

2012

BENCHMARKING STUDY ON

INTERNATIONAL BUSINESS EDUCATION AT COMMUNITY COLLEGES

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

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Acknowledgments and Copyright

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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.



Facts and tidbits on select pages are based on data from American Association of Community Colleges CC STATS database (<http://www2.aacc.nche.edu/research/index.htm>).

A free version of this report is available at:

<http://global.broad.msu.edu/ibc/publications/research>

Executive Brief


To what degrees have community colleges internationalized business education?

In this series of benchmarking studies, institutional-level data from 2008 (n=428), 2009 (n=336), 2010 (n=309), and 2012 (n=380) – from a sampling frame consisting of the roughly 1,100 community colleges in the U.S. – provide answers to a multitude of questions regarding international business education (about two faculty and/or administrators participated per institution each year).

The IBEX (International Business Education Index) score provides benchmarks for community colleges. It consists of five “pillars” that are important to strategically implement international business education programs and activities at community colleges. They 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 Title VIB grants from the U.S. Department of Education.

The overall IBEX score increased to its highest ever in 2012 to 0.71 (with a possible score ranging from 0 to 1). The previous IBEX scores were significantly lower at 0.27 (2008), 0.27 (2009), and 0.25 (2010). Thus, the 2012 score of 0.71 is both a remarkable increase and an encouraging sign that international business education at the nation’s community colleges is valued and important in an effort to increase the international competitiveness of the country.

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 1,132 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 almost half of the nation's undergraduates (about 44 percent per AACC data in 2012); some 13 million people take credit and non-credit courses at community colleges annually. Three in ten (about 32 percent) of these students work full-time while going to school, and six in ten attend school part-time (about 58 percent). 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? Are community colleges helping to make the U.S. more competitive globally? In this Benchmark Study, we assess 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. Data from 2008, 2009, 2010, and 2012 provide a unique five-year window for better understanding of international business education at community colleges and the short-term trends.

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.”

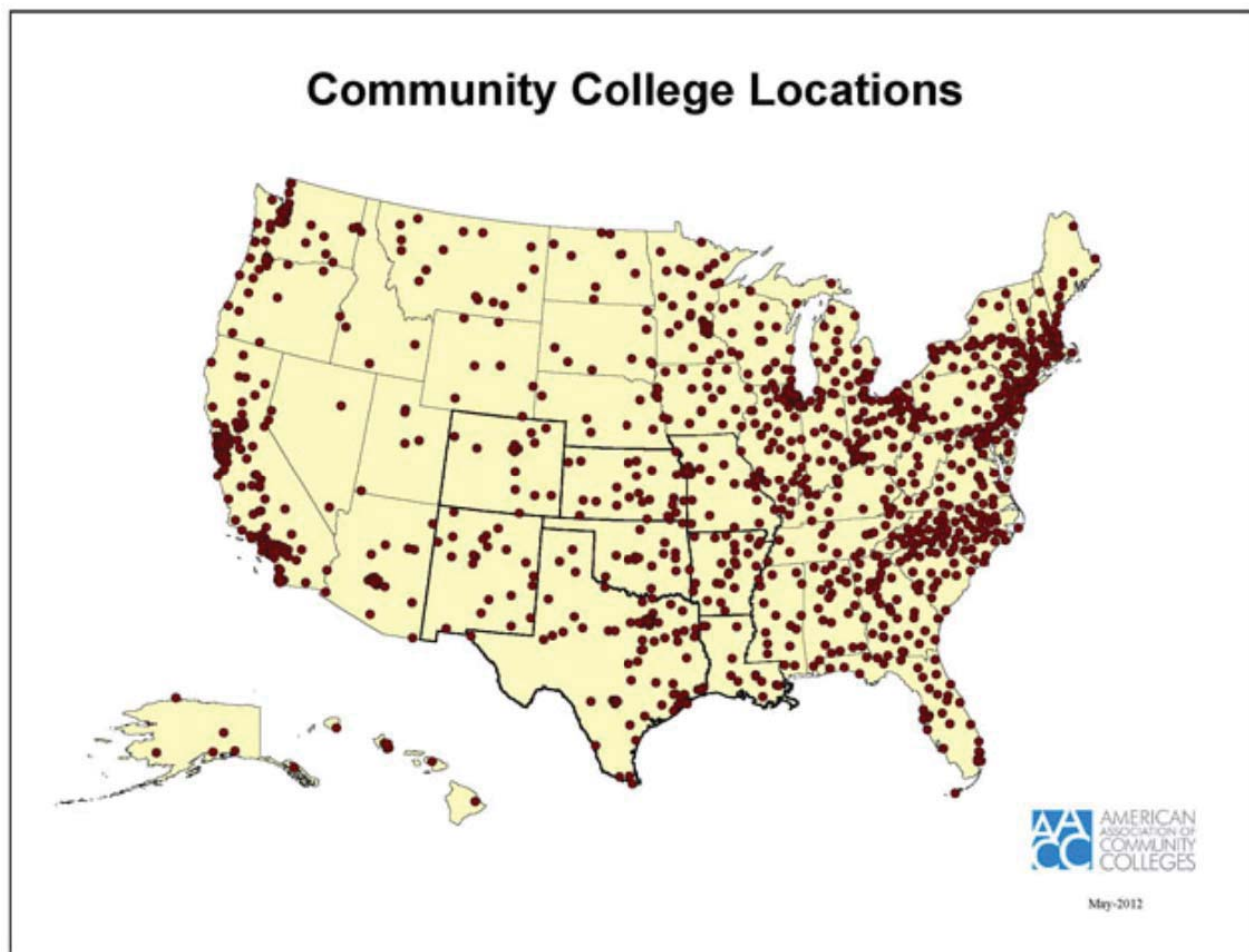
The Benchmark Study was started in 2008 to assess the unique nature of community colleges in providing international business education to the U.S. population. The IBEX portion of the survey is intended to be conducted roughly annually (i.e., 2008, 2009, 2010, 2012), as funds can be secured to conduct the IBEX assessment. The survey is conducted by the International Business Center (IBC) at Michigan State University in cooperation with the Business, Media, and Information Technologies Division at Lansing

¹ American Association of Community Colleges (2012), <http://www.aacc.nche.edu/AboutCC/Documents/FactSheet2012.pdf>.

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

Community College. Each study so far has been funded by Title VIB grants 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 Studies in 2008, 2009, 2010, and 2012 (earlier reports can also be accessed for 2008 with data from 2008 and 2010 with data from 2008, 2009, and 2010).

Location of the 1,132 Community Colleges in 2012



Source: American Association of Community Colleges 2012
(<http://www.aacc.nche.edu/AboutCC/history/Pages/ccmap.aspx>)

International Business Education Index (IBEX)



The creation of an International Business Education Index (IBEX) to measure the degree to which community colleges emphasize international business education in their curricula and educational activities has several positive features. First, IBEX allows for the direct comparison of internationalization in business education among the country's community colleges. Second, IBEX allows for a continual assessment of internationalization in business education (i.e., comparisons of the first year's scores in 2008 with 2009, 2010, and 2012, and so on). 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 include a column to provide you with an opportunity to include your own answers to the questions. That way you can obtain a quick diagnostic assessment and benchmark your institution's scores, based on your perception, in an easy-to-understand format. However, keep in mind that the IBEX data are based on (usually) multiple responses from each school to achieve a greater degree of reliability and validity of the findings.

