

Monetary Award Program (MAP) Evaluation

MAP Continues to Help Illinois Students Attend and Complete College

Illinois' 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.

Currently only about 42% of working-age adults (25-64) in Illinois hold a two or four year college degree. More than half of MAP recipients are first generation students, and about half of the undergraduates at Illinois's public universities who identify themselves as Black or Hispanic receive a MAP grant.

College costs have risen faster in recent years than in any other sector of the economy—even faster than healthcare—and MAP funding has not kept up with demand. In the 2017-18 school year, MAP served only about 43% of the applicants who were eligible. For a student with no resources (zero EFC), the highest MAP award covered about 33 percent of the average tuition and fees at a public universities and about 37 percent of tuition and fees at a community college.

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 116,000 students in May of 2018 who received a MAP grant for the Fall of 2017. The data for this report come from the MAP database and from the 11,438 responses to the survey.

Academic Year 2017-18 MAP Award Data

<u>Institution Type</u>	<u>Recipients</u>	<u>Total Awards</u>
Public 4-year	47,630	\$188,764,589
Public 2-year	41,698	43,107,840
Private Not-for-profit	36,756	150,613,755
Proprietary	3,433	9,990,761
Total	129,517	\$392,476,945

Dependent recipients	90,551 (70%)
Independent recipients	38,966 (30%)

Percent of recipients with no resources to pay for college 54%

Mean taxable income of recipients \$29,529

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 term of 2017?” Survey responses indicate 70 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 more than 85 percent of juniors and seniors hoping to obtain a Bachelor’s degree. About 56 percent of community college students indicated they are ultimately pursuing a Bachelor’s degree.

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 term of 2017?

	<u>All Respondents</u>	<u>Percent</u>
Vocational/technical program (less than two years)	138	1.2%
Two-year program/associate's degree with intent to transfer to a four-year program	1,414	12.4%
Associate's degree	1,607	14.0%
Bachelor's degree	8,044	70.3%
Master's degree	155	1.4%
Professional degree	26	0.2%
Doctoral degree	54	0.5%
No response = 0	11,438	

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

b. By Dependency Status	<u>Dependent</u>	<u>Percent</u>
Vocational/technical program (less than two years)	54	0.7%
Two-year program/associate's degree with intent to transfer to a four-year program	851	11.2%
Associate's degree	735	9.6%
Bachelor's degree	5,792	76.1%
Master's degree	116	1.5%
Professional degree	23	0.3%
Doctoral degree	42	0.6%
	7,613	
	<u>Independent</u>	<u>Percent</u>
Vocational/technical program (less than two years)	84	2.2%
Two-year program/associate's degree with intent to transfer to a four-year program	563	14.7%
Associate's degree	872	22.8%
Bachelor's degree	2,252	58.9%
Master's degree	39	1.0%
Professional degree	3	0.1%
Doctoral degree	12	0.3%
No response = 0	3,825	

c. By Class Level	<u>Freshman</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>
Vocational/technical program (less than two years)	2.0%	0.7%	0.6%	0.5%
Two-year program/associate's degree with intent to transfer to a four-year program	18.7%	19.4%	4.3%	2.4%
Associate's degree	17.8%	20.3%	8.1%	4.4%
Bachelor's degree	59.0%	57.7%	85.8%	90.6%
Master's degree	1.7%	1.1%	0.8%	1.5%
Professional degree	0.2%	0.3%	0.1%	0.3%
Doctoral degree	0.6%	0.5%	0.3%	0.3%

d. By Institution Type	<u>Pub Univ</u>	<u>Pub CC</u>	<u>PNFP</u>	<u>Prop</u>
Vocational/technical program (less than two years)	0.2%	3.2%	0.3%	2.7%
Two-year program/associate's degree with intent to transfer to a four-year program	0.7%	38.6%	1.4%	2.6%
Associate's degree	1.4%	40.5%	2.8%	11.4%
Bachelor's degree	94.9%	16.9%	93.2%	82.9%
Master's degree	1.6%	0.9%	1.6%	0.3%
Professional degree	0.4%	0.2%	0.1%	0.0%
Doctoral degree	0.6%	0.3%	0.6%	0.0%

2. Chosen Field of Study of MAP Recipients

The most popular areas of study for recipients responding to the survey were medical, business, 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 40 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.

