COLLISION REPAIR AND REFINISH

TEAM MEMBER ON-SITE EVALUATION NOTEBOOK

School Name:_____
On-site Date:_____

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TEAM MEMBER INFORMATION

INTRODUCTION

This guide was developed to assist evaluation team members prior to and during the on-site visit of an collision 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 Collision Minimum Requirements.

During your review of a program, look at each item on the Collision 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 forms provided by the ETL. 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 the area of Painting and Refinishing. 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 - Painting and Refinishing 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.

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.

COLLISION REPAIR & REFINISH MINIMUM REQUIREMENTS

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

2. A program may receive accreditation in:

OPTION A

Painting and Refinishing, and Damage Analysis/Estimating/Customer Service (DAECS) (only)

Painting and Refinishing Tasks:	300 hours
**DAECS tasks:	46 hours
Minimum Hour Requirement:	**346 hours**

OR

OPTION B

*Non-Structural Analysis and Damage Repair, and Damage Analysis/Estimating/Customer Service (DAECS). Welding, Cutting & Joining tasks must be taught during the course of study.

Non-Structural Analysis Tasks:	300 hours
***Welding, Cutting & Joining	75 hours
**DAECS tasks:	46 hours
Minimum Hour Requirement:	**421 hours**

Any of the following areas may be added to program accreditation OPTIONS A or B if not already included in the option selected:

Painting and Refinishing	300 hours
Non-Structural Analysis and Damage Repair:	300 hours
Structural Analysis and Damage Repair:	185 hours
Mechanical and Electrical:	200 hours

MASTER Accreditation - To achieve this level of accreditation programs are required to accredit in all areas.

*****Damage Analysis, Estimating, Customer Service (DAECS)***

NOTE: This area is required for accreditation. Standalone accreditation is not permitted for this area.

******Welding, Cutting & Joining***

NOTE: This area is required of programs accrediting in Non-Structural Analysis/Damage Repair. Standalone accreditation is not permitted for this area.

3. **The average rating on each of Standards 6, 7, 8, 9 and 10 must be at least a four** on a 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 or 10 is less than four.**

4. 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 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 4.

5. All instructors must hold current ASE certification in the collision repair and refinish area(s) in which he/she teaches.

6. 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.

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

8. **All tasks have a priority rating**. NATEF Standards recognize that program content requirements vary by program type and regional employment needs. Therefore, flexibility has been built into the NATEF task list by assigning each task a priority type.

   Items on the Task List are broken down into two categories:

   a) **High Priority - Individual (HP-I)** - is a task that requires students to demonstrate hands-on competency to the instructor on an individual (one-to-one) basis. Competency in HP-I tasks will indicate to employers that the graduate is skilled in that area.

   NATEF accreditation requires 95% of the HP-I tasks be included in the curriculum.

   b) **High Priority - Group (HP-G)** - is a task that can be taught through the use of video, demonstration, team training, etc. Students should be tested on the information presented, but is not required to demonstrate hands-on competency on an individual (one-to-one) basis. Competency in HP-G tasks will indicate to employers that the graduate has been tested on the information, but may not have “hands-on" competency skills.

NATEF accreditation requires 90% of the HP-G tasks be included in the curriculum.

9. A program that does not meet the minimum hour requirements may be eligible for accreditation if both of the following conditions are met in the program areas requesting accreditation:

    a. show evidence that all graduates from the previous academic year have taken the professional level ASE certification examination, and
    b. show documentation that 75% of those graduates passed the professional level ASE certification tests.

    NOTE: The ASE Student Certification test cannot be used to meet this requirement.

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

    Comply with personal and environmental safety practices associated with clothing and the use of gloves; respiratory protection; eye protection; ear protection; hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.

11. In 1998 the Occupational Safety and Health Administration (OSHA) issued a new rule on respiratory protection. The Occupational Safety and Health Standards, Title 29 Labor, Subpart I – Personal Protective Equipment requires employers to establish and maintain a respiratory protection program.

