U.S. DEPARTMENT OF EDUCATION

Education Stabilization Fund

HEER

In Progress

Recipient Reporting Data Collection - Year Two

Last Modified: nickell@allencc.edu - 5/6/2022, 8:37:56 AM

Instructions ⌃

This data collection form applies to the following HEERF categories authorized under the Coronavirus Aid, Relief, and Economic Security (CARES) Act (HEERF I), the Coronavirus Response and Relief Supplemental Appropriations Act. 2021 (CRRSAA) (HEERF II), and the American Rescue Plan Act of 2021 (ARP) (HEERF III):

- Student Aid (ALN 84.425E) *[(a)(1) program fund]*
- Institutional Portion (ALN 84.425F) *[(a)(1) program fund]*
- Historically Black Colleges and Universities (HBCUs) (ALN 84.425J) *[(a)(2) program fund]*
- American Indian Tribally Controlled Colleges and Universities (TCCUs) (ALN 84.425K) *[(a)(2) program fund]*
- Minority Serving Institutions (MSIs) (ALN 84.425L) *[(a)(2) program fund]*
- Strengthening Institutions Program (SIP) (ALN 84.425M) *[(a)(2) program fund]*
- Fund for the Improvement of Postsecondary Education (FIPSE) (ALN 84.425N) *[(a)(3) program fund]*
- Proprietary Institutions Grant Funds for Students (ALN 84.425Q) *[(a)(4) program fund]*
- Supplemental Assistance to Institutions of Higher Education (SAIHE) (ALN 84.425S) *[(a)(3) program fund]*

The information collected on this form will be reviewed by the U.S. Department of Education to ensure that HEERF grant funds are used in accordance with applicable requirements under the HEERF grant program and will be shared with the public to promote transparency regarding the allocation and uses of funds. Furthermore, the information collected will be analyzed to provide aggregate statistics on institutional uses of HEERF grant funds to address the impacts of COVID-19 on students and institutions. This report should be completed based on all HEERF activities funded from the CARES Act, CRRSAA, and ARP (in the applicable reporting periods. Under 34 CFR 75.720(b), all HEERF grantees must submit a HEERF Annual Report. The failure to timely submit a HEERF Annual Report is a violation of the grantee's Certification and Agreement or Supplemental Agreement and may lead to adverse action.

Annual Reporting ⌃

Annual Report	Due Date	Applicable Reporting Period
First Annual Report	Early 2021	March 13, 2020 - December 31, 2020
Second Annual Report	Early 2022	January 1, 2021 - December 31, 2021
Third Annual Report	Early 2023	January 1, 2022 - December 31, 2022
Fourth Annual Report	Early 2024	January 1, 2023 - December 31, 2023

General Information ⌃

Institutions must provide complete answers to each question. However, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol 🕐. Institutions can submit answers to questions marked with a clock symbol 🕐 in early 2022 as part of the second annual report (in alignment with the table above) OR in early 2023 as part of the third annual reporting process. Starting with the third annual report, institutions must provide answers to all questions including those marked with a clock symbol 🕐 per the reporting schedule in the table above.

1) Institutional Identifiers and Contact Information:

a) Institution Name
ALLEN COUNTY COMMUNITY COLLEGE

DUNS #
030648901

UEI (SAM)

b) Identify the applicable OPEID(s) for this annual report:
OPEID
00190100

c) Identify the applicable IPEDS unitid(s) for this annual report:
Unitid
P1546421

Remove

Unitid

Remove

Add

d) For this annual report, please report on these HEERF grant PR/Award Numbers:
PR/Award Number (Program) / Award Amount
P425E203949 (Student Aid) / $1,488,172

PR/Award Number (Program) / Award Amount
P425F203255 (Institutional Portion) / $1,949,229

PR/Award Number (Program) / Award Amount
P425N200440 (Fund for the Improvement of Postsecondary Education) / $83,501

2) Did you expend all of your HEERF I, II, & III funds available prior to the end of the reporting period, making this your final annual report?

Yes | No | ⊖

Institutions that expended all of their HEERF funds in calendar year 2021 may need to finalize their calendar year 2021 reporting in early 2023 if they choose to delay reporting on the questions labeled with a clock symbol 🕐 until the early 2023 reporting timeframe.

No validation issues

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Instructions   ⌄

Annual Reporting   ⌄

Page 1 - Websites   ⌃

3)   Reporting on institution websites:

a)   HEERF quarterly reporting webpage URL:
     Quarterly Reporting URL
     https://www.allencc.edu/about-us/covid-19-information/heerf-funds

b)   Student Portion Reporting: Provide all active website URLs posted by your campus, or by the institution
     on behalf of your campus(es), as required by the public posting requirement from the May 13, 2021
     notice in the Federal Register for the student portion including any active URLs that provide archived
     information.
     Student Portion URL
     https://www.allencc.edu/about-us/covid-19-information/heerf-funds

     Add

     See https://www.federalregister.gov/d/2021-10196.

c)   Institutional Portion, (a)(1), (a)(2), and (a)(3) reporting: Provide all active website URLs posted by your
     campus, or by the institution on behalf of your campus(es), as required by the Quarterly Public Reporting
     Form for (HEERF I, II, III) (a)(1), (a)(2), and (a)(3) Institutional Portion including any active URLs that
     provide archived information.
     Institutional Portion URL
     https://www.allencc.edu/about-us/covid-19-information/heerf-funds

     Add

     See https://www2.ed.gov/about/offices/list/ope/heerfreporting.html.

No validation issues

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Education Stabilization Fund

ESF / ESF Reporting / HEER - 030648901 - Year Two - Page 2 - How Aid Helped

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Recipient Reporting Data Collection - Year Two

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Instructions   ⌄

Annual Reporting   ⌄

Page 2 - How Aid Helped   ⌃

4)   How has HEERF helped your institution and your students?

a)   HEERF enabled my institution to continue offering planned programs (i.e., programs of study listed in our course catalog) that were at risk of discontinuation due to pandemic-related factors

| Strongly disagree | Disagree | Neutral | Agree | Strongly agree | N/A | Unable to Determine | ⬤ |

b)   HEERF enabled my institution to keep student net prices similar to pre-pandemic levels

| Strongly disagree | Disagree | Neutral | Agree | Strongly agree | N/A | Unable to Determine | ⬤ |

