

# Humphreys College

## Newsletter



DECEMBER 2010

FALL QUARTER

FROM THE LIBERAL ARTS DEPARTMENT...

### NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Associate Dean, Chair

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As we prepare to celebrate the final days of 2010, let's think about all of those things that we have to be thankful for. In addition to my family and friends, I am thankful to have the opportunity to work with so many wonderful educators who have chosen to dedicate their lives to teaching and to do it here at Humphreys College. They come to my office with creative ideas and innovative approaches to help our students comprehend algebra, genetics, the comma splice, Disney's world, deviant behavior, and the tripartite structure of the U.S. government, just to name a few. Sometimes with my mind focused on book orders, syllabi requirements, room changes, etc., I do not take the time to listen to their recent pedagogical wonder with the seriousness that I should. So to my faculty I apologize for not always paying as close attention as I should. Thank you for your willingness to strive to do more and to do it better.



This year, by offering over one-hundred-twenty courses, the Liberal Arts Department has been dedicated to providing students with a diverse, comprehensive selection of courses. With face-to-face classes--offered during the day, night, and Saturdays--and online courses, access to a college degree has never been better. So, students, thank a teacher or two before the close of 2010. May 2011 bring you closer to your educational goals.



FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

## TODAY AND TOMORROW

By Pam Wood, Chair



The year of 2010 has been one of continued growth, both in the department and in the lives of our students. Many have welcomed special additions to their families. Our current enrollment is nearing 200 and the number of alumni has surpassed 160.

The MA Program in Education is doing well and the credentialing program will begin within the next year. The new classroom building will soon be completed, giving us added opportunities to meet the growing needs of the program.

Beverly Clark and Barbara Coulibaly have been great additions to the Humphreys College staff.

They are helping to extend our outreach into the community by attending county-sponsored meetings and events. Students are reaping the benefits of their knowledge and experience. Phyllis Miranda continues to engage students in her hands-on approach to curriculum. Other adjunct instructors, such as Cathe Long and Shana Brucia, share their experiences with our ECE majors. Sheila Rogers and I enjoy "seeing" students each quarter in our ECE Online courses. The varied course offerings (Saturday, late afternoon, evening, and online classes) enable ECE majors to complete their degree in a way that best suits their individual needs.

We look forward to 2011 with great anticipation for continued growth and development.

## OUR INTERVIEW WITH PROFESSOR BEVERLY CLARK YOUR CHILD AND LANGUAGE ACQUISITION

As announced in the previous issue of *The Newsletter*, Dr. Beverly Clark, Professor of Early Childhood Education, attended a weeklong Oxford Round Table dealing with the issues of early childhood and early literacy. Dr. Clark traveled to Harris Manchester College, Oxford University, England. She was one of the thirty participants. Her contribution dealt with language acquisition and the challenges facing second-language learners.

### What is the Oxford Round Table?

"The Oxford Round Table is an international organization promoting education, art, science, religion, and charity. It is well known for its interdisciplinary symposia. The session I attended was not a conference in the conventional sense; rather, it offered an opportunity for educators and researchers from the United States and many other countries to discuss the issues of common interest in an informal brainstorming atmosphere."

### In your contribution, you talked about "language acquisition." What are the key issues in this research field?

"Recent brain research has given us a lot of new information about how children (from the very beginning) are acquiring language and about the importance of offering them many opportunities to hear and use language. We take it for granted that virtually all normally developing children will become language users at the same rate. However, will they all acquire the same amount of vocabulary and ability to use language? What are the variety of factors that give children the best opportunity to acquire language and literacy?"



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**As parents and educators, how can we help children to cultivate their communication skills?**

“My own understanding of first and second language acquisition was informed by working for many years with second language learners and while getting ready to teach courses in linguistics, bilingual education, and early childhood education. These experiences, with both children and adults, led me to investigate how we all learn our first language seemingly so effortlessly and the variety of variables that may play a part in learning more than one language. I believe we know much more about how language is acquired.”

**How has recent brain research informed us about language acquisition?**

“The research has given us much information about how well the fetus can hear before birth as well as how early the language surrounding the infant encourages his/her language learning. It really helps explain how every normally developing infant (around the world and in every language) acquires language in the same developmental sequence. As human beings, we are ‘hard wired’ for oral language acquisition; we don’t need to be formally taught how to use language. By the age of six, we virtually have our first language down including the natural use of grammar. We have all taken this capability of learning language for granted.”

**How can parents and educators enhance these natural abilities and how can we take what we know about first language acquisition and use it to benefit second language learners?**

“During pregnancy, parents are already playing a key role in language development. The mother’s good health and low stress as well as the language going on around the mother are all significant to the brain development of the fetus. The fetal period and the first year of life is a vulnerable and important time for optimum brain development. The brain is growing more rapidly during these two periods of life than it ever will again. At birth, infants possess the ability to acquire any language in the world, and they have already been listening to the sounds of the language around them. The voices and language they are most tuned in to belongs to their parents. This early language recognition is part of the attachment all infants and parents or caregivers need to feel for infants to thrive. Infants must attach to a significant adult to trust that their environment is safe. It leads to optimal brain and language development.”

