INSTRUCTIONS FOR PROGRAM EVALUATION

**Initial and Renewal of Accreditation**

Changes from the 2018 Standards are highlighted

1. Review the **Program Standards** regarding all requirements and materials for accreditation. Compile supporting documentation on each of the standards. It is required that a school administrator participate in the evaluation process.
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.

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.

1. The advisory committee will use the Program Evaluation Forms when conducting its review.The group may choose to divide the responsibilities for reviewing each of the standards.
2. The committee will need to observe the program's operations, curriculum, facilities, and equipment, and hold discussions with staff and administration.
3. When completing the Collision Repair & Refinish 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.
4. After the advisory committee completes the Collision Repair & Refinish 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 Collision Repair & Refinish Program Evaluation Summary Sheets contained in the Accreditation Application.
5. 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).
6. Send the following items to the ASE Education Foundation (keep a copy of each for your records):

**Application for Accreditation to include:**

1. Collision Repair & Refinish Program Evaluation Participants List **(must be signed by each participant)**
2. Program Evaluation Summary Sheet
3. On-Site Evaluation Team Member List
4. Instructor Credentials & Instructor Training Forms
5. Advisory Committee List
6. Integrated Academic Skills Recognition Forms (optional)
7. 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)
8. **The on-site evaluation team will use the Program Evaluation Form when conducting its 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 [ASEeducationFoundation.org/resources](https://www.aseeducationfoundation.org/resources).

**Visit the ASE Education Foundation’s website at** [**ASEeducationFoundation.org**](https://www.aseeducationfoundation.org) **for more information on Advisory Committee tasks, program evaluation information, and suggested documentation.****On-Site Evaluation Information**

**Initial Accreditation:**

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

Evaluation Teams are valuable assets to programs seeking accreditation. They provide a link between the program and the ASE Education Foundation office. Once an Evaluation Team Leader (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 evaluation team has 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 evaluation team 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 evaluation team will make every effort to conduct its evaluation with as little disruption to classroom and lab/shop activities as possible. In addition, the 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 automotive related facilities. Using the Program Graduate Employer Survey Form include the name of the graduate, his/her supervisor and 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 or intern.

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

**FORMS**

**COLLISION REPAIR & REFINISH PROGRAM EVALUATION FORM**

**School/Program Name:**

**City and State:**

**Accreditation Areas Sought:**

Damage Analysis/Estimating/Customer Service – 46 hours\* minimum (Required)

Painting & Refinishing – 300 hours\* minimum

Non-Structural Analysis & Damage Repair – 300 hours + 75 additional hours of Welding, Cutting & Joining – 375 hours\* minimum

Structural Analysis & Damage Repair – 185 hours\* minimum. Accreditation in Non-Structural Analysis & Damage Repair is required

Mechanical and Electrical Components – 200 hours\* minimum

\* Combined classroom and lab/shop instructional activities, plus work-based learning hours if Standard 11 applies and e-learning hours if Standard 12 applies.

**Type:**  **Initial Accreditation**  **Renewal of Accreditation**

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:

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| --- | --- | --- | --- | --- |
| 1  not at all | 2  very little | 3  somewhat, needs  improvements | 4  average,  adequate | 5  above average |

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| **STANDARD 1 - PURPOSE** | | |
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| THE COLLISION REPAIR & REFINISH 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 collision repair & refinish 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 program completer survey to determine the percentage of students who are about to complete the program and obtain employment in the automotive industry or continue automotive education. |  | |
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| POSSIBLE DOCUMENTS: A. - B. Provide a copy of the annual survey and a summary of the results. | | |
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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 (rate collectively not individually): | |  |
| 1. admission requirements (if applicable) | |  |
| 1. employment potential | |  |
| 1. areas of collision repair & refinish training offered | |  |
| 1. cost of tuition and fees (if applicable) | |  |
| 1. technical qualifications of the instructional staff | |  |
| 1. overall goals of the program | |  |
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| 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). | | |
| **For items rated above or below a 4 – provide explanation below:** | | |
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| **Standard 1** |  | |
| **Average Score (3 items)** |  | |

