

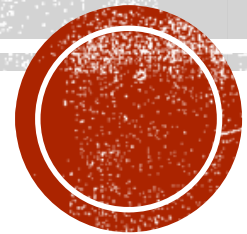
# INTEGRATING ASSESSMENT FROM START TO FINISH

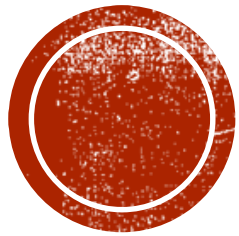
**Tawnya Means, PhD**

Director, Teaching & Learning Center

Warrington College of Business

University of Florida





# LEARNING DESIGN

*Habit 2: Begin with the end in mind.*

*-- The 7 Habits of Highly Effective People,  
Stephen R. Covey*



# LEARNING OUTCOMES

- Should align with the institution's curriculum and co-curriculum outcomes
- Should be collaboratively authored and collectively accepted
- Should incorporate or adapt professional organizations outcome statements when they exist
- Can be quantitatively and/or qualitatively assessed during a student's studies









# WHAT SHOULD STUDENTS BE ABLE TO DO?

Avoid “teacherly” thinking... it’s not about coverage or inputs in the classroom

**Typical:** Students will understand the concept of time value of money.

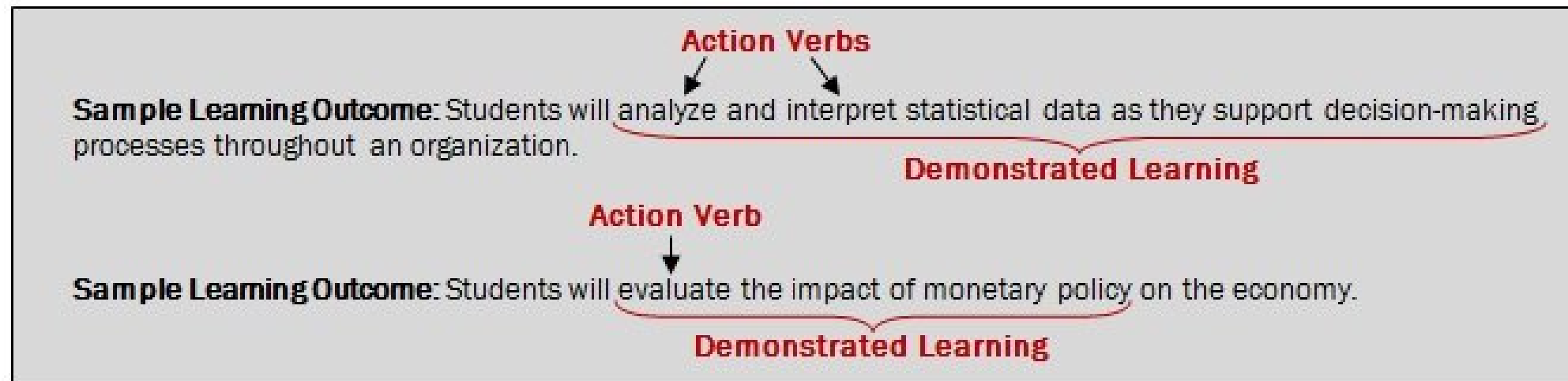
**Better:** Students will be able to *recommend* the best investment strategy for a firm by *analyzing* various investment options *using* the concept of time value of money.





# CHARACTERISTICS OF OUTCOMES

- Describe what students should be able to **demonstrate**, **represent** or **produce** based on their learning histories
- Rely on **action /active** verbs (*observable*)



# PERFORMANCE-BASED OBJECTIVES

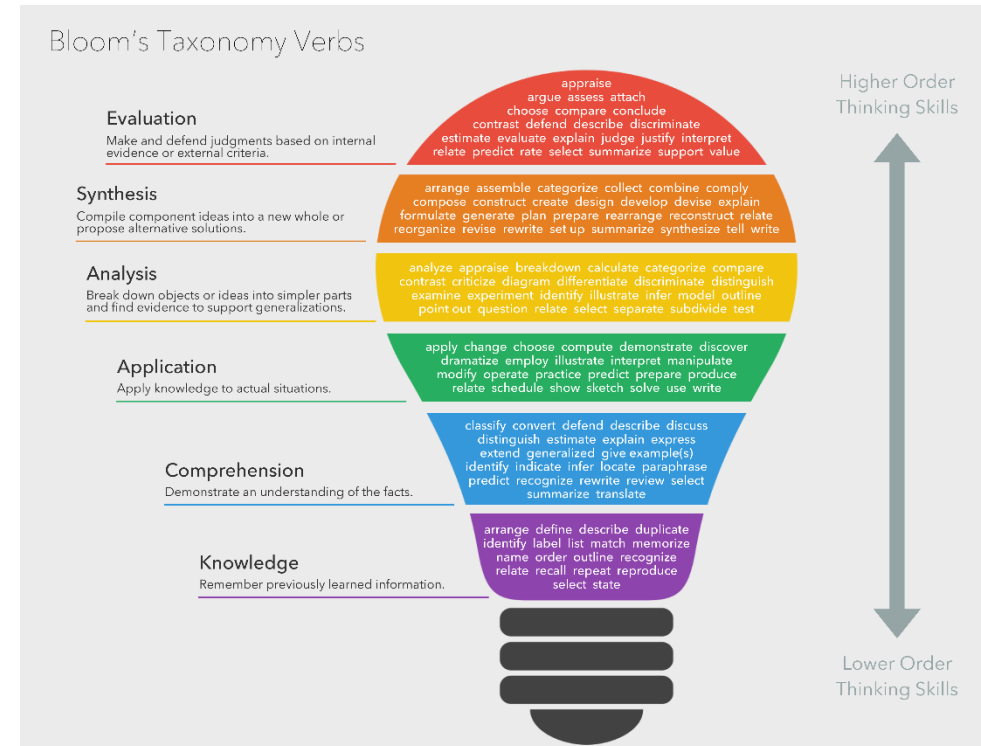
- 1) **Performance.** An objective always says what a learner is expected to be able to do; the objective sometimes describes the product or the result of the doing.
- 2) **Conditions.** An objective always describes the important conditions (if any) under which the performance is to occur.
- 3) **Criterion.** Wherever possible, an objective describes the criterion of acceptable performance by describing how well the learner must perform in order to be considered acceptable.





# APPLYING BLOOM'S TAXONOMY

- Observable and measurable
- Use **action** verbs
- Focus on articulating clear learning objectives
- Use to guide class assignments, exams and overall course assessment questions



# WHY LEARNING OBJECTIVES?

- Well-crafted learning objectives guide the course development process
- Choice of course materials, assignments or activities, and assessments should all reflect the learning objectives

**Consider:** How does this element of the course relate back to learning objectives?

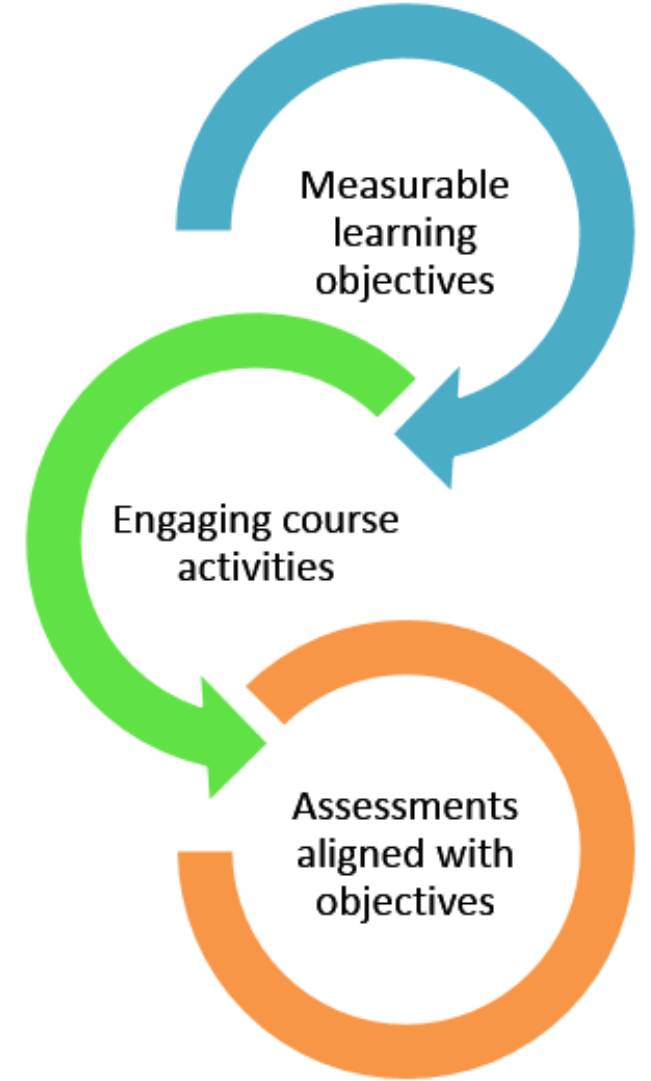






# BACKWARD DESIGN

- Identify results desired
- Determine acceptable evidence of learning
- Design learning activities to get desired results





# THE PROCESS



## DESIGN AND DEVELOPMENT WORKSHEET

MEASURABLE LEARNING OBJECTIVES: WHAT WILL SUCCESS LOOK LIKE?

While you may already have some ideas about the learning objectives and structure for your course, in this worksheet, we would like you to engage in some backwards design. Use this worksheet for one specific module or content section of your course. It may be helpful to complete the first two sections electronically, then print this document prior to completing the other sections. Bring this document to your first working session with your instructional designer.

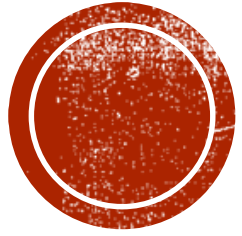
What do you want students to know when they complete this section of the course? List some observable behaviors, knowledge and skills students would exhibit at the end of a specific module. Add more rows as needed.

1.

2.

Against what criteria will you evaluate the behavior, knowledge or skills listed above? List the criteria in the first column for each item. List the guidelines and/or feedback that you will provide to students in the second column.





# ASSESSMENT STRATEGIES



*If you don't know  
where you are  
going, any road will  
get you there.*

*-- Lesson learned from  
the Cheshire Cat*

# FORMATIVE VS. SUMMATIVE

- **Formative** assessments *monitor student learning* to provide ongoing feedback
- Help students identify strengths and weaknesses
- Identify where students are struggling to address issues immediately
- Usually little or no point value





# FORMATIVE VS. SUMMATIVE

- **Summative** assessments *evaluate student learning*
- Compare to a target or benchmark
- Usually higher point value





# MAKE LEARNING REAL

Change the assessment to match reality



# MAKE LEARNING MEANINGFUL

Requires a process of transformation



# EXPERIENTIAL LEARNING DEFINED

“...any learning that supports students in **applying their knowledge and conceptual understanding to real-world problems or situations** where the instructor directs and facilitates learning. The classroom, laboratory, or studio can serve as a setting for experiential learning through embedded activities such as case and problem-based studies, guided inquiry, simulations, experiments, or ... projects (Wurdinger & Carlson, 2010).





