Appendix A: TEMPLATE FOR ANNUAL PROGRAM REPORT REVIEW *(See preceding document for detailed descriptions for each section)*

ANNUAL PROGRAM REPORT

College	College of Health
Department	Public Health
Program	BS in Public Health
Reporting for Academic Year	2024-2025
Last 5-Year Review	NA
Next 5-Year Review	2027-2028
Department Chair	Chandrakala Ganesh
Author of Review	Chandrakala Ganesh Assessment report authored by Kristina Wharton and approved by Department Curriculum Committee
Date Submitted	10/6/2025

I. SELF-STUDY

A. Five-Year Review Planning Goals

The Public Health program was established in Fall 2022. The first 5-year review for BS in Public Health is in AY2027-28.

a) Increase regular faculty
b) Assess staffing levels
c) Pursue Bachelor of Science Degree in Public Health
d) Maintain and improve curriculum
e) Assess Program Learning Outcomes (PLOs)
f) Make meaningful and measurable improvements to student success

B. Progress Toward Five-Year Review Planning Goals

The Public Health program was established in Fall 2022. The first 5-year review for BS in Public Health is in AY2027-28.

a) Increase regular faculty: The Department currently has 14 faculty, including 4 tenure-track faculty and 10 tenured faculty (6 at the associate professor level and 4 full professors). With recent faculty departures, the Department no longer has tenure-track expertise in bioethics and health humanities, key areas of our public health curriculum. While adjunct faculty and some of our existing tenure-track faculty have stepped in to teach these courses, the reliance on temporary coverage underscores the need for permanent expertise. Maintaining tenure density remains a central priority to ensure consistent course offerings, curricular stability, and the long-term strength of the program.

b) Assess staffing levels: The Department of Public Health's staffing infrastructure has been reorganized into an administrative hub shared with the Nursing Department. No new staffing is needed at this time; however, as the departments transition into the new College of Health and adapt to evolving needs, it is important to review task structures to ensure equity in workload across staff supporting both departments. Staff and Chairs maintain a robust Slack channel where tasks are assigned, shared, and followed up as needed to promote coordination and accountability. The Department Chair also attends monthly meetings with the administrative hub, with additional meetings scheduled as needed to support smooth operations.

c) Advising infrastructure: The Department of Public Health has two professional advisors who manage major advising, split by students' last name. In addition, all students are assigned a faculty advisor. Currently, students may meet with either their major advisor or their faculty advisor for a range of needs, including selecting classes (GE, lower-division, and upper-division courses). Faculty advisors also provide career advising, which creates additional workload for faculty. Moving forward, the Department seeks to transition to a model in which faculty focus primarily on career advising, while major advisors handle course selection and broader academic advising concerns.

   The Department Chair works closely with the two major advisors and the advising lead for the College of Health, serving as the primary liaison between the advising team and faculty and communicating changes as they arise. The Chair also collaborates with advisors to ensure that the class schedule aligns with priority courses required for timely graduation. Given the complexity of managing Public Health's dual majors and multiple catalog years, maintaining this collaborative model will be essential to provide consistent, responsive support to students and faculty alike.

d) BS in Public Health: The Bachelor of Science in Public Health, launched in Fall 2022, is now in its third year and continues to grow in enrollment. The Department remains in frequent communication with the Council on Education for Public Health (CEPH) as it actively explores accreditation. Beginning in Fall 2025, the new Health Policy Minor will provide students with additional opportunities to expand their coursework in policy-related areas. At the same time, the Department is committed to strengthening outreach efforts to promote public health and careers in the field to prospective students, as awareness of these pathways remains limited.

e) Maintain and improve curriculum: The Department has designed its curriculum to facilitate timely graduation for both majors, with particular attention to the needs of community college transfer students. In the Bachelor of Science in Public Health, core courses fulfill the majority of General Education (GE) and University requirements, reducing additional coursework and helping students progress efficiently toward their degree. The Department is also reviewing whether existing courses can be modified to meet the new University Writing Requirement (UWR) or if new courses should be developed for this purpose. At the same time, a review of course offerings are needed to identify and address potential bottlenecks to graduation, particularly given limited scheduling flexibility within a constrained budget.

