

STUDENT PARENT DATA COLLECTION ACT



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Illinois Board of Higher Education

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Introduction

This report is one of the first instances nationwide of systematic and statewide reporting on student parents and their academic outcomes, and it includes new information uniformly collected across all 12 of the Illinois public universities.

Under the [Student Parent Data Collection Act \(110 ILCS 149\)](#), the Illinois Board of Higher Education worked in conjunction with the Illinois public universities and advocates to develop an operational definition, execute a workable data collection plan, and, now, annually report information on this student group. The report fulfills IBHE's mandated annual reporting requirement and provides evidence of the full compliance of the Illinois public universities in working with IBHE staff and providing information on student parents. The report also includes baseline information on one of the key support services provided to student parents, namely the availability of on-campus or university affiliated childcare.

Key Findings

- Student parents, as a group, were comparatively comprised of more women, more adult learners, and more part-time students than non-parents. Also, proportionately more student parents received grants through the state's need-based aid program, Monetary Award Program (MAP).
- Student parents, as a group, were comprised of proportionally fewer white and Asian students and significantly more African American students compared to non-parents and non-FAFSA (Free Application for Federal Student Aid) filers.
- There was wide variation in the concentration and the number of student parents across the 12 Illinois public universities. The three largest Illinois public universities – the University of Illinois Urbana-Champaign (UIUC), the University of Illinois Chicago (UIC), and Illinois State University (ISU) – served the smallest concentrations of student parents.
- All the Illinois public universities, with the exception of Eastern Illinois University (EIU), operated or had an affiliated childcare center that was available for use by student parents in academic year 2021-22.
- Collecting aggregate information on student parents sourced partially from the Free Application for Federal Student Aid (FAFSA) was an appropriate method.
- Student parents were retained at lower rates and had lower grade point averages relative to their non-parent counterparts. However, retention and GPA were both measured using traditionally defined cohorts of first-time, full-time undergraduates and, therefore, only included a limited number of student parents. In future iterations, the measures will be expanded to include other groups, such as transfer students and part-time students.

There is more work to be done specific to how Illinois public universities provide services to student parents in a coordinated effort to help them succeed. To facilitate that work, the following should occur:

- IBHE should continue to update its data collection processes to accommodate the collection of the student parent and marital status information.
- The updates should be done in such a way to allow for an eventual shift away from the aggregate information partially sourced from the FAFSA to allow for either the collection of student-level information from the FAFSA or a uniform local collection that would be embedded within annual or semester-specific processes at the Illinois public universities, such as when students update and/or verify their address.
- In future iterations of this report, the outcomes information (retention, grade point average, credit accumulation, etc.) should be calculated for part-time students and perhaps other students who are not members of traditional first-time, full-time cohorts. The collection of student-level information on student parents will facilitate this work.

In analyzing the baseline information, IBHE staff found student parents were distinctly different from the other non-parent comparison groups on some key characteristics. There was also wide variation in the number of student parents being served across the 12 Illinois public universities.

How Many Undergraduate Student Parents Are Enrolled at Illinois Public Universities?

Across the Illinois public universities, 2.9% of undergraduates were student parents as measured by Federal Application Student Financial Aid (FAFSA) responses, with wide variation. More than one out of every five of the undergraduates at Chicago State University (CSU) (22.5%) were student parents, and Governors State University (GSU) had the second highest proportion at 18.3%. University of Illinois Springfield (UIS) was the other Illinois public university with at least 10% of its undergraduates being student parents. At the three largest Illinois public universities (UIUC, UIC, and ISU) only small proportions of undergraduate students were parents. Only 0.1% of the undergraduate students at ISU were student parents, 0.2% at UIUC, and 1.4% at UIC.

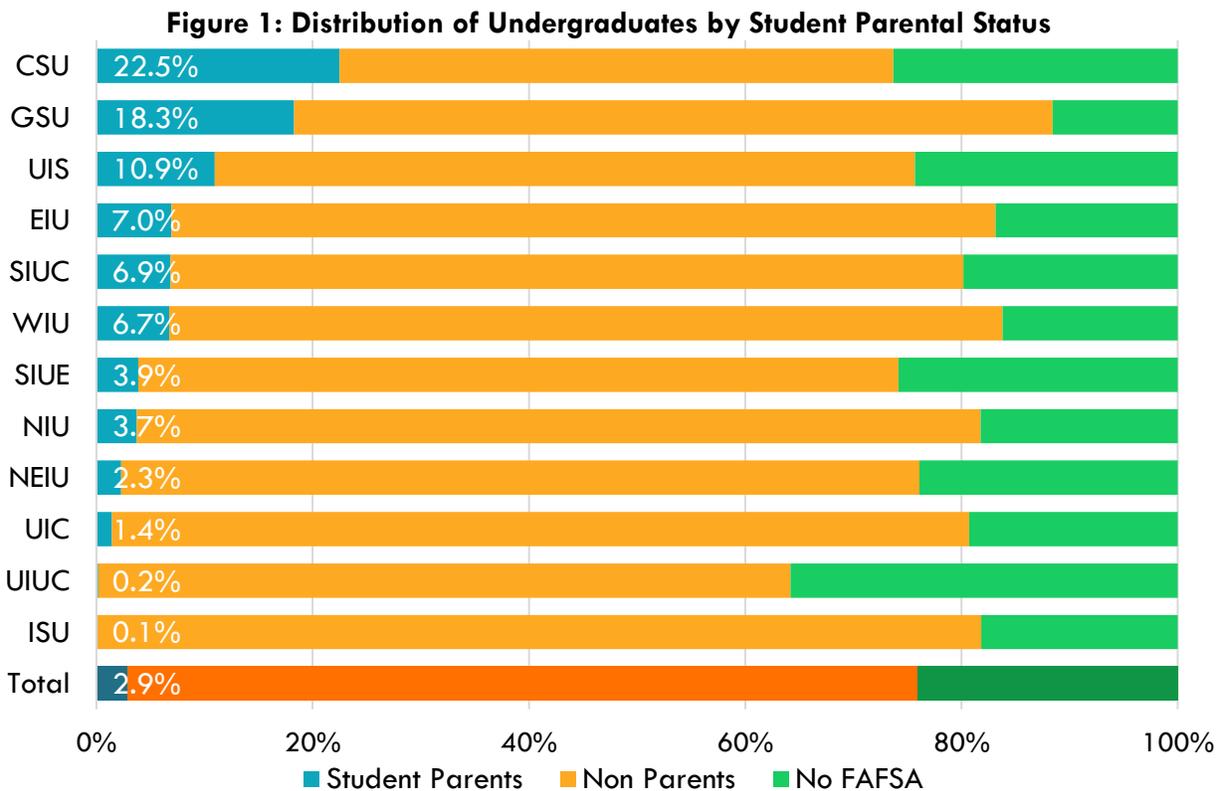
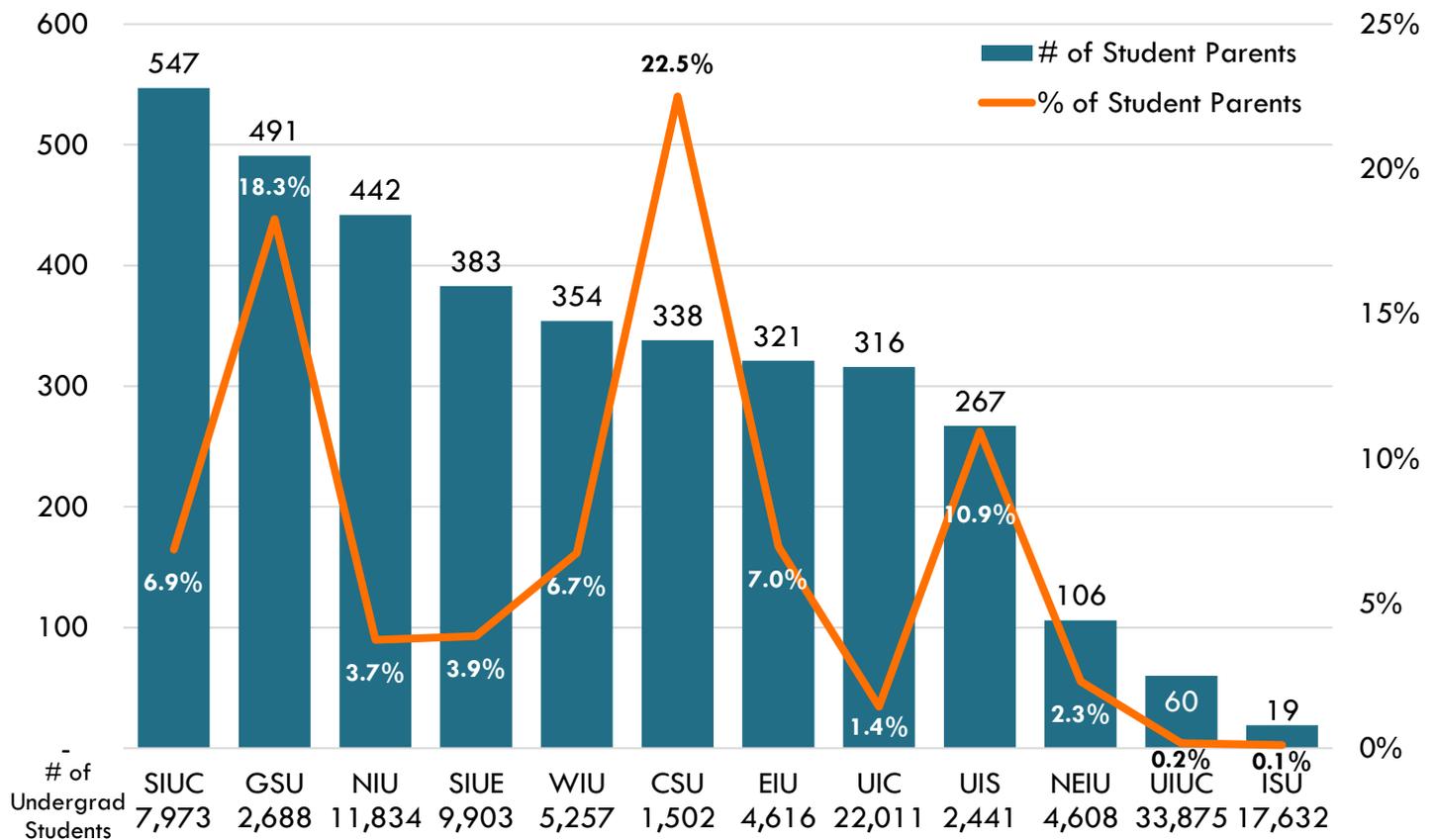


