Report on Best Practices and Annual Progress Toward the 55% Completion Goal

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Maryland Higher Education Commission

Introduction

The 2015 Joint Chairmen's Report issued the following charge to the Maryland Higher Education Commission (MHEC):

> The committees understand that in order to meet the State's goal to have at least 55% of Maryland's residents age 25 to 64 holding at least one degree credential by 2025, accurate and timely information on degree progression and best practices is needed to ensure that the State is on track to meet the goal. The committees request that the Maryland Higher Education Commission (MHEC) annually collect and analyze student- and transcript-level data on progression, graduation, and other relevant metrics from each public institution of higher education, including community colleges and regional higher education centers. MHEC should submit a report by December 15th each year that analyzes the data and shows each institution's progress toward the State and institutional goals in 2025. The report should also include a summary of best practices and findings on the effectiveness of institutions' programs, as well as any concerns regarding lack of progress or best practices that are not being implemented by institutions.
>
> In addition, the committees request that MHEC, on behalf of the Governor and General Assembly and in collaboration with the Governor's Prekindergarten-20 Council, convene a biennial Summit on Completion that provides a forum for representatives of all segments of education (including K-12), economic and workforce development, and other stakeholders to share best practices on college completion that are underway in Maryland and hear from experts on best practices in other states that may be replicated in Maryland. A summary of the summit should be included in the annual report on best practices and progress toward the 55% goal.

This is a slightly modified version of a similar charge first issued in 2012. In light of this mandate, this report aims to do the following:

- Discuss student progression and graduation in the state;

- Provide a brief overview of the degree attainment model developed to set degree targets for reaching the 55% goal;

- Report progress towards the established targets leading to achievement of the 55% goal; and

- Summarize the narratives submitted by the State's colleges and universities on the best practices they are pursuing to improve degree completion and provide updates on strategies that may have been discussed in the previous two reports.

Additional information on the degree attainment model referenced briefly below can be found in the 2014 Best Practices report. The 2014 report also provided a summary of the Statewide College Completion Summits which took place in 2013 and 2014. There was no summit held in 2015, and reductions to the Commission's budget in recent years suggest that funding for a summit will be, at best, extremely limited. The Commission will explore other sources of

support, and if the Commission can host a summit, a summary of the event will be submitted in a future edition of this report.

Data on Progression and Graduation

Each year, MHEC publishes two reports discussing progression and graduation metrics at four-year colleges and universities and at community colleges. The principal metrics used for four-year institutions are the first-to-second-year retention rate and the six-year graduation rate for first-time, full-time students. The second-year retention rate for the cohort entering in 2013 has reached a peak of around 85%. The six-year graduation rate has increased in recent years. The cohorts entering between 1987 and 1994 had an average graduation rate of 56%, while the cohorts entering since 2000 have had an average graduation rate of 64%. A statewide table of retention and graduation rates since 1993 appears in Table 1, on page 10. Institutional tables and other data and analysis can be found in the full report.[1]

For community colleges, the principal metrics are the four-year rates of persistence, transfer to a four-year institution, and graduation for full-time students. These rates are aggregated into a *success rate*. The success rate increased from 43.7% for the cohort entering in 1999 to a peak of 48.7% for the cohort entering in 2007, although the rate declined slightly to 45.9% for the cohort entering in 2010 (12.0% remained enrolled, 9.0% graduated, and 24.9% transferred to a four-year institution). A statewide table of persistence, transfer, and graduation rates appears in Table 2, on page 11.

Another important analytical tool for community colleges is the Degree Progress Analysis report. This tool was developed in response to the fact that community colleges enroll a large number of part-time students who are not captured in traditional metrics that focus on full-time students. The Degree Progress Analysis examines students who complete at least 18 credit hours within their first two years of enrollment, and identifies students as successful if they have graduated, transferred to a four-year institution, or are still enrolled with a cumulative grade point average of 2.0 or better. The most recent Degree Progress Analysis table appears in Table 3, on pages 12-13. Additional data and analyses, including institutional tables for all community colleges, can be found in the full regular report.[2]

The charge from the committees requests information on the contributions of regional higher education centers (RHECs) to progression and completion. These entities are not themselves institutions of higher education, but serve local communities by hosting classes offered by multiple institutions of higher education in convenient locations. The RHECs do not report any student-level data directly to MHEC. Instead, the institutions operating at the RHECs include their data together with that of students on the main campus. Therefore, there are no existing student-level data on the contributions of RHECs as such. Beginning in 2014-2015, four-year

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[1] Maryland Higher Education Commission, September 2015. "Retention and Graduation Rates at Maryland Four-Year Institutions," Archived at http://www.mhec.maryland.gov/publications/research/AnnualReports/2015RetGrad4yrs.pdf.
[2] Maryland Higher Education Commission, September 2015. "Retention, Graduation, and Transfer Rates at Maryland Community Colleges," Archived at http://www.mhec.maryland.gov/publications/research/AnnualReports/2015RetGradTransRatCCs.pdf.

institutions began to report course-level data on courses offered at RHECs, and community colleges are expected to begin reporting in 2015-2016. These course-level data are currently being developed for analysis, and as they become available they will be discussed in future editions of this report.

