

III.7. How has the department or discipline's success rate across all courses changed within the past 4 years (the time frame covered in this comprehensive program review)?

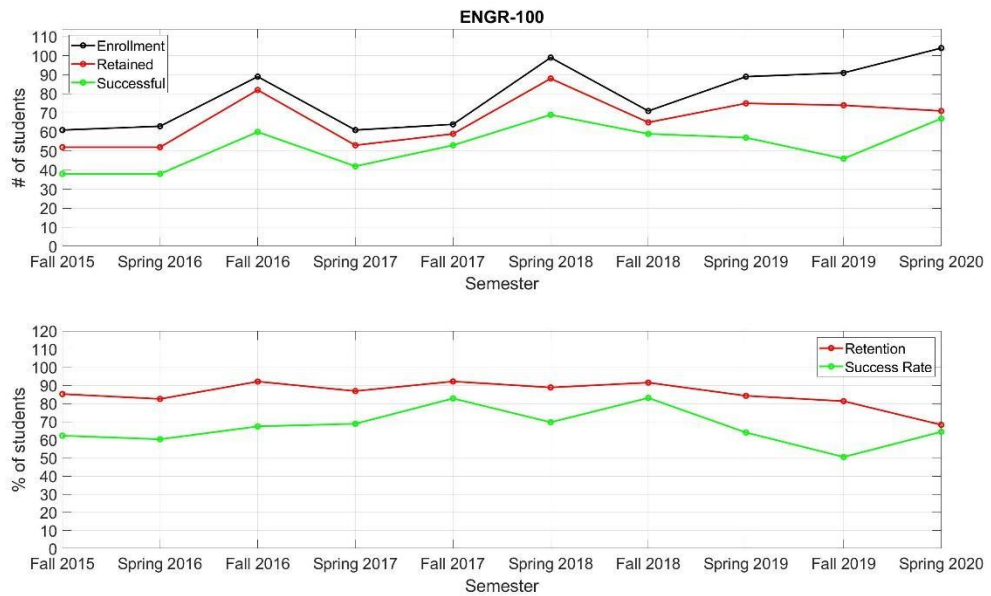


Figure 1 ENGR-100 *Introduction to Engineering & Design* student enrollment, retained students, successful students, and retention/success rate of students

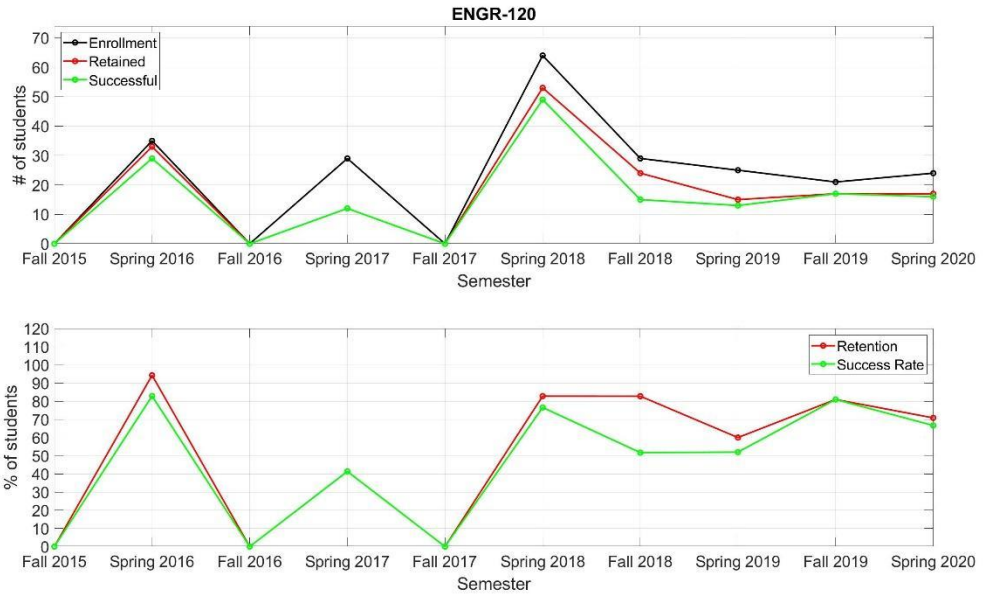


Figure 2 ENGR-120 *Engineering Computer Applications* student enrollment, retained students, successful students, and retention/success rate of students