Figure 2 provides information on the number of student parents at each of the Illinois public universities relative to the overall number of undergraduate students. SIUC had the greatest number of undergraduate student parents across the Illinois public universities at 547, followed by GSU at 491, and NIU at 442. ISU had the fewest student parents at 19, followed by UIUC at 60 and NEIU at 106. GSU was among the Illinois public universities with both the highest number and the highest concentration of student parents. ISU and UIUC were among the public universities with the lowest number and lowest concentrations of undergraduate student parents. Total undergraduate enrollment for each Illinois public university is provided for additional context on the size of the overall student body.

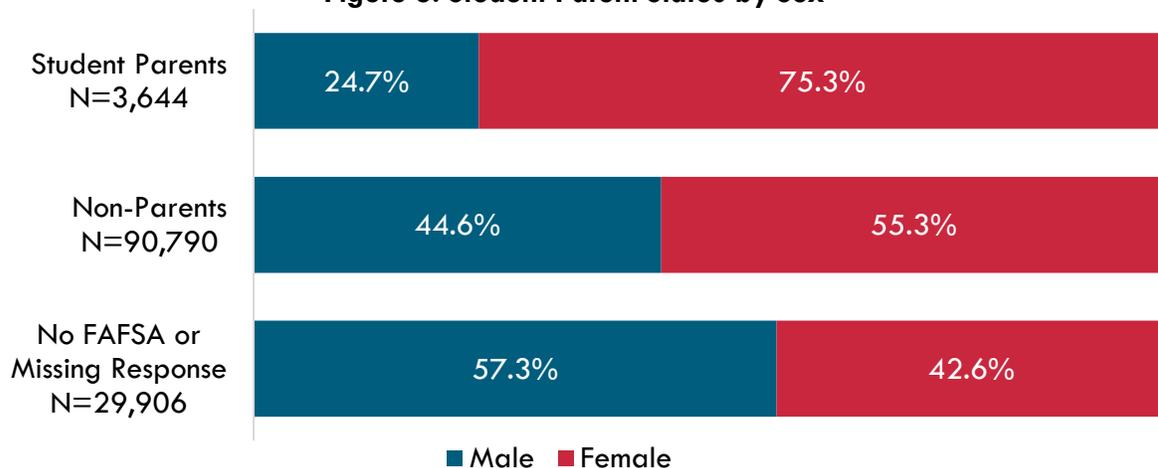
Figure 2: Number of Undergraduate Student Parents by Illinois Public University



What is the Gender Distribution of Student Parents?

Across the 12 Illinois public universities, there were 3,644 student parents, 90,709 non-parents, and an additional 29,906 individuals without a FAFSA or with a missing response on the FAFSA, so their parental status could not be determined. As previously illustrated, student parents comprised 2.9% of all undergraduate students at Illinois public universities in academic year 2021-22. As a group, student parents at Illinois public universities were largely female. A much higher percentage of student parents were female relative to the other two groups: non-parents and the non-FAFSA filers. Three-quarters of student parents were female, as opposed to 55.3% of non-parents and 42.6% of non-FAFSA filers.

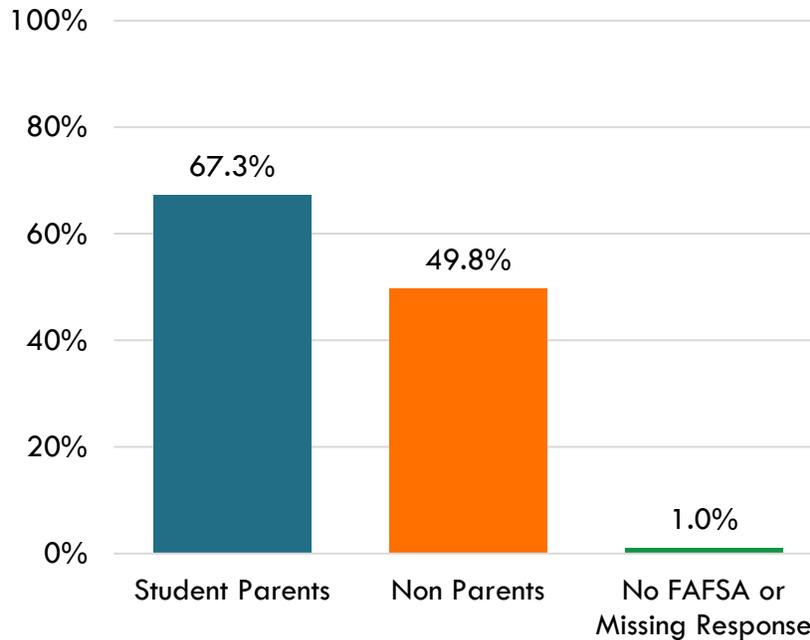
Figure 3: Student Parent Status by Sex



How Many Student Parents Receive Financial Aid?