Maryland's 55% Degree Attainment Model

In response to the Joint Chairmen's charge, in 2012 MHEC developed a model that set initial state and institution degree targets to reach the goal of 55% of adults holding degrees by 2025.[3] The model was revised in 2014 to reflect additional input from Maryland colleges and universities as well as additional information on migration patterns within the State and increased degree output at independent colleges and universities in Maryland. Further details about the initial and revised models are provided in the 2012 and 2014 Best Practices reports.

According to the revised model, Maryland will need a total of 1,828,420 individuals (55% of 3,324,400) to hold at least an associate degree to reach 55%. MHEC estimated that in 2025, 903,511 persons aged 25 to 49 who held associate degrees in 2010 will have aged 15 years, but will still be in the target group (between ages 25 to 64).[4] Thus, Maryland will need to have 924,909 additional degree holders between 2010 and 2025 to meet the State's goal. Almost all Marylanders with degrees will come from one of the following three main sources: (1) public institutions of higher education, (2) independent and other private institutions of higher education, and (3) migration of individuals from other states and nations who already hold college degrees.

- *Public institutions:* In total, MHEC established that the target for the number of associate and baccalaureate degrees needed from public institutions for the whole period is 608,032. This goal accounts for mortality, unforeseen environmental factors which are difficult to predict, and for extenuating circumstances.

- *Independent and other private institutions:* According to MHEC's model, independent institutions are expected to contribute 105,805 graduates to the State's degree completion total. The Maryland Independent College and University Association's (MICUA) own projections are slightly higher than MHEC's and estimate that member institutions will award a total of 107,950 undergraduate degrees by 2025. MHEC estimated that the annual contribution of the other-private institutions will be 334, beginning in 2014-2015. This results in a total of 6,762 degrees expected from these institutions by 2025. The total degree production from the independent and other private sectors for the whole period is expected to be 112,567.

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[3] Maryland Higher Education Commission, December 2014, "Report on Best Practices and Annual Progress Toward the 55% Completion Goal". http://www.mhec.maryland.gov/publications/research/AnnualReports/ 2014BestPracProgressCompletionGoal_020615.pdf)

[4] This number is an estimate based on the percentage of Marylanders ages 25-49 within the 25-64 age group (65%), and that percentage multiplied by the number of Marylanders ages 25-64 with a degree. This model assumes a flat rate of degree attainment across age brackets and recognizes that this number is only an estimate.

- *Migration from other states and nations:* Using U.S. Census data from 2012, it was determined that Maryland has an estimated annual net migration gain of 18,968 persons aged 25 to 64 holding an associate degree or higher.[5] If this estimate remains constant, Maryland will have an addition through migration of 303,488 degree holders by 2025.

Taken together, the contributions from migration to Maryland, public, independent, and other private institutions, minus estimated mortality, will provide 965,578 of the degree holders needed, exceeding the 55% degree attainment goal by more than 40,000 degrees.

The figures included in this report provide a blueprint based on conservative estimates to enable the State to achieve the 55% degree attainment goal. These figures can also be used to gauge progress toward that goal. Table 4, on page 14, shows a matrix with annual targets for each institution based on an annual 2.0% growth rate. This matrix will continue to be used as the standard against which institutional output can be measured each year.

State and Institutional Goals and Targets

Table 5, on the following page, provides an overview of actual degree awards for each of the three institutional sectors for the academic years between 2010 and 2015.[6] This table indicates that undergraduate degree awards are ahead of the target levels and have progressively increased over the last five years with an average growth rate of 5%, and therefore the 55% degree attainment goal remains within reach. At this time institutions are ahead of the current degree attainment target by more than 20,000 degrees.

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[5] U.S. Census Bureau, 2012. 2010-2012 American Community Survey (ACS) Three Year Public Microdata Sample (PUMS).http://www.census.gov/acs/www/data_documentation/pums_data/
[6] Actual data for 2011 to 2014 have been updated to reflect corrected data.

Table 5. Target and actual undergraduate degrees awarded, 2009-2010 through 2014-2015.

Institutional Sector		2009-2010 (baseline)	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Community Colleges	Target		11,386	11,614	11,846	12,083	12,325
	Actual	11,163	12,637	13,852	14,269	14,541	15,133
	+/-		**1,251**	**2,238**	**2,423**	**2,458**	**2,808**
Four-Year Institutions	Target		21,887	22,325	22,771	23,227	23,691
	Actual	21,458	22,735	24,331	25,136	25,606	27,365
	+/-		**848**	**2,006**	**2,365**	**2,379**	**3,674**
Independent Institutions	Target		6,281	6,469	6,663	6,863	6,225
	Actual	6,098	6,174	6,303	6,442	6,395	6,572
	+/-		**(107)**	**(166)**	**(221)**	**(468)**	**347**
Other Private Institutions	Target		668	668	668	416	334
	Actual	668	694	372	233	230	231
	+/-		**26**	**(296)**	**(435)**	**(186)**	**(103)**
Annual Total	*Target*		40,222	41,076	41,949	42,589	42,575
	Actual	*39,387*	42,240	44,858	46,080	46,772	49,301
	+/-		**2,018**	**3,782**	**4,131**	**4,183**	**6,726**
Cumulative Total	**Target**		**79,609**	**120,685**	**162,634**	**205,223**	**247,798**
	Actual	**39,387**	**81,627**	**126,485**	**172,565**	**219,337**	**268,638**
	+/-		**2,018**	**5,800**	**9,931**	**14,114**	**20,840**

Tables 6 and 7, on pages 15 and 16, provide similar detail for each public community college and four-year institution, as well as targets for the entire period. Table 8, on page 17, shows targets for all sectors for the full period (including independent and other private institutions). These tables are updated annually and reflect the State's progression toward the 55% goal.

