

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 the investing in Illinois citizens as they strive to enhance their education and skills. MAP provides grant aid, which is money for college that needy students do not have to repay.

MAP grants help make college possible for thousands of Illinoisans annually. That matters a lot, because by 2018, 64% of all jobs in Illinois will require postsecondary education. More education not only leads to better and more diverse career prospects, financial stability and independence, but it has also been linked to longer life expectancy, better physical and mental health, lower incarceration rates, greater tolerance, higher voter turnout, and better prospects for the next generation. 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. Students from families in the top income quartile are three times more likely to attend college and far more likely to achieve a bachelor’s degree than students from families in the lowest income quartile—even those low-income students with the highest grades. 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 awards 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 123,686 students in March of 2014 who received MAP for the Fall of 2013. The data for this report come largely from the 18,171 responses to the survey.

Summary data for MAP recipients overall, including the number of awards, dependency status, and income is shown in the table below.

<u>Institution Type</u>	<u>Recipients</u>	<u>Total Awards</u>
Public 4-year	44,581	\$157,339,686
Public 2-year	46,929	\$44,174,881
Priv. Not-for-profit	39,594	\$155,252,315
Proprietary	5,459	\$15,421,812
Total	136,563	\$372,188,694
Dependent recipients		86,702
Independent recipients		49,861
Percent of recipients with no resources to pay for college		56%
Mean taxable income of recipients		\$25,874

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 were you pursuing at the time you received a MAP grant in Fall 2013)?”. The survey responses show MAP students are like other students in terms of academic aspirations. Survey responses indicate 95 percent of MAP recipients hope to obtain a Bachelor’s degree or better and more than 60 percent would like to get a Master’s or Doctoral degree. These figures are consistent with national surveys of student intentions. The percentage of MAP recipients hoping for a higher degree increases across class levels, with fully 70 percent of juniors and seniors hoping to obtain a higher degree. Students with independent status for purposes of receiving financial aid were slightly less likely to be pursuing a higher degree than dependent students. About 36 percent of community college students indicated they are ultimately pursuing a Bachelor’s degree.

What level of education are you currently pursuing (or were you pursuing at the time you received a MAP grant in Fall 2013)?

	All respondents	
Vocational/technical program (less than two years)	194	1.1%
Two-year program/associate's degree with intent to transfer to a four-year program	2,339	12.9%
Associate's degree	2,730	15.0%
Bachelor's degree	12,615	69.4%
Master's degree	173	1.0%
Professional degree	71	0.4%
Doctoral degree	49	0.3%
	18,171	

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:

- PNFP- Private, Not-for-profit
- Prop- Proprietary
- Pub Uni- Public Four-year University
- Pub CC- Public Community College

By Dependency Status

	Dependent
Vocational/technical program (less than two years)	54
Two-year program/associate's degree with intent to transfer to a four-year program	1,125
Associate's degree	1,103
Bachelor's degree	8,596
Master's degree	117
Professional degree	42
Doctoral degree	41
	10,998
	Independent
Vocational/technical program (less than two years)	140
Two-year program/associate's degree with intent to transfer to a four-year program	1,214
Associate's degree	1,717
Bachelor's degree	4,019
Master's degree	56
Professional degree	29
Doctoral degree	8
	7,183

By Class Level

	Freshmen	Soph.	Junior	Senior
Vocational/technical program (less than two years)	74	55	31	8
Two-year program/associate's degree with intent to transfer to a four-year program	834	1052	175	70
Associate's degree	784	1,143	358	176
Bachelor's degree	2,205	2,669	3,632	3,237
Master's degree	50	31	19	48
Professional degree	14	19	13	10
Doctoral degree	21	15	5	3
	3,982	4,984	4,233	3,552
Missing- 1,420				

By Institution Type

	PNFP	Prop	Pub Uni	Pub CC
Vocational/technical program (less than two years)	10	9	19	134
Two-year program/associate's degree with intent to transfer to a four-year program	93	13	73	1957
Associate's degree	176	18	157	2,140
Bachelor's degree	4,933	43	6,013	719
Master's degree	46	0	78	25
Professional degree	14	1	17	23
Doctoral degree	9	0	22	13
	5,281	84	6,379	5,011
Missing- 1,416				

Chosen Field of Study of MAP Recipients

The most popular areas of study for recipients responding to the survey were business, education, and medical fields. This is fairly consistent with national data. There were no significant variations in selected major across class levels. Independent students were more likely to be studying in a health professions field than dependent students. One-third of community college students indicated they were pursuing an associated medical or health degree (such as nursing).

