Monetary Award Program (MAP) Evaluation

The Illinois Monetary Award Program Contributes to Student Success

*I*llinois' Monetary Award Program (MAP) is intended to help students with financial need obtain the postsecondary education of their choice. Among the largest programs of its kind in the nation, MAP represents a long tradition of investing in Illinois citizens as they strive to enhance their education and skills. MAP grants help make college possible for thousands of Illinoisans annually. By helping to give individuals the opportunities postsecondary education can bring, MAP is an investment in our communities and in the future of our State.

College costs have risen faster in recent years than in any other sector of the economy—even faster than healthcare—and MAP funding, although it was increased $50 million for FY2020, has not kept up with demand. In the 2019-20 school year, a MAP grant was offered to 80% of eligible applicants; of those nearly 65% enrolled and claimed their grant. For a student with no resources the highest MAP award covered about 34% of the average tuition and fees at a public universities and about 36% percent of tuition and fees at a community college.

The need for a college level education among working adults continues to grow and postsecondary skills remain an essential component of Illinois' economic future. Many MAP recipients are first generation students, underrepresented groups, and students from disadvantaged circumstances. Helping these students, and any low-income student, reach their educational goals lifts all of Illinois and ensures future generations face a thriving and vibrant economy with opportunities and chances for success.

Public Act 90-488 requires that MAP be evaluated every two years and the findings be reported to the General Assembly (this report). In order to gather information about MAP recipients, ISAC surveyed about 125,500 students in the Spring of 2020 who received a MAP grant for the Fall of 2019. The data for this report come from the MAP database and from the 16,994 responses to the survey. The demographics of survey respondents are similar to demographics of MAP recipients overall, however survey respondents may be somewhat more likely to be female, independent, older (and not a freshman), and enrolled at a community college.

Academic Year 2019-20 MAP Award Data

Institution Type	Recipients	Total Awards
Public 4-year	48,433	$210,120,833
Public 2-year	48,956	$50,548,181
Private Not-for-profit	38,150	$171,341,157
Proprietary	3,382	$10,858,919
Total	138,921	$442,869,090

Dependent recipients	94,495 (68%)
Independent recipients	44,426 (32%)
Percent of recipients with no resources to pay for college	54%
Mean taxable income of recipients	$29,747

1. Undergraduate Educational Goals of MAP Recipients

In order to gather information about education goals, survey recipients were asked "What level of education are you currently pursuing, or if you are not currently enrolled what level of education were you pursuing in the Fall 2019 term?" Survey responses indicate 66 percent of MAP recipients hope to obtain at least a Bachelor's degree with many looking to pursue a Master's or Doctoral degree. These figures are consistent with national surveys of student intentions. Students with independent status were less likely to be pursuing a Bachelor's degree and more likely to be pursuing an Associate's degree than dependent students. The percentage of MAP recipients hoping to earn a degree increases generally across class levels, with about 85 percent of juniors and seniors hoping to a obtain a Bachelor's degree. More than half of community college students indicated they are ultimately pursuing a Bachelor's degree.

b. By Dependency Status

	Dependent	Percent
Vocational/technical program (less than two years)	123	1.1%
Two-year program/associate's degree with intent to transfer to a four-year program	1,345	12.3%
Associate's degree	1,184	10.8%
Bachelor's degree	8,029	73.4%
Master's degree	166	1.5%
Professional degree	31	0.3%
Doctoral degree	66	0.6%
	10,944	

	Independent	Percent
Vocational/technical program (less than two years)	250	4.1%
Two-year program/associate's degree with intent to transfer to a four-year program	947	15.7%
Associate's degree	1,492	24.7%
Bachelor's degree	3,269	54.0%
Master's degree	60	1.0%
Professional degree	18	0.3%
Doctoral degree	14	0.2%
No response = 0	6,050	

a. What level of education are you currently pursuing, or if you are not currently enrolled what level of education were you pursuing in the Fall 2019 term?

	All Respondents	Percent
Vocational/technical program (less than two years)	373	2.2%
Two-year program/associate's degree with intent to transfer to a four-year program	2,292	13.5%
Associate's degree	2,676	15.7%
Bachelor's degree	11,298	66.5%
Master's degree	226	1.3%
Professional degree	49	0.3%
Doctoral degree	80	0.5%
No response = 0	16,994	

c. By Class Level

	Freshman	Soph.	Junior	Senior
Vocational/technical program (less than two years)	2.9%	2.2%	0.9%	0.9%
Two-year program/associate's degree with intent to transfer to a four-year program	21.6%	19.4%	4.9%	2.5%
Associate's degree	19.5%	20.8%	9.5%	6.0%
Bachelor's degree	53.3%	56.1%	83.4%	88.1%
Master's degree	1.7%	0.8%	0.8%	1.9%
Professional degree	0.3%	0.3%	0.1%	0.3%
Doctoral degree	0.7%	0.4%	0.4%	0.3%

An independent student is a student who is either 24 years of age or older; a graduate or professional student; married; a student with legal dependents other than a spouse; a veteran or active member of U.S. Armed Forces; an orphan, ward of court, in foster care or a legal guardianship, has emancipated minor status or is classified as homeless. Independent students typically report their own household resources for purposes of financial aid eligibility.

A dependent student is usually claimed by someone else as a dependent for tax purposes and is typically required to supply parental income information for purposes of financial aid eligibility.

Institution types are abbreviated as follows:
Pub Univ- Public Four-year University
Pub CC- Public Community College
PNFP- Private, Not-for-profit
Prop- Proprietary

d. By Institution Type

	Pub Univ	Pub CC	PNFP	Prop
Vocational/technical program (less than two years)	0.2%	5.3%	0.7%	4.1%
Two-year program/associate's degree with intent to transfer to a four-year program	0.6%	37.4%	1.6%	3.4%
Associate's degree	1.2%	41.8%	2.9%	9.3%
Bachelor's degree	95.6%	13.9%	92.6%	81.5%
Master's degree	1.6%	0.8%	1.6%	1.1%
Professional degree	0.2%	0.3%	0.3%	0.4%
Doctoral degree	0.6%	0.5%	0.3%	0.2%

2. Chosen Field of Study of MAP Recipients

The most popular areas of study for recipients responding to the survey were medical, business, education, and social science fields. Independent students appear to be slightly more likely to be studying in a health field and slightly less likely to be studying in a Science/Technology/Engineering/Mathematics (STEM) field compared to dependent students. There were no significant variations in selected major across class levels. More than 65 percent of students at proprietary institutions indicated they were pursuing a medical or health degree (such as nursing).

a. Major Area of Study

The study areas were grouped to be manageable for analysis.

	All	Percent
Allied and Applied Health (Including athletic training, exercise science, kinesiology, physical education, therapy, sonography, radiologic technology, gerontology, community health)	677	4.9%
Business/Management/Finance (Including accounting, bookkeeping, data processing, office technology, marketing, actuarial science)	2,157	15.7%
Computer Science/Information Technology/Mathematics (Including computer science, computer security, networking, database management, information systems, math, applied math, statistics)	917	6.7%
Education (Including elementary education, secondary education, teacher training, early childhood education, special education)	1,243	9.0%
Engineering and Architecture (Including civil/aerospace/mechanical/electrical/materials engineering, architecture, materials science)	774	5.6%
Fine Arts (Including art, music, theater, dance, performance, graphic design, film)	705	5.1%
Journalism/Communications (Including journalism, advertising, media studies, broadcasting, electronic communications)	264	1.9%
Law (Including legal management, paralegal studies, arbitration)	243	1.8%
Liberal Arts (Including history, general education, classics, English, foreign language, area studies, subject studies, linguistics, literature, philosophy)	624	4.5%
Medical (Including medicine, pharmacy, dental, nursing, veterinary science, speech pathology, anesthesiology)	2,770	20.1%
Physical Science (Including chemistry, physics, biology, microbiology, astronomy, zoology, environmental science, climate science, geology)	960	7.0%
Public Service (Including public administration, criminal justice, fire safety, public policy, social work, foreign service)	619	4.5%
Social Science (Including anthropology, geography, economics, religion, theology, political science, psychology, sociology)	1,248	9.1%
Trade or Profession (Including cosmetology, truck driving, construction, building technology, culinary arts, hospitality management, horticulture, barbering)	222	1.6%
Undecided	340	2.5%
No response = 3,231	13,763	