Best Practices

Institutions were asked to submit reports describing the data-validated best practices that they were using to help increase the number of degree completers. The reports contained hundreds of practices and programs, many of which were pursued at multiple campuses. Since institutions designed their own validation procedures, the procedures could not be collated together to show meaningful relationships across institutions. However, they could be divided into four broad categories. The first category includes efforts to *increase the number of enrolling students*, the second includes attempts to *improve the proportion of enrolled students who earn degrees*, the third lists efforts *to reduce the achievement gap,* and the fourth includes initiatives to *increase*

financial support to students. Some common themes in each of these categories are outlined below.

A supplemental volume containing all reports submitted by institutions will be posted on the MHEC website. The supplement will also include an index indicating specific institutional practices reflecting these common themes. This thematic index will allow institutions and other interested readers to discover which institutions are using practices effectively in each area.

Best Practices: Enrolling More Students

The first group of strategies is designed to increase the number of students enrolling in college. The Maryland State Department of Education reported that 59,018 students in Maryland graduated from a public high school in 2013-2014.[7] MHEC reported that 26,808 Maryland residents enrolled in public and private colleges and universities as new full-time students beginning in Fall 2014.[8] Using these figures as a proxy, approximately 45% of high school graduates immediately enrolled in colleges in Maryland. This figure is not a true continuation rate, however, as some students enrolling in college that semester may have graduated from high school during 2012-2013 or earlier, and others may have completed their studies at private high schools or in homeschools. Nevertheless, it is clear that a large proportion of Maryland students who graduate from high school do not enroll in college. In addition, adult students represent a promising option for enrollment growth. Colleges might consider expanding efforts to reaching out to adults in new ways, including targeted efforts for near completers, reverse transfers, and veterans.

Strategies to increase enrollment center on the following themes, which are discussed more thoroughly in the supplemental volume of this report.

1. *Provide information* to students, through high schools, middle schools, and other venues, about how to apply and pay for college.
2. *Enroll high school students* in dual enrollment programs, in which students enroll in college courses while still enrolled in high school, and accumulate credits on both levels.
3. *Make admissions easier* through offering programs such as on-the-spot admissions.
4. *Ease transitions for adult students* by providing information and support on returning to the classroom.

Best Practices: More Enrolled Students Finishing Degrees

The second group of strategies attempts to increase the proportion of enrolled students who go on to complete their degrees. Please see the supplemental volume for a more detailed discussion of institutional initiatives.

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[7] Maryland State Department of Education, 2014 Data Download Files, "2014 High School Completion Data." Archived at http://reportcard.msde.maryland.gov/downloadindex.aspx?K=99AAAA.

[8] Maryland Higher Education Commission, "Enrollment by Place of Residence Fall 2014," May 2015. Archived at http://www.mhec.maryland.gov/publications/research/AnnualReports/2014EnrollPlaceofResidence.pdf.

1. *Improve college readiness* by working with high schools and communities on developing more accurate expectations on how to prepare for college as well as how to learn while enrolled at college.
2. *Improve the transition to college* through summer academies, first-year programs, living-learning communities, course packaging and laddering of sequences, and similar transitional events.
3. *Improve advising* to make it easier for students to prepare for the programs they want, to reduce opportunities for students to avoid advising, and to mediate problems (academic, social, financial) before they become insurmountable.
4. *Reduce the hurdle of remedial/developmental coursework* through course redesign, and adopt policies to encourage students to move rapidly from developmental coursework to credit-bearing coursework.
5. *Facilitate transfer* by aligning coursework with four-year curricula (community colleges) and by accepting more transfer students and granting credit for more courses and types of learning experiences (four-year institutions).
6. *Reduce course withdrawals and improve teaching* through course redesign and pedagogical change.
7. *Revise curricula and administrative procedures* to reduce academic and organizational obstacles to course completion and degree completion.
8. *Provide additional support* such as supplemental instruction programs, tutoring services, and other kinds of academic support.
9. *Enhance faculty response* through increased development on needs recognition and referral mechanisms.
10. *Support underserved populations* with dedicated programs for students without information about how to manage college.
11. *Increase degree awards* through reverse transfer, reaching out to near-completers, and other initiatives to facilitate program completion.

Best Practices: Reduce the Achievement Gap

A third group of strategies is targeted toward encouraging higher enrollment and graduation of minority students. As the current demographic landscape of students change throughout Maryland, these strategies are guiding the work of several colleges and universities as they respond to these new dynamics on their campuses. The supplemental volume has a more thorough examination of these programs.

1. *Targeted advising* and academic monitoring for underrepresented students.
2. *Annual monitoring of minority student progress* to ensure retention and graduation efforts are effective.
3. *Minority student mentors* that serve as an additional support and guidance for students new to the college environment.
4. *Financial literacy programs* in developmental and freshmen entry courses to inform those at economic risk of financial aid options.
5. *Faculty diversity training* programs aimed to work with faculty members on specific issues facing underrepresented college students.

Best Practices: Increase Financial Support

Institutions are increasingly aware of the impact of college affordability on retention and completion and are implementing various strategies targeted at improving students' access to financial aid. These strategies are discussed in detail in the supplemental volume.

