10.3%	15.7%	14.0%	14.5%	7.9%	18.0%	16.9%
2012	464	28.4%	9.9%	9.7%	12.1%	15.3%	15.1%	5.8%	19.0%	17.0%
2013	426	24.6%	13.6%	12.0%	10.8%	20.7%	16.4%	6.3%	24.4%	18.3%
2014	364	26.9%	11.5%	12.1%	11.0%	23.4%	16.5%			
2015	386	27.7%	13.7%	13.5%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Harford Community College
1995 - 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	519	39.2%	1.2%	11.2%	18.9%	5.8%	20.1%	10.8%	8.7%	24.3%
1996	505	39.4%	1.2%	13.3%	17.3%	7.1%	24.7%	6.7%	8.7%	29.9%
1997	549	39.2%	0.4%	12.7%	17.7%	6.0%	22.3%	11.5%	9.3%	25.1%
1998	608	39.1%	2.8%	11.3%	18.0%	8.1%	20.5%	9.0%	11.7%	23.4%
1999	649	43.1%	0.5%	12.7%	22.6%	5.1%	23.4%	14.7%	8.2%	28.2%
2000	718	42.2%	0.8%	13.9%	18.6%	6.8%	24.6%	11.6%	7.4%	31.0%
2001	844	43.1%	0.9%	12.5%	19.3%	6.3%	25.2%	9.0%	9.2%	29.5%
2002	885	44.0%	0.7%	15.0%	21.5%	5.0%	25.8%	13.0%	8.1%	30.4%
2003	808	40.7%	0.5%	15.6%	19.8%	4.8%	25.1%	10.3%	8.0%	29.1%
2004	992	42.3%	0.9%	11.7%	21.3%	5.7%	20.7%	13.0%	8.2%	25.2%
2005	961	35.4%	1.2%	16.8%	18.2%	6.3%	26.6%	11.9%	8.5%	30.5%
2006	999	37.1%	0.6%	19.0%	19.9%	5.5%	27.4%	11.0%	7.9%	32.1%
2007	1,009	41.3%	1.6%	15.4%	22.4%	5.4%	24.1%	13.4%	8.3%	28.5%
2008	1,004	41.4%	0.9%	14.7%	21.6%	5.0%	24.3%	14.1%	8.7%	28.9%
2009	1,038	41.5%	2.0%	14.5%	20.2%	6.0%	25.4%	11.7%	10.0%	30.5%
2010	1,237	42.0%	1.6%	16.2%	21.1%	5.9%	27.6%	12.0%	8.8%	32.5%
2011	1,158	39.1%	2.9%	15.5%	20.6%	8.8%	25.3%	12.3%	11.1%	30.0%
2012	1,134	41.6%	2.5%	14.8%	20.0%	8.4%	25.7%	12.6%	12.4%	30.4%
2013	1,108	39.7%	3.2%	19.3%	16.6%	9.7%	30.7%	10.2%	11.3%	36.0%
2014	1,016	37.6%	4.8%	18.5%	18.1%	10.3%	30.4%			
2015	966	37.6%	4.8%	20.6%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Howard Community College
 1995 - 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	428	33.8%	1.9%	19.9%	17.3%	3.5%	28.7%	10.8%	4.9%	32.9%
1996	391	37.3%	1.0%	16.9%	16.3%	3.6%	25.6%	9.2%	5.9%	28.2%
1997	521	34.9%	2.1%	20.6%	19.9%	3.5%	28.8%	9.6%	5.6%	31.7%
1998	480	37.7%	1.9%	15.9%	19.6%	4.4%	26.7%	10.0%	6.2%	31.1%
1999	535	27.3%	3.4%	24.6%	14.0%	6.4%	32.0%	6.1%	7.1%	35.7%
2000	702	37.1%	1.0%	17.7%	19.4%	2.9%	27.3%	11.5%	4.7%	33.6%
2001	734	36.9%	1.6%	21.5%	19.4%	3.0%	32.4%	10.6%	4.6%	36.5%
2002	777	38.1%	0.9%	19.7%	21.2%	4.4%	28.8%	10.8%	6.6%	34.4%
2003	773	34.8%	0.9%	18.8%	19.7%	3.0%	27.2%	12.8%	4.8%	31.7%
2004	835	38.2%	1.0%	18.7%	19.9%	4.0%	29.0%	12.8%	6.5%	34.0%
2005	956	40.1%	0.9%	19.9%	21.5%	5.3%	29.4%	13.1%	8.2%	33.8%
2006	1,024	38.1%	1.9%	19.2%	22.8%	5.0%	27.6%	15.5%	8.3%	31.8%
2007	1,019	36.6%	1.8%	19.8%	19.5%	4.8%	29.5%	13.3%	8.0%	34.3%
2008	1,137	43.7%	1.7%	16.1%	22.3%	6.7%	24.6%	13.5%	9.3%	28.8%
2009	1,204	43.2%	1.8%	16.5%	22.0%	5.8%	28.2%	12.0%	8.8%	32.1%
2010	1,213	42.4%	1.6%	17.2%	23.0%	6.1%	26.5%	13.4%	8.9%	31.4%
2011	1,060	43.2%	2.5%	14.2%	21.3%	7.7%	24.0%	12.2%	10.2%	29.7%
2012	1,051	43.1%	2.0%	15.0%	21.6%	5.7%	24.9%	14.4%	7.5%	31.4%
2013	1,200	39.7%	1.4%	16.7%	18.3%	6.3%	28.8%	9.4%	7.9%	34.3%
2014	1,051	43.2%	1.9%	17.3%	20.6%	6.9%	28.1%			
2015	1,174	41.5%	2.8%	17.4%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Montgomery College
19945- 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	2,355	38.2%	0.9%	14.3%	21.5%	2.9%	22.7%	12.8%	4.6%	27.5%
1996	2,265	38.8%	0.8%	13.7%	22.1%	2.1%	21.9%	11.0%	3.8%	27.3%
1997	2,447	36.7%	0.9%	13.7%	20.6%	2.4%	22.0%	13.3%	3.9%	25.5%
1998	2,597	36.6%	0.8%	12.8%	21.8%	2.4%	20.0%	13.0%	4.1%	24.7%
1999	2,525	37.3%	1.0%	13.7%	20.4%	2.9%	21.7%	13.4%	4.8%	25.4%
2000	2,269	40.9%	0.8%	13.6%	23.0%	3.4%	20.0%	13.1%	5.8%	25.5%
2001	2,288	41.5%	1.0%	14.1%	24.0%	3.5%	23.2%	14.1%	5.5%	27.7%
2002	2,347	40.8%	0.8%	16.5%	22.8%	3.1%	24.7%	13.4%	4.6%	29.4%
2003	2,345	44.1%	1.0%	17.8%	22.7%	3.6%	27.8%	13.3%	5.2%	32.8%
2004	2,339	43.6%	2.0%	15.2%	22.4%	4.6%	24.4%	14.4%	6.4%	29.1%
2005	2,199	40.7%	0.9%	15.9%	23.6%	3.3%	24.5%	14.1%	4.5%	30.5%
2006	3,170	38.1%	1.3%	17.4%	22.7%	3.4%	26.8%	13.0%	5.1%	31.9%
2007	2,922	43.9%	1.9%	15.5%	26.5%	4.7%	23.6%	14.9%	7.9%	29.8%
2008	2,630	45.4%	1.5%	11.9%	26.8%	4.6%	20.3%	17.3%	6.6%	25.9%
2009	2,983	48.3%	1.5%	11.7%	27.7%	4.7%	20.8%	16.4%	7.2%	26.2%
2010	2,899	46.6%	1.8%	11.8%	26.1%	4.3%	22.4%	15.3%	6.5%	28.2%
2011	2,551	48.9%	1.1%	9.8%	27.9%	4.0%	19.1%	17.2%	6.7%	24.9%
2012	2,705	47.6%	1.7%	11.2%	27.5%	5.2%	20.0%	15.0%	8.1%	25.8%
2013	2,436	46.2%	1.2%	11.3%	26.3%	4.2%	20.6%	14.1%	7.1%	26.1%
2014	2,590	47.7%	2.0%	12.0%	25.9%	4.8%	23.2%			
