



Humphreys University

NEWSLETTER

MARCH 2017

AFTER THE FIRST 120 YEARS... FROM *COLLEGE* TO *UNIVERSITY*

By Robert G. Humphreys, Jr., President



At the beginning of the year, Humphreys College became Humphreys University, another milestone in the 120-year history of the first private institution of learning in Stockton. Since 1896, we have been serving Stockton and the surrounding communities with quality, affordable, and accessible higher education, and have undergone several name changes.

Originally, when John R. Humphreys, Sr. purchased an existing college and assumed leadership, we were known as the Stockton Business College, Normal School, and Telegraphic Institute. During his time, the college was focused on secretarial, business, and teacher education. In 1947, the school was re-organized as a non-profit corporation and the assets of the school were endowed to a public trust called Humphreys College. It continued the traditions of small, personalized, and relevant education. The goal of Humphreys College, in the words of then-president John R. Humphreys Jr., was to “serve a small group of people very well.”

In the years and decades to follow, Humphreys College maintained its mission of high-quality, personalized education, while continually adapting to the needs of the community. The normal and technical school evolved into a degree-granting, liberal-arts-based college focused on career education and emphasizing practical, hands-on knowledge. In 1951 a law school was created to offer a four-year night program to aspiring attorneys. Institutional accreditations marked further progress in 1972 with WASC junior accreditation and 1992 with WASC senior accreditation. A branch campus was established in Modesto in 1987, offering two-year programs, and recently expanded to offer four-year programs as well.

In 1966, the school moved from downtown Stockton to its current location. Campus extensions followed in the ensuing years until 2011, when the south campus was completed, replacing a dorm facility that was constructed in the 1970s.

In more recent times, the College continued to adapt and advance with the development of its first graduate-level program: a Master of Arts in Education. Shortly thereafter, we returned to our roots with the addition of a CTC-accredited teacher preparation program. In 2014, Humphreys expanded its offerings to include degree-completion programs in Los Angeles and Sacramento, serving international students. Currently, we are developing additional graduate-level degrees and the first entirely online program.

Today, the institution comprises four campuses in as many cities and offers certificate and degree-granting programs at the undergraduate and graduate level, many with specialized program accreditations, and all with regional, institutional accreditation. While we remain committed to our original core values and mission of providing affordable, accessible, and personalized education in career-oriented subjects, we have outgrown the title of College: 2017, our 121st, is the year of Humphreys University.

“TOGETHER, WE CAN REINVENT STOCKTON” MAYOR TUBBS VISITED HUMPHREYS UNIVERSITY



The guest speaker of the latest Academic Council Workshop was Michael Tubbs. He is the first African-American mayor of Stockton, the youngest elected official in its history, and one of the youngest elected officials in the nation. Before the November 2016 election, Tubbs served as the city councilmember representing District 6, where he grew up. The event that took place

in the Rowena Walker Forum was attended by about seventy Humphreys University and ABLE students, alumni, faculty, and staff members.

In the opening part of his Humphreys presentation, Tubbs recalled his Stanford University student years. In 2010, he was shocked by the news of the violent death of his Stockton cousin. As a student of the Policy, Leadership, and Organization Studies Program at Stanford, he started to write research papers and made presentations about Stockton. He was ready to return to his native town and to become involved in its leadership.

Shortly before his Stanford master's graduation, Tubbs began campaigning for a seat on the Stockton City Council. He served as a councilmember between 2013 and 2017. “It was the best of times, it was the worst of times,” recalled Tubbs. The city was hit by fiscal bankruptcy, but he approached it as a “moral bankruptcy” as well. Tubbs sees his last November mayoral victory as an “opportunity of a lifetime.” In the same token, he feels a great responsibility.

In his Humphreys presentation, the mayor shared his concerns about the safety of Stockton's streets, economic development, social services, and education opportunities.

The mayor intends to collaborate with San Joaquin County to implement the 2012 Marshall Plan Recommendations fully—to reduce crime and increase public safety. It will require further improvements of police-community relations. According to Tubbs, the most efficient crime prevention is robust economic development generating jobs for the city's young people. Therefore, the mayor wants to turn neighborhoods with alarming unemployment rates into Job Creation Zones. In his Humphreys presentation, he frequently referred to other cities' experiences.

As regards the economic development, the mayor believes in innovation. The Innovation Fund should prioritize small businesses. Among the local assets, the mayor considers the strongest to be UOP, the Port, and Mercy. The cluster of innovation should be focused on transportation, health care, and education. Tubbs sees many immigrants as potential entrepreneurs. On the other hand, he mentioned the issue of “the skill gap” that limits local workforce preparedness.



To address the homelessness related problems, Tubbs highlights the Housing First Model as it is developing in Los Angeles or San Diego. The goal is to get residents off the streets and into supportive, permanent housing. It will require changing the city zoning laws to allow for the construction of tiny houses and micro-apartments. Similar ordinances have passed in San Francisco, Portland, and Seattle. In Tubbs' view, charity is not the long-term solution; he wants to create a staff position focused on homelessness to serve the community and coordinate County and public safety efforts.

Despite the fact that the mayor “has no direct power over education,” Tubbs is ready to work with school district superintendents and college leaders of the city. He—as a child—benefitted from an early acquisition of his own reading skills. He believes that it is important to identify and enroll low-income four-year-old children eligible for pre-kindergarten education. (The complex issues of local education are addressed on Tubbs' website, available at mdtubbs.com/issues/#safe-streets.)

