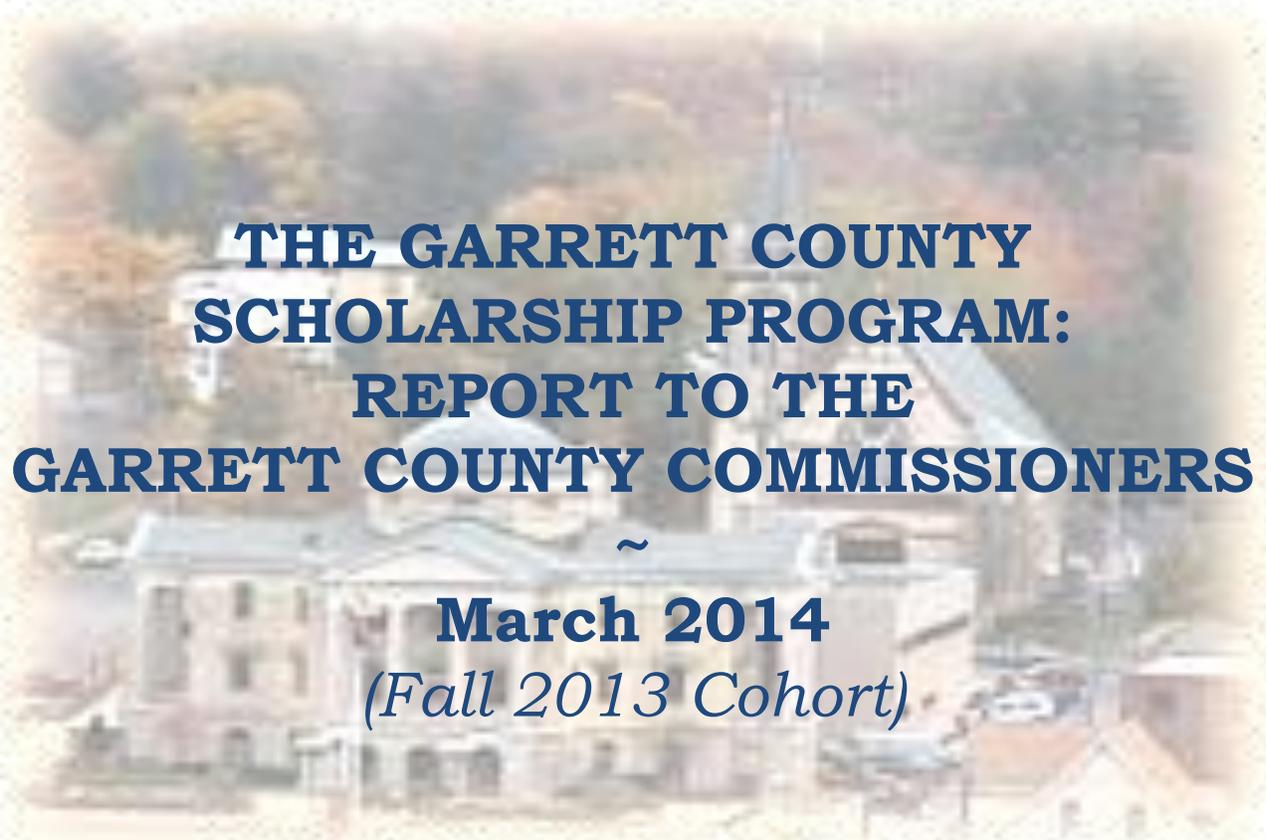




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**THE GARRETT COUNTY
SCHOLARSHIP PROGRAM:
REPORT TO THE
GARRETT COUNTY COMMISSIONERS**

~
March 2014
(Fall 2013 Cohort)



07/16/14 Revision

The Garrett County Scholarship Program: Report to the Garrett County Commissioners

I. INTRODUCTION

The Garrett County Scholarship Program (formerly known as the Commissioners' Scholarship Program, or CSP) was initiated in fall 2006 and the first cohort of Garrett County Scholarship Program (GCSP) recipients graduated from Garrett College in May 2008. It is now in its eighth year of operation; its seventh cohort graduated in May 2013. Through annual reports, the College accounts to the Garrett County Commissioners for the funds provided in support of the Scholarship Program.

II. HISTORY AND GOALS

Garrett County, Maryland has experienced rapid change as it transitions from an economy traditionally based on agriculture, forest products, and mining to a more diversified economy based on tourism, commerce, light industry, and construction. These changes are happening so quickly that the County, which has historically lagged behind the rest of Maryland with respect to the number of citizens who attain a post-secondary education, may find itself in the position of being unable to supply the skilled workforce necessary to sustain a more diversified economy. The Garrett County Commissioners have recognized that Garrett County's future economic well-being depends on having an educated, skilled workforce that is prepared to compete successfully for jobs in an increasingly competitive, global economy. With a more highly trained, educated and skilled workforce, businesses and related jobs will be attracted here, incomes in Garrett County will rise, and more young people will be able to remain in the County and lead prosperous and productive lives. The Commissioners are also aware, however, that the cost of education and training is a barrier to advancement for many of the County's citizens.

For these reasons, in 2006 the Commissioners proposed a County-funded scholarship program designed to enable Garrett County high school graduates to pursue postsecondary education at Garrett College. In fall 2010, ability to benefit from the scholarship program was extended to include those high school graduates who wished to pursue non-credit training aimed at developing trade and vocational skills instead of a postsecondary education. The long-term goal of the Garrett County Scholarship Program is to encourage more Garrett County residents to pursue post-secondary education or workforce training as a means of improving their earning power and quality of life. The immediate objective is to encourage each year's group of high school graduates to pursue post-secondary education

by insuring that the cost of tuition and the combined fee at Garrett College is covered entirely by a combination of external financial aid and the Garrett County Scholarship. However, for those high school graduates who prefer to pursue workforce training instead of a postsecondary education, the scholarship program insures that the cost for courses leading to industry recognized certification are covered. The terms and conditions of the GCSP are outlined in the Appendix to this report.

III. PROGRAM PERFORMANCE: DATA and ANALYSIS

There are a number of performance indicators that can be used for assessing the effectiveness of the Garrett County Scholarship Program. However, identifying and collecting all of the relevant data that could be useful in evaluating the full impact of the GCSP is an ongoing process, especially now that the Scholarship can also be applied to non-credit workforce training courses and programs. In addition, because of limitations imposed by the College's database, it has been necessary to make some simplifying assumptions with respect to some of the data. For example, GCSP recipients who were home-schooled or who attended a private school are not included in the cohort data (those numbers are quite small), nor are individuals who received a GED. However, the impact of these omissions is negligible in terms of viewing the overall data and results.

