



# **Report on Best Practices and Annual Progress toward the 55% Completion Goal**

**December 2020**

**2020 JCR p. 192**

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Governor

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## **Introduction**

The 2020 Joint Chairmen's Report issued the following charge to the Maryland Higher Education Commission (MHEC):

The budget 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 budget 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. (p. 192)

In light of this mandate, this report aims to do the following<sup>i</sup>:

- Report progress towards the established targets leading to achievement of the 55% goal;
- Provide an overview of the degree attainment model developed to set degree targets for reaching the 55% goal;
- Discuss student progression and graduation in the state;
- Provide information on the 2021 Completion Summit

It is important to note that this report summarizes retention data from Fall 2019 and graduation outcomes from the 2019-2020 academic year before the effects of COVID 19 were fully felt by institutions. Next year's report will reflect outcomes for students and institutions for the 2020-2021 academic year and may reveal some impacts of the pandemic on degree attainment.

It is too early to determine how the COVID-19 pandemic has affected undergraduate degree attainment in the state. The economic disruptions caused by the pandemic will likely have long-lasting impacts on enrollment, persistence, and time to degree. In addition, low-income, first-generation, and non-traditional students may be disproportionately impacted by the fallout from the pandemic as they are most likely to drop out or stop out because of financial, family and employment demands.<sup>ii</sup>

## **State and Institutional Goals and Targets**

*Is the State on track to meet its goal?*

The State's ability to meet the 55% degree attainment goal has been buoyed by a number of years of steady and increasing degree production (see Table 1, page 2). And for the 2019-2020 reporting year, Maryland's public institutions, which serve as the primary source of degree holders for this goal, had year-over-year positive trends and exceeded the model's goals by over 6,000 degrees. Concurrently, these institutions reported some of their highest retention and graduation rates on record, which greatly contribute to the state's overall success. Taken in

isolation, these indicators would bode well for the state’s overall ability to meet its goal.

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 1: Target and actual undergraduate degrees awarded, 2009-2010 through 2019-2020

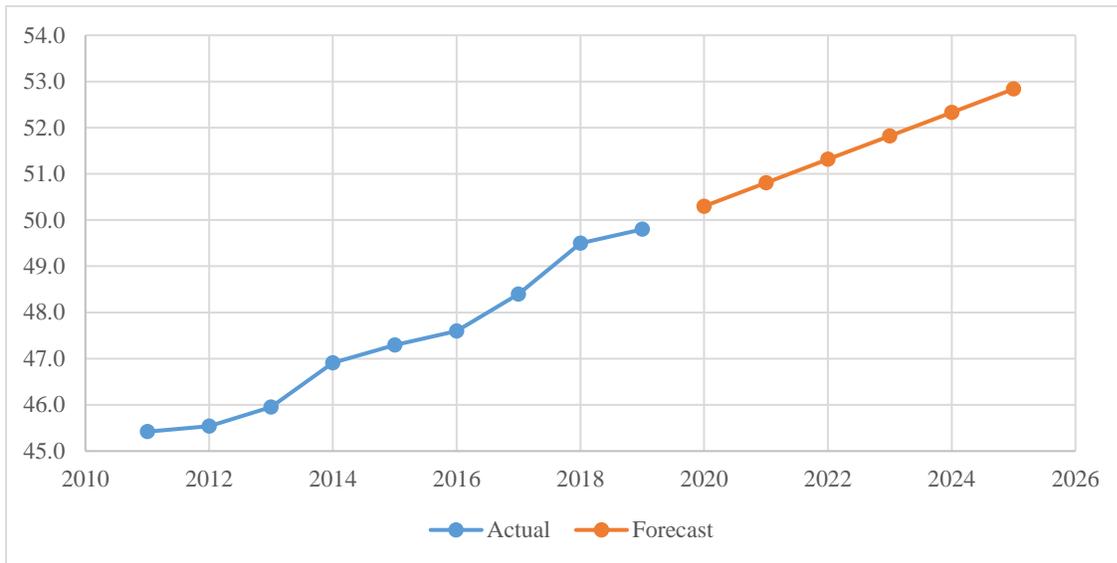
Institutional Sector		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		(baseline)										
Community Colleges	Target		11,386	11,614	11,846	12,083	12,325	12,571	12,823	13,079	13,341	13,608
	Actual	11,163	12,637	13,852	14,269	14,541	15,133	15,138	14,919	14,932	14,897	14,472
	+/-		1,251	2,238	2,423	2,458	2,808	2,567	2,096	1,853	1,556	864
Four-Year Institutions	Target		21,876	22,301	22,736	23,179	23,630	24,091	24,561	25,040	25,529	26,028
	Actual	21,458	22,735	24,331	25,136	25,606	27,365	28,569	29,194	29,921	30,241	31,263
	+/-		859	2,030	2,400	2,427	3,735	4,478	4,633	4,881	4,712	5,235
Independent Institutions	Target		6,281	6,469	6,663	6,863	6,225	6,136	6,269	6,410	6,570	6,680
	Actual	6,098	6,174	6,303	6,442	6,395	6,572	6,327	5,991	5,915	5,644	5,576
	+/-		-107	-166	-221	-468	347	191	-278	-495	-926	-1,104
Other Private Institutions	Target		668	668	668	416	334	334	334	334	334	334
	Actual	668	694	372	233	443	231	231	284	224	300	152
	+/-		26	-296	-435	27	-103	-103	-50	-110	-34	-182
Annual Total	Target		40,211	41,052	41,913	42,541	42,514	43,133	43,987	44,864	45,774	46,649
	Actual	39,387	42,240	44,858	46,080	46,985	49,301	50,265	50,388	50,992	51,082	51,463
	+/-		2,029	3,806	4,167	4,444	6,787	7,132	6,401	6,128	5,308	4,814
Cumulative Total	Target		79,598	120,650	162,563	205,104	247,618	290,751	334,738	379,601	425,375	472,024
	Actual	39,387	81,627	126,485	172,565	219,550	268,851	319,116	369,504	420,496	471,578	523,041
	+/-		2,029	5,835	10,002	14,446	21,233	28,365	34,766	40,895	46,203	51,017

