

Core Assessment Element 3 Report – PPH 2000 Global Health

Date Report Submitted: March 22, 2019 by Cristina Redko

Element: Core Element 3 – Global Traditions

Academic Year: 2017-2018

Course and Sections Assessed: PPH2000 Global Health Sections 1, 2, 3

Assessment Plan:

Course Outcomes

Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally.

Assignments

Written assignment that addresses outcome: GOATS AND SODA WEEKLY WRITTEN SELF-REFLECTIONS (all assignments were originally graded by Ms. Trista Smith)

Element 3 Rubric

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Cultural self- awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with

	cultural biases, resulting in a shift in self-description.)		group and seeks the same in others.)	identifying possible cultural differences with others.)
Curiosity	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.

Assessment Data Collection:

27 randomly selected Goats & Soda self-reflections from one week of class were used for evaluation. Below follows a general description of the assignment:

Instructions – Goats & Soda Self- Reflections

Goats and Soda: Stories of Life in a Changing World is a National Public Radio (NPR) blog covering health and development issues around the world. Please see: <http://www.npr.org/sections/goatsandsoda/>. Anders Kelto, a NPR reporter proposed the name “Goats & Soda” because he saw lots of goats and cold soda while travelling in Africa. Goats are considered a force of positive change. Goats provide nutrition and income to many families. We all know that soda has been linked to obesity, a huge health problem in many middle-income countries, such as Mexico and China. Global health workers are impressed with the fact that companies like Coca-Cola know how to get its product to the remotest spots of the world and keep it cold. That's what global health workers would like to do with vaccines and other essential medicines. For example, the nonprofit group Cola Life (<http://www.colalife.org>) uses the same principles and networks that Coca-Cola uses to distribute essential medicines in remote regions of the world.

GOATS & SODA will become your weekly space for writing a self-reflection (the length must be 300-500 words each week). Since we first taught this course in 2015, this has been the

preferred assignment of most students. Each week that you are asked to write a self-reflection you will have to find a way to make associations between what you have learned in the weekly module with some very recent story/podcast found in NPR's Goats and Soda blog, and how both these topics can be connected to your everyday life.

Just as an example ---Please do not use this story as your first self-reflection assignment!

When you read NPR's explanation of why they chose to be named you can easily write a self-reflection that connects Coca-Cola with the increase of obesity around the world, including people in your own neighborhood. All your weekly self-reflections will be graded for proper English. See: <http://www.npr.org/sections/goatsandsoda/2014/07/08/329578819/whats-in-our-name-why-goats-why-soda>).

For further guidance, please see the "Goats & Soda & Me Rubric"

Below you can read one example of a Goats & Soda self-reflection that a previous student of this course was willing to share with you.

Leann Puterbaugh Fall, 2015

This week, the main focus was on defining the words prevalence, incidence, morbidity and disability. We learned how DALYs (Disability Adjusted Life Years) are calculated and how pertinent they can be to communicating information to others. I also learned about heat maps, and had the chance to use gap minder, which was absolutely fascinating! I had the opportunity to see how different variables and health indicators are all interwoven. However, I have to say that my favorite part of this week's lesson, was listening to the TED-talk on how not to be ignorant about Global Health! It was extremely informative and made me realize how little the United States really does know about the outside world.

When following along with the survey during the TED-talk video, I did not get a single answer right. Then, they brought up the reasons why people give the answers they do, and it made perfect sense. For instance, I was raised in the small town of West Milton, Ohio. There is one main road with two stoplights, and about seven churches. All through my years of schooling, teachers often avoided the concept of global events and issues. Their thinking on the matter was, "Well, that's really far away from here, how could it possibly affect us?". Now, if THAT isn't an ignorant response, don't know what is. Our teachers passed this apathetic behavior down to their students, and without even knowing it, I had become ignorant myself. This class is the first opportunity I have had to not only learn about what is happening in the world, but care about the affects these issues have on the people, and learning ways we can help to solve these issues.

One current issue the world is facing today is the Ebola virus. From the NPR website, I read an article about how the Doctors Without Borders organization received an award, and they don't believe they should have, since it was at the expense of the suffering of many people. The main point however, is not what stuck out to me. What caught my eye was the fact that they brought up how people are often misinformed, just as we learned in the TED-talk. Ignorance is everywhere, and that needs to be changed. As the course goes on I so appreciate the content in this course, and everything we have to learn from it!

Assessment Results:

Please see attached Aqua Report.

Assessment Feedback:

These results will be shared with the other instructor of the course, Ms. Trista Smith, and with the Department Chair, Dr. Marietta Orlowski. Results will also be presented at the next MPH Curriculum Committee early Fall 2019. Until then all faculty from the MPH program are more focused on reaccreditation.

Describe any changes taken to the course and assessment plan based on the assessment of the courses.

We believe there needs to be a change in the assessment plan. There is a mismatch between the rubric created above and the assignment selected. Goats and Soda is a weekly self-reflection, and we assessed only one week. Students' mastery of multicultural competency will be acquired weekly, but not necessarily in a linear way. Students can also choose from a broad range of topics to include in their self-reflection each week, so the Goats & Soda assignments from a specific week are not easily comparable. Further, we believe that using only one assignment at one point in time is not enough to measure progress in multicultural competency throughout the course. What happens at one point in time is variable.

Assessment Administration Feedback

This was a very long process, more than a year. We recommend the entire process takes at most one semester to be accomplished.