

BUS 455 – Marketing Analytics

School of Business and Management

5 Credits

Grading Type: Decimal

Summer 2023

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This course explores the foundational aspects of marketing analytics, including optimization strategies, decision-making techniques, and customer lifetime analysis. Students interpret campaign performance as they examine the tactical tools and action steps for gathering marketing insights from quantitative data. Learners develop the in-demand skills to make intelligent marketing recommendations and business decisions by analyzing currently-relevant channels for optimizing marketing efforts, including social media, search, display, video, and mobile marketing. In addition, this course provides the analytical techniques to explore customer targeting, incremental consent, and the ethical implications of data collection. Emphasis is placed on increasing the results of marketing campaigns by learning to calculate and measure return on investment (ROI), which culminates in a real-world strategic marketing optimization project that can be added to a portfolio.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- CO.1 - Explore relevant channels that are utilized to gather consumer data, make campaign decisions, and optimize efforts. (Mini-Case Studies)
- CO.2 - Calculate and measure marketing return on investment (ROI) while identifying the various optimization strategies. (Final Project)
- CO.3 - Conduct a customer behavioral analysis comparing user interactions. (Final Project)
- CO.4 - Examine the critical nature of ethics in marketing analytics by exploring customer data and consent. (Mini-Case Studies and Final Project)
- CO.5 - Develop a strategic digital marketing plan using real-world data and decision-making that focuses on improving campaign results while increasing return on investment. (Final Project)

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Mini-case Studies (2)	40%
Final Project	40%
Instructor Determined Assignments and Activities	20%
TOTAL	100%

Mini-Case Studies (40% of Final Grade)

- CO.1 - Explore relevant channels that are utilized to gather consumer data, make campaign decisions, and optimize efforts. (Mini-Case Studies)
- CO.4 - Examine the critical nature of ethics in marketing analytics by exploring customer data and consent. (Mini-Case Studies and Final Project)

Students complete two (2) mini-case studies throughout the semester. The cases are designed to encourage students to apply digital marketing analytical concepts to develop situationally relevant solutions, recommendations, or action plans. These concepts will reside within the six following knowledge areas: (1) Core concepts in marketing analytics, (2) key performance indicators (KPIs), (3) return on investment (ROI), (3) conversions and micro-conversions, (4) click-through rate (CTR), (5) marketing funnels, and (6) marketing optimization. Different cases may be utilized each semester; therefore, the requirements of each case will vary depending on the scope and specificity of the individual case scenario. Accordingly, specific instructions and set of requirements (e.g., format, references, and page count) will be included in the descriptions of each case.

Components	% of Grade
Case Analysis	25%
Application of Digital Marketing Analytics Concepts	30%
Plans & Recommendations	30%
Technical Requirements	10%
Citing and Articulation	5%
TOTAL	100%

	% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Case Analysis	25	Thorough case analysis including an in-depth critical assessment of the facts of the case in relation to available research. Thoroughly assesses and compares various alternative and realistic action steps that	Case analysis includes a critical assessment of the facts of the case in relation to available research. It assesses and compares alternative and realistic action steps that address multiple issues	Case analysis includes an assessment of the facts of the case in relation to available research. It also assesses and compares alternative and realistic action steps that address multiple issues within the case, but may	Case analysis lacks a critical assessment of the facts of the case in relation to available research. The assessment and comparison of alternative and realistic action steps fail to address multiple issues

		address multiple issues within the case.	within the case.	be lacking some important context, nuance, depth, or completeness	within the case.
Application of Digital Marketing Analytics Concepts	30	Applies multiple concepts, frameworks, or models in advanced or novel ways to support case analysis, plans, and recommendations.	Applies concepts, frameworks, or models in appropriate ways to support case analysis, plans, and recommendations.	Applies concepts, frameworks, or models to support case analysis, plans, and recommendations, but may be lacking some important context, nuance, depth, or completeness.	Application of concepts, frameworks, or models to support case analysis, plans, and recommendations lacks important context, nuance, depth, or completeness.
Plans and Recommendations	30	Detailed and strong plan that includes 2-3 action steps that are clearly informed by relevant analysis and utilization of appropriate tools, methods, and techniques. The proposed action steps are critically evaluated and recommendations for implementation include a persuasively strong rationale.	Adequate plan that includes 2-3 action steps that are informed by relevant analysis and utilization of appropriate tools, methods, and techniques. The proposed action steps are evaluated and recommendations for implementation include a strong rationale.	The plan includes 2-3 action steps that are informed by relevant analysis and utilization of appropriate tools, methods, and techniques. The proposed action steps are evaluated but lack nuance and depth. Recommendations for implementation include a rationale.	The plan includes 2-3 action steps that are not completely informed by relevant analysis and utilization of appropriate tools, methods, and techniques, or fall short of the required number of action steps. Any proposed action steps severely lack nuance and depth. Recommendations for implementation may have a

