
NRRT 602: QUANTITATIVE ANALYSIS IN TOURISM MANAGEMENT II

INSTRUCTOR INFORMATION

Instructor: Sam Martin

Email: sam.martin@colostate.edu

PREREQUISITES FOR COURSE

NRRT 601 (Tourism Quantitative Analysis I)

COURSE DESCRIPTION & OBJECTIVES

Quantitative Analysis II, NRRT 602, is the second installment in quantitative analysis coursework through the Master of Tourism Management Program at Colorado State University. This course is designed to build on practical manipulative and analytic methods covered in NRRT 601 through application of these methods, known as “Analytics,” to real-world tourism problems. The course also introduces students to new concepts; local, regional, national and international data sources; and applications for data-driven, fact-based decision making in the tourism management context.

Fact-based decision making and “analytic competitiveness” (Davenport & Harris 2007) have become hallmarks of today’s tourism management practice. Understanding markets, trends, impacts and being able to predict outcomes give tourism organizations a basis for strategic planning; and a competitive edge in the fast-changing tourism marketplace. Strategic management is by definition a fact-based decision-making paradigm that requires that data be collected and analyzed prior to establishing organizational priorities and developing annual business, marketing and implementation plans. The availability and application of relevant data and meaningful interpretation ensures organizational success in today’s complex tourism environment.

Quantitative analysis, or analytics, is a broad and complex field. In this course we will attempt to narrow the focus to concepts, data sources and analytic techniques that are most closely associated with tourism management.

The course will include lecture, engagement videos, course readings and materials, weekly Discussion Exercises (DE’s) and two Individual Analysis Assignments (IAE’s). Each assignment is designed to aid students in the synthesis and application of information presented in the course.

Upon the completion of this course, students will be able to:

- Demonstrate an understanding of current concepts and theory regarding tourism-based quantitative analysis and competitive analytics.
- Identify secondary data sources and be able to access and analyze data from various local, regional, state, national and international sources.
- Understand and apply quantitative and qualitative data analysis techniques and approaches to strategic planning and organizational decision-making processes in tourism.
- Understand and interpret secondary data summarized in report form and apply summarized data in strategic planning and organizational decision making.

OPTIONAL TEXTBOOK / COURSE READINGS

Davenport, Thomas H. & Harris, Jeanne G. (2007). *Competing on analytics*. Boston, MA: Harvard Business School Press.

Goeldner, Charles R. & Ritchie, J.R. (2009). *Tourism: Principles, practices, philosophies*. Hoboken, NJ: John Wiley & Sons.

Course resources and required readings:

Excerpt from above texts, a series of refereed journal articles, book chapters, websites and reports assigned weekly. All required course materials are available through the CSU Library Electronic Reserve or linked directly through the module content in Canvas.

COURSE MATERIALS & EQUIPMENT

No Additional resources are required for the course.

PARTICIPATION/BEHAVIORAL EXPECTATIONS

Because this is an online course with weekly content areas and synthesis assignments for each content area it is important that you begin the course by Monday of week one at a minimum and work to complete all readings and other learning materials in preparation for your weekly assignment due on Fridays by Midnight. It is also important that you submit assignments on time in order to allow your fellow classmates to participate in providing feedback on your assignment before the due date for discussion responses. The content is designed to take approximately 3-4 hours per week to review and an additional 1-2 hours to complete assignments. Additional summative assignments are designed to require from 3 to 5 hours each to complete. Some may require additional time if background research and leveling in the subject matter is required. Please make sure to review the syllabus and online assignments at the beginning of the semester

and begin to work on the summative assignments early. Waiting to the last minute often leads to frustration for everyone.

Please review the [core rules of netiquette](#) for some guidelines and expectations on how to behave in an online learning environment.

COURSE POLICIES (LATE ASSIGNMENTS, MAKE-UP EXAMS, ETC.)

