Accreditation Gap Analysis

Standard 1: PURPOSE

#	Looks good	Requirement	Needs work
1.1		**EMPLOYMENT POTENTIAL**	
1.1A	☐	Does the program survey local automotive service employers annually to determine their current employment needs?	☐
1.1B	☐	Does the program ask what program completers/graduates plan to do after leaving the program? Specifically, how many are planning to pursue: • Continued automotive education • Employment in the automotive service industry • Other – military, other education, other industry, etc.	☐
1.2		**PROGRAM DESCRIPTION AND GOALS**	
1.2A	☐	Do the materials used to inform and recruit new students (brochures, website, or catalog) include the following? 1. Admission requirements, if any 2. Employment opportunities for program graduates 3. Type and level of automotive training offered 4. Tuition and fees, if any 5. Technical qualifications of instructors 6. Overall goals of the program	☐

Standard 1 Action plan

#	Action needed	Who is responsible	Target Date

Resources
Webinars: Introduction - https://youtu.be/DCIwSDRQslk, Standards 1-4 - https://youtu.be/qK7uE9p-GpE
Explanation and Examples: https://file.ac/ep6963QROPY/

Standard 2: ADMINISTRATIVE PROGRAM SUPPORT

#	Looks good	Requirement	Needs Work
2.1		**ADMINISTRATIVE SUPPORT**	
2.1A	☐	**Renewal of Accreditation Only** – Does the program have a copy of the previous site visit Final Report? If not, contact the ASE Education Foundation at info@aseeducationfoundation.org for a copy.	☐

#	Looks good	Requirement	Needs Work
2.1A	☐	**Renewal of Accreditation Only** - Has the administration reviewed and implemented any of the on-site evaluation team recommendations included in the last site visit Final Report?	☐
2.1B	☐	Does the administration provide support for instructors to attend planned in-service and update training on a regular basis? The ASE Education Foundation requires a minimum of 20 hrs. of <u>technical</u> update training per year by each instructor.	☐
2.1C	☐	Does the administration provide the resources needed to supply adequate tools, equipment, and service information/publications required to meet program goals and objectives?	☐
2.1D	☐	Does the administration support on-going curriculum development, review, and revision, including resources needed to implement those revisions?	☐
2.1E	☐	Does the administration involve the program faculty in preparation of the annual budget?	☐
2.1F	☐	Do administrators consistently attend the program advisory committee meetings?	☐
2.2		**WRITTEN POLICIES**	
2.2A	☐	Have written policies regarding student and institutional responsibilities been approved by the administrative and/or policy board?	☐
2.2B	☐	Are written policies (shop rules) regarding safety, liability, and lab/shop operation **prominently displayed** in the lab/shop area?	☐
2.2C	☐	Are written policies provided to each student and instructor?	☐
2.2D	☐	Do instructors have knowledge of the written policy approved by the school administration on administering first aid?	☐
2.3		**PROVISIONS FOR INDIVIDUAL DIFFERENCES**	
2.3A	☐	Does the program accommodate students with different levels of cognitive and psychomotor ability?	☐

Standard 2 Action Plan

#	Action needed	Who is responsible	Target Date

Resources
Webinars: Standards 1-4 - https://youtu.be/qK7uE9p-GpE
Explanation and Examples: https://file.ac/YNINimK0e5I/

Standard 3: LEARNING RESOURCES

#	Looks good	Requirement	Needs work
3.1		**SERVICE INFORMATION**	
3.1A	☐	Does the program have **pertinent electronic service information** available in the lab/shop area with procedures and specifications for vehicles manufactured within the last 10 years?	☐
3.2		**MULTIMEDIA**	
3.2A	☐	Do instructors use current multimedia technology and equipment in the training process as appropriate?	☐
3.2B	☐	Does the school administration make current multimedia equipment and materials available to the program?	☐
3.3		**STUDENT RESOURCES**	
3.3A	☐	Does the program have instructional texts, resources, and e-learning materials needed for each mode of instruction used, with copyright dates that are **not over six (6) years old?**	☐
3.3B	☐	Does the program have **current** general and technical automotive magazines, newspapers, and websites available for student and instructor use?	☐

