Study shows CEP successful

by GARY SEACREST Nebraskan Staff Writer

Take two groups of equally talented University students. The main difference between them is that one group was in the Centennial College last year while the other was not.

What effect did the experimental, coed, residential college have on the students after a year?

The Centennial students were more intellectually curious, more tolerant of new ideas, did less formal dating, and were more liberal (socially and politically) than their counterparts in the regular University at the end of the

The greatest success of the College was the social and living-learning environment. The academic aspects of the program were less successful.

These were some of the findings of an evaluation of the Centennial College by Robert Brown, an educational

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psychologist in the Counseling Service.

The one-year old Centennial Education Program (CEP) was intended to establish a livinglearning atmosphere in which classes were held in the same building as the living quarters. The Centennial Course, a core of six hours offered on an optional pass-fail basis, em-phasized group and in-dependent work on self-selected topics related to a central theme.

"In its first year the CEP succeeded in becoming a community, and though not its participants became scholars, some progress was made," remarked Brown. "This is not a small achievement for the first year of a new venture."

Although the program was not intended to be an honors program, Brown said it came to resemble one in many areas. He found that last year's Centennial freshmen were significantly brighter and more



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receptive to a living-learning experience than the typical NU freshmen.

The educational psychologist said student performance in the Centennial course was quite variable. More students were deeply involved in their CEP subject and more students performed at less than an acceptable level than might be expected in other regular courses.

Students also told Brown that the Centennial course was easy and relatively few said that the faculty pushed them to work hard.

There were a substantial number of Centennial students who did not become actively involved in the program, according to Brown. He said the College was most successful for the outgoing, verbal, and-or upperclass students.

Despite the number of uninvolved students, Brown labeled the College as "a warm, friendly place, which added a definite personalized dimension to the collegiate experience of these students.

Brown also reported that Centennial freshmen were less bored with their first year university experience than freshmen in the regular university.

Centennial students were more enthusiastic about the program's faculty than freshmen in the total University, according to Brown. Despite this some 40 per cent of the CEP freshmen indicated they had no personal relationship with any CEP teacher.

Brown attributed the door in formal dating to the presence of a common lounge and

classroom areas which provided greater opportunity for informal contacts between the sexes. Significantly fewer Centennial students reported being engaged or going steady at the end of the year than did regular University students.

The Centennial College also affected its faculty. Brown reported that most of the teachers believe they can never teach the same way as they did

before last year's experience.
"I think the program was a success and I feel it should be continued," Brown said.

The enrollment of the College has been expanded from 180 last semester to 240 this semester. A second residential college like Centennial is also in the planning stages.
Robert Knoll, CEP director,

labeled Brown's report as "good" and "favorable to the program."

"When we started the program I had modest hopes," remarked Knoll. "Our real success was that we didn't turn the students off.'

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