f) PLOs: The Department continues to assess PLOs in concert with the schedule listed in its current Five- Year Academic Review Plan

g) Student Success: The Public Health department is actively monitoring DFW patterns and equity measures, while broadening peer mentoring, experiential learning, and research opportunities for undergraduates. With A2E2 funding, students have access to workshops, trainings, and conferences that enhance their academic experience. The chair also partners with the College of Health advising team to improve the quality of advising, encourages faculty to utilize Bay Advisor and its alert functions, and continues to create advising resources that help students plan their academic paths and benefit from a more predictable course schedule

C. Program Changes and Needs

a) Overview: The Department's Bachelor of Science in Public Health program is now in its third year of offering and continues to grow in both visibility and impact. The Department is actively exploring an accreditation pathway and is in the process of finalizing its initial application to the Council on Education for Public Health (CEPH). In Spring 2025, the Department successfully piloted the PH100 course at Chabot College, taught by CSUEB faculty. The course enrolled a mix of Chabot students pursuing their Associate degree and CSUEB students pursuing the Bachelor's degree, fostering meaningful peer interactions and academic exchange. Chabot

students also visited the CSUEB campus to meet faculty and learn more about the field of public health and potential transfer pathways, further strengthening the bridge between the two institutions.

The Department continues to expand its academic portfolio, with the Health Policy Minor and the Public Health Informatics Certificate both taking effect in Fall 2025. Due to university-wide budget reductions, class offerings for these new programs remain limited, and the Department is prioritizing courses required for the core degree program before expanding elective and minor offerings.

Now part of the newly formed College of Health, the Department looks forward to working with college leadership to highlight program priorities and advance shared goals in teaching, research, and community engagement. Continued investment in faculty resources, including time, development funds, and institutional support—is essential to sustain productivity, innovation, and morale. These resource needs are further detailed later in this report.

b) Curriculum: The Bachelor of Science in Public Health program continues to offer a curriculum that is current, relevant to public health priorities, and aligned with the Department's mission and vision. The Department remains committed to offering the courses students need to make timely progress toward graduation. However, with limited sections available due to budget constraints, faculty have often accommodated additional students beyond class caps to ensure students stay on track. The same budget limitations have also restricted the Department's ability to offer a wider variety of electives.

   The Department continues to partner with community organizations for the capstone course (PH499), which provides students with applied, real-world experience addressing public health challenges. Reassigned time for faculty remains critical to effectively coordinate these partnerships and manage workload. While the Spring 2025 PH100 offering at Chabot College was successful, sustaining and expanding this initiative will require renewed collaboration between Chabot leadership and the new College of Health to ensure continued alignment and future course offerings.

c) Students: The Department continues to prioritize students at the center of all its efforts, with a strong focus on supporting their academic progress, engagement, and success. Advising remains a key priority, with faculty and staff proactively reaching out to students who are not enrolled in required courses, taking fewer than 15 units, or missing classes due to personal or academic challenges. The Department also works closely with returning students to identify individualized pathways that allow them to complete their remaining degree requirements in a timely and effective manner.

   Experiential learning remains an integral component of the Public Health program. A2E2 funding has been instrumental in supporting guest lectures, student attendance at professional conferences, and participation in specialized workshops and trainings. Over the past year, students have had the opportunity to attend the American Public Health Association Conference, the Society for Public Health Education Conference, the CSU Health Policy Conference, visit the State Legislature and Capitol in Sacramento, and complete Mental Health First Aid training. These experiences greatly enhance students' professional preparation and sense of belonging in the field. Looking ahead, the Department recognizes the continued need for student scholarships, an initiative that could be strengthened through collaboration within the new College of Health to ensure equitable access to these transformative learning opportunities.

d) Faculty: The Department's faculty are highly accomplished experts in their respective fields and deeply committed to advancing the mission of the Department and the profession of public health. They exemplify excellence not only through their teaching and scholarship but also through their active participation in shared governance, serving on Department, College, and

University committees. Public Health faculty continue to secure external grant funding, even amid shrinking federal funding streams, and they devote significant time to mentoring students, helping to build the next generation of public health professionals.

Much of this extraordinary effort is driven by faculty goodwill and an unwavering commitment to student and departmental success, often resulting in additional workload that extends well beyond formal assignments. To sustain this high level of engagement and ensure faculty well-being, it is critically important that the University and College leadership continue to review faculty workload and provide relief through assigned time for research, service, and program coordination. Protecting time for scholarly activity and recognizing the substantial time dedicated to governance are essential for maintaining morale, productivity, and innovation.

