ESF / ESF Reporting / HEER - 156702222 - Year Two - Page 19 - Review

HEER

Recipient Reporting Data Collection -Year Two

Submitted: ken.kistner@atlantisuniversity.edu - 5/6/2022, 1:05:11 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 **①**. Institutions can submit answers to questions marked with a clock symbol 1 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. **Institutional Identifiers and Contact Information:** 1) Institution Name a) TECHNOLOGY TRADE GROUP, IN: 156702222 LIEL/CAKAN Identify the applicable OPEID(s) for this annual report: b) **OPEID** 04233900 Identify the applicable IPEDS unitid(s) for this annual report: c) Unitid 4857681 For this annual report, please report on these HEERF grant PR/Award Numbers: PR/Award Number (Program) / Award Amount P425E203986 (Student Aid) / \$40,443 PR/Award Number (Program) / Award Amount

P425F203162 (Institutional Portion) / \$40,442

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?



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

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- 3) Reporting on institution websites:
 - a) HEERF quarterly reporting webpage URL:

Quarterly Reporting URL

https://atlantisuniversity.edu/emergency-grant-funding-and-distribution/

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://atlantisuniversity.edu/emergency-grant-funding-and-distribution/

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

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://atlantisuniversity.edu/emergency-grant-funding-and-distribution/

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
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b) HEERF enabled my institution to keep student net prices similar to prepandemic 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

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

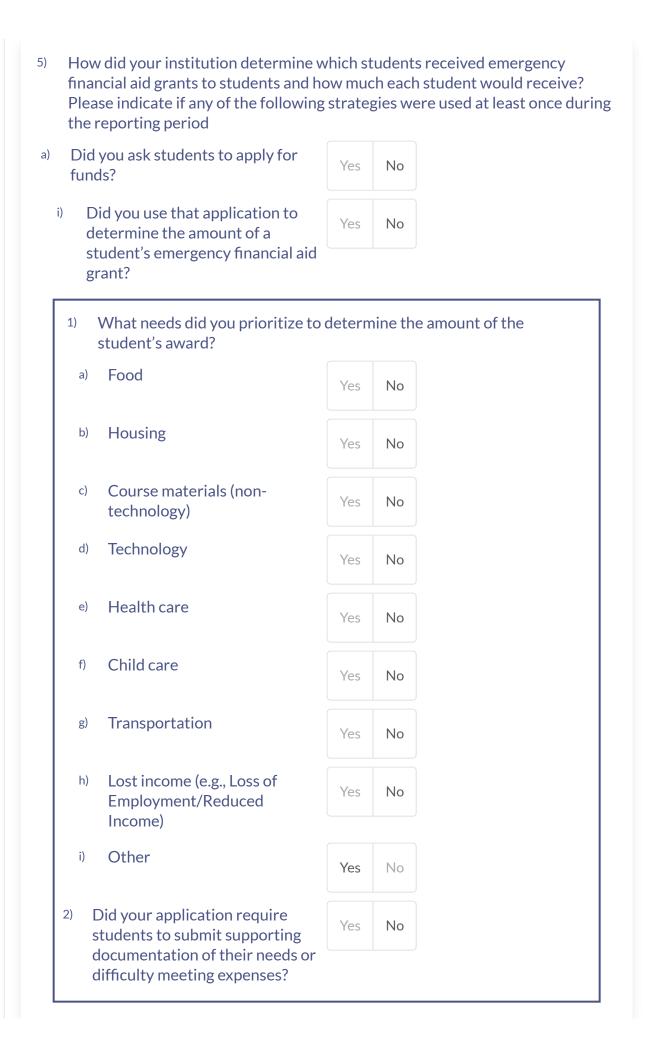
Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A	Unable to Determine
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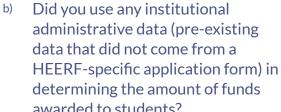
e) HEERF enabled my institution to keep faculty, staff, employees, and contractors at full salary levels who were at risk of unemployment due to pandemic-related factors

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A	Unable to Determine
0,				0,		