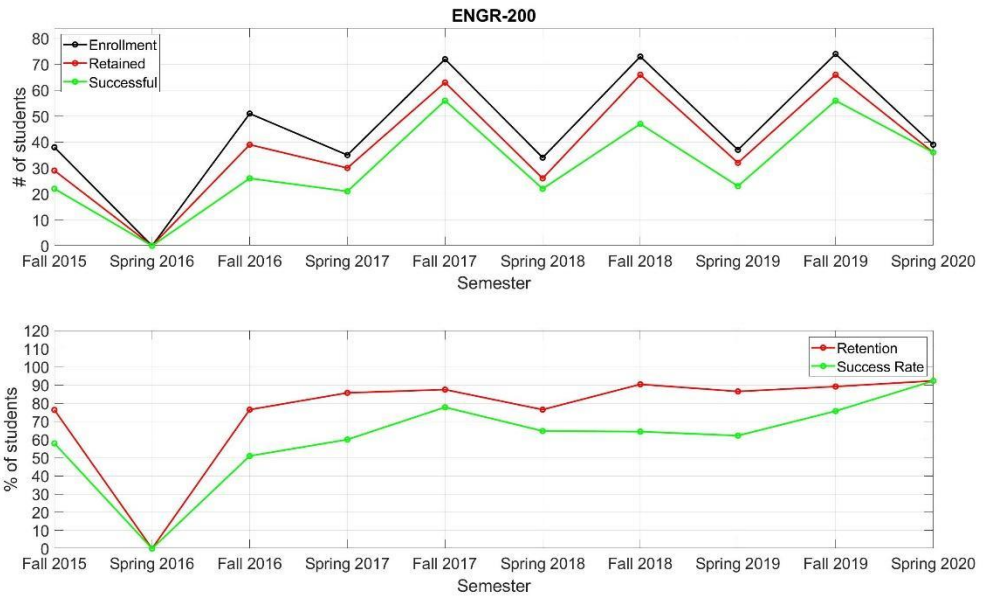


Figure 3 ENGR-200 Engineering Mechanics-Statics student enrollment, retained students, successful students, and retention/success rate of students

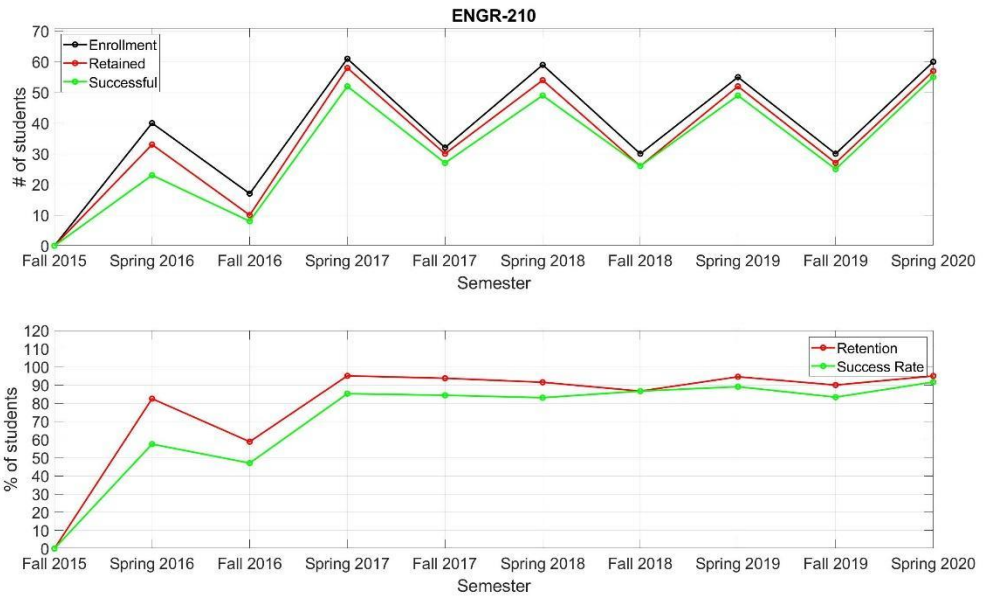


Figure 4 ENGR-210 *Electric Circuits* student enrollment, retained students, successful students, and retention/success rate of students

