



## HEER

### Recipient Reporting Data Collection - Year Two

In Progress

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#### Page 19 - Review

#### 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 RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT	DUNS # 115577574	HEER(SAM)
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b) Identify the applicable OPEID(s) for this annual report:

OPEID  
000128400

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

Unitid  
121619

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

PR/Award Number (Program) / Award Amount  
P425E200943 (Student Aid) / \$19,838,675


PR/Award Number (Program) / Award Amount  
P425F201161 (Institutional Portion) / \$30,065,004

PR/Award Number (Program) / Award Amount  
P425L200370 (Minority Serving Institutions) / \$2,929,559

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.

## Websites

### 3) Reporting on institution websites:

#### a) HEERF quarterly reporting webpage URL:

Quarterly Reporting URL

<https://sac.edu/StudentServices/FinancialAid/Pages/cares-act-report.aspx>

#### 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://sac.edu/StudentServices/FinancialAid/Pages/cares-act-report.aspx>

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://sac.edu/StudentServices/FinancialAid/Pages/cares-act-report.aspx>

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

## 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	<b>Strongly agree</b>	N/A	Unable to Determine
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#### b) HEERF enabled my institution to keep student net prices similar to pre-pandemic levels

Strongly disagree	Disagree	Neutral	Agree	<b>Strongly agree</b>	N/A	Unable to Determine
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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	<b>Strongly agree</b>	N/A	Unable to Determine
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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	<b>Strongly agree</b>	N/A	Unable to Determine
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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	<b>N/A</b>	Unable to Determine
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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	<b>Strongly agree</b>	N/A	Unable to Determine
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## 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?

a) Food

**Yes** No

b) Housing

**Yes** No

c) Course materials (non-technology)

	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
d) Technology	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
e) Health care	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
f) Child care	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
g) Transportation	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
h) Lost income (e.g., Loss of Employment/Reduced Income)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
i) Other	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
2) Did your application require students to submit supporting documentation of their needs or difficulty meeting expenses?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> 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?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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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.)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2) Location (i.e., branch campus)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
3) Pell Grant eligibility	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4) FAFSA data elements	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5) On-campus/distance education status	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6) On-campus/off-campus living arrangements	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
7) Academic level		

8) Other

Yes No

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

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
heerf awardletter.docx	13.8 KB	4/20/2022, 3:45:35 PM

## 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 <sub>6</sub> full-time <sub>7</sub> Pell grant recipients <sub>8</sub>	Undergraduate <sub>6</sub> full-time <sub>7</sub> Non- Pell grant recipients <sub>9</sub>	Undergraduate <sub>6</sub> part-time Pell grant recipients	Undergraduate <sub>6</sub> part-time Non- Pell grant recipients	Graduate full- time recipients	Graduate part-time recipients	Total
Number of Students How many students were enrolled? (unduplicated count for the reporting period)	Number 1,797	Number 2,127	Number 2,275	Number 16,350	Number 0	Number 0	Total 22,549
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 885	Number 709	Number 597	Number 1,122	Number 0	Number 0	Total 3,313
HEERF (a)(1) Student Aid Portion Amount Disbursed What was the amount disbursed directly to students as Emergency Financial Aid Grants?	Amount \$ 2,331,250	Amount \$ 1,734,400	Amount \$ 1,060,900	Amount \$ 7,028,748	Amount \$ 0	Amount \$ 0	Total \$12,155,298

	Undergraduate <sup>6</sup> full-time <sup>7</sup> Pell grant recipients <sup>8</sup>	Undergraduate <sup>6</sup> full-time <sup>7</sup> Non- Pell grant recipients <sup>9</sup>	Undergraduate <sup>6</sup> part-time Pell grant recipients	Undergraduate <sup>6</sup> part-time Non- Pell grant recipients	Graduate full- time recipients	Graduate part-time recipients	Total
<p>HEERF (a)(1) Student Aid Portion Amount Disbursed</p> <p><b>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?</b></p> <p><i>If funds were not used for this purpose, report \$0. Include only amounts that benefited students who directly received Emergency Financial Aid Grants.</i></p>	Amount \$0	Amount \$0	Amount \$0	Amount \$0	Amount \$0	Amount \$0	Total \$0.00
<p>HEERF (a)(1) Institutional Portion Amount Disbursed</p> <p><b>What was the amount disbursed directly to students as Emergency Financial Aid Grants?</b></p>	Amount \$0	Amount \$0	Amount \$0	Amount \$0	Amount \$0	Amount \$0	Total \$0.00
<p>HEERF (a)(1) Institutional Portion Amount Disbursed</p> <p><b>What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balances?</b></p> <p><i>If funds were not used for this purpose, report \$0. Include only amounts that benefited students who directly received Emergency Financial Aid Grants.</i></p>	Amount \$0	Amount \$0	Amount \$0	Amount \$0	Amount \$0	Amount \$0	Total \$0.00

<sup>6</sup>For students in both undergraduate and graduate categories, classify as a graduate student.

