

An Analysis of Impact Studies
in Support of the Creative Studies Project

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An Analysis of Impact Studies
In Support of The Creative Studies Project

State University of New York
College at Buffalo
International Center for Studies in Creativity

An Analysis of Impact Studies
In Support of The Creative Studies Project

A Project in
Creative Studies

By
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I would be remiss if I did not acknowledge my fellow creative classmates. I have come to know you all as "friends". To all my process buddies, fellow facilitators, team members, and sounding board partners, thank you for your help and support. Without you this experience could not have been nearly as memorable.

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Section One

Project Background

Abstract

This project will support and build off of the findings in the research study known as The Creative Studies Project (1970). The study researched the deliberate development of creative ability and was conducted by Sidney J. Parnes and Ruth B. Noller.

The Creative Studies Project remains ongoing in part through the efforts of graduate students from the International Center for Studies in Creativity (ICSC) who add to the framework with their master's thesis or project.

This project will review the master's theses and projects identified as an impact study assessing the influence of creativity on participants' personal and professional lives. A user-friendly database will be created to store evaluation results (Burns, 2005).

Findings clearly indicate that deliberate development of creative ability through creativity training is perceived to have significant, meaningful, and valued impact on participants.

Selecting and Defining a Topic

This study was designed to support and build off of the findings in the research study known as The Creative Studies Project (1970). The Creative Studies Project remains an ongoing initiative in part through the effort of numerous graduate students from the International Center for Studies in Creativity (ICSC) who add to the framework with their master's thesis or project.

Data analyzed from theses and projects identified as an impact study assessing the influence of creativity on participants' personal and professional lives were entered into a Microsoft Access database created from criterion developed by Mike Fox. Additional criterion was added as needed for clarity and ease of analysis.

Microsoft Access provides data-based information for re-use through the table design, as well as, the opportunity to create queries, forms, reports, pages, macros and modules for the purpose of further analyzing or clarification of data. Criterion used for data analysis for this study include: Project/Thesis Author, Project/Thesis Title, Author's Abstract, Completion Date, Project/Thesis Advisors, Scope of Work, Who is Involved, Instruments Used, Findings, Connections to Other Works, Implications for Future and Principle Investigator, C. Burns.

Using the Creativity Based Information Resources (CBIR), Creative Studies Theses and Projects, 211 thesis and project annotations were read starting with the year 2004 and working back to the first work from the year 1975.

Rationale for Selection

I have a considerable desire to make a meaningful contribution to the International Center for Studies in Creativity (ICSC) as I work my way toward the

culmination of my final days of graduate work and complete my master's project. Therefore, continuing the work of such creativity greats as Parnes and Noller will fully satisfy my need to contribute to the ICSC. I've taken the majority of my classes with Mike Fox and have a profound respect for him as an individual, a mentor, my graduate program advisor and a member of my department faculty. Mike Fox's "genome of creativity" or formal name, "An Ontology of Creativity Research" is a passion many of us at the Center share. I chose to add to this "genome of creativity" by developing the content-specific elements that will eventually integrate into the ontology matrix established by Lee Ann Dickerson. My rationale for choosing this study is quite straightforward; I want to do something for my project that will benefit not only me, but also many others for years to come (Burns, 2005).

Defining an Impact Study

The selection process necessitated a clear definition of an impact study to narrow the scope and standard for theses and projects for inclusion in the study. Thesaurus from Microsoft Word defines *impact* as an outcome, result, cause, influence, effect, impression, to produce, bring about, realize, stimulate or have a consequence. For the purpose of this work, an impact study will be considered to gauge, assess and contain feedback which will have some measurable results from participants on perceptions of the value of creativity training and its impact on their personal and professional lives.

This study is unique since a large majority, if not all theses and projects contain, to varying degrees, the influence of creativity on participants. To narrow the scope I developed a Color-coded Rating Scale and Tier System that worked to assist me in the selection process of identifying studies I wanted to include in my work. This work

further suggests theses and projects based on my Color-coded Rating Scale and Tier System which might be included in future research studies.

Research Questions

This study was designed to identify, analyze and store organized information from master's theses and projects dealing with the influence of creativity on participants' personal and professional lives. The research will focus on the following questions:

1. What method might be used to locate all Creative Studies master's theses and projects for analysis?
2. How to identify and determine what an impact study is?
3. How to narrow the scope of theses and projects for inclusion in this work?
4. How to determine what database will be the most effective and user-friendly?
5. What process might be created to insure the continuation of this study for future research?

Limitations of the Study

Based on the proposed research questions listed above, a project of this magnitude will have obvious limitations within a one-semester, three credit-hour graduate course. I initiated my first work on this project in summer 2004. My research began in pursuit of the best software for storing information. Mike Fox gave me the database software CD, HyperProject, Inc., he purchased with the intention my research would discover a user-friendly appropriate tool for storing organized data. While still researching the possibility of using HyperProject, Inc., I broadened my thinking to determine how I would locate master's theses and projects I might use for my study. I explored the Creative Studies website, Creativity Based Information Resources (CBIR), Creative

Studies Theses and Projects. Without the research conducted for this project prior to the start of class in January 2005, I would envision a study with even greater limitations.

Creativity Additions

The outcome of this project will be a prototype of a cataloged system that will eventually be the basis of the content of Mike Fox's "genome of creativity". Mike Fox has been engaged in The Creative Studies Project for many years. I will be involved at the conception stage where a system for cataloging theses and projects will emerge. Lee Ann Dickerson will take this work further using an ontology matrix she is currently developing. Many others, including graduate students and scholars, will add data to this system in the future. I hope to see all creativity enthusiasts past, present and future influenced through this collection of analyzed data (Burns, 2005).

Section Two

Pertinent Literature

Introduction

The purpose of Section Two is to provide the reader with the background relating to the procedure I used and the methodology for my literature search.

Storing the Organized Information

Mike Fox suggested I research the possibility of using HyperProject, Inc. This is a database system Mike purchased for storing the organized information identified as relative to the continuation of The Creative Studies Project. I enlisted the help of friends who are computer literate individuals that led me to the program's manual <http://www.opencoe.com/PDManual/PDManual.htm> (Appendix B). Having discovered that the system was created in 1987 and program support would be long-distance, by telephone or email, I had immediate reservations. Other, more current programs, still unfamiliar to me, requiring research were suggested by my computer friends. I concluded however, not having an exceedingly strong computer background myself, and with considerable time restraints, that I needed a system supported locally, or better yet, one supported right here on the Buffalo State College campus. Microsoft Access is part of the Microsoft Office 2003 Suite, and was suggested to me by Computing and Technology Services Manager of Training and Consulting, Paul Reynolds.

I took an Introduction to Microsoft Access course some years ago (Appendix C). I reviewed Microsoft Access once again in June 2003 and January 2004 using the Colleges Skillsoft training module from the Human Resource Management Department <http://content1.skillsoft.com/contentE3/cbtlib/35371/35406/eng/thin/transcript.html>

(Appendix D) as part of my professional performance annual review program requirements. Additionally, I use Microsoft Access in my current position at the College and felt confident this database would serve my purposes as well as those who would follow with future research toward the continuation of The Creative Studies Project.

Locating Theses and Projects

This study was designed to support and build from the findings in the research study known as The Creative Studies Project. A review and assessment of the master's theses and projects on file in the Creative Studies Department and Butler Library demonstrating the influence of creativity on participants' personal and professional lives will be stored in a Microsoft Access database for continued analysis.

While conducting a typical graduate student search of the International Center for Studies in Creativity (ICSC) website in summer 2004, I rediscovered the Creativity Based Information Resources (CBIR), Creative Studies Theses and Projects. I started at the Buffalo State College website at <http://www.buffalostate.edu> and typed Creative Studies in the search box. When I got to the listing "E. H. Butler Library – Creative Studies Library" I clicked on that icon and opened the link. From there, I clicked on the International Center for Studies in Creativity link, then to "Resources" to "Graduate Resource Room" and finally to Theses and Projects (1975 -) <http://www.buffalostate.edu/orgs/cbir/Bibliographies.CRSM.asp> (Appendix E). I was now at the full list of theses and projects by date and author. By clicking on Annotation <http://www.buffalostate.edu/ORGs?CBIR/cbir-r2.asp?rec=> (Appendix F) I was able to view each author's abstract.

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Section Three

Process Plan

Introduction

Section Three will document for the reader my process plan to collect and organize information and the project planning timeline. This Section will describe the use of Creativity Based Information Resources (CBIR), Creative Studies Theses and Projects, the selection of the database I used to store analyzed information, and the process I used to identify an impact study for inclusion in this work.