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| **STANDARD 2 – ADMINISTRATIVE PROGRAM SUPPORT** | | | | | |
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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 ADMINISTRATIVE SUPPORT** 2.1 | | | | | |
| 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 only – required to be rated for renewal 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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| POSSIBLE DOCUMENTS: A. - F. Provide a copy of the purchase order, 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. | | | | | |
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| **2.2 WRITTEN POLICIES** 2.2 | | | | | |
| 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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| 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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| POSSIBLE DOCUMENTS: A. - D. Provide a copy of the school policy and teacher/student handbook with pages marked with sticky notes and references highlighted. | | | | | |
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| **2.3 PROVISIONS FOR INDIVIDUAL DIFFERENCES** 2.3 | | | | | |
| The training program should be structured in such a manner that students with different levels of cognitive and psychomotor skills can be accommodated. | | | | | |
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| 1. Rate the structure of the training program to accommodate students with different levels of cognitive and psychomotor ability. | | | |  | |
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| POSSIBLE DOCUMENTS: A. Provide ADA information (if applicable), equipment modifications, differential instruction, and provide an example of Individual Education Plan (IEP). | | | | | |
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| **For items rated above or below a 4 – provide explanation below:** | | | | | |
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| **Standard 2** | | |  | | |
| **Average Score (as many as 10 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 pertinent electronic service information to students in the lab/shop area with procedures and specifications for vehicles manufactured within the last 10 years. | |  |
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| POSSIBLE DOCUMENTS: A. State the location of all service information such as manuals, CDs, on-line access, etc. | | |
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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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| POSSIBLE DOCUMENTS: A. – B. Provide a list and give the location of all technology available for student and instructor use. | | |
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| **3.3 STUDENT RESOURCES** 3.3 | | |
| 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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| 1. Rate the general and technical automotive magazines, newspapers, and websites available for student and instructor use in terms of being current. | |  |
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| POSSIBLE DOCUMENTS:  A. Provide a copy of each textbook or online/electronic texts, and other materials used for instruction.  B. Provide a list, give the location, and show examples of physical copies. | | |
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| **For items rated above or below a 4 – provide explanation below:** | | |
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| **Standard 3** |  | |
| **Average Score (5 items)** |  | |

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| **STANDARD 4 – FUNDING** | |
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| FUNDING SHOULD BE PROVIDED TO MEET THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES. | |
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| **4.1 FUNDING** 4.1 | |
| Adequate funding should be allocated and used for the operation of the program. The funding should be allocated by the institutional administration in conjunction with the program faculty with input from the advisory committee. Funding reports should be made available to program staff. | |
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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 input is included in funding planning. |  |
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| 1. Rate availability of funding status reports to instructional staff. |  |
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| POSSIBLE DOCUMENTS:  A. Highlight pertinent discussion regarding funding in Advisory Committee minutes.  B. Provide copies of funding or budget requests. The evaluation team may interview program staff.  C. Provide a copy of the budget or funding report. | |
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| **For items rated above or below a 4 – provide explanation below:** | |
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| **Standard 4** |  |
| **Average Score (3 items)** |  |

