

# PUR 6934 Measurement & Evaluation

Summer 2018

## Instructor

Cindy Villafranca

[cvillafranca@jou.ufl.edu](mailto:cvillafranca@jou.ufl.edu)

Linked In: <https://www.linkedin.com/in/cindylewisvillafranca>

## Contact

For general questions and comments related to course concepts, assignments, policies and procedures, please post to the General Discussion forum on the course site. For matters more personal in nature (i.e. grades, emergencies), please email me directly.

### Office Hours:

Monday – Thursday from 7pm to 9pm; available by appointment only. To schedule, please contact me via email. I will do my best to respond to you within 24 hours.

### Instructor Bio:

With more than 19 years of professional experience, I began my career in television news as a producer for the CBS affiliate in Tulsa, OK. I left the news business after eight years, and transitioned to the public relations field, where I quickly applied my news experience to internal and external communications, crisis situations, social media, and measurement/analytics. While in the public relations role, I have worked for several large organizations and companies, including Tulsa Community College, the American Heart Association's national headquarters, Balfour Beatty Construction, and Southwest Airlines. I have extensive expertise in the creation and execution of public relations campaigns on a local and national level. I have combined my news expertise with a diplomatic approach to all situations to succeed in driving business growth and recognition through key media placements and other PR tactics.

## Course Website and Login

Your course is Canvas (UF e-Learning). Go to <http://lss.at.ufl.edu>. Click the e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.

Contact UF Helpdesk <http://helpdesk.ufl.edu/> (352) 392-HELP (4357) if you have any trouble with accessing your course.

## Course Description

As a PR professional, it is important to know the value of the work you are doing. Measuring and evaluating communications/PR activities will not only show the impact of your efforts, but should also

highlight how you are supporting the objectives of your business or organization. It can offer “proof” of the benefits of public relations activities, or challenge the value of time-worn practices that no longer provide an organization value. Evaluation is how smart organizations learn, improve, and succeed.

This course will teach you research and evaluation techniques that ensure the right things are being measured and evaluated. You will learn to tell stories with the data, and how to apply methods that influence others or inspire change because of the data. You will learn how to move beyond using data to define success and failure, and instead mine the data for insights that drive outcomes and impact.

You will learn by doing through the use of media monitoring tools, case studies, and data from “real world” events, campaigns, and programs.

## Course Objectives

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

- Describe proper measurement and evaluation techniques that follow industry set standards and principles.
- Identify/evaluate measurement tools that would be most effective to use for research/data mining.
- Effectively develop a measurement plan, including setting targets and measuring the outputs, outtakes, outcomes and impact of their work
- Perform secondary research and analyze big data/advanced data to identify insights that drive outcomes and impact.
- Create measurement reports and dashboards that tell a compelling story and tie to business goals or measurable objectives

## Course Expectations

This is a 12-week course divided into 12 modules. Each of these modules contains a designated series of lectures, readings and videos that lead into that respective week’s discussion topic and assignments.

Throughout the semester, there will be weekly discussion posts, five assignments of varying length/detail, five quizzes and one final presentation/project. All lectures, readings, discussion topics, assignments, reference videos and other instructions are on the course website in Canvas.

You should be prepared to answer questions related to the material, ask questions about issues of interest, AND ask for clarification of concepts introduced during each module when appropriate.

You are expected to complete work on time and participate in class discussions in a professional manner while respecting the instructor and fellow students.

### Ownership Education:

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you

should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

## Required Text

There are no required textbooks for this course. However, there are several free white papers and guiding documents that should be downloaded ([Adobe Acrobat Reader](#) required) and studied each week. Here is a list, with a complete breakdown of the timing for each under the Course Schedule area later in the syllabus:

