| **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:- Reading QuizzesEvaluation Process:- Individual grades will be based on two scores. First, students will complete quizzes independently (75% of each quiz grade), then they will re-do quiz questions with a “reading quiz group” and provide answers based on discussion and debate (25% of each quiz grade). See syllabus for details.Minimum Criteria for Success:Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.Sample:All students will be assessed.   | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze the roles and priorities of local, state, and international institutions and governments in health care and public health, and the diverse ways in which individuals and groups define those roles and priorities. |
| **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:- Primary and Secondary Data BlitzEvaluation Process:- Students will be evaluated based on their ability to compose PowerPoint slides that highlight various viewpoints represented in primary and secondary sources related to public health and medicine, and their ability to lead a discussion about those sources. During in-class oral presentations, classmates will write and share constructive feedback. See assignment sheets and rubrics for details.Minimum Criteria for Success:Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.Sample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to assess the historical factors leading to the marginalization of certain groups in campaigns to enhance public health infrastructures and health care. |
| **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:Research report. Evaluation Process:- Students will earn points for producing a paper that critically analyzes the perspective and context of an historical document or artifact. They will have the opportunity to revise and resubmit the report based on the professor’s feedback on writing and content. See assignment sheet and rubric for details.Minimum Criteria for Success:Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.Sample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to examine the moral and ethical questions that have historically arisen as governments have sought to protect both individual freedoms and health of the larger public |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |