**Sinclair Community College**

**Continuous Improvement Annual Update 2012-13**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2012**

**Department:** 0220 – Design (IND & VIS)

**Year of Last Program Review:** FY 2007-2008

**Year of Next Program Review:** FY 2014-2015

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

First note that the figures represented in FY 07-08 include multiple year's worth of STC completers. It was during this year that the college revised the graduation policy so that students no longer had to "apply" for graduation. Since all VIS graduates also complete the Desktop Publishing STC, the policy change resulted in an unusally high number of graduates for that year. The drop in graduation rates for FY10-11 may be related to the region's economy. in particular, students are less likely to pursue interior design in a poor economy because of perceived job instability. Dawn information indicates that FY 11-12 resulted in 161 degree and certificates awarded which is nearly the same as for FY 08-09 and FY 09-10. Also, the department had a number of displaced worker's from the GM plant closing that completed degrees in the 09-11 time frame which may have resulted in slightly elevated completion rates.

The department is not currently offering Short Term Certificates with the new semester curriculum. After reviewing the data above, it has been decided to consult with the advisory committees about the possibilty and issues related to creating new short term certificates.

There has been some increase in Interior Design internships and entry level employment. The department will refocus recruiting efforts to inform people of these opportunities and that a design degree can lead to variety of viable job possibilities.

**Course Success Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

Success rates in Design continue to be strongest for advanced level courses. Conversely, the lowest success rates are in the entry level courses. The department believes that many students enter the program without a clear understanding of the profession or the time and dedication necessary to be successful. Many students withdraw as they discover that Design is a rigorous professional field.

Success rates for the highest enrollment courses:

Course seat count 08/09 09/10 10/11 11/12

VIS 106 Design Basics: 2D 279 73.84 68.75 65.82 60.30

VIS 110 Des. Lab Orient. 332 70.32 65.68 69.13 60.90

The success rates in most courses haven't changed significantly over the 5 years studied. although the success rates in the high enrollment courses of VIS 106 and VIS 110 have varied significantly over the last four years. Students in these entry-level courses are oftentimes learning design skills and design processes for the first time. Many students determine that the nature of design work is not appropriate for them. Other students are slow to realize the dedication and rigor necssary to be successful in Design. The VIS 110 Desgin Lab Orientation course is an entry level computer course orienting student to the Mac lab environment. The department has seent eh gap between students who have some computer experience and those with no computer skills broaden. This semester a "bootcamp" is bing offered for two hours every Wednesday to provide additional hlpe for those students that attend.

Another exception to the relatively consistent success rates is in VIS 116 Digital animation. in 2010-11, there is a spike to 91% success rate over the average of about 75% success rate . This may be a result of the department's decision to discontinue the use of Newtek's Lightwave software in this course. Google Sketchup and Blender have replaced Lightwave because they are more economical and easier to learn, which may have resulted in higher student success during the software transition. Changes in course assignments in reaction to the change in software have resulted in the success rates returning to the prior average.

There are no IND or VIS courses that primarily serve students from outside these majors.

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

The department continues to perform a formative assessment (entitled the First Year Assessment) for students who have completed the 100 level coursework. The aggregate score averages from the past three years on a scale of 1-5 follow:

First Year Assessment 09 10 11 12

All design majors 2.84 2.86 2.65 2.44

The department also performs a summative assessment (entitled the Portfolio Show) which is conducted by industry professionals. The aggregate averages for the past five years on a scale of 1-5 follow:

Portfolio Show 07 08 09 10 11 12

Visual Communications 4.15 4.04 NA\* 4.19 4.16 4.04

Interior Design 4.36 4.37 4.33 4.51 4.45 4.36

\* Results unavailable for this year.

Though the results vary slightly year to year, they generally reflect consistency in meeting program and course outcomes.

