

## Higher Education Emergency Relief Fund (HEERF) I, II, & III Annual Performance Report Form

*This data collection form applies to the following HEERF categories authorized under the Coronavirus Aid, Relief, and Economic Security (CARES) Act (HEERF I), the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA) (HEERF II), and the American Rescue Plan Act of 2021 (ARP) (HEERF III):*

- Student Aid (ALN 84.425E)
- Institutional Portion (ALN 84.425F)
- Historically Black Colleges and Universities (ALN 84.425J)
- American Indian Tribally Controlled Colleges and Universities (ALN 84.425L)
- Minority Serving Institutions (ALN 84.425L)
- Strengthening Institutions Program (ALN 84.425M)
- Fund for the Improvement of Postsecondary Education (ALN 84.425N)
- Proprietary Institutions Grant Funds for Students (ALN 84.425Q)
- Supplemental Assistance to Institutions of Higher Education (ALN 84.425S)

*The information collected on this form will be reviewed by the U.S. Department of Education to ensure that HEERF grant funds are used in accordance with applicable requirements under the HEERF grant program and will be shared with the public to promote transparency regarding the allocation and uses of funds. Furthermore, the information collected will be analyzed to provide aggregate statistics on institutional uses of HEERF grant funds to address the impacts of COVID-19 on students and institutions. This report should be completed based on all HEERF activities funded from the CARES Act, CRRSAA, and ARP (in the applicable reporting periods. Under 34 CFR 75.720(b), all HEERF grantees must submit a HEERF Annual Report. The failure to timely submit a HEERF Annual Report is a violation of the grantee’s Certification and Agreement or Supplemental Agreement and may lead to adverse action.*

### HEERF Reporting Form

Annual Report	Due Date	Applicable Reporting Period
First Annual Report	Early, 2021	March 13, 2020- December 31, 2020
Second Annual Report	Early, 2022	January 1, 2021—December 31, 2021
Third Annual Report	Early 2023	January 1, 2022—December 31, 2022
Fourth Annual Report	Early 2024	January 1, 2023—December 31, 2023

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**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 an asterisk(\*). Institutions can submit answers to questions marked with an asterisk 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 an asterisk per the reporting schedule in the table above.**

1) Institutional Identifiers and Contact Information—

a) Institution Name: Reformed University

DUNS # 080071981

UEI (SAM) QMWAF4ERHF34

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

# 04526700

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

# P4902301

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

(1) \_\_\_ P425E205244 \_\_\_\_\_

(2) \_\_\_ P425F204131 \_\_\_\_\_

(3) \_\_\_ P425N200704 \_\_\_\_\_

e) Who is the lead contact for this annual data collection?

Name: \_\_\_ Eric Weems \_\_\_\_\_

Title: \_\_\_ Director of Financial Aid \_\_\_\_\_ (editable)

Phone: \_\_\_ 312-315-7429 > \_\_\_\_\_ (editable)

Email: \_\_\_ eric.weems@runiv.edu \_\_\_\_\_

2) <Skip logic question-if funds were expended in the current reporting period, no reporting is required for subsequent years> Did you expend all of your HEERF funds prior to the end of the reporting period, making this your final annual report? N ((Y/N)<sup>1</sup>

3) Reporting on institution websites:

a) HEERF quarterly reporting webpage URL: \_\_\_ <https://runiv.edu/financial-aid/> \_\_\_\_\_

<sup>1</sup>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 an asterisk until the early 2023 reporting timeframe.

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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*<sup>2</sup> for the student portion including any active URLs that provide archived information.<sup>3</sup> i)

https://runiv.edu/financial-aid/

ii) \_\_\_\_\_

iii) \_\_\_\_\_

iv) \_\_\_\_\_

v) \_\_\_\_\_

vi) \_\_\_\_\_

vii) \_\_\_\_\_

*(option to add more, as applicable)*

<sup>2</sup>See <https://www.federalregister.gov/d/2021-10196>.

