U.S. DEPARTMENT OF EDUCATION

Education Stabilization Fund

HEER   Submitted

Recipient Reporting Data Collection - Year Two

Submitted: aspinnato@harford.edu - 5/3/2022, 11:18:50 AM

Page 19 - Review   ⌃

General Information   ⌃

Institutions must provide complete answers to each question. However, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol 🕐. 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 #
      HARFORD COMMUNITY COLLEGE (INC)   074924333
                                                                                                    UEI (SAM)

b)   Identify the applicable OPEID(s) for this annual report:
      OPEID
      00207500

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

Unitid
162706

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

PR/Award Number (Program) / Award Amount
P425E200225 (Student Aid) / $6,888,067

PR/Award Number (Program) / Award Amount
P425F202027 (Institutional Portion) / $9,478,580

2) Did you expend all of your HEERF I, II, & III funds available prior to the end of the reporting period, making this your final annual report?

| Yes | No |

Institutions that expended all of their HEERF funds in calendar year 2021 may need to finalize their calendar year 2021 reporting in early 2023 if they choose to delay reporting on the questions labeled with a clock symbol 🕐 *until the early 2023 reporting timeframe.*

Websites ⌃

3) Reporting on institution websites:

a) HEERF quarterly reporting webpage URL:

Quarterly Reporting URL
https://www.harford.edu/about-harford/coming-to-campus/coronavirus/covid-grants.php

b) Student Portion Reporting: Provide all active website URLs posted by your campus, or by the institution on behalf of your campus(es), as required by the public posting requirement from the May 13, 2021 notice in the Federal Register for the student portion including any active URLs that provide archived information.

Student Portion URL
https://www.harford.edu/about-harford/coming-to-campus/coronavirus/covid-grants.php

Student Portion URL
https://www.harford.edu/_resources/pdf-files/coronavirus/reporting/heerf-ii/Harford%20CC%20HEERF%20II-III%20Student

Student Portion URL
https://www.harford.edu/ resources/pdf-files/coronavirus/reporting/arp-and-crrsaa-info/Harford%20CC%20CRRSAA%20St

Student Portion URL
https://www.harford.edu/ resources/pdf-files/coronavirus/reporting/arp-and-crrsaa-info/Harford%20CC%20CRRSAA%20St

Student Portion URL
https://www.harford.edu/ resources/pdf-files/coronavirus/reporting/heerf-ii/Harford%20CC%20HEERF%20II-III%20Studen

Student Portion URL
https://www.harford.edu/ resources/pdf-files/coronavirus/reporting/heerf-ii/Harford%20CC%20HEERF%20II-III%20Studen

Student Portion URL
https://www.harford.edu/_resources/pdf-files/coronavirus/reporting/heerf-ii/Harford%20CC%20HEERF%20II%20Student%2

Student Portion URL
https://www.harford.edu/about-harford/get-to-know-harford/news-and-events/2021/01-january/press-release-cares-act-01-

Student Portion URL
https://www.harford.edu/about-harford/get-to-know-harford/news-and-events/2020/press-release-cares-act-2020-05-13.ph

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

c)   **Institutional Portion, (a)(1), (a)(2), and (a)(3) reporting: Provide all active website URLs posted by your campus, or by the institution on behalf of your campus(es), as required by the Quarterly Public Reporting Form for (HEERF I, II, III) (a)(1), (a)(2), and (a)(3) Institutional Portion including any active URLs that provide archived information.**

Institutional Portion URL
https://www.harford.edu/about-harford/coming-to-campus/coronavirus/covid-grants.php

Institutional Portion URL
https://www.harford.edu/_resources/pdf-files/coronavirus/reporting/heerf-ii/Harford%20CC%20HEERF%20II-III%20Institut

Institutional Portion URL
https://www.harford.edu/_resources/pdf-files/coronavirus/reporting/heerf-ii/Harford%20CC%20HEERF%20II-III%20Institut

Institutional Portion URL
https://www.harford.edu/_resources/pdf-files/coronavirus/reporting/heerf-i/Harford%20CC%20HREEF%20I%20Institutiona

Institutional Portion URL
https://www.harford.edu/_resources/pdf-files/coronavirus/reporting/heerf-ii/Harford%20CC%20HEERF%20II-III%20Institut

Institutional Portion URL
https://www.harford.edu/_resources/pdf-files/coronavirus/reporting/heerf-i/Harford%20CC%20HEERF%20I%20Institutiona

Institutional Portion URL

https://www.harford.edu/ resources/pdf-files/coronavirus/reporting/heerf-i/Harford%20CC%20HEERF%20I%20Institutiona

See https://www2.ed.gov/about/offices/list/ope/heerfreporting.html.

