

IS4834: BUSINESS INTELLIGENCE AND ANALYTICS

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Business Intelligence and Analytics

Subject Code

IS - Information Systems

Course Number

4834

Academic Unit

Information Systems (IS)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

We are in the era of big data. Large volume of data could reveal useful information about customers, products or other strategic aspects. This course aims to equip students with knowledge and skills to extract information and knowledge from vast amount of data and discover actionable insights. It emphasizes on the current issues, methodologies, practice, and emerging trends in business intelligence and analytics. Students will learn classic techniques and critical skills to address existing business problems in today's information-rich environments. Upon completing this course, students will build their analytical capabilities to use data for innovative business solutions. Topics will cover, but are not limited to, the following: 1) Descriptive, predictive and prescriptive analytics (e.g. data mining techniques, and prediction modelling); 2) Business applications (e.g., market-basket analysis, and loan application).

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the need for business intelligence to support business management.	10	x	x	x
2	Apply the concepts and techniques of business intelligence and analytics in business practice.	40	x	x	x
3	Identify information technologies for data analytics.	30	x	x	x
4	Analyze the requirements for management support and identify appropriate tools and techniques for data analytics in order to create innovative business intelligence solutions.	20		x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	LTA1: Lecture Students will learn the concepts and applications of information technology in the context of business intelligence and analytics.	1, 2, 3, 4	Lecture: 2 Hours/Week

2	LTA2: Laboratory/Tutorial	During laboratory/tutorial sessions, the following activities are used to reinforce the learning and practice of various business intelligence and data analytics techniques learnt in lectures. Exercises: Students will participate hands-on activities using SAS to perform data analytics techniques. Discussion: Students will discuss various concepts learnt in lectures, and be exemplified with exercise to demonstrate the applicability of various techniques in business intelligence and data analytics. Presentations: Student members of project team will make presentation of their project work, and the rest of the tutorial group and the instructor will comment and offer suggestions for improvements.	2, 3, 4	Laboratory:1 Hour/Week
3	LTA3: Project	Students will complete a group project requiring them to adopt business intelligence and data analytics technology to solve business problems.	2, 3, 4	Laboratory:1 Hour/Week

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: Lecture, Laboratory Exercises and Participation Each seminar and laboratory may consist of exercises, quizzes, small group discussions, self reflection, or student presentations to assess students' abilities to apply their skills.	1, 2, 3, 4	20	

2	AT2: Group ProjectA group project, which includes a project report and presentation, will be allocated to let students apply business intelligence and data analytics concepts and technologies to solve business problems.	1, 2, 3, 4	30	
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Continuous Assessment (%)

50

Examination (%)

50

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

AT1:Lecture, Laboratory Exercises and Participation

Criterion

Ability to accurately describe all key concepts of business intelligence and data analytics; and deep understanding of their importance to business.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

AT1:Lecture, Laboratory Exercises and Participation

Criterion

Ability to evaluate accurately the requirements of business intelligence and data analytics in order to transform massive amounts of transaction data into data warehouse of appropriate architecture.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

AT1:Lecture, Laboratory Exercises and Participation

Criterion

Capability to compare and evaluate accurately and profoundly about distinguished impact of technologies for business intelligence and data analytics.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

AT1:Lecture, Laboratory Exercises and Participation

Criterion

Capability to reasonably and effectively formulate and discriminate the requirements of management support; show well-rounded knowledge in identifying most appropriate existing data analytics tools and technique for respective system implementation problems.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

AT2:Group Project

Criterion

Ability to accurately describe all key concepts of business intelligence and data analytics; and deep understanding of their importance to business.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

AT2:Group Project

Criterion

Ability to evaluate accurately the requirements of business intelligence and data analytics in order to transform massive amounts of transaction data into data warehouse of appropriate architecture.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

AT2:Group Project

Criterion

Capability to compare and evaluate accurately and profoundly about distinguished impact of technologies for business intelligence and data analytics.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

AT3:Examination

Criterion

Ability to accurately describe all key concepts of business intelligence and data analytics; and deep understanding of their importance to business.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

AT3:Examination

Criterion

Ability to evaluate accurately the requirements of business intelligence and data analytics in order to transform massive amounts of transaction data into data warehouse of appropriate architecture.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

AT3:Examination

Criterion

Capability to compare and evaluate accurately and profoundly about distinguished impact of technologies for business intelligence and data analytics.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

AT3:Examination

Criterion

Capability to reasonably and effectively formulate and discriminate the requirements of management support; show well-rounded knowledge in identifying most appropriate existing data analytics tools and technique for respective system implementation problems.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

Data mining process model (e.g. CRISP-DM); Data preprocessing and graphics; Linear and logistic regression; Decision tree; Cluster analysis; Association rules

Reading List

Compulsory Readings

Title	
1	R. Sharda, D. Delen and E. Turban, Business Intelligence, Analytics, and Data Science: A Managerial Perspective, Pearson, 2018.
2	Pang-Ning Tan, Michael Steinbach, Anuj Karpatne, Vipin Kumar, Introduction to Data Mining (2nd edition), Pearson, 2019.

Additional Readings

Title	
1	James R. Evans, Business Analytics. Pearson, 2017.
2	Ramesh Sharda, Dursun Delen, and Efraim Turban, Business Intelligence and Analytics: Systems for Decision Support. Prentice Hall, 2014.
3	Foster Provost and Tom Fawcett, Data Science for Business: What You Need to Know about Data Mining and Data-analytic Thinking. O' Reilly Media, Inc., 2013.
4	Jiawei Han, Micheline Kamber, and Jian Pei, Data Mining Concepts and Techniques. Morgan Kauffman, 2011.
5	Galit Shmueli, Nitin R. Patel, and Peter C. Bruce, Data Mining for Business Intelligence: Concepts, Techniques, and Applications in Microsoft Office Excel with XLMiner. John Wiley & Sons, 2010.
6	Thomas H. Davenport, Jeanne G. Harris, and Robert Morison, Analytics at Work: Smarter Decisions, Better Results. Harvard Business Press, 2010.
7	Thomas H. Davenport and Jeanne G. Harris, Competing on Analytics: The New Science of Winning. Harvard Business Press, 2007.