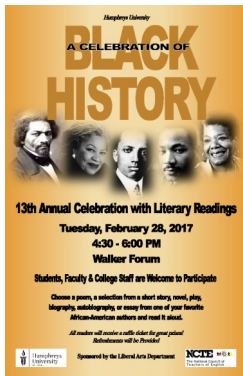
In the Q & A part of the session, the mayor responded to many questions about homelessness, early childhood education, city expansion, law enforcement officers' protection, sanctuary cities, the prospects of medical marijuana cultivation and sales, further downtown revitalization, and best leadership practices.

Asked about his own leadership style, Tubbs sees himself as a “consensus builder.” “Stockton is not a strong-mayor city.” It needs “an inclusive leader, a public servant of his or her constituents, who keeps it real, does the homework, and has a long-term strategy,” concluded the mayor.

~Stanislav Perkner

HUMPHREYS STUDENTS AND FACULTY CELEBRATED BLACK HISTORY MONTH

By Cynthia Becera, Chair of Liberal Arts Department and Dean of Instruction



On February 28th, the Liberal Arts Department celebrated its 13th Annual African-American Read-In, in cooperation with the Black Caucus of the National Council of Teachers of English, to commemorate Black History Month. To add to this enriching event, we joined our Modesto campus's Read-In through Skype.

In the course of the years, this event has created an opportunity for us to celebrate African-American authors throughout our literature, from its beginning to now. This is important because for a long time many authors of color were not included in the American literary canon. The names of Langston Hughes, Phyllis Wheatley, Richard Wright, Ralph Ellison and so many others were absent from literary anthologies and our courses. With almost twenty presenters in Stockton and almost ten in Modesto, students gave voice to the African-American experience through literature.

Poster: Julia Hayhurst

This year's readers included not only the two most popular—Maya Angelou and Langston Hughes—but also those who are not read as often such as Nikki Giovanni, Louis Armstrong, Richard Wright, and Margaret Walker, among others. Pizza, cookies, and beverages, donated by the University, were enjoyed by over forty guests. Presenters also participated in a faculty-sponsored raffle that included gift cards, pens, and a college book bag.

Important Note: With Spring 2017 registration open, please do not forget to contact your advisor to register. Beginning April 3rd, the Liberal Arts Department's Spring quarter course offerings feature upper-division courses crucial to completing the bachelor's degree and lower-division requirements that are needed to finish the associate degree.

Humphreys and its Community

Several Humphreys Law School alumni and their families participated in the Stockton Chinese-Vietnamese New Year Celebration, Year of the Rooster, on Sunday, March 5. Among them were Richard Castleman and his wife Raksmei, Suzanne Schultz, and Toni Hoang; the baby is Oliver Hoang—a "future law student." The cars were provided by Roy Morales from Chase Chevrolet of Stockton.



FACULTY IN-SERVICE DAY 2017

A YEAR OF CHANGES



This year's Faculty In-Service Day took place on Saturday, January 21, in Stockton's Rowena Walker Forum. This regular school-wide event was well attended by both full-time and adjunct faculty from the Stockton and Modesto Campuses.

In her introductory remarks, Cynthia Becerra, Dean of Instruction, characterized the overall state-of-the-school conditions. Despite the seasonal

enrollment fluctuation, the school is building upon its 120-year reputation, staff and faculty stability, and strategic plan. The dean confirmed the Board of Trustees' decision to change the school's name from Humphreys College to University. The new name reflects the development of current and upcoming academic programs, for example, the online Master of Arts Program in Education and Educational Administration, extension of the Multiple Subject Credential Program in the Modesto Campus, and the degree-completion program in Business Administration in Los Angeles and Sacramento, serving international students.

All in all, under the new name, Humphreys University is entering the 121st year of its existence, offering a variety of degrees in ten academic programs: two of them graduate—Law and Education—and eight undergraduate—Accounting, Business Administration, Community Studies, Court Reporting, Criminal Justice, Early Childhood Education, Legal Studies, and Liberal Studies.

Dean Becerra highlighted the outreach efforts addressing the local high school students and their counselors, including the Academy of Business, Law, and Education, affiliated with Humphreys University; eligible ABLE students may earn their high school and university-level credit simultaneously.

The dean pointed out that the online learning environment is both a challenge and an opportunity for the modernization of the educational process. For example, the Court Reporting Department is exploring new methods and techniques of teaching based on cutting-edge technology as documented by Kay Reindl, the department chair, during the discussion part of the Saturday session.

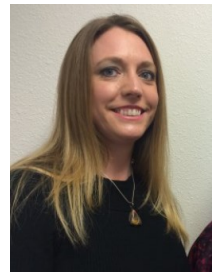
Learning Process Requires Assessment

While in the opening part of her In-Service Day presentation Dean Becerra informed about the new student evaluation form, in the second part she outlined the longtime process of the Institutional Learning Outcome Assessment of the six University-wide learning outcomes: Communication, Information Literacy, Career-Oriented Knowledge and Skills, Cultural Awareness, Ethics, and Critical Thinking.

The learning outcomes serve as the educational umbrella for all Humphreys' programs and inform the specific outcomes of each of these programs. The current year's assessment across all programs will focus on the field of Information Literacy.

From Enrollment to Graduation

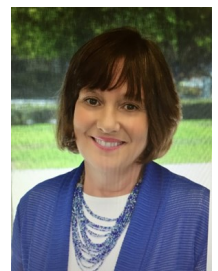
The following presenter of the In-Service Day was Associate Dean of Academic Administration and the Chair of the Enrollment Management Committee Lisa Kooren. Her committee deals with the complex issues of student services, including recruitment and admissions along with the retention and graduation data evaluation. Specifically, the team focuses on retention alerts and prevention of unnecessary student withdrawals. In the closing part of her presentation, Lisa Kooren instructed the participants about the new technique of class-attendance tracking allowed by "WebAdviser"—the online advising system that is available on the University's website.



