

# El Camino College - Compton Center Degrees and Certificates Awarded Recent Trends (2011-2016)



## Executive Summary

This report highlights the trends in degrees and certificates awarded by El Camino College Compton Center (Compton Center) for the academic years 2011-12 to 2015-16. These trends are discussed in relation to minimum standards set by El Camino College (ECC). Awards have increased substantially during this five-year period (see Figures 1 and 2). Compton Center shows a five-year growth of 66% for the number of degrees awarded and 78% for the number of certificates awarded (70% five-year growth for all awards conferred). The institution-set standards for both degrees and certificates awarded had been met prior to the 2011-12 academic year, as well as during the five-year period discussed in this report. The number of degrees and certificates awarded has continued to increase when compared to previous years, making the 2015-16 academic year the first period where Compton Center has exceeded the 2019-20 program award goals established by ECC.

Figure 1. Five-year Degree Trend for Compton Center

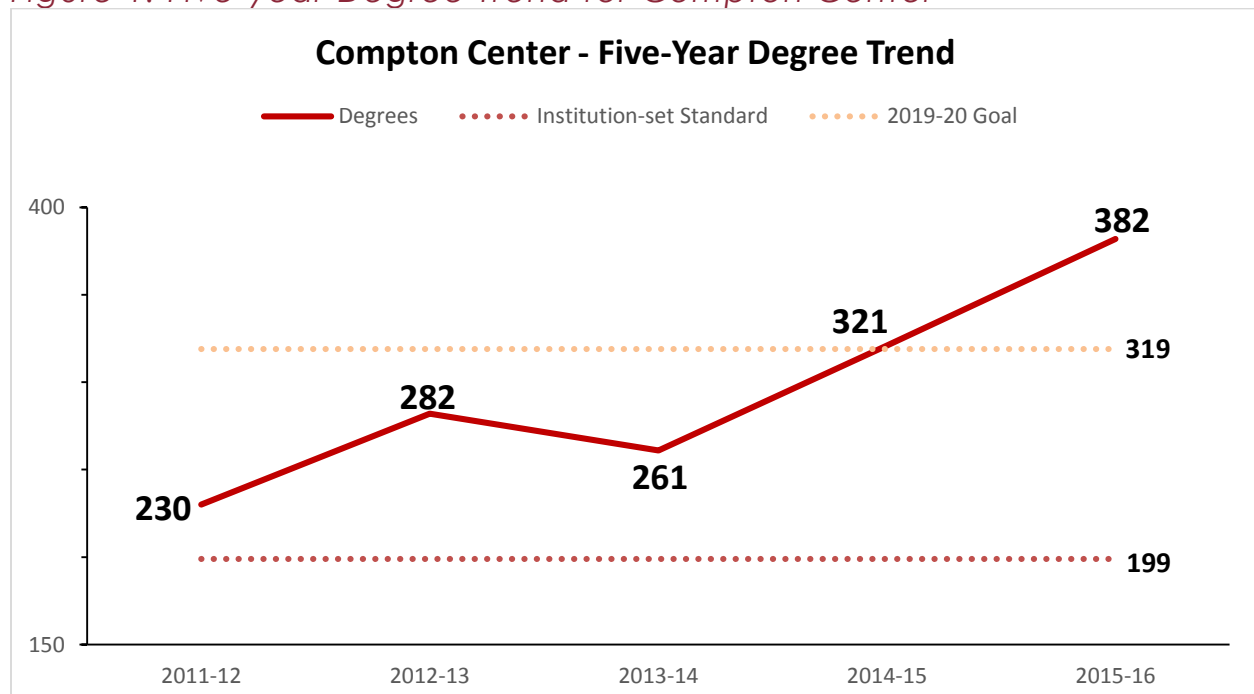
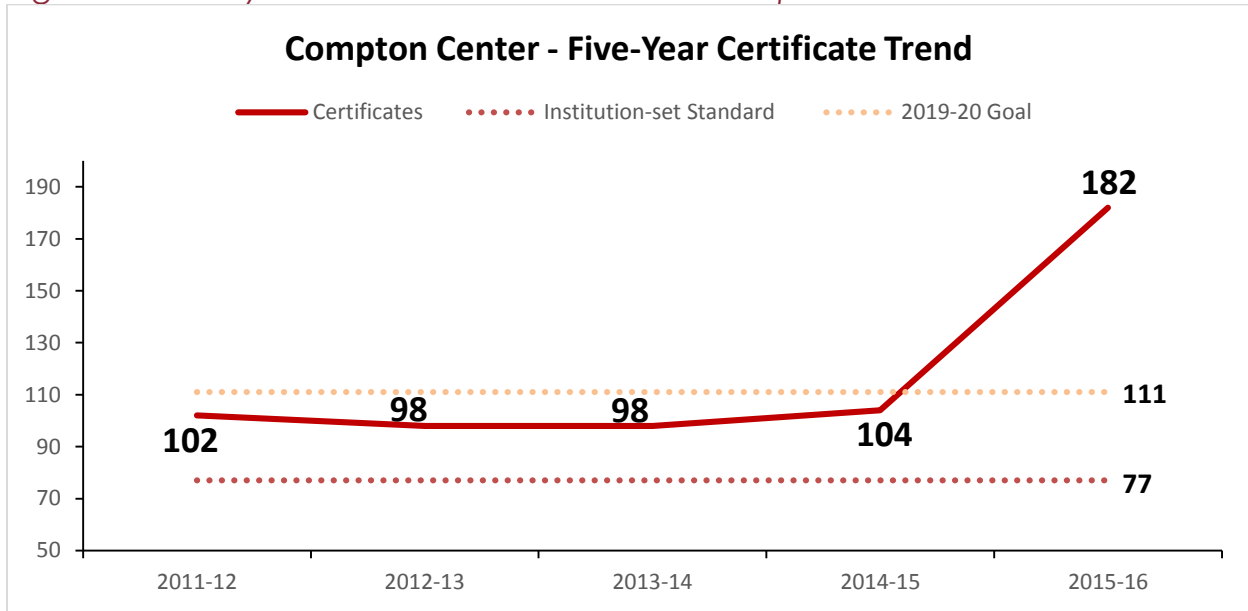


Figure 2. Five-year Certificate Trend for Compton Center



## 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 Compton Center, degrees were awarded in 58 different majors among 8 different divisions. With the exception of 2013-14, Compton Center 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 66% when compared to the 2011-12 academic year. Out of the 564 program awards that were conferred during the 2015-16 year, 382 (68%) 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>	230	282	261	321	382	66%
<b>Certificates</b>	102	98	98	104	182	78%
<b>Total Awards</b>	<b>332</b>	<b>380</b>	<b>359</b>	<b>425</b>	<b>564</b>	<b>70%</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 individual students.

Additionally, 2015-16 is the fourth year in which Associate of Arts for Transfer (A.A.-T) degrees were awarded, and the second year in which Associate of Science for Transfer (A.S.-T) degrees were awarded. The A.A.-T and 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 105 associate degrees for transfer were awarded from ten A.A.-T programs and six 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). The number of certificate awards had been relatively stable from 2011-12 to 2014-15, but there has been a substantial increase in certificates awarded during the 2015-16 academic year (see Table 1). Currently, 2015-16 is the record academic year for most certificates awarded, and the number of certificates awarded has increased by 78% when compared to the 2011-12 academic year. Out of the 564 program awards that were conferred during the 2015-16 year, 182 (32%) were certificates.

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

For the 2015-16 academic year, the 564 awards distributed by Compton Center consisted of 382 degrees and 182 certificates. In other words, 68% of the awards were degrees, and 32% of the awards were certificates. This is similar to the pattern of award distribution seen among Black and Latino students—two of the most represented ethnicities in the student population at Compton Center—whose awards were 64% degrees and 71% degrees, respectively. However, this pattern of award distribution is not seen across both male and female students. For women, 81% of the awards received were degrees. For men, program awards were evenly divided between degrees and certificates at 50% each. Most awards were received by students between the ages of 25 and 49 years old, although a substantial number of awards were also received by traditionally college-aged students (i.e., 20 to 24 years old).

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 Compton Center 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.

In Fall 2012, a higher proportion of women enrolled in Compton Center (65%) compared to men, and women received a higher proportion of program awards (57%) in 2015-16. Although women did receive a higher proportion of program awards than men in 2015-16, this difference

is smaller than the difference between the number of women and men who enrolled four years prior in Fall 2012.

In Fall 2012, students from various age groups enrolled in Compton Center at comparable rates. Students under 20 years old comprised 21% of the Fall 2012 enrollment; students aged 20 to 24 years comprised 38% of the Fall 2012 enrollment; and students aged 25 to 49 years comprised 37% of the Fall 2012 enrollment. However, the majority of program awards are received by students aged 25 to 49 years (63%), with students aged 20 to 24 years also receiving a large proportion (28%). This may be because the average time to complete a program at Compton Center is approximately four years, so a number of students will age out of the “under 20” or “20 to 24” age categories by the time they receive their program awards.

The majority of awards for the 2015-16 academic year were received by Black and Latino students, who received a combined proportion of 91% of all program awards. Similarly, Black and Latino students comprised a combined 85% of the Fall 2012 enrollment.

### Degrees by Type

Compton Center has steadily increased the number of degrees awarded since the 2011-12 academic year, with the exception of a slight decline during the 2013-14 academic year. This decline was specific to Associate of Science degrees, as the number of Associate of Arts and Associate Degrees for Transfer has steadily increased since 2011-12, including the 2013-14 academic year. The temporary decline in A.S. degrees awarded during 2013-14 may have been due to the upcoming offering of A.S.-T degrees, which were first awarded in the 2014-15 academic year (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>	161	184	189	201	204	27%
<b>A.A.-T</b>	--	10	12	33	51	410%*
<b>A.S.</b>	69	88	60	53	73	6%
<b>A.S.-T</b>	--	--	--	34	54	59%*
<b>Total</b>	<b>230</b>	<b>282</b>	<b>261</b>	<b>321</b>	<b>382</b>	<b>66%</b>

\*Denotes a 4-year trend for A.A.-T degrees from 2012-13 academic year to 2015-16 academic year and a 2-year trend for A.S.-T degrees from 2014-15 to 2015-16.

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

Five-year changes show an increase for all degrees awarded, when comparing the 2015-16 and 2011-12 academic years. There was a 27% increase in A.A. degrees and a 6% increase in A.S. degrees. Although Compton Center has only been awarding A.A.-T degrees for four years and

A.S.-T degrees for two years, the rate of transfer degrees awarded has consistently increased each year. The number of A.A.-T degrees awarded has increased by 410% (compared to four years earlier), and the number of A.S.-T degrees has increased by 59% (compared to the previous year).

When comparing the 2011-12 and 2015-16 academic years, each of Compton Center's academic divisions has increased the number of degrees awarded. Some divisions have seen consistent increases over the five-year period (e.g., General Studies), while others have seen fluctuations (e.g., Industry and Technology) or relative stability (e.g., Health Sciences and Athletics). As such, the five-year changes for the number of degrees awarded by each division range from a 2% increase to a 300% increase. For a detailed listing of degree awards categorized by division and major, see Table 16 of the Appendix.

### Degrees by Demographics

Students ages 25 to 49 years old received the largest proportion of degrees awarded (53%), with students ages 20 to 24 years old receiving the second-largest amount (42%). Students in the "25 to 49" age group also received a majority of the awards for A.A. degrees (54%) and A.S. degrees (74%). However, students in the "20 to 24" age group received a majority of the transfer degrees, earning 71% of A.A.-T degrees and 54% of A.S.-T degrees. Although students over 50 years of age did receive a number of degrees, students under the age of 20 typically did not. This may be because the normal time to completion at Compton Center (approximately 4 years) would result in most students being at least 20 to 24 years of age by the time they receive their program awards. For a list of degree awards categorized by age group, see Tables 7 and 8 of the Appendix.

The majority of degrees were received by Black and Latino students, who received a combined total of 91% of degrees awarded. Black students comprised 40% of the Fall 2012 enrollment and received 31% of the 2015-16 degrees awarded, while Latino students comprised 44% of the Fall 2012 enrollment and received 61% of the 2015-16 degrees awarded. Latino students received a majority of awards for most degree types, receiving 60% of A.A. degrees, 75% of A.A.-T degrees, 51% of A.S. degrees, and 67% of A.S.-T degrees. Black students typically received the second-largest proportion of awards (ranging from 25% to 36% of each type), and Asian students did receive 16% of A.S. degrees. Although the rates between Black and Latino students are not necessarily proportional to their Fall 2012 enrollment, this may be due to group differences in completion time (see the [2015-16 Time to Completion Report](#) for more information regarding completion times). For a detailed listing of degrees awarded across various ethnic groups, see Tables 10 and 11 of the Appendix.

Female students comprised 65% of the Fall 2012 enrollment, and they received 68% of the degrees awarded in the 2015-16 academic year. Female students also received the majority of awards for each degree type, receiving 70% of A.A. degrees, 71% of A.A.-T degrees, 66% of A.S. degrees, and 61% of A.S.-T degrees. Although the majority of Compton Center’s degrees are received by female students, the data do not clearly indicate whether this is due to a larger proportion of female students in the overall number of degree programs. For detailed information regarding degrees awarded to male and female students, see Tables 13 and 14 of the Appendix.

