AUTOMOBILE PROGRAM STANDARDS

STANDARD 1 - PURPOSE

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

Standard 1.1 - Employment Potential

The employment potential for automobile technicians, trained to the level for the specialty or general areas outlined in the program goals, should exist in the geographic area served by the program.

Exhibit 1.1.A.1: www.gtc.edu/careers
Exhibit 1.1.A.2: http://dol.gov/

Standard 1.2 - Program Description/Goals

The written description/goals of the program should be shared with potential students and should include admission requirements, employment potential, area(s) of specialty training offered, and the cost of all tuition and fees. Technical qualifications of the faculty and the overall goal(s) of the program should also be included.

State Mission Statement

Exhibit 1.2.A.1: student program hand book, p.11
http://www.gtc.edu/_publications/Public/Student%20handbook.pdf

Exhibit 1.2.A.2: Horizon Center policies hand book, p.3
Exhibit 1.2.A.3: www.gtc.edu

Goals

Exhibit 1.2.A.4: Horizon Center policies hand book,
Exhibit 1.2.A.5: www.gtc.edu

STANDARD 2 – ADMINISTRATION

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

Standard 2.1 - Student Competency Certification

The certificate or diploma a student receives upon program completion should clearly specify the area(s) of demonstrated competency.

Exhibit 2 – 2.1.A.1 Gateway Technical College Diploma

Standard 2.2 - Chain of Command

An organizational chart should be used to indicate the responsibilities for instruction, administration, and support services.

Exhibit 2 – 2.2.A.1 Chain of command

Standard 2.3 - Administrative Support

Positive administrative support from institutional and local governing bodies should be demonstrated. Indicators of administrative support would include: support for staff in-service training; provision of appropriate facilities; up-to-date tools, equipment, training support materials, and curriculum.

Exhibit 2.3.A.1: Completion Certificate(s) copy of internship, program Don Milestone
Exhibit 2.3.A.2: Advisory Committee minutes
Exhibit 2.3.A.3: Budget Reports
Exhibit 2.3.A.4: Trade Publication List

Standard 2.4 - Written Policies

Written policies should be adopted by the administration and policy board for use in decision-making situations and to provide guidance in achieving the program goals. Policies regarding safety, liability, and lab/shop operation should be written and prominently displayed as well as provided to all students and instructors.

Written policies are in effect and have been approved by the appropriate administrative/institutional entities. The policies are reviewed and updated as needed.

Exhibit 2.4.A.1: Horizon Center Policy Handbook
Exhibit 2.4.A.2: Student Handbook p. 51,57

http://www.gtc.edu/_publications/Public/Student%20handbook.pdf

Exhibit 2.4.A.3: Pictures of safety signs in the lab/shop
Exhibit 2.4.A.4: Safety Pollution Prevention (SP2) http://www.sp2.org/
Exhibit 2.4.A.5: Snap On Tool Safety Certificate

Standard 2.5 - Advisory Committee

An Advisory Committee consisting of at least five (5) members (not including school personnel), must convene at least two times a year and be utilized to provide counsel, assistance, and information from the community served by the training program. This Committee should be broadly based and include former students, employed technicians, employers, and representatives for consumers' interests.

The Advisory Committee meets two times per year.

Exhibit 2.5.A.1: Advisory Committee minutes for the past 2 years
Exhibit 2.5.A.2: Advisory Committee Member list

Standard 2.6 - Public/Community Relations

An organized plan should be used to provide the community at large information regarding the training program, its graduates, its plans, and any services provided to the community.

Exhibit 2.6.A.2: www.gtc.edu
Exhibit 1.2.A.1.1: School Catalog www.gtc.edu/webadvisor
Exhibit 1.2.A.1.2: School Handbook p.13
http://www.gtc.edu/_publications/Public/Student%20handbook.pdf

Standard 2.7 – Customer Vehicle Work

A systematic method of collecting, documenting, and disbursing customer vehicle work repair receipts should be used. Instructional staff should not be required to collect payment for customer vehicle work repairs. (This applies only to programs that accept customer vehicles for instruction.)

The live work is performed on customer vehicles during Service Simulation IV, and Program courses.Gateway Tech. College requires the use of work orders that meet the Wisconsin Department of Agriculture 132 requirements. Customers pay for purchased parts and a $30 shop fee.

Exhibit 2.7.A.1: Repair order
Exhibit 2.7.A.2: Vehicle Repair Release Form
Exhibit 2.7.A.3: Pcard Enterprize account for in /out

STANDARD 3 - LEARNING RESOURCES

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

Standard 3.1 - Service Information

Service information with current manufacturer's service procedures and specification data for vehicles manufactured within the last ten (10) years should be available. This information should be accessible to students while working in the lab/shop area.

The program maintains a library of Service and repair information as well as repair estimating information provided on-line with Alldata and Snap-on Shop Key. There are eleven (12) computer terminals in the lab/shop and the students can use their computers required by the program.

Exhibit 3.1.A.1: Picture of manuals/computer terminals
Exhibit 3.1.A.2: Alldata page http://library.alldatapro.com/
Exhibit 3.1.A.3: Shop Key page http://www.shopkey5.com/

Standard 3.2 - Multimedia

Appropriate up-to-date multimedia materials such as video equipment, transparencies, CD ROM, etc. should be readily available and utilized in the training process.

The program requires an extensive assortment of current multi-media materials.

Exhibit 3.2.A.1: Inventory of video library and multi-media resources
Exhibit 3.2.A.2: LJ Create http://www.classcampus.com/
Exhibit 3.2.A.3: LJ Class Act http://www.ljcreate.com/
Exhibit 3.2.A.4: Students are required to have a notebook computer. All course Information is on-line.

Standard 3.3 - Instructional Development Services

The service of professional instructional development personnel should be used when available. At a minimum, equipment and supplies should be available for duplication or copying printed materials and transparencies. Instructional

development personnel should conduct in-service and/or training in curriculum and media development.

The program has access to multi-media specialist as part of the support staff for the program.

Exhibit 3.3.A.1: Pam See Website http://webdev.gtc.edu/seep/
Exhibit 3.3.A.2: Picture of copy machine
Exhibit 3.3.A.3: Duplicating form

Standard 3.4 - Periodicals

Current general and technical automobile magazines and newspapers should be available for student and instructor use.

General and technical automotive magazines are available in the library and the lab.

Exhibit 2.3.B.4: Trade Publication List

Standard 3.5 - Student Materials

Pertinent instructional texts, resources, and e-learning materials should be available for each student to satisfy the objectives of the mode of instruction used. Basic and specialty textbooks should have copyright dates that are not over six (6) years old.

Textbooks and technical manuals are accessed through students computer and book publisher online so student always has the latest edition of text.

Exhibit 3.5.A.1: Automotive Technology: A Systems Approach, 5th Ed
http://www.cengage.com/search/productOverview.do?N=+16+4294922323+4294966277+11&Ntk=P_Isbn13&Ntt=9781428311497

Exhibit 3.5.A.2: Automotive Suspension and Steering 5th Ed
http://www.cengage.com/search/productOverview.do?N=+16+4294922323+4294966277+11&Ntk=P_Isbn13&Ntt=9781435481183

Exhibit 3.5.A.3: Automotive Brake Systems 4th Ed
http://www.cengage.com/search/productOverview.do?N=+16+4294922323+4294966277+11&Ntk=P_Isbn13&Ntt=9781435486553

Exhibit 3.5.A.4: Automotive Engines Repair and Rebuilding 4th Ed
http://www.cengage.com/search/productOverview.do?N=+16+4294922323+4294966277+11&Ntk=P_Isbn13&Ntt=9781435428249

Exhibit 3.5.A.5: Automatic Transmissions and Transaxles, 5th Ed
http://www.cengage.com/search/productOverview.do?N=+16+4294922323+4294966277+11&Ntk=P_Isbn13&Ntt=9781435481053

Exhibit 3.5.A.6: Manual Transmissions and Transaxles, 5th Ed
http://www.cengage.com/search/productOverview.do?N=+16+4294922323+4294966277+11&Ntk=P_Isbn13&Ntt=9781435439337

Exhibit 3.5.A.7: Automotive Heating and Air Conditioning 4th Ed
http://www.cengage.com/search/totalsearchresults.do?keyword_all=9781428383241&N=16&image.x=26&image.y=11

Exhibit 3.5.A.8: Automotive Fuel and Emissions Control Systems 2nd Ed
http://www.pearsonhighered.com/educator/course/Fuel-Emissions-Systems/91055307.page

Exhibit 3.5.A.9: Diagnosis and Troubleshooting of Electrical, Electronic, and Computer Systems
http://www.pearsonhighered.com/educator/product/Diagnosis-and-Troubleshooting-of-Automotive-Electrical-Electronic-and-Computer-Systems/9780135066966.page

Exhibit 3.5.A.10: Automotive Service Job Sheets for NATEF Task Mastery
http://www.cengage.com/search/productOverview.do?N=+16+4294922323+4294966277+11&Ntk=P_Isbn13&Ntt=9781418073022

STANDARD 4 - FINANCES

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

Standard 4.1 - Program Training Cost

The enrollment in the program or program area should be sufficient to keep the per-student training costs to a realistic figure.

The training cost per student is calculated according to a FTE (Full Time Equivalent) basis of 30 credit hours per annual FTE which equals $92.05 per credit 2007/08 FTE (full time student).

