

# Humphreys College

## Newsletter



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MARCH 2009

WINTER QUARTER

### A MESSAGE FROM THE PRESIDENT...

## COMMENCEMENT CEREMONY



After careful consideration, the College has decided to hold our Commencement exercises this year on Saturday, June 20, beginning at 9:00 a.m. In recent years we have noticed that with an increasing number of students graduating in June--last year over 100--that starting the Commencement program at 7:30 p.m. led to a later-than-desired ending time, close to 10 p.m. Recognizing that many graduates wish to spend time at receptions with family and

friends after the program, it was determined that this year we would move the program to Saturday morning, just as our Law School does, allowing for graduates and their families to enjoy the afternoon and evening together.

Please put this change on your calendar so that when **Saturday, June 20** arrives, we will all be prepared for the new day and time.

### ACADEMIC COUNCIL

### EDUCATIONAL EFFECTIVENESS WORKSHOP

## SPEAKER: MAYOR ANN JOHNSTON

The guest speaker of the Winter Quarter workshop was Stockton Mayor Ann Johnston. It was not her first appearance at Humphreys College; however, it was her first opportunity to address both students and faculty as the city leader elected last November.

Understandably, Johnston introduced herself as a life-long educator and supporter of educational initiatives. She briefly outlined her college studies of English at San Francisco State during the 1960s, her two-year Peace Corps experience in Iran, followed by her teaching career in Merced. Despite the fact that she grew up in a farming family, education became her "mindset." As an English teacher as well as a parent, Johnston soon became dissatisfied with the school system. Encouraged by the late Mayor Joan Darrah, she entered the public office arena as a two-term city council member. Johnston committed much of her energy and enthusiasm to the revitalization of Stockton's downtown. After leaving the city council, she led the slow-growth group Campaign for Common Ground.

Highlighting her current mayoral priorities, Johnston stressed a need for consensus and partnership building. She is moving city's leadership from "band-aiding" to principled solutions. The mayor admitted the complex difficulties of the current economic downturn. However, she believes in a "renewed sense of

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our shared destiny.” She sees the crisis as an opportunity to “do more with less.”

Talking to the Humphreys audience, Johnston paid special attention to both education limitations and potential. In her view, education is everybody’s “key to advancement.” She encouraged us to join a city-wide Adopt-a-School initiative and the Volunteer in Service to Aid Stockton (VISTAS) campaign.

The mayor appealed to everyone to “shop locally.” Her vision includes the further cultivation of the downtown, especially the waterfront, and a profitability of the city’s cultural venues – the Bob Hope Theatre and the Arena.

In the course of a lively discussion, Johnston responded to the numerous questions addressing both specific and strategic projects and issues, including public safety, business opportunities, and crime pre-

vention. Several students inquired about family-oriented recreational opportunities and long-term employment prospects. The mayor sees the local medical services development as one of the promising job resources. Repeatedly, she linked the city’s prospects and the quality-of-life improvements to education.

In her final remarks, Johnston commented on the recent *Forbes* magazine’s unfavorable generalization about Stockton. (Her view is presented in Howard Lachtman’s essay in the supplement to this issue of *The Newsletter*.)

Overall, Ann Johnston’s agenda seems to be based on her life-long progressive world view. Her Humphreys presentation confirmed Michael Fitzgerald’s characteristic of her leadership style (*The Record*, March 1): *a combination of businesswoman’s budget realism and Peace Corps service ideals*.

~Stanislav Perkner

## FROM THE LIBERAL ARTS DEPARTMENT...

### NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Chair



#### History of Western Civilization II Class Outing in Sacramento

On Sunday, February 15 Instructor Randy Rahmoller’s History of Western Civilization II class visited the Cathedral of the Blessed Sacrament and the Crocker Art Museum in Sacramento. Their tour of the Cathedral focused on Renaissance and Baroque art and architecture grounded in the Catholic Reformation and the Council of Trent in the sixteenth century.

After lunch, the group met at the Crocker Art Gallery to focus on European art of the seventeenth and eighteenth centuries. Students selected and studied a painting within its historical context in Western civilization. The featured exhibition was ancient sculptures from the time of Buddha.

Both places are only forty minutes from Stockton. The Cathedral website is [www.cathedralsacramento.org](http://www.cathedralsacramento.org) and the Crocker website is [www.crockerartmuseum.org](http://www.crockerartmuseum.org). Make a date to enjoy culture and good times!

#### Modesto’s Environmental Science Field Trip

The Modesto SCI 131, Environmental Science Lab Class, visited the San Joaquin National Wildlife Refuge Preserve. Jack Sparks, a U.S. Fish and Wildlife Ranger, spoke with the class; he told them that this refuge encompasses over 7,000 acres of riparian woodlands and grasslands and has played a major role in the recovery of the Aleutian Cackling Geese and their wintering grounds, which the class visited. These geese fly in to winter every October-March from the Alaskan Aleutian Islands.

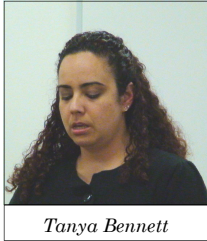
The Modesto site has over 200,000 geese, and by providing this ideal habitat for them, the population has improved resulting in it being removed from the list of endangered species.

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### Black History Month Celebration

"I believe that poetry should be direct, comprehensible, and the epitome of simplicity," said Langston Hughes, one of the finest poets of the 20<sup>th</sup> century. During our Fifth Annual Celebration of Black History Month, his poetry was read and praised many times.



*Tanya Bennett*

The February 18<sup>th</sup> African-American Read-In was done in conjunction with the Black Caucus of the National Council of Teachers of English, which supports the national read-in. Of the twenty guests, many presented poetry by not only Hughes but also Maya Angelou, Nikki Giovanni, and Joyce Carol Thomas.

The following students deserve special recognition for their contributions to this event: Tanya Bennett, who offered a Power-Point presentation of important African-American figures; Tatiana Raigoza, who helped organize the event; and Sherrell Mack, who greeted students and faculty. Both Dr. Chabot, who filmed the event, and Dr. Perkner, who recognized the significant history of Black History Month, deserve my special thanks.

In commemoration of this event, several faculty and staff members donated books to our library: Rowena Walker, Linda Rahmoller, Kay Reindl, Michael Duffett, Stanislav Perkner, Linda Verdon-Brown, and Cynthia Becerra.



*Rosalind Ross*



*Justin Robinson-Williams*

### Women's History Month: Saving the Planet

On March 3, 2009, President Obama paid special tribute to Women's History Month in a proclamation, noting the following:

Each year during Women's History Month, we remember and celebrate women from all walks of life who have shaped this great Nation. This year, in accordance with the theme, "Women Taking the Lead to Save our Planet," we pay particular tribute to the efforts of women. . .

In addition, the President recognized the first woman in the U.S. to be accepted to a scientific school—Ellen Swallow Richards—who graduated from the Massachusetts Institute of Technology in 1873. Her study on water quality in Massachusetts led to "the Nation's first state water-quality standards."

Like Ms. Richards, retired Professor Ann Bauermeister also has pursued a career in science that has included the preservation and study of our natural resources. Because of Professor Bauermeister's commitment to our planet, Heather Lindstrom and Tanya Bennett, both Liberal Studies majors, asked her to be our guest speaker for the first Women's History Month event on March 2, 2009. Professor Bauermeister focused her talk on restoring the California Delta, the largest Pacific coast estuary in the Americas. As a member of the Restore the Delta Campaign, she spoke of the importance of preserving our community's natural resources through grassroots organizations such as this. Always the educator, she reminded us that each of us can make a difference in ensuring our planet's sustainability.

### News from Community Studies

Looking for an upper-division social science class? One with particular relevance to what's happening around us in California? A regional director for CalTrans and with years of experience in local development, Prof. Ken Baxter will be teaching a course in community planning (CS290) on Monday nights this coming spring quarter. You will learn about local and state issues, where the money comes from, what factors our politicians consider (or ignore) in deciding where and how to build, and how you as a community member can influence what is done in your region. This is a great way to learn from someone who does.

FROM THE BUSINESS DEPARTMENT...

## THE BENEFITS OF COMMUNITY INVOLVEMENT

By Jason Wolins, Chair



In case you have not noticed, our Business Department does a lot of community involvement and interaction with the public. Why?

Well, there are a couple of main reasons. One, we try to promote public awareness for both Humphreys College and the Business Department. Two, we try to learn information from peers in our professions to improve the workings of our department. Let's look at these in more detail.

**Promoting public awareness.** Public awareness of the College and department helps students at both the time they consider choosing a college or major and when

they finish their programs and compete in the workforce. To accomplish this, we try to promote "brand awareness" of the College and department.

On the input side, this develops a pipeline of potential students who want to attend our institution and department.

On the output side, it is easier for students finishing their programs to enter and succeed in their chosen careers when the public is familiar with our "brand."

I do a variety of things to promote awareness, including these:

- Both take and teach professional development /licensure courses in business/law/real estate. In teaching professional development courses, I try to be an ambassador of the College and department in disseminating my expertise, so the public has a favorable impression.
- Arbitrate disputes for the Council of Better Business Bureaus.
- Attend meetings of professional organizations to which I belong.
- Do informational presentations to the public—PowerPoint presentations for the West High School Career Day in Tracy; the IBML charter school; informational open houses hosted by the Business Department, etc.
- Act as a judge in an ethics national trial competition.
- Promote students' attending (and often attending, myself) functions such as the California Society of C.P.A.s—San Joaquin Chapter annual student-faculty banquet; or Institute of Management Accountants Student Night.

This last item is very beneficial to students. These organizations 1) provide networking opportunities where students are matched with professional firms at functions and 2) sometimes award scholarships. For example, at the last California Society of C.P.A.s—San Joaquin Chapter annual student-faculty banquet, two scholarships were awarded to Humphreys College accounting students: 1) Tiiu Newlin, \$1,500, and 2) Yupha Sriporn, \$750.

**Acquiring information to improve the Business Department.** Business Department members continually go into the community to learn information from peers in our professions, so we can improve the workings of our department.

We use this information to 1) develop department curriculum; 2) advise students; 3) improve our teaching effectiveness; and 4) assess our department programs to ensure we and our students are meeting the learning objectives of our programs.

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Again, here are some things I do personally:

- Both take and teach professional development/licensure courses in business/law/real estate.

For instance, I recently attended a conference on insurance. I brought back some information that could enhance our curriculum and my own teaching effectiveness.

First, where do we cover insurance in our curriculum? MGT 280: Business Law II. Did you know that insurance companies often look at their claims departments as profit centers? The less that is paid out, the more profit for the insurance company.

Let's hypothetically say a major national insurance company paid out an average of \$16,000 per injury liability claim in 1989. For similar claims, it averages paying only \$6,000 in 2009. On average, now it is able to save \$10,000 per claim. If it settles 15,000 claims nationwide per day (I know that sounds like a lot, but, remember, it is a major national insurer), it has saved \$150 million per day.

How did it figure this out? Many major insurance companies have adopted computer programs which put the burden on claimants, their treating physicians, and attorneys to use the right buzzwords and provide them in a certain sequence to maximize recovery for the injuries. The disconnect: These insurance companies are not likely to tell you which buzzwords to use or the order to present them.

Is this good or bad? Well, it depends on your perspective. If you are a shareholder of that insurance company, you probably will like it. The value of your shares is enhanced if profits go up \$150 million per day.

However, if you are an injured claimant, you might think that this is "caveat emptor"—"buyer beware" at work.

So, point number two: Where do we cover issues like this? MGT 290: Current Concepts and Ethics. Ah! Enhanced curriculum development and teaching effectiveness!

- Attend meetings of professional organizations to which I belong. For instance, I attended the California Business Education Association annual meeting the past two years.
- Meet with outside advisory committees for both the Business Department in general, and Accounting program in particular.

**The Business Department model.** To reflect this community involvement and the workings of the Business Department, I created the below model. In business production terms, our community involvement does these things:

- Enhances public awareness which brings in new students (**our input—beginning students are our raw materials**).
- Helps us develop curriculum, advise students, enhance teaching effectiveness, and assess our programs (**our operations—students are our work in progress while going through our programs**).
- Enhances public awareness which permits students to enter and compete in the workforce (**our output—graduating students are our finished product**).

## FROM THE COURT REPORTING DEPARTMENT...

**NEWS AND ANNOUNCEMENTS**

By Kay Reindl, Chair

**COURT REPORTING STUDENTS  
ON THE ROAD AGAIN**

On February 24, Kay Reindl took her Professional Practice and Ethics class on the road for a “real world” experience. They met official court reporter, Pam Kardoos, and Judge Bob McNatt at the Lodi Courthouse. Pam gave them a thorough orientation of what they would see during the morning calendar. She was very eager to showcase the new courtroom; it was clear how much she enjoys her job there. The students learned many criminal court colloquialisms that will no doubt come in handy when that first criminal court assignment occurs.

In addition to occasional field trips, court-reporting students are required to satisfy ten hours of court observation, prior to reaching the 170 wpm speed limit. These hours provide the foundational basis for the additional fifty hours of actual “reporting,” required to complete their internship program.



*Back row: Candyce Bradbury, Rachel Adams, Desiree Britt, Andrene Gatti. Front row: Rebecca Quismorio, Andrea Mathis, Jamie Hopp, Ana Cervantes, Susan Pacheco.*

**THE VALUE OF ATTENDING CONVENTIONS**

I am often reminded how fortunate I am to be involved in a profession that takes on challenges and changes in a very proactive way. This was the case recently when I had the privilege to attend the Deposition Reporters Association (DRA) annual convention in Newport Beach. I was able to join several sessions with a Humphreys' alumna, Renee (Bencich) Bunde, as well as two current students, Brittany Flores and Desiree Britt.