	<u>All</u>	<u>Percent</u>
Allied and Applied Health (Including athletic training, exercise science, kinesiology, physical education, therapy, sonography, radiologic technology, gerontology, community health)	484	5.1%
Business/Management/Finance (Including accounting, bookkeeping, data processing, office technology, marketing, actuarial science)	1,541	16.3%
Computer Science/Information Technology/Mathematics (Including computer science, computer security, networking, database management, information systems, math, applied math, statistics)	595	6.3%
Education (Including elementary education, secondary education, teacher training, early childhood education, special education)	735	7.8%
Engineering and Architecture (Including civil/aerospace/mechanical/electrical/materials engineering, architecture, materials science)	554	5.9%
Fine Arts (Including art, music, theater, dance, performance, graphic design, film)	518	5.5%
Journalism/Communications (Including journalism, advertising, media studies, broadcasting, electronic communications)	225	2.4%
Law (Including legal management, paralegal studies, arbitration)	143	1.5%
Liberal Arts (Including history, general education, classics, English, foreign language, area studies, subject studies, linguistics, literature, philosophy)	517	5.4%
Medical (Including medicine, pharmacy, dental, nursing, veterinary science, speech pathology, anesthesiology)	1,756	18.6%
Physical Science (Including chemistry, physics, biology, microbiology, astronomy, zoology, environmental science, climate science, geology)	692	7.3%
Public Service (Including public administration, criminal justice, fire safety, public policy, social work, foreign service)	452	4.8%
Social Science (Including anthropology, geography, economics, religion, theology, political science, psychology, sociology)	903	9.6%
Trade or Profession (Including cosmetology, truck driving, construction, building technology, culinary arts, hospitality management, horticulture, barbering)	118	1.2%
Undecided	217	2.3%
No response = 1,988	9,450	

b. Study Areas Grouped

	<u>All</u>	<u>Percent</u>
Business (Business/Management/Finance/Journalism/Communications/Law)	1,909	20.2%
General (Social Science, Liberal Arts, Fine Arts, Education)	2,673	28.3%
Health (Medical, Allied, and Applied Health)	2,240	23.7%
STEM (Physical Science, Computer Science/Information Technology/Mathematics, Engineering and Architecture)	1,841	19.5%
Other (Public Service, Trade, Profession, Undecided)	787	8.3%
No response = 1,988	9,450	

c. By Dependency Status

	<u>Dependent</u>	<u>Percent</u>	<u>Independent</u>	<u>Percent</u>
Business	1,234	19.6%	675	21.4%
General	1,870	29.7%	803	25.5%
Health	1,281	20.3%	959	30.4%
STEM	1,431	22.7%	410	13.0%
Other	482	7.7%	305	9.7%

d. By Class Level

	<u>Freshman</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>
Business	18.0%	19.1%	22.7%	21.9%
General	27.8%	25.9%	28.9%	32.2%
Health	24.6%	27.1%	22.7%	17.6%
STEM	18.5%	19.0%	19.7%	21.6%
Other	11.1%	8.9%	6.0%	6.7%

e. By Institution Type

	<u>Pub Univ</u>	<u>Pub CC</u>	<u>PNFP</u>	<u>Prop</u>
Business	19.9%	17.6%	22.9%	19.5%
General	30.3%	20.7%	33.5%	22.5%
Health	16.2%	35.7%	19.2%	41.9%
STEM	26.0%	14.1%	18.3%	11.2%
Other	7.6%	11.9%	6.1%	4.9%