GENERAL

For fall 2013, a total of 162 students were awarded Garrett County Scholarships of which 56 were new students, 28 were dual enrolled high school students, and 78 were returning students. The average GCSP award per full-time student was \$1,271.

The Number of Students Receiving Garrett County Scholarships

Table 1 shows the number of students graduating each year from Northern and Southern high schools who were eligible to enroll at Garrett College and receive the GCSP scholarship. Also shown is the number of students who actually enrolled at Garrett College. There were 302 students in the high school graduating class of 2013, 109 (36%) of whom enrolled at Garrett College this past fall. Of this group, 52 students (17% of the graduating class; 48% of the students enrolling at Garrett) were awarded Garrett County Scholarships; the other 57 had higher financial need and qualified for full aid packages from other sources, primarily Federal Pell grants.

Table 1
Percentage of Eligible High School Graduates Attending Garrett College

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of High School Graduates	288	332	328	364	330	353	318	302
Number Enrolling at Garrett College	104 (36.1%)	112 (33.7%)	133 (40.5%)	147 (40.4%)	121 (36.7%)	155 (43.9%)	127 (39.9%)	109 (36.1%)
Number Receiving GCSP Scholarships	53 (51.0%)	67 (59.8%)	84 (63.2%)	87 (59.2%)	55 (45.5%)	89 (57.4%)	71 (55.9%)	52 (47.7%)

Table 2 shows the number of new College enrollees (including dual-enrolled high school students) eligible to receive the Garrett County Scholarship (GCSP), the number of new full-time students who were scholarship recipients, the number of new GCSP eligible enrollees who qualified to receive other forms of financial aid, and the number of new dual-enrolled high school students who were scholarship recipients for fall 2006 through fall 2013. Note that the latter are eligible for the GCSP, but not for any other form of financial aid. High school students are charged 50% of the regular College tuition.

Table 2
GCSP New Student Enrollment Fall 2006 – Fall 2013 Cohorts

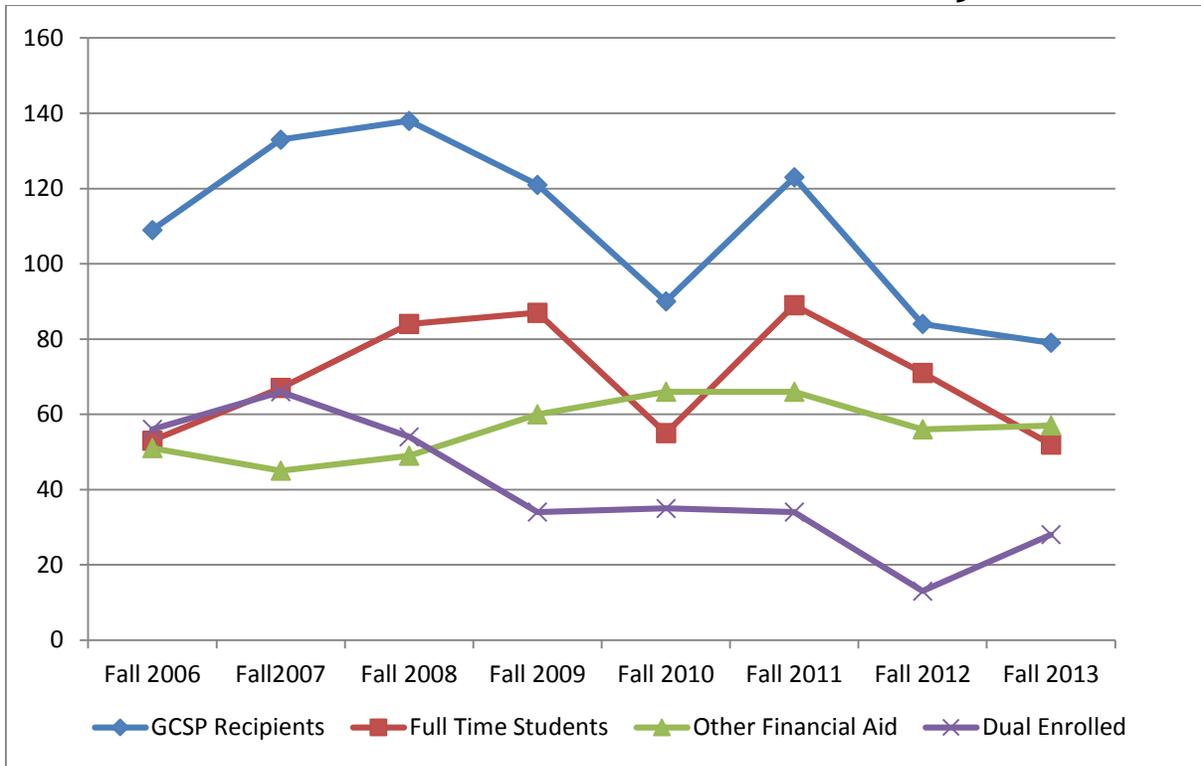
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
New College Enrollees Eligible to Receive the GCSP*	160	178	187	181	156	189	140	137
GCSP Recipients*	109 (68.1%)	133 (74.7%)	138 (73.8%)	121 (66.9%)	90 (57.7%)	123 (65.1%)	84 (60.0%)	79 (57.7%)
Full-Time GCSP Students	53 (33.1%)	67 (37.6%)	84 (44.9%)	87 (48.1%)	55 (35.3%)	89 (47.1%)	71 (50.7%)	52 (38.0%)
Full-Time Students Receiving Other Aid	51 (31.9%)	45 (25.3%)	49 (26.2%)	60 (33.1%)	66 (42.3%)	66 (34.9%)	56 (40.0%)	57 (41.6%)
Dual Enrolled GCSP Students	56 (35%)	66 (37.1%)	54 (28.9%)	34 (18.8%)	35 (22.4%)	34 (18.0%)	13 (9.3%)	28 (20.4%)

* This number includes dual-enrolled high school students.

As can be seen from Table 2, from fall 2006, the number of GCSP recipients rose steadily to a peak in fall 2008, and then began a general decline through fall 2013 to the lowest number of

recipients (79) since the GCSP was initiated. It should be noted, however, that during this same period, the number of students receiving other forms of aid has steadily increased and this may account for some of the decline in the number of GCSP recipients. The graph in Figure 1 (below) shows GCSP enrollment trends from fall 2006 through fall 2013. As Figure 1 shows, the number of GCSP recipients enrolled as full-time students shows an almost identical pattern to the trend line for all GCSP recipients.

