University of Cincinnati

I. Course Information

Title: “Decision Modeling”
Course #: BANA7012-001
Credit Hours: 2
Term: Summer Semester, 2nd Half, Wednesday, June 21 – Saturday, August 5, 2017
Prerequisite: BANA7011 “Data Analysis”

II. Staff Information

Instructor: David F. Rogers
Office: 531 Carl H. Lindner Hall
Office Phone: (513)556-7143
Email: David.Rogers@UC.edu

http://www.business.uc.edu/David-Rogers
Fax: (513)556-5499
Please put "BANA7012-001" in the subject line.

On-Line Office Hours via WebEx at https://ucincinnati.webex.com/meet/rogersdf
   Tuesdays, 11:00 A.M. – 12:00 Noon EST – June 27; July 11, 18, and 25
   Wednesday, 11:00 A.M. – 12:00 Noon EST – July 5

Facilitator: Jayaram “Kishore” Tangellamudi, MS Business Analytics Candidate
Email: tangelje@mail.uc.edu

Please put "BANA7012-001" in the subject line.

On-Line Office Hours via WebEx at https://ucincinnati.webex.com/meet/tangelje
   Thursdays, 7:00 P.M. – 9:00 P.M. EST – June 22 and 29; July 6, 13, 20, and 27
   Saturdays, 12:00 Noon – 2:00 P.M. EST – June 24; July 1, 8, 15, 22, and 29

Communication Policy: Students are encouraged to use the course Q&A Discussion Board for general questions regarding the class. Specific grading questions should be directed to the facilitator or instructor via email. Responses should be received within 24-48 hours. However, we are typically much more responsive than that!

III. Link to Pace

This course aligns with PACE, the Lindner College of Business platform for developing the total business professional.

P – Professionalism

- Enhance oral & written communication, express ideas clearly, logically, and persuasively.
- Develop and practice teamwork skills through group projects and exercises.
- Practice professional habits of punctuality, preparation, respect, and participation.
A – Academics
- Develop foundational knowledge of core business functions and their interactions within firms.
- Begin applying functional and cross-functional knowledge to critically analyze business problems; for example, applying techniques for business plan development.

C – Character
- Learn and apply leadership techniques for project management (plan, brief, execute, and debrief).
- Build an understanding and initial skills of managing diversity, including understanding cultural differences, and challenges and opportunities of global business.
- Understand importance of ethics and social responsibility in business and personal settings.

E – Engagement
- Build understanding of importance and practices of networking through interactions with business professionals and guest speakers.
- Develop awareness and appreciation of involvement in social organizations, community service, and professional group opportunities.

IV. Required Course Materials
  Please make sure that you do not purchase the 1st edition, the "Global Edition", or the "International Edition". These editions are not supported since the topics, page numbers, and exercises differ greatly.

  Other Required Resources: Windows PC (or Mac with Windows capability) with Microsoft Excel 2013 or 2016 for Windows. Because important statistical features of Excel may not be available in Excel for the Mac, it is required that you use Windows. Please also note that add-in software we will use only runs on Windows but now has a cloud-based version. Mac users may run Windows using Mac’s Bootcamp, or third-party software such as VMWare or Parallels. Students may purchase Microsoft Office at greatly discounted prices at the UC Bookstore.

V. Course Description
This course is the second in a sequence of two courses in the MBA program that provides an introduction to business analytics. Here we focus on linear regression analysis; building spreadsheet models for prediction; risk analysis using Monte-Carlo simulation; and optimization modeling and solution. Microsoft Excel for Windows is used as the platform for all applications.
VI. Student Learning Outcomes

Upon successful completion of this course you will be able to …

- Apply simple and multiple linear regression analysis.
- Develop and analyze mathematical and spreadsheet-based models for practical business decisions.
- Develop and analyze spreadsheet models for risk analysis using Monte Carlo simulation with Microsoft Excel and Analytic Solver Platform Excel add-in.
- Formulate and solve models for linear and integer optimization and interpret the results provided from Microsoft Excel Solver.

