

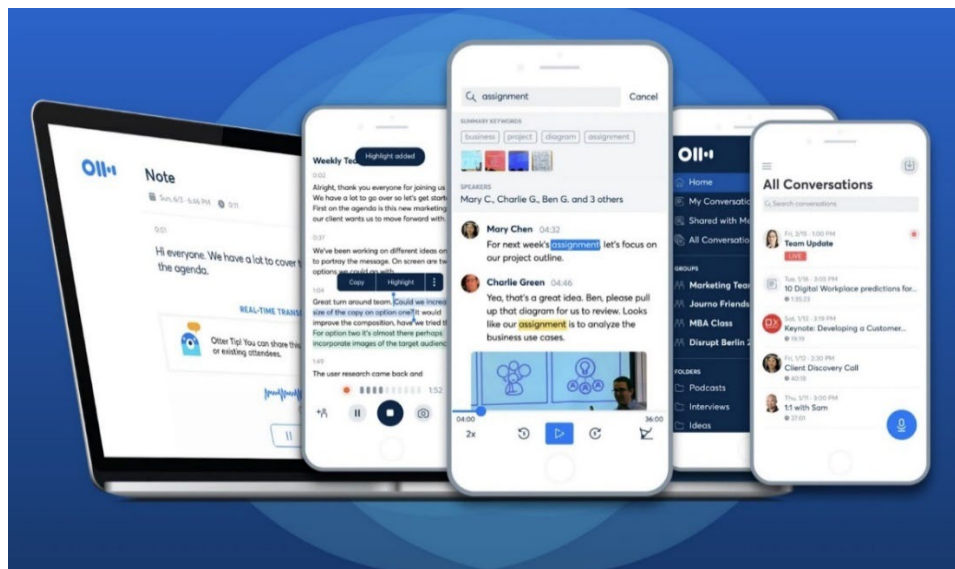
Access Issues

Feather River College: DSPS Digital Newsletter

February 2025 Edition

LET'S ENGAGE!

SPOTLIGHT ON: AI AS A TOOL IN EDUCATION



Above image shows Otter AI as it appears on the screens of multiple mobile devices.

[Click here to go directly to the above image online](#)

OTTER.AI CHAT AND THE CCC CHANCELLOR'S VISION

by Danielle Westmoreland

Otter.ai is a notetaking app available to students with disabilities. The technology records, transcribes, summarizes, and outlines lectures. Did you know you can now ask it questions? I listened to the YouTube: “Futures Summit 2024 | Chancellor Christian Welcome” with Otter.ai and it gave me a summary. After it gave me a summary, I asked Otterai chat: “ai and accommodations?” The chatbot replied that while the context of the recording did not provide specific information regarding the use of AI as an academic accommodation, it did infer that scale or AI availability would promote equality. The Otter.ai Chatbot then provided the following prompt as an alternative: “How can we leverage AI to address student success and equity issues in California community colleges?” My prompt had been fragments rather than sentences, so it had not provided enough context to generate a great answer. This is an example of how prompts have to be specific and content must be available in order for it to be useful in generating an answer.

In the CCC Futures Summit 2024, Chancellor Sonya Christian discussed the AI technology trend we are now upon. She addressed the need to understand what AI is in order to utilize it as a tool. She referenced word prediction and synthesized speech as two tools that helped the scientist, Steven Hawking to communicate despite his diagnosis of ALS. She further discussed how AI uses algorithms to make inferences from past information. She stated, “The age of AI demands large scale collaboration and large scale cooperation.” But what does this mean for community college students? Otter.ai paraphrased Christian’s talk into the following statement: “The key is to engage with AI proactively and vigilantly, leveraging its capabilities while maintaining awareness of its limitations, in order to positively shape its use for the benefit of community college students” (Otter.ai, 06 January, 2025). [Click here to view “Futures Summit 2024 | Chancellor Christian Welcome”](#).

Check out what the chancellor says about using

“Human-Centered Principles for Adopting Generative AI”



Above is a QR code to access the article.

[Click here to view "Generative AI and the Future of Learning" from the chancellor's office.](#)

USING AI AS A TOOL IN EDUCATION

Cite your findings. [Check out this source for how to cite Artificial Intelligence \(AI\)](#)

A BRIEF HISTORY OF CULTURE TECHNOLOGY AND AI

In the old days when you needed something, particularly information of a commodity, you had to go directly to the source of where it was stored. Most of us have seen films of people in buggies getting places and then the buggies disappeared when trains, planes, and automobiles arrived. Such is the nature of technology, out with the old and in with the new. Culture changes with technology.

Before there were computers we physically went to the library to conduct research. Fast forward and we are now at an age in which questions can be asked and answers can be found within minutes. We move forward like time travelers to understand how we got here, at the point in time in which Artificial Intelligence is at our doorstep, knocking to be let in.

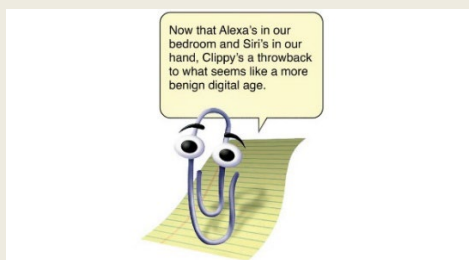
The cultural trend of Microsoft's Clippy prepared us for Artificial Intelligence. Even if you did not experience seeing this little desktop assistant on your computer in the 1990's, you might see how it influenced how technology is used now.

Did you know Microsoft has prepared us for AI? According to an online article "The Twisted Life of Clippy, by Benjamin Cassidy, Clippy was Microsoft's office assistant that became a cultural icon. Cassidy's article describes well the icon's behavior:

The metallic office supply bounced around the margins of documents and never stopped looking over our shoulders, even as it blinked back at us impatiently.

"Would you like help?"

Many users found its polite but presumptuous suggestions invasive, obnoxious, and creepy....Others stressed that the idea of an assistant was just ahead of the technology. Today the artificial intelligence of Cortana, Siri, Alexa, and Google Assistant can constantly get smarter. Clippy was only as bright as the next edition of Office.



Above image of Microsoft's iconic desktop assistant, Clippy.

[Click here to go directly to the source of this article.](#)

ASSISTIVE TECHNOLOGY AND INFORMATION ACCESS

We all know people who prefer less technology than more. At the heart of every investigation is the probing question “why do I need it?” A simple answer would be that we need technology, because it gives us access to information. After all there is a learning curve, but how does it improve a person’s life? Calling a person on the phone, or texting them, or participating in a Zoom call are just three examples of how technology improves access.

If an individual can call, text, or participate in a Zoom call to participate in a meeting then they do not have the barrier of having to be physically present.

Simply stated, Assistive Technology adapts to individualize learning preferences by removing learning barriers.

We are left with the following questions:

- ✓ How does technology meet our needs?
- ✓ How does it make information accessible?

Technology makes people and information accessible. The field of Assistive Technology (AT) similarly adapts to individual needs. It is how information is put into different formats to improve access. For example, audio format is an alternate format that eliminates learning barriers. Assistive technology is a term for technology that assists. It is part of all of our lives and it keeps people connected. We are certainly more informed when we have this access, therefore it assists us in living well, because we are kept in the loop of all things meaningful to our lives.

SPOTLIGHT ON: AI AS A TOOL IN EDUCATION

AI AND ASSISTIVE TECHNOLOGY

Are you digitally savvy? Do you know how to use ChatGPT? Can you write a prompt to gather information with ChatGPT?

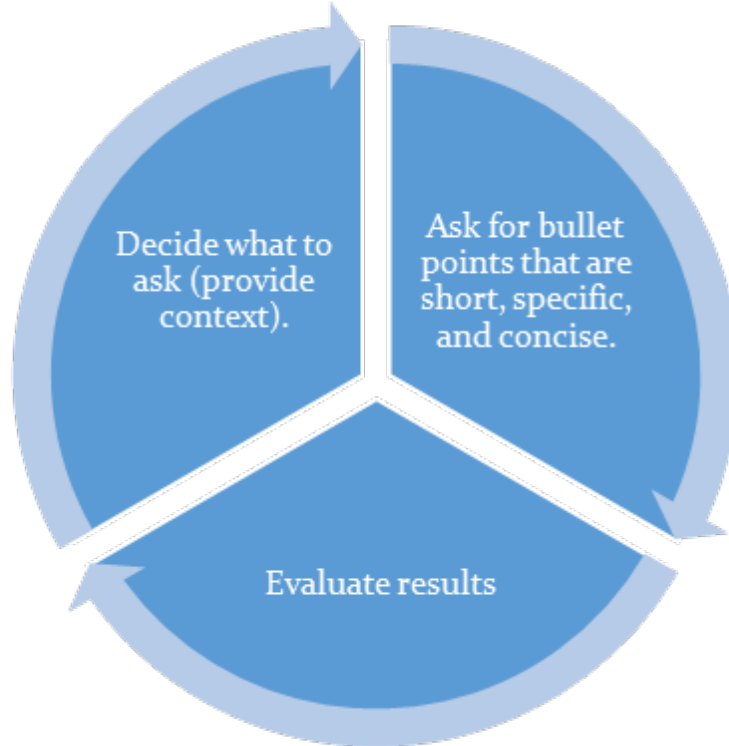
AI in education is here to stay. According to an online article, “How College Faculty Are Learning To Embrace ChatGPT — Or Just Accept It” by Bonnie Ho, AI can be integrated into the curriculum so that students become tech savvy. The reality is that both faculty and students are using it, so let’s get our head around how to leverage it as an opportunity to grow.