Panel Discussion:

How to Optimize Online Instruction

The final point of the 2017 In-Service Day program was a panel discussion on Optimizing Faculty Use of Moodle, our online platform. The panel consisted of two full-time faculty members and two adjuncts: Linda Rahmoller, Leslie Walton, Lorraine Doria, and Sierra Brucia. They shared their rich experiences with teaching fully online as well as web-assisted courses. The opening remarks of Linda Rahmoller are summarized in her article on page 5 of this Newsletter.



Leadership Awards

During the In-Service Day session, Dean Becerra recognized two academic department chairs for their contribution to the school-wide educational assessment process. Donna Roberts (Graduate Programs) and Jason Wolins (Business Administration) received "Leadership Awards for Excellence in Assessment."

~Stanislav Perkner

Best Classroom Practices HOW TO THRIVE IN THE WEB-ENHANCED, HYBRID, AND ONLINE COURSE ENVIRONMENTS

By Linda Rahmoller, Business Department

Our students reflect trends across the higher education realm. They are individuals with multiple responsibilities—work, family, and school. We know that students do not thrive in a vacuum environment where one size fits all. With that thought, I would like to share some experiences with creating and teaching in the web-enhanced, hybrid, and online course environments and how these platforms help with our instructional design. Additionally, I would like to discuss some frustrating experiences.

Let's start with the following positive fact: In the electronic environment, our syllabi can be uploaded. Students can no longer "loose" them or even "forgot" my name, my contact information or my email account. The Moodle site also provides a depository of all reference materials, assignments, and other course data. If students are absent, we can simply refer them to the class site.

Moodle enables us to support the vast array of learning styles applied in the classroom, whether active or thinking, sensing or intuitive, visual or verbal, with assignments and other resources.

For the students who need prompt feedback, online weekly quizzes can immediately provide them with a grade and the references to specific textbook pages for further clarification.

The online environment offers numerous opportunities for students in the lower-division courses focused on the acquisition and comprehension of knowledge. All that invaluable learning experience can be further scaffolded in their upper-division courses.

Forum discussion postings provide opportunities for analysis, synthesis, and finally evaluation of course core objectives. Forum postings also allow for a wider diversity of student responses: instead of hearing just from the class extroverts, the introverts are required to participate. Moreover, we can require students to use secondary sources to augment their discussion posts. It exposes them to alternative sources outside the class textbook, encouraging them to use the Library and Learning Center databases and other academically valid resources. Additionally, online classroom responses are typically more reflective because the students do not have to respond to a question or comment immediately.

Students can monitor their grades throughout the quarter, so we no longer have to answer the question, "What is my grade?" They will receive emails from their instructors once assignments have been corrected, encouraging them to check the class site frequently for further updates or additional information.

Last but not least, the Moodle logs provide us with documentation. To students who are concerned whether they have submitted all assignments, the activity completion section on Moodle checks off assignments once they are uploaded. The teacher can tell whether student has viewed a resource, taken the quiz, or uploaded the assignment. The logs tell us by student, by date or by activity what has transpired in our classroom environment. In other words, there is a visual and undisputable check confirming completion.

Remarks from the Faculty In-Service Day, Jan 21, 2017

COURSE MODALITY

Course modality describes the method(s) in which class content is delivered.

- *Traditional: Courses meet in class based on scheduled times and course content and activities are delivered in the classroom setting.*
- *Web-Assisted: Courses meet in class based on scheduled times. Course content and activities are generally conducted in the classroom, but certain activities and/or additional course content may be delivered/conducted using the Moodle course management system.*
- *Hybrid: Courses meet both online and in class according to a described schedule. Content and assignments are conducted in both modalities. Online: Courses are conducted entirely online through the Moodle course management system. All activities are conducted electronically.*



WRITE -OR- WRONG

Question: Do you have any advice for our students who are challenged by “netiquette” in their school-related correspondence?



Dean Cynthia Becerra: Netiquette in school-related correspondence is essentially preparation for work-related communication. We learn by doing, so your professors want to help you acquire the skills needed to communicate effectively in the workplace.

The following are my six Essentials in Netiquette for Email:

- Use the subject line of the email to highlight the topic of your communication. Click on the degree of importance so that the receiver is aware of its urgency.
- Identify yourself and the course (or subject) you are inquiring about so that the instructor can put your question in context.
- Check for spelling and grammar errors. Eliminating these errors will make you look good!
- Make your message as clear and specific as possible so that the receiver understands what you are asking or requesting of him/her.
- Be respectful. Think of the professor/staff member as your boss—or your potential employer or reference.
- At the end of your email, indicate your availability especially if you want to meet with him/her face to face. For example, will you be on campus that week or is it best to leave a voice mail so that you can return the call during your lunch hour?

Dean Jess Bonds: Since I receive some work-related voicemails and phone calls over the Internet, I’m including them in the discussion of “netiquette.” I have six pieces of advice for “phonetiquette”:



- If you want me to call you back, make sure your voicemail box has room in it for me to leave a message.
- Nothing fries me more than when your recorded greeting to leave a message is just music. Please.
- If you answer the phone, please be in a place where there is not loud background noise.
- If you answer the phone, don’t talk to someone else in the room while I’m talking with you.
- If I have to ask, “Are you still there?” and you are, then you need to be more responsive.
- When I ask “Is so-and-so there?” and you reply “This is she,” I want to give you an A.

LOOK NORTH, COLLEGE GRADUATE

Jason K. Wolins, Chair, Business Department



When you get out of school and maybe search for a new job, where do you plan to look? Stockton? Modesto? The Bay Area?

