

NATIONWIDE BENCHMARKING

REPORT ON

International Business Education at Community Colleges

MICHIGAN STATE
UNIVERSITY



NATIONAL ASSOCIATION
FOR COMMUNITY COLLEGE
ENTREPRENEURSHIP

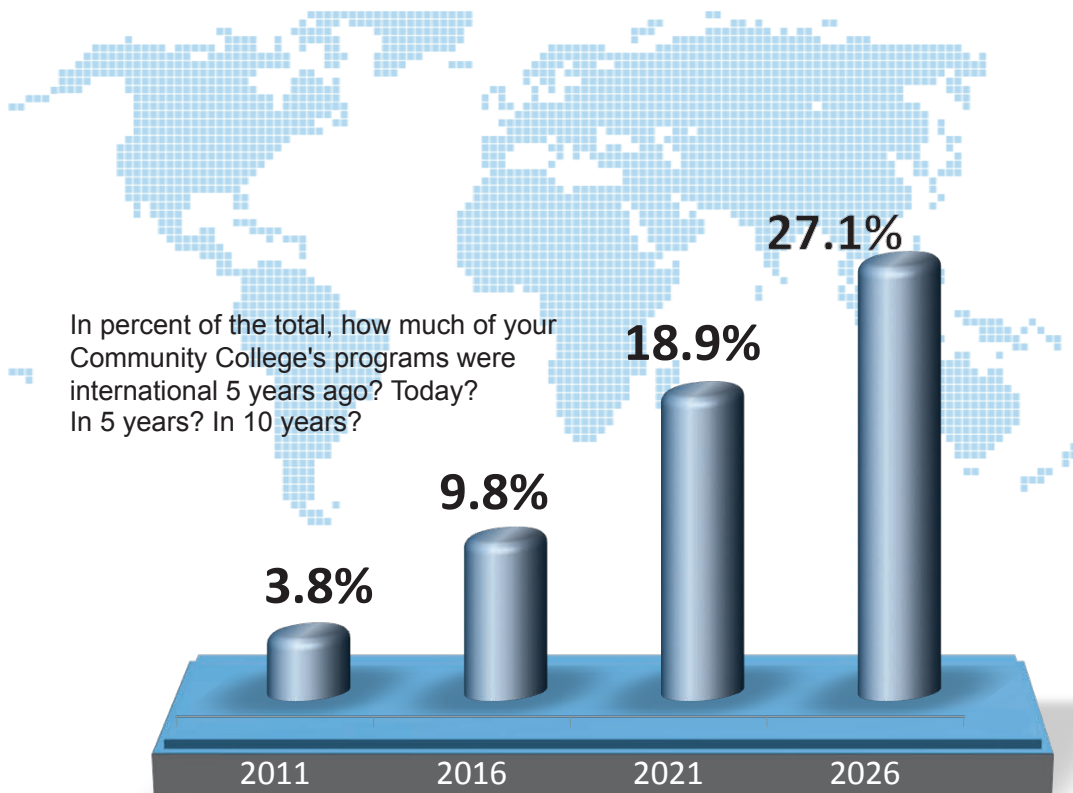
Expectations to Internationalize

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.

A scale from zero to 100 percent was used, with 100 percent representing a Community College with all of its programs

fully internationalized. For policy purposes, we suggest that a target goal of internationalizing 25 percent of Community College programming by 2026 is preferred to maintain the international competitiveness of the U.S. workforce.

The 2016 benchmark shows an increase in optimism. The expectation is that Community Colleges will be internationalized to 27 percent by 2026. In 2014, 8.4 percent of the campus was internationalized, and now it is 9.8 percent.



