

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 84.425K)
- 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)
- Supplemental Support under American Rescue Plan (SSARP) (ALN 84.425T)

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

Reporting Schedule		
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

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: National University

DUNS # 73347809

UEI (SAM) VERGS9RU9J56

b) Identify the applicable OPEID(s) for this annual report: 01146000

c) Identify the applicable IPEDS unitid(s) for this annual report: 119605

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

(1) P425E2000151 (Student Aid)

(2) P425F201295 (Institutional Portion)

(3) P425T220598 (Supplemental Support under American Rescue Plan

e) Who is the lead contact for this annual report?

Name: Elyse Joiner

Phone: (480) 253-3463

Email: EJoiner@nu.edu

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? **N** (Y/N)¹

3) Reporting on institution websites:

a) HEERF quarterly reporting webpage URL: <https://www.nu.edu/student-services/nu-wellness/coronavirus/>

¹ 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.

- b) Student and Institutional 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*² for the student and institutional portion including any active URLs that provide archived information.³
- i) <https://www.nu.edu/wp-content/uploads/2023/07/HEERF-I-II-III-Quarterly-Report-July-2023.pdf>
 - ii) https://www.nu.edu/wp-content/uploads/2023/04/HEERF-I-II-III-Quarterly-Report-April_2023.pdf
 - iii) https://www.nu.edu/wp-content/uploads/2023/02/HEERF_Q42022_01102023.pdf
 - iv) <https://www.nu.edu/wp-content/uploads/2022/07/HEERF-I-II-II-Quarterly-Report-July-2022.pdf>
 - v) https://www.nu.edu/wp-content/uploads/2022/02/Institutional_Portion-Quarterly_Report_Dec-2021.pdf
 - vi) https://www.nu.edu/wp-content/uploads/2022/02/NU_CARES_Report_Dec_2021.pdf
 - vii) <https://www.nu.edu/wp-content/uploads/2022/04/institutional.pdf>
 - viii) https://www.nu.edu/wp-content/uploads/2022/04/NU_CARES_Report_March_31.pdf

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

³ 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>)

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.	Not applicable
b.) HEERF enabled my institution to keep student net prices ⁴ similar to pre-pandemic levels	Strongly disagree
c.) HEERF enabled my institution to keep students enrolled by providing them with electronic devices and Internet access.	Not applicable
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
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.	Not applicable
f.) HEERF enabled my institution to purchase COVID tests, health screening, and the healthcare needed to help students and faculty.	Not applicable

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? N. If yes,
 - i) Did you use that application to determine the amount of a student's emergency financial aid grant? N (Y/N). If yes,
 - (1) What needs did you prioritize to determine the amount of the student's award?
 - (a) Food N (Y/N)
 - (b) Housing N (Y/N)
 - (c) Course materials (non-technology) N (Y/N)
 - (d) Technology N (Y/N)
 - (e) Health care N (Y/N)
 - (f) Child care N (Y/N)
 - (g) Transportation N (Y/N)
 - (h) Lost income (e.g., Loss of Employment/Reduced Income) N (Y/N)
 - (i) Other (Y/N). If yes, please specify N

⁴ 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).

- (2) Did your application require students to submit supporting documentation of their needs or difficulty meeting expenses? (Y/N) **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** (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.) **N** (Y/N).
- (2) Location (i.e., branch campus) **N** (Y/N).
- (3) Pell Grant eligibility **Y** (Y/N).
- (4) FAFSA data elements **N** (Y/N). If yes,
- (a) Which FAFSA data elements did you use?
- (i) FAFSA Family Income **N** (Y/N).
- (ii) Estimated Family Contribution **N** (Y/N).
- (iii) independent/dependent status **N** (Y/N).
- (5) On-campus/distance education status **N** (Y/N).
- (6) On-campus/off-campus living arrangements **N** (Y/N).
- (7) Academic level **Y** (Y/N).
- (8) Other (Y/N). If yes, please specify Enrollment within the pandemic timeframe **N**
- 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** (Y/N). If yes,
- i) *HEERF methodology has been uploaded to ESF website (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** (Y/N).
- b) Electronic funds transfer /Direct deposit **Y** (Y/N).
- c) Debit cards **N** (Y/N).
- d) Payment apps **N** (Y/N).
- e) Other (Y/N). If yes, please specify **N**
- 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) Communication uploaded to ESF website (Upload PDF/MS Word document instructions, directions, or guidance. Include screenshots of relevant websites)

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.⁵

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 ⁶				Graduates		Other ⁷
			Full-time students ⁸		Part-time students		Full-time students	Part-time students	
			Pell grant recipient ⁹	Non-Pell grant recipient ¹⁰	Pell grant recipient	Non-Pell grant recipient			
Number of Students	How many students were enrolled? (unduplicated count for the reporting period)	31,590	1,537	2,336	1,566	10,806	5,409	9,936	
Number of HEERF Student Recipients – Emergency Grants to Students (unduplicated)	How many students received HEERF emergency financial aid grants? (unduplicated across all HEERF sections)	4,077	1,537	192	1,554	756	19	19	

⁵ 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.