How about adding another possibility to your list, just a little bit north—Sacramento.

A February 7, 2017, article in *The Sacramento Bee*, p. 4A, by Phillip Reese, entitled “Nursing will have most job openings in the region’s near future,” gives an overview of careers with the most job openings in Sacramento by 2024 from a study by the State of California.

Let’s look at a few highlights framed through questions you may have.

- **How many jobs are we talking about?** Between now and 2024, about 6.6 million jobs statewide are projected to become available. Around 400,000 of these are projected for Sacramento. They consist of both new and replacement job openings.
- **Did you say nursing is number one?** Yes, nursing is projected to have the most job openings, almost 8,000 in Sacramento and 105,000 statewide. Let me clarify that—nursing is projected as number one for jobs that require *college degrees*. The reasons: There are nursing shortages in parts of California and we aging baby boomers are starting to need health care.
- **But, wait. I’m in the Business Department. Is there anything for me?** Yes, again. Here is a chart from the article with the most projected Sacramento job openings by 2024 as well as 2016 median pay. It lists 10 occupations, respectively, for those requiring college degrees and those that do not. Three of the top four jobs requiring college degrees relate to what we teach in the Humphreys Business Department: # 2: General and operations managers; # 3: Accountants and auditors; and # 4: Management analysts.
- **Are there any other high demand jobs?** Yes, once more. Law, technology, civil engineering, and teaching. For example, the Great Recession resulted in teacher layoffs and delayed hiring. The increase now is because of enrollment growth and teachers who are retiring.
- **There seem to be more projected openings for jobs that do not require college degrees than for those that do require degrees. What gives?** Let’s put this in perspective. Look at the median pay. Non-college degree jobs are at the low end of the pay scale.
- For example, personal care aides are at the top of the job openings list (again, because we baby boomers are aging). But, the median pay is only \$22,179. Others are low-skill, service-sector jobs with high turnover and relatively low pay.

So, is it worth getting your college degree and possibly looking north? The Sacramento projected job openings and pay suggest, yes!

FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT ...

NEWS AND ANNOUNCEMENTS

By Pam Wood, Chair

WEEK OF THE YOUNG CHILD**APRIL 10-14**

Our Early Childhood Education Department is gearing up for this year's **WEEK** of the **YOUNG CHILD** celebration. The focus of this year's event will be Child Abuse Prevention and how we can help to make a difference in the lives of children and families in our community.

We will host guest speakers from the Child Abuse Prevention Council on Tuesday, April 11 at 6:30 p.m. They will share the vision of the Child Abuse Prevention Council and its impact on our community. Please join us for this special event.

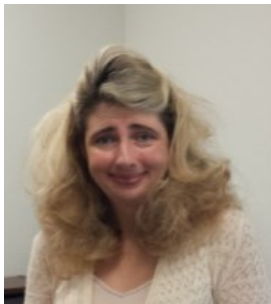
Our students will again be involved in the Pinwheels for Prevention program where pennies are collected in canisters and donated to the Child Abuse Prevention Council. Bring your pennies to our spring quarter Hot Dog Day on Wednesday, April 12 and help support this worthy cause. Since the month of April is designated as Child Abuse Prevention Month, the Pennies for Prevention Fundraiser will run throughout the month of April.

The Child Abuse Prevention Council is committed to protecting the children of our community, strengthening families, and giving hope to those seeking to break the sometimes generational bonds of physical, verbal, sexual, and emotional abuse. CAPC is a place where parents can learn to be better parents, children can heal from the wounds of abuse and neglect, and where families can improve their quality of life.

FROM THE GRADUATE STUDIES DEPARTMENT ...

NEWS AND ANNOUNCEMENTS

By Donna Roberts, Chair



Humphreys University continues to provide a rewarding educational experience that gives our graduate students a wide variety of options and a competitive advantage in the career marketplace. If you are interested in joining Graduate Studies after earning your Bachelor of Arts degree, please see Linda Verdun-Brown in admissions. She will gladly set an appointment at your convenience to work on your graduate studies admissions file. The following course is being offered for our **Master's Program** this spring:

EDUC 304 Theories of Learning and Development (Monday evenings, Dr. George)

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The Humphreys University Teacher **Credentialing Program** prepares students for the challenges and opportunities of teaching California's highly diverse student population. The program qualify candidates for the California Preliminary Multiple Subject Credential (TK-8) and with an additional three courses, a Master's Degree in Education with an emphasis in Teaching. Integrated coursework and hands-on teaching experiences emphasize effective, result-oriented teaching strategies, differentiated instruction, and the practical, real-world skills necessary to manage classrooms. Continue to watch announcements for spring CBEST and CSET refresher workshops. The following **Credential courses** are offered this spring:

**EDUC 300 Foundations of American Education (Monday evenings, Professor Anderson)**

**EDCC 350 Cultural Diversity (Thursday evenings, Professor Long)**

**EDCC 356 Theories and Methods of Bilingual Education (Wednesday evenings, Dr. Clark)**

**EDCC 370/371 Student Teaching/Seminar (Daily, Dr. Roberts)**

For more information on the programs, contact Linda Verdun-Brown in Admissions at 209.478.0800 or Dr. Donna Roberts, Department Chair, at 209.235.2934.

