Globalizing the Community College Experience

TCC’s Federal Title VI B Business and International Education Grant Project

Retooling Business Education & Awareness for a Global Economy

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Project overview

- Grantor is the U.S. Department of Education through the Title VI Business and International Education (BIE) program

- Grant was awarded in April 2008
  - 23 institutions were awarded
  - 6 were community colleges
  - 3 were in Virginia (TCC, RU, and VCU)

- Project Schedule began in August 2008 and ends in July 2010
The overarching goal of our project

To produce business program graduates that are better prepared to compete in a increasingly global world.

Faculty Development

Course and Program Development

Faculty / Student Exchange
Faculty Development

Class of faculty participants is identified and participants attend 3 “Globalization Seminars”

Upon completion, each participant develops an educational module

Modules are peer reviewed, finalized and held in a repository for all to use

Modules are made available for all faculty and their use is supported by BIE team members
We live in a rapidly changing world

**Old World**

- Economy is national in scope
- Value of goods which face global competition: $4 trillion (1995)

**New World**

- Economy is global in scope
- Value of goods which face global competition: $21 trillion (2000)
Competition has been and will continue to be fierce.
“The Rise of the Rest”

Share of World Output in Selected Countries

Note: Data are based on PPP GDP. Sources: The International Monetary Fund, the Organization for Economic Cooperation and Development, the World Bank, and the PwC World Tables.
The world’s economic center is shifting

Within the flashing blue line lives 40% of the world’s population.

This area is rapidly developing and is increasingly competing with the developed world.
With rising globalization, trade has increased.

Source: Bureau of Economic Analysis
Observations justifying efforts to globalize

In a recent survey conducted for the Association of American Colleges and Universities, more than 60 percent of employers polled said recent graduates lacked the skills needed to succeed in a global economy.

Seventy two percent of business leaders urged colleges and universities to pay greater attention to global issues.

Kevin Hovland, “Global Learning: What is it? Who is Responsible for it?, Peer Review, Fall 2009, Vol. 11, No. 4
Year 1 Globalization Seminars: A Sample of Speakers

Tomas Hult- Director of Michigan State University's Center for International Business Education and Research
Discussed the state of International Education at Community Colleges

Patti Peterson- Senior Associate Institute for Higher Education Policy
Discussed best practices regarding faculty development as it relates to global issues. Also discussed the Fulbright Program

Roy Pearson- Professor Emeritus at W&M.
Provided a primer on free international resources on the internet

Bill Muntean- Trade Policy Officer for The U.S. State Department
Discussed historic and current business and political trends related to globalization
Year 2 Globalization Seminars: A Sample of Speakers

Rebecca Lake - Assistant Professor and Program Director, National-Louis University in Chicago, Illinois
Discussed strategies to globalize course material and facilitate a ‘hands on’ workshop designed to help faculty globalize their courses.

Jacque Dessino - M.L.S., M.A., Electronic Services Librarian at TCC
Electronic resources will be reviewed to include the AP Photo Database, Music and Sound, Youtube, copyright issues and other related material.

Dr. Craig Canning - Associate Professor of History and Associate Chair for Undergraduate Studies, College of William and Mary
Will provide an overview China’s movement to a market system, China’s perceptions of the world economy, and what Chinese government and business leaders see as their role in world business and politics.

Dale Evarts - International Programs Coordinator for the Office of Air Quality Planning and Standards (OAQPS) at the US EPA
Will discuss issues related to global air quality, factors contributing to its decline, and the international community’s response to air quality changes.
Twelve electronic globally focused “Educational Modules” were created.

Modules can be accessed at http://www.tcc.edu/academics/BIE/
Faculty intervention impacts appear positive

**FACULTY attendees** were given pre/post surveys during our first seminar series.

Here is what they said:

<table>
<thead>
<tr>
<th><strong>Please rate yourself 1-10 (with 10 being extremely proficient) on your ability to incorporate international material into course content</strong></th>
<th><strong>Before seminars</strong></th>
<th><strong>After Seminars</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.7</td>
<td>9.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Please rate the importance of keeping up with scholarly journals and articles from other countries 1-10 with 10 being extremely important</strong></th>
<th><strong>Before seminars</strong></th>
<th><strong>After Seminars</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.0</td>
<td>9.2</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Please rate the importance of keeping up with current events from other countries 1-10 with 10 being extremely important</strong></th>
<th><strong>Before seminars</strong></th>
<th><strong>After Seminars</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2</td>
<td>9.7</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Please rate yourself 1-10 with 10 being extremely proficient on your ability to teach online using blackboard</strong></th>
<th><strong>Before seminars</strong></th>
<th><strong>After Seminars</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.7</td>
<td>8.4</td>
<td></td>
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</tbody>
</table>
An example of a module

You’re Lucky…

A brief socio-economic review of America and the world

Sean LaCroix
Tidewater Community College
Course and Program Development

Modules have been used in existing courses

Modules allow faculty (authors or others) to infuse global content into a class

An International Business Specialization has been approved

Program will begin implementation in Fall 2010
## Student intervention impacts appear positive

Educational Modules were presented to students in Fall 2009. Pre/post surveys were used on **STUDENT** control and intervention groups.

Here is what they said:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Control Group</th>
<th>Intervention Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent that agree or strongly agree that they are “aware of some of the benefits associated with globalization.”</td>
<td>+2.4%</td>
<td>+20.7%</td>
</tr>
<tr>
<td>Percent that agree or strongly agree that they are “aware of some of the skills needed to succeed in a globalizing world.”</td>
<td>+4.9%</td>
<td>+32.8%</td>
</tr>
<tr>
<td>Percent that agree or strongly agree that “Globalization has had an overall positive impact on my life”</td>
<td>+5.0%</td>
<td>+20.4%</td>
</tr>
<tr>
<td>Percent that agree or strongly agree that “Globalization has had an overall positive impact on the U.S. economy.”</td>
<td>+3.3%</td>
<td>+13.9%</td>
</tr>
<tr>
<td>Percent that agree or strongly agree that “The overall benefits of globalization outweigh the negative consequences of globalization.”</td>
<td>-13.3%</td>
<td>+27.5%</td>
</tr>
<tr>
<td>Percent that agree or strongly agree that “Globalization is a threat to a countries culture and traditions.”</td>
<td>+6.1%</td>
<td>-2.3%</td>
</tr>
</tbody>
</table>

*n = ~25*
Developing an IB Specialization: Key student survey findings

Questions regarding student attitude:

18% Agreed that globalization will have little or no impact on their future.

33% Reported that they were unaware of issues and controversies regarding globalization.

43% Reported that they were unaware of some of the skills needed to succeed in a globalizing world.

Questions regarding student planning:

23% Reported that they are considering pursuing a career with a global focus such as international business, or importing/exporting.

2.1% Reported their own major as International business…

…despite the fact that we do not offer an IB major!
Approved Electives

<table>
<thead>
<tr>
<th>Approved Electives</th>
<th>Offered in Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Face to Face</td>
</tr>
<tr>
<td>BUS 280 Introduction to International Business</td>
<td>P</td>
</tr>
<tr>
<td>ECO 210 International Economics</td>
<td>na</td>
</tr>
<tr>
<td>GEO 210 People and the Land: Intro to Cultural Geography</td>
<td>V, P</td>
</tr>
<tr>
<td>GEO 220 World Regional Geography</td>
<td>V</td>
</tr>
<tr>
<td>GEO 225 Economic Geography</td>
<td>na</td>
</tr>
<tr>
<td>HIS 280 American Foreign Policy Since 1890</td>
<td>na</td>
</tr>
<tr>
<td>PLS 241 International Relations I</td>
<td>V, N</td>
</tr>
<tr>
<td>PLS 242 International Relations II</td>
<td>na</td>
</tr>
</tbody>
</table>

*Offered Spring 2010. C-Chesapeake, N-Norfolk, P-Portsmouth, V-Virginia Beach.

Approved electives were selected based on their international content, the ease with which they transfer to four year institutions, and the extent to which they prepare students for coursework in the third and fourth year of study within an international business or related major.
Early relationships are being formed with hopes of developing sustained faculty (and perhaps) student exchanges.
In Brazil, a connection was made with Univille University. Terms for a sustained faculty (and later, student) exchange were discussed.