					rationale, but it is subpar.
Technical Requirements	10	All required sections, headers, diagrams, illustrations and the like, are included. The writing clearly communicates the message(s) with a high degree of fluency throughout; near mastery of writing organization and writing conventions including spelling, grammar, punctuation, and form.	Sections, headers, diagrams, illustrations and the like, are included with minor errors. The writing communicates the message(s) with fluency throughout; writing organization and writing conventions including spelling, grammar, punctuation, and form have only minor errors.	Sections, headers, diagrams, illustrations and the like, are included but there are more than a few errors. The writing communicates the message(s) but lacks some fluency throughout; writing organization and writing conventions including spelling, grammar, punctuation, and form have more than a few errors.	Frequent problems with sections, headers, diagrams, illustrations and the like, making the product hard to follow. The writing does not communicate a clear message and lacks fluency throughout; writing organization and writing conventions including spelling, grammar, punctuation, and form have numerous errors.
Citing and Articulation	5	Consistently cites and references relevant and credible sources which support the concept and ideas discussed. Exceeds the required minimum number of citations and references. APA conventions	Cites and references relevant and credible sources which support the concept and ideas discussed. Meets the required minimum number of citations and references. APA conventions are generally followed.	Attempts to cite and reference relevant and credible sources which support the concept and ideas discussed. Fewer than the required minimum number of citations and references. APA conventions are only	Frequent problems with citations and references, or lack of relevant and credible sources which support the concept and ideas discussed. Fewer than the required minimum number of citations and references. APA conventions

		are strictly followed. Exceptional articulation; clear, insightful, or creative.	Acceptable articulation; provides a few insights.	sometimes followed. Articulation lacks nuance; provides very little insight.	are not followed, or citations are missing. No insights articulated.
TOTAL	100%				

Final Project: Developing a Strategic Digital Marketing Plan (40% of Final Grade)

- CO.2 - Calculate and measure marketing return on investment (ROI) while identifying the various optimization strategies. (Final Project)
- CO.3 - Conduct a customer behavioral analysis comparing user interactions. (Final Project)
- CO.4 - Examine the critical nature of ethics in marketing analytics by exploring customer data and consent. (Mini-Case Studies and Final Project)
- CO.5 - Develop a strategic digital marketing plan using real-world data and decision-making that focuses on improving campaign results while increasing return on investment. (Final Project)

Students select a business (actual or fictitious) to assess, analyze, and make digital marketing analytics recommendations that include action steps for implementation. The recommendations and actions steps should be based on at least five of the seven core marketing analytics concepts, which include: (1) key performance indicators (KPIs), (2) return on ad spend (ROAS), (3) conversions and micro-conversions, (4) marketing optimization, (5) click-through rate (CTR), (6) marketing funnels, and (7) return on investment (ROI). The digital marketing project is designed to develop students’ practical knowledge and skills in the preceding areas.

If the business being analyzed is actual, the data corresponding to the core marketing analytics concepts must be documented, included, and cited from publicly accessible data. If the business being analyzed is fictitious, the data corresponding to the core marketing analytics concepts must be created, included, and supported with rationale and/or back story.

Students will be required to apply relevant course concepts, methodologies, frameworks, tools and techniques to assess, analyze, and create professional recommendations and action steps that the company can implement to improve their organization’s digital marketing efforts. The final digital marketing project will be 15-20 pages (excluding cover page and reference page); APA writing conventions should be followed with a minimum of 10-12 sources referenced and cited. A template for paper organization will be provided by your instructor.