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. In this section, we focus on three questions within each pillar that are used to create IBEX (see next page).

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 50 years.

Community colleges educate about half of all undergraduates, some 13 million students, and 95% of businesses that employ community college graduates recommend community college workforce education and training programs.

IBEX Questions and Space To Fill Out Your Score

(yes/no questions except where indicated)

Your
Score

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? _____

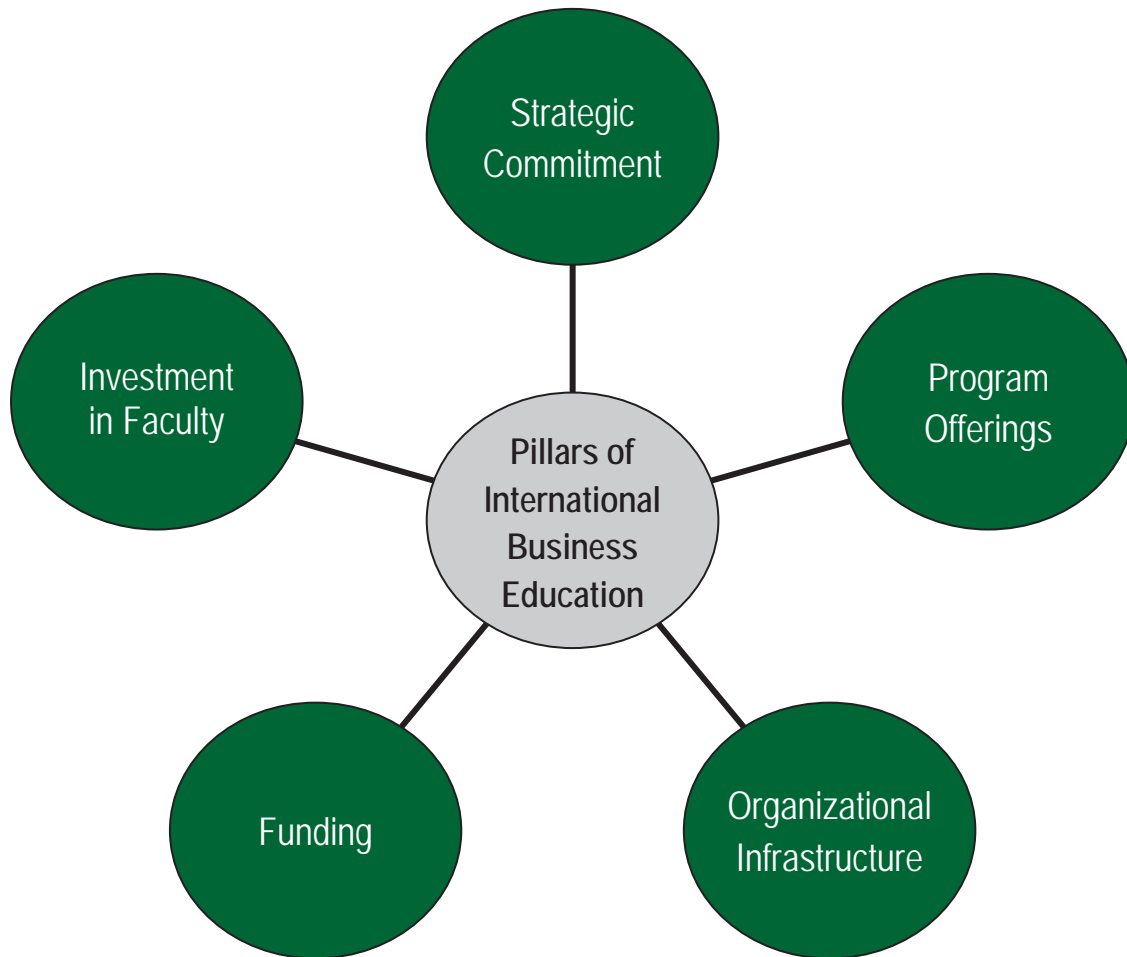
Funding

- 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)? _____

The Five Pillars – International Business Education Index (IBEX)



There are 1,132 community colleges in the U.S. (as of 2012), with 986 being public, 115 being independent, and 31 being tribal. About 780,000 international students attend these community colleges.

Each IBEX 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 U.S. region as well as the overall samples in 2008, 2009, 2010, and 2012.

TABLE 1: IBEX Scores					
International Business Education Index (IBEX)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
IBEX Score in 2008 (n=428 institutions)	0.25	0.29	0.27	0.28	0.27
IBEX Score in 2009 (n=336 institutions)	0.26	0.27	0.28	0.28	0.27
IBEX Score in 2010 (n=309 institutions)	0.23	0.24	0.27	0.24	0.25
IBEX Score in 2012 (n=380 institutions)	0.69	0.68	0.71	0.75	0.71

Fill out the IBEX questions on page 9 and then use the Appendix to calculate your community college's score.

**Your
IBEX
Score:**

The scores can range from zero to one (the actual range in this study was from zero to 0.97 across the four years of data, 2008, 2009, 2010, and 2012, with one being the highest degree of internationalization of business education at community colleges. The overall IBEX scores held steady during 2008 to 2010, with a small dip in 2010 (mainly due to the drop in the scores for the Northeast and Western part of the U.S.).

However, apparently the economic recovery from the economic downturn that the U.S. saw in 2008 can be seen in full force in community colleges and their international business efforts since the IBEX score increased drastically to 0.71 in 2012. An increase from 0.25 in 2010 to 0.71 in 2012 is remarkable and indicates a large shift in community colleges efforts to internationalize their business programs.

Table 2 summarizes the scores for each IBEX pillar for the four regions in the country along with the overall score for 2008, 2009, 2010, and 2012. The scores again range from zero to one, with one being the highest degree of internationalization of business education in that particular pillar dimension. Similar to the overall IBEX score in 2012 (0.71), the scores for the individual pillars are much higher in 2012 compared with any other year studied (2008, 2009, 2010). See Table 2d below for the scores on the five pillars.

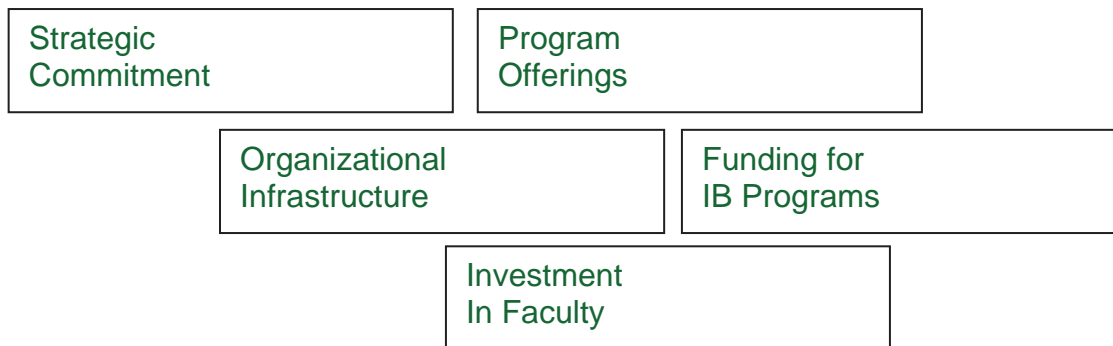
TABLE 2a: Scores for the Five Pillars of IBEX in 2008					
Average Scores on Each Pillar of International Business Education	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.25	0.29	0.27	0.28	0.27
Program Offerings	0.20	0.33	0.28	0.30	0.27
Organizational 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