Exhibit 4.1.A.1: Cost per FTE basis
http://www.gtc.edu/_publications/Public/09-10_CostEstimate.pdf

Standard 4.2 - Budget

An adequate annual budget should be developed, allocated, and used for the operation of the program.

The instructors submit capital equipment requests to the Dean with a recommendation from the Advisory Committee. Student consumed supplies may increase or decrease primarily as a comparison of the previous year's budget with a percentage increase as necessary. A prioritized final budget amount is allocated by administration from data furnished.

Exhibit 4.2.A.1: Advisory Committee minutes
Exhibit 4.2.A.2: Supply and Equipment Budgets

Standard 4.3 - Budget Preparation

The budget should be prepared by the institutional administration in conjunction with the program faculty.

Budgeted funds allocated are used by the automotive program. The faculty initiates purchase requisition for supplies and equipment. A current budget report is available upon request to the Administrative Secretary.

Exhibit 4.2.A.2: Budget Reports

Standard 4.4 - Status Reports

Budget status reports should be made available to program staff at least quarterly.

The faculty can request a Budget Status Report at any time through the administrative secretary.

Exhibit 4.4.A.1: Budget Reports

STANDARD 5 - STUDENT SERVICES

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

Standard 5.1 – Skills Assessment

For students to develop the skills and knowledge required to service today's automobiles, each student must possess, or be given the opportunity to develop, essential foundation skills in reading, mathematics, science, and mechanical aptitude. To this end, a formal skills assessment instrument (process) for these fundamental skills should be used to evaluate students to ensure that each student has a reasonable probability of success as an automobile technician. Testing procedures and how the test results will be used (e.g., placement, assessment of

student's developmental needs, etc.) should be stated in program explanatory material, and justification for all requirements should be available.

Program admission procedures can be accessed through the program Counselor. When prospective students are counseled, the Counselor and/or Instructor, explain the program entrance requirements.
Note: *Assessment materials are available for review by the Evaluation Team in the program Counselor's Office.*

Exhibit 5.1.A.1: Gateway Student Handbook p.27
http://www.gtc.edu/_publications/Public/Student%20handbook.pdf

Exhibit 5.1.A.2: www.gtc.edu
Exhibit 5.1.A.3: LJ http://www.ljcreate.com/
Exhibit 5.1.A.4: Horizon Center Student Handbook
Exhibit 5.1.A.5: Placement Exam

Standard 5.2 - Pre-admission Counseling

Prior to program admission, a student should be counseled regarding automotive careers.

Students are processed through the Counseling and Admissions Office. A counselor and/or instructor will interview the student and provide information about the program such as a course of study, academic calendar, information packets, and orientation testing dates.

Exhibit 5.2.A.1: Gateway Student Handbook p.27
http://www.gtc.edu/_publications/Public/Student%20handbook.pdf

Exhibit 5.2.A.2: www.gtc.edu

Standard 5.3 - Student Records

Rev. 10/0933

Permanent records of all students, former and current, should be available, preferably in one central location, and kept confidential.

The College uses a software program called Colleague through Web Advisor found on the Gateway Tchnical Web-site to maintain all student records.

Exhibit 5.3.A.1: Colleague Statement

Standard 5.4 - Placement

A systematic student placement system should be used to assist program graduates to obtain employment in the automobile industry.

The College has an active placement service, SAESO.

Exhibit 5.4.A.1: Gateway Student Handbook p. 25
http://www.gtc.edu/_publications/Public/Student%20handbook.pdf

Exhibit 5.4.A.2: www.gtc.edu
Exhibit 5.4.A.3: Horizon Center Student Handbook

Standard 5.5 – Annual Follow-up

A follow-up system should be used to determine students' employment location and for feedback regarding the efficiency, effectiveness, and appropriateness of training. The follow-up procedure should be designed to assure feedback regarding needed additions to or deletions from the training curriculum, program, and tools and equipment. Follow-up of graduates employed outside of the automobile industry should indicate reasons for non-automobile employment. When applicable, this information should be used to modify the training quality and/or content.

The Research and Planning Office surveys and provides student follow-up and tracking.

Exhibit 5.5.A.1: Graduate Follow-up Survey
http://www.gtc.edu/page.asp?q=131

Standard 5.6 - Legal Requirements

The training program should meet all applicable local, state, and federal requirements.

Program is in compliance with the state technical college system: Higher Learning of Commission of North Central Association of Colleges and Schools.