This was the first time DRA presented a separate tract of seminars designed specifically for students. The Saturday student sessions began with the keynote speaker for all attendees, Dave Wenhold. He is the National Court Reporters Association's former Director of Government Relations and Public Policy. His experience as a lobbyist has provided him with many insights into the area of marketing. The interactive address focused on two topics: marketing itself and the perception of court reporters by the rest of the world. He provided tangible tips on how to speak to others regarding the little-known field of verbatim reporting and how to present oneself to others effectively, both personally and professionally.

The students were then treated to a motivational presentation by Dr. Mary Gallagher (former Humphreys instructor). She talked about various goal-oriented and tangible ways on how to utilize their classroom experiences and practice sessions to gain speed, control, and accuracy. Accompanying this article is Mary's list of “10 Silly Things Students Do To Mess Up Their Speed” and “10 Super Things Students Should Do To Improve Their Speed.”

Nancy Patterson, long-time educator and school owner, addressed the students regarding the English language and how important the “little” things can be. Nancy Patterson was also honored at the luncheon as DRA's Distinguished Service Award recipient for her many years of commitment to court reporting students and their education.

Following lunch, the students were exposed to a mock videotaped deposition, highlighting the nuances that occur for the reporter in these proceedings. They were then given the opportunity to “take” a mock CSR examination. Brittany and Desiree felt it was very valuable to experience the testing process. Lastly, the students were given a chance to network with professional reporters and firm owners. Their sessions ended with

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a panel of working reporters and motivational speakers who offered tips on subjects ranging from how to dress professionally or how to build the speed, to tips on how to pass the CSR.

I was impressed with the valuable sessions I attended. "The Reporter's Toolbox" by Mike Miller highlighted the latest and greatest gadgets and tools that are available and recommended for the cutting-edge reporter. Check out his Web site, Depoman.com, for blogs and information on every aspect of the reporting profession. I attended several panel discussions for invaluable updates on the current issues facing the profession. A hands-on demonstration of real-time reporting, hooking up wirelessly, and tips to make it happen with ease offered an exciting view of what awaits our students upon their entry into the "real world."

Check out the following Web sites, which provide California court reporters and students with opportunities to improve and educate themselves on the latest innovations. All three associations offer student memberships at generous discounts that include mentoring partnerships and scholarship programs. There is no better place to get such value for your money!

- Deposition Reporters Association (DRA) [www.caldra.org](http://www.caldra.org)
- California Court Reporters Association (CCRA) [www.cal-ccra.org](http://www.cal-ccra.org)
- California Official Court Reporters Association (COCRA) [www.cocra.org](http://www.cocra.org).

### **Mary's Top Ten Lists (for Court Reporting Students)**

#### **10 Silly Things Students Do To Mess Up Their Speed**

1. No plan of action – no road map
2. Missing speed classes (trail class/goal class/push class)
3. Correcting notes while writing for speed
4. Thinking too much as you write
5. Filling in sign (identifiers) changes later
6. Giving up
7. Spend too much time trying to shorten writing (briefs) – looking for an easy way to write faster
8. Inefficient/ineffective practicing
9. Failure to type, grade, and analyze at least one test **every** day
10. "Creative" typing; careless transcribing

#### **10 Super Things Students Should Do To Improve Their Speed**

1. Develop a practice plan based on analyzing your notes and practice every day (except Sunday)
2. Set practical and measurable goals
3. Read your notes from speed classes aloud
4. **Always** go to your dictation classes
5. Type every day and analyze and chart your errors
6. Measure your progress
7. Trust your notes
8. Picture yourself as a successful writer and confident court reporter
9. Stay away from "Mr. Negative"
10. Continually check your base speed (your foundation)

## CSR RECEPTION

By Bruce M. Bodine, Court Reporting Instructor

The Court Reporting Department held its Certified Shorthand Reporters Reception on Wednesday, February 11, honoring two students who had passed all state and department requirements to sit for the California Certified Shorthand Reporter Examination, to be held on Friday, February 20, in Los Angeles. Most students and staff of the department attended the reception, along with a few alumni.

Cheryl Hill and Tara Lohman started the Theory classes (beginning court reporting) at Humphreys College and worked hard to complete the program, attaining a speed on the steno machine of at least 200 wpm. Since they have completed the program, they are now qualified to take the final step toward becoming California licensed court reporters: sitting for the state examination. Both students have received passing results on the English and Professional Practice and Ethics written portions of the exam. Their dictation results will be mailed about 4-6 weeks following the exam.

Department Chair Kay Reindl presented Cheryl and Tara with their Certificates of Completion in court reporting and a gift. In addition, Tara had already completed her B.S. degree in court reporting. Both Cheryl and Tara had family members present.



Cheryl Hill, Kay Reindl,  
and Tara Lohman

At the reception, we had a guest speaker, April Hevroh, CSR, who offered a brief synopsis of her working career as a reporter. April has been reporting since 1990. She is a freelance reporter, taking depositions since receiving her CSR license. She began writing realtime in 2004, using the steno machine connected to a notebook computer to produce instant English translation. Utilizing her experience in realtime writing, she began performing CART reporting in 2007. CART, or Communication Access Realtime Translation, allows deaf or hard-of-hearing persons access to education, meetings, and other public events by sitting next to the CART reporter and reading the text on the notebook computer. Also, CART reporters work in larger venues where a larger screen is used that many people can read.



April Hevroh

April became a district representative for the Deposition Reporters Association (DRA) of California in February 2006. This has given her the opportunity to network with many other reporters and to learn more about her profession.

After the presentation, a raffle and a potluck luncheon were held. Congratulations to Cheryl and Tara!

## A UNIQUE FINAL EXAMINATION

By Pam Closs, Court Reporting Instructor

As a first-quarter computer-aided transcription instructor, I struggled to come up with a final exam project. I wanted to give the students something different, out of the ordinary. I decided to assign each student his or her own Veterans History Project.

The National Court Reporters Association and the National Court Reporters Foundation have partnered with the United States Library of Congress in an effort to preserve the rich and extensive history of American veterans. Through this project called the "1,000 Voices Initiative," sponsored by the Library of Congress, men and women who have served the United States in a time of war have committed their amazing personal histories to recording.

Before researchers can fully preserve and document them, the recordings have to be transcribed. This is where I challenged the students to put their skills to work. All of them commented that this was a challenging, yet positive and rewarding experience. They put their listening, transcription, linguistic, and research skills to work.



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The project also gave them the difficult job of transcribing from an electronic recording, which is something court reports have been fighting to keep out of California courtrooms. The recordings are frequently inaudible in parts due to mumbling speakers, environmental noises, or faulty equipment. The interviews also contain references to many geographical locations or unfamiliar military terminology. The students learned how time consuming and important research can be. It was my hope that they would learn a valuable history lesson and also realize how valuable their realtime skills are when compared to electronic recordings.

