



GEORGETOWN UNIVERSITY
School of Continuing Studies
Public Relations and Corporate Communications

Georgetown University, MPS PR/CC | FALL 2016

MPPR-506-01 & MPMC-806-01: DIGITAL ANALYTICS

Class Meets: Thursday, 8:00 pm - 10:30 pm

Class Location: 640 Mass Ave, Washington, DC 20001 | Room: C224

Professor: Mia Vallo

COURSE DESCRIPTION

This course will provide students with a solid foundation and working knowledge of digital analytics strategies and tactics. Students will learn about leading digital analytics tools available on the market, how to gather data, how to turn data into insights, and how to present and communicate data-driven information to clients and executives. We will review digital analytics for websites, apps, social media, communication, content marketing, various digital marketing channels, and A/B testing. Students will also learn how to turn data into insights and actions through data visualization.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

- Understand digital analytics metrics and KPIs (key performance indicators)
- Have a working knowledge of leading digital analytics tools, such as Google Analytics, SimilarWeb, and Facebook Insights
- Analyze data from an analytics tool and from a spreadsheet, and provide insights and recommendations based on data
- Present data in a meaningful way through data visualizations with clients, stakeholders, and executives as the intended audiences

ATTENDANCE

In-class discussion and practice are essential to mastering the content of this course. Students are expected to attend every class and arrive on time. If you are detained from attending a class or arriving before it begins, you are responsible for notifying me via email prior to the start of class. Missing more than two classes will result in a final grade reduction of one level (for example, an A will be converted to an A-). Absences from classes, beyond the initial two, will result in further reduction of the final grade. If you are absent for more than four classes, you will be in danger of failing this course.

COURSE POLICIES

- Bring a laptop to class to participate in hands-on training on analytics tools. If you are not able to bring a laptop, please team up with a classmate when reviewing the tools in class.
- Please silence our mobile phones and use them only for class-related tasks.
- I will not offer incomplete grades, except in the most exceptional, unforeseeable circumstances. Job requirements do not qualify.
- You are responsible for classroom information and instructions, whether you are present in class or not. If you must miss a class, it is your responsibility to make arrangements to obtain class notes.

- I encourage you to ask questions during class. Chances are if you're wondering about something, at least one of your colleagues will be also. Always feel empowered to raise your hand and voice your question. Use each question as an opportunity to apply what we are learning about critical thinking and presentation skills.

READINGS

Recommended readings will be provided during the semester to give you additional resources on topics discussed in class.

Library resources:

<http://guides.library.georgetown.edu/researchcourseguides>

<http://guides.library.georgetown.edu/prcc>

ASSIGNMENTS

Submissions

All assignments will be posted on Canvas under the "Assignments" folder. Students are to upload completed assignments to Canvas by the due date and time. No late assignments will be accepted.

Class Participation

Discussions are highly encouraged so we can learn from each other and deepen our understanding of digital analytics. You are expected to bring your relevant experience from your fields to the class discussions. Your participation will be reflected in your final grade.

INDIVIDUAL ASSIGNMENTS

Digital Analytics Quizzes

Open book questionnaires will be assigned to review key concepts discussed in class.

Digital Analytics Written Diagnosis

Sample data sets will be provided in each assignment, where students will write an executive summary (1 to 2 pages) on findings and recommendations based on the data. Problem statements in the assignments will vary based on class topics, such as web analytics, social media analytics, and digital marketing analytics.

The assignment will typically ask for findings or insights based on the data provided and recommendations based on the findings. External research to provide additional insights is optional, but including relevant external findings will be counted towards the diagnosis grade.

Analyst Presentations and Client Review

We will role play analysts and stakeholders or clients in class, where a student plays the analyst role and the rest of students play the clients. The analyst is to present his/her insights and recommendations to the clients. The clients are to observe the presentation and engage in a discussion of the insights and recommendations.

There will be two to three students presenting in the beginning of the class. Each presentation should last between 3 and 5 minutes, followed by up to 5 minutes of Q&A.

All students are expected to be prepared prior to class for the discussions; clients need to read the materials and understand the business problem, and analysts need to understand the business problem, analyze the data set, and prepare the presentations.

Analysts will need to provide a soft copy the day before class time and a hard copy of your presentation prior to class time to the instructor. Keynote, Powerpoint, and Google Slides are accepted.

Clients are expected to engage with analysts by asking questions about the presentations, commenting on how they may approach the problem differently, and/or providing additional recommendations based on the data. Client review is counted towards class participation.

The presentation topic will either be the Digital Analytics Diagnosis topic due that same day, or based on a case study reviewed in class, or based on a reading assignment. Presentation content should include insights and recommendations to the clients based on the problem statement or case study provided.