Higher proportions of student parents received Monetary Award Program (MAP) funding. In most instances, filing a FAFSA is required to receive the state of Illinois' MAP grant. Two-thirds of student parents received MAP awards, compared to one-half of the non-parents, along with a small number of the non-FAFSA filers (1.0%).

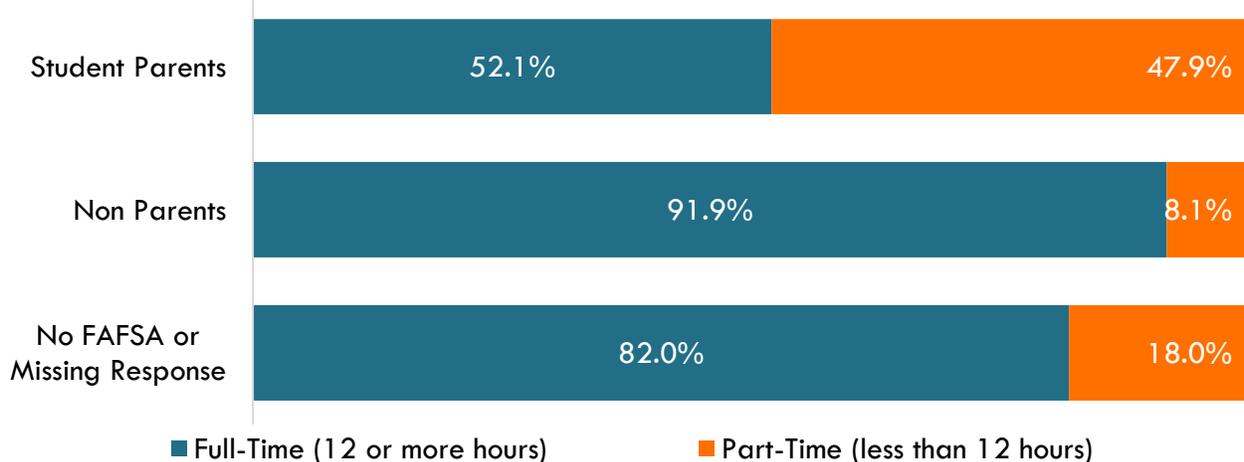
Figure 4: MAP Receipt and Student Parent Status



What Is the Enrollment Intensity of Student Parents?

Nearly half of student parents were enrolled part-time (less than 12 credit hours). In contrast, the overwhelming majority of non-parents and non-FAFSA filers were full-time students.

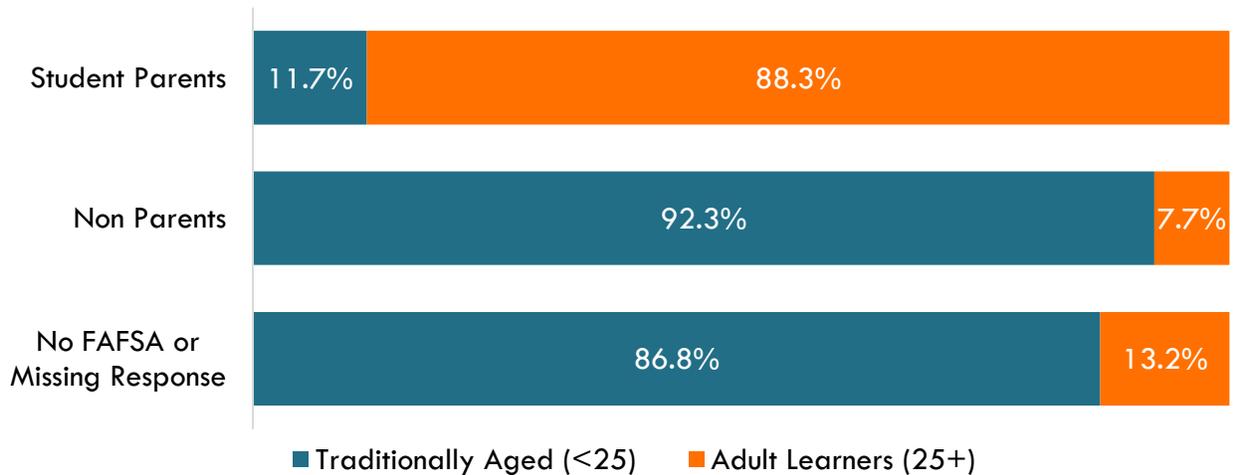
Figure 5: Enrollment Intensity by Student Parent Status



How Many Student Parents Are Adult Learners?