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Expand coursework for the non-designer, similar to OSU Basic Design Concepts for Non-majors, the department could develop a course that would initiate the non-designer into the creative and design process, involving critical thinking, analysis, synthesis and conjecture possibly for engineering and business students.  | In progress [ ] Completed [ ] No longer applicable [x]  | Though an interesting concept, due to current budget considerations, the college is discouraging the creation of courses that don't lead to a degree. The department could meet a community need, by providing training in Adobe Photoshop, Illustrator and InDesign but has found that personal interest students and degree seeking students have differing needs that one course cannot simultaneously meet. |
| Business and industry are also increasingly realizing that all business professionals need to learn to communicate at a basic level in a visual way. Access to technology has expanded the use of PowerPoint presentations, all kinds of charts and graphs, desktop publishing and web page design to individuals in all types of business positions. Possibly offered as an elective for business, allied heath and engineering majors, the department could develop a course that explores visual communication fundamentals which could also be tailored as a non-credit workforce development option.  | In progress [ ] Completed [ ] No longer applicable [x]  | The department does not hav a relationship with the college's workforce development divison. It is not clear what role for-credit classes have and whether non-credit courses should be developed. A seminar was given by Amanda Romero and Cynthia Cully a number of years ago through Staff Development that was well received by faculty outside of the Design department. There has also been some communication with the Communication Art department to provide visual communications pointers for public speaking students. |
| VIS 100, VIS 114 as a web course or a hybrid | In progress [ ] Completed [ ] No longer applicable [x]  | VIS 147 Digital Imaging was offered online for about two years but with low enrollment. VIS students did not appear to be interested in the online format. |
| Coursework in Leadership in Energy and Environmental Design (LEED) certification. | In progress [ ] Completed [x] No longer applicable [ ]  | The department has created IND 2140 Sustainable Design. This course is required in the Interior Design Associate's degree.  |
| Investigate which courses already offered could be packaged to create a transferable STC in collaboration with electronic game development programs. | In progress [ ] Completed [ ] No longer applicable [x]  | Though the concepts used in the graphic design and video gaming industries are similar, the software applications are very different. Video game creation requires complex computer coding and does not seem a viable opportunity for the department. The department conducted a smartphone "App" creation workshop that was attended by faculty. Design will approach CIS to discuss a possible partnership in that area. |
| Investigate if courses already offered could be incorporated into Education degree programs. | In progress [x] Completed [ ] No longer applicable [ ]  | Several years ago, the department was able to offer a digital imaging and illustration workshop for University of Dayton credit within their graduate education program, but it is not clear whether this type of coursework is relevant within the first two years of an education degree. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

