

# Humphreys College

## Newsletter



JUNE 2011

SPRING QUARTER

### OUR INTERVIEW WITH DEAN ROBERT G. HUMPHREYS ... SO, WHAT EXACTLY IS A CHARTER SCHOOL, ANYWAY?

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Humphreys College is pursuing the development of a new charter high school. The final graduation ceremony at the former *Institute of Business, Management, and Law* took place on May 27 in the Humphreys' Jerry Medina courtyard.



**What, exactly, are charter schools? As far as I know, you wrote a doctoral work on them...**

“First, a bit of history on charter schools. They are the extension of various school reform efforts over the past century, such as vouchers, middle colleges, or magnet schools. In his 1988 book *Education by Charter: Restructuring School Districts*, the professor at the University

of Massachusetts Amherst Ray Budde outlined a model for improving instruction and changing school organization. His idea was to establish a written agreement between teachers and the school district to establish new educational programs and departments within existing schools. Innovations emerging from these cooperative ventures were to be used as models for district-wide restructuring. Ted Kolderie, of the University of Minnesota, is widely credited with defining the current form of charter schools.”

#### How would you characterize the current model?

“Kolderie’s concept of charter schools advocated the following features:

- The ability of many constituents, beyond just teachers and unions, to create charter schools
- The presence of multiple authorizing entities
- Dual accountability by the chartering agency and through market forces
- Open enrollment for all students
- Minimal requirements beyond those of civil rights, student rights, and health and safety policies
- The ability for charters to determine for themselves their organization and curriculum

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Today, many education reformers look to charter schools as the ideal vehicle with which to effect change in U.S. public education while not requiring a systemic overhaul.”

**I assume that it was Minnesota, the native state of Ted Kolderie, which adopted the idea of charter schools among the first.**

“Minnesota enacted charter school legislation in 1991 – as the first state. The law saw the charter model as a method of increasing school choices for parents, students, and educators who sought alternatives to traditional public education. Currently, there are close to 5,400 charter schools serving nearly two million children across the country, with charter legislation adopted in forty states and the District of Columbia. New charter schools are being opened across the country at an annual rate of approximately 15%.”

**When was the idea accepted by California’s lawmakers?**

“The charter school movement in California began as a defensive measure against the threat of a school voucher initiative being crafted in early 1992. State Senator Gary Hart and Assemblywoman Delaine Eastin, working independently, crafted charter school legislation in an attempt to address public concerns over the public school system while ‘maintaining the attractive features of the voucher movement – namely, choice of schools, local control, and responsiveness to clients – while still preserving the basic principles of public education: that it be free, nonsectarian, and nondiscriminatory,’ as quoted from Hart and Burr’s *The Story of California’s Charter School Legislation*.”

**What was the role of the local school boards across California?**

“California charter law originally gave great leeway to them in the approval of charter schools. This, coupled with the fact that local boards were the only authorized entities capable of chartering, gave school districts enormous power over the creation and fate of charter schools. In recognition of the need to supply potential charter providers and applicants with additional advantage in the charter school development process, California legislators in 1998 required chartering authorities to justify the denial of petitions in writing and clarify the appeals process (Assembly Bill 544). Denials could also be appealed to either the county board of education or the state board of education.”

**Some of us still remember Proposition 39 that dealt with charter schools in California.**

“A decade ago, California voters passed *Proposition 39*, which required school districts to provide charter schools with reasonably equivalent facilities for their student population, even if unused facilities were not available and the district would incur costs to provide them. Today, California has nearly 1,000 active charter schools in 48 of the 58 counties, serving roughly 280,000 California elementary, middle, and high school students – approximately 10% of the public school population.”

**Every student of the American education system knows that charter schools are subject to an ongoing public debate... and that it is sometimes very heated.**

“Despite a decade of conflicting results on charter school achievement, recent research tends to be favorable. Various aspects of charter school theory, such as the extent to which charter schools are autonomous, accountable, and effective, have been researched in many ways and at various levels of detail, though no consensus on the results has been reached. Particularly important are the studies on charter school achievement, as achievement represents the *sine qua non* of charter school existence. Indeed, most charter school legislation lists improvement in academic achievement as one of its main purposes.”

**Could you refer to some convincing research conclusions?**

“For example, in an important study of New York City charter schools, Hoxby and Murarka (2008) conducted research on charter schools where admissions were lottery-based. They found that by the eighth grade, charter school students were outperforming students in traditional public schools by 30 points in reading and math, with even greater improvements in the scores of minority students. Studies such as these are important due to their experimental nature. The researchers were able to measure achievement results generated by the random assignment of students to either a control group – a traditional school, or an experimental group – a charter school. Their results are very intriguing.”

**In sum, what is so attractive about charter schools?**

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“In my opinion, it all boils down to choice. In a broad sense, the theory of charter schools is based upon a fundamental bargain: autonomy for accountability. It is also based on a philosophy that advocates market forces as the most efficient method of assuring quality and equity in education. The charter design is partly born in policy and partly in lessons learned from the difficulties encountered in previous reform efforts such as school vouchers and magnet schools. Among the hypotheses proposed by advocates of charter schools, e.g., by Buckley and McGee, is that such schools will be more accountable for results due to the dual pressures of meeting the demands of the sponsoring agencies as well as those of parents and students as consumers through the market model of choice and competition. According to the theory, charter schools will, through the fundamental bargain between autonomy and accountability, deliver increased educational choice to parents and their children, improve academic outcomes among students, and serve as laboratories for innovation in curricular and organizational practices.”

#### **How does the charter school movement address the pressing issues of educational quality?**

“Charter schools are attractive as outlets for parents, teachers, and policymakers disappointed with the overall quality of traditional public education. Support for charter school legislation, while for differing reasons, has been largely bi-partisan, allowing charter schools to flourish in the past two decades as the push for educational reform continues to top the national policy agenda. While publicly funded and required to maintain open access to all students, charter schools contract with their sponsoring agencies – usually local school districts – to operate independently or dependently. *Independent* charter schools typically are free from much of the bureaucracy found in traditional public schools. *Dependent* charter schools typically continue to operate within the structural and administrative guidelines of the sponsoring district.”

#### **How did Humphreys College get involved with charter schools?**

“Humphreys College’s leadership has been interested in the idea of public school-private college partnerships for some time. Based on what is referred to internally as the ‘rainbow of opportunity’ concept, the College has been experimenting with innovative ways to reach out to the local educational community for the past 30 years. During this time, under the constant care, vi-

sion, and guidance of Wilma Okamoto-Vaughn, the Dean of Administration, the College has developed programs that provide traditionally underrepresented Stockton students with an opportunity to achieve a college education by removing structural obstacles associated with access, preparedness, and affordability. Essentially, the rainbow concept envisions strategic partnerships with local schools or districts to provide seamless pathways and opportunities, culminating in a college education, to students who might not otherwise have exposure to such options. Several of these programs are still active today, such as the after-school partnerships with Stockton Unified School District and Lodi Unified School District. The idea of a charter school, though, has long been particularly appealing.”

#### **What were the beginnings of the Institute of Business, Management, and Law (IBML), the first public school-private college partnership in the state of California?**

“In 2003, the College, in conjunction with Stockton Unified School District, entered into an agreement to create a charter school, the Institute of Business, Management, and Law. The agreement created the dependent charter school under the auspices of the District, to be located on the Humphreys College campus. IBML was structured to provide its students with exposure to college-level courses and a college environment while completing a high-school education that focused on three curricular tracks. IBML students could take Humphreys College courses; they would apply to both certain high-school requirements and, if the student chose to continue for a college degree at Humphreys, toward an associate’s degree. In many cases, students who took advantage of this opportunity could transfer in as sophomores, completing an associate’s in as little as a year, and a bachelor’s in as few as three years. Not only did this arrangement provide for an easy and expedited pathway to a four-year college degree, but it also represented a considerable cost savings, significantly reducing the financial burden on these students. Additionally, they would benefit from free academic and financial aid counseling.”