1. *Reduce financial impediments* to students and offer specific financial support such as incentives, scholarships, and grants.
2. *Increase knowledge of financial aid* including topics related to college costs, financial aid resources and financial management.

Conclusion

Maryland remains on track to achieve the 55% completion goal by 2025. Maryland colleges and universities continue to exceed the targets established by the model. Institutions continue to pursue a wealth of programmatic initiatives, some of which are supported and coordinated by MHEC. These initiatives reflect the commitment of Maryland colleges and universities to improve student success, and to ensure that Maryland has a well-educated citizenry. The growth in the number of degrees awarded suggests that these initiatives are having a positive impact on the number of degrees being awarded. As more robust data on student progress become available, MHEC will conduct more detailed research on the factors affecting student persistence and degree completion.

TABLES

Table 1.

Trends in Retention and Graduation Rates
MARYLAND PUBLIC COLLEGES AND UNIVERSITIES
All Students

Percent enrolled at original campus or graduated from **any** campus after:

Cohort	N	One Year	Two Years	Three Years	Four Years		Five Years		Six Years	
					Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated
1993	9,797	78.6	66.3	61.2	31.8	25.2	9.2	48.4	3.7	55.4
1994	10,078	78.9	66.6	61.7	31.2	26.1	8.5	49.6	3.4	56.7
1995	10,717	80.5	68.1	63.6	29.6	29.9	8.8	51.6	3.7	58.4
1996	11,066	80.3	69.7	64.7	30.0	30.4	8.4	53.0	3.5	59.3
1997	11,612	81.8	70.7	66.4	29.3	33.0	8.2	54.8	3.3	61.1
1998	12,154	81.9	70.7	66.7	30.4	32.5	8.1	55.4	3.3	62.1
1999	12,037	81.7	71.8	67.8	29.1	34.2	7.9	56.4	3.1	62.6
2000	12,319	81.5	71.9	68.0	27.8	35.9	7.4	57.9	2.8	64.0
2001	13,454	82.6	72.0	68.2	25.7	37.9	6.3	58.5	2.6	64.2
2002	13,165	81.1	70.9	67.5	25.3	38.3	6.7	58.8	2.7	64.3
2003	13,250	81.3	71.3	67.9	25.0	39.0	6.6	59.2	2.9	64.7
2004	13,610	80.8	70.8	66.6	25.3	38.7	6.9	58.5	3.0	64.1
2005	13,788	79.8	69.4	66.1	22.8	40.2	6.8	58.2	3.2	63.3
2006	14,492	78.5	68.7	65.5	24.8	37.4	7.2	55.8	2.9	61.6
2007	14,799	81.0	70.5	67.5	25.0	38.9	6.9	58.3	2.9	63.8
2008	15,100	80.8	70.9	66.8	25.2	38.4	6.9	58.3	2.8	63.7
2009	14,666	81.5	72.1	68.0	24.7	40.6	6.7	60.5		
2010	14,262	81.7	72.1	67.8	25.0	40.5				
2011	13,735	82.5	73.4	70.6						
2012	13,566	82.8	74.8							
2013	13,745	85.1								

* 2010 Cohort sizes have been updated to include UMUC in the total.
Source: MHEC Enrollment and Degree Information Systems

Table 2.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Statewide Count
1992 - 2012

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
1992	11,008	35.6%	2.7%	12.9%	17.7%	6.9%	20.8%	10.0%	9.1%	24.5%
1993	10,692	36.2%	2.2%	12.9%	18.0%	6.9%	20.7%	10.6%	9.3%	24.2%
1994	10,436	35.5%	2.1%	12.6%	17.4%	6.7%	20.2%	10.3%	8.6%	23.6%
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%			
2012	15,909	37.5%	2.8%	13.8%						

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

Table 3.

