



U.S. DEPARTMENT OF EDUCATION

Education Stabilization Fund

ESF / ESF Reporting / HEER - 075943225 - Year Two - Page 19 - Review

Submitted

HEER Recipient Reporting Data Collection - Year Two

Submitted: amy.hancock@sgsc.edu - 5/6/2022, 9:22:44 AM

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General Information

Institutions must provide complete answers to each question. However, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol ⌚. Institutions can submit answers to questions marked with a clock symbol ⌚ in early 2022 as part of the second annual report (in alignment with the table above) OR in early 2023 as part of the third annual reporting process. Starting with the third annual report, institutions must provide answers to all questions including those marked with a clock symbol ⌚ per the reporting schedule in the table above.

1) Institutional Identifiers and Contact Information:

a)	Institution Name	DUNS #	
	SOUTH GEORGIA COLLEGE FOUN	075943225	HEER/CAMM

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

OPEID
00159200

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

Unitid
482699

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

PR/Award Number (Program) / Award Amount
P425E202106 (Student Aid) / \$6,558,021


PR/Award Number (Program) / Award Amount
P425F202525 (Institutional Portion) / \$8,602,824

PR/Award Number (Program) / Award Amount
P425M200114 (Strengthening Institutions Program) / \$659,282

- 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.sgsc.edu/current-students/sgsc_cares_act.cms

- 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.sgsc.edu/current-students/sgsc_cares_act.cms

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.sgsc.edu/current-students/sgsc_cares_act.cms

See <https://www2.ed.gov/about/offices/list/ope/heerreporting.html>.

How Aid Helped

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

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

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A	Unable to Determine
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b) HEERF enabled my institution to keep student net prices similar to pre-pandemic levels

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A	Unable to Determine
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Net price refers to costs covered by students and their families and is calculated by adding tuition, fees, books, supplies, and living costs and subtracting grant and/or scholarship aid (e.g., Pell grants, school-based grants, merit scholarships)

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

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A	Unable to Determine
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d) HEERF enabled my institution to keep students enrolled who were at risk of dropping out due to pandemic-related factors by providing direct financial support to students

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

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A	Unable to Determine
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f) HEERF enabled my institution to purchase COVID tests, health screening, and the healthcare needed to help students and faculty

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

2) Did your application require students to submit supporting documentation of their needs or difficulty meeting expenses?

Yes	No
-----	----

b) Did you use any institutional administrative data (pre-existing data that did not come from a HEERF-specific application form) in determining the amount of funds awarded to students?

Yes	No
-----	----

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

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

Yes	No
-----	----

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

Yes	No
-----	----

3) Pell Grant eligibility

Yes	No
-----	----

4) FAFSA data elements

Yes	No
-----	----

a) Which FAFSA data elements did you use?

i) FAFSA Family Income

Yes	No
-----	----

ii) Estimated Family Contribution

Yes	No
-----	----

iii) Independent/Dependent status

Yes	No
-----	----

5) On-campus/distance education status

Yes	No
-----	----

6) On-campus/off-campus living

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arrangements	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7) Academic level	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8) Other	<input type="checkbox"/> Yes	<input type="checkbox"/> 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?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Upload PDF/MS Word document instructions, directions, or guidance. Include screenshots of relevant websites

The grantee has uploaded 1 file(s) in response to this question.

File Name	Size	Last Modified
page 3 screen shot.docx	106.3 KB	5/4/2022, 10:08:51 AM

Aid Distribution ^

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

a) Checks	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b) Electronic funds transfer /Direct deposit	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c) Debit cards	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d) Payment apps	<input type="checkbox"/> Yes	<input type="checkbox"/> No
e) Other	<input type="checkbox"/> Yes	<input type="checkbox"/> No

If yes, please specify

Specify

Student could request for funds to be applied directly to their balance due.

