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Quantitative Study with Current Parents: Final Report

The Lawlor Group

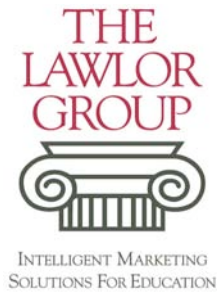
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Quantitative Study with Current Parents: Final Report

for

Illinois Wesleyan University
Bloomington, Illinois

October 5, 2007

RESEARCH • PLANNING • MARKETING COMMUNICATIONS

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INTRODUCTION & BACKGROUND

ASSIGNMENT

In February of 2007, Illinois Wesleyan University (Bloomington, Illinois) retained The Lawlor Group (TLG) to conduct an Identity Assessment assignment as one part of its overall strategic planning effort. The purpose of the assignment is to help IWU better understand its identity and obtain a “collective sense of self” as it embarks on a new strategic plan. As part of that assignment—and to augment the investigation and information gathering for the overall assignment—TLG conducted a web survey with current parents. This research was intended to supplement our qualitative efforts during the site visit and provide quantitative data to support or refute our initial conclusions. This report presents the findings and data analysis from this research study.

RESEARCH OBJECTIVES

The research objectives of the quantitative study were to gather data on:

- Important attributes in selecting Illinois Wesleyan
- Reasons for choosing Illinois Wesleyan over other institutions
- Satisfaction with the Illinois Wesleyan experience for the son/daughter
- Expectations of IWU
- Ratings of Illinois Wesleyan’s performance on key attributes
- Key attributes of Illinois Wesleyan: current and aspirational
- Comparisons to competitors

An additional strategic objective of the study was to provide a satisfaction improvement analysis to help Illinois Wesleyan determine where to invest time and resources in its identity and positioning efforts.

METHODOLOGY

Sample Universe

Illinois Wesleyan provided a list of parent e-mail addresses. A total of 2,066 e-mail invitations were successfully sent.

Survey Instrument

The survey instrument was developed by The Lawlor Group in consultation with IWU. TLG also developed the e-mail invitation to participate. (A copy of the e-mail invitation and the survey instrument are found in the Exhibits section.)

Data Collection

The survey was conducted in April/May 2007 via the Internet.

Data Collection Results

Following are the final results for the data collection effort:

- Number of students successfully e-mailed: 2,066
- Questionnaires submitted: 694
- ***Overall response rate:*** **34%**

EXECUTIVE SUMMARY OF FINDINGS

ATTRIBUTE RATINGS FOR ILLINOIS WESLEYAN¹

The attributes/variables that are most highly rated for IWU are:

- Small class size allows for personalization and active student participation
- Friendliness of campus community
- Intellectually challenging academic programs
- Academic quality of the students
- Strong intellectual climate
- Overall reputation of the university

CURRENT DESCRIPTORS OF ILLINOIS WESLEYAN²

The words/phrases that parents use to best describe IWU are:

- Academically challenging
- Small
- Friendly
- Intellectual
- Clean
- Welcoming
- Safe
- Selective

The words/phrases that least describe IWU are:

- Party school
- Boring
- Back-up school
- Isolated

¹ Highest rated attributes are shown in descending order. Lowest rated attributes are shown in ascending order.

² Highest rated descriptors are shown in descending order. Lowest rated descriptors are shown in ascending order.

ASPIRATIONAL ATTRIBUTES FOR ILLINOIS WESLEYAN³

When parents were asked to choose the words/phrases that they would like IWU to be known for, the ones selected most often were:

- Academically challenging
- Successful graduates
- Great teaching
- Safe
- Personal attention
- Supportive
- Welcoming
- Student-centered
- Friendly

COMPARISONS TO COMPETITORS

IWU is rated better than the following four competitor institutions:

- Augustana College (48% of respondents)
- Knox College (47%)
- University of Illinois (46%)
- Beloit College (45%)

The top four institutions rated better than IWU are:

- Northwestern University (54%)
- University of Chicago (47%)
- University of Notre Dame (40%)
- Washington University (33%)

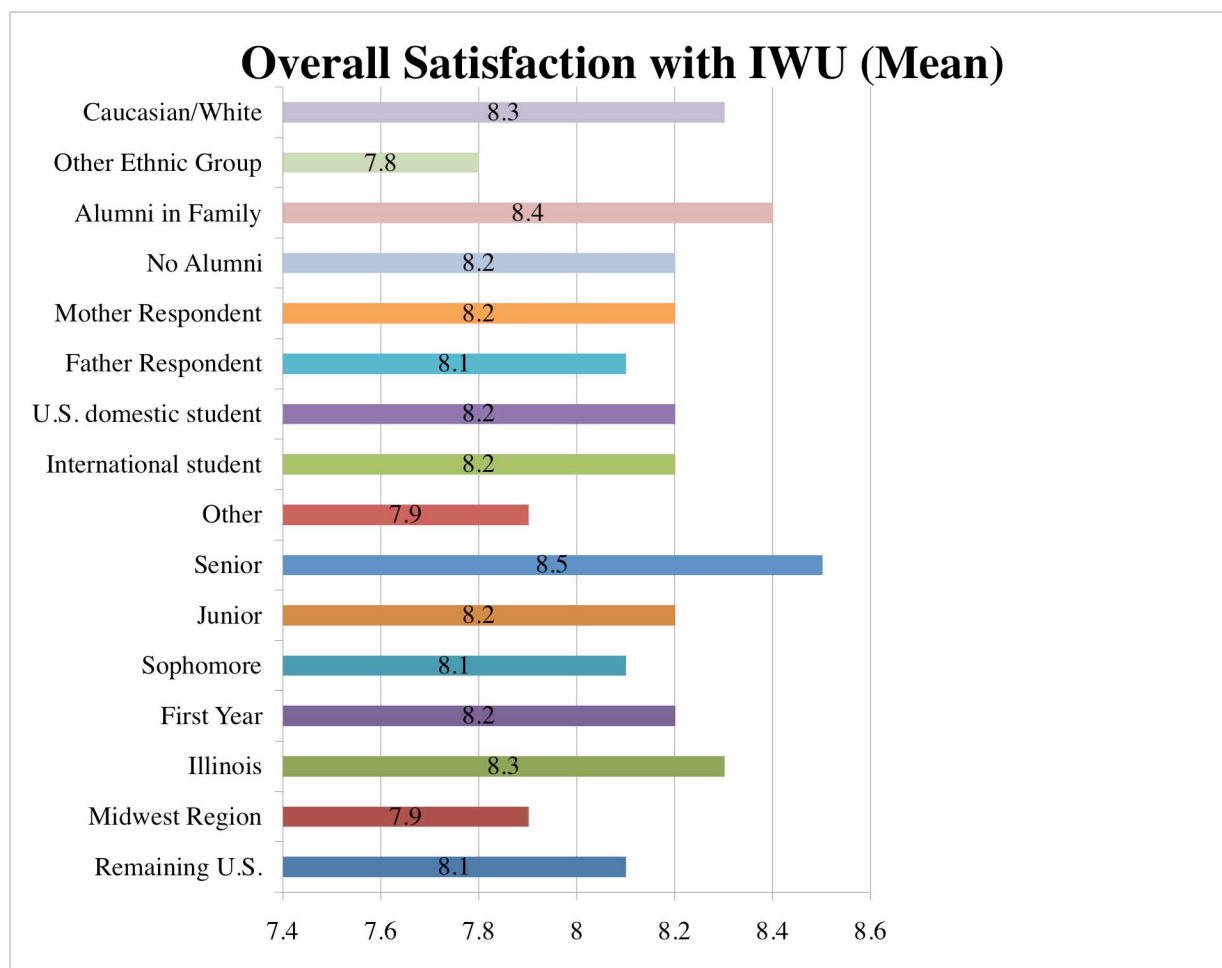
SATISFACTION LEVELS

Parents rate their satisfaction with Illinois Wesleyan University as very high. The overall satisfaction rating was 8.2 on a 10-pt. scale, higher than the Current Student or Faculty and Staff studies. Additionally, the Satisfaction Index for parents, which accounts for both importance and performance of the attributes of IWU, was 78.4 on a 100-pt. scale.

The lowest satisfaction ratings focused on diversity in all its forms. While the ratings were the lowest in these areas, diversity issues are not seen as very important by this respondent group, and in fact, are not in the top ten areas that IWU should be focusing on from the parents' perspective. The top five areas that IWU should focus on are:

³ Highest rated attributes are shown in descending order. Lowest rated attributes are shown in ascending order.

- Advising that helps students map out their academic program and complete it in four years
- Students receive personal attention from the staff
- Student/administrative services that are helpful and responsive
- Full-time faculty who are knowledgeable and engaging teachers
- Students receive personal attention from the faculty



SATISFACTION INDEX AND IMPROVEMENT POTENTIAL

A statistical approach was used to determine how important the attributes were to respondents. This was then combined with the performance ratings. This process is more fully explained in the Detailed Findings section of the report. When a multivariate statistical analysis was run on the IWU attribute performance ratings, the Satisfaction Index (SI), a 1 to 100 scale, came out at 78.4. In our experience, this is much above average, where Satisfaction Index scores tend to range from 60 to the mid 80s.

In addition to providing a Satisfaction Index score for all parents, a separate analysis was run for the legacy status of the parents (i.e., was the parent or another family member an alumnus/a of IWU). The following are those SI scores:

Legacy Status of Parent	SI
Respondent/family member is a graduate	80.3
Not an IWU graduate	78.1

Those parents who are graduates (or who have a family member who is an alumnus/a) have a higher Satisfaction Index by over 2 points, although the difference is not statistically significant.

The following table shows the attributes with the highest Improvement Potential Scores (IPS). The score shows the amount of improvement that would be added to the Satisfaction Index if the attribute had a perfect score from parents in their ratings. The top score attributes are where IWU should put its improvement efforts.

Attribute Label	IPS
Advising that helps students map out their academic program and complete it in four years	1.68
Students receive personal attention from the staff	1.41
Student/administrative services that are helpful and responsive	1.26
Full-time faculty who are knowledgeable and engaging teachers	1.24
Students receive personal attention from the faculty	1.24
Opportunities for students to collaborate with faculty on scholarly and creative projects	1.13
The emphasis of the faculty is on teaching	1.09
A creative and innovative curriculum	0.95
Global awareness and consciousness	0.82
Service learning opportunities	0.78

SELECTING IWU OVER OTHER INSTITUTIONS

The most important variables in selecting Illinois Wesleyan University over other colleges and universities are⁴:

- The overall quality of IWU's campus facilities is very good
- Faculty have close relationships with students
- IWU has a reputation as a top regional university
- The atmosphere at IWU is friendly
- The campus visit allowed my son/daughter to see him/herself at IWU
- IWU's size is ideal

⁴ Highest rated attributes are shown in descending order. Lowest rated attributes are shown in ascending order.

EXPECTATIONS OF IWU

IWU has surpassed some or all of the expectations of over half of the respondents (60%). An additional 22 percent said that IWU was what they had expected. Only 2 percent said that IWU had met hardly any of their expectations.

Expectations that haven't been met include:

- Need better advising/better guidance/career counseling
- Faculty not caring/not focused on student needs
- Academic quality declining/doesn't live up to reputation
- Difficult/poor registration process
- Can't get needed classes
- Poor housing
- Lack of communication with parents

CHARACTERISTICS OF THE RESPONDENTS

Respondents to the survey had the following characteristics:

- Origin of Son/Daughter:
 - Domestic Students 99%
 - International Students 1%
- Year in College of Son/Daughter:
 - First Year 23%
 - Sophomore 21%
 - Junior 18%
 - Senior 23%
 - Other 15%
- Parents' Role in the Family:
 - Mothers 69%
 - Fathers 31%
- Ethnicity:
 - African American 2%
 - Asian American 0%
 - Caucasian/White 96%
 - Hispanic/Latino 1%
 - Other 1%
- Parent/Relative Attended IWU:
 - Yes 13%
 - No 87%

- Home Location:
 - Illinois 82%
 - Midwest Region* 11%
 - Remaining U.S. 7%

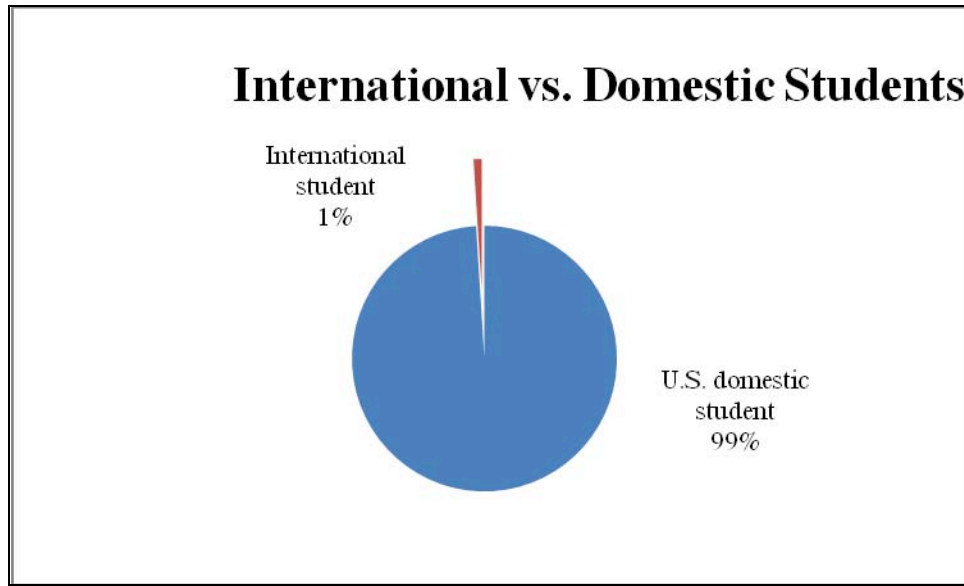
**The Midwest Region is Wisconsin, Indiana, Kentucky, Missouri, Minnesota, Michigan, and Iowa.
The Remaining U.S. includes all states except Illinois and those in the Midwest Region.*

DETAILED FINDINGS

DEMOGRAPHICS

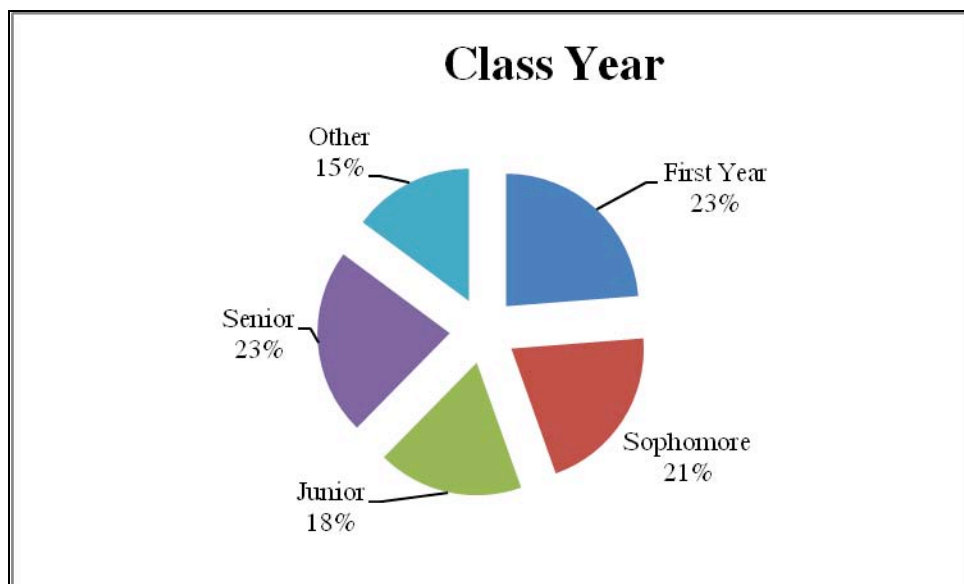
Origin of Son/Daughter: Domestic or International

Parents were asked if their son/daughter was a U.S. domestic student or an international student. U.S. domestic students accounted for virtually all respondents.



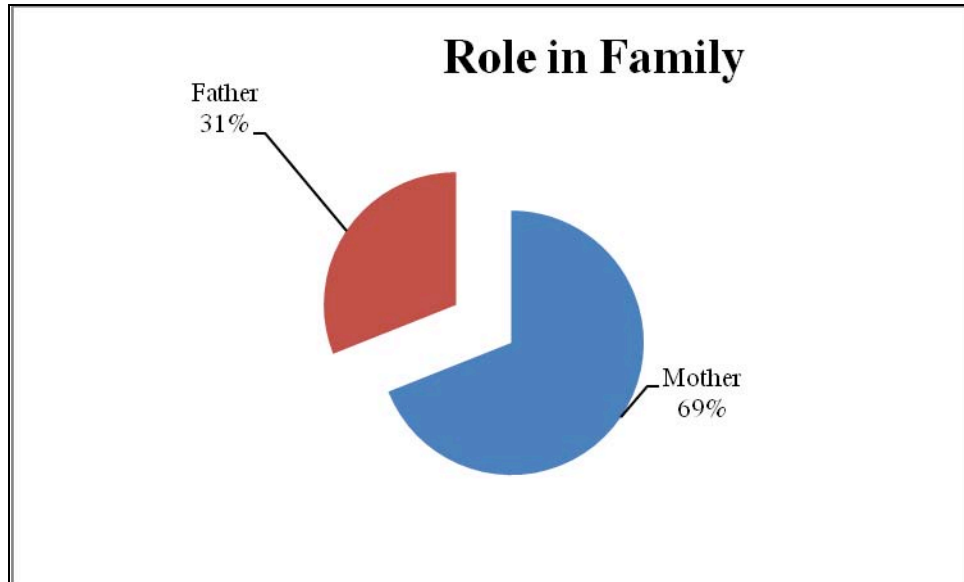
Year in College of Son/Daughter

Parents were asked the class year of their students. The students were fairly evenly split among the classes.



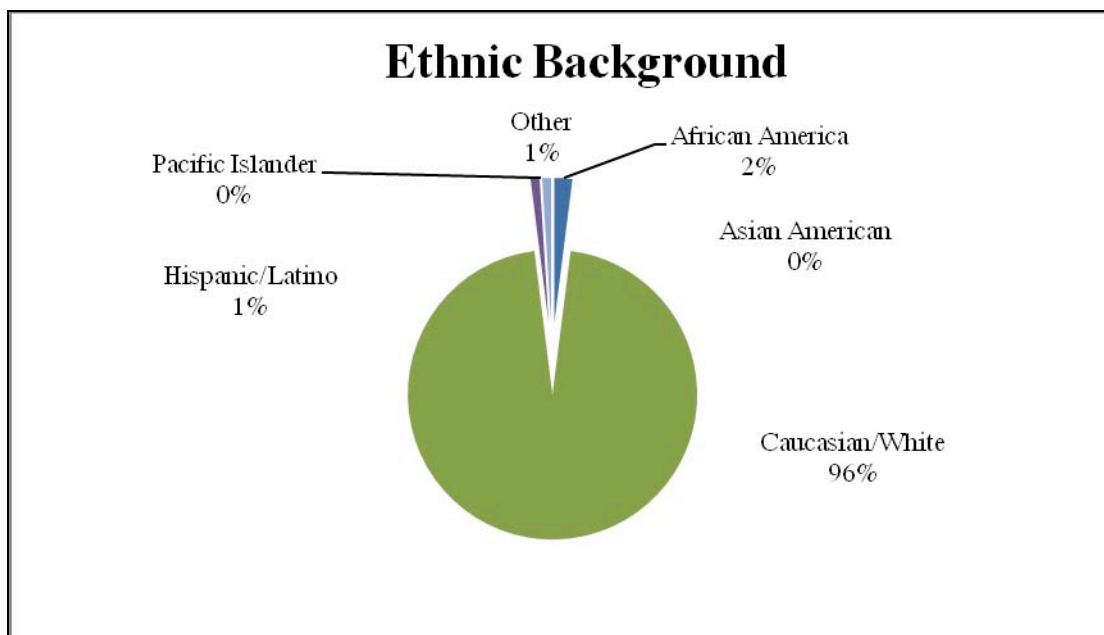
Parents' Role in the Family

The respondents' roles in the family were split two-thirds/one-third, with mothers making up a little over two-thirds of the respondent group. There were no respondents who were stepparents or guardians.



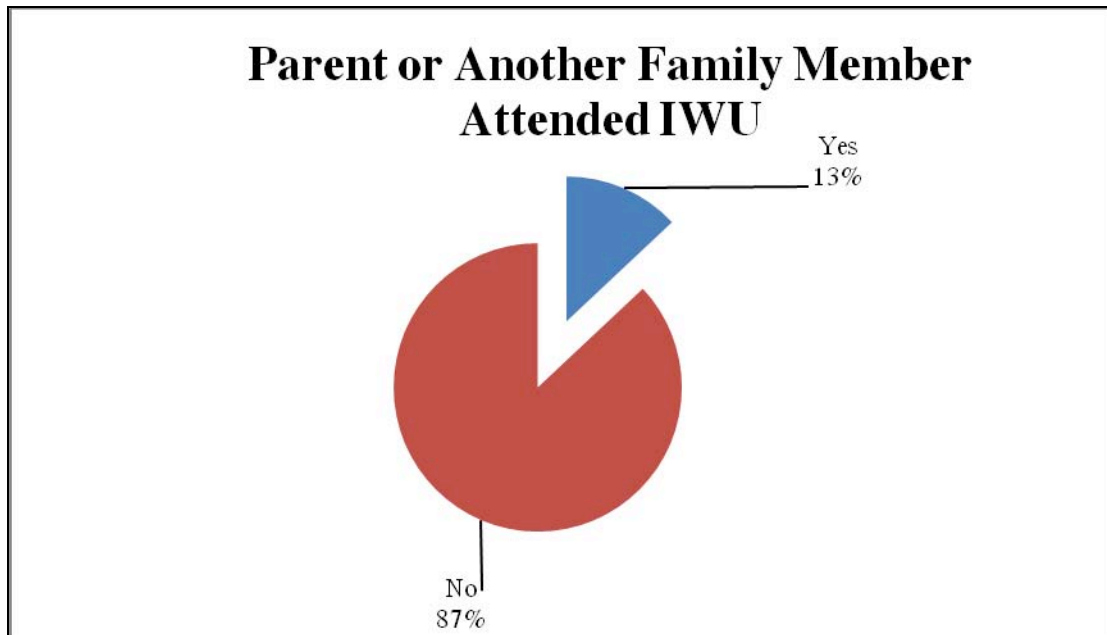
Ethnicity

There was very little ethnic diversity among the IWU parents responding to the survey, with 96 percent identifying themselves as Caucasian/White.



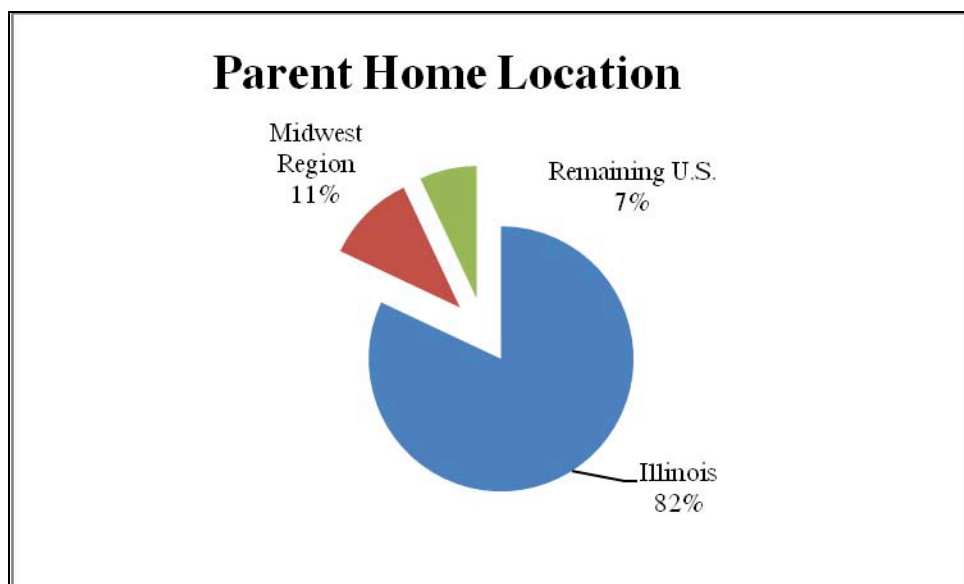
Parent/Relative Attended IWU

Respondents were asked if they or another family member had attended IWU. Thirteen percent indicated that someone had.



Home Location

Respondents were asked for their ZIP code. These, in turn, were grouped into the geographic markets served by IWU: Illinois, the Midwest Region (Wisconsin, Indiana, Kentucky, Missouri, Minnesota, Michigan, and Iowa), and the Remaining U.S. It is readily apparent that IWU is very much an Illinois-concentrated university.



RATINGS OF ILLINOIS WESLEYAN UNIVERSITY PERFORMANCE

Satisfaction with Performance

Overall, parents are quite pleased with IWU's performance. The attributes/variables that are most highly rated for IWU are:

- Small class size allows for personalization and active student participation
- Friendliness of campus community
- Intellectually challenging academic programs
- Academic quality of the students
- Strong intellectual climate
- Overall reputation of the university

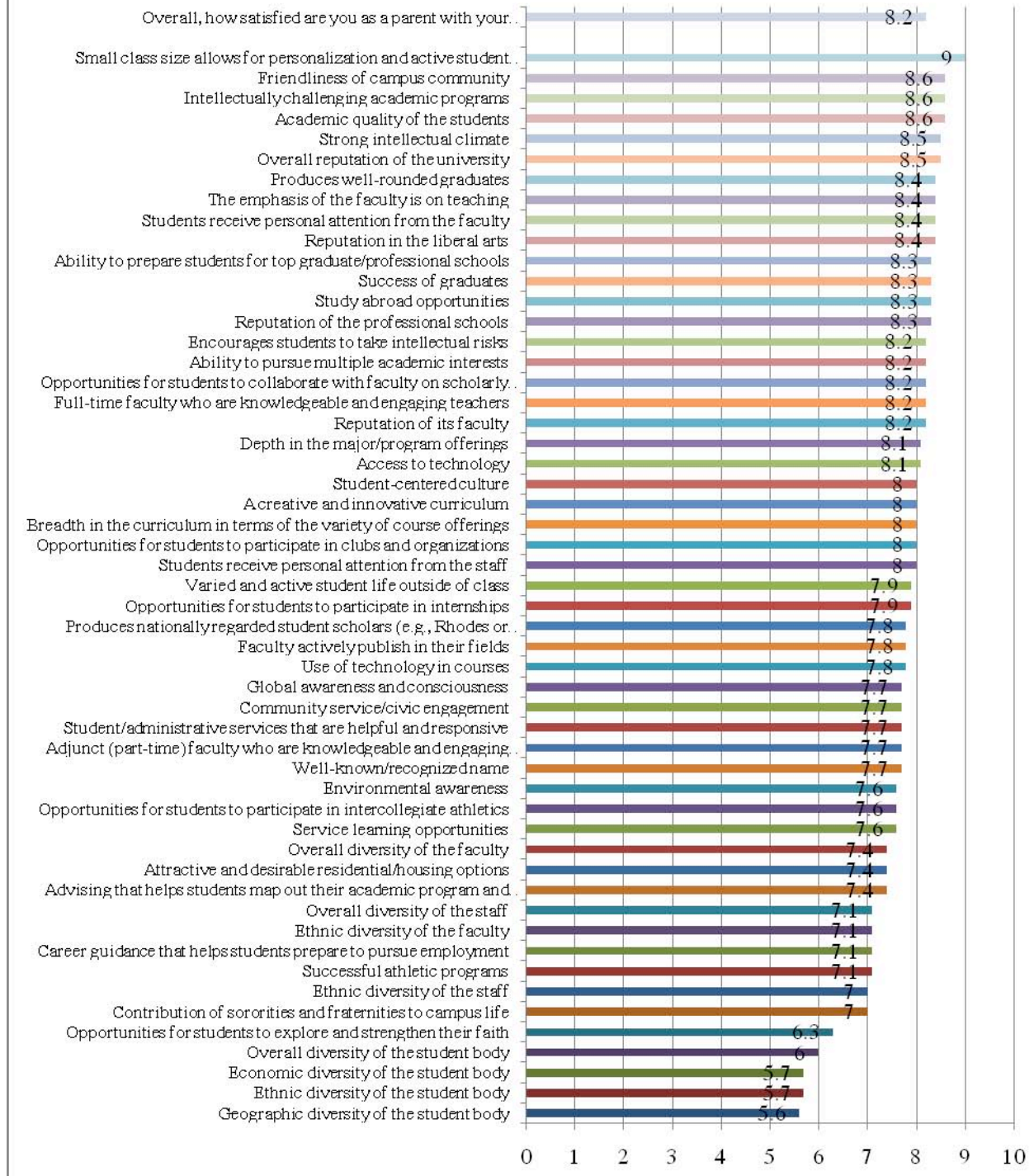
The lowest rated attributes/variables are:

- Geographic diversity of the student body
- Ethnic diversity of the student body
- Economic diversity of the student body
- Overall diversity of the student body
- Opportunities for students to explore and strengthen their faith

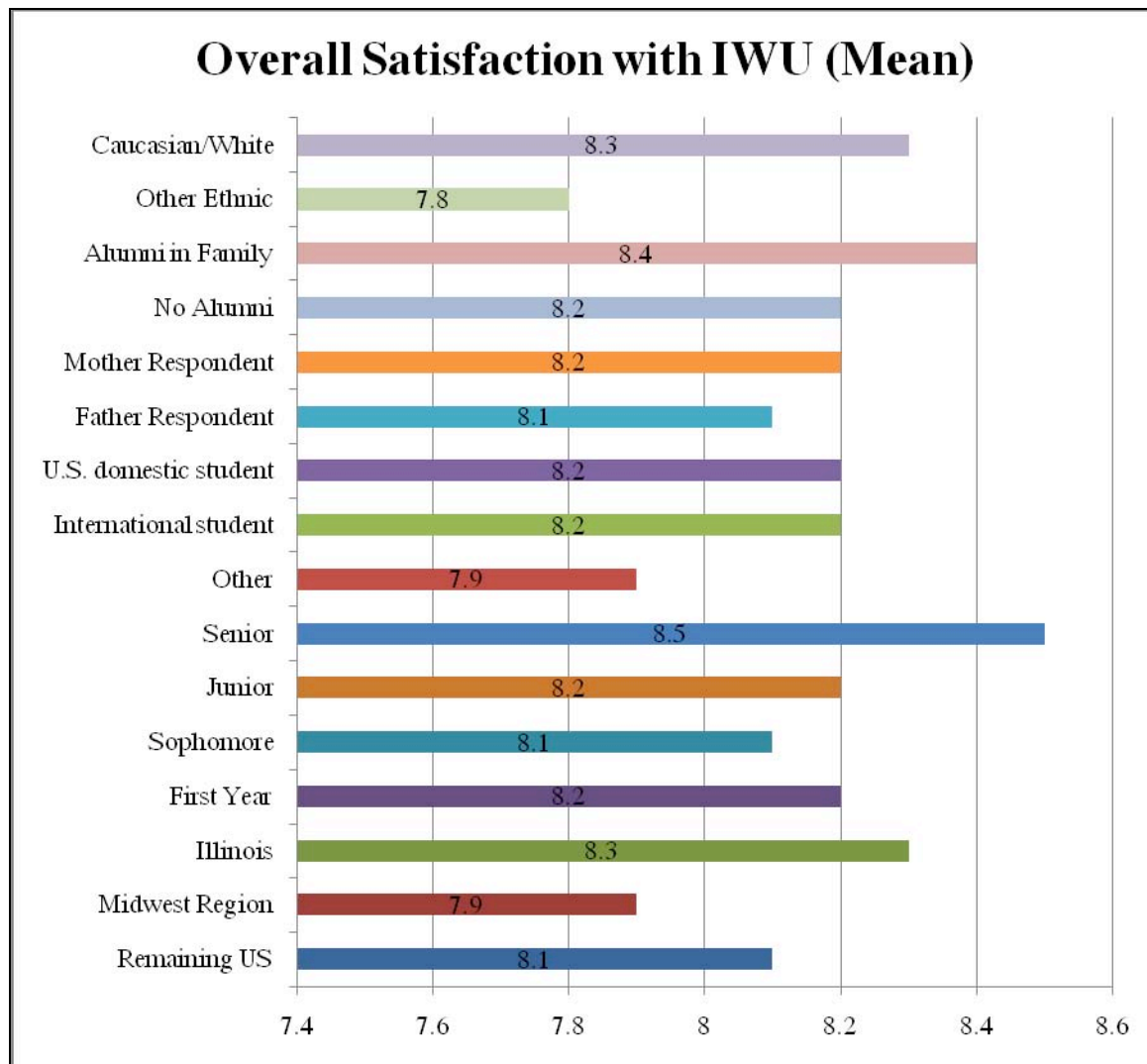
These lowest performance ratings primarily surround diversity. The diversity attributes are rated substantially below other attributes by 1 to 1.5 points than other low rated attributes. Lack of diversity is seen as a major issue at IWU from the vantage point of parents.

Overall satisfaction with the Illinois Wesleyan experience had a mean score of 8.2 on the 10-pt. satisfaction scale. This puts overall satisfaction in the top third of attributes/variables rated for IWU's delivery/performance. The absolute value of 8.2 is also fairly high on the 10-pt. scale, and higher than those in the Current Student or the Faculty & Staff studies, as shown on the chart on the following page.

Performance/Satisfaction Ratings for IWU : Mean Score on 10-pt. Scale



Parents of seniors are the most satisfied with IWU's performance. Caucasian/Whites are also more satisfied than are parents from Other Ethnic Backgrounds. Parents that are IWU alumni or who have a family member who is a graduate are also more likely to be satisfied overall. In addition, parents from Illinois are more satisfied than those from the other two geographic segments.



Demographic Segmentation of Ratings of Satisfaction with Attributes

Parental Role

In every instance, mothers rate their satisfaction with IWU higher than do fathers, often significantly higher.

Highest Rating

Fathers are most satisfied with:

- Small class size allows for personalization and active student participation
- Academic quality of the students
- Friendliness of campus community
- Students receive personal attention from the faculty
- The emphasis of the faculty is on teaching
- Overall reputation of the university
- Intellectually challenging academic programs

Mothers are most satisfied with:

- Small class size allows for personalization and active student participation
- Academic quality of the students
- Friendliness of campus community
- Overall reputation of the university
- Intellectually challenging academic programs
- Strong intellectual climate
- Reputation in the liberal arts

Lowest Rating

Fathers are least satisfied with:

- Geographic diversity of the student body
- Economic diversity of the student body
- Overall diversity of the student body
- Opportunities for students to explore and strengthen their faith

Mothers are least satisfied with:

- Geographic diversity of the student body
- Economic diversity of the student body
- Overall diversity of the student body
- Opportunities for students to explore and strengthen their faith

Rate how well IWU performs or delivers on the following attributes as far as you are concerned:	Are you the ...	
	Mother	Father
	Mean	Mean
Overall reputation of the university	8.7	8.3
Reputation in the liberal arts	8.6	8.1
Reputation of the professional schools	8.5	7.9
Reputation of its faculty	8.3	7.9
Academic quality of the students	8.7	8.4
Well-known/recognized name	7.9	7.3
Advising that helps students map out their academic program and complete it in four years	7.5	7.2
Overall diversity of the student body	6.1	5.8
Geographic diversity of the student body	5.7	5.5
Economic diversity of the student body	5.8	5.5
Full-time faculty who are knowledgeable and engaging teachers	8.3	8.0
Adjunct (part-time) faculty who are knowledgeable and engaging teachers	7.9	7.3
Student/administrative services that are helpful and responsive	7.7	7.5
Access to technology	8.3	7.7
Use of technology in courses	8.1	7.5
Service learning opportunities	7.7	7.3
Intellectually challenging academic programs	8.7	8.3
Students receive personal attention from the faculty	8.5	8.3
Students receive personal attention from the staff	8.1	7.9
Study abroad opportunities	8.4	8.0
Opportunities for students to explore and strengthen their faith	6.5	6.0
Opportunities for students to participate in clubs and organizations	8.2	7.7
Contribution of sororities and fraternities to campus life	7.2	6.7
Opportunities for students to participate in intercollegiate athletics	7.8	7.2
Successful athletic programs	7.4	6.6
Opportunities for students to participate in internships	8.1	7.5
Career guidance that helps students prepare to pursue employment	7.2	6.8
Success of graduates	8.5	8.0
Ability to prepare students for top graduate/professional schools	8.5	8.0
The emphasis of the faculty is on teaching	8.5	8.3
Opportunities for students to collaborate with faculty on scholarly and creative projects	8.4	7.9
Faculty actively publish in their fields	8.1	7.3
Small class size allows for personalization and active student participation	9.1	8.8
Breadth in the curriculum in terms of the variety of course offerings	8.2	7.7
Depth in the major/program offerings	8.3	7.8
A creative and innovative curriculum	8.1	7.6
Ability to pursue multiple academic interests	8.3	7.9
Encourages students to take intellectual risks	8.4	7.8
Produces nationally regarded student scholars (e.g., Rhodes or Fulbright Scholars)	8.0	7.3
Produces well-rounded graduates	8.5	8.2
Strong intellectual climate	8.6	8.2
Varied and active student life outside of class	8.0	7.6
Attractive and desirable residential/housing options	7.5	7.3
Overall diversity of the faculty	7.6	6.9
Ethnic diversity of the faculty	7.4	6.6
Overall diversity of the staff	7.4	6.7
Ethnic diversity of the staff	7.3	6.6
Environmental awareness	7.8	7.2
Community service/civic engagement	7.8	7.3

	Are you the ...	
Global awareness and consciousness	7.9	7.3
Student-centered culture	8.1	7.7
Friendliness of campus community	8.7	8.4

Note: Significant differences refer to statistical significance, where the results are shown to be statistically different from each other, and where we can be assured that the same findings will occur with 95% confidence should the study be replicated. The data with the larger column proportion is highlighted in **CYAN**. The data with the smaller column proportion(s) that is significantly different from the Cyan field is highlighted in **YELLOW**.

Parent/Relative Alumni/Legacy

Overall, respondents who attended IWU or have a relative that attended are slightly more likely to rate the attributes higher. Alumni parents were significantly more satisfied with the diversity of the student body and the overall reputation of the University.

Highest Rated

Alumni/legacy respondents are most satisfied with:

- Overall reputation of the university
- Academic quality of the students
- Small class size allows for personalization and active student participation
- Reputation of the professional schools
- Reputation in the liberal arts
- Friendliness of campus community

Non-alumni/legacy respondents are most satisfied with:

- Small class size allows for personalization and active student participation
- Academic quality of the students
- Friendliness of campus community
- Intellectually challenging academic programs
- Overall reputation of the university
- Strong intellectual climate
- Students receive personal attention from the faculty

Lowest Rated

Alumni/legacy respondents are least satisfied with:

- Economic diversity of the student body
- Geographic diversity of the student body
- Overall diversity of the student body
- Opportunities for students to explore and strengthen their faith
- Career guidance that helps students prepare to pursue employment

Non-alumni/legacy respondents are least satisfied with:

- Geographic diversity of the student body
- Economic diversity of the student body
- Overall diversity of the student body
- Opportunities for students to explore and strengthen their faith

Rate how well IWU performs or delivers on the following attributes as far as you are concerned:	Have you or other immediate family members attended Illinois Wesleyan?	
	Yes	No
	Mean	Mean
Overall reputation of the university	9.0	8.5
Reputation in the liberal arts	8.9	8.3
Reputation of the professional schools	8.9	8.2
Reputation of its faculty	8.6	8.1
Academic quality of the students	9.0	8.6
Well-known/recognized name	8.0	7.6
Advising that helps students map out their academic program and complete it in four years	7.5	7.4
Overall diversity of the student body	6.6	5.9
Geographic diversity of the student body	6.3	5.5
Economic diversity of the student body	6.2	5.6
Full-time faculty who are knowledgeable and engaging teachers	8.3	8.2
Adjunct (part-time) faculty who are knowledgeable and engaging teachers	7.6	7.7
Student/administrative services that are helpful and responsive	7.9	7.6
Access to technology	8.4	8.1
Use of technology in courses	8.2	7.8
Service learning opportunities	7.7	7.5
Intellectually challenging academic programs	8.7	8.6
Students receive personal attention from the faculty	8.4	8.5
Students receive personal attention from the staff	8.0	8.0
Study abroad opportunities	8.4	8.3
Opportunities for students to explore and strengthen their faith	6.7	6.3
Opportunities for students to participate in clubs and organizations	8.3	8.0
Contribution of sororities and fraternities to campus life	7.6	7.0
Opportunities for students to participate in intercollegiate athletics	7.7	7.5
Successful athletic programs	7.5	7.1
Opportunities for students to participate in internships	8.0	7.8
Career guidance that helps students prepare to pursue employment	7.1	7.1
Success of graduates	8.6	8.3
Ability to prepare students for top graduate/professional schools	8.5	8.2
The emphasis of the faculty is on teaching	8.5	8.4
Opportunities for students to collaborate with faculty on scholarly and creative projects	8.0	8.2
Faculty actively publish in their fields	7.8	7.8
Small class size allows for personalization and active student participation	9.0	9.0
Breadth in the curriculum in terms of the variety of course offerings	8.2	8.0
Depth in the major/program offerings	8.3	8.1
A creative and innovative curriculum	8.1	7.9
Ability to pursue multiple academic interests	8.7	8.1

	Have you or other immediate family members attended Illinois Wesleyan?	
Encourages students to take intellectual risks	8.3	8.2
Produces nationally regarded student scholars (e.g., Rhodes or Fulbright Scholars)	7.8	7.7
Produces well-rounded graduates	8.6	8.4
Strong intellectual climate	8.6	8.5
Varied and active student life outside of class	8.2	7.8
Attractive and desirable residential/housing options	7.8	7.4
Overall diversity of the faculty	7.7	7.3
Ethnic diversity of the faculty	7.4	7.0
Overall diversity of the staff	7.4	7.1
Ethnic diversity of the staff	7.3	7.0
Environmental awareness	7.7	7.6
Community service/civic engagement	7.9	7.6
Global awareness and consciousness	7.9	7.6
Student-centered culture	8.0	8.0
Friendliness of campus community	8.8	8.6

Ethnicity

There was not a great deal of disparity among the groups in their satisfaction levels with the various attributes of IWU.

Highest Rated

Caucasian/White respondents are most satisfied with:

- Small class size allows for personalization and active student participation
- Friendliness of campus community
- Overall reputation of the university
- Academic quality of the students
- Intellectually challenging academic programs

Other Ethnic Groups are most satisfied with:

- Small class size allows for personalization and active student participation
- Intellectually challenging academic programs
- Academic quality of the students
- Strong intellectual climate

Lowest Rated

Caucasian/White respondents are least satisfied with:

- Economic diversity of the student body
- Geographic diversity of the student body
- Overall diversity of the student body
- Opportunities for students to explore and strengthen their faith

Other Ethnic Groups are least satisfied with:

- Geographic diversity of the student body
- Overall diversity of the student body
- Economic diversity of the student body
- Contribution of sororities and fraternities to campus life

Rate how well IWU performs or delivers on the following attributes as far as you are concerned:	Which of the following best describes your ethnic background?	
	Caucasian/White	Other Ethnic Group
	Mean	Mean
Overall reputation of the university	8.6	8.1
Reputation in the liberal arts	8.5	8.1
Reputation of the professional schools	8.4	7.9
Reputation of its faculty	8.2	8.0
Academic quality of the students	8.6	8.4
Well-known/recognized name	7.7	6.9
Advising that helps students map out their academic program and complete it in four years	7.4	7.4
Overall diversity of the student body	6.1	6.0
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A creative and innovative curriculum	8.0	8.0

	Which of the following best describes your ethnic background?	
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Ethnic diversity of the faculty	7.2	6.6
Overall diversity of the staff	7.3	6.7
Ethnic diversity of the staff	7.1	6.6
Environmental awareness	7.6	7.4
Community service/civic engagement	7.7	7.6
Global awareness and consciousness	7.7	7.3
Student-centered culture	8.0	7.5
Friendliness of campus community	8.7	7.8

Home Location

Respondents from Illinois rate their satisfaction higher with the attributes reputation, academic quality of the students, recognition, diversity, and many student opportunities.

Highest Rated

Illinois respondents are most satisfied with:

- Small class size allows for personalization and active student participation
- Overall reputation of the university
- Academic quality of the students
- Intellectually challenging academic programs
- Friendliness of campus community

Midwest Region respondents are most satisfied with:

- Small class size allows for personalization and active student participation
- Students receive personal attention from the faculty
- Friendliness of campus community
- Intellectually challenging academic programs
- The emphasis of the faculty is on teaching

Remaining U.S. respondents are most satisfied with:

- Small class size allows for personalization and active student participation
- Intellectually challenging academic programs
- The emphasis of the faculty is on teaching

- Friendliness of campus community
- Overall reputation of the university
- Reputation of the professional schools
- Reputation in the liberal arts

Lowest Rated

Illinois respondents are least satisfied with:

- Economic diversity of the student body
- Ethnic diversity of the student body
- Geographic diversity of the student body
- Overall diversity of the student body
- Opportunities for students to explore and strengthen their faith

Midwest Region respondents are least satisfied with:

- Geographic diversity of the student body
- Ethnic diversity of the student body
- Economic diversity of the student body
- Overall diversity of the student body
- Opportunities for students to explore and strengthen their faith
- Contribution of sororities and fraternities to campus life

Remaining U.S. respondents are least satisfied with:

- Geographic diversity of the student body
- Ethnic diversity of the student body
- Economic diversity of the student body
- Overall diversity of the student body
- Opportunities for students to explore and strengthen their faith

Rate how well IWU performs or delivers on the following attributes as far as you are concerned:	What are the first three numbers of your home ZIP code?			
	Illinois	Midwest Region	Remaining U.S.	Total
	Mean	Mean	Mean	Mean
Overall reputation of the university	8.7	8.1	8.3	8.6
Reputation in the liberal arts	8.5	7.9	8.3	8.4
Reputation of the professional schools	8.4	8.0	8.3	8.3
Reputation of its faculty	8.3	7.9	8.0	8.2
Academic quality of the students	8.7	8.3	8.1	8.6
Well-known/recognized name	7.9	6.7	7.2	7.7
Advising that helps students map out their academic program and complete it in four years	7.5	6.8	7.3	7.4
Overall diversity of the student body	6.2	5.4	5.8	6.0
Ethnic diversity of the student body	5.9	5.0	5.5	5.8
Geographic diversity of the student body	5.9	4.7	4.8	5.7

Rate how well IWU performs or delivers on the following attributes as far as you are concerned:	What are the first three numbers of your home ZIP code?			
	Illinois	Midwest Region	Remaining U.S.	Total
	Mean	Mean	Mean	Mean
Economic diversity of the student body	5.8	5.1	5.5	5.7
Full-time faculty who are knowledgeable and engaging teachers	8.2	7.9	8.1	8.2
Adjunct (part-time) faculty who are knowledgeable and engaging teachers	7.8	7.4	7.8	7.7
Student/administrative services that are helpful and responsive	7.7	7.4	7.7	7.7
Access to technology	8.2	8.0	7.9	8.2
Use of technology in courses	7.9	7.7	7.7	7.9
Service learning opportunities	7.6	7.2	7.4	7.6
Intellectually challenging academic programs	8.7	8.4	8.5	8.6
Students receive personal attention from the faculty	8.5	8.6	8.2	8.5
Students receive personal attention from the staff	8.1	7.8	7.8	8.0
Study abroad opportunities	8.5	8.0	7.6	8.4
Opportunities for students to explore and strengthen their faith	6.5	5.6	5.9	6.3
Opportunities for students to participate in clubs and organizations	8.2	7.8	7.3	8.1
Contribution of sororities and fraternities to campus life	7.2	6.3	6.1	7.0
Opportunities for students to participate in intercollegiate athletics	7.7	6.8	7.5	7.6
Successful athletic programs	7.2	6.5	7.2	7.2
Opportunities for students to participate in internships	8.0	7.7	7.7	7.9
Career guidance that helps students prepare to pursue employment	7.2	6.9	6.8	7.2
Success of graduates	8.4	8.1	7.9	8.4
Ability to prepare students for top graduate/professional schools	8.4	8.2	8.2	8.3
The emphasis of the faculty is on teaching	8.5	8.4	8.4	8.4
Opportunities for students to collaborate with faculty on scholarly and creative projects	8.3	8.1	8.0	8.2
Faculty actively publish in their fields	7.9	7.6	7.1	7.8
Small class size allows for personalization and active student participation	9.0	9.0	8.8	9.0
Breadth in the curriculum in terms of the variety of course offerings	8.1	7.9	7.8	8.1
Depth in the major/program offerings	8.2	8.1	8.0	8.2
A creative and innovative curriculum	8.1	7.7	7.7	8.0
Ability to pursue multiple academic interests	8.3	7.8	7.9	8.2
Encourages students to take intellectual risks	8.3	8.0	7.6	8.2
Produces nationally regarded student scholars (e.g., Rhodes or Fulbright Scholars)	7.9	7.2	7.5	7.8
Produces well-rounded graduates	8.5	8.0	8.2	8.5
Strong intellectual climate	8.6	8.3	8.2	8.5
Varied and active student life outside of class	7.9	7.8	7.3	7.9
Attractive and desirable residential/housing options	7.5	7.3	7.4	7.5
Overall diversity of the faculty	7.5	6.9	7.0	7.4
Ethnic diversity of the faculty	7.2	6.6	6.7	7.1
Overall diversity of the staff	7.3	6.6	6.9	7.2
Ethnic diversity of the staff	7.1	6.5	6.6	7.0
Environmental awareness	7.7	7.1	7.3	7.6
Community service/civic engagement	7.7	7.3	7.4	7.7
Global awareness and consciousness	7.8	7.3	7.4	7.7
Student-centered culture	8.0	8.0	7.9	8.0
Friendliness of campus community	8.7	8.5	8.3	8.6
Overall, how satisfied are you as a parent with your son's/daughter's experience at Illinois Wesleyan?	8.3	7.9	8.1	8.2

*Current Descriptors of Illinois Wesleyan*⁵

The words/phrases that parents use to describe IWU best are ones that denote a small, intellectually challenging, and selective yet welcoming school:

- Academically challenging
- Small
- Friendly
- Intellectual
- Clean
- Welcoming
- Safe
- Selective

The words/phrases that are least likely to be used to describe Illinois Wesleyan University are:

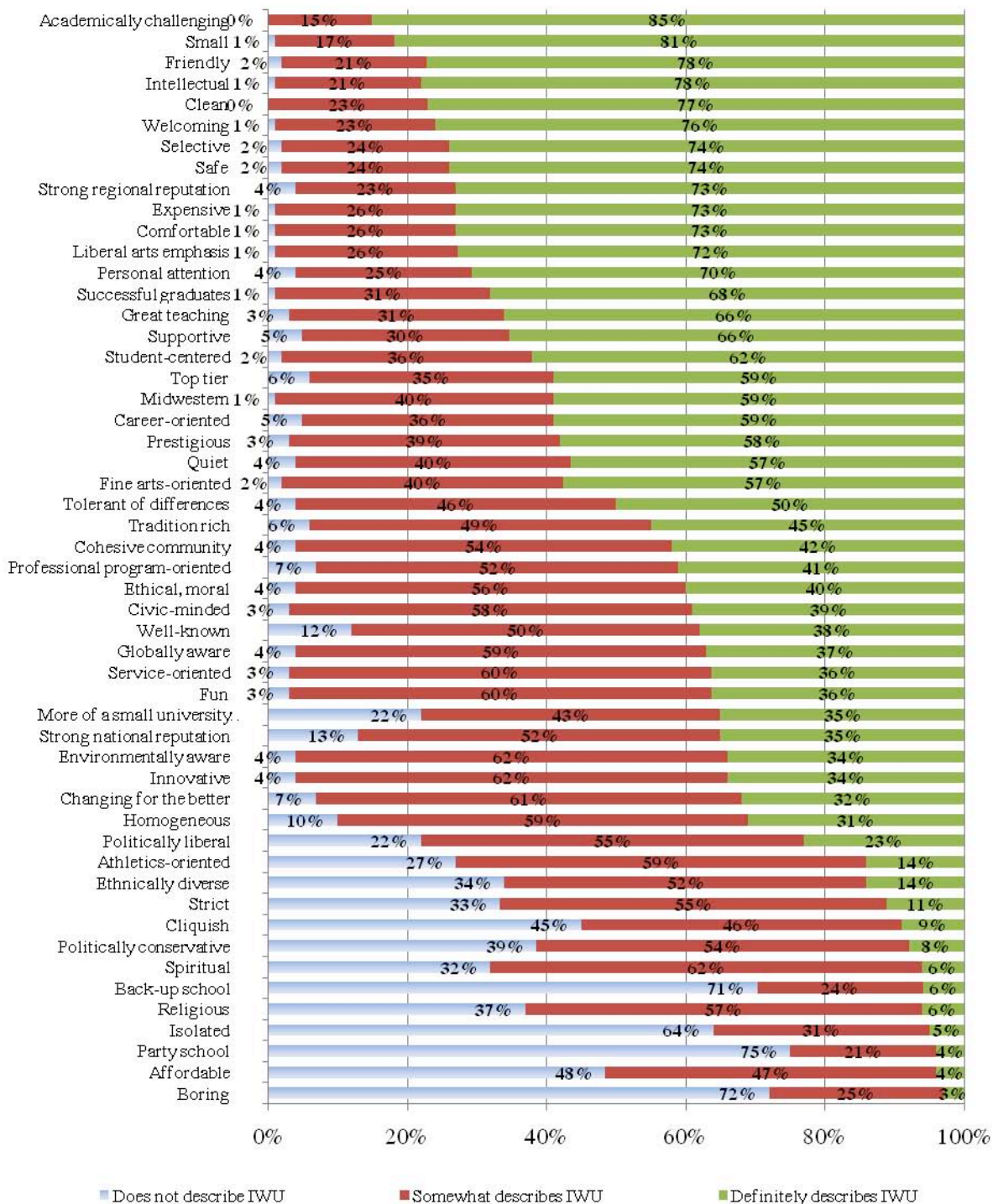
- Party school
- Boring
- Back-up school
- Isolated

	Does not describe IWU	Somewhat describes IWU	Definitely describes IWU
	Row %	Row %	Row %
Isolated	64%	31%	5%
Safe	2%	24%	74%
Career-oriented	5%	36%	59%
Selective	2%	24%	74%
Ethnically diverse	34%	52%	14%
Religious	37%	57%	6%
Fine arts-oriented	2%	40%	57%
Prestigious	3%	39%	58%
Well-known	12%	50%	38%
Athletics-oriented	27%	59%	14%
Politically liberal	22%	55%	23%
Politically conservative	39%	54%	8%
Successful graduates	1%	31%	68%
Comfortable	1%	26%	73%
Tolerant of differences	4%	46%	50%
Personal attention	4%	25%	70%
Intellectual	1%	21%	78%
Academically challenging	0%	15%	85%
Supportive	5%	30%	66%
Back-up school	71%	24%	6%
Expensive	1%	26%	73%
Friendly	2%	21%	78%
Affordable	48%	47%	4%
Spiritual	32%	62%	6%

⁵ Highest rated descriptors are shown in descending order. Lowest rated descriptors are shown in ascending order.

