

SOCIAL MEDIA METRICS & EVALUATION

COURSE Number: MMC 6727, Spring 2016

Credits: 03

Meeting time: Weekly recorded lectures via Canvas; supplemental live lectures

Office Hours: There are no official Office Hours but students can reach the instructor as needed by email or phone

INSTRUCTOR: Allie Cass

acass@jou.ufl.edu

Phone: 770.548.8010

Course Website: <http://lss.at.ufl.edu>

COURSE COMMUNICATIONS: If you have questions on course content or assignments, please use the Discussions Forum in Canvas or email directly (acass@jou.ufl.edu). If you think your question could be helpful for other students as well, please use the Discussion Forum – ‘General Course Questions’ so that everyone can see your question and my answer.

You may contact me at any time with questions via any of the means listed above. Your success in this class will be determined by the amount of effort that you put into it. If you are unsure about something or would like to better understand a topic or assignment, reaching out is always the best idea.

REQUIRED TEXT: While there is no required textbook that students must purchase, there will be links to online articles or eBook downloads that students must read to successfully complete assignments. Additionally, the required text may be a link to an online video; it will be your responsibility to follow the course schedule to be prepared for each week.

REQUIRED EQUIPMENT: Students must have access to Microsoft Excel and PowerPoint to complete assignments throughout the course.

ADDITIONAL RESOURCES: Supplemental Lynda videos will be used at certain points throughout the course to aid students in statistical analysis and Excel functionality. Links to these videos are included in the course outline found at the end of this syllabus.

COURSE DESCRIPTION: The course will be broken out into 4 quarters with each three-week period focusing on different objectives. Throughout the course, you will be empowered to work first-hand with native social media data. You will develop skills to

assist you in assembling an analytics report that will be delivered to the class as if it were doing a real-life presentation to managers and business executives. In addition, we will practice report delivery at different points in the course so that you are able to gain confidence in speaking and answering questions about social analytics.

PREREQUISITE KNOWLEDGE AND EXPECTATIONS: Students must have a working knowledge of Microsoft Excel and familiarity with statistical analysis in order to be successful in this course. If students need to brush up on these skills, it is recommended they watch the supplemental Lynda videos provided during week 1. If you still do not feel confident working with Excel, reach out to the instructor for additional help.

Additionally, students should have a basic understanding of social media marketing and how businesses are using Facebook and Twitter. It is recommended you start following brands on both Facebook and Twitter to see first-hand how businesses engage their audiences on social.

Students must also watch all class lectures and supplemental videos and complete all assignments in a timely manner.

PURPOSE OF COURSE: This course was developed to help you a.) understand the need and importance behind social media analytics and b.) to teach you how to leverage the data made natively available by Facebook and Twitter to evaluate social marketing campaigns. ¾ of this course will be spent working first-hand with data in Excel. After working with the data, you will learn how to identify key data points, create charts and graphs to visualize your analysis, glean insights and make actionable recommendations based on those insights. You will then learn how to put together a robust deliverable that highlights key findings from your analysis and provides sufficient detail for stakeholders to gain a thorough understanding of social performance.

COURSE GOALS AND/OR OBJECTIVES: At the end of this course, you will be able to confidently analyze social media data to identify trends and opportunities for success. You will be able to choose the right tools to answer the right questions. You will be able to analyze data, develop meaningful insights and provide actionable recommendations based on this analysis. These insights and recommendations will be based on goals and objectives of a particular social media strategy and will help to guide business decisions impacting said social media strategy. Finally, you will be able to communicate these recommendations and analyses in both written, and oral, form.

It takes a lot of practice working with social data to become comfortable talking about it to business colleagues. This course will provide you with the hands on practice needed

to develop a competency of working with native social network analytics (Facebook & Twitter) and repurposing it into a high-level presentation.

TEACHING PHILOSOPHY: Social media analysis is not a skill learned overnight. It takes plenty of practice working with the data and through trial and error, you will learn how to best visualize your analysis and deliver to your designated audience. There will be times when the data does not make sense, or you incorrectly format cells in Excel and it will be frustrating. In order to be successful in this course, you must approach this class with determination. I encourage you to constantly question the data and talk out loud as you manipulate the data in Excel. Once you complete an assignment correctly, I encourage you to start fresh with the data and try again to make sure you have gained a solid understanding of how to work with the data and didn't just stumble upon the correct answer. Practice really does make perfect in social analytics.

COURSE POLICIES:

ATTENDANCE POLICY: Students are expected to watch lectures and supplemental videos, complete required readings, quizzes and assignments accordingly. Your attendance in this class is participation in coursework.

MAKE-UP POLICY: Assignments and projects are due at the date and time specified. Technical issues are not an excuse for late work. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:

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

There will be penalties for late work (the points below denote the amount of points subtracted from assignments):

Discussion Posts (worth 25 points)

- Less than an hour late: 5 points
- More than hour late but less than 24 hours late: 10 points
- More than 24 hours late: NOT ACCEPTED

Peer Reactions (worth 10 points)

- Less than an hour late: 2 points
- More than hour late but less than 24 hours late: 5 points
- More than 24 hours late but less than 48 hours late: 8 points
- More than 48 hours late: NOT ACCEPTED

Quizzes (worth 15 points)

- Less than an hour late: 2 points
- More than hour late but less than 24 hours late: 5 points
- More than 24 hours late but less than 48 hours late: 8 points
- More than 48 hours late: NOT ACCEPTED

Assignments that are worth 25 points (other than Discussion Posts)

- Less than an hour late: 5 points
- More than hour late but less than 24 hours late: 7 points
- More than 24 hours late but less than 48 hours late: 10 points
- More than 48 hours late but less than a week late: 15 points
- More than a week late: 20 points or not accepted at all

Assignments that are worth 50 points

- Less than an hour late: 5 points
- More than hour late but less than 24 hours late: 7 points
- More than 24 hours late but less than 48 hours late: 10 points
- More than 48 hours late but less than a week late: 15 points
- More than a week late: 20 points or not accepted at all

The Final Assignment, which is worth 100 points, will not be accepted after the due date.

