

Target Levels of Student Achievement (For use with Curriculum Matrix)

Target	Description
Basic	Students are introduced to college-level content knowledge and skills. Learning objectives at this level should be attainable for any student who has successfully completed a college preparatory curriculum at the high school level and/or addressed deficiencies through Academic Skills courses. For lower-division courses, all or most of their student learning objectives should aim for this Basic level of competency.
Proficient	Students are challenged to progress beyond introductory-level knowledge to more complex concepts and higher-level skills central to a particular discipline or to the broader outcomes identified in the university learning goals. Courses targeting proficiency often build on the knowledge developed in prerequisite course work. Most upper-division courses will aim for Proficiency in some key learning objectives, though they may still address some objectives at the Basic level.
Advanced	Students are expected to demonstrate in selected courses and projects the highest expectations for learning at the undergraduate level. This includes the integration of knowledge and skills learned in previous course work both in the major and the Ouachita Core. This designation should be reserved for key learning objectives in junior- or senior-level courses and is especially appropriate for capstone courses. Successful achievement of learning goals at the Advanced level should indicate that the student is prepared for graduate-level study or for successful performance in an entry-level job in a related field.

Notes:

- Most courses in the Ouachita Core are lower-division courses that target the Basic level of achievement for most of the student learning objectives. Their purpose is to ensure breadth of knowledge and skills in the liberal arts tradition and to cultivate skills and frameworks necessary for further study. The exceptions (e.g., Scientific Connections, Fine Arts courses) are junior-level courses that build on previous courses or experiences and aim for Proficiency in selected learning objectives.
- Courses in the major should reflect a developmental approach to the discipline with lower-division introductory courses primarily targeting a Basic level of knowledge and skills central to the discipline. These courses assume no prior college-level learning in the discipline. Some sophomore courses and many junior- and senior-level courses will include learning objectives at the level of Proficiency. Each degree program should include at least one or two required courses, including the capstone, in which students demonstrate they have attained the Advanced level of learning for key learning objectives. Though housed in departments and schools, capstone courses should include integrative learning that synthesizes student knowledge and skills gained through the Ouachita Core and the major.