



Retention, Graduation, and Transfer Rates at Maryland Community Colleges

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EXECUTIVE SUMMARY

This report provides information on retention, graduation, and transfer rates for students entering Maryland community colleges as first-time, full-time students between 1993 and 2013. This edition of this report includes analysis of student outcomes two, three, and four years after matriculation.

Of the 16,746 students entering in fall 2011, 44.8% had graduated, transferred to a four-year institution, or remained still enrolled at their original community college after four years. This represents a slight decrease in the student success rate from that of the 2010 cohort; among those students, 45.9% had achieved one of those same outcomes within four years.

This report also utilizes an alternative method of examining student success, the Degree Progress Analysis model. This method defines the entry cohort in a way that accounts for a greater percentage of entering students, especially by including some part-time students; identifies degree-seeking students by their enrollment behavior during a two-year period, rather than during their initial semester alone; and examines a broader range of student outcomes than traditional measures of student success that focus on retention and graduation. Additionally, the Degree Progress Analysis classifies students based on their degree of readiness for college-level coursework at the time of entry, allowing a more detailed examination of student outcomes. Graduation and transfer rates for the Fall 2010 entering cohort declined slightly, from 49.2% for Fall 2009 entrants to 48.3%. This represents the fourth consecutive year for which the graduation and transfer rate for all students has declined. However, as is shown later in this report, this continuing decline has been largely driven by decreases in the graduation and transfer rate for developmental non-completers, students who have been assessed to need remedial coursework yet fail to complete it.

INTRODUCTION

This report provides information on the retention, graduation, and transfer rates of first-time, full-time students entering Maryland community colleges between 1993 and 2013.¹ The report tracks student outcomes two, three, and four years following matriculation. The Appendix includes detailed data tables containing retention, graduation, and transfer information for all students statewide, by gender, and the largest racial and ethnic groups.² Additional data tables are presented containing this information for all students and African American students within each institution.

The first section of this report contains analysis of student retention, graduation, and transfer rates for all students statewide as well as rates disaggregated by race/ethnicity and gender.³ This analysis examines both year-to-year changes and longitudinal trends.

The second section of the report examines the Degree Progress Analysis. 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.

Finally, the third section provides a summary of data obtained in the community college follow-up survey. This survey is conducted every three years by the community colleges and the Commission. This survey includes questions regarding students' perception of quality, post-graduation enrollment, and employment outcomes, in addition to a variety of other topics.

¹ Prior to the 2004 report, the Commission tracked data on transfers to Maryland public institutions only. Since 2004, however, the Commission has had the ability to track transfer of Maryland residents to most Maryland private institutions in order to provide a more complete view of transfer activity. Figures since the 2000 entry cohort may include transfers to both public and private Maryland institutions.

² New federal race/ethnicity guidelines were introduced in 2010. Figures before and after 2010 may not be directly comparable.

³ Previous iterations of this report have excluded students of unknown gender within the gender disaggregations. However, data since 2010 has been updated to include students of unknown gender with a randomly assigned category, consistent with other reporting performed by MHEC.

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 track students who transfer out-of-state.</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 AND 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>

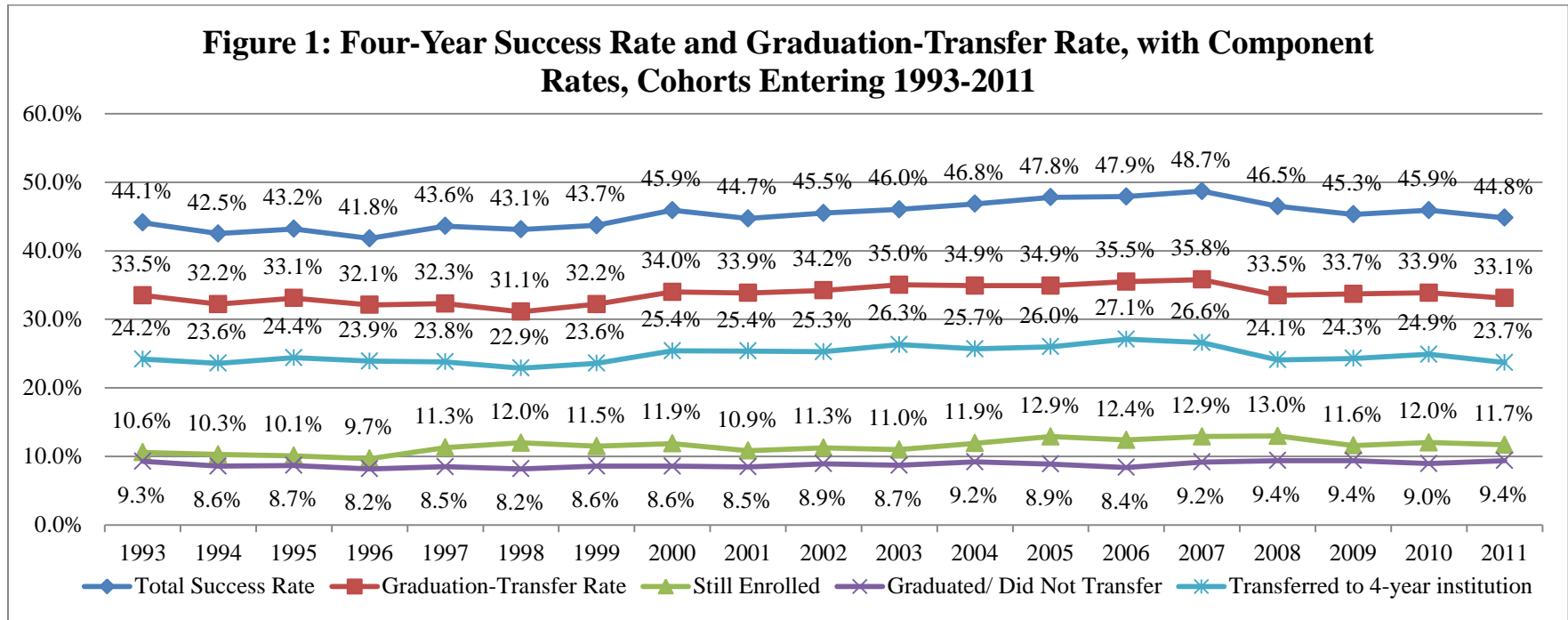
Note on race-based reporting:

Data on race/ethnicity for the 2010 through 2013 cohorts utilizes an updated definition of Two or More Races in accordance with a Commission recommendation. This edition of this report, and all future editions, will follow this revised standard. As such, the size of cohorts by race/ethnicity will differ slightly from those presented in previous editions of this report. Students identifying as Hispanic or Foreign/Non-Resident Alien will continue to be classified in those categories, regardless of any other responses. For more information regarding this change, please see the report “2016 Recommendations for the Standard Reporting of Multi-Race Data,” available on the MHEC website.

ANALYSIS

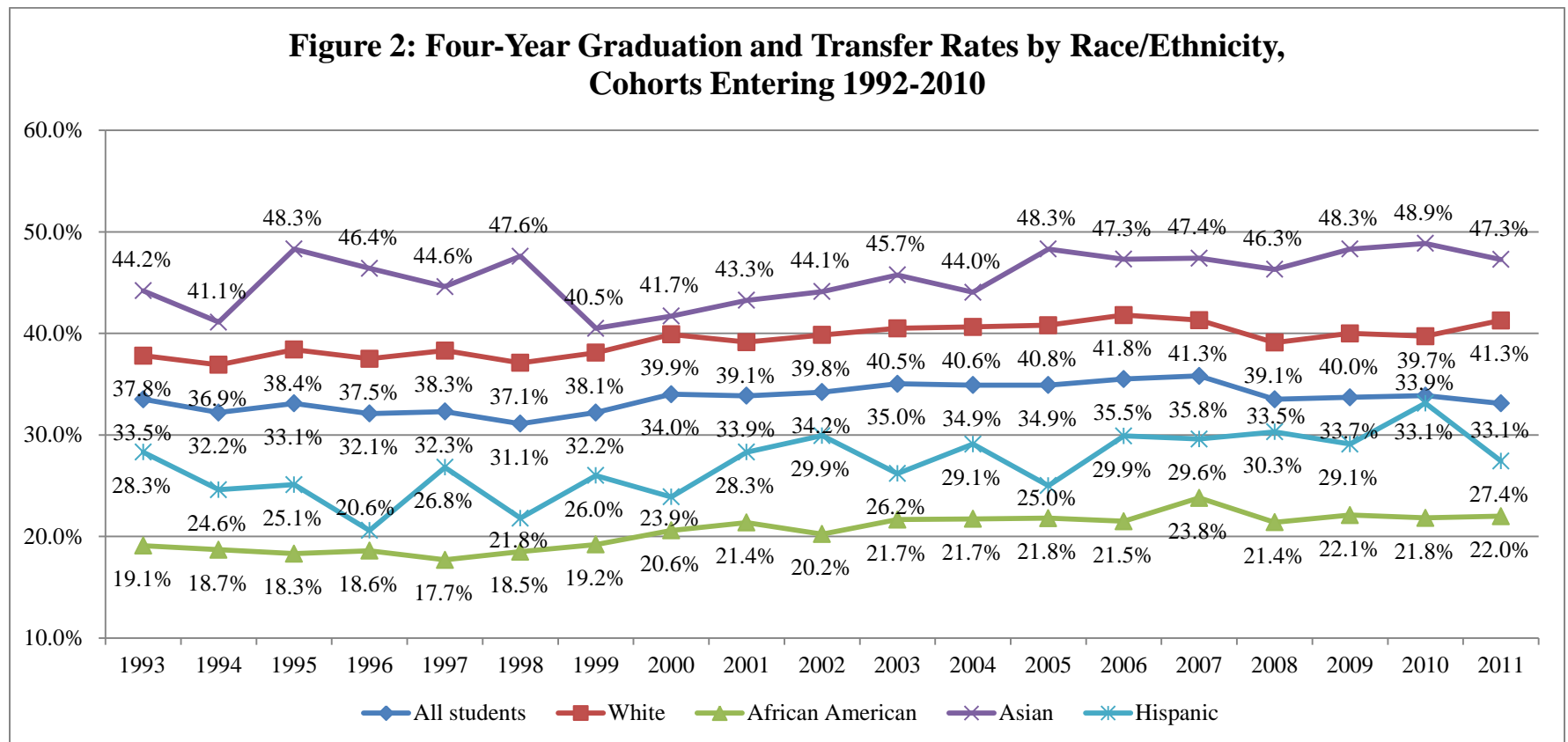
All Students

As Figure 1 illustrates, both the overall success rate and the graduation-transfer rate declined for the Fall 2011 cohort. Of all first-time, full-time students entering in Fall 2011, 44.8% either graduated from the community college with either an associate degree or lower-division certificate, transferred to a four-year institution with or without graduating, or were still enrolled after four years. This overall success rate represents a decline of 1.1 percentage points from the Fall 2010 cohort. Although the total success rate has remained fairly stable over time, this is the lowest overall rate since the 2001 cohort. This rate has also declined by nearly four percentage points in the past four cohorts. The graduation-transfer rate declined at a similar rate, decreasing by 0.8 percentage points from 33.9% to 33.1%. The percentage of students who transferred to a four-year institution drove this decline, as it decreased by 1.2 percentage points from 24.9% to 23.7%. As this chart also shows, however, there has been a slight increase in the graduated/did not transfer rate, which rose from 9.0% to 9.4%.



By Race/Ethnicity

Figure 2 shows the four-year graduation and transfer rates for the largest racial/ethnic groups.⁴ As this figure illustrates, there is substantial variation between groups, although the differences between groups has remained relatively stable. The graduation rate for African American students increased marginally, from 21.8% to 22.0%. White students, on the other hand, saw a more substantial increase, from 39.7% to 41.3%. Asian students continue to graduate and transfer at the highest rate, though that rate declined slightly from 48.9% to 47.3%. The rate at which Hispanic students graduate or transfer also declined for the Fall 2011 cohort, from 33.1% to 27.4%. It is important to note, however, that the greater amount of volatility with the Hispanic and Asian student populations is likely in part due to the far smaller cohort sizes.

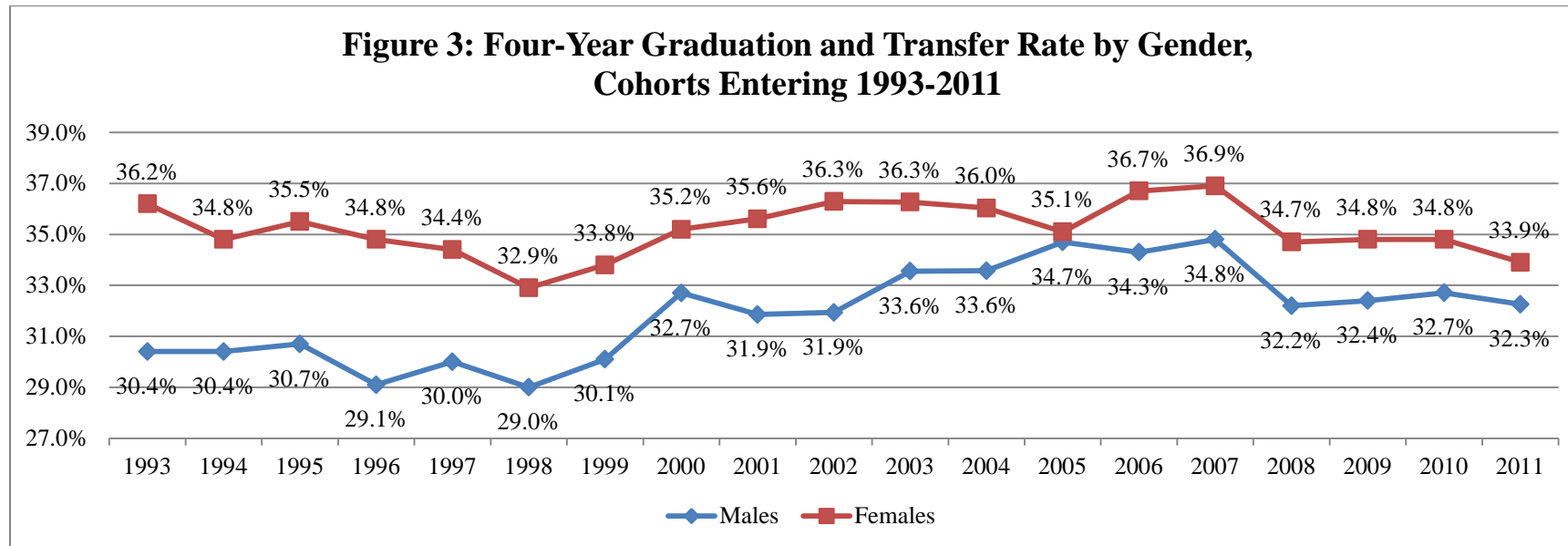


⁴ While these data include only the four largest racial and ethnic groups, students of all races are included in the all students and gender analyses.

