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## COMPARISON OF GRADE POINT AVERAGE OF HONOR SENIOR STUDENTS AND COLLEGE OF LIBERAL ARTS SENIOR STUDENTS AT A FLORIDA UNIVERSITY

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COMPARISON OF GRADE POINT AVERAGE OF HONOR  
SENIOR STUDENTS AND COLLEGE OF  
LIBERAL ARTS SENIOR STUDENTS  
AT A FLORIDA UNIVERSITY

Research Methodology

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Doctor of Education

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Abstract of a practicum research report presented to Nova  
Southeastern University in fulfillment of the requirements  
For the degree of Doctor of Education

THE COMPARISON OF CUMULATIVE GRADE POINT AVERAGE OF  
HONOR SENIOR STUDENTS AND COLLEGE OF LIBERAL  
ARTS SENIOR STUDENTS AT A UNIVERSITY

By

Prof. Dr. Iwasan D. Kejawa

Attrition rates in the Honor College program division of Florida Atlantic University have risen in recent years. It has been determined that even though a higher high school grade point average is required for admission into the honor program of the university, many applicants to the program were under-prepared to assume the workload demanded of the students by the Honor College. The requirements for admission into the honor program of the Florida Atlantic University is an overall high school grade point average of 3.5 and a score of 1000 points on the SAT examination while the requirement into the College of liberal Arts program of the university is an overall high school grade point average of

2.5 and a score of 900 point on the SAT examination. The problem was that it was unknown whether there is a difference between the grade point average of the seniors at the Honor College and the grade point average of the seniors at the liberal Arts college.

The purpose of this practicum was to determine if there was a significant difference between the cumulative grade point average of the senior FAU Honor College students and senior FAU liberal Arts College students. The research question was: "Is there a significant difference in the grade point average of FAU senior Honor College students and FAU senior Liberal Arts College students?"

An ex post facto research design was used to conduct the study. Data were collected from the FAU college Registrar's office via the student Information Services (SIS) database on January 2003. The sample consisted of 50 subjects each from the respective colleges. A parametric test of independent mean, the  $t$ -test, was used to determine if there was a significant difference between the GPAs of senior Honor College students and GPAs of senior Liberal Arts college students.

Comparison of the two-sample means produced a calculated  $t$  value of .99. The critical  $t$  value was 2.0 with  $p = 0.92$ . Based on the results of the statistical testing, the null hypothesis which assumed no difference between the mean was accepted at the 0.05

level of significance. The alternative hypothesis which assumed a difference at the 0.05 significance was rejected.

Several conclusions were drawn the study. There was strong positive relationship between the mean cumulative grade point average of the FAU Honor college senior students and cumulative grade point average of Liberal Arts College senior students. The result did not support the use of higher admission criteria of students into the Honor College program.

As a result of this investigation, it is recommended that the admission criteria of the Honor College should be lower or made the same as that of the Liberal Arts College. The results showed that even though students have higher high school GPA does not necessary mean that such students will continue to maintain higher standard at the senior level of their college careers. In addition, monitoring of such student's success at the Honor College should be conducted through the sophomore years and again at the senior year or the conclusion of the program of study.

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## Chapter 1

### INTRODUCTION

Florida Atlantic University is a public, state funded university founded in 1963. It is one of the fastest growing universities in the United States, located in Palm Beach County, Florida. It has ten colleges; among these colleges are the college of Liberal Arts, located in Davie of Broward County and the Honors College located in Jupiter of Palm Beach County. Apart from the College of Liberal Arts, the Honors College is classified as a highly selective liberal arts school within Florida Atlantic University establishment.