- [Dictionary of Public Relations Measurement and Research, Third Edition](#) by Don W. Stacks, University of Miami, & Shannon A. Bowen, University of South Carolina; August 2013
- [10 tips for enhancing your PR metrics](#) in 2018 by William Comcowich, Ragan Communications, January 8, 2018
- [Introducing Barcelona Principles 2.0 - Why change was necessary](#) by David Rockland, Ketchum Partner, Immediate Past Chairman, the International Association for Measurement and Evaluation of Communication (AMEC)
- [The Barcelona Principles](#) – Full text and description by Katie Paine Publishing
- [PR Measurement Standards: Do's and Don'ts for PR Practitioners](#) – Coalition for Public Relations Research Standards and the Institute for Public Relations
- [The Principles of PR Management](#) published by Ketchum Global Research & Analytics
- [Guidelines for Setting Measurable Public Relations Objectives: An Update](#) by Forrest W. Anderson, Linda Hadley, David Rockland, Mark Weiner, published by the Institute for Public Relations
- [Outputs or Outcomes? Assessing Public Relations Evaluation Practices In Award-Winning PR Campaigns](#) by Maureen Shriner, Rebecca Swenson, and Nathan Gilkerson published in the Public Relations Journal, Vol. 11, Issue 1, June 2017
- How to Build an Influencer Marketing Program provided by Bitly (PDF will be provided on Canvas)
- [The Difference Between Earned Influence and Paid Promotion](#) – posted on March 13, 2017 by Thomas Stoeckle, Institute for Public Relations
- [Sources and Methods Transparency Table Template](#) by Katie Paine of Paine Publishing
- [Irreversible: The Public Relations Big Data Revolution](#) by Mark Weiner, CEO of PRIME Research and Sarab Kochhar, Ph.D., Director of Research, IPR
- [Big Data vs Little Data](#) by David B Black, Huffington Post, August 23, 2016
- [Why 'Big Data' Means Nothing Without 'Little Data'](#) – by Barnard Marr for *Forbes*
- [Think Small: Why Big Data Isn't For Everyone](#) – by Jeff Hassemer, published in *AdAge*, January 6, 2015
- [The Dangers of Bad Data](#) by Photonic Public Relations
- [The Importance Of Data Quality -- Good, Bad Or Ugly](#) by Hugo Moreno, *Forbes* - June 5, 2017
- [Five Ways to Spot Fake Research](#) by Sarab Kochhar, Institute for Public Relations, August 20, 2017

- How To Write A Fabulous Measurement Report in Four Hours or Less by Katie Paine of Paine Publishing – PDF uploaded to Canvas
- [Designing and Implementing Your Communication’s Dashboard: Lessons Learned](#) by Katie Paine of Paine Publishing
- [Five Steps to the Perfect PR Measurement Dashboard](#) – by Seth Arenstein for PR News Online, April 21, 2017
- [5 Considerations for Setting PR Measurement Benchmarks](#) by James Wright published to PR News Online, November 16, 2016.
- [Benchmarking — Best Practices Leads to Effective Public Relations](#) by Len Stein, HubSpot, August 15, 2013
- [How to Make The Most of Predictive Analytics](#) by Lucy Fisher, Marketing Week, March 17, 2016
- [How to Engage Predictive Analytics in Communications Research](#) by Orin Puniello for PRSA, March 2, 2016

All links will be provided in Canvas.

## Prerequisite knowledge and skills

During this course, you will learn to use research and evaluation techniques to ensure the right data is measured and evaluated. You will take the data and tell a compelling story with it, even use it to influence others or inspire change.

You should have some knowledge of how to conduct rudimentary secondary research, and have a general knowledge of how to develop and execute PR campaigns and/or communications plans. It is also important to have a basic understanding of paid, earned, owned, and shared media types.

Knowledge about setting measurable goals and objectives is helpful, but not required, as this course will cover goal setting as part of the general measurement explainer at the beginning of the course.

## Teaching Philosophy

As a PR Professional, and former television news producer, I am detail-oriented and concise. I would rather over explain a concept or thought than to have someone misinterpret or misunderstand my position or stance. I believe real-world experience or examples and learning by doing is the best way to arm students with skills they need to be competitive in today’s workforce.

## Course Policies

### Attendance Policy:

Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day, Monday – Friday, to check for course updates in the announcements and discussion sections of the site.

