MEASURING DEMONSTRATED INTEREST IN COLLEGE ADMISSION – A LIFE SKILL

The Advantages of Being on a College’s Radar
PRESENTERS

John Andrew Willis
Texas Christian University

Eric Wilson
St. Louis University

Jennifer Carleton
Crystal Springs Uplands School

Lauren Ghishan
Trinity University

Ed Devine
Lafayette College
OVERVIEW

- Students are going stealth
- Institutional approaches to stealth applicants
- Demonstrated interest
- Advice to help students to put their best foot forward
Students are Going Stealth

- 1 in 3 students is a stealth applicant (Secret Shoppers: The Stealth Applicant Search for Higher Education, Spring 2012 Journal of College Admission)

Dear Mr. Devine,

I had a great time meeting you and visiting Lafayette about two weeks ago. I especially enjoyed getting a tour of the campus from one of the students. After my visit, I was all around impressed with Lafayette. Thanks for spending the time to talk with me, and I hope to see you at Prep High School in April.

Thanks,

Patrick Student '16
Texas Christian University

- Fort Worth, TX
- Big 12 (Division I)
- 8,300 full-time undergraduates
- Moderately Selective. ~45% admitted
- Application as first contact % of apps submitted:
  - Over last few years, ~40%; increasing in later deadlines
Trinity University

- San Antonio, TX
- Southern Collegiate Athletic Conference (Division III)
- 2,400 full-time, traditional age undergraduates
- Moderately selective: ~ 48% admitted
- Application as first contact as % of completed apps:
  - Fall 2012 – 35%
  - Fall 2013 – 41%
  - Fall 2014 – 44%
  - Fall 2015 – 47%
Saint Louis University

- St. Louis, MO
- Atlantic 10 (Division I)
- 8,600 full-time, traditional age undergraduates
- Moderately Selective. ~60% admitted
- NorCal - Application as first contact % of apps submitted:
  - 2015-60%
Lafayette College

- Easton, PA
- Patriot League
- 2,400 full-time, traditional age undergraduates
- Highly selective: 29% admitted
- Application as first contact as % of completed apps:
  - Fall 2012 – 31%
  - Fall 2013 – 27%
  - Fall 2014 – 30%
  - Fall 2015 – 30%

- As high as 45% at previous school
Demonstrated Interest

- Ranked sixth for ‘considerable importance’ as a factor for admission decisions

Table 17. Percentage of colleges attributing different levels of importance to factors in the admission decision: 2012

<table>
<thead>
<tr>
<th>Factor</th>
<th>Considerable importance</th>
<th>Moderate importance</th>
<th>Limited importance</th>
<th>No importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades in college prep courses</td>
<td>82.3%</td>
<td>11.6%</td>
<td>4.4%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Strength of curriculum</td>
<td>65.0%</td>
<td>25.2%</td>
<td>6.8%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Admission test scores (SAT, ACT)</td>
<td>56.1%</td>
<td>31.3%</td>
<td>9.2%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Grades in all courses</td>
<td>49.8%</td>
<td>37.5%</td>
<td>11.6%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Essay or writing sample</td>
<td>19.7%</td>
<td>38.1%</td>
<td>25.2%</td>
<td>17.0%</td>
</tr>
<tr>
<td><strong>Student’s demonstrated interest</strong></td>
<td>17.8%</td>
<td>31.2%</td>
<td>25.7%</td>
<td>25.3%</td>
</tr>
<tr>
<td>Counselor recommendation</td>
<td>15.6%</td>
<td>42.9%</td>
<td>27.9%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Teacher recommendation</td>
<td>15.4%</td>
<td>41.6%</td>
<td>29.4%</td>
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<tr>
<td>Class rank</td>
<td>13.3%</td>
<td>36.2%</td>
<td>35.8%</td>
<td>14.7%</td>
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<tr>
<td>Extracurricular activities</td>
<td>6.8%</td>
<td>39.1%</td>
<td>38.4%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Interview</td>
<td>6.5%</td>
<td>25.3%</td>
<td>29.7%</td>
<td>38.6%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>5.2%</td>
<td>10.7%</td>
<td>33.3%</td>
<td>50.9%</td>
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<tr>
<td>Subject test scores (AP, IB)</td>
<td>4.8%</td>
<td>32.0%</td>
<td>33.0%</td>
<td>30.3%</td>
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<tr>
<td>SAT II scores</td>
<td>3.8%</td>
<td>12.0%</td>
<td>26.4%</td>
<td>57.9%</td>
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<tr>
<td>State graduation exam scores</td>
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<td>13.7%</td>
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<td>56.5%</td>
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<tr>
<td>Work</td>
<td>1.0%</td>
<td>16.5%</td>
<td>48.5%</td>
<td>34.0%</td>
</tr>
</tbody>
</table>