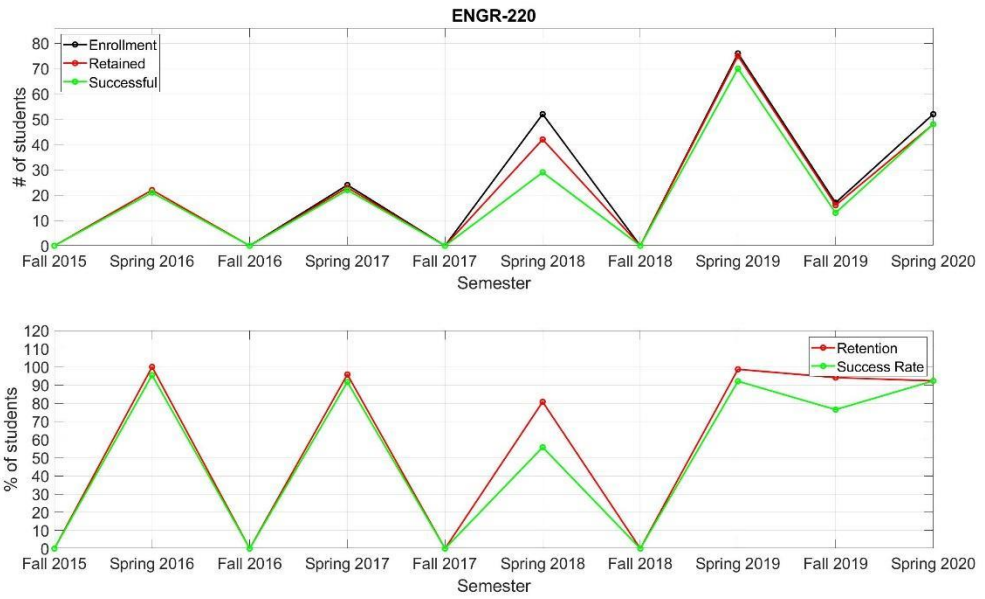


Figure 5 ENGR-220 Engineering Mechanics-Dynamics enrollment, retained students, successful students, and retention/success rate of students

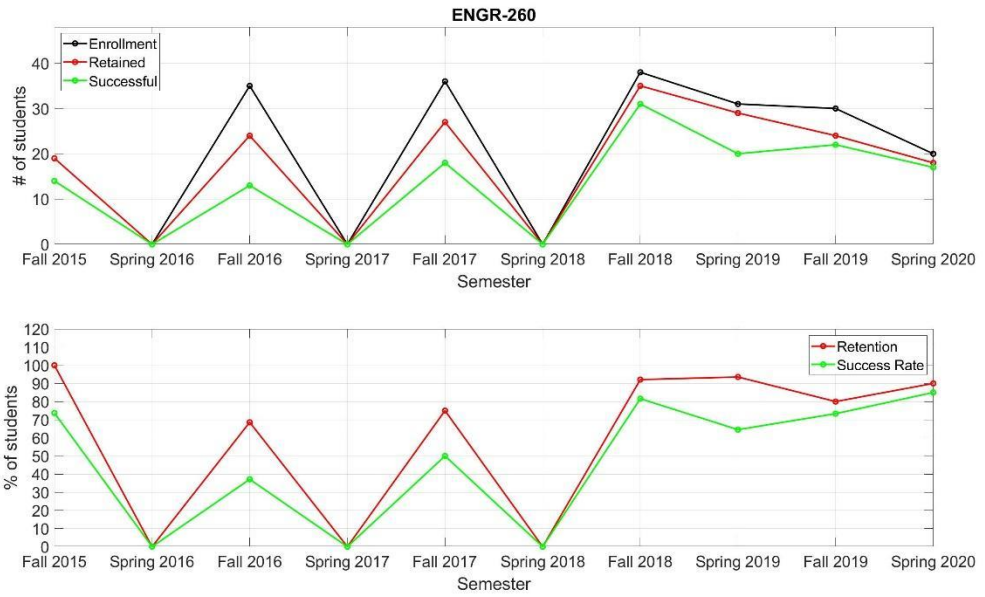


Figure 6 ENGR-260 *Engineering Materials* student enrollment, retained students, successful students, and retention/success rate of students

