

THE
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GROUP



INTELLIGENT MARKETING
SOLUTIONS FOR EDUCATION

Quantitative Study with Prospective Students: Final Report

for

Illinois Wesleyan University
Bloomington, Illinois

September 25, 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 prospective students. 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:

- College planning activities and sources of information
- Anticipated area of academic study
- Anticipated extracurricular activities
- Communication preferences
- Parental involvement
- Important attributes in selecting a college or university
- Awareness of Illinois Wesleyan
- Key attributes of Illinois Wesleyan
- Comparison of IWU to other colleges being considered

METHODOLOGY

Sample Universe

Illinois Wesleyan provided a list of prospective student e-mail addresses. A total of 5,482 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. To help boost response rates, an iPod shuffle and five \$25 Visa gift cards were awarded in a drawing.

Data Collection Results

Following are the final results for the data collection effort:

- Number of prospective students successfully e-mailed: 5,482
- Questionnaires submitted: 346
- ***Overall response rate:*** **6.3%**

EXECUTIVE SUMMARY OF FINDINGS

INFORMATION SOURCES ABOUT COLLEGES

The most frequent source for hearing about colleges/universities was:

- Brochures/mailings (93%)
- College/university Web sites (84%)
- Parents (66%)

PREFERRED METHODS OF COMMUNICATION FROM COLLEGES & UNIVERSITIES

The most preferred methods of communication were:

- E-mail
- Personal interactions face-to-face on campus visits
- Phone calls on cell phones, and
- Letters in the mail.

CAMPUS VISITS

Forty-two percent of respondents have made a campus visit to one or more colleges. Of those not having visited a campus, 77 percent say they are planning to do so.

IMPORTANT ATTRIBUTES IN SELECTING A COLLEGE OR UNIVERSITY

Prospective students identified the following as the most important attributes in consideration of various institutions:

- The overall quality of the institution's campus facilities is very good
- The institution offers my major
- Overall academic reputation
- There is good academic advising
- Overall reputation of the institution is strong
- Overall reputation in my major area of interest

AWARENESS OF ILLINOIS WESLEYAN

About one in five prospective students are very or somewhat familiar with IWU. Over a third (35%) have never heard of IWU. However, 20 percent of prospective students say they are somewhat/very familiar with IWU. For those prospective students who are familiar with IWU, 38 percent say they have looked into or considered IWU. Brochures in the mail are by far the most frequent first source for learning about IWU.

COMPARISONS TO COMPETITORS

Respondents were asked to identify the college or university that was their realistic first choice, were they to submit an application today. Next, respondents were asked to compare that first choice institution to Illinois Wesleyan on several attributes.

When compared to the college/university prospective students' first choice institutions, IWU was rated stronger on the following attributes:

- Opportunities for students to explore and strengthen their faith
- Small class size allows for personalization and active student participation
- Reputation in the liberal arts
- Contribution of sororities and fraternities to campus life
- Students receive personal attention from the faculty
- Students receive personal attention from the staff

The respondents' first choice institutions were rated stronger than IWU on the following attributes:

- The emphasis of the faculty is on teaching
- Student/administrative services that are helpful and responsive
- Career guidance that helps students prepare to pursue employment
- Depth in the major/program offerings
- Student-centered culture
- Reputation of the professional schools
- Use of technology in courses
- Opportunities for students to participate in internships
- Success of graduates

CURRENT DESCRIPTORS OF ILLINOIS WESLEYAN¹

When asked about the extent to which specific words or phrases describe Illinois Wesleyan, on average two-thirds of the respondents replied, “Don’t Know.” The words/phrases that prospective students did use to best describe IWU were:

- Midwestern
- Ethical, moral
- Small
- Friendly
- Religious
- Personal attention
- Spiritual
- Intellectual
- Tolerant of differences

CHARACTERISTICS OF THE RESPONDENTS

Respondents to the survey had the following characteristics:

- Origin:
 - Domestic Students 99%
 - International 1%
- Class Year in the Fall of 2007:
 - Junior 65%
 - Senior 34%
 - Other 1%
- Gender:
 - Male 25%
 - Female 75%
- Ethnicity:
 - African American 5%
 - Asian American 7%
 - Caucasian/White 81%
 - Hispanic/Latino 3%
 - Other 4%

¹ Highest rated descriptors are shown in descending order.

- Location of Hometown*
 - Illinois 14%
 - Midwest Region 30%
 - Remaining U.S. 56%

- Anticipated Area of Academic Study:
 - Biology 24%
 - Psychology 21%
 - Chemistry 18%
 - Mathematics 17%
 - Educational studies 15%

- Anticipated Extracurricular Activities:
 - Volunteer/community service 61%
 - Academic-related 58%
 - Intramurals and/or club sports 40%
 - Performing arts 33%
 - Faith-based 32%
 - Intercollegiate athletics 25%

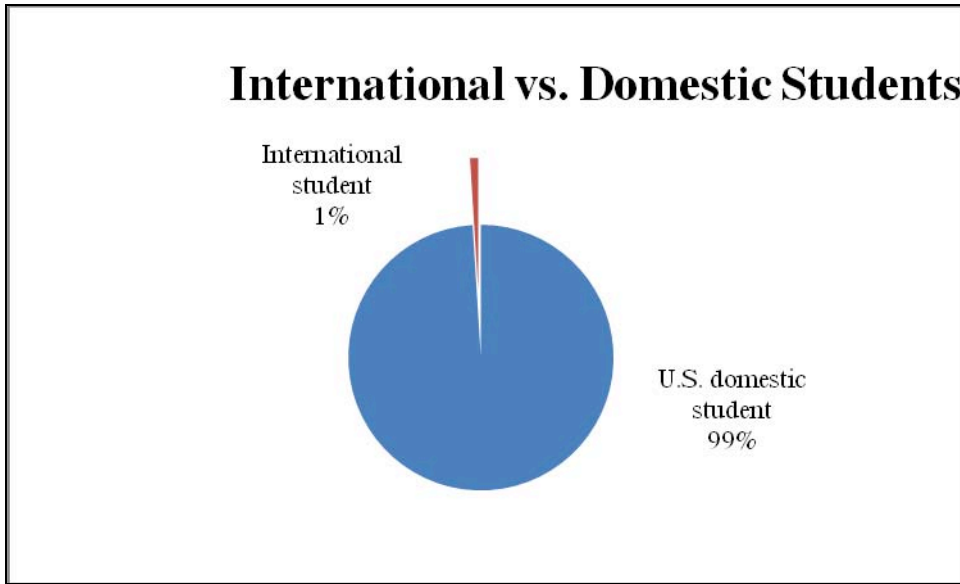
**The Midwest Region includes Indiana, Kentucky, Iowa, Michigan, Minnesota, Missouri, and Wisconsin. The Remaining U.S. includes all states except Illinois and those in the Midwest Region.*

DETAILED FINDINGS

DEMOGRAPHICS

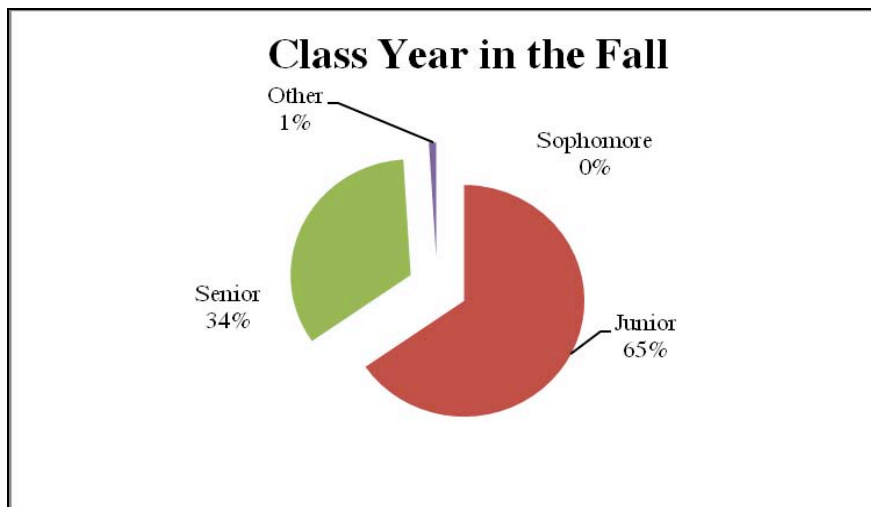
International vs. Domestic Students

U.S. domestic students account for virtually all of the prospective students who responded to the survey.



Class Year in High School

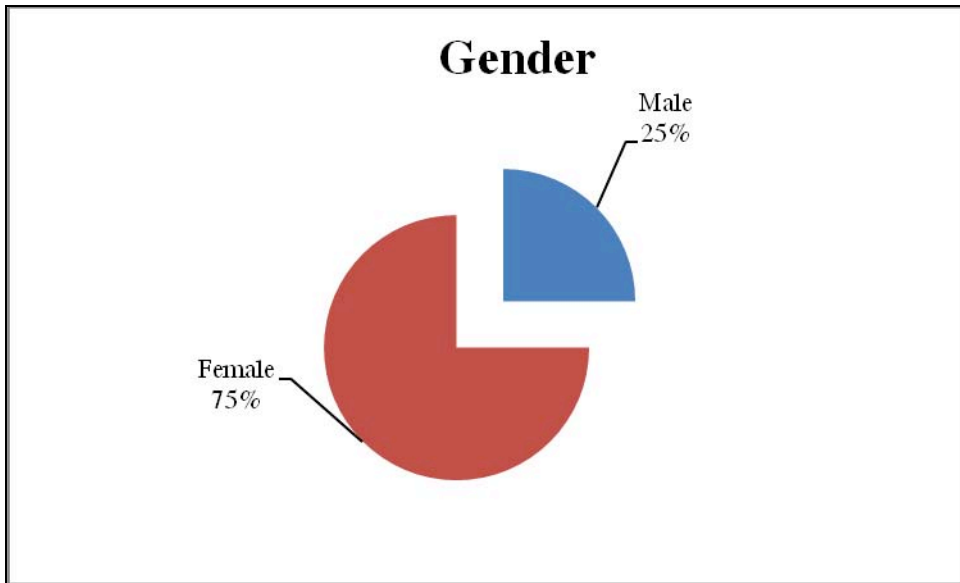
Two-thirds of the respondents will be high school juniors in the fall of 2007.



Of the respondents who chose "Other" as a response, two said they will be college freshmen and one wrote "deuxième partie (French school system)."

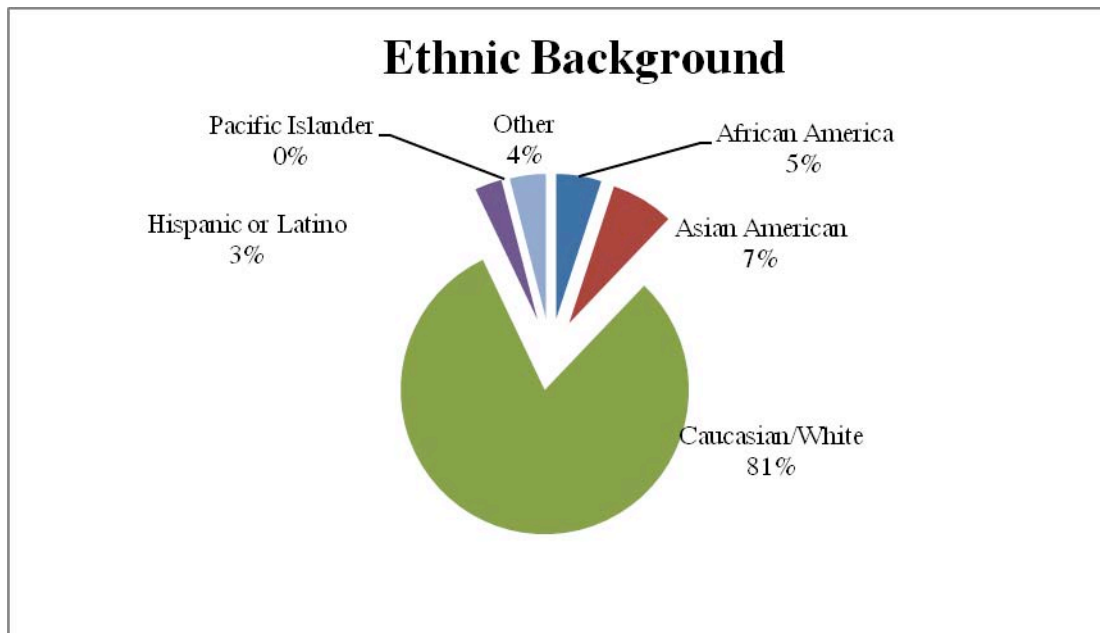
Gender

The female/male split is three-fourths/one-fourth, with females making up three-fourths of the respondents.



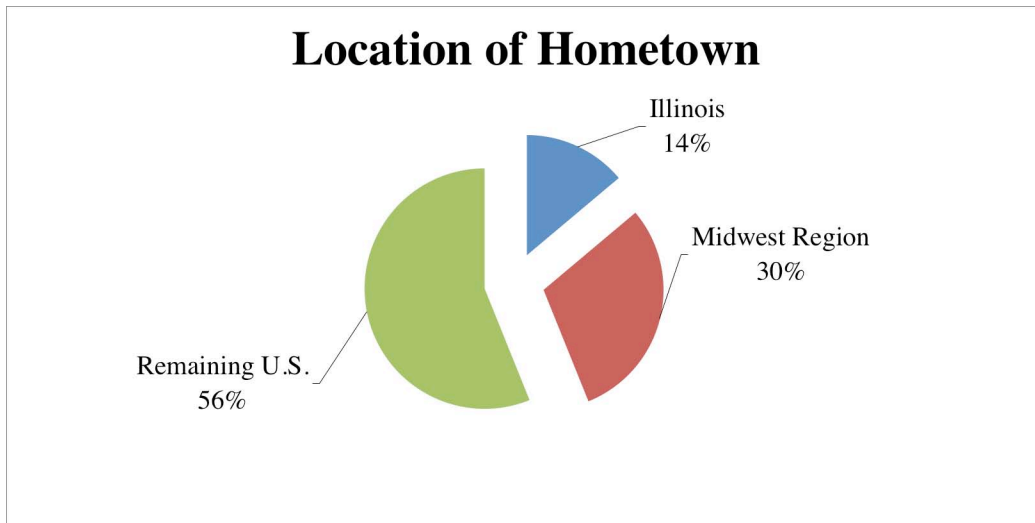
Ethnicity

About 20 percent of the respondents are from ethnic groups other than Caucasian/White.