VII. Instructional Methods

The following course utilizes the Blackboard Learning Management System to provide student-centered online learning that will enhance the teaching and learning process. Through a variety of instructional methods, e.g., discussion boards, video lectures, readings, and online assessments, you will become immersed and engaged in the learning process. If you are not familiar with Blackboard, please visit https://kb.uc.edu/kbarticles/blackboard-landing.aspx

VIII. Course Communication

University policy requires that the email set up in Blackboard is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to change your email in Blackboard to a non-UC email it is your responsibility to ensure you check it frequently. Please note that facilitators and faculty cannot modify your email settings in Blackboard and it is your responsibility to work with Blackboard to ensure that you have an appropriate email address indicated. You may access Blackboard at https://canopy.uc.edu/ and the Contact Support Team at the Help button may assist. The Blackboard site for this course is not to be used for anything other than course-related issues. Blackboard should not be used to solicit classmates for anything such as encouragement to fill out a survey, attend a function, or anything not related to the course.

IX. Course and Grading Policies

1. Course Structure: Due dates shown in X. Course Structure will also be clearly indicated on Blackboard. All assignments will be submitted via Blackboard using a Word, PDF, or Excel document. When completing discussion board assignments please make sure to abide by the rules of netiquette which are posted on Blackboard under the “Start Here” tab.
2. **Academic Integrity Policy**

The University Rules, including the **Student Code of Conduct**, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. Please refer to the **Student Code of Conduct** at [http://www.uc.edu/conduct/Code_of_Conduct.html](http://www.uc.edu/conduct/Code_of_Conduct.html).

It is expected and encouraged that students should discuss readings and homework assignments with each other unless otherwise specified. When doing homework, try on your own, ask for help from anyone, and get the work completed. However, getting an exercise or case worked through to a solution is not necessarily learning. Make sure you know what the problem is, what the solution is, and what the solution implies. Merely copying someone's work will not guarantee this.

Examinations are to be the sole work of individual students. A grade of F for the course will be assigned to anyone receiving assistance or assisting another during any examination. Plagiarism or representing someone else’s work as your own will result in a course grade of F. Further disciplinary action for any academic misconduct mentioned in this section may be taken that could result in dismissal from the university.

As with all Lindner College of Business efforts, in this course you will be held to the highest ethical standards critical to building character. Ensuring your integrity is vital and ultimately your responsibility. To help ensure the alignments of incentives, the Lindner College of Business has implemented a “**Two Strikes Policy**” regarding Academic Integrity that supplements the **UC Student Code of Conduct** at [http://www.uc.edu/conduct/Code_of_Conduct.html](http://www.uc.edu/conduct/Code_of_Conduct.html).

- All academic programs at the Lindner College of Business use the “**Two Strikes Policy**”. Any student who has been found responsible for two cases of academic misconduct may be dismissed from the College.
- All cases of academic misconduct, e.g., copying other students’ assignments, failure to adequately cite or reference, cheating, plagiarism, or falsification, will be formally reported by faculty.
- Students will be afforded due process for allegations as outlined in the policy.

3. **Disability:** Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office: [http://www.uc.edu/aess/disability.html](http://www.uc.edu/aess/disability.html)

4. **Counseling Services, Clifton Campus:** Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at (513)556-2564 or CAPS Cares at (513)556-0648.
5. **Title IX:** Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required to forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment, or violence, or if you would like to know more about your rights and resources on campus, you can consult the website www.uc.edu/titleix or contact the office at (513)556-3349.

6. **Missed and/or Late Examinations, Quizzes, and Graded Exercises**
   Without mutually agreeable prior arrangements or a significant unexpected emergency deemed acceptable by the instructor, late work will not be accepted.

7. **LCB Weather-Related Protocol**
   **On-Line Courses:** In the event of inclement weather and the university is closed, the closure will not affect this on-line course. All course assignments and activities will remain as scheduled in the course syllabus.

   **On-Campus Activities:** When inclement weather threatens the safety of the University of Cincinnati community, the Senior Vice President for Administration and Finance may invoke University Rule 3361: 10-55-01 and declare an emergency closing. The Lindner College of Business will observe the university emergency closing protocol for all on-campus classes and activities. During a university emergency closing all college offices will be closed.

8. **Course Grading**
   Total Points for each course component are …

<table>
<thead>
<tr>
<th>Module</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Postings</td>
<td>40</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td></td>
<td><strong>100</strong></td>
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<tr>
<td>Assignment Quizzes</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>18</td>
<td>18</td>
<td><strong>132</strong></td>
</tr>
<tr>
<td>Exams</td>
<td>120</td>
<td>140</td>
<td>130</td>
<td></td>
<td></td>
<td></td>
<td><strong>390</strong></td>
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<tr>
<td><strong>Total Points</strong></td>
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<td></td>
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<td></td>
<td><strong>622</strong></td>
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</table>

   For all exams and assignment quizzes, once you submit an answer you will be able to go back and change it. For assignment quizzes you will have the opportunity to see the answers after the due date (end of the module). However, exam question answers will not be posted. You may review your exam personally with the facilitator or instructor either during an on-campus visit, email chat, phone call, or in a virtual chat session.
Descriptions of Major Assignments

- **Discussion Board Postings** (5 @ 20 pts. Each)
  - See XI. Discussion Board Assignments Rubric for how grades are assigned.
  - The first Module 1 Posting will be a Student Profile.
  - In Modules 1, 3, 5, and 6 students will submit responses to an analytics-based query using research evidence to support their answers. Replies to other classmates to discuss their findings follows.

- **Quizzes** (4 @ 24 pts. Each and 2 @ 18 pts. Each)
  - A quiz concludes each Module. *Be sure to have your homework assignments handy when taking the quiz so you can enter your solutions.* Problem Assignment Quizzes are designed to reinforce material in the lectures and to test whether or not you have done the homework and understood the content delivered. These problems are linked to those listed in a panel within each module. This assignment will be administered in the form of multiple choice or fill in the blank questions, and you will receive immediate feedback on your score. You will also be able to view incorrect questions AFTER the due date has passed. You must do each problem in order as the next problem will not be available until after you submit the one before. You may work on this at your own pace, stop, and return to complete it at a later time.

- **Examinations** (1@ 120pts., 1 @ 130 pts., and 1 @ 140 pts.)
  - At the end of Modules 2, 4, and 6 are the major examinations.
  - All questions are multiple choice. Questions are randomized and once you submit an answer you can go back. You will not be given correct solutions; to review your exam contact the facilitator or instructor. Please note that it is a violation of academic integrity to take any screen shots of questions or discuss any aspect of this exam with another student.

- **Standard 10-Point Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt;=90.00</td>
</tr>
<tr>
<td>A-</td>
<td>85.00 to 89.99</td>
</tr>
<tr>
<td>B+</td>
<td>80.00 to 84.99</td>
</tr>
<tr>
<td>B</td>
<td>75.00 to 79.99</td>
</tr>
<tr>
<td>B-</td>
<td>70.00 to 74.99</td>
</tr>
<tr>
<td>C+</td>
<td>65.00 to 69.99</td>
</tr>
<tr>
<td>C</td>
<td>60.00 to 64.99</td>
</tr>
<tr>
<td>F</td>
<td>Below 60.00</td>
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</table>

  Final grades will be assigned according to …
• **Incomplete Policy**  The university policy will be followed regarding the awarding of an I grade, i.e., the I grade will be given only if a student is unable to complete the course and has an excused absence for any incomplete work. Students receiving an I grade must contact Dr. Rogers during the first week of the immediately following semester to arrange a method for completing the course. If you will not be able to schedule a meeting during the first week of the immediately following semester then prior arrangements should be made regarding when you will be able to meet at the time an I grade is requested. Unless an acceptable reason exists to postpone completing the course during the next academic semester, all work necessary to change an I grade must be finished during the immediately following semester or your grade will be converted to an F.

