DENMARK TECHNICAL COLLEGE
HEERF Provisional Annual Report - Year Two

Annual Reporting Period: January 1, 2021 - Dec 31, 2021 (Second Annual Report)
Report Annual Submission Date: May 6, 2022

Note: Values on this page may not reflect information submitted by the grantee due to privacy protection suppression.

General Information

Institutions must provide complete answers to each question.

1) Institutional Identifiers and Contact Information:
   a) Institution Name
      DENMARK TECHNICAL COLLEGE
   b) Identify the applicable OPEID(s) for this annual report:
      DUNS # 082231770
c) Identify the applicable IPEDS unitid(s) for this annual report:

Unitid
217989

For this annual report, please report on these HEERF grant PR/Award Numbers:

PR/Award Number (Program) / Award Amount
P425E2000589 (Student Aid) / $1,092,588

PR/Award Number (Program) / Award Amount
P425F200409 (Institutional Portion) / $1,412,804

PR/Award Number (Program) / Award Amount
P425J200046 (Historically Black Colleges and Universities) / $11,955,503

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

Websites

3) Reporting on institution websites:

a) HEERF quarterly reporting webpage URL:

Quarterly Reporting URL
http://www.denmarktech.edu/caresact-heerf-reports/

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.

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.

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

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

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>N/A</th>
<th>Unable to Determine</th>
</tr>
</thead>
</table>

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

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)

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>N/A</th>
<th>Unable to Determine</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>N/A</th>
<th>Unable to Determine</th>
</tr>
</thead>
</table>
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

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>N/A</th>
<th>Unable to Determine</th>
</tr>
</thead>
</table>


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

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>N/A</th>
<th>Unable to Determine</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>N/A</th>
<th>Unable to Determine</th>
</tr>
</thead>
</table>

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

i) Did you use that application to determine the amount of a student’s emergency financial aid grant?

Yes  No

1) What needs did you prioritize to determine the amount of the student’s award?
<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course materials (non-technology)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lost income (e.g., Loss of Employment/Reduced Income)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) Did your application require students to submit supporting documentation of their needs or difficulty meeting expenses? 

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
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

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

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

Note: Institutions must provide complete answers to each question.

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.

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate &lt;sub&gt;6&lt;/sub&gt; full-time Pell grant recipients&lt;sub&gt;8&lt;/sub&gt;</th>
<th>Undergraduate &lt;sub&gt;6&lt;/sub&gt; full-time Non-Pell grant recipients</th>
<th>Undergraduate &lt;sub&gt;6&lt;/sub&gt; part-time Pell grant recipients</th>
<th>Undergraduate &lt;sub&gt;6&lt;/sub&gt; part-time Non-Pell grant recipients</th>
<th>Graduate full-time recipients</th>
<th>Graduate part-time recipients</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>How many students were enrolled? (unduplicated count for the reporting period)</td>
<td>Number 494</td>
<td>Number 264</td>
<td>Number 340</td>
<td>Number</td>
<td>Number</td>
<td>Total 1,098</td>
</tr>
</tbody>
</table>

### Number of HEERF Student Recipients – Emergency Grants to Students (unduplicated)

<table>
<thead>
<tr>
<th>HEERF (a)(1) Student Aid Portion</th>
<th>Amount Disbursed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of HEERF Student Recipients – Emergency Grants to Students (unduplicated)</td>
<td>Number 256</td>
<td>Number 708</td>
</tr>
<tr>
<td>Undergraduate full-time Pell grant recipients</td>
<td>Number 112</td>
<td></td>
</tr>
<tr>
<td>Undergraduate full-time Non-Pell grant recipients</td>
<td>Number 340</td>
<td></td>
</tr>
<tr>
<td>Undergraduate part-time Pell grant recipients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate part-time Non-Pell grant recipients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate full-time recipients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate part-time recipients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HEERF (a)(1) Student Aid Portion Amount Disbursed

What was the amount disbursed directly to students as Emergency Financial Aid Grants?

