

Monetary Award Program (MAP) Evaluation

MAP Helps Illinois Students and is an Investment in Illinois

Illinois' Monetary Award Program (MAP) is intended to help financially needy students 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 a college 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. Over half of MAP recipients are first generation students, and more than 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—while MAP funding is shrinking. Today, with MAP funding currently below 2009 dollar levels and an effective maximum award of \$4,720, MAP serves only about half the applicants who are eligible and an award covers at maximum only about one-third of average tuition and fees at a public university in the State.

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 100,000 students in May of 2016 who received MAP for the Fall of 2015. The data for this report come from the MAP database and from the 10,262 responses to the survey. Summary data for MAP recipients overall, including the number of awards, dependency status, and income is shown in the table at right.

Comments from MAP survey recipients:

“This program has given me and my family a chance at a better life. I wouldn’t have been able to pursue higher education without it.”

“The MAP grant helps students. Without it I might not be able to go to college. Student loans only go so far, the MAP grant helps me cover what my loans won't.”

Academic Year 2015-16 MAP Award Data

<u>Institution Type</u>	<u>Recipients</u>	<u>Total Awards</u>
Public 4-year	39,539	\$141,850,348
Public 2-year	28,245	\$27,755,799
Private Not-for-profit	35,308	\$139,030,288
Proprietary	3,965	\$11,180,877
Total	107,057	\$319,817,312
Dependent recipients		72,540
Independent recipients		34,517
Percent of recipients with no resources to pay for college		55%
Mean taxable income of recipients		\$27,787

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 2015?” Survey responses indicate 89 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 slightly less likely to be pursuing a Bachelor’s degree and slightly more likely to be pursuing an Associate’s degree than dependent students. The percentage of MAP recipients hoping for a higher degree increases across class levels, with more than 88 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 2015?

	<u>All Respondents</u>	<u>Percent</u>
Vocational/technical program (less than two years)	69	0.7%
Two-year program/associate's degree with intent to transfer to a four-year program	929	9.0%
Associate's degree	1,120	10.9%
Bachelor's degree	7,784	75.9%
Master's degree	235	2.3%
Professional degree	64	0.6%
Doctoral degree	61	0.6%
Missing= 0	10,262	

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)	25	0.4%
Two-year program/associate's degree with intent to transfer to a four-year program	480	7.1%
Associate's degree	434	6.5%
Bachelor's degree	5,534	82.3%
Master's degree	153	2.3%
Professional degree	41	0.6%
Doctoral degree	55	0.8%
	6,722	
	<u>Independent</u>	<u>Percent</u>
Vocational/technical program (less than two years)	44	1.2%
Two-year program/associate's degree with intent to transfer to a four-year program	449	12.7%
Associate's degree	686	19.4%
Bachelor's degree	2,250	63.6%
Master's degree	82	2.3%
Professional degree	23	0.6%
Doctoral degree	6	0.2%
	3,540	
Missing= 0	10,262	

c. By Class Level	<u>Freshman</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>
Vocational/technical program (less than two years)	0.8%	0.7%	0.2%	0.3%
Two-year program/associate's degree with intent to transfer to a four-year program	16.0%	13.1%	3.1%	1.6%
Associate's degree	14.2%	16.0%	5.6%	3.5%
Bachelor's degree	65.5%	68.1%	89.0%	88.4%
Master's degree	2.3%	1.2%	1.3%	4.7%
Professional degree	0.3%	0.5%	0.5%	0.8%
Doctoral degree	0.9%	0.4%	0.3%	0.7%

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)	0.1%	2.2%	0.2%	1.3%
Two-year program/associate's degree with intent to transfer to a four-year program	0.8%	35.4%	0.5%	5.0%
Associate's degree	1.7%	38.8%	1.8%	12.9%
Bachelor's degree	93.7%	21.2%	93.4%	78.2%
Master's degree	2.4%	1.2%	3.0%	1.8%
Professional degree	0.6%	0.6%	0.6%	0.8%
Doctoral degree	0.7%	0.6%	0.5%	0.0%

