

# El Camino College

## Degrees and Certificates Awarded

### Recent Trends (2011-2016)



#### Executive Summary

This report highlights the trends in degrees and certificates awarded by El Camino College (ECC) for the academic years 2011-12 to 2015-16. These trends are discussed in relation to minimum standards set by the College. Overall, awards have increased during this five-year period, and especially during the 2015-16 academic year (see Figures 1 and 2). ECC shows a five-year growth of 47% for the number of degrees awarded but a five-year decline of 4% for the number of certificates awarded (although there is a five-year growth of 36% for all awards conferred). The number of certificates had fallen below the institution-set standard during the 2014-15 academic year, but the 2015-16 awards have exceeded the standard and are comparable to the rates seen in the 2013-14 academic year. The number of degrees awarded has continued to increase when compared to previous years, making the 2015-16 academic year the first period where ECC has exceeded the 2019-20 degree award goals established in its Strategic Plan.

Figure 1. Five-year Degree Trend for ECC

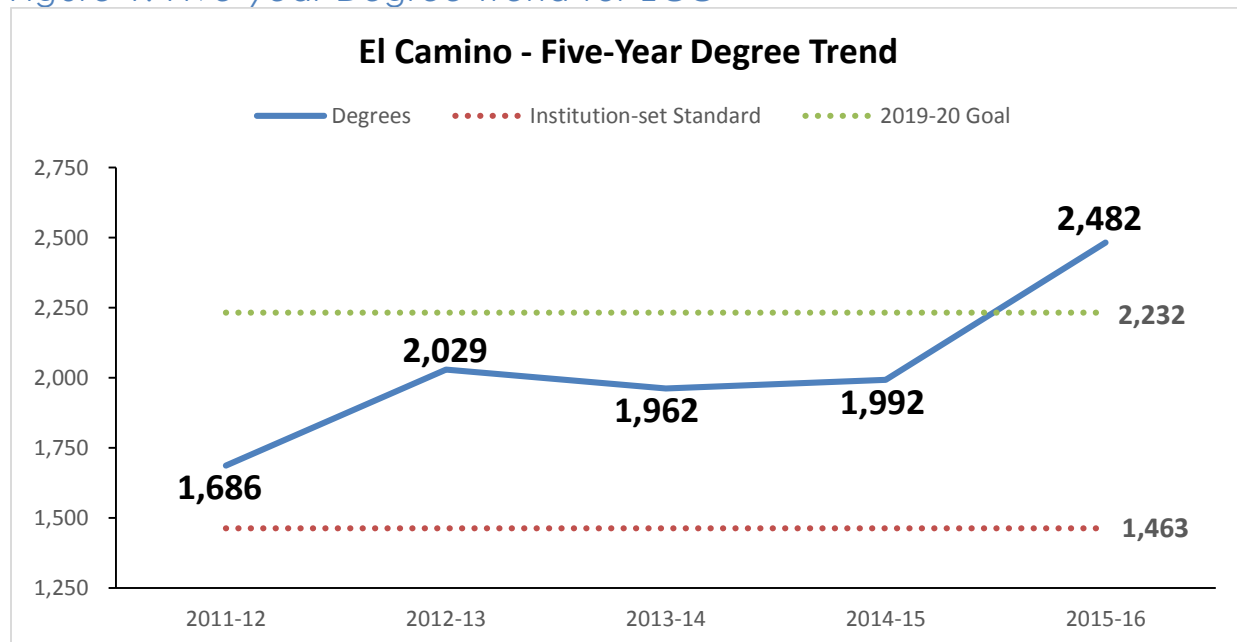
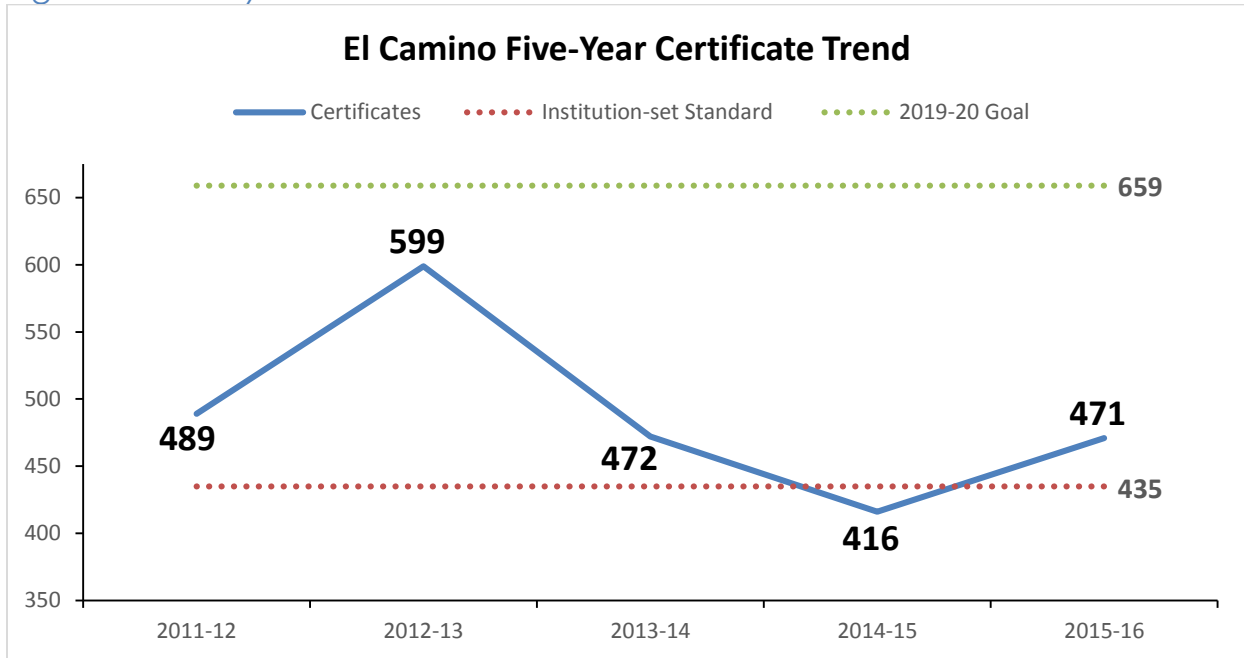


