

Sustainable Construction Certificate Assessment Plan 2012-2013

**Institutional Assessment
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Office of the Provost

University of Florida

Institutional Assessment

*Continuous Quality
Enhancement Series*

Sustainable Construction
Certificate Program

College of Design,
Construction and
Planning

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Sustainable Construction

M. E. Rinker, Sr., School of Building Construction

2012-13 Certificate Assessment Plan

A. Rationale

Sustainable construction is an important and rapidly growing segment of construction that requires specialized knowledge that is delivered through this certificate program. A Graduate Council approved concentration already exists in this area of study; however, it is only for the on-site program. This certificate program is designed with the distance education student in mind.

B. Mission

Aligning with the mission of the M.E. Rinker, Sr. School of Building Construction, the certificate 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.

C. Student Learning Outcomes (SLOs)

1. Apply the principles and key concepts of sustainable construction throughout the life cycle of the built environment.
2. Describe and apply key sustainable construction tools such as energy and water modeling, life cycle costing, life cycle assessment, ecological rucksack and ecological footprint, carbon accounting and net zero energy and water calculations.
3. Develop a green building certification strategy based on the US Green Building Council LEED rating system or the Green Building Initiative Green Globes system.

D. Assessment Timeline for Graduate and Professional Certificates

Program: Certificate in Sustainable Construction

College: Building Construction

Courses SLOs	Assessment 1	Assessment 2	Assessment 3
#1	Final paper ICM 6680		
#2		Final paper ICM 6682	
#3			Final paper ICM 6684

E. Assessment Cycle Chart for Certificates

Program: Certificate in Sustainable Construction

College: Building Construction

Analysis and Interpretation:

May

Improvement Actions:

Completed by May 15

Dissemination:

Completed by August 20

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
#1				X	X	X	X
#2				X	X	X	X
#3				X	X	X	X

F. Methods and Procedures

SLOs are assessed in three different courses. Direct Assessments are in the form of graded projects and papers.

Since this is an asynchronous distance program that enrolls primarily working professionals with variable schedules, student progress is an issue. We seek to maintain student engagement in order to achieve a satisfactory degree completion rate. An indirect assessment tracks the number of students on the inactive list. The target is not to increase the number of students on the inactive list.

CATEGORY \ POINTS	20	15	10	5	0
Ecological Design Strategy	The ecological design strategy is well-conceived and provides a clear path to creating a high-performance green building using a holistic and nature-oriented strategy.	The ecological design strategy is fairly well-conceived with just some minor problems.	The ecological design strategy is adequate but has at least one major problem.	The ecological design strategy has several major problems and falls short in providing a holistic, nature-oriented strategy.	The ecological design strategy is poorly conceived and is unlikely to result in a high-performance green building.
LEED Scorecard	The LEED scorecard reflects a strategy compatible with the owner's requirements, the type of building, and its location.	There are a few minor problems with the LEED scorecard.	There are several minor problems and/or a major problem with the LEED scorecard.	There are several major problems with the LEED scorecard.	The LEED scorecard is unsatisfactory and does not reflect the owner's requirements and/or the ecological design strategy.
LEED Strategy and Justification	The LEED strategy connects logically to the ecological design strategy and the LEED scorecard and assigns responsibilities to the appropriate project team members.	The LEED strategy is sound but there are a few minor problems with its connection to the ecological design strategy and the LEED scorecard and/or the assignment of team responsibilities.	The LEED strategy has numerous minor problems and at least one major problem with its connection to the ecological design strategy and the LEED scorecard and/or the assignment of team responsibilities.	The LEED strategy has major problems with its connection to the ecological design strategy and the LEED scorecard and/or the assignment of team responsibilities.	The LEED Strategy is very poorly developed.
Use of LEED Templates and Product Selection	A minimum of 5 LEED-NC templates were used and properly filled out and a minimum of 5 appropriate products were selected using buildinggreen.com's website.	There were a few minor problems with the LEED templates and product selection.	There were numerous minor and at least one major problem with the LEED templates and product selection.	There were numerous major problems with the LEED templates and product selection.	The use of LEED templates and the product selection are unsatisfactory and do not meet the assigned requirements.
Organization, Writing Quality, Adherence to Instructions	The narrative for the project is well-written and organized and follows the instructions provided for the report content.	There are a few minor problems with the organization, writing quality, and adherence to instructions for this report.	There are numerous minor problems and at least one major problem with the organization, writing quality, and adherence to instructions for this report.	There are numerous major problems with the organization, writing quality, and adherence to instructions for this report.	The organization, writing quality, and adherence to instructions for this report are very poor.

G. Assessment Oversight

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