b. Study Areas Grouped

	All Respondents	Percent
Business (Business/Management/Finance/Journalism/Communications/Law)	2,664	19.4%
General (Social Science, Liberal Arts, Fine Arts, Education)	3,820	27.8%
Health (Medical, Allied, and Applied Health)	3,447	25.0%
STEM (Physical Science, Computer Science/Information Technology/Mathematics, Engineering and Architecture)	2,651	19.2%
Other (Public Service, Trade, Profession, Undecided)	1,181	8.6%
No response = 3,231	13,763	

c. By Dependency Status

	Dependent	Percent	Independent	Percent
Business	1,688	19.1%	976	19.7%
General	2,604	29.6%	1,216	24.6%
Health	1,789	20.3%	1,658	33.5%
STEM	2,001	22.7%	650	13.2%
Other	734	8.3%	447	9.0%
	8,816		4,947	

d. By Class Level

	Freshman	Soph.	Junior	Senior
Business	17.6%	19.3%	20.0%	21.3%
General	24.9%	26.6%	29.9%	31.4%
Health	26.7%	27.6%	23.5%	20.3%
STEM	19.0%	18.1%	19.7%	21.2%
Other	11.8%	8.4%	6.9%	5.8%

e. By Institution Type

	Pub Univ	Pub CC	PNFP	Prop
Business	19.3%	16.2%	23.0%	16.6%
General	31.2%	20.6%	33.6%	3.2%
Health	16.5%	36.5%	18.6%	67.8%
STEM	26.0%	14.2%	18.1%	12.1%
Other	7.0%	12.5%	6.7%	0.3%

3. Retention Rates of MAP Recipients

The traditional measure of retention is first-time, full-time freshmen persisting over a selected time period. An analysis was completed of MAP data identifying first-time, full-time freshmen (FTFTF) MAP recipients for the 2016-17 award year. Award files for the 2017-18, 2018-19, and 2019-20 award years were examined to see how many of these students continued to pursue their education (retention rate). As noted below, the combination of the application rate and paid percentage provides a range for student retention. First-time, full-time freshmen at both four-year and two-year institutions in 2016-17 have retention rates very much in line with national retention rates in recent years. Retention rates were similar between dependent and independent students and across class levels.

a. By Dependency Status	2018-19	2019-20
Dependent FTFTF		
# applied		20,208
% applied		91.3%
# paid	22,122	14,478
% paid		65.4%
Independent FTFTF		
# applied		1,254
% applied		81.2%
# paid	1,545	812
% paid		52.6%

b. By Class Level	2018-19	2019-20
Sophomores		
# applied		27,726
% applied		88.9%
# paid	31,185	19,914
% paid		63.9%
Juniors		
# applied		26,004
% applied		87.4%
# paid	29,764	18,745
% paid		63.0%

c. By Institution Type

Starting at Four-year Institutions

	2016-17	2017-18	2018-19	2019-20
# applied		13,983	12,303	10,822
% applied		95.5%	84.1%	73.9%
# paid	14,635	11,126	8,711	7,145
% paid		76.0%	59.5%	48.8%

Starting at Two-year Institutions

	2018-19	2019-20
# applied		6,835
% applied		83.8%
# paid	8,154	4,241
% paid		52.0%

Application for financial aid and payment of financial aid were used as a proxy measure of continued enrollment and pursuit of education (retention). If a student received aid in an initial year (2016-17 for students at four-year institutions or 2018-19 for students at two-year institutions) and then applied continuously in subsequent years they were counted as still pursuing higher education. Because not all applicants ultimately enroll, application rates by themselves may *overstate* actual continuing enrollment. With too little funding to provide grants to all eligible applicants, payment rates by themselves may *understate* actual continuing enrollment. For this retention rate analysis (Section 3) and the credit hours earned analysis (Section 7), the FAFSA reported class level and MAP payment history were used to determine a student's class level. For other portions of this report, class level was determined by a survey question.

4. Expected Time to Complete a Degree for MAP Recipients

Survey recipients were asked how long they thought they would take to receive a degree. About 70 percent of students pursuing a Bachelor's degree at a public university or a private not-for-profit institution expected to complete their degree in four years. About 50 percent of students pursuing an Associate's degree or less-than-two-year credential at a public community college expected to complete their study in two years. Eligible students have a lifetime limit of 135 MAP-paid credit hours, which is intended to encourage timely degree completion.

a. Students pursuing a Bachelor's degree were asked "Do you think you will complete your degree in a total of four years?