### Certificates by Type

Similar to the number of degrees awarded, Compton Center has increased the number of certificates awarded when comparing the 2011-12 and 2015-16 academic years. There were 182 certificates awarded in 2015-16, a 78% increase compared to 2011-12 that represents the most number of certificates awarded during this five-year period.

Short-term certificates (i.e., certificates for less than 30 units completed) have increased by 73% over the previous year. Seventy-eight of the 104 certificates awarded in the 2014-15 academic year were short-term certificates, while 135 of the 182 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 81% over the previous year. There were 47 long-term certificates received in 2015-16, compared to 26 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>	54	72	83	78	135	150%
<b>Long-Term</b>	48	26	15	26	47	-2%
<b>Total</b>	<b>102</b>	<b>98</b>	<b>98</b>	<b>104</b>	<b>182</b>	<b>78%</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 individual students.

The overall number of certificate awards has increased by 78% since the 2011-12 academic year. The largest increase was seen among the Industry and Technology certificates awarded, both in terms of the number of awards (increasing from 52 to 124) and the associated percent-increase (137%). Most other divisions have not seen large changes in the number of certificates awarded during this five-year period. For example, the number of Behavioral and Social Sciences awards has changed by two certificates (5%). The Industry and Technology division awarded 68% of all certificates in the 2015-16 academic year, followed by the Behavioral and

Social Sciences division, which awarded 24%. For a list of certificates awarded according to each division and major, see Table 17 of the Appendix.

## Certificates by Demographics

Students ages 25 to 49 years old earned the largest proportion of certificates awarded in the 2015-16 academic year (69%). Unlike the distribution of degrees, students over the age of 50 received the second-largest proportion of certificates awarded (18%), while students between the ages of 20 and 24 received 13% of certificates awarded. Students ages 25 to 49 received a majority of the short-term certificates (71%), as well as a majority of the long-term certificates (64%). For a list of certificate awards categorized by age group, see Table 7 of the Appendix.

Black and Latino students received most of the certificates awarded in the 2015-16 academic year (a combined 89% of all certificates). Black students comprised 40% of the Fall 2012 enrollment and received 37% of the certificates awarded in 2015-16, while Latino students comprised 44% of the Fall 2012 enrollment and received 52% of the certificates awarded in the 2015-16 academic year. The number of certificates earned by Black and Latino students is relatively disproportional to their Fall 2012 enrollment, although these rates are not as disproportionate as the distribution of degrees. Black and Latino students also received the different certificate types at similar rates: 76% of certificates received by Black students were short-term certificates, and 73% of certificates received by Latino students were short-term certificates. For more detailed information regarding certificates received by each ethnic group, see Table 10 of the Appendix.

When comparing certificates received by male and female students during the 2015-16 academic year, the distribution of awards does not match the Fall 2012 enrollment. Women comprised 65% of the Fall 2012 enrollment and received 34% of the certificates awarded in 2015-16, while men comprised 35% of the Fall 2012 enrollment and received 66% of the certificates awarded in 2015-16. Although male students do not receive a large proportion of degrees, they do receive a majority of long-term certificates awarded (72%). Although both men and women do earn certificates across all of the Compton Center divisions, the majority of certificates awarded to women (61%) are from the Behavioral and Social Sciences division, and most certificates awarded to men (96%) are from the Industry and Technology division. For information regarding certificates awarded to male and female students, see Table 13 of the Appendix.

## Initiative Overview

Compton Center 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 on transfer programs for math and science and less on technical and certificate programs. Overall, the total number of CTE, STEM, and SEM awards received in 2015-16 has increased over the previous year. Likewise, there has been five-year growth for every type of initiative award, with increases ranging from 37% to 333% (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%
CTE	Degrees	95	106	91	110	130	37%
	Certificates	102	89	91	98	172	69%
STEM	Degrees	4	16	2	7	17	325%
	Certificates	1	10	7	1	0	-100%
SEM	Degrees	3	14	1	6	13	333%
	Certificates	0	0	0	0	0	0%

Comparing the 2011-12 academic year to the 2015-16 academic year, there were 35 more CTE degrees awarded (a 37% increase), 13 more STEM degrees awarded (a 325% increase), and 10 more SEM degrees awarded (a 333% increase). Although the STEM and SEM award rates were higher in the 2012-13 academic year, the 2015-16 academic year yielded the highest number of CTE awards in the previous five years. The large increase in CTE certificates awarded in 2015-16 may primarily be attributed to the large increases in certificates awarded by the Air Conditioning and Refrigeration, Automotive Collision Repair/Painting, and Automotive Technology programs (see Table 17 of the Appendix).

