



U.S. DEPARTMENT OF EDUCATION

# Education Stabilization Fund

ESF / ESF Reporting / HEER - 075460758 - Year Two - Page 19 - Review

## HEER Recipient Reporting Data Collection - Year Two

In Progress

Last Modified: mbolden@miles.edu - 5/5/2022, 12:58:36 PM

### 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	DUNS #	
	MILES COLLEGE, INC.	075460758	HEER/CAMM

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

OPEID  
00102800

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

Unitid  
2020-2021, 2019-2020, 2018-2019

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

PR/Award Number (Program) / Award Amount  
P425E200477 (Student Aid) / \$7,935,984

PR/Award Number (Program) / Award Amount  
P425F201232 (Institutional Portion) / \$9,952,214

PR/Award Number (Program) / Award Amount

P425J200011 (Historically Black Colleges and Universities) / \$17,605,533

- 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  
www.miles.edu

- 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  
www.miles.edu

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  
www.miles.edu

See <https://www2.ed.gov/about/offices/list/oep/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
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- 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
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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	Strongly agree	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	Strongly agree	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	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

- 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)

Yes

No

- d) Technology

Yes

No

- e) Health care

Yes

No

- f) Child care

Yes

No

- g) Transportation

Yes

No

- h) Lost income (e.g., Loss of Employment/Reduced Income)

Yes

No

- i) Other

Yes

No

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

Yes

No



- b) Did you use any institutional administrative data (pre-existing data that did not come from a HEERF-specific application form) in determining the amount of funds awarded to students?
- |     |    |
|-----|----|
| Yes | No |
|-----|----|

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

- |                                                                                                           |     |    |
|-----------------------------------------------------------------------------------------------------------|-----|----|
| 1) Enrollment intensity (i.e., full-time/part-time status, number of credits the student is taking, etc.) | Yes | No |
| 2) Location (i.e., branch campus)                                                                         | Yes | No |
| 3) Pell Grant eligibility                                                                                 | Yes | No |
| 4) FAFSA data elements                                                                                    | Yes | No |

a) Which FAFSA data elements did you use?

- |                                   |     |    |
|-----------------------------------|-----|----|
| i) FAFSA Family Income            | Yes | No |
| ii) Estimated Family Contribution | Yes | No |
| iii) Independent/Dependent status | Yes | No |

- |                                             |     |    |
|---------------------------------------------|-----|----|
| 5) On-campus/distance education status      | Yes | No |
| 6) On-campus/off-campus living arrangements | Yes | No |
| 7) Academic level                           | Yes | No |
| 8) Other                                    | Yes | No |

c) Did your institution use a specific

methodology to calculate award amounts that is captured in a flowchart, set of equations, a formula, or other documentation?

Yes

No

## 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 4 file(s) in response to this question.

File Name	Size	Last Modified
communication to students pertaining to heerf fy	469.7	5/2/2022,

21.pdf	KB	3:11:10 PM
heerf letter july 2021.pdf	197.2 KB	5/2/2022, 4:18:20 PM
miles college for website posting_ heerf iii student aid frequently asked questions.pdf	711.9 KB	5/2/2022, 3:11:10 PM
miles college emergency student application.pdf	679.8 KB	5/4/2022, 12:19:46 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 No Pell grant recipients

	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	Undergraduat part-time No Pell grant recipients
Number of Students How many students were enrolled? (unduplicated count for the reporting period)	Number 1,192	Number 324	Number 71	Number 62
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 1,181	Number 301	Number 65	Number 59

	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	Undergraduat part-time No Pell grant recipients
HEERF (a)(1) Student Aid Portion Amount Disbursed What was the amount disbursed directly to students as Emergency Financial Aid Grants?	Amount \$ 1,341,248	Amount \$ 248,882	Amount \$ 99,368	Amount \$ 63,000

	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	Undergraduat part-time No Pell grant recipients
<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 \$ 2,539,929	Amount \$ 357,390	Amount \$ 101,723	Amount \$ 42,789