**Does the brain research claim that infants are practicing language and expanding on their knowledge of how language works long before they are capable of using it?**

“One of the most important aspects they learn during this time is the give and take of conversation and of being engaged with someone else. Infants need social interaction to understand how language works. If the infant is able to bond with a significant adult and is interacted with in meaningful positive ways, the brain will create all of the pathways needed for optimum language development to continue. Reading good children’s literature to them daily is another connection to the world of words. All of this lays the groundwork for later language and literacy.”

**So far, you talked about the prenatal period and the first year of an infant’s life. What characterizes the following stages?**

“The third peak time for brain and language development is from one to three. Children who are read to daily, who have the opportunity to interact with others, and who are provided with many real-life experiences will expand their world and their vocabulary naturally. Since all development is interconnected—language, cognitive, and physical development—all are enhanced. For preschoolers through the primary years (ages three through eight), besides doing everything that’s being done already, giving them time to explore and build on their own natural curiosity and interests, will encourage learning. Fostering the disposition to be an enthusiastic learner is the best thing we can do as parents and educators. Literacy is the natural outgrowth of the rich experiences and interactions children have had already. Most children understand the symbolic nature of letters and numbers. They have begun the process of learning to read on their own through environmental print and books.”

**We now know what interactions and activities give children the best opportunity for good language development during the early years—before the age of five. However, what do we do when that hasn’t happened?**

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“Obviously, educators and caregivers can’t make up for missed opportunities. The past is done, but there is much that can be done to offset those missed opportunities. Creating a partnership with the family is ideal. Are there cultural or language issues at home that need to be understood? Were there health issues early on that may have resulted in a developmental delay? What’s the child’s story? What’s the family’s story? How can we make the most of our opportunities to work with children? The people who are with the child every day, along with educators and caregivers, need to work together to offer the child the best language and life experiences possible. We should be keen observers to facilitate optimizing the environment and opportunities for each child. We are obliged to ‘hook’ new knowledge on to the child’s prior knowledge. It is important to respect what the child knows and to observe, listen, and document his/her work. We need to use that information to explore new experiences, books, and vocabulary.”

### **Are all children equally good language learners?**

“If given the right opportunities, that almost seems to be the case, at least when we are acquiring our first language. Learning a second language or becoming multilingual is another matter unless infants learn more than one language simultaneously so that they are all ‘first’ languages. Children can be at as much of a disadvantage as adults in later language learning. We are not hardwired to learn many languages, after that optimum window of language learning has closed, but some of us are more talented language learners than others. With new languages other variables come into play, for example, attitude, motivation, personality, age, and power of the language.”

### **In your opinion, does the general public know enough about the latest discoveries in the field of language development?**

“Parents, educators, and society in general need to become more educated about language acquisition. It is the key to closing the gap between children and whether they are successful academically or not. Parents who are able to bring their children up bilingually should be encouraged to do so. Parents should use their strongest language with their children; otherwise we are promoting poor language models for the very children who need the best. There are huge advantages to coming to school as a strong language learner. There is an interactive relationship between language and cognitive growth. School and literacy revolve around the ability to use and understand language. Language is the way we express our understanding of the world and of ourselves. It is how we are able to think!”

### **Further Readings**

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## FROM THE COURT REPORTING DEPARTMENT...

**NEWS AND ANNOUNCEMENTS**

By Kay Reindl, Chair

**HUMPHREYS STUDENTS PARTICIPATING IN MOCK TRIALS**

By Anne Dillian Walton and Kate Garrison

“Objection! Assumes facts not in evidence,” is not something you expect to pass the lips of a high school student. However, that’s exactly the kind of banter recorded by court reporting students **Anne Walton**, **Desiree Winn**, and **Kate Garrison** when they volunteered for the Stanislaus County Office of Education’s Mock Trials.

Ten teams from schools throughout Stanislaus County presented the case of *People v. Woodson*—a fictitious but timely matter revolving around the issue of teen cyberbullying—on December 1, 7, and 9 at the Stanislaus County Courthouse in Modesto.

According to Cheryl Goulart of the Stanislaus County Office of Education, each school has its own method of recruiting students for the teams, which include drawing from debate and drama classes. Team members are responsible for studying the case, conducting research on legal issues, and learning to fill the roles of various courtroom personnel. Finally, the student teams present their case in front of a Superior Court judge. Local attorneys score their presentation to determine a winner.

After three rounds of competition, Enochs High School from Modesto was announced as the winner at an awards ceremony held at Modesto’s Petersen Event Center on December 9. The winning team will go on to compete against 35 California counties at the 2011 Mock Trial State Finals in March. The state champion will represent California at the National Mock Trial Competition.

This year’s trials marked the County Office’s 27<sup>th</sup> year participating in the Mock Trial Program, which is coordinated at the state level by the Constitutional Rights Foundation. The Foundation’s website explains the goal of the Mock Trial Program: “To help students acquire a working knowledge of our judicial system, develop analytical abilities and communication skills, and gain an understanding of their obligations and responsibilities as participating members of our society.”

