

INSTRUCTIONS FOR SELF EVALUATION

Initial and Renewal of Accreditation

1. Review the **Program Standards** regarding all requirements and materials for accreditation. Compile supporting documentation on each of the standards.

2. Initial Accreditation:

Identify an individual to coordinate the program evaluation. The person responsible for coordinating the program evaluation should meet with 3-4 Advisory Committee members interested in conducting the self-evaluation. Additional participants might be instructors, other Advisory Committee members, school counselors, etc. **It is recommended that a school administrator participate in the evaluation process.**

Renewal of Accreditation:

The Evaluation for Accreditation Renewal requires a minimum of (4) Advisory Committee members participate in the evaluation process and review of the program standards. An individual from the program should be identified to coordinate the accreditation process.

3. The advisory committee will use the Program Evaluation Forms when conducting their review. The group may choose to divide the responsibilities for reviewing each of the standards.
4. The committee will need to observe the program's operations, curriculum, facilities and equipment, and hold discussions with staff and administration.
5. When completing the Automobile Program Evaluation, responses should be rated on a 1-5 point scale (except for the items which request a percent, a number, or a yes/no, or N/A response). When rating items, document the location of the information used to justify the score (brochure, faculty handbook, Advisory Committee meeting minutes, budget reports, etc.) on the lines marked Reference Materials. If an item is rated below a 4, an explanation of the rating and recommended improvement should be provided.
6. After the advisory committee completes the Automobile Program Evaluation forms, the group should meet to discuss their individual ratings. The scores of each item rated by more than one person should be averaged by adding all scores on each item and dividing by the number of responses. The results must be recorded on the Automobile Program Evaluation Summary Sheets contained in the Accreditation Application.
7. Average the score on each standard by adding the average scores on each item (step 7) and dividing by the number of items in each standard (indicated on the Program Evaluation Summary Sheet).

8. Send the following items to the ASE Education Foundation (keep a copy of each for your records):

Application for Accreditation to include:

- Automobile Program Evaluation Participants List (**must be signed by each participant**)
- Program Evaluation Summary Sheet
- On-Site Evaluation Team Member List
- Instructor Qualification Forms and Instructor Training Forms
- Advisory Committee List
- Integrated Academic Skills Recognition Forms (optional)
- Payment Worksheet—Purchase Order, Check, or Credit Card Authorization for the Base Application Fee and additional fees as applicable (application(s) will be returned if received without payment)

9. **The on-site evaluation team will use the Program Evaluation Form when conducting their review. They will evaluate all compiled documentation to validate averages given by the advisory committee's evaluation and to conduct their own evaluation of the program.**

Please review the Process Overview located in the Procedures section of the Program Standards for additional information. The Program Standards can be found on our website at www.ASEeducationfoundation.org.

Visit the ASE Education Foundation's website at www.ASEeducationfoundation.org for more information on Advisory Committee tasks, program evaluation information, and suggested documentation.

On-Site Evaluation Information

Initial Accreditation:

In their review, the on-site evaluation team for Initial Accreditation will rate the identical items as on the Automobile Program Evaluation form. Please refer to the Process Overview in the Procedures section and the Automobile Program Requirements in the Policies section for additional information.

Renewal of Accreditation:

For Accreditation Renewal, the on-site evaluation team will only rate Standards 6, 7, 8, 9 and 10 (and Standards 11/12 if applicable) unless the program's evaluation average by the Advisory Committee on one or more of Standards 1 - 5 was less than 4. Please refer to the Process Overview in the Procedures section and the Automobile Program Requirements in the Policies section for additional information.

ETLs are valuable assets to programs seeking accreditation. They provide a link between the program and the ASE Education Foundation office. Once an ETL is assigned to a program, the program coordinator should contact the ETL. In addition to arranging dates for the on-site evaluation, the ETL must be consulted prior to the evaluation for guidance on preparation, space requirements, etc. that will facilitate the process. Most importantly, the ETL should be viewed as a resource, prepared to assist programs in the accreditation process.

It is essential the team members have access to all information and reference materials necessary to complete the evaluation of each standard. **Documentation should be organized and labeled by each standard.**

The on-site evaluation must be conducted while classes and labs are in session. The ETL and team members will tour classrooms and the lab/shop areas during instructional periods. They will need to evaluate the curriculum, tools and equipment, space, storage areas, etc. The on-site team will make every effort to conduct their evaluation with as little disruption to classroom and lab/shop activities as possible.

In addition, the on-site evaluation team will conduct a survey of employers of program graduates. **Prior to the on-site date, provide the ETL** with a list of six individuals who have completed the program within the last three years and are employed locally at different automobile repair facilities. Using the Program Graduate Employer Survey Form include the name of the graduate, their supervisor, the address and phone number of the place of employment. The ETL will select a minimum of three employers to survey during the evaluation. **The program instructor or administrator must contact the employers prior to the on-site visit informing the employer a representative from the ASE Education Foundation will be in contact with them regarding the graduate.**

Upon completion of the on-site evaluation, the ETL will review general program strengths and recommendations for improvement with instructors and administrators. The ETL will not be able to indicate if the program will be accredited. The ASE Education Foundation will notify the program contacts and the state T & I Supervisor after all evaluation materials have been reviewed and a determination on accreditation has been made.

FORMS
AUTOMOBILE PROGRAM EVALUATION FORM

Initial

Renewal

Please use this form when conducting a program evaluation.

POSSIBLE DOCUMENTS: These helpful hints are provided to assist the program prepare for the accreditation process and on-site visit. These suggestions are meant as examples of items that may be used to support the rating.

For all items requiring responses on a 5-point scale, use the following to rate your responses:

1
not at all

2
very little

3
somewhat, needs
improvements

4
average,
adequate

5
above average

STANDARD 1 - PURPOSE

THE AUTOMOBILE TECHNICIAN TRAINING PROGRAM SHOULD HAVE CLEARLY STATED PROGRAM GOALS, RELATED TO THE NEEDS OF THE STUDENTS AND EMPLOYERS SERVED.

Provide the name and title of person responsible for the development and administration of an annual survey of employers.

Name: Brian Hagopian

Title: Program Coordinator

1.1 EMPLOYMENT POTENTIAL

1.1

The employment potential for automobile technicians, trained to the level for the specialty or general areas outlined in the program goals, should exist in the geographic area served by the program.

A. Rate the administration and use of an annual survey of employers to determine the needs of their potential employees.

4.00

B. Rate the administration and use of an annual survey to determine the percentage of students who complete the program and obtain employment in the automotive industry or continue automotive education.

5

POSSIBLE DOCUMENTS: A. - B. Provide a copy of the annual survey and a summary of the results.

REFERENCE MATERIALS: <http://www.laspositascollege.edu/research/docs/program-review/2017-18/discipline/spring/sp14-18/Sp14>

1.2 PROGRAM DESCRIPTION/GOALS

1.2

The written description/goals of the program should be shared with potential students and may include admission requirements if applicable, employment potential, area(s) of specialty training offered, and the cost of all tuition and fees. Technical qualifications of the faculty and the overall goal(s) of the program should also be included.

