



**ENSIGN GLOBAL**

COLLEGE

# SELF-STUDY DOCUMENT

Prepared for the Council on Education for Public Health  
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# INTRODUCTION





# INTRODUCTION

1) Describe the institutional environment, which includes the following:

a. *Year institution was established and its type (e.g., private, public, land-grant, etc.)*

Ensign Global College (EGC) is a private, not-for-profit, non-sectarian institution established in 2014. EGC was founded and is sponsored by Robert and Lynette Gay based on their desire to raise the standard of health in communities in Ghana, Africa and beyond through higher education. The college is governed by an independent Board of Governors (eight-member board) and is guided by three thematic pillars. The College was originally called Ensign College of Public Health and changed to Ensign Global College in November 2021 to accommodate plans of additional programs. The first pillar reflects our goal to be *Leaders* who engage people and communities in pursuit of establishing and promoting prosperity. The second pillar reflects our goal to be *Professionals* committed to the highest competency levels in our field. The third pillar stands for our goal to be *Innovators* committed to value-creating entrepreneurship.

Within EGC, the Department of Community Health administers the Master of Public Health Program and non-degree professional education programs for public health and related practitioners.

Ensign Global College is situated on a beautiful site adjacent to the Volta River in Kpong, which is in the Lower Manya Krobo Municipality of the Eastern Region of Ghana. The campus is situated on approximately 50 acres of land, with 16.8 acres currently developed, along the Akosombo-Tema Highway and was designed to establish an aesthetically pleasing and peaceful environment housing learning spaces and the needed amenities to support them that blend the highest standards of technology with supportive educational spaces. EGC includes (1) a classroom and administration building, (2) a dining and conference facility, (3) an infirmary, (4) student housing blocks (with a total of 52 rooms housing up to 104 students on-site), (5) an outdoor pavilion, (6) faculty and staff housing blocks, and (7) a house for the President. Contained within these facilities are a library, computer laboratory, meeting spaces, and spacious grounds for recreation. An additional building is currently under construction which will house the Institute for Health and Development and will be accessible to enhance available facility resources for the Master of Public Health Program.

Ensign Global College offers an inclusive environment for students, faculty, and staff, welcoming students of any race, colour, gender, nationality and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students of the institution. EGC does not discriminate based on race, colour, nationality and ethnic origin in admissions policies, scholarship and loan programs, and athletic and other school-administered programs. It also serves as a host site for domestic and international students (including the University of Utah, Kwame Nkrumah University of Science and Technology, Brigham Young University, SUNY Geneseo University, University of Oxford, and others) on study abroad programs and research activities.

EGC is unique in the sense that it currently consists of only one academic department which administers the Master of Public Health Program and non-degree professional education programs for public health and related practitioners. EGC is accredited by the Ghana Tertiary Education Commission (GTEC). In line with GTEC practices, EGC is also affiliated to the Kwame Nkrumah University of Science of Technology (KNUST) in Ghana which provides mentorship and oversight on formal functions including degree-granting. KNUST is a public university in Ghana with 70 years of experience. The KNUST Graduate School serves as a mentoring liaison for EGC in delivering its Master of Public Health degree Program. EGC also collaborates with the University of Utah and Green Templeton College of the University of Oxford in delivering continuing professional education programs.

For more information, please visit the [EGC website](https://ensign.edu.gh). <https://ensign.edu.gh> For those who will not be reading the document on a computer

- b. *Number of schools and colleges at the institution and the number of degrees offered by the institution at each level (bachelor's, master's, doctoral and professional preparation degrees)*

The College has the Department of Community Health and currently runs one graduate program for the award of a Master of Public Health (MPH) degree. It also offers certificates and non-degree short courses as Continuous Professional Development (CPD) programs for health and related professionals.

The College has recently launched the Institute for Community Health and Development and is currently developing the infrastructure to support programs that it will house.

Please check the links below for examples of past CPD programs offered by EGC: \*

- <https://www.ensign.edu.gh/extreme-affordability-west-africa-conference-2018/>
- <https://www.myjoyonline.com/prof-akosa-leads-ensign-college-of-public-healths-course-for-senior-managers/>
- <https://www.ensign.edu.gh/news/>

- c. *Number of university faculty, staff, and students*

During the 2021/2022 academic year, EGC had an enrolment of fifty-two students. Of these students, 56% are female. For this same period, EGC had four full-time and six part-time instructional faculty members, with 6 being female and 4 being male. EGC is fortunate to have a student-to-faculty ratio of 5:1. The MPH Program is supported by 24 full-time and 8 part-time staff members who provide service in academic support and advising, administration, dining services, IT, accounting and financial management, events and hospitality, security, and facilities management. Among staff, approximately 65% are male and 35% female.

- d. *Brief statement of distinguishing university facts and characteristics*

The word Ensign refers to a symbol, often a banner or flag, raised in a high place where people can gather to join in a higher cause or pursue a noble vision. The noble vision of Ensign Global College is to ignite a global revolution of innovation led by principled, competent, entrepreneurial leaders who build systemic capacity, engage in mutually beneficial partnerships, and design and implement solutions that give rise to more prosperous communities and countries around the world. As a college, we are committed to leading the future of prosperity – for Ghana, the African region, and the world.