Collecting and Organizing Information

In summer 2004, when I had not yet articulated the exact nature the scope of my project would take, my methodology for research was disorganized, at best. Fortunately, the steps I took managed to have meaning, and fell into place with amazing congruity. Two important steps in summer 2004 began to unfold: I researched and reviewed HyperProject, Inc. and became familiar with Creativity Based Information Resources (CBIR), Creative Studies Theses and Projects. I have been on the International Center for Studies in Creativity (ICSC) website and CBIR many times, but never had any reason to look further into the section on Creative Studies Theses and Projects. This was an amazing find and the most valuable link to my study. I am a visual person. It was my preference to print the entire CBIR listing, and each of the 211 cataloged thesis and project annotations rather than be chained to the computer and the Internet.

Research Question: What method to use to locate all Creative Studies master's theses and projects for analysis?

Answer: Creativity Based Information Resources (CBIR), Creative Studies Theses and Projects.

When our graduate CRS 690, Master's Project class began January 2005, I knew how I would locate each thesis and project I would review for my study. Also, by January 2005, I had given up on the likelihood of using HyperProject, Inc. as the database system that might store my analyzed data.

Microsoft Access, part of the Microsoft Office 2003 Suite, is the method I chose for storing analyzed results. While not an expert Microsoft Access user, the system is user-friendly and software support is located on the Buffalo State College (BSC) campus through the Technology and Application Support Collaboration (TASC). The Skillsoft training module through our BSC campus Human Resource Management Department is also available for additional information and self-training.

Research Question: How to determine what database will be the most effective and user-friendly?

Answer: Microsoft Access, part of the Microsoft Office 2003 Suite.

My next step was a review of the theses and projects using CBIR. I began to read each author's thesis/project title and annotations, prepared by Center graduate students, and entered into the Creative Studies Department, CBIR, by database manager, Andrew Dutcher. This is the point where I lost time and focus. I began reading without any clear understanding of which thesis or project I should include in my study. Too many titles and annotations led me to believe they would be significant to this work. With 211 cataloged entries, I needed clarity, and fast, or my timeline would be destroyed and any hope of an effective study would be lost. I set out to find a clear definition of an impact

study only to discover it was a fairly illusive topic with many possible interpretations. A Google search at <http://www.google.com> led me to actual impact studies conducted rather than a clear definition. Determined not to lose more time, and anxious to move forward, I did a quick and simple check in the Thesaurus from Microsoft Word hoping for some insight. Having found their description as an outcome, result, cause, influence, effect, impression, to produce, bring about, realize, stimulate or have a consequence, I settled on those concepts and my own interpretation based on the requirements of my study. A thesis or project for inclusion in this study would gauge, assess and contain feedback which will have some measurable results from participants on perceptions of the value of creativity training and its impact on their personal and professional lives.

Research Question: How to identify and determine what an impact study is?

Answer: An impact study will gauge, assess and contain feedback, which will have some measurable results.

With a clear definition and direction, I began the process of selection. As I mentioned earlier, there are many works, if not all, within CBIR that I felt could be included in a study of this magnitude and nature, some with more impact than others but, nonetheless valuable to our research. Due to time limitations however, within a one-semester, three credit-hour graduate course, one individual cannot, nor should they attempt to, undertake such a monumental venture. Therefore, to minimize additional lost time, I developed an experimental Color-coded Rating Scale and Tier System, which assisted me in the selection process. (It's important to note that this was a non-scientific, preliminary process necessitated by the time restraints on a research study of this magnitude. This system did, however, afford me the ability to narrow the scope and get

focused in the selection of theses and projects that I deemed important to analyze for this work. Others may develop a method more viable and suitable to their working style).

Color-coded Rating Scale and Tier System

Theses and Projects identified in CBIR but without annotations were not reviewed for this study.

Theses and Projects not listed in CBIR were not reviewed for this study (December 2004 theses and projects are not currently listed in CBIR).

Tier I – include in study

Rating Scale: 1 – 5 Low = 1 High = 5

Green tag = 5

1. Ly (2004) The dissemination of information about the Creative Studies graduate program: Success stories from Creative Studies Alumni.
2. Lunken (1990) Assessment of long-term effects of the Master of Science degree in Creative Studies on its graduates.

Tier II – include in study

Orange tag = 4

1. Neilson (1990) Impact of creative problem solving training: An in-depth evaluation of a six-day course in creative problem solving.
2. Keller-Mathers (1990) Impact of creative problem solving training on participant's personal and professional lives: A replication and extension.
3. Bruce (1991) Impact of creative problem solving training on management behavior.
4. DeSchryver (1992) An impact study of creative problem solving facilitation training in an organizational setting.
5. Avarello (1993) An exploratory study to determine the impact of a Creative Studies course on at-risk students.
6. Vehar (1994) An impact study to improve a five-day course in facilitating creative problem solving.
7. Switalski (1997) Using creative problem solving to facilitate community partnerships for positive youth development.
8. Young (1975) Perceptions of the persistence of effects of training in creative problem solving.
9. Shaw (1993) Profiling through portfolio assessment: A theory practice bridge.

Tier III – not in study

Rating Scale: 1 – 5 Low = 1 High = 5

Pink tag = 3 /4

1. Schwartz (1991) A preliminary experimental evaluation of Creative Problem Solving curriculum resources: A project in creative studies.
2. Strickland (2004) Personal transformation resulting from the use of deferred judgment.
3. Donohue (2001) Designing creative problem solving courses for emotionally and mentally ill children.
4. Curran (1983) Effects of CPS training on LD students' creative thinking and self-concept scores.
5. Miller (1992) The use of outdoor-based training initiatives to enhance the understanding of creative problem solving.
6. Puccio (1994) An analysis of an observational study of creative problem solving for primary children.
7. Garas (2002) Determining the impact of emphasizing humor/playfulness when teaching the CPS process.
8. Wheeler (2001) Improving the understanding of the impact of creative problem solving training through an examination of individual differences.
9. Shepardson (1990) Cooperative learning, knowledge and student attitudes as influences on student CPS involvement: An exploratory study.

Tier IV – not in study

Rating Scale: 1 – 5 Low = 1 High = 5

Yellow tag = 2 /3

1. Finck (1981) The development and evaluation of a CPS workshop designed to deal with occupational stress.
2. Lewis (1986) Teaching creative problem solving process skills to young children through the use of children's literature.
3. Sosenko (1998) Identifying, examining, organizing and disseminating the literature related to the impact of creative problem solving.
4. Reid (1997) Facilitating creative problem solving: A study of impact and needs, an internship experience.
5. Mann (2003) Identifying the creative problem solving preferences of secondary educators and administrators.
6. DiNardo (1998) Idea exposition internship for the 1998 Center for Studies in Creativity conference.
7. DiNunzio (2001) Developing a manual that supports the facilitation of CPS.
8. Grinham-Weissend (1998) The Center for Studies in Creativity conference: Assessment and Evaluation.
9. Labno (2000) A case history of a colleges efforts to nurture creative and critical thinking across curricula: Phase I of the Davis and Elkins college creativity and critical thinking initiative.

10. Danforth (1998) An impact study of the infusion of creativity and creative thinking across departments at a small private college: Phase II of the Davis and Elkins College creative-thinking infusion project.
11. Scritchfield (1999) Assessing the transfer of creativity and CPS to the higher education context: Phase III of the Davis and Elkins College creativity and creative thinking infusion project.

Rating Scale: 1 = low 5 = high

Masters degree: 30 – 33 credit hours of graduate study = **Ly (2004), Lunken (1991)**

1 2 3 4 5

Graduate Creativity class = **Shaw (1993), Keller-Mathers (1990), *Neilson (1990)**

1 2 3 4 5

Undergraduate Creativity class = **Avarello (1993)**

1 2 3 4 5

Beginning Program at an Annual Creative Problem-Solving Institute (CPSI) = **Young (1975)**

1 2 3 4 5

Six-Day course in Creativity training (graduate course CRS 559) = ***Neilson (1990)**

1 2 3 4 5

Five-Day course in Creativity training = **Vehar (1994)**

1 2 3 4 5

Three-Day course in Creativity training = **De Schryver (1992)**

1 2 3 4 5

Eight hour Creativity training = ***Bruce (1991)**

1 2 3 4 5

Study including a large number of participants = **Switalski (1997), *Bruce (1991)**

1 2 3 4 5

Research Question: How to narrow the scope of theses and projects for inclusion in this work?

Answer: Color-coded Rating Scale and Tier System.

Research Question: What process might be created to guarantee the continuation of this study for future research?

