

**IMPERIAL VALLEY COLLEGE DISTRICT  
REVIEW OF CAREER TECHNICAL EDUCATION TRAINING PROGRAMS  
2013**

**BUSINESS MARKETING**

**I. Program Description**

The Business Marketing program provides students with education and training needed for entry level marketing positions in areas such as government, retail, banking, and hospitality. These positions require students who are mature, adaptable, analytical, and who have good organizational and communication skills. Students who intend to pursue a four-year business degree should follow the Business Administration major.

A. Degree  
Associate in Science, Business Marketing

B. Certificate  
Certificated of Achievement, Business Marketing

**II. Career Opportunities**

- Purchasing Agents, Except Wholesale, Retail, and Farm Products
- Retail Salespersons
- Sales Rep, Wholesale and Manuf. except Technical and Scientific Products
- Wholesale and Retail Buyers, Except Farm Products

**III. Industry Certification/Accreditation** (to be completed by faculty)

**IV. Industry Recognized Credentials (IRC)** (to be completed by faculty)

**V. Labor Market Demand**

The Business Marketing program at Imperial Valley College meets a documented labor market demand. Employment trends for this field are derived from a variety of sources. These are listed below:

A. Employment Trends (Employment Development Department):

Occupation	TOP Code	SOC Code	2008	Average Job Openings per Year
Purchasing Agents, Except Wholesale, Retail, and Farm Products	0509.00	131023	60	3
Retail Salespersons	0509.00	412031	3040	126
Sales Rep, Wholesale and Manuf. Except Technical and Scientific Products	0509.00	414012	250	9
Wholesale and Retail Buyers, Except Farm Products	0509.00	131022	50	1
Total				139*

\*Same data as 2012. No updates from State Employment Development  
Occupational Employment Projections 2008-2018  
Imperial County

<http://www.labormarketinfo.edd.ca.gov/CommColleges/>

B. Employment Trends (Faculty Assessment):

**VI. Other Regional Programs**

There are no other similar training programs in Imperial Valley.

**VII. Employment and Completion**

(Based on State Core Measures Report, 2011-2012, 2012-2013 & 2013-2014)

**Core 2: Completions.** Measures completions for Career Technical Education student concentrators. Receipt of a certificate or degree or enrollment in a California four-year public university with or without a degree is considered a completion.

Fiscal Year Planning	Program	Total Completions	IVC Completion Rate	State Avg Completion Rate
2013-2014	Business Marketing	0/1	0	81.01%
2012-2013	Business Marketing	4/6	66.67%	82.43%
2011-2012	Business Marketing	7/8	87.50%	79.43%

PERKINS IV Program Performance Trend Report  
 Core Indicator Two – Total Completions – Certifications, Degrees and Transfer  
[https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Summ\\_coreIndi\\_TOPCode.aspx](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx)

**Core 3: Persistence and Transfer.** The percent of Career Technical Education student concentrators (students who have successfully completed a minimum of 12 units of related Career Technical Education coursework) who persist in education at the community college level or transfer to a two or four-year institution.

Fiscal Year Planning	Program	Persistence	IVC Persistence Rate	State Avg. Persistence Rate
2013-2014	Business Marketing	1/2	50%	86.27%
2012-2013	Business Marketing	4/9	44.44%	85.70%
2011-2012	Business Marketing	10/12	83.33%	83.67%

PERKINS IV Program Performance Trend Report  
 Core Indicator Three – Persistence and Transfer  
[https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Summ\\_coreIndi\\_TOPCode.aspx](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx)

**Core 4: Student Placement.** The percent of Career Technical Education students who have earnings the following year (as found in the unemployment insurance base wage file) or are in an apprenticeship program, or the military.

Fiscal Year Planning	Program	Placements	IVC Placement Rate	State Avg. Placement Rate
2013-2014	Business Marketing	1/1	100%	72.37%
2012-2013	Business Marketing	6/6	100%	65.93%
2011-2012	Business Marketing	4/4	100%	63.30%

PERKINS IV Program Performance Trend Report  
 Core Indicator Four – Employment  
[https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Summ\\_coreIndi\\_TOPCode.aspx](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx)

Pursuant to the FCMAT report, CTE programs are also being evaluated for student demand, certificate and program completion, local labor demand, and a facility utilization for CTE programs in the new CTE building.

### VIII. Enrollment Trends

Course	Year	Sections	Avg. Class	CAP	Fill Rate
BUS124	2012-2013	2	35.5	30	118%
BUS124	2011-2012	3	28	32	85.57%
BUS124	2010-2011	2	32	38	85.33%

Course	Year	Sections	Avg. Class	CAP	Fill Rate
BUS126	2012-2013	6	30	34	88.73%
BUS126	2011-2012	6	26	32	82.20%
BUS126	2010-2011	6	28	32	89%

Course	Year	Sections	Avg. Class	CAP	Fill Rate
BUS/AG132	2012-2013	1	29	35	82.86%
BUS/AG132	2011-2012				
BUS/AG132	2010-2011				

Course	Year	Sections	Avg. Class	CAP	Fill Rate
BUS144	2012-2013	1	23	35	65.71%
BUS144	2011-2012	1	15	40	37.50%
BUS144	2010-2011	1	30	35	85.71%

Course	Year	Sections	Avg. Class	CAP	Fill Rate
BUS210	2012-2013	5	33.8	33	1.02
BUS210	2011-2012	7	27	35	77.55%
BUS210	2010-2011	7	31.5	35	90.61%

Course	Year	Sections	Avg. Class	CAP	Fill Rate
BUS260	2012-2013	2	26.5	28	94.64%
BUS260	2011-2012	2	26	31	82.54%
BUS260	2010-2011	2	24.5	28	87.50%

### IX. Completions

	2012-2013		2011-2012		2010-2011	
	Degrees	Certificates	Degrees	Certificates	Degrees	Certificates
Business Marketing	2	2	3	0	1	1

### X. FTES/FTEF Analysis

Year	FTES	FTEF	FTES/FTEF
2012-2013	224.17	16.74	13.39
2011-2012	210.68	16.19	13.01
2010-2011	233.74	15.67	14.92

### XI. Facility Utilization Plan (to be completed by faculty)

**XII. SWOT Analysis** (to be completed by faculty)

<p><b>Strengths</b></p> <p>The students in the program are a main strength. Their performance and persistence in light of some of the weaknesses and problems (such as just one directly relevant marketing course) is to be commended and supported.</p> <p>Some of the core courses in the program, including accounting, economics, and business law, demand academic rigor from students and help prepare them for life after IVC.</p> <p>Student placement for students from the program is excellent and is well above state averages for similar programs.</p>	<p><b>Weaknesses</b></p> <p>Only one directly relevant marketing course is offered at IVC. Bus 144, which is an introduction to the principles of marketing course, is the only course that specifically involves the major. Students in the program have expressed concern about this and some have even left the program and IVC in an attempt to remedy this problem</p> <p>The number of students who have declared for the major is historically quite low. This may be partly a result of the lack of directly relevant courses detailed above.</p> <p>The completion rate and persistence rate of students in the program is below state averages for similar programs. However, given the dynamics of the area and the relatively low numbers involved, it is difficult to draw any conclusions.</p>
<p><b>Opportunities</b></p> <p>The fact that Imperial County is one of the fastest growing areas of the state of California presents a major opportunity. The county is attracting new people and new businesses. These people need jobs and the businesses need employees, some of which will be involved in marketing the products and services for these businesses. Marketing involves much more than just selling a product. It includes product development and evaluation, pricing decisions, and distribution activities. The new businesses and their need for people to perform these functions, presents an opportunity to grow the program.</p>	<p><b>Threats</b></p> <p>The possible negative perception in the community of the program and its graduates presents both a threat and an opportunity. The threat comes from the resulting lack of respect for the program because of such perceptions. For example, some community members point to the lack of some organizational skills possessed by some IVC graduates. The opportunity is to reverse this perception with specific course and program requirements to increase such skills.</p> <p>The presence of online courses and programs offering a similar education presents a threat to the program. Working people who may be drawn to education to</p>

<p>There exists the potential for many students other than business majors to benefit from this program. Marketing knowledge specifically increases consumer awareness. All people, including all IVC students, are consumers and can potentially benefit from such knowledge. Estimates are that one-half of a buyer's dollar goes toward marketing expenses. An awareness of this cost and what it involves can help consumers make better buying decisions. The ability to assess products and their value, and the ability to evaluate laws and regulations designed to promote competition and fairness are skills gained from the study of marketing.</p> <p>There are numerous career opportunities for marketing majors. These include personal selling, wholesaling, retailing, advertising, packaging, transportation and storage, market research, and product development. The sheer number of career choices can draw students to the program and the study of marketing.</p>	<p>further their careers often prefer these courses and programs. The preference is because of the easy access and number of directly relevant marketing courses these programs can offer. This presents an opportunity for our program and institution to develop more online courses at IVC and offer the same benefits to our students. To this end, BUS 144, the principles of marketing course, is scheduled to be offered online in Spring 2015.</p>
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**XIII. Program Evaluation** (to be completed by EWD office)

**XIV. Recommendation** (to be completed by EWD office)