Exhibit 5.6.A.1: School catalog p.51
http://www.gtc.edu/_publications/Public/Student%20handbook.pdf
Exhibit 5.6.A.2: MSDS sheets on line
. http://hq.msdsonline.com/gtcedu2772
Exhibit 5.6.A.3: Pictures of Posted Signs in Lab
Exhibit 5.6.A.4: Pictures of containment barrels
Exhibit 5.6.A.5: State A/C Certification
Exhibit 5.6.A.6: State of Wisconsin Ag laws;
Exhibit 5.6.A.6.a: Chapter Trans 110- Motor Vehicle Inspection and Maintenance Program.
http://legis.wisconsin.gov/Statutes/Stat0110.pdf
Exhibit 5.6.A.6.b: Chapter Trans 305 – Standards for Vehicle Equipment.
http://legis.wisconsin.gov/rsb/code/trans/trans305.pdf
Exhibit 5.6.A.6.c: Chapter 347 – Equipment of Vehicles
http://legis.wisconsin.gov/Statutes/Stat0347.pdf

STANDARD 6 - INSTRUCTION

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

Standard 6.1 - Program Plan

The training plan should progress in logical steps, provide for alternate sequences, where applicable, and be made available to each student.

Students must complete courses Auto It for Transportation and Auto Service Fundamentals before continuing to any other technical courses.

Students may take any academic courses if they meet the course prerequisites identified on the program's curriculum sheet.

Exhibit 6.1.A.1: Curriculum Sheet
http://www.gtc.edu/_publications/curriculumsheets/2010-2011/31-404-3%20Automotive%20Maintenance%20Technician%20CS%202010-11.pdf

Exhibit 6.1.A.2: Advisory Committee minutes

Standard 6.2 - Student Training Plan

A training plan for each student should be developed and used, indicating the student's training goal(s) and specific steps needed to meet that goal. Students should be given a copy of their training plan.

NA- Students generally follow the curriculum sheet and pre-requisites. Training plans are scheduled from the curriculum sheet. The curriculum sheet is currently scheduled in sequential order.

Exhibit 6.2.A.1: Horizon Center hand book
Exhibit 6.1.A.1: Curriculum Sheet
http://www.gtc.edu/_publications/curriculumsheets/2010-2011/31-404-3%20Automotive%20Maintenance%20Technician%20CS%202010-11.pdf

Standard 6.3 - Preparation Time

Adequate time should be provided for teacher preparation and program development.

Faculty has a teaching contract obligation that is based on a 35 hour workweek. Instructors teach from 17 to 25 contact hours per week based on their assignment. The balance of the 35 hour workweek is dedicated to preparation, student counseling, and other assignments.

Exhibit 6.3.A.1: Copy of faculty schedule
Exhibit 6.3.A.2: Copy of Instructor office hours

Standard 6.4 - Teaching Load

The instructor/student ratio and class contact hours should allow time for interaction on a one-to-one basis.

The present class size is 14 students per instructor. The maximum class size is 18 students. Considering the amount of supplies, tooling, equipment training stations, the ratio seems to be educationally sound. There is several course with a common lecture and split labs. These courses may have 36 students in lecture/ 18 in Lab

Exhibit 6.4.A.1: Copy of class rosters
https://admin8.gtc.edu/wa/wa?&TYPE=M&PID=CORE-WBMAIN&TOKENIDX=5392427148

Standard 6.5 - Curriculum
Rev. 10/0934

All tasks have been given a priority rating. Ninety-five percent (95%) of the tasks designated as Priority 1 (P-1) must be taught in the curriculum. Eighty percent (80%) of the tasks designated as Priority 2 (P-2) must be taught in the curriculum. Fifty percent (50%) of the tasks designated as Priority 3 (P-3) must be taught in the curriculum. Additional tasks may be included to meet the needs of local employers. All additional tasks should be approved by the Advisory Committee.

Instruction on the legal aspects and responsibilities of the automobile technician in areas such as Environmental Protection Agency regulations, safety regulations, OSHA regulations, and other appropriate requirements should be included in the curriculum. Instruction and practice in filling out work order forms, ordering parts, and basic record keeping should be a part of the training program.
Tools and equipment must be available to perform the tasks in each of the areas for which certification is requested.

	95% P-1	80% P-2	50% P-3
1. Brakes	Y/N	Y/N	Y/N
2. Electrical/Electronic Systems	Y/N	Y/N	Y/N
3. Suspension & Steering	Y/N	Y/N	Y/N

4. Heating & Air Conditioning	Y/N	Y/N	Y/N
6. Engine Repair	Y/N	Y/N	Y/N

Exhibit 6.5.A.1: Copy of tasks.
http://www.natef.org/documents/auto_standards_2008.pdf
Exhibit 6.5.A.2: Syllabus per class
Exhibit 6.5.A.3: Copy of tool inventory
Exhibit 2.7.A.1: Refer to work order forms. (Filled out)
Exhibit 6.5.A.5: Syllabus of mechanical fundamental course of filling out RO.
Exhibit 6.5.A.6: State of Wisconsin Ag laws;
Exhibit 6.5.A.6.a: Chapter Trans 110- Motor Vehicle Inspection and Maintenance Program.
http://legis.wisconsin.gov/Statutes/Stat0110.pdf
Exhibit 6.5.A.6.b: Chapter Trans 305 – Standards for Vehicle Equipment.
http://legis.wisconsin.gov/rsb/code/trans/trans305.pdf
Exhibit 6.5.A.6.c: Chapter 347 – Equipment of Vehicles
http://legis.wisconsin.gov/Statutes/Stat0347.pdf

Standard 6.6 - Student Progress

A record of each student's progress should be maintained through the use of a progress chart or other recording device. The record should indicate tasks required for program completion and those tasks the student has mastered.