For the 2019-2020 academic year, the degree attainment rate for Maryland is an estimated 50.3%.<sup>iii</sup> Based on Census data from the American Community Survey, over the course of the model, the average annual degree attainment rate of change per year has been .5%. Therefore, if Maryland were to maintain that rate, by 2025, the degree attainment rate would be 52.8%, which is below the goal set (see Figure 1 for a representation of this trend). Even though the institutions are exceeding their mark, as exhibited in Table 1, degree production by institutions, alone, is not the sole contributor to overall degree attainment rates in the state (see Figure 3 page 6 for model components). Having a population that has a degree attainment level of an associate degree or higher is affected by such factors as in-migration, out-migration, employment opportunities, and other dynamics that are tied to educating, attracting, and maintaining a talented workforce.

There are dynamics that could change this pace for the state. Factors that could negatively

affect education attainment rates could include a slowing of degree production tied to the deleterious effects to retention and graduation due to the COVID-19 pandemic (student-level effects such as job loss, health issues, personal challenges and institution-level effects such as tuition increases, decreases in aid offered); in addition, statewide variables such as job losses and other personal challenges could negatively affect the state’s ability to retain its educated citizens. Factors that could have a positive effect on the trend and result in higher year-to-year rates might include a surge of undergraduate enrollments and policies and practices at the institutions that would ensure undergraduate retention and timely completion. In addition, such factors as employment opportunities, strong K-12 education, and affordable housing can maintain current populations and attract new members to Maryland’s educated workforce.

Figure 1: Estimation of Annual Statewide Progression toward 55% Goal

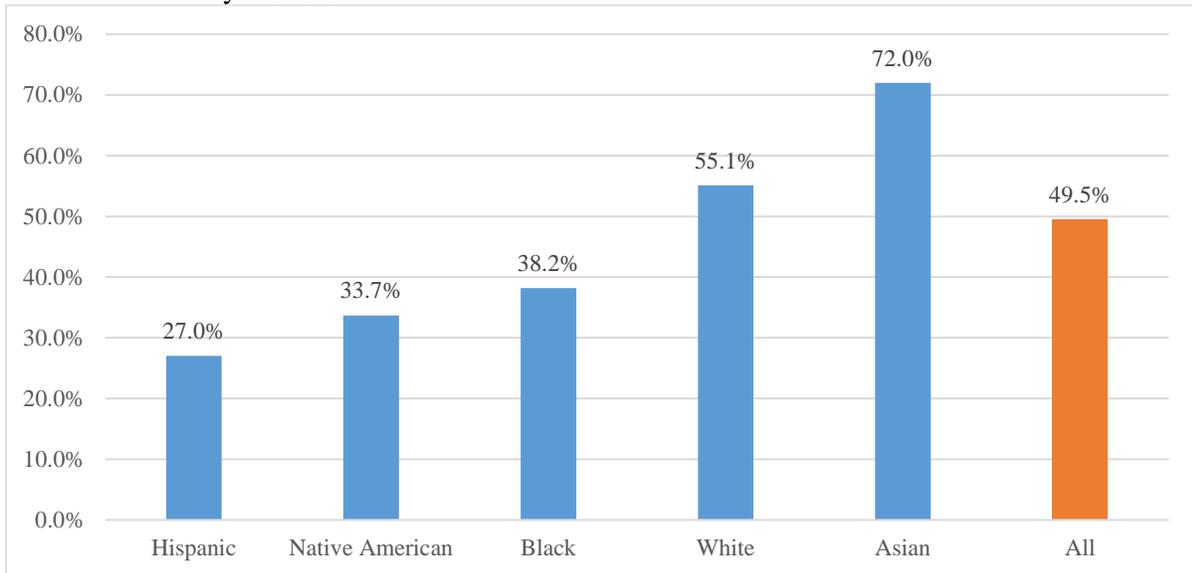


Notes: Forecast assumes a standard .5% increase each year; this is based on the average, annual increase in the attainment rate for Maryland since 2011 (ACS Community Survey, Census data).

*Are there equity gaps regarding degree attainment in Maryland?*

Success or failure to meet the State’s goals may also hinge on closing persistent degree attainment gaps for racial and ethnic minorities. Maryland faces a challenge in ensuring equitable outcomes for its diverse citizenry (see Figure 2, page 4). Because educational attainment has become the key driver of economic opportunity and social mobility, closing these gaps are very important.