DEGREE PROGRESS FOUR YEARS AFTER INITIAL ENROLLMENT
MARYLAND COMMUNITY COLLEGES

College	Year of Fall Entering Class	Entering Class	Analysis Cohort*	ALL STUDENTS Graduation/ Transfer Rate	Successful Persister**	COLLEGE READY Head Count	Graduation/ Transfer Rate	Successful Persister**	DEVELOPMENTAL COMPLETERS Head Count	Graduation/ Transfer Rate	Successful Persister**	DEVELOPMENTAL NON-COMPLETERS Head Count	Graduation/ Transfer Rate	Successful Persister**
Allegany+	2005	911	651	43.6%	60.7%	268	59.0%	75.7%	140	47.1%	70.7%	238	25.1%	41.2%
	2006	832	590	40.2%	53.4%	239	54.8%	67.8%	107	49.5%	68.2%	244	21.8%	32.8%
	2007	916	691	64.3%	76.0%	290	73.4%	84.1%	103	64.1%	82.5%	298	55.4%	65.8%
	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%
Anne Arundel	2005	3,150	2,197	51.0%	66.0%	610	66.2%	77.2%	860	56.7%	76.3%	727	31.5%	44.6%
	2006	3,166	2,197	52.7%	69.0%	608	66.6%	78.8%	873	60.5%	82.2%	716	31.4%	44.6%
	2007	3,323	2,337	53.5%	76.3%	564	70.6%	85.6%	1,005	62.7%	91.7%	768	28.9%	49.2%
	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%
Baltimore City	2005	1,371	749	27.0%	48.1%	67	56.7%	64.2%	183	31.7%	75.4%	499	21.3%	35.9%
	2006	1,204	673	31.6%	52.2%	93	31.2%	45.2%	162	37.7%	82.7%	418	29.3%	41.9%
	2007	1,176	735	37.6%	55.8%	39	61.5%	69.2%	197	48.7%	83.8%	499	31.3%	43.7%
	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%
Baltimore County	2005	3,937	2,530	45.5%	70.4%	669	56.7%	81.3%	1,164	49.8%	80.1%	697	27.6%	43.6%
	2006	3,763	2,480	42.9%	65.7%	470	57.7%	74.9%	1,016	51.8%	84.4%	994	26.8%	42.4%
	2007	4,164	2,802	42.1%	66.0%	477	53.0%	74.8%	1,144	53.3%	85.5%	1,181	26.8%	43.4%
	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%
Carroll	2005	710	478	58.6%	75.3%	78	82.1%	93.6%	280	66.4%	86.4%	120	25.1%	37.5%
	2006	795	587	57.9%	75.1%	93	81.7%	92.5%	359	64.9%	83.6%	135	22.9%	40.7%
	2007	873	626	58.8%	79.3%	104	72.1%	90.4%	390	68.7%	91.8%	162	26.4%	42.0%
	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%
Cecil	2005	551	218	41.3%	64.2%	40	52.5%	67.5%	69	55.1%	85.5%	109	28.5%	49.5%
	2006	542	278	44.2%	63.7%	75	60.0%	82.7%	88	56.8%	80.7%	115	24.3%	38.3%
	2007	620	357	48.5%	68.6%	117	67.5%	89.7%	107	57.9%	86.0%	133	24.2%	36.1%
	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%
Chesapeake	2005	593	342	43.0%	69.0%	69	66.7%	82.6%	179	43.6%	79.9%	94	24.5%	37.2%
	2006	653	386	41.2%	65.5%	76	64.5%	81.6%	204	44.6%	75.5%	107	17.8%	34.6%
	2007	640	417	44.8%	77.5%	75	64.0%	80.0%	229	51.5%	85.2%	113	18.5%	60.2%
	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%
College of S. MD	2005	1,835	921	54.3%	77.5%	495	61.4%	82.8%	405	46.2%	72.1%	21	43.2%	57.1%
	2006	1,970	992	55.6%	76.6%	495	63.8%	82.2%	403	52.1%	76.2%	94	27.4%	48.9%
	2007	2,106	1,041	51.5%	74.5%	589	59.1%	78.1%	356	44.9%	74.4%	96	29.3%	53.1%
	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%
Frederick	2005	1,520	819	64.1%	82.7%	273	78.4%	85.3%	417	61.6%	88.7%	129	41.9%	57.4%
	2006	1,456	787	62.4%	82.6%	239	75.7%	83.3%	460	60.4%	88.3%	88	36.7%	51.1%
	2007	1,697	1,023	65.4%	76.9%	297	82.5%	86.9%	621	63.8%	79.9%	105	26.5%	61.0%
	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%

Table 3.

Institution	Year													
Garrett	2005	221	167	59.9%	73.1%	48	79.2%	95.8%	69	58.0%	73.9%	50	44.0%	50.0%
	2006	296	207	69.6%	79.7%	73	93.2%	97.3%	91	62.6%	80.2%	43	44.3%	48.8%
	2007	324	213	69.5%	78.9%	83	77.1%	89.2%	82	74.4%	85.4%	48	48.0%	50.0%
	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%
Hagerstown	2005	769	563	60.0%	76.7%	176	75.0%	88.6%	247	61.5%	83.8%	140	38.5%	49.3%
	2006	788	522	64.2%	79.9%	158	85.4%	94.9%	236	69.1%	87.3%	128	29.0%	47.7%
	2007	823	567	61.6%	80.8%	174	76.4%	92.0%	248	62.1%	87.1%	145	43.0%	56.6%
	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%
Harford	2005	1,383	921	57.1%	75.2%	336	74.1%	89.9%	380	61.8%	83.4%	205	20.5%	36.1%
	2006	1,410	933	59.7%	76.1%	294	74.5%	86.4%	412	64.1%	85.7%	227	32.5%	45.4%
	2007	1,564	1,054	55.4%	78.5%	336	73.5%	92.0%	493	57.6%	86.6%	225	23.6%	40.4%
	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%
Howard	2005	1,455	991	57.1%	75.2%	336	74.1%	89.9%	379	64.6%	90.0%	324	22.2%	49.1%
	2006	1,559	1,126	57.1%	78.5%	335	71.0%	86.9%	425	66.4%	92.2%	366	33.6%	54.9%
	2007	1,551	1,111	56.2%	76.1%	308	76.3%	86.7%	450	59.6%	88.2%	353	34.3%	51.6%
	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%
Montgomery	2005	4,013	2,645	48.8%	72.8%	1,191	54.6%	78.4%	750	56.9%	85.7%	704	30.4%	49.4%
	2006	5,674	4,040	52.9%	75.1%	1,801	62.1%	81.1%	740	51.1%	87.2%	1,499	42.7%	62.0%
	2007	4,281	3,059	54.3%	80.1%	1,150	69.7%	88.8%	1,324	52.9%	85.7%	585	27.2%	50.4%
	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%
Prince George's	2005	2,129	802	47.8%	78.9%	209	55.0%	85.2%	395	49.9%	85.1%	198	36.0%	60.1%
	2006	1,922	703	48.2%	77.4%	337	52.5%	83.4%	224	45.1%	79.9%	142	42.9%	59.2%
	2007	2,100	1,255	39.0%	64.5%	134	60.4%	75.4%	446	54.9%	89.9%	675	24.2%	45.5%
	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%
Wor-Wic	2005	769	441	53.1%	73.9%	52	75.0%	84.6%	202	64.4%	91.6%	187	34.8%	51.9%
	2006	735	476	48.7%	67.2%	64	67.2%	85.9%	215	66.0%	89.8%	197	23.8%	36.5%
	2007	776	483	42.7%	72.5%	64	64.1%	85.9%	215	51.6%	91.6%	204	26.6%	48.0%
	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%
TOTAL++	2005	25,317	15,415	50.1%	71.2%	4,869	62.8%	81.5%	6,104	55.0%	81.8%	4,442	29.4%	45.4%
	2006	26,765	16,977	51.4%	71.7%	5,450	64.3%	81.0%	6,015	56.8%	84.1%	5,513	32.7%	48.9%
	2007	26,964	17,801	51.5%	73.7%	4,801	68.4%	84.9%	7,410	57.1%	85.1%	5,590	29.6%	47.4%
	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%