### Career and Technical Education (CTE)

Female students received a majority of the CTE degrees (72%), although male students received a majority of the CTE certificates (69%). 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 (58%) and certificates (52%), while Black students received the second-largest proportion of CTE degrees (29%) and



certificates (37%). In terms of CTE degrees, Black and Latino students received program awards at rates disproportionate to their Fall 2012 enrollment, but in terms of CTE certificates, Black and Latino students received program awards at rates more similar to their Fall 2012 enrollment.

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

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 Compton Center. Male students received 88% of STEM program awards, and female students received 12% of STEM program awards. For the 2015-16 academic year, STEM program award recipients were primarily Black, Latino, and Asian students.

Because SEM programs are essentially a subset of STEM programs, the distribution of program awards among SEM and STEM is relatively similar. Male students received 85% of SEM program awards, and female students received 15% of SEM program awards. SEM program award recipients were primarily Latino and Asian students.

### Conclusion

The reported data highlight particular patterns in the degrees and certificates awarded at El Camino College Compton Center during the 2015-16 academic year. Compared to previous years, the number of program awards has increased substantially. The 2015-16 academic year is currently the peak year with record numbers of award counts, and it is also the first year in which Compton Center has 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, Compton Center has also seen a continued increase in the number of transfer degrees awarded. Likewise, promoting strategic initiatives has supported student achievement increases among the CTE, STEM, and SEM programs. Information from the following years will more clearly indicate the effectiveness of internal efforts to promote strategic initiatives designed to improve student achievement.

## Appendix – Compton Center Program Award Data

Figure 3. Compton Center Growth Trends in Degrees and Certificates

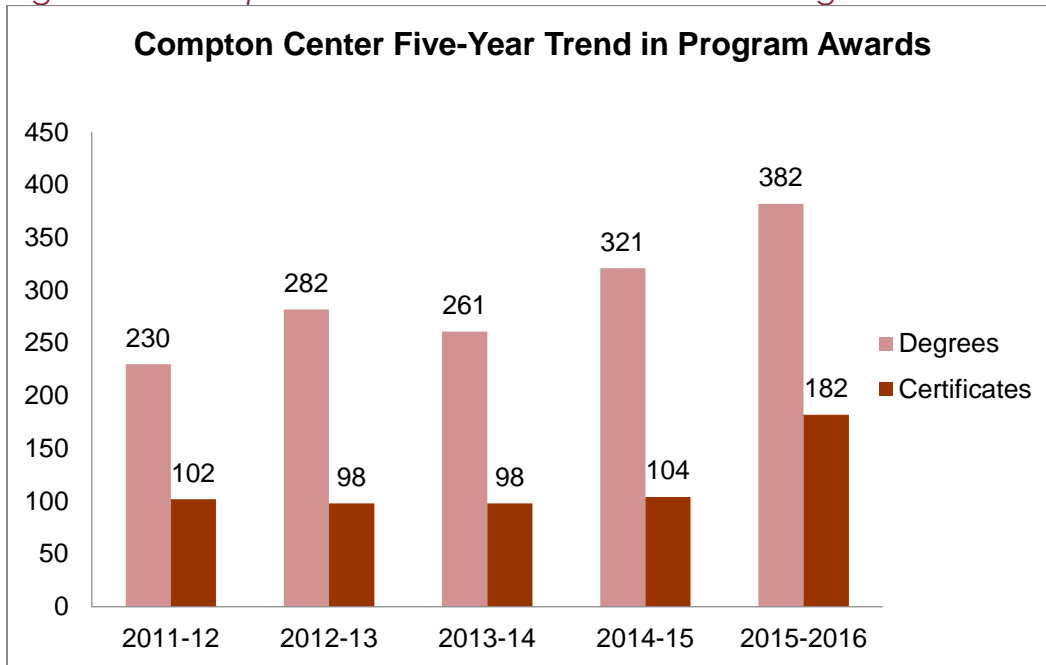


Table 5. Compton Center A.A.-T Degrees by Major, 2015-16

Program	2013-14	2014-15	2015-16	% of Awards	3-year % Change
Administration of Justice for Transfer	--	--	1	2%	--
Anthropology for Transfer	--	--	1	2%	--
Art - Various for Transfer	--	--	1	2%	--
Communication Studies for Transfer	2	4	6	12%	200%
Economics for Transfer	--	1	0	0%	--
Elementary Education for Transfer	--	--	1	2%	--
English for Transfer	--	2	1	2%	--
Geography for Transfer	--	--	1	2%	--
History for Transfer	--	2	1	2%	--
Political Science for Transfer	--	2	2	4%	--
Psychology for Transfer	4	10	22	44%	450%
Sociology for Transfer	6	12	14	28%	133%
<b>Total A.A.-T Degrees</b>	<b>12</b>	<b>33</b>	<b>51</b>	<b>100%</b>	<b>317%</b>

