DEMONSTRATED INTEREST
HOW IT IS USED BY COLLEGES
AND HOW TO DO IT:
TEACHING A LIFE SKILL

The Advantages of Being on a College’s Radar
PRESENTERS

Eric Wilson
Saint Louis University

Lauren Ghishan
Trinity University

Ed Devine
Lafayette College
OVERVIEW

- Students are going stealth
- Institutional approaches to stealth applicants
- Demonstrated interest
- Advice/Resources 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)

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 ‘ 17
Hello,

My name is student, I am a junior at Jesuit High School in Portland, Oregon and I live in Vancouver, Washington. My goal is to become a registered dietitian (RD). I am very interested in hearing about your dietetics program and the path/requirements to becoming a RD, as well as learning more about Saint Louis University and the Doisy College of Health Sciences.

Are you available to meet before or after the Jesuit Excellence Tour on Tuesday, May 17th? I would love to talk with you personally about the dietetics program, my background and any recommendations you may have to strengthen my application & my understanding of Saint Louis University.
Hi and thanks for your email with all the great information. I am very interested in Trinity University and plan to visit the campus this summer. Thanks also for the contact information for the Coordinator for Athletic Recruitment, Jeremy Boyce. I'm going to send him an email to hopefully coordinate a campus tour and meeting with the basketball coach or coaches to learn more about the basketball program.

It was nice meeting you at the college fair. I'll be on the lookout for more information/emails.

Lucas
SAINT LOUIS UNIVERSITY

- St. Louis, MO
- Atlantic 10 (Division I)
- 8,200 full-time, traditional age undergraduates
- Moderately Selective: ~60% admitted
- Application as first contact of completed apps:
  - 2015 – 63%
  - 2016 - 62%
TRINITY UNIVERSITY

- San Antonio, TX
- Southern Collegiate Athletic Conference (Division III)
- 2,400 full-time, traditional age undergraduates
- Selective: ~ 40% admitted
- Application as first contact as % of completed apps:
  - Fall 2012 – 35%
  - Fall 2013 – 41%
  - Fall 2014 – 44%
  - Fall 2015 – 47%
  - Fall 2016 – 34%
LAFAYETTE COLLEGE

- Easton, PA
- Patriot League (Division I)
- 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>Student’s demonstrated interest</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>
<td>13.7%</td>
</tr>
<tr>
<td>Class rank</td>
<td>13.3%</td>
<td>36.2%</td>
<td>35.8%</td>
<td>14.7%</td>
</tr>
<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>
</tr>
<tr>
<td>Subject test scores (AP, IB)</td>
<td>4.8%</td>
<td>32.0%</td>
<td>33.0%</td>
<td>30.3%</td>
</tr>
<tr>
<td>SAT II scores</td>
<td>3.8%</td>
<td>12.0%</td>
<td>26.4%</td>
<td>57.9%</td>
</tr>
<tr>
<td>State graduation exam scores</td>
<td>2.1%</td>
<td>13.7%</td>
<td>27.7%</td>
<td>56.5%</td>
</tr>
<tr>
<td>Work</td>
<td>1.0%</td>
<td>16.5%</td>
<td>48.5%</td>
<td>34.0%</td>
</tr>
</tbody>
</table>

Démonstrated Interest

- Importance of demonstrated interest rose from 2003 to 2010, and has declined slightly since then.
### Table 19. Percentage of colleges attributing considerable importance to factors in the admission decision by institutional characteristics: 2012 (continued on next page)