TABLE 2b: Scores for the Five Pillars of IBEX in 2009					
Average Scores on Each Pillar of International Business Education	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.24	0.26	0.29	0.27	0.27
Program Offerings	0.29	0.35	0.32	0.31	0.32
Organizational Infrastructure	0.23	0.30	0.29	0.30	0.28
Funding	0.16	0.15	0.17	0.22	0.18
Investment in Faculty	0.39	0.28	0.31	0.30	0.32

TABLE 2c: Scores for the Five Pillars of IBEX in 2010					
Average Scores on Each Pillar of International Business Education	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.22	0.23	0.29	0.25	0.25
Program Offerings	0.12	0.13	0.19	0.14	0.15
Organizational Infrastructure	0.26	0.33	0.33	0.28	0.30
Funding	0.19	0.17	0.25	0.19	0.21
Investment in Faculty	0.38	0.34	0.30	0.35	0.34

TABLE 2d: Scores for the Five Pillars of IBEX in 2012					
Average Scores on Each Pillar of International Business Education	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.67	0.66	0.63	0.68	0.66
Program Offerings	0.85	0.76	0.83	0.84	0.83
Organizational Infrastructure	0.62	0.59	0.65	0.70	0.65
Funding	0.69	0.73	0.75	0.79	0.74
Investment in Faculty	0.60	0.61	0.68	0.75	0.66

YOUR SCORES



The next set of tables summarize 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 (see Tables 3 to 5). These results provide good guidance to colleges that strive to improve their internationalizing of business education.

The most dramatic change when comparing the 2012 scores and the other scores (2008, 2009, and 2010) is of course that the bar for achieving a competitive advantage vis-à-vis other community colleges is much higher. The scores on the pillars are much higher within each segmented group (i.e., top 25 percent, middle 50 percent, and bottom 25 percent).

In essence, investment in faculty at community colleges in the last year or so (perhaps since 2010) is almost at a maximum score if a school wants to be in the top 25 percent of all community colleges. Interestingly, while high, strategic commitment is not as high among the top 25 percent of community colleges.

The important aspect of the “story” that can be derived from these segmented scores (i.e., top 25 percent, middle 50 percent, and bottom 25 percent) is that community colleges that continues their “old” path of internationalizing their business programs and courses are falling behind. These results are encouraging and a lot more positive in terms of the community colleges efforts at internationalizing than what we saw during the major portion of the most recent economic downturn (commonly viewed as starting in the spring of 2008 and continuing until 2010 or so).

Hopefully 2012 is the tone setter of what is to come! Community colleges can leverage their internationalizing efforts into a competitive advantage among students in the country as well as foreign students attending their schools (roughly 100,000 foreign students attended community colleges in 2008; now there are roughly 780,000 foreigners attending community college in the U.S.).

TABLE 3a: IBEX Scores for the Top 25% in 2008					
Average Scores on Each Pillar for the <u>Top 25%</u> (IBEX Score \geq 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 3b: IBEX Scores for the Top 25% in 2009					
Average Scores on Each Pillar for the <u>Top 25%</u> (IBEX Score \geq 0.4027)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.64	0.64	0.62	0.56	0.61
Program Offerings	0.38	0.56	0.49	0.56	0.50
Organizational Infrastructure	0.68	0.77	0.61	0.64	0.65
Funding	0.54	0.49	0.44	0.72	0.53
Investment in Faculty	0.86	0.58	0.68	0.65	0.69

TABLE 3c: IBEX Scores for the Top 25% in 2010					
Average Scores on Each Pillar for the <u>Top 25%</u> (IBEX Score \geq 0.3713)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.54	0.47	0.64	0.47	0.56
Program Offerings	0.26	0.22	0.38	0.30	0.32
Organizational Infrastructure	0.57	0.59	0.68	0.57	0.61
Funding	0.47	0.38	0.61	0.56	0.53
Investment in Faculty	0.74	0.77	0.62	0.69	0.69

TABLE 3d: IBEX Scores for the Top 25% in 2012					
Average Scores on Each Pillar for the <u>Top 25%</u> (IBEX Score \geq 0.8800)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.81	0.79	0.79	0.78	0.79
Program Offerings	0.98	0.99	0.97	0.98	0.97
Organizational Infrastructure	0.94	0.92	0.90	0.95	0.93
Funding	0.97	0.97	0.99	0.99	0.98
Investment in Faculty	0.98	1.00	1.00	0.99	0.99

TABLE 4a: IBEX Scores for the Middle Half in **2008**

Average Scores on Each Pillar for the <u>Middle 50%</u> (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 4b: IBEX Scores for the Middle Half in **2009**

Average Scores on Each Pillar for the <u>Middle 50%</u> (IBEX Scores From 0.1001 to 0.4026)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.18	0.18	0.21	0.20	0.19
Program Offerings	0.33	0.36	0.35	0.32	0.34
Organizational Infrastructure	0.18	0.22	0.24	0.27	0.23
Funding	0.10	0.07	0.09	0.05	0.08
Investment in Faculty	0.40	0.28	0.25	0.27	0.30

TABLE 4c: IBEX Scores for the Middle Half in **2010**

Average Scores on Each Pillar for the <u>Middle 50%</u> (IBEX Scores From 0.0867 to 0.3712)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.14	0.20	0.22	0.24	0.20
Program Offerings	0.10	0.15	0.17	0.13	0.14
Organizational Infrastructure	0.23	0.33	0.30	0.28	0.28
Funding	0.15	0.17	0.17	0.13	0.15
Investment in Faculty	0.38	0.31	0.26	0.36	0.33

TABLE 4d: IBEX Scores for the Middle Half in **2012**

Average Scores on Each Pillar for the <u>Middle 50%</u> (IBEX Scores From 0.5750 to 0.8790)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.74	0.72	0.68	0.71	0.71
Program Offerings	0.85	0.78	0.80	0.79	0.81
Organizational Infrastructure	0.69	0.63	0.70	0.71	0.69
Funding	0.78	0.78	0.81	0.81	0.80
Investment in Faculty	0.68	0.70	0.71	0.81	0.73



Sights of Stockholm, Sweden (above), the flag of Sweden (right), and the "Golden Hall" at the Stockholm City Hall – used for the yearly Nobel Banquet (below).