**COURT REPORTING STUDENTS EARN SCHOLARSHIPS**

Congratulations to the Humphreys students who were recently awarded the following annual scholarships:

- *Len Sipe Scholarship* – Veronica Jernigan
- *Bockman Scholarship* – Carina Olin
- *Faculty Scholarship (Court Reporting Department)* – Rebecca Reutenauer
- *John R. Humphreys Scholarship* – Rachel Adams
- *George & Maria Stahl Scholarship* – Christy Lewis

Together, these students earned \$1,750 in scholarship funds.

Court reporting students are encouraged to check the following websites for other scholarship opportunities:

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

Currently, California Court Reporters Association is accepting applications for two \$500 scholarships to be awarded to one student at the 160-180 speed level and one at the 180-200 speed level. More information and applications are available at [www.cal-ccra.org/](http://www.cal-ccra.org/). See Mrs. Reindl if you have any questions.



## COURT REPORTERS ADDRESS STUDENTS AT LUNCHEON

Students were captivated by the encouraging words presented by two Sacramento-area Court Reporters recently. Both reporters were candid, motivating, and honest about their experiences as working court reporters. Based on their many years of experience, they each offered a glimpse into the day-in-the-life of a court reporter.



Linda Hart, CSR, RMR, CRR, is a 30-year veteran court reporter who earned her CSR at the age of 19. It took her five years before she realized that owning her own firm would be more financially rewarding than working for others.

She took on the challenge of owning a deposition firm at the age of 24 and has experienced many challenges and rewards in the field for the past 31 years. She was honest about the slowdown in business the last few years and how it has affected her firm; however, she is now experiencing a slight upward trend and is seeing an increase in litigation spending. Linda contributes to her profession through her long-standing membership in the CA Court Reporters Association and is the immediate past president of the Northern CA Court Reporters Association. After 31 years of reporting, Linda still “loves every day of her job and the variety and challenges that deposition reporting present.”

Brooke Ryan, CSR and Humphreys' alumnus, earned her license in 1996. After one year of reporting depositions, Brooke was hired as an official for the Sacramento Superior Courts and she has remained there for the past 13 years. In addition to her heavy criminal case load, she has found time to serve as the vice chair for the United Public Employees Union for five years, served as president for the Sacramento Official Court Reporters for a total of four years, and is currently serving as a Director for the CA Court Reporters Association. She was eager to share with the students that her six-figure income will be higher in 2010 than it was in 2009. She also spoke of the job openings that are likely in the next few years due to retiring court reporters. Students could relate to Brooke's memories of being a Humphreys College student and the challenges of completing the program. Through Brooke's encouraging words, they now look forward to the challenges awaiting them in the “real world.”



The event was well attended with 50 students present. The potluck luncheon, which followed the presentation, was an array of scrumptious culinary delights that were enjoyed by all.

### MEET YOUR TEACHER

#### **PAM CLOSS, A NEW FULL-TIME COURT REPORTING INSTRUCTOR**

*Pamela Closs, a certified court reporting instructor, grew up in Stockton and graduated from Lincoln High School. She attended CSUs Northridge and Sacramento, where she completed many of the required general education classes; she earned her AA degree in court reporting at Humphreys College. She plans to gain her BA degree in paralegal studies next year...*

“I have been working here at Humphreys for nearly twelve years, the last seven of them as an instructor. As a student, I was a lab aide and reader. I love Humphreys College and the small college atmosphere. I feel like it enables me to get to know my students and peers on a more personal level instead of just being faces in a crowd.”

#### **What courses have you taught?**

“I instructed my students at every speed level, though I have not taught theory. I also teach the CAT class; the students are trained to use the transcription software used by court reporters.”

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### How would you characterize your teaching style? What makes a good court reporting instructor?

"I believe that a good court reporting instructor needs to have patience, flexibility, and, most of all, compassion. Having been a court reporting student, I understand the difficulties and frustrations the students oftentimes feel. It is also important to have a sense of humor."



### What makes a good court reporting student?

"A good court reporting student must be dedicated and disciplined. The students need the drive and desire to keep challenging and pushing themselves to attain their speed goals."

### What do you do for fun?

"I enjoy spending time with family and friends. Whether it is just having a cup of coffee and talking with friends, spending time with my kids, or playing with my dogs, I love to keep busy. But sometimes just taking it easy on a Sunday morning with the paper and a cup of coffee can be a great way to relax. I enjoy watching a good comedy, although I do not really have a favorite movie. To me, laughter is an escape from the seriousness of life."

### What is your favorite quote?

"Les Brown: *Shoot for the moon. Even if you miss it you will land among the stars.*"

~ Stanislaw Perkner

## FROM THE CRIMINAL JUSTICE DEPARTMENT...

### NEWS AND ANNOUNCEMENTS

By Stephen P. Choi, Chair



The Criminal Justice Program offers an Associate in Art and a Bachelor of Science degree with several concentrations. The two most popular concentrations are the law enforcement and corrections/probation/parole.

The program is rapidly growing. Currently, it has 140 plus students between the Modesto and Stockton campuses. The College is hiring new faculty to teach new courses, including Correctional Law and Introduction to Corrections, Probation, and Parole. Among the faculty members recently hired are **Shannon Gonzales** and **Kay Paden**. Shannon Gonzales is Probation Officer II, San Joaquin County Probation Department, with 14 years in law enforcement. Kay Paden has served as Deputy District Attorney (retired), Stanislaus County District Attorney's Office; she has more than 15 years of experience.

#### Probation Officer Core Course (Probation Academy)

Humphreys College is preparing itself to offer the Probation Academy to students in the winter quarter of 2011. The Probation Academy will meet on Saturdays from 8 a.m. to 5 p.m. for 24 weeks. Completion of the Probation Academy and a bachelor degree will make Humphreys College students eligible to become probation officers. Students must still pass a background psychological and medical check by the respective hiring agencies.

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Hired to teach at the Probation Academy are Probation Officers **Marilyn Martin, David Naumann, Tamika Nelson, Shannon Gonzales, Stephanie Watt, Kim Padilla, Latosha Walden, Vera Bonpua, and Kenn Chiong**. Together, these instructors have a combined 120 years of experience.

### **Criminal Justice Club**

The club meets every Saturday from 8:00 a.m. to 10:30 a.m. Currently, there are approximately ten students involved with the club; they just held their fifth meeting. The club practices police control holds, takedowns, and ground fighting skills. The club is a great way to get into shape and prepare for the Probation Academy or any academy a student may attend after graduation.

### **Online Criminal Justice Degree Program for Working Professionals**

The CJ Program has been preparing on a "non-traditional" bachelor's degree for working professionals. After a focus group meeting held this summer at the college, consisting of supervisors, managers, and executives from area law enforcement agencies, it was determined we needed to rework the Supervision and Management Concentration of the CRIM degree. It led to the development of the Human Resource, Leadership, and Management Concentration.

- **CRIM 270** – Elements of Supervision in Criminal Justice (Seminar)
- **CRIM 271** – Public and Media Relations (Seminar)
- **CRIM 272** – Ethical Leadership in Criminal Justice (Online)
- **CRIM 273** – Management Skills for Criminal Justice (Online)
- **CRIM 274** – Government Financial Process (Online)

The department plans an informational meeting for December 10 at 6:30 p.m. at the Stockton Campus - Courtroom.

There are many new and exiting additions to the Criminal Justice Program at Humphreys College. If you have any questions, please e-mail [stephen.choi@humphreys.edu](mailto:stephen.choi@humphreys.edu) or come by my office.



# *Happy Holidays*

**You are invited to our Annual Christmas Buffet Luncheon**

**Thursday, December 16th at 12 noon  
Stockton Campus**

**There will be raffle tickets sold for holiday baskets.  
Best Wishes for a Wonderful  
Holiday Season!**





## FROM THE BUSINESS DEPARTMENT...

**HOW DOES YOUR MAJOR RATE?**

By Jason Wolins, Chair

Let's reflect on our college majors. In a recent article in *The Sacramento Bee*, "Some majors Worth More than Others" (November 20, 2010: A1, A14), authors Phillip Reese and Laurel Rosenhall charted out what they labeled as "hot and cold college majors."

**HOT AND COLD COLLEGE MAJORS**

Scientific and technical majors tend to produce graduates more likely to be employed and more likely to make a hefty salary. The chart below shows unemployment rates and median earnings for Californians by major last year, according to a Bee analysis of census data.

**Unemployment rates and median salaries by major, California, 2009**

MAJOR	EMPLOYED	UNEMPLOYED	JOBLESS RATE	MEDIAN EARNINGS
Architecture	34,682	4,464	11.4%	\$65,000
Philosophy and religious studies	19,085	2,431	11.3%	\$50,000
Drama and theater arts	27,742	3,437	11.0%	\$48,000
Film, video and photographic arts	24,083	2,881	10.7%	\$52,000
General social sciences	18,412	2,187	10.6%	\$53,000
Commercial art and graphic design	51,226	5,548	9.8%	\$50,000
Marketing and marketing research	62,654	6,584	9.5%	\$65,000
Communications	84,805	8,548	9.2%	\$58,000
Fine arts	60,376	5,964	9.0%	\$51,000
Mass media	24,571	2,381	8.8%	\$50,000
Political science and government	65,849	5,983	8.3%	\$60,000
Mathematics	34,421	3,037	8.1%	\$72,000
Civil engineering	35,739	3,132	8.1%	\$80,000
Chemistry	22,507	1,891	7.8%	\$60,000
English language and literature	100,776	8,224	7.5%	\$50,000
Journalism	37,207	2,970	7.4%	\$60,000
Business management and administration	263,267	20,797	7.3%	\$61,000
General education	61,864	4,881	7.3%	\$46,000
Physical fitness, parks, recreation and leisure	27,003	2,123	7.3%	\$50,000
Multi-disciplinary or general science	32,234	2,518	7.2%	\$59,000
Psychology	115,795	8,565	6.9%	\$51,000
Finance	67,457	4,956	6.8%	\$68,000
History	60,364	4,256	6.6%	\$59,000
Mechanical engineering	44,811	3,091	6.5%	\$80,000
Computer science	92,663	6,346	6.4%	\$85,000
Sociology	62,369	4,081	6.1%	\$54,000
General business	184,841	11,438	5.8%	\$63,000
Economics	87,939	5,399	5.8%	\$72,000
Family and consumer sciences	40,700	2,409	5.6%	\$47,000
Music	24,097	1,366	5.4%	\$45,000
Computer and information systems	21,775	1,217	5.3%	\$69,000
Elementary education	42,495	2,324	5.2%	\$46,000
Electrical engineering	88,581	4,737	5.1%	\$90,000
Accounting	131,960	6,522	4.7%	\$60,000
Liberal arts	89,592	4,383	4.7%	\$52,000
Biology	66,836	3,133	4.5%	\$60,000
General engineering	56,644	2,578	4.4%	\$75,000
Computer engineering	25,909	1,118	4.1%	\$95,000
Criminal justice and fire protection	46,891	2,004	4.1%	\$62,000
Nursing	130,708	2,807	2.1%	\$80,000