Since the health and safety of students is a primary concern, all collision programs that seek NATEF accreditation must have their Program Administrator and Program Instructor sign the Application for Accreditation or Renewal of Accreditation, where indicated, that the school is aware of this rule (including respirator fit testing and filter changing) and to the extent required by law, is in compliance with the rule with respect to the students enrolled in the Collision Repair and Refinish Program.

NATEF strongly encourages programs to review and comply with the Environmental Protection Agency (EPA) Design for the Environment (DfE) Project publications which can be accessed on the website at www.epa.gov/dfe/pubs/projects/auto.

1. Best Practices for Auto Refinishers When Spray Painting
2. Best Practices for the Paint Mixing Room
3. Supplied-Air Respirators in Auto Shops: Get the Best Protection
4. User Friendly Supplied-Air Respirators: Options for Auto Refinishers
5. Choosing the Right Gloves for Painting Cars

Additionally, EPA issued a Final Rule on the National Emission Standards for Hazardous Air Pollutants NESHAP (Subpart HHHHHH) that NATEF recommends programs review:

6. Paint Stripping and Miscellaneous Surface Coating Operations (found separately at http://www.epa.gov/ttn/atw/area/paint_stripb.pdf)

COLLISION REPAIR & REFINISH PROGRAM EVALUATION

NATEF Standards for Initial Accreditation and Renewal of Accreditation are identical. Items listed below are considered **GO/NO GO** items and are critical for accreditation. Items are in **bold** print in the Collision Repair & Refinish Program Evaluation materials. These eight items are:

6.1A **Does the Advisory Committee, with at least five (5) in attendance, convene a minimum of two working meetings per year?**

6.5C **Is the Advisory Committee included when conducting an annual evaluation of the facilities to assure adequacy in meeting program goals.**

7.5 A **Do the [collision repair & refinish] areas provide theory and "hands-on" training for 95% of the HP-I and 90% of the HP-G tasks, as evidenced by cross-referencing the course of study, lesson plans, job sheets, and student progress charts [in each area to be accredited]?**

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

8.1 A **Are all shields, guards, and other safety devices are in place, operable, and used?**

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

10.1 A **Do instructors hold current ASE certification in the collision repair & refinish area(s) they teach?**

10.3 B **Do instructors attend a minimum of 20 hours per year of recognized industry update training relevant to the areas in which their program is accredited?**

For programs using e-learning for the purpose of meeting NATEF instructional hour requirements, support for a 'YES' response must be provided for each criterion below:

12.1A Is there documentation that students have access to appropriate technology for e-learning purposes?
12.2A Are the content/tasks that are to be delivered via e-learning clearly highlighted in the course of study?
12.2B Is there documentation that e-learning is incorporated into the content/tasks in the program plan?

12.2C Do the instructional hours to be credited toward meeting up to 25 percent of the program hour requirements correlate with the vendor's average completion time for each instructional module?
12.2D Is there documentation of the implementation and use of e-learning instructional materials as evidenced in a Learning Management System (LMS)?
12.3A Are Advisory Committee meeting minutes available to confirm that the committee has discussed and approved e-learning?

Programs must be able to support a yes response for all seven items (thirteen items if using Standard 12 – E-learning). Programs must also meet the hour requirements listed in item 2 of the Collision Repair & Refinish Minimum Requirements for the option of accreditation selected unless they meet both the requirements listed in item 9 on page 7. **If these responses are not achieved, do not apply for accreditation at this time.**

In addition, an on-site evaluation will not be scheduled unless the average score on each of Standards 6, 7, 8, 9 and 10 is at least a 4 on the Collision Program Evaluation. Please refer to the Collision Repair & Refinish Program Requirements for more information.

Instructors must be ASE certified in the areas they teach. Please refer to item 6 under Minimum Requirements.

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 four NATEF task categories. When referring to the tools and equipment list, please note the following:

1. 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).

2. 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.

3. For *Specialty Tools and Equipment*, the program need only have those tools for the areas being accredited.

4. 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.

5. No specific brand names for tools and equipment are specified or required.

6. 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 technician.

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, in proper working order, and in sufficient quantity and capacity to provide quality instruction.