A. Rate the program material(s) available (brochure, catalog, or website) on the inclusion of the following:

1. admission requirements (if applicable)	<u>4.00</u>	<input type="checkbox"/> N/A
2. employment potential	<u>5.00</u>	
3. level of automobile training offered (MLR, AST, MAST)	<u>5.00</u>	
4. cost of tuition and fees (if applicable)	<u>5.00</u>	<input type="checkbox"/> N/A
5. technical qualifications of the instructional staff	<u>5.00</u>	
6. overall goals of the program	<u>4.00</u>	

List the goal(s) of the program

1. Allow students to aquire automotive employment
2. Student learn safety and proper handling of materials
3. Students gain an understanding though lecture and hands on application

POSSIBLE DOCUMENTS: A. Provide a copy of the brochure and/or catalog with appropriate pages identified (use sticky notes, highlighter, etc. to make the information easy to find).

REFERENCE MATERIALS: See Standards Folder 1.2 pages of reference 69-72

For items rated above or below a 4 – provide explanation below:

Standard 1	
Average Score (as many as 8 items)	<u>4.63</u>

STANDARD 2 – ADMINISTRATION

PROGRAM ADMINISTRATION SHOULD ENSURE THAT INSTRUCTIONAL ACTIVITIES SUPPORT AND PROMOTE THE GOALS OF THE PROGRAM.

Name and Title of person responsible for program administration

Name: Brian Hagopian Title: Program Coordinator

2.1 STUDENT COMPETENCY ACCREDITATION 2.1

The certificate or diploma a student receives upon program completion should clearly specify the area(s) of demonstrated competency.

- A. Does the certificate; diploma or transcript a student receives upon program completion clearly specify the level (MLR, AST or MAST) of demonstrated competency. YES NO

POSSIBLE DOCUMENTS: A. Show an example of the certificate, diploma, transcript, or degree plan.

REFERENCE MATERIALS: Folder 2.1

2.2 CHAIN OF COMMAND 2.2

An organizational chart should be used to indicate the responsibilities for instruction, administration, and support services.

- A. Rate the organizational chart or list designating the responsibilities and authorities of program personnel. 4.00

POSSIBLE DOCUMENTS: A. Show a copy of the school organizational chart or list of program with contact information.

REFERENCE MATERIALS: <http://www.laspositascollege.edu/about/organization-chart.php>

2.3 ADMINISTRATIVE SUPPORT 2.3

Positive administrative support from institutional and local governing bodies should be demonstrated. Indicators of administrative support would include: support for staff in-service and update training; provision of appropriate facilities; up-to-date tools, equipment, training support materials, curriculum and support of continuing program improvement.

- A. Rate the administrative support for implementing the on-site evaluation team recommendations made at the previous on-site evaluation. N/A for initial accreditation. 5.00 N/A

- B. Rate the administrative support that demonstrates provisions have been made for instructors to attend planned in-service and update training on a regular basis. 4.00

- C. Rate the administrative support in terms of providing necessary resources to ensure the program is supplied with adequate tools, equipment, and service publications required to meet program goals and objectives. 4.00
- D. Rate the administrative support for on-going curriculum development, review, and revision. 5.00
- E. Rate the extent to which the institution administration involves the program faculty in preparation of the annual budget. 4.00
- F. Rate the extent to which the institution administration is involved in and attends the program advisory committee meetings. 5.00

POSSIBLE DOCUMENTS: A. - F. Provide a copy of the school policy or letter of support from the administration that addresses the various issues of planned in-service and update training; tools, equipment, and service publications; curriculum; and budget preparation.

REFERENCE MATERIALS: Folder 2.3

2.4 WRITTEN POLICIES 2.4

Written policies should be adopted by the administration and policy board for use in decision-making situations and to provide guidance in achieving the program goals. Policies regarding safety, liability, and lab/shop operation should be written and prominently displayed as well as provided to all students and instructors.

- A. Have written policies regarding student and institutional responsibilities been approved by the administrative and/or policy board? YES NO
- B. Rate the written policies regarding safety, liability, and lab/shop operation in terms of being prominently displayed in the lab/shop area. 5.00
- C. Rate the policies in terms of being provided to each student and instructor. 4.00

POSSIBLE DOCUMENTS: A. - C. Provide a copy of the school policy and teacher/student handbook with pages marked with sticky notes and references highlighted.

REFERENCE MATERIALS: See Standards folder 2.4

2.5 CUSTOMER VEHICLES 2.5

A systematic method of collecting, documenting, and disbursing customer vehicle work repair receipts should be used. Instructional staff should not be required to collect payment for customer vehicle work repairs. (This applies only to programs that accept customer vehicles for instruction.)

- A. Rate the system used to collect, document, and disburse customer work repair receipts (**N/A if no customer work is done**). N/A

B. Rate the use of support staff to collect payment for customer work repairs.
(N/A if no money is ever exchanged).

_____ N/A

POSSIBLE DOCUMENTS: A. - B. This applies only to programs that use customer vehicles. Show the policy statement on collecting, disbursing, and accounting for funds.

REFERENCE MATERIALS: We do not allow outside work

2.6 LEGAL REQUIREMENTS

2.6

The training program should meet all applicable local, state, and federal requirements.

A. Rate the training program in terms of compliance with applicable local, state, and federal requirements.

5

POSSIBLE DOCUMENTS: A. Provide copies of Policies and Procedures. Post Haz-Mat signs. Show MSDS sheets.

REFERENCE MATERIALS: MSDS located in toolroom. Haz-mat and policy and procedures located on flip chart by every exit.

2.7 FIRST AID

2.7

Rate the availability of a written policy approved by the school administration on First Aid administration and procedures.

A. Rate the availability of a written policy approved by the school administration on First Aid administration and the instructors' knowledge of these procedures.

5.00

POSSIBLE DOCUMENTS: A. Provide a copy of the written policy on First Aid.

REFERENCE MATERIALS: Standards folder 2.7 And 2.6

For items rated above or below a 4 – provide explanation below:

Standard 2

STANDARD 3 - LEARNING RESOURCES

SUPPORT MATERIAL, CONSISTENT WITH BOTH PROGRAM GOALS AND PERFORMANCE OBJECTIVES, SHOULD BE AVAILABLE TO STAFF AND STUDENTS.

3.1 SERVICE INFORMATION

3.1

Service information with current manufacturer’s service procedures and specification data for vehicles manufactured within the last ten (10) years should be available. This information should be accessible to students in the lab/shop area.

- A. Rate the availability of service information with procedures and specifications for vehicles manufactured within the last 10 years. 5.00

- B. Rate the availability of access to the manufacturer’s specification data in terms of location to the lab/shop area. 5.00

POSSIBLE DOCUMENTS: A. – B. State the location of all service information such as manuals, CDs, on-line access, etc.

REFERENCE MATERIALS: See folder Standards 3.1

3.2 MULTIMEDIA

3.2

Appropriate up-to-date multimedia materials and technology should be readily available and utilized in the training process.

- A. Rate the use of current multimedia technology and equipment in the training process as appropriate. 5.00

- B. Rate the availability of multimedia equipment and materials for instructional purposes. 4.00

POSSIBLE DOCUMENTS: A. – B. Provide a list and give the location of all technology available for student and instructor use.

REFERENCE MATERIALS: See Folder Standards 3.2

3.3 PERIODICALS

3.3

Current general and technical automobile media should be available for student and instructor use.