Standard 3 Action Plan

#	Action needed	Who is responsible	Target Date

Resources
Webinars: Standards 1-4 - https://youtu.be/qK7uE9p-GpE
Explanation and Examples: https://file.ac/H9dkZoEavVU/

Standard 4: FUNDING

#	Looks good	Requirement	Needs work
4.1		**FUNDING**	
4.1A	☐	Is the current funding adequate for program operation?	☐
4.1B	☐	Is program staff input included in the planning process for funding?	☐
4.1C	☐	Do program staff have access to funding/budget status information?	☐

Standard 4 Action Plan

#	Action needed	Who is responsible	Target Date

Resources

Webinars: Standards 1-4 - https://youtu.be/qK7uE9p-GpE
Explanation and Examples: https://file.ac/vinO6bUmkco/

Standard 5: STUDENT SERVICES

#	Looks good	Requirement	Needs work
5.1		**PRE-ADMISSION PROGRAM ADVISEMENT**	
5.1A	☐	Does the school provide student advisement on automotive career opportunities and career exploration activities prior to program admission?	☐
5.2		**PLACEMENT**	
5.2A	☐	Does the school have a placement process to assist students in obtaining employment or work-based learning?	☐
5.3		**ANNUAL GRADUATE FOLLOW-UP**	
5.3A	☐	Has the program graduated at least one class and have at least three graduates within the past three years who are either currently working or continuing their education in the service industry?	☐
5.3A	☐	Does the program have a formal follow-up system to determine graduates' employment placement or continuing education?	☐
5.3B	☐	Does the program follow up annually with graduates to obtain feedback on the efficiency and effectiveness of their training?	☐
5.3C	☐	Does the program follow up annually with graduates to obtain feedback on needed changes to: 1. Delivery of Instruction? 2. Program Curriculum and Skills Learned? 3. Tools and Equipment?	☐
5.3D	☐	Does the annual graduate follow-up process include graduates who are employed outside of the automotive industry?	☐
5.3E	☐	Are the results from annual graduate follow-up process used to improve the training program?	☐

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Standard 5 Action Plan

#	Action needed	Who is responsible	Target Date

ASE Resources

Webinars: Standards 5-6 - https://youtu.be/JoKWni9Bh9k
Explanation and Examples: https://file.ac/NxCqchcUAHs/

Standard 6: ADVISORY COMMITTEE

#	Looks good	Requirement	Needs work
6.1		**MEMBERSHIP**	
6.1A	☐	Does the program have an Advisory Committee that holds a minimum of **two** working meetings per year with **at least five members in attendance (not counting school personnel)**?	☐
6.1B	☐	Do the meeting minutes clearly document the committee members' attendance, participation, and input on program improvement?	☐
6.1C	☐	Are all the following groups represented by active Advisory Committee members? 1. Service Technicians 2. Local Employers 3. Former Students 4. Others (trainers, parents, educators from other programs, etc.)	☐
6.2		**REVIEW OF STUDENT SURVEYS**	
6.2A	☐	Does the Advisory Committee review student survey results and make recommendations for program improvements?	☐
6.3		**REVIEW OF PROGRAM FUNDING**	
6.3A	☐	Does the Advisory Committee provide input on the funds allocated to and used by the program?	☐
6.3B	☐	Does the Advisory Committee provide input on whether the funding is adequate for program operation?	☐
6.4		**REVIEW OF GRADUATE FOLLOW-UP AND EMPLOYER SURVEYS**	
6.4A	☐	Does the Advisory Committee review graduate and employer survey results and make recommendations for program improvements?	☐

