



ANOKA-RAMSEY COMMUNITY COLLEGE

Fall Semester 2016 – Final (1/30/2017) Enrollment Report

Anoka-Ramsey Community College (compared to 2/1/2016)

Total headcount: 9,058 (-236 students, or -2.5%, from Fall 2015)
Total credits: 82,948
Average number of credits taken: 9.16
Total FTE credits: 82,948
Total FTE: 5,529.87 (-228.40 FTE, or -4.0%, from Fall 2015)
Non-concurrent headcount: 7,047 (-342 students, or -4.6%, from Fall 2015)
Non-concurrent FTE: 4,691.13 (-246.60, or -5.0%, from Fall 2015)

Cambridge Campus*

Headcount: 2,304 (-87 students, or -3.6%, from Fall 2015)
Credits: 16,262
Average number of credits taken: 7.06
FTE credits: 16,262
FTE: 1,084.13 (-77.13 FTE, or -6.6%, from Fall 2015)
Non-concurrent headcount: 1,862 (-64 students, or -3.3%, from Fall 2015)
Non-concurrent FTE: 860.60 (-32.67, or -3.7%, from Fall 2015)

Coon Rapids Campus*

Headcount: 7,911 (-75 students, or -0.9%, from Fall 2015)
Credits: 66,686
Average number of credits taken: 8.43
FTE credits: 66,686
FTE: 4,445.73 (-151.27 FTE, or -3.3%, from Fall 2015)
Non-concurrent headcount: 6,277 (-263 students, or -4.0%, from Fall 2015)
Non-concurrent FTE: 3,830.53 (-213.94, or -5.3%, from Fall 2015)

Students enrolled in courses at both campuses: 1,157 (+74 students, or +6.8%, from Fall 2015)

Status

	Cambridge Campus*		Coon Rapids Campus*		ARCC	
	N	%	N	%	N	%
Full-time students	1,079	46.8%	2,983	37.7%	3,392	37.4%
Part-time students	1,225	53.2%	4,928	62.3%	5,666	62.6%
New students	1,025	44.5%	3,316	41.9%	3,916	43.2%
Continuing students	1,279	55.5%	4,595	58.1%	5,142	56.8%

Demographics

GENDER (Percentages are based on students with known gender. Students with unknown gender are reported along with their percentage of total enrollment.)

	Cambridge Campus*		Coon Rapids Campus*		ARCC	
	N	%	N	%	N	%
Male	712	31.0%	3,123	40.2%	3,496	39.2%
Female	1,584	69.0%	4,647	59.8%	5,415	60.8%
Total with known gender	2,296	100.0%	7,770	100.0%	8,911	100.0%
Gender unknown	8	0.3%	134	1.7%	147	1.6%

ETHNICITY (Percentages are based on students with known racial/ethnic status including Nonresident aliens. Students with unknown racial/ethnic status are reported along with their percentage of total enrollment.)

	Cambridge Campus*		Coon Rapids Campus*		ARCC	
	N	%	N	%	N	%
American Indian/Alaska Native	9	0.4%	42	0.6%	47	0.5%
Asian	43	1.9%	426	5.7%	439	5.1%
Black or African American	45	2.0%	616	8.2%	626	7.3%
Hispanic of any race	62	2.8%	403	5.4%	423	4.9%
Native Hawaiian/Other Pacific Islander	2	0.1%	8	0.1%	10	0.1%
White	1,951	88.1%	5,688	75.4%	6,657	77.3%
Two or more races	99	4.5%	311	4.1%	361	4.2%
Nonresident alien	3	0.1%	43	0.6%	44	0.5%
Total with known race/ethnicity	2,214	100.0%	7,517	100.0%	8,607	100.0%
Race/ethnicity unknown	90	3.9%	394	5.0%	451	5.0%

AGE (Percentages are based on students with known age. Students with unknown age are reported along with their percentage of total enrollment. Average age is based on students with known age. Age is calculated as of 9/1 of the fiscal year.)

