ISAC
Illinois Student Assistance Commission

Monetary Award Program (MAP) Evaluation

MAP Grants Offered to All Eligible Students for the First Time in Two Decades

* Note that this evaluation covers MAP data from the most recent, complete year - FY22 (AY21-22). That predates the additional MAP funds received in FY23 that brought program funding to a new historic high of $601 million and allowed for significant improvements in both access and affordability.

*I*llinois' 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.

In the 2021-22 school year, a MAP grant was offered to all eligible applicants for the first time in more than 20 years; of those 60% enrolled and claimed their grant. The highest MAP award covered about 33% 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 38% 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, 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 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 132,000 students in the Spring of 2022 who received a MAP grant for the Fall of 2021. The data for this report come from the MAP database and from the 12,676 valid responses to the survey. Survey respondents were somewhat more likely to be female, independent, older, and enrolled at a community college than the MAP population as a whole.

Academic Year 2021-22 MAP Award Data

Institution Type	Recipients	Total Awards
Public 4-year	50,310	$224,087,470
Public 2-year	53,079	$54,308,358
Private Not-for-profit	37,888	$175,187,149
Proprietary	4,349	$14,137,452
Total	145,626	$467,720,429

Dependent recipients	95,049 (65%)
Independent recipients	50,577 (35%)
Percent of recipients with no resources to pay for college	55%
Mean taxable income of recipients	$30,385

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 2021 term?" Survey responses indicate more that 60 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 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 80 percent of juniors and seniors hoping to a obtain a Bachelor's degree. About two-thirds 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)	174	2.6%
Two-year program/associate's degree with intent to transfer to a four-year program	732	10.7%
Associate's degree	1,134	16.6%
Bachelor's degree	4,604	67.6%
Master's degree	114	1.7%
Professional degree	19	0.3%
Doctoral degree	32	0.5%
	6,809	

	Independent	Percent
Vocational/technical program (less than two years)	182	3.1%
Two-year program/associate's degree with intent to transfer to a four-year program	987	16.3%
Associate's degree	1,340	22.8%
Bachelor's degree	3,270	55.7%
Master's degree	79	1.4%
Professional degree	20	0.4%
Doctoral degree	19	0.3%
No response = 0	5,867	

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)	356	2.8%
Two-year program/associate's degree with intent to transfer to a four-year program	1,689	13.3%
Associate's degree	2,474	19.6%
Bachelor's degree	7,874	62.1%
Master's degree	193	1.5%
Professional degree	39	0.3%
Doctoral degree	51	0.4%
No response = 0	12,676	

c. By Class Level

	Freshman	Soph.	Junior	Senior
Vocational/technical program (less than two years)	4.3%	2.3%	0.9%	0.7%
Two-year program/associate's degree with intent to transfer to a four-year program	20.4%	17.9%	5.1%	3.0%
Associate's degree	23.1%	25.5%	11.6%	9.3%
Bachelor's degree	49.9%	52.7%	81.3%	82.8%
Master's degree	1.7%	0.8%	0.8%	3.4%
Professional degree	0.2%	0.4%	0.1%	0.5%
Doctoral degree	0.4%	0.4%	0.2%	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)	3.0%	1.8%	3.8%	4.2%
Two-year program/associate's degree with intent to transfer to a four-year program	12.3%	12.9%	13.6%	22.1%
Associate's degree	18.9%	16.1%	22.9%	32.1%
Bachelor's degree	64.0%	66.5%	57.7%	39.3%
Master's degree	1.3%	1.9%	1.2%	1.3%
Professional degree	0.1%	0.4%	0.3%	0.6%
Doctoral degree	0.3%	0.4%	0.4%	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. There were no significant variations in selected major across class levels. Students at proprietary institutions were more likely to indicate they were pursuing a medical or health degree (such as nursing) than students in other sectors.

