



# Retention, Graduation, and Transfer Rates at Maryland Community Colleges

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## EXECUTIVE SUMMARY

This report presents an annual update on retention, graduation, and transfer activity for students entering Maryland community college as first-time, full-time students, including trend data beginning in 1996. Data presented include student outcomes two, three, and four years after initial enrollment.

In fall 2014, 14,301 students enrolled for the first time as full-time students in Maryland community colleges. After four years, 49.1% of those students had graduated, transferred to a four-year college or university in Maryland, or remained enrolled at a Maryland community college. This success rate represents a 1.9 percentage point increase over that of the fall 2013 cohort. The graduation-transfer rate also increased, from 37.0% to 38.9%. Both of these represent the highest rates on record since the Maryland Higher Education Commission (MHEC) began reporting these data.<sup>1</sup>

In addition to presenting retention, graduation, and transfer rates for first-time, full-time students, this report also includes an analysis using an alternative model of examining student success, the Degree Progress Analysis model. This is a model developed by Maryland's community colleges in 2005 to define a cohort identifying those students whose enrollment behavior suggests that their primary goal in enrolling at the institution is to graduate or transfer. The model also includes part-time students and incorporates additional measures of student success. Of the 18,779 students included in the fall 2013 Degree Progress Analysis cohort, 49.6% had graduated or transferred within four years, a very slight increase (0.1%) in the graduation and transfer rate over that of the fall 2012 cohort.<sup>2</sup>

Throughout this report, the concept of achievement gaps recurs – between racial/ethnic groups, genders, and those of different levels of college readiness. While Maryland's community colleges continue to work to eliminate these gaps, their endurance suggests that work remains to be done.

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<sup>1</sup> Due to rounding, some figures displayed in the attached data tables may differ slightly from those presented in the report analysis.

<sup>2</sup> Degree Progress Analysis data are based on aggregated and disaggregated figures submitted to the Maryland Higher Education Commission with each community college's Performance Accountability Report (PAR) submissions. Due to reporting cycles, the most recent Degree Progress Analysis data available (from October 2018) are based on the 2013 cohort.

## **INTRODUCTION**

This report provides an update on student retention, graduation, and transfer for first-time, full-time students entering Maryland community colleges. This includes information regarding student outcomes two, three, and four years after initial enrollment at the community college, beginning with students in the 1996 entering cohort. Data are presented for all students, by racial/ethnic group, and by gender. Both longitudinal and year-to-year fluctuations are discussed. More detailed data are contained in the data tables beginning on page 13 of this report.

This report additionally provides an analysis of data from the Degree Progress Analysis, an alternative model of measuring student success at community colleges for a cohort defined by enrollment behavior. These data are also presented longitudinally and by institution in the associated data tables.

## DATA DEFINITIONS

As noted previously, this report utilizes two models of measuring student success: a traditional retention, graduation, and transfer model, and the Degree Progress Analysis model. These use both different cohorts and different measures of success. Table 1 illustrates the parameters defining cohorts for each model as well as associated measures identifying successful outcomes. Taken together they provide a comprehensive look at outcome metrics for community college students.

<b>Table 1: Analysis Cohorts and Successful Outcome Measures</b>	
<b>Analysis Cohort</b>	<b>Successful Outcome Measures</b>
<p><b>Retention, Graduation, and Transfer Cohorts:</b>            Four-year outcomes for first-time, full-time freshmen 2014 entering cohort</p> <p>Begins on page 5 of this report</p>	<ul style="list-style-type: none"> <li>● <u>Still Enrolled</u>: Student was retained at original community college or transferred to another Maryland community college.</li> <li>● <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.</li> <li>● <u>Transferred to Four-Year</u>: Student transferred to a Maryland four-year institution, with or without a degree or certificate.</li> </ul> <p><i>Note: The Maryland Higher Education Commission does not have the ability to follow students who transfer to out-of-state institutions.</i></p>

**Degree Progress Analysis Cohorts:**

Students who attempted at least 18 credit hours within two years of matriculation 2013 entering cohort

Begins on page 8 of this report.

- College Ready: Student required no remediation or developmental education coursework.
- Developmental Completer: Student was assessed by the community college to need remediation in math, English, and/or reading, and within four years completed all recommended remedial coursework.
- Developmental Non-Completer: Student was assessed by the community college to need remediation in at least one subject area (math, English and/or reading) and after four years had not completed recommended remedial coursework.
- Successful Persister: Student has completed at least 30 credit hours with a GPA of 2.00 or better, has transferred to another Maryland institution, or is still enrolled at their original institution.

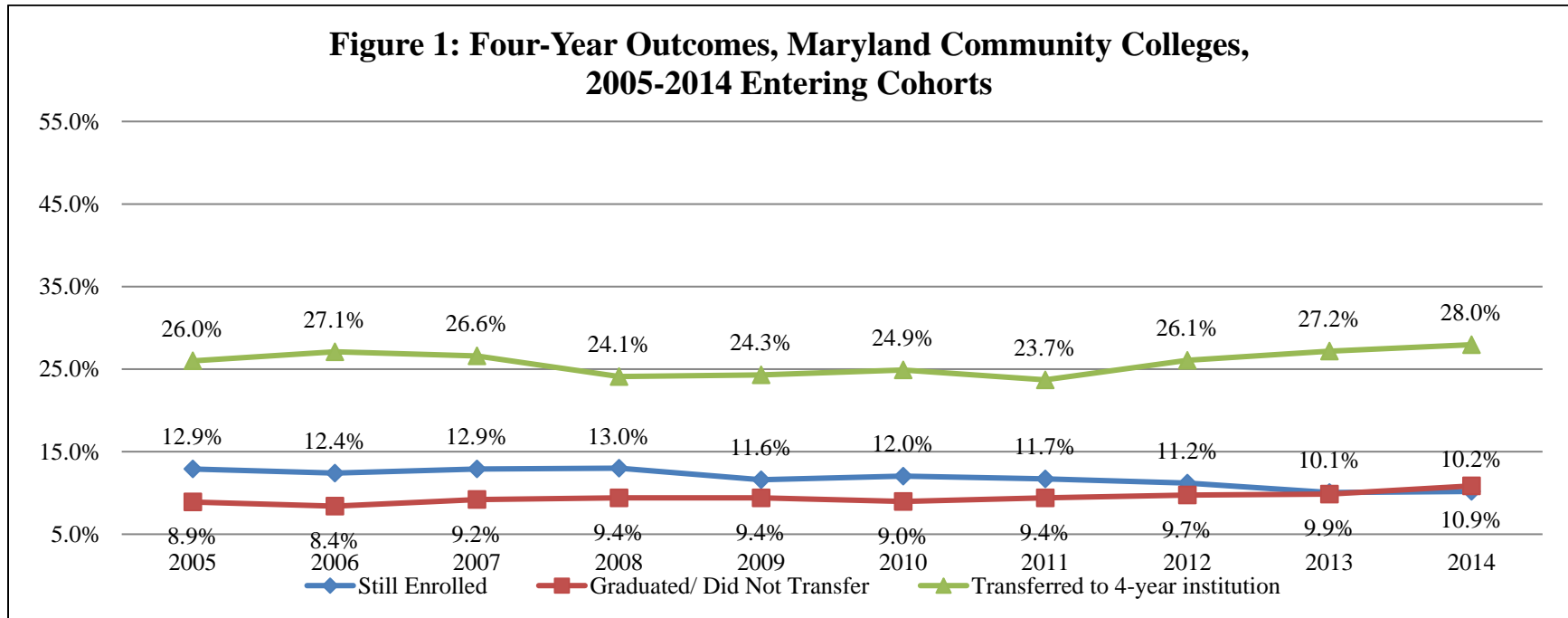
*Note: Data are submitted to the Maryland Higher Education Commission by individual institutions and aggregated to produce statewide figures. The Maryland Higher Education Commission does not have the ability to produce these data. Additionally, the Degree Progress Analysis includes information on transfers to out-of-state institutions as obtained by the community colleges from the National Student Clearinghouse and other sources.*

## ANALYSIS

### Four-Year Retention, Graduation, and Transfer Outcomes

#### *All Students*

As Figure 1 illustrates, nearly two-fifths (38.8%) of students entering as first-time, full-time students in the 2014 cohort had graduated or transferred to a Maryland four-year institution within four years, and nearly one-half (49.0%) had either graduated, transferred, or remained still enrolled. In addition to representing slight increases over the success rates of the 2013 cohort (1.9 and 1.8 percentage points, respectively), these are also the highest graduation-transfer and overall success rates since the Maryland Higher Education Commission (MHEC) began reporting these data.<sup>3</sup> All three component rates – the percentage of students who remained enrolled at a Maryland community college, the percentage of students who graduated without transferring to a four-year college or university, and the percentage of students transferring to a four-year institution – increased for the first time since 2002.

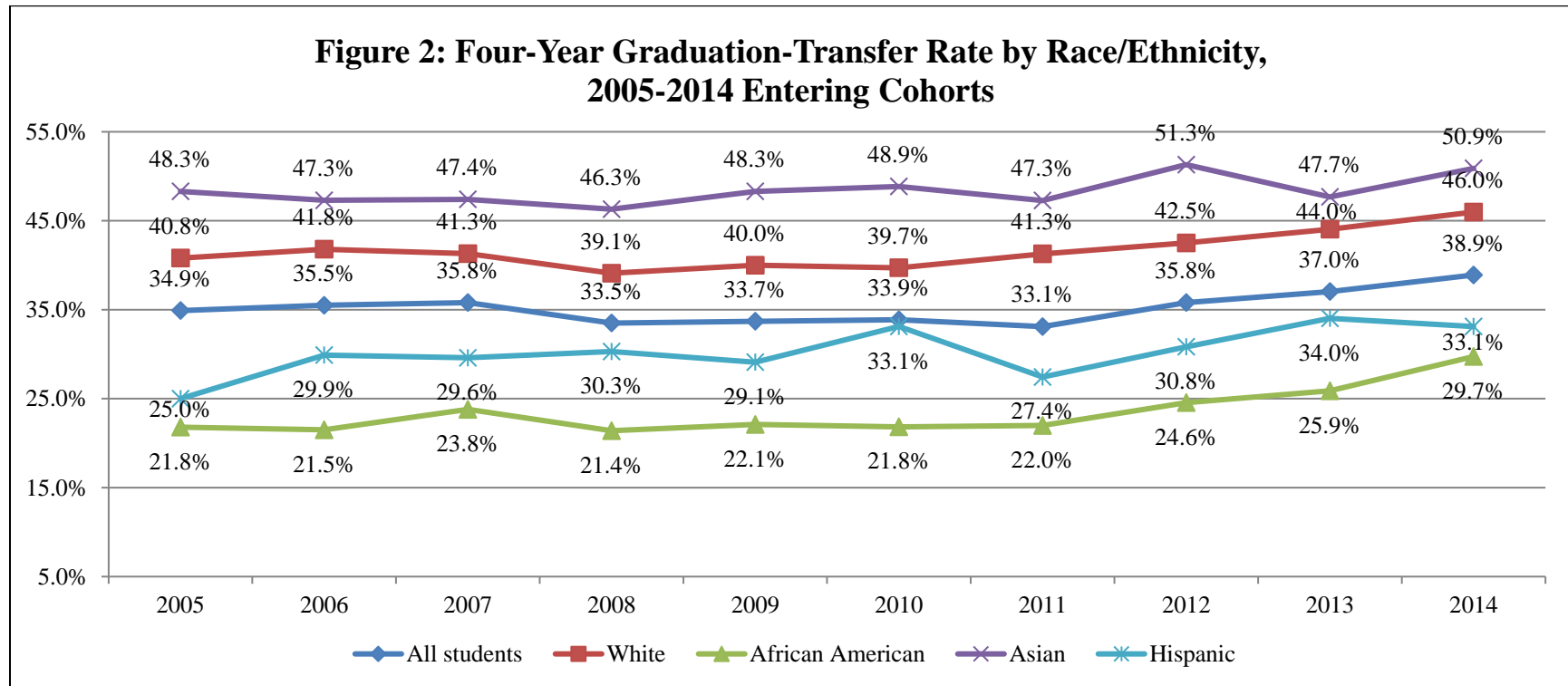


<sup>3</sup> For more detailed historical data, please see figures in the data tables beginning on page 13 of this report.



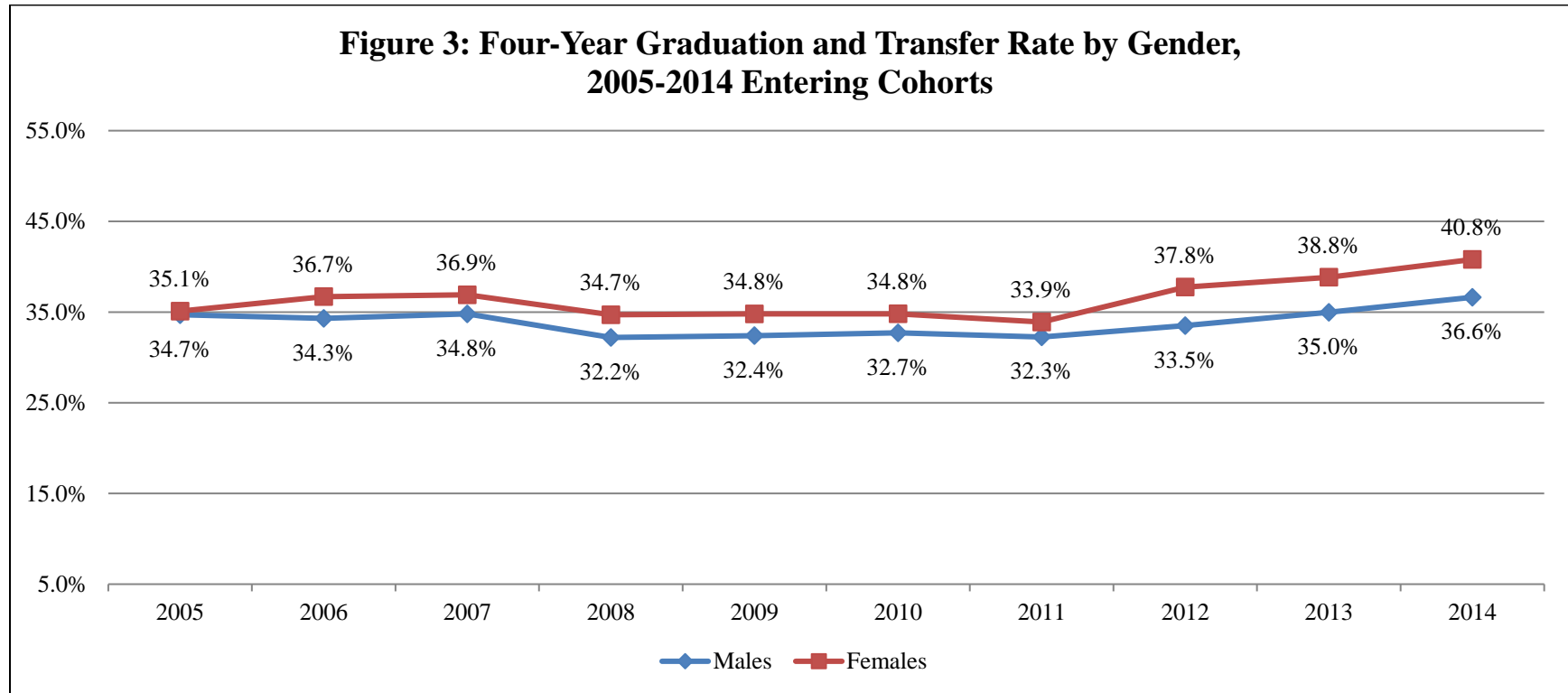
*By Race/Ethnicity*

Figure 2 presents the graduation-transfer rate for students from the four largest racial and ethnic groups. As indicated in the below figure, the rate increased for three of the four groups, with the largest gain (3.8 percentage points) occurring among African American students. This increase means that for the second year in a row, the graduation-transfer rate for African American students is the highest on record. This also represents the fourth consecutive year in which graduation and transfer rates have increased for both white and African American students. Additionally, while a substantial gap between the graduation-transfer rate for African Americans and all students remains (9.2 percentage points among the 2014 entering cohort), this represents a decrease from that of the 2013 cohort (11.1 percentage points).