#### Nature of the Problem

There is a controversy among the staff and faculty members as to whether Florida Atlantic University should have two separate liberal arts colleges. Faculty and staff alike believed that there is no significant difference between the grade point average of the senior students at the Honors College and the College of Liberal Arts senior students, even though the colleges serve the same purpose. The inference of no difference in senior students' grade point average has to be answered because there is speculation among certain staff and faculty members that there is no difference between the two colleges. The Honor College was established to cater for the higher caliber high school students

with GPA 3.5 or greater and SAT score of 100 points or higher. This college was established so that students can be prepared for advanced studies. But this purpose has been defeated because the liberal arts students are also being prepared for advanced studies. The Honor College is situated in Jupiter because it is assumed that this area is best suited for advanced education because of its lusher environment and quietness which are suited for studies.

The Honor students are the only ones allowed to enroll at the Jupiter location, no other students are permitted to enroll at this location. The Honor college students who live Davie and other parts of Broward and Dade counties must travel to Jupiter or reside in dormitory at Jupiter campus.

If there is a difference between the Honor College students' GPA and liberal arts College GPA, then I will recommend that the two colleges should not be separated and that the instructors at the liberal arts college should be encouraged to improve the instructional techniques being used now at the liberal art college. I will also recommend that the Honor College instructors teach at both colleges.

Because only Honor College students attend the college at the Jupiter campus (a remote campus) does not mean that they will

have higher GPA because the GPA is determine based on the students' knowledge and not on attendance at a particular location. We expect the honor college students to have a higher GPA because their high schools GPAs were higher and they are being provided with better educational systems, such as better instructors and environment.

#### Purpose of the Study

The purpose of this practicum was to determine whether there is a significant difference between the grade point average of senior students at the Honors College and senior students at the College of Liberal Arts. This comparison provided the institution with the performance analysis of students in each college. The study will enable Florida Atlantic University to measure and improve resource allocations to respective colleges, since more resources and attention would be spent on the college with students' poor performances, if it is determine that there is statistically significant difference in senior students' GPA at the colleges.

#### Relationship to Seminar

This practicum is directly related to the Research Methodology seminar in that the experimental research methodology and ex post facto research design will be used to complete the study. The implementation of this project will require knowledge

of the steps of the research process, as well as application of inferential and descriptive statistical testing and data analysis.

#### Significance to the Institution

This experimental research study contributed to the Florida Atlantic University faculty and staff efforts to establish a relationship and differences between the senior students at the Honors College and the College of Liberal Arts. The collection and analysis of data was related to senior students at the College of Liberal Arts and The Honors College, and it will provide useful and sought-after information to the faculty and staff of the university by confirming the differences of the senior students of these two colleges, by comparing the GPA of the senior students.

#### Research Question

There was only one research question for this study. The research question is: "Is there a significant difference between the grade point average of Florida Atlantic University Honors College senior students and the Florida Atlantic University College of Liberal Arts senior students."

#### Research Hypothesis

A research hypothesis was established for this study. The research hypothesis is that there will be significant difference between the senior students GPA of Honors College compared to the GPA of the senior students of College of Liberal Arts at Florida Atlantic University.

### Definitions of Terms

For the purpose of this practicum, the following terms need to be defined clearly and properly.

Grade Point Average (GPA). Grade Point Average is a final numerical value course or program grade, based on a 0.0 - 4.0 scale, calculated as a mean by the Registrar' office.

Honors College. Honors College is a college with the Florida Atlantic University system, established solely for admission of high caliber high school students with a GPA of 3.5 and over.

Liberal Arts College. Liberal Arts College is a college established solely for education relating to the cultivation of general knowledge and humanities.

Success. Success is the achievement of a grade of "c" (2.0) or better in Florida Atlantic University curriculum courses and program-required courses.

Dependent Variable. The dependent variable is the students' grades point average (GPA)

Independent Variable. The independent variable is type of the type of liberal Arts program.

## Chapter 2

### REVIEW OF THE LITERATURE

#### Introduction

Institutional literatures as well as higher education literatures were reviewed. Key words in computer search and descriptors used in the literature search include student performance, higher education, Honors Colleges and Liberal Arts Colleges.

#### Students' Performance

Institutions of higher learning have invested much time, efforts, and financial resources in evaluating admission criteria, examining students' progress, and attempting to correlate patterns between the two (Williams, 1998, p. 117). According to Evans (2000), students' performances may be due to the way curriculum and lessons are planned or prepared, and the nature of the subjects (p. 38). Evans further stressed that in most prestigious colleges, such as Honors College, curriculum and lessons are more advanced in nature (p. 56). Students' performances depend on various entities, including the students' abilities (Grey & Finkley, 1999).

The ability to identify variables that correlate closely with academic success in a particular educational setting enabled liberal arts programs to devise specific admission criteria, identify and intervene with students who are under-prepared and at high risk for failure, and thus provide advising and academic support services to these students (Abdur-Rahman, Femea, & Gaines, 1999, p. 10; Alexander & Brophy, 1998, p. 443).

Admission into institution of higher learning is generally determined by considering high school GPA and standardized exam scores, such as Scholastic Aptitude Test (SAT) or American College Test (ACT), as well as other criteria such as essay or personal interviews, with each institutions, attempting to identify and recruit a body of students who appear able to become well adapted and academically successful (Bennet, Westley, & Dana\_Westley, 1999, p. 84; Leners, Beardlee, & Peters, 1999, p. 137).

#### Honors Colleges

The roles of Honors Colleges provide the continuations of what are the foundations of liberal arts education (Gains M. Leonard, 2001, p. 45). The separations of students do not justify the learning process. It has been found that students with high status at the beginning of their educational careers may not proceed through their entire educational careers with the same status, and that students with lower status in their early careers may establish high performances later in their educational careers

(Miller & Cohen, 1999). The undertakings and goals of Honors College can be achieved even though the requirements are the same as other colleges (Wumi & Sanmi, 1998).

The honor college colleges are classified as high- or better-quality education as opposed to liberal arts education. The liberal arts schools can also serve this purpose by assessing the abilities of students in ways; same purpose is being served by several other colleges of any kind (Gaskiya & Stephen, 1999). It has been determined that students' success and performances depend on conservatism, the imperial way of not differentiating the mode of education (Wumi & Sanmi, 1998).

#### Students' Development

Curriculums of subjects at institutions of higher learning are developed to justify the morality of students of various capacities (Wumi & Sammi, 1998). Students' knowledge is developed accounting to the experiences that they are engaged or conversant with, according to Marienau and Fiddler in their book title "Developing Adult Learners". Students in different environments of learning may be isolated from each other thereby discouraging sharing of vital information which may benefit their knowledge. It is assumed that students' knowledge increases as they interact with

their peers and educators. The liberal arts education is strongly geared toward a rounded development of students. This is to say that education of students is more liberal or general in this fashion (Wlodkowski & Ginsberg, 1995). The diversity in liberal arts education motivates students to acquire new knowledge as they encounter different situational difficulties. An individual develops based on the knowledge from the past and present events, (Gaskiya & Stephen, 1999). It is assumed that developing adult students do not actually require to be told what is to be learned, they rather create their own methods of learning and decide what it is they want to learn, (Cranton, 2001).

#### Summary

The curriculum in the Honor program does not differ greatly from that of the liberal Arts program. The curriculums of both programs are designed to serve the same purpose. Apart from exposure of honor students to foreign atmosphere, the curriculums of both colleges remain the same. As with the curriculum, so are the grading practices. Even though there is more interaction of honor students with the faculty, the grading is in accordance with the university policy. Grading is awarded to individual student at the colleges according to their performance and knowledge. The review of literature has shown that the curriculum and course content of the honor college program the same as that of the

liberal arts programs. The fundamentals of both program are of no difference as justified by the review of the literatures.