Figure 2: Undergraduate Degree Attainment Outcomes among Maryland Adults Ages 25 to 64 by Race and Ethnicity: 2018 Census data.



*Are there avenues for Maryland to explore to achieve its degree attainment goals?*

National entities like the Lumina Foundation and the National Skills Coalition have encouraged states to consider including high-quality credentials like lower division certificates in their attainment goals. Lumina estimates that if Maryland included these high-quality credentials in the Progress to 55% goals, the state would have reached an attainment rate of 55.6% in 2018.<sup>iv</sup> Recent reports from MLDS and the Center for Workforce Development (Georgetown) discuss the positive educational and workforce outcomes tied to high-quality credentials like certificates.<sup>v</sup>

### **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. In 2014<sup>vi</sup> the model was revised 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.

In 2017, the model was reexamined again.<sup>vii</sup> 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, 2014, and 2017 Best Practices reports.

At the time of the original 2012 model, the State’s higher education attainment rate was 44.7%.<sup>viii</sup> To meet the 55% attainment goal, Maryland will need a total of 1,828,420 individuals (55% of the 3,324,400 Marylanders between the age of 25 and 64)<sup>ix</sup> to hold at least an associate degree. MHEC estimates that in 2025, 903,511 people aged 25 to 49 who held associate degrees in 2010 will have aged 15 years but will remain in the target group (between

the ages of 25 and 64)<sup>x</sup>. Therefore, Maryland will need to have an additional 924,909 degree holders by 2025 to meet the State's goal. The three main sources of degree holders are (1) public institutions of higher education, (2) independent and other private institutions of higher education, and (3) migration of individuals from other states and nations who already hold college degrees.

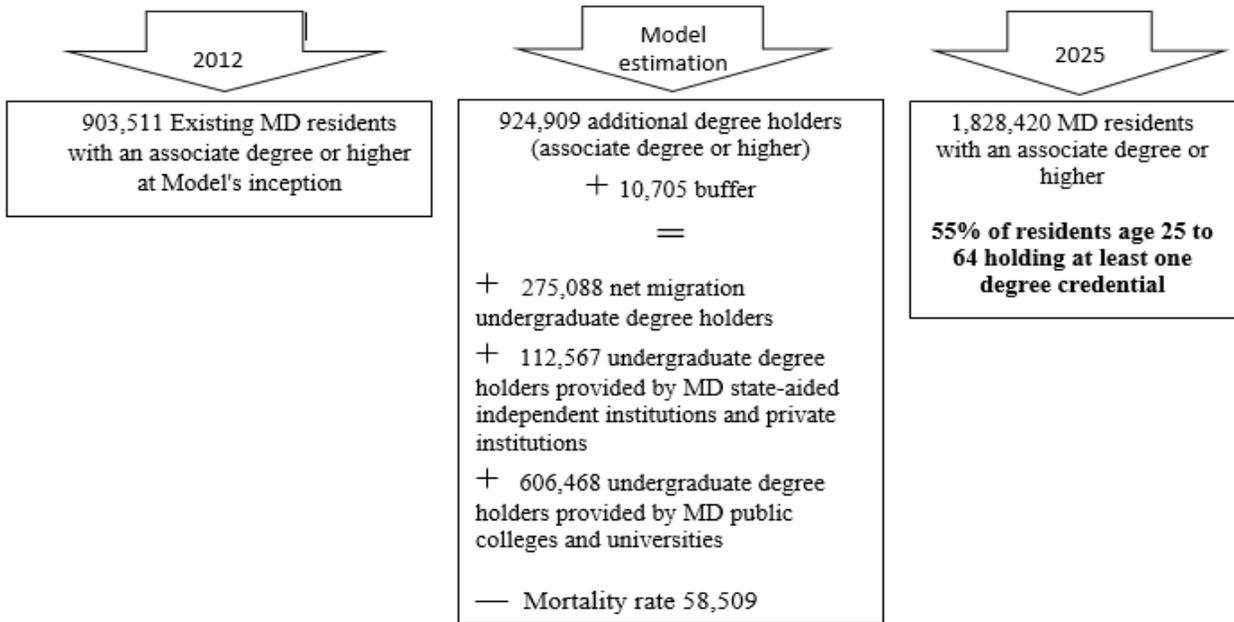
- *Public institutions:* In the current model (revised in 2017), the total degree production from the community colleges is projected to be 208,070, and the contribution from Maryland's public four-year institutions is estimated to be 398,398, for a total of 606,468 undergraduate degree holders.
- *Independent and other private institutions:* 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 2017, MHEC revised the model's numbers including the estimated net migration of additional degree holders; with this revision, the total is projected to be 275,088.<sup>xi</sup>

Finally, the model also considers mortality. Indicators from the Maryland Department of Health 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.<sup>xii</sup>

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.

Figure 3 outlines the main components of the model. Table 5, on page 14 shows a matrix with annual targets for each public institution. The data 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 and the institutional targets.

Figure 3: Progress toward 55% Completion Goal Model



### Data on Progression and Graduation

The most recent data show that Maryland’s undergraduates are persisting and completing college at record rates. See Tables 2 through 4 on pages 10 to 13 for data on these outcomes.

