



HEER Recipient Reporting Data Collection - Year Two

Submitted

Submitted: dthompson@wccc.me.edu - 5/5/2022, 10:11:07 AM

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 MAINE COMMUNITY COLLEGE SYSTEM	DUNS # 060995511	HEER/ESF #
----	--	---------------------	------------

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

OPEID
00923100

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

Unitid
161581

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

PR/Award Number (Program) / Award Amount
P425E202394 (Student Aid) / \$921,905

PR/Award Number (Program) / Award Amount
P425F201002 (Institutional Portion) / \$1,246,958


PR/Award Number (Program) / Award Amount
P425M200534 (Strengthening Institutions Program) / \$94,528

PR/Award Number (Program) / Award Amount
P425N200201 (Fund for the Improvement of Postsecondary Education) / \$141,805

- 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://www.wccc.me.edu/covid-19/heerf/>

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

Student Portion URL

<https://www.wccc.me.edu/wp-content/uploads/CRRSA-Initial-Quarterly-Reporting-June-30.2021.pdf>

Student Portion URL

<https://www.wccc.me.edu/wp-content/uploads/CRRSA.ARP-Fourth-Quarter-Reporting-Sept-30.2021.pdf>

Student Portion URL

<https://www.wccc.me.edu/wp-content/uploads/CRRSA.ARP-Fourth-Quarter-Reporting-Dec-31.2021.pdf>

Student Portion URL

<https://www.wccc.me.edu/wp-content/uploads/CRRSA.ARP-First-Quarter-Reporting-Mar-31-2022.pdf>

Student Portion URL

https://www.wccc.me.edu/wp-content/uploads/CARES-Act-Funding-Report-05_27_2020-1-F.pdf

Student Portion URL

https://www.wccc.me.edu/wp-content/uploads/CARES-Act-Report-07_11_2020-F.pdf

Student Portion URL

<https://www.wccc.me.edu/wp-content/uploads/CARES-Act-Report-Aug-25-F.pdf>

Student Portion URL

<https://www.wccc.me.edu/wp-content/uploads/CARES-Act-Report-Oct-09-F.pdf>

Student Portion URL

<https://www.wccc.me.edu/wp-content/uploads/CARES-Act-Funding-Report-11.20.2020-2.pdf>

Student Portion URL

<https://www.wccc.me.edu/wp-content/uploads/CARES-Act-Funding-Report-01.07.2021-2-1.pdf>

Student Portion URL

<https://www.wccc.me.edu/wp-content/uploads/CARES-Act-Funding-Report-02.21.2021.pdf>

Student Portion URL

<https://www.wccc.me.edu/wp-content/uploads/CARES-Act-Funding-Report-03.26.2021.pdf>

Student Portion URL

<https://www.wccc.me.edu/wp-content/uploads/CARES-Act-Funding-Report-05.12.2021-Final.pdf>

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

- c) **Institutional Portion, (a)(1), (a)(2), and (a)(3) reporting:** Provide all active website URLs posted by your campus, or by the institution on behalf of your campus(es), as required by the Quarterly Public Reporting Form for (HEERF I, II, III) (a)(1), (a)(2), and (a)(3) Institutional Portion including any active URLs that provide archived information.

Institutional Portion URL
[https://www.wccc.me.edu/wp-content/uploads/00923100 HEERF Q033122 040822.pdf](https://www.wccc.me.edu/wp-content/uploads/00923100_HEERF_Q033122_040822.pdf)

Institutional Portion URL
[https://www.wccc.me.edu/wp-content/uploads/00923100 HEERF Q123121 011022.pdf](https://www.wccc.me.edu/wp-content/uploads/00923100_HEERF_Q123121_011022.pdf)

Institutional Portion URL
[https://www.wccc.me.edu/wp-content/uploads/00923100 HEERF Q093021 100621-1.pdf](https://www.wccc.me.edu/wp-content/uploads/00923100_HEERF_Q093021_100621-1.pdf)

Institutional Portion URL
<https://www.wccc.me.edu/wp-content/uploads/Higher-Education-Emergency-Relief-Fund-Quarterly-Report-June-2021-1.pdf>

Institutional Portion URL
<https://www.wccc.me.edu/wp-content/uploads/Higher-Education-Emergency-Relief-Fund-CRRSA-Quarterly-Report-March-2021-1.pdf>