Table 6. Compton Center A.S.-T Degrees by Major, 2015-16

Program	2014-15	2015-16	% of Awards	2-year % Change
Administration of Justice for Transfer	10	14	26%	50%
Biology for Transfer	1	0	0%	-100%
Business Administration for Transfer	20	29	54%	45%
Early Childhood Education for Transfer	0	6	11%	--
Mathematics for Transfer	1	1	2%	0%
Physics for Transfer	1	2	4%	100%
Pre-Engineering for Transfer	0	2	4%	--
Pre-Nursing for Transfer	1	0	0%	-100%
<b>Total A.S.-T Degrees</b>	<b>34</b>	<b>54</b>	<b>100%</b>	<b>62%</b>

Table 7. Compton Center 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	*	*	162	42%	203	53%	17	4%	<b>382</b>
Certificates	*	*	23	13%	126	69%	33	18%	<b>182</b>
<b>Total</b>	*	*	157	28%	356	63%	51	9%	<b>564</b>
<b>FA2012 Enrollment</b>	<b>1,580</b>	<b>21%</b>	<b>2,841</b>	<b>38%</b>	<b>2,790</b>	<b>37%</b>	<b>319</b>	<b>4%</b>	

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

Table 8. Compton Center 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.	*	*	84	41%	110	54%	10	5%	<b>204</b>
A.A.-T	*	*	36	71%	15	29%	*	*	<b>51</b>
A.S.	*	*	13	18%	54	74%	*	*	<b>73</b>
A.S.-T	*	*	29	54%	24	44%	*	*	<b>54</b>
<b>Total</b>	*	*	<b>162</b>	<b>42%</b>	<b>203</b>	<b>53%</b>	<b>17</b>	<b>4%</b>	<b>382</b>

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

Table 9. Compton Center 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	*	*	41	32%	81	62%	*	*	<b>130</b>
	Certificates	*	*	27	16%	113	66%	31	18%	<b>172</b>
STEM	Degrees	*	*	*	*	11	65%	*	*	<b>17</b>
	Certificates	*	*	*	*	*	*	*	*	<b>0</b>
SEM	Degrees	*	*	*	*	*	*	*	*	<b>13</b>
	Certificates	*	*	*	*	*	*	*	*	<b>0</b>

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

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

Ethnic Group	Degrees		Certificates		Total Awards		Fall 2012 Enrollment	
	n	%	n	%	n	%	n	%
Asian	18	5%	*	*	23	4%	483	6%
Black	120	31%	68	37%	188	33%	3,027	40%
Latino	233	61%	94	52%	327	58%	3,336	44%
Native American	*	*	*	*	*	*	15	<1%
Pacific Islander	*	*	*	*	*	*	71	1%
White	*	*	*	*	*	*	266	4%
Multi-ethnic	*	*	*	*	*	*	231	3%
Unknown	*	*	*	*	*	*	102	1%
<b>Total</b>	<b>382</b>		<b>182</b>		<b>564</b>		<b>7,531</b>	

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

Table 11. Compton Center 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	*	*	*	*	12	16%	*	*	18	5%
Black	74	36%	13	25%	19	26%	14	26%	120	31%
Latino	122	60%	38	75%	37	51%	36	67%	233	61%
Native American	*	*	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*
Multi-ethnic	*	*	*	*	*	*	*	*	*	*
Unknown	*	*	*	*	*	*	*	*	*	*
<b>Total</b>	<b>204</b>		<b>51</b>		<b>73</b>		<b>54</b>		<b>382</b>	

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

Table 12. Compton Center 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	10	8%	*	*	*	*	*	*	*	*	*	*
Black	38	29%	64	37%	*	*	*	*	*	*	*	*
Latino	75	58%	89	52%	11	65%	*	*	10	77%	*	*
Native Amer.	*	*	*	*	*	*	*	*	*	*	*	*
Pacific Isl.	*	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*	*
Multi-ethnic	*	*	*	*	*	*	*	*	*	*	*	*
Unknown	*	*	*	*	*	*	*	*	*	*	*	*
<b>Total</b>	<b>130</b>		<b>172</b>		<b>17</b>		<b>0</b>		<b>13</b>		<b>0</b>	