## MEET THE EXPERT: DEBRA BOLLMAN

### WHAT IS REALTIME REPORTING AND HOW IS IT DONE?



*For fifteen years, she has been the CEO of CaptionCART, Inc., providing captioning and realtime transcription services. She has captioned many events, including the French Open, the NBA Finals, and the World Series. She has been a court reporter, CART provider, and broadcast captioner. Her specialty in sports has given her the most memorable moments, especially being at all seven games of the 2016 World Series.*

*In February, **Debra Bollman** was a guest speaker at Humphreys University's workshop on the New Trends and Job Prospects in Court Reporting, organized by the Court Reporting Department in cooperation with the Learning Center. After the Zoom-supported event, she answered our questions.*

#### **As CEO, please introduce CaptionCART, Inc.**

CaptionCART has existed quietly in the background as my corporation since 2002. We offer captioning and realtime transcription services for an array of clients and scenarios, including webinars, corporate meetings, sporting event press conferences, red carpet events, deaf and hard-of-hearing students, as well as broadcast captions for television. If we can hear it, we can write it and provide equal access to the spoken word for our clients.

#### **Tell us more about your 12-Steps to Realtime Program.**

With the recent court reporting school closures and the ongoing concerns over poor quality captioning and realtime reporting, I decided to no longer stay quietly in the background. I decided it was time to step up and share my knowledge of realtime reporting and all of its many facets with anyone who was willing to listen. So I have developed the 12-Steps to Realtime Program which I'll begin teaching in the spring.

#### **When and how did you become involved in this business?**

To set the timing, this was during the O.J. Simpson trial. I recall reading an article in the newspaper on the court reporters who were handling his trial, and they talked about themselves and their skills as well as how much money they were making. I searched for more information on court reporting. At that time, I was about to have a daughter and was in a difficult marriage. I needed to find a way out of that desperate situation for myself and my children. I made an appointment with the local court reporting school and registered three days later. The rest is history. I moved quickly through school. I believe I graduated faster than anyone in my program's history... at the time. I always worked hard on my stenographic dictionaries and knew that accurate realtime writing was the golden ticket in this business. I focused on my skills and making sure my realtime was top-notch.

#### **What's a stenographic dictionary?**

Stenography is a different language; no two stenographers write exactly the same. The keystrokes we press on our writers have to be programmed into our software dictionary, explaining to that dictionary that when I press these keys, this is what it will translate to. If I press these keys all at once – KAPGS = caption; similarly, if I press KAPGS and second stroke is ER = captioner.

#### **Without becoming too technical, what are the main differences between "subtitles" and "closed captions"?**

*Subtitles* are not done live (realtime). They are generated with different software and often post-production: the show is recorded and provided to a subtitling company to type in the captions and matching the timecodes, so the captions pop-up properly. *Closed captions* are usually done live by a court reporter/captioner. We use specially designed software that allows what we write on our stenograph machine to translate in our software, and then feed via an encoder to the television station. It then sends those captions to viewers who have the CC option checked on their television sets.

*(continued on p. 10)*

(continued from p. 9)

**It leads me to another question: what are the differences between “open” and “closed captions”?**

The only difference is the box that the captions sit in on the television screen. With *closed captions*, there is a box that may sometimes block graphics on the television program. The recent preference is to use *open captions* when the box is clear, so viewers can still see the programming graphics behind the captions.

**In your Humphreys presentation, you used professional terminology. Some of the terms might interest not only our court-reporting students. What is “stenotype” or “stenomask” type of machine?**

*Stenotype/stenograph* is the use of a stenographic writer. I use one called a Luminex, which is one of the newest, most technologically advanced writers on the market. A *stenomask* is a reporter who uses her voice to create the text. In my opinion, it is nowhere near as accurate as what we can do with a stenographic writer. But it is much less expensive; for those television networks looking to meet a budget, this is becoming an option.

**How would you define “realtime text”?**

*Realtime text* can be viewed in realtime. So, it’s live to the consumer as the stenographic reporter is actually writing it. As we hear it, we are writing it on our stenograph; it translates via our dictionaries in our software and then feeds to our end user. I can send you a link or provide you with a website when you can view my realtime live on your cell phone, iPad, you name it.

**What kinds of laptop and captioning equipment are used in your profession?**

Our *laptops* are usually very fast. I have an MSI supercharged laptop with i7 SSD processor. It allows me to move quickly between my software, editing, and the Internet for research without skipping a beat. Laptops are really a personal choice, but we always want to have high-quality to minimize any potential crashes that can occur with laptops. There are a number of options out there for *captioning software*. They are all quite expensive, averaging around \$8,000 total with a yearly service package costing around \$500-750. I use Case Catalyst Broadcast Captioning Suite. It is a personal choice that works for me. You’ll also need a USB modem, as well as an audio coupler to your phone line which allows you to send the audio to headphones, so you can isolate any noise around you. With

realtime captioning, you have one chance to get it right. You cannot hit Rewind or ask the television anchor to slow down. Either you get it the first time, or you do not. And not getting it is not an option for me as a professional.

**To which extent is the transcription edited or simplified?**

In closed captioning, there is no editing. The only editing that can be done is during commercial breaks. I always do a quick scan for anything that did not translate properly; I can correct it should that same word come up again later. I could tell my dictionary that when I stroke this... this is the word that should translate.

**What if the sound (audio) is not clearly audible?**

My CaptionCART has a motto: If we can hear it, we can write it. Obviously, the opposite is true as well. If the audio is not clear, we write [Inaudible] or [Indiscernible] but with most television broadcasts, it is rare that the audio is not clear.

**Do you record “non-speech” elements of the program?**

Yes. For sporting events, we identify a number of actions. For example, when the referee blows the whistle [Whistle] or the Buzzer goes off [Buzzer]; in classes, if a phone rings, we use [Cell Phone Ringing], or if the bell rings... you get the idea.