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 14-15 award year. Award files for the 15-16, 16-17, and 17-18 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 2012-13 have retention rates very much in line with national retention rates in recent years. Retention rates were very similar between dependent and independent students and across class levels.

a. By Dependency Status	<u>2016-17</u>	<u>2017-18</u>	c. By Institution Type			
Dependent FTFTF			<i>Starting at Four-year Institutions</i>			
# applied		17,600	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
% applied		96.4%	# applied	13,746	12,377	11,232
# paid	18,266	13,751	% applied	97.5%	87.8%	79.7%
% paid		75.3%	# paid	14,099	9,952	7,902
Independent FTFTF			% paid	70.6%	56.0%	47.3%
# applied		1,026	<i>Starting at Two-year Institutions</i>			
% applied		94.0%			<u>2016-17</u>	<u>2017-18</u>
# paid	1,091	720	# applied			5,353
% paid		66.0%	% applied			92.3%
b. By Class Level			# paid		5,802	3,391
Sophomores			% paid			58.4%
# applied		25,399	<p>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 (2014-15 for students at four-year institutions or 2016-17 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 <i>overstate</i> actual continuing enrollment. With too little funding to provide grants to all eligible applicants, payment rates by themselves may <i>understate</i> actual continuing enrollment. For this retention rates analysis (Section 3) and the credit hours earned analysis (Section 7), the FAFSA reported class level was used to determine a student's class level. For other portions of the analysis, class level was determined by a survey question.</p>			
% applied		89.8%				
# paid	28,299	17,805				
% paid		62.%				
Juniors						
# applied		25,049				
% applied		89.7%				
# paid	27,923	18,284				
% paid		65.5%				

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 68 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 48 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. A student may be enrolled for more than four years and still use less than their lifetime limit of 135 MAP-paid credit hours.

a. Students pursuing a Bachelor’s degree were asked “Do you think you will complete your program in a total of four years?”

Yes	5,463	68.3%
No, I think I will take 5 years	1,710	21.4%
No, I think I will take 6 years or more	454	5.7%
I don’t know	374	4.6%
No response = 43	8,001	

e. Students pursuing an Associates 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	1,434	47.6%
No I think I will take 3 years	857	28.4%
No I think I will take 4 years or more	405	13.4%
I don’t know	318	10.6%
No response = 145	3,014	

Students pursuing a Bachelor’s degree

b. By Dependency Status	<u>Dependent</u>	<u>Independent</u>
Yes	72.4%	57.8%
No, I think I will take 5 years	21.1%	22.0%
No, I think I will take 6 years or more	2.6%	13.6%
I don’t know	3.9%	6.6%

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

f. By Dependency Status	<u>Dependent</u>	<u>Independent</u>
Yes	47.1%	48.1%
No I think I will take 3 years	26.8%	30.2%
No I think I will take 4 years or more	13.7%	13.2%
I don’t know	12.4%	8.5%

c. By Class Level	<u>Freshmen</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>
Yes	79.5%	72.6%	65.3%	59.2%
No, I think I will take 5 years	14.0%	19.4%	23.3%	26.8%
No, I think I will take 6 years or more	1.8%	2.6%	7.2%	10.9%
I don’t know	4.7%	5.4%	4.2%	3.1%

g. By Class Level	<u>Freshman</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>
Yes	43.6%	49.4%	49.1%	65.4%
No I think I will take 3 years	28.8%	31.2%	29.6%	15.7%
No I think I will take 4 years or more	16.1%	11.3%	12.4%	11.8%
I don’t know	11.5%	8.1%	8.9%	7.1%

d. By Institution Type	<u>Pub Univ</u>	<u>Pub CC</u>	<u>PNFP</u>	<u>Prop</u>
Yes	62.5%	55.9%	75.4%	80.2%
No, I think I will take 5 years	25.7%	30.3%	16.5%	21.4%
No, I think I will take 6 years or more	6.8%	6.4%	4.4%	5.7%
I don’t know	5.0%	7.4%	3.7%	4.7%

h. By Institution Type	<u>Pub Univ</u>	<u>Pub CC</u>	<u>PNFP</u>	<u>Prop</u>
Yes	43.4%	47.0%	52.2%	70.0%
No I think I will take 3 years	19.3%	29.5%	18.6%	20.0%
No I think I will take 4 years or more	26.5%	13.0%	16.8%	2.0%
I don’t know	10.8%	10.5%	12.4%	8.0%

