

COMPARISON BETWEEN INTRO TO BUSINESS STUDENTS AND ALL SPRING 2017 STUDENTS

The following data brief shows how students taking Intro to Business (BUS-101) in Spring 2017 compared to the entire student body in Spring 2017 in terms of demographic and institutional data measures.

Table 1 shows that the racial/ethnic breakdown of Intro to Business students and all Spring 2017 students was fairly consistent. The percentage of Hispanic/Latino students was identical at 23.9% for both cohorts.

TABLE 1: INTRO TO BUSINESS STUDENTS VS. ALL SPRING 2017 STUDENTS BY RACE/ETHNICITY

Race/Ethnicity	Intro to Business Students		All Spring 2017 Students	
	#	%	#	%
American Indian or Alaska Native	2	0.3	28	0.2
Asian	38	6.5	841	6.5
Black or African American	31	5.3	725	5.6
Hispanic/Latino	141	23.9	3105	23.9
Native Hawaiian or Other Pacific Islander	4	0.7	42	0.3
Nonresident alien	54	9.2	898	6.9
Race and ethnicity unknown	163	27.7	3435	26.4
Two or more races	8	1.4	206	1.6
White	148	25.1	3725	28.6
Total	589	100	13005	100

Table 2 shows the gender breakdown of Intro to Business students and all Spring 2017 students. Males were overrepresented in Intro to Business courses with 60.3% of Intro to Business students identifying as male. Only 46.8% of all Spring 2017 students were male.

TABLE 2: INTRO TO BUSINESS STUDENTS VS. ALL SPRING 2017 STUDENTS BY GENDER

Gender	Intro to Business Students		All Spring 2017 Students	
	#	%	#	%
Male	355	60.3	6081	46.8
Female	220	37.4	6602	50.8
Unknown	14	2.4	322	2.5
Total	589	100	13005	100

Table 3 shows that Full-Time students were slightly overrepresented in Intro to Business courses. While a majority of students at Bergen in Spring 2017 were Full-Time (50.9%), a higher percentage of students taking Intro to Business were Full-Time (68.6%).

TABLE 3: INTRO TO BUSINESS STUDENTS VS. ALL SPRING 2017 STUDENTS BY ATTENDANCE STATUS

Attendance Status	Intro to Business Students		All Spring 2017 Students	
	#	%	#	%
Full-Time	404	68.6	6621	50.9
Part-Time	185	31.4	6384	49.1
Total	589	100	13005	100

Table 4 shows that the overwhelming majority of Intro to Business students as well as all Spring 2017 students were Degree-Seeking – 95.9% and 91.9% respectively.

TABLE 4: INTRO TO BUSINESS STUDENTS VS. ALL SPRING 2017 STUDENTS BY MATRICULATION STATUS

Matriculation Status	Intro to Business Students		All Spring 2017 Students	
	#	%	#	%
Degree-Seeking	565	95.9	11957	91.9
Non-Degree-Seeking	24	4.1	1048	8.1
Total	589	100	13005	100

Table 5 shows consistency between Intro to Business students and Spring 2017 students as far as Registration Status. The majority of students in both cohorts were Returning students (55.9% and 59.1% respectively). While both also had sizable Transfer student populations (26.5% and 27.8% respectively).

TABLE 5: INTRO TO BUSINESS STUDENTS VS. ALL SPRING 2017 STUDENTS BY REGISTRATION STATUS

Registration Status	Intro to Business Students		All Spring 2017 Students	
	#	%	#	%
First-Time	62	10.5	889	6.8
Transfer	156	26.5	3621	27.8
Stop-Out	42	7.1	807	6.2
Returning	329	55.9	7688	59.1
Total	589	100	13005	100

Table 6 shows the top ten majors amongst Intro to Business students and amongst all Spring 2017 students. While the majority of students in Intro to Business courses had a Business Administration major (AS.PS.BUS.ADM), the two lists had four majors in common including General Professional Studies (AS.PS.GEN) and General Liberal Arts (AA.LA.GEN). Majors shared by both cohorts are shaded below.

TABLE 6: INTRO TO BUSINESS STUDENTS VS. ALL SPRING 2017 STUDENTS BY TOP TEN MAJORS

Top Ten Business Student Majors	#	Top Ten Spring 2017 Student Majors	#
AS.PS.BUS.ADM	118	AS.PS.GEN	3138
AS.PS.GEN	94	NON.DEGREE	955
AS.PS.BUS.ACCT	42	AA.LA.GEN	887
AS.PS.BUS.MGMT	41	AS.PS.CRIMJ	678
AA.LA.GEN	37	AS.PS.BUS.ADM	667
AS.PS.BUS.MKTG	29	AS.NSM.COMP.SCI	415
AS.PS.INFO	26	AS.NSM.GEN	413
NON.DEGREE	22	AA.LA.PSY	384
AAS.BUS.ACCT	19	AS.ENGIN.SCI	358
AAS.IT.NET	19	AS.NSM.BIO	346

CONCLUSION

Students taking Intro to Business courses in Spring 2017 were a fairly representative subset of all Spring 2017 students. While males and Full-Time students were overrepresented, racial and ethnic background, matriculation status, registration status, and major remained consistent between both cohorts.