Answer: Tier System. This study contains Tier I and Tier II within the Microsoft Access database. Suggestions for Tier III and Tier IV are made but are not included within the Microsoft Access database. Other theses and projects with less visible impact may become part of a Tier V, Tier VI, and so on.

Project Planning Timeline

June - August 2004

Discovered Creativity Based Information Resources (CBIR), Creative Studies Theses and Projects, and thesis/project annotations.

(Discovery and light review, 6 hours) (Printing, 3 hours)

June – August 2004

Researched and reviewed HyperProject, Inc.

(Research and review, 20 hours)

January 2005

Determined Microsoft Access to be the database system most effective and user-friendly for storing analyzed data.

(Review/renewal of Access database knowledge, 2 hours)

January 2005

Created the database to store analyzed information using criterion developed by Mike Fox. I added additional criterion as needed for clarity and ease of analysis.

(2 hours)

February 2005

Clearly defined an impact study to gauge, assess and contain feedback, which will have some measurable results.

(2 hours)

February – March 2005

Narrowed the scope and review process for theses and projects, Tier I and Tier II for inclusion in this work through a self-developed Color-coded Rating Scale and Tier System.

(Development of Color-coded Rating Scale and Tier System, and review of theses and projects, 40 hours)

Developed a Tier System (Tier III and Tier IV) that might insure the continuation of this study for future research.

(Development of Tier System, and review of theses and projects, 40 hours as above)

February – March – April 2005

Whenever possible, removed thesis or project from Butler Library. When not possible to remove thesis or project from the Library, made copies of critical information needed for examination and organization. Read, analyze, organize and store pertinent data in Microsoft Access.

(Remove, copy, read, analyze, organize and store data, 40 hours)

Note: Hedria Lunken's project (1990) is not located in Butler Library, neither in the stacks, nor in the Creative Studies Library within Butler Library. I found a copy of Hedria's project in the Creative Studies Library in Chase Hall.

Section Four

Outcomes

Introduction

This Section will examine project outcomes. The Section contains 11 Studies from the theses and projects identified as Tier I and Tier II. The studies were read, analyzed, and the data stored in a Microsoft Access database. The Section also contains a list of 20 additional studies, Tier III and Tier IV, I found relevant to the continuation of The Creative Studies Project (1970). Due to time limitations, no further research was conducted into these studies, nor did I add them to my database. Future research will no doubt identify more studies through CBIR relevant to the continuation of the Creative Studies Project.

Documentation: Outcomes and Findings of This Study

The following information was retrieved directly from the Creative Studies Master's Candidates theses or projects. Credit for all information contained within "Outcomes and Findings of This Study" belongs to the author of the thesis or project. This information is stored in the Microsoft Access database created for the purpose of this research.

Study 1 **Dorothy Ly (2004)**

Thesis/Project Title:

The Dissemination of Information about the Creative Studies Graduate Program:
Success Stories from Creative Studies Alumni

Thesis/Project Advisor:

Gerard Puccio

Abstract:

The project highlighted thirteen Creative Studies alumni from diverse occupations and varied backgrounds. The alumni shared their application and key learnings from the

International Center for Studies in Creativity. The alumni also revealed helpful tips to prospective Creative Studies graduate students as to why they should enroll in the program. Open-ended interviews were conducted with the creative professionals via meetings, phone conversations, or email correspondence. The key questions that guided the study were: What is the impact of the graduate degree in Creative Studies on its alumni? How can the various usages of the graduate degree be shown? Is it possible to identify a diverse set of success stories that appeals to a broader audience? The alumni interview data was formatted into individual summaries to be showcased on the International Center for Studies in Creativity website. The Alumni Success Story website link was created to show prospective students the benefits and key learning from the Creative Studies graduate program.

Scope of Work:

Open-ended interviews, meetings, telephone conversations, and email correspondence with the participants, which were chosen from a wide range of occupational backgrounds, diverse in age, nationality and ethnicity. The key questions that guided the study were: What is the impact of the graduate degree in Creative Studies on its alumni? How can the various usages of the graduate degree be shown? Is it possible to identify a diverse set of success stories that appeals to a broader audience?

Who is Involved:

Thirteen alumni of the Creative Studies Master's degree program.

Instruments Used:

Open-ended interviews, asking the three key questions needed for the study. Interview data was formatted into individual summaries to be showcased on the International Center for Studies in Creativity website.

Findings:

The alumni shared their application and key learning from the International Center for Studies in Creativity. The alumni also revealed helpful tips to prospective Creative Studies graduate students as to why they should enroll in the program.

Connections to Other Works:

Hedria Lunken's 1990 Master's Project, "Assessment of Long Term Effects of the Master of Science Degree in Creative Studies on its Graduates.

Implications for Future:

The individual interview data was formatted into individual summaries and is showcased on the International Center for Studies in Creativity website. The implications of this work will be a better understanding of the after-life of graduate school, a clearer understanding of alumni experiences, and a positive marketing of the program through the ICSC Success Stories website.

Study 2 **Timothy Switalski (1997)**

Thesis/Project Title:

Using Creative Problem Solving to Facilitate Community Partnerships for Positive Youth Development

Thesis/Project Advisor:

Gerard Puccio

Abstract:

This project examined how Creative Problem Solving (CPS) was used as a process for involving over 2,300 New York State citizens in a series of nine Regional Summits and a Statewide Conference to develop solutions to problems that youth are experiencing in communities throughout the State. The study focused on the use of CPS to facilitate small group sessions during these events where participants identified root causes and developed local solutions to today's youth problems; recommended actions that State agencies should take to support these initiatives, and began new partnerships to implement these solutions and recommendations. Both qualitative and quantitative research methods were used to gather and analyze data gathered from participants and facilitators who were involved in these events in order to evaluate their perceptions of the effectiveness of the CPS model and to examine the most frequently identified youth problems, proposed solutions and policy recommendations. Implications for future creativity research related to complex social problems were also discussed.

Scope of Work:

Quantitative methods were used to determine what are the most commonly identified root causes, what solutions are most often proposed, and what are the most frequently recommended actions. Qualitative methods were used to determine how CPS can help to identify the root causes of problems affecting youth, how CPS can be used to develop local solutions to today's critical youth problems, how CPS might be used to recommend state and national actions to support local solutions to youth problems, and what aspects of CPS can be used to build new partnerships among diverse stakeholders in their communities to address youth issues.

Who is Involved:

Regional Youth Summits and the Statewide Conference. Key individuals who were selected to provide data were the facilitators and the Summit participants. Each group was viewed as being able to provide a description of perceptions, attitudes and behaviors, which constitute a description of the experience of being a participant in one (or several) Regional Youth Summits.

Instruments Used:

Qualitative methods used included semi-structured telephone interviews of five participants who attended either a regional summit or the statewide summit or in some

cases attended both. Interview questions were related to the stages of the CPS model and were open-ended. Goals were refined using a modified PCA.

Findings:

A general conclusion of this study was that CPS has much to offer as a process methodology for addressing the complex problems that involve youth at local, regional, and statewide levels. Recommendations from all of the participants were refined to eight specific goals that all state agencies serving youth would use to coordinate their future policies related to funding and supporting programs and services.

Connections to Other Works:

Avarello (1993), Bruce (1991), De Schryver (1992), Keller-Mathers (1990), Lunken (1990), Miller (1992), Neilson (1990) and Vehar (1994).

Implications for Future:

Outcomes from the study suggest that CPS can be effectively used as a process to encourage diverse stakeholders to work together to solve complex youth problems. It has also served as a valuable process for stimulating the development of social policy on a statewide scale, which is based on a bottom-up process. Other avenues for further study include: outcome studies of local partnership initiatives related to youth development, the use of CPS in mobilizing communities to build the developmental assets, the incorporation of CPS facilitation skills as part of youth leadership development, and the development and refinement of CPS tools and techniques that are useful in developing solutions to youth problems.

Study 3 **Jonathan Vehar (1994)**

Thesis/Project Title:

An Impact Study to Improve a Five-Day Course in Facilitating Creative Problem Solving

Thesis/Project Advisor:

Scott Isaksen

Abstract:

The project evaluated the impact of a training program in Creative Problem Solving to determine ways to further improve its effectiveness. Based primarily on follow-up interviews with program participants, the project obtained information to improve design and delivery of the program and to help continue participants' learning and application of course content. Results suggested several aspects that the participants liked, areas for change to the program, and opportunities for follow-up activities. The study concluded that the program is generally strong, there are minor areas for improvement, additional process-oriented products should be available, and there is a need for follow-up programs and services. This project also recommended future research in the area of creativity.