Yes	7,888	70.0%
No, I think I will take 5 years	2,051	18.2%
No, I think I will take 6 years or more	518	4.6%
I don't know	807	7.2%
No response = 34	11,264	

e. Students pursuing an Associate's degree or a less-than-two-year credential were asked "Do you think you will complete your program in a total of two years?

Yes	2,461	49.7%
No I think I will take 3 years	1,190	24.0%
No I think I will take 4 years or more	518	10.5%
I don't know	785	15.8%
No response = 387	4,954	

Students pursuing a Bachelor's degree

b. By Dependency Status	Dependent	Independent
Yes	73.1%	62.5%
No, I think I will take 5 years	18.2%	18.1%
No, I think I will take 6 years or more	2.2%	10.6%
I don't know	6.5%	8.8%

Students pursuing an Associate's degree or less-than-two-year credential

f. By Dependency Status	Dependent	Independent
Yes	46.6%	52.9%
No I think I will take 3 years	22.9%	25.1%
No I think I will take 4 years or more	11.3%	9.6%
I don't know	19.2%	12.4%

c. By Class Level	Freshman	Soph.	Junior	Senior
Yes	78.9%	73.3%	67.1%	63.3%
No, I think I will take 5 years	10.6%	16.3%	21.0%	23.3%
No, I think I will take 6 years or more	1.5%	2.3%	5.9%	8.9%
I don't know	9.0%	8.1%	6.0%	4.5%

g. By Class Level	Freshman	Soph.	Junior	Senior
Yes	44.2%	49.8%	58.5%	67.6%
No I think I will take 3 years	24.4%	28.0%	18.8%	11.9%
No I think I will take 4 years or more	12.7%	8.8%	10.0%	8.6%
I don't know	18.7%	13.4%	12.7%	11.9%

d. By Institution Type	Pub Univ	Pub CC	PNFP	Prop
Yes	65.1%	55.5%	76.6%	84.4%
No, I think I will take 5 years	21.9%	26.1%	13.7%	7.8%
No, I think I will take 6 years or more	5.4%	6.9%	3.5%	2.8%
I don't know	7.6%	11.5%	6.2%	5.0%

h. By Institution Type	Pub Univ	Pub CC	PNFP	Prop
Yes	40.0%	49.3%	53.2%	82.1%
No I think I will take 3 years	12.0%	25.1%	13.5%	7.2%
No I think I will take 4 years or more	27.0%	9.7%	19.8%	0.0%
I don't know	21.0%	15.9%	13.5%	10.7%

5. Grade Point Average of MAP Recipients

Survey recipients were asked to identify into which range their cumulative college grade point average (GPA) from their last grading period fell. GPAs were normalized to a standard four point scale. The data indicate 43 percent of MAP recipients have a grade point average (GPA) above 3.5 on a 4.0 scale. As might be expected, seniors have better average GPA's than freshmen. Independent and dependent students have similar GPA distributions. Students at private not-for-profit schools appear to have slightly higher GPA's. It should be noted that survey data may have some response bias in that students with higher GPA's may be more likely to provide GPA information.

a. GPA Range	All Respondents	Percent
0.00-1.00	49	0.4%
1.01-2.00	250	1.8%
2.01-2.50	810	6.0%
2.51-3.00	2,673	19.7%
3.01-3.50	3,987	29.4%
3.51-4.00	5,790	42.7%
No response = 3,435	13,559	

b. By Dependency Status	Dependent	Percent	Independent	Percent
0.00-1.00	36	0.4%	13	0.3%
1.01-2.00	178	2.0%	72	1.5%
2.01-2.50	513	5.9%	297	6.1%
2.51-3.00	1,684	19.4%	989	20.4%
3.01-3.50	2,546	29.3%	1441	29.7%
3.51-4.00	3,746	43.0%	2044	42.0%
No response =3,435	8,703		4,856	