TABLE 5a: IBEX Scores for the Bottom 25% in 2008					
Average Scores on Each Pillar for the Bottom 25% (IBEX Score \leq 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

TABLE 5b: IBEX Scores for the Bottom 25% in 2009					
Average Scores on Each Pillar for the Bottom 25% (IBEX Score \leq 0.1000)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.08	0.09	0.08	0.10	0.05
Program Offerings	0.13	0.14	0.08	0.09	0.13
Organizational Infrastructure	0.01	0.03	0.03	0.04	0.08
Funding	0.02	0.00	0.00	0.02	0.04
Investment in Faculty	0.05	0.00	0.01	0.02	0.03

TABLE 5c: IBEX Scores for the Bottom 25% in 2010					
Average Scores on Each Pillar for the Bottom 25% (IBEX Score \leq 0.0866)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.07	0.06	0.05	0.06	0.06
Program Offerings	0.03	0.00	0.03	0.02	0.02
Organizational Infrastructure	0.01	0.05	0.03	0.04	0.03
Funding	0.01	0.00	0.00	0.00	0.00
Investment in Faculty	0.02	0.05	0.03	0.05	0.03

TABLE 5d: IBEX Scores for the Bottom 25% in 2012					
Average Scores on Each Pillar for the Bottom 25% (IBEX Score \leq 0.5749)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Strategic Commitment	0.46	0.49	0.36	0.42	0.43
Program Offerings	0.75	0.61	0.74	0.74	0.72
Organizational Infrastructure	0.29	0.32	0.28	0.24	0.28
Funding	0.33	0.53	0.38	0.39	0.39
Investment in Faculty	0.18	0.25	0.27	0.17	0.22

Rankings of Regions and States



Any time rankings are developed, discussed, interpreted, and action being taken based on them, the risk always exist that “gaming” the input into the rankings can become an issue. The IBEX score is created via input from community college faculty and administrators. All community colleges are invited to participate and all faculty and administrators at community colleges in the U.S. are invited to participate (assuming they have a valid email address available).

The IBEX score relies on perceptions by faculty and administrators at community colleges (which is largely similar to some other college rankings). Because of this perceptual survey approach, we have refrained from providing a ranking of community colleges in any of our IBEX reports (with data from 2008, 2009, 2010, and 2012). We will continue this practice of not ranking community colleges for a variety of reasons.

Now, the vast majority of community colleges are public and receive public funding for at least part of their educational programming (986 of 1,132 community colleges in the U.S. are public in 2012). With this in mind, some readers and users of this report will find it interesting to better understand on a regional and/or state basis how community colleges score on IBEX at the aggregate level. In fact, such knowledge may even help budget allocations in the state in certain cases. In that spirit, we are now (with the 2012 report) for the first time including rankings at the state levels. In addition, we more explicitly indicate the regional ranking (which can also be indirectly found in Table 1). The methodology to include states in specific regions is reported in Appendix 2.

TABLE 6: Regional Ranking Based on IBEX Scores in 2012		
Rank	Region in the USA	IBEX Score
1	West Region	0.75
2	South Region	0.71
3	Midwest Region	0.69
4	Northeast Region	0.68

TABLE 7:
State Ranking Based on IBEX Scores in 2012
(States Ranked in the Top 20)

Rank	U.S. State	IBEX Score
1	New Mexico	0.9222
2	South Carolina	0.9200
3	Colorado	0.9140
4	New Hampshire	0.9067
5	Kentucky	0.9000
6	Delaware	0.8967
7	South Dakota	0.8733
8	Montana	0.8547
9	Idaho	0.8133
10	Minnesota	0.8050
11	Nevada	0.7967
12	Mississippi	0.7905
13	Arkansas	0.7810
14	Florida	0.7772
15	North Dakota	0.7627
16	Utah	0.7600
17	Missouri	0.7590
18	Washington	0.7556
19	Louisiana	0.7511
20	Oregon	0.7486

New Mexico is
#1 in the 2012
IBEX Ranking

TABLE 7:
State Ranking Based on IBEX Scores
(States Ranked 21 to 40)

Rank	U.S. State	IBEX Score
21	Georgia	0.7460
22	Wyoming	0.7422
23	Kansas	0.7400
24	Alabama	0.7350
25	New Jersey	0.7293
26	California	0.7224
27	North Carolina	0.7180
28	Iowa	0.7164
29	Michigan	0.7143
30	Massachusetts	0.7122
31	Arizona	0.7086
32	Ohio	0.7005
33	Texas	0.6938
34	New York	0.6909
35	Hawaii	0.6867
36	Maryland	0.6836
37	Indiana	0.6830
38	Nebraska	0.6787
39	Connecticut	0.6178
40	Illinois	0.6088

TABLE 7:
State Ranking Based on IBEX Scores
(States Ranked 41 to 50)

Rank	U.S. State	IBEX Score
41	Oklahoma	0.5900
42	Wisconsin	0.5852
43	West Virginia	0.5689
44	Pennsylvania	0.5583
45	Virginia	0.5258
46	Maine	0.5250
47	Tennessee	0.4500
48	Rhode Island *	0.3304
49	Alaska	0.3000
N/A	Vermont **	N/A

* The IBEX score from Rhode Island is based on an average of their 2008 (IBEX= 0.5400) and 2010 (IBEX=0.1208) data. Rhode Island did not have any responses in 2009 or 2012.

** Only two community colleges in the state of Vermont are currently members of the American Association of Community Colleges (i.e., Community College of Vermont, Landmark College). In total, Vermont had five community colleges in 2012. As a sampling frame, we include faculty and administrators from community colleges that are members of AACC. Neither of the Vermont-based AACC community colleges has responded to the IBEX survey in any of the years conducted (i.e., 2008, 2009, 2010, and 2012).

Community Colleges with Sustained Excellence



As we have stated in a number of places and several of these benchmarking reports, our objective is not to rank community colleges on their degree of international business education. Instead, we prefer to provide aggregate scores for evaluation and knowledge distribution among faculty, administrators, public policy makers, and the community.

However, after a five year period of collecting data and calculating IBEX scores, we have established a reliable and valid methodology. This means that we can robustly identify a certain number of community colleges that have had sustained excellence in providing international business education.

Specifically, using the established methodology, we find it valuable to provide a cluster of community colleges that across the 2010 and 2012 data collection efforts have been consistently scoring high on IBEX. These schools can serve as a template for other community colleges who strive to become more international in scope. As such, a “top 20” cluster of community colleges selected from the 1,132 community colleges in the U.S. are listed **in alphabetical order** with a website to allow interested stakeholders to study and learn from these “sustained excellence” schools.

Austin Community College, Texas	http://www.austincc.edu/
Bristol Community College, Massachusetts	http://www.bristol.mass.edu/
College of Southern Nevada, Nevada	http://www.csn.edu/
Daytona State College, Florida	http://www.daytonastate.edu/
Des Moines Area Community College, Iowa	http://www.dmacc.edu/
Eastern Iowa Community College District, Iowa	http://www.eicc.edu/
Fashion Institute of Technology, New York	http://www.fitnyc.edu/
Georgia Perimeter College, Georgia	http://www.gpc.edu/
Grand Rapids Community College, Michigan	http://www.grcc.edu/
Houston Community College, Texas	http://www.hccs.edu/
Madison Area Technical College, Wisconsin	http://madisoncollege.edu/
McLennan Community College, Texas	http://www.mclennan.edu/
Palomar College, California	http://www.palomar.edu/
Portland Community College, Oregon	http://www.pcc.edu/
Rowan-Cabarrus Community College, North Carolina	http://www.rccc.edu/
Seattle Central Community College, Washington	http://www.seattlecentral.org/
St. Louis Community College-Forest Park, Missouri	http://www.stlcc.edu/fp/
Suffolk County Community College, New York	http://www.sunysuffolk.edu/
Valencia Community College, Florida	http://valenciacollege.edu/
Western Technical College, Wisconsin	http://www.westerntc.edu/

Minority-Serving Institutions



In 2010, we started analyzing so-called minority-serving institutions (MSI) and their international business education. These community colleges are serving student populations that are classified as minority students and include:

Historically Black Colleges and Universities (HBCUs)
Hispanic-Serving Institutions (HSIs)
Tribal Colleges and Universities (TCUs)

In essence, the 2010 benchmarking study included a pilot study of minority-serving institutions. The 2012 benchmarking study again had the assessment of international business education at community colleges classified as minority-serving institutions by the U.S. Federal government. The methodology is now reliable and valid and, therefore, we include a comparison of MSIs and all community colleges on the IBEX scores and the five pillars – both overall and by region.