	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 No Pell grant recipients
HEERF (a)(1) Institutional Portion Amount Disbursed <b>What was the amount disbursed directly to students as Emergency Financial Aid Grants?</b>	Amount \$ 0	Amount \$ 0	Amount \$ 0	Amount \$ 0
HEERF (a)(1) Institutional Portion Amount Disbursed <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

<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 <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
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	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
<p>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></p>	Amount \$ 0	Amount \$ 0	Amount \$ 0	Amount \$ 0

	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
HEERF (a)(2) Amount Disbursed (HBCUs, TCCUs, MSIs, and SIP) 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

<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 <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
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	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
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 \$ 250	Amount \$ 250	Amount \$ 250

	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
Minimum and maximum award Maximum combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.	Amount \$ 6,000	Amount \$ 6,000	Amount \$ 6,000	Amount \$ 6,000
HEERF Amount of Grants Disbursed What was the amount of grants disbursed to students through all HEERF funds?	Amount \$3,881,177.00	Amount \$606,272.00	Amount \$201,091.00	Amount \$105,789.00

	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
Average HEERF Amount Awarded Among students who received HEERF emergency financial aid grants, what was the average award amount per student?	Amount \$3,286.35	Amount \$2,014.19	Amount \$3,093.71	Amount \$1,793.03

<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


124

*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

7.52%

- 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

124

- 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


7.72%

## 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 1	Number 1	Amount \$ 3,516	Amount \$3,516.00
Asian	Count 0	Number 0	Amount \$ 0	Amount \$0.00
Black or African American	Count 1,545	Number 1,545	Amount \$ 4,124,000	Amount \$2,669.20
Hispanic/Latino	Count 20	Number 20	Amount \$ 98,846	Amount \$4,942.30
Native Hawaiian or Other Pacific Islander	Count 0	Number 0	Amount \$ 0	Amount \$0.00
White	Count 54	Number 54	Amount \$ 389,745	Amount \$7,217.50
Two or more races	Count 28	Number 28	Amount \$ 174,705	Amount \$6,239.46
Race/ethnicity unknown	Count 1	Number 1	Amount \$ 3,516	Amount \$3,516.00
Nonresident alien	Count 0	Number 0	Amount \$ 0	Amount \$0.00



Students not  
categorized in  
IPEDS

Count  
0

Number  
0

Amount  
\$ 0

Amount

## 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 779	Number 779	Amount \$ 2,264,81	Amount \$2,907.41
Women	Count 870	Number 870	Amount \$ 2,529,41	Amount \$2,907.41
Students not categorized in IPEDS	Count 0	Number 0	Amount \$ 0	Amount

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

*Institutions should follow IPEDS Fall enrollment guidelines ( <https://nces.ed.gov/ipeds/use-the-data/survey-components/8/fall-enrollment> ) for when to capture a student's age. For example, institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report Fall enrollment as of the institution's official fall reporting date or October 15. Institutions operating on a calendar that differs by program or that enrolls students on a continuous basis (referred to as program reporters) report Fall enrollment as students enrolled any time during the period August 1 and October 31.*

Ages 25 and older	Count 229	Number 229	Amount \$ 665,79€	Amount \$2,907.4:
Ages 24 and younger	Count 1,420	Number 1,420	Amount \$ 4,128,5:	Amount \$2,907.4:
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

- 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 d...  
\$0.00

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

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

Explanatory Notes

NA

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 d...  
\$0.00

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

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

Explanatory Notes

NA

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

Amount in (a)(1) institutional d...  
\$ 0

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

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

Explanatory Notes

NA

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 d...  
\$ 0

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

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

Explanatory Notes

NA

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

Amount in (a)(1) institutional d...  
\$ 0

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

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

Explanatory Notes

NA

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 d...  
\$ 0

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

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

Explanatory Notes

NA

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 d...  
\$ 0

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

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

Explanatory Notes

NA

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 d...  
\$ 0

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

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

Explanatory Notes

NA

**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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 45,000	\$ 3,857,812	\$ 0

## Explanatory Notes

Purchased PPE supplies for campus wide use, additional cleaning and sanitizing because of the in-person learning, increased safety with adding additional AED machines

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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 0	\$ 1,000,277	\$ 0

## Explanatory Notes

Improved the technology infrastructure by purchasing computers, web cameras, smart boards and additional servers due to the high demand of on-line platform learning

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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 0	\$ 0	\$ 0

## Explanatory Notes

NA

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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 95,034	\$ 755,000	\$ 0

## Explanatory Notes

Extended wi-fi throughout the campus and purchased additional equipment to assist student and faculty with the on-line platform teaching.