How Aid Helped ⌃

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

a) HEERF enabled my institution to continue offering planned programs (i.e., programs of study listed in our course catalog) that were at risk of discontinuation due to pandemic-related factors

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

b) HEERF enabled my institution to keep student net prices similar to pre-pandemic levels

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

Net price refers to costs covered by students and their families and is calculated by adding tuition, fees, books, supplies, and living costs and subtracting grant and/or scholarship aid (e.g., Pell grants, school-based grants, merit scholarships)

c) HEERF enabled my institution to keep students enrolled by providing them with electronic devices and Internet access

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

d) HEERF enabled my institution to keep students enrolled who were at risk of dropping out due to pandemic-related factors by providing direct financial support to students

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

e)   HEERF enabled my institution to keep faculty, staff, employees, and contractors at full salary levels who were at risk of unemployment due to pandemic-related factors

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

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

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

Aid Determination ⌃

5)   How did your institution determine which students received emergency financial aid grants to students and how much each student would receive? Please indicate if any of the following strategies were used at least once during the reporting period

a)   Did you ask students to apply for funds?

Yes	No

   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?
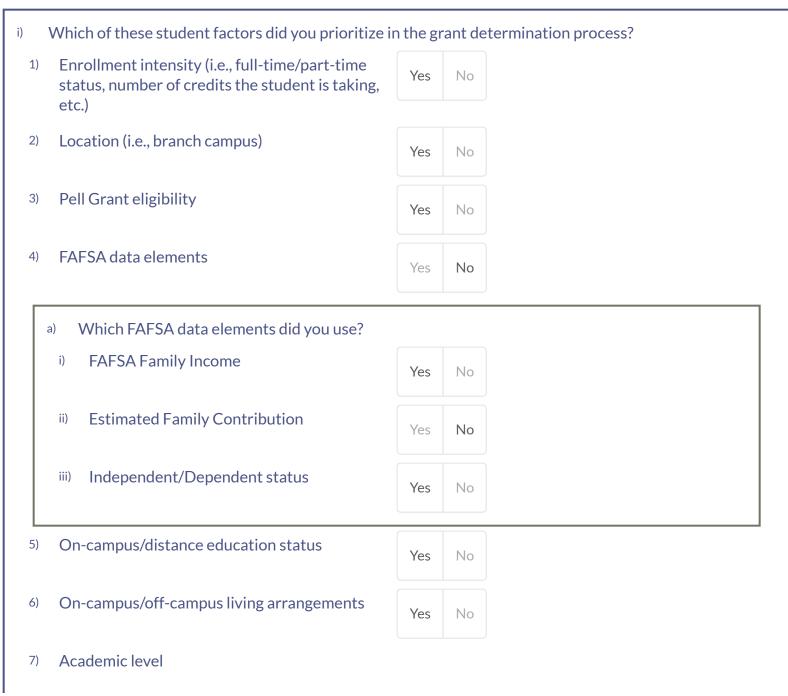
   a)   Food

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

If yes, please specify

Specify
Students asked to describe hardship.

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-	Yes	No

specific application form) in determining the amount
of funds awarded to students?

i)   Which of these student factors did you prioritize in the grant determination process?

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

Yes	No

2)   Location (i.e., branch campus)

Yes	No

3)   Pell Grant eligibility

Yes	No

4)   FAFSA data elements

Yes	No

a)   Which FAFSA data elements did you use?

i)   FAFSA Family Income

Yes	No

ii)   Estimated Family Contribution

Yes	No

iii)   Independent/Dependent status

Yes	No

5)   On-campus/distance education status

Yes	No

6)   On-campus/off-campus living arrangements

Yes	No

7)   Academic level

	Yes	No

8) Other

	Yes	No

c) Did your institution use a specific methodology to calculate award amounts that is captured in a flowchart, set of equations, a formula, or other documentation?

Yes	No

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

The grantee has uploaded 3 file(s) in response to this question.

File Name	Size	Last Modified
crrsaa student grants disbursement procedure 21-07-21 (2).docx	34.2 KB	4/28/2022, 10:48:24 AM
harford cc crrsaa student grant faqs jun-29-2021.pdf	293.6 KB	4/27/2022, 5:19:09 PM
student grant applications.pdf	311.4 KB	4/28/2022, 11:36:12 AM

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 2 file(s) in response to this question.

File Name	Size	Last Modified
crrsaa bulk award email template 20210305.docx	40.7 KB	4/27/2022, 5:28:53 PM
harford cc crrsaa student grant faqs jun-29-2021.pdf	293.6 KB	4/28/2022, 10:49:51 AM

Emergency Grants - Counts, Student, and Institution Funds

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

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

a) Complete the following table:

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

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

	Undergraduate$_6$ full-time$_7$ Pell grant recipients$_8$	Undergraduate$_6$ full-time$_7$ Non-Pell grant recipients$_9$	Undergraduate$_6$ part-time Pell grant recipients	Undergraduate$_6$ part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total

	Undergraduate full-time Pell grant recipients[8]	Undergraduate full-time Non-Pell grant recipients[9]	Undergraduate part-time Pell grant recipients	Undergraduate part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
Number of Students **How many students were enrolled? (unduplicated count for the reporting period)**	Number 755	Number 1,707	Number 745	Number 4,641	Number 0	Number 0	T... 7,8
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 524	Number 685	Number 547	Number 1,281	Number 0	Number 0	T... 3,0

	Undergraduate[6] full-time[7] Pell grant recipients[8]	Undergraduate[6] full-time[7] Non-Pell grant recipients[9]	Undergraduate[6] part-time Pell grant recipients	Undergraduate[6] part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
HEERF (a)(1) Student Aid Portion Amount Disbursed **What was the amount disbursed directly to students as Emergency Financial Aid Grants?**	Amount $ 867,156.60	Amount $ 1,016,435.8!	Amount $ 974,706.77	Amount $ 2,628,481.1{	Amount $ 0	Amount $ 0	T... $5
HEERF (a)(1) Student Aid Portion Amount Disbursed **What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balance upon**	Amount $ 0	Amount $ 0	Amount $ 0	Amount $ 0	Amount $ 0	Amount $ 0	T... $0

	Undergraduate[6] full-time[7] Pell grant recipients[8]	Undergraduate[6] full-time[7] Non-Pell grant recipients[9]	Undergraduate[6] part-time Pell grant recipients	Undergraduate[6] part-time Non-Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
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.*							
HEERF (a)(1) Institutional Portion Amount Disbursed **What was the amount disbursed directly to students as Emergency Financial Aid Grants?**	Amount $0	Amount $0	Amount $0	Amount $0	Amount $0	Amount $0	T... $0

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

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

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

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

[9]Includes non-FAFSA filers.

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

Your institution did not receive an award from these programs.

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

Emergency Grants - Title IV ∧

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

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

b) 🕐 Among the students enrolled in your institution, how many were NOT Title IV eligible throughout their enrollment during the reporting period?

Enrolled Students Not Eligible
4,174

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
53.19%

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
509

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
16.76%

Emergency Grants - Race/Ethnicity   ⌄

8)   What percentage of students received emergency grants and how much did students receive in emergency grants
by fund type and student type?
Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit
answers to questions marked with a clock symbol 🕐. Institutions can submit answers to questions marked with a clock symbol 🕐 in early 2022 as part of the
second annual report (in alignment with the reporting schedule at the beginning of this data collection form) OR in early 2023 along with reporting the third annual
report

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

Race/Ethnicity (IPEDS categories)	Enrolled student count (unduplicated)	Number of students who received at least one Emergency Financial Aid Grant (unduplicated)	What was the total amount of Emergency Financial Aid Grants disbursed to students through all HEERF funds?	Average HEERF Amount Awarded
American Indian or Alaska Native	Count 22	Number 9	Amount $ 13,092	Amount $1,454.67
Asian	Count 295	Number 119	Amount $ 206,066.85	Amount $1,731.65
Black or African American	Count 1,312	Number 651	Amount $ 1,394,477.11	Amount $2,142.05
Hispanic/Latino	Count 466	Number 195	Amount $ 336,251.62	Amount $1,724.37
Native Hawaiian or Other Pacific Islander	Count 8	Number 3	Amount $ 6,308.38	Amount $2,102.79
White	Count 5,176	Number 1,760	Amount $ 2,911,951.68	Amount $1,654.52
Two or more races	Count 315	Number 151	Amount $ 244,824.00	Amount $1,621.35

Race/ethnicity unknown	Count 78	Number 20	Amount $ 33,321.76	Amount $1,666.09
Nonresident alien	Count 87	Number 40	Amount $ 91,970.24	Amount $2,299.26
Students not categorized in IPEDS	Count 89	Number 89	Amount $ 248,516.76	Amount $2,792.32

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 3,126	Number 999	Amount $ 1,631,137.39	Amount $1,632.77
Women	Count 4,633	Number 1,949	Amount $ 3,607,126.25	Amount $1,850.76
Students not categorized in IPEDS	Count 89	Number 89	Amount $ 248,516.76	Amount $2,792.32

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 2,138	Number 1,117	Amount $ 2,517,186.48	Amount $2,253.52
Ages 24 and younger	Count 5,621	Number 1,831	Amount $ 2,721,077.16	Amount $1,486.12
Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)	Count 89	Number 89	Amount $ 248,516.76	Amount $2,792.32

Institutional Expenditures   ⌃

9)   Institutional expenditures

a)   Has your institution designated HEERF program
      funds for a specific purpose or budget objective in
      future calendar years (for example, operation and
      maintenance of plant, academic programs,
      residential programs, future institutional aid)?

Yes	No

  2)   If yes, provide the amount designated for a specific purpose or budget objective by calendar year and HEERF
        program fund

(a)(1)   **Institutional Portion**

Calendar year 2022
$ 750,000

Calendar year 2023
$ 3,200,000

(a)(2)   **HBCUs, TCCUs, MSIs, SIP**

Calendar year 2022
$ 0

Calendar year 2023
$ 0

(a)(3)   **FIPSE and SAIHE**

Calendar year 2022
$ 0

Calendar year 2023
$ 0

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

      Providing additional Emergency Financial Aid Grants to students.

Amount in (a)(1) institutional dollars
$0.00

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

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

Explanatory Notes

NA

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

Amount in (a)(1) institutional dollars
$0.00

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

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

Explanatory Notes

NA

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

Amount in (a)(1) institutional dollars
$ 0

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

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

Explanatory Notes

NA

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

Amount in (a)(1) institutional dollars
$ 10,612

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

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

Explanatory Notes

NA

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

environment.

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

Explanatory Notes

NA

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

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

Explanatory Notes

NA

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

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

Explanatory Notes

NA

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

Amount in (a)(1) institutional dollars
$ 0

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

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

Explanatory Notes
NA

Campus safety and operations.

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

Amount in (a)(1) institutional dollars
$ 777,266

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

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

Explanatory Notes
PPE air filtration systems, support COVID-19 established safety protocols.

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

Amount in (a)(1) institutional dollars
$ 145,291

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

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

Explanatory Notes
NA

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

Amount in (a)(1) institutional dollars
$ 37,512

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

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

Explanatory Notes

NA

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

Amount in (a)(1) institutional dollars
$ 358,928

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

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

Explanatory Notes

NA

Implementing evidence-based practices to monitor and suppress coronavirus in accordance with public health guidelines.

Including funding to cover the cost of vaccine distribution.

Amount in (a)(1) institutional dollars
$ 0

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

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

Explanatory Notes

NA

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

Amount in (a)(1) institutional dollars
$ 0

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

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

Explanatory Notes
NA

Replacing lost revenue from all sources.

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

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
$ 1,937,260	$ 0	$ 0

Explanatory Notes
In Table 9C

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

Amount in (a)(1) institutional dollars
$ 0

Explanatory Notes
NA

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

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

Explanatory Notes
NA

Annual Institutional Expenditures for each Program

Amount in (a)(1) institutional dollars
$3,266,869.00

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

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

Total of Institutional Annual Expenditures

Amount in all institutional dollars
$3,266,869.00

Lost Revenue ⌃

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

These categories are the categories described in Question 3 of the HEERF Lost Revenue FAQs (March 19, 2021, available at

https://www2.ed.gov/about/offices/list/ope/heerflostrevenuefaqs.pdf).

