

**This document is produced by the SLAC Committee in 2024. You may need it to understand student learning proficiency when develop learning outcomes or a curriculum map.**

### **Introduce**

Introducing an essential skill or concept related to a program-level program level learning outcome means to teach it to a level that a novice could reliably identify and generally organize the defining features of the skill or concept. Through a repeated cycle of guided practice and feedback, students should be able to reliably apply the skill or concept in simple situations. Concurrently, their vocabulary around this skill or concept is being developed, such that acquiring essential terminology provides students additional ways to describe and understand the skill or concept at a basic level. A complete introduction produces students who can perform the skill or apply the concept correctly in simple contexts most of the time, and use the associated specific language to describe this application. A true introduction establishes a solid foundation for future, higher-level execution.

### **Reinforce**

Reinforcement of a skill or concept associated with a program-level learning outcome often begins with review and practice in simple contexts to stimulate recall, then transitions into practicing or applying the skill or concept in increasingly sophisticated contexts. Connections between the skill or concept and other concepts in the field are made explicit. An increasing level of discernment is cultivated, such that students begin to recognize when to apply the skill or knowledge and when not to, and can present a logical and relevant justification for either case. Students correctly and independently execute the component steps in simple situations. Students begin to apply the skill in increasingly complex situations with feedback. They begin to learn where necessary information is, and how to access it (e.g., protocols, evidence, and software). Concurrently, the associated discipline-specific vocabulary continues to be cultivated and students appropriately use this language to express nuanced ideas about the skill or concept and its associated disciplinary context.

### **Master**

At the level of Mastery, students can consistently and correctly apply the skill or knowledge in complex scenarios with minimal to no assistance. They can identify and correct errors in application by others and explain their rationale. Students can provide appropriate, evidence-based critiques or analyses of their work and the work of others. They readily identify the appropriate contexts to apply the skill or knowledge, both within familiar contexts and new scenarios. Learners demonstrate an understanding of where to find the related tools they need. They can use discipline-specific terminology to describe and defend their ideas against questioning, providing cogent arguments and relevant evidence. Summative assessments are applied at this level to measure student achievement of program-level learning goals.

**Mastery for Majors/Degree Completers:** Distinct from minors, concentrations, or certificates, degree programs (undergraduate and graduate) involve sustained and focused training over longer periods of time. Given this, the expectations for Mastery are also more robust. In addition to the features described in the definition of Mastery, degree completers will demonstrate intellectual agility. For example, they have the ability to break ideas down into their component parts and put them back together in new and appropriate ways to propose new ideas. They also demonstrate agility by independently bridging ideas, sometimes distant, within the discipline.