5. Grade Point Average of MAP Recipients

Survey recipients were asked to identify the range their cumulative college grade point average (GPA) from their last grading period fell within. GPA's were normalized to a standard four point scale. The data indicate 71 percent of MAP recipients have a grade point average (GPA) above 3.0 on a 4.0 scale. As might be expected, seniors have slightly 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		b. By Dependency Status			
	<u>All Respondents</u>	<u>Percent</u>	<u>Dependent</u>	<u>Percent</u>	<u>Independent</u>	<u>Percent</u>
0.00-1.00	26	0.3%	23	0.4%	3	0.1%
1.01-2.00	159	1.7%	125	2.0%	34	1.1%
2.01-2.50	561	6.0%	355	5.7%	206	6.6%
2.51-3.00	1,924	20.6%	1,247	20.0%	677	21.8%
3.01-3.50	2,852	30.5%	1,933	31.1%	919	29.6%
3.51-4.00	3,815	40.9%	2,550	40.9%	1,265	40.8%
No response = 2,101	9,337		No response = 2,101	6,233	3,104	

c. By Class Level	Freshman		Sophomore		Junior		Senior	
	<u>Freshman</u>	<u>Percent</u>	<u>Sophomore</u>	<u>Percent</u>	<u>Junior</u>	<u>Percent</u>	<u>Senior</u>	<u>Percent</u>
0.00-1.00	22	0.9%	3	0.1%	1	0.1%	0	0.0%
1.01-2.00	89	3.7%	46	1.7%	19	0.8%	5	0.3%
2.01-2.50	176	7.3%	179	6.6%	115	5.0%	83	4.5%
2.51-3.00	506	20.9%	584	21.4%	468	20.4%	348	19.0%
3.01-3.50	690	28.5%	810	29.8%	781	34.0%	556	30.4%
3.51-4.00	937	38.7%	1,098	40.4%	911	39.7%	838	45.8%
Missing = 2,173	2,420		2,720		2,295		1,830	

d. By Institution	Pub Univ		Pub CC		PNFP		Prop	
	<u>Pub Univ</u>	<u>Percent</u>	<u>Pub CC</u>	<u>Percent</u>	<u>PNFP</u>	<u>Percent</u>	<u>Prop</u>	<u>Percent</u>
0.00-1.00	8	0.2%	11	0.4%	7	0.2%	0	0.0%
1.01-2.00	51	1.6%	77	2.8%	31	1.0%	0	0.0%
2.01-2.50	193	6.0%	210	7.6%	142	4.6%	16	6.0%
2.51-3.00	672	20.9%	616	22.5%	585	18.8%	51	19.3%
3.01-3.50	1,014	31.5%	841	30.7%	905	29.1%	92	34.9%
3.51-4.00	1,284	39.8%	987	36.0%	1,439	46.3%	105	39.8%
Missing = 2,101	3,222		2,742		3,109		264	

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 SAP is a standard set by schools participating in aid programs and varies by school-- there is no one universal SAP standard. For a student to be a MAP recipient, the school they attend must certify they are meeting the requirements of SAP at that institution. 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 2017. Surveyed students were asked "For the Fall 2017 term, how many credit hours did you attempt?" and "Of the credit hours you attempted for the Fall 2017 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 85 percent of MAP recipient reported completing 95 percent or more of the hours they attempted. More than 78 percent of survey respondents indicated they took at least 12 hours for Fall 2017.