Major Area of Study	All Respondents		By Dependency Status				
			Dependent		Independent		
Accounting	717	3.9%	Associated Business	1,756	1,382		
Agriculture	165	0.9%	Associated Medical and Health	1,637	1,932		
Allied Health	350	1.9%	Associated STEM	2,273	893		
Applied Health	238	1.3%	Education, Psychology, and Liberal Arts	3,047	1,710		
Architecture	60	0.3%	Other (Pub Service Tech, Social Work, Other, Undecided, Unknown)	2,275	1,266		
Biological Sciences	986	5.4%		10,988	7,183		
Business Technology	116	0.6%					
Business/Management/Finance	1,867	10.3%					
Communications	438	2.4%					
Community Health	415	2.3%					
Computer Science	728	4.0%					
Construction/Building Tech	70	0.4%					
Cul Arts And Hosp Mangmt	145	0.8%	By Class Level	Freshmen	Soph.	Junior	Senior
Economics/Math	218	1.2%	Associated Business	635	905	858	707
Education/Teaching	1,450	8.0%	Associated Medical and Health	891	1,230	808	564
Engineering	822	4.5%	Associated STEM	745	876	814	704
English/Journalism	315	1.7%	Education, Psychology, and Liberal Arts	976	1,282	1,248	1,207
Environmental Science	126	0.7%	Other (Pub Service Tech, Social Work, Other, Undecided, Unknown)	735	691	505	370
Fine Arts	773	4.3%		3,982	4,984	4,233	3,552
Foreign Languages	110	0.6%	Missing- 1,420				
General Education	490	2.7%					
Legal Professions	83	0.5%					
Mechanical	66	0.4%					
Medical	1,095	6.0%					
Nursing	937	5.2%					
Other (Please Specify):	416	2.3%					
Personal Services	26	0.1%					
Physical Sciences	286	1.6%	By Institution Type	PNFP	Prop	Pub Uni	Pub CC
Political Science	218	1.2%	Associated Business	1,175	14	1,109	794
Psychology	1,067	5.9%	Associated Medical and Health	839	23	985	1,665
Public Service Technology	577	3.2%	Associated STEM	1,028	12	1,471	618
Religion/Theology	46	0.3%	Education, Psychology, and Liberal Arts	1,714	22	1,944	1,010
Social Sciences	334	1.8%	Other (Pub Service Tech, Social Work, Other, Undecided, Unknown)	525	13	870	924
Social Work	534	2.9%		5,281	84	6,379	5,011
Undecided	497	2.7%	Missing- 1,416				
Missing	1,390	7.6%					
	18,171						

The study areas were grouped as to be manageable for analysis

Study Areas Grouped

Associated Business	3,138
Associated Medical and Health	3,569
Associated STEM	3,166
Education, Psychology, and Liberal Arts Fields	4,757
Other (Pub Service Tech, Social Work, Other, Undecided, Unknown)	3,541
	18,171

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 10-11 award year. Award files for the 11-12, 12-13, and 13-14 awards years were examined to see how many of these students remained enrolled (retention rate). ISAC does not have access to enrollment data from schools and can only tell if a student applied for or received a MAP grant. 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 (2010-11 or 2012-13) and then applied continuously in subsequent years they were counted as still pursuing higher education. Because not all applicants ultimately enroll application rates *overstate* actual continuing enrollment. With too little funding to provide grants to all eligible applicants, payment rates *understate* actual continuing enrollment. The combination of the measures, however, provides a bounded range of student retention. First-time, full-time freshmen at both four-year and two-year institutions in 2010-11 have retention rates very much in line with national retention rates in recent years.

Retention Rates for First-Time, Full-Time Freshmen

By Institution Type

Starting at Four-year Institutions

	2010-11	2011-12	2012-13	2013-14
# applied		14,341	13,121	11,897
% applied		98.4	90.1	81.7

# paid	14,568	11,309	8,363	6,523
% paid		77.6	57.4	44.8

Starting at Two-year Institutions

	<u>12-13</u>	<u>13-14</u>
# applied		6,400
% applied		91.7

# paid	6,979	3,455
% paid		49.5

By Dependency Status

Dependent FTFTF

# applied		29,572
% applied		88.4

# paid	33,455	18,100
% paid		54.1

Independent FTFTF

# applied		13,040
% applied		80.5

# paid	16,199	6,459
% paid		39.9

By Class Level

Sophomores

# applied		34,891
% applied		76.0

# paid	45,921	25,838
% paid		56.3

Juniors

# applied		23,953
% applied		84.5

# paid	28,362	15,263
% paid		53.8

Expected Time to Complete a Degree for MAP Recipients

Surveyed MAP recipients were asked how long they thought they would take to get a degree. Most respondent indicated they felt they would complete their degree in the standard amount of time or within 150 percent of the standard time.

