

AUTOMOBILE PROGRAM SELF-EVALUATION FORMS

EVANSTON TOWNSHIP HIGH SCHOOL AUTOMOTIVE PROGRAM

STANDARD 1

Please complete the following self-evaluation form. For all items requiring responses on a 5-point scale, use the following to rate your responses:

1 not at all	2 very little	3 somewhat, needs improvement	4 average, adequate	5 exceptional, above average
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1.1 EMPLOYMENT POTENTIAL					
A. Rate the administration and use of an annual survey of employers to determine the needs of their potential employees.	1	X	3	4	5
This being a High School program, graduates have not been tracked to determine their presence in the local trade market after graduation. It is expected that most students will go on to a Junior College, University or a Trade / Technical school. It can only be assumed that the Auto Tech students that do not enter into a post secondary school to further their education would have found employment in the career for which they have been trained through this program. In fact, the automotive instructor and WBL coordinator have assisted in placing some of the students in apprenticeship positions in service centers in this area. An additional follow-up questionnaire has been developed for graduates completing all of our automotive courses to be implemented in 2008. See Exhibit 5.5 A. Employer / Student Evaluation Survey					
B. Rate the administration and use of an annual survey of employers to determine the needs of their potential employees.	1	2	3	X	5
Three times each year our advisory committee meets to discuss issues and review the status of our automotive program, curriculum, and the needs of the employers. No annual survey is currently utilized; however we count on members of the Advisory Committee to provide us with that type of information. Their input is essential in the formation of our curriculum at this school. See Exhibit 2.5.B. Advisory Board Minutes					
1.2 PROGRAM DESCRIPTION/GOALS					
A. Rate the program material(s) available (brochure or catalog) on the inclusion go the following: Exhibit 1.2.A. KEC Regional Course Descriptions					
1. Admission requirements	1	2	3	4	X
All Junior and Senior students are eligible to participate in the program. Exhibit 1.2.A. XXX Regional Course Descriptions					

2. Employment potential	1	2	3	4	X
Students are trained to work as an apprentice technician and are expected to be able to tackle light duty repairs with minimal supervision. Exhibit 1.2.A. XXX Regional Course Descriptions					
3. Areas of specialty training offered	1	2	3	4	X
Brakes, Electricity/Electronics, and Suspension & Steering. Exhibit 1.2.A. XXX Regional Course Descriptions					
4. Cost of tuition and fees	1	2	3	4	X
There is No cost to Students for the XXX program. Exhibit 1.2.A. XXX Regional Course Descriptions					
5. Technical qualifications of the instructional staff	1	2	3	4	X
<i>Course descriptions include the phrase "All Auto Technology courses are taught by an ASE certified instructor." Our current instructor has practical work experience in the areas that are taught and is ASE Auto Certified in Brakes, Electrical, and Suspension & Steering. He is also a Certified Master Truck Technician. See Exhibit 1.2.A. XXX Regional Course Descriptions</i>					
6. Overall goals of the program	1	2	3	4	X
<i>The goal is to provide an excellent foundation in automotive repair, which will allow the students to move upward in their careers as soon as possible as well as to prepare students for post-secondary education. See Exhibit 1.2.A. XXX Regional Course Descriptions</i>					
B. Rate the availability of material for students prior to enrollment.	1	2	3	4	X
<i>Materials are available to prospective students from the automotive faculty, at XXX sponsored career presentations and from their high school counselors. Description of courses is explained in the student course catalog, which is made available and updated on a regular basis.</i> See Exhibit 2.6.A. XXXX Brochures					
	Standard #1		8 Items		Average Score 4.8

AUTOMOBILE PROGRAM SELF-EVALUATION FORMS

XXXXXXX AUTOMOTIVE PROGRAM

STANDARD 2

Please complete the following self-evaluation form. For all items requiring responses on a 5-point scale, use the following to rate your responses:

	1 not at all	2 very little	3 somewhat, needs improvement	4 average, adequate	5 exceptional, above average
2.1 STUDENT COMPETENCY CERTIFICATION					
A. Rate the certificate or diploma a student receives upon program completion on clearly specifying the area(s) of demonstrated competency.	1	2	3	4	X
<i>The student receives a high school diploma. In addition at the end of each School year XXXX College Dual Credit Certificates are distributed to students that successfully complete their coursework. A College transcript, including course titles indicate the aspect of automotive technology taught and the grades earned are maintained by XXX. Recognition for excellence is provided through an opportunity for membership in the National Technical Honor Society. See Exhibit 2.1.A. Course Recognition (Three Courses)</i>					
2.2 CHAIN OF COMMAND					
A. Rate the organizational chart on the clarity of designating the responsibilities and authorities of program personnel.	1	2	3	4	X
<i>The administrative structure at XXX is shown on the administrative chart. The automotive instructor reports to a Work Base Learning Coordinator. This Coordinator reports to theXXX. The Director reports to the board of Regional School Superintendents. See Exhibit 2.2.A. Organizational Chart</i>					
2.3 ADMINISTRATIVE SUPPORT					
A. Rate the provisions made for instructors to return to industry for planned in-service and update training on a regular basis.	1	2	3	4	X
<i>Automotive instructors are provided with opportunities and are encouraged to attend workshops, conferences, and auto manufacturers training centers professional development. Funding for training opportunities is budgeted. See Exhibit 4.2.B. School /Automotive Budget</i>					
B. 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.	1	2	3	4	X
<i>Class enrollment maximum is sixteen. Adequate numbers of workstations are available. The workstations may be seen during a tour of the Automotive facility. Caukin Floor Plan, Observe during facility visit.</i>					
C. Rate the administrative support for on-going curriculum development, review, and revision.	1	2	3	4	X
<i>Curriculum and Programs are reviewed annually by XXX. See Exhibit 2.3.C. Curriculum and program minutes.</i>					

D. Rate the extent to which the annual budget is prepared by the program faculty in conjunction with the institution administration.	1	2	3	4	X
<i>Each year the Automotive instructor is required to determine the program needs and estimate the cost for the following fiscal year. The instructor then prepares and submits the budget for approval. See Exhibit 4.2.B. School Budget</i>					
2.4 WRITTEN POLICIES					
A. Rate the extent to which written policies regarding student and institutional responsibilities have been approved by the administrative and/or policy board.	1	2	3	4	X
See Exhibit 2.4.A. XXX Staff and also XXX Student Handbooks					
B. Rate the written policies regarding safety, liability, and lab/shop operation in terms of being prominently displayed in the lab/shop area.	1	2	3	4	X
<i>Safety signs are prominently displayed in the shop areas. Observe during facility visit.</i>					
C. Rate the policies in terms of being provided to each student and instructor.	1	2	3	4	X
See Exhibit 2.4.C. Shop Policies, 2.4.A. XXX Student Handbook.					
2.5 ADVISORY COMMITTEE	CRITICAL				
A. Does the Advisory Committee convene a minimum of two working meetings per year?	Yes		No		
<i>The committee meets at least twice per year. See Exhibit 2.5.B. Advisory Committee Minutes</i>					
B. Rate the input of committee members as indicated in the minutes.	1	2	3	4	X
<i>Minutes of past Advisory Committee meetings reflect meaningful discussions regarding all-important aspects of the automotive program. The input by committee members are taken seriously and implemented into the program when appropriate. See Exhibit 2.5.B. Advisory Committee Minutes</i>					

C. Rate the mix of committee members in terms of being representative of the following groups: (rate collectively not individually) See Exhibit 2.5.C. Committee Members						
1. Automotive technicians		1	2	3	4	X
2. Local employers		1	2	3	4	X
3. Consumer groups		1	2	3	X	5
4. Former students		1	2	3	4	X
5. Others (please specify)		1	2	3	4	X
<i>Representatives from Ford, GM, Daimler / Chrysler, Toyota, repair shops, and parts suppliers.</i>						
2.6 PUBLIC/COMMUNITY RELATIONS						
A. Rate the distribution of public relations materials on a regular basis.		1	2	3	4	X
<i>The XXX is active in the community and has a website describing its auto program on the internet. (www.XXXX.org)</i>						
See Exhibit 2.6.A. Brochures						
2.7 LIVE WORK ACCOUNTING						
A. Rate the system used to collect, document, and disburse live work repair receipts.		1	2	3	4	5
N/A. Weekly Work orders are utilized to familiarize students with actual repair shop documentation procedures. With no actual live work these work orders provide an opportunity to develop needed writing skills. See Exhibit 2.7.A. Work Orders						<u>N/A</u>
B. Rate the use of support staff to collect payment for live work repairs (N/A if no money is ever exchanged).		1	2	3	4	5
<i>N/A. See Exhibit 2.7.B. Donations</i>						<u>N/A</u>
	Standard #2	14 Items			Average Score 4.91	

XXXXXXXXXX AUTOMOTIVE PROGRAM

STANDARD 3

Please complete the following self-evaluation form. For all items requiring responses on a 5-point scale, use the following to rate your responses:

	1 not at all	2 very little	3 somewhat, needs improvement	4 average, adequate	5 exceptional, above average
3.1 SERVICE INFORMATION					
A. Rate the availability of service information with procedures and specifications for vehicles manufactured within the last 10 years by the major manufacturers.	1	2	3	4	X
<i>Both All-Data and Mitchell ON-Demand forms of electronic data are available. CA 123 contains a Library of printed reference material for older vehicles. See Exhibit 3.1.A & B Service Resource Document. Observe during facility visit.</i>					
B. Rate the availability of the manufacturers' specification data in terms of location to the lab/shop area.	1	2	3	4	X
<i>The above-mentioned information is located both in the lab and in the classroom. See Exhibit 3.1.A & B Service Resource Document. Observe during facility visit.</i>					
3.2 MULTIMEDIA					
A. Rate the use of current multimedia technology in the training process as appropriate.	1	2	3	4	X
<i>The auto program owns a variety of multimedia materials to enhance the training in both the lab and the classroom. If additional equipment is needed that is not owned by the automotive department, it could be easily obtained for use from the resources available at the XXXX Department on campus. See Exhibit 3.2.A & B Service Resource Document. Observe during facility visit.</i>					
B. Rate the availability of multimedia materials for instructional purposes.	1	2	3	4	X
<i>Multimedia Materials are maintained in CA104, CA121, and CA122. See Exhibit 3.2.A & B Service Resource Document. Observe during facility visit.</i>					
3.3 INSTRUCTIONAL DEVELOPMENT SERVICES					
A. Rate the use of specialists to provide media development services for instructional staff.	1	2	3	4	X
<i>XXXXXXXXX provides developmental services for instructional staff. See Exhibit 3.3.A. Media Services Document.</i>					
B. Rate the availability of equipment and supplies for faculty use in duplicating materials and producing overhead transparency materials, etc.	1	2	3	4	X
<i>Equipment and supplies are budgeted by the department and stored in the Automotive office. Additionally, faculty members duplicate materials as necessary. See Exhibit 3.3.B. Copy Center Document.</i>					

3.4 PERIODICALS					
A. Rate the general and technical automotive magazines and newspapers available for student and instructor use in terms of being current.	1	2	3	4	X
<i>Automotive magazines and newspapers are renewed each year, thus keeping them current. These are for both student and instructor use. See Exhibit 3.4.A List of Periodicals, Observe during facility visit.</i>					
3.5 STUDENT MATERIALS					
A. Rate the instructional texts or pertinent material available for each student in terms of satisfying the objectives of the mode of instruction used.	1	2	3	4	X
<i>AMT 103 Tools and Careers:</i> Gillis, T (2008) <i>Automotive Service, 3e.</i> Clifton Park, NY: Thompson-Delmar <i>AMT 110 Brakes</i> Johanson, C., Stockel, M. (2004) <i>Auto Brakes,</i> Tinley Park, IL: Goodheart-Willcox. <i>AMT 120 Suspension and Steering:</i> Johanson, C., Stockel, M. (2004) <i>Automotive Steering and Suspension Systems.</i> Tinley Park, IL: Goodheart-Willcox. <i>113 Basic Electrical:</i> Gillis, T (2008) <i>Automotive Service, 3e.</i> Clifton Park, NY: Thompson-Delmar See Exhibit 3.5.A&B Listing of Textbooks, Observe during facility visit.					
B. Rate the specialty textbooks in terms of having copyright dates no more than 6 years old.	1	2	3	4	X
<i>The current version of their class textbook is provided to the students. See Exhibit 3.5.A&B Listing of Textbooks, Observe during facility visit.</i>					
	Standard #3		9 Items		Average Score 5

AUTOMOBILE PROGRAM SELF-EVALUATION FORMS

XXXXXXXXXXXXXXXXX AUTOMOTIVE PROGRAM

STANDARD 4

Please complete the following self-evaluation form. For all items requiring responses on a 5-point scale, use the following to rate your responses:

1
not at all

2
very little

3
somewhat, needs
improvement

4
average,
adequate

5
exceptional,
above average

4.1 PROGRAM TRAINING COST					
A. Rate the per-student training cost in terms of realistically achieving instructional goals.	1	2	3	4	X
<i>There is no cost to the student. The cost of the automotive program is inline with other Career and Technical Education programs. See Exhibit 4.1.A. Regional School Unit Cost</i>					
4.2 BUDGET					
A. Rate the development of an annual budget for program operation.	1	2	3	4	X
<i>The budget is developed with input from the automotive instructor and the CTE Coordinator. See Exhibit 4.2.B. Automotive Budget</i>					
B. Rate the Advisory Committee input in reviewing budgeted funds allocated to and used by the program.	1	2	3	4	X
<i>Funding is reviewed by the advisory committee. See Exhibit 2.5.B. Advisory Committee Minutes</i>					
C. Rate the funding in terms of being adequate for program operation.	1	2	3	4	X
<i>Funding is adequate for the program. See Exhibit 4.2.B. Automotive Budget</i>					
4.3 BUDGET PREPARATION					
A. Rate the extent to which the program staff is involved in preparation of the annual budget.	1	2	3	4	X
<i>Staff input is used in preparing the budget. See Exhibit 4.3.A. Automotive Budget Proposal</i>					
4.4 STATUS REPORTS					
A. Rate quarterly budget status reports provided to instructional staff.	1	2	3	4	X
<i>Communication of program budget status is done at scheduled in-service meetings. See Exhibit 4.4.A Budget Status</i>					
	Standard #4		5 Items		Average Score 5

AUTOMOBILE PROGRAM SELF-EVALUATION FORMS

XXXXXXXXXXXXXXXXXXXXXXXXX AUTOMOTIVE PROGRAM

STANDARD 5

Please complete the following self-evaluation form. For all items requiring responses on a 5-point scale, use the following to rate your responses:

1
not at all

2
very little

3
somewhat, needs
improvement

4
average,
adequate

5
exceptional,
above average

5.1 SKILLS ASSESSMENT					
A. Rate the use of a basic skills assessment instrument (used for recommendations for development, intervention, and/or student placement) for automotive students in the following areas: (rate collectively not individually): See Exhibit 5.1.A Illinois Learning Standards					
1. Reading	1	2	3	4	X
<i>The automotive program is open to all students. All programs have been developed incorporating Illinois Learning Standards. No reading pre-testing is required for high school credit. Progress reports are issued initially for all students and as needed when assessment indicates less than a 75% performance level. Copies of progress reports are sent to the students Home School Guidance department. Students performing below 70% are removed from XXXXXXXXXXXXXXXX.</i>					
2. Mathematics and Science	1	2	3	4	X
<i>The automotive program is open to all students. All programs have been developed incorporating Illinois Learning Standards. No reading pre-testing is required for high school credit. Progress reports are issued initially for all students and as needed when assessment indicates less than a 75% performance level. Copies of progress reports are sent to the students Home School Guidance department. Students performing below 70% are removed from XXXXXXXXXXXXXXXX.</i>					
3. Mechanical aptitude	1	2	3	4	X
<i>The automotive program is open to all students. All programs have been developed incorporating Illinois Learning Standards. No reading pre-testing is required for high school credit. Progress reports are issued initially for all students and as needed when assessment indicates less than a 75% performance level. Copies of progress reports are sent to the students Home School Guidance department. Students performing below 70% are removed from XXXXXXXXXXXXXXXX.</i>					
B. Rate the documentation of testing procedures in the program explanatory material and its availability to all interested parties.	1	2	3	4	X
<i>Program is open to all students. No program pre-testing. 5.1.B&C. XXXXXXXX Course Descriptions</i>					
C. Rate the availability of written justification for all requirements.	1	2	3	4	X
<i>Program is open to all students. No program pre-testing. 5.1.B&C. XXXXXXXXXXXXXXXX Course Descriptions</i>					
5.2 PRE-ADMISSION INTERVIEWS					
A. Rate the use of student counseling on automotive careers prior to program admission.	1	2	3	4	X
<i>The student's High School counselor interviews the student to determine if the automotive program is a correct path for the</i>					

<i>student. See Exhibits 5.2.A. XXXXXXXXXX Course Descriptions and 2.6.A. Brochures</i>					
5.3 STUDENT RECORDS					
A. Rate the system used to maintain the permanent records of former students.	1	2	3	4	X
<i>Records are kept meeting the Illinois standards for academic records. See Exhibit 5.3. Student record locations and procedures</i>					
5.4 PLACEMENT					
A. Rate the placement system used to assist students in obtaining employment in the automotive industry upon graduation.	1	2	3	4	X
<i>Instructor are available to assist students. Refer to the student course catalog See Exhibit 5.4.A Graduate Placement Procedures</i>					
5.5 FOLLOW-UP					
A. Rate the annual formal follow-up system used to determine students' employment location.	1	2	3	4	X
<i>A follow-up system will be implemented in July 2008. See Exhibit 5.5.A. Employer / Student Evaluation Survey</i>					
B. Rate the annual follow-up procedure used to obtain student assessment of the efficiency and effectiveness of their training.	1	2	3	4	X
<i>Exiting students are asked to complete a survey of the program, curriculum and equipment. This is examined to determine the needs of the program as well as input from the advisory committee. See Exhibit 5.5.B. Annual Survey, Exhibit 5.5.A. Employer / Student Evaluation Survey</i>					
C. Rate the annual follow-up procedure in terms of obtaining feedback regarding needed additions or deletions to the training:					
1. Curriculum	1	2	3	4	X
<i>Exiting students are asked to complete a survey of the program, curriculum and equipment. This is examined to determine the needs of the program as well as input from the advisory committee. See Exhibit 5.5.B. Annual Survey</i>					
2. Program	1	2	3	4	X
<i>Exiting students are asked to complete a survey of the program, curriculum and equipment. This is examined to determine the needs of the program as well as input from the advisory committee. See Exhibit 5.5.B. Annual Survey.</i>					
3. Tools and equipment	1	2	3	4	X
<i>Exiting students are asked to complete a survey of the program, curriculum and equipment. This is examined to determine the needs of the program as well as input from the advisory committee. See Exhibit 5.5.B. Annual Survey.</i>					

D. Rate the follow-up system used to obtain information from program graduates who are employed outside of the automobile industry.	1	2	3	4	X
<i>The XXXXXXXX surveys all graduates completing their programs at regular intervals. See Exhibit 5.5.D. Senior Exit Survey</i>					
E. Rate the use of the information from follow-up procedures to modify the training program.	1	2	3	4	X
<i>All information collected is taken seriously and any constructive comments are followed up on for the next school year. See Exhibit 5.5.B. Annual Survey, Exhibit 5.5.A. Employer / Student Evaluation Survey</i>					
F. Does the Advisory Committee review the information from the annual follow-up procedure and provide input for modifications to the training program?	Yes			No	
<i>All information collected is taken seriously and any constructive comments are followed up on for the next school year. See Exhibit 2.5.B. Advisory Committee Minutes.</i>					
5.6 LEGAL REQUIREMENTS					
A. Rate the training program in terms of compliance with applicable local, state, and federal requirements.	1	2	3	4	X
<i>All federal, state and local requirements are followed. XXXXXXXX and the Regional Board of Education are the local authorities over this program. See Exhibit 5.6.A. Illinois Board of Education Program Approval.</i>					
	Standard #5		14 Items		Average Score 5