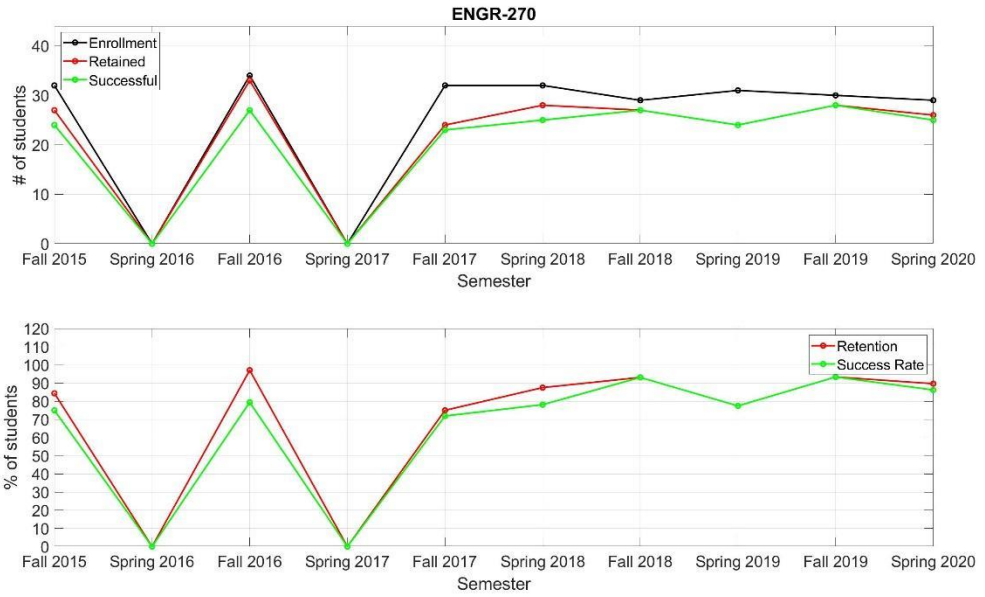


Figure 7 ENGR-270 *Digital Design* student enrollment, retained students, successful students, and retention/success rate of students

III.9. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program?

**Student representation in Engineering**

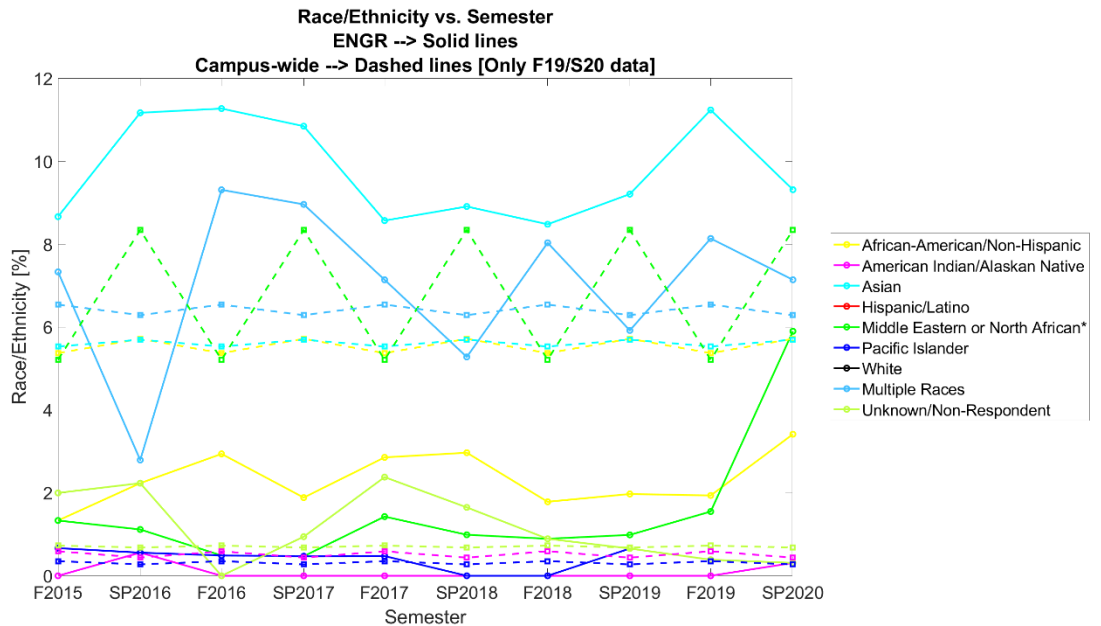
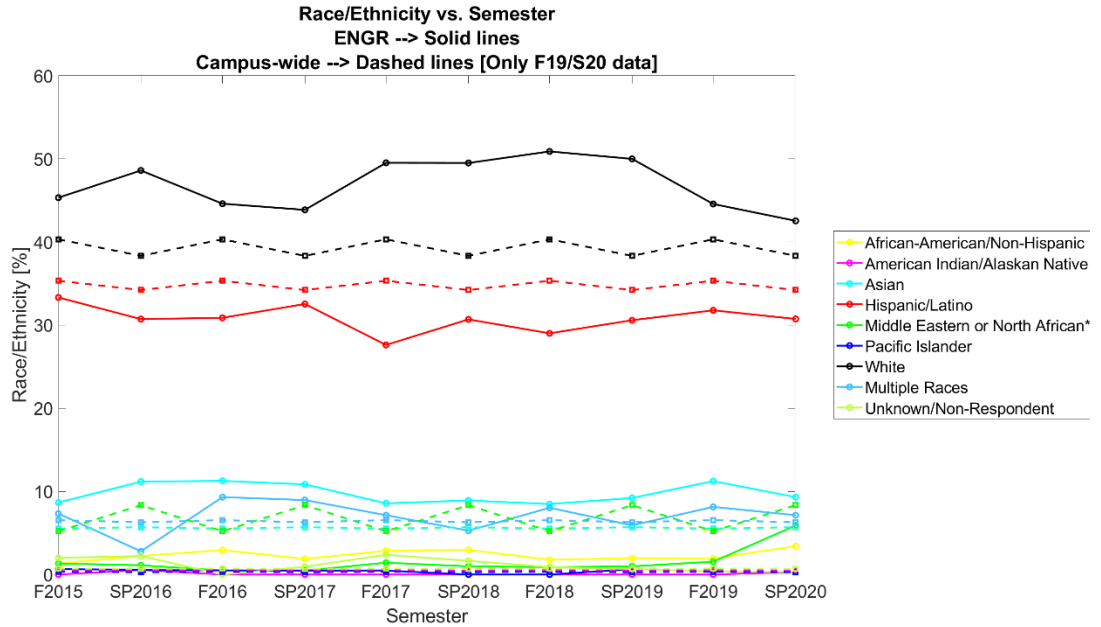


