

BENCHMARK STUDY ON

INTERNATIONAL BUSINESS EDUCATION

AT COMMUNITY COLLEGES

Funded by a Title VIB grant from the U.S. Department of Education

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The pictures that are included throughout the report were taken at various events of the Academy of International Business (AIB). The AIB Executive Secretariat is headquartered in the MSU International Business Center, with Tomas Hult as the Executive Director.

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Executive Brief

To what degree have community colleges internationalized business education?

In this Benchmark Study, data from 428 of the 1,195 community colleges in the U.S. provide answers to a multitude of questions regarding international business education (858 faculty and administrators participated in the study). A newly created IBEX score (International Business Education Index) provides benchmarks for community colleges. It consists of five “pillars” that are critically important to strategically implement international business education programs and activities. The pillars are: Strategic Commitment, Program Offerings, Organizational Infrastructure, Funding, and Investment in Faculty. The study was conducted by Michigan State University and Lansing Community College with funding from a Title VIB grant by the U.S. Department of Education.



Introduction

 Community colleges have a rich history of providing educational opportunities to a diverse population in the U.S. Based on information from the American Association of Community Colleges (AACC), the first community college opened in 1901 (Joliet Junior College in Illinois). Now there are 1,195 community colleges in the U.S., and each is unique¹. However, the majority of community colleges share the common mission of open access and equity, comprehensive program offerings, a community-based philosophy, a commitment to teaching, and a commitment to lifelong learning.

Today, community colleges educate about half of the nation's undergraduates; some 12 million people take credit and non-credit courses at community colleges annually. Four in ten of these students work full-time while going to school, and six in ten attend school part-time. No other segment of higher education is more responsive to its community and workforce needs than community colleges. But how responsive are community colleges to the international business needs of the firms and the community? In this Benchmark Study, we assessed issues related to international business education at community colleges in an environment where the global marketplace is becoming increasingly important to communities in the U.S.


For example, the American Association of Community Colleges – which was established in 1921 – stated in November 2005 that²: “Because of technological advances in communication and transportation, foreign trade is growing. Consequently, more businesses are looking for people with an understanding of international issues. Many community colleges offer international programs. While such programs are not available at every college, pressure is increasing for community colleges to foster an awareness of foreign cultures and the interconnected nature of the world economy.”

The Benchmark Study was conducted to assess the unique nature of community colleges in providing international business education to the U.S. population. The survey was conducted by the International Business Center (IBC) at Michigan State University in cooperation with the Business, Media, and Information Technologies Division at Lansing Community College. The study was funded by a Title VIB grant from the U.S. Department of Education. Both Michigan State University and Lansing Community College have a long-standing history of working closely with community college faculty and administrators to offer international business programs that enhance the international competitiveness of the U.S. The report summarizes the content and results of the Benchmark Study.

¹ American Association of Community Colleges (2008), <http://www2.aacc.nche.edu/research/index.htm>.

² American Association of Community Colleges (2005), http://www.aacc.nche.edu/Content/NavigationMenu/AboutCommunityColleges/HistoricalInformation/LookattheFuture/Look_at_the_Future.htm.

International Business Education Index (IBEX)

 The creation of an International Business Education Index (IBEX) to measure the degree to which colleges emphasize international business education in their curricula and activities has several positive features. First, IBEX allows for the direct comparison of internationalization in business education among the country's colleges. Second, IBEX allows for a continual assessment of internationalization in business education (i.e., comparisons of 2008 scores with future years' scores). Third, IBEX allows for a diagnostic assessment of where to focus efforts to internationalize business education at individual colleges.

In theory, IBEX allows for the ranking of community colleges in achieving internationalization in business education. In practice, however, IBEX is more appropriately used to classify colleges into “less active,” “active,” and “highly active” in internationalizing business education. To facilitate reader interaction, we included a column to provide your own answers to the questions.

To create IBEX, we included five “pillars,” or dimensions, pertaining to international business education at community colleges. The five pillars are Strategic Commitment, Program Offerings, Organizational Infrastructure, Funding, and Investment in Faculty. The results from each question for each pillar are summarized in subsequent sections of this report. In this section, we focus on three questions within each pillar that are used to create IBEX:

Strategic Commitment

- Is international business education one of the top priorities at your institution?
- On a scale from 1 (not at all) to 10 (to a great extent), how internationally oriented is your business program?
- Does your institution have a strategic plan for business programs that emphasizes international business?

Program Offerings

- Does your institution have a foreign language graduation requirement?
- Are business students required to take course(s) that are primarily international in nature?
- What percentage of business courses at your institution has an international focus (an internationally oriented course has at least 25% international content)?

Organizational Infrastructure

- Select the response that resembles the structure of the international business activities and programs at your institution (select individuals administer international business programs; a single office administers international programs, including the international business programs; multiple offices administer international programs, with a separate office for business programs).
- Is information about international business activities regularly communicated to faculty?
- Is information about international business activities regularly communicated to students?

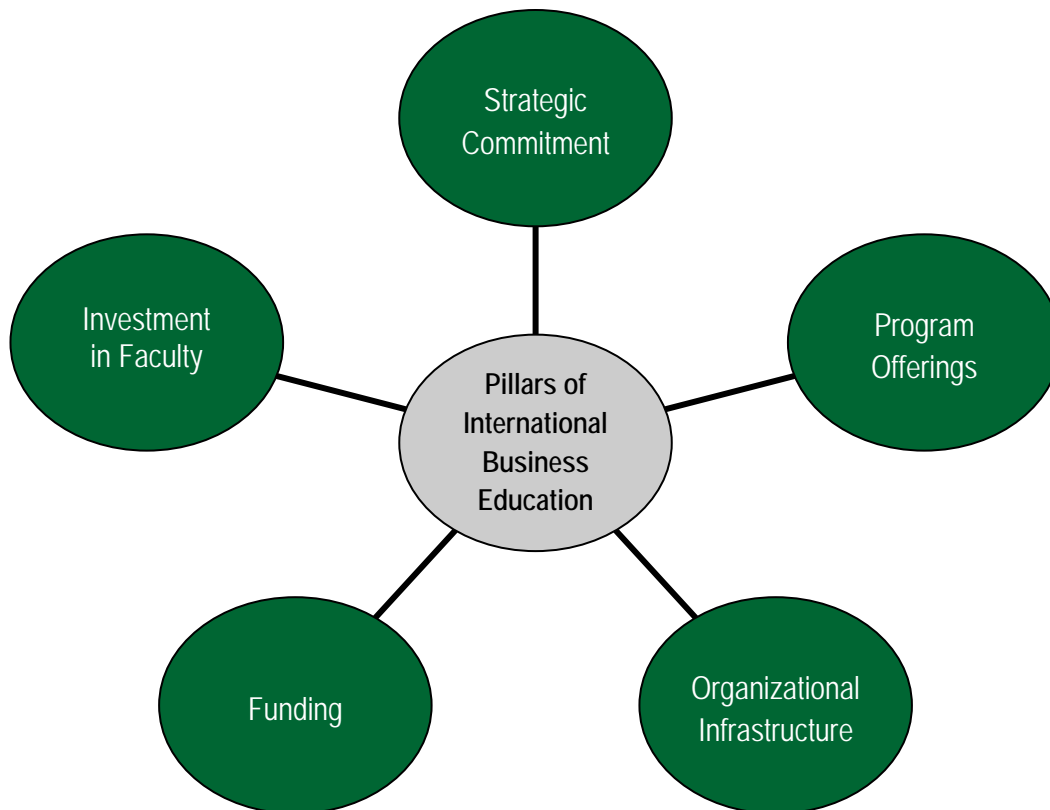
The greatest increase in community colleges took place in the 1960s when some 500 new colleges opened – more than in the previous 60 years and the subsequent 40 years.

