

# WAQTC QAC COMMITTEE MEETING MINUTES

**LEADER:** Garth Newman, ITD  
**FACILITATOR:**  
**RECORDER:** Desna Bergold

**DATE:** June 1, 2011  
**LOCATION:** Teleconference

**MEMBERS PRESENT:**  
 Garth Newman, ITD  
 Sean Parker, ODOT  
 Terry Taylor, UDOT for Tyson Vorwaller  
 Linda Hughes, WSDOT  
 Greg Christensen, AKDOT & PF  
 Howard Anderson , UDOT  
 Amy Rico, UDOT  
 Brian Legan, NMDOT  
 Misty Miner, MDOT

**MEMBERS ABSENT:**  
 Alan Hotchkiss, CDOT  
 Ryan Hixson, FHWA  
 Tyson Vorwaller, UDOT

**MEETING OBJECTIVES:**

- 2011 Planned Work (from the strategic plan)
1. The following work was prioritized by the Executive Committee for 2011:
  2. Continue work on on-going activities
  3. Develop a semi-annual newsletter
  4. Evaluate moving to an open book written exam
  5. Evaluate existing training materials for needed improvements / updates
  6. Evaluate and modify other Alaska training modules for incorporation into WAQTC.
  7. Remove oral Performance exam questions and incorporate into the written exam.
  8. Develop Asphalt Volumetrics module.
  9. Develop training for proctors and trainer qualification requirements.
  10. Develop SOP for Washington T 606: Humphrey's Curve

Terry Taylor, UDOT, is sitting in for Tyson Vorwaller, UDOT's new representative to the QAC.

Garth Newman, ITD, called the meeting to order. He explained that the Executive Committee thought that it would be beneficial if the QAC were to meet more often therefore the advent of the 'Quarterly' meetings.

Garth briefly reviewed the Executive Committee minutes from the Spring meeting in Boise. There were no questions.

ISSUE	DISCUSSION / DECISION	ACTION REQUIRED BY:
	<p>Garth explained to the group the developments in ITD. He may not be assigned to WAQTC after this coming winter, but he hopes to keep working with WAQTC. Jeff Miles position has also changed. They are uncertain what their duties will be a year from now.</p>	
	<p>Began discussion of 2010 planned work from strategic plan: a list of nine items.</p> <p>Semiannual newsletter: to be used a forum for disseminating information, especially changes in AASHTO and WAQTC FOP's.</p> <p>Also discussed the change in T 209: larger sample size. QAC would like the reason for this change researched.</p> <p>When should the newsletter be published?</p> <p>Greg suggested April/May – concurrent with the beginning of construction season</p> <p>Garth thought that it should be in line with WAQTC new materials.</p> <p>When are the new training materials implemented in each state:</p> <ul style="list-style-type: none"> <li>Greg Christensen, AkDOT – January</li> <li>Brian Legan, NMDOT – January</li> <li>Linda Hughes, WsDOT – January</li> <li>Sean Parker, ODOT– October to November</li> <li>Terry Taylor, Utah – January</li> <li>Garth Newman, IDT – January</li> </ul> <p>Proposed structure for the newsletter:</p> <ul style="list-style-type: none"> <li>First newsletter in October from QAC minutes and AASHTO changes.</li> <li>March newsletter to promote WAQTC</li> </ul> <p>The newsletter is intended to be distributed electronically and posted on the webpage. The distribution list and how to populate it are still needs to be addressed.</p> <p><i>Decision: Discuss newsletter topics at the next QAC. Try to develop a newsletter for</i></p>	

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	<i>October.</i>	
	<p>Written exam discussion: Open book exam v closed book exam.</p> <p>The QAC needs to have someone discuss the merits of each method.</p> <p>Need to state the objective of the exams; what are they intended to measure.</p> <p>Garth explained that the current exam program is based on ACI methods</p> <p>Greg said that right now it shows that the technician has a basic understanding of the procedure. An open book exam would determine if they can find the information, which is shown by the performance exam.</p> <p>Garth said that initially the goal of the closed book written exam was to be certain the technician read the test method at least once and had a familiarity of the basic approach, which is why the written exam is so basic. True measurement of the technician's ability to perform the test is measured by the practical exam.</p> <p>Should this still be the philosophy or is there a reason to change the philosophy?</p> <p>Part of the reason to look at the open book exam is that the technicians have been asking why they can't look at the book during the exam when they should look at the procedure when performing test.</p> <p>With the objective of the exam stated it would be easier to determine which method would be best to measure the objective.</p> <p>Sean pointed out that a good practical exam could make the written unnecessary.</p> <p>Some thought that the written was a requirement but Linda pointed out that it is a recommendation by FHWA and AMRL to have both exams</p> <p>Garth said that the QAC needs to decide what exams to use and how to implement them.</p> <p>Each state may use a different approach to the practical exams. Some issues with the practical exam, such as answering examinees questions or indicating in some manner the correct way to perform the test, are proctor driven. The Executive Committee would like a training module for the proctors which would help this potential problem.</p>	