In addition to being effective teachers, faculty members at EGC are accomplished scholars and active participants in their fields. Ensign Global College was initially conceived as the *West Africa School of Public Health* and when it was launched was named *Ensign College of Public Health*. The purpose of launching Ensign College of Public Health was to build regional capacity in public health by providing US standard education in Ghana – thereby negating the need for individuals in Ghana and the surrounding region who were interested in this type of higher education experience to relocate to the US, increasing the likelihood that graduates would remain in the region. It was also recognized that there was an opportunity to combine this type of education with scholarship aimed at fusing global knowledge with the innovations and insights in West Africa to strengthen solutions to global public health challenges.

In 2021, it was evident that rebranding for the college was needed to represent the growing global nature of the institution and to prepare to build off the foundation of public health to include other



fields and disciplines. The name of the institution was formally changed to Ensign Global College with associated changes in the school's colours and logo. Retaining 'Ensign' in the name helped to create a bridge between the past and current institutional identity.

To strengthen the links between the US and West African approaches to public health higher education and scholarship, a priority has been placed on affiliation with US organizations. For instance, the full-time faculty members and the president are registered members of the American Public Health Association (APHA) and have consistently presented and participated in the association's annual conferences. The program is also registered with the Association of Accredited Public Health Programs (AAPHP) and actively participates in their workshops and recruitment events. EGC students also benefit from research grants from the AAPHP. Four students have won the award for four consecutive years since 2019. The students are Henry Okorie Ugorie (2020), Victoria Partey Newman (2021), Priscilla Doku Asare (2022), and Patience Agbate (2023). Each student was awarded 1000 USD.

Faculty members are encouraged and supported to be active in impactful scholarly activity, including through promotion guidelines. Between 2019 and 2021, the full-time (40 hours/week) faculty published twenty-six peer-reviewed journal articles. The full-time faculty are currently leading six community-based projects funded by the *Cast-a-Pebble* Foundation, Gardner-Holt's Family, Doterra Foundation, USAID, The Gates Foundation, and the Education Resource Development Council (ERDC). Over the past 3 years 17,034,987.1 USD has been awarded as a research grant to faculty. Due to the outstanding performance of Faculty in their field, their views and perspectives are sought during public workshops organised by the Ghana Health Service, research institutions, and media organisations.

As an institution, we have made positive differences in the lives of people, their families, and their communities through community development projects such as health promotion projects, student-led initiatives, and the "Health2Go" project (a community-based health intervention program focused on improving the health needs of children under five years). EGC has made substantial contributions to the communities within its environs. Through the "[Health2Go](#)" project, the college has facilitated the delivery of community-based health services to about 22,000 residents in selected rural hard-to-reach communities in the Eastern and Ashanti Regions of Ghana, using an innovative Community-Based Agent (CBA) model. These efforts have contributed to reducing childhood morbidity and mortality since 2016 and have provided a model for low-cost, high-quality community-based health services.

EGC has been engaged in many other community-engaged initiatives. For instance, in the heat of the COVID-19 pandemic, EGC partnered with *Engage Now Africa*, a non-governmental organization, to raise the general public's awareness of the need to adopt preventive behaviours to combat the spread of the novel Coronavirus, SARS-CoV-2, in the country. EGC has also partnered with the Center for Global Surgery, an affiliate of the University of Utah, to create awareness of breast cancer each October since 2017. EGC students and faculty visited Senior High Schools and communities close to the College to educate residents on symptoms, biomedical treatment, prevention and self-screening methods. (For more information, see: [EGC students made health promotion videos on breast cancer awareness as part of pink October](#)).

Since 2014 EGC has trained 157 exceptional students committed to always seeking a better way to improve health and promote wellness and has challenged those around them to do the same. These students have become leaders in advancing the science and practice of public health within the West African Region and beyond. Over the years, students are consistently able to complete their academic program as scheduled with the support of the faculty and academic support team. Due to the quality of mentorship offered by the college, students have also received prestigious local and international recognitions and scholarships, including receiving [Association of Accredited Public Health Programs \(AAPHP\)](#) awards and the Ghana Education Trust Fund (GETFund) scholarship. Several graduates have also been admitted to notable doctoral and medical residency programs. Table 1.1 provide list of such students.

