



## Fall Semester 2014 – Final (2/3/2015) Enrollment Report

### Anoka-Ramsey Community College (compared to 2/4/2014)

Total headcount: 7,877 (-1,443 students, or -15.5%, from Fall 2013)  
 Total credits: 75,214  
 Average number of credits taken: 9.55  
 Total FTE credits: 75,214  
 Total FTE: 5,014.27 (-585.67 FTE, or -10.5%, from Fall 2013)

### Cambridge Campus\*

Headcount: 2,145 (-165 students, or 7.1%, from Fall 2013)  
 Credits: 14,235  
 Average number of credits taken: 6.64  
 FTE credits: 14,235  
 FTE: 949.00 (-175.93 FTE, or -15.6%, from Fall 2013)

### Coon Rapids Campus\*

Headcount: 6,809 (-983 students, or -12.6%, from Fall 2013)  
 Credits: 60,979  
 Average number of credits taken: 8.96  
 FTE credits: 60,979  
 FTE: 4,065.27 (-409.73 FTE, or -9.2%, from Fall 2013)

Students enrolled in courses at both campuses: 1,077 (+295 students, or 37.7%, from Fall 2013)

### Status

	Cambridge Campus*		Coon Rapids Campus*		ARCC	
	N	%	N	%	N	%
Full-time students	872	40.7%	2,748	40.4%	3,068	38.9%
Part-time students	1,273	59.3%	4,061	59.6%	4,809	61.1%
New students	795	37.1%	2,661	39.1%	3,161	40.1%
Continuing students	1,350	62.9%	4,148	60.9%	4,716	59.9%

## 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	651	30.4%	2,691	39.6%	3,026	38.5%
Female	1,493	69.6%	4,097	60.4%	4,830	61.5%
<b>Total with known gender</b>	<b>2,144</b>	<b>100.0%</b>	<b>6,788</b>	<b>100.0%</b>	<b>7,856</b>	<b>100.0%</b>
Gender unknown	1	0.0%	21	0.3%	21	0.3%

**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%	30	0.4%	34	0.4%
Asian	43	2.0%	323	4.8%	342	4.4%
Black or African American	59	2.8%	574	8.5%	591	7.6%
Hispanic of any race	61	2.9%	298	4.4%	321	4.1%
Native Hawaiian/Other Pacific Islander	3	0.1%	10	0.1%	12	0.2%
White	1,890	88.6%	5,179	76.8%	6,143	78.7%
Two or more races	64	3.0%	295	4.4%	328	4.2%
Nonresident alien	4	0.2%	34	0.5%	34	0.4%
<b>Total with known race/ethnicity</b>	<b>2,133</b>	<b>100.0%</b>	<b>6,743</b>	<b>100.0%</b>	<b>7,805</b>	<b>100.0%</b>
Race/ethnicity unknown	12	0.6%	66	1.0%	72	0.9%

**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	459	21.4%	859	12.6%	1,184	15.0%
18-19	480	22.4%	1,769	26.0%	2,018	25.6%
20-21	284	13.2%	1,096	16.1%	1,203	15.3%
22-24	188	8.8%	826	12.1%	902	11.5%
25-29	268	12.5%	787	11.6%	897	11.4%
30-34	167	7.8%	544	8.0%	613	7.8%
35-39	132	6.2%	352	5.2%	416	5.3%
40-49	113	5.3%	406	6.0%	451	5.7%
50-64	50	2.3%	161	2.4%	180	2.3%
65 and older	4	0.2%	6	0.1%	10	0.1%
<b>Total students with known age</b>	<b>2,145</b>	<b>100.0%</b>	<b>6,806</b>	<b>100.0%</b>	<b>7,874</b>	<b>100.0%</b>
Age unknown	0	0.0%	3	0.0%	3	0.0%