GRADING POLICY: General University policies regarding grading are found at:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

ASSIGNMENT POLICY: To submit assignments throughout this course, you will either use the Discussions, Quizzes, or Assignments section of Canvas.

Due dates and detailed instructions for assignments can be found in the course schedule at the end of this syllabus and in Canvas.

Discussion Posts: For some assignments, students will be required to submit **300-600 word discussion posts** around specific topics throughout the course. These assignments can be found in the Discussions section of Canvas. When students create new Discussions, they will be required to name their Discussion with their first and last name and any other details that help the instructor or other students discern what they are reading (e.g. the assignment number, etc.).

Peer Reactions: There are certain weeks of the course that require peer reactions. Once these assignments have been submitted in Canvas, you will choose **ONE** of your

classmate's assignments and provide a reaction by responding to their post via the reply function. Your reaction should be **at least 100-150 words** and provide **meaningful insight and contribute to the assignment**. This may require you to do some additional research. Simply commenting and complementing your classmate is not sufficient and points will be subtracted if you do not contribute your own insights. Think of this response as an opportunity to start a dialogue with your classmates around an interesting topic.

At the top of your reply, please write "OFFICIAL SUBMISSION" so that I know that that particular reply is the one that you want to be graded. If do not include this, I will assume that it is simply a conversational post to engage with one your classmates and not the one that you want to be graded. Please try and reply to one of your classmate's submissions that does not yet have a reply. While it is not mandatory that you do so, it does help the learning process if everyone can receive equal engagement. However, if there are students who complete their assignments late, this becomes impossible. So, please make every effort to complete your assignments on time so that everyone has an equal chance to interact and learn from each other.

Even though you will only receive credit for your **ONE** Peer Reaction, you are encouraged to reply and engage with all of your classmates via these assignments. This is a wonderful opportunity for you to learn from each other and glean insight in a way you might not otherwise be able to. The students who take the time to explore other students' submissions always learn the most and are most satisfied with their skill set at the of the course. Assignments that require Peer Reactions **MUST** be submitted to Canvas on time. Please be considerate to your classmates because your delay could cause difficulties for their reactions.

Quizzes: Quizzes will be taken in Canvas and will either be multiple choice or fill in the blank. They are worth anywhere from 10-20 points and will be graded for accuracy.

Assignments that are not Discussion Posts: Most assignments will include the submission of a completed Excel file as well as a **300-600 word analytical evaluation** of the data. The Excel file will be graded for completion as well as accuracy. Because certain data points are dependent upon others, having one wrong answer can tamper the entire data set. In certain circumstances, the instructor will allow for resubmissions to ensure students understand how to work with the required data. ***The accompanying analysis must include meaningful and thoughtful insights and go beyond stating the obvious. Question the data points and challenge yourself to answer the question 'why you see what you do in the data set*** (i.e. Why did Fans added spike this day? Why did these points receive little engagement? Why did this post receive such high reach? Etc.).

All Assignments, Quizzes, Discussion Posts and Peer Reactions are due by 11: 30 PM EST on the day that they are due. Due dates can be found within the course schedule of the syllabus and in Canvas.

UF 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.

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>.

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [Describe what is expected and what will occur as a result of improper behavior]
<http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

GETTING HELP:

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

** 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.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- 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 visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

GRADING POLICIES:

Assignment Outline:

Key: Assignments; Discussion Post; Quiz;

WEEK NUMBER	ASSIGNMENT NUMBER	ASSIGNMENT NAME & CANVAS TYPE	POINTS	DUE DATE
1 1/5-1/10	1	GETTING TO KNOW YOU (ASSIGNMENTS)	5 POINTS	THU, 1/7, 11:30 PM EST
	2	GETTING TO KNOW YOUR CLIENT (DISCUSSION POST)	20 POINTS	FRI, 1/8, 11:30 PM EST
	3	GETTING TO KNOW YOUR CLIENT – PEER REACTION (DISCUSSION POST)	10 POINTS	SUN, 1/10, 11:30 PM EST
2 1/11-1/17	4	COMPREHENSION QUIZ 1: THE METRICS (QUIZ)	20 POINTS	THU, 1/14, 11:30 PM EST

