



Preliminary Findings on Initial Interviews of College Students:  
An Investigation on K12 Graduates

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Abstract

The ACAP Center conducts Initial Interviews to all new student applicants. This procedure is essential in identifying important information in terms of physical, psychological and mental conditions of the students. Participants are graduates from the K12 program. It also serves as a contrivance for the institution's marketing and admissions department. Results indicated that most of the students chose their course and that their family and relatives are the main reason why they knew about SPCF. The preliminary findings of this study can be utilized by the administration in order to construct projective and proactive programs for the next academic year.



## Introduction

A college interview is an opportunity for your students to talk about their goals and experiences. There are two basic kinds of college interview. If students plan to (or are required to) interview, they should find out which type of interview the college is offering them:

The evaluative interview is intended to help the institution assess the student as a candidate. The interviewer speaks with the student, takes notes and reports all impressions to the admission committee. This evaluation becomes part of the student's application file. Interviewers are often admission officers but may be faculty members or alumni.

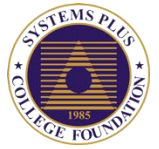
The informational interview is intended to give the student information about the institution. This can be a one-on-one talk with a college representative or a group information session for applicants. Interviewers may be admission officers but might also be faculty members, alumni or even current students at the college.

Although the informational interview's main purpose is to answer student questions about the college, it is quite possible that the college representative will also evaluate the student and pass an opinion on to the admission committee. Students should therefore always be aware of the impression they are making. Interviews of either kind can take place on or off campus (for example, the college may match up applicants with alumni interviewers who live in the same area). Few colleges require an interview. Many offer evaluative or informational interviews as an option. Some institutions do not offer interviews at all. These include some public universities whose applicant pools are so large that offering interviews to all candidates is not feasible, and also some private colleges. Tell your students that it's usually to their benefit to interview if interviewing is an option. Interviewing is one more way for a student to display a strong interest in a college, and it lets the interviewer get to know the personality behind the grades and test scores. An interview is also a chance for borderline students to present themselves as winning candidates by virtue of sincerity or their personality, and to explain any extenuating circumstances that affected academic performance and describe the ways they will contribute to the college. (Educational Professionals 2019 The College Board)



According to Cappex (2019), the top admission factors for freshmen have been consistent for decades, according to a survey collected by the National Association for College Admission Counseling. The survey found that the top factor for college admissions was a student's grades in college-prep courses (79%). That was followed by strength of curriculum and grades in all courses (60%) and admission test scores (53%), the report stated. In fact, admissions interviews aren't included in a set of criteria that's considered by most college admissions officials after grades, curriculum and test scores are taken into account. The second-most important criteria include essays or writing samples, teacher and counselor recommendations, a student's demonstrated interest, class rank and extracurricular activities. Admissions interviews hold moderate to considerable importance to only a small set of colleges and universities. These institutions, which are typically elite and private, use the admissions interview, along with other factors like subject test scores in Advanced Placement (AP) or International Baccalaureate (IB) classes, portfolios, SAT II scores, state graduation exams and work experience to make admissions decisions. Whether or not to do an admissions interview comes down to the type of institution a student is applying to. Doing one probably will help at private and elite colleges, but have less of an impact at larger public colleges. Regardless, an interview is a good way to get to know a college and ask questions about the curriculum and atmosphere.

Grove (2018) stated that choosing to interview demonstrates your interest. A student who is applying to 50 random colleges isn't going to bother interviewing. When you take the time to meet with a representative from the college, you're making a statement that your interest is sincere and that you want to learn more about the school. Also, the college wants to admit students who will accept their offer, and your decision to interview makes you a safer bet. In short, the interview is a way for you to show your demonstrated interest, a factor that many colleges consider in the admissions process. The interview lets you learn more. A successful search for a college isn't about getting into the best school, but getting into the school that is best for you. An interview is a great opportunity for you to learn more about the college and find out if it really is a good match for your personality and interests. The interviewer will almost always give you the chance to ask questions, so be sure to take advantage of this opportunity. The interview allows the college to put a face to the numbers. Put yourself in the shoes of the admissions folks. They have a bunch of transcripts and test scores to use for making admission decisions. If they meet you, you'll be more than numbers. All highly selective colleges have holistic admissions, so use your interview to paint a rich portrait of your personality and passions. Some aspects of your personality and passions are difficult to convey in the written application, but the interview can bring them to light.



Furthermore, Calcagnini (2016) added that college interviews are arguably one of the more anxiety-inducing parts of the college applications process. Many students believe that if they have a lukewarm to poor interview, they'll ruin their chances of getting in. In truth, college admissions committees give less weight to the interview than commonly believed. The interview actually counts for around 5% of your total application, though it becomes more significant if it's conducted by an admissions officer on-campus. Obviously, you can only learn so much about a person in the thirty minutes or even hour allotted for an interview. Thus, the point of an interview is not to provide admissions officers with an exhaustive or deep understanding of your family life, interests, or values. Most likely, this isn't even the type of information they are looking to gain from interviewing you. Instead, these are the kinds of topics you should be covering in your personal statement and Common App, and they'll likely come up in your teacher's recommendation letters as well.

However, an interviewer can still learn a significant amount about you in a short amount of time things like your personality and character, your ability to engage in conversations and answer questions, and your decorum and self-presentation, to name just a few. Your college interview, unlike any other part of the application process, is your opportunity to make your application come alive to put a face, personality, and voice to your name. Indeed, the very fact that many universities devote time, money, and other resources to organizing and conducting student interviews implies that these interviews are important. At its core, the application process is designed to show admissions committees the real you. Imagine how helpful it is to an admissions officer to receive input from your interviewer someone who has not only seen you in the flesh but also spoken to you. The interview is also a great opportunity to distinguish yourself as an applicant to a competitive school. Though you can work hard to achieve perfect grades and fantastic standardized test scores, there are thousands of students across the country who will have these feathers in their caps too. If you want to make the impression that you specifically are energetic, excited about a school, and a good fit for its community, one sure way to do this is to emote these things in an interview. (Calcagnini, L. (2016) "How Much Do College Interviews Matter?")