The Department also underscores the importance of continuing to return a proportion of Indirect Cost (IDC) funding to faculty who secure external grants. Maintaining this mechanism supports ongoing research activity, incentivizes external funding pursuits, and helps strengthen the Department's long-term capacity for scholarship and community impact.

e) Staffing & Resources: The Department greatly values the existing resources that have been instrumental in supporting its growth and operational stability. The conversion of the Chair position to a 12-month appointment has provided consistent, year-round leadership—essential for managing the Department's complex academic programs, community partnerships, and ongoing accreditation efforts. Continued support for the HUB administrative staff is equally critical to ensure smooth coordination of academic, operational, and student-facing functions.

Dedicated advisors for Public Health students remain central to student success, helping ensure timely progress toward graduation and providing personalized guidance through the program's academic pathways. In addition, the Department strongly supports the continued assignment of an advisor for Undeclared Interest in Nursing (UIN) students, who can help these students identify alternate academic options and demonstrate how degrees in Health Sciences or Public Health can serve as meaningful career pathways while also fulfilling prerequisites for future clinical professions.

These existing resources are not only valuable but essential to sustaining the Department's effectiveness, morale, and service to students. Ongoing investment in these roles will ensure continuity, stability, and high-quality outcomes. A detailed request for additional resources is outlined in a separate section of this report.

f) Other: The Department recently completed an external review of its Bachelor of Science in Health Sciences program. As we review the feedback from that process, it will also inform the evaluation of the Public Health curriculum, given the substantial overlap between the two programs.

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLO)

BS in Public Health Program Learning Outcomes are as follows. Each PLO is assessed annually using assignments from specific coursed based on the assessment plan proposed.

1. Use knowledge and skills to provide effective, necessary, and appropriate health services and public health interventions in diverse and multicultural communities (aligned to ILO- Diversity and Social Justice).
2. Work effectively on a team in health and health care (aligned to ILO- Collaboration).
3. Act ethically and responsibly.
4. Use critical thinking, knowledge, and expertise to address complex challenges in health and health care.

5. Apply population perspectives in the health professions
6. Apply knowledge of the role of the environment and of climate change in human health in ways that improve population health and sustainability.

B. Summary of Assessment Process

The Program Learning Outcome (PLO) 4 "Use critical thinking, knowledge, and expertise to address complex challenges in health and health care" was assessed by the Public Health Department Curriculum Committee using PH 499 Capstone assignments from Spring 2025. For the Spring 2025 PH499 Capstone project assignments, students completed projects defined by community partners, resulting in varied deliverables but mostly PowerPoint presentations defining the community partner's public health problem and outlining their solutions. Because of this project variation, some products did not fully address all aspects of the program learning objectives. A total of 22 artifacts from multiple PH 499 sections were reviewed by Drs. Lam, Perttula, Ganesh, and Wharton, using a rubric adapted from the AAC&U Written Communication VALUE Rubric (see appendix). The average score for all artifacts was reported as 2.43 out of a total of 4 points.

C. Summary of Assessment Results

The cross-faculty review highlighted both strengths and areas for improvement across three (3) rubric domains: problem identification, evidence and contextualization, and conclusions, implications. Problem identification showed the greatest variability, with some students clearly defining and contextualizing issues, while others presented vague or underdeveloped statements. Evidence and contextualization were generally rated fair to good, with many students demonstrating the ability to gather sources but struggling to evaluate or synthesize them effectively. The weakest area across all reviewers was conclusions and implications, where students often failed to connect evidence to broader public health outcomes or articulate clear priorities.

Faculty on the Public Health Department Curriculum Committee emphasized the need for structured PH499 project deliverables to strengthen conclusion-building, shared guidance to improve consistency in problem framing, and additional practice in critically evaluating evidence. Specifically, it would be helpful if PH499 deliverables included both a written report along with the presentation, as PowerPoint presentations are difficult to assess. Overall, the assessment revealed that while students can identify issues and gather evidence at a foundational level, they need more support in synthesizing findings into strong, logical, and impactful public health conclusions. Recommendations include providing a model syllabus and Capstone project rubric for PH499 to be shared across sections in future semesters, most notably the upcoming Spring 2026 PH499 sections, to improve consistency.

