Medium/Heavy Truck

TEAM MEMBER ON-SITE EVALUATION HANDBOOK

School Name:

On-site Date:

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Improving Programs
Through Accreditation

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Contents

TEAM MEMBER INFORMATION

INTRODUCTION

This guide was developed to assist evaluation team members prior to and during the on-site visit of a medium/heavy truck training program.

Team Member Instructions

As a team member, your primary responsibility is to determine how well a program meets the accreditation requirements outlined in the Program Standards and Medium/heavy truck Minimum Requirements.

During your review of a program, look at each item on the Medium/heavy truck Program Evaluation form relative to the stated goals of the program, the level of accreditation, and any available evidence (written, physical, etc.) that will assist you in reaching conclusions as to how well a standard is met.

Each item must be assigned a rating of 1 (not at all) to 5 (exceptional, above average) on the Program Evaluation forms. Evaluators must use their experience and careful observations when assigning a rating. When more than one person is rating an item, the ratings will be averaged. On items given a rating less than 4, it is essential that comments be made in order to justify your rating and to give suggestions for program improvement.

A low rating on a standard does not necessarily mean the program is deficient. The standards consist of elements that make up an ideal program. All programs will not have all elements. In your oral and written report, the seriousness of a discrepancy should be stated.

You may be assigned specific standards to review, but should communicate with the other team members for their opinion on questionable items. Make written comments of items that need correction.

When the item asks for a percent, list, or other information, include them in your written report.

Finally, compare your responses with the program's evaluation responses. **If a discrepancy exists, you must talk to the instructional staff to determine the reason.**

The following is an example of a procedure you will use to rate each standard:

> The program may be seeking accreditation in Diesel Engines. Item (8.2-A) states, "Rate the availability of the tools and equipment needed for instruction in the lab/shop area." To rate this item, you must look for evidence (the tools and equipment) and if you cannot see them, ask the faculty to show you. Be sure to check for all the tools and equipment listed in the Tools and Equipment section under Specialty Tools and Equipment - Diesel Engines in addition to Hand Tools and General Lab/Shop Equipment.

Among the methods you will use to determine how well a standard is met are the following:

– Interviews with teachers, administrators, students, former students, counselors, employers, or advisory committee members

– Examination of documentation materials provided by the program

– Review of the task list and curricular materials

– Verification of the tools and equipment

– Observation of instructional practices

– Inspection of the facility

As you go through the standards, make comments on strengths and where improvements are needed. On the first day, the team will meet informally to compare notes, assess the status of their work, and plan for the next day. During an initial accreditation visit, on the second day the team will go back to the school and complete the program review. The team will meet with the ETL to summarize their observations and record their evaluations on each of the standards.

Upon completion of your meeting with the ETL, the team will give an oral report to the administration and instructional staff. This oral report (due to time constraints) should only include those items in the standards that are deficient and those areas that are exemplary. At that time, the administration and faculty will be encouraged to express their views on the items under discussion. The items discussed in the oral report must also be outlined in the Summary of Debriefing. Therefore, you must have evidence to support your observations and recommendations on the standard under discussion.

Team Member Guidelines

Be aware of the "HALO EFFECT" - that is, simply because a program appears to excel in one area (e.g., tools and equipment), that does not mean that it excels in all other areas. Another example is a personable instructor. "Nice guys" do not necessarily mean that the program or area provides high quality training.

Be aware of CONTRAST ERRORS (e.g., they operate in a different manner than I do, therefore, they are wrong), SIMILARITY ERRORS (e.g., they operate like I do, or their methods are familiar to me, therefore, the program is good), and FIRST IMPRESSIONS OF THE PROGRAM. These types of errors can lead to false conclusions about overall program quality.

Interviewing Instructors and Administrators

– Such sessions are a major part of the evaluation process.

– Do not try to conduct a trial; rather, strive for a relaxed, informal atmosphere to clarify issues.

– Avoid thinking, "In my program…" or "At work…" You are evaluating another program against standards, not in comparison to your place of employment.

– Remain friendly and retain a positive attitude.

– Do not argue with an instructor, administrator, or staff member about the way something is done.

– Instructors may ask you how your program/shop operates. Answer them, but indicate other approaches may work just as well.

Classroom and Lab/Shop Visits

– Team members should make classroom and lab/shop visits during evaluation, but there are points to remember.

– Instructors will be asked to conduct a class as usual during your visit; you should encourage this.

– Be as unobtrusive as possible.

– If you have questions or desire more information, spend a few minutes with the instructor when he/she is free.

– Save your comments for later meetings.

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After the Visit

The goal of your visit is to determine if the program meets the standards. Another goal of your visit is overall program improvement. The staff and administration may or may not agree with your observations. However, your recommendations, if implemented, may improve the program.

After you leave the school, respect the confidentiality of your findings. Do not divulge your observations or program judgments following the visit.

The NATEF staff appreciates your participation as a team member.

MEDIUM/HEAVY TRUCK MINIMUM REQUIREMENTS

1. The minimum program requirements are identical for initial accreditation and for renewal of accreditation.

2. A program providing instruction in all of the truck areas must have a minimum total of 955 hours (705 hours if accredited in the five required areas only) of combined laboratory/shop (co-op) and classroom instruction. Tasks related to the eight truck areas may be taught at different times during the course of study. Therefore, the hours for an individual area is the sum total of all the hours of instruction related to the tasks. Individual areas must have the minimum hours:

1.	**Diesel Engines**	**195**
2.	**Suspension & Steering**	**90**
3.	**Brakes**	**105**
4.	**Electrical/Electronic Systems**	**210**
5.	**Preventive Maintenance**	**105**
6.	Drive Train	90
7.	Heating, Ventilation, & Air Conditioning	90
8.	Hydraulics	70
	TOTAL HOURS	955

3. All areas except Hydraulics are required for Master Accreditation designation.

4. **The average rating on each of Standards 6, 7, 8, 9 and 10 must be a four (4) on the five-point scale.** The program will not be approved for an on-site evaluation if the average is less than 4 on any of those Standards. The program should make improvements before submitting the application to NATEF for review. **A program will be denied accreditation if the on-site evaluation team average on Standards 6, 7, 8, 9, and 10 is less than four.**

5. A program may not be approved for an on-site evaluation if the average rating on Standards 1 - 5 and 11 is less than a four (4) on the five-point scale. **A program may be denied accreditation if the on-site evaluation team average on Standards 1 - 5 and 11 is less than four.** Approval for on-site evaluation or accreditation will be made by NATEF, based on the number of standards rated at 4 or 5 as well as the individual rating on any Standard rated less than four.

6. All instructors must hold current ASE certification in the Medium/Heavy Truck area(s) in which he/she teaches except for any Medium/Heavy Truck area for which there is no ASE test.

7. All instructors must attend a minimum of 20 hours per year of recognized industry update training relevant to the areas in which their program is accredited.

8. The program Advisory Committee must conduct at least two working meetings a year and must have a minimum of 5 people (excluding school personnel) on the committee. Minutes of the meetings must be provided for review by the on-site evaluation team and must reflect relevant areas of the standards as having been considered by the Advisory Committee.

9. The NATEF Standards recognize that program content requirements vary by program type and by regional employment needs. Therefore, flexibility has been built into the NATEF task list by assigning each task a priority number. The priority number indicates the minimum percentage of those tasks, by area, a program must include in their program in order to be accredited in that area. The following guidelines must be followed:

   95% of all Priority 1 (P-1) items must be taught in the curriculum.
   70% of all Priority 2 (P-2) items must be taught in the curriculum.
   25% of all Priority 3 (P-3) items must be taught in the curriculum.

10. The concern for safety is paramount to the learning environment. Each program area has the following safety task preceding all related tasks:

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 federal, state, and local regulations.

MEDIUM/HEAVY TRUCK EVALUATION GUIDE

Program Evaluation

Everyone associated with an automotive program, whether it is automobile, collision repair & refinish, or medium/heavy truck, should be aware that an extensive program evaluation must be conducted by school personnel and certain criteria must be met to be approved for an on-site team evaluation. Documentation must be available for the on-site team to verify that the program meets all requirements for NATEF accreditation. The good news is that the on-site team will evaluate exactly the same items the school evaluated.

Both the Program Standards and Program Evaluation form contain helpful hints to assist you through the accreditation process. These hints were developed by a group of experienced ETLs, NATEF staff and Trustees. The result is a collection of suggestions for schools and ETLs alike to be used as a guide for preparing, reviewing, and evaluating the documentation needed for program accreditation. These suggestions are meant as examples and we are confident that there are many other documents that can be used to show how programs meet the standards for accreditation.

When evaluating the statements on the Program Evaluation form read the statement on the form, review the "What's Needed" hint, and refer to the Program Standards section of the manual for additional information on each standard sub-section. It is helpful if you make notes of reference materials you used to rate the standard. As you continue to prepare for the on-site evaluation, it is helpful if you make copies of the information, clearly mark the reference, and highlight specific information for each sub-section. For example, Standard 1.2 A. asks you to rate program materials available (brochure or catalog) on the inclusion of admission requirements, employment potential, etc. Have a copy of the school catalog available for the team with the section identified with a sticky note and specific information highlighted.

The evaluation team will look at the same statement and will use the information you provide them to rate the items. The evaluation team should make comments on any sub-section that is rated above or less than 4.

Advisory Committee Tasks within NATEF Standards

The Advisory Committee is possibly the most important tool that any automotive technician training program can have, particularly when it is used properly and to its full extent. Regular meetings and good documentation of the meetings in the form of minutes is a must. The following are standards that must specifically be addressed by/with the program advisory committee and be reflected in the minutes. In order to ensure that these items are addressed, this document might be used as a guideline for developing an agenda for an advisory committee meeting. Programs should not limit the use of the advisory committee to only these items, but these items MUST be addressed:

Standard	Contents	Documentation
6.1 A	**Does the Advisory Committee, consisting of at least five (5) members, convene a minimum of two working meetings per year?**	**Meeting minutes from at least two meetings per year (one year for initial accreditation; five years for renewal of accreditation).**
6.1 B	Rate the input of committee members in terms of participation, providing input on program improvement, and attendance as indicated in the minutes.	Meeting minutes
6.1 C	Rate the mix of committee members in terms of being representative of the following groups: truck technicians, local employers, consumer groups, former students, others (automotive trainers, parents, etc.)	List of all advisory committee members and their affiliations.
6.2A	Rate the Advisory Committee input in reviewing budgeted funds allocated to and used by the program.	Highlight pertinent discussion in Advisory Committee meeting minutes.
6.2 B	Rate the funding in terms of being adequate for program operation.	Provide budget information and highlight pertinent discussion regarding budget in Advisory Committee minutes.
6.3A	Does the Advisory Committee review the information from the annual follow-up procedure and provide input for modifications to the training program?	Highlight pertinent information in Advisory Committee minutes.
6.4A	Rate the use of the Advisory Committee to provide input on additional tasks, and if added, their approval of those additional tasks.	Highlight pertinent information in the Advisory Committee minutes.

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6.5A	Rate the use of the Advisory Committee review in the evaluation process (evaluation of instruction).	Highlight pertinent information in Advisory Committee minutes.
6.5B	Rate the use of an annual review process, including the use of student follow-up information and local Advisory Committee input, to maintain up-to-date tools and equipment at industry and safety standards.	Describe the annual review process and provide an example from the annual survey data and Advisory Committee minutes with pertinent information highlighted.
6.5C	**Is the Advisory Committee included when conducting an annual evaluation of the facilities to assure adequacy in meeting program goals.**	**Highlight pertinent information in Advisory Committee minutes.**
9.2E	Rate safety inspections in terms of being regularly held.	Note inspection schedule, show checklist, and highlight pertinent comments in Advisory Committee minutes.
*12.3 A	**Are Advisory Committee meeting minutes available to confirm that the committee has discussed e-learning?**	**Highlight pertinent information in the Advisory Committee meeting minutes.**

*Standard 12 applies only to programs using e-learning outside of scheduled classroom/lab/shop time to meet instructional hour requirements for the purpose of achieving accreditation.

TOOLS AND EQUIPMENT

Local employer needs and the availability of funds are key factors for determining each program's structure and operation. The NATEF Standards recognize that not all programs have the same needs, nor do all programs teach 100 % of the NATEF tasks. Therefore, the basic philosophy for the tools and equipment requirement is as follows: *for all tasks which are taught in the program, the training should be as thorough as possible with the tools and equipment necessary for those tasks.* In other words, if a program does not teach a particular task, the tool from the tool list associated with that task is not required (unless of course it is required for a task that is taught in another area).