As Figure 2 also illustrates, there is a persistent achievement gap between racial and ethnic groups, although the magnitude of that gap has fluctuated over time. While the achievement gap between the racial and ethnic group with the lowest rate of graduation and transfer and all students has declined over time, from 14.4% in 1993 to 11.1% for the Fall 2011 cohort, the gap between the lowest and highest rates has remained relatively stable, increasing by 0.2 percentage points from 25.1% into 25.3%. However, this reflects increased graduation and transfer rates for both of those groups.

By Gender

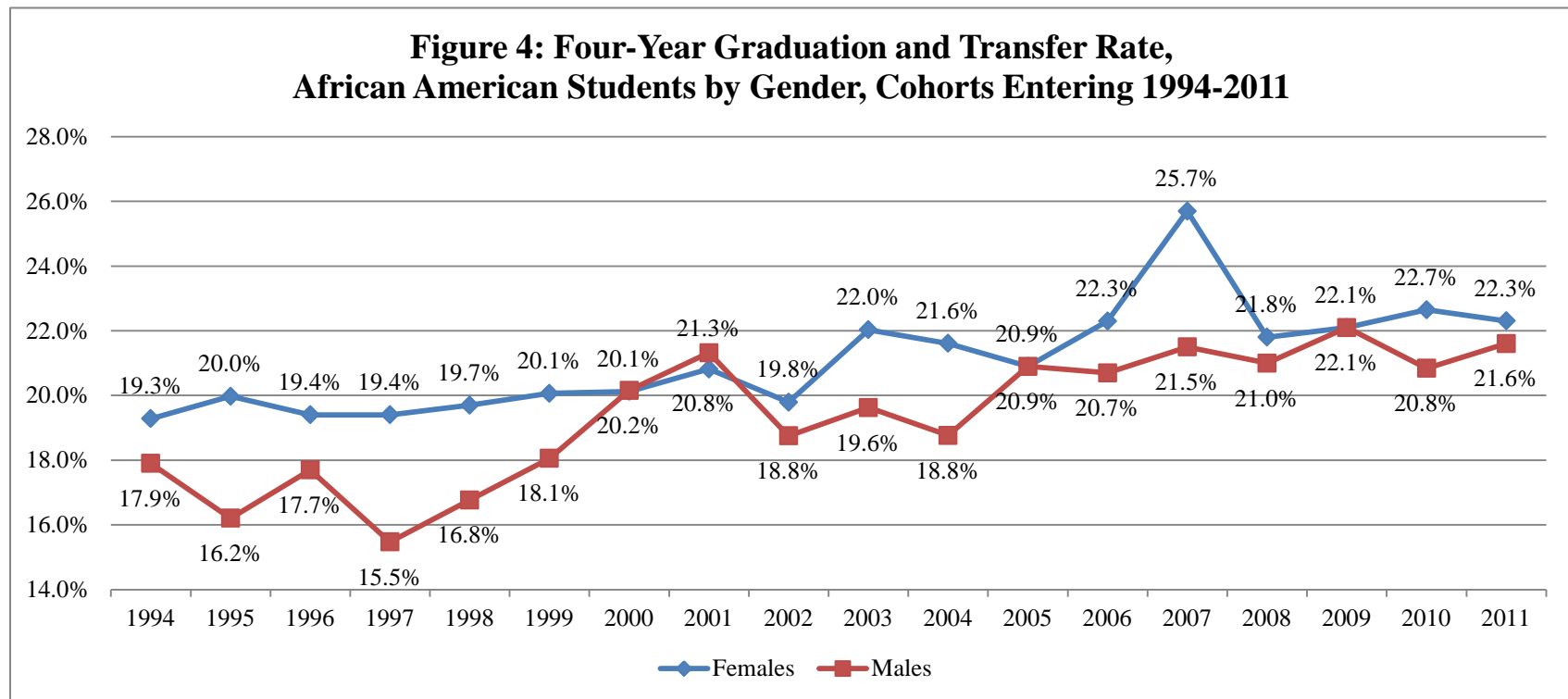
Consistent with historical trends in Maryland as well as national trends, female students continue to outpace their male counterparts, as shown in Figure 3. For each of the last 20 years in Maryland, females have both graduated and transferred at higher rates than males. As with race and ethnicity, however, the achievement gap has narrowed over time. For the cohorts entering between 1993 and 2002, the average achievement gap stood at 4.3 percentage points; since the 2003 cohort, that average gap has decreased substantially to 2.1 percentage points. Driven by a small decrease in both male and female rates, the gap between male and female students for the 2011 cohort is 1.7 percentage points, with 33.9% of males and 32.3% of males graduating or transferring within four years. This represents the smallest achievement gap since the 2005 cohort.



