

COURSE CODE: BUAD 344

COURSE TITLE: Marketing Analytic and Data Analysis

Calendar Description

This course provides learners with experience in the design, collection, and analysis of primary research. There is an emphasis on interpreting on-line web analytics and metrics to evaluate marketing strategy. Learners will analyze web and social media analytics, extract information and derive meaningful insights.

Prerequisite(s): BUAD 210, STAT 121 or STAT 124 or STAT 230

Co-requisite(s): None

Prerequisite For: None

Substitutable Courses: None

Graduation Requirement: BBA, Marketing Specialty - Required

Transfer Credit: N/A

Special Notes: Students with credit for BUAD 268 are not required to complete BUAD 210 & BUAD 344 and must complete five marketing electives, one of which may be BUAD 344.

Credits: 3

Hours per Week: 4

Originally Developed: April 2009

EDCO Approval: June 2010

CHAIR'S APPROVAL:



Learning Outcomes

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|---------|---|
| Outcome | Upon completion of this course students will be able to: |
| 1 | Define a management problem and operationalize it into a research problem. |
| 2 | Develop a research design consistent with ethical research practices. |
| 3 | Design valid and reliable quantitative data collection tools. |
| 4 | Determine an appropriate sampling plan that minimizes controllable biases. |
| 5 | Implement a data collection and entry process minimizing administration error. |
| 6 | Analyze quantitative data using statistical software (SPSS). |
| 7 | Prepare a written report and presentation that professionally communicates research results. |
| 8 | Analyze internal & external secondary data from social media and other sources. |

Course Objectives

| | |
|------------|---|
| Objectives | This course will cover the following content: |
| 1 | The research process |
| 2 | Types of research |
| 3 | Types of data |
| 4 | Basic descriptive statistics |
| 5 | Advanced statistics |
| 6 | Level of confidence and margin of error |
| 7 | Hypothesis testing |
| 8 | Report writing and formats |
| 9 | Analysis and application limitations |
| 10 | Validity and reliability |
| 11 | Online data analytics |

Professors

| Name | Phone Number | Office | Email |
|-----------|--------------|--------|--|
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Evaluation Procedure

| Category | Assessment Component | Weight (%) |
|-------------------------------------|--|-------------|
| Survey Research Project (SRP) | SRP Phase 0 – Problem Framing Memo (Team) | 1.5% |
| Survey Research Project (SRP) | SRP Phase 1 – Research Design & Conceptual Framework (Team) | 4% |
| Survey Research Project (SRP) | SRP Phase 2 – Questionnaire, Blueprint & Pretest Memo (Team) | 4% |
| Survey Research Project (SRP) | SRP Analysis Plan (Draft) (Team) | 1.5% |
| Survey Research Project (SRP) | SRP Phase 3 – SPSS Database & Data Quality Memo (Team) | 1.5% |
| Survey Research Project (SRP) | SRP Phase 4 – Technical Appendix & QDA Summary (Team) | 2% |
| Survey Research Project (SRP) | SRP Presentation (Team) | 15% |
| Survey Research Project (SRP) | SRP Final Written Research Report (Team) | 20% |
| SRP Total | | 50% |
| SPSS Labs | SPSS Lab 1 – Profile Pack & Tech Appendix (Individual) | 5% |
| SPSS Labs | SPSS Lab 2 – Comparison Pack & Tech Appendix (Individual) | 5% |
| SPSS Labs | SPSS Lab 3 – Driver Analysis Pack & Tech Appendix (Individual) | 5% |
| SPSS Lab Total | | 15 |
| Social Media Analytics (SA Project) | SA Presentation (Team) | 15% |
| Social Media Analytics (SA Project) | SA1 – KPI Page Health Snapshot (Individual) | 5% |
| Social Media Analytics (SA Project) | SA2 – Page Overview Executive Brief (Individual) | 5% |
| Social Media Analytics (SA Project) | SA3 – Post Ranking & Dashboard Mini-Report (Individual) | 5% |
| Social Media Analytics (SA Project) | SA4 – Content Playbook Check-in (Individual) | 5% |
| Social Media Analytics Total | | 35% |
| Total | | 100% |

What is the acceptable and approved use of Artificial Intelligence (AI) in this course?

