

Revisiting the Introduction to Business Course: A Plan to Improve Student Retention in Colleges of Business Administration

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ABSTRACT

The retention literature shows that faculty-student interaction and face-to-face time significantly increases the student's probability of successful continuance and completion of an academic program. Traditionally, business majors are enrolled in general education courses during their freshman year and have little contact with business faculty. This lack of opportunity for interaction during the student's freshman year has long been recognized as an obstacle to engaging business students with their major faculty. Additionally, students are not often drawn to business as a major upon entry into the university arena but rather are drawn into the curriculum after eliminating other majors as an option.

This paper describes the innovative approach to offering the Introduction to Business course used by one College of Business Administration in a public university. The purpose of the innovation was to improve retention of business majors in the program and address declining enrollment issues. The faculty in the college was interested in providing freshman business majors with a mechanism for active engagement in the business school and enhancing the image and reputation of the business degree. Thus, a new approach to the Introduction to Business course was developed and undertaken.