TABLE 8: IBEX Scores for Minority-Serving Institutions Compared with All Community Colleges					
International Business Education Index (IBEX)	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
IBEX Score in 2012 for Minority-Serving Institutions (MSI) (n=49 institutions)	0.60	0.53	0.59	0.77	0.69
IBEX Score in 2012 for All Community Colleges (n=380 institutions)	0.69	0.68	0.71	0.75	0.71

Based on a 2003 report titled “Minority-Serving Institutions of Higher Education” by the U.S. Department of Housing and Urban Development (Office of Policy Development and Research and Office of University Partnerships), the following basics describe the three main categories of MSI institutions.

- The first of what were to become the HBCUs was established in Pennsylvania in 1837 to provide education for freed slaves who had made their way north. From its beginnings in 1837, today approximately 106 HBCUs are located in 20 States, the District of Columbia, and the U.S. Virgin Islands.
- Like HBCUs, Hispanic-Serving Institutions (HSIs) play a critical role in educating members of ethnic communities throughout the United States. The White House includes 203 IHEs on its list of HSIs. The U.S. Congress formally recognized campuses with high Hispanic enrollment in 1992. To be classified as an HIS a college must have at least 25 percent or more full-time undergraduate Hispanic students. In addition, at least one-half of a college or university’s Hispanic population must be considered to be low-income.
- The first tribal colleges were established in the late 1970s in a remote reservation community of the Navajo nation. Today, there are 31 institutions classified as Tribal Colleges and Universities.

The report can be obtained at <http://www.oup.org/files/pubs/minority-report.pdf>.

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, our survey 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. The broad-level conclusion is that the country at large has become more internationally savvy in 2012 when compared with scores in 2008, 2009, and 2010.

- 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 member] 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.

The average expected lifetime earnings for a graduate with an associate degree are \$1.6 million, about \$.4 million more than a high school graduate earns. Students at more than 50% of community colleges can earn a degree entirely online, and almost all institutions offer Internet-based courses.

TABLE 9a: International Business Knowledge in **2008**

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

TABLE 9b: International Business Knowledge in **2009**

International business knowledge among:	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Students (PO7)	4.11	3.73	3.78	3.64	3.82
Faculty (D7)	5.79	6.11	5.92	6.06	5.95
Administrators (SC9)	4.27	4.61	4.74	4.91	4.65
Local community (F5)	4.40	4.30	4.25	4.41	4.33
People in the country (F6)	3.62	3.95	3.58	3.85	3.70

TABLE 9c: International Business Knowledge in **2010**

International business knowledge among:	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Students (PO7)	3.57	3.15	3.57	3.97	3.63
Faculty (D7)	5.08	4.94	5.08	5.64	5.20
Administrators (SC9)	4.04	3.88	4.31	4.14	4.12
Local community (F5)	3.92	4.17	4.48	4.61	4.30
People in the country (F6)	4.14	3.88	3.98	3.89	3.96

TABLE 9d: International Business Knowledge in **2012**

International business knowledge among:	Geographic Region in the U.S.				Overall
	Midwest	Northeast	South	West	
Students (PO7)	3.87	3.73	3.43	3.57	3.64
Faculty (D7)	5.19	5.41	4.93	4.96	5.09
Administrators (SC9)	4.34	4.29	3.74	3.74	4.00
Local community (F5)	4.54	4.33	4.29	4.79	4.50
People in the country (F6)	4.18	4.23	4.29	3.68	4.09

Note: The scores in Table 9 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 5.

What Is Being Taught




The 2008 IBEX survey included some 80 questions (Appendix 5). Subsequent surveys in 2009 and 2010 included only the 15 IBEX questions (three questions for each of the five pillars) plus the five questions pertaining to “international business knowledge” described in the previous section. In 2012, we decided to also include the original question from 2008 dealing with which internationally oriented courses are being taught at the nation’s community colleges. This section reports on the comparisons between 2008 and 2012 and what changes have been made in internationally oriented course offerings in business.

TABLE 10: Internationally Oriented Business Courses		
Internationally Oriented Business Courses Being Taught	2008	2012
International Strategy	N/A	5 percent
International Sourcing/Purchasing/Procurement	N/A	7 percent
International Human Resources	3 percent	8 percent
International Accounting	1 percent	9 percent
International Logistics	N/A	12 percent
International Finance	8 percent	13 percent
International Entrepreneurship	N/A	17 percent
International Trade	16 percent	18 percent
International Management	13 percent	24 percent
International Economics	19 percent	26 percent
International Marketing	22 percent	37 percent
International Business	51 percent	85 percent

In 2008, we did not assess the degree to which community colleges were teaching international strategy, international sourcing/purchasing/procurement, international logistics, and international entrepreneurship. These course choices were added in 2012. However, we did have an “other” category in 2008 that received 19 percent, which means that community colleges (about 1 in 5 community colleges) were teaching an internationally oriented business course outside the scope of what we included. These “other” courses are likely to have included international strategy, international sourcing/purchasing/procurement, international logistics, and international entrepreneurship.

In 2012, we decided that it was important to measure the exact degree to which community colleges were teaching international strategy, international sourcing/purchasing/procurement, international logistics, and international entrepreneurship. In particular, “supply chain” courses in general have become increasingly popular on community college campuses; the fit the workforce development mission of community colleges well. In that spirit, we also wanted to get a benchmark on the internationally oriented versions of those courses and to what degree they are being taught (i.e., international sourcing/purchasing/procurement, international logistics

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 13 million people take courses at community colleges annually (representing about half of the country's college students), a focus on international business education at the nation's community colleges 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 (0.27) that was achieved in the first year of the study (2008) can be compared to the scores in 2009 (0.27), 2010 (0.25), 2012 (0.71), and future years (zero being the lowest and 1.00 being the highest possible degree of internationalization of business education at community colleges). This allows for the study of trends both at the aggregate community college level, within U.S. states and regions, and by individual community college institutions.

Over the years, 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. Our plan is to calculate the IBEX score roughly annually, as we have done in 2008, 2009, 2010, and 2012.

