| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | **Assessment Activity/Artifact:**  Professional Preparedness Portfolio – Could include discussion in the professional statement and/or artifacts and annotations. Students will seek to integrate their development as a global engineer throughout the portfolio as appropriate.  **Evaluation Process:**  4 pt rubric  **Minimum Criteria for Success:**  2.5 or higher on the rubric  **Sample:**  All students in the class | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Articulate and analyze the interrelationships among their experiences and education as global, interdisciplinary engineer. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | **Assessment Activity/Artifact:**  Designer Development Assignment (individual) focused on creating a draft Systems and Stakeholder Analysis for project topic  Global Systems and Stakeholder Analysis Statement as part of Design Report (team)  **Evaluation Process:**  Designer Development Assignment – 5pt rubric  Global Systems and Stakeholder Analysis Statement – 8 pt rubric  **Minimum Criteria for Success:**  3 or higher on the Designer Development Assignment (out of 5)  4 or higher out of 8pt rubric on the statement  **Sample**:  All students in the class | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| **Conduct a systems and stakeholder analysis** of their interdisciplinary design problem to further motivate the necessity for their project, its potential positive and negative impacts on stakeholders and society globally, and to define global constraints for the project. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | **Assessment Activity/Artifact:**  Team Experience Design Assignments  Project Design Report  **Evaluation Process:**  5 pt rubrics for each Team Experience Design Assignment (multiple assignments)  4 pt rubric for global engagement on Final Project Design Report  **Minimum Criteria for Success:**  70% or greater across all team experience design assignments (individual and team)  2.5 or higher on 4 pt rubric for FINAL project design report.  **Sample**:  All students in the course | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| **Collaborate on interdisciplinary design teams** to develop solutions that **address interdisciplinary and complex local, global, and/or international engineering problems** |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |