



RETENTION, GRADUATION AND TRANSFER RATES AT MARYLAND COMMUNITY COLLEGES

JUNE 2009

MARYLAND HIGHER EDUCATION COMMISSION
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Ten-year trends in the retention, transfer, and graduation rates of first-time, full-time Maryland public community college students are presented in this report. Tables track students two, three, and four years after matriculation and are broken down by gender and ethnic categories. Since 2004, the Commission has tracked transfers of Maryland residents to Maryland independent institutions, providing a more accurate view of transfer rates. Hence, the transfer figures for students from 2004 forward may reflect Maryland residents who transferred to independent institutions.

In order to put these data into perspective, this report highlights the four-year “success rate” of Maryland’s community college students. Specifically, it examines the percent of first-time, full-time community college students who, within four years, either graduate and/or transfer to a Maryland senior institution. The success rate gap between men and women is detailed, as are differences in the graduation and transfer rates of various racial and ethnic groups. By special request of the Commission, beginning with the 2007 report, additional detailed data are presented regarding gender gaps in the success rates of African American students.

The degree progress analysis indicators examine the graduation/transfer rate and the “successful persister” rate after four years for three groups of students: “college-ready”, “developmental completers”, and “developmental non-completers”. This concept is intended to provide interim measures of progress. The breakdowns on the basis of remedial needs at entry are designed to reflect the differing levels of preparation with which community college students begin their studies. This information became available beginning with the class entering in the fall 2000 term. In the original collection year (2000 cohort) data were reported by 14 of the 16 community colleges. Since then, however, these data are being provided by all of the institutions.

Finally, it is not uncommon for community college students to enroll with goals other than earning credentials or transferring. In order to capture this phenomenon, the report contains results from the community college non-returning student survey.

Definitions

Retention, Graduation and Transfer Cohorts: First-time, full-time freshmen

- Still Enrolled - Student was retained at original community college or transferred to another Maryland community college.
- Graduated/ Did Not Transfer - Student graduated from a Maryland community college with an associate degree or a lower division certificate and did not transfer to a Maryland four-year institution.
- Transferred to a 4-Year - Student transferred to a Maryland four-year institution, with or without degree or certificate.

The Commission cannot track students to out-of-state institutions.

Degree Progress Analysis Cohorts: Students who attempted at least 18 credit hours within two years of matriculation

- College Ready - Student required no remediation.
- Developmental Completer - Student needed remediation in at least one area and, after four years, completed all of the recommended remedial coursework.
- Developmental Non-completer - Student needed remediation in at least one area and, after four years, did not finish all of the recommended remedial coursework.
- Successful Persister - Student earned at least 30 credits with a cumulative G.P.A. of at least 2.0 and graduated and/or transferred to a four-year institution, or is still enrolled.

Highlights

All Students

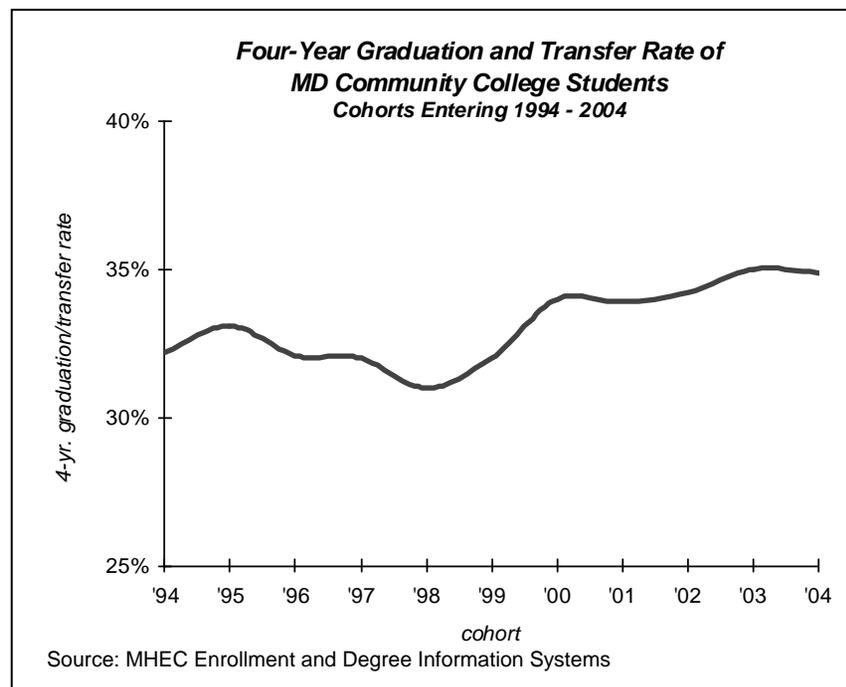
Of the 14,527 new full-time freshmen who matriculated in fall 2004, 25.7 percent transferred on to a Maryland public or independent four-year college, either with or without an award from their community college. Though *not* transferring to a senior institution, 9.2 percent of the 2004 cohort earned either an Associate degree or lower division certificate. Additionally, 11.9 percent of full-time freshmen were still enrolled in a Maryland community college four years later. The overall result was a four-year success rate of 46.8 percent.

The four-year graduation and transfer rate of new full-time freshmen entering in the 2004 cohort was 34.9 percent. This marks a decline of one-tenth of a percentage point from last year's rate which was the highest graduation and transfer rate since the 1991 cohort.