Academic Resources
Estimated Amount
$ 0

Unpaid student accounts receivable or other student account debts (including tuition, fees, and institutional charges)
Estimated Amount
$ 0

Room and board
Estimated Amount
$ 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
$ 142,819

Cancelled ancillary events
Estimated Amount
$ 0

Disruption of food service
Estimated Amount
$ 0

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

Parking revenue	Lease revenue	Royalties	Other operating revenue
Estimated Amount	Estimated Amount	Estimated Amount	Estimated Amount
$ 0	$ 0	$ 0	$ 1,794,441

Total (a)(1) lost revenue funds	Total (a)(2) lost revenue funds	Total (a)(3) lost revenue funds	TOTAL LOST REVENUE HEERF
$ 1,937,260	$ 0	$ 0	$1,937,260.00
			Estimated amounts need to sum to amounts reported in 9b

d) Briefly describe the "other operating revenue" reported above:

Brief description

Reduction in state funding for FY'21 per DGS; college level funded to FY'20 (flat funded)

Enrollment - Academic

10) Provide the unduplicated count of students who were enrolled at least once as a degree/certificate seeking student within the reporting period and their enrollment status at the end reporting period. The three statuses (completed, withdrawn, and still enrolled) need to add up to the total number of students enrolled.

Calendar year 2021: Enrollment status for all degree/certificate seeking students ⌃

a) Complete the following table for the applicable reporting period

	Number of degree/certificate seeking students	Number of degree/certificate seeking students who completed a program at your institution during the reporting period	Number of degree/certificate seeking students who did not complete during the reporting period but were still enrolled at your institution (i.e., last enrollment record at the end of the reporting period is not a withdraw record)	Number of degree/certificate seeking students who did not complete and withdrew from your institution (i.e., no completion record during the reporting period and the last enrollment record at the end of the reporting period is a withdraw record)

Academic level **UNDERGRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 5,665	Number 768	Number 4,302	Number 595
Academic level **GRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 0	Number 0	Number 0	Number 0
Pell grant status (undergraduates only) 🕐 **PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 1,499	Number 170	Number 1,185	Number 144
Pell grant status (undergraduates only) 🕐 **NON-PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 4,166	Number 598	Number 3,117	Number 451

Enrollment intensity 🕐 **PART-TIME** *For students who had multiple enrollment intensities, classify as full-time*	Number 3,263	Number 463	Number 2,357	Number 443
Enrollment intensity 🕐 **FULL-TIME** *For students who had multiple enrollment intensities, classify as full-time*	Number 2,402	Number 305	Number 1,945	Number 152

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

b)   Complete the following table

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Academic level 🕐 **UNDERGRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 6,152	Number 781	Number 4,833	Number 538
Academic level 🕐 **GRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 0	Number 0	Number 0	Number 0

Pell grant status (undergraduates only) 🕐 **PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 1,681	Number 179	Number 1,339	Number 163
Pell grant status (undergraduates only) 🕐 **NON-PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 4,471	Number 602	Number 3,494	Number 375
Enrollment intensity 🕐 **PART-TIME** *For students who had multiple enrollment intensities, classify as full-time*	Number 3,483	Number 459	Number 2,618	Number 406
Enrollment intensity 🕐 **FULL-TIME** *For students who had multiple enrollment intensities, classify as full-time*	Number 2,669	Number 322	Number 2,215	Number 132

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

c) Complete the following table

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Academic level 🕐 **UNDERGRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 6,803	Number 834	Number 5,522	Number 447

Academic level 🕐 **GRADUATE STUDENTS** *For students in both undergraduate and graduate categories, classify as a graduate student*	Number 0	Number 0	Number 0	Number 0
Pell grant status (undergraduates only) 🕐 **PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 1,895	Number 184	Number 1,573	Number 138
Pell grant status (undergraduates only) 🕐 **NON-PELL GRANT RECIPIENTS** *Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period*	Number 4,908	Number 650	Number 3,949	Number 309
Enrollment intensity 🕐 **PART-TIME** *For students who had multiple enrollment intensities, classify as full-time*	Number 3,875	Number 463	Number 3,042	Number 370

Enrollment intensity 🕐 FULL-TIME *For students who had multiple enrollment intensities, classify as full-time*	Number 2,928	Number 371	Number 2,480	Number 77

Enrollment - Race ⌄

10) Provide the unduplicated count of students who were enrolled at least once as a degree/certificate seeking student within the reporting period and their enrollment status at the end reporting period. The three statuses (completed, withdrawn, and still enrolled) need to add up to the total number of students enrolled.

