

# 2015

NATIONWIDE BENCHMARKING REPORT ON

## International Business Education at Community Colleges

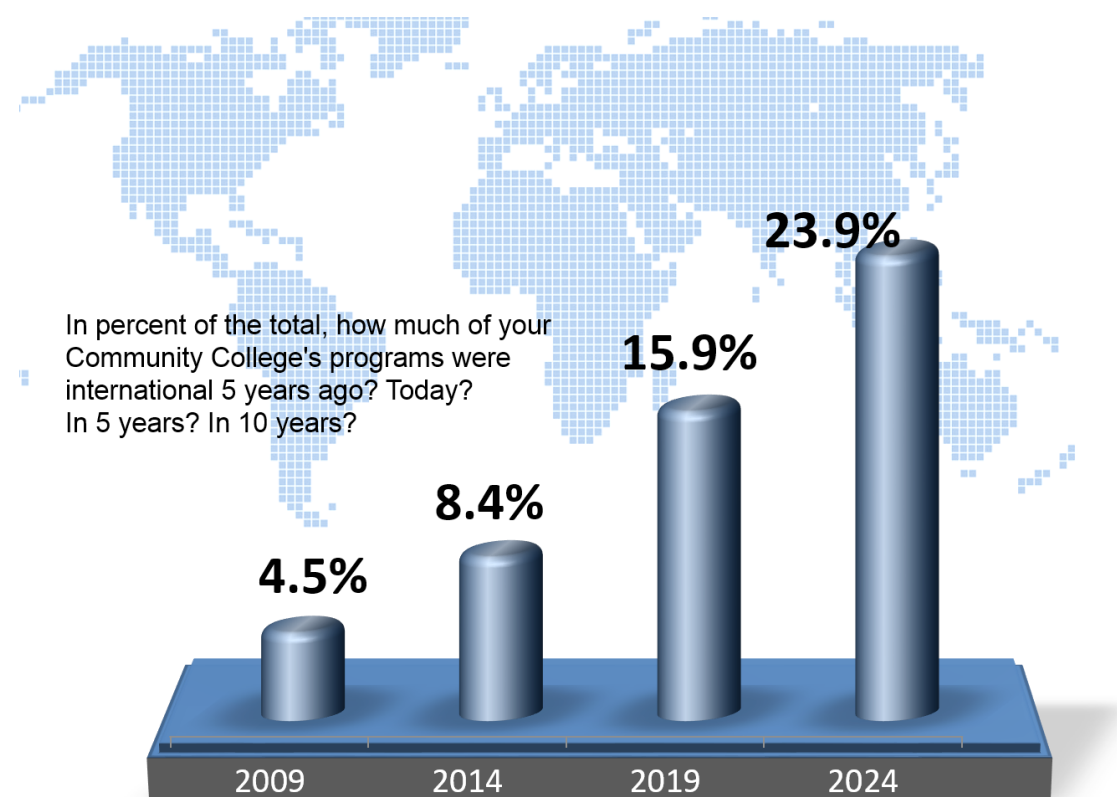


**MICHIGAN STATE**  
UNIVERSITY

## Expectations to Internationalize

Figuring out where a Community College has been, where it is, and where it is planning to go in terms of internationalizing its programs represents a way to outline a strategic path toward targeted goals. For this “global strategy” question, we asked basic questions of Senior Administrators at Community Colleges about internationalization efforts on their campuses (typically the President and his/her top two “lieutenants”).

A scale from zero to 100 percent was used, with 100 percent representing a Community College with fully internationalized programs. For policy purposes, we suggest that a target goal of internationalizing 20 percent of Community College programming by 2024 is preferred to maintain the international competitiveness of the U.S. workforce.