<sup>7</sup>For students who had multiple enrollment intensities, classify as full-time.

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

<sup>9</sup>Includes 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: 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 <sup>6</sup> full-time <sup>7</sup> Pell grant recipients <sup>8</sup>	Undergraduate <sup>6</sup> full-time <sup>7</sup> Non- Pell grant recipients <sup>9</sup>	Undergraduate <sup>6</sup> part-time Pell grant recipients	Undergraduate <sup>6</sup> part-time Non- Pell grant recipients	Graduate full- time recipients	Graduate part-time recipients	Total
HEERF (a)(2) Amount Disbursed (HBCUs, TCCUs, MSIs, and SIP) <b>What was the amount disbursed directly to students as Emergency Financial Aid Grants?</b> <i>If funds were not used for this purpose, report \$0.</i>	Amount \$ 0	Amount \$ 0	Amount \$ 0	Amount \$ 0	Amount \$ 0	Amount \$ 0	Total \$0.00
HEERF (a)(2) Amount Disbursed (HBCUs, TCCUs, MSIs, and SIP) <b>What was the amount of Emergency Financial Aid Grants applied to satisfy student’s outstanding account balances?</b> <i>If funds were not used for this purpose, report \$0. Include only amounts that benefited students who directly received Emergency Financial Aid Grants.</i>	Amount \$ 0	Amount \$ 0	Amount \$ 0	Amount \$ 0	Amount \$ 0	Amount \$ 0	Total \$0.00

<sup>6</sup>For students in both undergraduate and graduate categories, classify as a graduate student.

<sup>7</sup>For students who had multiple enrollment intensities, classify as full-time.

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

<sup>9</sup>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: 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 <sup>6</sup> full-time <sup>7</sup> Pell grant recipients <sup>8</sup>	Undergraduate <sup>6</sup> full-time <sup>7</sup> Non- Pell grant recipients <sup>9</sup>	Undergraduate <sup>6</sup> part-time Pell grant recipients	Undergraduate <sup>6</sup> part-time Non- Pell grant recipients	Graduate full- time recipients	Graduate part-time recipients	Total
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 \$ 300	Amount \$ 300	Amount \$ 300	Amount \$ 300	Amount \$ 0	Amount \$ 0	Overall Mini... \$300.00
Minimum and maximum award Maximum combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.	Amount \$ 7,500	Amount \$ 7,500	Amount \$ 7,500	Amount \$ 7,300	Amount \$ 0	Amount \$ 0	Overall Maxi... \$7,500.00
HEERF Amount of Grants Disbursed What was the amount of grants disbursed to students through all HEERF funds?	Amount \$2,331,250.00	Amount \$1,734,400.00	Amount \$1,060,900.00	Amount \$7,028,748.00	Amount \$0.00	Amount \$0.00	Total \$12,155,291
Average HEERF Amount Awarded Among students who received HEERF emergency financial aid grants, what was the average award amount per student?	Amount \$2,634.18	Amount \$2,446.26	Amount \$1,777.05	Amount \$6,264.48	Amount	Amount	Total \$3,668.97

<sup>6</sup>For students in both undergraduate and graduate categories, classify as a graduate student.

<sup>7</sup>For students who had multiple enrollment intensities, classify as full-time.

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

<sup>9</sup>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:** 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

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

0.00%

#### 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

#### 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

0.00%


## 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?



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
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.....	Number.....	Amount \$.....	Amount.....
Asian	Count.....	Number.....	Amount \$.....	Amount.....
Black or African American	Count.....	Number.....	Amount \$.....	Amount.....
Hispanic/Latino	Count.....	Number.....	Amount \$.....	Amount.....
Native Hawaiian or Other Pacific Islander	Count.....	Number.....	Amount \$.....	Amount.....
White	Count.....	Number.....	Amount \$.....	Amount.....
Two or more races	Count.....	Number.....	Amount \$.....	Amount.....
Race/ethnicity unknown	Count.....	Number.....	Amount \$.....	Amount.....
Nonresident alien	Count.....	Number.....	Amount \$.....	Amount.....


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
Students not categorized in IPEDS	Count: <input type="text"/>	Number: <input type="text"/>	Amount \$ <input type="text"/>	Amount: <input type="text"/>

### 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: <input type="text"/>	Number: <input type="text"/>	Amount \$ <input type="text"/>	Amount: <input type="text"/>
Women	Count: <input type="text"/>	Number: <input type="text"/>	Amount \$ <input type="text"/>	Amount: <input type="text"/>
Students not categorized in IPEDS	Count: <input type="text"/>	Number: <input type="text"/>	Amount \$ <input type="text"/>	Amount: <input type="text"/>

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
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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.*

Ages 25 and older	Count.....	Number.....	Amount \$.....	Amount.....
Ages 24 and younger	Count.....	Number.....	Amount \$.....	Amount.....
Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)	Count.....	Number.....	Amount \$.....	Amount.....

## 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

1) If no, are HEERF program funds being reserved for use as needed?

Yes No

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  
\$0.00

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

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

Explanatory Notes  
Not applicable.

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  
\$0.00

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

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

Explanatory Notes  
Not applicable.

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

Amount in (a)(1) institutional dollars  
\$ 916,667.21

Amount in (a)(2) dollars, if applicable  
\$ 4,364.16

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

Explanatory Notes  
Federally negotiated indirect cost rate is 28% of modified total direct costs

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  
\$ 116,611.03

Amount in (a)(2) dollars, if applicable  
\$ 15,586.30

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

Explanatory Notes  
Laptops for students

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  
\$ 32,543.56

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

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

Explanatory Notes  
Hotspots for students

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  
\$ 0

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

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

Explanatory Notes  
Not applicable.

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  
\$ 0

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

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

Explanatory Notes  
Not applicable.

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  
\$ 225,942.24

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

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

Explanatory Notes  
Curriculum Development for additional remote courses, additional instructional assistants

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  
\$ 166,714.11

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

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

Explanatory Notes  
Porta potty rentals for outdoor instruction and social distancing, personal protective equipment, HVAC MERV-13 filters, disinfectant supplies

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  
\$ 113,935.29

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

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

Explanatory Notes  
Instructional texts and supplies

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 \$ 263,581.90	Amount in (a)(2) dollars, if applicable \$ 0	Amount in (a)(3) dollars, if applicable \$ 0
---------------------------------------------------------	-------------------------------------------------	-------------------------------------------------

Explanatory Notes  
Remote instruction certificate training hours for PT adjunct, online canvas mentors, and contract accessibility advisement

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 \$ 576,654.64	Amount in (a)(2) dollars, if applicable \$ 0	Amount in (a)(3) dollars, if applicable \$ 0
---------------------------------------------------------	-------------------------------------------------	-------------------------------------------------

Explanatory Notes  
Technology needed to support remote instruction

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 \$ 702,018.14	Amount in (a)(2) dollars, if applicable \$ 0	Amount in (a)(3) dollars, if applicable \$ 0
---------------------------------------------------------	-------------------------------------------------	-------------------------------------------------

Explanatory Notes  
COVID testing; contracted services to assist with verification of vaccination status and staffing to assist Human Resources with vaccination tracking; and vaccine incentives for students

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 \$ 0	Amount in (a)(2) dollars, if applicable \$ 0	Amount in (a)(3) dollars, if applicable \$ 0
------------------------------------------------	-------------------------------------------------	-------------------------------------------------

Explanatory Notes  
Not applicable.

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 \$ 6,158,638.09	Amount in (a)(2) dollars, if applicable \$ 2,609,539.84	Amount in (a)(3) dollars, if applicable \$ 0
-----------------------------------------------------------	------------------------------------------------------------	-------------------------------------------------



Explanatory Notes

Lost revenues related to bookstore, enrollment decline, parking, auxiliary services, cancelled events, use of rental facilities, and disruption of food service.

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

Amount in (a)(1) institutional dollars

\$ 937,494.42

Explanatory Notes

Rental facility to allow for social distancing at graduation; online student services platform; increase in unemployment insurance cost; staffing to help with outreach to dropped students, student response center, distance education and career education programs.