2015	2,525	44.4%	1.8%	12.5%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Prince George's Community College
1995 - 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	1,092	33.9%	0.6%	12.6%	19.9%	1.1%	19.2%	11.4%	2.8%	22.6%
1996	987	37.2%	0.6%	13.6%	20.0%	2.3%	21.2%	11.5%	3.8%	25.0%
1997	1,045	38.5%	0.4%	12.5%	18.3%	1.7%	19.8%	13.0%	2.7%	23.4%
1998	1,069	34.1%	0.5%	12.3%	20.8%	1.6%	18.7%	11.1%	2.8%	22.8%
1999	1,024	36.2%	0.0%	10.5%	19.8%	1.1%	16.2%	12.8%	2.4%	19.6%
2000	1,021	37.9%	0.6%	11.5%	20.4%	1.5%	18.6%	13.5%	3.2%	21.9%
2001	1,068	34.2%	0.2%	10.1%	21.7%	0.8%	16.9%	11.3%	3.0%	19.9%
2002	1,025	39.3%	0.4%	9.5%	23.5%	2.0%	16.0%	12.6%	4.1%	20.4%
2003	1,029	39.1%	0.2%	9.6%	21.1%	1.9%	16.8%	12.1%	3.4%	21.5%
2004	964	35.5%	0.7%	10.0%	21.2%	1.1%	16.2%	13.6%	3.6%	19.7%
2005	993	40.3%	0.7%	10.9%	21.1%	2.2%	18.0%	15.4%	4.1%	21.5%
2006	898	35.4%	1.2%	9.0%	21.2%	2.4%	15.1%	13.8%	3.1%	18.8%
2007	1,008	35.9%	0.7%	9.9%	24.6%	1.9%	16.8%	14.7%	4.2%	20.9%
2008	1,029	39.3%	2.1%	8.6%	22.4%	3.6%	17.2%	12.1%	5.3%	21.8%
2009	1,240	35.5%	1.5%	8.4%	18.6%	2.7%	14.4%	11.0%	4.4%	18.5%
2010	1,199	38.6%	0.9%	9.4%	22.4%	2.8%	15.3%	12.6%	4.2%	21.1%
2011	1,265	36.7%	0.6%	8.5%	23.6%	2.1%	14.7%	13.0%	4.1%	19.4%
2012	1,025	38.5%	1.3%	8.9%	23.4%	3.4%	16.9%	13.1%	4.8%	21.9%
2013	1,182	40.9%	2.2%	8.0%	22.3%	3.3%	16.7%	12.3%	4.4%	23.4%
2014	997	39.8%	1.6%	8.9%	22.8%	2.6%	18.1%			
2015	917	37.6%	4.8%	11.8%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Wor-Wic Community College
1995 - 2015

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	122	29.5%	2.4%	17.2%	11.5%	6.5%	27.1%	8.2%	7.3%	27.9%
1996	120	27.5%	3.3%	22.5%	10.0%	8.3%	25.9%	9.1%	9.1%	27.5%
1997	147	30.0%	2.1%	19.1%	17.0%	4.8%	23.8%	14.3%	6.1%	27.2%
1998	195	28.7%	4.6%	18.5%	13.3%	9.8%	25.6%	10.3%	9.2%	28.7%
1999	204	29.9%	1.0%	19.6%	13.7%	8.4%	23.0%	7.4%	7.9%	26.5%
2000	247	33.8%	2.8%	22.6%	14.6%	8.9%	30.8%	11.3%	9.7%	31.6%
2001	286	25.8%	2.4%	17.4%	19.2%	5.2%	21.7%	11.2%	7.3%	24.5%
2002	287	29.6%	6.3%	16.7%	13.2%	9.8%	25.4%	9.8%	10.8%	29.3%
2003	303	26.4%	7.6%	14.5%	16.2%	10.6%	20.1%	8.6%	13.2%	22.4%
2004	321	25.2%	4.7%	20.2%	11.2%	7.2%	25.9%	7.5%	9.0%	28.0%
2005	398	30.9%	4.0%	23.9%	18.6%	7.5%	29.9%	10.8%	8.8%	34.4%
2006	411	30.7%	3.4%	20.7%	16.1%	7.8%	29.7%	7.8%	10.0%	33.1%
2007	401	29.2%	4.7%	17.5%	14.0%	7.7%	26.9%	9.5%	11.0%	29.7%
2008	455	32.5%	2.9%	17.1%	19.1%	8.1%	22.9%	9.7%	11.9%	24.8%
2009	456	34.4%	3.1%	15.8%	20.8%	7.0%	22.6%	11.2%	9.6%	27.2%
2010	459	39.4%	2.6%	13.9%	18.5%	9.2%	19.4%	10.2%	11.3%	24.6%
2011	490	27.3%	2.2%	23.9%	12.0%	6.9%	32.0%	7.6%	7.6%	35.3%
2012	450	27.3%	3.3%	24.2%	12.9%	6.9%	31.6%	8.7%	8.7%	34.2%
2013	418	28.0%	2.4%	24.2%	14.4%	8.6%	29.9%	6.2%	10.5%	32.5%
2014	394	29.2%	5.3%	20.6%	13.5%	9.6%	26.1%			
2015	346	31.8%	3.5%	17.9%						

Source: MHEC Enrollment and Degree Information Systems

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Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Allegany College of Maryland
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	20	15.0%	10.0%	5.0%	5.0%	20.0%	5.0%	5.0%	20.0%	5.0%
1996	11	*	*	*	*	*	*	*	*	*
1997	16	37.6%	0.0%	6.3%	0.0%	12.5%	25.0%	0.0%	18.8%	25.0%
1998	20	25.0%	20.0%	0.0%	10.0%	20.0%	10.0%	5.0%	20.0%	10.0%
1999	12	*	*	*	*	*	*	*	*	*
2000	27	11.1%	25.9%	3.7%	7.4%	25.9%	3.7%	7.4%	29.6%	3.7%
2001	57	21.0%	10.5%	7.1%	5.3%	14.0%	14.0%	5.3%	14.0%	17.5%
2002	56	33.9%	7.1%	5.4%	19.6%	12.5%	10.7%	12.5%	14.3%	12.5%
2003	87	23.0%	4.6%	10.3%	11.5%	3.4%	17.2%	0.0%	4.6%	18.4%
2004	98	22.4%	3.1%	5.1%	10.2%	5.1%	11.2%	8.2%	4.1%	17.3%
2005	118	28.0%	0.8%	11.0%	11.0%	1.7%	17.8%	5.9%	4.2%	19.5%
2006	108	23.1%	2.8%	7.4%	11.1%	6.5%	11.1%	5.6%	9.3%	14.8%
2007	131	28.2%	2.3%	5.3%	14.5%	3.8%	12.2%	11.5%	6.1%	13.7%
2008	127	23.6%	3.1%	8.7%	8.7%	4.7%	15.7%	4.7%	5.5%	17.3%
2009	141	29.1%	2.8%	5.7%	18.4%	5.0%	9.9%	11.3%	7.8%	12.1%
2010	149	31.5%	0.0%	2.0%	17.4%	2.0%	7.4%	9.4%	4.0%	11.4%
2011	149	22.1%	1.3%	8.7%	9.4%	2.0%	12.1%	7.4%	2.7%	12.8%
2012	149	28.2%	1.3%	4.0%	12.1%	3.4%	7.4%	4.7%	4.7%	10.7%
2013	145	32.4%	2.1%	4.8%	9.0%	6.2%	13.8%	2.1%	9.0%	16.6%
2014	162	38.3%	3.1%	8.6%	16.7%	6.8%	14.2%			
2015	110	37.3%	2.7%	1.8%						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Anne Arundel Community College
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	113	32.7%	0.0%	9.8%	19.5%	0.9%	17.7%	9.7%	0.9%	20.4%
1996	119	25.2%	0.0%	7.6%	13.5%	0.0%	13.4%	5.0%	1.7%	15.1%
1997	129	29.5%	1.6%	7.0%	18.6%	3.1%	10.9%	10.1%	4.7%	14.0%