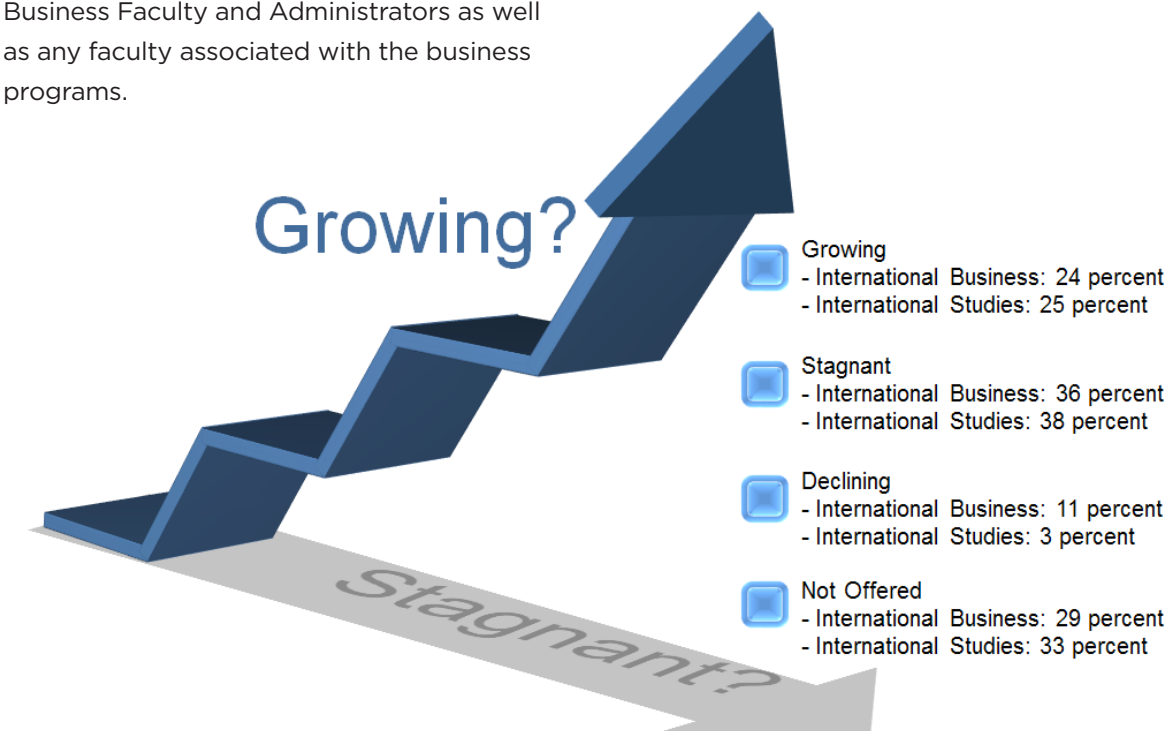


## Current Internationalizing

International courses can exist in almost any program at the nation's 1,132 Community Colleges. To measure if international courses are growing, stagnant, or declining at Community Colleges, we asked questions related to international business and international studies courses.

**Business Faculty** and **Administrators** at Community Colleges answered questions regarding international business courses being taught (the sample size was n=330 Community Colleges, and we had between one and 16 respondents per Community College). The sampling frame included all Business Faculty and Administrators as well as any faculty associated with the business programs.

**Senior Administrators** answered the questions pertaining to non-business international courses (the sample size was n=170 Community Colleges, and we had between one and three respondents per Community College). The sampling frame included the Presidents, Vice Presidents of Academic Affairs, and VP/Director of International Education.