Scope of Work:

Five-Day Course in Facilitating CPS.

Who is Involved:

47 participants from a variety of backgrounds, six U.S. states and six foreign countries, 38% business background, 36% were in education, 13% not-for-profit organizations, 11% were graduate students, and 2% government.

Instruments Used:

Mail questionnaire sent to all participants, participant feedback forms, quantitative and qualitative results are included in Appendices along with graphs indicating participants felt the pace of the training was neither too slow, nor too fast, but just right.

Findings:

The project evaluated the impact of a training program in Creative Problem Solving to determine ways to further improve its effectiveness. Based primarily on follow-up interviews with program participants, the project obtained information to improve design and delivery of the program and to help continue participants' learning and application of course content.

Connections to Other Works:

Puccio (1986), Isaksen and Puccio (1988), Neilson (1990), Keller-Mathers (1990), Bruce (1991), Miller (1992), DeSchryver (1992), Hurley (1993) and Avarello (1993).

Implications for Future:

The Five-Day Course in Facilitating CPS is unique. The ICSC offers several courses that teach CPS to audiences made up of graduate students, adults, and undergraduate students. Although conclusions have been drawn for ways to improve these courses, research has not been conducted that focused specifically on determining specific needs of participants.

Study 4 **Linda Avarello (1993)**

Thesis/Project Title:

An Exploratory Study to Determine the Impact of a Creative Studies Course on At-Risk Students

Abstract:

The project was designed to evaluate the impact of the Introduction to Creative Studies course on at-risk students. The impact of the course was assessed through the use of personal interviews, faculty evaluations, and a course evaluation. Results indicated that the students were affected in three main areas; personal development, academic participation, and application (immediate and future). In the area of personal

development, students reported the following about their self-confidence: feeling more self-confident in general, feeling more confident about their ideas, and having a confident attitude when dealing with other people. They also reported that as a result of the course they had a more positive outlook on life, and developed their communication and listening skills. In the area of participation, students reported that in general they noticed an increase in their participation in their classes, such as class discussions. In the area of application, students revealed that they applied aspects of the Introduction to Creative Studies course in other classes, in their personal lives, at work, and in their family life. They further projected that the aspects of the course would be helpful in the future. Four main implications can be drawn from the results of the study. These include: specific programmatic suggestion for at-risk intervention programs, educational implications, the recommendation to use qualitative analysis for impact research, and, a host of questions central to researchers in the field.

Thesis/Project Advisors:

Gerard Puccio, Scott Isaksen

Scope of Work:

Exploratory study examining the impact of an introductory creative studies course on at-risk students. The Introduction to Creative Studies (Creative Studies 205) framework is based on Rhodes description of the 4-P's. Our author offers background on "what is creativity". Background on the 4-P's. She defines the at-risk person or group.

Who is Involved:

Participants enrolled in the three-credit hour undergraduate introductory creativity course. Nine students of the course were randomly invited to participate in personal interviews. Eight students actually participated.

Instruments Used:

An audiotaped interview containing 16 open-ended questions was administered. Faculty evaluations were conducted. Fourteen students completed a course questionnaire adapted from the Creative Studies Project, (1970).

Findings:

Overall, students reported that increased self-confidence was evident in a number of different aspects in their lives. Students reported being more self-confident in work situations and about their ideas and personal creativity. More than one student stated that the course should be mandatory because it boosts self-confidence.

Connections to Other Works:

The Creative Studies Project by Parnes and Noller. Creativity Education as also supported by Guilford. Temple University study of undergraduate at-risk students (1980).

Implications for Future:

Four main implications can be drawn from results of the study: implications for at-risk education, for at-risk intervention programs, more use of qualitative analysis when evaluating creativity education programs, and investigation to discover other areas which creativity education impacts.

Study 5 **Mary A. Shaw (1993)**

Thesis/Project Title:

Profiling Through Portfolio Assessment: A Theory, Practice Bridge

Thesis/Project Advisors:

Mary Murdock, Scott Isaksen

Abstract:

The study was to examine the effectiveness of a portfolio approach in assessing facilitation skills in Creative Problem Solving. Participants were enrolled in a graduate level course. Data was triangulated from four sources, researcher notes and audiotapes of individual meetings with CRS 680 students, participant observation of classes, observations from the instructor, and examination of the portfolio products. Findings indicated that the portfolio was an effective tool to assess facilitation skills in Creative Problem Solving and further supported the empowering characteristics and authentic assessment with adults.

Scope of Work:

A pilot portfolio project that took place in CRS 680, Team Teaching II, for seven weeks during the spring of 1993. The eight participants met twice a week for a minimum of eight hours weekly. Monday nights they attended a seminar meeting to provide experience and develop skills in the teaching of Creative Problem Solving in a long-term instructional setting and to understand the dynamics of facilitation and leadership necessary to promote the effective functioning of Creative Problem Solving in groups. A practicum experience with an undergraduate CRS 302 class involved the 680 students in team teaching 24 undergraduates the CPS process.

Who is Involved:

Eight members of the CRS 680 class that met twice a week for a minimum of eight hours weekly. Participants: six females and two males.

Instruments Used:

Triangulation was used to collect data from four different sources. Data was triangulated through researcher notes and audiotapes of individual meetings with the CRS 680 students, participant observation of classes, observations from the instructor, and examination of the portfolio products. Photographs were taken of each of the eight

portfolios and students provided summary comments in regard to learnings and feelings about the advantages, limitations, key learnings, and future uses of the portfolio.

Findings:

The facilitation pilot portfolio accomplished what it intended to do: authentically assess CPS facilitation skills. The emergence of themes such as empowerment, collaboration, integration, metacognitive processing and ownership made the facilitator portfolio project a worthwhile and effective assessment tool.

Connections to Other Works:

Tierney, R., Carter, M., & Desai, L. (1991). Portfolio assessment in the reading-writing classroom. MA: Christopher-Gorgon Publishers, Inc.

Implications for Future:

The author implies the implementation of the portfolio will be different in remaining strands - can the portfolio be successfully used to assess the work done in the Foundation, Personal Inquiry and Development Strands? Are there other tools that could assess creativity better?

Study 6 **Luc De Schryver (1992)**

Thesis/Project Title:

An Impact Study of Creative Problem Solving Facilitation Training in an Organizational Setting

Theses/Project Advisors:

Scott Isaksen, K. Brian Dorval

Abstract:

The project was designed to evaluate the impact of a three-day training program in Creative Problem Solving (CPS) facilitation on the professional and personal lives of subjects working in the same organization. The impact of the training was assessed through the use of interviews conducted eight months after the delivery of the initial training program. Results indicated that the facilitators were applying their learnings within and outside the organization. Inside the organization they practiced the CPS process, tools, and techniques individually, in their work groups, inside their departments, as well as outside their departments. They illustrated these learnings through the success stories on an individual and team level ranging from impacting other people to potential savings of half a million dollars and believed that they had positively impacted different issues inside the company like teamwork, effectiveness of decision making, and the atmosphere in the organization. They further recognized factors that were hindering their facilitation and factors that were helpful in their application of CPS facilitation.

Scope of Work:

Investigation of the impact of three-day facilitation training on its participants. (Managers of a Chemical Company and outside trainers).

Who is Involved:

19 managers (17 males and 2 females) in the marketing division of a Chemical Company and four outside trainers. (participants of the study had been exposed to previous training and were using CPS within the organization).

Instruments Used:

Pre-course Survey for Participants, Pre-course Survey for Facilitators, Interview Questionnaire, and Demographic Data Questionnaire.

Findings:

The findings of this study revealed that studying the impact of creativity training is not impractical, but a very real and feasible goal to better understand what works for whom under what circumstances. The responses from the facilitators indicated that there had been transfer of training as a result of the three-day CPS facilitation training.

Connections to Other Works:

Targeted Innovation Program at the Center for Creative Leadership, Greensboro, N.C.

Implications for Future:

Participants indicated the need for continuous training and cross-cultural research. More qualitative analysis should be used when considering future impact studies of CPS facilitation. Find a productive link between organizations and education.

Study 7 **Barbara Bruce (1991)**

Thesis/Project Title:

Impact of Creative Problem Solving Training on Management Behavior in the Retail Food Industry

Thesis/Project Advisor:

Roger Firestien

Abstract:

The study was designed to evaluate the impact of an eight hour Creative Problem Solving Seminar on the professional and personal lives of individuals in a large Western New York retail food store chain. The impact of this training seminar was evaluated through the use of surveys and personal interviews over a seven-month period. Results indicated that participants trained in creative problem solving techniques were able to apply many of the techniques learned in the seminar in their professional and personal lives. Implications for further training needs were recorded through the surveys and interviews.