Figure 2. Five-year Certificate Trend for ECC



## Degree Overview

Degrees are discipline-specific program awards, requiring general education (GE) coursework in addition to the major requirements for the given program. In the 2015-16 academic year at El Camino College (ECC), degrees were awarded in 66 different majors in 8 different divisions. With the exception of a slight decline in 2013-14, ECC has awarded an increasing number of degrees during each academic year since 2011-12. Currently, 2015-16 is the record academic year for most degrees awarded, and the number of degrees awarded has increased by 47% when compared to the 2011-12 academic year. When comparing 2015-16 to the previous academic year, degree counts at ECC have increased by 25%. Out of the 2,953 program awards that were conferred during the 2015-16 academic year, 2,482 (84%) were degrees (see Table 1).

Table 1. Degrees and Certificates Awarded (2011-2016)

Award	2011-12	2012-13	2013-14	2014-15	2015-16	5-year Change %
<b>Degrees</b>	1,686	2,029	1,962	1,992	2,482	47%
<b>Certificates</b>	489	599	472	416	471	-4%
<b>Total Awards</b>	<b>2,175</b>	<b>2,628</b>	<b>2,434</b>	<b>2,407</b>	<b>2,953</b>	<b>36%</b>

\*Awards reported as of MIS Data Submission in Summer/Fall. Actual campus figures may be slightly different.  
Sources: CCC Chancellor's Office; El Camino College Admissions & Records; El Camino College Reporting Services.  
Note: Counts include multiple degrees and certificates awarded to students.

Additionally, 2015-16 is the fourth year in which Associate of Arts for Transfer (A.A.-T) degrees have been awarded and the second year in which Associate of Science for Transfer (A.S.-T)

degrees were awarded. The A.A.-T and the A.S.-T degrees allow students to more easily transfer to a California State University (CSU) major on their path to earning a bachelor's degree. Although these degrees do not guarantee admission to a specific CSU campus or program, they do reduce barriers for transfer students and help expedite the transfer process. In the 2015-16 academic year, a total of 840 associate degrees for transfer were awarded from nineteen A.A.-T programs and thirteen A.S.-T programs (see Tables 5 and 6 in the Appendix for detailed lists of disciplines and awards).

## **Certificate Overview**

Some instructional programs offer certificates (approved by the Chancellor's Office) according to the number of units a student completes. These certificates of achievement generally require 18 or more units of study and a grade point average (GPA) of 2.0 or greater, although there are Honors and High Honors certificates with more demanding GPA requirements. Students are also able to attempt certificates acknowledging a greater number of units (i.e., more than 30 or more than 60 units of study). There have been fluctuations in the number of certificate awards conferred in the five-year period between the 2011-12 and 2015-16 academic years. The awarding of certificates has not increased as uniformly as the awarding of degrees, although there was a 13% increase from 2014-15 to 2015-16 (see Table 1). Out of the 2,953 program awards that were conferred during the 2015-16 year, 471 (16%) were certificates.

## **Detailed Examination of Degrees and Certificates**

For the 2015-16 academic year, the 2,953 program awards distributed by ECC consisted of 2,482 degrees and 471 certificates. In other words, 84% of the awards were A.A., A.A.-T, A.S. or A.S.-T degrees and 16% of the awards were certificates. The majority of awards at ECC were received by traditionally college-aged students (i.e., 20 to 24 years old), although students between the ages of 25 and 49 years old also received a substantial proportion of awards. Demographic groups exhibited patterns of award distribution that closely matched the overall program award ratio at ECC. Asian students received 556 awards (86% degrees and 14% certificates). Black or African American students received 301 awards (84% degrees and 16% certificates). Latino students received 1,429 awards (84% degrees and 16% certificates). White students received 476 awards (80% degrees and 20% certificates).

Demographic data in this report compares program awards received in the 2015-16 academic year to student enrollment for the Fall 2012 term. This is because the average time to complete a program at ECC is approximately four years, and the cohort of students enrolling in Fall 2012 would have presumably completed their programs in the 2015-16 academic year.

Men and women enrolled in ECC at similar rates in Fall 2012 (48% male; 52% female), but the distribution of awards in 2015-16 does not reflect this. Compared to their Fall 2012 enrollment rate, male students received proportionally fewer awards in 2015-16 (43%). Compared to their Fall 2011 enrollment rate, female students received proportionally more awards in 2015-16 (57%). Although the distribution of program awards among men and women does not necessarily reflect their Fall 2012 enrollment, both groups appear to have received awards at rates similar to the overall ECC award ratio of 84% degrees and 16% certificates. There were 1,270 awards conferred to male students (81% degrees and 19% certificates), and there were 1,682 awards conferred to female students (87% degrees and 13% certificates).

In Fall 2012, students from various age groups enrolled in ECC at comparable rates. Students under 20 years old comprised 29% of the Fall 2012 enrollment; students aged 20 to 24 years comprised 40% of the enrollment; and students aged 25 to 49 years comprised 26% of the enrollment. However, most of the 2015-16 program awards were received by students in the “20 to 24” age group (53%) and the “25 to 49” age group (42%), for a combined total of 95% of all awards received.