Location of Hometown²

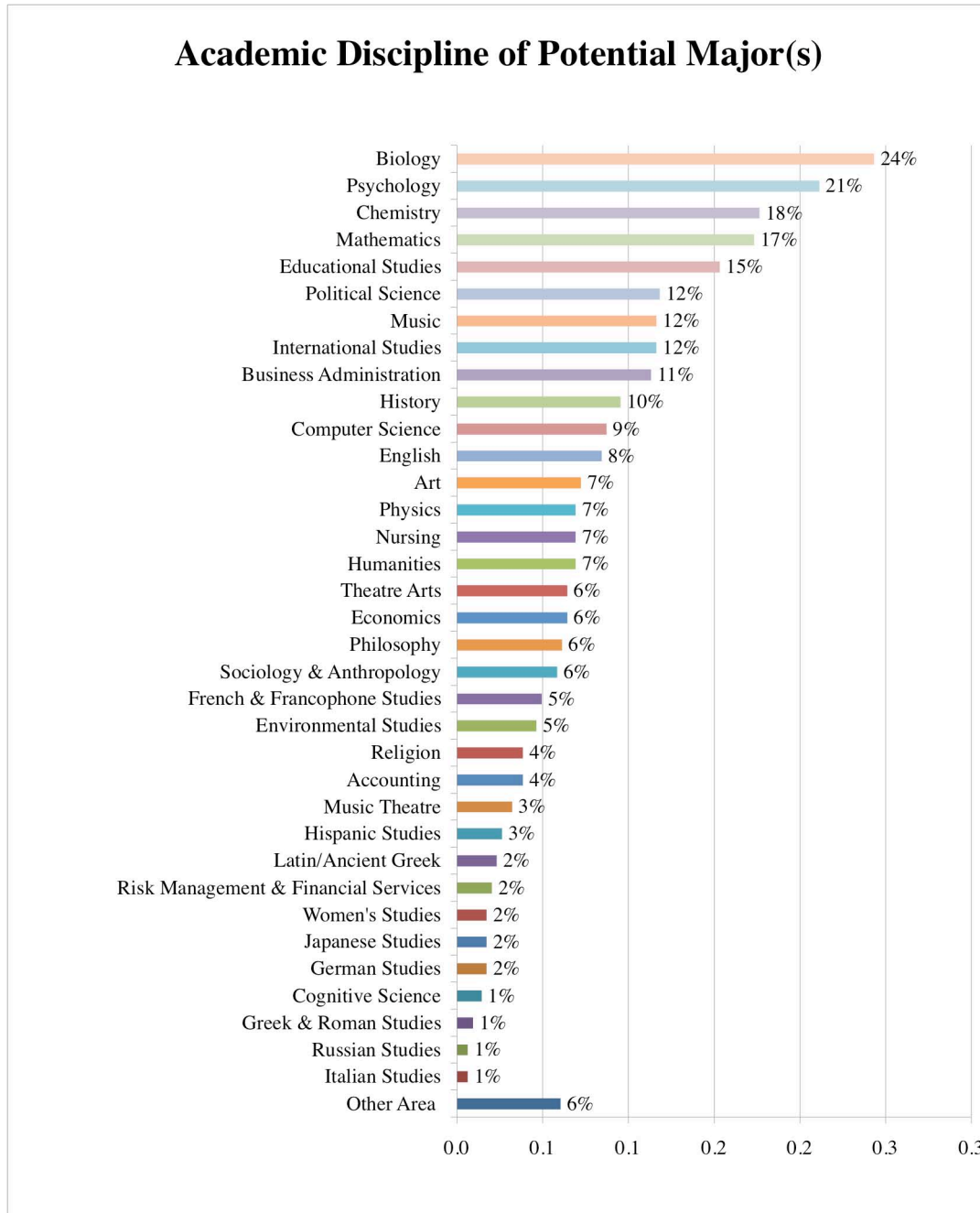
Almost half (44%) of the prospective students are from Illinois and the states adjacent to Illinois, plus Minnesota (i.e., the Midwest Region). The balance of the respondents (56%) comes from the Remaining U.S.



²The Midwest Region includes Indiana, Kentucky, Iowa, Michigan, Minnesota, Missouri, and Wisconsin. The Remaining U.S. includes all states except Illinois and those in the Midwest Region.

Academic Discipline of Potential Major(s)

Biology, psychology, chemistry, and mathematics are the top choices identified by respondents for the academic disciplines of potential majors³.



³Percentages add to more than 100% due to multiple responses.

Of those who indicated “Other Areas” when asked about their intended area of study in college, the following responses were specified:

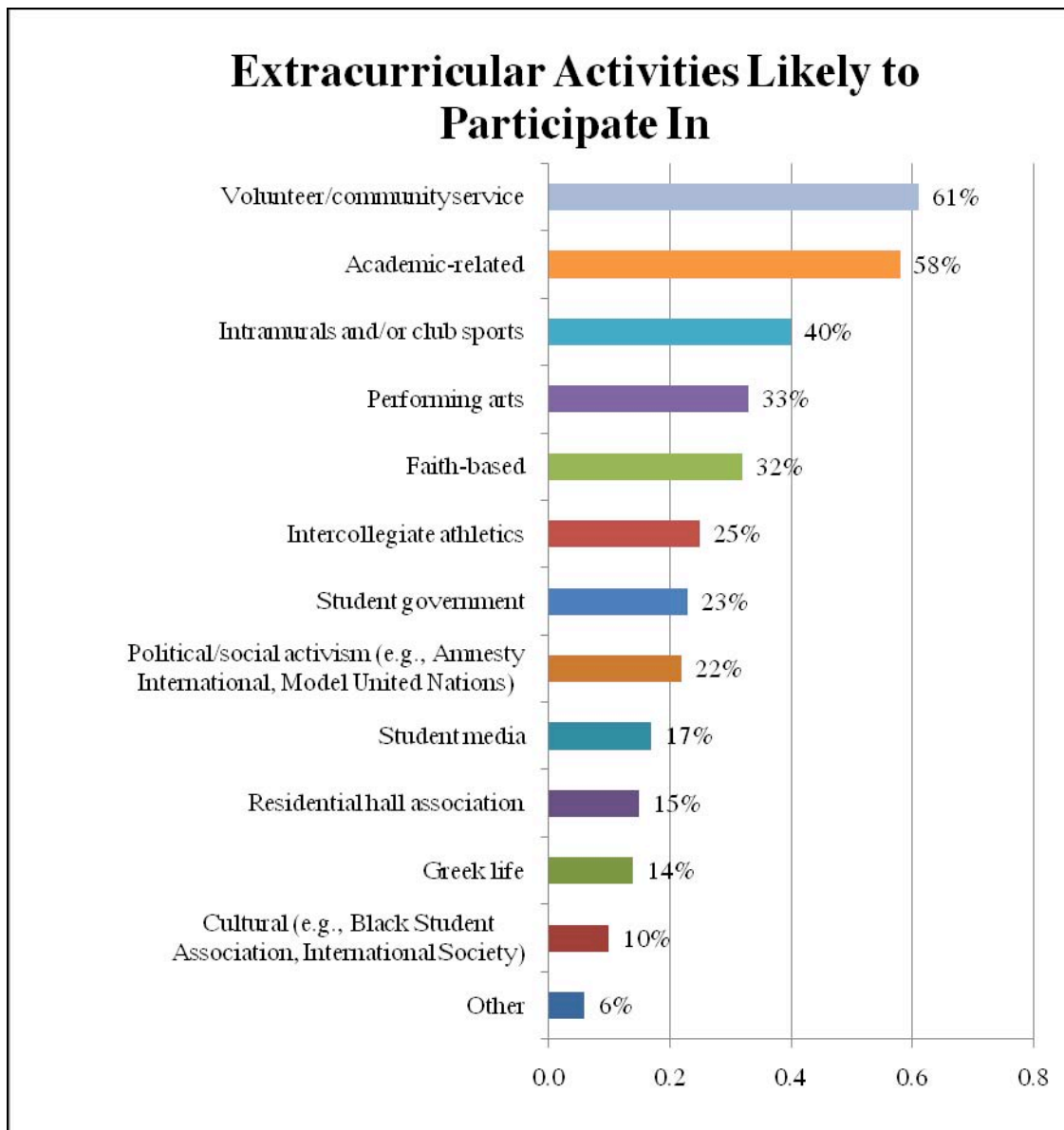
Potential Areas of Study	# of Mentions
Engineering	20
Pre-Med	17
Journalism	11
Medicine	9
Pre-Vet	6
Physical Therapy	5
Creative Writing	4
Forensic Science	4
Pre-Law	4
Architecture	3
Biomedical Engineering	3
Communications	3
Electronic Engineering	3
Film	3
Graphic Design	3
Marine Biology	3
Neuroscience	3
Pharmacy	3
Archaeology	2
Chemical Engineering	2
Criminal Justice	2
Dance	2
Fashion Merchandising	2
Linguistics	2
Pre- Dental	2
Spanish	2
Foreign Languages/Languages and Translation	2
Actuarial Science	1
Advertising	1
Aerospace Engineering	1
African-American Studies	1
Animal behavior	1
Anthropology	1
Architectural Engineering	1
Art Therapy	1

Athletic specialty	1
Aviation	1
Bible	1
Broadcasting, Journalism	1
Business, Journalism	1
Chef	1
Chiropractic	1
Cinematography	1
Civil engineer	1
Clinical Laboratory Science	1
Counseling	1
Culinary Arts	1
Dentistry	1
Equine Management/ Equine Therapy	1
Equine Science	1
FBI Agent	1
Genetics	1
Geology	1
Health Sciences	1
Industrial Design	1
Interior Design	1
Mass Communication	1
Mechanical Engineer, Civil Engineer	1
Middle Eastern Culture and Language	1
Nuclear Engineering	1
Nutrition	1
Peace & Justice Studies	1
Pharmaceuticals	1
Photographer	1
Physical Sciences	1
Playwriting	1
Social Work	1
Speech Pathology/Audiology	1
Sport Management	1
Sports Medicine	1
Telecommunications	1
Writing	1

Extracurricular Activities Likely to Participate In

Respondents were asked what extracurricular activities they were likely to participate in regularly during their college careers. Most frequently mentioned were:

- Volunteer/community service
- Academic related
- Intramurals and/or club sports
- Performing arts
- Faith-based

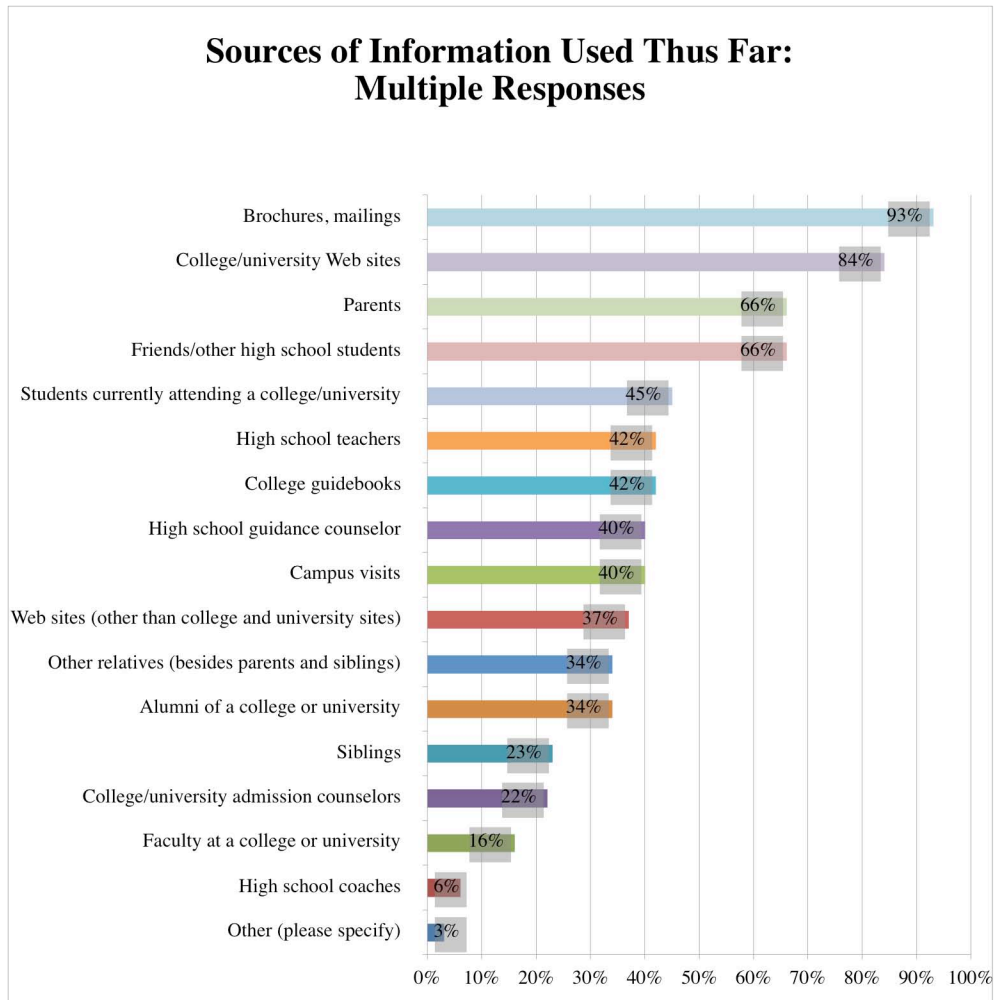


Respondents who indicated they would participate in “Other” activities listed the following:

- Sports
- Environmental awareness
- Debate
- Equestrian activities
- Equestrian
- Hobby-related groups
- Dance
- Paintball
- Band
- Equine activities
- Interior design
- Destination imagination
- Dance team
- Band
- Choir
- Forensics
- Playing soccer
- Horses (especially reining), theatre
- Tennis
- Sports and clubs
- Cheerleading

INFORMATION SOURCES ABOUT COLLEGES

Brochures/mailings and college/university Web sites were the most frequently mentioned sources used thus far in the prospective students' college searches.



Those who selected “Other” as a response offered the following (verbatim):

- Reputation
- Programs offered
- E-mail
- Summer Programs on College Campuses
- My school principal
- Internet sites - Sparknotes College
- Teen magazines
- *U.S. News & World Report*
- Camp at a specific campus
- Club Soccer Coach
- Parents of a Student Attending

Demographic Segmentation of Information Sources Used Thus Far

Familiar with IWU/Considering IWU

Those who are very/somewhat familiar with IWU have used more communications media than those who are not as familiar with the institution.⁴

Those who are considering IWU also have used more sources of information than those who are not considering IWU, especially alumni, high school guidance counselors, high school teachers, and high school coaches.

Used Most

Sources of information used most by those who are most familiar with IWU were:

- Brochures, mailings 97%
- College/university Web sites 95%
- Friends/other high school students 77%
- Parents 69%

Sources of information used most by those who are least familiar with IWU were:

- Brochures, mailings 92%
- College/university Web sites 81%
- Parents 65%
- Friends/other high school students 63%

Sources of information used most by those who have looked into/considered IWU were:

- Brochures, mailings 97%
- College/university Web sites 93%
- Parents 67%
- Friends/other high school students 67%

Sources of information used most by those who have not looked into/considered IWU were:

- Brochures, mailings 96%
- College/university Web sites 84%
- Friends/other high school students 71%
- Parents 68%

⁴ To assist with marketing efforts, some questions are shown broken out or segmented by respondent demographic groups.