The NATEF tool lists are organized into three basic categories: *Hand Tools, General Lab/Shop Equipment, and Specialty Tools and Equipment.* The specialty tools section is further separated into the eight NATEF task categories. When referring to the tools and equipment list, please note the following:

A. The organization of the tool list is not intended to dictate how a program organizes its tool crib or student tool sets (i.e., which tools should be in a student set, if utilized, and which should be in the tool crib or shop area).
B. Quantities for each tool or piece of equipment are determined by the program needs; however, sufficient quantities to provide quality instruction should be on hand.
C. For Specialty Tools and Equipment, the program need only have those tools for the areas being accredited.
D. Programs may meet the equipment requirements by borrowing special equipment or providing for off-site instruction (e.g., in a dealership or independent repair shop). Use of borrowed or off-site equipment must be appropriately documented.
E. No specific brand names for tools and equipment are specified or required.
F. Although the NATEF Standards recommend that programs encourage their students to begin to build their own individual tools sets prior to entry into the industry, there is no requirement to do so. NOTE: Industry surveys indicate that most (90%) employers require that a candidate for employment provide his/her own basic hand tool set in order to be hired as an entry-level truck technician.

HAND TOOLS

(contained in individual sets or tool crib
in sufficient quantities to permit efficient instruction)

Hex Key Wrench Set - Standard		Pliers:	
(.050" - 3/8")		Adjustable Joint	
(7/16" - 1/2" optional)		Locking Pliers	
Hex Key Wrench Set - Metric (2mm - 12mm)		Needle Nose	
Stud-to-Post or Charging/Test Adapter		Side Cutters	
Chisels - Cold 5/8", 3/4"		Slip-joint	
Combination Wrenches:		Punches:	
Standard (3/8" - 1") (up to 1 and 1/4" optional)		Pin 3/16" - 3/8"	
Metric (6mm - 19mm) (up to 24mm optional)		Starter 3/16" - 3/8"	
Digital Multimeter - minimum 10 meg. ohms impedance		Aligning Punch Set	
Electrical Pliers - Crimper/Stripper		Brass punch	
Files and Handles:		Center punch	
12" Fine		Safety Glasses (Side Panels) - (per OSHA requirements)	
12" Coarse		Scraper - 1" wide or larger	
12" Half Round		Screwdriver - Blade Type:	
Flare Nut Wrench Set - Standard (3/8" - 3/4")		1"	
Metric (7mm - 19mm)		6"	
Flashlight/Inspection Light		9"	
Goggles - (per OSHA requirements)		12"	
Hack Saw		Offset	
Hammers:			
Ball Peen - 16 oz. and 24 oz.			
Soft Face			
Hearing Protection - (per OSHA requirements)			
Inspection Mirror			
Magnetic Pickup Tool			
Mechanic's Steel Ruler - Machinist Rule			

Hand Tools (cont.)

Screwdriver - Phillips:		Socket Set - 1/2" Drive:	
1" #2		1/2" – 1 ⅛" Shallow, Impact or Chrome	
6" #1, #2		7/16" – 1 ⅛" Deep, Impact or Chrome	
12" #3		13mm - 32mm Shallow, Impact or Chrome	
3/16" - 1/2" U.S. Deep		13mm - 32mm Deep, Impact or Chrome	
4mm -13mm Metric Standard Depth		Breaker Bar	
4mm -13mm Metric Deep		Extensions - Short, Medium, and Long	
Extensions - Short, Medium, and Long		Ratchet Handle	
Ratchet Handle		Universal Joint	
Universal Joint		Tape Measure (25')	
Socket Set - 3/8" Drive:		Tire Tread Depth Gauge	
3/8" - 3/4" U.S. Standard Depth (12 point), Impact or Chrome		Tire Pressure Gauge - Truck	
3/8" - 3/4" U.S. Deep (6 point), Impact or Chrome		Tool Box	
10mm - 19mm Metric Standard Depth (6 point), Impact or Chrome		Wire Brush	
10mm - 19mm Metric Deep (6 point), Impact or Chrome			
Extensions - Short, Medium, and Long			
Ratchet Handle			
Universal Joint			

GENERAL LAB/SHOP EQUIPMENT

The tools and equipment on this list are used in general lab/shop work, but are not generally considered to be individually owned hand tools. A well equipped, accredited program should have all of these general tools and equipment readily available and in sufficient quantity to provide quality instruction.

Adjustable Wrenches - (up to 18")		Drill Bits - 1/16" - 1/2"	
Air Blow Gun - Rubber Tip (per OSHA requirements)		Extractor Set (broken bolt)	
Air Ratchet Wrench - 3/8" Drive with Impact Socket Set		Face Shield	
Standard and Metric		Feeler Gauge - Blade Type:	
Back Support Belt		.005" - .050"	
Belt Tension Gauge/Belt Wear Gauge		.005mm - .070mm	
Bushing Driver Set		Brass Feeler Gauge	
C-Clamps		Filter Wrenches - Small and Large	
Cleaning Tank		Fin Comb	
Combination Wrench Set:		Floor Jack - (10 Ton)	
3/8" – 1 ½" and 6mm - 32mm		Funnels	
3/8" - 3/4" Offset (optional)		Gear Oil Dispenser	
7mm - 15mm Offset (optional)		Grease Gun	
Coolant Conditioner Test Kit (Test Strips)		Grinder – Bench	
Cooling System Pressure Tester		Hammers:	
Creepers		48 oz. Ball Peen	
Diagnostic Information Platform - PC with appropriate software and/or internet-access drive for reading electronic service information		24 oz. Brass	
		12 lb. Hand Sledge	
Electronic Service Tool - PC or Data Scan Tool with appropriate software		Hand Held Infrared Thermometer	
Dial or Digital Caliper - Standard and Metric		Hand Impact Driver Set	
Dial Indicator Set - Magnetic Base		Heat Gun	
Drain Pans		Hydraulic Press - (minimum 20 ton)	
Drill - 3/8" variable speed, reversible		1/2" variable speed, reversible	

General Lab/Shop (cont.)

