PROGRAM INFORMATION	Program	Architectural Design & Building Construction
	Submitted by:	Eric Schramm
	Year	2024-2025
	Date of Review	2025-01-10
	Form Key	52515812-c998-47a9-9781-13a6469674d3
PROGRAM OUTCOMES	Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	Surveys conducted with students, feedback from instructors, and insights from advisory board members.
	Outcomes are up to date in WIDS and on the program's web page	Yes
SYLLABI	ADA Statement	Yes
	Competencies	Yes
	Course Description	Yes
	Course Title and Number	Yes
	Credit Hours	Yes
	Freedom of Expression Statement	Yes
	Grading Criteria	Yes
	Instructor	Yes
	Academic Integrity Policy	Yes
	Nondiscrimination Statement	Yes
	Office Hours/Contact Information	Yes
	Prerequisites	Yes
	Required Text(s)	Yes
	Syllabi Up to Date in WIDS	Yes
	Explain which syllabi were reviewed this year; input received from advisory board, instructors, students, etc. regarding course objectives and textbooks used; and changes made, if any.	The AD152 3D Architectural Design course has undergone a thorough review, highlighting the importance of integrating Revit (BIM) software into the curriculum. This decision stems from the necessity to align educational practices with industry standards, ensuring that students are well-equipped with the skills and knowledge that are currently in demand. During our discussion, we emphasized the advantages of utilizing Revit as a foundational tool for students. By incorporating this software into the course, we aim to enhance the learning experience, allowing students to engage with a platform that is widely used in the architectural and construction sectors. This initiative not only fosters a deeper understanding of Building Information Modeling (BIM) but also prepares students for future career opportunities by providing them with practical, hands-on experience. Overall, the integration of Revit into the AD152 course represents a significant step forward in our commitment to delivering a relevant and forward-thinking educational experience in architectural design.
PROGRAM COMPETENCIES	Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	The competencies for our program were presented during the advisory board meeting. After thorough discussion, it was determined that no updates or changes were necessary at this time. The board expressed satisfaction with the current competencies, affirming their alignment with our program's goals and objectives.
	WIDS Up to Date	Yes
COURSE ASSESSMENTS	Capstone	Yes
	Class Participation	Yes

USED IN PROGRAM CHECKLIST	**Clinical/internship observations**	Yes
	Examinations	Yes
	Comprehensive Final Exams	Yes
	Journals	Yes
	Lab Demonstrations	Yes
	Oral Examinations/Presentations	Yes
	Other Projects	Yes
	Peer Evaluations	Yes
	Portfolio Projects	Yes
	Quizzes	Yes
	Self-Evaluations	Yes
	Simulations	Yes
	Videos of Student Mastery	Yes
	Written Essays	Yes
	Written Reports	Yes
ALIGNED AND APPROPRIATE ASSESSMENTS	**Assessments used in the program are matched to the outcomes/competencies for the program.**	Yes
	Explain changes in the assessments used in your program since your last review (include input received and rationale).	Incorporating performance-based assessments into courses, alongside an increased emphasis on individual project-based assessments, represents a significant evolution in educational methodologies. This dual approach not only enhances student engagement but also fosters a deeper understanding of the subject matter. Performance-based assessments allow students to demonstrate their knowledge and skills in practical, real-world contexts, encouraging critical thinking and problem-solving abilities. Meanwhile, individual project-based assessments empower learners to explore topics of personal interest, promoting creativity and self-directed learning. By integrating these assessment types, educators can create a more dynamic and responsive learning environment that caters to diverse learning styles and prepares students for future challenges. This strategy not only aligns with contemporary educational standards but also equips students with the competencies necessary for success in their academic and professional endeavors.
	Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation.	In construction and architecture, practical tasks are essential for illustrating key concepts. Engaging in hands-on activities reinforces theoretical knowledge and improves skills in drafting and building estimation. These tasks allow individuals to delve into the complexities of design and construction. For example, drafting exercises help participants convert ideas into detailed plans, enhancing their understanding of spatial relationships and material requirements. Likewise, building estimation tasks teach learners to evaluate project costs, considering labor, materials, and timelines, which are crucial for effective project management. By participating in these practical experiences, individuals can cultivate a well-rounded skill set that connects theory with practice, leading to better results in the construction field.
INDUSTRY CERTIFICATIONS	**Explain any changes made or planned in the program based on assessment of industry certifications used in the program.**	There are none at this time.