## WORKING BEHIND THE SCENE: HUMPHREYS COURT REPORTING STUDENT AT THE ACADEMY AWARDS

By Erika Sjoquist

This is the fourth year that I have had the opportunity to report the International Press interviews held with the Oscar winners at the Academy Awards ceremony. I am one of three reporters who sit in the front row in the International Pressroom during the evening. As the winners receive their awards and are escorted off the stage, they are immediately interviewed by press from around the globe. The stage where the winners stand for the interviews is two feet in front of us. As we take down the interviews, they are downloaded to a thumb drive, taken to the back of the pressroom where they are "cleaned up," and then immediately put on the Academy's Web site; the world can actually read the interviews of the winners literally minutes after accepting their awards.

This year's event was filled with pure excitement and enthusiasm. Penelope Cruz was absolutely darling. Kate Winslet is so great: a small town girl. During her interview, she boasted of her mother's award she won back home for her pickled onions. Sean Penn – What a cool guy. Love him! He and the young man who also won an Oscar for writing "Milk" were very passionate when they spoke of their hopes and dreams of one day reaching equality for all. It was a joy to meet Heath Ledger's family sharing stories of Heath and his daughter. The "Slumdog" Oscar

winners! Talk about excitement, energy, enthusiasm; there were emotions of all kinds coming from them. We shared in the tears of joy, the laughter, and many overwhelming emotions.

To be a reporter for the Oscars is an incredible opportunity. We work extremely hard, building our dictionaries as best we can before the ceremony. This year was more difficult; there was a lot of unfamiliar terminology, slang, and accents, including British, Indian, Australian, Japanese, and Russian. We had to report a lot of first-time winners, who are extremely excited and speak really fast, at times in excess of 340 wpm! All things combined, it is a real challenge; it's difficult, to say the least, but we aren't allowed to stop and ask anyone to repeat, so we sometimes use our backup audio for help and just do the best we can.



Jennifer, me, and Carla

I want court reporting students to know that this profession opens many doors in different areas; we don't just work in court or take depositions. There are exciting opportunities everywhere! Strive for your Certified Realtime Reporter (CRR) license. It gives you the skill and confidence to report difficult situations. I'm already looking forward to next year's Oscars!

FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

## NEWS AND ANNOUNCEMENTS

By Pam Wood, Chair

The theme for this year's Week of the Young Child, April 19-25, is "Bringing Communities Together for Children." We will be hosting an event on Saturday, April 25, from 8:30 a.m.-12:30 p.m. The focus will be on the "Raising the Bar in the Community for Early Childhood Education." Teachers from throughout San Joaquin County will be invited to share in the workshop as we discuss the topic of professionalism in the field of Early Childhood Education. The goal of this event is to find common ground for the good of children, their families, and working professionals. ECE majors are encouraged to attend.

## LEARNING & THE BRAIN: USING SOCIAL BRAIN RESEARCH TO ENHANCE LEARNING

By Beverly Clark, ECE Instructor

I was very excited by the opportunity to attend the Twenty-second Learning and the Brain Conference in San Francisco. The conference focused on using social brain research to enhance learning. Co-sponsors included Stanford University, Harvard, Yale, UC Berkeley, UC Santa Barbara, MIT, and Johns Hopkins University.

The goal of the February conference was to encourage cross-disciplinary inquiry and to take away the old notions of how long it takes for research to get into practice. The latest imaging techniques of fMRIs, PET, and SPECT allow researchers to study the workings of the human brain in action opening up a whole new world of knowledge on cognitive, emotional, and social development. This research offers valuable implications for educators. According to Deborah J. Stipek, PhD, Dean and Professor of the Stanford University School of Education, "Neuroscience is beginning to unravel the mysteries of social learning, attention, and memory, while illuminating the wondrous uniqueness of every learner. If we are responsible and thoughtful in our approach to this new information, neuroscience findings hold the promise of helping us discover ways to enhance learning for every student."

From a practical point of view, I came away from this conference better informed about the importance of social interactions for optimizing brain development. I will be sharing this information with students as we move through our early childhood courses regarding ways significant adults in the lives of children can encourage and enhance how children's brains grow and develop.

### MEET YOUR TEACHER...

## HOLDING RESPONSIBILITY FOR STUDENT LEARNING

Dr. Barbara C. Coulibaly, Associate Professor in Education

*Although she is a relative newcomer to Humphreys College as a full-time faculty member, Dr. Barbara C. Coulibaly is not new to the College or to the Stockton community. She came to Stockton in 1990 to teach at University of Pacific, in the School of Education, Department of Curriculum and Instruction. Dr. Coulibaly remained at University of Pacific until 1995. During that time, she also taught several classes at Humphreys College as an adjunct.*



"I have always enjoyed the Humphreys College environment, and I expect this full-time tenure to be consistent with the earlier experiences."

**Your last-year arrival at Humphreys College coincided with its new, graduate, program in Education. Your students already know that you are specialized in Developmental and Educational Psychology, Early Education, and the Preparation of Teachers. Tell us more about the roots of your academic career?**

"My first teaching position was at the University of Redlands, in Redlands, California. I taught at Johnston College, a small experimental college of 300 students, and thirty faculty members; students were very much involved in every aspect of the college including the administration, course offerings, hiring of faculty and staff and the direction of the learning experience. It turned

out to be an excellent exposure to what is possible in higher education when students are vested to that degree in their education. I am very grateful for this experience, and I learned a lot about a cooperative educational environment. I see some similarities between Humphreys College and Johnston College, especially the relative size of the institution, and most importantly, the easy access of students to faculty and the college support systems."

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**You have spent most of your career as a teacher and as a counselor... How would you characterize your “educational philosophy”?**

“My personal belief regarding education is that every person should have access to a basic high quality learning environment. From a cross-cultural perspective, the learning environment might not be the formal kindergarten through 12<sup>th</sup> grade classroom that we consider commonplace in this society. There are many other models for a high quality educational experience; and as the world changes, quite possibly, we will start to embrace new and better models for educating our citizens. A second important aspect of my belief system, which informs my philosophy of education, is relative to how we as humans learn new information. It is a relatively complicated process, and in theory, there are many avenues that seem to lead to the acquisition of new information and skills.”

**How would you define the process of learning?**

“In my opinion, it is a relatively permanent change in behavior and mental associations. Most students possess the ability to learn; however, the variables of time and process are important factors to consider in the learning equation. I also think it is important to consider both cognitive and affective processing. Additionally, as the teacher, I also hold major responsibility for student learning. I must be aware of developmental levels of students, prior knowledge base for students, culture and learning styles, just for starters. I also realize that I as the teacher am very much in the learning mode. I am often pleased with what students bring to the classroom that informs my knowledge base.”

**What do you do for fun?**

“I enjoy being with family and friends, watch good movies, and most of all reading good books. I also enjoy the ocean, mountains, lakes, forests. Often, when I am in nature, I like to take photographs, and when time permits, I enjoy developing my prints. I have not yet learned to take good pictures with the digital camera, so this is my next learning task.”

**What is your life mission?**

“I believe that my mission in life is to be a helping person. As a teacher, I am convinced that my primary task is to provide pathways for students to obtain knowledge and skills, thereby opening the doors to unlock their potential. I believe that education is one of the most important life tools that will facilitate becoming our best self. An important guiding principle for my life is to be kind and aware of each person I encounter, with the belief that we are all related in the great human race. I believe with Henry James that *Three things in human life are important: The first is to be kind. The second is to be kind. And the third is to be kind.*”

~Stanislav Perkner

FROM YOUR JOB PLACEMENT COORDINATOR...