Current Internationalizing

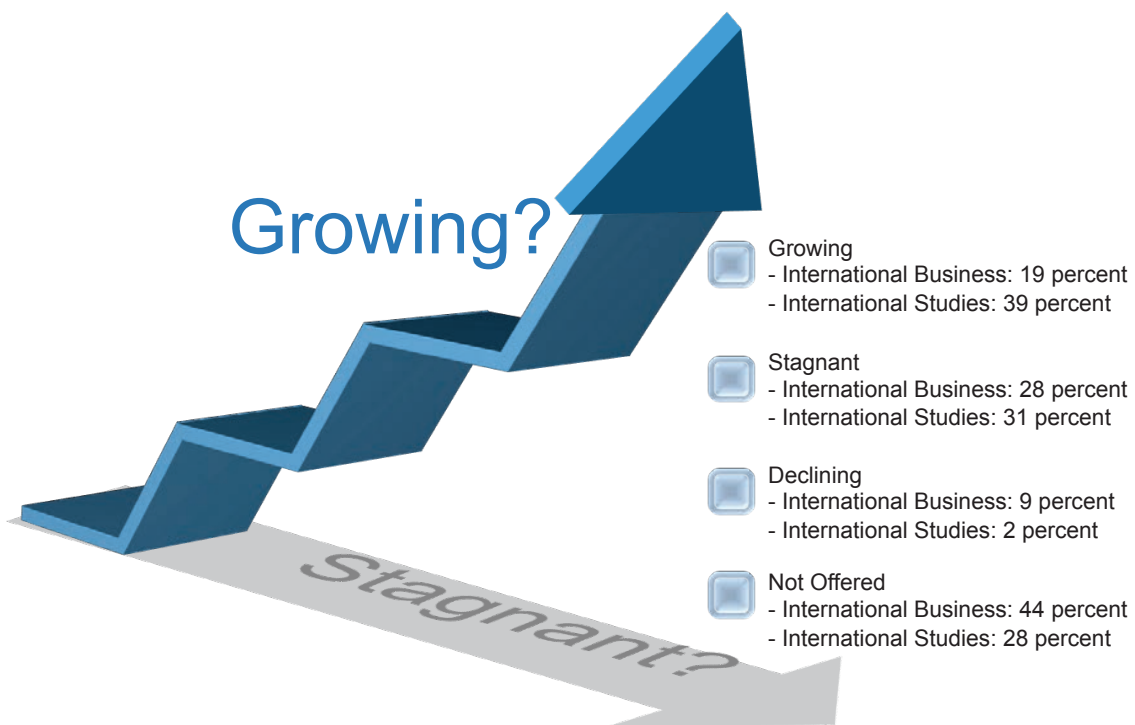
International courses can exist in almost any program at the nation's 1,132 Community Colleges. We asked questions related to internationalized business courses and internationalized non-business courses (e.g., international studies, area studies).

Community Colleges enrolled, on average, 43 students in the basic International Business course annually (Standard Deviation = 73).

Business Faculty and **Administrators** at Community Colleges answered questions regarding international business courses being taught (the sample size was n=415

Community Colleges, and we had between one and 16 respondents per Community College). The sampling frame included all business faculty and business administrators.

Senior Administrators answered the questions pertaining to non-business international courses (the sample size was n=152 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.

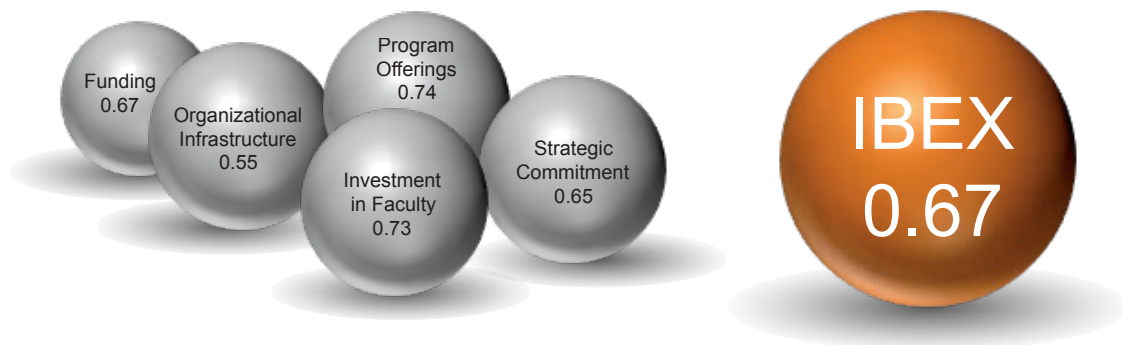


International Business Education Index (IBEX)

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 2016 scores on the pillars). The unit of analysis is Community Colleges (we annually received between 1 and 16 responses from business faculty and administrators per Community College).