<table>
<thead>
<tr>
<th>Amount</th>
<th>$ 0.00</th>
<th>$ 0.00</th>
<th>$ 0.00</th>
<th>$ 0.00</th>
<th>$ 0.00</th>
<th>$ 0.00</th>
<th>$ 0.00</th>
<th>$ 0.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>HEERF (a)(1) Student Aid Portion</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate full-time Pell grant recipients</td>
<td>$764,326.00</td>
<td>$250,050.00</td>
<td>$500,326.00</td>
<td>$393,243.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$1,907,949.00</td>
</tr>
<tr>
<td>Undergraduate full-time Non-Pell grant recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate part-time Pell grant recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate part-time Non-Pell grant recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate full-time recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate part-time recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Category</th>
<th>Undergraduate full-time Pell grant recipients</th>
<th>Undergraduate full-time Non-Pell grant recipients</th>
<th>Undergraduate part-time Pell grant recipients</th>
<th>Undergraduate part-time Non-Pell grant recipients</th>
<th>Graduate full-time recipients</th>
<th>Graduate part-time recipients</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEERF (a)(1) Institutional Portion Amount Disbursed</td>
<td>Amount $0.00</td>
<td>Amount $0.00</td>
<td>Amount $0.00</td>
<td>Amount $0.00</td>
<td>Amount $0.00</td>
<td>Amount $0.00</td>
<td>Amount $0.00</td>
</tr>
</tbody>
</table>

What was the amount disbursed directly to students as Emergency Financial Aid Grants?

<table>
<thead>
<tr>
<th>Category</th>
<th>Undergraduate full-time Pell grant recipients</th>
<th>Undergraduate full-time Non-Pell grant recipients</th>
<th>Undergraduate part-time Pell grant recipients</th>
<th>Undergraduate part-time Non-Pell grant recipients</th>
<th>Graduate full-time recipients</th>
<th>Graduate part-time recipients</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEERF (a)(1) Institutional Portion Amount Disbursed</td>
<td>Amount $0.00</td>
<td>Amount $0.00</td>
<td>Amount $0.00</td>
<td>Amount $0.00</td>
<td>Amount $0.00</td>
<td>Amount $0.00</td>
<td>Amount $0.00</td>
</tr>
</tbody>
</table>

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

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

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

9Includes non-FAFSA filers.

---

**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: Institutions must provide complete answers to each question.*

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.

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate full-time _ Pell grant recipients 6</th>
<th>Undergraduate full-time _ Non-Pell grant recipients 7</th>
<th>Undergraduate part-time Pell grant recipients 9</th>
<th>Undergraduate part-time Non-Pell grant recipients</th>
<th>Graduate full-time recipients</th>
<th>Graduate part-time recipients</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEERF (a)(2) Amount Disbursed (HBCUs, TCCUs, MSIs, and SIP)</th>
<th>Undergraduate full-time Pell grant recipients</th>
<th>Undergraduate full-time Non-Pell grant recipients</th>
<th>Undergraduate part-time Pell grant recipients</th>
<th>Undergraduate part-time Non-Pell grant recipients</th>
<th>Graduate full-time recipients</th>
<th>Graduate part-time recipients</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$250,250.00</td>
<td>Amount</td>
<td>$55,250.00</td>
<td>Amount</td>
<td>$182,350.00</td>
<td>Amount</td>
<td>$162,400.00</td>
</tr>
<tr>
<td>Amount</td>
<td>$250,250.00</td>
<td>Amount</td>
<td>$55,250.00</td>
<td>Amount</td>
<td>$182,350.00</td>
<td>Amount</td>
<td>$162,400.00</td>
</tr>
</tbody>
</table>

What was the amount disbursed directly to students as Emergency Financial Aid Grants? If funds were not used for this purpose, report $0.

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

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

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

Includes non-FAFSA filers.

---

### 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:** Institutions must provide complete answers to each question.

- **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.

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate(_6) full-time Pell grant recipients(_8)</th>
<th>Undergraduate(_6) full-time Non-Pell grant recipients(_9)</th>
<th>Undergraduate(_6) part-time Pell grant recipients</th>
<th>Undergraduate(_6) part-time Non-Pell grant recipients</th>
<th>Graduate full-time recipients</th>
<th>Graduate part-time recipients</th>
<th>Total</th>
</tr>
</thead>
</table>

