

**Marketing**  
**Course Number: 22:630:679**  
**Course Title: Customer Journey Analytics**

## **COURSE DESCRIPTION**

This course introduces the concept of Customer Journey in the Digital world which spans digital channels (web, mobile, app) and non-digital touchpoints (1:1, call center etc.). Customer Journey Analytics is the process of tracking and analyzing the way customers use combinations of channels to interact with an organization. The focus of the course is on digital analytics through practical applications, with an end goal of deriving actionable insights that will impact the organization's acquisition, experience and retention strategies. It provides a broad overview of key digital analytics strategies, concepts, issues, challenges and tools. Topics covered include:

- Metrics and key performance indicators
- How to utilize quantitative, qualitative and competitive tools to derive actionable insights
- How to integrate online and offline analytics to improve customer acquisition, experience and retention
- How to optimize web sites by incorporate testing and experimentation
- How to create and manage an analytics culture for your organization
- Best practices and pitfalls in web analytics
- Best practices on creating a data-driven culture and process.

This course will be taught with a combination of case studies, in-class discussions, videos and exercises. The focus for the course is to gain applicable knowledge and skill for marketers, site owners, and students on digital customer journey analytics. For illustrative reasons, hands-on exercises will be conducted with Google Analytics to reinforce the concepts and learning. Real-world articles and videos will also be presented to reinforce current challenges, news and best practices in web analytics.

This course will help prepare students for the OMCP® (Online Marketing Certified Professional) Certification, the emerging standard of excellence in the Digital Marketing Industry. OMCP is a professional certification that recognizes training from a growing, vetted list of the online marketing industry's best known educational institutions, real-world experience in the digital marketing industry, and participation in the industry's top events in a variety of capacities. For more information on professional certification in digital marketing, please visit. Student should have intermediate to advance proficiency in Excel and have basic knowledge of statistics.

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## **COURSE MATERIALS**

- - There are no textbooks for this class. o I am trying to keep the cost to a minimum, articles for case studies will be provided soon.
- o Google Analytics Platform

- - - Optional Materials:
    - o Webanalytic Demystified - Eric T. Peterson (2004) (Ebook)
    - o Occam's Razor Blog: <http://bit.ly/2c4T6bl>
    - o Kissmetrics Blog: <http://bit.ly/2bq2fqm>
    - o Google Analytics Blog: <https://analytics.googleblog.com/>
    - o Measuring Success - Brian Clifton - Advanced Web Metrics
  - 
  - - Check Canvas and your official Rutgers email account regularly.
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## LEARNING GOALS AND OBJECTIVES

Students who complete this course will demonstrate the following:

- o Understand the digital analytics mindset, concepts, terminology, knowledge skills and processes.
- o Provide a framework to help marketers and businesses (and students) for evaluating the effectiveness of their website to improve their companies' bottom line.

- Students develop these skills and knowledge through the following course activities and assignments:

- o Simulate real business environments using case studies to prepare students for real life business situations where they will be able to cultivate or expand their ability to work collaboratively, use data to generate insights and make decisions that are sound and good for the company.
  - o Utilizing real world examples by applying digital analytics skills .
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## PREREQUISITES

Introduction to Marketing – 29/33:630:301

Statistical Methods of Business  
Basic data analytics background.

The field of Marketing is fast changing. All modules build on certain prerequisites from the course above and prior modules. If you come across concepts or keywords during this course that you are not familiar with, please do not hesitate to bring it to my attention so that we can guide you to additional resources that can help you to build on that knowledge and grow your understanding of these topics.

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## ACADEMIC INTEGRITY

*I do NOT tolerate cheating.* Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See [business.rutgers.edu/ai](http://business.rutgers.edu/ai) for more details.

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## ATTENDANCE AND PREPARATION POLICY

- Expect me to attend all class sessions. I expect the same of you. If I am to be absent, my department chair or I will send you notice via email and Canvas as far in advance as possible. If you are to be absent, report your absence in advance at <https://sims.rutgers.edu/ssra/>. If your absence is due to religious observance, a Rutgers-approved activity, illness, or family emergency/death, also send me an email with full details and supporting documentation within 2 days of your first absence.
  
- I do not take attendance. You are adults and I expect you to be motivated to grow your knowledge and abilities by engaging in assignments and course lectures. I recommend that all students attend live lectures, if possible, because I believe attending lectures is the best way to learn the concepts and become a better marketer. If you must miss a live lecture, it is your responsibility to access the recording when it becomes available on the course website. Please send me an email if you do not see the recording available after 48 hours of the class completion.
  
- I provide multiple opportunities for students to receive feedback on their performance throughout the course to give students opportunities to see how they are doing and so that they can identify places they can improve throughout the semester. My hope is that all students will develop the knowledge they need to do well in this course and that all students—even those who perform well early in the semester—will improve and develop greater knowledge and skills through practice on the quizzes and exams. Students earn the grades they receive; I do not curve grades or add extra points or extra credit in this course because I do not believe students grades should be tied to other students’ grades (on a curve) and because there are plenty of opportunities for students to improve their grades throughout the semester.
  
- Expect me to arrive on time for each class session. I expect the same of you. If you are going to be tardy, then try to notify me before class starts.
  
- Expect me to remain for the entirety of each class session. I expect the same of you. If you are going to leave early, then send me an email before class starts.
  
- Expect me to prepare properly for each class session. I expect the same of you. Complete all background reading and assignments. You cannot learn if you are not prepared. The minimum expectation is that for each 1.5-hour class session, you have prepared by studying for at least twice as many hours.
  
- Expect me to participate fully in each class session. I expect the same of you. Stay focused and involved. You cannot learn if you are not paying attention:

- <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>
- For weather emergencies, consult the campus home page. If the campus is open, class will be held.

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## COMMUNICATION

My office hours are mentioned at the top of the syllabus. Please feel set up a 1:1 call during that time during the semester concerning your progress in class. I always prefer to hear about your concerns or difficulties before they become serious problems so we can work together to find a solution with time left in the semester to implement a plan. I am available to chat briefly after class, however if you would like to discuss a concern in detail, please request an appointment via email so I may plan accordingly.

### **Feedback and response expectations:**

- Email Response Times: I will do my best to return your emails in 24 hours on weekdays. Please remind me if you do not hear back from me within 48 hrs. Please include the Course Name in the subject line of your email.
- Graded Materials Return Times: I will strive to grade your assignments exams within 2 weeks.
- Discussion Board Response Times: I aim to review and respond to the discussions posts during our weekly meeting.

## PREFERRED NAMES

If your preferred name is not the same as the name that appears on the university provided roster for the course, please let me know so that I can use your preferred name. Make sure your Canvas name is the same as the name on the Roster. You can add your preferred name in parenthesis. All assignments, and deliverables should include your name as it appears in Canvas. During the semester, my goal is to know all my student whether I meet you in person or not. To that effect, if I am not pronouncing your name correctly, please help me by providing an indicator as to how to pronounce your name correctly.

## QUESTIONS REGARDING THE COURSE

The discussion board “Class Help: Ask A Question will be our primary form of communication for asking questions pertaining to the course content. The reason for this policy is because if one student has a question about course materials or assignment, that question is usually shared by their peers. The chat feature archives all communication and allows everyone in the course to benefit from each other's questions and answers. If you see a question in the chat that has not been answered yet, and you know the answer, please share that knowledge with your classmates. Be mindful that chat messages are not private and will be viewable to everyone in the course. If you need to discuss something with myself or my course assistant one-on-one, please reach out by email.

If you have a situation that prevents you from participating in a scheduled class activity, please send me a note to make me aware of your situation at the earliest. I want all my students to develop a problem solver attitude. So when you bring up a situation that prevents you from participating in a scheduled activity, please also suggest alternate activities that you think will compensate for the missed work.

For example – I ask you to create a video that includes yourself, and you are not able to create a video, please also let me know what you are willing to create that compensates for the missing video.

## CAREGIVER RESPONSIBILITIES POLICY:

I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss a class, or if your caregiving responsibilities are interfering with your ability to engage in remote learning, please contact me or the CAs. There may be some instances of flexibility we can offer to support your learning.

### **SCHOOL-LIFE CONFLICT:**

Many students face obstacles to their education as a result of health, work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that are impacting your ability to succeed in this course, or in your undergraduate/ graduate career more broadly, please reach out to me or your CA immediately so that we can work together to form a plan for your academic success. If you are unable to attend my or the CAs' student drop-in hours, please email to set up a time that works for you or arrange a meeting by Zoom.

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### **CLASSROOM CONDUCT**

Students are expected to be attentive during the entire class time. If I see a repetitive (2 or more) misconduct (such as but not limited to cold calling, foul language in conversations or posts, hand-raising, cell phones, laptops, bathroom breaks, food & drink, side conversations, sleeping, name cards, seating arrangements, etc.) there will be a penalty of minimum of 10 points. Your behavior will also be reported to the Dean's office for action.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful. I try to foster an interactive environment, where we can all learn from each other.