### Late Work and Make-up Policy:

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

- Received within 24 hours of due date – 25% deduction
- Received within 48 hours of due date – 50% deduction
- Work will not be accepted more than 48 hours after due date.

**Technical Issues uploading work is not a valid excuse for late submissions.** If you are having technical difficulties with Canvas, you are expected to submit completed work via email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

**Emergency and extenuating circumstances policy:** Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: <https://www.dso.ufl.edu/care/medical-withdrawal-process/> .

**Students MUST inform their academic advisor before dropping a course**, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Coursework Submissions:

All assignments, quizzes, etc. will be submitted electronically through Assignments in Canvas.

### Deadlines:

This class, like others, involves many deadlines. The new lecture starts on Mondays, and these are the accompanying deadlines for the week:

- Discussion posts – Wednesday at 11:59pm EST
- Quizzes – Thursday at 11:59pm EST
- Assignments – Sunday at 11:59pm EST

### Grading:

**All assignment grading will be on 100 point scale.**

Your work will be evaluated according to the following distribution:

- Discussions (12) 15%
- Quizzes (5) 25%
- Assignments (5) 40% total
  - Measurement Framework (15%)
  - Transparency Tables and Methodology (5%)
  - Data Mining (5%)
  - Measurement Report/Dashboard (10%)
  - Future of Measurement essay (5%)
- Final Project 20%

The final grade will be awarded as follows

A	100%	to	92.5%
A-	< 92.5%	to	89.5%
B+	< 89.5%	to	86.5%
B	< 86.5%	to	82.5%
B-	< 82.5%	to	79.5%
C+	< 79.5%	to	76.5%
C	< 76.5%	to	72.5%
C-	< 72.5%	to	69.5%
D+	< 69.5%	to	66.5%
D	< 66.5%	to	62.5%
D-	< 62.5%	to	59.5%
F	< 59.5%	to	0%

Current UF grading policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Course and Assignment Details

### Weekly Lectures:

There is a lecture video for each of the 12 weeks on Canvas. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

As the course progresses, the lectures build upon the knowledge already presented in previous weeks. You are urged to watch the videos on schedule to stay on track with the course material, be able to apply it to assignments and quizzes, and gain the most you can from the course.

### Quiz Details:

Students will take five quizzes on the Canvas site, due on Thursday during weeks 2, 3, 5, 7 and 10 at 11:59pm. The quizzes are designed to test the main ideas covered in the lectures and readings. Quizzes can be taken one time. Grades are automatically posted on Canvas.

### Discussion Posts and Case Study Analysis

Discussion will be an integral part of this course. In addition to reviewing weekly module lectures, readings and videos, you will also be required to participate in weekly discussions in Canvas. At the start

of each week, I will post a question or scenario for you to respond to (after you've completed reviewing the module materials) in at least 250 words.

Discussion topics will vary week-to-week – some may ask you to share feedback or reaction to course material, while others may ask you to respond to a question that requires you apply relevant course learnings. You must review the prompt and respond with thoughts, comments, ideas that provide a meaningful contribution to the discussion. Your response should not be a summary of the material presented or covered in the readings/videos, but rather provide an original response/reaction.

You will not be able to edit your copy once it has been posted so please take time to review and proofread before you officially post.

**Weekly discussion posts are due by 11:59pm on Wednesday.**

Discussion Posts will be awarded 0-100 points according to the following levels of completion:

	<b>Excellent</b>	<b>Good</b>	<b>Unsatisfactory</b>
Content (30%)	Post addresses topic and stimulates further discussion, includes several supporting details and/or examples; is appropriate length	Post is appropriate length but only partially addresses the topic and does not give details or examples	Response does not meet length requirements and does not address topic question
Transfer of Knowledge (30%)	Expertly draws from lectures and other materials to analysis and synthesis the subject matter	Provides sufficient evaluation of lectures and other material to demonstrate reasonable level of analysis and synthesis	Related lectures and outside materials are simply summarized without analysis
Clarity (20%)	Writing is clear and concise and the reader can follow the thoughts/ideas being expressed	Writing is clear, but the reader struggles slightly to follow thoughts and ideas	Writing is not clear, and there is no clear though process
Presentation (20%)	Superior use of grammar, punctuation, and measurement terminology and verbiage	Relatively few errors in grammar, and good use of measurement terminology or verbiage	Simple errors in grammar and punctuation, with no attempt to use measurement terminology or verbiage

**Weekly Assignments:**

There are five weekly assignments due on Sunday on weeks 4, 6, 8, 9, and 11 at 11:59pm. And a final project on Week 12 due by Sunday at 11:59pm.