### Chapter 3

#### METHODOLOGY AND PROCEDURES

##### Data Collection

This investigation involved the use of research methodology. An ex post facto research design was used to explore the differences among variables that had already occurred and that could not be manipulated by the investigator (Mcmillan & Schumacher, 1999, p. 38). A null hypothesis was used to test the differences of the grade point average of senior students of Honors College and the grade point average of senior students of the College of Liberal Arts. The dependent and the independent variables in this study are the grade point averages and the students respectively. Since we have an interval data in this investigation or research, a t-test distribution was used as a statistical data measurement in this study.

A literature review was conducted to explore the existing research pertaining to the basic tenets of this study. The aspects explored included the roles of Honors Colleges in education and the performances of students in higher education.

Data were collected and recorded with the permission of the university registrar from the students' database. Inferential and statistical analysis was conducted utilizing these.

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### Description of the Population

The target population for this research study was the current and future senior students of Honors College and College of the Liberal Arts. The accessible population was the total number of students that reach the seniors status as of fall 2002.

### Sample

There was a total number of fifty senior Honors College and fifty senior college of Liberal Arts students that was tested. This sample was randomly selected from the student database among the college of liberal Arts and Honors College students. The samples were selected in the spring of 2002 based on the GPA of students at the end of fall 2001, that is January 2001. The samples were selected by the researcher by retrieving fifty students GPA information from the database of the university registrar for each college.

### Experimental and Control Group Perspectives

The experimental and control group were the Honors college students: The trends will be that, senior students will have to complete two to three terms overseas, and it is also mandatory

that three to four research courses be completed with interaction with the faculty. The two programs at the college are of

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similarities in nature. There are no differences in both the curriculums, course requirements, course contents and grading practices. The justification of high standardization is expected of the honor college program.

#### Data Analysis

The data collected and analyzed for this research study were used to determine if there was statistically significant difference between the grade point average of senior students of the Honors College and College of Liberal Arts at FAU. In addition, the data analysis will determine if the null hypothesis or alternative hypothesis is to be accepted or rejected on results obtained.

#### Null Hypothesis

The null hypothesis ( $H_0$ ) for this research study is: There will be no statistically significant difference, at the 0.05 level, between the grade point average of seniors Honors College and the seniors of college of liberal students.

#### Alternative Hypothesis

The alternative hypothesis ( $H_a$ ) for this research study is: There will be a statistically significant difference between the

grade point average of Honors College senior students and College of Liberal Arts senior students.

### Level of Significance

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The level of significance for this study is 0.5 that equates to a level of confidence of 95%. The null hypothesis is to be rejected if there is a less than 5% probability of realizing an observed difference in the mean GPAs of senior students at the College of Liberal Arts and Honors College.

### Region of Rejection

Since it has been hypothesized that there would be no significant difference between the GPAs of the senior students, any observed differences in the data would possibly fall in either tail of the sample distribution. A table of t-test distribution probability was used to verify the critical value using a 0.05 level of significance.

### Statistical Test

Due to large sample size, where  $n > 50$ , t-test independent mean was used (Isaac & Michael, 2000, p. 181), to compare the mean grade point average of senior students at both colleges. The mean GPAs and Standard deviation of sample for each college were obtained in the statistical analysis. Both mean GPAs of each sample of the senior students of the colleges were measured on a

ratio scale, making these data appropriate for the t-test. For the purpose of this research, the students accepted into Honors College and College of Liberal Arts, are from similar geographic, economic, and academic backgrounds. It is also

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determined that the core contents of programs or degrees at both colleges are the same.

#### Assumptions

It was assumed that both senior liberal arts and senior Honors College students have taken similar or related courses coursework at the institution. This assumption was based on the facts that in order to earn a degree from any of the colleges, all degree requirements must meet the national college standard as recommended by SACS. It was also assumed that the grading criteria are the same.

With respect to the use of parametric statistical testing using the *t test*, assumptions that GPAs used in data analysis would approximate a normal curve distribution and that the population variances would be comparable were made. It was further assumed that the sample size was sufficiently large to produce accurate statistical testing results.