c. By Class Level	Freshman	Percent	Sophomore	Percent	Junior	Percent	Senior	Percent
0.00-1.00	40	1.0%	7	0.2%	1	0.1%	1	0.1%
1.01-2.00	157	4.0%	62	1.6%	25	0.8%	5	0.2%
2.01-2.50	292	7.4%	252	6.7%	174	5.3%	89	3.7%
2.51-3.00	786	19.8%	827	21.9%	615	18.8%	425	17.5%
3.01-3.50	1,111	28.0%	1,074	28.4%	1,008	30.8%	756	31.1%
3.51-4.00	1,575	39.8%	1,559	41.2%	1,448	44.2%	1,151	47.4%
Missing = 3,554	3,961		3,781		3,271		2,427	

d. By Institution	Pub Univ	Percent	Pub CC	Percent	PNFP	Percent	Prop	Percent
0.00-1.00	11	0.2%	28	0.6%	8	0.2%	2	0.6%
1.01-2.00	75	1.7%	121	2.7%	49	1.1%	5	1.6%
2.01-2.50	247	5.5%	356	7.9%	195	4.6%	12	3.8%
2.51-3.00	828	18.4%	1,051	23.4%	728	17.1%	66	21.1%
3.01-3.50	1,341	29.8%	1,294	28.8%	1,241	29.2%	111	35.5%
3.51-4.00	1,997	44.4%	1,642	36.6%	2,034	47.8%	117	37.4%
Missing = 3,435	4,499		4,492		4,255		313	

6. Satisfactory Academic Progress of MAP Recipients

According to MAP rules, students must meet Federal Satisfactory Academic Progress (SAP) requirements, which include a GPA consistent with meeting the graduation requirements of the student's institution and a pace requirement defined as completing a high percentage of hours attempted, to continue to be eligible for student financial aid. It is important to note that while the broad outlines of SAP are set by the Federal government and may act as a minimum or base, SAP standards vary by school-- there is not one universal SAP standard applicable to each student at all times. For a student to be a MAP recipient, the school they attend must certify they are meeting the requirements of SAP at that institution applicable to that student. Therefore, MAP recipients *by definition* are meeting SAP requirements—they must be meeting their school's SAP standard to receive a MAP award.

In order to assess the SAP of MAP recipients, surveyed students were asked to indicate the credit hours they had earned and attempted for Fall 2019. Surveyed students were asked "For the Fall 2019 term, how many credit hours did you attempt?" and "Of the credit hours you attempted for the Fall 2019 term, how many did you complete and receive a passing grade?" The earned hours were compared to the attempted hours and a success percentage was computed. About 83 percent of MAP recipients reported completing 95 percent or more of the hours they attempted. More than 76 percent of survey respondents indicated they took at least 12 hours for Fall 2019.

a. Success Percentage	Overall	Percentage
<60	1,032	8.0%
60 - <70	245	1.9%
70 - <80	423	3.3%
80 - <90	424	3.3%
90 - <95	95	0.7%
95 - 100	10,632	82.7%
No response = 4,143	12,851	

c. By Class Level	Freshman	Soph.	Junior	Senior
<60	9.7%	8.7%	7.4%	5.1%
60 - <70	2.5%	2.2%	1.5%	1.1%
70 - <80	4.1%	3.3%	3.1%	2.4%
80 - <90	4.1%	3.2%	3.1%	2.3%
90 - <95	1.0%	0.9%	0.4%	0.4%
95 - 100	78.6%	81.7%	84.5%	88.6%

b. By Dependency Type	Dependent	Percentage	Independent	Percentage
<60	582	7.1%	450	9.8%
60 - <70	144	1.7%	101	2.2%
70 - <80	289	3.5%	134	2.9%
80 - <90	326	4.0%	98	2.1%
90 - <95	70	0.8%	25	0.6%
95 - 100	6,848	82.9%	3,784	82.4%
No response = 4,143	8,259		4,592	

d. By Institution Type	Pub Univ	Pub CC	PNFP	Prop
<60	5.9%	12.7%	5.4%	7.4%
60 - <70	1.6%	3.1%	1.1%	1.1%
70 - <80	3.4%	3.5%	3.1%	1.1%
80 - <90	4.6%	2.7%	2.8%	0.7%
90 - <95	0.9%	0.7%	0.6%	0.4%
95 - 100	83.6%	77.3%	87.1%	89.3%

e. Hours Attempted by Survey Responders Fall 2019	Overall	Percent
1 to 6	1,499	11.4
7 to 11	1,537	11.7
12 to 15	6,437	48.9
More than 15	3,680	28.0
No response = 3,841	13,153	