GENERAL SHOP EQUIPMENT

Air Blow Guns - OSHA Standard		Shop Brooms	
Air System - Air Compressor		Dust Pans	
Air Hoses - with quick release couplings		Floor Squeegee	
Air Lines		Floor Mop and Bucket	
Regulator		Sponges	
Water Extractors		Step Ladder	
Air Transformer/Regulators		Storage Cabinets	
Aluminum Dust Extraction System - Wet Mix Technology (Optional)		Towels	
Coolant Drain Pan		Trash Cans in accordance with local, state, and federal regulations	
Corrosion Protection Application Equipment		Trouble/Work Lights – non-incandescent	
Creepers		Vacuum Cleaner	
Exhaust Fans		Work Benches – steel top with vice	
Grounded Extension Cords		Work Stands - portable	
Heat Lamp		Wheel Caster System (Wheel Dollies)	
Hood Props			
Infrared Contact Thermometer			
Jack Stands			
Nozzle			
Oil Drain/Storage Pan			
Overhead Ventilation - for welding area			
Part Cart			
Powered Vehicle Mover (recommended)			
Pressure Washer (optional)			
Shammies			
Service Jacks			

SPECIAL SAFETY ITEMS

(All equipment must meet or exceed federal, state, and local regulations.)

Bloodborn Pathogen Kit	
*****Ear Protection - for students, instructors, and visitors	
Eye Wash Basin	
Eye Wash Station, portable (saline)	
Fire Extinguishers - by type as required	
First Aid Kit (per written first aid policy)	
Flammable Material Storage Locker - meeting fire and building codes	
Hazardous Spill Response Kit	
Lineman Gloves (for use with hybrid vehicles)	
OSHA "Right to Know" Compliance Kit	
Protective Gloves and Clothing - for handling paint and related chemicals	
Respiratory Protection Equipment – as required by OSHA	
Safety Cans - for solvents, rags, etc.	
*****Safety Glasses, Clear and Tinted Face Shields, and Goggles - for students, instructors, and visitors	
*****Safety Shoes - as required	
Safety Shower - as required	
Vacuum System - for air sanders - dust extraction vacuum – stand alone or central system (recommended)	
*** = Individual Student Items**	

HAND TOOLS

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

COMMON HAND TOOLS

Adjustable Wrenches - 6" and 12"		Impact Wrenches - 3/8" and 1/2"	
Allen Wrench Set - Standard (.050" - 3/8")		Inspection Mirror	
Allen Wrench Set - Metric (2mm - 7mm)		Pickup Tool - magnetic and claw type	
Chisel Set		Pliers:	
Combination Wrenches:		Combination	
Standard (1/4" - 1") (optional)		Hose Clamp	
Metric (7mm - 19mm)		Locking Jaw	
Crowfoot Wrench Set - Metric (optional)		Needle Nose	
Crowfoot Wrench Set - Standard (optional)		Side Cutting	
Drill Motors - 3/8" and 1/2" variable speed, reversible		Slip Joint (Water Pump)	
Flare Nut (tubing) Wrenches:		Snap Ring Plier Set - internal and external	
Standard 3/8" - 3/4" (optional)		Punch Set	
Metric (10mm - 17mm)		Screwdriver - Blade Type:	
Flashlight and batteries		Stubby	
Hack Saw and blades		6", 9", 12"	
Hammers:		Offset	
16 oz. Ball Peen		Screwdrivers - Phillips:	
Brass		Stubby #1, #2	
Dead Blow Mallet		6" #1, #2	
Plastic Tip		12" #3	
Sledge		Offset #2	
Soft Faced		Screwdrivers - Posidrive Set #1, #2, #3, #4	
Rubber Mallet			
Ignition Wrench Set – Standard (optional) and Metric			

HAND TOOLS (cont.)