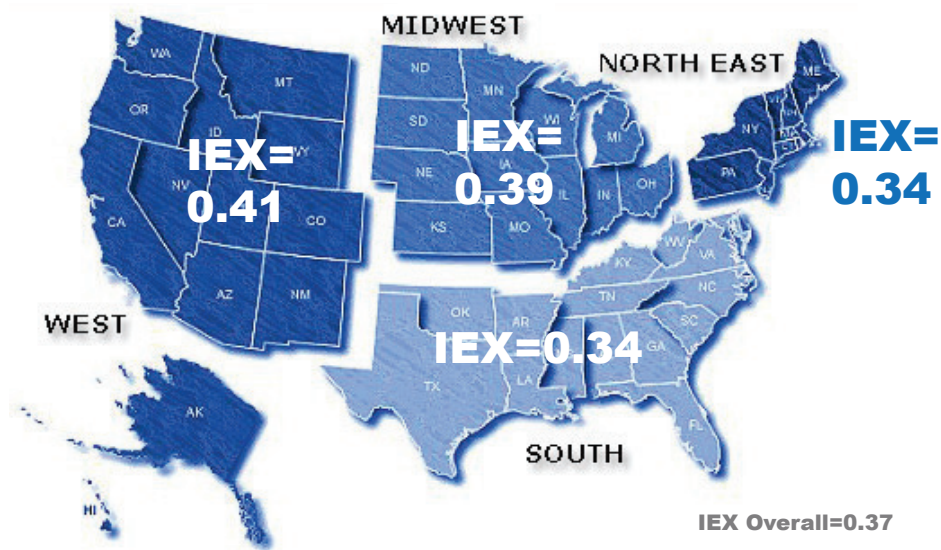
	MIDWEST	NORTHEAST	SOUTH	WEST	OVERALL
IBEX 2008 (n=428)	0.25	0.29	0.27	0.28	0.27
IBEX 2009 (n=336)	0.26	0.27	0.28	0.28	0.27
IBEX 2010 (n=309)	0.23	0.24	0.27	0.24	0.25
IBEX 2012 (n=380)	0.69	0.68	0.71	0.75	0.71
IBEX 2014 (n=330)	0.65	0.71	0.67	0.66	0.67
IBEX 2016 (n=415)	0.66	0.72	0.66	0.67	0.67



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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=152; we received between one and three responses from Senior Administrators per Community College).



IBEX Rankings of Regions and States

The aggregate IBEX scores serve as the basis for the regional and state data. 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 2016 ranking, Connecticut and New Jersey stood out as the best internationalized Community College systems. Indiana

made the most improvements, with Florida, Kansas, and Oklahoma also making significant strides. Montana took the most significant step downwards.

The Northeast region of the country was again found to provide the most internationalized business education, with an average IBEX among all its Community Colleges of 0.72. The IEX scores are included in the table for comparisons.

REGION	IBEX 2014	IBEX 2016	IEX 2014	IEX 2016
1 Northeast	0.71	0.72	0.38	0.34
2 South	0.67	0.66	0.40	0.34
3 West	0.66	0.67	0.36	0.41
4 Midwest	0.65	0.66	0.47	0.39