**YOUR RESUME MATTERS**

By Lisa Kooren

Eight years ago, filmgoers were introduced to Reese Witherspoon’s delightful character, Elle Woods. In the film “Legally Blonde,” Elle was asked to apply for an internship and handed over her resume. Resume writers everywhere were taking notes as she handed over a blush pink document with perfume, because it gave it “a little something extra.”

Not all of us are Elle Woods. Nor can we pull off a resume doused in Channel. But there are a few simple things that can keep your resume on the top of the pile. This is typically your first communication with your new employer, and it is imperative that your information is accurate. First, make sure that employers have a reliable way to contact you if they wish to see you for an interview. When listing your phone number, make sure that anyone who answers the phone for you is polite and can give you a prompt message. Ringback tones are great for everyday life, but in a job search, offending a potential employer when he or she calls for an interview is a bad idea.

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Ensure that all music and recordings are appropriate and professional. Most employers will not take the time to hunt for you if your contact information is incorrect. More often than not, if they can't reach you the first time, they will move on to the next resume on the list. If you have given your resume to any temporary agencies or the job placement office here at Humphreys College, make sure those offices receive updated copies.

When it comes to being a vigilant job searcher, the Internet can be a valuable asset. Many companies are now advertising their available positions on the web in an effort to "go green." There are varieties of free web sites that can be searched for new job postings. In the current economic climate, a "once a week check" through the job postings will typically not yield a decent return. Check the postings as close to a daily basis as possible. This being said, your e-mail can be a great way for employers to contact you. Conveniently, all students have a Humphreys College e-mail address that can be used as a contact on your resume. If you list an e-mail, however, it is important to check it frequently. Unfortunately, in our modern world, there are always glitches to an otherwise helpful system. Messages from employers, as well as from Job Placement staff, can be accidentally sent to the spam folder. Check it frequently to make sure you don't miss out on an opportunity.

Now that you are sure the employer is able to reach you for an interview, move on to the "meat" of your resume. On an average, employers will spend about 90 seconds looking at a resume, so sending a four-page document will be futile. Keep your resume to one page. This shows that you can be concise and organize information. It is important that you highlight what sets you apart. One of the greatest downfalls is an outdated resume. Make sure you include any relatable classes that you have taken, computer skills that you have acquired, and related experience. It may be a good idea to alter your resume according to the job for which you are applying. For example, if the job posting lists knowledge of a particular computer program, place your knowledge of this program at the top of your skills list. This way, employers won't have to search your resume to see that you meet their needs. In lieu of specific experience, highlighting courses that are relevant may help. Remember, your goal is to snag that interview so that you can "wow" them in person. Additionally, make sure you read the posting carefully. Failing to send a cover letter with your resume, or address an objective when one is specifically requested, could end your document up in the "circular file" (trash can).

Once your resume is written, have more than one person review it for you. One of those people can be your friendly Humphreys College Job Placement Coordinator. We are happy to help. Additionally, we are able to keep your resume on file and send it out for you when local employers call seeking candidates. While we do not guarantee placement, nor can we promise interviews, we can help point you in the right direction. There are only a few rules that apply. First, we must meet with you every quarter. We are unable to send a resume out for a student who does not bring in an updated copy each quarter. Secondly, you must be in good academic standing or a graduate of Humphreys College. Lastly, make sure you respond to any e-mail or phone correspondence. The job placement officers cannot respond to e-mail or newspaper postings for you, but they will contact you when they spot good ones.

If you have any questions, the Job Placement Coordinators would be happy to help you. Please contact Carrie at the Modesto Campus, or Lisa at the Stockton Campus. We look forward to helping you.



## FROM THE LIBRARY AND LEARNING CENTER...

### HOW TO SUCCEED IN COLLEGE SERIES: WINTER 2009

The Winter Quarter program was opened by two informative sessions: the new student orientation, conducted by **Santa Lopez-Minatre** and **Lisa Kooren**, and Dean **Jess Bonds'** instruction on Humphreys students' e-mail accounts.

The themes concerning the nuts-and-bolts

of college progress were addressed in a dozen workshops explaining the elements of the library and online research for both traditional and online courses, note-taking techniques, MLA-style documentation, and the specific learning techniques applicable to electronic instruction. **Richard Hunt** introduced students to the



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rules of the EBSCO, Wilson Web, and Pro-Quest database searches. **Stanislav Perkner** invited students to “think about it” – this time about the differences and similarities between *Wikipedia* and *Encyclopedia Britannica*.

The job search advisory workshop, conducted regularly by **Lisa Kooren**, was devoted to resume-writing techniques.

To explore “the frontier of knowledge,” **Barbara Coulibaly** talked about the latest research in Educational Psychology. (Look for an interview with Professor Coulibaly in this issue of *The Newsletter*.)

In cooperation with Humphreys’ alumni association, the Learning Center offered a “conversation” with **Janette L. Rossell** and **Jamie Segura** on the efficient preparation for various complex exams, including L-SAT, C-BEST, C-SET, RICA, and the California Law Bar Examination.



Jamie Segura

### Modesto Campus Workshops

The Winter Quarter educational workshops in Modesto included three interesting sessions. **Raymond Harter** summarized the research documentation standards under the title *Inserting a Source Reference in Your Paper and Bragging About It*. **Jim Menard** discussed the career opportunities for accounting and

business students of Humphreys College. Under the dramatically accented title, *Five Books You Need to Read Before You Die*, **Julie Walker** reviewed her choice of the utmost captivating books that could “change your perspective on the world around you.”

### What to Expect in Spring?

In Stockton, the next quarter’s workshop program includes **Darwin Sarnoff’s** reflections on “living with computers”; please note that UOP’s Professor Emeritus Sarnoff was one of the first online learning and research enthusiasts in Stockton. **Beverly Clark**, a new member of the Early Childhood Education Department, will offer her advice about enhancing our memory capacity in order to process academically relevant information. **Felix Cano** will offer his insights into the latest discoveries in genetics. A mother-daughter team, **Rowena** and **Julie Walker**, both exceptionally resourceful educators, will offer their insights about “what—and why—to read in college.” A somewhat similar topic will be addressed by **Randy Rahmoller** in his presentation about Covey’s *Seven Habits of Highly Effective People*, a book that has profoundly influenced his own world view. **Stanislav Perkner** will invite the participants to think about the current challenges facing American colleges and universities.



## YOUR QUESTIONS — OUR ANSWERS

### WHAT IS THE HUMPHREYS COLLEGE ACADEMIC CLUB?

With the January opening of the new graduate program in education, the Library and Learning Center launched a series of open-enrollment workshops. Under the umbrella of the Graduate Studies *Academic Club*, they are addressing various learning and research issues related to the courses of the master’s program.