2. Chosen Field of Study of MAP Recipients

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

	<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)	413	4.8%
Business/Management/Finance (Including accounting, bookkeeping, data processing, office technology, marketing, actuarial science)	1,468	17.0%
Computer Science/Information Technology/Mathematics (Including computer science, computer security, networking, database management, information systems, math, applied math, statistics)	505	5.7%
Education (Including elementary education, secondary education, teacher training, early childhood education, special education)	691	8.0%
Engineering and Architecture (Including civil/aerospace/mechanical/electrical/materials engineering, architecture, materials science)	508	5.9%
Fine Arts (Including art, music, theater, dance, performance, graphic design, film)	427	4.9%
Journalism/Communications (Including journalism, advertising, media studies, broadcasting, electronic communications)	239	2.8%
Law (Including legal management, paralegal studies, arbitration)	180	2.1%
Liberal Arts (Including history, general education, classics, English, foreign language, area studies, subject studies, linguistics, literature, philosophy)	540	6.3%
Medical (Including medicine, pharmacy, dental, nursing, veterinary science, speech pathology, anesthesiology)	1,361	15.8%
Physical Science (Including chemistry, physics, biology, microbiology, astronomy, zoology, environmental science, climate science, geology)	672	7.8%
Public Service (Including public administration, criminal justice, fire safety, public policy, social work, foreign service)	477	5.5%
Social Science (Including anthropology, geography, economics, religion, theology, political science, psychology, sociology)	905	10.5%
Trade or Profession (Including cosmetology, truck driving, construction, building technology, culinary arts, hospitality management, horticulture, barbering)	95	1.1%
Undecided	156	1.8%
Missing = 1,625	8,637	

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)	1,887	21.9%
General (Social Science, Liberal Arts, Fine Arts, Education)	2,563	29.7%
Health (Medical, Allied, and Applied Health)	1,774	20.5%
STEM (Physical Science, Computer Science/Information Technology/Mathematics, Engineering and Architecture)	1,685	19.5%
Other (Public Service, Trade, Profession, Undecided)	728	8.4%
Missing = 1,625	8,637	

c. By Dependency Status

	<u>Dependent</u>	<u>Percent</u>	<u>Independent</u>	<u>Percent</u>
Business	1,214	21.6%	673	22.2%
General	1,697	30.3%	866	28.6%
Health	1,025	18.3%	749	24.7%
STEM	1,239	22.1%	446	14.7%
Other	432	7.7%	296	9.8%

d. By Class Level

	<u>Freshman</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>
Business	21.4%	20.5%	24.0%	21.4%
General	26.0%	29.0%	30.6%	34.1%
Health	23.8%	22.9%	18.2%	15.7%
STEM	19.3%	18.8%	19.1%	21.7%
Other	9.5%	8.8%	8.1%	7.1%

e. By Institution Type

	<u>Pub Univ</u>	<u>Pub CC</u>	<u>PNFP</u>	<u>Prop</u>
Business	19.6%	20.3%	25.2%	23.0%
General	31.4%	21.2%	34.7%	16.9%
Health	14.8%	33.6%	15.7%	43.2%
STEM	25.7%	12.7%	18.1%	12.6%
Other	8.5%	12.2%	6.3%	4.3%