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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 205,503	\$ 270,142	\$ 0

## Explanatory Notes

Provide health and mental care to all students (on and off campus), faculty and staff, provided weekly COVID testing, incentive program for student, faculty and staff to get vaccinated. Purchased health care

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 d...  
\$ 0

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

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

## Explanatory Notes

NA

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 d...  
\$ 4,012,721

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

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

## Explanatory Notes

Decrease in enrollment and decrease in student housing (dorms)

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

Amount in (a)(1) institutional d...  
\$ 0

## Explanatory Notes

NA

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

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

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

## Explanatory Notes

NA

## Annual Institutional Expenditures for each Program

Amount in (a)(1) institutional d...  
\$4,358,258.00

Amount in (a)(2) dollars, if appli...  
\$5,883,231.00

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

## Total of Institutional Annual Expenditures

Amount in all institutional dollars  
\$10,241,489.00

## 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  
\$ 0

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

**Room and board**  
Estimated Amount  
\$ 1,080,512

**Enrollment declines, including reduced tuition, fees, and institutional charges**  
Estimated Amount  
\$ 2,932,209

**Supported research**  
Estimated Amount  
\$ 0

**Summer terms and camps**  
Estimated Amount  
\$ 0

**Auxiliary services sources**  
Estimated Amount  
\$ 0

**Cancelled ancillary events**  
Estimated Amount  
\$ 0

**Disruption of food service**  
Estimated Amount  
\$ 0

**Dormitory services**

**Childcare services**

**Use of facilities or venues, including external events such as weddings,**

**Bookstore revenue**

Estimated Amount

\$ 0

Estimated Amount

\$ 0

receptions, or  
conferences  
(other than  
facilities  
associated with  
sectarian  
instruction or  
religious worship)

Estimated Amount

\$ 0

Estimated Amount

\$ 0

Parking revenue

Estimated Amount

\$ 0

Lease revenue

Estimated Amount

\$ 0

Royalties

Estimated Amount

\$ 0

Other operating  
revenue

Estimated Amount

\$ 0

Total (a)(1) lost  
revenue funds

\$ 4,012,721

Total (a)(2) lost  
revenue funds

\$ 0

Total (a)(3) lost  
revenue funds

\$ 0

TOTAL LOST  
REVENUE  
HEERF

\$4,012,721.00

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 degree/cert seeking stu who did n complete d the repor period but still enroll your instit (i.e., las enrollme record at th of the repo period is r withdraw re
<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>	<p>Number</p> <p>1,649</p>	<p>Number</p> <p>204</p>	<p>Number</p> <p>1,373</p>
<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>	<p>Number</p> <p>0</p>	<p>Number</p> <p>0</p>	<p>Number</p> <p>0</p>
<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>	<p>Number</p> <p>1,263</p>	<p>Number</p> <p>183</p>	<p>Number</p> <p>1,015</p>

Pell grant status (undergraduates only) ⓘ <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 386	Number 21	Number 358
Enrollment intensity ⓘ <b>PART-TIME</b> <i>For students who had multiple enrollment intensities, classify as full-time</i>	Number 0	Number 0	Number 0
Enrollment intensity ⓘ <b>FULL-TIME</b> <i>For students who had multiple enrollment intensities, classify as full-time</i>	Number 0	Number 0	Number 0

## Calendar year 2020: Enrollment status for all degree/certificate seeking students ⓘ



### b) Complete the following table

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number degree/certificate seeking students who did not complete a program at your institution during the calendar year (i.e., last enrollment record at the end of the calendar year is not a withdrawal record)
Academic level ⓘ <b>UNDERGRADUATE STUDENTS</b> <i>For students in both undergraduate and graduate categories, classify as a graduate student</i>	Number 1,440	Number 199	Number 1,181
Academic level ⓘ <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
Pell grant status (undergraduates only) ⓘ <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 1,318	Number 170	Number 1,100