<sup>3</sup>Include active landing/portal page(s) for quarterly reporting webpage(s). In addition, report any active quarterly reporting webpage(s) not referenced or linked from landing or portal pages including those that were published prior to quarterly reporting guidance (<https://www2.ed.gov/about/offices/list/ope/heerfquarterlyreport2022.pdf>)

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4) How has HEERF helped your institution and your students?

Statement	Scale Response
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, Not applicable, Unable to determine with available information
b.) HEERF enabled my institution to keep student net prices <sup>4</sup> similar to pre pandemic levels	Strongly disagree, Disagree, Neutral, Agree, Strongly agree, Not applicable, Unable to determine with available information
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, Not applicable, Unable to determine with available information
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, Not applicable, Unable to determine with available information
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, Not applicable, Unable to determine with available information
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, Not applicable, Unable to determine with available information

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? (Y/N). If yes,

i) Did you use that application to determine the amount of a student's emergency financial aid grant? \_\_\_\_\_(Y/N). If yes,

(1) What needs did you prioritize to determine the amount of the student's award?

(a) Food Y (Y/N)

(b) Housing Y (Y/N)

(c) Course materials (non-technology) \_\_\_\_\_ (Y/N)

(d) Technology Y (Y/N)

(e) Health care Y (Y/N)

(f) Child care \_\_\_\_\_(Y/N)

(g) Transportation Y (Y/N)

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

(i) Other (Y/N). If yes, please specify\_\_\_\_\_

<sup>4</sup> 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).

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(2) Did your application require students to submit supporting documentation of their needs or difficulty meeting expenses? (Y/N) 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? \_\_\_\_\_(Y/N). If yes,

i) Which of these student factors did you prioritize in the grant determination process? *(Mark all that apply)*

(1) Enrollment intensity (i.e., full-time/part-time status, number of credits the student is taking, etc.) \_\_\_Y\_\_\_(Y/N).

(2) Location (i.e., branch campus) \_\_\_\_\_(Y/N).

(3) Pell Grant eligibility \_\_\_\_\_(Y/N).

(4) FAFSA data elements \_\_\_\_\_(Y/N). If yes,

(a) Which FAFSA data elements did you use?

(i) FAFSA Family Income \_\_\_\_\_(Y/N).

(ii) Estimated Family Contribution \_\_\_Y\_\_\_(Y/N).

(iii) independent/dependent status \_\_\_\_\_(Y/N).

(5) On-campus/distance education status \_\_\_\_\_(Y/N).

(6) On-campus/off-campus living arrangements \_\_\_\_\_(Y/N).

(7) Academic level \_\_\_\_\_(Y/N).

(8) Other (Y/N). If yes, please specify\_\_\_\_\_

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? \_\_\_(Y/N). If yes,

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

6) How did your institution distribute the emergency financial aid grants to students?

a) Checks \_\_\_\_\_(Y/N).

b) Electronic funds transfer /Direct deposit \_\_\_Y\_\_\_(Y/N).

c) Debit cards \_\_\_\_\_(Y/N).

d) Payment apps \_\_\_Y\_\_\_(Y/N).

e) Other (Y/N). If yes, please specify \_\_\_\_\_

7) Did your institution provide any instructions, directions, or guidance to students (e.g., FAQs) about the emergency financial aid grants upon disbursement? \_\_\_Y\_\_\_(Y/N). If yes,

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

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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 an asterisk(\*). Institutions can submit answers to questions marked with an asterisk 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.<sup>5</sup>

a) Complete the following table.

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									
		All Students	Undergraduates <sup>6</sup>				Graduates		Other <sup>7</sup>
			Full-time students <sup>8</sup>		Part-time students		Full-time students	Part-time students	
			Pell grant recipient <sup>9</sup>	Non-Pell grant recipient	Pell grant recipient <sup>10</sup>	Non-Pell grant recipient			
<b>Number of Eligible Students</b>	How many students were enrolled? (unduplicated count for the reporting period)								
<b>Number of HEERF Student Recipients – Emergency Grants to Students (unduplicated)</b>	How many students received HEERF emergency financial aid grants? (unduplicated across all HEERF sections)								