At the beginning of the semester, the instructor will supply a PR campaign/scenario in that you will use during the entire semester. It is important to familiarize yourself with this campaign early. Various

elements of the campaign will be uploaded/shared as needed to complete assignments. The PR campaign and all the elements associated with it will be housed in Canvas.

All assignments will be assigned 0-100 points according to the levels of completion listed below.

Measurement Framework Analysis

Week 4

To help establish meaningful objectives and prove a measurement framework, you will use the AMEC Integrated Evaluation Framework to analyze the PR campaign provided by the instructor at the beginning of the semester. The framework is a free online tool. Your work can be downloaded from the tool in various forms and submitted through Canvas.

Points will be awarded according to the following levels of completion:

	<b>Excellent</b>	<b>Good</b>	<b>Unsatisfactory</b>
Transfer of Knowledge (25%)	Proficient use of information from lectures and other materials to analysis and synthesis the subject matter	Sufficient use of lecture and other material to demonstrate reasonable level of analysis and synthesis	Related lectures and materials are simply summarized without analysis
Data Analysis (50%)	Accurately analyzes data to 1) create multiple insights that support outcomes and objectives or 2) highlight multiple discrepancies in the data	The data is analyzed, with some insights that support outcomes or objectives.	No insights cited and little analysis of the data provided
Presentation and Writing (25%)	Superior use of measurement terminology and verbiage; content is properly structured and easy to follow	Good use of measurement terminology or verbiage; content is sufficient	Minor attempt to use measurement terminology or verbiage, content does not flow smoothly and is hard to decipher.

Transparency Tables and Methodologies

Week 6

Transparency tables and methodology documents should be a part of every measurement toolbox. You will create a transparency table for the PR campaign supplied by the instructor. You will also outline any methodologies you deem important as part of a measurement strategy you create during this course.

Points will be awarded according to the following levels of completion:

	<b>Excellent</b>	<b>Good</b>	<b>Unsatisfactory</b>
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Transfer of Knowledge (25%)	Proficient use of information from lectures and other materials to analysis and synthesis the subject matter	Sufficient use of lecture and other material to demonstrate reasonable level of analysis and synthesis	Related lectures and materials are simply summarized without analysis
Content Structure (50%)	Organization of content is relevant and thoughtful; content exhibits strong, strategic ties to measurement standards and techniques	Organization of content is not entirely relevant and ties to measurement techniques is loosely structured	Content is not coherent and follows no distinct pattern with no ties to measurement techniques or tools
Presentation and Writing (25%)	Superior use of measurement terminology and verbiage; visually appealing elements	Good use of measurement terminology or verbiage; lacks visual appealing elements	Minor attempt to use measurement terminology or verbiage; no visual elements

### Data Mining

Week 8

The best measurement plans and reports often run into invalid or inflated data. Major errors can and will occur in most data collection processes. You will be responsible for mining data to find any discrepancies, with an expectation to explain the discrepancies and what can be done to alleviate them or neutralize the data.