Funding

- Does your institution earmark funds for international business programs and activities?
- What percentage of the budget for business programs is roughly spent on international business programs and activities?
- Does your institution actively seek external funds for international business activities?

Investment in Faculty

- Does your institution earmark funds for business faculty to study or conduct research on international topics?
- Does your institution offer resources to business faculty to attend workshops on internationalizing their business course(s)?
- Does your institution offer resources to business faculty to attend workshops on internationalizing the institution's business program(s)?



Each question was scored from zero to one (see Appendix 2 for more details). Then, an average was created for each pillar (i.e., Strategic Commitment, Program Offerings, Organizational Infrastructure, Funding, and Investment in Faculty), followed by an average for the five pillars to make up a college’s IBEX score. Table 1 summarizes the IBEX scores for each region as well as the overall sample of the 428 community colleges that participated in the survey (of the 1,195 community colleges in the U.S. in 2008).

International Business Education Index (IBEX)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
IBEX Score	0.25	0.29	0.27	0.28	0.27

The scores can range from zero to one (the actual range in this study was from zero to 0.97), with one being the highest degree of internationalization of business education. Only 5 community colleges achieved a score ≥ 0.90 (or what can be commonly viewed to as an “A” on internationalizing business education). These are: Houston Community College Northeast (Texas), Lone Star College CyFair (Texas), Passaic County Community College (New Jersey), Saddleback College (California), and Southside Virginia Community College (Virginia).

“Houston Community College [Houston, Texas] is an open-admission, public institution of higher education offering a high-quality, affordable education for academic advancement, workforce training, career development, and lifelong learning to prepare individuals in our diverse communities for life and work in a global and technological society.”
(Source: <http://www.hccs.edu> – May 19, 2008)

“Saddleback College [Mission Viejo, California] will focus on a high rate of transfer; life-long learning; enhancing students’ basic skills; and career technical education as necessitated by the changing economic, demographic and workforce characteristics of South Orange County.”
(Source: <http://www.saddleback.edu> – May 19, 2008)

Passaic County Community College [Paterson, New Jersey] provides “academic, cultural, and technological resources and experience to the residents of Passaic County. Through education, we seek to help bring about more satisfying and productive personal lives, stronger community leadership, and a strengthened economic base.”
(Source: <http://www.pccc.cc.nj.us> – May 19, 2008)

“Lone Star College System [Houston, Texas] as a publicly-supported, two-year, comprehensive community college system involves diverse individuals, businesses and the community in quality education opportunities for the successful development of knowledge, skills and attitudes for a rapidly changing world.”
(Source: <http://www.lonestar.edu> - May 19, 2008)

“Southside Virginia Community College [Keysville, Virginia] is dedicated to the belief that all citizens should be given an opportunity to acquire an educational foundation that develops and extends their skills and knowledge. The college’s goal is to provide diverse instructional programs ranging from developmental studies to associate degree curricula in academic, technical / vocational, lifelong education, and workforce development.”
(Source: <http://www.sv.vccs.edu> – May 19, 2008)

There are 1,195 community colleges in the U.S. (as of 2008), with California (136), Texas (72), New York (61), and North Carolina (61) leading the way in number of institutions.

Table 2 summarizes the scores for each IBEX pillar for the four regions in the country along with the overall score. The scores again range from zero to one, with one being the highest degree of internationalization of business education in that particular pillar dimension.

Average Scores on Each Pillar of International Business Education	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.25	0.29	0.27	0.28	0.27
Program Offerings	0.20	0.33	0.28	0.30	0.27
Organizational Infrastructure	0.16	0.22	0.22	0.22	0.21
Funding	0.17	0.26	0.25	0.28	0.24
Investment in Faculty	0.28	0.40	0.32	0.40	0.34

The next set of tables summarizes the scores on the pillars of IBEX for the top quartile, middle half, and bottom quartile of the community colleges that participated in the survey (428 of the 1,195 community colleges in the U.S. in 2008). See Tables 3 to 5.

These results provide good guidance to colleges that strive to improve their internationalizing of business education. For example, the results for the pillar labeled “Investment in Faculty” indicate a clear difference for all regions and the overall score between the top quartile, middle half, and bottom quartile. The top quartile scores range between 0.67 and 0.83 while the middle half of the colleges achieve scores between 0.25 and 0.40 on investment in faculty. The bottom quartile invest nothing in internationalizing the faculty (with the exception of the Midwest which registers a 0.01 score). Similar analysis and accompanying implications can be drawn for each pillar (and even each question that makes up the score) to develop appropriate strategies to become more internationalized in delivering business education.

