

Core Review Task Force
Proposed Core Learning Outcomes
Inquiry and Analysis

Introduction: CLO rubrics provide a common set of definitions and expectations for Core learning across the Core and the University. They will be used as assessment scoring instruments for Core assessment.

Most of the rubrics are adapted from the [AAC&U VALUE Rubrics](#). VALUE rubrics are intended to assess learning across the entire undergraduate journey. The Capstone levels represent the performance expected of graduating seniors. It is NOT expected that students will perform at the Capstone level after their first or second year.

The Task Force recommends that Core subcommittees be charged with reviewing and adapting these rubrics to ensure they meet the needs of FSU's core curriculum.

Definition: Students will formulate research questions based on a critical analysis of existing knowledge, design a research process based on an understanding of the appropriate methodology, conduct research using appropriate methodological standards, and analyze results to form evidence-based conclusions.

Rationale: Reasoned and informed inquiry is at the heart of the academic enterprise. Students need to understand how knowledge is created to be successful as students, professionals, citizens, and members of their communities. The ability to distinguish valid from invalid arguments and credible from doubtful evidence is the mark of a college-educated person.

Background: Inquiry and Analysis emerged as the most appropriate CLO for the natural sciences, social sciences, and mathematics. It is more focused on the empirical research process than Information Literacy. For this reason, the Task Force recommends keeping it as a separate CLO.

Inquiry and Analysis Rubric

Criterion	Capstone	Milestones		Benchmark
	4	3	2	1
Formulate Research Question	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that, while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Design and Conduct Research Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analyze Results	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Interpret Results	States a conclusion that is a logical extrapolation from the inquiry findings. Insightfully discusses in detail relevant and supported limitations and implications.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. Discusses relevant and supported limitations and implications.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. Presents relevant and supported limitations and implications.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings. Presents limitations and implications, but they are possibly irrelevant and unsupported.