Table 1.1 Alumni Enrolled in Doctoral/Medical Residency Program

<b>Name</b>	<b>Institution and Program</b>	<b>Year of enrollment</b>	<b>Status</b>
Daniel Agyemang	PhD Public Health, University of Utah	2018	Completed
Eric Bobbie	DPharm, Kwame Nkrumah University of Science and Technology	2018	Completed
Sylvia Ofori	PhD Public Health, Georgia State University	2019	Completed
Lawrence Lartey	PhD Public Health, University of Salford, Manchester	2019	Completed
Augustine Kuma	PhD Public Health University of Benin, Nigeria	2019	Ongoing
Richard Akwetey	PhD Public Health, University of Cape Coast	2019	Ongoing
Bertha Abraham	PhD Pharmacy, University of Health and Allied Sciences	2020	Ongoing
Doris Okyere	PhD Public Health, University of Health and Allied Sciences	2020	Ongoing
Edward Kofi Sutherland	DrPH Implementation Science, Johns Hopkins University	2021	Ongoing
Henry Okorie Ugorji	PhD Public Health, Oregon State University	2021	Ongoing
Sedinam Adamaley	Radiology Residency, University of Ghana	2021	Ongoing
Stephen Afakordzi	PhD Public Health, University of Port Harcourt	2022	Ongoing
Gideon Acheampong	PhD Public Health, Kwame Nkrumah University of Science and Technology	2022	Ongoing
Selassie Adzie	Ophthalmology Residency, University of Ghana	2022	Ongoing
Emmanuel Asare	PhD Communication Studies, Indiana University	2023	Ongoing
Portia Mensah	PhD Public Health, Georgia State University	2023	Ongoing
Pearl Sovoe	PhD Public Health		Ongoing

- e. *Names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the institutional accreditor for the university as well as all specialized accreditors to which any school, college or other organizational units at the university responds.*

The institution responds to the Ghana Tertiary Education Commission (GTEC) and the Affiliations Office of the Kwame Nkrumah University of Science and Technology (KNUST). GTEC is a national commission responsible for the accreditation of public and private tertiary education institutions and their programs in Ghana. GTEC ensures that Ensign Global College meets standards set by the government. They examine the infrastructure, staff, financial status and library services, and campus to ensure that EGC meets minimum standards set by the government. GTEC accredits institutions that meet the required standards to enable them run academic programs. There is no conflict between the role of GTEC and CEPH. (See: <https://gtec.edu.gh/our-mandate>).

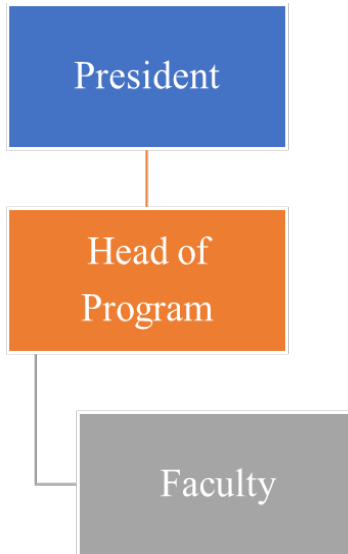
As required by Ghanaian laws, the Department of Community Health must have a formal mentoring institution during its first 10 years of operation. To fulfill this requirement, EGC is affiliated with KNUST. The KNUST affiliation extends to both the institution and the MPH Program with the charge to mentor EGC and extends its academic credit and degree-granting authority. The EGC Department of Community Health is legally under the School of Public Health at KNUST. KNUST is a public Ghanaian tertiary institution that started awarding degrees in 1964. External examiners and moderators from KNUST review all credit-bearing course examinations, oral and written components of theses, and successful completion of degree requirements to ensure the Department of Community Health maintains high academic standards. CEPH and KNUST had slightly different credit hour requirements, which could have caused some difficulty. However, the issue was addressed in a constructive way. To meet CEPH's requirement of 42 credit hours, additional credits were allocated to the thesis work. This solution allowed the students to meet both institutions' requirements and move forward with their education.

(See: <https://www.knust.edu.gh/about>)

- f. *Brief history and evolution of the public health program (PHP) and related organizational elements, if applicable (e.g., date founded, educational focus, other degrees offered, the rationale for offering public health education in units, etc.)*

Ensign College of Public Health, now Ensign Global College, was established in 2014 as a private tertiary institution that was established to provide US-standard public health education to increase the availability of community-oriented public health professionals and contribute to the science and practice of promoting community health in Ghana, in West Africa, and throughout the world. The Master of Public Health Program was established as the flagship degree-granting program of EGC. To strengthen its programming, EGC has partnered with the Ghana National Government, the Kwame Nkrumah University of Science and Technology (KNUST), and the University of Utah (Utah, USA) to develop the curriculum, admissions requirements, and other elements for delivering a high-quality MPH degree program.

