ORGL-3321: Data Driven Decision Making – Part 1
COURSE SYLLABUS

Instructor: Dr. Shonda Gibson
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Title:	Super Crunchers
Authors:	Ayres
Publisher:	Pearson

Title:	Key Performance Indicators: The 75 Measures Every Manager Needs to Know
Authors:	Marr
Publisher:	Pearson

Note: Maintain these textbooks for future use in other Upper Division modules

Supplemental Materials: links and files will be provided in the document sharing tab within the course.

Program Description:
The Bachelor of Applied Science in Organizational Leadership prepares innovative leaders for employment in an increasingly diverse technological and global society. The degree develops practical workplace competencies that meet current and future challenges through a real world coursework utilizing personalized academic mentoring and tutoring. The coursework focuses on team building, ethical decision making, enhanced communication skills, critical thinking, and people skills. Graduates of this program pursue careers in education, government, nonprofit, and business organizations.

Competency Cluster Description: This two term course examines the role of quantitative data in managerial and entrepreneurial decision-making. The course draws upon quantitative tools and analyses from several disciplines, especially, statistics, economics, accounting, and finance. The course study demonstrates the usefulness of these tools and analyses in providing optimal technical options in decision-making situations. The emphasis of the course is on the interpretation and translation of data into information for the benefit of internal and external consumers.

Course Learning Outcomes: Upon completion of this course, the student will be able to:

1. TYPES OF DATA: Understand the importance and roles of different types of data (financial, economic, accounting, etc.).
2. DATA IDENTIFICATION: Identify and select data that should be collected.
3. DATA COLLECTION: Utilize varied methodologies for collecting necessary data.
4. DATA PRESENTATION: Select and utilize appropriate format for presentation and/or analysis of data.

Course Learning Outcomes	Module Learning Outcome At the end of this module the student should be able to	Program Learning Outcomes	Assessment This CLO will be assessed by	Measurement Student would have met this CLO by earning
CLO #1	TYPES OF DATA: Understand the importance and roles of different types of data (financial, economic, accounting, etc.).	1, 2, 3	Reflection Paper, Discussion, Quiz,	Greater than or equal to 70 pts.
CLO #2	DATA IDENTIFICATION: Identify and select data that should be collected.	1, 2, 3	Reflection Paper, Discussion, Quiz,	Greater than or equal to 70 pts.
CLO #3	DATA COLLECTION: Utilize varied methodologies for collecting necessary data.	1, 2, 3	Reflection Paper, Discussion, Quiz,	Greater than or equal to 70 pts.
CLO #4	DATA PRESENTATION: Select and utilize appropriate format for presentation and/or analysis of data.	1, 2, 3	Reflection Paper, Discussion, Quiz,	Greater than or equal to 70 pts.
ALL	CULMINATING PROJECT	1, 2, 3	DDDM WORKBOOK	Greater than or equal to 70 pts

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MODULE REQUIREMENTS

Instructional / Methods / Activities Assessments

eCollege provides the Module infrastructure, and all work except that one text will be available online. A student has a personal account in eCollege for Module materials, external links, and the opportunity for asynchronous online discussions.

1. **Weekly Reflection Paper: (100 points each * 6 = 600 points; 25% of total course grade)**
   Students are expected to review a variety of materials each week (readings, PowerPoint slides, podcasts, simulation, or other material). A MINIMUM one-page, single-spaced, reflection paper should be submitted to the appropriate dropbox. The reflection paper should include answers to the following questions:
   a). What is the main point of the review material?
   b). Who should (or does) care?
   c). Why is this important?
   d). When can you apply this information?
   e). WOW – The one thing that surprised me was…
2. **Weekly Discussions: (100 points each * 6 = 600 points; 25% of total course grade)**
   We will review a variety of materials each week - readings, PowerPoint slides, podcasts, simulation, or other material. Students will respond to a weekly prompt and engage in online discussions. These discussions allow us to share perspectives, ideas, and ask questions about the weekly materials.
3. **Weekly Quizzes: (100 points each * 6 = 600 points; 25% of total course grade)**
   The quizzes will assess knowledge of the materials in a True/False and/or Multiple Choice format. The quizzes will be drawn from weekly work and are designed to help students to review content (major themes).
4. **Culminating Project - Getting Started with DDDM: (600 points; 25% of total course grade)**

This assignment will aid the student in demonstrating proficiency of all competencies in this course and will serve as the overall course assessment tool. Students are expected to complete the DDDM Workbook, demonstrating proficiency in all course learning outcomes.

In order to demonstrate competency of this module you must achieve a **Module Average of 70%** or higher for the summative module assessment.

