

# 2019

BENCHMARKING REPORT ON

## International Business Education at Community Colleges

*Featuring Summative IBEX Rankings  
for the Fifty US States for 2012 to 2019*



**IBEX**

Measure of Community College Internationalization

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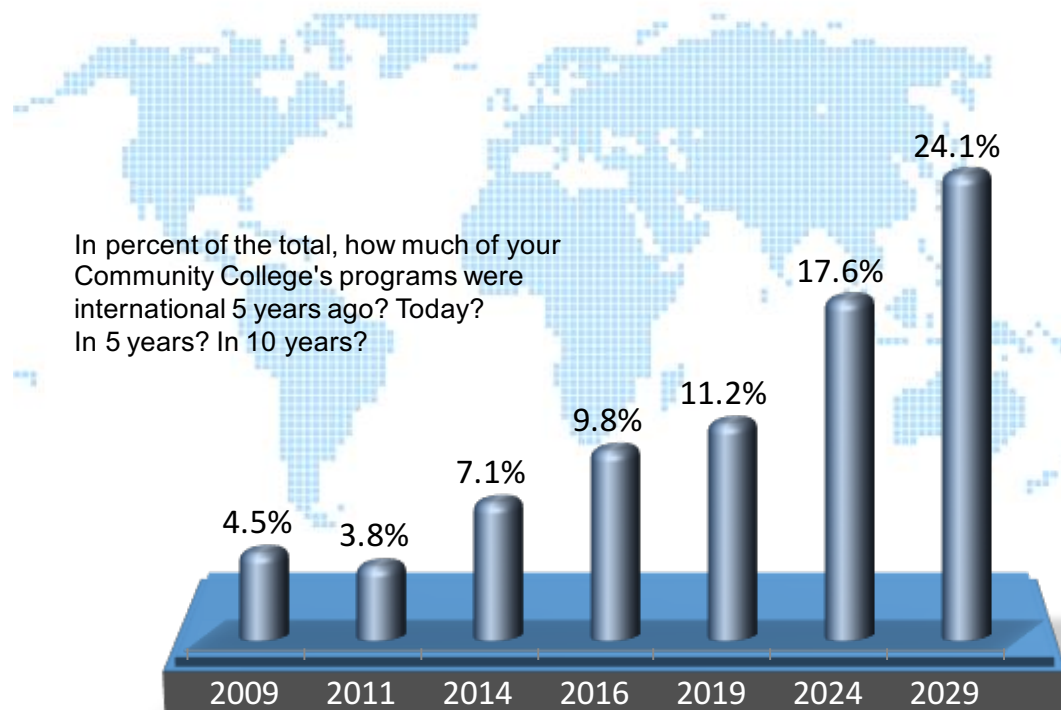
## Expectations to Internationalize

Figuring out where a community college has been, where it is, and where it is planning to go in terms of internationalizing its programs represents a way to outline a strategic path toward targeted goals. As an overall gauge, we asked Senior Administrators at community colleges (Presidents, Vice Presidents of Academic Affairs, and Senior International Officers) about internationalization efforts on their campuses.

A scale from zero to 100 percent was used, with 100 percent representing a community college with all its programs fully internationalized. For policy purposes,

we suggest that a target goal of internationalizing 25 percent of community college programming by 2029 is preferred to maintain the international competitiveness of the US workforce.

The 2019 benchmark shows an increase in internationalization optimism on community college campuses and in programming. The expectation is that community colleges will internationalize 24 percent of their programs and activities by 2029. Importantly, at 11 percent today, community colleges have made significant strategic strides to internationalize their programming in the last decade.



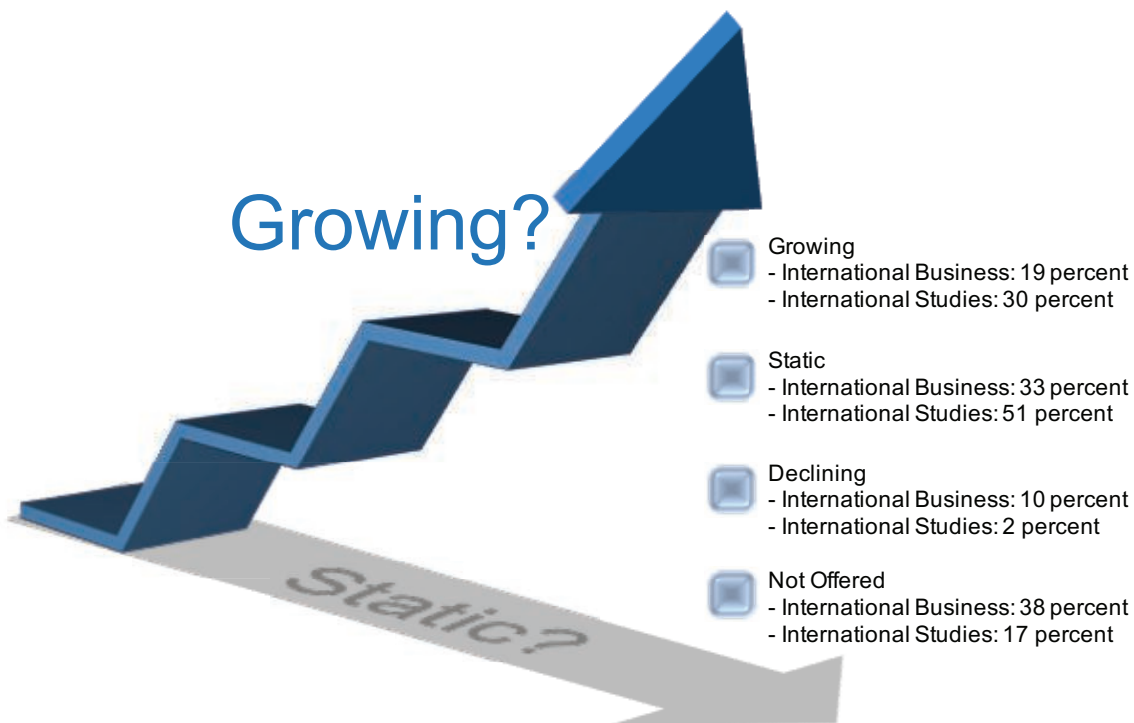
## Current Internationalizing

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

In 2019, we find that community colleges enrolled, on average, 44 students in the basic International Business course (Standard Deviation = 67). Using the data below to extrapolate, we can surmise that there are 30,880 students taking the basic, core course in International Business at 702 community colleges nationwide. There is also an upward trend of community colleges offering the core IB course.

**Business Faculty** and **Administrators** at community colleges answered questions regarding international business courses being taught (the sample size was n=348 community colleges in 2019). The sampling frame included all business faculty and business administrators.

**Senior Administrators** answered the questions pertaining to non-business international courses (the sample size was n=100 community colleges in 2019). The sampling frame included the Presidents, Vice Presidents of Academic Affairs, and Senior International Officers.



## International Business Education Index (IBEX)

The International Business Education Index (IBEX) measures the degree to which community colleges emphasize internationalization of business education in their curricula and educational activities; it has been assessed since 2008.

A score of 0.70 to 1.00 indicates that a community college is “highly active” in internationalizing; 0.60 to 0.69 is classified as “active”; and 0.30 to 0.59 indicates “less active” (and with a score of less than 0.30 being sporadic, if at all). Broadly, the global economic downturn in 2008-2009 put a

damper on internationalization at community colleges, but since that time the IBEX scores have been consistently in the upper level of “active” since 2012, albeit with a slight dip in 2019.

To create IBEX, we included five “pillars” pertaining to internationalization of business education at community colleges (see figure below for the 2019 scores on the pillars). The unit of analysis is community colleges (n=348, we annually receive between 1-16 responses from business faculty and administrators per community college).

	MIDWEST	NORTHEAST	SOUTH	WEST	OVERALL
IBEX 2008 (n=428)	0.25	0.29	0.27	0.28	0.27
IBEX 2009 (n=336)	0.26	0.27	0.28	0.28	0.27
IBEX 2010 (n=309)	0.23	0.24	0.27	0.24	0.25
IBEX 2012 (n=380)	0.69	0.68	0.71	0.75	0.71
IBEX 2014 (n=330)	0.65	0.71	0.67	0.66	0.67
IBEX 2016 (n=415)	0.66	0.72	0.66	0.67	0.67
IBEX 2019 (n=348)	0.63	0.71	0.65	0.66	0.65



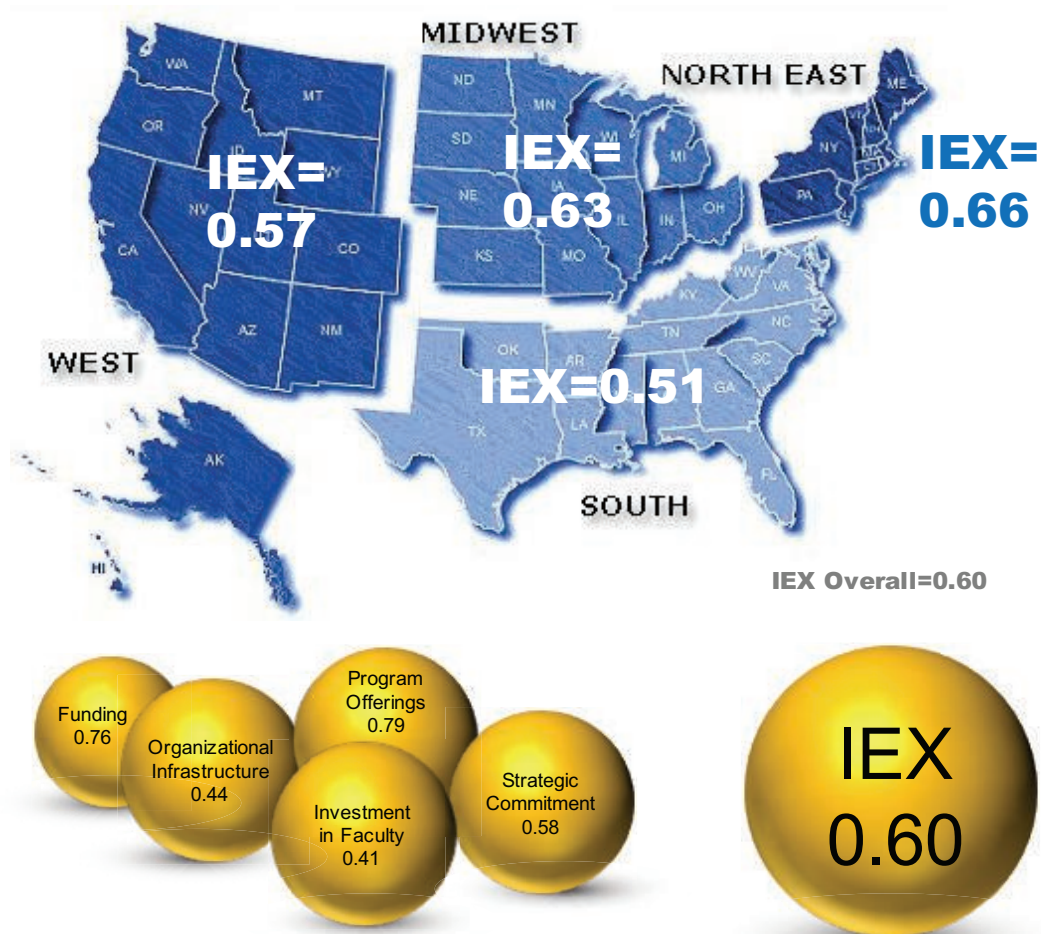
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college is being sporadic, if at all, involved in internationalization).

The benchmarking involves data collected from Senior Administrators at community colleges (i.e., Presidents, Vice Presidents of Academic Affairs, and Senior International Officers). To create IEX, we included the same five “pillars” as in IBEX, but with a focus on internationalizing non-business education instead of business education. The unit of analysis is community colleges (n=100, we receive between 1-3 responses per college).



## IBEX and IEX Comparisons and US State Activity

The aggregate IBEX scores serve as the basis for the regional and state data. A score of 0.70 to 1.00 indicates that a community college is “highly active” in internationalizing; 0.60 to 0.69 is classified as “active”; and 0.30 to 0.59 indicates “less active” (with less than 0.30 representing only sporadic, if at all, involvement in international education).

Some community colleges score below 0.30 on the IBEX rating but none of the 50 states, on average, score below 0.30. As a comparison, 24 of 28 community colleges in Michigan are engaged in some degree of internationalization (in business programs or across campus). The four colleges that have

not internationalized have strategically or by resource constraints opted to not internationalize. Consequently, larger states will likely always have community colleges that are active in internationalization and those that are not – depending on serving area, workforce development needs, and resource availability – resulting in average scores that account for both scenarios.

The Northeast region of the country was again found to provide the most internationalized business education with an average IBEX of 0.71. The Northeast region has been at the apex in community college internationalization since 2014. The IEX scores are included in the table for comparisons.

REGION	IBEX 2014	IBEX 2016	IBEX 2019	IEX 2014	IEX 2016	IEX 2019
1 Northeast Region	0.71	0.72	0.71	0.38	0.34	0.66
2 West Region	0.66	0.67	0.66	0.36	0.41	0.57
3 South Region	0.67	0.66	0.65	0.40	0.34	0.51
4 Midwest Region	0.65	0.66	0.65	0.47	0.39	0.63
OVERALL	0.67	0.67	0.65	0.41	0.37	0.60

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

## US States: Summative IBEX Rankings 2012-2019

We began to collect IBEX data in 2008. Data have since been collected for 2009, 2010, 2012, 2014, 2016, and 2019. Since 2012, community colleges have made great strides in internationalization as a strategic focus in the post 2008-2009 recession era.

The table below provides a summative IBEX ranking of all US states using combined data from 2012 to 2019 (with data collected for the years 2012, 2014, 2016, and 2019). Anomalies, missing data, and significant outliers were treated prior to the analyses. These

datapoints are more robust than a given cross-sectional datapoint by single year.

The summative IBEX scores serve as the basis for the state rankings. A score of 0.70 to 1.00 indicates that a community college is “highly active” in internationalizing; 0.60 to 0.69 is classified as “active”; and 0.30 to 0.59 indicates “less active” (with less than 0.30 representing only sporadic, if at all, involvement in internationalizing education). The range among states is broad. South Dakota averages 0.85 while Alaska averages 0.30.

<b>HIGHLY ACTIVE</b> <b>IBEX ≥ .70</b> <b>States ranked 1 to 16</b>	<b>ACTIVE</b> <b>IBEX 0.60 to 0.69</b> <b>States ranked 17 to 47</b>	<b>LESS ACTIVE</b> <b>IBEX &lt; 0.60</b> <b>States ranked 48 to 50</b>		
<ol style="list-style-type: none"> <li>1. South Dakota</li> <li>2. New Hampshire</li> <li>3. Delaware</li> <li>4. Mississippi</li> <li>5. Alabama</li> <li>6. Nevada</li> <li>7. Louisiana</li> <li>8. New Jersey</li> <li>9. Idaho</li> <li>10. Georgia</li> <li>11. Oregon</li> <li>12. Massachusetts</li> <li>13. Kentucky</li> <li>14. Colorado</li> <li>15. Utah</li> <li>16. Iowa</li> </ol>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>17. Missouri</li> <li>18. South Carolina</li> <li>19. Vermont</li> <li>20. Maryland</li> <li>21. Connecticut</li> <li>22. Indiana</li> <li>23. North Carolina</li> <li>24. Texas</li> <li>25. Pennsylvania</li> <li>26. Kansas</li> <li>27. Arizona</li> <li>28. California</li> <li>29. New York</li> <li>30. Minnesota</li> <li>31. Michigan</li> <li>32. Ohio</li> <li>33. Arkansas</li> </ol> </td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>34. Florida</li> <li>35. Washington</li> <li>36. West Virginia</li> <li>37. Montana</li> <li>38. Wyoming</li> <li>39. Nebraska</li> <li>40. Oklahoma</li> <li>41. Illinois</li> <li>42. Maine</li> <li>43. Virginia</li> <li>44. Hawaii</li> <li>45. North Dakota</li> <li>46. Wisconsin</li> <li>47. New Mexico</li> </ol> </td> </tr> </table>	<ol style="list-style-type: none"> <li>17. Missouri</li> <li>18. South Carolina</li> <li>19. Vermont</li> <li>20. Maryland</li> <li>21. Connecticut</li> <li>22. Indiana</li> <li>23. North Carolina</li> <li>24. Texas</li> <li>25. Pennsylvania</li> <li>26. Kansas</li> <li>27. Arizona</li> <li>28. California</li> <li>29. New York</li> <li>30. Minnesota</li> <li>31. Michigan</li> <li>32. Ohio</li> <li>33. Arkansas</li> </ol>	<ol style="list-style-type: none"> <li>34. Florida</li> <li>35. Washington</li> <li>36. West Virginia</li> <li>37. Montana</li> <li>38. Wyoming</li> <li>39. Nebraska</li> <li>40. Oklahoma</li> <li>41. Illinois</li> <li>42. Maine</li> <li>43. Virginia</li> <li>44. Hawaii</li> <li>45. North Dakota</li> <li>46. Wisconsin</li> <li>47. New Mexico</li> </ol>	<ol style="list-style-type: none"> <li>48. Rhode Island</li> <li>49. Tennessee</li> <li>50. Alaska</li> </ol>
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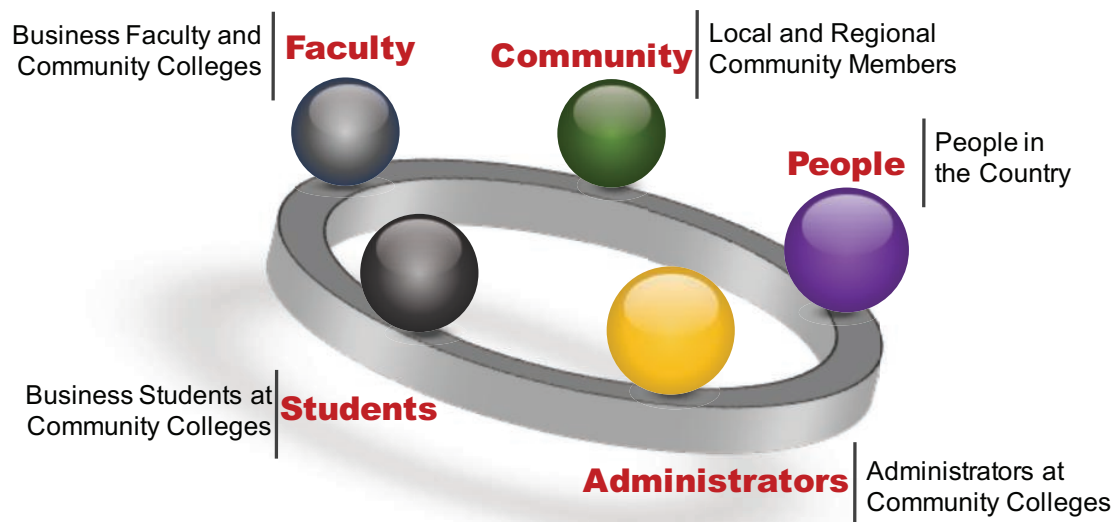
## International Business Knowledge

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

We asked: On a scale from 1 (no awareness) to 10 (great expertise), rate the international business knowledge of (a) students, (b) faculty, (c) administrators, (d) local community, and (e) people in the country as it applies broadly to all world markets.

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

TARGET GROUP	2008	2009	2010	2012	2014	2016	2019
Students	3.46	3.82	3.63	3.64	3.37	3.03	2.96
Faculty	5.59	5.95	5.20	5.09	4.73	4.27	4.14
Administrators	4.37	4.65	4.12	4.00	3.75	3.30	3.11
Local Communities	4.20	4.33	4.30	4.50	4.27	3.88	3.99
People in the Country	3.93	3.70	3.96	4.09	3.96	3.63	3.69

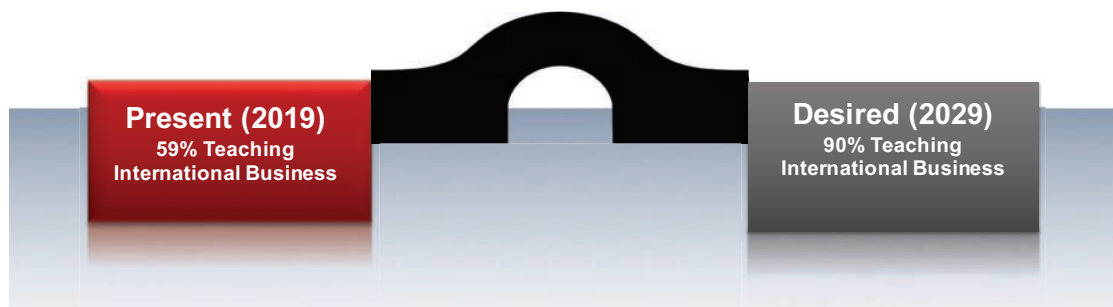


## What is Being Taught?

A variety of internationally-oriented business courses are being taught at community colleges. In the table below, the 12 most popular courses are ranked based on the percent of community colleges in the country that teaches a course. Of the 1,132 community colleges (per data from the American Association of Community Colleges), 986 are Public, 115 are Independent, and 31 are Tribal community colleges.

Across these community colleges, the core International Business course continues to be the most popular to teach, followed by International Marketing. International Economics appears to be on a downward trend while International Management, International Trade, and International Logistics are robustly holding steady.

RANK	COURSE	2008	2012	2014	2016	2019
1	International Business	51%	85%	71%	69%	59%
2	International Marketing	22%	37%	26%	21%	24%
3	International Management	13%	24%	2%	13%	14%
4	International Economics	19%	26%	8%	15%	14%
5	International Trade	16%	18%	5%	13%	13%
6	International Entrepreneurship	N/A	17%	8%	10%	11%
7	International Logistics	N/A	12%	8%	10%	11%
8	International Accounting	1%	9%	8%	8%	7%
9	International Sourcing	N/A	7%	6%	6%	7%
10	International Finance	8%	13%	6%	6%	5%
11	International Strategy	N/A	5%	4%	4%	5%
12	International Human Resources	3%	8%	3%	3%	5%



## Most Popular Internationally-Focused Textbooks

The two most popular internationally-oriented business courses offered by community colleges are International Business (which is offered by 59 percent or 668 colleges as extrapolated) and International Marketing (which is offered by 24 percent or 272 colleges as extrapolated). The remaining internationally-oriented business courses taught (see previous page) are offered by 5 to 14 percent of the community colleges.

In our 2019 benchmarking, we asked the respondents which textbooks, if any, are

used in the International Business and International Marketing courses. At least 7 percent of the colleges used one of the identified textbooks below, in rank order (no other textbooks on these topics were used at more than 4 percent of the colleges).

Interestingly, 38 percent of the respondents also said that they did not use a textbook for the International Business course. The corresponding number for the International Marketing courses was 63 percent that did not use a textbook.

### International Business

1. *Global Business Today*  
Charles Hill and Tomas Hult  
McGraw-Hill Education  
ISBN: 9781259847233
2. *International Business*  
Charles Hill and Tomas Hult  
McGraw-Hill Education  
ISBN: 9781259706431
3. *International Business*  
John Wild and Kenneth Wild  
Pearson Prentice Hall  
ISBN: 9780133868029
4. *Global Business*  
Mike Peng  
Cengage  
ISBN: 9781305500891

### International Marketing

1. *International Marketing*  
Cateora, Graham, Gilly, and Money  
McGraw-Hill Education  
ISBN: 9781259305696
2. *Global Marketing*  
Warren Keegan and Mark Green  
Pearson Prentice Hall  
ISBN: 9780134129945
3. *International Marketing*  
Mike Czinkota and Ilkka Ronkainen  
Cengage  
ISBN: 9781133627517

