| **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:**Designer Development Assignment #4 (individual) – Exploration of the Global Markets for Project – Based on readings, podcasts, and videos, create a systems diagram of the global markets and the needs and constraints of different marketsGlobal Market and Impact Statement (team)**Evaluation Process:**Designer Development Assignment – 5pt rubric Global Market and Impact Statement – 4 pt rubric**Minimum Criteria for Success:**3 or higher on the Designer Development Assignment (out of 5)2.5 or higher out of 4pt rubric for Statement**Sample:**All students in the class | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Identify and analyze the connections between their final interdisciplinary project solution and global markets and cultures |
| **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) Who is NOT at the Table – Systems analysis of potential impacts on different stakeholder groupsGlobal Market and Impact Statement (team)**Evaluation Process:**Designer Development Assignment – 5pt rubric Global Market and Impact Statement – 4 pt rubric**Minimum Criteria for Success:**3 or higher on the Designer Development Assignment (out of 5)2.5 or higher out of 4pt rubric for Statement**Sample**:All students in the class | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Identify perspectives not commonly “at the table” and to articulate the potential short and long-term impacts of their project solution on multiple stakeholder groups locally, nationally, and/or globally |
| **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 AssignmentsProject 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* |