# DBA CAPSTONE SELF-ASSESSMENT CHECKLIST

You are being provided this document to use as a quick checklist to identify areas to address as your write your sections in the Concept Paper assignments. This document does not replace assignment instructions and scoring guides, which you must refer to when developing content.

The checklist is not a listing of the sequential order of the content for the subsections of your paper, but simply a means for you to check the boxes when you are sure you have considered or addressed each point.

Key overall points to consider are:

(a) ensure the content is clearly within your specialization or course topics,

(b) write with good logic and readability,

(c) write with no grammatical errors, and

(d) maintain adherence to APA 7th ed.

## Problem of Practice

* Uses this phrasing:
  + The general business problem is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(cite).
  + The specific business problem is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(cite).
* The general and specific problems include the adversity to the business or industry.
* The general and specific problems are supported with current scholarly or quality practitioner/government database sources.
* The general and specific problems are aligned with the specialization or course concepts.
* The general and specific problems are business-related problems, compliant with the Programs of Research document, not personal, social, religious, government, or education problems.
* The general and specific problems are stated as problems, not gaps in practice (lack of knowledge, ineffective practices, et cetera).
* The specific problem is the consequence of the gap in practice.
* The specific problem includes what the problem is, who is experiencing the problem, and where the problem occurs.
* Size and scope of the problem are addressed and documented/supported with current literature.
* Denotes a well-defined, narrowed specific business problem.
* Differentiation exists between general (broad) and specific (narrow) business problems.

## Gap in Practice

* Begins with: The gap in practice is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(cite).
* Evidence provided to support the gap; supported by current scholarly or quality practitioner sources.
* Aligns with the specific problem, purpose statement, and project question.
* States a gap in practice of business practitioners/professionals within the learner’s specialization or course topics.
* Describes what the practitioner/professional is doing (or not doing) that leads to the problem compared to what is achievable based on current professional knowledge.
* The gap in practice is the difference between the current state of the business problem and the desired state of practice.
* Not a gap in literature or theory.
* A lack of knowledge leads to a gap in practice, but the gap in practice is explicitly stated.

## Purpose of the Project

* Denotes a singular purpose, using opening sentence phrasing: The purpose of this\_\_\_\_\_\_\_\_\_\_\_ (technique inserted) project is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Clear and concise; the purpose statement can be written in one sentence for each approved technique.
* Aligns with the specific business problem.
* Includes the project technique.
* Includes variables (quantitative) or concepts (qualitative) comprising the phenomenon to be studied.
* Includes the geographic region.
* Includes the target population.
* Linked to the gap in practice.
* Clearly states the purpose using appropriate phrasing with action verbs aligned with the technique:
  + qualitative: explore; quantitative: examine.
  + qualitative inquiry: explore perspectives/approaches/opinions.
  + Example: The purpose of this qualitative inquiry project is to explore the perspectives of \_\_\_\_\_\_\_\_\_\_\_\_ (who and where) regarding \_\_\_\_\_\_\_\_\_\_\_\_\_(what).
* Aligned with the Project Question; congruency of phrasing exists between the purpose and the project question.
* Denotes a well-defined, narrowed purpose that is manageable and feasible.

## Project Question (PQ)

* Aligns with the purpose statement; congruency of phrasing is evident.
* Aligns with the general and specific problems.
* Aligns with the gap in practice.
* Structured correctly for the selected technique.
* When answered, the gap in practice is informed, the purpose is fulfilled.
* Phrased as an open-ended question, beginning with “What,” NOT “How” or “Why.”
* Representative of the data the learner is seeking to obtain.
* Structured correctly for the selected project technique.
* A singular narrow question(s), and not a compound question.
* When answered, does not produce a list of responses. Example to AVOID: What are the best practices of leaders to improve employee satisfaction? A list of best practices would answer the project question

## Data Collection

### Sampling

* Is cited support provided for all protocols identified and justified?
* Is the specific sampling strategy stated and described, and does it align with the project technique and Programs of Research document (See table in document)?
* Avoids the use of the term research. Capstone projects allow for a study, which is a project technique. Research is done in dissertations, which use a methodology.

### Recruitment

* Is there a discussion on why these participants were chosen, what inclusion/exclusion criteria the learner is considering in this process, what is the screening process, were site permissions obtained, is a third-party recruiting company being used, et cetera?
* How the participants will be identified, by what means will they be contacted, how will they be interviewed or surveyed, how much of their time is needed, if interviewing, where will they be interviewed.
* Details of how participants will be sourced – recruitment forms, interactions with third-party provider, if snowballing (seeding and mitigate risks and the referral protocols).
* Avoids the use of the term research. Capstone projects allow for a study, which is a project technique. Research is done in dissertations, which use a methodology.

### Data Collection Plan

* Discusses the process used to collect data (i.e., virtual interviews, surveys, secondary data, phone, et cetera).
* Provides the key steps involved in collecting data for your study based on the technique you will use.
* Is data sufficient to answer the project questions?

### Data Analysis

* The plan makes clear how the data will be used. Evidence of familiarity with the data process (i.e., reviewing all transcripts or documents, organizing information, ensure the transcripts are accurate, listening to the recordings, survey responses are complete, et cetera).
* Does the learner base their data analysis plan on a qualitative data analysis expert’s approach?
* Does the learner lay out the plan from start to finish, detailing each step?
* Does the learner convey an understanding technique?
* Does the learner recognize that they will be interpreting the data, yet have a plan to mitigate their personal bias/worldview?
* Is the data analysis plan contextualized to the nature of the data and project questions?

## Trustworthiness

* Credibility: member checking, analysis of quotes, and/or thick description of data.
* Dependability: rich description of project technique and/or audit trail.
* Confirmability: coding details and/or audit trail.
* Transferability: sufficient sampling strategy, data saturation, and/or audit trail.