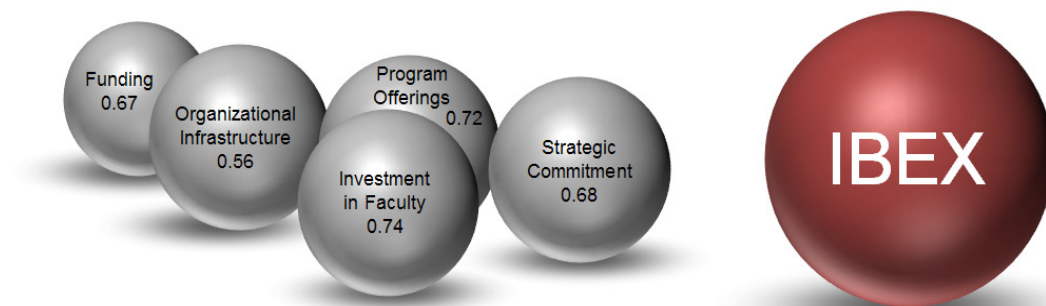


## International Business Education Index (IBEX)

IBEX measures the degree to which Community Colleges emphasize internationalization of business education in their curricula and educational activities; it has been assessed since 2008. A score of 0.70 to 1.00 indicates that a Community College is “highly active” in internationalizing; 0.60 to 0.69 is classified as “active”; and 0.30 to 0.59 indicates “less active” (with less than 0.30 being only sporadically, if at all, involved in internationalizing education).

To create IBEX, we included five “pillars” pertaining to internationalization of business education at Community Colleges (see figure for 2014 scores on the pillars). The unit of analysis is Community Colleges (n=330; we received between 1 and 16 responses from Business Faculty and Administrators per Community College).

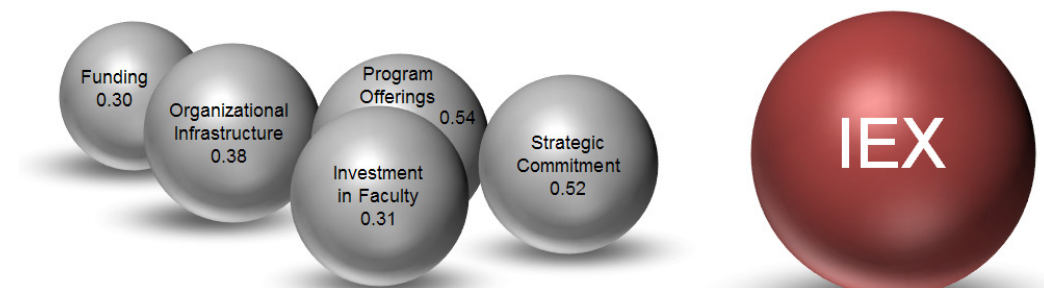
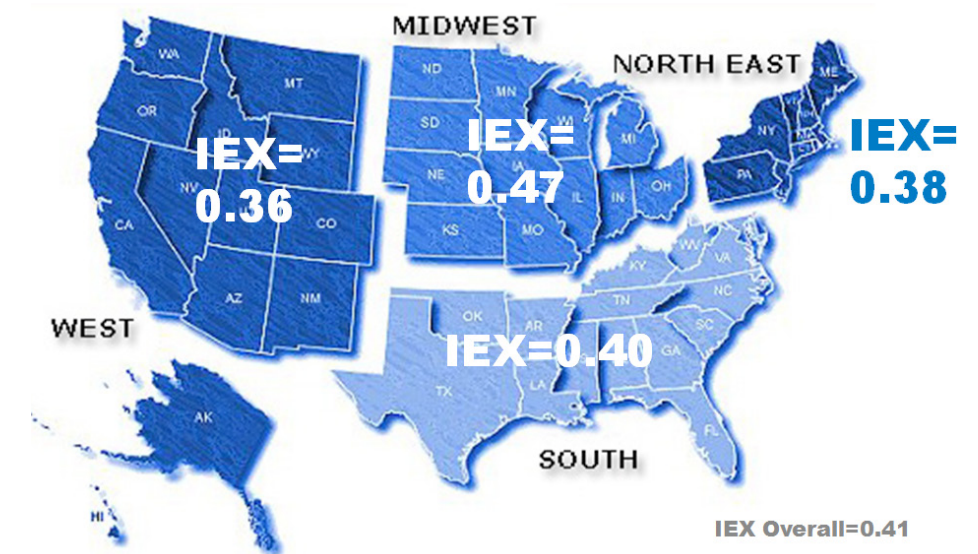
|                   | MIDWEST | NORTHEAST | SOUTH | WEST | OVERALL |
|-------------------|---------|-----------|-------|------|---------|
| IBEX 2008 (n=428) | 0.25    | 0.29      | 0.27  | 0.28 | 0.27    |
| IBEX 2009 (n=336) | 0.26    | 0.27      | 0.28  | 0.28 | 0.27    |
| IBEX 2010 (n=309) | 0.23    | 0.24      | 0.27  | 0.24 | 0.25    |
| IBEX 2012 (n=380) | 0.69    | 0.68      | 0.71  | 0.75 | 0.71    |
| IBEX 2014 (n=330) | 0.65    | 0.71      | 0.67  | 0.66 | 0.67    |