* Analysis Cohort includes students who attempt at least 18 hours within two years of matriculation.

** 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.

+ Allegany data is obtained from sources not including the National Student Clearinghouse.

++ 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.

Sources: Student Information System, National Student Clearinghouse Enrollment Search and Degree Verify, MHEC Transfer Student System, data provided by individual institutions

Table 4. Degree targets for public institutions, by institution (2.0% annual growth)

Institution	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
COMMUNITY COLLEGES																	
Allegany College of Maryland	572	583	595	607	619	632	644	657	670	684	697	711	725	740	755	770	10,662
Anne Arundel Community College	1,336	1,363	1,390	1,418	1,446	1,475	1,505	1,535	1,565	1,597	1,629	1,661	1,694	1,728	1,763	1,798	24,902
Baltimore City Community College	411	419	428	436	445	454	463	472	482	491	501	511	521	532	542	553	7,661
Carroll Community College	466	475	485	495	504	515	525	535	546	557	568	579	591	603	615	627	8,686
Cecil College	190	194	198	202	206	210	214	218	223	227	232	236	241	246	251	256	3,541
Chesapeake College	230	235	239	244	249	254	259	264	269	275	280	286	292	298	303	310	4,287
College of Southern Maryland	822	838	855	872	890	908	926	944	963	982	1,002	1,022	1,042	1,063	1,085	1,106	15,321
Community College of Baltimore County	1,703	1,737	1,772	1,807	1,843	1,880	1,918	1,956	1,995	2,035	2,076	2,117	2,160	2,203	2,247	2,292	31,743
Frederick Community College	682	696	710	724	738	753	768	783	799	815	831	848	865	882	900	918	12,712
Garrett College	96	98	100	102	104	106	108	110	112	115	117	119	122	124	127	129	1,789
Hagerstown Community College	442	451	460	469	478	488	498	508	518	528	539	550	561	572	583	595	8,239
Harford Community College	611	623	636	648	661	675	688	702	716	730	745	760	775	790	806	822	11,389
Howard Community College	675	689	702	716	731	745	760	775	791	807	823	839	856	873	891	908	12,582
Montgomery College	1,919	1,957	1,997	2,036	2,077	2,119	2,161	2,204	2,248	2,293	2,339	2,386	2,434	2,482	2,532	2,583	35,769
Prince George's Community College	690	704	718	732	747	762	777	793	808	825	841	858	875	893	910	929	12,861
Wor-Wic Community College	318	324	331	337	344	351	358	365	373	380	388	395	403	411	420	428	5,927
Sub-Total	**11,163**	**11,386**	**11,614**	**11,846**	**12,083**	**12,325**	**12,571**	**12,823**	**13,079**	**13,341**	**13,608**	**13,880**	**14,157**	**14,441**	**14,729**	**15,024**	**208,070**
FOUR-YEAR PUBLIC INSTITUTIONS																	
Bowie State University	606	618	630	643	656	669	682	696	710	724	739	753	769	784	800	816	11,295
Coppin State University	378	386	393	401	409	417	426	434	443	452	461	470	479	489	499	509	7,046
Frostburg State University	768	783	799	815	831	848	865	882	900	918	936	955	974	993	1,013	1,034	14,315
Salisbury University	1,661	1,694	1,728	1,763	1,798	1,834	1,871	1,908	1,946	1,985	2,025	2,065	2,107	2,149	2,192	2,235	30,960
Towson University	3,625	3,698	3,771	3,847	3,924	4,002	4,082	4,164	4,247	4,332	4,419	4,507	4,597	4,689	4,783	4,879	67,567
University of Baltimore	516	526	537	548	559	570	581	593	605	617	629	642	654	668	681	694	9,618
University of Maryland - Baltimore	379	387	394	402	410	418	427	435	444	453	462	471	481	490	500	510	7,064
University of Maryland - Baltimore County	1,915	1,953	1,992	2,032	2,073	2,114	2,157	2,200	2,244	2,289	2,334	2,381	2,429	2,477	2,527	2,577	35,694
University of Maryland - College Park	6,569	6,700	6,834	6,971	7,110	7,253	7,398	7,546	7,697	7,851	8,008	8,168	8,331	8,498	8,668	8,841	122,441
University of Maryland - Eastern Shore	463	472	482	491	501	511	521	532	542	553	564	576	587	599	611	623	8,630
University of Maryland - University College	3,365	3,432	3,501	3,571	3,642	3,715	3,790	3,865	3,943	4,021	4,102	4,184	4,268	4,353	4,440	4,529	62,721
Morgan State University	772	787	803	819	836	852	869	887	905	923	941	960	979	999	1,019	1,039	14,390
St. Mary's College of Maryland	441	450	459	468	477	487	497	507	517	527	538	548	559	570	582	594	8,220
Sub-Total	**21,458**	**21,887**	**22,325**	**22,771**	**23,227**	**23,691**	**24,165**	**24,648**	**25,141**	**25,644**	**26,157**	**26,680**	**27,214**	**27,758**	**28,313**	**28,880**	**399,962**
Statewide Total	**32,621**	**33,273**	**33,939**	**34,618**	**35,310**	**36,016**	**36,737**	**37,471**	**38,221**	**38,985**	**39,765**	**40,560**	**41,371**	**42,199**	**43,043**	**43,904**	**608,032**