Student parents enrolling at Illinois public universities are overwhelmingly adult learners - nearly nine out of every 10 (88.3%) student parents were 25 years of age or older, which was the inverse pattern of non-parents and undergraduates not filing a FAFSA. For the other two groups, roughly nine out of every 10 group members were traditionally-aged college students or those younger than 25 years old.

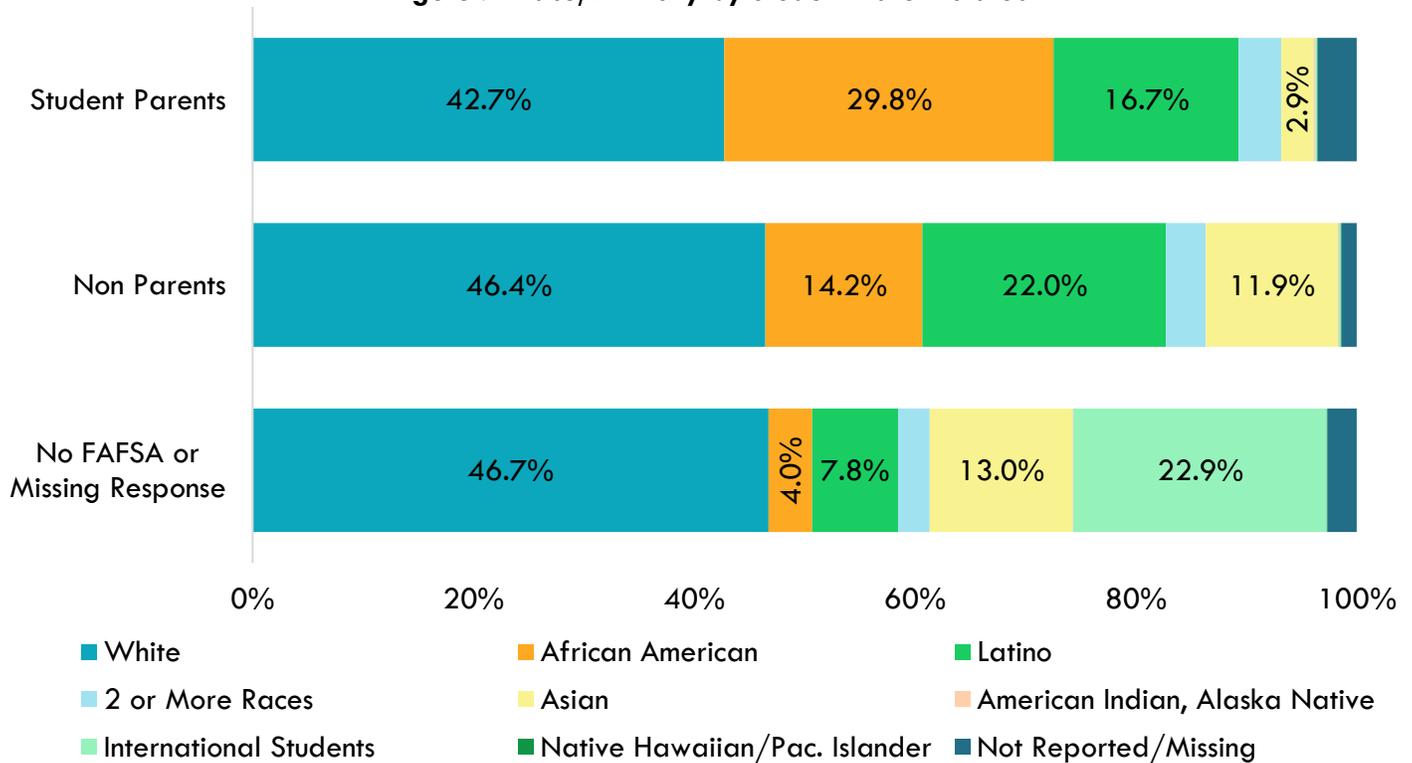
Figure 6: Age by Student Parent Status



What Is the Race/Ethnicity Distribution of Student Parents?

The race/ethnicity distribution was somewhat different across the three groups. The student parent group was comprised of proportionally fewer white students - noticeably fewer Asian students and significantly more African American students compared to non-parents and non-FAFSA filers. The student parent group had twice the proportion of African Americans relative to the non-parent group and seven times the proportion as non-FAFSA filers. The non-parent group had the highest proportion of Latino students, while the non-FAFSA filers, as a group, had the highest proportion of international students. As in almost all cases, international students do not qualify for Pell grants and, therefore, do not file the FAFSA.

