
7-1-1970

Does the Taking of Reading Improvement RI-100 Have a Lasting Effect on a Student's Academic Success?

Donald L. Ferguson
Ferris State College

Follow this and additional works at: https://scholarworks.wmich.edu/reading_horizons



Part of the Education Commons

Recommended Citation

Ferguson, D. L. (1970). Does the Taking of Reading Improvement RI-100 Have a Lasting Effect on a Student's Academic Success?. *Reading Horizons: A Journal of Literacy and Language Arts*, 10 (4). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol10/iss4/4

This Article is brought to you for free and open access by the Special Education and Literacy Studies at ScholarWorks at WMU. It has been accepted for inclusion in Reading Horizons: A Journal of Literacy and Language Arts by an authorized editor of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.

DOES THE TAKING OF READING IMPROVEMENT RI-100 HAVE A LASTING EFFECT ON A STUDENT'S ACADEMIC SUCCESS?

Donald L. Ferguson

Ferris State College

At the end of the Fall Quarter (1969) we analyzed the grade point averages (GPA's) for the 444 students completing the Reading Improvement RI-100 program at Ferris State College. Following is a summary of the findings for the 444 students enrolled, regardless of the number of credit or clock hours of work carried:

FALL QUARTER 1969		
GPA'S	No. Students	% of 444 Total
0.00-0.99	46	10%
1.00-1.50	69	16%
1.51-2.00	110	25%
2.01-2.50	117	25%
2.51-3.00	74	17%
3.01-3.50	24	5%
3.51-4.00	4	1%
Total	444	100%

} 115 or 26%

} 329 or 74%

Our problem was to see if the students who had completed RI-100 at the end of the Fall Quarter (1969) could or would put into use their newly acquired reading and study skills to increase the probability of success in college. In reviewing the data which follows we must keep in mind that, except in a very few cases where a student sought help voluntarily, these students were counselled into RI-100 because they recorded reading scores of less than the 15th percentile, Ferris norms. Few of the students came into the program willingly and few were eager to improve their reading and study skills.

Unfortunately 78 students completing the program at the end of the Fall Quarter dropped out of Ferris State College and did not re-

turn for the Winter Quarter (1970). Therefore all data on the pages following are based only on the 366 students who did return and finish the Winter Quarter.

Following is a summary of our findings for the 366 students who completed the Fall and Winter Quarters of the 1969-1970 school year, regardless of the number of credit or clock hours of work carried:

FALL QUARTER 1969			WINTER QUARTER 1970			
GPA'S	No. Students	% of 366 Total		No. Students	% of 366 Total	
0.00-0.99	23	6%	} 70 or 19%	34	9%	} 97 or 26%
1.00-1.50	47	13%		63	17%	
1.51-2.00	92	25%		112	31%	
2.01-2.50	105	29%	} 296 or 81%	93	25%	} 269 or 74%
2.51-3.00	72	20%		40	11%	
3.01-3.50	23	6%		20	6%	
3.51-4.00	4	1%		4	1%	
Total	366	100%		366	100%	

If we analyze the GPA'S for students carrying over 8.5 credit hours or over 170 clock hours we find the following scores:

FALL QUARTER 1969			WINTER QUARTER 1970			
GPA'S	No. Students	% of 366 Total		No. Students	% of 366 Total	
0.00-0.99	18	5%	} 60 or 16%	30	8%	} 89 or 24%
1.00-1.50	42	11%		59	16%	
1.51-2.00	81	22%		111	30%	
2.01-2.50	91	25%	} 258 or 70%	92	25%	} 266 or 72%
2.51-3.00	62	17%		40	11%	
3.01-3.50	20	5%		20	5%	
3.51-4.00	4	1%		3	1%	
Total	318	86%		355	96%	

For the 293 students (80% of the 366 enrolled) carrying over 12.5 credit hours or over 250 clock hours at the end of the Winter Quarter, as compared to only 175 students (49% of the 366 total) at the end of the Fall Quarter, we find the following accomplishment:

FALL QUARTER 1969			WINTER QUARTER 1970		
GPA'S	No. Students	% of 366 Total		No. Students	% of 366 Total
0.00-0.99	7	2%	} 25 or 7%	24	7%
1.00-1.50	18	5%		46	12%
1.51-2.00	54	15%	} 150 or 42%	90	25%
2.01-2.50	43	12%		74	20%
2.51-3.00	35	10%		36	10%
3.01-3.50	15	4%		20	5%
3.51-4.00	3	1%		3	1%
Total	175	49%		293	80%

Past research has demonstrated that there is generally a substantial regression in gains made in reading improvement programs once the student is left to apply his newly gained skills on his own initiative, upon completion of formal instruction. However, the 366 students who took the Ferris State College Reading Improvement, RI-100, Program during the Fall Quarter (1969) and completed the Winter Quarter (1970) registered only a 7% regression, if we consider the number having GPA'S below 1.50 as our criterion. During the Fall Quarter 70 students or 19% registered GPA'S of less than 1.50, as compared to 97 students or 26% at the end of the Winter Quarter. Or, expressed in another way, 296 students or 81% of the Fall Quarter students earned a GPA of over 1.50 upon completion of their work in Reading Improvement while 269 students or 74% earned a GPA of over 1.50 while working on their own without the benefit of formal reading instruction during the Winter Quarter.

We begin to see the carry-over value of the Ferris Reading Improvement Program when we review the data covering the students carrying over 8.5 credit hours or over 170 clock hours. Of this group of students we note that during the Fall Quarter 258 students or 70% earned a GPA of over 1.50 while taking the reading program as compared to 266 or 72% at the end of the Winter Quarter.

However, the significant gains or benefits from having taken the Reading Improvement Program is brought out in the group of students carrying over 12.5 credit hours or over 250 clock hours. Although not a full schedule this class load might be more realistic and advisable for students needing reading help, until such time as they become more skilled and mature readers. At the end of the Fall Quarter 150 or 42% of the total of 366 students involved in this study earned a GPA of 1.50 or higher. However, at the end of the Winter Quarter, while working on their own without the benefit of formal reading instruction, 223 or 61% earned GPA'S of 1.50 or higher.

Based upon these data it appears that there is a direct carry-over value to be realized when a student takes a Reading Improvement Program such as Ferris' RI-100. It is planned to continue this study until the students either graduate or withdraw from Ferris State College.