**AUTOMOBILE COMPLIANCE REVIEW**

**EVALUATION OF PROGRAM STANDARDS BY ADVISORY COMMITTEE**

Utilizing the materials and information provided by the Program Coordinator please rate the following standards as they apply to the program.

**RATING SCALE:**

Has Improved 3

No Change 2

Needs Improvement 1

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| **Name of Advisory Committee Member Completing this Evaluation:** |  |

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| **STANDARD 1 - PURPOSE** | | | | | | |
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| THE AUTOMOBILE TECHNICIAN TRAINING PROGRAM SHOULD HAVE CLEARLY STATED PROGRAM GOALS, RELATED TO THE NEEDS OF THE STUDENTS AND EMPLOYERS SERVED. | | | | | | |
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| **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. | | | | | | |
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| 1. Rate the administration and use of an annual survey of employers to determine the needs of their potential employees. | | | | |  | |
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| 1. 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. | | | | |  | |
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| REFERENCE MATERIALS: |  | | | | | |
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| **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. | | | | | | |
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| 1. Rate the program material(s) available (brochure, catalog, or website) on the inclusion of the following: | | | | |  | |
| 1. admission requirements (if applicable) | | |  | | | N/A |
| 1. employment potential | | | | |  | |
| 1. level of automobile training offered (MLR, AST, MAST) | | | | |  | |
| 1. cost of tuition and fees (if applicable) | | |  | | | N/A |
| 1. technical qualifications of the instructional staff | | | | |  | |
| 1. overall goals of the program | | | | |  | |
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| **For items rated 3 – provide explanation below:** | | | | | | |
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| **Standard 1** | | | | |  | |
| **(as many as 8 items) Average Score** | | | | |  | |
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| **STANDARD 2 – ADMINISTRATION** | | | | | | |
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| PROGRAM ADMINISTRATION SHOULD ENSURE THAT INSTRUCTIONAL ACTIVITIES SUPPORT AND PROMOTE THE GOALS OF THE PROGRAM. | | | | | | |
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| **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. | | | | | | |
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| 1. 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 | | |
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| REFERENCE MATERIALS: |  | | | | | |
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| **2.2 CHAIN OF COMMAND** 2.2 | | | | | | |
| An organizational chart should be used to indicate the responsibilities for instruction, administration, and support services. | | | | | | |
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| 1. Rate the organizational chart or list designating the responsibilities and authorities of program personnel. | | | | |  | |
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| REFERENCE MATERIALS: |  | | | | | |
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| **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. | | | | | | |
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| 1. Rate the administrative support for implementing the on-site evaluation team recommendations made at the previous on-site evaluation. N/A for initial accreditation. | |  | | | | N/A |
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| 1. Rate the administrative support that demonstrates provisions have been made for instructors to attend planned in-service and update training on a regular basis. | | | | |  | |
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| 1. 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. | | | | |  | |
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| 1. Rate the administrative support for on-going curriculum development, review, and revision. | | | | |  | |
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| 1. Rate the extent to which the institution administration involves the program faculty in preparation of the annual budget. | | | | | |  | |
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| 1. Rate the extent to which the institution administration is involved in and attends the program advisory committee meetings. | | | | | |  | |
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| **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. | | | | | | | |
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| 1. Have written policies regarding student and institutional responsibilities been approved by the administrative and/or policy board? | | | | | YES NO | | |
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| 1. Rate the written policies regarding safety, liability, and lab/shop operation in terms of being prominently displayed in the lab/shop area. | | | | | |  | |
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| 1. Rate the policies in terms of being provided to each student and instructor. | | | | | |  | |
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| REFERENCE MATERIALS: | |  | | | | | |
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| **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.) | | | | | | | |
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| 1. Rate the system used to collect, document, and disburse customer work repair receipts **(N/A if no customer work is done**). | | | |  | | | N/A |
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| 1. Rate the use of support staff to collect payment for customer work repairs. **(N/A if no money is ever exchanged).** | | | |  | | | N/A |
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| REFERENCE MATERIALS: | |  | | | | | |
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| **2.6 LEGAL REQUIREMENTS** 2.6 | | | | | | | |
| The training program should meet all applicable local, state, and federal requirements. | | | | | | | |
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| 1. Rate the training program in terms of compliance with applicable local, state, and federal requirements. | | | | | |  | |
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| REFERENCE MATERIALS: | |  | | | | | |
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| **2.7 FIRST AID** 2.7 | | | | | | | |
| Rate the availability of a written policy approved by the school administration on First Aid administration and procedures. | | | | | | | |
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| 1. Rate the availability of a written policy approved by the school administration on First Aid administration and the instructors’ knowledge of these procedures. | | | | | |  | |
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| REFERENCE MATERIALS: | |  | | | | | |
| **For items rated 3 – provide explanation below:** | | | | | | | |
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| **Standard 2** | | | | | |  | |
| **Average Score** **(as many as 13 items)** | | | | | |  | |
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| **STANDARD 3 - LEARNING RESOURCES** | | | | | | | |
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| SUPPORT MATERIAL, CONSISTENT WITH BOTH PROGRAM GOALS AND PERFORMANCE OBJECTIVES, SHOULD BE AVAILABLE TO STAFF AND STUDENTS. | | | | | | | |
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| **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. | | | | | | | |
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| 1. Rate the availability of service information with procedures and specifications for vehicles manufactured within the last 10 years. | | | | | |  | |
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| 1. Rate the availability of access to the manufacturer’s specification data in terms of location to the lab/shop area. | | | | | |  | |
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| REFERENCE MATERIALS: |  | | | | | | |
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| **3.2 MULTIMEDIA** 3.2 | | | | | | | |
| Appropriate up-to-date multimedia materials and technology should be readily available and utilized in the training process. | | | | | | | |
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| 1. Rate the use of current multimedia technology and equipment in the training process as appropriate. | | | | | |  | |
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| 1. Rate the availability of multimedia equipment and materials for instructional purposes. | | | | | |  | |
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| REFERENCE MATERIALS: | | |  | | | | |
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| **3.3 PERIODICALS** 3.4 | | | | | | | |
| Current general and technical automobile media should be available for student and instructor use. | | | | | | | |
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| 1. Rate the general and technical automotive magazines and newspapers available for student and instructor use in terms of being current. | | | | | |  | |
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| REFERENCE MATERIALS: | | |  | | | | |
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| **3.4 STUDENT RESOURCES** 3.5 | | | | | | | |
| 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. | | | | | | | |
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| 1. 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. | | | | | |  |
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| REFERENCE MATERIALS: | | |  | | | |
| **For items rated 3 – provide explanation below:** | | | | | | |
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| **Standard 3** | | | | | |  |
| **Average Score (6 items)** | | | | | |  |
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| **STANDARD 4 – FINANCES** | | | | | | |
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| FUNDING SHOULD BE PROVIDED TO MEET THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES. | | | | | | |
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| **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. | | | | | | |
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| 1. Rate the development of an annual budget for program operation. | | | | | |  |
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| 1. Rate the funding in terms of being adequate for program operation. | | | | | |  |
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| 1. Rate the extent to which the program staff is involved in preparation of the annual budget. | | | | | |  |
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| 1. Rate quarterly budget status reports provided to instructional staff. | | | | | |  |
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| REFERENCE MATERIALS: |  | | | | | |
| **For items rated 3 – provide explanation below:** | | | | | | |
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| **Standard 4** | | | | | |  |
| **Average Score (4 items)** | | | | | |  |
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| **STANDARD 5 - STUDENT SERVICES** | | | | | | |
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| SYSTEMATIC SKILLS ASSESSMENT, INTERVIEWS, COUNSELING SERVICES, PLACEMENT, AND FOLLOW-UP PROCEDURES SHOULD BE USED. | | | | | | |
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| **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. | | | | | | |
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| 1. 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): | | | | | |  |
| 1. Reading | | | | | | |
| 1. Mathematics and Science | | | | | | |
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| 1. 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. | | | | | |  |
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| 1. Rate the availability of written justification for all requirements. | | | | | |  |
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| REFERENCE MATERIALS: | |  | | | | |
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| **5.2 PRE-ADMISSION COUNSELING** 5.2 | | | | | | |
| Prior to program admission, a student should be counseled regarding automotive careers. | | | | | | |
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| 1. Rate the use of student counseling on automotive careers prior to program admission. | | | | | |  |
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| REFERENCE MATERIALS: | |  | | | | |
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| **5.3 PLACEMENT** 5.3 | | | | | | |
| A systematic student placement system should be used to assist program graduates to obtain employment in the automobile industry. | | | | | | |
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| 1. Rate the placement system used to assist students in obtaining employment in the automotive industry upon graduation. | | | | | |  |
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| REFERENCE MATERIALS: | |  | | | | |
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| **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. | | | | | | |
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| 1. Rate the annual formal follow-up system used to determine graduates' employment location or continuing education. | | | | | |  |
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| 1. Rate the annual follow-up procedure/survey used to obtain the graduates assessment of the efficiency and effectiveness of their training. | | | | | |  |
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| 1. Rate the annual follow-up procedure/survey in terms of obtaining feedback regarding needed additions or deletions to the training: | | | | | |  |
| 1. curriculum/classroom instruction | | | | | |  |
| 1. program/skills learned | | | | | |  |
| 1. tools and equipment | | | | | |  |
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| 1. Rate the annual follow-up system used to obtain information from program graduates who are employed outside of the automotive industry. | | | | | |  |
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| 1. Rate the use of the information from annual follow-up procedures/survey to modify the training program. | | | | | |  |
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| REFERENCE MATERIALS: |  | | | | | |
| **For items rated 3 – provide explanation below:** | | | | | | |
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| **Standard 5** | | | | | |  |
| **Average Score (12 Items)** | | | | | |  |
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| **STANDARD 6 – ADVISORY COMMITTEE** | | | | | | |
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| AN OFFICIALLY SANCTIONED PROGRAM ADVISORY COMMITTEE MUST BE USED TO PROVIDE INPUT ON PROGRAM GOALS | | | | | | |
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| **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. | | | | | | |
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| 1. **Does the Advisory Committee convene a minimum of two working meetings per year?** | | | | | YES NO | |
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| 1. Rate the input of committee members in terms of participation, providing input on program improvement, and attendance as indicated in the minutes. | | | | | |  |
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| 1. Rate the mix of committee members in terms of being representative of the following groups: (rate collectively not individually) | | | | | |  |
| 1. automobile technicians 2. local employers 3. consumer groups 4. former students 5. others (automotive trainers, parents etc., please specify) | | | | | | |
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| REFERENCE MATERIALS: |  | | | | | |
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| **6.2 REVIEW OF BUDGETED FUNDS** 6.2 | | | | | | |
| The Advisory Committee should provide input and review budgeted funds. | | | | | | |
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| 1. Rate the Advisory Committee input in reviewing budgeted funds allocated to and used by the program. | | | | | |  |
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| REFERENCE MATERIALS: |  | | | | | |
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| 1. Rate the funding in terms of being adequate for program operation. | | | | | |  |
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| REFERENCE MATERIALS: |  | | | | | |
