| **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: Students will  submit a three to four-page reflection essay on  innovation, exploring opportunities to  introduce engineering innovations locally,  globally, and internationally.  Evaluation Process: Students will be assessed  a score on their essay, with a maximum of 100  points possible. Up to 20 points will be  awarded for completion/thoroughness, up to  20 points for insight in terms of depth of  thought, up to 20 points for the organization of  the essay, up to 20 points for spelling and  grammar, and up to 20 points for adherence to  the requirements/guidelines for the essay.  Minimum Criteria for Success: A score of 60  out of 100 based on the point breakdown  above.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will identify some of the most  salient, interrelated needs and trends of  local, global, and international engineering  stakeholders, both in the U.S. and  throughout the world. |
| **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:  A reflective essay in regard to how students perceive of the 14 Grand Challenges in Engineering, as outlined by the National Academy of Engineering. Students will respond to questions that include, How would you as a new engineer incorporate a possible interest in the Grand Challenge that appeals to you into your work after graduating? What are practical steps that you can take if you might be interested in pursuing more global work with this specific Grand Challenge in the future?  Evaluation Process: Students will be assessed a score on their essay, with a maximum of 100 points possible. Up to 20 points will be awarded for completion/thoroughness, up to 20 points for insight in terms of depth of thought, up to 20 points for the organization of the essay, up to 20 points for spelling and grammar, and up to 20 points for adherence to the requirements/guidelines for the essay.  Minimum Criteria for Success: A score of 60 out of 100 based on the point breakdown above.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will develop well-articulated, multiperspective approaches to one or more technical or scientific local, global, international, and intercultural challenges that require global and diverse perspectives. |
| **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:  An individual video reflection and series of group video reflections, in which individuals and combined groups of PUC/FIU students talk about their specific challenge, and how their efforts to develop this habit are progressing over time.  Students will complete an activity called the 21 Day Challenge in collaboration with engineering students from the Pontifical Catholic University of Chile (PUC).  The 21 Day Challenge asks students to explore a habit that they would like to develop over a three-week period, and that habit should be one that will allow them to be more academically/professionally engaged with engineering collaborators in Chile. At the same time, the students in Chile will be asked to develop a habit that will allow them to be more academically/professionally engaged with engineering collaborators from the US.  Evaluation Process:   1. Daily reports, as noted above. This will be associated with the 25% of your grade that comes from “other out of class assignments,” as outlined in the syllabus. 2. Documented written and video group discussions. Written group discussions should be documented via the team’s online group platform. Video group discussions should be recorded on Zoom (either as a video file or a URL to a video) and uploaded onto your team’s online platform. This will be associated with the 25% of your grade that comes from “other out   Minimum Criteria for Success: A minimum of 60 points out of 100 points on each of the three criteria listed above.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate an understanding  of engineering cultural norms specific to one  or more engineering post-secondary  institutions located in a different country. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |