Making All the Difference: Pedagogy, Mentorship, Deep Attention, and Inclusion as the Building Stones of Student Success

3rd National Personal Librarian and First Year Experience Conference

Steven Volk
Oberlin College
The Coddling of the American Mind

In the name of emotional well-being, college students are increasingly demanding protection from words and ideas they don’t like. Here’s why that’s disastrous for education—and mental health.
FAKE STORIES ARE 70% MORE LIKELY TO BE SHARED ON TWITTER THAN REAL STORIES

SIMULATED FAKE STORY
SIMULATED REAL STORY

Bots aren't to blame: they share real and fake stories at about the same rate.
(It's people that are the problem.)

SOURCES: NYTIMES, SCIENCE

BY OLIVIA WALCH THENIB.COM
Since 2015, sharp rise in share of Republicans saying colleges have a negative effect on the country

% who say colleges and universities have a ___ effect on the way things are going in the country

Among Rep/Lean Rep

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Note: Don’t know/Other responses not shown.
Source: Survey conducted June 8-18, 2017.

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“The Tuition is Too Damn High”

The Washington Post

August 26, 2013
Image courtesy of Oberlin College
I. Pedagogy: Our Way In
John Adams, c. 1800/1815, by Gilbert Stuart. (National Gallery of Art)
John Quincy Adams in 1843 via Wikimedia Commons/Metropolitan Museum of Art
John Coolidge Adams,
Washington City Paper, 2013
john luther adams  become ocean

seattle symphony  ludovic morlot
Edgard Victor Achille Charles Varese (1883 – 1965), photographer unknown
Frank Zappa with Varese quotation

"THE PRESENT-DAY COMPOSERS REFUSE TO DIE"
Cleveland Museum of Art: West Wing
Joseph Beuys, Tate Modern, Steve Volk photo
Paul Klee, The Kettledrum Organ, 1930, Oil on Paperboard, Allen Memorial Art Museum, Oberlin College
II. Mentorship
Purpose Well-Being: Liking what you do, being motivated.

Social Well-Being: Strong and supportive relationships.

Financial Well-Being: Managing your economic life.

Community Well-Being: Local engagement.

Physical Well-Being: Good health.
The average college student is more at a residential college or university is more likely to persist to graduation if, in the first year, he/she lives in a:

___ Single room

___ Double room

___ Triple room

___ Quadruple
III. Deep Attention
High-Impact Practices (Kuh, 2008)

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service/Community-Based Learning
- Internships and Field Placements
- Capstone Courses and Projects
- ePortfoliol
(a) Hands-on practice

(b) Underserved populations

(c) Shrink the size of the institution

(d) Cumulative and additive

(Kuh, et al, 2018)
Easily Identified Learning via test scores and standardized exams

Performance Metrics such as graduation rates, persistence rates, time to degree, matriculation into graduate school, and job placement

Application of skills such as:
Attention Regulation,
Emotion Regulation,
Growth Mindset,
Resilience,
Prosocial Behavior,
Implicit Stereotype Threat,
Regulation,
Openness,
Reflective Learning,
Conscientiousness,
Effortful Control,
Academic Self-Efficacy, and
Deliberate Problem Solving

John Singleton Copley, "A Boy with a Flying Squirrel," 1765
Complex problem solving
Close reading
Careful listening
Perspective taking
Deep engagement and intimacy with object of study
Greater self-awareness
Capacity to focus attention
Capacity to expand attention without losing focus
IV. Inclusion
ENROLLMENT in U.S. Higher Education
College Enrollment by Race/Ethnicity

Number of 18-24 year-olds enrolled in college, 1993-2012

Note: Hispanics are of any race. Whites include only non-Hispanics. Blacks and Asians include both Hispanics as well as non-Hispanics. Data prior to 2003 for Asians include those identifying themselves as "Asian or Pacific Islanders." Census bureau began reporting data for Asians in 1999.

Source: Census Bureau Historical Tables on School and College Enrollment, October Current Population Survey

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Figure 6. Six-Year Outcomes by Race and Ethnicity (N=2,824,569)*

- **Not Enrolled**
  - Overall (N=2,824,569): 43.4%
  - Asian (N=136,309): 51.0%
  - Black (N=335,894): 28.7%
  - Hispanic (N=322,205): 35.6%
  - White (N=1,631,850): 47.5%
- **Still Enrolled**
  - Overall: 20.0%
  - Asian: 16.8%
  - Black: 9.3%
  - Hispanic: 10.2%
  - White: 14.5%
- **Completed at Different Institution**
  - Overall: 30.5%
  - Asian: 12.2%
  - Black: 17.4%
  - Hispanic: 14.5%
  - White: 11.2%
- **Completed at Starting Institution**
  - Overall: 14.5%
  - Asian: 19.2%
  - Black: 9.3%
  - Hispanic: 10.2%
  - White: 47.5%
Guiding Questions:

- How does your institution value and affirm the cultural capital of underserved students?

- What biases or stereotypes may be standing in the way?

- What do your students’ own stories tell you about the work you need to do?

- How do you ensure that underserved students receive the appropriate amount of challenge and support to ensure their success, without marginalizing these students?

- What can you learn from your own successes and failures as you work to increase underserved student success?

Tia Brown McNair et al, *Becoming a Student-Ready College* (Jossey-Bass 2016)
High-Impact Practices (Kuh, 2008)

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- Undergraduate Research
- Diversity/Global Learning
- Service/Community-Based Learning
- Internships and Field Placements
- Capstone Courses and Projects
- ePortfolio
very large
1 single song.
I lean against wall.
off set regular
Mathieu Verdilhan, Woman with a Cat, early 20th century, Watercolor and pencil on buff paper, Allen Memorial Art Museum, Oberlin College
Zoe Chace accepting the 2018 duPont-Columbia Award for This American Life
Steven Volk

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