By race and gender

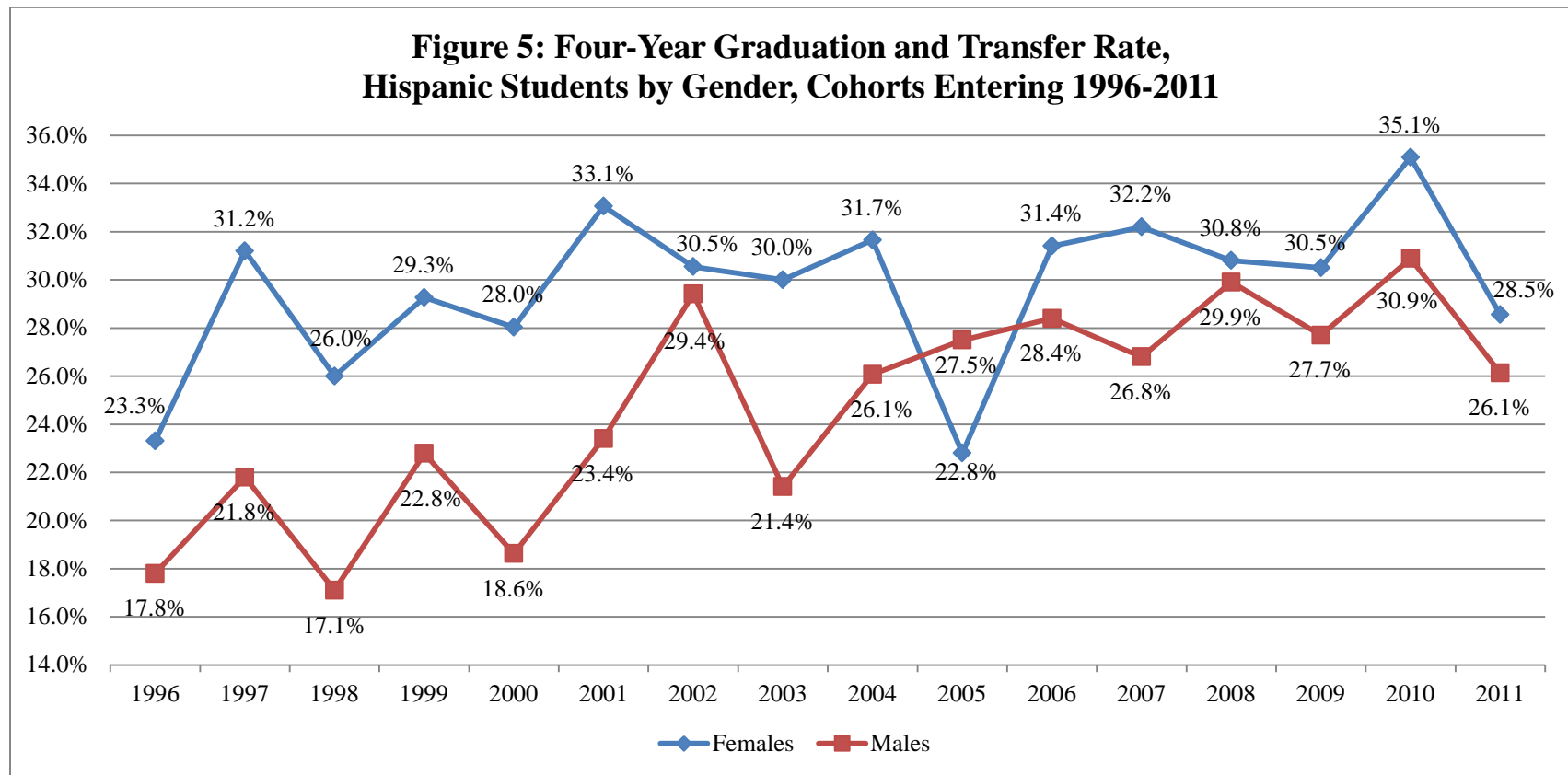
African American students by gender

As Figure 4 illustrates, there is also a small gap in the four-year graduation and transfer rate between African American males and females. Of the Fall 2011 entering cohort, 22.3% of African American females had graduated or transferred within four years, compared to 21.6% of African American males. This represents a slight narrowing of the gap since the 2010 cohort, driven by a 0.8 percentage point increase in African American male graduation in transfer rates along with a corresponding 0.4 percentage point decrease for African American females. As the figure also shows, this disparity has continued over time. Between the 1994 and 2011 entering cohorts, only one incoming class (Fall 2001) has had a higher four-year graduation and transfer rate for African American males than females. However, during three of these years (2000, 2005, and 2009), the four-year outcomes for males matched that of the females.



Hispanic Students by Gender

A similar gap in outcomes exists between male and female Hispanic students, as Figure 5 shows. Of the 2011 entering cohort, 28.5% of Hispanic females had graduated or transferred within four years compared to 26.1% of Hispanic males. This 2.4 percentage point achievement gap represents a 1.8 percentage point decrease in the gap among students in the 2010 cohort, among which 35.1% of Hispanic females and 30.9% achieved these same outcomes; thus, while the achievement gap narrowed, both genders experiences declines in the graduation and transfer rates. Additionally, while both of these figures do reflect a long-term narrowing of the achievement gap (from 5.5 percentage points in 1996), there is much greater volatility in the Hispanic population, likely a reflection of the small cohort size.



Reporting on the achievement gap by race and gender

In response to a request by the Commission, this report has included information on the achievement gap for African American men and women since 2007 and Hispanic men and women since 2010. However, this analysis has shown that historically the achievement gap for these populations largely mirrors that of the overall achievement gap between males and females, and the large gender gap for African Americans in the 2007 cohort was an anomaly. In fact, the achievement gaps between African American men and women (0.7 percentage points) and Hispanic men and women (2.4 percentage points) for the 2011 cohort are lower than those between men and women who are white (3.4 percentage points), foreign (5.1 percentage points), and Asian (8.3 percentage points) . Moreover, closing the achievement gap between racial and ethnic groups appears to be a more pressing problem than closing the gender gaps within groups; the pressing problem relating to African American male students is not the small gap between them and African American female students, but the larger gaps between them and students of all races and ethnicities.

DEGREE PROGRESS ANALYSIS

As discussed in the introduction to this report, the Degree Progress Analysis (DPA) is an alternative model of examining student success. This model recognizes that students may enroll with a wide variety of motivations, including such outcomes as job preparation or personal enrichment, that do not include obtaining a degree. In an effort to include only degree-seeking students, the Degree Progress Analysis examines student outcomes only for those students attempting 18 credits, including developmental credits, within the first two years of entry to the community college. Of the 30,070 first-time students in Maryland's community colleges in Fall 2010, 19,854 (66.0%) are included in the analysis cohort.

There are two other notable differences between the MHEC method of reporting student outcomes and that utilized by the Degree Progress Analysis. MHEC tracks students within the State, and considers a student to have transferred only if they have transferred to a four-year Maryland college or university. The community colleges, however, utilize data obtained from other sources, including the National Student Clearinghouse, to include student transfer to out-of-state baccalaureate institutions. Additionally, the Degree Progress Analysis replaces "Still Enrolled" with "Successful Persister." A Successful Persister is a student who has graduated or transferred, remains still enrolled, or who has completed 30 or more credits with a GPA of at least 2.0.

When reporting student outcomes in the Degree Progress Analysis, community colleges further classify students into three groups based on their degree of college readiness: College Ready, Developmental Completers, and Developmental Non-Completers. Figure 7 shows the distribution of students by category. College Ready students are considered prepared to enroll directly in college-level coursework; in 2010, 23.3% of the analysis cohort was comprised of members of this group. Developmental Completers are those students who are assessed to need some form of remedial coursework in English, Math, or Reading, and complete those assigned sequences; among 2010 entrants, 44.2% of students were classified as Developmental Completers. The remaining 32.5% of students are in the Developmental Non-Completers category, in which students were assigned to need developmental coursework in one or more subjects and did not complete all of those required courses.