## International Education Index (IEX)

As a new assessment for the 2015 report, IEX measures the degree to which Community Colleges emphasize internationalization of education in their curricula and educational activities. A score of 0.70 to 1.00 indicates that a Community College is “highly active” in internationalizing; 0.60 to 0.69 is classified as “active”; and 0.30 to 0.59 indicates “less active” (with less than 0.30 being only sporadically, if at all, involved in internationalizing education).

The benchmarking involves data collected from Senior Administrators at Community Colleges. To create IEX, we included the same five “pillars” as in IBEX, but with a focus on internationalizing education instead of business education. The unit of analysis was Community Colleges (n=170 we received between 1 and 3 responses from Senior Administrators per Community College).



## IBEX Rankings of Regions and States

The IBEX scores that serve as the basis for the regional and state rankings are created via input from Community College Business Faculty and Administrators. All Community Colleges have been invited to participate. A score of 0.70 to 1.00 indicates that a Community College is “highly active” in internationalizing; 0.60 to 0.69 is classified as “active”; and 0.30 to 0.59 indicates “less active” (with less than 0.30 being only sporadically, if at all, involved in internationalizing education).

In the 2014 ranking, the State of Iowa achieved the top IBEX score at 0.85 (the current headquarters location of Community Colleges for International Development, CCID). The Northeast region of the country was found to provide the most internationalized business education with an average IBEX among all its Community Colleges of 0.71. The IEX scores are included for comparisons.

| REGION             | IBEX 2012 | IBEX 2014 | IEX 2014 |
|--------------------|-----------|-----------|----------|
| 1 Northeast Region | 0.68      | 0.71      | 0.38     |
| 2 South Region     | 0.71      | 0.67      | 0.40     |
| 3 West Region      | 0.75      | 0.66      | 0.36     |
| 4 Midwest Region   | 0.69      | 0.65      | 0.47     |