When considering the total number of awards conferred during the 2015-16 academic year, Asian students received proportionately more awards (19%) than their Fall 2012 enrollment (16%). Black students received proportionately fewer awards (10%) than their Fall 2012 enrollment (17%). Latino students received proportionately more awards (48%) than their enrollment (45%). White students received approximately the same proportion of awards (16%) as their enrollment (16%). With the exception of Black students’ award rates in comparison to their Fall 2012 enrollment, proportions of awards received by each ethnic group in 2015-16 are relatively similar to their proportion of the Fall 2012 enrollment. It is difficult to determine to what degree any of these proportional differences are due to changes in enrollment between Fall 2012 and the 2015-16 academic year.

## Degrees by Type

ECC has steadily increased the number of degrees awarded since the 2011-12 academic year, with the exception of a decline during 2013-14. This decline was specific to Associate of Arts degrees, and could possibly be related to the increased number of Associate of Arts for Transfer degrees awarded in the subsequent years. Likewise, the decrease in Associate of Science degrees seen in 2014-15 could be related to an increase in A.S.-T degrees seen in subsequent years. The 2015-16 academic year yielded the highest number of degree award counts (2,482) in the five-year period. Compared to the previous year, there has been a 79% increase in A.A.-T degrees and a 37% increase in A.S.-T degrees (see Table 2).

Table 2. Degree Awards by Type (2011-2016)

Degree Type	2011-12	2012-13	2013-14	2014-15	2015-16	5-year % change
<b>A.A.</b>	1,118	1,210	1,044	1,011	1,180	6%
<b>A.A.-T</b>	--	79	118	239	429	443%*
<b>A.S.</b>	568	740	800	440	462	-19%
<b>A.S.-T</b>	--	--	--	301	411	37%*
<b>Total</b>	<b>1,686</b>	<b>2,029</b>	<b>1,962</b>	<b>1,991</b>	<b>2,482</b>	<b>47%</b>

\*Denotes a 4-year trend for A.A.-T degrees and a 2-year trend for A.S.-T degrees.

Note: AA-T awards were not awarded until the 2012-13 academic year and AS-T awards were not awarded until the 2015-16 academic year

When comparing the 2011-12 and 2015-16 academic years, each of ECC’s academic divisions has increased the number of degrees awarded. Some divisions have seen relatively consistent increases over the five-year period (e.g., Fine Arts), while others have seen fluctuations (e.g., Mathematics). Programs awarding the highest number of A.A.-T degrees in 2015-16 included Psychology, Sociology, and Communication Studies. Business Administration awarded the highest number of A.S.-T degrees in 2015-16 by a relatively large margin (accounting for 50% of all A.S.-T degrees awarded). For a detailed listing of degree awards categorized by division and major, see Table 16 of the Appendix.

### Degrees by Demographics

The majority of degrees awarded by ECC in 2015-16 were received by students of a younger age. Students between the ages of 20 and 24 years old received 57% of degrees, while the wider age range of 25 to 49 year-old students received 40% of degrees. Likewise, students in the “20 to 24” age group received a majority of awards for most of the specific degree types. Students in the “20 to 24” age group received 58% of A.A. degrees, 70% of A.A.-T degrees, 40% of A.S. degrees, and 61% of A.S.-T degrees. Students in the “25 to 49” age group received the second largest proportion of most degree types, earning 39% of A.A. degrees, 28% of A.A.-T degrees, 56% of A.S. degrees, and 37% of A.S.-T degrees. Students over the age of 50 years and students under the age of 20 years received relatively fewer degrees than other age groups. Because the average time to complete a program at ECC is approximately four years, some younger students likely age out of the “under 20” group by the time they earn their awards. For a list of degree awards categorized by age group, see Tables 7 and 8 of the Appendix.

While the proportions of degree awards to Fall 2012 enrollment are similar to the proportions of overall program awards to Fall 2012 enrollment among ethnic groups, there is variation in the distribution of degree types earned by each ethnic group at ECC. Latino students received the largest percentage of each degree type, earning 48% of A.A. degrees awarded, 56% of A.A.-T degrees awarded, 42% of A.S. degrees awarded, and 50% of A.S.-T degrees awarded. Asian students received the second-largest percentage of each degree type, earning 17% of A.A.

degrees, 15% of A.A.-T degrees, 25% of A.S. degrees, and 24% of A.S.-T degrees. With the exception of A.S. degrees, Latino students received degree awards at rates higher than their Fall 2012 enrollment. Asian students received A.S. and A.S.-T degrees at rates higher than their Fall 2012 enrollment. Compared to their Fall 2012 enrollment, Black students received disproportionately fewer degrees of each type. White students received A.A. and A.S. degrees (but not transfer degrees) at rates similar to their Fall 2012 enrollment. For the proportional rates of degrees awarded across all ethnic groups, see Tables 10 and 11 of the Appendix.

The proportion of degrees awarded to female students (59%) was larger than their proportion of the Fall 2012 enrollment (52%). Female students also received the majority of A.A. degrees (64%) and A.A.-T degrees (70%). Despite having a lower Fall 2012 enrollment, male students received a larger proportion of A.S. degrees (54%) and A.S.-T degrees (54%). Although the data indicate there is a gender difference in the awarding of arts- and sciences-related degrees, it is difficult to determine if this reflects a gender difference in the pursuit and support for earning such degrees. For detailed information regarding degrees awarded to male and female students, see Tables 13 and 14 of the Appendix.

### Certificates by Type

Unlike the number of degrees awarded, ECC has not consistently increased the number of certificates awarded when comparing the 2011-12 and 2015-16 academic years. There were 471 certificates awarded at ECC in 2015-16, a 4% decrease compared to the 2011-12 academic year, but a 13% increase when comparing 2015-16 to the previous academic year.

Short-term certificates (i.e., certificates for less than 30 units completed) have increased by 8% over the previous year. In the 2014-15 academic year, 253 of the 416 certificates were short-term certificates, while 272 of the 471 certificates awarded in the 2015-16 academic year were short-term certificates. Long-term certificates (i.e., certificates for more than 30 units completed) have increased by 22% over the previous year. There were 199 long-term certificates received in 2015-16, compared to 163 long-term certificates received in the 2014-15 academic year.