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| **STANDARD 5 - STUDENT SERVICES** | |
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| SYSTEMATIC COUNSELING SERVICES, PLACEMENT, AND FOLLOW-UP PROCEDURES SHOULD BE USED. | |
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| **5.1 PRE-ADMISSION PROGRAM ADVISEMENT** 5.1 | |
| Prior to program admission, a student should be counseled regarding automotive careers. | |
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| 1. Rate the use of student advisement on automotive career opportunities and career exploration activities prior to program admission. |  |
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| POSSIBLE DOCUMENTS: A. Highlight access to the career process and student services available, as cited in catalog or other materials. | |
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| **5.2 PLACEMENT** 5.2 | |
| A student placement process should be used to assist students in obtaining employment in industry, related to their training. | |
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| 1. Rate the placement process used to assist students obtain employment or work-based learning in the industry. |  |
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| POSSIBLE DOCUMENTS: A. Provide the policy or explanation of the placement process. | |
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| **5.3 ANNUAL GRADUATE FOLLOW-UP** 5.3 | |
| 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 program including instruction, tools, and equipment. Follow-up of graduates employed outside of the collision repair & refinish industry should indicate reasons for non-collision repair 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. 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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| POSSIBLE DOCUMENTS:  A. - D. Provide an explanation and a sample document (e.g., Graduate Surveys).  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. | |
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| **For items rated above or below a 4 – provide explanation below:** | |
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| **Standard 5** |  |
| **Average Score (9 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) industry members in attendance (not counting school personnel or educators from other programs), 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, and employers. Members of the Advisory Committee should not all be from the same business. | | |
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| 1. **Does the Advisory Committee, consisting of at least 5 members in attendance (not counting school personnel or educators from other programs) convene a minimum of two working meetings per year? (GO/NO GO REQUIREMENT)** | | **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 inclusive of all industry sectors by representing at least the following groups: (rate collectively not individually) |  | |
| 1. collision repair & refinish technicians |  | |
| 1. local employers |  | |
| 1. former students |  | |
| 1. others (automotive trainers, parents, educators from other programs, etc., please specify) |  | |
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| POSSIBLE DOCUMENTS: A. – C. Agendas and 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. | | |
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| **6.2 REVIEW OF STUDENT SURVEYS** 6.2 | | |
| The Advisory Committee should provide input and review student surveys. | | |
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| 1. Rate the use of the Advisory Committee review of student surveys in the evaluation process. | |  |
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| POSSIBLE DOCUMENTS: A. Highlight pertinent discussion in Advisory Committee Meeting minutes. | | |
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| **6.3 REVIEW OF PROGRAM FUNDING** 6.3 | | |
| The Advisory Committee should provide input and review funding. | | |
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| 1. Rate the Advisory Committee input in reviewing funds allocated to and used by the program. |  | |
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| 1. Rate the Advisory Committee input on whether the funding is adequate for program operation. |  | |
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| POSSIBLE DOCUMENTS:  A. Highlight pertinent discussion in Advisory Committee meeting minutes.  B. Provide funding information and highlight pertinent discussion regarding adequacy of funding in Advisory Committee minutes. | | |
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| **6.4 REVIEW OF GRADUATE FOLLOW-UP AND EMPLOYER SURVEYS** 6.4 | | |
| Information gathered from the annual follow-up of program graduates and employer surveys should be reviewed by the Advisory Committee to assess employment potential and provide input on program modifications. | | |
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| 1. Rate the Advisory Committee’s review of information from the annual follow-up completed by the graduate and employer surveys and resulting recommendations for modifications to the training program. | |  |
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| 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. | | |
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| **6.5 REVIEW OF COURSE OF STUDY** 6.5 | | |
| The Advisory Committee should provide guidance and approve all tasks added to or removed from 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 the addition/deletion of tasks and its approval of task changes. |  | |
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| POSSIBLE DOCUMENTS: A. Highlight pertinent discussion in Advisory Committee meeting minutes. | | |
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| **6.6 REVIEW OF TOOLS, EQUIPMENT, AND FACILITIES** 6.6 | | |
| The Committee should 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 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 safety and adequacy in meeting program goals? (GO/NO GO REQUIREMENT)** | | **YES**  **NO** |
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| POSSIBLE DOCUMENTS: A. – B. Highlight pertinent discussion in Advisory Committee meeting minutes. | | |
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| **For items rated above or below a 4 – provide explanation below:** | | |
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| **Standard 6** |  | |
| **Average Score (as many as 8 items)** |  | |