Totals for University of Maryland - University College include both associate and baccalaureate degrees.

Table 6. Target and actual undergraduate degrees awarded, community colleges.

Institution		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Allegany College of Maryland	Target		583	595	607	619	632	644	657	670	684	697	711	725	740	755	770	10,662
	Actual	572	603	562	588	576	532											
	+/-		20	-33	-19	-43	-100											
Anne Arundel Community College	Target		1,363	1,390	1,418	1,446	1,475	1,505	1,535	1,565	1,597	1,629	1,661	1,694	1,728	1,763	1,798	24,902
	Actual	1,336	1,505	1,567	1,581	1,800	1,852											
	+/-		142	177	163	354	377											
Baltimore City Community College	Target		419	428	436	445	454	463	472	482	491	501	511	521	532	542	553	7,661
	Actual	411	470	540	446	385	405											
	+/-		51	112	10	-60	-49											
Carroll Community College	Target		475	485	495	504	515	525	535	546	557	568	579	591	603	615	627	8,686
	Actual	466	534	557	658	656	622											
	+/-		59	72	163	152	107											
Cecil College	Target		194	198	202	206	210	214	218	223	227	232	236	241	246	251	256	3,541
	Actual	190	235	244	219	290	319											
	+/-		41	46	17	84	109											
Chesapeake College	Target		235	239	244	249	254	259	264	269	275	280	286	292	298	303	310	4,287
	Actual	230	251	272	308	282	272											
	+/-		16	33	64	33	18											
College of Southern Maryland	Target		838	855	872	890	908	926	944	963	982	1,002	1,022	1,042	1,063	1,085	1,106	15,321
	Actual	822	821	990	1,082	1,215	1,193											
	+/-		-17	135	210	325	285											
Community College of Baltimore	Target		1,737	1,772	1,807	1,843	1,880	1,918	1,956	1,995	2,035	2,076	2,117	2,160	2,203	2,247	2,292	31,743
	Actual	1,703	1,854	2,132	2,086	2,020	2,200											
	+/-		117	360	279	177	320											
Frederick Community College	Target		696	710	724	738	753	768	783	799	815	831	848	865	882	900	918	12,712
	Actual	682	778	846	883	847	897											
	+/-		82	136	159	109	144											
Garrett College	Target		98	100	102	104	106	108	110	112	115	117	119	122	124	127	129	1,789
	Actual	96	98	133	105	108	107											
	+/-		0	33	3	4	1											
Hagerstown Community College	Target		451	460	469	478	488	498	508	518	528	539	550	561	572	583	595	8,239
	Actual	442	490	551	573	601	634											
	+/-		39	91	104	123	146											
Harford Community College	Target		623	636	648	661	675	688	702	716	730	745	760	775	790	806	822	11,389
	Actual	611	772	834	923	903	997											
	+/-		149	198	275	242	322											
Howard Community College	Target		689	702	716	731	745	760	775	791	807	823	839	856	873	891	908	12,582
	Actual	675	872	955	1,066	1,113	1,165											
	+/-		184	253	350	382	420											
Montgomery College	Target		1,957	1,997	2,036	2,077	2,119	2,161	2,204	2,248	2,293	2,339	2,386	2,434	2,482	2,532	2,583	35,769
	Actual	1,919	2,183	2,383	2,318	2,374	2,662											
	+/-		226	386	282	297	543											
Prince George's Community College	Target		704	718	732	747	762	777	793	808	825	841	858	875	893	910	929	12,861
	Actual	690	800	904	963	948	908											
	+/-		96	186	231	201	146											
Wor-Wic Community College	Target		324	331	337	344	351	358	365	373	380	388	395	403	411	420	428	5,927
	Actual	318	371	382	470	423	368											
	+/-		47	51	133	79	17											
Sub-Total	**Target**		11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608	13,880	14,157	14,441	14,729	15,024	208,070
	Actual	21,458	12,637	13,852	14,269	14,541	15,133											
	+/-		1,251	2,238	2,423	2,458	2,808											

