



RETENTION, GRADUATION, AND TRANSFER RATES AT MARYLAND COMMUNITY COLLEGES

September 2015

MARYLAND HIGHER EDUCATION COMMISSION
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EXECUTIVE SUMMARY

This report provides information on retention, graduation, and transfer rates for students entering community colleges as first-time, full-time students between 1992 and 2012. This includes student outcomes two, three, and four years after matriculation.

The overall student success rate for students entering community colleges in Fall 2010 decreased slightly from that of students entering in Fall 2009. Of the 17,621 students who first enrolled in Maryland community colleges in Fall 2010, 43.9% graduated, transferred, or remained still enrolled after four years. Among Fall 2009 entrants, 46.7% of students had achieved one of those outcomes within four years.

The report also examines an alternative method of student progress and success, the Degree Progress Analysis. This model utilizes an alternative method of defining the student entry cohort that accounts for a greater percentage of students and examines a broader range of student outcomes than traditional models of measuring student success. The Degree Progress Analysis also provides analysis for groups of students organized by their level of college readiness at time of entrance. Data from the Fall 2009 cohort indicate that both graduation and transfer rates and student success or persistence rates for all students have both decreased slightly over the previous cohort, with this decrease primarily stemming from a decline in student success rates among developmental non-completers.

INTRODUCTION

This report provides information on the retention, graduation, and transfer rates of first-time, full-time students entering Maryland community colleges between 1992 and 2012.¹ 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. 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.

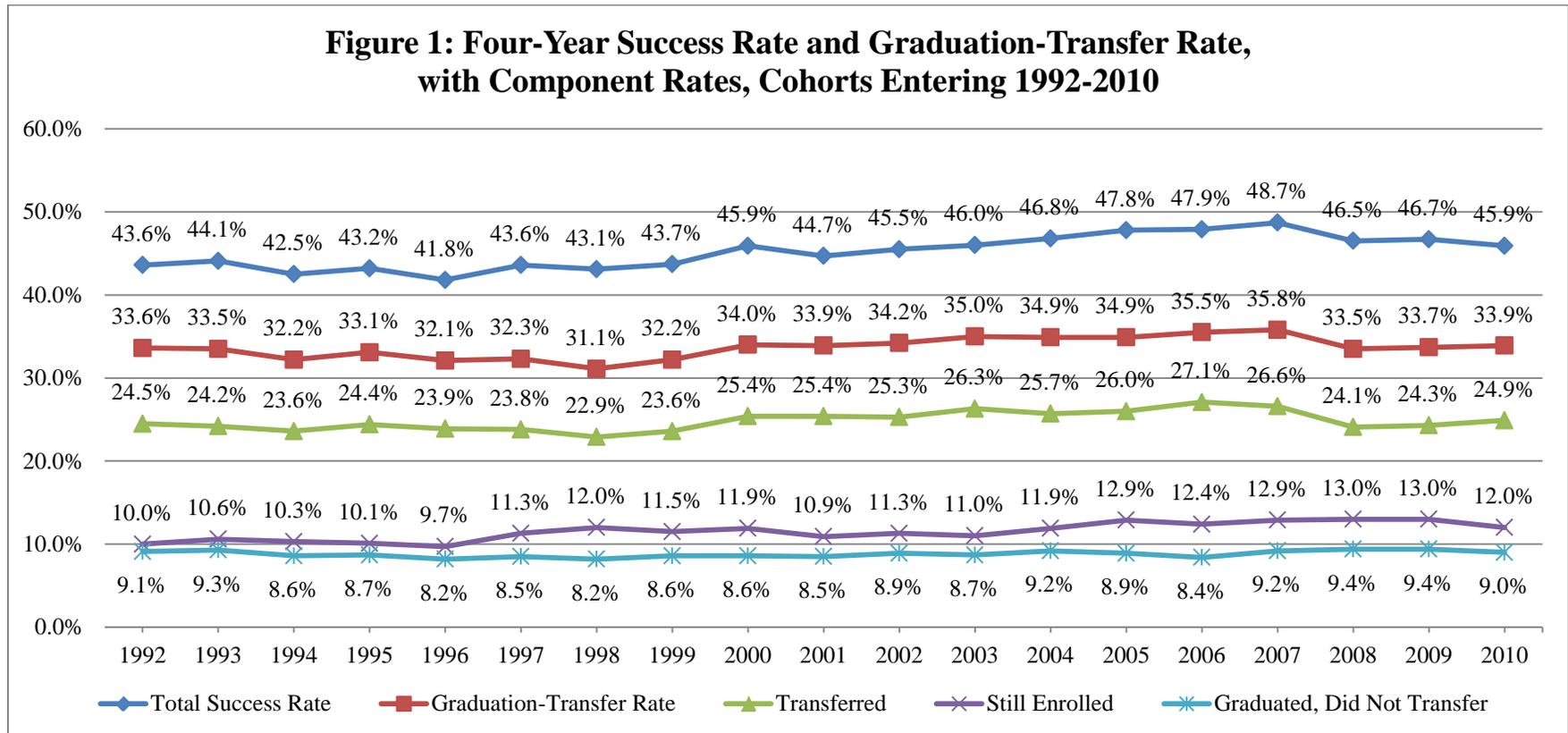
DATA DEFINITIONS

<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>

ANALYSIS

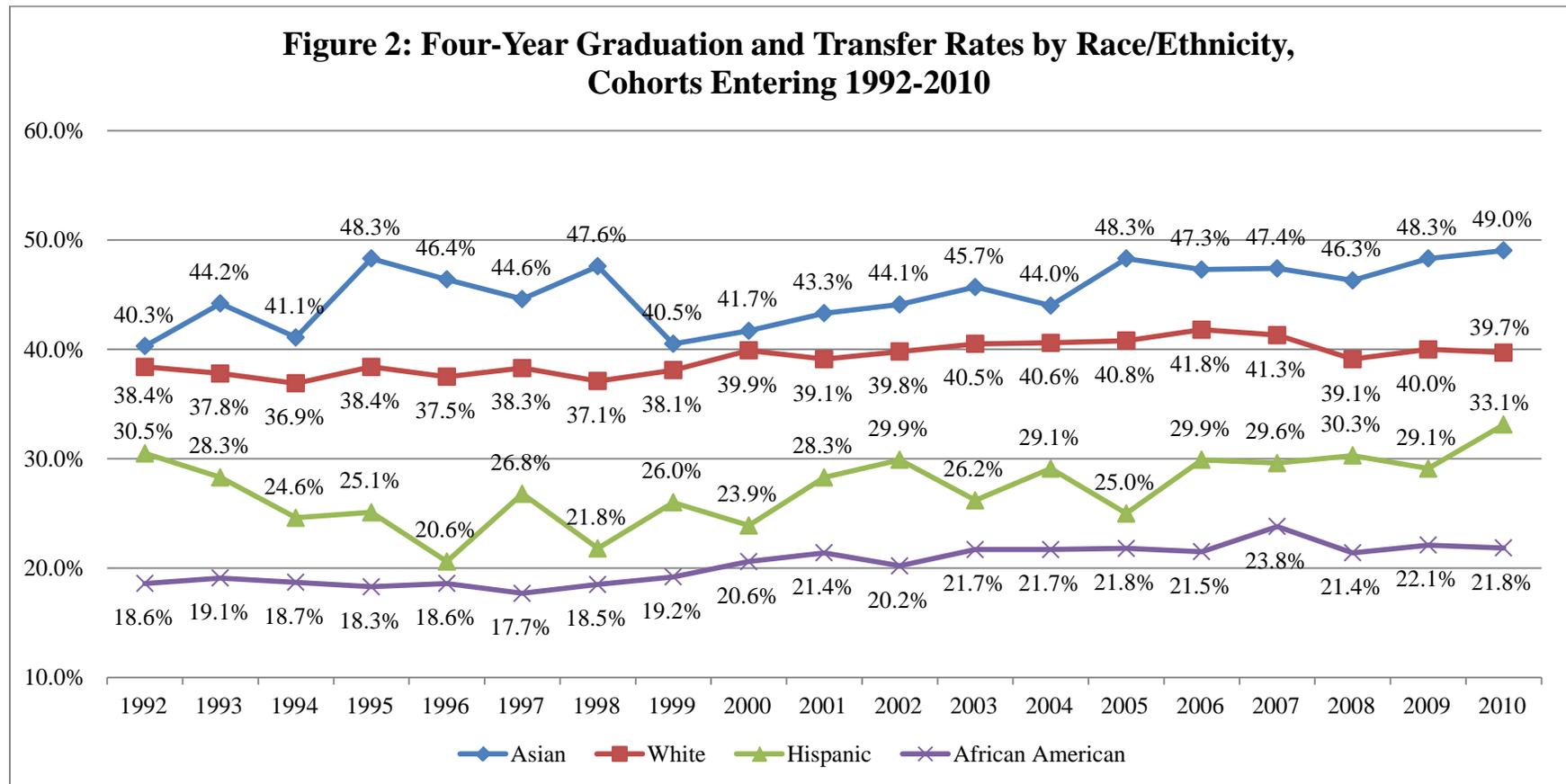
All Students

As Figure 1 illustrates, the overall four-year success rate has declined very slightly for the Fall 2010 entering cohort. Of all students entering in Fall 2010, 45.9% graduated, transferred, or remained still enrolled after four years, representing a decline of 0.8 percentage points from the 2009 cohort. Although the overall success rate remains broadly stable over time, this is the lowest overall success rate for any cohort since 2002. The graduation-transfer rate for the Fall 2010 cohort, on the other hand, increased slightly to 33.9%. The decline in the success rate, then, is driven by a decrease in the percentage of students still enrolled; 12.0% of students entering in Fall 2010 were still enrolled after four years, compared to 13.0% of those who entered in Fall 2009.