*Table 3. Certificate Awards by Type (2011-2016)*

Type	2011-12	2012-13	2013-14	2014-15	2015-16	5-year Change %
<b>Short-Term</b>	271	345	259	253	272	<1%
<b>Long-Term</b>	218	254	213	163	199	-9%
<b>Total</b>	<b>489</b>	<b>599</b>	<b>472</b>	<b>416</b>	<b>471</b>	<b>-4%</b>

\*Awards reported as of MIS Data Submission in Summer/Fall. Actual campus figures may be slightly different. Sources: CCC Chancellor's Office; El Camino College Admissions & Records; El Camino College Reporting Services. Note: Counts include multiple degrees and certificates awarded to students.

The overall number of certificate awards has decreased by 4% since the 2011-12 academic year. However, some divisions have seen increases in the number of certificates awarded (e.g., Behavioral and Social Sciences) while others have experienced decreases (e.g., Health Sciences and Athletics). The largest percent-increase was seen among the Natural Sciences certificates awarded (300%), although this amounts to an increase of six certificates. The largest increase in number of certificates awarded was seen in Behavioral and Social Sciences, which increased from 99 awards in 2011-12 to 128 awards in 2015-16 (a 29% increase). The Industry and Technology division awarded 52% of all certificates in the 2015-16 academic year, followed by the Behavioral and Social Sciences division, which awarded 27%. For a list of certificates awarded according to each division and major, see Table 17 of the Appendix.

### Certificates by Demographics

Unlike degree awards, the majority of certificates were received by students in the “25 to 49” age group (54%) rather than students in the “20 to 24” age group (33%). Students over 50 years old received a number of the certificates awarded (13%), but students under the age of 20 typically did not. Students aged 25 to 49 received a majority of the short-term certificates (61%). However, students in the “20 to 24” and “25 to 49” age groups received similar proportions of the long-term certificates (43% and 46%, respectively). For a list of certificate awards categorized by age group, see Table 7 of the Appendix.

Most ethnic groups received certificates at rates proportional to their Fall 2012 enrollment, with the exception of Black students who received fewer certificates (10%) compared to their enrollment (17%) and White students who received more certificates (21%) compared to their enrollment (16%). Latino students received the largest proportion of certificates (48%). Among most ethnic groups, awards were somewhat evenly divided between short-term and long-term certificates. Each ethnic group earned slightly more short-term certificates than long-term certificates (ranging from 56% to 60% of the certificates awarded for the given group). For the rates of certificates awarded across all ethnic groups, see Table 10 of the Appendix.

Women and men enrolled at ECC at relatively similar rates in Fall 2012 (52% female; 48% male). However, the distribution of short-term certificates shows a pattern opposite to these previous enrollment numbers. Female students received 48% of certificates awarded, and male students received 52% of certificates awarded. Male and female students received short-term certificates at similar rates (51% and 49%, respectively). However, men received a slightly more disproportionate amount of long-term certificates (52%). For information regarding certificates awarded to male and female students, see Table 13 of the Appendix.



## Initiative Overview

El Camino College maintains a number of academic initiatives emphasizing student success in specific fields of study and potential careers. These initiatives include programs focusing on Career and Technical Education (CTE); Science, Technology, Engineering, and Mathematics (STEM); and Science, Engineering, and Mathematics (SEM). CTE programs involve technical courses designed to prepare students for future careers, providing specified knowledge and skills that directly translate to professional environments. CTE programs cover a variety of majors (e.g., nursing, architecture, childhood education), with technical programs corresponding to the STEM initiative. STEM programs consist of mathematics, natural sciences, and technical programs. By contrast, the SEM initiative focuses more on transfer programs for math and science and less on technical and certificate programs. Overall, the number of CTE, STEM, and SEM awards received in 2015-16 has increased compared to the previous year. Although there has been a decline in certificates awarded under each initiative, degrees awarded under each initiative have increased substantially over the past five years (for more information, see Table 4).

*Table 4. Program Awards by Initiative (2011-2016)*

Initiative	Award	2011-12	2012-13	2013-14	2014-15	2015-16	5-year Change%
<b>CTE</b>	Degrees	513	596	635	627	664	29%
	Certificates	481	551	434	374	401	-17%
<b>STEM</b>	Degrees	152	272	296	263	304	100%
	Certificates	42	76	53	27	15	-64%
<b>SEM</b>	Degrees	140	246	270	235	252	80%
	Certificates	0	2	2	1	2	N/A

There was an increase in initiative-related award counts compared to the previous year. In the 2015-16 academic year, degree award counts increased for each of the initiatives: CTE degrees increased by 6%, STEM degrees increased by 16%, and SEM degrees increased by 7%.

Compared to the previous year, certificate award counts increased for CTE and SEM, but decreased for STEM. There were 7% more CTE certificates, but 44% fewer STEM certificates awarded in 2015-16. The 2015-16 academic year has also yielded the highest number of CTE and STEM degrees awarded during the past five years.

## Career and Technical Education (CTE)

Compared to STEM and SEM, the CTE initiative includes the largest number of possible majors and likewise distributes the largest number of awards to students in these programs. Male and female students received similar shares of the CTE degrees awarded (49% and 51%, respectively). However, male students received a larger proportion of the CTE certificates



awarded (55%). Particular CTE programs conferred awards predominantly to male students (e.g., automotive technology) or female students (e.g., childhood education), although the present data cannot be used to determine possible influences on how male and female students are selecting and pursuing their program awards.

Latino students received the largest proportion of CTE degrees (46%) and certificates (48%). Asian students received the second-largest proportion of CTE degrees (22%), and White students received the second-largest proportion of CTE certificates (19%). For most ethnic groups, the distribution of CTE program awards resembles their overall distribution of program awards. The same is true for most age groups, with the exception that the “25 to 49” age group received a majority of both the CTE degrees (53%) and certificates (58%).