#### Instruments

The GPAs of students at both the Honor College and the Liberal arts college are determined by a four point scale. The grading systems is based on 100 percent. A grade of an A is when a

student's work is between 90% and 100%; a grade of B is 80% to 89%; a grade of C is 70% to 79%; a grade D is 60% to 69% and a grade of F is 0% to 59%. The GPA is determined by multiplying the credit hours of a course by the grade point and adding the

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solutions; then dividing the total by the total number of credits.

For let  $x$  = number of a course credit and  $y$  = the grade point

attained on the course by a student and  $X$  = total number of course credits: therefore  $GPA = \frac{\text{sum of } xy}{X}$ . We should remember that on the four-point scale  $A = 4$ ,  $B = 3$ ,  $C = 2$ ,  $D = 1$  and  $F = 0$ .

#### Scoring

The scoring methods are the same as the instruments. A passing score is associated with the grading according to type of works or courses being taught at both colleges. In some courses at the colleges students may given extra work or allow to perform a research pertaining to subjects of the curriculum to attain an optimum score.

#### Limitations

The effects of extraneous variables, such as admissions criteria and life experiences of students in both colleges may limit internal validity. External validity was limited as the data collections were only concerned with senior students at the Honors

College and College of Liberal Arts, and no generalization occurred.

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## Chapter 4

### RESULTS

The review of literature in the preparation for this study justified the facts that there are no significant difference between the Honor programs and the non-Honor programs (liberal arts programs) at the college such as F.A.U. While experts vary somewhat in their opinions as to the level of significance, there is vital evidence that geared to the usefulness of the students at both colleges as an indicator of likely success in completing the degree program.

The student cumulative grade point average data were collected through current student transcripts which were made available from the Registrar via the online Student Information Services program using the student identification numbers from the random list of students that was obtained from the Deans of the College of liberal arts and the Honor College. The software excel 2000 by Microsoft was utilized for descriptive and inferential statistical analyses. Cumulative GPAs were recorded on the scale

ranging from 0.0 - 4.0 according to the university traditional grading systems. A summary of these raw data is included as an appendix to this practicum report (see Appendix A).

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Examination of the data using descriptive statistic provided a fundamental summary of the two  $\underline{t}$  distributions (see Appendix B). A two-tailed  $\underline{t}$  test was used to determine if there was a statistically significant difference between the mean cumulative GPAs of FAU senior Honor college students and FAU senior college of liberal arts students. The chosen level of significance, or alpha  $\alpha$ , for rejection of the null hypothesis for this investigation was 0.05. Comparison of the sample means produced a calculated value  $-0.0996$  with a corresponding absolute value of  $0.0996$  and a calculated  $p$  of  $0.92$ . A table of standard Normal-Tail probabilities was used to verify the critical  $\underline{t}$ -value which was  $2.01$  for a two-tailed, non-directional test of  $0.05$  level of significant. Since the null hypothesis was tested by comparing the absolute value  $t$ , *in this case .099*, with the value obtained from normal distribution of  $\underline{t}$  at the prescribed alpha level (critical  $\underline{t}$ ),  $2.01$ ,  $H_0$ , the null hypothesis was to be rejected if  $t \leq -2.01$  or  $t > 2.01$  and  $p < 0.05$  (Issac & Michael, 1999, pp. 181, 195). The calculated  $t$  statistic  $.099$  was less than

2.01, and the calculated  $p$  of 0.92 was greater than 0.05.

Therefore, there was no statistically significant difference found between the means of the cumulative GPAs of the FAU senior Honor college students and the FAU senior college of liberal arts students. Table 1 illustrates the results of the two-tailed  $t$  test

Table 1

Two-tailed  $t$  test Results.