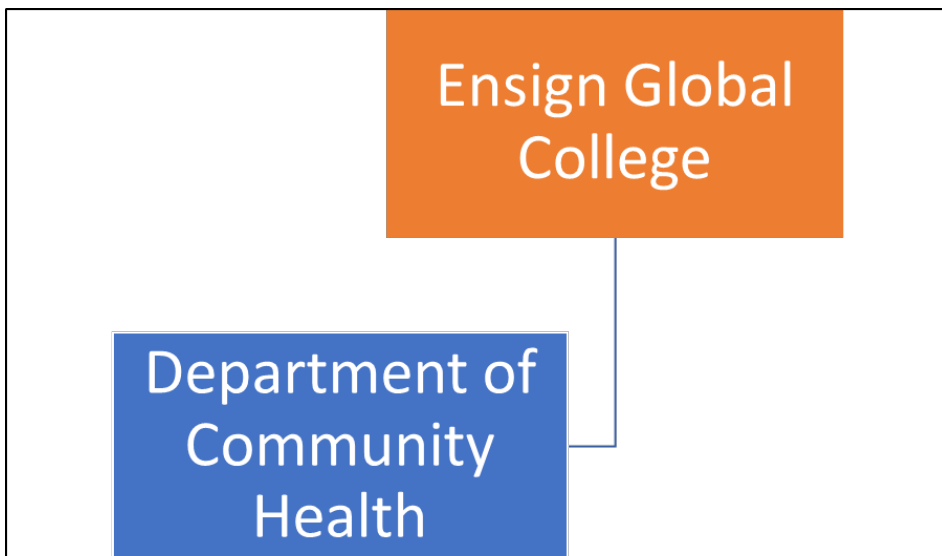
- 2) Organizational charts that clearly depict the following related to the program:
- a. *The program's internal organization, including the reporting lines to the President and the Board of Governors, is shown in the organogram below.*



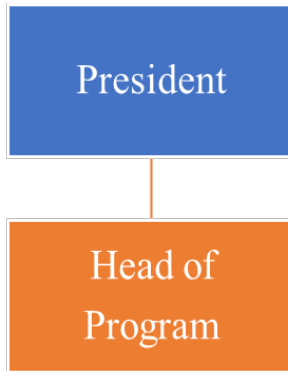
THE MPH PROGRAM'S INTERNAL ORGANIZATIONAL CHART

Introduction - (ERF-1) Organizational chart

- b. *The relationship between the program and other academic units within the institution. Ensure that the chart depicts all other academic offerings housed in the same organisational unit as the program. Organisational charts may include committee structure organisation and reporting lines*



- c. *The lines of authority from the program's leader to the institution's chief executive officer (president, chancellor, etc.), including intermediate levels (e.g., reporting to the president through the provost).*



- d. *For multi-partner programs (as defined in Criterion A2), organizational charts must depict all participating institutions*

Not Applicable

- 3) An instructional matrix presenting all of the program's degree programs and concentrations including bachelor's, master's, and doctoral degrees, as appropriate. Present data in the format of Template Intro-1.

Template. Institutional matrix-Degree and concentration

Instructional Matrix - Degrees and Concentrations				
			Campus based	Distance -based
Master's Degrees	Academic	Professional		
<i>Concentration</i>	<i>Degree</i>	<i>Degree</i>		
Generalist (Master of Public Health)		MPH	MPH	

- 4) Enrollment data for all of the program's degree programs, including bachelor's, master's and doctoral degrees, in the format of Template Intro-2.

Degree		Current Enrollment
Master's		2022-2023 AY
	MPH*	32



# Section A







## A1. Organization and Administrative Processes

The program demonstrates effective administrative processes that are sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation.

The program establishes appropriate decision-making structures for all significant functions and designates appropriate committees or individuals for decision-making and implementation.

The program ensures that faculty (including full-time and part-time faculty) regularly interact with their colleagues and are engaged in ways that benefit the instructional program (e.g., participating in instructional workshops, engaging in program-specific curriculum development and oversight).

- 1) **List the program's standing and significant ad hoc committees. For each, indicate the formula for membership (e.g., two appointed faculty members from each concentration) and list the current members.**

### STATUTORY COMMITTEES

#### a. **Management Committee**

The Management Committee meets monthly for the governance of the College and the development and oversight of academic policies. They are also responsible for interpreting and transmitting the College and KNUST policies and administrative matters of importance to the college, including relations with other schools and universities and with the community. This committee acts and makes decisions necessary to implement the general policies established by the Board of Governors and Academic Board. They report to the Academic Board and the Board of Governors on actions taken on their behalf. Members of the committee include the President as Chair, Registrar, Head of Program, Head of Operations, and the Head of Finance.

#### b. **Time-Table Committee**

This committee is responsible for drawing up timetables for teaching and examinations. The committee meets twice a year to schedule the teaching and examination timetables and other related academic activities, including timelines for fieldwork and thesis. It considers all national holidays within the year when planning and ensures they are observed as such. Members of the committee include the Registrar and Faculty Representation. **A1 - (ERF-1) Time-Tables**

#### c. **Planning, Resource and Development Committee**

This Committee may co-opt some members from time to time on an *ad hoc* basis to advise on technical issues. The scope of advice includes, but is not limited to, all matters relating to the future progress of the College in matters regarding academic and human resource development; the appropriate planning models and strategies covering all aspects of the College's activities and operations; and general guidelines and directions on the operations of the Planning Unit. Generally, the committee advises the academic board on establishing departments, and new courses and considers the immediate and long-term academic needs of the College and plans to that effect. Members of the committee include the President designee, Head of Finance, Head of Operations, Registrar, Head of Program, Facilities Manager, Human Resource Manager, Librarian, and one member elected by the Faculty.

**d. *Library Committee:***

This committee is subject to the directions of the Academic Board and supervises and directs the policies of the Library and other matters relative to academic information resources as may be delegated. The committee is made up of the College Librarian, Faculty Representative, Representative from the Registry, and Student Representative.