Points will be awarded according to the following levels of completion:

	<b>Excellent</b>	<b>Good</b>	<b>Unsatisfactory</b>
Transfer of Knowledge (40%)	Proficient use of information from lectures and other materials to analysis and synthesis the subject matter	Sufficient use of lecture and other material to demonstrate reasonable level of analysis and synthesis	Related lectures and materials are simply summarized without analysis
Data Analysis (50%)	Accurately analyzes data to 1) create insights that support objectives or 2) highlight discrepancies in the data	The data is analyzed, but not at a level to draw meaningful insights	No insights or analysis of the data
Presentation and	Superior use of measurement terminology and	Good use of measurement terminology or	Minor attempt to use measurement terminology or

Writing (10%)	verbiage; visually appealing elements	verbiage; lacks visual appealing elements	verbiage; no visual elements
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### [Reports and Dashboards](#)

Week 9 and Week 12 (Final Project)

Measurement reports and dashboards come in all shapes and sizes. This course will cover a few examples of metrics that matter. You will be required to create a measurement report and measurement dashboard that ties data together to tell a compelling story.

Points will be awarded according to the following levels of completion:

	<b>Excellent</b>	<b>Good</b>	<b>Unsatisfactory</b>
Transfer of Knowledge (20%)	Proficient use of information from lectures and other materials to analysis and synthesis the subject matter	Sufficient use of lecture and other material to demonstrate reasonable level of analysis and synthesis	Related lectures and materials are simply summarized without analysis
Data Analysis (30%)	Accurately analyzes data to 1) create insights that support objectives or 2) highlight discrepancies in the data	The data is analyzed, but not at a level to draw meaningful insights	No insights or analysis of the data
Content Structure (40%)	Organization of content is relevant and thoughtful; content exhibits strong, strategic ties to measurement standards and techniques	Organization of content is not entirely relevant and ties to measurement techniques is loosely structured	Content is not coherent and follows no distinct pattern with no ties to measurement techniques or tools
Presentation and Writing (10%)	Superior use of measurement terminology and verbiage; visually appealing elements	Good use of measurement terminology or verbiage; lacks visual appealing elements	Minor attempt to use measurement terminology or verbiage; no visual elements

### [The Future of Communications Measurement essay](#)

Week 11

Communications measurement is evolving at a fast pace. This 400 – 500 word article is a subjective look at the future of Communications Measurement. The purpose is to encourage you to think outside the box, stretch your imaginations, and hypothesize about the future.

Points will be awarded according to the following levels of completion:

	<b>Excellent</b>	<b>Good</b>	<b>Unsatisfactory</b>
Writing (45%)	Superior use of measurement terminology and verbiage	Good use of measurement terminology and verbiage	Minor attempt to use proper measurement terminology and verbiage
Insight and Analysis (55%)	Original or compelling viewpoints are expressed and explanations of beliefs are elaborate	Author makes his/her beliefs clear, but offers no compelling insight or argument into their viewpoints	Beliefs are not clear, and viewpoints lack focus

## University Policies

### University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

### Netiquette: Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### Class Demeanor:

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

### Other Resources:

Other are available at [http://www.distance.ufl.edu/](http://www.distance.ufl.edu/getting-help) getting-help for:

- Counseling and Wellness resources
  - <http://www.counseling.ufl.edu/cwc/> 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at [distancesupport@jou.ufl.edu](mailto:distancesupport@jou.ufl.edu) or visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

### Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

### University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

### Academic Honesty

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

**Plagiarism:** Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

**Cheating:** Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

**Misrepresenting Research Data:** The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

**Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.**

Students are expected to adhere to the University of Florida Code of Conduct

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

## Schedule

### Weekly module dates

Week 1: May 14 – May 20

Week 2: May 21 – May 27

Week 3: May 28 – June 3

Week 4: June 4 – June 10

Week 5: June 11 – June 17

Week 6: June 18 – June 24

Week 7: June 25 – July 1

Week 8: July 2 – July 8

Week 9: July 9 – July 15

Week 10: July 16 – July 22

Week 11: July 23 – July 29

Week 12: July 30 – August 5

## Course Schedule

### [Week One: What is Communications Measurement and Evaluation? Why is it important?](#)

#### Learning Objectives:

- Have a good definition of what measurement and evaluation means in public relations
- Explain how communications/public relations is important to a business's goals and objectives
- Summarize how a good public relations campaign is rooted in research and data analysis

#### Watch:

- Video lecture: *What is Communications Measurement and Evaluation?*

#### Required Readings:

- [Dictionary of Public Relations Measurement and Research, Third Edition](#) by Don W. Stacks, University of Miami, & Shannon A. Bowen, University of South Carolina; August 2013
- [10 tips for enhancing your PR metrics](#) in 2018 by William Comcowich, Ragan Communications, January 8, 2018

#### Assignments:

- Discussion Forum – Introduce yourself to the class, and answer the following questions:
  - What experience (if any) do you have with measurement/analysis?
  - Are there measurement terms you've heard of or are familiar with already? What do you think is missing from the current version of the dictionary? What are they? Where did you hear them?