Course Policy on the Use of Artificial Intelligence

Generative AI tools are not permitted unless explicitly stated otherwise

- You are allowed to use AI tools (e.g., ChatGPT) as a **supporting resource** for brainstorming, editing, and technical help. You are **not** allowed to use AI to fabricate data, misrepresent analyses, or bypass learning (e.g., submitting AI-generated work as if it were your own thinking). Any use of AI must be **cited in your AI Use Disclosure**, and you remain fully responsible for the accuracy, ethics, and originality of your work. (See [How to cite ChatGPT \(apa.org\)](#))

Required Materials

Babin, B.J., Essentials of Marketing Research, 7th Edition, Cengage, 2019 (ISBN-10: 1-337-69366-9; ISBN-13: 978-1-337-69366-0)

Note: This is the same text that is used in BUAD 210 – Introduction to Marketing Research. While the course is a project based course, this text is an excellent resource.

Notes

Lab work is to be completed individually and requires the use of SPSS software.

SPSS Lab 1 – Profile Pack & Technical Appendix (Individual) – 5%

SPSS Lab 2 – Comparison Pack & Technical Appendix (Individual) – 5%

SPSS Lab 3 – Driver Analysis Pack & Technical Appendix (Individual) – 5%

The Survey Research Project (SRP) – 50% – is a multi-phase team project that walks you through the full research process from problem framing to final presentation and report. The SRP is completed in small teams (see Moodle for team size and group formation details) and includes the following graded components:

- SRP Phase 0 – Problem Framing Memo (Team)
- SRP Phase 1 – Research Design & Conceptual Framework (Team)
- SRP Phase 2 – Questionnaire, Blueprint & Pretest Memo (Team)
- SRP Analysis Plan (Draft) (Team)
- SRP Phase 3 – SPSS Database & Data Quality Memo (Team)
- SRP Phase 4 – Technical Appendix & QDA Summary (Team)
- SRP Presentation (Team)
- SRP Final Written Research Report (Team)

The Social Media Analytics (SA) Project – 35% – combines a team-based presentation with four individual analytics deliverables focused on a real client case:

- SA Presentation (Team)
- SA1 – KPI Page Health Snapshot (Individual)
- SA2 – Page Overview Executive Brief (Individual)
- SA3 – Post Ranking & Dashboard Mini-Report (Individual)
- SA4 – Content Playbook Check-in (Individual)

In-class activities are used for practice and preparation but are not separately graded. They are designed to help you succeed on the SRP, SPSS labs, and Social Media Analytics project.

Course Schedule

(Subject to change at the discretion of the professor)

| | Date | | Topic | Textbook |
|------|------------------|--------|--|------------------------------|
| Week | 2026 Week of: | | Mon, Jan 5 - Classes begin Fri, Jan 16 - Last day to register for a course and to receive a refund for course drop Mon, Feb 16 - Statutory Holiday (no classes) Tue, Feb 17 - Fri, Feb 20 - Mid-semester study break (no classes) Fri, Mar 6 - Last day to withdraw from a course without academic penalty Fri, Apr 3 & Mon, Apr 6 - Statutory Holiday (no classes) Fri, Apr 10 - Last day of regularly scheduled classes Mon, Apr 13 - Wed, Apr 22 - Final exam period – see policy. | Chapter(s): |
| 1 | Jan | 5, 7 | Course overview; role of SRP and SA; review of marketing research process Problem framing and conceptual frameworks (BUAD 210 refresh) | See Moodle / course readings |
| 2 | | 12, 14 | SRP Phase 0 – problem framing memo workshop SPSS Bootcamp 1 – basic interface, variables, frequencies, descriptives | |
| 3 | | 19, 21 | Measurement and scales; linking constructs to survey items and SPSS variables SPSS Bootcamp 2 – profile tables and simple charts; start SPSS Lab 1 | |
| 4 | | 26, 28 | Questionnaire design – flow, wording, structure; questionnaire blueprint Pretesting and cognitive interviewing; revise SRP questionnaire | |
| 5 | Feb | 2, 4 | Sampling design; SRP analysis planning (questions → variables → tests) SPSS Bootcamp 3 – cross-tabs and mean comparisons; work on SPSS Lab 2 | |
| 6 | | 9, 11 | BC Family Day (Mon) – no class Fieldwork planning and data quality; SPSS data-quality checks (Wed) | |
| 7 | | 16, 18 | Reading Break – No Classes or Deliverables | |
| 8 | | 23, 25 | Data cleaning, coding, recodes, and scale construction; SRP database setup SPSS Bootcamp 4 – driver analysis (correlations, simple regression); SPSS Lab 3 | |
| 9 | Mar | 2, 4 | Designing a technical appendix (codebook, outputs, logs) for SRP Intro qualitative coding (QDA) for open-ended survey responses | |
| 10 | | 9, 11 | Storytelling and data visualization for executives; SRP deck development SRP presentations (boardroom style) and debrief | |
| 11 | | 16, 18 | Social media analytics foundations; SA dataset orientation; SA project overview KPI page health snapshot; in-class work on SA1 (individual) | |
| 12 | | 23, 25 | Page-level trend analysis – growth, reach, engagement, audience, content mix Writing the SA2 Page Overview Executive Brief (individual) | |
| 13 | | 30, 1 | Post-level performance – ranking content on key KPIs SA3 Post Ranking and Dashboard Mini-Report (individual) | |
| 14 | Apr | 6, 8 | Content playbook design – translating analytics into strategy; SA4 check-in Social Media Insights final team presentations (boardroom style) | |
| | | | NO FINAL EXAM | |

Skills Across the Business Curriculum

The School of Business promotes core skills across the curriculum. These skills include reading, written and oral communications, computers, small business, and academic standards of ethics, honesty and integrity.

Student Conduct

What is the Disruption of Instructional Activities?

At Okanagan College (OC), disruption of instructional activities includes student “conduct which interferes with examinations, lectures, seminars, tutorials, group meetings, other related activities, and with students using the study facilities of OC”, as well as conduct that leads to property damage, assault, discrimination, harassment and fraud. Penalties for disruption of instructional activities include a range of sanctions from a warning and/or a failing grade on an assignment, examination or course to suspension from OC.

Academic Honesty: Students have a responsibility to read the [OC Academic Integrity Policy](#).

What is Cheating?

“Cheating includes but is not limited to dishonest or attempted dishonest conduct during tests or examinations in which the use is made of books, notes, diagrams or other aids excluding those authorized by the examiner. It includes communicating with others for the purpose of obtaining information, copying from the work of others and purposely exposing or conveying information to other students who are taking the test or examination.”

Students must submit independently written work. Students may not write joint or collaborative assignments with other students unless the instructor approves it in advance as a group/team project. Students who share their work with other students are equally involved in cheating.

What is Plagiarism?

Plagiarism is defined as “the presentation of another person’s work or ideas without proper or complete acknowledgement.” It is the serious academic offence of reproducing someone else’s work, including words, ideas and media, without permission for course credit towards a certificate, diploma, degree and/or professional designation. The defining characteristic is that the work is not yours.

“Intentional plagiarism is the deliberate presentation of another’s work or ideas as one’s own.” Intentional plagiarism can be a copy of material from a journal article, a book chapter, data from the Internet, another student, work submitted for credit in another course or from other sources.” “Unintentional plagiarism is the inadvertent presentation of another’s work or ideas without proper acknowledgement because of poor or inadequate practices. Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit.”

What are the Students’ Responsibilities to Avoid Plagiarism?

Students must acknowledge the sources of information used on all their assignments. This usually involves putting the authors’ name and the year of publication in parentheses after the sentence in which you used the material, then at the end of your paper, writing out the complete references in a Reference section.

“Students are responsible for learning and applying the proper scholarly practices for acknowledging the work and ideas of others. Students who are unsure of what constitutes plagiarism should refer to the UBC publication *“Plagiarism Avoided; Taking Responsibility for your Work”*. This guide is available in OC bookstores and libraries.

Students are expected to understand research and writing techniques and documentation styles. The School of Business requires the use of the APA or MLA style but suggests that students cite references using the APA guidelines (see Publication Manual of the American Psychological Association, 6th edition (2009)). A copy of the APA manual is available in the reference section and available for circulation from OC libraries. The library website has access to these two major citing styles.

What are the Penalties for Plagiarism and Cheating?

The Okanagan School of Business does not tolerate plagiarism or cheating. All professors actively check for plagiarism and cheating and the Okanagan School of Business subscribes to an electronic plagiarism detection service. All incidents of plagiarism or cheating are reported and result in a formal letter of reprimand outlining the nature of the infraction, the evidence and the penalty. The Dean of the School of Business and the Registrar record and monitor all instances of plagiarism and cheating. Penalties for plagiarism and cheating reflect the seriousness and circumstances of the offence and the range of penalties includes suspension from OC.