

Figure 11-27. The timing chain and sprockets operate the camshaft in this engine. (Chrysler)

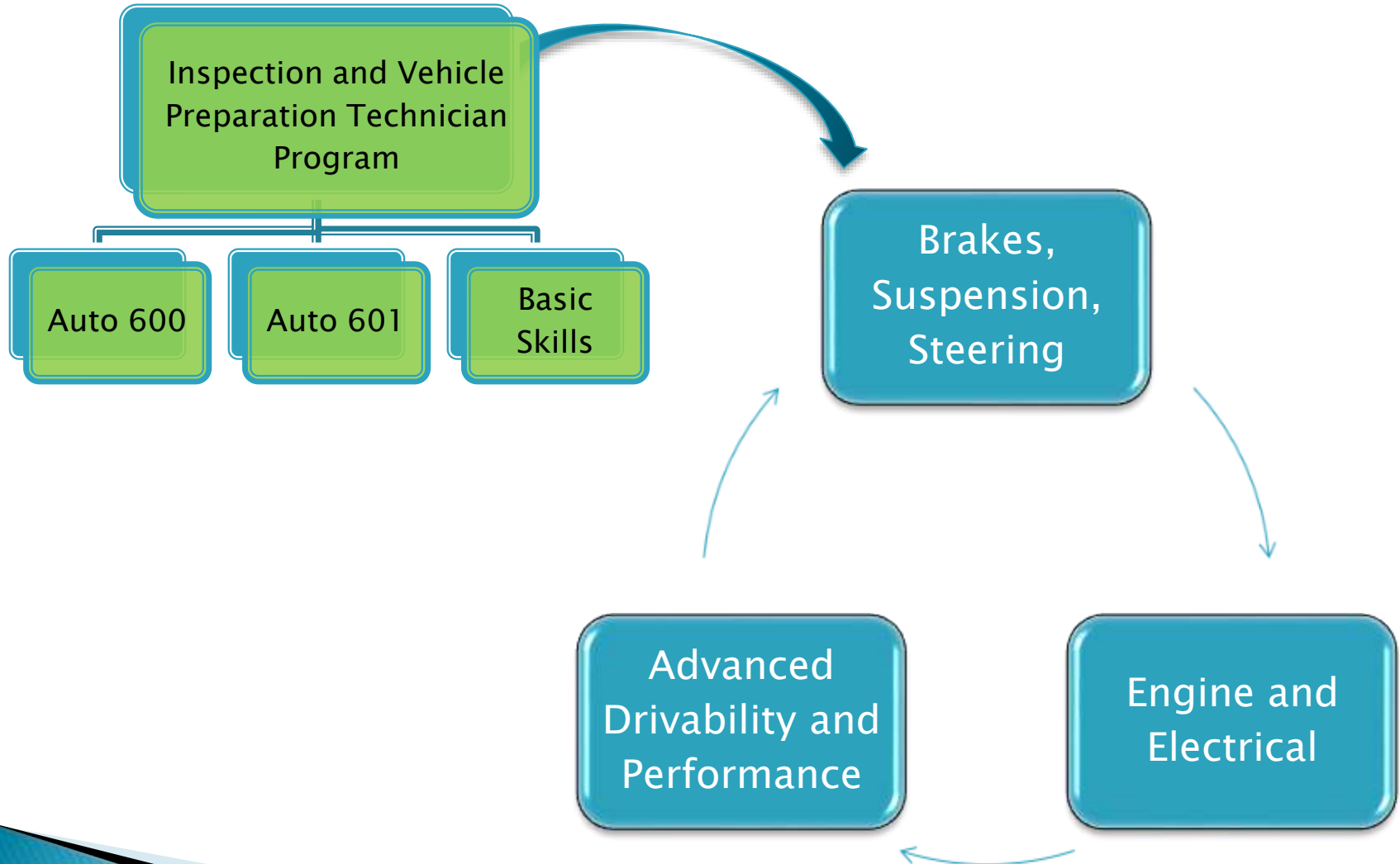
# Contextualized Basic Skills in Auto Technology

Presented by Carolyn McGavock, Instructor  
San Diego Continuing Education  
San Diego Community College District