#	Looks good	Requirement	Needs work
6.5		**REVIEW OF COURSE OF STUDY**	
6.5A	☐	Does the Advisory Committee provide input on which tasks from the ASE Accreditation Task List should be included or excluded in the program's course of study?	☐
6.6		**REVIEW OF TOOLS, EQUIPMENT, AND FACILITIES**	
6.6A	☐	Does the Advisory Committee participate in an annual review to assure that tools and equipment are up to date?	☐
6.6B	☐	Does the Advisory Committee participate in an annual evaluation to assure that school facilities are adequate for meeting program goals?	☐

Standard 6 Action Plan

#	Action needed	Who is responsible	Target Date

ASE Resources
Webinars: Standards 5-6 - https://youtu.be/JoKWni9Bh9k
Explanation and Examples: https://file.ac/4ml_a1fLvEg/

Standard 7: INSTRUCTION

#	Looks good	Requirement	Needs work
7.1		**PROGRAM**	
7.1A	☐	Does the training program follow a logical order for what is taught and the order in which it is taught (scope and sequence)?	☐
7.2		**PREPARATION TIME**	
7.2A	☐	Do instructors have adequate time in their schedule for planning/conference periods?	☐
7.3		**TEACHING LOAD**	
7.3A	☐	**Initial Accreditation**: Does the program have a record of the average student/teacher ratio for each course in the past year? **Renewal of Accreditation:** does the program have these records for the past five years?	☐
7.3A	☐	Is the ratio educationally sound?	☐
7.3A	☐	Does the ratio support a safe environment, particularly in the lab?	☐

#	Looks good	Requirement	Needs work
7.4		**COURSE OF STUDY**	
7.4A	☐	Has the program's course of study, lesson plans, job sheets, and student progress charts been cross-referenced to the current ASE Accreditation Task List?	☐
7.4A	☐	Does the program's Course of Study include the following documented items? • Syllabus for each class. • Tasks to be taught specified by priority designations P-1, P-2, and P-3 (Auto and Truck) or HP-G and HP-I (Collision). • Number of contact hours. • Sequence of instruction to be included in the program. • List of training materials used. • Sample evaluation forms to track student progress.	☐
7.4A	☐	Does the program meet or exceed the minimum number of required hours in the Course of Study for the type and level of accreditation being sought?	☐
7.4A	☐	Does the program meet or exceed the required minimum number of P-1, P-2, and P-3 tasks (Auto and Truck) or HP-G and HP-I tasks (Collision) for the level of ASE accreditation being sought?	☐
7.4B	☐	Does the Course of Study include instruction on each of the following? 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 use of appropriate tools and test and measurement equipment 5. Use of current service information and industry publications 6. Completing work order forms, ordering parts, and recording the time spent on task	☐
7.5		**PERFORMANCE STANDARDS AND STUDENT PROGRESS**	
7.5A	☐	Does the program use clearly stated performance levels/rubric for each task?	☐
7.5B	☐	Are the stated performance levels/rubric shared with students and potential employers?	☐
7.5C	☐	Do students have time to practice different tasks before the instructor verifies their performance?	☐
7.5D	☐	Is student progress on specific tasks tracked using a progress chart or other method?	☐
7.6		**SAFETY STANDARDS**	
7.6A	☐	Is safety instruction given prior to lab/shop work?	☐
7.6B	☐	Are safety tests given in the training program?	☐

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#	Looks good	Requirement	Needs work
7.7		**PERSONAL STANDARDS**	

7.7A	☐	Does the program provide instruction 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?
			☐