Average Scores on Each Pillar for the Top 25% (IBEX Score ≥ 0.4132)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.72	0.63	0.57	0.60	0.61
Program Offerings	0.32	0.61	0.45	0.51	0.46
Organizational Infrastructure	0.50	0.46	0.54	0.51	0.52
Funding	0.58	0.48	0.61	0.79	0.63
Investment in Faculty	0.67	0.83	0.74	0.73	0.74

TABLE 4: IBEX Scores for the Middle Half					
Average Scores on Each Pillar for the Middle 50% (IBEX Scores From 0.0801 to 0.4131)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.19	0.21	0.18	0.22	0.20
Program Offerings	0.27	0.32	0.31	0.29	0.29
Organizational Infrastructure	0.16	0.18	0.14	0.17	0.15
Funding	0.17	0.25	0.18	0.16	0.18
Investment in Faculty	0.35	0.37	0.25	0.40	0.32

TABLE 5: IBEX Scores for the Bottom 25%					
Average Scores on Each Pillar for the Bottom 25% (IBEX Score ≤ 0.0800)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.09	0.06	0.07	0.07	0.07
Program Offerings	0.03	0.04	0.03	0.11	0.04
Organizational Infrastructure	0.01	0.00	0.02	0.00	0.01
Funding	0.01	0.00	0.01	0.00	0.01
Investment in Faculty	0.01	0.00	0.00	0.00	0.00



Sights of Stockholm, Sweden (left) and the “Golden Hall” at the Stockholm City Hall – used for the yearly Nobel Banquet.



International Business Knowledge



International business knowledge is defined as international business expertise and skills acquired by a person via experience and education. This knowledge resides in individuals in society (and in many other so-called “storage bins”). Within the context of community colleges, the overarching goal is to educate students to become competent global workers that can enhance the country’s international competitiveness.

Within the context of community colleges, the education is designed and provided by community college administrators and faculty. The notion is that an increase in international business education (e.g., increase in the number of courses and programs) leads to a more globally competent workforce over time. The result is that the local community in which the community college is located, and by extension the country, becomes more knowledgeable about the global marketplace. Over time, an increase in international business knowledge among all these five constituency groups (i.e., administrators, faculty, students, local community, and the country), we believe, is a minimum requirement for U.S. firms to achieve international competitiveness.


To address the general level of international business knowledge residing in various individuals that are directly or indirectly connected to the nation’s community colleges, we included five questions pertaining to “international business knowledge” of students, faculty, administrators, local community, and the country – as perceived by the responding faculty/administrator at the community colleges.

- On a scale from 1 (no awareness) to 10 (great expertise), rate the international business knowledge of the students that graduate from the business program at your institution as it applies broadly to all world markets.
- On a scale from 1 (no awareness) to 10 (great expertise), how would you rate your own [faculty] international business knowledge as it applies broadly to all world markets.
- On a scale from 1 (no awareness) to 10 (great expertise), rate the international business knowledge of the administrator(s) of the business program at your institution as it applies broadly to all world markets.
- On a scale from 1 (no awareness) to 10 (great expertise), rate the international business knowledge of people in your local community as it applies broadly to all world markets.
- On a scale from 1 (no awareness) to 10 (great expertise), rate the overall international business knowledge of people in the U.S. as it applies broadly to all world markets.

International business knowledge among:	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Students (PO7)	3.12	4.03	3.39	3.69	3.46
Faculty (D7)	5.12	6.38	5.62	5.60	5.59
Administrators (SC9)	4.36	4.89	4.30	4.23	4.37
Local community (F5)	3.82	4.28	4.23	4.53	4.20
People in the country (F6)	3.76	4.32	4.08	3.53	3.93

Note: The scores in Table 6 are based on a range from 1 (no awareness) to 10 (great expertise). The labels (i.e., SC9, PO7, F5, F6, and D7) correspond to the full questions listed in Appendix 4.

Pillars of International Business Education

 As a brief background, the five “pillars” of international business education at community colleges emerged after researching the literature, gaining input from community college educators, and interacting with the Advisory Council of the International Business Center at Michigan State University. The results pertaining to each of the pillars are discussed in this section (i.e., Strategic Commitment, Program Offerings, Organizational Infrastructure, Funding, and Investment in Faculty).

Strategic Commitment

Strategic commitment is defined as a long-term plan of action designed to educate students to become globally competent workers. Community colleges that integrate, focus on, and emphasize international business education are the leaders in producing a globally competent workforce. Such colleges provide international business education within their parameters of open access and equity, comprehensive program offerings, a community-based philosophy, a commitment to teaching, and a commitment to lifelong learning. Such strategic commitment is also difficult to reverse, with the result that community colleges that engage heavily in international business education often do so within a broader vision of being a leader in the global marketplace.

TABLE 7: Scores on Strategic Commitment Questions

Variable	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
IB education top priority (SC1)	14.1%	22.2%	15.8%	19.7%	17.0%
Intl orientation (SC2)	4.20	4.43	4.26	4.27	4.25
Strategic plan (SC3)	19.0%	17.8%	22.2%	21.3%	20.8%
Earmark funds for IB (SC4)	25.3%	37.0%	37.1%	38.2%	34.6%
Promotion (SC5)	3.6%	7.0%	11.7%	10.7%	9.1%
IB major (SC6)	7.1%	13.3%	16.7%	18.4%	14.4%
IB minor/spec/concentr (SC7)	18.8%	19.6%	25.9%	31.6%	24.7%
Study abroad program (SC8)	8.2%	24.4%	16.1%	20.0%	16.1%

Note: If a percentage sign (%) is included after a number, the number represents the percentage of community colleges that responded “yes” to the question. For the “intl orientation” question, the numbers are scored on a ten-point scale (1=not at all to 10=to a great extent). Questions and numbers highlighted in green are included in the IBEX calculations to represent strategic commitment. The labels (i.e., SC1 to SC8) correspond to the full questions listed in Appendix 4.

An overview of Quebec City, Canada.



Program Offerings

Program offerings refer to the international business curriculum (e.g., programs, courses, activities) offered at the community college. In essence, program offerings represent a community college's "tactical decisions" to engage in international business education. In many cases, community colleges offer programs that target a specific need of the business community (e.g., non-credit program on the Middle East).

Contrary to strategic commitment, program offerings are relatively easy to reverse, can be adapted to market situations, and have shorter impact. At the same time, the program offerings at community colleges (e.g., foreign language courses, international business courses, study abroad opportunities, international internship opportunities) serve as the building blocks to implement international business education.

Variable	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Language requirement (PO1)	7.60%	23.10%	20.30%	25.40%	18.50%
# of language courses (PO2)	4.99	8.94	5.65	9.97	6.74
International requirement (PO3)	9.10%	12.80%	12.40%	13.10%	11.80%
% of international courses (PO4)	4.98	12.77	9.50	8.92	8.68
% on study abroad (PO5)	0.62	3.65	0.99	3.46	1.72
% on intl internships (PO6)	0.37	0.26	0.78	0.72	0.60
Emerging countries (PO10)	2.79	2.97	2.91	2.89	2.88
Intl competitiveness (PO12)	1.74	2.00	2.18	3.87	2.39

Note: If a percentage sign (%) is included after a number, the number represents the percentage of community colleges that responded "yes" to the question. All other numbers are scored on a ten-point scale (1=not at all to 10=to a great extent). Questions and numbers highlighted in green are included in the IBEX calculations to represent program offerings. The labels (i.e., PO1 to PO12) correspond to the full questions listed in Appendix 4.

