



MPPR-506-40: Digital Analytics and Measurement
Georgetown University: MPS-Public Relations and Corporate Communications
Thursday 5:15pm – 8:15pm | Summer 2017

Instructor: Michael Lukich
Class Time: Thursday 5:15pm – 8:15pm
Room: C219

COURSE INFORMATION

Overview

This course will provide students with a base knowledge of digital analytics strategies and tactics. Students will learn how to obtain data, how to analyze data and turn it into insights, and how to present and communicate insights into actionable recommendations. We will review key digital analytics concepts and be exposed to a wide variety of platforms and tools throughout the semester.

Objectives

By the end of this course, students will have the ability to:

- Understand digital analytics metrics and key performance indicators (KPIs)
- Demonstrate an awareness of market-leading analytics tools (e.g. Google Analytics, Tableau, etc.)
- Efficiently analyze a data set
- Present data in a meaningful way through data visualizations with clients, stakeholders, and executives as the intended audiences
- Analyze digital information and generate insights to make actionable recommendations

Philosophy

This class will be practical and interactive. While we will lecture about the fundamentals and overall strategy of digital measurement, a majority of class time will be devoted to honing real-world skills through presentations and operating digital analytics and advertising platforms. You are encouraged to bring your real world experience and perspectives in digital analytics into the classroom.

Class Book

Web Analytics 2.0: The Art of Online Accountability and Science of Customer Centricity by Avinash Kaushik

We dive into other articles and blogs throughout the semester, but this is a comprehensive guide to digital and web analytics, and can be leveraged in the course. This book is available in the Georgetown library or on Amazon.



LOGISTICS

Class Time

Thursdays: 5:15 – 8:15 PM

We will begin at 5:15 and have two short breaks during the class. Our sessions will be interactive, and will be a combination of lectures, student presentations, and/or guest speakers. You should plan to bring your laptop to each class.

Contact

Email is the best method to get in touch with me. I will respond to all messages within 48 hours.

Class Communication

In order to promote a collaborative learning environment, we will use Blackboard to communicate with each other throughout the course. This will be a great way to share information, ask questions, and participate in group discussions.

Technology

You should plan to bring your laptop to each class, as there may be components that require you to be online during the class session. Taking notes via laptops is encouraged, however all laptops must be closed for student presentations and guest speakers. Mobile phone use during class time is not permitted.

Office Hours

Office hours are by appointment only. I will usually be available after class. If needed, I am also available to schedule phone appointments during non-business hours. Please email me to schedule an appointment.

Attendance

Attendance is critical to your success in the class. I will circulate an attendance sheet at the start of every class. Students will be given one free unexcused absence. Missing two classes without providing the instructor ample notice will result in a final grade reduction of one level (for example, an A will be converted to an A-). Additional unexcused absences will result in a further reduction of your final grade. If you are absent for more than four classes, you will be in danger of failing the course.

Class Teams

Teamwork is necessary for success, even beyond your time at Georgetown. As such, almost half of your final grade will be tied to assignments completed within a team setting. Students are to organize into teams of 4 for two assignments throughout the semester (see below). You will have the same team for both assignments. Please submit all teams to the instructor by Class 2 (June 1).

ASSIGNMENTS AND GRADING

Readings

Most readings will be relevant articles, blogs, or case studies. Initial reading assignments are listed



in the course schedule below. However, these are subject to change and will be finalized one week in advance throughout the semester.

Assignments & Grade Inputs

The class assignments will include the items below. The mid-term and final instructions will be posted to Blackboard at the beginning of each course. The individual digital assignments will be posted to Blackboard 2 weeks before the assignment is due.

Late assignments will not be accepted for the Mid-Term, Final, and Data Visualization Improvement. Late submissions for the Individual Digital Assignments will be penalized 5 points per calendar day until they are submitted.

Class Participation (35 points)

Class provides an opportunity for us to learn from each other, to challenge each other in constructive ways, and to deepen our understanding of the subject. You are expected to bring your relevant experiences and viewpoints to the class as we approach the various topics throughout the semester. Positive contribution of all kinds is highly encouraged. Your contribution to the discussion and as a member of your groups on team project will be reflected in your final grade at the discretion of the instructor and through peer evaluations.

Individual Digital Assignments (3 analyses totaling 90 points)

Throughout the semester, 3 individual assignments (consisting of sample data sets or other digital problems) will be provided. Students are to provide a short diagnosis of the assignment (approximately 1-page single spaced – visualizations and/or data tables are encouraged where relevant). We will then discuss the problems and solutions as a group at the next class. Diagnosis will vary based on class topics, such as data validity, making sense of data and turning them into insights, creating recommendations based on the data, and data visualizations. Detailed instructions and direction for the analyses will accompany each assignment.

Data Visualization Improvement (50 points)

Students will find and improve a poor data visualization to share with the class. You are to provide an analysis in a digestible way for the other students in the class through presentations throughout the semester. Each presentation should highlight the poor data visualization, explain why the visualization is poor, and describe how the information could be better consumed by the audience. You should also attempt to create a better, revamped visualization with the same data.

Presentations will be limited to 10 minutes, plus 5 minutes of Q&A. Students should prepare a 3-5 slide PowerPoint deck. These presentations should mimic a client presentation, so please present your information in a client-friendly way (hint: simple but effective slides will be greatly valued). Please bring a printout of your slides to turn in.

Grading for the assignment will follow the following point structure:

- 20 points – Quality of Data Visualization Selection
- 20 points – Quality of Improvement
- 10 points – Presentation Quality



There will be 2-3 presentations each week at the start of class, beginning in Class 4 (June 15). I will provide a sign-up sheet with the available dates in the first class.

Mid-Term Group Presentation: Competitive Analysis / Audit (50 points)

Each group will pick 3-5 organizations within an industry and analyze their relative digital presence and strategy across their digital channels. This includes, but may not be limited to, their website, social channels, paid channels, mobile presence, or other digital areas. Tools and ways to obtain this data will be discussed during Class 4 (June 15).

Groups are to select organizations / industry and submit to instructor for approval by Class 3 (June 8). Groups will have class time during Class 5 (June 22) to review their draft presentations with the instructor if they wish. This review is directional only and will not count towards the total grade.

Grading for the assignment will follow the following structure:

- 5 points – PowerPoint Slide Quality & Data Visualizations
- 10 points – Presentation Quality & Use of Time
- 15 points – Project Scope & Content
- 20 points – Analysis Quality

Student teams should prepare a 15-20 slide presentation highlighting their findings. Please email a soft copy to the instructor by 4:00 pm on the day of the presentation. Presentations will be limited to 20 minutes with 10 minutes of Q&A.

Final Group Presentation: Digital Analytics Project (75 points)

Bringing everything together that we've discussed in class, you are to analyze the digital presence of one website or company. As this is a digital analytics class, your analysis should be data driven. You will then analyze and present the data in a meaningful and actionable way. You should include recommendations and have the data to back up these recommendations.

To conduct this assignment, you must obtain access to a website's analytics (e.g. Google Analytics) account. You may choose readily available sources, such as a group member's blog or company website. You may also choose to reach out to a local non-profit or small business and offer your services pro-bono (they might want the free advice!).

Students should choose their final website analysis and submit to instructor for approval by Class 8 (July 13). If you have difficulty coming up with a website, you should see the instructor by Class 5 (June 22). Students will have class time during Class 12 (August 10) to review their draft presentations with the instructor if they wish. This review is directional only and will not count towards the total grade.

Grading for the assignment will follow the following structure:

- 10 points – PowerPoint Slide Quality & Data Visualizations
- 15 points – Presentation Quality & Use of Time



25 points – Experiment Design
25 points – Analysis Quality

Your final deliverables will be a final PowerPoint presentation (15-25 slides) and a 3-5 page paper (single spaced) discussing the purpose of the website, it’s performance and how that complements its other digital presences, and your final recommendations. Please email a soft copy of both to the instructor by 4:00 pm on the day of the presentation. Presentations will be limited to 20 minutes with 10 minutes of Q&A.

Grading Breakdown

Each student can receive up to 300 points throughout the semester. The weighted breakdown by item is shown below:

- 35 points – Class Participation
- 90 points – Individual Digital Data Analyses (3 total)
- 50 points – Data Visualization Improvement
- 50 points – Mid-Term Group Presentation
- 75 points – Final Group Presentation

Graduate course grades include A, A-, B+, B, B-, C, and F. There are no grades of C+, C-, or D. The numeric breakdown for final grades in the course are as follows:

300 – 279	A	248 – 240	B-
278 – 270	A-	239 – 210	C
269 – 261	B+	209 – 0	F
260 – 249	B		

UNIVERSITY RESOURCES

Support 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/>

Library Resources

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



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/disability>) 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://honorcouncil.georgetown.edu/system>. If you have any doubts about plagiarism, paraphrasing and the need to credit, check out <http://www.plagiarism.org>.

COURSE SCHEDULE

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.

Please have all assigned readings completed prior to class, as they will play a large role in the discussion.