Figure 7: Degree Progress Analysis Cohort, Fall 2010

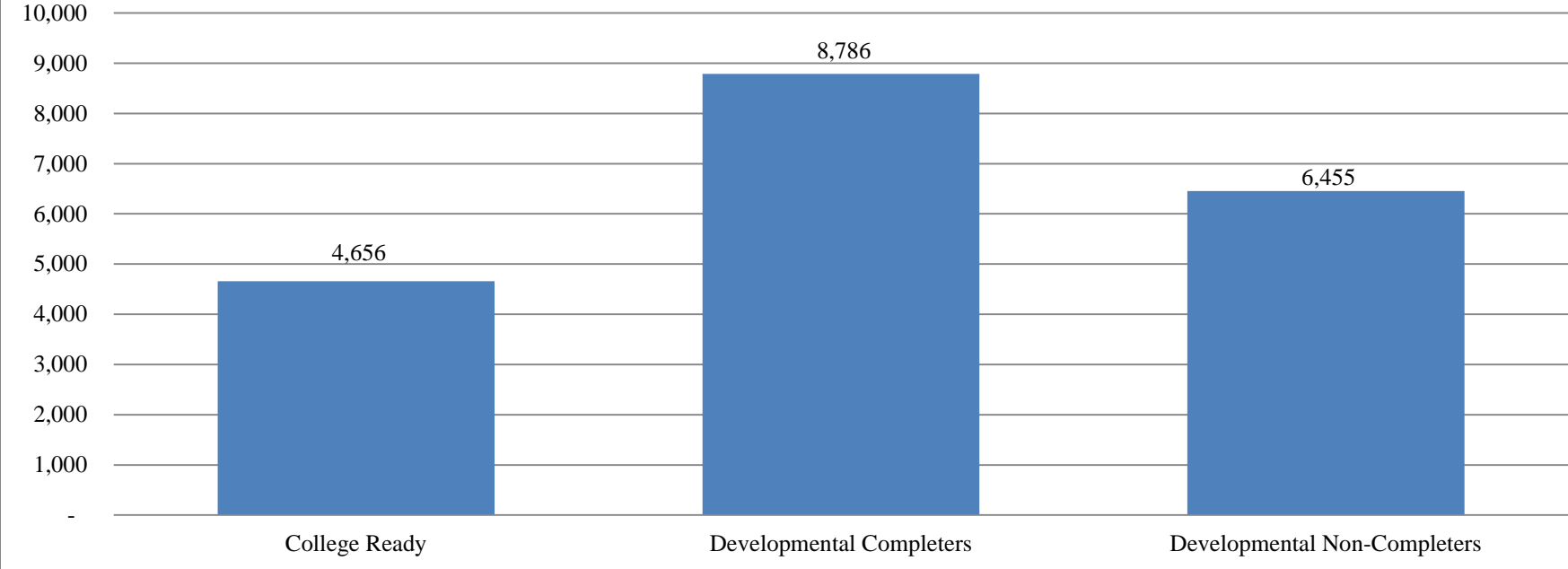
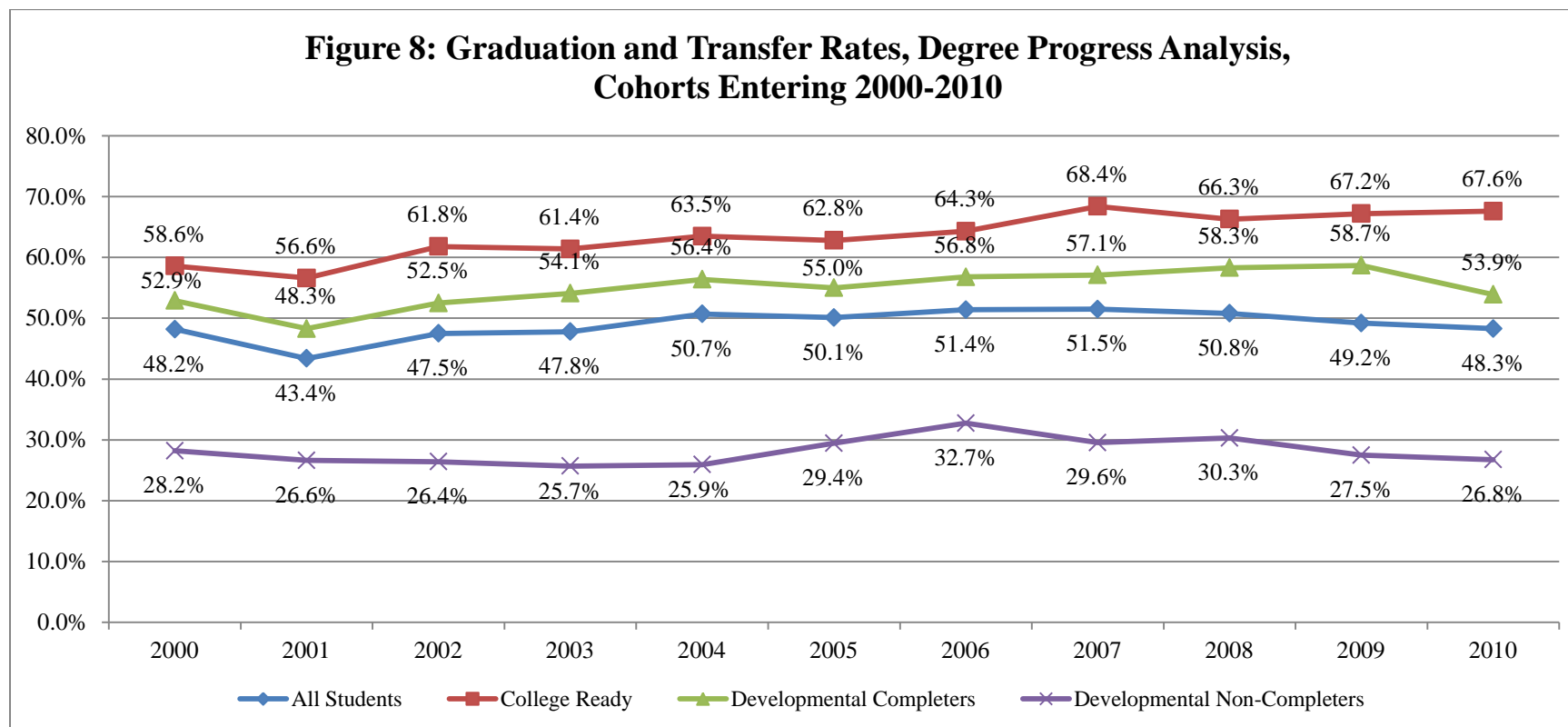
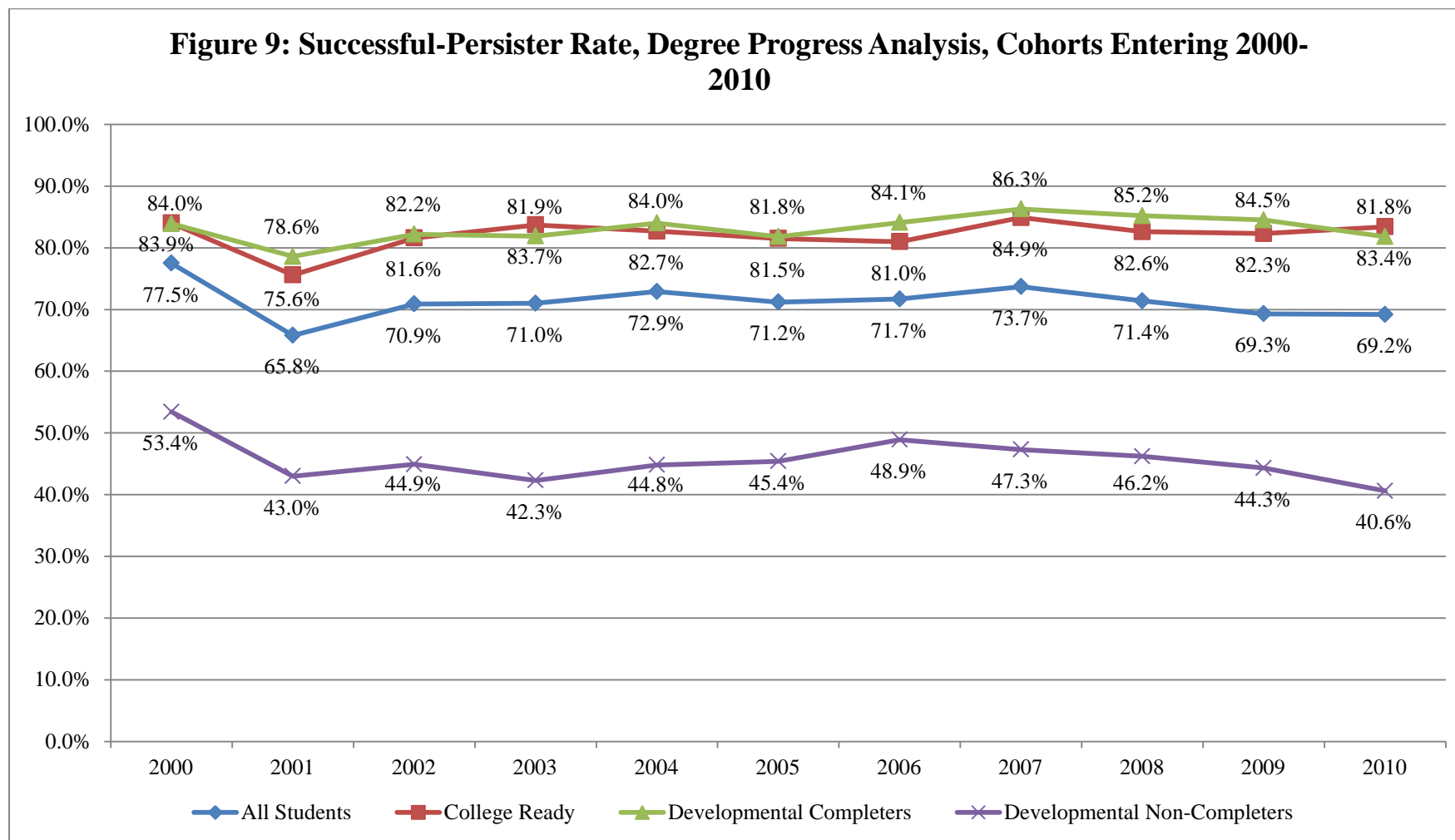