Figure 7: Race/Ethnicity by Student Parent Status



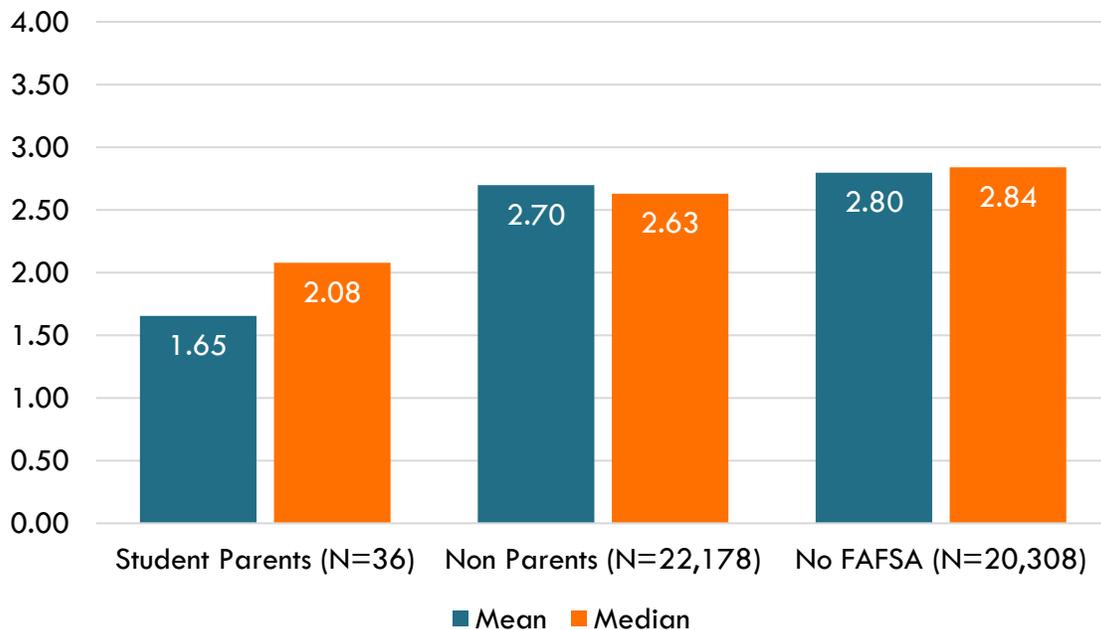
What Are the Academic Outcomes of Student Parents?

The following measures are based on first-time, full-time undergraduate students and serve two purposes. The information points to potential academic struggles of this particular student group and, at the same time,

demonstrates how using traditional cohort measures focusing on first-time, full-time students misses a large proportion of this population, as there were only 36 first-time, full-time student parents enrolled in the fall semester of 2021-22 across all 12 Illinois public universities. This suggests the need for additional outcome measures that focus on part-time and transfer students to better capture success measures for this non-traditional student population.

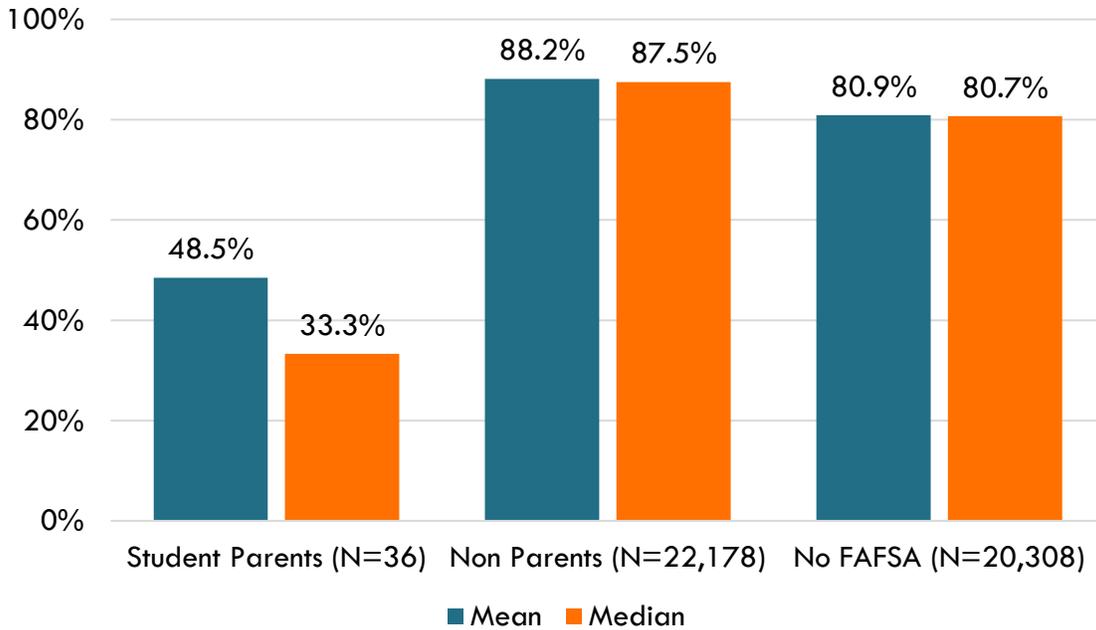
Student parents, among the first-time, full-time cohort, were academically outperformed by their peers. The mean and median grade point averages across the 12 Illinois public universities for student parents were significantly lower than the parallel measures for non-parents and undergraduate students not filing the FAFSA.