Students receive learning plans that list activities that must be completed and submitted to Blackboard. All activities are performance rated by the instructor.

Exhibit 6.6.A.1: Blackboard Gradebook
Exhibit 6.6.A.2: need a performance rating per Learning Activity p.3

Standard 6.7 - Performance Standards

All instruction should be performance based, with an acceptable performance standard stated for each task. These standards should be shared with students and potential employers. Students should demonstrate "hands-on competency" of a task before the instructor verifies a student's performance.

Courses were developed using performance based, Wisconsin Instructional Design system. Students work through courses by completing learning plans. Each learning plan is based on a course

competency. Instructors rate the student's performance and determine if the student has met the minimum standard or must repeat the activities.

Exhibit 6.7.A.1: WIDS course report

Standard 6.8 - Safety Standards

Safety instruction should be given prior to lab/shop work and be an integral part of the training program. A safety test should be included in the training program. Students and instructors should comply with personal and environmental safety practices associated with clothing; eye protection; hand tools; power equipment; proper ventilation; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.

Safety instruction is provided during the course orientation. Each student must pass the safety exam with a 100% score before he/she can continue. Safety information is provided in each course by training video, instructor demonstrations and safety related questions which are included in learning plan review questions, study guides and hand out materials. Eye protection is required in the lab. This safety policy is stated in each course syllabus and the Shop Policies.

Exhibit 6.8.A.1: SP/2 http://www.sp2.org/
Exhibit 6.8.A.2: Horizon Center Student Handbook p.15

Standard 6.9 - Personal Characteristics

All training activities and instructional material should emphasize the importance of maintaining high personal standards.

Exhibit 6.9.A.1: Horizon Center Student Handbook p.14-15 , 17
Exhibit 6.5.A.2: Course Syllabus

Standard 6.10 - Work Habits/Ethics

The training program should be organized in such a manner that work habits and ethical practices required on the job are an integral part of the instruction.

Instruction on ethical practices and the expectations of the employer and customer is an inherent topic in all courses. The instruction includes

proper behavior of the student while in the classroom, lab, and dealership. These practices are covered in the course syllabus.

Exhibit :6.5.A.2 Course syllabus

Standard 6.11 - Provision for Individual Differences
Rev. 10/0935

The training program should be structured in such a manner that students with different levels of cognitive and psychomotor skills can be accommodated.

The training program is structured to accommodate different learning styles of students by the utilization of various training aids. Interactive video, VHS tapes and learning activities assist in this area. Learning activities can be performed individually, with a partner, or with a student mentor. Instructors are also instructed within certification courses. There is also a Special Needs office for additional instruction of students.

Exhibit 6.11.A.1: Gateway Student hand book p. 22
http://www.gtc.edu/_publications/Public/Student%20handbook.pdf
Exhibit 6.11.A.2: Horizon Center Student Handbook p.10
Exhibit 6.11.A.3: Instructional Support Form

Standard 6.12 - Related Instruction

Instruction in related mathematics, science, communications, and interpersonal relations should be provided and coordinated with ongoing instruction in the training program. This instruction should be provided by a qualified instructor.

The student schedules the program academic courses that meet his/her training plan.
(Learning objects support materials), and we work with them.

Exhibit 6.12.A.1: Curriculum sheet
http://www.gtc.edu/_publications/curriculumsheets/2010-2011/31-404-3%20Automotive%20Maintenance%20Technician%20CS%202010-11.pdf

Exhibit 6.5.A.2: Course Syllabus

Standard 6.13 - Testing

Both written and performance based tests should be used to validate student competency. Students should be encouraged to take certification tests that are publicly recognized indicators of capabilities.

All students are encouraged to take the ASE tests as they progress through the program. Students receive advanced standing for courses if they pass the related ASE test.