Components	% of Grade
Marketing Assessment and Analysis	20%
Application of Digital Marketing Analytics Concepts	30%

Recommendations and Action Steps	20%
Marketing Plan Implementation	15%
Technical Requirements	10%
Citing and Articulation	5%
TOTAL	100%

	% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Marketing Assessment and Analysis CO3, 4	20	Thorough assessment and customer analysis; including an in-depth summary of the marketing problems the organization is currently facing and a description of how this plan addresses these problems by utilizing core concepts and digital analytical skills. Clear attention is paid to the critical nature of ethics in marketing.	Assessment and customer analysis includes a summary of the marketing problems the organization is currently facing and a description of how this plan addresses these problems by utilizing core concepts and digital analytical skills. Attention is paid to the critical nature of ethics in marketing.	Assessment and customer analysis includes a summary of the marketing problems the organization is currently facing and a description of how this plan addresses these problems but may lack the utilization of some of the core concepts and digital analytical skills. Attention is paid to the critical nature of ethics in marketing, but it lacks nuanced depth.	Assessment and customer analysis includes a brief and/or noncomprehensive summary of the marketing problems the organization is currently facing. The description of how this plan addresses these problems lacks the utilization of many of the core concepts and digital analytical skills. Attention is not paid to the critical nature of ethics in marketing.
Application of Digital Marketing Analytics Concepts CO.2	30	Application of multiple concepts, frameworks, or models support the marketing	Application of multiple concepts, frameworks, or models support the marketing	Application of concepts, frameworks, or models support the marketing assessment,	Application of concepts, frameworks, or models do not fully support the marketing assessment,

		assessment, analysis, recommendations, action steps, and implementation plan in advanced or novel ways. This includes at least five of the seven core marketing analytics concepts: (1) key performance indicators (KPIs), (2) return on ad spend (ROAS), (3) conversions and micro-conversions, (4) marketing optimization, (5) click-through rate (CTR), (6) marketing funnels, and (7) return on investment (ROI).	assessment, analysis, recommendations, action steps, and implementation plan in an adequate way. This includes at least five of the seven core marketing analytics concepts: (1) key performance indicators (KPIs), (2) return on ad spend (ROAS), (3) conversions and micro-conversions, (4) marketing optimization, (5) click-through rate (CTR), (6) marketing funnels, and (7) return on investment (ROI).	analysis, recommendations, action steps, and implementation plan, but may be lacking some important context, nuance, depth, or completeness. This includes at least five of the seven core marketing analytics concepts: (1) key performance indicators (KPIs), (2) return on ad spend (ROAS), (3) conversions and micro-conversions, (4) marketing optimization, (5) click-through rate (CTR), (6) marketing funnels, and (7) return on investment (ROI).	analysis, recommendations, action steps, and implementation plan and lack important context, nuance, depth, or completeness. Does not include at least five of the seven core marketing analytics concepts: (1) key performance indicators (KPIs), (2) return on ad spend (ROAS), (3) conversions and micro-conversions, (4) marketing optimization, (5) click-through rate (CTR), (6) marketing funnels, and (7) return on investment (ROI).
Recommendations and Action Steps CO.5	20	Detailed assessment and comparison of 4-5 alternative and realistic action steps that address various marketing problems	Adequate assessment and comparison of 4-5 alternative and realistic action steps that address various marketing problems	The assessment and comparison of 4-5 alternative and realistic action steps address some marketing problems within the organization.	The assessment and comparison of 4-5 alternative action steps address few marketing problems within the organization, are not

		<p>within the organization.</p> <p>There is a strong series of clearly informed and relevant action steps utilizing appropriate tools, methods, and techniques.</p> <p>The proposed action steps are critically evaluated, and recommendations are fully supported with any necessary data, charts, and graphs.</p>	<p>within the organization.</p> <p>There is a series of clearly informed and relevant action steps utilizing appropriate tools, methods, and techniques.</p> <p>The proposed action steps are evaluated, and recommendations are mostly supported with any necessary data, charts, and graphs.</p>	<p>There are informed and relevant action steps utilizing appropriate tools, methods, and techniques, but it lacks some nuance and depth.</p> <p>The proposed action steps are evaluated, and recommendations are somewhat supported with any necessary data, charts, and graphs.</p>	<p>completely realistic, or fall short of the minimum number required.</p> <p>There action steps utilizing appropriate tools, methods, and techniques that may not be informed, relevant, and/or appropriate.</p> <p>Any proposed action steps severely lack nuance and depth, and recommendations are not supported with any necessary data, charts, and graphs.</p>
<p>Marketing Implementation Plan</p> <p>CO.5</p>	15	<p>Develops a comprehensive and feasible plan to implement any recommendations and action steps. The proposed plan includes a timeframe, persuasively strong rationale, and is supported with relevant data. It is a realistic plan and closely resembles an actual plan</p>	<p>Develops a comprehensive and mostly feasible plan to implement some recommendations and action steps. The proposed plan includes a timeframe, persuasive rationale, and is supported with mostly relevant data. It is a mostly realistic plan and closely resembles an</p>	<p>Develops a comprehensive and somewhat feasible plan to implement some recommendations and action steps. The proposed plan includes a timeframe, rationale, and is supported with somewhat relevant data. It is a somewhat realistic plan and resembles</p>	<p>Develops an incomplete and/or unfeasible plan to implement recommendations and action steps. The proposed plan is missing either a timeframe or rationale, and is not supported with relevant data. The plan is unrealistic and does not resemble an actual plan</p>