Impact Wrenches:	Socket Set - 3/4" Drive	
1/2" Drive with Impact Sockets	Socket Set:Hex Key Drivers: Standard 3/16" - 3/4"	
3/4" Drive with Impact Sockets	Metric 4mm -19mm	
1" Drive with Impact Sockets	Axle Nut Sockets	
Impact Universal Joints - 3/8", 1/2"	Crows Feet: Standard and Metric	
Jacks - Bottle Style, Air Jack, Frame Jack, etc.	Inverted Torx Socket Set: E-15 – E-55	
Lifting Chains	Torx® Drivers: T-15 – T-55	
Lifting Eyes	Soldering Gun	
Master Tire Gauge - for tire gauge calibration checks	Tap and Die Set - Standard and Metric	
Micrometer Set - Standard (0" - 6")	Thread Chaser Set	
Metric (0mm - 150mm)	Tire Cage	
Micrometer - Inside (0" - 6")	Tire Chuck – Truck	
Depth Micrometer (0" - 6")	Torque Angle Gauge	
Oxy - Gas Torch Set	Torque Multiplier with Adapters (optional)	
Pipe Wrenches (up to 18" or 24")	Torque Wrenches:	
Pliers - Snap Ring - internal	3/8" Drive (0 - 150 lb. in.)	
external	(0 - 100 lb. ft.)	
wheel weight	1/2" Drive (0 - 250 lb. ft.)	
Portable Crane	3/4" Drive (up to 600 lb. ft.)	
Pressure Gauge - (0 - 300 psi), (0 - 150 psi)	Tubing Cutter/Flaring Set	
Pry Bar Set	Valve Core Replacement Tool (Tire)	
Pullers - Two-Jaw Set	Wheel Chocks	
Three Jaw Set	Wheel Dolly	
Refractometer - (Antifreeze Tester or Test Strips)	Wheel Socket Set	
Safety (Jack) Stands - (minimum 6 ton)		
Seal Puller		

SPECIALTY TOOLS AND EQUIPMENT

This section covers the tools and equipment a lab/shop should have for training in any given specialty area. This equipment is specialized and it must be available in the lab/shop. No specific type or brand names are identified because they will vary in each local situation. The program need only have those tools for the area(s) being accredited.

Note: All shops are assumed to have an air compressor, air hoses, adequate electrical capability, fender covers, seat covers, and workbenches with vises.

DIESEL ENGINES		SUSPENSION & STEERING	
Ball/Small Hole Gauges		Air Hammer with Chisels	
Cooling System Vacuum Fill Equipment		Alignment Equipment: Minimum to perform tasks (including tandem alignment)	
Dial Bore Gauge or Telescoping Gauges		Ball Joint Separator	
Diesel Exhaust Fluid (DEF) Refractometer		Pitman Arm Puller	
Engine Stands		Power Steering Analyzer	
Fan Hub Wrenches		Tape Measure (50')	
Injector Removal Tool(s)			
Liner Installer (universal)		**BRAKES**	
Liner Puller (universal)		Bearing Packer (optional)	
Manometer - (Water) or Magnehelic Gauge (optional)		Bearing Race Installer	
Precision Straight Edge		Brake Bleeder	
Protrusion Gauge (Cylinder Liner Height)		Brake Fluid Tester or Test Strips	
Ring Compressor		Brake Lining Thickness Gauge	
Ring Expander(s)		Brake Rotor (Disc) Micrometer	
Rod Bolt Protectors		Brake Spring Tool	
Soft Jaw Vise or Adapters		Disc Caliper Tool for Compressing Caliper Pistons	
		Drum Brake Gauge	
Valve Spring Compressor		Method for removing asbestos contamination (Parts Cleaner) meeting EPA Standards	
Vibration Damper Puller		Seal Installers	
		Slack Adjuster Installation Index Tool (Templates)	

ELECTRICAL/ELECTRONIC SYSTEMS		PREVENTIVE MAINTENANCE	
Battery Charger (200 AMP Minimum)		Fifth Wheel Test Pin	
Battery Terminal Adapters		Stop Watch	
Die Type Terminal Crimper (optional)		Tire Square	
Capacitance Battery Tester		Trailer Cord Tester	
GMM Labscope or DMM with scope capability			
Inductive (Clamp-on) Ammeter		**HEATING, VENTILATION, AND AIR CONDITIONING**	
Jumper Cable Set (Heavy-Duty)		A/C Compressor Clutch Removal & Installation Tools	
Load Tester - Starting, Charging, and Battery (1,000 AMP Minimum)		A/C Refrigerant Identifier	
		Gloves	
Low AMP Automatic Charger or equivalent device to maintain shop batteries.		Halogen Leak Detector (for HFCs)*	
		Heater Hose Clamp-Off Tool	
Test Lead Kit		Manifold Gauge Set*	
Terminal Repair Kits		Measuring Cup	
		Micron Meter (Electronic Vacuum Gauge) – (optional)	
		Orifice Tube Remover	
DRIVE TRAIN		Portable Vacuum Pump (maybe included with Recovery/Recycling/Recharging Station Equipment)	
3/4" Drive Pinion Nut Sockets			
Aligning Studs - 3/8", 1/2", & 5/8"		Recovery/Recharging and/or Recycling Station*	
Axle Shaft Removal Tool		Spring Lock Coupler Removers	
Blind Hole/Pilot Bearing Puller		Thermometer	
Clutch Adjusting Tools (Pull Type)		Valve Core (Shrader Type) Replacement Tool	
Clutch Disc Aligning Tool			

Clutch Jack and/or Transmission Jack Attachments	
Protractor (Angle Gauge)	
Transmission Jack	
U-Joint Puller	
Yoke Puller	

*   Meeting EPA Regulations and SAE "J" Standards

HYDRAULICS

Fittings and adapters for specific applications	
Hose Crimper Tool and Pump (either air over hydraulic or hand pump)-(optional)	
1000 PSI Liquid Filled or Electronic Gauge and Hose Assembly	
5000 PSI Liquid Filled or Electronic Gauge and Hose Assembly	
Pressure/Flow Meter	
Stop Watch	
Thermometer (up to 250 degrees) Standard or Infrared	

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FORMS
TRUCK PROGRAM EVALUATION FORM

☐ Initial   ☐ Renewal

Please use this form when conducting a program evaluation.
This form replaces the Self-Evaluation form and the On-site Evaluation form.

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

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

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

STANDARD 1 - PURPOSE

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

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

Name: _____
Title: _____

1.1   EMPLOYMENT POTENTIAL   1.1

WHAT'S NEEDED: A. - B. Provide a copy of the annual survey and a summary of the results.

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

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

REFERENCE MATERIALS: _____

1.2   PROGRAM DESCRIPTION/GOALS   1.2

WHAT'S NEEDED: 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).

   A.   Rate the program material(s) available (brochure, catalog, or website) on the
        inclusion of the following:
        1)   admission requirements (if applicable)   ☐
                                                                                       N/A
        2)   employment potential
        3)   areas of truck training offered   _____
        4)   cost of tuition and fees (if applicable)   ☐
                                                                                       N/A
        5)   technical qualifications of the instructional staff   _____
        6)   overall goals of the program   _____

List the goal(s) of the program
1.   _____
2.   _____
3.   _____

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

_____

_____

_____

_____

_____

_____

                                                    Standard 1
                                                    Average Score   _____
                                                    (as many as 8 items)

STANDARD 2 – ADMINISTRATION

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

Name and Title of person responsible for program administration

Name: _____ Title: _____

2.1 STUDENT COMPETENCY CERTIFICATION   2.1

WHAT'S NEEDED: A. Show an example of the certificate, diploma, transcript, or degree plan.

    A. Does the certificate; diploma or transcript a student receives upon program
        completion clearly specify the area(s) of demonstrated competency.   ☐YES ☐NO

REFERENCE MATERIALS: _____

2.2 CHAIN OF COMMAND   2.2

WHAT'S NEEDED: A. Show a copy of the school organizational chart or list of program with contact
                    information.

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

REFERENCE MATERIALS: _____

2.3 ADMINISTRATIVE SUPPORT   2.3

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

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

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

C. Rate the administrative support in terms of providing necessary resources to ensure the program is supplied with adequate tools, equipment, and service publications required to meet program goals and objectives.

_____

D. Rate the administrative support for on-going curriculum development, review, and revision.

_____

E. Rate the extent to which the institution administration involves the program faculty in preparation of the annual budget.

_____

F. Rate the extent to which the institution administration is involved in and attends the program advisory committee meetings.

_____

2.4 WRITTEN POLICIES

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

A. Have written policies regarding student and institutional responsibilities been approved by the administrative and/or policy board?

☐YES ☐NO

B. Rate the written policies regarding safety, liability, and lab/shop operation in terms of being prominently displayed in the lab/shop area.

_____

C. Rate the policies in terms of being provided to each student and instructor.

_____

REFERENCE MATERIALS: _____

2.5 CUSTOMER VEHICLES   2.5

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

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

☐ N/A
_____

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

☐ N/A
_____

REFERENCE MATERIALS: _____

2.6 LEGAL REQUIREMENTS   2.6

  WHAT'S NEEDED: A. Provide copies of Policies and Procedures. Post Haz-Mat signs. Show MSDS
                         sheets.

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

REFERENCE MATERIALS: _____

2.7 FIRST AID   2.7

WHAT'S NEEDED: A. Provide a copy of the written policy on First Aid.

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

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

_____

_____

_____

_____

_____

_____

_____

_____

                                                            Standard 2
                                                          Average Score   _____
                                                        (as many as 13 items)

STANDARD 3 - LEARNING RESOURCES

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

3.1 SERVICE INFORMATION   3.1

WHAT'S NEEDED: A. – B. State the location of all service information such as manuals, CDs, on-line access, etc.

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

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

REFERENCE MATERIALS:

3.2 MULTIMEDIA   3.2

WHAT'S NEEDED: A. – B. Provide a list and give the location of all technology available for student and instructor use.

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

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

REFERENCE MATERIALS:

3.3 PERIODICALS   3.4

WHAT'S NEEDED: A. Provide a list, give the location, and show examples of periodicals.

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

REFERENCE MATERIALS:

WHAT'S NEEDED: A. Provide a copy of each textbook and other material used for instruction.

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

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Standard 3
Average Score _____
(6 items)

STANDARD 4 – FINANCES

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

4.1 BUDGET   4.1

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

A. Rate the development of an annual budget for program operation. _____

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

C. Rate the extent to which the program staff is involved in preparation of the annual budget. _____

D. Rate quarterly budget status reports provided to instructional staff. _____

REFERENCE MATERIALS: _____

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

_____

_____

_____

_____

_____

_____

**Standard 4
Average Score** _____
(4 items)

STANDARD 5 - STUDENT SERVICES

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

WHAT'S NEEDED: A. Provide the policy statement and a description of the process used for skills assessment. Skills assessment may take place prior to or early in the program. Provide a copy of the assessment instrument, if available.

B. Provide program explanatory material with pertinent information highlighted. Note availability for students.

C. Highlight pertinent information in program materials, catalog, brochure, etc.

5.1 LEARNING ASSESSMENT   5.1

A. Rate the use of a basic assessment instrument (used for recommendations for development, intervention, and/or student placement) for truck students in the following areas: (rate collectively not individually):

        1) Reading

        2) Mathematics and Science

B. Rate the documentation of testing procedures and how the results will be used in the program explanatory material and its availability to all interested parties.

C. Rate the availability of written justification for all requirements.

REFERENCE MATERIALS:

5.2 PRE-ADMISSION COUNSELING   5.2

WHAT'S NEEDED: A. Highlight access to the career counseling process and student services available, as cited in catalog or other materials.

A. Rate the use of student counseling on truck careers prior to program admission.

REFERENCE MATERIALS:

5.3 PLACEMENT   5.3

WHAT'S NEEDED: A. Provide the policy or explanation of the placement process

Name and title of person responsible for student placement
Name: _____   Title: _____

   A. Rate the placement system used to assist students in obtaining employment in the
       truck industry upon graduation.   _____

REFERENCE MATERIALS: _____

5.4 ANNUAL GRADUATE FOLLOW-UP   5.4

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

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

Name: _____   Title: _____

   A. Rate the annual formal follow-up system used to determine graduates' employment
       location or continuing education.   _____

   B. Rate the annual follow-up procedure/survey used to obtain the graduates assessment
       of the efficiency and effectiveness of their training.   _____

   C. Rate the annual follow-up procedure/survey in terms of obtaining feedback regarding
       needed additions or deletions to the training:
              1) curriculum/classroom instruction
              2) program/skills learned   _____
              3) tools and equipment   _____

   D. Rate the annual follow-up system used to obtain information from program
       graduates who are employed outside of the truck industry.   _____

E. Rate the use of the information from annual follow-up procedures/survey to modify the training program.

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

                                                                Standard 5
                                                        Average Score (12 Items)

STANDARD 6 – ADVISORY COMMITTEE
AN OFFICIALLY SANCTIONED PROGRAM ADVISORY COMMITTEE MUST BE USED TO PROVIDE INPUT ON PROGRAM GOALS

6.1 MEMBERSHIP   6.1

WHAT'S NEEDED: A. – C. Meeting minutes from at least two meetings per year (one year for initial accreditation; five years for reaccreditation). Including sign in sheets with advisory committee members affiliations.

A. Does the Advisory Committee convene a minimum of two working meeting per year?   ☐YES ☐NO

B. Rate the input of committee members in terms of participation, providing input on program improvement, and attendance as indicated in the minutes.

C. Rate the mix of committee members in terms of being representative of the following groups: (rate collectively not individually)
    1) truck technicians
    2) local employers
    3) consumer groups
    4) former students
    5) others (automotive trainers, parents etc., please specify)

REFERENCE MATERIALS:

6.2 REVIEW OF BUDGETED FUNDS

WHAT'S NEEDED: A. Highlight pertinent discussion in Advisory Committee meeting minutes.
B. Provide budget information and highlight pertinent discussion regarding budget in Advisory Committee minutes.

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

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

REFERENCE MATERIALS: _____

6.3 ANNUAL GRADUATE FOLLOW-UP   6.3

WHAT'S NEEDED: A. Describe the annual review process and provide an example from the annual survey data and Advisory committee minutes with pertinent information highlighted.

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

REFERENCE MATERIALS: _____

6.4 REVIEW OF CURRICULUM   6.4

WHAT'S NEEDED: A. Highlight pertinent discussion in Advisory Committee meeting minutes.

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

REFERENCE MATERIALS: _____

6.5 EVALUATION OF INSTRUCTION, TOOLS, EQUIPMENT AND FACILITIES   6.5

WHAT'S NEEDED: A. – D.Highlight pertinent discussion in Advisory Committee meeting minutes.

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

REFERENCE MATERIALS: _____

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

_____

_____

_____

                                                Standard 6
                          Average Score (8 items) _____

STANDARD 7 – INSTRUCTION

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

7.1 PROGRAM   7.1

WHAT'S NEEDED: A. Provide a copy of the course outline and brochure.

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

REFERENCE MATERIALS: _____

7.2 STUDENT TRAINING PLAN   7.2

WHAT'S NEEDED: A. Show an example of a student training plan or advisement sheet.

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

REFERENCE MATERIALS: _____

7.3 PREPARATION TIME   7.3

WHAT'S NEEDED: A. Show a copy of the Master Schedule and instructor office hours.

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

REFERENCE MATERIALS: _____

7.4 TEACHING LOAD   7.4

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

    A. Rate the current instructor/student ratio in terms of being educationally sound and
        maintaining a safe environment.   _____

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

REFERENCE MATERIALS: _____

7.5 CURRICULUM   7.5

WHAT'S NEEDED: A. Cross reference to curriculum, lesson plans, job sheets and student progress instrument.

B. The evaluation team will conduct a visual inspection. Provide a copy of the tool inventory / location

C. Provide syllabus (with information highlighted), course descriptions, lesson plans, job sheets, student materials, etc.

D. Provide samples of work order forms, parts order form, and show how time spent on task is recorded.

A. Do the following areas provide theory and "hands- on" training for 95% of the P-1, 70% of the P-2, and 25% of the P-3 tasks as evidenced by cross-referencing the course of study, lesson plans, job sheets, and student progress charts: *

	95% **P-1**	**70%** **P-2**	**25%** **P-3**
1. Diesel Engines	Y/N	Y/N	Y/N
2. Suspension & Steering	Y/N	Y/N	Y/N
3. Brakes	Y/N	Y/N	Y/N
4. Electrical/Electronic	Y/N	Y/N	Y/N
5. Preventive Maintenance Inspection	Y/N	Y/N	Y/N
6. Drive Train	Y/N	Y/N	Y/N
7. Heating, Ventilation & Air Conditioning	Y/N	Y/N	Y/N
8. Hydraulics	Y/N	Y/N	Y/N

∗ **Rate only those areas in which you are applying for accreditation at this time.**

B. Are the tools and equipment available for the tasks taught in each program area? *

1. Diesel Engines	YES ☐	NO ☐
2. Suspension & Steering	YES ☐	NO ☐
3. Brakes	YES ☐	NO ☐
4. Electrical/Electronic	YES ☐	NO ☐
5. Preventive Maintenance Inspection	YES ☐	NO ☐
6. Drive Train	YES ☐	NO ☐
7. Heating, Ventilation & Air Conditioning	YES ☐	NO ☐
8. Hydraulics	YES ☐	NO ☐

∗ **Rate only those areas in which you are applying for accreditation at this time.**

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

1. OSHA regulations the student may encounter upon employment
2. Legal responsibilities of the technician regarding Environmental Protection Agency regulations
3. Other appropriate requirements which may affect their on-the-job activities
4. Identification and proper use of appropriate tools and test and measurement equipment
5. Use of current service information and industry publications
6. Knowledge and use of all current applicable industry and government regulations/accepted practices and their agencies.
7. Fuel characteristics, differences between gasoline/diesel and alternative fuels, safety implications of these characteristics/differences, appropriate technical terminology, and the potential environmental and economic costs/benefits.

D. Rate the inclusion in the curriculum of tasks on filling out work order forms, ordering parts, and recording the time spent on task.

REFERENCE MATERIALS:

7.6 STUDENT PROGRESS   7.6

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

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

REFERENCE MATERIALS:

7.7 PERFORMANCE STANDARDS   7.7

WHAT'S NEEDED: A. Provide a task sheet or other measurement tool.
B. Provide the evaluation criteria from the syllabus, progress chart, or task sheet.
C. Provide a task sheet or student progress chart.

A. Is there a stated performance level required for each task?   ☐Yes ☐No

B. Rate the availability of stated performance levels given to students and potential employers.

C. Rate the opportunity for students to demonstrate (practice) competency of a task before the instructor verifies a student's performance.

REFERENCE MATERIALS:

7.8 SAFETY STANDARDS   7.8

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

A. Is safety instruction given prior to lab/shop work?   ☐YES ☐NO

B. Are safety tests given in the training program?   ☐YES ☐NO

C. Rate the emphasis placed on complying with safety practices in the lab/shop area.   _____

REFERENCE MATERIALS: _____

7.9 PERSONAL STANDARDS   7.9

WHAT'S NEEDED: A. The evaluation team will conduct a visual inspection. Provide instructional materials, class / lab / shop rules.

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

REFERENCE MATERIALS: _____

7.10 WORK HABITS/ETHICS   7.10

WHAT'S NEEDED: A. – B. The evaluation team will conduct a visual inspection. Describe attendance policy, etc.

