



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

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Introduction

The 2017 Joint Chairmen's Report issued the following charge to the Maryland Higher Education Commission (MHEC):

The committees understand that in order to meet the State's goal to have at least 55% of Maryland's residents age 25 to 64 holding at least one degree credential by 2025, accurate and timely information on degree progression and best practices is needed to ensure that the State is on track to meet the goal. The committees request that the Maryland Higher Education Commission (MHEC) annually collect and analyze student- and transcript-level data on progression, graduation, and other relevant metrics from each public institution of higher education, including community colleges and regional higher education centers. MHEC should submit a report by December 15 each year that analyzes the data and shows each institution's progress toward the State and institutional goals in 2025. The report should also include a summary of best practices and findings on the effectiveness of institutions' programs, as well as any concerns regarding lack of progress or best practices that are not being implemented by institutions.

In addition, the committees request that MHEC, in collaboration with the Governor's Prekindergarten-20 Council, convene a biennial Summit on Completion that provides a forum for representatives of all segments of education (including K-12), economic and workforce development, and other stakeholders to share best practices on college completion that are underway in Maryland and hear from experts on best practices in other states that may be replicated in Maryland. A summary of the summit should be included in the annual report on best practices and progress toward the 55% goal.

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

- Discuss student progression and graduation in the state;
- Provide an overview and update of the degree attainment model developed to set degree targets for reaching the 55% goal;
- Report progress towards the established targets leading to achievement of the 55% goal;
- Summarize the activities and outcomes of the 2017 College Completion Summit hosted by MHEC; and
- Provide a brief summary regarding institutional best practices.

Data on Progression and Graduation

MHEC publishes two reports annually which present progression and graduation metrics at four-year colleges and universities and at community colleges. The principal metrics used for four-year institutions include the first-to-second-year retention rate and the six-year graduation rate for first-time, full-time students. The data for the most recent year reveal that the second-year retention rate for the cohort entering in 2015 was 82.4%. The six-year graduation rate for the 2010 cohort was 65.5%, the second-highest six-year graduation rate in the past 20 years. A statewide table of retention and graduation rates since 1995 appears in Table 1, on page 10. Institutional tables and other data and analysis can be found in the full report published on the Commission website.¹

For community colleges, the principal metrics are the four-year rates of persistence, transfer to a four-year institution, and graduation for full-time students. These rates are aggregated into a success rate. For the 2012 cohort, the most recent entering cohort, the success rate was 47.0%, a 2.2 percentage point increase from the 2011 cohort. This represents the highest overall success rate since peaking at 48.7% for the 2007 cohort. A statewide table of retention, graduation, and transfer rates appears in Table 2 on page 11.

Another means of measuring progression and completion for community colleges is the Degree Progress Analysis report. This cohort-based tool aids in accounting for the large number of part-time students at community colleges who are not captured in metrics that focus on full-time students.

The Degree Progress Analysis examines students who complete at least 18 credit hours within their first two years of enrollment, and identifies students as successful if they have graduated, transferred to a four-year institution, or are still enrolled with a cumulative grade point average of 2.0 or better. The graduation and transfer rate for the Fall 2011 entering cohort was 48.3% for the second year in a row. The most recent Degree Progress Analysis table appears in Table 3, on pages 12 and 13. Additional data and analyses, including institutional tables for all community colleges, can be found in the full Retention, Graduation, and Transfer Report.²

Lastly, the charge from the committees requests information on the contributions of regional higher education centers (RHECs) to progression and completion. Although these entities serve their local communities by hosting classes offered by multiple institutions of higher education,

¹ Maryland Higher Education Commission, September 2017. "Retention and Graduation Rates at Maryland Four-Year Institutions," Archived at <http://www.mhec.state.md.us/publications/Documents/Research/AnnualReports/2017%204-Year%20Retention%20and%20Graduation.pdf>.

² Maryland Higher Education Commission, September 2017. "Retention, Graduation, and Transfer Rates at Maryland Community Colleges," Archived at <http://www.mhec.state.md.us/publications/Documents/Research/AnnualReports/2017%20Retention,%20Graduation,%20and%20Transfer%20Rates%20at%20Maryland%20Community%20Colleges.pdf>.

these entities are not themselves institutions of higher education. In addition, the RHECs do not report any student-level data directly to MHEC. Instead, the institutions operating at the RHECs include their data together with that of students on the main campus. Therefore, there are no existing student-level data on the contributions of RHECs as such.

Maryland's 55% Degree Attainment Model

In response to the Joint Chairmen's charge, in 2012 MHEC developed a model that set initial state and institution degree targets to reach the goal of 55% of adults holding degrees by 2025. The model was revised in 2014³ to reflect additional input from Maryland colleges and universities as well as additional information on migration patterns within the State and increased degree output at independent colleges and universities in Maryland.

Since it has been five years since the development of the original model, the Commission staff determined that the model should be reexamined. This assessment included an analysis of the trends in actual degree awards and the data that inform the model. MHEC also sought input from Maryland colleges and universities regarding the model's institutional targets. Additional details about the initial and revised models are provided in the 2012 and 2014 Best Practices reports.

At the time of the original 2012 model, the State's higher education attainment rate was 44.7%. Of the 3,112,651 Marylanders between the ages of 25 and 64, 1,390,018 held an associate's degree or higher.⁴ Looking ahead, the most recent Maryland Department of Planning projections estimated that, in 2025, there would be 3,324,400 Maryland residents between the ages of 25 and 64. To meet the degree goal, 55% (1,828,420) of these residents would need to hold at least an associate's degree. In 2017, population estimates have decreased by approximately 61,000 to 3,262,748, which, in turn, could change the degree attainment goal figure (decreasing the estimate by 33,909 to 1,794,511 individuals who would need to have at least an associate's degree).

In addition, MHEC estimates that in 2025, 903,511 persons aged 25 to 49 who held associate degrees in 2010 will have aged 15 years but will still be in the target group.⁵ Taking the goal of having 1,828,420 state residents with an associate's degree or higher and subtracting out the 903,511 individuals who held associate's degrees or higher from the target group, Maryland will need to have 924,909 additional degree holders by 2025 to meet the State goal. Almost all Marylanders with degrees will come from one of the following three main sources: (1) public institutions of higher education, (2) independent and other private institutions of higher

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

⁴ U.S. Census Bureau's American Community Survey: American Fact Finder. 2010. "B15001 : Sex by Age by Educational Attainment for the Population 18 Years and Over—Maryland." 2006–2010 American Community Survey. <http://factfinder2.census.gov>.

⁵ This number is an estimate based on the percentage of Marylanders ages 25-49 within the 25-64 age group (65%), and that percentage multiplied by the number of Marylanders ages 25-64 with a degree. This model assumes a flat rate of degree attainment across age brackets and recognizes that this number is only an estimate.

education, and (3) migration of individuals from other states and nations who already hold college degrees.

- *Public institutions:* In the original model, MHEC established that the target for the number of associate and baccalaureate degrees needed from public institutions for the whole period is 608,032. This represents 208,070 degrees from the community colleges and 399,962 degrees from the public four-year institutions. An analysis of the model and institutional trends results in a slight adjustment for two of the public four-year institutions. Both have small undergraduate enrollments, and the degree estimates outpaced their degree production between 2010 and 2016. With this adjustment, the new total for the public institutions is 606,468. Despite this small change in the model estimates, the overall total continues to represent an average annual increase of 2.0% in the number of degrees awarded.
- *Independent and other private institutions:* The original model, conservatively, did not forecast any growth for the independent institutions, but in 2014 the institutions indicated a readiness to contribute to the State's completion goal. Therefore, the current model expects independent institutions to contribute 105,805 graduates to the State's degree completion total. This represents an annual average growth rate of 1.7% between 2015 and 2025. The model expects no increase from other private institutions, and so this sector is expected to contribute 6,762 degrees through 2025. The total degree production from the independent and other private sectors for the whole period is projected to be 112,567.
- *Migration from other states and nations:* In the original model, U.S. Census data from 2012 estimated an annual net migration gain of 15,430 persons aged 25 to 64 holding an associate degree or higher. The 2014 model used updated Census data which estimated an annual net migration gain of 18,968.⁶ The 2015 Census figures estimate a net migration gain of 17,193 degree holders.⁷ This figure closely converges with two other figures; one is the average of the migration data from this year combined with the data from the 2012 and 2014 reports (17,197) and the other is the median of the 2012 and 2014 figures (17,199).

Finally, the model also considers mortality. Indicators from the Maryland Department of Health and Mental Hygiene suggest an annual average mortality rate of 0.2% as a reasonable estimate. This rate would remove 58,509 degree holders from the state total during the period.⁸

Taken together, the recent findings suggest some adjustments to the model estimates might be needed. First, the most updated Census net migration figure of 17,193 may be a more stable net migration estimate, as its alignment with both the median and average figures suggests it may represent a more accurate and less volatile figure going forward. Using this revised figure

⁶ U.S. Census Bureau, 2012. 2010-2012 American Community Survey (ACS) Three Year Public Microdata Sample (PUMS). <https://www.census.gov/programs-surveys/acs/data/pums.html>.

⁷ U. S. Census Bureau 2015, 2011-2015 American Community Survey (ACS) Five-Year Public Microdata Sample (PUMS) . <https://www.census.gov/programs-surveys/acs/data/pums.html>.

⁸ Number calculated by taking the average mortality rate of Maryland residents in 2012 between the ages of 25-64 (0.2%) and then multiplying this by the estimated total number of Maryland residents with degrees in this same age range in 2025 (1,828,420).

(versus the 2014 figure of 18,968) would shrink the pool of additional degree holders through migration from 303,488 to 275,088, resulting in a decrease of approximately 28,000 degree holders.

Second, the MHEC model counts degrees awarded by institutions each year, rather than individual degree recipients. Therefore, the model does not account for multiple degree holders over time (e.g., a resident who earns a bachelor's degree in 2014 and a master's degree in 2017) or in a given year (e.g., a student who is a dual-degree earner in one year).

Lastly, the smaller Maryland Department of Planning population estimates discussed above shrinks the size of the pool of those who need to hold an associate's degree or higher (moving it from the original 1,828,420 to 1,794,511, a change of 33,309). This slight shift would mitigate any losses caused by the altered migration figure and adjust for possible degree recipient duplication. Therefore, the original figure of 1,828,420 will be maintained in the model going forward.

Taken together, the contributions from migration to Maryland, public, independent, and other private institutions, minus estimated mortality, will provide 935,614 of the degree holders needed, exceeding the 55% degree attainment goal by more than 10,000 degrees.

Table 4, on page 14, shows a matrix with annual targets for each public institution. The figures included in this report provide a blueprint based on conservative estimates to enable the State to achieve the 55% degree attainment goal. These figures can also be used to gauge progress toward that goal. MHEC will revisit the 55% degree attainment goal model again in 2022 to assess the figures and underlying assumptions of the model.

State and Institutional Goals and Targets

Table 5, on the following page, provides an overview of actual degree awards for each of the three institutional sectors for the academic years between 2010 and 2017. This table indicates that undergraduate degree awards are ahead of the target levels. Rates have progressively increased over the last five years with an average growth rate of 5%, and the 55% degree attainment goal remains well within reach. Overall, institutions are ahead of the current degree attainment target by over 30,000 degrees, but the rate of degrees awarded varies by sector. Tables 6 and 7, on pages 15 and 16, provide detailed information for each public community college and four-year institution, as well as targets for the entire period. Table 8, on page 17, shows targets for all sectors for the full period (including independent and other private institutions). These tables are updated annually and reflect the State's progression toward the 55% goal.

Table 5. Target and actual undergraduate degrees awarded, 2009-2010 through 2016-2017

Institutional Sector		2009-2010 (baseline)	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Community Colleges	Target		11,386	11,614	11,846	12,083	12,325	12,571	12,823
	Actual	11,163	12,637	13,852	14,269	14,541	15,133	15,139	14,919
	+/-		1,251	2,238	2,423	2,458	2,808	2,568	2,096
Four-Year Institutions	Target		21,876	22,301	22,736	23,179	23,630	24,091	24,561
	Actual	21,458	22,735	24,331	25,136	25,606	27,365	29,156	29,707
	+/-		859	2,030	2,400	2,427	3,735	5,065	5,146
Independent Institutions	Target		6,281	6,469	6,663	6,863	6,225	6,136	6,269
	Actual	6,098	6,174	6,303	6,442	6,395	6,572	6,907	6,535
	+/-		-107	-166	-221	-468	347	771	266
Other Private Institutions	Target		668	668	668	416	334	334	334
	Actual	668	694	372	233	443	231	231	284
	+/-		26	-296	-435	27	-103	-103	-50
Annual Total	Target		40,211	41,052	41,913	42,541	42,514	43,133	43,987
	Actual	39,387	42,240	44,858	46,080	46,985	49,301	51,433	51,445
	+/-		2,029	3,806	4,167	4,444	6,787	8,300	7,458
Cumulative Total	Target		79,598	120,650	162,563	205,104	247,618	290,751	334,738
	Actual	39,387	81,627	126,485	172,565	219,550	268,851	320,284	371,729
	+/-		2,029	5,835	10,002	14,446	21,233	29,533	36,991

Best Practices

Since the inception of the 55% completion goal, institutions have reported annually to MHEC on the programs and initiatives aimed at student success and completion. These best practices are resulted in a comprehensive compilation in appendices to the 2012 and 2014 reports.^{9,10} These supplements encompass a number of themes tied to such areas as admissions, enrollment,

⁹ Maryland Higher Education Commission, December 2014, “Report on Best Practices and Annual Progress Toward the 55% Completion Goal – Appendix.”

http://mhec.maryland.gov/publications/Documents/Research/2014Studies/2014_Best_Practices_Appendix.pdf

¹⁰ Maryland Higher Education Commission, December 2012, “Report on Best Practices and Annual Progress Toward the 55% Completion Goal – Appendix”.

<http://www.mhec.state.md.us/publications/Documents/Research/2012Studies/2012%20Best%20Practices%20Completion%20Appendix.pdf>.

advising, transfer, and remediation. This thematic index can assist institutions and other interested readers in discovering which institutions are using practices effectively in each area.

As a complement to the comprehensive reports collected in earlier years, MHEC required, for the 2017 reporting cycle, institutions to submit reports only if their programs and strategies (1) were newly implemented in the past year; (2) had been discontinued since the last reporting cycle; or (3) had been adopted from other institutions in the State. One institution submitted materials, and the report summarizes a newly implemented scholarship program and revisions to the institution's accelerated math pathway. Appendix B of this report contains the institutional narrative as submitted to MHEC, presented unedited by Commission staff.

Summit on Completion

In May 2017, MHEC convened a statewide forum on college completion. The forum was a full-day event with the morning speaker session held at St. John's College in Annapolis and the lunch and afternoon panel held at the House Office Building. The 2017 college completion forum brought together leaders from around the country to Maryland. Nearly 150 key higher education administrators, including college and university presidents and chief officers, policymakers, faculty members, and business leaders in Maryland attended.

Governor Larry Hogan addressed attendees in the morning. Secretary James D. Fielder provided opening and closing remarks emphasizing the importance of the completion initiative, which benefits Maryland citizens and families as well as the private and public sectors. In addition, he praised the contributions made by higher education, government, and industry to degree completion. The morning speaker session also included Dr. Julie Johnson from Complete College America and Scott Jenkins from the Lumina Foundation, two national organizations committed to supporting college completion. Both speakers highlighted initiatives that are successful in other states and institutions that support college completion. In addition to national speakers, Kelly M. Schulz, Secretary, Department of Labor, Licensing, and Regulation, and R. Michael Gill, Secretary, Department of Commerce, also spoke and highlighted the importance of coordinated efforts among the three agencies. Dr. Jon Enriquez, Director of Research and Policy, MHEC, provided an update on the 55% completion goal.

The afternoon focused on current initiatives in Maryland that support college completion. Dr. Sandra Dunnington, Vice President for Academic Affairs, Prince George's Community College spoke on middle college programs at community colleges. Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, University System of Maryland, spoke on the Maryland Mathematics Reform Initiative, a pilot program for different mathematics pathways that are better aligned with programmatic academic outcomes. Dr. Tiffany Beth Mfume, Director, Office of Student Success and Retention, Morgan State University, spoke on initiatives that leverage technology to foster college completion. Dr. Victor Sensenig, Vice President for Planning and Policy, Washington College, spoke on affordability initiatives, and Dr. F.J. Talley, Director, DeSousa-Brent Scholars Program, St. Mary's College of Maryland, spoke about a distinctive program at St. Mary's College that supports college completion. Both the morning session and the afternoon session had panel discussions, and attendees had the opportunity to ask questions. Attendees reported that they were satisfied with the event and found the information to be

relevant and helpful to their job. MHEC plans to host the next completion forum in 2019. MHEC staff played an integral role in the event. Prior to the summit, staff members assisted in the planning and preparation of the agenda and identifying and contacting speakers and guests. On the day of the event, MHEC staff assisted with meeting logistics, as well as providing general support to ensure the day went smoothly.

Conclusion

Maryland continues its progress toward achieving the 55% completion goal by 2025, and the state's colleges and universities have been a driving force in this success. Institutional commitment to the statewide goal is evidenced by the myriad programs and initiatives they have in place, some of which are supported and coordinated by MHEC. The growth in the number of degrees awarded by institutions suggests the initiatives are having the intended effect of improving student success and ensuring that Maryland has a well-educated citizenry. To that end, MHEC will continue to monitor progress toward the statewide goal.

Maryland remains on track to achieve the 55% completion goal by 2025. Maryland colleges and universities continue to exceed the targets established by the model. Institutions continue to pursue a wealth of programmatic initiatives, some of which are supported and coordinated by MHEC. These initiatives reflect the commitment of the State of Maryland and colleges and universities to improve student success, and to ensure that Maryland has a well-educated citizenry. The growth in the number of degrees awarded suggests that these initiatives are having a positive impact on degree attainment.