The first-to-second year retention rate for the 2018 cohort of first-time, full-time students at the state’s public four-year institutions was 83.7%, which is consistent with a 10-year positive trend.<sup>xiii</sup> The six-year graduation rate for the 2013 cohort at the public four-year institutions was 71.1%, which is the highest six-year graduation rate since MHEC began reporting these data.<sup>xiv</sup>

Maryland’s state-aided independent institutions have similar success rates; for the most recent first-time, full-time cohort of undergraduate students (2018), the second-year retention rate was 81.5%. Because MHEC began collecting unit-record data from the state-aided institutions in 2013, there are no comparable six-year outcomes to report at this time.<sup>xv</sup>

One principal metric for the community colleges is a four-year success rate, which is an aggregate of rates of persistence, transfer to a four-year institution, and graduation for full-time students. For the 2015 cohort, the most recent entering cohort, the success rate was 49.3%. This represents the highest overall success rate since the Commission began reporting these data.<sup>xvi</sup>

Community colleges also rely on another means of measuring student success; 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.<sup>xvii</sup>

Among those students included in the most recent Degree Progress Analysis cohort, the fall 2014 cohort, 51.4% had graduated or transferred within four years, which is approximately two percentage points higher than the previous five cohorts. What this overall statewide rate masks is the success of two key groups of community college students – those students who entered the community college “college ready” and those students who were assessed to need remediation and completed the necessary courses. Both student groups graduated or transferred at higher rates than the statewide rate: 70.2% for college ready and 56.9% for those who completed their developmental coursework. In contrast, those students identified as needing remedial courses who do not complete them, have a much lower rate (25.6%).<sup>xviii</sup>

### **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 included as comprehensive compilation in appendices to the 2012 and 2014 reports.<sup>xix</sup>

These supplements encompass a number of topics, and the thematic index provided can assist institutions and other interested readers in discovering which institutions are using practices effectively in each area. Institutional practices presented in these reports focus on efforts to support degree completion.

As a complement to the comprehensive reports collected in earlier years, MHEC is requesting, for the 2020 reporting cycle, institutions to submit presentation material on institutional best practices in advance of the 2021 College Completion Summit, which will be held in late spring or early summer of 2021. The intention is that these presentations from institutions will be delivered in electronic form (e.g., a live/recorded Zoom presentation, pre-recorded session using PowerPoint) and will be shared at the Summit event and made more widely available to those unable to attend. MHEC will solicit participation in January 2021 in advance of the Completion Summit to give institutions an opportunity to gather relevant material and prepare their presentations.

### **Conclusion**

The number of undergraduate degrees awarded by Maryland’s colleges and universities continues to exceed the target of the model yet the short- and long-term effects of COVID-19 on Maryland’s institutions are not fully known. Nor is it known what impact the pandemic will have on enrollment, persistence and degree completion in the coming five years. Maryland’s colleges and universities have displayed their ongoing commitment to the goal through a variety of programs and initiatives but now face unique and unprecedented fiscal and operational challenges due to the crisis.

The Commission will continue to report annually on the progress toward the targets. The degree attainment model and its related targets will be reevaluated in 2022. In the meantime, the Commission will continue to coordinate and support efforts to promote degree completion, in concert with colleges and universities and other stakeholders, in pursuit of the State’s educational goal.

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<sup>i</sup> The 2020 Joint Chairmen’s Report requests information on the contributions of regional higher education centers

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(RHECs) to progression and completion. Although these entities serve their local communities by hosting classes offered by multiple institutions of higher education, these entities are not institutions of higher education. In addition, the RHECs do not report any unit-record 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 toward progression and completion as such.

<sup>ii</sup> See articles such as <https://hechingerreport.org/while-focus-is-on-fall-students-choices-about-college-will-have-a-far-longer-impact/> and <https://feed.georgetown.edu/access-affordability/how-could-covid-19-affect-college-attainment-in-the-long-term/> for information on the effects of COVID on degree attainment.

<sup>iii</sup> Using U.S. Census Bureau data from the 2010, 2011, 2012, 2013, 2014, 2015, 2016 and 2017 American Community Survey, One-year Public Use Microdata Sample (PUMS), Based on Lumina Foundation analysis ([Stronger Nation state profile](#)), and the average growth rate per year has been .5% from 2012 to 2019. Maryland's degree attainment rate was 49.8% in 2019, and using an average rate increase of .5%, the estimated degree attainment rate for 2020 is 50.3%.

<sup>iv</sup> States differ in how they define high-value certificates and some states have no definition. Data on certificate completion are limited, as the primary source for attainment data (the American Community Survey of the US Census) does not include certificates in its traditional measure of educational attainment. [The Lumina Foundation](#) has estimated certificate attainment, counting only certificates whose holders are employed in the field in which they received their credential to ensure that their attainment rates only count credentials that have economic value (based on Stronger Nation analysis <https://www.luminafoundation.org/stronger-nation/report/2020/#nation>)

<sup>v</sup> See Exploring Postsecondary Certificates and Their Relationship to Earnings: Supplement to More Jobs for Marylanders Report, 2017 <https://mldscenter.maryland.gov/MJFMCerts.html>, Career Preparation Expansion Act Reports <https://mldscenter.maryland.gov/CenterReports.html>, and The Overlooked Value of Certificates and Associate Degrees <https://cew.georgetown.edu/cew-reports/subba/> for more information.