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

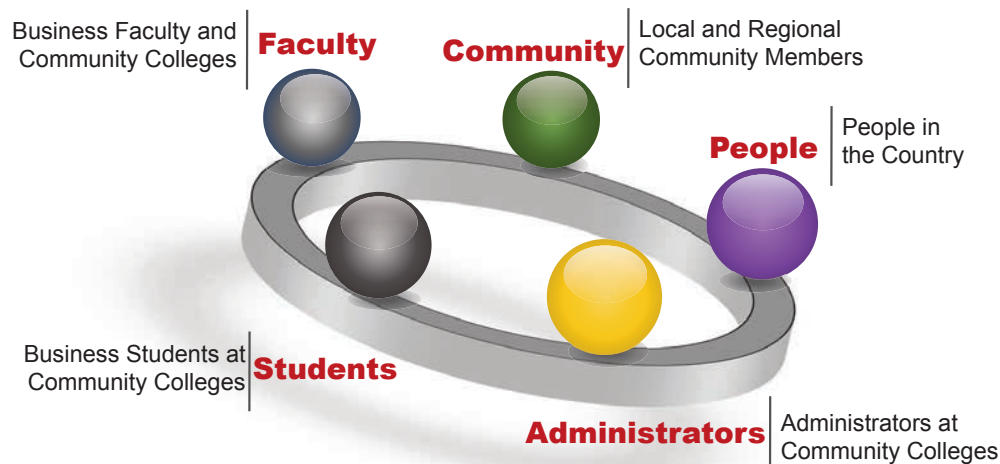
International Business Knowledge

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

A target goal of an average score of 7 by 2026 is preferred to maintain the international competitiveness of the U.S. workforce. Unexpectedly, there is a downward trend across all groups from 2014 to 2016.

TARGET GROUP	2008	2009	2010	2012	2014	2016
Students	3.46	3.82	3.63	3.64	3.37	3.03
Faculty	5.59	5.95	5.20	5.09	4.73	4.27
Administrators	4.37	4.65	4.12	4.00	3.75	3.30
Local Communities	4.20	4.33	4.30	4.50	4.27	3.88
People in the Country	3.93	3.70	3.96	4.09	3.96	3.63



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 offers the 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.

International Entrepreneurship and International Logistics – both of which are taught at 10 percent of Community Colleges in the country – have seen significant increases in coverage, while most others are holding relatively steady.

RANK	COURSE	2008	2012	2014	2016
1	International Business	51%	85%	71%	69%
2	International Marketing	22%	37%	26%	21%
3	International Economics	19%	26%	18%	15%
4	International Trade	16%	18%	15%	13%
5	International Management	13%	24%	12%	13%
6	International Entrepreneurship	N/A	17%	8%	10%
7	International Logistics	N/A	12%	8%	10%
8	International Accounting	1%	9%	8%	8%
9	International Finance	8%	13%	6%	6%
10	International Sourcing/Procurement	N/A	7%	6%	6%
11	International Strategy	N/A	5%	4%	4%
12	International Human Resources	3%	8%	3%	3%

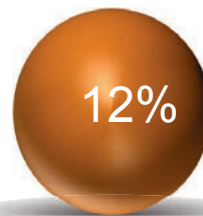


Entrepreneurship

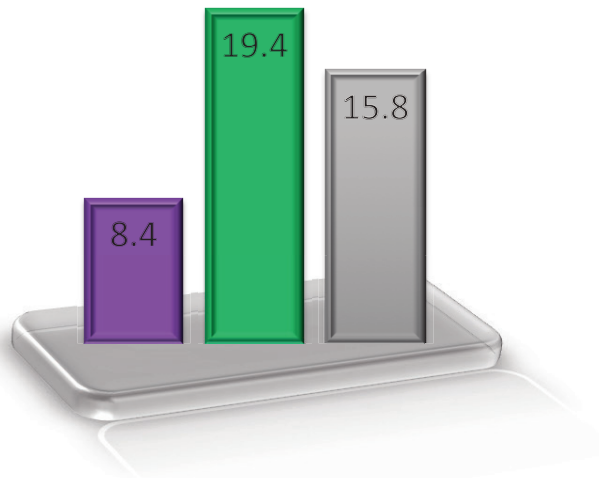
Entrepreneurship (and Logistics) have seen a significant increase in focus at Community Colleges. As courses within the business program, both International Entrepreneurship and International Logistics are taught at 10 percent of the Community Colleges.

For the 2016 report, we assessed two general issues related to entrepreneurship: (1) existence of an entrepreneurship program and (2) top level commitment of the Community College to entrepreneurship (we also included commitment to business and international business for comparisons). Commitment was measured as no commitment at all to 100 percent commitment.

Yes,
we have a business-
focused entrepreneurship
program



Yes,
we have an entrepreneurship
program in at least one non-
business unit.

