

# 2012 – 2013 Master of Building Construction Assessment Plan

Design, Construction and Planning  
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*Office of the Provost*

*University of Florida*

*Institutional Assessment*

*Continuous Quality Enhancement*

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Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric**Error! Bookmark not defined.**

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued  
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# Academic Assessment Plan for Master of Building Construction

## Design, Construction and Planning

### A. Mission

The mission of the M. E. Rinker, Sr. School of Building Construction is to be the center of excellence for construction. The Rinker School will pursue this by:

1. Promoting professional and ethical behavior in education and practice,
2. Advancing the industry by creating new knowledge through research and scholarly activities,
3. Educating individuals in principles, knowledge and skills required to be successful in their professional careers, and
4. Providing service and transferring knowledge to the citizens of Florida, the construction industry, professional societies, the nation, and the world.

The Rinker School will achieve this mission by fostering a core culture of value and quality.

This mission directly supports aspects of all 11 goals of the College of Design, Construction, and Planning's strategic plan of 2007 and wholly supports the Teaching, Research and Scholarship, and Service mission of the University of Florida.

Aligning with the mission of the M.E. Rinker, Sr. School of Building Construction, this program promotes professional and ethical behavior in education and practice and educates individuals in principles, knowledge and skills required to be successful in their professional careers. This mission is achieved by fostering a culture of value and quality. It directly supports the College of Design, Construction and Planning's strategic plan of 2007 with respect to adding capabilities for Distance Education offerings, which in turn supports the teaching mission of the University of Florida.

### B. Student Learning Outcomes and Assessment Measures

SLO Type	SLO	Assessment Method	Delivery Mode
Knowledge –1	Demonstrate ability to correctly interpret paper or computer-based construction project designs.	BCN 5905: 100% of students will successfully complete the FDOT PR course and receive certification. BCN 6785: 100% of students will successfully complete (earn a 70% or higher) the virtual construction of a building from blueprints and specs.	Campus
Skills—2	Formulate a plan to execute an experiment utilizing proper communication skills	BCN 6036: The Assessment will be measured by using a written paper and verbal presentation describing research methodologies for students' thesis or research project. Seventy-five percent of	Campus

		students will earn a 75 or higher.	
Knowledge—1	Exhibit understanding and proper application of basic statistics.	BCN 6036: The assessment will be measured via a basic skills exam, with 80% of students successfully passing.	Campus
Skills—2	Demonstrate skills necessary to manage and control entry level construction project duties.	BCN 5789: The assessment will consist of assignments covering four areas: project scheduling, payment application, conceptual and detailed estimates, and contract with surety bonds. Eighty percent of students will receive a passing grade.	Campus
Professional Behavior—3	Identify and exhibit professional and ethical behavior.	BCN 6036: The Assessment will be measured by using a quiz, a presentation, and a measurement of timely submittals. 75% of all students should have no late submittals during the term; 75% of all students should pass the “professional dress” portion of both presentations; 75% of all students should make a passing score on their	Campus

		<p>presentation dealing with Ethical Research. 75% of all students should pass the Quiz on Ethical and Professional Research Standards.</p>	
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### C. Research

This is not a research degree. However, each student is required to identify their area of research interest (Research Statement) and write one page on why they chose this topic. The students are given a list of the graduate faculty and instructed in how to choose an academic advisor using five (5) criteria. The students are required to identify their faculty advisor and write two paragraphs on the reason this individual was chosen to be their advisor. They are required to have their advisor sign the page, signifying that the faculty member agrees to oversee the student's efforts to research their chosen topic. The students then have to write a two-page Introduction, perform and write out a five-page Literature Review on their topic, and a three-page Research Methodology of how they would perform the research if they were to have to perform it. Each student also receives a course of study in research statistics in which they learn basic statistical analysis skills.

## D. Assessment Timeline

Program: Master of Building Construction

College: Design Construction & Planning

Assessment	Assessment 1	Assessment 2	Assessment 3
<b>SLOs</b>			
<b>Knowledge</b>			
<b>Demonstrate ability to correctly interpret paper or computer-based construction project designs</b>	successfully complete the FDOT PR course and receive certification	successfully complete virtual construction of a building from blueprints and specs	
<b>Exhibit understanding and proper application of basic statistics</b>	Successfully complete basic skills exam		
<b>Skills</b>			
<b>Formulate a plan to execute an experiment utilizing proper communication skills</b>	written paper describing research methodologies	Verbal presentation describing research methodologies	
<b>Demonstrate skills necessary to manage and control entry level construction project duties</b>	assignments covering four areas: project scheduling, payment application, conceptual and detailed estimates, and contract with surety bonds		
<b>Professional Behavior</b>			
<b>Identify and exhibit professional and ethical behavior.</b>	Verbal presentation on ethical and unethical research practices	Quiz on the topic of ethical and unethical research practices	Records kept on the number of times that each student turns in an assignment late.

### E. Assessment Cycle

Assessment Cycle for:

Program: Master of Building Construction

College: Design, Construction & Planning

Analysis and Interpretation:

May

Program Modifications:

Completed by August

Dissemination:

Completed by August

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1				X	X	X	X
#2				X	X	X	X
<b>Skills</b>							
#3				X	X	X	X
#4				X	X	X	X
<b>Professional Behavior</b>							
#5				X	X	X	X

### F. Measurement Tools

The assessment tools are a quizzes, examinations, a presentation and a record of student compliance with due dates and times. These are outlined in the Table B: Student Learning Outcomes and Assessment Measures.

Example\*:

1. Why were the Nazi medical researchers put on trial at Nuremburg?

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2. Explain in your own words the Tuskegee Syphilis Study and why it was stopped and its leaders castigated and prosecuted.

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3. What basic premise of research ethics came from the Nuremberg War Trials? (circle one)

- a) Do unto others as you would have others do unto you      b) Ethical treatment of prisoners      c) Informed Consent  
d) The tenets of the Geneva Convention      e) The code of the International Red Cross

4. How could one change Milgram’s Obedience Study to make it an ethical exercise?

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5. How was Zimbardo’s Prison Study unethical?

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6. Describe Medical studies of conscientious objectors in WW2 and make the case that, during a time of obligatory military service, it was wrong to require these men who were not required to go to war, as others were, to sacrifice in the way that they did in these studies.

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- - The first six questions on the quiz on the topic of ethical and unethical research practices.

## F. Assessment Oversight

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