---

<table>
<thead>
<tr>
<th>Minimum and maximum award</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Overall M...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum (non-zero amount) combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.</td>
<td>$ 2,500.00</td>
<td>$ 750.00</td>
<td>$ 250.00</td>
<td>$ 120.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$120.00</td>
</tr>
<tr>
<td>Maximum combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.</td>
<td>$ 16,208.00</td>
<td>$ 4,020.00</td>
<td>$ 500.00</td>
<td>$ 300.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$16,208.00</td>
</tr>
<tr>
<td>HEERF Amount of Grants Disbursed</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Total</td>
</tr>
<tr>
<td>What was the amount of grants disbursed to students through all HEERF funds?</td>
<td>$1,778,902.00</td>
<td>$555,350.00</td>
<td>$1,183,002.00</td>
<td>$948,886.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$4,466,140</td>
</tr>
</tbody>
</table>
### Emergency Grants - Title IV

<table>
<thead>
<tr>
<th>Undergraduate full-time Pell grant recipients</th>
<th>Undergraduate full-time Non-Pell grant recipients</th>
<th>Undergraduate part-time Pell grant recipients</th>
<th>Undergraduate part-time Non-Pell grant recipients</th>
<th>Graduate full-time recipients</th>
<th>Graduate part-time recipients</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average HEERF Amount Awarded Among students who received HEERF emergency financial aid grants, what was the average award amount per student?</td>
<td>Amount $6,948.84</td>
<td>Amount $10,562.52</td>
<td>Amount $2,790.84</td>
<td></td>
<td></td>
<td>$6,308.11</td>
</tr>
</tbody>
</table>

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.

### 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:** Institutions must provide complete answers to each question.

b) Among the students enrolled in your institution, how many were NOT Title IV eligible throughout their enrollment during the reporting period?
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
11.75%

129 Enrolled Students Not Eligible

11.75% Percentage of Enrolled Students Not Eligible

129 Students Not Eligible Who Received Grants

18.22% Percentage of Students Not Eligible Who Received Grants

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
129

i) The percentage of students who received emergency financial aid grants who were notTitle IV eligible throughout their enrollment during the reporting period is

Percentage of Students Not Eligible Who Received Grants
18.22%

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

Note: Institutions must provide complete answers to each question.

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?
<table>
<thead>
<tr>
<th>Race/Ethnicity (IPEDS categories)</th>
<th>Enrolled student count (unduplicated)</th>
<th>Number of students who received at least one Emergency Financial Aid Grant (unduplicated)</th>
<th>What was the total amount of Emergency Financial Aid Grants disbursed to students through all HEERF funds?</th>
<th>Average HEERF Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>Count</td>
<td>Number</td>
<td>Amount $</td>
<td>Amount</td>
</tr>
<tr>
<td>Asian</td>
<td>Count</td>
<td>Number</td>
<td>Amount $</td>
<td>Amount</td>
</tr>
<tr>
<td>Black or African American</td>
<td>Count</td>
<td>Number</td>
<td>Amount $</td>
<td>Amount</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>Count</td>
<td>Number</td>
<td>Amount $</td>
<td>Amount</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>Count</td>
<td>Number</td>
<td>Amount $</td>
<td>Amount</td>
</tr>
<tr>
<td>White</td>
<td>Count</td>
<td>Number</td>
<td>Amount $</td>
<td>Amount</td>
</tr>
<tr>
<td>Two or more races</td>
<td>Count</td>
<td>Number</td>
<td>Amount $</td>
<td>Amount</td>
</tr>
</tbody>
</table>
### Race/ethnicity unknown

<table>
<thead>
<tr>
<th>Race/ethnicity unknown</th>
<th>Count</th>
<th>Number</th>
<th>Amount</th>
</tr>
</thead>
</table>

### Nonresident alien

<table>
<thead>
<tr>
<th>Nonresident alien</th>
<th>Count</th>
<th>Number</th>
<th>Amount</th>
</tr>
</thead>
</table>

### Students not categorized in IPEDS

<table>
<thead>
<tr>
<th>Students not categorized in IPEDS</th>
<th>Count</th>
<th>Number</th>
<th>Amount</th>
</tr>
</thead>
</table>

---

**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: Institutions must provide complete answers to each question.*

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?

<table>
<thead>
<tr>
<th>Gender/Age (IPEDS categories)</th>
<th>Enrolled student count (unduplicated)</th>
<th>Number of students who received at least one Emergency Financial Aid Grant (unduplicated)</th>
<th>What was the total amount of grants disbursed to students through all HEERF funds?</th>
<th>Average HEERF Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>Count</td>
<td>Number</td>
<td>Amount</td>
<td>Amount</td>
</tr>
</tbody>
</table>

---

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](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.

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Count</th>
<th>Number</th>
<th>Amount $</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages 25 and older</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ages 24 and younger</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)?