	5	METRICS OVERVIEW (ASSIGNMENTS)	20 POINTS	SAT, 1/16, 11:30 PM EST
3 1/18-1/24	6	COMPREHENSION QUIZ 2: LYNDA VIDEOS (QUIZ)	10 POINTS	THU, 1/21, 11:30 PM EST
	7	DEFINING SUCCESS (DISCUSSION POST)	20 POINTS	SAT, 1/23, 11:30 PM EST
4 1/25-1/31	8	FACEBOOK PAGE-LEVEL INSIGHTS (ASSIGNMENTS – EXCEL)	25 POINTS	SAT, 1/30, 11:30 PM EST
5 2/1-2/7	9	FACEBOOK POST-LEVEL INSIGHTS (ASSIGNMENTS – EXCEL)	25 POINTS	SAT, 2/6, 11:30 PM EST
6 2/8-14	10	TWITTER & INSTAGRAM ANALYTICS (ASSIGNMENTS – EXCEL)	25 POINTS	SAT, 2/13, 11:30 PM EST
7 2/15-2/21	11	FACEBOOK TEMPLATE (ASSIGNMENTS – EXCEL)	60 POINTS	FRI, 2/19, 11:30 PM EST
	12	TWITTER & INSTAGRAM TEMPLATE (ASSIGNMENTS – EXCEL)	95 POINTS	FRI, 2/19, 11:30 PM EST

	13	COMPREHENSION QUIZ 3: THE DATA (QUIZ)	20 POINTS	SUN, 2/20, 11:30 PM EST
8 2/22-2/28	14	DRAWING INSIGHTS (DISCUSSION POST)	20 POINTS	THU, 2/25, 11:30 PM EST
	15	DRAWING INSIGHTS – PEER REACTION (DISCUSSION POST)	10 POINTS	SUN, 2/28, 11:30 PM EST
9 2/29-3/6	16	ACTIONABLE RECOMMENDATIONS & SUPPORTING/ANALOGOUS DATA (DISCUSSION POST)	20 POINTS	SAT, 3/5, 11:30 PM EST
10 3/7-3/13	17	PRACTICE MAKES PERFECT (DISCUSSION POST)	20 POINTS	SAT, 3/11, 11:30 PM EST
11 3/14-3/20	18	FINAL PRESENTATION OUTLINE (ASSIGNMENTS)	10 POINTS	THUR, 3/17, 11:30 PM EST
12 3/21-3/27	19	FINAL PRESENTATION (POWERPOINT SUBMISSION VIA ASSIGNMENTS & VIDEO SUBMISSION VIA DISCUSSION POST)	105 POINTS	FRI, 3/25, 11:30 PM EST

	20	FINAL PRESENTATION – PEER REACTION (DISCUSSION POST)	10 POINTS	SUN, 3/27, 11:30 PM EST
20 TOTAL ASSIGNMENTS			550 POINTS	

GRADING SCALE: *Grades will be determined as follows:*

A	509-550 points	93-100%	C	399-420 points	73-76%
A-	493-508 points	90-92%	C-	383-398 points	70-72%
B+	476-492 points	87-89%	D+	366-382 points	67-69%
B	454-475 points	83-86%	D	328-365 points	60-66%
B-	438-453 points	80-82%	D-	300-327 points	55-59%
C+	421-437 points	77-79%	E	0-299 points	0-54%

GRADING RUBRICS:

- **Peer Reactions (worth 10 points each)**
 - There are 3 peer reactions each worth 10 points. They must be 100-150 words. They will be graded as follows:
 - **10 points:** Completed task fully and on time, provided meaningful insight and added to classmate’s assignment
 - **8 points:** Completed task fully and on time, provided meaningful insight and added to classmate’s assignment, but DID NOT fulfill length requirement.
 - **5 points:** Reaction was posted on time, fulfilled length requirement, but only provided minimal insight.
 - **2 points:** Reaction was posted on time, but only provided minimal insight and did not fulfill the length requirement.
- **Quizzes (worth 10-20 points each)**
 - There are 3 quizzes each worth 10-20 points. These quizzes are graded for accuracy and each correct answer will earn 1 point.
- **Discussion Posts (worth 20 points each)**
 - There are 5 Discussion Posts each worth 20 points. They must be between 300-600 words. They will be graded as follows:

- **20 points:** Assignment submitted on time, fulfilled all of the requirements, computed data is accurate and provided meaningful, thoughtful analysis or response.
 - **17 points:** Assignment submitted on time, fulfilled the majority of the requirements, the majority of computed data is accurate and provided meaningful, thoughtful analysis or response
 - **12.5 points:** Assignment submitted on time, fulfilled most of the requirements, most the computed data is accurate and provided some meaningful, thoughtful analysis or response.
 - **10 points:** Assignment submitted on time, fulfilled some of the requirements, some of the computed data is accurate, and provided some meaningful, thoughtful analysis or response.
- **Assignments worth 25 points**
 - Assignments 8, 9 & 10 worth 25 points
 - Each chart is worth 1 point for up to 10 points and the written analysis is worth 15 points.
 - The 15 points will be awarded based on length requirements and level of analytical complexity and thoughtfulness.
- **Assignments worth 60 or more points**
 - You have 2 assignments worth 60 or more points: Assignments 11 & 12.
 - Each cell that you must fill out is worth .5 points. You will earn .5 points for each correct answer.
- **Final Presentation Outline (worth 10 points)**
 - The Final Presentation Outline is graded on completion. You must include each required component of the Final Presentation in the outline (see below for list of requirements).
- **Final Presentation (worth 105 points)**
 - The Final Presentation must include the following:
 - PowerPoint presentation of 10-20 slides
 - Link to recording of actual report delivery (submit in Discussion post section)
 - Must include title, agenda, key takeaways and closing slides
 - Must verbalize at beginning the intended audience for the report
 - Must include fan analysis, visibility analysis, engagement analysis and post analysis
 - You set the time period (monthly, quarterly, entire year, etc.)
 - Must include meaningful insights with quantifiable data points and actionable recommendations