|  |  |  |
| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Validate the perception that students’ failure in entry level courses is because of their lack of understanding of the field and its rigor. Before pursuing admission requirements, assess more carefully why students may not be succeeding. Consider research in conjunction with Research, Analytics and Reporting and course-level exit interviews with students in order to understand more fully students’ experiences in these classes.  | In progress [x] Completed [ ] No longer applicable [ ]  | The department created "fact sheets" for the advisor's to distribute to VIS and IND majors a few year's ago. Revision and re-printing of these sheets is planned. The newly developed semester coursework has been designed to introduce students to the design profession at the entry point to the program. The department is considering creating "open houses" or "orientations" that could be used to educate potential students about the attributes of successful designers. This would also be an opportunity to discuss the courswork and how it relates to the profession.The department is investigating using the web-site to provide prospective students with information about design and links to related web-sites. |
| Validate the presumed relationship between grade point average and persistence to graduation and success on the job. Obtain more information from employers regarding the essential knowledge, skills and abilities needed for the success of entry level designers, and evaluate the curriculum in light of this feedback. The fast pace of change in the design industry warrants continuing effort to identify what employers are seeking in graduates of the program – and key indicators of success in professional practice.  | In progress [x] Completed [ ] No longer applicable [ ]  | The Design department created a simple questionnare that was distributed to students who particpated in the 2012 Spring Portfolio Review, asking them to indicate their future employment or education plans. This data has only been collected for 2012, and prelimiary review does not indicate a relationship between whether a graduate is employed in the field and that student's final GPA. |
| Increase awareness among the region’s employers of the programs in the department and the caliber of Sinclair’s design graduates. | In progress [x] Completed [ ] No longer applicable [ ]  | The department created an external web-site that provides information about the annual portfolio show to the professionals who serve as evaluators. There is discussion about featuring student work on this web-site. The department is also considering sponsoring a "lecture" series or other event that would cultivate alumni and industry leader interest in the program.  |
| Consider whether preparing students for transfer should be an explicit part of the department’s mission statement and an increasing aspect of the department’s work with students. With the continuing evolution of the design fields and the growing emphasis on the baccalaureate degree as an important credential in design, the department may need to increase its attention to facilitating the transfer of students, including the development of articulation agreements with more four-year institutions. | In progress [x] Completed [ ] No longer applicable [ ]  | The department has ongoing articulation agreements with Wright Sate University and Franklin University. Though preparing students for transfer was considered during the semester conversion of classes, since a majority of the students intend to seek jobs after graduation, the curriucla must cover many of the skill sets that would be normally taught in the third or fourth year of a baccalaureate program. The deparment continues to work with individual students seeking transfer and to intiate dialog with potential four-year partners.  |
| Explore offering non-credit continuing education for practicing designers. | In progress [ ] Completed [ ] No longer applicable [x]  | The new course VIS 2160, Design Applications II has been developed to give students additional experience in using interactive media software and to introduce concepts of information design. This course will be marketed to professionals who are looking to expand their portfolios into the area of interactive and information design. This course is required in the semester VIS.AAS and is therefore a for-credit course which is more cost effective for the college.IND 2140, Sustainable Design, 4 credit hours, will be marketed to professional interior designers who are increasingly being asked to consider sustainability by their clients. |
| Improve graduate follow-up, and regularly incorporate their feedback in improving the program. | In progress [x] Completed [ ] No longer applicable [ ]  | All graduating students meet with a design faculty member to discuss the student's career goals and portfolio and to provide input about the IND and VIS programs and curricula. Quantitative data from these interviews is not recorded but the qualitative information is shared with the department and informs the department's decision making. There are alumni on the VIS and IND advisory committees and alumni also serve as evaluators in the Spring Portfolio review. |
| Consider whether the first year assessment, reported as helping students succeed, should be required and whether it should be made available at a defined juncture in students’ progress in the program rather than only during the spring term. | In progress [x] Completed [ ] No longer applicable [ ]  | The department has required students to complete the first year assessment prior to registering for 200 (and now 2000) level classes for the past two years. As a result, students seem to take the assessment more seriously. The process and courses assessed are currently being reviewed by the department to ensure that the assessment meets the needs of the students and the department.  |
| Explore requiring an internship, either a component of a course or a separate course in lieu of another requirement. | In progress [ ] Completed [x] No longer applicable [ ]  | The department has standardized the process for which design employers and students are paired for internships, but this process is not supported by the college. (Cynthia Cully has performed the role of internship coordinator and matched many students and employers, yet receives no compenation for this work.) The department doesn't feel that the Design industry could support 60+ interns per year without a dedicated professional who could develop internships by reaching out to industry, demonstrating the benefits of hiring an intern to potential employers. |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Oral Communication | All programs | **2011-2012** | Item on Spring Portfolio Show assessment form | The average results for oral communication as assessed by the evaluators at the Spring Portfolio event continues to be between4.1 and 4.4 on a 5 point scale. |
| Written Communication | All programs | **2011-2012** | Item on Spring Portfolio Show assessment formGrades for papers written in VIS 180 | Students written communication skills as assessed by the "use of design terminology" question at the Spring portfolio show contniue to be between 3.9 and 4.3. The grades on student papers in VIS 180 have improved because the faculty require students to submit their writing for a formative assessment prior to the paper being due for the final grade. |
| Critical Thinking/Problem Solving | All programs | **2012-2013** |  |  |
| Values/Citizenship/Community | All programs | **2013-2014** |  |  |
| Computer Literacy | All programs | **2014-2015** |  |  |
| Information Literacy | All programs | **2015-2016** |  |  |
|  |  |  |  |  |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Recognize, understand and use the language and jargon of interior design. | VIS 1100 VIS 1110VIS 1140IND 1180IND 1230IND 1234IND 1240IND 2130IND 2135IND 2140IND 2260 | 2012-13 | • Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. |       |
| Discuss the history, fundamentals and basic theories of interior design. | VIS 1100VIS 1180IND 1180IND 1230IND 1234IND 1240IND 2130IND 2135IND 2140IND 2260 | 2009-10 |       |       |
| Apply critical thinking and creative problem- solving skills to a variety of interior design problems. | VIS 1100 VIS 1110VIS 1140IND 1180IND 1230IND 1234IND 1240IND 2130IND 2135IND 2140IND 2260 | 2011-12 | • Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. | Aggregate result was 4.45 for IND students. |
| Communicate design concepts at various stages of development using the design process, drawing skills and/or appropriate software. | VIS 1100 VIS 1110VIS 1140IND 1230IND 1234IND 1240IND 2130IND 2135IND 2260CAT 1101 | 2009-10 |       |       |
| Develop floor plans, interior views and other relevant design documents using traditional and computer-based methods. | VIS 1100 VIS 1110VIS 1140IND 1180IND 1230IND 1234IND 1240IND 2130IND 2135IND 2140IND 2260CAT 1101 | 2009-10 |       |       |
| Develop professional quality presentations and demonstrate adequate written and oral communication skills. | VIS 1100 VIS 1110VIS 1140IND 1180IND 1230IND 1234IND 1240IND 2130IND 2135IND 2140IND 2260ENG 1101COM 2206 | 2011-12 | • Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. | Aggregate result was 4.53 for IND students. |
| Demonstrate an understanding of the business fundamentals of interior design. | IND 2260CAT 1101MRK  | 2012-13 | • Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. |       |
| Recognize, understand and use the language and jargon of design. | VIS 1100 VIS 1110VIS 1140VIS 1180VIS 1208VIS 1218VIS 1250VIS 2110VIS 2120VIS 2160VIS 2260 | 2012-13 | • Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. |       |
| Discuss the history, fundamentals and basic theories of design. | VIS 1100VIS 1180VIS 1208VIS 2110VIS 2120VIS 2160 | 2009-10 |       |       |
| Apply critical thinking and creative problem-solving skills to a variety of design problems. | VIS 1100 VIS 1110VIS 1140VIS 1180VIS 1208VIS 1218VIS 1250VIS 2110VIS 2120VIS 2160VIS 2260 | 2011-12 | • Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. | Aggregate result was 4.13 for VIS students.  |
| Communicate design concepts at various stages of development using the design process, drawing skills and/or appropriate software. | VIS 1100 VIS 1110VIS 1140VIS 1180VIS 1208VIS 1218VIS 1250VIS 2110VIS 2120VIS 2160VIS 2260 | 2009-10 |       |       |
| Develop print, animation and new media concepts using traditional and computer-based design tools. | VIS 1100 VIS 1110VIS 1140VIS 1180VIS 1208VIS 1218VIS 1250VIS 2110VIS 2120VIS 2160VIS 2260 | 2009-10 |       |       |
| Develop professional quality presentations and demonstrate adequate written and oral communication skills. | VIS 1100 VIS 1110VIS 1140VIS 1180VIS 1208VIS 1218VIS 1250VIS 2110VIS 2120VIS 2160VIS 2260ENG 1101COM 2206 | 2011-12 | • Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. | Aggregate result was 4.24 for VIS students. |
| Demonstrate an understanding of the business fundamentals of visual communications. | VIS 2260MRK 2102 | 2012-13 | • Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. |       |