Figure 8 shows the four-year graduation and transfer rates for all students as well as the figures disaggregated by the three categories of students listed above. As this shows, there are substantial differences in graduation and transfer rates between these groups that have persisted over time. However, what is also notable is that the most recent graduation and transfer rate for Developmental Completers (53.9%) is more than double the rate for Developmental Non-Completers (26.8%). While College Ready students continue to maintain a graduation and transfer rate higher than that of students assessed to need remediation at entry, the fact that students who are assessed to need and complete developmental coursework suggests that whether a student is assigned to developmental coursework may matter less than completion of those courses. However, there may be additional factors influencing a students' likelihood of success that are not possible to identify through this analysis.



As Figure 9 shows, this same effect occurs with the successful-persister rate. The successful-persister rate for Developmental Completers (81.8%) among Fall 2010 entrants is nearly identical to that of College Ready (83.4%) entrants. The rates for both of these populations is more than double that among Developmental Non-Completers (40.6%). Additionally, while successful-persister rates for both College Ready and Developmental Completers have remained fairly stable since the 2000 cohort, the rate for Developmental Completers has dropped substantially, from 53.4% to 40.6%.



As the Degree Progress Analysis data indicate, there is a substantial difference in achievement between those who either enter as college-ready or who complete required developmental courses and those who do not complete developmental coursework that they were assessed to need. The greater parity of performance of students entering as college-ready and those who complete remedial courses suggests that the completion of remedial coursework may be one of a number of factors influencing student success.

COMMUNITY COLLEGE FOLLOW-UP SURVEY

Every three years, the Maryland Higher Education Commission collaborates with the community colleges to administer a follow-up survey of recent certificate completers and associate degree recipients. This survey collects information on educational and labor market outcomes, as well as recipients' satisfaction with the institution and its effectiveness in preparing them for the workforce and/or further study. Additionally, recognizing that students may have a number of motivations driving them to enroll at the community college, the survey asks questions regarding their initial objectives and their success in achieving those goals. The most recent iteration of this survey was conducted in Fall 2015 and examined students receiving an associate degree or certificate during the 2014 academic year.

Community college completers continue to express satisfaction with their overall community college experience; of the 2,619 responding to the 2015 survey, 88.2% rated their experience either "very good" or "good."

Following completion of their program at the community college, just over half (53.8%) continued to take postsecondary courses, either at a community college or four-year institution. Nearly three-quarters (74.0%) of students transferring to a four-year institution continued their studies at a Maryland college or university. Most (79.4%) reported satisfaction with the academic preparation they received at the community college.

Following completion of their program at the community college, the vast majority of respondents (89.0%) reported employment in some capacity, whether full-time or part-time.⁵ Most (84.3%) of those working full-time reported that they remained within the state, and an additional 10.4% remained within the region.

Further results from the 2015 survey can be found in the full report, *Follow-Up Survey of 2014 Maryland Community College Graduates*, accessible via the Commission website.

The next iteration of the Community College Graduate Follow-Up survey is currently planned for administration in 2018.

⁵ In accordance with Bureau of Labor Statistics methodology for calculating unemployment rates, those who reported their status as full-time homemaker, unemployed and not seeking a job, active-duty military, or retired were excluded from calculations of employment rates.

CONCLUSION

In conclusion, retention, graduation, and transfer at Maryland's community colleges have remained relatively stable over the past two decades. However, the current student success rate represents a decline of over one percentage point from last year and nearly four percentage points from the 2007 peak.

The overall relative stability of the graduation and transfer rates does mask a number of trends within demographic groups, however. While the graduation and transfer rate for African American, Asian, and white students has increased substantially since 1993 (2.9, 3.1, and 3.5 percentage points, respectively), the rate for Hispanic students has slightly declined, by 0.9 percentage points. However, achievement gaps among racial and ethnic groups have persisted. Additionally, while the achievement gap between males and females has continued to decrease, this is due to a decline in female graduation and transfer rates offset by an increase in male graduation rates.

While national data are not entirely comparable, it does appear that Maryland's community college students are at least as successful as their counterparts nationwide. Nationwide, 24.4% of students beginning at community colleges in Fall 2008 transferred to a four-year institution, with or without earning a degree.⁶ As Maryland continues to make progress on its goal of 55% of Marylanders possessing at least an associate degree, Maryland's community colleges play an increasingly critical role in ensuring that all Marylanders have access to a quality education. While much remains to be done, the long-term improvement in graduation, transfer, and overall student success are all indicators that the community colleges continue to move in a positive direction.

⁶ National Student Clearinghouse, *Transfer & Mobility: A National View of Student Movement in Postsecondary Institutions*, July 2015.

STATEWIDE TABLES

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Statewide Count
1993-2013

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
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%	11.7%	9.4%	23.7%
2012	15,909	37.5%	2.8%	13.8%	19.7%	7.0%	22.0%			
2013	15,339	37.3%	3.0%	14.2%						

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
1993 - 2013**

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
1993	2,352	34.2%	0.7%	7.1%	19.3%	2.6%	11.7%	12.9%	4.1%	15.0%
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%			
2013	4,316	35.3%	1.4%	9.8%						

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
Asian Students
Statewide Count
1993 - 2013

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
1993	541	48.2%	1.0%	21.5%	28.1%	2.5%	33.5%	15.0%	4.6%	39.6%
1994	536	47.8%	0.4%	19.2%	26.2%	0.9%	30.8%	14.7%	3.8%	37.3%
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%			
2013	841	46.6%	1.8%	21.4%						

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
Hispanic Students
Statewide Count
1993 - 2013

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
1993	239	39.3%	0.4%	9.6%	23.8%	2.1%	20.0%	12.1%	3.7%	24.6%
1994	272	43.4%	1.8%	7.0%	24.3%	2.9%	15.4%	15.8%	4.0%	20.6%
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%			
2013	1,384	45.5%	2.4%	9.6%						

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
White Students
Statewide Count
1993 - 2013

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
1993	7,073	35.4%	3.0%	14.7%	16.4%	8.9%	23.2%	9.5%	11.5%	26.3%
1994	6,632	35.5%	2.9%	14.3%	15.9%	9.0%	22.5%	9.1%	11.2%	25.7%
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%			
2012	7,231	36.4%	4.2%	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
Male Students
Statewide Count
1993 - 2013