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
dear.docx	14.1 KB	5/4/2022, 2:44:24 PM
heerf_application.pdf	78.2 KB	5/4/2022, 2:44:25 PM

Emergency Grants - Counts, Student, and Institution Funds ^

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

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

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

- a) Complete the following table:

When IPEDS definitions apply (categories labeled with "(IPEDS categories)" in the form), use the same category for each student that is used to report to IPEDS. For the second and third annual HEERF reports (reporting on calendar years 2021 and 2022 in early 2022 and early 2023 respectively), if a student is not reported to IPEDS, for example because they are not enrolled for credit in courses that could lead to an award, then report that student under "Students not categorized in IPEDS." In the fourth, and fifth annual

HEERF reports "Students not categorized in IPEDS" will no longer be an option in the form and institutions will need to track all of their students (regardless of if they would be included in IPEDS enrollment counts) and categorize them using the IPEDS classification methodology

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

	Undergraduate ₆ full-time ₇ Pell grant recipients ₈	Undergraduate ₆ full-time ₇ Non- Pell grant recipients ₉	Undergraduate ₆ part-time Pell grant recipients	Undergraduat part-time No Pell grant recipients
Number of Students How many students were enrolled? (unduplicated count for the reporting period)	Number 987	Number 590	Number 420	Number 768
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 984	Number 235	Number 406	Number 152

	Undergraduate ₆ full-time ₇ Pell grant recipients ₈	Undergraduate ₆ full-time ₇ Non- Pell grant recipients ₉	Undergraduate ₆ part-time Pell grant recipients	Undergraduat part-time No Pell grant recipients
HEERF (a)(1) Student Aid Portion Amount Disbursed What was the amount disbursed directly to students as Emergency Financial Aid Grants?	Amount \$ 1,786,750	Amount \$ 292,500	Amount \$ 480,700	Amount \$ 117,300

	Undergraduate ₆ full-time ₇ Pell grant recipients ₈	Undergraduate ₆ full-time ₇ Non- Pell grant recipients ₉	Undergraduate ₆ part-time Pell grant recipients	Undergraduat part-time No Pell grant recipients
<p>HEERF (a)(1) Student Aid Portion Amount Disbursed</p> <p>What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balance upon receiving affirmative written consent from students to do so?</p> <p><i>If funds were not used for this purpose, report \$0. Include only amounts that benefited students who directly received Emergency Financial Aid Grants.</i></p>	<p>Amount \$ 12,668</p>	<p>Amount \$ 0</p>	<p>Amount \$ 4,600</p>	<p>Amount \$ 3,400</p>

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduat part-time No Pell grant recipients
HEERF (a)(1) Institutional Portion Amount Disbursed What was the amount disbursed directly to students as Emergency Financial Aid Grants?	Amount \$ 0	Amount \$ 0	Amount \$ 0	Amount \$ 0
HEERF (a)(1) Institutional Portion Amount Disbursed What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balances? <i>If funds were not used for this purpose, report \$0. Include only amounts that benefited students who directly received Emergency Financial Aid Grants.</i>	Amount \$ 9,268.49	Amount \$ 6,480.48	Amount \$ 9,189.40	Amount \$ 5,342.77

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


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


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

⁹Includes non-FAFSA filers.

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

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
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	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
<p>HEERF (a)(2) Amount Disbursed (HBCUs, TCCUs, MSIs, and SIP) What was the amount disbursed directly to students as Emergency Financial Aid Grants? <i>If funds were not used for this purpose, report \$0.</i></p>	<p>Amount \$0</p>	<p>Amount \$0</p>	<p>Amount \$0</p>	<p>Amount \$0</p>

	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
<p>HEERF (a)(2) Amount Disbursed (HBCUs, TCCUs, MSIs, and SIP) What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balances? <i>If funds were not used for this purpose, report \$0. Include only amounts that benefited students who directly received Emergency Financial Aid Grants.</i></p>	Amount \$0	Amount \$0	Amount \$0	Amount \$0

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


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


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

⁹Includes non-FAFSA filers.