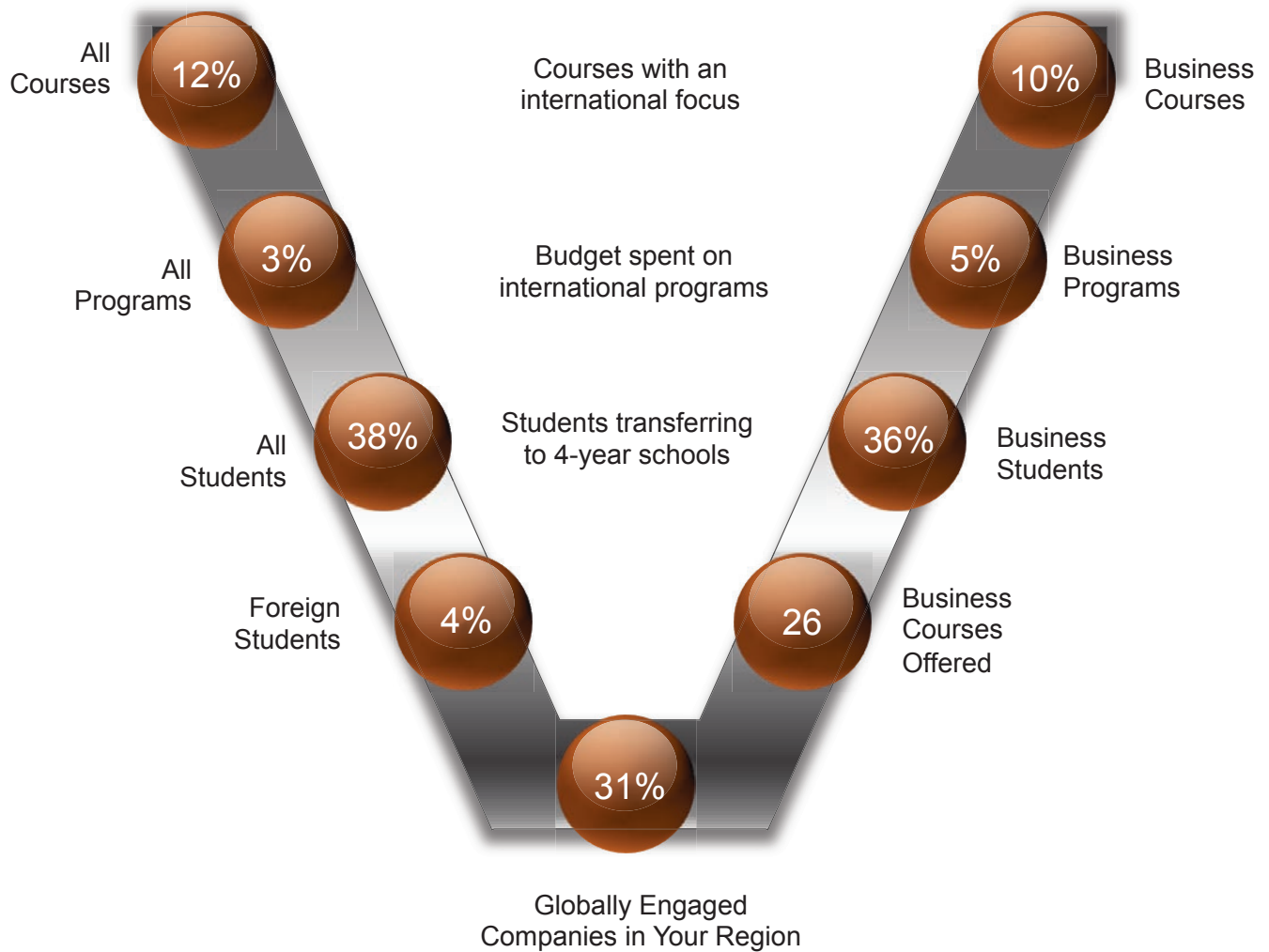


Top level commitment to international business

Top level commitment to business

Top level commitment to entrepreneurship

Community College Surroundings



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” 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 1.5 million active users in some 200 countries. globalEDGE has dedicated resources for Community Colleges.
- is engaged in strategic partnerships with Community Colleges for International Development (CCID), American Association of Community Colleges (AACC), and National Association for Community College Entrepreneurship (NACCE) to internationalize business education at Community Colleges.
- has Tomas Hult, Byington Endowed Chair and Professor of International Business, as its Director; Sarah Singer as its Assistant Director; and William Motz, Professor of Business and Economics at Lansing Community College, as a strategic collaborator and board member. Tomas, Sarah, and Bill created this report. The IBC team consists of some 40 faculty, staff, and student assistants.





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