#### **How do you see the overall balance of the seven-year existence of IBML?**

“From 2003 to 2010 the partnership endured, with an average enrollment at IBML of 250-300 students, and with about 20-30 graduates per year continuing on to a

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two-year or four-year degree at Humphreys. For several of those years, IBML was one of only a handful of schools in the Stockton Unified School System to achieve Adequate Yearly Performance (AYP) and an increase in Academic Performance Index (API) scores, a testament to the power of the partnership and to the charter school concept.”

### **What led to the recent separation of Humphreys College and IBML?**

“Over the 2010-2011 academic year, the motivations of the partners began to diverge, and the two agreed to pursue other options outside of the partnership. For Humphreys, the desire was to develop further the concept of a preparatory school, where students who did not traditionally have an opportunity to attend college could enter a program that, from day one, was designed to direct their efforts toward the fulfillment of a college education. In early 2011, the College began planning for a charter school of its own. Called the Academy of Business, Law, and Education (ABLE), this new charter high school represents one of the most exciting innovations in the College’s 115-year history of service to the local community. Designed as an independent charter, ABLE will be operated by the College. The charter will be created through Lincoln Unified School District, and ABLE will be accountable to the District for academic performance as well as to its students and parents.”

### **What will be the mission of the new charter school?**

“The mission of ABLE is to provide a variety of structured pathways for the development of graduates who will be prepared to enter college or business. Students will receive specific and advanced coursework, which will challenge them to be reflective and analytic learners using their knowledge for spirited discourse and applying that same knowledge to the structure of the workplace. ABLE students will graduate from high school with career pathway competencies and will make a successful transition into their postsecondary education or entry-level, advanced, or professional level careers. ABLE will serve students in grades 9-12 from the greater Stockton and Lodi areas and will focus on the disciplines of business, law, and education.”

### **Is Humphreys College returning to the original “rainbow concept”?**

“Yes. Consistent with that concept, a major element of the educational program at ABLE is the exposure of the students to accredited, concurrent credits as part of their secondary education, with a philosophy that strives to instill in each student a sense of self-discipline, self-confidence, and independence. Students who choose to continue to Humphreys College will have the advantage of up to a year of transferrable coursework already completed, allowing them to complete a two-year or four-year college education in 50% to 75% of the time it normally takes. Initially, students



will be exposed to a general high-school curriculum pathway that will allow them the opportunity to transfer between the three offered pathways in their first year of study. Throughout their educational experience, they will be exposed to the Humphreys College campus. During their junior and senior years, students will have the opportunity to gain dual high-

school/Humphreys College credits through accredited college-level coursework in their chosen pathway. In all cases, the ABLE secondary curriculum will meet the California UC/CSU entrance requirements. Humphreys College is excited about the development of ABLE and the opportunities it will provide to Stockton’s students.”

### **Who will be in charge of the new charter school?**

“The College is excited to have Matt George on board for this new endeavor. Matt has been instrumental in developing the charter school application and brings a wealth of public school administrative experience and a true passion for helping kids succeed academically. Matt is currently the Director of Special Programs, but he will transfer to become the Director of the Charter School. ABLE is expected to start this September in conjunction with the public school system’s academic year. Recruiting and admissions will begin shortly. For more information on ABLE, please contact Humphreys College at (209) 235-2950, or visit the ABLE page on the website, [www.humphreys.edu](http://www.humphreys.edu).”

~Interview by Stanislav Perkner

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### To Learn More about Charter Schools...

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## WASC ANNUAL CONFERENCE: HIGHER EDUCATION'S THIRD HORIZON SOCRATIC EDUCATION IN THE AGE OF THE INTERNET?

The April 2011 WASC Academic Resource Conference took place in San Francisco. Sponsored by the WASC Accrediting Commission for Senior Colleges and Universities, it was dedicated to supporting institutions of higher education as they identify their challenges, develop solutions, demonstrate results, and plan for the future.

Humphreys College was represented by *Cynthia Becerra*, Associate Dean; *Robert G. Humphreys*, Dean of Instruction; *Jess Bonds*, Dean of Institutional Research; and *Stanislav Perkner*, Library Director.



The plenary session speakers addressed the main challenges of today's higher education. The system itself is at the nexus of economic, social, political, and technological forces. The call for higher education to transform itself has never been stronger, yet the goals of reform are sometimes unclear and obstacles seem insurmountable. At a time like this, it makes sense to focus on the question of how to sustain what is good or holds promise in the current practice—schools' "first and second horizons"—even as they work for longer-term transformation—higher education's "third horizon."

One of the main speakers was *Marina Gorbis*, Executive Director of Institute for the Future, located in the Silicon Valley. She titled her address "Education: Back to the Future?" In her view, the country is in the early stages of a large-scale organizational transformation that will impact everything we do—from how we organize production to how we grow our food to how we govern ourselves. Although we often see this transformation through the lens of new technologies and global access to information, the larger impact is social; it is in how we lead our lives and re-structure our institutions, including education. Gorbis presented her vision of American education in the context of larger technological and organizational shifts. She talked about how we can "socialstruct" education—bringing together the best technologies and online resources for the purpose of creating social interactions and environments most conducive to learning— "Socratic education in the age of the Internet."

As always, the annual conference offered numerous in-depth workshops, interest-group gatherings, and presentations. The main topics included the issues of Financial and Structural Transformation; Curriculum, Co-curriculum, and Learning of the Future; the "Third Horizon" and the World beyond the Campus; Assessment, Student Success, and Institutional Learning Evolving WASC Accreditation Processes.

FROM THE LIBERAL ARTS DEPARTMENT...

## NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Associate Dean, Chair

Contributing Writers: Dr. Richard Chabot, Community Studies Program Coordinator,  
Randy Rahmoller and Richard Hunt, Adjunct Instructors

### NETIQUETTE: WHAT YOU NEED TO KNOW BEFORE HITTING THE SEND BUTTON

When I teach my communications courses, I generally focus on formal writing to prepare students for assignments in and out of class. I often remind them that their writing is an extension of their professionalism, reflecting their attention to detail and knowledge of a particular subject. However, I do not always stress the importance of communicating professionally and “carefully” in the online environment. Today, as a result of recent newsworthy “errors in judgment” in online communication, I would like to share with you Professor Constance Staley’s netiquette (or network etiquette) rules that appear in her book *Focus on College Success* (2011):



#### 1. Don't send a message you don't want to risk being forwarded to someone else.

In this very basic rule, she reminds us that we can't take it back. It is out there in cyberspace forever and, as the author warns, may show up “in a very awkward place!”

#### 2. Don't hit the “send” key until you've given yourself time to cool off, if you're upset.

From my own experiences, I have found that “sleeping on it” can be very helpful. Then in the morning light, you can revise the message to be more powerful, effective through carefully selected phrasing rather than using words that put the receiver on the defensive.

#### 3. Don't forward chain e-mails.

Most people consider them a nuisance, and as Staley warns, some are illegal.

#### 4. Don't do business over your school e-mail account.

Staley reminds us that using our school e-mail for soliciting customers, for example, to patronize our family-owned pizza parlor or daycare service should be considered “off-limits.” As a result, it may be labeled as spam, so you don't want your e-mail blocked because someone in the college community has identified it as junk mail to be dumped.

#### 5. Don't spread hoaxes about viruses or false threats.

My recommendation is to leave this to the professionals. Just as you would go to a healthcare provider if you had a cold, you should leave this techno virus to the computer experts who know how to diagnose and to care for this type of “illness.” In fact, Staley tells us that spreading such threats can get us into “big trouble.”

#### 6. Don't type in all CAPS.

Doing so is termed “SHOUTING,” according to Staley. And it makes us look angry.

#### 7. Don't be too casual.

“Like, wow, man, I did real good on the grammar test.” Yes, even in e-mails to your professors, good grammar and the principles of Standard English should guide your communication. Using correct spelling and proper word choice will go a long way in preserving the instructor-student relationship and maintaining an expected level of professionalism.