	Does not describe IWU	Somewhat describes IWU	Definitely describes IWU
	Row %	Row %	Row %
Fun	3%	60%	36%
Party school	75%	21%	4%
Welcoming	1%	23%	76%
Service-oriented	3%	60%	36%
Clean	0%	23%	77%
Small	1%	17%	81%
Quiet	4%	40%	57%
Boring	72%	25%	3%
Changing for the better	7%	61%	32%
Cohesive community	4%	54%	42%
Strong regional reputation	4%	23%	73%
Homogeneous	10%	59%	31%
Cliquish	45%	46%	9%
Ethical, moral	4%	56%	40%
Great teaching	3%	31%	66%
Innovative	4%	62%	34%
Strict	33%	55%	11%
Midwestern	1%	40%	59%
Strong national reputation	13%	52%	35%
Tradition rich	6%	49%	45%
Liberal arts emphasis	1%	26%	72%
More of a small university than a liberal arts college	22%	43%	35%
Professional program-oriented	7%	52%	41%
Student-centered	2%	36%	62%
Top tier	6%	35%	59%
Environmentally aware	4%	62%	34%
Globally aware	4%	59%	37%
Civic-minded	3%	58%	39%

Current Descriptors of Illinois Wesleyan University



*Aspirational Attributes for Illinois Wesleyan*⁶

When parents were asked to pick the words/phrases that they would like IWU to be known for, the ones picked most often were:

- Academically challenging
- Successful graduates
- Great teaching
- Safe
- Personal attention
- Supportive
- Welcoming
- Student-centered
- Friendly

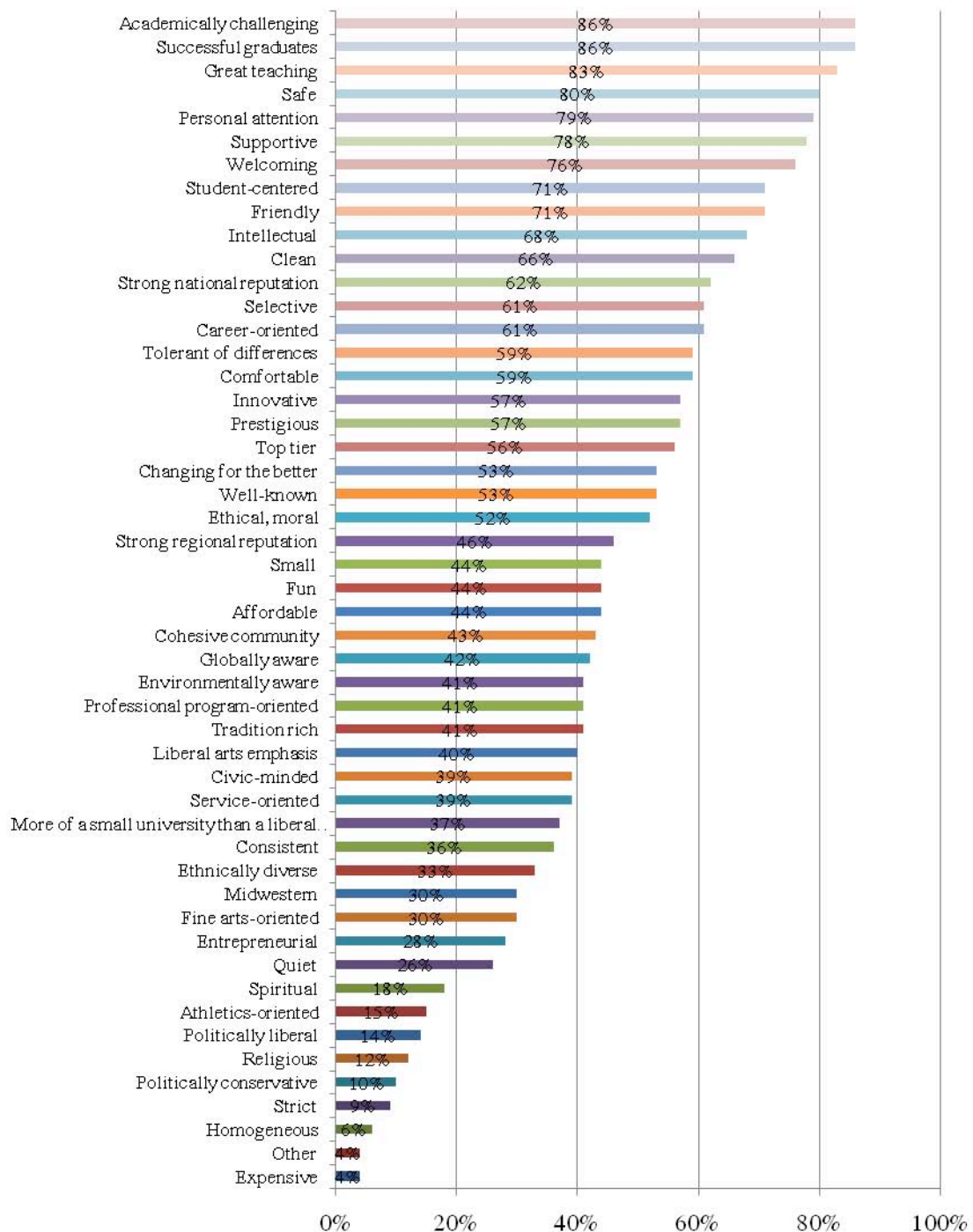
The words/phrases that they would like to have associated least with IWU were:

- Expensive
- Homogeneous
- Strict
- Politically conservative
- Religious
- Politically liberal
- Athletics-oriented

⁶ Highest rated attributes are shown in descending order. Lowest rated attributes are shown in ascending order.

Aspirational Attributes for Illinois Wesleyan University

% of Parents Selecting



Other verbatim responses that respondents gave when asked for what they would like IWU to be known for were the following:

- A balanced program which prepares you for the future.
- A good value for the quality education received
- affordable, quality education that locks in a career for my daughter
- Christian based
- committed to excellence, not mediocrity
- Experiential
- Fair
- Fair in treatment of Students
- foreign study
- Great School of Music
- I want it to be known that Illinois Wesleyan is below average in quality and way, way too expensive.
- I would like IWU to be known for the success of it's Fine Arts (theater) programs and for successful graduates in the Arts. I would like the school to be known for it's excellent Theater programs. A top priority is national recognition.
- Intelligent, well-rounded graduates
- Internship opportunities; caring faculty
- It's about time the University starts supporting its Greek system instead of trying to de-emphasize it. I know of several students who are transferring because of the way the school and faculty treat the Greek community on campus.
- Keep being the bright jewel in the large sea
- More campus-wide social events, concerts, etc
- More emphasis on job placement and career
- Need more chances to enter a class
- Needs more spiritual link to founding faith of Methodism such as celebrating Good Friday
- Prepares students for the next level of their life
- Professor Curtis Trout
- Strong research/library resources
- Student safety first It would be great to petition to get rid of the adult book/video across the street.
- Well known for lifelong learning experience for the students
- Well-regarded
- With the quality of student athletes that IWU recruits, the sports achievements have a lot to be desired. There are so many talented football players that have left the program due to poor leadership and unaccomplished goals. This is unacceptable.

Comparisons to Competitors

When asked to evaluate competitive institutions, large proportions of respondents said that they did not know about the other schools. This “Don’t Know” percentage ranged from 17 percent for the University of Illinois to 76 percent for Colorado College.

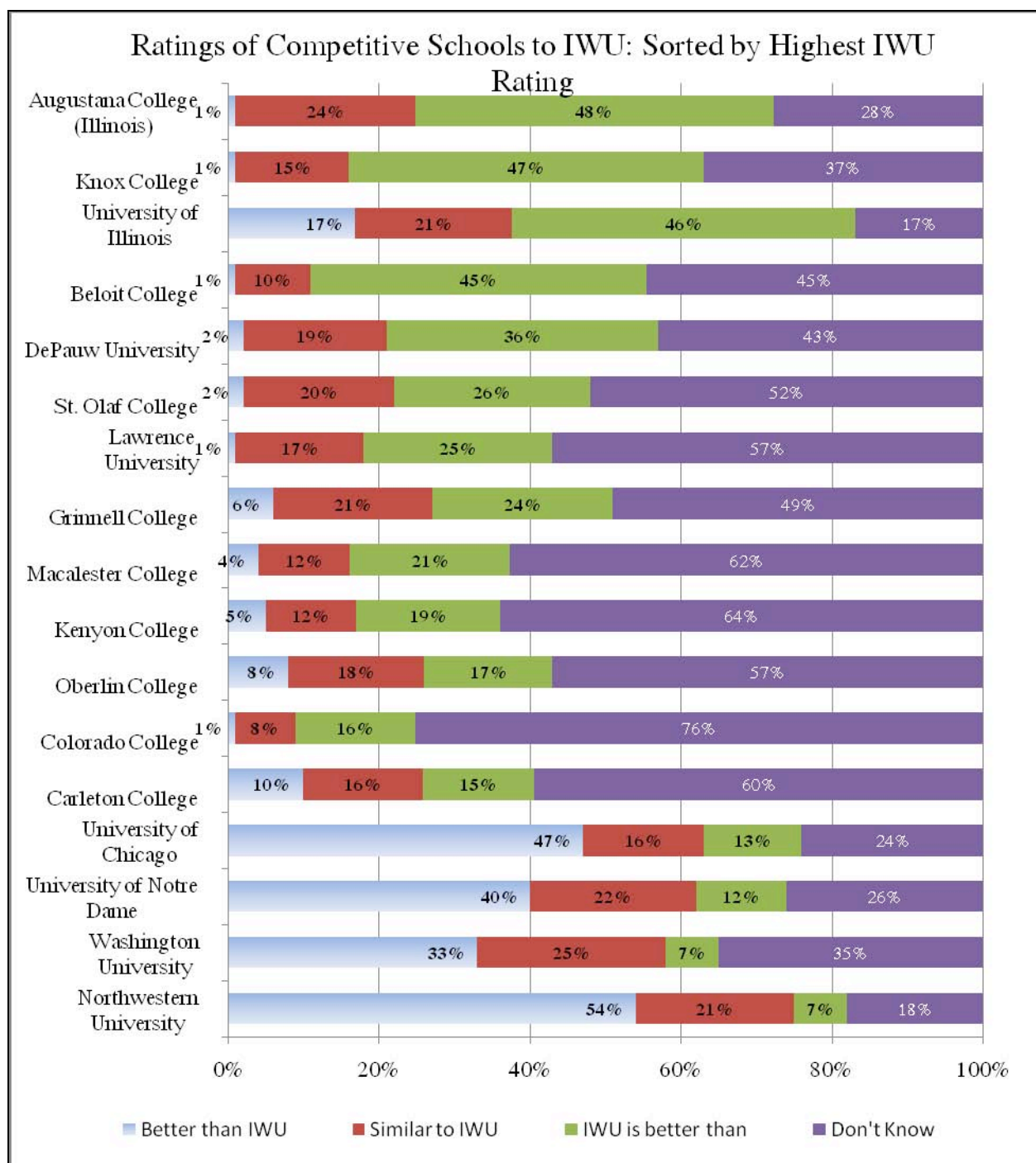
IWU is rated better than the following four competitor institutions:

- Augustana College (48% of respondents)
- Knox College (47%)
- University of Illinois (46%)
- Beloit College (45%)

The top four institutions rated better than IWU are:

- Northwestern University (54%)
- University of Chicago (47%)
- University of Notre Dame (40%)
- Washington University (33%)

	Better than IWU	Similar to IWU	IWU is better than	Don’t Know
	Row %	Row %	Row %	Row %
Northwestern University	54%	21%	7%	18%
Washington University	33%	25%	7%	35%
Carleton College	10%	16%	15%	60%
DePauw University	2%	19%	36%	43%
Beloit College	1%	10%	45%	45%
Macalester College	4%	12%	21%	62%
St. Olaf College	2%	20%	26%	52%
Knox College	1%	15%	47%	37%
Lawrence University	1%	17%	25%	57%
Grinnell College	6%	21%	24%	49%
Kenyon College	5%	12%	19%	64%
Oberlin College	8%	18%	17%	57%
University of Illinois	17%	21%	46%	17%
University of Notre Dame	40%	22%	12%	26%
University of Chicago	47%	16%	13%	24%
Augustana College (Illinois)	1%	24%	48%	28%
Colorado College	1%	8%	16%	76%



Reasons a Competitor is Rated Better

Respondents were asked to describe why they indicated that an institution was “better than IWU.” Some of the more frequent responses are listed below (complete verbatim responses can be found in the Exhibits section):

- National reputation/well-known/prestigious
- Higher standards/more selective admissions
- Depth of course work/more classes/more options
- More activities/better social life
- More challenging/stronger academically/higher quality faculty
- More diverse

SATISFACTION MEASUREMENT AND IMPROVEMENT PLANNING

The following is an explanation of the processes used to develop the Improvement Planning data. It is not necessary to fully understand these processes to be able to grasp the results in the Parent Satisfaction Index section below, but rather it is included in the main body of the report because it provides background that may answer questions as to what the process yields.

Satisfaction Measurement Processes Description

The Parent Satisfaction measurement and analytical process employed by The Lawlor Group produces much more than a list of attributes with mean scores that tell how satisfied the respondent is. This “mean score” method does not take into account how important each attribute is. A college or university may be doing a great job on the things that are unimportant while not performing as well on the things that really count to the parent. To correct for this, multivariate statistical routines are used to derive importance levels, the accepted research way of finding out what is most important to respondents. The following explains this process employed by The Lawlor Group:

Correlation Coefficients

The correlation shows the linear relationship between each independent variable and the dependent(s)⁷. Values of the correlation coefficient range from –1 to +1. The absolute value of the correlation number indicates the strength of the linear relationship between the variables, with larger absolute values indicating stronger relationships. The sign of the correlation indicates the direction of the relationship; if negative, the higher the dependent variable, the lower the independent variable and vice versa.

In marketing research, correlations are sometimes referred to as “derived importance” as the correlations measure the strength of the relationship of the independent variables to

⁷ The dependent variable in customer satisfaction research is usually a measure of overall satisfaction such as Overall Satisfaction, Willingness to Recommend, etc. In the IWU Current Parent Study, Overall Satisfaction with as a parent with their son’s/daughter’s experience at IWU was used as the dependent variable.

the dependent variable(s). The higher the absolute value of the correlation, the more impact the variable has on the dependent variable(s); i.e., Overall Satisfaction measure.

Factor Analysis

Factor analysis is used to identify underlying groups or commonalities that explain the correlations among a set of variables. Factor analysis is often used to summarize a number of variables with a smaller number of derived groups of these variables, called factors. In the Parent Satisfaction analysis, the independent satisfaction ratings are “clustered” into factors, grouping the variables that tend to be rated the same way. This approach is particularly helpful when there are a large number of attributes being measured, such as in the IWU Current Parent Study, and where some of the attributes may be measuring the same underlying factor. Multiple variables measuring the same underlying factor is referred to as multicollinearity.

The factor loading scores indicate the strength of each variable’s relationship to the factor to which it belongs. Just as correlation coefficients, the factor loadings range from –1 to +1 with the higher the absolute value, the stronger the relationship between the variable and the factor.

Regression Analysis

A regression analysis is run with the factors and the dependent variable(s) to measure the strength of the relationship between the factors and the dependent variable(s). The outputs from this analysis used in the satisfaction index process are the beta weights. The higher the beta weight, the more impact that factor has on the dependent variable(s).

Another output reported is the R-Squared. This measure ranges from 0.0 to 1.0. The closer to 1.0, the better the factors are measuring the dependent variable(s); i.e., the better the questionnaire is in evaluating Overall Satisfaction or other dependent measures. The general rule of thumb for R-Squared:

High:	+.80
Average:	.60-.79
Low:	.59 and below

Individual Satisfaction Index (SI) scores are then calculated by weighting the attribute ratings by each of their respective SI weights and combining these weighted scores to produce an overall SI score. SI scores range from 0 to 100 with 100 perfect score or ALL attributes being rated 10 by ALL respondents. The SI score allows comparisons to be made among groups.

In addition to producing an SI score, statistical methods are used to show which attributes should be targeted in order to raise the SI score the maximum amount. This is the Improvement Potential Score (IPS). The IPS score is calculated by taking the difference

between the SI score and the optimum score (100), and allocating it to the attributes based on their SI weights and performance ratings. The IPS score for each attribute is the amount of improvement in the overall SI score that *could* be attained if the individual attribute score was perfect. IPS scores can be used to plan where to conduct improvement efforts.

SATISFACTION INDEX FOR CURRENT PARENTS

Calculations—SI and IPS

To produce a Satisfaction Index (SI), several statistical processes were run. First, a factor analysis was run. A factor analysis looks at all the attributes in a set and groups them together according to their strength of relationship to each other. Six factors were identified when the analysis was run on the 29 satisfaction attributes where correlations were relevant. The factors were:

- Academic Experience
- Academic & Student Life Opportunities
- Reputation & Quality
- Residential Life
- Technology
- Intercollegiate Athletics

The factors consisted of a combination of a number of the attributes that were rated. The factors are named to describe the attributes that make up the factors. The following is a listing of the attributes that combined to create each factor:

Academic Experience

- Advising that helps students map out their academic program and complete it in four years
- Students receive personal attention from the staff
- Student/administrative services that are helpful and responsive
- Full-time faculty who are knowledgeable and engaging teachers
- Students receive personal attention from the faculty
- Opportunities for students to collaborate with faculty on scholarly and creative projects
- The emphasis of the faculty is on teaching
- A creative and innovative curriculum
- Success of graduates
- Small class size allows for personalization and active student participation

Academic & Student Life Opportunities

- Global awareness and consciousness
- Service learning opportunities
- Opportunities for students to participate in internships
- Overall diversity of the faculty
- Student-centered culture
- Opportunities for students to participate in clubs and organizations
- Varied and active student life outside of class
- Ability to pursue multiple academic interests
- Encourages students to take intellectual risks
- Study abroad opportunities
- Strong intellectual climate

Reputation & Quality

- Well-known/recognized name
- Academic quality of the students
- Overall reputation of the university

Residential Life

- Attractive and desirable residential/housing options

Technology

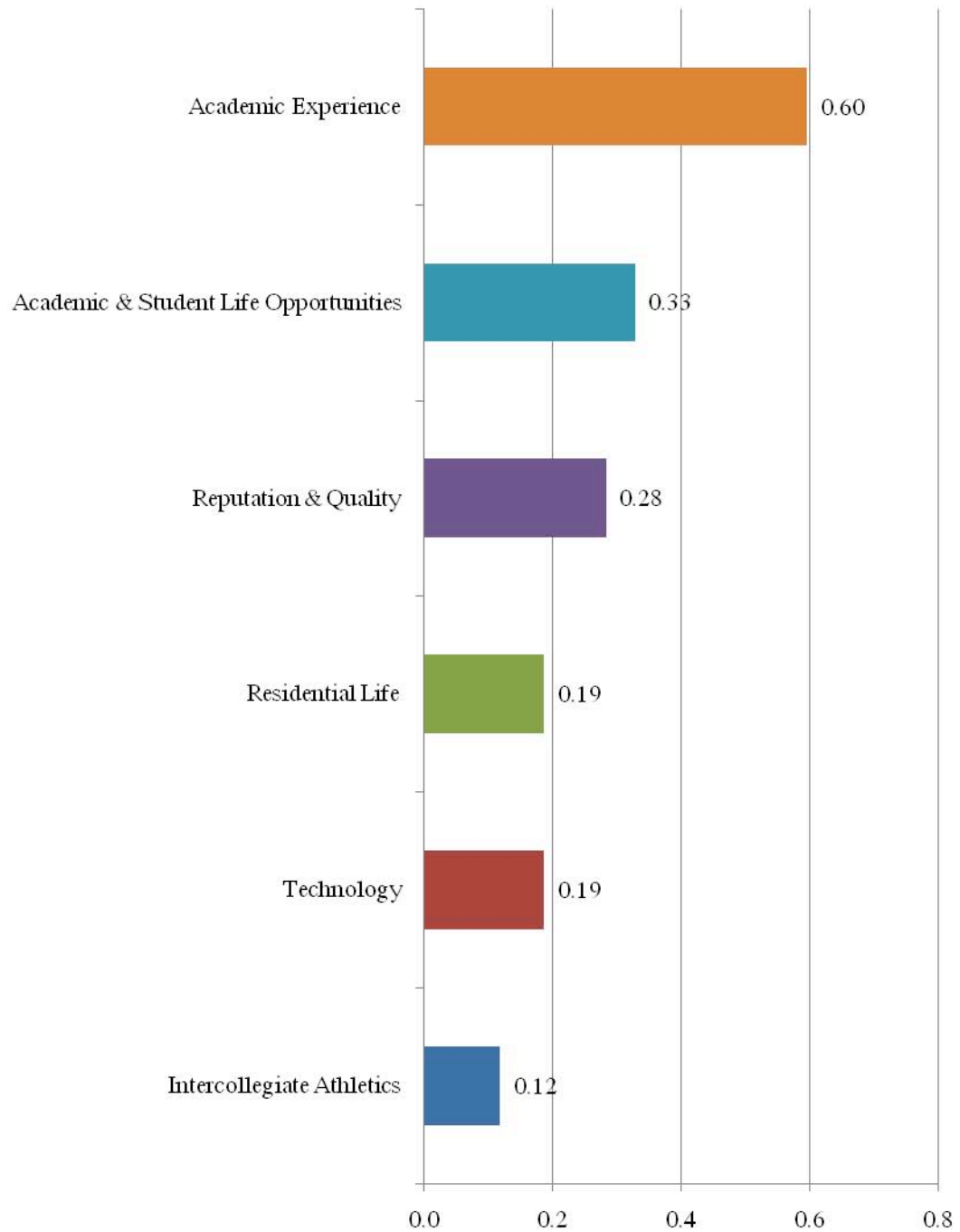
- Use of technology in courses
- Access to technology

Intercollegiate Athletics

- Successful athletic programs
- Opportunities for students to participate in intercollegiate athletics

The six factors were then used in a regression analysis. A regression analysis looks at the factors and their relationship to a dependent variable. In this case, the satisfaction dependent variable was overall satisfaction with their son's/daughter's experience at Illinois Wesleyan. The measure of the relationship for each attribute to the factor is called the factor loading. The strength of the relationship of the factor to the dependent variable is called the beta weight. The higher the beta weight, the more impact the factor has on parent satisfaction. The following are the factor beta weights:

Factor Beta Weights for Parent IWU Analysis

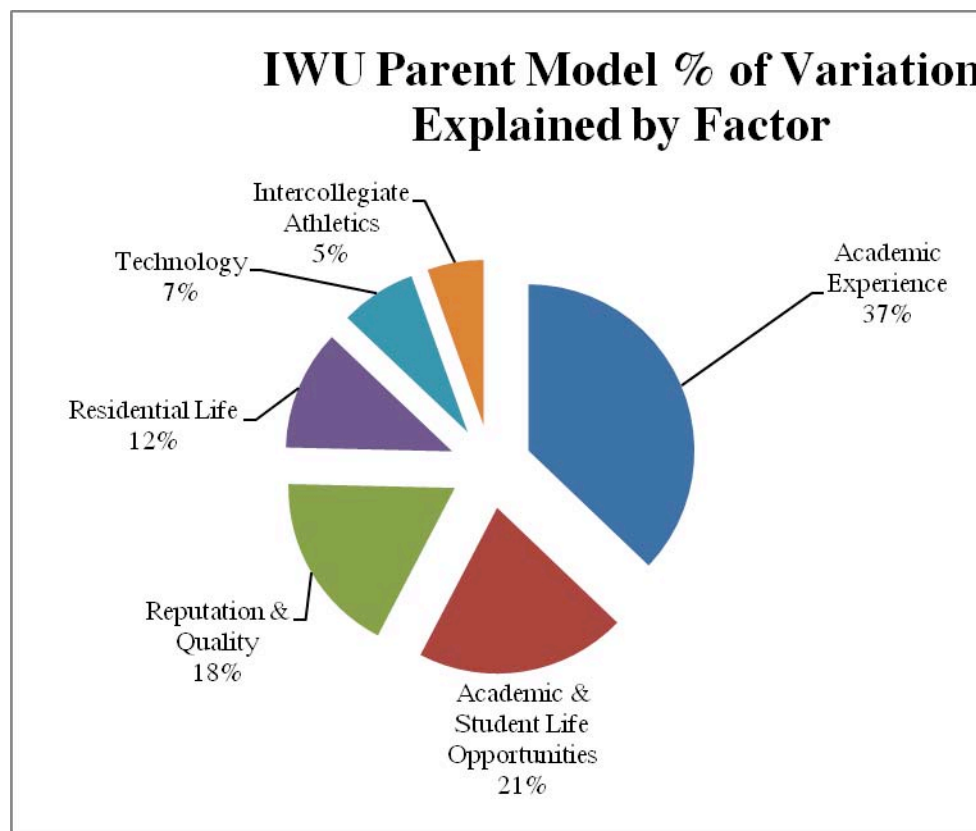


From the chart on the previous page, it can be seen that the factor Academic Experience is much more important than Technology or Intercollegiate Athletics in defining satisfaction levels.

The Satisfaction Index (SI) weights are calculated by multiplying the factor loadings and beta weights. The result is a SI weight for each attribute.

Individual SI scores are then calculated by weighting the attribute ratings by each of their respective SI weights and combining these weighted scores to produce an overall SI score. SI scores range from 0 to 100 with 100 being a perfect score or ALL ratings were rated 10 by ALL respondents. **The SI score for Illinois Wesleyan University Parents is 78.4.** In our experience with previous research studies, this is much above average, where SI scores tend to range from 60 to the mid 80s.

Another result of the SI regression is the R-Squared, or the amount of the variance in the dependent variable (Overall Satisfaction) that is explained by the factors of the attributes. **The R^2 in our calculations was .65.** In other words, the satisfaction attributes that we measured with parents explain 65 percent of the amount of overall parent satisfaction variance. The .65 measure is on the lower end of average scores in our experience with previous studies. Usual R^2 scores run from .58 to .80. The following chart shows the amount of variance explained by each of the factors.



The following table shows the results of the factor/regression analysis:

Attribute Label/Factor Name:	Factor	Beta	IPS	Factor IPS
Academic Experience				
Advising that helps students map out their academic program and complete it in four years	1	0.596	1.676	
Students receive personal attention from the staff	1	0.596	1.413	
Student/administrative services that are helpful and responsive	1	0.596	1.263	
Full-time faculty who are knowledgeable and engaging teachers	1	0.596	1.243	
Students receive personal attention from the faculty	1	0.596	1.240	
Opportunities for students to collaborate with faculty on scholarly and creative projects	1	0.596	1.128	
The emphasis of the faculty is on teaching	1	0.596	1.094	
A creative and innovative curriculum	1	0.596	0.951	
Success of graduates	1	0.596	0.683	
Small class size allows for personalization and active student participation	1	0.596	0.579	
Total		37.1%		11.3
Academic & Student Life Opportunities				
Global awareness and consciousness	2	0.329	0.818	
Service learning opportunities	2	0.329	0.776	
Opportunities for students to participate in internships	2	0.329	0.752	
Overall diversity of the faculty	2	0.329	0.710	
Student-centered culture	2	0.329	0.661	
Opportunities for students to participate in clubs and organizations	2	0.329	0.642	
Varied and active student life outside of class	2	0.329	0.616	
Ability to pursue multiple academic interests	2	0.329	0.499	
Encourages students to take intellectual risks	2	0.329	0.480	
Study abroad opportunities	2	0.329	0.434	
Strong intellectual climate	2	0.329	0.386	
Total		20.5%		6.8
Reputation & Quality				
Well-known/recognized name	3	0.284	0.774	
Academic quality of the students	3	0.284	0.491	
Overall reputation of the university	3	0.284	0.489	
Total		17.7%		1.8
Residential Life				
Attractive and desirable residential/housing options	4	0.188	0.582	
Total		11.7%		0.6
Technology				
Use of technology in courses	5	0.119	0.324	
Access to technology	5	0.119	0.267	
Total		7.4%		0.6
Intercollegiate Athletics				
Successful athletic programs	6	0.089	0.338	
Opportunities for students to participate in intercollegiate athletics	6	0.089	0.290	
Total		5.5%		0.6

Attribute Label/Factor Name:	Factor	Beta	IPS	Factor IPS
SSI Score: 78.4				
R-Squared: .65				
Dependent: overall satisfaction			Total	21.6

Satisfaction Index Scores by Whether or not Respondent/Family Member is an Alumnus/a

In addition to providing a Satisfaction Index score for all parents, a separate analysis was run for whether or not the respondent or a family member was an IWU alumnus/a. The following are those SI scores:

Alumni/Legacy Status of Parent	SI
Respondent/family member is an alumnus/a	80.3
Not an alumnus/a	78.1

Alumni/legacy parents have a higher Satisfaction Index by over 2 points, although the difference is not statistically significant.

In addition to producing an SI score for Illinois Wesleyan University, statistical methods were used to show which attributes should be targeted in order to raise the SI score the maximum amount. This is the improvement potential score (IPS). The IPS score is calculated by taking the difference between the SI score and the optimum score (100) and allocating it to the attributes based on their SI weights and performance ratings. The IPS score for each attribute is the amount of improvement in the overall SI score that could be attained if the individual attribute score was perfect. IPS scores can be used to plan where to conduct improvement efforts. Illinois Wesleyan University should focus its improvement efforts and resources on the top IPS attributes.