Measurement	Value
$\alpha$	0.05
$t$ statistic	.099
Critical $t$	2.01
$P$	0.92

The results of the statistical testing agreed with the null hypothesis and therefore it was accepted, consequently allowing the alternative hypothesis to be rejected. The accepted null hypothesis for this study was "There will be no statistically significant difference, at the 0.05 level, between the mean cumulative GPAs of senior FAU honor college students and senior FAU College of liberal art students." The alternative, was rejected as the end result of the  $t$  test data analysis was, "There will be no statistically significant difference at the 0.05 level,

between the cumulative GPAs of FAU senior Honor College students and FAU senior College of liberal students.

Table 2 further illustrates the two samples for the two variables.

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Table 2

The two samples mean distribution

	Variable 1	variable2
Mean	3.504	3.494
Variance	0.3326	0.3548
Observation (n)	50	50

The two-sample means are so close, which justified that there was no difference between the two samples. The variance of 0.33 and 0.35 also inferred that there was no significant difference between the mean cumulative GPAS of both senior college students.

## Chapter 5

### DISCUSSION, CONCLUSION, IMPLICATION AND RECOMMENDATION

#### Discussion

The study exposed another form of segregation or decentralization in education since the result of the study shows that there is no significant difference between the grade point the Honor students and the senior liberal arts students. This study shows that there is no justification in separating the senior Honor College students from the senior College of Liberal Arts students. The study also shows that separatism in education may nullify the ability or increased the processes to learn in an environment. It actually deterred the process of learning because students feel that there are isolated from each other.

It is a process that needs to be examined carefully in order to best serve the entire student population. Students of different backgrounds should be encouraged to participate in the same program so as to be able to learn from each other. Those with higher high school grade point average should not be made to go to

a particular or special school. There should be a mixture of educational entities same as the participants themselves. The students at the Honor College should not be differentiated from that of Liberal Arts College because there is no difference in

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what is learnt even though the Honor College programs are somehow more sophisticated. The study has shown that there is absolutely no significant difference between the FAU senior Honor College and the FAU senior College of Liberal Arts. Compared with the Honor College, there may also be sophistication in the subject areas according to the knowledge level of the students in the Liberal Arts program. The knowledge level encompasses the attributes of the subject areas of both colleges.

It should be aware that early good performance does not necessarily mean that the performance will continue. Therefore the admission criteria to the Honor College program should be revised and allowed for broader mind of all kind of students. While undertaking this process allows for cooperative of knowledge among all students and faculty from diverse areas of subjects. Lower high school GPA with mandatory lower SAT requirements should be embedded into the admission criteria of the Honor College program so as to give other students the opportunities for a diverse education, interaction with faculty and not alienating students from cooperative mode of education.

## Conclusion

The students at both Honor College and College of Liberal Arts should be encouraged to participate in similar activities since there is no significant difference in their grade point average. The subjects taken by the Honor College students should

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also be introduced into the College of Liberal Arts curriculum. Traveling abroad for two semesters as required of the senior Honor College students should also be made mandatory for senior College of liberal Arts students. In order to improve the senior Honor College students, GPA, there should more capable instructors hired and there should be an increase in the funds allotted to the Honor College programs, since High standard of performance is required of the students from this college and the study has shown that there actually no difference in standard of students at both colleges.

As previously stated, the admission criteria into the Honor College programs should be iterated because the study has shown that some of the students with lower high school GPA admitted into the College of Liberal Arts programs can also perform well if admitted into the Honor College Programs. The study has shown that there is no significant difference between the senior Honor College students and the senior College of Liberal Arts students. The result of this study is in agreement with what some of the staff and employees of FAU have been saying all along that there

no difference between the two colleges. It is anticipated that this study has proved that categorizing students into different educational establishments will need to be justified by offering the same curriculum and admission criteria for all affected students.