Net price refers to costs covered by students and their families and is calculated by adding tuition, fees, books, supplies, and living costs and subtracting grant and/or scholarship aid (e.g., Pell grants, school-based grants, merit scholarships)

c)   HEERF enabled my institution to keep students enrolled by providing them with electronic devices and Internet access

| Strongly disagree | Disagree | Neutral | Agree | Strongly agree | N/A | Unable to Determine | ⬤ |

d)   HEERF enabled my institution to keep students enrolled who were at risk of dropping out due to pandemic-related factors by providing direct financial support to students

| Strongly disagree | Disagree | Neutral | Agree | Strongly agree | N/A | Unable to Determine | ⬤ |

e)   HEERF enabled my institution to keep faculty, staff, employees, and contractors at full salary levels who were at risk of unemployment due to pandemic-related factors

| Strongly disagree | Disagree | Neutral | Agree | Strongly agree | N/A | Unable to Determine | ⬤ |

f)   HEERF enabled my institution to purchase COVID tests, health screening, and the healthcare needed to help students and faculty

| Strongly disagree | Disagree | Neutral | Agree | Strongly agree | N/A | Unable to Determine | ⬤ |

Checking Validation Status ...

Burden Statement   ⌄

U.S. DEPARTMENT OF EDUCATION

Education Stabilization Fund

ESF / ESF Reporting / HEER - 030648901 - Year Two - Page 3 - Aid Determination

HEER

Submitted

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Instructions   ⌄

Annual Reporting   ⌄

Page 3 - Aid Determination   ⌃

5) How did your institution determine which students received emergency financial aid grants to students and how much each student would receive? Please indicate if any of the following strategies were used at least once during the reporting period

a) Did you ask students to apply for funds?

     Yes   No

b) Did you use any institutional administrative data (pre-existing data that did not come from a HEERF-specific application form) in determining the amount of funds awarded to students?

     Yes   No

i) Which of these student factors did you prioritize in the grant determination process?

1) Enrollment intensity (i.e., full-time/part-time status, number of credits the student is taking, etc.)

     Yes   No

2) Location (i.e., branch campus)

     Yes   No

3) Pell Grant eligibility

     Yes   No

4) FAFSA data elements

     Yes   No

5) On-campus/distance education status

     Yes   No

6) On-campus/off-campus living arrangements

     Yes   No

7) Academic level

     Yes   No

8) Other

     Yes   No

c) Did your institution use a specific methodology to calculate award amounts that is captured in a flowchart, set of equations, a formula, or other documentation?

Yes   No

Upload PDF/MS Word document instructions, directions, or guidance. Include screenshots of relevant websites

The grantee has uploaded 1 file(s) in response to this question.

File Name	Size	Last Modified
criteria for heerf dollars.docx	11.7 KB	5/6/2022, 12:17:22 PM

No validation issues

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Education Stabilization Fund

ESF / ESF Reporting / HEER - 030648901 - Year Two - Page 4 - Aid Distribution

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Recipient Reporting Data Collection - Year Two

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Instructions	⌄

Annual Reporting	⌄

Page 4 - Aid Distribution   ⌃

6) How did your institution distribute the emergency financial aid grants to students?

a) Checks   Yes   No   ⊖

b) Electronic funds transfer /Direct deposit   Yes   No   ⊖

c) Debit cards   Yes   No   ⊖

d) Payment apps   Yes   No   ⊖

e) Other   Yes   No   ⊖

If yes, please specify
Specify
With written consent from students they could apply to outstanding balances.

3000 characters maximum: 76/3000

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Recipient Reporting Data Collection - Year Two

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Instructions ⌄

Annual Reporting ⌄

Page 5 - Emergency Grants - Guidance ⌃

7) Did your institution provide any instructions, directions, or guidance to students (e.g., FAQs) about the emergency financial aid grants upon disbursement?

Yes No ⬤

Upload PDF/MS Word document instructions, directions, or guidance. Include screenshots of relevant websites

Upload File

Up to 5 files, 2 MB maximum per file, PDF or MS Word only

File Name	Size	Last Modified	Controls
heerf letter fa21.pdf	271.5 KB	4/27/2022, 12:33:36 PM	Remove
heerf letter sp21.pdf	258.7 KB	4/27/2022, 12:33:41 PM	Remove
heerf letter su21.pdf	272.8 KB	4/27/2022, 12:33:36 PM	Remove

Checking Validation Status ...

Burden Statement ⌄

U.S. DEPARTMENT OF EDUCATION

Education Stabilization Fund

ESF / ESF Reporting / HEER - 030648901 - Year Two - Page 6 - Emergency Grants - Counts, Student, and Institution Funds

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Recipient Reporting Data Collection - Year Two

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Instructions   ∨

Annual Reporting   ∨

Page 6 - Emergency Grants - Counts, Student, and Institution Funds   ∧

8) **What percentage of students received emergency grants and how much did students receive in emergency grants by fund type and student type?**
Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol 🕐. Institutions can submit answers to questions marked with a clock symbol 🕐 in early 2022 as part of the second annual report (in alignment with the reporting schedule at the beginning of this data collection form) OR in early 2023 along with reporting the third annual report

a) Complete the following table:
When IPEDS definitions apply (categories labeled with "(IPEDS categories)" in the form), use the same category for each student that is used to report to IPEDS. For the second and third annual HEERF reports (reporting on calendar years 2021 and 2022 in early 2022 and early 2023 respectively), if a student is not reported to IPEDS, for example because they are not enrolled for credit in courses that could lead to an award, then report that student under "Students not categorized in IPEDS." In the fourth, and fifth annual HEERF reports "Students not categorized in IPEDS" will no longer be an option in the form and institutions will need to track all of their students (regardless of if they would be included in IPEDS enrollment counts) and categorize them using the IPEDS classification methodology

Emergency Financial Aid Grants Awarded to Students: Report only disbursements related to Emergency Financial Aid Grants including using those grants to satisfy outstanding accounts. Any disbursements unrelated to Emergency Financial Aid Grants should not be included in the reported expenditures

	Undergraduate$_6$ full-time$_7$ Pell grant recipients$_8$	Undergraduate$_6$ full-time$_7$ Non-Pell grant recipients$_9$	Undergraduate$_6$ part-time Pell grant recipients	Undergraduate$_6$ part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients
Number of Students **How many students were enrolled? (unduplicated count for the reporting period)**	Number 396	Number 1,038	Number 177	Number 2,065	Number 0	Number 0