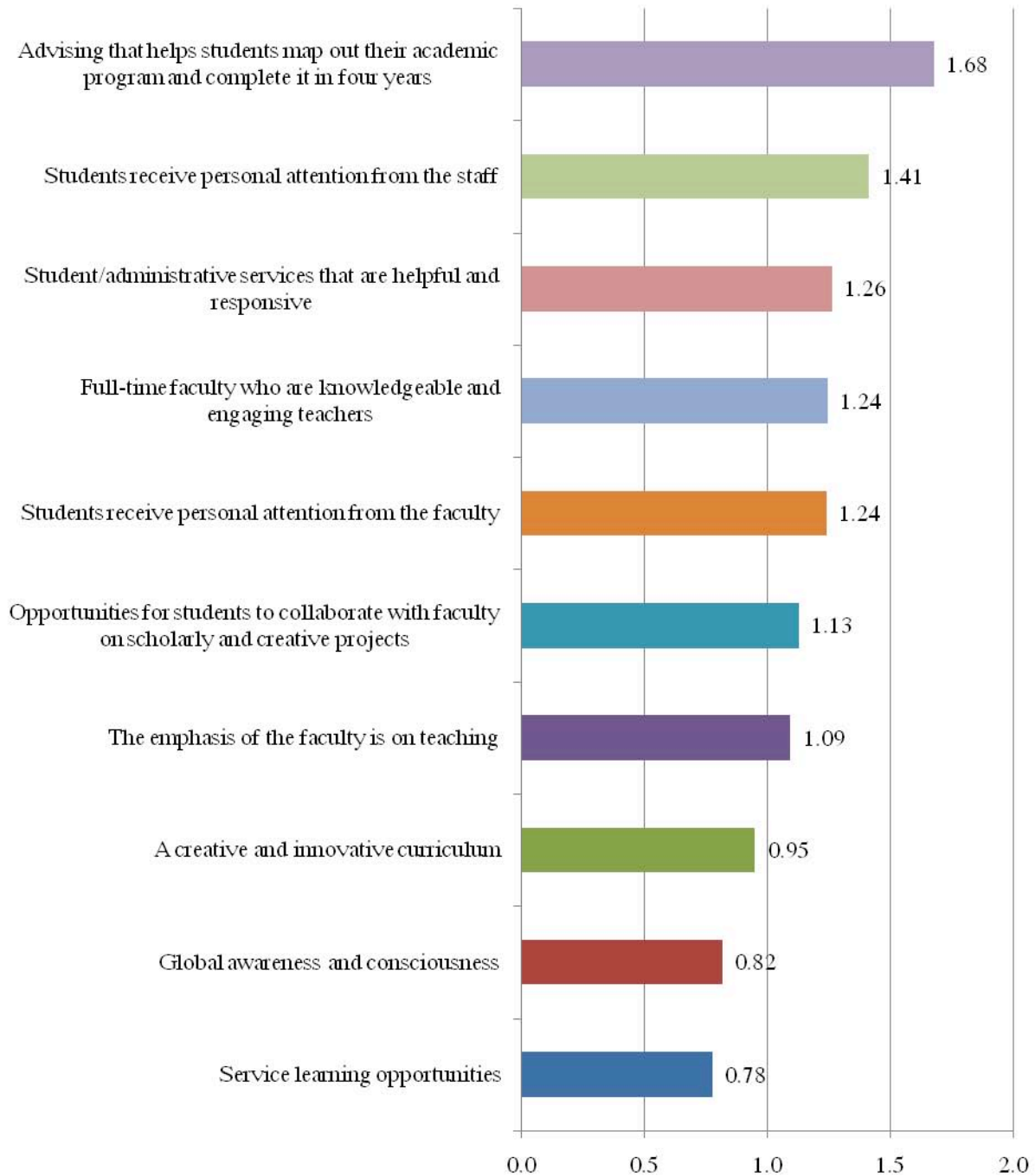
The following table includes the IPS scores for the attributes rated. The most improvement in overall parent satisfaction will occur if efforts are focused on the attributes with the highest scores, including:

- Advising that helps students map out their academic program and complete it in four years
- Students receive personal attention from the staff
- Student/administrative services that are helpful and responsive
- Full-time faculty who are knowledgeable and engaging teachers
- Students receive personal attention from the faculty
- Opportunities for students to collaborate with faculty on scholarly and creative projects

Attribute Label	IPS
Advising that helps students map out their academic program and complete it in four years	1.68
Students receive personal attention from the staff	1.41
Student/administrative services that are helpful and responsive	1.26
Full-time faculty who are knowledgeable and engaging teachers	1.24
Students receive personal attention from the faculty	1.24
Opportunities for students to collaborate with faculty on scholarly and creative projects	1.13
The emphasis of the faculty is on teaching	1.09
A creative and innovative curriculum	0.95
Global awareness and consciousness	0.82
Service learning opportunities	0.78
Well-known/recognized name	0.77
Opportunities for students to participate in internships	0.75
Overall diversity of the faculty	0.71
Success of graduates	0.68
Student-centered culture	0.66
Opportunities for students to participate in clubs and organizations	0.64
Varied and active student life outside of class	0.62
Attractive and desirable residential/housing options	0.58
Small class size allows for personalization and active student participation	0.58
Ability to pursue multiple academic interests	0.50
Academic quality of the students	0.49
Overall reputation of the university	0.49
Encourages students to take intellectual risks	0.48
Study abroad opportunities	0.43
Strong intellectual climate	0.39
Successful athletic programs	0.34
Use of technology in courses	0.32
Opportunities for students to participate in intercollegiate athletics	0.29
Access to technology	0.27
Total IPS	21.6

The chart on the following page visually shows the top IPS scores, where improvement efforts should be focused. The most important attributes focus on personal attention and assistance to students.

Illinois Wesleyan Parent SI Model Top 10 IPS



SELECTING IWU OVER OTHER INSTITUTIONS

The most important variables in selecting Illinois Wesleyan University over other colleges and universities are⁸:

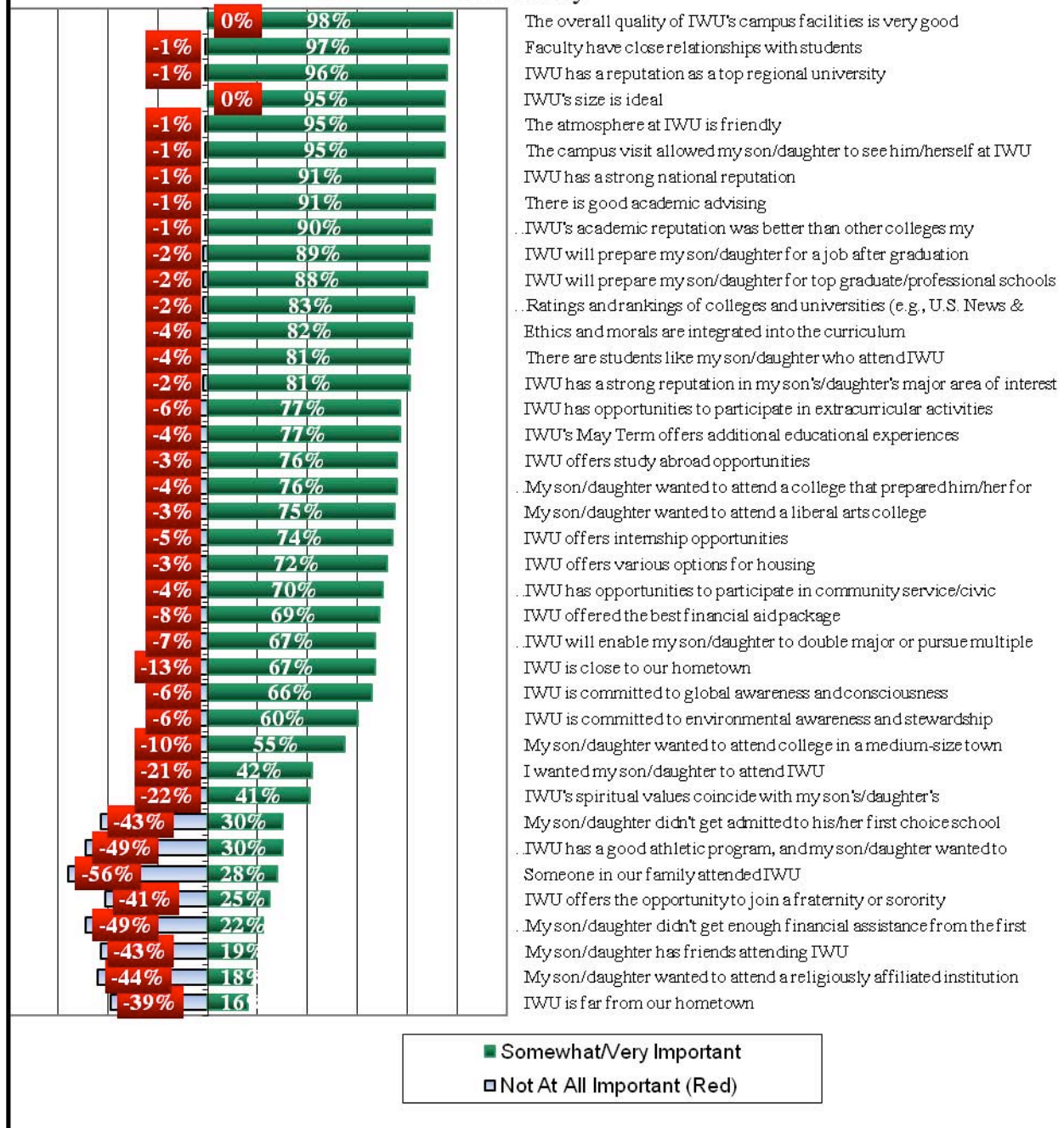
- The overall quality of IWU's campus facilities is very good
- Faculty have close relationships with students
- IWU has a reputation as a top regional university
- The atmosphere at IWU is friendly
- The campus visit allowed my son/daughter to see him/herself at IWU
- IWU's size is ideal

The least important variables in selecting Illinois Wesleyan University are:

- My son/daughter wanted to attend a religiously affiliated institution
- IWU is far from our hometown
- My son/daughter didn't get enough financial assistance from the first choice school
- My son/daughter has friends attending IWU
- Someone in our family attended IWU
- IWU offers the opportunity to join a fraternity or sorority
- IWU has a good athletic program, and my son/daughter wanted to play sports
- My son/daughter didn't get admitted to his/her first choice school

⁸ Highest rated variables are shown in descending order. Lowest rated variables are shown in ascending order.

Importance of Variables in Selecting Illinois Wesleyan University



Importance of Variables in Selecting IWU by Demographic Segment

Mother/Father⁹

In general, mothers rate almost all the variables as more important than did the fathers¹⁰.

Most Important

The most important variables for mothers in selecting IWU over other institutions were:

- IWU will prepare my son/daughter for a job after graduation
- The campus visit allowed my son/daughter to see him/herself at IWU
- IWU has a reputation as a top regional university
- Faculty have close relationships with students
- IWU will prepare my son/daughter for top graduate/professional schools
- There is good academic advising
- The atmosphere at IWU is friendly
- IWU's size is ideal

The most important variables for fathers in selecting IWU over other colleges were:

- IWU has a reputation as a top regional university
- Faculty have close relationships with students
- IWU's size is ideal
- The campus visit allowed my son/daughter to see him/herself at IWU
- The atmosphere at IWU is friendly
- IWU will prepare my son/daughter for a job after graduation
- There is good academic advising
- IWU's academic reputation was better than other colleges my son/daughter considered
- IWU has a strong national reputation

Least Important

The least important variables for mothers in selecting IWU were:

- My son/daughter wanted to attend a religiously affiliated institution
- IWU is far from our hometown
- My son/daughter has friends attending IWU
- IWU offers the opportunity to join a fraternity or sorority
- Someone in our family attended IWU
- My son/daughter didn't get enough financial assistance from the first choice school

⁹ To assist in marketing efforts, some questions are shown broken out or segmented by respondent demographic groups.

¹⁰ Significant differences refer to statistical significance, where the results are shown to be statistically different from each other, and where we can be assured that the same findings will occur with 95% confidence should the study be replicated. The data with the larger column proportion is highlighted in **CYAN**. The data with the smaller column proportion(s) that is significantly different from the Cyan field is highlighted in **YELLOW**.

The least important variables for fathers in selecting IWU were:

- My son/daughter didn't get enough financial assistance from the first choice school
- IWU is far from our hometown
- Someone in our family attended IWU
- My son/daughter has friends attending IWU
- My son/daughter wanted to attend a religiously affiliated institution
- IWU offers the opportunity to join a fraternity or sorority
- IWU has a good athletic program, and my son/daughter wanted to play sports
- My son/daughter didn't get admitted to his/her first choice school

Importance of Variables	Are you the ...	
	Mother Mean	Father Mean
IWU's size is ideal	4.6	4.6
My son/daughter wanted to attend a liberal arts college	4.1	4.1
My son/daughter wanted to attend a religiously affiliated institution	2.3	2.3
My son/daughter wanted to attend college in a medium-size town	3.5	3.2
IWU is close to our hometown	3.7	3.3
IWU is far from our hometown	2.3	2.1
My son/daughter wanted to attend a college that prepared him/her for a specific career, and IWU will do that	4.2	3.9
IWU's academic reputation was better than other colleges my son/daughter considered	4.5	4.3
IWU's May Term offers additional educational experiences	4.1	3.8
IWU will enable my son/daughter to double major or pursue multiple academic interests	3.9	3.5
IWU has a strong reputation in my son's/daughter's major area of interest	4.3	4.0
IWU offers the opportunity to join a fraternity or sorority	2.4	2.3
IWU offers internship opportunities	4.1	3.7
IWU has a good athletic program, and my son/daughter wanted to play sports	2.6	2.3
IWU has opportunities to participate in extracurricular activities	4.0	3.8
IWU's spiritual values coincide with my son's/daughter's	3.0	2.9
I wanted my son/daughter to attend IWU	3.3	2.8
IWU offered the best financial aid package	4.0	3.5
The campus visit allowed my son/daughter to see him/herself at IWU	4.7	4.5
My son/daughter didn't get admitted to his/her first choice school	2.6	2.3
My son/daughter didn't get enough financial assistance from the first choice school	2.5	2.0
My son/daughter has friends attending IWU	2.3	2.2
Someone in our family attended IWU	2.4	2.1
The atmosphere at IWU is friendly	4.6	4.4
IWU will prepare my son/daughter for a job after graduation	4.7	4.3
IWU will prepare my son/daughter for top graduate/professional schools	4.6	4.2
IWU has a reputation as a top regional university	4.7	4.6
IWU has opportunities to participate in community service/civic engagement	3.9	3.6
There are students like my son/daughter who attend IWU	4.2	3.9
IWU offers various options for housing	3.9	3.6
IWU has a strong national reputation	4.5	4.3
There is good academic advising	4.6	4.3
Faculty have close relationships with students	4.7	4.6
Ethics and morals are integrated into the curriculum	4.2	4.0
Ratings and rankings of colleges and universities (e.g., <i>U.S. News & World Report</i> , Princeton Review's <i>Best Value Colleges</i>)	4.2	4.0

	Are you the ...	
IWU offers study abroad opportunities	4.1	4.0
IWU is committed to environmental awareness and stewardship	3.8	3.3
IWU is committed to global awareness and consciousness	3.9	3.4
The overall quality of IWU's campus facilities is very good	4.7	4.6

Parent/Relative Alumnus/a

Parents who are alumni or have other immediate family members who attended IWU are not more likely to rate variables as more important than those parents who are not alumni or without immediate family members who are IWU graduates. An exception is that alumni/legacy parents are more likely to say that the variable "IWU has a national reputation" is important.

Importance of Variables	Have you or other immediate family members attended Illinois Wesleyan?	
	Yes	No
	Mean	Mean
IWU's size is ideal	4.7	4.6
My son/daughter wanted to attend a liberal arts college	4.2	4.1
My son/daughter wanted to attend a religiously affiliated institution	2.3	2.3
My son/daughter wanted to attend college in a medium-size town	3.5	3.4
IWU is close to our hometown	3.7	3.5
IWU is far from our hometown	2.3	2.3
My son/daughter wanted to attend a college that prepared him/her for a specific career, and IWU will do that	4.0	4.1
IWU's academic reputation was better than other colleges my son/daughter considered	4.5	4.4
IWU's May Term offers additional educational experiences	4.1	4.0
IWU will enable my son/daughter to double major or pursue multiple academic interests	3.9	3.8
IWU has a strong reputation in my son's/daughter's major area of interest	4.2	4.2
IWU offers the opportunity to join a fraternity or sorority	2.6	2.4
IWU offers internship opportunities	4.0	4.0
IWU has a good athletic program, and my son/daughter wanted to play sports	2.6	2.5
IWU has opportunities to participate in extracurricular activities	3.8	3.9
IWU's spiritual values coincide with my son's/daughter's	3.0	3.0
I wanted my son/daughter to attend IWU	3.7	3.0
IWU offered the best financial aid package	3.8	3.8
The campus visit allowed my son/daughter to see him/herself at IWU	4.6	4.6
My son/daughter didn't get admitted to his/her first choice school	2.0	2.6
My son/daughter didn't get enough financial assistance from the first choice school	2.1	2.3
My son/daughter has friends attending IWU	2.2	2.3
Someone in our family attended IWU	3.8	1.7
The atmosphere at IWU is friendly	4.7	4.5
IWU will prepare my son/daughter for a job after graduation	4.6	4.5
IWU will prepare my son/daughter for top graduate/professional schools	4.5	4.5
IWU has a reputation as a top regional university	4.8	4.7
IWU has opportunities to participate in community service/civic engagement	3.8	3.8
There are students like my son/daughter who attend IWU	4.1	4.1
IWU offers various options for housing	3.9	3.8

	Have you or other immediate family members attended Illinois Wesleyan?	
IWU has a strong national reputation	4.7	4.4
There is good academic advising	4.4	4.5
Faculty have close relationships with students	4.7	4.7
Ethics and morals are integrated into the curriculum	4.2	4.1
Ratings and rankings of colleges and universities (e.g., <i>U.S. News & World Report</i> , Princeton Review's <i>Best Value Colleges</i>)	4.2	4.2
IWU offers study abroad opportunities	4.1	4.1
IWU is committed to environmental awareness and stewardship	3.6	3.6
IWU is committed to global awareness and consciousness	3.8	3.8
The overall quality of IWU's campus facilities is very good	4.8	4.7

Ethnic Background

Other than a few variables, ethnic background does not play a large part in ratings as to what is most important in making the college selection decision. Variables significantly more important to Other Ethnic Groups than to Caucasians/Whites were:

- My son/daughter has friends attending IWU
- IWU has a good athletic program, and my son/daughter wanted to play sports
- Ethics and morals are integrated into the curriculum
- Ratings and rankings of colleges and universities (e.g., *U.S. News & World Report*, Princeton Review's *Best Value Colleges*)
- IWU is committed to global awareness and consciousness
- There is good academic advising

Most Important

The most important variables to Caucasians/Whites were:

- The campus visit allowed my son/daughter to see him/herself at IWU
- IWU has a reputation as a top regional university
- The overall quality of IWU's campus facilities is very good
- Faculty have close relationships with students
- IWU's size is ideal
- The atmosphere at IWU is friendly

The most important variables to Other Ethnic Groups were:

- Faculty have close relationships with students
- IWU will prepare my son/daughter for top graduate/professional schools
- There is good academic advising
- IWU has a reputation as a top regional university
- The overall quality of IWU's campus facilities is very good
- IWU will prepare my son/daughter for a job after graduation

Least Important

The least important variables to Caucasians/Whites were:

- My son/daughter didn't get enough financial assistance from the first choice school
- My son/daughter has friends attending IWU
- My son/daughter wanted to attend a religiously affiliated institution
- IWU is far from our hometown
- Someone in our family attended IWU
- IWU offers the opportunity to join a fraternity or sorority
- My son/daughter didn't get admitted to his/her first choice school
- IWU has a good athletic program, and my son/daughter wanted to play sports

The least important variables to Other Ethnic Groups were:

- Someone in our family attended IWU
- IWU is far from our hometown
- IWU offers the opportunity to join a fraternity or sorority
- My son/daughter wanted to attend a religiously affiliated institution
- My son/daughter didn't get enough financial assistance from the first choice school
- My son/daughter didn't get admitted to his/her first choice school

Importance of Variables	Which of the following best describes your ethnic background?	
	Caucasian/White	Other Ethnic Group
	Mean	Mean
IWU's size is ideal	4.6	4.3
My son/daughter wanted to attend a liberal arts college	4.1	4.4
My son/daughter wanted to attend a religiously affiliated institution	2.3	2.7
My son/daughter wanted to attend college in a medium-size town	3.4	3.6
IWU is close to our hometown	3.5	3.5
IWU is far from our hometown	2.3	2.3
My son/daughter wanted to attend a college that prepared him/her for a specific career, and IWU will do that	4.1	4.4
IWU's academic reputation was better than other colleges my son/daughter considered	4.5	4.4
IWU's May Term offers additional educational experiences	4.0	4.1
IWU will enable my son/daughter to double major or pursue multiple academic interests	3.8	3.9
IWU has a strong reputation in my son's/daughter's major area of interest	4.3	4.3
IWU offers the opportunity to join a fraternity or sorority	2.4	2.4
IWU offers internship opportunities	4.0	4.0
IWU has a good athletic program, and my son/daughter wanted to play sports	2.5	3.3
IWU has opportunities to participate in extracurricular activities	3.9	4.3
IWU's spiritual values coincide with my son's/daughter's	3.0	3.4
I wanted my son/daughter to attend IWU	3.1	3.4
IWU offered the best financial aid package	3.8	4.1
The campus visit allowed my son/daughter to see him/herself at IWU	4.7	4.6
My son/daughter didn't get admitted to his/her first choice school	2.4	3.0

	Which of the following best describes your ethnic background?	
My son/daughter didn't get enough financial assistance from the first choice school	2.2	2.9
My son/daughter has friends attending IWU	2.2	3.1
Someone in our family attended IWU	2.3	1.9
The atmosphere at IWU is friendly	4.6	4.5
IWU will prepare my son/daughter for a job after graduation	4.5	4.7
IWU will prepare my son/daughter for top graduate/professional schools	4.5	4.8
IWU has a reputation as a top regional university	4.7	4.7
IWU has opportunities to participate in community service/civic engagement	3.8	4.0
There are students like my son/daughter who attend IWU	4.1	4.2
IWU offers various options for housing	3.8	3.9
IWU has a strong national reputation	4.4	4.6
There is good academic advising	4.5	4.8
Faculty have close relationships with students	4.7	4.9
Ethics and morals are integrated into the curriculum	4.1	4.6
Ratings and rankings of colleges and universities (e.g., <i>U.S. News & World Report</i> , Princeton Review's <i>Best Value Colleges</i>)	4.2	4.5
IWU offers study abroad opportunities	4.0	4.2
IWU is committed to environmental awareness and stewardship	3.6	4.0
IWU is committed to global awareness and consciousness	3.8	4.2
The overall quality of IWU's campus facilities is very good	4.7	4.7

Home Location

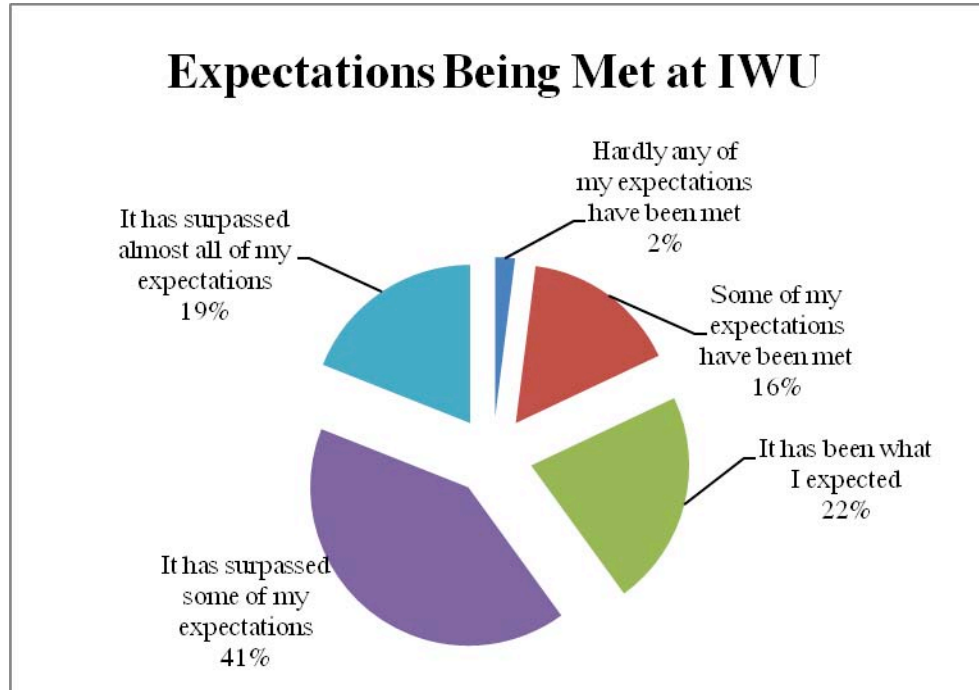
There were very few differences in the importance of variables among the three location segments.

Importance of Variables	What are the first three numbers of your home ZIP code?			
	Illinois Mean	Midwest Region Mean	Remaining U.S. Mean	Total Mean
IWU's size is ideal	4.6	4.5	4.6	4.6
My son/daughter wanted to attend a liberal arts college	4.1	4.3	4.1	4.1
My son/daughter wanted to attend a religiously affiliated institution	2.3	2.3	2.3	2.3
My son/daughter wanted to attend college in a medium-size town	3.4	3.3	3.1	3.4
IWU is close to our hometown	3.7	2.6	2.4	3.5
IWU is far from our hometown	2.2	2.5	2.2	2.2
My son/daughter wanted to attend a college that prepared him/her for a specific career, and IWU will do that	4.2	4.0	4.0	4.1
IWU's academic reputation was better than other colleges my son/daughter considered	4.5	4.3	4.4	4.5
IWU's May Term offers additional educational experiences	4.1	3.8	4.0	4.0
IWU will enable my son/daughter to double major or pursue multiple academic interests	3.9	3.6	3.7	3.8
IWU has a strong reputation in my son's/daughter's major area of interest	4.2	4.3	4.4	4.2
IWU offers the opportunity to join a fraternity or sorority	2.4	2.3	2.0	2.4
IWU offers internship opportunities	4.1	3.9	3.5	4.0
IWU has a good athletic program, and my son/daughter wanted to play sports	2.5	2.2	2.7	2.5
IWU has opportunities to participate in extracurricular activities	3.9	3.8	3.6	3.9
IWU's spiritual values coincide with my son's/daughter's	3.0	3.1	3.0	3.0

	What are the first three numbers of your home ZIP code?			
I wanted my son/daughter to attend IWU	3.2	2.7	2.9	3.1
IWU offered the best financial aid package	3.8	4.0	3.9	3.8
The campus visit allowed my son/daughter to see him/herself at IWU	4.6	4.7	4.5	4.6
My son/daughter didn't get admitted to his/her first choice school	2.5	2.6	2.8	2.5
My son/daughter didn't get enough financial assistance from the first choice school	2.3	2.0	2.3	2.3
My son/daughter has friends attending IWU	2.3	2.0	1.9	2.3
Someone in our family attended IWU	2.4	1.9	1.9	2.3
The atmosphere at IWU is friendly	4.6	4.6	4.5	4.6
IWU will prepare my son/daughter for a job after graduation	4.6	4.5	4.3	4.6
IWU will prepare my son/daughter for top graduate/professional schools	4.5	4.4	4.5	4.5
IWU has a reputation as a top regional university	4.7	4.6	4.7	4.7
IWU has opportunities to participate in community service/civic engagement	3.8	3.8	3.8	3.8
There are students like my son/daughter who attend IWU	4.1	4.2	4.1	4.1
IWU offers various options for housing	3.8	3.9	3.7	3.8
IWU has a strong national reputation	4.4	4.4	4.3	4.4
There is good academic advising	4.5	4.4	4.3	4.5
Faculty have close relationships with students	4.7	4.7	4.7	4.7
Ethics and morals are integrated into the curriculum	4.2	3.9	4.0	4.2
Ratings and rankings of colleges and universities (e.g., <i>U.S. News & World Report</i> , Princeton Review's <i>Best Value Colleges</i>)	4.2	4.3	3.8	4.2
IWU offers study abroad opportunities	4.1	4.2	3.9	4.1
IWU is committed to environmental awareness and stewardship	3.6	3.7	3.6	3.7
IWU is committed to global awareness and consciousness	3.8	3.8	3.8	3.8
The overall quality of IWU's campus facilities is very good	4.7	4.7	4.6	4.7

Expectations of IWU

IWU has surpassed some or all of the expectations of over half of the respondents (60%). An additional 22 percent said that IWU was what they had expected. Only 2 percent said that IWU had met hardly any of their expectations.