Six Maryland community colleges had four-year graduation and transfer rates of 40 percent or higher for their entering class of 2004: Frederick (44.7 percent), Carroll (43.7 percent), Garrett (41.4 percent), Hagerstown (41.0 percent), Howard (40.5 percent) and Anne Arundel (40 percent). Baltimore City Community College (18.7 percent) and Cecil College (15.3 percent) had the lowest graduation and transfer rates.

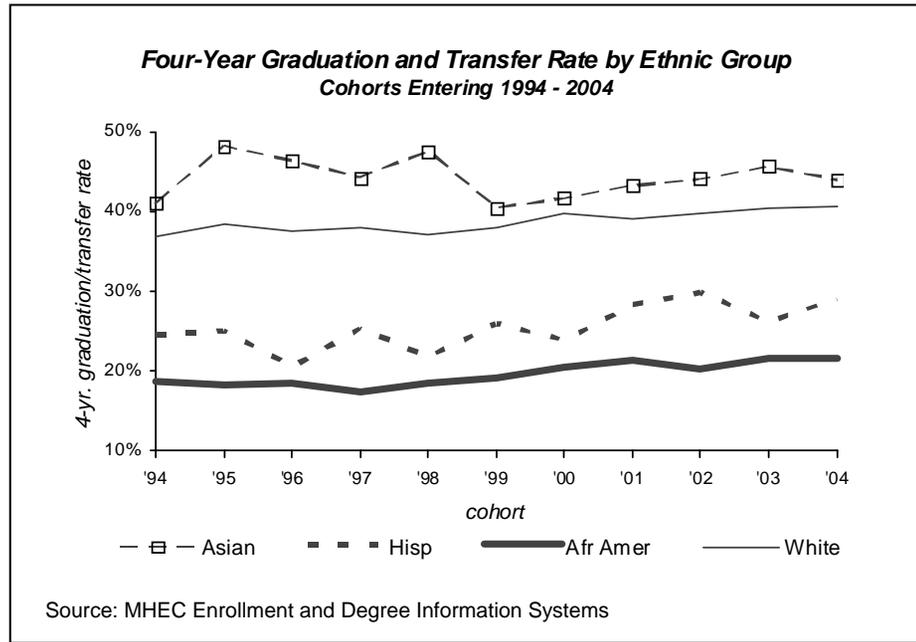
By Gender

Women continued to achieve higher four-year graduation and transfer rates than men; however, the rate for women in the 2004 cohort dipped slightly to 36 percent (down three-tenths of a percentage point from last year), while the rate for men remained at 33.6 percent for a second year. As a result of the decrease in the women's graduation and transfer rate the gender gap between men and women shrunk to its smallest point in the past five years.



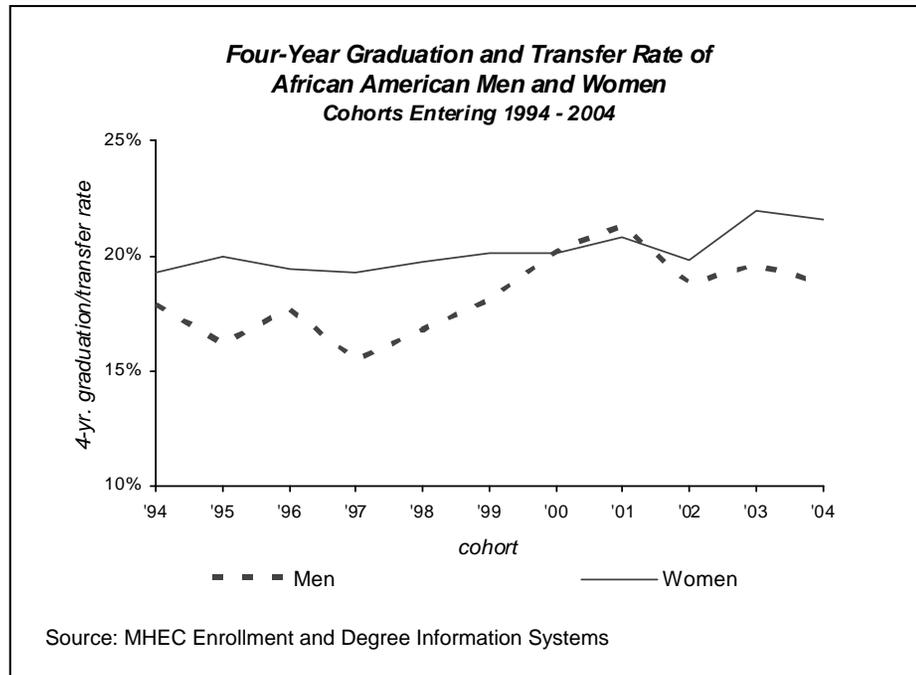
By Racial/Ethnic Group

The graduation and transfer rates of African American and Hispanic students have remained well below the rates of whites and Asians. **The rate for African American students in the 2004 cohort achieved a record high of 21.8 percent, an increase of one-tenth of a percentage point from last year.** Likewise, the Hispanic graduation and transfer rate for the 2004 cohort increased by 3.1 percentage points to 29.1 percent, their second highest rate on record for this group. For white students, the rate rose for the third straight year to 40.6 percent, the highest level since the 1990 cohort (41.5 percent). The four-year graduation and transfer rate for Asian students dipped slightly to 44 percent but remained the highest of any ethnic group analyzed.



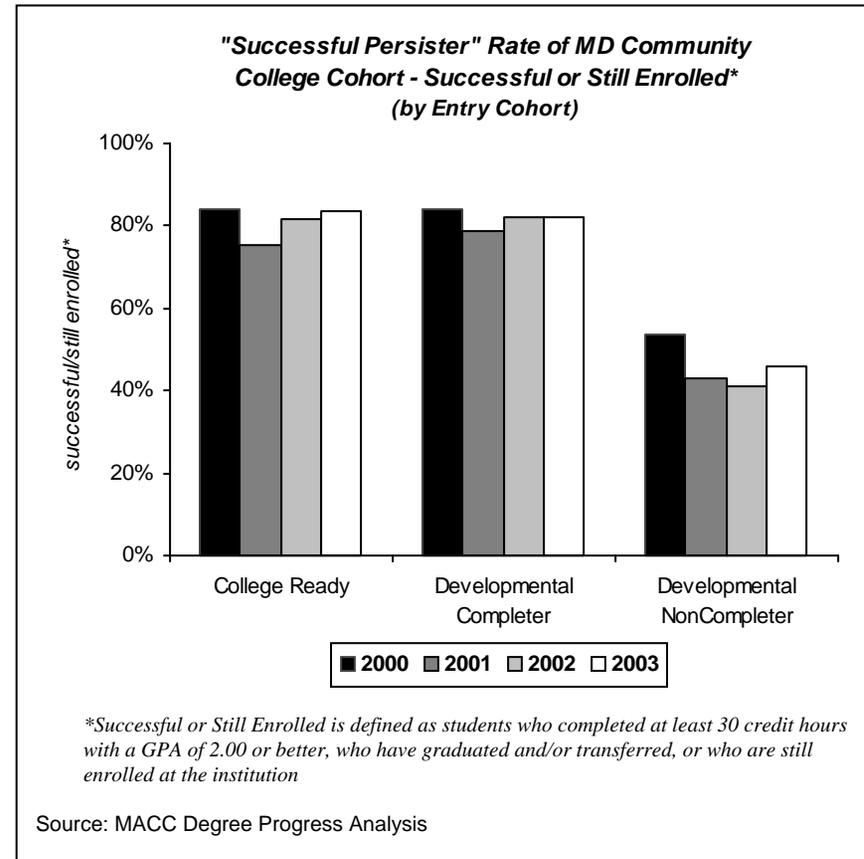
African Americans by Gender

With the exception of two cohorts (2000 and 2001), the four-year graduation and transfer rate of African American women has always exceeded the rate for African American men. For the 2004 cohort, the women’s rate (21.6 percent) once again surpassed the men’s rate (18.8 percent). Although the graduation and transfer rate for both men and women declined this year, the larger decrease among African American men resulted in the gender gap widening for the third straight year.



Degree Progress Analysis – Successful Persistence

The 2003 cohort consisted of 15,250 students statewide, decreasing for the first time since this tool was developed. Of the students in this cohort, 31.5 percent were classified as college-ready, 38.2 percent as developmental completers, and 30.3 percent as developmental non-completers. The segment of students deemed college-ready was an improvement over the previous cohort, up almost two percentage points. Unfortunately, of those students who required developmental coursework, the percentage who fulfilled that requirement decreased. Consistent with findings related to previous cohorts of students, the successful persister rates for college-ready students and developmental completers were quite similar (83.7 percent and 81.9 percent respectively). However, for the first time since the inception of the Degree Progress Analysis, though, college-ready students achieved a higher successful persister rate than the developmental completers. Once again, as expected, the successful persister rate was considerably lower for developmental non-completers than for the other two groups (45.7 percent).



Measuring Outcomes of Students with Educational Goals Other Than Graduation or Transfer

Since 2000, Maryland's community colleges have conducted bi-annual surveys of non-returning students in order to gain insight about the experiences of students who enrolled in one term but did not return in the next. Because the survey asks about students' educational goals, the results provide valuable information about those students who never intended to earn a degree or certificate, or to transfer to a four-year college. Based on the 2007 survey, 38 percent of the 2,481 respondents reported that they had enrolled in a community college without the intention of earning a credential or transferring to a four-year institution. While no survey was conducted in 2008, these results are highly consistent with those reported in earlier surveys and are likely still applicable.

As an outcomes measure, non-returning students were asked whether their intended goal had been met even without earning a credential or transferring to a senior institution. In the 2007 survey, almost three-fourths of the students with educational goals other than graduation or transfer reported that their goals had been met. These non-returning students' other goals included updating skills for a current job, preparing for a new or different career, personal enrichment, and learning English as a second language. Individual campus survey results are found in the last section of this report.

Conclusions

Maryland's approach to measuring success at its community colleges doesn't follow the national model. In fact, it is more in line with what many community college researchers nationwide would prefer: a look beyond the simple three-year graduation rate. Education researchers across the country have stated that the three-year graduation rate doesn't adequately capture the real story behind community college success, which often includes students graduating beyond three years, or transferring to a four-year institution without graduating at all. While complying with the federal standard for mandated reporting, the State's internal approach to measuring community college "success" is more closely aligned with this desire: a look farther out from matriculation (four years instead of three), and the inclusion of students who transfer, at least to other in-state institutions, with or without a credential in the success measure. While this makes national comparisons difficult, as a very different model of success is employed, it also hopefully offers a more comprehensive view of "success" at the community college level.

Coming off of the highest four-year graduation and transfer rate in twelve years (35 percent for the 2003 entry cohort), the 2004 cohort fell shy of this mark by just one-tenth of a percentage point. In a cohort of over 14,500 students, this equated to just six students. This rate also represented an increase of almost five percentage points over the last five years.

While historically underserved minority students continued to perform at rates below those of Asian and white students, African Americans increased their four-year graduation and transfer rate to achieve, for the second straight year, a record level of success. And while the 2004 cohort wasn't the most successful on record for Hispanic students, they did recover strongly from the decrease experienced by the previous year's cohort and earned what, for Hispanics, was their second highest four-year graduation and transfer rate on record. As at the four-year institutions, it is not unusual nationally for traditionally underserved minority students to graduate or transfer to senior-level institutions at rates lower than their Asian or white counterparts.

The Degree Progress Analysis, developed by a joint committee of Maryland community college researchers in conjunction with research staff from the Maryland Higher Education Commission, demonstrates just how prevalent the is the need for remedial education at Maryland's community colleges. At the same time, though, it also shows how effective these developmental programs

are at helping the affected students achieve academic success, regardless of their prior preparation. As has been seen over the course of the four years that this tool has been available, around 70 percent of all community college students who attempted at least 18 credits in their first two years required at least some remedial course work. In other words, only about 30 percent of these students were considered “college-ready” upon matriculation. The silver lining to this metric, however, is that the remedial programs offered at the community colleges clearly benefitted the developmental students. Those students who completed their prescribed developmental coursework succeeded at around the same rate as those students who entered the community college as college-ready. The success of those students who did *not* complete their remedial programs points dramatically to the difference these programs can make, as these developmental non-completers graduate, transfer or persist at only about half the rate of their developmental counterparts who complete their remedial programs.

The final piece of the community college success picture, and the one that is least often investigated, relates to the intentions of the students themselves. It is by no means uncommon for a student to enroll in a Maryland community college with no intention of earning a certificate or degree, or of transferring to a four-year institution. These students may simply “drop in” to an institution with the sole intent of taking one or a few courses. Over the four survey years in which this data has been collected by the community colleges, around 40 percent of the students who did not return for a second semester never intended to graduate or transfer. These students were simply looking to take classes for a variety of personal reasons and over three-quarters of these students accomplished that which they set out to do.

In the 2008 Measuring Up report, Maryland fell squarely in the middle of the ranking of all states with regard to community college retention. Success at Maryland’s community colleges is more complex than simple retention. The Degree Progress Analysis has demonstrated that remediation programs can be successful. Based their own standards, many non-returning students have “succeeded”. When factored together with near record-high traditional four-year graduation and transfer rates, this information combines to produce a positive picture of the success of Maryland community colleges.

RETENTION, GRADUATION AND TRANSFER RATES

MARYLAND COMMUNITY COLLEGES

(STATEWIDE TOTALS)

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Statewide Count
1996 - 2006

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
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%			
2006	15,752	36.2%	2.2%	15.6%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Statewide Count
1996 - 2006

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	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%	2.5%	14.9%
1998	3,099	31.7%	0.7%	6.9%	19.5%	1.7%	12.0%	13.9%	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%			
2006	3,854	32.5%	0.9%	8.8%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
Asian-American Students
Statewide Count
1996 - 2006

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	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%	22.1%	2.8%	35.1%	14.8%	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%			
2006	903	44.4%	1.4%	22.8%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
Hispanic Students
Statewide Count
1996 - 2006

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	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%	20.3%	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%			
2006	828	48.6%	1.2%	9.4%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
White Students
Statewide Count
1996 - 2006

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	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%	10.6%	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%			
2006	8,805	36.3%	3.1%	18.8%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
Male Students
Statewide Count
1996 - 2006

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	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%	9.6%	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%			
2006	7,515	34.2%	2.1%	15.7%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
Female Students
Statewide Count
 1996 - 2006

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	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%	21.3%	6.9%	19.7%	14.1%	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%			
2006	8,216	38.1%	2.3%	15.5%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Male Students
Statewide Count
1996 - 2006

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	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%			
2006	1,742	30.1%	0.9%	8.5%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Female Students
Statewide Count
1996 - 2006

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	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%			
2006	2,104	34.5%	1.0%	7.9%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
Hispanic Male Students
Statewide Count
1996 - 2006

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%	0.6%	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%			
2006	392	47.2%	0.5%	9.4%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
Hispanic Female Students
Statewide Count
1996 - 2006

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%			
2006	436	49.8%	1.8%	9.4%						

Source: MHEC Enrollment and Degree Information Systems

RETENTION, GRADUATION AND TRANSFER RATES
MARYLAND COMMUNITY COLLEGES
(ALL STUDENTS BY CAMPUS)

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Allegheny College of Maryland
 1996 - 2006

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
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%			
2006	733	28.8%	10.8%	6.1%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Anne Arundel Community College
1996 - 2006

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
1996	1,270	34.6%	1.9%	15.5%	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%	11.5%	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%
2001	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%			
2006	1,880	36.7%	1.3%	22.2%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Baltimore City Community College
1996 - 2006

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
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%			
2006	815	29.0%	0.7%	8.7%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Carroll Community College
 1996 - 2006

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
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%	9.4%	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%			
2006	583	37.6%	1.5%	20.6%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Cecil College
 1996 - 2006

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
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%	6.7%	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%			
2006	235	33.6%	0.0%	6.4%						

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
1996 - 2006

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
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%	13.8%	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%			
2006	2,133	39.6%	1.3%	12.3%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Chesapeake College
 1996 - 2006

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
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	27.4%	2.4%	18.4%	15.6%	7.6%	25.6%	9.0%	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%			
2006	376	34.0%	1.3%	17.0%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Frederick Community College
 1996 - 2006

