



Leading Underserved Students Up the Ivory Tower:

Promoting Student-Faculty Interaction

Critical Literacies Achievement and Success Program:
CLASP

What is CLASP?

Critical Literacies Achievement and Success Program: *CLASP*

Retaining First Generation/Low Income Students through building critical literacies

Faculty Interaction.
Weekly Meetings.
Student Confidence.

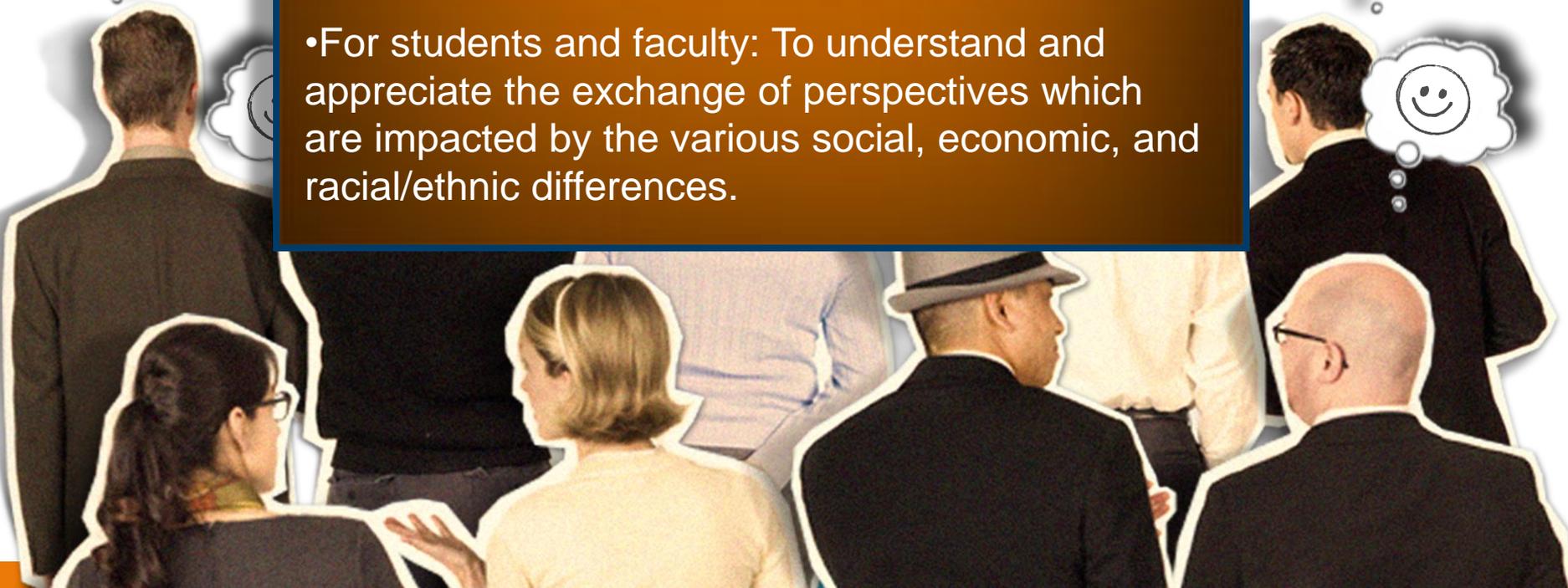
Students Served

- Low-income (Pell grant eligibility)
- Undocumented citizenship status
- Identify as underrepresented minority
- Other factors concurrent with lack of college-educated role modeling
- At-risk for educational failure at WSU



CLASP Goals

- For student participants: To understand and apply the value of interacting with faculty.
- For student participants: To further develop their writing competencies/skills.
- For faculty participants: To understand and apply cross cultural/racial communication.
- For students and faculty: To understand and appreciate the exchange of perspectives which are impacted by the various social, economic, and racial/ethnic differences.



Student Video



Communication with Instructors

Instructor Training Modules
*As part of Professional Development in Composition Series
(PDC)*

Semester 1:

- Module 1: Pedagogies of Inclusion/Critical Pedagogy
- Module 2: Power, Privilege, and Student Participation
- Module 3: Course Design