The list of expectations that hadn't been met is broad and varied. Some of the more frequent answers are listed below (complete verbatim responses can be found in the Exhibits section):

- Need better advising/better guidance/career counseling
- Faculty not caring/not focused on student needs
- Academic quality declining/doesn't live up to reputation
- Difficult/poor registration process
- Can't get needed classes
- Poor housing
- Lack of communication with parents

EXHIBITS

EXHIBIT

E-Mail Invitation to Participate

Dear Illinois Wesleyan University Parent,

Illinois Wesleyan has retained The Lawlor Group, a national higher education research and consulting firm based in Minneapolis, to conduct a survey of current parents about your son or daughter's experiences at the University and about your perceptions of IWU's institutional culture and identity. The administration, faculty, and staff all want to ensure that IWU is meeting expectations and providing students with a high quality educational experience.

Please click on the following link to take the survey:

[LINK]

Because we know you're busy, the survey will take about 10-20 minutes to complete. Ideally, we would like to receive your completed survey by the end of the day on May 31. All of the responses we receive will be compiled and included in our final report, though your identity will remain confidential. Thank you in advance for your participation!

Sincerely,

Carole Arwidson
Vice President and Director of Research
The Lawlor Group
6106 Excelsior Boulevard
Minneapolis, MN 55416
tlg@thelawlorgroup.com

If you do not wish to receive subsequent emails regarding this project, please click on the unsubscribe URL below to be removed from the mailing list.

[UNSUBSCRIBE URL]

Illinois Wesleyan University Parent Survey

The survey should take about 10-20 minutes to complete. Try to answer all of the questions to the best of your ability. There are no right or wrong answers. If you can't answer a specific question, please select "Don't Know/DK" or "Not Applicable/NA" if it is offered as a response, or leave the question blank.

1) Please rate the importance of the following variables in selecting Illinois Wesleyan over other colleges you and your son/daughter seriously considered.

[illegible]

EXHIBIT

[illegible]

2) Please rate the importance of the following variables in selecting Illinois Wesleyan over other colleges you and your son/daughter seriously considered.

[illegible]

EXHIBIT

3) Please rate the importance of the following variables in selecting Illinois Wesleyan over other colleges you and your son/daughter seriously considered.

[illegible]

EXHIBIT

4) For each of the following variables or attributes, rate how well Illinois Wesleyan performs or delivers on them as far as you are concerned. Use a rating scale of 1 to 10, where a 1 means Illinois Wesleyan performs "Very Poorly" or "Doesn't Deliver" and where a 10 means Illinois Wesleyan performs or delivers "Exceptionally Well." A 5 represents an average score. Use DK/NA for Don't Know or Not Applicable.

[illegible]

5) For each of the following variables or attributes, rate how well Illinois Wesleyan performs or delivers on them as far as you are concerned. Use a rating scale of 1 to 10, where a 1 means Illinois Wesleyan performs "Very Poorly" or "Doesn't Deliver" and where a 10 means Illinois Wesleyan performs or delivers "Exceptionally Well." A 5 represents an average score. Use DK/NA for Don't Know or Not Applicable.

	1 Very Poor	2	3	4	5 Midpoint	6	7	8	9	10 Exceptional	DK/NA
Access to technology	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of technology in courses	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learning opportunities	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectually challenging academic programs	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students receive personal attention from the faculty	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students receive personal attention from the staff	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study abroad opportunities	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for students to explore and strengthen their faith	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for students to participate in clubs and organizations	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribution of sororities and fraternities to campus life	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for students to participate in intercollegiate athletics	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successful athletic programs	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for students to participate in internships	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

EXHIBIT

6) For each of the following variables or attributes, rate how well Illinois Wesleyan performs or delivers on them as far as you are concerned. Use a rating scale of 1 to 10, where a 1 means Illinois Wesleyan performs "Very Poorly" or "Doesn't Deliver" and where a 10 means Illinois Wesleyan performs or delivers "Exceptionally Well." A 5 represents an average score. Use DK/NA for Don't Know or Not Applicable.

	1 Very Poor	2	3	4	5 Midpoint	6	7	8	9	10 Exceptional	DK/NA
Career guidance that helps students prepare to pursue employment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Success of graduates	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to prepare students for top graduate/professional schools	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The emphasis of the faculty is on teaching	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for students to collaborate with faculty on scholarly and creative projects	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty actively publish in their fields	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small class size allows for personalization and active student participation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breadth in the curriculum in terms of the variety of course offerings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depth in the major/program offerings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A creative and innovative curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to pursue multiple academic interests	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages students to take intellectual risks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produces nationally regarded student scholars (e.g., Rhodes or Fulbright Scholars)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7) For each of the following variables or attributes, rate how well Illinois Wesleyan performs or delivers on them as far as you are concerned. Use a rating scale of 1 to 10, where a 1 means Illinois Wesleyan performs "Very Poorly" or "Doesn't Deliver" and where a 10 means Illinois Wesleyan performs or delivers "Exceptionally Well." A 5 represents an average score. Use DK/NA for Don't Know or Not Applicable.

[illegible]

EXHIBIT

8) Overall, how satisfied are you as a parent with your son's/daughter's experience at Illinois Wesleyan on a scale of 1 to 10, where a 1 means "Very Dissatisfied" and a 10 means "Totally Satisfied"? A 5 is the midpoint rating.

	1 Very Dissatisfied	2	3	4	5 Midpoint	6	7	8	9	10 Totally Satisfied	DK/NA
Overall satisfaction with son's/daughter's experience at IWU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9) Which of the following best describes how your son's/daughter's Illinois Wesleyan experience has lived up to your expectations?

- ☐ Hardly any of my expectations have been met.
- ☐ Some of my expectations have been met.
- ☐ It has been what I expected.
- ☐ It has surpassed some of my expectations.
- ☐ It has surpassed almost all of my expectations.

10) What expectations did you have that haven't been met at Illinois Wesleyan?

11) From the list below, check the extent that the words or phrases describe Illinois Wesleyan.

	Does not describe Illinois Wesleyan	Somewhat describes Illinois Wesleyan	Definitely describes Illinois Wesleyan
Isolated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnically diverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine arts-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prestigious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-known	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politically liberal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politically conservative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successful graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12) From the list below, check the extent that the words or phrases describe Illinois Wesleyan.

	Does not describe Illinois Wesleyan	Somewhat describes Illinois Wesleyan	Definitely describes Illinois Wesleyan
Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerant of differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academically challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Back-up school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expensive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EXHIBIT

Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spiritual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Party school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13) From the list below, check the extent that the words or phrases describe Illinois Wesleyan.

	Does not describe Illinois Wesleyan	Somewhat describes Illinois Wesleyan	Definitely describes Illinois Wesleyan
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quiet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing for the better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cohesive community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong regional reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homogeneous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cliquish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical, moral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Great teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14) From the list below, check the extent that the words or phrases describe Illinois Wesleyan.

	Does not describe Illinois Wesleyan	Somewhat describes Illinois Wesleyan	Definitely describes Illinois Wesleyan
Innovative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Midwestern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong national reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tradition rich	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liberal arts emphasis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More of a small university than a liberal arts college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional program-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-centered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Top tier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmentally aware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Globally aware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic-minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EXHIBIT

15) What do you want Illinois Wesleyan to be known for? Choose all that apply.

- ☐ Safe
- ☐ Career-oriented
- ☐ Selective
- ☐ Ethnically diverse
- ☐ Religious
- ☐ Fine arts-oriented
- ☐ Prestigious
- ☐ Well-known
- ☐ Athletics-oriented
- ☐ Politically liberal
- ☐ Politically conservative
- ☐ Successful graduates
- ☐ Comfortable
- ☐ Tolerant of difference
- ☐ Personal attention
- ☐ Intellectual
- ☐ Academically challenging
- ☐ Supportive
- ☐ Expensive
- ☐ Friendly
- ☐ Affordable
- ☐ Spiritual
- ☐ Fun
- ☐ Welcoming
- ☐ Service-oriented
- ☐ Clean
- ☐ Small
- ☐ Quiet
- ☐ Changing for the better
- ☐ Cohesive community
- ☐ Strong regional reputation
- ☐ Homogeneous
- ☐ Ethical, moral
- ☐ Great teaching
- ☐ Entrepreneurial
- ☐ Innovative
- ☐ Midwestern
- ☐ Strong national reputation
- ☐ Strict
- ☐ Tradition rich
- ☐ Liberal arts emphasis
- ☐ More of a small university than a liberal arts college
- ☐ Professional program-oriented
- ☐ Student-centered
- ☐ Top tier
- ☐ Environmentally aware
- ☐ Globally aware
- ☐ Civic-minded
- ☐ Other (please specify)

If you selected other please specify: _____

EXHIBIT

16) Looking at the following list of other institutions, please choose which statement best applies to each college or university.

	Better than Illinois Wesleyan	Similar to Illinois Wesleyan	Illinois Wesleyan is better than	Don't Know
Northwestern University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Washington University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carleton College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DePauw University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beloit College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Macalester College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
St. Olaf College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knox College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lawrence University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grinnell College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kenyon College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oberlin College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Illinois	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Notre Dame	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Chicago	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Augustana College (Illinois)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colorado College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17) For any institution you indicated is “better than IWU,” please describe why you feel that way.

18) Is there anything else you would like to share with us?

19) What class year is your student?

- ☐ First Year
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Other

20) Is your son/daughter ...

- ☐ A U.S. domestic student
- ☐ An international student

21) What are the first three numbers of your home ZIP code?

22) Are you the ...

- ☐ Mother
- ☐ Father
- ☐ Stepparent
- ☐ Guardian

EXHIBIT

23) Have you or other immediate family members attended Illinois Wesleyan?

- ☐ Yes
- ☐ No

24) Which of the following best describes your ethnic background?

- ☐ African American
- ☐ Asian American
- ☐ Caucasian/White
- ☐ Hispanic or Latino
- ☐ Native American Indian
- ☐ Pacific Islander
- ☐ Other
- ☐ Prefer not to answer

That completes the questionnaire. Thank you very much for taking the time to answer our questions.

EXHIBIT

Parent Respondents' Home Zip Codes

What are the first three numbers of your home ZIP code?	Count	Col %
600	130	20.3%
605	80	12.5%
601	74	11.6%
604	66	10.3%
617	40	6.3%
606	21	3.3%
618	16	2.5%
610	12	1.9%
625	9	1.4%
630	9	1.4%
615	8	1.3%
631	8	1.3%
609	7	1.1%
616	7	1.1%
627	7	1.1%
553	6	.9%
603	6	.9%
551	5	.8%
602	5	.8%
613	5	.8%
614	5	.8%
622	5	.8%
626	5	.8%
550	4	.6%
612	4	.6%
460	3	.5%
530	3	.5%
532	3	.5%
607	3	.5%
620	3	.5%
623	3	.5%
651	3	.5%
847	3	.5%
223	2	.3%
452	2	.3%
462	2	.3%
463	2	.3%
483	2	.3%
494	2	.3%
506	2	.3%
531	2	.3%
608	2	.3%
628	2	.3%

EXHIBIT

What are the first three numbers of your home ZIP code?	Count	Col %
662	2	.3%
750	2	.3%
972	2	.3%
105	1	.2%
148	1	.2%
201	1	.2%
208	1	.2%
217	1	.2%
342	1	.2%
352	1	.2%
430	1	.2%
474	1	.2%
477	1	.2%
478	1	.2%
480	1	.2%
481	1	.2%
482	1	.2%
486	1	.2%
487	1	.2%
488	1	.2%
495	1	.2%
504	1	.2%
505	1	.2%
523	1	.2%
525	1	.2%
527	1	.2%
528	1	.2%
537	1	.2%
541	1	.2%
542	1	.2%
554	1	.2%
559	1	.2%
560	1	.2%
582	1	.2%
611	1	.2%
650	1	.2%
652	1	.2%
656	1	.2%
688	1	.2%
691	1	.2%
708	1	.2%
800	1	.2%
801	1	.2%

EXHIBIT

What are the first three numbers of your home ZIP code?	Count	Col %
802	1	.2%
808	1	.2%
890	1	.2%
920	1	.2%
980	1	.2%
	228	37.8%

Quantitative Study With Current Parents: Verbatims

Following are the verbatims from selected questions in the Quantitative Study with Current Parents at IWU, conducted in April/May 2007. The verbatims, which are anonymous, are presented by question and are only the opinions of individuals and so should be taken at face value. Please bear in mind that the opinions expressed herein represent individual opinions on certain topics, and do not necessarily correlate with the statistical findings of the research itself. While an individual may have strong opinions on a certain topic, his/her response to specific questions may be different.

Notes:

- *Individual responses are separated by bullets.*

For any institution you indicated is “better than IWU,” please describe why you feel that way.

- University of Chicago has a stronger national reputation. Produced many Nobel winners. Cutting edge in their thinking.
- Diversity, national academic reputation, quality of staff; success of graduates and alumni; endowment fund, facilities,
- Selectivity, national reputation. For some, location (Northwestern, U of Chicago, Carleton). For others, strength of programs (Wash U, Kenyon). For others, athletics (Notre Dame). Overall, national diversity.
- For the most part, they are larger with more opportunities and perhaps better funded.
- More widely known
- More renowned faculty; better academic reputation, nationally known, graduates largely go on for advanced degrees
- National Reputation; Graduates sought out by Grad Schools; Graduate degrees available
- Illinois Wesleyan is inferior even to Illinois State. In fact, Wesleyan "rents" 2nd rate teachers from ISU and other surrounding colleges. Do yourself a favor and send your kid elsewhere!
- Northwestern - academics ; Wash U. - academics; depauw - Social life, Greek system; Notre Dame - national reputation Univ. Of Chicago - academics
- Either more prestigious, more students, better social life
- They all have a national reputation
- Just that they are larger and probably have more options in Majors.
- Northwestern - reputation Lawrence - my wife is a graduate and your student was offered a place
- At this point in time, I feel these four other universities have a stronger national reputation and ethnic diversity, are better able to attract students with the strongest of academic records, are able to offer a greater variety of courses within

- a major and may provide a better opportunity for undergrad and graduate networking. IWU is so close to having the reputation of being a mini, and in many cases a better version of these four universities.
- The larger universities have the ability to have more programs that IWU with its size cannot have. If a student wanted to go into many specific programs, they would need to transfer to a different University. However, the largeness of those universities makes them impersonal as well. In this way IWU is far superior.
 - We are from the East coast therefore we are unaware of the "reps" of these other higher educational institutions!
 - Northwestern, Wash U, Carleton - more selective, more challenging, higher ratings, more well known, higher faculty reputation. Macalester - seems to have a high reputation. University of Illinois - Some aspects of the school have strong reputation academically, larger body of students to potentially socialize with. Greater breadth of course offerings.
 - More choice of programs and location to paid internships.
 - None of these institutions is really comparable because most of them are small liberal arts colleges, not liberal arts universities. I doubt any of them has a BFA program. The other universities are much larger. Macalester is more regionally diverse; I don't know about ethnically. Washington University is larger but not huge, better known, and has a national reputation. It's also highly selective.
 - Higher admissions standards, more selective, more nationally known faculty, nationally recognized as a research institution---and in the case of Lawrence University: more open-minded and engendering spirit of inquiry and love-of-learning.
 - Better national & regional reputation, more networking opportunities.
 - Both Northwestern and University of Chicago, in my mind, are better than IWU, in academics and size. However, my daughter did not want a large school, nor an urban school, and when we visited IWU, we saw IWU as an excellent fit for our daughter.
 - Better reputation; harder to get into; need better grades in high school; graduate school to continue education
 - Depth of programs offered; Graduate reputation, Very affordable.
 - More diversity in classes offered. More diversity in students.
 - More selective. But I really don't think they're "better." It should be what fits best for a particular student. IWU was perfect for my daughter who was in the nursing program.
 - Northwestern & Wash U are more selective and have better reputations academically. U of Chicago is the most selective and academically challenging of all choices. Notre Dame and U of I are impossible to compare to IWU because of size and all pros and cons related thereto.
 - Rankings are higher than Illinois Wesleyan.
 - I have heard of these institutions before.
 - Both are large schools, but difficult to get into.
 - More difficult to get into....more strenuous requirements
 - More academic choices; national reputations
 - Harder selection criteria

- Look at the list. The reasons are obvious.
- Very well known for the performing arts. More selective and have better GPA's test scores of student body.
- More worldwide knowledge of these larger schools
- The teachers at IWU are full professors, unlike NW, UofI, or UofC where the undergrads are taught by grad students.
- National reputation
- These schools are more selective than Illinois Wesleyan
- Nationally known reputations; more major offerings (however much larger which is not always better)
- Better known
- Based on reputation
- More liberal and diverse for less traditional students
- I think both Northwestern and University of Chicago are more diverse schools, both in terms of attendance as well as the programs they offer. Think size and location has a lot to do with it. Also think they both have better "prestige" or name recognition, and both also have graduate programs which draws a different kind of focus and faculty.
- I am a U of I at the Medical Center graduate. I graduated with a job, and it was certainly more affordable.
- Nationally known, better known
- I believe these schools have a better ranking/reputation but I don't know whether they're actually better. As to U of I, I feel it's almost like comparing apples to oranges.
- Larger more diverse
- Better reputation.
- National reputation, more major/program opportunities, faculty
- Both very difficult to get in. Northwestern has exceptional programs. UofC exceptional reputation for business and medicine
- Rankings and selective admission
- May be more diverse, academically more demanding may be more selective academically, may focus more on intense study.
- University of Illinois is larger, which allows them to offer more courses including summer courses.
- Nationally known, rated better in publications.
- I think Washington University is better known than IWU and so has a better reputation.
- Our thought is: we were EXTREMELY impressed overall with the school (UNIV of Notre Dame) - but after seeing many schools over the course of two years - she found IWU to her liking - and we believe she has made the right choice.
- Nationally renowned. Graduate studies.
- Smaller class size, more graduating students, less dropout rates. Better reputation. Not from the mid-West don't know much about colleges
- More rigorous entrance requirements
- I think that this is a silly question...better than in what ways? For whom?

- I feel these institutions have a better reputation than IWU and they have a more selective student body.
- Breadth of course work, reputation, different departments, U of IL= true university
- Northwestern is very well known for the cream of the crop in academics. They're a bigger school and so therefore have more cream. Also I believe demographics play into their reputation
- I didn't like the choices. I didn't mean that they are better, what I wanted to express is that they are more difficult to gain admission into.
- More options for study, better reputation, more liberal.
- More selective, more extra-curricular activities... (In some cases, more liberal)....better academic reputation, more widely recognized and therefore gains more points on a resume.
- More innovative in how their courses are taught. I think IWU gets caught up in that it should be lecture and lab yet nothing outside that.
- More scholarship money is given to more students Larger endowment Better/newer/updated housing/larger rooms Class availability for all terms Slow or no response from faculty All schools that my child applied to gave scholarship - not IWU First class graduation speakers/Nationally recognized commencement speakers
- IWU offers more student life and social involvement. Fraternities, intramurals, etc. It is also located in a fantastic mid-size community. Students have everything they need in Bloomington.
- They have an impeccable reputation.
- Northwestern and University of Chicago are known nationally for the intellectual quality of their graduates.
- I really don't know. I probably should have put don't know for some more of my answers. My daughter had the option of many if not all the other schools listed, and she went to IWU for a variety of reasons. If anything, I think she might have adjusted to college quicker if she had not been so close to home. She has loved her classes and teachers and is well prepared to go on to medical school or graduate school. I am pleased with IWU.
- More selective
- Although I don't think that the quality of education at Northwestern or U of Chicago is really better than Wesleyan, I chose the "better than" category simply based on national rankings/perceptions.
- They have more selective admission criteria. They have a reputation that is superior to IWU.
- Reputation, need higher test scores
- More academically challenged
- All of the other schools are very isolated and exclusive
- Has more variety in students and activities
- We visited DePauw & Knox colleges, and the campus is nicer, buildings are more impressive, and the town has much more to offer. I don't care for the large size of U of I, and like the small class sizes and individual attention that Wesleyan has to offer.

- These schools have a nationally known reputation. I would like for IWU to reach this point. We live in Indiana and try to spread the word about IWU but students just haven't heard of it. Needs better recruiting in surrounding states.
- Northwestern University and University of Chicago - More well known
- Lawrence University - More musical opportunities
- Bigger Reputation. More high school students would want to be accepted at these students than IWU. IWU would be there back up school, if they did not get in the "better than IWU".
- From what I have read and heard about those institutions, I think they have a better reputation than Illinois Wesleyan.
- Nationally recognized and in the top 10 schools.
- More prestige is associated with them and they are more selective.
- Our older child attended Washington University St. Louis. Due to its slightly larger size, it offered more fields of study, like engineering, and was much more globally aware. I believe much the same for Northwestern and University of Chicago.
- Academically stronger
- More selective and better national reputation.
- DePauw was entered as better than Il Wesleyan in error. Other Universities are better in the sense that they are larger and offer more opportunities and are known worldwide.
- More opportunities
- Big ten, high entrance criteria
- Larger national reputation
- More of a national reputation
- More prestigious, better faculty
- U of C is more supportive of adjunct faculty
- It is hard to compare schools to IWU when I have no experience with these other institutions. IWU should be concerned with the betterment of its own community and not how it compares to other places. It is personal preference for incoming students.
- More national recognition, high quality graduate school, smartest kids go there
- These colleges are much larger, have national reputations, and presumably have more to offer in some areas.
- National reputation
- The institutions that I indicated "better than IWU" are better only because they seem to offer more in courses & degrees. But, IWU had exactly what my daughters wanted and needed.
- It appears that I have selected those universities because of their size, reputation and selectiveness. My impression is that there would be more opportunities to pursue multiple interests at a larger university with more courses available and a wider selection of faculty to choose from
- Higher admission standards Better job placement National recognition
- More selective; more prestigious national reputation; stronger traditions
- Larger, Stronger national reputation, greater diversity in programs
- National reputation for academic excellence.

- Northwestern University has a top notch journalism department.
- I think you have a great student body and are better balanced.
- More selective and more academically challenging
- Rich history, high quality of education and expectation, national notability
- These schools are more academically challenging than IWU, difficult to get in, and are nationally known.
- Better reputation, more selective
- Better reputation
- Based on reputation
- Academic excellence, diversity, top tier; diversity of classes
- Northwestern and U of Chicago are well known and everybody knows of their great academic reputation. Many people have never heard of IWU.
- Higher academic standards.
- More academically challenging.
- More diverse, more selective, stronger reputation
- Better resources, stronger alumni and superior counseling
- National reputation, selectivity, course offerings and quality of teaching staff, rich athletic traditions on a nat'l level, success of graduates
- Larger schools with more options, choices in classes, choices in majors & combinations with minors, choices in professors, and more career "connection" opportunities.
- Worldwide history of excellence
- General Comment: it is the DIFFERENCES that define the college that fits each student -- not which one is "better", i.e. Better at what? Better at what my kid wants? If it's reputation you are after, that's a different question. Some of these schools have a "better" reputation (more selective) than IWU, but that doesn't make them a better fit for my child.
- Nationally recognized
- I believe all of the institutions I selected as being better have either higher national rankings and/or significantly more course offerings.
- The only reason I put better than is because of perceived national reputation. Otherwise, I believe experiences can be similar or same or better depending on student.
- National Reputation.
- Several of the schools I checked are, based on my knowledge, academically more rigorous in some respects.
- Academically more competitive to get in to
- Notre Dame is more prestigious and has an excellent football program
- Academic reputation and entrance credentials
- Probably has more of national reputation as a good school
- NW has stricter criteria for entry and is recognized for highest level of education and study in the area.
- Most of the colleges I indicated were better than IWU have higher entrance criteria and better national reputations. We investigated and applied at some of the similar colleges and were admitted there, so I'm comfortable with my answers.

- IWU doesn't have as strong a national reputation as some of these other schools-- i.e. Kenyon but they are similar.
- Somewhat stronger academic requirements for entry, but harder to get into. Don't think this is necessarily a good thing, though.
 - More choices of study
 - Each of these institutions is perceived as better due to a national academic reputation; we're not from Illinois and we don't find many people outside Illinois who have even heard of IWU, much to our regret.
 - I don't really know first-hand but I would say based on national reputation and the fact that they are so highly selective.
 - More selective
 - You really have to ask?
 - Better reputation & more diverse student body
 - National Rankings are higher, as are average test scores of the students that apply and are accepted.
 - This all depends on what you are measuring. For my daughter, IWU is definitely the best...she's studying theater and English. My son will be attending U of I in the fall, because he is going into Computer Science and is not fazed by the large school. IWU is not right for him.
 - Stronger national reputation.
 - My impression of these schools is that they are more "intellectual" and "academically challenging" than IWU. This week, our daughter remarked that as a science major, she found some of the liberal arts courses very easy. She is somewhat worried that she has actually lost some of her skills in writing a good essay because the IWU teachers did not grade as hard as some of her high school teachers. Overall she was very happy with her education, but we found this comment interesting.
 - Better national reputations.
 - National reputation
 - Larger size allows wider scope of opportunities. Reputation more widely known for future job opportunities. Bigger athletic programs
 - The focus is more on the student than the faculty. More on quality education than prestige that you paid more than other demographically similar schools.
 - Faculty. Prestige the school offers in job search. Also Alumni connections in the business world.
 - History of the college national know big time
 - Rigor
 - I suppose this isn't really a fair comment, but those institutions are more difficult to get into. I realize that that doesn't necessarily mean that they are better schools; however, I think that the perception is that if it is harder to get into it is better.
 - More selective; more challenging programs; more diverse population
 - Stronger reputation and name recognition perhaps more "ivy League"
 - Higher academics and reputations, much more diverse student body and faculty. More elite than IWU in terms of acceptance. Nationally recognized, IWU is definitely a regional school.
 - Better reputation.