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### 8. Don't forget the details.

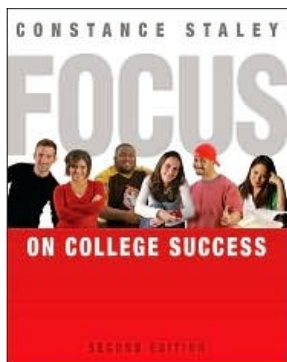
Sometimes I have received an e-mail with no name from a student's personal e-mail account. Often students use interesting nicknames on personal e-mail accounts—boozerdude, littlesassy, etc.—so I am not sure whom the e-mail is from as well as I may have acquired “too much information” about the student. Therefore, it is vital that you include identifying information on your e-mail, such as your real name, the class that you are in—because most instructors teach more than one class and some teach at more than one college--, and any other detail that will assist the instructor in addressing your question and/or concern quickly and easily.

### 9. Don't hit the “Reply to All” key, when you mean to hit the “Reply” key.

Oops! As Dr. Staley advises, “Many e-mail message writers have been horrified upon learning that hundreds or thousands of people have read something personal or cranky that was meant for just one reader.” For example, I have received e-mails intended for “close friends” that thanked me for “a great night” and ended with “looking forward to more”; of course, I knew that they didn't mean the great time that they had in ENGL103 Intensive Grammar on Tuesday night as we hammered out the rules governing the comma. So before you send, be sure that you are replying to the group or one person that is going to appreciate your compliments.

### 10. Don't forget to fill in the subject line.

This is one of my problems. I sometimes forget to do that, as one of my colleagues noted. So I have been trying to address this. Essentially, by identifying the topic and/or purpose of your e-mail communication in the subject line, you are allowing the receiver to preview your message. For example, if it relates to a current assignment, the instructor knows to open it and reply quickly; if it is regarding a registration change, the advisor knows that time is of the essence and so reviews your request as soon as he/she receives it.



The methods by which we deliver our messages have changed dramatically since I was an undergraduate student. However, appropriate manners are still essential in any form of communication in which you are trying to put your best foot forward. Consider Dr. Staley's rules of netiquette when writing your next e-mail or text to your instructor or even your tweet to your close friend and ask yourself, *Would I be comfortable if my boss or prospective employer (remember they are out there forever) or future mother-in-law read this?* If the answer is no, hold off hitting that send button. Your future may depend on that split-second decision; just ask Tiger Woods or Congressman Weiner.

~ Cynthia Becerra

## RURAL PROBLEMS AND PROSPECTS



**CS296: An internet hybrid social science course for Summer 2011\*. Field trips every other Saturday with online resources and discussion.**

Have you driven east on Hammer or March Lane recently? At the ends of these roads, you will find cherry orchards, soon to be loaded with fruit destined for Japan, San Francisco... and destruction. Keep driving into Calaveras County and note the large number of recently built but very well-hidden subdivisions—small estates with huge houses.

Go rural anywhere in the U.S. and you'll find yourself surrounded by commuting nightmares, rancher wannabes, creeping suburbias gone bust, a lack of jobs, and locals who can't afford to live on the land they grew up in.

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This summer Humphreys College is offering an online/fieldwork course on rural realities that relies on text, online resources, and short field trips to understand what makes up rural America and how our valley is being affected by globalization, population growth, and the economic implosion of urban sprawl.

Contact Professor Richard Chabot for more information

*\*This is an internet hybrid course that meets only every other Saturday morning for field trips to local points of interest in our study of rural life and economy in San Joaquin County.*



## MODERN EAST ASIA AND ITS HISTORY



Do you know why. . . the Chinese were the first nationality to be barred from immigrating to the U.S.... Filipinos speak such good English. . . the Japanese economy rebounded so quickly after World War II... the U.S. has so many troops in South Korea. . . Vietnam turned Communist. . . the President of Taiwan can't even visit the United States? If these topics hold any interest for you, or if you simply want to know more about that region of the world that is about to blow by the American economy so fast we'll be breathing their exhaust fumes for the next century, take the Modern Asian History course (HIST120) being offered by Dr. Richard Chabot this summer quarter, 2<sup>nd</sup> period on Tuesdays and Thursdays. For more information, check the summer course schedule and contact your academic advisor.

~ Richard Chabot

## RAISING THE BAR: EXPLORING PATHS FOR RAISING STUDENT MOTIVATION

Dinner conversation with colleagues often poses challenges and opportunities. Last March, the conversation centered on raising student motivation, particularly with students who "just sit there." We threw out an e-mail on the subject, and somebody proposed an article for the Spring Quarter newsletter. The journey was invigorating. Below are some helpful hints on raising student motivation.

1. In order to assist the students, the instructor must be motivated. Plato taught that there is a "bigger picture" in this life. Guided by this principle, the instructor realizes that reality is not so much in the course itself, but what is contributed to the life of the students. Look at instruction as your contribution to the "bigger picture."
2. The instructor must be willing to step outside of his/her paradigm. The way a teacher views the world is only one view. The learning process begins while exiting the "comfort-zone." The Buddha called this journey "being awake" or "consciousness."
3. Survey the students. Ask them what it takes to raise motivation. We did surveys in both courses and uncovered some real "eye-openers." The biggest complaint was boring lectures. If you think that this does not apply to you, please re-read #2 above.
4. Stay connected to the students. Meet in small groups for a few minutes in order to get input and clarify course expectations.
5. Encourage students to meet with you individually, suggesting a specific time.



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6. Encourage students to “take the reins” and contribute to instruction. While studying the era of Prohibition in History 102, one of our students (a former bartender) gave a presentation on the types of whiskey produced in the U.S. She was familiar with state laws on “weak” and “strong” beer. Does this sound better than lecturing about Prohibition out of a textbook? Another student presented “Graffiti Art on Railroad Cars.” Some instructors believe that the world is captivated by their lectures, but the enlightened instructor knows when to sit down and listen.
7. Invite former students to address the class on various topics. This practice provides a connection and opens doors to various possibilities.
8. Begin the course with instruction on how to use a textbook. Like a quality baseball or softball glove, the textbook needs to be “broken-in.” If used properly, the textbook is like an old friend, with many creases and a few torn pages. Compare the textbook to reading the manual in the glove box of your automobile. Any connections?
9. Introduce one new study habit at the beginning of each session. If you are aiming at motivation, use motivational tools. Many new students have never received this type of instruction and feel lost upon entering your classroom.
10. Use technology. The classrooms are equipped with the tools to assist you. Try using PowerPoint and watch student response. You will be pleasantly surprised. Connect with the Web during the class and experience the resurrection of the dead.
11. Stress relativity of the course and how it assists the students in daily life. We did “one- minute papers” at the end of each class, encouraging students to make the connection. If you feel that the students must have a quiz, include relevance.
12. If possible, meet off campus for at least one session. A change of venue helps clear out the cob webs. The Tuesday evening AM 101 class visited The Launch Pad Comic Book Store and the Hard Luck Tattoo Parlor in Lodi.
13. Take a trip with the students. It’s not a job; it’s an adventure! The History 102 class found us at the Oakdale Rodeo and the Sacramento Jazz Festival. History is where history is lived. This can happen for all courses.
14. Invite guest speakers to address special topics. A local Stockton pediatrician visited us and spoke about how a country physician treated diseases in the 1840s. Again, you can lecture until you are “blue in the face,” but having a doctor in the house made things interesting.
15. Encourage students to connect with the written word. We used *The Wall Street Journal* and *The New York Times*. The “special interest” stories in these papers are great. One particular story featured the Zippo cigarette lighter, the kind your father and grandfather used. Students brought the lighters to the class, and we practiced the infamous click.
16. Take the class on a tour of the library. Dr. Perkner will be happy to see you.
17. Take the students on a tour of the Caesar Chavez Library. It is a great resource and often provides seminars on various topics of interest to the community.
18. Experiment with different types of final exams. Remember *The Seven Last Words of Anything*, “We’ve never done it this way before.”
19. Consult other Humphreys College instructors. We met and the ideas began to churn.
20. Consult instructors at other colleges and universities. University of the Pacific is only ten minutes from Humphreys College. Any good instructor should be willing to share knowledge and resources.