Course policies include deductions for late assignments beginning after Midnight on the due date listed on the course schedule. Late assignments will receive an automatic point deduction of up to 10% reduction in total available points. If you encounter issues beyond your control that make it impossible to submit assignments in a timely manner, please reach out to the instructor directly to make arrangements for an extension. Please be aware that depending on individual circumstances, assessment of a late submission penalty may still apply.

Course Assignments:

Discussion Exercises (DE; 25 points each week)

Each week, students will be assigned a **Discussion Exercise** assignment (DE; total of 8) in two parts.

Part I (20 points): Each DE will be submitted through Canvas, under that week's DE assignment link; and will require a brief summary of the weekly module content including citation of specific source material from the content in the module and demonstrated application of the module material to examples provided, or individual student experiences or interests. DE assignments should be 1 to 2 pages in length in an MS Word document with an 11-point font and 1.5 line spacing.

Part II (5 points): In addition, each student will post two comments in response to posts by other members of their discussion group. These responses should demonstrate critical analysis of the fellow group members' posts, asking questions about conclusions and providing either support for or challenging the assumptions made in the post. The response comments should reference ideas and concepts from the module, other content areas in the course, other course in the MTM program, or outside experiences.

Each weekly Discussion Exercise (DE) will be worth a **total of 25 points**. Part I of the DE is due by **Midnight on Friday** of each week. Group member **responses are then due by Midnight on Sunday** of each week (see the **Course Syllabus Wiki Page in Canvas** for the course schedule). Points may be deducted for late submissions.

Individual Analysis Exercises (IAE)

Students will complete two **Individual Analysis Exercises (IAE's)** **due by Midnight on Wednesday** approximately every three to four weeks (See the course syllabus page in Canvas for specific due dates). **The final IAE assignment is due on Sunday of Week 7 by Midnight.**

Individual Analysis Exercises (100 Points each): The individual analysis exercise assignment details will be provided during the first week of class. Each assignment will require students to apply in tourism-related context data manipulation and analysis techniques learned in this course and some review of skills learned in NRRT 601.

GRADING POLICY

Grade	Range
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Smaller, weekly assignments and quizzes will be returned within one week and major assignments, exams, and essays may take slightly longer. If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

ASSIGNMENT	GRADE POINTS	GRADE PERCENTAGE
Discussions (8 @ 25 Points Each)	200	50%
Individual Analysis Exercises (2 @ 100 Points)	200	50%
Total:	400	100 %

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is the where course content, grades, and communication will reside for this course.

- Login: canvas.colostate.edu
- Support: info.canvas.colostate.edu
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
 - (970) 491-7276
 - help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review [the Canvas Student Orientation](#) materials.

ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodation's specialist in the SDC.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are

required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

DIVERSITY AND INCLUSION

The [Mission, Vision, and Focus](#) webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.

Important COVID-19 information for students: Masks are required inside university buildings.

You must also meet university vaccine or exemption requirements. All students are expected and required to report to the COVID Reporter(<https://covid.colostate.edu/reporter/>) when:

- You suspect you have symptoms of COVID, regardless of whether or not you are vaccinated and even if your symptoms are mild
- You have tested positive for COVID through a non-CSU testing site, such as home test or test at a pharmacy
- You believe you may have been exposed to COVID go to the COVID Reporter and follow the guidance under "I believe I have been in close contact with someone who has COVID-19."

This guidance will depend upon your individual circumstances You will not be penalized in any way for reporting symptoms or concerns. Do not ask me as your instructor to report for you. It is your responsibility to report through the COVID Reporter promptly. As your instructor I may not ask you about vaccination status or if you have COVID but you may freely volunteer to send me information from a public health official if you have been asked to isolate or quarantine. When you complete the COVID Reporter, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600. For the latest information about the University's COVID resources and information, including FAQs about the spring semester, please visit the CSU COVID-19 site <https://covid.colostate.edu/>.