INTERNSHIPS/ CLINICALS	**How do you evaluate program competencies or learning objectives during internship/externship experiences?**	Institutional internship forms are crucial for establishing a productive relationship between employers and students during internships. These documents typically require both parties to share important information, promoting clarity and understanding of expectations. Employers provide details such as the company name, contact information, internship role, and a description of the intern's tasks and responsibilities. They may also specify desired skills, qualifications, and any available training or mentorship. Students, in turn, share their personal information, academic history, and relevant skills. They are encouraged to outline their learning objectives and how the internship supports their career goals, demonstrating their enthusiasm and commitment. Completing these forms helps create a strong foundation for a successful internship, enhancing professional growth and development for both parties.
	As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?	There are none at this time.
ENROLLMENT	**Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.**	We are pleased to report that our performance metrics have met expectations, achieving an impressive 84%. This marks a notable increase of 3% compared to the previous year, reflecting our ongoing commitment to improvement and excellence.
RETENTION	**Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.**	We are pleased to report a significant improvement in our retention metrics, with an increase of 8%. This brings our total retention rate to an impressive 88%. This positive trend reflects our ongoing commitment to enhancing customer satisfaction and loyalty. Thank you to everyone involved in achieving this milestone.
GRADUATION	**Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.**	We are proud to announce that we successfully graduated 82% of our students. This achievement reflects our commitment to academic excellence and the dedication of both our faculty and students. We believe that this high graduation rate is a testament to the supportive learning environment we foster, enabling students to reach their full potential and prepare for their future endeavors.
PLACEMENT	**Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.**	Achieving a remarkable 96% job placement rating in the industry is a testament to the effectiveness of our programs and the dedication of our team. This high placement rate reflects our commitment to equipping students with the skills and knowledge necessary to excel in their chosen fields. By fostering strong partnerships with leading companies and continuously adapting our curriculum to meet industry demands, we ensure that our graduates are not only job-ready but also highly sought after by employers. This achievement underscores our mission to empower individuals to achieve their career aspirations and contribute meaningfully to the workforce.

STUDENT SATISFACTION	**If this benchmark is not met, what strategy or strategies will be implemented to address this measure?**	The two areas of satisfaction that we did not fully meet pertain to the quality of instruction in our vocational and technical programs, which was recognized a outside of excellent, and the overall quality of instruction received in most classes, also deemed was deemed outside of excellent. We acknowledge these gaps and are committed to enhancing the quality and value of the information presented to our students. Our goal is to ensure that every learner benefits from an enriching educational experience that not only meets but exceeds their expectations.
ALUMNI SATISFACTION	**If this benchmark is not met, what strategy or strategies will be implemented to address this measure?**	Ninety-four percent of our alumni agree that the preparation from our program was vital to their career success. This strong consensus reflects the effectiveness of our curriculum and the commitment of our faculty in providing essential skills and knowledge. The positive feedback from graduates emphasizes the value of their education and our dedication to continuous improvement and excellence.
EMPLOYER SATISFACTION	**If this benchmark is not met, what strategy or strategies will be implemented to address this measure?**	A recent assessment indicated that all employers were satisfied with graduate preparation. This impressive statistic underscores the effectiveness of educational programs in providing essential skills for the workforce. However, the small sample size may restrict the applicability of these results. Additional research with a larger group could offer deeper insights into employer satisfaction and the overall impact of graduate preparation.
PROFESSIONAL DEVELOPMENT	**What professional development activities have instructors in this program completed in the last year?**	In today's dynamic professional environment, ongoing learning and skill development are essential. We recently completed Bluebeam online training, equipping us with advanced project management and collaboration tools. One of our instructors also finished the International Association of Certified Home Inspectors Training, enhancing my knowledge of home inspection standards. Additionally, We took part in an online Generative AI training for educators, gaining insights into innovative teaching technologies. Our dedication to professional growth was further highlighted by the attendance at the National Home Builders Convention, where we connected with industry leaders and explored current trends. We also attended the South Dakota Retail Lumber Association Conference, which facilitated networking and discussions on the lumber industry's future.
	How were these activities used to improve this program?	These experiences collectively strengthen our professional skills and readiness to contribute effectively in my field.
PROFESSIONAL ORGANIZATIONS	**Do faculty members belong to professional organizations associated with this program?**	Yes
	If no, explain why.	
	Are students made aware of the professional organizations for their career field?	Yes
ADVISORY BOARD RECOMMEN-DATIONS	**What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?**	We are currently evaluating potential changes. Our team is carefully considering various alternatives to ensure that any adjustments align with our strategic goals and improve efficiency. We value the feedback received and welcome continued collaboration as we move forward. Your insights are crucial for making informed decisions that will benefit our organization in the future.
	Implementation Date	2025-01-10
	Indicate the personnel responsible for implementing the change(s):	Mark Munsen

PROGRAM IMPROVEMENT PLANS AND BUDGET	As you review this past year, what changes do you propose for the next school year that will affect the program's budget?	We are eager to participate in the World of Concrete for the purpose of enhancing our continuing education and professional development. Additionally, we propose replacing our current articulating boom lift with a newer, more reliable model, as the existing machine frequently experiences operational issues. Furthermore, we would like to invest in an additional all-terrain scissor lift for our projects, which would eliminate the need for renting and improve our efficiency on-site. We would also like to expand with new innovations by adding a HP robotic layout printer to help teach the cutting edge technologies.
	Cost	150,000