On the other hand, Sturgis (2017) high-quality systems of competency-based education start with a community’s aspirations for students. Completing twelve years of school is an insufficient outcome for students. Students who are able to articulate a vision for their futures, exercise agency in pursuing that vision and effectively navigate their own paths is commonly expressed as the goal for students in competency-based districts and schools. That vision is one that is made available to all students, not simply those on a particular path or from a limited set of backgrounds. While college and career readiness are absolutely central to any educational system, the definition used in most states today is more limited than the vision of educational equity that competency-based education makes possible. For this reason, it is important that we begin with a statement of the intended purpose for competency-based education. Unlike traditional systems of K-12 education, competency-based structures place an equal emphasis upon lifelong skills such as growth mindset, metacognition, learning how to learn, problem-solving, advocacy, collaboration, creativity and the habits of success as they do upon academic content knowledge and skills. Districts that are pursuing competency-based systems share a belief that the current purpose of K-12 education is to facilitate a process through which all students graduate high school with the academic and lifelong learning skills to be leaders in their communities, and agents of their own success — whether in college, career, or navigating the opportunities and challenges they will encounter in their lives. While each community expresses its own values and goals in the choices it makes around curriculum, pedagogy and school rituals, this core purpose is shared by districts leading the way in competency-based education. Competency-based education offers the most effective structure for achieving this educational purpose. However, realizing this purpose for all students requires attention to issues of equity and quality, meeting students where they are, and policies that create the conditions for success. This clear articulation and understanding of purpose sets us up now to turn to how and why to best achieve that purpose.

Moreover, to prove that K-12 system is more than just adding two more years to high school, below are three of the many practical benefits of schooling under a 13-year education cycle:

Preparedness for tertiary learning – With adaptation of K-12 scheme, students are expected to graduate at age a bit older than past graduates’. This is an advantage, according to DepEd, as graduates will be considered young adults. Hence, they will be more equipped to deal with much higher level of learning as they enter college education.



Readiness to join the workforce – Unlike the old system, K-12 does not compel each student to take college after completing Senior High School (SHS). In fact, this scheme empowers students to make a choice on their own. They may not pursue college education especially if they have chosen a track other than academic track. The good thing is SHS graduates will be equipped with skills (through electives) that will make them good at certain field(s).

Skill competency in the global job market – K-12 system aims to improve Filipino students' mathematical, scientific, and linguistic competence. With the new curriculum, DepEd promised to offer higher quality education through tracks. Each track will give students enough time to master a field and enhance their skills. In the end, K-12 graduates will become globally competitive and are set to obtain spot in the stiff labor market. (K12Philippines (2015) Three Practical Benefits of the Philippines' K to 12 Curriculum)

## Results and Conclusions

Results indicated that most of the students chose their course and that their family and relatives are the main reason why they knew about SPCF. The preliminary findings of this study can be utilized by the administration in order to construct projective and proactive programs for the next academic year.