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| **STANDARD 7 – INSTRUCTION** | | | | | | | | | |
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| INSTRUCTION MUST BE SYSTEMATIC AND REFLECT COLLISION REPAIR & REFINISH 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 what is taught (scope) and when it’s taught (sequence) being logically ordered. | | | | | | |  | | |
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| POSSIBLE DOCUMENTS: A. Provide a copy of the course of study. | | | | | | | | | |
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| **7.2 PREPARATION TIME** 7.2 | | | | | | | | | |
| 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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| POSSIBLE DOCUMENTS: A. Show a copy of the Master Schedule and instructor office hours. | | | | | | | | | |
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| **7.3 TEACHING LOAD** 7.3 | | | | | | | | | |
| 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 average instructor/student ratio for the current year and a) past year for initial accreditation or b) past 5 years for renewal, in terms of being educationally sound and maintaining a safe environment. | | | | | | |  | | |
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| POSSIBLE DOCUMENTS: A. Show student enrollment sheets, indicate the number of training stations, and identify teaching assistants (if any). | | | | | | | | | |
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| **7.4 COURSE OF STUDY**  7.4 | | | | | | | | | |
| All tasks have been given a priority rating. At least ninety-five percent (95%) of the tasks designated as High Priority – Individual (HP-I) must be taught in the course of study. At least ninety percent (90%) of the tasks designated as High Priority – Group (HP-G) must be taught in the course of study.  Instruction on the legal aspects and responsibilities of the collision repair & refinish technician in areas such as Environmental Protection Agency regulations, safety regulations, OSHA regulations, and other appropriate requirements must be included in the course of study. 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. **For the areas of accreditation being sought, does the program provide theory and "hands-on" training for at least 95% of the HP-I and 90% of the HP-G tasks, as evidenced by cross-referencing the lesson plans, job sheets, and student progress charts? (GO/NO GO REQUIREMENT)** | | | | | | | | | |
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| **Complete only the areas of accreditation being sought** | **95% - HP-I** | **90% - HP-G** | | | | | | | |
| **Damage Analysis/Estimating/Customer Service** | **YES**  **NO** | **YES**  **NO** | | | | | | | |
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| **Painting & Refinishing** | **YES**  **NO** | **YES**  **NO** | | | | | | | |
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| **Non-Structural Analysis & Damage Repair (must include Welding, Cutting, & Joining)** | **YES**  **NO** | **YES**  **NO** | | | | | | | |
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| **Structural Analysis & Damage Repair** | **YES  NO** | **YES  NO** | | | | | | | |
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| **Mechanical & Electrical Components** | **YES  NO** | **YES  NO** | | | | | | | |
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| 1. Rate the course of study in terms of including instruction on: | | | | | | | | | |
|  | | | | | | | | | |
| 1. Safety 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 | | | | | |  | | | |
| 6. The inclusion of tasks on filling out work order forms, ordering parts, and recording the time spent on task. | | | | | | |  | | |
|  | | | | | | | | | |
| POSSIBLE DOCUMENTS:  A. Cross reference lesson plans, job sheets and student progress instrument to the course of study.  B. Provide syllabus (with information highlighted), course descriptions, lesson plans, job sheets, student materials, samples of work order forms, parts order form, and show how time spent on task is recorded. Refer to the [New Instructor Guide](http://aseinstructorguide.com/) for possible examples. | | | | | | | | | |
|  | | | | | | | | | |
| **7.5 PERFORMANCE STANDARDS AND STUDENT PROGRESS** 7.5 | | | | | | | | | |
| 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. A record of each student's progress should be maintained. The record should indicate tasks required for program completion and students should demonstrate competency of a task. | | | | | | | | | |
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| 1. Rate the use of clearly stated performance levels for each task. | | | | | | | |  | |
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| 1. Rate the availability of stated performance levels to students and potential employers. | | | | | | | |  | |
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| 1. Rate the opportunity for students to demonstrate (practice) competency of a task before the instructor verifies a student’s performance. | | | | | | | |  | |
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| 1. Rate the use of a progress chart or other method (with specific tasks) to indicate students' progress. | | | | | | |  | | |
|  | | | | | | | | | |
| POSSIBLE DOCUMENTS (paper or electronic records):  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.  D. Provide the school policy on student evaluation, sample of student progress chart, and use an actual record with student identifying information blocked out. | | | | | | | | | |