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

Table 13. Compton Center Program Awards by Gender, 2015-16

Award Type	Males		Females		Total
	n	%	n	%	
Degrees	123	32%	259	68%	<b>382</b>
Certificates	121	66%	61	34%	<b>182</b>
<b>Total</b>	<b>244</b>	<b>43%</b>	<b>320</b>	<b>57%</b>	<b>564</b>
<b>Fall 2012 Enrollment</b>	<b>2,653</b>	<b>35%</b>	<b>4,877</b>	<b>65%</b>	<b>7,912</b>

Table 14. Compton Center Degree Types by Gender, 2015-16

Degree Type	Males		Females		Total
	n	%	n	%	
<b>A.A.</b>	<b>62</b>	<b>30%</b>	<b>142</b>	<b>70%</b>	<b>204</b>
<b>A.A.-T</b>	<b>15</b>	<b>29%</b>	<b>36</b>	<b>71%</b>	<b>51</b>
<b>A.S.</b>	<b>25</b>	<b>34%</b>	<b>48</b>	<b>66%</b>	<b>73</b>
<b>A.S.-T</b>	<b>21</b>	<b>39%</b>	<b>33</b>	<b>61%</b>	<b>54</b>
<b>Total</b>	<b>123</b>	<b>32%</b>	<b>259</b>	<b>68%</b>	<b>382</b>

Table 15. Compton Center Initiative Awards by Gender, 2015-16

Initiative	Award Type	Males		Females		Total
		n	%	n	%	
<b>CTE</b>	Degrees	36	28%	94	72%	<b>130</b>
	Certificates	119	69%	53	31%	<b>172</b>
<b>STEM</b>	Degrees	15	88%	*	*	<b>17</b>
	Certificates	*	*	*	*	<b>0</b>
<b>SEM</b>	Degrees	11	85%	*	*	<b>13</b>
	Certificates	*	*	*	*	<b>0</b>

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

Table 16. Compton Center Degree Awards by Division and Major

Division	Major	2011-12	2012-13	2013-14	2014-15	2015-16	5-year change
Behavioral & Social Sciences	Anthropology	0	0	1	0	1	--
	Childhood Education	19	14	19	17	16	-16%
	Economics	0	0	0	1	0	--
	Ethnic Studies	0	0	1	0	0	--
	History	0	1	0	5	1	--
	Liberal Studies	7	6	3	4	5	-29%
	Philosophy	0	0	0	0	1	--
	Political Science	0	1	1	2	2	--
	Psychology	4	4	6	10	22	450%
	Sociology	15	10	12	12	14	-7%
Transfer Studies	2	1	0	0	0	-100%	
<b>Total Behavioral and Social Sciences</b>		<b>47</b>	<b>37</b>	<b>43</b>	<b>51</b>	<b>62</b>	<b>32%</b>
Business	Accounting	0	1	1	0	4	--
	Business Administration	0	17	11	20	29	--
	Business Management	12	3	6	5	0	-100%
	Computer Information Systems	1	1	0	2	2	100%
	Marketing	2	0	1	0	0	-100%
	Office Administration	1	0	0	0	0	-100%
	Paralegal Studies	0	0	0	1	1	--
	Real Estate	2	1	2	0	0	-100%
<b>Total Business</b>		<b>18</b>	<b>23</b>	<b>21</b>	<b>28</b>	<b>36</b>	<b>100%</b>
Fine Arts	Art (Various Majors)	0	2	0	0	1	--
	Dance	1	0	0	0	0	-100%
	Film/Video	1	0	1	1	0	-100%
	Speech Communication	0	0	0	4	7	--
<b>Total Fine Arts</b>		<b>2</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>8</b>	<b>300%</b>
Health Sciences & Athletics	Nursing	45	45	33	36	45	0%
	Physical Education	1	0	0	2	1	0%
	Pre-Nursing	0	1	2	1	0	--
	Respiratory Care	0	0	0	1	1	--
	Sign Language/Interp. Training	0	1	1	2	0	--
<b>Total Health Sciences and Athletics</b>		<b>46</b>	<b>47</b>	<b>36</b>	<b>42</b>	<b>47</b>	<b>2%</b>
Humanities	English	1	0	2	2	2	100%
	French	0	0	1	0	0	--
	Spanish	1	1	2	1	4	300%
<b>Total Humanities</b>		<b>2</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>200%</b>
General Studies (Behavioral and Social Sciences)	General Studies	17	10	4	1	0	-100%
	Arts and Humanities	44	55	42	45	61	39%
	Biological and Physical Sciences	9	13	26	28	30	233%
	Communication Studies	0	1	2	0	0	--
	Culture and Communication	0	1	1	6	4	--
	Fine and Applied Arts	0	2	1	0	1	--
	Kinesiology and Wellness	0	2	5	1	2	--
Social and Behavioral Sciences	30	52	59	81	77	157%	
<b>Total General Studies</b>		<b>100</b>	<b>136</b>	<b>140</b>	<b>162</b>	<b>176</b>	<b>76%</b>

Table 16. Compton Center Degree Awards by Division and Major (cont.)