Needless to say, the Club’s primary goal reaches beyond remedial instruction; it rather complements regular course activities. The graduate students are arriving from various institutions of higher learning, with fluctuating levels of academic maturity and experience. The Club intends to contribute to the achievement of the educational objectives established by the Graduate Studies Department.

In the future, the Club plans to offer not only small-group workshops and individual consultations, as it did during the Winter Quarter 2009, but also annual distinguished-speaker lectures, alumni presentations, or round-table seminars hosting Humphreys faculty and students, along with outside educational experts.

The first quarter of the new program is almost over. The eight initial club sessions introduced students to various graduate-level research methods, techniques, and procedures. With the help of Richard Hunt, they had a chance to become familiar with the assortment of online databases, which were specifically selected to serve the

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new master's program. The American Psychological Association (APA) documentation style was presented by Stanislav Perkner. Program instructors—Barbara Coulibaly and Jess Bonds—introduced students to additional periodical and non-periodical study resources.

The Spring Quarter club sessions will move from the basics to the development of students' research projects. This theme will be supplemented by a review of the latest resources pertinent to both early childhood education and educational administration theory and practice.

Since the club workshops are non-credited, they are open to all Humphreys' students, regardless of their major. Especially welcome are the aspiring master's program participants.

The spring club sessions are scheduled for Wednesdays, between 5:30 p.m. and 6:10 p.m. in the Boardroom. For specific topics, look for the club handouts, check Humphreys' web site, or call the Library and Learning Center at 209-235-2933.

## TRIO: THREE CAMPUS POETS

The three poems you are about to read were the result of a happy accident, serendipity in its purest form. The poems were not assigned, requested or written with publication in mind. Nor were any of the three poets aware of one another's efforts. A word of explanation is in order.

Mallory Misasi and Brianna Carlson-Fraser, two of my students in LIT 101, were sufficiently inspired by our study of poetry to try their hand at writing a poem. Mallory's was appended to her paper on poetry in American popular culture. I brought her poem to class to share it with other students. As it happened, Brianna brought a poem of her own to read to us. Class reaction in both cases was positive. We congratulated Mallory on capturing the momentum of "the morning rush" and using her font to depict the surge of insistent anxieties. Brianna's tribute to an iconic parent in "Daddy's Hand" was couched in a deceptively simple style utilizing the shifting voice of child and woman. She revealed that her poem was inspired in part by our reading and discussion of Colette's "The Hand," the story of a young bride's awakening suspicion of her seemingly blameless spouse.

Following the student poems, I added a surprise of my own. I'd written "Good Housekeeping" as an example of how poetry can make memorable use of "trivial" domestic subjects (a topic we'd explored in poems such as Sally Croft's "Home-Baked Bread" and Jim Stevens' "Schizophrenia"). I had in mind the world of the 1950s and the disenchanted homemakers whom I well remember, torn between the dictates of social approval (often defined for them in popular magazines) and the desire for self-fulfillment.

Read aloud, our three poems that joined teacher and students in creative partnership and gave our literary studies a personal touch. Brianna wondered if we were now eligible to perform at a poetry "slam," with an accompanist who was bearded, sporting a jaunty beret and playing the bongos. That's the figure you saw in certain films of the 1950s whose scripts called for a hipster rebel to define the spirit of avant-garde. I never saw one of those "cool cats" myself, though I do remember a dim coffeehouse in which a hipster poet, mounted on a high stool, read a long, rambling poem, accompanied by an improvisational saxophonist blowing random blues. The words and music didn't cohere; they passed like ships in the night. Could a spirited bongo drummer have rescued this performance? No, but I think we would all have been grateful if he had succeeded in diverting our attention from it.



Howard Lachtman  
Liberal Arts Instructor

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## GOOD HOUSKEEPING

In her lucid moments of anguish  
she would insist she was meant to be  
something more than what she was:  
mother, maid, madwoman,  
cook, nurse, prisoner,  
peacekeeper among small assassins  
whose acts of sabotage  
whose recriminations of fault and blame  
went wholly against the grain  
of Good Housekeeping.

Beekeeper, bookkeeper, cataloguer  
of misdeeds for punishment  
at the hand of Father, exhausted  
Father, home at end of business day,  
hoping only to creep unnoticed  
to his self-designed Tahitian Tiki Bar  
without removing his fedora or baroque tie,

ignoring her pleas for justice,  
asking "Dinner ready, hon?"  
as she covered her eyes.

While she writhed in guilt  
and doubt, we lost ourselves  
in the new toy television,  
made faces like leering gargoyles  
in silent 8 mm home movies  
(games of tag and chase, birthday parties, summer swims)  
reel after reel of pointless family history  
screened for captive after-dinner guests  
she assumed would confuse  
pantomimes of happiness  
for the real thing: exactly  
what she wished them to think,  
exactly how she hoped to earn  
the highly coveted, rarely bestowed,  
Good Housekeeping Seal  
of Approval.

~ Howard Lachtman

RIIIIIIIIIIIIIIIIIIIIIINNNNNNNNNNGGGGGGGGGGGGGG

Wake up.....Fast...Hurry

Put on dress get ready.....Quickly...Hurry

**bills.....money...worries**

Eat cereal.....Hurry

**bills.....money...Worries**

drive fast to work

**bills.....money...worries**

radio host talks about rising gas prices and government deficit

**bills.....money...worries**

think think think

mortgage payment past due.....

**bills.....money...worries**

uh oh not again,

metal banging, horns honking, people screaming, babies crying

sound of ambulance on the way

think think think electricity will be turned off in 2 days, paycheck next week

**bills.....money...worries**

put on big fat phony smile

good morning children, please sit down for class

~ Mallory Misasi

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### Daddy's Hand

What words could describe my Daddy?  
 My Daddy is tall, taller than trees,  
 Taller than the greatest redwoods.  
 My Daddy is strong,  
 Stronger than nails and stronger than steel.  
 My Daddy is smart,  
 Smarter than any man I will ever meet,  
 Or so he says.  
 I have always looked to my Daddy for comfort to be my rock,  
 To be my foundation to help me never forget where I have come from.  
 My Daddy has to work,  
 He has to work because there is no money.  
 My Daddy works long days that often turn to longer nights.  
 My Daddy calls the phone to tell me he loves me and to be nice to my sister.  
 My Daddy says I am his world.  
 My Daddy can fix anything,  
 He can fix bicycles, tires,  
 Broken computers and especially broken hearts.  
 My Daddy says that No man deserves me,  
 But the man who gets me will be the luckiest man alive.  
 My Daddy is never there in body,  
 But he is always there in spirit.  
 My Daddy knows what is really going on.  
 My Daddy knows that I am growing up and that scares him.  
 My Daddy knows that there is a man I am going to marry.  
 My Daddy knows that I love him,  
 But doesn't think he is good enough for me.  
 My Daddy has shaky hands in the limo.  
 My Daddy looks over at me and smiles.  
 My Daddy holds my hands and helps me out of the limo,  
 My Daddy walks me into the waiting area of the Chapel.  
 My Daddy looks down on me and smiles.  
 My Daddy has tears in his eyes.  
 Who gives this woman?  
 My Daddy says, "I do."  
 My Daddy gives Steve my hand and my Daddy won't let go,  
 I look down at my Daddy's hand, it is gigantic.  
 My Daddy's hand has grown to be bigger than both of my hands.  
 My Daddy's hands get heavy,  
 I look down at my Daddy's hands and see him touching Steve's hands,  
 My Daddy's hands smother Steve's hands.