*By Gender*

Despite several years of narrowing of the achievement gap between men and women, the past three cohort years have seen a return to historic levels. While between the 2005 cohort and the 2011 cohort the gap in graduation and transfer averaged 1.9 percentage points, for the 2012 cohort the gap returned to its highest rate in ten years (4.3 percentage points).<sup>4</sup> While graduation rates for both men and women increased between the 2013 and 2014 cohorts, (from 35.0% to 36.6% and 38.8% to 40.8%, respectively), the slightly larger increase among women meant a small widening of the achievement gap. The continued widening of this achievement gap over the past few years suggests that the gains achieved during the prior decade may have been eliminated.



<sup>4</sup> Additional historical data going back to the 1996 cohort can be found in the tables beginning on page 13.

## **Degree Progress Analysis**

The traditional model of calculating retention and graduation rates defines a cohort as all students entering first-time, full-time within a specified term or year. However, students attend community colleges for a variety of objectives other than obtaining a degree or transferring to a four-year institution, such as seeking personal enrichment or career preparation. In the interest of capturing students for whom graduation or transfer appear to be a priority, Maryland community colleges developed a new model to assess student progress and success. First incorporated into institutions' Performance Accountability Report (PAR) reports in their 2006 submissions, the Degree Progress Analysis (DPA) utilizes a cohort defined by student behavior. Rather than solely examining full-time students, the DPA cohort includes all students who attempt at least 18 credits, including any developmental credits, within two years of initial enrollment at the community college. The DPA analysis for the 2013 cohort included 18,779 students.<sup>5</sup>

Focusing on enrollment behavior is not the only way the DPA differs from MHEC in reporting on retention, graduation, and transfer activity. In addition to reporting these data for an overall student cohort, the DPA further classifies students into one of three groups based on their developmental education needs: College Ready, Developmental Completer, or Developmental Non-Completer. Students who are classified as College Ready are those students identified by the college as prepared to enter directly into credit-bearing coursework. Among those students assessed to need remedial work, Developmental Completers are those students who successfully complete the entire sequence of remedial work to which they were assigned, whereas Developmental Non-Completers failed to have completed some or all of the required developmental sequence.

In addition to defining the cohort in an alternative manner, the DPA also utilizes slightly different outcomes than those captured by the MHEC retention, graduation, and transfer rates. In addition to reporting on graduation and transfer, the DPA reports on "Successful Persisters"; these are students who have transferred to another postsecondary institution, have completed at least 30 credits at their original institution having earned a cumulative grade point average of 2.0 or better, or are still enrolled at their original institution. MHEC does not track students who transfer to out-of-state institutions, and prior to 2014 was unable to track students transferring to in-state, independent institutions. However, because these data are provided to MHEC directly from the community colleges, they are able to utilize information obtained from the National Student Clearinghouse to track out-of-state transfer when reporting DPA.

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<sup>5</sup> As noted above, DPA data are provided by the institutions as a part of their PAR submissions and are not dependent upon regular MHEC data. Because of the timing of the reporting cycle, the cohort year is one year behind that discussed in the preceding sections; while the prior retention and graduation analyses involved the 2014 entering cohort, the most recent DPA data reflect outcomes for the 2013 cohort.

Figure 4 shows the distribution of the Degree Progress Analysis cohort by the three disaggregated categories used for analysis. This illustrates that only about one-quarter (24.4%) of students in the 2013 DPA cohort were considered ready to enroll directly into college-level, credit-bearing coursework at entry; the remaining three-quarters of students (75.6%) were assessed to need at least some remedial work in math, English, and/or reading prior to enrolling in credit-bearing classes. The majority of those students completed the entire sequence of developmental work to which they were assigned, resulting in 44.4% of the students in the initial cohort being considered Developmental Completers. However, many of those assigned to remedial sequences failed to complete at least one of those courses. As a result, nearly one-third (31.2%) of the 2013 cohort were Developmental Non-Completers.

**Figure 4: Degree Progress Analysis Cohort, Fall 2013**

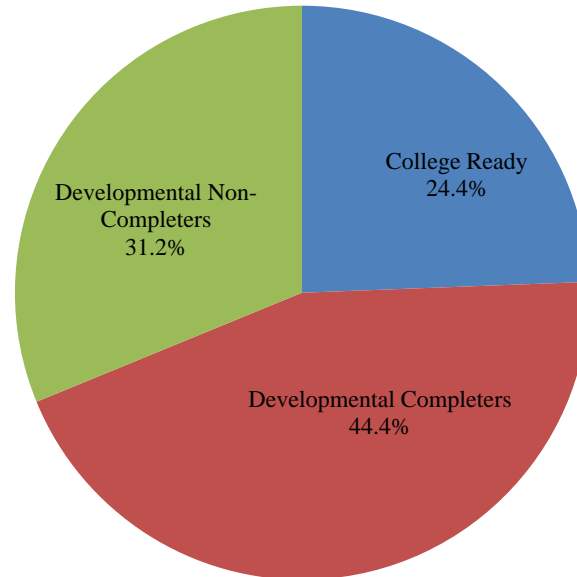
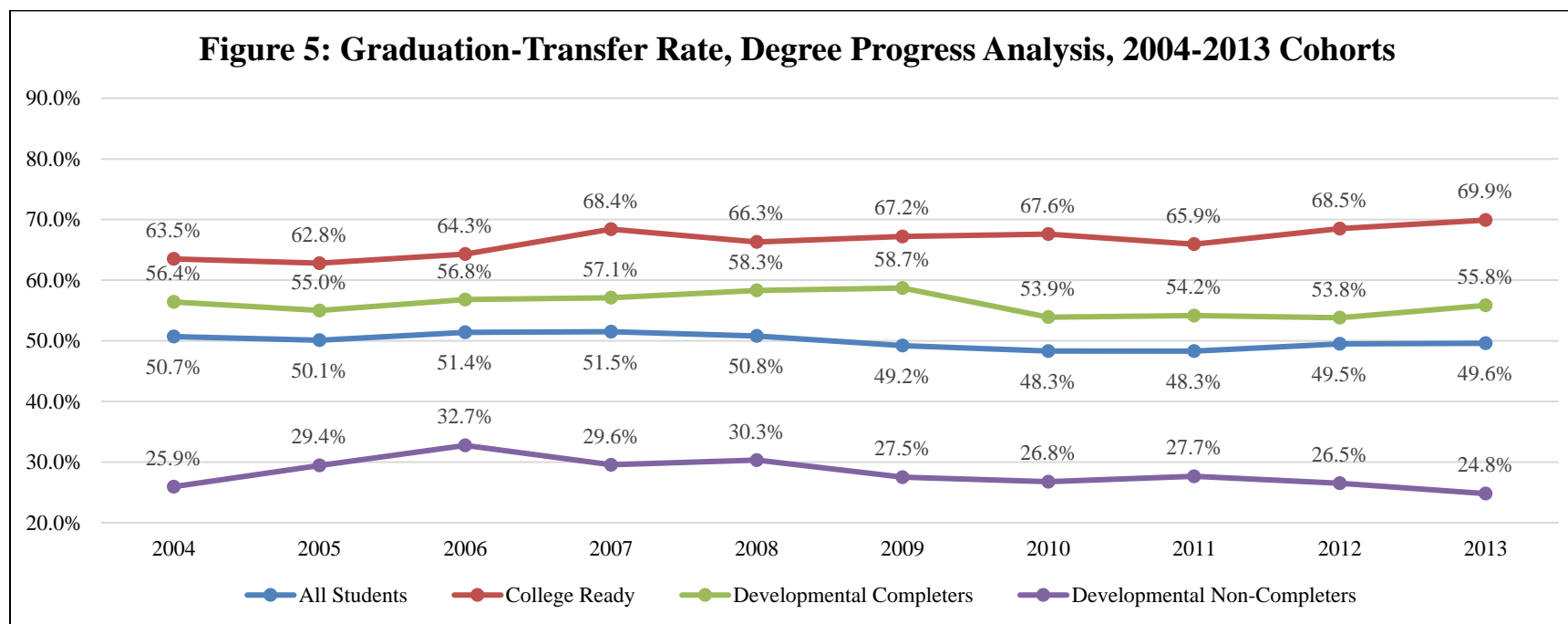
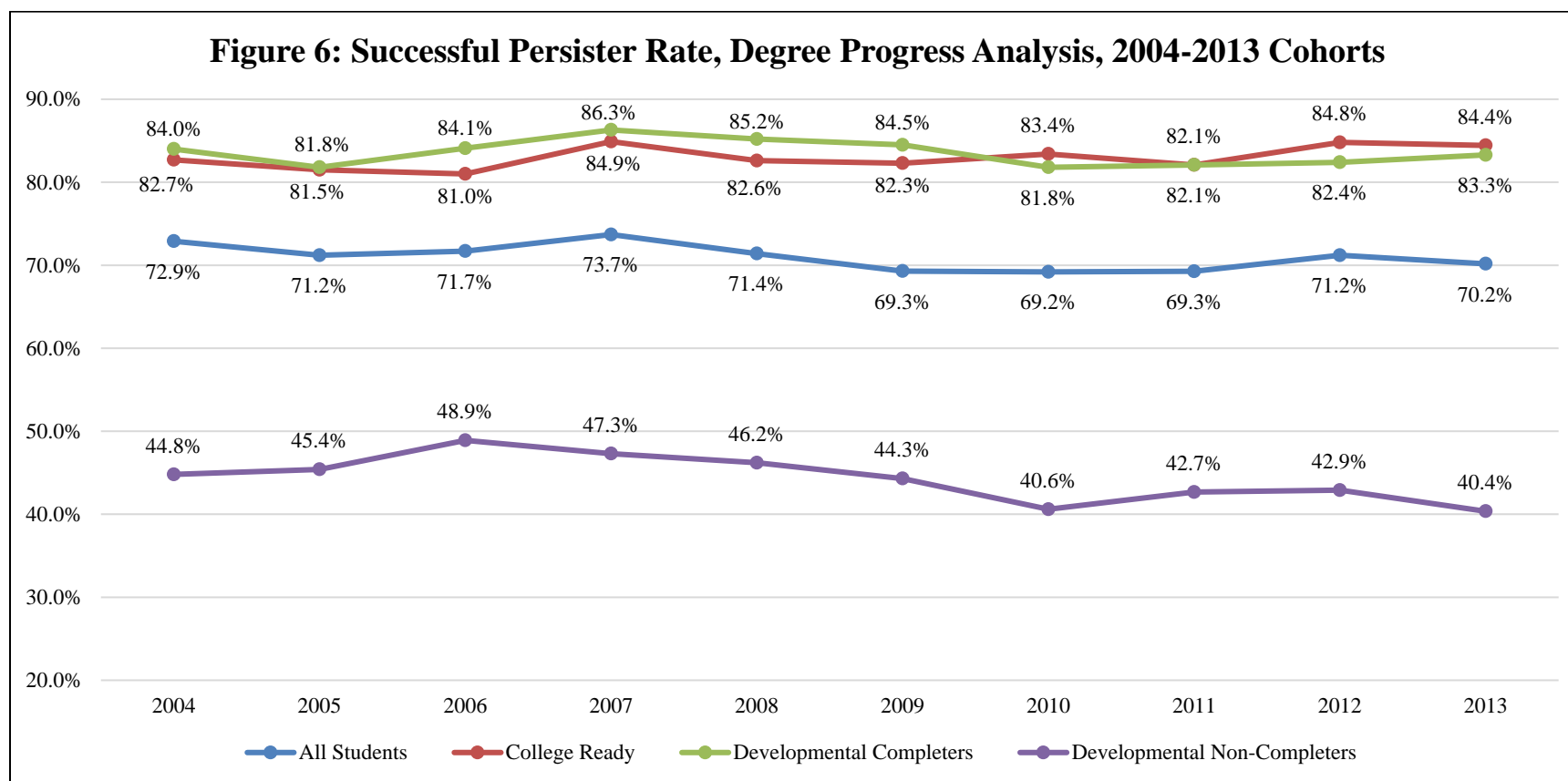


Figure 5 illustrates the DPA graduation-transfer rate for all students as well as the disaggregated rates for students identified as College Ready, Developmental Completers, and Developmental Non-Completers.<sup>6</sup> As the figure shows, the overall graduation and transfer rate for the 2013 cohort remained steady, with nearly half of students (49.6%) graduating or transferring within four years of initial enrollment. However, the stability in this rate for the overall student population masks stark differences between the three developmental categories; while the rates for College Ready students and Developmental Completers increased slightly, the graduation-transfer rate for Developmental Non-Completers declined for the second year in a row. Over two-thirds (69.9%) of College Ready students and over half (55.8%) of Developmental Completers graduated or transferred within four years, while fewer than one-quarter (24.8%) of Developmental Non-Completers did the same. As this shows, while the graduation-transfer rate of Developmental Completers was still substantially lower (14.1 percentage points) than that of College Ready students, the rate for Developmental Non-Completers was nearly one-third of the rate for College Ready students. This represents a substantial – and persistent – achievement gap.



<sup>6</sup> See Table 1 on pages 3 and 4 for more detailed definitions of College Ready, Developmental Completers, and Developmental Non-Completers; these terms were defined by the community colleges in the creation of the DPA model.

An even more pronounced difference between the Developmental Completer and Developmental Non-Completer populations is evident when examining the Successful Persister rate, as Figure 6 shows. Over four-fifths of students in both the College Ready (84.4%) and Developmental Completer (83.3%) populations had transferred to another institution, completed at least 30 credits with a GPA of 2.00 or higher, or remained still enrolled after four years. The achievement gap between these two groups was only 1.1 percentage points. However, among Developmental Non-Completers, less than half (40.4%) had achieved the same outcomes.



The data contained in the Degree Progress Analysis show stark differences in outcomes among the College Ready, Developmental Completer, and Developmental Non-Completer student populations. While Developmental Completers remain substantially less likely to have graduated or transferred within four years than College Ready students, their graduation/transfer rate was more than double that of students who were assessed to need one or more remedial courses and did not complete them. Further, students who were

assessed to need and completed remedial coursework were successful at rates nearly identical to those of students entering college ready to enroll directly in credit-bearing courses. While there are likely a number of differences between students who are assessed to need remediation and complete it versus those who do not, these data suggest that the main barrier to success for these students may not be the assignment to developmental work, but other factors.

## **CONCLUSION**

For the second year in a row, the 2014 cohort achieved the highest graduation and transfer rate since MHEC began reporting these data. In addition to having the highest graduation and transfer rate during that time, the entering cohort of 2014 also had the highest overall success rate on record. Despite these increases in graduation and transfer rates as well as overall success rates, there continue to be persistent achievement gaps among racial/ethnic groups and between genders. While graduation and transfer rates for both men and women increased, the larger increase in the rate for women meant a widening of the gender gap. Additionally, while the graduation and transfer rate for African Americans reached its highest figure on record, the rate is still well below those of all students. Much work remains to ensure the elimination of these gaps.

Examining graduation and transfer outcomes using the Degree Progress Analysis model shows a very slight increase over the prior cohort. However, there continue to be substantial achievement gaps in terms of both graduation-transfer rates and overall success between populations identified by their degree of college readiness. It is important that institutions continue to evaluate the efficacy of their developmental sequences to identify best practices to encourage student success.

Community colleges continue to play a critical role in ensuring that Maryland reaches its goal of having 55% of residents hold an associate degree or higher by 2025. In addition, they continue to play a key role in preparing students for employment and ensuring the continuation of a highly-educated workforce.