Table 7. Target and actual undergraduate degrees awarded, four-year colleges and universities.																		
Institution		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Bowie State University	Target		618	630	643	656	669	682	696	710	724	739	753	769	784	800	816	11,295
	Actual	606	683	688	739	741	801											
	+/-		65	58	96	85	132											
Coppin State University	Target		386	393	401	409	417	426	434	443	452	461	470	479	489	499	509	7,046
	Actual	378	379	460	409	478	416											
	+/-		-7	67	8	69	-1											
Frostburg State University	Target		783	799	815	831	848	865	882	900	918	936	955	974	993	1,013	1,034	14,315
	Actual	768	850	892	969	1,012	1,032											
	+/-		67	93	154	181	184											
Salisbury University	Target		1,694	1,728	1,763	1,798	1,834	1,871	1,908	1,946	1,985	2,025	2,065	2,107	2,149	2,192	2,235	30,960
	Actual	1,661	1,709	1,787	1,872	1,899	1,935											
	+/-		15	59	109	101	101											
Towson University	Target		3,698	3,771	3,847	3,924	4,002	4,082	4,164	4,247	4,332	4,419	4,507	4,597	4,689	4,783	4,879	67,567
	Actual	3,625	3,948	4,103	4,147	4,291	4,422											
	+/-		251	332	300	367	420											
University of Baltimore	Target		526	537	548	559	570	581	593	605	617	629	642	654	668	681	694	9,618
	Actual	516	631	625	670	665	694											
	+/-		105	88	122	106	124											
University of Maryland - Baltimore	Target		387	394	402	410	418	427	435	444	453	462	471	481	490	500	510	7,064
	Actual	379	359	340	337	337	333											
	+/-		-28	-54	-65	-73	-85											
University of Maryland - Baltimore County	Target		1,953	1,992	2,032	2,073	2,114	2,157	2,200	2,244	2,289	2,334	2,381	2,429	2,477	2,527	2,577	35,694
	Actual	1,915	1,905	2,140	2,230	2,250	2,432											
	+/-		-48	148	198	177	318											
University of Maryland - College Park	Target		6,700	6,834	6,971	7,110	7,253	7,398	7,546	7,697	7,851	8,008	8,168	8,331	8,498	8,668	8,841	122,441
	Actual	6,569	6,987	7,043	7,192	7,279	7,166											
	+/-		287	209	221	169	-87											
University of Maryland - Eastern Shore	Target		472	482	491	501	511	521	532	542	553	564	576	587	599	611	623	8,630
	Actual	463	506	627	514	585	577											
	+/-		34	145	23	84	66											
University of Maryland - University College	Target		3,432	3,501	3,571	3,642	3,715	3,790	3,865	3,943	4,021	4,102	4,184	4,268	4,353	4,440	4,529	62,721
	Actual	3,365	3,555	4,280	4,631	4,715	6,197											
	+/-		123	779	1,060	1,073	2,482											
Morgan State University	Target		787	803	819	836	852	869	887	905	923	941	960	979	999	1,019	1,039	14,390
	Actual	772	813	902	976	922	933											
	+/-		26	99	157	86	81											
St. Mary's College of Maryland	Target		450	459	468	477	487	497	507	517	527	538	548	559	570	582	594	8,220
	Actual	441	410	444	450	432	427											
	+/-		-40	-15	-18	-45	-60											
Sub-Total	Target		21,887	22,325	22,771	23,227	23,691	24,165	24,648	25,141	25,644	26,157	26,680	27,214	27,758	28,313	28,880	399,962
	Actual	21,458	22,735	24,331	25,136	25,606	27,365											
	+/-		848	2,006	2,365	2,379	3,674											

Totals for University of Maryland - University College include both associate and baccalaureate degrees.

Table 8. Cumulative targets and actual degree awards for all sectors.

Institutional Sector		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Community Colleges	Target		11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608	13,880	14,157	14,441	14,729	15,024	208,070
	Actual	11,163	12,637	13,852	14,269	14,541	15,133											
	+/-		**1,251**	**2,238**	**2,423**	**2,458**	**2,808**											
Four-Year Institutions	Target		21,887	22,325	22,771	23,227	23,691	24,165	24,648	25,141	25,644	26,157	26,680	27,214	27,758	28,313	28,880	399,962
	Actual	21,458	22,735	24,331	25,136	25,606	27,365											
	+/-		**848**	**2,006**	**2,365**	**2,379**	**3,674**											
Independent Institutions	Target		6,281	6,469	6,663	6,863	6,225	6,136	6,269	6,410	6,570	6,680	6,706	6,859	7,022	7,189	7,365	105,805
	Actual	6,098	6,174	6,303	6,442	6,395	6,572											
	+/-		**-107**	**-166**	**-221**	**-468**	**347**											
Other Private Institutions	Target		668	668	668	416	334	334	334	334	334	334	334	334	334	334	334	6,762
	Actual	668	694	372	233	230	231											
	+/-		**26**	**-296**	**-435**	**-186**	**-103**											
Annual Total	Target		40,222	41,076	41,949	42,589	42,575											
	Actual	39,387	42,240	44,858	46,080	46,772	49,301											
	+/-		**2,018**	**3,782**	**4,131**	**4,183**	**6,726**											
Cumulative Total	Target		79,609	120,685	162,634	205,223	247,798											**720,599**
	Actual	39,387	81,627	126,485	172,565	219,337	268,638											
	+/-		**2,018**	**5,800**	**9,931**	**14,114**	**20,840**											