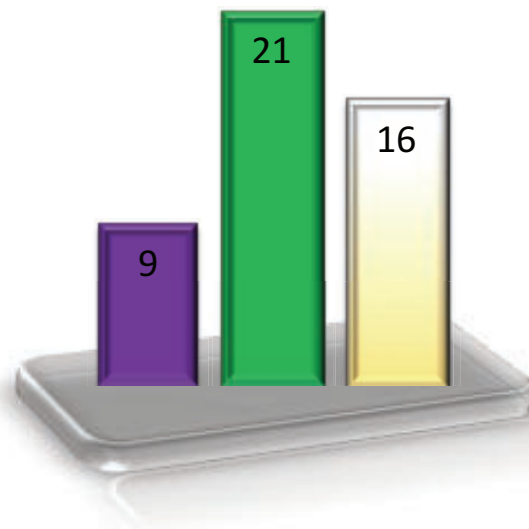
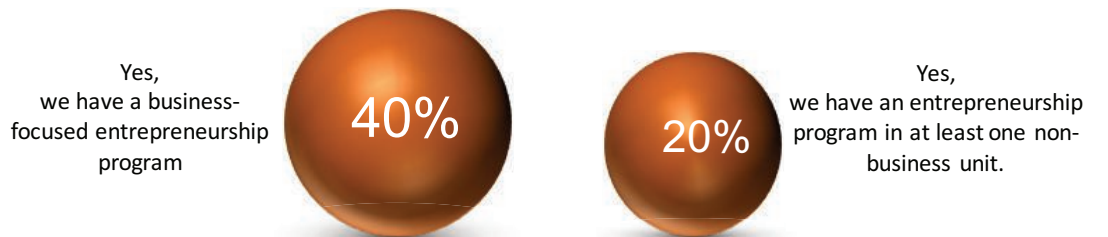
## Entrepreneurship

Entrepreneurship has become a cross-campus phenomenon at many community colleges in the last decade, and not just in business schools. For example, Lansing Community College – a large-sized community college in our area of Lansing, Michigan – offer entrepreneurship programs and activities to students across campus from any major (see more at [internal.lcc.edu/entrepreneurship](http://internal.lcc.edu/entrepreneurship)).

We assessed two entrepreneurship issues: (1) existence of an entrepreneurship program and (2) top level commitment of the community college to entrepreneurship

(we also included commitment to business and international business for comparisons).

