



Adding *Creative Thinking* to ISLOs

**IE Committee
May 10, 2021**

Why add Creative Thinking?

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- 21st-century employer demand
- Creativity missing from current ISLOs
- Critical Thinking bullets too narrow in scope



Why add Creative Thinking?

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- Woven across ALL disciplines,
but
 - Not transparent to students
 - Not measured
 - Not shown value



How to measure Creativity?



Some traditional methods...

1. How Creative a Person Is - **The Guilford Model**

(the Torrance Test of Creativity is based on this)

1. How Creative a Work Is - **The Taxonomy of Creative Design**

2. Creative Work Against Given Criteria - **The Requirements Model**

3. Cultural Value of Creative Work - **Csikszentmihalyi's Model**

Psychologist J. P. Guilford measures of a person's creative responses:



- *Fluency*: number of responses
- *Flexibility*: types of responses
- *Originality*: uniqueness of responses
- *Elaboration*: detail of responses

What's going on at other institutions?

A few examples:

- Salt Lake City Community College [SLCC's Learning Outcomes](#)
- Daytona State College [Learning Outcomes Assessment](#)
- College of the Canyons [Why have Institutional Learning Outcomes?](#)
- CSU East Bay [Cal State East Bay General Education Program & Breadth Requirements - CSU East Bay - Acalog ACMS™](#)
- AACU [Essential Learning Outcomes](#) and [VALUE rubrics](#)



4. Think Critically and Creatively.

- A. Reason effectively using available evidence, and are aware that knowledge is dynamic and builds on new evidence and alternative perspectives.
- B. Demonstrate effective problem solving.
- C. Engage in creative thinking, expression, and application.
- D. Engage in reflective thinking and expression.
- E. Demonstrate higher-order skills such as analysis, synthesis, and evaluation.
- F. Make connections across disciplines/departments or services.
- G. Apply scientific methods to the inquiry process.

1. **Critical/Creative Thinking:** Students will use systematic and creative thinking skills to analyze and evaluate issues and arguments, to solve problems, and/or to make decisions. Critical/Create Thinking may include but not limited to:
 - Logical reasoning: The ability to evaluate arguments for their logic, validity, relevance and strength.
 - Problem-solving and decision-making skills: The ability to identify and define problems/issues, recognizing their complexity, and considering alternative viewpoints and solutions.
 - Scientific reasoning: The ability to use the critical skills of observation, analysis, evaluation.
 - Quantitative reasoning: Computation, application and inference.
 - Qualitative reasoning: Incorporates personal experience, human perception and human values (i.e., creative thinking, aesthetic reasoning, and ethical reasoning).

Mapping Course or Program SLOs to Institutional Learning Outcomes (ISLOs)

Note: You can use the ISLO rubrics for additional information about the criteria listed below.

Course or Program SLO
Critical Thinking <ol style="list-style-type: none">1. Explanation of Issues2. Evidence3. Influence of Context and Assumptions4. Student's Position (Perspective / Thesis / Hypothesis)5. Conclusions and Related Outcomes
Effective Communication: Oral <ol style="list-style-type: none">1. Organization2. Language3. Delivery4. Supporting Material5. Central Message
Effective Communication: Written <ol style="list-style-type: none">1. Context of and Purpose for Writing2. Content Development3. Genre and Disciplinary Conventions4. Sources and Evidence5. Control of Syntax and Mechanics
Collaboration <ol style="list-style-type: none">1. Contributes to Team Meetings2. Facilitates the Contributions of Team Members3. Individual Contributions Outside of Team Meetings

<ol style="list-style-type: none">4. Fosters Constructive Team Climate5. Responds to Conflict
Creative and Innovative Thinking <ol style="list-style-type: none">1. Acquiring Competencies2. Taking Risks3. Solving Problems4. Embracing Contradictions5. Innovative Thinking6. Connective, Synthesizing, Transforming
Information Literacy <ol style="list-style-type: none">1. Determine the Extent of Information Needed2. Access the Needed Information3. Evaluate Information and Its Sources Critically4. Use Information Effectively to Accomplish a Specific Purpose5. Access and Use Information Ethically and Legally
Quantitative Literacy <ol style="list-style-type: none">1. Interpretation2. Representation3. Calculation4. Application / Analysis5. Assumptions6. Communication
Community Engagement <ol style="list-style-type: none">1. Diversity of Communities and Cultures2. Analysis of Knowledge3. Civic Identity and Commitment4. Civic Communication
Global Responsibility <ol style="list-style-type: none">1. Global Self-Awareness2. Perspective Taking3. Cultural Diversity4. Personal and Social Responsibility5. Understanding Global Systems6. Applying Knowledge to Contemporary Global Contexts

CREATIVE THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Acquiring Competencies <i>This step refers to acquiring strategies and skills within a particular domain.</i>	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
Taking Risks <i>May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.</i>	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking <i>Novelty or uniqueness (of idea, claim, question, form, etc.)</i>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

AACU Value Rubric for Creative and Innovative Thinking

JN

Higher-level thought processes that imagine new possibilities.

Through application of imaginative thought and activity, something novel is conceived and/or produced.

“Creative thinking is both (1) the capacity to combine or synthesize existing ideas, images, or expertise in original ways and (2) the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking”

Skyline College

Creative Thinking ILSO options

and

Bullets/Rubric Drafts



- Add to header OR just add bullets?
- Dual header gives transparency and value to both
- Bullets and rubric only *DRAFTS*