- Their reputations for academic excellence are outstanding and more renowned.
- Academic reputation is better and course offerings more extensive.
- Campus is not as spread out as the U of I. Smaller classrooms
- Feeling of community, "specialness", is obvious the second you get out of your car. The rich traditions and pride are evident in each student and staff member you meet. Religious commitment is lived out, not just part of the brochure.
- More selective than IWU.
- More selective admissions, more of a national academic reputation
- The three I chose to indicate as "better" are enormous institutions. They have the potential for being more diverse. They are diverse in their subjects chosen and in a smaller school you have to have some limits on the offerings. It is comparing apples and oranges to try to compare U of I, Northwestern and Notre Dame to Wesleyan. Wesleyan is a jewel, a small, brilliant gem of an institution. They are monsters in size with all the problems & good points of big schools. My daughter wanted a smaller school, diverse in offering and committed to intellectual superiority. Wesleyan offered support and challenge at the same time.
- Name recognition, tradition of excellence for these large VERY selective or small VERY selective schools. In my opinion Illinois Wesleyan is not as well known, nor is it as selective as those listed above.
- Academic standards for admission
- The larger size of the schools allow for more academic variety, e.g. Majors, courses offered. Also the larger size attracts the best known faculty in the discipline.
- More selective, more offerings, slightly larger so more diversity of student body ethnically and geographically
- Reputation and selectivity and financial aid packages
- Better known university with known high academic standards and very selective
- At U of I you are a number not name to big for the education you can get at with better quality
- National reputation
- Better known for excellence in education
- Better than IWU is a sweeping term, so I really hate to even rate schools "better than IWU." i'll point out the obvious. Northwestern and Notre Dame have better athletic programs; all three have higher admission standards; Northwestern and U of C are world renown for research; all three have exceptional faculty with impressive credentials- mostly from the "better" schools. I don't believe these schools are BETTER than IWU for my daughter. It is really a matter of national perception that these schools are "better." And in spite of an often quoted catch phrase in the corporate world, perception is NOT reality.
- More well known
- Harder to get into too.
- Stronger reputation, but didn't attract MY daughter. They were too large or too high-pressure (parents do NOT want to see suicide hot-line numbers posted in every bathroom stall).
- By reputation only, no personal knowledge of other than Illinois, which I feel has more value for amount of tuition paid

- I feel that these are much larger schools that operate at a very different level than IWU. I do think, though, that IWU is better for my daughter than these other schools.
- Notre Dame requires a higher ACT for acceptance - accepts only "cream of the crop" students.
- Superior academic programs
- Wash U was not as friendly when we visited as perspective students and didn't seem to care whether we chose them or not U Of I was too large; my son would have been a number not a person
- Better national reputation.
- IWU has a national reputation, higher academic standards than most of these institutions.
- Reputation
- More selective; more nationally known; more prestigious; however not necessarily better programs or better teaching or better teacher to student relationships
- Stronger national and academic reputations
- Better known.
- Northwestern and U of C are consistently rated as harder to get into. That is my criteria. We chose IWU because of the music school and, in that case, it is better than those two schools. The IWU music program is wonderful.
- They are bigger and are more known around the country
- National name recognition for excellence. IWU mainly is recognized in the state of Illinois. Graduates of the notable colleges receive better jobs based on those schools reputations.
- More prestigious, stronger academic programs
- Not necessarily are better than IWU; larger universities with more programs and better job placement for graduates
- These schools have stronger academic programs.
- Harder to get into; need higher scores on tests.
- I view those schools as academically highly selected and competitive. However, I don't view that atmosphere as beneficial to my student as it would be too competitive and stressful.
- U of C, Northwestern are pretty much the elite without being ivy league. Even though reps from IWU compared IWU to Northwestern. I think Northwestern and U of C are known better nationally. Wash U is also elite but not on the same level as U of C or Northwestern.
- Ranking, graduate school
- More difficult to get in. Maybe their PR is better? The students that I know going to these schools were more focused in high school than my daughter.
- National reputation and ranking. Personally, I don't believe that they are notably academically superior, but their reputation is as such.
- Personal experience with Northwestern; U of Chicago is a nationally known university, offers more in many areas.
- More diverse student body both ethnic and nationally
- The college offers more degrees and a wider range in education.

- The students from our high school going to Northwestern and U Chicago are the top students with very high GPA's.
- More selective and better reputation.
- Less expensive - better athletics - our son has said on several occasions that he wished he would have gone to UI
- Notre Dame - much more selective due to quantity of applicants. Better national reputation.
- More diverse student body. Higher academic standards.
- I selected Northwestern, Kenyon, and Notre Dame as better than Wesleyan simply because they are more selective in the admission process.
- Larger, better endowments, better student financial aid, more dynamic faculty
- The all have a stronger academic reputation and are more selective. Although my student was accepted at several of these, she chose Wesleyan because she wanted a less "stressful" experience.
- National reputation brain trust reputation specific academic sequences (as opposed to a liberal arts orientation)
- Their reputation
- There is a diversity of opportunity at Northwestern due to its size and it is my assumption that it is recognized more at a national level. Otherwise they are very similar.
- They were chosen because I think that they have a bigger choice of academics and you can also get your graduate work done there also.
- Reputation
- Offers more programs -more well-known . . . Which isn't necessarily bad
- I believe their national perception is stronger than IWU. However, that may not be the reality. Our son was accepted at Northwestern and Notre Dame, but chose IWU as a compromise and it has been a good choice for him.
- Both of these offer more programs like engineering so if you want to make a change; it is possible and still able to continue at the same institution. I think because of IWU size, although clubs, etc are available it is difficult for a student athlete to be a part of, especially anything with the music dept as many groups meet during practice times. Not much flexibility due to enrollment size.
- They are more academically challenging.
- Higher academic standards and higher national recognition
- The four that I selected as better than IWU are more selective due to number of applicants for their freshman class. Higher test scores and grades required. Much better known nationally.
- More well known, higher entrance requirements, more selective.
- Reputation
- Higher academic standards
- I think these two institutions have a stronger national reputation. IWU is well-known and is viewed as prestigious in the Midwest, but not nationally.
- Size, academic rigor
- I believe university of Chicago has a reputation for a large network of opportunities. I believe its location betters its opportunities for networking than other colleges, however on the other hand it would also have drawback because of

its location. So as a university community I feel Wesleyan is more comfortable as well as academically challenging.

- Academically more challenging and selective, and/or more diverse, more well-known
- Only in academic reputation.
- More well known
- My daughter considered & visited these schools. They didn't talk about the courses or campus life that mattered to her.
- By reputation, and my understanding of admission standards
- More innovative; reputation is among the top in the country
- Better academics
- It's not a fair comparison as these are much bigger Universities with more resources. They can attract better profs with higher pay and can offer more money for scholarships to attract better students. IWU is a good school but not a great school.
- Higher profile, national recognition ,networking
- World class reputation, resources allow more varied student experience
- More individual attention
- Much larger institutions with more choices of majors and more choices of extracurriculars. Truly hard to compare, these are a different type of school.
- Each one chosen has very high academic standards required for enrollment and to maintain.
- Only because of National reputation. Not the right fit for our student.
- Question is too simplistic to deserve an answer.
- Personal knowledge of better preparation of the students for life after college, i.e. Working career.
- Reputation, national ranking, family members attended
- Strong international reputation
- National reputation
- This is a silly set of questions. "Better than" -- "not better that" ... What exactly is that supposed to mean?
- Better Known.
- Popular reputation
- Reputation in the community, better deliver on representations and promises made to students, results achieved by graduates, satisfaction among parents for experience enjoyed by their children.
- By reputation this university is better than Illinois Wesleyan
- Better known, respected, innovative
- National reputation if that is important.
- Breadth and depth of academic choices
- Quality of student population, vibrant extracurriculars, quality of faculty, better connect academics to career preparation
- Better national reputation. Better standings and more selective.
- Graduates of these other institutions are better rounded and have been challenged more. Better experience for life ahead than at limited size of IWU.

- My son's educational experience at Northwestern surpasses the level my daughter is receiving at IWU. The professors at NU are better teachers and the students are actively engaged in an academically rich environment. Also, the students at NU have more flexibility in course selection because of the quarter system. This leads to a better rounded student.
- Alumni stronger
- Reputation
- Academic reputation
- Schools are larger with more to offer students.
- Better national reputation
- I believe that the 4 I listed better than are much different in size and offerings. I wouldn't even try to compare these schools because they are so different.
- Reputation
- Student body is stronger because of tougher admissions.
- Viewed as more elite and top ten
- I think the ones I indicated as "better" are much larger universities with strong national reputations. I view IWU as being a different kind of school, so it's an apples/oranges comparison; I like that my daughter attends IWU rather than the schools I indicated are "better". (So does she.)
- Academically, I believe Northwestern and U of C are at a higher caliber than IWU
- Very challenging academically, excellent reputation, more selective
- These are top ranked schools in the nation with a solid reputation. IWU is a great school but not well known nationally. IWU needs to promote itself more and be more selective in admissions.
- More resources, wider range of academic programs, ability to attract top faculty, more intellectual and geographically diverse student body
- Graduates attain prestigious positions in their careers
- U of C - - very academic history and reputation
- Carleton, more environmentally aware, extremely active and interactive student body, fantastic faculty, great atmosphere
- Each has a better reputation, endowment and academics.
- Better reputation, more of a national and international outlook.
- All of these schools are nationally recognized for their academic standards and their graduates' contributions.
- Either more intellectually rigorous or national reputation creates more opportunities for professional development.
- Nationally known name. Mentioned in the newspapers for accomplishments of students.
- More selective - stronger endowment and programs/reputation
- Strong reputations
- The "better than" school, in my mind, gives graduates a top choice with jobs versus IWU. They have a better, widely known reputation than IWU.
- More of a national reputation than IWU
- National Reputation
- National Reputation

- Academic reputation
- Top Tier students
- Based on reputation, not anything I have personally experienced.
- International reputation Culturally diverse
- Their national and global reputation still exceeds IWU; you will be hard pressed to catch these schools.
- The 4 institutions I checked as "better" are better by reputation, selectivity and breadth of offerings as private comprehensive research universities which grant post-graduate degrees. They are not necessarily better for particular students and, in fact, my daughter preferred IWU to each of them. Some of the other liberal arts schools on this list enjoy a somewhat higher degree of selectivity than IWU but they are similar to IWU in my estimation. The 4 colleges I said are not as good as IWU are fine schools nonetheless. The University of Illinois is a different animal altogether--a gargantuan state university whose main attraction is that it is regarded as the best of the public universities in Illinois and, therefore, considered the best deal economically by many people seeking in-state tuition.
- Academics second to none, but in a much larger setting. IWU still has superior intangibles in many areas.
- Academic and intellectual standing National reputation
- More selective, therefore higher caliber of students and faculty
- Higher ranked longer and athletics better
- Primarily Reputation
- Strong national reputation versus the regional reputation of IWU.
- Primarily they are research institutions with world reputations. Oberlin has a tradition of excellence that is longer than IWU, but I'm glad my daughter went to IWU rather than Oberlin.
- Reputation, Graduate school
- National, academic reputation provides better career opportunities for graduates
- Notre Dame: National reputation; Univ. Of Chicago: stringent admission standards and very low acceptance rates
- Academics, faculty and national reputation
- Broader more intensive curricula
- National reputation among other universities and employers
- National reputation for research.
- I feel that IWU let my son down as far as preparing him for med school. I feel that Norte Dame or Northern would have taken the time to help him.
- For both UC and NU. National reputations for excellence and academic diversity.
- These are large, prestigious universities with an academic emphasis and the ability to grant graduate degrees.
- An academic reputation of each exceeds academic reputation of IWU, although I don't believe any of them would have been a better fit for my daughter.
- According to research I did while helping my daughter research colleges, those three are considered to be a cut above IWU. I can only base that on material I read, not first-hand experience.
- National reputation for both.
- Academic standards and reputation

- Somewhat bigger. Stronger religious relationship
- Based on national recognition, as far as I have heard.
- Reputation
- Higher academic reputation and ranking. More prestigious faculty.
- They have better reputations
- Better national reputation and greater variety in course offerings.
- The larger schools have more resources, which doesn't necessarily mean better. Reputation wise WUSL is "better" than IWU - but not for my daughter.
- They all get their students from all over the US; IWU is more of a regional school. At this time these schools have a stronger overall student body academically.
- Northwestern is better known!
- National reputations of all of them. I would also add that these are not better for my daughter.
- More of a national reputation. More selective but that does not mean necessarily better for all students.
- National reputation, more academic options, larger so can be more selective and has more endowments to provide more opportunities
- Geographic diversity of the student body, "athletics that are students first" approach, willingness to work with students as individuals.
- Notoriety, sensitivity to diversity, financial assistance
- Reputation, student and campus diversity

What expectations did you have that haven't been met at Illinois Wesleyan?

Mothers¹

- Individual attention to student's needs and performance.
- Major in biology and changed major to art history - a larger school and would have had more options for a biology degree than pre-med or teaching.
- I had high hopes that my son would do moderately well at a smaller school. His living conditions in his fraternity house are deplorable. He is not accustomed to living in such "unclean conditions" which, according to the fraternity leadership, are not being addressed by the college. My sons living conditions I believe have adversely affected his performance.
- The Musical Theater program has gone downhill in the short time my daughter has been there. There has been a high turnover in faculty, including the head of the program. We were looking for a non-conservatory program and there really aren't as many opportunities to explore other areas as we were lead to believe, even with a BFA program (which is what we wanted). The academic level of the students isn't as high as hoped.

¹ For segmentation of the open ends, the demographic Role in the Family was chosen because it had the greatest number of significant differences in how respondents rated the attribute ratings.

- My student's advisors do not seem to be knowledgeable about what courses she should take resulting in the necessity of dropping inappropriate courses and adding others. They have not been responsive when problems arise with these classes.
- After being a straight A student through high school we watched as our child's academic performance plummeted at IWU. We could never get anyone to talk with us about this matter (they always said they could only deal with our child), but when a child is struggling they don't always seek help. This was the case with our child. Each semester got worse and worse and no one was there to help him and we weren't allowed to. I feel he was left on his own to finish and he needed guidance and did not get it. We wanted him to finish in 4 years because the cost is unbelievably high. This did not happen and now we don't know where he stands. I am really discouraged at the lack of communication between the University and the parents. If we are paying the bill and are concerned about our child's well being, I feel that the University owes us an explanation. My feelings about Wesleyan are not good at this time.
- Although at the first meeting i attended the staff claimed that "undecided" was the #1 major for entering freshman and that was encouraged so that a variety of subjects would be pursued, when my daughter decided on a double major as a sophomore, she found the classes she needed to complete the degrees in 4 years were not being offered she was told that she should have declared her major(s) upon entering the university.
- My student is taking too many courses that will not lead to a job that will be fulfilling. It would be great to have a class to explore job opportunities connected to the coursework. Also, for courses that explore issues, I wish colleges would explore both sides of issues, not the teacher's prejudiced view. I often feel regret that my student would have been better served at a Catholic University to promote God first and all of human rights are respected, not just populous causes. IWU as a secular institution probably can't do this and as such follows the line that God isn't as important as the cause, and that people are secondary to a cause.
- The practicality of multiple majors did not work out when scheduling classes. No emphasis was placed on preparing for a career/job/employment. No help was given when trying to be accepted to graduate school.
- Poor advisement as a freshman. Difficulty in getting a necessary May term class, (as a sophomore) that was filled with freshman. Inflexibility in accepting summer school classes.
- More help with job searching/recommendations for summer jobs also. More opportunities to perform individually. More communication with parents.
- Neither of my daughters who graduated found jobs in their field. Faculty and guidance center were no help. Very disappointing...
- The faculty proved to be unresponsive and inflexible to a particular situation that played an important role in my son's overall experience
- I thought she would have a positive experience with meeting people and making friends but I was disappointed that only a small group of kids accepted her. The faculty was very nice and seemed to like her according to her comments.
- Having a job lined up at graduation would have made my satisfaction rating soar.

- I expected the teachers to take a personal interest in my son. I expected the advisor to know requirements for graduation and for admission into programs at IWU. I expected teachers to be approachable. I was very disappointed to learn that a dorm for sophomores is 2 to 3 blocks off of campus. I was disappointed to see that an old house that is in poor condition is used to house students. I was disappointed in the roommate selection process for my freshman...very poor selection.
- Academic advising has been poor, not enough structure for organization in a person lacking maturity to plan for a career. This is the ultimate responsibility of a post-secondary institution, and as a freshman my son was placed poorly in classes and ill advised for his sophomore year. Lack of follow up. The social life has been great, but academic mentoring has been poor. Seems like no one takes an interest in his academic and career development.
- Our child is struggling academically; especially the first semester and I thought there would be more help/guidance etc. I realize that the child is responsible as well, but without parents there to keep on them, I thought the University, being small and close knit would be more involved in keeping them on track.
- Follow-up on my child's education and job possibilities - guidance and specific direction in area on a regular basis - pointing to a reachable goal
- We were led to believe that the football program was focused on winning and wanted to achieve a conference championship. Leadership needs to change. Football is a major asset to every university community.
- Advisory was very, and it wasn't until mid way through her junior year that she realized she needed to take some business/human resources classes and it was too late because of pre requisites. She does have a job, through her own hard work, no help from career centre. It is poorly paid and not the sort of job I expected her to get graduating from IWU. Admittedly it does have room for advancement, but we still have to somewhat support her so she rent an apartment. She is not earning enough to do that, but it was the only job offered to her after about 50 applications and numerous interviews.
- I was very disappointed with the advising for course selection. My daughter should have taken 1 more course for fall term. She also ended up in a 300 level history class second semester (as a freshman), which was too difficult for her. I also think the importance of May term should have been stressed more, especially since her major requires more credits than any other major. I was very disappointed that she didn't take a May term course. The very beginning of the year started off poorly due to the fact that her African American roommate had already been on campus three days prior to her arrival. Her roommate had established friendships, had shared experiences with other minority kids, and arranged the room with no regard to my daughter, leaving her to feel VERY left out. I think that ALL freshmen should arrive on campus at the same time. If minority kids need shared experiences, those activities should be built into the orientation time after all of the freshmen are on campus. Being a freshman is hard enough without having to feel left out from the first day on campus.
- My daughter was not kept from harm or injury at this university.

- Staff was sometimes difficult to work with. Administration was elusive for any kind of assistance.
- Our daughter did not participate in any internship that helped her career wise or exploratory. She did not get the career counseling or direction, or job fair exposure that we expected. We spent a lot of money and now she is taking pre-reqs for a physical therapy masters, which starts summer 2008. She did not get a full time job is now back home with us working part-time and school part-time.
- I really thought that the staff would be much friendlier than they are. I would have thought that the business office and the financial aid office would actually work together. I had expected the school to be more accommodating to parents with business hours of the business office and the financial aid office. I expected more of a true biblical standard from the school.
- Our child is pursuing 2 degrees in 4 years and plans to attend law school upon graduation. We were told he would receive a law advisor and would complete the 2 degrees in 4 years. Advice has not been forthcoming and therefore the 4 year completion is in question.
- More advising (set up a four year plan)
- Opportunity for our daughter to pursue multiple interests. Major requirements restrictive, making it extremely difficult to double major or change majors. Difficulty getting into classes that are not requirements for her major. Every student we know who entered IWU with a desire to double major has either discovered that to be impossible, or has transferred to a different school
- Financial aid package was VERY poor, NO response from financial aid when sent appeal letters or requests to reconsider financial situation when changes occurred. Expected that student would get useful faculty assistance when faculty knew that student was having difficulty with preparatory exams for licensure exams required after graduation. The school costs too much money to not have a student adequately prepared to take an exam they need to pass to work in the field that IWU prepared them in work in. The student did have the content preparation needed from IWU, but did not get the test taking preparation need.
- Some assistance with academic advising - have found it very limited and disappointing
- Lack of advisor involvement with my son's course and career options.
- The very first surprise I encountered with IWU occurred when my son was in high school. I thought he would be "recruited" by IWU because of his class rank (#1) and ACT score (34), yet even after a school visit, we hardly heard from Wesleyan. There was no effort by IWU to encourage him to attend, which frankly surprised me. With regard to my son's major (Economics), I thought that the curriculum would be more advanced, yet all of the classes were open to non-majors with no prerequisites required beyond the intro course. This lack of depth made me regret that I had encouraged my son to attend IWU. I also expected more assistance from my son's department and the career center regarding my son's academic goals. I was extremely disappointed that, although my son made it known from the beginning that he was interested in pursuing a PhD, there was very little "mentoring" by his department as to the best course of action to take to achieve this goal. My son pretty much researched on his own what he needed to

do and made things happen for himself. The career center provided no assistance in procuring the excellent internships he found on his own. Most of the internships listed in the Career Center seemed to be for business majors....which seem strange for a school which wants to have a strong reputation in liberal arts. My son will enroll in an excellent (Top 15) PhD program in the Fall, but from what he learned as a result of the application experience, he would have done things differently and perhaps been accepted at a higher ranked program or received a fellowship. Fortunately, my son was mentored by a faculty member outside of his department who was his freshman year advisor. Thanks to the guidance of this faculty member my son pursued opportunities which helped him achieve many academic honors. I am very grateful to IWU for recognizing my son in this way, but I feel that there is a "disconnect" between IWU's desire for a national reputation and their actions to achieve one.

- My son went to IWU to play football and pursue his degree; the football program is very poor and very misleading to prospective students.
- Career services for elementary ed majors were horrible. Advice was totally inappropriate for anyone looking for a teaching job in a large city.
- Career development. Lack of direction from faculty counselor.
- Two of our children have attended IWU. It worked out well for one child, who was highly motivated. We were very disappointed with the response to our second child who was dealing with personal difficulties. The university advising was non-existent and actually hostile at times. We are still very unhappy about the Jerry Pope fiasco. There are some wonderful people at IWU, but you need to do a much better job with students who experience difficulty.
- We thought the advisor would be better and more personal/helpful. Dorm situation not the best/not much assistance with a bad roommate situation, and also bathrooms not as clean as expected.
- May term travel abroad very difficult and very selective.
- First year academic advising was extremely disappointing and it was very difficult to get a different advisor for our daughter. Once our daughter was assigned a new advisor, (well into the second semester), her academic experience at IWU improved ten-fold. As a result, we her parents, advised her on the second half of her first year - we feel like she wasn't serviced well, especially the first, and most difficult, semester. As first college student parents and out-of-state as well, often felt disconnected and lost. Our lack of experience often left us to seeking out information and communication, often frustrated at lack of sound and thorough answers and or advice. As a side note, athletes would be better served to be required to go to all freshman events - especially fall athletes - and their parents would be better served with a program for them at early drop-off in August. Academics should always come first and that definitely was not the case in our daughter's experience.
- By sending our son to a small school, we hoped that he wouldn't slip through the cracks, but he did. When he got behind in classes and quit attending them, there was no safety net to check on him and see what the problem was.
- Financial Aid (He was told that as a transfer student, he could not apply for financial aid; he then met others who had and who received some funding! b.

- The ability to have a double major was the real plus that send him to IWU. One miserable English teacher ruined that possibility for him as he dropped out of her terrible class and couldn't retake it and it was necessary for the double major. c. Being a member of Acacia fraternity, he and his fellow brothers were screwed out of their house (it was given to the Frisbee team!!!) And treated very poorly by the administration and staff. d. The financial aid office helping to handle our loans, really was not very organized. Sweet people though....
- I was led to believe that IWU would look after my student's well being especially where drinking on campus is concerned. While I realize that students will and do "cut loose" once in awhile, and that IWU can't be everywhere, and that the parents input into the student's life all come into consideration. I am very concerned by the opportunities for drinking that does take place there. The fraternity houses in particular. My student who was a freshman this past year, was actively recruited by a fraternity, something I believed was discouraged for a freshman. Just this weekend after receiving my student's grades I have had to address the fact that my student's grades fell off in the second semester dramatically. I have visited the frat house and was extremely dismayed to say the least at the obvious signs of alcohol use in evidence from a large party, and events such as "beer pong" being openly promoted. I am also concerned that, to my knowledge, there has been no effort on IWU's part to find out what is going on in my student's life that would cause a student's GPA to go from over 3.0 to well under 3.0 so much so that his being able to return to IWU in the fall without scholarship money is a very real concern for this coming school year.
 - Would have like more correspondence from IWU. After my son completed his first year, I did not feel the University cared to pursue a parent/school relationship.
 - I thought the faculty in such a highly selective university would have been more helpful when needed, especially in such a small classroom setting.
 - Financial aid has been lessening with each year; personal assistance and guidance with internships and study abroad (my child has done majority of this work herself); academic advisors have been hard to reach at times
 - Guidance and counseling concerning choice of interests and course of study was very poorly handled. Assistance in getting various classes virtually nonexistent. Academic adviser was ill prepared and not interested in helping the student.
 - My son was supposed to graduate two weeks ago. At this point still does not have any idea about a direction to take once he graduates. I expected that he would have received strong guidance and mentoring throughout the four years he had attended this school. That clearly did not happen.
 - The biggest 'selling point' when she chose IWU was the high placement rate into Med schools. She never even got an interview.
 - Career and job placement counseling for my son who was an English Lit graduate was almost nonexistent
 - The advisor that my student had was not very helpful and we had to switch at the end the year.
 - I thought all my daughters' professors would be very good, and she was disappointed. I thought my daughter was spending 3+ weeks in Spain for May

- term and she will only be there for less than 2 weeks. When asked if she could receive an academic scholarship for her second year, she was given no options. She was unable to find employment, even though she tried.
- I expected the first-year experience to create a safe, inclusive environment, and she had no relationship with her RA, felt judged for other students' irresponsibility, and helpless in her desire to be valued as an individual. The cafeteria quality and choices were disappointing. ORL seemed unresponsive to concerns about heating issues and computer hook-ups. Her first-year instructor for the intro/discussion class of 15 students seemed more interested in lecturing, rather than facilitating intellectual discussion and expression of individual thoughts, and was hard to contact.
 - It seems students who were not directly entering graduate level programs were not viewed as successful by the faculty.
 - I didn't expect my child to have to plan her own academic career with little or poor guidance. I also expected that her professors, especially the head of her department, to have a better ability to engage, inspire, and relate to a student of her outstanding abilities. With one or two notable exceptions, her teachers were not the quality educators I expected.
 - Student left after 1st semester. I requested counseling help . . . Didn't feel counselors offered much help in keeping student at IWU. The first semester is often tough and I felt my student could have been counseled to "hang in there" at least for one year. I was very disappointed that he left. Student was unhappy with the excessive drinking by students - felt very out of place on campus.
 - My son has felt that some of his instructors were not very good.

Fathers

- My expectation for the faculty to push the students to achieve what they are capable of have not been fulfilled.
- Course advising, more encouragement from professors, campus job opportunities.
- IWU promised a lot, cost a lot, and delivered very little. The responsible faculty and administration staff failed to provide the academic guidance promised and the professional networking associations advertised. The social climate was geared toward a specific racial and ethnic audience and did not provide equal access to social organizations for other student members. Dr. Frick utterly failed as an academic advisor, member and chair of the pre-medicine committee, and as a research mentor and chair and faculty member of the chemistry department, to say nothing of being rather inadequate as registrar. I am amazed that an institution so small could get it so wrong! I am sad that we introduced and encouraged our student to investigate IWU and to seek admission after gaining admission to many top schools that offered better programs, enjoyed national reputations, and actually supported and nurtured their students so well.
- Personal attention from Freshman advisor nonexistent. Faculty thinks they are teaching junior high students, not college freshman.

- Quality of instructors - cost of education - ability to register for courses, blocked because they are filled - bias of some instructors, "You can't get an "A" in this class because it isn't your major"
- Career advising/planning
- We expected that at a school with the reputation of IWU, that our daughter would have stimulating classes, and terrific teachers. She has said that many of the classes written in the course catalog sound good, but have not been offered. She has also been disappointed in the quality of her teachers. She had a man for a class in her major this past semester, which never told them his name, and lectured while looking over their heads. We have been disappointed that her experience with teachers has not been much better than the teachers our older daughter has had at the local community college for \$2,000 per year. The advising by her advisor has also been non-existent. I thought he would give more advice to her and guide her. There have been a few teachers that she has liked, but we expected that they would be the rule and not the exception.
- Career Counseling and academic advisement
- Poor housing, poor academic counseling, bad value for money; graduate success is no better than state schools; poor endowment; terrible athletic coaching; no commitment for excellence- ex: Parent's day fiasco
- 1)more personal interplay with professors, 2) a baseball "coach" that actually considered himself an educator
- Her Department chair and several key faculty members in her major left. The student body is blah, non-creative, and satisfied with the status quo. Student drinking is accommodated.
- My son's academic counselors did not have adequate time to assist in planning. In his freshman year, my son approached his counselor with an outline of courses required to achieve two different degrees. Errors in his plans were noted but the advice he received was even more flawed. Some prerequisite courses were not taken into consideration and a required course was completely left out. The next few counselors were no better. During the last half of my son's sophomore year he noticed the errors and had to patch together a plan that would achieve his third choice of degrees without taking an additional year of coursework that he could not afford. Some of your course requirements are intended to eliminate rather than educate or foster students into a specific career direction. I understand the need given time and talent constraints but proper academic counseling could at least reduce some of the frustrations and clarify requirements.
- My son entered in biology with the intent of majoring in pre-med. Due to IWU's policy of not offering a letter of recommendation to any student with a GPA of 3.5 or less he will have to take courses in another institution and bring up his GPA to get into med school. The world needs good doctors. IWU may have a good program, but in my opinion you have proven to my son that hard work won't necessarily get you where you want to be.
- Academic and career advising.
- To connect with more students of similar interests. He doesn't think the students are interesting. He doesn't think the school is as academically challenging as he expected.