Figure 1
GCSP New Student Enrollment Trends Fall 2006 – Fall 2013



As can be seen from Figure 1, among GCSP recipients, the number of dual enrolled high school students declined the most during this period. After an initial increase at nearly the same rate as GCSP recipients who were full-time students in fall 2007, the number of GCSP recipients who were dual-enrolled high school students declined sharply between fall 2008 and fall 2009, falling by 53% between fall 2007 and fall 2009. After leveling off between fall 2009 and fall 2011, the number of GCSP recipients who were dual-enrolled high school students fell sharply to only 13 students in fall 2012, an 80% decrease from fall 2007 to fall 2012. Enrollment rebounded somewhat in fall 2013, but is the second lowest since the GCSP began and well below the relatively low enrollment numbers experienced in fall 2009-fall 2011.

Until recently, the Garrett County Board of Education conducted surveys of its graduates one year following high school graduation. These surveys, which have had a very high response rate, have provided a reasonably accurate picture of college attendance patterns, i.e., the portion of the high school graduating class who pursue some form of postsecondary education and among those students, the number who are attending Garrett College. Table 3 summarizes the results from the 2004-2011 graduating classes. Unfortunately, due to changes in state reporting requirements and budgetary constraints, the Board of Education discontinued the Post Graduate Survey effective with the 2012 graduating class.

Table 3
Garrett County Board of Education Post Graduate Survey
College Attendance: 2004-2011 Graduates
(Note: 2011 was the last year the Board of Education conducted this survey)

	Graduating Class/Graduate Postgraduate Survey							
	2004 (Summer 05)	2005 (Summer 06)	2006 (Summer 07)	2007 (Summer 08)	2008 (Summer 09)	2009 (Summer 10)	2010 (Summer 11)	2011 (Summer 12)
Surveys Sent	279	299	294	331	335	363	332	348
Surveys Returned	250 (89.6%)	274 (91.6%)	270 (91.8%)	297 (89.7%)	284 (84.8%)	330 (90.9%)	289 (87.0%)	314 (90.2%)
Students Indicating Attendance at a College, Trade or Technical School	154 (61.6%)	142 (52.2%)	166 (61%)	172 (57.9%)	199 (70%)	180 (54.5%)	187 (64.7%)	213 (67.8%)
Students Indicating Attendance at Garrett College	54 (21.6%)	61 (22.3%)	80 (30.0%)	101 (34.0%)	122 (42.9%)	122 (37.0%)	111 (38.4%)	103 (32.8%)
Percentage of Students Indicating Attendance at Garrett Out of the Total Indicating Attendance at a College, Trade or Technical School	35.1%	43.0%	48.0%	58.7%	61.3%	67.8%	59.4%	48.4%

Table 3 shows that the proportion of local high school graduates who pursue postsecondary education has varied from year to year, ranging from a little more than half to as many as 70% of the survey respondents. Despite these variations, until recently, both the number and percentage of graduates who attend Garrett College have shown steady growth, particularly since 2006. In fact, based on the data shown in Table 3, the number of graduates indicating attendance at Garrett College increased by more than 20% per year between 2005 and 2008, with the largest increases occurring in fall 2006, 2007, and 2008. While there may be several factors that have contributed to this growth, such as the

downturn in the economy, much of the increase in the number of Garrett County high school graduates attending Garrett College can be attributed to the establishment of the Garrett County Scholarship Program. For the 2010 and 2011 cohorts, this trend reversed somewhat, but the numbers remain relatively high. Moreover, of the 314 students from the spring 2011 graduating class who responded to the survey, two-thirds indicated attendance at a college, trade, or technical school; nearly fifty percent of this group indicated they were attending (or planning to attend) Garrett College. Despite fluctuations in the percentage of graduates indicating college attendance from year to year, in terms of actual numbers, college attendance among Garrett County high school students has increased significantly since the GCSP was initiated in 2006.

Table 4 shows the total GCSP enrollment as duplicated headcount for academic years 2006-2007 through 2012-2013 (fiscal years 2007–2013). The numbers in parenthesis are enrollment for the fall and spring semesters, respectively. Enrollment in summer session and intersession courses is also included in the totals.

Table 4
GCSP Enrollment (Duplicated Headcount)

	AY 06-07	AY 07-08	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13
Total Enrollment (GCSP Awards)	253 (133/118)	388 (193/181)	431 (226/179)	412 (202/175)	324 (163/143)	382 (191/158)	343 (172/137)
Average Award	\$806.21	\$807.56	\$946.49	\$1046.49	\$1081.43	\$1178.89	\$1,245.96

As can be seen from Table 4, the total number of GCSP awards increased each year between AY 2006-2007 and AY 2008-2009, but have generally declined since then, especially between AY 2009-2010 and AY 2010-2011. The initial decline that occurred between AY 2008-2009 and AY 2009-2010 can be attributed to a sharp drop in the number of dual-enrolled students that occurred in fall 2009. The significant decline in GCSP enrollment between AY 2009-2010 and AY 2010-2011 is not as easily explained, although the number of incoming (new) students for fall 2010 was down somewhat from previous years, and at the same time there was an increase in the proportion of students receiving other forms of financial aid. GCSP enrollment rebounded somewhat in AY 2011-2012 but then dropped again in AY 2012-2013. Table 4 also shows the average GCSP award per student. The significant increase in the average award per student that occurred in AY 2008-2009 can be at least partially attributed to a tuition increase that took effect in spring 2009. Part of the increase in the average award for AY 2008-2009, however, as well as subsequent increases in the average awards for AY 2009-2010 through AY 2011-2012 are largely the result of a greater number of GCSP students enrolling in a larger number of credit hours beyond the 12-credit per semester

minimum. Students are being encouraged to take more than a 12-credit hour per semester load so that they can complete their degrees (or certificates) in a timelier manner. The particularly large increase in the average award that occurred in AY 2011-2012 may be partially due to the combination of fewer students qualifying for other forms of aid and partially to the decline in the proportion of dual-enrolled high school students relative to the total number of scholarship recipients. (Dual-enrolled students take only two three-credit courses per semester for which they are charged only 50% tuition.

Total Cost of the Garrett County Scholarship: FY2007 - FY2013

Table 5 shows the total cost of the Garrett County Scholarship Program from its inception through FY2013.

