Central Michigan University
Master of Science in Administration (MSA) Program

RESEARCH PROPOSAL TEMPLATE

Research Proposal Template Overview

This document serves as a template that can be used by Central Michigan University (CMU) students to write their research proposal for MSA600. The information also can be used in the capstone class, but the primary purpose of this template is to help students develop a quality research proposal.

Students should follow the instructions included in each section. The cover page is the formal CMU cover page as presented in Section 1 of the Student Guide to the MSA Capstone Project. This overview page should be removed.

The document is prepared using the American Psychological Association (APA) 6th Edition style. If students identify elements that are not in APA style they should make any necessary adjustments.

In Chapter 2 students should change the sub-title wording to match to specific literature topic which they are presenting.

General APA Style Guidance:

- Document must be typed, double-spaced on 8.5” x 11” paper with 1” margins on all sides. Use a clear, highly readable font. APA recommends using 12 pt. Times New Roman font.
- All chapters or appendices should start at the top of a new page.
- There should be NO extra blank lines between paragraphs or sub-headers. Indentation is used to help the reader know when a break is occurring. DO NOT include extra blank lines in the body of the proposal or final research report.
- Include a page header (also known as the "running head") at the top of every page. To create a page header/running head, insert page numbers flush right. Then type "TITLE OF YOUR PAPER" in the header flush left using all capital letters. The running head is a shortened version of your paper's title and cannot exceed 50 characters including spacing and punctuation.
The title page should be formatted according to the requirements stated in the Student Guide to the MSA Capstone Project Part 1 (page 17 for MSA600 and page 18 for MSA699).

Do NOT include an executive summary (or an abstract) in your proposal. The executive summary is the last section added after the entire research report is completed.

When citing references, you should carefully review the APA guidance. You should NEVER have a “dangling citation” – they must always be included inside of punctuation marks. So you would never say: “Research has found that many leaders do not understand the elements of transformational leadership. (Kessler, 2000)”

To properly cite this should you would use one of two formats: Kessler (2000) found that many leaders do not understand the elements of transformational leadership.” Alternatively you could use this format: “Research has found that many leaders do not understand the elements of transformational leadership (Kessler, 2000).”

The important point to remember is that you will NEVER have citations located outside of punctuation marks between sentences. Refer to the APA formatting sources on the Internet to better understand how to cite various sources including those from the Internet, those without an author, those without a date, and so forth.

When you are citing a direct quotation from a particular source (enclosed in parentheses) you must also include the page number(s) for that quotation.

APA Style uses a unique headings system to separate and classify paper sections. There are 5 heading levels in APA. The 6th edition of the APA manual revises and simplifies previous heading guidelines. Regardless of the number of levels, always use the headings in order, beginning with level 1. The format of each level is illustrated below:

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5  Indented, italicized, lowercase heading with a period. Begin body text after the period.

Included throughout this Template are comments provided to help you understand and correctly write and format your proposal. Once you have finished reviewing and developing your own proposal delete all of the comments. To do this in MS Word, go to “Review,” “Comments,” and select the “Delete” option. Use the “Delete All Comments in Document” option to remove the comments. **DO NOT submit your proposal to your instructor with the informative comments still included.**

When you use this Template leave all elements in place – do not delete other Chapters even though you have not written them – leave the Template elements in place. This will ensure that you have the Template content available when you write those chapters but more importantly it will ensure that the APA 6th Edition formatting is not altered.

**Print and then delete this and all preceding pages when you begin working on your proposal.**

**DO NOT include these pages in your submission to the instructor!**
RESEARCH PROPOSAL TITLE
(e.g., PROGRAM EVALUATION OF THE
UNITED STATES POSTAL SERVICE OVERTIME COMPENSATION PROGRAM)

MSA 600 Foundations of Research Methods in Administration
Central Michigan University

Submitted by:
Student Name

Project Instructor:
Professor Name

Submission Date
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Chapter 1: Problem Definition

Background

Add sufficient information in this section to explain the context for the research problem. The content in this section will vary depending on the research topic. Sufficient detail must be included to convince the reader that the topic represents a significant issue worthy of research resources. For example, the background might describe the nature of the issue/problem and provide a brief chronology regarding how long it has been an issue. Major events and milestones might be described and facts presented about how the problem situation evolved. Explain what factors are relevant to the problem and the current circumstances that have contributed to it.

Discuss the impact that the problem is having on the ability of organizations to accomplish their mission and do so efficiently. Provide sufficient information to adequately set the stage for the research.

Keep in mind that any content included in this section that derives from other sources must be appropriately cited using APA Style citations. Also keep in mind that CMU professors do not like "one-sentence" paragraphs (hence the reason for adding this second sentence).

Students often ask how long the background section should be in terms of number of pages. A reasonable background section should be at least one and a half pages in length, but longer background sections are acceptable if necessary to set the stage and convince the reader that the study is worthwhile – that a substantial problem or opportunity exists.

Research Problem

Begin this section with a few opening sentences that transition from the background information to the research issue. Keep in mind that you cannot have one-sentence paragraphs, (does not meet the definition of a paragraph) or one-paragraph sub-sections. Also, it is not
permitted to use personal pronouns at any location in the proposal or final research report. So instead of writing “I will….” the narrative must say “This research will ….”

Clearly and concisely state the problem that you are examining as part of this research project. It often is useful to state the problem as a question. For example, the research might ask: “Is the policy that requires appointees to disclose their tax information and other potential conflicts of interest fair and reasonable?” Another example might be: “What sanctions should be imposed when employees use work resources for personal business without appropriate authorization?”

The key in this section is to establish the research framework that will be used to examine literature and, in some cases (but not this semester) collect original data related to the research problem. That framework is important because it provides focus for subsequent chapters and also sets the stage for concluding the research effort by using the literature and data to answer the research questions.

Once the research question has been developed it must be de-composed it into smaller sub-elements. This is very important as it will help later when determining what data must be collected to answer the primary research question. Structure the sub-questions as a series of bullet items. The sub-questions must all relate to the primary research question.

Let’s review an example. Imagine that CMU has had a large number of students who do not complete the capstone class in the allotted 16 week timeframe. For this example, the primary research question is: Why are a large percentage of CMU capstone students unable to complete the capstone project in the allotted 16 weeks and what actions can CMU take to improve the completion rate? Given this primary research question, the research will examine a series of sub-questions.

Comment [k6]: No personal pronouns (I, our, we, my ….) are permissible anywhere in your research proposal or final research report! You are an independent researcher. When you use personal pronouns you introduce a level of “intimacy” with the organization and/or problem that undermines your independence and raises the suspicion of bias. Credibility is important and your work must be free from personal opinion or bias.

Comment [k7]: Note that the sub-questions all relate to the primary research question. Also note that they are comprehensive. It is highly likely that the primary reasons are included in one or more of these sub-questions.
SHORT REPORT TITLE (no more than 10 words)

- To what extent is the incompletion rate related to how the capstone course is designed or taught?
- To what extent is the incompletion rate related to work-related factors such as a heavy workload, overtime, travel, or other work-related factor?
- How do family circumstances such as marital status, number of children, family extracurricular activities, family illnesses or other family factors contribute to student challenges in completing the capstone class in 16 weeks?
- Do personal factors such as lack of motivation, inattentiveness or procrastination contribute to the incompletion rate?
- What actions can CMU take to address primary causes and increase the completion rate?

Research Objective

Identify the intended audience for this report and those to whom you will address your recommendations. Indicate if the audience is just a single person, several persons, or a combination of groups and individuals.

Include a paragraph to convince management or other stakeholders that this study is important and worth the expense. Describe the anticipated benefits that will be derived from the project, after recommendations are implemented. Convince the reader that this issue, if not addressed, can threaten the very survival of the organization.

Scope/Delimitations

This is a very important section yet many students have difficulty understanding what should be included. In preceding sections the research problem(s) and objective(s) described the topic will be researched and identified the research audience. The purpose of this section is to
clearly identify the “target population” for this study, which will be very important when writing later chapters.

In writing this section the researcher must identify the research boundaries. Let’s again use an example to be clear about how to develop the content for this section. If the research is examining why some CMU students do not complete the capstone class in 16 weeks a number of facts must be provided in this section to focus the research scope as follows: the research is focused only on CMU students and it will examine only those students who took MSA699 within the last 3 years.

Once these delimitations have been provided it is necessary to decide if it is necessary to further refine the scope. For this particular research problem should all CMU capstone students who took the course in the past three years be included? Will it be helpful to include those who successfully completed the class in 16 weeks as well as those that did not, or should it focus only on those that did not complete the class in 16 weeks? Should it include both face-to-face students and online students or only online students? The scope can potentially be refined even more – will you survey faculty who taught the class within the last three years or just students? These are scope/considerations that must be specified and explained in this section.

One reason the scope must be delimited in this section is that it may be impractical to collect data from a representative sample if the research involves a large organization or population. Sometimes it is appropriate to narrow the scope to a smaller sub-set of employees, people, organizations, or other units in order to make the data collection activity more practical.

If the research is studying the fitness levels of Army enlisted personnel and has not been delimited, then the target population is EVERY enlisted person in the U.S. Army worldwide. This necessitates a large sample and a correspondingly large and challenging data collection
effort. Practicality suggests that the study scope be narrowed and delimited, so consider focusing on Army enlisted personnel at a particular installation or limited even further to a particular Army unit.

In summary, if the research is focused on a particular organization and/or group of employees within that organization then that group is the target population. The narrative in this sub-section must be clear about this. The results of this study CANNOT be projected beyond the target population; conclusions can only be drawn about those included within the scope of this research.
Chapter 2: Review of the Related Literature

Introduction to the Literature

It is useful to have a smooth transition paragraph at the beginning of each chapter. Transition narrative typically explains the purpose of this chapter and provides a brief overview of the contents that are included.

For the literature review you might state that extensive literature exists about the research issue and that the literature has been organized, in this chapter, into sub-topics that best illuminate the research questions. Briefly mention the topics and why they are best suited for the presentation of a synthesis of the literature.

Presentation of the Literature

Replace the preceding and all subsequent sub-titles with meaningful sub-titles that reflect the contents of that particular sub-section. Use information from various literature articles to write a synthesis of major points from those articles. In particular, success depends on how well key points are extracted from the literature that directly relate to and support the research questions posed in Chapter 1. Ensure that the amount of literature available about the topic is described and summarize the major “threads,” or lines of reasoning. Use APA Style to cite all references. There should be citations on every page for the rest of this chapter.

Note that APA style citations are one of two types. The first type of citation is included within the punctuation mark at the end of the sentence. For example, you might say:

Transformational leaders engender high levels of motivation and loyalty among their followers [Kessler, 1993]. Note that this citation applies only to the associated sentence. The other type of citation occurs when the entire paragraph is paraphrased from a single author or source. The
paragraph typically starts as follows: Kessler (1993) found that ….. In using this style, the entire paragraph is attributed to that particular scholarly article. It is best to have a mix of citation styles throughout the research report.

**Literature sub-title 2**. Continue the same pattern used with the first sub-title for each subsequent section. It is reasonable to have three or four sub-sections in a literature review, but it is permissible to have more than four as well. Replace the preceding and all subsequent sub-titles with meaningful sub-titles that reflect the contents of that particular sub-section. Use information from various literature articles to write a synthesis of major points from those articles. In particular, success depends on how well key points are extracted from the literature that directly relate to and support the research questions posed in Chapter 1. Use APA Style to cite all references. There should be citations on every page for the rest of this chapter.

**Literature sub-title 3**. Continue the same pattern used with the first sub-title for each subsequent section. It is reasonable to have three or four sub-sections in a literature review, but it is permissible to have more than four as well. Replace the preceding and all subsequent sub-titles with meaningful sub-titles that reflect the contents of that particular sub-section. Use information from various literature articles to write a synthesis of major points from those articles. In particular, success depends on how well key points are extracted from the literature that directly relate to and support the research questions posed in Chapter 1. Use APA Style to cite all references. There should be citations on every page for the rest of this chapter.