By Race/Ethnicity

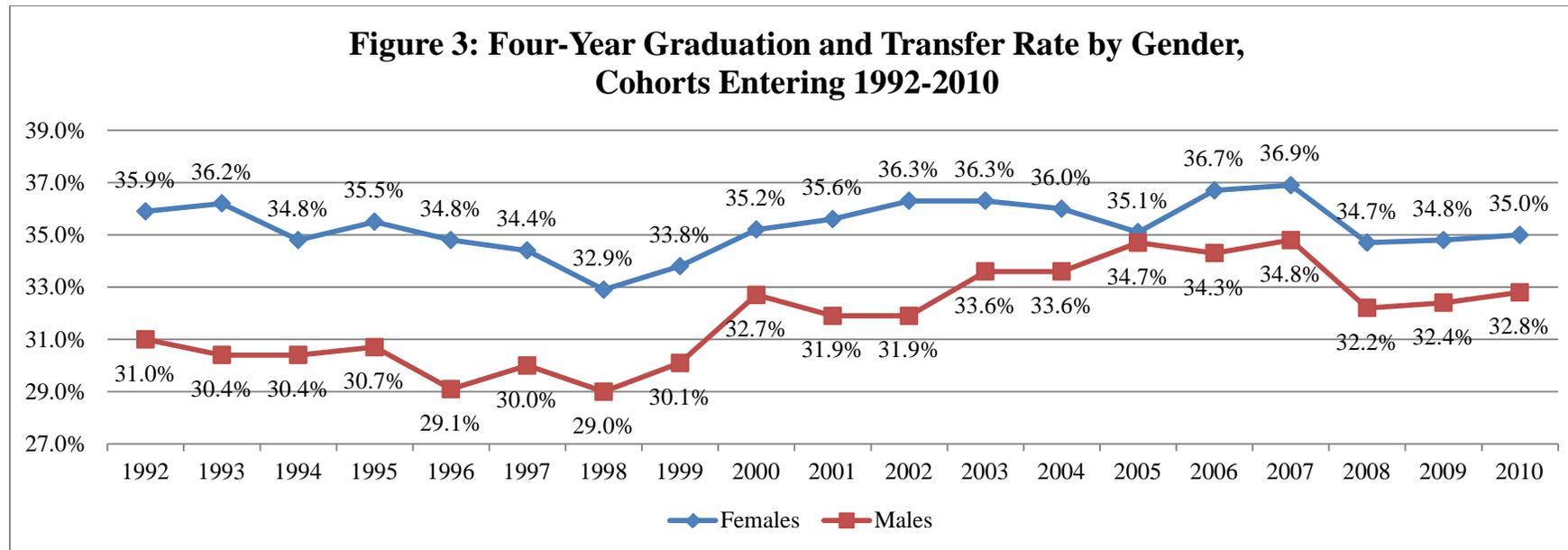
Figure 2 depicts graduation and transfer rates by race/ethnicity for the largest racial/ethnic groups. As this figure illustrates, there is substantial variation among groups. Asian students graduate or transfer at a substantially higher rate than any other racial and ethnic group, with nearly half (49.0%) graduating or transferring within four years. Among African American students, however, fewer than a quarter (21.8%) had achieved one of those outcomes. These rates have remained relatively stable over the past few years, as have the differences between the groups. The most notable change is seen among Hispanic students, of whom 33.1% transferred or graduated within four years, a 4.0 percentage point increase over the Fall 2009 cohort.



As Figure 2 also shows, graduation and transfer rates for all racial and ethnic groups have increased since 1992, although the magnitude of that increase differs substantially by group. For example, the graduation and transfer rate for white students has increased by only one percentage point since 1992, from 38.4% to 39.7%. Asian students, on the other hand, have increased their rate of graduation and transfer by nine percentage points, from 40.3% to 49.0%. This increase for Asian students also means that despite the overall increase seen among all of the racial and ethnic groups, the achievement gap between the highest and lowest racial/ethnic group has widened substantially, from 21.7 percentage points in 1992 to 27.2 percentage points in 2010.

By Gender

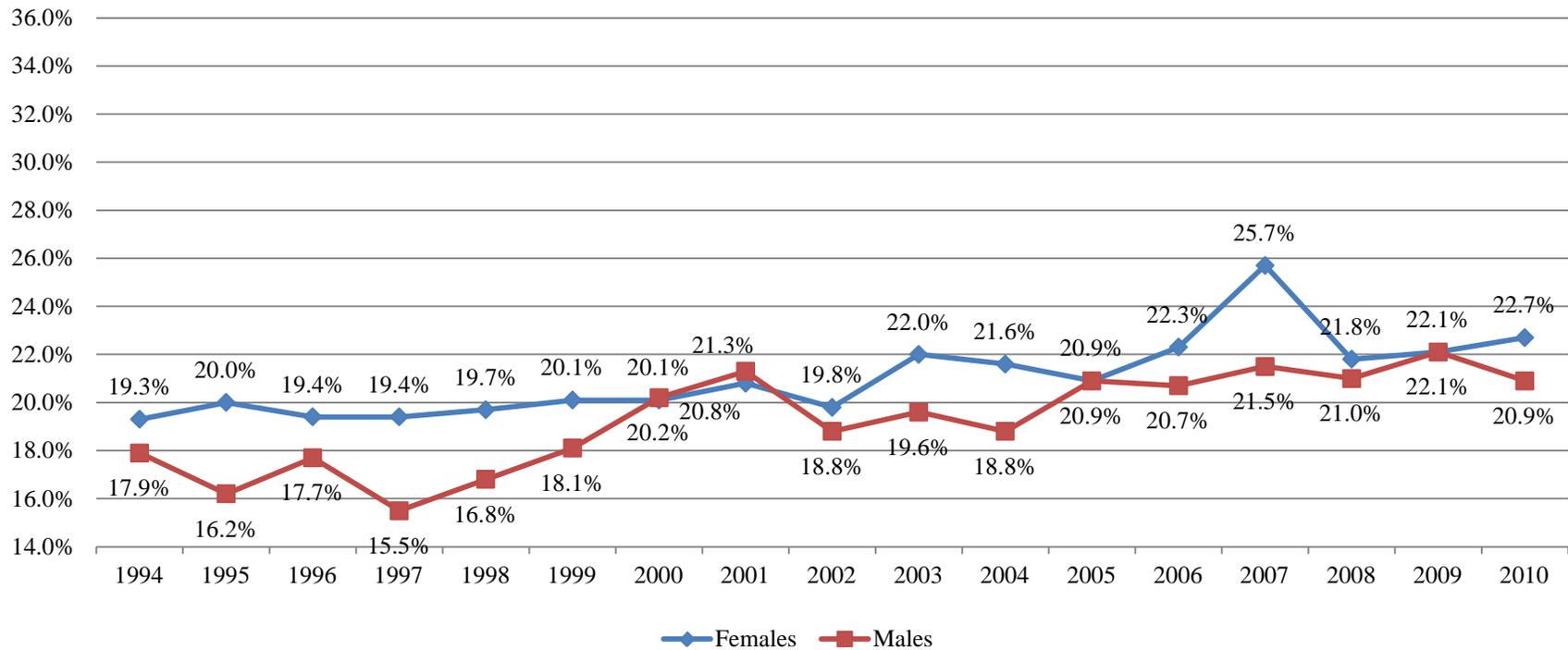
Consistent with historical trends in Maryland as well as national trends, female students continue to outpace their male counterparts, as shown in Figure 3. For each of the last 20 years in Maryland, females have both graduated and transferred at higher rates than males. As with race and ethnicity, however, the achievement gap has narrowed over time. For the cohorts entering between 1993 and 2002, the average achievement gap stood at 4.4 percentage points; since the 2003 cohort, that average gap has decreased substantially to 2.1 percentage points. While the gap for the 2010 cohort is slightly higher than this average at 2.2 percentage points, it represents a decline from that of the 2009 cohort.