What type of internationally oriented business course(s) does your community college offer?	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Intl accounting (PO8a)	1.30%	0.00%	0.80%	3.20%	1.30%
Intl business (PO8b)	50.60%	61.50%	44.10%	57.40%	50.50%
Intl economics (PO8c)	12.70%	16.20%	22.40%	21.70%	19.00%
Intl finance (PO8d)	5.30%	5.90%	7.60%	12.90%	7.90%
Intl human resources (PO8e)	4.00%	2.80%	2.30%	3.30%	3.00%
Intl management (PO8f)	10.70%	15.80%	13.40%	15.00%	13.30%
Intl marketing (PO8g)	15.60%	21.10%	20.80%	32.80%	21.90%
Intl trade (PO8h)	13.20%	5.70%	16.50%	25.40%	16.30%
Other intl course (PO8i)	9.40%	18.50%	17.40%	34.10%	18.80%

Note: The numbers in Table 9 represent the percentage of community colleges that responded "yes" to the question. The labels (i.e., PO8a to PO8i) correspond to the full questions listed in Appendix 4.

TABLE 10: Scores on Assisting Local Businesses					
On a scale from 1 (not at all) to 10 (to a great extent), what is your institution's ability to assist local businesses to engage internationally via:	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Student projects (PO9a)	2.40	2.15	2.88	2.83	2.66
Faculty expertise (PO9b)	3.45	3.95	3.79	4.11	3.79
Degree programs (PO9c)	1.74	2.10	2.37	2.57	2.22
Non-degree programs (training, workshops, seminars) (PO9d)	2.84	2.70	3.32	3.32	3.12

Note: The scores in Table 10 are based on a range from 1 (not at all) to 10 (to a great extent). The labels (i.e., PO9a to PO9d) correspond to the full questions listed in Appendix 4.

TABLE 11: Scores on World Areas					
On a scale from 1 (not at all) to 10 (to a great extent), what is your institution's focus on activities associated with the following major areas of the world?	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Africa (PO11a)	2.29	2.42	2.49	1.98	2.33
Asia (PO11b)	2.95	2.79	2.73	3.81	3.01
Middle East (PO11c)	2.20	2.36	2.31	2.39	2.30
Eastern Europe (PO11d)	2.25	2.47	2.42	2.40	2.38
Western Europe (PO11e)	2.79	2.90	3.01	3.27	3.00
South America (PO11f)	2.62	3.10	3.31	3.75	3.20
North America (PO11g)	4.97	5.16	5.10	5.89	5.23
Oceania/Australia (PO11h)	1.83	1.87	1.83	1.70	1.81

Note: The scores in Table 11 are based on a range from 1 (not at all) to 10 (to a great extent). The labels (i.e., PO11a to PO11h) correspond to the full questions listed in Appendix 4.



Source: Nations Online Project (<http://www.nationsonline.org>).



Community colleges educate about half of all undergraduates and 65% of the health care professionals in the nation. Firms prefer these colleges for training and retraining.

Organizational Infrastructure

The infrastructure of the community college is critically important to successful implementation of programs and activities in international business education. Without the necessary infrastructure support (e.g., individuals or administrative offices), community colleges will not be able to offer programs and activities that educate a workforce which is globally competent. Infrastructure support also includes regular communication among administrators, faculty, and students to ensure that all internal constituency groups are knowledgeable about the international business programs and activities offered.

Variable	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
IB program structure (OI1):					
Select individuals	76.40%	65.50%	59.30%	67.30%	65.90%
Single business office	11.80%	13.80%	25.30%	15.40%	18.40%
Separate IB office	11.80%	20.70%	15.40%	17.30%	15.70%
IB communicated to faculty (OI2)	14.30%	18.90%	23.40%	17.20%	19.40%
IB communicated to students (OI3)	15.90%	21.60%	21.30%	25.90%	21.00%

Note: The numbers in Table 12 represent the percentage of community colleges that responded “yes” to the question. Questions and numbers highlighted in green are included in the IBEX calculations to represent organizational infrastructure. The labels (i.e., OI1, OI2, and OI3) correspond to the full questions listed in Appendix 4.



The “Great Hall of the People,” Beijing, China.



Funding

Funding drives most of the international business education at community colleges. Colleges that earmark certain funds, allocate a portion of the budget, and/or bring in external funds regularly to support international business education thrive in educating a globally-competent workforce.

Variable	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Earmark funds for IB (F1)	13.00%	19.40%	21.00%	22.40%	19.20%
% of budget on IB (F2)	1.08	2.81	1.63	2.22	1.77
External funds for IB (F3)	13.40%	21.60%	23.40%	22.40%	20.60%
Receiving funds for IB from					
Federal government (F4a)	6.30%	10.80%	15.60%	16.40%	12.90%
State government (F4b)	4.80%	8.10%	9.80%	14.80%	9.40%
Private sources (foundations, corporations, individuals) (F4c)	11.10%	13.90%	21.00%	12.50%	16.10%

Note: If a percentage sign (%) is included after a number, the number represents the percentage of community colleges that responded “yes” to the question. All other numbers are scored on a ten-point scale (1=not at all to 10=to a great extent). Questions and numbers highlighted in green are included in the IBEX calculations to represent funding. The labels (i.e., F1, F2, F3, F4a, F4b, and F4c) correspond to the full questions listed in Appendix 4.



Overview of Indianapolis, USA (left) and the Indianapolis Eiteljorg Museum (right).

Investment in Faculty

It is no secret that human resources are the main core competencies that make organizations successful. Faculty is no different. A competent faculty who is motivated to instill motivation in students, educate students to be successful, and teach the most appropriate content and know-how to thrive in a global marketplace is a tremendous asset to a community college. However, as community colleges stress life-long learning to the community, life-long learning also applies to faculty at community colleges. This is particularly important in the area of international business and trade given the rapid increase in globalization and technological sophistication seen in today's environment.