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21. Consult the department chair and the deans. As the Good-Book states, “Knock, and it shall be opened unto you.”
22. Choose a mentor to assist you in escaping your paradigm. A good mentor will encourage you to do some stretching while providing insight.
23. Seek out authors who offer pragmatic information. Use *Exceptional Teaching: Ideas in Action* by Paradigm Publishing.
24. Keep the students connected to the job market. Two great resources are *What Color Is Your Parachute* by Richard Nelson Bolles and the *National Business Employment Weekly*. Both of these resources offer help in the areas of resume writing, interviewing, and job hunting.
25. If at all possible, attend graduation. It makes a statement. Many of the students will return to the classroom in a couple of weeks. Your presence demonstrates that you care.
26. Break the ice at the beginning of each class by taking ten minutes to discuss a newsworthy item. This “warm-up” will help to awaken sleepy souls.
27. Remember that many students have never had a quality learning experience. Be flexible and ready to read-just.

Raising the Bar is a lifelong process. Be ready to re-think the whole experience on a regular basis. If it does not begin with you, then where does it begin? Consider joining us for lively discussion, new ideas, and self-renewal.

~ Randy Rahmoller and Richard Hunt

FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

## SUMMER READING

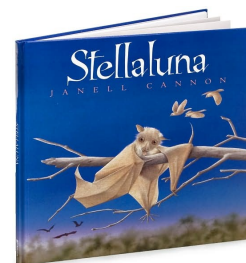
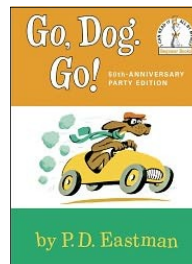
By Pam Wood, Chair

Summer is here and you may be asking, “How will my children spend their time?” “What can they do that is entertaining, yet inexpensive?” “How can I keep them occupied while I do MY homework?” Here is a list of books for you to share with the children in your life, this summer (or anytime).

We hope you will enjoy this time with your children as you stimulate their imagination and instill in them a love of reading, which will last a lifetime.

### Good Summer (or anytime) Books

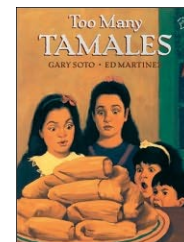
- |                  |   |
|------------------|---|
| ◆ Arnold, T.     | <i>No Jumping on the Bed</i>                  |
| ◆ Barrett, J.    | <i>Cloudy with a Chance of Meatballs</i>      |
| ◆ Berenstain, S. | <i>The Berenstain Bears Go Back to School</i> |
| ◆ Cannon, J.     | <i>Stellaluna</i>                             |
| ◆ Carle, Eric    | <i>The Very Hungry Caterpillar</i>            |
| ◆ Cohen, M.      | <i>Will I Have a Friend?</i>                  |
| ◆ Cousins, L.    | <i>Maisy Drives the Bus</i>                   |
| ◆ Eastman, P.D.  | <i>Go, Dog Go!</i>                            |
| ◆ Henkes, K.     | <i>Lilly’s Purple Plastic Purse</i>           |
| ◆ Hines, A.      | <i>Daddy Makes the Best Spaghetti</i>         |
| ◆ Hoffman, Mary  | <i>Amazing Grace</i>                          |
| ◆ Moore, E.      | <i>Grandma’s House</i>                        |



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- ◆ Munsch, Robert *Love You Forever*
- ◆ Numeroff, L. *If You Give a Mouse a Cookie*
- ◆ Piper, Watty *The Little Engine That Could*
- ◆ Rosen, M. *We're Going on a Bear Hunt*
- ◆ Scieszka, J. *The True Story of the Three Little Pigs*
- ◆ Sendak, M. *Where the Wild Things Are*
- ◆ Soto, G. *Too Many Tamales*
- ◆ Viorst, J. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- ◆ Williams, Vera *A Chair for My Mother*
- ◆ Zimmerman, H. *Dinosaurs! The Biggest, Baddest, Strangest, Fastest*
- ◆ Zolotow, C. *William's Doll*



## FROM THE COURT REPORTING DEPARTMENT...

### CSR CANDIDATES RECEIVE CERTIFICATES

By Kay Reindl, Chair

Four court reporting students were recently honored at a reception on campus. *Susana Abeyta*, CSR and Humphreys alumna, was the guest speaker. She provided the attendees with many helpful tips about surviving school and beginning their careers. The honorees, *Kathryn Garrison*, *Susan Garside*, *Brianna Rudd*, and *Desiree Winn*, have earned their Certificates of Completion in Court Reporting, which qualifies them to take the California Certified Shorthand Reporter (CSR) examination. A few of the CSR candidates have already taken the written portions of the three-part examination and have either been informed of their successful passes or are awaiting their results.

All four candidates will travel to Los Angeles for the June 17 dictation portion of the examination that is given three times a year. This section of the exam is a skills-based examination: 13 minutes of dictation at 200 words per minute with four speakers. A successful pass requires a transcription rate of 97.5 percent or 50 errors (including, spelling, punctuation, and format) out of the 2,000 words transcribed.

The candidates provided the following tips for the upcoming students:

- “Do all the required homework hours. I have no doubt that it’s the practice, practice, practice that helped me get through the program.”
- “I felt it very helpful to practice and learn new briefs. I think the only way that I have passed is by constantly finding ways to eliminate difficult key strokes to increase my speed.”
- “Keep your eye on the prize. Visualize yourself every single day completing the program! Confidence is everything!”
- “To hone in on my weak areas, I began to type only the speed that I was attempting to pass. No matter how it felt, I learned so much about my writing, my learning, and my listening by forcing myself to practice in this way.”

In addition to their earned certificates, *Susan Garside* will be graduating with her A.A. degree; *Kathryn Garrison* will be graduating with her B.S. degree; *Desiree Winn* received her A.A. degree in 2009; and *Brianna Rudd* is close to completing her B.S. degree.

Please join the Court Reporting Department in wishing these CSR candidates success as they embark on their chosen professions.



*Brianna Rudd, Desiree Winn, Susan Garside, and Kathryn Garrison*

## SCHOLARSHIP RECIPIENTS

As Stockton San Joaquin County Legal Professional Association's Scholarship Chairman, I am pleased to introduce the 2011 recipients of our Maude Hamilton Scholarship: *Darla Moen, Tracy Ellison, Rachel Adams, Ashley Whatley, and Kimberly Haynes.*



*Kay Reindl, Kimberly Haynes, Tracy Ellison, Rachel Adams, Darla Moen, Ashley Whatley, and Bret Smith*

All five of them are students of Humphreys Court Reporting Program. We were very pleased to have such exceptional applicants this year. Every time, we decide on one of the applicants to be forwarded to our state affiliate, Legal Secretaries, Inc. This year, it was very hard to choose; however, *Darla Moen's* qualifications, GPA, and exceptional attention to detail in compiling her application won her the Eula Mae Jett Scholarship. Because of all of the 2011 applicants were from the Court Reporting Program, headed by Kay Reindl, she gave an overview of the program to the meeting attendees.

~ Bret L. Smith

### 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. It has 140 plus students between the Modesto and Stockton campuses. The College hired Modesto Police Sergeant *Rick Armendariz*, who is currently assigned to the Professional Standards Unit and is the Press Information Officer; he will teach CRIM 271 – Public and Media Relations.