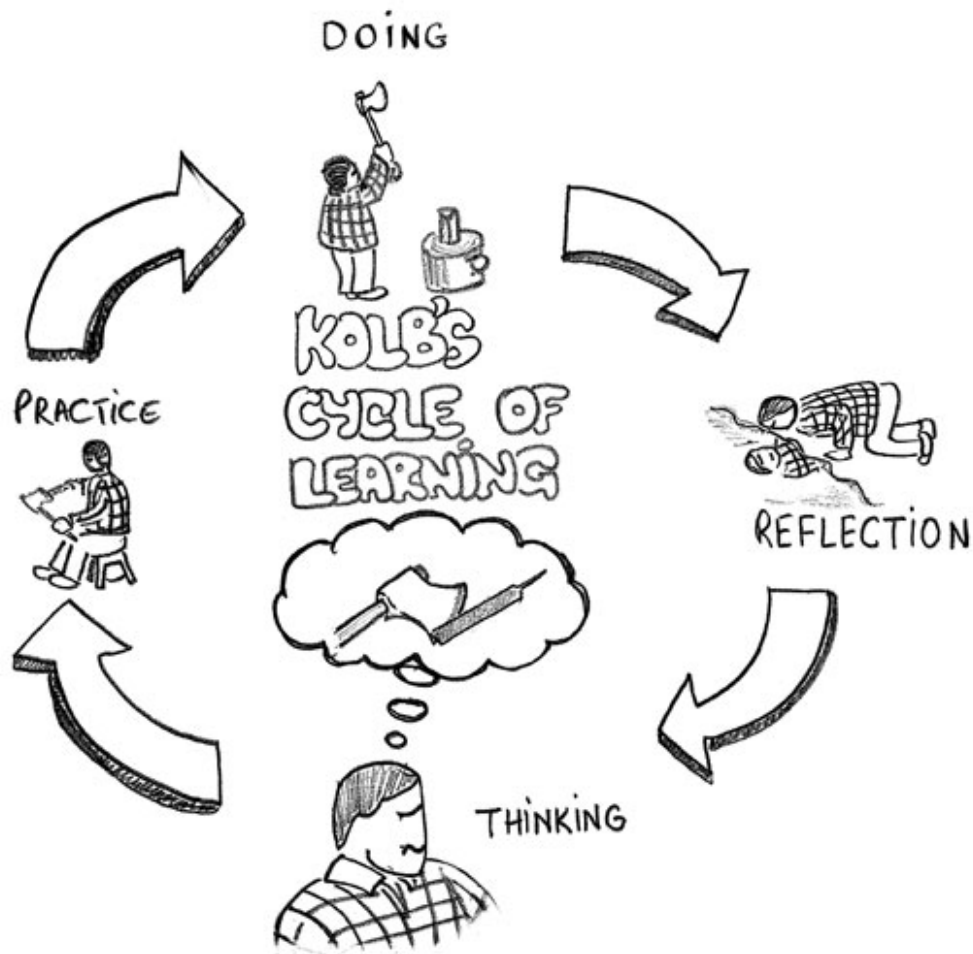
# BENEFITS OF EXPERIENTIAL LEARNING

By **engaging** in formal, guided, authentic, real-world experiences, individuals:

- deepen **knowledge** through repeatedly acting and then reflecting on action,
- broaden **skills** through practice and reflection,
- construct **new understandings** when placed in novel situations, and
- **extend** learning as they bring their learning back to the classroom.



# KOLB'S CYCLE OF LEARNING



## Integration

- Knowledge
- Activity
- Reflection

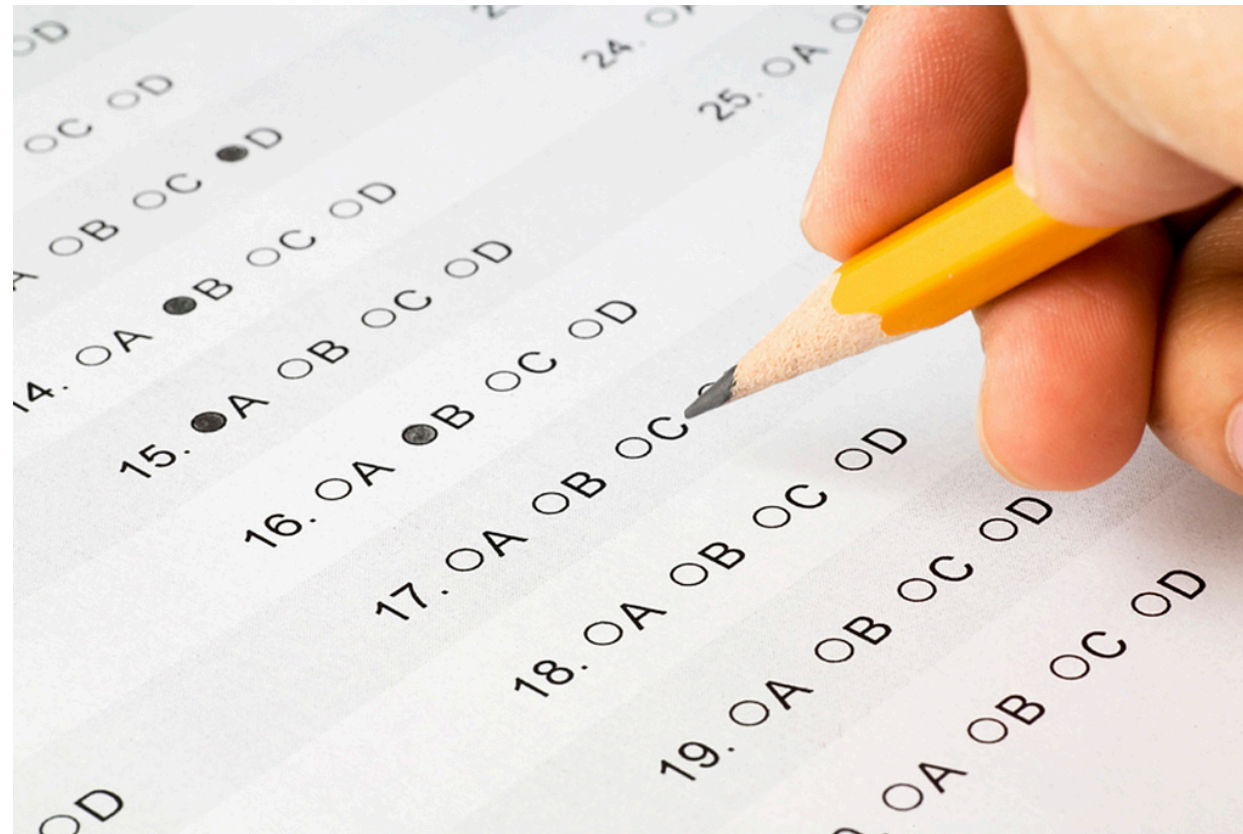
## Cycle

- Concrete experience
- Reflective observation
- Abstract conceptualism
- Active experimentation



# TRADITIONAL EXAMS

Multiple guess, “Christmas tree” option, three scantrons and a cloud of dust...





# BASIC ASSESSMENT

Good practices for academic integrity

- Shuffle answer order
- Smaller stakes, more frequent assessments
- Online proctoring with live or record and review



# ADVANCED ASSESSMENT STRATEGIES

Practical methods for creating personalized and rigorous assessment

- Question banks ([Canvas Guide #3048](#)), groups linked to banks ([Canvas Guide #2903](#)), formula questions ([Canvas Guide #2931](#))
- Differentiated assignments based on exam appointment time, last name, or random assignment to create multiple exam versions ([Canvas Guide #2630](#))



# ADVANCED ASSESSMENT STRATEGIES

Creating authentic, realistic, and rigorous assessment

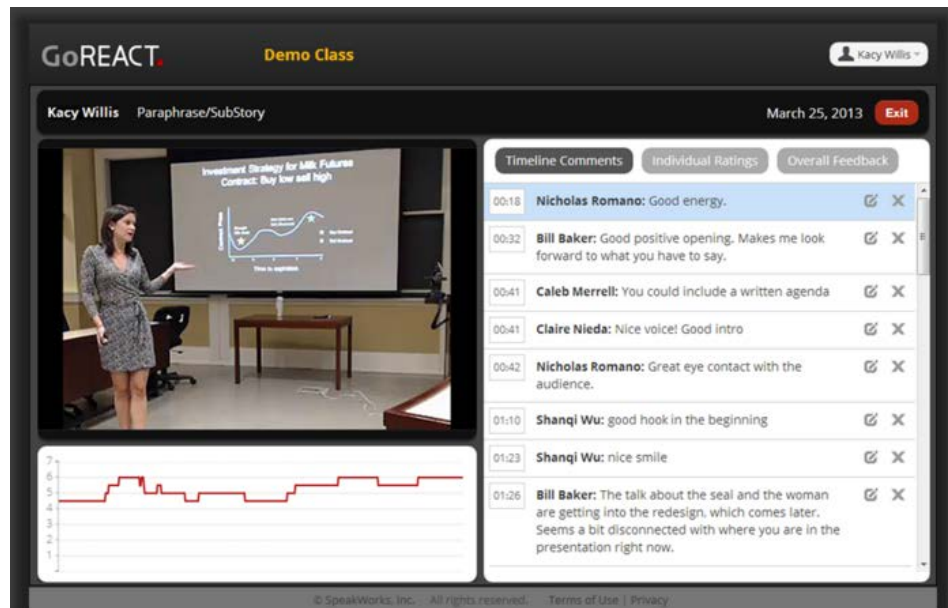
- File attached question type (data set for download and manipulation)
- Short answer and rubric scored questions (case analysis and open-ended response)
- Video (or audio) responses using Canvas Media Recordings ([Canvas Guide #3131](#))





# NON-EXAM BASED ASSESSMENTS

GoReact as a tool for instructor, self-, and peer-review



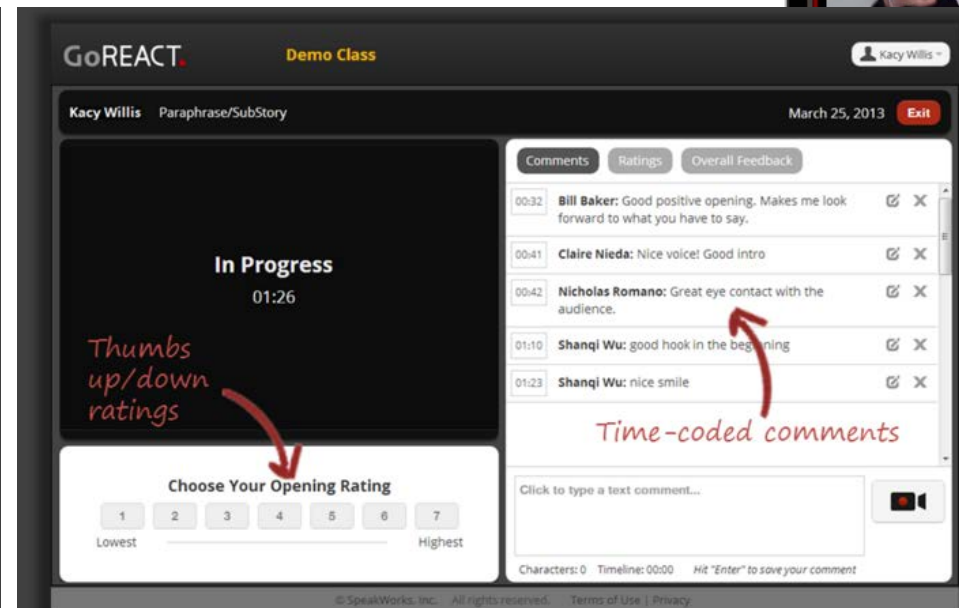
The GoReact interface displays a video of a presenter on the left. On the right, a list of time-coded comments is shown, each with a timestamp and a rating icon. The comments are:

- 00:18 Nicholas Romano: Good energy.
- 00:32 Bill Baker: Good positive opening. Makes me look forward to what you have to say.
- 00:41 Caleb Merrell: You could include a written agenda
- 00:41 Claire Nieda: Nice voice! Good intro
- 00:42 Nicholas Romano: Great eye contact with the audience.
- 01:10 Shanqi Wu: good hook in the beginning
- 01:23 Shanqi Wu: nice smile
- 01:26 Bill Baker: The talk about the seal and the woman are getting into the redesign, which comes later. Seems a bit disconnected with where you are in the presentation right now.

Below the video, a line graph shows the overall feedback trend over time.

## View Feedback

Presenters can **instantly** and **securely** view their commented video over the web. In addition to the aggregate numerical graph, they can see time-stamped comments that are linked to a specific spot in the video. Click a comment and go to that spot to see what you can improve!



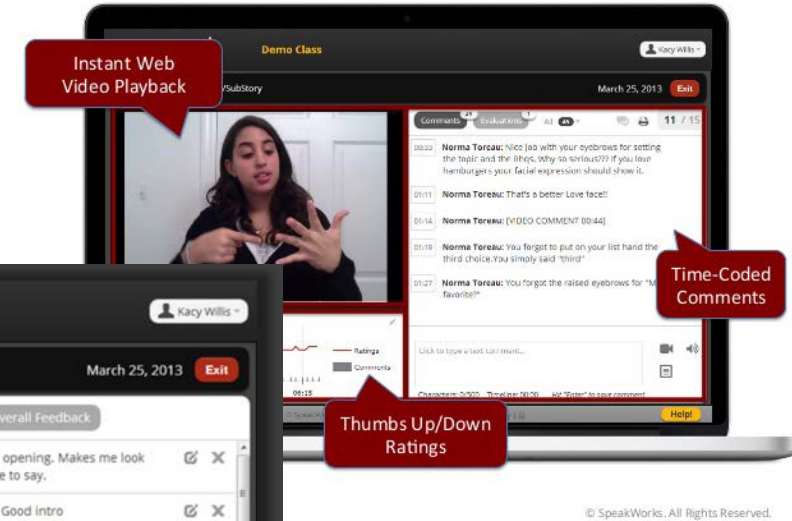
The GoReact interface displays a video of a presenter on the left. On the right, a list of time-coded comments is shown, each with a timestamp and a rating icon. The comments are:

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- 00:42 Nicholas Romano: Great eye contact with the audience.
- 01:10 Shanqi Wu: good hook in the beginning
- 01:23 Shanqi Wu: nice smile

Below the video, a line graph shows the overall feedback trend over time.

## Critique

Reviewers can type text comments on the right in an easy, chat-style interface. They can also track the overall presentation with "up/down" numerical ratings. (**Note:** Live reviewers see only a timer. If you are reviewing a recorded presentation, the actual video plays in the window.)



The GoReact interface displays a video of a presenter on the left. On the right, a list of time-coded comments is shown, each with a timestamp and a rating icon. The comments are:

- 00:32 Bill Baker: Good positive opening. Makes me look forward to what you have to say.
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- 01:23 Shanqi Wu: nice smile

Below the video, a line graph shows the overall feedback trend over time.



# INTEGRATED PEER REVIEW

GoReact	Native Canvas	Turnitin PeerMark integration with Canvas
Video review Instructor, Peer and Self review Use a rubric or not Synchronous or asynchronous Subscription/access code (\$14 per student per course per semester or site license)	Video, audio, document, web, etc. (anything) Instructor, peer only Use a rubric or not Asynchronous only	Video, audio, document, web, etc. (anything) Instructor, Peer and Self review Use a rubric (or questions), or not Asynchronous only Licensed with Turnitin Allows for anonymous review Highly customizable and more complex options



# AUTO-GRADING PARTICIPATION

- Student-driven discussions on current topics
- Configure points, view analytics
- Instructor badges
- Pin and Comment word counts, Like, Love, Not relevant
- Leaderboards and analytics
- Integrates with Canvas grade book
- Student, course, and College licenses available



Discussions

https://ufl.instructure.com/courses/330387/external\_tools/24300

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UNIVERSITY OF FLORIDA

Fall 2016

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BTE7171: Preparing to Teach in

15 Tawnya Means


+ Pin

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HyunJung Yoon 04:45 PM EST, 01 Sep


BTE7171: Preparin...

**Tips for the First-Time Graduate Student Instructor - Association for Psychological Science**

I thought this article would be helpful for the first time instructors, people like me. This article cites Bain (2004) and McKeachie (2006) books, and so I'm guessing w discussed here. But this is a nice summary about strategies we should adopt when we first start.



Love it! - 0 Like - 1 Not relevant - 0 Bookmark



Valeria Alterman 11:41 AM EST, 04 Sep Re

About

BTE7171: Preparin...

Owner: Tawnya Means

Administrators

Pins: 9 Comments: 36

12 Followers Manage

View uploaded files

Board Settings

Configure Board Points

Save Settings

Earning Points

+ Creating a new Pin with a minimum of 10 words earns 10 points.

+ Adding a new Comment with a minimum of 3 words earns 5 points.

+ Upvoting a Comment or Pin (Like or Love) earns author 10 points.

+ Receiving an Instructor Badge earns 100 points.

+ 100% participation achieved after earning 100 points (passed back to gradebook if enabled).

Weekly Point Maximum

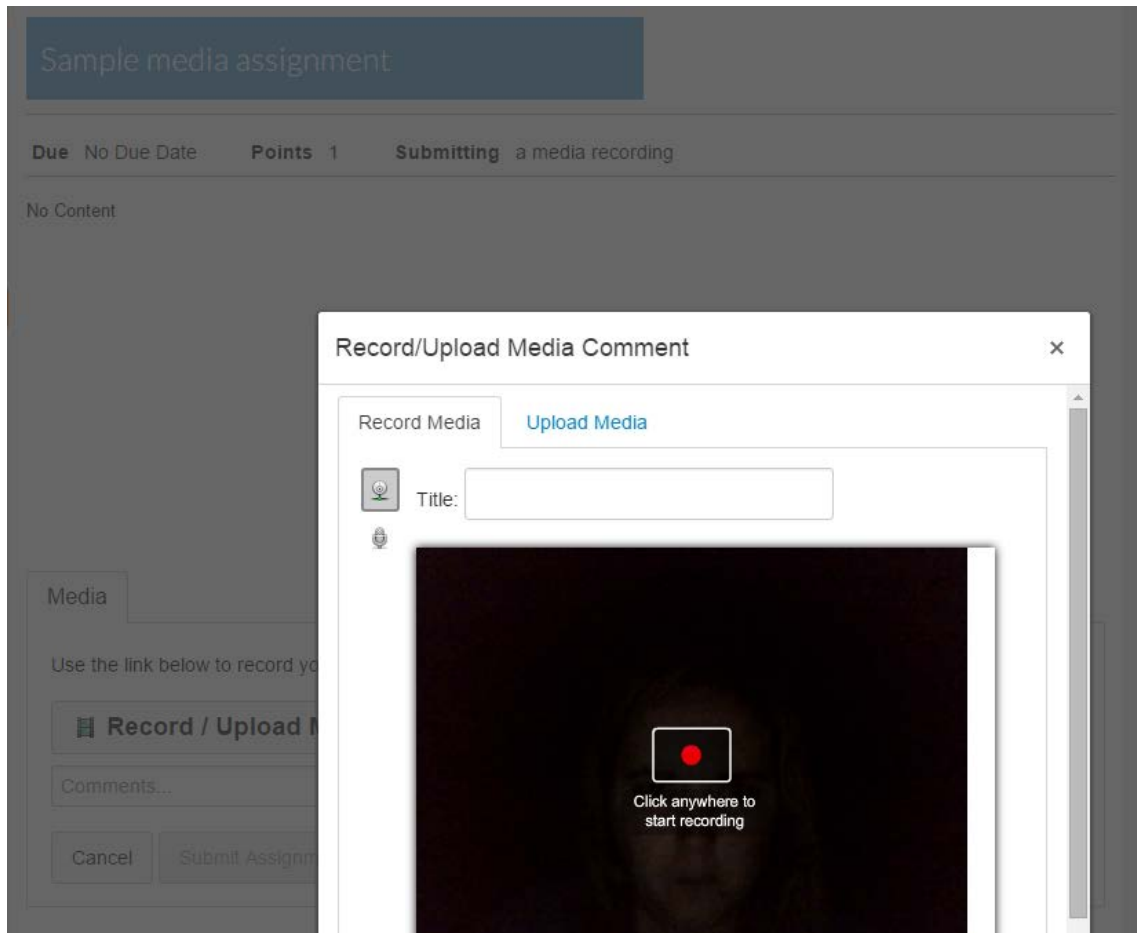
☐ Enable weekly maximum point setting





# MEDIA RECORDINGS

Show what you know




## Options for scoring:

- Peer review
- Score with a rubric
- Respond with audio or video


Student peer reviews will be considered complete when students have commented at least once on the page.