<sup>vi</sup> Maryland 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](http://www.mhec.maryland.gov/publications/research/AnnualReports/2014BestPracProgressCompletionGoal_020615.pdf)

<sup>vii</sup> Maryland Higher Education Commission, December 2017, "Report on Best Practices and Annual Progress Toward the 55% Completion Goal." <http://www.mhec.state.md.us/publications/Documents/Research/AnnualReports/2017BestPractices.pdf>.

<sup>viii</sup> Using U.S. Census Bureau data from the 2010, 2011, 2012, 2013, 2014, 2015, 2016 and 2017 American Community Survey, One-year Public Use Microdata Sample (PUMS), and the average growth rate per year was .5%. Maryland's degree attainment rate was 49.5 % in 2018, and using an average rate increase of .5%, the estimated degree attainment rate for 2020 is 50.5%.

<sup>ix</sup> Although population estimates decreased from the 2012 figure of 3,324,400 to the 2017 figure of 3,262,748, which would shrink the pool of needed degree recipients, MHEC decided to maintain the original figure to mitigate any losses caused by adjustments to migration figures and to adjust for possible degree recipient duplication.

<sup>x</sup> 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.

<sup>xi</sup> The original model used an estimated Census annual net migration gain of 15,430 and the 2014 model used a revised figure of 18,968.

<sup>xii</sup> 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).

<sup>xiii</sup> The retention rate reflects first time, full time cohorts of students who enroll in a given year and return to the same Maryland public four-year institution they enrolled in the prior year; the graduation rate reflects these cohorts' graduation from any Maryland four-year institution.<sup>xiii</sup>

<sup>xiv</sup> A statewide table of retention and graduation rates since 1998 appears in Table 2, on page 10. Additional data and analyses, including institutional tables, can be found in the [dashboard](#) "Retention and Graduation Rates at Maryland Four-Year Institutions" published on the Commission website.

<sup>xv</sup> Statewide and institutional tables for state-aided independent institutions can be found in the [dashboard](#) "Retention and Graduation Rates at Maryland Four-Year Institutions."

<sup>xvi</sup> A statewide table of retention, graduation, and transfer rates for community colleges appears in Table 3 on page 11. Additional data and analyses can be found in the [dashboard](#) "Retention, Graduation, and Transfer Rates at Maryland Community Colleges" published on the Commission website

<sup>xvii</sup> The Degree Progress Analysis examines students who complete at least 18 credit hours within their first two

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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.

<sup>xviii</sup> The most recent Degree Progress Analysis table appears in Table 4, on pages 12-13. Additional data and analyses, including institutional tables, can be found in the Degree Progress Analysis [dashboard](#) published on the Commission webpage.

<sup>xix</sup> 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](http://mhec.maryland.gov/publications/Documents/Research/2014Studies/2014_Best_Practices_Appendix.pdf)

and 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%2>

Table 2

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
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	2.3	67.4
2012	13,566	82.8	74.8	71.4	23.5	44.8	6.2	63.9	2.4	68.8
2013	13,745	85.1	76.0	72.8	23.6	45.9	5.8	66.0	1.9	71.1
2014	14,074	83.8	75.2	72.3	23.6	45.2	5.5	65.5		
2015	14,021	82.4	74.0	70.9	22.0	45.8				
2016	14,922	83.0	73.9	70.4						
2017	15,675	83.2	83.1							
2018	16,617	83.7								

\* Cohort sizes include UMUC in the total.

Source: MHEC Enrollment and Degree Information Systems

Table 3

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

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
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%	9.6%	11.0%	28.7%
2016	13,721	35.4%	4.4%	16.0%	17.8%	8.6%	24.6%			
2017	12,650	34.7%	4.8%	17.0%						

Source: MHEC Enrollment and Degree Information Systems

Table 4

## 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 College of Maryland	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%
	2014	626	523	60.2%	70.2%	48	89.6%	93.8%	302	67.5%	82.1%	173	39.3%	42.8%
Anne Arundel Community College	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%
	2014	2,430	1,791	53.5%	74.6%	543	68.5%	86.0%	750	60.5%	87.2%	498	26.5%	43.2%
Baltimore City Community College	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%
	2014	949	528	37.1%	51.1%	34	64.7%	73.5%	237	48.9%	74.3%	257	22.6%	26.8%
Community College of Baltimore County	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%
	2014	4,557	2,705	42.0%	63.6%	496	56.5%	71.4%	1,295	50.3%	82.3%	914	22.3%	32.9%
Carroll Community College	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%
	2014	696	553	61.8%	74.9%	149	79.2%	89.3%	284	69.7%	85.6%	120	21.7%	31.7%
Cecil College	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%	59.3%	92	48.9%	83.7%	153	41.2%	63.4%	89	19.1%	27.0%
	2014	636	422	39.3%	62.8%	136	52.2%	91.2%	200	42.5%	63.5%	86	11.6%	16.3%
Chesapeake College	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%
	2014	572	340	61.2%	78.8%	109	80.7%	89.9%	153	60.1%	86.3%	78	35.9%	48.7%
College of Southern Maryland	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%
	2014	1,974	1,418	56.6%	71.4%	598	70.4%	81.9%	543	58.2%	78.6%	277	23.5%	34.7%
Frederick Community College	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%
	2014	1,843	991	65.1%	76.5%	426	81.9%	87.3%	478	62.3%	81.2%	87	29.9%	29.9%