### Probation Officer Core Course (Probation Academy)

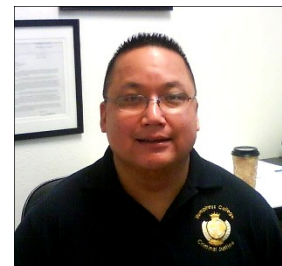
The Probation Academy will graduate 10 students on June 25, 2011, at 2 P.M. at the Stockton Campus. These students have endured classes held on Saturdays and Sundays for the past 25 weeks. They have learned defensive tactics, assessment and treatment of offenders, interviewing, and many other skill sets. The next Probation Academy will start in January of 2012.

### Criminal Justice Club

*Stockton and Modesto Criminal Justice Club* meets about twice a month. The Stockton Club has been practicing control holds and takedowns. The Modesto Club recently held a class on Shotgun Safety. Both Clubs are striving to compete at the regional or national competitions in 2012.

### Travels Afar

I recently had a chance to travel to Funchal, Madeira, Portugal. While I was there, I checked out the difference between American and Portuguese law enforcement agencies. Portugal has only three police departments. *Guarda Nacional Republicana* is the federal law enforcement branch in charge of most federal investigations, including immigration issues and highway safety (similarly as the California Highway Patrol), and rural communities (similar to American sheriff departments). *Polícia de Segurança Pública* polices major cities and *Polícia Judiciária* is in charge of organized crime, terrorism investigations, and other major casework. In this context, I think about all of the law enforcement agencies in and around Stockton and wonder if we are duplicating our services and are, in effect, inefficient. Currently, Stockton has 15 law enforcement agencies, which include: Stockton Police, San Joaquin County Sheriff, California Highway Patrol, San Joaquin District Attorney Investigator Office, University of Pacific Department of Public Safety, San Joaquin Delta College Police, Stockton Unified School District Police, Port of Stockton Police, Stockton Metropolitan Airport Police, San Joaquin County Proba-



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tion, Department of State Parole, Department of Motor Vehicles Investigator’s Office, Alcohol Beverage Control Office, and the FBI resident office. This list does not include all federal or state law enforcement departments located in Stockton. We do not live in a perfect country, but we can change things for the better. Efficiency and accountability should be one of the hall-

marks of great law enforcement service in the United States. Maybe, we need to look outside of our area of interest to get a better idea of how to get things done.

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.

**FROM THE BUSINESS DEPARTMENT...**  
**WHAT IS THE REAL CALIFORNIA?**  
 By Jason Wolins, Chair



**NEWS RELEASE**  
 May 17, 2011

**First-Ever California Human Development Report, *A Portrait of California*, Reveals Californians Experience the Nation’s Highest—and Lowest—Levels of Well-Being, Often in the Same Local Area**

Report Ranks Health, Education, and Earnings among Major Metro Areas, Racial and Ethnic Groups, Women and Men, Native- and Foreign-Born Residents and 233 Communities for which There Are Reliable U.S. Census Data

<http://www.measureofamerica.org/docs/APortraitOfCA.pdf>

Recently, the American Human Development Project released *A Portrait of California*, authored by Sarah Burd-Sharps and Kristen Lewis, part of its Measure of America series.

The report looks at how well Californians are doing and their access to opportunity by using the American Human Development (HD) Index. On a 0 to 10 scale, this measures health, education, and income derived from official U.S. or California state government sources.

Let’s look at snapshots of a few findings.

First, how do the most populous California metro areas stack up? The report looked at the five most populous and here are the findings:

Metro Area	HD Index
San Francisco	6.97
San Diego	5.80
Sacramento	5.66
Los Angeles	5.52
Riverside-San Bernardino	4.58

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Second, how many “Californias” exist? Using the index, the study found residents live in “Five Californias”:

1. **Silicon Valley Shangri-La** (9.35 HD Index score) (1% of California’s population): It is the top 1% in well-being with extremely well-educated, high-tech entrepreneurs and professionals. One-third is foreign born. However, it should be noted that there are some pockets of poverty in this region.
2. **Metro-Coastal California Enclave** (7.92 HD Index score) (18% of California’s population): This group is primarily located along the coast in upscale urban and suburban neighborhoods. They have extremely high levels of well-being and access to opportunity. Characteristics include largely affluent, credentialed, and resilient knowledgeable workers with comparative financial comfort and security.
3. **Main Street California** (5.92 HD Index score) (38% of California’s population): This is a majority-minority group that has both positive and struggling aspects. These are suburban and ex-urban residents who tend to have longer lives, higher educational attainment, and higher earnings than typical Americans. However, their grip on a middle-class lifestyle is increasingly more tenuous.
4. **Struggling California** (4.17 HD Index score) (38% of California’s population): This group is found across California in suburbs, exurbs, the rural Central Valley, the Inland Empire, and swaths of Northern California. These people work hard but find it almost impossible to gain a hold on security.
5. **The Forsaken Five Percent** (2.59 HD Index score) (5% of California’s population): These residents have been left behind in rural and urban areas in the San Joaquin Valley and poor Los Angeles neighborhoods. The digital economy has bypassed them. One-third is foreign-born. Their range of opportunities and choices is extremely constrained. They have a life expectancy of nine years fewer than those in the Silicon Valley Shangri-La.

The report goes on to note key findings about health, education, and income regarding racial and ethnic groups, women and men, native- and foreign-born residents, and 233 neighborhood clusters across California where there are reliable government data.

You can look at a PDF version of the full report, including maps and detailed characteristics of the “Five Californias,” at this website:

<http://www.measureofamerica.org/docs/APortraitOfCA.pdf>

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## ACCOUNTING COMMUNITY ACTIVITIES

During the past few months, Business Department Chair Jason Wolins took contingencies of Humphreys College accounting students to several community networking functions.

On March 16, a group of six students went to the Institute of Management Accountants (IMA) Central California Chapter annual student night in Modesto: *Shundel Graves, Roberta Gonzalez, Zayra Peredia, Ka Cha, Darlene Sisson, and Rachele Taylor.*

Four students accompanied Professor Wolins as well to the April 27 IMA Stockton Chapter student night: *Roberta Gonzalez, Amy Lynch, Emily Liu, and Louis Huang.*

*Shundel Graves* also attended the IMA Stockton Chapter mixer and tour of the Diamond Foods plant in Stockton on May 25.

Students and faculty from the University of the Pacific, California State University-Stanislaus, Delta College, Modesto Junior College, Columbia College, and Merced College attend these various events.

Several Stockton and Modesto CPA firms and businesses also send representatives.

These are great chances to network, hear speakers discuss how to find jobs in the current market, and meet similar students at other nearby institutions. Please try to attend upcoming events.



FROM THE LAW SCHOOL...

## NEWS AND ANNOUNCEMENTS—SPRING QUARTER

By L. Patrick Piggott, Dean

### HUMPHREYS STUDENTS EXCELLED IN THE NEGOTIATIONS COMPETITION



When you think of interscholastic competition at the college level, your thoughts may naturally turn to Cal v. Stanford in football or North Carolina v. Duke in basketball. But law schools now engage in a variety of interscholastic competitions as well. Many of these contests are limited to law schools that are approved by the American Bar Association. However, others are open to all law schools. On March 18, Humphreys College Laurence Drivon School of Law entered such a contest for the first time. **The Twelfth Annual Negotiations Competition** was sponsored by the State Bar of California's Environmental Law Section. It was held at Golden Gate Law School, located in the downtown area of San Francisco.

Negotiations is a skill that is becoming increasingly popular in law school curriculums since all lawyers need to negotiate when they are in practice, even though they may never try a case in court. Each competing team is composed of two student lawyers. They are given a problem and assigned a side. During the one-hour competition, they sit across from a table and talk out the problem in an attempt to find a solution to a case that would otherwise have to go to trial in a courtroom. Two expert judges score their performance.

This year's competition focused on a hypothetical problem involving a city that needed to build a desalination plant in order to increase its water supply. The city had filed the appropriate environmental documents; the dispute was about their adequacy. Each of the 28 teams went through two such sessions in the morning. The top four teams competed in the afternoon.

