



HEER

Recipient Reporting Data Collection - Year Two

Submitted

Submitted: ken.kistner@atlantisuniversity.edu - 5/6/2022, 1:05:11 PM

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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 DUNS #
TECHNOLOGY TRADE GROUP, INC. 156702222

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

OPEID
04233900

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

Unitid
4857681

d) 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

- 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>.

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

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
-------------------	----------	---------	-------	----------------	-----	---------------------

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

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

- 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 3 file(s) in response to this question.

File Name

Size

Last Modified

crrsaa-atlantis university faqa.pdf

197.6
KB

4/29/2022, 4:30:22
PM

crrsaa-heerf ii -atlantisuniversity-application-.pdf	477.5 KB	4/29/2022, 4:30:23 PM
crrsaa-heerf ii -atlantisuniversity-policy.pdf	226.8 KB	4/29/2022, 4:30:24 PM

Emergency Grants - Counts, Student, and Institution Funds

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

Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol 🕒.

Institutions can submit answers to questions marked with a clock symbol 🕒 in early 2022 as part of the second annual report (in alignment with the reporting schedule at the beginning of this data collection form) OR in early 2023 along with reporting the third annual report

- a) Complete the following table:

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

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

	Undergraduate ₆ full-time ₇ Pell grant recipients ₈	Undergraduate ₆ full-time ₇ Non- Pell grant recipients ₉	Undergraduate ₆ part-time Pell grant recipients	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 155	Number 259	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 24	Number 0	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	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 \$ 67,500	Amount \$ 0.0	Amount \$ 0.0	Amount \$ 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
<p>HEERF (a)(1) Student Aid Portion Amount Disbursed</p> <p>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?</p> <p><i>If funds were not used for this purpose, report \$0. Include only amounts that benefited students who directly received Emergency Financial Aid Grants.</i></p>	Amount \$ 0.0	Amount \$ 0.0	Amount \$ 0.0	Amount \$ 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 \$ 0.0	Amount \$ 0.0	Amount \$ 0.0	Amount \$ 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? <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 \$ 0.0	Amount \$ 0.0	Amount \$ 0.0	Amount \$ 0.0

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

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

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

⁹Includes non-FAFSA filers.

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



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
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
0

- i) 🕒 The percentage of students who received emergency financial aid

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

Percentage of Students Not Eligible Who Received Grants

0.00%

Emergency Grants - Race/Ethnicity

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

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

- d) 🕒 What number of students were enrolled, what number received emergency grants, and how much grant aid did the students receive by IPEDS race/ethnicity categories?

Race/Ethnicity (IPEDS categories)	Enrolled student count (unduplicated)	Number of students who received at least one Emergency Financial Aid Grant (unduplicated)	What was the total amount of Emergency Financial Aid Grants disbursed to students through all HEERF funds?	Average HEERF Amount Awarded
American Indian or Alaska Native	Count 0	Number 0	Amount \$ 0	Amount
Asian	Count 2	Number 0	Amount \$ 0	Amount
Black or African American	Count 75	Number 1	Amount \$ 3,000	Amount \$3,000.00

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	Amount
White	Count 28	Number 0	Amount \$ 0	Amount
Two or more races	Count 1	Number 0	Amount \$ 0	Amount
Race/ethnicity unknown	Count 26	Number 0	Amount \$ 0	Amount
Nonresident alien	Count 264	Number 0	Amount \$ 0	Amount
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 497	Number 10	Amount \$ 27,000	Amount \$2,700.00
Women	Count 524	Number 14	Amount \$ 40,500	Amount \$2,892.86
Students not categorized in IPEDS	Count 0	Number 0	Amount \$ 0	Amount \$ 0

- 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 \$2,812.50
Ages 24 and younger	Count 248	Number 0	Amount \$ 0	Amount \$ 0
Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)	Count 0	Number 0	Amount \$ 0	Amount \$ 0



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
\$ 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

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)

Bookstore revenue

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**

\$ 0

**Total (a)(2) lost
revenue funds**

\$ 0

**Total (a)(3) lost
revenue funds**

\$ 0

**TOTAL LOST
REVENUE
HEERF**

\$0.00


*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 the reporting period but are still enrolled at your institution (i.e., last enrollment record at the end of the reporting period is not a withdrawal record)
<p>Academic level</p> <p>UNDERGRADUATE STUDENTS</p> <p><i>For students in both undergraduate and graduate categories, classify as a graduate student</i></p>	<p>Number</p> <p>414</p>	<p>Number</p> <p>32</p>	<p>Number</p> <p>334</p>
<p>Academic level</p> <p>GRADUATE STUDENTS</p> <p><i>For students in both undergraduate and graduate categories, classify as a graduate student</i></p>	<p>Number</p> <p>607</p>	<p>Number</p> <p>179</p>	<p>Number</p> <p>375</p>
<p>Pell grant status (undergraduates only) </p> <p>PELL GRANT RECIPIENTS</p> <p><i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i></p>	<p>Number</p> <p>155</p>	<p>Number</p> <p>11</p>	<p>Number</p> <p>123</p>

Pell grant status (undergraduates only) ⓘ NON-PELL GRANT RECIPIENTS <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 259	Number 22	Number 210
Enrollment intensity ⓘ PART-TIME <i>For students who had multiple enrollment intensities, classify as full-time</i>	Number 0	Number 0	Number 0
Enrollment intensity ⓘ FULL-TIME <i>For students who had multiple enrollment intensities, classify as full-time</i>	Number 1,021	Number 211	Number 709