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	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%
	2014	271	207	77.8%	81.2%	46	89.1%	91.3%	145	80.0%	84.1%	16	25.0%	25.0%
Hagerstown Community College	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%
	2014	903	596	56.5%	71.5%	124	75.8%	84.7%	292	61.6%	82.2%	180	35.0%	45.0%
Harford Community College	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%
	2014	1,513	1,109	63.8%	80.6%	508	77.4%	90.6%	474	59.9%	83.8%	127	23.6%	29.1%
Howard Community College	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%
	2014	1,668	1,235	54.8%	76.3%	307	70.0%	84.4%	487	66.7%	91.8%	441	31.1%	53.5%
Montgomery College	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%
	2014	3,812	2,959	50.2%	75.5%	772	69.8%	87.0%	1,574	51.8%	83.2%	613	21.4%	40.9%
Prince George's Community College	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%
	2014	2,347	1,595	36.2%	60.1%	266	54.1%	73.3%	391	46.8%	89.8%	938	26.8%	44.0%
Wor-Wic Community College	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%
	2014	684	444	52.7%	67.1%	82	84.1%	90.2%	218	59.2%	79.4%	144	25.0%	35.4%
TOTAL	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%
	2014	25,481	17,416	51.4%	70.8%	4,644	70.2%	84.3%	7,823	56.9%	83.1%	4,949	25.6%	39.3%

**Notes:**  
The analysis cohort includes students who attempt at least 18 credit hours within the first two years after initial matriculation. "College ready" are students who were assessed not to need remediation in any subject area. "Developmental completers" are students who were assessed to need remediation in at least one subject area and completed all required remedial coursework. "Developmental non-completers" are students who were assessed to need remediation in at least one subject area and did not complete all required remedial coursework. "Successful persisters" are students who, within four years after initial enrollment, have completed at least 30 credit hours with a GPA of 2.00 or better, have graduated and/or transferred, or 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.

**Table 5. 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
<b>COMMUNITY COLLEGES</b>																	
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
<b>Sub-Total</b>	<b>11,163</b>	<b>11,386</b>	<b>11,614</b>	<b>11,846</b>	<b>12,083</b>	<b>12,325</b>	<b>12,571</b>	<b>12,823</b>	<b>13,079</b>	<b>13,341</b>	<b>13,608</b>	<b>13,880</b>	<b>14,157</b>	<b>14,441</b>	<b>14,729</b>	<b>15,024</b>	<b>208,070</b>
<b>FOUR-YEAR PUBLIC INSTITUTIONS</b>																	
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	379	380	380	381	381	381	382	382	382	383	383	384	384	384	385	6,110
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	445	450	454	459	463	468	473	478	482	487	492	497	502	507	512	7,611
<b>Sub-Total</b>	<b>21,458</b>	<b>21,876</b>	<b>22,301</b>	<b>22,736</b>	<b>23,179</b>	<b>23,630</b>	<b>24,091</b>	<b>24,561</b>	<b>25,040</b>	<b>25,529</b>	<b>26,028</b>	<b>26,536</b>	<b>27,054</b>	<b>27,583</b>	<b>28,123</b>	<b>28,673</b>	<b>398,398</b>
<b>Statewide Total</b>	<b>32,621</b>	<b>33,262</b>	<b>33,915</b>	<b>34,582</b>	<b>35,262</b>	<b>35,955</b>	<b>36,663</b>	<b>37,384</b>	<b>38,120</b>	<b>38,870</b>	<b>39,635</b>	<b>40,416</b>	<b>41,212</b>	<b>42,024</b>	<b>42,852</b>	<b>43,697</b>	<b>606,468</b>