The IBEX and its five “pillars” – Strategic Commitment, Program Offerings, Organizational Infrastructure, Funding, and Investment in Faculty – can help identify what areas to improve. Collectively, over the last five years, the IBEX data identify numerous areas of opportunities and challenges – many of which remain from 2008 and are highlighted also in 2009 and 2010, but with some newfound initiatives and great hope based on the 2012 scores. Overall, four implications are highlighted here:

- **Drastic increase in program offerings** were seen in 2012 (compared with 2008, 2009, and 2010). This is very encouraging given that the comparison between 2010 and 2008 was reversed (we saw a drastic decrease in program offerings in 2010 compared with 2008). Clearly, the tough economic times that started in 2008 may now be over to some degree and community colleges are starting to really invest in international business programs. Our report in 2010 indicated that we saw hope in the government's community college and national exporting initiatives. Perhaps the new community college programs at many schools are connected to the better economy and/or new initiatives by the government. The broad-based implication is that community colleges which do not invest in international business education starting “right now” are falling behind and will lose a competitive edge in the 2-year college market.

- **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 are vastly different than the middle and top institutions (Tables 3, 4, and 5). The top schools are scoring almost perfect when it comes to faculty investment. Providing resources to attend faculty development workshops to internationalize course(s) and program(s) is the most critical investment that can be made in improving international business education (Table 18).
- **We are teaching many more internationally oriented courses.** International Business is still the lone internationally-oriented course that is taught at more than half of the community colleges but the number that was 51 percent in 2008 is now 85 percent (Table 10). Extrapolating using the available IBEX data, this means that roughly 962 of the nation's 1,133 community colleges teach the international business course on their campus. International marketing is the second most popular course (37 percent), followed by international economics (26 percent), and international management (24 percent). All other courses are taught by less than one in five community colleges.
- **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 16). 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 16).

Many more implications can be derived from the results in Tables 1 to 23 and the data collected in 2008, 2009, 2010, and 2012. 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 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.

We encourage community college administrators, faculty, staff, and students to evaluate the IBEX dimensions and questions. A multi-person assessment of IBEX at an individual community college can be a very valuable tool in both understanding the current state-of-the education and providing a roadmap for future success.

Appendices

Appendix 1: Investigators

Appendix 2: Methodology

Appendix 3: Pillars of International Business Education

Appendix 4: Demographics

Appendix 5: Questionnaire

Appendix 6: Community College Outreach Initiatives

Appendix 1: Investigators

The Benchmark Studies are conducted by Tomas Hult (Michigan State University) and William Motz (Lansing Community College) with funds provided by grants from the U.S. Department of Education. The International Business Center at Michigan State University and the Business and Economics Department at Lansing Community College assisted with research and administrative support to conduct the study.

Tomas Hult



Tomas Hult, Ph.D., is the Eli Broad Professor of Marketing and International Business in the Eli Broad College of Business at Michigan State University. He is also Director of MSU's International Business Center (IBC) and Executive Director of the Academy of International Business (AIB). IBC has been designated as a federally funded CIBER (Center for International Business Education and Research) since 1990. AIB has more than 3,400 members in more than 80 countries. He is one of the most cited researchers in international business in the world (ranking 75th in all of business and economics in the decade spanning 1997-2007 per Thomson Reuters). 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 and Economics Department at 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 Co-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. As such, the study is updated annually.

Data Collection

The samples are drawn from faculty in business and related fields at the nation’s community colleges. An electronic mailing list was initially developed by visiting the websites of each of the 1,195 community colleges that existed in 2008 and were a part of the American Association of Community Colleges. Annual updates to the list are done to stay current. Each year, for these colleges, more than 10,000 faculty members are included in the study (those with emails available publicly on their websites). Each year, faculty are sent an email requesting their participation in the study. The email includes a hyperlink to the website that hosts the survey. Anonymity is ensured for each respondent. The data for the Benchmark Studies are collected in the spring each year.

The response rate at the individual faculty/administrator level is around 8-10 percent each year, with a 26 to 36 percent response rate at the institutional level. In 2008, 858 individuals (e.g., faculty, administrators) from 428 community colleges responded. In 2009, 731 individuals from 336 community colleges responded. In 2010, 568 individuals from 309 community colleges responded. In 2012, 771 individuals from 380 community colleges responded. These response rates compares favorably to research conducted using community college faculty and administrators. The number of responses also ensures reliable and valid data along with a low margin of error.

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

Appendix 2: Methodology Continued

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 Design

The survey was originally 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 5 for the 2008 data (which serve as the calibration points for the benchmarking studies). A summary of the demographics of the sample in 2008 can be found in Appendix 3, and the complete questionnaire can be found in Appendix 5.

Geographic Regions

The Benchmark Studies on the IBEX scores include 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. These results are included for 2008, 2009, 2010, and 2012. Regional scores are also included for all questions for the 2008 data. 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 are: Midwest, Northeast, South, and West. 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 were coded so 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 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. For 2008, 2009, and 2010, we calculated the average of the questions of the 15 that the institution had answered with a “no answer” recorded as a zero. Starting in 2012, we calculated the average based on only the questions answered (this new methodology in actuality inflated the overall IBEX score from 0.64 to 0.71 in 2012, or about 10 percent).

Appendix 3: Pillars of International Business Education

(This section is based on the long-version survey from 2008)

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 for each of the pillars are discussed in this section (i.e., Strategic Commitment, Program Offerings, Organizational Infrastructure, Funding, and Investment in Faculty). These results pertain to the long version of the Benchmarking Study from 2008 with more than 80 questions asked (Appendix 5). The data from 2009, 2010, and 2012 include only the 15 IBEX questions, the 5 “knowledge” questions, and select other questions.

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 11: 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/specialization/concentration (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 5.



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.

TABLE 12: Scores on Program Offering Questions					
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 5.

TABLE 13: Scores on International Business Courses					
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 5.

TABLE 14: 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 5.

TABLE 15: 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 14 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 5.



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

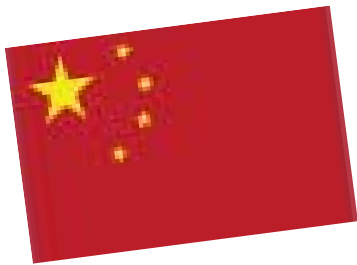


Organizational Infrastructure

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 globally-competent workforce. 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.

TABLE 16: Scores on Organizational Infrastructure					
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 16 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 5.



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

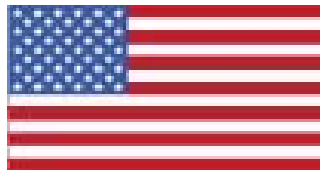


Funding

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.

TABLE 17: Scores on Funding					
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 5.



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 that 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.

TABLE 18: Scores on Investment in Faculty					
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 18 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 5.



Il Duomo de Milano
in Milan, Italy.



Appendix 4: Demographics

(This section is based on the long-version survey from 2008)

The questionnaire included questions on the demographics of the person answering the questions as well as the community college that they represent. These demographics are summarized in Tables 19-23 for the **data in 2008**. The labels (i.e., D1 to D12d) correspond to the full questions listed in Appendix 5.

TABLE 19: 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 20: 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 21: 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 22: 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 23: 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 5: Questionnaire

(This section is based on the long-version survey from 2008)

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 5: 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 5: 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 5: 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 5: 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).

Appendix 6: Community College Outreach Initiatives

The International Business Center (ibc.msu.edu) in the Eli Broad College of Business at Michigan State University was designated in 1990 as a National Resource Center by the U.S. Department of Education (i.e., a Center for International Business Education and Research). MSU-CIBER's mission is to provide superior education, research, and assistance to businesses, public policy makers, academics and students on international business and trade. We have offered numerous international business resources and programs for community college faculty, staff, administrators, and students since 1995.