**e. *Admissions Committee***

The admissions committee reviews completed student applications as they are received up to and immediately following application deadlines. Before the application review, the admissions committee will decide the number of students to be admitted into the program each year in conjunction with the Academic Board. Each completed application is evaluated for meeting EGC admission criteria. Applicants meeting the criteria are invited for an interview. The Admissions Committee meets to discuss the applicants based on submitted materials and feedback on the interview and forwards applicants for admission to be approved by the academic leadership under the mentorship of the KNUST affiliations office. The committee constitutes the Registrar, and the Head of Program with input from MPH Program Faculty. Committee is chaired by the Head of Program.

**f. *Student Affairs Committee***

This committee is responsible for students' general welfare, activities, and services such as sports, clubs/societies, and excursions. They are also responsible for adequate provisions for the supervision and welfare of students residing in the College resident halls. They address general complaints from the Faculty relating to student matters not specific to an academic department and maintain contact with the College Alumni. The Registrar is the head of the committee. He is supported by two elected members of the Academic Board, one elected Faculty Member, Head of Finance, Facilities Manager, Hospitality Manager, and two Student Representatives. The committee reports to the President.

**g. *Faculty appointments and promotions committee:***

This committee implements the rules, regulations, and procedures for Appointments and Promotions. The Committee is empowered to make appointments and reappointments up to lecturer and analogous ranks and is charged to report to the Academic Board. The Committee receives applications for appointments and makes recommendations to the Board of Governors for the appointments of Faculty of all ranks. The committee is chaired by the President, Registrar, Faculty Representative, Human Resource Manager, Head of Finance, and Head of Program with the Assistant Human Resource manager as secretary. Appointments of all ranks are currently approved by KNUST in its role as the affiliation institution.

**h. *Scholarship committee***

The Scholarship Committee is responsible for reviewing scholarship applications and approving scholarship recipients. The Scholarship Committee announces a "Call for Application" when scholarships are available. They also consider applications for the grant of study/sabbatical leave and advise on the human resource development requirements of the College. Currently, the College provides partial institutional scholarships for all students with donor funds. Specific scholarships may require donor participation in the final decision-making process (e.g. Kenneth R. Young Memorial Scholarship, SpringTide Scholarship). The College also supports the Faculty with the Faculty Development Fund for research activities. Members of the committee include the Registrar, Head of Finance, Head of Operations, and Head of Program.

**i. *Administrative staff appointments and promotions sub-committee***

The Administration Appointments and Promotions Sub-Committee meets as and when applications are received. All applications for appointments and promotions shall be forwarded to the Registrar in the first instance. The Registrar shall then forward each application with his comments to the Administrative Staff Appointments and Promotions Sub-Committee for consideration within one (1) month. After reviewing recommendations for appointment and promotion, the committee provides feedback to individual administrators about aspects of their records that should be strengthened. This committee includes the President designee, Registrar, Head of Finance, Head of Operations, and Human Resource Manager.

**j. *Quality Assurance and Accreditation Committee***

This committee monitors the implementation of the institution's policies, systems, procedures, strategies, and resources to manage the quality of the core functions of teaching and learning, research, and social responsiveness. It considers and approves new course proposals and works on ensuring that the institution attains a valid accreditation status with the national and international regulatory bodies, including the Ghana Tertiary Education Commission and the Council on Education for Public Health. This committee advises the Academic Board on implementing and updating the College's learning and teaching strategy. This committee reviews current course offerings and ensures that all coursework content is appropriate and beneficial to the students. This committee is most active leading up to accreditation. This committee includes a designee of the President as a Chairman, the Head of Program, Faculty Representatives, the Librarian, and the Registrar.

**k. *Publications Committee***

This committee meets to formulate policies regarding all scholarly communications emanating from the College's activities. This includes but is not restricted to open-access publications, innovative publication formats, and quarterly newsletters. The committee approves specific works for sponsorship or publication by the College. The committee arranges for the compilation and editing of the Annual Report and any other official publications of the College. The President appoints members of the committee which currently includes the Registrar, Librarian, a Representative from Human Resources, a Student Representative, and a Faculty Representative.

**l. *Disciplinary Committee***

The committee reviews instances of alleged student and staff misconduct, consistent with the maintenance of academic and ethical standards as established in the Statutes and the Students' Handbook. The President designee chairs this committee. In a case involving a senior member/s, the President appoints four other members. In a case involving a student/s, the President appoints four other members, with at least one of them being a current student. The board meets on an *as-needed* basis.

**m. *Ethical Review Board:***

The Ethics Board serves as the EGC *Institutional Review Board*. The Ethics Board reviews and approves all of the College's research projects to ensure the protection and ethical treatment of human subjects in accordance with applicable professional standards, policies and procedures. The board also monitors ongoing research activities, with the authority to suspend or terminate approval for research not conducted following ethical standards and practices. The Ethics Board also evaluates the financial interests of investigators and research staff to ensure the management of any potential conflicts of interest. Committee members are appointed by the President and include three non-scientific members, one of whom is not otherwise affiliated with the school. The

committee reviews research proposals on an as-needed basis. No minutes are available for the committee meeting sessions since they are conducted in closed sessions.