Calendar year 2021: Enrollment status for all degree/certificate seeking students ⌄

a) Complete the following table for the applicable reporting period

	Number of degree/certificate seeking students	Number of degree/certificate seeking students who completed a program at your institution during the reporting period	Number of degree/certificate seeking students who did not complete during the reporting period but were still enrolled at your institution (i.e., last enrollment record at the end of the reporting period is not a withdraw record)	Number of degree/certificate seeking students who did not complete and withdrew from your institution (i.e., no completion record during the reporting period and the last enrollment record at the end of the reporting period is a withdraw record)
Race/ethnicity (IPEDS categories) 🕐 AMERICAN INDIAN OR ALASKA NATIVE	Number 18	Number 3	Number 13	Number 2
Race/ethnicity (IPEDS categories) 🕐 ASIAN	Number 198	Number 29	Number 155	Number 14
Race/ethnicity (IPEDS categories) 🕐 BLACK OR AFRICAN AMERICAN	Number 1,016	Number 95	Number 768	Number 153

Race/ethnicity (IPEDS categories) 🕐 HISPANIC/LATINO	Number 381	Number 45	Number 308	Number 28
Race/ethnicity (IPEDS categories) 🕐 NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number 7	Number 1	Number 3	Number 3
Race/ethnicity (IPEDS categories) 🕐 WHITE	Number 3,680	Number 552	Number 2,771	Number 357
Race/ethnicity (IPEDS categories) 🕐 TWO OR MORE RACES	Number 265	Number 30	Number 209	Number 26
Race/ethnicity (IPEDS categories) 🕐 RACE/ETHNICITY UNKNOWN	Number 31	Number 3	Number 22	Number 6
Race/ethnicity (IPEDS categories) 🕐 NONRESIDENT ALIEN	Number 69	Number 10	Number 53	Number 6

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

b) Complete the following table

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Race/ethnicity (IPEDS categories) 🕐 AMERICAN INDIAN OR ALASKA NATIVE	Number 17	Number 1	Number 12	Number 4
Race/ethnicity (IPEDS categories) 🕐 ASIAN	Number 226	Number 33	Number 178	Number 15
Race/ethnicity (IPEDS categories) 🕐 BLACK OR AFRICAN AMERICAN	Number 1,087	Number 95	Number 866	Number 126

Race/ethnicity (IPEDS categories) 🕐 HISPANIC/LATINO	Number 398	Number 36	Number 320	Number 42
Race/ethnicity (IPEDS categories) 🕐 NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number 6	Number 1	Number 4	Number 1
Race/ethnicity (IPEDS categories) 🕐 WHITE	Number 4,051	Number 574	Number 3,163	Number 314
Race/ethnicity (IPEDS categories) 🕐 TWO OR MORE RACES	Number 267	Number 22	Number 213	Number 32
Race/ethnicity (IPEDS categories) 🕐 RACE/ETHNICITY UNKNOWN	Number 26	Number 0	Number 23	Number 3
Race/ethnicity (IPEDS categories) 🕐 NONRESIDENT ALIEN	Number 74	Number 19	Number 54	Number 1

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

c) **Complete the following table**

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Race/ethnicity (IPEDS categories) 🕐 AMERICAN INDIAN OR ALASKA NATIVE	Number 19	Number 2	Number 17	Number 0
Race/ethnicity (IPEDS categories) 🕐 ASIAN	Number 220	Number 21	Number 184	Number 15
Race/ethnicity (IPEDS categories) 🕐 BLACK OR AFRICAN AMERICAN	Number 1,218	Number 113	Number 985	Number 120