Torx® Set:		Socket Set - 3/8" Drive:	
T-8, T-10, T-15, T-20, T-25,		5/16" - 3/4" Standard Depth (6 point) (optional)	
T-27, T-30, T-40, T-50, T-55		3/8" - 3/4" Deep (6 point) (optional)	
Torx® External Set:		9mm - 19mm Standard Depth (optional)	
E-4, E-5, E-6, E-8,		9mm - 19mm Deep	
E-10, E-12, E-14, E16		3", 6", 12", 18" Extensions	
Torx® Tamper Proof Set:		Flexhead Ratchet	
T8, T10, T15, T20, T27,		Impact Sockets - 3/8" - 3/4" Standard (optional)	
T30, T40, T45, T50, T55		Impact Sockets - 10mm - 19mm	
Screw Extractor Set		Impact Driver	
Screw Starter:		Ratchet	
Phillips		Universal Joint	
Standard		Socket Set - 1/2" Drive:	
Socket Set - 1/4" Drive:		7/16" - 1 1/8" Standard Depth (optional)	
1/4" - 1/2" Standard Depth (optional)		7/16" - 1 1/8" Deep (optional)	
1/4" - 1/2" Deep		10mm - 25mm Standard Depth (optional)	
6mm - 12mm Standard Depth (optional)		10mm - 25mm Deep	
6mm - 12mm Deep		5", 10" Extensions	
Flex/Universal Type - Metric (standard optional)		Flex Handle (Breaker Bar)	
Universal Joint		Impact Sockets Standard 7/16" - 1 1/8" (optional)	
3", 6" Extensions		Impact Sockets 12mm - 32mm	
Ratchet		Impact Driver	
		Ratchet	
		Torque Wrenches (Sound/Click)Type:	
		3/8" Drive in. lb. (30 - 250)	
		3/8" Drive ft. lb. (5 - 75)	
		1/2" Drive ft. lb. (50 - 250)	

MISCELLANEOUS TOOLS

Caulking Gun	
C-clamps - assorted	
Drill with applicable bits for spot weld removal (carbide)	
Files - for steel and aluminum	
Gear Puller Set - heavy duty with attachments	
Heat Gun	
Hole Saw Set - 1/2" to 2"	
Lug Wrench	
Oil Can (Pump Type)	
Panel Splitter (hand held blades/accessories)	
Pry Bar Set	
Putty Knife	
Rivet Guns - heavy duty blind and large for 3/16" and 1/4"	
Sanding Tools - assorted	
Scrapers	
Scratch Awl	
Tap and Die Sets - Metric (standard optional)	
Tape Measure – Standard and Metric	
Tin Snips	
Tire Pressure Gauge	
Tire Inflator	
Twist Drill Sets:	
Standard - 1/64" - 1/4" by 1/16" and Metric Equivalent	
Standard - 1/4" - 1/2" by 1/16" and Metric Equivalent	
Wire Brushes - hand and powered	

Special Removing and Releasing Tools:	
Door handle removing tool	
Door hinge spring and pin remover	
Miscellaneous interior and exterior trim removing tools	
Moulding removal tools	
Spring lock line removal tool set (A/C, fuel line, etc.)	
Stationary glass removal tools	
Windshield wiper removing tool	

ALUMUNUM REPAIR TOOLS (RECOMMENDED)

- Abrasives
- Belt Piercing Rivet Guns
- Dedicated (Clean) Repair Station
- Dent Pulling Equipment
- Dollies
- GMAW Welder Synergic Pulse
- Hammers
- Wet Mix Technology Dust Extraction System

BODY WORKING TOOLS

Assorted files - for metal and plastic finishing, including:

Body Files	
Hand Sanding Pads	
Metal Files	
Mixing Board	
Sanding Blocks (short and long)	
Sanding Boards (short and long)	
Body Hammers:	
Cross Chisel	
Door Skin Hammer	
General Purpose Pick	
Large Face Finishing	
Long Pick	
Short Utility Pick	
Shrinking	

Dollies:

Bumping File	
Dinging Spoon	
Door skin Dolly	
Fender Dolly	
Inside Heavy Duty Spoon	
Inside High Crown	
Inside Medium Crown	
Spoon Dolly (“Dolly on a stick”)	
Toe Dolly	
Universal Dolly	
Filler Spreaders and Applicators - assorted types and sizes	
Picks - assorted	

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 or to the program. No specific type or brand names are identified because they will vary in each local situation.