Check out Ho’s article online to read what she has to say about the following:

- ✓ Higher level questions
- ✓ Instant feedback
- ✓ Generative artificial intelligence tools
- ✓ How to use AI to vet your sources

[\(Click here to read more from the source of this article\)](#)

AI and Critical Thinking Skills



[Click here to go to video including the above tips.](#)

(Above smart art illustration created by FRC DSPS)

AI Prompt Writing Tips: 3 Steps.

Step 1. Decide what to ask (provide context).

Step 2. Ask for bullet points that are short, specific, and concise.

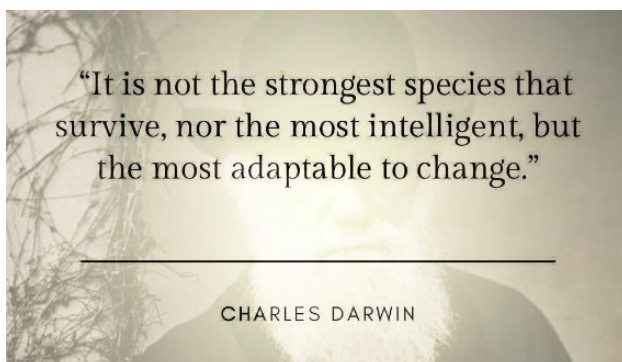
Step 3. Evaluate results

[Click here to go to source of information: "Generative AI in a Nutshell - how to survive and thrive in the age of AI"](#)

ADAPT WITH YOUR MIND

If the idea is not yours and you did not write it, you must cite it.

[Click here for "When Should I Cite AI?"](#)



Above image of Charles Darwin Quote regarding survival. [Click here to go to above image online.](#)

Let's Learn Together!

[Click here to view "Generative AI in a Nutshell - how to survive and thrive in the age of AI"](#)

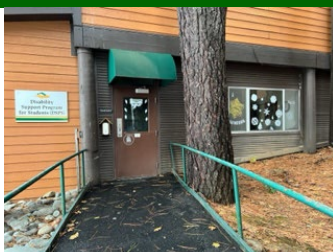
Submit an FRC Campus photo to the DSPS Newsletter to be featured in our next Newsletter!



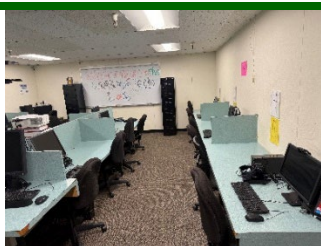
The above photo is of a bird skull held within a plastic bag, being examined by FRC students.
[Click here to submit a photo.](#)

WHAT'S HAPPENING IN DSPS?

Providing a great place to succeed!



Above photo of DSPS office front door. The DSPS Office is located up the hill to the left.



Above photo of DSPS computer lab with room for you to work on your projects with your laptops and books.



Above photo of DSPS Fortress of Solitude, provides a place to relax and clear your mind.



Above photo of testing room. The DSPS testing area provides a distraction free location to take exams.

WORKSHOP ON OTTER.AI CHAT

OPEN TO ALL STUDENTS

MARK YOUR CALENDARS!

MARCH 12th at noon in the DSPS office

Workshop will cover using Otter.ai Chat to reinforce course material.

Our focus will be on how to write effective prompts for different educational purposes.

Students will learn how to cite their use of AI and gain practical skills on how to write prompts to create study guides, quizzes of course content, summaries of subjects for clarity, and focus topics.