Race/ethnicity (IPEDS categories) 🕐 HISPANIC/LATINO	Number 414	Number 48	Number 337	Number 29
Race/ethnicity (IPEDS categories) 🕐 NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number 8	Number 0	Number 7	Number 1
Race/ethnicity (IPEDS categories) 🕐 WHITE	Number 4,554	Number 617	Number 3,681	Number 256
Race/ethnicity (IPEDS categories) 🕐 TWO OR MORE RACES	Number 255	Number 19	Number 215	Number 21
Race/ethnicity (IPEDS categories) 🕐 RACE/ETHNICITY UNKNOWN	Number 27	Number 1	Number 23	Number 3
Race/ethnicity (IPEDS categories) 🕐 NONRESIDENT ALIEN	Number 88	Number 13	Number 73	Number 2

Enrollment - Gender/Age

10) Provide the unduplicated count of students who were enrolled at least once as a degree/certificate seeking student within the reporting period and their enrollment status at the end reporting period. The three statuses (completed, withdrawn, and still enrolled) need to add up to the total number of students enrolled.

Calendar year 2021: Enrollment status for all degree/certificate seeking students ⌃

a) Complete the following table for the applicable reporting period

	Number of degree/certificate seeking students	Number of degree/certificate seeking students who completed a program at your institution during the reporting period	Number of degree/certificate seeking students who did not complete during the reporting period but were still enrolled at your institution (i.e., last enrollment record at the end of the reporting period is not a withdraw record)	Number of degree/certificate seeking students who did not complete and withdrew from your institution (i.e., no completion record during the reporting period and the last enrollment record at the end of the reporting period is a withdraw record)
Gender (IPEDS categories) 🕐 WOMEN	Number 3,409	Number 458	Number 2,594	Number 357

Gender (IPEDS categories) 🕐 **MEN**	Number 2,256	Number 310	Number 1,708	Number 238
Age (IPEDS categories) 🕐 **AGES 25 AND OLDER**	Number 1,813	Number 280	Number 1,277	Number 256
Age (IPEDS categories) 🕐 **AGES 24 AND YOUNGER**	Number 3,852	Number 488	Number 3,025	Number 339
Age (IPEDS categories) 🕐 **AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)**	Number 0	Number 0	Number 0	Number 0

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

b)   Complete the following table

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Gender (IPEDS categories) 🕐 WOMEN	Number 3,658	Number 502	Number 2,841	Number 315
Gender (IPEDS categories) 🕐 MEN	Number 2,494	Number 279	Number 1,992	Number 223
Age (IPEDS categories) 🕐 AGES 25 AND OLDER	Number 1,994	Number 329	Number 1,447	Number 218
Age (IPEDS categories) 🕐 AGES 24 AND YOUNGER	Number 4,158	Number 452	Number 3,386	Number 320

Age (IPEDS categories) 🕐 AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	Number 0	Number 0	Number 0	Number 0

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

c) ### Complete the following table

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)

Gender (IPEDS categories) 🕐 WOMEN	Number 3,957	Number 509	Number 3,188	Number 260
Gender (IPEDS categories) 🕐 MEN	Number 2,846	Number 325	Number 2,334	Number 187
Age (IPEDS categories) 🕐 AGES 25 AND OLDER	Number 2,174	Number 290	Number 1,690	Number 194
Age (IPEDS categories) 🕐 AGES 24 AND YOUNGER	Number 4,629	Number 544	Number 3,832	Number 253
Age (IPEDS categories) 🕐 AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	Number 0	Number 0	Number 0	Number 0

FTE Positions   ⌃

11) Provide the number of full-time equivalent (FTE) positions as of the listed reporting dates by IPEDS categories.
     (The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State,

local, or other funds—including instructional and non-instructional staff and contractors—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions).

Instructional Staff

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

a) Full-time equivalent (FTE) positions as of November 1, 2018	b) Full-time equivalent (FTE) positions as of November 1, 2019	c) Full-time equivalent (FTE) positions as of November 1, 2020	d) Full-time equivalent (FTE) positions as of November 1, 2021
169	177	170	166

Non-Instructional Staff

a) Full-time equivalent (FTE) positions as of November 1, 2018	b) Full-time equivalent (FTE) positions as of November 1, 2019	c) Full-time equivalent (FTE) positions as of November 1, 2020	d) Full-time equivalent (FTE) positions as of November 1, 2021
388	385	339	346

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

Middle States Commission on Higher Education

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

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