Figure 8a/b – Race/Ethnic groups represented in Engineering compared to Campus demographics. The bottom plot is zoomed into the 0-12% range to analyze our minority groups



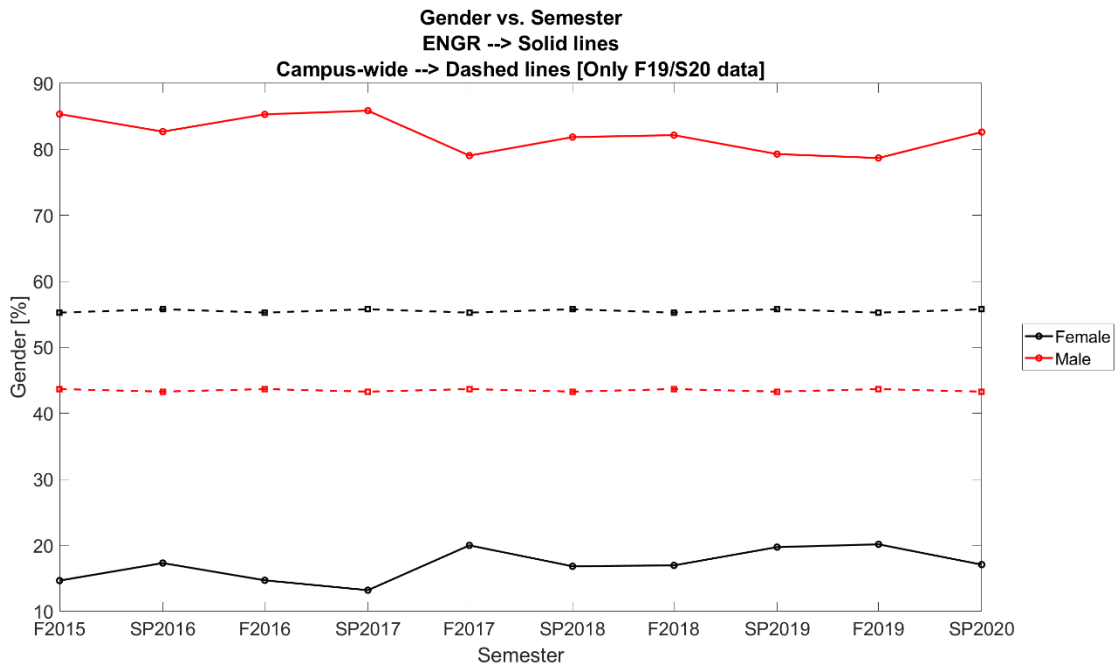


Figure 9 - Gender groups represented in Engineering compared to Campus

Engineering is currently providing services predominately to male students, even though most students at Cuyamaca identify as female (Figure 9).