- Writing style: This course requires participation in online discussion boards with your instructor and classmates. While you don't is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.

- Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Treat your instructor and fellow students with respect at all times, and in all communications. I am committed to creating a learning environment where diverse perspectives are recognized and valued as a source of strength. I request that all students work with me to create a class culture based on open communication, mutual respect, and inclusion. As a class we will approach all discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never OK, and will not be tolerated.

- Citing your sources: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

- Backing up your work: Consider composing your academic posts and assignments in a Word document, where you can save your work, and then copying and pasting onto the Canvas platform, as needed.

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## EXAM DATES AND POLICIES

No exams are planned for this course

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## GRADING POLICY

Final course grades are calculated out of 100, broken down as follows:

Homework Assignments:	17(5*3 + 2)
Case Study Discussions/ presentation:	20(2*10)
Participation:	20(9 +6 +5)
Final paper :	20
Group Project:	25
	=====
	102

A note on group and teamwork – By the end of second week of class, you will be expected to form a team of 2-3. You will complete all group work with the same team. You will assign a role and responsibility to each member of the team so that you can manage all your work effectively. There will be a peer evaluation at the end which will reflect how well the team has worked together.

The final course grade will be as follows.	
A	93.0 +
A-	90.0 - < 93.0
B+	87.0 - < 90.0
B	83.0 - < 87.0
B-	80.0 - < 83.0
C+	77.0 - < 80.0
C	73.0 - < 77.0
C-	70.0 - < 73.0
D	60.0 - < 70.0
F	< 60.0

Note that your final grade is not subject to negotiation. If you feel I have made an error, submit your written argument to me (along with supporting documentation) within one week of receiving your final grade. If I have made an error, I will gladly correct it. But I will adjust grades only if I have made an error. I cannot give you a grade that you did not earn, and it is dishonest to attempt to influence me to do so.

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## COURSE SCHEDULE

MODULE	TOPIC	Assignments Due midnight (pts)
1	Introduction Course Overview Customer Mental Model	
2	Fundamentals of Digital Analytics Privacy, Ethics in Digital Analytics	Survey 1 – Precourse Survey (2) Discussion 1 – Introduction (1) Discussion 3 – Syllabus (1)
3	How Google Analytics Work Adding Google Analytics Analytics Merchandise store setup	Assignment 1 – Ethics (3) Note Taking 1 – Fundamentals and Ethics (1) Discussion 2 – mental model (1)
4	(Tagging) to Digital Assets (Website) Introduction to G4. Other platforms	Assignment 2 - Google Merchandise (3) Note Taking 2 – (1) Project – Problem Definition
5	Basic Reporting (Audience, Acquisition, Behavior)	Discussion 4 – Anti Persona (2)
6	Campaign and Conversion Tracking Attracting Traffic, Ads, emails, Search and other campaigns	Note Taking 3 (1)
7	Tentative Guest Lecture	Note Taking 4 (1) Case study 1- TBD (10) Assignment 3 – Landing page redesign (3)
8	Dashboards, visualizations	
9	Segmenting data by channel, audience	Survey 2 – Mid Course Survey (2) Note Taking 5 (1)
10	Custom Dimension, metrics, custom reports, event tracking	Assignment 4 – Segmentation/Personas (3) Note Taking 6 (1)
11	Presentations	Note Taking 7 (1)
12	Apps and Social media Analytics <a href="#">Surveys</a>	

13	Improve Site Engagement, Using external tools and Off- Digital Analytics	Note Taking 8 – (1) Assignment 5 – SM Platform and Applications (3) Case Study 2 - (10)
14	AI in Digital Analytics / Voice Analytics	Note Taking 9 – (1) Final paper Extra Credit - Google Tagging assignment (2) Survey 3 – End of course survey (2)

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## SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at [ods.rutgers.edu](http://ods.rutgers.edu).

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email [dsoffice@echo.rutgers.edu](mailto:dsoffice@echo.rutgers.edu)]

[Rutgers University-Newark ODS phone (973)353-5375 or email [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu)]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email [jackie.moran@rutgers.edu](mailto:jackie.moran@rutgers.edu)]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu)]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu)]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email [DeanofStudents@newark.rutgers.edu](mailto:DeanofStudents@newark.rutgers.edu)]



If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: [https://cm.maxient.com/reportingform.php?RutgersUniv&layout\\_id=7](https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7) . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu)]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: [PALS@newark.rutgers.edu](mailto:PALS@newark.rutgers.edu)]

[Rutgers–New Brunswick: [eslpals@english.rutgers.edu](mailto:eslpals@english.rutgers.edu)]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]