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 data files for MAP identifying first-time, full-time freshmen (FTFTF) for the 12-13 award year. Award files for the 13-14, 14-15, and 15-16 award years were examined to see how many of these students remained enrolled (retention rate). Application for financial aid and payment of financial aid were used as a proxy measure of continued enrollment and pursuit of education. If a student received aid in an initial year (2012-13 for students at four-year institutions or 2014-15 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. The combination of the measures, however, provides a possible range of 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 for First-Time, Full-Time Freshmen (FTFTF)

a. By Dependency Status	<u>2014-15</u>	<u>2015-16</u>	c. By Institution Type				
Dependent FTFTF			<i>Starting at Four-year Institutions</i>				
# applied		18,377		<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
% applied		95.9%	# applied	13,349	12,348	11,156	
# paid	19,164	11,904	% applied	97.8%	90.4%	81.7%	
% paid		62.1%	# paid	13,656	10,416	8,086	5,995
Independent FTFTF			% paid	76.2%	59.2%	43.9%	
# applied		1,258	<i>Starting at Two-year Institutions</i>				
% applied		91.2%		<u>2014-15</u>	<u>2015-16</u>		
# paid	1,380	710	# applied	5,651			
% paid		51.4%	% applied	91.4%			
b. By Class Level	<u>2014-15</u>	<u>2015-16</u>	# paid	6,186	2,519		
Sophomores			% paid	40.7%			
# applied		27,929					
% applied		88.1%					
# paid	31,705	16,009					
% paid		50.5%					
Juniors							
# applied		24,825					
% applied		88.8%					
# paid	27,971	15,306					
% paid		54.7%					

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.

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 67 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 half 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	5,179	66.8%
No, I think I will take 5 years	1,763	22.8%
No, I think I will take 6 years or more	468	6.0%
I don’t know	338	4.4%
Missing = 36	7,748	

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	979	47.9%
No I think I will take 3 years or more	620	30.4%
No I think I will take 4 years	253	12.4%
I don’t know	189	9.3%
Missing = 77	2,041	

Students pursuing a Bachelor’s degree

b. By Dependency Status

	<u>Dependent</u>	<u>Independent</u>
Yes	71.1%	56.5%
No, I think I will take 5 years	22.6%	23.1%
No, I think I will take 6 years or more	2.9%	13.7%
I don’t know	3.4%	6.7%

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

f. By Dependency Status

	<u>Dependent</u>	<u>Independent</u>
Yes	46.3%	49.3%
No I think I will take 3 years or more	30.3%	30.4%
No I think I will take 4 years	13.6%	11.4%
I don’t know	9.8%	8.9%

c. By Class Level

	<u>Freshmen</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>
Yes	75.8%	71.8%	64.3%	57.6%
No, I think I will take 5 years	16.3%	21.2%	23.3%	29.1%
No, I think I will take 6 years or more	1.8%	4.1%	8.1%	10.0%
I don’t know	6.1%	2.9%	4.3%	3.3%

g. By Class Level

	<u>Freshman</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>
Yes	48.0%	46.0%	47.0%	63.9%
No I think I will take 3 years or more	29.0%	35.0%	30.0%	19.8%
No I think I will take 4 years	14.6%	11.4%	14.5%	12.8%
I don’t know	8.4%	7.6%	8.5%	3.5%

d. By Institution Type

	<u>Pub Univ</u>	<u>Pub CC</u>	<u>PNFP</u>	<u>Prop</u>
Yes	60.7%	54.6%	74.7%	73.7%
No, I think I will take 5 years	27.4%	31.2%	17.1%	15.8%
No, I think I will take 6 years or more	7.1%	7.4%	4.6%	7.1%
I don’t know	4.8%	6.8%	3.6%	3.4%

h. By Institution Type

	<u>Pub Univ</u>	<u>Pub CC</u>	<u>PNFP</u>	<u>Prop</u>
Yes	41.7%	47.6%	54.2%	58.0%
No I think I will take 3 years or more	20.8%	31.8%	20.5%	18.8%
No I think I will take 4 years	29.2%	11.4%	18.1%	8.7%
I don’t know	8.3%	9.2%	7.2%	14.5%