1998	143	33.6%	2.1%	9.8%	23.1%	5.6%	12.6%	12.6%	10.5%	14.0%
1999	133	36.8%	0.8%	5.3%	24.8%	3.8%	9.8%	16.5%	4.6%	14.3%
2000	156	31.4%	1.3%	6.4%	18.5%	2.6%	12.1%	13.5%	3.2%	15.4%
2001	158	40.5%	3.2%	5.1%	22.8%	5.1%	12.7%	13.3%	6.3%	15.8%
2002	169	33.1%	1.2%	5.9%	24.9%	2.4%	8.9%	12.4%	7.1%	11.2%
2003	125	43.2%	0.8%	13.6%	24.8%	3.2%	19.2%	11.2%	6.4%	23.2%
2004	183	32.2%	0.0%	8.2%	20.2%	2.2%	14.2%	12.6%	2.2%	18.6%
2005	218	38.5%	0.5%	10.1%	17.0%	2.3%	19.7%	10.1%	2.8%	23.4%
2006	218	32.6%	0.5%	12.8%	17.0%	2.3%	19.7%	15.1%	3.7%	22.9%
2007	237	36.7%	0.4%	11.8%	22.8%	1.3%	17.3%	13.5%	4.6%	23.6%
2008	233	37.3%	0.9%	5.6%	19.3%	1.7%	11.2%	12.0%	4.3%	15.0%
2009	279	36.9%	1.4%	9.0%	21.5%	4.7%	14.3%	12.5%	5.4%	17.9%
2010	329	34.7%	1.8%	8.5%	19.5%	3.0%	14.0%	12.5%	6.4%	17.0%
2011	308	29.5%	1.6%	9.7%	15.9%	4.2%	14.0%	10.1%	5.2%	15.9%
2012	285	35.1%	2.5%	11.2%	19.3%	4.9%	20.4%	11.2%	6.3%	24.2%
2013	228	36.4%	2.6%	10.1%	18.9%	5.7%	18.9%	8.3%	6.6%	23.2%
2014	207	39.6%	1.9%	8.2%	23.7%	5.8%	16.9%			
2015	211	38.4%	2.4%	8.1%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Baltimore City Community College
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	473	33.7%	0.6%	5.1%	22.0%	1.9%	8.5%	12.7%	3.6%	10.8%
1996	603	28.6%	0.0%	4.1%	18.1%	0.4%	7.3%	12.7%	1.5%	10.6%
1997	614	32.4%	0.4%	4.1%	20.3%	1.1%	6.9%	14.3%	1.8%	11.1%
1998	684	31.4%	0.4%	4.4%	19.3%	1.0%	8.6%	12.9%	2.0%	12.1%
1999	572	33.9%	0.7%	3.3%	25.1%	0.6%	6.0%	18.7%	1.6%	8.2%
2000	518	33.9%	0.2%	3.9%	23.2%	0.8%	6.2%	20.4%	1.4%	8.9%
2001	514	33.6%	0.6%	3.3%	24.7%	1.2%	8.0%	14.6%	3.3%	10.7%
2002	537	34.3%	0.2%	6.0%	21.8%	1.5%	9.9%	17.1%	2.2%	12.3%
2003	591	34.5%	1.0%	8.8%	22.5%	3.2%	12.7%	13.9%	4.9%	15.1%
2004	622	29.1%	1.0%	7.2%	18.2%	1.8%	10.1%	15.9%	3.1%	13.2%
2005	639	30.8%	2.2%	7.0%	19.4%	2.0%	10.8%	16.7%	3.3%	12.8%
2006	686	28.7%	0.7%	9.0%	19.2%	1.3%	12.7%	14.1%	1.9%	15.5%
2007	658	25.7%	0.9%	7.9%	19.5%	1.5%	11.9%	12.2%	2.3%	14.9%
2008	638	30.4%	0.8%	5.3%	20.5%	0.8%	10.0%	12.2%	2.2%	12.5%
2009	692	27.0%	0.4%	6.2%	15.5%	1.0%	11.1%	9.8%	1.7%	13.6%
2010	673	25.1%	0.6%	4.9%	15.6%	1.2%	8.2%	10.4%	2.5%	10.8%
2011	769	21.1%	0.7%	5.7%	16.0%	2.0%	7.7%	8.3%	3.5%	11.2%
2012	389	23.4%	3.9%	8.2%	15.9%	4.9%	11.6%	9.3%	8.5%	14.1%
2013	221	18.1%	2.3%	2.7%	11.3%	3.6%	5.9%	7.7%	5.0%	6.8%
2014	348	22.4%	4.0%	8.3%	12.4%	5.2%	14.1%			
2015	274	19.0%	4.7%	8.8%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Carroll Community College
 1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	5	*	*	*	*	*	*	*	*	*
1996	1	*	*	*	*	*	*	*	*	*
1997	7	*	*	*	*	*	*	*	*	*
1998	6	*	*	*	*	*	*	*	*	*
1999	6	*	*	*	*	*	*	*	*	*
2000	4	*	*	*	*	*	*	*	*	*
2001	7	*	*	*	*	*	*	*	*	*
2002	11	*	*	*	*	*	*	*	*	*
2003	9	*	*	*	*	*	*	*	*	*
2004	10	*	*	*	*	*	*	*	*	*
2005	9	*	*	*	*	*	*	*	*	*
2006	8	*	*	*	*	*	*	*	*	*
2007	13	*	*	*	*	*	*	*	*	*
2008	12	*	*	*	*	*	*	*	*	*
2009	15	33.3%	0.0%	20.0%	13.3%	0.0%	20.0%	0.0%	6.7%	26.7%
2010	20	40.0%	0.0%	15.0%	15.0%	5.0%	20.0%	5.0%	5.0%	25.0%
2011	9	*	*	*	*	*	*	*	*	*
2012	13	*	*	*	*	*	*	*	*	*
2013	12	*	*	*	*	*	*	*	*	*
2014	10	*	*	*	*	*	*	*	*	*
2015	19	31.6%	0.0%	5.3%						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Cecil College
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	6	*	*	*	*	*	*	*	*	*
1996	14	*	*	*	*	*	*	*	*	*
1997	13	*	*	*	*	*	*	*	*	*
1998	13	*	*	*	*	*	*	*	*	*
1999	16	50.1%	0.0%	0.0%	6.3%	18.8%	18.8%	6.3%	18.8%	18.8%
2000	16	18.8%	12.5%	0.0%	12.5%	25.0%	6.3%	12.5%	31.3%	6.3%
2001	19	31.6%	0.0%	0.0%	15.8%	5.3%	15.8%	5.3%	5.3%	15.8%
2002	20	25.0%	0.0%	0.0%	10.0%	5.0%	0.0%	5.0%	5.0%	0.0%
2003	31	25.8%	3.2%	3.2%	3.2%	9.7%	6.5%	3.2%	9.7%	9.7%
2004	26	23.1%	0.0%	3.8%	11.5%	0.0%	3.8%	15.4%	0.0%	3.8%
2005	25	28.0%	4.0%	4.0%	12.0%	8.0%	4.0%	8.0%	12.0%	4.0%
2006	22	18.2%	0.0%	4.5%	18.2%	0.0%	4.5%	13.6%	0.0%	4.5%
2007	20	25.0%	0.0%	5.0%	25.0%	5.0%	10.0%	10.0%	15.0%	10.0%
2008	27	33.3%	0.0%	0.0%	11.1%	3.7%	3.7%	7.4%	7.4%	7.4%
2009	19	26.3%	5.3%	0.0%	15.8%	5.3%	0.0%	5.3%	5.3%	0.0%
2010	23	26.1%	0.0%	8.7%	8.7%	0.0%	8.7%	4.3%	4.3%	13.0%
2011	47	23.4%	4.3%	12.8%	10.6%	8.5%	12.8%	4.3%	14.9%	14.9%
2012	42	9.5%	0.0%	2.4%	2.4%	4.8%	4.8%	4.8%	4.8%	4.8%
2013	35	25.7%	0.0%	8.6%	11.4%	0.0%	8.6%	8.6%	5.7%	11.4%
2014	33	27.3%	3.0%	3.0%	18.2%	3.0%	6.1%			
2015	46	37.0%	0.0%	0.0%						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Chesapeake College
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	23	8.7%	4.3%	8.6%	4.3%	4.3%	17.4%	0.0%	4.3%	17.4%