**Literature sub-title 4**. Continue the same pattern used with the first sub-title for each subsequent section. It is reasonable to have three or four sub-sections in a literature review, but it is permissible to have more than four as well. Replace the preceding and all subsequent sub-titles with meaningful sub-titles that reflect the contents of that particular sub-section. Use information
from various literature articles to write a synthesis of major points from those articles. In particular, success depends on how well key points are extracted from the literature that directly relate to and support the research questions posed in Chapter 1.

When you cite direct quotations (enclosed in parentheses) you must also include the page number(s) from the source document for that passage.

Use APA Style to cite all references. There should be citations on every page for the rest of this chapter.

**Summary of the Literature**

Sometimes students write summaries they are not particularly useful – there are just a few sentences repeating the purpose of a literature review rather than substantive content. This summary however is very important. Carefully extract the key facts cited in the preceding pages and link them to the research sub-questions presented in Chapter 1. The entire purpose of Chapter 2 is to locate and review “related studies” and to extract facts from those studies that help answer the research questions. That is the primary purpose of conducting a literature review.

Use these final paragraphs to summarize the extent of the literature and major points from the literature that support, aide, or refute the research problem and sub-problems. This summary is important because it will be used later when the final research report is written as evidence for the final research conclusions and recommendations.
Chapter 3: Research Methodology

Research Approach

It is useful to have a smooth transition paragraph at the beginning of each chapter. This is especially true in Chapter 3, because of the length of the literature review. Readers often need to be reminded of the research issue. Include an introductory paragraph and then get down to business. Keep in mind that researchers are not permitted to use personal pronouns at any location in the proposal or final research report. So instead of writing “I will ….” the narrative must say “This research will ….”

Include an explanation of the approach (program evaluation, program design, feasibility study/business plan, cost-benefit analysis, and so forth) you plan to use for this research project. Why are you using this approach? Also discuss, at a high level, the general data collection approach that you plan to use and the rationale for using it: survey, interviews, existing data, or a combination of these approaches.

Data Collection Approach and Procedures

Data to be collected. This is a very difficult section for students to write. Most immediately start writing about surveys and interviews in this section, but that describes “how” the data will be collected, which is what is done in the next section, not this one. Before we describe how the data will be collected we must describe “what” data we need to collect. A common approach is to simply copy the research questions and sub-questions from Chapter 1 to this location and then to move to the next section, but that is not correct.

In order to correctly write this sub-section, students must first look carefully at the research questions and sub-questions. As you examine the questions you need to determine what data is needed to answer those questions.
Primary research question and sub-question data details. Let’s assume that the primary research question is: Why are a large percentage of CMU capstone students unable to complete the capstone project in the allotted 16 weeks and what actions can CMU take to improve the completion rate?

So let’s figure out the “Data to be Collected” part of this issue. Start by examining the primary question above and searching for specific “pieces” of data. One data element that should be collected is the number of students that did not complete the capstone class during the past three years. Other elements might include information about those students (demographic data) such as gender, age, occupation, civilian/military, and grade point average for prior classes. This data should only be collected if it will be used later for analysis. If there are no plans to examine gender differences in completing the capstone class, then do not collect gender information.

Now attention is focused on the research sub-questions. The following sub-questions are those that were presented earlier in Chapter 1:

1. To what extent is the incompletion rate related to how the capstone course is designed or taught?
2. To what extent is the incompletion rate related to work-related factors such as a heavy workload, overtime, travel, or other work-related factors?
3. How do family circumstances such as marital status, number of children, family extracurricular activities, family illnesses or other family factors contribute to student challenges in completing the capstone class in 16 weeks?
4. Do personal factors such as lack of motivation, inattentiveness or procrastination contribute to the incompletion rate?
5. What actions can CMU take to address primary causes and increase the completion rate?
After reviewing the primary question each sub-question must be analyzed and defined in terms of the associated data. The first sub-question examines how the course is designed and taught. It is necessary to refine what is meant by the terms “designed” and “taught.” Data to be collected for this sub-question might include: length of course, amount of instructor-student contact time, whether course is structured or unstructured, and so forth. In examining how the course was taught, data might include whether it was face-to-face or online, whether the instructor effectively communicated requirements, if there was sufficient faculty-student interaction and so forth.

The second sub-question focuses on work-related factors and to some extent was broken down in the details of the sub-question: workload, overtime, travel, or other work-related factors. Any other work-related obstacles such as military operations-tempo and so forth should be identified. Similarly, the third sub-question was refined within the question itself: marital status, number of children, family extracurricular activities, family illnesses or other family factors. If other factors should be analyzed such as support at home, they should be identified here.

The fourth sub-question is inwardly focused and deals with personal motivation. The data might include: personal motivation, attentiveness or procrastination. It might be expanded by collecting data about work and personal habits such as being punctual, importance of completing tasks on time, and so forth.

What has to be done in this sub-section is to take the research questions and "look under the hood" to figure out what data must be collected to answer the questions. Note that at no point were survey or interview, target population, survey procedures discussed. That comes in the next section titled "Data Collection Procedures."
Included here are other examples taken from student interactions. One student had this as a research question: “What are some options for finding professional candidates to employ? It contains these words: options, professional candidates, and employ. Consequently, to describe the data to collect the narrative should discuss the need to identify various recruiting options such as ..., and the need to differentiate professional candidate applicants from non-professional applicant candidates (the narrative might say that demographic data including education, experience level, etc. will be collected).

For the second question, “Why do long-term employees continue to work for G&S?” data must be collected about length of employment, reasons for remaining with the company, etc. The third question, “What is the optimal staffing arrangement for G&S?” focuses on the optimal staffing arrangement. Data for this sub-question might consist of information about the current staffing arrangement and reasons that it is not optimal. Data might also be collected rationalizing an optimal staffing arrangement.

The final sub-question was: “How have the recent changes benefited and weakened the organization?” Data must be collected identifying all recent changes. Ranking information might also be collected to evaluate the positive or negative impact of those changes.

The preceding examples show the content that must be included in this subsection. Methods such as surveys or interviews should not be discussed. Data is the "what" and collection methods are the "how."

One approach for writing Chapter 3 is to take a few minutes to write down potential survey and/or interview questions before writing this chapter. It will be much easier to write these paragraphs with a survey or interview questions readily available.
Data collection procedures. A great deal of information must be communicated in this sub-section. Start by indicating how data will be collected. There are three primary data collection methods: survey, interview (phone, face-to-face and/or group), and existing records study.

Target Population. The target population must be described in detail. Recall that the target population was first introduced in Chapter 1 Scope/Delimitations. At this point the target population for the study should be repeated. The size must be estimated and stated in numeric terms. Often it is necessary to estimate the size of the target population. In order to do so, explicitly state any assumptions made during the calculation. Using the example of students who do not complete the capstone class in 16 weeks, if the target population is all students who registered and did not withdraw from the capstone class in the past three years, the number of classes taught and the average enrollment might need to be estimated. For example, assuming 10 capstone classes per year were taught with an average enrollment of 20 students, the estimated target population for the study is 600 students.

Sample Details. The next task in this sub-section is to describe the sample. This is very important. Samples are used because the target population is large and it is often too expensive or time-consuming to survey or interview the entire target population. The ideal sample is the entire target population because that would ensure that every member of the target population is represented. However, since it is often impractical to sample the entire population the sample information must be described.

The size and characteristics of the sample must be discussed. In order to determine a sample size that will be representative of the target population, there is a formula in the text that can be used. Alternative an online sample size calculator can be used. These calculators require a
Confidence level (typically 95%) and a confidence interval (typically 5%). If your target population consists of 5,000 people a calculator would suggest that you need 357 samples. Note that this 357 is the return rate, not the number of surveys to be distributed – more about this later.

The sample design must be discussed. The sample might be completely random which offers the greatest likelihood of being representative of the target population or it might be stratified in order to ensure that various segments are included (e.g., men and women, officers and enlisted, age groups, etc.). In some cases a convenience sample may be the best alternative due to time or other research constraints. The design must be discussed and explained.

Another aspect of the sample that must be discussed is whether potential vulnerable populations will be part of the study. Vulnerable populations include children under the age of 18, incarcerated persons, pregnant women, disabled persons and so forth. If your study will not include members of vulnerable populations indicate that this is the case.

Finally, indicate what contact information will be obtained (e-mail address, mailing address, etc.) and how it will be obtained. Is the contact information publicly available or will it be obtained from an organizational representative or source? Keep in mind that if the information is not publicly available you must be able to obtain a permission letter from the organization stating that it gives permission to conduct they survey and will provide respondent contact information.

**Instrumentation.** All data collection instruments (surveys, interview questions, consent forms) must be included as appendixes. In this section introduce the instruments and indicate that they are included as appendixes. State whether the survey and/or interview questions was/were created for this research or if an existing instrument will be used. If you are using an existing survey or interview instrument indicate the source and author (cite using APA style) and provide

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Comment [k20]: There are several different consent forms. Check the CMich site noted below and review the Student Guide to the CMU Capstone Project Part 2. There are consent forms for surveys, telephone interviews, face-to-face interviews, etc.

Comment [k21]: When developing interview questions be sure to include scaled questions so that quantitative analysis can be conducted on the collected data. For example, you might ask the interviewee to describe overall morale on a scale of 1 to 5 and to then explain their response.
information about the instrument’s validity and reliability, which are usually stated in quantitative terms. If the existing instrument validity and reliability are not known state that this is the case.

If the instrument was created for this study, indicate that it has not been tested for validity and reliability. If an existing instrument is used but has been modified by adding or changing questions for format, the original validity and reliability are no longer valid and this fact should be stated, indicating, as we would do for a newly created instrument that the validity and reliability will not be pre-tested for this study.

Briefly describe the instrument question format and design. Indicate that a Likert scale was used for some questions to provide for quantitative analysis. Indicate that open-ended questions are included to ensure that any information missed by more structured questions will be obtained.

Note that all data collection activities involving human subjects require consent forms. The exact format for consent forms must be followed. See the Student Guide to the MSA Capstone Project Part 2, available via the Internet, for the appropriate format. Sample surveys, interview questions and organizational permission forms are provided in the Student Guide as well.

Procedures. Describe the research procedures in detail. Indicate if the survey will be anonymous or not. If the surveys are returned by e-mail they are not anonymous.

Describe the researcher relationship to the respondents. If there is a supervisor-subordinate relationship, state that this is the case. Explain what procedures will be put in place to ensure that there is no coercion to participate or potential retaliation based on survey responses.
Indicate if the survey will be conducted using paper-based surveys, a survey service such as SurveyMonkey, or distributed by e-mail. Describe how the survey will be distributed to respondents, and how they will return it. In describing the procedures keep in mind that if it was indicated earlier that the data collection will be anonymous the method for collecting data must ensure anonymity. For example, if surveys will be returned by e-mail, which is not anonymous, describe the procedures that will be used to strip off identifying information to ensure that the actual survey responses will not have any identifying information associated with them.

Discuss the expected return rate. Provide a specific number of expected responses. Explain the basis for estimating the return rate. Discuss procedures for handling incomplete responses – if a respondent does not answer one or several questions how will that survey be used in the study?

Discuss any additional protections for handling the returned data to ensure that human subject information is protected. This might include indicating that the surveys will be kept in a locked location and that all surveys will be destroyed after the collected data has been aggregated.

*Timing.* State when the study will be started and when it will be completed. Indicate any potential extension timeframe in case response rates are below expectations.

**Proposed Approach for Data Analysis and Synthesis**

Describe the tools and techniques that will be used to analyze the data once it is collected, such as descriptive statistics, statistical models (e.g., t-test, correlation), decision tables and decision criteria, pro-forma accounting statements, cash flow and income statement, etc. Do not indicate that a technique will be used unless you understand what it means and are certain it will
be used. If you are conducting surveys or interviews you likely will use descriptive statistics (mean, median, mode, standard deviation) to describe the survey responses.

Include a sample table or other proposed visual presentation of the data.

**Methodological Limitations**

This section is used to disclose all weaknesses to the reader. Research often has constraints and limitations but if they are not disclosed the research is discredited. The objective of this section is to inform readers whether the data collection results can reasonably be projected to the target population.