7.8		**WORK HABITS & ETHICS**	
7.8A	☐	Does the program develop student work habits that coincide with work habits required on the job?	☐
7.8B	☐	Does the program provide on-going instruction on ethical practices?	☐
7.9		**RELATED INSTRUCTION**	
7.9A	☐	Does the program integrate instruction on related mathematics, science, communications, and interpersonal relations?	☐
7.10		**TESTING**	
7.10A	☐	Does the program use written or electronic tests to evaluate student competency?	☐
7.10B	☐	Does the program use hands-on tests to evaluate student competency?	☐
7.10C	☐	Does the program have a benchmark/acceptable level of performance for written/electronic and hands-on tests?	☐
7.10D	☐	Do students take industry-recognized certification tests, such as ASE Entry-Level Certification, ASE Professional Certification, and/or EPA-approved Section 609?	☐
7.11		**EVALUATION OF INSTRUCTION**	
7.11A	☐	Does the program use input/surveys from current students to evaluate instruction?	☐
7.11B	☐	Does administration have a process for evaluating instructors?	☐
7.12		**ON-VEHICLE SERVICE & REPAIR WORK**	
7.12A	☐	Does the program have access to vehicles for students to practice hands-on service and repair work?	☐
7.12B	☐	Do students receive instruction and practice repair tasks before on-vehicle service and repair work is assigned?	☐

7.12C	☐	Does the program have policies that **prevent** the following from being the **primary source** of on-vehicle service and repair work?
		    1. Students in the program working on their own vehicles.
		    2. School buses or other vehicles owned and operated by the governing body of the school.
			☐

#	Looks good	Requirement	Needs work
7.12D	☐	Are written or electronic industry-type work orders routinely used when hands-on service and repairs are performed?	☐
7.13		**CUSTOMER VEHICLES**	
7.13A	☐	If the program performs live work on customer vehicles, is there a system to collect, document, and disburse customer work repair orders and receipts?	☐
7.13B	☐	If customers pay for work on their vehicles, do support staff collect the payments?	☐
7.14		**ARTICULATION**	
7.14A	☐	Does the program have articulation agreements with other schools to eliminate unnecessary duplication of instruction?	☐

Standard 7 Action Plan

#	Action needed	Who is responsible	Target Date

ASE Resources
Webinars: Standard 7 - https://youtu.be/EvoFn5bSsJ0
Explanation and Examples: https://file.ac/xxFqZC64ts4/

Standard 8: TOOLS & EQUIPMENT

#	Looks good	Requirement	Needs work
8.1		**SAFETY**	
8.1A	☐	Are all shields, guards, and other safety devices in place, operable, and used? **GO/NO-GO requirement**	☐
8.1B	☐	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**	☐
8.2		**QUANTITY AND QUALITY**	
8.2A	☐	Are the required tools & equipment available for the type and level of accreditation sought? **GO/NO-GO requirement**	☐
8.2B	☐	Does the program have the quantity of tools and equipment needed for efficient and effective instruction?	☐
8.2C	☐	Do the tools and equipment used in the program meet industry quality standards?	☐

#	Looks good	Requirement	Needs work
		CONSUMABLE SUPPLIES	
8.3A	☐	Are adequate consumable supplies available to assure continuous instruction?	☐
8.4		**PREVENTIVE MAINTENANCE**	
8.4A	☐	Does the program have a preventive maintenance schedule for equipment?	☐
8.5		**REPLACEMENT**	
8.5A	☐	Does the program use graduate feedback and Advisory Committee input annually to maintain up-to-date tools and equipment at industry and safety standards?	☐
8.6		**TOOL INVENTORY AND DISTRIBUTION**	
8.6A	☐	Is there an inventory system to account for tools, equipment, parts, supplies, and tools disbursed to students?	☐
8.7		**PARTS PURCHASING**	
8.7A	☐	If the program purchases parts, does it have a parts purchasing system?	☐
8.7B	☐	If the program purchases parts, is the purchasing process efficient in providing parts needed for students to perform assigned tasks?	☐
8.8		**HAND TOOLS**	
8.8A	☐	Are the hand tools students use in the program comparable to those required for employment?	☐
8.8B	☐	Are students encouraged to purchase a hand tool set while still in school?	☐