# STATEWIDE TABLES



Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**All Students**  
**Statewide Count**  
1996-2016

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%	12.9%	8.9%	26.0%
2006	15,752	36.2%	2.2%	15.6%	20.7%	6.0%	23.0%	12.4%	8.4%	27.1%
2007	16,307	38.6%	2.3%	14.3%	21.8%	6.1%	22.3%	12.9%	9.2%	26.6%
2008	16,418	40.1%	2.3%	12.3%	22.1%	6.4%	19.9%	13.0%	9.4%	24.1%
2009	18,071	38.5%	2.6%	12.7%	20.6%	6.5%	20.3%	11.6%	9.4%	24.3%
2010	17,621	38.8%	2.5%	12.7%	20.8%	6.2%	20.7%	12.0%	9.0%	24.9%
2011	16,746	36.8%	2.5%	12.1%	20.1%	6.6%	19.5%	11.7%	9.4%	23.7%
2012	15,909	37.5%	2.8%	13.8%	19.7%	7.0%	22.0%	11.2%	9.7%	26.1%
2013	15,339	37.3%	3.0%	14.2%	18.9%	7.5%	22.7%	10.1%	9.9%	27.2%
2014	14,301	37.9%	3.5%	14.3%	19.1%	8.3%	23.2%	10.2%	10.9%	28.0%
2015	13,961	36.4%	3.8%	15.4%	17.9%	8.3%	24.5%			
2016	13,721	35.4%	4.4%	16.0%						

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**  
1996 - 2016

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%	2.8%	14.9%
1998	3,099	31.7%	0.7%	6.9%	19.5%	1.7%	12.0%	11.8%	3.3%	15.2%
1999	3,212	31.5%	1.0%	7.9%	19.6%	2.2%	12.7%	13.2%	3.2%	16.0%
2000	3,025	33.9%	1.2%	7.4%	19.5%	2.5%	12.2%	14.0%	4.4%	16.2%
2001	3,239	34.7%	1.2%	7.7%	20.1%	2.4%	14.3%	12.6%	4.0%	17.3%
2002	3,322	34.3%	0.8%	8.1%	21.3%	2.5%	12.6%	13.2%	4.2%	16.0%
2003	3,416	35.3%	0.6%	8.4%	20.0%	2.4%	13.9%	12.2%	4.0%	17.7%
2004	3,667	34.0%	1.1%	8.2%	19.6%	2.4%	13.7%	13.5%	4.0%	17.8%
2005	3,588	35.6%	0.9%	8.6%	20.4%	2.0%	14.3%	14.6%	3.7%	18.1%
2006	3,854	32.5%	0.9%	8.8%	20.4%	2.3%	14.2%	13.4%	3.5%	18.0%
2007	4,143	34.4%	1.0%	9.1%	22.1%	2.2%	15.2%	14.3%	4.3%	19.5%
2008	4,373	36.3%	1.0%	7.3%	22.5%	2.2%	13.1%	13.1%	4.3%	17.1%
2009	5,199	35.4%	1.0%	8.3%	20.1%	2.6%	14.3%	11.5%	4.2%	17.9%
2010	5,066	34.5%	1.1%	8.1%	20.4%	2.6%	13.4%	12.4%	4.7%	17.2%
2011	5,248	32.2%	0.7%	8.3%	20.6%	2.5%	13.7%	11.8%	4.2%	17.8%
2012	4,578	34.2%	1.4%	9.7%	20.7%	2.9%	16.0%	12.3%	4.7%	19.9%
2013	4,316	35.3%	1.4%	9.8%	19.4%	3.3%	16.6%	10.1%	4.7%	21.2%
2014	4,012	36.1%	1.5%	11.6%	19.1%	3.5%	19.6%	10.8%	5.3%	24.4%
2015	3,850	33.1%	1.7%	12.2%	17.1%	4.2%	19.5%			
2016	3,994	32.8%	2.0%	13.0%						

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  
**Asian Students**  
**Statewide Count**  
1996 - 2016

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%	22.0%	2.8%	35.1%	12.9%	4.3%	43.3%
1999	711	43.2%	0.7%	19.1%	22.6%	2.6%	32.0%	14.1%	4.3%	36.2%
2000	741	43.0%	0.6%	21.2%	24.8%	2.7%	31.5%	15.4%	3.9%	37.8%
2001	726	40.9%	1.0%	23.7%	24.1%	2.3%	33.6%	13.8%	4.3%	39.0%
2002	748	44.9%	1.3%	21.5%	23.5%	4.0%	32.2%	12.0%	5.6%	38.5%
2003	717	46.4%	0.8%	22.3%	26.9%	2.9%	33.9%	16.0%	4.9%	40.9%
2004	713	42.1%	1.1%	22.2%	24.4%	2.8%	33.2%	15.8%	5.0%	39.0%
2005	706	45.3%	1.4%	24.6%	24.8%	5.4%	35.8%	15.7%	6.2%	42.1%
2006	903	44.4%	1.4%	22.8%	24.4%	3.9%	35.4%	15.0%	4.9%	42.4%
2007	915	44.4%	1.3%	23.2%	27.7%	3.1%	35.2%	14.6%	5.7%	41.7%
2008	822	50.1%	1.2%	19.5%	27.7%	5.1%	31.9%	17.0%	6.6%	39.7%
2009	889	48.8%	1.8%	22.3%	26.9%	4.3%	34.1%	15.1%	7.1%	41.2%
2010	917	51.4%	1.6%	19.4%	26.2%	3.7%	35.3%	14.4%	5.5%	43.4%
2011	789	49.6%	1.9%	19.0%	26.4%	3.8%	33.3%	15.0%	5.6%	41.7%
2012	840	49.2%	1.1%	23.5%	25.2%	4.6%	38.3%	13.2%	5.7%	45.6%
2013	841	46.6%	1.8%	21.4%	26.3%	4.0%	35.4%	15.7%	4.9%	42.8%
2014	843	47.3%	1.9%	23.5%	24.8%	4.3%	37.6%	13.4%	5.8%	45.1%
2015	898	51.0%	1.9%	20.6%	26.6%	5.0%	36.4%			
2016	878	43.6%	2.5%	25.3%						

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  
1996 - 2016**

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%	18.6%	2.4%	19.4%
1999	484	42.4%	1.0%	9.1%	21.1%	4.1%	17.5%	16.1%	5.1%	20.9%
2000	468	45.9%	0.2%	8.5%	26.5%	3.2%	15.9%	16.7%	3.6%	20.3%
2001	477	44.5%	1.4%	9.6%	24.3%	4.4%	18.0%	15.1%	6.3%	22.0%
2002	548	43.3%	2.0%	10.0%	22.6%	4.7%	19.7%	12.8%	6.2%	23.7%
2003	626	44.2%	1.6%	8.0%	22.4%	5.1%	14.5%	15.3%	7.0%	19.2%
2004	660	45.0%	1.2%	9.1%	25.6%	4.5%	17.0%	16.4%	8.0%	21.1%
2005	644	47.5%	1.7%	6.8%	27.6%	4.3%	14.0%	19.3%	6.8%	18.2%
2006	828	48.6%	1.2%	9.4%	29.8%	4.0%	17.6%	18.0%	5.9%	24.0%
2007	744	48.0%	1.6%	9.1%	29.4%	5.2%	16.8%	18.8%	8.1%	21.5%
2008	784	46.3%	2.2%	10.6%	28.1%	5.6%	17.7%	20.3%	7.9%	22.4%
2009	741	48.3%	0.8%	8.8%	26.7%	3.4%	18.2%	17.9%	6.3%	22.8%
2010	1,250	47.4%	1.9%	10.0%	27.8%	5.2%	19.8%	18.0%	7.0%	26.2%
2011	1,203	43.1%	1.7%	8.0%	24.9%	4.7%	14.8%	16.2%	7.7%	19.7%
2012	1,330	46.0%	1.4%	10.2%	25.3%	5.2%	18.1%	15.6%	7.6%	23.2%
2013	1,384	45.5%	2.4%	9.6%	25.4%	5.4%	18.9%	14.9%	8.5%	25.5%
2014	1,477	46.2%	1.6%	10.8%	26.4%	4.5%	20.1%	15.2%	6.4%	26.7%
2015	1,461	47.4%	2.0%	11.4%	27.1%	6.4%	22.6%			
2016	1,626	42.6%	2.3%	11.9%						

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  
**White Students**  
**Statewide Count**  
1996 - 2016

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%	9.5%	11.3%	25.8%
1999	7,248	36.2%	3.2%	15.6%	18.1%	8.9%	23.1%	10.4%	11.6%	26.5%
2000	7,313	37.4%	2.8%	16.1%	17.9%	8.8%	24.2%	10.5%	11.1%	28.8%
2001	7,723	37.2%	2.7%	14.7%	18.1%	8.0%	24.8%	9.6%	10.8%	28.3%
2002	8,434	37.6%	3.1%	16.0%	18.3%	8.8%	24.2%	10.2%	11.6%	28.3%
2003	8,269	36.9%	3.2%	16.7%	18.3%	8.3%	25.4%	9.7%	11.3%	29.2%
2004	8,504	37.3%	3.6%	16.3%	18.9%	8.7%	24.6%	10.6%	12.1%	28.6%
2005	8,423	36.6%	3.4%	17.2%	19.3%	8.1%	25.6%	11.7%	11.6%	29.2%
2006	8,805	36.3%	3.1%	18.8%	20.0%	8.0%	26.6%	11.4%	11.2%	30.6%
2007	9,012	38.8%	3.0%	16.7%	20.2%	8.0%	25.7%	11.5%	11.6%	29.7%
2008	8,944	40.4%	3.1%	14.6%	20.6%	8.7%	22.8%	11.7%	12.3%	26.8%
2009	9,439	38.3%	3.7%	15.2%	19.7%	9.1%	23.5%	10.6%	12.6%	27.4%
2010	9,060	38.7%	3.4%	15.3%	19.7%	8.5%	24.2%	10.8%	11.8%	27.9%
2011	8,046	37.6%	3.8%	15.2%	18.7%	9.9%	23.9%	10.5%	13.6%	27.7%
2012	7,759	36.7%	4.0%	16.4%	17.7%	9.7%	25.5%	9.9%	13.2%	29.3%
2013	7,231	36.4%	4.2%	17.4%	17.0%	10.5%	26.6%	8.5%	13.5%	30.6%
2014	6,486	36.5%	5.4%	16.6%	16.9%	12.3%	26.1%	8.3%	15.9%	30.1%
2015	6,149	34.0%	5.7%	18.5%	15.1%	11.6%	27.7%			
2016	5,744	33.9%	6.8%	19.2%						

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  
**Male Students**  
**Statewide Count**  
1996 - 2016

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%	8.4%	6.6%	22.4%
1999	5,786	33.5%	2.1%	12.8%	16.9%	5.2%	19.8%	9.7%	6.8%	23.3%
2000	5,687	33.9%	2.1%	13.5%	16.7%	5.5%	21.2%	9.3%	7.5%	25.2%
2001	6,030	33.8%	1.8%	13.3%	17.0%	4.7%	21.9%	8.8%	6.6%	25.2%
2002	6,538	34.3%	2.2%	13.4%	17.1%	5.7%	20.9%	9.2%	7.1%	24.8%
2003	6,658	34.2%	1.9%	14.9%	17.0%	5.0%	22.5%	9.2%	6.8%	26.8%
2004	6,696	34.9%	2.5%	14.2%	17.4%	5.7%	21.6%	10.1%	8.1%	25.5%
2005	6,858	34.8%	2.6%	15.1%	17.8%	5.6%	22.7%	11.3%	8.0%	26.7%
2006	7,515	34.2%	2.1%	15.7%	19.1%	5.4%	22.8%	11.0%	7.2%	27.1%
2007	7,957	35.6%	2.1%	15.1%	18.3%	5.4%	23.1%	10.7%	7.5%	27.3%
2008	7,907	37.4%	2.4%	12.5%	19.7%	6.1%	19.8%	11.0%	8.4%	23.8%
2009	8,657	36.2%	2.7%	12.6%	18.6%	6.0%	20.2%	10.0%	8.4%	24.0%
2010	8,533	36.7%	2.4%	12.1%	18.6%	5.9%	20.4%	10.0%	8.2%	24.5%
2011	8,086	35.6%	2.3%	12.0%	18.8%	6.0%	19.6%	10.2%	8.4%	23.9%
2012	7,901	35.4%	2.5%	12.8%	16.9%	6.9%	20.7%	9.5%	8.7%	24.8%
2013	7,675	34.8%	2.9%	13.6%	16.7%	6.5%	21.9%	8.3%	8.6%	26.4%
2014	7,087	35.7%	3.3%	13.3%	17.4%	7.7%	21.9%	8.5%	10.2%	26.4%
2015	7,042	34.4%	3.6%	14.4%	16.0%	7.7%	23.3%			
2016	6,822	32.9%	4.2%	15.3%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**Female Students**  
**Statewide Count**  
1996 - 2016

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%	21.2%	6.9%	19.7%	12.4%	9.7%	23.2%
1999	6,664	37.7%	2.5%	13.4%	20.7%	7.4%	20.5%	13.2%	10.1%	23.7%
2000	6,597	40.3%	2.1%	13.6%	21.5%	7.3%	20.7%	14.1%	9.6%	25.6%
2001	6,872	39.7%	2.5%	12.6%	21.3%	7.1%	21.8%	12.7%	10.1%	25.5%
2002	7,379	40.3%	2.5%	14.2%	22.2%	7.3%	21.4%	13.2%	10.6%	25.7%
2003	7,787	40.2%	2.6%	14.0%	21.6%	7.2%	22.1%	12.6%	10.4%	25.9%
2004	7,799	39.2%	2.7%	13.7%	21.3%	7.0%	21.8%	13.6%	10.2%	25.8%
2005	7,583	39.1%	2.5%	14.2%	22.1%	6.5%	21.9%	14.4%	9.7%	25.4%
2006	8,216	38.1%	2.3%	15.5%	22.2%	6.5%	23.3%	13.7%	9.6%	27.1%
2007	8,307	41.5%	2.4%	13.6%	25.1%	6.7%	21.6%	14.9%	10.8%	26.1%
2008	8,511	42.6%	2.3%	12.2%	24.2%	6.8%	20.1%	14.8%	10.3%	24.4%
2009	9,408	40.7%	2.6%	12.8%	22.4%	7.0%	20.4%	13.1%	10.3%	24.5%
2010	9,172	40.7%	2.4%	13.2%	22.8%	6.5%	21.0%	13.9%	9.6%	25.2%
2011	8,707	37.9%	2.6%	12.2%	21.4%	7.2%	19.3%	13.1%	10.4%	23.5%
2012	8,115	39.2%	3.0%	14.7%	22.2%	7.0%	23.0%	12.7%	10.6%	27.1%
2013	7,755	39.6%	3.0%	14.8%	21.0%	8.3%	23.4%	11.8%	11.0%	27.9%
2014	7,274	39.9%	3.7%	15.3%	20.7%	8.7%	24.4%	11.9%	11.4%	29.4%
2015	6,960	38.3%	4.1%	16.6%	19.8%	9.0%	25.7%			
2016	7,031	37.4%	4.4%	16.9%						

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 - 2016**

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%	13.1%	3.6%	17.3%
2006	1,742	30.1%	0.9%	8.5%	17.9%	2.4%	12.8%	10.8%	3.4%	17.3%
2007	1,854	31.6%	0.7%	8.6%	18.0%	1.9%	14.0%	11.7%	3.6%	17.9%
2008	2,061	34.8%	1.2%	6.6%	19.9%	2.5%	12.9%	10.6%	4.6%	16.4%
2009	2,420	34.6%	1.1%	8.1%	19.1%	2.6%	14.2%	9.9%	4.4%	17.7%
2010	2,289	32.9%	1.4%	7.3%	18.0%	3.1%	12.7%	10.1%	4.8%	16.0%
2011	2,365	32.5%	0.9%	7.4%	20.0%	2.5%	13.0%	11.0%	3.9%	17.7%
2012	2,185	33.2%	1.6%	8.5%	18.2%	2.9%	14.5%	11.2%	4.3%	18.2%
2013	2,058	32.5%	1.4%	8.7%	16.0%	2.9%	15.0%	8.0%	4.1%	19.4%
2014	1,941	34.4%	1.5%	10.6%	17.6%	3.5%	18.1%	8.9%	5.5%	22.9%
2015	1,865	32.0%	1.8%	10.1%	15.6%	4.0%	17.1%			
2016	1,874	32.1%	1.6%	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.



**Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
African American Female Students  
Statewide Count  
1996 - 2016**

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%	16.1%	4.2%	16.7%
2006	2,104	34.5%	1.0%	7.9%	22.7%	2.6%	13.5%	15.5%	3.7%	18.6%
2007	2,274	37.0%	1.3%	8.1%	25.4%	2.5%	16.2%	16.5%	4.9%	20.8%
2008	2,312	37.7%	0.8%	7.9%	24.7%	1.9%	13.3%	15.3%	4.1%	17.7%
2009	2,777	36.1%	0.9%	8.5%	20.8%	2.6%	14.3%	12.9%	4.0%	18.1%
2010	2,777	35.9%	0.8%	8.6%	22.4%	2.1%	13.9%	14.3%	4.5%	18.1%
2011	2,883	32.0%	0.6%	9.1%	21.1%	2.5%	14.3%	12.4%	4.5%	17.8%
2012	2,393	35.0%	1.3%	10.8%	22.9%	2.9%	17.4%	13.2%	5.1%	21.4%
2013	2,258	37.8%	1.4%	10.7%	22.5%	3.7%	18.1%	12.1%	5.2%	22.8%
2014	2,071	37.6%	1.6%	12.6%	20.5%	3.6%	20.9%	12.6%	5.2%	25.8%
2015	1,985	34.1%	1.7%	14.1%	18.5%	4.4%	21.8%			
2016	2,120	33.4%	2.3%	14.1%						

Source: MHEC Enrollment and Degree Information Systems

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

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**Hispanic Male Students**  
**Statewide Count**  
1996 - 2016

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1996	169	41.4%	60.0%	6.5%	23.1%	1.8%	11.2%	13.6%	3.0%	14.8%
1997	179	44.7%	1.1%	7.3%	25.1%	1.7%	17.3%	16.8%	2.2%	19.6%
1998	216	34.3%	0.0%	6.9%	25.0%	1.4%	10.2%	16.2%	1.4%	15.7%
1999	237	38.0%	0.4%	6.3%	19.4%	3.4%	15.6%	14.3%	5.1%	17.7%
2000	204	43.1%	0.5%	5.9%	22.5%	2.0%	12.7%	14.2%	2.0%	16.7%
2001	235	43.8%	1.3%	8.1%	26.8%	3.0%	13.6%	14.5%	5.5%	17.9%
2002	272	39.0%	2.6%	11.8%	18.4%	3.7%	22.8%	10.3%	4.0%	25.4%
2003	285	40.7%	0.4%	6.3%	20.7%	4.2%	11.2%	13.7%	5.6%	15.8%
2004	303	42.6%	1.7%	9.2%	23.1%	4.0%	15.2%	16.2%	7.3%	18.8%
2005	305	45.6%	3.0%	7.5%	25.9%	5.2%	15.1%	19.0%	8.2%	19.3%
2006	392	47.2%	0.5%	9.4%	28.3%	2.6%	17.3%	18.1%	5.4%	23.0%
2007	365	45.2%	1.9%	7.1%	24.7%	5.5%	14.2%	14.5%	7.1%	19.7%
2008	371	43.9%	3.5%	9.7%	28.3%	5.7%	16.7%	19.7%	7.8%	22.1%
2009	347	45.2%	0.9%	8.6%	23.3%	4.3%	17.6%	15.3%	7.2%	20.5%
2010	586	44.5%	2.2%	8.5%	24.9%	4.8%	18.3%	17.1%	6.5%	24.4%
2011	555	43.1%	1.3%	7.2%	26.8%	4.7%	12.8%	14.8%	7.6%	18.6%
2012	642	43.5%	1.4%	8.4%	23.1%	5.5%	15.0%	13.2%	7.9%	19.6%
2013	678	43.2%	1.9%	9.1%	23.6%	5.0%	16.7%	13.3%	7.5%	23.9%
2014	739	44.8%	1.2%	9.1%	22.2%	4.2%	18.1%	12.9%	5.8%	23.7%
2015	713	43.3%	1.3%	10.7%	25.2%	5.9%	19.8%			
2016	781	39.3%	2.3%	10.8%						

Source: MHEC Enrollment and Degree Information Systems

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

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**Hispanic Female Students**  
**Statewide Count**  
1996 - 2016

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1996	176	42.6%	1.1%	8.0%	27.8%	2.3%	15.9%	18.2%	4.0%	19.3%
1997	202	46.5%	2.0%	8.4%	30.7%	6.4%	14.9%	18.3%	7.4%	23.8%
1998	242	43.4%	0.4%	11.2%	29.3%	1.7%	18.2%	24.0%	3.3%	22.7%
1999	246	46.3%	1.6%	11.8%	23.2%	4.9%	19.5%	17.9%	5.3%	24.0%
2000	264	48.1%	0.0%	10.6%	29.5%	4.2%	18.2%	18.6%	4.9%	23.1%
2001	242	45.0%	1.7%	11.2%	21.9%	5.8%	22.3%	15.7%	7.0%	26.0%
2002	275	47.6%	1.5%	8.4%	26.9%	5.8%	16.7%	15.3%	8.4%	22.2%
2003	340	47.1%	2.6%	9.4%	23.8%	5.9%	17.1%	16.8%	8.2%	21.8%
2004	357	47.1%	0.8%	9.0%	27.7%	5.0%	18.5%	16.5%	8.7%	23.0%
2005	338	49.4%	0.6%	6.2%	29.0%	3.6%	13.0%	19.5%	5.6%	17.2%
2006	436	49.8%	1.8%	9.4%	31.2%	5.3%	17.9%	17.9%	6.4%	25.0%
2007	379	50.7%	1.3%	11.1%	41.7%	34.0%	5.0%	23.0%	9.0%	23.2%
2008	413	48.4%	1.0%	11.4%	27.8%	5.6%	18.6%	20.8%	8.0%	22.8%
2009	394	51.0%	0.8%	8.9%	29.7%	2.5%	18.8%	20.3%	5.6%	24.9%
2010	664	50.0%	1.7%	11.3%	30.3%	5.6%	21.1%	18.8%	7.4%	27.7%
2011	648	43.1%	2.0%	8.6%	23.3%	4.8%	16.5%	17.4%	7.9%	20.7%
2012	688	48.4%	1.3%	11.8%	27.5%	4.9%	21.1%	17.9%	7.3%	26.6%
2013	706	47.7%	2.8%	10.1%	27.2%	5.8%	21.0%	16.4%	9.5%	27.1%
2014	738	47.7%	1.9%	12.5%	30.6%	4.9%	22.1%	17.5%	7.0%	29.7%
2015	748	51.2%	2.7%	12.0%	28.9%	6.8%	25.3%			
2016	845	45.7%	2.2%	13.0%						

Source: MHEC Enrollment and Degree Information Systems

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

# ALL STUDENTS BY CAMPUS

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**All Students**  
**Allegany College of Maryland**  
1996 - 2016

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%	6.0%	25.9%	10.2%
2006	733	28.8%	10.8%	6.1%	12.8%	20.2%	9.7%	7.0%	25.2%	11.0%
2007	709	36.7%	7.9%	4.7%	15.7%	17.8%	10.2%	6.6%	22.6%	12.4%
2008	748	32.2%	8.2%	5.5%	12.8%	17.9%	10.2%	5.5%	22.6%	11.6%
2009	797	29.5%	8.8%	4.6%	13.6%	18.1%	7.9%	7.0%	22.3%	10.0%
2010	714	34.6%	5.6%	5.0%	15.7%	13.7%	9.8%	7.6%	19.3%	11.8%
2011	558	28.1%	9.7%	3.8%	12.0%	18.6%	8.1%	5.9%	23.7%	9.0%
2012	504	33.5%	8.7%	4.2%	15.9%	18.3%	7.5%	6.3%	24.0%	9.7%
2013	510	35.3%	7.1%	4.3%	15.9%	14.1%	10.0%	5.9%	22.0%	11.4%
2014	627	34.1%	9.9%	6.4%	15.9%	17.7%	10.4%	5.9%	25.2%	12.6%
2015	457	32.6%	7.2%	5.5%	15.1%	17.9%	9.8%			
2016	439	32.6%	7.1%	8.7%						

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 - 2016

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%	15.8%	18.1%	4.8%	24.7%	9.3%	6.5%	28.4%
1997	1,362	38.1%	2.5%	16.2%	17.7%	6.0%	25.6%	11.1%	7.9%	29.4%
1998	1,407	36.4%	2.6%	15.3%	21.4%	6.8%	23.2%	10.0%	10.5%	26.7%
1999	1,432	41.0%	1.6%	16.2%	20.3%	7.0%	25.5%	13.3%	8.7%	30.2%
2000	1,466	40.1%	2.2%	16.3%	19.4%	6.9%	26.0%	11.5%	8.8%	31.2%
2001	1,538	39.0%	1.8%	17.6%	19.5%	5.7%	28.3%	11.1%	8.1%	31.3%
2002	1,795	39.3%	2.4%	17.4%	20.4%	5.8%	27.1%	10.5%	8.8%	30.8%
2003	1,807	39.0%	1.7%	19.8%	19.8%	5.4%	28.0%	11.3%	7.6%	32.5%
2004	1,767	39.3%	1.4%	18.4%	21.4%	5.5%	27.7%	12.3%	8.0%	32.0%
2005	1,788	39.1%	2.0%	18.1%	20.2%	5.2%	27.8%	12.5%	8.4%	32.2%
2006	1,880	36.7%	1.3%	22.2%	21.2%	4.9%	30.3%	13.6%	7.7%	34.8%
2007	1,963	41.3%	1.9%	17.4%	22.8%	6.2%	26.6%	13.2%	8.8%	31.6%
2008	1,899	41.9%	1.8%	14.2%	24.7%	5.5%	21.7%	13.2%	8.7%	27.0%
2009	2,111	36.8%	2.4%	14.5%	19.2%	5.5%	22.6%	11.4%	8.0%	26.2%
2010	2,033	38.1%	2.5%	14.3%	19.7%	5.4%	23.4%	12.1%	8.5%	26.5%
2011	1,823	38.0%	2.2%	13.7%	19.6%	6.6%	22.3%	10.1%	9.7%	26.4%
2012	1,723	37.4%	2.7%	15.0%	16.2%	6.8%	25.0%	9.8%	9.1%	27.8%
2013	1,631	35.9%	3.1%	14.8%	18.6%	6.7%	24.8%	9.8%	9.0%	28.8%
2014	1,392	37.4%	1.9%	14.7%	20.5%	6.5%	23.9%	11.3%	9.8%	27.9%
2015	1,383	36.5%	3.2%	16.6%	17.4%	6.4%	26.3%			
2016	1,229	36.7%	3.3%	17.6%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**All Students**  
**Baltimore City Community College**  
1996 -2016

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%	16.1%	3.4%	13.4%
2006	815	29.0%	0.7%	8.7%	18.9%	1.7%	12.1%	13.5%	2.8%	14.6%
2007	769	26.3%	0.9%	7.4%	19.5%	2.0%	10.9%	12.0%	2.9%	14.2%
2008	716	30.2%	0.8%	5.9%	20.1%	1.1%	10.3%	12.2%	2.5%	12.7%
2009	756	28.2%	0.4%	6.3%	16.4%	1.6%	10.8%	9.9%	2.5%	13.6%
2010	771	27.5%	1.0%	5.3%	16.6%	2.1%	8.8%	10.5%	3.9%	11.7%
2011	897	22.2%	0.6%	5.4%	16.5%	2.1%	7.9%	9.1%	3.3%	11.5%
2012	471	26.3%	3.8%	8.1%	16.3%	5.5%	12.1%	9.3%	8.7%	14.9%
2013	264	19.7%	1.9%	4.2%	11.7%	4.2%	6.8%	7.2%	5.3%	8.3%
2014	424	24.3%	4.5%	8.3%	12.7%	6.4%	13.7%	6.4%	8.5%	16.0%
2015	377	27.6%	4.5%	8.2%	12.7%	8.2%	12.7%			
2016	328	24.1%	5.5%	9.1%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**All Students**  
**Carroll Community College**  
1996 - 2016

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%	5.8%	11.3%	26.9%
1999	283	41.4%	1.1%	15.5%	19.8%	9.5%	24.4%	13.8%	11.3%	28.6%
2000	357	34.2%	0.6%	14.6%	17.1%	8.7%	21.6%	9.8%	11.5%	26.9%
2001	369	40.4%	1.4%	14.4%	12.2%	8.9%	32.3%	6.8%	11.1%	37.1%
2002	483	39.5%	2.9%	14.9%	19.7%	8.5%	25.3%	11.4%	10.4%	30.2%
2003	519	39.3%	3.3%	17.7%	20.6%	8.9%	28.7%	10.2%	12.7%	32.9%
2004	513	41.1%	1.9%	16.6%	19.5%	8.2%	27.3%	10.3%	11.3%	32.4%
2005	494	35.4%	2.2%	20.2%	18.6%	7.1%	28.3%	12.8%	11.3%	31.4%
2006	583	37.6%	1.5%	20.6%	20.2%	8.2%	29.2%	10.8%	12.3%	33.1%
2007	650	38.3%	2.0%	20.0%	18.3%	7.8%	29.2%	12.8%	10.8%	33.1%
2008	633	41.2%	2.5%	18.3%	16.6%	9.2%	29.7%	10.6%	12.3%	33.5%
2009	745	39.7%	4.3%	18.9%	16.8%	10.9%	29.0%	8.2%	14.1%	33.7%
2010	689	43.4%	4.9%	13.5%	16.4%	12.3%	26.0%	10.3%	15.8%	31.3%
2011	553	42.1%	4.2%	14.5%	18.6%	11.6%	25.5%	9.8%	17.0%	28.6%
2012	576	35.1%	5.6%	14.4%	16.3%	11.8%	24.3%	8.9%	15.5%	27.4%
2013	517	36.4%	5.4%	17.8%	16.6%	10.6%	26.7%	6.4%	15.5%	29.6%
2014	504	35.3%	4.4%	14.3%	15.1%	13.1%	23.8%	7.3%	17.7%	26.6%
2015	541	32.7%	6.7%	17.0%	15.0%	10.5%	28.1%			
2016	480	40.2%	6.0%	16.0%						

Source: MHEC Enrollment and Degree Information Systems



Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**All Students**  
**Cecil College**  
1996 - 2016

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%	6.0%	9.9%	12.6%
1999	177	28.9%	0.6%	10.7%	15.9%	7.9%	15.2%	7.4%	11.9%	16.4%
2000	173	26.0%	2.9%	12.7%	9.2%	10.4%	16.8%	5.8%	13.9%	17.9%
2001	174	29.3%	2.3%	7.5%	14.9%	7.5%	11.5%	6.3%	11.5%	12.6%
2002	197	33.0%	1.5%	5.1%	14.7%	7.6%	7.6%	10.2%	8.1%	9.6%
2003	205	32.7%	1.5%	6.3%	15.1%	5.4%	9.3%	8.3%	10.2%	11.2%
2004	209	27.8%	2.9%	4.3%	14.4%	7.2%	5.7%	12.4%	8.6%	6.7%
2005	211	33.6%	0.5%	4.7%	20.4%	2.8%	8.5%	13.7%	6.2%	10.9%
2006	235	33.6%	0.0%	6.4%	17.9%	3.4%	9.4%	8.9%	5.1%	11.1%
2007	259	35.1%	0.0%	6.2%	22.4%	3.9%	10.4%	11.6%	9.3%	12.0%
2008	308	37.0%	1.0%	8.8%	19.5%	6.2%	11.7%	10.4%	10.4%	14.9%
2009	201	37.8%	2.5%	7.0%	18.9%	10.4%	8.5%	10.9%	11.9%	11.9%
2010	295	34.6%	1.0%	5.4%	23.7%	4.1%	7.5%	11.2%	8.8%	9.2%
2011	326	37.7%	2.8%	6.1%	20.2%	8.3%	11.7%	12.0%	14.4%	14.1%
2012	323	33.1%	1.9%	5.0%	19.2%	8.7%	7.7%	13.0%	12.1%	9.3%
2013	254	40.6%	1.2%	5.1%	20.5%	8.7%	7.9%	11.0%	11.0%	11.8%
2014	308	41.9%	2.9%	3.9%	21.1%	9.4%	9.7%	11.0%	14.6%	12.3%
2015	271	36.9%	3.0%	4.8%	14.4%	13.3%	10.0%			
2016	248	29.4%	4.0%	4.4%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**All Students**  
**Chesapeake College**  
1996 - 2016

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	27.7%	2.4%	18.4%	15.6%	7.6%	25.6%	7.1%	8.1%	28.9%
1999	226	37.2%	2.7%	16.0%	18.2%	7.1%	23.5%	10.2%	8.9%	25.6%
2000	250	31.6%	0.8%	14.8%	17.2%	4.8%	22.0%	8.8%	8.8%	25.6%
2001	207	38.6%	1.0%	12.6%	15.5%	8.7%	19.3%	7.7%	8.2%	23.7%
2002	273	33.0%	1.5%	15.0%	19.4%	7.7%	17.9%	12.8%	11.4%	20.1%
2003	332	37.7%	3.0%	11.1%	20.2%	5.7%	18.1%	11.1%	10.8%	19.6%
2004	296	36.5%	0.3%	17.6%	18.2%	7.1%	23.0%	9.5%	12.5%	26.0%
2005	340	36.5%	2.1%	13.8%	20.0%	4.7%	20.3%	14.1%	11.8%	22.1%
2006	376	34.0%	1.3%	17.0%	20.2%	7.2%	22.3%	12.2%	12.0%	24.5%
2007	406	33.7%	2.0%	18.0%	18.5%	7.9%	24.9%	10.1%	11.1%	27.8%
2008	425	35.5%	1.4%	13.6%	18.6%	7.3%	20.5%	10.6%	10.6%	23.8%
2009	473	36.6%	3.0%	14.8%	19.0%	6.8%	19.9%	12.1%	10.6%	23.3%
2010	453	36.2%	1.5%	13.7%	18.5%	7.3%	19.6%	11.3%	9.5%	23.6%
2011	379	35.6%	2.4%	12.4%	13.5%	9.0%	20.3%	8.4%	12.4%	23.7%
2012	353	32.3%	1.7%	16.4%	17.8%	5.9%	26.1%	9.3%	11.0%	28.3%
2013	374	32.9%	1.9%	15.5%	14.4%	8.3%	18.7%	9.9%	10.4%	23.3%
2014	326	32.2%	3.4%	14.7%	18.1%	8.3%	21.8%	10.1%	11.7%	27.0%
2015	283	28.6%	6.4%	16.3%	13.4%	12.7%	21.6%			
2016	278	29.5%	6.5%	15.8%						

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 - 2016

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%	10.0%	9.3%	31.1%
1999	549	38.8%	3.3%	21.6%	19.5%	10.2%	31.5%	8.6%	12.2%	36.8%
2000	747	37.4%	1.5%	18.2%	17.5%	6.1%	27.7%	11.0%	8.4%	31.3%
2001	754	37.8%	0.8%	16.2%	19.1%	6.0%	26.0%	11.5%	7.6%	30.1%
2002	774	36.6%	0.5%	18.6%	18.7%	4.9%	25.2%	9.8%	7.4%	29.5%
2003	994	37.3%	0.9%	15.7%	16.7%	5.5%	25.6%	9.7%	7.8%	30.2%
2004	976	34.6%	1.1%	17.9%	17.1%	5.5%	25.6%	9.8%	8.2%	30.2%
2005	1,002	38.7%	1.4%	16.3%	20.3%	5.3%	24.2%	12.6%	7.7%	26.5%
2006	1,121	40.1%	1.4%	14.2%	20.8%	5.9%	21.8%	10.9%	8.4%	25.4%
2007	1,268	38.4%	1.1%	14.1%	20.5%	5.0%	22.3%	11.6%	6.8%	26.2%
2008	1,413	38.4%	1.1%	13.2%	21.1%	4.2%	20.7%	13.2%	6.6%	24.6%
2009	1,300	37.7%	1.2%	13.4%	20.3%	4.2%	21.5%	11.4%	8.2%	24.9%
2010	1,154	38.4%	0.8%	13.3%	21.8%	5.3%	21.7%	12.0%	8.1%	25.6%
2011	1,207	35.3%	1.2%	11.2%	18.8%	5.1%	20.3%	10.8%	8.3%	24.3%
2012	1,295	32.5%	2.9%	17.3%	17.1%	7.4%	26.3%	9.0%	10.3%	30.0%
2013	1,287	37.8%	3.5%	14.6%	18.3%	8.5%	25.1%	9.7%	11.1%	30.1%
2014	1,168	37.4%	2.7%	16.6%	16.4%	9.2%	28.0%	8.1%	12.7%	32.5%
2015	1,216	33.9%	3.5%	18.3%	13.1%	10.3%	28.5%			
2016	1,170	32.7%	9.3%	14.5%						

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 - 2016

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%	11.9%	5.7%	21.7%
1999	2,614	33.3%	2.7%	10.4%	19.4%	5.9%	17.0%	11.2%	8.5%	20.1%
2000	2,107	37.7%	2.2%	12.3%	20.5%	5.3%	20.0%	12.7%	7.0%	25.5%
2001	2,328	36.2%	1.9%	11.6%	18.6%	3.9%	21.4%	11.8%	6.5%	24.5%
2002	2,480	36.5%	1.9%	11.9%	20.7%	5.2%	19.0%	11.9%	7.8%	24.0%
2003	2,559	37.8%	1.3%	12.3%	21.6%	4.5%	20.6%	13.3%	6.8%	24.9%
2004	2,554	36.5%	2.3%	12.3%	21.0%	4.4%	19.9%	12.5%	7.9%	24.1%
2005	2,287	38.0%	1.3%	13.1%	22.3%	4.6%	20.5%	14.9%	7.5%	25.0%
2006	2,133	39.6%	1.3%	12.3%	24.1%	4.4%	19.5%	14.9%	6.3%	25.4%
2007	2,375	40.5%	0.8%	11.7%	24.2%	3.3%	20.9%	15.5%	6.8%	25.1%
2008	2,386	41.6%	2.0%	11.1%	24.9%	4.8%	18.9%	14.4%	7.6%	23.4%
2009	2,938	39.0%	1.3%	12.3%	23.0%	3.9%	19.1%	12.8%	6.2%	23.3%
2010	2,765	34.4%	1.6%	14.2%	20.6%	3.8%	20.4%	12.4%	6.1%	24.0%
2011	2,728	32.8%	1.2%	14.2%	19.6%	3.9%	19.6%	12.1%	6.5%	23.5%
2012	2,679	36.1%	1.0%	16.5%	19.6%	4.0%	23.7%	11.4%	5.5%	27.8%
2013	2,636	34.4%	1.7%	16.5%	18.1%	5.3%	22.6%	10.1%	7.1%	26.4%
2014	2,167	34.1%	2.2%	17.7%	17.7%	5.4%	24.6%	10.2%	7.3%	29.0%
2015	2,101	32.2%	2.1%	17.7%	17.4%	5.7%	24.8%			
2016	1,959	30.3%	2.1%	20.8%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**All Students**  
**Frederick Community College**  
 1996 - 2016

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%	9.2%	16.8%	19.7%
1999	632	34.2%	5.4%	16.1%	15.5%	12.3%	22.1%	10.8%	15.5%	25.0%
2000	631	32.7%	6.4%	15.5%	14.1%	15.1%	22.0%	7.3%	17.0%	25.8%
2001	544	32.2%	6.7%	12.7%	13.8%	11.8%	21.5%	8.1%	14.5%	25.2%
2002	630	32.7%	4.9%	15.1%	14.6%	11.1%	21.7%	7.8%	13.3%	24.8%
2003	727	31.2%	3.9%	14.3%	14.0%	7.6%	22.3%	5.5%	11.0%	25.4%
2004	664	30.6%	6.0%	17.5%	14.6%	11.4%	26.5%	7.1%	14.6%	30.1%
2005	730	36.3%	4.2%	15.2%	16.6%	8.4%	23.6%	11.1%	12.5%	25.5%
2006	677	36.2%	4.4%	16.2%	18.8%	9.7%	23.9%	10.9%	13.1%	26.6%
2007	823	37.1%	5.0%	20.3%	18.8%	10.3%	28.7%	10.2%	14.9%	32.3%
2008	848	41.0%	1.9%	16.2%	20.3%	8.4%	24.5%	9.8%	13.6%	28.8%
2009	983	34.4%	6.3%	19.3%	17.4%	12.8%	26.7%	8.0%	16.4%	30.0%
2010	912	38.3%	4.3%	16.1%	19.0%	10.0%	25.3%	10.4%	13.5%	29.2%
2011	934	32.1%	6.4%	18.0%	17.3%	11.8%	24.4%	10.6%	13.9%	28.9%
2012	867	34.7%	5.8%	17.1%	17.1%	11.3%	25.0%	8.9%	14.4%	29.4%
2013	839	35.2%	5.7%	19.2%	16.3%	13.5%	29.1%	8.1%	15.7%	33.7%
2014	716	34.5%	7.3%	15.8%	15.8%	15.9%	24.2%	7.7%	15.8%	30.4%
2015	806	36.1%	5.2%	18.4%	16.5%	12.9%	28.4%			
2016	831	29.5%	10.7%	21.7%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**All Students**  
**Garrett College**  
1996 - 2016

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%	5.0%	18.1%	15.0%
1999	176	27.2%	6.8%	11.9%	8.0%	15.3%	16.5%	7.9%	17.6%	17.1%
2000	146	25.4%	4.1%	12.3%	14.4%	14.4%	12.3%	5.5%	20.6%	15.1%
2001	135	26.6%	4.4%	5.1%	11.9%	12.6%	9.6%	3.0%	14.8%	13.3%
2002	139	32.4%	5.8%	8.6%	7.2%	14.4%	13.7%	5.8%	18.7%	14.4%
2003	137	31.4%	3.6%	10.2%	12.4%	14.6%	13.1%	5.8%	18.2%	16.8%
2004	145	29.7%	13.1%	10.3%	8.3%	22.8%	15.2%	6.2%	24.8%	16.6%
2005	197	23.4%	12.7%	10.2%	10.7%	14.2%	13.7%	6.1%	24.4%	13.7%
2006	224	25.0%	1.8%	10.7%	9.4%	13.8%	16.5%	8.9%	16.1%	17.0%
2007	233	27.5%	7.7%	7.3%	10.3%	13.3%	14.6%	5.2%	15.5%	17.2%
2008	258	27.9%	6.6%	8.5%	13.6%	13.6%	13.6%	7.4%	16.3%	15.5%
2009	321	24.3%	7.5%	7.8%	7.8%	13.4%	12.5%	4.7%	18.7%	13.1%
2010	290	30.3%	9.7%	6.6%	10.7%	15.2%	14.1%	5.5%	19.3%	15.5%
2011	333	30.3%	6.0%	5.1%	14.4%	14.7%	10.5%	7.2%	19.5%	12.6%
2012	289	19.0%	3.5%	10.0%	9.7%	9.3%	13.5%	3.8%	14.9%	14.2%
2013	257	19.8%	5.4%	8.6%	8.2%	13.2%	14.0%	3.5%	13.6%	16.3%
2014	257	26.1%	8.9%	16.3%	5.1%	15.6%	22.2%	4.3%	18.3%	23.0%
2015	212	25.9%	8.0%	15.1%	10.4%	13.7%	18.9%			
2016	228	23.7%	6.6%	12.3%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**All Students**  
**Hagerstown Community College**  
 1996 - 2016

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%	17.7%	4.0%	19.7%	19.1%
1999	392	29.1%	7.4%	8.9%	12.0%	18.3%	12.0%	6.1%	23.2%	13.0%
2000	441	29.2%	6.2%	11.5%	12.9%	17.3%	14.5%	10.2%	20.0%	16.8%
2001	424	32.5%	6.8%	9.0%	13.0%	19.6%	12.0%	5.9%	25.2%	13.7%
2002	480	31.5%	6.4%	11.0%	9.4%	19.6%	14.4%	5.6%	21.0%	17.9%
2003	446	27.4%	5.2%	13.7%	12.3%	14.3%	17.3%	5.8%	17.9%	19.3%
2004	454	35.2%	6.6%	9.7%	15.0%	16.1%	16.5%	7.3%	22.2%	18.7%
2005	447	28.9%	10.1%	10.1%	14.1%	17.0%	14.5%	8.3%	20.6%	17.0%
2006	473	28.8%	10.6%	12.5%	15.2%	16.5%	17.8%	8.0%	20.7%	19.9%
2007	493	35.7%	8.9%	11.0%	14.8%	16.6%	17.4%	7.9%	23.3%	19.3%
2008	529	35.9%	11.2%	8.7%	14.0%	18.7%	14.2%	9.8%	24.0%	16.1%
2009	525	29.3%	8.4%	10.1%	13.1%	19.2%	13.7%	5.7%	22.5%	15.8%
2010	538	30.1%	9.9%	9.9%	14.2%	17.3%	14.3%	7.2%	21.0%	16.5%
2011	484	30.2%	7.9%	10.3%	15.7%	14.0%	14.5%	7.9%	18.0%	16.9%
2012	464	28.4%	9.9%	9.7%	12.1%	15.3%	15.1%	5.8%	19.0%	17.0%
2013	426	24.6%	13.6%	12.0%	10.8%	20.7%	16.4%	6.3%	24.4%	18.3%
2014	364	26.9%	11.5%	12.1%	11.0%	23.4%	16.5%	3.6%	26.4%	18.1%
2015	386	27.7%	13.7%	13.5%	13.0%	20.5%	18.7%			
2016	400	28.3%	10.5%	10.8%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**All Students**  
**Harford Community College**  
1996 - 2016

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%	9.0%	11.7%	23.4%
1999	649	43.1%	0.5%	12.7%	22.6%	5.1%	23.4%	14.7%	8.2%	28.2%
2000	718	42.2%	0.8%	13.9%	18.6%	6.8%	24.6%	11.6%	7.4%	31.0%
2001	844	43.1%	0.9%	12.5%	19.3%	6.3%	25.2%	9.0%	9.2%	29.5%
2002	885	44.0%	0.7%	15.0%	21.5%	5.0%	25.8%	13.0%	8.1%	30.4%
2003	808	40.7%	0.5%	15.6%	19.8%	4.8%	25.1%	10.3%	8.0%	29.1%
2004	992	42.3%	0.9%	11.7%	21.3%	5.7%	20.7%	13.0%	8.2%	25.2%
2005	961	35.4%	1.2%	16.8%	18.2%	6.3%	26.6%	11.9%	8.5%	30.5%
2006	999	37.1%	0.6%	19.0%	19.9%	5.5%	27.4%	11.0%	7.9%	32.1%
2007	1,009	41.3%	1.6%	15.4%	22.4%	5.4%	24.1%	13.4%	8.3%	28.5%
2008	1,004	41.4%	0.9%	14.7%	21.6%	5.0%	24.3%	14.1%	8.7%	28.9%
2009	1,038	41.5%	2.0%	14.5%	20.2%	6.0%	25.4%	11.7%	10.0%	30.5%
2010	1,237	42.0%	1.6%	16.2%	21.1%	5.9%	27.6%	12.0%	8.8%	32.5%
2011	1,158	39.1%	2.9%	15.5%	20.6%	8.8%	25.3%	12.3%	11.1%	30.0%
2012	1,134	41.6%	2.5%	14.8%	20.0%	8.4%	25.7%	12.6%	12.4%	30.4%
2013	1,108	39.7%	3.2%	19.3%	16.6%	9.7%	30.7%	10.2%	11.3%	36.0%
2014	1,016	37.6%	4.8%	18.5%	18.1%	10.3%	30.4%	9.0%	12.3%	36.2%
2015	966	37.6%	4.8%	20.6%	19.0%	9.1%	31.7%			
2016	935	35.7%	4.6%	21.9%						

Source: MHEC Enrollment and Degree Information Systems



Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**All Students**  
**Howard Community College**  
1996 - 2016

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%	10.0%	6.2%	31.1%
1999	535	27.3%	3.4%	24.6%	14.0%	6.4%	32.0%	6.1%	7.1%	35.7%
2000	702	37.1%	1.0%	17.7%	19.4%	2.9%	27.3%	11.5%	4.7%	33.6%
2001	734	36.9%	1.6%	21.5%	19.4%	3.0%	32.4%	10.6%	4.6%	36.5%
2002	777	38.1%	0.9%	19.7%	21.2%	4.4%	28.8%	10.8%	6.6%	34.4%
2003	773	34.8%	0.9%	18.8%	19.7%	3.0%	27.2%	12.8%	4.8%	31.7%
2004	835	38.2%	1.0%	18.7%	19.9%	4.0%	29.0%	12.8%	6.5%	34.0%
2005	956	40.1%	0.9%	19.9%	21.5%	5.3%	29.4%	13.1%	8.2%	33.8%
2006	1,024	38.1%	1.9%	19.2%	22.8%	5.0%	27.6%	15.5%	8.3%	31.8%
2007	1,019	36.6%	1.8%	19.8%	19.5%	4.8%	29.5%	13.3%	8.0%	34.3%
2008	1,137	43.7%	1.7%	16.1%	22.3%	6.7%	24.6%	13.5%	9.3%	28.8%
2009	1,204	43.2%	1.8%	16.5%	22.0%	5.8%	28.2%	12.0%	8.8%	32.1%
2010	1,213	42.4%	1.6%	17.2%	23.0%	6.1%	26.5%	13.4%	8.9%	31.4%
2011	1,060	43.2%	2.5%	14.2%	21.3%	7.7%	24.0%	12.2%	10.2%	29.7%
2012	1,051	43.1%	2.0%	15.0%	21.6%	5.7%	24.9%	14.4%	7.5%	31.4%
2013	1,200	39.7%	1.4%	16.7%	18.3%	6.3%	28.8%	9.4%	7.9%	34.3%
2014	1,051	43.2%	1.9%	17.3%	20.6%	6.9%	28.1%	10.8%	8.2%	34.7%
2015	1,174	41.5%	2.8%	17.4%	19.7%	6.3%	30.1%			
2016	1,196	38.5%	2.7%	19.6%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**All Students**  
**Montgomery College**  
1996- 2016

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%	13.0%	4.1%	24.7%
1999	2,525	37.3%	1.0%	13.7%	20.4%	2.9%	21.7%	13.4%	4.8%	25.4%
2000	2,269	40.9%	0.8%	13.6%	23.0%	3.4%	20.0%	13.1%	5.8%	25.5%
2001	2,288	41.5%	1.0%	14.1%	24.0%	3.5%	23.2%	14.1%	5.5%	27.7%
2002	2,347	40.8%	0.8%	16.5%	22.8%	3.1%	24.7%	13.4%	4.6%	29.4%
2003	2,345	44.1%	1.0%	17.8%	22.7%	3.6%	27.8%	13.3%	5.2%	32.8%
2004	2,339	43.6%	2.0%	15.2%	22.4%	4.6%	24.4%	14.4%	6.4%	29.1%
2005	2,199	40.7%	0.9%	15.9%	23.6%	3.3%	24.5%	14.1%	4.5%	30.5%
2006	3,170	38.1%	1.3%	17.4%	22.7%	3.4%	26.8%	13.0%	5.1%	31.9%
2007	2,922	43.9%	1.9%	15.5%	26.5%	4.7%	23.6%	14.9%	7.9%	29.8%
2008	2,630	45.4%	1.5%	11.9%	26.8%	4.6%	20.3%	17.3%	6.6%	25.9%
2009	2,983	48.3%	1.5%	11.7%	27.7%	4.7%	20.8%	16.4%	7.2%	26.2%
2010	2,899	46.6%	1.8%	11.8%	26.1%	4.3%	22.4%	15.3%	6.5%	28.2%
2011	2,551	48.9%	1.1%	9.8%	27.9%	4.0%	19.1%	17.2%	6.7%	24.9%
2012	2,705	47.6%	1.7%	11.2%	27.5%	5.2%	20.0%	15.0%	8.1%	25.8%
2013	2,436	46.2%	1.2%	11.3%	26.3%	4.2%	20.6%	14.1%	7.1%	26.1%
2014	2,590	47.7%	2.0%	12.0%	25.9%	4.8%	23.2%	13.6%	7.3%	29.8%
2015	2,525	44.4%	1.8%	12.5%	24.2%	5.0%	23.0%			
2016	2,409	46.7%	1.6%	13.2%						

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**  
1996 - 2016

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%	11.1%	2.8%	22.8%
1999	1,024	36.2%	0.0%	10.5%	19.8%	1.1%	16.2%	12.8%	2.4%	19.6%
2000	1,021	37.9%	0.6%	11.5%	20.4%	1.5%	18.6%	13.5%	3.2%	21.9%
2001	1,068	34.2%	0.2%	10.1%	21.7%	0.8%	16.9%	11.3%	3.0%	19.9%
2002	1,025	39.3%	0.4%	9.5%	23.5%	2.0%	16.0%	12.6%	4.1%	20.4%
2003	1,029	39.1%	0.2%	9.6%	21.1%	1.9%	16.8%	12.1%	3.4%	21.5%
2004	964	35.5%	0.7%	10.0%	21.2%	1.1%	16.2%	13.6%	3.6%	19.7%
2005	993	40.3%	0.7%	10.9%	21.1%	2.2%	18.0%	15.4%	4.1%	21.5%
2006	898	35.4%	1.2%	9.0%	21.2%	2.4%	15.1%	13.8%	3.1%	18.8%
2007	1,008	35.9%	0.7%	9.9%	24.6%	1.9%	16.8%	14.7%	4.2%	20.9%
2008	1,029	39.3%	2.1%	8.6%	22.4%	3.6%	17.2%	12.1%	5.3%	21.8%
2009	1,240	35.5%	1.5%	8.4%	18.6%	2.7%	14.4%	11.0%	4.4%	18.5%
2010	1,199	38.6%	0.9%	9.4%	22.4%	2.8%	15.3%	12.6%	4.2%	21.1%
2011	1,265	36.7%	0.6%	8.5%	23.6%	2.1%	14.7%	13.0%	4.1%	19.4%
2012	1,025	38.5%	1.3%	8.9%	23.4%	3.4%	16.9%	13.1%	4.8%	21.9%
2013	1,182	40.9%	2.2%	8.0%	22.3%	3.3%	16.7%	12.3%	4.4%	23.4%
2014	997	39.8%	1.6%	8.9%	22.8%	2.6%	18.1%	15.0%	3.8%	22.8%
2015	917	37.6%	4.8%	11.8%	20.8%	7.3%	20.4%			
2016	1,223	34.6%	2.8%	10.0%						

Source: MHEC Enrollment and Degree Information Systems

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**All Students**  
**Wor-Wic Community College**  
 1996 - 2016

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%	10.3%	9.2%	28.7%
1999	204	29.9%	1.0%	19.6%	13.7%	8.4%	23.0%	7.4%	7.9%	26.5%
2000	247	33.8%	2.8%	22.6%	14.6%	8.9%	30.8%	11.3%	9.7%	31.6%
2001	286	25.8%	2.4%	17.4%	19.2%	5.2%	21.7%	11.2%	7.3%	24.5%
2002	287	29.6%	6.3%	16.7%	13.2%	9.8%	25.4%	9.8%	10.8%	29.3%
2003	303	26.4%	7.6%	14.5%	16.2%	10.6%	20.1%	8.6%	13.2%	22.4%
2004	321	25.2%	4.7%	20.2%	11.2%	7.2%	25.9%	7.5%	9.0%	28.0%
2005	398	30.9%	4.0%	23.9%	18.6%	7.5%	29.9%	10.8%	8.8%	34.4%
2006	411	30.7%	3.4%	20.7%	16.1%	7.8%	29.7%	7.8%	10.0%	33.1%
2007	401	29.2%	4.7%	17.5%	14.0%	7.7%	26.9%	9.5%	11.0%	29.7%
2008	455	32.5%	2.9%	17.1%	19.1%	8.1%	22.9%	9.7%	11.9%	24.8%
2009	456	34.4%	3.1%	15.8%	20.8%	7.0%	22.6%	11.2%	9.6%	27.2%
2010	459	39.4%	2.6%	13.9%	18.5%	9.2%	19.4%	10.2%	11.3%	24.6%
2011	490	27.3%	2.2%	23.9%	12.0%	6.9%	32.0%	7.6%	7.6%	35.3%
2012	450	27.3%	3.3%	24.2%	12.9%	6.9%	31.6%	8.7%	8.7%	34.2%
2013	418	28.0%	2.4%	24.2%	14.4%	8.6%	29.9%	6.2%	10.5%	32.5%
2014	394	29.2%	5.3%	20.6%	13.5%	9.6%	26.1%	7.9%	12.2%	30.7%
2015	346	31.8%	3.5%	17.9%	11.8%	6.9%	24.3%			
2016	368	28.3%	2.4%	18.8%						

Source: MHEC Enrollment and Degree Information Systems

# BLACK STUDENTS BY CAMPUS

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**African American Students**  
**Allegany College of Maryland**  
 1996 - 2016

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%	5.0%	20.0%	10.0%
1999	12	*	*	*	*	*	*	*	*	*
2000	27	11.1%	25.9%	3.7%	7.4%	25.9%	3.7%	7.4%	29.6%	3.7%
2001	57	21.0%	10.5%	7.1%	5.3%	14.0%	14.0%	5.3%	14.0%	17.5%
2002	56	33.9%	7.1%	5.4%	19.6%	12.5%	10.7%	12.5%	14.3%	12.5%
2003	87	23.0%	4.6%	10.3%	11.5%	3.4%	17.2%	0.0%	4.6%	18.4%
2004	98	22.4%	3.1%	5.1%	10.2%	5.1%	11.2%	8.2%	4.1%	17.3%
2005	118	28.0%	0.8%	11.0%	11.0%	1.7%	17.8%	5.9%	4.2%	19.5%
2006	108	23.1%	2.8%	7.4%	11.1%	6.5%	11.1%	5.6%	9.3%	14.8%
2007	131	28.2%	2.3%	5.3%	14.5%	3.8%	12.2%	11.5%	6.1%	13.7%
2008	127	23.6%	3.1%	8.7%	8.7%	4.7%	15.7%	4.7%	5.5%	17.3%
2009	141	29.1%	2.8%	5.7%	18.4%	5.0%	9.9%	11.3%	7.8%	12.1%
2010	149	31.5%	0.0%	2.0%	17.4%	2.0%	7.4%	9.4%	4.0%	11.4%
2011	149	22.1%	1.3%	8.7%	9.4%	2.0%	12.1%	7.4%	2.7%	12.8%
2012	149	28.2%	1.3%	4.0%	12.1%	3.4%	7.4%	4.7%	4.7%	10.7%
2013	145	32.4%	2.1%	4.8%	9.0%	6.2%	13.8%	2.1%	9.0%	16.6%
2014	162	38.3%	3.1%	8.6%	16.7%	6.8%	14.2%	6.8%	11.1%	18.5%
2015	110	37.3%	2.7%	1.8%	14.5%	10.9%	6.4%			
2016	100	34.0%	2.0%	7.0%						

\* 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**  
**Anne Arundel Community College**  
1996 - 2016

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%	12.6%	10.5%	14.0%
1999	133	36.8%	0.8%	5.3%	24.8%	3.8%	9.8%	16.5%	4.6%	14.3%
2000	156	31.4%	1.3%	6.4%	18.5%	2.6%	12.1%	13.5%	3.2%	15.4%
2001	158	40.5%	3.2%	5.1%	22.8%	5.1%	12.7%	13.3%	6.3%	15.8%
2002	169	33.1%	1.2%	5.9%	24.9%	2.4%	8.9%	12.4%	7.1%	11.2%
2003	125	43.2%	0.8%	13.6%	24.8%	3.2%	19.2%	11.2%	6.4%	23.2%
2004	183	32.2%	0.0%	8.2%	20.2%	2.2%	14.2%	12.6%	2.2%	18.6%
2005	218	38.5%	0.5%	10.1%	17.0%	2.3%	19.7%	10.1%	2.8%	23.4%
2006	218	32.6%	0.5%	12.8%	17.0%	2.3%	19.7%	15.1%	3.7%	22.9%
2007	237	36.7%	0.4%	11.8%	22.8%	1.3%	17.3%	13.5%	4.6%	23.6%
2008	233	37.3%	0.9%	5.6%	19.3%	1.7%	11.2%	12.0%	4.3%	15.0%
2009	279	36.9%	1.4%	9.0%	21.5%	4.7%	14.3%	12.5%	5.4%	17.9%
2010	329	34.7%	1.8%	8.5%	19.5%	3.0%	14.0%	12.5%	6.4%	17.0%
2011	308	29.5%	1.6%	9.7%	15.9%	4.2%	14.0%	10.1%	5.2%	15.9%
2012	285	35.1%	2.5%	11.2%	19.3%	4.9%	20.4%	11.2%	6.3%	24.2%
2013	228	36.4%	2.6%	10.1%	18.9%	5.7%	18.9%	8.3%	6.6%	23.2%
2014	207	39.6%	1.9%	8.2%	23.7%	5.8%	16.9%	12.6%	8.2%	24.6%
2015	211	38.4%	2.4%	8.1%	15.2%	4.7%	17.1%			
2016	202	38.1%	2.0%	10.4%						

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**  
**Baltimore City Community College**  
1996 - 2016

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%	12.9%	2.0%	12.1%
1999	572	33.9%	0.7%	3.3%	25.1%	0.6%	6.0%	18.7%	1.6%	8.2%
2000	518	33.9%	0.2%	3.9%	23.2%	0.8%	6.2%	20.4%	1.4%	8.9%
2001	514	33.6%	0.6%	3.3%	24.7%	1.2%	8.0%	14.6%	3.3%	10.7%
2002	537	34.3%	0.2%	6.0%	21.8%	1.5%	9.9%	17.1%	2.2%	12.3%
2003	591	34.5%	1.0%	8.8%	22.5%	3.2%	12.7%	13.9%	4.9%	15.1%
2004	622	29.1%	1.0%	7.2%	18.2%	1.8%	10.1%	15.9%	3.1%	13.2%
2005	639	30.8%	2.2%	7.0%	19.4%	2.0%	10.8%	16.7%	3.3%	12.8%
2006	686	28.7%	0.7%	9.0%	19.2%	1.3%	12.7%	14.1%	1.9%	15.5%
2007	658	25.7%	0.9%	7.9%	19.5%	1.5%	11.9%	12.2%	2.3%	14.9%
2008	638	30.4%	0.8%	5.3%	20.5%	0.8%	10.0%	12.2%	2.2%	12.5%
2009	692	27.0%	0.4%	6.2%	15.5%	1.0%	11.1%	9.8%	1.7%	13.6%
2010	673	25.1%	0.6%	4.9%	15.6%	1.2%	8.2%	10.4%	2.5%	10.8%
2011	769	21.1%	0.7%	5.7%	16.0%	2.0%	7.7%	8.3%	3.5%	11.2%
2012	389	23.4%	3.9%	8.2%	15.9%	4.9%	11.6%	9.3%	8.5%	14.1%
2013	221	18.1%	2.3%	2.7%	11.3%	3.6%	5.9%	7.7%	5.0%	6.8%
2014	348	22.4%	4.0%	8.3%	12.4%	5.2%	14.1%	5.7%	6.9%	16.4%
2015	274	19.0%	4.7%	8.8%	8.8%	6.6%	11.7%			
2016	243	19.8%	4.9%	9.5%						

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**  
**Carroll Community College**  
 1996 - 2016

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	*	*	*	*	*	*	*	*	*
2007	13	*	*	*	*	*	*	*	*	*
2008	12	*	*	*	*	*	*	*	*	*
2009	15	33.3%	0.0%	20.0%	13.3%	0.0%	20.0%	0.0%	6.7%	26.7%
2010	20	40.0%	0.0%	15.0%	15.0%	5.0%	20.0%	5.0%	5.0%	25.0%
2011	9	*	*	*	*	*	*	*	*	*
2012	13	*	*	*	*	*	*	*	*	*
2013	12	*	*	*	*	*	*	*	*	*
2014	10	*	*	*	*	*	*	*	*	*
2015	19	31.6%	0.0%	5.3%	26.3%	5.3%	10.5%			
2016	11	*	*	*						

\* 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**  
 1996 - 2016

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%	8.0%	12.0%	4.0%
2006	22	18.2%	0.0%	4.5%	18.2%	0.0%	4.5%	13.6%	0.0%	4.5%
2007	20	25.0%	0.0%	5.0%	25.0%	5.0%	10.0%	10.0%	15.0%	10.0%
2008	27	33.3%	0.0%	0.0%	11.1%	3.7%	3.7%	7.4%	7.4%	7.4%
2009	19	26.3%	5.3%	0.0%	15.8%	5.3%	0.0%	5.3%	5.3%	0.0%
2010	23	26.1%	0.0%	8.7%	8.7%	0.0%	8.7%	4.3%	4.3%	13.0%
2011	47	23.4%	4.3%	12.8%	10.6%	8.5%	12.8%	4.3%	14.9%	14.9%
2012	42	9.5%	0.0%	2.4%	2.4%	4.8%	4.8%	4.8%	4.8%	4.8%
2013	35	25.7%	0.0%	8.6%	11.4%	0.0%	8.6%	8.6%	5.7%	11.4%
2014	33	27.3%	3.0%	3.0%	18.2%	3.0%	6.1%	3.0%	12.1%	6.1%
2015	46	37.0%	0.0%	0.0%	10.9%	8.7%	6.5%			
2016	37	16.2%	0.0%	8.1%						

\* 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**  
1996 - 2016

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%	16.7%	5.6%	16.7%
2006	54	29.6%	0.0%	13.0%	14.8%	1.9%	18.5%	9.3%	3.7%	20.4%
2007	68	32.4%	0.0%	8.8%	14.7%	5.9%	10.3%	7.4%	7.4%	11.8%
2008	86	25.6%	0.0%	3.5%	19.8%	2.3%	7.0%	11.6%	3.5%	9.3%
2009	85	35.3%	0.0%	7.1%	17.6%	2.4%	11.8%	9.4%	5.9%	12.9%
2010	69	27.5%	1.4%	8.7%	13.0%	1.4%	14.5%	8.7%	4.3%	18.8%
2011	55	21.8%	5.5%	5.5%	16.4%	5.5%	7.3%	9.1%	7.3%	10.9%
2012	56	32.1%	0.0%	5.4%	23.2%	1.8%	10.7%	14.3%	3.6%	12.5%
2013	60	26.7%	5.0%	6.7%	15.0%	5.0%	11.7%	10.0%	5.0%	16.7%
2014	47	21.3%	0.0%	6.4%	14.9%	2.1%	6.4%	14.9%	6.4%	8.5%
2015	45	17.8%	4.4%	0.0%	15.6%	8.9%	2.2%			
2016	37	18.9%	5.4%	13.5%						

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**  
**College of Southern Maryland**  
1996 - 2016

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%	11.0%	1.2%	17.1%
1999	68	29.4%	1.5%	14.7%	16.2%	5.9%	19.1%	7.4%	8.9%	22.1%
2000	96	33.4%	3.1%	7.3%	14.6%	4.2%	16.7%	9.4%	9.4%	18.8%
2001	108	29.7%	0.9%	7.4%	13.9%	1.9%	17.6%	7.4%	4.6%	18.5%
2002	127	35.4%	0.0%	10.2%	21.3%	1.6%	15.7%	13.4%	0.8%	21.3%
2003	164	31.1%	0.0%	10.4%	15.2%	1.2%	17.1%	7.9%	5.5%	19.5%
2004	176	31.3%	0.6%	13.6%	18.2%	2.3%	19.9%	13.1%	4.0%	25.6%
2005	165	31.5%	0.6%	10.9%	17.6%	1.8%	12.7%	12.1%	3.0%	15.8%
2006	194	29.4%	0.0%	6.2%	13.9%	0.5%	13.4%	8.2%	2.6%	14.9%
2007	270	33.0%	0.7%	6.7%	17.0%	3.0%	13.3%	8.9%	4.1%	16.7%
2008	332	25.3%	0.9%	7.8%	16.3%	1.5%	12.0%	7.8%	3.0%	14.5%
2009	340	32.1%	0.6%	10.9%	18.8%	1.8%	16.8%	9.1%	4.7%	19.7%
2010	284	34.5%	0.7%	7.0%	19.4%	3.5%	12.0%	9.5%	7.0%	14.8%
2011	367	28.9%	0.3%	6.8%	15.3%	2.5%	15.3%	10.6%	3.0%	18.0%
2012	333	23.7%	0.9%	11.4%	11.7%	2.4%	19.2%	6.0%	4.5%	21.6%
2013	300	35.7%	1.7%	9.3%	18.0%	5.0%	15.0%	9.3%	6.0%	21.7%
2014	303	34.3%	0.7%	11.6%	14.9%	5.6%	20.1%	6.9%	5.3%	26.4%
2015	317	30.9%	1.6%	11.7%	14.8%	5.0%	21.8%			
2016	290	30.0%	3.4%	9.3%						

Source: MHEC Enrollment and Degree Information Systems

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

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**African American Students**  
**Community College of Baltimore County**  
1996 - 2016

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%	12.0%	2.4%	15.8%
1999	778	26.7%	1.5%	8.1%	17.4%	2.3%	13.7%	13.1%	3.1%	17.5%
2000	623	31.3%	2.1%	8.8%	19.1%	3.3%	12.6%	13.6%	3.1%	17.8%
2001	584	30.8%	1.7%	8.4%	17.8%	2.6%	14.7%	14.6%	4.1%	17.6%
2002	680	30.7%	1.3%	9.7%	19.6%	2.4%	13.5%	11.5%	4.4%	17.9%
2003	762	32.4%	0.4%	7.1%	20.3%	1.7%	12.2%	13.4%	2.9%	15.9%
2004	756	32.5%	0.9%	7.8%	19.6%	1.3%	14.2%	12.6%	3.8%	17.9%
2005	679	36.4%	0.4%	7.8%	20.8%	1.5%	13.4%	16.5%	3.2%	17.8%
2006	674	33.1%	0.4%	6.8%	23.4%	1.6%	11.9%	15.6%	2.7%	17.1%
2007	741	37.4%	0.5%	7.8%	22.8%	1.1%	15.8%	16.7%	3.1%	19.0%
2008	791	38.7%	0.9%	7.6%	25.9%	2.1%	11.4%	14.9%	3.8%	15.7%
2009	1,126	37.1%	0.5%	8.7%	21.2%	2.0%	13.6%	11.5%	3.0%	17.1%
2010	1,096	28.2%	1.0%	9.2%	16.9%	1.9%	13.8%	11.6%	3.9%	16.2%
2011	1,086	26.9%	0.5%	9.4%	18.0%	1.5%	13.0%	10.9%	3.3%	16.1%
2012	1,069	30.3%	0.7%	12.7%	17.6%	2.0%	17.8%	11.8%	2.5%	20.5%
2013	1,039	32.1%	1.3%	12.7%	18.7%	3.3%	16.9%	9.3%	4.2%	20.6%
2014	838	28.6%	1.3%	17.7%	15.9%	2.7%	22.4%	9.3%	4.5%	26.1%
2015	846	24.7%	0.6%	17.4%	14.9%	2.4%	21.5%			
2016	801	26.0%	1.5%	21.5%						

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**  
**Frederick Community College**  
1996 - 2016

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%	9.6%	5.8%	15.4%
2006	55	27.3%	10.9%	7.3%	7.3%	16.4%	9.1%	9.1%	18.2%	10.9%
2007	82	28.0%	8.5%	11.0%	17.1%	8.5%	14.6%	9.8%	12.2%	18.3%
2008	94	39.4%	1.1%	4.3%	18.1%	2.1%	10.6%	9.6%	6.4%	13.8%
2009	98	33.7%	6.1%	6.1%	20.4%	10.2%	11.2%	7.1%	11.2%	16.3%
2010	99	32.3%	3.0%	8.1%	19.2%	5.1%	16.2%	13.1%	8.1%	16.2%
2011	115	37.4%	2.6%	7.8%	20.9%	7.0%	13.9%	13.0%	8.7%	18.3%
2012	104	31.7%	5.8%	11.5%	18.3%	9.6%	18.3%	9.6%	12.5%	18.3%
2013	92	35.9%	1.1%	10.9%	19.6%	8.7%	14.1%	10.9%	10.9%	19.6%
2014	86	31.4%	5.8%	8.1%	15.1%	4.7%	12.8%	11.6%	8.1%	15.1%
2015	95	30.5%	2.1%	10.5%	11.6%	4.2%	21.1%			
2016	97	28.9%	8.2%	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**  
**Garrett College**  
1996 - 2016

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%	0.0%	14.3%	9.5%
2006	13	*	*	*	*	*	*	*	*	*
2007	29	44.8%	0.0%	6.9%	17.2%	6.9%	13.8%	6.9%	10.3%	20.7%
2008	48	25.0%	0.0%	2.1%	12.5%	6.3%	8.3%	8.3%	8.3%	8.3%
2009	68	13.2%	0.0%	1.5%	7.4%	0.0%	2.9%	4.4%	0.0%	2.9%
2010	75	28.0%	1.3%	2.7%	10.7%	2.7%	6.7%	4.0%	2.7%	10.7%
2011	89	24.7%	0.0%	6.7%	12.4%	1.1%	14.6%	3.4%	3.4%	18.0%
2012	89	12.4%	0.0%	4.5%	6.7%	1.1%	7.9%	1.1%	4.5%	7.9%
2013	85	12.9%	1.2%	3.5%	5.9%	3.5%	7.1%	1.2%	3.5%	8.2%
2014	92	32.6%	3.3%	12.0%	3.3%	7.6%	21.7%	4.3%	9.8%	22.8%
2015	70	28.6%	1.4%	8.6%	17.1%	1.4%	10.0%			
2016	90	20.0%	0.0%	6.7%						

\* 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**  
1996 - 2016

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%	8.6%	8.6%	8.6%
2006	40	22.5%	10.0%	5.0%	15.0%	10.0%	10.0%	5.0%	15.0%	10.0%
2007	49	38.8%	4.1%	6.1%	16.3%	6.1%	14.3%	8.2%	16.3%	16.3%
2008	49	34.7%	8.2%	2.0%	18.4%	8.2%	8.2%	4.1%	16.3%	8.2%
2009	41	26.8%	4.9%	4.9%	2.4%	12.2%	12.2%	0.0%	12.2%	12.2%
2010	58	27.6%	8.6%	6.9%	6.9%	13.8%	12.1%	3.4%	15.5%	17.2%
2011	53	32.1%	3.8%	5.7%	20.8%	5.7%	11.3%	5.7%	11.3%	15.1%
2012	51	21.6%	15.7%	7.8%	7.8%	15.7%	13.7%	3.9%	15.7%	13.7%
2013	45	17.8%	4.4%	8.9%	8.9%	6.7%	8.9%	4.4%	8.9%	8.9%
2014	46	26.1%	6.5%	2.2%	15.2%	10.9%	4.3%	6.5%	13.0%	6.5%
2015	47	17.0%	8.5%	12.8%	6.4%	10.6%	14.9%			
2016	39	15.4%	7.7%	15.4%						

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**  
**Harford Community College**  
1996 - 2016

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%	7.1%	2.4%	11.9%
1999	49	38.7%	0.0%	8.1%	18.4%	4.1%	16.4%	2.0%	4.1%	18.3%
2000	57	35.1%	0.0%	5.3%	12.3%	1.8%	14.1%	10.5%	3.5%	15.8%
2001	81	38.2%	0.0%	11.1%	19.8%	4.9%	18.5%	9.9%	3.7%	23.5%
2002	72	30.6%	1.4%	11.1%	15.3%	5.6%	15.3%	11.1%	9.7%	16.7%
2003	73	21.9%	0.0%	5.5%	12.3%	2.7%	8.2%	6.8%	5.5%	11.0%
2004	85	25.9%	2.4%	4.7%	12.9%	3.5%	12.9%	11.8%	4.7%	12.9%
2005	89	23.6%	0.0%	10.1%	13.5%	2.2%	14.6%	10.1%	3.4%	19.1%
2006	107	37.4%	0.9%	2.8%	12.1%	3.7%	9.3%	12.1%	6.5%	14.0%
2007	113	33.6%	2.7%	9.7%	23.9%	3.5%	13.3%	15.9%	4.4%	15.9%
2008	146	32.2%	0.0%	3.4%	21.9%	3.4%	6.8%	15.1%	7.5%	13.0%
2009	156	27.6%	0.6%	8.3%	18.6%	2.6%	14.7%	10.3%	4.5%	21.2%
2010	137	35.0%	1.5%	8.8%	16.8%	5.8%	13.9%	13.9%	6.6%	17.5%
2011	142	35.9%	2.1%	5.6%	23.2%	3.5%	12.7%	13.4%	5.6%	16.9%
2012	167	33.5%	0.6%	8.4%	18.6%	3.6%	15.6%	15.6%	5.4%	22.2%
2013	145	29.0%	0.7%	9.7%	15.9%	3.4%	15.2%	10.3%	5.5%	19.3%
2014	141	31.9%	0.0%	12.1%	19.1%	3.5%	19.9%	12.1%	5.7%	27.0%
2015	128	32.8%	0.0%	10.2%	13.3%	6.3%	18.0%			
2016	159	38.4%	4.4%	11.3%						

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**  
**Howard Community College**  
1996 - 2016

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%	10.4%	3.9%	10.4%
1999	84	31.0%	2.4%	17.9%	16.7%	4.8%	22.6%	7.2%	4.8%	28.6%
2000	107	31.8%	0.0%	5.6%	17.7%	1.9%	10.3%	14.0%	1.9%	16.8%
2001	140	31.4%	1.4%	12.1%	12.9%	1.4%	17.9%	10.7%	1.4%	18.6%
2002	129	34.1%	0.0%	8.5%	22.5%	3.9%	15.5%	12.4%	6.2%	17.1%
2003	114	35.1%	0.0%	7.0%	18.4%	0.9%	12.3%	12.3%	2.6%	16.7%
2004	144	36.8%	0.7%	11.1%	20.1%	2.8%	17.4%	14.6%	5.6%	22.9%
2005	132	41.7%	0.8%	6.1%	28.0%	4.5%	14.4%	17.4%	9.1%	18.9%
2006	191	35.6%	1.0%	8.9%	26.7%	1.6%	14.7%	18.3%	2.6%	17.8%
2007	194	32.5%	0.5%	13.4%	25.3%	1.5%	17.5%	19.6%	4.6%	22.7%
2008	235	44.7%	0.0%	9.4%	29.8%	0.0%	14.0%	20.0%	1.7%	18.3%
2009	276	38.0%	0.4%	9.8%	21.7%	2.2%	18.1%	12.3%	5.1%	22.5%
2010	296	40.2%	1.4%	11.8%	24.7%	3.0%	19.6%	14.9%	4.4%	23.6%
2011	270	37.4%	0.0%	9.3%	25.2%	2.6%	15.6%	14.4%	4.1%	22.2%
2012	277	39.4%	0.7%	8.3%	23.1%	1.4%	15.5%	17.3%	4.0%	19.9%
2013	297	41.8%	0.3%	10.1%	21.2%	3.0%	20.2%	11.1%	3.7%	27.6%
2014	310	42.6%	1.0%	13.5%	18.7%	3.5%	24.2%	12.6%	5.2%	28.4%
2015	336	39.0%	0.6%	12.2%	18.5%	2.1%	25.0%			
2016	349	36.4%	0.6%	17.8%						

Source: MHEC Enrollment and Degree Information Systems

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

Trends in Retention, Graduation and Transfer Rates for Maryland Community Colleges  
**African American Students**  
**Montgomery College**  
1996 - 2016

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%	11.8%	2.7%	15.0%
1999	566	32.0%	0.7%	8.7%	18.8%	1.4%	14.9%	12.2%	3.1%	18.5%
2000	503	38.8%	0.6%	8.9%	20.9%	2.6%	14.1%	12.1%	5.4%	20.3%
2001	611	42.5%	0.8%	11.5%	21.4%	3.3%	20.6%	13.4%	4.9%	24.4%
2002	564	38.8%	0.0%	10.1%	23.9%	1.4%	14.9%	15.6%	3.0%	18.8%
2003	498	42.6%	0.6%	11.0%	21.5%	3.6%	20.1%	14.3%	4.0%	25.9%
2004	586	46.2%	2.0%	9.6%	25.9%	4.4%	16.2%	16.0%	6.0%	22.0%
2005	510	44.1%	0.4%	6.9%	29.0%	1.4%	13.3%	16.3%	3.7%	20.8%
2006	731	38.2%	1.1%	11.4%	24.1%	3.4%	29.4%	12.9%	5.1%	25.0%
2007	677	43.0%	0.7%	9.9%	26.0%	2.8%	17.7%	16.2%	5.2%	25.6%
2008	705	44.4%	0.6%	9.4%	27.4%	2.7%	17.9%	17.2%	4.8%	23.7%
2009	831	47.5%	1.0%	8.9%	27.3%	4.0%	17.7%	17.8%	6.1%	21.5%
2010	773	48.3%	1.2%	7.9%	32.1%	2.8%	15.5%	18.4%	5.7%	20.3%
2011	757	53.9%	0.4%	7.9%	33.6%	3.2%	17.3%	18.6%	5.4%	25.0%
2012	745	53.2%	0.8%	7.5%	35.2%	2.1%	15.6%	19.3%	4.8%	22.7%
2013	687	47.5%	0.9%	9.2%	28.1%	1.7%	19.8%	15.1%	4.4%	25.0%
2014	659	51.7%	0.5%	10.8%	29.1%	2.6%	23.1%	14.9%	4.2%	30.8%
2015	642	46.7%	0.8%	13.7%	26.5%	3.1%	23.8%			
2016	626	48.6%	0.6%	10.1%						