Notes: Figures are for adults with bachelor's degree only -- no master's or doctorate. Employment figures show adults 25 and older in the labor force. Earnings figures show adults age 18 to 64 who worked full-time during the past 12 months. Data based on sampling, so the greater the number of workers shown, the smaller the margin of error. For Californians with more than one degree, the first degree listed by them on census forms was used.

Source: U.S. Census Bureau

Robert Dorrell rdorrell@sacbee.com

They took 2009 census data for California and analyzed unemployment rates and median earnings by reported college majors. The table below reflects their findings.



Let's go further and look at a few aspects of their analysis.

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**\* Is a college degree still valuable?**

Their answer: Yes!

The authors concluded that any college degree is valuable as college graduates made more in 2009 and were more likely to be employed than those with just high school diplomas.

Also, the income and employment divide between those two groups keeps widening.

**\* My major was “hot” when I started college, but not now. What gives?**

Some majors go through hot and cold periods. Two examples:

First, look at the top of the chart. Architecture majors had an 11.4% unemployment rate last year. You can guess what caused that—the real estate bust. To the contrary, architecture graduates were “hot” in the real estate boom years.

Second, look now at the bottom of the chart. Nursing majors: 2.1% unemployment rate! There seems to be more demand for than supply of nurses right now.

But here is some food for thought. What if a lot of prospective students see this and decide to major in nursing?

If the number of nursing school openings stays relatively the same, it will be more difficult to be accepted. Barring a reduction in demand, unemployment rates will stay low.

On the other hand, if nursing schools expand, this could change the equilibrium. If they increase too much, the nursing student supply potentially could exceed the demand. Up goes the unemployment rate!

Here’s a bonus one. Tied for the sixth-lowest unemployment rate: Accounting (4.7%), with a \$60,000 median income. Hot now.

**\* Wait a minute. Am I seeing right? Liberal arts majors had a lower unemployment rate than business majors?**

That’s right. Respondents who listed their majors as business management and administration (7.3% unemployment rate) and general business (5.8%) had higher unemployment rates than liberal arts majors (4.7%).

However, median earnings were the other direction: Business management and administration (\$61,000); general business (\$63,000); and liberal arts (\$52,000).

Some things might help explain these trends. First, a relatively low number of respondents listed liberal arts as their majors (89,592). In contrast, there were 263,267 business management and administration majors, and 184,841 general business majors.

Second, those listing their majors as individual liberal arts topic programs had relatively high unemployment rates: Philosophy and religious studies (11.3%—the second highest, after architecture); fine arts (9.0%); and English language and literature (7.5%).

What can we make of it? Part might be explained by what this table does *not* say: Whether people were working in their fields of study. For instance, other statistics reflect that a relatively high portion of liberal arts majors (and those of individual liberal arts topic programs) were employed in the food services industry (e.g., as waiters and waitresses).

On the other hand, you could look at liberal arts as being general enough so that those skills can be applied successfully to many occupations.

**\* So, what does the future hold?**

This is crystal ball time. My crystal ball is as inaccurate as yours. Hot majors could turn cold, cold majors could turn hot.

Plus, there are shifts in student preferences. For example, in 1967, almost 18% of bachelor degrees nationwide were in humanities (e.g., English and philosophy). By 2007, that dropped to slightly over 8%. What is the most popular major in the U.S. now? Business!

## HUMPHREYS ACCOUNTING STUDENTS RECOGNIZED

On November 18, Business Department Chair **Jason Wolins** took eight Humphreys College accounting students to the annual California Society of Certified Public Accountants San Joaquin Chapter student/faculty banquet in Modesto.



Students and faculty from University of the Pacific, California State University-Stanislaus, Delta College, Modesto Junior College, Columbia College, and Merced College also attended. Several Stockton and Modesto CPA firms sent representatives.

It was a great chance to network. Students were assigned to CPA firm sponsors and spent the evening with them.