- A. Rate the general and technical automotive magazines and newspapers available for student and instructor use in terms of being current. 5

POSSIBLE DOCUMENTS: A. Provide a list, give the location, and show examples of periodicals.

REFERENCE MATERIALS: See Folder Standard 3.2

3.4 STUDENT RESOURCES

3.4

Pertinent instructional texts, resources, and e-learning materials should be available for each student to satisfy the objectives of the mode of instruction used. Basic and specialty learning resources should have copyright dates that are not over six (6) years old.

- A. Rate the pertinent instructional texts, resources and e-learning materials available for each student in terms of satisfying the objectives of the mode of instruction. Basic and specialty learning resources should have copyright dates that are not over six (6) years old.

5

POSSIBLE DOCUMENTS: A. Provide a copy of each textbook and other material used for instruction.

REFERENCE MATERIALS: See Folder Standard 3.4

For items rated above or below a 4 – provide explanation below:

Standard 3
Average Score (6 items) 4.33

STANDARD 4 – FINANCES

FUNDING SHOULD BE PROVIDED TO MEET THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.

4.1 BUDGET

4.1

An adequate annual budget should be developed, allocated, and used for the operation of the program. The budget should be prepared by the institutional administration in conjunction with the program faculty with input from the advisory committee. Budget status reports should be made available to program staff at least quarterly.

- A. Rate the development of an annual budget for program operation.
- B. Rate the funding in terms of being adequate for program operation.

4.50

3.50

- C. Rate the extent to which the program staff is involved in preparation of the annual budget. 3.00
- D. Rate quarterly budget status reports provided to instructional staff. 5.00

POSSIBLE DOCUMENTS:

- A. State the process used to determine the program budget.
- B. Highlight pertinent discussion regarding budget in Advisory Committee minutes.
- C. Refer to 4.1 A. Provide copies of budget requests. The evaluation team may interview program staff.
- D. Provide a copy of the last quarter’s report.

REFERENCE MATERIALS: See Folder Standards 4.1

For items rated above or below a 4 – provide explanation below:

Standard 4	
Average Score (4 items)	<u>4</u>

STANDARD 5 - STUDENT SERVICES

SYSTEMATIC SKILLS ASSESSMENT, INTERVIEWS, COUNSELING SERVICES, PLACEMENT, AND FOLLOW-UP PROCEDURES SHOULD BE USED.

5.1 LEARNING ASSESSMENT

5.1

For students to develop the skills and knowledge required to service today’s automobiles, each student must possess, or be given the opportunity to develop, essential foundation skills in reading, mathematics, and science. To this end, a formal skills assessment instrument (process) for these fundamental skills should be used to evaluate students to determine if each student has a reasonable probability of success as an automobile technician. Testing procedures and how the test results will be used (e.g., placement, assessment of student’s developmental needs, etc.) should be stated in program explanatory material, and justification for all requirements should be available.

- A. Rate the use of a basic assessment instrument (used for recommendations for development, intervention, and/or student placement) for automotive students in the following areas: (rate collectively not individually): 5.00
 - 1. Reading
 - 2. Mathematics and Science
- B. Rate the documentation of testing procedures and how the results will be used in the program explanatory material and its availability to all interested parties. 3.00
- C. Rate the availability of written justification for all requirements. 1.00

POSSIBLE DOCUMENTS:

- A. Provide the policy statement and a description of the process used for skills assessment. Skills assessment may take place prior to or early in the program. Provide a copy of the assessment instrument, if available.
- B. Provide program explanatory material with pertinent information highlighted. Note availability for students.
- C. Highlight pertinent information in program materials, catalog, brochure, etc.

REFERENCE MATERIALS: Standards Folder 5.1

5.2 PRE-ADMISSION COUNSELING 5.2

Prior to program admission, a student should be counseled regarding automotive careers.

- A. Rate the use of student counseling on automotive careers prior to program admission. 3.00

POSSIBLE DOCUMENTS:

- A. Highlight access to the career counseling process and student services available, as cited in catalog or other materials.

REFERENCE MATERIALS: Standards Folder 5.2

5.3 PLACEMENT 5.3

A systematic student placement system should be used to assist program graduates to obtain employment in the automobile industry.

Name and title of person responsible for student placement

Name: Brian Hagopian Title: Automotive Program Coordinator

- A. Rate the placement system used to assist students in obtaining employment in the automotive industry upon graduation. 5.00

POSSIBLE DOCUMENTS:

- A. Provide the policy or explanation of the placement process

REFERENCE MATERIALS: Folder 5.3

5.4 ANNUAL GRADUATE FOLLOW-UP

5.4

A follow-up system should be used to determine graduates' employment location and for feedback regarding the efficiency, effectiveness, and appropriateness of training. The follow-up procedure should be designed to assure feedback regarding needed additions to or deletions from the training curriculum, program, and tools and equipment. Follow-up of graduates employed outside of the automobile industry should indicate reasons for non-automobile service employment. When applicable, this information should be used to modify the training quality and/or content.

Name and title of person responsible for follow-up of program graduates

Name: Brian Hagopian Title: Program Coordinator

- A. Rate the annual formal follow-up system used to determine graduates' employment location or continuing education. 4.00
- B. Rate the annual follow-up procedure/survey used to obtain the graduates assessment of the efficiency and effectiveness of their training. 4.00
- C. Rate the annual follow-up procedure/survey in terms of obtaining feedback regarding needed additions or deletions to the training:
 - 1. curriculum/classroom instruction 5.00
 - 2. program/skills learned 5.00
 - 3. tools and equipment 5
- D. Rate the annual follow-up system used to obtain information from program graduates who are employed outside of the automotive industry. 4.00
- E. Rate the use of the information from annual follow-up procedures/survey to modify the training program. 5.00

POSSIBLE DOCUMENTS:

- A. - D. Provide an explanation and a sample document.
- E. Describe the procedure to use the information obtained in follow-up and give an example of changes made to program based on feedback, if available.

REFERENCE MATERIALS: Standard 5.4 Folder

For items rated above or below a 4 – provide explanation below:

Standard 5
Average Score (12 Items) 4.31

STANDARD 6 – ADVISORY COMMITTEE

AN OFFICIALLY SANCTIONED PROGRAM ADVISORY COMMITTEE MUST BE USED TO PROVIDE INPUT ON PROGRAM GOALS

6.1 MEMBERSHIP

6.1

An Advisory Committee of at least five (5) members (not including school personnel), must convene at least two (2) working meetings a year to provide information, counsel and recommendations on behalf of the community served by the training program. This Committee should be broadly based and include former students, employed technicians, employers and representatives for consumers’ interests. All members of the Advisory Committee should not be from the same business.

- A. Does the Advisory Committee convene a minimum of two working meetings per year?** YES NO
- B. Rate the input of committee members in terms of participation, providing input on program improvement, and attendance as indicated in the minutes. 5.00
- C. Rate the mix of committee members in terms of being representative of the following groups: (rate collectively not individually) 4.00
- 1. automobile technicians
 - 2. local employers
 - 3. consumer groups
 - 4. former students
 - 5. others (automotive trainers, parents etc., please specify)

POSSIBLE DOCUMENTS: A. – C. Meeting minutes from at least two meetings per year (one year for initial accreditation; five years for reaccreditation), including sign in sheets with advisory committee members affiliations.

