

University of Cincinnati

I. Course Information:

Title: Managing Business Intelligence Projects

Course #: IS7038

Credit Hours: 2

Term: Spring 2018

II. Instructor Information:

Name: Paul Foster

Title: Adjunct Instructor

Office Information: 410 Zimmer Hall

Office: (513)513-556-9021

Email: paul.foster@uc.edu

Office Hours: Wednesday 5-6:00 PM EST (Via WebEx or in-person)

Communication Policy: Students are encouraged to contact me anytime via email or phone. A response will be given within 36-48 hours except on weekends. Virtual office hours will be held using WebEx (see Bb for more information).

III. Link to Pace:



This course aligns with PACE, the Lindner College of Business platform for developing the *total* business professional.

P – Professionalism

- Enhance oral & written *communication*, express ideas clearly, logically and persuasively.
- Develop and practice *teamwork* skills through group projects and exercises.
- Practice professional habits of punctuality, preparation, respect and participation.

A – Academics

- Develop foundational knowledge of core *business functions* and their interactions within firms.
- Begin applying functional and cross-functional knowledge *to critically analyze business problems*; for example applying techniques for business plan development.

C – Character

- Learn and apply *leadership* techniques for project management (plan, brief, execute, debrief).

- Build an understanding and initial skills of *managing diversity*, including understanding cultural differences, and challenges and opportunities of global business.
- Understand importance of *ethics and social responsibility* in business and personal settings.

E – Engagement

- Build understanding of importance and practices of *networking* through interactions with business professionals and guest speakers.
- Develop awareness and appreciation of *involvement* in social organizations, community service, and professional group opportunities.

IV. Course Materials

Required

1. Sherman, Rick (2015). *Business Intelligence Guidebook: From Data Integration to Analytics*. Waltham: Morgan Kaufmann. ISBN-13: 978-0-12-411461-6.

VI. Student Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Explain the key challenges in the management of BI projects.
2. Describe various approaches to the financial justification of BI projects.
3. Demonstrate effective use of various techniques to elicit user requirements for BI solutions.
4. Define key implementation challenges in BI projects, and best practices to overcome them.

VII. Instructional Methods (Including Description about Bb):

The following course utilizes the Blackboard (Bb) Learning Management System to provide student-centered online learning that will enhance the teaching and learning process. Through a variety of instructional methods (e.g. discussion boards, video lectures, readings, online assessments, etc.) the learner will become immersed and engaged in the learning process. If you are not familiar with these tools, please visit <https://kb.uc.edu/kbarticles/blackboard-landing.aspx>.

VIII. Course Communication:

University policy requires that the email set up in Blackboard is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to change your email in Blackboard to a non-UC email it is your responsibility to ensure you check it frequently. Please see the attached Student Email Policy for more information:

http://www.uc.edu/content/dam/uc/infosec/docs/general/Policy_StudentEmail.pdf.

IX. Course and Grading Policies:

1. **Course Structure:** Changes to the syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible. Due dates will be clearly marked in Blackboard. All assignments will be submitted via Blackboard using a Word document, PDF document or an Excel document. When completing discussion board assignments please make sure to abide by the rules of netiquette which are posted under course documents.
2. **Academic Integrity:** As with all Lindner College of Business efforts, in this course you will be held to the highest ethical standards, critical to building character. Ensuring your integrity is vital and ultimately is your responsibility. To help ensure the alignments of incentives, the Lindner College of Business has implemented a “Two Strikes Policy” regarding Academic Integrity that supplements the UC Student Code of Conduct (see: http://www.uc.edu/conduct/Code_of_Conduct.html)
 - All academic programs at the Lindner College of Business use this “Two Strikes Policy”; Any student who has been found responsible for two cases of academic misconduct may be dismissed from the College.
 - All cases of academic misconduct (e.g., copying other students assignments, failure to adequately cite or reference, cheating, plagiarism, falsification, etc.) will be formally reported by faculty; and
 - Students will be afforded due process for allegations as outlined in the policy.

If a student is found to have cheated on an assignment, lab, exam, or quiz, they will receive an F for the course. Please refer to the Student Code of Conduct for more information:

3. **Disability:** Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. <http://www.uc.edu/aess/disability.html>
4. **Counseling Services, Clifton Campus:** Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.
5. **Title IX:** Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual

orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult the website www.uc.edu/titleix or contact the office at 556-3349.

6. *Missed and/or late examinations, quizzes, and graded exercises:*

Assignments are due at the start of class. Assignments, except for the first assignment, may be submitted up to one week late for a deduction equivalent to 25% of the total value of the assignment. Assignments that are more than one week late will not be accepted.

Exams, including the final exam, will be conducted in the classroom. Make-up exams will only be offered if a student provides a valid doctor's excuse or has another excused absence. If a make-up exam is offered, it is not guaranteed to be the same exam as other students are given.