### Science, Technology, Engineering, and Mathematics (STEM)

Female students have previously been noted as consistently underrepresented in STEM fields nationwide, and there also appear to be relatively fewer female students in STEM programs at ECC. Male students received a majority of the STEM degrees (65%) and STEM certificates (73%) awarded in the 2015-16 academic year. Latino students received the largest proportion of STEM degrees (47%), and Asian students received the largest proportion of STEM certificates (40%). Students in the “20 to 24” age group received a majority of STEM degrees (58%), and most STEM certificates were awarded to students in the “25 to 49” age group (53%) or the “50 and over” age group (40%).

### Science, Engineering, and Mathematics (SEM)

Because SEM programs are essentially a subset of STEM programs, the distribution of awards for the SEM initiative is fairly similar to that of the STEM initiative, although relatively few SEM certificates were received by students. Male students received a majority of SEM degrees (63%). Latino and Asian students received the largest percentage of SEM degrees (48% and 27%, respectively). Most SEM degrees were received by students in the “20 to 24” age group (60%) and students in the “25 to 49” age group (37%).

## Conclusion

The reported data highlight particular patterns in the degrees and certificates awarded at El Camino College. Compared to previous years, the number of degree awards has increased substantially. The number of certificate awards has fluctuated over the past five years, but the 2015-16 academic year yielded an increase in certificate awards. Certificate awards exceed the institution-set standard, and degree awards have exceeded the 2019-20 program award goals established in the El Camino College Strategic Plan. As more years have passed since the implementation of Associate Degrees for Transfer, ECC has also seen steady increases in the

number of transfer degrees awarded. Information from the following years will more clearly indicate the effectiveness of internal efforts to promote strategic initiatives designed to improve student achievement.

## Appendix – El Camino College Program Award Data

Figure 3. ECC Growth Trends in Degrees and Certificates

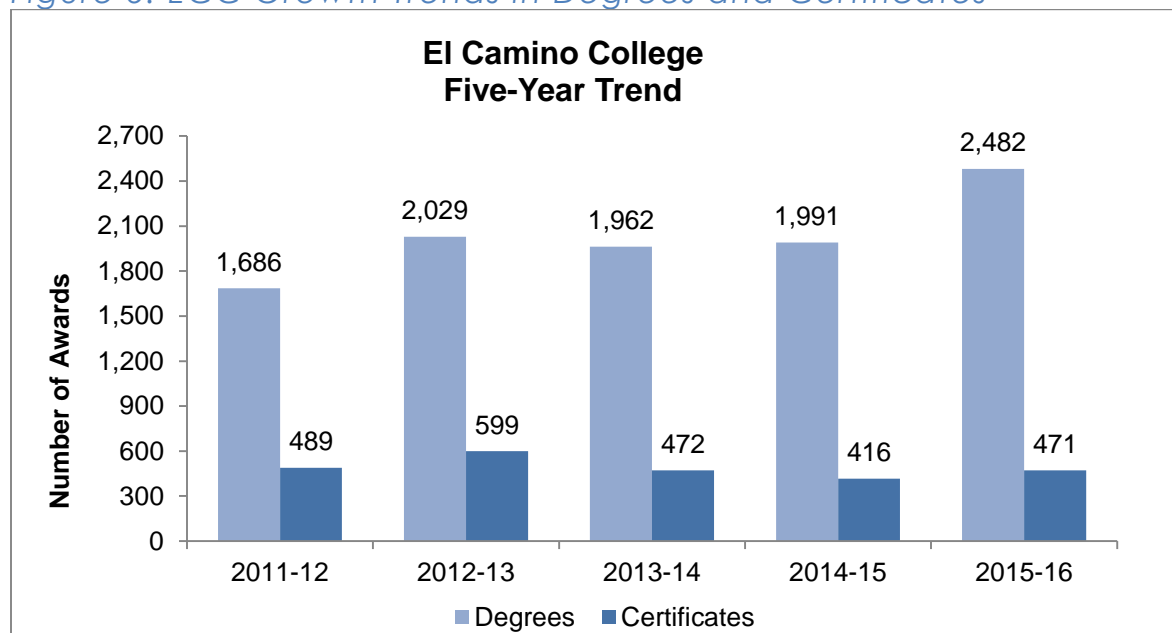


Table 5. El Camino College A.A.-T Degrees by Major, 2015-16

Program	2013-14	2014-15	2015-16	% of Awards	3-year % Change*
Anthropology (for Transfer)	--	2	7	2%	250%
Art - Various Majors (for Transfer)	--	2	23	5%	1050%
Childhood Education (for Transfer)	--	1	4	1%	300%
Communication Studies (for Transfer)	29	40	65	15%	124%
Economics (for Transfer)	--	19	22	5%	16%
Elementary Teacher Education (for Transfer)	--	--	6	1%	--
English (for Transfer)	--	25	30	7%	20%
Geography (for Transfer)	--	1	3	1%	200%
History (for Transfer)	--	17	21	5%	24%
Journalism (for Transfer)	--	--	2	<1%	--
Kinesiology (for Transfer)	--	--	9	2%	--
Liberal Studies (for Transfer)	--	--	2	<1%	--
Music (for Transfer)	--	1	--	0%	--
Philosophy (for Transfer)	--	--	3	1%	--
Physical Education (for Transfer)	--	1	1	<1%	0%
Political Science (for Transfer)	--	10	16	4%	60%
Psychology (for Transfer)	37	62	114	27%	208%
Sociology (for Transfer)	52	57	98	23%	88%
Spanish (for Transfer)	--	--	1	<1%	--
Theatre (for Transfer)	--	1	2	<1%	100%
<b>Total AA-T Degrees</b>	<b>118</b>	<b>239</b>	<b>429</b>	<b>100%</b>	<b>264%</b>

\*2-Year changes are calculated where data for 3-year changes is not available.