REFERENCE MATERIALS: Folder Standards 6.1

6.2 REVIEW OF BUDGETED FUNDS

6.2

The Advisory Committee should provide input and review budgeted funds.

- A. Rate the Advisory Committee input in reviewing budgeted funds allocated to and used by the program. 5.00

REFERENCE MATERIALS: Folder Standard 6.2

- B. Rate the funding in terms of being adequate for program operation. 3.00

POSSIBLE DOCUMENTS:

- A. Highlight pertinent discussion in Advisory Committee meeting minutes.
B. Provide budget information and highlight pertinent discussion regarding budget in Advisory Committee minutes.

REFERENCE MATERIALS: Folder Standards 6.2

6.3 ANNUAL GRADUATES FOLLOW-UP

6.3

Information gathered from the annual follow-up of program graduates and employers should be reviewed by the Advisory Committee to assess employment potential and provide input on program modifications.

- A. Does the Advisory Committee review the information from the annual follow-up procedure/survey completed by the graduate, and provide input for modifications to the training program? YES NO

POSSIBLE DOCUMENTS: A. Describe the annual review process and provide an example from the annual survey data and Advisory committee minutes with pertinent information highlighted.

REFERENCE MATERIALS: Folder Standards 6.3

6.4 REVIEW OF CURRICULUM

6.4

The Advisory Committee should provide guidance and approve all tasks added to the mandatory task list required for the program accreditation level being sought.

- A. Rate the use of the Advisory Committee to provide input on additional tasks, and if added, their approval of those additional tasks. 4.00

POSSIBLE DOCUMENTS: A. Highlight pertinent discussion in Advisory Committee meeting minutes.

REFERENCE MATERIALS: Folder Standards 6.4

6.5 EVALUATION OF INSTRUCTION, TOOLS, EQUIPMENT AND FACILITIES

6.5

The Advisory Committee should provide input in the evaluation of the instructional process to assure that the program goals are met. The Committee should also conduct annual inspections of tools and equipment to assure that they are up-to-date and comparable to industry standards for quality and safety.

The Advisory Committee should review information from safety inspections and conduct an annual evaluation of the facilities to assure compliance with local, state and federal safety and environmental rules and regulations. Additionally, the committee should review all safety practices for appropriateness in meeting program goals.

- A. Rate the use of the Advisory Committee review in the evaluation process. 5.00
- B. Rate the Advisory Committee use of the annual review process to provide input on maintaining up-to-date tools and equipment. 5.00
- C. **Is the Advisory Committee included when conducting an annual evaluation of the facilities to assure adequacy in meeting program goals?** YES NO
- D. Rate the Advisory Committee's level of participation with 2 ½ year Compliance Review. N/A

POSSIBLE DOCUMENTS: A. – D. Highlight pertinent discussion in Advisory Committee meeting minutes.

REFERENCE MATERIALS: Standards folder 6.5
For items rated above or below a 4 – provide explanation below:

Standard 6	
Average Score (8 items)	5.18

STANDARD 7 – INSTRUCTION

INSTRUCTION MUST BE SYSTEMATIC AND REFLECT AUTOMOBILE PROGRAM GOALS. A TASK LIST AND SPECIFIC PERFORMANCE OBJECTIVES WITH CRITERION REFERENCED MEASURES MUST BE USED.

7.1 PROGRAM 7.1

The training program should progress in logical steps, provide for alternate sequences, where applicable, and be made available to each student.

- A. Rate the training program in terms of being logically sequenced. 5.00

POSSIBLE DOCUMENTS: A. Provide a copy of the course outline and brochure.

REFERENCE MATERIALS: Standards folder 7.1

7.2 STUDENT TRAINING PLAN

7.2

A training plan for each student should be developed and used, indicating the student's training goal(s) and specific steps needed to meet that goal. Students should be given a copy of their training plan.

- A. Rate the student-specific training plan in terms of stating the student's goals, steps needed to meet those goals, and providing the student with a copy of the plan. 5.00

POSSIBLE DOCUMENTS: A. Show an example of a student training plan or advisement sheet.

REFERENCE MATERIALS: Standards folder 7.2

7.3 PREPARATION TIME

7.3

Adequate time should be provided for teacher preparation and program development.

- A. Rate the instructor's schedule in terms of providing adequate time for planning. 3

POSSIBLE DOCUMENTS: A. Show a copy of the Master Schedule and instructor office hours.

REFERENCE MATERIALS: Standards folder 7.3

7.4 TEACHING LOAD

7.4

The instructor/student ratio and class contact hours should allow time for interaction on a one-to-one basis. A safe working environment should be considered when determining teacher/student ratio.

- A. Rate the current instructor/student ratio in terms of being educationally sound and maintaining a safe environment. 5.00
- B. Rate the average instructor/student ratio for the past year(s) in terms of being educationally sound and maintaining a safe environment. 5

POSSIBLE DOCUMENTS: A. – B. Show student enrollment sheets, indicate the number of training stations, and identify teaching assistants (if any).

REFERENCE MATERIALS: Standards Folder 7.4

7.5 CURRICULUM

7.5

All tasks have been given a priority rating. Ninety-five percent (95%) of the tasks designated as Priority 1 (P-1) must be taught in the curriculum. Eighty percent (80%) of the tasks designated as Priority 2 (P-2) must be taught in the curriculum. Fifty percent (50%) of the tasks designated as Priority 3 (P-3) must be taught in the curriculum.

Instruction on the legal aspects and responsibilities of the automobile technician in areas such as Environmental Protection Agency regulations, safety regulations, OSHA regulations, and other appropriate requirements must be included in the curriculum. Instruction and practice in filling out work order forms, ordering parts, and basic record keeping should be a part of the training program. Tools and equipment must be available to perform the tasks in each of the areas for which accreditation is requested.

A. Does the level of accreditation being obtained provide theory and "hands-on" training for 95% of the P-1, 80% of the P-2, and 50% of the P-3 tasks as evidenced by cross-referencing the course of study, lesson plans, job sheets, and student progress charts?

Accreditation Level applied for only	95% - P-1	80% - P-2	50% - P-3
Maintenance & Light Repair	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Automobile Service Technology	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Master Automobile Service Technology	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>

B. Are the tools and equipment available for the level of accreditation being requested?

Rate only the level of accreditation applying for.

Maintenance & Light Repair	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Automobile Service Technology	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Master Automobile Service Technology	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>

C. Rate the curriculum in terms of including instruction on:

1. OSHA regulations the student may encounter upon employment	<u>5.00</u>
2. Legal responsibilities of the technician regarding Environmental Protection Agency regulations	<u>5.00</u>
3. Other appropriate requirements which may affect their on-the-job activities	<u>5.00</u>
4. Identification and proper use of appropriate tools and test and measurement equipment	<u>5.00</u>
5. Use of current service information and industry publications	<u>5.00</u>

D. Rate the inclusion in the curriculum of tasks on filling out work order forms, ordering parts, and recording the time spent on task.	<u>4.00</u>
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POSSIBLE DOCUMENTS:

- A. Cross reference to curriculum, lesson plans, job sheets and student progress instrument.
- B. The evaluation team will conduct a visual inspection. Provide a copy of the tool inventory/location.
- C. Provide syllabus (with information highlighted), course descriptions, lesson plans, job sheets, student materials, etc.
- D. Provide samples of work order forms, parts order form, and show how time spent on task is recorded.

