SCOTTSDALE COMMUNITY COLLEGE
A MARICOPA COMMUNITY COLLEGE

Course Information

Semester & Year:	Fall 2026
Course Title:	Business Analytics
Course Prefix & Number:	BUS 305
Section Number:	19022
Credit Hours:	3
Start Date:	Wednesday, September 9, 2026
End Date:	Friday, December 18, 2026
Room Number:	BUS 105
Meeting Days:	Mondays & Wednesdays
Meeting Times:	9:00am-10:25am

Course Format

The course format for this course is in-person. We will have class meetings each Monday & Wednesday from 9:00am to 10:25am in BUS-105.

Instructor Information

Instructor:	Steven Force
Email:	steven.force@scottsdalecc.edu
Phone:	480-425-6818
Office Location:	BUS-125
Office Hours:	In-Person (Monday & Wednesday 8am-8:45am; Tuesday & Thursday 9am-11am), Online (Monday 1pm-2pm; Wednesday 2pm-3pm, meet.google.com/fht-qycr-nhs)

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 based on analysis, and ethical considerations.

Prerequisites

A grade of C or better in (ACC 212 and GBS 221), 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 & Email Access

I will be utilizing Canvas during the course and I will send messages and announcements via Canvas. You are expected to check 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/baycollege-introbusiness/chapter/reading-the-market-research-process/

Software

Microsoft Excel is **required** for this course.

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

To get your Office, follow these simple steps:

1. Go to login.microsoftonline.com and enter the following information:
    a. Username: Your Maricopa email address (ex: MEID@maricopa.edu)
    b. Password: Password you use to log into your Maricopa email account
2. Click "sign in"
3. Follow the instructions on the installation screen.

You will need your school email account to sign in.

Course Technologies

View the Accessibility Statements & Privacy Policies of technologies used in this course.

Maricopa Systems

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

- Canvas Learning Management System
- Student Maricopa Gmail Account

Canvas Notifications

To set up notifications within Canvas, follow these steps:

1. Log in to Canvas at learn.maricopa.edu.
2. Click “Account” along the left side of the page.
3. Click “Notifications”.
4. Options for notifications include email notifications and push notifications.
    a. You can set them to notify you immediately, daily, or weekly.

Streaming Media/Audio/Video Tools

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

- YouTube

Student Assignment Tools

This course requires students to participate in or submit assignments using desktop or cloud-based applications.

- Google Products
- Microsoft Office 365

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 Work Policy

Assignments are due at various times throughout the week.

If you submit an assignment after its 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

Regular attendance, punctuality, and active participation are essential components of success in this course. This class is designed to simulate a professional environment. Just as in the workplace, showing up on time, prepared and ready to engage, is expected.

Attendance Expectations

- Students are expected to attend every class session in full.
- Arriving more than 5 minutes after class begins will be considered **late**.
- Three late arrivals equate to one absence.
- Arriving 15 or more minutes late, or leaving class early (without a prior discussion with the instructor), counts as an absence.

Participation Expectations

- Active participation means contributing thoughtfully in discussions, engaging in group activities, and completing in-class exercises.
- Being physically present but disengaged (using phones, working on unrelated material, sleeping, etc.) will negatively impact your participation grade.

Professionalism

This course requires professional behavior. In a business environment, being consistently late or unprepared has consequences, such as missed opportunities, reduced trust, and damaged credibility. Developing punctuality and engagement habits now will serve you well beyond the classroom.

Consequences

- **If you collect 4 or more absences throughout the semester, you may be withdrawn from the course.**
- Repeated tardiness will lower your participation grade.

*NOTE: If you have a legitimate reason for being late or missing class (being sick, emergency, etc.), please communicate with me **before class** whenever possible.*

Be present. Be punctual. Be prepared. Treat class time as you would a professional meeting. Arrive on time, actively participate, and respect the shared learning environment.

Generative Artificial Intelligence (AI) Policy

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 & Practices

Grade Scale

Letter Grade	Points Range
A	90 – 100%
B	80 – 89.9%
C	70 – 79.9%
D	60 – 69.9%
F	0 – 59.9%

Assignments

Assignment Name	Points	Percent of Grade
Quizzes (15 pts each)	120	12%
Data Checkpoints (50 pts each)	200	21%
Reports **(Phase 1-3 = 100 pts, Phase 4 = 200 pts)**	500	51%
Activities (15 pts each)	105	11%
Attendance & Participation	45	5%
TOTAL:	**970**	

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.

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

The nine activities that you will complete this semester are:

- **Stats Review Escape Room:** Solve a sequence of interactive data puzzles using your statistics knowledge to “unlock” each stage and escape the challenge.
- **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.
- **Data Storytelling:** Create customer personas based on patterns you find, and present a short story about each persona’s behaviors, interactions, and business opportunities.