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

B. Rate the emphasis placed upon ethical practices.   _____

REFERENCE MATERIALS: _____

7.11 PROVISIONS FOR INDIVIDUAL DIFFERENCES   7.11

WHAT'S NEEDED: A. Provide ADA information, equipment modifications, differential instruction, and provide an example of an Individual Education Plan (IEP).

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

REFERENCE MATERIALS: _____

7.12 RELATED INSTRUCTION   7.12

WHAT'S NEEDED: A. Show syllabus with objectives and examples of tasks where related instruction is provided (OHM's Law, Pascal's Law, gear ratio, etc.); SkillsUSA Professional Development Program, if appropriate.
              B. Show copy of instructor teaching credential.

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

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

REFERENCE MATERIALS: _____

7.13 TESTING   7.13

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

  A. Rate the use of written tests to evaluate cognitive task performance.

  B. Rate the use of performance tests to evaluate manipulative task performance.

  C. Rate the use of an acceptable level of performance in cognitive and manipulative tests.

D. Rate the degree to which students are encouraged to take accreditation tests that are industry recognized certification tests, such as the ASE Student Certification tests, ASE tests.   _____

REFERENCE MATERIALS: _____

7.14 EVALUATION OF INSTRUCTION   7.14

WHAT'S NEEDED: A. – E. Provide an explanation of the overall program evaluation policy and plan. Show samples of the instructor evaluation instrument, etc.

A. Is a systematic program evaluation system used to make decisions about program efficiency, effectiveness, and content?   ☐YES ☐NO

B. Rate the use of student input/participation in the evaluation process of instruction.   _____

C. Rate the use of instructor(s) evaluations in the evaluation process.   _____

D. Rate the use of self-evaluation of instruction on a regular basis in the evaluation process.   _____

E. Rate the use of student follow-up data in the evaluation process.   _____

REFERENCE MATERIALS: _____

7.15 ON-VEHICLE SERVICE AND REPAIR WORK   7.15

WHAT'S NEEDED: 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.

A. Rate the degree to which on-vehicle service and repair work benefits the student and supplements on-going instruction.   _____

B. Rate the degree to which a student had instruction and practice on a specific repair task before on-vehicle service and repair work is assigned.   _____

C. Rate the degree to which the program policies <u>do not</u> allow the following as the primary source of on-vehicle service and repair work:

1. students in the truck technician training program working on their own vehicles
2. 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.)

D. Rate the use of a written, industry type work order attached to or placed inside the vehicle.

REFERENCE MATERIALS:

7.16 ARTICULATION   7.16

WHAT'S NEEDED: A. Show a copy of the articulation agreement. Note: this may be N/A.

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

REFERENCE MATERIALS:

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

Standard 7
Average Score _____
(as many as 42 items)

STANDARD 8 - EQUIPMENT

EQUIPMENT AND TOOLS USED IN THE TRUCK 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

WHAT'S NEEDED: A.- B. The evaluation team will conduct a visual inspection.

   A. Are all shields, guards, and other safety devices in place, operable, and used?   YES ☐ NO ☐

   B. Do all students, instructors, and visitors wear safety glasses in the lab/shop area while lab is in session?   YES ☐ NO ☐

REFERENCE MATERIALS: _____

8.2 QUANTITY AND QUALITY   8.2

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

  A. Rate the availability of the tools and equipment needed for instruction in the lab/shop area.   _____

  B. Rate the quantity of tools and equipment in terms of the quantity needed for efficient and effective instruction.   _____

  C. Rate the tools and equipment used in terms of meeting industry quality standards.   _____

REFERENCE MATERIALS: _____

8.3 CONSUMABLE SUPPLIES   8.3

WHAT'S NEEDED: A. The evaluation team will conduct a visual inspection. Provide inventory sheets
                         and describe replenishment procedure.

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

REFERENCE MATERIALS: _____

8.4 PREVENTIVE MAINTENANCE   8.4

WHAT'S NEEDED: A. Provide a copy of the preventive maintenance schedule or spreadsheet

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

Name: _____ Title: _____

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

REFERENCE MATERIALS: _____

8.5 REPLACEMENT   8.5

WHAT'S NEEDED: A. Describe the annual review process and provide an example from the annual
                         survey data.

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

REFERENCE MATERIALS: _____

8.6 TOOL INVENTORY AND DISTRIBUTION   8.6

WHAT'S NEEDED: A. Provide the inventory list and describe how tools are disbursed and/or signed
                         in/out to students.

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

Name: _____ Title: _____

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

REFERENCE MATERIALS: _____

8.7 PARTS PURCHASING   8.7

WHAT'S NEEDED: A. If purchasing parts, provide a written procedure or parts request form.
                   B. The evaluation team may discuss this issue with instructor.

                                                                                         ☐
   A. Rate the use of a systematic parts purchasing system   _____   N/A

                                                                                         ☐
   B. Rate the efficiency of acquiring parts for task performance. _____   N/A

REFERENCE MATERIALS: _____

8.8 HAND TOOLS   8.8

WHAT'S NEEDED: 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.

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

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

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

_____

_____

_____

_____

_____

_____

                                              Standard 8
                                            Average Score   _____
                                          (as many as 11 items)

STANDARD 9 - FACILITIES

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

9.1 TRAINING STATIONS   9.1

WHAT'S NEEDED: A. The evaluation team will conduct a visual inspection. Provide information on class size for each course.

   A. Rate the training stations available in the type and number required for task performance as outlined in the program goals and performance objectives in terms of:
       1. adequate bench space   _____
       2. adequate lab/shop space   _____

REFERENCE MATERIALS: _____

9.2 SAFETY   9.2

WHAT'S NEEDED: A. The evaluation team will conduct a visual inspection of the location of signs.
                   B. The evaluation team will conduct a visual inspection of fire extinguishers.
                   C. The evaluation team will conduct a visual inspection and location of posted policy/procedures.
                   D. The evaluation team will conduct a visual inspection of lighting.
                   E. Note inspection schedule, show check list, and highlight pertinent comments in Advisory Committee minutes.
                   F. The evaluation team will conduct a visual inspection to verify that all other applicable safety standards are met.
                   G. The evaluation team will look for the identified vehicle traffic lanes.