- Must support recommendations with analogous data and cite source in presentation
- **Meeting above requirements will award you 25 points for this assignment.**
- **The remaining points are awarded as follows:**
 - **80 points:** *Analysis is good/excellent and clearly identified meaningful insights. Good quality recommendations proposed based on insights presented. Supported recommendations with quantifiable data points and analogous data. Referenced outside content when appropriate. Writing and/or presentation is straightforward, understandable and avoids most grammar or spelling errors.*
 - **70 points:** *Analysis is good/excellent and clearly identified meaningful insights, however, recommendation quality was poor and not supported. Writing and/or presentation is straightforward, understandable and avoids most grammar or spelling errors.*
 - **60 points:** *Analysis is poor and it is evident a deeper level of research was not applied. Quality of recommendations was good and cited. Writing is straightforward, understandable and avoids most grammar or spelling errors.*
 - **50 points or below:** *Analysis is poor and it is evident a deeper level of research was not applied. Poor quality recommendations and sources were not cited. Writing is straightforward, understandable and avoids most grammar or spelling errors.*
 - **40 points:** *Analysis is poor and it is evident a deeper level of research was not applied. Sources are not cited or outside sources are not even leveraged. Poor quality recommendations and sources were not cited. Writing quality is poor and difficult to read.*

COURSE SCHEDULE:

INTRODUCTION TO THE COURSE

- **WATCH:** Intro Video: “Getting Started with MMC 6727”
 - Get to know your instructor
 - Review course goals, objectives, and requirements
 - Learn how to succeed in the class
- **COMPLETE: ASSIGNMENT 1** – “Getting to Know You”

QUARTER 1: INTRO TO SOCIAL ANALYTICS (WEEK 1-3)

Week 1: 1/5/15

Introduction to Social Media Metrics and Evaluation

WATCH:

- Lecture 1: “Introduction to Social Media Metrics and Evaluation”
 - What is it and why is it important?
 - What makes social media measurement different?
 - Owned versus earned analytics
 - Owned: Facebook and Twitter
 - Earned: What is social listening?
 - How to adjust for change
 - Analytical reporting examples
 - The Final Project: your client and end of course deliverable
- What is Analytics? https://www.youtube.com/watch?v=Gm-HbTvKw_0

READ:

- The Evolution of Social Media <http://blog.hubspot.com/marketing/social-media-history>
- Measure Social Media Like a Pro (eBook download in Canvas)
 - *Be mindful that this eBook/white paper is provided by a company that offers its own independent analytics tool. While leveraging third-party vendors such as Social Bakers is very beneficial, businesses do not always have a budget allocated for social and cannot license these types of tools. We will be working with the data provided natively from Facebook and Twitter and will learn how to manipulate it on our own in order to effectively evaluate*

the UF College of Journalism and Communications' social media efforts.

- Social ROI
 - The Struggle To Prove <http://www.emarketer.com/Article/Do-Marketers-Rely-on-Instinct-Over-ROI/1012098>
 - Tips for Maximizing <http://www.socialmediaworks.com/news-tools-tips/social-media-return-on-investment/>
- What is Social Listening?
<http://www.forbes.com/sites/danielnewman/2014/08/26/social-listening-enables-social-business/>
- The 15-minute Social Media Audit Everyone Can Do
<https://blog.bufferapp.com/social-media-audit>

COMPLETE:

- **ASSIGNMENT 2: Getting to Know Your Client – Discussion Post**
 - Because we will be working with the UF College of Journalism and Communications' (UF CJC) social data, I want you to begin to familiarize yourself with their social properties. Like the page on [Facebook](#) and follow them on [Twitter](#) and [Instagram](#). Spend time on each property to gain an understanding of who they are and how they represent themselves on social.
 - Once you have done your research, submit a 300-600 word discussion post that analyzes UF CJC's current social state and talk about what would be important for them to track and why. Some questions to ask to get you started include: What types of content are they posting? How often do they publish to Facebook v. Twitter? Do they engage with their Fans and Followers? Look up a competing Journalism school and compare your UF findings to what this school is doing. Are there any insights to be gleaned? Is the competing school generating more engagement on their social properties? Keep in mind, we will share our analysis with the people who actually run these accounts for the CJC.
- **ASSIGNMENT 3: Getting to Know Your Client – Peer Reaction**
 - Assignment 2 will be uploaded to the Discussions section of Canvas. Once everyone has submitted their assignment, choose ONE of your classmate's assignments and provide a reaction by responding to their post via the reply feature. Your reaction should be at least 100-150 words and provide meaningful insight

and contribute to the assignment. Remember to include the words “OFFICIAL RESPONSE” in your reply.