[Bleakney, Sarah](#)

  [Gillespie, Kristen](#)



 Give Sarah Bleakney another submission to assess


[Dusenberry, Lisa](#)

  [Leroy, Megan](#)


 Give Lisa Dusenberry another submission to assess

[Gillespie, Kristen](#)

  [Dusenberry, Lisa](#)

 Give Kristen Gillespie another submission to assess

[Leroy, Megan](#)

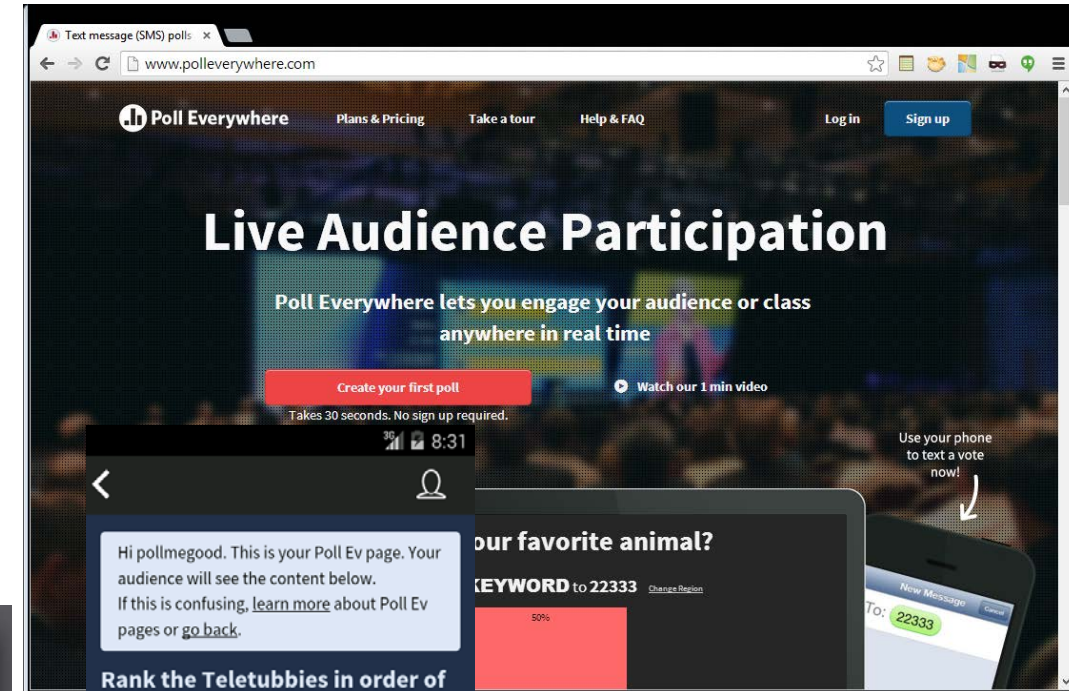
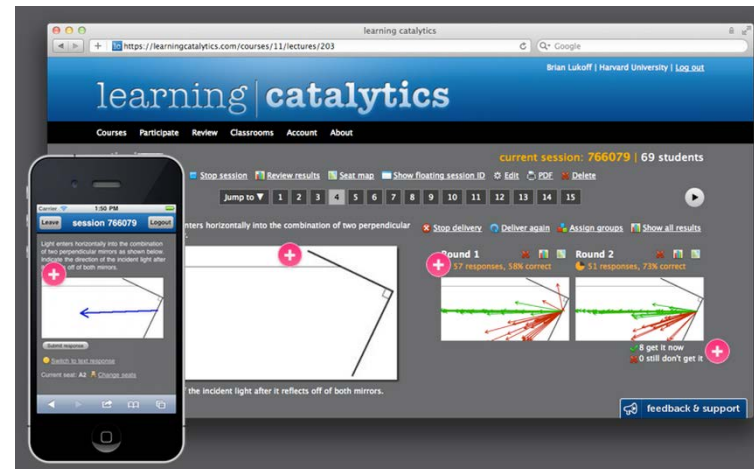
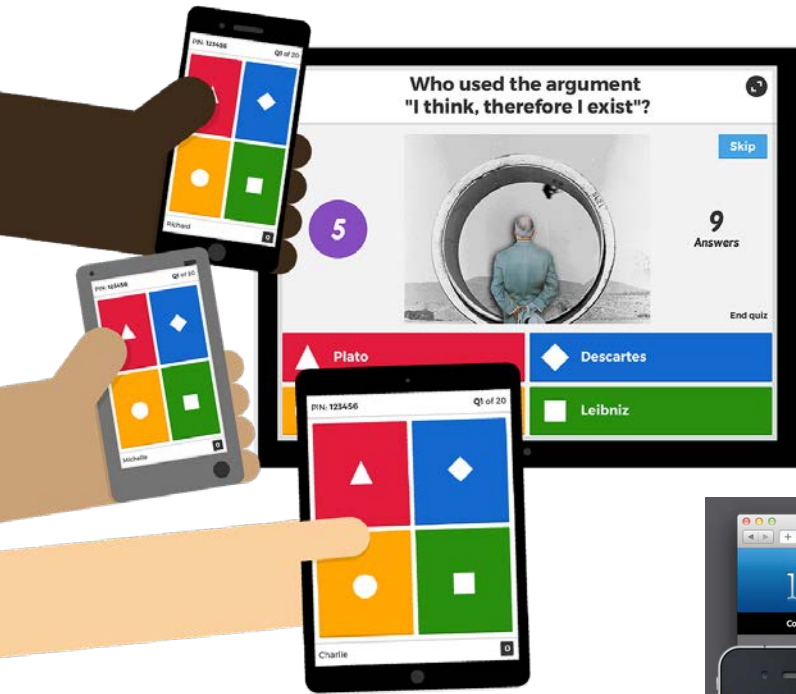
  [Bleakney, Sarah](#)

 Give Megan Leroy another submission to assess

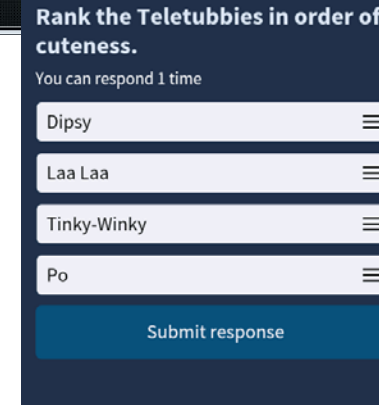


# GET STUDENTS INVOLVED

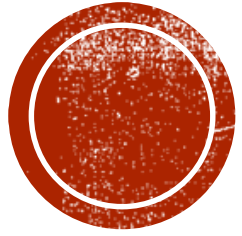
Polling and one-minute responses



# Kahoot!







# SNOWFLAKE ASSESSMENTS



Scalable unique exams for 650+ students

- Formula-based questions
- File download
- Increased frequency of assessment
- Lower stakes
- Spiraling assessments
- Online proctoring

# FORMULA QUESTIONS

## A recipe for generating unique questions

Answers:

### Variable Definitions

Once you have entered your variables above, you should see them listed here. You can specify the range of possible values for each variable below.

Variable	Min	Max	Decimal Places	Example Value
b1	17.123	27.123	3	25.032
sb1	3.101	4.123	3	3.465
b2	-135.131	-125.121	3	-126.908
sb2	44.123	59.132	3	58.621
b3	20.432	26.093	3	21.378
sb3	5.001	8.111	3	7.757

### Formula Definition

Next you'll need to write the formula or formulas used to compute the correct answer. Just use the same variable names listed above.

Formula

slope0 = b1

slopeadj = b3

slope1 = b1 + b3

the last formula row will be used to compute the final answer

Save

Result

= 25.032

= 21.378

= 46.41

Decimal Places

Enter your question, build a formula, and generate a set of possible answer combinations. Students will see the question with a randomly selected set of variables filled in and have to type the correct numerical answer.

### Question:

You can define variables by typing variable names surrounded by brackets

(i.e. "What is 5 plus [x]?") [Need help?](#)

2

[HTML Editor](#)

**B** *I* U A A I<sub>x</sub> ≡ ≡ ≡ ≡ ≡ x<sup>2</sup> x<sub>2</sub> ≡ ≡ ≡ ≡ ≡ Font Sizes Paragraph

Simplify

5+(2-([x]\*12))

1

### Answers:

### Variable Definitions

Once you have entered your variables above, you should see them listed here. You can specify the range of possible values for each variable below.

Variable	Min	Max	Decimal Places	Example Value
x	1	99	0	87

### Generate Possible Solutions

Finally, build as many variable-solution combinations as you need for your quiz.

Offer 15 possible value combinations (max 200)

allow an error margin of +/-

100

Generate

3





AutoSalesPerMonth.xlsx  AutoSalesPerMonth.csv  

3 pts

Use this information to test the hypothesis that a proportion of 0.53 of the apartment dwellers had this opinion, versus a two-sided alternative. Use a significance level of  $\alpha = .05$  for the test. For your answer, give the **computed value** of the Z or T statistic of the test. This statistic could be a negative or positive number, and state it to **four decimal places**.



# SUPPORTING STUDENT PREPARATION

Know before you go...

## 6 Things You Must Do **YOUR BEFORE EXAM**



### 1 SIGN UP EARLY

During the first week of classes, schedule appointments for all your exams.



### 2 CHECK YOUR WEBCAM & MICROPHONE

Make sure your equipment meets ProctorU's technical requirements at <https://www.proctoru.com/portal/uf/techspecs>  
Note: Tablets are not sufficient for taking a proctored exam.



### 3



### #1 problem for testers





### Sign up for ProctorU appointments

Published

Edit

Helpful information about online exams in this course:

 [Proctoring through Canvas](#)

 [What to know before your exam](#)

Very early in the semester, you should sign up with ProctorU if you do not already have an account, and set up your exam and case appointment times. When you have your appointments, post a screenshot of your appointment verification page.

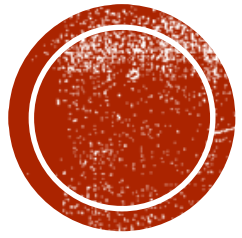
Points 0

Submitting a file upload

EXAM	DATE & TIME	Reschedule	Cancel
GEB 4900 Case 1 University of Florida	10/06/2016 11:00AM EDT	Reschedule	Cancel
GEB 3373 Exam 1 University of Florida	10/06/2016 1:00PM EDT	Reschedule	Cancel
GEB 4900 Exam 1 University of Florida	10/06/2016 4:00PM EDT	Reschedule	Cancel
GEB 4900 Case 2 University of Florida	10/06/2016 10:00AM EDT	Reschedule	Cancel
GEB 4900 Exam 2 University of Florida	10/06/2016 5:00PM EDT	Reschedule	Cancel
GEB 3373 Exam 2 University of Florida	10/06/2016 7:00PM EDT	Reschedule	Cancel
GEB 4900 Case 3 University of Florida	10/06/2016 10:00AM EDT	Reschedule	Cancel
GEB 4900 Exam 3 University of Florida	10/06/2016 5:00PM EDT	Reschedule	Cancel







# PROJECT-BASED ASSESSMENTS



Variety of options:

- Individual
- Team
- Auto-scored
- TA and instructor scored
- Rubrics

# HANDS-ON, MINDS-ON

## Part 2 - Southside Movie Theater

Download [Skills2.xlsx](#) and open it in Excel

Notice that the theater's **current** prices and discount percentage are stored in cells K2:K4.

Prices are subject to change, so use these *cell addresses* in all your work. Don't just use the current values as c

### Task #1 - Calculate the Regular Price (6 points)

Create a formula in cell E2 that calculates the correct ticket price for that party. Make use of both relative and can be copied correctly into the remaining rows.

Copy the formula down into cells E3:E20.

### Task #2 - Calculate Club Member Discounts (10 points)

Column F indicates whether or not a customer is a member of our movie club. Club members receive a discount in cell K4.

Create a series of IF() formulas in G2:G20 that behave as follows:

- if the customer is **not** a club member, display a zero. They get no discount.