TEAM PROJECTS

Mid-Term Group Presentations: Competitive Analysis

Students will form groups consisting of 5 students, and present a competitive analysis of 2 to 4 organizations on their digital presence. Each team can select the focus of the digital presence to analyze. For example, teams may choose to analyze the companies' overall digital marketing strategies, analyze the companies' paid media strategies, or present an in-depth analysis of the companies' social media presence, all based on the competitive research.

The team can act either as one of the companies that is analyzed in this assignment or as a competitor evaluating the 2 to 4 companies. For example, if the team has selected to conduct a competitive analysis on New Balance, Reebok, and Under Armour, the team can act either as Nike (a competitor) or as New Balance, Reebok, or Under Armour.

Each team is to complete a group presentation and a group written summary. Each presentation is to last about 10 minutes, followed by up to 10 minutes of Q&A. All team members must present. The written summary should be between 3 and 5 pages long. The presentation and written summary must include a problem statement or objective of your competitive analysis, top findings based on the competitive research, and recommendations based on those findings.

Please email a soft copy of your presentation the day before the presentation to the instructor. Keynote, Powerpoint, PDF, and Google Slides are accepted. Students are to form a team and select the organizations to analyze by week 5. A review of the draft presentation and group progress will be conducted during week 7 during class time.

Final Group Presentations: Digital Business Case Study

The five groups from the mid-term assignment will present an analysis of a digital business problem or opportunity. The case study can be obtained from one of the group members' real-life situation, or from a business case study that is provided by the instructor.

The presentation needs to include the problem to solve or opportunity to take on, and recommendations for the problem or opportunity based on data. Each presentation is to last between 10 and 15 minutes, followed by up to 10 minutes of Q&A. All team members must present. In addition to the presentation, each group is to upload a written summary (between 4 and 10 pages) of the case study to Canvas prior to presentation. In the summary, include the problem or opportunity, your methodology in collecting the data, and how you utilize data available to arrive to your recommendations.

Students are to select the organization or case study by week 11. A review of the draft presentation and group progress will be conducted during week 14 during class time.

Please email a soft copy of your presentation the day before class time to the instructor. Keynote, Powerpoint, PDF, and Google Slides are accepted.

GRADING

Graduate course grades include A, A-, B+, B, B-, C, and F. There are no grades of C+, C-, or D.

Grading Metrics:

Students will have the opportunity to earn a **total of 400 points** this semester. Please reference the below grading scale and assignments.

120 points = Digital Analytics Written Diagnosis (20 points each for 6 assignments total)

20 points = Digital Analytics Open Book Quizzes (10 points each for 2 assignments total)

50 points = Analyst Presentation (1 assignment)

70 points = Mid-Term Group Presentation and Paper (1 assignment)

110 points = Final Group Presentation and Paper (1 assignment)

30 points = Class Participation (2 points each class for 14 total classes + 2 freebies)

400 POINTS TOTAL

Grading Scale:

A	400.0 - 372.0	B-	320.0 - 331.9
A-	360.0 - 371.9	C	280.0 - 319.9
B+	348.0 - 359.9	F	0 - 279.9
B	332.0 - 347.9		

Rubrics will be provided on Canvas for the analyst presentation, mid-term presentation, and final presentation assignments.

The instructors will provide a warning by mid-semester to any student who appears to be on track for a poor final grade. **All grades are final.**

UNIVERSITY RESOURCES

Georgetown offers a variety of support systems for students that can be accessed on main campus or at the downtown location:

- MPS Writing Resource Program
202-687-4246
<http://writingcenter.georgetown.edu/>
- Academic Resource Center
202-687-8354 | arc@georgetown.edu
<http://academicsupport.georgetown.edu>
- Counseling and Psychiatric Services
202-687-6985
<http://caps.georgetown.edu/>
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
(202) 687-4798
<https://ideaa.georgetown.edu/>

STUDENTS WITH DISABILITIES POLICY

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Students with disabilities should contact the Academic Resource Center (202-687-8354; arc@georgetown.edu; <http://academicsupport.georgetown.edu>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

GEORGETOWN HONOR SYSTEM

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

PLAGIARISM

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs at <http://gervaseprograms.georgetown.edu/honor/system/53377.html>. If you have any doubts about plagiarism, paraphrasing and the need to credit, check out <http://www.plagiarism.org>.

SYLLABUS MODIFICATION

The syllabus may change to accommodate discussion of emerging topics. Also, the schedules of guest speakers may require some shifting of the agenda. The instructor will make every effort to provide as much advance notice as possible for any alterations.