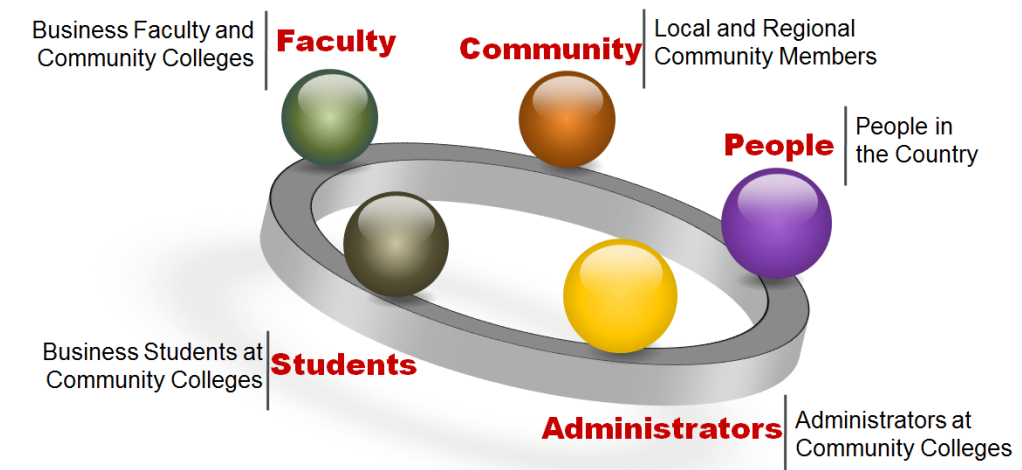
| RANK          | STATES   | IBEX         |
|---------------|--|--------------|
| Highly Active | Alabama, Arkansas, Connecticut, Georgia, Idaho, IOWA, Kentucky, Maine, Massachusetts, Mississippi, Montana, New Hampshire, New Jersey, South Carolina, and Texas   | 0.71 to 0.85 |
| Active        | Arizona, California, Colorado, Delaware, Illinois, Louisiana, Maryland, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Mexico, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Dakota, Utah, Virginia, Washington, West Virginia, Wisconsin, and Wyoming | 0.60 to 0.69 |
| Less Active   | Alaska, Florida, Hawaii, Indiana, Kansas, North Dakota, Oklahoma, Rhode Island, Tennessee, and Vermont   | 0.30 to 0.59 |

## International Business Knowledge

Knowledge and skills in conducting business worldwide make up the notion of “international business knowledge.” Within the context of Community Colleges, as relates to IB knowledge, the goal is to provide internationally oriented workforce development of the U.S. population to enhance a company’s and/or the country’s international competitiveness.

We asked: On a scale from 1 (no awareness) to 10 (great expertise), rate the international business knowledge of (a) students, (b) faculty, (c) administrators, (d) local community, and (e) people in the country as it applies broadly to all world markets. For policy purposes, we suggest that a target goal of an average score of 7 by 2024 is preferred to maintain the international competitiveness of the U.S. workforce.

| TARGET GROUP   | 2008 | 2009 | 2010 | 2012 | 2014 |
|----------------|------|------|------|------|------|
| Students       | 3.46 | 3.82 | 3.63 | 3.64 | 3.37 |
| Faculty        | 5.59 | 5.95 | 5.20 | 5.09 | 4.73 |
| Administrators | 4.37 | 4.65 | 4.12 | 4.00 | 3.75 |
| Community      | 4.20 | 4.33 | 4.30 | 4.50 | 4.27 |
| People         | 3.93 | 3.70 | 3.96 | 4.09 | 3.96 |



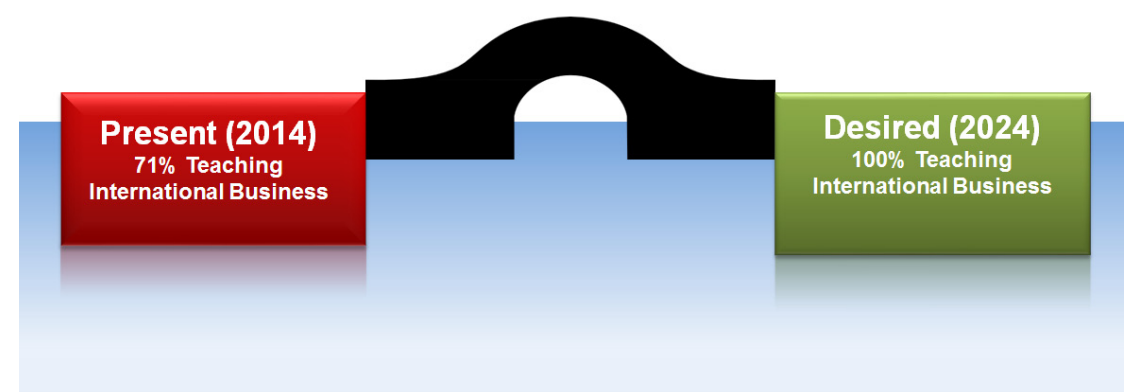


## What is Being Taught?

A variety of internationally oriented business courses can be taught. In the table, the 12 most popular courses are ranked based on the percent of Community Colleges in the country that teaches each course.