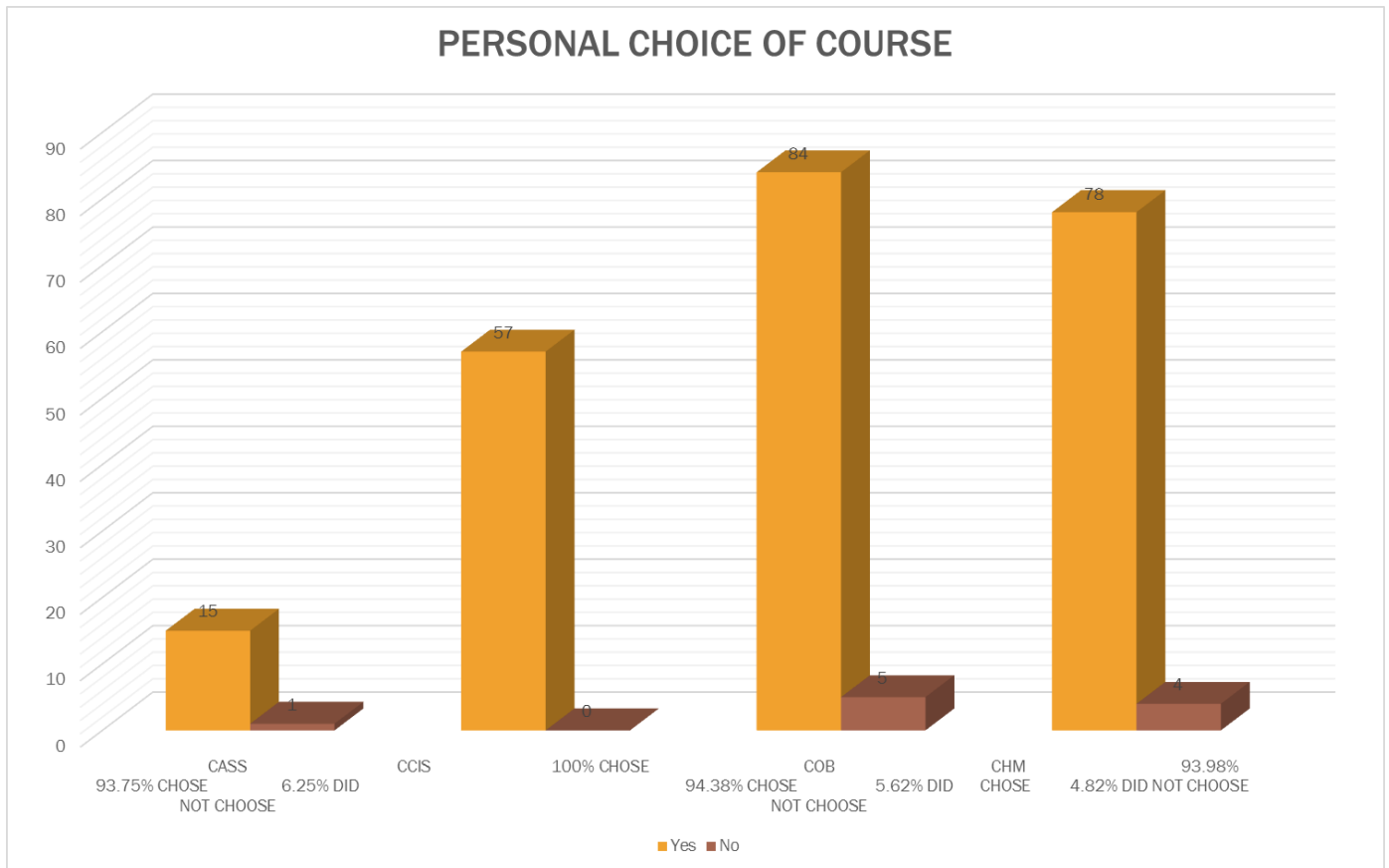


Table 1: Personal Choice of Course CASS/CCIS/COB/CHM

The students were asked if their course was their personal choice. CASS 93.75% said yes, CCIS 100% said yes, COB 94.38% said yes and CHM 93.9 percent said yes.

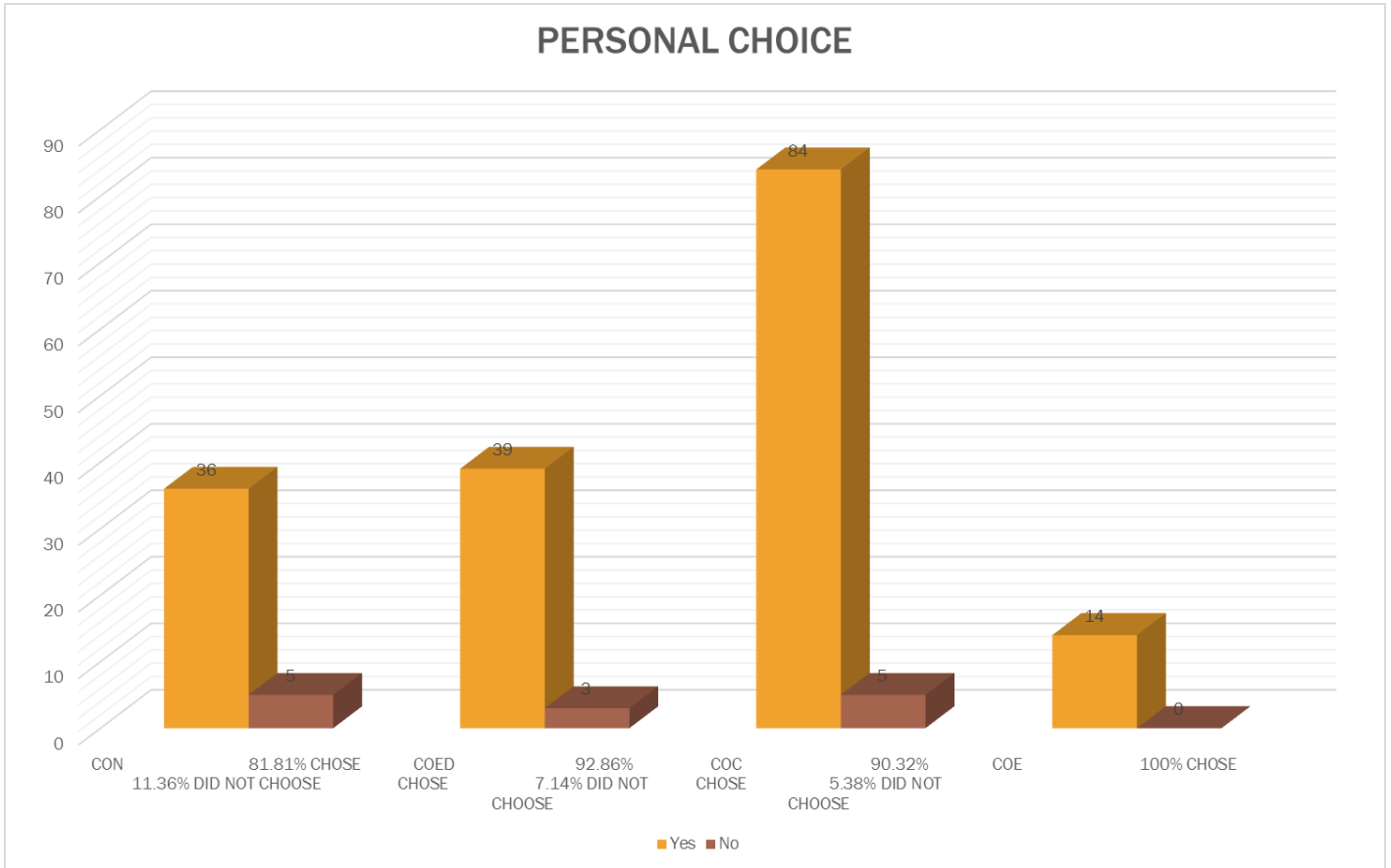


Table 2: Personal Choice of Course CON/COED/COC/COE

The students were asked if their course was their personal choice. CON 81.81%, COED 92.86%, COC 90.32% and COE 100%.