Pell grant status (undergraduates only) ⓘ <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 122	Number 29	Number 81
Enrollment intensity ⓘ <b>PART-TIME</b> <i>For students who had multiple enrollment intensities, classify as full-time</i>	Number 0	Number 0	Number 0
Enrollment intensity ⓘ <b>FULL-TIME</b> <i>For students who had multiple enrollment intensities, classify as full-time</i>	Number 0	Number 0	Number 0

## 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 degree/certificate seeking students who did not complete a program at your institution during the calendar year (i.e., last enrollment record at the end of the calendar year is not a withdrawal 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 1,456	Number 230	Number 1,145
<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
<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 1,333	Number 200	Number 1,058

Pell grant status (undergraduates only) ⓘ <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 123	Number 30	Number 87
Enrollment intensity ⓘ <b>PART-TIME</b> <i>For students who had multiple enrollment intensities, classify as full-time</i>	Number 0	Number 0	Number 0
Enrollment intensity ⓘ <b>FULL-TIME</b> <i>For students who had multiple enrollment intensities, classify as full-time</i>	Number 0	Number 0	Number 0

## 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 degree/certi seeking stud who did n complete de the report period but v still enrolle your institu (i.e., las enrollme record at the of the repor period is n withdraw re
Race/ethnicity (IPEDS categories) ⓘ <b>AMERICAN INDIAN OR ALASKA NATIVE</b>	Number 1	Number 0	Number 1
Race/ethnicity (IPEDS categories) ⓘ <b>ASIAN</b>	Number 0	Number 0	Number 0
Race/ethnicity (IPEDS categories) ⓘ <b>BLACK OR AFRICAN AMERICAN</b>	Number 1,545	Number 175	Number 1,302
Race/ethnicity (IPEDS categories) ⓘ <b>HISPANIC/LATINO</b>	Number 20	Number 3	Number 16
Race/ethnicity (IPEDS categories) ⓘ <b>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</b>	Number 0	Number 0	Number 0

Race/ethnicity (IPEDS categories) ⓘ <b>WHITE</b>	Number 54	Number 12	Number 41
Race/ethnicity (IPEDS categories) ⓘ <b>TWO OR MORE RACES</b>	Number 28	Number 14	Number 12
Race/ethnicity (IPEDS categories) ⓘ <b>RACE/ETHNICITY UNKNOWN</b>	Number 1	Number 0	Number 1
Race/ethnicity (IPEDS categories) ⓘ <b>NONRESIDENT ALIEN</b>	Number 0	Number 0	Number 0

## Calendar year 2020: Enrollment status for all degree/certificate seeking students ⓘ



### b) Complete the following table

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



	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number degree/certificate seeking students who did not complete the calendar year were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)
Race/ethnicity (IPEDS categories) ⓘ <b>AMERICAN INDIAN OR ALASKA NATIVE</b>	Number 1	Number 0	Number 1
Race/ethnicity (IPEDS categories) ⓘ <b>ASIAN</b>	Number 0	Number 0	Number 0
Race/ethnicity (IPEDS categories) ⓘ <b>BLACK OR AFRICAN AMERICAN</b>	Number 1,344	Number 189	Number 1,099
Race/ethnicity (IPEDS categories) ⓘ <b>HISPANIC/LATINO</b>	Number 17	Number 1	Number 15
Race/ethnicity (IPEDS categories) ⓘ <b>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</b>	Number 0	Number 0	Number 0
Race/ethnicity (IPEDS categories) ⓘ <b>WHITE</b>	Number 50	Number 5	Number 43

Race/ethnicity (IPEDS categories) ⓘ <b>TWO OR MORE RACES</b>	Number 28	Number 4	Number 23
Race/ethnicity (IPEDS categories) ⓘ <b>RACE/ETHNICITY UNKNOWN</b>	Number 0	Number 0	Number 0
Race/ethnicity (IPEDS categories) ⓘ <b>NONRESIDENT ALIEN</b>	Number 0	Number 0	Number 0