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
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%	10.3%	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%			
2006	677	36.2%	4.4%	16.2%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Garrett College
 1996 - 2006

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
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%	6.3%	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%			
2006	224	25.0%	1.8%	10.7%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Hagerstown Community College
 1996 - 2006

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
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%	17.1%	4.5%	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%			
2006	473	28.8%	10.6%	12.5%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Harford Community College
1996 - 2006

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
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%	10.0%	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%			
2006	999	37.1%	0.6%	19.0%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Howard Community College
 1996 - 2006

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
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%	13.1%	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%			
2006	1,024	38.1%	1.9%	19.2%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Montgomery College
1996 - 2006

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
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%	13.8%	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%			
2006	3,170	38.1%	1.3%	17.4%						

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
 1996 - 2006

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
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%	12.0%	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%			
2006	898	35.4%	1.2%	9.0%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
College of Southern Maryland
1996 - 2006

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
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%	11.8%	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%			
2006	1,121	40.1%	1.4%	14.2%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
All Students
Wor-Wic Community College
 1996 - 2006

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
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%	11.8%	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%			
2006	411	30.7%	3.4%	20.7%						

Source: MHEC Enrollment and Degree Information Systems

RETENTION, GRADUATION AND TRANSFER RATES
MARYLAND COMMUNITY COLLEGES
(AFRICAN AMERICAN STUDENTS BY CAMPUS)

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Allegheny College of Maryland
 1996 - 2006

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	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%	10.0%	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%			
2006	108	23.1%	2.8%	7.4%						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Anne Arundel Community College
1996 - 2006

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	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%	15.4%	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%			
2006	218	32.6%	0.5%	12.8%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Baltimore City Community College
1996 - 2006

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	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%	16.0%	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%			
2006	686	28.7%	0.7%	9.0%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Carroll Community College
 1996 - 2006

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	1	*	*	*	*	*	*	*	*	*
1997	7	*	*	*	*	*	*	*	*	*
1998	6	*	*	*	*	*	*	*	*	*
1999	6	*	*	*	*	*	*	*	*	*
2000	4	*	*	*	*	*	*	*	*	*
2001	7	*	*	*	*	*	*	*	*	*
2002	11	*	*	*	*	*	*	*	*	*
2003	9	*	*	*	*	*	*	*	*	*
2004	10	*	*	*	*	*	*	*	*	*
2005	9	*	*	*	*	*	*			
2006	8	*	*	*						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Cecil College
1996 - 2006

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	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%			
2006	22	18.2%	0.0%	4.5%						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Community College of Baltimore County
1996 - 2006

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	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%	15.0%	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%			
2006	674	33.1%	0.4%	6.8%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Chesapeake College
1996 - 2006

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	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%			
2006	54	29.6%	0.0%	13.0%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Frederick Community College
1996 - 2006

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	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%			
2006	55	27.3%	10.9%	7.3%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Garrett College
1996 - 2006

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	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%			
2006	13	*	*	*						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Hagerstown Community College
1996 - 2006

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	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%			
2006	40	22.5%	10.0%	5.0%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Harford Community College
1996 - 2006

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	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%	9.5%	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%			
2006	107	37.4%	0.9%	2.8%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Howard Community College
 1996 - 2006

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	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%	15.6%	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%			
2006	191	35.6%	1.0%	8.9%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Montgomery College
1996 - 2006

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	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%	13.6%	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%			
2006	731	38.2%	1.1%	11.4%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Prince George's Community College
 1996 - 2006

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	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%	12.5%	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%			
2006	694	33.3%	0.1%	7.8%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
College of Southern Maryland
1996 - 2006

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	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%	13.4%	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%			
2006	194	29.4%	0.0%	6.2%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges
African American Students
Wor-Wic Community College
1996 - 2006

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	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%	21.7%	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%			
2006	59	23.7%	1.7%	16.9%						

* N less than 15

Source: MHEC Enrollment and Degree Information Systems

DEGREE PROGRESS ANALYSIS
MARYLAND COMMUNITY COLLEGES
(BY CAMPUS)