In particular, discuss sample size constraints if the sample size is small, validity and reliability constraints if the survey was designed for this study or an existing survey was modified, and sample design constraints (convenience instead of random sampling, etc.). The more that is explained about the methodological limitations, the greater respect is attributed to a study. Don’t let the reader think that you are try to “get away” with anything!
Chapter 4: Data Analysis

Introduction

This chapter is not typically included as part of a research proposal. When you enroll in your capstone course you will provide your research proposal (Chapters 1 through 3 and appendixes) to your professor (research monitor) and he/she will review and approve or request changes to it. You will also complete the mandatory Research Review Application Process required by the Master of Science in Administration (MSA) Department obtain permission to collect data (details about this process are provided during the MSA600 class). Once those two approvals are obtained you will collect you data and then be in a position to write chapters 4 and 5.

Include transition text at the beginning of Chapter 4. Researchers typically indicate that the data that was collected is presented in this Chapter in both visual and text formats and that associated analysis is used to link the data to the research questions. It is also appropriate to explain at this point that corroboration, conflicts, and other relationships between and among variables will be discussed and analyzed.

Data Presentation and Analysis

In this sub-section, incorporate charts and tables and narrative describing the displays. Include narrative to analyze the data included in the charts and tables in terms of your research questions. It is important that students describe the data but also analyze it in order to get full credit when the final research project is reviewed and graded.
Data Analysis Summary

This chapter is likely to be one of the longest in the paper, ranging from 10 to 50 pages in length depending on how many charts and tables are included. For that reason key points from this chapter should be highlighted in this closing section, especially in terms of how the data analysis supports or refutes the research questions. This will position you to summarize key points from Chapter 2 Literature Review and from this chapter in the next final chapter.
Chapter 5: Summary Conclusions, and Recommendations

Overview

Include transition text at the beginning of Chapter 5. This is a good point to review the initial research questions and to describe the content that will be included in this final chapter.

Summary

Include a summary of key points from chapters 2 and 4 (literature and data analysis) in this sub-section. Highlight major findings from prior research, the type of data that was collected as part of this study, and what the analysis concluded in terms of the research questions.

Conclusions

It is critical that students answer the research questions based on the preceding summary in this section. Faculty members are careful to look in this section to find the answers to questions posed in Chapter 1. It is critical that the conclusions be derived from the literature and data analysis and are based on fact rather than investigator opinion.

Recommendations

Include three or more recommendations based on the conclusions. After starting this subsection with a transition paragraph include numbered recommendations and at least 2-to-3 paragraphs explaining how the recipient of the recommendations should go about implementing them.

Future Research Suggestions

A common practice among researchers is to offer suggestions related to how the research conducted in this study can be extended. What additional research questions need to be pursued? What data would strengthen the study? Should it be replicated to other similar organizations?
This is the final element of your research project and should include thoughtful recommendations for future research direction.
DEFINITION OF TERMS

If you do not use this section then delete it. Avoid defining commonly understood words like computer, nursing, etc. Only include terminology that is likely to be unfamiliar to the reader.

Double-space the definitions. Arrange the terms in alphabetical order and use a separate paragraph for each term. Begin each paragraph with the term formatted as a Level 4 heading (indented, italicized, only the first word capitalized, and ending with a period). Begin the definition on the same line as the heading. Definitions must be complete sentences.

Here are a few examples with the proper formatting:

*Air Force Office of Special Investigations (AFOSI)*: This is the federal law enforcement agency that works directly for the United States Air Force. Its primary responsibilities are federal criminal investigations and counterintelligence services.

*Criminal Investigator Training Program (CITP)*: This training program must be completed in order for federal sworn special agents to be eligible to conduct criminal investigations.

*Board Process*: This process is conducted by a board of superiors to determine if a special agent is fit for promotion or special assignment
REFERENCES


Waring, B. (2000). “Plugging the Brain Drain – Today’s high-tech workers demand the world . . . and they get it”, Ziff Davis Smart Business for the New Economy, June 1, 2000, p74.
<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Permission to Conduct Study</td>
</tr>
<tr>
<td>B</td>
<td>Survey Consent Form</td>
</tr>
<tr>
<td>C</td>
<td>Survey</td>
</tr>
<tr>
<td>D</td>
<td>Adult Consent Form for Face-to-Face Interviews</td>
</tr>
<tr>
<td>E</td>
<td>Face-to-Face Interview Questions</td>
</tr>
<tr>
<td>F</td>
<td>Telephone Interview Consent Form</td>
</tr>
</tbody>
</table>

Comment [k23]: The following appendixes may not all be needed depending on your research design. If you are conducting a survey only you need Appendix A through C. If you are conducting interviews only you need Appendix A, D and E (for face-to-face interviews) or Appendix A, F, and E (for telephone interviews).
Appendix A

Permission Letter

Dear [STUDENT NAME]:

I have reviewed your request to conduct a research project involving the nurse scheduling process at ICMCF and the survey, interviews, and research methods that will be used. I feel that this project will be beneficial to ICMCF. You have my permission to examine the nurse scheduling process at ICMCF for this project.

The following stipulations should be observed: <insert any stipulations; such as the survey is done on personal time, the company name should be disguised in the project, results must be shared with the HR department, and so forth>.

If you have any questions regarding this letter of approval, please give me a call at <insert phone number>.

Sincerely,

<Signature: an original signature is preferred/a digital signature will be accepted/a typed signature will not be accepted>

<Insert the name and title of the person granting permission.>
Appendix B

Survey Consent Form and Cover letter

Date

Dear Participant:

My name is [STUDENT NAME] and I am a graduate student at Central Michigan University. For my final project, I am examining the nurse scheduling process at Michigan county medical care facilities. Because you are a Michigan county medical care facility, I am inviting you to participate in this research study by completing the attached survey. The following questionnaire will require approximately 10 minutes to complete. There is no compensation for responding nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name. Copies of the project will be provided to my Central Michigan University instructor and the Administrator/Scheduling Manager of Isabella County Medical Care Facility. If you choose to participate in this project, please answer all questions as honestly as possible and return the completed questionnaires promptly return in the provided stamped envelope. Participation is strictly voluntary and you may refuse to participate at any time.

