SCOTTSDALE COMMUNITY COLLEGE
A MARICOPA COMMUNITY COLLEGE

Course Information

- Semester and Year: Summer 2026
- Course Title: Business Analytics
- Course Prefix and Number: BUS 305
- Section Number: 14154
- Credit Hours: 3
- Start Date: Tuesday, May 26, 2026
- End Date: Thursday, July 16, 2026
- Class Format: Online

Instructor Information

- Instructor: Steven Force
- Email: steven.force@scottsdalecc.edu
- Phone: 480-425-6818
- Office Location: BUS 125
- Office Hours: By appointment

Course Description

Overview of quantitative and qualitative data analysis concepts and practices that assist with the decision-making process of managers in business. Topics include how data is used in different industries and functional areas of business; the collection, analysis, and interpretation of data; internal and external communication of decisions and recommendations base on analysis, and ethical considerations.

Prerequisites and/or Corequisites

A grade of C or better in (ACC 212, CIS 105, GBS 205, GBS 221, GBS 233) or permission of Instructor.

Course Competencies

1. Evaluate the role of data analytics in decision making.
2. Construct data visualizations.
3. Synthesize decision-making concepts to make data-informed decisions.
4. Examine data to determine relevance in decision-making.
5. Apply business analytics concepts to data.
6. Differentiate the effectiveness of data analysis methods and their ethical implications.
7. Create visual communications using data analysis.

Texts and Course Materials

Internet Access & Email Account

I will be utilizing Canvas during the course and I will send messages and announcements via Canvas. You are expected to check this course in Canvas frequently. You can also have Canvas send notifications to your student email account.

Digital Textbook and Tools

Title: Business Intelligence and Analytics

Author: Saylor Academy

Cost: Free

Link: https://learn.saylor.org/course/view.php?id=741

Source: Lumen Learning, https://courses.lumenlearning.com/baycollegeintrobusiness/chapter/reading-the-market-research-process/

Software

Microsoft Excel is **required** for this course. The free starter edition is not sufficient for our course. We will need to be able to add the "Data Analysis Toolpak". The tool is free within Excel, but is not included in the free version of Excel. Maricopa provides a free MS Office Suite including Excel to students if you do not already have Excel on your home computer.

To get your Office, follow these steps:

1. Go to login.microsoftonline.com and enter the following information:
    a. Username: MEID@maricopa.edu
    b. Password: Password you use to log in to Canvas
2. Click Sign In
3. Follow the instructions on the installation screen.

You will need your school email account to sign in.

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included on the Student Regulations page of the Maricopa Community College District website.

Late Policy

Assignments are due on Tuesdays, Thursdays and Sundays throughout the course.

If you submit an assignment after the deadline, a 10% late penalty will be assessed.

NOTE: Please keep in mind that computer problems and/or internet outages are not acceptable excuses for late work. It is your responsibility to find an alternate source for internet service, such as a friend's computer, public library, or an internet connection at a local business (like Starbucks).

All assignments must be submitted via Canvas. If you cannot post an assignment on time due to a technical issue, you may email the completed to the instructor to verify the assignment was completed. You must then post the same assignment in Canvas as soon as you are able for review and grading.

Attendance & Participation Policy

Attendance and participation are required for this course. An absence is defined as missing an assignment's due date. **If you have 4 or more absences throughout the semester, you may be withdrawn from the course.**

Instructional Contact Hours and Minimum Course Expectations

This is a 3-credit hour, accelerated course. You should expect to spend 12-18 hours on coursework each week. Planning regular time for coursework will be important to your success. And remember, I am here to help when you have questions! Don't struggle in silence!

Expectations of you and your work

- I do not expect you to understand everything at the start of the class. However, I can't read your mind. **When you have a question, please let me know.** This can be during office hours, via email, etc. My job is to help you.
- **I expect you to try.** I know some of you may get nervous at the sight or thought of numbers. If it helps at all, numbers are *somewhat* secondary in this class! Let me help you in overcoming that struggle.
- **I expect you do your own work.** I understand the pull of AI to get work done. However, using AI to complete all of your work will only hurt you moving forward, and could lead to issues in this course. Do your own work, and trust me, you'll be happy you did in the end.
- **I expect critical thinking.** This is the big one! Like I said, the numbers and the "math" that we'll be doing is not my main concern this semester. Instead, I want you to focus on what your answers mean and understand where this could be helpful in your lives and future careers.