	Cambridge Campus*	Coon Rapids Campus*	ARCC
Average age	24.2	24.5	24.3

**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	399	18.9%	1,246	18.6%	1,436	18.6%
Not first generation	1,713	81.1%	5,443	81.4%	6,302	81.4%
Total with known status	2,112	100.0%	6,689	100.0%	7,738	100.0%
First generation status unknown	33	1.5%	120	1.8%	139	1.8%

**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	266	12.5%	1,046	15.5%
Isanti	203	9.5%	612	9.1%
North Branch	180	8.4%	458	6.8%
Princeton	159	7.5%	362	5.4%
Coon Rapids	116	5.4%	282	4.2%
Other cities	1,209	56.7%	3,988	59.1%
Total with known city	2,133	100.0%	6,748	100.0%
City unknown/not reported	12	0.6%	61	0.9%

**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	587	28.2%	3,726	56.7%
Anoka	522	25.1%	837	12.7%
Chisago	319	15.3%	508	7.7%
Sherburne	169	8.1%	339	5.2%
Mille Lacs	114	5.5%	283	4.3%
Other counties	369	17.7%	873	13.3%
Total with known county	2,080	100.0%	6,566	100.0%
No county reported	65	3.0%	243	3.6%

On-site student cohorts

	Cambridge Campus*			Coon Rapids Campus*			ARCC		
	N	%	FTE	N	%	FTE	N	%	FTE
PSEO	303	14.1%	178.40	795	11.7%	548.40	956	12.1%	726.80

Off-site student cohorts

	Cambridge Campus*			Coon Rapids Campus*			ARCC		
	N	%	FTE	N	%	FTE	N	%	FTE
Concurrent Enrollment	183	8.5%	52.60	29	0.4%	5.80	212	2.7%	58.40
"College on Your Corner"	0	0.0%	0.00	31	0.5%	7.53	31	0.4%	7.53

**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	%
0900	Pre-Engineering (AS)	0	0.0%	1	0.0%
3219	Physical Therapist Assistant Prep (AA)	1	0.1%	146	2.5%
3255	Nursing Prep (AA)	34	4.8%	788	13.3%
4902	Associate in Arts/Liberal Arts and Sciences (AA)	447	63.4%	1949	32.8%
4902	Associate in Arts - Art Emphasis (AA)	1	0.1%	33	0.6%
4902	Associate in Arts - Creative Writing Emphasis (AA)	2	0.3%	17	0.3%
4902	Associate in Arts - Education Emphasis (AA)	14	2.0%	129	2.2%
4902	Associate in Arts - English Literature Emphasis (AA)	0	0.0%	28	0.5%
4902	Associate in Arts - Psychology Emphasis (AA)	15	2.1%	196	3.3%
5025	Accounting Practitioner (AAS)	0	0.0%	29	0.5%
5035	Business Office Technology (AAS)	0	0.0%	19	0.3%
5040	Business Marketing & Management (AAS)	11	1.6%	195	3.3%
5050	Business (AS)	15	2.1%	407	6.9%
5074	Music (AFA)	3	0.4%	73	1.2%
5077	Art (AFA)	4	0.6%	99	1.7%
5080	Theatre (AFA)	3	0.4%	39	0.7%
5085	Creative Writing (AFA)	6	0.9%	59	1.0%
5100	Biomedical Technologist (AS)	0	0.0%	18	0.3%
5102	Applied Engineering - Biomed Device Tech (AS)	0	0.0%	1	0.0%
5105	Accounting (AS)	7	1.0%	167	2.8%
5106	Computer Networking/Telecommunications (AS)	0	0.0%	95	1.6%
5107	Computer Science (AS)	7	1.0%	134	2.3%
5150	System Administration (AAS)	1	0.1%	7	0.1%
5155	Network Administration(AAS)	0	0.0%	15	0.3%
5208	Nursing (AS)	0	0.0%	105	1.8%
5219	Physical Therapist Assistant (AAS)	1	0.1%	63	1.1%
5238	LPN Mobility (AS)	0	0.0%	37	0.6%
5240	Pharmacy Technician (AS)	0	0.0%	12	0.2%
5250	Health Sciences (Broad Field) (AS)	46	6.5%	159	2.7%
5255	Nursing (AS)	2	0.3%	182	3.1%
5260	Integrative Health & Healing (AS)	1	0.1%	26	0.4%
5270	Community Health (AS)	1	0.1%	30	0.5%
5400	Environmental Science (AS)	3	0.4%	50	0.8%
5410	Biological Sciences (AS)	29	4.1%	133	2.2%
5450	Engineering (AS)	34	4.8%	202	3.4%
5510	Applied Engineering Tech-Bmed Des & Mfg (AS)	0	0.0%	4	0.1%
5515	Biomedical Technology (AS)	1	0.1%	29	0.5%
5700	Business, Industry and Technology (AS)	0	0.0%	31	0.5%
5710	Human Resources Associate (AS)	2	0.3%	69	1.2%
5720	Sales Management (AS)	0	0.0%	14	0.2%