### [Week Two: Speaking the Language: Measurement Principles and Standards](#)

#### Learning Objectives:

- Know and recall industry set measurement/evaluation standards and principles.
- Define proper measurement terminology

- Explain how to put measurement standards to work for you as a PR professional using various frameworks

#### Watch:

- Video lectures: *Speaking the Language of Principles and Standards* (Part 1 and Part 2)

#### Required Readings:

- [Introducing Barcelona Principles 2.0 - Why change was necessary](#) by David Rockland, Ketchum Partner, Immediate Past Chairman, the International Association for Measurement and Evaluation of Communication (AMEC)
- [The Barcelona Principles](#) – Full text and description by Katie Paine Publishing
- [PR Measurement Standards: Do's and Don'ts for PR Practitioners](#) – Coalition for Public Relations Research Standards and the Institute for Public Relations
- [The Principles of PR Management](#) published by Ketchum Global Research & Analytics

#### Assignments:

- Discussion Forum :
  - What do you think about the Barcelona Principles? Do you agree with the updates made from version one to version two? What changes could see in a third version of the principles?
  - Principle Five is a much-debated topic. Here are a couple of articles about AVEs. What do you think about AVEs?
    - <https://www.forbes.com/sites/robertwynne/2016/02/01/explaining-the-barcelona-principles/#1405f0d45fae>
    - <https://www.linkedin.com/pulse/prs-lovehate-relationship-aves-mark-weiner>
- Quiz on terminology and standards
- A PR campaign will be available for download from Canvas; start to familiarize yourself with the campaign topic and elements as this campaign (and future elements) will be the basis for several of the upcoming course assignments.

### [Week Three: Establishing Measurable Objectives; Defining Outputs, Outtakes, Outcomes, and Impact](#)

#### Learning Objectives:

- Summarize why measurable objectives are important in PR campaigns
- Identify the components of good measurable objectives
- Explain how to set proper objectives by making them meaningful, reasonable, and quantifiable

#### Watch:

- Video lecture: *Establishing Measurable Objectives*

#### Required Readings:

- [Guidelines for Setting Measurable Public Relations Objectives: An Update](#) by Forrest W. Anderson, Linda Hadley, David Rockland, Mark Weiner, published by the Institute for Public Relations
- [Outputs or Outcomes? Assessing Public Relations Evaluation Practices In Award-Winning PR Campaigns](#) by Maureen Shriner, Rebecca Swenson, and Nathan Gilkerson published in the Public Relations Journal, Vol. 11, Issue 1, June 2017

#### Assignments:

- Discussion Forum :
  - What interested you the most in the Guidelines document?
  - Outcomes and impact can be harder to quantify than outputs and outtakes, which is cited in the Public Relations Journal research. Why do you think that is?
- Quiz on measurable objectives

### Week Four: Metrics That Matter

#### Learning Objectives:

- Identify the proper metrics that provide value to a measurement report or campaign evaluation while also supporting business goals and objectives
- Show PR/communications impact by planning and measuring in an integrated way

#### Watch:

- Video Lecture: *Metrics That Matter*
- Video: [AMEC Integrated Framework Video Tutorial](#)

#### Required Readings:

- Association for the Measurement and Evaluation of Communications (AMEC) [Integrated Evaluation Framework](#) with a focus on content found on the Home and Framework navigation tabs.
- Framework Evaluation Case Studies
  - [BHS Blood and Transplant Missing Type Campaign](#)
  - [Stroke Association – Stroke Month Campaign](#)
  - [Stoner Sloth Campaign](#)

#### Assignments:

- Using the PR campaign provided by the instructor (available for download on Canvas) populate the AMEC Integrated Evaluation Framework found on the AMEC website. Fill out the framework using details from the PR campaign provided. Download a copy of your framework from the website, and submit what you created through Canvas.
- Use the discussion forum this week to analyze your experience with the framework. Do the campaign objectives align to the framework? Could you easily identify outputs, outtakes, outcomes and impact? If not – why?