~ Brianna Carlson-Fraser

## COMMUNITY HIGHLIGHTS

- **New Signs at Humphreys College**—have you noticed? If not, take a walk around the campus and see new prominent Humphreys College signs that have been added to the building, including two facing Inglewood and one along Benjamin Holt. In addition, there is a large sign on the corner lot.
- **Ana Ramirez receives scholarship** from Stockton-San Joaquin County Legal Professionals Association Scholarship. Awarded to her by the College Alumni Association President Bret Smith, Ana, currently employed at Isola Law Group, is pursuing her degree in the legal field at Humphreys.



- **HCAA presents Humphreys Night with the Stockton Thunder** on Saturday, March 28, at 7:30 p.m.

The discounted ticket price is \$8.00 each. For more information contact Bret Smith at 209.951.3022 or email [bret.smith@alumni.humphreys.edu](mailto:bret.smith@alumni.humphreys.edu) or Kenneth Hepperle at 209.915.4518 or email [kenneth.hepperle@alumni.humphreys.edu](mailto:kenneth.hepperle@alumni.humphreys.edu).

**\*\*First 2000 Kids Receive A Free Thunder Equipment Bag\*\***

## POETRY TO PONDER

### *The Unknown Soul*

Beside the road stands a cross where an  
 Unknown Soul rests  
 Tragically and sadly ending a life  
 The Unknown Soul was loved for  
     Teddy bears,  
     Dolls,  
     And  
 Flowers beautifully lie at the spot  
 Where the Unknown Soul died  
 The Unknown Soul  
 Was a beautiful Soul  
     A lovely Soul  
 For the cross is adorned with flowers, sentiment, and love  
     Carried by loving hands  
     And grieving hearts

~ Janet Marx

### *Calico Sonnet*

The calico sits on my stomach, sphinx-like,  
 As we wait, in silence, together.  
 The sun has not started the climb on its bike  
 That it takes daily to give us the weather.  
 All is serene, shadows are gray not black,  
 Gentle snores arise from the marital bed.  
 The dogs slumber on and no comfort lack;  
 The calico purrs as she nestles her head.  
 But suddenly light, as dawn breaks through the blinds,  
 Sends the shadows receding to corners.  
 The calico stretches, a new shape finds;  
 The dogs gently moan like funeral mourners.  
 The day is beginning, the sleeping spouse stirs,  
 The invading sun puts an end to cat's purrs.

~ Michael Duffett

### *Captured*

Enslaved but not defeated  
     Shackled  
 And deprived of all liberties and human dignity  
     Shackled  
     They fought for their freedom  
 With songs of hope and deliverance  
     Shackled  
     They broke their bondage with  
     Hard work  
     Determination,  
 And with a movement that shook the World  
     Shackled **Captured**  
     Enslaved but not defeated  
     Shackled  
 And deprived of all liberties and human dignity  
     Shackled  
     They fought for their freedom  
 With songs of hope and deliverance  
     Shackled  
     They broke their bondage with  
     Hard work  
     Determination,  
 And with a movement that shook the World  
     Shackled  
     But not in heart  
 They won their freedom with the revelation that  
     I Am a Man

~ Janet Marx

## FINANCIAL AID DEPARTMENT FEATURED IN EdFund BULLETIN

### HUMPHREYS COLLEGE SLASHES COHORT DEFAULT RATE

*Small nonprofit college dropped CDR from 10.8 percent to 5.5 percent in one year. Humphreys College comprises a close-knit community—some might even call it a family—tucked into the agriculture-rich San Joaquin Valley of northern California. “Family” literally describes two professors (one of whom is the College’s president, Dr. Robert Humphreys, Sr.) from the original founding family.*

The financial aid office, where nearly every student ventures to receive federal loans and other assistance, includes two staff members with tenure of more than 18 years. “It’s a very pleasant place to work,” says Judi LaFeber, financial aid director. “The students who come here love it because of all the personalized attention.”

The efforts undertaken by the financial aid office have resulted in a commendable feat—they lowered the school’s cohort default rate (CDR) from 10.8 percent for cohort year (CY) 2005 to 5.5 percent for CY 2006. Cindy Contreras, an EdFund senior client relations manager who has been working with Humphreys Col-

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lege for more than 10 years, says, “In all my 12 years with EdFund I’ve only had one other school accomplish this.”

For such a small institution (enrollment hovers between 700 and 800), Humphreys College offers a surprisingly broad range of degrees in a variety of subjects, and also includes an Institute of Business, Management and Law operating through a local charter high school. Students can earn certificates, associate, bachelor’s or master’s degrees, or juris doctorate degrees from the Laurence Drivon School of Law. The most popular programs, according to Judi, are Early Childhood Education and Paralegal, but the school also teaches Accounting, Business Administration, Court Reporting, Liberal Arts and Community Studies.

### How They Did It:

#### with Borrower’s Schedules

A combination of tried-and-true methods and some creative new approaches helped Judi and her staff cut their school’s CDR almost in half. (Two former work-study students, Lizette Kintanar and Tracy Jones, helped considerably with these efforts.) The main thing, says Judi, is “You can’t give up.” Judi’s strategy includes assigning one person whose primary job is to reach delinquent borrowers. At Humphreys, that person is Chia Xiong, an eight-year office veteran who started as a work-study student.

“There’s always a way,” says Chia. “I call everyone on a daily basis, and also on weekends when I have a better chance of reaching borrowers.” A portion of Chia’s regular work time is simply moved from weekdays to weekends, and she’s experienced great success catching borrowers at home then. It only makes sense, since most people work on weekdays.

When the borrower numbers and addresses she has on file don’t work, Chia turns to other sources, including EdFund’s *Cohort Management System*™. Utilize those references you have on file, she advises, and tap Web sites like [www.yellowpages.com](http://www.yellowpages.com) (choose “Find a Person”) and Google. “I use powerFAIDS, Jenzabar, NSLDS; if I get a bad address, I’ll keep looking,” says Chia, admitting it can be a tedious task. According to Judi, “It pays. One student can make a difference.”

### Work

### Be the Borrower’s Trusted Advisor

It’s also important to present yourself as offering a “free service” to help borrowers get back on track with their loan payments. Stress that you’re not a collector; make sure they know you’re calling from their school. And recognize that borrowers who may already be receiving calls from lenders may be on the defensive. Says Chia, “Borrowers can feel intimidated; the people calling them sometimes are not sensitive to their situation. Also, borrowers who can’t make payments don’t always know there are options available.”

Rita Franco, assistant financial aid director, has had similar experiences. “I’ve heard more and more students who need help choosing the right repayment options,” she says. Judi states, “We have to assume the responsibility for educating borrowers about repayment options, deferment and forbearance. We don’t want to see students in default; it’s terrible for their credit.”

