Rubric for Performance Indicators of Student Outcome (h):

The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>1: Beginning</th>
<th>2: Developing</th>
<th>3: Proficient</th>
<th>4: Exemplary</th>
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</table>
| Identify the global, economic, environmental, and societal context of an engineering problem. | • Unable to identify relevant contexts of the problem.  
• Relevant contexts described in an extremely limited fashion. | • One relevant context of the four listed context types identified.  
• The one relevant context described in only a rudimentary fashion. | • Relevant contexts among two or three of the four listed context types recognized.  
• At least two contexts described substantively. | • Relevant contexts among three or four of the four listed context types identified.  
• At least three of the contexts described thoroughly. |

| Explain the impact of engineering decisions in a global, economic, environmental, and societal context. | • Explanation of relevant impacts of engineering decisions absent or extremely limited. | • Explanation of engineering decision impact touches on only one context.  
• Explanation of relevant impacts of engineering decisions is rudimentary. | • Explanation of relevant impacts of engineering decisions touches on two to three of the contexts.  
• Explanation is substantive in the majority of contexts. | • Explanation of relevant impacts of engineering decisions touches on three or four of the contexts.  
• Explanation is at least substantive in all contexts and is thorough in the majority. |