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

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 third, 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
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	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
Minimum and maximum award Minimum (non-zero amount) combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.	Amount \$ 21.81	Amount \$ 15	Amount \$ 111.90	Amount \$ 12

	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
Minimum and maximum award Maximum combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.	Amount \$ 1,800	Amount \$ 2,297	Amount \$ 2,756	Amount \$ 1,215
HEERF Amount of Grants Disbursed What was the amount of grants disbursed to students through all HEERF funds?	Amount \$1,808,686.49	Amount \$298,980.48	Amount \$494,489.40	Amount \$126,042.77

	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
Average HEERF Amount Awarded Among students who received HEERF emergency financial aid grants, what was the average award amount per student?	Amount \$1,838.10	Amount \$1,272.26	Amount \$1,217.95	Amount \$829.23

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

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


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

⁹Includes non-FAFSA filers.

Emergency Grants - 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


1,358

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

49.11%

- 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

387



- 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

21.78%

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 12	Number 12	Amount \$ 21,795	Amount \$1,816.2
Asian	Count 27	Number 7	Amount \$ 10,000	Amount \$1,428.5
Black or African American	Count 631	Number 538	Amount \$ 849,331	Amount \$1,578.6
Hispanic/Latino	Count 74	Number 56	Amount \$ 89,643	Amount \$1,600.7
Native Hawaiian or Other Pacific Islander	Count 2	Number 2	Amount \$ 3,400	Amount \$1,700.0
White	Count 1,799	Number 1,029	Amount \$ 1,543,6	Amount \$1,500.1
Two or more races	Count 106	Number 80	Amount \$ 132,875	Amount \$1,660.9
Race/ethnicity unknown	Count 94	Number 52	Amount \$ 76,325	Amount \$1,467.7
Nonresident alien	Count 20	Number 1	Amount \$ 1,200	Amount \$1,200.0

Students not categorized in IPEDS	Count 0	Number 0	Amount \$ 0	Amount
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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 929	Number 574	Amount \$ 872,317	Amount \$1,519.74
Women	Count 1,836	Number 1,203	Amount \$ 1,855,84	Amount \$1,542.74
Students not categorized in IPEDS	Count 0	Number 0	Amount \$ 0	Amount

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 505	Number 415	Amount \$ 644,84€	Amount \$1,553.8!
Ages 24 and younger	Count 2,260	Number 1,362	Amount \$ 2,083,3!	Amount \$1,529.6!
Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)	Count 0	Number 0	Amount \$ 0	Amount

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
\$ 2,000,000

Calendar year 2023
\$ 1,230,388

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

Calendar year 2022
\$ 400,000

Calendar year 2023
\$ 140,474

(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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$0.00	\$0.00	\$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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$30,281.14	\$0.00	\$0.00

Explanatory Notes

na

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

Amount in (a)(1) institutional d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 0	\$ 0	\$ 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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 0	\$ 0	\$ 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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 0	\$ 0	\$ 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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 4,525	\$ 0	\$ 0

Explanatory Notes

Miscellaneous items

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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 0	\$ 0	\$ 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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 0	\$ 0	\$ 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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 0	\$ 0	\$ 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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 0	\$ 0	\$ 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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 0	\$ 0	\$ 0

Explanatory Notes

will be reflected in future periods

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 d...	Amount in (a)(2) dollars, if appli...	Amount in (a)(3) dollars, if appli...
\$ 3,407,681	\$ 1,391	\$ 0

Explanatory Notes

Lost Tuition and Fee revenue due to decline in enrollment and state as a result of COVID. Loss of state appropriations due to statewide 10% budget cuts.

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

Amount in (a)(1) institutional d...
\$ 418,946

Explanatory Notes

Payroll expenses and discharge of student debt

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

Amount in (a)(2) dollars, if appli...
\$ 0

Amount in (a)(3) dollars, if appli...
\$ 0

Explanatory Notes

0

Annual Institutional Expenditures for each Program

Amount in (a)(1) institutional d...
\$3,861,433.14

Amount in (a)(2) dollars, if appli...
\$1,391.00

Amount in (a)(3) dollars, if appli...
\$0.00

Total of Institutional Annual Expenditures

Amount in all institutional dollars
\$3,862,824.14

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)

Room and board
Estimated Amount
\$ 222,462

Enrollment declines, including reduced tuition, fees, and institutional charges
Estimated Amount
\$ 3,006,468

Supported research
Estimated Amount
\$ 0

Estimated Amount
\$ 0

Summer terms and camps
Estimated Amount
\$ 0

Auxiliary services sources
Estimated Amount
\$ 23,509

Cancelled ancillary events
Estimated Amount
\$ 0

Disruption of food service
Estimated Amount
\$ 156,633

Dormitory services
Estimated Amount
\$ 0

Childcare services
Estimated Amount
\$ 0

Use of facilities or venues, including external events such as weddings, receptions, or conferences (other than facilities associated with sectarian instruction or religious worship)
Estimated Amount
\$ 0

Bookstore revenue
Estimated Amount
\$ 0

Parking revenue
Estimated Amount
\$ 0

Lease revenue
Estimated Amount
\$ 0

Royalties
Estimated Amount
\$ 0

Other operating revenue
Estimated Amount
\$ 0

Total (a)(1) lost revenue funds
\$ 3,407,681

Total (a)(2) lost revenue funds
\$ 1,391

Total (a)(3) lost revenue funds
\$ 0

TOTAL LOST REVENUE HEERF
\$3,409,072.00

Estimated amounts need to sum to amounts reported in 9b





Enrollment - Academic

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

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

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




	Number of degree/certificate seeking students	Number of degree/certificate seeking students who completed a program at your institution during the reporting period	Number degree/cert seeking stu who did not complete d the repor period but still enroll your instit (i.e., las enrollme record at th of the repo period is r withdraw re
Academic level UNDERGRADUATE STUDENTS <i>For students in both undergraduate and graduate categories, classify as a graduate student</i>	Number 2,765	Number 503	Number 2,168
Academic level GRADUATE STUDENTS <i>For students in both undergraduate and graduate categories, classify as a graduate student</i>	Number 0	Number 0	Number 0




<p>Pell grant status (undergraduates only) </p> <p>PELL GRANT RECIPIENTS</p> <p><i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i></p>	Number 1,407	Number 267	Number 1,077
<p>Pell grant status (undergraduates only) </p> <p>NON-PELL GRANT RECIPIENTS</p> <p><i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i></p>	Number 1,358	Number 236	Number 1,091
<p>Enrollment intensity </p> <p>PART-TIME</p> <p><i>For students who had multiple enrollment intensities, classify as full-time</i></p>	Number 1,188	Number 169	Number 980
<p>Enrollment intensity </p> <p>FULL-TIME</p> <p><i>For students who had multiple enrollment intensities, classify as full-time</i></p>	Number 1,577	Number 334	Number 1,188

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 degree/cert seeking stu who did i comple calendar ye were still en at your insti (i.e., las enrollme record at th of the cale year is no withdraw re
<p>Academic level </p> <p>UNDERGRADUATE STUDENTS</p> <p><i>For students in both undergraduate and graduate categories, classify as a graduate student</i></p>	Number 3,159	Number 841	Number 2,208
<p>Academic level </p> <p>GRADUATE STUDENTS</p> <p><i>For students in both undergraduate and graduate categories, classify as a graduate student</i></p>	Number 0	Number 0	Number 0
<p>Pell grant status (undergraduates only) </p> <p>PELL GRANT RECIPIENTS</p> <p><i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i></p>	Number 1,658	Number 448	Number 1,131