**Currently, you serve as the Vice President of the California Court Reporters Association. I am sure there are professional associations in your field of business that welcome students.**

For stenographic reporters, yes! Students are encouraged to join California Court Reporters Association; National Court Reporters Association; Deposition Reporters Association; California Official Court Reporters Association; and Los Angeles Court Reporters Association. I have served on the Board of Directors for CCRA. In short, each state has its own organization.

~Stanislav Perkner

For more information, go to <http://www.captioncart.com/> and <http://www.cal-ccra.org/member-benefits>

## FROM THE MODESTO CAMPUS ...

## NEWS AND ANNOUNCEMENTS

## Campus Life

- The Modesto campus offered four Cal Grant workshops. Many students attended to get guidance on how to fill out the FAFSA and apply for the grant.
- Julie Walker gave the first writing workshop on “Writing Do’s and Don’ts” (yes, that’s correct). What to avoid in an introduction and a conclusion were just a couple of the topics that were discussed.
- Professor Shauna Bennett from the business department led a workshop on how to start a small business.
- Lorraine Doria discussed the differences between a high school essay and a college essay. She gave interesting examples of how students need to “up their game” when writing at the college level.
- The well-attended Luncheon Logic this quarter was about plastic bags. Linda Mottison explained the specifics of the new law on plastic bags and gave tips on how to change one’s lifestyle to accommodate it. An extra bonus was the free Trader Joe’s bag that each attendee received.
- Julie Walker and Lorraine Doria discussed the Fake News Controversy that has taken the country by storm at the In the Circle discussion group. Understanding how and why people manipulate the news was discussed as were tips on how to identify Fake News.
- Carrie Castellón finished off the series of workshops with advice on goal setting. She gave useful tips on how to set realistic goals that can be achieved.



## Helping Children to Read



to ensure that all children are reading at grade level by the end of 3<sup>rd</sup> grade. The Modesto campus decided to *up the ante* by challenging the Stockton campus to see who could collect the most books. We shall see...

Humphreys University Modesto to Campus partnered with Stanislaus READS! (Ready, Engaged, Able, Determined Students) for its annual book drive. The goal was to collect as many children’s books as possible to donate to the children of Stanislaus County through the many educational programs in the area. The idea is



Poster: Julia Hayhurst

## The Black History Month: Modesto-Stockton Skype Bridge

The Modesto Campus participated in Black History Month celebrations along with the Stockton Campus. On February 28, the two campuses were linked via Skype and were able to watch each other’s celebrations. Many students and teachers on both campuses recited poetry, told stories, sang songs, and generally celebrated all that is Black History. What a powerful event!

# EVELYN BARNES ON HER BUSINESS



Evelyn Barnes has made her mark on the Modesto campus. Not only is she known for her great personality but also for her great sense of style. When Evelyn walks onto campus, we all look to see what she is wearing. Every day, Evelyn comes to school looking sharp—yes, that is the first word that comes to mind: *sharp*. She is always put together yet funky. Because of this, Evelyn has a coterie of followers—students and instructors alike. Recently, she has decided to start her own business. With the help of her daughter and the encouragement of several admirers, Evelyn is creating a business out of her great love of sewing and fashion. There is a lot more to her life, though.

She came to us about a year and a half ago. It was apparent from the start that she had had a remarkable life. At our first meeting, she told me that she had retired from the Navy after twenty-one years and is now working at David's Bridal. I was a little surprised by this statement, so I figured I better ask her how one goes from the U.S. Navy to being a seamstress in a bridal shop!

Evelyn was born in the Bay Area. She and her five siblings were raised by a single mother in the infamous Lockwood Gardens of East Oakland. After graduating high school and doing various things, she ended up married and with a young baby. Evelyn worked as a toll collector on the Bay Bridge for two and a half years until she realized she really wanted a life in the military, just like others in her family had had. Her husband was not supportive of her going into the military though, so they soon parted.

The minute Evelyn enlisted, she felt right at home. As she says, "I loved the Navy and the Navy loved me back!" Barnes was good in the Navy; she was good at whatever task or assignment was handed her. She did everything from working in logistics to financials to the legal area. Evelyn was stationed in Japan, Mississippi, and other places—as well as on the ships. She spent her last years in the Navy as a drill sergeant at Great Lakes boot camp near Chicago.

After retiring from the Navy, Evelyn moved to Atlanta where she worked for the post office, the IRS, as well as the County of Fulton. She ended up moving back to California in 2015 to be near her family. This is where her life really went down a different path. A friend of hers was getting married and Evelyn accompanied her to David's Brid-

al. As Evelyn tells it, she went into the shop with her friend, and came out employed. She has a charmed life! Evelyn has actually been sewing for years but got interested in it by accident. A cooking class that she had signed up for when she was twelve was cancelled, and so she and her friend were put in a sewing class. It was love at first stitch.

One of the first things that Evelyn made was a light blue seersucker vest and skirt. She "wore that thing to death." Many years later when she was living in Atlanta, Evelyn made a dress for a friend who was attending a Black and White Ball. Soon after, people were seeking her out! During most of her life, she has sewn sporadically; she is self-taught and calls her sewing room "the best room in the house." It is clearly a passion.

Evelyn started doing alterations and was soon made Stylist at David's. She likes the styles of the 1960s and 1970s. On the side she started making kimonos—not Japanese kimonos, but the 1960s-inspired kimonos that have been all the rage. Many students here at Humphreys saw what she was wearing and wanted in. Requests were made by the students as well as the teachers. Soon, Evelyn became the unofficial seamstress of Humphreys! She has made kimonos for various students—who actually do some modeling for her on her website—and for some instructors. They are colorful, fun, and funky!