### 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 degree/certificate seeking students who did not complete the calendar year were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)

Race/ethnicity (IPEDS categories) ⓘ <b>AMERICAN INDIAN OR ALASKA NATIVE</b>	Number 1	Number 0	Number 1
Race/ethnicity (IPEDS categories) ⓘ <b>ASIAN</b>	Number 1	Number 0	Number 1
Race/ethnicity (IPEDS categories) ⓘ <b>BLACK OR AFRICAN AMERICAN</b>	Number 1,355	Number 213	Number 1,063
Race/ethnicity (IPEDS categories) ⓘ <b>HISPANIC/LATINO</b>	Number 15	Number 0	Number 15
Race/ethnicity (IPEDS categories) ⓘ <b>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</b>	Number 0	Number 0	Number 0
Race/ethnicity (IPEDS categories) ⓘ <b>WHITE</b>	Number 55	Number 10	Number 43
Race/ethnicity (IPEDS categories) ⓘ <b>TWO OR MORE RACES</b>	Number 24	Number 2	Number 22
Race/ethnicity (IPEDS categories) ⓘ <b>RACE/ETHNICITY UNKNOWN</b>	Number 5	Number 5	Number 0
Race/ethnicity (IPEDS categories) ⓘ <b>NONRESIDENT ALIEN</b>	Number 0	Number 0	Number 0

## 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)
Gender (IPEDS categories) 📌 WOMEN	Number 870	Number 124	Number 714
Gender (IPEDS categories) 📌 MEN	Number 779	Number 80	Number 659






Age (IPEDS categories) ⓘ <b>AGES 25 AND OLDER</b>	Number 229	Number 67	Number 147
Age (IPEDS categories) ⓘ <b>AGES 24 AND YOUNGER</b>	Number 1,420	Number 137	Number 1,226
Age (IPEDS categories) ⓘ <b>AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)</b>	Number 0	Number 0	Number 0

## Calendar year 2020: Enrollment status for all degree/certificate seeking students ⓘ

### b) Complete the following table

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






	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete the calendar year and were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)

Gender (IPEDS categories)  <b>WOMEN</b>	Number 766	Number 103	Number 631
Gender (IPEDS categories)  <b>MEN</b>	Number 674	Number 95	Number 551
Age (IPEDS categories)  <b>AGES 25 AND OLDER</b>	Number 187	Number 59	Number 110
Age (IPEDS categories)  <b>AGES 24 AND YOUNGER</b>	Number 1,253	Number 140	Number 1,071
Age (IPEDS categories)  <b>AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)</b>	Number 0	Number 0	Number 0

### 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 a calendar year and were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)
Gender (IPEDS categories)  WOMEN	Number 725	Number 129	Number 552
Gender (IPEDS categories)  MEN	Number 731	Number 101	Number 593
Age (IPEDS categories)  AGES 25 AND OLDER	Number 189	Number 77	Number 86
Age (IPEDS categories)  AGES 24 AND YOUNGER	Number 1,266	Number 153	Number 1,058
Age (IPEDS categories)  AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	Number 1	Number 0	Number 1

## 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
83	77	83

- d) Full-time equivalent (FTE) positions as of November 1, 2021  
79

### 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
183	175	176

- d) Full-time equivalent (FTE) positions as of November 1, 2021  
131

## Accreditor Approval

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



- a) Did your institution receive temporary approval from your primary accreditor to offer distance education?
- |     |    |
|-----|----|
| Yes | No |
|-----|----|
- b) Did your institution receive permanent approval from your primary accreditor to offer distance education?
- |     |    |
|-----|----|
| Yes | No |
|-----|----|
- c) Provide the name of your institution's primary accreditor that provided temporary and/or permanent approval
- d) Are you accredited by an agency that does not have distance education within its scope of recognition and therefore relied on COVID-19 flexibilities to offer distance education?
- |     |    |
|-----|----|
| Yes | No |
|-----|----|