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| **7.6 SAFETY STANDARDS** 7.6 | | | | | | | | | |
| 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 | | | | |
|  | | | | | | | | | |
| 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. | | | | | | | | | |
|  | | | | | | | | | |
| **7.7 PERSONAL STANDARDS** 7.7 | | | | | | | | | |
| All training activities and instructional material should emphasize the importance of maintaining high personal standards. | | | | | | | | | |
|  | | | | | | | | | |
| 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 like that found in local shops | | | |  | | | | | |
| 5. student cleanliness to ensure seats, steering wheels, etc. are not greasy or damaged after the job is complete | | | |  | | | | | |
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| POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. Provide instructional materials, class / lab / shop rules. | | | | | | | | | |
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| **7.8 WORK HABITS/ETHICS** 7.8 | | | | | | | | | |
| 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. | | | | | | | | | |
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| 1. Rate the degree to which the training program develops work habits that coincide with work habits required on the job. | | | |  | | | | | |
|  | | | | | | | | | |
| 1. Rate the emphasis placed upon ethical practices. | | | |  | | | | | |
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| POSSIBLE DOCUMENTS: A. – B. The evaluation team will conduct a visual inspection. Describe attendance policy, etc. | | | | | | | | | |
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| **7.9 RELATED INSTRUCTION** 7.9 | | | | | | | | | |
| Instruction in related mathematics, science, communications, and interpersonal relations should be provided and coordinated with ongoing instruction in the training program. | | | | | | | | | |
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| 1. Rate the degree to which related mathematics, science, communications, and interpersonal-relations instruction are integrated with instruction in the training program. | | | |  | | | | | |
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| 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. | | | | | | | | | |
|  | | | | | | | | | |
| **7.10 TESTING** 7.10 | | | | | | | | | |
| 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 Entry-Level Certification or ASE Professional Certification tests. | | | | | | | | | |
|  | | | | | | | | | |
| 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 Entry-Level Certification or ASE Professional Certification tests. | | | | | | |  | | |
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| 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, student certificates of achievement, and/or describe provisions made for taking ASE tests. | | | | | | | | | |
|  | | | | | | | | | |
| **7.11 EVALUATION OF INSTRUCTION** 7.11 | | | | | | | | | |
| Instructional procedures should be evaluated in a systematic manner. This evaluation should be through regular reviews by students and the administration. | | | | | | | | | |
|  | | | | | | | | | |
| 1. Rate the use of student input/participation (survey) in the evaluation process of instruction. | | | | | | |  | | |
|  | | | | | | | | | |
| 1. Rate the process used by administration to evaluate instructors. | | | | | | |  | | |
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| POSSIBLE DOCUMENTS: A. – B. Provide an explanation of the overall program evaluation policy and plan. Show samples of the instructor evaluation instrument, etc. | | | | | | | | | |
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| **7.12 ON-VEHICLE SERVICE AND REPAIR WORK** 7.12 | | | | | | | | | |
| 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. | | | | | | | | | |
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| 1. Rate the availability of on-vehicle service and repair work that 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 collision repair & refinish 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. | | | | | | |  | | |
|  | | | | | | | | | |
| 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. | | | | | | | | | |
|  | | | | | | | | | |
| **7.13 CUSTOMER VEHICLES** 7.13 | | | | | | | | | |
| 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.) | | | | | | | | | |
|  | | | | | | | | | |
| 1. Rate the system used to collect, document, and disburse customer work repair receipts(N/A if no customer work is done). | | |  | | | | | | N/A |
|  | | | | | | | | | |
| 1. 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. | | | | | | | | | |
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| **7.14 ARTICULATION** 7.14 | | | | | | | | | |
| Agreements between programs with equivalent competencies should be used to eliminate unnecessary duplication of instruction and foster continued study. | | | | | | | | | |
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| 1. Rate the articulation agreements used between programs with equivalent competencies to eliminate unnecessary duplication of instruction. | | |  | | | | | | N/A |
|  | | | | | | | | | |
| POSSIBLE DOCUMENTS: A. Show copy of the articulation agreement. Note: this may be N/A if there are no articulation agreements in place. | | | | | | | | | |
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| **For items rated above or below a 4 – provide explanation below:** | | | | | | | | | |
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| **Standard 7** | | | | | | |  | | |
| **Average Score (as many as 35 items)** | | | | | | |  | | |

