

Monetary Award Program (MAP) Evaluation

MAP-eligible applications increase after more than 10 years of decline

* Note that this evaluation covers MAP data from the most recent, complete year - FY24 (AY23-24). FY24 included over \$700 million of appropriated funds that brought program funding to a new historic high and allowed for significant improvements in both access and affordability.

Illinois' Monetary Award Program (MAP) is intended to help students with financial need obtain the post-secondary 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 post-secondary education can bring, MAP is an investment in our communities and in the future of our State.

Following 10 years of downward trending MAP application volume, FY24 MAP eligible applicant volume is up 6% compared to FY23. In the 2023-24 school year, a MAP grant was offered to over 220,000 eligible students; of those, 65% enrolled and claimed their grant. The highest MAP award covered about 50% of the average tuition and fees at a public universities, and for a student with no resources at a community college, the highest MAP grant covered 61% percent of tuition and fees.

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, belong to underrepresented groups in post secondary education, or both. Helping these students, and any low-income student, reach their educational goals lifts all of Illinois and helps ensure future generations enjoy a thriving and vibrant economy with opportunities 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 the about 130,000 students in the Spring of 2024 who received a MAP grant for the Fall of 2023. The data for this report come from the MAP database and from the 12,330 valid responses to the survey. Survey respondents were largely representative of the MAP population as a whole in relation to age, dependency status, class year, and institution type.

Academic Year 2023-24 MAP Award Data

<u>Institution Type</u>	<u>Recipients</u>	<u>Total Awards</u>
Public 4-year	47,962	\$326,762,235
Public 2-year	57,238	\$91,651,667
Private Not-for-profit	35,818	\$253,186,057
Proprietary	3,814	\$19,070,508
Total	144,832	\$690,670,467

Dependent recipients 96,789 (67%)

Independent recipients 48,043 (33%)

Percent of recipients with no resources to pay for college 55%

Mean taxable income of recipients \$33,479

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 2023 term?” Survey responses indicate more than 63 percent of MAP recipients hope to obtain at least a Bachelor’s degree with additional students looking to pursue a Master’s or Doctoral degree. Students with independent status were, in comparison, less likely to be pursuing a Bachelor’s degree and more likely to be pursuing an Associate’s degree than their dependent counterparts. The percentage of MAP recipients hoping to earn a degree increases generally across class levels, with about 83 percent of juniors and seniors hoping to obtain a Bachelor’s degree. About 37 percent of community college students currently enrolled in a two-year program 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 2023 term?

	<u>All Respondents</u>	<u>Percent</u>
Vocational/technical program (less than two years)	354	2.9%
Two-year program/associate's degree with intent to transfer to a four-year program	1,721	14.0%
Associate's degree	2,231	18.1%
Bachelor's degree	7,812	63.4%
Master's degree	139	1.1%
Professional degree	31	0.3%
Doctoral degree	41	0.3%
No response = 0	12,329	

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 Institution
 Prop- Proprietary Institution

b. By Dependency Status	<u>Dependent</u>	<u>Percent</u>
Vocational/technical program (less than two years)	102	1.3%
Two-year program/associate's degree with intent to transfer to a four-year program	948	12.4%
Associate's degree	908	11.9%
Bachelor's degree	5,573	72.3%
Master's degree	94	1.2%
Professional degree	9	0.1%
Doctoral degree	27	0.4%
	7,661	
	<u>Independent</u>	<u>Percent</u>
Vocational/technical program (less than two years)	252	5.4%
Two-year program/associate's degree with intent to transfer to a four-year program	773	16.6%
Associate's degree	1,323	28.3%
Bachelor's degree	2,239	48.0%
Master's degree	45	1.0%
Professional degree	22	0.5%
Doctoral degree	14	0.3%
No response = 0	4,668	