Exhibit 6.13.D.1: Gateway Student Hand book p.47
http://www.gtc.edu/_publications/Public/Student%20handbook.pdf
Exhibit 6.13.D.2: Advanced Standing Statement on web site:
http://www.gtc.edu/pages/display.asp?display=student&ID=835
Exhibit 6.13.D.3: Gateway Website http://www.gtc.edu/page.asp?q=32

Standard 6.14 - Evaluation of Instruction

Instructional procedures should be evaluated in a systematic manner. This evaluation should be through regular reviews by students and the administration. Self-evaluation of instruction should also be utilized on a systematic and regular basis. This system should include input from former students and the Advisory Committee members. Instructional procedures should show responsiveness to the feedback from these evaluations.

Research and Planning selects programs to be reviewed or formally evaluated. Programs that are certified must maintain their certification.

Self-evaluation is an option for instructor evaluations.

Exhibit 6.14.A.1: Assessment of Student Academic Achievement
Exhibit 6.14.A.2: Feedback provided by students using Student Instructional Report II.

Standard 6.15 – On-Vehicle Service and Repair Work

On-vehicle service and repair work should be scheduled to benefit the student and supplement ongoing instruction on items specified in the NATEF task list. A student should have had instruction and practice on a specific repair task before on-vehicle service and repair work requiring that task is assigned. Vehicles donated by the manufacturers or other sources, customer-owned vehicles, and other training vehicles may be used as the primary source of on-vehicle service and repair work.

Training program student-owned vehicles, school buses, and other vehicles owned and operated by the governing body of the school should not be the primary source of on-vehicle service and repair work vehicles. All vehicles in the lab/shop should have a completed industry-type work order attached to or on the vehicle.

Live work is essential to the program. Service Simulation Course requirements can only be met using vehicles with customer concerns.

Students complete NATEF tasks as part of the ASE specialty area courses. The student can not perform live vehicle repairs on customer cars until he/she has demonstrated competence in the related course.

Exhibit 6.15.A.1: Service Simulation Course Syllabus
Exhibit 6.15.A.2: Gateway Catalog pg285
http://www.gtc.edu/_publications/Public/2010-2012%20GTC%20College%20Catalog.pdf

Standard 6.16 - Articulation
Agreements between programs with equivalent competencies should be used to eliminate unnecessary duplication of instruction and foster continued study.
Rev. 10/0936

Gateway maintains an articulation manual that describes the agreements between local secondary schools. The program web site describes the articulation between the automotive technician program courses and students graduating from a state approved automotive 2 yr Automotive Technician Youth Apprenticeship program. (Articulation Agreements manual)

Exhibit 6.16.A.1: Gateway Web-site http://www.gtc.edu/page.asp?q=37

STANDARD 7 - EQUIPMENT

EQUIPMENT AND TOOLS USED 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.

Standard 7.1 - Safety

Equipment and tools used in the training program must have all shields, guards, and other safety devices in place, operable, and used. Safety glasses must be worn by all students, instructors, and visitors in the lab/shop area while lab is in session.

Safety guards and shields are used. Students, instructors and maintenance staff inspect the lab for safety hazards. The students are required to wear safety glasses at all times while working in the lab/shop area.

The students, instructors, and visitors are required to wear safety glasses at all times while in the lab/shop area.

Exhibit 7.1.A.1: Horizon Center Student Handbook p.15
Exhibit 7.1.A.2: Maintenance RO
https://support.gtc.edu/helpdesk/WebObjects/Helpdes

Standard 7.2 - Quantity and Quality

The tools and equipment used in the training program should reflect the program goals and performance objectives. Sufficient tools and equipment should be available for the training offered. The tools and equipment should meet industry quality standards.

The program has an adequate supply of tools and equipment. The manufacturer to maximize the use of the donated vehicles has donated many specialty tools. The school provides the necessary hand tools required to complete course assignments. The program furnishes specialty tools that are normally provided by the employer.

Exhibit 6.5.A.3: Tool and Equipment Inventory
Exhibit 7.2.A.2: Vehicle Inventory
Exhibit 8.7.E.1: Picture of shop equipment/tools

Standard 7.3 - Consumable Supplies

Sufficient consumable supplies should be readily available to assure continuous instruction.

Supplies consumed daily are located in the supply cabinets in the hand tool/supply storage area. The faculty maintains the supply inventory and orders/requisitions additional supplies as needed.

Exhibit 7.3.A.1: Supply and Equipment budgets
Exhibit 2.7.A.3: Procurement Card
Exhibit 7.3.A.3: Picture of Consumables

Standard 7.4 - Maintenance

A preventive maintenance schedule should be used to minimize equipment down-time.

Equipment is checked by maintenance and faculty. The department employs a support person to acquire supplies, repair equipment, and make recommendations as to equipment needs. Department equipment repair requisitions are in place in the event there is an equipment failure.

Exhibit 7.4.A.1: Maintenance RO
https://support.gtc.edu/helpdesk/WebObjects/Helpdes

Standard 7.5 - Replacement

An annual review process should be used to maintain up-to-date tools and equipment at industry and safety standards. Student follow-up and Advisory Committee input should be used in this process.