<p>Pell grant status (undergraduates only) </p> <p>NON-PELL GRANT RECIPIENTS</p> <p><i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i></p>	<p>Number 1,501</p>	<p>Number 393</p>	<p>Number 1,077</p>
<p>Enrollment intensity </p> <p>PART-TIME</p> <p><i>For students who had multiple enrollment intensities, classify as full-time</i></p>	<p>Number 1,177</p>	<p>Number 229</p>	<p>Number 909</p>
<p>Enrollment intensity </p> <p>FULL-TIME</p> <p><i>For students who had multiple enrollment intensities, classify as full-time</i></p>	<p>Number 1,982</p>	<p>Number 612</p>	<p>Number 1,299</p>




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



c) **Complete the following table**

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number degree/cert seeking stu who did i comple calendar ye were still en at your insti (i.e., las enrollme record at th of the cale year is no withdraw re
<p>Academic level </p> <p>UNDERGRADUATE STUDENTS</p> <p><i>For students in both undergraduate and graduate categories, classify as a graduate student</i></p>	Number 3,610	Number 1,056	Number 2,518
<p>Academic level </p> <p>GRADUATE STUDENTS</p> <p><i>For students in both undergraduate and graduate categories, classify as a graduate student</i></p>	Number 0	Number 0	Number 0
<p>Pell grant status (undergraduates only) </p> <p>PELL GRANT RECIPIENTS</p> <p><i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i></p>	Number 1,981	Number 577	Number 1,384

<p>Pell grant status (undergraduates only) </p> <p>NON-PELL GRANT RECIPIENTS</p> <p><i>Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period</i></p>	<p>Number 1,629</p>	<p>Number 479</p>	<p>Number 1,134</p>
<p>Enrollment intensity </p> <p>PART-TIME</p> <p><i>For students who had multiple enrollment intensities, classify as full-time</i></p>	<p>Number 1,259</p>	<p>Number 278</p>	<p>Number 967</p>
<p>Enrollment intensity </p> <p>FULL-TIME</p> <p><i>For students who had multiple enrollment intensities, classify as full-time</i></p>	<p>Number 2,351</p>	<p>Number 778</p>	<p>Number 1,551</p>

Enrollment - Race

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

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

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

	Number of degree/certificate seeking students	Number of degree/certificate seeking students who completed a program at your institution during the reporting period	Number degree/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 re
Race/ethnicity (IPEDS categories) ⓘ AMERICAN INDIAN OR ALASKA NATIVE	Number 12	Number 3	Number 9
Race/ethnicity (IPEDS categories) ⓘ ASIAN	Number 27	Number 3	Number 23
Race/ethnicity (IPEDS categories) ⓘ BLACK OR AFRICAN AMERICAN	Number 631	Number 81	Number 512
Race/ethnicity (IPEDS categories) ⓘ HISPANIC/LATINO	Number 74	Number 16	Number 56
Race/ethnicity (IPEDS categories) ⓘ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number 2	Number 0	Number 2

Race/ethnicity (IPEDS categories)  WHITE	Number 1,799	Number 372	Number 1,382
Race/ethnicity (IPEDS categories)  TWO OR MORE RACES	Number 106	Number 13	Number 88
Race/ethnicity (IPEDS categories)  RACE/ETHNICITY UNKNOWN	Number 94	Number 11	Number 80
Race/ethnicity (IPEDS categories)  NONRESIDENT ALIEN	Number 20	Number 4	Number 16




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 degree/certificate seeking students who did not complete calendar year were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)
Race/ethnicity (IPEDS categories) ⓘ AMERICAN INDIAN OR ALASKA NATIVE	Number 13	Number 4	Number 9
Race/ethnicity (IPEDS categories) ⓘ ASIAN	Number 41	Number 6	Number 34
Race/ethnicity (IPEDS categories) ⓘ BLACK OR AFRICAN AMERICAN	Number 808	Number 139	Number 621
Race/ethnicity (IPEDS categories) ⓘ HISPANIC/LATINO	Number 102	Number 25	Number 74
Race/ethnicity (IPEDS categories) ⓘ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number 4	Number 0	Number 4
Race/ethnicity (IPEDS categories) ⓘ WHITE	Number 1,978	Number 627	Number 1,308

