

# BUSN450

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

**Course :** BUSN450 **Title :** Advanced Analytics

**Length of Course :** 8

**Prerequisites :** BUSN350 **Credit Hours :** 3

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## Description

**Course Description:** This course is designed to lead students through various projects and business problem scenarios to enable them to apply concepts learned to quantify elements of alternative elimination, assess data pertinent to the overall decision-making process, and to gain and understanding of the different business functions and how data is used differently in each area. This course requires Microsoft Excel 2010 or higher. (Prerequisite: BUSN350)

### Course Scope:

This course examines the use of business analytics which includes Business Intelligence technologies for organizational decisions. The course will emphasize the tools and methods focusing on Enterprise Analytics with the use of current business model technologies to find data solutions for production systems. After completing this course, students are expected to develop approaches and solutions to applying analytics at production scale optimizing performance, processes, and decisions. Students will develop models and work in teams to apply real-world scenarios.

This course is designed for students majoring in a business administration or management field of study. The emphasis of the course will be on the use of data and predictive analytics, business intelligence, customer data integration, performance indicators as well as analytical applications. Students are expected to extrapolate the information from course materials, research, and class collaboration. Students will gain and understanding of multiple analytic models with Microsoft Excel and the use of worksheets and formulas. Students are expected to have basic computer and critical thinking skills.

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## Objectives

After successfully completing this course, you will be able to

**CO-1** Analyze and report on how historical trends in data utilization within organizations are impacting organizational decision-making in case studies.

**CO-2:** Develop, propose, and provide support for alternate strategies (to the ones provided in the case studies) with the potential to yield improved results.

**CO-3:** Apply appropriate analytic strategies to evaluate and report on business decision-making efficacy in case studies.

**CO-4:** Differentiate how various functions within the organization use qualitative and quantitative data analytic methods to evaluate the effectiveness of existing business practices (e.g. marketing, supply chain

management, financial analysis, human resources, etc.).

**CO-5:** Evaluate the appropriate uses of data sampling in business decision-making.

**CO-6:** Assess and report on the efficiency and efficacy of data-sharing protocols within the business. Develop alternate protocols with the potential to improve operations efficiency within the workplace settings

**CO-7:** Evaluate the appropriate level of reporting when given varying statistical outputs and stakeholders.

**CO-8:** Distinguish how various roles within the organization will influence the need for data for, and use information in, the decision-making process.

## [Outline](#)

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# Outline

## Week 1: Business Intelligence

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### Course Objectives

**CO1** Analyze and report on how historical trends in data utilization within organizations are impacting organizational decision-making in case studies.

**CO-2:** Develop, propose, and provide support for alternate strategies (to the ones provided in the case studies) with the potential to yield improved results.

**CO-3:** Apply appropriate analytic strategies to evaluate and report on business decision-making efficacy in case studies.

### Readings

Ch1

### Assignments

W1 Forum

## Week 2: Return On Investment

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### Course Objectives

**CO1** Analyze and report on how historical trends in data utilization within organizations are impacting organizational decision-making in case studies.

**CO-2:** Develop, propose, and provide support for alternate strategies (to the ones provided in the case studies) with the potential to yield improved results.

**CO-3:** Apply appropriate analytic strategies to evaluate and report on business decision-making efficacy in case studies.

**CO-4:** Differentiate how various functions within the organization use qualitative and quantitative data analytic methods to evaluate the effectiveness of existing business practices (e.g. marketing, supply chain management, financial analysis, human resources, etc.).

Readings

Ch2

Assignments

W2 Forum

### **Week 3: Web Data Analytics**

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Course Objectives

**CO-3:** Apply appropriate analytic strategies to evaluate and report on business decision-making efficacy in case studies.

**CO-4:** Differentiate how various functions within the organization use qualitative and quantitative data analytic methods to evaluate the effectiveness of existing business practices (e.g. marketing, supply chain management, financial analysis, human resources, etc.).

Readings

Ch4

Assignments

W3 Forum

Case Analysis #1

### **Week 4: Analytics of Online Engagement**

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Course Objectives

**CO-6:** Assess and report on the efficiency and efficacy of data-sharing protocols within the business. Develop alternate protocols with the potential to improve operations efficiency within the workplace settings

**CO-7:** Evaluate the appropriate level of reporting when given varying statistical outputs and stakeholders.

**CO-8:** Distinguish how various roles within the organization will influence the need for data for, and use information in, the decision-making process.

