**Frequently Asked Questions with Clarification**

***Why is the threshold set at 100%?***

The CoARC feels strongly that each student pursuing degree advancement must be able to graduate from their respective program with tangible evidence of the competencies earned.

***Do I need to account for attrition when reporting?***

No, if you have students who have not completed a course wherein mastery of a specific ESLO occurs, then they will not be counted. Reporting should stem from students near program completion or recently graduated, not everyone who has been admitted. For this reason, the program must have a clear exit point at which time the outcomes could be compiled.

***How is mastery defined?***

Mastery assignments should be substantial and provide the opportunity to demonstrate proficiency in one or more ESLOs. Mastery-level assignments typically occur later in the curriculum to allow sufficient time for the concepts to be introduced and developed in earlier courses (i.e., scaffolded). Outcomes on mastery assignments must be reported based on a formal assessment/grading rubric that is made available to the learner beforehand. Mastery is programmatically defined based on the institution’s respective grading scale, but it is encouraged that this value be set above the minimum passing score and that there is a distinction in mastery between that of a baccalaureate and a Master’s degree program.

***What is the role of remediation in ESLO mastery?***

Each program must have a documented remediation policy that defines the process for addressing deficiencies in a student’s knowledge and competencies. If mastery is not obtained on the first attempt, remediation must be afforded with the feedback needed for the student to correct and improve upon their demonstration of proficiency. In certain cases, students may have to receive an incomplete for a course until mastery can be obtained or retake the course.