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

⁷ Students that are not considered undergraduate or graduate students, for example, non-credit students.

⁸ For students who had multiple enrollment intensities, classify as full-time.

⁹ Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period.

¹⁰ Includes non-FAFSA filers.

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 ⁶				Graduates		Other ⁷
			Full-time students ⁸		Part-time students		Full-time students	Part-time students	
			Pell grant recipient ⁹	Non-Pell grant recipient ¹⁰	Pell grant recipient	Non-Pell grant recipient			
HEERF (a)(1) Student Aid Portion Amount Disbursed	What was the amount disbursed <i>directly</i> to students as Emergency Financial Aid Grants?	0	0	0	0	0	0	0	
	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.	0	0	0	0	0	0	0	
HEERF (a)(1) Institutional Portion Amount Disbursed	What was the amount disbursed <i>directly</i> to students as Emergency Financial Aid Grants?	\$2,888,698.99	\$1,055,785	\$124,025	\$1102742.96	\$462,655	\$101,091.08	\$42399.95	
	What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balances 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. ¹¹	0	0	0	0	0	0	0	
<SKIP LOGIC for those who did not receive these funds> HEERF (a)(2) Amount Disbursed (HBCUs, TCCUs, MSIs, and SIP)	What was the amount disbursed <i>directly</i> to students as Emergency Financial Aid Grants? If funds were not used for this purpose, report \$0.	0	0	0	0	0	0	0	
	What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balances 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. ¹²								
<SKIP LOGIC for those who did not	What was the amount disbursed <i>directly</i> to students as Emergency Financial Aid Grants? If funds were not used for this purpose, report \$0.	0	0	0	0	0	0	0	

¹¹ 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.

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U.S. Department of Education

OMB No. 1840-0850 Expires 1/31/2025

¹² 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.

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 ⁶				Graduates		Other ⁷
			Full-time students ⁸		Part-time students		Full-time students	Part-time students	
			Pell grant recipient ⁹	Non-Pell grant recipient ¹⁰	Pell grant recipient	Non-Pell grant recipient			
receive these funds> HEERF (a)(3) Amount Disbursed (FIPSE, SAIHE, SSARP)¹³	What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balances 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. ¹⁴	0	0	0	0	0	0	0	
<SKIP LOGIC for those who did not receive these funds> HEERF (a)(4) Amount Disbursed (Proprietary Institution Grant Funds for Students)	What was the amount disbursed <i>directly</i> to students as Emergency Financial Aid Grants? If funds were not used for this purpose, report \$0.	0	0	0	0	0	0	0	
	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.	0	0	0	0	0	0	0	
Minimum and maximum awards	Minimum (non-zero amount) combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.	\$615	\$615	\$615	\$615	\$615	\$615	\$615	
	Maximum combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.	\$24,600.76	\$755	\$21162	\$755	\$755	\$24600.08	\$18126.99	
HEERF Amount of Grants Disbursed	What was the amount of grants disbursed to students through all HEERF funds?	\$2,888,698.99	\$1,055,785	\$124025	\$1102742.96	\$462655	\$101091.08	\$42399.95	
Average HEERF Amount Awarded	Among students who received HEERF emergency financial aid grants, what was the average award amount per student?	\$708.54	\$686.91	\$645.96	\$709.62	\$611.98	\$5320.58	\$2231.58	

student accounts receivable or other student account debts.

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¹³ Do NOT include funds from the Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) funds as part of this annual performance report.

¹⁴ 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 eligible¹⁵ throughout their enrollment during the reporting period?
10,053
- i) *The percentage of students enrolled in your institution who were NOT Title IV eligible throughout their enrollment during the reporting period is 31.82%
- c) *Among students who received emergency financial aid grants, how many were NOT Title IV eligible throughout their enrollment during the reporting period? 9
- 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 0.22%
- 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	156	29	\$19,125	\$659.48
Asian	2322	261	\$174,155	\$667.26
Black or African American	4205	614	\$518,286.64	\$844.12
Hispanic/Latino	10973	1417	\$997,029.39	\$703.62
Native Hawaiian or Other Pacific Islander	269	34	\$21,725	\$638.97
White	9701	1123	\$741,845	\$660.59
Two or more races	1179	200	\$131,830	\$659.15
Race/ethnicity unknown	2781	399	\$284,702.96	\$713.54

¹⁵ 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.

Nonresident alien	4	0	0	0.00
Students not categorized in IPEDS	0	0	0	0.00

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 (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	12013	1503	\$1,000,702	\$665.80
Women	19577	2574	\$1,887,996.99	\$733.49
Students not categorized in IPEDS	0	0	0	0.00

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?

Age ¹⁶ (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
Ages 25 and older	27191	3479	\$2,513,988.99	\$722.62
Ages 24 and younger	4399	598	\$374,710	\$626.61
Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)	0	0	0	0.00

¹⁶ 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.

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.	\$2,888,698.99	\$0	\$0	
Using Emergency Financial Aid Grants to cover student outstanding account balances for costs such as debt forgiveness, room, board, tuition, or fees.	\$0	\$0	\$0	
Indirect cost recovery/facilities and administrative costs charged on the grants.	\$0	\$0	\$0	
Covering the cost of providing additional technology hardware to students, such as laptops or tablets, or covering the added cost of technology fees.	\$0	\$0	\$0	
Providing or subsidizing the costs of high-speed internet to students or faculty to transition to an online environment.	\$0	\$0	\$0	
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.	\$0	\$0	\$0	
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.	\$0	\$0	\$0	
Costs related to operating additional class sections to enable social distancing, such as those for hiring more instructors and increasing campus hours of operations.	\$0	\$0	\$0	

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. ^{17 18}		\$0		
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.	\$0	\$0	\$0	
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.	\$0	\$0	\$0	
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.	\$0	\$0	\$0	
Implementing evidence-based practices to monitor and suppress coronavirus in accordance with public health guidelines. ¹⁹	\$0	\$0	\$0	
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.	\$0	\$0	\$0	

¹⁷ 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.

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

¹⁹ 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.

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. ²⁰	\$189,703.99	\$0	\$0	
Other Uses of (a)(1) Institutional Portion funds.	\$0	\$0	\$0	
Other uses of (a)(2) or (a)(3) funds, if applicable.	\$0	\$0	\$0	
Annual Institutional Expenditures for each Program	\$3,078,402.98	\$0	\$0	
Total of Institutional Annual Expenditures			\$3,078,402.98	

Estimate how much of the lost revenue reported above came from revenue lost from each of the following sources²¹:

Source of Lost Revenue	Estimated Amount
Academic sources	\$0
Unpaid student accounts receivable or other student account debts (including tuition, fees, and institutional charges)	\$189,703.99
Room and board	\$0
Enrollment declines, including reduced tuition, fees, and institutional charges	\$0

²⁰ 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.

²¹ 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>).

Supported research	\$0
Summer terms and camps	\$0
Auxiliary services sources	\$0
Cancelled ancillary events	\$0
Disruption of food service	\$0
Dormitory services	\$0
Childcare services	\$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)	\$0
Bookstore revenue	\$0
Parking revenue	\$0
Lease revenue	\$0
Royalties	\$0
Other operating revenue	\$0
Total (a)(1) lost revenue funds	\$189,703.99
Total (a)(2) lost revenue funds	\$0
Total (a)(3) lost revenue funds	\$0
TOTAL LOST REVENUE HEERF	\$189,703.99

²² Estimated amounts need to sum to amounts reported in 9b

b) Briefly describe the “other operating revenue” reported above: _____ (1,000 characters maximum]

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.

Enrollment status for all degree/certificate seeking students for the reporting period					
		Number of degree/certificate seeking students	Number of degree/certificate seeking students who <u>completed</u> 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 <u>still enrolled</u> at your institution (i.e., last enrollment record at the end of the reporting period is not a withdraw record)	Number of degree/certificate seeking students who did not complete and <u>withdrew</u> from your institution (i.e., no completion record during the reporting period and the last enrollment record at the end of the reporting period is a withdraw record)
Academic level ²³	Undergraduate students	16245	1306	10,06	4433
	Graduate students	15345	3021	10276	2048
*Pell grant status ²⁴ (undergraduates only)	Pell grant recipients	3103	389	2154	560
	Non-Pell grant recipients	13142	917	8352	3873
*Enrollment intensity ²⁵	Part-time	22308	3329	12754	6225
	Full-time	9282	998	80128	256
*Race/ethnicity (IPEDS categories)	American Indian or Alaska Native	156	15	103	38
	Asian	2322	371	1536	415
	Black or African American	4205	416	2733	1056
	Hispanic/Latino	10973	1409	7454	2110
	Native Hawaiian or Other Pacific Islander	269	31	184	54
	White	9701	1446	6288	1967
	Two or more races	1179	216	708	255

²³ For students in both undergraduate and graduate categories, classify as a graduate student.