1996	36	36.1%	0.0%	13.9%	27.8%	0.0%	22.3%	11.1%	5.6%	22.2%
1997	21	28.6%	9.5%	14.3%	14.3%	9.5%	23.8%	4.8%	9.5%	23.8%
1998	34	17.6%	0.0%	8.8%	14.7%	2.9%	11.8%	5.9%	0.0%	20.6%
1999	36	50.0%	0.0%	11.1%	30.6%	8.3%	11.1%	11.1%	5.6%	16.7%
2000	40	12.5%	0.0%	7.5%	10.0%	0.0%	7.5%	7.5%	0.0%	12.5%
2001	46	43.5%	0.0%	4.3%	15.2%	4.3%	17.4%	8.7%	2.2%	21.7%
2002	44	22.7%	4.5%	4.5%	11.4%	4.5%	6.8%	9.1%	4.5%	9.1%
2003	44	38.6%	0.0%	4.5%	22.7%	0.0%	4.5%	11.4%	2.3%	6.8%
2004	44	38.6%	0.0%	6.8%	13.6%	4.5%	18.2%	4.5%	6.8%	20.5%
2005	54	22.2%	0.0%	9.3%	7.4%	0.0%	16.7%	16.7%	5.6%	16.7%
2006	54	29.6%	0.0%	13.0%	14.8%	1.9%	18.5%	9.3%	3.7%	20.4%
2007	68	32.4%	0.0%	8.8%	14.7%	5.9%	10.3%	7.4%	7.4%	11.8%
2008	86	25.6%	0.0%	3.5%	19.8%	2.3%	7.0%	11.6%	3.5%	9.3%
2009	85	35.3%	0.0%	7.1%	17.6%	2.4%	11.8%	9.4%	5.9%	12.9%
2010	69	27.5%	1.4%	8.7%	13.0%	1.4%	14.5%	8.7%	4.3%	18.8%
2011	55	21.8%	5.5%	5.5%	16.4%	5.5%	7.3%	9.1%	7.3%	10.9%
2012	56	32.1%	0.0%	5.4%	23.2%	1.8%	10.7%	14.3%	3.6%	12.5%
2013	60	26.7%	5.0%	6.7%	15.0%	5.0%	11.7%	10.0%	5.0%	16.7%
2014	47	21.3%	0.0%	6.4%	14.9%	2.1%	6.4%			
2015	45	17.8%	4.4%	0.0%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
College of Southern Maryland
 1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	44	38.6%	0.0%	15.9%	11.4%	4.5%	29.5%	9.1%	9.1%	29.6%
1996	71	28.1%	1.4%	14.1%	19.7%	1.4%	15.5%	12.7%	2.8%	18.3%
1997	57	29.8%	0.0%	10.5%	15.8%	7.0%	17.6%	8.8%	8.8%	19.3%
1998	82	32.9%	0.0%	8.5%	26.9%	1.2%	13.4%	11.0%	1.2%	17.1%
1999	68	29.4%	1.5%	14.7%	16.2%	5.9%	19.1%	7.4%	8.9%	22.1%
2000	96	33.4%	3.1%	7.3%	14.6%	4.2%	16.7%	9.4%	9.4%	18.8%
2001	108	29.7%	0.9%	7.4%	13.9%	1.9%	17.6%	7.4%	4.6%	18.5%
2002	127	35.4%	0.0%	10.2%	21.3%	1.6%	15.7%	13.4%	0.8%	21.3%
2003	164	31.1%	0.0%	10.4%	15.2%	1.2%	17.1%	7.9%	5.5%	19.5%
2004	176	31.3%	0.6%	13.6%	18.2%	2.3%	19.9%	13.1%	4.0%	25.6%
2005	165	31.5%	0.6%	10.9%	17.6%	1.8%	12.7%	12.1%	3.0%	15.8%
2006	194	29.4%	0.0%	6.2%	13.9%	0.5%	13.4%	8.2%	2.6%	14.9%
2007	270	33.0%	0.7%	6.7%	17.0%	3.0%	13.3%	8.9%	4.1%	16.7%
2008	332	25.3%	0.9%	7.8%	16.3%	1.5%	12.0%	7.8%	3.0%	14.5%
2009	340	32.1%	0.6%	10.9%	18.8%	1.8%	16.8%	9.1%	4.7%	19.7%
2010	284	34.5%	0.7%	7.0%	19.4%	3.5%	12.0%	9.5%	7.0%	14.8%
2011	367	28.9%	0.3%	6.8%	15.3%	2.5%	15.3%	10.6%	3.0%	18.0%
2012	333	23.7%	0.9%	11.4%	11.7%	2.4%	19.2%	6.0%	4.5%	21.6%
2013	300	35.7%	1.7%	9.3%	18.0%	5.0%	15.0%	9.3%	6.0%	21.7%
2014	303	34.3%	0.7%	11.6%	14.9%	5.6%	20.1%			
2015	317	30.9%	1.6%	11.7%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Community College of Baltimore County
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	455	31.9%	0.0%	6.8%	21.5%	1.5%	10.8%	13.2%	2.2%	14.1%
1996	419	30.1%	0.2%	4.8%	17.0%	2.2%	9.3%	11.0%	2.4%	12.1%
1997	427	33.7%	0.2%	6.1%	19.2%	1.6%	10.8%	13.1%	1.4%	15.7%
1998	500	30.2%	0.0%	7.8%	19.6%	1.0%	12.6%	12.0%	2.4%	15.8%
1999	778	26.7%	1.5%	8.1%	17.4%	2.3%	13.7%	13.1%	3.1%	17.5%
2000	623	31.3%	2.1%	8.8%	19.1%	3.3%	12.6%	13.6%	3.1%	17.8%
2001	584	30.8%	1.7%	8.4%	17.8%	2.6%	14.7%	14.6%	4.1%	17.6%
2002	680	30.7%	1.3%	9.7%	19.6%	2.4%	13.5%	11.5%	4.4%	17.9%
2003	762	32.4%	0.4%	7.1%	20.3%	1.7%	12.2%	13.4%	2.9%	15.9%
2004	756	32.5%	0.9%	7.8%	19.6%	1.3%	14.2%	12.6%	3.8%	17.9%
2005	679	36.4%	0.4%	7.8%	20.8%	1.5%	13.4%	16.5%	3.2%	17.8%
2006	674	33.1%	0.4%	6.8%	23.4%	1.6%	11.9%	15.6%	2.7%	17.1%
2007	741	37.4%	0.5%	7.8%	22.8%	1.1%	15.8%	16.7%	3.1%	19.0%
2008	791	38.7%	0.9%	7.6%	25.9%	2.1%	11.4%	14.9%	3.8%	15.7%
2009	1,126	37.1%	0.5%	8.7%	21.2%	2.0%	13.6%	11.5%	3.0%	17.1%
2010	1,096	28.2%	1.0%	9.2%	16.9%	1.9%	13.8%	11.6%	3.9%	16.2%
2011	1,086	26.9%	0.5%	9.4%	18.0%	1.5%	13.0%	10.9%	3.3%	16.1%
2012	1,069	30.3%	0.7%	12.7%	17.6%	2.0%	17.8%	11.8%	2.5%	20.5%
2013	1,039	32.1%	1.3%	12.7%	18.7%	3.3%	16.9%	9.3%	4.2%	20.6%
2014	838	28.6%	1.3%	17.7%	15.9%	2.7%	22.4%			
2015	846	24.7%	0.6%	17.4%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Frederick Community College
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	26	46.2%	0.0%	0.0%	19.2%	3.8%	7.7%	15.4%	3.8%	7.7%
1996	25	28.0%	4.0%	8.0%	8.0%	12.0%	8.0%	8.0%	12.0%	8.0%
1997	32	25.1%	0.0%	6.3%	12.6%	3.1%	12.6%	6.3%	6.3%	15.7%
1998	24	33.3%	0.0%	4.2%	25.0%	4.2%	8.3%	12.5%	16.7%	8.3%
1999	47	27.6%	6.4%	14.9%	14.9%	12.8%	19.2%	6.4%	14.9%	27.6%
2000	48	35.4%	8.3%	0.0%	14.6%	12.5%	8.4%	4.2%	18.8%	10.4%
2001	27	25.9%	3.7%	3.7%	14.8%	3.7%	7.4%	7.4%	7.4%	7.4%
2002	47	19.2%	6.4%	12.8%	8.5%	10.6%	17.0%	6.4%	10.6%	19.1%
2003	54	37.0%	0.0%	3.7%	16.7%	7.4%	5.6%	9.3%	13.0%	9.3%