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

Not applicable.

Annual Institutional Expenditures for each Program

Amount in (a)(1) institutional dollars

\$10,210,800.63

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

\$2,629,490.30

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

\$0.00

Total of Institutional Annual Expenditures

Amount in all institutional dollars

\$12,840,290.93

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)

Room and board

Estimated Amount

\$ 0

Enrollment declines, including reduced tuition, fees, and institutional charges

Estimated Amount

\$ 2,120,139.66

Supported research

Estimated Amount

\$ 0

Estimated Amount  
\$ 0

Summer terms and camps

Estimated Amount  
\$ 0

Auxiliary services sources

Estimated Amount  
\$ 526,618.70

Cancelled ancillary events

Estimated Amount  
\$ 88,572.79

Disruption of food service

Estimated Amount  
\$ 21,419

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  
\$ 51,803

Bookstore revenue

Estimated Amount  
\$ 4,512,483.01

Parking revenue

Estimated Amount  
\$ 1,447,141.77

Lease revenue

Estimated Amount  
\$ 0

Royalties

Estimated Amount  
\$ 0

Other operating revenue

Estimated Amount  
\$ 0

Total (a)(1) lost revenue funds

\$ 6,158,638.09

Total (a)(2) lost revenue funds

\$ 2,609,539.84

Total (a)(3) lost revenue funds

\$ 0

TOTAL LOST REVENUE HEERF

\$8,768,177.93

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

	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)
<b>Academic level</b> <b>UNDERGRADUATE STUDENTS</b> <i>For students in both undergraduate and graduate categories, classify as a graduate student</i>	Number 17,226	Number 1,594	Number 1,876	Number 13,756
<b>Academic level</b> <b>GRADUATE STUDENTS</b> <i>For students in both undergraduate and graduate categories, classify as a graduate student</i>	Number 0	Number 0	Number 0	Number 0
<b>Pell grant status (undergraduates only)</b> <b>PELL GRANT RECIPIENTS</b> <i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i>	Number	Number	Number	Number
<b>Pell grant status (undergraduates only)</b> <b>NON-PELL GRANT RECIPIENTS</b> <i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i>	Number	Number	Number	Number
<b>Enrollment intensity</b> <b>PART-TIME</b> <i>For students who had multiple enrollment intensities, classify as full-time</i>	Number	Number	Number	Number
<b>Enrollment intensity</b> <b>FULL-TIME</b> <i>For students who had multiple enrollment intensities, classify as full-time</i>	Number	Number	Number	Number

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)
<p>Academic level </p> <p><b>UNDERGRADUATE STUDENTS</b></p> <p><i>For students in both undergraduate and graduate categories, classify as a graduate student</i></p>	Number.....	Number.....	Number.....	Number.....
<p>Academic level </p> <p><b>GRADUATE STUDENTS</b></p> <p><i>For students in both undergraduate and graduate categories, classify as a graduate student</i></p>	Number.....	Number.....	Number.....	Number.....
<p>Pell grant status (undergraduates only) </p> <p><b>PELL GRANT RECIPIENTS</b></p> <p><i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i></p>	Number.....	Number.....	Number.....	Number.....
<p>Pell grant status (undergraduates only) </p> <p><b>NON-PELL GRANT RECIPIENTS</b></p> <p><i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i></p>	Number.....	Number.....	Number.....	Number.....
<p>Enrollment intensity </p> <p><b>PART-TIME</b></p> <p><i>For students who had multiple enrollment intensities, classify as full-time</i></p>	Number.....	Number.....	Number.....	Number.....
<p>Enrollment intensity </p> <p><b>FULL-TIME</b></p> <p><i>For students who had multiple enrollment intensities, classify as full-time</i></p>	Number.....	Number.....	Number.....	Number.....

## 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)
<b>Academic level </b> <b>UNDERGRADUATE STUDENTS</b> <i>For students in both undergraduate and graduate categories, classify as a graduate student</i>	Number.....	Number.....	Number.....	Number.....
<b>Academic level </b> <b>GRADUATE STUDENTS</b> <i>For students in both undergraduate and graduate categories, classify as a graduate student</i>	Number.....	Number.....	Number.....	Number.....
<b>Pell grant status (undergraduates only) </b> <b>PELL GRANT RECIPIENTS</b> <i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i>	Number.....	Number.....	Number.....	Number.....
<b>Pell grant status (undergraduates only) </b> <b>NON-PELL GRANT RECIPIENTS</b> <i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i>	Number.....	Number.....	Number.....	Number.....
<b>Enrollment intensity </b> <b>PART-TIME</b> <i>For students who had multiple enrollment intensities, classify as full-time</i>	Number.....	Number.....	Number.....	Number.....