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
1993	5,109	33.0%	1.9%	12.4%	15.6%	5.6%	20.1%	9.3%	7.2%	23.2%
1994	4,951	33.4%	1.8%	12.3%	15.7%	5.6%	19.8%	8.6%	6.9%	23.5%
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%			
2013	7,675	34.8%	2.9%	13.6%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
Female Students
Statewide Count
 1993 - 2013

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
1993	5,583	39.0%	2.5%	13.4%	20.2%	8.1%	21.4%	11.8%	11.1%	25.1%
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%			
2013	7,755	39.6%	3.0%	14.8%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Male Students
Statewide Count
1994 - 2013

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	1,067	25.5%	0.7%	7.7%	14.2%	2.5%	12.0%	8.2%	3.6%	14.3%
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%			
2013	2,058	32.5%	1.4%	8.7%						

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 Female Students
Statewide Count
1994 - 2013

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	1,395	36.8%	0.9%	7.5%	21.4%	2.4%	13.0%	14.0%	3.2%	16.1%
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%			
2013	2,258	37.8%	1.4%	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 Male Students
Statewide Count
1996 - 2013**

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%			
2013	678	43.2%	1.9%	9.1%						

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 Female Students
Statewide Count
1996 - 2013**

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%			
2013	706	47.7%	2.8%	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.

ALL STUDENTS BY CAMPUS

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Allegany College of Maryland
1993 - 2013

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
1993	477	36.7%	10.5%	5.7%	16.7%	26.0%	10.1%	6.8%	31.7%	12.0%
1994	458	33.4%	8.3%	6.6%	11.5%	22.0%	9.8%	4.1%	26.6%	10.9%
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%			
2013	510	35.3%	7.1%	4.3%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Anne Arundel Community College
1993 - 2013

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
1993	1,202	35.7%	1.6%	15.8%	18.2%	5.0%	25.5%	11.2%	7.0%	29.2%
1994	1,024	35.6%	1.9%	17.0%	16.7%	6.2%	26.1%	10.1%	8.8%	30.4%
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%			
2013	1,631	35.9%	3.1%	14.8%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Baltimore City Community College
1993 -2013

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
1993	624	37.3%	1.2%	7.2%	21.3%	2.5%	11.7%	13.3%	5.0%	15.7%
1994	686	32.1%	1.5%	6.7%	20.6%	3.3%	11.2%	12.7%	3.6%	13.7%
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%			
2013	264	19.7%	1.9%	4.2%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Carroll Community College
1993 - 2013

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
1993	303	42.9%	1.7%	15.2%	14.9%	12.2%	22.8%	12.6%	15.2%	27.1%
1994	270	38.9%	2.6%	14.8%	14.8%	11.1%	25.6%	10.0%	12.6%	28.2%
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%			
2013	517	36.4%	5.4%	17.8%						

Source: MHEC Enrollment and Degree Information Systems

Note: Carroll Community College was originally established as a branch of Catonsville Community College, and did not become an independent institution until 1993. Institutional retention and graduation data is available beginning in 1993.

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Cecil College
1993 - 2013

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
1993	138	26.1%	3.6%	8.0%	13.7%	7.9%	12.3%	7.2%	10.2%	13.7%
1994	120	25.8%	2.5%	10.0%	15.8%	7.5%	11.6%	5.0%	10.9%	12.5%
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%			
2013	254	40.6%	1.2%	5.1%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Chesapeake College
1993 - 2013

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
1993	209	30.1%	2.9%	19.6%	12.0%	12.5%	24.9%	6.2%	15.8%	26.7%
1994	196	26.1%	10.7%	14.3%	13.7%	18.4%	18.9%	9.1%	22.4%	21.9%
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%			
2013	374	32.9%	1.9%	15.5%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
College of Southern Maryland
1993 - 2013

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
1993	470	34.1%	0.6%	24.0%	15.3%	6.8%	33.6%	11.1%	8.5%	36.2%
1994	534	35.4%	0.9%	16.8%	14.6%	5.3%	27.9%	9.4%	6.0%	31.2%
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%			
2013	1,287	37.8%	3.5%	14.6%						

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
1993 - 2013

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
1993	2,049	38.4%	0.6%	11.0%	18.3%	4.3%	20.6%	11.2%	6.2%	24.5%
1994	1,944	38.6%	0.7%	11.7%	17.1%	4.4%	20.8%	10.5%	5.8%	23.8%
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%			
2013	2,636	34.4%	1.7%	16.5%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Frederick Community College
 1993 - 2013

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
1993	492	34.7%	6.3%	10.7%	14.6%	13.8%	18.5%	6.7%	19.9%	20.1%
1994	470	34.0%	5.3%	15.1%	14.1%	16.4%	21.5%	9.3%	18.3%	23.9%
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%			
2013	839	35.2%	5.7%	19.2%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Garrett College
1993 - 2013

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
1993	133	21.8%	6.1%	9.8%	6.8%	15.8%	13.6%	3.0%	18.0%	15.0%
1994	222	24.3%	5.0%	8.1%	8.6%	12.6%	11.7%	4.1%	15.4%	13.1%
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%			
2013	257	19.8%	5.4%	8.6%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Hagerstown Community College
 1993 - 2013

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
1993	462	25.5%	9.9%	8.2%	6.7%	22.1%	10.6%	3.9%	24.7%	11.9%
1994	495	24.4%	9.5%	8.9%	7.5%	21.2%	12.6%	5.2%	22.8%	15.0%
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%			
2013	426	24.6%	13.6%	12.0%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Harford Community College
1932 - 2013

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
1993	480	38.3%	1.4%	14.6%	16.6%	6.2%	24.1%	11.9%	10.2%	26.5%
1994	467	38.6%	1.2%	11.6%	20.4%	6.2%	20.3%	14.3%	9.0%	24.4%
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%			
2013	1,108	39.7%	3.2%	19.3%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Howard Community College
1993 - 2013

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
1993	397	28.2%	2.6%	23.2%	16.2%	3.6%	32.5%	8.6%	5.6%	35.3%
1994	392	36.0%	0.8%	17.1%	18.9%	3.3%	27.3%	9.7%	4.3%	32.1%
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%			
2013	1,200	39.7%	1.4%	16.7%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Montgomery College
1993 - 2013

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
1993	2,072	38.1%	1.1%	13.6%	21.5%	3.7%	21.2%	12.1%	5.2%	25.3%
1994	2,060	38.5%	0.7%	13.3%	22.0%	2.0%	21.6%	11.7%	3.8%	25.9%
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%			
2013	2,436	46.2%	1.2%	11.3%						

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
1993 - 2013

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
1993	1,084	38.5%	0.2%	10.1%	22.2%	2.2%	18.5%	12.7%	3.4%	23.1%
1994	995	35.4%	0.0%	13.8%	19.9%	1.3%	20.1%	12.3%	3.1%	24.2%
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%			
2013	1,182	40.9%	2.2%	8.0%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Wor-Wic Community College
 1993 - 2013

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
1993	100	32.0%	5.0%	27.0%	19.0%	10.0%	33.0%	8.0%	10.0%	37.0%
1994	103	39.8%	4.8%	8.8%	11.7%	14.5%	15.6%	7.8%	17.5%	19.4%
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%			
2013	418	28.0%	2.4%	24.2%						

Source: MHEC Enrollment and Degree Information Systems

AFRICAN AMERICAN STUDENTS BY CAMPUS

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Allegany College of Maryland
1993 - 2013