	Undergraduate$_6$ full-time$_7$ Pell grant recipients$_8$	Undergraduate$_6$ full-time$_7$ Non-Pell grant recipients$_9$	Undergraduate$_6$ part-time Pell grant recipients	Undergraduate$_6$ part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients
Number of HEERF Student Recipients – Emergency Grants to Students (unduplicated) **How many students received HEERF emergency financial aid grants? (unduplicated across all HEERF sections)**	Number 390	Number 741	Number 163	Number 371	Number 0	Number 0
HEERF (a)(1) Student Aid Portion Amount Disbursed **What was the amount disbursed directly to students as Emergency Financial Aid Grants?**	Amount $ 335,446.50	Amount $ 199,461.50	Amount $ 103,020.69	Amount $ 86,534.94	Amount $ 0	Amount $ 0

	Undergraduate[6] full-time[7] Pell grant recipients[8]	Undergraduate[6] full-time[7] Non-Pell grant recipients[9]	Undergraduate[6] part-time Pell grant recipients	Undergraduate[6] part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients
HEERF (a)(1) Student Aid Portion Amount Disbursed **What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balance upon receiving affirmative written consent from students to do so?** *If funds were not used for this purpose, report $0. Include only amounts that benefited students who directly received Emergency Financial Aid Grants.*	Amount $ 1,938.50	Amount $ 5,238.50	Amount $ 1,365.97	Amount $ 4,643.36	Amount $ 0	Amount $ 0
HEERF (a)(1) Institutional Portion Amount Disbursed **What was the amount disbursed directly to students as Emergency Financial Aid Grants?**	Amount $ 0	Amount $ 0	Amount $ 0	Amount $ 0	Amount $ 0	Amount $ 0

	Undergraduate[6] full-time[7] Pell grant recipients[8]	Undergraduate[6] full-time[7] Non-Pell grant recipients[9]	Undergraduate[6] part-time Pell grant recipients	Undergraduate[6] part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients
HEERF (a)(1) Institutional Portion Amount Disbursed **What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balances?** *If funds were not used for this purpose, report $0. Include only amounts that benefited students who directly received Emergency Financial Aid Grants.*	Amount $0	Amount $0	Amount $0	Amount $0	Amount $0	Amount $0

[6]For students in both undergraduate and graduate categories, classify as a graduate student.

[7]For students who had multiple enrollment intensities, classify as full-time.

[8]Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period.

[9]Includes non-FAFSA filers.

Checking Validation Status ...

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Annual Reporting   ⌄

Page 7 - Emergency Grants - (a)(2), (a)(3), and (a)(4) Funds   ⌃

8) **What percentage of students received emergency grants and how much did students receive in emergency grants by fund type and student type?**
Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol 🕐. *Institutions can submit answers to questions marked with a clock symbol* 🕐 *in early 2022 as part of the second annual report (in alignment with the reporting schedule at the beginning of this data collection form) OR in early 2023 along with reporting the third annual report*

a) Complete the following table:
When IPEDS definitions apply (categories labeled with "(IPEDS categories)" in the form), use the same category for each student that is used to report to IPEDS. For the second and third annual HEERF reports (reporting on calendar years 2021 and 2022 in early 2022 and early 2023 respectively), if a student is not reported to IPEDS, for example because they are not enrolled for credit in courses that could lead to an award, then report that student under "Students not categorized in IPEDS." In the fourth, and fifth annual HEERF reports "Students not categorized in IPEDS" will no longer be an option in the form and institutions will need to track all of their students (regardless of if they would be included in IPEDS enrollment counts) and categorize them using the IPEDS classification methodology

Emergency Financial Aid Grants Awarded to Students: Report only disbursements related to Emergency Financial Aid Grants including using those grants to satisfy outstanding accounts. Any disbursements unrelated to Emergency Financial Aid Grants should not be included in the reported expenditures

	Undergraduate$_6$ full-time$_7$ Pell grant recipients$_8$	Undergraduate$_6$ full-time$_7$ Non-Pell grant recipients$_9$	Undergraduate$_6$ part-time Pell grant recipients	Undergraduate$_6$ part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Tot

	Undergraduate full-time Pell grant recipients	Undergraduate full-time Non-Pell grant recipients	Undergraduate part-time Pell grant recipients	Undergraduate part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Tot
HEERF (a)(3) Amount Disbursed (FIPSE & SAIHE) **What was the amount disbursed directly to students as Emergency Financial Aid Grants?** *If funds were not used for this purpose, report $0.* *Do NOT include funds from the Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) funds as part of this annual performance report.*	Amount $0	Amount $0	Amount $0	Amount $0	Amount $0	Amount $0	T.. $(

	Undergraduate$_6$ full-time$_7$ Pell grant recipients$_8$	Undergraduate$_6$ full-time$_7$ Non-Pell grant recipients$_9$	Undergraduate$_6$ part-time Pell grant recipients	Undergraduate$_6$ part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Tot
HEERF (a)(3) Amount Disbursed (FIPSE & SAIHE) **What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balances?** *If funds were not used for this purpose, report $0. Include only amounts that benefited students who directly received Emergency Financial Aid Grants.* *Do NOT include funds from the Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) funds as part of this annual performance report.*	Amount $0	Amount $0	Amount $0	Amount $0	Amount $0	Amount $0	T.. $(

[6]For students in both undergraduate and graduate categories, classify as a graduate student.

[7]For students who had multiple enrollment intensities, classify as full-time.

[8]Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period.

[9]Includes non-FAFSA filers.

No validation issues

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ESF / ESF Reporting / HEER - 030648901 - Year Two - Page 8 - Emergency Grants - Min/Max, Calculated Totals, and Averages

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Annual Reporting ⌄

Page 8 - Emergency Grants - Min/Max, Calculated Totals, and Averages ⌃

8) **What percentage of students received emergency grants and how much did students receive in emergency grants by fund type and student type?**

Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol 🕐. *Institutions can submit answers to questions marked with a clock symbol* 🕐 *in early 2022 as part of the second annual report (in alignment with the reporting schedule at the beginning of this data collection form) OR in early 2023 along with reporting the third annual report*

a) Complete the following table:

When IPEDS definitions apply (categories labeled with "(IPEDS categories)" in the form), use the same category for each student that is used to report to IPEDS. For the second and third annual HEERF reports (reporting on calendar years 2021 and 2022 in early 2022 and early 2023 respectively), if a student is not reported to IPEDS, for example because they are not enrolled for credit in courses that could lead to an award, then report that student under "Students not categorized in IPEDS." In the third, fourth, and fifth annual HEERF reports "Students not categorized in IPEDS" will no longer be an option in the form and institutions will need to track all of their students (regardless of if they would be included in IPEDS enrollment counts) and categorize them using the IPEDS classification methodology