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| **STANDARD 8 – TOOLS & EQUIPMENT** | | | | |
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| TOOLS AND EQUIPMENT USED IN THE COLLISION REPAIR & REFINISH 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? (GO/NO GO REQUIREMENT)** | | | **YES**  **NO** | |
|  | | | | |
| 1. **Do all students, instructors, and visitors comply with safety practices and wear safety glasses in the lab/shop area while lab is in session? (GO/NO GO REQUIREMENT)** | | | **YES**  **NO** | |
|  | | | | |
| POSSIBLE DOCUMENTS: A.- B. The evaluation team will conduct a visual inspection. | | | | |
|  | | | | |
| **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. **Are the tools and equipment available for the tasks being taught for the level of accreditation being requested?** | | | **YES**  **NO** | |
|  | | | | |
| 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. | |  | | |
|  | | | | |
| POSSIBLE DOCUMENTS:  A. The evaluation team will conduct a visual inspection. Provide a copy of the tool inventory & location.  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. | | | | |
|  | | | | |
| **8.3 CONSUMABLE SUPPLIES** 8.3 | | | | |
| Sufficient consumable supplies should be readily available to assure continuous instruction. | | | | |
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| 1. Rate the consumable supplies in terms of availability to assure continuous instruction. | |  | | |
|  | | | | |
| POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. Provide inventory sheets and describe replenishment procedure. | | | | |
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| **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. | |  | | |
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| POSSIBLE DOCUMENTS: Provide a copy of the preventive maintenance schedule or spreadsheet. See example document in [Resources](https://www.ASEeducationFoundation.org/resources) section of ASE Education Foundation website. | | | | |
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| **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. Graduate follow-up surveys and Advisory Committee input should be used in this process. | | | | |
|  | | | | |
| 1. Rate the use of an annual review process, including the use of graduate follow-up information to maintain up-to-date tools and equipment at industry and safety standards. | |  | | |
|  | | | | |
| POSSIBLE DOCUMENTS: A. Describe the annual review process and provide an example from the annual survey data. | | | | |
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| **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. | |  | | |
|  | | | | |
| POSSIBLE DOCUMENTS: A. Provide the inventory list and describe how tools are disbursed and/or signed in/out to students. | | | | |
|  | | | | |
| **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 | | |
|  | | | | |
| POSSIBLE DOCUMENTS:  A. If purchasing parts, provide a written procedure or parts request form.  B. The evaluation team may discuss this issue with instructor. | | | | |
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| **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. | | | | |
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| 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. | |  | | |
|  | | | | |
| 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. | | | | |
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| **For items rated above or below a 4 – provide explanation below:** | | | | |
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| **Standard 8** | | | |  |
| **Average Score (as many as 10 items)** | | | |  |
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| **STANDARD 9 - FACILITIES** | | |
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| THE PHYSICAL FACILITIES MUST BE ADEQUATE TO PERMIT ACHIEVEMENT OF THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES. | | |
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| **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. | | |
|  | | |
| 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 | |  |
|  | | |
| POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. Provide information on class size for each course. | | |
|  | | |
| **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. | | |
|  | | |
| 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 a functional eye wash station is available. | |  |
|  | | |
| POSSIBLE DOCUMENTS:  A. – F. 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 eye wash stations. | | |
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| **9.3 FACILITY MAINTENANCE** 9.3 | | |
| A written maintenance program policy should exist to ensure facilities are suitable for instruction. | | |
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| 1. Rate the use of a written facility maintenance procedure to ensure suitability for instruction. | |  |
|  | | |
| POSSIBLE DOCUMENTS: A. Provide copy of written policy or procedures. | | |
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| **9.4 HOUSEKEEPING** 9.4 | | |
| The classroom(s), lab/shop, and support area(s) should be kept clean and orderly. | | |
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| 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. | |  |
|  | | |
| POSSIBLE DOCUMENTS: A. – B. The evaluation team will conduct a visual inspection. | | |
|  | | |
| **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. | | |
|  | | |
| 1. Rate the availability of an area separate from the lab/shop for the instructor's use as an office. | |  |
|  | | |
| POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. | | |
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| **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. | | |
|  | | |
| 1. Rate the availability of an area convenient to, but separate from, the lab/shop for theory instruction and other non-lab/shop activities. | |  |
|  | | |
| POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. | | |
|  | | |
| **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. | | |
|  | | |
| 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. | |  |
|  | | |
| 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. | |  |
|  | | |
| POSSIBLE DOCUMENTS: A. – E. The evaluation team will conduct a visual inspection. | | |
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| **9.8 SUPPORT FACILITIES** 9.8 | | |
| Clean-up areas should be provided for both male and female students and should be convenient to the instructional area. | | |
|  | | |
| 1. Rate the area provided for clean-up after lab/shop activities in terms of being conveniently located. | |  |
|  | | |
| POSSIBLE DOCUMENTS: A. The evaluation team will conduct a visual inspection. | | |
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| **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. | | |
|  | | |
| 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. | |  |
|  | | |
| 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. | | |
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| **9.10 FIRST AID KIT** 9.10 | | |
| If allowed by school policy, a first aid kit should be in place and should be maintained and comply with local regulations. | | |
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| 1. If allowed, rate the first aid kit in terms of being equipped with basic, up-to-date first aid supplies. If not allowed, mark N/A. |  | N/A |
|  | | |
| POSSIBLE DOCUMENTS: A. Provide copy of the written policy. The evaluation team will conduct a visual inspection if a first aid kit is allowed. | | |
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| **For items rated above or below a 4 – provide explanation below:** | | |
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| **Standard 9** | |  |
| **Average Score (as many as 22 items)** | |  |