	Cambridge Campus*		Coon Rapids Campus*		ARCC	
	N	%	N	%	N	%
Under 18	766	33.3%	2,468	31.3%	2,972	32.9%
18-19	530	23.0%	1,739	22.1%	1,974	21.9%
20-21	280	12.2%	1,087	13.8%	1,179	13.1%
22-24	192	8.3%	789	10.0%	865	9.6%
25-29	212	9.2%	663	8.4%	751	8.3%
30-34	120	5.2%	399	5.1%	460	5.1%
35-39	95	4.1%	294	3.7%	330	3.7%
40-49	75	3.3%	303	3.8%	337	3.7%
50-64	32	1.4%	127	1.6%	146	1.6%
65 and older	1	0.0%	17	0.2%	18	0.2%
Total students with known age	2,303	100.0%	7,886	100.0%	9,032	100.0%
Age unknown	1	0.0%	25	0.3%	26	0.3%

	Cambridge Campus*	Coon Rapids Campus*	ARCC
Average age	22.0	22.2	22.1

FIRST GENERATION STATUS (MN Legislative definition) (Percentages are based on students with known first generation status. Students with unknown status are reported along with their percentage of total enrollment.)

	Cambridge Campus*		Coon Rapids Campus*		ARCC	
	N	%	N	%	N	%
First generation	362	16.5%	1,172	16.5%	1,350	16.5%
Not first generation	1,830	83.5%	5,911	83.5%	6,812	83.4%
Total with known status	2,192	100.0%	7,083	100.0%	8,162	100.0%
First generation status unknown	112	4.9%	828	10.5%	896	9.9%

CITY OF RESIDENCE (top 5 cities of residence for each campus) (Percentages are based on students with known city. Students with unknown city are reported along with their percentage of total enrollment.)

	Cambridge Campus*		Coon Rapids Campus*	
	N	%	N	%
Cambridge	324	14.1%	863	11.0%
North Branch	242	10.5%	640	8.1%
Isanti	200	8.7%	474	6.0%
Princeton	179	7.8%	448	5.7%
Coon Rapids	98	4.3%	383	4.9%
Other cities	1,255	54.6%	5,069	64.4%
Total with known city	2,298	100.0%	7,877	100.0%
City unknown/not reported	6	0.3%	34	0.4%

COUNTY OF RESIDENCE (top 5 counties of residence for each campus) (Percentages are based on students with a known county. Counts of students who did not report a county are shown along with their percentage of total enrollment.)

	Cambridge Campus*		Coon Rapids Campus*	
	N	%	N	%
Isanti	448	29.5%	2,545	46.2%
Anoka	375	24.7%	1,366	24.0%
Chisago	252	16.6%	492	8.9%
Sherburne	128	8.4%	340	6.1%
Mille Lacs	82	5.4%	249	4.5%
Other counties	234	15.4%	562	10.3%
Total with known county	1,519	100.0%	5,554	100.0%
No county reported	785	34.1%	2,357	29.8%

On-site student cohort

	Cambridge Campus*			Coon Rapids Campus*			ARCC		
	N	%	FTE	N	%	FTE	N	%	FTE
PSEO	372	16.1%	207.73	917	11.6%	613.80	1,069	11.8%	821.53

Off-site student cohort

	Cambridge Campus*			Coon Rapids Campus*			ARCC		
	N	%	FTE	N	%	FTE	N	%	FTE
Concurrent Enrollment	457	19.8%	223.53	1,648	20.8%	615.20	2,045	22.6%	838.73

Primary Major by Admission Category (Percentages are based on students with a reported primary major. Students with no reported primary major are reported along with their percentage of total enrollment within the admission category.)