D. Assessment Plans for Next Year

The Department is not changing its assessment plan or its Program Learning Objectives. As part of the Department's next strategic planning in Fall 2027, we will revisit if any modifications are needed to the existing PLOs. The Public Health program was established in Fall2022 and has not had a 5-year review yet.

The assessment planned for the next 5 years are as follows.

2025-26	PLO 4: Use critical thinking, knowledge, and expertise to address complex challenges in health and health care
2026-27	PLO 3: Act ethically and responsibly PLO 6: Apply knowledge of the role of the environment and of climate change in human health in ways that improve population health and sustainability
2027-28	PLO 5: Apply population perspectives in the health professions
2028-29	PLO 1: Use knowledge and skills to provide effective, necessary, and appropriate health services and public health interventions in diverse and multicultural communities

2029-30 PLO 2: Work effectively on a team in health and health care

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections Notable Trends;

Notable Trends:
Over the past three years, the Public Health undergraduate program has experienced steady enrollment growth, increasing from 94 students in Fall 2022 to 177 in Fall 2023 and 206 in Fall 2024. Growth is evident across all class levels, with particularly strong representation at the junior and senior levels, reflecting both transfer success and student retention. The program continues to serve a predominantly female population (77-81%), which has remained consistent across years.

The student body is highly diverse, with the largest group identifying as Latinx (44% in Fall 2024), followed by Asian (27%), White (10%), and Black (7%). First-generation college students represent a significant majority, ranging between 65-71%, while the proportion of low-income students has increased from 39% in 2022 to 56% in 2024, underscoring the program's role in supporting underserved student populations.

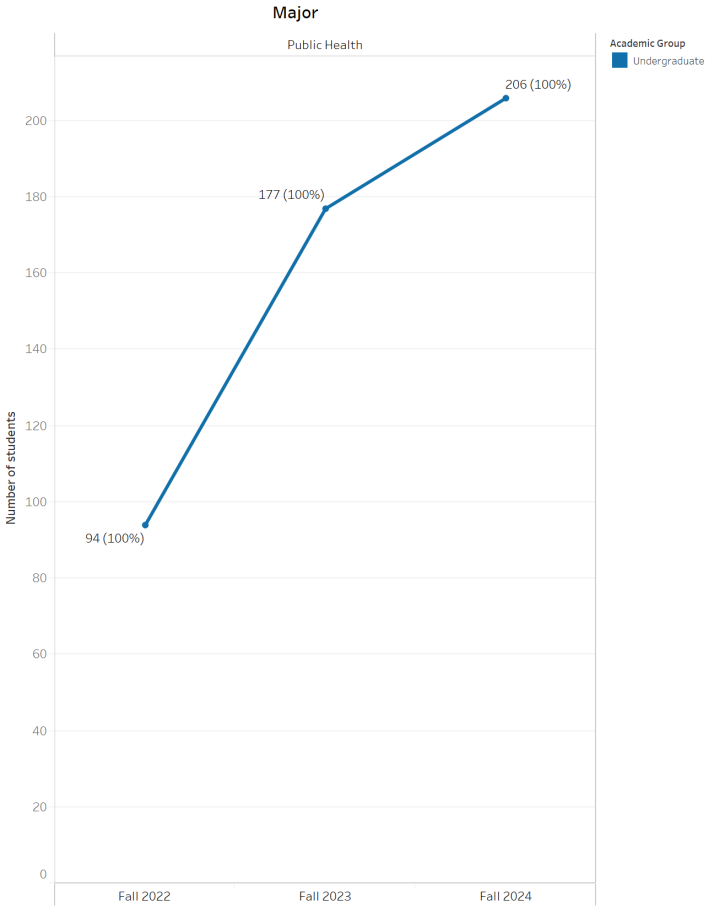
Admissions data reveal a shift in composition, with first-time freshmen increasing from 23% of the cohort in 2022 to 46% in 2024, reflecting stronger recruitment and pipeline development alongside established transfer pathways. Degree completion trends show that transfer students graduate significantly faster (average 2.2 years) compared to first-time freshmen (4.7 years), a finding consistent with transfer entry at advanced standing. Instructional staffing has relied on both lecturers and regular faculty, with a greater reliance on regular faculty in 2024 likely due to budget constrains and fewer sections of classes offered on the schedule.