Her daughter has encouraged Evelyn to *take it on the road*. The plan is for them to sell her wares on the streets of Berkeley. She is working on a new line of T-shirts that are a step-up from your typical T-shirt. She is giving them a touch of elegance with her (what I see) trademark split down the front. She is in the process of getting her business license and hoping to be *setting up shop* on the streets of Berkeley in the spring.

Evelyn has added so much to our school! Her fun personality, her straightforwardness, and her great sense of style have really added some spark to the campus. She plans on pursuing a teaching credential, so we still have her for a while longer! There is no doubt that she will be successful.

Check out her clothing on Etsy.com or check out Kome-On Kimonos on Facebook.

~Julie Walker

# ARE YOU AN ENTREPRENEUR?

By Shauna Bennett



Do you have the traits of an entrepreneur? Your first step in deciding if entrepreneurship is right for you is to do a self-evaluation by listing your skills, hobbies, and what you are passionate about. Entrepreneurs must be self-motivated, driven to succeed, creative, flexible, willing to take risks, and not afraid to make sacrifices for what they believe in.

After evaluating your skills, hobbies, and passions, the next step is to decide whether starting your own business is the right path for you. Business ownership includes a wealth of rewards from never having to worry about being laid off, to having huge tax benefits, writing off vehicles or travel and communication expenses.

Following the completion of the entrepreneurial self-evaluation and the decision to start your own business, you need to decide if you can turn your skills, hobbies, and passions into a business and find the right fit for you. Is a sales and service business the right fit for you? Is it selling goods? Is there a service you are passionate about that you can turn into a business? The responsibility and risk are great, but the rewards can be abundant. Sometimes, the greatest risk is the one not taken.

After deciding what business to go into, the next step is to develop a comprehensive business plan—a step-by-step road map for success.

- **The secret to success:** Whatever business you choose to go into, make it unique, innovative, and appealing to your target market. Rely on your passion and experience to guide you when creating your business plan.
- **Building your business:** Step one—start out small and work towards an established goal defined in your *road map*. By sticking to the road map, it gives you focus to achieve your goals in a defined time period. By starting small and growing your business over time, decisions regarding diversification, franchising, increasing employees to attain your defined goals, and other facets of your business can be made in an educated, research-based manner.

- **Growing your business:** As your business evolves over time, hold true to the core values and passions that established your company when it was a start-up business. Decisions regarding growth may require you to apply for a fictitious business license, resale permit, registering your trade name, entering into trade alliances/certifying bodies such as the International Standards Organization (ISO), a basic requirement should you chose to do business abroad.
- **Maintaining your business:** As your business becomes established, share ideas and empower people who work for you. Always remember to surround yourself with good people who are responsible, dedicated, and who share your passion for the business you have grown. There is no limit to the good you can do if you do not care who gets the credit.

It all starts with an idea. Is the idea possible? Is the idea innovative and appealing to the target market? When coming up with the idea for a product or business, you need find a problem that needs fixing, or providing a service to something that makes someone's life better. You need to fulfill a need or solve a problem in an innovative way that no one else can.

You cannot be the best at everything, but you can find at least one thing that you do better than your competitors. Let your passion and expertise be your driving force.

Networking with people who share the same ideas and passions is one of the best ways to get new ideas, collaborate, and solve problems. Knowledge can be attained by attending seminars and workshops. Having a good idea is not enough. You need to learn how to sell yourself and your business, and remember: a successful business does not happen overnight. Stick to your road map—it takes planning and flexibility. Along with the rewards of owning your own business, there are pitfalls. Be careful not to let them take you down. With any new venture, there will be risks involved, but sometimes the greatest risk is the one not taken. Grow your support system over time by empowering associates who share your passion.

Just remember, it all starts with an idea...and a little passion and commitment...

## CAL GRANT PROGRAM

### LOBBYING CALIFORNIA LAWMAKERS



On February 28, a group of Humphreys University students led by Santa Lopez-Minatre, Admissions Director, participated in the AICCU Day in the Capitol. They joined about 100 participants from other independent California colleges and universities. Humphreys' student representatives—Ruby Gonzalez, Breanna Ritchie, and Katie Romanek—met with the legislative assistants from the offices of State Senator Cathleen Galgiani and Assembly Members Jim Cooper, Heath Flora, Frank Bigelow, and Susan Eggman.

The students reminded California lawmakers that the Cal Grant program helps low-income students earn education, regardless whether the school is public or private.

Unfortunately, Cal Grant awards for students attending the private, non-profit sector have been a target for cutting over the last five years. The maximum award has not increased since 2000 and has been cut a number of times since then. The award amount is scheduled to decrease by 11% (over \$1,000) in the 2017-2018 budget. In other words, the award is set to be reduced from the current \$9,084 to \$8,056.

Collectively, the Association of Independent California Colleges and Universities represents 79 institutions located in more than 200 campuses throughout the state, including Humphreys University.

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## HUMPHREYS IS GOING GREEN!

The construction in the parking lot of the Stockton campus represents the beginning phase of the installation of solar grids that will completely offset the electricity usage of the campus. In addition to generating clean energy, the grids will cover the parking lot and provide comprehensive illumination of the lot in the evenings.

Further, in accordance with the University's commitment to keeping higher education as affordable and accessible as possible, the completed solar project will immediately reduce the school's operating costs.

The construction is expected to be finished at the end of the winter quarter, but schedules are subject to change, based on weather. We do not expect the construction to require closing the parking lot or its access from either the north or south entrances in the evenings.

~Robert G. Humphreys, Jr.



*Photo Phongsavath Bounmivilay, March 6, 2017.*

FROM THE LAW SCHOOL...