c. By Class Level	<u>Freshman</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>
Vocational/technical program (less than two years)	4.1%	1.9%	1.3%	1.1%
Two-year program/associate's degree with intent to transfer to a four-year program	21.9%	18.2%	5.6%	3.7%
Associate's degree	19.3%	24.2%	10.5%	8.6%
Bachelor's degree	53.0%	54.6%	81.9%	84.0%
Master's degree	1.1%	0.6%	0.4%	2.2%
Professional degree	0.1%	0.2%	0.3%	0.1%
Doctoral degree	0.6%	0.3%	0.1%	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%	6.0%	0.8%	10.3%
Two-year program/associate's degree with intent to transfer to a four-year program	0.9%	36.8%	1.2%	6.6%
Associate's degree	1.7%	46.0%	2.4%	13.5%
Bachelor's degree	95.1%	10.2%	93.5%	68.3%
Master's degree	1.5%	0.5%	1.6%	0.6%
Professional degree	0.1%	0.4%	0.3%	0.4%
Doctoral degree	0.5%	0.3%	0.3%	0.4%

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 are more likely to be studying in a health field and less likely to be studying in a Science/Technology/Engineering/Mathematics (STEM) field compared to dependent students. Juniors and seniors were more often pursuing a general program and less likely to be studying in a business field. Students at proprietary institutions were more likely to indicate they were pursuing a medical or health degree than other sectors.

a. Major Area of Study

	<u>All</u> <u>Respondents</u>	<u>Percent</u>
Allied and Applied Health (Including athletic training, exercise science, kinesiology, physical education, therapy, sonography, radiologic technology, gerontology, community health)	444	5.0%
Business/Management/Finance (Including accounting, bookkeeping, data processing, office technology, marketing, actuarial science)	1,326	14.9%
Computer Science/Information Technology/Mathematics (Including computer science, computer security, networking, database management, information systems, math, applied math, statistics)	682	7.7%
Education (Including elementary education, secondary education, teacher training, early childhood education, special education)	1,028	11.6%
Engineering and Architecture (Including civil/aerospace/mechanical/electrical/materials engineering, architecture, materials science)	507	5.7%
Fine Arts (Including art, music, theater, dance, performance, graphic design, film)	501	5.7%
Journalism/Communications (Including journalism, advertising, media studies, broadcasting, electronic communications)	132	1.5%
Law (Including legal management, paralegal studies, arbitration)	155	1.8%
Liberal Arts (Including history, general education, classics, English, foreign language, area studies, subject studies, linguistics, literature, philosophy)	342	3.9%
Medical (Including medicine, pharmacy, dental, nursing, veterinary science, speech pathology, anesthesiology)	1,669	18.8%
Physical Science (Including chemistry, physics, biology, microbiology, astronomy, zoology, environmental science, climate science, geology)	577	6.5%
Public Service (Including public administration, criminal justice, fire safety, public policy, social work, foreign service)	367	4.1%
Social Science (Including anthropology, geography, economics, religion, theology, political science, psychology, sociology)	746	8.4%
Trade or Profession (Including cosmetology, truck driving, construction, building technology, culinary arts, hospitality management, horticulture, barbering)	163	1.78
Undecided	234	2.6%
No response = 3,456	8,873	

The study areas were grouped to be manageable for analysis.

b. Study Areas Grouped

	<u>All</u> <u>Respondents</u>	<u>Percent</u>
Business (Business/Management/Finance/Journalism/Communications/Law)	1,613	18.2%
General (Social Science, Liberal Arts, Fine Arts, Education)	2,617	29.5%
Health (Medical, Allied, and Applied Health)	2,113	23.8%
STEM (Physical Science, Computer Science/Information Technology/Mathematics, Engineering and Architecture)	1,766	19.9%
Other (Public Service, Trade, Profession, Undecided)	764	8.6%
No response = 3,456	8,873	

c. By Dependency Status

	<u>Dependent</u>	<u>Percent</u>	<u>Independent</u>	<u>Percent</u>
Business	1,022	18.9%	591	17.0%
General	1,573	29.1%	1,044	30.0%
Health	1,044	19.3%	1,069	30.8%
STEM	1,330	24.6%	436	12.6%
Other	429	8.0%	335	9.6%
	5,398		3,475	

d. By Class Level

	<u>Freshman</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>
Business	17.8%	18.0%	19.2%	18.2%
General	25.3%	28.5%	34.2%	33.2%
Health	25.4%	26.8%	19.6%	20.9%
STEM	20.4%	18.9%	20.7%	20.1%
Other	11.2%	7.8%	6.3%	7.7%

e. By Institution Type

	<u>Pub Univ</u>	<u>Pub CC</u>	<u>PNFP</u>	<u>Prop</u>
Business	19.4%	15.8%	19.8%	17.0%
General	32.8%	24.4%	36.2%	0.5%
Health	15.7%	32.1%	17.1%	63.9%
STEM	25.8%	14.4%	20.4%	15.7%
Other	6.2%	13.3%	6.6%	2.9%