Table 5
Total Cost of the Garrett County Scholarship Program
FY2007-FY2013

	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013
Total Cost of GCSP	\$210,181	\$313,334	\$409,906	\$429,232	\$349,472	\$450,335	\$427,365

The cost for FY2007 (AY 2006-2007) is lower because that was the year the scholarship program was initiated and hence there were no returning students. The significant increase in cost from FY2008 to FY2009 was due to a combination of three factors: (1) an increase in the total number of GCSP awards, (2) an increase in the amount of the average award due to a greater number of students taking more than the 12-credit per semester minimum, and (3) the increase in tuition that became effective with the spring 2009 semester. The cost for FY2011 was lower because there were fewer GCSP recipients overall. The cost for FY2012 was more in line with FY2010, but increased to the \$450,000 cap due to the addition of occupational scholarship recipients. The decrease in total cost reported for FY2013 is attributable to a decrease in the number of GCSP recipients for that year.

Retention

Table 6 shows the fall-to-fall retention rate for the fall 2006 through fall 2012 GCSP cohorts, the College’s overall retention rates for the same cohorts, and the retention rates for the cohorts of GCSP eligible students who received other forms of financial aid. For the first three cohorts, the retention rate for GCSP recipients appears to be on par with or slightly lower than for Garrett College’s overall student population. However, as can be seen from Table 9 below, a significant number of Scholarship recipients transfer to another institution after their first year at Garrett. Some of these students are in allied health fields, where the second year is done at Allegany College; others transfer to four-year colleges and

universities. Moreover, by making reference to Table 10, it can be seen that most of the students who transfer after the first two semesters are actually dual enrolled high school students planning to attend other colleges, not students enrolled only at Garrett College. If dual enrolled students are eliminated from the calculation, retention rates for GCSP recipients are well above the College’s overall retention rate, which up until the last few years has typically been significantly higher than for community colleges in general. The 74% retention rate for the fall 2011 cohort of GCSP recipients who are full-time students is noteworthy. Table 6 also shows that retention rates for GCSP eligible students who receive other forms of aid are generally quite similar to those of GCSP recipients. In most cases, retention rates for Garrett County students on the whole are significantly higher than those for the College’s out-of-county and out-of-state populations.

Table 6
GCSP Recipients Fall to Fall Retention

	Fall 2006 - Fall 2007	Fall 2007 - Fall 2008	Fall 2008 - Fall 2009	Fall 2009 - Fall 2010	Fall 2010 - Fall 2011	Fall 2011 – Fall 2012	Fall 2012 – Fall 2013
GCSP Recipients*	51%	54%	51%	59%	56%	57%	57%
GCSP Recipients Full-Time Students Only	56%	63%	61%	64%	67%	74%	61%
GCSP Eligible Students Receiving Other Aid	75%	66%	62%	62%	69%	55%	61%
All Garrett College Students	57%	56%	51%	47%	44%	44%	38%

* GCSP Recipients includes dual-enrolled high school students.

GARRETT COUNTY SCHOLARSHIP RECIPIENTS ACADEMIC PREPARATION AND SUCCESS

Academic Preparation

Table 7 shows the number of GCSP recipients who, based on placement test results, have been required to enroll in developmental courses. The College provides developmental courses in math, English, and reading. Developmental math is the subject most often required based on students’ scores on the placement test, as the following data demonstrate.

Past data have indicated that the majority of GCSP recipients have generally been well-prepared for college-level work; this has been particularly true in the case of the dual enrolled students. However, beginning with the fall 2009 cohort, the proportion of GCSP recipients who were required to take developmental coursework began to increase, and

that proportion has continued to increase since then, with more than 60 percent of the fall 2011 and fall 2012 cohorts and almost 70 percent of the fall 2013 cohort testing into developmental courses. A similar trend has appeared among the College’s overall student population, as well as at other Maryland community colleges. So far, there is no clear explanation for these trends.

Table 7
GCSP Recipients Requiring Developmental Course Work

	Number of Students in Cohort	Number Needing Developmental Courses	Number Needing Developmental English	Number Needing Developmental Math
Fall 2006	109	45 (41.3%)	22 (20.2%)	40 (36.7%)
Fall 2007	138	46 (33.3%)	16 (33.3%)	45 (32.6%)
Fall 2008	132	53 (40.2%)	19 (14.4%)	48 (36.4%)
Fall 2009	121	59 (48.8%)	30 (24.8%)	55 (45.5%)
Fall 2010	90	47 (52.2%)	22 (24.4%)	45 (50.0%)
Fall 2011	123	74 (60.2%)	28 (22.8%)	70 (56.9%)
Fall 2012	84	52 (61.9%)	29 (34.5%)	45 (53.6%)
Fall 2013	79	55 (69.6%)	26 (32.9%)	51 (64.6%)

However, it is important to point out that the developmental need among GCSP recipients is significantly lower than that of other Garrett County students and the College’s student population overall, where the proportion of incoming students requiring developmental courses exceeds 90 percent. As can be seen from Table 7, most of the increased developmental need among GCSP recipients is in math. The majority of GCSP recipients continue to be relatively well-prepared with respect to their English skills.

As a further indicator of academic ability/preparation, Table 8 below provides a comparison of the GCSP recipient cohorts’ GPAs in their first semester with those of GCSP eligible students receiving other forms of aid and those of all entering students in the same cohort for their first semester. As Table 8 shows, the first semester mean GPAs of GCSP recipients students are significantly higher than those of Garrett College’s overall student population. These data further demonstrate that GCSP students are generally better prepared academically upon entering and that they perform at a higher level academically than students from among the College’s overall student population. On the other hand, when compared with GCSP eligible students receiving other forms of aid in the same entering cohort, the mean GPA of GCSP recipients is higher in some years but not others, although for the fall 2011, fall 2012, and fall 2013 cohorts the GPAs of GCSP students are significantly

higher. These data show, however, that with the possible exception of the fall 2012 cohort, entering Garrett County students (who are recent graduates) have generally performed at a significantly higher level academically than the College’s out-of-county and out-of-state populations.

Table 8
GSCP Recipients First Semester Mean GPA (by Cohort)

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
GCSP Recipients *	2.75	2.88	2.34	2.86	2.71	2.86	2.56	2.80
GCSP Eligible Students Receiving Other Aid	Not available	2.37	2.65	2.67	3.01	2.15	1.82	2.34
Overall Student Population	2.41	2.25	2.14	2.27	2.53	2.36	2.23	2.40

*Full-time students only

GARRETT COUNTY SCHOLARSHIP RECIPIENTS EDUCATIONAL GOAL ACHIEVEMENT

Garrett County Scholarship Recipients Progress toward Achievement of Educational Goals

Table 9 below provides a summary of progress toward educational goal achievement for the 2006 -2011 GCSP cohorts. These cohorts include both full-time and dual enrolled students. Among other data, Table 9 shows (1) the number of Scholarship recipients who transferred to another institution prior to completing a degree at Garrett College, (2) the number of Scholarship recipients who transferred to another institution after graduating from Garrett, (3) the number of Scholarship recipients who completed a degree at Garrett and presumably entered the workforce, and (4) the number of Scholarship recipients who left the College without transferring or completing a degree. Percentages based on the total number of students in the cohort are also shown.

As can be seen from Table 9, a large number of GCSP recipients transfer to another institution prior to completing a degree (typically about 40 percent of each entering class), with a considerable number transferring after their first year at Garrett. Many of the students in this latter group are dual enrolled high school students who are already planning to attend another college after high school graduation. Some students who transfer prior to completing a degree wish to pursue highly technical or specialized fields for which Garrett College is unequipped to provide the required foundational courses. Others may choose to complete a portion of their undergraduate education at Garrett, but not necessarily a degree, merely as a way of reducing the overall cost of their education. Of the students who

transfer to other institutions, either prior to or after completing a degree, the majority enroll in schools that are nearby, mainly Frostburg State University, West Virginia University or Allegany College of Maryland (for allied health fields). Overall, the percentage of GCSP recipients transferring prior to degree completion has been relatively consistent. Until recently, the number of recipients leaving the College during or after the first year, the number of recipients transferring after the first year, and the number of recipients leaving without transferring or completing a degree had been relatively consistent, but have varied widely with the last few cohorts.

Table 9
GCSP Recipients Progress toward Achievement
of Educational Goals – Fall 2006 - Fall 2011 Cohorts

GCSP Recipients Who:	Fall 2006 COHORT	Fall 2007 COHORT	Fall 2008 COHORT	Fall 2009 COHORT	Fall 2010 COHORT	Fall 2011 COHORT
Left After First Semester	10 (9.2%)	8 (6.0%)	9 (6.5%)	4 (3.3%)	5 (5.6%)	4 (3.3%)
Left After One Year (Two Semesters)	11 (10.1%)	9 (6.8%)	13 (9.4%)	18 (14.9%)	0 (0%)	14 (11.4%)
Transferred After One Year (Two Semesters)	31 (28.4%)	38 (28.6%)	31 (22.5%)	19 (15.7%)	6 (6.7%)	26 (21.1%)
Transferred Prior to Completing a Degree	47 (43.1%)	63 (47.4%)	57 (41.3%)	38 (31.4%)	38 (42.2%)	45 (36.6%)
Transferred After Completing a Degree	16 (14.7%)	9 (6.8%)	2 (1.4%)	10 (8.3%)	7 (7.8%)	13 (10.6%)
Left Without Transferring or Completing a Degree	47 (43.1%)	37 (27.8%)	41 (29.7%)	39 (32.2%)	13 (14.4%)	31 (25.2%)
Graduated & Presumably Entered the Workforce	24 (22.0%)	2 (1.5%)	0 (0%)	8 (6.6%)	2 (2.2%)	13 (10.6%)
Are Still Enrolled at Garrett College	0	27 (20.3%)	36 (26.1%)	19 (15.7%)	30 (33.3%)	34 (27.6%)
Number of Students in Cohort	109	133	138	121	90	123

On the other hand, the number of GCSP recipients who have transferred after completing a degree or who have graduated and presumably entered the workforce has been much more variable, as the data in Table 9 show. However, while it appears from the data that only a small proportion of GCSP recipients graduate and either transfer or enter the workforce, it is important to point out that, for a variety of reasons, many students take more than two years to complete their programs of study. For example, in 2012, a third of the 2010 cohort

was still enrolled at Garrett. It is likely that some, if not many of these students will ultimately graduate and either enter the workforce or transfer to a 4-year institution.

Dual Enrolled Students Pursuing Higher Education

Table 10 shows the number of dual enrolled high school students who were Scholarship recipients and who subsequently enrolled in higher education following graduation, either at Garrett College or at another postsecondary institution. Percentages based on the total number of students in the cohort are also shown.

Table 10
Dual Enrolled Students Pursuing Higher Education – Fall 2006 - Fall 2011 Cohorts

Dual Enrolled Students Who	FALL 2006 COHORT		FALL 2007 COHORT		FALL 2008 COHORT		FALL 2009 COHORT		FALL 2010 COHORT		FALL 2011 COHORT	
	Count	Percentage										
Pursued Higher Education At Garrett College	28	50.0%	29	43.9%	26	48.1%	18	52.9%	14	40.0%	5	14.3%
Pursued Higher Education But Not at Garrett College	24	42.9%	32	48.5%	22	40.7%	11	32.4%	19	54.3%	28	80.0%
Did Not Pursue Higher Education	4	7.1%	5	7.6%	6	11.1%	5	14.7%	2	5.7%	2	5.7%
Total	56		66		54		34		35		35	

As can be seen from Table 10, most dual enrolled students (as represented by these six cohorts) continue to pursue a postsecondary education following graduation from high school. On average, a little less than half of these students have continued their education at Garrett with the rest transferring to other institutions. With only 5 out of 35 students enrolling at Garrett, the fall 2011 cohort appears to be an anomaly; there is no apparent explanation for why the number of students enrolling at Garrett was so small. The dual enrollment provisions contained in the College Readiness and Completion Act of 2013 may help reverse this downward trend in the number of Garrett County high school students who are dual enrolled.

GARRETT COUNTY OCCUPATIONAL SCHOLARSHIP PROGRAM

The Occupational Scholarship component of the Garrett County Scholarship Program was initiated in fall 2010. This scholarship provides an option for those Garrett County high school graduates who wish to pursue occupational training rather than a college education.

It can be used toward the cost of enrollment in certain occupational training programs offered by the College's Division of Continuing Education and Workforce Development. The programs covered by the occupational scholarship are primarily those leading to some form of industry recognized certification. Programs that are currently offered include Welding, CAMT (Apartment Maintenance), Certified Nursing Assistant (CNA), CNC Machining, Medical Coding, Truck Driving (CDL), Underground Mining, and Veterinary Assistant. The eligibility requirements to receive the Occupational Scholarship are the same as those that apply to the regular Garrett County Scholarship. Since this program is only approaching the end of its third year of operation performance data are still somewhat limited. The data that are currently available are summarized below in Table 11. So far, most of the recipients have been enrolled in either the welding or the truck driving programs.

Table 11
Garrett County Occupational Scholarship
Recipients and Total Aid Awarded FY2011-FY2014

Year	Occupational Training Program								Total Recipients	Total Aid Awarded
	Welding	CAMT (Apt Maint.)	CNA	CNC Machining	Medical Coding	Truck Driving	Underground Mining	Vet. Assist.		
FY2011	5	0	1	0	1	1	0	0	8	\$7,832.50
FY2012	3	0	1	0	0	2	1	0	7	\$14,424.00
FY2013	3	0	0	0	0	6	0	0	9	\$15,410.00
FY2014	8	1	1	4	0	0	0	4	17*	\$18,426.00

*Note one student has taken Welding and CNC Machining classes (total is unduplicated), also FY14 data is not final.

IV. SUMMARY AND CONCLUSIONS

In general, the Garrett County Scholarship Program has been successful in encouraging high school students who might have had difficulty affording college study to pursue postsecondary education, either through dual enrollment while in high school or through enrollment at Garrett College after graduation or both. Not only has the enrollment of Garrett County students at Garrett College increased significantly since the GCSP was initiated, but among Garrett County high school students overall college attendance has also increased, according to results from the Garrett County Schools' post-graduate survey shown earlier in Table 3. Thus, the GCSP has also been a significant motivating factor in encouraging students who had not thought about going to college at all to consider attending. Students who receive GCSP scholarships have a stronger than average academic record and are more likely to be retained over time and to transfer successfully from Garrett to other colleges and universities. Students who are eligible for the GCSP but receive other

forms of aid instead do not perform quite as well, but both of these groups generally perform at levels better than the College's overall student population.

GCSP recipients at Garrett College are relatively homogeneous in socioeconomic profile, and from the kind of families that often "fall between the cracks" in the financial aid system— income too high to qualify for large amounts of Federal and other public aid, but too low to afford the full cost of college. This is to be expected because Garrett County high school graduates who enter the College in the same cohorts as these scholarship recipients but whose family need is so high as to qualify them for a full external aid package do not receive help through the GCSP.

A large number of GCSP recipients transfer to another institution prior to completing a degree, with a considerable number transferring after their first year at Garrett. Some of these students are dual enrolled high school students who plan to attend another college after they graduate. Among the full-time students who transfer prior to completing a degree, some wish to pursue highly technical or specialized fields for which Garrett College is unequipped to provide the required foundational courses. Others may choose to complete a portion of their undergraduate education at Garrett, but not necessarily a degree, merely as a way of reducing the overall cost of their education.

The Garrett County Scholarship program was conceived as a long-term investment in the economic future of Garrett County and its people. However, in terms of more direct and immediate economic benefit, the GCSP has already been paying dividends by leveraging additional aid dollars to benefit Garrett County students and their families. For the 2012-13 academic year, the fall 2012 entering cohort of GCSP recipients received \$198,373 in aid from the GCSP and \$123,591 in aid from other sources, for a total of \$321,964. Students in this cohort who were GCSP eligible but qualified to receive other forms of aid were awarded a total of \$260,816 in aid. The total aid awarded in academic year 2012-2013 to the fall 2012 cohort of GCSP recipients and GCSP eligible students who received other forms of aid is shown below in Table 12. Clearly, even if the GCSP did not exist many of the GCSP recipients would likely have attended Garrett College anyway. However, some of these students probably would have pursued postsecondary education elsewhere and others probably would not have attended college at all. Assuming an average enrollment increase of 26% due to the GCSP, perhaps as much as \$147,581 of the other aid awarded may have been leveraged by the GCSP. Actually, the total amount leveraged for AY 2011-2012 is probably higher because the \$147,581 estimate is based only on the fall 2011 cohort and does not include any students returning from previous years.

Table 12
Total Aid Awarded in AY 2012-2013 to Fall 2012 Cohort
GCSP Recipients and GCSP Eligible Students

	GCSP Recipients *	GCSP Eligible Students Receiving Other Aid	Total
GCSP Aid Awarded	\$198,373	\$0	\$198,373
Other Aid Awarded	\$123,591	\$260,816	\$384,407
Total Aid Awarded	\$321,964	\$260,816	\$582,780

*Full-time students only

The GCSP also provides an additional direct economic benefit to those Garrett County families whose incomes that are too high to qualify for financial aid, but who must borrow money in order to be able to pay for college. Thus, the GCSP helps reduce the overall amount of debt that families must assume in order to pay for postsecondary education or occupational training.

V. NEXT STEPS

Some aspects of the foregoing analysis have helped the College identify initiatives that can extend the reach and improve the effectiveness of the GCSP. These are detailed below.

- There is still a sizeable portion of Garrett County high school graduates not taking advantage of the opportunity to further their education at Garrett College tuition-free, either with substantial outside aid or via the GCSP; beyond tuition, the cost of textbooks, fees and travel may be prohibitive for some.**

Action: More vigorous Admissions outreach to high school counselors and teachers, direct mail to students and parents, advertisements in school newspapers, stories in the Garrett College Newsbeat section of the Republican, more publicity about the Garrett College Foundation textbook scholarships.

The admissions office currently mails a brochure to all local applicants which includes some facts about Garrett College, a cost comparison for Garrett and other local colleges/universities, and contact information for learning more about the Garrett County Scholarship as well as Garrett College Foundation Scholarships.

Since the creation of the Garrett County Scholarship Program, the Garrett College Foundation has encouraged donors to keep the criteria for their scholarships and unrestricted donations as broad as possible in order to allow for financial aid to more easily award these funds, thereby allowing the Financial Aid office to distribute the award after the GCSP has been applied so that students can use the Foundation

funds to purchase textbooks. The Foundation is also currently exploring the possibility of adding a fall fundraiser each year that would strictly benefit the purchase of textbooks.

Garrett College is working hard to strengthen relationships with the Garrett County Public Schools and is also working to increase the number of courses available for dual-enrolled high school students. These students are eligible for the GCSP. We are also working to increase the number of potential students eligible to take dual-enrolled courses. There are also plans to do a direct mailing to local high school juniors and their parents with information about dual-enrollment courses and GCSP eligibility.

A recent insert in The Republican included information about the GCSP. The GC Newsbeat section of The Republican has also featured numerous articles about the scholarship program over the years. Various radio advertisements have been broadcast by WKHJ, most recently from this past April through June.

- 2. A majority of GCSP recipients transfer to other colleges prior to degree completion. This is appropriate for dual-enrolled high school students and for those pursuing specialty fields, but less appropriate for those who could otherwise stay to earn the associate degree.**

Action: Provide better information to all Garrett College students about the benefits of completing the associate degree, especially with regard to the transferability of credit.

During the New Student Welcome Sessions incoming students are informed about the importance of completion and are asked to sign a “Commit2Complete Pledge.” Faculty, staff, and the students’ parents are also asked to sign this pledge. Students also receive an information sheet in their packets on that day titled “Top 10 Reasons for Completing Community College.”

The College’s Advising and Academic Success Center (AASC) offers Transfer Advising as a service but always encourages students to complete their degree here before they transfer and explains the benefits for doing that. Faculty advisors also encourage their advisees to complete their degree first whenever discussing transfer, except in those cases where it is to the student’s benefit to transfer earlier.

- 3. Relatively few GED recipients are participating in the GCSP.**

Action: GED recipients are an important audience as they have made a special effort to complete high school equivalency and may be motivated to continue their education at the college level. As part of a national initiative to create more effective links between

Adult Basic Education (ABE) programs and college study, Garrett College will add a “bridge to College” component to its ABE program and incorporate the Accuplacer placement tests as an ABE outcomes measure.

The state of Maryland recently changed the GED test to an online format. When students take the exam, they are given the option as to whether the results are to be shared with Garrett College. The new GED format is more rigorous and gives students two different types of passing scores. One of the scores indicates that a student is college ready, and these students are encouraged to take the Accuplacer placement exam. Students who pass but are not at college-level are encouraged to pursue some form of remediation, such as a look into bridge program in order to prepare for Accuplacer placement testing. However, because we do not always know for sure which students passed or what level they achieved, we are not able to specifically target these students to tell them about the GCSP. However, a letter is sent to all students who take the GED exam that includes information about the GCSP. This information is also provided to students who have placed at the ASE (adult secondary education) level before they take the GED exam. The Continuing Education and Workforce Development catalog/course schedule and rack cards also provide information about the GCSP.

4. Data collection related to the GCSP can be expanded.

Action: Work with the high schools to collect information about the outcomes for each graduating class. Regularly administer an intake survey to all enrolling high school graduates indicating their reasons for attending Garrett College and their specific educational goal (early transfer, certificate, associate degree, post-degree transfer).

To date, an intake survey has not been conducted, but on the application for admission prospective students are asked to indicate their reason for wanting to attend Garrett College. The options are:

- To complete a certificate program of study
- To earn Adventure Sports credits as a Recreation major at Frostburg State University
- To earn college credits and transfer prior to completing a degree
- To earn credits as a visiting student and transfer them to the college/university I currently attend
- To finish a two-year degree and seek employment
- To finish a two-year degree and transfer to a four-year college or university

APPENDIX: GARRETT COUNTY SCHOLARSHIP GENERAL CONDITIONS

Abbreviations

<i>Garrett County Commissioners</i>	<i>Commissioners</i>
<i>Garrett County Board of Education</i>	<i>GCBOE</i>
<i>Garrett College Board of Trustees</i>	<i>Trustees</i>
<i>Garrett County Scholarship Program</i>	<i>GCSP</i>
<i>Garrett County Academic Scholarship</i>	<i>GCAS</i>
<i>Garrett County Occupational Scholarship</i>	<i>GCOS</i>
<i>Northern Garrett County High School</i>	<i>NHS</i>
<i>Southern Garrett County High School</i>	<i>SHS</i>

ELIGIBILITY: ALL SCHOLARSHIPS

To be eligible for the Garrett County Scholarship Program, for either the Academic Scholarship or the Occupational Scholarship, a person must satisfy the requirements set forth below:

Admission Requirement

The individual must apply for admission to a Garrett College academic or occupational program, satisfy its admission requirements, and be admitted.

High School Standing Requirement

The applicant must be one of the following:

- a. A member of the current graduating class of NHS or SHS as designated by the GCBOE. "Current" means the student graduated in the spring immediately prior to the beginning of fall classes at Garrett College.
- b. A student who is certified by the GCBOE as home schooled and whose date of birth falls during a specific period of time as specified annually by the GCBOE in order to validate equivalency to the high school graduating class of the current year.
- c. A student who is certified by a state-approved non-public school located and operating in Garrett County*, who is a documented graduate of the current school year, and whose date of birth falls during a specific period of time as specified annually by the GCBOE in order to validate equivalency of a high school graduate of the current school year.

*The Salem School is the only state-approved non-public school in Garrett County.

- d. A person who was a recipient of a General Equivalency Diploma during the GCBOE's immediately previous academic year.
- e. A student registered at SHS or NHS as a full time equivalent student as determined by the GCBOE and who has been approved to enroll in a designated BOE/GC selective admissions dual

enrolled program of study by which Garrett County high school students can earn high school and college credit simultaneously.

- f. A member of the SHS or NHS senior class who is enrolled as a full time equivalent student as determined by the GCBOE and who has been approved to enroll in a selective admissions mixed schedule of study by which s/he may take courses concurrently at the high school and Garrett College, spending part of the school day or school week at his/her high school and part at Garrett College.

OR

A member of the senior class at a state-approved non-public school in Garrett County who meets the same selective admissions standard as SHS or NHS seniors for enrollment in a mixed schedule of study as above.

OR

A student in a GCBOE-certified home school program who has completed requirements equivalent to placement in the senior year of high school and who meets the same selective admissions standard as SHS or NHS seniors for enrollment in a mixed schedule of study as above.

- g. A student who, subject to the approval of the GCBOE and Garrett College, is enrolled in the Garrett College's selective Early College Admissions Program (ECAP) in order to attend the College full time in the senior year.

Hereinafter, the students enrolled in GCSP under Sections "e" and "f" above are referred to collectively as "Dual Enrolled" students.

Residency Requirement

The applicant must be a legally documented resident* of Garrett County for a period of two full years prior to the date of NHS or SHS graduation, graduation from a state-approved non-public school, completion of a GCBOE-certified home school equivalent program, or receipt of the GED. Students who live in Garrett County but attend school in another county are not eligible for the GCSP.

*According to Maryland state law, persons in the custody of the State are considered to be residents of the address at which they lived prior to their custodial status. To qualify for the GCSP upon completion of a high school degree or high school equivalency (GED), a student who has been in State custody must have been a legally documented resident of Garrett County for two full years prior to their custodial status.

Financial Aid Requirement

Students seeking the GCAS or the GCOS are required to apply for various forms of financial aid. Grant and scholarship aid which the student receives from any source must be applied to the cost of Garrett College's tuition and the combined fee before a Garrett County Scholarship is utilized. Dual Enrolled and ECAP students who are eligible for the College's 50 percent tuition waiver as permitted by state law will have that waiver applied to the cost of Garrett College's tuition and combined fee before the Scholarship is utilized.