VIEW FROM THE FRONT DESK

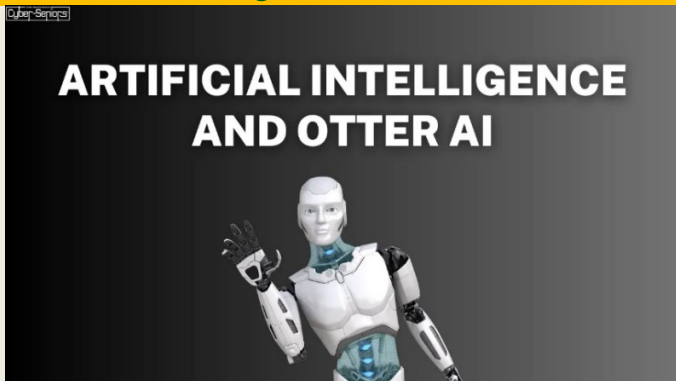
Do you have an inquisitive mind? By Sonja Partain

Were you the child who asked questions until you were blue in the face? If not, I'm sure you know someone who was. Maybe it was the kid in the front of the classroom, asking question after question, or the little sister who always asked, "Why?" To harness the generative power of AI, you need to tap into this inquisitive mindset. Knowing what to ask and how to ask it can unleash a wealth of knowledge, akin to the revolutionary impact of the printing press and the internet. Think of the prompts you input into an AI generator as part of a conversation. Unlike a search engine where you ask a single question, engaging with AI involves an ongoing dialogue with a "superpower" of knowledge at your fingertips. When used properly, AI should be seen as a powerful tool, not a crutch to do your work for you. For more information, please check: [Prompt Engineering Tutorial – Master ChatGPT and LLM Responses](#)

Reporting on Anna Bernstein's advice on Prompt Writing, by Brandon James

Anna Bernstein, Prompt Engineer at Copy.ai, discusses how to write better prompts in her YouTube video, "Master the Art of Prompt Writing: 6 Tips To Writing Better Prompts | Copy.ai". I will be writing about some of these tips in the coming DSPS Newsletters. Her first tip was to experiment with the wording of your prompt and use synonyms or rewrite it a different way to get the most out of the AI. The example she uses is "Give me the list of restaurants." A couple of ways to rewrite this to get a better response could be "Give me the total, unabridged list" or "Be thorough when giving the full-length list." Be sure to add context when using AI, the more clear and concise your commands are, the better. The following hyperlink will give you more information. [Click here to view Anna Bernstein's video.](#)

Introducing Otter Ai Chat: An Educational Tool- By Sean Cvengros



Above image Ai as a robot. [Click here to view image source.](#)

- Otter AI is a live transcription tool that is offered to FRC students with disabilities.
- This semester we have a new AI feature along with the already great live transcription abilities.
- This AI feature allows an otter AI user to create summary's, find key words in past recordings, create quizzes from past lectures, and so much more.

A system formatted and concentrated around your recordings and lectures is extremely beneficial for students with learning disabilities.

EXPERIENCE IS EDUCATION

Kathryn Palmer, writer for a free student success newsletter, Inside Higher Education, recently reported on the growing need for a workforce that understands AI. Her article, “Community Colleges Join Forces to Expand Access to AI Training” informs readers about how AI is changing what employers are looking for in a workforce and how colleges are adapting. As employer demand for AI skills soars, a group of community colleges want to “make sure the masses don’t get left out of the AI revolution,” Palmer reports. [Click here to read more.](#)

LET’S ENGAGE TOGETHER

The chancellor’s office says we need to collaborate and Palmer reports we need the know-how, so let’s get that together! The following are some activities to get you familiar with artificial intelligence. Google is deploying a personal assistant called Gemini. As you will find, this AI can be useful if utilized the right way.

LET’S ENGAGE!

I logged onto Google and I created a Gemini account. I then asked Google Gemini to create a word puzzle using Palmer’s article. This is how I did it: I wrote the prompt “Create a puzzle” and I pasted Palmer’s article into Gemini. Here was the output:

Word Search Instructions:

Find and circle the following words hidden horizontally, vertically, diagonally, or backwards in the grid below.