X. **Course Schedule**

<table>
<thead>
<tr>
<th>Module/Dates</th>
<th>Readings</th>
<th>PowerPoint Lectures</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Ch. 1: pp. 1-12</td>
<td>Lecture 1.1: Intro. to Business Analytics</td>
<td>Student Profile Posting (Due 11:59pm, Thursday, June 22. Replies due 11:59pm, Sunday, June 25.)</td>
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<tr>
<td></td>
<td>Ch. 8: pp. 233-268</td>
<td>Lecture 1.2: Trendlines</td>
<td>DB Posting #1 (Due 11:59pm, Thursday, June 22. Replies due 11:59pm, Sunday, June 25.)</td>
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<td>Lecture 1.3: Simple Linear Regression</td>
<td>Assignment 1 Quiz (Due 11:59pm, Sunday, June 25.)</td>
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<td></td>
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<td>Lecture 1.4: Multiple Linear Regression</td>
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<td>Lecture 1.5: Advanced Regression Modeling</td>
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<td>Student Profile Posting (Due 11:59pm, Thursday, June 22. Replies due 11:59pm, Sunday, June 25.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DB Posting #1 (Due 11:59pm, Thursday, June 22. Replies due 11:59pm, Sunday, June 25.)</td>
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<tr>
<td></td>
<td></td>
<td>Assignment 1 Quiz (Due 11:59pm, Sunday, June 25.)</td>
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<tr>
<td>Module 2</td>
<td>Ch. 1: pp. 13-30</td>
<td>Lecture 2.1: Models in Analytics</td>
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<td></td>
<td>Ch. 11: pp. 341-358, 362-371</td>
<td>Lecture 2.2: Predictive Decision Modeling</td>
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<td>Lecture 2.3: Modeling Applications</td>
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<td>Lecture 2.4: Analyzing Uncertainty &amp; Model Assumptions</td>
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<td></td>
<td></td>
<td>Assignment 2 Quiz (Due 11:59pm, Sunday, July 2.)</td>
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</tbody>
</table>