**General Education Outcomes**

1. Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes?

Written communication skills will be enhanced by increasing the number of papers written in VIS 1180 so that when students receive feedback they can incorporate that learning into the writing of the next paper.

Specific points from the General Education Oral Communications Rubric will be utilized in assessing students' oral presentation skills.

1. How will you determine whether those changes had an impact?

We will continue to ask the evaluators to rate oral communication on the Spring Portfolio assessement form. Assessment of papers written in various classes will help determine if the inclusion of additional papers with more opportunities for feedback, improves student writing.

**Program Outcomes**

1. Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?

The semester curriculum integrates the coursework from multiple classes and combines hand drawing and technology skills in most classes. The deparment believes that these changes will improve student learning and achievement of program outcomes.

1. How will you determine whether those changes had an impact?

The department will continue to assess student learning with the First year Assessment and Spring Portfolio review.

**Improvement Efforts**

1. What were the results of changes that were planned in the last Annual Update? Are further changes needed based on these results?

As mentioned above the semester curriculum represents a more integrated approach to learning design. Early feedback this semester indicates that this is having a postive effect.

A visual rubric for the First Year Assessment was created though its use was intermittent as many of the students didn't have the same projects as though represented by the rubric. This concept will be further developed with the new curriculum.

A web-site for the Portfolio Show was developed which provides an easy link for our industry professionals to access the information about the spring event. Though the role in 2012 centered on communicating the logistics of the show, work is underway to expand the use of this web-site.

A capital improvement request was submitted but not funded to move the computers from 13-325 to 13-327 and the drawing tables from 13-327 to 13-325. Students and faculty are adjusting to the need to move back and forth in the hallway as dictated by which design tools are being used. The department will assess whether to re-submit the capital improvement request.

1. Are there any other improvement efforts that have not been discussed in this Annual Update submission?

As noted earlier, the department would like to intiate a program scpecific orientation. Design will continue its efforts in tracking graduates and will pursue sponsoring an event that would provide the design community with an opportunity to hear a nationally recognized speaker.

The interior design students will continue to have the opportunity to work with the students from the SME division's building programs as team members for the Capstone project. The department will continue to seek ways to market the interior design degree.

Ongoing assessment of the semester curriculum will provide areas for continuous improvement.