Enrollment intensity ⓘ

### FULL-TIME

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

Number.....

Number.....

Number.....

Number.....

## 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) ⓘ AMERICAN INDIAN OR ALASKA NATIVE	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ ASIAN	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ BLACK OR AFRICAN AMERICAN	Number.....	Number.....	Number.....	Number.....

Race/ethnicity (IPEDS categories) ⓘ <b>HISPANIC/LATINO</b>	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ <b>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</b>	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ <b>WHITE</b>	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ <b>TWO OR MORE RACES</b>	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ <b>RACE/ETHNICITY UNKNOWN</b>	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ <b>NONRESIDENT ALIEN</b>	Number.....	Number.....	Number.....	Number.....

### 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) ⓘ <b>AMERICAN INDIAN OR ALASKA NATIVE</b>	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ <b>ASIAN</b>	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ <b>BLACK OR AFRICAN AMERICAN</b>	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ <b>HISPANIC/LATINO</b>	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ <b>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</b>	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ <b>WHITE</b>	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ <b>TWO OR MORE RACES</b>	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ <b>RACE/ETHNICITY UNKNOWN</b>	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ <b>NONRESIDENT ALIEN</b>	Number.....	Number.....	Number.....	Number.....

**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.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ ASIAN	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ BLACK OR AFRICAN AMERICAN	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ HISPANIC/LATINO	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ WHITE	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ TWO OR MORE RACES	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ RACE/ETHNICITY UNKNOWN	Number.....	Number.....	Number.....	Number.....
Race/ethnicity (IPEDS categories) ⓘ NONRESIDENT ALIEN	Number.....	Number.....	Number.....	Number.....

## 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)  WOMEN	Number.....	Number.....	Number.....	Number.....
Gender (IPEDS categories)  MEN	Number.....	Number.....	Number.....	Number.....
Age (IPEDS categories)  AGES 25 AND OLDER	Number.....	Number.....	Number.....	Number.....
Age (IPEDS categories)  AGES 24 AND YOUNGER	Number.....	Number.....	Number.....	Number.....

Age (IPEDS categories) ⓘ

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

Number.....

Number.....

Number.....

Number.....

### 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)
Gender (IPEDS categories) ⓘ WOMEN	Number.....	Number.....	Number.....	Number.....
Gender (IPEDS categories) ⓘ MEN	Number.....	Number.....	Number.....	Number.....
Age (IPEDS categories) ⓘ AGES 25 AND OLDER	Number.....	Number.....	Number.....	Number.....
Age (IPEDS categories) ⓘ AGES 24 AND YOUNGER	Number.....	Number.....	Number.....	Number.....
Age (IPEDS categories) ⓘ AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	Number.....	Number.....	Number.....	Number.....

## 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)  <b>WOMEN</b>	Number.....	Number.....	Number.....	Number.....
Gender (IPEDS categories)  <b>MEN</b>	Number.....	Number.....	Number.....	Number.....
Age (IPEDS categories)  <b>AGES 25 AND OLDER</b>	Number.....	Number.....	Number.....	Number.....
Age (IPEDS categories)  <b>AGES 24 AND YOUNGER</b>	Number.....	Number.....	Number.....	Number.....
Age (IPEDS categories)  <b>AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)</b>	Number.....	Number.....	Number.....	Number.....

## 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

410.12

b) Full-time equivalent (FTE) positions as of November 1, 2019

405.11

c) Full-time equivalent (FTE) positions as of November 1, 2020

367.19

d) Full-time equivalent (FTE) positions as of November 1, 2021

353.41

### Non-Instructional Staff

a) Full-time equivalent (FTE) positions as of November 1, 2018

512.68

b) Full-time equivalent (FTE) positions as of November 1, 2019

517.67

c) Full-time equivalent (FTE) positions as of November 1, 2020

489.83

d) Full-time equivalent (FTE) positions as of November 1, 2021

467.74

## 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

Accrediting Commission for Community & Junior Colleges (ACCJA)

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