COURSE SCHEDULE

DATE/TOPIC	OVERVIEW	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
Class 1 Sep. 1, 2016 Introduction to Digital Analytics and KPIs	<ul style="list-style-type: none"> Class overview: objectives, syllabus review, and assignments Overview of digital metrics for content and commerce from various channels Selecting KPIs (Key Performance Indicators) and setting goals Understanding data sources and top challenges in digital analytics 	None	Case study: Selecting KPIs Survey to determine baseline knowledge and what students hope to achieve
Class 2 Sep. 8, 2016 Web Marketing Analytics	<ul style="list-style-type: none"> Web analytics: overview of web analytics, understanding key metrics, and review sample reports Review analytics tools: Google Analytics and Crazy Egg 	Two analyst presentations	Hands-on practice: Google Analytics
Class 3 Sep. 15, 2016 Digital Marketing Analytics	<ul style="list-style-type: none"> Digital marketing analytics: organic search, paid search, display advertising, email marketing, and affiliate marketing Review digital marketing tools: Google AdWords, SEMRush, and Google Webmaster Tools 	Digital Analytics Diagnosis 1: Web Analytics Three analyst presentations	Case study: Measuring success of a digital marketing campaign Hands-on practice: SEMRush and Google Analytics
Class 4 Sep. 22, 2016 App Analytics	<ul style="list-style-type: none"> App analytics: overview of mobile and app analytics, understanding key metrics, and review sample reports Review analytics tools: Localytics and App Annie 	Two analyst presentations	Hands-on practice: App Annie Open book quiz #1
Class 5 Sep. 29, 2016 Competitive Analysis	<ul style="list-style-type: none"> Competitive analysis: overview of competitive analysis, understanding key metrics, and review sample reports How to find information on your competitors 	Digital Analytics Diagnosis 2: App Analytics Two analyst presentations Team selection for group projects Competitive set selection for mid-term	Hands-on practice: SimilarWeb and SEM Rush

DATE/TOPIC	OVERVIEW	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
Class 6 Oct. 6, 2016 Social Media Analytics	<ul style="list-style-type: none"> • Social Media analytics: overview of social media analytics, understanding key metrics, and review sample reports • Review analytics tools: True Social, Social Bakers, Facebook Insights, Twitter Analytics, Moz Follower Wonk 	Two analyst presentations	Hands-on practice: True Social and/or Sysomos
Class 7 Oct. 13, 2016 Brand & Communication Analytics	<ul style="list-style-type: none"> • Brand and communication analytics: overview of digital analytics for brand and communication initiatives, understanding key metrics, and review sample reports 	Digital Analytics Diagnosis 3: Social Media Analytics Three analyst presentations	Hands-on practice: Google Trends Group workshops and review draft mid-term presentations with instructor
Class 8 Oct. 20, 2016 Mid-Term Group Presentation	<ul style="list-style-type: none"> • Mid-term group presentations on competitive analysis 	Mid-Term Group Paper and Presentation	Group presentations
Class 9 Oct. 27, 2016 Content Analytics	<ul style="list-style-type: none"> • Content analytics: overview of content analytics for publishers and content marketing, understanding key metrics, and review sample reports 	None	Hands-on practice: Google Analytics Chartbeat
Class 10 Nov. 3, 2016 Turning Data Into Insights	<ul style="list-style-type: none"> • How to prioritize data collection and identify key metrics • How to turn data into meaningful and actionable insights • Data visualization • How to humanize data so the audience can understand and take actions 	Three analyst presentations	Hands-on practice: Google Sheets and Keynote or PPT

DATE/TOPIC	OVERVIEW	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
Class 11 Nov. 10, 2016 Creating a Data-Driven Culture	<ul style="list-style-type: none"> How to create a data-driven culture: top challenges, overcoming obstacles, and examples of organizations with data-driven culture 	Digital Analytics Diagnosis 5: Turning Data Into Insights Three analyst presentations Organization or case study selection for the final presentation	Open book quiz #2
Class 12 Nov. 17, 2016 Introduction to A/B Testing	<ul style="list-style-type: none"> A/B testing: overview, best practices when planning and implementing tests, and review sample tests and reports Review testing tool: Optimizely or Monetate 	Two analyst presentations	Hands-on practice: Optimizely or Monetate
Nov. 24, 2016	THANKSGIVING - NO CLASS		
Class 13 Dec. 1, 2016 Multi-Attribution	<ul style="list-style-type: none"> Multi-attribution methodologies and common practices Attribution challenges and opportunities 	Digital Analytics Diagnosis 6: A/B Testing Three analyst presentations	Hands-on practice: Google Analytics Group workshops and review draft mid-term presentations with instructor Final class evaluation
Class 14 TBD Course Recap	<ul style="list-style-type: none"> Recap of key concepts discussed in class, putting it all together for the final project 	None	TBD
Class 15 Dec. 15, 2016 Final Class	<ul style="list-style-type: none"> Final group presentations 	Final group paper and presentations	Final group presentations