Course Technologies

View the Accessibility Statements & Privacy Policies of the technologies used in this course. The SCC Help Desk provides students with a primary point of contact within SCC for college-supported technology services and technical assistance.

Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account

Streaming Media/Audio/Video Tools

This course uses webcasting, lecture capture systems, YouTube, and/or other streaming media services.

- YouTube

Generative Artificial Intelligence (AI) Policy

The World Economic Forum defines generative AI as “a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained on. Unlike traditional AI systems that are designed to recognize patterns and make predictions, generative AI creates new content in the form of images, text, audio, and more.”

Some examples of generative AI tools include but are not limited to: ChatGPT, Google Gemini, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

Some Generative Artificial Intelligence (AI) Allowed in Specific Circumstances

There are situations and contexts within this course where you may be permitted to use generative AI tools. In these cases, specific guidelines will be provided in the assignment details. If you are unsure if the tool or website you are using is a generative AI tool or if it is permitted on a specific assignment, please contact the instructor for further clarification before submitting your work.

Unpermitted Use of Generative AI

If an assignment does not clearly state that generative AI tools can be used to assist with its completion, you may **not** use generative AI. If it is found that you used generative AI tools to complete a non-AI permitted assignment, you will receive a “0” on the assignment.

Grading Standards and Practices

Grade Scale

Letter Grade	Points Range
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Assignments

Assignment Name	Points	Percent of Grade
Quizzes (15 pts each)	120	13.1%
Data Checkpoints (50 pts each)	200	21.9%
Reports **(Phase 1-3 = 100 pts, Phase 4 = 200 pts)**	500	54.6%
Activities (15 pts each)	75	8.2%
Reflection	20	2.2%
TOTAL:	915	100%

Quizzes

Each module quiz will be worth 15 points. The quizzes will be over the assigned readings and videos. You will have **2 attempts** on each quiz. There is no time limit on the quiz. The highest score from your 2 attempts will be recorded. On your 2nd attempt, you may receive different questions covering the same material. You will not see the correct answers until after you have submitted your 2nd attempt.

The module quizzes are **open note**.

Activities

Throughout the semester, you will complete a series of applied learning activities designed to simulate real-world business analytics challenges. These activities give you the opportunity to apply data analysis, critical thinking, and communication skills to practical scenarios, just as you would in a professional setting.

Each activity is completed individually. You will not need to coordinate with other students or form groups.

Clear instructions will be provided, along with datasets and supporting materials. Activities are due by the posted deadlines in Canvas.

The five activities that you will complete this semester are:

- **SWOT Analysis for SCC:** Evaluate Scottsdale Community College's strengths, weaknesses, opportunities, and threats using real institutional context.
- **FocusPath Simulation:** Navigate a decision-making scenario where you apply data-driven reasoning under uncertainty.
- **Build a Predictive Model:** Build a weighted composite model in Excel to forecast outcomes based on performance data.
- **Data Ethics Debate:** Analyze and argue both sides of an ethical issue in data analytics through an online discussion board.
- **Data Viz Art Show:** Curate and critique effective data visualizations, highlighting creativity and communication value.

These activities are intended to make analytics concepts tangible, relevant, and (believe it or not) fun! Each will help reinforce the skills you'll apply throughout the course and into your careers.

Project

This course features a semester-long applied analytics project titled **"NHL Feasibility in Arizona."** In this project, you will take on the role of a data consultant tasked with advising an Arizona state advisory committee exploring the potential return of an NHL hockey team to the state.

Your goal is to use real-world business data to evaluate whether an NHL franchise could succeed in Arizona from financial, demographic, and community perspectives.

You'll analyze datasets covering areas such as market demand, corporate sponsorships, event competition, tourism impact, potential arena locations, and more.