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

Saint Louis University
WHAT DEMONSTRATED INTEREST LOOKS LIKE

Saint Louis University
**WHAT DEMONSTRATED INTEREST LOOKS LIKE**

Saint Louis University

---

### Activity History

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Edit</td>
<td>OUT: Email to Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edit</td>
<td>IN: Email from Student</td>
<td></td>
<td>✔️</td>
<td>2/17/2015</td>
<td>Eric Wilson</td>
<td>2/17/2015 2:39 PM</td>
</tr>
<tr>
<td>Edit</td>
<td>IN: Email from Counselor/Principal</td>
<td></td>
<td>✔️</td>
<td>2/11/2015</td>
<td>Eric Wilson</td>
<td>2/11/2015 5:13 PM</td>
</tr>
<tr>
<td>Edit</td>
<td>IN: Email from Student</td>
<td></td>
<td>✔️</td>
<td>12/19/2014</td>
<td>Eric Wilson</td>
<td>12/19/2014 1:10 PM</td>
</tr>
<tr>
<td>Edit</td>
<td>IN: Email from Student</td>
<td></td>
<td>✔️</td>
<td>12/5/2014</td>
<td>Eric Wilson</td>
<td>12/5/2014 12:13 AM</td>
</tr>
<tr>
<td>Edit</td>
<td>IN: Email from Student</td>
<td></td>
<td>✔️</td>
<td>12/3/2014</td>
<td>Eric Wilson</td>
<td>12/3/2014 10:02 AM</td>
</tr>
<tr>
<td>Edit</td>
<td>IN: Email from Student</td>
<td></td>
<td>✔️</td>
<td>12/1/2014</td>
<td>Eric Wilson</td>
<td>12/1/2014 11:57 AM</td>
</tr>
<tr>
<td>Edit</td>
<td>IN: Email from Student</td>
<td></td>
<td>✔️</td>
<td>11/10/2014</td>
<td>Eric Wilson</td>
<td>11/10/2014 7:10 PM</td>
</tr>
<tr>
<td>Edit</td>
<td>Contact record was inserted or updated by the Common App load</td>
<td></td>
<td>✔️</td>
<td>10/6/2014</td>
<td>Eric Wilson</td>
<td>10/6/2014 9:07 AM</td>
</tr>
<tr>
<td>Edit</td>
<td>Contact record was inserted or updated by the Common App load</td>
<td></td>
<td>✔️</td>
<td>10/6/2014</td>
<td>Eric Wilson</td>
<td>10/6/2014 8:55 AM</td>
</tr>
<tr>
<td>Edit</td>
<td>Travel: Contact - High School Visit</td>
<td></td>
<td>✔️</td>
<td>9/26/2014</td>
<td>Eric Wilson</td>
<td>10/24/2014 2:41 PM</td>
</tr>
</tbody>
</table>

3.2 GPA, 21 ACT. Refer to committee due to 15 sub in English.
Recommend admit. Per the interview, he is super nice.
WHAT DEMONSTRATED INTEREST LOOKS LIKE

Trinity University

<table>
<thead>
<tr>
<th>Event Lookup</th>
<th>Attendance</th>
<th>Notes</th>
<th>Created On</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA San Diego Fall Interview Weekend</td>
<td>True</td>
<td>10/6/2014 4:25:00 PM</td>
<td></td>
</tr>
<tr>
<td>Trinity 360 - Accepted Student Open House</td>
<td>False</td>
<td>1/24/2015 5:13:42 AM</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Regarding</th>
<th>Location</th>
<th>Priority</th>
<th>Start Time</th>
<th>End Time</th>
<th>Appointment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call from dad</td>
<td>phonecall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call from student -- can't attend reception</td>
<td>phonecall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Activity Type</th>
<th>Activity Status</th>
<th>Start Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call from dad</td>
<td>phonecall</td>
<td>Completed</td>
<td></td>
<td>They misplaced the letter of admission, so I told him we would resend it. They are planning to visit for the March 360 program.</td>
</tr>
<tr>
<td>Call from student -- can't attend reception</td>
<td>phonecall</td>
<td>Completed</td>
<td></td>
<td>Called on Saturday to say he couldn't attend the reception, but he's excited to visit campus for T360.</td>
</tr>
</tbody>
</table>
Hello, have we met?
Don’t I know you?
Ahh, good to see you old friend!
WHAT DEMONSTRATED INTEREST LOOKS LIKE

Lafayette College
LAFAYETTE COLLEGE FUNNEL

8,000 - Apps

4,000 – Admit 1st Read

1,700 – Cut, 2nd Read

2,300 – Goal

2,300 Accept

Enroll

650
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 14!*)
  - 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
TEACHING HOW — A LIFE SKILL

- What scares them or prevents them from demonstrating interest:
  - Time
  - Fear
  - Don’t know how
  - Don’t want expose themselves
  - Etc.
RESULTS OF DEMONSTRATED INTEREST?

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

Eric Wilson
Saint Louis University

Lauren Ghishan
Trinity University

Ed Devine
Lafayette College

Regional Admission Counselors of California
Promoting out-of-state educational opportunities for Californians
www.regionaladmissions.com