**Sinclair Community College**

**Continuous Improvement Annual Update 2013-14**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2013**

**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?*

Though not indicated on the above graph the total for FY 12-13 was 90. As noted in previous Annual updates, the increase in FY 07-08 was th result of the registrar awarding Short Term Certificates (STC) retroactively to those students who had completed but not applied for the STC. in subsequent years the STCs accounted for approximately 60 completions. As of Fall 2012, we no longer offer STCs so the degree completion rate of 90, is actually close to the number of graduates, pre-semester conversion.

The department believes that many students pushed to complete in FY 11-12 to avoid dealing with the semester transition, likewise many students waited until the conversion was complete to begin classes. The result is that the degree completion numbers were higher in FY 11-12 and lower in FY 12-13. The Interior Design program has seen a large drop in enrollment since the economic downturn, this trend is consistent nationally.

The department reacted to the decreased numbers of Interior Design majors by offering just one section annually of IND courses. The result of this action was that it became impossible for a student who could only attend evening classes to complete the degree plan, resulting in even fewer graduates. The department plans to begin offering one section per year in the evening to try to increase enrollment. A four year plan has been developed so that the evening offerings will not adversly effect average class size, while addressing the fact that traditionally the evening only students in this program were also part-time students requiring four years or more to graduate.

The department plans to revisit offering Short Term Certificates. They were eliminated in the semester conversion because when the courses were changed the semester equivalent to the quarter STCs contained only three courses.

**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.

The trend data for course success is complicated by the semester conversion. VIS 106 and 107 are now VIS 1100. This course has seen the largest drop in success rates from a five year average of 66% for VIS 106 and a five year average of 76% for VIS 107 to 62% for VIS 1100 in 2012-13. The largest increase in success rates was for VIS 108 with a five year average of 56% which became VIS 1208 and had a 82% success rate in FY 12-13. These changes were actually by design, VIS 108 used to be the "gatekeeper" course; it was a challenge to many students because they were not properly prepared in VIS 106 and VIS 107. The department has increased the depth of study and competencies needed in VIS 1100 so that students are better prepared for VIS 1208, resulting in lower success rates in ViS 1100 and higher success rates in VIS 1208. The department thinks this is better for students in that they learn earlier in the program if this is the correct career choice for them.

The success rates for the courses where sofware applications had traditionally been taught have also declined. These courses include VIS 146, 147 and VIS 148; now VIS 1140 and VIS 115, 116, 117, 118; now VIS 1218. With the semester conversion, the department is trying to integrate the learning of computer comptencies with design theory and practice. It is believed that the students will learn "how to learn" computer skills and that the learning will be deeper since they will be applying the skills to design problems as they learn. The success rates suggest that this approach needs further review. In the Fall of 2012, "boot camps" were offered to students as group tutoring to help students with specific command sequences. The VIS 1140 course has also been modified to four credit hours to accommodate additional instruction time. Success rates will be continually monitored for VIS 1140 and VIS 1218.

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 aggregate numbers from the department's annual First Year Assessment (formative assessment) are slightly higher in most categories than they were in past years. See table attached. The results of this assessment were used to inform many of the decisions made during the semester conversion about the curricula and the actual course projects, so the department is encouraged that there will be continued improvement of the scores in subsequent years. The department is also planning to assess whether the competencies being assessed are relevant to workplace needs and the new design education standards released by the National Association of Schools of Art and Design. (NASAD)

The aggregate numbers for the department's Spring Portfolio Show (summative assessment) are slightly lower than in previous years. See table attached. Since these numbers represent those students who completed in Spring 2013, all of these students were affected by the semester conversion. (For the interior design graduates, four students were evaluated three times each, so the data is based on a very small set.) The department will continue to monitor these numbers in subsequent years.

**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 | 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 | The department does not have 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 | 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  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 | 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  Completed  No longer applicable | The department has no progress on this recommendation. |

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  Completed  No longer applicable | The department has not developed an instrument to research student failure, or created course exit surveys. But we are encouraging students to consider their readiness to complete Design courses by creating an orientation which identifies the types of behaviors, skills, predispositions and attitudes necssary to succeed in the design field. The Completion by Design program templates contain notes to help students and advisors make informed choices about the degree plans. |
| 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  Completed  No longer applicable | The department has developed an exit survey requiring students to indicate their future plans, that must be completed prior to the student receiving their portfolio show results. The plan is to use these to correlate student employment with GPA. |
| Increase awareness among the region’s employers of the programs in the department and the caliber of Sinclair’s design graduates. | In progress  Completed  No longer applicable | The department has created an external website: www.SCCPortfolios.com where interested individuals access relevant information about the department. The plan is to post student work on this site as well. The annual portfolio show showcases the student work to area employers. |
| 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  Completed  No longer applicable | As AAS degrees, both the IND and VIS programs must contain "advanced" coursework to provide students with the knowledge-base and skills to enter the workforce as productive employees. Few baccaluareate programs will accept this upper level coursework for transfer. If we were to create a transfer program, which eliminated this upper-level coursework for students choosing to transfer, then the number of students in these upper level classes would be smaller, allowing for fewer student options. There would also be fewer students in courses designed specifically for transferring students (courses provding more depth and less breadth.) Basically, the department would be less efficient as we would need more courses and they would be serving fewer students. |
| Explore offering non-credit continuing education for practicing designers. | In progress  Completed  No longer applicable | 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  Completed  No longer applicable | The department has created a brief exit survey that students must complete prior to receiving their results from the Portfolio Show. This should allow us to better track our graduates. we are also in the process of creating a Sinclair Design Department Facebook page. |
| 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  Completed  No longer applicable | The first year assessment is required for all students prior to registering for VIS 2110 or IND 1230. |
| Explore requiring an internship, either a component of a course or a separate course in lieu of another requirement. | In progress  Completed  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 compensation 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 to demonstrate 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 Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Critical Thinking/Problem Solving | | All programs | **2012-2013** | Annual Spring Portfolio Show for IND and VIS.  First year Assessment for IND | For VIS portfolio students the aggregate result for "critical thinking" in 2013 was 4.19 on a 5 point scale. This is down slightly from a nine year average of 4.23.  For IND portfolio students the aggregate result for "critical thinking" in 2013 was 4.33 on a 5 point scale. This was down slightly from a nine year average of 4.46.  For the First Year Assessment, under interior design "problem solving" the aggregate score in 2013 was 2.91 slightly below the nine year average of 3.03. |
| Values/Citizenship/Community | | All programs | **2013-2014** |  |  |
| Computer Literacy | | All programs | **2014-2015** |  |  |
| Information Literacy | | All programs | **2015-2016** |  |  |
| Oral Communication | | All programs | **2016-2017** |  |  |
| Written Communication | | All programs | **2016-2017** |  |  |
|  | |  |  |  |  |
| **Program Outcomes** | | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Recognize, understand and use the language and jargon of interior design. | | VIS 1100  VIS 1110  VIS 1140  IND 1180  IND 1230  IND 1234  IND 1240  IND 2130  IND 2135  IND 2140  IND 2260 | 2012-13 | • Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. | For IND graduates the aggregate average for "verbal communication" was 4.17 down from a nine year average of 4.41. As mentioned previously, this set included four students each assessed by three separate reviewers. |
| Discuss the history, fundamentals and basic theories of interior design. | | VIS 1100  VIS 1180  IND 1180  IND 1230  IND 1234  IND 1240  IND 2130  IND 2135  IND 2140  IND 2260 |  |  |  |
| Apply critical thinking and creative problem- solving skills to a variety of interior design problems. | | VIS 1100  VIS 1110  VIS 1140  IND 1180  IND 1230  IND 1234  IND 1240  IND 2130  IND 2135  IND 2140  IND 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 1110  VIS 1140  IND 1230  IND 1234  IND 1240  IND 2130  IND 2135  IND 2260  CAT 1101 |  | 2013-14 •Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework.- |  |
| Develop floor plans, interior views and other relevant design documents using traditional and computer-based methods. | | VIS 1100  VIS 1110  VIS 1140  IND 1180  IND 1230  IND 1234  IND 1240  IND 2130  IND 2135  IND 2140  IND 2260  CAT 1101 |  |  |  |
| Develop professional quality presentations and demonstrate adequate written and oral communication skills. | | VIS 1100  VIS 1110  VIS 1140  IND 1180  IND 1230  IND 1234  IND 1240  IND 2130  IND 2135  IND 2140  IND 2260  ENG 1101  COM 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 2260  CAT 1101  MRK | 2012-13 | • Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. | For IND graduates the aggregate average for "knowledge of practice" was 4.22, up from a nine year average of 4.15. As mentioned previously, this set included four students each assessed by three separate reviewers. |
| Recognize, understand and use the language and jargon of design. | | VIS 1100  VIS 1110  VIS 1140  VIS 1180  VIS 1208  VIS 1218  VIS 1250  VIS 2110  VIS 2120  VIS 2160  VIS 2260 | 2012-13 | • Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. | For VIS graduates the aggregate average for "verbal communication" was 4.06, down from a nine year average of 4.17. |
| Discuss the history, fundamentals and basic theories of design. | | VIS 1100  VIS 1180  VIS 1208  VIS 2110  VIS 2120  VIS 2160 |  |  |  |
| Apply critical thinking and creative problem-solving skills to a variety of design problems. | | VIS 1100  VIS 1110  VIS 1140  VIS 1180  VIS 1208  VIS 1218  VIS 1250  VIS 2110  VIS 2120  VIS 2160  VIS 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 1110  VIS 1140  VIS 1180  VIS 1208  VIS 1218  VIS 1250  VIS 2110  VIS 2120  VIS 2160  VIS 2260 |  | 2013-14-•Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. |  |
| Develop print, animation and new media concepts using traditional and computer-based design tools. | | VIS 1100  VIS 1110  VIS 1140  VIS 1180  VIS 1208  VIS 1218  VIS 1250  VIS 2110  VIS 2120  VIS 2160  VIS 2260 |  |  |  |
| Develop professional quality presentations and demonstrate adequate written and oral communication skills. | | VIS 1100  VIS 1110  VIS 1140  VIS 1180  VIS 1208  VIS 1218  VIS 1250  VIS 2110  VIS 2120  VIS 2160  VIS 2260  ENG 1101  COM 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 2260  MRK 2102 |  | • Annual portfolio show in which industry professionals provide a score of 1-5 based on a review of student coursework. | For VIS graduates, the aggregate average for "knowledge of business practices" was 3.92 down from a nine year average of 4.02. |

**General Education Outcomes**

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

Currenlty no changes are planned as a result of the general education outcomes assessment.

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

We will continue to use the two assessment pieces that are in place for the programs.

**Program Outcomes**

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

There are no changes planned as a result of the current assessment of program outcomes and we will continue to assess the outcomes to determine if changes should be made in the future. However, we do plan to assess the relevance of the current program outcomes.

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

We will continue to use the two assessment pieces that are in place for the programs.

**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?

Work is on-going on the visual rubric for the First Year Assessment.

The Portfolio Show website provides an easy link for our industry professionals to access the information about and to RSVP for the spring event. In 2012-13 the website was expanded to provide information about proficiency testing and to provide links to realated professional association pages.

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

The department developed clear standards for proficiency/portfolio testing for students wishing to use prior learning experience for course credit. The department plans to further refine course compentencies and create rubrics for the evaluation of prior learning experience.

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

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Division** | **Department** | **Department Name** | **Program** | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** |
| LCS | 0220 | Design | DP.STC | 201 | 64 | 68 | 38 | 58 | 17 |
| LCS | 0220 | Design | DPP.STC | . | . | . | . | 1 | . |
| LCS | 0220 | Design | DPT.STC | 6 | 8 | 8 | 5 | 5 | 1 |
| LCS | 0220 | Design | IND.AAS | 24 | 22 | 17 | 17 | 14 | 13 |
| LCS | 0220 | Design | MLM.STC | 26 | 28 | 23 | 9 | 15 | 11 |
| LCS | 0220 | Design | PRT.AAS | . | . | 1 | . | . | . |
| LCS | 0220 | Design | VIDO.AAS | 2 | 1 | . | . | . | . |
| LCS | 0220 | Design | VIS.AAS | 55 | 43 | 49 | 50 | 68 | 47 |
| LCS | 0220 | Design | VIS.S.AAS | . | . | . | . | . | 1 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** |
| 0220 | Design | IND-1180 | . | . | . | . | . | 78.6% |
| 0220 | Design | IND-1230 | . | . | . | . | . | 83.3% |
| 0220 | Design | IND-1234 | . | . | . | . | . | 81.8% |
| 0220 | Design | IND-1240 | . | . | . | . | . | 91.3% |
| 0220 | Design | IND-131 | 73.8% | 75.6% | 89.7% | 82.1% | 75.9% | . |
| 0220 | Design | IND-132 | 88.6% | 88.0% | 91.3% | 87.5% | 84.2% | . |
| 0220 | Design | IND-133 | 93.8% | 95.7% | 100.0% | 95.2% | . | . |
| 0220 | Design | IND-134 | 88.9% | 88.5% | 65.2% | 84.2% | 89.5% | . |
| 0220 | Design | IND-135 | 100.0% | 100.0% | 85.7% | 100.0% | 75.0% | . |
| 0220 | Design | IND-2130 | . | . | . | . | . | 66.7% |
| 0220 | Design | IND-2140 | . | . | . | . | . | 75.0% |
| 0220 | Design | IND-2260 | . | . | . | . | . | 100.0% |
| 0220 | Design | IND-231 | 92.6% | 96.7% | 100.0% | 100.0% | 89.5% | . |
| 0220 | Design | IND-232 | 95.7% | 96.8% | 100.0% | 92.9% | 96.7% | . |
| 0220 | Design | IND-233 | 100.0% | 80.0% | 94.7% | 100.0% | 93.3% | . |
| 0220 | Design | IND-240 | 96.2% | 89.7% | 90.0% | 93.3% | 88.9% | . |
| 0220 | Design | VIS-100 | 70.9% | 72.9% | . | . | . | . |
| 0220 | Design | VIS-101 | 81.3% | . | . | . | . | . |
| 0220 | Design | VIS-104 | 75.6% | 70.6% | 78.6% | . | . | . |
| 0220 | Design | VIS-105 | 76.4% | 80.5% | 79.6% | 78.5% | 75.2% | . |
| 0220 | Design | VIS-106 | 66.3% | 73.3% | 68.9% | 66.4% | 58.5% | . |
| 0220 | Design | VIS-107 | 78.1% | 78.3% | 81.3% | 80.0% | 64.9% | 73.3% |
| 0220 | Design | VIS-108 | 58.9% | 52.4% | 58.8% | 59.2% | 51.4% | . |
| 0220 | Design | VIS-109 | 73.3% | 75.4% | 79.3% | 77.9% | 80.0% | . |
| 0220 | Design | VIS-110 | . | . | 65.7% | 64.0% | 60.9% | . |
| 0220 | Design | VIS-1100 | . | . | . | . | . | 61.7% |
| 0220 | Design | VIS-1110 | . | . | . | . | . | 57.1% |
| 0220 | Design | VIS-114 | 70.0% | 71.8% | 69.4% | 67.0% | 84.9% | . |
| 0220 | Design | VIS-1140 | . | . | . | . | . | 59.0% |
| 0220 | Design | VIS-115 | 81.3% | 87.9% | 95.9% | 81.3% | 93.9% | . |
| 0220 | Design | VIS-116 | 76.1% | 77.6% | 81.2% | 91.3% | 73.2% | . |
| 0220 | Design | VIS-117 | 71.8% | 75.9% | 66.1% | 69.4% | 72.6% | . |
| 0220 | Design | VIS-118 | 78.8% | 69.1% | 69.7% | 78.0% | 68.6% | 100.0% |
| 0220 | Design | VIS-1180 | . | . | . | . | . | 60.9% |
| 0220 | Design | VIS-1208 | . | . | . | . | . | 81.8% |
| 0220 | Design | VIS-1218 | . | . | . | . | . | 65.2% |
| 0220 | Design | VIS-1250 | . | . | . | . | . | 87.8% |
| 0220 | Design | VIS-146 | 75.7% | 69.2% | 74.3% | 74.6% | 71.9% | . |
| 0220 | Design | VIS-147 | 78.0% | 68.4% | 72.4% | 62.3% | 71.0% | . |
| 0220 | Design | VIS-148 | 84.6% | 79.2% | 76.1% | 70.2% | 78.4% | 64.7% |
| 0220 | Design | VIS-150 | 88.7% | 83.1% | 84.2% | 77.5% | 81.7% | . |
| 0220 | Design | VIS-151 | 93.0% | 97.6% | 97.9% | 80.5% | 96.9% | . |
| 0220 | Design | VIS-180 | . | . | 73.6% | 70.1% | 70.3% | . |
| 0220 | Design | VIS-201 | 84.4% | 77.9% | 79.6% | 94.1% | 90.5% | 78.6% |
| 0220 | Design | VIS-202 | 100.0% | 100.0% | 92.3% | 80.0% | 78.6% | . |
| 0220 | Design | VIS-206 | 89.3% | 80.3% | 91.2% | 94.2% | 91.2% | . |
| 0220 | Design | VIS-207 | 90.0% | 92.6% | 92.3% | 90.6% | 89.4% | . |
| 0220 | Design | VIS-2110 | . | . | . | . | . | 83.0% |
| 0220 | Design | VIS-2120 | . | . | . | . | . | 83.0% |
| 0220 | Design | VIS-2260 | . | . | . | . | . | 97.4% |
| 0220 | Design | VIS-2270 | . | . | . | . | . | 100.0% |
| 0220 | Design | VIS-236 | 92.9% | 84.6% | 89.7% | 100.0% | 87.9% | . |
| 0220 | Design | VIS-237 | 89.7% | 96.1% | 94.2% | 87.9% | 93.8% | . |
| 0220 | Design | VIS-265 | 81.0% | . | . | . | . | . |
| 0220 | Design | VIS-270 | 100.0% | 83.3% | 100.0% | 100.0% | 100.0% | 100.0% |
| 0220 | Design | VIS-276 | 95.9% | 96.2% | 98.5% | 96.1% | 96.4% | . |
| 0220 | Design | VIS-278 | 94.2% | 96.2% | 98.0% | 98.4% | 89.2% | . |
| 0220 | Design | VIS-297 | 55.6% | 100.0% | 50.0% | . | . | . |
| 0220 | Design | VIS-9201 | . | . | . | . | . | 66.7% |