**Students in four-year programs were asked
“Do you think you will complete your program in a total of four years?”**

Yes	7,849
No I think I will take 4 years or more	22
No I think I will take 5 years	3,303
No I think I will 6 years or more	779
I don't know	606
	12,559

**Students in two-year programs were asked
“Do you think you will complete your program in a total of two years?”**

Yes	2,035
No I think I will take 3 years or more	1,686
No I think I will take 4 years	747
I don't know	541
	5,009

Students in four-year programs

By Dependency Status	Dependent	Independent
Yes	5,690	2,159
No I think I will take 4 years or more	16	6
No I think I will take 5 years	2,262	1,041
No I think I will 6 years or more	249	530
I don't know	345	261
	8,562	3,997

Students in two-year programs

By Dependency Status	Dependent	Independent
Yes	894	1,141
No I think I will take 3 years or more	651	1,035
No I think I will take 4 years	310	437
I don't know	253	288
	2,108	2,901

By Class Level	Freshmen	Soph.	Junior	Senior
Yes	1,645	1,682	2,183	1,833
No I think I will take 4 years or more	8	5	4	4
No I think I will take 5 years	377	721	1,012	976
No I think I will take 6 years or more	39	123	266	317
I don't know	136	136	166	105
	2,205	2,667	3,631	3,235

By Class Level	Freshmen	Soph.	Junior	Senior
Yes	627	904	226	115
No I think I will take 3 years or more	551	769	158	71
No I think I will take 4 years	248	312	90	36
I don't know	186	199	58	23
	1,612	2,184	532	245

For this analysis, a student's total paid MAP hours were used to determine class level. "Senior" in this case is a student with 90 or more credit hours and should be thought of a fourth-year student. A student who indicated on the survey they were currently in a two-year program may have credit hours accumulated from a previous enrollment(s).

By Institution Type	PNFP	Prop	Pub Uni	Pub CC
Yes	3,524	35	3,439	317
No I think I will take 4 years or more	9	-	11	1
No I think I will take 5 years	950	8	1,864	256
No I think I will take 6 years or more	249	-	414	85
I don't know	201	-	280	60
	4,933	43	6,008	719

By Institution Type	PNFP	Prop	Pub Uni	Pub CC
Yes	137	18	79	1,653
No I think I will take 3 years or more	67	6	63	1,424
No I think I will take 4 years	49	5	64	567
I don't know	266	31	229	4,077

Grade Point Average of MAP Recipients

Survey data indicate two-thirds 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 freshman. Independent and dependent students have similar GPA distributions. Students at public sector schools and private sector schools also have similar GPA distributions. 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.

Overall, more than half of MAP recipients feel they will not need to take remedial classes in college. The need to complete remedial work can be a large obstacle to timely degree completion, and in many cases to completing postsecondary education at all. More underclassmen than upperclassmen indicated they were unsure of their need for remediation, and independent students were more likely to think they will need remedial work than dependent students. About 19 percent of students at public universities indicated they had been required or expected to take remedial coursework, consistent with the national figure of 20 percent for four-year colleges. Students at private not-for-profit institutions were slightly less likely to indicate they had taken or would need to take remedial courses.

GPA Range	All Respondents	By Class Level				
		Freshmen	Soph.	Junior	Senior	
0.00-1.00	79	66	7	4	1	
1.01-2.00	343	194	89	39	15	
2.01-2.50	1,283	411	410	281	164	
2.51-3.00	3,720	865	1,154	962	698	
3.01-3.50	5,161	1,061	1,524	1,325	1,193	
3.51-4.00	6,030	1,274	1,696	1,558	1,425	
	16,616	3,871	4,880	4,169	3,496	
Missing - 1,555		Missing- 1,755				

By Dependency Status	By Institution Type		PNFP	Prop	Pub Uni	Pub CC
	Dependent	Independent				
0.00-1.00	54	25	10	-	25	41
1.01-2.00	238	105	70	1	151	114
2.01-2.50	810	473	327	4	487	438
2.51-3.00	2313	1407	981	17	1,523	1,145
3.01-3.50	3190	1971	1,725	25	1,948	1,395
3.51-4.00	3349	2681	2,079	36	2,152	1,713
	9954	6662	5,192	83	6,286	4,846
Missing - 1,555		Missing- 1,764				

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 SAP of MAP recipients, surveyed students were asked to indicate the credit hours they had earned and attempted for Fall 2013. Surveyed students were asked “For Fall 2013, how many credit hours did you attempt? Of the credit hours you attempted, how many did you complete with 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 89 percent of survey respondents indicated they took at least 12 hours for Fall 2013.