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
$ 1,071,002.00

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

Calendar year 2022
$ 6,438,966.64

(a)(3) FIPSE and SAIHE

Calendar year 2022
$ 0.00

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.

<table>
<thead>
<tr>
<th>Amount in (a)(1) institutional dollars</th>
<th>Amount in (a)(2) dollars, if applicable</th>
<th>Amount in (a)(3) dollars, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0.00</td>
<td>$650,250.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Amount in (a)(1) institutional dollars</th>
<th>Amount in (a)(2) dollars, if applicable</th>
<th>Amount in (a)(3) dollars, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0.00</td>
<td>$1,907,945.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Indirect cost recovery/facilities and administrative costs charged on the grants.
Covering the cost of providing additional technology hardware to students, such as laptops or tablets, or covering the added cost of technology fees.

<table>
<thead>
<tr>
<th>Amount in (a)(1) institutional dollars</th>
<th>Amount in (a)(2) dollars, if applicable</th>
<th>Amount in (a)(3) dollars, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>$ 310,572.62</td>
<td></td>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Amount in (a)(1) institutional dollars</th>
<th>Amount in (a)(2) dollars, if applicable</th>
<th>Amount in (a)(3) dollars, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Amount in (a)(1) institutional dollars</th>
<th>Amount in (a)(2) dollars, if applicable</th>
<th>Amount in (a)(3) dollars, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Amount in (a)(1) institutional dollars</th>
<th>Amount in (a)(2) dollars, if applicable</th>
<th>Amount in (a)(3) dollars, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Amount in (a)(1) institutional dollars</th>
<th>Amount in (a)(2) dollars, if applicable</th>
<th>Amount in (a)(3) dollars, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

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.

Including funding to cover the cost of vaccine distribution.

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.
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.*

<table>
<thead>
<tr>
<th>Amount in (a)(1) institutional dollars</th>
<th>Amount in (a)(2) dollars, if applicable</th>
<th>Amount in (a)(3) dollars, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

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

Amount in (a)(1) institutional dollars
$213,295.15

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

Amount in (a)(2) dollars, if applicable
$3,055,914.62

**Annual Institutional Expenditures for each Program**

<table>
<thead>
<tr>
<th>Amount in (a)(1) institutional dollars</th>
<th>Amount in (a)(2) dollars, if applicable</th>
<th>Amount in (a)(3) dollars, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>$213,295.15</td>
<td>$5,924,682.24</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Total of Institutional Annual Expenditures**

Amount in all institutional dollars
$6,137,977.39

Lost Revenue

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).

<table>
<thead>
<tr>
<th>Academic Resources</th>
<th>Unpaid student accounts receivable or other student account debts (including tuition, fees, and institutional charges)</th>
<th>Room and board</th>
<th>Enrollment declines, including reduced tuition, fees, and institutional charges</th>
<th>Supported research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Amount</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>Estimated Amount</td>
<td>Estimated Amount $ 0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Estimated Amount $ 0.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer terms and camps</th>
<th>Auxiliary services sources</th>
<th>Cancelled ancillary events</th>
<th>Disruption of food service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Amount</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>Estimated Amount $ 0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Estimated Amount</td>
<td></td>
</tr>
<tr>
<td>Dormitory services</td>
<td></td>
<td>Estimated Amount</td>
<td></td>
</tr>
<tr>
<td>Parking revenue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lease revenue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Royalties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other operating revenue</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Total (a)(1) lost revenue funds

<table>
<thead>
<tr>
<th>Estimated Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

### Total (a)(2) lost revenue funds

<table>
<thead>
<tr>
<th>Estimated Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

### Total (a)(3) lost revenue funds

<table>
<thead>
<tr>
<th>Estimated Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

### TOTAL LOST REVENUE HEERF

<table>
<thead>
<tr>
<th>Estimated Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0.00</td>
</tr>
</tbody>
</table>

*Estimated amounts need to sum to amounts reported in 9b*

## 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
<table>
<thead>
<tr>
<th>Academic level</th>
<th>UNDERGRADUATE STUDENTS</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For students in both undergraduate and graduate categories, classify as a graduate student</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic level</th>
<th>GRADUATE STUDENTS</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For students in both undergraduate and graduate categories, classify as a graduate student</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)
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*

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enrollment intensity

**PART-TIME**

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enrollment intensity

**FULL-TIME**

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**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