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

College	Year of Fall Entering Class	Entering Class	Analysis Cohort*	ALL STUDENTS		COLLEGE READY		
				Graduation/ Transfer Rate	Successful Persister**	Head Count	Graduation/ Transfer Rate	Successful Persister**
Allegany+	2000	1,242	823	66.2%	92.1%	382	73.3%	96.6%
	2001	1,012	429	43.8%	75.5%	105	46.7%	81.0%
	2002	1,042	466	42.3%	70.2%	110	46.4%	80.9%
	2003	1,020	738	36.0%	59.9%	245	47.8%	95.9%
Anne Arundel	2000	2,643	1,687	47.8%	77.4%	766	58.2%	86.0%
	2001	2,916	1,868	48.9%	74.5%	575	65.4%	83.3%
	2002	3,251	2,175	49.9%	75.3%	655	66.4%	85.0%
	2003	3,226	2,253	47.8%	72.2%	653	63.1%	84.1%
Baltimore City	2000	1,262	731	23.0%	44.9%	75	52.0%	64.0%
	2001	1,479	793	26.4%	48.2%	53	41.5%	52.8%
	2002	1,809	916	24.6%	48.8%	85	37.6%	55.3%
	2003	1,431	753	27.6%	45.9%	55	50.9%	60.0%
Baltimore County	2000	4,436	2,465	43.4%	83.8%	NA	NA	NA
	2001	4,661	2,637	31.9%	60.6%	839	37.7%	62.3%
	2002	4,892	2,940	46.1%	71.7%	1,013	54.6%	78.0%
	2003	4,703	2,932	46.4%	73.3%	893	55.4%	78.9%
Carroll	2000	634	430	54.4%	74.2%	64	65.6%	85.9%
	2001	679	449	60.6%	73.7%	88	59.1%	81.8%
	2002	685	485	58.1%	74.8%	68	69.1%	85.3%
	2003	776	521	59.9%	80.0%	96	67.7%	85.4%
Cecil	2000	397	190	51.6%	83.7%	65	67.7%	92.3%
	2001	466	165	52.7%	72.1%	39	74.4%	79.5%
	2002	553	184	39.1%	64.1%	31	61.3%	83.9%
	2003	586	254	47.2%	67.3%	60	63.3%	81.7%
Chesapeake	2000	519	289	36.7%	62.6%	28	57.1%	75.0%
	2001	628	353	41.1%	63.2%	35	60.0%	82.9%
	2002	529	304	39.8%	60.9%	60	56.7%	78.3%
	2003	611	389	38.0%	66.1%	53	54.7%	84.9%
College of S. MD	2000	1,336	762	53.8%	89.1%	489	60.1%	94.7%
	2001	1,403	681	57.3%	80.5%	429	64.8%	83.2%
	2002	1,466	732	56.7%	78.6%	441	62.4%	82.3%
	2003	1,767	654	65.1%	82.1%	408	71.6%	86.3%
Frederick	2000	1,378	577	63.1%	75.4%	197	65.0%	72.6%
	2001	1,383	612	56.4%	74.2%	199	69.8%	82.9%
	2002	1,452	739	56.3%	71.0%	217	72.8%	78.8%
	2003	1,397	721	59.1%	71.8%	233	73.0%	79.0%
Garrett	2000	NA	NA	NA	NA	NA	NA	NA
	2001	214	143	51.7%	64.3%	49	63.3%	83.7%
	2002	218	155	65.8%	75.5%	54	79.6%	92.6%
	2003	213	154	68.8%	74.7%	51	86.3%	90.2%
Hagerstown	2000	732	426	54.0%	84.7%	92	80.4%	98.9%
	2001	723	457	59.3%	75.9%	96	69.8%	86.5%
	2002	729	468	60.0%	76.3%	118	74.6%	89.8%
	2003	740	480	59.2%	75.6%	110	75.5%	86.6%
Harford	2000	1,275	763	54.5%	75.9%	209	66.5%	83.7%
	2001	1,340	838	55.8%	73.4%	187	70.6%	87.2%
	2002	1,546	963	56.5%	75.9%	286	69.2%	86.4%
	2003	1,443	870	56.2%	76.0%	220	71.4%	88.2%
Howard	2000	1,278	769	56.2%	74.8%	136	77.2%	88.2%
	2001	1,327	856	56.0%	74.5%	231	72.7%	85.3%
	2002	1,327	891	56.6%	75.0%	243	68.7%	83.1%
	2003	1,328	907	51.9%	73.2%	248	69.8%	87.1%
Montgomery	2000	5,284	2,908	50.8%	81.6%	1,980	53.3%	80.8%
	2001	4,153	2,686	47.8%	71.8%	956	61.8%	81.3%
	2002	4,334	2,756	46.9%	73.0%	1,020	61.5%	82.3%
	2003	4,106	1,887	54.8%	79.0%	1,043	62.0%	86.6%
Prince George's	2000	2,228	1,317	29.1%	57.8%	375	46.9%	73.9%
	2001	2,362	2,106	28.2%	44.9%	484	43.2%	58.5%
	2002	2,347	1,400	37.0%	64.1%	276	58.3%	81.2%
	2003	2,283	1,379	30.8%	61.9%	392	42.9%	75.8%
Wor-Wic	2000	635	318	45.3%	70.1%	66	60.6%	81.8%
	2001	733	363	39.4%	60.1%	49	36.7%	46.9%
	2002	752	363	42.4%	63.6%	40	65.0%	80.0%
	2003	693	358	42.7%	60.9%	49	73.5%	83.7%
TOTAL++	2000	25,279	14,455	47.6%	76.7%	4,924	58.5%	84.0%
	2001	25,479	15,436	43.4%	65.8%	4,414	56.6%	75.6%
	2002	26,932	15,937	47.5%	70.9%	4,717	61.8%	81.6%
	2003	26,323	15,250	47.7%	71.0%	4,809	61.4%	83.7%

