



Date: November 10, 2020

To: Keith Whitfield, Ph.D., President

CC: Chris Heavey, Ph.D., Interim Provost

Via: Juanita P. Fain, Ph.D., Vice President for Student Affairs

From: Stephen J. McKellips, Ph.D., Associate Vice President for Enrollment and Student Services

Re: Executive Summary UNLV CARES Act Funding Disbursement Strategy **REVISED**

Please accept this revised version of our CARES Act plans. Notable contributions in this revision include updates and actual procedures, outcomes and adjustments, and finally strategies for bringing conclusion to the CARES Act process.

I. Group 1: Actual Process and Outcomes

Under the 70/20/10 proposed split, the 70% portion of funds available for semi-autonomous awarding to students based on greatest need is \$8,289,853 in federal CARES Act funding.

- A. The Group 1 Committee for the semi-autonomous awarding set the amounts and number of students in each award consistent with the amounts approved in advance (\$1000 and \$500). The committee operated on the assumption that any model for semi-autonomous awarding could be refined, so it built its rubric before the decision on how much to award was even finished.
- B. The major concern was to identify one singular definition of the greatest need, and the isolation of any one variable was deemed problematic as the nature of one's level of need is compounded by many things.
- C. The group decided to define the "Greatest Need" among the students would be determined jointly by two factors:
 - a. EFC - the Expected family contribution derived directly from the submitted FAFSA.
 - b. Unmet COA (Cost of Attendance) - The group decided to use unmet COA as the second variable.
 - i. The determination of Unmet COA is best-described as the remaining balance to be paid to the university after all aid is offered, but before the consideration of any loans.
 - ii. Unmet Need and Unmet COA are often identical; however, for consistency sake.

- iii. Group 1 used Unmet COA to determine the students' overall need level and ranked them in the order of their identified need – greatest need (highest amount of out-of-pocket to pay with the

b.

- b. This alternative need form produces a quasi-EFC that can be used to identify a students' family need position from this population. It is important to know that limited resources suggest that not all the eligible students will be able to receive a grant, regardless of whether they submitted the FAFSA or the Alternative Need Determination Form.
- c. Review-process for Group 2:
 - i. Students must submit either a FAFSA or the Alternative Need

- c. The first non-0 EFC is decile 4, and that decile now qualifies for the 2nd lowest EFC category as well as the corresponding 90 points.
- d.

1. 100 points for the 3 deciles containing zero values, 90 points for the next decile, 80 points for the next, until the last decile receives 30 points rather than the 10 points due to the combined zero EFC group
- ii. Quantitative survey

2. The open-ended questions have the missing value link to determine which candidates might move up, or down, in the rankings.
3. The quantitative results are known and separated already before the committee reads.
4. EFC values are already known before the committee reads.
5. The multipliers are largely in effect and have created a tentative order of prioritization where we know exactly which candidates are most likely to be at risk for being around the cut line.
 - a. This process would help the committee identify the cut line of demarcation between the \$1000 and the \$500 recipients.
6. This method would allow for much faster processing time and faster distribution into the hands of the students.

D. Reviewing/Scoring Open-Ended Responses:

- a. Each reviewer reviews the open-ended contents within an Excel document. Each reviewer will enter their score for these responses in the same Excel document for each candidate.
- b. The data will be analyzed using a statistical software package to determine the distribution of scores and the relationship between scores and other variables.