African American Students by Gender

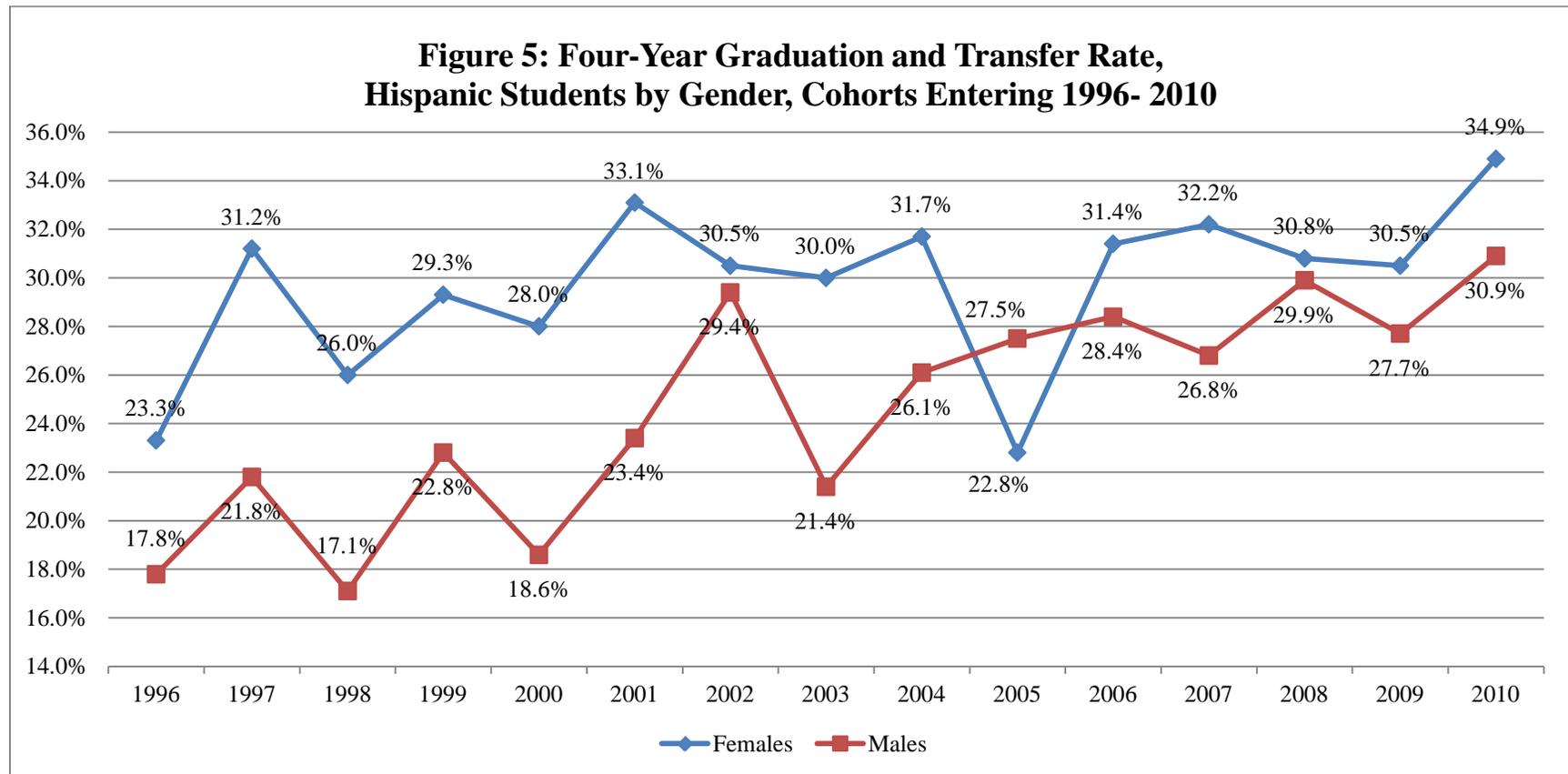
There is also a small achievement gap that exists between African American male and African American females, as illustrated in Figure 4, with females again achieving higher graduation and transfer rates than males. For the 2009 cohort, 22.7% of African American females graduated or transferred within four years, while 20.9% of African American males did the same. This represents a modest increase for females and a modest decline for males from the 2009 cohort, when both groups achieved a 22.1% graduation and transfer rate. While these are also both higher than the 1994 rates (19.3% and 17.9%, respectively), they represent a slight increase in the achievement gap, from 1.4 percentage points in 1994 to 1.8 percentage points in 2010.

Figure 4: Four-Year Graduation and Transfer Rate, African American Students by Gender, Cohorts Entering 1994-2010



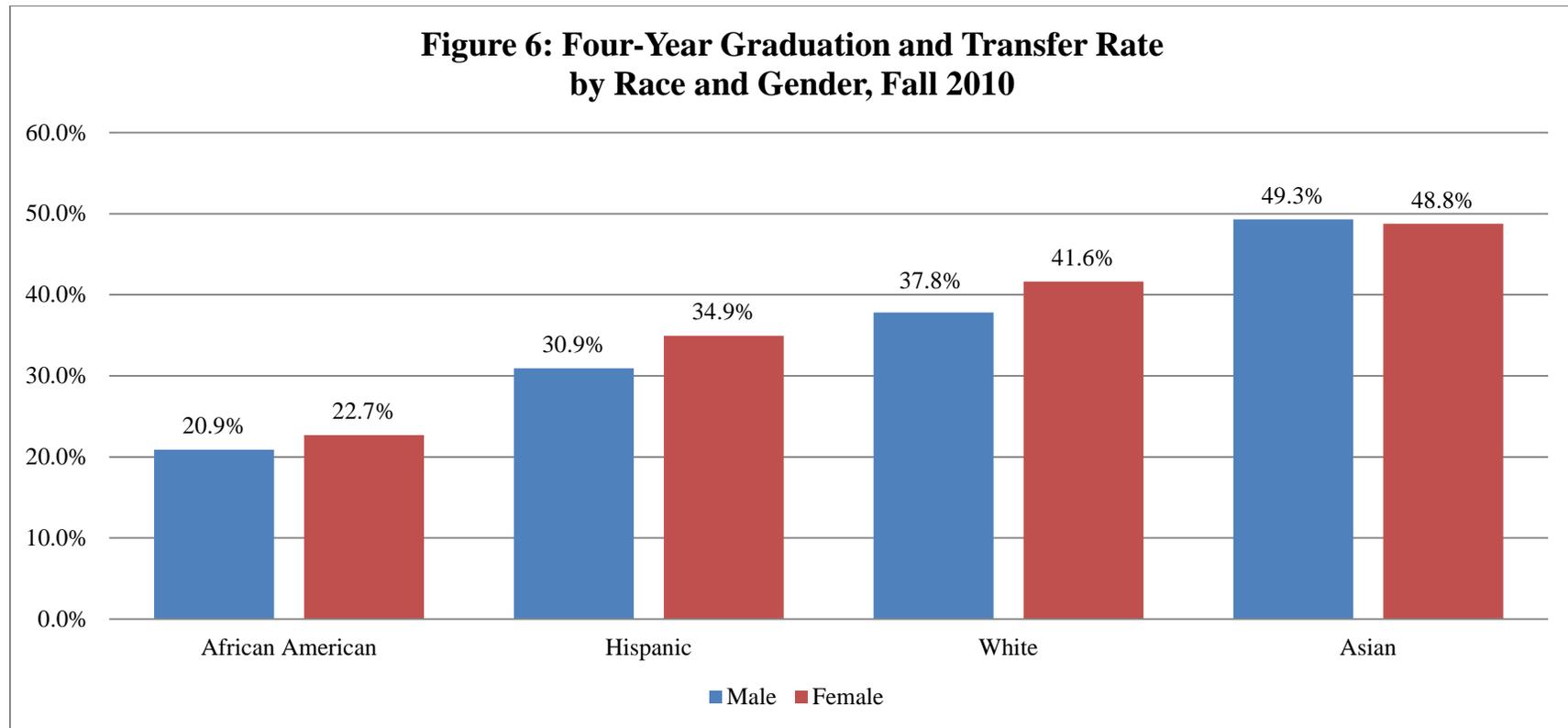
Hispanic Students by Gender

Figure 5 shows that a similar achievement gap between males and females also exists for Hispanic students. Of students entering in Fall 2010, 34.9% of Hispanic females graduated or transferred within four years, compared to 30.9% of Hispanic males. Both groups have improved their graduation and transfer rates since the Fall 2009 cohort, with females increasing by 4.4 percentage points and males by 3.2. Additionally, the rates for both groups have increased substantially since these rates were first tracked in 1996, when 23.3% of females and 17.8% of males graduated within four years. This also represents a decline in the achievement gap between Hispanic males and females since 1996, as it decreased from 5.8 percentage points in 1996 to 4.0 points in 2010.



Other Race/Ethnicities by Gender

The achievement gap between African American and Hispanic males and females is consistent with the gender gap between males and females of other racial and ethnic groups. For White students, the Fall 2009 cohort of females graduated or transferred at a rate 3.8 percentage points higher than White males (with graduation-transfer rates of 41.6% and 37.8%, respectively). For Asian students, on the other hand, males actually have a slightly higher graduation-transfer rate than females, with 49.3% of males graduating or transferring within four years and 48.8% of females achieving the same (a 0.6 percentage point gap). Both of these gaps, however, are dwarfed by the 27.2 percentage points that separate African American and Asian students. The gender gap within racial and ethnic groups is far less substantial than the gap between those groups. As this indicates, the primary gap exists between racial and ethnic groups, not between genders within each group.



DEGREE PROGRESS ANALYSIS

As previously discussed, the Degree Progress Analysis (DPA) is a model that utilizes a different cohort and examines different outcomes than the standard MHEC retention and graduation model. In an effort to focus only on degree-seeking students, the DPA includes all students completing at least 18 credits within the first two years of entry. This criterion is used to eliminate students who may enroll in a few classes with no intention of ever obtaining a degree such as those seeking personal enrichment or job enhancement skills and incorporate outcomes for part-time students. Of the 29,401 students entering in the fall of 2009, 20,122 students (68.4%) are included in the analysis cohort. Additionally, the model defines graduation and transfer using the same method as MHEC, but replaces the “still enrolled” category with “successful persister.” A successful persister as defined in the model is a student who has graduated, transferred, or is still enrolled at the institution, or who completed 30 or more credits. These data are prepared by the community colleges and submitted to MHEC as a part of the accountability process.