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### Implications

Since this study shows that there is no significant difference between the senior honor college students and the senior liberal arts college students at the university, it can be implied that there is no justification for separating the students. There is no need for creating a separate college for the honor college students. Decentralization may imply that more learning only takes place at a particular department or college of the university as it was viewed by many staff and faculty of the institution. This research has proved that equal amount of learning is derived by students from respective colleges. Not only that there is equal number of successful students at the Honor College and the Liberal Arts College, the material of subjects in both colleges syllabi are almost if not the same, all the students have to go through the same amount of difficulties depending on their intellectuals. The no difference in terms of the rate of successful students at

both colleges may be since there was one to one interaction between faculty, staff and students which promote an environment for learning - at both colleges, faculty does have office hours for students and the staff are also willing to resolve students' problems including personal one.

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#### Recommendation

It is highly recommended that the Honor College should not be a separate entity. It should not be separated from the liberal arts college since there was no difference in the cumulative grade point average of the senior students. The school should try to establish the same criteria of admission as the liberal arts college. The high school admission GPA and the SAT points should be lowered at the Honor college to give opportunities to high students with special talents but do not have high GPA or SAT scores if the university does not intend to separate the College Honor College from liberal arts college. The university should encourage students to take courses from both colleges. Opportunity should be given to the senior liberal students to participate in the overseas training program that the Honor College engaged in. The professors or lecturers should be encouraged to teach at both colleges; presently they are not teaching at both colleges.

Separating the honor students from the liberal arts students discourages diversity. In order to encourage diversity, the honor students should not be separated from the non-honor students such as the liberal students. It should always be remembered that as a group one can always learn from each other if there are no isolated ideas. This means to say that when different groups of

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individuals pull together, a common goal can be achieved in education, which is success. We should keep in mind that a mountain can be moved with many hands. Since one has different upbringing or backgrounds, individuals' backgrounds and culture should be explored by every student in order to achieve diversity and success in the society. There should no such college as Honor College because this study shows that there was no difference between the grade point average of the senior honor college students and the grade point average of the senior liberal arts students. The university will be able to achieve one of its goals which is diversity if there is no separation of the majority of the high school graduates with 3.5 high schools GPA and above or a SAT score of 1000 and above. Early success of the high school graduates does necessarily determine how well the high school graduates would perform at a later part of their education as this study has shown.

The result of the study will be enforced or implemented accordingly. There will also be further research, to maintain the stability of the outcomes of this study.

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Appendix A

Cumulative GPA Raw Data

Variable 1	Variable 2
3.5	2.8
2.5	3
3.1	4
1.5	4
4	2.5
3.8	2.8
3.4	3.8
2.8	2.2
3	3.2
4	4
3.8	3.8
2.4	2.2
4	3.8
4	2.7
3.8	4
3.9	3.8
2.5	2.7
3.9	4
4	3.8
3.6	3.6
4	4
3.8	3.8
2.9	3.6
3.7	3.9
3.2	4
4	3.8
3.8	4
2.6	3.2
3	2.5
4	3.8
3.2	2.5
4	3.4
3.6	3.8
4	4
3.8	3.8

3.3	1.9
4	4
3.8	3.8
3.6	3.2
2.6	4
2.8	3.9
3.2	4
4	3.8
3.8	4
4	3.3
3.9	3.7
4	4
3.8	3.6
3.3	3.9
4	2.8
m = 3.504	m=3.494
t= 175.2	t = 174.7
N = 50	N = 50

Appendix B

t- Test Summary

t-Test:  
Paired  
Two  
Sample  
for  
Means

	<i>Variable</i> 1	<i>Variable</i> 2
Mean	3.504	3.494
Variance	0.332636	0.354861
Observations	50	50
Pearson Correlation	0.267373	
Hypothesized Mean Difference	0	
df	49	
t Stat	0.099624	
P(T<=t) one-tail	0.460524	
t Critical one-tail	1.676551	

P(T<=t) 0.921048  
two-tail  
t Critical 2.009574  
two-tail

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