### [Week Five: Can You Really Measure It All? A Look at the Media Landscape: Traditional, Social, Paid, Influencer, and More](#)

#### Learning Objectives:

- Describe the difference in various Communications metrics related to today's media landscape
- Identify the proper metrics associated with each media type and how to properly report them

#### Watch:

- Video Lecture: *Can You Really Measure It All?* (Part 1 and Part 2)

#### Required Readings:

- How to Build an Influencer Marketing Program provided by Bitly (PDF)
- [The Difference Between Earned Influence and Paid Promotion](#) – posted on March 13, 2017 by Thomas Stoeckle, Institute for Public Relations

#### Assignments:

- Discussion Forum :
  - What do you think is the hardest media type to measure and why?
- Quiz on measurement of various media types

### [Week Six: Your Measurement Toolbox](#)

#### Learning Objectives:

- Identify the capabilities of various measurement tools and platforms
- Comprehend the vast landscape of measurement tools and summarize their capabilities
- Compose a transparency table and methodology document

#### Watch:

- Video Lecture: *Your Measurement Toolbox*

#### Required Readings:

- [Sources and Methods Transparency Table Template](#) by Katie Paine of Paine Publishing
- Other transparency table examples uploaded in Canvas

#### Assignments:

- Discussion Forum:

- What other tools are there for communications measurement? Is there one not mentioned here that you've used?
- Build your own transparency table (using PPT, PDF or Word) using details and data from the PR campaign assigned by the instructor. Identify the methodologies you could or would use to measure/evaluate the PR campaign supplied for the class, and submit them in the format you prefer.

## Week Seven: Big Data, Little Data

### Learning Objectives:

- Define the different between big data and little data
- Compare big data and little data and describe the impact of data in PR/Communications and in everyday life

### Watch:

- Video Lecture: *Big Data, Little Data*

### Required Readings:

- [Irreversible: The Public Relations Big Data Revolution](#) by Mark Weiner, CEO of PRIME Research and Sarab Kochhar, Ph.D., Director of Research, IPR
- [Big Data vs Little Data](#) by David B Black, Huffington Post, August 23, 2016
- [Why 'Big Data' Means Nothing Without 'Little Data'](#) – by Barnard Marr for *Forbes*
- [Think Small: Why Big Data Isn't For Everyone](#) – by Jeff Hassemer, published in *AdAge*, January 6, 2015

### Assignments:

- Discussion Forum:
  - Of the three case studies presented in the Big Data whitepaper, which one did you find most insightful, and why?
  - A good example of big data versus little data is [this article by David B. Black at the Huffington Post](#). He cites an example of where he encountered little data. What are some examples of big data/little data that you experience in your every day?
- Quiz on identifying and using big data and little data

## Week Eight: Invalid and Inflated Data

### Learning Objectives:

- Analyze data for errors and trends; identify “fake” research
- Use coding and data mining techniques

### Watch:

- Video Lecture: *Invalid and Inflated Data*

### Required Readings:

- [The Dangers of Bad Data](#) by Photonic Public Relations

- [The Importance Of Data Quality -- Good, Bad Or Ugly](#) by Hugo Moreno, *Forbes* - June 5, 2017
- [Five Ways to Spot Fake Research](#) by Sarab Kochhar, Institute for Public Relations, August 20, 2017

#### Assignments:

- Discussion Forum:
  - Would you prefer to build an analysis based on too much data or not enough data? Why?
- Instructor to supply a file of data based on the PR campaign assigned to the class. Student to mine the data and identify any invalid or inflated data in the existing report/data set. How can you fix it? Or what should you do with the bad data. Submit the data file with the bad data highlighted or called out; and submit a corresponding one page document explaining how you found the bad data, and what you did (or could do) to correct it.