a. Major Area of Study

	All Respondents	Percent
Allied and Applied Health (Including athletic training, exercise science, kinesiology, physical education, therapy, sonography, radiologic technology, gerontology, community health)	455	5.1%
Business/Management/Finance (Including accounting, bookkeeping, data processing, office technology, marketing, actuarial science)	1,362	15.4%
Computer Science/Information Technology/ Mathematics (Including computer science, computer security, networking, database management, information systems, math, applied math, statistics)	630	7.1%
Education (Including elementary education, secondary education, teacher training, early childhood education, special education)	937	10.6%
Engineering and Architecture (Including civil/ aerospace/mechanical/electrical/materials engineering, architecture, materials science)	393	4.4%
Fine Arts (Including art, music, theater, dance, performance, graphic design, film)	401	4.5%
Journalism/Communications (Including journalism, advertising, media studies, broadcasting, electronic communications)	137	1.6%
Law (Including legal management, paralegal studies, arbitration)	184	2.1%
Liberal Arts (Including history, general education, classics, English, foreign language, area studies, subject studies, linguistics, literature, philosophy)	399	4.5%
Medical (Including medicine, pharmacy, dental, nursing, veterinary science, speech pathology, anesthesiology)	1,801	20.3%
Physical Science (Including chemistry, physics, biology, microbiology, astronomy, zoology, environmental science, climate science, geology)	541	6.1%
Public Service (Including public administration, criminal justice, fire safety, public policy, social work, foreign service)	424	4.8%
Social Science (Including anthropology, geography, economics, religion, theology, political science, psychology, sociology)	815	9.2%
Trade or Profession (Including cosmetology, truck driving, construction, building technology, culinary arts, hospitality management, horticulture, barbering)	152	1.7%
Undecided	231	2.6%
No response = 3,814	8,862	

The study areas were grouped to be manageable for analysis.

b. Study Areas Grouped

	All Respondents	Percent
Business (Business/Management/Finance/Journalism/ Communications/Law)	1,683	19.0%
General (Social Science, Liberal Arts, Fine Arts, Education)	2,552	28.8%
Health (Medical, Allied, and Applied Health)	2,256	25.5%
STEM (Physical Science, Computer Science/Information Technology/Mathematics, Engineering and Architecture)	1,564	17.7%
Other (Public Service, Trade, Profession, Undecided)	807	9.1%
No response = 3,814	8,862	

c. By Dependency Status

	Dependent	Percent	Independent	Percent
Business	900	18.6%	783	19.5%
General	1,492	30.8%	1,060	26.3%
Health	1,081	22.4%	1,175	29.2%
STEM	920	19.0%	644	16.0%
Other	445	9.2%	362	9.0%
	4,838		4,024	

d. By Class Level

	Freshman	Soph.	Junior	Senior
Business	17.7%	17.4%	21.2%	21.2%
General	25.2%	27.5%	32.4%	32.9%
Health	26.8%	28.8%	23.1%	19.6%
STEM	18.7%	17.6%	16.2%	18.4%
Other	11.6%	8.7%	7.1%	7.9%

e. By Institution Type

	Pub Univ	Pub CC	PNFP	Prop
Business	19.7%	18.7%	19.1%	17.2%
General	27.2%	31.5%	26.8%	26.0%
Health	26.1%	22.5%	27.6%	34.4%
STEM	17.4%	18.9%	16.7%	14.1%
Other	9.6%	8.4%	9.8%	8.3%

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 2018-19 award year. Award files for the 2018-19, 2019-20, and 2020-21 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 2018-19 and two-year institutions in 2020-21 have retention rates consistent with June 2022 data from the National Student Clearinghouse (NSC) suggesting overall single year retention rates for full-time students starting in Fall of 2020 of 72.4 percent (https://nscresearchcenter.org/wp-content/uploads/PersistenceRetention2022.pdf).

a. By Dependency Status

	2020-21	2021-22
Dependent FTFTF		
# applied		20,211
% applied		88.4%
# paid	22,870	15,216
% paid		66.5%
Independent FTFTF		
# applied		1,462
% applied		79.7%
# paid	1,835	976
% paid		53.2%

b. By Class Level

	2020-21	2021-22
Sophomores		
# applied		16,215
% applied		94.3%
# paid	17,187	13,406
% paid		78.0%
Juniors		
# applied		21,696
% applied		89.7%
# paid	24,205	17,228
% paid		71.2%

c. By Institution Type

Starting at Four-year Institutions

	2018-19	2019-20	2020-21	2021-22
# applied		14,419	12,725	11,128
% applied		94.9%	84.1%	73.2%
# paid	15,193	10,931	9,258	8,255
% paid		71.9%	60.9%	54.3%

Starting at Two-year Institutions

	2020-21	2021-22
# applied		6,831
% applied		81.1%
# paid	8,427	4,594
% paid		54.5%

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 (2018-19 for students at four-year institutions or 2020-21 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. 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. In general, a little less 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	5,357	68.6%
No, I think I will take 5 years	1,434	18.4%
No, I think I will take 6 years or more	455	5.8%
I don't know	558	7.2%
No response = 70	7,804	

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	2,016	48.7%
No I think I will take 3 years	1,011	24.4%
No I think I will take 4 years or more	508	12.3%
I don't know	604	14.6%
No response = 380	4,139	