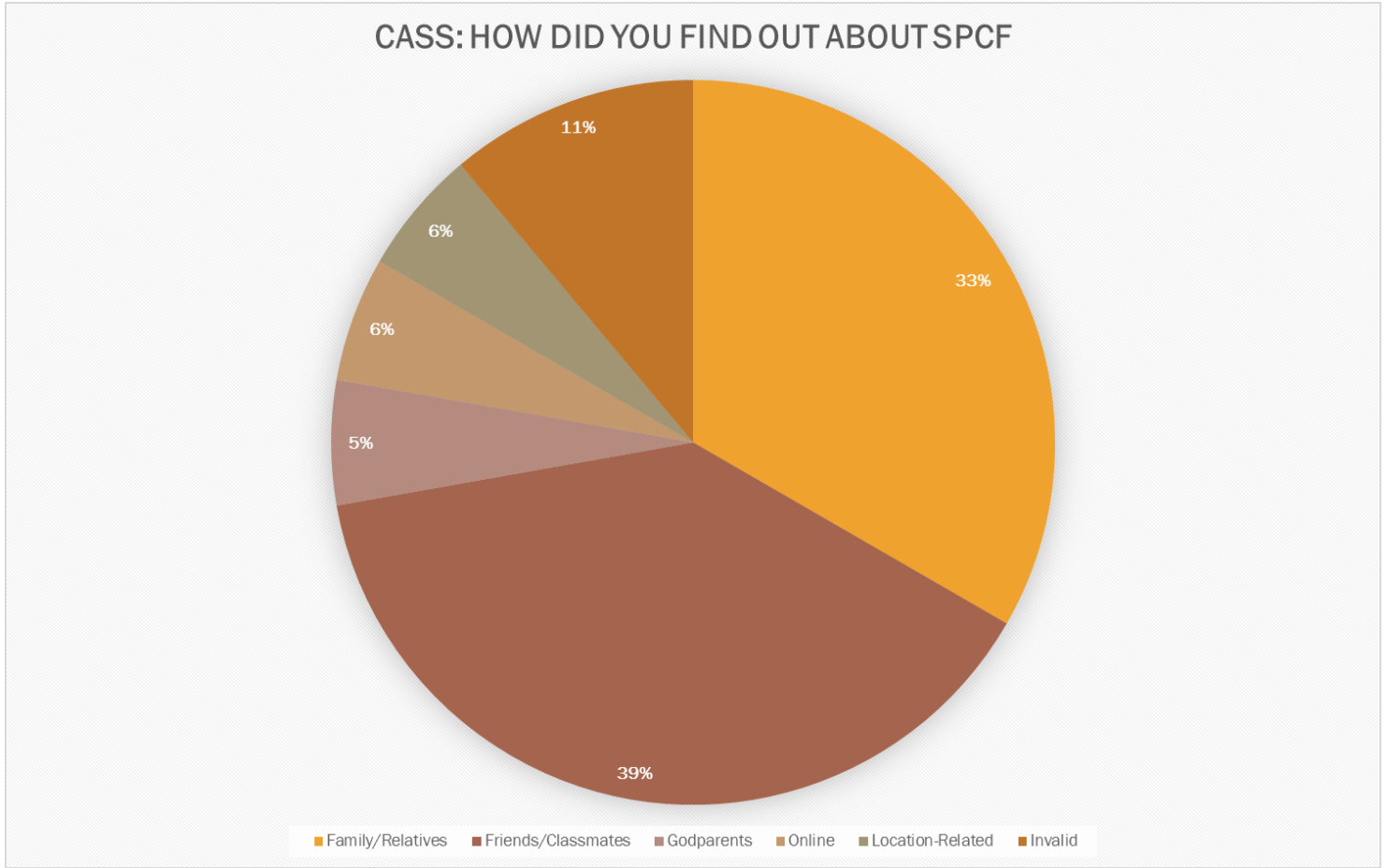


Table 3: Percentages how CASS students knew about SPCF

The table shows that 39% Friends and Classmates is the highest. 33% Family and Relatives is the second highest.