Emergency Financial Aid Grants Awarded to Students: Report only disbursements related to Emergency Financial Aid Grants including using those grants to satisfy outstanding accounts. Any disbursements unrelated to Emergency Financial Aid Grants should not be included in the reported expenditures

	$Undergraduate_6$ full-time$_7$ Pell grant recipients$_8$	$Undergraduate_6$ full-time$_7$ Non-Pell grant recipients$_9$	$Undergraduate_6$ part-time Pell grant recipients	$Undergraduate_6$ part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Tota

	Undergraduate[6] full-time[7] Pell grant recipients[8]	Undergraduate[6] full-time[7] Non-Pell grant recipients[9]	Undergraduate[6] part-time Pell grant recipients	Undergraduate[6] part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Tota
Minimum and maximum award **Minimum (non-zero amount) combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.**	Amount $ 200	Amount $ 200	Amount $ 100	Amount $ 81.66	Amount $ 0	Amount $ 0	... $8
Minimum and maximum award **Maximum combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.**	Amount $ 1,400	Amount $ 950	Amount $ 1.215	Amount $ 1.015	Amount $ 0	Amount $ 0	... $1

	Undergraduate[6] full-time[7] Pell grant recipients[8]	Undergraduate[6] full-time[7] Non-Pell grant recipients[9]	Undergraduate[6] part-time Pell grant recipients	Undergraduate[6] part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Tota
HEERF Amount of Grants Disbursed **What was the amount of grants disbursed to students through all HEERF funds?**	Amount $337,385.00	Amount $204,700.00	Amount $104,386.66	Amount $91,178.30	Amount $0.00	Amount $0.00	T... $7
Average HEERF Amount Awarded **Among students who received HEERF emergency financial aid grants, what was the average award amount per student?**	Amount $865.09	Amount $276.25	Amount $640.41	Amount $245.76	A...	A...	T... $4

[6] For students in both undergraduate and graduate categories, classify as a graduate student.

[7] For students who had multiple enrollment intensities, classify as full-time.

[8] Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period.

[9] Includes non-FAFSA filers.

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ESF / ESF Reporting / HEER - 030648901 - Year Two - Page 9 - Emergency Grants - Title IV

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Instructions   ⌄

Annual Reporting   ⌄

Page 9 - Emergency Grants - Title IV   ⌃

8) What percentage of students received emergency grants and how much did students receive in emergency grants by fund type and student type?

Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol 🕐. *Institutions can submit answers to questions marked with a clock symbol* 🕐 *in early 2022 as part of the second annual report (in alignment with the reporting schedule at the beginning of this data collection form) OR in early 2023 along with reporting the third annual report*

b) 🕐 Among the students enrolled in your institution, how many were NOT Title IV eligible throughout their enrollment during the reporting period?
Enrolled Students Not Eligible
2,924

Based on the Department's Final Regulations issued on May 14, 2021 (86 FR 26608, available at https://www.federalregister.gov/d/2021-10190), students are not required to be eligible for Title IV student financial aid in order to receive HEERF emergency financial aid grants. Title IV eligibility for this question is based on the number of students for whom the institution has received an Institutional Student Information Record (ISIR) plus the number of students who completed any alternative form developed by the institution. In reporting these data, students should be classified as Title IV eligible if they were determined to be Title IV eligible at any point during the reporting period.

i) 🕐 The percentage of students enrolled in your institution who were NOT Title IV eligible throughout their enrollment during the reporting period is
Percentage of Enrolled Students Not Eligible
79.54%

c) 🕐 Among students who received emergency financial aid grants, how many were NOT Title IV eligible throughout their enrollment during the reporting period?
Students Not Eligible Who Received Grants
933

i) 🕐 The percentage of students who received emergency financial aid grants who were not Title IV eligible throughout their enrollment during the reporting period is
Percentage of Students Not Eligible Who Received Grants
56.04%

No validation issues

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Instructions   ∨

Annual Reporting   ∨

Page 10 - Emergency Grants - Race/Ethnicity   ∧

8) What percentage of students received emergency grants and how much did students receive in emergency grants by fund type and student type?

Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol 🕐. Institutions can submit answers to questions marked with a clock symbol 🕐 in early 2022 as part of the second annual report (in alignment with the reporting schedule at the beginning of this data collection form) OR in early 2023 along with reporting the third annual report

d) 🕐 What number of students were enrolled, what number received emergency grants, and how much grant aid did the students receive by IPEDS race/ethnicity categories?

Race/Ethnicity (IPEDS categories)	Enrolled student count (unduplicated)	Number of students who received at least one Emergency Financial Aid Grant (unduplicated)	What was the total amount of Emergency Financial Aid Grants disbursed to students through all HEERF funds?	Average HEERF Amount Awarded
American Indian or Alaska Native	Count 43	Number 23	Amount $ 9,565	Amount $415.87
Asian	Count 80	Number 23	Amount $ 8,965	Amount $389.78
Black or African American	Count 217	Number 153	Amount $ 93,415	Amount $610.56
Hispanic/Latino	Count 257	Number 152	Amount $ 68,138.32	Amount $448.28
Native Hawaiian or Other Pacific Islander	Count 4	Number 1	Amount $ 700	Amount $700.00

d)   🛈 What number of students were enrolled, what number received emergency grants, and how much grant aid did the students receive by IPEDS race/ethnicity categories?

Race/Ethnicity (IPEDS categories)	Enrolled student count (unduplicated)	Number of students who received at least one Emergency Financial Aid Grant (unduplicated)	What was the total amount of Emergency Financial Aid Grants disbursed to students through all HEERF funds?	Average HEERF Amount Awarded
White	Count 2,879	Number 1.212	Amount $ 507.101.64	Amount $418.40
Two or more races	Count 144	Number 71	Amount $ 39,650	Amount $558.45
Race/ethnicity unknown	Count 52	Number 30	Amount $ 10,115	Amount $337.17
Nonresident alien	Count 0	Number 0	Amount $ 0	Amount
Students not categorized in IPEDS	Count 0	Number 0	Amount $ 0	Amount

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ESF / ESF Reporting / HEER - 030648901 - Year Two - Page 11 - Emergency Grants – Gender and Age

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Page 11 - Emergency Grants – Gender and Age   ⌃

8) What percentage of students received emergency grants and how much did students receive in emergency
    grants by fund type and student type?
    Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to
    submit answers to questions marked with a clock symbol 🕐. *Institutions can submit answers to questions marked with a clock symbol* 🕐 *in early 2022 as*
    part of the second annual report (in alignment with the reporting schedule at the beginning of this data collection form) OR in early 2023 along with
    reporting the third annual report

e) 🕐 What number of students were enrolled, what number received emergency grants, and how much
    grant aid did the students receive by IPEDS gender categories?