\* 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	506	489	431						
	+/-		<b>20</b>	<b>-33</b>	<b>-19</b>	<b>-43</b>	<b>-100</b>	<b>-127</b>	<b>-133</b>	<b>-164</b>	<b>-195</b>	<b>-266</b>						
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	1,622	1,785	1,749						
	+/-		<b>142</b>	<b>177</b>	<b>163</b>	<b>354</b>	<b>377</b>	<b>273</b>	<b>170</b>	<b>57</b>	<b>188</b>	<b>120</b>						
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	443	431	384						
	+/-		<b>51</b>	<b>112</b>	<b>10</b>	<b>-60</b>	<b>-49</b>	<b>-38</b>	<b>-92</b>	<b>-39</b>	<b>-60</b>	<b>-117</b>						
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	507	502	492						
	+/-		<b>59</b>	<b>72</b>	<b>163</b>	<b>152</b>	<b>107</b>	<b>89</b>	<b>47</b>	<b>-39</b>	<b>-55</b>	<b>-76</b>						
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	468	355	398						
	+/-		<b>41</b>	<b>46</b>	<b>17</b>	<b>84</b>	<b>109</b>	<b>127</b>	<b>73</b>	<b>245</b>	<b>128</b>	<b>166</b>						
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	266	243	243						
	+/-		<b>16</b>	<b>33</b>	<b>64</b>	<b>33</b>	<b>18</b>	<b>-22</b>	<b>-14</b>	<b>-3</b>	<b>-32</b>	<b>-37</b>						
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	1,262	1,116	926						
	+/-		<b>-17</b>	<b>135</b>	<b>210</b>	<b>325</b>	<b>285</b>	<b>197</b>	<b>328</b>	<b>134</b>	<b>-76</b>							
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	2,131	2,168	1,925						
	+/-		<b>117</b>	<b>360</b>	<b>279</b>	<b>177</b>	<b>320</b>	<b>256</b>	<b>177</b>	<b>136</b>	<b>133</b>	<b>-151</b>						
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	882	855	862						
	+/-		<b>82</b>	<b>136</b>	<b>159</b>	<b>109</b>	<b>144</b>	<b>213</b>	<b>94</b>	<b>83</b>	<b>40</b>	<b>31</b>						
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	149	111	107	102	94						
	+/-		<b>0</b>	<b>33</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>41</b>	<b>1</b>	<b>-5</b>	<b>-13</b>	<b>-23</b>						
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	568	570	592						
	+/-		<b>39</b>	<b>91</b>	<b>104</b>	<b>123</b>	<b>146</b>	<b>163</b>	<b>114</b>	<b>50</b>	<b>42</b>	<b>53</b>						
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	883	905	812						
	+/-		<b>149</b>	<b>198</b>	<b>275</b>	<b>242</b>	<b>322</b>	<b>400</b>	<b>365</b>	<b>167</b>	<b>175</b>	<b>67</b>						
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	1,290	1,331	1,355						
	+/-		<b>184</b>	<b>253</b>	<b>350</b>	<b>382</b>	<b>420</b>	<b>408</b>	<b>466</b>	<b>499</b>	<b>524</b>	<b>532</b>						
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	2,577	2,754	2,798						
	+/-		<b>226</b>	<b>386</b>	<b>282</b>	<b>297</b>	<b>543</b>	<b>392</b>	<b>407</b>	<b>329</b>	<b>461</b>	<b>459</b>						
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	1,057	972	1,093						
	+/-		<b>96</b>	<b>186</b>	<b>231</b>	<b>201</b>	<b>146</b>	<b>148</b>	<b>63</b>	<b>249</b>	<b>147</b>	<b>252</b>						
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	363	319	318						
	+/-		<b>47</b>	<b>51</b>	<b>133</b>	<b>79</b>	<b>17</b>	<b>46</b>	<b>32</b>	<b>-10</b>	<b>-61</b>	<b>-70</b>						
<b>Sub-Total</b>	<b>Target</b>		<b>11,386</b>	<b>11,614</b>	<b>11,846</b>	<b>12,083</b>	<b>12,325</b>	<b>12,571</b>	<b>12,823</b>	<b>13,079</b>	<b>13,341</b>	<b>13,608</b>	<b>13,880</b>	<b>14,157</b>	<b>14,441</b>	<b>14,729</b>	<b>15,024</b>	<b>208,070</b>
	<b>Actual</b>	<b>11,163</b>	<b>12,637</b>	<b>13,852</b>	<b>14,269</b>	<b>14,541</b>	<b>15,133</b>	<b>15,138</b>	<b>14,919</b>	<b>14,932</b>	<b>14,897</b>	<b>14,472</b>						
	<b>+/-</b>		<b>1,251</b>	<b>2,238</b>	<b>2,423</b>	<b>2,458</b>	<b>2,808</b>	<b>2,567</b>	<b>2,096</b>	<b>1,853</b>	<b>1,556</b>	<b>864</b>						