2004	64	35.9%	3.1%	12.5%	14.1%	10.9%	21.9%	6.3%	14.1%	28.1%
2005	52	28.8%	5.8%	11.5%	11.5%	5.8%	15.4%	9.6%	5.8%	15.4%
2006	55	27.3%	10.9%	7.3%	7.3%	16.4%	9.1%	9.1%	18.2%	10.9%
2007	82	28.0%	8.5%	11.0%	17.1%	8.5%	14.6%	9.8%	12.2%	18.3%
2008	94	39.4%	1.1%	4.3%	18.1%	2.1%	10.6%	9.6%	6.4%	13.8%
2009	98	33.7%	6.1%	6.1%	20.4%	10.2%	11.2%	7.1%	11.2%	16.3%
2010	99	32.3%	3.0%	8.1%	19.2%	5.1%	16.2%	13.1%	8.1%	16.2%
2011	115	37.4%	2.6%	7.8%	20.9%	7.0%	13.9%	13.0%	8.7%	18.3%
2012	104	31.7%	5.8%	11.5%	18.3%	9.6%	18.3%	9.6%	12.5%	18.3%
2013	92	35.9%	1.1%	10.9%	19.6%	8.7%	14.1%	10.9%	10.9%	19.6%
2014	86	31.4%	5.8%	8.1%	15.1%	4.7%	12.8%			
2015	95	30.5%	2.1%	10.5%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Garrett College
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	7	*	*	*	*	*	*	*	*	*
1996	5	*	*	*	*	*	*	*	*	*
1997	12	*	*	*	*	*	*	*	*	*
1998	8	*	*	*	*	*	*	*	*	*
1999	11	*	*	*	*	*	*	*	*	*
2000	10	*	*	*	*	*	*	*	*	*
2001	11	*	*	*	*	*	*	*	*	*
2002	17	29.4%	5.9%	11.8%	5.9%	17.6%	11.8%	0.0%	23.5%	17.6%
2003	16	18.8%	6.3%	0.0%	6.3%	18.8%	0.0%	6.3%	18.8%	6.3%
2004	26	34.6%	0.0%	3.8%	7.7%	15.4%	3.8%	3.8%	15.4%	3.8%
2005	21	14.3%	4.8%	4.8%	4.8%	4.8%	9.5%	0.0%	14.3%	9.5%
2006	13	*	*	*	*	*	*	*	*	*
2007	29	44.8%	0.0%	6.9%	17.2%	6.9%	13.8%	6.9%	10.3%	20.7%
2008	48	25.0%	0.0%	2.1%	12.5%	6.3%	8.3%	8.3%	8.3%	8.3%
2009	68	13.2%	0.0%	1.5%	7.4%	0.0%	2.9%	4.4%	0.0%	2.9%
2010	75	28.0%	1.3%	2.7%	10.7%	2.7%	6.7%	4.0%	2.7%	10.7%
2011	89	24.7%	0.0%	6.7%	12.4%	1.1%	14.6%	3.4%	3.4%	18.0%
2012	89	12.4%	0.0%	4.5%	6.7%	1.1%	7.9%	1.1%	4.5%	7.9%
2013	85	12.9%	1.2%	3.5%	5.9%	3.5%	7.1%	1.2%	3.5%	8.2%
2014	92	32.6%	3.3%	12.0%	3.3%	7.6%	21.7%			
2015	70	28.6%	1.4%	8.6%						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Hagerstown Community College
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	29	17.2%	17.2%	3.4%	3.4%	20.7%	3.4%	0.0%	20.7%	6.9%
1996	44	22.8%	18.2%	4.6%	6.8%	25.0%	9.1%	9.0%	27.3%	9.1%
1997	49	12.2%	8.2%	2.0%	8.1%	8.2%	4.1%	2.0%	8.2%	4.1%
1998	47	38.3%	6.4%	2.1%	8.5%	12.8%	12.7%	2.1%	14.9%	12.8%
1999	28	25.0%	3.6%	7.2%	7.1%	10.7%	7.2%	0.0%	10.7%	14.3%
2000	44	11.4%	2.3%	9.1%	2.3%	9.1%	9.1%	2.3%	11.4%	9.1%
2001	34	17.6%	0.0%	5.9%	8.8%	5.9%	5.9%	5.9%	8.8%	5.9%
2002	49	24.5%	0.0%	6.1%	10.2%	8.2%	10.2%	4.1%	10.2%	10.2%
2003	32	18.8%	0.0%	6.3%	6.3%	3.1%	9.4%	3.1%	0.0%	12.5%
2004	35	14.3%	2.9%	0.0%	5.7%	5.7%	0.0%	8.6%	5.7%	0.0%
2005	35	22.9%	2.9%	2.9%	17.1%	11.4%	2.9%	8.6%	8.6%	8.6%
2006	40	22.5%	10.0%	5.0%	15.0%	10.0%	10.0%	5.0%	15.0%	10.0%
2007	49	38.8%	4.1%	6.1%	16.3%	6.1%	14.3%	8.2%	16.3%	16.3%
2008	49	34.7%	8.2%	2.0%	18.4%	8.2%	8.2%	4.1%	16.3%	8.2%
2009	41	26.8%	4.9%	4.9%	2.4%	12.2%	12.2%	0.0%	12.2%	12.2%
2010	58	27.6%	8.6%	6.9%	6.9%	13.8%	12.1%	3.4%	15.5%	17.2%
2011	53	32.1%	3.8%	5.7%	20.8%	5.7%	11.3%	5.7%	11.3%	15.1%
2012	51	21.6%	15.7%	7.8%	7.8%	15.7%	13.7%	3.9%	15.7%	13.7%
2013	45	17.8%	4.4%	8.9%	8.9%	6.7%	8.9%	4.4%	8.9%	8.9%
2014	46	26.1%	6.5%	2.2%	15.2%	10.9%	4.3%			
2015	47	17.0%	8.5%	12.8%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Harford Community College
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	37	16.2%	0.0%	2.7%	13.5%	2.7%	5.4%	13.5%	5.4%	5.4%
1996	42	33.4%	0.0%	9.5%	11.9%	2.4%	19.0%	0.0%	0.0%	21.4%
1997	49	28.6%	0.0%	10.2%	16.3%	0.0%	12.3%	8.1%	2.0%	12.3%
1998	42	31.0%	2.4%	2.4%	14.3%	2.4%	9.5%	7.1%	2.4%	11.9%
1999	49	38.7%	0.0%	8.1%	18.4%	4.1%	16.4%	2.0%	4.1%	18.3%
2000	57	35.1%	0.0%	5.3%	12.3%	1.8%	14.1%	10.5%	3.5%	15.8%
2001	81	38.2%	0.0%	11.1%	19.8%	4.9%	18.5%	9.9%	3.7%	23.5%
2002	72	30.6%	1.4%	11.1%	15.3%	5.6%	15.3%	11.1%	9.7%	16.7%
2003	73	21.9%	0.0%	5.5%	12.3%	2.7%	8.2%	6.8%	5.5%	11.0%
2004	85	25.9%	2.4%	4.7%	12.9%	3.5%	12.9%	11.8%	4.7%	12.9%
2005	89	23.6%	0.0%	10.1%	13.5%	2.2%	14.6%	10.1%	3.4%	19.1%
2006	107	37.4%	0.9%	2.8%	12.1%	3.7%	9.3%	12.1%	6.5%	14.0%
2007	113	33.6%	2.7%	9.7%	23.9%	3.5%	13.3%	15.9%	4.4%	15.9%
2008	146	32.2%	0.0%	3.4%	21.9%	3.4%	6.8%	15.1%	7.5%	13.0%
2009	156	27.6%	0.6%	8.3%	18.6%	2.6%	14.7%	10.3%	4.5%	21.2%
2010	137	35.0%	1.5%	8.8%	16.8%	5.8%	13.9%	13.9%	6.6%	17.5%
2011	142	35.9%	2.1%	5.6%	23.2%	3.5%	12.7%	13.4%	5.6%	16.9%
2012	167	33.5%	0.6%	8.4%	18.6%	3.6%	15.6%	15.6%	5.4%	22.2%
2013	145	29.0%	0.7%	9.7%	15.9%	3.4%	15.2%	10.3%	5.5%	19.3%
2014	141	31.9%	0.0%	12.1%	19.1%	3.5%	19.9%			
2015	128	32.8%	0.0%	10.2%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Howard Community College