A total of 1,132 Community Colleges exist in the U.S., per the data provided by the American Association of Community Colleges (AACC). Of those, 986 are Public, 115 are Independent, and 31 are Tribal Community Colleges.

| RANK | COURSE                             | 2008 | 2012 | 2014 |
|------|------------------------------------|------|------|------|
| 1    | International Business             | 51%  | 85%  | 71%  |
| 2    | International Marketing            | 22%  | 37%  | 26%  |
| 3    | International Economics            | 19%  | 26%  | 18%  |
| 4    | International Trade                | 16%  | 18%  | 15%  |
| 5    | International Management           | 13%  | 24%  | 12%  |
| 6    | International Entrepreneurship     | N/A  | 17%  | 8%   |
| 7    | International Logistics            | N/A  | 12%  | 8%   |
| 8    | International Accounting           | 1%   | 9%   | 8%   |
| 9    | International Finance              | 8%   | 13%  | 6%   |
| 10   | International Sourcing/Procurement | N/A  | 7%   | 6%   |
| 11   | International Strategy             | N/A  | 5%   | 4%   |
| 12   | International Human Resources      | 3%   | 8%   | 3%   |



## Basic Course in International Business

The average annual enrollment in the first course in International Business (often called Principles, Basic, or a Survey Course) at the Community Colleges is 46 students (standard deviation = 65 students).

One-third of Community Colleges that offer the basic course in International Business require it for graduation from their business program, while two-thirds have it as an elective (71 percent of the Community Colleges offer International Business as a course).

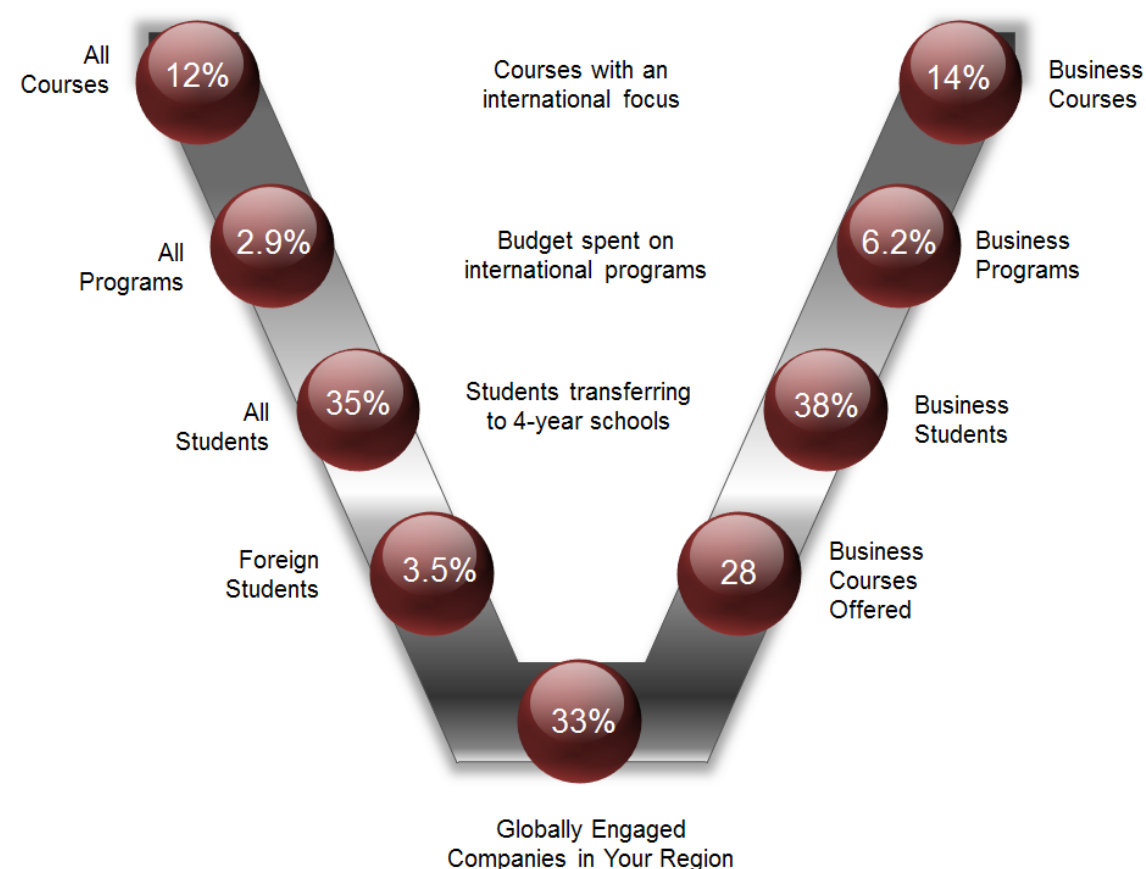
| MARKET RANK | %   | INTERNATIONAL BUSINESS TEXTBOOK | AUTHOR(S)         | PUBLISHER   |
|-------------|-----|---------------------------------|-------------------|-------------|
| 1           | 13% | Global Business Today           | Charles W.L. Hill | McGraw-Hill |
| 2           | 11% | International Business          | Wild & Wild       | Pearson     |
| 3           | 7%  | International Business          | Charles W.L. Hill | McGraw-Hill |
| 4           | 5%  | Global Business                 | Mike Peng         | Cengage     |
| 5           | 3%  | Global                          | Mike Peng         | Cengage     |
| 6           | 2%  | International Business          | Ball et al.       | McGraw-Hill |
| 7           | 2%  | International Business          | Daniels et al.    | Pearson     |
| 8           | 1%  | International Business          | Griffin & Pustay  | Pearson     |
| 9           | 1%  | International Business          | Cavusgil et al.   | Pearson     |
| N/A         | 56% | None or Other Book              | N/A               | N/A         |



## Community College Surroundings

The “surroundings” in which a Community College is embedded have a great effect on what programs, courses, and work-force development activities it offers. The chart below compares campus offerings at Community Colleges with those available in the business programs, and we also include statistics on foreign students, business courses offered, and global engagement of companies in the institution’s serving region.

Additionally, as we have found in previous studies, fewer than 2 percent of students at Community Colleges study abroad; fewer than 1 percent participate in an international internship; and students generally have limited availability to take foreign language courses (on average, Community Colleges offer 7 language courses).



## Who We Are

### Michigan State University International Business Center

- has been a national leader in offering programs to internationalize business education at Community Colleges since 1995. IBC is designated and funded as a “Center for International Business Education and Research” (CIBER) by the U.S. Department of Education – one of only 17 institutions with this designation.
- is the developer of globalEDGE – the Google No. 1 ranked website for “international business resources” with more than a million active users in some 200 countries. globalEDGE has dedicated resources for Community Colleges.
- is engaged in a strategic partnership with Community Colleges for International Development (CCID) to internationalize business education at Community Colleges. Since 1976, CCID has provided an international network for Community Colleges to further their internationalization initiatives and to enhance the development of a globally competent workforce through relationship building, education, and development.
- is collaborating with the American Association of Community Colleges (AACC) and the National Association for Community College Entrepreneurship (NACCE) on initiatives to internationalize business education at Community Colleges.
- has Tomas Hult, Byington Endowed Chair and Professor of International Business, as its Director; and William Motz, Professor of Business and Economics at Lansing Community College, as a strategic collaborator and board member. Hult and Motz founded the IBEX benchmarking study in 2008. The IBC team consists of some 40 faculty, staff, and student assistants.



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