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| **STANDARD 10 - INSTRUCTIONAL STAFF** | | |
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| THE INSTRUCTIONAL STAFF MUST HAVE TECHNICAL COMPETENCY AND MEET ALL STATE AND LOCAL REQUIREMENTS FOR CERTIFICATION/CREDENTIALS. | | |
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| **10.1 TECHNICAL COMPETENCY** 10.1 | | |
| **Instructors must hold current ASE certification in each collision repair and refinish areas they teach, and which is being evaluated for program accreditation.** **(GO/NO GO REQUIREMENT)** | | |
|  | | |
| How many instructors teach in this program? | |  |
|  | | |
| 1. **Do all instructors hold current ASE certification in the collision repair & refinish area(s) they teach?** |  | |
| 1. **B2 Painting & Refinishing** | **YES**  **NO** | |
| 1. **B3 Non-Structural Analysis & Damage Repair** | **YES**  **NO** | |
| 1. **B4 Structural Analysis & Damage Repair** | **YES**  **NO** | |
| 1. **B5 Mechanical & Electrical Components** | **YES**  **NO** | |
|  | | |
| POSSIBLE DOCUMENTS: A. Provide information on each instructor, diplomas earned, and copy of ASE Certification. | | |
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| **10.2 INSTRUCTIONAL COMPETENCY** 10.2 | | |
| Instructors should meet all state, local, or institutional teaching requirements. | | |
|  | | |
| 1. Rate the degree to which all instructors meet all state, local, or institutional teaching requirements. | |  |
|  | | |
| POSSIBLE DOCUMENTS: A. Provide a copy of the teaching certificate, or equivalent, for each instructor. | | |
|  | | |
| **10.3 TECHNICAL UPDATING** 10.3 | | |
| Faculty members should be provided technical materials required to maintain their competency. Instructors must complete a specified minimum amount of technical update training each year.  Collision Repair/Refinish instructors may substitute ten (10) hours of documented hands-on work as a technician in a retail or fleet collision repair business outside the school (e.g., part-time work or summer externship) for one (1) hour of update training, up to a maximum of ten (10) hours of update training each year, toward the annual update training requirement. The work must be related to the areas they teach and take place in the same year for which substitute credit is sought. | | |
|  | | |
| 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 (or equivalent) relevant to the program? (GO/NO GO REQUIREMENT)** | **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. For hands-on work equivalent, provide the Hands-on Work Report, with detailed description of work performed and signed by employer. | | |
|  | | |
| **10.4 SUBSTITUTES** 10.4 | | |
| A written policy or procedure regarding the use of “substitute" instructors should exist and be provided to all instructors. | | |
|  | | |
| 1. Rate the degree to which instructors receive a written policy or procedure regarding the use of substitutes. | |  |
|  | | |
| POSSIBLE DOCUMENTS: A. Provide written policy or procedure on substitute teachers. | | |
|  | | |
| **For items rated above or below a 4 – provide explanation below:** | | |
|  | | |
|  | | |
| **Standard 10** | |  |
| **Average Score (3 items)** | |  |