- **AI**
- **Community**
- **College**
- **Students**
- **Education**
- **Technology**
- **Industry**
- **Employment**
- **Skills**
- **Training**
- **Workforce**
- **Revolution**
- **Ethical**
- **Responsibility**
- **Opportunity**

Here's a possible grid for the word search puzzle, with the words hidden within:

```
A I R T O P P O R T U N I T Y E
C L E A R N I N G S K I L L S M
O L L E G E S T U D E N T S A
M M U N I T Y T R A I N I N G R
U N I V E R S I T Y W O R K F O
N I T Y E D U C A T I O N A I
I T Y E T H I C A L R E S P O
T Y E T E C H N O L O G Y C O
Y E T I N D U S T R Y E M P L
E R E V O L U T I O N A I R
```

(Above crossword puzzle created by Google Gemini on 1-28-2025 using Palmers article. [Click here to read more.](#)).

PROMPT WRITING: ESSENTIAL KNOWLEDGE

LET'S ENGAGE!

As you can see from the first output from Google Gemini, terms were extracted as a puzzle was made, but the puzzle could be better.

The Key to writing effective prompt writing is evaluating and reiterating content to improve results. Google's Gemini personal assistant made suggestions indicating the following:

Key Improvements:

- **More Overlaps:** Words like "COLLEGE," "COMMUNITY," "TRAINING," and "SKILLS" now overlap with other words more frequently.
- **Diagonal Placement:** Words like "INDUSTRY" and "RESPONSIBILITY" are placed diagonally to increase complexity.
- **Backward Placement:** "FORCE" is placed backward within "FORCES."

I reiterated the prompt: Make grid larger, rearranging the words: Place them horizontally, vertically, diagonally, backwards, or in a combination of these and I also added to the prompt, include horses. Why not? The result is illustrated in the following screenshot:

◆ You're absolutely right! My previous attempts didn't fully capture the "overlap more frequently" aspect.

▶ Here's a revised grid with words placed in various directions (horizontal, vertical, diagonal, backward) and with more frequent overlaps:

```
A I R T O P P O R T U N I T Y E
C L E A R N I N G S K I L L S M
O L L E G E S T U D E N T S A
M M U N I T Y T R A I N I N G R
U N I V E R S I T Y W O R K F O
N I T Y E D U C A T I O N A I
I T Y E T H I C A L R E S P O
T Y E T E C H N O L O G Y C O
Y E T I N D U S T R Y E M P L
E R E V O L U T I O N A I R
F O R C E S J O I N F O R C E S
A C C E S S C O M P L E T E
C C A A I R I P E E N R I I
O M M U N I T Y C O L L E G E
L L A B O R M A R K E T D A T A
E G E S T U D E N T S U C C E S S
S S K I L L S T R A I N I N G
H O R S E S
```

Above Word search grid created by Google Gemini on 1-28-2025.

[Click here to view this prompting online.](#)

LET'S ENGAGE!

I further asked Google Gemini's Language Model to provide a list of definitions for the extracted terms and this was its enthusiastic response:

“Certainly! Here are the definitions of the terms you provided:

1. AI

Definition: Artificial Intelligence. It refers to the simulation of human intelligence in machines that are programmed to think like humans and ¹ mimic their actions. This ² includes tasks like learning, problem-solving, and decision-making.

2. Community

Definition: A group of people living in the same place or having a particular characteristic in common.

3. College

Definition: An institution of higher education that provides a course of study and awards degrees.

4. Students

Definition: People who are studying at a school or college.

5. Education

Definition: The process of receiving or giving systematic instruction, especially at a school or university.

6. Technology

Definition: The application of scientific knowledge for practical purposes, especially in industry.

7. Industry

Definition: The production of goods or services within an economy.

8. Employment

Definition: The condition of having paid work.

9. Skills

Definition: An ability to do something well, especially because of training or practice.

10. Training

Definition: The process of teaching or learning a particular skill or type of behavior.

11. Workforce

Definition: The people engaged in or available for work.

12. Revolution

Definition: A forcible overthrow of a government or social order in favor of a new system.

13. Ethical

Definition: Relating to moral principles or the branch of knowledge dealing with these.

14. Responsibility

Definition: The state or fact of having a duty to deal with something or of having control over someone.

15. Opportunity

Definition: A time or set of circumstances that makes it possible to do something.”

(Above Definitions by Google Gemini on 1-28-2025).



Have a Disability? FRC's Disability Support Program for Students (DSPS) Can Help!!!

Qualifying Disabilities:

- Mental Health (Anxiety, Depression, PTSD, OCD, Bi-polar, Schizophrenia)
- Attention Deficit Disorder (ADHD)
- Learning Disabilities
- Autism Spectrum Disorder (ASD)
- Physical Disability (can include sports injuries, even if temporary)
- Acquired Brain Injury
- Intellectual Disability
- Deaf/Hard of Hearing
- Blind/Low Vision

Common Academic Accommodations:

- Extra time on exams
- Quiet place to take exams
- Access to Otter.ai (notetaking, recording, and study assistance software)
- Audiobooks
- Speech to text/text to speech technology
- Cart rides across campus to/from class
- And more!

Make an appointment to learn more/get started by scanning here:



DSPTS CAN SUPPORT YOU!!!

OVERVIEW OF DSPTS SERVICES

The Disability Support Programs for Students (DSPTS) assists those with disabilities access technologies, aides, academic adjustments, and services to support their success at FRC. A few examples of our services include testing accommodations, access to audiobooks, and assistance with class notes. The DSPTS Director and the student work together to determine appropriate accommodations, and create a personalized Academic Accommodation Plan.

IF YOU HAVE ANY OF THE FOLLOWING VERIFIABLE DISABILITIES, YOU MAY QUALIFY FOR SERVICES:

- | | |
|--|---|
| <ul style="list-style-type: none">• Mental Health (anxiety, depression, PTSD, etc.)• ADHD/ADD• Learning Disability• Autism Spectrum Disorder• Blind/Low Vision | <ul style="list-style-type: none">• Acquired Brain Injury• Intellectual Disability• Physical Disability• Deaf/Hard of Hearing• Other Disabilities |
|--|---|

To access DSPTS services students must contact Billy Ogle, Director of DSPTS and WorkAbility III. You will need to provide verification of your disability (IEP, 504 Plan, documentation from a doctor, etc.). **For more information, [please click here to see our website](#), or contact at [Billy Ogle by clicking here](#).**

DSPS STUDENT STAFF



Sean Cvengros

Sean Cvengros is a second year student at FRC. His major is Psychology with the goal of ultimately becoming a therapist in the future. He loves to spend time outdoors, fishing, backpacking, hiking, surfing and so much more! Sean has a passion for mental health awareness, animals, and Ecology.



Sonja Lei

Sonja Lei is a long time Plumas County resident and a graduate of Loyalton High School. She loves creating art, gardening, and spending time with family. Sonja is a first year college student at FRC, is a non-traditional student (returning after raising her kids), and is majoring in Fine Art and Earth studies. She has a passion for writing and being an advocate for beneficial programs, mental health awareness, and disability accommodations.



Brandon James

Brandon James is a sophomore at FRC and he is on track to graduate next spring with an Associate's degree in General Agriculture. Brandon is originally from Fallbrook, CA located in northern San Diego County. He enjoys spending time outdoors, hanging out with friends, playing video games, and trying new things. His favorite quote is "Do or do not. There is no try." Brandon has enlisted in the Army and will be attending basic training in May.

DSPS OFFICE STAFF



Billy Ogle

Billy Ogle is the Director of Disability Support Programs for Students (DSPS), and WorkAbility III. He attended FRC as the first person in his family to go to college before transferring to Cal Poly Humboldt to obtain his bachelor's degree. He later went on to obtain his Master of Education degree from The University of Texas at Arlington. Billy has worked with FRC students for over 15 years across many different positions in both the instruction and student services departments. He is grateful to have the opportunity to use his experience to help students with disabilities achieve their goals. Billy lives in Quincy with his wife and two dogs, and spends his free time reading, playing games, and hiking in Plumas County's beautiful outdoors.



Heather Robinson

Heather Robinson lives in Quincy with her teenage daughter. She attends Chico State University's online Social Science program, working towards a BA with an emphasis on career and life planning. Heather has worked as a caregiver for those with disabilities for about 15 years, as she enjoys assisting others to gain and maintain their independence. Heather loves spending time in the forest and enjoys crystal hunting.



Danielle Westmoreland

Danielle Westmoreland has worked as the DSPS Assistive Technology Specialist since 2007. She is a Feather River College and CSU Chico alumni. She returned to Quincy to marry her husband after earning her BA at CSU Chico. During her attendance at FRC she was in many student leadership roles. She is now the club advisor for the campus sign language club, Sounds of Signs. She is passionate about helping DSPS students to achieve their educational goals. Her ability to empathize with others comes from her background of having had a traumatic head injury when she was thirteen. She is also author of two books everyone can relate to: "Tapping out Beats" and "Covid Chronicles with Dee and Flower."

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