Students pursuing a Bachelor's degree

b. By Dependency Status	Dependent	Independent
Yes	67.9%	69.8%
No, I think I will take 5 years	19.1%	17.3%
No, I think I will take 6 years or more	6.0%	5.6%
I don't know	7.0%	7.3%

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

f. By Dependency Status	Dependent	Independent
Yes	50.4%	47.3%
No I think I will take 3 years	22.7%	25.9%
No I think I will take 4 years or more	12.7%	11.9%
I don't know	14.2%	14.9%

c. By Class Level	Freshman	Soph.	Junior	Senior
Yes	77.2%	72.7%	66.3%	60.1%
No, I think I will take 5 years	13.1%	18.5%	19.2%	21.5%
No, I think I will take 6 years or more	1.8%	3.1%	7.3%	12.9%
I don't know	7.9%	5.7%	7.2%	5.5%

g. By Class Level	Freshman	Soph.	Junior	Senior
Yes	46.0%	48.9%	54.2%	63.4%
No I think I will take 3 years	25.9%	26.7%	23.2%	15.3%
No I think I will take 4 years or more	13.7%	11.8%	12.0%	9.3%
I don't know	14.4%	12.6%	10.6%	12.0%

d. By Institution Type	Pub Univ	Pub CC	PNFP	Prop
Yes	70.8%	67.2%	69.9%	59.1%
No, I think I will take 5 years	15.9%	20.5%	16.9%	19.9%
No, I think I will take 6 years or more	6.3%	5.1%	6.4%	8.6%
I don't know	7.0%	7.2%	6.8%	12.4%

h. By Institution Type	Pub Univ	Pub CC	PNFP	Prop
Yes	50.5%	46.7%	49.7%	48.6%
No I think I will take 3 years	22.8%	25.0%	24.0%	28.8%
No I think I will take 4 years or more	13.6%	12.1%	11.7%	12.1%
I don't know	13.1%	16.2%	14.6%	10.5%

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 45 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 four-year institutions 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 self-report GPA information.

a. GPA Range	All Respondents	Percent
0.00-1.00	54	0.6%
1.01-2.00	246	2.8%
2.01-2.50	557	6.4%
2.51-3.00	1,612	18.6%
3.01-3.50	2,304	26.5%
3.51-4.00	3,922	45.1%
No response = 3,981	8,695	

b. By Dependency Status	Dependent	Percent	Independent	Percent
0.00-1.00	26	0.5%	28	0.7%
1.01-2.00	131	2.8%	115	2.9%
2.01-2.50	302	6.3%	255	6.5%
2.51-3.00	858	18.1%	754	19.1%
3.01-3.50	1,240	26.1%	1,064	27.0%
3.51-4.00	2,195	46.2%	1,727	43.8%
No response =3,981	4,752		3,943	

c. By Class Level	Freshman	Percent	Sophomore	Percent	Junior	Percent	Senior	Percent
0.00-1.00	40	1.5%	6	0.2%	4	0.2%	2	0.1%
1.01-2.00	148	5.8%	47	1.9%	38	1.8%	11	0.8%
2.01-2.50	202	7.9%	171	6.9%	105	5.1%	68	4.7%
2.51-3.00	479	18.7%	517	20.9%	342	16.5%	248	17.2%
3.01-3.50	620	24.1%	689	27.9%	572	27.5%	387	26.8%
3.51-4.00	1,078	42.0%	1,044	42.2%	1,016	48.9%	726	50.4%
Missing = 4,116	2,567		2,474		2,077		1,442	

d. By Institution	Pub Univ	Percent	Pub CC	Percent	PNFP	Percent	Prop	Percent
0.00-1.00	12	0.6%	23	0.7%	19	0.7%	0	0.0%
1.01-2.00	51	2.6%	120	3.4%	62	2.3%	13	3.7%
2.01-2.50	113	5.7%	253	7.0%	166	6.0%	25	7.1%
2.51-3.00	372	18.6%	657	18.2%	510	18.6%	73	20.7%
3.01-3.50	524	26.2%	970	26.9%	721	26.3%	89	25.2%
3.51-4.00	926	46.3%	1,578	43.8%	1,265	46.1%	153	43.3%
Missing = 3,981	1,998		3,601		2,743		353	

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 2021. Surveyed students were asked "For the Fall 2021 term, how many credit hours did you attempt?" and "Of the credit hours you attempted for the Fall 2021 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 75 percent of MAP recipients reported completing 95 percent or more of the hours they attempted. About 68 percent of survey respondents indicated they took at least 12 hours for Fall 2021.