The Maryland Higher Education Commission will continue to report on progress annually and will revisit the model in 2022. In the meantime, it will continue to work with institutions and other stakeholders to help realize this educational goal.

APPENDIX A - TABLES

Table 1

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

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

Cohort	N	One Year	Two Years	Three Years	Four Years		Five Years		Six Years	
					Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated
1995	10,717	80.5	68.1	63.6	29.6	29.9	8.8	51.6	3.7	58.4
1996	11,066	80.3	69.7	64.7	30.0	30.4	8.4	53.0	3.5	59.3
1997	11,612	81.8	70.7	66.4	29.3	33.0	8.2	54.8	3.3	61.1
1998	12,154	81.9	70.7	66.7	30.4	32.5	8.1	55.4	3.3	62.1
1999	12,037	81.7	71.8	67.8	29.1	34.2	7.9	56.4	3.1	62.6
2000	12,319	81.5	71.9	68.0	27.8	35.9	7.4	57.9	2.8	64.0
2001	13,454	82.6	72.0	68.2	25.7	37.9	6.3	58.5	2.6	64.2
2002	13,165	81.1	70.9	67.5	25.3	38.3	6.7	58.8	2.7	64.3
2003	13,250	81.3	71.3	67.9	25.0	39.0	6.6	59.2	2.9	64.7
2004	13,610	80.8	70.8	66.6	25.3	38.7	6.9	58.5	3.0	64.1
2005	13,788	79.8	69.4	66.1	22.8	40.2	6.8	58.2	3.2	63.3
2006	14,492	78.5	68.7	65.5	24.8	37.4	7.2	55.8	2.9	61.6
2007	14,799	81.0	70.5	67.5	25.0	38.9	6.9	58.3	2.9	63.8
2008	15,100	80.8	70.9	66.8	25.2	38.4	6.9	58.3	2.8	63.7
2009	14,666	81.5	72.3	69.0	24.7	40.6	6.7	60.5	2.7	66.1
2010	14,262	82.0	72.3	68.9	25.0	40.5	7.0	59.8	2.6	65.5
2011	13,735	82.5	73.4	70.6	24.6	42.5	6.1	62.5		
2012	13,566	82.8	74.8	71.4	23.5	44.8				
2013	13,745	85.1	76.0	72.8						
2014	14,074	83.8	75.2							
2015	14,021	82.4								

* Cohort sizes include UMUC in the total.

Source: MHEC Enrollment and Degree Information Systems

Table 2

Trends in Retention, Graduation, and Transfer Rates for Maryland Community Colleges
All Students
Statewide Count
 1994-2014

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
1994	10,436	35.5%	2.1%	12.6%	17.4%	6.7%	20.2%	10.3%	8.6%	23.6%
1995	11,336	35.8%	2.3%	13.1%	18.1%	6.4%	21.0%	10.1%	8.7%	24.4%
1996	10,905	35.1%	2.7%	12.7%	17.6%	6.3%	20.4%	9.7%	8.2%	23.9%
1997	11,420	36.2%	2.8%	12.9%	18.1%	6.5%	20.1%	11.3%	8.5%	23.8%
1998	11,770	35.0%	2.1%	12.2%	19.1%	5.8%	19.4%	12.0%	8.2%	22.9%
1999	12,492	35.5%	2.3%	13.1%	18.9%	6.3%	20.2%	11.5%	8.6%	23.6%
2000	12,303	37.3%	2.0%	13.5%	19.3%	6.5%	21.0%	11.9%	8.6%	25.4%
2001	12,919	36.9%	2.2%	13.0%	19.2%	6.1%	21.9%	10.9%	8.5%	25.4%
2002	13,978	37.5%	2.3%	13.8%	19.8%	6.5%	21.2%	11.3%	8.9%	25.3%
2003	14,491	37.5%	2.3%	14.4%	19.5%	6.2%	22.3%	11.0%	8.7%	26.3%
2004	14,527	37.2%	2.6%	13.9%	19.5%	6.4%	21.7%	11.9%	9.2%	25.7%
2005	14,454	37.0%	2.5%	14.6%	20.1%	6.1%	22.3%	12.9%	8.9%	26.0%
2006	15,752	36.2%	2.2%	15.6%	20.7%	6.0%	23.0%	12.4%	8.4%	27.1%
2007	16,307	38.6%	2.3%	14.3%	21.8%	6.1%	22.3%	12.9%	9.2%	26.6%
2008	16,418	40.1%	2.3%	12.3%	22.1%	6.4%	19.9%	13.0%	9.4%	24.1%
2009	18,071	38.5%	2.6%	12.7%	20.6%	6.5%	20.3%	11.6%	9.4%	24.3%
2010	17,621	38.8%	2.5%	12.7%	20.8%	6.2%	20.7%	12.0%	9.0%	24.9%
2011	16,746	36.8%	2.5%	12.1%	20.1%	6.6%	19.5%	11.7%	9.4%	23.7%
2012	15,909	37.5%	2.8%	13.8%	19.7%	7.0%	22.0%	11.2%	9.7%	26.1%
2013	15,339	37.3%	3.0%	14.2%	18.9%	7.5%	22.7%			
2014	14,301	37.9%	3.5%	14.3%						