a. Success Percentage		Overall	Percentage	c. By Class Level		Freshman	Soph.	Junior	Senior
<60	576	6.5%	<60	8.2%	6.4%	6.5%	4.2%		
60 - <70	146	1.6%	60 - <70	1.7%	2.2%	1.4%	1.1%		
70 - <80	286	3.2%	70 - <80	4.2%	4.1%	2.3%	2.0%		
80 - <90	295	3.3%	80 - <90	4.4%	3.1%	3.4%	2.0%		
90 - <95	45	0.5%	90 - <95	0.7%	0.7%	0.3%	0.2%		
95 - 100	7,523	84.8%	95 - 100	80.8%	83.5%	86.1%	90.5%		
No response = 2,567		8,871							

b. By Dependency Type		Dependent	Percentage	Independent	Percentage	d. By Institution Type		Pub Univ	Pub CC	PNFP	Prop
<60	339	5.7%	237	8.1%	<60	5.5%	10.2%	4.3%	5.4%		
60 - <70	89	1.5%	57	2.0%	60 - <70	1.2%	2.9%	1.0%	1.7%		
70 - <80	208	3.5%	78	2.7%	70 - <80	3.3%	4.2%	2.3%	3.0%		
80 - <90	244	4.1%	51	1.8%	80 - <90	4.5%	2.5%	3.0%	1.3%		
90 - <95	39	0.7%	6	0.2%	90 - <95	0.7%	0.5%	0.3%	0.4%		
95 - 100	5,041	84.6%	2,482	85.3%	95 - 100	84.8%	79.7%	89.1%	88.2%		
No response = 2,567		5,960	2,911								

e. Hours Attempted by Survey Responders Fall 2015		Overall	Percent
1 to 6	904	10.0%	
7 to 11	1,078	11.9%	
12 to 15	4,453	49.2%	
More than 15	2,619	28.9%	
No response = 2,384		9,054	

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 quicker 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 AY14-15, for example, should have completed between 24 and 30 hours by AY15-16, between 48 and 60 hours by AY16-17, 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 AY17-18 that they can generally be considered on-track and likely to complete their degrees within an appropriate time frame.

a. By Dependency Type

	<i>...who were also paid in</i>	<i>...by AY17-18, and have</i>
<i>Full-time dependent MAP recipients paid in...</i>	<i>AY17-18 should have completed an <u>additional...</u></i>	<i>actually been paid for an <u>average of ...</u></i>
AY16-17	24 to 30 hours	26.0 additional hours
<i>Full-time independent MAP recipients paid in...</i>	<i>AY17-18 should have completed an <u>additional...</u></i>	<i>...by AY17-18, and have actually been paid for an <u>average of ...</u></i>
AY16-17	24 to 30 hours	21.4 additional hours

c. By Institution Type

<i>Full-time MAP recipients at four-year institutions paid in...</i>	<i>...who were also paid in</i>	<i>...by AY17-18, and have</i>
<i>AY16-17</i>	<i>AY17-18 should have completed an <u>additional...</u></i>	<i>actually been paid for an <u>average of ...</u></i>
AY16-17	24 to 30 hours	26.0 additional hours
AY15-16	48 to 60 hours	51.2 additional hours
AY14-15	72 to 90 hours	72.2 additional hours
<i>Full-time MAP recipients at two-year institutions paid in...</i>	<i>AY17-18 should have completed an <u>additional...</u></i>	<i>...by AY17-18, and have actually been paid for an <u>average of ...</u></i>
AY16-17	24 to 30 hours	22.1 additional hours