Variable	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Earmark funds for faculty for:					
Student study abroad (I1a)	20.60%	8.60%	23.00%	24.10%	20.90%
International teaching (I1b)	11.90%	5.70%	14.30%	20.70%	14.00%
Attending intl meetings (I1c)	39.70%	36.10%	36.80%	33.90%	36.80%
Intl of courses (I1d)	17.60%	25.00%	26.20%	29.80%	24.70%
Study/research on intl (I1e)	11.80%	22.90%	21.60%	15.80%	18.20%
Offering resources to attend:					
Workshops on courses (I2a)	43.30%	50.00%	40.00%	58.60%	45.80%
Workshops on programs (I2b)	28.40%	44.40%	33.90%	43.10%	35.80%
Workshops on study abroad (I2c)	22.40%	27.80%	22.40%	30.40%	24.60%
Language workshops (I2d)	22.70%	16.70%	24.80%	20.70%	22.50%
Award for intl activity (I3)	6.00%	0.00%	6.50%	3.50%	4.90%


Note: The numbers in Table 14 represent the percentage of community colleges that responded “yes” to the question. Questions and numbers highlighted in green are included in the IBEX calculations to represent investment in faculty. The labels (i.e., I1a to I3) correspond to the full questions listed in Appendix 4.



Il Duomo de Milano
in Milan, Italy.



Conclusion

 In an era of rapid globalization, community colleges have an increasingly important role to educate the workforce of the U.S. to be competent global knowledge workers. Given that some 12 million people take courses at community colleges annually (representing about half of the country's college students), a focus on international business education is paramount to U.S. firms being globally competitive today and tomorrow.

The International Business Education Index (IBEX) serves as a benchmark to compare community colleges that are highly active in international business education with those that strive to be more internationally competent. IBEX can also be used to study trends. For example, the average IBEX score that was achieved by the 428 institutions that participated in the study (of the 1,195 community colleges in the U.S.) is 0.27 (zero being the lowest and 1.00 being the highest possible degree of internationalization of business education). What will the IBEX score be in 2009? 2010? 2011? We assume that the IBEX score will increase as community colleges strive to internationalize at the rate to which the marketplace is becoming more globalized. Future studies will determine if this assumption is true.

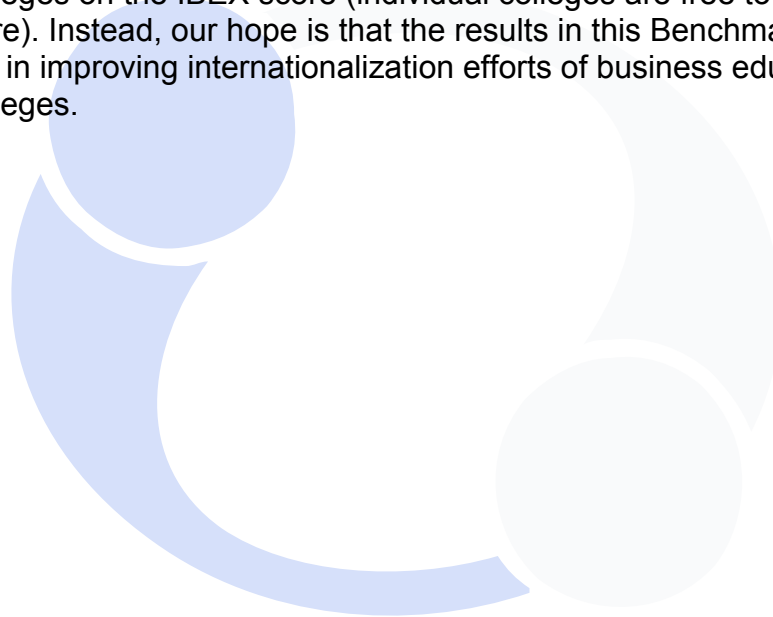
The IBEX and its five “pillars” – Strategic Commitment, Program Offerings, Organizational Infrastructure, Funding, and Investment in Faculty – can help identify what areas to improve. The IBEX data identify numerous areas of opportunities and challenges. Five of them are highlighted here:

- **Investment in faculty** is the most important of the five pillars in achieving a highly internationalized business program. The bottom 25% of the community colleges average zero on investing in faculty (Table 5), the middle half achieve 0.32 (Table 4), and the top 25% score 0.74 (Table 3). While the bottom 25% of the colleges have a number of areas to improve, providing resources to attend faculty development workshops to internationalize course(s) and program(s) is the most critical (Table 14).
- **Midwest region** has the most variance in terms of internationalization. The top 25% of community colleges are among the nation's leaders in strategic commitment, but they are weak in terms of program offerings (Table 3). These colleges have the organizational infrastructure, funding, and investment in faculty to rival other regions' top colleges, but the program offerings are lacking. This results in the weakest IBEX score of any region in the U.S. (Table 1).
- **Northeast region** has the greatest international business knowledge of the four regions within their community college network. They score the highest on “international business knowledge” among students, faculty, and administrators (Table 6) – results that carry to also achieving the highest IBEX score (0.30) of all

regions (Table 1). Study abroad is one key driver in achieving this global mindset among students but also faculty and administrators (Table 7).

- **International business** is the lone internationally-oriented course that is taught at more than half of the community colleges (50.50% of the colleges, Table 9). International marketing is the second most popular course (21.90%), with international accounting (1.30%) and international human resources (3.00%) almost non-existent.
- **Structure of the international business program** at the vast majority of community colleges resides in select individuals (as opposed to an office for business programs or an office for international business programs). Almost two-thirds of community colleges, 65.90%, administer international business programs via select individuals (Table 12). This is a potential hurdle in infusing internationalization into curricula and activities given that information about international business activities are seldom communicated to students and faculty (Table 12).

Many more implications can be derived from the results in Tables 1 to 19 and the data collected. In this report, we focused mainly on reporting the results instead of interpreting the results. Interpretations of this kind often lead to “rankings” of which community colleges are better than others. Presenting such a ranking is not the intention of this study. In this spirit, we opted to not include a ranking of the 428 community colleges on the IBEX score (individual colleges are free to contact us to get their IBEX score). Instead, our hope is that the results in this Benchmark Study will prove valuable in improving internationalization efforts of business education at community colleges.



Appendices

Appendix 1: Investigators

Appendix 2: Methodology

Appendix 3: Demographics

Appendix 4: Questionnaire

Appendix 1: Investigators

This Benchmark Study was conducted by Tomas Hult (Michigan State University) and William Motz (Lansing Community College) with funds provided by a grant from the U.S. Department of Education. The International Business Center at Michigan State University and the Business, Media, and Information Technologies Division at Lansing Community College assisted with research and administrative support to conduct the study.

Tomas Hult



Tomas Hult, Ph.D., is Professor of Marketing, International Business, and Strategic Management in the Eli Broad Graduate School of Management at Michigan State University. He is also Associate Dean for Global Initiatives and Director of MSU's International Business Center (IBC). IBC has been designated as a federally funded CIBER (Center for International Business Education and Research) since 1990. Professor Hult serves as Executive Director of the Academy of International Business (with about 3,200 members in some 75 countries). He is one of the most cited researchers in international business in the world. Dr. Hult has conducted research, developed products, and conducted training for community college faculty since 2001. Tomas can be reached via email (hult@msu.edu), phone (+1-517-353-4336), or by contacting the International Business Center at Michigan State University (see Acknowledgments and Copyright page for contact information).

William Motz



William ("Bill") Motz is Professor of Business and Marketing in the Business, Media, and Information Technologies Division of Lansing Community College, Michigan. Bill is on the Advisory Council of Michigan State University's Center for International Business Education and Research. He also serves as the Chair of the Global Business Club of Mid-Michigan, and Chair of the business division of Trends in Occupational Studies Conference held annually for community college educators in the State of Michigan. Mr. Motz has conducted research, developed products, and conducted training for community college faculty since 1995. Bill can be reached via email (motzw@lcc.edu), phone (+1-517-483-1540), or by contacting the International Business Center at Michigan State University (see Acknowledgments and Copyright page for contact information).

Appendix 2: Methodology

Background

In 1995, the International Business Center at Michigan State University began to offer the “International Business Institute for Community College Faculty” (IBI). The IBI has been offered biennially since that time to provide participants with the knowledge, experience and resources they need to internationalize general business courses and/or develop specialized international business courses.

In 2008, the International Business Center at MSU inaugurated the “Advanced International Business Institute for Community College Faculty” (AIBI). The AIBI was designed for community college faculty who have previously attended international business faculty development workshops, seminars, or conferences; faculty who bring previous international business experience to their classrooms; and international business program administrators. In the spirit of this Advanced IBI, benchmarking data are a critical piece to better understanding the internationalization at specific community colleges relative to a national benchmark.

Data Collection

The sample for the Benchmark Study was drawn from faculty in business and related fields at the nation’s community colleges. An electronic mailing list was developed by visiting the websites of each of the 1,195 community colleges that are a part of the American Association of Community Colleges. For these colleges, 11,569 faculty had their emails listed publicly and were entered into the database. Each faculty was sent an email requesting their participation in the study. The email included a hyperlink to the website that hosted the survey. Anonymity was ensured for each respondent.

The data for the Benchmark Study were collected in April 2008, with 858 individual responses obtained (and 1,053 non-deliverables) representing 428 community colleges. The individual response rate is 8.16 percent and the institutional response rate is 35.82 percent. This institutional response rate is similar to the 42 percent response rate achieved in a study on general internationalization efforts at community colleges that was conducted by the American Council on Education in 2001. However, our sample size is larger since we used the complete list of community colleges (1,195) from which to draw responses instead of the random sampling approach used by ACE (they selected 552 of the 1,070 community colleges from the 1994 Carnegie Classifications, of which 233 responded). Our sample consisted of 98 colleges from the Midwest, 49 colleges from the Northeast, 188 colleges from the South, and 93 colleges from the West.

Appendix 2: Methodology Continued

The unit of analysis for this report is the community college institution. We received between one and 16 responses per community college. For colleges where we obtained multiple responses, we followed the following procedure in building the institutional database. First, we removed cases with significant missing data (more than 50 percent of the variables). Second, we “averaged” the responses for the remaining cases and assigned a score on each question that represented the institution’s score. For Likert-type scales (i.e., scales ranging from 1 to 10) and metric scales, such averages were straightforward to identify. For yes/no questions, we opted to assign a “yes” or “no” to a question for an institution based on the majority rule (i.e., if three respondents answered yes for Lansing Community College and one respondent answered no, we assigned a “yes” to that particular question for LCC).

Questionnaire

The survey was designed based on a literature review of studies that are related to the topic studied³, input from more than 300 community college educators that have attended the International Business Institute for Community College Faculty at Michigan State University, and an Advisory Council consisting of experts on community college education and/or international business education. The survey contained questions on five dimensions (Strategic Commitment, Program Offerings, Organizational Infrastructure, Funding, and Investment in Faculty), international business knowledge, as well as a series of demographics questions. The five international business knowledge questions pertained to administrators, faculty, and students at the community college as well as the international business knowledge of people in the local community and in the U.S. These five “knowledge” questions were included in various dimensions throughout the survey to alleviate common method bias in responding. The “knowledge” questions are in green underlined text in Appendix 4. A summary of the demographics of the sample can be found in Appendix 3 and the complete questionnaire can be found in Appendix 4.

Geographic Regions

The Benchmark Study includes results for the overall sample as well as the four main regions in the U.S. to allow for comparisons among community colleges serving relatively similar clientele. The makeup of the regions was based on the U.S. Census Bureau’s classification (http://www.census.gov/geo/www/reg_div.txt). The four regions and the institutional sample sizes obtained are: Midwest (n=98), Northeast (n=49), South (n=188), and West (n=93). The U.S. states included in each region are:

³ For consistency, a select set of questions was adapted from Green, Madeleine F. and Laura Siaya (2005), *Measuring Internationalization at Community Colleges*, Washington, DC: American Council on Education.

Appendix 2: Methodology Continued

- The Midwest includes Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.
- The Northeast includes Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.
- The South includes Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.
- The West includes Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

International Business Education Index (IBEX)

The Benchmark Study designed to assess international business education at community colleges included a battery of questions, some of which are used to create the “International Business Education Index” (IBEX) for each community college. In theory, the IBEX allows for the ranking of community colleges in achieving a degree of international business infusion into the curricula. In practice, however, the IBEX is more appropriately used to classify colleges into “less active,” “active,” and “highly active” in international business education.

The Benchmark Study included several different types of response formats. Some questions asked for a yes or no response; some offered a range of response choices; some employed Likert-type responses; and others were open-ended. Similar to the Green and Siaya (2005) study, we coded all questions that were included in the IBEX to a zero to one scale to weigh them equally.

As such, yes and no responses were coded as one and zero, respectively. Questions with two or more responses, in which each response is designed to be progressively “better,” were coded in such a way that each response was valued at a progressively higher increment; all increments were of equal value (i.e., if a question had three responses, we coded those responses as 0.0, 0.5, and 1.0). Likert-type scales were recoded from zero to one. Lastly, open-ended responses were also recoded from zero to one based on the distribution of the data. Specifically, a score of 0.0 was given to colleges indicating zero on an open-ended question. A score of 0.5 was given to colleges responding with a value equal to or less than the average for all responding colleges. A value of 1.0 was given to colleges responding above the average for all responding colleges. The IBEX score was then calculated as the average on the 15 questions – three for each of the five “pillars” of international business education. If an institution did not have an answer to a question, we calculated the average of the set of available questions of the 15 that the institution had answered.