Class 1 – Class Overview & Introduction to Digital Analytics & Metrics – Thursday, 5/25

Agenda:

- Introductions
- Review Syllabus
- Introduction to Digital Analytics



- Metric Overview
- Metrics vs. KPIs
- Selection of Individual Data Presentations
- Preliminary Survey to Determine Baseline Knowledge

Assigned Reading:

- *Web Analytics 2.0 – Chapter 1, Chapter 3*

Class 2 – Metrics (continued) & Data Visualizations – Thursday, 6/1

Agenda:

- Survey Results
- More Metrics
- Metric Use Case
- Data Visualizations

Due:

- Team Selections

Assigned Reading:

- *Digital Marketing & Measurement Model* – <http://www.kaushik.net/avinash/digital-marketing-and-measurement-model/>
- *10 Best or Worst Ways to Visualize Web Analytics Data* – <http://online-behavior.com/analytics/data-visualization>
- *How to Present Data in Powerpoint* – <http://www.slideshare.net/MattHunter/how-to-present-data-in-powerpoint>

Class 3 – Industry Data and How to Analyze Data Sets in Excel – Thursday 6/8

Agenda:

- Available Data
- Finding Competitive Information
- Creating Views in Excel and Tableau
- Analysis of Data
- Review of Google Analytics & How to Interpret Results
- Use Cases & Example Analyses
- Tool Review: Excel

Due:

- Mid-Term Industry Selections

Assigned Reading:

- *Web Analytics 2.0 – Chapter 4 & 8*
- *The Definitive Guide To (8) Competitive Intelligence Data Sources!* – <http://www.kaushik.net/avinash/competitive-intelligence-data-sources-best-practices/>
- *Website Competitive Analysis Tools: 10 Ways to Check the Competition* –



<http://www.orbitmedia.com/blog/website-competitive-analysis-tools/>

- *Data Analysis in Excel (please read all the sub-sections)* – <http://www.excel-easy.com/data-analysis.html>
- *This class will be somewhat Excel focused – you can also take advantage of free Excel training by Lynda*

Class 4 – Websites – Thursday, 6/15

Agenda:

- Website Metrics
- Website Analytics & Available Data
- Website Analytics Use Case
- Tool Review: Google Analytics

Assigned Reading:

- *Web Analytics – Chapter 5*
- *7 Key Metrics to Track the Success of Your Website* – <http://torquemag.io/2015/03/7-key-website-metrics-track/>
- *How Does Google Analytics Collect Information* – <http://www.lunametrics.com/blog/2016/06/22/google-analytics-collects-information/>

Class 5 – Email & Display – Thursday, 6/22

Agenda:

- Individual Presentations
- Discussion of Individual Analysis #1
- Email Metrics
- Email Analytics & Available Data
- Display Metrics
- Display Analytics & Available Data
- Review Draft Mid-Term Presentations with Instructor

Due:

- Individual Assignment #1

Assigned Reading:

- *Back to Basics: Email Marketing Metrics* – <http://www.clickz.com/clickz/column/2269547/back-to-basics-email-marketing-metrics>
- *Email Marketing: Campaign Analysis, Metrics, Best Practices* – <http://www.kaushik.net/avinash/email-marketing-campaign-analysis-metrics-practices/>

Class 6 – Social Media & Mobile – Thursday, 6/29 (VIRTUAL CLASS)

Agenda:

- Individual Presentations
- Social Metrics



- Social Analytics & Available Data (Facebook, Twitter, & LinkedIn)
- Mobile Metrics
- Mobile Platform

Assigned Reading:

- *Web Analytics 2.0 – Chapter 9*
- *Web Analytics vs Mobile Analytics: What's the Difference? –*
<http://www.analyticshero.com/2013/07/24/web-analytics-vs-mobile-analytics-whats-the-difference/>

Class 7 – Mid-Term Presentations – Thursday, 7/6

Agenda:

- Mid-Term Group Presentations

Due:

- Final Mid-Term presentation slides

Class 8 – A/B & Multivariate Testing – Thursday, 7/13

Agenda:

- Individual Presentations
- A/B Testing Overview
- A/B Test Examples
- Multivariate Tests
- Tips for Good Tests
- Tool Review: Optimizely

Due:

- Final Assignment Selection

Assigned Reading:

- *Web Analytics 2.0 – Chapter 7*
- *A/B Testing –* <https://www.optimizely.com/ab-testing/>
- *Multivariate Testing –* <https://www.optimizely.com/resources/multivariate-testing/>
- *Comparing a Multivariate Test to an A/B Test –*
<https://www.optimizely.com/resources/multivariate-test-vs-ab-test/>
- *12 Tips To Take Your A/B & Multivariate Testing To The Next Level –*
<http://marketingland.com/12-tips-to-take-your-ab-multivariate-testing-to-the-next-level-50249>