### [Week Nine: Tying All Your Data Together To Tell a Story or Drive Change](#)

#### Learning Objectives:

- Outline how Communications measurement metrics can tie together to tell a compelling story
- Prepare a measurement report and/or dashboard

#### Watch:

- Lecture Video: *Tying Your Data Together*

#### Required Readings:

- How To Write A Fabulous Measurement Report in Four Hours or Less by Katie Paine of Paine Publishing – PDF uploaded to Canvas
- [Designing and Implementing Your Communication's Dashboard: Lessons Learned](#) by Katie Paine of Paine Publishing
- [Five Steps to the Perfect PR Measurement Dashboard](#) – by Seth Arenstein for PR News Online, April 21, 2017

#### Assignments:

- Discussion Forum:
  - There are several key steps in compiling a measurement report or creating a measurement dashboard. They are all important, but which step do you think is MOST important and LEAST important, and why?
- Create a short measurement report using the PR campaign results provided by the instructor. Be sure to include metrics for all tactics and channels utilized.
- Create a mockup of a measurement dashboard for a business or organization of your choice. Be sure the items on your dashboard are as closely related to the business as possible.

### [Week Ten: Benchmarking and Defining Success](#)

#### Learning Objectives:

- Identify the elements of valid benchmarks

- Evaluate benchmarks and make changes where appropriate

Watch:

- Lecture Video: *Benchmarking*

Required Readings:

- [5 Considerations for Setting PR Measurement Benchmarks](#) by James Wright published to PR News Online, November 16, 2016.
- [Benchmarking — Best Practices Leads to Effective Public Relations](#) by Len Stein, HubSpot, August 15, 2013

Assignments:

- Discussion Forum:
  - What benchmarks would you need to have to determine if the PR campaign supplied at the beginning of the class was successful?
- Quiz on invalid/inflated data and benchmarking

## Week Eleven: The Future of Communications Measurement

Learning Objectives:

- Recognize the basics of predictive analytics and modeling as it relates to communications measurement
- Evaluate the changing world of Communications and analyze what that means for the future of measurement

Watch:

- Lecture Video: *The Future of Communications Measurement*

Required Readings:

- [How to Make The Most of Predictive Analytics](#) by Lucy Fisher, Marketing Week, March 17, 2016
- [How to Engage Predictive Analytics in Communications Research](#) by Orin Puniello for PRSA, March 2, 2016

Assignments:

- Forum Discussion:
  - We are exposed to predictive analytics every day. Discuss 2 to 3 things in your daily life that are a result of predictive analytics.
- Do some secondary research about predictive analytics and future trends in Communications/PR. Write a 300 – 500 word article about where you see the future of Communications/PR and the path for Communications measurement in three to five years.

## Week Twelve: Class Recap and Key Takeaways

### Learning Objectives:

- Evaluate the progress toward the overall course learning objectives, including, but not limited to:
  - Summarize and describe key elements of Communications measurement and evaluation
  - Identify and evaluate various measurement tools
  - Develop a complete, comprehensive measurement plan
  - Analyze data of all sizes to identify insights that drive outcomes and impact
  - Tie measurement to business goals and objectives

### Watch:

- Lecture Video: *Key Takeaways*

### Required Readings:

- None

### Assignments:

- Discussion Forum:
  - Using the class PR campaign, compare and contrast where your campaign started and where it is today. What key learnings from the class did you apply to the campaign? What were your biggest “aha” moments?
- FINAL PROJECT: Using the supplied PR campaign, create a comprehensive measurement report. Your report can be in PPT, PDF, or Word, but should be multiple pages and include text, images, graphs, and charts. Be sure it includes the following elements (this list is not all inclusive, you may have more):
  - Measurable goals and ties to business objectives
  - Progress to goals
  - Key insights or takeaways
  - Key metrics (internal and external for various media types)
  - Comparisons
  - Transparency Table and methodologies