REFERENCE MATERIALS: Standards folder 7.5

7.6 STUDENT PROGRESS

7.6

A record of each student's progress should be maintained through the use of a progress chart or other method. The record should indicate tasks required for program completion.

- A. Rate the use of a progress chart or other method (with specific tasks) to indicate students' progress. 4.00

POSSIBLE DOCUMENTS: A. Provide the school policy on student evaluation, sample of student progress chart, and use an actual record with student identifying information blocked out.

REFERENCE MATERIALS: Standards folder 7.6

7.7 PERFORMANCE STANDARDS

7.7

All instruction should be performance based, with an acceptable performance standard stated for each task. These standards should be shared with students and potential employers. Students should demonstrate competency of a task.

- A. Is there a stated performance level required for each task? YES NO
- B. Rate the availability of stated performance levels given to students and potential employers. 4.00
- C. Rate the opportunity for students to demonstrate (practice) competency of a task before the instructor verifies a student's performance. 5

POSSIBLE DOCUMENTS:

- A. Provide a task sheet or other measurement tools.
- B. Provide the evaluation criteria from the syllabus, progress chart, or task sheet.
- C. Provide a task sheet or student progress chart.

REFERENCE MATERIALS: Standards folder 7.7

7.8 SAFETY STANDARDS

7.8

Safety instruction must be given prior to lab/shop work and be an integral part of the training program. A safety test must be included in the training program. Students and instructors should comply with personal and environmental safety practices associated with clothing; eye protection; hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.

- A. Is safety instruction given prior to lab/shop work? YES NO
- B. Are safety tests given in the training program? YES NO
- C. Rate the emphasis placed on complying with safety practices in the lab/shop area. 5

POSSIBLE DOCUMENTS:

- A. Show an example of the safety test, course of study, course outline, posters, etc.
- B. Provide the course of study and sample of the safety test.
- C. The evaluation team will conduct a visual inspection of markings on lanes, guards, posting of safety rules and signage, and present an example of a student contract.

REFERENCE MATERIALS: Standards folder 7.8

7.9 PERSONAL STANDARDS

7.9

All training activities and instructional material should emphasize the importance of maintaining high personal standards.

- A. Rate the emphasis placed on the following in all training activities and instructional materials:
1. the importance of maintaining good relationships with fellow employees 5.00
 2. respect for fellow students' tools and other property 5.00
 3. the development of good customer relations 5.00
 4. appropriate clothing similar to that found in local shops 5.00
 5. student cleanliness to ensure seats, steering wheels, etc. are not greasy or damaged after the job is complete 5
 6. the use of fender covers 5.00

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. Provide instructional materials, class / lab / shop rules.

REFERENCE MATERIALS: Standards folder 7.9

7.10 WORK HABITS/ETHICS

7.10

The training program should be organized in such a manner that work habits and ethical practices required on the job are an integral part of the instruction.

A. Rate the degree to which the training program is organized so that appropriate work habits developed in the training program are similar to work habits required on the job. 5.00

B. Rate the emphasis placed upon ethical practices. 5.00

POSSIBLE DOCUMENTS: A. – B. The evaluation team will conduct a visual inspection. Describe attendance policy, etc.

REFERENCE MATERIALS: Standards folder 7.10

7.11 PROVISIONS FOR INDIVIDUAL DIFFERENCES 7.11

The training program should be structured in such a manner that students with different levels of cognitive and psychomotor skills can be accommodated.

A. Rate the structure of the training program to accommodate students with different levels of cognitive and psychomotor ability. 4

POSSIBLE DOCUMENTS: A. Provide ADA information, equipment modifications, differential instruction, and provide an example of an Individual Education Plan (IEP).

REFERENCE MATERIALS: Standards folder 7.11

7.12 RELATED INSTRUCTION 7.12

Instruction in related mathematics, science, communications, and interpersonal relations should be provided and coordinated with ongoing instruction in the training program. This instruction should be provided by a qualified instructor.

A. Rate the degree to which related mathematics, science, communications, and interpersonal-relations instruction are integrated with instruction in the training program. 4.00

B. Rate the availability and use of qualified instructors for related instruction. 2 N/A

POSSIBLE DOCUMENTS:

A. Show syllabus with objectives and examples of tasks where related instruction is provided (Ohm's Law, Pascal's Law, gear ratio, etc.); SkillsUSA Professional Development Program, if appropriate.

B. Show copy of instructor teaching credential.

REFERENCE MATERIALS: Standards folder 7.12

7.13 TESTING 7.13

Both written and performance based tests should be used to validate student competency. Students should be encouraged to take industry recognized certification tests, such as the ASE Student Certification Test or ASE Professional Certification test.

- A. Rate the use of written tests to evaluate cognitive task performance. 5.00
- B. Rate the use of performance tests to evaluate manipulative task performance. 5.00
- C. Rate the use of an acceptable level of performance in cognitive and manipulative tests. 5.00
- D. Rate the degree to which students are encouraged to take accreditation tests that are industry recognized certification tests, such as the ASE Student Certification tests, ASE tests. 5.00

POSSIBLE DOCUMENTS:

- A. Show samples of written tests.
- B. Show sample job sheets.
- C. Show sample of the rating scale used.
- D. Show posters, ASE test registration materials, describe provisions made for taking ASE tests.

REFERENCE MATERIALS: Standards folder 7.13

7.14 EVALUATION OF INSTRUCTION

7.14

Instructional procedures should be evaluated in a systematic manner. This evaluation should be through regular reviews by students and the administration. Program evaluation of instruction should also be utilized on a systematic and regular basis. This system should include input from former students and the Advisory Committee members. Instructional procedures should show responsiveness to the feedback from these evaluations.

- A. Is a systematic program evaluation system used to make decisions about program efficiency, effectiveness, and content? YES NO
- B. Rate the use of student input/participation in the evaluation process of instruction. 4.00
- C. Rate the use of instructor(s) evaluations in the evaluation process. 4.00
- D. Rate the use of self-evaluation of instruction on a regular basis in the evaluation process. 4.00
- E. Rate the use of student follow-up data in the evaluation process. 3.50

POSSIBLE DOCUMENTS: A. – E. Provide an explanation of the overall program evaluation policy and plan. Show samples of the instructor evaluation instrument, etc.

REFERENCE MATERIALS: Standards folder 7.14

7.15 ON-VEHICLE SERVICE AND REPAIR WORK

7.15

On-vehicle service and repair work should be scheduled to benefit the student and supplement ongoing instruction on items specified in the task list. A student should have had instruction and practice on a specific repair task before on-vehicle service and repair work requiring that task is assigned. Vehicles donated by the manufacturers or other sources, customer-owned vehicles, and other training vehicles may be used as the primary source of on-vehicle service and repair work. Training program student-owned vehicles, school buses, and other vehicles owned and operated by the governing body of the school must not be the primary source of on-vehicle service and repair work vehicles. All vehicles in the lab/shop should have a completed industry-type work order attached to or on the vehicle.