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	8	<0.1%	5	<0.1%	3	<0.1%
1.01-2.00	125	1.5%	86	1.5%	39	1.3%
2.01-2.50	588	6.9%	410	7.4%	178	6.0%
2.51-3.00	1,768	20.7%	1,153	20.7%	615	20.7%
3.01-3.50	2,653	31.0%	1,764	31.7%	889	29.9%
3.51-4.00	3,406	39.9%	2,152	38.6%	1,254	42.1%
Missing = 1,714	8,548		5,570		2,978	

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	5	0.2%	1	<0.1%	2	<0.1%	0	0.0%
1.01-2.00	71	3.3%	29	1.2%	19	0.8%	4	0.2%
2.01-2.50	193	8.9%	187	7.8%	138	6.1%	64	3.9%
2.51-3.00	451	20.9%	494	20.7%	477	21.0%	334	20.2%
3.01-3.50	642	29.7%	741	31.1%	711	31.4%	535	32.5%
3.51-4.00	800	37.0%	934	39.2%	921	40.6%	713	43.2%
Missing = 1,796	2,162		2,386		2,268		1,650	

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	4	0.1%	2	0.1%	2	0.1%	0	0.0%
1.01-2.00	45	1.4%	46	2.3%	27	0.9%	7	2.2%
2.01-2.50	219	6.8%	180	9.2%	161	5.3%	28	8.7%
2.51-3.00	731	22.5%	432	22.0%	543	18.0%	62	19.3%
3.01-3.50	1,043	32.2%	566	28.8%	928	30.7%	116	36.1%
3.51-4.00	1,199	37.0%	737	37.6%	1,362	45.0%	108	33.7%
Missing = 1,714	3,241		1,963		3,023		321	

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 2015. Surveyed students were asked "For the Fall 2015 term, how many credit hours did you attempt?" and "Of the credit hours you attempted for the Fall 2015 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. A success percentage of 80 for this measure means a student reported that they completed 80 percent of the hours they attempted. More than 81 percent of survey respondents indicated they took at least 12 hours for Fall 2015.

a. Success Percentage		Overall	Percentage	c. By Class Level		Freshman	Soph.	Junior	Senior
<60	412	5.0%	<60	5.8%	5.9%	4.8%	3.1%		
60 - <70	140	1.7%	60 - <70	2.1%	1.7%	2.0%	0.9%		
70 - <80	265	3.2%	70 - <80	4.6%	2.9%	3.2%	2.1%		
80 - <90	291	3.6%	80 - <90	4.4%	4.2%	2.9%	2.5%		
90 - <95	45	0.6%	90 - <95	0.9%	0.7%	0.2%	0.4%		
95 - 100	7,017	85.9%	95 - 100	82.2%	84.6%	86.9%	91.0%		
Missing = 2,092	8,170								

b. By Dependency Type		Dependent	Percentage	Independent	Percentage	d. By Institution Type		Pub Univ	Pub CC	PNFP	Prop
<60	221	4.2%	191	6.7%	<60	4.2%	8.9%	3.3%	6.2%		
60 - <70	81	1.5%	59	2.1%	60 - <70	1.9%	2.5%	1.0%	1.4%		
70 - <80	184	3.5%	81	2.8%	70 - <80	3.4%	4.0%	2.8%	0.7%		
80 - <90	226	4.2%	65	2.3%	80 - <90	4.4%	2.4%	3.5%	2.4%		
90 - <95	38	0.7%	7	0.3%	90 - <95	0.7%	0.6%	0.5%	0.0%		
95 - 100	4,578	85.9%	2,439	85.8%	95 - 100	85.4%	81.6%	88.9%	89.3%		
Missing = 2,092	5,328		2,842								

e. Hours Attempted by Survey Responders Fall 2015		Overall	Percent
1 to 6	707	8.5%	
7 to 11	828	9.9%	
12 to 15	4,344	52.1%	
More than 15	2,452	29.4%	
Missing = 1,931	8,331		

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 AY13-14, for example, should have completed between 24 and 30 hours by AY14-15, between 48 and 60 hours by AY15-16, 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 AY15-16 that they can generally be considered on-track and likely to complete their degrees within an appropriate time frame.

