Robinson Center for Young Scholars

Study of Early Entrance Graduates after 35 Years
Rachel U. Chung, M.Ed. and Nancy B. Hertzog, Ph.D.

Key Findings

Success in Academics, Careers, and Life
- 94% of alumni are satisfied with their choices in life.
- 89% of alumni said they would choose to attend the program again.
- Robinson center alumni have maintained high levels of educational attainment, and have attained a doctoral degree at a rate of nearly 14 times more than the UW alumni population.
- Alumni have received prestigious awards, scholarships, and recognition for their work including Rhodes and Fulbright scholarships.

Few Differences Between Program Graduates
- In general, there were very few significant differences between alumni of the two early entrance programs, the Early Entrance Program (EEP) and the UW Academy Program (ACAD).
- They were more similar than different in their academic and career outcomes, and in their personal values.
- EEPers had more romantic involvements with RC students and were younger when they had their first serious romantic relationships as compared to ACAD students.

Variance in the Way They Perceived RC Cohort Model
- Many students commented on the social and academic benefits of having a cohort of talented, highly motivated, and like-minded peers.
- Some students found the small cohort limiting and had difficulties assimilating into the larger UW academic community.
- Males, in particular, responded as having less experience and more awkwardness related to dating while in college because they were 2-4 years younger than most of the UW class peers.

Too Young to Have College Experience?
- Regardless of how young they entered the UW, they reported similar numbers of romantic involvements while at UW.
- Many students felt that their living at home while at college limited their full college experiences.
- Several reported not having their “college experience” until they went to graduate school.

Issues for Further Exploration

Are gifted programs challenging enough for the most academically talented students?
- The majority of the sample (86%) entered our programs from gifted programs and the number one reason they cited for entering was because they needed a challenge indicating that gifted programs were not challenging these students.

Are we using gifted programs to prepare “leaders” for the next generation?
- Only 17% of the students reported it was important or very important to be leaders in their community. However, 40% felt it was important or very important to solve social and economic inequities.

What role do parental expectations play in supporting happiness and success?
- Students reported most parents had high expectations for them, but students were more interested in fulfilling their own expectations of themselves.