Standard 8 Action Plan

#	Action needed	Who is responsible	Target Date

ASE Resources
Webinars: Standards 8-10 - https://youtu.be/_2iIA2TErX0
Explanation and Examples: https://file.ac/eKA81b0M5mE/

Standard 9: FACILITIES

#	Looks good	Requirement	Needs work
9.1		**TRAINING STATIONS**	
9.1A	☐	Does the program have enough training stations with adequate bench space and adequate lab/shop space relative to the number of students in the program?	☐
9.2		**SAFETY**	
9.2A	☐	Are all hazardous areas (painting, welding, bench grinder, drill press, etc.) labeled or marked with signs?	☐
9.2B	☐	Do the fire extinguishers meet code for different types of fires and have current inspection tags?	☐
9.2C	☐	Does the lab/shop space have an electrical disconnect system **or posted procedure** to shut down all outlets in case of an emergency?	☐
9.2D	☐	Is the lighting in the lab/shop space adequate for task performance and safety?	☐
9.2E	☐	Are safety inspections performed on a regular basis?	☐
9.2F	☐	Does the program have functional eye wash station?	☐
9.3		**FACILITY MAINTENANCE**	
9.3A	☐	Does the school have a written facility maintenance policy and procedure?	☐
9.4		**HOUSEKEEPING**	
9.4A	☐	Are the classroom and lab/shop areas kept clean and orderly?	☐
9.4B	☐	Are the parking and storage areas kept clean and orderly?	☐
9.5		**OFFICE SPACE**	
9.5A	☐	Is there an area separate from the lab/shop for the instructor's office?	☐
9.6		**INSTRUCTIONAL AREA**	
9.6A	☐	Is there classroom space convenient to, but separate from, the lab/shop area?	☐
9.7		**STORAGE**	
9.7A	☐	Is there adequate storage area for specialized tools**?**	☐
9.7B	☐	Is there adequate storage area for parts and supplies?	☐
9.7C	☐	Is there adequate storage area for vehicles?	☐
9.7D	☐	If student-owned tools are required or allowed, is there adequate storage area for student-owned toolboxes?	☐
9.7E	☐	Are the storage areas secured from pilferage and vandalism?	☐
9.8		**SUPPORT FACILITIES**	
9.8A	☐	Is there a conveniently located area for clean-up after lab/shop activities?	☐

9.9		**VENTILATION**	
9.9A	☐	Is there an exhaust fume removal system in place and operable?	☐
9.9B	☐	Does the classroom have adequate heating and cooling?	☐
9.10		**FIRST AID**	
9.10A	☐	If school policy allows instructors to administer first aid, is there a first aid kit equipped with basic and up to date first aid supplies? If school policy states that instructors may not administer first aid, this does not apply.	☐

Standard 9 Action Plan

#	Action needed	Who is responsible	Target Date

ASE Resources
Webinars: Standards 8-10 - https://youtu.be/_2iIA2TErX0
Explanation and Examples: https://file.ac/guHIOTx5AHQ/

Standard 10: INSTRUCTIONAL STAFF

#	Looks good	Requirement	Needs work
10.1		**TECHNICAL COMPETENCIES**	
10.1A	☐	Do all instructors hold current ASE certifications required for the type and level of accreditation being sought?	☐
10.2		**INSTRUCTIONAL COMPETENCY / CERTIFICATION**	
10.2A	☐	Do all instructors meet all state, local, or institutional teaching requirements?	☐
10.3		**TECHNICAL COMPETENCY**	
10.3A	☐	Does the school provide instructors access to trade publications and other resources needed to maintain technical competence?	☐
10.3B	☐	Do all instructors complete a minimum of 20 hours per year of **technical** update training (or equivalent) relevant to the program?	☐
10.4		**SUBSTITUTES**	
10.4A	☐	Do instructors receive a written policy regarding the use of substitute teachers?	☐