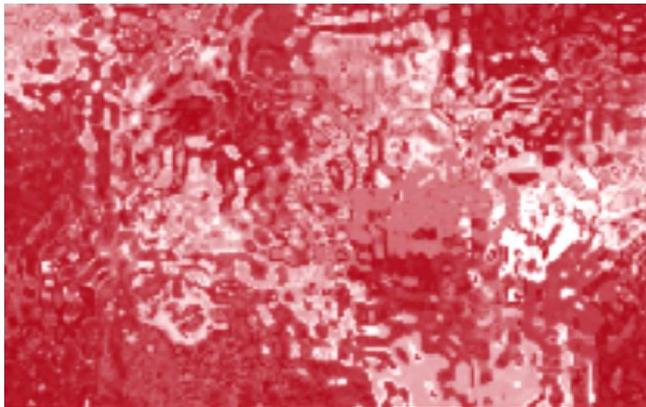
Semester 2:

- Module 4: Responding to Student Writing
- Module 5: Self-Reflection and Goal Setting
- Module 6: Student Conferencing



Modules in Development (For Advisors)

- 1) Approaching Faculty in All Academic Disciplines (looking beyond English 101)
- 2) Resolving Student-Faculty Conflicts in English 101



Student Data

Confidence, Contact, and Retention

Total Student Participation (FA11, SP12, FA12, SP13):

- **Average 42.5 students** per term (170 total)
- **1288** student-instructor meetings
- Average of **7.62** meetings per student
- **82%** Pell-eligible

[Participation is defined as students who volunteered to participate in the grant research and who met with their instructor at least once during the semester]

FA12 CLASP & Control Group Grades

FA12 CLASP group GPA (45 students) = 2.9

FA12 Control group GPA = 3.14

Control group:

- 119 students
- Five sections of ENGL 101
- Did not include any CLASP students

FA12 Pre- & Post- Results

“I am confident with my academic (college-level) writing abilities.”

Pre-survey:

	Disagree	Don't Know	Agree
CLASP	14%	37%	49%
Control Group	13%	24%	63%

Post-survey:

	Disagree	Don't Know	Agree
CLASP	2%	0%	98%
Control Group	8%	15%	77%

FA12 Pre- & Post- Results

“I am confident talking with my instructor about my writing.”

Pre-survey:

	Disagree	Don't Know	Agree
CLASP	5%	21%	74%
Control Group	3%	16%	81%

Post-survey:

	Disagree	Don't Know	Agree
CLASP	0%	2%	98%
Control Group	6%	12%	82%

FA12 Pre- & Post- Results

“I am likely to approach my English instructor if I have a question.”

Pre-survey:

	Disagree	Don't Know	Agree
CLASP	5%	14%	81%
Control Group	3%	7%	90%

Post-survey:

	Disagree	Don't Know	Agree
CLASP	2%	0%	98%
Control Group	4%	2%	93%*

FA12 Student Post-survey

“I now feel I can approach my future instructors.”

	Disagree	Don't Know	Agree
CLASP	2%	0%	98%
Control Group	2%	15%	83%

“I am likely to meet with my future instructors to ask questions or dialogue about course concepts.”

	Disagree	Don't Know	Agree
CLASP	0%	0%	100%
Control Group	3%	12%	85%

Spring 2012 & 2013 Follow-up Surveys

“I met with instructors of my courses this semester.”

	Yes	No
Former CLASP (FA 11)	95%	5%
Former CLASP (FA 12)	100%	0%

“I met with instructors of my courses this semester because of what I learned in CLASP.”*

	Yes	In Part	No
Former CLASP (FA 11)	54%	36%	10%
Former CLASP (FA 12)	48%	48%	0%

- FA11 Cohort: 39/59 students responded to follow-up survey
- FA12 Cohort: 27/45 students responded to follow-up survey
- * 1 student (4% of respondents) skipped this question

CLASP Retention Data

- WSU's retention rate = **84%**
- WSU's retention rate for *low-income* students = **82%**

FA11-SP12 Cohort:

- 93 Students
- 2nd-year Retention Rate= **94%**
- 3rd-year Retention rate=**84%**