Thank you for taking the time to assist me in my educational endeavors. The data collected will provide useful information regarding how other county medical care facilities are completing their nursing schedule. If you would like a summary copy of this study please complete and detach the Request for Information Form and return it to me in a separate envelope. Completion and return of the questionnaire will indicate your willingness to participate in this study. If you require additional information or have questions, please contact me at the number listed below.

Please note that if you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to the MSA Program by calling 989-774-6525 or addressing a letter to the MSA Program, Rowe 222, Central Michigan University, Mt. Pleasant, MI 48859.

Sincerely,

[STUDENT NAME]
[STUDENT E-MAIL]
Appendix C

Hospital Leadership Effectiveness Survey

Please fill in the circle next to your answer selection. Return the completed survey to the address located at the end of this survey. Thank you for your participation.

1. Are you male or female?
   - Male
   - Female

2. Which of the following best describes your current job level?
   - Nurse (RN/LPN)
   - Therapist/Technologist
   - Support Services (EVS, Dietary, Engineering, clerical, transport)
   - Other (Volunteer, Registration, PBX)

3. About how long have you been working for HDH?
   - 0-5 yrs
   - 6-10yrs
   - 11-15yrs
   - 16+yrs

4. I see someone from administration on a regular basis.
   - Often
   - Frequently
   - Occasionally
   - Seldom
   - Never

5. Administration communicates in ways that allow me to understand the company objectives.
   - Often
   - Frequently
   - Occasionally
   - Seldom
   - Never

6. Administration keeps us informed of...
   - Upcoming Events
   - New Policies
   - Changes to protocols

7. Rate your level of satisfaction with Administration in the following
   - Responsiveness
   - Understanding my needs

Comment [k28]: Customize the title and questions to accommodate the details of your research project.
SHORT REPORT TITLE (no more than 10 words)

<table>
<thead>
<tr>
<th>Approachability</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neither</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Have you ever participated in the following...

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Town Hall Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Advisory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Ask Pat?&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Please write any other comments you feel are important to leadership effectiveness in responding to the employee engagement survey.

Return surveys to: [SPECIFY RETURN LOCATION]

Comment [k29]: It is essential to include at least one open-ended question to ensure that if your structured questions missed some key information the respondent can enter it here.

The best format for an open-ended question is to be structured using wording from your primary research question in Chapter 1. For example, you might ask this as a final research question:

What do you think is the primary reason that some students do not complete the capstone class in the required 16 weeks?

This format is consistent with the example primary research question used in this Template and would ensure that you get a "free format" answer from the respondent, in addition to the structured questions.

Comment [k30]: If you are using an online survey you do not need this.
Appendix D

Adult Consent Form for Face-to-Face Interview

Study Title: [TITLE]

Student’s Name and Department: [NAME], Master of Science in Administration
Instructor’s Name and Department: TBD

Introductory Statement
My name is __________________ and I am a graduate student in the Master of Science in Administration degree program at Central Michigan University. Currently, I am conducting research to fulfill degree requirements at CMU. You are invited to participate in this research study. The following information is provided to help you make an informed decision whether or not to participate. If you have any questions, please do not hesitate to ask.

What is the purpose of this study? This study will identify the user and technical requirements for an automated medication carousel and the implementation and integration challenges. Up to six medications carousel vendors will be evaluated.

What will I do in this study? You are eligible to participate in this study because you, as either a supervisor or as a staff employee, know the medication-use process in the Dayton Children’s Pharmacy, and participated in some carousel discussions. If you decide to participate in this research project, I will go over this consent form and then go through a series of interview questions about the carousel system.

How long will it take me to do this? The interview will take approximately 20 minutes to complete.

Are there any risks of participating in the study? There are no known risks while participating in the study.

What are the benefits of participating in the study? This study will be used to determine which automated medication carousel should be selected for Dayton Children’s Hospital. This is an opportunity to express your opinions about the different vendors and their carousel and integration options. Recommendations will be made to management regarding the best carousel to maximize pharmacy automation.

Will anyone know what I do or say in this study (Confidentiality)? Subjects will be referred to as supervisors or staff employees. The researcher is the only one who will know who participated in the study. Any information obtained during this study which could identify you will be kept strictly confidential. The information may be presented at pharmacy project meetings but no identifying information will be used. Results of this study will be available to my CMU research monitor, the VP of Ambulatory Services at Dayton Children’s
Hospital and senior management in the Pharmacy department at the hospital.

**Will I receive any compensation for participation?** There will be no compensation for participation in this study other than knowing you are contributing to the future of the Children’s pharmacy regarding medication storage, dispensing, and patient safety enhancements.

**Who can I contact for information about this study?**
[NAME], [E-MAIL ADDRESS]
Dr. TBD, @cmich.edu

You are free to refuse to participate in this research project or to withdraw your consent and discontinue participation in the project at any time without penalty or loss of benefits to which you are otherwise entitled. Your participation will not affect your relationship with the institution(s) involved in this research project.

Please note that if you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to the MSA Program by calling 989-774-6525 or addressing a letter to the MSA Program, Rowe 222, Central Michigan University, Mt. Pleasant, MI 48859.

