Creative Thinking Student Learning Outcome Assessment
“Discovery” committee

Presented by: Mike Russell (December 2012)
Committee members

- Matt Arterburn (Biology)
- Karen Camarda (Physics)
- Dan Petersen (SAS)
- Shaun Schmidt (Chemistry)
- Mary Sundal (SO/AN)
- Kelly Watt (Art)
- myself

- Melanie Burdick (English)
- Russ Jacobs (Philosophy)
- Tom Prasch (History)
- Sharon Sullivan (Theater)
- Jennifer Wagner (Math)
- Roy Wohl (Kinesiology)
Task 1

- By the end of this semester, we must recommend one or more instruments that assesses critical-creative thinking.
  - Do *NOT* reinvent the wheel. No need.

- The instrument will be used to assess the Creative Thinking SLO for exiting/graduating students – the end product of a WU education.
  - i. Not every student will need to complete it.
  - ii. Only a % of our students will be sampled.
It could be an assignment.

- It could be an assignment given in a University requirement course (EN 300), or
- given to a randomly selected group of students.

- It could be a standardized test.
We **MUST** recommend an assessment instrument that allows us to compare our results with those of other institutions and national norms. This is **MANDATORY**.

- Need to draw comparisons between ourselves and others.
- Peer institutions.
- National norms.
Assessment instrument high in reliability and validity.

- Reliability = consistency
- Validity = truth
Your task

- The CCT SLO Assessment Discovery committee has recommended four (4) potential instruments.

- Your task is the same as theirs: Recommend one or more of the following assessment instruments that you believe we could use to assess CREATIVE THINKING.
  - No need to rank order.
  - Just a yes, no, or maybe.
College Outcomes Measures Program (COMP)

- 60 multiple choice item exam (simulation activities with excerpts from TV documentaries, radio newscasts, commentaries, magazine articles, music, and art):
  - Send and receive info. in a variety of modes, within a variety of settings, and for a variety of purposes
  - Analyze a variety of problems, select or create solutions, and implement solutions
  - Identify one’s personal values and values of others, understand how personal values develop, analyze implications of decisions made on personally held values
  - Identify, analyze, and understand (1) social institutions, impacts of self and others, (2) tech., impacts of self and others, and (3) art, impacts of self and others

- Time requirement: 2.5 hours (150 minutes)

- Scored by company ($6 – $17/test).

- Good reliability (.70s) & validity (pre-post differential f(gen ed))
Creative task (product) with 2 parts:

1. Students create something (e.g., a poem, a short story, a collage, a composition, an experimental design) & (2) experts in the domain evaluate the creativity of the product (scale of 1 – 5).
2. Subjects are all given the same materials and instructions.
3. Judges not asked to explain/defend ratings.
4. Judges simply rate the creativity of the products in relation to one another. Pedestrian poems might receive lower creativity rating if it were included in a group of much more creative poems.
5. Recognize creativity when we see it.

Time requirement: depends on us

Interrater reliability very good (0.70 – 0.93).
Torrance Tests of Creative Thinking

- Students draw and give a title to their drawings (pictures) or to write questions, reasons, consequences and different uses for objects (words).
  - Figural TTCT: Thinking Creatively with Pictures. 3 picture-based exercises to assess 5 mental characteristics: fluency, resistance to premature closure, elaboration, abstractness of titles, and originality. (30 mins)
  - Verbal TTCT: Thinking Creatively with Words uses 6 word-based exercises to assess 3 mental characteristics: fluency, flexibility, and originality. (45 mins)
- These exercises provide opportunities to ask questions, to improve products, and to “just suppose.”

- Both can be scored locally or by STS (Scholastic Testing Service).
- Reliability (0.89 – 0.94), interrater reliability (0.90+), validity (significant) Norms available. “more researched and analyzed than any other creativity instrument”
Torrance - example
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## Torrance Test

In a standardized Torrance Test of Creative Thinking, subjects are given simple shapes (left column) and are asked to use them (top row) or combine them (middle row) in a picture or to complete a partial picture (bottom row). Evaluators judge whether the results are more or less creative.

<table>
<thead>
<tr>
<th>Use</th>
<th>Combine</th>
<th>Complete</th>
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<tbody>
<tr>
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<td><img src="image" alt="Diagram" /></td>
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<table>
<thead>
<tr>
<th>Use</th>
<th>Starting Shapes</th>
<th>Completed Drawing</th>
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<tbody>
<tr>
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<td>Mickey Mouse</td>
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<td>Face</td>
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<td>Complete</td>
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AACU rubric

- Assignment – completed in course or not
  - designed by us.

- Time requirement: depends on assignment

- Scored by WU faculty.

- 6 criteria used to assess student’s creative thinking.
So what do you think?

- Pros and cons of each?
- Let's take a vote.
- Your recommendation(s) will be submitted to the VPAA.
“Thank you!!!!”

- Please let me know if you have any questions, comments, or concerns.

- Contact me via email (mike.russell@washburn.edu) or phone (X1566).