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.

"Assessment instrument"

- 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.

Requirement

- 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.

Best-case scenario

- 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))

Consensual Assessment Technique

- 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).
  - Subjects are all given the same materials and instructions.
  - Judges not asked to explain/defend ratings.
  - 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.
  - 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
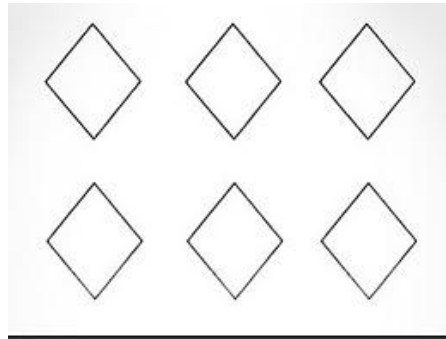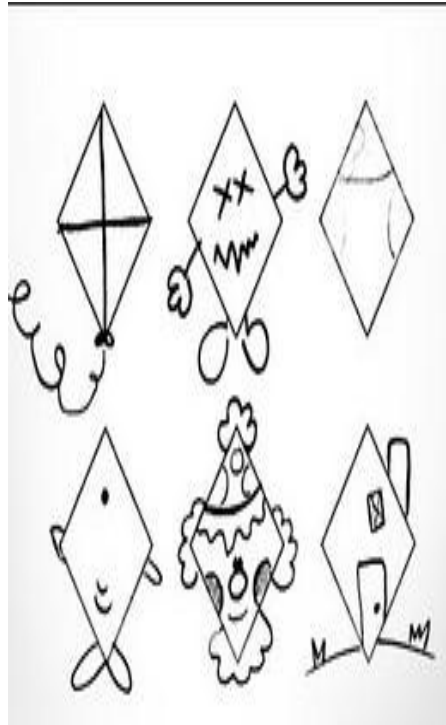
Torrance - example

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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.

Starting Shapes

Use

Combine
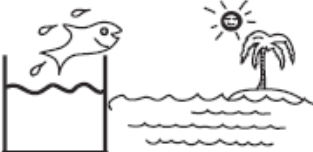
Complete

Torrance - example

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.

	Starting Shapes	Completed Drawing	
		More Creative	Less Creative
Use		Mickey Mouse	Chain
Combine		King	Face
Complete			

AACU rubric

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

- Time requirement: depends on assignment

- Scored by WU faculty.

- 6 criteria used to asses student's creative thinking.

So what do you think?

- Pros and cons of each?

- Lets 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).