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

Source: MHEC Enrollment and Degree Information Systems

Table 3

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

College	Year of Fall Entering Class	Entering Class	Analysis Cohort*	ALL STUDENTS		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	2007	916	691	64.3%	76.0%	290	73.4%	84.1%	103	64.1%	82.5%	298	55.4%	65.8%
	2008	897	643	60.5%	74.5%	173	78.0%	86.1%	192	62.0%	84.4%	278	48.6%	60.4%
	2009	1,030	764	52.0%	66.1%	92	75.0%	91.3%	326	62.9%	83.1%	346	35.5%	43.4%
	2010	939	561	57.2%	72.9%	76	68.4%	81.6%	291	66.0%	84.5%	194	39.7%	52.1%
	2011	748	576	55.7%	68.6%	74	73.0%	79.7%	255	63.9%	83.5%	247	42.1%	49.8%
Anne Arundel Community College	2007	3,323	2,337	53.5%	76.3%	564	70.6%	85.6%	1,005	62.7%	91.7%	768	28.9%	49.2%
	2008	3,192	2,330	50.6%	73.1%	562	67.4%	86.1%	959	58.8%	87.9%	809	29.0%	46.5%
	2009	3,257	2,476	50.2%	73.7%	585	68.7%	86.2%	999	58.7%	88.5%	892	28.6%	49.0%
	2010	3,267	2,443	50.5%	72.0%	564	71.5%	85.5%	1,009	57.2%	87.2%	870	28.9%	45.2%
	2011	3,076	2,241	49.9%	72.1%	577	67.2%	84.7%	897	57.1%	86.6%	767	28.6%	45.5%
Baltimore City Community College	2007	1,176	735	37.6%	55.8%	39	61.5%	69.2%	197	48.7%	83.8%	499	31.3%	43.7%
	2008	1,213	714	37.7%	55.3%	26	50.0%	73.1%	188	43.1%	80.3%	500	35.0%	45.0%
	2009	1,417	928	35.5%	51.3%	99	57.6%	72.7%	201	43.3%	72.6%	628	29.5%	41.1%
	2010	1,281	817	34.0%	50.8%	60	60.0%	75.0%	257	40.1%	75.5%	500	27.8%	35.2%
	2011	1,337	762	28.7%	45.9%	64	39.1%	57.8%	187	36.9%	81.3%	511	24.5%	31.5%
Community College of Baltimore County	2007	4,164	2,802	42.1%	66.0%	477	53.0%	74.8%	1,144	53.3%	85.5%	1,181	26.8%	43.4%
	2008	3,982	2,779	41.6%	65.4%	415	54.5%	73.0%	1,226	50.9%	84.4%	1,138	26.9%	42.2%
	2009	4,870	3,416	39.9%	60.7%	459	53.2%	70.2%	1,377	50.7%	81.8%	1,580	26.6%	39.4%
	2010	5,529	3,413	39.6%	60.2%	527	61.7%	76.9%	1,337	48.7%	80.8%	1,549	24.1%	36.9%
	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%
Carroll Community College	2007	873	626	58.8%	79.3%	104	72.1%	90.4%	390	68.7%	91.8%	162	26.4%	42.0%
	2008	818	627	56.5%	76.4%	85	72.9%	84.7%	388	67.3%	89.9%	151	20.5%	38.4%
	2009	989	759	58.6%	76.4%	133	75.9%	85.7%	446	67.0%	88.6%	180	25.0%	39.4%
	2010	940	737	57.7%	73.1%	128	73.4%	85.9%	439	67.4%	85.4%	170	20.6%	31.8%
	2011	812	626	57.0%	75.2%	111	76.6%	86.5%	382	62.8%	86.9%	133	24.1%	32.3%
Cecil College	2007	620	357	48.5%	68.6%	117	67.5%	89.7%	107	57.9%	86.0%	133	24.2%	36.1%
	2008	704	418	43.5%	54.3%	130	68.5%	77.7%	133	42.9%	57.1%	155	23.2%	32.3%
	2009	765	441	44.7%	54.4%	163	63.2%	73.0%	126	48.4%	54.8%	152	21.7%	34.2%
	2010	568	328	31.7%	40.5%	84	44.0%	52.4%	112	42.9%	53.6%	132	14.4%	22.0%
	2011	749	431	50.3%	61.0%	145	71.0%	78.6%	161	52.8%	68.9%	125	23.2%	30.4%
Chesapeake College	2007	640	417	44.8%	77.5%	75	64.0%	80.0%	229	51.5%	85.2%	113	18.5%	60.2%
	2008	646	420	49.8%	72.9%	118	66.9%	85.6%	182	52.7%	86.3%	120	28.3%	40.0%
	2009	756	479	50.5%	69.9%	109	69.7%	82.6%	289	52.2%	77.6%	115	28.7%	40.9%
	2010	763	479	48.9%	67.8%	107	67.3%	85.0%	234	50.9%	76.5%	138	31.2%	39.9%
	2011	704	430	52.6%	68.6%	97	71.1%	81.4%	228	55.7%	77.6%	105	28.6%	37.1%
College of Southern Maryland	2007	2,106	1,041	51.5%	74.5%	589	59.1%	78.1%	356	44.9%	74.4%	96	29.3%	53.1%
	2008	2,322	1,202	51.8%	77.4%	774	56.2%	79.7%	334	49.1%	81.4%	94	25.5%	43.6%
	2009	2,039	1,093	54.1%	76.5%	641	59.8%	80.0%	357	48.7%	77.6%	95	35.8%	48.4%
	2010	1,942	1,018	53.2%	75.8%	617	59.2%	78.8%	315	46.7%	78.4%	86	34.9%	45.3%
	2011	2,091	1,073	54.5%	73.9%	668	59.0%	77.7%	328	50.0%	71.3%	77	35.1%	51.9%
Frederick Community College	2007	1,697	1,023	65.4%	76.9%	297	82.5%	86.9%	621	63.8%	79.9%	105	26.5%	61.0%
	2008	1,790	1,036	73.9%	78.7%	334	78.1%	79.6%	609	74.4%	81.1%	93	55.9%	60.2%
	2009	1,812	1,021	65.7%	78.5%	379	80.5%	85.0%	538	62.3%	81.4%	104	29.8%	39.4%
	2010	1,749	1,016	65.3%	79.2%	434	80.2%	87.8%	494	57.9%	77.7%	88	33.0%	45.5%
	2011	1,729	1,010	66.8%	80.7%	404	82.9%	90.8%	501	59.5%	79.8%	105	40.0%	45.7%