**STOP!**

**THE NEXT TWO STANDARDS ARE OPTIONAL.**

**YOU SHOULD ONLY COMPLETE STANDARDS 11 AND/OR 12**

**IF ADDITIONAL PROGRAM HOURS ARE NEEDED TO MEET MINIMUM HOUR REQUIREMENTS.**

|  |  |  |  |
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| **STANDARD 11 – WORK-BASED LEARNING** | | | |
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| WRITTEN POLICIES AND PROCEDURES SHOULD BE USED FOR ALL PROGRAM-SANCTIONED WORK-BASED LEARNING AND APPRENTICESHIP ACTIVITIES. (This standard applies only to programs that are using work-based learning or apprenticeship training to meet minimum program hour requirements.) | | | |
|  | | | |
| \* A maximum of 25% of the instructional-hours requirement may be met by applicable work-based learning activities, e-learning activities, or a combination of both work-based learning and e-learning activities. | | | |
|  | | | |
| *Will work-based learning be used to meet the minimum hour requirements for accreditation? If not, skip the rest of standard 11.* | *YES*  *NO* | | |
|  | | | |
| **11.1 STANDARDS** 11.1 | | | |
| The work-based learning component must be an integral part of the automotive program and available to all students. 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. | | | |
|  | | | |
| 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 collision repair & refinish 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. | | | |
|  | | | |
| **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 |
|  | | | |
| POSSIBLE DOCUMENTS: A. Show a sample agreement. This may be N/A. | | | |
|  | | | |
| **11.3 SUPERVISION** 11.3 | | | |
| A supervising collision repair & refinish instructor or supervising work-based learning coordinator should be assigned responsibility, authority, and time to coordinate and monitor collision work-based learning components. | | | |
|  | | | |
| 1. Rate the use of a collision repair 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. | | | |
|  | | | |
| **For items rated above or below a 4 – provide explanation below:** | | | |
|  | | | |
|  | | | |
| **Standard 11** | |  | |
| **Average Score (as many as 3 items)** | |  | |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STANDARD 12 – E-LEARNING** | | | | | | | | |
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| WRITTEN POLICIES AND PROCEDURES MUST BE FOLLOWED WHEN E-LEARNING CURRICULAR MATERIALS ARE USED OUTSIDE OF SCHEDULED CLASSROOM/LAB/SHOP TIME. (This standard only applies 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.) | | | | | | | | |
|  | | | | | | | | |
| \* A maximum of 25% of the instructional-hours requirement may be met by applicable work-based learning activities, e-learning activities, or a combination of both work-based learning and e-learning activities. | | | | | | | | |
|  | | | | | | | | |
| *Will e-learning be used to meet the minimum hour requirements for accreditation? If not, skip the rest of standard 12.* | | | *YES*  *NO* | | | | | |
|  | | | | | | | | |
| **12.1 ACCESS** 12.1 | | | | | | | | |
| 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? (GO/NO GO REQUIREMENT)** | **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 | | | | | | | | |
|  | | | | | | | | |
| **12.2 CURRICULUM AND STUDENT PROGRESS** 12.2 | | | | | | | | |
| 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? (GO/NO GO REQUIREMENT)** | **YES** | | | | **NO** | | **N/A** | |
|  | | | | | | | | |
| 1. **Is there documentation that e-learning is incorporated into the content/tasks in the program plan? (GO/NO GO REQUIREMENT)** | **YES** | | | | **NO** | | **N/A** | |
|  | | | | | | | | |
| 1. **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? (GO/NO GO REQUIREMENT)** | **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)? (GO/NO GO REQUIREMENT)** | **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. | | | | | | | | |
|  | | | | | | | | |
| **12.3 ADVISORY COMMITTEE INPUT** 12.3 | | | | | | | | |
| 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? (GO/NO GO REQUIREMENT)** | | **YES** | | | | **NO** | | **N/A** |
|  | | | | | | | | |
| POSSIBLE DOCUMENTS: A. Highlight pertinent information in the Advisory Committee meeting minutes. | | | | | | | | |
|  | | | | | | | | |
| **Standard 12** | | | |  | | | | |
| **Number of ‘Yes’ responses (as many as 7 items)** | | | |  | | | | |