Students are further classified in three groups according to their readiness for college study. Figure 7 shows the number of students included in each of these categories in the Fall 2009 cohort. College Ready students are those students who enter requiring no remedial coursework. In Fall 2009, these students represented 22.4% of the entering cohort. Developmental Completers are students who are assessed to need remedial coursework and subsequently completed it; 41.1% of students are included in this category. The remaining 36.5% of students are Developmental Non-Completers, students who were assigned to remedial coursework and did not complete it. Of the 15,624 students who required remediation, 7,353 (47.1%) did not complete their assigned developmental sequences.

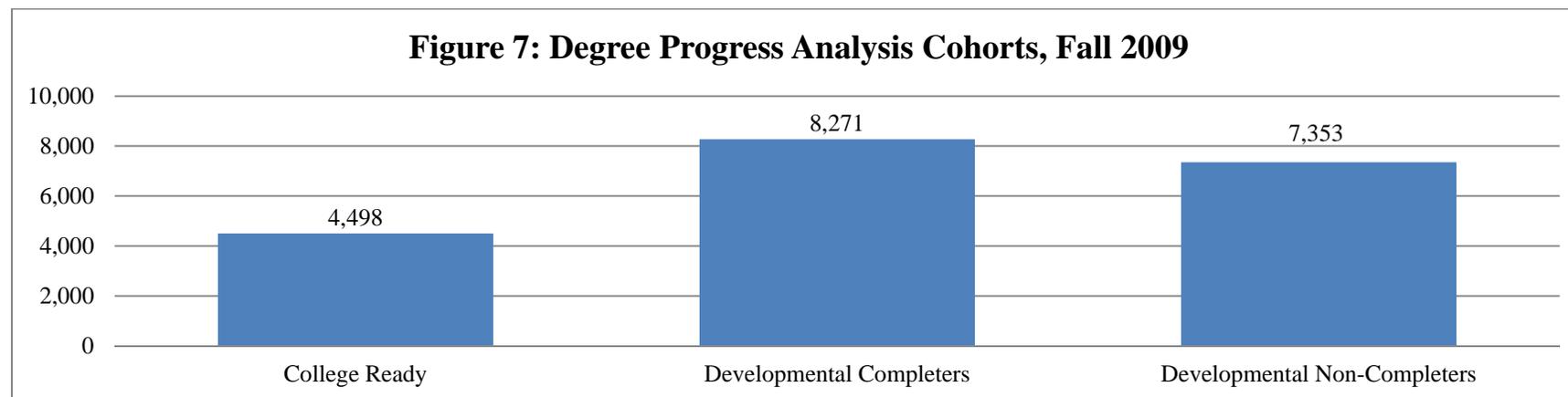


Figure 8 shows the four-year graduation and transfer rate for all students (including College-Ready, Developmental Completers, and Developmental Non-Completers). For the Fall 2009 cohort, the total graduation and transfer rate for all students using the DPA model was 49.2%, meaning that nearly half of all students completing 18 credits within the first two years – whether full-time or part-time – had graduated or transferred within four years. While this represents a 1.6 percentage point increase from the initial year of analysis (47.6% for the Fall 2000 cohort), this also is the lowest rate since 2003.

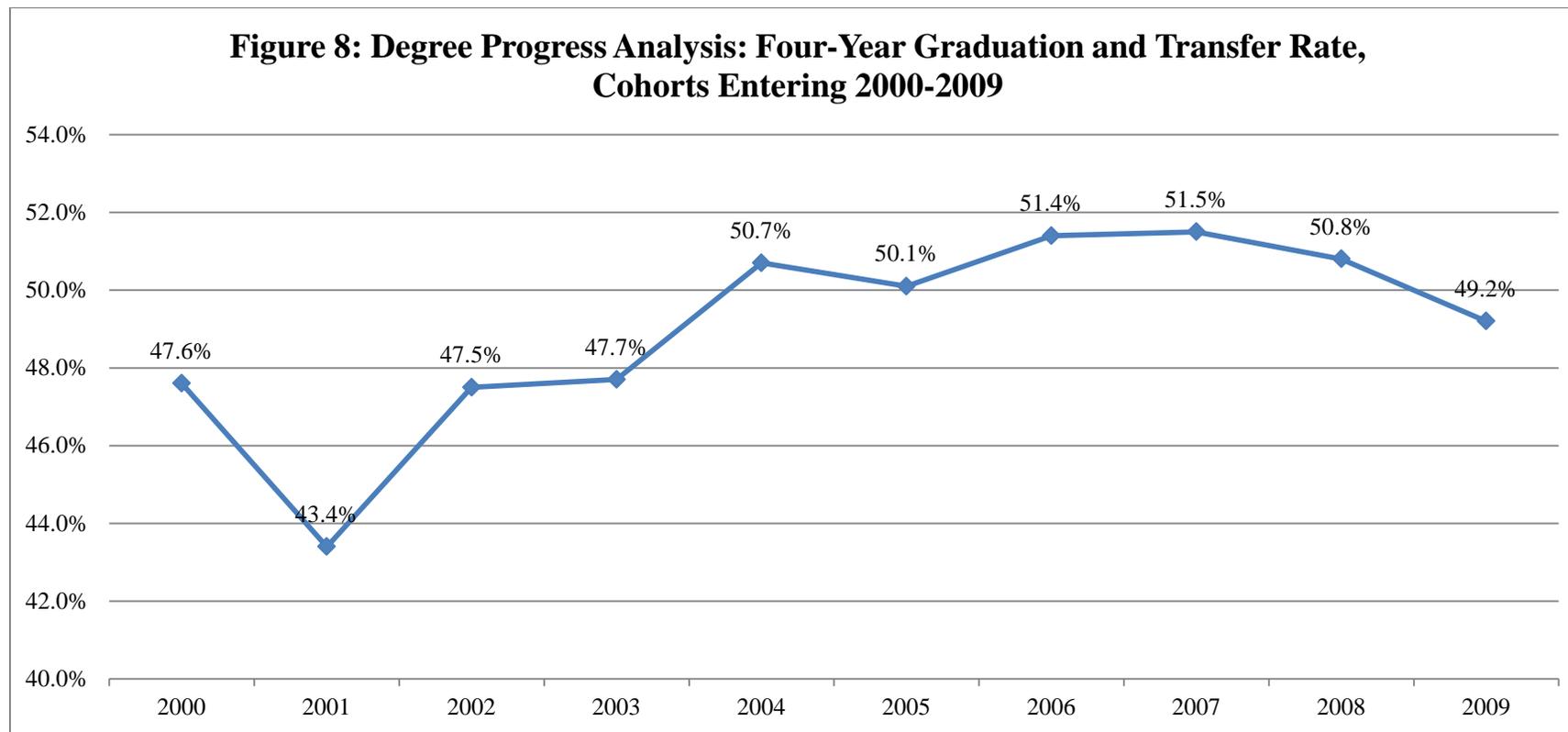


Figure 9 illustrates the four-year graduation and transfer rates by degree of college readiness at time of entry to the community college. Of all students entering in the Fall 2009 cohort, 49.2% graduated or transferred to another institution within four years. As might be expected, students entering community colleges prepared for college-level work have the highest graduation and transfer rate, at 67.2%. There is a fairly substantial difference in the graduation and transfer rate between students entering College-Ready and students requiring remedial coursework. However, students who enter needing developmental coursework who complete the required sequences are more than twice as likely to graduate or transfer than their fellow students who are assessed to need remedial courses and who do not complete them, with 58.7% of Developmental Completers graduating or transferring within four years and only 27.7% of Developmental Non-Completers achieving the same outcome.