3. Retention Rates of MAP Recipients

One common 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 2020-21 award year (see yellow box below for methodology). Award files for the 2021-22, 2022-23, and 2023-24 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 four-year institutions in 2020-21 and two-year institutions in 2022-23 have retention rates consistent with June 2024 data from the National Student Clearinghouse (NSC) suggesting overall single year retention rates for full-time students starting in Fall of 2022 of 76.5 percent (For detailed information on NSC data see: <https://nscresearchcenter.org/persistence-retention/?hilite=persistence+and+retention>).

a. By Dependency Status			c. By Institution Type				
	<u>2022-23</u>	<u>2023-24</u>					
Dependent FTFTF			Starting at Four-year Institutions				
			<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	
# applied		22,537		14,666	12,558	11,036	
% applied		87.0%					
# paid	25,912	16,933		90.9%	77.8%	68.4%	
% paid		65.3%					
Independent FTFTF			# paid	16,140	11,526	9,665	8,311
			% paid		71.4%	59.9%	51.5%
			Starting at Two-year Institutions				
# applied		2,136					
% applied		78.7%					
# paid	2,714	1,480					
% paid		54.5%					
b. By Class Level							
	<u>2022-23</u>	<u>2023-24</u>					
Sophomores							
# applied		15,077					
% applied		94.4%					
# paid	15,978	12,427					
% paid		77.8%					
Juniors							
# applied		20,929					
% applied		89.6%					
# paid	23,363	16,247					
% paid		69.5%					

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 (2020-21 for students at four-year institutions or 2022-23 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. 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. The NSC defines persistence as the percentage of students who return to college at any institution for their second year, with retention rates as the percentage of students who return to the same institution.

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. Three quarters 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. In general, a little more than half of students pursuing an Associate's degree or less-than-two-year credential expected to complete their study in two years. MAP 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	5,870	75.5%
No, I think I will take 5 years	1,136	14.6%
No, I think I will take 6 years or more	299	3.9%
I don't know	469	6.0%
No response = 38	7,774	

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	2,045	52.1%
No I think I will take 3 years	905	23.1%
No I think I will take 4 years or more	417	10.6%
I don't know	556	14.2%
No response = 383	3,923	

Students pursuing a Bachelor's degree

b. By Dependency Status	<u>Dependent</u>	<u>Independent</u>
Yes	78.3%	68.7%
No, I think I will take 5 years	14.6%	14.8%
No, I think I will take 6 years or more	1.8%	8.9%
I don't know	5.4%	7.7%

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

f. By Dependency Status	<u>Dependent</u>	<u>Independent</u>
Yes	47.6%	56.1%
No I think I will take 3 years	22.8%	23.3%
No I think I will take 4 years or more	12.3%	9.1%
I don't know	17.2%	11.5%

c. By Class Level	<u>Freshman</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>
Yes	83.2%	80.2%	72.2%	68.2%
No, I think I will take 5 years	8.9%	12.6%	17.5%	18.2%
No, I think I will take 6 years or more	1.2%	2.1%	4.9%	8.2%
I don't know	6.7%	5.2%	5.4%	5.4%

g. By Class Level	<u>Freshman</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>
Yes	47.3%	55.9%	56.9%	66.5%
No I think I will take 3 years	26.0%	23.4%	20.9%	13.6%
No I think I will take 4 years or more	11.4%	10.3%	10.8%	11.4%
I don't know	15.4%	10.4%	11.4%	8.5%