TECHNOLOGY REQUIREMENTS

1. DSL or faster Internet connection (Live Chats and Online Presentations)
2. Working knowledge of Microsoft PowerPoint
3. Working knowledge of Microsoft Word
4. Working knowledge of Microsoft Excel

ACCESS AND NAVIGATION

1. DSL or faster Internet connection (i.e., Live Chats Online Presentations, Blogging,)
2. Access to **Microsoft PowerPoint**
3. Access to **Microsoft Word**
4. Access to **Microsoft Excel**

COMMUNICATION AND SUPPORT

You may contact me in person during office hours or online through eCollege or University email. If you need to leave me a message, please indicate what specific assistance you need. If there is an emergency and you need help from the department, call the main office. Technical support is provided through eCollege. See the eCollege sign-on page.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).* Students are expected to maintain high standards of integrity and honesty in all their scholastic work. To reduce the likelihood of plagiarism, adoption of detection Software (Turnitin) which will be run against all papers submitted. **Papers showing excessive or undocumented similarities with sources will result in an F for the paper and the Module.**

Academic Integrity:
   Students are responsible for adhering to standards of academic integrity. Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity and students are expected to act in accordance with this principle. Failing to adhere to academic integrity constitutes academic dishonesty.

Academic Dishonesty:
   Academic dishonesty is considered to be a violation of the behavior expected of a student in an academic setting as well as a student conduct violation. A student found responsible for academic dishonesty is subject to appropriate academic penalty as determined by the faculty member. Students who engage in academic dishonesty also face additional disciplinary sanctions, including expulsion from the College, as outlined in the Student Code of Conduct. Students assume full responsibility for the content and integrity of the coursework they submit.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

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Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
Student Disability Resources & Services

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COURSE OUTLINE/CALENDAR			
Week	**Module Topic**	**Materials to Review**	**Assignments – Due by Saturday at Midnight**
Week 1	WHAT IS DDDM?	Course Week 1 Intro **Ayers:** Read Introduction **KPI:** Read Introduction **Marr Videos** - What is KPI? http://www.youtube.com/watch?v=wnOgRO2zpDE and What is Business Intelligence? http://www.youtube.com/watch?v=KpYw0xHancY	**Weekly Reflection Paper** **Weekly Discussions** 1. Longevity Game at: http://www.northwesternmutual.com/learning-center/the-longevity-game.aspx 2. Prediction Tools at: http://islandia.law.yale.edu/ayers/predictionTools.htm **Weekly Quiz**
Week 2	ALGORITHMS	Course Week 2 Intro **Ayers:** Chapter 1 **Slavin Video:** How algorithms shape our world: http://www.ted.com/talks/kevin_slavin_how_algorithms_shape_our_world	**Weekly Reflection Paper** **Weekly Discussion** Who's doing your thinking for you? **Weekly Quiz**
Week 3	REGRESSION AND RANDOMIZED	Course Week 3 Intro **Ayers:** Chapters 2 and 3 **McCandless video**: The beauty of data	**Weekly Reflection Paper** **Weekly Discussion** Creating your own data

	TRIALS	visualization: http://www.ted.com/talks/david_mccandless_the_beauty_of_data_visualization	with the flip of a coin. Government by chance? **Weekly Quiz**
Week 4	DATA IDENTIFICATION AND APPLICATION	Course Week 4 Intro **KPI:** Parts One and Two **Video**: Discovering math primary statistics and data analysis: http://www.youtube.com/watch?v=L69WqLMJceU	**Weekly Reflection Paper** **Weekly Discussion** The financial perspective The customer perspective **Weekly Quiz**
Week 5	DATA IDENTIFICATION AND APPLICATION	Course Week 5 Intro **KPI:** Parts Three and Four **Video**: Introduction to Excel for stats http://www.youtube.com/watch?v=4AZ8G_MqyiM **Video:** Introduction to Excel for visuals http://www.youtube.com/watch?v=-btUxQi76qI	**Weekly Reflection Paper** **Weekly Discussion** Marketing and sales perspective Operational processes and supply chain perspective **Weekly Quiz**
Week 6	DATA IDENTIFICATION AND APPLICATION	Course Week 6 Intro **KPI:** Parts Five and Six **Google Video:** How Google is using data analytics to improve decision making? http://www.youtube.com/watch?v=l6ISTjupi5g	**Weekly Reflection Paper** **Weekly Discussion** Employee perspective Corporate and social responsibility perspective **Weekly Quiz**
Week 7	CULMINATING PROJECT	Course Week 7 Intro/Summary KPI questions – white paper KPI design – white paper DDDM WORKBOOK	**Complete the entire DDDM Workbook** Are you using the right data?