Humphreys student **Perla Tzintzun-Garibay** was awarded a scholarship. Two of her classmates won drawings: **Janneth Caoile** won a free Becker CPA review course and **Aaron Esquivel** received a retail gift card.

## FROM THE LAW SCHOOL...

### NEWS AND ANNOUNCEMENTS

By L. Patrick Piggott, Dean

#### SWEARING-IN CEREMONY

Nine graduates passed the July 2010 California Bar examination. Seven of them were able to attend our "Swearing-In Ceremony" on Friday, December 3. Presiding and officiating was the Honorable **Franklin Stephenson**, Judge of the San Joaquin County Superior Court, and a Humphreys Law School graduate. He was very gracious in recognizing the families and guests and in congratulating the new admittees. Over 100 people were in the Courtroom for the event. Those honored were:

**Daniel Fields, Lindsay Guinn, Michael Kalanta, April Meyer, Brandon Meyer, Heather Rubino, and Moses Zapien.**



- Two law graduates were candidates in the November 2010 election and both won. We are pleased to announce that **Robert Rickman** was elected to the City Council in Tracy. He has been promoted to Sergeant in the CHP and serves now at the Dublin office. **Shawn Bessey** was elected Judge in Stanislaus County. Since graduating, he has been with the Stanislaus County District Attorney's Office.
- The Law School has grown to 180 students. Our newest instructor is **Matthew Reynolds**. He graduated from UC Berkeley, earning Phi Beta Kappa and the Highest Distinction in General Scholarship. He then attended UCLA law school, was Editor of the Law Review, and earned his J.D. in 2004. He is now Associate Attorney with Kroloff, Belcher, Smart, Perry & Christopherson law firm in Stockton. He will be teaching Business Associations on Friday nights.
- The Courts have established a new Court called the "Reentry Court." It is similar to the Drug Court but is specifically designed to work with parolees. Two of our law students were hired to administer the program: **Poy Sihalath** and **Matthew Kozina**. In addition, the school received a grant to provide an attorney and law student externs to assist. Full-time instructor, **Archer Bakerink** is supervising, and **John Schick** directs externs to the program. Presently, student **Angela Cobb** and **Stephen Stapleton** are in the program. The presiding judge for this program is the Honorable **Richard Vlavianos**, an adjunct Instructor in the law school. This quarter, he established a new elective called "Criminal Practice"; it is very popular.
- Dean Piggott** is in meetings with **Stephen Choi** of the Criminal Justice program attempting to set up a joint cooperative curriculum which would make it possible for the first year of law school to qualify as the fourth year of the BS degree in Criminal Justice. Other universities have such programs in place, and both Dean Piggott and Department Head Choi are excited that we can do this at Humphreys. There are many steps along the way, but the hope is to have it in place by the Fall Quarter.



## FROM THE LIBRARY AND LEARNING CENTER...

## HOW TO SUCCEED IN COLLEGE SERIES: FALL QUARTER SESSIONS IN STOCKTON AND MODESTO

- During the last quarter of 2010, Stockton workshop participants met twenty times. The well-attended new student orientation was hosted not only by **Santa Lopez-Minatre** and **Chiyo Miyai** but also by two deans: **Wilma Okamoto-Vaughn** and **Robert G. Humphreys, Jr.**
- After the initial set of presentations about the nuts and bolts of college-level research, documentation, and composition, several sessions dealt with the specifics of the initial research steps and the final formatting of a research paper: **Richard Hunt** talked about the College's online databases, and **Linda Rahmoller** explained report formatting. An insight into the nature and requirements of online instruction was offered by **Jim DeCosta**. His presentation was complemented by **Stanislav Perkner's** lectures titled "How to Read to Learn: A Textbook Thinking," "Unintended Plagiarism: What It Is and How to Prevent It," and "Living with Computers: Is Google Making Us 'Stupid'?" **Chiyo Miyai** came with another installment of her popular "series within a series," this time about resume and cover-letter writing. Another advisory session, led by Stanislav Perkner, discussed preparation before complex exams.
- The Tuesday workshops are also an opportunity to talk to top college administrators. After the last-quarter session with Associate Dean **Cynthia Becerra**, the participants welcomed Dean of Institutional Research **Jess Bonds** and Dean of Instruction **Robert G. Humphreys** who



shared the latest survey results concerning the College's students and alumni. The latter returned for the concluding "Conversation," along with the Chair of the Criminal Justice Department **Stephen Choi**; they responded to the questions concerning the new master program in Education and the bachelor program in Criminal Justice.



- The Modesto Campus offered five seminars during the winter quarter. **Carrie Castillon** presented a "New Student Orientation"; she provided information on registration, financial aid, support services, and college policies. The following week, **Stephen Choi** introduced the upcoming "Criminal Justice Academy" and answered questions on this new opportunity. **Lisa Kooren** reviewed "Humphreys College Support Services and Policies," highlighting how to reach the dean's list, access academic databases, and college e-mail; she also highlighted strategies on a successful college experience. "The Top Books You Should Read in Your Life" was presented by **Julie Walker**. She shared that all students should read books by Jane Austen (the quintessential English author), Thomas Friedman (who writes about contemporary global issues), and Daniel Silva (who writes about espionage). Just in time for final exams, **Ray Harter** presented "How to Study for Exams" and gave students tips and tricks on study skills, test taking, and how to complete a course successfully.