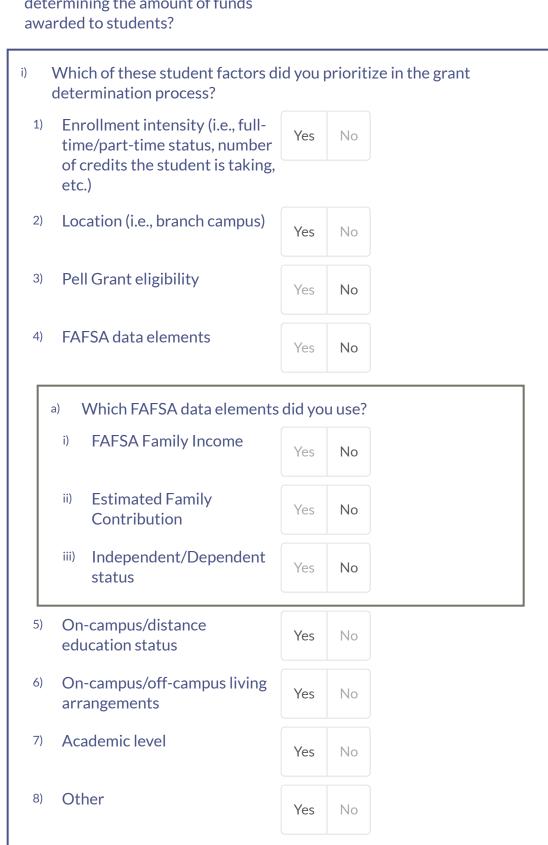
f) HEERF enabled my institution to purchase COVID tests, health screening, and the healthcare needed to help students and faculty

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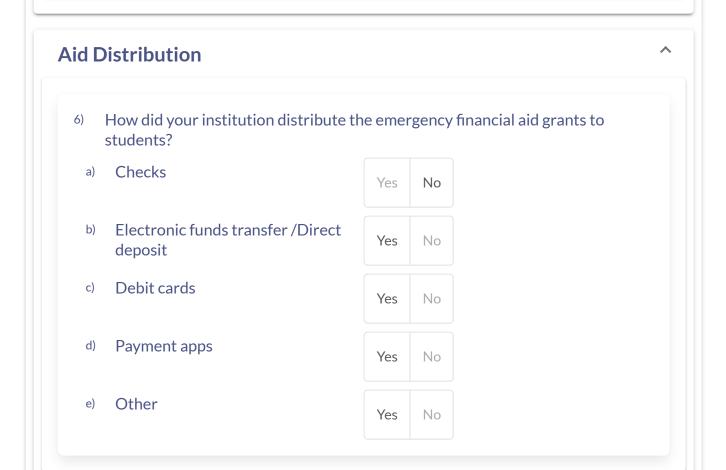


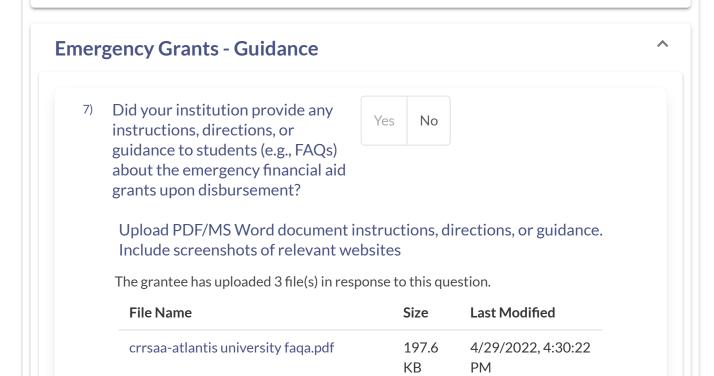


c) Did your institution use a specific

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

Yes No





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applicationpdf	KB	PM
crrsaa-heerf ii -atlantisuniversity-	226.8	4/29/2022, 4:30:24
policy.pdf	KB	PM

Emergency Grants - Counts, Student, and Institution Funds

- ^
- 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	Undergraduat part-time No Pell grant 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	Undergraduat part-time No Pell grant recipients
Number of Students How many students were enrolled? (unduplicated count for the reporting period)	Number	Number	Number	Number
	155	259	O	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	Number	Number	Number
	24	O	O	O

	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	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	Amount	Amount	Amount
	\$ 67,500	\$ 0.0	\$ 0.0	\$ 0.0

	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	Undergraduat part-time No Pell grant recipients
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	Amount	Amount	Amount
	\$ 0.0	\$ 0.0	\$ 0.0	\$ 0.0

	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	Undergraduat part-time No Pell grant recipients
HEERF (a)(1) Institutional Portion Amount Disbursed What was the amount disbursed directly to students as Emergency Financial Aid Grants?	Amount	Amount	Amount	Amount
	\$ 0.0	\$ 0.0	\$ 0.0	\$ 0.0
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	Amount	Amount	Amount
	\$ 0.0	\$ 0.0	\$ 0.0	\$ 0.0

 $^{^6 \}mbox{For students}$ in both undergraduate and graduate categories, classify as a graduate student.