a. By Dependency Type

<i>Full-time dependent MAP recipients paid in...</i>	<i>...who were also paid in AY15-16 should have completed an additional...</i>	<i>...by AY15-16, and have actually been paid for an average of ...</i>
AY14-15	24 to 30 hours	26.1 additional hours
<i>Full-time independent MAP recipients paid in...</i>	<i>...who were also paid in AY15-16 should have completed an additional...</i>	<i>...by AY15-16, and have actually been paid for an average of ...</i>
AY14-15	24 to 30 hours	21.5 additional hours

c. By Institution Type

<i>Full-time MAP recipients at four-year institutions paid in...</i>	<i>...who were also paid in AY15-16 should have completed an additional...</i>	<i>...by AY15-16, and have actually been paid for an average of ...</i>
AY14-15	24 to 30 hours	25.9 additional hours
AY13-14	48 to 60 hours	50.8 additional hours
AY12-13	72 to 90 hours	73.5 additional hours
<i>Full-time MAP recipients at two-year institutions paid in...</i>	<i>...who were also paid in AY-15-16 should have completed an additional...</i>	<i>...by AY15-16, and have actually been paid for an average of ...</i>
AY14-15	24 to 30 hours	22.1 additional hours

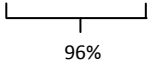
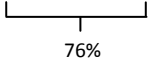
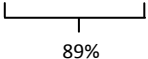
b. By Class Level

<i>Full-time freshman MAP recipients paid in...</i>	<i>...who were also paid in AY15-16 should have completed an additional...</i>	<i>...by AY15-16, and have actually been paid for an average of ...</i>
AY14-15	24 to 30 hours	26.1 additional hours
<i>Full-time sophomore MAP recipients paid in...</i>	<i>...who were also paid in AY15-16 should have completed an additional...</i>	<i>...by AY15-16, and have actually been paid for an average of ...</i>
AY14-15	24 to 30 hours	26.2 additional hours
<i>Full-time junior MAP recipients paid in...</i>	<i>...who were also paid in AY15-16 should have completed an additional...</i>	<i>...by AY15-16, and have actually been paid for an average of ...</i>
AY14-15	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 Recipients Assess MAP

Surveyed MAP recipients were asked whether they agreed or disagreed with three statements regarding MAP. About 96 percent of survey responders agreed MAP played an important role in allowing them to enroll in college, about 76 percent felt MAP reduced both the amount of time they had to work at a job in the school year, and about 89 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.	7,495	726	189	61	113
	87%	9%	2%	1%	1%
					Missing = 1,678
b. Receiving a MAP grant reduced the amount of time I needed to work at a job during this school year.	5,350	1,230	1,025	598	385
	62%	14%	12%	7%	5%
					Missing = 1,683
c. Receiving a MAP grant reduced the amount I had to borrow this year.	6,719	961	464	228	203
	78%	11%	5%	3%	3%
					Missing = 1,687

From comments provided by survey recipients:

I want to thank you so much for helping me pay school and reducing my stress/anxiety. I was able to focus on my academics and work less hours. I feel very fortunate.

I am extremely grateful for the assistance of my education. This is allowing me the opportunity to gain knowledge and skills for future employment to support my family.

This grant is truly a blessing and helped me to get as far as I have. I'll be graduating May 2017 thanks to the assistance I've had.

I am thankful for the opportunity that the MAP have given to me.

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 \$800 million in benefits to more than 30,000 students at over 900 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!

ISAC State Relations:

Katharine Gricevich

(217) 785-9278

katharine.gricevich@isac.illinois.gov



1755 Lake Cook Road
Deerfield IL

500 W Monroe
Springfield, IL

100 West Randolph
Suite 3-200
Chicago IL

800-899-ISAC (4722)
isac.studentservices@isac.illinois.gov
www.isac.org