

# **Garrett College Performance Accountability Report for the Maryland Higher Education Commission (MHEC) August 2025**

## **MISSION**

Garrett College recently completed a review of its mission and goals as part of the process for preparing for its upcoming fall 2027 Middle States Commission on Higher Education (MSCHE) self-study. The process resulted in the following updated Mission Statement:

Garrett College empowers our students, regardless of circumstances, to achieve their goals through accessible, high-quality education and support. We are dedicated to developing innovative and sustainable programs that adapt to a changing world, while respecting and supporting aspirations that benefit our community and students.

## **INSTITUTIONAL ASSESSMENT**

Garrett College (GC) is a small, rural community college located in Western Maryland, serving as the primary postsecondary institution for Garrett County. In Fiscal Year 2025 (FY2025), the College reported an unduplicated credit headcount of 937 students, reflecting a 2.3% increase over the prior year (FY2024). GC employed 20 full-time faculty members as well as a number of adjunct instructors during the 2024-2025 academic year. For the fall 2024 semester, over 50% of the course offerings were taught by full-time faculty.

The College's primary service area is Garrett County, Maryland, which had an estimated population for 2025 of 28,093—a slight decline of -0.58%. Despite this demographic trend, the College continues to draw students from adjacent counties in West Virginia and Pennsylvania, aided by targeted recruitment efforts and specialized tuition policies.

Total credit hour enrollment increased by 1.7% in FY2025. Dual-enrollment students from local high schools accounted for 20.45% of the total credit hours and 35.1% of credit hours generated by in-county students. Projections under the Blueprint for Maryland's Future suggest continued growth in high school student participation in college-level coursework. The College has also experienced notable success in expanding its reach beyond Garrett County, primarily through athletics recruitment and strategic outreach. Between FY2024 and FY2025, out-of-county and out-of-state credit hour enrollment rose by 24.1%, from 3,081.5 to 3,823 credit hours.

Garrett College's revenue structure has historically depended on tuition, which typically comprises approximately one-third of its total operating revenue. The remaining support is derived from county and state appropriations. While state funding has declined relative to other Maryland community colleges, Garrett County's local support has steadily increased, leading to a greater reliance on county funding. In support of regional access, GC also offers a "border tuition rate," which provides reduced tuition for students residing in neighboring counties in West Virginia and Pennsylvania. This initiative is designed to strengthen cross-border enrollment and expand the College's service footprint beyond its traditional boundaries.

To meet strategic enrollment and financial sustainability goals, the College is actively implementing initiatives to attract more out-of-county and out-of-state students. These efforts include expanding academic offerings—such as newly established degree programs in Paramedic Studies (in alignment with Continuing Education and Workforce Development, or CEWD), Health Sciences, and Radiologic Technology – and deploying enhanced marketing and recruitment strategies.

### **Student Characteristics**

The College’s fall 2024 enrollment was 679, which included 414 students in degree and certificate programs, 258 (3 of which are pursuing a degree) dual-enrolled high school students (38% of total headcount – the same as fall 2023), and 10 non-degree students. A little more than half of the College’s credit students (52.4%) attended full-time. Most of the college’s out-of-county and out-of-state students, including athletes, reside in Garrett and Laker halls as GC is one of two community colleges in the state with on-campus housing.

The College also has been working to attract more non-traditional students, mainly through expansion of the non-credit workforce development and job training programs it offers. In recent years, the College’s non-credit enrollment has experienced moderate but steady growth due to expanded programming and extension of the Garrett County Scholarship Program (GCSP) to include graduating high school students who wish to pursue postsecondary job training instead of a college degree. As a result, the College has experienced increased revenue from non-credit tuition and fees. For FY2024, CEWD reported a total of 7273 enrollments (3063 unduplicated headcount) in its courses and programs, an increase of 15% over FY2023.

As shown in Table 1, the College offered a total of 15 transfer and career degree programs and 11 certificate programs during the 2024-2025 academic year. GC now offers an A.S. in Health & Exercise Science and a certificate in Health Science. The Maryland Higher Education Commission (MHEC) approved a new A.A.S. degree program in Radiologic Technology for enrollment to begin summer 2025. MHEC also approved a Limited Scope Radiologic Technologist certificate. Graduation and transfer rates for the 2018-2021 cohorts are shown in Table 2.

**Table 1: Degree & Certificate Programs**

<b>Program</b>	<b>Enrollment Fall 2024</b>	<b>Program</b>	<b>Enrollment Fall 2024</b>
Addictions Counseling (A.A.S.)	9	Engineering Transfer (A.S.)	13
Addictions Counseling (Certificate)	2	Engineering, Robotics, & Technology Certificate (Garrett County Public Schools students only)	0
Arts & Sciences Transfer (A.A.)	45	General Studies (A.A.)	76
Business Administration (A.A.)	36	General Studies – Allied Health Professional*	11
Business & Info. Technology (A.A.S.)	31	Nat. Resources & Wildlife Tech. (A.A.S.)	34

<b>Program</b>	<b>Enrollment Fall 2024</b>	<b>Program</b>	<b>Enrollment Fall 2024</b>
Computer Science (A.S.)	17	Outdoor Leadership & Adventure (A.A.S.)	10
Cybersecurity (A.A.S.)	10	Paramedic (Certificate)#	0
Cybersecurity (Certificate)	1	Paramedic Studies (A.A.S.)	6
Early Childhood Ed./Special Ed. (A.A.T.)	2	Professional Technical Studies – Machining (A.A.S.)	2
Elementary Ed./Special Ed. (A.A.T.)	7	Professional Technical Studies (A.A.S.)	3
Teacher Education (A.A.)	16	Sport Management (A.A.S.)	42
Health Science (Certificate)	4	Health & Exercise Science (A.S.)	14
Health Science: Pre-Nursing Prep for Transfer track (Certificate)	18	Health Science: Pre-Dental Hygiene track (Certificate)	2
Health Science: Pre-Occupational Therapy Assistant track (Certificate)	0	Health Science: Pre-Physical Therapist Assistant track (Certificate)	2
Health Science: Pre-Respiratory Therapist track (Certificate)	0	Health Science: Pre-Medical Lab Technology track (Certificate)	0

\* Allied Health Professions Non-Degree 1+1 Transfer Program to Allegany College of Maryland

#Non-credit program also offered for credit

**Table 2: Graduation and Transfer Rates**

<b>Cohort</b>	<b>100% Time Graduation Rate</b>	<b>150% Time Graduation Rate</b>	<b>200% Time Graduation Rate</b>	<b>Transfer Rate</b>
2018	18%	28%	31%	23%
2019	23%	32%	34%	22%
2020	23%	32%	33%	22%
2021	26%	34%	34%	25%
<b>4-year Student Right-to-Know</b>	<b>23%</b>	<b>31%</b>	<b>33%</b>	<b>23%</b>

### **Institution’s Contributions Toward the Goals and Strategies Outlined in the 2022 Maryland State Plan for Higher Education, “2022 State Plan”**

Garrett College previously had six institutional goals relating to its performance in the following keys areas: Accessibility, Student Satisfaction and Success, Educational Effectiveness, Workforce Development, Community Service, and Effective Use of Financial, Human, and Physical Resources. However, during the initial stage of building the FY2026-30 Strategic Plan, there was a consensus among the College's three major governance entities (College Council, Faculty Senate, and Staff Senate) that the practice of having "institutional goals" and "strategic goals" was duplicative and confusing, and needed to be rectified. The recommendation presented to the Board of Trustees was that, going forward, the College

employ its strategic goals as its institutional goals, and that the College's Values represent the College's stance. The strategic goals align with MHEC's institutional performance accountability framework, and the performance measures associated with them are assessed annually.

Following are Garrett College's three strategic goals approved by the Board of Trustees on January 21, 2025 for the FY2026-2030 Strategic Plan developed by the Strategic Plan Steering Committee comprised of five internal Garrett College administration, five external community members, and one Garrett College Board of Trustees Member:

**FY26 STRATEGIC GOALS (Developed by Strategic Plan Steering Committee)**

- **Goal 1:** Enhance connections with the community.
- **Goal 2:** Offer innovative, sustainable programs that adapt to changing student and community needs to enable student success.
- **Goal 3:** Maximize human, technical, physical, and fiscal resources to support the College's strategic objectives.

**ACCESS: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.**

Garrett College's first sentence of its new Mission Statement, "*Garrett College empowers our students, regardless of circumstances, to achieve their goals through **accessible**, high-quality education and support.*", demonstrates the College's commitment in ensuring equitable access to affordable and quality postsecondary education for all Maryland residents.

During the fall 2024 assessment of the College's Mission, Vision, and Values (MVV), the Vision Statement and Value Statements were also modified to align with the state's goals.

**VISION STATEMENT:**

Garrett College is an institution committed to student success, real-world preparedness, and community enrichment.

**VALUES STATEMENT AND DEFINITIONS:**

Garrett College believes that every human being is entitled to dignity, worth, respect, and the opportunity to learn in a safe environment. Therefore, Garrett College commits to . . .

**Accessibility:** A proactive design and implementation of environments, systems, and communications that ensure equitable participation, remove barriers, and empower all individuals to engage fully and independently, regardless of their diverse abilities, backgrounds, or circumstances.

**Excellence:** A commitment to exceptional performance, continuous growth, and principled action that consistently exceeds expected standards while maintaining integrity, fostering innovation, and creating positive impact.

**Innovation:** The active pursuit of knowledge and experiences beyond the classroom, fostering

curiosity and personal growth, empowering individuals to discover new interests and opportunities that contribute to their academic and personal development.

**Integrity:** Honest, ethical behavior, and accountability in all actions and decisions.

**Sustainability:** A comprehensive approach that supports environmental, fiscal, and societal vitality for current and future generations.

Academics and workforce development staff are supporting accessibility through initiatives to enable students to transition between credit and noncredit more seamlessly by implementing new programs, such as the highly successful paramedic program that has both credit and noncredit options. Academics is working with the Garrett County Public Schools to implement degree pathways in accordance with the Blueprint for Maryland's Future's goals. In Academic Affairs, elimination of developmental education programming not only removes barriers for students with remedial needs, but provides them an opportunity to learn in a heterogeneous classroom while getting supplemental and complementary support. The director of financial aid, and financial aid office staff, assist students with submitting their FAFSA at various workshops to ensure they are receiving financial assistance via PELL, Maryland Promise, and the Garrett County Scholarship Program.

**SUCCESS: Promote and implement practices and policies that will ensure student success.**

Garrett College continually strives to make data-driven decisions with respect to ensuring student success. In fall 2024, the Dean of Academic Affairs required each faculty member to conduct office hours in the Learning Commons/Library to make them more visible and accessible. Data for this new initiative will be assessed next year. Although the College strives to make improvements, every cohort is different. After seeing retention increases with the fall 2022 cohort, there was a decrease in fall 2023 cohort's fall-to-fall retention for college-ready students (Indicator 14d) of 6.3% from fall 2022's cohort. The fall 2023 cohort's college-ready fall-to-fall retention was 57.1%. The retention for all students (indicator 14a) decreased by 6.1%, and Pell grant recipients (Indicator 14b) decreased by 12.4%, which could be an effect of the FAFSA challenges. Developmental students (Indicator 14c) decreased by 16.9% from the fall 2022 cohort.

Of the students in the entering fall 2020 cohort with at least one area of developmental need (Indicator 15), 53.1% completed all recommended developmental course work after four years. The successful-persister rate after four years for developmental completers (Indicator 16b) is 82.8%, only 0.8% below the benchmark of 83%, and an increase of 4.8% over fall 2019's cohort. For the fall 2020 cohort, Garrett's successful-persister rate (Indicator 16a) for college-ready students decreased by 9.3%. The successful-persister rate for developmental non-completers (Indicator 16c) increased by 1.5% over fall 2019's cohort. Because the College's cohorts are small, it is sometimes hard to pinpoint a particular reason for a drop in persistence.

For all students, the successful-persister rate (Indicator 16d) was 77%, 0.3% above the fall 2019 cohort. The graduation/transfer rate for college-ready students (Indicator 18a) for the fall 2020 cohort was 76.7%, missing the fall 2021 benchmark of 80%. The graduation/transfer rate for

developmental completers (Indicator 18b) was 75.9%, which was 0.3% above the fall 2019 cohort. The “all students” cohort (Indicator 18d) exceeded fall 2021 benchmark of 69% by 1.8%.

Spring assessment workshops, held by Academic Affairs in May 2025, utilized Watermark’s Planning and Self-Study tool. Planning and Self-Study was also utilized for the development of the FY26-30 Strategic Plan, and will be employed for the fall 2027 MSCHE self-study.

For FY2024, the College awarded a total of 124 associate degrees: 11 certificates, 48 career (A.A.S.) degrees and 65 transfer (A.A., A.A.T., A.S., A.S.E) degrees (Indicators 20 a, b, c, and d).

**Foster INNOVATION in all aspects of Maryland higher education to improve access and student success.**

The second goal of College’s FY26-30 Strategic Plan prioritizes innovation:

2.) Offer innovative, sustainable programs that adapt to changing student and community needs to enable student success. Not only do our students change every semester in this ever-changing world, but the needs of our community and local businesses also evolve. As a result, the College must better understand the needs of the community, which includes students, residents, businesses, and tourists. The College will look to develop, improve, and enhance programs to not only enable student success but help meet the needs of the community.

**Commission Questions**

- 1. Given the complex needs of today’s students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimagined to support long-term degree completion goals?**

Garrett College has implemented several innovative supports that have positively impacted student success, addressing a broad spectrum of student needs from academic and financial assistance to mental health and basic needs support.

*Academic and Engagement Supports*

One of the College’s most impactful initiatives is the Striving Together and Reaching Success (STARS) program, administered through the Advising & Academic Support Center in partnership with the Learning Commons. This co-curricular program supports student engagement by guiding participants through a series of structured “missions” each semester, designed to foster familiarity with campus resources and student success strategies. These include connecting with their academic advisor, utilizing library services, engaging with the Advising Center, completing the First-Year Experience (FYE) course with a “C” or better, and registering early. Students must maintain a 2.5 GPA and complete five missions to earn a \$300 award. Beyond the financial incentive, students gain valuable knowledge of campus systems, support networks, and academic strategies. Optional missions, such as attending workshops on note-taking, presentation skills, and time management, allow students to tailor the experience to their individual needs.

Faculty have also contributed to enhanced academic support by holding office hours in the library to improve visibility and accessibility. Additionally, faculty teaching the English and math corequisite courses have made evidence-based adjustments to scheduling by placing support courses immediately after the corresponding college-level course, promoting continuity in instruction and immediate academic reinforcement.

#### *Transfer and Program Development*

To support long-term academic pathways, Garrett College continues to strengthen its transfer infrastructure, including ongoing articulation agreement discussions with Frostburg State University for the Engineering Transfer program. These efforts create clearer academic pipelines for students seeking four-year degrees and provide added motivation for degree completion.

#### *Mental Health, Basic Needs, and Inclusion*

Recognizing the growing importance of wraparound services, the College has enhanced its on-campus student support infrastructure. A part-time licensed mental health counselor is now available, and the College has already expanded their hours in response to increased demand. If this trend continues, consideration will be given to transitioning this role into a full-time position.

To address food insecurity, the College operates a student food pantry that opens for six weeks during both the fall and spring semesters. The pantry has seen year-over-year increases in usage, signaling its importance as a resource. The College works closely with community partners – including churches and individual volunteers – to keep the pantry stocked and operational. As student need grows, the College will consider expanding its availability.

Efforts to support students from diverse backgrounds include intentional programming for the College's growing international student population. Events such as "An Evening Abroad" showcase cultural traditions and foster community engagement, while collaborations with Garrett County Public Schools provide opportunities for international students to share their experiences and perspectives with local K-12 students.

#### *Looking Forward*

The College's FY2026 goals reflect an increased emphasis on inclusive practices, equitable access to student services, and a commitment to supporting the whole student. These initiatives are strategically embedded within the College's broader institutional planning to ensure sustainability and alignment with long-term completion goals.

## **2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?**

Garrett College's pursuit of the 55% completion goal has led to both operational and cultural changes that continue to shape institutional priorities. A primary focus has been fostering a more inclusive and student-centered environment that supports persistence and completion, especially for historically underserved populations.

One significant cultural shift has been the College's commitment to creating a more welcoming campus climate. This is reflected in expanded Library/Learning Commons resources, including the establishment of an "Embracing Diversity" special collections room and enhanced programming such as the Joan Crawford Lecture Series. Additionally, College participation in regional events, such as the annual Pride Festival, reinforces Garrett College's role as a community-engaged and inclusive institution.

Policy changes at Garrett College have increasingly been driven by student success data, as well as feedback from both students and employees. A notable example is the revision of the College's longstanding residence hall policy, which previously allowed all incoming students to live on campus regardless of academic standing. After reviewing graduation data, the College found that students entering with a high school GPA below 2.0 had significantly lower completion rates. In response, the policy was updated to require a minimum 2.0 GPA for residential eligibility. This change reflects the institution's commitment to aligning student support practices with measurable outcomes and ensuring that resources – such as on-campus housing – are leveraged in ways that best promote student persistence and degree attainment.

At the operational level, the College has strengthened its capacity for continuous improvement through the use of Watermark's Planning and Self-Study platform. This system supports the alignment of institutional priorities with Garrett's 2021-2025 Strategic Plan and will continue to guide the development of the FY2026-2030 plan. These structures ensure that initiatives related to equity, access, and completion are systematically assessed and refined over time.

One of the most meaningful reflections of sustained institutional change is the College's recent revision of its Mission, Vision, and Values. This comprehensive review reaffirmed Garrett's commitment to student success, lifelong learning, and community impact – core principles that now more clearly articulate the College's long-term completion agenda.

### *Lessons Learned*

From this multi-year effort, Garrett College has learned that sustainable institutional change requires:

- Intentional alignment between strategic goals and daily operations;
- Cross-departmental collaboration, particularly between academic and student services units;
- A culture of data-informed decision making, where policies evolve based on student outcomes;
- Continuous engagement with community and student voices, to ensure initiatives reflect real-world needs and lived experiences; and
- Ongoing assessment, not just of outcomes but of institutional identity and purpose, as evidenced by the MVV revision process.



These lessons reinforce that transformational change is iterative, collaborative, and requires consistent leadership commitment to equity and student achievement.

## **COMMUNITY OUTREACH AND IMPACT**

Garrett College continues to play a vital role in supporting the economic, educational, and cultural vitality of the region. Through academic programming, workforce training, athletics, and community engagement, the College maintains strong partnerships with local employers, schools, businesses, and nonprofit organizations. A dedicated landing page, Garrett College Community & Campus, highlights ongoing efforts: <https://www.garrettcollege.edu/community-home.php>.

### **Radiologic Technology Program**

In June 2025, Garrett College welcomed its first cohort into the new Radiologic Technology program. Designed to meet a critical regional workforce shortage, this program provides students with access to a high-demand healthcare career pathway. The nearest comparable program is over an hour away, with the closest in-state option being 113 miles away in Hagerstown. Garrett's program will serve students throughout Western Maryland and surrounding West Virginia communities. Radiologic technologists are projected to see a 6% national job growth rate, and the 2023 median salary exceeded \$76,000. This program provides local students with the opportunity to enter a high-wage career through a two-year associate degree.

### **Marine Technology Program**

Garrett College's Marine Technology certificate program recently celebrated its first five completers. This intensive, 100-hour program – delivered through a mix of classroom instruction and hands-on lab experiences – equips students with both theoretical knowledge and practical skills in marine engine systems, diagnostics, preventive maintenance, and customer service. Students also had the opportunity to earn industry-recognized credentials through Mercury Marine, significantly enhancing their employment prospects in a specialized and growing industry.

### **Athletics as a Community Connector**

#### *New Soccer Programs*

The Lady Lakers' women's soccer team debuted in fall 2023, with the men's soccer team launching in fall 2025. These new teams not only offer athletic opportunities for local and regional students but also contribute to the College's growing presence in the community. Local residents and high school students have shown strong support for the teams, further strengthening the bond between Garrett College and the surrounding community.

#### *Athletics Capital Campaign – 700 Building Renovation*

In response to the growth of intercollegiate athletics, Garrett College and the Garrett College Foundation launched a \$1.1 million capital campaign to expand athletic facilities. This project involves repurposing the 700 Building – formerly home to the auditorium, the Business Office, and the art departments – into a comprehensive athletic complex. Planned upgrades include new locker rooms, training and rehabilitation spaces, conference and office areas, and a dedicated wrestling room.

As part of this initiative, the College is relocating the art program to newly renovated space in the 600 Building, ensuring continuity of creative academic offerings while accommodating expanding student needs.

Over the past five years, Garrett College has doubled its number of athletic teams and student-athletes. In the 2024-25 academic year, more than 160 students participated in seven intercollegiate sports, with men's soccer slated to become the eighth varsity team in fall 2025.

### **Accountability Indicators**

Garrett College's Board of Trustees approved data and benchmarks/goals for each indicator and degree progress analysis indicators for the fall 2020 cohort, which are attached in the GC 2025 PAR Template Excel file and Degree Progress file (reference separate tabs for each analysis).

### **Board of Trustees Approval**

This report was approved by the Garrett College Board of Trustees on August 19, 2025.

Garrett College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	154		90		34		30	
2	Number attempting fewer than 18 hours over first 2 years	41		17		5		19	
3	Cohort for analysis (Line 1 – Line 2)	113	100.0%	73	100.0%	29	100.0%	11	100.0%
4	Earned Associate degree from this community college	50	44.2%	38	52.1%	12	41.4%	0	0.0%
5	Earned certificate, but no degree, from this community college	1	0.9%	1	1.4%	0	0.0%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)	51	45.1%	39	53.4%	12	41.4%	0	0.0%
7	Transferred to Maryland two-year/technical college	11	9.7%	6	8.2%	3	10.3%	2	18.2%
8	Transferred to Maryland public four-year college	19	16.8%	16	21.9%	3	10.3%	0	0.0%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10	Transferred to out-of-state two-year/technical college	7	6.2%	4	5.5%	3	10.3%	0	0.0%
11	Transferred to out-of-state four-year college or university	28	24.8%	19	26.0%	9	31.0%	0	0.0%
12	Total transfers (sum of Lines 7 - 11)	65	57.5%	45	61.6%	18	62.1%	2	18.2%
13	Graduated from this college and transferred (Line 6 □ Line 12)	36	31.9%	28	38.4%	8	27.6%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	80	70.8%	56	76.7%	22	75.9%	2	18.2%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	3	2.7%	3	4.1%	0	0.0%	0	0.0%
16	Successful transition to higher ed (Line 14 + Line 15)	83	73.5%	59	80.8%	22	75.9%	2	18.2%
17	Enrolled at this community college last term of study period	4	3.5%	2	2.7%	2	6.9%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	87	77.0%	61	83.6%	24	82.8%	2	18.2%

# GARRETT COLLEGE

## 2025 ACCOUNTABILITY REPORT

### Student & Institutional Characteristics (*not Benchmarked*)

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment				
a. Unduplicated headcount	578	579	701	679
b. Percent of students enrolled part time	50%	48.2%	47.8%	47.6%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	29.4%	32.3%	21.0%	28.8%
	FY 2021	FY 2022	FY 2023	FY 2024
C Credit students who are first-generation college students (neither parent attended college)	28.4%	27.6%	23.1%	28.2%
	FY 2021	FY 2022	FY 2023	FY 2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	1*	N/A	1	6
*ESL student in the program, no courses offered same for FY22				
	FY 2021	FY 2022	FY 2023	FY 2024
E Credit students receiving financial aid				
a. Receiving any financial aid	82.7%	87.8%	88.4%	89.5%
b. Receiving Pell grants	29.2%	39.7%	43.5%	46.0%
	FY 2021	FY 2022	FY 2023	FY 2024
F Students 25 years old or older	10.0%	9.7%	10.4%	7.6%
a. Credit students				
	FY 2021	FY 2022	FY 2023	FY 2024
b. Continuing education students	84.00%	80.2%	82.1%	84.3%
	FY 2021	FY 2022	FY 2023	FY 2024
G Credit students employed more than 20 hours per week	*	*	*	*
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	3.29%	3.1%	2.8%	3.2%
b. Black/African American only	9.69%	9.3%	7.4%	6.6%
c. American Indian or Alaskan native only	0.52%	0.3%	0.1%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.00%	0.0%	0.6%	0.0%
e. Asian only	0.69%	0.5%	0.3%	0.4%
f. White only	82.35%	81.3%	84.0%	83.8%
g. Multiple races	1.90%	3.1%	3.0%	1.9%
h. Foreign/Non-resident alien	0.17%	0.5%	1.4%	3.2%
i. Unknown/Unreported	1.38%	1.7%	0.4%	0.6%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	20.6%	8.5%	7.6%	9.9%
b. Enrolled in some, but not all, distance education	56.7%	42.1%	37.9%	38.6%
c. Not enrolled in any distance education	22.7%	49.4%	54.5%	51.5%

# GARRETT COLLEGE

## 2025 ACCOUNTABILITY REPORT

	FY 2021	FY 2022	FY 2023*	FY 2024
J Unrestricted revenue by source				
a. Tuition and fees	24.0%	22.6%	21.6%	22.6%
b. State funding	33.0%	34.3%	37.3%	38.9%
c. Local funding	38.0%	38.5%	35.8%	33.3%
d. Other	5.0%	4.5%	5.3%	5.2%

\* There was an error in last year's calculation. It is now correct.

	FY 2021	FY 2022	FY 2023	FY 2024
K Expenditures by function				
a. Instruction	30.3%	30.6%	28.3%	28.3%
b. Academic support	6.9%	6.8%	6.7%	6.7%
c. Student services	17.8%	18.6%	18.5%	18.5%
d. Other	45.0%	44.0%	46.5%	46.5%

### Goal 1: Access

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	2811	3191	3425	3918	5,000
b. Credit students	797	789	775	916	900
c. Continuing education students	2053	2446	2677	3063	4,100
2 Market share of first-time, full-time freshmen					
Note: Methodology changed starting in Fall 2019.	80.5%	83.5%	91.7%	75.5%	80.0%
3 Market share of part-time undergraduates					
Note: Methodology changed starting in Fall 2019.	78.6%	37.7%	81.6%	80.7%	70%
4 Market share of recent, college-bound high school graduates					
	80.60%	78.9%	78.4%	87.6%	83.0%
5 High school student enrollment					
	179	198	265	258	200
6 Annual enrollment in online/hybrid courses					
a. Credit, online	2,969	2362	1681	1621	1,900
b. Continuing education, online	405	637	263	313	100
c. Credit, hybrid	140	335	444	440	500
d. Continuing education, hybrid	0	0	3	33	NA
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,260	\$4,260	\$4,350	\$4,350	NA
b. Percent of tuition/fees at Md public four-year institutions	43.4%	42.4%	42.4%	41.4%	48.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	254	365	427	493	<b>750</b>
b. Annual course enrollments	465	667	852	1001	<b>1500</b>

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	50	54	55	73	<b>120</b>
b. Annual course enrollments	80	97	95	109	<b>200</b>

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	*	*	*	*	<b>25.0%</b>
b. At least one ESL educational functioning level	*	*	*	*	*
Note: Not reported if < 50 students in the cohort					

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	16.8%	16.8%	16.8%	16.8%	<b>28.0%</b>

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	2.5%	2.9%	3.3%	2.9%	<b>1.2%</b>

	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	3.4%	3.4%	3.8%	4.1%	NA

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	8.7%	5.3%	5.3%	5.0%	<b>16.0%</b>

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	0%	0.0%	0.0%	0.0%	<b>8.0%</b>

### Goal 2: Success

	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	45.9%	53.6%	55.1%	49.0%	<b>60.0%</b>
b. Pell grant recipients	35.4%	45.0%	51.8%	39.4%	<b>57%</b>
c. Developmental students	37.5%	42.6%	38.2%	21.3%	<b>60%</b>
d. College-ready students	52.4%	59.3%	63.4%	57.1%	<b>75%</b>

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	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	58.5%	52.3%	52.6%	53.1%	70.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	91.7%	88.5%	92.9%	83.6%	97.0%
b. Developmental completers	83.3%	67.3%	78.0%	82.8%	83.0%
c. Developmental non-completers	27.3%	29.0%	16.7%	18.2%	NA
d. All students in cohort	77.9%	71.1%	76.7%	77.0%	80.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	82.2%	76.5%	86.4%	81.9%	NA
b. Black/African American only	66.7%	53.3%	55.0%	58.3%	NA
c. Asian only	*	*	*	*	NA
d. Hispanic/Latino	*	*	*	*	NA
Note: Garrett College had less than 50 for 17b					
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	83.30%	86.2%	83.5%	76.7%	80.0%
b. Developmental completers	70.20%	45.5%	75.6%	75.9%	70.0%
c. Developmental non-completers	27.30%	25.8%	12.5%	18.2%	NA
d. All students in cohort	68.20%	62.4%	70.0%	70.8%	69.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	72.9%	71.3%	78.6%	74.7%	NA
b. Black/African American only	60.0%	42.2%	52.5%	54.2%	NA
c. Asian only	*	*	*	*	NA
d. Hispanic/Latino	*	*	*	*	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	110	110	98	124	135
b. Career degrees	43	37	33	48	NA
c. Transfer degrees	65	67	64	65	NA
d. Certificates	2	6	1	11	NA
e. Unduplicated graduates	110	110	96	123	NA

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	<b>AY 20-21</b>	<b>AY 21-22</b>	<b>AY 22-23</b>	<b>AY 23-24</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	78.60%	96.0%	82.8%	97.1%	<b>85.0%</b>

	<b>FY 2020 Graduates</b>	<b>FY 2021 Graduates</b>	<b>FY 2022 Graduates</b>	<b>FY 2023 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	65.70%	64.6%	56.7%	58.3%	<b>65.0%</b>

### Goal 3: Innovation

	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Program Name				NA	
Number of Candidates					
b. Program name					
Number of Candidates					
c. Program Name					
Number of Candidates					
d. Program Name					
Number of Candidates					
e. Program Name					
Number of Candidates					
f. Program Name					
Number of Candidates					
g. Program Name					
Number of Candidates					
h. Program Name					
Number of Candidates					
Note: Not reported if <5 candidates in a year					

	<b>FY 2020 Graduates</b>	<b>FY 2021 Graduates</b>	<b>FY 2022 Graduates</b>	<b>FY 2023 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	70.0%	75.0%	80.0%	92.0%	NA

	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>FY 2021 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$8,724	\$7,316	\$11,472	\$12,184	NA
b. Median annualized income three years after graduation	\$26,820	\$27,944	\$33,744	\$31,228	NA

	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,866	2,174	2,333	2,714	<b>4000</b>
b. Annual course enrollments	3,626	4,832	5,378	6,164	<b>8800</b>



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	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>Benchmark FY 2025</b>
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	628	657	581	718	<b>1000</b>
b. Annual course enrollments	842	904	972	1333	<b>2000</b>
	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>Benchmark FY 2025</b>
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,108	1327	1373	1768	<b>3000</b>
b. Annual course enrollments	2,268	3486	3924	4411	<b>7000</b>

Note: NA designates not applicable

\* designates data not available