- **Additional Help:** If you are not comfortable working in Excel, the following Lynda course has several short videos that cover an array of functionalities. I encourage you to watch these or reference them as we move through the course because it will help you visualize your data later on. <http://www.lynda.com/Excel-tutorials/Excel-2010-Essential-Training/61219-2.html?org=ufl.edu>

Week 2: 1/11/15

Metrics Overview

WATCH:

- Lecture 2: Video 1 – “The Metrics”
 - General Overview
 - Facebook Metrics
 - Page-level vs. post-level
 - Unique vs. non-unique
 - Public vs. private
- Facebook Metrics Demo Video
- Lecture 2: Video 2 – “The Metrics”
 - Twitter Metrics
 - Public vs. private
 - Clicks
- Twitter Metrics Demo Video
- Lecture 2: Video 3 – “The Metrics”
 - Instagram Analytics
 - Public vs. private
 - Reach vs. Impressions
 - Clicks
 - Additional & Emerging Networks

READ:

- A Marketer’s Guide to Facebook Metrics (eBook download in Canvas)
- The Complete Guide to Twitter Analytics (eBook download in Canvas)
- The Complete Guide to Facebook Analytics (eBook download in Canvas)
- Emerging Networks 101:

- Snapchat Article 1
<http://blogs.imediaconnection.com/blog/2014/09/08/measuring-success-on-snapchat/>
- Snapchat Article 2 <http://www.socialmediaexaminer.com/5-ways-to-use-snapchat-for-business/>
- Meerkat Article 1 <http://techcrunch.com/2015/03/01/meerkat/>
- Meerkate Article 2 <http://www.ibtimes.com/no-meerkat-isnt-dead-its-actually-innovating-faster-periscope-2138470>
- Periscope Article 1 <http://techcrunch.com/2015/03/13/how-periscope-works/>
- Periscope Article 2 <http://www.americanpressinstitute.org/need-to-know/offbeat/why-periscope-prioritizes-its-time-watched-metric-over-its-daily-active-users-as-a-measure-of-success/>

COMPLETE:

- **ASSIGNMENT 4: Comprehension Quiz 1 – The Metrics**
 - Log in to Canvas and complete Quiz 1: The Metrics (you may reference course materials, specifically the eBooks from this week’s required readings)
- **DOWNLOAD:** Download the “Metrics Overview” file from Canvas Week 2 Page and spend time scrolling through the data. Memorize the definitions for the metrics as you will need to reference them throughout the remainder of the course. You will need to leverage this file to complete assignment 5.
- **ASSIGNMENT 5: Metrics Overview**
 - Submit requested charts/graphs in the Assignments section of Canvas. Instructions for which graph/charts to submit are included in the Canvas assignment. You will use the downloaded ‘Metrics Overview’ file to find all data points. Each graph/chart is worth 2 points.

Week 3: 1/18/15
Defining Success

WATCH

- Lecture 3: “Defining Success”
 - What matters most to your business
 - Goals & Objectives
 - How do they differ
 - Examples
 - Key Performance Indicators (KPIs)
 - Presenting your story: Audience Profiles
 - The Executive
 - The Director
 - The Manager
 - The Specialist

- Lynda Tutorial ONE: Web Analytics Fundamentals
<http://www.lynda.com/Business-Data-Analysis-tutorials/Web-Analytics-Fundamentals/123562-2.html?org=ufl.edu>
 - Watch the following sections:
 - Part 1. Intro: The Fear of Analytics (12 minutes)
 - Part 3. The Problem of Numbers (24 minutes)
 - Part 6. Everything is Measurable > The Value of Social Media (5 minutes)
 - Part 7. Creating Valuable Reports (28 minutes)
 - skip 'Replacing Ranking Reports'
 - ***When the speaker makes mention of website, consider a social site such as Facebook and Twitter and what the user’s experience would be like on these sites instead. The concept is still applicable to social.*

- Lynda Tutorial TWO: Online Marketing Fundamentals
<http://www.lynda.com/Analytics-tutorials/Online-Marketing-Fundamentals/188429-2.html?org=ufl.edu>
 - Section 4. Foundation of Analytics (26 minutes)

READ

- Measuring Your Social Media Success
<http://www.idealware.org/articles/measuring-your-social-media-success>

- Understanding Goals, Strategy, Objectives And Tactics in the Age of Social
<http://www.forbes.com/sites/mikalbelicove/2013/09/27/understanding-goals-strategies-objectives-and-tactics-in-the-age-of-social/>
- Aligning Social Media Marketing Objectives and Metrics
<http://www.origamilogic.com/blog/aligning-social-media-marketing-objectives-and-metrics>
- 7 Popular Goal-Setting Tips and Strategies That Will Help You Achieve Great Things on Social Media <https://blog.bufferapp.com/goal-setting-strategies>

COMPLETE

- **ASSIGNMENT 6: Comprehension Quiz 2 – Lynda Videos**
 - Log in to Canvas and complete Quiz 2: Lynda Videos (you may reference notes you took while watching the tutorials)
 - **ASSIGNMENT 7: Defining Success – Discussion Post**
 - With the UF CJC as your client, set 3 social goals and objectives that you think this brand should strive to achieve. Consider fan growth, brand awareness, social engagement, etc. when coming up with these goals. What do you think the UF CJC values most on social?
 - With these goals and objectives in mind, lay out the metrics you would track to measure success in achieving these goals and objectives.
 - Next, briefly describe how each Audience Profile mentioned in the lecture would value certain metrics over others.

QUARTER 2: DATA MANIPULATION (WEEK 4-6)

Week 4: 1/25/15

Facebook page-level insights

WATCH:

- LIVE DEMO: Wednesday, 1/27, 8 PM EST
 - During this live demo, you will have the chance to ask questions about the native insights export and the metrics found within the file. Please download the file and walk through it on your own time before we meet for this live lecture.