		that has been successfully implemented in a similar scenario.	actual plan that has been successfully implemented in a similar scenario.	an actual plan that has been successfully implemented in a similar scenario, but lacks nuance, depth, or completeness	that has been successfully implemented in a similar scenario.
Technical Requirements	10	All required sections, headers, diagrams, illustrations and the like, are included. The writing clearly communicates the message(s) with a high degree of fluency throughout; near mastery of writing organization and writing conventions including spelling, grammar, punctuation, and form.	Sections, headers, diagrams, illustrations and the like, are included with minor errors. The writing communicates the message(s) with fluency throughout; writing organization and writing conventions including spelling, grammar, punctuation, and form have only minor errors.	Sections, headers, diagrams, illustrations and the like, are included but there are more than a few errors. The writing communicates the message(s) but lacks some fluency throughout; writing organization and writing conventions including spelling, grammar, punctuation, and form have more than a few errors.	Frequent problems with sections, headers, diagrams, illustrations and the like, making the product hard to follow. The writing does not communicate a clear message and lacks fluency throughout; writing organization and writing conventions including spelling, grammar, punctuation, and form have numerous errors.
Citing and Articulation	5	Consistently cites and references relevant and credible sources which support the concept and ideas discussed. Exceeds the required minimum	Paraphrases, quotes, cites, and references relevant and credible sources which support the concept and ideas discussed. Meets the required minimum	Attempts to cite and reference relevant and credible sources which support the concept and ideas discussed. Fewer than the required minimum	Frequent problems with citations and references, or lack of relevant and credible sources which support the concept and ideas discussed. Fewer than the required

		number of citations and references. APA conventions are strictly followed. Exceptionally articulation; clear, insightful, or creative.	number of citations and references. APA conventions are generally followed. Acceptable articulation; provides a few insights.	number of citations and references. APA conventions are only sometimes followed. Articulation lacks nuance; provides very little insight.	minimum number of citations and references. APA conventions are not followed, or citations are missing. No insights articulated.
TOTAL	100%				

Instructor Determined Assignments (20% of Final Grade)

The instructor will determine a set of activities that support the course outcomes and major assignments of the class. These activities could include collaboration, discussion, participation, peer-review, learning reflections, learning checks or other activities online or in-class. Descriptions are provided by the instructor in the course. The rubric below generically describes quality performance. The instructor will revise this rubric or provide another that aligns with requirements of the actual assignment.

Components:	% of Grade
Quality of Content	50%
Quantity of Responses	30%
Timeliness	20%
TOTAL	100%

	% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Quality of Content	50	Rich, thoughtful and insightful problem analysis well supported by various academically appropriate resources. Always addresses instructor's comments to original posts; offers detailed new ideas and	Generally competent analysis, supported by various academically appropriate resources. Usually addresses instructor's comments to original posts; offers some new ideas or connections to	Scattered and poorly developed analysis rarely supported by academically appropriate resources. Sometimes addresses instructor's comments to original posts; offers few new ideas or connections	Superficial, undeveloped and unsupported analysis that lacks insight or thoughtfulness. Never addresses instructor's comments to original posts; no connections are made to previous and current

		connections to previous sessions' concepts and/or real-life situations. References materials beyond those provided by instructor. Almost entirely free of grammatical or stylistic errors	previous and current sessions' concepts and materials. References readings provided by instructor. Grammatical or stylistic errors do not interfere with content	made to previous and current sessions' concepts and materials. Mostly anecdotal examples with no references to readings; may rephrase or summarize other postings.	sessions' concepts and materials. No references to readings. Obvious grammatical or stylistic errors, making understanding difficult
Quantity of Responses	30	Exceeds minimum number of required quality posts.	Required minimum number of quality posts.	Initial post and fewer than minimum number of required quality posts.	Some, or all, required quality posts missing.
Timeliness	20	Posts submitted on more than three days of the discussion time.	Posts submitted on three different days of the discussion time.	Posts submitted on fewer than three days of the discussion time.	All posts submitted at the last minute without allowing for response time.
TOTAL	100%				

Course Policies

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises, coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to the team project.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [CityU website](#) or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and

potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a user name and password.