	A	B	C	D	E	F	G	H	I	J	K
	Customer Name	Theater #	Adults	Children	Regular Price	Movie Club Member	Discount	Final Price		Southside Theater Prices - Feb 2017	
2	Stella Branch	3	3	1		no				Adult Ticket Price	8.25
3	Nathaniel Frazier	3	3	0		YES				Child Ticket Price	5.25
4	Julian Walls	1	3	2		no				Club Member Discount	15%
5	Jaden Martin	3	1	2		no					
6	Nathan Erickson	1	1	3		YES					
7	Blake Holland	2	2	1		no					
8	Eli Duke	3	2	2		no					
9	Taylor Adams	2	2	1		no					
10	Mia Merritt	3	3	0		no					
11	Jesus Williams	3	1	0		YES					
12	Payton Chapman	3	2	1		YES					
13	Kennedy Nelson	1	1	2		no					
14	Benjamin Callahan	3	3	2		YES					
15	Kayla Conley	4	3	1		YES					
16	William Green	2	1	2		no					

## Question 5

4.0 / 4 pts

### Task #3 - Calculate the Final Price for each Customer

Create formulas in H2:H20 that show the final sales price for each row.

That's the regular price minus the discount.

What is the final price -- after any discount has been deducted -- for the customer in row 3, Mr. Nathaniel Frazier?

*Note: your answer must be within \$0.50 to earn credit.*

Correct!

21.0400

Correct Answers

Between 20.54 and 21.54

Additional Comments:





# EXPERIENTIAL LEARNING CONSULTING



## EXPERIENTIAL LEARNING CONSULTING PROJECTS

---

We are going to be working together on a really exciting project addressing the problems of hunger & food insecurity in the Gainesville community. We will be partnering with five local social ventures. Students will be working together on teams of approximately 3-5 students.

When working with your teammates, we encourage you to share and collaborate rather than "divide and concur." If conflicts arise, we encourage you to consider the following questions: What are our shared goals? How can I be more kind and helpful in this situation? How can we all work together to best achieve our goals?

[Click here for detailed information about the Projects](#) ↗, including a description of each of the project options for student teams and instructions for how to sign up for your team.

To sign up for a team, go to the [People page](#) and click on the "Experiential Learning Consulting Project" tab. There you will find options to sign up for a team of your choice.

Each team will allow for approx. 4 members. You should sign up for a team no later than **Monday, 3/13 at 9pm**. After the deadline has passed, any students not assigned to a team will be randomly assigned.

The Experiential Learning Consulting Projects count as 70 points possible.



# EXPERIENTIAL LEARNING CONSULTING

## Experiential Learning Consulting Projects: *Hunger & Food Insecurity & Food Waste In our Local Community*

There are 842 million undernourished people in the world today. That means they do not get enough food to be healthy and lead an active life. Hunger and malnutrition is the number one risk to health worldwide — greater than AIDS, malaria and tuberculosis, according to the UN World Food Program.

It is a myth that there is not enough food to feed everyone. In fact, our earth produces enough to provide everyone in the world with at least 2,720 kcalories per person per day (humans only need approx. 2,000 kcalories/day). The problem of hunger stems from unfair trade practices. People living in wealthy industrialized countries like the U.S. get more than our share of the world's food (resulting in chronic problems like obesity and diabetes).

One way that the United States contributes to global food insecurity is through subsidies given by the U.S. government to commodity crop farmers. The United States gives subsidies to farms growing commodity crops such as corn, wheat and soy, which leads to overproduction of these crops. Simultaneously, the recent increased demand for these crops has decreased the amount of land available for the production of food crops, and the overproduction of commodity crop subsidies means that the cost of food crops is high, while the cost of commodity crops (corn, wheat and soy) is low. Highly processed wheat, corn and soy based foods, such as fast food, sugary cereals, and other produce, leading to the overconsumption of these foods as the health problems associated with it. In recent years, the term "food deserts" has been used to describe areas where there is a lack of access to fresh, healthy food.

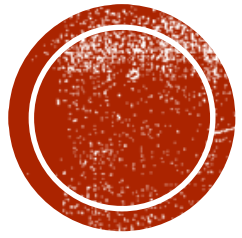


FIELD AND FORK

CONTENT STRATEGY PLAN – TEAM 2B
















# SIMULATIONS



Bridging the knowing-doing gap to target learning by doing

- Individual
- Team
- Self-paced tournament
- Instructor-paced competition

# CAPSIM CORE

	CapsimCore practice rounds Section 3: Internal Analysis Module   Due Sep 23 at 5pm   4 pts
	Select a simulation strategy Section 3: Internal Analysis Module   Due Sep 30 at 5pm   2 pts
	CapsimCore round 1 Section 3: Internal Analysis Module   Due Sep 30 at 5pm
	CapsimCore round 2 Section 4: Functional Strategies Module   Due Oct 7 at 5pm   4 pts
	CapsimCore round 3 Section 4: Functional Strategies Module   Due Oct 14 at 5pm   4 pts
	CapsimCore round 4 Section 5: Business Level Strategies Module   Due Oct 21 at 5pm   4 pts
	CapsimCore round 5 Section 6: Strategy in a Global Environment Module   Due Oct 28 at 5pm   4 pts
	CapsimCore round 6 Section 6: Strategy in a Global Environment Module   Due Nov 4 at 5pm
	CapsimCore round 7 - overall simulation performance Section 7: Corporate Level Strategies Module   Due Nov 18 at 5pm   4 pts
	CapsimCore Top 4 Round Scores 16 pts
	Shareholder report Section 7: Corporate Level Strategies Module   Due Dec 2 at 5pm   2 pts


CAPSIMCORE





File ▾ Decisions ▾ Reports ▾ Proforma

Teamname: Andrews | SimID: Z61718\_41 | Round: 8 (2024)

Recalculate

Draft saved at: 12/01/2016 at 11:54 AM

 **Research & Development**

	Able 	Ace 	Axe 	 New Product
Performance	0	8.1		20
Size	0	12.2		20
Reliability	14000	18,000		23000

	Able	Ace	Axe	Total
Revision Date				
Age	1.9	1.4	1.2	
R&D Cost (in 000's)	\$0	\$0	\$0	\$0

**Perceptual Map (at end of this year)**

**Product Analysis (at end of this year)**

Low Tech	High Tech	Age Profile
Expectations		Importance
Price	\$15 - \$35	41%

## Select a simulation strategy

Now that you have had the chance to practice using Capsim Foundation, which strategy will you use in the simulation? Choose one of the six strategies and submit the name of the strategy and one paragraph on why you have selected this strategy.

 [Capsim Foundation Six Basic Strategies](#) 





# CAPSTONE



### Success Measures

Industry Scoring Success Measures Weighted Relative

Relative Scores To Date for Industry F63831

Calculating Scores To Date (Relative)

1. The system determines a raw score for each category by dividing the team's score ("Team's Value") by the category ("Highest Value"). For example, if the "Team's Value" for Profit is \$5,000,000 and the "Highest Value" is raw score of .5 (\$5,000,000 ÷ \$10,000,000 = 0.5).
2. Next, the system multiplies the raw score by the success measure entry. Continuing with the previous example, ("Team Weighting") is 12.0, multiplying 12 by 0.5 will derive a "Score" of 6.
3. The scores for each category are added, and the resulting sum appears in the Total row.

Weight Method  
The team's values are weighted even for each round.

### Balanced Scorecard

Industry Scoring Balanced Scorecard My Teams

#### My Teams

Here are the possible and earned points that are scored on the decisions your team makes during a round. Clicking each score will display a breakdown of how it was calculated.

Team Name	Rd 1	Rd 2	Rd 3	Rd 4	Rd 5	Rd 6	Rd 7	Rd 8	Recap	Total
Andrews	44	0	0	0	0	0	0	0	88	132
Baldwin	52	0	0	0	0	0	0	0	76	128
Chester	53	0	0	0	0	0	0	0	67	119
Digby	56	0	0	0	0	0	0	0	80	137
Erie	51	0	0	0	0	0	0	0	63	113
Ferris	56	0	0	0	0	0	0	0	71	128
Possible Points	82	89	89	100	100	100	100	100	240	1000

#### Balanced Scorecard Details

For more information on the scoring criteria, click that criteria below.

Team: Andrews  
Round 1 Score / Points.

Financial	Internal Business Process	Customer	Learning and Growth
Stock Price 6.7 /8	Contribution Margin 0.0 /5	Customer Buying Criteria 2.9 /5	Employee Turnover Rate 3.3 /7
Profits 3.0 /9	Plant Utilization 3.6 /5	Customer Awareness 2.8 /5	SubTotal 3.3 /7
Leverage 2.0 /8	Days of Working Capital 0.0 /5	Customer Accessibility 0.0 /5	
SubTotal 11.7 /25	Stock-out Costs 4.5 /5	Product Count 5.0 /5	
	Inventory Carrying Costs 5.0 /5	SG&A Expense 5.0 /5	
	SubTotal 13.1 /25	SubTotal 15.7 /25	

Daily standings:  
Round 1: 21 percentile  
Overall at the end of Round 1: 21 percentile

Round 1 points: 43.8 of 82

### Analyst Report

Industry Scoring Analysis & Scoring Analyst Report

#### Analyst Report

The Analyst Report evaluates your company in ten categories of management performance. Categories are worth 100 points in the overall annual evaluation of 1,000 points.