Certificate Programs

Major ID	Major	High School (PSEO, Concurrent, other)		Undergraduate Level (Regular, Transfer, Unclassified)	
		N	%	N	%
8001	Biomedical Technician	1	0.1%	11	0.2%
8002	Clinical Research Professional	2	0.3%	9	0.2%
8003	Biomedical Core	1	0.1%	4	0.1%
8004	Quality Systems for Biomedical Industry	0	0.0%	2	0.0%
8005	Doc/Configuration Mgmt for BMED Industry	0	0.0%	4	0.1%
8010	Integrative Health & Healing	0	0.0%	3	0.1%
8020	Fitness Specialist	2	0.3%	22	0.4%
8025	Athletic Coaching	0	0.0%	12	0.2%
8030	Pharmacy Technician	0	0.0%	14	0.2%
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	1	0.1%	3	0.1%
8107	Computer Programming	2	0.3%	23	0.4%
8405	Business Computer Applications	0	0.0%	2	0.0%
8410	Business Generalist	1	0.1%	9	0.2%
8416	Administrative Specialist	2	0.3%	7	0.1%
8445	Retail Management	0	0.0%	4	0.1%
8451	Small Business Accounting	0	0.0%	2	0.0%
8470	Business Communication	2	0.3%	8	0.1%
<b>Total with declared primary major (degree or certificate)</b>		705	100.0%	5,937	100.0%
<b>No primary major reported</b>		493	41.2%	742	11.1%

Developmental course enrollment

	Cambridge Campus*	Coon Rapids Campus*	ARCC
<b>Unduplicated headcount of students enrolled in one or more developmental courses</b>	189	1,056	1,243
<b>Developmental course registrations:</b>			
ELL 0790	NA	9	9
ELL 0810	NA	11	11
ELL 0850	NA	17	17
ELL 0870	NA	18	18
ENGL 0890	9	105	114
ENGL 0950	70	268	338
MATH 0100	36	149	185
MATH 0200	31	136	167
MATH 0210	51	340	391
MATH 0220	NA	102	102
READ 0910	16	104	119
READ 0990	NA	53	53
<b>Total developmental course sections offered</b>	12	52	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	1,119	52.2%	282.80	3,022	44.4%	996.00	3,494	44.4%	1,278.80

Total online/hybrid course registrations	1,328			4,808			6,136		
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	982	45.8%	238.47	2,549	37.4%	815.13	2,971	37.7%	1,053.60

Total online course registrations	1,132			4,034			5,166		
Total online course sections offered	37			136			173		

\* 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:**

“College on Your Corner” = undergraduate level credit courses offered in the evenings at locations in surrounding communities through both campuses of ARCC that apply toward the completion of the Associate in Arts degree. Coon Rapids sites for Fall 2014 term include Elk River High School and National Sports Center.

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.

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 Institutional Research Office.