Standard 10 Action Plan

#	Action needed	Who is responsible	Target Date

ASE Resources
Webinars: Standards 8-10 - https://youtu.be/_2iIA2TErX0
Explanation and Examples: https://file.ac/_rMFzoLcYC0/

Standard 11: WORK-BASED LEARNING – OPTIONAL: COMPLETE ONLY IF OUTSIDE WORK-BASED LEARNING IS USED TO SUPPLEMENT CLASSROOM/LAB/SHOP HOURS TO MEET ACCREDITATION MINIMUM REQUIREMENT

#	Looks good	Requirement	Needs work
11	☐	Do the total number of supplementary hours needed to be achieved through Work-Based Learning and E-Learning (see Standard 12) combined exceed 25% of the total number of hours needed for the type and level of accreditation sought?	☐
11.1		**STANDARDS**	
11.1A	☐	Do instructors develop and coordinate a task-based training plan with performance standards for students to use in work-based learning?	☐
11.2		**AGREEMENTS**	
11.2A	☐	Are there written legal agreements between the school and employer regarding the work-based learning?	☐
11.3		**SUPERVISION**	
11.3A	☐	Does an instructor or coordinator from the school have the responsibility, authority, and time to coordinate and monitor the work-based learning activities?	☐

Standard 11 Action Plan

#	Action needed	Who is responsible	Target Date

ASE Resources
Webinars: Standards 11-12 - https://youtu.be/de3nGZSIOIE
Explanation and Examples: https://file.ac/JcMee_WmRAc/

Standard 12: E-LEARNING – OPTIONAL: COMPLETE ONLY IF OUTSIDE E-LEARNING IS USED TO SUPPLEMENT CLASSROOM/LAB/SHOP HOURS TO MEET ACCREDITATION MINUMUM REQUIREMENT

#	Looks good	Requirement	Needs work
12	☐	Do the total number of supplementary hours needed to be achieved through Work-Based Learning (see Standard 11) and E-Learning combined exceed 25% of the total number of hours needed for the type and level of accreditation sought?	☐
12.1		**ACCESS**	
12.1A	☐	Do students have access to appropriate technology for e-learning outside scheduled classroom/lab/shop time? **GO/NO-GO requirement**	☐
12.2		**CURRICULUM AND STUDENT PROGRESS**	
12.2A	☐	Are the tasks delivered via e-learning clearly identified in the Course of Study? **GO/NO-GO requirement**	☐
12.2B	☐	Are the tasks delivered via e-learning clearly identified and cross-referenced to the task list? **GO/NO-GO requirement**	☐
12.2C	☐	Do the instructional hours used to supplement classroom/lab/shop hours correlate with the vendor's average completion time? **GO/NO-GO requirement**	☐
12.2D	☐	Does the program use a learning management system (LMS) to track student progress? **GO/NO-GO requirement**	☐
12.3		**ADVISORY COMMITTEE INPUT**	
12.3A	☐	Do the Advisory Committee minutes show that e-learning is discussed by the committee? **GO/NO-GO requirement**	☐

Standard 12 Action Plan

#	Action needed	Who is responsible	Target Date

ASE Resources
Webinars: Standards 11-12 - https://youtu.be/de3nGZSIOIE
Explanation and Examples: https://file.ac/hZwtkItwYEk/

Resource Summary

<u>Webinars</u>
Overview and Introduction: https://youtu.be/DCIwSDRQslk
Standards 1-4: https://youtu.be/qK7uE9p-GpE
Standards 5-6: https://youtu.be/JoKWni9Bh9k
Standard 7: https://youtu.be/EvoFn5bSsJ0
Standards 8-10: https://youtu.be/_2iIA2TErX0
Standards 11-12: https://youtu.be/de3nGZSIOlE

<u>Explanation and Examples</u>
Top Level Access to all folders: https://file.ac/lqqyRi9wZwA/

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