The Advisory Committee reviews lab equipment and makes recommendations to add new equipment to the program that meets the needs of changing technology.

Exhibit 7.5.A.1: Advisory Committee minutes
Exhibit 7.5.A.2: Supply and Equipment Budgets

Standard 7.6 - Inventory

An inventory system should be used to account for tools, equipment, parts, and supplies.

A running inventory is taken on all tooling and equipment using the TC Max system.

Exhibit 6.5.A.3: Tool and Equipment Inventory

Standard 7.7 - Parts Purchasing

A systematic parts purchasing system, from work order - to parts specialist - to jobber, should be used. Task performance should not be unreasonably delayed due to lack of replacement parts.

Parts procurement does not significantly delay task performance; parts are delivered to the lab by local Retailers. The student calls the suppliers for the availability of parts as soon as he/she determines what is needed, and some cases schedules the repairs after the parts are delivered.

Parts purchasing follows industry policies and guidelines. We use a Procurement card supply by administration

Exhibit 2.7.A.3: Procurement card
Exhibit 7.7.A.2: Parts receipts
Exhibit 2.7.A.1: Work Order

Standard 7.8 - Hand Tools

Each student should have access to basic hand tools comparable to tools required for employment. Students should be encouraged to purchase a hand tool set during the period of instruction.
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The school provides the necessary hand tools required to complete course assignments.

Exhibit 7.8.A.1: Hand Tool list
Exhibit 7.8.B.2: Snap-on Student Excellence Program

STANDARD 8 - FACILITIES
THE PHYSICAL FACILITIES MUST BE ADEQUATE TO PERMIT ACHIEVEMENT OF THE PROGRAM GOALS AND PERFORMANCE OBJECTIVES.

Standard 8.1 - Training Stations

Training stations (bench and on-vehicle service and repair work) should be available in the type and number required for the performance of tasks outlined in the program goals and performance objectives.

The program has 13 toolbox/benches in the lab which provides adequate space for 26 students to work during the lab sessions.

The lab area consists of 1200 square feet which provides an adequate work area for 26 students to work during the lab sessions.

Exhibit 8.1.A.1: Pictures of lab
Exhibit 8.1.A.2 Gateway Web - camera (live 24 hrs. 365 days).
http://198.150.32.55/top/liveapplet.html

Standard 8.2 - Safety

The facilities should meet all applicable safety standards and an emergency plan should be in place and posted in all classrooms and lab/shop areas.

The fire extinguishers are checked annually by local fire department inspectors, and occasionally by the insurance provider.

The Main Electrical Fuses and Circuit breakers are located in the lab and can be easily accessed in case of emergencies.

Safety is a major concern of the institution; all applicable safety related standards are met.

Exhibit: 8.2.A.1: Picture of Hazardous waste signs

Exhibit 8.2.A.2: Picture of electrical box

Standard 8.3 - Maintenance

A written facilities maintenance program should be used to ensure facilities are suitable when required for instruction.

The school maintenance cleans the classrooms, restrooms, and locker areas daily. The maintenance crew ensures the lighting is maintained as well as any facility needs. A work order can be completed if any facility modifications or repairs are needed.

Exhibit 8.3.A.1: Maintenance RO
https://support.gtc.edu/helpdesk/WebObjects/Helpdes

Standard 8.4 - Housekeeping

The classroom(s), lab/shop, and support area(s) should be kept clean and orderly.

Students are not required to clean the lab/shop area. They are expected to clean up after themselves and maintain the area that they have used to perform their tasks. The remainder of cleaning of the lab, washing of lab vehicles and general housekeeping is performed by work study students.

Exhibit 8.4.A.1: Picture of lab
Exhibit 8.4.A.2: Gateway Web camera (Live 24 hrs. 365 days/year).
http://198.150.32.55/top/liveapplet.html

Standard 8.5 - Office Space

An area separate from the lab/shop should be available and convenient for the instructor(s) use as an office.

Instructors have a separate dedicated office space with telephone, computer access and fax/copy machine. Instructors also have a

secondary office space with access to lab/shop area that includes telephone and computer access.

Exhibit 8.5.A.1: Picture of office

Standard 8.6 - Instructional Area

A classroom convenient to, but separate from, the lab/shop area should be available for instruction and other non-lab/shop activities.

The program has 5 classroom(s) with seating for up to 18. The classroom(s) have dedicated, VHS, DVD, overhead projector, and computer/internet access.

Exhibit 8.6.A.1: Picture of classrooms

Standard 8.7 - Storage

Storage areas for tools, parts, supplies, and automobiles should be sufficient to support the activities outlined in the program goals and performance objectives. Security should be provided to prevent pilferage and vandalism.