²⁴ Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period.

²⁵ For students who had multiple enrollment intensities, classify as full-time.

	Race/ethnicity unknown	2781	421	1775	585
	Nonresident alien	4	2	1	1
*Gender (IPEDS categories)	Women	19577	2949	12875	3753
	Men	12013	1378	7907	2728
*Age (IPEDS categories)	Ages 25 and older	27191	4086	17832	5273
	Ages 24 and younger	4399	241	2950	1208
	Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)	0	0	0	0

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.

*Calendar year 2020: Enrollment status for all degree/certificate seeking students					
		Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
*Academic level ²⁶	Undergraduate students	12311	1418	10650	243
	Graduate students	15122	3348	11589	185
*Pell grant status ²⁷ (undergraduates only)	Pell grant recipients	2124	244	1857	23
	Non-Pell grant recipients	10187	1174	8793	220
*Enrollment intensity ²⁸	Part-time	17878	3570	13903	405
	Full-time	9555	1196	8336	23

²⁶ For students in both undergraduate and graduate categories, classify as a graduate student.

²⁷ Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period.

²⁸ For students who had multiple enrollment intensities, classify as full-time.

*Race/ethnicity (IPEDS categories)	American Indian or Alaska Native	111	15	94	2
	Asian	2066	404	1642	20
	Black or African American	2646	421	2159	66
	Hispanic/Latino	8463	1355	6980	128
	Native Hawaiian or Other Pacific Islander	256	39	215	2
	White	9362	1693	7529	140
	Two or more races	1524	261	1231	32
	Race/ethnicity unknown	2865	536	2296	33
	Nonresident alien	140	42	93	5
*Gender (IPEDS categories)	Women	16528	3095	13196	237
	Men	10905	1671	9043	191
*Age (IPEDS categories)	Ages 25 and older	3492	179	3233	80
	Ages 24 and younger	23941	4587	19006	348
	Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)	0	0	0	0

- 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.

*Calendar year 2019: Enrollment status for degree/certificate seeking students					
		Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
*Academic level ²⁹	Undergraduate students	11565	1436	9893	236
	Graduate students	14571	2888	11466	217
*Pell grant status ³⁰ (undergraduates only)	Pell grant recipients	2737	328	2361	48
	Non-Pell grant recipients	8828	1108	7532	188
*Enrollment intensity ³¹	Part-time	17718	3171	14117	430
	Full-time	8418	1153	7242	23
*Race/ethnicity (IPEDS categories)	American Indian or Alaska Native	108	16	91	1
	Asian	1997	407	1568	22
	Black or African American	2453	378	1995	80
	Hispanic/Latino	7595	1160	6330	105
	Native Hawaiian or Other Pacific Islander	253	28	220	5
	White	9315	1638	7515	162
	Two or more races	1470	214	1229	27
	Race/ethnicity unknown	2777	429	2298	50
Nonresident alien	168	54	113	1	
*Gender (IPEDS categories)	Women	15909	2797	12845	267
	Men	10227	1527	8514	186

²⁹ For students in both undergraduate and graduate categories, classify as a graduate student.

³⁰ Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period.

³¹ For students who had multiple enrollment intensities, classify as full-time.

*Age (IPEDS categories)	Ages 25 and older	3020	180	2786	54
	Ages 24 and younger	23116	4144	18573	399
	Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)	0	0	0	0

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).*

	Full-time equivalent (FTE) positions as of November 1, 2018	Full-time equivalent (FTE) positions as of November 1, 2019	Full-time equivalent (FTE) positions as of November 1, 2020	Full-time equivalent (FTE) positions as of November 1, 2021	Full-time equivalent (FTE) positions as of November 1, ... ³²
Instructional Staff ³³	278	250	211	237	340
Non-Instructional Staff	881	888	798	748	1822

- 12) Did your institution receive approval from your primary accreditor to offer distance education after the start of the national emergency?
- Did your institution receive temporary approval from your primary accreditor to offer distance education? (Y/N) N
 - Did your institution receive permanent approval from your primary accreditor to offer distance education? (Y/N) Y
 - Provide the name of your institution’s primary accreditor that provided temporary and/or permanent approval: Western Association of Schools and Colleges (WASC) _____
 - 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) N

³² 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.

³³ 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.

Conducted by:
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