AUTOMOBILE PROGRAM SELF-EVALUATION FORMS

XXXXXXXXXXXXXXXXX AUTOMOTIVE PROGRAM

STANDARD 6

Please complete the following self-evaluation form. 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 improvement	average, adequate	exceptional, above average

6.1 PROGRAM PLAN					
A. Rate the training program in terms of being logically sequenced.	1	2	3	4	X
<i>The courses in the program are logically sequenced. The simplest tasks in each automotive category are performed first</i>					

<i>and then these experiences are built upon. See Exhibits 6.1.A. Course Sequence, NATEF Course Tasks (3 courses & Cooperative Education)</i>					
6.2 STUDENT TRAINING PLAN					
A. Rate the specific training plan used for each student in terms of stating the student goals and steps needed to meet those goals.	1	2	3	4	X
The course content is reviewed with the students. Guidance is given to the students in selecting courses, ASE certification, and college credits are discussed on an ongoing basis. See Exhibit 6.2.A. Course Syllabus, 1.2.A Regional Course Descriptions					
B. Rate the emphasis placed on giving students a copy of their training plan.	1	2	3	4	X
<i>Students review and receive a copy of the Course Syllabus at the beginning of each semester. See Exhibit 6.1.A. Course Syllabus</i>					
6.3 PREPARATION TIME					
A. Rate the instructor's schedule in terms of providing adequate time for planning.	1	2	3	4	X
<i>Faculty are informed of the class(s) they will be teaching at the start of the school year allowing them adequate time for advance planning. Planning time is provided for during class overlap periods. See Exhibit 6.3.A. Class Schedule</i>					
6.4 TEACHING LOAD					
A. Rate the current instructor/student ratio in terms of being educationally sound.	1	2	3	4	X
<i>The maximum class size is set at sixteen students per class. See Exhibit 6.4.B. Student Class Records</i>					
B. Rate the average instructor/student ratio for the past year in terms of being educationally sound.	1	2	3	4	X
<i>Attendance sheets indicate 16 or less students per class. See Exhibit 6.4.B. Student Class Records</i>					
6.5 CURRICULUM					
A. Do the following areas provide theory and "hands-on" training for 95% of the P-1, 80%, of the P-2, and 50% of the P-3 tasks:	95% P-1		80% P-2		50% P-3
<i>The three areas being evaluated have at least the minimum time required by NATEF. See Exhibits 6.5.A. Exhibit A. B. C. NATEF Priorities/Hours</i>					
1. Brakes					
2. Electrical Electronic Systems					
3. Suspension & Steering					
B. Rate the tools and equipment available for each program area.					

1. Brakes	Yes			No	
2. Electrical Electronic Systems	Yes			No	
3. Suspension & Steering	Yes			No	
<i>Tools and Equipment available for the program are provided by the XXXXXXX. See Exhibit 7.6.A Tool / Equipment Inventory</i>					
C. Rate the use of the Advisory Committee to review and approve additional tasks.	1	2	3	4	X
<i>All aspects of the Automotive Program are discussed during the Advisory Committee meeting prior to any major changes made in the program. See Exhibit 2.5.B. Advisory Committee Minutes</i>					
D. Rate the curriculum in terms of including instruction on:	1	2	3	4	X
1. OSHA regulations the student may encounter upon employment.	1	2	3	4	X
<i>Regulations unique to a subject's service area are discussed in each class. Special emphasis regarding EPA and Right to Know issues are discussed in AMT 103. See Exhibits 6.8.C S/P Program, Curriculum Notebooks</i>					
2. Legal responsibilities of the technician regarding Environmental Protection Agency regulations.	1	2	3	4	X
<i>Legal responsibilities in unique to a subject's service area are discussed in each class. Special emphasis regarding EPA and Right to Know issues are discussed in AMT 103. See Exhibits 6.8.C S/P Program, Curriculum Notebooks</i>					
3. Other appropriate requirements that may affect their on-the-job- activities.	1	2	3	4	X
<i>The requirements regarding on-the-job activities are explained at various times throughout the program courses. Exhibits 6.8.C S/P Program</i>					
4. Identification and use of appropriate tools and test measurements equipment.	1	2	3	4	X
<i>Identification and appropriate use of specialty tools is covered on an individual class basis. See Exhibits AMT 103 Syllabi</i>					
5. Use of current service information and industry publications.	1	2	3	4	X
<i>Tech bulletins and current service information is presented and discussed with students in appropriate classes See Exhibits AMT 103 Syllabi</i>					

6. Knowledge and use of all current applicable industry and government regulations/accepted practices and their agencies.	1	2	3	4	X
<i>Legal responsibilities in unique to a subject's service area are discussed in each class. Special emphasis regarding EPA and Right to Know issues are discussed in AMT 103. See Exhibits 6.8.C S/P Program, Curriculum Notebooks</i>					
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.	1	2	3	4	X
See Exhibits AMT 103 Syllabi					
E. Rate the inclusion of competency in filling out work order forms, ordering parts, and recording the time spent on a task in the curriculum.	1	2	3	4	X
<i>Students are expected to properly fill work order forms on vehicles that they perform service on. See Exhibits AMT 103 Syllabi, 2.7.A. Work Orders</i>					
6.6 STUDENT PROGRESS					
A. Rate the use of a progress chart or other record keeping tools (with specific tasks) to indicate students' progress.	1	2	3	4	X
<i>Students are given a NATEF task list with each course syllabus. The tasks are completed through the use of worksheets and weekly work orders. Students are graded on their level of competency. The instructor records the students' proficiency as they progress through each course. See Exhibit 6.6.A. Student Progress Record</i>					
6.7 PERFORMANCE STANDARDS					
A. Rate the use of a stated performance level required for each task.	1	2	3	4	X
<i>Each individual performance level is left to the instructor's discretion because of the great variation in student's past experiences with tools and equipment needed to perform the task. See Exhibit 6.7.A. Job Worksheet Sample</i>					
B. Rate the availability of standards given to students and potential employers.	1	2	3	4	X
The course syllabus is provided to students at the beginning of each course and is available to any others upon request. See Exhibit 6.1.A. Course Syllabus, Course Notebooks					
C. Rate the requirement for students to demonstrate "hands-on" competency or "mastery" of a task before the instructor verifies a student's performance.	1	2	3	4	X
<i>The instructor evaluates each task performed by the student. It is expected that as the student repeats each task they will</i>					