<table>
<thead>
<tr>
<th>Academic level</th>
<th>Number of degree/certificate seeking students enrolled during the calendar year</th>
<th>Number of degree/certificate seeking students who completed a program at your institution during the calendar year</th>
<th>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)</th>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERGRADUATE STUDENTS</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>GRADUATE STUDENTS</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enrollment intensity

**PART-TIME**

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enrollment intensity

**FULL-TIME**

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

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

- **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

<table>
<thead>
<tr>
<th>Academic level</th>
<th>UNDERGRADUATE STUDENTS</th>
<th>GRADUATE STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>For students in both undergraduate and graduate categories, classify as a graduate student</td>
<td>Number of degree/certificate seeking students enrolled during the calendar year</td>
<td>Number of degree/certificate seeking students who completed a program at your institution during the calendar year</td>
</tr>
<tr>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
</tr>
</tbody>
</table>
### 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*

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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*

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Enrollment intensity

**PART-TIME**

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FULL-TIME**

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Race/ethnicity (IPEDS categories)</th>
<th>Number of degree/certificate seeking students who completed a program at your institution during the reporting period</th>
<th>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)</th>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMERICAN INDIAN OR ALASKA NATIVE</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>ASIAN</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Race/ethnicity (IPEDS categories)</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>BLACK OR AFRICAN AMERICAN</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HISPANIC/LATINO</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHITE</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TWO OR MORE RACES</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RACE/ETHNICITY UNKNOWN</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NONRESIDENT ALIEN</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Race/ethnicity (IPEDS categories)</th>
<th>Number of degree/certificate seeking students enrolled during the calendar year</th>
<th>Number of degree/certificate seeking students who completed a program at your institution during the calendar year</th>
<th>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)</th>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMERICAN INDIAN OR ALASKA NATIVE</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>ASIAN</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>BLACK OR AFRICAN AMERICAN</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>HISPANIC/LATINO</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Race/ethnicity (IPEDS categories)</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</td>
<td>0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>WHITE</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>TWO OR MORE RACES</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>RACE/ETHNICITY UNKNOWN</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>NONRESIDENT ALIEN</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Race/ethnicity (IPEDS categories)</td>
<td>Number of degree/certificate seeking students enrolled during the calendar year</td>
<td>Number of degree/certificate seeking students who completed a program at your institution during the calendar year</td>
<td>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)</td>
<td>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)</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AMERICAN INDIAN OR ALASKA NATIVE</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>ASIAN</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>BLACK OR AFRICAN AMERICAN</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>HISPANIC/LATINO</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
</tbody>
</table>
### Race/ethnicity (IPEDS categories)

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHITE</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TWO OR MORE RACES</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RACE/ETHNICITY UNKNOWN</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NONRESIDENT ALIEN</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### 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

<table>
<thead>
<tr>
<th>Gender (IPEDS categories)</th>
<th>Number of degree/certificate seeking students</th>
<th>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)</th>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOMEN</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>MEN</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>AGES 25 AND OLDER</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>AGES 24 AND YOUNGER</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Number of degree/certificate seeking students enrolled during the calendar year</th>
<th>Number of degree/certificate seeking students who completed a program at your institution during the calendar year</th>
<th>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)</th>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Gender (IPEDS categories)</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>WOMEN</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender (IPEDS categories)</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEN</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age (IPEDS categories)</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGES 25 AND OLDER</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age (IPEDS categories)</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGES 24 AND YOUNGER</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age (IPEDS categories)</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE NOT AVAILABLE IN</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADMINISTRATIVE RECORDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(E.G., IPEDS,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAFSA, ETC.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**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.
<table>
<thead>
<tr>
<th></th>
<th>Number of degree/certificate seeking students enrolled during the calendar year</th>
<th>Number of degree/certificate seeking students who completed a program at your institution during the calendar year</th>
<th>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)</th>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender (IPEDS categories)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WOMEN</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>MEN</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td><strong>Age (IPEDS categories)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGES 25 AND OLDER</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>AGES 24 AND YOUNGER</td>
<td>Number 0</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
</tbody>
</table>
Age (IPEDS categories) 
AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**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: 25.0
- b) Full-time equivalent (FTE) positions as of November 1, 2019: 20.0
- c) Full-time equivalent (FTE) positions as of November 1, 2020: 22.0
- d) Full-time equivalent (FTE) positions as of November 1, 2021: 18.0

**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
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

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