Indeed, adds EdFund’s Cindy, “Students in my workshops don’t realize that employers are checking credit. I tell them to put a statement on their credit report if they get laid off,” she says.

### Make Your Letters More Effective

“We train students in school about how much they’re borrowing,” says Rita. Since most students come into the financial aid office to sign their loan documents, staff members take the opportunity to review each borrower’s annual and aggregate limits. In fact, Judi sees to it that each award letter lists the amounts each student has already borrowed and what’s still available: “When they bring the letter in, we ask ‘do you understand what this means?’”

Once borrowers are in repayment and heading toward (or already in) delinquency, Chia has come up with a novel way to make sure letters are read. She prints letters on different colored papers (“I have a color-coded system for borrowers in different levels of delinquency,” she says). Sometimes she adds friendly-looking clip art or stick-

ers to the text. Cindy says, “It gets students’ attention—it’s warm and fuzzy.”

These methods may seem untraditional, but—according

### HUMPHREYS COLLEGE CDR-LOWERING TRICKS

- Assign one staff member solely to contacting delinquent borrowers.
- Contact borrowers on weekends.
- Don’t give up when first attempts fail—call references, search Web for contact info.
- Offer your help as a “free service” and stress it’s not a collection call.
- Make letters friendly, less official-looking.
- Keep borrowers aware of how much they’re borrowing throughout school.
- Don’t assume borrowers know about deferment and forbearance options.

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to Rita—"It's unintimidating. Anytime you get something with a government seal you're scared of it and often have a bad experience when you have to call someone about it. If we present the same material as the lender does but in this way, it gets borrowers' attention."

Although Humphreys College is a small institution, their multi-pronged approach to lowering their CDR had a dramatic effect in the span of one year, and their techniques can work for you, too. Adapt the ideas used by Judi and her team to your office resources and your student population, and always remember—don't give up!

***Humphreys Library and Learning Center, Spring 2009  
GRADUATE STUDIES ACADEMIC CLUB PRESENTS...  
Open Workshops***

**WHEN: WEDNESDAYS, 5:30 P.M. – 6:10 P.M. WHERE: BOARDROOM**

***NEW STUDENT ORIENTATION:  
MASTER PROGRAMS IN EDUCATION  
April 1***

***YOUR RESEARCH PROJECT: GETTING STARTED  
April 15***

***MANAGING YOUR RESEARCH PROJECT  
April 22***

***LIBRARY RESOURCES FOR YOUR RESEARCH PROJECT  
April 29***

***INTERNET RESOURCES FOR YOUR RESEARCH PROJECT  
May 6***

***CONDUCTING FIELD RESEARCH FOR YOUR PROJECT  
May 13***

***FROM THE NEW BOOKS IN HUMPHREYS LIBRARY: EDUCATION  
May 20***

***PLANNING AHEAD:  
YOUR PROGRAM-CULMINATING EXPERIENCE  
May 27***

*For more information about the Academic Club presentations and individual tutoring,  
contact the Library and Learning Center at (209) 235-2933. E-mail: [AskYourLibrarian@humphreys.edu](mailto:AskYourLibrarian@humphreys.edu)*

Humphreys College Library and Learning Center Open Workshops  
***HOW TO SUCCEED IN COLLEGE, SPRING 2009***  
No Registration Necessary • Ask for Extra Credit

***WELCOME TO HUMPHREYS: NEW STUDENT ORIENTATION***

Hosted by Santa Lopez-Minatre and Lisa Kooren  
Wednesday, 4/8, 12:45 - 1:30 p.m. or 5:15 - 6:00 p.m., in the Library

***WRITING CLINIC I: YOUR RESEARCH PAPER TOPIC AND RESOURCES***

Stanislav Perkner; Tuesday 4/21, 2:00 - 2:50 p.m. or 5:15 - 6:05 p.m., Room #202

***WRITING CLINIC II: COMPOSING AND EDITING YOUR PAPER***

Stanislav Perkner; Tuesday 4/28, 2:00 - 2:50 p.m. or 5:15 - 6:05 p.m., Room #202

***WRITING CLINIC III:***

***MLA AND APA DOCUMENTATION STYLES AND HOW TO USE THEM***

Stanislav Perkner, Tuesday, 5/5, 2:00 - 2:50 p.m. or 5:15 - 6:05 p.m., Room #202

***LIVING WITH COMPUTERS: "IS GOOGLE MAKING US STOOPID?"***

Darwin Sarnoff and Stanislav Perkner, Tuesday, 5/12, 2:00 - 2:50 p.m.; Room #202

***THE ABC OF DATABASE SEARCHES***

Richard Hunt, Tuesday, 5/12, 5:15 - 6:05 p.m., Room #202

***LET'S THINK ABOUT IT... AMERICAN COLLEGE EDUCATION  
FOR THE 21<sup>ST</sup> CENTURY: "PRIVATE GAIN" OR "PUBLIC GOOD"?***

Stanislav Perkner; Tuesday, 5/19, 2:00 - 2:50 p.m., Room #202

***THE JOB MARKET TODAY AND TOMORROW: JOB SEARCH RESOURCES***

Lisa Kooren, Tuesday, 5/19, 5:15 p.m. - 6:05 p.m., Room #202

***"CARVED IN SAND?": HOW TO ENHANCE OUR MEMORY***

Beverly Clark; Tuesday, 5/26, 2:00 - 2:50 p.m., Room #202

***EXPLORING THE FRONTIER OF KNOWLEDGE: GENETICS***

Felix Cano, Tuesday, 5/26, 5:15 - 6:05 p.m., Room #202

***WHAT-AND WHY-TO READ IN COLLEGE?***

Rowena and Julie Walker, Tuesday, 6/2, 2:00 - 2:50 p.m., Room #202

***IN CONVERSATION WITH... RANDY RAHMOLLER  
ABOUT COVEY'S "SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE"***

Host: Tatiana Raigoza Tuesday, 6/2, 5:15 - 6:05 p.m., Room #202

***THE LAST CALL: INDIVIDUAL CONSULTATIONS BEFORE THE FINALS***

Richard Hunt, Tuesday, 6/9, 2:00 - 2:50 p.m. and 5:15 - 6:05 p.m., in the Library

For more information, call Humphreys College Library & Learning Center (209) 235-2933 [sperkner@humphreys.edu](mailto:sperkner@humphreys.edu)

## **ATTENTION Humphreys College Students!!**

**Did you know that Humphreys College is in Partnership with Stockton Unified School District?**



**If you have or know of any high school aged students (9th—12th grade), they have the opportunity to attend The Institute of Business Management and Law (IBML), a charter high school that offers Humphreys College credit!**

***Attending IBML allows high school students to:***

- ***Enter a career pathway in Business Administration, Law, or Early Childhood Education.***
- ***Frame their own careers while also obtaining a high school diploma with up to one-year of college credits.***
- ***Attend classes in a small and safe environment.***

**RECRUITING NOW, please contact**

**April Huerta at 209.235.2906 for more information!**



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