## NEWS AND ANNOUNCEMENTS

By Dean Patrick Piggott

### Humphreys Law Students on the Road: Moot Court in Seattle



For the third consecutive year, Drivon School of Law sponsored Moot Court teams participating in the Western Regional Black Law Student Association's Frederick Douglass Moot

Court Competition. Law students Estela Baltazar, Constance Bibbs, Naveen Singh, and Soren Sorenson represented Humphreys University at the competition, which took place in Seattle, Washington between January 4 and 7.

Law student Allyson Robinson, the 2016-2017 president of the Drivon School's Black Law Student Association, was also in Seattle as an event coordinator and school representative. At the competition, Estela Baltazar and Naveen Singh were presented with an award for submitting the Best Respondent Brief; the pair had demonstrated clear excellence in writing.

The students' participation in the competition is generously funded by the Gisnet-Mandel Moot Court Trust. The Moot Court teams are coached by Matthew Reynolds, Associate Dean of the Law School and Chair of the Legal Studies Department.

### Professor Archie Bakerink Honored With King Day Award



On January 16, the Black Law Student Association of the Drivon Law School partnered with the Project New Start Justice Center to host the first annual Stockton "Drum Major Award" brunch. Dr. Martin Luther King gave a 1968 sermon in Atlanta's Ebenezer Baptist Church describing the "Drum Major Instinct": "If you want to say that I was a drum major, say that I was a drum major

for justice, say that I was a drum major for peace, say that I was a drum major for righteousness. And all of the other shallow things will not matter... I just want to leave a com-

mitted life behind." King's speech inspired a national service award that recognizes leaders who give their time serving others but seldom seek the spotlight.

Law student Penni McConnell was in charge of the Project New Start Justice program and set up the brunch on Martin Luther King Day. This first award for Stockton went to Professor Archie Bakerink, Director of the Professional Training Program for the Law School. It was presented by Richard Vlavianos, Judge, Superior Court of San Joaquin County and Chair of the Collaborative Justice Courts Advisory Committee.

Professor Bakerink has demonstrated for decades a commitment to community service and helping others. The event honored our collaborative courts work and our clinics that have assisted so many with their legal issues.

### Drivon School of Law Student Bar Association to Hold Annual Gala

The Student Bar Association, led this year by Darrell Griffin, Jr., is holding the Annual Student Gala on April 28. As last year, the event will be a dinner at the Stockton Country Club. Each year an alumnus of the Law School is inducted into the Hall of Fame. This year the honoree and inductee will be Jose Alva. Judge Alva is presiding judge of the San Joaquin County Superior Court and a 1989 graduate of our school. When the judge began law school, he was a member of the San Joaquin County Board of Supervisors and even served as chairman.

The guest speaker for the evening will be Richard Vlavianos. The judge is also an adjunct professor of the Law School, presently teaching Evidence and special areas in Professional Training.

Details on the student gala will be released soon. Last year, about 300 people attended. It is a grand occasion to mingle with the legal community and the Humphreys University family.

## FROM THE LEARNING CENTER ...

**SEVENTEEN WORKSHOPS OFFERED  
IN THE WINTER QUARTER 2017**

- During the second week of the quarter break, both New Student Orientation sessions were hosted by Deans *Cynthia Becerra* and *Wilma Okamoto-Vaughn*, *Santa Lopez-Minatre*, *Lisa Kooren*, and *Linda Verdun-Brown*.
- The following week, *Santa Lopez-Minatre* offered two workshops titled “Your College Experience as a Challenge and an Opportunity.”



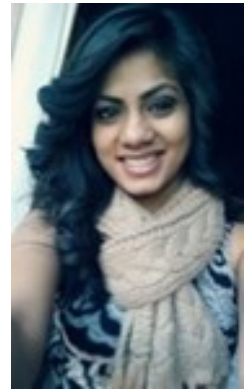
- *Richard Hunt* led four sessions about the online database searches of periodicals and books. Additionally, he conducted a workshop on the evaluation of media sources.



- *Raymond Harter* talked about the formatting of college-level papers in the new MLA Style.
- *Stanislav Perkner* conducted five workshops of the regular “Writing Clinic.” He covered the basics of writing, documentation of research-based papers, and the issues of unintended plagiarism.

- “Beyond the News—the World in 2017” was the topic discussed

by *Jason Wolins*.



- *Kay Reindl* invited two guest speakers to inform about the “New Trends and Job Prospects in Court Reporting.” *Shivanee Sujata* is Humphreys’ alumna (2014) and a deposition and court reporter. The second speaker, *Debra Bollman*, CEO of CaptionCART, Inc., addressed the workshop participants via Skype and displayed the live closed captioning of Sujata’s presentation on the classroom screen. (See the interview with *Debra Bollman* on page 9 of this Newsletter.)
- For the final session of the winter quarter, the workshop participants joined the Thirteenth Annual Celebration with Literary Readings, hosted by Dean *Cynthia Becerra*.



## WEBSITE UPDATE: WWW.HUMPHREYS.EDU

Check the newly designed and updated website of Humphreys University. It is reorganized to be more responsive to mobile applications. Humphreys *students* can find important links, such as class schedules and online registration, under the “Current Students” link on the main menu (it’s at the top right of the page). The “Current Students” page can also be reached directly through [my.humphreys.edu](http://my.humphreys.edu) for easy bookmarking. *Faculty and staff* can find commonly used links under the “Faculty and Staff” link on the main menu. The *Law School* site is still under construction and should be ready in a couple weeks; for now, a link to the law page can be found under the “Academics” link on the main menu.



[www.humphreys.edu](http://www.humphreys.edu)

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