CASAS Summer Institute, June 2018

# Introductory Bridge Course



# Placement

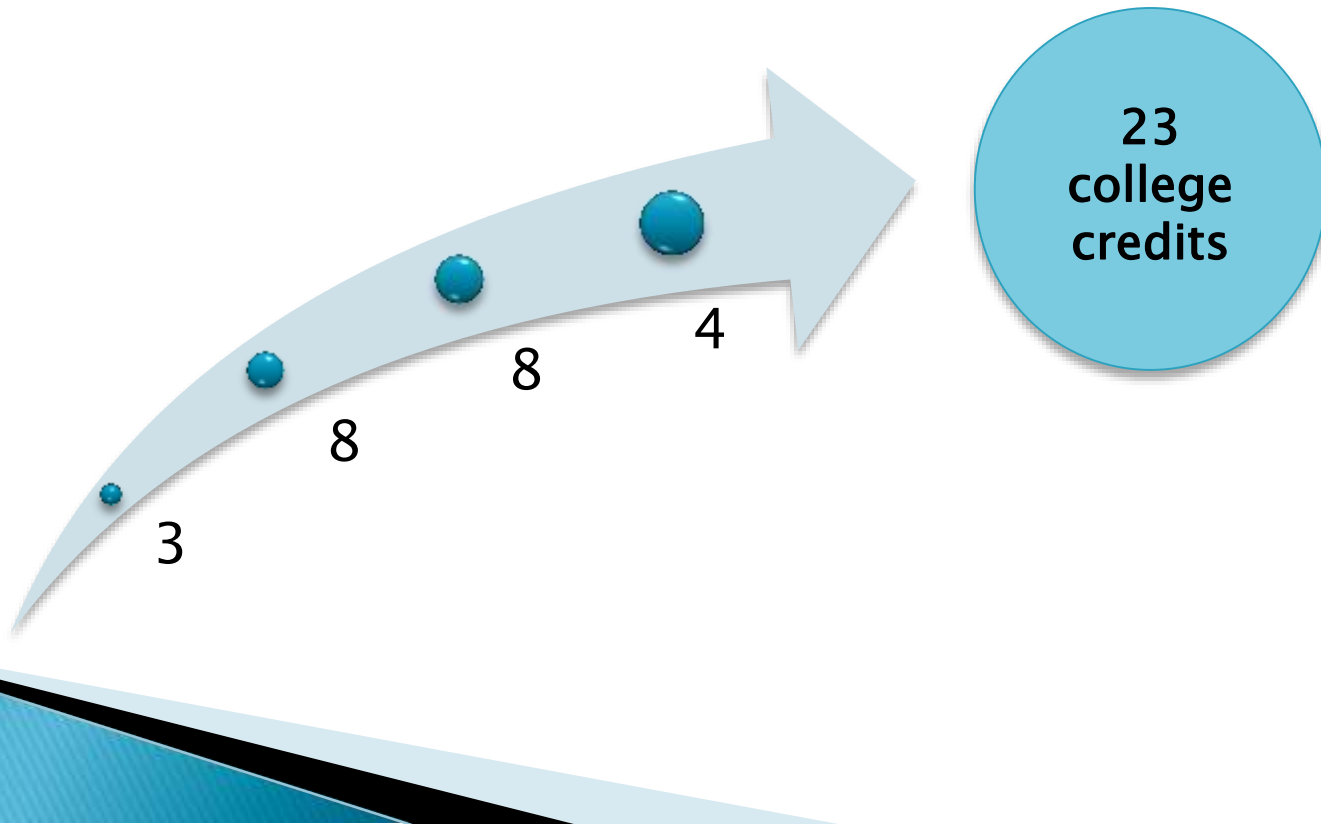
- ▶ Counselor provides orientation and assessment
- ▶ Student services staff and instructor review data and determine class placements

- ▶ CASAS Employability appraisals in reading and math (130)
- ▶ Native language
- ▶ Prior education
- ▶ Self-assessment of automotive knowledge

# Articulation

All four courses articulate with Miramar College courses in Automotive Technology.

Students can enter an Associates Degree program with more than 50% of the discipline credits completed.