Division	Major	2011-12	2012-13	2013-14	2014-15	2015-16	5-year change
Industry & Technology	Administration of Justice	7	16	9	18	23	229%
	Air Conditioning & Refrig.	1	1	0	1	1	0%
	Architecture	0	0	0	0	1	--
	Auto. Collision Repair/Painting	0	0	1	0	0	--
	Automotive Technology	1	0	1	2	0	-100%
	Construction Technology	0	0	1	0	0	--
	Cosmetology	0	0	0	0	1	--
	Fire & Emergency Technology	0	3	0	1	2	--
	Machine Tool Technology	1	1	1	1	2	100%
	Pre-Engineering	0	2	0	0	2	--
Welding	2	1	1	1	2	0%	
<b>Total Industry and Technology</b>		<b>12</b>	<b>24</b>	<b>14</b>	<b>24</b>	<b>34</b>	<b>183%</b>
Mathematics	Mathematics	0	3	1	2	4	--
<b>Total Mathematics</b>		<b>0</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>N/A</b>
Natural Sciences	Biology	0	1	0	1	0	--
	Chemistry	0	2	0	0	0	--
	General Science	1	1	0	1	3	200%
	Physical Science	0	3	0	1	4	--
	Physics	0	2	0	1	2	--
Pre-Dentistry or Pre-Medicine	2	0	0	0	0	-100%	
<b>Total Natural Sciences</b>		<b>3</b>	<b>9</b>	<b>0</b>	<b>4</b>	<b>9</b>	<b>200%</b>
<b>All Degrees Awarded</b>		<b>230</b>	<b>282</b>	<b>261</b>	<b>321</b>	<b>382</b>	<b>66%</b>

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

Table 17. Compton Center Certificate Awards by Division and Major

Division	Major	2011-12	2012-13	2013-14	2014-15	2015-16	5-year change
Behavioral and Social	Childhood Education	41	40	40	36	42	2%
	Transfer Studies	0	5	2	2	1	--
<b>Total Behavioral and Social Sciences</b>		<b>41</b>	<b>45</b>	<b>42</b>	<b>38</b>	<b>43</b>	<b>4.9%</b>
Business	Accounting	0	3	1	1	4	--
	Business Administration	0	0	0	0	0	--
	Business Management	4	0	5	2	0	-100%
	Marketing	2	0	2	0	0	-100%
	Office Administration	1	0	2	2	3	200%
	Paralegal Studies	0	0	1	1	0	--
	Real Estate	2	1	1	0	0	-100%
<b>Total Business</b>		<b>9</b>	<b>4</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>-33%</b>
Fine Arts	Art (Various)	0	2	1	0	2	--
	Music	0	4	5	4	4	--
<b>Total Fine Arts</b>		<b>0</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>N/A</b>
Health Sciences	Respiratory Care	0	0	0	1	1	--
	Sign Language/Interp. Training	0	1	0	2	1	--
<b>Total Health Sciences and Athletics</b>		<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>N/A</b>
Industry & Technology	Administration of Justice	5	7	1	4	3	-40%
	Air Conditioning & Refrig.	1	10	12	37	74	7300%
	Architecture	0	1	0	0	1	--
	Auto. Collision Repair/Painting	1	2	5	0	13	1200%
	Automotive Technology	7	14	10	8	27	286%
	Cabinet & Fine Woodworking	0	0	1	0	0	--
	CPU Aided Design/Drafting	0	0	0	0	0	--
	Cosmetology	31	3	0	1	0	-100%
	Fire & Emergency Technology	1	0	1	0	0	-100%
	Machine Tool Technology	1	0	7	1	3	200%
	Welding	5	5	1	2	3	-40%
<b>Total Industry and Technology</b>		<b>52</b>	<b>42</b>	<b>38</b>	<b>53</b>	<b>124</b>	<b>137%</b>
<b>All Certificates Awarded</b>		<b>102</b>	<b>98</b>	<b>98</b>	<b>104</b>	<b>182</b>	<b>78%</b>

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