<sup>5</sup> 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





<b>SSARP)<sup>13</sup></b>									
<b>&lt;SKIP LOGIC for those who did not receive these funds&gt;</b>	What was the amount disbursed directly to students as Emergency Financial Aid Grants? If funds were not used for this purpose, report \$0.								
<b>HEERF (a)(4) Amount Disbursed (Proprietary Institution Grant Funds for Students)</b>	What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balance upon receiving affirmative written consent from students to do so? If funds were not used for this purpose, report \$0.								
<b>Minimum and maximum awards</b>	Minimum (non-zero amount) combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.								
	Maximum combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.								
<b>HEERF Amount of Grants Disbursed</b>	What was the amount of grants disbursed to students through all HEERF funds?								
<b>Average HEERF Amount Awarded</b>	Among students who received HEERF emergency financial aid grants, what was the average award amount per student?								

<sup>13</sup> If funds were used to discharge account balances as lost revenue using institutional funds without affirmative written consent, do not report here, report in 9c as unpaid student accounts receivable or other student account debts.

<sup>14</sup> If funds were used to discharge account balances as lost revenue using institutional funds without affirmative written consent, do not report here, report in 9c as unpaid student accounts receivable or other student account debts.

- b) \* Among the students enrolled in your institution, how many were NOT Title IV eligible<sup>15</sup> throughout their enrollment 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 .  
<autofill answer from 8b divided by the “Number of Students” value from 8a>
- c) \* Among students who received emergency financial aid grants, how many were NOT Title IV eligible throughout their enrollment during the reporting period? \_\_\_\_\_
- 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 \_\_\_\_\_. <autofill answer from 8c divided by the total “Number of HEERF Student Recipients” value from 8a>
- 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?

<b>Race/Ethnicity (IPEDS categories)</b>	<b>Enrolled student count (unduplicated)</b>	<b>Number of students who received at least one Emergency Financial Aid Grant (unduplicated)</b>	<b>What was the total amount of Emergency Financial Aid Grants disbursed to students through all HEERF funds?</b>	<b>Average HEERF Amount Awarded</b>
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic/Latino				
Native Hawaiian or Other Pacific Islander				
White				
Two or more races				
Race/ethnicity unknown				
Nonresident alien				
Students not categorized in IPEDS				

<sup>15</sup> 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.

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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?

<b>Gender (IPEDS categories)</b>	<b>Enrolled student count (unduplicate d)</b>	<b>Number of students who received at least one Emergency Financial Aid Grant (unduplicate d)</b>	<b>What was the total amount of Emergency Financial Aid Grants disbursed to students through all HEERF funds?</b>	<b>Average HEERF Amount Awarded</b>
Men				
Women				
Students not categorized in IPEDS				

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?

<b>Age<sup>16</sup> (IPEDS categories)</b>	<b>Enrolled student count (unduplicate d)</b>	<b>Number of students who received at least one Emergency Financial Aid Grant (unduplicate d)</b>	<b>What was the total amount of Emergency Financial Aid Grants disbursed to students through all HEERF funds?</b>	<b>Average HEERF Amount Awarded</b>
Ages 25 and older				
Ages 24 and younger				
Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)				

<sup>16</sup> 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.

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9) Institutional expenditures

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

Category	Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable	Explanatory Notes
Providing additional emergency financial aid grants to students.				
Using Emergency Financial Aid Grants to cover student outstanding account balances for costs such as debt forgiveness, room, board, tuition, or fees.				
Indirect cost recovery/facilities and administrative costs charged on the grants.				
Covering the cost of providing additional technology hardware to students, such as laptops or tablets, or covering the added cost of technology fees.	\$1,050			Laptops and Tablets
Providing or subsidizing the costs of high-speed internet to students or faculty to transition to an online environment.	\$836			High Speed Internet
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.				

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.				
Costs related to operating additional class sections to enable social distancing, such as those for hiring more instructors and increasing campus hours of operations.				
Campus safety and operations.	\$107,398			Campus Safety

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Category	Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable	Explanatory Notes
Construction, Renovation, and Real Property Projects. <sup>1718</sup>				
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.	\$2,091			Copying Machine and computer
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.	\$ 2,000			Faculty Training

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.	\$741.99			Learning Management and Online Classes
Implementing evidence-based practices to monitor and suppress coronavirus in accordance with public health guidelines. <sup>19</sup>	\$ 180			Staff and Student Flu Shot
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.				

<sup>17</sup> The Consolidated Appropriations Act, 2022 (P.L. 117-103), signed into law by President Biden on March 15, 2022, expanded the allowable uses of funds for IHEs that received funds under the HEERF (a)(2) programs (ALN 84.425J; T84.425K; 84.425L; 84.425M). Specifically, IHEs that received HEERF (a)(2) grant funds now may expend them on the acquisition of real property, renovations, or construction related to preventing, preparing for, and responding to the coronavirus. Before commencing any renovations, construction, or real property projects supported by HEERF (a)(2) grant funds, grantees must receive approval for the project from the Department. Grantees should report any "minor remodeling" activities in the "other" category and provide details in the explanatory notes section. See question 2 of the HEERF (a)(2) construction FAQs for more information on minor remodeling.

<sup>18</sup> Include in explanatory notes, title(s) of construction, renovation, and real property projects

<sup>19</sup> Include campus safety and operations activities here. To the extent that campus safety and operations were not evidence-based, describe those activities in the explanatory notes field

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Category	Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable	Explanatory Notes
Replacing lost revenue from all sources. <sup>20</sup>				
Other Uses of (a)(1) Institutional Portion funds.				
Other uses of (a)(2) or (a)(3) funds, if applicable.				

<b>Annual Institutional Expenditures for each Program</b>	<b>\$114,298.26</b>			
<b>Total of Annual Expenditures</b>	<b>\$114,298.26</b>			

<SKIP LOGIC for those who reported nonzero amounts for replacing lost revenue>

b) Estimate how much of the lost revenue reported above came from revenue lost from each of the following sources<sup>21</sup>

<b>Source of Lost Revenue</b>	<b>Estimated Amount</b>
Academic sources	
Unpaid student accounts receivable or other student account debts (including tuition, fees, and institutional charges)	
Room and board	
Enrollment declines, including reduced tuition, fees, and institutional charges	

<sup>20</sup> 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.

<sup>21</sup> 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>).

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Supported research

Summer terms and camps	
Auxiliary services sources	
Cancelled ancillary events	

Disruption of food service	
Dormitory services	
Childcare services	
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	
Parking revenue	
Lease revenue	
Royalties	
Other operating revenue	
<b>Total (a)(1) lost revenue funds</b>	
<b>Total (a)(2) lost revenue funds</b>	
<b>Total (a)(3) lost revenue funds</b>	
<b>TOTAL LOST REVENUE HEERF</b>	22

<SKIP LOGIC for those who reported other operating revenue in 9c>

<sup>22</sup> Estimated amounts need to sum to amounts reported in 9b

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c) Briefly describe the “other operating revenue” reported above: \_\_\_\_\_ (1,000 characters maximum]

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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.

a) Complete the following table for the applicable reporting period.

<b>Enrollment status for all degree/certificate seeking students for the reporting period</b>					
		<b>Number of degree/certificate seeking students</b>	<b>Number of degree/certificate seeking students who completed a program at your institution during the reporting period</b>	<b>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)</b>	<b>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)</b>
Academic level <sup>23</sup>	Undergraduate students	257		1	2
	Graduate students	31			
*Pell grant Satus <sup>24</sup> (undergraduates only)	Pell grant recipients	8			
	Non-Pell grant recipients				
*Enrollment intensity <sup>25</sup> Ages 25 and older	Part-time	7			
	Full-time	281			
*Race/ethnicity (IPEDS categories)	American Indian or Alaska Native				
	Asian	39		2	3

	Black or African American	3			
	Hispanic/Latino	19			2
	Native Hawaiian or Other Pacific				
	Islander				
	White	5			
	Two or more races				

<sup>23</sup> For students in both undergraduate and graduate categories, classify as a graduate student.

<sup>24</sup> Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period. <sup>25</sup> For students who had multiple enrollment intensities, classify as full-time.

