Admissions and Academics working together

1. Intro – Housekeeping items
2. Admissions data past 5 years
3. Overall benefits
	1. Family’s impression – more personal, individual
	2. Expanded data for admissions
	3. Academics knows in advance the profiles of those attending next year
4. Support
	1. Explanations for student placement or counseling out are more detailed, helpful
5. Trust and Relationships
	1. Internal, between admissions and academic offices
	2. Teachers are aware that each boy has been vetted by multiple parties – less of “who let *him* in here?’
	3. External, especially with consultants who know we take this approach, and give us a heads up to make sure the boy meets with Kevin, Vinton, etc.
6. Campus Visits
7. Admissions
8. School/General
9. Academic Overview and Supports

aa. FLC – provide picture of what we can and cannot do

bb. Support systems – identified in advance, noted in admissions file AND in Kevin’s notes

cc. Self awareness/honesty – does he know his strengths/weaknesses?

dd. Academic planning – includes summer work before or during BRS experience

ee. Schedule and vision – “We just planned the next four years of your life, and this is just the interview!”

1. Testing
2. General Ability Index/Overall Scores and ranges – how used
3. Strengths – academic and other areas
4. Typical profile – FLC learning profile examples (we later engage the boy and family with this)
5. Levels of support

aa. Academic

bb. Social/Emotional

cc. Placement in dorms/Advisor/Res. Life

1. When it doesn’t work out

A. Use of the “post-mortem”: what did we miss that we’ll watch for in the future (prior program, sub-score pattern, items on personality projection, parent-applicant interaction during the interview, applicant affect/presentation during the interview…)?

1. Questions/Group work
2. Who can you work with at your school?
3. Appropriate balance of views between admissions and academics
4. When you must counsel out or send elsewhere, how do you go about that?