



### 3. Solution seeking\*

**University Graduate Profile Theme:** Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider historical, long-term and big picture perspectives, to systematically address complex problems and to be inventive in their solution seeking.

**Bachelor of Commerce Graduate Capability:** Graduates will be able to identify and frame problems using analytical skills to create and evaluate innovative solutions.

**Progression statement:** You will analyse more complex problems using business and management scenarios showing appropriate consideration of alternative actions and consequences and present well-justified recommendations. In 300 level courses, you will independently analyse problems considering multiple perspectives and techniques. Your assessments will show that you can confidently use your own research and creativity, persisting until you have identified solutions and made a recommendation for action. In this process, you will take into account the costs and benefits of alternative strategies as well as the opportunity cost of making different assumptions in a given situation.

**Definition of solution seeking:** *The process of designing, evaluating and preparing a strategy to answer an open-ended question or achieve a desired goal.*

	Indicators	100	200	300	700
3.1	<b>Identify and frame problem in context</b>	Frames and defines a problem and its components based on a given scenario.	Clearly frames and positions a partially defined problem. Most relevant contextual factors are identified and there is a clear understanding of the context.	Clearly <b>frames an ill-defined and complex problem</b> considering relevant stakeholders' needs and relevant contextual factors.	Demonstrates an advanced ability to identify and scope a complex problem. Shows a sophisticated understanding of all relevant contextual factors.
3.2	<b>Use problem solving strategies</b>	Uses a single approach to solving the problem that is relevant to the specific context.	Demonstrates an understanding of the relevance and application of taught processes and practices to a given context.	<b>Applies problem-solving processes appropriately.</b> Able to provide a proficient and full justification and explanation of a complex process.	Identifies multiple approaches to solving the problem. Adopts creative and relevant problem-solving techniques or advanced research methods suitable for complex and unpredictable problems.
3.3	<b>Select and propose solutions</b>	Compares and contrasts alternative solutions based on the frameworks provided.	Proposes well-justified solutions, which may be designed specifically for the problem. Solutions are sensitive to contextual factors.	<b>Follows systematic approaches in developing, choosing and proposing solutions.</b> Shows a deep comprehension of the context of the problem. Demonstrates creativity and flexibility in developing solutions.	The solution/proposal shows original and creative problem-solving thinking. Solutions/proposals are sensitive to the contextual factors and to the ethical, logical, and cultural dimensions of the problem.
3.4	<b>Review outcomes</b>	Provides a summary of the proposed solution to the immediate problem and its context. Considers feasibility.	Provides an assessment of the proposed solution in its context. Considers history of the problem, reviews the approach, examines feasibility and weighs implications.	Assesses and reflects on alternative solutions proposed, highlighting possible implications and suggesting further work. Considers contextual factors as well as opportunity cost of making different assumptions in a given situation.	Shows a deep and thorough examination of the outcomes. Reviews results and implications with thorough and specific consideration of the context and the need for further work.

\* The rubrics at each stage relate to B students and above.

**AOL\***

Indicators	Below Standard	Meets Standard*	Above Standard
<b>Identify and frame problem in context</b>	Fails to identify and frame problems.	<b>Identifies and frames a complex problem.</b>	Clearly frames a complex problem from multiple perspectives taking into account contextual factors.
<b>Use problem solving strategies</b>	Does not apply problem solving processes appropriately.	<b>Applies problem-solving processes appropriately.</b>	Applies problem-solving processes proficiently. May adapt, apply in new context or extend taught processes.
<b>Select and propose solutions</b>	Does not follow systematic approaches in developing, choosing and proposing solutions.	<b>Follows systematic approaches in developing, choosing and proposing solutions.</b>	In addition to meeting the standard, demonstrates flexibility and creativity.

\* The criteria for 'meets standards' have been written for a graduating student. They may need to be softened if you are assessing a 100 or 200 level course.

## AOL – Quantitative reasoning\*

Graduates will be able to identify and frame problems involving quantitative information using analytical skills to make informed decisions or conclusions.

Indicators	Below Standard	Meets Standard*	Above standard
<b>Analysis</b>	Does not differentiate appropriately between and apply various methods of presenting and analysing quantitative information.	Differentiates between and applies various methods of presenting and analysing quantitative information.	In addition to standard, shows versatility in selecting, analysing and presenting.
<b>Interpretation</b>	Does not understand and interpret quantitative measures and underlying concepts of quantitative analysis.	Understands and interprets quantitative measures and underlying concepts of quantitative analysis.	In addition to standard, demonstrates a deep understanding of concepts and their interrelationships.
<b>Application</b>	Does not interpret the results from quantitative analysis in real world context and utilise these results to make informed decisions or conclusions.	Interprets results from quantitative analysis in real world context and utilises these results to make informed decisions or conclusions.	In addition to standard, demonstrates insight into real world applications and the implications of decisions.

\* The criteria for 'meets standards' have been written for a graduating student. They may need to be softened if you are assessing a 100 or 200 level course.

## Glossary

Contextual factors:	Constraints, resources, attitudes and desired additional knowledge which affect how the problem can best be solved.
Feasible:	Workable in consideration of time-frame, functionality, available resources, necessary buy-in and limits of the task.
Quantitative reasoning:	Uses data and the mathematical analysis of data as part of the way they make sense of the world. As such goes beyond simple computation or the citing of other people's data.
Solution:	An appropriate response to a challenge or a problem.
Strategy:	A plan of action or an approach designed to arrive at a solution.

## Sources

Main source:	Association of American Colleges and Universities Problem Solving Value Rubric and Quantitative Literacy Value Rubric.
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