



UNIVERSITY *of* WASHINGTON

Robinson Center for Young Scholars



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Overview



- ◆ **Overview of the Robinson Center Early Entrance Programs**
- ◆ **Infrastructures that Develop and Support Cohort Models**
- ◆ **Research Findings**

Mission Statement

- ◆ **The mission of the Halbert and Nancy Robinson Center for Young Scholars at the University of Washington is threefold: teaching, research, and service. The RC is a leader in the nation for developing programs that serve highly capable young pre-college and college students.**

Robinson Center

- ◆ **Early Admittance Programs to University of Washington**
 - ◆ **Transition School/ Early Entrance (EEP)**
 - ◆ **UW Academy**
- ◆ **Saturday Program**
 - ◆ **High Interest - No Qualifications**
- ◆ **Summer Programs**
 - ◆ **Qualifications for Specific Subject Areas**



Early Entrance Students

Transition School



UW Academy



Enter as Cohorts

Criteria Transition School

- ◆ Recent ACT scores in the 85th percentile or above in English, Math and Reading
- ◆ Two years of grade transcripts that show a consistent level of excellence
- ◆ A birthdate that indicates the student will not yet be 15 as of the start-date of Transition School
- ◆ U.S. citizenship or permanent resident status
- ◆ Students with these additional qualifications tend to perform better in Transition School and the University:
 - ◆ Completion of 8th grade
 - ◆ Completion of Algebra 1 & 2 (the latter can be completed over the summer before classes begin)

Elements of Cohort Model

- ◆ **Build an Academic Community**
- ◆ **Provide Academic Counseling and Support Services**
- ◆ **Provide Opportunities for Socializing**



Before the Term Begins



Camping Experiences

Mentors Facilitate



Shared Hopes and Concerns



Academic Counseling and Support Services

- ◆ **Transition School**

- ◆ **Pre/EEP**

- ◆ **EEP/Academy**

- ◆ **Bridge Program**

- ◆ **Intrusive Academic Counseling Model**

- ◆ **Mentoring Program**

- ◆ **Resiliency Training**

- ◆ **Parent Check-Ins**

Common Academic Supports

- ◆ **Carefully selected teachers**
- ◆ **Significant contact with teachers**
 - ◆ **Tutorials – Transition School**
 - ◆ **Appointments with Professors**
 - ◆ **Office Hours**
- ◆ **Teaching Assistants that once were students like them**

Explicit Decisions

- ◆ **Selecting faculty to teach courses**
- ◆ **Including significant student and teaching staff contact**
- ◆ **Hiring students from previous years' cohorts as teaching assistants**
- ◆ **Hiring counseling intern**



Transition School Curriculum

- ◆ English
- ◆ History
- ◆ Physics
- ◆ Precalculus
- ◆ Ethics
- ◆ Tutorials
 - ◆ Free-writes
 - ◆ Study skills
- ◆ Service Learning
- ◆ University Class – Spring Term



UW Academy – Cohort Coursework

◆ Fall Term – English and Bioethics

- ◆ Integration of science and writing**
- ◆ Two professors at the UW**

◆ Winter Term – Academy 198

- ◆ Investigating majors**
- ◆ Writing personal statements**
- ◆ Scholarships**
- ◆ Exploring research opportunities**

What are Pre-EEP Supports?

◆ While in Transition School

- ◆ TA's who were once in Transition School and can help them "get through"
- ◆ Informational meetings with Academic Counselor and Director of EEP/Academy
- ◆ Walk through college application
- ◆ Experience university classes by taking one UW course in the spring term
- ◆ Parent information meetings
 - ◆ Financial Aid
 - ◆ Encouraging independence
 - ◆ Logistics for becoming a college student

What is the Bridge Program for UW Academy Students?

- ◆ **Before school begins**
 - ◆ **Camping experience**
 - ◆ **Orientation to UW**
 - ◆ **Libraries, safety, professor panel**
 - ◆ **Opportunities shared – undergraduate research, clubs, majors, etc.**
 - ◆ **Mentoring event**
 - ◆ **First session of Academic Cohort classes**



What is Intrusive Counseling Model

- ◆ Designed by RC Academic Counselor
- ◆ Ultimate **goal is to develop relationships** between students and counseling staff
- ◆ Uses **proactive approach** to connect with students
 - ◆ Meetings – Scheduled regularly
 - ◆ Assignments – Reflective
- ◆ First two years of UW Academy and EEP

Parent Check-Ins

- ◆ **Around the time of mid-terms or progress reports**
- ◆ **Mindful of FERPA**
- ◆ **Discussion of typical adolescent behaviors**
 - ◆ **Reminders for health and wellness of students**
- ◆ **Provide cohorts for parents**
 - ◆ **Questions and concerns from other parents**

Opportunities for Socializing

- ◆ Lounge Time

- ◆ Annual Events

 - ◆ Drama Day

 - ◆ Spaghetti Feed

 - ◆ Halloween Party

 - ◆ Pi Day

 - ◆ Celebrations – Staff and Students



Research – What Happens?



Swimming in Deep Waters

Noble & Childers, 2009

- ◆ **International Handbook of Gifted Education (L. Shavinina, (ed.))**
- ◆ **20 years of research on early entrance programs**

Series of Studies

◆ Janos & Robinson (1986)

- ◆ Compared academic performance of EEPers with classmates who entered UW at 18
 - ◆ Mean GPA scores higher
 - ◆ Satisfaction with academic environment of UW higher

◆ Janos, Sanfilipo, & Robinson, (1986)

- ◆ Incidences and causes of underachievement (1.5 standard deviations below the mean of 3.36)
 - ◆ Only 12 participants
 - ◆ Had withdrawn from nearly twice as many courses
 - ◆ Took incompletes more than twice as often as high achieving students
 - ◆ Achieving students performed consistently across terms, underachievers “successful and dismal” terms.

Social and Psychological Adjustment

- ◆ **In all studies, no association between early entrance and psychological or social impairment, (p. 21)**
- ◆ **“One of the best things about early entrance, participants observed, is that the culture of university differs significantly from secondary school such that intellectual ambition and drive are not only expected but prized and rewarded by students and faculty alike.”**

Follow-Up Studies

- ◆ **61 EEPers**
- ◆ **Results indicated respondents appeared to be doing well**
 - ◆ **Most completed undergraduate degree**
 - ◆ **Most working in career-related jobs or still attending graduate or professional school**
 - ◆ **Majority were satisfied with degree of acceleration**
 - ◆ **Presence of peer group important – Transition School – more positive than pre-Transition School**