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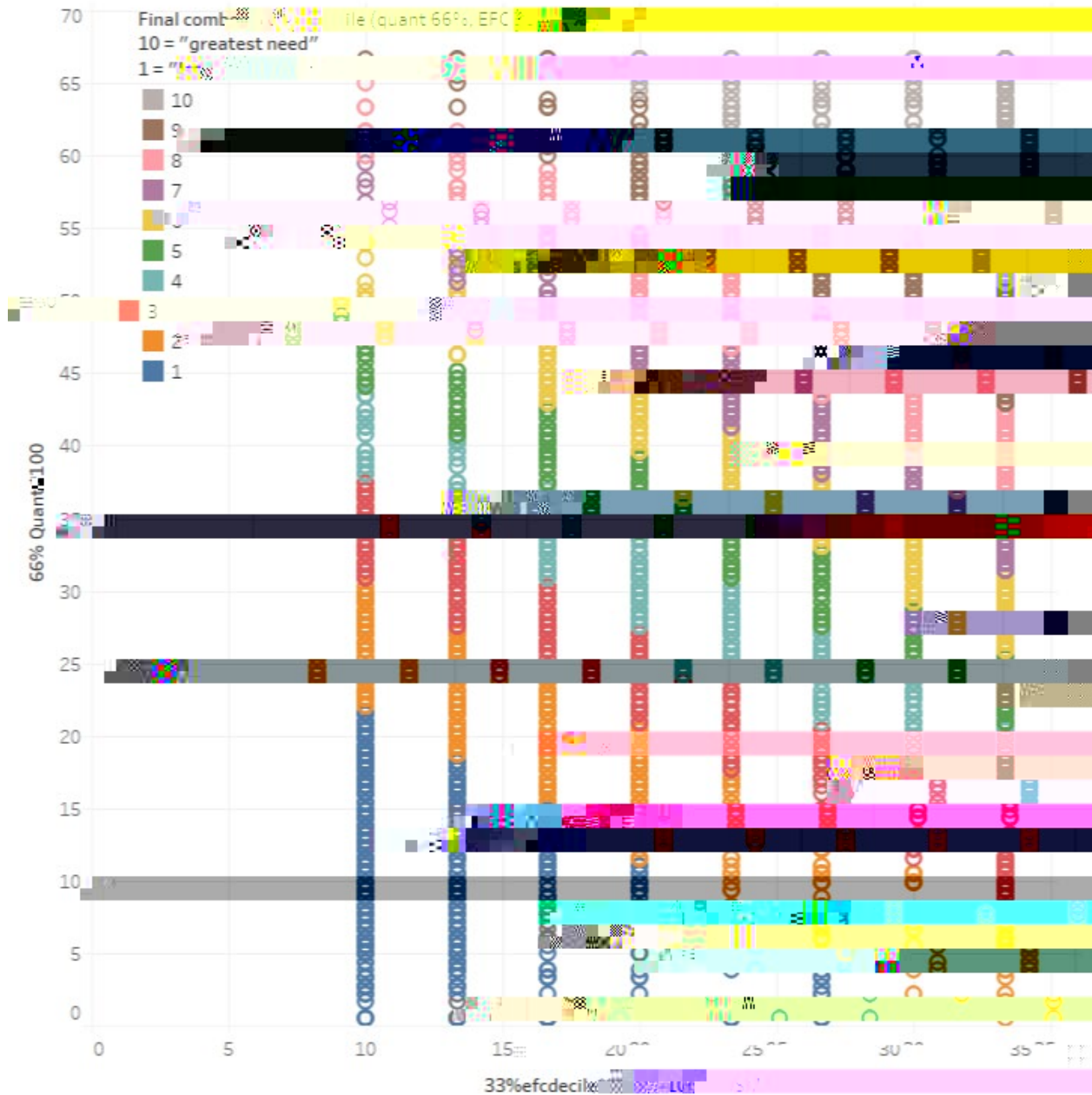
E. Scoring Rubric for Open Ended Questions:

- a. Review committee members are looking to evaluate the students' responses to determine a need score for the responses provided.
- b. Students are not graded by syntax, sentence structure, essay-writing skills, or any other grading criteria usually found when reading written work from students.
- c. Students were asked to describe their levels of need, so this evaluation is to determine a score for the candidate's level of need as it was explained.
- d. Review committee members will score the two open-ended responses into a singular score value 1-10, where 10 is the highest score.
- e. The highest score is loosely translated as the highest level of need.
- f. Students are not evaluated against other students, so multiple students can receive the same need score by the same reviewer.
- g. Each review committee member should feel comfortable to use the entire 10-point scale to ensure differentiation among the candidates.
 - i. The calculation of value for each score is listed below:
 - 1. Scores of 9-10 suggest student need is worthy of the largest award
 - 2. Scores of 7-8 suggest student need is definitely worthy of the smallest award, and possibly the largest
 - 3. Scores of 5-6 suggest the student need is possibly worth the smallest award.
 - 4. Scores of 3-4 suggest the student need is only worth the

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- a. The quantitative results offer candidates an opportunity to answer more questions with very defined results. The maximum score possible on the Request Form for the Likert questions is 121.
- b. To eliminate potential bias, the review committee agreed that the quantitative was to be worth approximately 66% of the total Request Form scoring for each student.
- c. The qualitative, open-ended responses were to be weighted at approximately 33% of the total score.
- d.

Table 3



- f. The slanted colors (to the right) reflect that the students with the least need (blue) on the quantifiable questions on the form were also scoring low on the EFC bands – as designed. Further, those students with the greatest need (grey) were heavily impacted on the right side where the highest EFC bands were located. Ideally not perfect, this chart reinforces that the intention to keep the greatest need in place was representative within the structure of the process, and the students with the greatest need continued to be serviced by this Group 2 methodology.

III. Group 3: Actual Process and Outcomes

Under the 70/20/10 proposed split

- i. There were graduate students who had their research interrupted and thus were unable to graduate.
 - ii. There were housing insecure students who were isolated in the university residence halls.
 - iii. There were also low EFC students identified who had not received an award from the first Group distribution.
- D. In the end, the committee decided not to grant the general request for large groups. Instead, the concentrated on those requests where the employee identified specific students, their potential impacts, and focused on COVID-related issues. There was one large group involved who did get an award, but that group (Athletics) had a concentration of \$0 EFC candidates who had not been awarded because the remainder of the financial aid packages reflected the impact of their athletic

i. The initial awards of \$1000 and \$500 were

previously awarded, the net value of the remaining CARES Act dollars was

- V. *Recommending Expanding the Group 3 plan, as approved on July 20, 2020, to exhaust final federal available dollars during the 2020-2021 aid year***

By th