d. By Institution Type	<u>Pub Univ</u>	<u>Pub CC</u>	<u>PNFP</u>	<u>Prop</u>
Yes	71.7%	62.6%	79.9%	90.9%
No, I think I will take 5 years	17.6%	19.7%	11.5%	5.2%
No, I think I will take 6 years or more	4.5%	7.0%	2.9%	1.9%
I don't know	6.2%	10.7%	5.7%	1.9%

h. By Institution Type	<u>Pub Univ</u>	<u>Pub CC</u>	<u>PNFP</u>	<u>Prop</u>
Yes	40.6%	51.7%	55.2%	73.8%
No I think I will take 3 years	11.9%	24.0%	12.0%	15.0%
No I think I will take 4 years or more	26.7%	10.0%	20.8%	4.7%
I don't know	20.8%	14.3%	12.0%	6.5%

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 about 46 percent of MAP recipients have a GPA above 3.5 on a 4.0 scale. As might be expected, seniors have better average GPAs than freshmen. Independent and dependent students have similar GPA distributions. Students at four-year institutions appear to have slightly higher GPAs. It should be noted that survey data may have some response bias in that students with higher GPAs may be more likely to self-report GPA information.

a. GPA Range	<u>All Respondents</u>	<u>Percent</u>	b. By Dependency Status	<u>Dependent</u>	<u>Percent</u>	<u>Independent</u>	<u>Percent</u>
0.00-1.00	61	0.7%	0.00-1.00	41	0.8%	20	0.6%
1.01-2.00	199	2.3%	1.01-2.00	132	2.5%	67	2.0%
2.01-2.50	636	7.2%	2.01-2.50	404	7.5%	232	6.8%
2.51-3.00	1,483	16.9%	2.51-3.00	781	14.6%	702	20.5%
3.01-3.50	2,414	27.5%	3.01-3.50	1,510	28.2%	904	26.4%
3.51-4.00	3,993	45.5%	3.51-4.00	2,492	46.5%	1,501	43.8%
No response = 3,543	8,786		No response = 3,543	5,360		3,426	

c. By Class Level	<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	49	1.7%	9	0.4%	3	0.2%	0	0.0%
1.01-2.00	120	4.1%	48	2.1%	16	0.8%	10	0.7%
2.01-2.50	278	9.5%	180	7.7%	108	5.4%	62	4.4%
2.51-3.00	465	15.9%	460	19.7%	298	15.0%	231	16.4%
3.01-3.50	757	26.0%	617	26.5%	592	29.8%	403	28.7%
3.51-4.00	1,248	42.8%	1,016	43.6%	972	48.9%	699	49.8%
Missing = 3,688	2,917		2,330		1,989		1,405	

d. By Institution	<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	10	0.4%	33	1.1%	16	0.6%	2	0.5%
1.01-2.00	41	1.4%	108	3.6%	41	1.6%	9	2.4%
2.01-2.50	166	5.7%	303	10.0%	145	5.8%	22	5.9%
2.51-3.00	392	13.6%	647	21.4%	360	14.4%	84	22.6%
3.01-3.50	801	27.7%	815	26.9%	711	28.5%	87	23.5%
3.51-4.00	1,482	51.2%	1,124	37.1%	1,220	48.9%	167	45.0%
Missing = 3,981	2,892		3,030		2,493		371	

6. Satisfactory Academic Progress of MAP Recipients

According to MAP rules, in order to continue to be eligible for student financial aid, 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. 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 receive or continue receiving MAP, the school they attend must certify they are meeting the institution's SAP requirements for 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 2023. Surveyed students were asked “For the Fall 2023 term, how many credit hours did you attempt?” and “Of the credit hours you attempted for the Fall 2023 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 78 percent of MAP recipients reported completing 95 percent or more of the hours they attempted. About 61 percent of survey respondents indicated they took at least 12 hours for Fall 2023.