Michigan State University (msu.edu) works to advance the common good in uncommon ways. The nation's pioneer land-grant university, MSU began as a bold experiment that democratized higher education and helped bring science and innovation into everyday life. Today, MSU is one of the top research universities in the world—on one of the biggest, greenest campuses in the nation—and is home to a diverse community of dedicated students and scholars, athletes and artists, scientists and leaders.

The next pages in Appendix 5 provide overview captures of the community college programs offered by the International Business Center in the Eli Broad College of Business at Michigan State University.



International Business Center

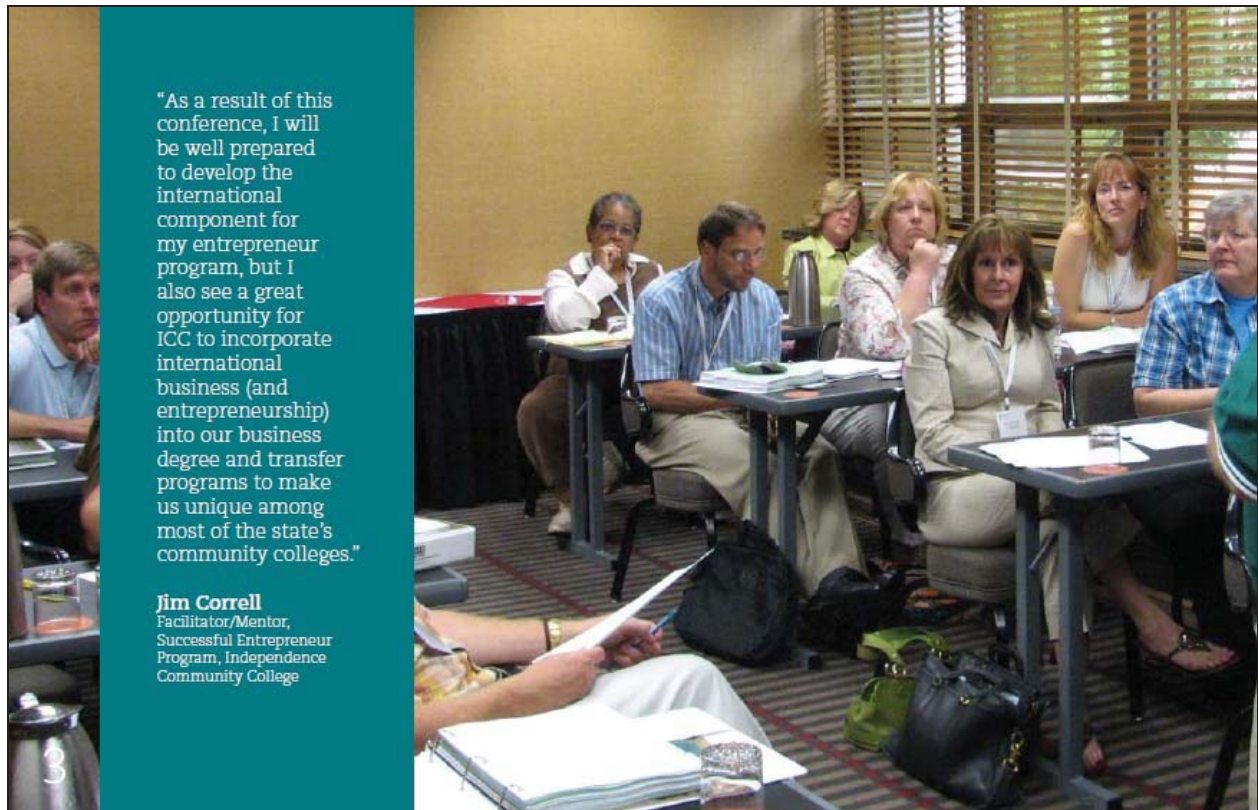
The International Business Center (IBC) in The Eli Broad Graduate School of Management at Michigan State University was designated in 1990 as a National Resource Center by the U.S. Department of Education (i.e., a Center for International Business Education and Research). MSU-CIBER's mission is to provide superior education, research, and assistance to businesses, public policy makers, academics and students on international business and trade. We offer numerous international business resources and programs for community college faculty and students.

ibc.msu.edu



"I am in awe at MSU's commitment in promoting international business within community colleges. A lot of thought and work went into the presentations, and workshops at the IB Institute making it a great experience for us who were attending. I would definitely highly recommend the IB Institute to my colleagues."

Patrick Liem
Arbutus College



"As a result of this conference, I will be well prepared to develop the international component for my entrepreneur program, but I also see a great opportunity for ICC to incorporate international business (and entrepreneurship) into our business degree and transfer programs to make us unique among most of the state's community colleges."

Jim Correll
Facilitator/Mentor,
Successful Entrepreneur
Program, Independence
Community College



International Business Institute

The aim of this Institute is to provide participants with the knowledge, experience and resources they need to internationalize general business courses and/or develop specialized international business courses at the two-year college level. Since 1997, the biennial conference has given participants the opportunity to explore new ways of incorporating international components to their curricula as well as network with peers from across the nation. Components of the conference include an overview examining through case studies and practical examples the international business knowledge and skills needed by two-year college graduates; a focus on selected world regions with direct input from business people experienced in these regions; and small group sessions facilitated by community college faculty.

global.broad.msu.edu/outreach/ibi

Advanced International Business Institute

The Advanced International Business Institute (AIBI) for Community College Faculty is a unique faculty development program. It is designed for community college faculty who have previously attended international business faculty development workshops, seminars, or conferences, as well as faculty who bring previous international business experience to their classrooms, and international business program administrators. Topics to be covered in the AIBI include: classroom tools and course development, developing and maintaining IB programs, and best practices in IB integration. The AIBI will also offer small group breakout sessions for faculty to tackle and resolve their own IB challenges and concerns.

global.broad.msu.edu/outreach/aibi/



Wondering how you can take part?

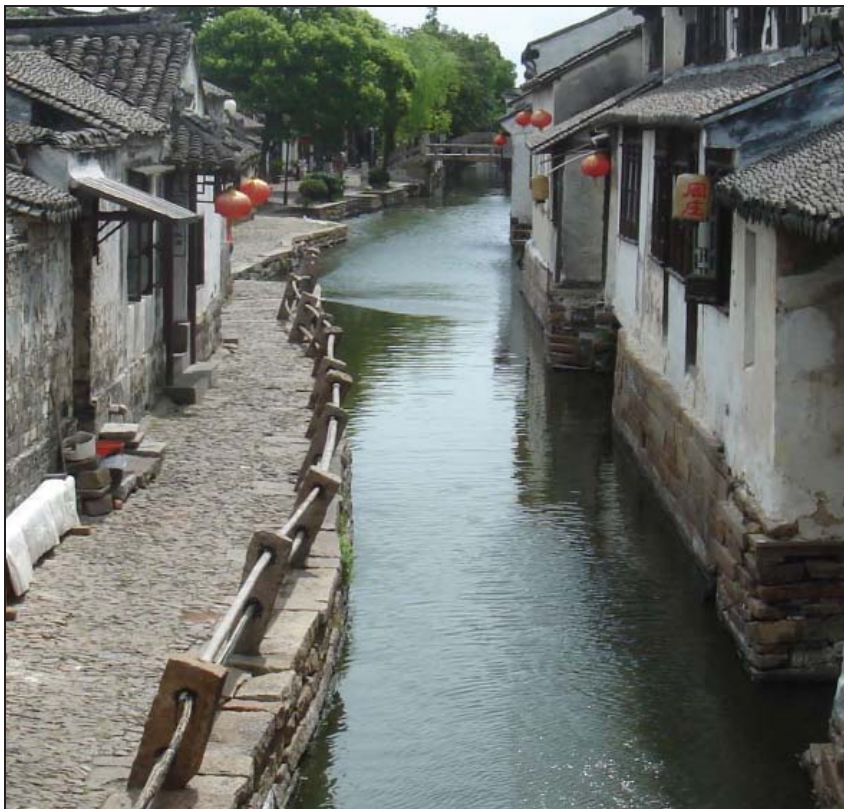
The AIBI, the first conference of its kind hosted by the Michigan State University Center for International Business Education and Research (MSU-CIBER), is held biennially. Participants will learn, dine, and stay at the Kellogg Hotel and Conference Center, Michigan State University's premier Hospitality/Business learning laboratory.

The \$600 registration fee covers all materials, meals, and lodging.

International Language Institute

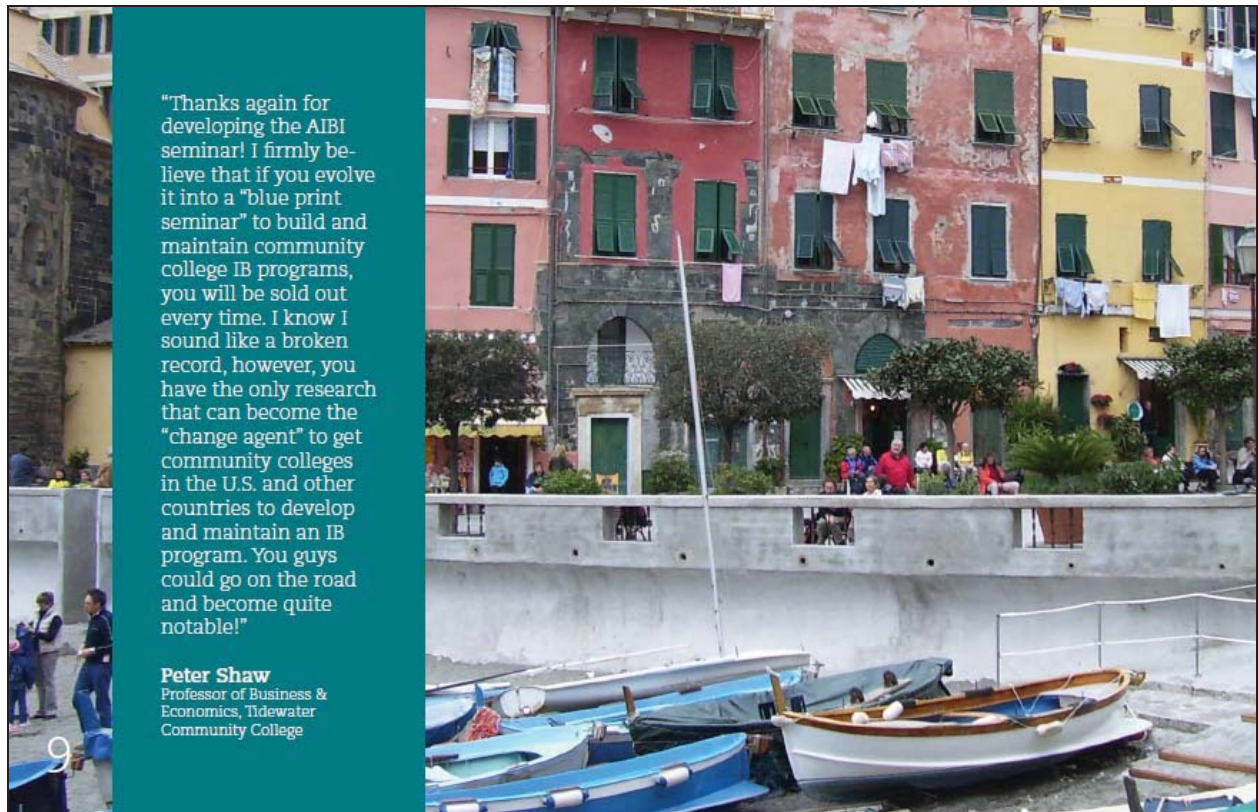
Modeled after our successful IBI and AIBI programs highlighted earlier, MSU-CIBER and CLEAR now offer the International Language Institute for community college faculty. The ILI is a unique professional development program designed specifically for community and technical college language faculty. The aim of the Institute is to provide participants with the knowledge, experience and resources they need to adapt modules or full courses and programs in languages to be business-specific at the two-year college level. Less Commonly Taught Languages (LCTL) are primary areas of focus for the Language Institute.

global.broad.msu.edu/outreach/ili/



"I will be meeting with my faculty next week as we get ready to start the fall semester. I will be showing them the resources that we talked about during the week and asking each of them to incorporate international concepts into their classes. I will be asking them to share with me what they have done and how easy it was so that we can share them across the division."

Diane Hargens
Business Division Chair,
Western Iowa Tech
Community College



"Thanks again for developing the AIBI seminar! I firmly believe that if you evolve it into a "blue print seminar" to build and maintain community college IB programs, you will be sold out every time. I know I sound like a broken record, however, you have the only research that can become the "change agent" to get community colleges in the U.S. and other countries to develop and maintain an IB program. You guys could go on the road and become quite notable!"

Peter Shaw
Professor of Business &
Economics, Tidewater
Community College



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globalEDGE offers the latest and most comprehensive international business and trade content for a wide range of topics. Whether conducting extensive market research or looking to improve your international knowledge, you are sure to find what you need to sharpen your competitive edge in today's rapidly changing global marketplace.

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- Microfinance

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Online Course Modules

globalEDGE offers over 60 online course modules in a variety of different categories. The modules also include a series of exporting modules that has been produced in cooperation with the U.S. Commercial Service. These modules were developed from the latest edition of "A Basic Guide to Exporting," and each module represents one of the book's seventeen chapters; the modules are listed by chapters. This series provides aspiring and seasoned exporters with a wealth of resources and tools that may benefit even the most experienced international business connoisseur. All modules focus on issues pertinent to international business and include a case study or anecdotes, a glossary of terms, quiz questions, and a list of references when applicable.

globalEDGE.msu.edu/modules/

International Internship Directory

The globalEDGE International Internship Directory is a reference guide for students, faculty, staff, and administrators to help match students with international internship opportunities offered by two- and four-year colleges and universities, governmental agencies, non-profit groups, private organizations, and corporations.

The International Business Center and International Studies and Programs encourage you to share this invaluable resource with your students. The International Internship Directory is an online database full of international internship opportunities, searchable by field of study, location, and internship sponsorship.

globalEDGE.msu.edu/international-internship/



"The MSU-CIBER represents a great partnership between the nation's pioneer land-grant university and the U.S. Government to offer first-rate international business education and research."

Peter McPherson
President, Michigan State
University (1993-2004)

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