Gender/Age (IPEDS categories)	Enrolled student count (unduplicated)	Number of students who received at least one Emergency Financial Aid Grant (unduplicated)	What was the total amount of grants disbursed to students through all HEERF funds?	Average HEERF Amount Awarded
Men	Count 1,401	Number 655	Amount $ 270,908.32	Amount $413.60
Women	Count 2,275	Number 1,010	Amount $ 466,741.64	Amount $462.12
Students not categorized in IPEDS	Count 0	Number 0	Amount $ 0	Amount

f) 🕐 What number of students were enrolled, what number received emergency grants and how much
    grant aid did the students receive by IPEDS age categories?
    Institutions should follow IPEDS Fall enrollment guidelines (https://nces.ed.gov/ipeds/use-the-data/survey-components/8/fall-enrollment) for when
    to capture a student's age. For example, institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report
    Fall enrollment as of the institution's official fall reporting date or October 15. Institutions operating on a calendar that differs by program or that
    enrolls students on a continuous basis (referred to as program reporters) report Fall enrollment as students enrolled any time during the period August
    1 and October 31.

e) 🕐 What number of students were enrolled, what number received emergency grants, and how much grant aid did the students receive by IPEDS gender categories?

Gender/Age (IPEDS categories)	Enrolled student count (unduplicated)	Number of students who received at least one Emergency Financial Aid Grant (unduplicated)	What was the total amount of grants disbursed to students through all HEERF funds?	Average HEERF Amount Awarded
Ages 25 and older	Count 592	Number 288	Amount $ 170,216.66	Amount $591.03
Ages 24 and younger	Count 3,065	Number 1,369	Amount $ 563,933.30	Amount $411.93
Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)	Count 19	Number 8	Amount $ 3,500	Amount $437.50

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Burden Statement ⌄

U.S. DEPARTMENT OF EDUCATION
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ESF / ESF Reporting / HEER - 030648901 - Year Two - Page 12 - Institutional Expenditures

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Page 12 - Institutional Expenditures   ⌃

9) Institutional expenditures

a) Has your institution designated HEERF program funds for a specific purpose or budget objective in future calendar years (for example, operation and maintenance of plant, academic programs, residential programs, future institutional aid)?   Yes   No   ⊖

2) If yes, provide the amount designated for a specific purpose or budget objective by calendar year and HEERF program fund

(a)(1) Institutional Portion

Calendar year 2022
$ 234,859.35

Calendar year 2023
$ 0

(a)(2) HBCUs, TCCUs, MSIs, SIP

Calendar year 2022
$ 0

Calendar year 2023
$ 0

(a)(3) FIPSE and SAIHE

Calendar year 2022
$ 0

Calendar year 2023
$ 0

b) Provide the total amount of HEERF funds expended during the reporting period on each of the following categories:

Providing additional Emergency Financial Aid Grants to students.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$0.00	$0.00	$0.00

Explanatory Notes

300 characters maximum: 0/300

Using Emergency Financial Aid Grants to cover student outstanding account balances for costs such as debt forgiveness, room, board, tuition, or fees.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$0.00	$0.00	$0.00

Explanatory Notes

300 characters maximum: 0/300

Indirect cost recovery/facilities and administrative costs charged on the grants.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 0	$ 0	$ 0

Explanatory Notes

300 characters maximum: 0/300

Covering the cost of providing additional technology hardware to students, such as laptops or tablets, or covering the added cost of technology fees.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 0	$ 0	$ 0

Explanatory Notes

300 characters maximum: 1/300

Providing or subsidizing the costs of high-speed internet to students or faculty to transition to an online environment.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 0	$ 0	$ 0

Explanatory Notes

300 characters maximum: 0/300

Subsidizing off-campus housing costs due to dormitory closures or decisions to limit housing to one student per room; subsidizing housing costs to reduce housing density; paying for hotels or other off-campus housing for students who need to be isolated; paying travel expenses for students who need to leave campus early due to coronavirus infections or campus interruptions.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 0	$ 0	$ 0

Explanatory Notes

300 characters maximum: 0/300

Subsidizing food service to reduce density in eating facilities, to provide pre-packaged meals, or to add hours to food service operations to accommodate social distancing.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 1,024.45	$ 0	$ 0

Explanatory Notes
Provided food for on campus food pantry to help with food insecurities of students.

300 characters maximum: 83/300

Costs related to operating additional class sections to enable social distancing, such as those for hiring more instructors and increasing campus hours of operations.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 0	$ 0	$ 0

Explanatory Notes

300 characters maximum: 0/300

Campus safety and operations.
Including costs or expenses related to the disinfecting and cleaning of dorms and other campus facilities, purchases of personal protective equipment (PPE), purchases of cleaning supplies, adding personnel to increase the frequency of cleaning, the reconfiguration of facilities to promote social distancing, etc.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 88,404.57	$ 0	$ 0

Explanatory Notes
Disinfecting supplies, PPE and mechanical upgrade on HVAC controls for better air control

300 characters maximum: 89/300

Purchasing, leasing, or renting additional instructional equipment and supplies (such as laboratory equipment or computers) to reduce the number of students sharing equipment or supplies during a single class period and to provide time for disinfection between uses.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 15,271.65	$ 0	$ 0

Explanatory Notes
purchased e-books for distance learning

300 characters maximum: 40/300

Purchasing faculty and staff training in online instruction; or paying additional funds to staff who are providing training in addition to their regular job responsibilities.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 7,361.06	$ 0	$ 0

Explanatory Notes
Online learning staff course reconfigurations and additional training to instructional staff.

300 characters maximum: 93/300

Purchasing, leasing, or renting additional equipment or software to enable distance learning, or upgrading campus wi-fi access or extending open networks to parking lots or public spaces, etc.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 425,772.36	$ 0	$ 0

Explanatory Notes
Added additional equipment and software to enable the college to deliver information remotely to students. A major upgrade was made to improve network and increase bandwidth and wireless access across both campuses.