Univille Faculty engaged in a very successful exchange in January 2010. Univille Faculty met with 8 classes and spoke to 200+ students. Guests collaborated with TCC Faculty at GLC, in an Online Learning Session, and at Globalization Seminar.
A relationship with two partner universities will be explored

Six faculty and seven students from TCC will visit China in May 2010.

A delegation from GNU wishes to visit later in 2010.

A delegation from YNU may follow.
So... How do I globalize?

Consider adding a global focus to your existing course material: (Fulbright Speakers, International content, Use/create modules)

Form a Global Studies Peer Group
Within your campus or system

Explore relationships with Universities abroad

Consider adding international courses or an international business degree or specialization

Consider grant funding
I am happy to help!
Questions?

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Thank you for your attention!
What is your region’s role in this?

Exports as a Share of GRP FOR Virginia's MSAs

Source: U.S. Department of Commerce International Trade Administration, U.S. Bureau of Economic Analysis, and TCC.
What is our state’s role in this?

Source: U.S. Department of Commerce International Trade Administration, U.S. Bureau of Economic Analysis, and TCC.
What is VCCS’s role in this?

Includes the International Business Education Index (IBEX)

The IBEX Rates U.S. Community Colleges in five key areas:

- Strategic Commitment
- Program Offerings
- Organizational Infrastructure
- Funding
- Investment in Faculty
## Key findings from the report

<table>
<thead>
<tr>
<th>Finding</th>
<th>US</th>
<th>VA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share of respondents indicating that International Business is a top priority within their business program</td>
<td>17.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Share of institutions offering an international business major</td>
<td>14.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Share of institutions offering an international business specialization or concentration</td>
<td>24.7%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Share of courses offered that had an international focus (at least 25% international content)</td>
<td>8.7%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Share of respondents indicating that their institution requires students to take an international course</td>
<td>11.8%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Why do we care?

Workers employed in export-oriented firms earn 10 percent more than workers in similar firms that export less, or don't export at all.

As a result, areas whose companies are not global traders will be left behind.

What we are doing is working!
In addition to these changes, principles of economics courses have been moved to the first two semesters to provide students with this background prior to or coincidental with their approved electives. These courses displace natural science requirements, which have been moved to the third and fourth semesters. In addition, a health and physical education requirement has been moved to balance course loads across semesters.
Expected Outcomes

- Faculty interest in global content is stimulated
- Offerings of courses with international content are more successful
- Students are better prepared to compete in an increasingly global world
An IB specialization may allow more courses to be successfully offered

<table>
<thead>
<tr>
<th>Approved Elective</th>
<th>Sections offered since Fall 2007</th>
<th>Percent that were successful</th>
<th>Average Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 220- World Regional Geography</td>
<td>11</td>
<td>100.0%</td>
<td>26.9</td>
</tr>
<tr>
<td>HIS 280- American Foreign Policy Since 1890</td>
<td>2</td>
<td>100.0%</td>
<td>8.5</td>
</tr>
<tr>
<td>REL 230- Religions of the World</td>
<td>111</td>
<td>92.8%</td>
<td>25.8</td>
</tr>
<tr>
<td>GEO 210- People/Land: Intro Cultural Geography</td>
<td>51</td>
<td>88.2%</td>
<td>25.3</td>
</tr>
<tr>
<td>PLS 241- International Relations I</td>
<td>17</td>
<td>88.2%</td>
<td>23.4</td>
</tr>
<tr>
<td>BUS 280- Intro International Business</td>
<td>10</td>
<td>70.0%</td>
<td>14.1</td>
</tr>
<tr>
<td>PLS 242- International Relations II</td>
<td>6</td>
<td>50.0%</td>
<td>9.3</td>
</tr>
<tr>
<td>ECO 210- International Economics</td>
<td>2</td>
<td>0.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>GEO 225- Economic Geography</td>
<td>0</td>
<td>0.0%</td>
<td>0.0</td>
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