7. Credit Hours Earned by MAP Recipients

In order to determine whether MAP recipients are progressing appropriately toward a degree, an analysis was completed that compared credit hours MAP recipients had at successive points in time. Although 12 hours per term is generally recognized as full-time enrollment, ISAC encourages students to enroll for 15 hours per term in order to complete their degree more quickly and reduce their overall cost of education. In fact ISAC only pays 12/15ths of a full 15 hour award for those enrolled for only 12 hours. In order to be considered on-track and moving successfully toward a degree, a full-time student who received MAP in the AY2017-18, for example, should have completed between 24 and 30 hours by AY2018-19, between 48 and 60 hours by AY2019-20, and so on. As shown below, full-time MAP recipients at four-year institutions paid in previous years have on average completed sufficient additional hours by AY2019-20 that they can generally be considered on-track and likely to complete their degrees within three or five years.

a. By Dependency Type

Full-time **dependent** MAP recipients _paid in Fall..._	_...who were also paid in Fall AY2019-20 should have completed an additional..._	_...by AY2019-20, and have actually been paid for an average of ..._
AY2018-19	24 to 30 hours	24.9 additional hours

Full-time **independent** MAP recipients _paid in Fall..._	_...who were also paid in Fall AY2019-20 should have completed an additional..._	_...by AY2019-20, and have actually been paid for an average of ..._
AY2018-19	24 to 30 hours	20.5 additional hours

c. By Institution Type

Full-time MAP recipients at **four-year** institutions _paid in Fall..._	_...who were also paid in Fall AY2019-20 should have completed an additional..._	_...by AY2019-20, and have actually been paid for an average of ..._
AY2018-19	24 to 30 hours	25.0 additional hours
AY2017-18	48 to 60 hours	51.2 additional hours
AY2016-17	72 to 90 hours	74.5 additional hours

Full-time MAP recipients at **two-year** institutions _paid in Fall..._	_...who were also paid in Fall AY2019-20 should have completed an additional..._	_...by AY2019-20, and have actually been paid for an average of ..._
AY2018-19	24 to 30 hours	21.1 additional hours

b. By Class Level

Full-time **freshman** MAP recipients _paid in Fall..._	_...who were also paid in Fall AY2019-20 should have completed an additional..._	_...by AY2019-20, and have actually been paid for an average of ..._
AY2018-19	24 to 30 hours	24.9 additional hours

Full-time **sophomore** MAP recipients _paid in Fall..._	_...who were also paid in Fall AY2019-20 should have completed an additional..._	_...by AY2019-20, and have actually been paid for an average of ..._
AY2018-19	24 to 30 hours	25.1 additional hours

Full-time **junior** MAP recipients _paid in Fall..._	_...who were also paid in Fall AY2019-20 should have completed an additional..._	_...by AY2019-20, and have actually been paid for an average of ..._
AY2018-19	24 to 30 hours	23.8 additional hours

One of the major reasons for not taking 15 hours per semester is financial difficulties. Financial assistance from the State helps students to enroll on a full-time basis.

It is possible the global pandemic reduced the number of hours for which some MAP recipients enrolled or the number of hours they completed in the Spring term of 2020.

8. MAP Student Success and Graduation Rates

All MAP-approved schools annually certify to ISAC that they are providing academic advising to MAP recipients at their institutions. Nearly all schools also report on the advising and support programs they are providing to their MAP students– programs designed to increase student success and postsecondary completion. For 2019, MAP-approved schools reported on more than 500 individual support programs available for MAP recipients. Support programs may be of more than one type and offer different types of services to students. About 80 percent of the programs included a mentoring, non-academic/life issue advising, tracking/early warning, transition/orientation, and/or tutoring component, about 50 percent of the programs included a completion, degree mapping/path to a degree, or study skills component, and about 45 percent of the programs included a learning community, scholarship, and/or additional specialized tutoring component. Clearly, schools provide significant non-financial assistance to help all their students, including MAP recipients, succeed.

ISAC sent the 2013 cohort of MAP recipients to the National Student Clearinghouse (NSC) to be matched to its database. The matched records were evaluated to determine a six-year completion rate for MAP students. This was compared to the national 6-year graduation rate for first-time, full-time students available from the US Department of Education Integrated Postsecondary Education Data System (IPEDS). The data show that MAP recipients graduate college at a similar rate as all students at the same school, despite the additional social, financial and academic hurdles they face. Federal, State, and institutional funds; combined with Federal, State, and targeted school and outreach efforts, help Illinois students reach their educational goals.

Six Year Graduation Rates

National	63%
Illinois	65%
MAP Recipients	58% Bachelor's degree
	63% Any degree

Six-year graduation rates are for first-time, full-time, degree-seeking students who began seeking a Bachelor's degree at a 4-year degree-granting institution in fall 2013 and graduated within six years with a Bachelor's degree. National and Illinois rates from IPEDS U.S. Department of Education; MAP recipient rates from ISAC match to National Student Clearinghouse data.

Comments from MAP survey recipients:

"I am beyond grateful that the MAP program is available and it has given me the opportunity to attend school. As a single mother who works full time I just would not have had these opportunities without this!"

"MAP funding was crucial for me to finish my degree and is what helped me remain enrolled...My life outside of college is unstable and I live in poverty as a person with a disability. My education has helped me realize I am capable of contributing to society and living a fulfilling life outside of the adversity I have faced thus far."

"Receiving [the MAP grant] has helped me and my family out more than you could believe and I will be forever grateful for that."

9. MAP Recipients Assess MAP

Surveyed MAP recipients were asked whether they agreed or disagreed with several statements regarding MAP. Eighty-eight percent of survey responders agreed MAP played an important role in allowing them to enroll in college, 72 percent felt MAP reduced the amount of time they had to work at a job in the school year, and 87 percent thought MAP reduced the amount of money they needed to borrow to meet their educational costs. Additionally, 92 percent of MAP recipients felt the education MAP helped or is helping finance would allow them to get a good job or advance in their current job.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Receiving a MAP grant played an important role in allowing me to enroll in college this year.	8,663	1,652	1,161	236	133
	65%	23%	9%	2%	1%
		88%		No response = 3,788	
b. Receiving a MAP grant reduced the amount of time I needed to work at a job during this school year.	6,648	2,717	1,917	1,209	576
	51%	21%	15%	9%	4%
		72%		No response = 3,927	
c. Receiving a MAP grant reduced the amount I had to borrow this year.	8,885	2,547	1,089	397	2199
	68%	19%	8%	3%	2%
		87%		No response = 2,108	
d. I expect to be able to find a good job, or advance in my current job, after completing my education.	8,497	3,698	867	77	44
	64%	28%	7%	1%	1%
		92%		No response = 3,811	

Additional comments provided by survey recipients:

"Without the funding from the MAP grant, I wouldn't be as close as I am to reaching my dreams. My future after my education excites me, and I have the help from the MAP grant to thank for that. It wouldn't be possible without it."

"Although MAP might not cover all of our tuition, it does help and soften the blow a little, especially for those of us that have to juggle paying rent and putting food on the table. "

"Receiving MAP takes a lot of stress off me and helps me focus more on my school work and being the best student I can be."

ISAC Overview

The mission of the Illinois Student Assistance Commission (ISAC) is to provide Illinois students with information and assistance to help make education beyond high school accessible and affordable. ISAC provides comprehensive, objective, and timely information about education and financial aid for students and their families—giving them access to the tools they need to make the educational choices that are right for them. Then, through the state grant and scholarship programs ISAC administers, ISAC can help students make those choices a reality.

The Monetary Award Program continues to be one of the largest state-funded need-based grant aid programs in the country, helping to keep access to higher education possible for needy Illinois residents. ISAC also administers several other financial aid programs, including aid intended to increase the number of well-qualified Illinois teachers. For students who found it necessary to borrow to help pay for college expenses, ISAC offers several state and federally-funded programs to assist borrowers with the repayment of their student loans. Each year, our ISACorps program of expertly trained, near peer mentors provide free assistance with the college planning and financial aid process to high school students and families statewide. ISAC staff also offers assistance to hundreds of thousands of students and other constituents through our Call Center, text messaging service, and websites.

For Additional Information

ISAC can create tables, charts, or other information products for the programs it administers, or for higher education issues in general, including data by school and cost information.
If there is something you would like to see, please ask!

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