Special tools are located throughout the lab, in the appropriate areas.

Exhibit 8.7.A.1: Picture of tool room
Exhibit 8.7.A.2: Picture of storage shed
Exhibit 8.7.A.3: Picture of locking cabinets/tool boxes

Standard 8.8 - Support Facilities

Restrooms and clean-up areas should be provided for both male and female students and should be convenient to the instructional area.

The restrooms are in the lobby.

Brooms, squeegees, steam cleaner, and oil dry are strategically located.

Exhibit 8.8.A.1: Picture of clean-up supplies

Standard 8.9 - Ventilation

An adequate exhaust fume removal system should be in place and operational. When appropriate, heating and cooling systems should be used to provide sufficient comfort for learning.

The exhaust removal system is controlled in the lab/shop by a switch located in the south west corner of the lab/shop.

The heating system is sufficient for learning.

Exhibit 8.9.A.1: Picture of exhaust removal system.
Exhibit 8.9.A.2: Gateway Web camera (live 24hrs. 365 days/year)
http://198.150.32.55/top/liveapplet.html

Standard 8.10 - First Aid

A first aid kit should be in place and should comply with local regulations and school policy.
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The first aid kit is located in the hallway by the elevator door and the eye wash kit is located by the wash sink. Both are appropriately marked.

Exhibit 8.10.A.1: Picture of first aid and eye wash kits

Standard 8.11 - Facility Evaluation

The Advisory Committee should conduct an annual evaluation of the facilities to assure adequacy to meet program goals.

The Advisory Committee meetings rotate between each campus. They are encouraged to review the facilities after each committee meeting. Recommendations are implemented as soon as possible.

Exhibit 8.11.A.1: Advisory Committee minutes

STANDARD 9 - INSTRUCTIONAL STAFF

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

Standard 9.1 - Technical Competency

Instructors must hold current ASE certification in the automobile areas they teach and which are being evaluated for program certification.

Faculty	Position	Y/N
Robert Braun	Instructor (full time)	Y
Chuck Wasik	Instructor (full time)	Y
Ken Dotzler	Instructor (full time)	Y
Steve Semon	Instructor (full time)	Y
Dave Clarbour	Instructor (full time)	Y
William Fell	Instructor (full time)	Y

Exhibit 9.1.D.1: ASE certifications

Standard 9.2 - Instructional Competency/Certification

Instructors should meet all state certifying requirements.

The instructors have completed all state required certification courses, and meet all state requirements.

Exhibit 9.2.A.1: State certifications

Standard 9.3 - Technical Updating

Faculty members should be provided technical materials required to maintain their competency. Instructors must attend a minimum of 20 hours of technical update training each year.

Instructors are encouraged to participate in related technical updating in the areas of program certification.

Exhibit 9.3.B.1: Verification of 20 hours of training

Standard 9.4 - First Aid

The program should have a written policy, approved by the administrator of the school, on First Aid procedures.

In the event of emergency, instructors are instructed to call 911 immediately.

Standard 9.5 - Substitutes

A systematic method of obtaining "substitute" instructors should be used to assure instructional continuity. An orientation session for substitutes should be held on a regular basis. The substitute should be a competent automobile instructor.

Instructor schedules are such that current full/part time instructors are used to fill in when necessary.

Exhibit 9.5.A.1: Instructor list

STANDARD 10 - COOPERATIVE AGREEMENTS

WRITTEN POLICIES AND PROCEDURES SHOULD BE USED FOR COOPERATIVE AND APPRENTICESHIP TRAINING PROGRAMS. (This applies only to programs that offer cooperative/apprenticeship training.)

Standard 10.1 - Standards

The student training plan and performance standards should be developed and coordinated by the automobile instructor.

The performance standards are determined by the use of WIDS (Course Design Software), NATEF, the Advisory Committee and the faculty.

Exhibit 6.7.A.1: WIDS course report
Exhibit 10.1.A.2: Advisory Committee minutes

Standard 10.2 - Agreements

All agreements should be written and legally binding.

Documents used for interning students have been approved by the institution. Both the employer and the student sign an employment document.

Exhibit 10.2.A.1: Internship Agreements

Standard 10.3 - Supervision
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A supervising automobile instructor or supervising co-op coordinator should be assigned responsibility, authority, and time to coordinate and monitor automobile cooperative/apprenticeship programs.

STANDARD 11 – 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.)

Standard 11.1 – Access

Students must have access to the appropriate technology needed to access e-learning materials.

Standard 11.2 – Curriculum and Student Progress

All content/tasks taught by e-learning must be identified and a record of each student's progress must be maintained through the use of a Learning Management System (LMS).

Standard 11.3 – Advisory Committee Input

E-learning, for the purpose of meeting NATEF hour requirements, must be discussed and approved by the Advisory Committee.