Reflections on Trends and Program Statistics:
The program's enrollment growth signals increasing demand and alignment with workforce needs in public health. The rising share of first-time freshmen highlights improved recruitment efforts and the program's long-term sustainability, while the strong transfer presence underscores the importance of maintaining articulation agreements with community colleges.

The program's demographic profile demonstrates its importance in advancing equity, access, and social mobility. The high representation of Latinx, first-generation, and especially low-income students is both a strength and a responsibility. The department must pay close attention to ensuring financial sustainability for low-income students, recognizing that many must balance their studies with ongoing employment. Supporting these students means not only providing robust advising and mentoring, but also implementing structural solutions such as block scheduling, evening course options, and select synchronous online classes designed around pedagogical needs. These approaches can increase access and flexibility, helping students persist in their education without jeopardizing their financial stability.

The disparity in time-to-degree between freshmen and transfer students further suggests that additional support in lower-division coursework and flexible delivery options could enhance degree progress. Importantly, the program benefits from a dedicated group of long-time lecturer faculty who work closely alongside tenure-track faculty to deliver a high-quality curriculum. As the program continues to grow, it will be critical to ensure equity and consistency in instruction across multiple-section courses, so that all students, regardless of instructor assignment, receive comparable learning experiences.

In summary, the program is in a strong growth phase with clear opportunities to expand faculty resources, strengthen financially sustainable pathways for low-income students, and continue serving a diverse and growing student population.



Public Health: Admit Type

		Fall 2022		Fall 2023		Fall 2024	
		n	%	n	%	n	%
Undergraduate	First-time Frosh	22	23%	52	29%	95	46%
	Transfer	72	77%	125	71%	111	54%
	Total	**94**	**100%**	**177**	**100%**	**206**	**100%**
Grand Total		**94**	**100%**	**177**	**100%**	**206**	**100%**

Public Health: Campus

		Fall 2022		Fall 2023		Fall 2024	
		n	%	n	%	n	%
Undergraduate	Hayward	94	100%	177	100%	206	100%
	Total	**94**	**100%**	**177**	**100%**	**206**	**100%**
Grand Total		**94**	**100%**	**177**	**100%**	**206**	**100%**

Public Health: Class Level

		Fall 2022		Fall 2023		Fall 2024	
		n	%	n	%	n	%
Undergraduate	Frosh	6	6%	13	7%	25	12%
	Sophomore	4	4%	17	10%	16	8%
	Junior	40	43%	52	29%	58	28%
	Senior	44	47%	95	54%	107	52%
	Total	**94**	**100%**	**177**	**100%**	**206**	**100%**
Grand Total		**94**	**100%**	**177**	**100%**	**206**	**100%**

Public Health: Degree Type

		Fall 2022		Fall 2023		Fall 2024	
		n	%	n	%	n	%
Undergraduate	BS	94	100%	177	100%	206	100%
	Total	**94**	**100%**	**177**	**100%**	**206**	**100%**
Grand Total		**94**	**100%**	**177**	**100%**	**206**	**100%**

Public Health: First Generation

		Fall 2022		Fall 2023		Fall 2024	
		n	%	n	%	n	%
Undergraduate	FG	61	65%	126	71%	136	66%
	Non-FG	33	35%	51	29%	70	34%
	Total	**94**	**100%**	**177**	**100%**	**206**	**100%**
Grand Total		**94**	**100%**	**177**	**100%**	**206**	**100%**

Public Health: Low Income

		Fall 2022		Fall 2023		Fall 2024	
		n	%	n	%	n	%
Undergraduate	LI	37	39%	88	50%	115	56%
	Non-LI	57	61%	89	50%	91	44%
	Total	**94**	**100%**	**177**	**100%**	**206**	**100%**
Grand Total		**94**	**100%**	**177**	**100%**	**206**	**100%**

Public Health: Race/Ethnicity

		Fall 2022		Fall 2023		Fall 2024	
		n	%	n	%	n	%
Undergraduate	Asian	22	23%	54	31%	56	27%
	Black	12	13%	22	12%	15	7%
	International	4	4%	4	2%	5	2%
	Latinx	32	34%	66	37%	91	44%
	Multirace	7	7%	6	3%	9	4%
	NHPI	2	2%	3	2%	4	2%
	Unknown	1	1%	3	2%	6	3%
	White	14	15%	19	11%	20	10%
	Total	**94**	**100%**	**177**	**100%**	**206**	**100%**
Grand Total		**94**	**100%**	**177**	**100%**	**206**	**100%**

