

## Pre-Conference Sessions

Pre-conference workshops are three hours in length (Thursday, April 26 from 9:00am to 12:00pm). They are both highly participatory and lecture oriented. Additionally, participants should receive specific, hands-on material that they can apply at their individual colleges. Pre-conferences are \$50.00 if paid before 4/1/2018 and \$60.00 if paid after this date.

9:00am – 12:00pm

### PRE-CONFERENCE A.

***Determining Program Impact and Effectiveness:  
An In-depth Journey into Data Collection, Data Storytelling, Evaluation, and Impact***

Have you ever designed, implemented or directed a program and wondered it had IMPACT? Do you ever wonder if the services you are offering students are actually helping them to be more successful? Our pre-conference session will focus on strategies and processes that help us to objectively look at our programs to see what stories the data is telling us about our ability to truly IMPACT student success at our colleges and in our programs.

**Diva Ward**  
**Director of Student Support, Canada College**

### PRE-CONFERENCE B.

***The Work and Workings of Successful Writing Centers***

Writing centers have evolved over the years. Initiative after initiative has caused us to rethink what we do and how we do it. This pre-conference will walk you through one writing center's evolution into two writing centers with multiple services within them. Specifically, online tutoring, dual enrollment, English placement tests, workshops, a supplemental instruction hybrid, and the Brain Food Project will be discussed. Our goal is to help attendees develop their own inquiry and data collection based on the needs (and confines) of their own institution.

**Tabitha Villalba**  
**Writing Center Coordinator, Fresno City College**

**Jennifer Dorian**  
**P.A.S.S. Coordinator, Fresno City College**

**PRE-CONFERENCE C.**

***Innovative Practices for Tutor Training And Program Growth***

Antelope Valley College, in partnership with AVID for Higher Education, has transformed the way their tutors empower student in taking ownership of their learning. The AHE 6 Step Socratic Tutorials Process takes a research based approaches to serving the whole student and their academic needs. This Pre-Conference session will explore how incorporating effective high engagement strategies in tutor training helped increase AVC Tutor's effectiveness on student learning outcomes

**Michelle Hernandez**

**Director, First Year Experience program, Project Director for Title V Grant**

**PRE-CONFERENCE D.**

***Academic Success Coaching to Facilitate Student Success***

In this session, you'll learn strategies to coach students to think critically, improve metacognition, and make choices that positively impact their academic and personal success. Through demonstrations and activities, you'll experience how coaching taps into intrinsic motivation via powerful questions and engages students in creating a vision for possibility and success.

Participants will leave the session with an understanding of how to:

- Listen and observe students at a deeper level
- Ask powerful questions that promote critical thinking and reflection
- Help students create a vision for their futures
- Hold students accountable and challenge them to be their best

**Russ Hodges**

**Associate Professor, Texas State University**

### **Diva C. Ward Bio**

Diva C. Ward has been working in higher education for more than 20 years. Building on her librarian roots, Diva found her passion in higher education while working as an Assistant Project Director for the Upward Bound Program. Working with low-income and first generation students with Upward Bound, is where she first discovered her fascination of and passion for **data** and the stories that it tells. After spending more than 10 years working with TRIO, Diva then worked as a Hub Director for a Biotechnology Center that was housed at Ventura College and funded through the California Economic Workforce and Development Department. Her love of data through that role increased and carried over into her current work as a Title V HSI Grant Director and Director of Student Support at Cañada College. She continues to use data, data storytelling and data analysis as tools to guide her work and to strive to design and implement programs and services that positively impact student success.

### **Michelle Hernandez Bio**

Michelle Hernandez is a true higher education professional with passion for student services. She has successfully run programs at UCLA and the Antelope Valley College for over 20 years. Michelle got her start as a student peer counselor and coordinator with what is now the UCLA Student Success & Retention Center. Her desire to help students continues to benefit the Antelope Valley Community during her now 13 year stay with AVC where she has been the Director of Student Activities & Community Outreach and most recently transitioned into the position of Director, First Year Experience program, Project Director for Title V Grant and the AVID For Higher Education campus liaison. Creating a college-going culture is the life's work that Michelle willingly dedicates herself to everyday. She holds a BA in Communication Studies from UCLA and a MS in Administration from Cal State University, Bakersfield.

### **Tabitha Villalba Bio**

Tabitha Villalba began her career as a writing tutor and teaching assistant at California State University, Fresno. She continued her career as an adjunct English instructor at several different community colleges in the San Joaquin Valley before becoming the Writing and Reading Center Coordinator for Fresno City College in 2008. Tabitha created the Peer-Assisted Study Sessions Program (P.A.S.S.) in 2009. It began as an embedded tutoring program, and has since been modified under Dr. Jennifer Dorian, the current P.A.S.S. coordinator. Tabitha continued her role as an instructor in learning assistance as part of the Library and Student Learning Support Services Division, serving in various leadership roles on campus including Program Review Coordinator and Academic Senate President-Elect. She holds a Bachelor of Arts in English and a Master of Fine Arts in Creative Writing.

### **Jennifer Dorian Bio**

Dr. Jennifer Dorian is the founder of The Comeback Community™, the parent organization for the Brain Food Project and Empathy, Awareness, and Sensitivity for equity training (EASe training). Dr. Dorian is the faculty coordinator for a robust supplemental instruction and tutoring hybrid program, P.A.S.S., at Fresno City College where she leads a team of over 70 members. Her research regarding the meeting student needs, student engagement, and holistic implementations to uplift diversity and student equity has been honored by awards such as the Stanback-Stroud Diversity Award (ASCCC, 2016) and Georgia Southern University's Golden Award (2016). Dr. Dorian's program was also awarded the Northern California Writing Center Association Spotlight Center designation as a result of efforts associated with the Brain Food Project with EASe™. Dr. Dorian is also a public speaker who teaches that our diverse experiences provide the invaluable impetus for personal and collective success. It is her mission to support personal comebacks in the lives of students to fulfill their dreams and purpose. Currently, Dr. Dorian is completing her new book, *The Comeback Community: Ten Signs of a Comeback in Higher Education*.

### **Russ Hodges Bio**

Dr. Russ Hodges is an Associate Professor in the Graduate Program in Developmental Education at Texas State University in San Marcos, Texas. Dr. Hodges earned his Doctorate of Education, specializing in Developmental Education, from Grambling State University in Louisiana. He is a past president of the College Reading and Learning Association (CRLA) and past chair of the Council of Learning Assistance and Developmental Education Associations (CLADEA). Russ has won numerous awards for his teaching, service and scholarship including being named CLADEA Fellow in 2009. His research interest includes college access, persistence and completion for underserved populations; postsecondary peer-support interventions (e.g. coaching, mentoring, tutoring and advising); the role of learning frameworks courses in student persistence and completion; and developmental education policy.