Used Least

Sources of information used least by those who are most familiar with IWU were:

- High school coaches 9%
- Siblings 18%
- Faculty at a college or university 22%
- College/university admission counselors 37%
- Other relatives (besides parents and siblings) 38%

Sources of information used least by those who are least familiar with IWU were:

- High school coaches 5%
- Faculty at a college or university 15%
- College/university admission counselors 18%
- Siblings 24%

Sources of information used least by those who have looked into/considered IWU were:

- High school coaches 12%
- Faculty at a college or university 13%
- Siblings 24%
- College/university admission counselors 29%

Sources of information used least by those who have not looked into/considered IWU were:

- High school coaches 4%
- Faculty at a college or university 14%
- College/university admission counselors 21%
- Siblings 22%

Sources of Information Used Thus Far: Multiple Responses	Familiarity with Illinois Wesleyan		Have you looked into/considered Illinois Wesleyan University?		Total # of Respondents
	Very/Somewhat Familiar	Know a little/Never heard of	Yes	No	
Alumni of a college or university	42%	32%	43%	29%	34%
Faculty at a college or university	22%	15%	13%	14%	16%
Campus visits	57%	37%	44%	41%	40%
College/university admission counselors	37%	18%	29%	21%	22%
Brochures, mailings	97%	92%	97%	96%	93%
College/university Web sites	95%	81%	93%	84%	84%
Friends/other high school students	77%	63%	67%	71%	66%
College guidebooks	51%	40%	52%	43%	42%
High school guidance counselor	45%	39%	49%	38%	40%
High school teachers	46%	40%	51%	40%	42%
High school coaches	9%	5%	12%	4%	6%
Parents	69%	65%	67%	68%	66%
Siblings	18%	24%	24%	22%	23%
Other relatives (besides parents and siblings)	38%	32%	40%	31%	34%
Students currently attending a college/university	55%	42%	51%	43%	45%
Web sites (other than college and university sites)	42%	36%	35%	39%	37%
Other (please specify)	5%	2%	2%	3%	3%

Location of Hometown*

Used Most

Sources used most by those from Illinois were:

- Brochures, mailings 92%
- College/university Web sites 90%
- Friends/other high school students 75%
- Parents 71%

Sources used most by those from the Midwest Region were:

- Brochures, mailings 95%
- College/university Web sites 84%
- Friends/other high school students 65%
- Parents 66%

Sources used most by those from the Remaining U.S. were:

- Brochures, mailings 93%
- College/university Web sites 83%
- Friends/other high school students 64%
- Parents 64%

Used Least

Sources used least by those from Illinois were:

- High school coaches 8%
- Faculty at a college or university 17%
- Siblings 19%
- College/university admission counselors 27%
- Web sites (other than college and university sites) 31%

Sources used least by those from the Midwest Region were:

- High school coaches 6%
- Faculty at a college or university 19%
- Siblings 19%
- College/university admission counselors 22%
- Web sites (other than college and university sites) 39%

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

Sources used least by those from the Remaining U.S. were:

- High school coaches 6%
- Faculty at a college or university 14%
- College/university admission counselors 20%
- Siblings 27%
- Alumni of a college or university 29%

Sources of Information Used Thus Far: Multiple Responses	In what state is your home?		
	Illinois	Midwest Region	Remaining U.S.
Alumni of a college or university	35%	42%	29%
Faculty at a college or university	17%	19%	14%
Campus visits	48%	49%	34%
College/university admission counselors	27%	22%	20%
Brochures, mailings	92%	95%	93%
College/university Web sites	90%	84%	83%
Friends/other high school students	75%	65%	64%
College guidebooks	40%	49%	40%
High school guidance counselor	54%	40%	38%
High school teachers	44%	44%	41%
High school coaches	8%	6%	6%
Parents	71%	66%	64%
Siblings	19%	19%	27%
Other relatives (besides parents and siblings)	40%	34%	32%
Students currently attending a college/university	46%	47%	43%
Web sites (other than college and university sites)	31%	39%	38%
Other (please specify)	4%	3%	2%

Gender

Used Most

Sources used most by males were:

- Brochures, mailings 92%
- College/university Web sites 80%
- Parents 72%
- Friends/other high school students 64%

Sources used most by females were:

- Brochures, mailings 94%
- College/university Web sites 85%
- Parents 63%
- Friends/other high school students 67%

Used Least

Sources used least by males were:

- High school coaches 8%
- Faculty at a college or university 14%
- College/university admission counselors 19%
- Siblings 27%

Sources used least by females were:

- High school coaches 6%
- Faculty at a college or university 16%
- College/university admission counselors 23%
- Siblings 21%

Sources of Information Used Thus Far: Multiple Responses	What is your gender?	
	Male	Female
Alumni of a college or university	32%	33%
Faculty at a college or university	14%	16%
Campus visits	38%	41%
College/university admission counselors	19%	23%
Brochures, mailings	92%	94%
College/university Web sites	80%	85%
Friends/other high school students	64%	67%
College guidebooks	41%	43%
High school guidance counselor	42%	40%
High school teachers	42%	42%
High school coaches	8%	6%
Parents	72%	63%
Siblings	27%	21%
Other relatives (besides parents and siblings)	31%	35%
Students currently attending a college/university	39%	46%
Web sites (other than college and university sites)	40%	36%
Other (please specify)	0%	4%

Ethnicity

Used Most

Sources used most by Caucasians/Whites were:

- Brochures, mailings 94%
- College/university Web sites 84%
- Parents 67%
- Friends/other high school students 64%

Sources used most by Other groups were:

- Brochures, mailings 92%
- College/university Web sites 82%
- Friends/other high school students 74%
- Parents 60%

Used Least

Sources used least by Caucasians/Whites were:

- High school coaches 7%
- Faculty at a college or university 16%
- Siblings 19%
- College/university admission counselors 20%

Sources used least by Other groups were:

- High school coaches 4%
- Faculty at a college or university 16%
- College/university admission counselors 26%
- Alumni of a college or university 28%

Sources of Information Used Thus Far: Multiple Responses	Which of the following best describes your ethnic background?	
	Caucasian/White	Other
Alumni of a college or university	35%	28%
Faculty at a college or university	16%	16%
Campus visits	41%	36%
College/university admission counselors	20%	26%
Brochures, mailings	94%	92%
College/university Web sites	84%	82%
Friends/other high school students	64%	74%
College guidebooks	41%	44%
High school guidance counselor	39%	45%
High school teachers	39%	48%
High school coaches	7%	4%
Parents	67%	60%
Siblings	19%	33%
Other relatives (besides parents and siblings)	35%	31%
Students currently attending a college/university	43%	48%
Web sites (other than college and university sites)	34%	48%
Other (please specify)	2%	5%

COMMUNICATION BETWEEN PROSPECTIVE STUDENTS AND COLLEGES & UNIVERSITIES

Best Four Sources of Information

When asked which were the best four sources of information that have helped prospective students learn about colleges and universities, the most frequently chosen sources were:

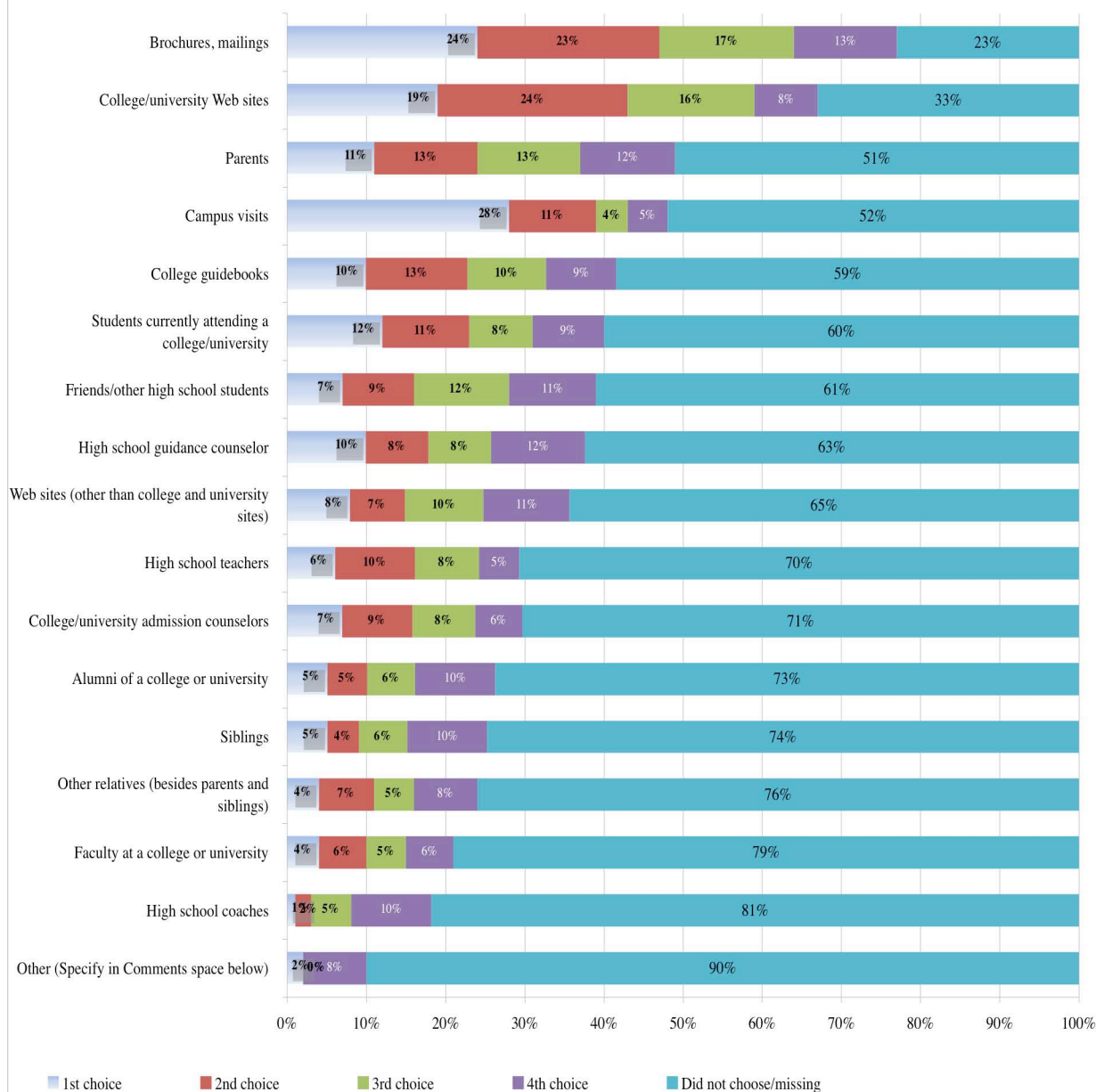
- Brochures/mailings
- College/university Web sites
- *Campus visits (this was chosen most frequently)*
- Parents

Top 4 Sources of Information	1st choice	2nd choice	3rd choice	4th choice	Did not choose/missing	Total
	Row %	Row %	Row %	Row %	Row %	Row %
Alumni of a college or university	5%	5%	6%	10%	73%	100%
Faculty at a college or university	4%	6%	5%	6%	79%	100%
Campus visits	28%	11%	4%	5%	52%	100%
College/university admission counselors	7%	9%	8%	6%	71%	100%
Brochures, mailings	24%	23%	17%	13%	23%	100%
College/university Web sites	19%	24%	16%	8%	33%	100%
Friends/other high school students	7%	9%	12%	11%	61%	100%
College guidebooks	10%	13%	10%	9%	59%	100%
High school guidance counselor	10%	8%	8%	12%	63%	100%
High school teachers	6%	10%	8%	5%	70%	100%
High school coaches	1%	2%	5%	10%	81%	100%
Parents	11%	13%	13%	12%	51%	100%
Siblings	5%	4%	6%	10%	74%	100%
Other relatives (besides parents and siblings)	4%	7%	5%	8%	76%	100%
Students currently attending a college/university	12%	11%	8%	9%	60%	100%
Web sites (other than college and university sites)	8%	7%	10%	11%	65%	100%
Other	2%	0%	0%	8%	90%	100%

Respondents who indicated that “Other” sources had been most helpful, noted the following sources (verbatim):

- Programs offered
- College Guide books that give information on financial aid, specific location of the college and available courses are the most helpful in narrowing the list of colleges.
- E-mail
- Sites of colleges always tend to glorify themselves; it’s always better to get information from a non-partial source, i.e., an outside website
- Brochures, mailings provide simple to the point information
- Brochures all seem the same after a while. It would probably help me more to visit more universities or explore the websites more, or talk to students there.
- Summer Programs On College Campuses
- My school principal
- Direct med school programs
- Spar notes College
- Teen magazines
- Parent of Student Attending

Top 4 Sources of Information on Colleges and Universities



Familiarity with/Consideration of IWU⁵

Those most familiar with IWU are significantly more likely to have rated college guidebooks in their top 4 choices.

Top 4 Sources of Information		Familiarity with IWU		Have you looked into/considered Illinois Wesleyan University?		Total Respondents
		Very/Somewhat Familiar	Know a little/Never heard of	Yes	No	Total
		Col %	Col %	Col %	Col %	Col %
Alumni of a college or university	Top 4 Choice	23%	28%	22%	22%	27%
	Not chosen	77%	72%	78%	78%	73%
Faculty at a college or university	Top 4 Choice	18%	22%	12%	21%	21%
	Not chosen	82%	78%	88%	79%	79%
Campus visits	Top 4 Choice	58%	46%	43%	49%	48%
	Not chosen	42%	54%	57%	51%	52%
College/university admissions counselors	Top 4 Choice	34%	28%	23%	30%	29%
	Not chosen	66%	72%	77%	70%	71%
Brochure, mailings	Top 4 Choice	75%	78%	80%	79%	77%
	Not chosen	25%	22%	20%	21%	23%
College/university Web sites	Top 4 Choice	68%	67%	76%	62%	67%
	Not chosen	32%	33%	24%	38%	33%
Friends/other high school students	Top 4 Choice	31%	41%	33%	38%	39%
	Not chosen	69%	59%	67%	62%	61%
College guidebooks	Top 4 Choice	57%	38%	48%	38%	41%
	Not chosen	43%	62%	52%	62%	59%
High school guidance counselor	Top 4 Choice	29%	38%	34%	32%	37%
	Not chosen	71%	62%	66%	68%	63%
High school teachers	Top 4 Choice	28%	30%	27%	26%	30%
	Not chosen	72%	70%	73%	74%	70%
High school coaches	Top 4 Choice	18%	19%	16%	17%	19%
	Not chosen	82%	81%	84%	83%	81%

⁵ 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**.

Top 4 Sources of Information		Familiarity with IWU		Have you looked into/considered Illinois Wesleyan University?		Total Respondents
		Very/Somewhat Familiar	Know a little/Never heard of	Yes	No	Total
		Col %	Col %	Col %	Col %	Col %
Parents	Top 4 Choice	46%	50%	42%	49%	49%
	Not chosen	54%	50%	58%	51%	51%
Siblings	Top 4 Choice	23%	27%	20%	25%	26%
	Not chosen	77%	73%	80%	75%	74%
Other relatives	Top 4 Choice	22%	24%	21%	22%	24%
	Not chosen	78%	76%	79%	78%	76%
Students currently attending a college/university	Top 4 Choice	49%	37%	42%	33%	40%
	Not chosen	51%	63%	58%	67%	60%
Web sites (other than college/university sites)	Top 4 Choice	29%	36%	22%	38%	35%
	Not chosen	71%	64%	78%	62%	65%
Other	Top 4 Choice	9%	10%	7%	8%	10%
	Not chosen	91%	90%	93%	92%	90%

Location of Hometown*

The Midwest Region and Illinois prospects are more likely to include campus visits among their top 4 choices.