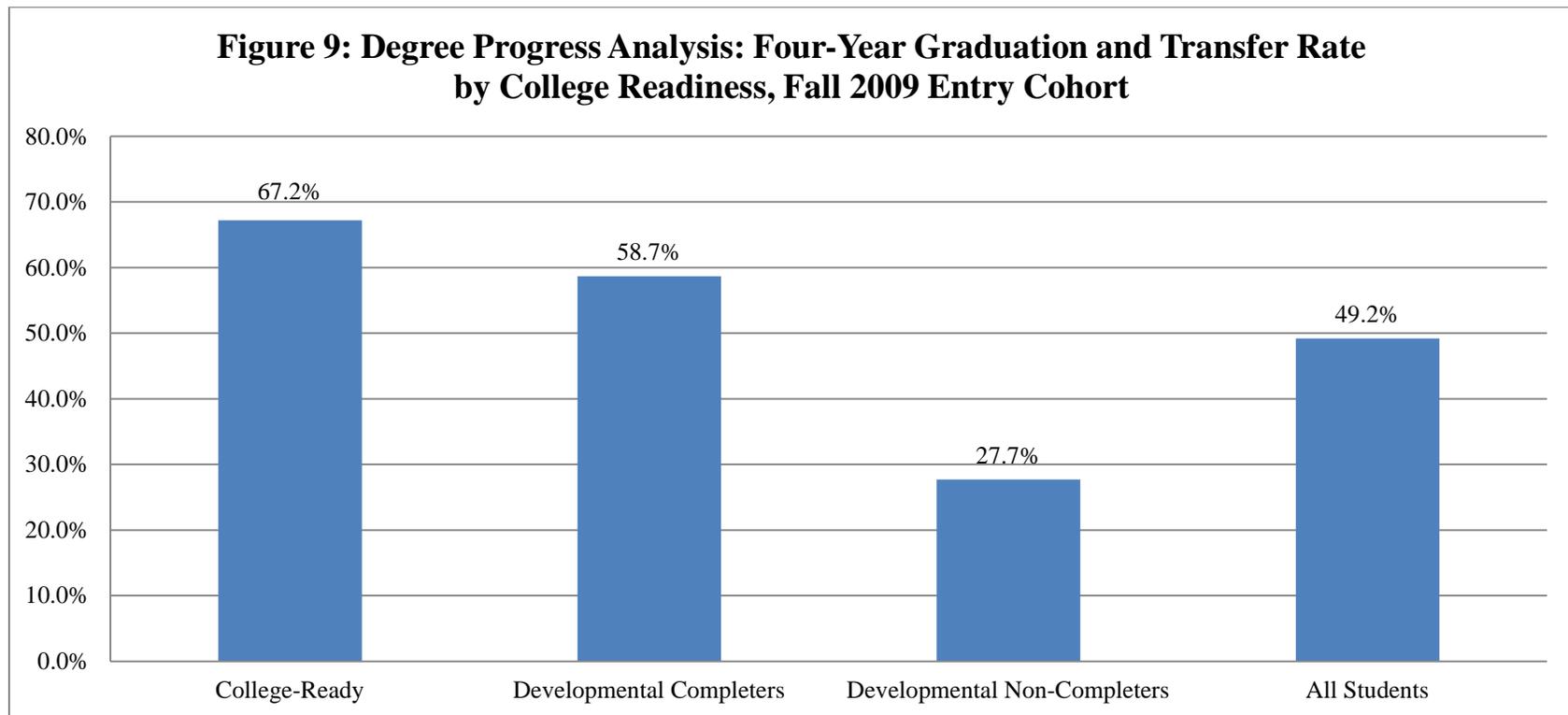
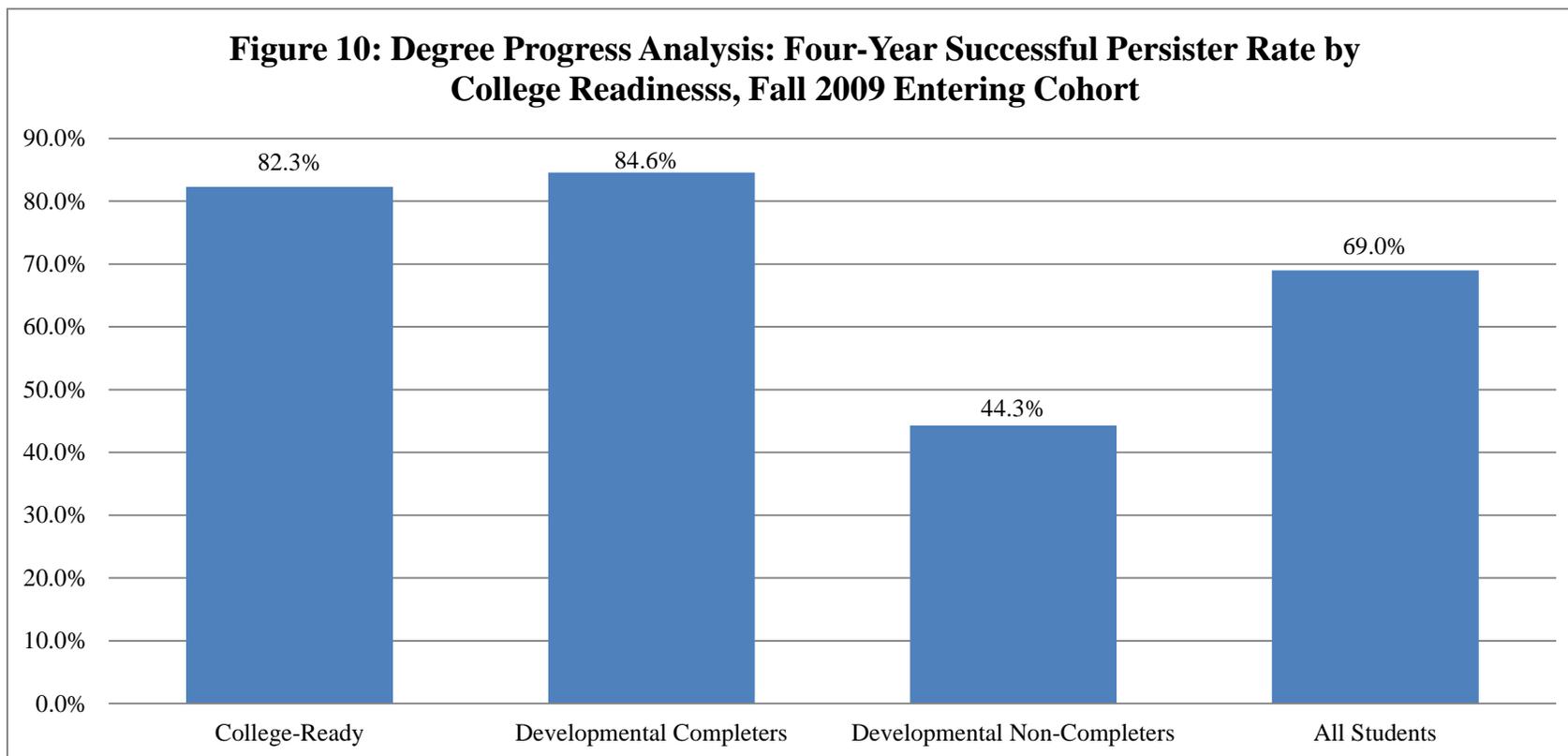


Figure 10 depicts that similar patterns exist when examining the successful persister rate. Of all students, 69.0% were considered successful persisters. However, there again exists a significant difference between College-Ready and Developmental Completer students compared to Developmental Non-Completers. Again, Developmental Completers (84.6%) and College-Ready (84.6%) students were nearly twice as likely as Developmental Non-Completers (44.3%) to be a successful persister four years after entry. It is also of note that while the magnitude of the difference is small, Developmental Completers were actually slightly more likely to be successful persisters than College-Ready students, indicating that they were much more likely to either remain still enrolled or have completed at least 30 credits.



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 primary impediment to student success may not be the assignment to remedial coursework, but rather failure to complete it.

COMMUNITY COLLEGE FOLLOW-UP SURVEY

The community college follow-up survey is a tool developed and administered jointly by MHEC and the community colleges, and administered periodically to community college graduates. This survey examines educational and labor market outcomes, as well as graduates' perceptions of institutional quality and success in preparing them for further study and the workforce. The most recent iteration of the survey was conducted in Fall 2012 of students who received an associate degree or certificate during the 2010-11 academic year.

Since 1980, Maryland community college graduates have expressed satisfaction with the experience at their institution. In 2012, 91.1% of graduates reported that their experience was either "very good" or "good," and this number has exceeded 90% in every survey year since 2002. Additionally, 92.5% of respondents indicated that they would repeat their community college experience.

In total, 52.2% of respondents indicated that they had transferred to a four-year college or university, with 39.4% enrolling full-time and 12.8% part-time. Among graduates actively seeking employment, 54.3% were employed full-time and 32.5% part-time.

Further information on and data from the follow-up survey can be found in the full report, *Follow-Up Survey of 2011 Maryland Community College Graduates*, accessible via the Commission website.

The follow-up survey of 2014 graduates is currently underway and results will be included in the 2016 Community College Retention, Graduation, and Transfer report.

CONCLUSION

In conclusion, retention, graduation, and transfer at Maryland's community colleges have remained rather stable during the past year and ultimately over the past two decades. The current student success rate represents a slight decrease from last year and is well below the 2007 peak. However, the current rate does reflect an increase from that of the 1992 entrants.

The overall relative stability of the graduation and transfer rates does mask a number of trends within demographic groups, however. Asian students in particular have seen a very large increase in their rate of graduation and transfer, while the change in this rate for white students was less than half of that. The rate of graduation and transfer rates for female students has declined slightly since 1992, though the rate for male students has increased. Additionally, while graduation and transfer rates for all Hispanic and African American students have increased the magnitude of the changes from year to year has varied significantly.

A very positive indicator of community college performance has been a long-term narrowing of the achievement gaps between genders and between genders within racial and ethnic groups. While these disaggregated rates have been somewhat more volatile, especially because of the relatively small size of some groups, over the long term the decrease in the achievement gaps has been fairly substantial. However, achievement gaps among racial and ethnic groups have widened; for example, the growth in graduation and transfer rates during the time period examined in this report for Asian students has far outpaced that of the growth in those same rates for African American students.

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.³ 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.