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	66	25.7%	0.0%	7.6%	12.1%	0.0%	15.1%	12.1%	1.5%	16.6%
1996	76	18.4%	0.0%	11.8%	15.8%	0.0%	18.4%	13.2%	5.3%	18.4%
1997	76	36.9%	1.3%	6.6%	19.7%	2.6%	11.8%	6.6%	6.6%	14.4%
1998	77	26.0%	0.0%	3.9%	15.6%	0.0%	7.8%	10.4%	3.9%	10.4%
1999	84	31.0%	2.4%	17.9%	16.7%	4.8%	22.6%	7.2%	4.8%	28.6%
2000	107	31.8%	0.0%	5.6%	17.7%	1.9%	10.3%	14.0%	1.9%	16.8%
2001	140	31.4%	1.4%	12.1%	12.9%	1.4%	17.9%	10.7%	1.4%	18.6%
2002	129	34.1%	0.0%	8.5%	22.5%	3.9%	15.5%	12.4%	6.2%	17.1%
2003	114	35.1%	0.0%	7.0%	18.4%	0.9%	12.3%	12.3%	2.6%	16.7%
2004	144	36.8%	0.7%	11.1%	20.1%	2.8%	17.4%	14.6%	5.6%	22.9%
2005	132	41.7%	0.8%	6.1%	28.0%	4.5%	14.4%	17.4%	9.1%	18.9%
2006	191	35.6%	1.0%	8.9%	26.7%	1.6%	14.7%	18.3%	2.6%	17.8%
2007	194	32.5%	0.5%	13.4%	25.3%	1.5%	17.5%	19.6%	4.6%	22.7%
2008	235	44.7%	0.0%	9.4%	29.8%	0.0%	14.0%	20.0%	1.7%	18.3%
2009	276	38.0%	0.4%	9.8%	21.7%	2.2%	18.1%	12.3%	5.1%	22.5%
2010	296	40.2%	1.4%	11.8%	24.7%	3.0%	19.6%	14.9%	4.4%	23.6%
2011	270	37.4%	0.0%	9.3%	25.2%	2.6%	15.6%	14.4%	4.1%	22.2%
2012	277	39.4%	0.7%	8.3%	23.1%	1.4%	15.5%	17.3%	4.0%	19.9%
2013	297	41.8%	0.3%	10.1%	21.2%	3.0%	20.2%	11.1%	3.7%	27.6%
2014	310	42.6%	1.0%	13.5%	18.7%	3.5%	24.2%			
2015	336	39.0%	0.6%	12.2%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Montgomery College
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	541	32.0%	0.6%	10.2%	20.3%	2.2%	15.0%	12.2%	3.0%	19.8%
1996	535	33.5%	0.4%	6.7%	21.5%	1.7%	12.1%	10.5%	3.6%	17.4%
1997	625	36.0%	0.5%	6.9%	18.8%	1.5%	12.2%	12.9%	2.8%	14.9%
1998	628	32.0%	0.5%	6.9%	19.6%	1.8%	11.8%	11.8%	2.7%	15.0%
1999	566	32.0%	0.7%	8.7%	18.8%	1.4%	14.9%	12.2%	3.1%	18.5%
2000	503	38.8%	0.6%	8.9%	20.9%	2.6%	14.1%	12.1%	5.4%	20.3%
2001	611	42.5%	0.8%	11.5%	21.4%	3.3%	20.6%	13.4%	4.9%	24.4%
2002	564	38.8%	0.0%	10.1%	23.9%	1.4%	14.9%	15.6%	3.0%	18.8%
2003	498	42.6%	0.6%	11.0%	21.5%	3.6%	20.1%	14.3%	4.0%	25.9%
2004	586	46.2%	2.0%	9.6%	25.9%	4.4%	16.2%	16.0%	6.0%	22.0%
2005	510	44.1%	0.4%	6.9%	29.0%	1.4%	13.3%	16.3%	3.7%	20.8%
2006	731	38.2%	1.1%	11.4%	24.1%	3.4%	29.4%	12.9%	5.1%	25.0%
2007	677	43.0%	0.7%	9.9%	26.0%	2.8%	17.7%	16.2%	5.2%	25.6%
2008	705	44.4%	0.6%	9.4%	27.4%	2.7%	17.9%	17.2%	4.8%	23.7%
2009	831	47.5%	1.0%	8.9%	27.3%	4.0%	17.7%	17.8%	6.1%	21.5%
2010	773	48.3%	1.2%	7.9%	32.1%	2.8%	15.5%	18.4%	5.7%	20.3%
2011	757	53.9%	0.4%	7.9%	33.6%	3.2%	17.3%	18.6%	5.4%	25.0%
2012	745	53.2%	0.8%	7.5%	35.2%	2.1%	15.6%	19.3%	4.8%	22.7%
2013	687	47.5%	0.9%	9.2%	28.1%	1.7%	19.8%	15.1%	4.4%	25.0%
2014	659	51.7%	0.5%	10.8%	29.1%	2.6%	23.1%			
2015	642	46.7%	0.8%	13.7%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Prince George's Community College
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	723	30.3%	0.1%	8.7%	17.6%	0.5%	13.0%	9.5%	1.3%	15.9%
1996	667	34.5%	0.6%	10.2%	20.1%	1.3%	16.3%	11.9%	3.1%	19.7%
1997	746	38.7%	0.3%	8.7%	20.3%	1.2%	14.6%	14.2%	2.4%	17.3%
1998	768	33.8%	0.2%	9.0%	20.5%	1.1%	15.0%	12.0%	2.2%	18.4%
1999	772	33.2%	0.0%	8.8%	20.0%	0.5%	13.5%	13.1%	1.6%	16.3%
2000	755	37.4%	0.1%	8.8%	20.4%	0.4%	15.2%	13.6%	2.4%	18.3%
2001	795	33.6%	0.1%	7.4%	21.4%	0.5%	12.8%	12.1%	2.4%	16.0%
2002	755	37.5%	0.1%	6.8%	23.8%	1.3%	12.1%	12.8%	3.2%	15.8%
2003	771	37.6%	0.1%	7.9%	21.0%	1.2%	14.0%	12.5%	2.5%	18.4%
2004	750	34.9%	0.4%	6.9%	21.1%	0.7%	12.4%	13.7%	2.3%	16.0%
2005	777	38.4%	0.4%	10.6%	20.2%	1.5%	17.1%	14.7%	3.0%	20.2%
2006	694	33.3%	0.1%	7.8%	21.3%	1.2%	12.1%	13.7%	1.9%	15.6%
2007	799	34.7%	0.4%	9.5%	24.4%	1.5%	15.6%	15.4%	3.4%	19.6%
2008	767	37.4%	1.7%	7.8%	22.2%	2.6%	16.0%	11.6%	4.7%	20.7%
2009	952	34.2%	1.4%	8.6%	18.0%	2.0%	14.5%	9.8%	3.5%	19.0%
2010	903	37.2%	0.6%	9.3%	21.5%	2.0%	14.5%	12.2%	3.5%	20.3%
2011	939	34.4%	0.4%	9.5%	23.2%	1.7%	15.8%	13.0%	3.4%	20.0%
2012	705	37.2%	0.9%	8.8%	23.4%	2.1%	15.9%	12.8%	3.5%	20.6%
2013	840	38.6%	1.5%	9.0%	20.7%	2.4%	17.5%	15.1%	4.4%	25.0%
2014	654	38.7%	0.8%	9.2%	22.5%	0.9%	18.8%			
2015	575	36.0%	3.3%	12.0%						

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Wor-Wic Community College
1995 - 2015

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1995	11	*	*	*	*	*	*	*	*	*
1996	9	*	*	*	*	*	*	*	*	*
1997	15	33.3%	0.0%	6.7%	20.0%	0.0%	6.7%	33.3%	6.7%	13.3%
1998	23	21.7%	8.6%	8.7%	8.7%	13.0%	17.4%	17.4%	8.6%	26.0%
1999	34	20.6%	0.0%	5.8%	5.9%	5.9%	5.8%	8.8%	5.9%	5.8%
2000	21	33.3%	4.8%	9.6%	23.8%	9.5%	19.0%	23.8%	4.8%	23.8%
2001	47	29.8%	2.1%	10.7%	27.7%	6.4%	10.6%	6.4%	10.6%	17.0%
2002	45	28.9%	4.4%	8.9%	11.1%	4.4%	15.6%	0.0%	6.7%	20.0%