**n. Academic Board:**

Among several other functions, the academic board formulates and carries out the academic policy of the College and approves several recommendations, including that from the Faculty of Internal and External Examiners, the award of Degrees, Diplomas, Certificates, and other academic awards to persons who have pursued in the College a program of study or research and have passed the prescribed examinations or otherwise satisfied the examiners. More details on their functions can be found in Appendix 1 (Statutes). The President initiates a meeting of the Academic Board at least once each semester. With the Registrar as the Secretary to the Board, the membership of the Board includes the President, Head of Program, all Faculty Members, the College Librarian, Registrar, Chair or designee plus one other representative from the Board of Governors, a Student Representative from the Ensign Global College Graduate Student Association, a Representative of the Mentor Institution.

**AD HOC COMMITTEES:**

The Registrar, under the direction of the President, appoints *ad hoc* committees when the needs arise, with members selected in coordination with the Head of Programs. The list of *ad hoc* committees is lengthy; however, the most significant *ad hoc* committees include the Graduation Committee, Student Recruitment Committee, and due to the ongoing pandemic, the COVID-19 Safety Committee. As appropriate, all *ad hoc* committees report to the Registrar, who forward issues to the relevant Standing Committees. Table A1 below presents the committees that have been established in the past three years. The members are identified jointly between the Registrar and the Head of Program, taking into consideration the expertise needed and the other committee obligations of potential committee members.

**Formula for membership**

As a general practice, EGC committee membership typically includes a minimum of at least one faculty member, two staff members, and, when appropriate, a student representative. The Ensign Students Representative Council (ESRC) is the formal student organization, with the President of this organization or their designee typically representing the student body. A brief description of the charge for each committee is described above. The membership is summarized in [A1 - \(ERF-2\) ENSIGN Statutes](#)

**Table A1-1.** List of committees

COMMITTEE (Standing)	MEMBERSHIP
Management Committee	Chair - Prof. Stephen Alder Dr. Stephen Manortey Mr. Patrick Kuma Mr. Stephen Amakye Mr. Edward Sam
Timetable Committee	Mr. Patrick Kuma Dr. Stephen Manortey
Planning, Resource and Development	Chair - President designee

Committee	Mr.Patrick Kuma Dr. Stephen Manortey Mr. Edward Sam Mr. Stephen Amakye Mr. Venatus Fosu 1 Member elected by Faculty
Library Committee	Chair - President designee Mr. Venatus Fosu Mr. Patrick Kuma Dr. Stephen Manortey (Faculty Rep) E-GRASAG President
Admissions Committee	Chair - Head of Program Dr. Stephen Manortey Mr. Patrick Kuma Faculty
Students Affairs Committee	Chair - Mr. Patrick Kuma Dr. Stephen Manortey Mr. Edward Sam Mr. Stephen Amakye Students Representatives
Faculty Appointment and Promotions Committee	Chair - Prof. Stephen Alder Dr. Stephen Manortey Mr. Patrick Kuma Mrs. Rita Abrafi Dwamena (Secretary) Mr. Edward Sam Faculty Representatives
Scholarship Committee	Mr. Patrick Kuma Dr. Stephen Manortey Mr. Edward Sam Mr Stephen Amakye
Administrative Staff Appointments and Promotions Committee	Chair- Prof. Stephen Alder Mr. Patrick Kuma Mr. Edward Sam Mr. Stephen Amakye Mrs. Rita Abrafi Dwamena (Secretary) Mr. Edward Sam
Quality Assurance and Accreditation	Chair- President designee Dr. Stephen Manortey Mr. Patrick Kuma Faculty Representatives Mr. Venatus Fosu
Publications Committee	Mr. Patrick Kuma Dr. Stephen Manortey (Faculty Representative) HR Representative Mr. Venatus Fosu
Disciplinary Committee	Chair- President designee

	Any other four appointed members. Student Representative
Ethical Review Board	Chair- Dr. Rebecca Acqaah Arhin () Mr. Patrick Kuma (Administrator) Mrs. Irina Offei Mrs Joyce Nyaunu
Academic Board	Chair- Prof. Stephen Alder Dr. Stephen Manortey Dr. Edward Sutherland Dr. Sandra Boatemaa Kushitor Dr. Millicent Ofori-Boateng Mr. Patrick Kuma Mr. Venatus Fosu KNUST Representative One Student's Representatives
Community Engagement Committee	Mr Patrick Kuma Co-Chair - Dr. Sandra Boatemaa Kushitor Dr. Millicent Ofori Boateng Janet Adneyo Evans Tetteh Tametey Jade German Co-Chair Mrs Irina Offei Ign. Philip Tetteh Padi Mr. Bismark Sarkodie
<b>AD- HOC COMMITTEE</b>	<b>MEMBERSHIP</b>
Graduation committee	Chair - Mr. Patrick Kuma Dr. Edward Sutherland Dr. Sandra Boatemaa Kushitor Mr. Edward Sam Mr. Stephen Amakye Mr. Patrick Umeh Mr. Felix Asem Mr. Michael Blay
Student Recruitment committee	Chair - Mr. Patrick Kuma Dr. Edward Sutherland (Faculty Representative) Ms. Mercy Obasi Miss Tabitha Oti-Akenten Mr. Michael Blay
COVID19 Safety Committee	Chair - Dr. Edward Sutherland Miss Rebecca Aku Ametepey Mr. Stephen Amakye Mr. Patrick Kuma