Figure 8: GPA by Student Parent Status for Illinois Public Universities



Student parents, among the first-time, full-time cohort, generally had lower retention rates than their peers. Fall to spring retention was significantly lower for student parents than their counterparts in the non-parent group and the undergraduate non-FAFSA filers. Once again, the number of individuals in the first-time, full-time population, which is traditionally used for tracking retention, was small among student parents.

Figure 9: Fall to Spring Retention by Student Parent Status for Illinois Public Universities



How Many Children of Student Parents Are Served by On-Campus Childcare Centers?

All the Illinois public universities have a childcare center or an otherwise affiliated childcare center except EIU. CSU opened its on-campus childcare center and started providing childcare services in spring of 2022, which explains the low count of children served. These numbers at CSU are expected to increase in academic year 2022-23.

Although all the centers served children of student parents, most of the children being served were not children of currently enrolled students. SIUC served the most children by a considerable margin at over 400, followed by UIUC (160), GSU (about 140), and NIU (nearly 130 during the fall semester).

Table 1: Children Served at Childcare Facilities by Illinois Public University

Institution	# of Children Served at childcare facilities		# of Children of Student Parents Served	
	Fall	Spring	Fall	Spring
IL Public University [†]				
CSU	0	4	0	3
GSU	140	143	15	13
ISU	13	14	4	4
NEIU	62	67	1	3
NIU	129	95	44	28
SIUC	400	439	33	42
SIUE	68	70	14	14
UIC	25	27	7	6
UIS	62	67	3	4
UIUC	160	160	48	48
WIU	25	23	4	5
Total	1084	1109	173	165

[†]EIU reported not having an early childhood center on campus during the reporting period

Data Collection & Methodology

The timing of the passage of the legislation did not provide IBHE with enough time to socialize the new collection to capture the student-parent information at the student level for academic year 2021-22, nor did it afford the Illinois public universities enough time to implement new procedures on campus to systematically capture new information on student parents for academic year 2021-22. Operationalizing what it means to be a student parent, analyzing the landscape to determine what other states and entities are doing in this space, and systematically collecting this information at the student level while ensuring fidelity to the definition could not be done before the fall semester of academic year 2021-22.

Nonetheless, throughout the fall of 2021 and spring of 2022, IBHE convened the public university institutional research (IR) directors to determine the best path forward in light of the timing issue. One of the core principles that IBHE employs specific to data collection is to rely on existing data sources that are uniformly collected when and where possible. During these meetings between IBHE and the public university IR directors and in subsequent meetings with the Illinois Student Assistance Commission (ISAC) research staff, it was determined that FAFSA could be used as a potential source of information, at least temporarily, to meet some of the reporting requirements set forth in the [Student Parent Data Collection Act \(110 ILCS 149\)](#). ISAC considers this group of students independent with dependents.

The FAFSA question was specific to the prior academic year and included the following language: *Do you now have or will you have children who will receive more than half of their support from you between July 1, 2021 and June 30, 2022 (Y/N)?*

The information is collected during an established process with potentially high stakes results, as the information provided on the FAFSA is used to determine eligibility for Pell grants; therefore, it would be in the student's best interest to provide accurate and complete information.

Also, the information reported through the FAFSA is updated annually, which aligns with the dynamic nature of what it means to be a student parent. In other words, being a student parent is not static and may change as someone progresses through their undergraduate academic program. To maintain Pell eligibility, an undergraduate and eligible student would be required to file the FAFSA each year.

The Illinois Community College Board (ICCB) has been collecting single-parent status for Perkins reporting purposes and opted to slightly alter an existing definition to meet the new reporting requirements and to require it of all students. ICCB utilized the following codes: 0 – *Not a Parent (nor a pregnant individual)*; 1 – *Single Parent (includes single pregnant individuals)*; 2 – *Married Parent (includes married pregnant individuals)*; 9 – *Unknown (For use only for reporting FY 2022 data and should be used sparingly)*. For fiscal year 2022 reporting, ICCB allowed institutions to report unknown, as this was largely new, and has plans to remove the unknown option for fiscal year 2023.

Due to timing issues, IBHE was not able to immediately implement the same approach as ICCB, as IBHE did not have a similar preexisting variable and collection it could adapt. Therefore, IBHE took a different approach in meeting this legislative mandate, which involves the use of aggregate information partially sourced from the FAFSA.

There are some inherent limitations associated with using the FAFSA and some of which could prevent IBHE from using it as a long-term solution: 1) it is limited to individuals who file the FAFSA and, therefore, would not include international students who are not eligible for federal financial aid, DACA students, and wealthier students who do not file the FAFSA because they assume that they would not qualify for federal financial aid; 2) it is also limited to undergraduate students and would, therefore, not include graduate nor professional students; and 3) the questions on the FAFSA may be streamlined, and the student parent questions could potentially be eliminated as the FAFSA is updated in future iterations.