b. By Class Level

	<i>...who were also paid in</i>	<i>...by AY17-18, and have</i>
<i>Full-time freshman MAP recipients paid in...</i>	<i>AY17-18 should have completed an <u>additional...</u></i>	<i>actually been paid for an <u>average of ...</u></i>
AY16-17	24 to 30 hours	25.9 additional hours
<i>Full-time sophomore MAP recipients paid in...</i>	<i>AY17-18 should have completed an <u>additional...</u></i>	<i>...by AY17-18, and have actually been paid for an <u>average of ...</u></i>
AY16-17	24 to 30 hours	26.3 additional hours
<i>Full-time junior MAP recipients paid in...</i>	<i>AY17-18 should have completed an <u>additional...</u></i>	<i>...by AY17-18, and have actually been paid for an <u>average of ...</u></i>
AY16-17	24 to 30 hours	25.1 additional hours

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

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 2018, ___ MAP approved schools reported on more than 500 individual support programs available for MAP recipients. Almost half of the programs included a mentoring, non-academic/life issue advising, tracking/early warning, transition/orientation, and/or tutoring component, about one-third of the programs included a completion, degree mapping/path to a degree, or study skills component, and about 20 percent of the programs included a learning community, scholarship, and/or additional specialized tutoring component. Schools provide significant non-financial assistance to help all their students, including MAP recipients, succeed.

ISAC sent the 2010 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 about the same rate as other 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 efforts help Illinois students reach their educational goals.

Graduation Rates

National	60%
Illinois	63%
MAP Recipients	61%

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 2010 and graduated within six years. 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:

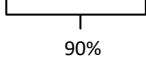
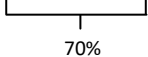
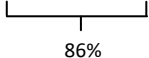
"I am 20 years old and have a toddler daughter I'm raising on my own. I'm a junior in college and thankful my daughter will be able to see me graduate despite the odds. Thank you."

"I am grateful for all the help I have been given. No words can express my gratitude. Because of the MAP grant, I am able to attend school at an affordable cost and will soon graduate."

"I finally graduate in May. I would not have made it without your program. Thank you all so much. You are truly appreciated."

9. MAP Recipients Assess MAP

Surveyed MAP recipients were asked whether they agreed or disagreed with three statements regarding MAP. About 90 percent of survey responders agreed MAP played an important role in allowing them to enroll in college, about 70 percent felt MAP reduced the amount of time they had to work at a job in the school year, and about 86 percent thought MAP reduced the amount of money they needed to borrow to meet their educational costs.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
a. Receiving a MAP grant played an important role in allowing me to enroll in college this year.	6,757	1,652	669	161	100
	72%	18%	7%	2%	1%
					No response = 2,099
b. Receiving a MAP grant reduced the amount of time I needed to work at a job during this school year.	4,861	1,697	1,513	880	379
	52%	18%	16%	9%	4%
					No response = 2,108
c. Receiving a MAP grant reduced the amount I had to borrow this year.	6,399	1,642	809	313	169
	68%	18%	9%	3%	2%
					No response = 2,108

Additional comments provided by survey recipients:

"MAP allowed me to go to college. I would not be able to otherwise."

"Map funds are extremely important for college students; it helps relieve some of the financial burden for low income students and their families."

"I very much appreciate MAP. It has been so beneficial in helping me attend the college of my choice and letting me concentrate on grades instead of money."

"I would just like to say that I greatly appreciate the MAP Grant and I am pretty sure I can speak for others in saying it really makes a difference in the lives of college students."

ISAC Overview

The mission of the Illinois Student Assistance Commission (ISAC) is to help make college accessible and affordable for students throughout Illinois. ISAC provides comprehensive, objective, and timely information on 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 scholarship and grant 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, ISAC staff offers assistance to over 500,000 students and other clients who call the agency's various telephone support units, and reaches an additional 150,000 families at college fairs, workshops and other outreach events. Since its inception in 1998, the College Illinois! 529 Prepaid Tuition Program, also administered by ISAC, has paid over \$1.1 billion in benefits to more than 40,000 students at over 1,200 colleges and universities in Illinois and across the nation.

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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