2003	45	28.9%	2.2%	4.4%	11.1%	2.2%	6.7%	11.1%	8.9%	6.7%
2004	62	21.0%	1.6%	14.5%	6.5%	0.0%	17.7%	4.8%	1.6%	21.0%
2005	65	24.6%	3.1%	16.9%	21.5%	4.6%	21.5%	12.3%	4.6%	27.7%
2006	59	23.7%	1.7%	16.9%	15.3%	1.7%	22.0%	10.2%	1.7%	22.0%
2007	62	24.2%	4.8%	16.1%	11.3%	4.8%	22.6%	12.9%	8.1%	25.8%
2008	83	38.6%	0.0%	15.7%	20.5%	4.8%	18.1%	8.4%	9.6%	20.5%
2009	80	27.5%	0.0%	10.0%	17.5%	0.0%	13.8%	11.3%	1.3%	20.0%
2010	82	41.5%	1.2%	7.3%	20.7%	6.1%	11.0%	11.0%	8.5%	18.3%
2011	93	17.2%	0.0%	11.8%	8.6%	2.2%	16.1%	5.4%	3.2%	17.2%
2012	104	18.3%	1.9%	20.2%	13.5%	2.9%	24.0%	8.7%	2.9%	27.9%
2013	85	21.2%	0.0%	21.2%	16.5%	1.2%	24.7%	4.7%	4.7%	24.7%
2014	76	26.3%	3.9%	13.2%	11.8%	5.3%	15.8%			
2015	89	27.0%	1.1%	7.9%						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

Note: New federal race and ethnicity definitions were introduced in 2010. Figures before and after 2010 may not be directly comparable.

DEGREE PROGRESS ANALYSIS

**DEGREE PROGRESS FOUR YEARS AFTER INITIAL ENROLLMENT
MARYLAND COMMUNITY COLLEGES**

College	Year of Fall Entering Class	Entering Class	Analysis Cohort*	ALL STUDENTS		COLLEGE READY			DEVELOPMENTAL COMPLETERS			DEVELOPMENTAL NON-COMPLETERS		
				Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**	Head Count	Graduation/Transfer Rate	Successful Persister**
Allegany	2008	897	643	60.5%	74.5%	173	78.0%	86.1%	192	62.0%	84.4%	278	48.6%	60.4%
	2009	1,030	764	52.0%	66.1%	92	75.0%	91.3%	326	62.9%	83.1%	346	35.5%	43.4%
	2010	939	561	57.2%	72.9%	76	68.4%	81.6%	291	66.0%	84.5%	194	39.7%	52.1%
	2011	748	576	55.7%	68.6%	74	73.0%	79.7%	255	63.9%	83.5%	247	42.1%	49.8%
	2012	715	526	55.7%	70.5%	60	80.0%	90.0%	272	61.0%	85.3%	194	40.7%	43.3%
Anne Arundel Community College	2008	3,192	2,330	50.6%	73.1%	562	67.4%	86.1%	959	58.8%	87.9%	809	29.0%	46.5%
	2009	3,257	2,476	50.2%	73.7%	585	68.7%	86.2%	999	58.7%	88.5%	892	28.6%	49.0%
	2010	3,267	2,443	50.5%	72.0%	564	71.5%	85.5%	1,009	57.2%	87.2%	870	28.9%	45.2%
	2011	3,076	2,241	49.9%	72.1%	577	67.2%	84.7%	897	57.1%	86.6%	767	28.6%	45.5%
	2012	2,968	2,111	53.3%	73.8%	558	74.4%	86.7%	908	56.7%	84.1%	645	30.2%	47.9%
Baltimore City Community College	2008	1,213	714	37.7%	55.3%	26	50.0%	73.1%	188	43.1%	80.3%	500	35.0%	45.0%
	2009	1,417	928	35.5%	51.3%	99	57.6%	72.7%	201	43.3%	72.6%	628	29.5%	41.1%
	2010	1,281	817	34.0%	50.8%	60	60.0%	75.0%	257	40.1%	75.5%	500	27.8%	35.2%
	2011	1,337	762	28.7%	45.9%	64	39.1%	57.8%	187	36.9%	81.3%	511	24.5%	31.5%
	2012	965	554	40.8%	57.9%	48	58.3%	68.8%	241	47.7%	80.1%	265	31.3%	35.8%
Community College of Baltimore County	2008	3,982	2,779	41.6%	65.4%	415	54.5%	73.0%	1,226	50.9%	84.4%	1,138	26.9%	42.2%
	2009	4,870	3,416	39.9%	60.7%	459	53.2%	70.2%	1,377	50.7%	81.8%	1,580	26.6%	39.4%
	2010	5,529	3,413	39.6%	60.2%	527	61.7%	76.9%	1,337	48.7%	80.8%	1,549	24.1%	36.9%
	2011	5,283	3,159	40.5%	63.3%	532	57.0%	75.8%	1,345	50.1%	84.3%	1,282	23.5%	36.2%
	2012	5,157	3,153	40.7%	63.4%	484	57.0%	79.1%	1,440	49.4%	81.5%	1,229	24.1%	36.0%
Carroll Community College	2008	818	627	56.5%	76.4%	85	72.9%	84.7%	388	67.3%	89.9%	151	20.5%	38.4%
	2009	989	759	58.6%	76.4%	133	75.9%	85.7%	446	67.0%	88.6%	180	25.0%	39.4%
	2010	940	737	57.7%	73.1%	128	73.4%	85.9%	439	67.4%	85.4%	170	20.6%	31.8%
	2011	812	626	57.0%	75.2%	111	76.6%	86.5%	382	62.8%	86.9%	133	24.1%	32.3%
	2012	851	646	55.3%	75.5%	171	71.9%	86.0%	366	60.4%	87.4%	109	11.9%	19.3%
Cecil College	2008	704	418	43.5%	54.3%	130	68.5%	77.7%	133	42.9%	57.1%	155	23.2%	32.3%
	2009	765	441	44.7%	54.4%	163	63.2%	73.0%	126	48.4%	54.8%	152	21.7%	34.2%
	2010	568	328	31.7%	40.5%	84	44.0%	52.4%	112	42.9%	53.6%	132	14.4%	22.0%
	2011	749	431	50.3%	61.0%	145	71.0%	78.6%	161	52.8%	68.9%	125	23.2%	30.4%
	2012	572	363	45.7%	60.3%	96	70.8%	82.3%	157	46.5%	65.0%	110	22.7%	34.5%
Chesapeake College	2008	646	420	49.8%	72.9%	118	66.9%	85.6%	182	52.7%	86.3%	120	28.3%	40.0%
	2009	756	479	50.5%	69.9%	109	69.7%	82.6%	289	52.2%	77.6%	115	28.7%	40.9%
	2010	763	479	48.9%	67.8%	107	67.3%	85.0%	234	50.9%	76.5%	138	31.2%	39.9%
	2011	704	430	52.6%	68.6%	97	71.1%	81.4%	228	55.7%	77.6%	105	28.6%	37.1%
	2012	619	377	55.4%	72.4%	93	73.1%	87.1%	187	59.9%	81.8%	97	29.9%	40.2%
College of Southern Maryland	2008	2,322	1,202	51.8%	77.4%	774	56.2%	79.7%	334	49.1%	81.4%	94	25.5%	43.6%
	2009	2,039	1,093	54.1%	76.5%	641	59.8%	80.0%	357	48.7%	77.6%	95	35.8%	48.4%
	2010	1,942	1,018	53.2%	75.8%	617	59.2%	78.8%	315	46.7%	78.4%	86	34.9%	45.3%