Table 6. El Camino College A.S.-T Degrees by Major, 2015-16

Program	2014-15	2015-16	% of Awards	2-year % Change
Administration of Justice (for Transfer)	24	51	12%	113%
Biology (for Transfer)	23	20	5%	-13%
Business Administration (for Transfer)	160	205	50%	28%
Chemistry (for Transfer)	13	17	4%	31%
Childhood Education (for Transfer)	3	9	2%	200%
Computer Science (for Transfer)	8	14	3%	75%
Geography (for Transfer)	--	1	<1%	--
Geology (for Transfer)	2	4	1%	100%
Mathematics (for Transfer)	7	9	2%	29%
Physical Education (for Transfer)	--	1	<1%	--
Physics (for Transfer)	20	32	8%	60%
Pre-Engineering (for Transfer)	19	26	6%	37%
Pre-Nursing (for Transfer)	22	22	5%	0%
<b>Total AS-T Degrees</b>	<b>301</b>	<b>411</b>	<b>100%</b>	<b>136%</b>

Table 7. ECC Program Awards by Age Group, 2015-16

Award Type	Under 20		20 to 24		25 to 49		Over 50		Total
	n	%	n	%	n	%	n	%	
Degrees	16	1%	1,419	57%	995	40%	52	2%	<b>2,482</b>
Certificates	*	*	156	33%	253	54%	62	13%	<b>471</b>
<b>Total</b>	16	1%	1,575	53%	1,248	42%	111	4%	<b>2,953</b>
<b>FA2012 Enrollment</b>	<b>6,839</b>	<b>29.2%</b>	<b>9,379</b>	<b>40.1%</b>	<b>6,174</b>	<b>26.4%</b>	<b>1,017</b>	<b>4.3%</b>	

\*To preserve student privacy, some frequency information is not reported in this table.

Table 8. ECC Degree Types by Age Group, 2015-16

Degree Type	Under 20		20 to 24		25 to 49		Over 50		Total
	n	%	n	%	n	%	n	%	
A.A.	*	*	681	58%	463	39%	30	3%	<b>1,180</b>
A.A.-T	*	*	302	70%	121	28%	*	*	<b>429</b>
A.S.	*	*	185	40%	258	56%	15	3%	<b>462</b>
A.S.-T	*	*	251	61%	153	37%	*	*	<b>411</b>
<b>Total</b>	<b>16</b>	<b>1%</b>	<b>1,419</b>	<b>57%</b>	<b>995</b>	<b>40%</b>	<b>52</b>	<b>2%</b>	<b>2,482</b>

\*To preserve student privacy, some frequency information is not reported in this table.

Table 9. ECC Initiative Awards by Age Group, 2015-16

Initiative	Award Type	Under 20		20 to 24		25 to 49		Over 50		Total
		n	%	n	%	n	%	n	%	
CTE	Degrees	*	*	279	42%	355	53%	30	5%	<b>664</b>
	Certificates	*	*	118	29%	232	58%	51	13%	<b>401</b>
STEM	Degrees	*	*	175	58%	120	39%	*	*	<b>304</b>
	Certificates	*	*	*	*	*	*	*	*	<b>15</b>
SEM	Degrees	*	*	152	60%	93	37%	*	*	<b>252</b>
	Certificates	*	*	*	*	*	*	*	*	<b>2</b>

\*To preserve student privacy, some frequency information is not reported in this table.

Table 10. ECC Program Awards by Ethnic Group, 2015-16

Ethnic Group	Degrees		Certificates		Total Awards		Fall 2012 Enrollment	
	n	%	n	%	n	%	n	%
Asian	479	19%	77	16%	556	19%	3,759	16%
Black	253	10%	48	10%	301	10%	3,985	17%
Latino	1,205	49%	224	48%	1,429	48%	10,466	45%
Native Amer.	*	*	*	*	*	*	55	<1%
Pacific Islander	19	1%	*	*	20	1%	126	1%
White	379	15%	97	21%	476	16%	3,648	16%
Multi-ethnic	102	4%	14	3%	116	4%	891	4%
Unknown	43	2%	*	*	52	2%	479	2%
<b>Total</b>	<b>2,482</b>		<b>471</b>		<b>2,953</b>		<b>23,409</b>	

\*To preserve student privacy, some frequency information is not reported in this table.

Table 11. ECC Degree Types by Ethnic Group, 2015-16

Ethnic Group	A.A.		A.A.-T		A.S.		A.S.-T		Total Associate Degrees	
	n	%	n	%	n	%	n	%	n	%
Asian	198	17%	65	15%	116	25%	100	24%	<b>479</b>	<b>19%</b>
Black	142	12%	37	9%	41	9%	33	8%	<b>253</b>	<b>10%</b>
Latino	566	48%	240	56%	194	42%	205	50%	<b>1,205</b>	<b>49%</b>
Native Amer.	*	*	*	*	*	*	*	*	*	*
Pacific Isl.	10	1%	*	*	*	*	*	*	<b>19</b>	<b>1%</b>
White	189	16%	62	14%	78	17%	50	12%	<b>379</b>	<b>15%</b>
Multi-ethnic	50	4%	17	4%	20	4%	15	4%	<b>102</b>	<b>4%</b>
Unknown	23	2%	*	*	10	2%	*	*	<b>43</b>	<b>2%</b>
<b>Total</b>	<b>1,180</b>		<b>429</b>		<b>462</b>		<b>411</b>		<b>2,482</b>	

\*To preserve student privacy, some frequency information is not reported in this table.

Table 12. ECC Initiative Awards by Ethnic Group, 2015-16

Ethnic Group	CTE				STEM				SEM			
	Degrees		Certificates		Degrees		Certificates		Degrees		Certificates	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	145	22%	67	17%	79	26%	*	*	68	27%	*	*
Black	67	10%	43	11%	18	6%	*	*	15	6%	*	*
Latino	303	46%	193	48%	143	47%	*	*	120	48%	*	*
Native Amer.	*	*	*	*	*	*	*	*	*	*	*	*
Pacific Isl.	*	*	*	*	*	*	*	*	*	*	*	*
White	108	16%	77	19%	43	14%	*	*	34	13%	*	*
Multi-ethnic	23	3%	11	3%	13	4%	*	*	11	4%	*	*
Unknown	12	2%	*	*	*	*	*	*	*	*	*	*
<b>Total</b>	<b>664</b>		<b>401</b>		<b>304</b>		<b>15</b>		<b>252</b>		<b>2</b>	

\*To preserve student privacy, some frequency information is not reported in this table.

Table 13. ECC Program Awards by Gender, 2015-16

Award Type	Males		Females		Total
	n	%	N	%	
Degrees	1,026	41%	1,456	59%	2,482
Certificates	244	52%	227	48%	471
<b>Total</b>	<b>1,270</b>	<b>43%</b>	<b>1,683</b>	<b>57%</b>	<b>2,953</b>
<b>Fall 2012 Enrollment</b>	<b>11,121</b>	<b>48%</b>	<b>12,284</b>	<b>52%</b>	<b>23,409</b>

Table 14. ECC Degree Types by Gender, 2015-16

Degree Type	Males		Females		Total
	n	%	n	%	
A.A.	430	36%	750	64%	<b>1,180</b>
A.A.-T	128	30%	301	70%	<b>429</b>
A.S.	248	54%	214	46%	<b>462</b>
A.S.-T	220	54%	191	46%	<b>411</b>
<b>Total</b>	<b>1,026</b>	<b>41.4%</b>	<b>1,456</b>	<b>58.6%</b>	<b>2,482</b>

Table 15. ECC Initiative Awards by Gender, 2015-16

Initiative	Award Type	Males		Females		Total
		n	%	n	%	
CTE	Degrees	323	49%	341	51%	<b>664</b>
	Certificates	219	55%	182	45%	<b>401</b>
STEM	Degrees	197	65%	107	35%	<b>304</b>
	Certificates	11	73%	*	*	<b>15</b>
SEM	Degrees	158	63%	94	37%	<b>252</b>
	Certificates	*	*	*	*	<b>2</b>

\*To preserve student privacy, some frequency information is not reported in this table.

Table 16. ECC Degree Awards by Division and Major

Division	Major	2011-12	2012-13	2013-14	2014-15	2015-16	5-year change
Behavioral and Social Sciences	Anthropology	3	13	8	7	9	200%
	Childhood Education	39	40	44	43	45	15%
	Economics	24	44	25	30	30	25%
	Ethnic Studies	0	1	0	0	1	
	History	11	15	7	23	23	109%
	Liberal Studies	43	20	21	14	28	-35%
	Philosophy	1	1	1	1	6	500%
	Political Science	2	8	8	17	18	800%
	Psychology	17	51	41	66	115	576%
	Sociology	46	43	61	62	98	113%
	Transfer Studies	35	3	1	0	0	-100%
<b>Total Behavioral and Social Sciences</b>		<b>221</b>	<b>239</b>	<b>217</b>	<b>263</b>	<b>373</b>	<b>69%</b>
Business	Accounting	12	14	17	12	13	8%
	Business Administration	137	158	166	160	205	50%
	Business Management	22	21	30	21	34	55%
	Computer Information Systems	10	14	13	12	18	80%
	Marketing	7	9	15	10	10	43%
	Office Administration	11	2	5	0	2	-82%
	Paralegal Studies	15	21	13	19	10	-33%
	Real Estate	1	6	4	8	7	600%
<b>Total Business</b>		<b>215</b>	<b>245</b>	<b>263</b>	<b>242</b>	<b>299</b>	<b>39%</b>
Fine Arts	Art (Various Majors)	22	37	46	21	43	95%
	Communication Studies	9	22	29	40	65	622%
	Dance	1	2	0	0	1	0%
	Film/Video	13	11	10	10	12	-8%
	Music	9	6	5	8	6	-33%
	Photography	8	4	3	6	4	-50%
	Theatre	3	3	3	5	3	0%
<b>Total Fine Arts</b>		<b>65</b>	<b>85</b>	<b>93</b>	<b>90</b>	<b>134</b>	<b>106%</b>
Health Sciences and Athletics	Lab Technician (Medical)	0	0	1	0	0	
	Nursing	63	89	95	95	82	30%
	Physical Education	2	5	5	3	16	700%
	Pre-Dentistry or Pre-Medicine	19	1	0	0	0	-100%
	Pre-Nursing	0	16	29	22	22	
	Radiologic Tech	15	18	20	18	19	27%
	Recreation	1	0	0	1	2	100%
	Respiratory Care	16	16	18	17	10	-38%
	Sign Language/Interp. Training	13	7	9	18	11	-15%
<b>Total Health Sciences and Athletics</b>		<b>129</b>	<b>152</b>	<b>177</b>	<b>174</b>	<b>162</b>	<b>26%</b>



Table 16. ECC Degree Awards by Division and Major (continued)