Demonstrated Interest

- Importance of demonstrated interest rose from 2003 to 2010, and has declined slightly since then.
**Demonstrated Interest**

- School type is an important factor

| Table 19. Percentage of colleges attributing considerable importance to factors in the admission decision by institutional characteristics: 2012 (continued on next page) |
|---|---|---|---|---|---|---|---|
| | Grades in college prep courses | Strength of curriculum | Admission test scores | Grades in all courses | Essay/writing sample | Demonstrated interest | Counselor rec. | Teacher rec. |
| Total | 82.3% | 65.0% | 56.1% | 49.8% | 19.7% | 17.8% | 15.6% | 15.4% |
| Control | | | | | | | | |
| Public | 84.0 | 65.4 | 67.9 | 48.1 | 7.4 | 12.5 | 7.4 | 6.3 |
| Private | 81.7 | 64.8 | 51.6 | 50.5 | 24.4 | 19.8 | 18.8 | 18.8 |
| Enrollment | | | | | | | | |
| Fewer than 3,000 students | 80.6 | 62.9 | 53.5 | 52.1 | 22.9 | 22.5 | 19.4 | 20.6 |
| 3,000 to 9,999 | 84.2 | 68.4 | 64.9 | 52.6 | 12.3 | 8.8 | 8.8 | 7.0 |
| 10,000 or more | 85.7 | 67.3 | 59.2 | 44.9 | 12.2 | 10.4 | 8.2 | 6.3 |
| Selectivity | | | | | | | | |
| Accept fewer than 50 percent of applicants | 84.9 | 79.2 | 62.3 | 47.2 | 35.8 | 23.1 | 26.4 | 28.3 |
| 50 to 70 percent | 85.7 | 65.7 | 59 | 47.1 | 19.0 | 19.0 | 10.5 | 9.5 |
| 71 to 85 percent | 81.8 | 72.7 | 46.8 | 48.1 | 13.0 | 11.7 | 10.4 | 11.7 |
| More than 85 percent | 76.1 | 41.3 | 58.7 | 60.9 | 10.9 | 17.8 | 17.4 | 15.6 |
| Yield | | | | | | | | |
| Enroll fewer than 30 percent of admitted students | 88.2 | 75.7 | 50.7 | 49.0 | 20.8 | 13.9 | 16.7 | 14.6 |
| 30 to 45 percent | 83.9 | 65.6 | 64.5 | 49.5 | 18.3 | 11.8 | 9.7 | 12.0 |
| 46 to 60 percent | 73.3 | 36.7 | 43.3 | 43.3 | 3.3 | 31.0 | 10.0 | 10.0 |
| More than 60 percent | 46.7 | 33.3 | 80.0 | 73.3 | 46.7 | 64.3 | 40.0 | 46.7 |
What Determines Students’ Demonstrated Interest?