Class 9 – Metric Frameworks & Dashboarding – Thursday, 7/20

Agenda:

- Individual Presentations
- Metrics & Dimensions Review



- Measurement Frameworks
- Dashboards
- Demo – Tableau (again!)
- How to Foster a Data Driven Culture

Assigned Reading:

- *Web Analytics 2.0 – Chapter 10*
- *How to Develop a Measurement Framework that Delivers Business Intelligence – [http://go.market-bridge.com/rs/074-EEH-453/images/Measurement Framework Whitepaper Final.pdf](http://go.market-bridge.com/rs/074-EEH-453/images/Measurement_Framework_Whitepaper_Final.pdf)*

Class 10 – Attribution, ROI, & Creating a Data Driven Culture – Thursday, 7/27

Agenda:

- Individual Presentations
- Discussion of Individual Analysis #2
- Attribution
- Attribution Models
- Marketing ROI
- Creating a Data Driven Culture

Due:

- Individual Assignment #2

Assigned Reading:

- *Web Analytics 2.0 – Chapter 12, Chapter 14*
- *How to Measure the ROI of Marketing Programs – <http://blog.marketo.com/2013/03/how-to-measure-the-roi-of-your-marketing-programs.html>*

Class 11 – Analysis Deep Dives & Google Analytics Deep Dive – Thursday, 8/3

Agenda:

- Individual Presentations
- Web Analysis
- Google Analytics Deep Dive

Due:

- Completion of Google Analytics Academy Videos

Assigned Reading:

- *Web Analytics 2.0 – Chapter 11*
- *Google Analytics Academy: <https://analyticsacademy.withgoogle.com/course/1>*

Class 12 – Bringing it All Together: Case Studies on How Digital Analytics is Used in Corporate America – Thursday, 8/10



Agenda:

- Discussion of Individual Analysis #3
- Digital Analytics Case Studies & Discussion
- Course Wrap-Up
- Review Draft Final Presentations with Instructor

Due:

- Individual Analysis #3

Class 13 – Final Presentations – Thursday, 8/17

Agenda:

- Final Group Presentations
- Course Survey

Due:

- Final Presentation Slides & Write-up

SUGGESTED RESOURCES

I highly encourage you to rely on the resources below to complete assignments and to get hands on experience. Please install or bookmark them. Please note that you are not limited to these below. You are encouraged to try out other tools that may be useful and share them with the class.

Excel Helpful Links

- <http://searchengineland.com/how-to-excel-at-excel-for-sem-applications-part-1-19840/>
- <http://searchengineland.com/how-to-excel-at-excel-for-sem-applications-part-2-20453/>
- <http://searchengineland.com/how-to-excel-at-excel-for-sem-applications-part-3-21435/>
- <http://searchengineland.com/how-to-excel-at-excel-for-sem-applications-part-4-22119/>
- <http://searchengineland.com/how-to-excel-at-excel-for-sem-applications-part-5-master-pivot-tables-22684/>
- <http://searchengineland.com/how-to-excel-at-excel-for-sem-applications-part-6-23642/>

PowerPoint Presentations

<http://www.lifehack.org/articles/technology/10-tips-for-more-effective-powerpoint-presentations.html>

Google Analytics Academy

<https://analyticsacademy.withgoogle.com/explorer>

Lynda.com

[To access Lynda.com with your GUID you need to use this link](#)



(Requires your NETID and password)

Web Sites/Blogs

As technology constantly changes, staying up with current events and advancements is essential. In addition to reading the daily news, these are very good digital/social resources for you to use in deepening your knowledge.

Analytics

Occam's Razor: <http://www.kaushik.net/avinash/>
Analytics Talk: <http://cutroni.com/>
Online Behavior: <http://online-behavior.com>
LunaMetrics: <http://www.lunametrics.com/blog/>

Advertising/Marketing

Advertising Age: <http://www.adage.com>
Ad Exchanger: <http://www.adexchanger.com>
Ad Week: <http://www.adweek.com>
eMarketer: <http://www.emarketer.com>
Mediapost: <http://www.mediapost.com>

Technology

Tech Crunch: <http://www.techcrunch.com/>
Re/code: <http://recode.net/>
Mashable <http://www.mashable.com/>

Social Media

Allfacebook: <http://allfacebook.com>
Inside Facebook: <http://www.insidefacebook.com>
Twitter's Blog: <http://blog.twitter.com>