300 characters maximum: 216/300

Implementing evidence-based practices to monitor and suppress coronavirus in accordance with public health guidelines.
Including funding to cover the cost of vaccine distribution.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 7,784.26	$ 0	$ 0

Explanatory Notes
Cost associated with tracking students to monitor symptoms of covid. Testing for students to be released to participate in sports. Covid leave paid to employees in quarantine/isolation as required by health department.

300 characters maximum: 219/300

Conducting direct outreach to financial aid applicants about the opportunity to receive a financial aid adjustment due to the recent unemployment of a family member or independent student, or other circumstances, described in section 479A of the Higher Education Act of 1965.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 0	$ 0	$ 0

Explanatory Notes
This process was incorporated into the processing of all student aid files, expense for this is in the 2022 calendar for entire 21/22 award year.

300 characters maximum: 146/300

Replacing lost revenue from all sources.
Please see the Department's HEERF Lost Revenue FAQs (March 19, 2021) for more information regarding what may be appropriately included in an estimate of lost revenue.

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 953,532.74	$ 0	$ 0

Explanatory Notes
Revenue lost due to the decrease in enrollment and state funding.

300 characters maximum: 65/300

Other Uses of (a)(1) Institutional Portion funds.

Amount in (a)(1) institutional dollars
$ 6,969.56

Explanatory Notes
Mental health product to help employees deal with stress brought on by the pandemic. Salaries for duties related with directly dealing with pandemic issues, additional meetings and specific tasks.

300 characters maximum: 197/300

Other uses of (a)(2) or (a)(3) funds, if applicable.

Amount in (a)(2) dollars, if applicable
$ 0

Amount in (a)(3) dollars, if applicable
$ 0

Explanatory Notes

300 characters maximum: 0/300

Annual Institutional Expenditures for each Program

Amount in (a)(1) institutional dollars
$1,506,120.65

Amount in (a)(2) dollars, if applicable
$0.00

Amount in (a)(3) dollars, if applicable
$0.00

Total of Institutional Annual Expenditures

Amount in all institutional dollars
$1,506,120.65

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Burden Statement

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Page 13 - Lost Revenue ⌃

c) Estimate how much of the lost revenue reported above came from revenue lost from each of the following sources:

These categories are the categories described in Question 3 of the HEERF Lost Revenue FAQs (March 19, 2021, available at https://www2.ed.gov/about/offices/list/ope/heerflostrevenuefaqs.pdf).

Academic Resources
Estimated Amount
$ 0

Unpaid student accounts receivable or other student account debts (including tuition, fees, and institutional charges)
Estimated Amount
$ 0

Room and board
Estimated Amount
$ 0

Enrollment declines, including reduced tuition, fees, and institutional charges
Estimated Amount
$ 377,063.60

Supported research
Estimated Amount
$ 0

Summer terms and camps
Estimated Amount
$ 0

Auxiliary services sources
Estimated Amount
$ 0

Cancelled ancillary events
Estimated Amount
$ 0

Disruption of food service
Estimated Amount
$ 0

Dormitory services
Estimated Amount
$ 0

Childcare services
Estimated Amount
$ 0

Use of facilities or venues, including external events such as weddings, receptions, or conferences (other than facilities associated with sectarian instruction or religious worship)
Estimated Amount
$ 0

Bookstore revenue
Estimated Amount
$ 9,007.54

Parking revenue

Lease revenue

Royalties

Other operating revenue

Estimated Amount	Estimated Amount	Estimated Amount	Estimated Amount
$ 0	$ 0	$ 0	$ 567,461.60

Total (a)(1) lost revenue funds	Total (a)(2) lost revenue funds	Total (a)(3) lost revenue funds	TOTAL LOST REVENUE HEERF
$ 953,532.74	$ 0	$ 0	$953,532.74

Estimated amounts need to sum to amounts reported in 9b

d)   Briefly describe the "other operating revenue" reported above:
Brief description
Loss of revenue from state

1000 characters maximum: 26/1000

No validation issues

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Page 14 - Enrollment - Academic   ∧

10) Provide the unduplicated count of students who were enrolled at least once as a degree/certificate seeking student within the reporting period and their enrollment status at the end reporting period. The three statuses (completed, withdrawn, and still enrolled) need to add up to the total number of students enrolled.

Calendar year 2021: Enrollment status for all degree/certificate seeking students   ∧

a) Complete the following table for the applicable reporting period

	Number of degree/certificate seeking students	Number of degree/certificate seeking students who completed a program at your institution during the reporting period	Number of degree/certificate seeking students who did not complete during the reporting period but were still enrolled at your institution (i.e., last enrollment record at the end of the reporting period is not a withdraw record)	Number of degree/certificate seeking students who did not complete and withdrew from your institution (i.e., no completion record during the reporting period and the last enrollment record at the end of the reporting period is a withdraw record)
Academic level **UNDERGRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 3,391	Number 224	Number 1,932	Number 1,235

Academic level
GRADUATE
STUDENTS

Number 0	Number 0	Number 0	Number 0

For students in both undergraduate and graduate categories, classify as a graduate student

Pell grant status
(undergraduates only) ◐
PELL GRANT
RECIPIENTS

Number 568	Number 63	Number 395	Number 110

Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period

Pell grant status
(undergraduates only) ◐
NON-PELL GRANT
RECIPIENTS

Number 2,823	Number 161	Number 1,537	Number 1,125

Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period

Enrollment intensity ◐
PART-TIME

Number 2,214	Number 75	Number 1,114	Number 1,025

For students who had multiple enrollment intensities, classify as full-time

Enrollment intensity ◐
FULL-TIME

Number 1,177	Number 149	Number 818	Number 210

For students who had multiple enrollment intensities, classify as full-time

Calendar year 2020: Enrollment status for all degree/certificate seeking students ◐ ∧

b) Complete the following table

This table provides a historical comparison point for the current reporting period and since it is historical information it does not have to be updated on an annual basis. Institutions should submit responses in the early 2022 data collection process. However, if institutions need more time, they can submit responses in the early 2023 data collection process

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Academic level ❶ **UNDERGRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 3,606	Number 232	Number 1,964	Number 1,410
Academic level ❶ **GRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 0	Number 0	Number 0	Number 0
Pell grant status (undergraduates only) ❶ **PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 638	Number 89	Number 420	Number 129
Pell grant status (undergraduates only) ❶ **NON-PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 2,968	Number 143	Number 1,544	Number 1,281
Enrollment intensity ❶ **PART-TIME** *For students who had multiple enrollment intensities, classify as full-time*	Number 2,480	Number 77	Number 1,160	Number 1,243