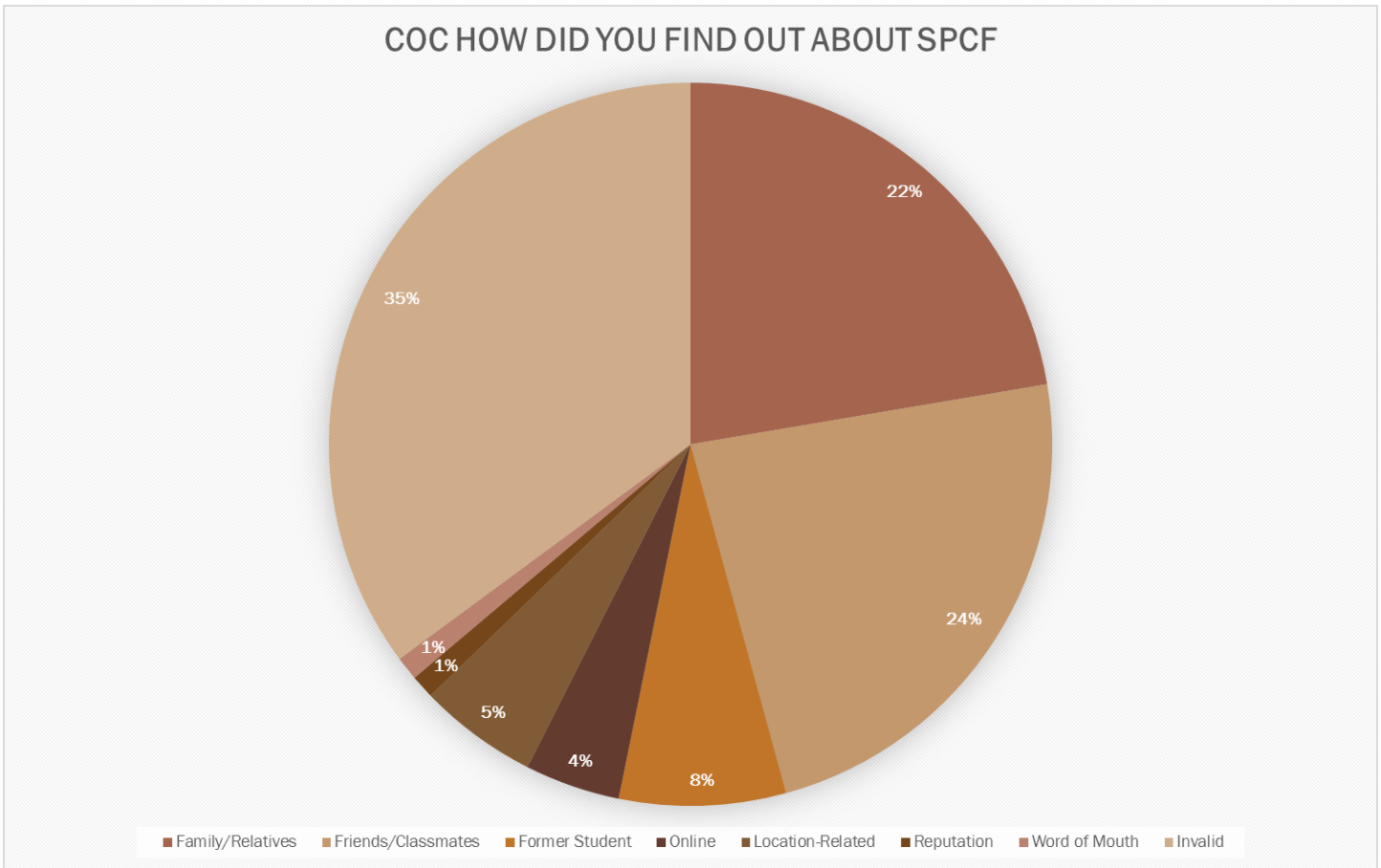


Table 4: Percentages how COC students knew about SPCF

The table shows that 35% Family and Relatives is the highest. 24% Friends and Classmates is the second highest.

### CHM HOW DID YOU FIND OUT ABOUT SPCF

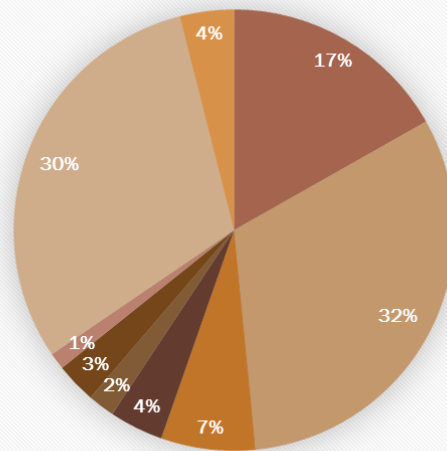


Table 5: Percentages how CHM students knew about SPCF

The table shows that 32% Family and Relatives is the highest. 30% Friends and Classmates is the second highest.