 $^{^{7}\}mbox{For students}$ who had multiple enrollment intensities, classify as full-time.

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

⁹Includes non-FAFSA filers.

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

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

Emergency Grants - Title IV

- 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
 538

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 52.69%
- c) Among students who received emergency financial aid grants, how many were NOT Title IV eligible throughout their enrollment during the reporting period?

Students Not Eligible Who Received Grants

i) • The percentage of students who received emergency financial aid

grants who were not Title IV eligible throughout their enrollment during the reporting period is

Percentage of Students Not Eligible Who Received Grants 0.00%

Emergency Grants - Race/Ethnicity

- ^
- 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	Count	Number	Amount	^ <u>-</u> -
or Alaska Native	O	O	\$ 0	
Asian	Count 2	Number O	Amount \$ 0	۸
Black or African	Count	Number	Amount	Amount
American	75	1	\$ 3,000	\$3,000.0

Hispanic/Latino	Count 625	Number 23	Amount \$ 64,500	Amount \$2,804.3
Native Hawaiian or Other Pacific Islander	Count 0	Number 0	Amount \$ 0	٨
White	Count 28	Number 0	Amount \$ 0	۸ ا
Two or more races	Count 1	Number 0	Amount \$ 0	۸ ا
Race/ethnicity unknown	Count 26	Number 0	Amount \$ 0	۸ ا
Nonresident alien	Count 264	Number O	Amount \$ 0	۸ ا
Students not categorized in IPEDS	Count 0	Number 0	Amount \$ 0	٨

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	Number	Amount	Amount
	497	10	\$ 27,000	\$2,700.0(
Women	Count	Number	Amount	Amount
	524	14	\$ 40,500	\$2,892.8¢
Students not categorized in IPEDS	Count O	Number O	Amount \$ 0	Λ

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 773	Number 24	Amount \$ 67,500	Amount \$2,812.5(
Ages 24 and younger	Count 248	Number 0	Amount \$ 0	A
Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)	Count O	Number O	Amount \$ 0	A

Lost Revenue

Estimate how much of the lost revenue reported above came from revenue lost from each of the following sources:

These categories are the categories described in Question 3 of the HEERF Lost Revenue FAQs (March 19, 2021, available at https://www2.ed.gov/about/offices/list/ope/heerflostrevenuefaqs.pdf).

Academic Resources Estimated Amoun

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 \$ 0

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

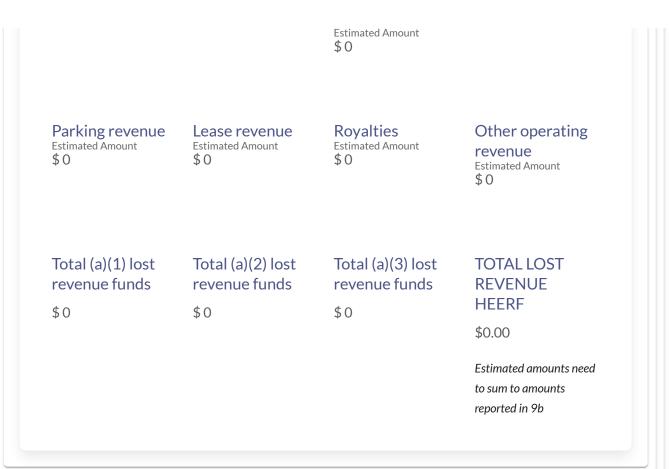
events food service
Estimated Amount
\$ 0

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)

Bookstore revenue Estimated Amount \$ 0

Disruption of





	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 complete d the repor period but still enrolle your institu (i.e., lase enrollme record at the of the repor period is rewithdraw record withdraw record street with street wit
Academic level UNDERGRADUATE STUDENTS For students in both undergraduate and graduate categories, classify as a graduate student	Number	Number	Number
	414	32	334
Academic level GRADUATE STUDENTS For students in both undergraduate and graduate categories, classify as a graduate student	Number	Number	Number
	607	179	375
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	Number	Number
	155	11	123

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	Number	Number
	259	22	210
Enrollment intensity PART-TIME For students who had multiple enrollment intensities, classify as full-time	Number	Number	Number
	O	O	O
Enrollment intensity UFULL-TIME For students who had multiple enrollment intensities, classify as full-time	Number	Number	Number
	1,021	211	709

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

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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/cert seeking stu who did comple calendar ye were still en at your insti (i.e., las enrollme record at th of the cale year is no withdraw re
Academic level UNDERGRADUATE STUDENTS For students in both undergraduate and graduate categories, classify as a graduate student	NIla a	NIl. a	NIla a.u
Academic level GRADUATE STUDENTS For students in both undergraduate and graduate categories, classify as a graduate student	N I	N I	N I · · · · · · · · · · · · · · · · · ·
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	N I	N I	NIls a

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	N I	N I	N.L. walaan
Enrollment intensity PART-TIME For students who had multiple enrollment intensities, classify as full-time	N I	N I	N I
Enrollment intensity UFULL-TIME For students who had multiple enrollment intensities, classify as full-time	NIalaa.a	NIalaa.a	NIualaa

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/cert seeking stu who did comple calendar ye were still en at your insti (i.e., las enrollme record at th of the cale year is no withdraw re
Academic level UNDERGRADUATE STUDENTS For students in both undergraduate and graduate categories, classify as a graduate student	NIalaa.	NIalaa.	NIala a
Academic level GRADUATE STUDENTS For students in both undergraduate and graduate categories, classify as a graduate student	N1 b. a	N1	N1
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	N1	N I	N I

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	N1 L	N1 L	N1 la a
Enrollment intensity PART-TIME For students who had multiple enrollment intensities, classify as full-time	N I	N I	N I la a
Enrollment intensity FULL-TIME For students who had multiple enrollment intensities, classify as full-time	N I	Nicconland	NIalaa.a

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 no complete duthe report period but no still enrolle your institu (i.e., last enrollme record at the of the report period is no withdraw re
Race/ethnicity (IPEDS categories) AMERICAN INDIAN OR ALASKA NATIVE	Number	Number	Number
	O	O	O
Race/ethnicity (IPEDS categories) ASIAN	Number	Number	Number
	2	1	1
Race/ethnicity (IPEDS categories) BLACK OR AFRICAN AMERICAN	Number	Number	Number
	75	6	60
Race/ethnicity (IPEDS categories) HISPANIC/LATINO	Number	Number	Number
	625	160	400
Race/ethnicity (IPEDS categories) NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number	Number	Number
	O	O	O

Race/ethnicity (IPEDS categories) WHITE	Number	Number	Number
	28	2	26
Race/ethnicity (IPEDS categories) TWO OR MORE RACES	Number	Number	Number
	1	O	1
Race/ethnicity (IPEDS categories) RACE/ETHNICITY UNKNOWN	Number	Number	Number
	26	9	14
Race/ethnicity (IPEDS categories) NONRESIDENT ALIEN	Number	Number	Number
	264	33	207

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

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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/certi seeking stud who did n complet calendar yea were still en at your instit (i.e., last enrollme record at the of the caler year is no withdraw re
Race/ethnicity (IPEDS categories) AMERICAN INDIAN OR ALASKA NATIVE	N I	N I	N I
Race/ethnicity (IPEDS categories) ASIAN	N I	N I	N I In a
Race/ethnicity (IPEDS categories) BLACK OR AFRICAN AMERICAN	N I	N I	N I
Race/ethnicity (IPEDS categories) HISPANIC/LATINO	N I	N I	NI la a
Race/ethnicity (IPEDS categories) NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N I	N I	N I
Race/ethnicity (IPEDS categories) WHITE	NI	N I	N1

Race/ethnicity (IPEDS categories) TWO OR MORE RACES	N I	N I	N I wala a w
Race/ethnicity (IPEDS categories) RACE/ETHNICITY UNKNOWN	N I	N I	N.Lala a.r.
Race/ethnicity (IPEDS categories) NONRESIDENT ALIEN	N I do o	N I do o	N.Iala a.v.

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/certi seeking stud who did n complet calendar yea were still en at your instit (i.e., last enrollme record at the of the caler year is no withdraw re

Race/ethnicity (IPEDS categories) AMERICAN INDIAN OR ALASKA NATIVE	N I la -a	N I la	N I
Race/ethnicity (IPEDS categories) ASIAN	N I	N.Lala a	N I
Race/ethnicity (IPEDS categories) BLACK OR AFRICAN AMERICAN	N I	N.Iala a	N I
Race/ethnicity (IPEDS categories) HISPANIC/LATINO	N.Lla a.z.	N I	N1
Race/ethnicity (IPEDS categories) NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	NIla a	NI	N1 l
Race/ethnicity (IPEDS categories)	NIla a	N I	NI
Race/ethnicity (IPEDS categories) TWO OR MORE RACES	NIla a	N I	NI
Race/ethnicity (IPEDS categories) RACE/ETHNICITY UNKNOWN	N I	N I	N1
Race/ethnicity (IPEDS categories) NONRESIDENT ALIEN	N I · · · · · · · · · · · · · · · · · ·	N I	NI

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

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 c degree/certif seeking stud who did no complete du the reporti period but w still enrolled your institut (i.e., last enrollmer record at the of the report period is no withdraw rec
Gender (IPEDS categories) WOMEN	Number	Number	Number
	524	125	348
Gender (IPEDS categories) MEN	Number	Number	Number
	497	86	361

Age (IPEDS categories) AGES 25 AND OLDER	Number	Number	Number
	773	208	492
Age (IPEDS categories) AGES 24 AND YOUNGER	Number	Number	Number
	248	3	217
Age (IPEDS categories) AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	Number	Number	Number
	O	O	O

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/certiff seeking stude who did not complete calendar year were still enroat your institution. I last enrollmer record at the of the calen year is not withdraw record degree certification.

Gender (IPEDS categories) WOMEN	N I	N I	NIla a
Gender (IPEDS categories) MEN	N I	N I	N I
Age (IPEDS categories) AGES 25 AND OLDER	N I	N I	N I
Age (IPEDS categories) AGES 24 AND YOUNGER	N I	N I	N1
Age (IPEDS categories) AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	N I	N I	NIl

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

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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 c degree/certif seeking stud who did no complete calendar year were still enro at your institu (i.e., last enrollmer record at the of the calen year is not withdraw rec
Gender (IPEDS categories) WOMEN	N I	N I	NIalaa
Gender (IPEDS categories) MEN	N I	N I	N I
Age (IPEDS categories) AGES 25 AND OLDER	Niccontract	NIalaa.	N I
Age (IPEDS categories) AGES 24 AND YOUNGER	N.Lla a	N.Lla a.u.	N1
Age (IPEDS categories) AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	N I a la a . a	N I	N I

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

9

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- 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

10

Non-Instructional Staff

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

13

- b) Full-time equivalent (FTE) positions as of November 1, 2019
 - 29

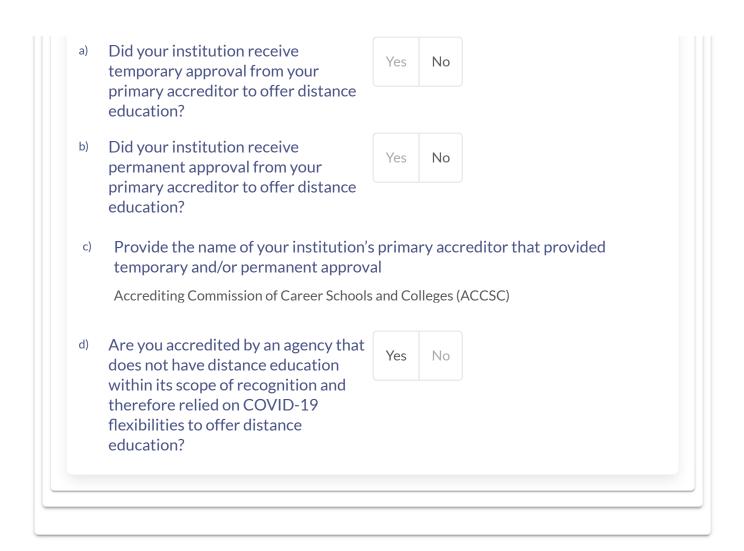
c) Full-time equivalent (FTE) positions as of November 1, 2020

35

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

Accreditor Approval

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



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