- We will walk through each metric and each worksheet of the file. We will talk about the best ways to manipulate the data.
 - If you are unable to attend, a recording will be uploaded to Canvas within three hours after the session concludes.
- Facebook Audience Insights Tutorial
<https://www.youtube.com/watch?v=lqyvmJ2xtqM>

READ:

- Facebook General Page Metrics
<https://www.facebook.com/help/383440231709427/>
- Facebook Page Metrics – Likes, Reach & Engagement
<https://www.facebook.com/help/355635011174004/>

COMPLETE:

- **DOWNLOAD:** Download the “Facebook Insights Data Export (Page Level)” file from Canvas.
- **ASSIGNMENT 8 – Facebook page-level insights**
 - Using the data from the downloaded insights file, put together the requested charts/graphs in the Assignments section of Canvas and provide 300-600 words (total) of analysis around the particular data showcased in the charts.
 - Make sure to save a copy of the downloaded file as is and then save a separate version of the file you are manipulating. You might need to reference the unaltered file if you find that you make a mistake in your manipulation. *If you are having trouble putting together the charts in Excel, reference the Lynda tutorial highlighted during week 1.
 - **Copy the charts you created in Excel into a Word document and provide your written analysis under each chart.** Upload the Word document to this assignment. Name this Word document as such: LastName_Assignment 8_FacebookPageLevel
 - Each chart is worth 1 point. Written analysis is worth 15 points. Assignment is worth 25 total points.

Week 5: 2/1/15

Facebook post-level insights

WATCH:

- LIVE DEMO: Wednesday, 2/3, 8 PM EST
 - During this live demo, you will have the chance to ask questions about the native insights export and the metrics found within the file. Please download the file and walk through it on your own time before we meet for this live lecture.
 - We will walk through each metric and each worksheet of the file. We will talk about the best ways to manipulate the data and how the data in this file differs from the data in the page-level export.
 - If you are unable to attend, a recording will be uploaded to Canvas within three hours after the session concludes.

- Facebook Insights Tutorial
<https://www.youtube.com/watch?v=wQcte3Q8TVM>

READ:

- Facebook Page Post Metrics
<https://www.facebook.com/help/336143376466063/>
- Additional Networks 101:
 - Tumblr <https://www.tumblr.com/business>
 - Google+ (eBook download in Canvas)

COMPLETE:

- **DOWNLOAD:** Download the “Facebook Insights Data Export (Post Level)” file from Canvas.
- **ASSIGNMENT 9** – Facebook post-level insights
 - Using the data from the downloaded insights file, put together the requested charts/graphs in the Assignments section of Canvas and provide 300-600 words (total) of analysis around the particular data showcased in the charts.
 - **Copy the charts you created in Excel into a Word document and provide your written analysis under each chart.** Upload the Word document to this assignment. Name this Word document as such: LastName_Assignment 9_FacebookPostLevel

- Make sure to save a copy of the downloaded file as is and then save a separate version of the file you are manipulating. You might need to reference the unaltered file if you find that you make a mistake in your manipulation.
- Each chart is worth 1 point. Written analysis is worth 15 points. Assignment is worth 25 total points.

Week 6: 2/8/15

Twitter & Instagram Analytics

WATCH:

- LIVE DEMO: Wednesday, 2/10, 8 PM EST
 - During this live demo, you will have the chance to ask questions about the native Twitter and native Instagram analytics exports and the metrics found within the file. Please download the file and walk through it on your own time before we meet for this live lecture. Twitter is on Tab 1 and Instagram is on Tab 2.
 - We will walk through each metric and each worksheet of the file. We will talk about the best ways to manipulate the data.
 - If you are unable to attend, a recording will be uploaded to Canvas within three hours after the session concludes.
- Twitter Analytics Tutorial https://www.youtube.com/watch?v=aH-Ut_5beUk

READ:

- Twitter
 - Twitter 101 (eBook download in Canvas)
 - Hashtag Campaign Measurement (eBook download in Canvas)
 - How to Improve Your Tweets Using Twitter Analytics
<http://www.socialmediaexaminer.com/improve-tweets-using-twitter-analytics/>
- Instagram
 - The Instagram Dilemma: To Click or To Not Click Through:
<http://www.adweek.com/socialtimes/the-instagram-dilemma-to-click-or-to-not-click-through/630877>

- <http://oursocialtimes.com/how-to-use-instagram-for-marketing-and-measure-the-results/>
- <http://www.emarketer.com/Article/Instagram-Will-Top-100-Million-US-Users-by-2018/1012148>
- Additional Networks:
 - Pinterest
 - <https://business.pinterest.com/en/blog/learn-more-about-your-customers-new-pinterest-analytics>
 - <http://www.emarketer.com/Article/Will-Pinterest-Reach-Its-Potential-2015/1012103>

COMPLETE:

- **DOWNLOAD:** Download the “Twitter_Instagram Analytics” file from Canvas.
- **ASSIGNMENT 10 – Twitter & Instagram Analytics**
 - Using the data from the downloaded insights file, put together the requested charts/graphs in the Assignments section of Canvas and provide 300-600 words (total) of analysis around the particular data showcased in the charts.
 - **Copy the charts you created in Excel into a Word document and provide your written analysis under each chart.** Upload the Word document to this assignment. Name this Word document as such: LastName_Assignment 10_TwitterInstagramAnalytics
 - Make sure to save a copy of the downloaded file as is and then save a separate version of the file you are manipulating. You might need to reference the unaltered file if you find that you make a mistake in your manipulation.
 - Each chart is worth 1 point. Written analysis is worth 15 points. Assignment is worth 25 total points.