Scope of Work:

Evaluate the impact of an eight-hour seminar in creative problem solving on the professional and personal lives of managers and supervisors in a large Western New York food store chain. The study focused on the following questions, as a result of participation in an eight hour training program in CPS - how do managers use CPS techniques on the job - which techniques do managers indicate that they found most useful in their professional lives - what do managers report are the professional or personal changes that have occurred in their lives and what future training programs do managers see as helpful to enhance the skills of other employees?

Who is Involved:

Of the one hundred individuals who participated in the seminar, twenty persons were personally contacted and interviewed.

Instruments Used:

Surveys and personal interviews. Techniques used in the training included, but were not limited to, in and out thinking, 4-P's, verbal/non-verbal idea blockers, habit blockers, idea system, risk taking, PPC, brainstorming, forced relationships, warm-up, brainwriting, and the CPS process.

Findings:

Analysis of data collected showed participants rated the idea system most useful and brainwriting was rated least useful. Additionally, participants found positive results with their employees and began to notice a favorable impact upon their store operations after completing the seminar. All of the participants reported that they felt creativity was important in business, particularly in the food store business. Several participants reported that creativity is what gives their store the competitive edge in a tight market.

Connections to Other Works:

N/A

Implications for Future:

Implications of the study confirm that training in Creative Problem Solving have made individuals more open to new ideas, more prolific in generating ideas, and more resistant to premature judging of new ideas. Participants from this study reported similar results as they began to apply the tools learned in the Creative Problem Solving seminar.

Study 8 **Hedria Lunken (1990)**

Thesis/Project Title:

Assessment of long term effects of the Master of Science Degree in Creative Studies on its' Graduates

Thesis/Project Advisors:

Roger Firestien, Scott Isaksen

Abstract:

This study was designed to assess the long-term effects of the Master of Science Degree in Creative Studies on the personal and professional lives of the program graduates. A questionnaire focusing on the uses and applications of methodologies taught in the program was sent to recipients of the Master of Science Degree in Creative Studies at Buffalo State College. The questionnaire was designed to ascertain how graduate study in creativity has influenced their behavior in their personal and professional lives. The questionnaire was analyzed to determine how the graduates are applying their knowledge of creativity and Creative Problem Solving. Analysis of the responses of the 38 Creative Studies graduates who completed their questionnaire indicated that the information gained when studying creativity has influenced their lives, and is an integral part of their personal and professional activities.

Scope of Work:

Determine how Creative Studies graduates exhibit evidence of application of their knowledge acquired in the Creative Studies program, determine if program graduates exhibit a variety and diversity of personal interests, and will program graduates exhibit a variety and diversity of professional accomplishments.

Who is Involved:

62 graduates of the Master of Science degree program in Creative Studies. Our author was able to mail a questionnaire to 53 people. Of the 53 who received the questionnaire, 38 responded. Of that group, 15 were males, 23 were females. Ages ranged from 27- 62 years.

Instruments Used:

A questionnaire divided into five sections: 1. demographics, 2. education, 3. information, about graduates' professional lives, 4. information about graduates personal or community lives, and 5. information about graduates' uses of creativity.

Findings:

Results from the questionnaire analysis showed that the Creative Studies graduates are using the knowledge acquired in the Creative Studies program in a variety of ways. They specifically mentioned use of the CPS process in their professional lives. CPS is used for teaching students and developing programs for teachers, in planning and presenting programs, and developing and conducting seminars. Writing and publishing books and articles were also mentioned. Responses indicated that creativity tools and techniques were still used, the CPS process, brainstorming, visualization, ALU, PPC, Synectics, SCAMPER, PCA, matrix, deferred judgment, analogy and AL.

Connections to Other Works:

The Creative Studies Project (1970).

Implications for Future:

Recommended implications/spin-offs from this work for future consideration was the formation of an association for graduates of the program, change emphasis of program to business or education, outside CPS practices with the community, internships within businesses, and a possible change in the size of the Center's student population - enlarge/keep small?

Study 9 **Susan Keller-Mathers (1990)**

Thesis/Project Title:

Impact of Creative Problem Solving Training on Participants' Personal and Professional Lives: A Replication and Extension

Thesis/Project Advisors:

Roger Firestien, Scott Isaksen

Abstract:

The study investigated the degree to which various Creative Problem Solving techniques taught in a graduate level course were applied by students in their personal and professional settings. The impact of the training was assessed through the use of student surveys administered at three month, six month and one-year intervals. Results indicate that students trained in Creative Problem Solving techniques are able to apply many of the techniques learned in the course in their personal and professional lives. Furthermore, those techniques were found to be useful to the students up to a year after the course. Students also reported implementing various outcomes from challenges worked on in the course.

Scope of Work:

Evaluate to what degree various Creative Problem Solving techniques taught in a graduate level course were applied by students in their personal and professional lives.

Who is Involved:

35 graduate students enrolled in a three credit hour course (CRS 559), Workshop in Nurturing Creative Behavior.

Instruments Used:

A postcourse survey was administered at the end of the course. Additional surveys were mailed at three-month, six-month and one-year intervals.

Findings:

Reported use of techniques one year after the course verifies students' applications in other settings. Results of the study also indicate creative learning proved to be worthwhile and meaningful to the students. Eight out of 13 techniques taught in the

course were still used after one year. 74% of the students reported at least one outcome from challenges worked on in the course.

Connections to Other Works:

Isaksen and Treffinger (1985), Combs (1981) and Mansfield, Busse, and Krepelka (1978).

Implications for Future:

Research directions might investigate how skills are transferred to other situations, the effect of cognitive style on the application of techniques and triangulating information with other measurements.

Study 10 **Louise Neilson (1990)**

Thesis/Project Title:

Impact of Creative Problem Solving Training: An In-Depth Evaluation of a Six-Day Course in Creative Problem Solving

Thesis/Project Advisors:

Roger Firestien, Scott Isaksen

Abstract:

This project is designed to measure the impact of a six-day graduate course in creativity on problem solving behavior. Included is a review of current literature on creativity research in education and business training, development of research instruments, and evaluation procedures. A description of the course in creativity is given, followed by the methods and procedures used in the development of the pre and post surveys, the follow-up interview questions, interview procedures, and survey results. The findings indicate that use of creativity techniques were high at the end of the course, and usage decreased significantly three-months, and six-months directly following the course.

Scope of Work:

Evaluate the impact of Creative Problem Solving training that occurred in CRS 559, Workshop in Nurturing Creative Behavior.

Who is Involved:

39 graduate students registered in CRS 559, Workshop in Nurturing Creative Behavior, spring 1990.

Instruments Used:

Pre-course survey. Post-course survey administered three months and six months after the course. Post-course and follow-up interviews.

Findings:

Students reported a marked increase at the end of the course. However, findings show a decrease in CPS use after three months and an even greater decrease in the use of CPS after six months.

Connections to Other Works:

Our author was inspired by the work of Guilford, Parnes and Rhodes. I saw no clear connection to any other works from Creative Studies students through theses or projects.

Implications for Future:

The fall-off in use of the methods and techniques happens so dramatically between the end of the course and three months, additional training could be instituted halfway during that time. Additionally, providing a mechanism for networking might prove beneficial. A newsletter sent to former CRS 559 students might be useful by helping students continue their use of the methods and techniques. Future research aimed at assessing the influence of the trainer's teaching style, experience, and qualifications on the effectiveness of training would be informative.

Study 11 **Delores Young (1975)**

Thesis/Project Title:

Perceptions of the Persistence of Effects of Training in Creative Problem Solving

Thesis/Project Advisors:

Ruth Noller, Sidney Parnes, Ralph Williams

Abstract:

This study was designed to investigate the perceived persistence of effects of training in Creative Problem Solving over a period of one to three years. Research problems related to: 1. specific effects of the training, 2. problem areas, which were helped by the training, 3. most influential and helpful training experience, 4. least influential training experience, and 5. differences in the persistence of effects among the three years investigated. (this is a summary from a two-page abstract).

Scope of Work:

To determine if CPSI can make a positive difference in an individual's life in five days. The investigation was an exploratory field study regarding the effects of training in Creative Problem Solving during CPSI over a three-year period.

Who is Involved:

The sample included 105 CPSI alumni who completed the beginning program at an Annual Creative Problem Solving Institute during 1972, 1973, and 1974. 35 sample

members were selected randomly for each of the three years. 56 questionnaires were completed and returned.

Instruments Used:

Questionnaire and introductory cover letter. The questionnaire used in this study was adapted by Young from the Creative Studies Project (Parnes/Noller 1970).