## ACADEMIC COUNCIL EDUCATIONAL EFFECTIVENESS WORKSHOP A WORKFORCE ALLIANCE FOR THE CENTRAL VALLEY

By Richard Chabot, Academic Council Secretary

In November, the Humphreys College Modesto Campus was host to Keith Griffith, Senior Manager for Education with the Stanislaus Economic Development & Workforce Alliance. With a brief introduction regarding the status of the economy in the area, Griffith quickly had the audience on edge as he discussed the dangers Stanislaus County and the rest of the valley face if certain realities are not recognized and acted upon. The information was daunting: a workforce of 170 thousand and of those 60,000 are un- or underemployed. A higher rate than San Joaquin County, but should we really be happy at having a 15.6% unemployment rate? With the state's unemployment insurance fund already underfunded by 10 billion, our area is facing long term unemployment woes and no means of providing even subsistence services to workers or their families.



The depressing information was nothing new to the audience of Humphreys College professors, staff, and students. But the direction of the discussion was welcome though challenging, focusing on the need of our local communities to improve education and more work-force ready. Griffith pointed out that a good quarter of the workforce in Stanislaus lacked even the equivalent of a high school diploma, yet also noted that even those with degrees lacked the skills desired by those employers looking for workers. What are those skills? Reading? Writing? 'Rithmetic? Actually, desirable workers are those who have what it takes to do well in any college course or in any aspect of life: critical thinking, collaborative skills, effective communication, and creativity. In other words, if you want a job, change your attitude, develop a better outlook on life, start participating in life rather than just taking orders, and you will not only be ready for college but ready to sell yourself in a tight job market.

Whatever your attitude, you do need that high school degree, you do need that certificate or college degree, and you do need to be in the right place at the right time. The Workforce Alliance has many resources dedicated to helping businesses and employers make a go of it in the valley, stay competitive in a global marketplace, and find employees of lasting value in the region. However, the final determinant is a well-educated employee with the attitude and skills that make an employer want to stay in California, if not the valley. Given the lack of qualified, well-educated and properly trained employees, what can we as a society do?

The last part of seminar asked just this question, and the answers were as varied as the audience. While blame was heaped upon the power of the teacher unions or a top heavy educational system or perhaps inattentive parents and lethargic youth, all answers did focus on a better trained workforce. Economic growth must be supported by government policy, but no amount of tax relief will keep employers if we can't offer quality employees. Thus, we come back to the need for us as a society to improve the educational system, the attitude of students, and the skills of prospective employees. Involving businesses in the educational system, focusing on training programs that lead to the immediate needs of a changing economy, and making life easier for businesses to open and operate in this region are topics already being worked on by the Alliance. But better trained high school graduates with both math and critical thinking skills, English language and communication skills, creativity and the will to work a long eight-hour day. . . that will take the time and energy of all of us, and it won't be a quick fix. So, no final answers from the guest speaker, but certainly an affirmation that if you want a job, Humphreys College is the place to be.



The CS 101 Introduction to Community Studies course has joined with the Academic Council this year in sponsoring our second annual "Sock Drive" for St. Mary's Interfaith Dining Room and Community Services. As you prepare for the end of the quarter, please remember those who are missing basic life necessities and remember how the simple gift of a pair of warm, thick socks can make a difference in life, especially when the thermometer drops to freezing levels. Collection bins have been set up in the faculty office suite and the front office on both the Stockton and Modesto campuses. This small gift of warmth will truly bring a smile to many in our community. Please contact Richard Chabot or myself if you have any questions. On behalf of the Academic Council I extend the warmest holiday greetings to you and yours.



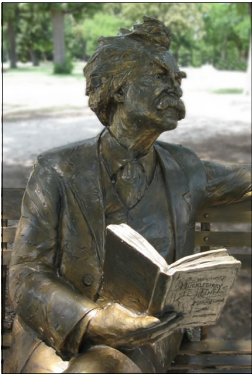
~Linda Rahmoller



## AUTHOR SPOTLIGHT

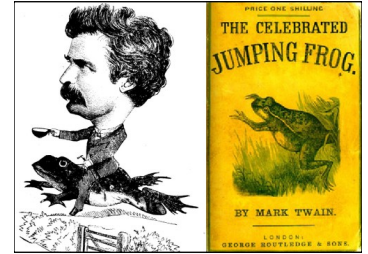
### MARK TWAIN

By Cynthia Becerra

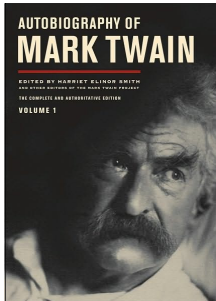


I am sure that many of you have heard the name Mark Twain, which is the pseudonym for Samuel Clemens, one of the most illustrious humorists in American literature. Taking the pen name from a riverboat pilot term that means it is safe to navigate, he secured many interesting vocations, including becoming a steamboat pilot on the Mississippi, as he traveled the nation. Born in Missouri in 1835, he formed strong ties with the mighty Mississippi River, which is often described in his literary works.

