



## Fall Semester 2012 – Final (2/5/2013) Enrollment Report

### Anoka-Ramsey Community College (compared to 1/30/2012)

Total headcount: 9,497 (+263 students, or 2.8%, from Fall 2011)  
 Total credits: 86,589  
 Average number of credits taken: 9.12  
 Total FTE credits: 86,589  
 Total FTE: 5,772.6 (-50.53 FTE, or -0.9%, from Fall 2011)

### Cambridge Campus\*

Headcount: 2,546 (-146 students, or -5.4%, from Fall 2011)  
 Credits: 18,884  
 Average number of credits taken: 7.42  
 FTE credits: 18,884  
 FTE: 1,258.93 (-75.47 FTE, or -5.7%, from Fall 2011)

### Coon Rapids Campus\*

Headcount: 7,777 (+305 students, or 4.1%, from Fall 2011)  
 Credits: 67,705  
 Average number of credits taken: 8.71  
 FTE credits: 67,705  
 FTE: 4,513.67 (+24.93 FTE, or 0.6%, from Fall 2011)

Students enrolled in courses at both campuses: 826 (-104 students, or -11.2%, from Fall 2011)

### Status

	Cambridge Campus*		Coon Rapids Campus*		ARCC	
	N	%	N	%	N	%
Full-time students	881	34.6%	2,884	37.1%	3,398	35.8%
Part-time students	1,665	65.4%	4,893	62.9%	6,099	64.2%
New students	1,071	42.1%	3,281	42.2%	4,124	43.4%
Continuing students	1,475	57.9%	4,496	57.8%	5,373	56.6%

## 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	793	31.2%	3,050	39.4%	3,614	38.2%
Female	1,746	68.8%	4,687	60.6%	5,839	61.8%
Total with known gender	2,539	100.0%	7,737	100.0%	9,453	100.0%
Gender unknown	7	0.3%	40	0.5%	44	0.5%

**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	13	0.5%	37	0.5%	45	0.5%
Asian	28	1.1%	328	4.3%	345	3.7%
Black or African American	33	1.3%	602	7.8%	610	6.5%
Hispanic of any race	83	3.3%	364	4.7%	414	4.4%
Native Hawaiian/Other Pacific Islander	6	0.2%	7	0.1%	10	0.1%
White	2,276	90.4%	5,969	77.8%	7,530	80.3%
Two or more races	76	3.0%	340	4.4%	391	4.2%
Nonresident alien	2	0.1%	26	0.3%	27	0.3%
Total with known race/ethnicity	2,517	100.0%	7,673	100.0%	9,372	100.0%
Race/ethnicity unknown	29	1.1%	104	1.3%	125	1.3%

**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	692	27.2%	1,231	15.8%	1,863	19.6%
18-19	460	18.1%	1,849	23.8%	2,185	23.0%
20-21	294	11.6%	1,110	14.3%	1,285	13.5%
22-24	253	10.0%	948	12.2%	1,079	11.4%
25-29	296	11.6%	894	11.5%	1,053	11.1%
30-34	223	8.8%	678	8.7%	786	8.3%
35-39	117	4.6%	394	5.1%	457	4.8%
40-49	146	5.7%	456	5.9%	535	5.6%
50-64	59	2.3%	203	2.6%	234	2.5%
65 and older	2	0.1%	7	0.1%	9	0.1%
Total students with known age	2,542	100.0%	7,770	100.0%	9,486	100.0%
Age unknown	4	0.2%	7	0.1%	11	0.1%

	Cambridge Campus*	Coon Rapids Campus*	ARCC
Average age	24.0	24.5	24.1

**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	511	20.8%	1,506	20.0%	1,837	20.0%
Not first generation	1,942	79.2%	6,015	80.0%	7,327	80.0%
Total with known status	2,453	100.0%	7,521	100.0%	9,164	100.0%
First generation status unknown	93	3.7%	256	3.3%	333	3.5%

**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	360	14.2%	1,138	14.8%
Isanti	247	9.8%	643	8.3%
North Branch	238	9.4%	538	7.0%
Princeton	224	8.8%	439	5.7%
Stacy	92	3.6%	337	4.4%
Other cities	1,371	54.1%	4,616	59.9%
Total with known city	2,532	100.0%	7,711	100.0%
City unknown/not reported	14	0.5%	66	0.8%

**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	744	30.6%	4,173	55.2%
Chisago	485	20.0%	971	12.9%
Anoka	407	16.8%	662	8.8%
Sherburne	195	8.0%	596	7.9%
Mille Lacs	161	6.6%	307	4.1%
Other counties	436	18.0%	846	11.2%
Total with known county	2,428	100.0%	7,555	100.0%
No county reported	118	4.6%	222	2.9%

**On-site student cohorts**

	Cambridge Campus*			Coon Rapids Campus*			ARCC		
	N	%	FTE	N	%	FTE	N	%	FTE
PSEO	247	9.7%	181.33	766	9.8%	541.73	951	10.0%	723.07

**Off-site student cohorts**

	Cambridge Campus*			Coon Rapids Campus*			ARCC		
	N	%	FTE	N	%	FTE	N	%	FTE
Concurrent Enrollment	497	19.5%	209.00	494	6.4%	146.53	991	10.4%	355.53
"College on Your Corner"	17	0.7%	3.40	257	3.3%	61.93	274	2.9%	65.33

**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)	11	0.7%	96	1.4%
3208	Nursing Prep (AA)	30	2.0%	980	14.0%
3219	Physical Therapist Assistant Prep (AA)	3	0.2%	168	2.4%
4902	Associate in Arts/Liberal Arts and Sciences (AA)	1,261	82.5%	2,562	36.7%
4902	Associate in Arts - Art Emphasis (AA)	3	0.2%	39	0.6%
4902	Associate in Arts - Creative Writing Emphasis (AA)	3	0.2%	34	0.5%
4902	Associate in Arts - Education Emphasis (AA)	6	0.4%	116	1.7%
4902	Associate in Arts - English Literature Emphasis (AA)	2	0.1%	27	0.4%
4902	Associate in Arts - Psychology Emphasis (AA)	7	0.5%	220	3.1%
4903	Minnesota Transfer Curriculum/No Degree	58	3.8%	147	2.1%
5025	Accounting Practitioner (AAS)	0	0.0%	45	0.6%
5035	Business Office Technology (AAS)	0	0.0%	14	0.2%
5040	Business Marketing & Management (AAS)	9	0.6%	196	2.8%
5050	Business (AS)	22	1.4%	439	6.3%
5074	Music (AFA)	4	0.3%	53	0.8%
5077	Art (AFA)	2	0.1%	114	1.6%
5080	Theatre (AFA)	1	0.1%	26	0.4%
5100	Biomedical Technologist (AS)	5	0.3%	67	1.0%
5102	Applied Engineering - Biomed Device Mfg (AS)	0	0.0%	4	0.1%
5105	Accounting (AS)	3	0.2%	177	2.5%
5106	Computer Networking/Telecommunications (AS)	0	0.0%	150	2.1%
5107	Computer Science (AS)	7	0.5%	102	1.5%
5108	Computer Science - Track 1 (AS)	0	0.0%	3	0.0%
5109	Computer Science - Track 2 (AS)	0	0.0%	2	0.0%
5208	Nursing (AS)	0	0.0%	317	4.5%
5219	Physical Therapist Assistant (AAS)	2	0.1%	60	0.9%
5238	LPN Mobility (AS)	0	0.0%	49	0.7%
5250	Health Sciences (Broad Field) (AS)	25	1.6%	118	1.7%
5260	Integrative Health & Healing (AS)	0	0.0%	26	0.4%
5270	Community Health (AS)	3	0.2%	35	0.5%
5400	Environmental Science (AS)	4	0.3%	46	0.7%
5410	Biological Sciences (AS)	25	1.6%	144	2.1%
5450	Engineering (AS)	15	1.0%	139	2.0%
5700	Business, Industry and Technology (AS)	1	0.1%	28	0.4%
5710	Human Resources Associate (AS)	1	0.1%	64	0.9%
5720	Sales Management (AS)	0	0.0%	10	0.1%

Certificate Programs

Major ID	Major	High School (PSEO, Concurrent, other)		Undergraduate Level (Regular, Transfer, Unclassified)	
		N	%	N	%
8001	Biomedical Technician	1	0.1%	13	0.2%
8002	Clinical Research Professional	3	0.2%	11	0.2%
8003	Biomedical Core	3	0.2%	5	0.1%
8004	Quality Systems for Biomedical Industry	0	0.0%	2	0.0%
8005	Doc/Configuration Mgmt for BMED Industry	0	0.0%	1	0.0%
8010	Integrative Health & Healing	0	0.0%	4	0.1%
8020	Fitness Specialist	4	0.3%	36	0.5%
8025	Athletic Coaching	0	0.0%	15	0.2%
8030	Pharmacy Technician	0	0.0%	8	0.1%
8101	Computer Help Desk Specialist	0	0.0%	11	0.2%
8102	Network Support and Administration	0	0.0%	3	0.0%
8104	Computer Network Security	0	0.0%	3	0.0%
8105	Computer Programming - Track 1	0	0.0%	2	0.0%
8106	Computer Programming - Track 2	0	0.0%	1	0.0%
8107	Computer Programming	2	0.1%	17	0.2%
8405	Business Computer Applications	0	0.0%	2	0.0%
8410	Business Generalist	1	0.1%	15	0.2%
8416	Administrative Specialist	0	0.0%	11	0.2%
8445	Retail Management	0	0.0%	6	0.1%
8450	Small Business Accounting	0	0.0%	2	0.0%
8470	Business Communication	1	0.1%	3	0.0%
<b>Total with declared primary major (degree or certificate)</b>		1,528	100.0%	6,988	100.0%
<b>No primary major reported</b>		356	18.9%	625	8.2%

Developmental course enrollment

	Cambridge Campus*	Coon Rapids Campus*	ARCC
<b>Unduplicated headcount of students enrolled in one or more developmental courses</b>	271	1,396	1,663
<b>Developmental course registrations:</b>			
ENGL 0890	17	102	119
ENGL 0950	81	266	347
MATH 0100	34	138	172
MATH 0110	NA	76	76
MATH 0200	67	234	301
MATH 0210	103	560	663
MATH 0220	NA	105	105
READ 0910	21	193	214
READ 0990	13	113	126
<b>Total developmental course sections offered</b>	13	62	75

**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	1,211	47.6%	337.60	3,263	42.0%	1,061.93	3,919	41.3%	1,399.53

Total online/hybrid course registrations	1,578			5,060			6,638		
Total online/hybrid course sections offered	59			166			225		

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

	Cambridge Campus*			Coon Rapids Campus*			ARCC		
	N	%	FTE	N	%	FTE	N	%	FTE
Online courses	931	36.6%	247.47	2,573	33.1%	792.87	3,025	31.9%	1,040.33

Total online course registrations	1,196			3,948			5,144		
Total online course sections offered	42			130			172		

\* 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 2012 term include Columbia Heights High School, Coon Rapids YMCA (Emma B Howe Family YMCA), Elk River High School, Fridley High School, Monticello High School, National Sports Center, and St. Francis High School; the Cambridge site for Fall 2012 term is North Branch High School.

**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.