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

** Successful or Still Enrolled 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

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

College	Year of Fall Entering Class	Entering Class	Analysis Cohort*	ALL STUDENTS		DEVELOPMENTAL COMPLETERS			DEVELOPMENTAL NON-COMPLETERS	
				Graduation/ Transfer Rate	Successful Persister**	Head Count	Graduation/ Transfer Rate	Successful Persister**	Head Count	Successful Persister**
Allegheny+	2000	1,242	823	66.2%	92.1%	204	63.7%	90.7%	237	86.1%
	2001	1,012	429	43.8%	75.5%	152	44.1%	75.7%	172	72.1%
	2002	1,042	466	42.3%	70.2%	140	47.1%	70.7%	216	64.4%
	2003	1,020	738	36.0%	59.9%	149	36.2%	72.5%	344	52.0%
Anne Arundel	2000	2,643	1,687	47.8%	77.4%	522	52.9%	89.9%	399	44.6%
	2001	2,916	1,868	48.9%	74.5%	717	56.9%	89.4%	576	47.0%
	2002	3,251	2,175	49.9%	75.3%	803	58.3%	89.0%	717	51.0%
	2003	3,226	2,253	47.8%	72.2%	829	55.9%	89.4%	771	43.6%
Baltimore City	2000	1,262	731	23.0%	44.9%	152	33.6%	80.3%	504	31.3%
	2001	1,479	793	26.4%	48.2%	220	40.5%	77.7%	520	35.2%
	2002	1,809	916	24.6%	48.8%	285	29.1%	73.3%	546	35.0%
	2003	1,431	753	27.6%	45.9%	236	33.1%	66.9%	462	33.5%
Baltimore County	2000	4,436	2,465	43.4%	83.8%	NA	NA	NA	NA	NA
	2001	4,661	2,637	31.9%	60.6%	968	34.8%	68.8%	830	49.3%
	2002	4,892	2,940	46.1%	71.7%	1,152	53.3%	83.7%	774	45.9%
	2003	4,703	2,932	46.4%	73.3%	1,275	51.5%	84.5%	764	47.8%
Carroll	2000	634	430	54.4%	74.2%	270	61.9%	80.0%	96	50.0%
	2001	679	449	60.6%	73.7%	279	57.0%	84.9%	82	26.8%
	2002	685	485	58.1%	74.8%	305	69.2%	89.5%	112	28.6%
	2003	776	521	59.9%	80.0%	317	68.1%	89.9%	108	46.3%
Cecil	2000	397	190	51.6%	83.7%	121	42.1%	79.3%	4	75.0%
	2001	466	165	52.7%	72.1%	56	64.3%	89.3%	70	54.3%
	2002	553	184	39.1%	64.1%	77	51.9%	84.4%	76	35.5%
	2003	586	254	47.2%	67.3%	91	54.9%	84.6%	103	43.7%
Chesapeake	2000	519	289	36.7%	62.6%	160	40.6%	78.1%	82	24.4%
	2001	628	353	41.1%	63.2%	158	56.3%	86.1%	160	36.3%
	2002	529	304	39.8%	60.9%	131	45.8%	75.6%	113	34.5%
	2003	611	389	38.0%	66.1%	183	48.1%	76.0%	153	47.7%
College of S. MD	2000	1,336	762	53.8%	89.1%	112	42.9%	85.7%	161	74.5%
	2001	1,403	681	57.3%	80.5%	235	46.8%	77.4%	17	52.9%
	2002	1,466	732	56.7%	78.6%	275	49.5%	75.3%	16	31.3%
	2003	1,767	654	65.1%	82.1%	238	55.0%	76.5%	8	37.5%
Frederick	2000	1,378	577	63.1%	75.4%	324	63.3%	81.0%	56	32.1%
	2001	1,383	612	56.4%	74.2%	364	52.5%	74.7%	49	34.7%
	2002	1,452	739	56.3%	71.0%	437	54.0%	75.1%	85	30.6%
	2003	1,397	721	59.1%	71.8%	411	56.9%	74.0%	77	39.0%
Garrett	2000	NA	NA	NA	NA	NA	NA	NA	NA	NA
	2001	214	143	51.7%	64.3%	68	54.4%	64.7%	26	26.9%
	2002	218	155	65.8%	75.5%	58	72.4%	77.6%	43	51.2%
	2003	213	154	68.8%	74.7%	62	74.2%	77.4%	41	51.2%
Hagerstown	2000	732	426	54.0%	84.7%	188	59.0%	95.7%	114	69.3%
	2001	723	457	59.3%	75.9%	226	67.7%	85.4%	135	52.6%
	2002	729	468	60.0%	76.3%	227	70.0%	86.8%	123	43.9%
	2003	740	480	59.2%	75.6%	241	68.5%	90.9%	129	38.0%
Harford	2000	1,275	763	54.5%	75.9%	300	65.7%	89.7%	254	53.1%
	2001	1,340	838	55.8%	73.4%	319	61.1%	85.6%	332	53.9%
	2002	1,546	963	56.5%	75.9%	372	64.2%	85.5%	305	54.4%
	2003	1,443	870	56.2%	76.0%	475	58.5%	81.9%	175	44.6%
Howard	2000	1,278	769	56.2%	74.8%	326	65.0%	89.6%	307	53.1%
	2001	1,327	856	56.0%	74.5%	308	64.9%	89.3%	317	52.4%
	2002	1,327	891	56.6%	75.0%	329	66.9%	90.6%	319	52.7%
	2003	1,328	907	51.9%	73.2%	308	58.8%	89.0%	351	49.6%
Montgomery	2000	5,284	2,908	50.8%	81.6%	460	50.2%	99.1%	468	64.1%
	2001	4,153	2,686	47.8%	71.8%	1,041	45.5%	80.2%	689	46.0%
	2002	4,334	2,756	46.9%	73.0%	1,125	43.4%	77.8%	611	48.6%
	2003	4,106	1,887	54.8%	79.0%	592	54.7%	80.1%	252	44.8%
Prince George's	2000	2,228	1,317	29.1%	57.8%	329	24.0%	44.1%	613	55.3%
	2001	2,362	2,106	28.2%	44.9%	550	32.7%	63.8%	1,072	29.0%
	2002	2,347	1,400	37.0%	64.1%	577	41.9%	83.9%	547	34.7%
	2003	2,283	1,379	30.8%	61.9%	249	37.3%	66.3%	738	53.1%
Wor-Wic	2000	635	318	45.3%	70.1%	123	57.7%	86.2%	129	48.8%
	2001	733	363	39.4%	60.1%	179	55.3%	82.7%	135	34.8%
	2002	752	363	42.4%	63.6%	191	52.4%	79.6%	132	35.6%
	2003	693	358	42.7%	60.9%	164	53.7%	77.4%	145	34.5%
TOTAL++	2000	25,279	14,455	47.6%	76.7%	3,591	52.7%	84.2%	3,424	53.4%
	2001	25,479	15,436	43.4%	65.8%	5,840	48.3%	78.6%	5,182	43.0%
	2002	26,932	15,937	47.5%	70.9%	6,484	52.5%	82.2%	4,735	41.0%
	2003	26,323	15,250	47.7%	71.0%	5,820	54.1%	81.9%	4,621	45.7%