Institutional Portion URL
<https://www.wccc.me.edu/wp-content/uploads/Higher-Education-Emergency-Relief-Fund-CARES-Quarterly-Report-March-2020-1.pdf>

Institutional Portion URL
<https://www.wccc.me.edu/wp-content/uploads/Higher-Education-Emergency-Relief-Fund-Quarterly-Report-December-2020-1.pdf>

Institutional Portion URL
<https://www.wccc.me.edu/wp-content/uploads/heerf-quarterly-reporting-v131-1.pdf>

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	Strongly agree	N/A	Unable to Determine
-------------------	----------	---------	-------	----------------	-----	---------------------

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

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

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

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

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

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

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

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

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

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

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

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
-----	----

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

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

The grantee has uploaded 5 file(s) in response to this question.

File Name	Size	Last Modified
heerf application.pdf	709.3 KB	4/27/2022, 2:10:11 PM
heerf awarding procedures.pdf	77.6 KB	4/27/2022, 2:26:22 PM
heerf fund information (2).pdf	658.1 KB	4/27/2022, 1:33:00 PM
higher education emergency relief funds .pdf	73.3 KB	4/27/2022, 1:33:00 PM
website announcement.docx	112.9 KB	4/27/2022, 2:10:11 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 ₆ full-time ₇ Pell grant recipients ₈	Undergraduate ₆ full-time ₇ Non- Pell grant recipients ₉	Undergraduate ₆ part-time Pell grant recipients	Undergraduate ₆ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
Number of Students How many students were enrolled? (unduplicated count for the reporting period)	Number 153	Number 49	Number 83	Number 195	Number 0	Number 0	T... 48
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 112	Number 48	Number 55	Number 17	Number 0	Number 0	T... 23

	Undergraduate ₆ full-time ₇ Pell grant recipients ₈	Undergraduate ₆ full-time ₇ Non- Pell grant recipients ₉	Undergraduate ₆ part-time Pell grant recipients	Undergraduate ₆ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
HEERF (a)(1) Student Aid Portion Amount Disbursed What was the amount disbursed directly to students as Emergency Financial Aid Grants?	Amount \$ 203,487.58	Amount \$ 61,166.08	Amount \$ 163,236.20	Amount \$ 21,659.12	Amount \$ 0	Amount \$ 0	T... \$4
HEERF (a)(1) Student Aid Portion Amount Disbursed What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balance upon	Amount \$ 5,582.42	Amount \$ 5,313.92	Amount \$ 3,260.80	Amount \$ 11,640.88	Amount \$ 0	Amount \$ 0	T... \$2

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
HEERF (a)(1) Institutional Portion Amount Disbursed What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balances? <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	T... \$0

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

- a) Complete the following table:

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

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

	Undergraduate ₆ full-time ₇ Pell grant recipients ₈	Undergraduate ₆ full-time ₇ Non- Pell grant recipients ₉	Undergraduate ₆ part-time Pell grant recipients	Undergraduate ₆ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
--	---	--	--	--	-------------------------------------	-------------------------------------	-------

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
<p>(FIPSE & SAIHE) What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balances? <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> <i>Do NOT include funds from the Institutional Resilience and Expanded</i></p>							

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
Postsecondary Opportunity (IREPO) funds as part of this annual performance report.							

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 - Min/Max, Calculated Totals, and Averages ^

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

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

- a) Complete the following table:

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

institutions will need to track all of their students (regardless of if they would be included in IPEDS enrollment counts) and categorize them using the IPEDS classification methodology

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

	Undergraduate ₆ full-time ₇ Pell grant recipients ₈	Undergraduate ₆ full-time ₇ Non- Pell grant recipients ₉	Undergraduate ₆ part-time Pell grant recipients	Undergraduate ₆ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	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 \$ 250	Amount \$ 400	Amount \$ 250	Amount \$ 500	Amount \$ 0	Amount \$ 0	... \$2

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
Minimum and maximum award Maximum combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.	Amount \$ 4,500	Amount \$ 3,000	Amount \$ 3,900	Amount \$ 1,700	Amount \$ 0	Amount \$ 0	... \$4

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
HEERF Amount of Grants Disbursed What was the amount of grants disbursed to students through all HEERF funds?	Amount \$209,070.00	Amount \$66,480.00	Amount \$166,497.00	Amount \$33,300.00	Amount \$0.00	Amount \$0.00	T... \$4

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
Average HEERF Amount Awarded Among students who received HEERF emergency financial aid grants, what was the average award amount per student?	Amount \$1,866.70	Amount \$1,385.00	Amount \$3,027.22	Amount \$1,958.82	Amount	Amount	T... \$2

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 - 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?

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 25	Amount \$ 35,500	Amount \$1,420.00
Asian	Count	Number 7	Amount \$ 7,750	Amount \$1,107.14
Black or African American	Count	Number 2	Amount \$ 2,000	Amount \$1,000.00

Hispanic/Latino	Count	Number 5	Amount \$ 9,500	Amount \$1,900.00
Native Hawaiian or Other Pacific Islander	Count	Number 0	Amount \$0	Amount
White	Count	Number 214	Amount \$ 299,232	Amount \$1,398.28
Two or more races	Count	Number 11	Amount \$ 18,400	Amount \$1,672.73
Race/ethnicity unknown	Count	Number 14	Amount \$ 17,610	Amount \$1,257.86
Nonresident alien	Count	Number 0	Amount \$0	Amount
Students not categorized in IPEDS	Count	Number 20	Amount \$ 27,900	Amount \$1,395.00

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 201	Number 117	Amount \$ 163,155	Amount \$1,394.49
Women	Count 279	Number 164	Amount \$ 231,237	Amount \$1,409.98
Students not categorized in IPEDS	Count	Number 17	Amount \$ 23,500	Amount \$1,382.35

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 242	Number 113	Amount \$ 240,735	Amount \$2,130.40
Ages 24 and younger	Count 238	Number 117	Amount \$ 234,942	Amount \$2,008.05
Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)	Count 0	Number 0	Amount \$0	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
-----	----

- 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
\$ 362,474

Calendar year 2023
\$0

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

Calendar year 2022
\$ 0

Calendar year 2023
\$ 0

(a)(3) **FIPSE and SAIHE**

Calendar year 2022
\$ 0

Calendar year 2023
\$ 0

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

Providing additional Emergency Financial Aid Grants to students.

Amount in (a)(1) institutional dollars
\$0.00

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

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

Explanatory Notes

No funds used for this purpose.

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

No funds used for this purpose.

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

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

No funds used for this purpose.

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
\$ 0

Amount in (a)(2) dollars, if applicable
\$ 1,069

Amount in (a)(3) dollars, if applicable
\$ 707

Explanatory Notes

Printers for residence hall 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
\$ 743

Amount in (a)(2) dollars, if applicable
\$ 232

Amount in (a)(3) dollars, if applicable
\$ 238

Explanatory Notes

Internet/hotspots for students and faculty

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

No funds used for this purpose.

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
\$ 1,350

Explanatory Notes

Cooler to store evening meals for dorm students (new service to provide additional campus social distancing).

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
\$ 0

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

Amount in (a)(3) dollars, if applicable
\$ 12,042

Explanatory Notes

Faculty pay for additional course sections and development of educational materials adapted for on-line delivery.

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
\$ 5,840

Amount in (a)(2) dollars, if applicable
\$ 3,784

Amount in (a)(3) dollars, if applicable
\$ 3,360

Explanatory Notes

Divider panels for vaccination clinic. Dividers to cordon off classroom space to create additional space for social distancing purposes. Masks, signage, janitorial cleaning supplies, hand sanitizer, etc.

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
\$ 11,808

Amount in (a)(2) dollars, if applicable
\$ 4,763

Amount in (a)(3) dollars, if applicable
\$ 13,462

Explanatory Notes

Instructional program equipment to maintain social distancing. Conference cams for classrooms...

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
\$ 0

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

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

Explanatory Notes

No funds used for this purpose.

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
\$ 277,082

Amount in (a)(2) dollars, if applicable
\$ 49,538

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

Explanatory Notes

Upgrade wireless systems/support. Zoom licenses. Instructional training bundles.

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
\$ 10,609

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

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

Explanatory Notes

Coronavirus testing/testing kits.

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
\$ 14,175.00

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

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

Explanatory Notes

Artificial Intelligence Chat/Texting - to communicate to students regarding Covid19/Heerf funding.