³ 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
1992 - 2012

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	11,008	35.6%	2.7%	12.9%	17.7%	6.9%	20.8%	10.0%	9.1%	24.5%
1993	10,692	36.2%	2.2%	12.9%	18.0%	6.9%	20.7%	10.6%	9.3%	24.2%
1994	10,436	35.5%	2.1%	12.6%	17.4%	6.7%	20.2%	10.3%	8.6%	23.6%
1995	11,336	35.8%	2.3%	13.1%	18.1%	6.4%	21.0%	10.1%	8.7%	24.4%
1996	10,905	35.1%	2.7%	12.7%	17.6%	6.3%	20.4%	9.7%	8.2%	23.9%
1997	11,420	36.2%	2.8%	12.9%	18.1%	6.5%	20.1%	11.3%	8.5%	23.8%
1998	11,770	35.0%	2.1%	12.2%	19.1%	5.8%	19.4%	12.0%	8.2%	22.9%
1999	12,492	35.5%	2.3%	13.1%	18.9%	6.3%	20.2%	11.5%	8.6%	23.6%
2000	12,303	37.3%	2.0%	13.5%	19.3%	6.5%	21.0%	11.9%	8.6%	25.4%
2001	12,919	36.9%	2.2%	13.0%	19.2%	6.1%	21.9%	10.9%	8.5%	25.4%
2002	13,978	37.5%	2.3%	13.8%	19.8%	6.5%	21.2%	11.3%	8.9%	25.3%
2003	14,491	37.5%	2.3%	14.4%	19.5%	6.2%	22.3%	11.0%	8.7%	26.3%
2004	14,527	37.2%	2.6%	13.9%	19.5%	6.4%	21.7%	11.9%	9.2%	25.7%
2005	14,454	37.0%	2.5%	14.6%	20.1%	6.1%	22.3%	12.9%	8.9%	26.0%
2006	15,752	36.2%	2.2%	15.6%	20.7%	6.0%	23.0%	12.4%	8.4%	27.1%
2007	16,307	38.6%	2.3%	14.3%	21.8%	6.1%	22.3%	12.9%	9.2%	26.6%
2008	16,418	40.1%	2.3%	12.3%	22.1%	6.4%	19.9%	13.0%	9.4%	24.1%
2009	18,071	38.5%	2.6%	12.7%	20.6%	6.5%	20.3%	11.6%	9.4%	24.3%
2010	17,621	38.8%	2.5%	12.7%	20.8%	6.2%	20.7%	12.0%	9.0%	24.9%
2011	16,746	36.8%	2.5%	12.1%	20.1%	6.6%	19.5%			
2012	15,909	37.5%	2.8%	13.8%						

Note: 2011 data have been updated to include a corrected submission from Cecil College

Source: MHEC Enrollment and Degree Information Systems

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

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
1992	2,486	32.5%	1.7%	6.6%	18.8%	3.4%	11.0%	11.9%	4.8%	13.8%
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	5,214	34.6%	1.1%	8.0%	20.4%	2.6%	13.3%	12.4%	4.8%	17.1%
2011	5,463	32.3%	0.8%	8.3%	20.4%	2.6%	13.7%			
2012	4,814	34.0%	1.4%	9.9%						

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
Asian-American Students
Statewide Count
1992 - 2012

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
1992	531	47.4%	0.6%	20.6%	29.3%	1.9%	31.0%	16.3%	2.4%	37.9%
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	989	50.4%	1.5%	20.1%	25.4%	3.7%	36.0%	14.2%	5.4%	43.7%
2011	885	49.2%	1.8%	19.5%	26.3%	3.8%	33.2%			
2012	934	48.1%	1.5%	23.3%						

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
Hispanic Students
Statewide Count
1992 - 2012

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
1992	249	47.4%	0.4%	10.4%	25.7%	2.0%	20.5%	17.2%	4.0%	26.5%
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%			
2012	1,330	46.0%	1.4%	10.2%						

Source: MHEC Enrollment and Degree Information Systems

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

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

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
1992	7,245	35.3%	3.2%	14.8%	16.1%	8.6%	23.5%	8.5%	11.3%	27.1%
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%			
2012	7,759	36.7%	4.0%	16.4%						

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
1992 - 2012

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
1992	5,324	32.6%	2.2%	12.4%	15.7%	5.4%	20.3%	8.4%	7.1%	23.9%
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	8,488	36.7%	2.5%	12.1%	18.6%	6.0%	20.4%	10.0%	8.2%	24.6%
2011	8,060	35.6%	2.3%	12.0%	18.8%	6.0%	19.7%			
2012	7,826	35.6%	2.5%	12.8%						

Source: MHEC Enrollment and Degree Information Systems

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

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
1992	5,684	38.5%	3.0%	13.5%	19.5%	8.1%	21.3%	11.5%	11.0%	24.9%
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	9,080	40.7%	2.5%	13.2%	22.9%	6.5%	21.1%	13.9%	9.7%	25.3%
2011	8,636	38.0%	2.6%	12.2%	21.4%	7.2%	19.4%			
2012	8,042	39.4%	3.0%	14.7%						

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 - 2012

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	2,342	32.8%	1.4%	7.2%	18.0%	3.2%	12.6%	10.0%	5.0%	15.9%
2011	2,460	32.2%	0.9%	7.5%	0.19593	2.5%	13.1%			
2012	2,283	33.5%	1.4%	8.6%						

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
African American Female Students
Statewide Count
1994 - 2012**

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	2,831	36.1%	0.7%	8.7%	22.5%	2.2%	14.0%	14.4%	4.6%	18.1%
2011	2,985	32.3%	0.7%	8.9%	21.1%	2.6%	14.1%			
2012	2,503	34.6%	1.4%	11.0%						

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
Hispanic Male Students
Statewide Count
1996 - 2012

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	585	44.4%	2.2%	8.5%	25.0%	4.8%	18.3%	17.1%	6.5%	24.4%
2011	555	43.1%	1.3%	7.2%	26.8%	4.7%	12.8%			
2012	642	43.5%	1.4%	8.4%						

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 Female Students
Statewide Count
1996 - 2012

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	661	50.1%	1.7%	11.2%	30.3%	5.6%	20.9%	18.8%	7.4%	27.5%
2011	647	43.1%	2.0%	8.7%	23.3%	4.8%	16.5%			
2012	686	48.4%	1.3%	11.8%						

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.

ALL STUDENTS BY CAMPUS

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Allegany College of Maryland
1992 - 2012

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	436	32.6%	10.4%	5.2%	15.8%	21.7%	8.7%	8.0%	26.8%	10.5%
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%			
2012	504	33.5%	8.7%	4.2%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Anne Arundel Community College
1992 - 2012

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	1,192	33.4%	2.1%	17.4%	17.0%	6.3%	27.1%	8.7%	7.7%	31.4%
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%			
2012	1,723	37.4%	2.7%	15.0%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Baltimore City Community College
1992 -2012

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	1024	33.5%	3.2%	7.7%	19.2%	4.9%	11.7%	11.8%	6.8%	14.5%
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%			
2012	471	26.3%	3.8%	8.1%						

Source: MHEC Enrollment and Degree Information Systems

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

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	-	-	-	-	-	-	-	-	-	-
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%			
2012	576	35.1%	5.6%	14.4%						

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
1992 - 2012

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	191	27.7%	2.6%	11.0%	13.6%	8.9%	12.6%	8.9%	11.5%	13.1%
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%			
2012	323	33.1%	1.9%	5.0%						

Source: MHEC Enrollment and Degree Information Systems

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

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	205	22.0%	12.6%	13.6%	7.8%	17.5%	17.6%	3.4%	17.0%	21.9%
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%			
2012	353	32.3%	1.7%	16.4%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
College of Southern Maryland
1992 - 2012

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	479	38.8%	1.4%	20.5%	15.7%	6.6%	30.2%	7.5%	8.2%	34.0%
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%			
2012	1,295	32.5%	2.9%	17.3%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Community College of Baltimore County
 1992 - 2012

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	2,282	39.7%	1.4%	12.5%	18.4%	4.7%	23.3%	10.8%	7.1%	26.7%
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%			
2012	2,679	36.1%	1.0%	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
 1992 - 2012

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	502	37.3%	6.0%	8.6%	14.0%	16.5%	16.0%	6.6%	21.1%	19.2%
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%			
2012	867	34.7%	5.8%	17.1%						

Source: MHEC Enrollment and Degree Information Systems

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

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	155	21.9%	10.3%	6.4%	9.7%	16.7%	10.3%	3.8%	19.4%	11.0%
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%			
2012	289	19.0%	3.5%	10.0%						

Source: MHEC Enrollment and Degree Information Systems

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

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	488	26.7%	7.4%	9.9%	9.0%	18.4%	12.7%	4.3%	21.3%	14.4%
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%			
2012	464	28.4%	9.9%	9.7%						

Source: MHEC Enrollment and Degree Information Systems

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

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	527	37.2%	0.9%	14.4%	16.1%	5.9%	23.7%	10.2%	8.9%	26.8%
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%			
2012	1,134	41.6%	2.5%	14.8%						

Source: MHEC Enrollment and Degree Information Systems

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

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	241	34.8%	0.8%	21.1%	17.0%	4.1%	32.4%	9.5%	5.0%	37.8%
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%			
2012	1,051	43.1%	2.0%	15.0%						

Source: MHEC Enrollment and Degree Information Systems

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

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	2,085	38.5%	0.7%	15.1%	21.5%	3.2%	22.8%	11.9%	4.4%	28.2%
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%			
2012	2,705	47.6%	1.7%	11.2%						

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
 1992 - 2012

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	1,113	35.8%	1.1%	11.1%	2.5%	2.3%	18.8%	12.8%	3.8%	22.0%
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%			
2012	1,025	38.5%	1.3%	8.9%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Wor-Wic Community College
 1992 - 2012

Cohort	N	Two Years			Three Years			Four Years		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1992	88	19.3%	3.4%	21.6%	11.3%	5.6%	22.7%	8.0%	5.7%	29.5%
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%			
2012	450	27.3%	3.3%	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
1992 - 2012

