U.S. DEPARTMENT OF EDUCATION

Education Stabilization Fund

HEER
In Progress

Recipient Reporting Data Collection - Year Two

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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
     WESTMINSTER COLLEGE   DUNS #
                                                                      080019433   UEI (SAM)

b)   **Identify the applicable OPEID(s) for this annual report:**
     OPEID
     00252300

c)   **Identify the applicable IPEDS unitid(s) for this annual report:**
     Unitid
     179946

d)   **For this annual report, please report on these HEERF grant PR/Award Numbers:**
     PR/Award Number (Program) / Award Amount
     P425E202016 (Student Aid) / $1,746,744

     PR/Award Number (Program) / Award Amount
     P425F201932 (Institutional Portion) / $2,089,411

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.wcmo.edu/stronger-than-ever-faq/announcements.html

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.wcmo.edu/student-life/wellness/files/CARES%20Act%20HEERF%20II%20Student%20Emergency%2020

    Student Portion URL
    https://www.wcmo.edu/student-life/wellness/files/CARES%20Act%20HEERF%20III%20Student%20Emergency%20C

    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.wcmo.edu/student-life/wellness/files/CARES%20Act%20HEERF%20II%20Institutional%20Quarterly%

    Institutional Portion URL
    https://www.wcmo.edu/student-life/wellness/files/00252300_heerf_q32021_93021.pdf

    Institutional Portion URL
    https://www.wcmo.edu/student-life/wellness/files/CARES%20Act%20HEERF%20Institutional%20Quarterly%20Rep

    Institutional Portion URL
    https://www.wcmo.edu/student-life/wellness/files/CARES%20Act%20HEERF%20Institutional%20Quarterly%20Rep

    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

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** |

> Upload PDF/MS Word document instructions, directions, or guidance. Include screenshots of relevant websites
>
> The grantee has uploaded 1 file(s) in response to this question.
>
> | File Name | Size | Last Modified |
> |-----------|------|---------------|
> | student emergency grant methodology for awarding.docx | 13.8 KB | 4/17/2022, 1:48:51 PM |

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 |

Emergency Grants - Counts, Student, and Institution Funds

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

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

a) Complete the following table:

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

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

	Undergraduate$_6$ full-time$_7$ Pell grant recipients$_8$	Undergraduate$_6$ full-time$_7$ Non-Pell grant recipients$_9$	Undergraduate$_6$ part-time Pell grant recipients	Undergraduate$_6$ part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients
Number of Students **How many students were enrolled? (unduplicated count for the reporting period)**	Number 352	Number 435	Number 9	Number 22	Number 0	Number 0
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 351	Number 426	Number 7	Number 15	Number 0	Number 0

	Undergraduate[6] full-time[7] Pell grant recipients[8]	Undergraduate[6] full-time[7] Non-Pell grant recipients[9]	Undergraduate[6] part-time Pell grant recipients	Undergraduate[6] part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients
HEERF (a)(1) Student Aid Portion Amount Disbursed **What was the amount disbursed directly to students as Emergency Financial Aid Grants?**	Amount $ 563,175	Amount $ 387,232	Amount $ 6,814	Amount $ 7,304	Amount $ 0	Amount $ 0
HEERF (a)(1) Student Aid Portion Amount Disbursed **What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balance upon receiving affirmative written consent from students to do so?** *If funds were not used for this purpose, report $0. Include only amounts that benefited students who directly received Emergency Financial Aid Grants.*	Amount $ 0	Amount $ 0	Amount $ 0	Amount $ 0	Amount $ 0	Amount $ 0
	Undergraduate[6] full-time[7] Pell grant recipients	Undergraduate[6] full-time[7] Non-Pell grant recipients	Undergraduate[6] part-time Pell grant recipients	Undergraduate[6] part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients

	Undergraduate[6] full-time[7] Pell grant recipients[8]	Undergraduate[6] full-time[7] Non-Pell grant recipients[9]	Undergraduate[6] part-time Pell grant recipients	Undergraduate[6] part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients
HEERF (a)(1) Institutional Portion Amount Disbursed **What was the amount disbursed directly to students as Emergency Financial Aid Grants?**	Amount $ 3	Amount $ 0	Amount $ 0	Amount $ 0	Amount $ 0	Amount $ 0
HEERF (a)(1) Institutional Portion Amount Disbursed **What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balances?** *If funds were not used for this purpose, report $0. Include only amounts that benefited students who directly received Emergency Financial Aid Grants.*	Amount $ 0	Amount $ 0	Amount $ 0	Amount $ 0	Amount $ 0	Amount $ 0

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

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

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

[9]Includes non-FAFSA filers.

Emergency Grants - (a)(2), (a)(3), and (a)(4) Funds ^

Your institution did not receive an award from these programs.

Emergency Grants - Min/Max, Calculated Totals, and Averages   ⌄

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
58

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
7.09%

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
46

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
5.76%

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 6	Number 6	Amount $ 6,007	Amount $1,001.17
Asian	Count 6	Number 6	Amount $ 9,325	Amount $1,554.17
Black or African American	Count 60	Number 59	Amount $ 91,200	Amount $1,545.76
Hispanic/Latino	Count 39	Number 39	Amount $ 49,886	Amount $1,279.13
Native Hawaiian or Other Pacific Islander	Count 1	Number 1	Amount $ 2,150	Amount $2,150.00
White	Count 635	Number 624	Amount $ 727,816	Amount $1,166.37
Two or more races	Count 46	Number 46	Amount $ 65,391	Amount $1,421.54
Race/ethnicity unknown	Count 9	Number 5	Amount $ 5,750	Amount $1,150.00
Nonresident alien	Count 16	Number 13	Amount $ 7,000	Amount $538.46
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 470	Number 455	Amount $ 530,948	Amount $1,166.92
Women	Count 348	Number 344	Amount $ 433,577	Amount $1,260.40
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.

	Enrolled student count	Number received	Total amount	Average HEERF
Ages 25 and older	Count 23	Number 21	Amount $ 28,863	Amount $1,374.43
Ages 24 and younger	Count 795	Number 778	Amount $ 935,662	Amount $1,202.65
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 dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$3.00	$0.00	$0.00

Explanatory Notes

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

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

Explanatory Notes

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

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

Explanatory Notes

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

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

Explanatory Notes

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

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

Explanatory Notes

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

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

Explanatory Notes

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

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 14,759.14	$ 0	$ 0

Explanatory Notes

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

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

Explanatory Notes

Campus safety and operations.

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

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 242,103.38	$ 0	$ 0

Explanatory Notes

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

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 1,599.70	$ 0	$ 0

Explanatory Notes

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

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 23,425.96	$ 0	$ 0

Explanatory Notes

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

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 251,389.11	$ 0	$ 0

Explanatory Notes

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

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

Explanatory Notes

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

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

Explanatory Notes

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

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 112,190.00	$ 0	$ 0

Explanatory Notes

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

Amount in (a)(1) institutional dollars
$ 190,688.71

Explanatory Notes
COVID related personnel and contract expenses; expenses related to disbursement of HEERF grants

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

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

Explanatory Notes

Annual Institutional Expenditures for each Program

Amount in (a)(1) institutional dollars
$836,159.00

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

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

Total of Institutional Annual Expenditures

Amount in all institutional dollars
$836,159.00

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
$ 112,190

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

Supported research
Estimated Amount
$ 0

Summer terms and camps
Estimated Amount
$ 0

Auxiliary services sources
Estimated Amount
$ 0

Cancelled ancillary events
Estimated Amount
$ 0

Disruption of food service
Estimated Amount
$ 0

Dormitory services
Estimated Amount
$ 0

Childcare services
Estimated Amount
$ 0

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

Bookstore revenue
Estimated Amount
$ 0

Parking revenue

Lease revenue

Royalties

Other operating revenue

Estimated Amount	Estimated Amount	Estimated Amount	Estimated Amount
$ 0	$ 0	$ 0	$ 0