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| **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. | | | | | | |
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| 1. 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 | | |
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| REFERENCE MATERIALS: |  | | | | | |
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| **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. | | | | | | |
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| 1. Rate the use of the Advisory Committee to provide input on additional tasks, and if added, their approval of those additional tasks. | | | | | |  |
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| REFERENCE MATERIALS: |  | | | | | |
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| **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. | | | | | | |
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| 1. Rate the use of the Advisory Committee review in the evaluation process. | | | | | |  |
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| 1. Rate the Advisory Committee use of the annual review process to provide input on maintaining up-to-date tools and equipment. | | | | | |  |
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| 1. **Is the Advisory Committee included when conducting an annual evaluation of the facilities to assure adequacy in meeting program goals.** | | | | **YES NO** | | |
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| 1. Rate the Advisory Committee’s level of participation with 2 ½ year Compliance Review. | | | | | |  |
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| REFERENCE MATERIALS: |  | | | | | |
| **For items rated 3 – provide explanation below:** | | | | | | |
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| Standard 6 | | | | | |  |

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| Average Score **(8 items)** |  |
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| **STANDARD 7 – INSTRUCTION** | | |
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| INSTRUCTION MUST BE SYSTEMATIC AND REFLECT AUTOMOBILE PROGRAM GOALS. A TASK LIST AND SPECIFIC PERFORMANCE OBJECTIVES WITH CRITERION REFERENCED MEASURES MUST BE USED. | | |
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| **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. | | |
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| 1. Rate the training program in terms of being logically sequenced. | |  |
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| REFERENCE MATERIALS: |  | |
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| **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. | | |
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| 1. 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. | |  |
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| REFERENCE MATERIALS: |  | |
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| **7.3 PREPARATION TIME** 7.3 | | |
| Adequate time should be provided for teacher preparation and program development. | | |
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| 1. Rate the instructor's schedule in terms of providing adequate time for planning. | |  |
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| REFERENCE MATERIALS: |  | |
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| **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. | | |
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| 1. Rate the current instructor/student ratio in terms of being educationally sound and maintaining a safe environment. | |  |
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| 1. Rate the average instructor/student ratio for the past year(s) in terms of being educationally sound and maintaining a safe environment. | |  |
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| REFERENCE MATERIALS: |  | |
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| **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. | | | | | | | |
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| 1. **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?** | | | | | | | |
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| **Accreditation Level\*** | | **95% P-1** | **80% P-2** | | | **50% P-3** | |
| **Maintenance & Light Repair** | | **YES  NO** | **YES  NO** | | | **YES  NO** | |
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| **Automobile Service Technology** | | **YES  NO** | | **YES  NO** | | **YES  NO** | |
|  | | | | | | | |
| **Master Automobile Service Technology** | | **YES  NO** | | **YES  NO** | | **YES  NO** | |
| **\*Rate current level of accreditation.** | | | | | | | |
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| 1. **Are the tools and equipment available for the level of accreditation being requested?** | | | | | | | |
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| **Maintenance & Light Repair** | | | | | **YES  NO** | | |
|  | | | | | | | |
| **Automobile Service Technology** | | | | | **YES  NO** | | |
|  | | | | | | | |
| **Master Automobile Service Technology** | | | | | **YES  NO** | | |
| **\* Rate current level accreditation.** | | | | | | | |
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| 1. Rate the curriculum in terms of including instruction on: | | | | | | | | |
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| 1. OSHA regulations the student may encounter upon employment | | | | | | |  | |
| 2. Legal responsibilities of the technician regarding Environmental Protection Agency regulations | | | | | | |  | |