   A. Rate the identification of hazardous areas (painting, welding, etc.) with signs.   _____

   B. Rate the fire extinguishers in terms of having regular, current inspection tags attached and meeting fire codes for different types of fires.   _____

   C. Rate the availability of an electrical disconnect system or posted procedure to shut down all outlets in case of an emergency.   _____

   D. Rate the lighting in terms of being adequate for task performance and safety.   _____

   E. Rate safety inspections in terms of being regularly held.   _____

   F. Rate the degree to which all other applicable safety standards are met. (eye wash station, shower, etc.)   _____

G. Rate the identification of vehicle traffic areas. _____

REFERENCE MATERIALS: _____

9.3 EMERGENCY MAINTENANCE & REPAIR 9.3

A. Provide copy of written policy and procedures.

A. Rate the use of a written facilities and equipment maintenance program to ensure suitability for instruction. _____

REFERENCE MATERIALS: _____

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

9.4 HOUSEKEEPING 9.4

A. Rate the classroom and lab/shop area for being kept clean and orderly. _____

B. Rate the parking and storage areas for being kept clean and orderly. _____

REFERENCE MATERIALS: _____

9.5 OFFICE SPACE 9.5

A. The evaluation team will conduct a visual inspection.

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

REFERENCE MATERIALS: _____

9.6 INSTRUCTIONAL AREA 9.6

A. The evaluation team will conduct a visual inspection.

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

REFERENCE MATERIALS: _____

9.7 STORAGE   9.7

WHAT'S NEEDED: A. – E. The evaluation team will conduct a visual inspection.

    A. Rate the storage area for specialized tools in terms of being adequate to support the activities outlined in the program goals and objectives. _____

    B. Rate the storage area for parts and supplies in terms of being adequate to support the activities outlined in the program goals and performance objectives. _____

    C. Rate the storage area for vehicles in terms of being adequate to support the activities outlined in the program goals and performance objectives. _____

    D. Rate the storage area in terms of being provided for student toolboxes. _____ ☐ N/A

    E. Rate the security from pilferage and vandalism of the storage areas. _____

REFERENCE MATERIALS: _____

9.8 SUPPORT FACILITIES   9.8

WHAT'S NEEDED: A. – B. The evaluation team will conduct a visual inspection.

    A. Rate the area provided for clean-up after lab/shop activities in terms of being conveniently located. _____

    B. Rate the restrooms for both male and female students in terms of being conveniently located. _____

REFERENCE MATERIALS: _____

9.9 VENTILATION   9.9

WHAT'S NEEDED: 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.

    A. Rate the exhaust fume removal system in terms of being in place and operable. _____

    B. Rate the heating and cooling systems in terms of providing sufficient comfort for learning. _____

REFERENCE MATERIALS: _____

WHAT'S NEEDED: A. – C. Provide copy of the written policy. The evaluation team will conduct a
                              visual inspection.

A. Rate the availability of a first aid kit for the program.   ☐
                                                                               N/A

B. Rate the first aid kit in terms of being clearly identified.   ☐
                                                                               N/A

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

REFERENCE MATERIALS:

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

_____

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                                              Standard 9
                                            Average Score _____
                                         (as many as 27 items)

STANDARD 10 - INSTRUCTIONAL STAFF

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

WHAT'S NEEDED: A. Provide information on each instructor, diplomas earned, and copy of ASE Certification.

10.1

10.1 TECHNICAL COMPETENCY

A. Do instructors hold current ASE certification in the truck area(s) they teach? ☐ **Yes** ☐ **No**

REFERENCE MATERIALS: _____

10.2 INSTRUCTIONAL COMPETENCY/CERTIFICATION   10.2

WHAT'S NEEDED: A. Provide a copy of the teaching certificate for each instructor.

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

REFERENCE MATERIALS: _____

10.3 TECHNICAL UPDATING   10.3

WHAT'S NEEDED: 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.

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

B. Do all instructors attend a minimum of 20 hours per year of recognized industry update training relevant to the areas in which their program is seeking accreditation? ☐**YES** ☐**NO**

REFERENCE MATERIALS: _____

10.4 SUBSTITUTES   10.4

WHAT'S NEEDED: A. Provide written policy on substitute teachers.

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

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

_____

_____

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_____

                                                    Standard 10
                                               Average Score _____
                                                     (2 items)

STANDARD 11 – WORK-BASED LEARNING

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

11.1 STANDARDS   11.1

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

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

REFERENCE MATERIALS: _____

11.2 AGREEMENTS   11.2

WHAT'S NEEDED: A. Show a sample agreement. This may be N/A.

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

☐ N/A

REFERENCE MATERIALS: _____

11.3 SUPERVISION   11.3

WHAT'S NEEDED: 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.

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

☐ N/A

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

_____

Standard 11
Average Score _____
(as many as 3 items)

STANDARD 12 – E-LEARNING

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

12.1 ACCESS

WHAT'S NEEDED: A. Provide a copy of the policy regarding the availability of appropriate technology
for students to access e-learning instructional materials

**A. Is there documentation that students have access to appropriate
technology for e-learning purposes?**

☐   ☐   ☐
YES   NO   N/A

12.2 CURRICULUM AND STUDENT PROGRESS

WHAT'S NEEDED: 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.

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

12.3 ADVISORY COMMITTEE INPUT

<mark>WHAT'S NEEDED</mark>:   A. Highlight pertinent information in the Advisory Committee meeting minutes.

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

Standard 12
Number of 'Yes' responses _____
(as many as 6 items)

TRUCK PROGRAM EVALUATION PARTICIPANTS

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

Advisory Committee Member?

1. _____   _____   _____   ☐ YES ☐ NO
   Signature   Printed or Typed Name   Date
                                                                 m/d/yyyy

2. _____   _____   _____   ☐ YES ☐ NO
   Signature   Printed or Typed Name   Date
                                                                 m/d/yyyy

3. _____   _____   _____   ☐ YES ☐ NO
   Signature   Printed or Typed Name   Date
                                                                 m/d/yyyy

4. _____   _____   _____   ☐ YES ☐ NO
   Signature   Printed or Typed Name   Date
                                                                 m/d/yyyy

5. _____   _____   _____   ☐ YES ☐ NO
   Signature   Printed or Typed Name   Date
                                                                 m/d/yyyy

6. _____   _____   _____   ☐ YES ☐ NO
   Signature   Printed or Typed Name   Date
                                                                 m/d/yyyy

7. _____   _____   _____   ☐ YES ☐ NO
   Signature   Printed or Typed Name   Date
                                                                 m/d/yyyy

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

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

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

TEAM MEMBER NOTES
(Record notes to self, follow-up items, contact information, etc.)

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