**2) Briefly describe which committee(s) or other responsible parties make decisions on each of the following areas and how the decisions are made:**

- **Degree requirements:**

The Academic Board, Quality Assurance and Accreditation Committee, and Admissions Committee are responsible for degree requirements. The Quality Assurance and Accreditation Committee through their research provides the Academic Board with the minimum degree requirements for the Masters of Public Health program. The Academic Board approves or ratifies the minimum entry requirements provided by the Quality Assurance Committee. The Admissions Committee explains the statutes and regulations of degree requirements provided by the Academic Board to potential students. They also vet transcripts, certificates and other academic documents submitted by potential students seeking admission at the College. The Quality Assurance Committee ensures that applicants who are recommended for admission meet the minimum requirements established by the Academic Board. Decisions regarding degree requirements are presented to the Board of Governors for ratification.

- **Curriculum design:**

The Academic Board regulates and approves the program of study. The Academic Board asserts the need for the mounting of a new curriculum and review of existing programs to meet market needs for training/educating professionals in that field. The Timetable Committee outlines the teaching and examination structure to suit the academic calendar. The Library Committee suggests academic resources/materials that are needed for the smooth running of the program. The Planning, Resource and Development Committee determines the human resource needs of running the programs. The Quality Assurance Committee audits all curriculum content and associated teaching, learning and assessment methods.

- **Student assessment policies and processes:**

At EGC, students' learning outcomes are measured with academic and practical skills. The committees responsible for student assessment policies and processes include the Academic Board, the Quality Assurance and Accreditation Committee, and the Disciplinary Committee. Each student is routinely assessed during the semester through class assignments/projects and at the end of each semester through the end-of-semester exams. The Quality Assurance Committee ensures that marking schemes are moderated by external moderators from the affiliate institution (KNUST) to ensure compliance with the established curriculum. The Quality Assurance and Accreditation Committee ensures that examinations are conducted without any malpractice. The Disciplinary Committee ensures that appropriate punishments or vindication of students are enforced should there arise an allegation of examination malpractice during students' assessment processes. It does the same in collaboration with the Students' Affairs Committee in reference to malpractice against the student code of conduct on campus as spelt out in the Students' Handbook. The Academic Board audits and ratifies all results as a true reflection of students' performance and recommends appropriate measures to ensure that all students are assessed fairly, and no individual student is given an undue advantage over others.

- **Admissions policies and/or decisions:**

The College operates a centralised admission structure with initial decisions made by the Admissions Committee. Prospective student enquiries are directed to the Admissions Committee or to faculty who have the appropriate course knowledge. The Admission Committee ensures the marketing and sales of academic programs, interviews applicants and issues qualified applicants with admission into the program. All decisions are made in accordance with the College's admissions regulations approved by the Academic Board in the college statutes. The Admissions Committee reports to the Academic Board. The Academic Board ensures that recommended applicants from the Admission Committee meet the standard requirements enlisted in the admissions policies. The Management Committee works together with the Quality Assurance and Accreditation Committee to ensure all processes are properly adhered to.

- Faculty/administrative staff recruitment and promotion:**  
 Appointments and promotions are managed by the Administrative Staff Appointments and Promotions Committee, and the Faculty Appointment and Promotions Committee. In the case of faculty promotions, the Faculty Appointment and Promotions Committee is empowered to make appointments and reappointments up to lecturer and analogous ranks and is charged to report to the Academic Board. The Committee receives applications for appointments and makes recommendations to the Academic Board for the appointments of Faculty of all ranks. The promotion of a faculty is finally ratified by KNUST's Academic Board. Regarding all other staff, the Administrative Staff Appointments and Promotions Committee reviews recommendations for appointment and promotion and reports to the Board of Governors.
- Academic research and service activities:**  
 The Research and Conference Committee assesses and makes submissions on student and Faculty research targets to the Academic Board for approval. Scholarship Committee vets individual research budgets and makes recommendations on funding support needed for their implementation. The Library Committee tracks and keeps records of academic research and service activities for both internal and public references. The Planning, Resource and Development Committee ensures that research and scholarly activities have appropriate resource allocation for approved research projects. The Publications Committee supports and promotes equitable, diverse, and open models of scholarly communication. This includes, though not restricted to, open-access publications, innovative publication formats and funding models. The Ethical Review Board checks the ethical considerations of research proposals and scholarly activities by students and faculty to safeguard them and their study participants.