- A. Rate the degree to which on-vehicle service and repair work benefits the student and supplements on-going instruction. 4.00
- B. Rate the degree to which a student had instruction and practice on a specific repair task before on-vehicle service and repair work is assigned. 4.00
- C. Rate the degree to which the program policies do not allow the following as the primary source of on-vehicle service and repair work:
 - 1. students in the automobile technician training program working on their own vehicles 4.00
 - 2. school buses or other vehicles owned and operated by the governing body of the school. 4.00
- D. Rate the use of a written, industry type work order attached to or placed inside the vehicle. 4.00

(NOTE: VEHICLES DONATED BY MANUFACTURERS OR OTHER SOURCES ARE ACCEPTABLE AS THE PRIMARY SOURCE OF ON-VEHICLE SERVICE AND REPAIR WORK.)

POSSIBLE DOCUMENTS:

- A. Show task sheets and repair orders. The evaluation team will conduct a visual inspection.
- B. Show course of study and a copy of the student task sheets, lab sheets, or progress charts, or work order.
- C. Provide a copy of the program policy.
- D. Show a sample work order. The evaluation team will conduct a visual inspection.

REFERENCE MATERIALS: Standards folder 7.15

7.16 ARTICULATION

7.16

Agreements between programs with equivalent competencies should be used to eliminate unnecessary duplication of instruction and foster continued study.

- A. Rate the articulation agreements used between programs with equivalent competencies to eliminate unnecessary duplication of instruction. 5.00 N/A

POSSIBLE DOCUMENTS: A. Show copy of the articulation agreement. Note: this may be N/A.

REFERENCE MATERIALS: Standards folder 7.16

For items rated above or below a 4 – provide explanation below:

Standard 7
Average Score (as many as 40 items) 5.23

STANDARD 8 - EQUIPMENT

EQUIPMENT AND TOOLS USED IN THE AUTOMOBILE TECHNICIAN TRAINING PROGRAM MUST BE OF THE TYPE AND QUALITY FOUND IN THE REPAIR INDUSTRY AND MUST ALSO BE THE TYPE NEEDED TO PROVIDE TRAINING TO MEET THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.

8.1 SAFETY

8.1

Equipment and tools used in the training program must have all shields, guards, and other safety devices in place, operable, and used. Safety glasses must be worn by all students, instructors, and visitors in the lab/shop area while lab is in session.

A. Are all shields, guards, and other safety devices in place, operable, and used?

YES NO

B. Do all students, instructors, and visitors wear safety glasses in the lab/shop area while lab is in session?

YES NO

POSSIBLE DOCUMENTS: A.- B. The evaluation team will conduct a visual inspection.

REFERENCE MATERIALS: All shields, guards, and other safety devices are in place, operable, and used.

8.2 QUANTITY AND QUALITY

8.2

The tools and equipment used in the training program should reflect the program goals and performance objectives. Sufficient tools and equipment should be available for the training offered. The tools and equipment should meet industry quality standards.

- A. Rate the availability of the tools and equipment needed for instruction in the lab/shop area. 5.00
- B. Rate the quantity of tools and equipment in terms of the quantity needed for efficient and effective instruction. 5.00
- C. Rate the tools and equipment used in terms of meeting industry quality standards. 5.00

POSSIBLE DOCUMENTS:

- A. The evaluation team will conduct a visual inspection of the tools and equipment needed for instruction.
- B. The evaluation team will conduct a visual inspection of class size and inventory.
- C. The evaluation team will conduct a visual inspection of tools and equipment used to meet industry quality standards.

REFERENCE MATERIALS: 8.2 folder

8.3 CONSUMABLE SUPPLIES 8.3

Sufficient consumable supplies should be readily available to assure continuous instruction.

- A. Rate the consumable supplies in terms of availability to assure continuous instruction. 3.50

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. Provide inventory sheets and describe replenishment procedure.

REFERENCE MATERIALS: 8.3 folder

8.4 PREVENTIVE MAINTENANCE 8.4

A preventive maintenance schedule should be used to minimize equipment down-time.

Name and title of the person responsible for the preventive maintenance schedule.

Name: Brian Hagopian Title: Program Coordinator

- A. Rate the use of a preventive maintenance schedule to minimize equipment down time. 3.00

POSSIBLE DOCUMENTS: Provide a copy of the preventive maintenance schedule or spreadsheet

REFERENCE MATERIALS: 8.4 folder

8.5 REPLACEMENT 8.5

An annual review process should be used to maintain up-to-date tools and equipment at industry and safety standards. Student follow-up and Advisory Committee input should be used in this process.

- A. Rate the use of an annual review process, including the use of student follow-up information to maintain up-to-date tools and equipment at industry and safety standards. 2.00

POSSIBLE DOCUMENTS: A. Describe the annual review process and provide an example from the annual survey data.

REFERENCE MATERIALS: 8.5 folder

8.6 TOOL INVENTORY AND DISTRIBUTION 8.6

An inventory system should be used to account for tools, equipment, parts, and supplies.

Name and title of the person responsible for tool disbursement and inventory

Name: James Weston Title: Toolroom staff

- A. Rate the use of an inventory system to account for tools, equipment, parts, supplies and the process of disbursing tools to students. 3.00

POSSIBLE DOCUMENTS: A. Provide the inventory list and describe how tools are disbursed and/or signed in/out to students.

REFERENCE MATERIALS: 8.6 folder

8.7 PARTS PURCHASING 8.7

A systematic parts purchasing system should be in place.

- A. Rate the use of a systematic parts purchasing system. 5.00 N/A
- B. Rate the efficiency of acquiring parts for task performance. 5.00 N/A

POSSIBLE DOCUMENTS:

- A. If purchasing parts, provide a written procedure or parts request form.
B. The evaluation team may discuss this issue with instructor.

REFERENCE MATERIALS: 8.7 folder

8.8 HAND TOOLS 8.8

Each student should have access to basic hand tools comparable to tools required for employment. Students should be encouraged to purchase a hand tool set during the period of instruction.

- A. Rate the availability of hand tools for students' use during lab/shop instruction, comparable to the tools that will be required for employment. 5.00

B. Rate the emphasis placed on encouraging students to purchase a hand tool set (during the period of instruction) which is appropriate to the level in which they are being trained. 5.00

POSSIBLE DOCUMENTS:

- A. Provide an inventory. The evaluation team will conduct a visual inspection.
- B. Explain policy and provide information available for students detailing recommended tool list and vendor visits.

REFERENCE MATERIALS: 8.8 folder

For items rated above or below a 4 – provide explanation below:

Standard 8	
Average Score (as many as 11 items)	<u>5.74</u>

STANDARD 9 - FACILITIES

THE PHYSICAL FACILITIES MUST BE ADEQUATE TO PERMIT ACHIEVEMENT OF THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.

9.1 TRAINING STATIONS 9.1

Training stations (bench and on-vehicle service and repair work) should be available in the type and number required for the performance of tasks outlined in the program goals and performance objectives.

- A. Rate the training stations available in the type and number required for task performance as outlined in the program goals and performance objectives in terms of:

1. adequate bench space	<u>3.00</u>
2. adequate lab/shop space	<u>3.00</u>

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. Provide information on class size for each course.

REFERENCE MATERIALS: 9.1 folder

9.2 SAFETY

9.2

The facilities should meet all applicable safety standards and an emergency plan should be in place and posted in all classrooms and lab/shop areas.