Race/ethnicity (IPEDS categories)  TWO OR MORE RACES	Number 100	Number 21	Number 70
Race/ethnicity (IPEDS categories)  RACE/ETHNICITY UNKNOWN	Number 101	Number 13	Number 82
Race/ethnicity (IPEDS categories)  NONRESIDENT ALIEN	Number 12	Number 6	Number 6

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

c) Complete the following table

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

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number degree/certificate seeking students who did not complete calendar year were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)

Race/ethnicity (IPEDS categories) ⓘ AMERICAN INDIAN OR ALASKA NATIVE	Number 18	Number 7	Number 11
Race/ethnicity (IPEDS categories) ⓘ ASIAN	Number 40	Number 8	Number 31
Race/ethnicity (IPEDS categories) ⓘ BLACK OR AFRICAN AMERICAN	Number 1,108	Number 164	Number 930
Race/ethnicity (IPEDS categories) ⓘ HISPANIC/LATINO	Number 111	Number 38	Number 72
Race/ethnicity (IPEDS categories) ⓘ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	Number 6	Number 0	Number 6
Race/ethnicity (IPEDS categories) ⓘ WHITE	Number 2,166	Number 802	Number 1,343
Race/ethnicity (IPEDS categories) ⓘ TWO OR MORE RACES	Number 90	Number 22	Number 68
Race/ethnicity (IPEDS categories) ⓘ RACE/ETHNICITY UNKNOWN	Number 62	Number 10	Number 50
Race/ethnicity (IPEDS categories) ⓘ NONRESIDENT ALIEN	Number 9	Number 5	Number 4




Enrollment - Gender/Age ^

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

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

a) Complete the following table for the applicable reporting period

	Number of degree/certificate seeking students	Number of degree/certificate seeking students who completed a program at your institution during the reporting period	Number of degree/certificate seeking students who did not complete during the reporting period but were still enrolled at your institution (i.e., last enrollment record at the end of the reporting period is not a withdraw record)
Gender (IPEDS categories) ⓘ WOMEN	Number 1,836	Number 343	Number 1,437
Gender (IPEDS categories) ⓘ MEN	Number 929	Number 160	Number 731






Age (IPEDS categories)  AGES 25 AND OLDER	Number 505	Number 144	Number 336
Age (IPEDS categories)  AGES 24 AND YOUNGER	Number 2,260	Number 359	Number 1,832
Age (IPEDS categories)  AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	Number 0	Number 0	Number 0

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

b) Complete the following table

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






	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year enrollment at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)

Gender (IPEDS categories)  WOMEN	Number 2,108	Number 586	Number 1,449
Gender (IPEDS categories)  MEN	Number 1,051	Number 255	Number 759
Age (IPEDS categories)  AGES 25 AND OLDER	Number 659	Number 288	Number 355
Age (IPEDS categories)  AGES 24 AND YOUNGER	Number 2,500	Number 553	Number 1,853
Age (IPEDS categories)  AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	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 a calendar year were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)
Gender (IPEDS categories)  WOMEN	Number 2,364	Number 738	Number 1,607
Gender (IPEDS categories)  MEN	Number 1,246	Number 318	Number 911
Age (IPEDS categories)  AGES 25 AND OLDER	Number 813	Number 379	Number 426
Age (IPEDS categories)  AGES 24 AND YOUNGER	Number 2,797	Number 677	Number 2,092
Age (IPEDS categories)  AGE NOT AVAILABLE IN ADMINISTRATIVE RECORDS (E.G., IPEDS, FAFSA, ETC.)	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 |
| 78 | 77 | 74 |
| d) Full-time equivalent (FTE) positions as of November 1, 2021 | | |
| 74 | | |

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 |
| 133 | 146 | 130 |
| d) Full-time equivalent (FTE) positions as of November 1, 2021 | | |
| 125 | | |

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

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

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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