STRUCTURAL ANALYSIS AND DAMAGE REPAIR

Everything listed under Non-Structural Analysis and Damage Repair (Body Components) plus:

Frame/Unibody Straightening Equipment -		Three-dimensional Measuring System with the capability to measure the total vehicle.	
Bench/rack or floor-mounted system with multiple pull capacity		Tram Gauges	
Body over frame and unibody anchoring systems			

NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)

Abrasive Cut-off Tool and Discs		Plastic and Adhesives Tools-	
Anchoring System (recommended)		Plastic Welder	
Heat Shrinking Tool		Die Grinding Tool Set	
Car Lift (capable of totally lifting the vehicle) (recommended)		Disc Grinder - 3"	
GMAW Welders and accessories (flow meter, cart, gas cylinder, nozzle cleaner)		Structural Adhesives Guns (dispenser) - two-component	
Plasma Cutting Torch (recommended)			
Portable Hydraulic Ram - with attachments			

Non-Structural Analysis & Damage Repair (cont.)

Portable Power Tools -		Welding Safety Equipment - to include:	
Abrasive Blaster and appropriate personal safety equipment (recommended)		Aprons	
Eraser Wheel		Face Shields	
Grinders		Gloves	
Heat Monitoring Crayons		Goggles	
Hole Punch		Helmets	
Metal Shears (optional)		Jackets	
Mini Belt Sander for removal of plug welds		Respirators	
Nibbler (optional)		Safety Glasses	
Power Reciprocating Saw and Blades		Skull Cap	
Sanders		Welding Blanket	
Spot Weld Removal Tool		Welding Pliers	
Pulling and Holding Equipment Set - to include:		And all appropriate safety equipment	
Body Clamps (recommended)		Squeeze-type Resistant Spot Welder (STRSW) (recommended)	
Cable or Chain Ratchet (recommended)		Weld-on Pulling Tool and Attachments	
Carbide Bits			
Panel Splitter			
Safety Chains/Cables			
Sill Clamps (recommended)			
Slide Hammer - complete with attachments			
Stationary Power Tools -			
Bench Grinder			
Drill Press (recommended)			

MECHANICAL AND ELECTRICAL COMPONENTS

A/C Recycle/Recovery Machine			
Battery Charger - with boost capability		Flexible Dial Indicator Gauge	
Battery Post Cleaner		Jumper Wire Set (with various adapters)	
Battery Terminal Pliers		Laptop with applicable Diagnostic Software & Tools	
Battery Terminal Puller		Oil Filter Wrenches	
Brake Bleeder - vacuum assisted		Plugs and Caps for hydraulic, fluid, and A/C lines	
Brake Spoon		Portable Battery Jump Box	
Chassis Lubricator		Pressure Bleeder/Scan Box for bleeding antilock braking system	
Connector Pick Tool Set		Scan Tool with OBDII capabilities	
Coolant Tester		Soldering Gun/Iron	
Cooling System Pressure Tester		Vac and Fill equipment to extract fluids (oil, transmission, etc.	
DMM (Digital Multimeter)		Wheel Alignment System (4-wheel) (optional)	
Feeler Gauge (Blade Type):		Wire and Terminal Repair Kit	
.002" - .040"			
.006mm - .070mm			

PAINTING AND REFINISHING

Air Amplifier/Venturi style blower used to dry waterborne paint (optional)		Paint Shaker	
Air Cap Test Gauge (optional)		Portable Paint Curing Equipment (infrared)	
Power Sanders		Positive Pressure Air Respirator	
Color-matching Light System		Prep Station - (recommended) in accordance with local, state, and federal regulations	
Electronic Dry Film Thickness Gauge with a + or - of 1/10th of a mil thickness capabilities		Sanding Blocks (short and long)	
Enclosed Paint Spray Booth to comply with local, state and federal regulation (downdraft booth recommended)		Spray Guns -	
Gun Washer for Waterbase (Optional)		HVLP (high volume low pressure) or compliant	
Hand Sanding Pads		Spray gun cleaning equipment in accordance with local, state, and federal regulations	
Masking Equipment -		UV Curing Light (optional)	
Car Covers		Variable Speed Buffer/Polisher	
Paper and Tape Dispenser		Viscosity Cups	
Wheel Covers		Waste disposal/recycle program in accordance with local, state, and federal regulation	
Paint Mixing Bank with Measuring Equipment		Waterborne Spray Gun Equipment (Optional)	
Paint Storage Room/Locker in accordance with local, state, and federal regulations			
Paint Mixing Room (separate explosion-proof room per NFPA regulations)			