SimID	Co.	Rd	Margins	Profits	Emerg. Loans	Working Capital	Mkt Share	Fore-casting	Cust. Sat.	Prod-uctivity	Financial Structure	Wealth Creation	Total Points	Cumula. Points
F63831	Andrews	1	●	●	●	●	●	●	●	●	●	●	607	607
F63831	Baldwin	1	●	●	●	●	●	●	●	●	●	●	685	685
F63831	Chester	1	●	●	●	●	●	●	●	●	●	●	657	657
F63831	Digby	1	●	●	●	●	●	●	●	●	●	●	771	771
F63831	Erie	1	●	●	●	●	●	●	●	●	●	●	586	586
F63831	Ferris	1	●	●	●	●	●	●	●	●	●	●	754	754

Points: ○ = 0, ◐ = 10, ◑ = 20, ◒ = 30, ◓ = 40, ◔ = 50, ◕ = 60, ◖ = 70, ◗ = 80, ◘ = 90, ● = 100



# GLOBALDNA



Industry ID: G80392  
 Tawnya Means

Round 1 Jan 1<sup>st</sup> 2017



## Mapping Your Customers

How Perceptual Maps are helping companies focus their product design

### Department Quick Links

-  Research & Dev
-  Marketing
-  Production
-  Finance

### Tools

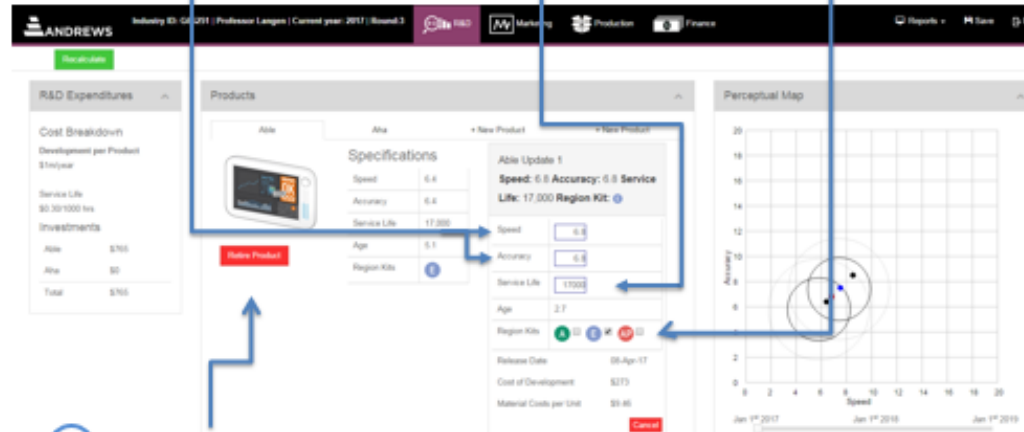
- The Globe
- Industry Paper
- Annual Reports
- Getting Videos
- Learn the

## RESEARCH & DEVELOPMENT

① Speed and Accuracy of the product

② Service Life of the product

③ Region Kits



④ Retire Product

⑤ Second Update

### Key Performance Indicators (KPIs)

Debt/Equity Ratio Profits Market Share

Accounts Payable 17.1%  
Current Debt 4.1%

Long Term Debt 22.3%

Common Stock 13.1%

Stock Price

Board Price

Current Debt

### Key Financial Projections

Net Cash from Operations \$70.9K

Plant Improvements \$0

Net Cash from Financial Activities \$0.00

Net Change in Cash Position \$4.95K

Projected Closing Cash Position for 2017 \$18.26K

Rates \$10.8K

Total Variable Cost \$42.00

Contribution Margin \$15.02

Total Period Costs \$0.55

Net Margins \$5.41

Net Profit \$3.35

### Decisions

Accounts Payable 30

Accounts Receivable 30

2016 Book Price \$23.91

Projected 2017 Earnings per Share \$1.69

Shares Outstanding 2,000

Issue Stock \$11,524

Max Issue Stock \$3.91

Retire Stock \$1.0

Max Issue Long-Term Debt \$4.50

Retire Long-Term Debt \$1.0

Interest Rate 10.1%

Current Debt 9.2%

Interest Rate \$2.00

Due This Year Borrow \$1.0

Max Current Debt Borrow \$3.07

Starting Cash Position for 2017 \$4.64

Projected Closing Cash Position for 2017 \$18.26K

### Summary

Demand 4,100 Fulfillment 3,668

Accounts Payable 30


Remaining Capacity 0/2000

Remaining Outsource 1400/2000

Plant

	Current	New Level	Cost
Capacity	2,000	2,000	\$0
Automation	3.0	3	\$0
Total Invest			\$0
Max Invest			\$26,333

### Americas



### Products

Forecasted Demand 2000

Inventory 996

Production 1600

Production after Adjustment 1,584

Outsourced 0

Shortfall/Overage 580

Cost Breakdown

	Cost
Labor/Unit	\$9.65
Material/Unit	\$9.02
Shipping/Unit	\$0.00
Cost Per Unit	\$18.67
Contribution Margin	41.7%

### Summary

	Americas	Total Demand	Existing Inventory	Insource Supply	Outsourced Supply	Overage	Avg Cost per Unit	Avg Cost Margin
Able	2,000	996	1,584	0	580	\$18.67	41.7%	
Aha	100	0	0	100	0	\$21.04	47.4%	



**Overall Exam Scores for MAN6637: Global Strategic Management (I2MBAF16-107F), Fall 2016**



[Export to PDF](#)

[Export to Excel](#)

Click on any of the student names to view a detailed report of their results. Each column of the table may be sorted, and you can export the information provided into a PDF or Excel document. Below the table are details about how the scores are calculated.

Student	Industry ID	Board Query Points	Balanced Scorecard	Total Points	Rounds Completed	Raw Percentage	Adjusted Percentage	Percentile
					5	63.7%	72.4%	44
					5	35.3%	40.1%	4
					5	25.9%	29.5%	0
					5	71.7%	81.5%	62
					5	70.2%	79.9%	58
					5	74.4%	84.6%	67
					5	49.9%	56.7%	18
					5	72.8%	82.8%	64
					5	34.4%	39.1%	4
					5	63.0%	71.6%	43
					5	57.4%	65.0%	24

Rounds	1	2	3	4	Final	Totals
Balanced Scorecard	30	17	5	8	21	81
Financial	4.3	0.0	0.0	0.0	0.0	4.3
Internal Business Process	4.0	4.0	0.0	4.0	0.0	12.0
Customer	14.0	2.7	4.0	1.4	1.5	23.6
Learning and Growth	8.0	10.6	0.6	2.2	19.0	40.4
Board Queries	40	40	20	24	55	179
Totals by Round	70	57	25	32	76	Total Exam Score 260





# TEAMMATE

CAPSIM

TEAMMATE

Terry Abdullah

Home

Assessments

Reports

Peer Assessment

Team Assessment

No Peer Assessment is available at this time. View your schedule below for upcoming assessments.

Ready to assess how you and your teammates performed? Start now!

Continue

SCHEDULED ASSESSMENTS

Name	Starts	Ends
Team Assessment	05/19/14 9:00AM CDT	05/31/14 9:00AM CDT
Peer Assessment	05/25/14 4:00PM CDT	05/26/14 6:00PM CDT
Peer Assessment	05/31/14 1:00AM CDT	06/30/14 10:00PM CDT

1

Team Dynamics

Your results and tailored teamwork improvement strategies are grouped into three sections below.

Section 1 - Team Dynamics - Team scores are broken into five categories. Individual scores are on four factors based on your teammates' ratings of you.

Section 2 - Developmental Tactics - Improve your team's performance and your own contributions based on comparisons to thousands of other teams. In-depth scores are under the "Deep Dive" tab.

Section 3 - Activities - One-page team and individual activities designed to help you and your team apply the recommended developmental tactics.

Your Team

You

15 Conflict

84 Cooperation

1 Coordination

1 Confidence

67 Cohesion

100

50

0

Conflict

Cooperation

Coordination

Confidence

Cohesion

2

Developmental Tactics

Your Team

You

Deep Dive

Low Team Conflict

Low Team Confidence

High Team Cooperation

Medium Team Cohesion

CAPSIM

TEAMMATE

Terry Abdullah

Home

Assessments

Reports

Please rate the extent to which you agree with each statement regarding each of your team member's behavior.

1. I am confident in my teams ability to develop an effective strategy.

2. I am confident in my teams ability to implement our chosen strategy.

3. I am confident in my teams ability to evaluate the effectiveness of our strategy.

4. I am confident in my teams ability to adjust our decisions to

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

Export

Participant Report for T66825

How many points is this assignment worth? 100 Recalculate

Name	Status	View	Team	Work Quality	Work Quantity	Accountability	Score	Report
T66825A, T66825A	Complete	View	Team 1	39	43	10	45	View
T66825B, T66825B	Complete	View	Team 1	48	37	9	44	View
T66825C, T66825C	Complete	View	Team 1	43	50	8	50	View
T66825D, T66825D	Complete	View	Team 1	57	40	10	49	View
T66825E, T66825E	Complete	View	Team 2	7	10	6	11	View
T66825F, T66825F	Complete	View	Team 2	56	47	62	70	View
T66825G, T66825G	Complete	View	Team 2	61	47	64	73	View
T66825H, T66825H	Complete	View	Team 2	63	40	64	69	View
T66825I, T66825I	Complete	View	Team 3	50	50	46	65	View
T66825J, T66825J	Complete	View	Team 3	57	33	68	64	View
T66825K, T66825K	Complete	View	Team 3	58	30	68	62	View
T66825L, T66825L	Complete	View	Team 3	51	50	61	71	View
T66825M, T66825M	Complete	View	Team 4	38	20	31	36	View
T66825N, T66825N	Complete	View	Team 4	33	20	28	34	View
T66825O, T66825O	Complete	View	Team 4	39	30	38	46	View
T66825P, T66825P	Incomplete	View	Team 4	33	47	51	59	View



# TARGETING STUDENT SUCCESS



Patricia Kalis

Oct 31, 2016



## Round Reports: Walking Through an Example Report

Using an example round report to highlight important information and details that can help you make round decisions in Capsim. Each link goes through the different portions of the report, and are all less than 5 minutes long.

[Part I: Intro to Round Report & High Level Overview](#)

[Part II: Perceptual Map, Product List, & Revision Dates](#)

[Part III: Marketing Portion of Round Report](#)

[Part IV: Customer Satisfaction](#)

[Part V: Production Portion of](#)

[Part VI: Financial Portion of](#)

As always, please let me know if

## Discussions

### Struggling with CapsimCore?

It looks like you are having a rough time with CapsimCore. We want you to be successful... Trish and I are available and active in the course site on the discussion boards offering specific guidance and assistance to help you in understanding the simulation, how to read your reports, how to forecast sales, and in general, how to earn stars in the simulation. You should note that even if you have had multiple rounds with no stars or one star, all is not lost! You can earn stars for the next round simply by improving from the previous round. Your company will not be fixed, but you will get a better score and you will be improving your chances of doing even better the next round. If you would like help, please go to the discussion board and post your concerns or questions. You can also contact Capsim support. Many students have shared how helpful they are at digging into your report and giving you individual feedback. They won't tell you the answers, but they are readily available and can see your view to help. Trish and I are continually monitoring the discussion boards and will post help and points to look for as well. Trish has online office hours today (see her announcement for details) and I am also available for office hours.

Dr. Means

### Five stars on CapsimCore round 4!

Keep up the good work! You really seem to have it figured out. I encourage you to jump on the discussion board and share your strategies with your peers. It will not hurt you any and your peers will greatly appreciate the tips.

Dr. Means



Tawnya Means

### Less than 5 stars for round 4 in CapsimCore

It looks like you missed at least one star this round... I strongly encourage you to check out the topic breakdown videos that Trish is posting on the discussion board. She and I are always looking for ways that we can help you to improve your decisions that you make each round. If you are having questions that are not already addressed on the board, post them and we will respond quickly with guidance. You are not alone in figuring this out!

