

**ILC Course Proposal**  
**Department Level Approved Assessment Plan**

**Course Information** (e.g.: *PHIL/1000/ Introduction to Philosophy, 3cr*).

- Designation
- Number
- Title
- Semester credits

**Course Coordinator/Instructor Signature** \_\_\_\_\_

**Department Chair Signature** \_\_\_\_\_

1. Identify at least one alternative dimension for assessing the primary proficiency chosen, additional dimensions are encouraged.
2. Clearly identify the instrument(s) that will be used and how they will be used to assess the dimension(s) chosen. Courses with multiple sections/instructors may opt to use different assessment instruments but all will assess the same proficiency and dimension(s). Review the [ILC Instrument\(s\) Choices and Assessment Guidance](#).
3. Present a rubric for determining the level of achievement (not approaching, approaching, meeting, exceeding) attained by students in the class. Please describe the criteria that will define these levels in your assessment for each alternative dimension chosen in Question 1. Review the below example for guidance.

*The assessment criteria for assessing alternative dimension \_\_\_\_\_ (fill in the blank) is:*

- *Exceeding: Students receiving a score of 90% or above.*
- *Meeting: Students receiving a score of 80-89.9%*
- *Approaching: Students receiving a score of 70-79.9%*
- *Not Approaching: Students receiving a score of 69.9% and below*

4. Describe your sampling process for collecting data to ensure that representative data are collected across semesters and modalities. Please explain your sampling rationale; a common standard for sampling is work from 10% of the students, or 10 students, whichever is greater, but this may be problematic for large classes, depending on the assessment instrument chosen. You do not need to sample; if you prefer to submit data from your entire class (the entire population), you are free to do so.