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**
Garrett College	2007	324	213	69.5%	78.9%	83	77.1%	89.2%	82	74.4%	85.4%	48	48.0%	50.0%
	2008	301	200	73.5%	86.5%	94	79.8%	95.7%	71	67.6%	83.1%	36	66.7%	66.7%
	2009	353	265	55.8%	64.5%	65	72.3%	84.6%	136	60.3%	69.9%	64	29.7%	32.8%
	2010	315	256	68.8%	80.1%	26	88.5%	96.2%	176	71.6%	86.9%	54	47.1%	50.0%
	2011	351	274	61.7%	70.4%	42	69.0%	85.7%	184	65.2%	73.9%	48	43.8%	43.8%
Hagerstown Community College	2007	823	567	61.6%	80.8%	174	76.4%	92.0%	248	62.1%	87.1%	145	43.0%	56.6%
	2008	933	671	59.2%	75.9%	180	80.0%	90.6%	298	64.4%	87.6%	193	31.6%	44.0%
	2009	939	660	59.1%	79.1%	148	70.9%	87.2%	357	66.4%	89.1%	155	31.0%	48.4%
	2010	1,076	703	50.8%	71.3%	113	75.2%	90.3%	356	60.4%	86.0%	234	24.4%	39.7%
	2011	1,025	645	54.0%	70.9%	98	78.6%	89.8%	333	63.7%	84.7%	214	27.6%	40.7%
Harford Community College	2007	1,564	1,054	55.4%	78.5%	336	73.5%	92.0%	493	57.6%	86.6%	225	23.6%	40.4%
	2008	1,590	1,114	54.9%	77.6%	337	73.0%	90.2%	515	58.6%	88.9%	262	24.4%	39.3%
	2009	1,666	1,217	55.8%	76.7%	393	72.5%	90.3%	535	62.1%	85.6%	289	21.5%	41.5%
	2010	1,719	1,207	59.7%	80.0%	434	74.0%	89.9%	549	61.2%	88.5%	224	28.6%	39.7%
	2011	1,722	1,220	56.5%	76.5%	445	68.1%	88.1%	543	58.2%	82.5%	232	30.2%	40.1%
Howard Community College	2007	1,551	1,111	56.2%	76.1%	308	76.3%	86.7%	450	59.6%	88.2%	353	34.3%	51.6%
	2008	1,766	1,314	54.2%	73.4%	392	64.0%	80.4%	455	60.7%	82.9%	467	39.6%	58.2%
	2009	1,855	1,390	53.1%	70.4%	413	68.8%	80.6%	476	61.8%	84.9%	501	31.9%	48.3%
	2010	1,880	1,414	49.6%	73.7%	389	67.4%	85.9%	485	60.8%	91.3%	540	26.9%	49.1%
	2011	1,673	1,220	52.4%	76.0%	339	65.8%	83.2%	445	62.9%	93.7%	436	31.2%	52.3%
Montgomery College	2007	4,281	3,059	54.3%	80.1%	1,150	69.7%	88.8%	1,324	52.9%	85.7%	585	27.2%	50.4%
	2008	3,889	2,722	51.3%	73.3%	562	70.1%	85.8%	1,240	60.8%	87.0%	920	27.1%	47.3%
	2009	4,196	3,052	52.1%	75.0%	580	70.9%	88.1%	1,362	65.7%	90.3%	1,110	25.6%	49.5%
	2010	4,324	3,202	49.8%	75.1%	806	68.5%	87.1%	1,874	47.9%	78.4%	522	28.0%	45.0%
	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%
Prince George's Community College	2007	2,100	1,255	39.0%	64.5%	134	60.4%	75.4%	446	54.9%	89.9%	675	24.2%	45.5%
	2008	1,831	1,145	39.7%	62.8%	126	46.8%	67.5%	605	52.7%	86.2%	414	29.3%	45.8%
	2009	2,490	1,560	39.6%	64.6%	184	59.2%	71.7%	483	54.5%	89.6%	893	27.4%	49.6%
	2010	2,830	1,666	37.3%	62.2%	203	54.2%	73.9%	548	49.6%	87.2%	915	26.1%	44.7%
	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%
Wor-Wic Community College	2007	776	483	42.7%	72.5%	64	64.1%	85.9%	215	51.6%	91.6%	204	26.6%	48.0%
	2008	860	569	44.8%	71.2%	77	75.3%	88.3%	261	54.8%	90.4%	231	23.4%	43.7%
	2009	967	601	45.1%	64.6%	55	72.7%	89.1%	297	57.9%	86.2%	249	23.7%	33.3%
	2010	948	594	45.3%	63.5%	66	69.7%	83.3%	293	57.3%	81.9%	235	23.4%	34.9%
	2011	875	527	45.5%	63.6%	70	71.4%	85.7%	251	57.4%	82.9%	206	22.3%	32.5%
TOTAL	2007	26,964	17,801	51.5%	73.7%	4,801	68.4%	84.9%	7,410	57.1%	85.1%	5,590	29.6%	47.4%
	2008	26,734	17,904	50.8%	71.4%	4,385	66.3%	82.5%	7,656	56.3%	82.1%	5,861	32.1%	49.1%
	2009	29,401	20,122	49.2%	69.0%	4,498	67.2%	82.3%	8,271	58.7%	84.6%	7,353	27.7%	44.3%
	2010	30,070	19,854	48.3%	69.2%	4,634	67.6%	83.4%	8,769	53.9%	82.3%	6,451	26.8%	41.2%
	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%

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.

Source:

Data provided by individual institutions.

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

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

* The projected annual growth for UMB and St. Mary's College of Maryland is less than 2%. Totals for University of Maryland - University College include both associate and baccalaureate degrees.

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

Institution		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020 -2021	2021-2022	2022-2023	2023-2024	2024-2025	Total	
Allegany College of Maryland	Target		583	595	607	619	632	644	657	670	684	697	711	725	740	755	770	10,662	
	Actual	572	603	562	588	576	532	517	524										
	+/-		20	-33	-19	-43	-100	-127	-133										
Anne Arundel Community College	Target		1,363	1,390	1,418	1,446	1,475	1,505	1,535	1,565	1,597	1,629	1,661	1,694	1,728	1,763	1,798	24,902	
	Actual	1,336	1,505	1,567	1,581	1,800	1,852	1,778	1,705										
	+/-		142	177	163	354	377	273	170										
Baltimore City Community College	Target		419	428	436	445	454	463	472	482	491	501	511	521	532	542	553	7,661	
	Actual	411	470	540	446	385	405	425	380										
	+/-		51	112	10	-60	-49	-38	-92										
Carroll Community College	Target		475	485	495	504	515	525	535	546	557	568	579	591	603	615	627	8,686	
	Actual	466	534	557	658	656	622	614	582										
	+/-		59	72	163	152	107	89	47										
Cecil College	Target		194	198	202	206	210	214	218	223	227	232	236	241	246	251	256	3,541	
	Actual	190	235	244	219	290	319	341	291										
	+/-		41	46	17	84	109	127	73										
Chesapeake College	Target		235	239	244	249	254	259	264	269	275	280	286	292	298	303	310	4,287	
	Actual	230	251	272	308	282	272	237	250										
	+/-		16	33	64	33	18	-22	-14										
College of Southern Maryland	Target		838	855	872	890	908	926	944	963	982	1,002	1,022	1,042	1,063	1,085	1,106	15,321	
	Actual	822	821	990	1,082	1,215	1,193	1,123	1,272										
	+/-		-17	135	210	325	285	197	328										
Community College of Baltimore County	Target		1,737	1,772	1,807	1,843	1,880	1,918	1,956	1,995	2,035	2,076	2,117	2,160	2,203	2,247	2,292	31,743	
	Actual	1,703	1,854	2,132	2,086	2,020	2,200	2,174	2,133										
	+/-		117	360	279	177	320	256	177										
Frederick Community College	Target		696	710	724	738	753	768	783	799	815	831	848	865	882	900	918	12,712	
	Actual	682	778	846	883	847	897	981	877										
	+/-		82	136	159	109	144	213	94										
Garrett College	Target		98	100	102	104	106	108	110	112	115	117	119	122	124	127	129	1,789	
	Actual	96	98	133	105	108	107	150	111										
	+/-		0	33	3	4	1	42	1										
Hagerstown Community College	Target		451	460	469	478	488	498	508	518	528	539	550	561	572	583	595	8,239	
	Actual	442	490	551	573	601	634	661	622										
	+/-		39	91	104	123	146	163	114										
Harford Community College	Target		623	636	648	661	675	688	702	716	730	745	760	775	790	806	822	11,389	
	Actual	611	772	834	923	903	997	1,088	1,067										
	+/-		149	198	275	242	322	400	365										
Howard Community College	Target		689	702	716	731	745	760	775	791	807	823	839	856	873	891	908	12,582	
	Actual	675	872	955	1,066	1,113	1,165	1,168	1,241										
	+/-		184	253	350	382	420	408	466										
Montgomery College	Target		1,957	1,997	2,036	2,077	2,119	2,161	2,204	2,248	2,293	2,339	2,386	2,434	2,482	2,532	2,583	35,769	
	Actual	1,919	2,183	2,383	2,318	2,374	2,662	2,553	2,611										
	+/-		226	386	282	297	543	392	407										
Prince George's Community College	Target		704	718	732	747	762	777	793	808	825	841	858	875	893	910	929	12,861	
	Actual	690	800	904	963	948	908	925	856										
	+/-		96	186	231	201	146	148	63										
Wor-Wic Community College	Target		324	331	337	344	351	358	365	373	380	388	395	403	411	420	428	5,927	
	Actual	318	371	382	470	423	368	404	397										
	+/-		47	51	133	79	17	46	32										
Sub-Total	Target		11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608	13,880	14,157	14,441	14,729	15,024	208,070	
	Actual	11,163	12,637	13,852	14,269	14,541	15,133	15,139	14,919										
	+/-		1,251	2,238	2,423	2,458	2,808	2,568	2,096										

Table 7. Target and actual undergraduate degrees awarded, four-year colleges and universities.

Institution		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Bowie State University	Target		618	630	643	656	669	682	696	710	724	739	753	769	784	800	816	11,295
	Actual	606	683	688	739	741	801	833	714									
	+/-		65	58	96	85	132	151	18									
Coppin State University	Target		386	393	401	409	417	426	434	443	452	461	470	479	489	499	509	7,046
	Actual	378	379	460	409	478	416	465	428									
	+/-		-7	67	8	69	-1	39	-6									
Frostburg State University	Target		783	799	815	831	848	865	882	900	918	936	955	974	993	1,013	1,034	14,315
	Actual	768	850	892	969	1,012	1,032	1,014	1,101									
	+/-		67	93	154	181	184	149	219									
Salisbury University	Target		1,694	1,728	1,763	1,798	1,834	1,871	1,908	1,946	1,985	2,025	2,065	2,107	2,149	2,192	2,235	30,960
	Actual	1,661	1,709	1,787	1,872	1,899	1,935	2,040	2,090									
	+/-		15	59	109	101	101	169	182									
Towson University	Target		3,698	3,771	3,847	3,924	4,002	4,082	4,164	4,247	4,332	4,419	4,507	4,597	4,689	4,783	4,879	67,567
	Actual	3,625	3,948	4,103	4,147	4,291	4,422	4,638	4,834									
	+/-		251	332	300	367	420	556	670									
University of Baltimore	Target		526	537	548	559	570	581	593	605	617	629	642	654	668	681	694	9,618
	Actual	516	631	625	670	665	694	721	755									
	+/-		105	88	122	106	124	140	162									
University of Maryland - Baltimore	Target		379	380	380	381	381	381	382	382	382	383	383	384	384	384	385	6,110
	Actual	379	359	340	337	337	333	333	399	416								
	+/-		-20	-40	-43	-44	-48	18	34									
University of Maryland - Baltimore County	Target		1,953	1,992	2,032	2,073	2,114	2,157	2,200	2,244	2,289	2,334	2,381	2,429	2,477	2,527	2,577	35,694
	Actual	1,915	1,905	2,140	2,230	2,250	2,432	2,630	2,665									
	+/-		-48	148	198	177	318	473	465									
University of Maryland - College Park	Target		6,700	6,834	6,971	7,110	7,253	7,398	7,546	7,697	7,851	8,008	8,168	8,331	8,498	8,668	8,841	122,441
	Actual	6,569	6,987	7,043	7,192	7,279	7,166	7,253	7,292									
	+/-		287	209	221	169	-87	-145	-254									
University of Maryland - Eastern Shore	Target		472	482	491	501	511	521	532	542	553	564	576	587	599	611	623	8,630
	Actual	463	506	627	514	585	577	574	516									
	+/-		34	145	23	84	66	53	-16									
University of Maryland - University College	Target		3,432	3,501	3,571	3,642	3,715	3,790	3,865	3,943	4,021	4,102	4,184	4,268	4,353	4,440	4,529	62,721
	Actual	3,365	3,555	4,280	4,631	4,715	6,197	7,158	7,460									
	+/-		123	779	1,060	1,073	2,482	3,368	3,595									
Morgan State University	Target		787	803	819	836	852	869	887	905	923	941	960	979	999	1,019	1,039	14,390
	Actual	772	813	902	976	922	933	902	935									
	+/-		26	99	157	86	81	33	48									
St. Mary's College of Maryland	Target		445	450	454	459	463	468	473	478	482	487	492	497	502	507	512	7,611
	Actual	441	410	444	450	432	427	529	501									
	+/-		-35	-6	-4	-27	-36	61	28									
Sub-Total	Target		21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040	25,529	26,028	26,536	27,054	27,583	28,123	28,673	398,398
	Actual	21,458	22,735	24,331	25,136	25,606	27,365	29,156	29,707									
	+/-		859	2,030	2,400	2,427	3,735	5,065	5,146									