Dr. Means



Tawnya Means

## Targeted messages

## Outreach



# COURSE INTEGRATION

- Orientation and start up process
- Practice rounds (footrace)
- Strategy overview
- Competitive rounds
- TeamMATE after rounds 2 and 7
- Overall performance
- Board report
- Comp-XM

▼ Assignments					+ ⚙	
📅	Individual Stage: Introduction and Tutorial	Due May 12 at 11:00pm	4 pts	🟢 ⚙		
📅	Stage 1: Practice Rounds	Due May 17 at 11:00pm	4 pts	🟢 ⚙		
📅	Strategy Overview	Due May 23 at 11:00pm	4 pts	🟢 ⚙		
📅	Competitive Round 1	Due May 24 at 11:00pm		🟢 ⚙		
📅	Competitive Round 2	Due May 31 at 11:00pm		🟢 ⚙		
📅	TeamMate 1	Not available until Jun 1	Due Jun 3 at 11:58pm	2 pts	🟢 ⚙	
📅	Competitive Round 3	Due Jun 7 at 11:00pm	1 pts	🟢 ⚙		
📅	Competitive Round 4	Due Jun 14 at 11:00pm	1 pts	🟢 ⚙		
📅	Competitive Round 5	Due Jun 28 at 11:00pm	1 pts	🟢 ⚙		
📅	Competitive Round 6	Due Jul 5 at 11:00pm	1 pts	🟢 ⚙		
📅	Competitive Round 7	Due Jul 12 at 11:00pm		🟢 ⚙		
📅	Capsim Overall Score		4 pts	🟢 ⚙		
📅	TeamMate 2	Not available until Jul 13	Due Jul 18 at 11:00pm	2 pts	🟢 ⚙	
📅	Board Report to Shareholders	Due Jul 19 at 11:00pm	8 pts	🟢 ⚙		
📅	Comp-XM	Not available until Jul 20	Due Jul 26 at 11:00pm	8 pts	🟢 ⚙	



# COURSE INTEGRATION




## CAPSIM INFORMATION

In this course, you will be assigned to teams and will participate in the GlobalDNA Simulation by Capsim. Individuals will make decisions for up to eight practice rounds and teams will make decisions for seven competitive rounds. Teams must also complete the team strategy overview and board presentation to shareholders. Students should review the following Capstone Simulation Readings and Materials before attempting the simulation.



- 🔗 [Capsim Support](#) – Contact information for Capsim Support Team.
- 🔗 [What is GlobalDNA Introduction PowerPoint](#) – An introduction to the simulation, offers general learning objectives, and sets the stage for types of decisions and industry conditions each company will manage.
- 🔗 [GlobalDNA Home page and EDP Quick Reference Guide](#) - Information helpful for getting started.
- 🔗 [Market Conditions Report](#)
- 🔗 [Decision Making Process Overview PowerPoint](#)
- 🔗 [Department Guide](#)
- 🔗 [Manager's Guide](#)
- 🔗 [Forecasting Activity document](#) - an optional activity to check your knowledge of how to find information for forecasting.
- 🔗 [Company Strategy Guide](#) - a description of each of the strategies in GlobalDNA.
- 🔗 [Sample Globe Report](#)
- 🔗 [Sample Annual Report](#)
- 🔗 [Decision cheat sheet](#) - use this as a guide to making decisions
- 🔗 [Manager's checklist](#) - use this to check before you submit as rounds are closing
- 🔗 [Topic reflections](#) - Points to think about as you go through the simulation
- 🔗 [GlobalDNA Scavenger Hunt document](#) - an optional activity to make sure you know where to find everything in the Manager's Guide as you go.
- 🔗 [Tips and Tricks](#)
- 🔗 [GlobalDNA Student Guide](#) - an overview of strategic management from Frank Rothaermel

- Located on home page or in Getting Started section of course
- Overview video from professor
- Links to support files
- Single sign on access through LMS



MAN6900

Account

Admin

Dashboard

Courses

Groups

Calendar

Summer C 2016

Home

Syllabus

Announcements

Capsim

Grades

People

Template Wizard

Assignments

Files

Quizzes

Discussions

Select from available Courses

Create new Sim

Course Title	Industry ID	Round Type
MAN6900: Strategic Management Project (MIB), Summer A/C 2016	G79751_000	Practice
MAN6900: Strategic Management Project (MIB), Summer A/C 2016	179924	N/A
MAN6900: Strategic Management Project (MIB), Summer A/C 2016	G80151	Competition
	G80157	Competition



# COURSE INTEGRATION

1. Professor explains Perceptual Maps in video
2. Students use Strategy Picker
3. Students submit strategy with explanation after practice rounds and before first competition round
4. Professor provides general guidance on strategy aligned to decisions in weekly debrief videos



## Team Strategy Overview

Due Feb 4 by 11pm Points 0 Submitting a file upload Available until Feb 4 at 11pm

This assignment was locked Feb 4 at 11pm.



## DETAILS

Review the Capstone Strategies [📄](#) overview to select a strategy.

**Format:** One page maximum; Bullet points

Score will be included in the Shareholder Report grade.

Your report should address these areas:

✔ Strategic positioning: (see Capstone Strategies [📄](#)) Pick one of the six strategies

✔ Based on your strategic positioning, what are your goals and priorities for the functional areas? Marketing, finance, production, etc.





# COURSE INTEGRATION

- Submitted after the last competition round
- Teams report on:
  - Strategy evolution over term
  - Success at sticking to strategy
  - Prediction for future of company
  - Lessons learned

## Simulation Board Report to Shareholders

[Submit Assignment](#)

Due Mar 31 by 11pm

Points 4

Submitting a file upload



### DETAILS

#### Format:

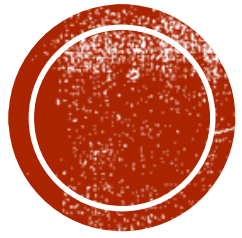
- Document in Word or pdf
- Font: times new roman 12
- Line spacing: 1.5
- Length: 4 page maximum
- Margins: 2.5 cm
- Margins are justified on the left and right
- Page numbering: bottom, centered and starting from the first text page

#### Content:

The report should address the following issues:

1. Each team should emphasize what they think is most important in the order they believe most effective.
2. Company strategy and how it has evolved. What was your strategic positioning at the start of the simulation? Provide a brief outline. Then discuss how your position changed during the simulation. Include comments on the dimensions of strategy covered in your team strategy paper.
3. Company performance in all decision rounds. Discuss the performance of your company during the time you and your co-managers have run it. Draw on the data presented in the simulation.
4. Strongest competitors. Which companies do you consider to be your strongest competitors in the simulation market? Why? Which competitors would you place in your strategic group?
5. Lessons learned. What are the "lessons learned" by your management team about crafting a winning strategy and about what the managers of a company should or should not do for a company to be successful?





# COMPETENCY-BASED LEARNING



com·pe·tence

'kämpədəns/

*noun*

1. the ability to do something successfully or efficiently.

-- Merriam-Webster

# COMPETENCIES

Mapping the process to the learning tasks

## The Entrepreneurship Process

1. Identify an opportunity
2. Develop a venture concept
3. Acquire resources
4. Manage and grow
5. Exit the venture



## The Entrepreneurship Competencies

- Opportunity recognition
- Opportunity assessment
- Risk management / mitigation
- Conveying a compelling vision
- Tenacity / Perseverance
- Resource leveraging
- Guerrilla skills
- Value creation
- Maintain focus yet adapt
- Resilience
- Self-efficacy
- Building and using networks





# COMPETENCIES

You learn what you do

- Break up the competencies into assignments
  - Create a bug list,
  - identify local opportunities,
  - conduct needs analysis,
  - create an elevator pitch,
  - interview customers, etc.
- Weekly assignments... do it, think about it, connect with others, review other's, reflect over time (mid and final reflections)
- Lesson learned: Students are open to innovation in assessment – their main resistance is to how to handle the responsibility



# A PROCESS OF BECOMING

“After reading through my blog from this semester I am left **amazed and speechless**. ... I had many memorable experiences this semester, but the one that I will always remember is the Free Money exercise. I managed to build the courage and go up to complete strangers with a strange request. I offered random customers a dollar bill and asked for nothing in return. I have to say that I received some strange and surprising looks, but it was quite a **unique experience**. I am really proud of myself for completing the interview exercises that required going out of my comfort zone. ... **I have learned that feedback is necessary, but there are many customers who are not willing to collaborate and that's okay**. ... I see how everything ties together and the purpose for each assignment. Each exercise was designed to **expose us to entrepreneurial experience and in order to ultimately develop an entrepreneurial mindset**. At the beginning of the semester I repeated the entrepreneur's mantra, but I have to admit that ***I did not have much sense of what I was saying or committing to***. Now, that I have found an opportunity, developed a venture concept, acquired resources, managed growth and finally concluded my exit strategy **I feel like an entrepreneur**.”

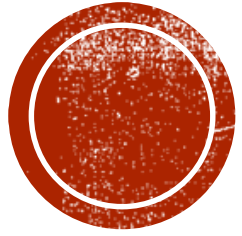


# WHAT STUDENTS THINK ABOUT IT

- “Dr. Pryor is innovative and creative in ways I've never seen in a professor. As a student, it's inspiring. I **WANT** to do the work. I **WANT** to watch the lectures. I **WANT** to absorb every bit of the material that I can. At the same time, he's **made us free completely free to pursue what interests us**. Students can determine their own fate, build their own course with the materials they've been given.”
- “I loved the way this course was set up because **it put you in an entrepreneurial mindset for the entirety of the course.**”
- “YES. I love the aspect of having the blog to submit assignments. I know it'll be awesome to look back on and read at the conclusion of the course. Thank you for making this class easy to keep up with! I don't mean that to say the assignments are easy (because they are **challenging**) I mean the way the course is set up is easy to follow with the deadlines and assignment descriptions.”
- “It was a pile of useless busy work.”







# CONTINUOUS IMPROVEMENT



*“Continuous improvement is better than delayed perfection.”*

*-- Mark Twain*



# RUBRICS

Due	For	Available from	Until
Oct 25 at 11:55pm	Everyone	Oct 14 at 12am	Oct 25 at 11:55pm

Knowledge of the sky scoring guide				
Criteria	Ratings			Pts
Discuss color	Full Credit 4 pts	Partial Credit 2 pts	No Credit 0 pts	4 pts
Discuss properties	Full Credit 4 pts	Partial Credit 2 pts	No Credit 0 pts	

Test Student


Student 1 of 6  
Gradebook Course Home

Negotiation 3 - Sally Soprano 1 (WCBA Laundry Site (1MBAF15))  
due: Oct 25 at 11:55pm

Mute Assignment Settings Help  
0 / 6 Graded

20 of 53

crocodoc



Knowledge of the sky scoring guide

Criteria	Ratings			Pts
Discuss color	Full Credit 4 pts	Partial Credit 2 pts	No Credit 0 pts	4 / 4 pts
Discuss properties	Full Credit 4 pts	Partial Credit 2 pts	No Credit 0 pts	2 / 4 pts

Total Points: 6 out of 8

SaveCancel

Assignment Comments



# LEARNING OUTCOMES

The image displays three overlapping screenshots of the Canvas LMS Learning Outcomes interface, illustrating the process of managing and viewing learning outcomes.