*My signature below indicates that all my questions have been answered. I agree to participate in the project as described above.*

______________________________  __________________
Signature of Subject  Date Signed

*A copy of this form has been given to me.*  ________ Subject’s Initials

______________________________  __________________
Signature of Responsible Investigator  Date Signed
### Appendix E

**Face-to-Face Interview Questions**

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you think a carousel will be well received in the pharmacy? Explain why or why not.</td>
<td>Not at All True</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Are there specific user requirements for a carousel system? Please name some of them.</td>
<td>Not at All True</td>
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<td></td>
<td>1</td>
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<tr>
<td>3</td>
<td>Would a carousel make your job easier? Explain why or why not?</td>
<td>Not at All True</td>
</tr>
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<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Do you see your job responsibilities changing in the future due to a medication carousel? If so, how?</td>
<td>Not at All True</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Will a med carousel make the pharmacy more efficiency and change workflows? Explain what you think might change.</td>
<td>Not at All True</td>
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<td></td>
<td></td>
<td>1</td>
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<tr>
<td>6</td>
<td>Should most medications and supplies in the pharmacy be stored in the carousel?</td>
<td>Not at All True</td>
</tr>
<tr>
<td></td>
<td>IV fluids - Yes/No Fast movers – Yes/No Oral liquids – Yes/No Sets – Yes/No</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Are there other technologies that should be implemented instead of a carousel? If so, then what else?</td>
<td>Not at All True</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td>8</td>
<td>Where in the pharmacy is the best location for a carousel and why?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>What top three benefits will a carousel provide?</td>
<td></td>
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<tr>
<td>10</td>
<td>Is the physical layout of the pharmacy good? What would you change if you could?</td>
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<tr>
<td><strong>[TITLE]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Will a carousel create more issues or solve issues? Explain.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Do you anticipate workflows needing to be changed?</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Do you think a pharmacy informaticist is needed, MST pharm, automation tech?</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Could pharmacy technicians do more? Please provide examples.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>RPh – Would you like to get out of the pharmacy more to be in patient care areas?</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>What additional comments about the medication carousel would you like to discuss?</td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your time and patience.
Appendix F

Telephone Interview – Cover Letter and Consent

Date

Dear Participant:

My name is [STUDENT NAME] and I am a graduate student at Central Michigan University. For my final project, I am gathering information to determine how to increase recertification rates for the Certified Healthcare Access Management (CHAM) program. I am inviting you to participate in the research study because you completed the CHAM Certification Maintenance process in June, 2013 and have been identified as a subject matter expert.

I would like to invite you to participate in a telephone or Skype interview designed to gather information about what motivates professionals to participate in a certification program and complete the required certification maintenance criteria. I anticipate the interview to take approximately 20 minutes. There is no compensation for responding nor is there any known risk. In order to insure that all information will remain confidential, I will not record your name or identify you by name in the final research project. I will reference you using the term, “subject matter expert.

Copies of the project will be provided to my Central Michigan University faculty monitor and the Institution Board of Director and Certification Commission. Participation is strictly voluntary and you may decline to participate at any time. Although the researcher is a member of the Certification Commission, this interview will in no way impact your CHAM standing.

In you are willing to participate in the interview please respond to this email with an affirmative and I will contact you to schedule a convenient time to conduct the interview. Your affirmative response constitute consent to participate in the interview.

I appreciate your willingness to help me with this project. The data collected will provide useful information regarding certification and professional development activities.

If you would like a summary copy of this study please let me know at the end of the interview and I will add your name to a list that I will maintain separately from my interview notes. If you have questions later, please contact me via email or by telephone. My contact information is listed below.

If you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you choose) any complaints to the MSA Program by calling 989-774-6525 or addressing a letter to the MSA Program, Rowe 222, Central Michigan University, Mt. Pleasant, MI 48859.

Sincerely,

[STUDENT NAME, PHONE NUMBER AND E-MAIL ADDRESS]
MSA699 FINAL RESEARCH REPORT CHECKLIST

This checklist must be completed by every student and must accompany the submission of the final research report. The list includes detailed instructions and things to check in your report before submitting it for grading. Keep in mind that the capstone report is a culminating activity and the quality is a reflection on you as a graduate student. For that reason this extensive checklist is provided and MUST be used to verify that your report is in the best possible condition.

Instructions: Check each item on the list by typing your initials in the first column to verify that you have reviewed and ensured that your final research report is compliant with that item. At the end of the report include your name and your CMU identifier (e.g. kelle1pa). This indicates that you have used the checklist and are compliant with every element.

<table>
<thead>
<tr>
<th>Student Initials</th>
<th>#</th>
<th>Checklist Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td><strong>Cover Page</strong>: Ensure that the cover page is revised (from the proposal format) to match the final research report cover page example in the Student Guide to the MSA Capstone Project p. 18 (... submitted in partial fulfillment ....)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td><strong>Title</strong>: Ensure that the title of your report is formatted using “Title Case” (Google the term to be clear about its meaning). Make sure that the correct words are capitalized.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td><strong>Table of Contents</strong>: Update the table of contents and lists of figures and tables so that they match the page numbers for your completed project.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td><strong>Changing from Future to Past Tense</strong>: Go through the chapters and change all sentences that refer to the future to past tense. Find any “will” words and change them to past tense.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td><strong>Chapter 1</strong>: In the first chapter, have you provided sufficient contextual/historical background for your issue? A single, double-spaced page is probably insufficient. Is your research issue clearly delineated?</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td><strong>Chapter 2</strong>: If necessary, expand your literature review. It should be comprehensive and a minimum of 12 pages long. Have you adequately cited references? Is there a concise summary at the end of the chapter?</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td><strong>Chapter 3</strong>: Modify Chapter 3 to describe the procedures that were used to collect data and what happened when those procedures were implemented (e.g., ... distributed 120 surveys and 90 surveys were returned …) Change “Data to be Collected” sub-title to “Data Collected” and change “Proposed Data Analysis Approach” to “Data Analysis Approach.”</td>
</tr>
</tbody>
</table>
|                  | 8 | **Chapter 4**: Make sure that Chapter 4 presents and discusses your data and also includes an analysis of the data in the context of your research questions. Do not include your charts and tables as appendices -- include them directly in Chapter 4. Use narrative to describe the charts and tables. Most importantly, analyze the data in terms of how it answers your research questions. Explain interest and unusual dimensions and characteristics of your data. Did you collect real data (numbers and objective facts)? Have you effectively summarized and displayed your data? Is there analysis of the data in relation to your research questions included in Chapter 1? What does the data communicate in terms of your research problem and sub-problems? Remember that you need to have quantitative...
analysis of some sort to meet the MSA699 requirement.

Do not make the reader go to an appendix to see your charts, tables or other illustrations. Include them directly into Chapter 4.

For open-ended questions (which are very useful) structure the responses in a frequency table, with the topic/issue in column 1 and the number of respondents that discussed that issue in the open-ended question listed in column 2.

