



# *Annual Meeting 2017*

## *Minutes*

**American Council for Construction Education  
Standards Committee  
Colorado Springs, Colorado  
July 27, 2017 10:00-12:00 Noon**

**I. Attendance:**

**a. Committee Members**

Chini (C), Batie (VC), Berryman, Burt, Clarke, Elhouar, Horlen, Hunt, McCuen, Yantis, Zick

**b. Visitors**

Andersen, Arias, Beliveau, Bhatti, Bigham, Brayton, Cabral, Connell, Crask, Diab, Edwards, El-Gafy, Ford, Goodale, Gordon, Hauck, Heumann, Jones, Khattab, Lavy, Leathem, McCoy, Nguyen, Orabi, Qu, Ries, Safavi, Starzyk, Wiley

**c. Committee Members absent**

Bai, Burns, Chasey, Eldin, Emmer, Evans, Roegner, Schmidt

**II. Chair Welcome**

**a. Opening Remarks**

Meeting convened at 10:00 am by committee Chair Aldol Chini.

**b. Self Introductions**

Call for attendance of committee members, and self-introductions by visitors.

**III. Minutes from February 2017 Meeting**

Meeting minutes from February 23, 2017 were approved unanimously.

**IV. Old Business**

**a. Review 2017 Self Study Survey**

Chini addressed all of the issues addressed by the survey, and noted that there is no ratings of concern. Discussion followed with Souhail Elhouar noting the comment on “not enough input from industry members of the committee.” Chini noted that although not all industry members were always able to attend meetings, they have been responsive to committee emails and provide their points of review.

**b. “103 MD” Task Force (Chuck Berryman, Shima Clarke, and Souhail Elhouar)**

Chuck Berryman presented the findings and recommendations for the wording changes to the existing 103 MD document. It was the recommendation of the Task Force that the Master’s program requirements be included in the Document 103 with both the Associate and Bachelor’s degree documentation rather than in a separate document. In the curriculum section (section 3) several items were added from the existing 103MD including, “Master Degree Guidelines,”

“Preliminary Student Learning Outcomes,” and “Student Learning Outcomes Applicable to Master Degree Programs”.

Discussion of the recommendations followed. Several committee members believed that the entire master degree accreditation process is somewhat more streamlined now and combining all three degree (Associate, Bachelor’s, and Master’s) standards into one document will make the standards too long and difficult to use. It was suggested that perhaps there should be three separate 103 documents, one each for the Associates, Bachelor’s, and Master’s degrees. Berryman was concerned that in addition to document 103, three separate document 102, three separate form A3, and three separate concordance document are needed and any changes in the standards would then have to be incorporated into all documents, and thus an editing problem. Another suggestion was to put the common sections at the beginning of the standards followed by separate sections for each degree.

Chini asked the Task Force to continue their work and evaluate the suggestions made regarding creation of three separate document 103 as well as the one document with a general section followed by three separate sections for each degree program. In addition, Document 103 MD states that graduate programs are to establish their own Student Learning Outcomes based on the focus of their programs but must include as a minimum the ten topics listed in Section 3.1.6.3. It is up to each program to establish the level of learning (Blooms taxonomy). The Task Force should consider that the ten topics are not SLOs.

## V. New Business

### a. Use of Collective Grade for a Group Project as Direct Assessment

Prior to this meeting the Standards Committee had through email correspondence agreed that the intent of the Standards was to assess individual student learning, not groups. Therefore in order to help clarify this point two sections of Document 103 were recommended for clarification. As these are only clarification to the document, no Board action would be required:

3.1.5.3 (D) Evaluate each Student Learning Outcome by a minimum of two assessment methods, at least one of which must be direct, and provide a table identifying the specific assessment methods used for each Student Learning Outcome. **Note: If student teams or group projects are used for assessment, there must also be a process in this team/group environment to assess individual student learning.**

3.1.5.3 (E) Provide evidence in the form of assessment tools, any associated grading rubrics, and one example of graded student work to prove adequacy of the assessment in evaluating **individual** students’ ability to meet each Student Learning Outcome. Programs using third-party certifications shall provide comprehensive results for each Student Learning Outcome where such assessment is applied.

A motion by Elhouar and Second by Berryman for inclusion of these clarifications was made. The Committee unanimously approved the motion.

**b. Accreditation Committee Comments**

John Schaufelberger, Accreditation Committee Chair, noted that in the revision to OBS Standards Environmental Science had been removed from the Standard. With programs now including more sustainability courses into their programs, he requested that Standards include Environmental Science to the Standard.

Under Section 3.1.2.3 the revised Standard would become:

**3.1.2.3 Physical or Environmental Science**

Physical **and environmental** sciences shall be analytically based and not descriptive.

*Requirements in the physical or environmental science core subject area:*

**Bachelor Degree programs:**

*A minimum of 6 semester hours (9 quarter hours).*

**Associate Degree programs:**

*A minimum of 3 semester hours (4 quarter hours).*

A motion by Berryman and Second by Elhouar for inclusion of these clarifications was made. The Committee unanimously approved the motion.

**c. No further New Business**

**VI. Meeting Adjourned at 11:30 am**

**Respectfully Submitted:**

**David L. Batie (VC)**