- | | |
|--|-------------|
| A. Rate the identification of hazardous areas (painting, welding, etc.) with signs. | <u>5.00</u> |
| B. Rate the fire extinguishers in terms of having regular, current inspection tags attached and meeting fire codes for different types of fires. | <u>5.00</u> |
| C. Rate the availability of an electrical disconnect system or posted procedure to shut down all outlets in case of an emergency. | <u>5.00</u> |
| D. Rate the lighting in terms of being adequate for task performance and safety. | <u>4.00</u> |
| E. Rate safety inspections in terms of being regularly held. | <u>5.00</u> |
| F. Rate the degree to which all other applicable safety standards are met. (eye wash station, shower, etc.) | <u>5.00</u> |
| G. Rate the identification of vehicle traffic areas. | <u>5.00</u> |

POSSIBLE DOCUMENTS:

A. – G. The evaluation team will conduct a visual inspection of the location of signs, fire extinguishers, posted policy/procedures, lighting, inspection schedule, applicable safety standards, and vehicle traffic lanes.

REFERENCE MATERIALS: folder 9.2

9.3 EMERGENCY MAINTENANCE & REPAIR

9.3

A written facilities maintenance program should be used to ensure facilities are suitable when required for instruction.

- | | |
|--|-------------|
| A. Rate the use of a written facilities and equipment maintenance program to ensure suitability for instruction. | <u>4.00</u> |
|--|-------------|

POSSIBLE DOCUMENTS: A. Provide copy of written policy and procedures.

REFERENCE MATERIALS: folder 9.3

9.4 HOUSEKEEPING

9.4

The classroom(s), lab/shop, and support area(s) should be kept clean and orderly.

- | | |
|---|-------------|
| A. Rate the classroom and lab/shop area for being kept clean and orderly. | <u>3.00</u> |
| B. Rate the parking and storage areas for being kept clean and orderly. | <u>3.00</u> |

POSSIBLE DOCUMENTS: A. – B. The evaluation team will conduct a visual inspection.

REFERENCE MATERIALS: folder 9.4

9.5 OFFICE SPACE

9.5

An area separate from the lab/shop should be available and convenient for the instructor(s) to use as an office.

- A. Rate the availability of an area separate from the lab/shop for the instructor's use as an office. 2.00

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection.

REFERENCE MATERIALS: folder 9.5

9.6 INSTRUCTIONAL AREA

9.6

A classroom convenient to, but separate from, the lab/shop area should be available for instruction and other non-lab/shop activities.

- A. Rate the availability of an area convenient to, but separate from, the lab/shop for theory instruction and other non-lab/shop activities. 4.00

POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection.

REFERENCE MATERIALS: folder 9.6

9.7 STORAGE

9.7

Storage areas for tools, parts, supplies, and automobiles should be sufficient to support the activities outlined in the program goals and performance objectives. Security should be provided to prevent pilferage and vandalism.

- A. Rate the storage area for specialized tools in terms of being adequate to support the activities outlined in the program goals and objectives. 2.00
- B. Rate the storage area for parts and supplies in terms of being adequate to support the activities outlined in the program goals and performance objectives. 2.00
- C. Rate the storage area for vehicles in terms of being adequate to support the activities outlined in the program goals and performance objectives. 2.00
- D. Rate the storage area in terms of being provided for student toolboxes. _____ N/A
- E. Rate the security from pilferage and vandalism of the storage areas. 4.00

POSSIBLE DOCUMENTS: A. – E. The evaluation team will conduct a visual inspection.

REFERENCE MATERIALS: folder 9.7

9.8 SUPPORT FACILITIES

9.8

Restrooms and clean-up areas should be provided for both male and female students and should be convenient to the instructional area.

- A. Rate the area provided for clean-up after lab/shop activities in terms of being conveniently located. 5.00
- B. Rate the restrooms for both male and female students in terms of being conveniently located. 5.00

POSSIBLE DOCUMENTS: A. – B. The evaluation team will conduct a visual inspection.

REFERENCE MATERIALS: folder 9.8

9.9 VENTILATION

9.9

An exhaust fume removal system should be in place and operational. When appropriate, heating and cooling systems should be used to provide sufficient comfort for learning.

- A. Rate the exhaust fume removal system in terms of being in place and operable. 4.00
- B. Rate the heating and cooling systems in terms of providing sufficient comfort for learning. 1.00

POSSIBLE DOCUMENTS:

A. The evaluation team will conduct a visual inspection and verify the function of exhaust fume removal system.

B. The evaluation team will interview instructors and students.

REFERENCE MATERIALS: folder 9.95

9.10 FIRST AID

9.10

A first aid kit should be in place and should be maintained and comply with local regulations and school policy.

- A. Rate the availability of a first aid kit for the program. 5.00 N/A
- B. Rate the first aid kit in terms of being clearly identified. 5.00 N/A

C. Rate the first aid kit in terms of being equipped with basic, up-to-date first aid supplies. 5.00 N/A

POSSIBLE DOCUMENTS: A. – C. Provide copy of the written policy. The evaluation team will conduct a visual inspection.

REFERENCE MATERIALS: folder 9.10

For items rated above or below a 4 – provide explanation below:

Standard 9
Average Score (as many as 26 items) 5.18

STANDARD 10 - INSTRUCTIONAL STAFF

THE INSTRUCTIONAL STAFF MUST HAVE TECHNICAL COMPETENCY AND MEET ALL STATE AND LOCAL REQUIREMENTS FOR CERTIFICATION/CREDENTIALS.

10.1 TECHNICAL COMPETENCY 10.1

Instructors must hold current ASE certification to meet the requirements for the level of program accreditation sought (MLR, AST or MAST).

How many instructors are dedicated to this program? 2

The following applies to ALL Programs:

A. Do ALL instructors hold current ASE certification in:

- 1. G-1 Maintenance & Light Repair Yes No
- 2. A-6 Electrical/Electronic Systems Yes No

The following applies to Maintenance & Light Repair Programs only:

B. Do MLR instructors hold current ASE certification in:

- 1. A-4 Suspension & Steering Yes No
- 2. A-5 Brakes Yes No

The following applies to **AST** and **MAST** Programs:

C. Do instructors hold current ASE certification in the automotive area(s) they teach?

Yes **No**

The following applies to **MAST** Programs:

D. Do **Engine Performance instructors hold current ASE certification in Advanced Engine Performance L-1?**

Yes **No**

E. Is the instructor(s) ASE Master Certified?

Yes **No**

Name of ASE Master Certified Instructor(s)

Brian Hagopian

Terry Johnson

POSSIBLE DOCUMENTS: A. – E. Provide information on each instructor, diplomas earned, and copy of ASE Certification.

REFERENCE MATERIALS: folder 10.1

10.2 INSTRUCTIONAL COMPETENCY/CERTIFICATION

10.2

Instructors should meet all state teaching requirements.

A. Rate the degree to which all instructors meet all state teaching requirements.

5.00

POSSIBLE DOCUMENTS: A. Provide a copy of the teaching certificate for each instructor.

REFERENCE MATERIALS: Folder 10.2

10.3 TECHNICAL UPDATING

10.3

Faculty members should be provided technical materials required to maintain their competency. Instructors must complete a minimum of 20 hours of technical update training each year.

A. Rate the availability of automotive trade publications, service bulletins, and other materials needed to maintain technical competence for the instructional staff.