While Humphreys' team did not make the finals, its members did quite well. The team tied for ninth place with UC Davis School of Law and UC Berkeley School of Law. It should be noted that these two institutions are in the top 25 law schools in the country in the recently published *U.S. News & World Report* annual ranking of ABA law schools.

Humphreys College was represented by *Grey Galluzi* and *Katherine Torres*. The third member, a first-year student, was eligible only to be a researcher; volunteering *Dyane Burgos* became an integral part of the team. The group was coached by Professor *John Schick*.

"After the competition, Dean L. Patrick Piggott and I realized that the Humphreys law program needs a course in Environmental Law," commented Professor Schick, on the results.

~Stanislav Perkner



*Editorial Note: Professor John Schick will teach Environmental Law during the winter quarter of the academic year 2011-2012.*

## LAW SCHOOL GRADUATION

Law school graduation was held on Saturday, May 26, in the Jerry Medina Courtyard. Twenty-two students were awarded their *Juris Doctorate*. The commencement speaker was retired Superior Court Judge *Rolleen McIllwrath*. Judge McIllwrath graduated from our law school in 1975.

Valedictorian was *Stephanie Feilzer* and this year there were two Salutatorians, *Lee Her* and *Ryan Hickey*. *Monique Giles* presented the class gift to the school, a beautiful bronze statue of Lady Justice. Everyone can see the statute in the Courtroom.

Every year, the graduating class selects a Professor who made a substantial contribution to their legal studies and one they want to recognize for inspiring them. This time, the Professor of the Year was retired Superior Court Judge *Stephen Demetras*. His award was presented by *Robert Aguilar*.



Graduation Photographs by Jessie's Fast Photo  
Stockton, CA

As always, the graduating class was a wonderful cross-section of America. We had students born in India, Nigeria, and Guatemala. Their undergraduate work came from as far away as Germany, Washington, Wisconsin, and Nigeria. There were 16 women and six men receiving their doctorates—a clear sign of the times. The ages ran from 21 to 62. *Kirsten Campbell*, the daughter of a Humphreys graduate, is the youngest graduate to date.

Four members of the Class of 2011 did their undergraduate work at Humphreys: *Patrick Caufield*, *Shaheem Ali*, *Brittany Kell Bruce*, and *Robert Aguilar*. Additionally, *Brittany Kell Bruce* was the winner of this year's first intramural Moot Court, along with her partner, *Lee Her*.

Congratulations to all!

### FROM THE LIBRARY AND LEARNING CENTER...

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



During the opening sessions of the quarterly series *How to Succeed in College* in Stockton, **Associate Dean Cynthia Becerra**, along with **Santa Lopez-Minatre** and **Chiyo Miyai**, of the Admissions Office, informed the new students about the administrative side of

college life. **Chiyo Miyai** returned during the closing week with her regular presentation about job market trends.

The following four Tuesday seminars offered to all students a Writing Clinic. **Richard Hunt** instructed the participants about database searches (EBSCO, Wilson-Web, and ProQuest). The remaining Clinic sessions were conducted by **Stanislav Perkner**: Topic and Re-

sources of Your Research Paper; Composing and Editing; Documenting – MLA/APA Style; and the Art of Note Taking. Later in the quarter, the same speaker invited the students to think about the pros and cons of electronic library research. The second half of the series opened **Jim DeCosta** with his popular topic: The Elements of Online Courses.

The invitation to address the workshop participants was accepted by three members of college management. **Associate Dean Cynthia Becerra** explained “why we study Shakespeare at Humphreys College”—what is the



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general education component of Humphreys' programs. Another insight offered **Dean Robert G. Humphreys** in a presentation titled ALOs, PLOs, and CLOs: Understanding the College Curriculum and its Learning Outcomes.



The very last session of the quarter turned its attention to the 115<sup>th</sup> anniversary of the College. **President Robert G. Humphreys** outlined its history that was started by his grandfather in 1896. The school was challenged by historical hardships, including

two world wars and the Great Depression. However, the vitality of Humphreys' academic and occupational programs has secured its progress. According to President Humphreys, the College has always responded to the community educational needs while grounding most of its vocational offerings in the liberal arts program.

The Modesto campus was pleased to welcome **Stanislav Perkner** who presented the first seminar of the quarter, "The Elements of your Online Course." Students received valuable information regarding navigation of the College's Moodle system, and tips for successful completion of online courses.

**Liz Garibay** presented the following week's seminar, "The Truth About Financial Aid." Information regarding grants, loans, scholarships were highlighted. Student questions were answered during this interactive and important seminar.

Returning by popular demand, **Raymond Harter** presented a writing seminar entitled, "Did You Mean What You Said?" The speaker addressed the use of idioms, euphemisms, and clichés in academic writing, and enlightened students with strategies for developing their writing.



The following week, the Modesto campus was visited by **Jason Wolins**, Chair of the Business Department. He presented information about the College's business and accounting degrees and gave students an opportunity to ask questions in this face-to-face meeting.

The final Thursday gathering encouraged students to relax with their instructors and fellow classmates. "Student Appreciation Day" included a barbeque in the courtyard, complete with hot dogs, hamburgers, chips, and soda. The Modesto campus community gathered to show appreciation for all of the students who completed another successful quarter, welcome new students, and congratulate the graduates of 2011.

## ACADEMIC COUNCIL WORKSHOP "PEDAGOGY OF ASSESSMENT: ASSESSMENT OF PEDAGOGY (TAKING THE STING OUT OF ASSESSMENT)"

*In May, the Academic Council invited Dr. Stephen Carroll of Santa Clara University and the National Center for Science and Civic Engagement to conduct a workshop titled Pedagogy of Assessment: Assessment of Pedagogy (Taking the Sting Out Of Assessment). In the middle of a three-year grant from the National Science Foundation, Dr. Carroll offered insight on the latest assessment expectations of colleges.*

He noted that only a few decades ago, the National Science Foundation reported that fewer students were entering into the STEM fields - Science, Technology, Engineering, and Math. At the same time, the public (especially parents) were noticing a rise in the cost of college. People began complaining that American colleges were failing to pay for themselves, that they were unable to prove their worth, and that it was about time colleges were made more accountable.

Dr. Carroll continued in a more positive vein, pointing out that American colleges remain the best in the world. The country has 18 of the world's top 20 colleges, but the demand for proof and accountability continues. Dr. Carroll pointed out that for every notch we put in our list of degrees, we (statistically) make a lot more money. Isn't that proof? Just because we can show a connection between more education and a better-paid job does not prove that the education itself is of real worth. The federal government asks colleges and their accrediting agencies for greater, measureable accountability.

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The federal government and accrediting agencies are equally worried. Our high school students may rank low worldwide, but once they graduate from college, American students rock the world. Is it a good step to challenge this process with standardized learning outcomes?

Dr. Carroll emphasized the importance of making classes more interactive. Connecting cognitive science and neurobiology, we come up with better ways to learn, to organize, and to remember. Single course information might be organized into a kind of mental filing cabinet. The filing method will determine how well we retain that information. Based on the science of learning, we know that connecting a bit of information to an emotional response can improve our chances of retrieval. It is helpful to mark the main points in a notebook and connect to them emotional responses, while focusing on the point of emotion, not on the full text of information. This note-taking technique marks the information that is relevant and moves it from short-term to long-term memory.

How do we know who is doing well in a class? How do we know who is a good teacher? Normally instructors (especially at the college level) dislike outside assessment because it tends to take too much time or—more commonly—lacks useful result. For Dr. Carroll, the answer is in the reactions of the students. Recognizing that teaching is an art, knowing what needs to be done to get a point across or to stay one step ahead of a changing field of study is the mark of a good educator. This is not something that can be easily quantified or measured. The key is to weave assessment into the educational process: teaching relevant information, helping students learn and remember, and gathering information on what they have learned and how they feel about it, all during the same lesson period. So we turn to inside assessment, an internal built-in method of gathering information. At the same time, we are helping students to internalize the subject matter. Instructors must focus on three points: what can be changed, what cannot be changed, what won't be changed.