Chapter 5: Don't cut chapter 5 too short. When developing the Chapter imagine that you have to give a presentation to senior leadership, but they do not have access to the earlier chapters. You must lay out the entire study in this chapter – the questions, the key points from the literature and data analysis, the answers to the questions and the associated recommendations. This is very important, especially in the eyes of the second faculty reader – you must provide management with a prescription to address the problem that was laid out in your paper.

Summary Sub-Section: Summarize the key points from Chapter 2 Literature Review and Chapter 4 Data Analysis and indicate how those points related to the research questions.

Conclusions Sub-Section: Answer the research questions presented in Chapter 1.

Recommendations Sub-Section: Include at least 3 recommendations and ensure that they are sufficiently detailed and explain how they should be implemented.

Executive Summary: After writing Chapters 4 and 5 add an executive summary at the front of your report, behind the cover page but ahead of the Table of Contents. Make sure the executive summary includes the research questions, conclusions and recommendations. It should be comprehensive 1-to-2 page executive summary that presents the research questions and conclusions (answers) and summarizes your recommendations.

References: Ensure that the References section is located immediately after Chapter 5 and before any appendices. The references title should be centered on the first line. All references included in this section MUST be formatted as “Hanging Indentation” style. Check Google to understand this format if you are not clear about it. Double-space the references.

Appendices: If you used a survey include the survey consent form and survey as an appendix. If you conducted interviews include the consent form and interview questions as an appendix. Include your RRA approval e-mail as an appendix.

Writing:
- Ensure that there are NO one-sentence paragraphs
- Ensure that there are NO one-paragraph sub-sections
- Avoid extensive use of bullet lists
- Ensure that all sub-sections have transition paragraphs
- Ensure that all sentences are complete sentences
- Address all grammatical problems and issues – absolutely have someone you trust review and edit the report. Also take advantage of the CMU Online Writing Center.

Formatting:
- Ensure that everything in the research report is double-spaced, including the references
- Verify that all margins are 1” – no smaller or larger
- All content must be left-justified – do not include “block justify” content
Motivational Note:
Keep in mind that many students do not complete this class in the allotted 16 weeks. It is difficult for me to rationalize why this would be the case since you only have to do the things I noted above, which likely do not account for more than 20-30 hours overall. I attribute the high incompletion rate to procrastination. Do not become one of my statistics. Accomplish the mission. Then you can get your MSA degree and move forward with other exciting opportunities.

Your name:
CMU ID (e.g., kelle1pa):
Date When You Finalized this Checklist:
MSA 699 Capstone Report Grading Criteria

The following information is provided for you information only and should be deleted from your research final report. This is the grading criteria used by your instructor (research monitor) and the second reviewer to grade your final capstone report. Consequently, ensuring that your writing satisfies each grading element is a wise idea.

<table>
<thead>
<tr>
<th>Assessment (relationship to concentration) 10% (10 points)</th>
<th>Select the matching concentration measures from drop down menu for the first two items</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA—Evaluate organizational environment</td>
<td></td>
</tr>
<tr>
<td>GA—evaluate socio-economic systems</td>
<td></td>
</tr>
</tbody>
</table>

**Chapter 1, Definition of the Problem 10% (10 points)**

- States the problem concisely and purpose of the research-with background information
- Makes connections to previous research
- Establishes the need to the field of study
- Describes limitations to the study
- Introduction: Problem Statement (Problem Formulation), Purpose of the Study, Research Objectives, Scope, Definition of Terms, Limitations/Delimitations, Appropriately defined hypothesis

**Chapter 2, Literature Review 15% (15 points)**

- Sets out a context for the research
- Evolves in an organized progression
- Builds a sequence of ideas that convey a reasonable argument
- Utilizes and synthesizes current, relevant, and credible sources
- Summarize sources well/cited properly/mix of direct quotes and paraphrase
- Sources are sufficient in number to create the context for the problem and to demonstrate understanding of the problem/issue
- Supports the purpose and direction of the research project

**Chapter 3, Methodology - 10% (10 points)**

- Detailed methods of data collection and analysis provided (if used, secondary data is appropriate and takes a fresh approach to the issue.)
- Identifies the population and selection procedures and explains why this sample was selected
- *For a product, explains process for design and development specifications, including monitoring and evaluation of the product (if a product). Product suited the needs of the intended target population*
- Includes Target Population, Sample Description, Required Resources, (Product Cost and Benefits Analysis if any)
SHORT REPORT TITLE (no more than 10 words)

Variables are considered for testing and hypothesis
Methodology is sufficient to adequately test and address the hypothesis

**Chapter 4, Data Analysis - 15% (15 points)**
Addresses and explains all the data presented. Interpret data
Provides narrative to explain graphics
Appropriate statistics used to present/analyze data

**Subtotal**

<table>
<thead>
<tr>
<th>Dimension and Percentage Weight</th>
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</table>

**Chapter 5, Summary, Conclusions, and Recommendations - 10% (10 points)**
Makes interpretations and recommendations based on the data provided
Integrates findings of the literature with findings of the study that relate to the research objectives
Makes recommendation(s) to improve the finding of the study
Draw or state conclusion(s)
If appropriate, implements recommendation(s)

**References - 10% (10 points)**
Reflect current scholarship on the problem/issue as well as historical scholarship
A minimum of 20 scholarly sources utilized within document
All sources in text of paper are properly listed on the reference page(s)

**Writing/Formatting/Executive Summary - 20% (20 points)**
Executive summary is two pages or less and describes the entire study
Demonstrates control of syntax and grammar coherence
Paragraphs should be focused and connected with transitions
Proofread for spelling, typing, punctuation
The project included the preliminary and supplementary, pages required by the Student Guide to the MSA Capstone Project: Title page, Appendix, List of References. Recommended: Minimum of 30 pages excluding tables, graphs, and appendices and 20 References
References in text and on reference page follow current APA Style/proper citation
Tables and figures are labeled and numbered according to the latest edition of the APA Style Manual
Title page, executive summary, table of contents, list of charts and graphs, headings, margins, and spacing conform to the latest edition of the APA Style Manual
All requirements in MSA Capstone Guide are followed including research approval
Writing reflects graduate level work