Source: MHEC Enrollment and Degree Information Systems

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

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

Cohort	N	Two Year			Three Year			Four Year		
		Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year	Still Enrolled	Graduated/ Did Not Trans.	Transferred to 4 Year
1996	667	34.5%	0.6%	10.2%	20.1%	1.3%	16.3%	11.9%	3.1%	19.7%
1997	746	38.7%	0.3%	8.7%	20.3%	1.2%	14.6%	14.2%	2.4%	17.3%
1998	768	33.8%	0.2%	9.0%	20.5%	1.1%	15.0%	12.0%	2.2%	18.4%
1999	772	33.2%	0.0%	8.8%	20.0%	0.5%	13.5%	13.1%	1.6%	16.3%
2000	755	37.4%	0.1%	8.8%	20.4%	0.4%	15.2%	13.6%	2.4%	18.3%
2001	795	33.6%	0.1%	7.4%	21.4%	0.5%	12.8%	12.1%	2.4%	16.0%
2002	755	37.5%	0.1%	6.8%	23.8%	1.3%	12.1%	12.8%	3.2%	15.8%
2003	771	37.6%	0.1%	7.9%	21.0%	1.2%	14.0%	12.5%	2.5%	18.4%
2004	750	34.9%	0.4%	6.9%	21.1%	0.7%	12.4%	13.7%	2.3%	16.0%
2005	777	38.4%	0.4%	10.6%	20.2%	1.5%	17.1%	14.7%	3.0%	20.2%
2006	694	33.3%	0.1%	7.8%	21.3%	1.2%	12.1%	13.7%	1.9%	15.6%
2007	799	34.7%	0.4%	9.5%	24.4%	1.5%	15.6%	15.4%	3.4%	19.6%
2008	767	37.4%	1.7%	7.8%	22.2%	2.6%	16.0%	11.6%	4.7%	20.7%
2009	952	34.2%	1.4%	8.6%	18.0%	2.0%	14.5%	9.8%	3.5%	19.0%
2010	903	37.2%	0.6%	9.3%	21.5%	2.0%	14.5%	12.2%	3.5%	20.3%
2011	939	34.4%	0.4%	9.5%	23.2%	1.7%	15.8%	13.0%	3.4%	20.0%
2012	705	37.2%	0.9%	8.8%	23.4%	2.1%	15.9%	12.8%	3.5%	20.6%
2013	840	38.6%	1.5%	9.0%	20.7%	2.4%	17.5%	15.1%	4.4%	25.0%
2014	654	38.7%	0.8%	9.2%	22.5%	0.9%	18.8%	14.2%	2.3%	23.5%
2015	575	36.0%	3.3%	12.0%	19.7%	4.9%	20.0%			
2016	815	33.7%	1.3%	10.6%						

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**  
**Wor-Wic Community College**  
 1996 - 2016

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%	17.4%	8.6%	26.0%
1999	34	20.6%	0.0%	5.8%	5.9%	5.9%	5.8%	8.8%	5.9%	5.8%
2000	21	33.3%	4.8%	9.6%	23.8%	9.5%	19.0%	23.8%	4.8%	23.8%
2001	47	29.8%	2.1%	10.7%	27.7%	6.4%	10.6%	6.4%	10.6%	17.0%
2002	45	28.9%	4.4%	8.9%	11.1%	4.4%	15.6%	0.0%	6.7%	20.0%
2003	45	28.9%	2.2%	4.4%	11.1%	2.2%	6.7%	11.1%	8.9%	6.7%
2004	62	21.0%	1.6%	14.5%	6.5%	0.0%	17.7%	4.8%	1.6%	21.0%
2005	65	24.6%	3.1%	16.9%	21.5%	4.6%	21.5%	12.3%	4.6%	27.7%
2006	59	23.7%	1.7%	16.9%	15.3%	1.7%	22.0%	10.2%	1.7%	22.0%
2007	62	24.2%	4.8%	16.1%	11.3%	4.8%	22.6%	12.9%	8.1%	25.8%
2008	83	38.6%	0.0%	15.7%	20.5%	4.8%	18.1%	8.4%	9.6%	20.5%
2009	80	27.5%	0.0%	10.0%	17.5%	0.0%	13.8%	11.3%	1.3%	20.0%
2010	82	41.5%	1.2%	7.3%	20.7%	6.1%	11.0%	11.0%	8.5%	18.3%
2011	93	17.2%	0.0%	11.8%	8.6%	2.2%	16.1%	5.4%	3.2%	17.2%
2012	104	18.3%	1.9%	20.2%	13.5%	2.9%	24.0%	8.7%	2.9%	27.9%
2013	85	21.2%	0.0%	21.2%	16.5%	1.2%	24.7%	4.7%	4.7%	24.7%
2014	76	26.3%	3.9%	13.2%	11.8%	5.3%	15.8%	7.9%	6.6%	19.7%
2015	89	27.0%	1.1%	7.9%	10.1%	4.5%	12.4%			
2016	98	20.4%	1.0%	10.2%						

\* N less than 15

Source: MHEC Enrollment and Degree Information Systems

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

# DEGREE PROGRESS ANALYSIS

**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 Community College	2009	1,030	764	52.0%	66.1%	92	75.0%	91.3%	326	62.9%	83.1%	346	35.5%	43.4%
	2010	939	561	57.2%	72.9%	76	68.4%	81.6%	291	66.0%	84.5%	194	39.7%	52.1%
	2011	748	576	55.7%	68.6%	74	73.0%	79.7%	255	63.9%	83.5%	247	42.1%	49.8%
	2012	715	526	55.7%	70.5%	60	80.0%	90.0%	272	61.0%	85.3%	194	40.7%	43.3%
	2013	688	568	54.4%	72.9%	48	75.0%	89.6%	308	63.0%	88.6%	212	37.3%	46.2%
Anne Arundel Community College	2009	3,257	2,476	50.2%	73.7%	585	68.7%	86.2%	999	58.7%	88.5%	892	28.6%	49.0%
	2010	3,267	2,443	50.5%	72.0%	564	71.5%	85.5%	1,009	57.2%	87.2%	870	28.9%	45.2%
	2011	3,076	2,241	49.9%	72.1%	577	67.2%	84.7%	897	57.1%	86.6%	767	28.6%	45.5%
	2012	2,968	2,111	53.3%	73.8%	558	74.4%	86.7%	908	56.7%	84.1%	645	30.2%	47.9%
	2013	2,696	1,965	52.7%	74.1%	543	73.7%	87.1%	859	56.3%	84.6%	563	26.8%	45.6%
Baltimore City Community College	2009	1,417	928	35.5%	51.3%	99	57.6%	72.7%	201	43.3%	72.6%	628	29.5%	41.1%
	2010	1,281	817	34.0%	50.8%	60	60.0%	75.0%	257	40.1%	75.5%	500	27.8%	35.2%
	2011	1,337	762	28.7%	45.9%	64	39.1%	57.8%	187	36.9%	81.3%	511	24.5%	31.5%
	2012	965	554	40.8%	57.9%	48	58.3%	68.8%	241	47.7%	80.1%	265	31.3%	35.8%
	2013	1,017	588	33.0%	52.2%	50	46.0%	56.0%	237	42.6%	77.2%	301	23.3%	31.9%
Community College of Baltimore County	2009	4,870	3,416	39.9%	60.7%	459	53.2%	70.2%	1,377	50.7%	81.8%	1,580	26.6%	39.4%
	2010	5,529	3,413	39.6%	60.2%	527	61.7%	76.9%	1,337	48.7%	80.8%	1,549	24.1%	36.9%
	2011	5,283	3,159	40.5%	63.3%	532	57.0%	75.8%	1,345	50.1%	84.3%	1,282	23.5%	36.2%
	2012	5,157	3,153	40.7%	63.4%	484	57.0%	79.1%	1,440	49.4%	81.5%	1,229	24.1%	36.0%
	2013	5,237	3,221	40.8%	62.4%	595	57.1%	76.5%	1,460	49.9%	80.2%	1,166	21.1%	32.9%
Carroll Community College	2009	989	759	58.6%	76.4%	133	75.9%	85.7%	446	67.0%	88.6%	180	25.0%	39.4%
	2010	940	737	57.7%	73.1%	128	73.4%	85.9%	439	67.4%	85.4%	170	20.6%	31.8%
	2011	812	626	57.0%	75.2%	111	76.6%	86.5%	382	62.8%	86.9%	133	24.1%	32.3%
	2012	851	646	55.3%	75.5%	171	71.9%	86.0%	366	60.4%	87.4%	109	11.9%	19.3%
	2013	735	610	58.7%	76.1%	163	73.0%	90.8%	331	66.2%	84.3%	116	17.2%	31.9%
Cecil College	2009	765	441	44.7%	54.4%	163	63.2%	73.0%	126	48.4%	54.8%	152	21.7%	34.2%
	2010	568	328	31.7%	40.5%	84	44.0%	52.4%	112	42.9%	53.6%	132	14.4%	22.0%
	2011	749	431	50.3%	61.0%	145	71.0%	78.6%	161	52.8%	68.9%	125	23.2%	30.4%
	2012	572	363	45.7%	60.3%	96	70.8%	82.3%	157	46.5%	65.0%	110	22.7%	34.5%
	2013	531	334	37.4%	63.2%	92	48.9%	59.8%	153	41.2%	83.0%	89	19.1%	32.6%
Chesapeake College	2009	756	479	50.5%	69.9%	109	69.7%	82.6%	289	52.2%	77.6%	115	28.7%	40.9%
	2010	763	479	48.9%	67.8%	107	67.3%	85.0%	234	50.9%	76.5%	138	31.2%	39.9%
	2011	704	430	52.6%	68.6%	97	71.1%	81.4%	228	55.7%	77.6%	105	28.6%	37.1%
	2012	619	377	55.4%	72.4%	93	73.1%	87.1%	187	59.9%	81.8%	97	29.9%	40.2%
	2013	668	409	48.2%	67.0%	102	76.5%	88.2%	171	50.3%	79.5%	136	24.3%	35.3%
College of Southern Maryland	2009	2,039	1,093	54.1%	76.5%	641	59.8%	80.0%	357	48.7%	77.6%	95	35.8%	48.4%
	2010	1,942	1,018	53.2%	75.8%	617	59.2%	78.8%	315	46.7%	78.4%	86	34.9%	45.3%
	2011	2,091	1,073	54.5%	73.9%	668	59.0%	77.7%	328	50.0%	71.3%	77	35.1%	51.9%
	2012	2,256	1,212	61.6%	79.6%	851	67.6%	82.7%	273	53.5%	79.9%	88	28.4%	48.9%
	2013	2,132	1,530	53.8%	69.6%	503	75.3%	85.3%	666	54.4%	77.0%	361	22.7%	34.1%
Frederick Community College	2009	1,812	1,021	65.7%	78.5%	379	80.5%	85.0%	538	62.3%	81.4%	104	29.8%	39.4%
	2010	1,749	1,016	65.3%	79.2%	434	80.2%	87.8%	494	57.9%	77.7%	88	33.0%	45.5%
	2011	1,729	1,010	66.8%	80.7%	404	82.9%	90.8%	501	59.5%	79.8%	105	40.0%	45.7%
	2012	1,740	1,036	65.9%	79.8%	426	78.6%	87.8%	511	62.0%	82.2%	99	32.3%	34.3%
	2013	1,799	1,078	66.7%	80.1%	437	83.3%	88.6%	551	60.1%	81.3%	90	26.7%	32.2%

Garrett College	2009	353	265	55.8%	64.5%	65	72.3%	84.6%	136	60.3%	69.9%	64	29.7%	32.8%
	2010	315	256	68.8%	80.1%	26	88.5%	96.2%	176	71.6%	86.9%	54	47.1%	50.0%
	2011	351	274	61.7%	70.4%	42	69.0%	85.7%	184	65.2%	73.9%	48	43.8%	43.8%
	2012	303	237	61.6%	70.0%	37	86.5%	89.2%	126	63.5%	78.6%	74	45.9%	45.9%
	2013	272	214	68.2%	73.8%	35	82.9%	88.6%	146	74.0%	80.8%	33	27.3%	27.3%
Hagerstown Community College	2009	939	660	59.1%	79.1%	148	70.9%	87.2%	357	66.4%	89.1%	155	31.0%	48.4%
	2010	1,076	703	50.8%	71.3%	113	75.2%	90.3%	356	60.4%	86.0%	234	24.4%	39.7%
	2011	1,025	645	54.0%	70.9%	98	78.6%	89.8%	333	63.7%	84.7%	214	27.6%	40.7%
	2012	1,017	654	52.6%	72.5%	115	76.5%	84.3%	343	62.1%	86.0%	196	21.9%	41.8%
	2013	999	669	54.6%	69.7%	135	74.8%	85.9%	345	60.6%	81.4%	189	29.1%	36.5%
Harford Community College	2009	1,666	1,217	55.8%	76.7%	393	72.5%	90.3%	535	62.1%	85.6%	289	21.5%	41.5%
	2010	1,719	1,207	59.7%	80.0%	434	74.0%	89.9%	549	61.2%	88.5%	224	28.6%	39.7%
	2011	1,722	1,220	56.5%	76.5%	445	68.1%	88.1%	543	58.2%	82.5%	232	30.2%	40.1%
	2012	1,672	1,153	59.3%	81.4%	438	70.5%	89.7%	538	61.0%	87.0%	177	26.6%	43.5%
	2013	1,685	1,197	61.5%	79.9%	550	73.5%	89.3%	498	59.8%	83.9%	149	22.8%	32.2%
Howard Community College	2009	1,855	1,390	53.1%	70.4%	413	68.8%	80.6%	476	61.8%	84.9%	501	31.9%	48.3%
	2010	1,880	1,414	49.6%	73.7%	389	67.4%	85.9%	485	60.8%	91.3%	540	26.9%	49.1%
	2011	1,673	1,220	52.4%	76.0%	339	65.8%	83.2%	445	62.9%	93.7%	436	31.2%	52.3%
	2012	1,636	1,222	52.5%	76.4%	368	67.9%	85.6%	442	64.7%	92.1%	412	25.5%	51.5%
	2013	1,907	1,453	55.1%	80.6%	433	70.0%	88.0%	569	65.7%	94.0%	451	27.5%	56.5%
Montgomery College	2009	4,196	3,052	52.1%	75.0%	580	70.9%	88.1%	1,362	65.7%	90.3%	1,110	25.6%	49.5%
	2010	4,324	3,202	49.8%	75.1%	806	68.5%	87.1%	1,874	47.9%	78.4%	522	28.0%	45.0%
	2011	4,019	2,919	47.5%	72.8%	581	68.5%	85.0%	1,758	46.7%	76.2%	580	29.0%	50.2%
	2012	4,207	3,049	45.6%	73.3%	848	68.5%	88.2%	1,578	44.0%	75.9%	623	18.5%	46.7%
	2013	4,119	2,904	48.2%	72.4%	603	67.7%	85.4%	1,459	54.6%	83.3%	842	23.3%	44.3%
Prince George's Community College	2009	2,490	1,560	39.6%	64.6%	184	59.2%	71.7%	483	54.5%	89.6%	893	27.4%	49.6%
	2010	2,830	1,666	37.3%	62.2%	203	54.2%	73.9%	548	49.6%	87.2%	915	26.1%	44.7%
	2011	2,765	1,759	36.7%	62.8%	186	46.8%	66.7%	504	53.8%	90.1%	1,069	26.9%	49.3%
	2012	2,511	1,681	36.8%	62.5%	245	48.2%	73.1%	377	50.9%	92.6%	1,059	29.1%	49.4%
	2013	2,292	1,611	35.4%	60.3%	207	53.1%	74.9%	397	47.9%	92.2%	1,007	26.9%	44.8%
Wor-Wic Community College	2009	967	601	45.1%	64.6%	55	72.7%	89.1%	297	57.9%	86.2%	249	23.7%	33.3%
	2010	948	594	45.3%	63.5%	66	69.7%	83.3%	293	57.3%	81.9%	235	23.4%	34.9%
	2011	875	527	45.5%	63.6%	70	71.4%	85.7%	251	57.4%	82.9%	206	22.3%	32.5%
	2012	791	501	46.7%	65.5%	83	68.7%	85.5%	241	55.6%	83.4%	177	24.3%	31.6%
	2013	708	428	50.9%	66.6%	86	74.4%	83.7%	187	59.9%	82.4%	155	27.1%	38.1%
TOTAL	2009	29,401	20,122	49.2%	69.0%	4,498	67.2%	82.3%	8,271	58.7%	84.6%	7,353	27.7%	44.3%
	2010	30,070	19,854	48.3%	69.2%	4,634	67.6%	83.4%	8,769	53.9%	82.3%	6,451	26.8%	41.2%
	2011	28,959	18,872	48.3%	69.3%	4,433	65.9%	82.1%	8,302	54.2%	82.1%	6,137	27.7%	42.7%
	2012	27,980	18,475	49.5%	71.2%	4,921	68.5%	84.8%	8,000	53.8%	82.4%	5,554	26.5%	42.9%
	2013	27,485	18,779	49.6%	70.2%	4,582	69.9%	84.4%	8,337	55.8%	83.3%	5,860	24.8%	40.4%

**Notes:**

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

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