QUARTER 3: TELLING YOUR STORY (WEEK 7-9)

Week 7: 2/15/15

Identifying Points of Evaluation

WATCH:

- Lecture 4: “Identifying Points of Evaluation”

- Identifying points of evaluation
 - Reporting cadence
 - Audience, Visibility, Engagement
 - Rates
 - Averages, percentage changes, and net data
 - Organic vs. Paid vs. Total
 - Unique data vs. non-unique data
 - Identifying Outliers
- Real Life Example Demo Video

COMPLETE:

- **ASSIGNMENT 11 – Facebook Template**
 - Fill out template for Facebook analytics using the downloaded files from the previous three weeks. You will need to reference both the page-level and post-level exports to fill out this template.
 - You will download the template to complete the assignment in Canvas. You will also submit the completed template in Canvas as well.
 - This assignment will be graded for accuracy and each cell/answer is worth 0.5 points.
- **ASSIGNMENT 12 – Twitter & Instagram Template**
 - Fill out template for Twitter & Instagram analytics using the downloaded files from the previous week.
 - You will download the template to complete the assignment in Canvas. You will also submit the completed template in Canvas as well.
 - This assignment will be graded for accuracy and each cell/answer is worth 0.5 points.
- **ASSIGNMENT 13: Comprehension Quiz 3 – The Data**
 - This is a fill in the blank quiz and will test your knowledge to make sure you are manipulating the data correctly. You will need to reference the insights exports that you worked with during the previous 3 weeks. You may also reference the completed templates as some answers could be found there as well.

Week 8: 2/22

Drawing Insights

WATCH:

- LIVE DEMO: Tuesday, 2/23, 8 PM EST
 - During this live demo, I will walk through the completed templates and guide you in drawing insights from the data. We will discuss what it means to “dig deeper” into the data and uncover new data points that allow us to uncover more meaningful insights. If you are unable to attend this live lecture, a recording will be made available three hours after the session concludes.

READ:

- Drawing Insights: Facebook Analytics Thought Starters (eBook download in Canvas)
- Why Do Millennials Use Facebook and Twitter
<http://www.marketingcharts.com/online/why-do-millennials-use-facebook-and-twitter-52812/>
- Millennials Are All on Snapchat and Instagram, Right?
<http://www.socialmediatoday.com/social-business/adhutchinson/2015-09-29/millennials-are-all-snapchat-and-instagram-right-maybe-not>
- Facebook Video Metrics <http://www.johnhaydon.com/how-to-view-facebook-video-metrics-in-facebook-insights/>

COMPLETE:

- **Assignment 14: Drawing Insights – Discussion Post**
 - Referencing the Facebook, Twitter & Instagram templates you filled out during week 7, chose a set of metrics (i.e. Fan growth and demographics, visibility, post engagement, negative feedback, post type and frequency, etc.) for each network and dig deeper into the data. Uncover insights by manipulating the data to find interesting stories (i.e. Status updates received 30% more reach than any other type of post during March, Fans added during the week before classes started was 10x the amount added during the week of finals, engagement decreased 25% during break periods, etc). **Record a 1-3 minute video (using QuickTime, Jing, Vimeo,**

etc.) of yourself walking through the data and talking about what you see as you manipulate it. Include a link to this video in your discussion post. Additionally, be sure to provide 300-600 written words of your analysis, specifically the insights gleaned from the data. Make sure your insights reference quantifiable data points.

- **ASSIGNMENT 15: Drawing Insights – Peer Reaction**
 - Assignment 14 will be uploaded to the Discussions section of Canvas. Once everyone has submitted their assignment, choose ONE of your classmate’s assignments and provide a reaction by responding to their post via the reply feature. Your reaction should be at least 100-150 words and provide meaningful insight and contribute to the assignment.

- **ADDITIONAL HELP – Lynda Tutorial: Using Pivot Tables**
 - <http://www.lynda.com/Excel-tutorials/Excel-2013-Pivot-Tables-Depth/114891-2.html?org=ufl.edu>
 - Pivot tables can be a great way to segment data in order to glean insights that aren’t the easiest to spot. For example, if you wanted to run a quick analysis to determine engagement based on post type (perhaps you are trying to prove that photo posts generate more engagement than status updates), it would be easiest to use a pivot table to sort your data.