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
1993	8	*	*	*	*	*	*	*	*	*
1994	18	11.2%	11.1%	5.6%	0.0%	11.1%	11.1%	0.0%	11.1%	11.1%
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%			
2013	145	32.4%	2.1%	4.8%						

* 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
1993 - 2013

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
1993	82	29.2%	1.2%	6.1%	15.9%	2.4%	9.7%	12.2%	4.9%	12.2%
1994	80	28.8%	0.0%	12.6%	10.1%	2.5%	18.8%	12.6%	3.8%	18.8%
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%			
2013	228	36.4%	2.6%	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 Students
Baltimore City Community College
1993 - 2013

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
1993	522	38.1%	1.2%	6.9%	22.2%	2.5%	10.9%	14.1%	5.4%	15.1%
1994	587	32.2%	1.2%	5.4%	20.4%	3.1%	10.3%	12.6%	2.9%	12.9%
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%			
2013	221	18.1%	2.3%	2.7%						

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
Carroll Community College
 1993 - 2013

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
1993	2	*	*	*	*	*	*	*	*	*
1994	5	*	*	*	*	*	*	*	*	*
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	*	*	*						

* 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
1993 - 2013

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
1993	2	*	*	*	*	*	*	*	*	*
1994	4	*	*	*	*	*	*	*	*	*
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%			
2013	35	25.7%	0.0%	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
Chesapeake College
1993 - 2013

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
1993	18	11.1%	0.0%	5.6%	22.2%	0.0%	5.6%	11.1%	5.6%	5.6%
1994	23	13.0%	4.3%	8.7%	4.3%	13.0%	8.7%	0.0%	17.4%	8.7%
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%			
2013	60	26.7%	5.0%	6.7%						

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
College of Southern Maryland
1993 - 2013

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
1993	29	24.1%	0.0%	20.7%	6.9%	3.4%	27.5%	6.9%	6.9%	27.5%
1994	46	23.9%	0.0%	15.2%	6.5%	0.0%	23.9%	6.5%	2.2%	26.1%
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%			
2013	300	35.7%	1.7%	9.3%						

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
1993 - 2013

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
1993	405	31.4%	0.2%	6.2%	16.0%	1.2%	10.6%	11.9%	2.2%	14.1%
1994	425	33.2%	0.5%	7.3%	16.9%	1.6%	12.9%	12.9%	3.1%	15.3%
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%			
2013	1,039	32.1%	1.3%	12.7%						

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
Frederick Community College
1993 - 2013

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
1993	21	42.9%	0.0%	0.0%	19.1%	4.8%	4.8%	4.8%	23.8%	4.8%
1994	21	38.1%	0.0%	4.8%	19.0%	14.3%	9.6%	4.8%	14.3%	9.6%
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%			
2013	92	35.9%	1.1%	10.9%						

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
1993 - 2013

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
1993	5	*	*	*	*	*	*	*	*	*
1994	11	*	*	*	*	*	*	*	*	*
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%			
2013	85	12.9%	1.2%	3.5%						

* 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
1993 - 2013

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
1993	50	10.0%	6.0%	0.0%	0.0%	16.0%	2.0%	2.0%	16.0%	4.0%
1994	73	15.1%	2.7%	1.4%	2.8%	11.0%	4.1%	2.8%	12.3%	5.5%
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%			
2013	45	17.8%	4.4%	8.9%						

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
1993 - 2013

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
1993	41	31.7%	2.4%	4.9%	14.6%	7.3%	7.3%	17.1%	7.3%	9.7%
1994	30	16.7%	3.3%	6.6%	16.6%	6.7%	6.6%	10.0%	6.7%	6.6%
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%			
2013	145	29.0%	0.7%	9.7%						

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
Howard Community College
1993 - 2013

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
1993	65	33.9%	0.0%	12.3%	18.5%	3.1%	20.0%	10.8%	6.2%	20.0%
1994	81	22.2%	0.0%	8.6%	18.5%	0.0%	8.6%	7.4%	1.2%	12.4%
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%			
2013	297	41.8%	0.3%	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 Students
Montgomery College
1993 - 2013

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
1993	457	36.1%	0.2%	9.0%	19.5%	1.8%	14.2%	12.9%	3.3%	18.2%
1994	445	35.5%	0.7%	8.3%	20.7%	1.8%	15.2%	10.6%	4.0%	18.4%
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%			
2013	687	47.5%	0.9%	9.2%						

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
Prince George's Community College
1993 - 2013

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
1993	636	34.9%	0.2%	6.3%	21.5%	1.9%	11.5%	13.8%	2.1%	14.9%
1994	601	35.1%	0.0%	8.7%	20.7%	0.8%	13.3%	12.5%	1.0%	16.9%
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	714	37.2%	0.9%	8.8%	23.4%	2.1%	15.9%			
2013	840	38.6%	1.5%	9.0%						

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
1993 - 2013

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
1993	9	*	*	*	*	*	*	*	*	*
1994	12	*	*	*	*	*	*	*	*	*
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%			
2013	85	21.2%	0.0%	21.2%						

* 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

**MARYLAND COMMUNITY
COLLEGES**

**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+	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%
	2010	939	561	57.2%	72.9%	76	68.4%	81.6%	291	66.0%	84.5%	194	39.7%	52.1%
Anne Arundel	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%
	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%
Baltimore City	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%
	2010	1,281	817	34.0%	50.8%	60	60.0%	75.0%	257	40.1%	75.5%	500	27.8%	35.2%
Baltimore County	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%
	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%
Carroll	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%
	2010	940	737	57.7%	73.1%	128	73.4%	85.9%	439	67.4%	85.4%	170	20.6%	31.8%
Cecil	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%
	2010	568	328	31.7%	40.5%	84	44.0%	52.4%	112	42.9%	53.6%	132	14.4%	22.0%
Chesapeake	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%
	2010	763	479	48.9%	67.8%	107	67.3%	85.0%	234	50.9%	76.5%	138	31.2%	39.9%
College of S. MD	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%
	2010	1,942	1,018	53.2%	75.8%	617	59.2%	78.8%	315	46.7%	78.4%	86	34.9%	45.3%
Frederick	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%
	2010	1,749	1,016	65.3%	79.2%	434	80.2%	87.8%	494	57.9%	77.7%	88	33.0%	45.5%

Garrett	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%
	2010	315	256	68.8%	80.1%	26	88.5%	96.2%	176	71.6%	86.9%	54	47.1%	50.0%
Hagerstown	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%
	2010	1,076	703	50.8%	71.3%	113	75.2%	90.3%	356	60.4%	86.0%	234	24.4%	39.7%
Harford	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%
	2010	1,719	1,207	59.7%	80.0%	434	74.0%	89.9%	549	61.2%	88.5%	224	28.6%	39.7%
Howard	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%
	2010	1,880	1,414	49.6%	73.7%	389	67.4%	85.9%	485	60.8%	91.3%	540	26.9%	49.1%
Montgomery	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%
	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%
Prince George's	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%
	2010	2,830	1,666	37.3%	62.2%	203	54.2%	73.9%	548	49.6%	87.2%	915	26.1%	44.7%
Wor-Wic	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%
	2010	948	594	45.3%	63.5%	66	69.7%	83.3%	293	57.3%	81.9%	235	23.4%	34.9%
TOTAL++	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%
	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%

** 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

+ Some years of Allegany data have been 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