| 3. Other appropriate requirements which may affect their on-the-job activities | | | | | | |  | |
| 4. Identification and proper use of appropriate tools and test and measurement equipment | | | | | | |  | |
| 5. Use of current service information and industry publications | | | | | | |  | |
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| 1. Rate the inclusion in the curriculum of tasks on filling out work order forms, ordering parts, and recording the time spent on task. | | | | | | |  | |
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| REFERENCE MATERIALS: |  | | | | | | | |
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| **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. | | | | |
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| 1. Rate the use of a progress chart or other method (with specific tasks) to indicate students' progress. | | | |  |
|  | | | | |
| REFERENCE MATERIALS: |  | | | |
|  | | | | |
| **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. | | | | |
|  | | | | |
| 1. Do you have a stated performance level required for each task? | | | YES NO | |
|  | | | | |
| 1. Rate the availability of stated performance levels given to students and potential employers. | | | |  |
|  | | | | |
| 1. Rate the opportunity for students to demonstrate (practice) competency of a task before the instructor verifies a student’s performance. | | | |  |
|  | | | | |
| REFERENCE MATERIALS: |  | | | |
|  | | | | |
| **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. | | | | |
|  | | | | |
| 1. Is safety instruction given prior to lab/shop work. | | | YES NO | |
|  | | | | |
| 1. Are safety tests given in the training program. | | | YES NO | |
|  | | | | |
| 1. Rate the emphasis placed on complying with safety practices in the lab/shop area. | | | |  |
|  | | | | |
| REFERENCE MATERIALS: | |  | | |
|  | | | | |
| **7.9 PERSONAL STANDARDS** 7.9 | | | | |
| All training activities and instructional material should emphasize the importance of maintaining high personal standards. | | | | |
|  | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Rate the emphasis placed on the following in all training activities and instructional materials: | | | | | | | | | | | |
| 1. the importance of maintaining good relationships with fellow employees | | | | | | |  | | | | |
| 2. respect for fellow students' tools and other property | | | | | | |  | | | | |
| 3. the development of good customer relations | | | | | | |  | | | | |
| 4. appropriate clothing similar to that found in local shops | | | | | | |  | | | | |
| 5. student cleanliness to ensure seats, steering wheels, etc. are not greasy or damaged after the job is complete | | | | | | |  | | | | |
| 6. the use of fender covers | | | | | | |  | | | | |
|  | | | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | | | |
|  | | | | | | | | | |
| **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. | | | | | | | | | |
|  | | | | | | | | | |
| 1. 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. | | | | | |  | | | |
|  | | | | | | | | | |
| 1. Rate the emphasis placed upon ethical practices. | | | | | | |  | | |
|  | | | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | | | |
|  | | | | | | | | | |
| **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. | | | | | | | | | |
|  | | | | | | | | | |
| 1. Rate the structure of the training program to accommodate students with different levels of cognitive and psychomotor ability. | | | | | |  | | | |
|  | | | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | | | |
|  | | | | | | | | | |
| **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. | | | | | | | | | |
|  | | | | | | | | | |
| 1. Rate the degree to which related mathematics, science, communications, and interpersonal-relations instruction are integrated with instruction in the training program. | | | | | |  | | | |
|  | | | | | | | | | |
| 1. Rate the availability and use of qualified instructors for related instruction. | | |  | | | | | N/A | |
|  | | | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | | | |
|  | | | | | | | | | |
| **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. | | | | | | | | | |
|  | | | | | | | | | |
| 1. Rate the use of written tests to evaluate cognitive task performance. | | | | | |  | | | |
|  | | | | | | | | | |
| 1. Rate the use of performance tests to evaluate manipulative task performance. | | | | | |  | | | |
|  | | | | | | | | | |
| 1. Rate the use of an acceptable level of performance in cognitive and manipulative tests. | | | | | |  | | | |
|  | | | | | | | | | |
| 1. 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. | | | | | |  | | | |
|  | | | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | | | |
|  | | | | | | | | | |
| **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. | | | | | | | | | |
|  | | | | | | | | | |
| 1. Do you use a systematic program evaluation system to make decisions about program efficiency, effectiveness, and content? | | | | | YES NO | | | | |
|  | | | | | | | | | |
| 1. Rate the use of student input/participation in the evaluation process of instruction. | | | | | |  | | | |
|  | | | | | | | | | |
| 1. Rate the use of instructor(s) evaluations in the evaluation process. | | | | | |  | | | |
|  | | | | | | | | | |
| 1. Rate the use of self-evaluation of instruction on a regular basis in the evaluation process. | | | | | |  | | | |
|  | | | | | | | | | |
| 1. Rate the use of student follow-up data in the evaluation process. | | | | | |  | | | |