<i>develop mastery of the tasks. See Exhibit 6.7.A. Job Worksheet Sample</i>					
6.8 SAFETY STANDARDS					
A. Rate the safety instruction given prior to lab/shop work. <i>Safety instruction is explained and discussed at the beginning of each course and integrated throughout each course. See Exhibit 6.1.A. Course Syllabus, Course Notebooks</i>	1	2	3	4	X
B. Rate the importance placed on safety instruction as a part of the training program. <i>Emphasis on safety is continuous throughout the courses. Signs regarding safety may be seen in the classrooms and lab areas. Observe during facility visit.</i>	1	2	3	4	X
C. Rate the importance of including safety tests in the training program. It is very important to include safety tests in the automotive program. Safety is very important when working on automobiles and any related equipment. The tests allow instructors to see where a student's safety knowledge lies. The safety program currently being used is an Internet program S/P 2. See Exhibit 6.8.C. S/P Program	1	2	3	4	X
D. Rate the emphasis placed on complying with safety practices in the lab/shop area. <i>Students are shown or reminded of the safe way to perform an act and then allowed to finish the task following proper safety procedures. To prove their understanding of safety rules and procedures, students are required to pass safety tests before working. See Exhibit 6.8.C. S/P Program</i>	1	2	3	4	X
6.9 PERSONAL STANDARDS					
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,	1	2	3	4	X
2. Respect for fellow students' tools and other property,	1	2	3	4	X
3. The development of good customer relations,	1	2	3	4	X
4. Appropriate clothes similar to that found in local shops,	X	2	3	4	5
5. Student cleanliness so seats, steering wheels, etc. are not greasy or damaged after the job is complete,	1	2	3	4	X
6. The use of fender covers.	1	2	3	4	X
<i>Job partnering is rotated during the year to promote employee relations. Respect for property is reviewed regularly during lectures. Students are required to deal with customers when any outside work is available. Fender covers and other protective measures are stressed to prevent property damage. Observe during facility visit.</i>					
6.10 WORK HABITS/ETHICS					

A. Rate the degree to which the training program is organized so that work habits developed in the training program are similar to work habits required on the job.	1	2	3	4	X
<i>Although students are reminded that we teach and learn under policies that are in some cases different from the policies at the workplace, we do try to simulate workplace conditions as much as possible. This is to familiarize the students with conditions that he or she will be eventually faced with on the job See Exhibit 5.1A.1 Course Descriptions</i>					
B. Rate the emphasis placed upon ethical practices.	1	2	3	4	X
<i>Ethical practices are discussed whenever appropriate throughout the program. We emphasize the need for a reputation of honesty if one is to achieve a better quality of life. Honesty and integrity of character is expected in the workplace especially when there is access to personal and private property. No less is expected of our students. See Exhibit 5.1A.1 Course Descriptions</i>					
6.11 PROVISIONS FOR INDIVIDUAL DIFFERENCES					
A. Rate the structure of the training program to accommodate students with different levels of cognitive and psychomotor ability.	1	2	3	4	X
<i>Services are available to all students of all cognitive and psychomotor abilities See Exhibit 6.11.A Special Needs Coordination</i>					
6.12 RELATED INSTRUCTION					
A. Rate the degree to which related mathematics, science, communications, and interpersonal relations instruction are coordinated with on-going instruction in the training program.	1	2	3	4	X
<i>In order for students to obtain a diploma, students are required to take courses in the above listed areas to gain a well-rounded educational experience. The automotive program is linked to Illinois Learning Standards. See Exhibits 6.12.A. Illinois Learning Standards</i>					
B. Rate the use of qualified instructors for related instruction.	1	2	3	4	5
<i>The XXXX CTE programs using the ILS standards incorporate those skills previously learned in other classes. There is no coordination of learning skills with other instructors used at this time. See Exhibit 6.12.A Illinois Learning Standards</i>					N/A
6.13 TESTING					
A. Rate the use of written tests to evaluate task performance.	1	2	3	4	X
<i>Written evaluation procedures include both quizzes and chapter/unit questions. Tests are generally taken from the textbook and additional information that the students receive during lectures. See Exhibit 6.13.A. Tests</i>					
B. Rate the use of performance tests to evaluate task, performance.	1	2	3	4	X
<i>Job/Task worksheets are used in all courses to evaluate task performance. Task assignments in the labs provide instructors</i>					

<i>opportunities to observe, record, and evaluate students. See Exhibit 6.13.B. Job / Task Worksheets</i>					
C. Rate the use of go/no go level of performance in performance tests.	1	2	3	4	X
<i>A student is permitted to move on to the next course task after successfully completing a previously assigned task. The instructor must sign off on each task in order for a student to receive credit for work. See Exhibit 6.13.B. Job / Task Worksheets</i>					
D. Rate the degree to which students are encouraged to take certification tests that are publicly recognized indicators of capabilities.	1	2	3	4	X
<i>All students are informed about the battery of ASE tests throughout the program. They are provided with ASE Registration booklets and are reminded of the registration deadlines each spring and fall. They are encouraged to take the tests as soon as possible after completing a course on one of the ASE automotive categories. See Exhibit 6.13.D. ASE Certification Information</i>					
6.14 EVALUATION OF INSTRUCTION					
A. Rate the use of a systematic program evaluation system to make decisions about program efficiency, effectiveness, and content.	1	2	3	4	X
<i>Until now, there was nothing formal regarding a systematic approach to program evaluation. With having the desire to become NATEF Certified, process and program evaluation instruments are being implemented. See Exhibit 5.5.B. Annual Survey</i>					
B. Rate the use of student input in the evaluation process.	1	2	3	4	X
<i>Student evaluations are administered before the final withdrawal date of each semester. Students are encouraged to make comments and suggestions to improve courses within the program on an on-going basis. Information gathered from these evaluations is used to improve instruction. See Exhibit 5.5.B. Annual Survey</i>					
C. Rate the use of instructor(s) evaluations in the evaluation process.	1	2	3	4	X
<i>Students are asked to complete an evaluation form at the end of each semester rating the instructor and the program. See Exhibit 5.5.B. Annual Survey</i>					
D. Rate the use of self-evaluation of instruction on a regular basis in the evaluation process.	1	2	3	4	X
<i>The instructor is constantly improving the program. Additionally XXXXXXXX observes and critiques instructors annually. See Exhibit 5.5.B. Annual Survey</i>					
E. Rate the use of student follow-up data in the evaluation process.	1	2	3	4	X
<i>The student evaluations are used to insure that the quality of the instruction meets the desires of the student. See Exhibit 5.5.B. Annual Survey</i>					