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

- Data Checkpoint 1: Data Relevance Matrix
- Phase 1 Report: Framing the Problem & Data Relevance
- Data Checkpoint 2: Weighted Rankings of Locations
- Data Checkpoint 3: SWOT Draft
- Phase 2 Report: Scenario & Location Analysis
- Phase 3 Report: Visualization & Dashboard Report
- Data Checkpoint 4: Executive Summary Draft
- 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 industry 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:

- Being available during regularly scheduled office hours as stated in the syllabus.
- Sharing weekly information about the course materials, including key information, explanations, examples, and resources via in-person lectures.
- 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 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 1 week of the assignment's due date.

Instructional Contact Hours and Minimum Course Expectations

Instructional contact hours: Mondays & Wednesdays from 9am to 10:25am

Minimum course expectations: Assignments are due at various times throughout the week. As a three-credit course, you should plan to invest 9-10 hours per week on coursework.

Free Tutoring

The Accounting & Statistics Learning Center provides free tutoring assistance for our course. Please view the Accounting & Statistics Learning Center webpage for tutor hours and instructions for connecting with tutors for assistance.

Additional Online Tutoring (Brainfuse)

As much as possible, it is highly recommended that you utilize SCC tutors since they are more familiar with SCC coursework, instructor expectations, and assignments; however, 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. Brainfuse provides online tutoring in a variety of academic subjects. Each student may utilize up to 6 hours of online tutoring through Brainfuse per semester, and has the option of requesting additional time if needed.

To access Brainfuse and begin working with a tutor:

1. Visit the SCC Online Tutoring Services Through Brainfuse page (https://www.scottsdalecc.edu/students/tutoring/online-tutoring)
2. Click the **Visit a tutor online** button
3. Enter your MEID and password
4. Choose your topic and subject
5. Click the **Connect** button

Please use your time effectively and be prepared with your questions before you connect to a tutor. Tutors and students communicate in real-time so whatever you type, draw, or share on the screen, the tutor sees, and vice versa. You may also want to have screenshots ready if applicable. All Brainfuse sessions are recorded for review later.

Learning Tools and Your Privacy and Security

SCC utilizes a variety of software applications and web-based tools operated by third party vendors to support student learning. To allow student access to the application, site or tool, certain identifiable information may be required to establish a user name or password, and submit work and/or download information from these tools. Inherent with

all internet-based tools, there is a risk that individuals assume when electing to use these tools, as they may place information at risk of disclosure.

To use learning tools responsibly, please observe all laws and the Maricopa Community College District Student Conduct Code, such as copyright infringement, plagiarism, harassment or interference with the underlying technical code of the software. As a student using a learning tool, you have certain rights. Any original work that you produce belongs to you as a matter of copyright law. You also have a right to the privacy of your educational records. Your contributions to learning tools constitute an educational record. By using the tool, and not taking other options available to you in this course equivalent to this assignment that would not be posted publicly on the internet, you consent to the collaborative use of this material as well as to the disclosure of it in this course and potentially for the use of future courses.

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	Date	Topic	Due @ 9am
1	9/9	Introductions	
2	9/14	Stats Review	Syllabus Quiz
2	9/16	Stats Review	
3	9/21	Module 1	Stats Review Escape Room
3	9/23	Module 1	Data Checkpoint 1
4	9/28	Module 2	Module 1 Quiz
4	9/30	Module 2	Feedback Review (Extra Credit)
5	10/5	Activity: SWOT Analysis	Module 2 Quiz
5	10/7	Module 3	
6	10/12	Module 3	Phase 1 Report
6	10/14	Activity: FocusPath Simulation	Module 3 Quiz
7	10/19	Module 4	
7	10/21	Module 4	Data Checkpoint 2
8	10/26	Activity: Build a Predictive Model	Module 4 Quiz
8	10/28	Module 5	
9	11/2	Module 5	Data Checkpoint 3
9	11/4	Activity: Data Ethics Debate	Module 5 Quiz
10	11/9	Module 6	
10	11/11	***No Class – Veterans Day***	
11	11/16	Module 6	Phase 2 Report
11	11/18	Activity: Data Viz Art Show	Module 6 Quiz
12	11/23	Module 7	
12	11/25	Module 7	
13	11/30	Activity: Data Storytelling	Module 7 Quiz, Phase 3 Report
13	12/2	Module 8	
14	12/7	Presentation Prep	Data Checkpoint 4
14	12/9	Presentation Prep	
15	12/14	Presentations	Phase 4 Report
15	12/16	Presentations	