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
\$ 386,077

Amount in (a)(2) dollars, if applicable
\$ 17,586

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

Explanatory Notes

Loss revenues from loss of tuition and fees, residence halls, and other auxiliary operations revenues due to covid related student reductions and campus closings.

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

Amount in (a)(1) institutional dollars
\$ 11,625.00

Explanatory Notes

Covid 19 related medical health 24/7 virtual for students. Fee refunds.

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

Amount in (a)(2) dollars, if applicable
\$ 810

Amount in (a)(3) dollars, if applicable
\$ 12,437

Explanatory Notes

Covid 19 related medical health 24/7 virtual for students and continued pay for work study students. Fee refunds.

Annual Institutional Expenditures for each Program

Amount in (a)(1) institutional dollars
\$717,959.00

Amount in (a)(2) dollars, if applicable
\$77,782.00

Amount in (a)(3) dollars, if applicable
\$43,596.00

Total of Institutional Annual Expenditures

Amount in all institutional dollars
\$839,337.00

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
\$ 139,158

Unpaid student accounts receivable or other student account debts (including tuition, fees, and institutional charges)
Estimated Amount
\$ 14,571

Room and board
Estimated Amount
\$ 240,941

Enrollment declines, including reduced tuition, fees, and institutional charges
Estimated Amount
\$ 0

Supported research
Estimated Amount
\$ 0

Summer terms and camps
Estimated Amount
\$ 8,993

Auxiliary services sources
Estimated Amount
\$ 0

Cancelled ancillary events
Estimated Amount
\$ 0

Disruption of food service
Estimated Amount
\$ 0

Dormitory services
Estimated Amount
\$ 0

Childcare services
Estimated Amount
\$ 0

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

Bookstore revenue
Estimated Amount
\$ 0

Parking revenue

Lease revenue

Royalties

Other operating revenue

Estimated Amount
\$0

Estimated Amount
\$0

Estimated Amount
\$0

Estimated Amount
\$0

Total (a)(1) lost revenue
funds

\$ 386,077

Total (a)(2) lost revenue
funds

\$ 17,586

Total (a)(3) lost revenue
funds

\$0

**TOTAL LOST REVENUE
HEERF**

\$403,663.00

*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)
<p>Academic level UNDERGRADUATE STUDENTS <i>For students in both undergraduate and graduate categories, classify as a graduate student</i></p>	Number 338	Number 67	Number 187	Number 84
<p>Academic level GRADUATE STUDENTS <i>For students in both undergraduate and graduate categories, classify as a graduate student</i></p>	Number 0	Number 0	Number 0	Number 0


<p>Pell grant status (undergraduates only) </p> <p>PELL GRANT RECIPIENTS</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>NON-PELL GRANT RECIPIENTS</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>PART-TIME</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>FULL-TIME</p> <p><i>For students who had multiple enrollment intensities, classify as full-time</i></p>	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)
Academic level  UNDERGRADUATE STUDENTS <i>For students in both undergraduate and graduate categories, classify as a graduate student</i>	Number	Number	Number	Number

<p>Academic level </p> <p>GRADUATE STUDENTS</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>PELL GRANT RECIPIENTS</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>NON-PELL GRANT RECIPIENTS</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>PART-TIME</p> <p><i>For students who had multiple enrollment intensities, classify as full-time</i></p>	Number	Number	Number	Number

Enrollment intensity ⓘ

FULL-TIME

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

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)
--	---	--	--	--

<p>Academic level </p> <p>UNDERGRADUATE STUDENTS</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>GRADUATE STUDENTS</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>PELL GRANT RECIPIENTS</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>NON-PELL GRANT RECIPIENTS</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

Enrollment intensity 

PART-TIME

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

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)  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







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) ⓘ 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

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)  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

FTE Positions

- 11) Provide the number of full-time equivalent (FTE) positions as of the listed reporting dates by IPEDS categories. (The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State,

local, or other funds—including instructional and non-instructional staff and contractors—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions).

Instructional Staff

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

a) Full-time equivalent (FTE) positions as of November 1, 2018	b) Full-time equivalent (FTE) positions as of November 1, 2019	c) Full-time equivalent (FTE) positions as of November 1, 2020	d) Full-time equivalent (FTE) positions as of November 1, 2021
32	32	27	28

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
39	39	34	34

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
New England Commission of Higher Education

- 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