Total (a)(1) lost revenue funds	Total (a)(2) lost revenue funds	Total (a)(3) lost revenue funds	TOTAL LOST REVENUE HEERF
$ 112,190.00	$ 0	$ 0	$112,190.00

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)
Academic level **UNDERGRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 818	Number 138	Number 572	Number 108

Academic level **GRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 0	Number 0	Number 0	Number 0
Pell grant status (undergraduates only) 🕐 **PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 361	Number 45	Number 253	Number 63
Pell grant status (undergraduates only) 🕐 **NON-PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 457	Number 93	Number 319	Number 45
Enrollment intensity 🕐 **PART-TIME** *For students who had multiple enrollment intensities, classify as full-time*	Number 31	Number 19	Number 10	Number 2
Enrollment intensity 🕐 **FULL-TIME** *For students who had multiple enrollment intensities, classify as full-time*	Number 787	Number 119	Number 562	Number 106

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** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 813	Number 149	Number 576	Number 88
Academic level 🕐 **GRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 0	Number 0	Number 0	Number 0
Pell grant status (undergraduates only) 🕐 **PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 293	Number 30	Number 226	Number 37
Pell grant status (undergraduates only) 🕐 **NON-PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 520	Number 119	Number 350	Number 51
Enrollment intensity 🕐 **PART-TIME** *For students who had multiple enrollment intensities, classify as full-time*	Number 23	Number 9	Number 7	Number 7

Enrollment intensity 🕐 **FULL-TIME** *For students who had multiple enrollment intensities, classify as full-time*	Number 790	Number 140	Number 569	Number 81

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

c)   Complete the following table

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Academic level 🕐 **UNDERGRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 843	Number 153	Number 603	Number 87
Academic level 🕐 **GRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 0	Number 0	Number 0	Number 0
Pell grant status (undergraduates only) 🕐 **PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 292	Number 43	Number 204	Number 45

Pell grant status (undergraduates only) 🕐 **NON-PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 551	Number 110	Number 399	Number 42
Enrollment intensity 🕐 **PART-TIME** *For students who had multiple enrollment intensities, classify as full-time*	Number 32	Number 18	Number 9	Number 5
Enrollment intensity 🕐 **FULL-TIME** *For students who had multiple enrollment intensities, classify as full-time*	Number 811	Number 135	Number 594	Number 82

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 6	Number 2	Number 2	Number 2
Race/ethnicity (IPEDS categories) 🕐 ASIAN	Number 6	Number 1	Number 5	Number 0
Race/ethnicity (IPEDS categories) 🕐 BLACK OR AFRICAN AMERICAN	Number 60	Number 8	Number 38	Number 14
Race/ethnicity (IPEDS categories) 🕐 HISPANIC/LATINO	Number 39	Number 4	Number 29	Number 6
Race/ethnicity (IPEDS categories) 🕐 NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number 1	Number 0	Number 1	Number 0
Race/ethnicity (IPEDS categories) 🕐 WHITE	Number 635	Number 114	Number 444	Number 77
Race/ethnicity (IPEDS categories) 🕐 TWO OR MORE RACES	Number 46	Number 2	Number 36	Number 8
Race/ethnicity (IPEDS categories) 🕐 RACE/ETHNICITY UNKNOWN	Number 9	Number 4	Number 4	Number 1
Race/ethnicity (IPEDS categories) 🕐 NONRESIDENT ALIEN	Number 16	Number 3	Number 13	Number 0