ADDITIONAL REQUIREMENTS: GARRETT COUNTY ACADEMIC SCHOLARSHIP (GCAS)

Effective Date of Enrollment

Eligible persons seeking the GCAS (other than Dual-Enrolled students) must enroll at Garrett College for the fall semester immediately following NHS or SHS high school graduation, graduation from a state-approved non-public school, completion of a GCBOE-certified home school equivalent program, or receipt of the GED. An exception may be made only under extraordinary circumstances such as, but not limited to, documented severe illness or death in the family. The decision as to whether to grant an exception shall be at the sole discretion of Garrett College.

Matriculation Status

Only students enrolled in an approved Garrett College credit degree or certificate program are eligible. (This does not apply to Dual Enrolled students, who have not yet matriculated.)

Full Time Status Requirement

All students, other than Dual Enrolled students, must be enrolled full-time (12 credits minimum) during the fall and spring semesters and may at their election also enroll for a minimum of 8 credits during each summer session and 4 credits during intersession.

Application Process

1. Students seeking the GCAS must complete and submit the following in a timely manner.
 - a. To the Garrett College Office of Admissions:
 - § Garrett College application for admission
 - b. To the Garrett College Office of Financial Aid:
 - § GCAS application form
 - § FAFSA (free application for federal financial aid)
 - § Guaranteed Access Grant application
 - § Application forms for Maryland financial aid programs

These forms are available at NHS, SHS, and Garrett College.

2. Applicants must also provide documentation to the Office of Financial Aid that all eligibility standards have been met. The decision to accept or reject documentation shall be at the sole discretion of the College.

Program and Academic Progress Requirements

1. Students may enroll in approved programs of study articulated between Garrett College and another institution of higher education. However, the GCAS will only cover the cost of education taken at Garrett College.
2. Students are not required to maintain continuous enrollment in order to be eligible for the GCAS. However, students must complete their degrees or certificates within three years from the date of initial enrollment.

3. Students who are required to be full time yet reduce their course loads to part time status lose their GCAS eligibility thereafter except under extraordinary circumstances such as documented severe illness or death in the family. The decision as to whether to grant an exception shall be the sole discretion of Garrett College.
4. To sustain eligibility, GCAS recipients must earn a minimum 2.0 average in every semester of study. Students who fail to maintain this academic standard become ineligible for the GCAS henceforth unless they regain good standing through taking courses on a self-paying basis.
5. Grades earned in dual-enrolled courses are computed in the student's College grade point average; the 2.0 cumulative GPA required for continuation of the GCAS applies to dual-enrolled students as well as to matriculated students.

Scholarship Coverage and Limitations

1. The GCAS will only fund courses applicable to the student's chosen program of study.
2. The GCAS will cover the tuition and the combined fee for required developmental studies with the exception of developmental courses taken by Dual Enrolled students who are ineligible in this regard unless approved by BOE and Garrett College due to special circumstances. The decision to grant an exception shall be at the sole discretion of Garrett College in consultation with the BOE.
3. The GCAS will pay only for required developmental courses and for an additional 64 credit hours of study at the maximum. However, the GCAS will not pay for any repeated courses whatsoever. Students must self-fund any such courses.
4. For dual-enrolled students, whether enrolled in the high school dual enrollment course program or taking college courses in a mixed schedule, the GCAS shall cover up to 8 credit hours per semester during the academic year.
5. Any student who has not been determined eligible for the GCAS by the start of a semester must pay for his or her courses in accordance with Garrett College's standard payment policies but will be reimbursed in the event that eligibility is subsequently established for that semester of study.
5. Subject to student eligibility, the GCAS shall apply to courses taken during summer sessions and intersession toward the degree in which the student is matriculated up to a maximum of 8 credits per summer session and 4 credits per intersession.

ADDITIONAL REQUIREMENTS: GARRETT COUNTY OCCUPATIONAL SCHOLARSHIP (GCOS)

Effective Date of Enrollment

Eligible persons seeking the GCOS must enroll in an occupational training program offered by Garrett College in the fall semester immediately following NHS or SHS high school graduation, graduation from a state-approved non-public school, completion of a GCBOE-certified home school equivalent program, or receipt of the GED. An exception may be made if the training program sought is not offered in the

semester immediately following graduation or completion of high school requirements, in which case the student must enroll at the first available opportunity. An exception may also be made under extraordinary circumstances such as, but not limited to, documented severe illness or death in the family. The decision as to whether to grant an exception shall be at the sole discretion of Garrett College.

Application Process

1. Students seeking the GCOS must complete and submit the following in a timely manner to the Garrett College Office of Continuing Education and Workforce Development:

- § Garrett College application for an occupational training program of choice
- § Application forms for other types of aid for which a student may be eligible (consult with the CEWD Office for information on eligibility)
- § GCOS application form

GCOS and Garrett College application forms are available at NHS, SHS, and Garrett College.

2. Applicants must also provide documentation to the Garrett College Office of Financial Aid that all eligibility standards have been met. The decision to accept or reject documentation shall be at the sole discretion of the College.

Program and Progress Requirements

1. Students are not required to maintain continuous enrollment in order to be eligible for the GCOS. However, students must complete their training program and related industry certification (if applicable) within three years from the date of initial enrollment.
2. To sustain eligibility, GCOS recipients must demonstrate competency at a level sufficient for industry certification (if applicable) or otherwise satisfactory level in each course taken. Students who fail to meet this standard become ineligible for the GCOS henceforth.

Scholarship Coverage and Limitations

1. The maximum amount of the GCOS scholarship available in a given fiscal year will be the equivalent of the average amount of the GCAS scholarships awarded in the prior fiscal year.
2. The GCOS will pay for required training courses in the occupational training program selected. However, the GCOS will not pay for any repeated courses whatsoever. Students must self-fund any such courses.
3. The GCOS may be applied to the cost of course fees (tuition), course materials, and certification testing fees (if applicable) for the occupational training program selected.
4. Any student who has not been determined eligible for the GCOS by the start of an occupational training program must pay for his or her courses in accordance with Garrett College's standard

payment policies but will be reimbursed in the event that eligibility is subsequently established for that period of study.

DISCLAIMERS

1. Garrett College and the Commissioners make no warranty either implied or explicit that the Garrett County Scholarship Program, or either of the GCAS and the GCOS, will be fully funded in any semester of study. The amount of the awards each semester is dependent on the amount of funds allocated to the program and the number of students qualifying.
2. In collaboration with the Garrett County Board of Education, Garrett College shall act as the regulatory body regarding the proper implementation of the terms and conditions of the GCSP as stated herein. The decisions of the College are not subject to appeal.

Effective Date: July 1, 2010

Approved by the Board of County Commissioners July 2, 2010