After discussions with the Illinois public university institutional research and planning directors and national advocates and experts, IBHE decided to take a flexible and iterative approach to meet the reporting requirements set forth in the legislation as described below.

Year 1 (academic year 2021-22): IBHE collected FAFSA-derived survey information from the Illinois public universities with the legislatively required disaggregation and outcome metrics. The way the information was being collected should identify any potential limitations of using the FAFSA as the source. The general idea was that the information provided to IBHE by the Illinois public universities would include information on the FAFSA coverage among undergraduates. This, in turn, would provide IBHE some insight into using the FAFSA as a temporary solution.

Year 2 (academic year 2022-23): IBHE plans to continue to collect FAFSA-derived survey information from the Illinois public universities but include additional disaggregation and outcome metrics not included in the original Request for Information used in year one. IBHE will continue working with the public universities and advocates to operationalize a definition of student-parent and integrate marital status.

Year 3 (academic year 2023-24 and beyond): The public universities will potentially be required to provide IBHE with the information from the FAFSA or embed the collection of student-parent and marital status within a required annual business process, such as verifying and updating one's address for billing and/or registration purposes. In turn, this would be provided to IBHE at the student-level through IBHE's Illinois Higher Education Information System (IHEIS) enrollment collection.

Future considerations: After discussions with national advocacy groups, IBHE has decided to also capture marital status in year three.

IBHE was required to consult with advocacy groups as it developed its plans to operationalize and collect the information on student parents. Dr. Eric Lichtenberger, deputy director of information management and research at IBHE, met with Sarah Labadie, associate director of policy for Women Employed, on February 8, 2022, to discuss IBHE's initial plans for responding to the legislation and defining "student parent." This meeting led to additional meetings with national policy experts and advocates.

Dr. Lichtenberger (IBHE) met with three national experts from the Urban Institute – Theresa Anderson, Kristi Johns, and Nathan Sick – on May 9, 2022. Dr. Lichtenberger also met with a panel of national experts on June 10, 2022 which included the following individuals that have been identified as leaders from their respective states: John Hamman, chief analytics and insights officer, Montgomery College, Maryland; Mary Ann DeMario, specialist, institutional research, Monroe Community College, New York; and David Troutman, the associate vice chancellor and chief data officer of institutional research and advanced analytics for the Office of Institutional Research and Analysis (OIRA) at The University of Texas System.

Throughout the late fall and spring semesters of academic year 2021-22, Dr. Lichtenberger met with public university institutional research and planning directors to receive feedback on initial data collection plans and operational definitions as well as the iterative approach that was eventually adopted and executed.

Dr. Lichtenberger also met with Nathan Wilson, deputy director for research and information technology at ICCB, in the fall semester of academic year 2021-22 to discuss potential alignment between ICCB and IBHE approaches. Those meetings occurred on September 15, 2021 and October 5, 2021.

Compliance with Section 15

All the Illinois public universities were in full compliance with Section 15 by sake of reporting the headcount usage of on-campus and university-affiliated childcare facilities in the fall and spring semesters in addition to the number of children of currently enrolled students being served. The submission of this information by the Illinois public universities occurred on or before July 1, 2022, as mandated in the legislation.

There was some initial discussion about the operational definition of 'affiliated' and the following was provided to the Illinois public universities for guidance.

"Otherwise affiliated" is operationalized as the center being directly dependent on the Illinois public university, or Illinois public university system for operations, governance, and funding; and requires the center maintaining a

subordinate role to the public university in terms of governance and operations. Placement of students on federal work study or faculty at a particular center alone without the dependency and governance aspects mentioned above would not fit this definition. Also, the intent of this act is to collect and provide information on enrolled students who have dependents (student parents). Please also consider that as an additional lens in deciding what constitutes an otherwise affiliated childcare or early learning center.

The information collected specific to Section 15 established all the Illinois public universities have some sort of childcare center or an otherwise affiliated childcare center except for EIU. It should also be noted that CSU started providing childcare services in spring of 2022, hence the low count of children served. These numbers at CSU are expected to increase in academic year 2022-23.

Compliance with Section 20

IBHE considers this baseline information that meets the statutorily defined reporting requirements but also provides insight into the efficacy of using information partially sourced from the FAFSA to respond to the legislatively mandated reporting requirements.

All the Illinois public universities were in full compliance with Section 20 of the legislation by reporting the required information to IBHE on or before July 1, 2022.

Next Steps

- IBHE is currently in the process of updating its data collection processes to accommodate the collection of the student parent and marital status information in the coming academic years.
- The updates will be done in such a way that will allow for an eventual shift away from the aggregate information partially sourced from the FAFSA to allow for either the collection of student-level information from the FAFSA or a uniform local collection that would be embedded within annual or semester-specific processes at the Illinois public universities, such as when students update and/or verify their address.
- Next year, the outcomes information (retention, grade point average, credit accumulation, etc.) will be calculated for part-time students and perhaps other students who are not members of traditional first-time, full-time cohorts.