7. *LCB Weather Related Protocol:*

When inclement weather threatens the safety of the University of Cincinnati community, the Senior Vice President for Administration and Finance may invoke University Rule [3361: 10-55-01](#) and declare an emergency closing.

The Lindner College of Business will observe the university emergency closing protocol for all on-campus classes. During a university emergency closing, all college offices will be closed.

Students should clarify with their course instructors how the closure will affect assignments and deadlines, and whether class information from the missed session(s) will be posted on Blackboard, and/or if the class will meet virtually during the closure.

In the event of inclement weather and the university is closed, the closure will not affect online courses. All course assignments and activities will remain as scheduled in the course syllabus.

8. *Criteria for letter grades:*

Your course grades will be based on your performance on the following:

Grading:

Discussion Board	25%	(Bi-weekly posts)
Midterm	25%	(About 20 short answer questions)
Tableau Project & Presentation	25%	(See rubric below)
Final Paper	25%	

Grading Scale:

A	93% – 100%	B-	80% – <83%	F	<70%
A-	90% – <93%	C+	77% – <80%		
B+	87% – <90%	C	73% – <77%		
B	83% – <87%	C-	70% – <73%		

X. Course Schedule:

Bb Learning Module	Starting Date	Topics
1.	March 1	Part I: Concepts & Context Chapter 1 – pages 3 – 19
2.	March 8	Part II: Business & Technical Needs Chapter 2 – pages 23 – 41 Chapter 3 – pages 43 – 60
3.	March 15	No class - Spring Break
4.	March 22	Part III: Architectural Framework Chapter 4 – pages 65 – 85 Chapter 6 – pages 107 – 142
5.	March 29	Midterm Exam Part IV: Data Design Chapter 8 – pages 173 – 193 Chapter 9 – pages 197 – 234 Chapter 10 – pages 237 – 271
6.	April 5	Part V: Data Integration Design Chapter 11 – pages 272 – 297 Chapter 12 – pages 301 - 331
7.	April 12	Project Presentations Part VI: Business Intelligence Design Chapter 13 – pages 337 - 356 Chapter 14 – pages 359 - 372 Chapter 15 – pages 375 - 400 Chapter 16 – pages 403 - 420
8.	April 19	Project Presentations Part VII: Organization Chapter 17 – pages 425 - 447 Chapter 18 – pages 449 - 490 Chapter 19 – pages 493 - 511

XI. Rubrics:

Tableau Project & Presentation Rubric

Criteria	Doesn't meet expectations	Meets Expectations	Exceeds Expectations
Ability to tell a story	<p>10 points</p> <p>Used the data to a story that was either not interesting or not supported by the chosen visualizations. May have incorrectly interpreted the data and/or visualizations.</p>	<p>20 points</p> <p>Used data to tell a somewhat interesting or compelling story. Story was largely supported by the chosen dashboards of visualizations, with only minor gaps or oversights.</p>	<p>25 points</p> <p>Used the data to tell a compelling and interesting story. Story was directly and well supported by the chosen dashboards or visualizations.</p>
Technical Proficiency	<p>10 points</p> <p>Visualizations were ineffective or inaccurate in conveying information to the audience. May have used too simple or small of a data set.</p>	<p>20 points</p> <p>Visualizations were effective in conveying information. Data sets were mostly cleansed, with perhaps some minor issues. Used only a single data set, or very simple data sets.</p>	<p>25 points</p> <p>Visualizations used were sophisticated and effective. Data sets used were appropriately cleansed and joined together. Selected data sets that were comprehensive in terms of number of dimensions and measures.</p>
Curiosity	<p>10 points</p> <p>Exhibited little curiosity about the chosen data set, and provided little to no context.</p> <p>Questions posed in the manager's role were inappropriate or would not yield much useful information.</p>	<p>20 points</p> <p>Exhibited some curiosity about the chosen data set and was able to provide some level of context for the data set chosen.</p> <p>The questions posed in the manager's role to partner were good and mostly on point with respect to the data set selected. Perhaps some questions were a little too difficult or wouldn't yield useful information.</p>	<p>25 points</p> <p>Went well beyond telling a superficial story about the data set. Joined multiple data sets together to provide greater context for the initial data set.</p> <p>The questions posed in the manager's role to partner were excellent and an on point with respect to the data set selected.</p>

Q&A	10 points Was Unable to respond to audience questions, or provided inaccurate answers or interpretations of the data. May have had significant flaws in the data or visualizations.	20 points Responded well to questions posed by the audience. May have had to demur about some questions because they were beyond the scope of preparations. Only minor flaws were discovered in the data and/or visualizations.	25 points Responded directly and authoritatively to questions posed by the audience. Anticipated some of the questions that would be asked. No flaws were discovered in the data or visualizations.
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