Division	Major	2011-12	2012-13	2013-14	2014-15	2015-16	5-year change
General Studies (Behavioral and Social Sciences)	General Studies	58	28	12	4	7	-88%
	Arts and Humanities	218	252	213	209	241	11%
	Biological & Physical Sci	145	133	136	136	174	20%
	Communication Studies	2	7	1	1	3	50%
	Culture and Communication	30	52	48	56	55	83%
	Fine and Applied Arts	21	21	20	15	27	29%
	Kinesiology and Wellness	13	22	22	28	21	62%
	Social and Behavioral Sciences	244	331	293	320	455	86%
<b>Total General Studies</b>		<b>731</b>	<b>846</b>	<b>745</b>	<b>769</b>	<b>983</b>	<b>34%</b>
Industry and Technology	Administration of Justice	32	36	34	46	69	116%
	Air Conditioning & Refrig.	15	4	4	4	7	-53%
	Architecture	16	13	10	13	12	-25%
	Auto. Collision Repair/Painting	5	2	2	2	5	0%
	Automotive Technology	6	6	8	4	11	83%
	Computer Aided Design/Drafting	6	3	4	10	7	17%
	Construction Technology	1	3	4	4	6	500%
	Cosmetology	2	4	4	9	2	0%
	Electronics/CPU Hardware Technician	1	12	11	9	4	300%
	Fashion	2	11	12	2	2	0%
	Fashion Merchandising	--	--	--	--	7	--
	Fire & Emergency Tech./Paramedic	38	32	31	35	27	-29%
	Industrial Technology	0	2	0	0	0	--
	Machine Tool Technology	4	3	11	8	15	275%
	Manufacturing Technology	1	5	0	1	1	0%
Welding	0	4	3	3	4	--	
<b>Total Industry and Technology</b>		<b>129</b>	<b>140</b>	<b>138</b>	<b>150</b>	<b>179</b>	<b>39%</b>
Mathematics	Computer Science	2	7	9	8	14	600%
	Mathematics	38	66	49	54	57	50%
	Pre-Engineering	22	29	29	19	26	18%
<b>Total Mathematics</b>		<b>62</b>	<b>102</b>	<b>87</b>	<b>81</b>	<b>97</b>	<b>56%</b>
Natural Sciences	Biology	12	18	27	23	20	67%
	Chemistry	13	21	14	13	17	31%
	Environmental Horticulture	0	0	4	4	1	100%
	General Science	28	47	54	49	51	82%
	Geography	1	1	1	1	4	300%
	Geology	0	0	0	2	4	400%
	Physical Science	10	35	57	42	57	470%
	Physics	14	23	26	20	32	129%
<b>Total Natural Sciences</b>		<b>78</b>	<b>145</b>	<b>183</b>	<b>154</b>	<b>186</b>	<b>138%</b>
<b>All Degrees Awarded</b>		<b>1,686</b>	<b>2,029</b>	<b>1,962</b>	<b>1,991</b>	<b>2,482</b>	<b>47%</b>

Source: CCC Chancellor's Office; El Camino College Reporting Services

Table 17. ECC Certificate Awards by Division and Major

Division	Major	2011-12	2012-13	2013-14	2014-15	2015-16	5-year change
Behavioral and Social Sciences	Childhood Education	99	88	80	79	83	-16%
	Transfer Studies	0	44	28	30	45	
	<b>Total Behavioral and Social Sciences</b>	<b>99</b>	<b>132</b>	<b>108</b>	<b>109</b>	<b>128</b>	<b>-29%</b>
Business	Accounting	16	11	6	16	3	-81%
	Business Management	8	19	13	10	14	75%
	Computer Information Systems	0	0	2	0	6	--
	Marketing	10	15	8	5	7	-30%
	Office Administration	7	1	1	0	2	-71%
	Paralegal Studies	27	26	22	21	11	-59%
	Real Estate	1	5	6	2	2	100%
	<b>Total Business</b>	<b>69</b>	<b>77</b>	<b>58</b>	<b>54</b>	<b>45</b>	<b>-35%</b>
Fine Arts	Art (Various Majors)	2	4	2	1	12	500%
	Digital Arts	2	0	4	2	2	0%
	Film/Video	3	6	1	1	2	-33%
	Music	0	1	0	1	2	--
	Photography	4	0	0	2	6	50%
	Theatre	0	0	0	5	0	--
	<b>Total Fine Arts</b>	<b>11</b>	<b>11</b>	<b>7</b>	<b>12</b>	<b>24</b>	<b>118%</b>
Health Sciences and Athletics	Radiologic Tech	9	8	3	0	0	-100%
	Respiratory Care	16	16	16	17	10	-38%
	Sign Language/Interp. Training	14	8	12	25	9	-36%
	<b>Total Health Sciences and Athletics</b>	<b>39</b>	<b>32</b>	<b>31</b>	<b>42</b>	<b>19</b>	<b>-51%</b>
Humanities	Journalism	2	1	3	1	0	-100%
	English	0	0	1	0	0	--
	<b>Total Humanities</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>-100%</b>
Industry and Technology	Administration of Justice	10	13	10	14	6	-40%
	Air Conditioning & Refrigeration	54	50	54	59	61	13%
	Architecture	13	10	8	8	6	-54%
	Auto. Collision Repair/Painting	11	8	9	8	13	18%
	Automotive Technology	27	58	43	22	33	22%
	Computer Aided Design/Drafting	5	2	6	6	7	40%
	Construction Technology	8	3	5	7	15	--
	Cosmetology	49	43	36	36	42	-14%
	Electronics/CPU Hardware Tech	3	8	6	5	7	133%
	Fashion	2	18	8	2	2	0%
	Fire & Emergency Technology	27	9	7	10	9	-67%
	Fire & Emergency Tech.	24	83	25	1	2	-92%
	Machine Tool Technology*	30	13	37	11	38	27%
	Manufacturing Technology	2	22	1	1	0	-100%
	Welding	2	1	5	4	4	100%
<b>Total Industry and Technology</b>	<b>267</b>	<b>341</b>	<b>260</b>	<b>194</b>	<b>245</b>	<b>-8%</b>	
Mathematics	Mathematics	0	2	2	1	2	200%
	<b>Total Mathematics</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>200%</b>
Natural Sciences	Environmental Horticulture	2	3	1	3	8	300%
	<b>Total Natural Sciences</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>8</b>	<b>300%</b>
<b>Total</b>	<b>All Certificates Awarded</b>	<b>489</b>	<b>599</b>	<b>471</b>	<b>416</b>	<b>471</b>	<b>-4%</b>

Source: CCC Chancellor's Office; El Camino College Reporting Services