	2011	2,091	1,073	54.5%	73.9%	668	59.0%	77.7%	328	50.0%	71.3%	77	35.1%	51.9%
	2012	2,256	1,212	61.6%	79.6%	851	67.6%	82.7%	273	53.5%	79.9%	88	28.4%	48.9%
Frederick Community College	2008	1,790	1,036	73.9%	78.7%	334	78.1%	79.6%	609	74.4%	81.1%	93	55.9%	60.2%
	2009	1,812	1,021	65.7%	78.5%	379	80.5%	85.0%	538	62.3%	81.4%	104	29.8%	39.4%
	2010	1,749	1,016	65.3%	79.2%	434	80.2%	87.8%	494	57.9%	77.7%	88	33.0%	45.5%
	2011	1,729	1,010	66.8%	80.7%	404	82.9%	90.8%	501	59.5%	79.8%	105	40.0%	45.7%
	2012	1,740	1,036	65.9%	79.8%	426	78.6%	87.8%	511	62.0%	82.2%	99	32.3%	34.3%

Garrett College	2008	301	200	73.5%	86.5%	94	79.8%	95.7%	71	67.6%	83.1%	36	66.7%	66.7%
	2009	353	265	55.8%	64.5%	65	72.3%	84.6%	136	60.3%	69.9%	64	29.7%	32.8%
	2010	315	256	68.8%	80.1%	26	88.5%	96.2%	176	71.6%	86.9%	54	47.1%	50.0%
	2011	351	274	61.7%	70.4%	42	69.0%	85.7%	184	65.2%	73.9%	48	43.8%	43.8%
	2012	303	237	61.6%	70.0%	37	86.5%	89.2%	126	63.5%	78.6%	74	45.9%	45.9%
Hagerstown Community College	2008	933	671	59.2%	75.9%	180	80.0%	90.6%	298	64.4%	87.6%	193	31.6%	44.0%
	2009	939	660	59.1%	79.1%	148	70.9%	87.2%	357	66.4%	89.1%	155	31.0%	48.4%
	2010	1,076	703	50.8%	71.3%	113	75.2%	90.3%	356	60.4%	86.0%	234	24.4%	39.7%
	2011	1,025	645	54.0%	70.9%	98	78.6%	89.8%	333	63.7%	84.7%	214	27.6%	40.7%
	2012	1,017	654	52.6%	72.5%	115	76.5%	84.3%	343	62.1%	86.0%	196	21.9%	41.8%
Harford Community College	2008	1,590	1,114	54.9%	77.6%	337	73.0%	90.2%	515	58.6%	88.9%	262	24.4%	39.3%
	2009	1,666	1,217	55.8%	76.7%	393	72.5%	90.3%	535	62.1%	85.6%	289	21.5%	41.5%
	2010	1,719	1,207	59.7%	80.0%	434	74.0%	89.9%	549	61.2%	88.5%	224	28.6%	39.7%
	2011	1,722	1,220	56.5%	76.5%	445	68.1%	88.1%	543	58.2%	82.5%	232	30.2%	40.1%
	2012	1,672	1,153	59.3%	81.4%	438	70.5%	89.7%	538	61.0%	87.0%	177	26.6%	43.5%
Howard Community College	2008	1,766	1,314	54.2%	73.4%	392	64.0%	80.4%	455	60.7%	82.9%	467	39.6%	58.2%
	2009	1,855	1,390	53.1%	70.4%	413	68.8%	80.6%	476	61.8%	84.9%	501	31.9%	48.3%
	2010	1,880	1,414	49.6%	73.7%	389	67.4%	85.9%	485	60.8%	91.3%	540	26.9%	49.1%
	2011	1,673	1,220	52.4%	76.0%	339	65.8%	83.2%	445	62.9%	93.7%	436	31.2%	52.3%
	2012	1,636	1,222	52.5%	76.4%	368	67.9%	85.6%	442	64.7%	92.1%	412	25.5%	51.5%
Montgomery College	2008	3,889	2,722	51.3%	73.3%	562	70.1%	85.8%	1,240	60.8%	87.0%	920	27.1%	47.3%
	2009	4,196	3,052	52.1%	75.0%	580	70.9%	88.1%	1,362	65.7%	90.3%	1,110	25.6%	49.5%
	2010	4,324	3,202	49.8%	75.1%	806	68.5%	87.1%	1,874	47.9%	78.4%	522	28.0%	45.0%
	2011	4,019	2,919	47.5%	72.8%	581	68.5%	85.0%	1,758	46.7%	76.2%	580	29.0%	50.2%
	2012	4,207	3,049	45.6%	73.3%	848	68.5%	88.2%	1,578	44.0%	75.9%	623	18.5%	46.7%
Prince George's Community College	2008	1,831	1,145	39.7%	62.8%	126	46.8%	67.5%	605	52.7%	86.2%	414	29.3%	45.8%
	2009	2,490	1,560	39.6%	64.6%	184	59.2%	71.7%	483	54.5%	89.6%	893	27.4%	49.6%
	2010	2,830	1,666	37.3%	62.2%	203	54.2%	73.9%	548	49.6%	87.2%	915	26.1%	44.7%
	2011	2,765	1,759	36.7%	62.8%	186	46.8%	66.7%	504	53.8%	90.1%	1,069	26.9%	49.3%
	2012	2,511	1,681	36.8%	62.5%	245	48.2%	73.1%	377	50.9%	92.6%	1,059	29.1%	49.4%
Wor-Wic Community College	2008	860	569	44.8%	71.2%	77	75.3%	88.3%	261	54.8%	90.4%	231	23.4%	43.7%
	2009	967	601	45.1%	64.6%	55	72.7%	89.1%	297	57.9%	86.2%	249	23.7%	33.3%
	2010	948	594	45.3%	63.5%	66	69.7%	83.3%	293	57.3%	81.9%	235	23.4%	34.9%
	2011	875	527	45.5%	63.6%	70	71.4%	85.7%	251	57.4%	82.9%	206	22.3%	32.5%
	2012	791	501	46.7%	65.5%	83	68.7%	85.5%	241	55.6%	83.4%	177	24.3%	31.6%
TOTAL	2008	26,734	17,904	50.8%	71.4%	4,385	66.3%	82.5%	7,656	56.3%	82.1%	5,861	32.1%	49.1%
	2009	29,401	20,122	49.2%	69.0%	4,498	67.2%	82.3%	8,271	58.7%	84.6%	7,353	27.7%	44.3%
	2010	30,070	19,854	48.3%	69.2%	4,634	67.6%	83.4%	8,769	53.9%	82.3%	6,451	26.8%	41.2%
	2011	28,959	18,872	48.3%	69.3%	4,433	65.9%	82.1%	8,302	54.2%	82.1%	6,137	27.7%	42.7%
	2012	27,980	18,475	49.5%	71.2%	4,921	68.5%	84.8%	8,000	53.8%	82.4%	5,554	26.5%	42.9%

Notes:

Successful Persister is defined as students who completed at least 30 credit hours with a GPA of 2.00 or better, who have graduated and/or transferred, or who are still enrolled at the institution

Totals reflect summation of cohort data as reported by the colleges, and derived percentages based solely on the reporting institutions. These may provide an "indication" or estimate of the statewide community college success levels, but should not be relied upon as a completely accurate measure at the statewide level.