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	<p>Alaska has adapted the TCCC ‘Train the Trainer’ course for their proctor training.</p> <p>There is a video from Iowa on training that illustrates what an exam proctor should not do.</p> <p>To start each state will share how they implement the practical exams. Explore the differences and similarities.</p> <p>Discussion of NMDOT’s method of streamlining the re-qualification procedure for technician’s re-qualifying for the third time. Garth asks if changes in the requirements based on technician experience should be allowed.</p> <p><i>Decision: Further discussion is necessary for this topic.</i></p> <p>Action: Greg will bring this training course to the July meeting.</p> <p>Action: Brian will get a copy of the Iowa video and provide for the QAC meeting.</p> <p>Action: Each state document their practical exam process and bring to July meeting. Describe every discipline.</p> <p>Brian Legan would like to have Desna put together a list of everyone’s questions that they would ask the other agencies on how the practical exams are implemented. The list could be sent to all of the QAC members and the answer’s brought to the QAC meeting.</p> <p>Action: Send questions to Desna and she will compile and distribute the list.</p>	<p>GREG CHRISTENSEN</p> <p>BRIAN LEGAN</p> <p>ALL</p> <p>ALL</p> <p>DESNA BERGOLD</p>
	<p>‘Remove Oral Performance exam questions and incorporate into the written exam.’</p> <p>The sampling modules are oral exams.</p> <p>Greg asks why they should be removed.</p> <p>Sean explained that the information is typically covered on the written exam and during the practical they can refer to the book which may mean just reading the answers to the proctor.</p> <p>Linda brings up the point that sampling is perhaps the most important step and it often gets neglected.</p> <p>In most agencies sampling is covered in their Independent Assurance programs.</p>	

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	<p>Garth is concerned that if sampling were removed from the practical (oral) that the technician may perceive it is as not very important. Many agree.</p> <p>Each state will put together a list of which oral exam checklists that they use.</p> <p>Keeping Practical Exams will require a change in the Strategic Plan.</p> <p>Action: review Oral Practical exam check list and determine if and how it is used in each states program.</p> <p><i>Decision: Some oral exams may have merit; should look at the oral and practical exams at the next meeting.</i></p>	<p>ALL</p>
	<p>Discussion of T 40 and the potential liability of training in performing a hazardous procedure. Some agencies are certifying the sample takers and some are certifying the witness of the sampling. In all cases it is the supplier’s personnel obtaining the sample.</p> <p>Action put T 40 safety and liability concerns on the January QAC meeting Agenda.</p> <p><i>Decision: Address through AASHTO</i></p>	<p>DESNA BERGOLD</p>
	<p>Where is the QAC headed with the training materials?</p> <p>Garth wonders how the other states training materials look and if there is there anything that could be of use.</p> <p>Linda is concerned that trying to incorporate what another program is doing is a step backwards. All agree WAQTC may be the model for other programs.</p> <p>The question is: Do all the different formats: Instructor, Student, and Short need to be continued?</p> <p>Another question for the poll: what of the existing documents do you use?</p>	
	<p>Adapting the Alaska training modules. This is part of the discussion on the new aggregate PowerPoint.</p> <p><i>Decision: Discuss at the July QAC meeting.</i></p> <p>Action: Put this on the Agenda</p>	<p>DESNA BERGOLD</p>

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	<p>Asphalt Volumetric module – Executive Committee (EC) has assigned Cole Mullis and Scott Andrus to compile the materials from the agencies that have a volumetric training and qualification.</p> <p>EC decided in Aug. 2010 that there will be two Asphalt qualifications: Asphalt I and Asphalt II.</p> <p><i>Decision: determine what has been done on this action item.</i></p>	
	<p>Develop SOP for Washington T 606: Humphrey’s Curve T 74</p> <p>WsDOT is revising their T 606, when that is complete this item will be revisited.</p>	
	<ol style="list-style-type: none"> <li>1. Continue work on on-going activities</li> <li>2. Develop a semi-annual newsletter</li> <li>3. Evaluate moving to an open book written exam</li> <li>4. Evaluate existing training materials for needed improvements / updates</li> <li>5. Evaluate and modify other Alaska training modules for incorporation into WAQTC.</li> <li>6. Remove oral Performance exam questions and incorporate into the written exam.</li> <li>7. Develop Asphalt Volumetrics module.</li> <li>8. Develop training for proctors and trainer qualification requirements.</li> <li>9. Develop SOP for Washington T 606: Humphrey’s Curve</li> </ol>	