# Co-Teaching IET Model



Frank Vasquez

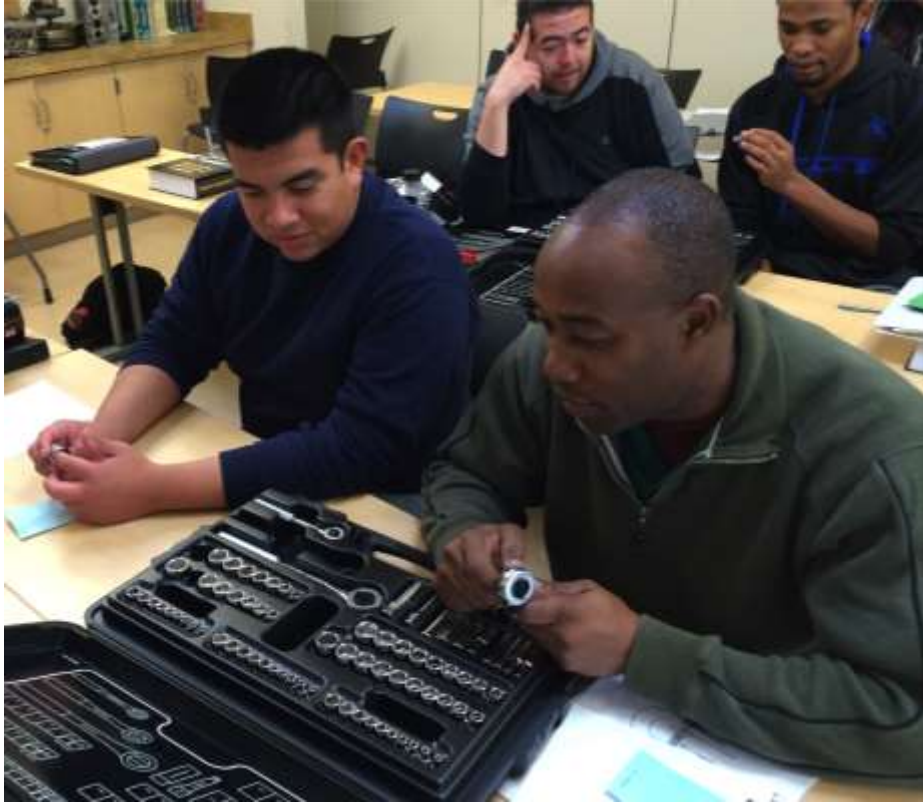
Carolyn

Frank



9:00 am – 1:45 pm

# Contextualized Basic Skills



$$5/16 + 1/16 = 6/16 \Rightarrow 3/8''$$

# ASE Certification Test Practice

2. Which of the following is *not* a common socket drive size?
  - (A)  $1/4''$
  - (B)  $3/8''$
  - (C)  $5/8''$
  - (D)  $1/2''$
3. The most commonly used and versatile socket handle is the:
  - (A) *ratchet.*
  - (B) *flex bar.*
  - (C) *breaker bar.*
  - (D) *speed handle.*

# Communicate Accurately



# Group Project: Engine Report



Organization  
Collaboration

Digital Literacy  
Assessment



# Integrated EL Civics

## Objective #14

- Identify educational opportunities
- Research education and training required to achieve a personal goal.

## Career Planning Unit

- LMI research
- Explore certification site
- Read credit course info
- Employment skills scan
- Statement of goals and educational resources

# Outcomes

- Increased confidence and greater persistence
- Students have learning community established
- Increased number of course/program completions
- Greater awareness of CTE program and orientation procedures within ESL department

## CASAS Pre-Post Scores: Jan – May 2018 Cohort

- 8 of 9 students made gains
- 7 of 9 completed a level

# Challenges and Possibilities

- Forming cohorts: mixed needs
  - Assessments
  - Instructor Assignment
  - Funding co-teaching model
- 
- Transition to ABE instructor to replace ESL instructor
  - Move from co-teaching to alternative teaching

# Program Evaluation

“At their best, basic skills bridges can transform institutions... Answering the following four questions can help guide states and institutions to the right choices in bridge policy and practice.”

*Is your career pathways bridge designed to:*

1. **Change students' perceptions of their own possibilities and abilities?**

<https://www.clasp.org/sites/default/files/publications/2017/04/Farther-Faster.pdf>

*Is your career pathways bridge designed to:*

2. Change faculty and staff perceptions—from across basic skills, CTE, and student services—of basic skills students, each other, and each of their roles in helping students succeed?
3. Build relationships among students, between students and faculty/staff, and among faculty/staff from different parts of college?
4. Show in measureable ways how it contributes to the success of each of the partners and the college overall?”

These presentations and the resource page are available online.

<http://www.quia.com/pages/donna/workshops>