

# **Undergraduate Academic Assessment Plan**

Bachelor of Science,  
Building Construction

Design, Construction &  
Planning

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# **Academic Assessment Plan 2012**

## **M. E. Rinker, Sr. School of Building Construction (BCN)**

### **Mission Statement**

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.

### **Student Learning Outcomes (SLOs)**

1. Materials, methods, surveying and construction safety
2. Building, estimating and cost control
3. Planning, scheduling and control
4. Project administration
5. Engineering concepts
6. Management concepts
7. Communication skills

**Curriculum Map (Attached)**

**Assessment Cycle (Attached)**



<u>Courses</u> SLO's	BCN 4787C	Additional Assessments
<b>Content Knowledge</b>		
#1	A Assignment 6	Associated Institute of Constructors (AIC) exam
#2	A Assignment 7	Associated Institute of Constructors (AIC) exam
#3	A Assignment 8	Associated Institute of Constructors (AIC) exam
#4	A Assignments 9, 10, 11 & 12	Associated Institute of Constructors (AIC) exam
<b>Critical Thinking</b>		
#5		Associated Institute of Constructors (AIC) exam
#6		Associated Institute of Constructors (AIC) exam
<b>Communication</b>		
#7	A Presentation s 1-3	Associated Institute of Constructors (AIC) exam

Assessment Cycle for:

Building Construction

Design, Construction and Planning

Analysis and Interpretation:

November-December

Improvement Actions:

Completed by April 15<sup>th</sup>

Dissemination:

Completed by May 4<sup>th</sup>

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		
#3		X	X		X		
#4		X	X		X		
<b>Critical Thinking</b>							
#5		X	X			X	
#6		X	X			X	
<b>Communication</b>							
#7		X	X			X	

## Methods and Procedures

Many SLO's are assessed in the courses in which they are introduced or reinforced, while others are assessed in the Construction Capstone class.

Direct Assessments primarily occur in the format of graded examinations, short and long writing assignments, individual and group projects, presentations, and internships. Each course and instructor conducts some combination of these assessments. The assessments may vary from course to course as well as year to year since instructors are encouraged to develop and revise syllabi and course delivery to better achieve SLO's.

An example of the scoring rubric for a project-based assignment is shown:

BCN 4787 Capstone	
Assignment # 8 Project Schedule	
	Max Value
Properly Distributed Estimated Costs	20
Cost Loaded Schedule	
Overall Quality - Logic	20
Milestones - Inspections	5
Holidays & No-work days	5
Barcharts w/precedences	10
Cost Report by Activity	
Histogram & Cash Flow Curve	15
Line of Credit Analysis	
Spreadsheet	15
Cost curves	5
Weather Days Planning Justification	5
<b>MAXIMUM TOTAL POINTS</b>	<b>100</b>

Additionally, graduating seniors take the American Institute of Constructors (AIC) Level 1: Associate Constructor's exam, for an external, independent assessment of the performance of our students. This is a nationwide exam taken by graduating seniors in construction management as the first step in obtaining the AIC Professional Constructor Certification.

Indirect assessments are achieved through several methods. Student exit interviews are conducted with new graduates as well as a five-year follow up survey. Employer surveys are conducted yearly which rate the graduates in over a dozen skill sets, and student employment surveys which include placement and salary data.

## Assessment Oversight

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