Findings:

Areas of perceived effects of training ranked highest for all three years included, more likely to try different approaches, tend to take more factors into consideration in making decisions, able to apply program learnings to life activities in general, and able to apply program learnings to future life activities. Additionally, the study indicates effects of training in Creative Problem Solving tend to increase during the first few months following CPSI, level off during the second year, and then decrease during the third year.

Connections to Other Works:

N/A

Implications for Future:

Our author gives a tentative affirmative answer to whether CPSI meets its purpose to make a positive difference in an individual's life in five days. Having identified the fact that individuals do perceive persisting influences of CPSI, which make either specific or general differences in their lives, an important research task then is to identify the variables, which relate to making those differences. Some of the variables involve the interrelated areas of the CPSI population, specific efforts of training in Creative Problem Solving, and CPSI activities. Identifying significant relationships among these variables might be used to develop optimal training programs in creative problem solving in the future.

Documentation: Outcomes of This Study for Future Research

The following annotations were prepared by the International Center for Studies in Creativity graduate students and copied directly from CBIR into Outcomes of This Study for Future Research.

Strickland, Daniel F. (2004). *Personal transformation resulting from the use of deferred judgment*. Unpublished master's project, Buffalo State College, International Center for Studies in Creativity, Buffalo, NY.

Type of Resource: Dissertation/Thesis

This master's project is a qualitative study on the personal changes that occur due to learning to defer judgment. Participants described a personal impact from learning deferred judgment and reported its use in a variety of settings outside of creative problem solving. Verbatim quotes from six participants plus the author are included.

Mann, Michael C. (2003). *Identifying the creative problem solving preferences of secondary educators and administrators*. Unpublished masters project, Buffalo State College; International Center for Studies in Creativity, Buffalo, NY.

Type of Resource: Dissertation/Thesis

This project provided to understand the cognitive style of different educators across different disciplines. FourSight is the technique used to measure preferences in various processes given to administrators, primary and secondary level teachers in all subjects. This study provided administrators and teachers with a creative profile to better understand themselves and problem solving. It also provided scores of different people who teach the same subjects and content and an opportunity to compare one group of teachers against another. It also exposed a large number of people to a new problem-solving perspective.

Garas, Tena. (2002). *Determining the impact of emphasizing humor/playfulness when teaching the CPS process*. Unpublished masters project, State University of New York College at Buffalo, Buffalo, NY.

Type of Resource: Dissertation/Thesis

Liberia of Congress (LC) or Dewey Decimal Classification (DDC) Call Number: BF449 .G37 2002

The author explored how to integrate humor and play into the teaching of Creative Problem Solving (CPS) using the Torrance Incubation Model of Teaching. A CPS program was designed, delivered, and evaluated. Participants indicated in a follow up survey indicated the continued awareness and usage of CPS.

DiNunzio, Jennifer Susan. (2001). *Developing a manual that supports the facilitation of CPS*. Unpublished masters project, Buffalo State College; Center for Studies in Creativity, Buffalo, NY.

Type of Resource: Dissertation/Thesis

Library of Congress (LC) or Dewey Decimal Classification (DDC) Call Number: LC: BF449 .D56 20018

A manual was developed that supports the training/teaching of the facilitation of Creative Problem Solving (CPS). A card sort of the six facilitation skill areas was conducted with a class of CRS 610 (Facilitating Group Problem Solving) students. Results showed that the class rated process management as the main skill area for which they needed the greatest development. Thus, the manual created as part of this project was designed to provide more material with respect to managing the CPS process. The manual has three chapters. The first chapter, 'Facilitator Advice' was collected from interviews with professional facilitators. Chapter two is an interactive chapter that allows facilitators to practice their skills by completing activities within case studies. The final chapter offers several activities that a facilitator could use while facilitating CPS. It also includes a thorough bibliography as a resource to facilitators.

Donohue, Margaret. (2001). *Designing creative problem solving courses for emotionally and mentally ill children*. Unpublished masters project, State University College at Buffalo; Center for Studies in Creativity, Buffalo, NY.

and mentally ill children. Unpublished masters project, State University College at Buffalo; Center for Studies in Creativity, Buffalo, NY.

Type of Resource: Dissertation/Thesis

Library of Congress (LC) or Dewey Decimal Classification (DDC) Call Number:

LC: BF723.P8 D66 2001

Study consisted of pre-adolescent mentally and or emotionally disabled boys and the effects of Creative Problem Solving (CPS) training. The focus of the project was to look at what effect if any CPS training would have on a population with a history of aggression. Questions that guided the project were: how to modify CPS training for such a population, how would the population respond and would the child be able to transfer CPS and utilize it in real life situations. Results confirmed that terminology needed to be modified due to negative associations; however CPS is transferable and did yield positive behavioral results

Wheeler, Russell Arthur. (2001). *Improving the understanding of the impact of creative problem solving training through an examination of individual differences.*

Unpublished masters thesis, State University College at Buffalo; Center for Studies in Creativity, Buffalo, NY.

Type of Resource: Dissertation/Thesis

Library of Congress (LC) or Dewey Decimal Classification (DDC) Call Number:

LC: BF408 .W44 2001

A research study designed to investigate the relationships between students who reported enjoyment of learning and the perceived future value of using the various components, stages and tools of the Creative Problem Solving (CPS) process, and their CPS styles as measured by the Buffalo Creative Process Inventory (BCPI). A key quantitative outcome revealed that the principles and tools in relation to the divergent thinking aspect of the CPS process were the most enjoyable to learn and rated the highest future value. Key qualitative outcomes described the CPS principle, Deferring Judgment, as a significant learning from the course, as well as the incorporation of course principles into one's personal and professional lives. In contrast to the overall positive response to divergent thinking, individuals with High Ideator and High Developer preferences indicated that they did not enjoy or see much future value in these tools and principles. With regard to results of the four BCPI preferences, High Clarifiers enjoyed learning the CPS component; Explore the Challenge; whereas Low Clarifiers did not enjoy learning the CPS tool, Stick-em Up Brainstorming. High Ideators found the CPS tool, Praise First, (PPCo)/ALUo/LCOb? to be of use in the future and Low Ideators did not enjoy learning the CPS principle, Be Affirmative. High Developers did not enjoy learning the CPS tool, Brainstorming, and Low Developers did not see future value in the CPS principle, Defer Judgment. Low Implementers enjoyed learning the CPS tool, Forced Connections. The implications of these, and other findings, are discussed.

Labno, David Bruce. (2000). *A case history of a colleges efforts to nurture creative and critical thinking across curricula: Phase I of the Davis and Elkins college creativity and critical thinking initiative.* Unpublished masters project, Buffalo State College; Center for Studies in Creativity, Buffalo, NY.

State College; Center for Studies in Creativity, Buffalo, NY.

Type of Resource: Dissertation/Thesis

This project contains the information gathered, synthesized and organized for a case history of the Davis & Elkins creative thinking initiative from the Fall of 1996 to March of 1998. Little documentation previously existed on creativity programs and initiatives in higher education. A review of related literature, basic overview of events, opinion of the author and related appendices are included for the future researcher. This work is part one of a three-part project.

Scratchfield, Michael Lee. (1999). *Assessing the transfer of creativity and CPS to the higher education context: Phase III of the Davis and Elkins College creativity and creative thinking infusion project*. Unpublished masters project, State University College at Buffalo; Center for Studies in Creativity, Buffalo, NY.

Type of Resource: Dissertation/Thesis

Library of Congress (LC) or Dewey Decimal Classification (DDC) Call Number:
LB2331 .S37 1999

This project was designed to understand the transfer of creativity and Creative Problem Solving (CPS) within the higher education context. Data was collected at Davis and Elkins College through four sources: feedback forms, observations, questionnaires and interviews. It was concluded that a high level of creativity and CPS are transferred, there is a positive change in behavior towards improvement, and a positive impact on professional and personal comporment.

Sosenko, Lori O. (1998). *Identifying, examining, organizing and disseminating the literature related to the impact of creative problem solving*. Unpublished masters project, State University of New York College at Buffalo; Center for Studies in Creativity, Buffalo, NY.

Type of Resource: Dissertation/Thesis

Library of Congress (LC) or Dewey Decimal Classification (DDC) Call Number:
LC: BF411 .S67 1998

This thesis identifies literature on impact of the training in the Osborn-Parnes, Isasken-Treffinger and Isakesn-Dorval-Treffinger models of Creative Problem Solving (CPS). The project also covers the impact of literature, including the database CBIR (Creativity Based Information Resources). Information was gathered by staff and graduate students at the Center for Studies in Creativity, as well as conducted outside the center.