a. Success Percentage					c. By Class Level				
	Overall	Percentage			Freshman	Soph.	Junior	Senior	
<60	1,162	13.8%			<60	15.3%	14.5%	13.0%	10.1%
60 - <70	160	1.9%			60 - <70	2.3%	2.1%	1.4%	1.4%
70 - <80	235	2.8%			70 - <80	3.4%	2.8%	2.3%	2.3%
80 - <90	231	2.7%			80 - <90	3.4%	3.0%	2.4%	1.6%
90 - <95	53	0.6%			90 - <95	1.0%	0.8%	0.3%	0.2%
95 - 100	6,588	78.2%			95 - 100	74.7%	76.8%	80.7%	84.5%
No response = 3,900	8,429								
b. By Dependency Type					d. By Institution Type				
	Dependent	Percentage	Independent	Percentage		Pub Univ	Pub CC	PNFP	Prop
<60	650	12.7%	512	15.5%	<60	11.8%	18.3%	11.0%	11.5%
60 - <70	88	1.7%	72	2.2%	60 - <70	1.6%	2.8%	1.2%	2.1%
70 - <80	162	3.2%	73	2.2%	70 - <80	2.3%	3.3%	2.9%	2.1%
80 - <90	187	3.6%	44	1.3%	80 - <90	3.2%	2.1%	3.3%	0.6%
90 - <95	38	0.7%	15	0.5%	90 - <95	0.6%	0.7%	0.6%	0.3%
95 - 100	4,010	78.1%	2,578	78.3%	95 - 100	80.6%	72.8%	81.0%	83.4%
No response = 3,900	5,135		3,294						
e. Hours Attempted by Survey Responders Fall 2023									
	Overall	Percent							
1 to 6	2,139	25.5							
7 to 11	1,125	13.4							
12 to 15	3,329	39.7							
More than 15	1,786	21.3							
No response = 3,950	8,379								

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 often 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 first received MAP in the AY2020-21, for example, should have completed between 24 and 30 hours by AY2021-22, between 48 and 60 hours by AY2022-23, and so on. As shown below, full-time MAP recipients paid in previous years have on average completed sufficient additional hours by AY2023-24 that they can generally be considered on-track and likely to complete their degrees within three years at two-year schools and within five years at four-year schools.

a. By Dependency Type

<i>Full-time dependent MAP recipients paid in Fall...</i>	<i>...who were also paid in Fall AY2023-24 should have completed an additional...</i>	<i>...by AY2023-24, and have actually been paid for an average of ...</i>
AY2022-23	24 to 30 hours	25.2 additional hours
<i>Full-time independent MAP recipients paid in Fall...</i>	<i>...who were also paid in Fall AY2023-24 should have completed an additional...</i>	<i>...by AY2023-24, and have actually been paid for an average of ...</i>
AY2022-23	24 to 30 hours	20.6 additional hours

c. By Institution Type

<i>Full-time MAP recipients at four-year institutions paid in Fall...</i>	<i>...who were also paid in Fall AY2023-24 should have completed an additional...</i>	<i>...by AY2023-24 , and have actually been paid for an average of ...</i>
AY2022-23	24 to 30 hours	25.6 additional hours
AY2021-22	48 to 60 hours	50.0 additional hours
AY2020-21	72 to 90 hours	71.7 additional hours
<i>Full-time MAP recipients at two-year institutions paid in Fall...</i>	<i>...who were also paid in Fall AY2023-24 should have completed an additional...</i>	<i>...by AY2023-24 , and have actually been paid for an average of ...</i>
AY2022-23	24 to 30 hours	20.6 additional hours

b. By Class Level

<i>Full-time freshman MAP recipients paid in Fall...</i>	<i>...who were also paid in Fall AY2023-24 should have completed an additional...</i>	<i>...by AY2023-24, and have actually been paid for an average of ...</i>
AY2022-23	24 to 30 hours	24.5 additional hours
<i>Full-time sophomore MAP recipients paid in Fall...</i>	<i>...who were also paid in Fall AY2023-24 should have completed an additional...</i>	<i>...by AY2023-24, and have actually been paid for an average of ...</i>
AY2022-23	24 to 30 hours	25.3 additional hours
<i>Full-time junior MAP recipients paid in Fall...</i>	<i>...who were also paid in Fall AY2023-24 should have completed an additional...</i>	<i>...by AY2023-24, and have actually been paid for an average of ...</i>
AY2022-23	24 to 30 hours	24.7 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.