One way of interacting with students in the assessment process is by gathering information on a given concept brought up in class. Ask what makes sense to them about that concept, but also inquire why it makes sense to them. Doing some in-class assessment when covering important aspects of the course is a good way to keep students in the loop and ensure that an instructor is providing measureable, value-added material.

According to Dr. Carroll, the colleges should start implementing such basic assessment practices in day-to-day classroom procedures. Learning outcomes, grades, graduation rates, and evidence of full-time employment in a field related to students' majors are important indicators. However, they don't say much about the specific teacher, course content, instruction methods, level of student involvement or increase in critical thinking.

Most evaluations colleges use are based on a student's satisfaction and won't tell anything about how to teach better. Dr. Carroll informed the audience about his SALG or Student Assessment of their Learning Gains instrument. The SALG website is a free course-evaluation tool that allows college-level instructors to gather learning-focused feedback from students. The SALG site currently has almost 5,000 instructors, 2800 instruments, and over 100,000 student responses.

The SALG instrument focuses exclusively on the degree to which a course has enabled student learning. In particular, the SALG asks students to assess and report on their own learning, and on the degree to which specific aspects of the course have contributed to that learning. The instrument has since been revised to include five overarching questions, each of which an instructor can customize to a course through sub-items:

- How much did the following aspects of the course help you in your learning? (Examples might include class and lab activities, assessments, particular learning methods, and resources.)
- As a result of your work in this class, what gains did you make in your understanding of each of the following? (Instructors insert those concepts that they consider most important.)
- As a result of your work in this class, what gains did you make in the following skills? (A sample of skills includes the ability to make quantitative estimates, finding trends in data, or writing technical texts.)
- As a result of your work in this class, what gains did you make in the following? (The sub-items address attitudinal issues such as enthusiasm for the course or subject area.)
- As a result of your work in this class, what gains did you make in integrating the following? (The sub-items address how the students integrated information.)

For more information on this assessment tool, go to [www.salgsite.org](http://www.salgsite.org).

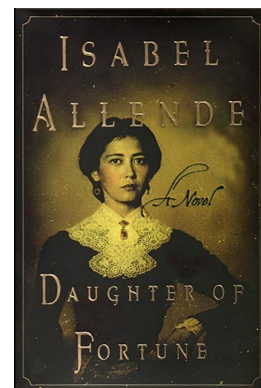
## AUTHOR SPOTLIGHT: ISABEL ALLENDE



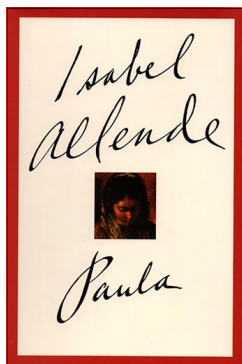
Described as a “magic realist,” Chilean writer Isabel Allende has become well known for lyrical novels not only in Latin America but also in the United States, where she now resides. (If her last name sounds familiar, it is because her cousin was the President of Chile from 1970 to 1973, until he was assassinated as a result of a military coup.) She was born in Lima, Peru, in 1942, while her father, Tomas, was the Chilean ambassador there. A few years later, he left the family. Then in 1953, her mother, Francisca, married Ramon Huidobro, another Chilean diplomat. The family subsequently moved several times as a result of her step-father’s diplomatic service, so Ms. Allende attended private schools as far away as Lebanon as well as Latin American schools in Bolivia and Argentina.

A Spanish-language author, Allende has published 18 books, which have been translated into 35 languages. Many of her books have been both commercially and critically successful, which is often uncommon for writers; winning the Hispanic Heritage Award for Literature in 1996 and Chile’s National Literature Prize in 2010, she has sold over 57 million copies of her books.

Chosen as a selection for Oprah’s Book Club in 2000, Allende’s *Daughter of Fortune* (1999), leads the reader on the journey of the protagonist, Eliza Sommers, a young Chilean girl living in the 1840s. While being raised by strict English Anglican colonists, she falls in love with Joaquin Andieta, a young Chilean male. They have an affair, resulting in her becoming pregnant. With the discovery of gold in California, Joaquin travels to California in search of his fortune. A pregnant, frail Eliza follows him and suffers a miscarriage while on a ship in route to San Francisco. With the help of her Chinese friend, Tao Chi’en, she is disguised as a boy so that she can travel more easily in search of Joaquin in the desperate times and areas of the California Gold Rush. Eliza’s journey is one of self-discovery, according to Allende, and one that reflects her own struggle for self-knowledge.



The short story “The Judge’s Wife,” which is included in the collection *The Stories of Eva Luna* (1989), effectively epitomizes the thematic focus of most of Allende’s work: the empowerment of women. The story centers on a somewhat demur woman who is married to an elderly austere judge, who is determined to capture a desperado. Soon the judge finds himself and his family being pursued by the bandit. As he races in his car away from the gang’s leader, who is on horseback, he suffers a heart attack, leaving his wife and children to their own devices. His wife, Dona Casilda, hides her children and confronts the desperado Nicholas Vidal, seducing him to save her children; however, Allende captures the rapture of the moment for both Vidal and Casilda as they both meet their destiny: “Both knew their lives were at stake, and this added a new and terrifying dimension to their meeting. . . . Not once during that unforgettable afternoon did she forget that her aim was to win time for her children, and yet at some point, marveling at her own possibilities. . . .”



One of her most personal works is *Paula* (1995). A memoir, the book describes her daughter’s medical treatment for porphyria and her resulting coma. While caring for her daughter, Paula, Allende begins a letter that transforms into a memoir about not only Allende’s life but her daughter’s illness and subsequent death. The impact of this work and the loss of her daughter inspired her to form the Isabel Allende Foundation in 1996 that is “dedicated to supporting programs that promote and preserve the fundamental rights of women and children to be empowered and protected.”

As both a writer and activist, she engages readers and admirers alike with her artful storytelling. For information about her work, visit [www.isabelallende.com](http://www.isabelallende.com).

~Cynthia S. Becerra

FROM THE LIBRARY AND LEARNING CENTER ...  
 NEW BOOKS IN THE LIBRARY  
**POLITICAL SCIENCE AND HISTORY**

- ◆ **Francis Fukuyama.** *The Origins of Political Order: From Prehuman Times to the French Revolution* (Farrar, Straus and Giroux, 2011)

Francis Fukuyama (\*1952) is an Olivier Nomellini Senior Fellow and a resident in the Center on Democracy, Development, and the Rule of Law at Stanford University. He was a researcher at the RAND Corporation and served as a Deputy Director in the State Department's policy planning staff.

In his 1992 bestseller titled *The End of History and the Last Man* (Penguin), Fukuyama argued that "a remarkable consensus concerning the legitimacy of liberal democracy as a system of government had emerged throughout the world over the past few years, as it conquered rival ideologies like hereditary monarchy, fascism, and most recently communism." He reached a conclusion "that liberal democracy may constitute the 'end point of mankind's ideological evolution' and the 'final form of human government,' and as such constituted the 'end of history.'"

To understand the prospects of the world, Fukuyama devoted the last two decades to the study of the "origins of political order." The current volume is the first of a major two-volume work. It begins with politics among our primate ancestors and follows the story through the emergence of tribal societies, the growth of the first modern state in China, the beginning of the rule of law in India and the Middle East, and the development of political accountability in Europe up until the eve of the French Revolution.

The book is unique in its multidisciplinary complexity. It draws from history, evolutionary biology, archaeology, and economics. It could be seen as a continuation of the late Samuel Huntington's classic *Political Order in Changing Societies*. Fukuyama's update of Huntington's work examines what current scholarship understands about the evolution of states. The book is dedicated to Huntington's memory.

Fukuyama's book could attract attention of Humphreys' students of history, law, and political science.

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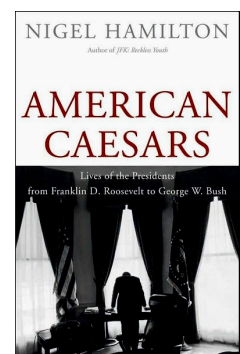
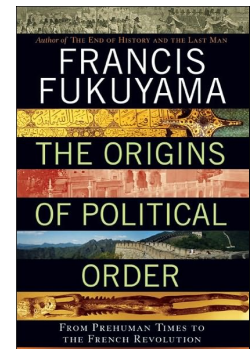
- ◆ **Nigel Hamilton.** *American Caesars: Lives of the Presidents from Franklin D. Roosevelt to George W. Bush.* Yale University Press, 2011

Nigel Hamilton (\*1944) is one of Britain's most distinguished biographers. His previous works include *The Brothers Mann*; his three-volume biography of Field Marshall Bernard Montgomery, *Monty*; his two-volume life of *Bill Clinton*; and his bestselling *JFK: Reckless Youth*, which was made into an ABC miniseries. Hamilton currently resides in Boston as senior fellow at the University of Massachusetts.

His ambitious book *American Caesars* is modeled on one of the most famous histories of ancient Rome – *The Twelve Caesars*, written by Gaius Suetonius in A.D. 121. Hamilton chose twelve former American presidents as leaders whose power had reached far beyond the geographical borders of the United States.

The author pays attention to the presidents' unique characters, their election campaigns, their domestic and international leadership effectiveness, and their lessons in governance, good and bad. He looks at how these powerful men responded to the challenges that defined their presidencies—FDR's role as a war leader, Harry Truman's decision to mount a Berlin airlift rather than pursue military confrontation with America's war ally, Lyndon Johnson's understanding of controversial civil rights legislation and his disastrous war in Vietnam, Jimmy Carter's handling of the Iran hostage crisis.

In a Suetonian manner, Hamilton also looks at the presidents' private lives. It makes his otherwise scholarly book attractive to readers beyond academia.



# Poetry Corner

## ODYSSEUS REFLECTS UPON HIS GOOD FORTUNE BEFORE THE WAR

What can be better than to sit at home,  
 A faithful dog at the courtyard's portal,  
 And watch my sheep being herded, my grapes  
 Being pressed into wine and olives gathered?  
 There are no ships on the horizon,  
 My fellow-kings are equally at ease  
 In their own domain, so why do I tremble?  
 Why do premonitions of disaster and loss  
 Shiver my frame, otherwise warmed by Helios?  
 What dark clouds are gathering, what presages  
 The death of my faithful dog and the grief  
 I feel Penelope is somehow  
 Bound to feel? What is over the horizon?

~ Michael Duffett

## BOO—YANK, I'M FINISHED!

"Come on hurry up"  
 "Dime holding up a dollar"  
 The two of us  
 Unfolding the shroud that has the paint of a scapegoat  
 If you squint, you can see a faint outline of a dollar sign, like a high water-mark  
 From better times  
 A flag that has the shards of a prism on it  
 Remnants of the big bang  
 "Don't bomb the floor"  
 "Where's your rag?"  
 I can hear my uncle Bob say, "Boo-yank" to himself, so that everyone can hear  
 Four generations, and the paint is still drying  
 thanks grandpa  
 "Do what you can do, don't do what you can't do."  
 "Waiting on you"  
 "Come on. . ."

~ Trevor Rendon

## PAINTER'S SECRET

White wet small or medium  
 is cold cotton against my leg  
 My whites have tool holder pockets  
 and has reinforced loops to maximize utility  
 My sopping rag pisses against my leg making me shiver in the morning  
 my savior  
 My messiah is ready to absolve my sins, Amen  
 My rag is a  
 get out of jail card  
 Like it neever happened before  
 Shhhh!

~ Trevor Rendon

## TULE FOG

As a boy the tule fog was thick.  
 The end of the fishing pole is not visible.  
 It smells and tastes like the soil of the valley,  
 moist and rich.  
 It touches me,  
 thousands of tiny moist kisses,  
 on my face,  
 is the place.  
 It comes without a sound,  
 round, silent billows.  
 Across the valley floor,  
 it envelopes all.  
 As a man the fog is weak.  
 Men are killing the fog.  
 Strangling it with buildings, cement, and asphalt.  
 Suffocating it, life is short for the fog.  
 Only in the open can the land's warmth mix with the cool air,  
 To make the true tule fog of the San Joaquin.

~ Robert Thomas

## FROM THE ACADEMIC COUNCIL ...

## THE LATEST ADDITIONS TO THE EARLY CHILDHOOD EDUCATION AND CRIMINAL JUSTICE PROGRAMS

- ◆ A new course proposal for the Early Childhood Department was approved by the Academic Council. *ECE 270 Professionalism in Early Childhood Education* is designed to be a capstone course for ECE majors at the baccalaureate level. The course provides a comprehensive look at NAEYC Code of Ethical Conduct, employment opportunities in education, and the laws related to mandated reporting.
- ◆ The Council agreed with a *new concentration* for the Criminal Justice Department: *Human Resources, Leadership and Management*. This concentration is designed to attract current law enforcement officers to return to school and earn their degree. Four new courses were added for students enrolling in this concentration. *CRIM 271 Public and Media Relations* assesses the image of crime, justice, and the criminal justice system as portrayed by the media. *CRIM 272 Ethical Leadership in Criminal Justice* evaluates the role of a criminal justice leader in ethical decision making. *CRIM 273 Personnel Management Skills for Criminal Justice Professionals* evaluates the generic and specific issues of personnel management in criminal justice with application to both sworn and civilian employees. *CRIM 274 Government Financial Process* explains and evaluates the budgetary process of city, county, and state criminal justice organizations.
- ◆ These new changes will be implemented in the Humphreys College catalog beginning with the 2011-2012 academic year.

## COMMUNITY HIGHLIGHTS



- ◆ The Laurence Drivon School of Law is pleased to announce that **John Schick** has been appointed to the new position of Associate Dean. John Schick has taught at Humphreys law school since 1972. He is a graduate of King Hall, the UC Davis Law School, and President of its alumni association. As Associate Dean he will supervise the Internship Program, be in charge of assessment and WASC issues, teach, and coordinate student activities. Associate Dean Schick has been a respected member of the legal community for 30 years; for the past three years, he has been a full-time Professor at Humphreys Laurence Drivon School of Law, teaching Criminal Law and Sales. He is a member of the Consuelo Callahan Inn of Court, an avid bird watcher, and active in many civic organizations. Congratulations to John!
- ◆ The Law School is pleased to announce that a new full-time faculty member is now on board. **Aliyah Abdullah**, a 2010 graduate of UC Davis School of Law, is teaching Torts. She is an active participant in the high school Constitutional Law Project and directs the Moot Court Program. Aliyah is a lifelong resident of Stockton; she graduated from Edison High School before getting her BA at UOP in 2006.
- ◆ **Ross Cano**, son of proud father, science Professor **Felix Cano**, has been the recipient of several awards at the conclusion of his sophomore year at Beyer High School. They include Sophomore of the Year; student representative at the Hugh O'Brien Youth Leadership Conference for 2011-2012; participant in the U.S. Naval Academy STEM (Science, Technology, Engineering, and Mathematics) Summer Program to be held at the Academy in Annapolis, Maryland; and Rookie of the Year for the Winter Percussion High School Drum Corps (this year's team won the Central Valley Grand Champions!).
- ◆ **Michael Jacob Becerra** was born to first-time parents **Michael**, a college alumnus, and **Kristine Becerra**. He is the first grandchild of **Jess** and **Cynthia Becerra**, associate dean, and first nephew of **Jesus** and **Thomas Becerra**. Weighing in at 6 pounds and 7 ounces, he was born on May 28<sup>th</sup>.



# Congratulations Class of 2011



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