F. Rate the use of the Advisory Committee review in the evaluation process.	1	2	3	4	X
<i>The Advisory Board Members comments, suggestions, and recommendations are taken seriously and are used to improve the program. See Exhibit 2.5.B. Advisory Committee Minutes</i>					
6.15 LIVE WORK					
A. Rate the degree to which all live work benefits the student and supplements on-going instruction.	1	2	3	4	X
<i>For a student to grasp many of the concepts they learn in lecture, XXXXXX maintains the opinion that it is necessary for students to have hands-on experience.</i>					
B. Rate the degree to which a student had instruction and practice on a specific repair task before a live work job requiring this task is assigned.	1	2	3	4	X
<i>Before a student performs any hands-on work independently, the instructor first explains and demonstrates the task to be performed by the student. These tasks are performed under the supervision of the instructor.</i>					
C. Rate the degree to which the program policies <u>do not allow</u> the following as the <u>primary</u> source of live work projects:					
1. Students in the automobile technician training program working on their own vehicles.	1	2	3	4	X
<i>Student's vehicles may be used only if a problem pertains to material being covered. The automotive lab owned vehicles are the main source of live work projects. In addition, staff and community vehicles provide another source for exposure to students pertaining to information being taught.</i>					
2. School buses or other vehicles owned and operated by the governing body of the school.	1	2	3	4	X
<i>This program performs no maintenance on any school vehicles.</i>					
(NOTE: VEHICLES DONATED BY MANUFACTURERS OR OTHER SOURCES <u>ARE ACCEPTABLE</u> AS THE PRIMARY SOURCE OF LIVE WORK PROJECTS.)					
D. Rate the use of a written, industry type work order attached to or placed inside the vehicle.	1	2	3	X	5
<i>Work orders for live work are placed in the vehicle in which the service is to be performed. See Exhibit 2.7.A. Work Orders</i>					
6.16 ARTICULATION					
A. Rate the articulation agreements used between programs with equivalent competencies to eliminate unnecessary duplication of instruction.	1	2	3	4	X
<i>A Dual Credit agreement has been ongoing between the XXXXX years. See Exhibit 6.16.A Kishwaukee College Dual Credit Agreement</i>					

	Standard #6	50 Items	Average Score 4.8
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AUTOMOBILE PROGRAM SELF-EVALUATION FORMS

XXXXXXXXXXXXXXXXXXXXX AUTOMOTIVE PROGRAM

STANDARD 7

Please complete the following self-evaluation form. For all items requiring responses on a 5-point scale, use the following to rate your responses:

1 not at all	2 very little	3 somewhat, needs improvement	4 average, adequate	5 exceptional, above average
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7.1 SAFETY					
A. Rate the degree to which all shields, guards, and other safety devices are in place, operable and used.	Yes		No		
<i>All equipment used in the shop has the required safety shields and are inspected by the school on a regular basis. Observe during facility visit.</i>					
B. Rate the degree to which all students, instructors, and visitors wear safety glasses in the lab/shop area while lab is in session.	Yes		No		
<i>All students, staff, and visitors are required to wear eye protection. Signs are posted in the shop. Observe during facility visit.</i>					
7.2 QUANTITY AND QUALITY					
A. Rate the availability of the tools and equipment needed for instruction in the lab/shop area.	1	2	3	4	X
Sufficient tools and equipment are available for completing all NATEF tasks. See Exhibit 5.1.A.1 Course Descriptions, Observe during facility visit.					
B. Rate the tools and equipment in terms of the quantity needed for efficient and effective instruction.	1	2	3	4	X
<i>Sufficient tools and equipment are available for completing all NATEF tasks. Observe during facility visit.</i>					
C. Rate the tools and equipment used in terms of meeting industry quality standards.	1	2	3	4	X
<i>Some specialty tools for specific tasks as performed on certain vehicles are sometimes borrowed from local dealerships. This is arranged prior to needing the tool.</i>					
7.3 CONSUMABLE SUPPLIES					

A. Rate the consumable supplies in terms of availability to assure continuous instruction.	1	2	3	4	X
<i>Consumable supplies are normally available in the storage areas. Specific items are purchased in advance as needed for class. See Exhibit: XXXXXXXXXX Supplies Doc.</i>					
7.4 MAINTENANCE					
A. Rate the use of a preventive maintenance program to minimize equipment downtime.	1	2	3	4	X
<i>Equipment is inspected prior to the start of each semester and items that are not used every semester are tested prior to the start of the semester it will be used during. Repairs are made as needed. See Exhibit: XXXXXXXXXXXXXX Shop Maintenance Doc.</i>					
7.5 REPLACEMENT					
A. Rate the use of an annual review process, including the use of student follow-up information and Advisory Committee input, to maintain up-to-date tools and equipment at industry and safety standards.	1	2	3	4	X
<i>XXXXXXXX Advisory Committee and staff member input for the lab and evaluate its equipment use. Student follow-up and instructor/class surveys are also reviewed and acted upon when appropriate. See Exhibit: 7.5.A Meeting Minutes</i>					
7.6 INVENTORY					
A. Rate the use of an inventory system to account for tools, equipment, parts, and supplies.	1	2	3	4	X
<i>Tools are provided by the tool room attendant and signed out of the Tool Room CA105 by students. The term of use is one class period, tools are then checked back in. Large equipment is stored in CA106 when not in use. See Exhibit: 7.6.A XXXXXX Inventory</i>					
7.7 PARTS PURCHASING					
A. Rate the use of a systematic parts purchasing from work order to parts specialist to jobber.	1	2	3	4	5
<i>Live work that requires parts, are picked up from the local parts store by the vehicle owner or instructor. This standard is not applicable to our program.</i>					<u>N/A</u>
B. Rate the impact of a lack of parts in delaying task performance.	1	2	3	4	5
<i>Every attempt is made to inspect/estimate the vehicles to be worked on in the class one day prior to scheduling the vehicle for service work. This standard is not applicable to our program.</i>					<u>N/A</u>
7.8 HAND TOOLS					
A. Rate the availability of hand tool sets for students, comparable to the tools that will be required for employment.	1	2	3	4	X
<i>The XXXX provides hand tools one set per two students. See Exhibit 7.8.A xxxxx Hand Tool List, Observe during facility visit.</i>					

B. Rate the emphasis placed on encouraging students to purchase a hand tool set (during the period of instruction) which is appropriate to the automobile specialty area(s) in which they are being trained.	1	2	3	4	X
<i>Students are encouraged to begin building a tool set. This is discussed during AMT 103. Additionally XXXXXX sponsors a manufacturer tool show every fall. See Exhibit 7.8.C Student Tool Information</i>					
C. Rate the quantity of hand tools (not sets) available for student use during lab/shop instruction.	1	2	3	4	X
<i>Sufficient quantities of hand tools are available for lab/shop use to meet the student's needs in any of the courses in the program. See Exhibit 7.8.A XXXX Hand Tool List, Observe during facility visit</i>					
	Standard #7		11 Items		Average Score 5

AUTOMOBILE PROGRAM SELF-EVALUATION FORMS

XXXXXXXXXXXXXXXXXXXXX AUTOMOTIVE PROGRAM

STANDARD 8

Please complete the following self-evaluation form. For all items requiring responses on a 5-point scale, use the following to rate your responses:

1 not at all	2 very little	3 somewhat, needs improvement	4 average, adequate	5 exceptional, above average
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8.1 TRAINING STATIONS					
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.	1	2	3	4	X
<i>Technician workbenches are located along the wall of the lab. In addition, carts provide additional workspace for the students along side of the vehicles. See Exhibit 8.1.A.1 Floor Plan. Observe during facility visit.</i>					
2. Adequate lab/shop space.	1	2	3	4	X
<i>Sufficient student workspace is available. See Exhibit 8.1.A.1 Floor Plan. Observe during facility visit.</i>					
8.2 SAFETY					

A. Rate the identification of hazardous areas (painting, welding, etc.) with signs.	1	2	3	4	X
<i>Signs are posted in any hazardous area or area of special safety concerns in all labs. Observe during facility visit.</i>					
B. Rate the fire extinguishers in terms of having regular, current inspection tags attached and meeting fire codes for different types of fires.	1	2	3	4	X
<i>Fire extinguishers are available in adequate numbers and appropriate locations to ensure student safety. The extinguishers are checked on a regular basis by XXXXX Maintenance staff; they are inspected, sealed, and tagged annually by an outside licensed contractor. In the event an extinguisher does get used, the instructor notifies the maintenance department to have the extinguisher refilled. Observe during facility visit.</i>					
C. Rate the availability of an electrical disconnect system to shut down all outlets in case of an emergency.	1	2	3	4	X
<i>All outlets are marked with circuit and breaker panel number. Breaker panels are located in the CA103 for emergency disconnect of any circuit. See Exhibit 8.2.C Floor Plan. Observe during facility visit.</i>					
D. Rate the lighting in terms of being adequate for task performance and safety.	1	2	3	4	X
<i>Overhead lights in the labs and classrooms are adequate for safe working conditions. Available lighting in the shop area was measured in 2007 at 100 foot candles. Technicians have fluorescent droplights available when needed. Observe during facility visit.</i>					
E. Rate safety inspections in terms of being regularly held.	1	2	3	4	X
<i>XXXXXX Personal regularly inspects the facility. Additionally instructors at the start of each semester make an equipment safety inspection. It is the responsibility of the instructor to report any safety issues needing to be addressed. The instructor is required to take immediate action on safety concerns by both tagging the equipment and removing it from service or by notifying tool room and or maintenance to have problems corrected. If the safety concern pertains to a piece of equipment, that equipment is tagged and removed from service until repaired. All safety concerns are given highest priority regarding scheduling of repair. It should also be noted that the syllabus given to students addresses the importance of reporting any safety concerns to the instructor immediately. See Exhibit 8.3.A XXXXXXXx Facilities Document. Observe during facility visit.</i>					
F. Rate the degree to which all other applicable safety standards are met.	1	2	3	4	X
<i>It is the goal and responsibility of allXXXX staff to ensure that all instruction occurs in a safe environment.</i>					
G. Rate the identification of vehicle traffic areas.	1	2	3	X	5

<i>Walkways are clearly marked with stripping. Students instructed not to obstruct them with vehicles. See Exhibit 8.2.G Floor Plan Observe during facility visit.</i>					
8.3 MAINTENANCE					
A. Rate the use of a regular facilities maintenance program to ensure that facilities are suitable for instruction.	1	2	3	4	X
<i>The College has both a Maintenance and Custodial Department to ensure the classroom/lab areas are kept clean and properly maintained. See Exhibit 8.3.A XXXXXX Facilities Document Observe during facility visit.</i>					
8.4 HOUSEKEEPING					
A. Rate the classroom and lab/shop area for being kept clean and orderly.	1	2	3	4	X
<i>The classroom is cleaned each evening by theXXXX custodial service. Lab cleanliness is addressed in the course syllabus. Each instructor is expected to leave the classroom and lab in an orderly manner. See Exhibit 8.3.A XXXXXXXXX Facilities Document Observe during facility visit.</i>					
B. Rate the parking and storage areas for being kept clean and orderly.	1	2	3	4	X
<i>The parking and storage areas are clean and orderly. Observe during facility visit.</i>					
8.5 OFFICE SPACE					
A. Rate the availability of an area separate from the lab/shop for the instructor's use as an office.	1	2	3	4	X
<i>The automotive instructor currently has an office in CA104 containing computers, resources, and files for instructional use. See Exhibit 8.5.A Floor Plan. Observe during facility visit.</i>					
8.6 INSTRUCTIONAL AREA					
A. Rate the availability of an area convenient to but separate from the lab/shop for theory instruction and other non-lab/shop activities.	1	2	3	4	X
<i>One classroom for theory instruction is available directly adjacent to the automotive area. See Exhibit 8.6.A Floor Plan. Observe during facility visit.</i>					
8.7 STORAGE					
A. Rate the storage area for specialized tools in terms of being adequate to support the activities outlined in the program goals and objectives.	1	2	3	4	X
<i>Storage of specialty tools and equipment are located in appropriate areas of the shop. They contain tools and equipment only used in certain classes. See Exhibit 8.7.A-E Floor Plan. Observe during facility visit.</i>					
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.	1	2	3	4	X
<i>Securable storage is sufficient for the school's needs. Supplies are located in CA104 or CA105. See Exhibit 8.7.A-E Floor Plan. Observe during facility visit.</i>					