|  | | | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | | | |
|  | | | | | | | | | |
| **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. | | | | | | | | | |
|  | | | | | | | | | |
| 1. Rate the degree to which on-vehicle service and repair work benefits the student and supplements on-going instruction. | | | | | |  | | | |
|  | | | | | | | | | |
| 1. 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. | | | | | |  | | | |
|  | | | | | | | | | |
| 1. 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 | | | | | |  | | | |
| 1. school buses or other vehicles owned and operated by the governing body of the school. | | | | | |  | | | |
|  | | | | | | | | | |
| (NOTE: VEHICLES DONATED BY MANUFACTURERS OR OTHER SOURCES ARE ACCEPTABLE AS THE PRIMARY SOURCE OF ON-VEHICLE SERVICE AND REPAIR WORK.) | | | | | | | | | |
|  | | | | | | | | | |
| 1. Rate the use of a written, industry type work order attached to or placed inside the vehicle. | | | | | |  | | | |
|  | | | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | | | |
|  | | | | | | | | | |
| **7.16 ARTICULATION** 7.16 | | | | | | | | | | |
| Agreements between programs with equivalent competencies should be used to eliminate unnecessary duplication of instruction and foster continued study. | | | | | | | | | | |
|  | | | | | | | | | | |
| 1. Rate the articulation agreements used between programs with equivalent competencies to eliminate unnecessary duplication of instruction. | | |  | | | | | | N/A | | |
|  | | | | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | | | | |
| **For items rated 3– provide explanation below:** | | | | | | | | | | |
|  | | | | | | | | | | |
| **Standard 7** | | | | | |  | | | | |
| **Average Score (as many as 40 items)** | | | | | |  | | | | |
|  | | | | | | | | | | |
| **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. | | | | | | | | | | |
|  | | | | | | | | | | |
| 1. **Are all shields, guards, and other safety devices in place, operable, and used?** | | | | **YES**  **NO** | | | | | | |
|  | | | | | | | | | | |
| 1. **Do all students, instructors, and visitors wear safety glasses in the lab/shop area while lab is in session?** | | | | **YES**  **NO** | | | | | | |
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| REFERENCE MATERIALS: | |  | | | | | | | | |
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| **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. | | | |
|  | | | |
| 1. Rate the availability of the tools and equipment needed for instruction in the lab/shop area. | | |  |
|  | | | |
| 1. Rate the quantity of tools and equipment in terms of the quantity needed for efficient and effective instruction. | | |  |
|  | | | |
| 1. Rate the tools and equipment used in terms of meeting industry quality standards. | | |  |
|  | | | |
| REFERENCE MATERIALS: |  | | |
|  | | | |
| **8.3 CONSUMABLE SUPPLIES** 8.3 | | | |
| Sufficient consumable supplies should be readily available to assure continuous instruction. | | | |
|  | | | |
| 1. Rate the consumable supplies in terms of availability to assure continuous instruction. | | |  |
|  | | | |
| REFERENCE MATERIALS: |  | | |
|  | | | |
| **8.4 PREVENTIVE MAINTENANCE** 8.4 | | | |
| A preventive maintenance schedule should be used to minimize equipment down-time. | | | |
|  | | | |
| 1. Rate the use of a preventive maintenance schedule to minimize equipment down time. | | |  |
|  | | | |
| REFERENCE MATERIALS: |  | | |
|  | | | |
| **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. | | | |
|  | | | |
| 1. 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. | | |  |
|  | | | |
| REFERENCE MATERIALS: |  | | |
|  | | | |
| **8.6 TOOL INVENTORY AND DISTRIBUTION** 8.6 | | | |
| An inventory system should be used to account for tools, equipment, parts, and supplies. | | | |
|  | | | |
| 1. Rate the use of an inventory system to account for tools, equipment, parts, supplies and the process of disbursing tools to students. | | |  |
|  | | | |
| REFERENCE MATERIALS: | |  | |
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| --- | --- | --- | --- | --- | --- | --- | --- |
| **8.7 PARTS PURCHASING** 8.7 | | | | | | | |
| A systematic parts purchasing system should be in place. | | | | | | | |
|  | | | | | | | |
| 1. Rate the use of a systematic parts purchasing system | | | |  | | | N/A |
|  | | | | | | | |
| 1. Rate the efficiency of acquiring parts for task performance. | | | |  | | | N/A |
|  | | | | | | | |
| REFERENCE MATERIALS: | | |  | | | | |
|  | | | | | | | |
| **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. | | | | | | | |
|  | | | | | | | |
| 1. Rate the availability of hand tools for students’ use during lab/shop instruction, comparable to the tools that will be required for employment. | | | | | |  | |
|  | | | | | | | |
| 1. 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. | | | | | |  | |
|  | | | | | | | |
| REFERENCE MATERIALS: | |  | | | | | |
| **For items rated 3– provide explanation below:** | | | | | | | |
|  | | | | | | | |
| **Standard 8** | | | | | |  | |
| **Average Score (as many as 11 items)** | | | | | |  | |
|  | | | | | | | |
| **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 | | | | | | | |
|  | | | | | | | |
| 1. 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 | | | | |  | | |
| 1. adequate lab/shop space | | | | |  | | |
|  | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | |
|  | | | | | | | |
| **9.2 SAFETY** 9.2 | | | | | | | |
|  | | | | | | | |
| 1. Rate the identification of hazardous areas (painting, welding, etc.) with signs. | | | | |  | | |
|  | | | | | | | |
| 1. Rate the fire extinguishers in terms of having regular, current inspection tags attached and meeting fire codes for different types of fires. | | | | |  | | |
|  | | | | | | | |
| 1. Rate the availability of an electrical disconnect system or posted procedure to shut down all outlets in case of an emergency. | | | | |  | | |
|  | | | | | | | |
| 1. Rate the lighting in terms of being adequate for task performance and safety. | | | | |  | | |
|  | | | | | | | |
| 1. Rate safety inspections in terms of being regularly held. | | | | |  | | |
|  | | | | | | | |
| 1. Rate the degree to which all other applicable safety standards are met. (eye wash station, shower, etc.) | | | | |  | | |
|  | | | | | | | |
| 1. Rate the identification of vehicle traffic areas. | | | | |  | | |
|  | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | |
|  | | | | | | | |
| **9.3 EMERGENCY MAINTENANCE & REPAIR** 9.3 | | | | | | | |
|  | | | | | | | |
| 1. Rate the use of a written facilities and equipment maintenance program to ensure suitability for instruction. | | | | |  | | |
|  | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | |
|  | | | | | | | |
| **9.4 HOUSEKEEPING** 9.4 | | | | | | | |
|  | | | | | | | |
| 1. Rate the classroom and lab/shop area for being kept clean and orderly. | | | | |  | | |
|  | | | | | | | |
| 1. Rate the parking and storage areas for being kept clean and orderly. | | | | |  | | |
|  | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | |
|  | | | | | | | |
| **9.5 OFFICE SPACE** 9.5 | | | | | | | |
|  | | | | | | | |
| 1. Rate the availability of an area separate from the lab/shop for the instructor's use as an office. | | | | |  | | |
|  | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | |
|  | | | | | | | |
| **9.6 INSTRUCTIONAL AREA** 9.6 | | | | | | | |
|  | | | | | | | |
| 1. Rate the availability of an area convenient to, but separate from, the lab/shop for theory instruction and other non-lab/shop activities. | | | | |  | | |
|  | | | | |  | | |
| REFERENCE MATERIALS: |  | | | | | | |
|  | | | | | | | |
| **9.7 STORAGE** 9.7 | | | | | | | |
|  | | | | | | | |
| 1. Rate the storage area for specialized tools in terms of being adequate to support the activities outlined in the program goals and objectives. | | | | |  | | |
|  | | | | | | | |
| 1. 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. | | | | |  | | |
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| 1. Rate the storage area for vehicles in terms of being adequate to support the activities outlined in the program goals and performance objectives. | | | |  | | |
|  | | | | | | |
| 1. Rate the storage area in terms of being provided for student toolboxes. | | |  | | | N/A | |
|  | | | | | | |
| 1. Rate the security from pilferage and vandalism of the storage areas. | | | |  | | |
|  | | | | | | |
| REFERENCE MATERIALS: |  | | | | | |
|  | | | | | | |
| **9.8 SUPPORT FACILITIES** 9.8 | | | | | | |
|  | | | | | | |
| 1. Rate the area provided for clean-up after lab/shop activities in terms of being conveniently located. | | | |  | | |
|  | | | | | | |
| 1. Rate the restrooms for both male and female students in terms of being conveniently located. | | | |  | | |
|  | | | | | | |
| REFERENCE MATERIALS: |  | | | | | |
|  | | | | | | |
| **9.9 VENTILATION** 9.9 | | | | | | |
|  | | | | | | |
| 1. Rate the exhaust fume removal system in terms of being in place and operable. | | | |  | | |
|  | | | | | | |
| 1. Rate the heating and cooling systems in terms of providing sufficient comfort for learning. | | | |  | | |
|  | | | | | | |
| REFERENCE MATERIALS: |  | | | | | |
|  | | | | | | |
| **9.10 FIRST AID** 9.10 | | | | | | | |
|  | | | | | | | |
| 1. Rate the availability of a first aid kit for the program. | | |  | | | N/A | |
| 1. Rate the first aid kit in terms of being clearly identified. | | |  | | | N/A | |
| 1. Rate the first aid kit in terms of being equipped with basic, up-to-date first aid supplies. | | |  | | | N/A | |
|  | | | | | | | |
| REFERENCE MATERIALS: | |  | | | | | |
| **For items rated 3 – provide explanation below:** | | | | | | | |
|  | | | | | | | |
| **Standard 9** | | | | |  | | |
| **Average Score (as many as 26 items)** | | | | |  | | |
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| **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? | | | | | |  |  | | |
|  | | | | | |  | | | |
| The following applies to ALL Programs: | | | | | |  | | | |
| 1. **Do ALL instructors hold current ASE certification in:** | | | | | |  | | | |
|  | | | | | | | | | |
| 1. **G-1 Maintenance & Light Repair** | | | | | | **Yes**  **No** | | | |
| 1. **A-6 Electrical/Electronic Systems** | | | | | | **Yes  No** | | | |
|  | | | | | |  | | | |
| The following applies to Maintenance & Light Repair Programs only: | | | | | |  | | | |
| 1. **Do MLR instructors hold current ASE certification in:** | | | | | |  | | | |
|  | | | | | | | | | |
| 1. **A-4 Suspension & Steering** | | | | | | **Yes  No** | | | |
| 1. **A-5 Brakes** | | | | | | **Yes  No** | | | |
|  | | | | | | | | | |
| The following applies to AST and MAST Programs: | | | | | |  | | | |
| 1. **Do instructors hold current ASE certification in the automotive area(s) they teach?** | | | | | | **Yes  No** | | | |
|  | | | | | | | | | |
| The following applies to MAST Programs: | | | | | | | | | |
| 1. **Do Engine Performance instructors hold current ASE certification in Advanced Engine Performance L-1?** | | | | | | **Yes  No** | | | |
|  | | | | | | | | | |