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

** Successful or Still Enrolled 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

+ Allegheny 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

NON-RETURNING STUDENTS SURVEY RESULTS

MARYLAND COMMUNITY COLLEGES

(BY CAMPUS)

**Of Non-returning Students Who Responded to the *Community College Non-returning Student Survey* ,
Percent Who Had Educational Goals Other Than Degree or Transfer**

	2001			2003			2005			2007		
	# nonret.	# nonret-- other goals	percent of nonret-- w/ other goals	# nonret.	# nonret-- other goals	percent of nonret-- w/ other goals	# nonret.	# nonret-- other goals	percent of nonret-- w/ other goals	# nonret.	# nonret-- other goals	percent of nonret-- w/ other goals
Allegany	121	43	35.5%	169	45	26.6%	144	54	37.5%	150	22	14.7%
Anne Arundel	*	*	*	200	72	*	200	67	33.5%	137	55	40.1%
Baltimore City	51	29	56.9%	47	6	12.8%	120	28	23.3%	65	18	27.7%
Baltimore County	102	42	41.2%	127	52	40.9%	*	*	*	134	38	28.4%
Carroll	138	66	47.8%	138	57	41.3%	172	62	36.0%	139	57	41.0%
Cecil	62	31	50.0%	73	32	43.8%	74	32	43.2%	68	24	35.3%
Col. So. Md	262	75	28.6%	301	96	31.9%	308	80	26.0%	324	107	33.0%
Chesapeake	104	38	36.5%	84	42	50.0%	140	67	47.9%	75	34	45.3%
Frederick	127	47	37.0%	102	*	*	292	162	55.5%	105	53	50.5%
Garrett	44	22	50.0%	35	19	54.3%	27	17	63.0%	33	14	42.4%
Hagerstown	155	80	51.6%	137	69	50.4%	200	86	43.0%	227	85	37.4%
Harford	258	98	38.0%	129	38	29.5%	189	67	35.4%	181	64	35.4%
Howard	156	83	53.2%	273	159	58.2%	309	148	47.9%	109	56	51.4%
Montgomery	92	43	46.7%	84	40	47.6%	82	43	52.4%	335	182	54.3%
Prince George's	109	30	27.5%	84	33	39.3%	120	56	46.7%	160	48	30.0%
Wor-Wic	93	25	26.9%	174	49	28.2%	135	52	38.5%	239	85	35.6%
Total	1874	752	40.1%	2157	809	37.5%	2512	1021	40.6%	2481	942	38.0%

* data not supplied by college

Of Non-returning Students Who Responded to the *Community College Non-returning Student Survey* and Had Educational Goals Other than Degree or Transfer, Percent Reporting Educational Goals Met

	2001			2003			2005			2007		
	# nonret-- other goals	# nonret w/ other goals-- goals met	percent of nonret w/ other goals	# nonret-- other goals	#nonret w/ other goals-- goals met	percent of nonret w/ other goals	# nonret-- other goals	other goals-- goals met	percent of nonret w/ other goals	# nonret-- other goals	other goals-- goals met	percent of nonret w/ other goals
Allegany	43	38	88.4%	45	34	75.6%	54	34	63.0%	22	10	45.5%
Anne Arundel	*	*	*	72	62	86.1%	67	58	86.6%	55	47	85.5%
Baltimore City	29	16	55.2%	6	3	50.0%	28	24	85.7%	18	18	100.0%
Baltimore County	42	34	81.0%	52	46	88.5%	*	*	*	38	24	*
Carroll	66	43	65.2%	57	45	78.9%	62	50	80.6%	57	43	75.4%
Cecil	31	28	90.3%	32	28	87.5%	32	24	75.0%	24	18	75.0%
Col. So. Md	75	47	62.7%	96	84	87.5%	80	58	72.5%	107	73	68.2%
Chesapeake	38	30	78.9%	42	37	88.1%	67	59	88.1%	34	25	73.5%
Frederick	47	*	*	*	*	*	162	147	90.7%	53	47	88.7%
Garrett	22	17	77.3%	19	15	78.9%	17	17	100.0%	14	14	100.0%
Hagerstown	80	66	82.5%	69	54	78.3%	86	69	80.2%	85	69	81.2%
Harford	98	73	74.5%	38	31	81.6%	67	52	77.6%	64	17	26.6%
Howard	83	62	74.7%	159	129	81.1%	148	110	74.3%	56	42	75.0%
Montgomery	43	36	83.7%	40	35	87.5%	43	39	90.7%	182	149	81.9%
Prince George's	30	*	*	33	30	90.9%	56	31	55.4%	48	32	66.7%
Wor-Wic	25	18	72.0%	49	40	81.6%	52	32	61.5%	85	60	70.6%
Total	752	508	67.6%	809	673	83.2%	1021	804	78.7%	942	688	73.0%

* data not supplied by college