Appendix 3: Demographics

The questionnaire included a set of questions pertaining to the demographics of the person answering the questions as well as the community college that they represent. These demographics are summarized in Tables 15 to 19. The labels (i.e., D1 to D12d) correspond to the full questions listed in Appendix 4.

TABLE 15: Age of Respondents					
Age of the Respondents (D1)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Younger than 40	12.10%	0.00%	11.80%	4.40%	8.90%
40 to 50	32.80%	30.30%	25.50%	33.30%	29.30%
51 to 60	37.90%	48.50%	48.20%	40.00%	44.30%
61 and older	17.20%	21.20%	14.50%	22.20%	17.50%

TABLE 16: Gender of Respondents					
Gender of the Respondents (D2)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Male	58.80%	54.10%	52.80%	57.90%	55.40%
Female	41.20%	45.90%	47.20%	42.10%	44.60%

TABLE 17: Teacher/Administrator/Both					
Teacher/Administrator/Both (D3)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Teacher	85.50%	91.90%	76.80%	86.20%	82.70%
Administrator	5.80%	2.70%	5.60%	0.00%	4.20%
Both	8.70%	5.40%	17.60%	13.80%	13.10%

TABLE 18: Basic Demographics					
Variable	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Years at current college (D4)	11.83	18.65	11.70	15.34	13.33
Total years teaching (D5)	16.29	22.05	18.68	18.32	18.47
Total years working all jobs (D6)	29.99	33.89	29.44	31.25	30.48
# of business courses (D8)	24.47	24.70	25.43	29.98	26.04
# of business students (D9)	988.21	1205.37	1451.69	1535.00	1324.48
# of total students (D10)	7169.09	7594.14	10590.49	13055.05	9844.58
Worked in intl position (D11)	25.00%	32.40%	28.50%	45.60%	31.60%

TABLE 19: Attendance at Internationalizing Workshops					
Attended Workshops	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
MSU's CC institute (D12a)	11.80%	5.40%	3.20%	8.60%	6.60%
CIBER program (D12b)	11.60%	2.70%	8.90%	17.20%	10.40%
Local workshops (D12c)	33.30%	51.40%	36.90%	44.80%	39.50%
State/fed workshops (D12d)	20.60%	21.60%	22.50%	25.90%	22.60%

Appendix 4: Questionnaire

The nation's more than 1,100 community colleges educate about half of all U.S. undergraduates. Some 12 million students take credit and non-credit courses at community colleges annually. Four of ten of these students work full time while going to school, and six of ten attend part time.

This Benchmark Study is conducted to assess the unique nature of community colleges in providing international business education to the U.S. population. The survey is conducted by Michigan State University's International Business Center in cooperation with Lansing Community College. IBC is funded by the U.S. Department of Education, and has a long-standing history of working closely with the community college community to offer international business programs and activities.

Most questions have yes/no answers while some offer a range of choices and others are open ended. Please provide an answer to each question to the best of your knowledge. All answers are anonymous and will only be used in the aggregate.

Name:
Institution:
Location (U.S. State):
Send me a copy of the Benchmark Report:
Preferred email for the Benchmark Report:



Strategic Commitment

- SC1 - Is international business education one of the top priorities at your institution? [No: 83.0%] [Yes: 17.0%]
- SC2 - On a scale from 1 (not at all) to 10 (to a great extent), how internationally oriented is your business program? Average=4.25, Std Dev=2.11
- SC3 - Does your institution have a strategic plan for business programs that emphasizes international business? [No: 79.2%] [Yes: 20.8%]
- SC4 - Does your institution earmark funds for ongoing international business activities on campus (e.g., speaker series, international centers, and international students)? [No: 65.4%] [Yes: 34.6%]
- SC5 - Does your institution have guidelines that specify international experience as a consideration in faculty hiring and promotion decisions? [No: 90.9%] [Yes: 9.1%]
- SC6 - Does your institution have an international business major? [No: 85.6%] [Yes: 14.4%]
- SC7 - Does your institution have an international business minor/specialization/concentration? [No: 75.3%] [Yes: 24.7%]
- SC8 - Does your institution have a study abroad program in business? [No: 83.9%] [Yes: 16.1%]
- SC9 - On a scale from 1 (no awareness) to 10 (great expertise), rate the international business knowledge of the administrator(s) of the business program at your institution as it applies broadly to all world markets. Average=4.37, Std Dev=2.28

Appendix 4: Questionnaire Continued

Program Offerings

- PO1 - Does your institution have a foreign language graduation requirement? [No: 81.5%] [Yes: 18.5%]
- PO2 - How many foreign language courses are offered at your institution? Average=6.74, Std Dev=9.19
- PO3 - Are business students required to take course(s) that are primarily international in nature? [No: 88.2%] [Yes: 11.8%]
- PO4 - What percentage of business courses at your institution has an international focus (an internationally oriented course has at least 25% international content)? Average=8.68, Std Dev=13.84
- PO5 - What percentage of business students at your institution study abroad? Average=1.72, Std Dev=7.32
- PO6 - What percentage of business students at your institution do international internships? Average=0.60, Std Dev=3.26
- PO7 - On a scale from 1 (no awareness) to 10 (great expertise), rate the international business knowledge of the students that graduate from the business program at your institution as it applies broadly to all world markets. Average=3.46, Std Dev=1.87
- What type of internationally oriented business courses does your institution offer?
 - PO8a - International accounting [No: 98.7%] [Yes: 1.3%]
 - PO8b - International business [No: 49.5%] [Yes: 50.5%]
 - PO8c - International economics [No: 81.0%] [Yes: 19.0%]
 - PO8d - International finance [No: 92.1%] [Yes: 7.9%]
 - PO8e - International human resources [No: 97.0%] [Yes: 3.0%]
 - PO8f - International management [No: 86.7%] [Yes: 13.3%]
 - PO8g - International marketing [No: 78.1%] [Yes: 21.9%]
 - PO8h - International trade [No: 83.7%] [Yes: 16.3%]
 - PO8i - Other (Please Specify: _____) [No: 81.2%] [Yes: 18.8%]
- On a scale from 1 (not at all) to 10 (to a great extent), what is your institution's ability to assist local businesses to engage internationally via?
 - PO9a - Student projects. Average=2.66, Std Dev=2.04
 - PO9b - Faculty expertise. Average=3.79, Std Dev=2.21
 - PO9c - Degree programs. Average=2.22, Std Dev=1.79
 - PO9d - Non-degree programs (e.g., training programs, workshops, seminars). Average=3.12, Std Dev=2.38
- PO10 - On a scale from 1 (not at all) to 10 (to a great extent), what is your institution's focus on activities associated with emerging countries (e.g., courses, programs, extra-curricular activities). Average=2.88, Std Dev=2.05