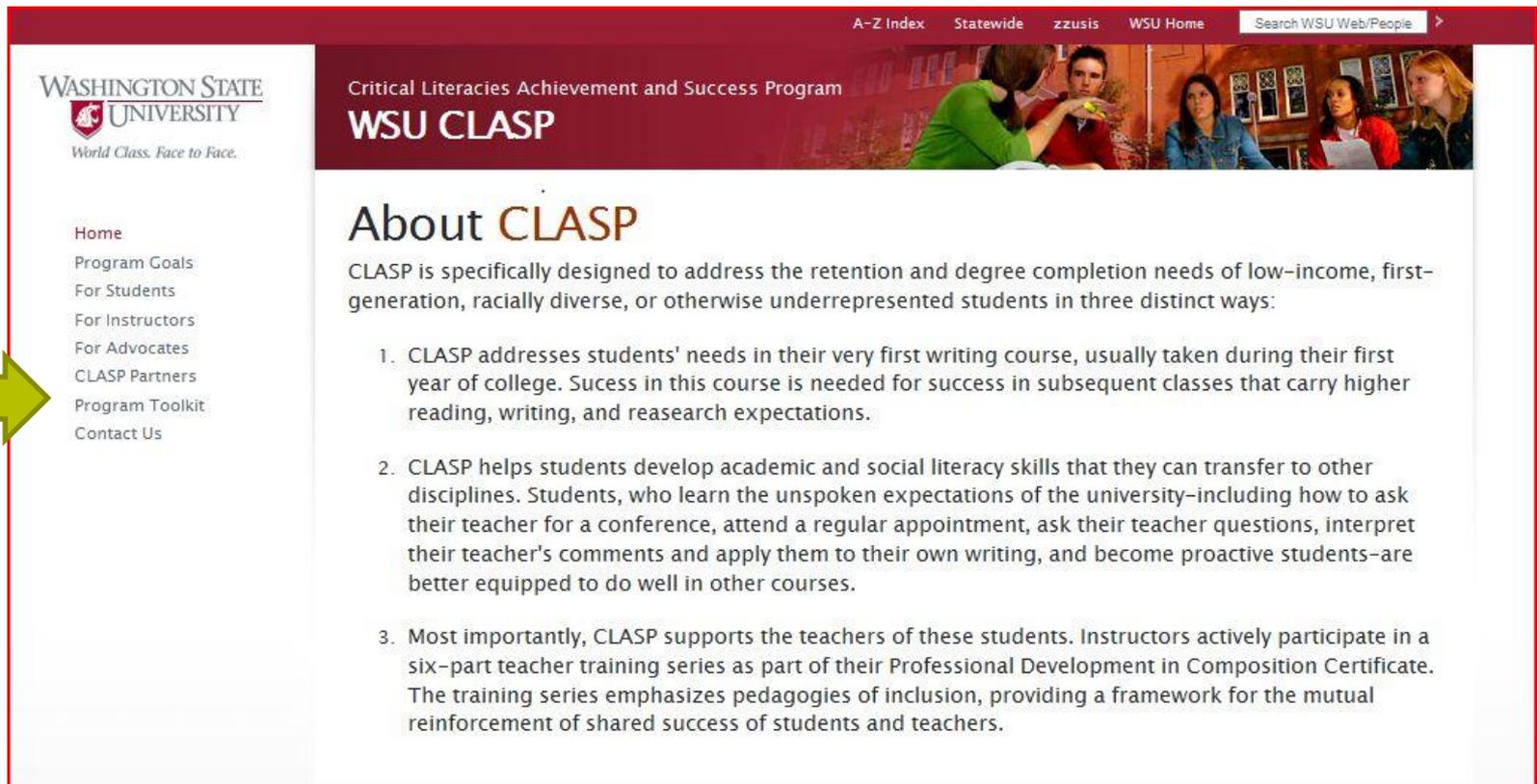
FA12-SP13 Cohort:

- 77 Students
- 2nd-year Retention Rate= **84%***

Questions?

Visit our webpage to register for the Program Toolkit!

www.clasp.wsu.edu



The screenshot shows the WSU CLASP website. At the top right, there are navigation links: "A-Z Index", "Statewide", "zzsis", "WSU Home", and a search bar labeled "Search WSU Web/People". The left sidebar features the Washington State University logo with the tagline "World Class. Face to Face." and a list of navigation links: "Home", "Program Goals", "For Students", "For Instructors", "For Advocates", "CLASP Partners", "Program Toolkit", and "Contact Us". A green arrow points to the "Program Toolkit" link. The main content area has a header "Critical Literacies Achievement and Success Program" and "WSU CLASP" above a photo of students. Below this is the "About CLASP" section, which states that CLASP is designed to address the needs of low-income, first-generation, racially diverse, or otherwise underrepresented students in three ways:

1. CLASP addresses students' needs in their very first writing course, usually taken during their first year of college. Success in this course is needed for success in subsequent classes that carry higher reading, writing, and research expectations.
2. CLASP helps students develop academic and social literacy skills that they can transfer to other disciplines. Students, who learn the unspoken expectations of the university—including how to ask their teacher for a conference, attend a regular appointment, ask their teacher questions, interpret their teacher's comments and apply them to their own writing, and become proactive students—are better equipped to do well in other courses.
3. Most importantly, CLASP supports the teachers of these students. Instructors actively participate in a six-part teacher training series as part of their Professional Development in Composition Certificate. The training series emphasizes pedagogies of inclusion, providing a framework for the mutual reinforcement of shared success of students and teachers.