- Interaction and inquiry card submission (or scan) at college fairs
- Campus visit during junior year or summer after junior year
- Early application
- Supplemental Essay – showing your particular interest in that college and how you have researched it specifically
- Speaking with alumni or students who may share information with students on behalf of admission office
- Campus information session/tour in fall of senior year
- Interview with admission rep/alum
- Second visit to campus in senior year
- Overnight program
- Contacting admission rep
- Meeting with faculty on campus or by phone
- FAFSA form – how student ranks the school on the form
How Decisions Are Made

- Curriculum
- GPA
- Test Scores
- Resume or Activities List
- Essay
- Short Answers
- Recommendation Letters
- Interviews
  - Required vs Optional vs Not Allowed
- Demonstrated interest/match
- Type of High School does matter
What Demonstrated Interest Looks Like
## What Demonstrated Interest Looks Like

<table>
<thead>
<tr>
<th>Application Notes</th>
</tr>
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<tbody>
<tr>
<td>Deleted</td>
</tr>
<tr>
<td>Recommended Core</td>
</tr>
<tr>
<td>Highest Official High School GPA</td>
</tr>
<tr>
<td>Final Highest Score</td>
</tr>
<tr>
<td>Admission Interview Date/Time</td>
</tr>
<tr>
<td>Admission Interview Status</td>
</tr>
<tr>
<td>Admission Interview Notes</td>
</tr>
</tbody>
</table>

- Students in action, publicize community service events, bake sales
- Coordinates prom, eye-to-eye (learning disabilities)
- Sports business. Wants small classrooms and school spirit.
- Is also considering Loyola Chicago, other schools farther east.
## What Demonstrated Interest Looks Like

<table>
<thead>
<tr>
<th>Action</th>
<th>Subject</th>
<th>Name</th>
<th>Task</th>
<th>Due Date</th>
<th>Assigned To</th>
<th>Last Modified Date/Time</th>
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<td>2/17/2015</td>
<td>Eric Wilson</td>
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<td>9/26/2014</td>
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</table>

11/3/2014 EMW
3.2 GPA, 21 ACT refer to committee due to 15 sub in English. Recommend admit for the interview. Eric is super nice.
Trinity University
<table>
<thead>
<tr>
<th>Date</th>
<th>Units</th>
<th>Qlty Pts</th>
<th>DIV</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/11/2014</td>
<td>14</td>
<td>80</td>
<td>28</td>
<td>2.85</td>
</tr>
</tbody>
</table>

Curriculum Strength: 3 - Expected
Reader 1: [Field]
Reader 1 Recommendation: Other
Deferred Reason: [Field]
Reader 1 Paragraph Code: ARES - Resilience

Curriculum Strength: 3 - Expected
Reader 2: Willis, John Andrew
Reader 2 Recommendation: Admit
Deferred Reason: [Field]
Reader 2 Paragraph Code: ARES - Resilience
Demonstrated Interest: [Field]

Campus Visits:
AINFOS 10/18/2014
What Demonstrated Interest Looks Like

Hello, have we met?

Don’t I know you?

Ahh, good to see you old friend!
What Demonstrated Interest Looks Like
Teaching How – a Life Skill

- Student Perspective: Wait? *I have to do what?*
  - Isn’t that considered stalking?
  - What if a college still doesn’t want me?
  - I don’t have time...
Teaching How – a Life Skill

- Developing self-advocacy skills
- How to help students prepare and practice DI
  - Create a checklist (*steal from Slide 12!*)
  - Role play
    - Preparing for campus visit
    - What to expect when rep visits your high school
  - Workshops on do’s, don’ts of professional email correspondence, social media protocol
  - Mock interviews
Results of Demonstrated Interest?

- Stronger Fit/Match
  - limit # of apps
  - treat every college on list as if #1
- Stronger Interviews
- Stronger Supplements
- Stronger Advocacy in Committee (Scholarships)
- Demonstrated Self Reliance
Teaching How – a Life Skill

- JC – what scares them or prevents them from demonstrating interest.
  - Time
  - Fear
  - Don’t know how
  - Don’t want expose themselves
  - etc
Teaching How – a Life Skill

- JC – ways to teach them to use appropriate DI
  - Workshops
  - Classroom
  - Mock interviews
  - References
Results of Demonstrated Interest?

- Stronger Fit/Match
- Stronger Interviews
- Stronger Supplements
- Stronger Advocacy in Committee (Scholarships)
- Demonstrated Self Reliance
THANK YOU!

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