Public Health: Sex

		Fall 2022		Fall 2023		Fall 2024	
		n	%	n	%	n	%
Undergraduate	Female	76	81%	144	81%	159	77%
	Male	18	19%	33	19%	47	23%
	Total	**94**	**100%**	**177**	**100%**	**206**	**100%**
Grand Total		**94**	**100%**	**177**	**100%**	**206**	**100%**

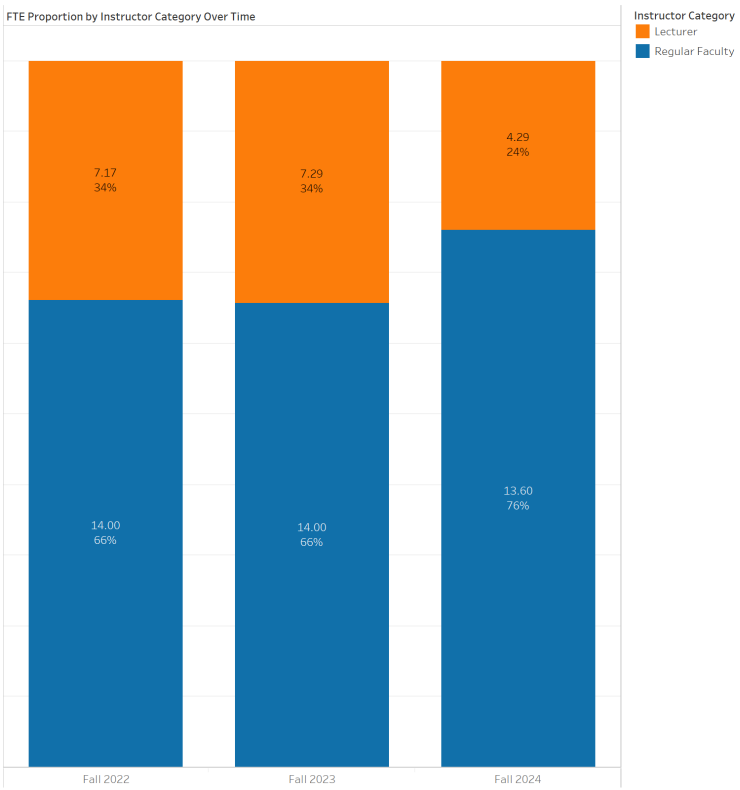
Public Health: URM

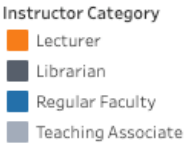
		Fall 2022		Fall 2023		Fall 2024	
		n	%	n	%	n	%
Undergraduate	URM	44	47%	88	50%	106	51%
	Non-URM	50	53%	89	50%	100	49%
	Total	**94**	**100%**	**177**	**100%**	**206**	**100%**
Grand Total		**94**	**100%**	**177**	**100%**	**206**	**100%**

Graduation/Degree Data

Time to Degree Years (and Headcount)

		First-time Freshmen	Transfer
Grand Total		4.7 (12)	2.2 (62)
COH	Public Health	4.7 (12)	2.2 (62)





B. Request for Resources

Request for Tenure Track Hires

The Department of Public Health is preparing for future accreditation from the Council on Education for Public Health (CEPH) for its BS in Public Health. From a disciplinary standpoint, the department continues to face a gap in specialized training and experience in bioethics and health humanities. These areas are critical to the field of public health, yet recent faculty departures, particularly among those with expertise in humanities and ethics, have created challenges in sustaining depth in these subjects.

While the department successfully hired a tenure-track faculty member in health policy in 2022–23, three faculty resignations in recent years, two of whom were trained in humanities and ethics, have left a noticeable gap. At present, the department has been able to maintain course offerings and meet student demand by assigning classes to tenure track faculty and adjunct faculty as needed. For this reason, the department is not requesting additional tenure-track hires at this time. However, because some tenure-track faculty without specialized expertise in these areas are currently covering select courses, professional development opportunities are of vital importance. Such training will help ensure high-quality and consistent delivery of courses in bioethics, health humanities, and other related content areas.