Enrollment intensity 🚫
FULL-TIME
For students who had multiple
enrollment intensities, classify as
full-time

Number	Number	Number	Number
1.126	155	804	167

Calendar year 2019: Enrollment status for all degree/certificate seeking students ∧ 🚫

c)   Complete the following table
This table provides a historical comparison point for the current reporting period and since it is historical information it does not have to
be updated on an annual basis. Institutions should submit responses in the early 2022 data collection process. However, if institutions
need more time, they can submit responses in the early 2023 data collection process

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Academic level 🚫 **UNDERGRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 3,938	Number 246	Number 2,218	Number 1,474
Academic level 🚫 **GRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 0	Number 0	Number 0	Number 0
Pell grant status (undergraduates only) 🚫 **PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 670	Number 99	Number 442	Number 129

Pell grant status
(undergraduates only) 🛈

NON-PELL GRANT
RECIPIENTS

Designate the student as a Pell
grant recipient if the student was a
Pell grant recipient at any time
within the applicable reporting
period

Number	Number	Number	Number
3,268	147	1,776	1,345

Enrollment intensity 🛈
PART-TIME

For students who had multiple
enrollment intensities, classify as
full-time

Number	Number	Number	Number
2,760	73	1,391	1,296

Enrollment intensity 🛈
FULL-TIME

For students who had multiple
enrollment intensities, classify as
full-time

Number	Number	Number	Number
1,178	173	827	178

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Burden Statement ⌄

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ESF / ESF Reporting / HEER - 030648901 - Year Two - Page 15 - Enrollment - Race

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Page 15 - Enrollment - Race ⌃

10) Provide the unduplicated count of students who were enrolled at least once as a degree/certificate seeking student within the reporting period and their enrollment status at the end reporting period. The three statuses (completed, withdrawn, and still enrolled) need to add up to the total number of students enrolled.

Calendar year 2021: Enrollment status for all degree/certificate seeking students ⌃

    a) Complete the following table for the applicable reporting period

	Number of degree/certificate seeking students	Number of degree/certificate seeking students who completed a program at your institution during the reporting period	Number of degree/certificate seeking students who did not complete during the reporting period but were still enrolled at your institution (i.e., last enrollment record at the end of the reporting period is not a withdraw record)	Number of degree/certificate seeking students who did not complete and withdrew from your institution (i.e., no completion record during the reporting period and the last enrollment record at the end of the reporting period is a withdraw record)
Race/ethnicity (IPEDS categories) ❶ **AMERICAN INDIAN OR ALASKA NATIVE**	Number 36	Number 4	Number 19	Number 13
Race/ethnicity (IPEDS categories) ❶ **ASIAN**	Number 58	Number 3	Number 29	Number 26

Race/ethnicity (IPEDS categories) 🕐 BLACK OR AFRICAN AMERICAN	Number 209	Number 19	Number 129	Number 61
Race/ethnicity (IPEDS categories) 🕐 HISPANIC/LATINO	Number 243	Number 24	Number 145	Number 74
Race/ethnicity (IPEDS categories) 🕐 NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number 3	Number 0	Number 1	Number 2
Race/ethnicity (IPEDS categories) 🕐 WHITE	Number 2.662	Number 164	Number 1.487	Number 1,011
Race/ethnicity (IPEDS categories) 🕐 TWO OR MORE RACES	Number 137	Number 9	Number 86	Number 42
Race/ethnicity (IPEDS categories) 🕐 RACE/ETHNICITY UNKNOWN	Number 43	Number 1	Number 36	Number 6
Race/ethnicity (IPEDS categories) 🕐 NONRESIDENT ALIEN	Number 0	Number 0	Number 0	Number 0

Calendar year 2020: Enrollment status for all degree/certificate seeking students ∧ 🕐

b) Complete the following table

This table provides a historical comparison point for the current reporting period and since it is historical information it does not have to be updated on an annual basis. Institutions should submit responses in the early 2022 data collection process. However, if institutions need more time, they can submit responses in the early 2023 data collection process

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Race/ethnicity (IPEDS categories) ❶ AMERICAN INDIAN OR ALASKA NATIVE	Number 47	Number 3	Number 24	Number 20
Race/ethnicity (IPEDS categories) ❶ ASIAN	Number 53	Number 3	Number 25	Number 25
Race/ethnicity (IPEDS categories) ❶ BLACK OR AFRICAN AMERICAN	Number 214	Number 21	Number 134	Number 59
Race/ethnicity (IPEDS categories) ❶ HISPANIC/LATINO	Number 228	Number 20	Number 129	Number 79
Race/ethnicity (IPEDS categories) ❶ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number 7	Number 0	Number 1	Number 6
Race/ethnicity (IPEDS categories) ❶ WHITE	Number 2,905	Number 178	Number 1,570	Number 1,157
Race/ethnicity (IPEDS categories) ❶ TWO OR MORE RACES	Number 132	Number 5	Number 73	Number 54
Race/ethnicity (IPEDS categories) ❶ RACE/ETHNICITY UNKNOWN	Number 19	Number 2	Number 8	Number 9

Race/ethnicity (IPEDS categories) 🕐 NONRESIDENT ALIEN	Number 1	Number 0	Number 0	Number 1

Calendar year 2019: Enrollment status for all degree/certificate seeking students ∧ 🕐

c) Complete the following table

This table provides a historical comparison point for the current reporting period and since it is historical information it does not have to be updated on an annual basis. Institutions should submit responses in the early 2022 data collection process. However, if institutions need more time, they can submit responses in the early 2023 data collection process

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Race/ethnicity (IPEDS categories) 🕐 AMERICAN INDIAN OR ALASKA NATIVE	Number 62	Number 7	Number 36	Number 19
Race/ethnicity (IPEDS categories) 🕐 ASIAN	Number 47	Number 1	Number 31	Number 15
Race/ethnicity (IPEDS categories) 🕐 BLACK OR AFRICAN AMERICAN	Number 201	Number 17	Number 122	Number 62
Race/ethnicity (IPEDS categories) 🕐 HISPANIC/LATINO	Number 292	Number 20	Number 176	Number 96

Race/ethnicity (IPEDS categories) ❶ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number 3	Number 0	Number 3	Number 0
Race/ethnicity (IPEDS categories) ❶ WHITE	Number 3,165	Number 194	Number 1,748	Number 1,223
Race/ethnicity (IPEDS categories) ❶ TWO OR MORE RACES	Number 144	Number 5	Number 88	Number 51
Race/ethnicity (IPEDS categories) ❶ RACE/ETHNICITY UNKNOWN	Number 23	Number 2	Number 13	Number 8
Race/ethnicity (IPEDS categories) ❶ NONRESIDENT ALIEN	Number 1	Number 0	Number 1	Number 0

No validation issues

Burden Statement   ⌄

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Page 16 - Enrollment - Gender/Age	⌃

10) Provide the unduplicated count of students who were enrolled at least once as a degree/certificate seeking student within the reporting period and their enrollment status at the end reporting period. The three statuses (completed, withdrawn, and still enrolled) need to add up to the total number of students enrolled.