Associate Degree Programs

		High School (PSEO, Concurrent, HS)		Undergraduate (Reg, Trans, Unclassified)	
Major ID	Major	N	%	N	%
3219	Physical Therapist Assistant Prep (AA)	2	0.3%	129	2.6%
3255	Nursing Prep (AA)	45	6.8%	615	12.2%
4902	Associate in Arts/Liberal Arts and Sciences (AA)	416	63.2%	1,554	30.9%
4902	Associate in Arts - Art Emphasis (AA)	6	0.9%	35	0.7%
4902	Associate in Arts – Communication Studies Emphasis (AA)	6	0.9%	38	0.8%
4902	Associate in Arts - Creative Writing Emphasis (AA)	3	0.5%	20	0.4%
4902	Associate in Arts - Education Emphasis (AA)	6	0.9%	127	2.5%
4902	Associate in Arts - English Literature Emphasis (AA)	1	0.2%	18	0.4%
4902	Associate in Arts - Psychology Emphasis (AA)	15	2.3%	237	4.7%
5025	Accounting Practitioner (AAS)	2	0.3%	21	0.4%
5035	Business Office Technology (AAS)	0	0.0%	10	0.2%
5040	Business Marketing & Management (AAS)	9	1.4%	161	3.2%
5050	Business (AS)	12	1.8%	377	7.5%
5074	Music (AFA)	6	0.9%	71	1.4%
5077	Art (AFA)	5	0.8%	62	1.2%
5080	Theatre (AFA)	2	0.3%	20	0.4%
5085	Creative Writing (AFA)	8	1.2%	60	1.2%
5100	Biomedical Technologist (AS)	0	0.0%	5	0.1%
5102	Applied Engineering - Biomed Device Tech (AS)	0	0.0%	1	0.0%
5105	Accounting (AS)	4	0.6%	128	2.5%
5106	Computer Networking/Telecommunications (AS)	2	0.3%	62	1.2%
5107	Computer Science (AS)	19	2.9%	129	2.6%
5150	System Administration (AAS)	0	0.0%	9	0.2%
5155	Network Administration(AAS)	0	0.0%	23	0.5%
5219	Physical Therapist Assistant (AAS)	0	0.0%	56	1.1%
5240	Pharmacy Technician (AS)	1	0.2%	16	0.3%
5250	Health Sciences (Broad Field) (AS)	26	4.0%	163	3.2%
5255	Nursing (AS)	0	0.0%	288	5.7%
5260	Integrative Health & Healing (AS)	0	0.0%	17	0.3%
5270	Community Health (AS)	1	0.2%	28	0.6%
5280	Exercise Science (AS)	1	0.2%	35	0.7%
5400	Environmental Science (AS)	0	0.0%	44	0.9%
5410	Biological Sciences (AS)	35	5.3%	139	2.8%
5450	Engineering (AS)	24	3.6%	186	3.7%
5510	Applied Engineering Tech-Bmed Des & Mfg (AS)	0	0.0%	10	0.2%
5515	Biomedical Technology (AS)	1	0.2%	34	0.7%
5700	Business, Industry and Technology (AS)	0	0.0%	28	0.6%
5710	Human Resources Associate (AS)	0	0.0%	66	1.3%
5720	Sales Management (AS)	0	0.0%	7	0.1%

Certificate Programs

Major ID	Major	High School (PSEO, Concurrent, other)		Undergraduate Level (Regular, Transfer, Unclassified)	
		N	%	N	%
8001	Biomedical Technician	2	0.3%	6	0.1%
8002	Clinical Research Professional	2	0.3%	7	0.1%
8003	Biomedical Core	4	0.6%	8	0.2%
8010	Integrative Health & Healing	0	0.0%	7	0.1%
8020	Fitness Specialist	1	0.2%	19	0.4%
8025	Athletic Coaching	0	0.0%	6	0.1%
8026	Athletic Coaching	0	0.0%	9	0.2%
8030	Pharmacy Technician	0	0.0%	6	0.1%
8101	Computer Help Desk Specialist	0	0.0%	5	0.1%
8102	Network Support and Administration	0	0.0%	3	0.1%
8104	Computer Network Security	0	0.0%	2	0.0%
8107	Computer Programming	7	1.1%	24	0.5%
8405	Business Computer Applications	0	0.0%	2	0.0%
8410	Business Generalist	2	0.3%	6	0.1%
8416	Administrative Specialist	0	0.0%	12	0.2%
8445	Retail Management	0	0.0%	6	0.1%
8451	Small Business Accounting	0	0.0%	6	0.1%
8470	Business Communication	2	0.3%	8	0.2%
Total with declared primary major (degree or certificate)		678	100.0%	5,171	100.0%
No primary major reported		2,406	78.0%	803	13.4%

Developmental course enrollment

	Cambridge Campus*	Coon Rapids Campus*	ARCC
Unduplicated headcount of students enrolled in one or more developmental courses	151	778	926
Developmental course registrations:			
ELL 0790	NA	6	6
ELL 0810	NA	8	8
ELL 0850	NA	33	33
ELL 0870	NA	34	34
ENGL 0890	NA	76	76
ENGL 0990	36	153	189
MATH 0100	48	161	209
MATH 0240	53	212	265
MATH 0250	18	174	192
READ 0910	7	74	81
READ 0990	NA	32	32
Total developmental course sections offered	11	53	64

Online and hybrid course enrollment (Media Code 03, 09, 12, or 13)