Exam 1 opens **Friday, June 30 at 12:01AM** and closes **Sunday, July 2 at 11:59PM**. Covers both Modules 1 and 2.
<table>
<thead>
<tr>
<th>Module 3</th>
<th>Ch. 5: pp. 161-166</th>
<th>Lecture 3.1: Intro. to Monte Carlo Simulation</th>
<th>DB Posting #2 (Due 11:59pm, Thursday, July 6. Replies due 11:59pm, Sunday, July 9.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 3-9</td>
<td>Ch. 12: pp. 377-407</td>
<td>Lecture 3.2: Simulation with Analytic Solver Platform</td>
<td>Assignment 3 Quiz (Due 11:59pm, Sunday, July 9.)</td>
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<tr>
<td></td>
<td>Lecture 3.3: Analytic Solver Platform Visualizations and Reports</td>
<td>Lecture 3.4: Applications of Monte Carlo Simulation</td>
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<tr>
<td></td>
<td>Lecture 3.1: Intro. to Monte Carlo Simulation</td>
<td>DB Posting #2 (Due 11:59pm, Thursday, July 6. Replies due 11:59pm, Sunday, July 9.)</td>
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<tr>
<td></td>
<td>Lecture 3.2: Simulation with Analytic Solver Platform</td>
<td>Assignment 3 Quiz (Due 11:59pm, Sunday, July 9.)</td>
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<tr>
<td></td>
<td>Lecture 3.3: Analytic Solver Platform Visualizations and Reports</td>
<td>Lecture 3.4: Applications of Monte Carlo Simulation</td>
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<tr>
<td>Module 4</td>
<td>Ch. 13: pp. 415-450</td>
<td>Lecture 4.1: Intro. to Linear Optimization</td>
<td>Assignment 4 Quiz (Due 11:59pm, Sunday, July 16.)</td>
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<tr>
<td>July 10-16</td>
<td>Lecture 4.2: Using Solver for Linear Optimization</td>
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<tr>
<td></td>
<td>Lecture 4.3: Understanding Solver</td>
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<td></td>
<td>Lecture 4.4: What-If Analysis for Linear Optimization</td>
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<tr>
<td>Exam 2 opens Friday, July 14 at 12:01AM and closes Sunday, July 16 at 11:59PM. Covers Modules 3 and 4 only.</td>
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<tr>
<td>July 17-23</td>
<td>Lecture 5-2: Applications – Blending Models</td>
<td>Assignment 5 Quiz (Due 11:59pm, Sunday, July 23.)</td>
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<td></td>
<td>Lecture 5-3: Applications – Portfolio Investments Models</td>
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<td>Lecture 5-4: Applications – Transportation Models</td>
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<td></td>
<td>Lecture 5-5: Using Sensitivity Analysis Correctly</td>
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</tbody>
</table>
### XI. Discussion Board Assignments Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 0 Points</th>
<th>Fair 2.5 Points</th>
<th>Good 4 Points</th>
<th>Excellent 5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Assignment Posting</td>
<td>No Posting</td>
<td>Posts an inadequate assignment, e.g., missing links with superficial thought &amp; preparation. Doesn’t address all aspects of the task.</td>
<td>Posts well-developed assignment that addresses all aspects of the task. Lacks full development of concepts.</td>
<td>Posts well-developed assignment that fully addresses &amp; develops all aspects of the task.</td>
</tr>
<tr>
<td>Follow-Up Postings</td>
<td>No Posting</td>
<td>Posts a single response and/or shallow contribution to discussion, e.g., agrees or disagrees; doesn’t enrich discussion.</td>
<td>Elaborates on at least 2 existing postings with further comment or observation.</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
</tr>
<tr>
<td>Content Contribution</td>
<td>Posts info. that is off-topic, incorrect, or irrelevant to the discussion.</td>
<td>Repeats but doesn’t add substantive information to the discussion.</td>
<td>Posts information that is factually correct; lacks full development of concept or thought.</td>
<td>Posts are factually correct, reflective, &amp; substantive contribution; advances discussion.</td>
</tr>
<tr>
<td>Clarity &amp; Mechanics</td>
<td>Posts long, unorganized, or rude content that may contain multiple errors or may be inappropriate.</td>
<td>Communicates in a friendly, courteous, &amp; helpful manner with some errors in clarity or mechanics.</td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors.</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy-to-read style that is free of grammatical or spelling errors.</td>
</tr>
</tbody>
</table>
Analytic Solver Platform for Education
Installation Instructions

Please carefully follow these instructions for installing the Analytic Solver Platform for Education Excel add-in before contacting Solver Support for help.

Our course code is: BANADR7012S17          Our textbook code is: EBA

Preparation

1. If you have a Mac – our installation-based Analytic Solver Platform software is only available for PC (sorry!). However, we have a cloud-based solution at www.AnalyticSolver.com/student and encourage you register there. Using AnalyticSolver.com is just like using a Google doc – you need internet access and the files live and breathe in the cloud, as it were. Everything you need for your course should be accessible there: just make sure you're using a Chrome browser and that the files you're uploading are saved as xlsx.

We have a bunch of information here: http://www.solver.com/using-frontline-solvers-macintosh. We highly recommend you register with your course code at http://www.AnalyticSolver.com/student and try the cloud version. Everything you need for your course should be accessible there so long as you have a reliable internet connection. If you really prefer to install: we don’t have an installation-based version of Analytic Solver for OSX, so you would need to take steps toward loading a Virtual PC environment on your Mac. For a virtual machine, you'd need Parallel or VMWare in addition to purchasing Microsoft Office for Windows so that you could install Analytic Solver.