Calendar year 2021: Enrollment status for all degree/certificate seeking students ⌃

a) Complete the following table for the applicable reporting period

	Number of degree/certificate seeking students	Number of degree/certificate seeking students who completed a program at your institution during the reporting period	Number of degree/certificate seeking students who did not complete during the reporting period but were still enrolled at your institution (i.e., last enrollment record at the end of the reporting period is not a withdraw record)	Number of degree/certificate seeking students who did not complete and withdrew from your institution (i.e., no completion record during the reporting period and the last enrollment record at the end of the reporting period is a withdraw record)
Gender (IPEDS categories) ❶ WOMEN	Number 2,100	Number 144	Number 1,155	Number 801
Gender (IPEDS categories) ❶ MEN	Number 1,291	Number 80	Number 777	Number 434

Age (IPEDS categories) **❶** AGES 25 AND OLDER	Number 468	Number 56	Number 260	Number 152
Age (IPEDS categories) **❶** AGES 24 AND YOUNGER	Number 2,905	Number 167	Number 1,662	Number 1,076
Age (IPEDS categories) **❶** AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	Number 18	Number 1	Number 10	Number 7

Calendar year 2020: Enrollment status for all degree/certificate seeking students ∧ **❶**

b) Complete the following table

This table provides a historical comparison point for the current reporting period and since it is historical information it does not have to be updated on an annual basis. Institutions should submit responses in the early 2022 data collection process. However, if institutions need more time, they can submit responses in the early 2023 data collection process

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Gender (IPEDS categories) **❶** WOMEN	Number 2,237	Number 132	Number 1,212	Number 893
Gender (IPEDS categories) **❶** MEN	Number 1,369	Number 100	Number 752	Number 517
Age (IPEDS categories) **❶** AGES 25 AND OLDER	Number 540	Number 64	Number 287	Number 189

Age (IPEDS categories) ● AGES 24 AND YOUNGER	Number 3,055	Number 168	Number 1,672	Number 1,215
Age (IPEDS categories) ● AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	Number 11	Number 0	Number 5	Number 6

Calendar year 2019: Enrollment status for all degree/certificate seeking students ● ∧

c) Complete the following table

This table provides a historical comparison point for the current reporting period and since it is historical information it does not have to be updated on an annual basis. Institutions should submit responses in the early 2022 data collection process. However, if institutions need more time, they can submit responses in the early 2023 data collection process

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Gender (IPEDS categories) ● WOMEN	Number 2,405	Number 141	Number 1,349	Number 915
Gender (IPEDS categories) ● MEN	Number 1,533	Number 105	Number 869	Number 559
Age (IPEDS categories) ● AGES 25 AND OLDER	Number 585	Number 66	Number 304	Number 215
Age (IPEDS categories) ● AGES 24 AND YOUNGER	Number 3,341	Number 180	Number 1,908	Number 1,253

Age (IPEDS categories) ◐

AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)

Number	Number	Number	Number
12	0	6	6

No validation issues

Burden Statement   ⌄

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U.S. DEPARTMENT OF EDUCATION

Education Stabilization Fund

ESF / ESF Reporting / HEER - 030648901 - Year Two - Page 17 - FTE Positions

HEER

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Instructions	⌄

Annual Reporting	⌄

Page 17 - FTE Positions   ⌃

11) Provide the number of full-time equivalent (FTE) positions as of the listed reporting dates by IPEDS categories. (The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—including instructional and non-instructional staff and contractors—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions).

Instructional Staff

An occupational category that is comprised of staff who are either: 1) Primarily Instruction or 2) Instruction combined with research and/or public service. The intent of the Instructional Staff category is to include all individuals whose primary occupation includes instruction at the institution.

a) Full-time equivalent (FTE) positions as of November 1, 2018	b) Full-time equivalent (FTE) positions as of November 1, 2019	c) Full-time equivalent (FTE) positions as of November 1, 2020	d) Full-time equivalent (FTE) positions as of November 1, 2021
67	65	64	60

Non-Instructional Staff

a) Full-time equivalent (FTE) positions as of November 1, 2018	b) Full-time equivalent (FTE) positions as of November 1, 2019	c) Full-time equivalent (FTE) positions as of November 1, 2020	d) Full-time equivalent (FTE) positions as of November 1, 2021
84	85	80	76

No validation issues

Burden Statement	⌄

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ESF / ESF Reporting / HEER - 030648901 - Year Two - Page 18 - Accreditor Approval

HEER
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Instructions   ⌄

Annual Reporting   ⌄

Page 18 - Accreditor Approval   ⌃

12) Did your institution receive approval from your primary accreditor to offer distance education after the start of the national emergency?

a) Did your institution receive temporary approval from your primary accreditor to offer distance education?   Yes   No   ⊖

b) Did your institution receive permanent approval from your primary accreditor to offer distance education?   Yes   No   ⊖

c) Provide the name of your institution's primary accreditor that provided temporary and/or permanent approval

d) Are you accredited by an agency that does not have distance education within its scope of recognition and therefore relied on COVID-19 flexibilities to offer distance education?   Yes   No   ⊖

Checking Validation Status...

Burden Statement   ⌄

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ESF / ESF Reporting / HEER - 030648901 - Year Two - Page 20 - Submission

HEER

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Page 20 - Submission   ^

This collection has no errors, but does have warnings
If warnings are acceptable, the form can be submitted.

Prime Level Data

Validation Warnings

- HEERF-130 - The total number of enrolled students is relatively high, given the amount of (a)(1) Student Aid funds awarded to the institution (related page)
- HEERF-187 - The total number of degree-/certificate-seeking undergraduate students for Calendar Year 2021 is relatively high, given the amount of (a)(1) Student Aid funds awarded to the institution (related page)

Download Issues as Excel

Previous   Cancel   Submit

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