	Cambridge Campus*			Coon Rapids Campus*			ARCC		
	N	%	FTE	N	%	FTE	N	%	FTE
Online/hybrid courses	1,049	45.5%	265.93	2,939	37.2%	960.60	3,361	37.1%	1,226.53

Total online/hybrid course registrations	1,293			4,744			6,037		
Total online/hybrid course sections offered	50			165			215		

Online course enrollment (Media Codes 03, 12, or 13)

	Cambridge Campus*			Coon Rapids Campus*			ARCC		
	N	%	FTE	N	%	FTE	N	%	FTE
Online courses	993	43.1%	246.93	2,591	32.8%	842.00	3,012	33.3%	1,088.93

Total online course registrations	1,201			4,169			5,370		
Total online course sections offered	42			139			181		

* Campus is identified using the campus associated with the course(s) of enrollment, **not** home campus (originating the application) unless otherwise noted. Since there are a number of students enrolled in courses at both campuses, there is duplication of students across the campuses (i.e., some students are counted once in the Cambridge headcount and once in the Coon Rapids headcount). Consequently, if the two campus headcounts are added together, the sum is greater than the total college headcount (which removes the duplication across campuses). If you sum the two campus headcounts and subtract the number of students enrolled in courses at both campuses, the result is the total college headcount.

The percentages shown reflect the percentage of all students, unless otherwise noted.

Definitions/Glossary of terms:

Concurrent enrollment = undergraduate level credit courses offered at area high schools (through ARCC) under the provisions of the Post Secondary Enrollment Options (PSEO) Program.

Continuing student = a student who previously attended the institution. However, PSEO (and other high school students) who re-enroll at the institution as regular undergraduates after graduating from high school are considered “new” students.

Credits = the total number of credits students have registered for at ARCC (or at the individual campus).

First generation status = this definition is the MN Legislative definition of first generation status, and can be found in Laws of Minnesota 2003, Chapter 13, Article 1, Section 3, Subdivision 3. Per this definition, a student is first generation if neither parent/guardian has received any postsecondary education. This differs from the Federal (TRiO) definition of first generation, which considers a student to be first generation if neither parent has a bachelor’s degree.

Full-time student = a student whose total number of registered credits at the college is 12 or greater. For each campus, the data reflects the number and percentage of students who are registered for 12 or more credits total (not necessarily all at that particular campus).

FTE = full-time equivalent enrollment, which is based on 15 credits per semester (total eligible credits /15).

FTE credits = the adjusted total number of credits students have registered for at ARCC (or at the individual campus) that count toward the FTE calculation (i.e., adjusted to account for shared courses where ARCC may only count half of the total FTE generated, etc.)

Headcount = an unduplicated headcount of students registered for at least one credit during this term (i.e., students are counted only once, even if they are enrolled in multiple courses).

New student = a student who has not previously attended the institution. For fall semester, “new” students include anyone who is enrolled for credit during fall term but whose first term of enrollment at the institution was the summer term immediately preceding the fall term.

Non-concurrent FTE= full-time equivalent enrollment based on all registered credits excluding Concurrent enrollment credits (INSTR_UNIT_TYPE “E” or “F”).

Non-concurrent headcount= an unduplicated headcount of students registered for at least one credit excluding any Concurrent enrollment courses (INSTR_UNIT_TYPE “E” or “F”).

Online courses = online courses are identified as those with media codes 03 (Internet), 12 (Completely Online-Asynchronous), or 13 (Completely Online-Synchronous).

Online and hybrid courses = online courses are identified as those with media codes 03 (Internet), 12 (Completely Online-Asynchronous), or 13 (Completely Online-Synchronous); hybrid courses are identified as those with media code 09 (Blended/Hybrid).

Part-time student = a student whose total number of registered credits at the college is 11 or less. For each campus, the data reflects the number and percentage of students who are registered for 11 or fewer credits total (not necessarily all at that particular campus).

Primary major = a student’s stated major; identified as majors with a major rank “01”.

PSEO = high school students enrolled in undergraduate level credit courses at this institution under the provisions of the Post Secondary Enrollment Options (PSEO) Program.

Given that data at ARCC changes daily and that our data integrity and reporting procedures are continually being enhanced, future reports may reflect a different degree of accuracy than what is currently available. If you have any questions, please contact the ARCC ATC Office of Institutional Effectiveness.