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
1992	12	*	*	*	*	*	*	*	*	*
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	151	31.8%	0.0%	2.0%	18.5%	2.0%	7.3%	9.9%	4.6%	11.3%
2011	153	22.2%	1.3%	8.5%	9.2%	2.0%	11.8%			
2012	155	27.7%	1.9%	3.9%						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

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

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Anne Arundel Community College
1992 - 2012

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
1992	85	25.9%	1.2%	7.1%	21.2%	2.4%	8.3%	11.7%	4.7%	13.0%
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	346	36.1%	1.7%	8.7%	19.9%	3.2%	14.7%	12.4%	6.4%	17.9%
2011	331	29.9%	1.5%	9.7%	16.0%	3.9%	13.9%			
2012	309	35.3%	2.3%	11.0%						

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
Baltimore City Community College
1992 - 2012

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
1992	845	34.4%	2.2%	6.8%	19.7%	3.9%	10.1%	12.1%	5.5%	13.1%
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	674	25.1%	0.6%	4.9%	15.6%	1.2%	8.2%	10.4%	2.5%	10.8%
2011	775	20.9%	0.6%	5.7%	15.9%	1.9%	7.6%			
2012	393	23.4%	3.8%	8.1%						

Source: MHEC Enrollment and Degree Information Systems

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

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Carroll Community College
1992 - 2012

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
1992	-	-	-	-	-	-	-	-	-	-
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	25	44.0%	0.0%	12.0%	16.0%	8.0%	16.0%	8.0%	8.0%	20.0%
2011	17	47.1%	5.9%	17.6%	11.8%	11.8%	35.3%			
2012	18	55.6%	0.0%	0.0%						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

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

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Cecil College
1992 - 2012

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
1992	3	*	*	*	*	*	*	*	*	*
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	29	24.1%	.0%	6.9%	6.9%	0.0%	6.9%	3.4%	3.4%	10.3%
2011	56	21.4%	3.6%	10.7%	10.7%	8.9%	10.7%			
2012	50	14.0%	.0%	2.0%						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

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

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Chesapeake College
1992 - 2012

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
1992	30	23.3%	43.3%	0.0%	6.7%	53.4%	6.6%	3.3%	46.6%	13.3%
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	71	26.8%	1.4%	8.5%	12.7%	1.4%	14.1%	8.5%	4.2%	18.3%
2011	58	20.7%	5.2%	5.2%	15.5%	5.2%	6.9%			
2012	57	31.6%	0.0%	5.3%						

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
College of Southern Maryland
1992 - 2012

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
1992	27	33.3%	0.0%	3.7%	18.5%	0.0%	11.1%	7.4%	0.0%	11.1%
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	316	34.2%	0.9%	6.6%	19.9%	3.8%	11.1%	10.4%	8.2%	13.6%
2011	392	28.3%	0.3%	6.9%	15.3%	2.3%	15.1%			
2012	362	23.5%	0.8%	12.4%						

Source: MHEC Enrollment and Degree Information Systems

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

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Community College of Baltimore County
1992 - 2012

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
1992	352	33.8%	0.3%	6.3%	18.2%	2.0%	13.4%	12.5%	3.4%	15.9%
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	1,113	28.3%	1.0%	9.2%	17.1%	1.9%	13.7%	11.7%	4.0%	16.3%
2011	1,134	27.3%	0.4%	9.3%	18.1%	1.6%	12.9%			
2012	1,126	30.5%	0.7%	12.9%						

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
Frederick Community College
1992 - 2012

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
1992	34	20.5%	2.9%	8.8%	8.8%	5.9%	11.8%	0.0%	11.8%	11.8%
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	102	33.3%	2.9%	7.8%	18.6%	5.9%	16.7%	12.7%	8.8%	16.7%
2011	127	37.8%	3.9%	7.1%	21.3%	8.7%	13.4%			
2012	119	28.6%	5.9%	14.3%						

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
Garrett College
1992 - 2012

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
1992	8	*	*	*	*	*	*	*	*	*
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	90	24.4%	0.0%	7.8%	12.2%	1.1%	15.6%			
2012	92	12.0%	0.0%	4.3%						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

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

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Hagerstown Community College
 1992 - 2012

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
1992	48	12.5%	4.2%	4.2%	4.2%	12.5%	8.4%	4.2%	12.5%	8.4%
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	66	25.8%	7.6%	6.1%	6.1%	13.6%	10.6%	3.0%	15.2%	15.2%
2011	60	31.7%	3.3%	5.0%	20.0%	5.0%	10.0%			
2012	62	22.6%	12.9%	6.5%						

Source: MHEC Enrollment and Degree Information Systems

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

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Harford Community College
1992 - 2012

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
1992	37	32.4%	0.0%	8.1%	18.9%	2.7%	10.8%	5.4%	5.4%	13.5%
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	144	36.1%	1.4%	8.3%	18.1%	6.3%	13.2%	13.9%	6.9%	16.7%
2011	158	35.4%	1.9%	5.7%	23.4%	3.2%	12.7%			
2012	178	35.4%	0.6%	8.4%						

Source: MHEC Enrollment and Degree Information Systems

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

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Howard Community College
1992 - 2012

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
1992	31	29.1%	0.0%	9.7%	19.4%	0.0%	16.1%	9.7%	0.0%	19.4%
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	307	39.7%	1.3%	12.1%	24.1%	2.9%	20.2%	14.3%	4.2%	24.1%
2011	283	37.5%	0.0%	9.5%	24.0%	2.8%	15.9%			
2012	298	39.9%	0.7%	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 Students
Montgomery College
1992 - 2012

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
1992	341	32.8%	0.0%	7.6%	18.8%	1.2%	11.4%	10.9%	2.4%	14.1%
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	796	48.0%	1.1%	7.8%	31.8%	2.8%	15.3%	18.3%	5.5%	20.1%
2011	784	53.4%	0.4%	7.9%	32.9%	3.2%	17.3%			
2012	776	52.2%	0.8%	7.6%						

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
African American Students
Prince George's Community College
1992 - 2012

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
1992	621	33.4%	0.6%	6.0%	20.0%	1.4%	10.6%	14.3%	3.2%	13.4%
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	914	37.2%	0.5%	9.3%	21.2%	2.0%	14.4%	12.0%	3.5%	20.1%
2011	947	34.4%	0.4%	9.5%	23.2%	1.7%	15.7%			
2012	714	37.3%	0.8%	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 Students
Wor-Wic Community College
1992 - 2012

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
1992	12	*	*	*	*	*	*	*	*	*
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	85	42.4%	1.2%	8.2%	21.2%	5.9%	11.8%	11.8%	8.2%	18.8%
2011	98	18.4%	0.0%	12.2%	9.2%	3.1%	16.3%			
2012	105	18.1%	1.9%	21.0%						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