Request for Other Resources

WTU Assigned Time for Faculty

The department requests assigned Weighted Teaching Units (WTU) for faculty who are

managing time-intensive special projects that are essential to both program quality and accreditation preparation. In particular, this request addresses four critical areas of need:

1) Community Partnerships for Capstone Courses (PH 499): Coordinating and securing sustainable community partnerships for the capstone experience requires significant faculty time. Building and maintaining these relationships is essential to ensuring meaningful applied learning opportunities for students and maintaining the integrity of the capstone curriculum.

2) Evaluation and Assessment of Problem-Based Learning Curriculum: Continued development, evaluation, and assessment of the problem-based learning (PBL) model is central to the department's pedagogical approach. Faculty involvement in assessing the effectiveness of this curriculum and refining it based on student outcomes requires ongoing commitment beyond regular teaching responsibilities.

3) Accreditation Application Preparation: The process of preparing for CEPH accreditation is highly time intensive, requiring faculty leadership in collecting and analyzing data, drafting documents, and aligning curriculum and assessment practices with accreditation standards. Assigned time will allow faculty to manage these responsibilities effectively while maintaining high-quality instruction.

4) Faculty Mentorship of Students: Faculty mentorship plays an extremely valuable role in student success, particularly for first-generation and low-income students who may require additional academic and professional guidance. This work is time intensive and often falls outside of compensated responsibilities, unless tied to external grant mechanisms. Providing assigned time for mentorship acknowledges its importance, ensures equity in faculty workload, and directly contributes to student retention and achievement.

Providing WTU assigned time will help ensure that these vital initiatives are carried out with the level of attention and care required, while also preventing excessive workload burdens on faculty. This investment directly supports program quality, student success, and long-term accreditation readiness.

Need for Professional Development Funds

Investment in faculty professional development is essential to sustaining excellence in teaching, research, and service. This need applies equally to tenure-track and tenured faculty, as continuous growth strengthens both individual careers and the overall program. While travel funds for conference presentations have been prioritized, professional development support should be broadened to include training, certification, and networking opportunities, which are often tailored to the specific needs and goals of individual faculty members. In addition, while A2E2 funds provide valuable support for student travel, there is currently no dedicated funding for faculty who accompany students on these trips. As a result, the department has sometimes had to limit student participation in conferences or rely on faculty who can cover costs through external grants. Expanding professional development funds to include faculty travel in support of student engagement, alongside other professional growth opportunities, will ensure faculty are equipped to mentor students effectively while also advancing their own expertise.

Dedicated Classroom Space

The department requests dedicated classroom space in the Braddock Science Center to support project-based and team-based learning. Public Health courses often rely on collaborative approaches that require flexible environments with movable tables, chairs, and whiteboards. A dedicated space would enhance active learning, foster student engagement, and better align facilities with the department's problem-based curriculum.

Office Space for Adjunct Faculty

Current office space for adjunct faculty is suboptimal, as it is located in a science lab that also houses lab equipment, including a 3D printer and other instructional tools. This environment is not conducive to confidential student check-ins, as it lacks both privacy and a professional setting for advising or mentoring. As a result, adjunct faculty are often forced to schedule office hours in the library or in classrooms before or after class sessions. In addition, adjunct faculty members who have significant gaps between their teaching schedules do not have a dedicated workspace on campus. Without such space, they lack an appropriate environment to prepare for class, meet with students privately, or simply take a short break between sessions.

IV. APPENDIX: Assessment Rubric

Analytic Scale Rubric for Evaluation of Capstone Projects					
	1 – Poor	**2 - Fair**	**3 - Good**	**4 - Exceptional**	**Score**
Identification and explanation of issue/ challenge/ problem	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated, described and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	
Evidence and contextualizing information	Information is taken from source(s) without any interpretation/evaluation. Information has little to no context within public health knowledge and expertise.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Information has limited context within public health knowledge and expertise.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Information has good context within public health knowledge and expertise.	Information is taken from source(s) with enough interpretation/evaluation, to develop a comprehensive analysis or synthesis. Information has significant context within public health knowledge and expertise.	
Evaluation of conclusions and implications	Conclusions of public health/health care outcomes are inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusions of public health/health care outcomes are logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusions of public health/health care outcomes are logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusions and related public health/health care outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	