**Left Screenshot (Main List):**

- Navigation: Back, + Outcome, + Group, Find.
- Left Sidebar (List of Outcomes):
  - 1.1.a
  - 1.1.b
  - 1.1.c
  - 1.1.d
  - Assignment Outcome
  - Discussion Outcome
  - Quiz Outcome (1)**
  - Writing Prompt Outcome
- Main Panel (Quiz Outcome (2)):
  - Description: Completes quiz questions and receives a pass...
  - Table:

Exceeds Expectations	Meets Expectation
5 Points	3 Points
  - Mastery: 3 Points
  - Calculation Method: Highest Score
  - Calculation Method Example:

Example: Mastery score reflects the highest score of a graded assignment or quiz.

1- Item scores: 1, 4, 2, 3

2- Final score: 4

**Middle Screenshot (Group Work):**

- Navigation: Back, + Outcome, + Group, Find.
- Left Sidebar:
  - Core Curriculum
  - Course Outcomes
  - Group Work**
- Main Panel (Group Work):
  - Description: Ability to work with others in a group.
  - Table:

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Total Points
5 Points	3 Points	0 Points	5 Points
  - Mastery: 3 Points
  - Calculation Method: Decaying Average
  - Calculation Method Example:

Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.

1- Item scores: 1, 4, 2, 3, 5, 3, 6

2- Final score: 4.95

**Right Screenshot (Assignment Outcome):**

- Navigation: Back, + Outcome, + Group, Find.
- Left Sidebar:
  - Assignment Outcomes
  - Curriculum Outcomes
- Main Panel (Assignment Outcome):
  - Description: Demonstrates ability to follow directions and complete the assignment.
  - Table:

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Total Points
5 Points	3 Points	0 Points	5 Points
  - Mastery: 3 Points
  - Calculation Method: Highest Score
  - Calculation Method Example:

Example: Mastery score reflects the highest score of a graded assignment or quiz.

1- Item scores: 1, 4, 2, 3

2- Final score: 4



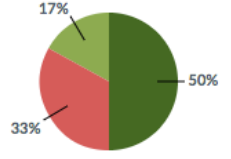
# MASTERY

Course average ▾ 3.85 /3 ■ 3.5 /3 ■ 3.85 /3 ■ 3.5 /3 ■

Learning Outcome Quiz Outcome **Discussion Outcome** Assignment Outcome Writing Prompt Outcome

one History -  
Joe History -  
nson History -  
nes History -  
rs History -  
nderson History -  
th History -  
lent History -

**Assignment Outcomes > Discussion Outcome**



17%  
50%  
33%

- Exceeds Expectations
- Meets Expectations
- Does Not Meet Expectations

**Mastery set at: 3**

Demonstrates ability to answer initial discussion prompt and comment on two other posts.

**Calculation Method: Highest Score**

Example: Mastery score reflects the highest score of a graded assignment or quiz.

1- Item scores: 1, 4, 2, 3  
2- Final score: 4

3.85 /3 ■	3.5 /3 ■	3.85 /3 ■	3.5 /3 ■	>
Quiz Outcome	Discussion Outcome	Assignment Outcome	Writing Prompt Outcome	
1 /3 ■		3 /3 ■		■ Exceeds Mastery
3 /3 ■	5 /3 ■	5 /3 ■	5 /3 ■	■ Meets Mastery
5 /3 ■	5 /3 ■	5 /3 ■	5 /3 ■	■ Near Mastery
5 /3 ■	0 /3 ■	3 /3 ■	0 /3 ■	■ Well Below Mastery
5 /3 ■	2 /3 ■	5 /3 ■	5 /3 ■	Export report
5 /3 ■	4 /3 ■	3 /3 ■	3 /3 ■	
3 /3 ■	5 /3 ■	3 /3 ■	3 /3 ■	





# MAP ASSESSMENT TOOLS

Learning Goal	MBA	MIB	MSM	BSBA
Demonstrate competency across business disciplines	Capstone/ Comp-XM	N/A	GlobalDNA/ Comp-XM	Core/ GlobalDNA
Demonstrate teamwork and leadership skills	TeamMATE	TeamMATE	N/A	N/A
Demonstrate critical thinking	Capstone/ Comp-XM	GlobalDNA/ Comp-XM	GlobalDNA/ Comp-XM	N/A
Possess effective communication skills	Comp-XM/ Capsim360	Comp-XM/ Capsim360	Comp-XM/ Capsim360	Comp-XM
Possess a global perspective on business	N/A	GlobalDNA/ Comp-XM	N/A	GlobalDNA
Apply appropriate problem-solving and decision-making skills	N/A	N/A	N/A	Core/ GlobalDNA
Appreciate the ethical aspects of business	N/A	N/A	N/A	Comp-XM
Understand the principles of groups, teams, managers, and leaders	N/A	N/A	N/A	TeamMATE

**Blue** = currently used; **Green** = available to use; **N/A** = not applicable to program



# MAP ASSESSMENT DATA

Capsim-UF\_Comp-XM AoL Crosswalks.xlsx - Excel

Means, Tawnya S

1	UF MBA Learning Goals	Currently Used GDNA Comp-XM Metrics	
		Simulation Measures	Board Query Item Topics
2	<b>1) Demonstrate competency across business disciplines.</b> a. Apply the essential elements of core business principles to analyze and evaluate problems and to construct and implement solutions in the business environment.	<b>4 Domains</b> (1. Profitability; 2. Ability to Raise Capital; 3. Asset Management; 4. Forecasting)	<b>24 Items</b> (1.1 Revenue Recognition; 1.2 Understanding the Accounting Equation; 1.3 Statement of Cash Flow; 1.4 Calculating Book Value; 1.5 Identifying Fixed vs. Variable Costs; 1.6 International Breakeven Analysis; 2.1 Effect of Investment Decisions; 2.2 Effects of Change in Depreciation Expense; 2.3 Retirement of Debt; 2.4 International Sample Ratios; 2.5 Calculating Dividend Yield; 2.6 Cash Management; 3.1 Identifying Price Elasticity; 3.2 Identifying Competitors Using the Four P's; 3.3 Forecasting; 3.4 International Marketing Segment Size; 3.5 Demand Analysis; 3.6 Identifying Marketing Efficiency; 4.1 International Contribution Margins; 4.2 Optimal Balance of Production and Outsourcing; 4.3 Cost of Right-Sizing Plant; 4.4 Acceptable Inventory Levels; 4.5 Operational Impact of Unit Margin; 4.6 Capacity Analysis)
3	<b>2) Demonstrate knowledge and understanding of leadership skills and styles appropriate for working with a variety of individual and groups.</b> a. Apply knowledge of core leadership skills to analyze and evaluate problems, choose from and generate alternative solutions, for the purpose of affecting organizational change or influencing others.	n/a	n/a
4	<b>3) Demonstrate critical thinking.</b> a. Employ appropriate analytical models and apply critical reasoning processes to evaluate evidence, select among alternatives, and generate creative options in furtherance of effective decision making.	<b>2 Domains</b> (3. Asset Management; 5. Competitive Advantage)	<b>11 Items</b> (1.6 International Breakeven Analysis; 2.1 Effect of Investment Decisions; 2.6 Cash Management; 3.5 Demand Analysis; 4.6 Capacity Analysis; 5.1 Comparison of Local and Global Companies; 5.2 Identifying Strategies; 5.3 Strategic Analysis; 5.4 Competitive Analysis; 5.5 Building Competitive Advantage; 5.6 Developing Mission/Vision Statement)

Grad Program Goals->Big7Goals | MBA Goals->CapstoneCompXM | **MBA Goals->GDNACompXM** | MIB Goals->GDNACompXM | MSM Goals->GDNACompXM | Undergrad Goals->Big7 ...

READY | 100%



# MAP PROGRAM OUTCOMES

Key: Introduced

Reinforced

Assessed

SLOs	ACG 2021	ACG 2071	CGS 2531	ECO 2013	ECO 2023	BUL 4310	FIN 3403	GEB3213 GEB3219	GEB3218 GEB3219	GEB 3373	MAN 3025	MAN 4504	MAR 3023	QMB 3250	Additional Assessments
#1	I	I	I	I	I	I	I			R	I	I	I	I	A ETS-B Exam
#2	R	R	I											R & A Quizzes	
#3						R & A Exam	R				R		R & A Exam		
#4				I	I					R & A Exam	I		R & A Exam		A ETS-B Exam
#5										R & A Exam	I		I		
#6											I & A Exam				
#7											I & A Exam		I		
#8	R	R		I	I					R	R	R & A Exam		R & A Quizzes	
#9	R	R		I	I					R	R	R & A Exam		R & A Quizzes	
#10							R & A Assignment	R & A Assignment				R			
#11									I & A Assignment			R			



# CLOSE THE LOOP

## *Additional emphasis on course topics*

The committee analysis of the ETS exam highlighted issues in some students' knowledge of financial ratios and standard cost accounting. To address the need for more discussion of these topics, the Managerial Accounting course was increased from 3 to 4 credit hours. Additionally, the analysis indicated a need for greater emphasis in marketing on the topics of market entry strategies and marketing research concepts (e.g., unaided recall, aided recall, etc.). The instructor in the Marketing course has added these topics to the lectures.

## *Change in emphasis of a course*

In reviewing the ETS data related to finance, the committee was concerned that students were too focused on calculations at the expense of a solid understanding of the principles of finance. Accordingly, the instructor agreed to continue to spend the early part of class discussing current events, showing students the relevance of the material, and to place greater emphasis on conceptual questions and financial definitions through a redesign of quizzes and exams.

## *Change in instructor actions*

The committee analysis of the ETS data related to economics highlighted specific issues that students were missing. A review with the course instructors indicated that students were taught the concepts but that as it was early in their courses at the college, they seemed to not remember the content when it came time to answer the exam questions in the final, capstone course. The committee asked the instructors for ideas as to how the students could be alerted to the importance of certain concepts so that they might remember them after the course was completed. One instructor offered to send his students an email at the end of the course to identify those issues. While it is too soon to tell if this email has had an impact on students, the instructor will continue to send this type of email at the end of each semester. (See Appendix M for an example of the email text).





# THANK YOU!

## Tawnya Means, PhD

*Director, Teaching & Learning Center*  
Warrington College of Business

tawnya.means@ufl.edu

@UFTawnya



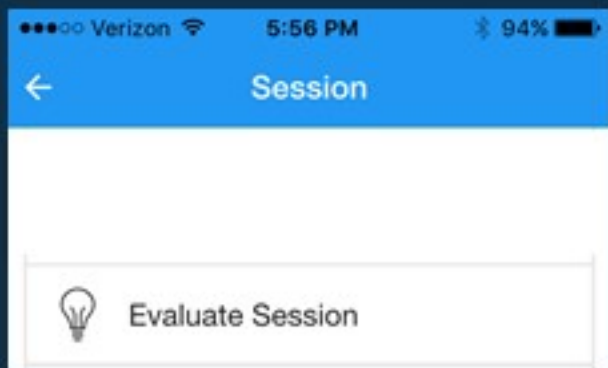
**WARRINGTON** COLLEGE of BUSINESS





# Session Evaluations Contest

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Click “Evaluate Session” at the bottom of session details screen
- Complete session evaluation\*



Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) \$25 gift cards** will be awarded to five (5) individuals

Must submit evals using the OLC Conferences mobile app or website