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. For 2023, MAP-approved schools reported on more than 500 individual support programs to help students, including MAP recipients, succeed. These non-financial support programs may be of more than one type and offer different types of services to students. About 87 percent of the programs included a mentoring, non-academic/life issue advising, tracking/early warning, transition/orientation, and/or tutoring component; about 62 percent of the programs included a completion, degree mapping/path to a degree, or study skills component; and about 54 percent of the programs included a learning community, scholarship, and/or additional specialized tutoring component.

ISAC sent records of the 2017 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 enrolled at 4-year postsecondary institutions available from the US Department of Education Integrated Postsecondary Education Data System (IPEDS) and graduation rates of students in the lowest income quintile neighborhoods that are more comparable to MAP recipients from NSC. Despite facing significant financial challenges and often being the first in their family to complete college, a majority of MAP recipients graduate at rates similar to all students within their respective 4-year institutions. Federal, State, and institutional funds combined with Federal, State, and targeted school and outreach efforts, help Illinois students reach their educational goals. **Sixty-five percent of MAP recipients obtained a degree at any school in six years compared to 57 percent nationally who were in the lowest income quintile.**

Six-Year Graduation Rates

National	65% (overall, same school) 57% (bottom 20% income)
Illinois	66% (overall, same school)
MAP Recipients	54% Bachelor's degree (same school) 60% Bachelor's degree (any school) 65% Any degree, (any school)

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 2016 and graduated within six years with a Bachelor's degree. National and Illinois rates from IPEDS U.S. Department of Education reflect same school completions; MAP recipient rates from ISAC match to National Student Clearinghouse data. National low-income graduation rate is from National Student Clearinghouse based on neighborhood census data.

Comments from MAP survey recipients:

- "I would like to express how integral the MAP grant has been in supporting both my education and my family. Without the MAP grant, I would likely take a gap year or two just to save money to attend school. Due to my family being a family of 6, I've had to divert both financial and physical resources to support both my parents and younger siblings. However, the MAP grant has significantly lessened the amount of financial stress to be able to cover my education."
- "I am extremely grateful for the educational opportunities that the MAP grant has helped me achieve. The idea of me going to college used to be just that, an idea, because it was something that I physically would not be able to afford. Now, I am getting ready to graduate with a Bachelor's degree in May 2024, and I hope to attend PA school next year."
- "I'm a single mom working fulltime in my career and not worrying about how I'm going to be able to afford going to school helped me tremendously. I am able to spend more time with my son and having financial help has encouraged me even more to further my education and be the first one in my family to graduate. If I didn't have this help it would've taken me much longer as I don't want to take any loans out and would've put more financial stress on me."

9. MAP Recipients Face Many Challenges

Surveyed MAP recipients were asked if they were having difficulty staying in school and if so, why. Participants were allowed to select all reasons they felt made it difficult to stay in school. The stress of balancing college with other responsibilities was the number one selected reason, with cost of college also frequently cited. Financial aid like MAP can help reduce the impact of some of these 'indirect' factors reducing postsecondary participation and performance.

If you are having difficulty staying in school, please identify the contributing factors/issues from the list below: (Mark all that apply.)	Percent of respondents indicating reason was a contributing factor
Stress and pressure of balancing classes with other responsibilities	18.3%
Cost of college is too high	17.9%
Family reasons	11.6%
Mental health	11.2%
I need to work more hours	10.8%
Materials cost too much	7.6%
I need to support my family	6.1%
I am having difficulty with classes	5.9%
Course availability conflicts with other responsibilities	5.7%
Medical reasons	5.1%
Childcare	4.1%
Lack of encouragement from family	2.7%
Other (please specify)	2.3%
I don't fit in	1.9%
Lack of advising resources	1.5%
Lack of access to technology	1.4%
College degree is not worth the cost	1.3%
I don't like college	0.9%
I got married	0.4%

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 improve equity by making higher education more accessible to all 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

Additional information on MAP and the other gift assistance programs and services ISAC administers can be found in the annually produced ISAC Data Book in the Research & Policy section of the ISAC website (isac.org).

Please let us know if you have questions on any of that data or related information.

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