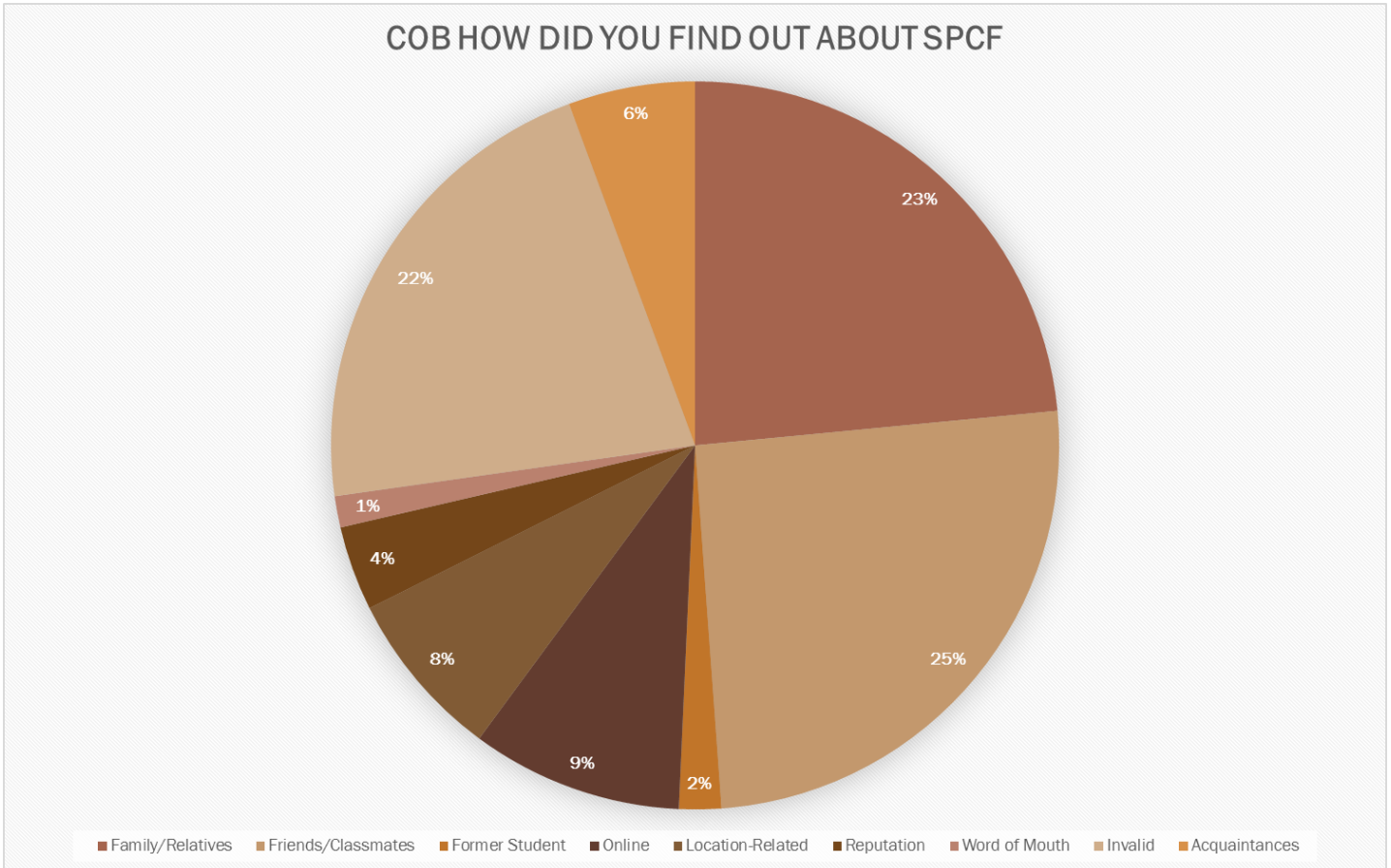


Table 6: Percentages how COB students knew about SPCF

The table shows that 25% Family and Relatives is the highest. 22% Friends and Classmates is the second highest.

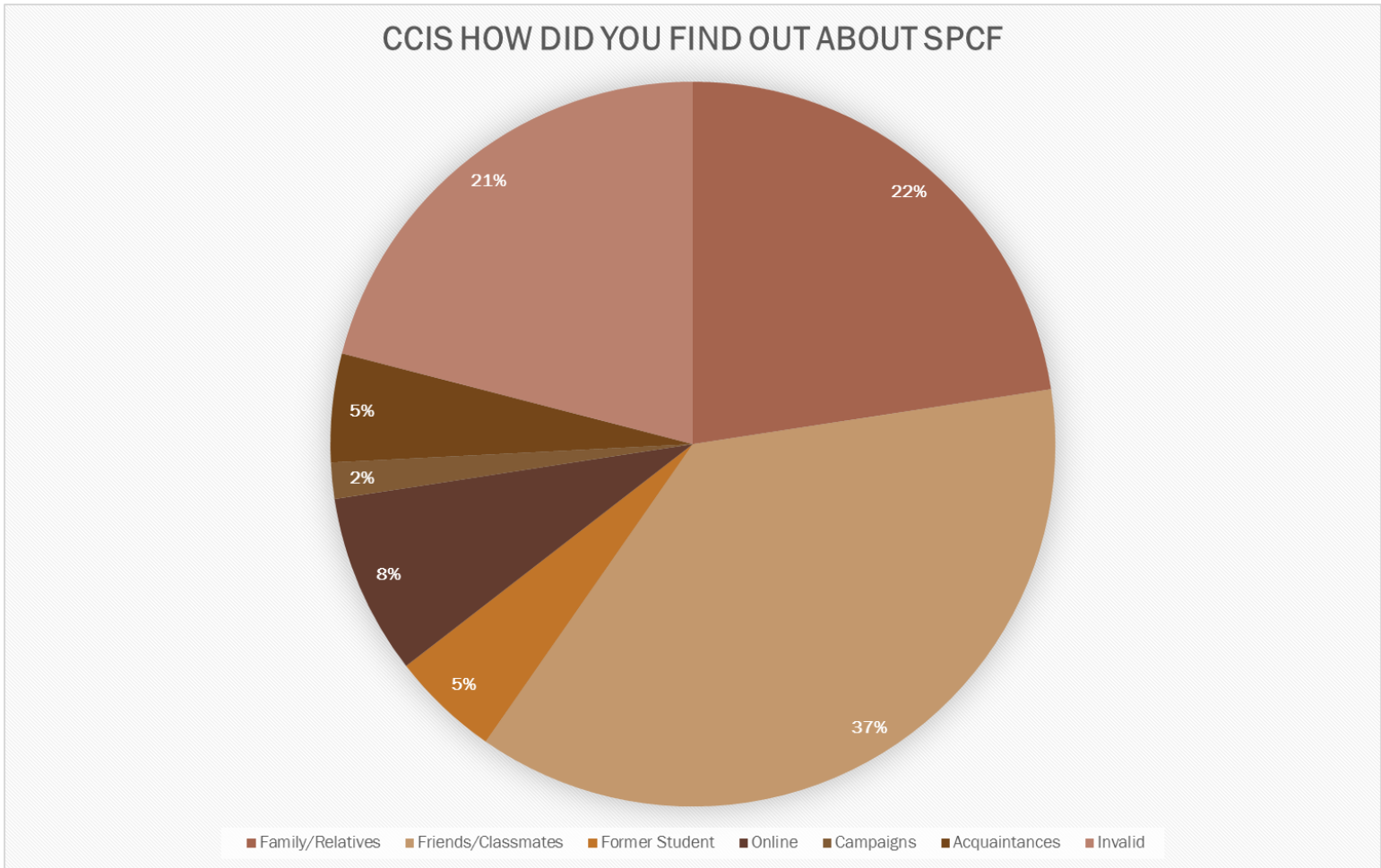


Table 7: Percentages how CCIS students knew about SPCF

The table shows that 37% Family and Relatives is the highest. 21% Friends and Classmates is the second highest.