a. Success Percentage	Overall	Percentage
<60	1,318	15.6%
60 - <70	177	2.1%
70 - <80	276	3.2%
80 - <90	262	3.1%
90 - <95	60	0.7%
95 - 100	6,370	75.3%
No response = 4,213	8,463	

c. By Class Level	Freshman	Soph.	Junior	Senior
<60	17.4%	15.0%	14.8%	14.4%
60 - <70	2.5%	2.3%	1.9%	1.3%
70 - <80	4.2%	3.6%	3.1%	1.4%
80 - <90	4.0%	3.2%	2.2%	2.5%
90 - <95	0.9%	0.7%	0.7%	0.5%
95 - 100	71.0%	75.2%	77.3%	79.9%

b. By Dependency Type	Dependent	Percentage	Independent	Percentage
<60	698	15.1%	620	16.2%
60 - <70	99	2.1%	78	2.0%
70 - <80	152	3.3%	124	3.2%
80 - <90	150	3.3%	112	2.9%
90 - <95	38	0.8%	22	0.6%
95 - 100	3,486	75.4%	2,884	75.1%
No response = 4,213	4,623		3,840	

d. By Institution Type	Pub Univ	Pub CC	PNFP	Prop
<60	16.3%	15.7%	14.8%	15.9%
60 - <70	1.5%	2.2%	2.4%	2.4%
70 - <80	3.2%	3.3%	3.1%	3.9%
80 - <90	3.1%	3.5%	2.6%	2.7%
90 - <95	0.3%	1.1%	0.6%	0.0%
95 - 100	75.6%	74.2%	76.5%	75.1%

e. Hours Attempted by Survey Responders Fall 2021	Overall	Percent
1 to 6	1,510	17.4
7 to 11	1,272	14.7
12 to 15	3,939	45.4
More than 15	1,950	22.5
No response = 4,005	8,671	

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 AY2019-20, for example, should have completed between 24 and 30 hours by AY2020-21, between 48 and 60 hours by AY2021-22, and so on. As shown below, full-time MAP recipients paid in previous years have on average completed sufficient additional hours by AY2021-22 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

Full-time **dependent** MAP recipients _paid in Fall..._	_...who were also paid in Fall AY2021-22 should have completed an additional..._	_...by AY2021-22, and have actually been paid for an average of ..._
AY2020-21	24 to 30 hours	24.8 additional hours

Full-time **independent** MAP recipients _paid in Fall..._	_...who were also paid in Fall AY2021-22 should have completed an additional..._	_...by AY2021-22, and have actually been paid for an average of ..._
AY2020-21	24 to 30 hours	19.7 additional hours

b. By Class Level

Full-time **freshman** MAP recipients _paid in Fall..._	_...who were also paid in Fall AY2021-22 should have completed an additional..._	_...by AY2021-22, and have actually been paid for an average of ..._
AY2020-21	24 to 30 hours	23.9 additional hours

Full-time **sophomore** MAP recipients _paid in Fall..._	_...who were also paid in Fall AY2021-22 should have completed an additional..._	_...by AY2021-22, and have actually been paid for an average of ..._
AY2020-21	24 to 30 hours	24.8 additional hours

Full-time **junior** MAP recipients _paid in Fall..._	_...who were also paid in Fall AY2021-22 should have completed an additional..._	_...by AY2021-22, and have actually been paid for an average of ..._
AY2020-21	24 to 30 hours	24.0 additional hours

c. By Institution Type

Full-time MAP recipients at **four-year** institutions _paid in Fall..._	_...who were also paid in Fall AY2021-22 should have completed an additional..._	_...by AY2021-22 , and have actually been paid for an average of ..._
AY2020-21	24 to 30 hours	25.1 additional hours
AY2019-20	48 to 60 hours	49.9 additional hours
AY2018-19	72 to 90 hours	71.0 additional hours

Full-time MAP recipients at **two-year** institutions _paid in Fall..._	_...who were also paid in Fall AY2021-22 should have completed an additional..._	_...by AY2021-22 , and have actually been paid for an average of ..._
AY2020-21	24 to 30 hours	19.3 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.

The shift to a greater reliance on online learning and delivery methods has had an impact on the number of hours for which students enroll and the number which they complete.

8. 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 cost of college was the number one selected reason with family and work 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
Family Reasons	14.4%
Medical Reasons	6.1%
Cost of college is too high	21.3%
Childcare	5.5%
I don't like college	1.2%
I need to work more hours	13.7%
I got married	0.4%
I'm having difficulty with classes	8.6%
I need to support my family	8.5%
Lack of encouragement from my family	4.0%
I don't fit in	2.3%

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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