If you really prefer to install Windows alongside Mac OSX, and install Excel or Office for Windows, this will also allow you to use other Windows software, as well as Mac software on your machine. Mac users should run Windows using Mac’s Bootcamp, or third-party software such as VMWare or Parallels. Our advice, supported by the LCB IT staff, is to use Bootcamp (and it’s on the Mac for free; only needs to be installed). Please work with the LCB IT staff for support.

2. Check whether you have 32-bit or 64-bit Excel – this determines which software version you should download. You probably have 32-bit Excel. You have 64-bit ONLY if (i) in Excel 2010, you click File – Help, and you see 64-bit in the lower right, or (ii) in Excel 2013, you click File – Account – About Excel, and you see 64-bit at the top of the dialog.

Registration

1. Point your browser to www.AnalyticSolver.com/Student. Do not attempt to register or download anywhere else on Solver.com – this will cause trouble later.
2. Fill out the form on this page. Enter your email address (to ensure you receive your license activation code), enter a login password you can remember, enter your first and last name, and name for your school.

3. Enter your graduation date, **EBA** for the Textbook Code, and **BANADR7012S17** for the Course Code. We suggest you copy and paste these two values and ensure you do not reverse them. This will give you a 140-day license. Leaving them blank will give you a 15-day license.

4. Check the box to acknowledge that you accept the Frontline Systems license agreement. Frontline receives no money from you, the textbook publisher, or the university; this free 140-day license is a courtesy we offer to students.

5. Click the button Proceed to go to the Download Page. If you just plan on accessing our cloud-based software, you're done! Just click the get started button.

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**Download**

1. On the Download page, change 32-bit to 64-bit ONLY if you’ve confirmed that you have 64-bit Excel. Click the blue Download Now button.

2. In some browsers you will see a dialog "Do you want to run or save this file?". Click Save to save the file, named either SolverSetup.exe or SolverSetup64.exe.

3. Check the email address you entered above for a message containing an installation password and a license activation code. Frontline sends this email twice, from different servers, to ensure that you receive it. If you don’t get it, visit [www.solver.com/installation-password-request](http://www.solver.com/installation-password-request) and login to request another email message.

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**Installation**

1. Make sure that Excel is closed (not running), then run the program SolverSetup.exe (or SolverSetup64.exe).

2. The SolverSetup program will prompt you to choose between Analytic Solver Platform, Risk Solver Platform, and XLMiner. Choosing Analytic Solver Platform gives you all the features of Risk Solver Platform and XLMiner, so this is usually the best choice. You can change this choice later in Excel by choosing a menu option Help – Change Product on the Ribbon.

3. When the SolverSetup program finishes, start Excel (the last Setup dialog prompts you to do this). You should see new tabs on the Ribbon for Analytic Solver Platform or Risk Solver Platform, and XLMiner. Click the Solver Platform tab – you should see a “Welcome” dialog with various links. Use the Help dropdown menu to open Help text, the User Guide and Reference Guide, and load example workbooks.
If all has gone well, you’re ready for your course! If you have problems, the best avenues to get help are to email support@solver.com (this creates a support ticket in Frontline’s Help Desk) or start a Live Chat from any page on www.solver.com, or from within Excel (Help – Support Live Chat).

Are you a visual learner? We've put together tutorials for you:

- [https://youtu.be/9xLupUVw64U](https://youtu.be/9xLupUVw64U) Getting Started Analytic Solver Cloud (3:54) -- Getting started with AnalyticSolver.com using only your web browser.
- [https://youtu.be/jXfprYK0EOo](https://youtu.be/jXfprYK0EOo) Analytic Solver Hints and Support (2:08) -- AnalyticSolver.com differences from desktop Excel, and how to get help and technical support.

We have several helpful web tutorials, example models, and a YouTube channel:

- [http://www.youtube.com/user/FrontlineSolvers](http://www.youtube.com/user/FrontlineSolvers)