From writing for Philadelphia's *Saturday Evening Post* to gold mining in Nevada to reporting for a San Francisco newspaper, Mr. Twain wrote about what he observed in colorful sketches and novels. His first book and most celebrated in our area was a collection of stories entitled *The Celebrated Jumping Frog of Calaveras County, and Other Sketches* (1867). (Rumor has it that he was kicked out of San Francisco for drinking and brawling, so that is how he ended up in Calaveras.) In fact, Calaveras County still holds a jumping frog contest in May every year to commemorate the event and the author that made it famous.



In 1870 he married and settled down in Buffalo, N.Y., and began to build his family, including a son who would die as a toddler, three daughters, two of which died in their twenties, and one, Clara, who outlived Clemens himself. During this period he suffered numerous financial setbacks, but he also crafted two of the greatest novels in American history—*The Adventures of Tom Sawyer* (1876) and *The Adventures of Huckleberry Finn* (1885).



In November 2010, a new Twain autobiography was published by University of California Press—*Autobiography of Mark Twain: The Complete and Authoritative Edition*—that purports to be an uncensored self-portrait of this unique, imposing American personality. With his death in 1910, the publication recognizes its hundredth anniversary and reinvigorates critical interest in the American character as observed, lived and penned by him. This might be the perfect Christmas gift for a student of literature or even adventure.

Poorer

#### ALONE

*I sit alone upon my stone-cold throne,  
Yet I work from sun up till sun down for many  
You take my rule as trifle as it may be  
Though you fight me, I make it better by simply being there  
You make it worse with your constant complaints and fighting.  
Accused by you of wrong doing, Sentenced by you for simply living  
I alone had a dated fate the moment I was crowned. No one beside me  
I stand alone on my execution block head high to the cold winds  
Though those I rule are at fault though they take no blame  
I face them with dignity and a sense of fatality  
As I died a cold feeling creeping into my soul I only felt for you,  
A profound sorrow, a great pity for what is to come  
For you have destroyed in your unknowing way,  
Your own hope that tomorrow will be a better day.*

~ Tanaé Wilbon

**LOVE IS BLIND**

*If changes are in Season,  
What you like is what you see  
For hatred lies in many dark reasons  
But spring is only just the beginning  
Flowers blooming from left to right  
If I were to wear a mask every time  
Beneath this, art is out of sight  
For will you still not decline  
Like a brand-new shirt that was first worn  
Condition was good for only a week  
As time has passed and pieces torn  
What you see is it what you seek?  
For being me, true love is blind  
If not love, then leave it behind*

~Mendy Cha

**BEOWULF COMBS HIS HAIR**

*When Grendel's stink has washed away  
And left the hero clean  
He combs away the last of evil  
Where the monster's been.  
The hero rids the hall of rot  
Of all that holds us back  
Of all that we must wash away  
So we no good may lack.  
So we can keep our mead hall spotless  
Our hearts can then move on  
To bury all our rotten teeth  
And goodness build upon  
To replace rats' eyes with a vision  
To soften manners harsh  
To banish evil Grendel in us  
To its swampy marsh.*

~ Michael Duffett

**COMMUNITY HIGHLIGHTS**

- In the course of 2010, Humphreys College family was extended by two girls, one Californian and one Czech:



Hannah

**Hannah Van Dewark** was born in Modesto on June 18 (7.1 lbs/18") to Shauna and Kevin Van Dewark.

**Markéta Perknerová** was born in Prague, Czech Republic, on April 3 (7.7 lbs/19.3") to Eva and Stanislav Perkner, Jr.



Markéta

- The Beyer High School Patriot Marching Band was honored with an invitation to perform a Veterans Day Celebration, along with other groups, to honor our nation's veterans at the Gallo Center for The Arts in Modesto on November 11, 2010. The Beyer Band played the "Beyer Fight Song" (used as a pep song to get the crowd going), "Connectivity" (Beyer's 2010-2011 marching show), and "Trooper's Battle Hymn" (a song specifically chosen for our nation's veterans). The sold-out celebration was a great success with anticipation for an even larger venue to accommodate an even larger crowd next year.

~ Ross Cano, son of Dr. Felix Cano, Humphreys College Science Professor

- Congratulations to the following faculty for earning their advanced degrees this year:

- ◇ Dean **Jess Bonds**, Doctor of Education, Northcentral University
- ◇ Associate Professor **Jim DeCosta**, Doctor of Philosophy, TUI University, Educational Leadership, E-Learning Option

- Watch the College Grow! Humphreys College construction continues to progress. Go to <http://media.humphreys.edu/netcam/> for an update.



*Happy holidays  
from your  
newsletter team...  
Cindy, Stan & Leslie*



⇒ Humphreys College is on **facebook**—check it out at  
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