[Outline](#)

Readings

Ch5

Assignments

W4 Forum

## Week 5: Customer Analytics

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### Learning Outcomes

**CO-3:** Apply appropriate analytic strategies to evaluate and report on business decision-making efficacy in case studies.

**CO-4:** Differentiate how various functions within the organization use qualitative and quantitative data analytic methods to evaluate the effectiveness of existing business practices (e.g. marketing, supply chain management, financial analysis, human resources, etc.).

**CO-5:** Evaluate the appropriate uses of data sampling in business decision-making.

**CO-6:** Assess and report on the efficiency and efficacy of data-sharing protocols within the business. Develop alternate protocols with the potential to improve operations efficiency within the workplace settings

### Readings

Ch6

Assignments

W5 Forum

Case Analysis #2

## Week 6: Technology Analytics

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### Course Objectives

**CO-6:** Assess and report on the efficiency and efficacy of data-sharing protocols within the business. Develop alternate protocols with the potential to improve operations efficiency within the workplace settings

**CO-7:** Evaluate the appropriate level of reporting when given varying statistical outputs and stakeholders.

**CO-8:** Distinguish how various roles within the organization will influence the need for data for, and use information in, the decision-making process.

### Readings

Ch7

Assignments

W6 Forum

## Week 7: Software and Predictive Analytics

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### Course Objectives

**CO-2:** Develop, propose, and provide support for alternate strategies (to the ones provided in the case studies) with the potential to yield improved results.

**CO-3:** Apply appropriate analytic strategies to evaluate and report on business decision-making efficacy in case studies.

### Readings

Ch8

Assignments

W7 Forum

Case Analysis #3

## Week 8: Changes in Analytics and Technology

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Course Objectives

**CO-4:** Differentiate how various functions within the organization use qualitative and quantitative data analytic methods to evaluate the effectiveness of existing business practices (e.g. marketing, supply chain management, financial analysis, human resources, etc.)

**CO-5:** Evaluate the appropriate uses of data sampling in business decision-making.

**CO-6:** Assess and report on the efficiency and efficacy of data-sharing protocols within the business. Develop alternate protocols with the potential to improve operations efficiency within the workplace settings

**CO-7:** Evaluate the appropriate level of reporting when given varying statistical outputs and stakeholders.

Readings

Ch9

Assignments

W8 Forum

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## Evaluation

Grading:

| Name | Grade % |
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## Materials

**Book Title:** Enterprise Analytics: Optimize Performance, Process, and Decisions Through Big Data - e-book available in the APUS Online Library; link also provided in the classroom Lessons section.

**Author:** Davenport

**Publication Info:**

**ISBN:** 9780133039436

**Book Title:** Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.\*

**Author:**

## Publication Info:

ISBN: ERESERVE NOTE

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## Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

| Site Name | Web Site URL/Address |
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| American Psychological Association (APA) Style Website | <a href="http://www.apastyle.org">www.apastyle.org</a> |
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| Purdue Online Writing Lab | <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a> |
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| YouTube Video on Formatting an APA Style Paper | <a href="http://www.youtube.com/watch?v=9pbUoNa5tyY&amp;feature=related">http://www.youtube.com/watch?v=9pbUoNa5tyY&amp;feature=related</a> |
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| Regression Examples | <a href="http://www.stat.ufl.edu/~winner/Regression_Examples.html">http://www.stat.ufl.edu/~winner/Regression_Examples.html</a> |
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| YouTube Videos on Microsoft Excel for Beginners | <a href="http://www.youtube.com/playlist?list=PL6D44A8F7E77DB825">http://www.youtube.com/playlist?list=PL6D44A8F7E77DB825</a> |
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| Business Analytics Techniques | <a href="http://www.businessanalytics.com/">http://www.businessanalytics.com/</a> |
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## Course Guidelines

# Citation and Reference Style

Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

# Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment. As adults, students, and working professionals, I understand you must manage competing demands on your time. We all know that “life happens” but it is important to adhere as closely to the deadlines in the class as possible.

Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. If arrangements are not made in advance, a late penalty of 10% will be assessed for any assignment submitted 1-7 days past the due date. Assignments will not be accepted after the 7th day. No work will be accepted past the final day of class.

# Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :).

# Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

# Academic Services

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://Tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant

to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

- **Disability Accommodations:** Students are encouraged email [dsa@apus.edu](mailto:dsa@apus.edu) to discuss potential academic accommodations and begin the review process.

## Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOC1111), or class name.

If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu)

## Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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