

Helping Students with Disabilities Become Masters of Their Success

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The College Awareness Program (CAP)

- A transition program designed for high school students with learning disabilities/attention deficit disorders
- The mission is to reach students within the Harper College District and to inform them of the special programs and services available through the Access and Disability Services Department

History of the College Awareness Program

- It began in 1993 in an effort to reach more students with disabilities.
- It has expanded over the years to include over 20 schools and programs and approximately 200 students.
- Special CAP events are held for students with physical disabilities and for students who are deaf/hard of hearing.

- Each year, Harper district area high schools are invited to bring students to visit the campus and attend a presentation.

Students learn about:

- Campus resources
- Access to accommodations
- The different types of programs available
- Major differences between high school and college

What makes CAP successful?

- Budgetary Support from Harper College
- Collaboration with high school liaisons
- Communication with high school personnel
- Collaboration with other departments within the college

Additional Outreach Events

- Attend area high school postsecondary events
- Participate in college and community events
- Organize annual parent/student Information events
- Host parent/student information meetings

Transition Support While at Harper College

- Ongoing academic mentoring/coaching
- Advocacy for their academic needs
- Encouragement in using campus resources
- Support in developing realistic goals

Academic Coaches Empowering Students (ACES)

Students enroll in First Year Experience
(FYE 101)

- Two credit-hour course for students with LD/ADD that focuses on transitioning from high school to college
- Instructor becomes the academic coach for students throughout their academic careers at Harper College
- Students are required to meet individually with their academic coach

First Year Experience Curriculum

- Disability Awareness
- Self-advocacy
- Strengths
- Goals
- Relationships
- Stress
- Self-empowerment

Role of Academic Coach

- Meet with students regularly
- Create accommodation plans
- Provide academic advising
- Request progress reports
- Tutor in Learning Lab
- Make recommendations to promote student success

Role of Student

- Make and keep necessary appointments
- Agree to have progress reports sent to instructors
- Inform Academic Coach of needs/progress
- Follow up with recommendations made by academic coach

Program Goals

- Students will become the masters of their success by...
 - Becoming more independent learners
 - Advocating for their own needs
 - Understanding their strengths
 - Developing realistic goals
 - Utilizing campus resources

Program Outcomes

- Increase retention and course completion
- Higher GPA than non-participants
- Increased degree/certificate completion
- Increased transfer rate to four year Colleges