Success Percentage	Overall	By Institution Type	PNFP	Prop	Pub Uni	Pub CC
<60	922	<60	175	3	257	435
60-70	344	60-70	56	2	129	139
70-80	906	70-80	217	2	367	292
80-90	386	80-90	114	2	159	103
90-95	116	90-95	32	-	50	30
95-100	13,834	95-100	4,434	62	5,222	3,747
	16,508		5,028	71	6,184	4,746
Missing- 1,663		Missing- 2,142				

By Dependency Type	Dependent	Independent	By Class Level	Freshmen	Soph.	Junior	Senior
<60	438	484	<60	300	276	183	118
60-70	175	169	60-70	107	112	73	39
70-80	567	339	70-80	265	290	209	113
80-90	284	102	80-90	112	136	71	52
90-95	98	18	90-95	46	32	23	12
95-100	8,289	5,545	95-100	2,956	3,898	3,527	3,082
	9,851	6,657		3,786	4,744	4,086	3,416
Missing- 1663			Missing- 2,139				

Hours Attempted Fall 2013	Percent of
1-6	5.1%
7-11	5.3%
12-15	53.6%
More than 15	36.0%

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 order to be considered on-track and moving successfully toward a degree, a full-time student who received MAP in the Fall of 2012, for example, should have completed between 24 and 30 hours by the Fall of 2013, between 48 and 60 hours by the Fall of 2014, and so on. As shown below, full-time MAP recipients paid in previous years have on average completed sufficient additional hours by AY13-14 that they can generally be considered on-track and likely to complete their degrees within an appropriate time frame.

By Institution Type

<i>Full-time MAP recipients at four-year institutions paid in...</i>	<i>...who were also paid in AY-13-14 should have completed an additional...</i>	<i>...by AY13-14, and have actually been paid for an average of ...</i>
AY12-13	24 to 30 hours	25.9 additional hours
AY11-12	48 to 60 hours	49.7 additional hours
AY10-11	72 to 90 hours	72.8 additional hours

<i>Full-time MAP recipients at two-year institutions paid in...</i>	<i>...who were also paid in AY-13-14 should have completed an additional...</i>	<i>...by AY13-14, and have actually been paid for an average of ...</i>
AY12-13	24 to 30 hours	21.7 additional hours

By Dependency Type

<i>Full-time dependent MAP recipients paid in...</i>	<i>...who were also paid in AY-13-14 should have completed an additional...</i>	<i>...by AY13-14, and have actually been paid for an average of ...</i>
AY12-13	24 to 30 hours	25.9 additional hours

<i>Full-time independent MAP recipients paid in...</i>	<i>...who were also paid in AY-13-14 should have completed an additional...</i>	<i>...by AY13-14, and have actually been paid for an average of ...</i>
AY12-13	24 to 30 hours	21.5 additional hours

By Class Level

<i>Full-time freshmen MAP recipients paid in...</i>	<i>...who were also paid in AY-13-14 should have completed an additional...</i>	<i>...by AY13-14, and have actually been paid for an average of ...</i>
AY12-13	24 to 30 hours	25.4 additional hours

<i>Full-time sophomore MAP recipients paid in...</i>	<i>...who were also paid in AY-13-14 should have completed an additional...</i>	<i>...by AY13-14, and have actually been paid for an average of ...</i>
AY12-13	24 to 30 hours	25.8 additional hours

<i>Full-time junior MAP recipients paid in...</i>	<i>...who were also paid in AY-13-14 should have completed an additional...</i>	<i>...by AY13-14, and have actually been paid for an average of ...</i>
AY12-13	24 to 30 hours	25.7 additional hours

MAP Recipients Assess MAP

Surveyed MAP recipients were asked whether they agreed or disagreed with three statements regarding MAP. About 95 percent of survey responders agreed MAP played an important role in allowing them to enroll in college, about 70 percent felt MAP reduced both the amount of time they had to work at a job in the school year, and about 87 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>
Receiving a MAP grant played an important role in allowing me to enroll in college this year.	14,125	1,918	478	142	168
	84%	11%	3%	1%	1%
	95%				
Receiving a MAP grant reduced the amount of time I needed to work at a job during this school year.	9,039	2,675	2,560	1,567	935
	54%	16%	15%	9%	6%
	70%				
Receiving a MAP grant reduced the amount I had to borrow this year.	12,011	2,511	1,329	532	397
	72%	15%	8%	3%	2%
	87%				

ISAC Overview

The Illinois Student Assistance Commission (ISAC) works to help ensure that financial considerations do not prevent Illinois students from realizing their postsecondary educational goals. MAP 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. *College Illinois!*, the State of Illinois' Pre-paid Tuition Program administered by ISAC, provided over \$112 million in benefits for students in FY2014 and since inception has helped more than 28,000 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.

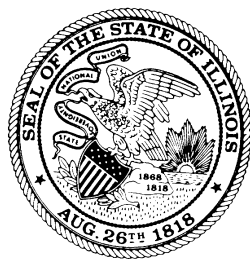
If there is something you would like to see, please ask!

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