- We expected quality. Honestly, most Community Colleges are better. What a waste of money!
- The expectation that athletes are students first. The leadership in the men's soccer program and the head of the athletic department did not work with my son in a productive manner so he could balance his academic responsibilities with team requirements. Unquestionably, team's schedule came first before the academic schedule.
- Surprised how many students seem less than motivated, surprised at lack of integration of foreign students with American students

Is there anything else you would like to share with us?

- Very disappointed in the London program fall 06. It was too last minute for information. Little ability to interact with UK students. The group was kept together without exchange of ideas from UK students. They did a great deal of travel which expanded their horizons on the positive side.
- The faculty is friendly, outstanding professionals that are highly involved with the students, stretch them intellectually, and are very concerned about their welfare - that's priceless.
- There has been a situation that I may wish to share in the future, but at the present time, I'm not sure it would be in my daughter's best interest to share it.
- Don't lose the Christian roots
- The school appears to be living off its reputation and changing for the worse. Although it attracts a strong "Chicago based student body, it is unknown outside of Illinois, has next to nothing in the way of career counseling, and they are not committed to excellence-except opening day for Football- called parents day for FB team- no cheerleaders, bookstore closed, no IWU apparel available, etc. Parents Day fiasco with dates- no one told hotels and Doubletree was booked all weekend with 3 weddings. No inspection and accountability of staff and coaches that should be replaced. Small endowment fund, low alumni support, housing needs improvement, yet to make ends meet the school requires frosh and sophomores to remain on campus when they can get better, more affordable housing off campus. No attraction this year from big names for concerts, activities- most go to ISU for fun and for extracurriculars.
- At its best, Illinois Wesleyan definitely exceeded our expectations, and our son's. Highlights: May term travel course, caring and challenging faculty, the Ames Library, basketball, Greek life. Most disappointing: faculty advising. First year advising thru Gateway was a waste. Our son, a business major, was given a theatre professor. Once given a business department advisor, she was totally unfamiliar with the requirements, and made at least 3 poor/uninformed recommendations, which, if we, our student and another faculty member had not intervened, would have resulted in his needing to continue for an additional semester. While some faculty were outstanding, while others should be replaced. Intelligence and expertise in a subject does not compensate for weak

communication skills and poor teaching. The gap between the outstanding faculty and those who are less effective is too great. I get the impression that IWU either is not able, or does not make the effort, to recruit faculty and staff on a more national level. Our greatest disappointment in our son's experience was his lack of community service work. As a member of a fraternity--which he loved--I expected more in this area. I've been disappointed in Greek advising; there should be more focus on enabling these students to achieve more than focusing on alcohol violations. The faculty's low opinion of the Greek system has caused lower recruitment numbers, and is endangering the viability of several fraternities. We have noticed that IWU's rankings in US News & World Report, Princeton Review and others have slipped since our son completed the admission process. What are the schools that are passing IWU by doing better, or differently? Finally, we have a concern about the growing crime rate in Bloomington. I would hate to see the school be tagged with an "unsafe" label. We are all especially "high" on the school, and have recommended it to many potential students and their families. It's a gem that is underrated and offers more potential, in my opinion, than it realizes.

- Overall it's been a very good experience.
- Freshman Colloquium was a disaster; bad start with University from which I expected more. Couple of other events that are in same category. Caught us by surprise.
- I Think a IWU foreign study program should be offered in Fall of Jr year. I think very few freshmen know in Feb that they want to study in London that next Fall. It is too early to choose that option. Most students at other liberal arts schools do Jr. semester abroad for that very reason. IWU students can plug into another foreign study program as a Jr. but an IWU focused group would be great.
- My son is transferring. I feel like we got ripped off.
- Add Japanese as a major
- My daughter's advisor in the Education Dept. Almost single handedly ruined her opportunities for study abroad by recommending non-required courses resulting in her having to remain on campus during two May terms taking courses so she could graduate on-time. He was terribly incompetent.
- I wish all parents would have the feeling that their son/daughter was in the best school and it was a "perfect fit". It really is great. Expensive but great!!!
- Great school that could be better with more ethnic diversity, 400-500 more total students, better social activities.
- Open up some more of the classes especially for the upper classmen.
- I have been extremely pleased with the quality of education and help that my son has received at Wesleyan. I have been concerned that Wesleyan is not holding as strongly to the original faith based beginnings. DRL has been a tremendous influence in my son's life. Really think that there needs to be a faith based service for students on Sundays. Loyola offers this to their students on Sunday evenings which allows more students to participate since most college students want to sleep late on Sundays. They combine it with a social time after the short service. Possibly combine this with the evening meal. To have communion available on campus for students more often would also be helpful. I truly believe that

Wesleyan needs to not seem to hide the fact that they were a faith based school. Sometimes it seems as if due to so much emphasis on diversity of religion, we are losing our own culture to the detriment of the Christian students. One example is not having Good Friday off on the school calendar. That seems to go against everything that this school was founded on. This is a huge issue and I think it needs to be addressed and added to the school calendar.

- Upon my son's visit to IWU he knew he wanted to attend...IWU allowed him to pursue his interest in music while being a business student....health insurance for the IWU student is poor...if student cannot be on parents' insurance IWU falls very short.. my son very much enjoy his college days at IWU
- Professor Curtis Trout is one of the most innovative, creative, thoughtful, supportive and helpful staff members in the faculty for our daughter. He rocks!
- IWU is an absolutely wonderful university! I praise the professors and all who work on campus. I'm so proud my son chose to be a part of the Titan community. For the size if IWU, it fulfills so many expectations. I only regret I don't have the resources to make a generous donation to the university.
- My student loves the experiences at IWU and has made very good friends. Our student has deep concerns about what to do after college and seems to need more career council that hopefully we can supply this summer. We are saddened when the homecomings include some extremely liberal ideology which seems to permeate most of the colleges today. We had hoped to avoid this. We had the impression after leaving the college orientations, that respect for many views would be given and discussed rather than guidance toward secular views.
- It has been a very positive learning experience for our freshman not just an "ivy league" graduating school pressure.
- As a parent, would prefer that this and other schools not go overboard with the social, globalism, diversity issues--not to ignore them, but not replace solid academic coursework and intellectual traditions of western culture with touchy feely content and not become too socially liberal. There are some schools listed in this survey that attract bright kids and have some good faculty but are too liberal. Being too liberal is some of the downfall of schools like Knox (based on feedback from alums of that school explaining the negative effect on alumni giving). Kenyon has a reputation for good faculty but is too liberal (and pricey). Grinnell has some bright students apparently but the school is too liberal. Although our student may not find IWU as interesting and challenging as he thinks he would like, some other interesting and challenging schools have other baggage not to the liking of his parents, so there are some tradeoffs at work.
- My daughter was disappointed that the closest relationships she formed with professors were outside her BFA - art program. She also wished there had been more professional advice about a career in the arts. I would say the close relationships she formed with some of her classmates were among the most satisfying parts of her college experience. The academic part was sufficient and somewhat challenging, but it was all about the people and personal growth. Study abroad with Saci was also very successful.
- From our daughter's first year experience, IWU seems extremely competitive, somewhat lacking in the supportive environment/open-to-inquiry quality, which i

feel is optimal in a small university setting. But we knew that going in---it was a better match for our second daughter, who is quite "driven"---what i think i am seeing however, is that she may through her IWU experience become more "open to inquiry"---in spite of herself. I'm hoping that IWU is going to offer a good blend for her: competitive, difficult, goal-driven, yet open to inquiry, and encouraging of exploration at the same time! Tall order, but I'm hoping, and suspecting that IWU will be the place that can help our daughter find this blend. Thanks for asking, glad to respond.

- I have a daughter in the education department and we have been very disappointed in the quality of the professors. Students complain about certain professors and nothing is done. She is a double major and has loved the faculty in almost all her other classes but the education dept. Is definitely weak. In fact, I have another daughter going into education and we discouraged her from going to IWU for that reason. The rest of my daughter's experience has been fantastic, other than her education classes.
- IWU has outstanding health services, both physical and mental. College and a tough college like IWU can prove to be stressful, both mentally and physically. Our daughter was unlucky enough to be quite ill last year, and has wisely taken advantage of counseling services the college offers, as she has needed to, to deal with the stress. We are VERY pleased with these services. Also, our daughter has not only enjoyed the teachers in her major, but has found supportive teachers in other areas. Your music program is very fine, and our daughter has found pleasure participating in that area of campus life. I think that IWU tries to keep underage drinking under control. Our daughter had a difficult time after orientation in her freshman year, finding anyone on her floor that first weekend, which was not actively drinking. I do think that the college does work at keeping the students informed about many things, through "tinkle times" and other methods.
- Yes, please listen to the students housed in the fraternities. Your fraternity culture is one of the school's greatest resources for future funding from graduates. My son is very disappointed with the support that has been shown his fraternity and the students who are members. It is as if they don't exist. Or they are all of an "Animal House" mentality.
- While I feel that my daughter is getting a quality education, the cost is very high. She had better financial aid offers from other schools, but we selected IWU based on the strong Musical Theater program. Unfortunately, that program has gone downhill and since she is a BFA in Musical Theater, this is a major disappointment. She thought about transferring and found that many of the courses she had taken would not transfer readily and therefore she felt stuck. Knowing what we know now, I don't think IWU would have been our first choice.
- Very happy with the overall academic program very disappointed with the fall athletic program
- Illinois Wesleyan was perfect for my daughter who was a nursing student. It was very hard and challenging, but she is prepared well for her profession. She also played tennis and swam on the swim team there, which she enjoyed immensely. She graduated last weekend.

- My experience with the counseling center and the dean of students has been excellent.
- We are generally disappointed with the path our child took at IWU. We watched a bright, high achieving student become a person who seemed to not care anymore about his education. I know that many decisions were his, but I truly feel he did not get good guidance from this university.
- There is one music faculty member who should not be there. He is a detriment to the school. IWU could do much better than him. Replace Roger Garrett.
- IWU is way too expensive for what the parents and student get in return.
- Could they look into a program similar to the State Univ.? I.e. tuition freeze Freshman thru Senior. Will they re-evaluate students' financial aid pkgs. yearly as the tuition increases?
- Do whatever it takes to get the students done in 4 years wherever possible. May term classes should be more accessible.
- IWU is the best place for my student who loves it there and is very at home there.
- I think the Freshman Gateway classes should be of equal difficulty and meet similar goals. In talking with my child and friends, some classes were definitely easier and others were a major challenge. Students should be able to choose just 3-4 Gateway options and be assured of getting one of those. The financial aid office could do a better job of helping to find on campus employment for students who cannot afford a vehicle to pursue off-campus employment.
- I am disappointed that IWU did not do more to help my daughters secure jobs in their field.
- My daughter just graduated and had a TERRIFIC experience at IWU...a caring and committed faculty, fabulous experiences...things I know she'll take with her through life. My only issue with IWU...would like to see more diversity...both ethnically as well as demographically. We are a middle class family and there were lots of students there who come from wealthy backgrounds. My daughter tired of that. I'm sure cost of the university has a lot to do with that. Still, would like to see a more diverse student body.
- An amazing number of grads going on to top tier grad schools
- I was told when we interviewed that professors would take an individual interest in our child, that our child would be invited to dinner at professors homes, that the professors would take care of our child. None of this is true. I was also disappointed in two of the housing options, Martin House and Addams Hall. Martin is too far off campus and Addams is in terrible condition. I was disappointed in the roommate assignment as a freshman. We were told how wonderful this program is and my son was assigned to someone who he was totally different from. They ended up changing roommates. Also, my son's black roommate left school because of his feeling of lack of acceptance by the students and staff. Just not a very good experience.
- I would be TOTALLY SATISFIED with the IWU experience (i gave a "9" instead of a "10") except for feeling the lack of career or grad school guidance. Feel more can be done from day one to help students find their "career". They may have a passion for something but need guidance as to how to use it in a practical way in the world for self fulfillment and a job. There may have been

more help available than I think and my child just did not pursue the opportunities. This is where it needs to be integrated into the curriculum or required advising so that these grads that gets a great education at IWU "know" what to do with it. I feel the sciences need more help in this area than the business majors. Not all science majors want to go to med school. The need more career counseling, internships, and exploration in opportunities for both grad school and career.

- Great school!! Perfect for our student but also, realistically, not for everyone. There is no such school.
- I wanted my son to go to a place that expected a lot academically of him, and IWU does, but would also reach out to him more individually and know him academically so he'd get good academic advising, and IWU has not.
- The rising tuition is a strong deterrent. Class sizes should be maintained at a fiscally responsible level - but not to the sizes of large schools.
- Overall our experience with IWU has been great.
- The only time I have heard any major complaint was my daughter thought her advisor during her freshman year was inadequate. Not very helpful.
- I am impressed with the quality of education that my child has received so far. It is similar, if not better than, those of some of the top schools in our area - we are from the Northeast.
- IWU has been a wonderful educational and developmental experience for our daughter thus far. She is growing into a mature, confident, and thoughtful young woman at IWU!
- I have been very pleased with the classes my student has had. However, registration was a disaster and I feel unacceptable. IT needs to improve. Also, I have been very disappointed in the residence hall experience. ORL did a horrible job matching roommates. If ORL is going to have the students fill out an extensive questionnaire, then please attempt to match some of their preferences. My student and the roommate had no common answers (including completely quiet room and not wanting opposite sex spending the night). The residence hall staff has provided almost no floor activities, the RA provide no leadership, there is no enforcement of quiet hours, respecting others, and keeping the hallway clear for safety (there are golf clubs and shoes in the hallway every day). I also feel the first year advising is worthless. My student's advisor was of no help and she was not a Gateway teacher. I think the Gateway classes and the first year advising needs to be revised.
- The school is not affordable. We were stretched to the max during the four years. We could not afford sending our son abroad. We lived without a lot of things so he could go to this college. All our cars are old and have over 120,000 miles on them. We sacrificed so he could go to IWU. He is very glad he made the decision to go to IWU.
- My daughter is an excellent student and has made the Dean's list for both semesters of her Freshman year. I believe she has been academically challenged and has had a very positive experience this year. She is also an athlete and is a member of the Cross Country and Track Team. She made All Conference for both Cross Country and Track. Her coach is very supportive and has been a great

influence on her. She works very hard as an athlete as she does as a student. She is presently participating in May term and was told by her professor that if she missed any classes her grade would be affected. Well she has been invited to be an alternate at the National Conference for Track by her coach. This is an honor and something she has worked very hard for as she has worked very hard to maintain her 3.8 academic averages. I'm concerned that no matter how hard she works in her May term class, she will be penalized because she has to miss 3 classes in order to attend the National Conference for Track. I feel that a Professor should consider many factors when lowering a grade due to an absence. It is not the grade that is of concern but rather not recognizing a student for her work ethic.

- I'D prefer the meal plan was based on meals per semester not meals per week.
- Computer science needs to be much stronger, on one of our sons we were misled into thinking this could be a "3 :2) program- 3 yrs liberal arts at IWU then 2 yrs computer in another school such as U of IL. Computer science weak major. However w/ our other son, the premed was quite strong and EXCELLENT advisors, program, reputation, help getting in to med school & internships.
- The Freshman advising needs some help. My son was not guided into the "college-mentality" very well in choosing the right classes and had to struggle with a class he really didn't even need and had to drop which brought down his cumulative GPA and prevented him from achieving the coveted Summa Cum Laude. He chose classes as a student in high school would-ie: math, science, etc. Instead of what he really needed to reach his career goal. The advisor did not "advise" him at all-just let him choose classes without much input at all!!!
- I would like to see more attention paid to housing. When my son first moved on to campus there were not any working smoke detectors on his entire dorm floor. I was more than disappointed to see the lack of attention to this safety detail. I can't even imagine that it would be up to code to have occupants in a building without working smoke detectors. We bought our own prior to leaving. I am also disappointed in the condition of the fraternity house considered "campus housing". I would like to see some updating and attention spent there.
- Your admission department is the best that I have seen.
- I don't know if my son would have fit in with any other college. He feels IWU has made him a better person and is honored to have been chosen to attend this fine institution.
- Just graduated-in 4 as promised. Loved several professors-we really liked the fact that she could work 1-1 with full prof.
- My daughter is a 2004 graduate so my survey may be outdated. However, although IWU definitely prepared her for graduate work. She has fond memories of her time spent at IWU parent (with another child currently enrolled in another university) I certainly appreciate all the guidance and support WE received as well as my daughter. I can tell you the only reason my son did not attend IWU (although he was accepted) was that their financial offer was so much less than my daughter's was and we just couldn't afford the balance with her in graduate school at the time. We were quite disappointed but the emphasis then was more on the attempt to diversify the campus with minority students.

- Sadly lacking in health service issues. When a student goes, they are ill equipped to help - especially in matters OTHER than colds, flu.
- Cost more than we anticipated
- My daughter had a wonderful experience this year. Thank you!
- I hope this survey is circulated again after our child has completed freshman year. Also, I hope the results are shared with parents who responded to it.
- I have heard of professor stating that evaluations are not important or used in their performance measurements. I think it is important for students' evaluations to be used as part of the evaluation process.
- Our daughter's academic advising for her Freshman year was not adequate. During Freshman Orientation, her advisor signed her up for two classes in the same Gen. Ed. Category (Intellectual Traditions), so one class was wasted -- it's hanging out there as an elective. We were SOOOOOO frustrated when we found this out -- at these prices, we don't want our daughter taking a duplicate unnecessary class, especially since her schedule is tight due to dual enrollment classes that transferred from our local junior college. I called the Registrar's office late in the fall when I realized what had happened, but they said nothing could be done. The Freshman advisors should be more on the ball than this, especially if parents aren't allowed to be involved in the initial class registration. Believe me, my husband and I are now on top of things and our daughter is on track. However, why should this be our responsibility??? This should be the job of her advisor.
- I've been really happy with quality of professors. Our daughter did have 2 instructors that were totally worthless and she was not challenged and received an easy "A." I think most of her profs have been extremely helpful, caring, and interested in the success of their students. Her happiness with IWU has definitely influenced our son, who will be attending IWU in Fall 2007.
- My daughter has loved everything about IWU. It has been a wonderful experience and she has received a top-notch education which has led to her getting a great accounting job. She has also had a great experience on the softball team. She wishes she could stay for another 4 years!
- I have had two students attending IWU. All of the faculty except Dr. F (can't spell her last name, Music Dept) has been absolutely wonderful. I would really check in on her and her ways of teaching. Most of her class time is spent talking about herself. After attending your graduation ceremony and listening to the guest speaker talk about "Question everything???" I had to laugh, thinking about that teacher. If they questioned anytime during the course of her class, you were basically put down and put on her "list". After being at IWU for two students, that is the only time I can recall my son calling home very upset by her attitude. He was visibly shaken by her attitude toward him, but said he would handle the situation.
- I am happy that my son is a student at Illinois Wesleyan. I think it is an excellent school.
- Parents seem to have a say and get listened to.
- Cafeteria food is boring. Needs to be more innovative. More nutritious choices. More variety weekly

- The billing system is atrocious...very difficult and frustrating to understand statements and what is owed. I have talked to other parents who agree it needs to be replaced by an easier-to-understand system. We can never decipher them properly.
- Our son has had an extremely positive experience. He has acquired more confidence in himself and an enhanced passion for learning.
- Great experience for my child.
- We couldn't be happier with our daughter's first year experience. When she needed support, it was there. She made wonderful friends. Joined a fun sorority. She felt safe and cared for in regards to her dorm and her classes. From the admission process to her first year experience, IWU was outstanding. It is such a caring university.
- We are very happy with the fantastic friends that our daughter met, they are life-long friends. She met some wonderful people. We are disappointed that we felt she was not advised or career coached adequately. She switched from bio to psych as a major. Her major involvement and contribution was to the women's soccer program.
- My son did very poorly in a class spring semester. I'm sure he could have worked harder to do better. However, he never missed a class, saw the prof. Many times for help, and worked as best he could. The instructor still failed him. I see the diff. Between an F and a D- as effort - and actually getting credit for the class. My son now has to overload his schedule to graduate on time. This isn't my battle to fight, and I realize this. However, I'm a little disappointed with the prof. And his decision.
- The beginning of this survey is difficult to answer. I feel like the question should be whether or not I feel satisfaction with the items listed instead of whether or not the items were important three years ago when my student chose a college.
- A little disappointed in the lack of choices for May term after the buildup it received during recruitment and the lack of advisors for each of the degrees and pre law choice.
- Professors should be held accountable for providing the amount of classroom time and instruction that a student has paid for. Professors should not be able to cancel classes or reduce instruction time unless the university is willing to reimburse the student for the missed opportunities for learning. IWU is an expensive school and a student should get every dime's worth!
- I have had two daughters graduate from IWU, & IWU was their top choice. It offers a more personal experience, & it prepared them well for jobs after graduation. The study abroad programs certainly broadened their lives, & their internships (my first daughter actually had 3 internships) opened up their minds to a diverse workplace. They had mostly positive experiences at IWU.
- We were drawn to IWU by its sales pitch to students with multiple interests and have not experienced that flexibility in the course scheduling. I feel that IWU sells something that it cannot always deliver. When a student changes or broadens their interest, they have difficulty changing majors or getting into the classes that are outside of their major area of study.

- I think a freshman orientation over the summer makes a stronger program than at the beginning of school.
- I am very proud to say that my daughter attends Illinois Wesleyan University. Its graduates are highly regarded in Professional and Career Fields.
- Overall, I have been extremely happy with IWU. My daughter had a wonderful freshman year. I am impressed with all of the extra-curricular activities offered, and how easy it is to get involved. Everyone is so friendly. The only disappointment has been the difficulty she had registering for May term, and the condition of the dorm. The communal areas were always in disarray when we visited. It is also a financial hardship for us to send our daughter to Wesleyan.
- Our daughter was looking for a good, smaller university, and it was a great place for her to pursue her theater arts degree.
- We have been extremely disappointed with the lack of direction and attention in our child's major, no mentoring for first year students
- I would like you to take a look at your food service specifically the amount you charge a non-IWU person compared to the amount of \$ credit a student gets to use on campus at places other than the cafeteria....I think your prices for a parent or a visiting friend to eat on campus is extravagant and unfair....this is a small thing but it would be easy to fix, not costly for IWU and would, if you'll forgive the pun, leave a better taste in your mouth!
- School has repeatedly been unresponsive to my son's requests for assistance with housing issue. Very disappointing.
- My daughter is a graduate of IWU. She had great experiences, but had no time to really interact with a lot of student body activities because of the intensity of the Music Theater program. I do wish she would have had some time to explore other activities within the university setting. She was just too busy and very involved in the music theater major. I would also like for IWU to have more national reputation in the theater business. More exposure to the New York theater scene by means of a showcase would have been helpful for her. She is currently living and working in NYC, but other schools give their students a little more help with the intro to Broadway. She had wonderful teachers and is overall satisfied with her experience but some extra showcase experience like Miliken has would have been helpful. Her class was a very successful group in general. More info about them would be nice on the website pages in addition to the graduates of the 80's, etc.
- My son had a very difficult first year for a number of reasons, but the dean's office, especially Pat, were fantastic about working with him, and helping him to be successful.
- We have been very happy with IWU!
- This is the only school that our daughter applied to. She wanted the best and set her sights on it.
- You are starting to become a 'snobby' school. If we wanted that she would have gone to NW or Wash U. Your financial dept made errors on her statements. I know it was a third party that did it, but there should be few or no mistakes. I think we were the only family to review our statements. A graduate warned us about your errors on those statements. Also, you are becoming too high priced for

- even the above average income families to afford it. We have a younger daughter that wants to attend IWU but We CANNOT AFFORD IT ANYMORE. The freshman scholarship the older one got was great until you started raising tuition. That scholarship should have gone up the same percentage. You have begun to price yourself to the wealthy. Yuck. Our daughter loved the school but you are too expensive for us anymore. Also, it would be nice to see more diversity at IWU. We saw rich white kids most of the time. Kind of sad isn't it? That does not reflect the country or even a large city.
- We love the new president. At convocation, a prayer to every god except our Lord, Christ was offered. Our son experienced harassment from his counselor for his Christian views and we feel his initial start was thwarted from these experiences. We chose and paid full price for Wesleyan's Christian bend and heritage. We did not experience much of this until the graduation ceremony.
 - We love everything about IWU. My son knew the minute he set foot on Wesleyan's campus that it was the school for him. Every other school that he considered was measured against IWU and, of course, Wesleyan always came out on top.
 - Her scholarship was 1/4th her freshman year. Tuition/fees have risen considerably --yet the scholarship has remained the same. IF everything else is going to go up--you should consider raising the scholarship the same percentage.
 - My daughter graduated from IWU May 2006.
 - For the most part, this is a pretty well constructed survey.
 - I would like to see enhanced student body diversity. I believe this is improving. I also think that while most faculty are excellent, we have had experience with one or two that just didn't seem to fit standards and whose lack of attention to detail had big impact to our student. For example, a teacher loses papers and then downgrades student. Not okay and cost grade point average and honors status. Also, I'd like to see more career center and intern placement opportunity across all disciplines -- i.e., sociology/social work.
 - My son was accepted at several prestigious colleges, including Bucknell, but chose IWU because of the great campus visit he had and his belief that he could be successful at IWU
 - IWU has a beautiful campus, a good reputation and seems to have given our son a great 4 years. Just wish his football experience had been better.
 - IWU appears to be a "weed out" school. Not much offered in the guidance area for careers.
 - I love this school and so does my daughter. The only problem I've had with IWU is dealing with the administrative staff when dealing with billing problems, etc. My daughter has been frustrated with them at times too. The faculty has been awesome and my daughter's experience has been a great one.
 - Wish IWU would share more information about the items identified in survey for which I indicated a "don't know" response
 - Our only disappointments have been in the area of pre-professional advising. We looked at colleges my child was told that IWU provided pre-med advising to all biology students. That she would be able to select her faculty advisor and that she would receive adequate guidance on these matters. Instead she was assigned an

advisor (not one she might have chosen for herself) and this person is not the pre-professional advisor. Perhaps she needs to be more assertive on these matters and I have told her so. However, representations made at the admissions seminars and visits DO NOT coincide with the reality on campus in this regard. Otherwise, IWU has been everything advertised and we are extremely pleased with how her first year went. Challenging, but exciting. She is where she should be. Thanks for a great year.

- I haven't been particularly impressed with some of the math instructors. I've heard they are well known but are not necessarily good at teaching.
- No yearbook
- What a wonderful overall experience my daughter has had at IWU. I will certainly recommend to other families and students with the academic standing IWU demands.
- Since IWU severed its official affiliation with the United Methodist Church many years ago, the questions suggesting that it is a faith-affiliated institution seem inappropriate (almost like you didn't do your research).
- Overall my son's experience at IWU was a very positive one. He had many wonderful professors that allowed him to explore and create. In particular, Jean Kerr, has proven to be an exceptional mentor to my son. She guided him in his decision-making processes and helped him to expand his creative talents. On the other hand, Tom Ossowski, made his senior year quite difficult because of his pettiness and his need to be controlling. He was a disappointment to me as a professor and a program director. Rather than encourage a student to be creative, he discouraged if it wasn't done HIS way. This makes no sense when working with creative students. Tom also had his "favorites" which was bad for morale of the students. Fortunately for IWU he is gone.
- Our family is currently experiencing a situation with a final grade. At this time all the facts have not come to light but the preliminary facts have me extremely upset. My views may be skewed at this time. I am hoping for a favorable resolution but am harboring some frustration and anxiety which may have affected my responses.
- Would like the academic standards and quality of the programs to be maintained and would like the fine arts programs especially theatre and musical theatre to be enhanced.
- A student should not graduate if the student does not complete all the class requirements. This was not the case for 1 student in the nursing program this year. This made for some students feeling that this student received special exceptions. She did not complete the required work, but still graduated and had not passed all the required classes either.
- Her teachers that were part time were not up to your standard. They did not know the material or how to communicate with the students. I will advise her to try to avoid part time teachers.
- The personal touch of the women's golf coach in reaching out to candidates was critical in our choice. A chance visit to the campus to visit a friend of a friend led to a letter from the President of IWU acknowledging the visit. We parents were so

- impressed that the President was so informed about what was happening on his campus that he had even heard about a chance visit of a potential candidate!!
- The theatre department should be a little more careful with selection of plays.
 - On sickness professors need to be more understanding if miss 2 or more classes especially if it's their own nurse on campus who has the note wrote to excuse student and not say miss 2 classes drop a letter grade people can't help illness would IWU drop a professor if he missed two classes if he was sick
 - There have been a few experiences that have clouded my student's experience at IWU.
 - My child has had a great experience. It was her first choice because she felt it was the best fit for her. She is able to participate in a strong music program and yet pursue her academic interests. There are a lot of other students that share her interests and it is easy to find friends.
 - Student advisors in the theater area do not always provide competent advice for their students. Graduation schedules are affected because of bad advice.
 - IWU did a good job letting us know what they were like - it was our first choice college - it has lived up to our expectations - we're very happy
 - Chinese should be offered as a language starting fall 2007, most of our high schools offer it and it is recognized prominently in the state of Illinois as well. IWU needs to get on board!
 - My daughter will be taking her MCAT in a few days, and her results will be a clear reflection of her studies at IWU. She is passionate about a career in medicine, and I trust that IWU has prepared her in every way. Her test scores will show us all!
 - IWU has been a wonderful surprise for us. Our child didn't get her 1st choice (Notre Dame) but is very happy and seems to be getting a great, maybe better, education here. Her younger sibling plans to apply next year.
 - Some financial aid, we didn't get any!!!! I would think there must be some sort of financial aid for most students.
 - Campus safety is becoming more of a concern: security needs to be increased? (students attacked on campus)
 - I feel that the emphasis on liberal arts is of particular importance. The ideas and philosophies I studied in Humanities class at IWU over 30 years ago continue to influence my thoughts and actions today. It has helped me to lead a more meaningful and examined life.
 - I hope that the new administration honors the past tradition of the university and works to continue to select only those students with excellent scholarship, fine work ethic, high personal ethical standards, and a commitment to learning.
 - Continue to address the alcohol issues. Thanks!
 - Overall, the school has been a good fit for my child. I would like to see more innovation overall in approaches to teaching. Not necessarily the offering of "unusual" courses, but more innovative teaching methods in traditional courses. Don't underestimate the attractiveness of your sports programs to academically high achieving students, who are less talented in sports. IWU may be selected by those students who value competing on the collegiate level, but are unable to compete at a larger university.