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

Top 4 Sources of Information		In what state is your home?		
		Illinois	Midwest Region	Remaining U.S.
		Col %	Col %	Col %
Alumni of a college or university	Top 4 Choice	25%	27%	27%
	Not chosen	75%	73%	73%
Faculty at a college or university	Top 4 Choice	21%	20%	21%
	Not chosen	79%	80%	79%
Campus visits	Top 4 Choice	52%	58%	42%
	Not chosen	48%	42%	58%
College/university admissions counselors	Top 4 Choice	29%	30%	28%
	Not chosen	71%	70%	72%
Brochure, mailings	Top 4 Choice	85%	72%	78%
	Not chosen	15%	28%	22%
College/university Web sites	Top 4 Choice	67%	66%	68%
	Not chosen	33%	34%	32%
Friends/other high school students	Top 4 Choice	44%	39%	39%
	Not chosen	56%	61%	61%
College guidebooks	Top 4 Choice	44%	40%	41%
	Not chosen	56%	60%	59%
High school guidance counselor	Top 4 Choice	38%	32%	38%
	Not chosen	63%	68%	62%
High school teachers	Top 4 Choice	25%	29%	31%
	Not chosen	75%	71%	69%
High school coaches	Top 4 Choice	17%	18%	19%
	Not chosen	83%	82%	81%
Parents	Top 4 Choice	52%	50%	48%
	Not chosen	48%	50%	52%
Siblings	Top 4 Choice	19%	25%	28%
	Not chosen	81%	75%	72%
Other relatives	Top 4 Choice	27%	23%	23%
	Not chosen	73%	77%	77%
Students currently attending a college/university	Top 4 Choice	35%	44%	39%
	Not chosen	65%	56%	61%
Web sites (other than college/university sites)	Top 4 Choice	27%	32%	39%
	Not chosen	73%	68%	61%
Other	Top 4 Choice	8%	10%	10%
	Not chosen	92%	90%	90%

Gender

Top 4 Sources of Information		What is your gender?	
		Male	Female
		Col %	Col %
Alumni of a college or university	Top 4 Choice	26%	27%
	Not chosen	74%	73%
Faculty at a college or university	Top 4 Choice	16%	22%
	Not chosen	84%	78%
Campus visits	Top 4 Choice	45%	50%
	Not chosen	55%	50%
College/university admissions counselors	Top 4 Choice	25%	30%
	Not chosen	75%	70%
Brochure, mailings	Top 4 Choice	75%	78%
	Not chosen	25%	22%
College/university Web sites	Top 4 Choice	65%	67%
	Not chosen	35%	33%
Friends/other high school students	Top 4 Choice	32%	41%
	Not chosen	68%	59%
College guidebooks	Top 4 Choice	39%	42%
	Not chosen	61%	58%
High school guidance counselor	Top 4 Choice	35%	37%
	Not chosen	65%	63%
High school teachers	Top 4 Choice	25%	32%
	Not chosen	75%	68%
High school coaches	Top 4 Choice	13%	20%
	Not chosen	87%	80%
Parents	Top 4 Choice	53%	49%
	Not chosen	47%	51%
Siblings	Top 4 Choice	20%	28%
	Not chosen	80%	72%
Other relatives	Top 4 Choice	20%	25%
	Not chosen	80%	75%
Students currently attending a college/university	Top 4 Choice	32%	42%
	Not chosen	68%	58%
Web sites (other than college/university sites)	Top 4 Choice	36%	35%
	Not chosen	64%	65%
Other	Top 4 Choice	5%	11%
	Not chosen	95%	89%

Ethnicity

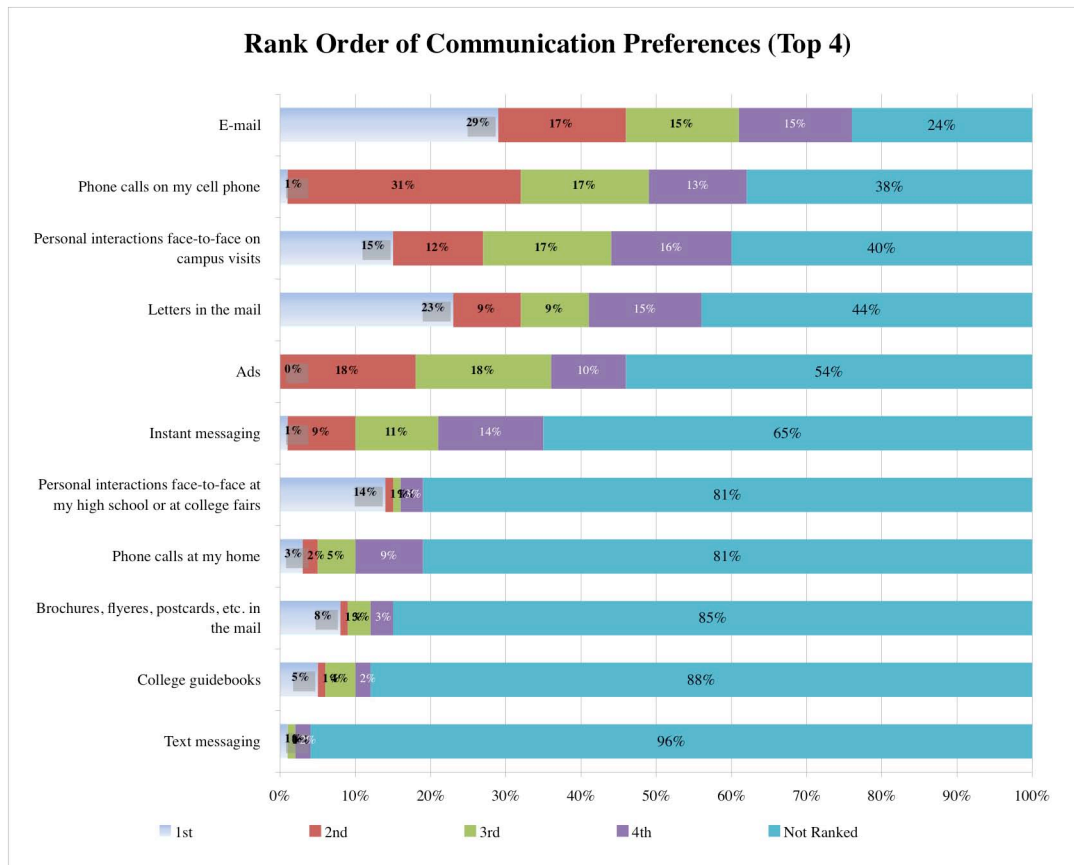
Prospective students from Other ethnic groups are significantly more likely to rate high school teachers and siblings among their top 4 sources of information, as compared to those who identified themselves as Caucasian/White.

Top 4 Sources of Information		Which of the following best describes your ethnic background?	
		Caucasian/White	Other
		Col %	Col %
Alumni of a college or university	Top 4 Choice	26%	28%
	Not chosen	74%	72%
Faculty at a college or university	Top 4 Choice	20%	25%
	Not chosen	80%	75%
Campus visits	Top 4 Choice	50%	42%
	Not chosen	50%	58%
College/university admissions counselors	Top 4 Choice	28%	31%
	Not chosen	72%	69%
Brochure, mailings	Top 4 Choice	78%	76%
	Not chosen	22%	24%
College/university Web sites	Top 4 Choice	67%	67%
	Not chosen	33%	33%
Friends/other high school students	Top 4 Choice	36%	47%
	Not chosen	64%	53%
College guidebooks	Top 4 Choice	41%	41%
	Not chosen	59%	59%
High school guidance counselor	Top 4 Choice	37%	36%
	Not chosen	63%	64%
High school teachers	Top 4 Choice	27%	39%
	Not chosen	73%	61%
High school coaches	Top 4 Choice	17%	22%
	Not chosen	83%	78%
Parents	Top 4 Choice	49%	49%
	Not chosen	51%	51%
Siblings	Top 4 Choice	22%	36%
	Not chosen	78%	64%
Other relatives	Top 4 Choice	22%	29%
	Not chosen	78%	71%
Students currently attending a college/university	Top 4 Choice	38%	45%
	Not chosen	62%	55%
Web sites (other than college/university sites)	Top 4 Choice	34%	38%
	Not chosen	66%	62%
Other	Top 4 Choice	9%	13%
	Not chosen	91%	87%

Preferred Methods of Communication

Respondents were asked to rank their preferences for how they wanted colleges to communicate with them. The most preferred method was e-mail, followed by personal interactions face-to-face on campus visits, phone calls on cell phones, and letters in the mail.

Rank Order of Communication Preferences	1st	2nd	3rd	4th	Not Ranked	Total
Text messaging	1%	0%	1%	2%	96%	100%
College guidebooks	5%	1%	4%	2%	88%	100%
Brochures, flyers, postcards, etc. in the mail	8%	1%	3%	3%	85%	100%
Phone calls at my home	3%	2%	5%	9%	81%	100%
Personal interactions face-to-face at my high school or at college fairs	14%	1%	1%	3%	81%	100%
Instant messaging	1%	9%	11%	14%	65%	100%
Ads	0%	18%	18%	10%	54%	100%
Letters in the mail	23%	9%	9%	15%	44%	100%
Personal interactions face-to-face on campus visits	15%	12%	17%	16%	40%	100%
Phone calls on my cell phone	1%	31%	17%	13%	38%	100%
E-mail	29%	17%	15%	15%	24%	100%



Familiarity with/Consideration of IWU

Personal interactions face-to-face on campus visits are significantly preferred by those who are most familiar with IWU.

		Familiarity with IWU		Have you looked into/considered Illinois Wesleyan University?	
		Very/Somewhat Familiar	Know a little/Never heard of	Yes	No
		Col %	Col %	Col %	Col %
Preferred means of communication (Top 4 Choices)	E-mail	71%	76%	73%	76%
	Ads	0%	3%	1%	3%
	Letters in the mail	78%	84%	85%	86%
	College guidebooks	38%	38%	33%	38%
	Phone calls at my home	22%	17%	17%	23%
	Phone calls on my cell phone	11%	6%	7%	10%
	Brochures, flyers, postcards, etc. in the mail	51%	53%	59%	49%
	Instant messaging	2%	9%	8%	5%
	Text messaging	5%	5%	3%	7%
	Personal interactions face-to-face at my high school or at college fairs	55%	61%	59%	55%
	Personal interactions face-to-face on campus visits	63%	43%	50%	46%

Location of Hometown*

		In what state is your home?		
		Illinois	Midwest Region	Remaining U.S.
		Col %	Col %	Col %
Preferred means of communication (Top 4 Choices)	E-mail	77%	73%	76%
	Ads	2%	4%	2%
	Letters in the mail	73%	82%	86%
	College guidebooks	42%	34%	40%
	Phone calls at my home	19%	26%	14%
	Phone calls on my cell phone	6%	7%	6%
	Brochures, flyers, postcards, etc. in the mail	60%	51%	51%
	Instant messaging	2%	7%	9%
	Text messaging	2%	7%	5%
	Personal interactions face-to-face at my high school or at college fairs	56%	54%	64%
	Personal interactions face-to-face on campus visits	54%	50%	44%

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

Gender

Instant messaging is preferred more by males.

		What is your gender?	
		Male	Female
		Col %	Col %
Preferred means of communication (Top 4 Choices)	E-mail	75%	75%
	Ads	5%	2%
	Letters in the mail	87%	82%
	College guidebooks	35%	39%
	Phone calls at my home	22%	17%
	Phone calls on my cell phone	7%	7%
	Brochures, flyers, postcards, etc. in the mail	49%	53%
	Instant messaging	16%	4%
	Text messaging	2%	6%
	Personal interactions face-to-face at my high school or at college fairs	58%	60%
	Personal interactions face-to-face on campus visits	40%	49%

Ethnicity

		Which of the following best describes your ethnic background?	
		Caucasian/White	Other
		Col %	Col %
Preferred means of communication (Top 4 Choices)	E-mail	73%	79%
	Ads	2%	6%
	Letters in the mail	83%	85%
	College guidebooks	38%	38%
	Phone calls at my home	20%	13%
	Phone calls on my cell phone	5%	13%
	Brochures, flyers, postcards, etc. in the mail	53%	49%
	Instant messaging	7%	8%
	Text messaging	4%	8%
	Personal interactions face-to-face at my high school or at college fairs	59%	62%
	Personal interactions face-to-face on campus visits	50%	38%

COLLEGE SELECTION PROCESS

Parental Involvement

About half of the prospective students who responded review information and pass some of it along to their parents. Another third review college information together with their parents. There were no statistically significant differences between demographic groups in the results.

	Col %	
Which of the following best describes the extent that your parents are involved in learning about the colleges you are looking at?	My parents do their own research.	5%
	My parents and I review the college information together.	33%
	I review the college information and then pass some of it on to my parents.	48%
	My parents prefer that they get information mailed directly to them.	1%
	My parents are not involved in learning about colleges right now.	12%
	Total	100%

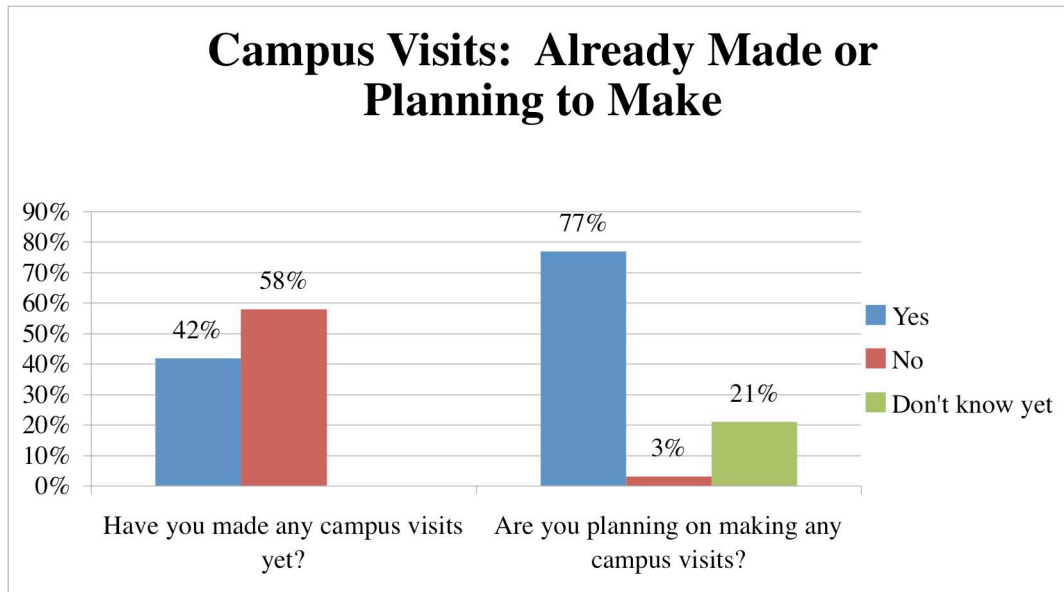
		Familiarity with IWU		Have you looked into/considered Illinois Wesleyan University?	
		Very/Somewhat Familiar	Know a little/Never heard of	Yes	No
		Col %	Col %	Col %	Col %
Which of the following best describes the extent that your parents are involved in learning about the colleges you are looking at?	My parents do their own research.	6%	5%	6%	7%
	My parents and I review the college information together.	35%	33%	29%	30%
	I review the college information and then pass some of it on to my parents.	48%	48%	51%	51%
	My parents prefer that they get information mailed directly to them.	2%	1%	3%	1%
	My parents are not involved in learning about colleges right now.	9%	12%	10%	10%
	Total	100%	100%	100%	100%

		In what state is your home?			What is your gender?		Which of the following best describes your ethnic background?	
		Illinois	Midwest Region	Remaining U.S.	Male	Female	Caucasian/White	Other
		Col %	Col %	Col %	Col %	Col %	Col %	Col %
Which of the following best describes the extent that your parents are involved in learning about the colleges you are looking at?	My parents do their own research.	6%	6%	5%	5%	6%	4%	7%
	My parents and I review the college information together.	29%	32%	35%	40%	31%	33%	34%
	I review the college information and then pass some of it on to my parents.	52%	54%	45%	40%	52%	51%	41%
	My parents prefer that they get information mailed directly to them.	4%	1%	1%	2%	1%	1%	4%
	My parents are not involved in learning about colleges right now.	8%	7%	15%	13%	10%	11%	14%
	Total	100%	100%	100%	100%	100%	100%	100%

Campus Visits

Forty-two percent of respondents have made a campus visit. Of those not having visited a campus, 77 percent say they are planning to do so. Those most familiar with IWU are significantly more likely to have made a visit to a college or university. Also, Caucasians/Whites who have not yet made a campus visit are significantly more likely to say they will do so than are Other ethnic groups.