| 1. Is the instructor(s) ASE Master Certified? | | | | | | **Yes  No** | | | |
|  | | | | | | | | | |
| **Name of ASE Master Certified Instructor(s)** | | | |  | | | | | |
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|  | | | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | | | |
|  | | | | | | | | | |
| **10.2 INSTRUCTIONAL COMPETENCY/CERTIFICATION** 10.2 | | | | | | | | |
| Instructors should meet all state teaching requirements. | | | | | | | | |
|  | | | | | | | | |
| 1. Rate the degree to which all instructors meet all state teaching requirements. | | | | | | | |  |
|  | | | | | | | | |
| REFERENCE MATERIALS: | |  | | | | | | |
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| **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. | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| 1. Rate the availability of automotive trade publications, service bulletins, and other materials needed to maintain technical competence for the instructional staff. | | | | | | | | | | |  | | | | | |
|  | | | | | | | | | | | | | | | | |
| 1. **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** | | | | | | |
|  | | | | | | | | | | | | | | | | |
| REFERENCE MATERIALS: | | |  | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| **10.4 SUBSTITUTES** 10.4 | | | | | | | | | | | | | | | | |
| A written policy regarding the use of “substitute" instructors should be provided to all instructors. | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| 1. Do instructors receive a written policy regarding the use of substitutes? | | | | | | | | | | YES NO | | | | | | |
|  | | | | | | | | | | | | | | | | |
| REFERENCE MATERIALS: |  | | | | | | | | | | | | | | | |
| **For items rated 3 – provide explanation below:** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| **Standard 10** | | | | | | | | | | | |  | | | | |
| **Average Score (2 items)** | | | | | | | | | | | |  | | | | |
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| **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.) | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| *Does the program use Work Based Learning to meet minimum hour requirements for accreditation?* | | | | | | | *YES  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 scheduledtime 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. | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| 1. 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 | |
|  | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| 1. Rate the use of all agreements between the institution and the work location in terms of being written and legally binding. | | | | |  | | | | | | | | | | 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. | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| 1. 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 | |
|  | | | | | | | | | | | | | | | | |
| REFERENCE MATERIALS: | |  | | | | | | | | | | | | | | |
| **For items rated 3 – 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.) | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| *Does the program use E-Learning to meet minimum hour requirements for accreditation?* | | | | | | | | *YES  NO* | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| **12.1 ACCESS** | | | | | | | | | | | | | | | | |
| Students must have access to the appropriate technology needed to access e-learning materials. | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| 1. **Is there documentation that students have access to appropriate technology for e-learning purposes?** | | | | | | **YES** | | | | | | | **NO** | | | **N/A** |
|  | | | | | | | | | | | | | | | | |
| **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). | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| 1. **Are the content/tasks that are to be delivered via e-learning clearly highlighted in the course of study?** | | | | | | **YES** | | | | | | | **NO** | | | **N/A** |
|  | | | | | | | | | | | | | | | | |
| 1. **Is there documentation that e-learning is incorporated into the content/tasks in the program plan?** | | | | | | **YES** | | | | | | | **NO** | | | **N/A** |
|  | | | | | | | | | | | | | | | | |
| 1. **Do the instruction 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 instruction module?** | | | | | | **YES** | | | | | | | **NO** | | | **N/A** |
|  | | | | | | | | | | | | | | | | |
| 1. **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** |
|  | | | | | | | | | | | | | | | | |
| **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** |
|  | | | | | | | | | | | | | | | | |
| **Standard 12** | | | | | | | | |  | | | | | | | |
| **Number of ‘Yes’ responses (as many as 6 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. |  |  |  | YES NO |
|  | Signature | Printed or Typed Name | Date m/d/yyyy |  |
| 2. |  |  |  | YES NO |
|  | Signature | Printed or Typed Name | Date m/d/yyyy |  |
| 3. |  |  |  | YES NO |
|  | Signature | Printed or Typed Name | Date m/d/yyyy |  |
| 4. |  |  |  | YES NO |
|  | Signature | Printed or Typed Name | Date m/d/yyyy |  |
| 5. |  |  |  | YES NO |
|  | Signature | Printed or Typed Name | Date m/d/yyyy |  |
| 6. |  |  |  | YES NO |
|  | Signature | Printed or Typed Name | Date m/d/yyyy |  |
| 7. |  |  |  | YES NO |
|  | Signature | Printed or Typed Name | Date m/d/yyyy |  |
| 8. |  |  |  | YES NO |
|  | Signature | Printed or Typed Name | Date m/d/yyyy |  |
| 9. |  |  |  | YES NO |
|  | Signature | Printed or Typed Name | Date m/d/yyyy |  |
| 10. |  |  |  | YES NO |
|  | Signature | Printed or Typed Name | Date m/d/yyyy |  |