DiNardo, Kathryn Terhaar. (1998). *Idea exposition internship for the 1998 Center for Studies in Creativity conference*. Unpublished masters thesis, State University College at Buffalo; Center for Studies in Creativity, Buffalo, NY.

Type of Resource: Dissertation/Thesis

Liberia of Congress (LC) or Dewey Decimal Classification (DDC) Call Number:
LC: AS6 .D56 1998

This project contains the products from an internship that focused on the 'Idea Exposition' strand of the 1998 Creativity in the Classroom conference held at Buffalo State College. The focus of this conference was on education and more specifically on creativity in the classroom.

Danforth, Daniel J. (1998). *An impact study of the infusion of creativity and creative thinking across departments at a small private college: Phase II of the Davis and Elkins College creative-thinking infusion project*. Unpublished masters project, State University of New York College at Buffalo; Center for Studies in Creativity, Buffalo, NY.

Type of Resource: Dissertation/Thesis

The purpose of this study was to examine the impact of infusing creativity and creative thinking across all departments at Davis and Elkins College in Elkins, West Virginia. Davis and Elkins is a small private school that has committed to an initiative of creativity infusion. This project is Phase II of a three-part project undertaken to document and explore the creativity initiative. This study examined issues of: impact to individuals; creativity and creative thinking applied to instruction; creativity and creative thinking with regard to other personal and professional applications; and needs to further the initiative. Face-to-face interviews were conducted on the campus of Davis and Elkins. The data collected was analyzed using a qualitative approach. Conclusions suggested significant levels of impact to the examined issues. Implications were discussed for the future of the Davis and Elkins initiative, as well as the extended field of creativity.

Grinham-Weissend, Cindy K. (1998). *The Center for Studies in Creativity conference: Assessment and evaluation*. Unpublished masters project, State University of New York Buffalo State College; Center for Studies in Creativity, Buffalo, NY.

Type of Resource: Dissertation/Thesis

This project pertains to a conference on Creativity in the Classroom. It primarily deals with conference planning and delivery with emphasis on evaluation of data. Follow-up interviews were conducted one month after the conference to determine what was learned and implemented. Most participants reported an overall positive response to the conference, although the follow-up interviews found that the conference did not meet the interviewers' needs.

Reid, G. Douglas. (1997). *Facilitating creative problem solving: A study of impact and needs an internship experience*. Unpublished masters project, State University of New York College at Buffalo; Center for Studies in Creativity, Buffalo, NY.

Library of Congress (LC) or Dewey Decimal Classification (DDC) Call Number:
LC: BF411 .R44 1997

Reid's project profiled his internship experience at a creativity consulting firm over the period of two years. The author examined goals and developments within the internship and evaluated the implementations of course learnings from the Center for Studies in Creativity (Buffalo State College, Buffalo, New York). These learnings are synthesized as the author considered the personal impact of his work and its future implications. The appendix includes evaluatory material, which the author used to measure the effectiveness of his work at the firm.

Creativity (Buffalo State College, Buffalo, New York). These learnings are synthesized as the author considered the personal impact of his work and its future implications. The appendix includes evaluatory material, which the author used to measure the effectiveness of his work at the firm.

Puccio, Kristen G. (1994). *An analysis of an observational study of creative problem solving for primary children*. Unpublished masters project, State University College at Buffalo; Center for Studies in Creativity, Buffalo, NY.

Type of Resource: Dissertation/Thesis

Library of Congress (LC) or Dewey Decimal Classification (DDC) Call Number:

LC: BF723.P8 P82 1994

A research study designed to engage primary school children in real-life problem solving using Creative Problem Solving (CPS). Qualitative data (various feedback forms, logs and video tapes) were collected from the teacher, two observers and the first grade students. Findings show the children were able to apply CPS on real problems at varying degrees; children could apply six out of eight divergent and convergent tools; experiential materials were more successful than lectures; and teachers need to guide more than facilitate youngsters during the use of CPS.

Miller, Blair Johnson. (1992). *The use of outdoor-based training initiatives to enhance the understanding of creative problem solving*. Unpublished masters project, State University of New York College at Buffalo; Center for Studies in Creativity, Buffalo, NY.

Type of Resource: Dissertation/Thesis

Library of Congress (LC) or Dewey Decimal Classification (DDC) Call Number:

LC: BF441 .M56 1992

Miller describes a project, which integrated outdoor-based training (OBT) with a Five Day Course in Facilitating Creative Problem Solving (CPS). Self-report evaluations show that OBT techniques were helpful in increasing understanding of CPS. Suggestions are made for further research.

Schwartz, Lori McDonald. (1991). *A preliminary experimental evaluation of creative problem solving curriculum resources: A project in creative studies*. Unpublished masters thesis, State University of New York College at Buffalo; Center for Studies in Creativity, Buffalo, NY.

Type of Resource: Dissertation/Thesis

Library of Congress (LC) or Dewey Decimal Classification (DDC) Call Number:

LC: LB1062. S3461 1991

The goal of this study was to examine the impact of Level II Creative Problem Solving (CPS) (From the Model of Creative Learning, Level II is learning and practicing CPS) materials related to existing subject area curriculum, upon the creative thinking skills of third and fourth graders. Teachers of the 100 students, who participated in this study, infusing CPS with regular curriculum, indicated noting an improvement in students' thinking skills.

<p>thinking skills.</p>
<p>Shepardson, Cynthia A. (1990). <i>Cooperative learning, knowledge and student attitudes as influences on student CPS involvement: An exploratory study</i>. Unpublished master's thesis, State University of New York College at Buffalo, Buffalo, NY.</p> <p>Type of Resource: Dissertation/Thesis Library of Congress (LC) or Dewey Decimal Classification (DDC) Call Number: LC: LB1062. S465 1990</p> <p>The findings of an exploratory study to examine the effects of cooperative learning, in combination with Creative Problem Solving (CPS) training, upon students' attitudes toward participation in subsequent CPS activities were reported. Twenty-five gifted and talented sixth graders were the focus group for the ten-week study. Comparisons were also made to determine whether learning style preference influenced attitudes toward CPS.</p>
<p>Lewis, Carol. (1986). <i>Teaching creative problem solving process skills to young children through the use of children's literature</i>. Unpublished masters project, State University of New York College at Buffalo; Center for Studies in Creativity, Buffalo, NY.</p> <p>Type of Resource: Dissertation/Thesis</p> <p>This thesis provides information on whether it is possible to teach young children to respond and interact using problem solving skills. The Isaksen-Treffinger problem-solving model was used as a viable process to instruct young children. The results showed that children responded positively and acquired some knowledge of Creative Problem Solving (CPS) process-skills. This project was not carried on long enough to produce any statistical data.</p>
<p>Curran, Joanne M. (1983). <i>Effects of CPS training on LD students' creative thinking and self-concept scores</i>. Unpublished masters thesis, State University of New York College at Buffalo; Interdisciplinary Center for Creative Studies, Buffalo, NY.</p> <p>Type of Resource: Dissertation/Thesis</p> <p>This study attempted to use a Creative Problem Solving (CPS) program on learning disability students to see if it enhanced their creative thinking skills and self-esteem. The Torrance Tests of Creative Thinking (TTCT) and Piers-Harris Children's Self-Concept Scale were used to evaluate after the CPS program was administered. Neither instrument measured any significant findings due to the experiment.</p>
<p>Finck, Sue E. (1981). <i>The development and evaluation of a CPS workshop designed to deal with occupational stress</i>. Unpublished masters project, State University of New York College at Buffalo, Buffalo, NY.</p> <p>Type of Resource: Dissertation/Thesis Library of Congress (LC) or Dewey Decimal Classification (DDC)</p>

The author developed a creative problem-solving workshop to help employees deal with occupational stress. The workshop was designed to teach participants creative problem solving strategies as a way of dealing with problems in the workplace and to apply those strategies to other areas of their lives. The participants, upon completion of the workshop were able to produce other alternatives and showed a willingness to change perceptions.

Section Five

Key Learnings

Introduction

This Section will provide for the reader my evaluation grid and key learnings in content and process. I will also provide the reader with recommendations for future research and my final conclusions. This Section will provide observations regarding what worked, and what might change or be done differently.

Evaluation

My project is the foundation of an assessment tool assisting in the continuation of The Creative Studies Project. The success of my project will be established through a project evaluation grid that I created to be completed by Mike Fox, Lee Ann Dickerson, and David Gonzalez (Appendix G). Additionally, a self-assessment grid will be completed by me, evaluating the success of my personal goals and identified in Key Learnings.