Totals for University of Maryland - University College include both associate and baccalaureate degrees and consist of stateside and overseas figures.

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

Institutional Sector		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total
Community Colleges	Target		11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608	13,880	14,157	14,441	14,729	15,024	208,070
	Actual	11,163	12,637	13,852	14,269	14,541	15,133	15,139	14,919									
	+/-		1,251	2,238	2,423	2,458	2,808	2,568	2,096									
Four-Year Institutions	Target		21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040	25,529	26,028	26,536	27,054	27,583	28,123	28,673	398,398
	Actual	21,458	22,735	24,331	25,136	25,606	27,365	29,156	29,707									
	+/-		859	2,030	2,400	2,427	3,735	5,065	5,146									
Independent Institutions	Target		6,281	6,469	6,663	6,863	6,225	6,136	6,269	6,410	6,570	6,680	6,706	6,859	7,022	7,189	7,365	105,805
	Actual	6,098	6,174	6,303	6,442	6,395	6,572	6,907	6,535									
	+/-		-107	-166	-221	-468	347	771	266									
Other Private Institutions	Target		668	668	668	416	334	334	334	334	334	334	334	334	334	334	334	6,762
	Actual	668	694	372	233	443	231	231	284									
	+/-		26	-296	-435	27	-103	-103	-50									
<i>Annual Total</i>	Target		40,211	41,052	41,913	42,541	42,514	43,133	43,987									719,035
	Actual	39,387	42,240	44,858	46,080	46,985	49,301	51,433	51,445									
	+/-		2,029	3,806	4,167	4,444	6,787	8,300	7,458									
Cumulative Total	Target		79,598	120,650	162,563	205,104	247,618	290,751	334,738									719,035
	Actual	39,387	81,627	126,485	172,565	219,550	268,851	320,284	371,729									
	+/-		2,029	5,835	10,002	14,446	21,233	29,533	36,991									

APPENDIX B – INSTITUTIONAL REPORTS

Introduction

This appendix is a supplement to the 2017 *Report on Best Practices and Annual Progress Toward the 55% Completion Goal*. For the 2017 report, public colleges and universities were asked to submit materials only if their programs and strategies (1) were newly implemented in the past year; (2) had been discontinued since the last reporting cycle; or (3) had been adopted from other institutions in the State.

As noted in the report narrative, a more detailed appendix of institutional best practices can be found in the 2014 *Report on Best Practices and Annual Progress Toward the 55% Completion Goal*. It is indexed and organized within the fifteen common themes that emerged from an analysis of the best practices. This resource may help educators identify and adopt practices that can be transplanted to their campuses.

COMMUNITY COLLEGES

Wor-Wic Community College FY2017 Best Practices and Annual Progress toward the 55% Completion Goal

Wor-Wic Community College (WWCC) is engaged in a number of strategies and practices that impact state and institutional 2025 degree completion goals. As directed in the August 7th memo from Dr. Fielder, we are only providing information on new programs/strategies since our last submission.

➤ **Accelerated Math (New Initiative)**

Description: Wor-Wic has built upon successful acceleration methods in other math and English subjects by adding accelerated statistics courses. The accelerated pathway combines Elementary Algebra for Statistics (MTH 092S) with Elementary Statistics, Accelerated (MTH152S) to advance students quickly through the developmental algebra required for success in college-level statistics (e.g., solutions to linear equations, algebraic applications, operations with polynomials and graphing linear equations). Students receive five total credits for both courses, and acceleration allows them to spend less time in developmental math while at the same time completing Elementary Statistics, a key course for students pursuing transfer degrees.

➤ **Somerset Economic Impact Scholarship (New Initiative)**

Description: Funding was provided in the FY18 state budget for the Somerset Economic Impact Scholarship (SEIS) allowing new Somerset County high school graduates and Maryland High School Diploma completers within the last year to attend Wor-Wic Community College for free. The program utilizes a last dollar funding model, so all participants must first apply for financial aid to determine if Pell grants and/or other sources of funding will cover tuition and fees. The program eliminates a major cost barrier for students and has an intensive focus on retention and completion.

To qualify for free tuition and fees, a student must have been a Somerset County resident for two years and have completed all high school graduation requirements. In order to receive the scholarship, a student must register for 12 credits per semester and maintain a 2.0 GPA each semester they are enrolled. The program cohort includes all students that meet SEIS eligibility requirements whether or not they utilize funds provided by the county.

Intensive interventions are being employed with this cohort including mandatory orientation, mandatory advising, prohibition on dropping courses without advisor permission, biweekly meetings between students and SEIS coaches and periodic interaction between SEIS coaches and faculty regarding student progress.

PUBLIC FOUR-YEAR INSTITUTIONS

No public four-year institutions submitted reports in 2017.