		Col %
Have you made any campus visits yet?	Yes	42%
	No	58%
	Total	100%
Are you planning on making any campus visits?	Yes	77%
	No	3%
	Don't know yet	21%
	Total	100%

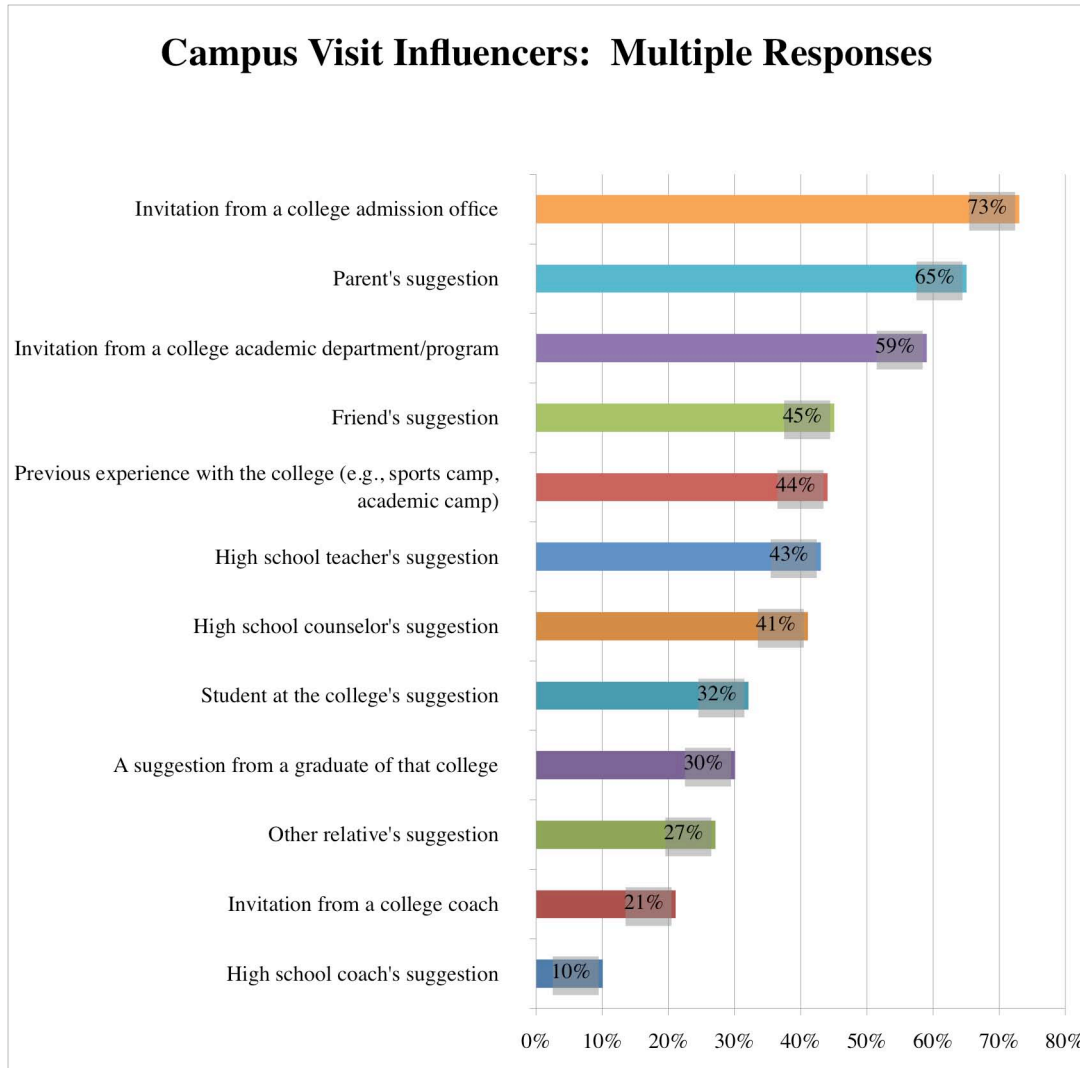


		Familiarity with IWU		Have you looked into/considered Illinois Wesleyan University?	
		Very/Somewhat Familiar	Know a little/Never heard of	Yes	No
		Col %	Col %	Col %	Col %
Have you made any campus visits yet?	Yes	63%	37%	52%	41%
	No	38%	63%	48%	59%
	Total	100%	100%	100%	100%
Are you planning on making any campus visits?	Yes	76%	76%	86%	73%
	No	8%	2%	5%	2%
	Don't know yet	16%	22%	10%	25%
	Total	100%	100%	100%	100%

		In what state is your home?			What is your gender?		What is your ethnic background?	
		Illinois	Midwest Region	Remaining U.S.	Male	Female	Caucasian/White	Other
		Col %	Col %	Col %	Col %	Col %	Col %	Col %
Have you made any campus visits yet?	Yes	46%	46%	41%	40%	43%	42%	43%
	No	54%	54%	59%	60%	57%	58%	57%
	Total	100%	100%	100%	100%	100%	100%	100%
Are you planning on making any campus visits?	Yes	77%	84%	74%	73%	78%	81%	61%
	No	0%	4%	3%	4%	2%	1%	6%
	Don't know yet	23%	13%	23%	24%	20%	17%	33%
	Total	100%	100%	100%	100%	100%	100%	100%

When asked about would influence the respondents to make a campus visit, the most major influences were:

- Invitation from a college admissions office
- Parents' suggestion
- Invitation from a college academic department/program



Which of the following influenced you or will influence you to make a campus visit? (Multiple responses)	Have you looked into/considered Illinois Wesleyan University?		Familiarity with IWU	
	Yes	No	Very/Somewhat Familiar	Know a little/Never heard of
Invitation from a college admission office	79%	72%	78%	71%
Invitation from a college coach	26%	17%	23%	20%
Invitation from a college academic department/program	64%	52%	54%	60%
Friend's suggestion	44%	42%	42%	46%
Parent's suggestion	55%	71%	60%	66%
Other relative's suggestion	27%	22%	23%	28%
A suggestion from a graduate of that college	34%	24%	32%	29%
High school teacher's suggestion	49%	38%	42%	44%
High school counselor's suggestion	40%	41%	37%	41%
High school coach's suggestion	15%	9%	12%	10%
Student at the college's suggestion	36%	23%	35%	31%
Previous experience with the college (e.g., sports camp, academic camp)	53%	38%	54%	41%

Which of the following influenced you or will influence you to make a campus visit? (Multiple responses)	In what state is your home?			What is your gender?		What is your ethnic background?	
	Illinois	Midwest Region	Remaining U.S.	Male	Female	Caucasian/White	Other
Invitation from a college admission office	77%	72%	71%	79%	70%	74%	66%
Invitation from a college coach	35%	16%	20%	26%	19%	22%	16%
Invitation from a college academic department/program	60%	58%	58%	65%	56%	58%	61%
Friend's suggestion	54%	43%	43%	45%	45%	42%	52%
Parent's suggestion	69%	67%	63%	74%	62%	67%	58%
Other relative's suggestion	27%	28%	26%	28%	26%	28%	21%
A suggestion from a graduate of that college	31%	37%	26%	24%	33%	29%	33%
High school teacher's suggestion	50%	47%	39%	47%	42%	45%	39%
High school counselor's suggestion	40%	43%	40%	48%	38%	41%	39%
High school coach's suggestion	10%	9%	11%	13%	9%	12%	6%
Student at the college's suggestion	29%	34%	31%	26%	34%	29%	40%
Previous experience with the college (e.g., sports camp, academic camp)	40%	52%	40%	34%	46%	45%	40%

Important Attributes in Consideration of Various Institutions⁶

The most important attributes to prospects in consideration of various institutions were:

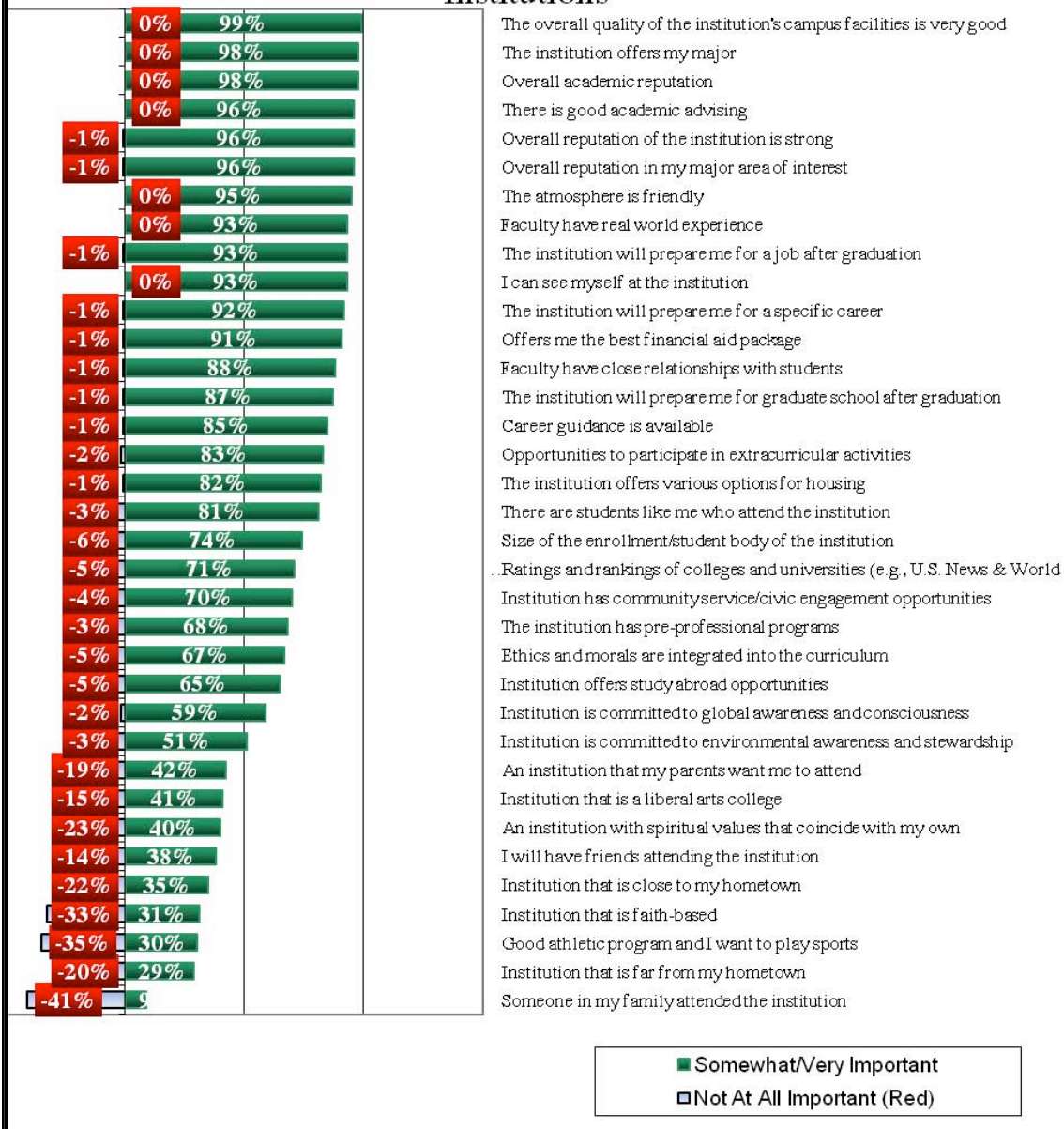
- The overall quality of the institution's campus facilities is very good
- The institution offers my major
- Overall academic reputation
- There is good academic advising
- Overall reputation of the institution is strong
- Overall reputation in my major area of interest

The least important attributes were:

- Someone in my family attended the institution
- Institution that is far from my hometown
- Good athletic program and I want to play sports
- Institution that is faith-based
- Institution that is close to my hometown
- I will have friends attending the institution

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

Importance of Attributes in Consideration of Various Institutions



Demographic Segmentation of Importance of Attributes in Consideration of Various Institutions

Familiarity with IWU

Most Important

The most important attributes for prospects who are most familiar with IWU were:

- The institution offers my major
- I can see myself at the institution
- Overall reputation in my major area of interest
- Overall academic reputation
- The atmosphere is friendly
- The institution will prepare me for a job after graduation
- The institution will prepare me for graduate school after graduation
- The overall quality of the institution's campus facilities is very good

The most important attributes for prospects that are least familiar with IWU were:

- The institution offers my major
- Overall reputation in my major area of interest
- Overall academic reputation
- I can see myself at the institution
- The atmosphere is friendly
- The institution will prepare me for a job after graduation
- The overall quality of the institution's campus facilities is very good
- The institution will prepare me for a specific career
- Overall reputation of the institution is strong

Least Important

The least important attributes for prospects that are most familiar with IWU were:

- Someone in my family attended the institution
- Good athletic program and I want to play sports
- Institution that is close to my hometown
- Institution that is faith-based
- An institution that my parents want me to attend

The least important attributes for prospects that are least familiar with IWU were:

- Someone in my family attended the institution
- Good athletic program and I want to play sports
- Institution that is faith-based
- Institution that is far from my hometown

- Institution that is close to my hometown
- An institution with spiritual values that coincide with my own

Consideration of IWU

Most Important

The most important attributes for prospects that have considered IWU were:

- The institution offers my major
- I can see myself at the institution
- The atmosphere is friendly
- The institution will prepare me for a job after graduation
- Overall reputation in my major area of interest

The most important attributes for prospects that have not considered IWU were:

- The institution offers my major
- Overall academic reputation
- Overall reputation in my major area of interest
- The overall quality of the institution's campus facilities is very good

Least Important

The least important attributes for prospects that have considered IWU were:

- Someone in my family attended the institution
- An institution that my parents want me to attend
- Good athletic program and I want to play sports
- Institution that is faith-based
- Institution that is far from my hometown

The least important attributes for prospects that have not considered IWU were:

- Someone in my family attended the institution
- Good athletic program and I want to play sports
- Institution that is faith-based
- Institution that is close to my hometown
- Institution that is far from my hometown