FORMS

COLLISION REPAIR AND REFINISH PROGRAM EVALUATION FORM

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 COLLISION REPAIR AND REFINISH 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: (rate individually)

1. admission requirements (if applicable) _____ ☐ N/A
2. employment potential _____
3. areas of collision repair & refinish 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 ACCREDITATION 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 addresses the various issues of planned in-service and update training; tools, equipment, and service publications; curriculum; and budget preparation. For programs reaccrediting - provide documentation regarding the status of recommended improvements made by the evaluation team at the previous on-site evaluation.

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 collision repair & refinsh magazines and newspapers available for student and instructor use in terms of being current. _____

REFERENCE MATERIALS: _____

3.4 STUDENT RESOURCES 3.5

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 automotive 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 automotive 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 automotive 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 the 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 automotive 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, including sign in sheets, from at least two meetings per year (one year for initial accreditation; five years for reaccreditation.
D. List of all advisory committee members and their affiliations.

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

B. Does the program provide an Advisory Committee members sign in sheet? ☐YES ☐NO

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

D. Rate the mix of committee members in terms of being representative of the following groups: (rate collectively not individually) _____

1. collision 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 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 complete 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 COLLISION REPAIR AND REFINISH 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: _____

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 HP-I, 90% of the HP-G as evidenced by cross-referencing the course of study, lesson plans, job sheets, and student progress charts: *	**95% HP-1**	**90% HP-G**
1. Painting & Refinishing	**Y/N**	**Y/N**
2. Non-Structural Analysis & Damage Repair (Body Components)	**Y/N**	**Y/N**
3. Structural Analysis & Damage Repair	**Y/N**	**Y/N**
4. Mechanical & Electrical Components	**Y/N**	**Y/N**
5. Damage Analysis/Estimating/Customer Service (DAECS)	**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. Painting & Refinishing	**YES ☐**	**NO ☐**
2. Non-Structural Analysis & Damage Repair (Body Components)	**YES ☐**	**NO ☐**
3. Structural Analysis & Damage Repair	**YES ☐**	**NO ☐**
4. Mechanical & Electrical Components	**YES ☐**	**NO ☐**
5. Damage Analysis/Estimating/Customer Service (DAECS)	**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 _____

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 in the evaluation process. _____

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 allow</u> the following as the <u>primary</u> source of on-vehicle service and repair work:
1. students in the collision repair & refinish 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 <u>ARE ACCEPTABLE</u> 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 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 40 items)

STANDARD 8 - EQUIPMENT

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

8.1 SAFETY 8.1

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 control 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. ETL 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

WHAT'S NEEDED: 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: _____

WHAT'S NEEDED: 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

WHAT'S NEEDED: 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

WHAT'S NEEDED: 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: _____

9.10 FIRST AID 9.10

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:

Standard 9
Average Score _____
(as many as 26 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

(Rate each instructor in the program and attach an additional sheet, if necessary.)

	INSTRUCTOR A	B	C	D
A. Do instructors hold current ASE certification in area(s) they teach?	**Y/N**	**Y/N**	**Y/N**	**Y/N**

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 automotive 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 level in which their program is being accredited? ☐**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:

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 collision 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 collision instructor or supervising coordinator assigned the responsibility, authority, and time to coordinate and monitor work-based learning automotive programs. _____ ☐ N/A

REFERENCE MATERIALS: _____

For items rated 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.

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

12.3 ADVISORY COMMITTEE INPUT

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

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

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

PROGRAM EVALUATION PARTICIPANTS

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

	Signature	Printed or Typed Name	Date m/d/yyyy	Advisory Committee Member?
1.				☐ YES ☐NO
2.				☐ YES ☐NO
3.				☐ YES ☐NO
4.				☐ YES ☐NO
5.				☐ YES ☐NO
6.				☐ YES ☐NO
7.				☐ YES ☐NO
8.				☐ YES ☐NO
9.				☐ YES ☐NO
10.				☐ YES ☐NO

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