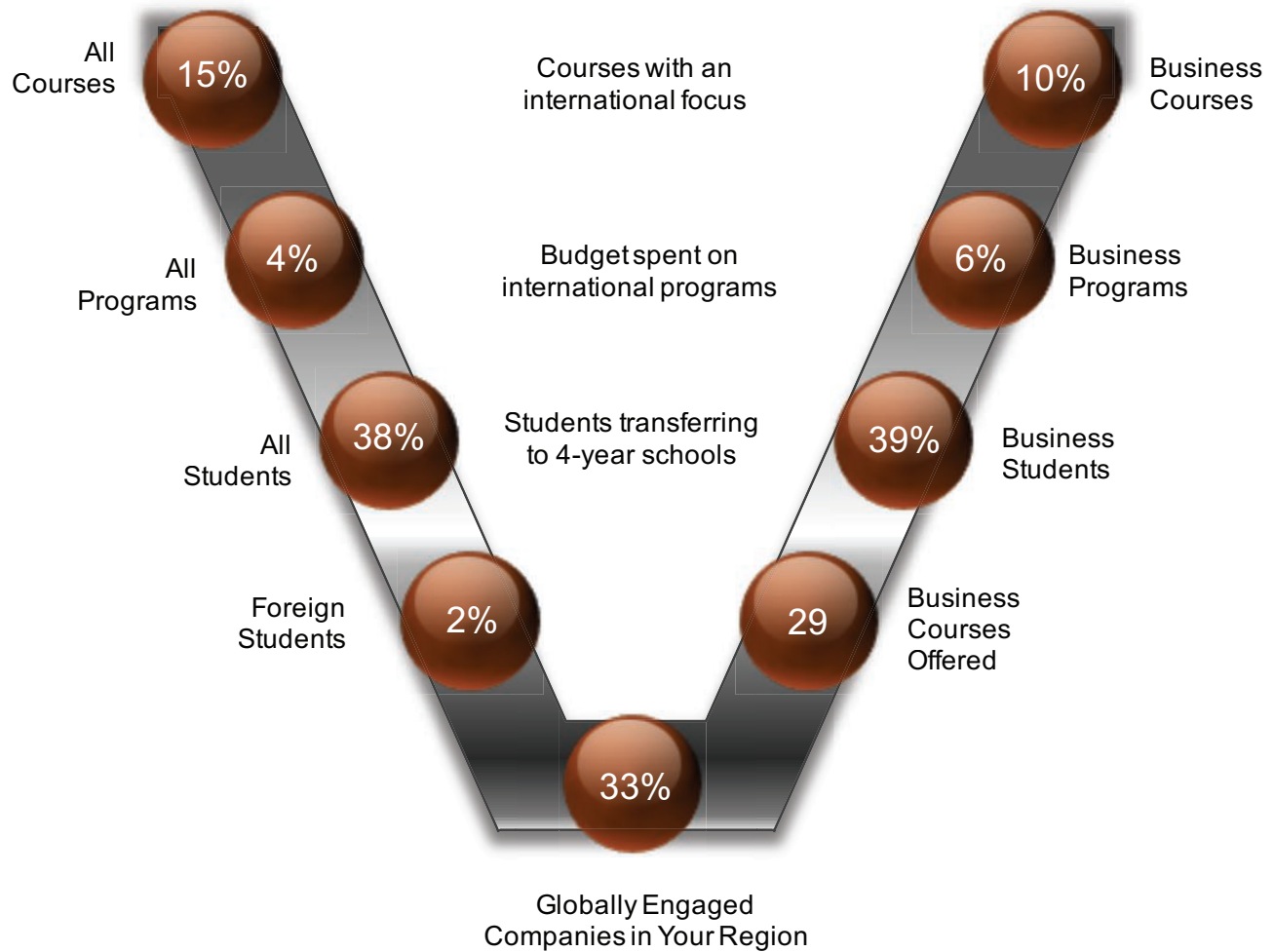
In the last three years, business-focused entrepreneurship programs have increased from being offered at 22 percent of community colleges in 2016 to being offered at 40 percent of community colleges in 2019 (which can be extrapolated to suggest that 453 community colleges offer entrepreneurship programs). Likewise, there has been an uptick from 12 percent to 20 percent of community colleges offering entrepreneurship programs in at least one non-business unit on campus as well.



With 100 being the highest commitment possible and zero being no commitment at all, what is your Community Colleges' administrative top commitment to:

International Business  
Business Entrepreneurship

## Community College Surroundings



## Who We Are

### **Michigan State University International Business Center**

- has been the national leader in offering programs to internationalize business education at community colleges since 1995. IBC is designated and funded as a “Center for International Business Education and Research” by the US Department of Education – one of only 15 universities in the country with this designation.
- began benchmarking community colleges in 2008 to report on international business programming. Data are collected regularly, with most data collected at each interval but with some data collected less frequently. Data year is reported in the tables and text.
- is the developer of globalEDGE – the Google No. 1 ranked website for “international business resources” with more than two million active users. globalEDGE has dedicated resources for Community college.
- is engaged in strategic partnerships with Community Colleges for International Development (CCID), American Association of Community Colleges (AACC), and National Association for Community College Entrepreneurship (NACCE) to internationalize business education at community colleges.
- has Dr. Sarah Singer, IBC Assistant Director, as coordinator for community college programming, and William “Bill” Motz, Business Professor, Lansing Community College as long-standing partner in IBEX benchmarking and community college activities.
- has Dr. Tomas Hult as Director. Dr. Hult has been IBC’s Director since 2001 and he founded IBEX in 2008. Hult is Byington Endowed Chair, Professor of Marketing and International Business, and one of most cited business scholars in the world. In 2016, he was named the #1 marketing professor worldwide by Academy of Marketing Science.





**MICHIGAN STATE**  
UNIVERSITY

International Business Center

Broad College of Business  
645 N. Shaw Ln., Room 7  
East Lansing, MI 48824-1121  
U S A

PHONE **517.353.4336**  
WEB **ibc.msu.edu**  
EMAIL **ibc@msu.edu**