Importance of Attributes	Familiarity with IWU		Have you looked into/considered Illinois Wesleyan University?	
	Very/Somewhat Familiar	Know a little/Never heard of	Yes	No
	Mean	Mean	Mean	Mean
Size of the enrollment/student body of the institution	4.1	3.7	3.9	3.7
Institution that is a liberal arts college	3.3	3.2	3.5	3.2
Institution that is faith-based	2.8	2.6	2.8	2.7
Institution that is close to my hometown	2.8	2.9	3.0	2.8
Institution that is far from my hometown	3.0	2.8	2.9	2.9
The institution will prepare me for a specific career	4.6	4.6	4.5	4.6
Overall academic reputation	4.7	4.7	4.6	4.8
Overall reputation in my major area of interest	4.8	4.7	4.7	4.7
Good athletic program and I want to play sports	2.7	2.6	2.7	2.6
Opportunities to participate in extracurricular activities	4.2	4.1	4.1	4.1
An institution with spiritual values that coincide with my own	3.1	3.0	3.1	3.0
An institution that my parents want me to attend	2.9	3.1	2.7	3.1
Offers me the best financial aid package	4.5	4.4	4.6	4.5
I can see myself at the institution	4.9	4.6	4.8	4.6
I will have friends attending the institution	3.2	3.1	3.1	3.1
Someone in my family attended the institution	2.1	2.2	2.2	2.1
The institution offers my major	5.0	4.9	5.0	4.9
The atmosphere is friendly	4.7	4.6	4.7	4.6
The institution will prepare me for a job after graduation	4.7	4.6	4.7	4.6
The institution will prepare me for graduate school after graduation	4.7	4.4	4.5	4.5
The institution has pre-professional programs	4.0	3.9	4.0	4.0
Overall reputation of the institution is strong	4.6	4.6	4.5	4.6
Career guidance is available	4.3	4.2	4.3	4.2
Institution has community service/civic engagement opportunities	3.9	3.8	3.9	3.9
There are students like me who attend the institution	4.2	4.0	4.1	4.0
The institution offers various options for housing	4.1	4.1	4.1	4.1
There is good academic advising	4.6	4.5	4.6	4.5
Faculty have real world experience	4.5	4.4	4.4	4.4
Faculty have close relationships with students	4.4	4.3	4.3	4.3
Ethics and morals are integrated into the curriculum	3.8	3.9	3.7	3.9
Ratings and rankings of colleges and universities (e.g., <i>U.S. News & World Report</i> , Princeton Review's <i>Best Value Colleges</i>)	3.9	3.7	3.8	3.8
Institution offers study abroad opportunities	4.0	3.7	3.9	3.7
Institution is committed to environmental awareness and stewardship	3.7	3.5	3.5	3.6
Institution is committed to global awareness and consciousness	3.9	3.7	3.7	3.7
The overall quality of the institution's campus facilities is very good	4.7	4.6	4.6	4.7

Location of Hometown*

Most Important

The most important attributes for those from Illinois were:

- The institution offers my major
- Overall academic reputation
- The institution will prepare me for a job after graduation
- The institution will prepare me for a specific career
- Overall reputation in my major area of interest
- The atmosphere is friendly
- The overall quality of the institution's campus facilities is very good

The most important attributes for those from the Midwest Region were:

- The institution offers my major
- Overall reputation in my major area of interest
- The institution will prepare me for a job after graduation
- I can see myself at the institution
- Overall academic reputation
- The atmosphere is friendly
- The overall quality of the institution's campus facilities is very good
- Overall reputation of the institution is strong

The most important attributes for those from the Remaining U.S. were:

- The institution offers my major
- Overall reputation in my major area of interest
- Overall academic reputation
- The institution will prepare me for a job after graduation
- I can see myself at the institution
- The atmosphere is friendly
- The overall quality of the institution's campus facilities is very good
- Overall reputation of the institution is strong
- The institution will prepare me for a specific career

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

Least Important

The least important attributes for those from Illinois were:

- Someone in my family attended the institution
- Institution that is far from my hometown
- Institution that is faith-based
- Good athletic program and I want to play sports

The least important attributes for those from the Midwest Region were:

- Someone in my family attended the institution
- Good athletic program and I want to play sports
- Institution that is far from my hometown
- Institution that is faith-based
- Institution that is close to my hometown

The least important attributes for those from the Remaining U.S. were:

- Someone in my family attended the institution
- Institution that is faith-based
- Good athletic program and I want to play sports
- Institution that is far from my hometown
- Institution that is close to my hometown
- An institution with spiritual values that coincide with my own

Importance of Attributes	In what state is your home?		
	Illinois	Midwest Region	Remaining U.S.
	Mean	Mean	Mean
Size of the enrollment/student body of the institution	3.9	3.7	3.7
Institution that is a liberal arts college	3.2	3.3	3.2
Institution that is faith-based	2.8	2.8	2.6
Institution that is close to my hometown	3.1	2.8	2.9
Institution that is far from my hometown	2.6	2.8	2.8
The institution will prepare me for a specific career	4.7	4.5	4.6
Overall academic reputation	4.8	4.6	4.7
Overall reputation in my major area of interest	4.7	4.8	4.7
Good athletic program and I want to play sports	2.9	2.4	2.7
Opportunities to participate in extracurricular activities	4.1	4.0	4.1
An institution with spiritual values that coincide with my own	3.1	3.1	2.9
An institution that my parents want me to attend	3.1	3.0	3.0
Offers me the best financial aid package	4.5	4.4	4.4
I can see myself at the institution	4.6	4.7	4.6
I will have friends attending the institution	3.3	3.0	3.1
Someone in my family attended the institution	2.3	1.9	2.3
The institution offers my major	5.0	4.9	4.9
The atmosphere is friendly	4.7	4.6	4.6
The institution will prepare me for a job after graduation	4.8	4.7	4.6
The institution will prepare me for graduate school after graduation	4.5	4.5	4.4
The institution has pre-professional programs	4.0	3.9	4.0
Overall reputation of the institution is strong	4.6	4.6	4.6
Career guidance is available	4.2	4.3	4.2
Institution has community service/civic engagement opportunities	4.0	3.9	3.7
There are students like me who attend the institution	4.1	4.0	4.1
The institution offers various options for housing	4.0	4.0	4.1
There is good academic advising	4.5	4.5	4.5
Faculty have real world experience	4.4	4.4	4.4
Faculty have close relationships with students	4.1	4.3	4.3
Ethics and morals are integrated into the curriculum	3.7	3.9	3.9
Ratings and rankings of colleges and universities (e.g., <i>U.S. News & World Report</i> , Princeton Review's <i>Best Value Colleges</i>)	3.9	3.7	3.8
Institution offers study abroad opportunities	3.8	3.8	3.8
Institution is committed to environmental awareness and stewardship	3.6	3.6	3.5
Institution is committed to global awareness and consciousness	3.8	3.7	3.7
The overall quality of the institution's campus facilities is very good	4.7	4.6	4.6

Gender

Most Important

The most important attributes for males were:

- Overall reputation in my major area of interest
- The institution offers my major
- Overall academic reputation
- The institution will prepare me for a job after graduation

The most important attributes for females were:

- The institution offers my major
- Overall reputation in my major area of interest
- Overall academic reputation
- The institution will prepare me for a job after graduation
- The atmosphere is friendly
- The overall quality of the institution's campus facilities is very good
- I can see myself at the institution

Least Important

The least important attributes for males were:

- Someone in my family attended the institution
- Institution that is faith-based
- Institution that is a liberal arts college
- An institution with spiritual values that coincide with my own
- Institution that is far from my hometown

The least important attributes for females were:

- Someone in my family attended the institution
- Good athletic program and I want to play sports
- Institution that is faith-based
- Institution that is far from my hometown
- Institution that is close to my hometown

Importance of Attributes	What is your gender?	
	Male	Female
	Mean	Mean
Size of the enrollment/student body of the institution	3.6	3.8
Institution that is a liberal arts college	2.8	3.3
Institution that is faith-based	2.5	2.7
Institution that is close to my hometown	3.0	2.9
Institution that is far from my hometown	2.9	2.8
The institution will prepare me for a specific career	4.5	4.6
Overall academic reputation	4.7	4.7
Overall reputation in my major area of interest	4.8	4.7
Good athletic program and I want to play sports	3.0	2.5
Opportunities to participate in extracurricular activities	4.0	4.1
An institution with spiritual values that coincide with my own	2.9	3.1
An institution that my parents want me to attend	3.1	3.0
Offers me the best financial aid package	4.3	4.5
I can see myself at the institution	4.4	4.7
I will have friends attending the institution	3.3	3.0
Someone in my family attended the institution	2.4	2.1
The institution offers my major	4.8	4.9
The atmosphere is friendly	4.5	4.7
The institution will prepare me for a job after graduation	4.6	4.7
The institution will prepare me for graduate school after graduation	4.5	4.4
The institution has pre-professional programs	3.8	4.0
Overall reputation of the institution is strong	4.5	4.6
Career guidance is available	4.1	4.3
Institution has community service/civic engagement opportunities	3.5	3.9
There are students like me who attend the institution	4.0	4.1
The institution offers various options for housing	4.0	4.1
There is good academic advising	4.4	4.5
Faculty have real world experience	4.4	4.5
Faculty have close relationships with students	4.3	4.3
Ethics and morals are integrated into the curriculum	3.7	3.9
Ratings and rankings of colleges and universities (e.g., <i>U.S. News & World Report</i> , <i>Princeton Review's Best Value Colleges</i>)	3.8	3.7
Institution offers study abroad opportunities	3.5	3.9
Institution is committed to environmental awareness and stewardship	3.3	3.6
Institution is committed to global awareness and consciousness	3.4	3.8
The overall quality of the institution's campus facilities is very good	4.5	4.7

Ethnicity

Most Important

The most important attributes for Caucasians/Whites were:

- The institution offers my major
- Overall academic reputation
- Overall reputation in my major area of interest
- The institution will prepare me for a specific career
- I can see myself at the institution
- The atmosphere is friendly
- The institution will prepare me for a job after graduation
- Overall reputation of the institution is strong
- The overall quality of the institution's campus facilities is very good

The most important attributes for other groups were:

- The institution offers my major
- Overall academic reputation
- Overall reputation in my major area of interest
- The institution will prepare me for a specific career
- I can see myself at the institution
- The institution will prepare me for a job after graduation
- Overall reputation of the institution is strong
- The overall quality of the institution's campus facilities is very good
- There is good academic advising
- Offers me the best financial aid package
- The institution will prepare me for graduate school after graduation

Least Important

The least important attributes for Caucasians/Whites were:

- Someone in my family attended the institution
- Good athletic program and I want to play sports
- Institution that is far from my hometown
- Institution that is faith-based
- Institution that is close to my hometown
- An institution that my parents want me to attend

The least important attributes for other groups were:

- Someone in my family attended the institution
- Institution that is faith-based
- An institution with spiritual values that coincide with my own

- Good athletic program and I want to play sports
- Institution that is close to my hometown
- Institution that is far from my hometown
- An institution that my parents want me to attend

Importance of Attributes	What is your ethnic background?	
	Caucasian/White	Other
	Mean	Mean
Size of the enrollment/student body of the institution	3.7	3.7
Institution that is a liberal arts college	3.2	3.2
Institution that is faith-based	2.8	2.3
Institution that is close to my hometown	2.9	2.8
Institution that is far from my hometown	2.8	2.9
The institution will prepare me for a specific career	4.6	4.6
Overall academic reputation	4.7	4.7
Overall reputation in my major area of interest	4.7	4.7
Good athletic program and I want to play sports	2.6	2.6
Opportunities to participate in extracurricular activities	4.1	4.1
An institution with spiritual values that coincide with my own	3.2	2.5
An institution that my parents want me to attend	3.0	3.0
Offers me the best financial aid package	4.4	4.6
I can see myself at the institution	4.6	4.6
I will have friends attending the institution	3.1	3.1
Someone in my family attended the institution	2.2	2.2
The institution offers my major	4.9	4.8
The atmosphere is friendly	4.6	4.5
The institution will prepare me for a job after graduation	4.6	4.6
The institution will prepare me for graduate school after graduation	4.4	4.6
The institution has pre-professional programs	3.8	4.3
Overall reputation of the institution is strong	4.6	4.6
Career guidance is available	4.2	4.3
Institution has community service/civic engagement opportunities	3.8	3.8
There are students like me who attend the institution	4.1	4.0
The institution offers various options for housing	4.0	4.2
There is good academic advising	4.5	4.6
Faculty have real world experience	4.4	4.5
Faculty have close relationships with students	4.3	4.2
Ethics and morals are integrated into the curriculum	3.9	3.8
Ratings and rankings of colleges and universities (e.g., <i>U.S. News & World Report</i> , Princeton Review's <i>Best Value Colleges</i>)	3.7	4.0
Institution offers study abroad opportunities	3.7	4.0
Institution is committed to environmental awareness and stewardship	3.5	3.7
Institution is committed to global awareness and consciousness	3.7	3.8
The overall quality of the institution's campus facilities is very good	4.6	4.6

AWARENESS OF ILLINOIS WESLEYAN

Familiarity with/Consideration of IWU

About one in five prospective students are very or somewhat familiar with IWU. Over a third (35%) have never heard of IWU. As expected, respondents from Illinois are significantly more likely to be familiar with IWU. When it comes to considering IWU, 38 percent of those who are at all familiar say they would consider the University—this percentage rises to 59 percent for Illinois residents.

		Col %
How familiar are you with Illinois Wesleyan?	I am very familiar with Illinois Wesleyan.	3%
	I am somewhat familiar with Illinois Wesleyan.	16%
	I know a little about Illinois Wesleyan.	46%
	I've never heard about Illinois Wesleyan.	35%
Total		100%

		In what state is your home?			What is your gender?		What is your ethnic background?	
		Illinois	Midwest Region	Remaining U.S.	Male	Female	Caucasian/White	Other
		Col %	Col %	Col %	Col %	Col %	Col %	Col %
How familiar are you with Illinois Wesleyan?	I am very familiar with Illinois Wesleyan.	13%	1%	2%	2%	3%	4%	0%
	I am somewhat familiar with Illinois Wesleyan.	33%	14%	13%	15%	16%	15%	18%
	I know a little about Illinois Wesleyan.	40%	55%	43%	49%	47%	47%	43%
	I've never heard about Illinois Wesleyan.	15%	30%	42%	33%	35%	34%	39%
Total		100%	100%	100%	100%	100%	100%	100%

		Total Respondents	In what state is your home?			What is your gender?		What is your ethnic background?	
		Total	Illinois	Midwest Region	Remaining U.S.	Male	Female	Caucasian/White	Other
		Col %	Col %	Col %	Col %	Col %	Col %	Col %	Col %
Have you looked into/considered Illinois Wesleyan?	Yes	38%	59%	35%	34%	40%	36%	39%	35%
	No	62%	41%	65%	66%	60%	64%	61%	65%
	Total	100%	100%	100%	100%	100%	100%	100%	100%

Source for First Hearing About IWU

Brochures in the mail are by far the most frequent first source of hearing about IWU. Those from Illinois have also heard about IWU via friends, college fairs, parents/relatives, and high school guidance counselors.

	Total	Home State			Gender		Ethnicity	
		IL	Midwest Region	Remaining U.S.	Male	Female	Caucasian/White	Other
	Col %	Col %	Col %	Col %	Col %	Col %	Col %	Col %
High school teacher	1%	8%	0%	1%	1%	1%	1%	2%
High school coach	0%	0%	0%	0%	0%	0%	0%	0%
High school guidance counselor	2%	13%	0%	1%	1%	3%	2%	2%
Friends	6%	29%	3%	3%	4%	7%	7%	2%
Parents/siblings/other relatives	4%	21%	2%	2%	6%	4%	5%	1%
Advertising	10%	15%	10%	9%	9%	10%	9%	11%
Brochures sent to me in the mail	55%	60%	60%	52%	51%	58%	57%	52%
Online resources (e.g., College Board.com; search engines)	14%	8%	19%	14%	13%	15%	15%	14%
Ranking publications (e.g., <i>U.S. News & World Report</i> , Princeton Review)	4%	4%	5%	3%	5%	4%	4%	2%
Individual college Web sites	3%	6%	4%	3%	6%	2%	4%	1%
College fair	5%	23%	4%	2%	6%	6%	6%	5%
IWU athletic coach	1%	6%	0%	0%	1%	1%	1%	0%
IWU students	2%	10%	0%	1%	0%	2%	1%	4%
Others from IWU (e.g., administrator, faculty, staff)	1%	6%	0%	1%	4%	1%	2%	0%
Visit by an IWU admission counselor to my high school	1%	4%	0%	0%	1%	0%	0%	1%
A phone call from an admission counselor	1%	0%	1%	1%	0%	1%	0%	2%
Recommendation from an alumnus/a other than a parent or relative	1%	6%	0%	0%	1%	1%	1%	0%
Other	7%	10%	6%	6%	7%	6%	7%	7%

Of those who indicated “Other” sources were their first sources, the following were mentioned (verbatim):

- Reputation
- Programs offered
- E-mail
- Summer Programs On College Campuses
- My school principal
- Internet sites - Sparknotes college
- Teen magazines
- Camp at a specific campus
- Club Soccer Coach
- Parents of a Student Attending

COMPETITOR INSTITUTION COMPARISONS

College Choice if Made Today

Prospects were asked what college they would choose if they made a realistic choice today. As expected, many different responses were offered, with no single institution having more than 2 percent of responses. Three respondents indicated that Illinois Wesleyan would be their choice today if they were making a selection.

If you were to apply to a college today, what college or university would you choose as your realistic first choice?	Count	Col %
New York University	7	2.0%
University of Illinois	7	2.0%
University of Michigan	6	1.7%
Johns Hopkins	5	1.4%
Purdue University	5	1.4%
University of North Carolina	5	1.4%
Indiana University	4	1.2%
Northwestern University	4	1.2%
University of Chicago	4	1.2%
Harvard University	3	.9%
<i>Illinois Wesleyan University</i>	3	.9%
Iowa State University	3	.9%
University of Florida	3	.9%
University of South Carolina	3	.9%
University of Virginia	3	.9%
Yale University	3	.9%
Appalachian State University	2	.6%
Ball State University	2	.6%
Bethel University	2	.6%
Boston University	2	.6%
Butler University	2	.6%
Columbia University	2	.6%
Creighton University	2	.6%
DePauw University	2	.6%

If you were to apply to a college today, what college or university would you choose as your realistic first choice?	Count	Col %
Duke University	2	.6%
Franklin W. Olin College of Engineering	2	.6%
Georgetown University	2	.6%
John Carroll University	2	.6%
Massachusetts Institute of Technology	2	.6%
Michigan State University	2	.6%
Notre Dame University	2	.6%
St. John's	2	.6%
Stanford University	2	.6%
Texas A&M	2	.6%
University of Iowa	2	.6%
University of Minnesota	2	.6%
University of Wisconsin	2	.6%
Washington University (St. Louis)	2	.6%
Albion College	1	.3%
Alfred University	1	.3%
Allegheny College	1	.3%
Amherst College	1	.3%
Beloit College	1	.3%
Benedictine University	1	.3%
Bethany College	1	.3%
Brown University	1	.3%
California Institute of Technology	1	.3%
California Institute of the Arts	1	.3%
Calvin College	1	.3%
Carleton College	1	.3%
Carthage University	1	.3%
Cedarville University	1	.3%
Central Michigan	1	.3%
Charleston Southern University	1	.3%
Chicago Loyola	1	.3%
Clemson University	1	.3%
Colorado State University	1	.3%
Cornell University	1	.3%
DePaul University	1	.3%
Drexel University	1	.3%
Duquesne University	1	.3%
Florida University	1	.3%
Fordham University	1	.3%
Furman University	1	.3%
Georgia Tech University	1	.3%
Harlaxington College	1	.3%
Harrington College of Design	1	.3%
Harvard Medical	1	.3%
Hendrix College	1	.3%
Hesston College	1	.3%
Howard University	1	.3%
Husson	1	.3%
Illinois State University	1	.3%
Indiana Wesleyan University	1	.3%

If you were to apply to a college today, what college or university would you choose as your realistic first choice?	Count	Col %
Ithaca College	1	.3%
James Madison at Michigan State University	1	.3%
Kansas City University	1	.3%
Kansas State University	1	.3%
Kenyon College	1	.3%
Lesley University	1	.3%
Liberty University	1	.3%
Louisiana State University	1	.3%
Loyola University	1	.3%
Manchester College in Indiana	1	.3%
Marquette University	1	.3%
Marshall University	1	.3%
McKendree	1	.3%
Meharry	1	.3%
Mississippi College	1	.3%
North Carolina State University	1	.3%
North Greenville University	1	.3%
Northeastern University	1	.3%
Northwest Missouri State University	1	.3%
Oakland University	1	.3%
Oberlin College	1	.3%
Ohio Northern	1	.3%
Ohio Wesleyan University	1	.3%
Oklahoma Wesleyan University	1	.3%
OSF St. Francis School of Nursing	1	.3%
Oxford	1	.3%
Pepperdine	1	.3%
Pomona College	1	.3%
Princeton University	1	.3%
Reed College	1	.3%
Rollins College	1	.3%
Saint Louis University	1	.3%
Saint Mary's College, Notre Dame, Indiana	1	.3%
Sarah Lawrence	1	.3%
Seattle Pacific University	1	.3%
Simon's Rock College	1	.3%
Simpson	1	.3%
Some California college	1	.3%
Southern Illinois University at Edwardsville	1	.3%
Southwestern University, TX	1	.3%
Spelman University	1	.3%
St. Andrews	1	.3%
St. Catherine's (St. Paul, MN)	1	.3%
St. Louis University	1	.3%
St. Otterbein College	1	.3%
Sweet Briar University	1	.3%
Tennessee Tech	1	.3%
The United States Air Force Academy	1	.3%
The University of Florida	1	.3%
Tulane University	1	.3%

If you were to apply to a college today, what college or university would you choose as your realistic first choice?	Count	Col %
United States Naval Academy	1	.3%
University of Alabama	1	.3%
University of Arkansas-Fayetteville	1	.3%
University of California-Santa Barbara	1	.3%
University of California-Berkeley	1	.3%
University of California-Davis	1	.3%
University of Colorado	1	.3%
University of Connecticut	1	.3%
University of Delaware	1	.3%
University of Denver	1	.3%
University of Georgia	1	.3%
University of Kentucky	1	.3%
University of New Mexico	1	.3%
University of Oregon	1	.3%
University of Texas	1	.3%
University of Tulsa	1	.3%
UNT	1	.3%
Virginia Tech	1	.3%
Washington State University	1	.3%
Webster University	1	.3%
West Point	1	.3%
Western Carolina University	1	.3%
Western Washington University	1	.3%
Whitman College	1	.3%
William and Lee University	1	.3%

Comparisons Between IWU and Respondents' First Choices

Respondents who said that they would realistically choose a college or university other than IWU were asked to compare that institution to IWU on a number of attributes. The percentage of “Don’t Know” responses was high, averaging around 50 percent. In other words, half the respondents were not familiar enough with both institutions to compare them to one another.

The attributes on which IWU was rated stronger than the competitor colleges were⁷:

- Opportunities for students to explore and strengthen their faith
- Small class size allows for personalization and active student participation
- Reputation in the liberal arts
- Contribution of sororities and fraternities to campus life
- Students receive personal attention from the faculty
- Students receive personal attention from the staff

⁷ Strongest = highest percentages of “somewhat/much better at IWU”; weakest = highest percentages of “somewhat/much better at my choice (competitor college).”

The attributes on which the competitor colleges were rated stronger than IWU were:

- Reputation of the professional schools
- Overall reputation of the university
- Depth in the major/program offerings
- Reputation of its faculty
- Produces nationally regarded student scholars (e.g., Rhodes or Fulbright Scholars)
- Intellectually challenging academic programs

The attributes on which IWU was rated weaker than competitor colleges were:

- The emphasis of the faculty is on teaching
- Student/administrative services that are helpful and responsive
- Career guidance that helps students prepare to pursue employment
- Depth in the major/program offerings
- Student-centered culture
- Reputation of the professional schools
- Use of technology in courses
- Opportunities for students to participate in internships
- Success of graduates

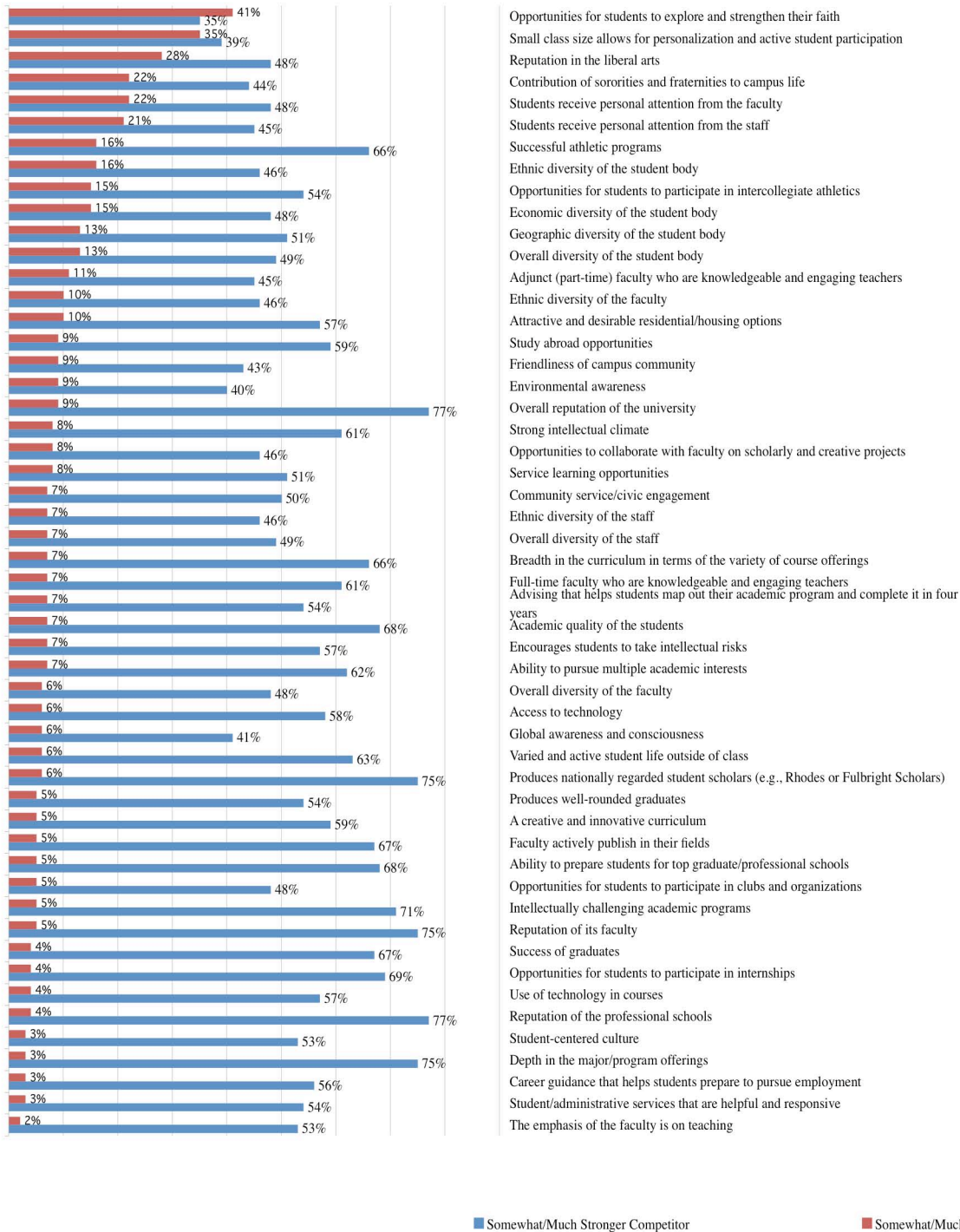
The attributes on which the competitor colleges were rated weaker than IWU were:

- Opportunities for students to explore and strengthen their faith
- Small class size allows for personalization and active student participation
- Environmental awareness
- Global awareness and consciousness
- Friendliness of campus community
- Contribution of sororities and fraternities to campus life

	Much stronger at my choice	Somewhat stronger at my choice	Both about the same	Somewhat stronger at IWU	Much stronger at IWU	Don't know
	Row %	Row %	Row %	Row %	Row %	Row %
Overall reputation of the university	35%	17%	9%	4%	2%	33%
Reputation in the liberal arts	12%	12%	12%	9%	5%	50%
Reputation of the professional schools	27%	17%	10%	1%	1%	43%
Reputation of its faculty	21%	18%	11%	2%	0%	47%
Academic quality of the students	27%	15%	16%	3%	1%	38%
Advising that helps students map out their academic program and complete it in four years	11%	14%	18%	2%	1%	54%
Overall diversity of the student body	15%	9%	18%	6%	0%	52%
Ethnic diversity of the student body	14%	8%	18%	7%	1%	53%
Geographic diversity of the student body	14%	9%	16%	6%	0%	54%
Economic diversity of the student body	11%	10%	16%	5%	1%	56%
Full-time faculty who are knowledgeable and engaging teachers	13%	19%	17%	1%	2%	48%
Adjunct (part-time) faculty who are knowledgeable and engaging teachers	8%	9%	17%	3%	1%	62%
Student/administrative services that are helpful and responsive	10%	14%	19%	0%	1%	57%
Access to technology	16%	15%	19%	3%	0%	46%
Use of technology in courses	15%	10%	17%	2%	0%	57%
Service learning opportunities	12%	11%	19%	4%	0%	54%
Intellectually challenging academic programs	25%	21%	15%	2%	1%	35%
Students receive personal attention from the faculty	11%	14%	16%	10%	1%	49%
Students receive personal attention from the staff	9%	13%	17%	9%	1%	51%
Study abroad opportunities	12%	17%	16%	3%	1%	51%
Opportunities for students to explore and strengthen their faith	9%	7%	11%	11%	8%	54%
Opportunities for students to participate in clubs and organizations	16%	11%	27%	2%	0%	43%
Contribution of sororities and fraternities to campus life	10%	11%	15%	7%	3%	54%
Opportunities for students to participate in intercollegiate athletics	14%	15%	17%	7%	1%	46%
Successful athletic programs	27%	10%	11%	7%	1%	43%

	Much stronger at my choice	Somewhat stronger at my choice	Both about the same	Somewhat stronger at IWU	Much stronger at IWU	Don't know
	Row %	Row %	Row %	Row %	Row %	Row %
Opportunities for students to participate in internships	16%	21%	14%	1%	1%	47%
Career guidance that helps students prepare to pursue employment	12%	15%	20%	1%	0%	51%
Success of graduates	23%	14%	16%	2%	0%	44%
Ability to prepare students for top graduate/professional schools	24%	15%	16%	2%	1%	42%
The emphasis of the faculty is on teaching	15%	9%	20%	0%	0%	55%
Opportunities to collaborate with faculty on scholarly and creative projects	11%	9%	19%	3%	0%	58%
Faculty actively publish in their fields	16%	13%	12%	2%	0%	56%
Small class size allows for personalization and active student participation	12%	9%	14%	14%	4%	47%
Breadth in the curriculum in terms of the variety of course offerings	18%	16%	14%	3%	1%	47%
Depth in the major/program offerings	25%	18%	13%	2%	0%	42%
A creative and innovative curriculum	17%	13%	18%	1%	1%	49%
Ability to pursue multiple academic interests	19%	17%	18%	3%	0%	43%
Encourages students to take intellectual risks	17%	13%	19%	3%	0%	48%
Produces nationally regarded student scholars (e.g., Rhodes or Fulbright Scholars)	23%	15%	9%	1%	1%	50%
Produces well-rounded graduates	18%	15%	25%	2%	1%	40%
Strong intellectual climate	23%	17%	20%	4%	1%	36%
Varied and active student life outside of class	17%	19%	19%	2%	1%	41%
Attractive and desirable residential/housing options	15%	14%	17%	4%	0%	50%
Overall diversity of the faculty	10%	7%	17%	2%	0%	63%
Ethnic diversity of the faculty	10%	6%	16%	2%	1%	65%
Overall diversity of the staff	10%	8%	16%	1%	1%	64%
Ethnic diversity of the staff	9%	7%	17%	1%	1%	65%
Environmental awareness	9%	8%	21%	4%	0%	59%
Community service/civic engagement	11%	9%	17%	3%	0%	60%
Global awareness and consciousness	10%	6%	21%	2%	0%	60%
Student-centered culture	12%	12%	19%	1%	0%	55%
Friendliness of campus community	12%	10%	25%	5%	0%	48%

Comparisons Between IWU and Respondents' First Choices



CURRENT DESCRIPTORS OF ILLINOIS WESLEYAN UNIVERSITY⁸

An average of 65 percent of the responses regarding descriptors of IWU was “Don’t Know.” (The table below reflects inclusion of the Don’t Know responses, while the chart reflects the removal of the Don’t Know responses.) The words/phrases that prospects use to describe IWU best were:

- Midwestern
- Ethical, moral
- Small
- Friendly
- Religious
- Personal attention
- Spiritual
- Intellectual
- Tolerant of differences

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

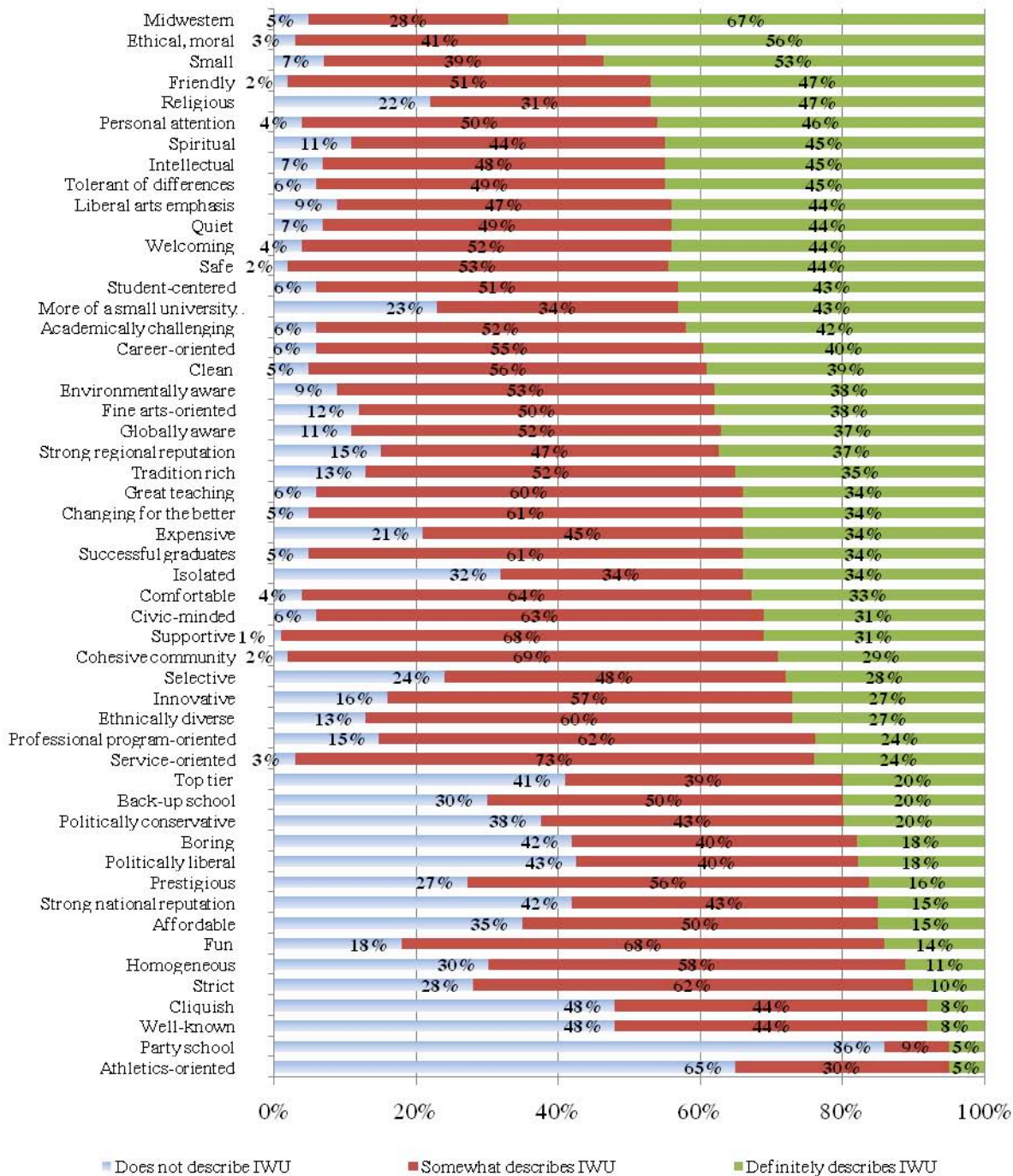
- Party school
- Athletics-oriented
- Well-known
- Cliquish
- Politically liberal
- Strong national reputation
- Boring
- Top tier

⁸ Highest rated descriptors are shown in descending order.

	Does not describe IWU	Somewhat describes IWU	Definitely describes IWU	Don't know
	Row %	Row %	Row %	Row %
Prestigious	12%	24%	7%	57%
Safe	1%	20%	17%	62%
Career-oriented	2%	22%	16%	59%
Selective	11%	21%	12%	55%
Ethnically diverse	4%	19%	9%	68%
Religious	8%	12%	18%	61%
Fine arts-oriented	4%	18%	14%	64%
Isolated	12%	13%	13%	61%
Well-known	27%	25%	4%	43%
Athletics-oriented	24%	11%	2%	64%
Politically liberal	8%	8%	3%	81%
Politically conservative	7%	8%	4%	81%
Successful graduates	2%	25%	14%	60%
Comfortable	1%	25%	13%	60%
Tolerant of differences	2%	18%	17%	63%
Personal attention	1%	20%	19%	60%
Intellectual	3%	21%	20%	56%
Academically challenging	3%	24%	20%	53%
Supportive	0%	26%	12%	62%
Back-up school	15%	25%	10%	50%
Expensive	9%	19%	14%	59%
Friendly	1%	20%	19%	60%
Affordable	14%	20%	6%	59%
Spiritual	4%	15%	15%	66%
Fun	6%	24%	5%	65%
Party school	33%	3%	2%	62%
Welcoming	2%	23%	19%	56%
Service-oriented	1%	23%	8%	69%
Clean	2%	20%	14%	64%
Small	3%	18%	24%	55%
Quiet	2%	18%	16%	64%
Boring	17%	16%	7%	60%
Changing for the better	1%	16%	9%	73%
Cohesive community	0%	19%	8%	72%
Strong regional reputation	6%	18%	14%	63%
Homogeneous	8%	15%	3%	75%
Cliquish	11%	11%	2%	76%
Ethical, moral	1%	14%	19%	67%
Great teaching	2%	20%	11%	67%

Innovative	5%	18%	9%	68%
Strict	8%	17%	3%	73%
Midwestern	2%	14%	33%	51%
Strong national reputation	16%	17%	6%	61%
Tradition rich	3%	13%	9%	75%
Liberal arts emphasis	3%	18%	16%	63%
More of a small university than a liberal arts college	8%	11%	14%	67%
Professional program-oriented	4%	16%	6%	74%
Student-centered	2%	17%	14%	67%
Top tier	12%	11%	6%	71%
Environmentally aware	2%	12%	9%	78%
Globally aware	2%	11%	8%	78%
Civic-minded	1%	14%	7%	77%

Current Descriptors of Illinois Wesleyan University



EXHIBITS

EXHIBIT

E-Mail Invitation to Participate

Dear College-Bound Student,

In the coming year or so, you may be going through the process of selecting a college or university. The Lawlor Group, a national higher education research and consulting firm based in Minneapolis, is conducting a research study with college-bound high school students, and we would like to include your opinions in our study about the college search process.

Please click on the following link to take the survey:

[Survey URL]

Because we know you're busy, the survey will take about 15-20 minutes to complete. All of the responses we receive will be compiled and included in our final report, though your identity will remain confidential. We will not contact you to sell you anything or put you on any mailing lists. We're only interested in what you think.

In appreciation of your assistance, when we receive your completed survey, we will enter your name in a drawing (one iPod Shuffle and five \$25 Visa gift cards will be awarded). From the surveys we receive by the end of the day on July 9th, we will randomly select 6 students to receive these tokens of our appreciation.

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

We received your contact information from a national student testing or research organization. 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.

[Removal URL]

EXHIBIT

Illinois Wesleyan University Prospective Student Survey

Thank you for coming to this survey site to answer some questions and share your opinions about your college search. We think that you'll find it interesting and easy to complete.

In responding to the questions, please think about your actual knowledge and expectations of college. Try to answer all of the questions to the best of your ability. 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. There are no right or wrong answers. We're just looking for your honest opinions and ideas.

The survey takes only about 15-20 minutes to complete. You will not be identified in any way (this is a confidential survey), and your ratings and comments will be tabulated with all of the responses we receive.

1) Which of the following phrases best describes your college planning so far?

- I know which college I'm going to attend.
- I have narrowed my choice down to a few colleges.
- I am just starting to think seriously about choosing a college.
- I am not seriously thinking about college choices yet.
- I probably will not be attending college in the next few years.

Please answer the following questions as if you were choosing a college in the near future.

2) How far would you prefer the college be located from where you live now?

- 50 miles or less/1 hour or less
- 51-100 miles/1 to 1.5 hours
- 101-250 miles/1.5 to 4 hours
- 251-500 miles/4 to 8.5 hours
- More than 500 miles/more than 8.5 hours
- No preference

3) Which of the following sources of information have you used thus far in your college search? (Check all that apply.)

- Alumni of a college or university
- Faculty at a college or university
- Campus visits
- College/university admission counselors
- Brochures, mailings
- College/university Web sites
- Friends/other high school students
- College guidebooks
- High school guidance counselor
- High school teachers
- High school coaches
- Parents
- Siblings
- Other relatives (besides parents and siblings)
- Students currently attending a college/university
- Web sites (other than college and university sites)
- Other (please specify)

If you selected other please specify: _____

EXHIBIT

4) Thus far, what are the best four sources of information that have helped you learn about colleges and universities? List in order of importance to you.

	1st Choice	2nd Choice	3rd Choice	4th Choice
Alumni of a college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty at a college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College/university admission counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brochures, mailings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College/university Web sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends/other high school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College guidebooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school guidance counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Siblings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other relatives (besides parents and siblings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students currently attending a college/university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web sites (other than college and university sites)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Specify in Comments space below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5) Rank your preferences for how you want colleges to communicate with you.

- E-mail _____
- Ads _____
- Letters in the mail _____
- College guidebooks _____
- Phone calls at my home _____
- Phone calls on my cell phone _____
- Brochures, flyers, postcards, etc. in the mail _____
- Instant Messaging _____
- Text messaging _____
- Personal interactions face-to-face at my high school or at college fairs _____
- Personal interactions face-to-face on campus visits _____

6) Which of the following best describes the extent that your parents are involved in learning about the colleges you are looking at?

- My parents do their own research.
- My parents and I review the college information together.
- I review the college information and then pass some of it on to my parents.
- My parents prefer that they get information mailed directly to them.
- My parents are not involved in learning about colleges right now.

7) Have you made any campus visits yet?

- Yes
- No

EXHIBIT

Ratings and rankings of colleges and universities (e.g., <i>U.S. News & World Report</i> , <i>Princeton Review's Best Value Colleges</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institution offers study abroad opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institution is committed to environmental awareness and stewardship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institution is committed to global awareness and consciousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall quality of the institution's campus facilities is very good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13) How familiar are you with Illinois Wesleyan?

- I am very familiar with Illinois Wesleyan.
- I am somewhat familiar with Illinois Wesleyan.
- I know a little about Illinois Wesleyan.
- I've never heard of Illinois Wesleyan.

14) Have you looked into/considered Illinois Wesleyan University?

- Yes
- No

15) Where did you first hear about Illinois Wesleyan? (You may select up to three responses from the list below.)

- High school teacher
- High school coach
- High school guidance counselor
- Friends
- Parents/siblings/other relatives
- Advertising
- Brochures sent to me in the mail
- Online resources (e.g., College Board.com; search engines)
- Ranking publications (e.g., *U.S. News & World Report*, *Princeton Review*)
- Individual college Web sites

EXHIBIT

engagement						
Global awareness and consciousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-centered culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendliness of campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Does not describe IWU	Somewhat describes IWU	Definitely describes IWU	Don't Know
Prestigious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnically diverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine arts-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Isolated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-known	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politically liberal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politically conservative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successful graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerant of differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academically challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EXHIBIT

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

	Does not describe IWU	Somewhat describes IWU	Definitely describes IWU	Don't Know
Supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Back-up school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expensive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spiritual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Party school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quiet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing for the better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cohesive community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong regional reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Does not describe IWU	Somewhat describes IWU	Definitely describes IWU	Don't Know
Homogeneous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cliquish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical, moral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Great teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Midwestern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong national reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tradition rich	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liberal arts emphasis	<input type="radio"/>	<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"/>	<input type="radio"/>

EXHIBIT

Professional program-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-centered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Top tier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmentally aware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Globally aware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic-minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24) In the fall, what class standing will you have (e.g., junior, senior)?

- Sophomore
- Junior
- Senior
- Other (please specify)

If you selected other please specify: _____

25) If you've thought about what discipline(s) you might major in, which of the following would it/they be at this time? (Check all that apply.)

- Accounting
- Art
- Biology
- Business Administration
- Chemistry
- Cognitive Science
- Computer Science
- Economics
- Educational Studies
- English
- Environmental Studies
- French & Francophone Studies
- German Studies
- Greek & Roman Studies
- Hispanic Studies
- History
- Humanities
- International Studies
- Italian Studies
- Japanese Studies
- Latin/Ancient Greek
- Mathematics
- Music
- Music Theatre
- Nursing
- Philosophy
- Physics
- Political Science
- Psychology
- Religion
- Risk Management & Financial Services
- Russian Studies
- Sociology & Anthropology
- Theatre Arts

EXHIBIT

- Women's Studies
- Other (please specify)

If you selected other please specify: _____

26) Please indicate below which extracurricular activities you are likely to participate in regularly during your college career. (Check all that apply.)

- Academic-related
- Student government
- Political/social activism (e.g., Amnesty International, Model United Nations)
- Greek life
- Intercollegiate athletics
- Intramurals and/or club sports
- Student media
- Residential hall association
- Performing arts
- Faith-based
- Cultural (e.g., Black Student Association, International Society)
- Volunteer/community service
- Other (please specify)

If you selected other please specify: _____

EXHIBIT

27) Are you a ...

- U.S. domestic student
- International student

28) In what state is your home?

- Illinois
- Indiana, Kentucky, Iowa, Michigan, Minnesota, Missouri, or Wisconsin
- A different state

29) What is your gender?

- Male
- Female
- Prefer not to answer

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

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

If you want to be eligible for the drawing (one iPod Shuffle and five \$25 Visa gift cards will be awarded), please provide your name, e-mail address, and mailing address where we can reach you. This is a confidential survey, and The Lawlor Group will have access to this information only for the purposes of the drawing.

31) Contact Information

Name: _____
E-Mail Address: _____
Address: _____
City, State, ZIP: _____

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