2.00

B. Do all instructors attend a minimum of 20 hours per year of recognized industry update training relevant to the level in which their program is being accredited?

YES **NO**

POSSIBLE DOCUMENTS:

- A. Provide a copy of the inventory of trade publications, service bulletins, etc. The evaluation team will conduct a visual inspection.
- B. Provide certificate, transcript, or completion forms for each instructor.

REFERENCE MATERIALS: folder 10.3

10.4 SUBSTITUTES 10.4

A written policy regarding the use of “substitute” instructors should be provided to all instructors.

A. Do instructors receive a written policy regarding the use of substitutes? YES NO

POSSIBLE DOCUMENTS: A. Provide written policy on substitute teachers.

REFERENCE MATERIALS: No substitutes allowed, campus wide.

For items rated above or below a 4 – provide explanation below:

Standard 10	
Average Score (2 items)	<u>5.73</u>

STANDARD 11 – WORK-BASED LEARNING

WRITTEN POLICIES AND PROCEDURES SHOULD BE USED FOR WORK-BASED AND APPRENTICESHIP TRAINING PROGRAMS. (This applies only to programs that offer work-based/apprenticeship training.)

<i>Will work-based learning be used to meet the minimum hour requirements for accreditation?</i>	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
--	---

11.1 STANDARDS 11.1

The work-based learning component must be an integral part of the automotive program where students spend part of the scheduled time, either on a daily basis or in a block-time configuration, on-site in related classroom instruction and part of the scheduled-time off-site in a related and structured work environment.

* A maximum of 25% of the instructional-hours requirement may be met by applicable work-based learning activities, eLearning activities, or a combination of both WBL and eLearning activities.

- A. Rate the use of a training plan and performance standards a student will be expected to meet in terms of being developed and coordinated by the automobile instructor. _____ N/A

POSSIBLE DOCUMENTS: A. Show overall work-based or apprenticeship plan, sample training plan, and the evaluation team will talk with instructor. This may be N/A.

REFERENCE MATERIALS: _____

11.2 AGREEMENTS

11.2

All legally binding agreements should be written and signed by the student, the student's parent (*if the student is under 18 years of age*), the employer and the program instructor or the institution's designated work-based learning coordinator.

- A. Rate the use of all agreements between the institution and the work location in terms of being written and legally binding. _____ N/A

POSSIBLE DOCUMENTS: A. Show a sample agreement. This may be N/A.

REFERENCE MATERIALS: _____

11.3 SUPERVISION

11.3

A supervising automobile instructor or supervising work-based learning coordinator should be assigned responsibility, authority, and time to coordinate and monitor automobile work-based learning components.

- A. Rate the use of an automobile instructor or supervising coordinator assigned the responsibility, authority, and time to coordinate and monitor work-based learning automotive programs. _____ N/A

POSSIBLE DOCUMENTS: A. Show written policy on supervision, identify the person responsible for supervision; the evaluation team should interview the person who supervises work-based learning or apprenticeship. This may be N/A.

REFERENCE MATERIALS: _____

For items rated above or below a 4 – provide explanation below:

Standard 11

Average Score (as many as 3 items) _____

STANDARD 12 – E-LEARNING

WRITTEN POLICIES AND PROCEDURES MUST BE FOLLOWED WHEN E-LEARNING CURRICULAR MATERIALS ARE USED OUTSIDE OF SCHEDULED CLASSROOM/LAB/SHOP TIME FOR THE PURPOSE OF MEETING INSTRUCTIONAL HOUR REQUIREMENTS. (This applies only to programs that are using e-learning to meet program hour requirements. This is a go/no go Standard that requires validation of a ‘yes’ response to each of the criterion.)

Will E-learning be used to meet the minimum hour requirements for accreditation? YES NO

12.1 ACCESS

Students must have access to the appropriate technology needed to access e-learning materials.

- A. Is there documentation that students have access to appropriate technology for e-learning purposes?** YES NO N/A

POSSIBLE DOCUMENTS: A. Provide a copy of the policy regarding the availability of appropriate technology for students to access e-learning instructional materials

REFERENCE MATERIALS: _____

12.2 CURRICULUM AND STUDENT PROGRESS

All content/tasks taught by e-learning must be identified and a record of each student’s progress must be maintained through the use of a Learning Management System (LMS).

- A. Are the content/tasks that are to be delivered via e-learning clearly highlighted in the course of study?** YES NO N/A
- B. Is there documentation that e-learning is incorporated into the content/tasks in the program plan?** YES NO N/A
- C. Do the instructional hours to be credited toward meeting up to 25 percent of the program specialty hour requirements correlate with the vendor’s average completion time for each instructional module?** YES NO N/A
- D. Is there documentation of the implementation and use of e-learning instructional materials as evidenced in a Learning Management System (LMS)?** YES NO N/A

POSSIBLE DOCUMENTS:

- A. Highlight e-learning activities in the course of study materials.
- B. Cross-reference e-learning activities to content/tasks in the program plan.
- C. Correlate instructional hours to be credited toward meeting up to 25 percent of the program specialty hour requirements with the vendor’s average completion time for each instructional module.
- D. Show an example of the Learning Management System (LMS) used to track student progress.

REFERENCE MATERIALS: _____

12.3 ADVISORY COMMITTEE INPUT

E-learning, for the purpose of meeting the hour requirements, should be discussed and approved by the Advisory Committee.

A. Are Advisory Committee meeting minutes available to confirm that the committee has discussed e-learning? YES NO N/A

POSSIBLE DOCUMENTS: A. Highlight pertinent information in the Advisory Committee meeting minutes.

REFERENCE MATERIALS: _____

Standard 12
Number of ‘Yes’ responses (as many as 7 items) _____

AUTOMOBILE PROGRAM EVALUATION PARTICIPANTS

The following individuals participated in the program evaluation and approve the accreditation summary report as evidenced by the signatures below.

			Advisory Committee Member?
1.	_____ Signature	_____ Printed or Typed Name	_____ Date m/d/yyyy
			<input type="checkbox"/> YES <input type="checkbox"/> NO
2.	_____ Signature	_____ Printed or Typed Name	_____ Date m/d/yyyy
			<input type="checkbox"/> YES <input type="checkbox"/> NO
3.	_____ Signature	_____ Printed or Typed Name	_____ Date m/d/yyyy
			<input type="checkbox"/> YES <input type="checkbox"/> NO
4.	_____ Signature	_____ Printed or Typed Name	_____ Date m/d/yyyy
			<input type="checkbox"/> YES <input type="checkbox"/> NO
5.	_____ Signature	_____ Printed or Typed Name	_____ Date m/d/yyyy
			<input type="checkbox"/> YES <input type="checkbox"/> NO
6.	_____ Signature	_____ Printed or Typed Name	_____ Date m/d/yyyy
			<input type="checkbox"/> YES <input type="checkbox"/> NO
7.	_____ Signature	_____ Printed or Typed Name	_____ Date m/d/yyyy
			<input type="checkbox"/> YES <input type="checkbox"/> NO

8. _____
Signature Printed or Typed Name Date m/d/yyyy YES NO
9. _____
Signature Printed or Typed Name Date m/d/yyyy YES NO
10. _____
Signature Printed or Typed Name Date m/d/yyyy YES NO