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 |
| 0220 | Design | DP.STC | 201 | 64 | 68 | 38 |
| 0220 | Design | DPT.STC | 6 | 8 | 8 | 5 |
| 0220 | Design | IND.AAS | 24 | 22 | 17 | 17 |
| 0220 | Design | MLM.STC | 26 | 28 | 23 | 9 |
| 0220 | Design | PRT.AAS | . | . | 1 | . |
| 0220 | Design | VIDO.AAS | 2 | 1 | . | . |
| 0220 | Design | VIS.AAS | 55 | 43 | 49 | 50 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Course | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 (excludes Spring) |
| 220 | Design | IND-131 | 73.8% | 75.6% | 89.7% | 82.1% | 75.9% |
| 220 | Design | IND-132 | 88.6% | 88.0% | 91.3% | 87.5% | 84.2% |
| 220 | Design | IND-133 | 93.8% | 95.7% | 100.0% | 95.2% | . |
| 220 | Design | IND-134 | 88.9% | 88.5% | 65.2% | 84.2% | 89.5% |
| 220 | Design | IND-135 | 100.0% | 100.0% | 85.7% | 100.0% | . |
| 220 | Design | IND-231 | 92.6% | 96.7% | 100.0% | 100.0% | 89.5% |
| 220 | Design | IND-232 | 95.7% | 96.8% | 100.0% | 92.9% | 100.0% |
| 220 | Design | IND-233 | 100.0% | 80.0% | 94.7% | 100.0% | . |
| 220 | Design | IND-240 | 96.2% | 89.7% | 90.0% | 93.3% | 88.9% |
| 220 | Design | VIS-100 | 70.9% | 72.9% | . | . | . |
| 220 | Design | VIS-101 | 81.3% | . | . | . | . |
| 220 | Design | VIS-104 | 75.6% | 70.6% | 78.6% | . | . |
| 220 | Design | VIS-105 | 76.4% | 80.5% | 79.6% | 78.5% | 76.7% |
| 220 | Design | VIS-106 | 66.3% | 73.3% | 68.9% | 66.4% | 60.3% |
| 220 | Design | VIS-107 | 78.1% | 78.3% | 81.3% | 80.0% | 63.9% |
| 220 | Design | VIS-108 | 58.9% | 52.4% | 58.8% | 59.2% | 49.6% |
| 220 | Design | VIS-109 | 73.3% | 75.4% | 79.3% | 77.9% | 78.0% |
| 220 | Design | VIS-110 | . | . | 65.7% | 64.0% | 60.9% |
| 220 | Design | VIS-114 | 70.0% | 71.8% | 69.4% | 67.0% | 84.9% |
| 220 | Design | VIS-115 | 81.3% | 87.9% | 95.9% | 81.3% | 87.9% |
| 220 | Design | VIS-116 | 76.1% | 77.6% | 81.2% | 91.3% | 74.5% |
| 220 | Design | VIS-117 | 71.8% | 75.9% | 66.1% | 69.4% | 73.3% |
| 220 | Design | VIS-118 | 78.8% | 69.1% | 69.7% | 78.0% | 70.0% |
| 220 | Design | VIS-146 | 75.7% | 69.2% | 74.3% | 74.6% | 70.9% |
| 220 | Design | VIS-147 | 78.0% | 68.4% | 72.4% | 62.3% | 72.0% |
| 220 | Design | VIS-148 | 84.6% | 79.2% | 76.1% | 70.2% | 74.7% |
| 220 | Design | VIS-150 | 88.7% | 83.1% | 84.2% | 77.5% | 76.9% |
| 220 | Design | VIS-151 | 93.0% | 97.6% | 97.9% | 80.5% | 91.7% |
| 220 | Design | VIS-180 | . | . | 73.6% | 70.1% | 73.4% |
| 220 | Design | VIS-201 | 84.4% | 77.9% | 79.6% | 94.1% | 90.5% |
| 220 | Design | VIS-202 | 100.0% | 100.0% | 92.3% | 80.0% | 78.6% |
| 220 | Design | VIS-206 | 89.3% | 80.3% | 91.2% | 94.2% | 91.2% |
| 220 | Design | VIS-207 | 90.0% | 92.6% | 92.3% | 90.6% | 89.4% |
| 220 | Design | VIS-236 | 92.9% | 84.6% | 89.7% | 100.0% | 87.9% |
| 220 | Design | VIS-237 | 89.7% | 96.1% | 94.2% | 87.9% | 93.8% |
| 220 | Design | VIS-265 | 81.0% | . | . | . | . |
| 220 | Design | VIS-270 | 100.0% | 83.3% | 100.0% | 100.0% | 100.0% |
| 220 | Design | VIS-276 | 95.9% | 96.2% | 98.5% | 96.1% | . |
| 220 | Design | VIS-278 | 94.2% | 96.2% | 98.0% | 98.4% | . |
| 220 | Design | VIS-297 | 55.6% | 100.0% | 50.0% | . | . |