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 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 ⓘ UNDERGRADUATE STUDENTS <i>For students in both undergraduate and graduate categories, classify as a graduate student</i>	Number	Number	Number
Academic level ⓘ GRADUATE STUDENTS <i>For students in both undergraduate and graduate categories, classify as a graduate student</i>	Number	Number	Number
Pell grant status (undergraduates only) ⓘ PELL GRANT RECIPIENTS <i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i>	Number	Number	Number

Pell grant status (undergraduates only) ⓘ NON-PELL GRANT RECIPIENTS <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>			
Enrollment intensity ⓘ PART-TIME <i>For students who had multiple enrollment intensities, classify as full-time</i>			
Enrollment intensity ⓘ FULL-TIME <i>For students who had multiple enrollment intensities, classify as full-time</i>			

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 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 ⓘ UNDERGRADUATE STUDENTS <i>For students in both undergraduate and graduate categories, classify as a graduate student</i>	Number	Number	Number
Academic level ⓘ GRADUATE STUDENTS <i>For students in both undergraduate and graduate categories, classify as a graduate student</i>	Number	Number	Number
Pell grant status (undergraduates only) ⓘ PELL GRANT RECIPIENTS <i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i>	Number	Number	Number

Pell grant status (undergraduates only) ⓘ NON-PELL GRANT RECIPIENTS <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>			
Enrollment intensity ⓘ PART-TIME <i>For students who had multiple enrollment intensities, classify as full-time</i>			
Enrollment intensity ⓘ FULL-TIME <i>For students who had multiple enrollment intensities, classify as full-time</i>			

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) ⓘ AMERICAN INDIAN OR ALASKA NATIVE	Number 0	Number 0	Number 0
Race/ethnicity (IPEDS categories) ⓘ ASIAN	Number 2	Number 1	Number 1
Race/ethnicity (IPEDS categories) ⓘ BLACK OR AFRICAN AMERICAN	Number 75	Number 6	Number 60
Race/ethnicity (IPEDS categories) ⓘ HISPANIC/LATINO	Number 625	Number 160	Number 400
Race/ethnicity (IPEDS categories) ⓘ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number 0	Number 0	Number 0

Race/ethnicity (IPEDS categories) ⓘ WHITE	Number 28	Number 2	Number 26
Race/ethnicity (IPEDS categories) ⓘ TWO OR MORE RACES	Number 1	Number 0	Number 1
Race/ethnicity (IPEDS categories) ⓘ RACE/ETHNICITY UNKNOWN	Number 26	Number 9	Number 14
Race/ethnicity (IPEDS categories) ⓘ NONRESIDENT ALIEN	Number 264	Number 33	Number 207

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 a 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) ⓘ AMERICAN INDIAN OR ALASKA NATIVE	Number	Number	Number
Race/ethnicity (IPEDS categories) ⓘ ASIAN	Number	Number	Number
Race/ethnicity (IPEDS categories) ⓘ BLACK OR AFRICAN AMERICAN	Number	Number	Number
Race/ethnicity (IPEDS categories) ⓘ HISPANIC/LATINO	Number	Number	Number
Race/ethnicity (IPEDS categories) ⓘ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number	Number	Number
Race/ethnicity (IPEDS categories) ⓘ WHITE	Number	Number	Number

Race/ethnicity (IPEDS categories) ⓘ TWO OR MORE RACES	Number	Number	Number
Race/ethnicity (IPEDS categories) ⓘ RACE/ETHNICITY UNKNOWN	Number	Number	Number
Race/ethnicity (IPEDS categories) ⓘ NONRESIDENT ALIEN	Number	Number	Number

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

c) Complete the following table

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number 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)

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

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 524	Number 125	Number 348
Gender (IPEDS categories) MEN	Number 497	Number 86	Number 361






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

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



c) Complete the following table

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete a calendar year were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdrawal record)
Gender (IPEDS categories)  WOMEN	Number	Number	Number
Gender (IPEDS categories)  MEN	Number	Number	Number
Age (IPEDS categories)  AGES 25 AND OLDER	Number	Number	Number
Age (IPEDS categories)  AGES 24 AND YOUNGER	Number	Number	Number
Age (IPEDS categories)  AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	Number	Number	Number

FTE Positions

- 11) Provide the number of full-time equivalent (FTE) positions as of the listed reporting dates by IPEDS categories. (The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—including instructional and non-instructional staff and contractors—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions).

Instructional Staff

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

- | | | |
|--|--|--|
| a) Full-time equivalent (FTE) positions as of November 1, 2018 | b) Full-time equivalent (FTE) positions as of November 1, 2019 | c) Full-time equivalent (FTE) positions as of November 1, 2020 |
| 9 | 10 | 9 |
| d) Full-time equivalent (FTE) positions as of November 1, 2021 | | |
| 36 | | |

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 |
| 13 | 29 | 35 |
| d) Full-time equivalent (FTE) positions as of November 1, 2021 | | |
| 43 | | |

Accreditor Approval

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

a) Did your institution receive temporary approval from your primary accreditor to offer distance education?

Yes

No

b) Did your institution receive permanent approval from your primary accreditor to offer distance education?

Yes

No

c) Provide the name of your institution's primary accreditor that provided temporary and/or permanent approval

Accrediting Commission of Career Schools and Colleges (ACCSC)

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