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

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+	2005	911	651	43.6%	60.7%	268	59.0%	75.7%	140	47.1%	70.7%	238	25.1%	41.2%
	2006	832	590	40.2%	53.4%	239	54.8%	67.8%	107	49.5%	68.2%	244	21.8%	32.8%
	2007	916	691	64.3%	76.0%	290	73.4%	84.1%	103	64.1%	82.5%	298	55.4%	65.8%
	2008	897	643	60.5%	74.5%	173	78.0%	86.1%	192	62.0%	84.4%	278	48.6%	60.4%
	2009	1,030	764	52.0%	66.1%	92	75.0%	91.3%	326	62.9%	83.1%	346	35.5%	43.4%
Anne Arundel	2005	3,150	2,197	51.0%	66.0%	610	66.2%	77.2%	860	56.7%	76.3%	727	31.5%	44.6%
	2006	3,166	2,197	52.7%	69.0%	608	66.6%	78.8%	873	60.5%	82.2%	716	31.4%	44.6%
	2007	3,323	2,337	53.5%	76.3%	564	70.6%	85.6%	1,005	62.7%	91.7%	768	28.9%	49.2%
	2008	3,192	2,330	50.6%	73.1%	562	67.4%	86.1%	959	58.8%	87.9%	809	29.0%	46.5%
	2009	3,257	2,476	50.2%	73.7%	585	68.7%	86.2%	999	58.7%	88.5%	892	28.6%	49.0%
Baltimore City	2005	1,371	749	27.0%	48.1%	67	56.7%	64.2%	183	31.7%	75.4%	499	21.3%	35.9%
	2006	1,204	673	31.6%	52.2%	93	31.2%	45.2%	162	37.7%	82.7%	418	29.3%	41.9%
	2007	1,176	735	37.6%	55.8%	39	61.5%	69.2%	197	48.7%	83.8%	499	31.3%	43.7%
	2008	1,213	714	37.7%	55.3%	26	50.0%	73.1%	188	43.1%	80.3%	500	35.0%	45.0%
	2009	1,417	928	35.5%	51.3%	99	57.6%	72.7%	201	43.3%	72.6%	628	29.5%	41.1%
Baltimore County	2005	3,937	2,530	45.5%	70.4%	669	56.7%	81.3%	1,164	49.8%	80.1%	697	27.6%	43.6%
	2006	3,763	2,480	42.9%	65.7%	470	57.7%	74.9%	1,016	51.8%	84.4%	994	26.8%	42.4%
	2007	4,164	2,802	42.1%	66.0%	477	53.0%	74.8%	1,144	53.3%	85.5%	1,181	26.8%	43.4%
	2008	3,982	2,779	41.6%	65.4%	415	54.5%	73.0%	1,226	50.9%	84.4%	1,138	26.9%	42.2%
	2009	4,870	3,416	39.9%	60.7%	459	53.2%	70.2%	1,377	50.7%	81.8%	1,580	26.6%	39.4%
Carroll	2005	710	478	58.6%	75.3%	78	82.1%	93.6%	280	66.4%	86.4%	120	25.1%	37.5%
	2006	795	587	57.9%	75.1%	93	81.7%	92.5%	359	64.9%	83.6%	135	22.9%	40.7%
	2007	873	626	58.8%	79.3%	104	72.1%	90.4%	390	68.7%	91.8%	162	26.4%	42.0%
	2008	818	627	56.5%	76.4%	85	72.9%	84.7%	388	67.3%	89.9%	151	20.5%	38.4%
	2009	989	759	58.6%	76.4%	133	75.9%	85.7%	446	67.0%	88.6%	180	25.0%	39.4%
Cecil	2005	551	218	41.3%	64.2%	40	52.5%	67.5%	69	55.1%	85.5%	109	28.5%	49.5%
	2006	542	278	44.2%	63.7%	75	60.0%	82.7%	88	56.8%	80.7%	115	24.3%	38.3%
	2007	620	357	48.5%	68.6%	117	67.5%	89.7%	107	57.9%	86.0%	133	24.2%	36.1%
	2008	704	418	43.5%	54.3%	130	68.5%	77.7%	133	42.9%	57.1%	155	23.2%	32.3%
	2009	765	441	44.7%	54.4%	163	63.2%	73.0%	126	48.4%	54.8%	152	21.7%	34.2%
Chesapeake	2005	593	342	43.0%	69.0%	69	66.7%	82.6%	179	43.6%	79.9%	94	24.5%	37.2%
	2006	653	386	41.2%	65.5%	76	64.5%	81.6%	204	44.6%	75.5%	107	17.8%	34.6%
	2007	640	417	44.8%	77.5%	75	64.0%	80.0%	229	51.5%	85.2%	113	18.5%	60.2%
	2008	646	420	49.8%	72.9%	118	66.9%	85.6%	182	52.7%	86.3%	120	28.3%	40.0%
	2009	756	479	50.5%	69.9%	109	69.7%	82.6%	289	52.2%	77.6%	115	28.7%	40.9%
College of S. MD	2005	1,835	921	54.3%	77.5%	495	61.4%	82.8%	405	46.2%	72.1%	21	43.2%	57.1%
	2006	1,970	992	55.6%	76.6%	495	63.8%	82.2%	403	52.1%	76.2%	94	27.4%	48.9%
	2007	2,106	1,041	51.5%	74.5%	589	59.1%	78.1%	356	44.9%	74.4%	96	29.3%	53.1%
	2008	2,322	1,202	51.8%	77.4%	774	56.2%	79.7%	334	49.1%	81.4%	94	25.5%	43.6%
	2009	2,039	1,093	54.1%	76.5%	641	59.8%	80.0%	357	48.7%	77.6%	95	35.8%	48.4%
Frederick	2005	1,520	819	64.1%	82.7%	273	78.4%	85.3%	417	61.6%	88.7%	129	41.9%	57.4%
	2006	1,456	787	62.4%	82.6%	239	75.7%	83.3%	460	60.4%	88.3%	88	36.7%	51.1%
	2007	1,697	1,023	65.4%	76.9%	297	82.5%	86.9%	621	63.8%	79.9%	105	26.5%	61.0%
	2008	1,790	1,036	73.9%	78.7%	334	78.1%	79.6%	609	74.4%	81.1%	93	55.9%	60.2%
	2009	1,812	1,021	65.7%	78.5%	379	80.5%	85.0%	538	62.3%	81.4%	104	29.8%	39.4%

Garrett	2005	221	167	59.9%	73.1%	48	79.2%	95.8%	69	58.0%	73.9%	50	44.0%	50.0%
	2006	296	207	69.6%	79.7%	73	93.2%	97.3%	91	62.6%	80.2%	43	44.3%	48.8%
	2007	324	213	69.5%	78.9%	83	77.1%	89.2%	82	74.4%	85.4%	48	48.0%	50.0%
	2008	301	200	73.5%	86.5%	94	79.8%	95.7%	71	67.6%	83.1%	36	66.7%	66.7%
	2009	353	265	55.8%	64.5%	65	72.3%	84.6%	136	60.3%	69.9%	64	29.7%	32.8%
Hagerstown	2005	769	563	60.0%	76.7%	176	75.0%	88.6%	247	61.5%	83.8%	140	38.5%	49.3%
	2006	788	522	64.2%	79.9%	158	85.4%	94.9%	236	69.1%	87.3%	128	29.0%	47.7%
	2007	823	567	61.6%	80.8%	174	76.4%	92.0%	248	62.1%	87.1%	145	43.0%	56.6%
	2008	933	671	59.2%	75.9%	180	80.0%	90.6%	298	64.4%	87.6%	193	31.6%	44.0%
	2009	939	660	59.1%	79.1%	148	70.9%	87.2%	357	66.4%	89.1%	155	31.0%	48.4%
Harford	2005	1,383	921	57.1%	75.2%	336	74.1%	89.9%	380	61.8%	83.4%	205	20.5%	36.1%
	2006	1,410	933	59.7%	76.1%	294	74.5%	86.4%	412	64.1%	85.7%	227	32.5%	45.4%
	2007	1,564	1,054	55.4%	78.5%	336	73.5%	92.0%	493	57.6%	86.6%	225	23.6%	40.4%
	2008	1,590	1,114	54.9%	77.6%	337	73.0%	90.2%	515	58.6%	88.9%	262	24.4%	39.3%
	2009	1,666	1,217	55.8%	76.7%	393	72.5%	90.3%	535	62.1%	85.6%	289	21.5%	41.5%
Howard	2005	1,455	991	57.1%	75.2%	336	74.1%	89.9%	379	64.6%	90.0%	324	22.2%	49.1%
	2006	1,559	1,126	57.1%	78.5%	335	71.0%	86.9%	425	66.4%	92.2%	366	33.6%	54.9%
	2007	1,551	1,111	56.2%	76.1%	308	76.3%	86.7%	450	59.6%	88.2%	353	34.3%	51.6%
	2008	1,766	1,314	54.2%	73.4%	392	64.0%	80.4%	455	60.7%	82.9%	467	39.6%	58.2%
	2009	1,855	1,390	53.1%	70.4%	413	68.8%	80.6%	476	61.8%	84.9%	501	31.9%	48.3%
Montgomery	2005	4,013	2,645	48.8%	72.8%	1,191	54.6%	78.4%	750	56.9%	85.7%	704	30.4%	49.4%
	2006	5,674	4,040	52.9%	75.1%	1,801	62.1%	81.1%	740	51.1%	87.2%	1,499	42.7%	62.0%
	2007	4,281	3,059	54.3%	80.1%	1,150	69.7%	88.8%	1,324	52.9%	85.7%	585	27.2%	50.4%
	2008	3,889	2,722	51.3%	73.3%	562	70.1%	85.8%	1,240	60.8%	87.0%	920	27.1%	47.3%
	2009	4,196	3,052	52.1%	75.0%	580	70.9%	88.1%	1,362	65.7%	90.3%	1,110	25.6%	49.5%
Prince George's	2005	2,129	802	47.8%	78.9%	209	55.0%	85.2%	395	49.9%	85.1%	198	36.0%	60.1%
	2006	1,922	703	48.2%	77.4%	337	52.5%	83.4%	224	45.1%	79.9%	142	42.9%	59.2%
	2007	2,100	1,255	39.0%	64.5%	134	60.4%	75.4%	446	54.9%	89.9%	675	24.2%	45.5%
	2008	1,831	1,145	39.7%	62.8%	126	46.8%	67.5%	605	52.7%	86.2%	414	29.3%	45.8%
	2009	2,490	1,560	39.6%	64.6%	184	59.2%	71.7%	483	54.5%	89.6%	893	27.4%	49.6%
Wor-Wic	2005	769	441	53.1%	73.9%	52	75.0%	84.6%	202	64.4%	91.6%	187	34.8%	51.9%
	2006	735	476	48.7%	67.2%	64	67.2%	85.9%	215	66.0%	89.8%	197	23.8%	36.5%
	2007	776	483	42.7%	72.5%	64	64.1%	85.9%	215	51.6%	91.6%	204	26.6%	48.0%
	2008	860	569	44.8%	71.2%	77	75.3%	88.3%	261	54.8%	90.4%	231	23.4%	43.7%
	2009	967	601	45.1%	64.6%	55	72.7%	89.1%	297	57.9%	86.2%	249	23.7%	33.3%
TOTAL++	2005	25,317	15,415	50.1%	71.2%	4,869	62.8%	81.5%	6,104	55.0%	81.8%	4,442	29.4%	45.4%
	2006	26,765	16,977	51.4%	71.7%	5,450	64.3%	81.0%	6,015	56.8%	84.1%	5,513	32.7%	48.9%
	2007	26,964	17,801	51.5%	73.7%	4,801	68.4%	84.9%	7,410	57.1%	85.1%	5,590	29.6%	47.4%
	2008	26,734	17,904	50.8%	71.4%	4,385	66.3%	82.5%	7,656	56.3%	82.1%	5,861	32.1%	49.1%
	2009	29,401	20,122	49.2%	69.0%	4,498	67.2%	82.3%	8,271	58.7%	84.6%	7,353	27.7%	44.3%

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

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

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

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