- We are glad to have our son at IWU; wish it weren't so expensive; am not always sure what is offered is that MUCH better than similar place, but we know he is getting a fine education in a small environment! He has had many wonderful opportunities that may not have come his way at other places.
- I feel that my daughter has not received adequate advising and has had a couple of professors that wasted a few thousand of our dollars. I also feel that the orientation of freshmen could include much more than it does. She is happy at IWU and is enjoying her college experience.
- There are some absolutely phenomenal faculty members in the Philosophy department who have made a huge difference to my son's life and perspective. Pam Muirhead (spelling?) In the English Dept. Grades Biasly, is preconditioned by her predetermined personal/racial/ socioeconomic dislike of certain students. She destroyed my son's ability to have a double major. She seems very unreasonable. She has a tough reputation and gives low grades to students who question things (isn't that what college is supposed to be about?)
- My daughter has had 2 issues: roaches in her dorm room and uncaring, unprofessional, poor care at the health center. Was not tested for strep based on the fact that "she didn't smell like she had strep" and diagnosed as maybe having strep or flu another time when in fact she had mono (she had to go to the emergency room to have that tested and diagnosed). She felt the staff at IWU's health center was apathetic.
- Housing lottery needs to be changed. I heard about this stressful process long before my child even considered attending IWU.
- I think it was too soon for me to take the survey since it's my daughter's first year at IWU. She is very happy at IWU, but hasn't communicated enough about the faculty, etc. As yet. I hope to learn more from her this summer about her experiences in the classroom.
- I think the carpet in the dorm hallways should be cleaned at Christmas break. I like May term - however the sign up sounded confusing and unable to get top choices. Not all teachers have been that great.
- I still very firmly believe that IWU is an excellent school, and I very sincerely hope that my student can return in the fall with a different attitude that "partying" and academic success don't mix. We will now have to wait and see what financial aid package is going to be offered since his grades have fallen off so severely. However I feel that there is a very big disconnect happening as far as drinking on campus is concerned, again particularly with the fraternities. I had to point out to IWU staff that a drinking game was being promoted on a fraternity calendar website link that was directly accessed and sponsored through the IWU University website. This has since been changed but only to the extent that a casual website user can no longer view the fraternity calendar. I very much realize that my student's personal choices do come into play when making a decision on whether to drink or not, but I also feel that the opportunity to "party" has been there too many times, especially when it comes to a freshman.
- I sometimes grow concerned over the amount of "partying", in particular the drinking; that I know occurs on campus. Particularly in the fraternity houses.

- There is a question at the end of this survey asking my ethnic background. While I am white/Caucasian, my daughter is Hispanic.
- I wish the staff in the Financial Office was friendlier and more patient on the phone. (And I am not referring to Kathy - she is always very helpful.)
- 2nd child to go to IWU 1st child getting PhD at MSU prepared him well for it
- We are very happy with Illinois Wesleyan!!!!
- When my daughter was looking at schools, Jerry Pope really impressed us. We were also very impressed with the welcoming atmosphere on our first visit and interview. The tour was informative, and although a small detail, we were GIVEN water to take on the walking tour. For comparison, at Notre Dame we felt like they were doing us a favor by giving us a group tour. IWU made us feel as though we were doing them a favor by visiting.
- I wish our student had been given a clearer set of options when choosing her 1st year courses. She ended up taking a BIO class she didn't need and dropping it 2nd semester. Only then was she advised that she could have taken an anatomy class instead, which will prove costly to us and her GPA...
- We have certain feelings about the fraternity life. In most ways, we feel it is not way it is portrayed when given the initial tours of the college. It is quite a disappointment. As far as academically, it has been very beneficial.
- My daughter is leaving because she has not been happy at IWU I am not too opposed to that because we received no financial package, even though she was promised it. I am happy to be saving the money since she was pretty miserable there...
- We have been very satisfied with IWU and very pleased with the parent communication program.
- My child is a biology major graduate and was accepted at her #1 choice for medical school which was her goal. I was very pleased with IWU and the preparation they provided for her to go on her chosen field.
- IWU has a great fit for my daughter.
- Residence halls for freshmen needed upgrading.
- Don't agree with the 'weeding out' system which makes our AP/honor roll student feel unsuccessful during the first year of college, while in a science class where the class average is an 'F' (for example). Not happy with a professor telling a student that they should study specific information, then administering a major test with NONE of that information included. This type of situation surfaced more than once for our student. We are extremely impressed with faculty who develop intellectual relationships, and work toward developing professionally minded students, who are open and receptive to new ideas. This type of experience has been very positive. Food is excellent. We have recently heard that the facility in which our student will live is roach infested.
- My daughter has a positive experience at IWU. She loves the campus, professors. Peers, housing, food, and overall the whole college experience. We also feel she is very safe on campus and in the town Bloomington. IWU was our first choice of colleges to choose from-we looked at about 5 other schools and IWU was our first choice (as parents). We also had 4 other family members that attended IWU (grandparent to aunts) and they all had a positive experience at IWU. Our

daughter is getting the best education and experience that we have hoped for.
Thank you!

- It is too early to decide on many of the questions asked. The first year has been positive overall.
- This has been a very good first year for our daughter. It would be nice if they could pick their classes before they arrive on campus. Hopefully, you will ask the students to respond to a similar questionnaire. They live it every day and can give great feedback
- My daughter was blessed with a generous financial aid package that allowed her an opportunity to receive the absolute best education possible. She has had an amazing first year, and loves everything about IWU.
- My son twisted his ankle on the ice during the winter and I called and complained and nothing was done about it. This is the second year that he has had issues with the ice so if you could look into that.
- There are too many students from the Chicago area. Need to draw from other areas to increase national reputation.
- We were told new upper-class dorms would be constructed soon-- hopefully that is true!!! We do not like how all the college credits our daughter earned while in high school do not count as full credits at IWU. Also because of the unusual way IWU awards credits for classes compared to other schools it makes it virtually impossible to transfer to another school with as many credits as you would have had if you attended any other normal school.
- Senior & Freshman
- Our May 2007 graduate received a truly valuable education, drawing out the best of her and leading her to insights about herself and her place in the world. She has graduated full of polish and confidence, and has had incredible experiences in studying abroad. She is ready for anything, with such a good classical grounding. Her teachers are great educators. Our family is very happy with our daughter's experience at IWU.
- IWU needs to offer better career counseling for those students who aren't business majors or continuing on to graduate programs
- I would like to see emphasis placed on values and morals. I would also like to see more acceptances of Christian beliefs--it seems as though Christians are considered to be undiversified and intolerant by the students. I would like to see a little more conservatism.
- I think the tuition is soaring out of control and will keep some students from considering going to school at IWU.
- IWU is perfect for my son. It was his first choice college and has been great for him.
- The study abroad program is great. Our daughter just returned from Madrid, and it was very rewarding.
- Excellent academic curriculum with staff assistance and support. Food service accommodated food allergies. Small campus allowed involvement and participation in many activities. Excellent nursing school (her major).
- I thought there would be more one on one with faculty and my student. This has not happened. When my student has e-mailed faculty, sometimes they do not

- respond quickly. I think I expected more attention from faculty to students because of the small size of the university. May term just completed had less teaching and learning about the subject offered even though life learning is also important. I thought the instructor would teach the students the subject more than let them be so independent.
- I am very disappointed in the advising portion. I had to spend hours over spring break with my daughter trying to figure out the next 3 years so she could get her major, a minor and the pre-requisites for pre-dental in. Her freshman advisor didn't help. It takes major organizational skills just to get all the liberal arts areas covered. Since she wasn't prepared for the biology class she was enrolled in and had to drop it - that has put a strain on trying to fit in all the other science classes. Even the instructor thought that it should be a sophomore class. I think she would have been ok if it had been because she has really learned how to study and organize her time this year. Other than that glitch I am very happy with how she is maturing and learning.
 - We were happy with the education that our oldest child received and expect the same good results with our present IWU student.
 - This survey should also go to the graduates, they would have more relevant input
 - Would like to control costs more. Student requiring significant loans
 - Our daughter just graduated this year. She is well prepared for her future. She really enjoyed her time at IWU.
 - Comparing the large research universities with a modest size liberal arts college (that does not do grad work) is not realistic in my eyes. The smaller class and individual attention given an IWU student is far better than a huge institution like the Univ. Of Illinois or any of the huge NY state colleges in our area.
 - I was excited about how the advising department was described to us in orientations and visits. We were very disappointed in how my son was advised (or lack of advising) when he decided he didn't want to continue in the major that he had declared. He is now undecided and I hope his new advisor for his sophomore year can be more help than the last one he had.
 - My son has been able to do research that will be published and he's only a sophomore! I don't think the public is aware that the same opportunities that are afforded to students at schools such as Northwestern can be had at IWU.
 - IWU has great resources and some fantastic faculty, but has issues with the common human tendencies toward elitism and bureaucratic slow-downs. I appreciate the respectful tolerance and encouragement of different political and religious views.
 - Your professors are too liberal and our conservative son "buted" heads with them on many occasions and we believe that he found it difficult to connect with many of them because of their liberal stance.
 - IWU has been an outstanding experience for my daughter both academically & socially. It was a perfect fit. And do NOT inhibit the currently vibrant Greek social life with onerous rules & regulations by an administrator "on a personal mission of destruction".
 - My son left after one year. As noted elsewhere on this survey, he suffered appendicitis and the treatment from the RA was terrible. (The RA promised me

via telephone to check on him in his room. He did not do so. The RA promised to go with my son and stay with him at the hospital. He did not do so. My son was driven, all alone, and was left alone at the there. This was in spite of the fact that I asked the RA by telephone to be sure someone went and stayed with him, because my son was in excruciating pain. The RA promised to do so. My son was in excruciating pain.) When my son returned to IWU after an emergency appendectomy, two professors in music were not understanding. They forced him to return to class and do work before the doctor said he was ready to do so. My son was totally respectful of authority, so he pushed himself, even though he was in pain and needed rest. FYI- my son is an outstanding student. He earned a 4.0 in every class during his year at IWU. One of his majors was music performance - an extremely demanding major. FYI: He transferred to Michigan State University's Honors College after one year because he was seriously disappointed with IWU. Students were cliquish and narrow minded. His major music professor treated students unequally, praising others who were not nearly as good as he was, and criticizing him harshly in front of others. Students who were not nearly as accomplished and hard working as he was received much bigger "talent based" scholarships. There were few students who seemed to be his intellectual peers. And, his awful experiences surrounding the emergency appendectomy were further reason for him to leave IWU. He is graduating this month with a 4.0 in each of two Bachelor's programs at MSU, one in French (Arts and Letters) and one in Social Sciences (History and Anthropology). He earned both through the Honors College program, requiring extra Honors Courses plus an Honors thesis. In short, you lost an outstanding student who is going to go far in this world. And, he would never recommend that others of his intellectual level and outlook on life (diverse and encompassing of many people from diverse backgrounds) attend IWU. Nor would I. (I am a professor at Michigan State University.) One note: We did not receive any kind of apology after that RA failed to look in on my son when he was in terrible pain during the hours before he went to the hospital for the appendectomy. Nor did we receive an apology for the RA's failure to accompany him to the hospital. Nor did we receive an apology for the fact that my son was left alone in the emergency room all alone for a couple of hours. Again, no RA should do that. I do acknowledge that your school nurse was wonderful with him. She was notified of the situation during his surgery and she was kind and sat with him until his father and I arrived. Also, the surgeon (an IWU grad) was kind. The nurses in the emergency room were terrible. They let him sit in pain for hours -- he overheard them say things that gave him the idea that they assumed he was just "hung over" so he was not given prompt care. My son had not been drinking! He did not drink at that time because he was only 18. (His word on that one is good.) We live over six hours from IWU, so it was a frantic drive to the hospital. Frankly, it is awful to know that an eighteen year old was left so alone in the "hands" of school staff who told us how caring they were when we visited before he enrolled. That is one reason why my daughter, a National Merit Finalist, did not even think about IWU as she looked for a college this year. In August of this year, she will enter Michigan state University's Honors College as a first year student. Finally, on another topic, you must become

more even handed with scholarships for music students. To give huge scholarships to students because they are racial minorities when they are not nearly as talented as others is not fair. If you are going to give a big scholarship and call it talent-based to a person of a minority group, you need to give the same size scholarship to a non-minority person who is far more talented and accomplished. In the alternative, be honest about things and call the scholarship "need based" or acknowledge that it is based on efforts to recruit students from other ethnic backgrounds instead of calling it talent-based. My son was extremely disappointed to see the way talent-based scholarships had been distributed at IWU. At MSU, my daughter is receiving scholarships based on her National Merit status and they are the same for students irrespective of ethnic background. Economically based help is separate from talent-based or economically based. Please forgive the lack of paragraphs and transitions in the above. This computer format does not lend itself to that.

- I was irritated by the number of students in one of my child's first semester classes (117). The most important criterion in our college search was a school with small classes. Obviously, we felt betrayed.
- Give all students a better preparation as they grow toward senior year about the best and fullest ways they can participate in the competitive academic environment and research opportunities.
- We were very unhappy with the change in fees for study abroad opportunities. Promises that were made early on about the affordability of studying abroad were not kept. Also- your business office is terrible to deal with. Tuition statements are confusing and the staff is rude!
- Is there any way to cut down on the consumption of alcohol by students/
- I am happy with the education my daughter received at IWU. I do think that the students' wages should increase each year just as the tuition room and board does. It would be nice if the tuition stayed the same for the 4 yrs that the student is there.
- My son is a freshman so many of these questions are very difficult to answer. My son did have a very negative roommate experience this year. He was refused the ability to change roommates. His situation did not improve. I don't think residential life supported my son. Also, due to the process of selecting roommates for next year, my son is in a more expensive option. I am not happy with this. He wanted to live off campus and could not. I believe this is a college financial decision to keep all of your rooms full. I don't mind, but now I have to pay more.
- I wish that my child would have participated or developed a more civic/service to the community/world mentality. I am sure there are opportunities but he probably would have been required to do this as it is not his strength.
- Needs more financial assistance for the middle class students.
- Some teachers have been much less effective than others. Is there any survey students are given to rate the effectiveness, etc of their teachers? It might provide valuable insight.
- I would like IWU to make sure every student that wants an Internship, gets a good solid Internship for the summer.

- I think IWU's education department is weak and that students don't get any real help finding teaching positions. I am aware of only 1 of my daughter's classmates who has a teaching position; others are TA's and still applying for teaching positions or have given up on teaching and are pursuing other careers. Sad.
- There's a big drinking problem on campus, which surprised me. I'm aware that drinking is a big part of most college experiences, but this seems to be the only social outlet for students at IWU. From what other students say, May term is just one big drinking binge.
- Overall, our son's experience has been positive. I do wish, if possible, there were a closer relationship between the student and first year advisor. It would have also been helpful if he could have been "pulled" into more activities by the RAS. Our son's RA was a very nice guy. I do think some first year students need the "invitation"/encouragement to join. I think his first semester would have been an easier transition if he were involved in activities outside of the classroom - clubs, extracurricular sports, etc. He did join some clubs and Frisbee, but the communication of meetings/practices were lacking.
- Our daughter has had a very positive experience at IWU! She loves it - has made many friends and enjoys being on the softball team!
- Had a second family member audition for theatre arts school and found them to be very "snooty". Not sure why.....
- I have been happy with my child's experience at IWU. My only comments would be that I feel freshmen orientation is inadequate for the transition to college and first year advising is not good.
- IWU was a great place for our son, a multi-talented individual.
- This has been an excellent experience for my son. He was no doubt near bottom of the acceptances for his class and he has learned finally to study and has gotten much better grades than we expected. This school was an excellent choice for him. He will not graduate at top of his class, but he will do just fine.
- I wish there would be less drinking allowed on campus. I feel drinking on campus is a real problem
- Why my daughter failed on biology twice in a row? She is not a dummy and I don't think she did not study enough to get B or C... Is this the way school made a student to drop the major and change to something else? I don't understand at all. Why not hire a new professor for major in Vet? This made us to regret that we select IWU.
- IWU has far exceeded our expectations in every way except one which was highly important to us - the quality of the head coach of the softball team. Why isn't someone interviewing graduating seniors and parents about what is really going on? Despite its recent success, the team and parents have nothing but contempt for this man. Please, please investigate this.
- I did not know how influential the fraternities and sororities are on campus. This was downplayed during the visits we made even when the question was directly asked of staff and students. I think it a huge part of the social atmosphere at the university and those that don't belong or choose not to belong can feel left out and not part of an inner circle; even isolated. I think administration, teachers and staff

are not acknowledging and letting parents and potential students know how much of a factor Greek life is at IWU.

- My child is in a very rigorous program in the school of music - I could not be more pleased. His program does not leave much time for other classes and endeavors but he is very happy with IWU and so am I!
- My daughter is in theatre studies. Her frustration with the general student population (non-theatre) is that they are more focused on grades than depth of subject matter.
- My one son just graduated and is going to dental school; my younger son is a freshman. We love IWU and the opportunities it has given our children
- My daughter had a difficult freshman year, with several unfocused instructors & a family death, compounded by a non-cohesive dorm floor & RA not able to reach beyond that. Because she actively sought out help with her admissions counselor & at student health services & diligently worked to find a new & better living situation, support group, & extra-curricular activities, she made IWU work for her. I'm not at all convinced of her success if she hadn't been so pro-active. In fact, she did apply to transfer after freshman year, but too late for her applications to be considered. From a counselor, she learned that as many as 1/3 of the freshman class don't fit into the athletic, sorority/fraternity groups, & student government groups; they often flounder & don't find a niche. She, however, is still at a loss on how to reach those students & how to make IWU work for those students. That being said, she has exceptional & close friends & faculty from IWU.
- I know my daughter loves IWU even though she has not found a large group of rock solid friends. She is happy with her core group and I wonder why the dynamics there are not more inclusive. It seems that the frat/sorority influence on friendships is a bigger deal than I expected at a smaller school and not an inclusive force. So my kid is tied up with frat A and that means that she can't be friends with sorority B. Some of what I've heard goes on is almost high school. And I guess I somehow expected that the average student would be more goal oriented and less alcohol infatuated than has turned out to be the case. Happily she seems to have found her way through all that. I'm sure she would answer your survey differently. The fact is that I don't have any more of a feeling for IWU than I did for the larger public universities that our other kids attended. That probably weighs most as I complete your survey because I wonder how it happened. It just seems the promise on a full-package basis exceeded the experience. That said, she has matured, learned things that exceed my grasp and appears to be on target for a successful career launch. I know she enjoys and has benefited from the small class sizes and engaged teaching community.
- The sense of family on campus was very important to our daughter as most students are from the Chicago or at least from Illinois and can get home easily on a regular basis. Our daughter is a fifteen hour drive away and couldn't get home often so the sense of family that she felt with athletics and the sorority and the dorm helped greatly in her transition to school.
- No, keep up the good work

- The one bitterness my daughter and I have is over staff changes imposed on her department: Women's Studies.
- My student had a poor first year advisor.
- Tuition is high
- Ferguson hall leaves a bit to be desired. If Wesleyan is a 'top notch' school, it ought to have at least adequate student housing. First year advisor could have been a bit stronger in academic advising.
- I am deeply disappointed by the lack of professionalism and concern for his students exhibited by Dr. Bruce Criley with regard to his last semester handling of the physician shadowing slots - he was totally unprepared and instructed the students to find their own spots, and by Dr. Jeff Frick who repulsed all attempts to discuss student advising and mentoring and instead hid behind feeble attempts to shift all responsibility for placement difficulties on the student ignoring his own absent or minimal involvement when required. What a shame and waste of superior academic talent.
- The lack of support from the Freshman advisor has led to my son leaving Illinois Wesleyan.....
- Campus services - housing, registrar, business need to be service oriented, innovative. Way behind most schools we experienced in college search process and with a new student.
- My daughter has been pleased with her 4 years at IWU. She has had some excellent instructors but she has had some poor ones as well - which for the money we are paying for her education disturbs me.
- Overall good small school. Need to focus on being a good small school and not try to act like major institution or university.
- Our daughter lived off campus in Martin Hall. During the winter, it was not shoveled or salted, and it was dangerous walking to class. It was not her choice to live in Martin. I'm glad it was for only 1 year.
- IWU is a wonderful liberal arts college that could improve by being more aggressive in social and economic diversity. It's often viewed as a suburban Chicago destination for well to do bright students. It needs to be more than that.
- None
- Our son had a good moral foundation prior to attending IWU. He was able to continue growing spiritually by being involved in DRL. As concerned parents, we are at odds with IWU (as well as other colleges & universities) who not only have co-ed dorms but co-ed floors. This is just asking for trouble. In fact, this is the only thing we didn't like about IWU. Also, on the issue of diversity, we feel that it is this very issue that oftentimes keeps a highly qualified student out of a great school like IWU because you are looking for a diverse student body. The admission decision should be based upon qualifications alone and not whether he or she is of a certain sex or ethnic origin.
- Pre med program is wonderful
- More career counseling and advising on options for area of interest
- Daughter is a 2007 graduate
- This survey is way too long
- Thank You for a job well done.

- I couldn't answer the question about whether IWU was better or worse than the other schools. The question is too open ended.
- IWU is a great school. It's regional and national reputation is less than what it should be.
- I want to clarify my "NA" answer to "IWU offered the best financial aid package". It's NA because IWU's wasn't the *best* financial aid package. It was, nonetheless, extremely important that IWU offered a good financial aid package.
- Teacher is not as supportive as we would have thought. A lot of attitudes by the teachers in my students major.
- Should offer a fixed price tuition plan
- This survey is too long
- We feel IWU is a great school but we have a couple of comments. 1. Develop the surrounding area to make it a nicer place with more things to do. Some of the area is not nice. It seems that there are not enough activities on campus. Having things at a walking distance to campus would be better. 2. IWU needs to market the school better. I understand it was difficult to fill the incoming class. As good as the school is and how difficult it is to get into top rated schools, IWU should be getting tons of kids and being more selective. 3. You need to work on the quality and selection of the food.
- I would like to see IWU increase the geographic diversity of its student body. I would also like to see a broader range of academic programs. IWU attracts the intelligent student who wants to continue participating in athletics but isn't of D1 caliber and therefore must choose a smaller school. There aren't very many academically outstanding small schools with quality athletics in the Midwest. It's proximity to UofI and ISU is a big advantage too. I don't think IWU is marketing its strengths fully.
- Teaching effectiveness/qualifications (language barriers) and grading fairness of certain faculty needs to be seriously reviewed. This is a problem area.
- Too much drinking and partying is tolerated in dorms, near campus housing
- IWU really let us down.
- The roommate matching system did not work for my son. This was very disappointing to me.
- My son came to IWU to play soccer. There was a change in coaches. He emailed him twice and never got a response. We heard the Athletes were to be on campus a week early and I asked the AD who just said my son would be hearing from the coach. My son finally got a hold of the coach by calling him just before the athletes were to arrive. He was told just to come at the normal time. When he arrived, the soccer team had already been practicing a week. He didn't get much of a shot to make the team even though he had Div II offers. He almost left the IWU over this incident and I would have been extremely unhappy!
- Although no sport scholarships are currently available for Division III student-athletes, I would like to see some financial aid given in the future. Perhaps the NCAA can work on getting this revamped.
- My older son, who has now graduated and is doing well in business, was encouraged not to drop a biology class by his advisor when he was a freshman.

He ended up with a D, and he eventually changed majors, but it did affect his GPA his whole career at IWU.

- Greek rushing early in the first semester of freshman year is a horrible idea in a school this small. It creates cliques and divides students before they really know their new environment. Unfortunate
- Only complaint is student body is too similar in ethnic and economic makeup.
- Son has had an outstanding opportunity at Wesleyan. Internships, contacts developed through faculty, and support of faculty has been tremendous. As Chemistry pre-med he has also been able to keep improving in music, playing in the orchestra and small groups. He has been involved with many honorary societies and extra-curricular activities. He has had a tremendous experience at IWU.
- Food limitations. While they may be excellent for the majority of students and others eating on campus, even movement to considering more organic foods does not consider the needs and wishes of those who seek more variety in the offerings of vegetarian and vegan meals, including lower fat and cholesterol. Having just a few choices is not enough for eating there all the time. Food management pays only lip service to such needs.
- You are doing a great job! Keep improving.
- My son had a good first year and very much enjoys being an IWU student.
- IWU was a great fit for our daughter. Most of her professors were outstanding, one was horribly ridiculous. I am delighted she went to IWU. She is well prepared to go on to the next stage of her life.
- My daughter graduated in 2006
- Staff needs to have a more "customer service" oriented attitude; be friendlier to parents and students. Make us feel part of the IWU "family" rather than as outsiders if we didn't attend IWU.
- My son is a 2007 grad of IWU.
- Very disappointed with lack of company recruiting on campus
- My child enjoyed her first year and is looking forward to a second year. My child had less trouble fitting in and finding friends than I feared.
- I think that there should be a better way for middle class families to be able to afford IWU. I have 2 other children who attend Private school and it puts a heavy burden on my family pocketbook!!!
- Very disappointed with the registration process. Very cumbersome, not enough class sections, not flexible enough. Needs to be improved. I would NOT recommend IWU to other families because of the registration process' lack of flexibility.
- IWU is a wonderful mix of small college atmosphere with great academics.
- Some professors' lectures were hard to understand. Office hours were also a problem.
- Our child loves IWU in many ways but feels that nearly everyone else there is much more liberal on political and social issues. In that regard it can be uncomfortable.
- Great overall experience

- Be careful to maintain a quality full time faculty. Some course offerings were lacking due to no faculty.
- IWU is very expensive, but my son attained his goal of being accepted into an MD PhD program. So the money was worth it. I would recommend IWU to others.
- Speakers sponsored by the University should be professional and communicate effectively without the use of profanity. The "pastor" who spoke so eloquently during parent orientation spoke later to the new students during an evening session and unleashed a tirade of profanity that surprised many. Someone used poor judgment in the selection of the speaker and/or didn't set expectations for the speaker.
- The music department is outstanding. It is beyond my expectations.
- It has been wonderful watching the changes of the past two years. She is confident, curious, self-assured, and poised in ways that have made us swell with pride. We cannot say IWU is the "best school." But, we can say with near certainty that this was the "best school for her." We are delighted.
- Kid got mugged on campus / billing dept. is a joke