**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	832	713	781	826	870						
	+/-		<b>65</b>	<b>58</b>	<b>96</b>	<b>85</b>	<b>132</b>	<b>150</b>	<b>17</b>	<b>71</b>	<b>102</b>	<b>131</b>						
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	464	421	399	378	335						
	+/-		<b>-7</b>	<b>67</b>	<b>8</b>	<b>69</b>	<b>-1</b>	<b>38</b>	<b>-13</b>	<b>-44</b>	<b>-74</b>	<b>-126</b>						
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	964	1,060	1,027	1,078	967						
	+/-		<b>67</b>	<b>93</b>	<b>154</b>	<b>181</b>	<b>184</b>	<b>99</b>	<b>178</b>	<b>127</b>	<b>160</b>	<b>31</b>						
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	1,967	2,026	1,873	1,805	1,907						
	+/-		<b>15</b>	<b>59</b>	<b>109</b>	<b>101</b>	<b>101</b>	<b>96</b>	<b>118</b>	<b>-73</b>	<b>-180</b>	<b>-118</b>						
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	4,428	4,628	4,609	4,619	4,701						
	+/-		<b>251</b>	<b>332</b>	<b>300</b>	<b>367</b>	<b>420</b>	<b>346</b>	<b>464</b>	<b>362</b>	<b>287</b>	<b>282</b>						
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	711	615	521						
	+/-		<b>105</b>	<b>88</b>	<b>122</b>	<b>106</b>	<b>124</b>	<b>140</b>	<b>162</b>	<b>106</b>	<b>-2</b>	<b>-108</b>						
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	399	416	433	438	420						
	+/-		<b>-20</b>	<b>-40</b>	<b>-43</b>	<b>-44</b>	<b>-48</b>	<b>18</b>	<b>34</b>	<b>51</b>	<b>56</b>	<b>37</b>						
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	2,521	2,572	2,578	2,658	2,632						
	+/-		<b>-48</b>	<b>148</b>	<b>198</b>	<b>177</b>	<b>318</b>	<b>364</b>	<b>372</b>	<b>334</b>	<b>369</b>	<b>298</b>						
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	7,559	7,768	8,295						
	+/-		<b>287</b>	<b>209</b>	<b>221</b>	<b>169</b>	<b>-87</b>	<b>-145</b>	<b>-254</b>	<b>-138</b>	<b>-83</b>	<b>287</b>						
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	514	482	508	516						
	+/-		<b>34</b>	<b>145</b>	<b>23</b>	<b>84</b>	<b>66</b>	<b>53</b>	<b>-18</b>	<b>-60</b>	<b>-45</b>	<b>-48</b>						
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	7,112	7,413	7,971	8,065	8,661						
	+/-		<b>123</b>	<b>779</b>	<b>1,060</b>	<b>1,073</b>	<b>2,482</b>	<b>3,322</b>	<b>3,548</b>	<b>4,028</b>	<b>4,044</b>	<b>4,559</b>						
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	970	1,153	1,091	1,102						
	+/-		<b>26</b>	<b>99</b>	<b>157</b>	<b>86</b>	<b>81</b>	<b>33</b>	<b>83</b>	<b>248</b>	<b>168</b>	<b>161</b>						
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	432	414	345	392	336						
	+/-		<b>-35</b>	<b>-6</b>	<b>-4</b>	<b>-27</b>	<b>-36</b>	<b>-36</b>	<b>-59</b>	<b>-133</b>	<b>-90</b>	<b>-151</b>						
<b>Sub-Total</b>	<b>Target</b>		<b>21,876</b>	<b>22,301</b>	<b>22,736</b>	<b>23,179</b>	<b>23,630</b>	<b>24,091</b>	<b>24,561</b>	<b>25,040</b>	<b>25,529</b>	<b>26,028</b>	<b>26,536</b>	<b>27,054</b>	<b>27,583</b>	<b>28,123</b>	<b>28,673</b>	<b>398,398</b>
	<b>Actual</b>	<b>21,458</b>	<b>22,735</b>	<b>24,331</b>	<b>25,136</b>	<b>25,606</b>	<b>27,365</b>	<b>28,569</b>	<b>29,194</b>	<b>29,921</b>	<b>30,241</b>	<b>31,263</b>						
	<b>+/-</b>		<b>859</b>	<b>2,030</b>	<b>2,400</b>	<b>2,427</b>	<b>3,735</b>	<b>4,478</b>	<b>4,633</b>	<b>4,881</b>	<b>4,712</b>	<b>5,235</b>						

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	15,138	14,919	14,932	14,897	14,472						
	+/-		<b>1,251</b>	<b>2,238</b>	<b>2,423</b>	<b>2,458</b>	<b>2,808</b>	<b>2,567</b>	<b>2,096</b>	<b>1,853</b>	<b>1,556</b>	<b>864</b>						
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	28,569	29,194	29,921	30,241	31,263						
	+/-		<b>859</b>	<b>2,030</b>	<b>2,400</b>	<b>2,427</b>	<b>3,735</b>	<b>4,478</b>	<b>4,633</b>	<b>4,881</b>	<b>4,712</b>	<b>5,235</b>						
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	6,327	5,991	5,915	5,644	5,576						
	+/-		<b>-107</b>	<b>-166</b>	<b>-221</b>	<b>-468</b>	<b>347</b>	<b>191</b>	<b>-278</b>	<b>-495</b>	<b>-926</b>	<b>-1,104</b>						
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	224	300	152						
	+/-		<b>26</b>	<b>-296</b>	<b>-435</b>	<b>27</b>	<b>-103</b>	<b>-103</b>	<b>-50</b>	<b>-110</b>	<b>-34</b>	<b>-182</b>						
<i>Annual Total</i>	Target		40,211	41,052	41,913	42,541	42,514	43,133	43,987	44,864	45,774	46,649						719,035
	Actual	39,387	42,240	44,858	46,080	46,985	49,301	50,265	50,388	50,992	51,082	51,463						
	+/-		<b>2,029</b>	<b>3,806</b>	<b>4,167</b>	<b>4,444</b>	<b>6,787</b>	<b>7,132</b>	<b>6,401</b>	<b>6,128</b>	<b>5,308</b>	<b>4,814</b>						
<b>Cumulative Total</b>	Target		79,598	120,650	162,563	205,104	247,618	290,751	334,738	379,601	425,375	472,024						719,035
	Actual	39,387	81,627	126,485	172,565	219,550	268,851	319,116	369,504	420,496	471,578	523,041						
	+/-		<b>2,029</b>	<b>5,835</b>	<b>10,002</b>	<b>14,446</b>	<b>21,233</b>	<b>28,365</b>	<b>34,766</b>	<b>40,895</b>	<b>46,203</b>	<b>51,017</b>						