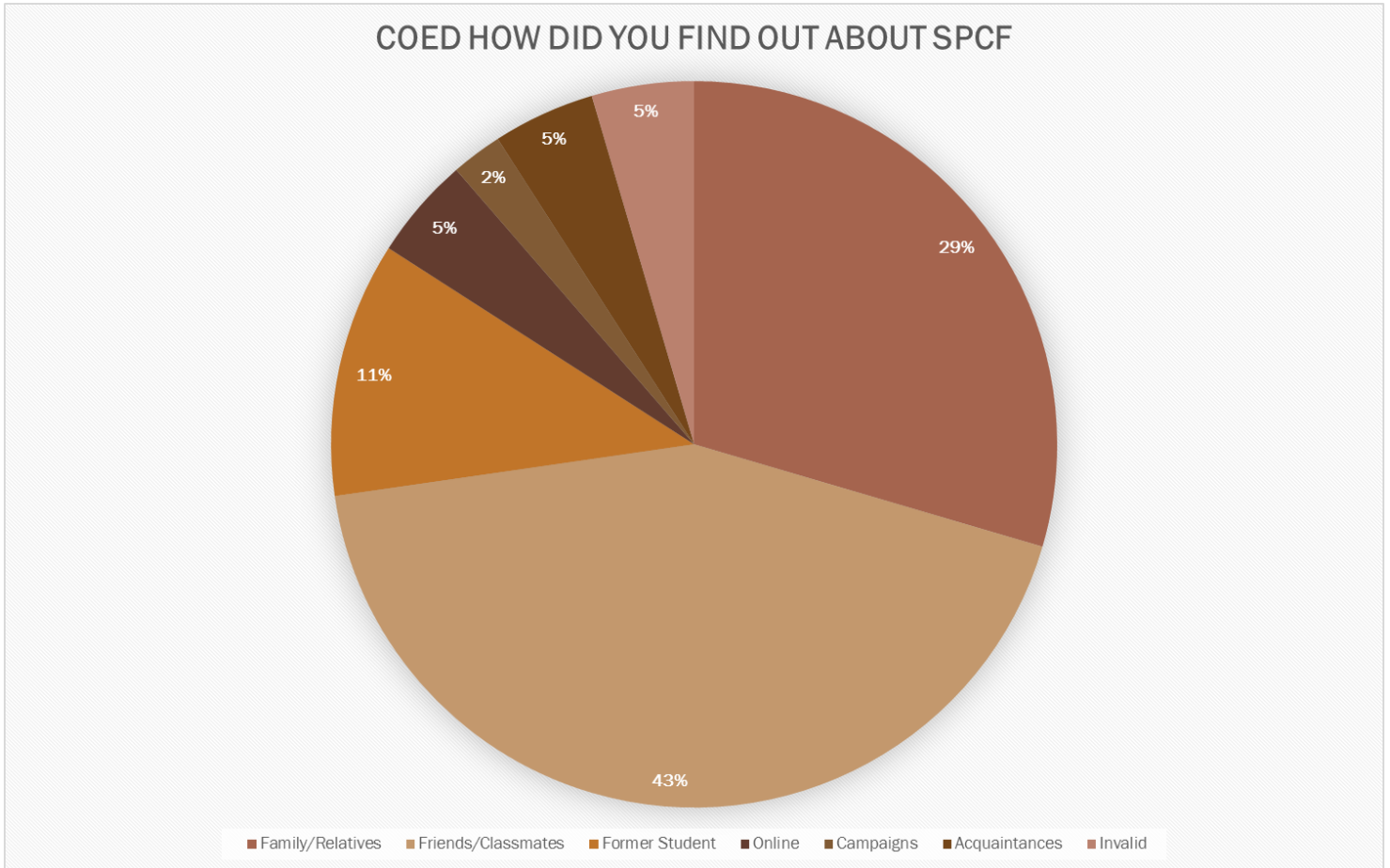


Table 8: Percentages how CCIS students knew about SPCF

The table shows that 43% Family and Relatives is the highest. 29% Friends and Classmates is the second highest.

COE HOW DID YOU FIND OUT ABOUT SPCF

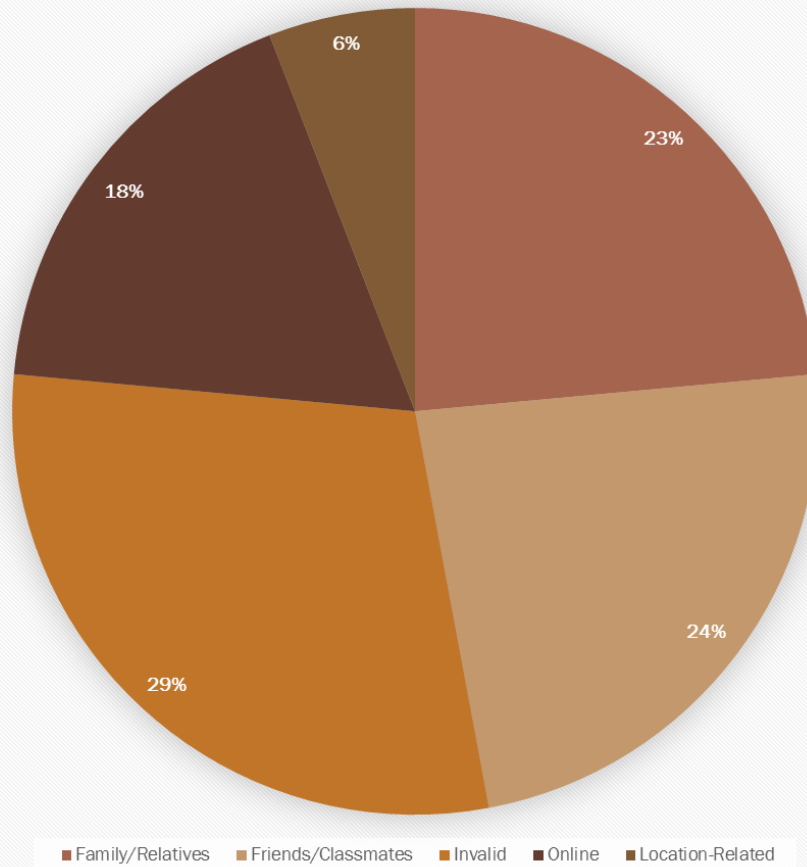
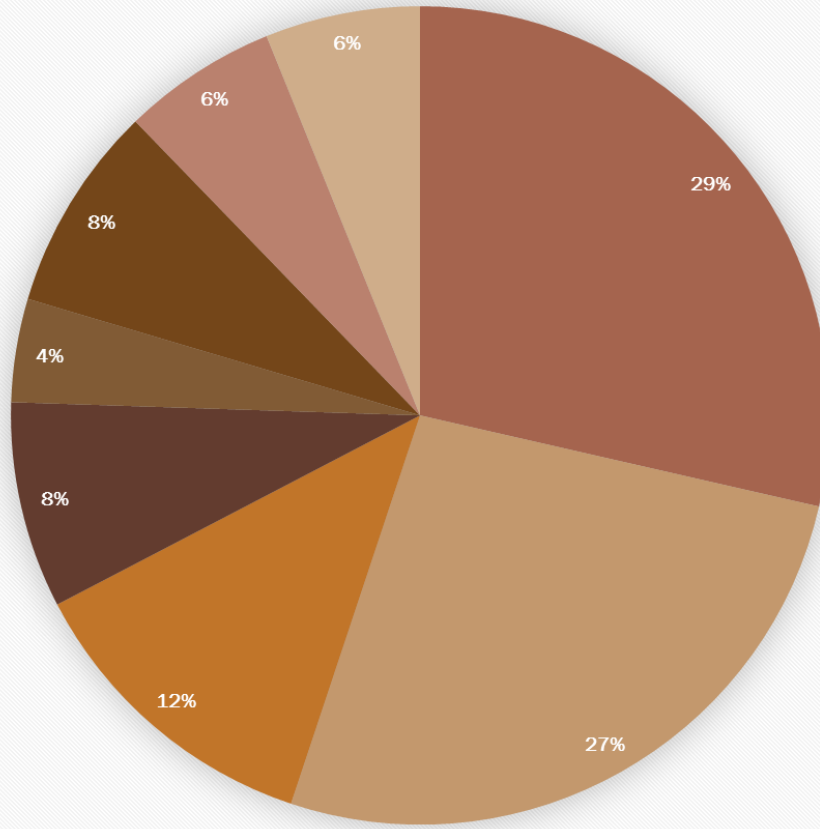