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Race/ethnicity unknown					
	Nonresident alien	222			
*Gender (IPEDS categories)	Women	159			3
	Men	129			2
*Age (IPEDS categories)	Ages 25 and older	240			4
	Ages 24 and younger	48			1
	Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)				

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.

<b>*Calendar year 2020: Enrollment status for all degree/certificate seeking students</b>					
		<b>Number of degree/certificate seeking students enrolled during the calendar year</b>	<b>Number of degree/certificate seeking students who completed a program at your institution during the calendar year</b>	<b>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</b>	<b>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)</b>
Academic level <sup>26</sup>	Undergraduate students				
	Graduate students				

*Pell grant status <sup>27</sup> (undergraduates only)	Pell grant recipients				
	Non-Pell grant recipients				
*Enrollment intensity <sup>28</sup> Ages 25 and older	Part-time				
	Full-time				

<sup>26</sup> For students in both undergraduate and graduate categories, classify as a graduate student.

<sup>27</sup> Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period. <sup>28</sup> For students who had multiple enrollment intensities, classify as full-time.

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\*Race/ethnicity (IPEDS American Indian or Alaska Native

	Asian				
	Black or African American				
	Hispanic/Latino				

	Native Hawaiian or Other Pacific				
	Islander				
	White				
	Two or more races				
	Race/ethnicity unknown				
	Nonresident alien				
*Gender (IPEDS categories)	Women				
	Men				
*Age (IPEDS categories)	Ages 25 and older				
	Ages 24 and younger				
	Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)				

c) Complete the following table. This table provides a historical comparison point for the current reporting period and since it is historical information 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.

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<b>*Calendar year 2019: Enrollment status for degree/certificate seeking students</b>					
		<b>Number of degree/certificate seeking students enrolled during the calendar year</b>	<b>Number of degree/certificate seeking students who completed a program at your institution during the calendar year</b>	<b>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</b>	<b>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)</b>
Academic level <sup>29</sup>	Undergraduate students				
	Graduate students				
*Pell grant status <sup>30</sup> (undergraduates only)	Pell grant recipients				
	Non-Pell grant recipients				
*Enrollment intensity <sup>31</sup> Ages 25 and older	Part-time				
	Full-time				
*Race/ethnicity (IPEDS categories)	American Indian or Alaska Native				
	Asian				
	Black or African American				
	Hispanic/Latino				
	Native Hawaiian or Other Pacific				
	Islander				

	White				
	Two or more races				
	Race/ethnicity unknown				
	Nonresident alien				
*Gender (IPEDS categories)	Women				
	Men				

<sup>29</sup> For students in both undergraduate and graduate categories, classify as a graduate student.

<sup>30</sup> Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period. <sup>31</sup> For students who had multiple enrollment intensities, classify as full-time.

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\*Age (IPEDS categories) Ages 25 and older

Ages 24 and younger				
Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)				

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).*

	<b>Full-time equivalent (FTE) positions as of November 1, 2018</b>	<b>Full-time equivalent (FTE) positions as of November 1, 2019</b>	<b>Full-time equivalent (FTE) positions as of November 1, 2020</b>	<b>Full-time equivalent (FTE) positions as of November 1, 2021</b>	<b>Full-time equivalent (FTE) positions as of November 1, ...<sup>32</sup></b>
<b>Instructional Staff<sup>33</sup></b>					
<b>Non-Instructional Staff</b>					

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? (Y/N)

b. Did your institution receive permanent approval from your primary accreditor to offer distance education? (Y/N)

c. Provide the name of your institution’s primary accreditor that provided temporary and/or permanent approval: \_\_\_\_\_ d. Are you accredited by an agency that does not have distance education within its scope of recognition and therefore relied on COVID-19 flexibilities to offer distance education? (Y/N)

<sup>32</sup> Report FTE positions as of November 1 in each subsequent reporting period. For example, for the third annual report, report FTE positions as of November 1, 2022. <sup>33</sup> 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.

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**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0850. Public reporting burden for this collection of information is estimated to average 40 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Under the PRA, participants are required to respond to this collection to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, please contact Brian Fu, US. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