Content

The content specific elements essential to this study left me with a feeling of uncertainty and incompleteness. I was constantly unhappy and uncomfortable, my mind cluttered with unanswered questions. The 211 thesis and project annotations cited in CBIR presented a substantial challenge for me. As often as I read the annotations, I never felt confident choosing one and eliminating another. I was in a state of perpetual indecision. Time constraints added to the pressure to make speedy conclusions. I selected five studies, made copies of pertinent data collected from Butler Library, researched, analyzed, organized data and included them in my database only to change

my mind and remove them at a later time. I was notoriously indecisive about which study to include and which to eliminate. Based on the guidelines for this project, only two studies, conducted on alumni of the Creative Studies graduate program, were without any doubt in my mind, impact studies and therefore inclusive to this work, Ly (2004), and Lunken (1990). To further cloud issues, I came to the conclusion that an examination of a creative studies graduate class, a creative studies undergraduate class, facilitation training, portfolio assessments, a large population within an organization or company, as well as, a study from participants from a CPSI conference should be included to validate the accuracy and completeness of a study of this magnitude.

I jumped into this venture without taking responsibility for a clear understanding of my goals. I began by developing a product without appreciating my purpose. I continuously and consistently lost my way and wasted time. What was clear to me was that this was a vast undertaking; and the outcome should become the foundation for continuance of the work of creativity greats, Parnes and Noller. Latricia Chisholm began the research as a CRS 590 Independent Study, in spring 2003. Sadly, I found no clear direction within her study from which to build off of (Chisholm, 2003).

Having settled down, I found meaning and took at least one fork in the road. I have positive conviction that the 11 studies identified, analyzed, and organized in the Microsoft Access database are valid. I have positive conviction that the additional 20 studies identified as future research work are also valid. I feel great concern that had I commenced with clear focus and direction in June of 2004, I might have articulated much more by way of relevant content material for this work.

One of the major learning goals for my master's project was to deviate from my high tendency for implementing and seek clarity for my work. I will confess, I'm not going to change. However, knowing myself and my style helps to slow my momentum and avoid total disaster. What I understand about myself, my style and preferences, having completed nearly all my course work in the Creative Studies graduate program, is that I am who I am. I look for the straight line as the shortest distance between point A and point B. When I can't get to point B through that straight line, I do get confused, agitated and concerned about the need to deviate. Then I waste time, lose concentration and the result is that content will suffer.

On the other hand...could it have been my process that caused confusion and content to suffer?

Process

There are currently 211 thesis and project annotations cited in CBIR. I questioned whether locating theses and projects established as an impact study might not be the only way to approach the continuation of The Creative Studies Project. My understanding of the nature of our research, in the simplest of terms, is to determine the impact of deliberate creativity training on a participant or participants, analyze those measurable results, and store the organized data in a format that enables further study within the ontology matrix.

What then is the impact, result or outcome of deliberate creativity training? Deliberate creativity training has impacted everyone who produced a thesis or project to complete his or her master's degree in Creativity Studies. Each work is the result of the impact of creativity on the program's graduate. Our thesis or project will investigate

creativity, or create, by enhancing our learned creativity skills. Whether you have developed a workplace manual, written a grant proposal, learned to play the guitar or piano, taught an elementary education class using dimensions of a creative climate, whether your study researches personality types, whatever the study, creativity training had an impact on the author and therefore contains measurable results that I believe can and should be analyzed and included in the continuation of The Creative Studies Project.

I became overwhelmed with a task I felt unqualified to undertake given the parameters and scope of current views regarding the methodology to be used for the continuation of The Creative Studies Project. I do not consider this work a failure, quite the contrary. However, in hindsight, I should have explained my convictions to Mike Fox and asked “might this work another way”? The process that I developed, better late than never, the Color-coded Rating Scale and Tier System got me to settle into a routine that worked. The system enabled me to get started and I was therefore equipped to maintain focus enough to see this work come to fruition.

Completion of work to date, and continuation of The Creative Studies Project, is a mission of huge enormity and, in my opinion, necessitates an assessment of all theses and projects conducted by all graduates of the Creative Studies master’s degree. I support and confirm my belief in the Tier System. All theses and projects should be included in the continuation of The Creative Studies Project based on a Tier System and in chronological order within Tiers. My Color-coded Rating Scale was an attempt to explain to myself, my evaluators, and the reader why I decided on the studies that ultimately ended up in this work. Past, current, and future theses and projects need to be read, analyzed, and cataloged into a Tier System. I am passionate in my belief that none

be left out. This process should continue each semester as graduate students complete their thesis or project. Their research study will be cataloged into the appropriate Tier and entered into whatever data storage system is in use at that time. A committee or task force of creativity individuals should be formed to look through annotations and develop a Tier System Rubric. The Tier System Rubric is not the work of one individual but should be the consensus of many.

I struggled throughout this process since I never got over the strong conviction that all theses and projects are the result of deliberate creativity training and represent impact in one way or another and should be included in the continuation of The Creative Studies Project. With this hypothesis in mind, to complete the ICSC research to date, support and build off of the findings of The Creative Studies Project, I would like to propose the following:

- All Creative Studies theses and projects, front cover to back cover, are scanned in a PDF format into a new section in CBIR. Starting with 1975 and working forward.
- Begin this process by locating and housing all 211 + Creative Studies theses and projects in a central secure location in Chase Hall (the number 211 does not include theses and projects from December 2004 program graduates).
- All future Creative Studies theses and projects are submitted electronically, as well as, hard copy to be included in CBIR.

I used CBIR, and broke down 211 theses and projects as follows:

2004 = 12

1989 = 1

2003 = 13

1988 = 3

2002 = 15	1987 = 4
2001 = 15	1986 = 6
2000 = 10	1985 = 5
1999 = 9	1984 = 4
1998 = 10	1983 = 5
1997 = 13	1982 = 8
1996 = 8	1981 = 7
1995 = 3	1980 = 6
1994 = 7	1979 = 8
1993 = 9	1978 = 2
1992 = 7	1977 = 2
1991 = 4	1976 = 2
1990 = 12	1975 = 1

Continuing with this philosophy, six individuals might conduct a CRS 590, Independent Study, on approximating 35 studies, example: 1985 = 5, 2001 = 15, and 2002 = 15. The CRS 590, Independent Study will include, scanning into CBIR, evaluating, analyzing and storing organized data within the appropriate Tier within the current Microsoft Access database or whatever data storage system is in use at that time. This simple but effective process will be the conclusion of a very large and substantial piece of The Creative Studies Project.

Conclusion

Having affirmed to being a die-hard Implementer may be deemed by some as a disadvantage. As I began my work on this study, I admit I did lose focus and direction,

due in part, to my compelling drive to implement without clarification. Reaching a point where I needed to find concrete steps to move this work along I rose to the challenge and found my way. The outcome of this project is the prototype of a cataloged system that will eventually be the basis of the content of Mike Fox's "genome of creativity research". I've met Mike's goals, and have completed what I set out to do. Nevertheless, the notion of impact studies is sound; concluding some are relative to the continuation of the Creative Studies Project and some are not, is in my opinion, where the concept needs further definition and clarity. All have impact, all have value, all have relevance, and all are the result of deliberate creativity training. I believe my conclusions are sound and substantiated through clear, concise recommendations for supporting and building on The Creative Studies Project. I believe this is how Ruth Noller and Sidney Parnes would want the ICSC to conduct and continue their valuable work. 📌

Key Learnings

- I learned to appreciate and embrace me the "Implementer".
- I advanced and developed my talents as a researcher.
- I became more analytical using my organizational skills.
- I enhanced and improved my current abilities with Microsoft Access.
- I have become a more articulate and concise writer.

The most important thing I have learned through this experience is simply this: I believe students who master creativity have an uncanny sense of knowing, an amazing ability to solve problems and an astute sense of self-awareness. Therefore, I must remember to trust my instincts and believe.....

"If something doesn't feel right, it probably isn't".

"When it does feel right, say so"!

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Appendices

Appendix A

Concept Paper, CRS 690, Master's Project

Appendix B

HyperProject, Inc. Process Designer™ Manual

Appendix C

FAST Center, Introduction to Microsoft Access

Appendix D

SkillPort e-Learning for the Knowledge Economy SUNY Professional Development

Appendix E

Creativity Based Information Resources (CBIR), Creative Studies Theses and Projects

Appendix F
CBIR Annotations

Appendix G

Project Evaluation Grid, CRS 690
An Analysis of Impact Studies In Support of The Creative Studies Project

Appendix H

Microsoft Access CD, Impact Studies