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

b) Complete the following table

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Race/ethnicity (IPEDS categories) 🕐 AMERICAN INDIAN OR ALASKA NATIVE	Number 7	Number 1	Number 5	Number 1
Race/ethnicity (IPEDS categories) 🕐 ASIAN	Number 8	Number 3	Number 5	Number 0
Race/ethnicity (IPEDS categories) 🕐 BLACK OR AFRICAN AMERICAN	Number 48	Number 2	Number 42	Number 4
Race/ethnicity (IPEDS categories) 🕐 HISPANIC/LATINO	Number 37	Number 8	Number 26	Number 3
Race/ethnicity (IPEDS categories) 🕐 NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number 1	Number 0	Number 1	Number 0
Race/ethnicity (IPEDS categories) 🕐 WHITE	Number 644	Number 122	Number 449	Number 73
Race/ethnicity (IPEDS categories) 🕐 TWO OR MORE RACES	Number 38	Number 3	Number 30	Number 5
Race/ethnicity (IPEDS categories) 🕐 RACE/ETHNICITY UNKNOWN	Number 11	Number 3	Number 7	Number 1

Race/ethnicity (IPEDS categories) 🕐 NONRESIDENT ALIEN	Number 19	Number 7	Number 11	Number 1

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

c) **Complete the following table**

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Race/ethnicity (IPEDS categories) 🕐 AMERICAN INDIAN OR ALASKA NATIVE	Number 9	Number 0	Number 6	Number 3
Race/ethnicity (IPEDS categories) 🕐 ASIAN	Number 13	Number 7	Number 6	Number 0
Race/ethnicity (IPEDS categories) 🕐 BLACK OR AFRICAN AMERICAN	Number 62	Number 19	Number 33	Number 10
Race/ethnicity (IPEDS categories) 🕐 HISPANIC/LATINO	Number 31	Number 6	Number 21	Number 4

Race/ethnicity (IPEDS categories) 🕐 NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number 1	Number 0	Number 1	Number 0
Race/ethnicity (IPEDS categories) 🕐 WHITE	Number 645	Number 97	Number 484	Number 64
Race/ethnicity (IPEDS categories) 🕐 TWO OR MORE RACES	Number 31	Number 5	Number 23	Number 3
Race/ethnicity (IPEDS categories) 🕐 RACE/ETHNICITY UNKNOWN	Number 17	Number 3	Number 12	Number 2
Race/ethnicity (IPEDS categories) 🕐 NONRESIDENT ALIEN	Number 34	Number 16	Number 17	Number 1

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 348	Number 67	Number 247	Number 34
Gender (IPEDS categories) 🕐 MEN	Number 470	Number 71	Number 325	Number 74
Age (IPEDS categories) 🕐 AGES 25 AND OLDER	Number 23	Number 7	Number 13	Number 3
Age (IPEDS categories) 🕐 AGES 24 AND YOUNGER	Number 795	Number 131	Number 559	Number 105
Age (IPEDS categories) 🕐 AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	Number 0	Number 0	Number 0	Number 0

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

b)   Complete the following table

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Gender (IPEDS categories) 🕐 WOMEN	Number 370	Number 77	Number 256	Number 37
Gender (IPEDS categories) 🕐 MEN	Number 443	Number 72	Number 320	Number 51
Age (IPEDS categories) 🕐 AGES 25 AND OLDER	Number 26	Number 10	Number 13	Number 3
Age (IPEDS categories) 🕐 AGES 24 AND YOUNGER	Number 787	Number 139	Number 563	Number 85
Age (IPEDS categories) 🕐 AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	Number 0	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 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 370	Number 73	Number 273	Number 24
Gender (IPEDS categories) 🕐 MEN	Number 473	Number 80	Number 330	Number 63
Age (IPEDS categories) 🕐 AGES 25 AND OLDER	Number 24	Number 10	Number 13	Number 1
Age (IPEDS categories) 🕐 AGES 24 AND YOUNGER	Number 819	Number 143	Number 590	Number 86
Age (IPEDS categories) 🕐 AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	Number 0	Number 0	Number 0	Number 0

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
	39	43	46	54

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
	112	97	106	108

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

    Higher Learning Commission

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