Table 9: Percentages how COE students knew about SPCF

The table shows that 29% Family and Relatives is the highest. 24% Friends and Classmates is the second highest.

CON HOW DID YOU FIND OUT ABOUT SPCF



■ Family/Relatives ■ Friends/Classmates ■ Invalid ■ Online ■ Location-Related ■ Acquaintances ■ Reputation ■ Former Student

Table 10: Percentages how CON students knew about SPCF

The table shows that 29% Family and Relatives is the highest. 27% Friends and Classmates is the second highest.





## Discussion

Deeper understanding on how students make their choices and who make the choices are essential considerations in image building, marketing and advertising. The faculty members, students and marketing staff of the university assist the graduating students from various secondary schools within its vicinity and along the neighboring towns in the region to think of the appropriate college degree program that will be suitable to the needs of their respective communities or match to their line of interest. They provide possible options and the opportunities to be well oriented and informed of the program offerings that would make them excel and successful. (Aguado et.al. 2015)

Graduating students from secondary schools may not have solid decision on where to go in college and what degree program they may possibly take. They are planning to enter college without clear idea of what career to pursue for their future (Ramirez & Dizon, 2014). They may sometimes consider the people and the information they received within their environment. There are several factors that may affect the decision of students and parents, where it can be a good source of insight for private higher education institutions to offer quality services that will suit to the needs, expectations and demands of the community. Academic institutions sought to observe the requirements of the customers, prospective students and other clients like industry partners when preparing an educational program (Hrnciar & Madzík, 2013). Degree programs and other student services are being developed to promote the image of the university (Nadelson, Semmelroth, Martinez, Featherstone, Fuhriman, & Sell, 2013).

With the curricular offerings of private colleges and universities which are almost identical programs makes diversification very difficult (Vaz & Mansori, 2013). Therefore, the competitive edge, uniqueness and quality must be established in educational marketing through image building while helping and guiding the parents towards the achievement of their desire for the success of their children. The decision on good career choice and school sometimes depend on how the way students perceive the world and their future. Some of them may not have enough knowledge and consciousness about how they should process information from personal, social, economical, political, spiritual and environmental aspects of putting into context and realization of having a successful profession. Pafili and Mylonakis (2011) emphasized that in coming up with the right decision of what



profession to take, students can properly utilize their skills and knowledge to gain proper experience who could contribute to the development and welfare of the society but Koni, Zainal, and Ibrahim (2012) noted that some studies show that not all students who enter a university have the intention to obtain the degree.

The study of Aguado et.al. (2015) explores the last phase of the Career Decision-Making Process Model of Hirschi and Läge (2007) which is the after actual decision-making which aims to determine, whether if the maritime program is definitely the college degree that the students under study really aspire to pursue, either personal choice or with consent and approval from other people. This is also relevant to the social cognitive theory of Bandura (1986) which explores the maturity and development of interest and career and how these things turned into action. It is important for the institution to identify the willingness of the students to pursue the program where interest can be used as good indicator of career choice (Hirschi & Läge, 2008), so that if problems might occur in their academic performance related to negative attitude, the result of this study might be useful to explain the situation. Part of the study is the issue of the type of high school where the Maritime students graduated either from public or private secondary schools. Estevan (2014) emphasized that in Brazil, although there is an improvement in the quality of public school which may also increase enrollment; there are some students who prefer private education now choose public schools. In the Philippines, based on personal observation that most parents transferred their children from private to public schools due to the global economic recession which parents working abroad become unemployed or they are receiving lesser amount of salary compared to their normal compensation. Some political challenges that the country faced for the past and present administrations make the parents financially affected.



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