Throughout the semester, you'll complete four major project phases and four short data checkpoints. Each piece has been designed to build your analytical, visualization, and communication skills. You'll work with Excel to clean, analyze, and visualize data before synthesizing your findings into a professional, data-driven recommendation.

By the end of the project, you will have created:

- A data relevance report evaluating multiple datasets
- A weighted ranking analysis of potential arena sites
- A SWOT analysis and interactive dashboard
- A final executive presentation and recommendation to the advisory committee

Project Breakdown

- **Module 1:** Data Checkpoint 1: Data Relevance Matrix
- **Module 2:** Phase 1 Report: Framing the Problem & Data Relevance
- **Module 3:** Data Checkpoint 2: Weighted Rankings of Locations
- **Module 4:** Data Checkpoint 3: SWOT Draft
- **Module 5:** Phase 2 Report: Scenario & Location Analysis
- **Module 6:** Phase 3 Report: Visualization & Dashboard Report
- **Module 7:** Data Checkpoint 4: Executive Summary Draft
- **Module 8:** Phase 4 Report: Final Recommendation & Presentation

NOTE: This is ***not*** a sports project. This is a business analytics and decision-making project that uses the sports and tourism industries as a case study in community and economic development.

You can find a full project overview on Canvas.

Student/Instructor Interaction

In this course, you can expect regular and substantive interaction (RSI) that aligns with Scottsdale Community College's mission to provide challenging and supportive learning experiences and the US Department of Education's requirement for regular and substantive interaction (RSI) for online courses. My commitment to your success includes the following:

- Providing individual feedback regularly on assignments.
- Promptly responding to student questions about the course sent via email or the Canvas inbox.
- Regularly posting announcements about the course content and activities.
- Monitor your academic progress and communicate concerns, as needed.

Response Time

Students can expect a response time of **1-2 business days** for the instructor to respond to messages sent via the Canvas Learning Management System or email. Students can expect assignments to be graded within one week of the assignment's due date.

Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the Tutoring & Learning Centers page for detailed information on the five learning centers' hours and procedures.

If you need to work with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. To access Brainfuse and begin working with a tutor, visit the SCC Online Tutoring Services Through Brainfuse page.

MCCCD Policies

MCCCD is committed to providing a safe, fair, and accessible environment for all students. This includes laws such as the ADA and Title IX, which protect against discrimination. These statements explain your rights, available support, and where to go for help or more information. Please review the following policies:

Classroom Accommodations for Students with Disabilities

Addressing Incidents of Title IX Sexual Harassment

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course and the **College Policies & Student Services** page found in the First Steps module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.

Course Schedule

Subject to change

Week	Due at 11:59pm
Week 1	**Tuesday 5/26:** Syllabus Quiz & Introductions **Thursday 5/28:** Module 1 Quiz **Sunday 5/31:** Data Checkpoint 1
Week 2	**Thursday 6/4:** Module 2 Quiz **Sunday 6/7:** Phase 1 Report
Week 3	**Tuesday 6/9:** Activity (SWOT Analysis) **Thursday 6/11:** Module 3 Quiz **Sunday 6/14:** Data Checkpoint 2
Week 4	**Tuesday 6/16:** Activity (FocusPath Simulation) **Thursday 6/18:** Module 4 Quiz **Sunday 6/21:** Data Checkpoint 3
Week 5	**Tuesday 6/23:** Activity (Predictive Model) **Thursday 6/25:** Module 5 Quiz **Sunday 6/28:** Phase 2 Report
Week 6	**Tuesday 6/30:** Activity (Data Ethics Debate) **Thursday 7/2:** Module 6 Quiz **Sunday 7/5:** Phase 3 Report

Week	Due at 11:59pm
Week 7	**Tuesday 7/7:** Activity (Data Viz Art Show) **Thursday 7/9:** Module 7 Quiz **Sunday 7/12:** Data Checkpoint 4
Week 8	**Tuesday 7/14:** Reflection **Thursday 7/16:** Phase 4 Report