Appendix 4: Questionnaire Continued

Program Offerings Continued

- On a scale from 1 (not at all) to 10 (to a great extent), what is your institution's focus on activities associated with the following major areas of the world?
 - PO11a - Africa. **Average=2.33, Std Dev=1.88**
 - PO11b - Asia. **Average=3.01, Std Dev=2.36**
 - PO11c - Middle East. **Average=2.30, Std Dev=1.80**
 - PO11d - Eastern Europe. **Average=2.38, Std Dev=1.87**
 - PO11e - Western Europe. **Average=3.00, Std Dev=2.14**
 - PO11f - Latin America. **Average=3.20, Std Dev=2.25**
 - PO11g - North America. **Average=5.23, Std Dev=3.27**
 - PO11h - Oceania. **Average=1.81, Std Dev=1.47**
- PO12 - How many courses are offered at your institution that assist U.S. firms in achieving international competitiveness (e.g., any courses that include 25% or more international business content that can help U.S. firms achieve international competitiveness)? **Average=2.39, Std Dev=5.54**

Organizational Infrastructure

- OI1 - Select the response that resembles the structure of the international business activities and programs at your institution:
 - Select individuals administer international business programs **[65.9%]**
 - A single office administers international programs, including the international business programs **[18.4%]**
 - Multiple offices administer international programs, with a separate office for business programs **[15.7%]**
- OI2 - Is information about international business activities regularly (i.e., quarterly) communicated to faculty? **[No: 80.6%] [Yes: 19.4%]**
- OI3 - Is information about international business activities regularly (i.e., quarterly) communicated to students? **[No: 79.0%] [Yes: 21.0%]**

Appendix 4: Questionnaire Continued

Funding

- F1 - Does your institution earmark funds for international business programs and activities? [No: 80.8%] [Yes: 19.2%]
- F2 - What percentage of the budget for business programs is roughly spent on international business programs and activities? Average=1.77, Std Dev=3.68
- F3 - Does your institution actively seek external funds for international business activities? [No: 79.4%] [Yes: 20.6%]
- Did your institution receive funding earmarked for international business activities from any of the following sources in the last three years?
 - F4a - Federal government [No: 87.1%] [Yes: 12.9%]
 - F4b - State government [No: 90.6%] [Yes: 9.4%]
 - F4c - Private sources (foundations, corporations, individuals) [No: 83.9%] [Yes: 16.1%]
- F5 - On a scale from 1 (no awareness) to 10 (great expertise), rate the international business knowledge of people in your local community as it applies broadly to all world markets.
Average=4.20, Std Dev=2.28
- F6 - On a scale from 1 (no awareness) to 10 (great expertise), rate the overall international business knowledge of people in the U.S. as it applies broadly to all world markets.
Average=3.93, Std Dev=1.78

Investment in Faculty

- Does your institution earmark funds for business faculty to participate in any of the following international activities?
 - I1a - Leading undergraduate students on study abroad [No: 79.1%] [Yes: 20.9%]
 - I1b - Teaching at institutions abroad [No: 86.0%] [Yes: 14.0%]
 - I1c - Attending internationally oriented meetings or conferences [No: 63.2%] [Yes: 36.8%]
 - I1d - Internationalization of courses [No: 75.3%] [Yes: 24.7%]
 - I1e - Study or conduct research on international topics [No: 81.8%] [Yes: 18.2%]
- Does your institution offer resources to business faculty to attend any of the following internationalization opportunities?
 - I2a - Workshops on internationalizing their business course(s) [No: 54.2%] [Yes: 45.8%]
 - I2b - Workshops on internationalizing the institution's business program(s) [No: 64.2%] [Yes: 35.8%]
 - I2c - Workshops on developing business-specific study abroad and international internship programs [No: 75.4%] [Yes: 24.6%]
 - I2d - Opportunities to develop the business faculty's foreign language skills [No: 77.5%] [Yes: 22.5%]
- I3 - Does your institution offer a recognition award(s) specifically for international activity? [No: 95.1%] [Yes: 4.9%]

Appendix 4: Questionnaire Continued

Demographics

- D1 - Age [Younger than 40 = 8.9%, 40-50 = 29.3%, 51-60 = 44.3%, 61 and Older = 17.5%]
- D2 - Gender [Male = 55.4%, Female = 44.6%]
- D3 - Are you a: [Teacher = 82.7%, Administrator = 4.2%, Both = 13.1%]
- D4 - Years at current community college. Average=13.33, Std Dev=9.59
- D5 - Total years teaching. Average=18.47, Std Dev=18.84
- D6 - Total years working (teaching and other jobs). Average=30.48, Std Dev=9.83
- D7 - On a scale from 1 (no awareness) to 10 (great expertise), how would you rate your own international business knowledge as it applies broadly to all world markets. Average=5.59, Std Dev=2.38
- D8 - How many business courses are taught at your institution? Average=26.04, Std Dev=23.72
- D9 - How many business students are enrolled at your institution? Average=1324.48, Std Dev=3048.54
- D10 - How many total students are enrolled at your institution? Average=9844.58, Std Dev=15121.85
- D11 - Have you worked in an international position (e.g., overseas assignment, internationally oriented position for a firm in the U.S., teaching abroad) [No: 68.4%] [Yes: 31.6%]
- Have you attended any of the following workshops on international business topics?
 - D12a - Michigan State University's International Business Institute for Community College Faculty [No: 93.4%] [Yes: 6.6%]
 - D12b - CIBER sponsored programs (CIBERs are U.S. Department of Education funded resource centers in international business) [No: 89.6%] [Yes: 10.4%]
 - D12c - Local organized workshops (e.g., workshops by local Chamber, associations, NGOs) [No: 60.5%] [Yes: 39.5%]
 - D12d - State/Federal workshops (e.g., workshops by Commerce Department, State Department) [No: 77.4%] [Yes: 22.6%]

Note: The abbreviated "labels" prior to each question – beginning with SC1 for the first question of "Strategic Commitment" and ending with D12d for the last question of "Demographics" – are inserted at the beginning of each question for easy correlation with the questions in the results tables in the text (Tables 1 to 19).