Week 9: 2/29/15

Making Actionable Recommendations

WATCH:

- Lecture 5: “Making Actionable Recommendations and Incorporating Supporting/Analogous Data” (2 Videos)
 - Considering Audience Profiles
 - What it means to be actionable
 - Quantitative vs. Qualitative data
 - Transforming numbers into recommendations
 - Finding supporting/analogous data

READ:

- Potential supporting data article examples:

- <http://www.adweek.com/socialtimes/working-with-the-instagram-community/618546>
- <https://blog.twitter.com/2015/updating-trends-on-mobile>
- <https://www.facebook.com/business/news/value-of-video>
- <http://www.adweek.com/socialtimes/inside-the-evolution-of-millennials-how-you-should-market-to-them-today/618550>

COMPLETE:

- **ASSIGNMENT 16: Making Actionable Recommendations – Discussion Post**
 - Come up with 3 actionable recommendations based on the analysis you provided on the chosen set of metrics during the previous week. Find at least one example of supporting/analogous data for your recommendation(s). This supporting data can be an industry article that helps back up the story you are trying to tell. We reviewed a multitude of sources during the lecture so you should not have any trouble finding this support. You become more credible when you can back up your analysis and recommendations.
 - Use the following format for your post:
 - **First Bullet:** Actionable Recommendation 1
 - **Second Bullet:** Actionable Recommendation 2
 - **Third Bullet:** Actionable Recommendation 3
 - **Fourth Bullet:** link(s) to supporting/analogous data
 - *****Make sure to reference the insights of which you are making recommendations.** Incorporate your supporting/analogous data into your recommendation to strengthen credibility. Follow example provided in lecture.

QUARTER 4: THE FINAL PRESENTATION (WEEK 10-12)

Week 10: 3/7/15

Practice Makes Perfect

WATCH:

- LIVE LECTURE: Monday, 3/7, 8 PM EST
 - This will be your opportunity to ask any and all questions regarding the data and your assignment for this week. If you are

unable to attend this live lecture, a recording will be made available three hours after the session concludes.

COMPLETE:

- **ASSIGNMENT 17: Practice Makes Perfect – Discussion Post**
 - Replicate assignments from weeks 8 and 9 by analyzing a separate set of metrics (if you looked at Fan demographics data the first time, then look at post-level engagement this time).
 - In 300-600 words, share your analysis and the insights you gleaned from the data. Make sure these insights are meaningful and reference quantifiable data points to strengthen your points.
 - Upload supporting visual displays of the data you have chosen to analyze (copy and paste graphs/charts into a Word document and upload to your discussion thread).
 - Provide actionable recommendations based on the story you choose to tell with UF CJC's social data and back up those recommendations with supporting/analogous data.
 - Be mindful of the metrics you choose to analyze. You can use the data you manipulate in these assignments as part of your final presentation.

Week 11: 3/14/15

Compiling the Data

WATCH:

- **Lecture 6: "Putting Together the Final Presentation"**
 - Identify what is most important
 - Who is your audience
 - What is your area of focus
 - What is the time period
 - What makes your story compelling
 - Insights and analysis
 - Actionable recommendations
 - Using supporting/analogous data
 - How to build a report
 - Examples
 - Reporting best practices
 - Outline exercise

READ:

- Understanding the importance of competitive analysis (eBook download in Canvas)
- How to analyze your competitors in three steps
<https://www.quintly.com/blog/2013/11/social-media-benchmarking-steps/>
- What you might be doing wrong
<http://simplymeasured.com/blog/2014/04/04/social-media-benchmarking-what-you-might-be-doing-wrong/>

COMPLETE:

- **ASSIGNMENT 18** – Final Presentation Outline
 - Upload an outline of your final report in the Assignments section of Canvas. You are welcome to cover as many metric points as you would like but make sure you are telling a cohesive social story complete with meaningful insights and actionable recommendations. Your final project will be a PowerPoint ranging from 10-20 slides. You must include fan analysis, visibility analysis and post analysis. You must also include title, agenda, key takeaways and closing slides. Reference the Final Report Criteria in Week 12 below for an exhaustive list of requirements. Make sure you reference each requirement in your outline.

Week 12: 3/21/15

The Final Presentation

WATCH:

- **LIVE DEMO** – Tuesday, 3/22, 8 PM EST
 - There will be an hour of live course time for students to bring any and all questions regarding their outline and final project. At this point, with feedback regarding the report outline given, students should be at the halfway point with this final report. Come with questions after you have implemented the outline feedback given and laid the groundwork for the final report.
 - **We will also use this time to run through presentation examples so you can get a clearer understanding of what is expected from you for this final project.** If you are unable to attend this live

lecture, a recording will be made available three hours after the session concludes.

COMPLETE:

- **ASSIGNMENT 19: Part 1 – The Final Presentation**
 - Upload your PowerPoint file of your final report to the appropriate Assignment in Canvas.
- **ASSIGNMENT 19: Part 2 – Discussion Post**
 - Record yourself presenting your final report to the audience you have chosen. Within this Discussion post, share a link to view your presentation within the body of the post.
 - **Final Report Criteria**
 - PowerPoint presentation of 10-20 slides
 - Link to recording of actual report delivery (submit in Discussion post section)
 - Must include title, agenda, key takeaways and closing slides
 - Must verbalize at beginning the intended audience for the report
 - Must include fan analysis, visibility analysis, engagement analysis and post analysis
 - You set the time period (monthly, quarterly, entire year, etc.)
 - Must include meaningful insights with quantifiable data points and actionable recommendations
 - Must support recommendations with analogous data and cite source in presentation
- **ASSIGNMENT 20: Final Presentation – Peer Reaction**
 - Assignment 19 will be uploaded to the Discussions section of Canvas. Once everyone has submitted their assignment, choose ONE of your classmate's assignments and provide a reaction by responding to their post via the reply feature. Watch their video in its entirety and comment on the presentation as a whole as well as what particular parts stood out if any. Your reaction should be at least 100-150 words and provide meaningful insight and contribute to the assignment.