C. Rate the storage area for automobiles in terms of being adequate to support the activities outlined in the program goals and performance objectives.	1	2	3	4	X
<i>A fenced in area is located adjacent to the facility. Most vehicles are stored inside the lab at night. See Exhibit 8.7.A-E Floor Plan. Observe during facility visit.</i>					
D. Rate the storage area in terms of being provided for student toolboxes.	1	2	3	4	5
<i>Student does not supply any tools hand tools are stored in CA104. See Exhibit 8.7.A-E Floor Plan. Observe during facility visit.</i>					<u>N/A</u>
Rate the security from pilferage and vandalism of the storage areas.	1	2	3	4	X
<i>Storage areas are locked when classes are not present; vandalism has not been a problem. See Exhibit 8.7.A-E Floor Plan. Observe during facility visit.</i>					
8.8 SUPPORT FACILITIES					
A. Rate the area provided for clean up after lab/shop activities in terms of being conveniently located.	1	2	3	4	X
<i>Three clean-up Areas are located in the lab area and the shop area, all are accessible to students. See Exhibit 8.8.A Floor Plan. Observe during facility visit.</i>					
B. Rate the lockers in terms of being conveniently located.	1	2	3	4	X
<i>Lockers are available for student use in the lab area. See Exhibit 8.8.B Floor Plan. Observe during facility visit.</i>					
C. Rate the restrooms in terms of being conveniently located.	1	2	3	4	X
<i>Although restrooms are not located in the automotive lab area, they are conveniently located in the building. See Exhibit 8.8.C Floor Plan. Observe during facility visit.</i>					
8.9 VENTILATION					
Rate the exhaust fume removal system in terms of being in place and operable.	1	2	3	4	X
<i>Both in-floor and through the door exhaust fume removal systems are in place and fully operational. See Exhibit 8.9.A Floor Plan. Observe during facility visit.</i>					
B. Rate the heating and cooling systems in terms of providing sufficient comfort for learning.	1	2	3	4	X
<i>Both labs and classroom have good heating systems. See Exhibit 8.3.A XXXXXXXXXX Facilities Document. Observe during facility visit.</i>					
8.10 FIRST AID					
A. Rate the availability of a first aid kit for the program.	1	2	3	4	X
<i>A first aid kit is centrally located in the lab area by the CA105 sink. See Exhibit 8.10.A Floor Plan. Observe during facility visit.</i>					

B. Rate the first aid kit in terms of being clearly identified	1	2	3	4	X
<i>The first aid kit is well marked with a wall sign used to indicate its location. Observe during facility visit.</i>					
C. Rate it in terms of being equipped with basic, up-to-date first aid supplies.	1	2	3	4	X
<i>The tool room attendant checks the contents on a regular basis. Observe during facility visit.</i>					
8.11 FACILITY EVALUATION					
A. Rate the inclusion of the Advisory Committee to conduct an annual evaluation of the facilities to assure adequacy in meeting program needs.	1	2	3	4	X
<i>The Advisory Committee's input is used in the equipping and maintenance of the lab. See Exhibit 2.5.B Advisory Committee Minutes.</i>					
	Standard #8		27 Items		Average Score 4.9

AUTOMOBILE PROGRAM SELF-EVALUATION FORMS

XXXXXXXXXXXXX AUTOMOTIVE PROGRAM

STANDARD 9

Please complete the following self-evaluation form. 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 improvement	average, adequate	exceptional, above average

9.1 TECHNICAL COMPETENCY (Rate each instructor in the program and attach an additional sheet if necessary.)	INSTRUCTORS				
	A	B	C	D	E
	XXXXXX				
A. Number of years of work experience as a general automotive technician.	10+				
B. Number of years of work experience as an automotive technician in the specialty area(s) taught.	10+				
C. Number of years of education (or degrees earned) beyond high school that have been completed by the instructor.	4+				
D. Do instructors hold current ASE certification in the automotive area(s) they teach? See Exhibit 9.1.D. ASE Certificate	Yes				
9.2 INSTRUCTIONAL COMPETENCY/CERTIFICATION					

A. Rate the degree to which all instructors meet all state certifying requirements.	1	2	3	4	X
<i>The instructor meets or exceeds the requirements set by XXXXXXXXXX to teach automotive classes. See Exhibit 9.2.A. Teaching Requirements</i>					
9.3 TECHNICAL UPDATING					
A. Rate the availability of automobile trade publications, service bulletins, and other materials needed to maintain technical competence for the instructional staff.	1	2	3	4	X
<i>Trade publications, service bulletins, etc. are available along with opportunities to attend classes and seminars. Observe during facility visit.</i>					
B. Rate the opportunities provided for instructors to return to industry for planned in-service and skill upgrading on a regular basis.	Yes			No	
The instructor is encouraged to attend any and all update training that will help them to do a better job in the classroom. See Exhibit 9.3.B. Technical Seminars					
9.4 FIRST AID					
A. Rate the availability of a written policy approved by the school administration on First Aid administration and procedures.	1	2	3	4	X
The XXXX has a set of published safety guidelines. See Exhibit 9.4.A. XXXX Procedures Manual					
9.5 SUBSTITUTE					
A. Rate the use of a systematic method to obtain "substitute" or "supply" instructors.	1	2	3	4	X
Substitute instructors are selected from a Substitute pool. See Exhibit 9.5.A. XXXXX Substitute Policy					
B. Rate the use of an orientation session for substitutes on a regular basis.	1	2	3	4	X
Instructions are provided for substitute instructors when the teacher is away from class. See Exhibit 9.5.A. XXXXX Substitute Policy					

C. Rate the use of substitutes who are competent in automobile instruction.	1	2	3	4	X
All attempts are made to bring in a substitute that is a former automotive instructor. See Exhibit 9.5.A. XXXXX Substitute Policy					
	Standard #9		6 Items		Average Score 5

AUTOMOBILE PROGRAM SELF-EVALUATION FORMS

XXXXXXXXXXXXX AUTOMOTIVE PROGRAM

STANDARD 10

Please complete the following self-evaluation form. For all items requiring responses on a 5-point scale, use the following to rate your responses:

1 not at all	2 very little	3 somewhat, needs improvement	4 average, adequate	5 exceptional, above average
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10.1 STANDARDS					
A. Rate the use of performance standards a student will be expected to meet in terms of being developed and coordinated by the supervising instructor.	1	2	3	4	X
Training plans are prepared for students enrolled in cooperative/apprenticeship training. The plan includes tasks covered in high school courses and tasks to be completed on the job during the student's senior year in high school. Weekly records are sent to the school Students are required to maintain a portfolio of training hours, training plan, and job performance evaluations. See Exhibit 10.1.A. Training Plan, Training Plan Records, Cooperative Education Course Notebook					
10.2 AGREEMENTS					
A. Rate the use of all agreements between the instruction and the work location in terms of being written and legally binding.	1	2	3	4	X
An agreement is signed between the high school and automotive industry employers. The agreement spells out in detail the responsibilities of the parties participating in cooperative/apprenticeship training. See Exhibit 10.2 A. School/Employer Agreement, Cooperative Education KEC 200 Notebook.					
10.3 SUPERVISION					
A. Rate the use of a supervising automotive instructor assigned the responsibility, authority, and time to coordinate and monitor cooperative automotive programs.	1	2	3	4	X
The automotive instructor in cooperation with the high school cooperative education coordinator prepares the student's training plan. The high school cooperative education					

instructor and coordinator make regular visits to the work site to verify job performance. Work site visits are reviewed with the automotive instructor. A work site mentor/supervisor is assigned to each student. All work site supervisors are ASE Certified and required to participate in mentor training before being assigned a student. See Exhibits 10.3.A. Work site Evaluation, Work Site Records, Mentor Training, 10.1.A. Training Plan, XXXXXXXXXXXXXXXXXXXX							
	Standard #10	3 Items	Average Score 5				