**Table A1-2.** Functions addressed by the College Committees

Committee	Functions					
	Degree requirements	Curriculum design	Student assessment policies and processes	Admissions policies and/or decisions	Faculty /Administrative Staff recruitment and promotion	Academic, research and service activities
Management Committee				X		
Academic Board	X	X	X	X	X	X
Admissions Committee	X			X		
Faculty Appointments and Promotions Committee					X	
Research and Conference Committee						X
Administrative Staff appointment and promotions sub-committee					X	



Committee	Functions					
	Degree requirements	Curriculum design	Student assessment policies and processes	Admissions policies and/or decisions	Faculty /Administrative Staff recruitment and promotion	Academic, research and service activities
Scholarships committee						X
Library Committee		X				X
Disciplinary Committee			X			
Planning and Resource Committee		X				X
Publications Committee						X
Quality Assurance and Standards Accreditation Committee	X	X	X	X		
Student Affairs Committee			X			
Time-Table Committee		X				
Ethical Review Board						X

- 3) A copy of the bylaws or other policy documents that determine the rights and obligations of administrators, faculty, and students in the governance of the program.

Below is a list of such policy documents:

- A1 - (ERF-3) -Students' Handbook
- A1 - (ERF-4) -Staff's Conditions of Service
- A1 - (ERF-5) -MPH Program Handbook
- A1 - (ERF-6) -Ethics policy

- 4) Briefly describe how faculty contribute to decision-making activities in the broader institutional setting, including a sample of faculty memberships and/or leadership positions on committees external to the unit of accreditation.

EGC is currently a single-program college, so all decision-making activities jointly address the broader institution and the unit of accreditation. The committees and boards listed in this document jointly constitute all institutional and MPH Program bodies. Faculty members play

roles on these bodies as described elsewhere in this document and are formally referenced in **A1 - (ERF-2) ENSIGN Statutes**.

**5) Describe how full-time and part-time faculty regularly interact with their colleagues (self-study document) and provide documentation of recent interactions, which may include minutes, attendee lists, etc.**

EGC has six adjunct faculty for AY 2021-22, all recruited on an *as-needed basis* to teach specific courses relevant to their expertise. The adjunct faculty members are assigned to teach core and elective courses each semester and sometimes also contribute to advising students on their capstone/thesis research projects. All adjunct faculty members are invited to program meetings and Faculty-wide retreats. The contribution of adjunct faculty is valued on all issues of relevance to EGC. However, they cannot vote on students' graduation or personnel issues (recruitment, renewal, promotion). The adjunct faculty members are not required to attend a certain number of meetings or retreats per year. However, they must participate in all meetings that have implications on the specific courses they teach or are related to major curricular, policy, or procedural changes.

Examples of minutes of program meetings with adjunct faculty participation and invitations extended to the adjunct faculty for relevant meetings and faculty programs are provided in **A1 - (ERF-7)-Minutes with Adjuncts**.

**6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

**Strengths**

- EGC has robust governance strategies in place to ensure continuous, effective governance of educational, research, and service endeavours, with broad participation of the program's faculty, students, administrative staff, governing board, and relevant stakeholders. The mentoring institution's (KNUST) involvement in governance and academic functions at the College adds to the quality and relevance of the work performed by EGC.

**Challenges.**

- There are no observed challenges that would require clear action for improvement.

**Plans.**

- The College will maintain its ongoing and effective governance structures, which feature the active involvement of faculty, students, and others. Strategic planning and organisational change may be undertaken and implemented over the next years to attain autonomy from KNUST. As the college undergoes planned expansion in future years, the organizational and administrative structure will need to evolve to accommodate multiple academic programs.

**A2. Multi-Partner Programs (applicable ONLY if functioning as a “collaborative unit” as defined in CEPH procedures)**

Not Applicable



### A3. Student Engagement

Students have formal methods to participate in policy making and decision-making within the program, and the program engages students as members of decision-making bodies whenever appropriate.

- 1) **Describe student participation in policy-making and decision-making at the program level, including identification of all student members of program committees over the last three years, and student organizations involved in program governance.**

The Ensign Global Student Representative Council (ESRC) is elected once a year in November by the student body at EGC as consistent with the College's by-laws and SRC constitution. The ESRC consists of six members: President, Vice-President, General Secretary, Organizer, Treasurer, and Gender Commissioner. The ESRC participates in EGC governance by selecting their President or a representative to serve on the Ensign Academic Board, which discusses issues of relevance to the EGC student body as a whole (e.g., academic issues, tuition fees, financial aid, requests from SRCs, library resources, etc.). The students have voting rights at the Academic Board Meeting. For example, ESRC advocated for an SRC Week celebration (a week with student-led activities such as seminars on career building, games, and sporting activities) which have been implemented. Also, for each year, the examination time schedule is revised in consultation with students to solicit their views and inputs. In addition to other graduate students, these representatives also serve on the Disciplinary Board and Graduation Committee.

The ESRC Executive Committee (Cabinet) discusses student issues guided by a faculty advisor selected by EGC. The Executive Committee of the ESRC meets three times a year. The College President frequently solicits the input of the SRC on key issues of relevance to them. The ESRC also meets with the President, Faculty, and Registrar to request and follow up on specific issues during the ESRC General Council which happens twice a year. For example, the Registry provided a working office for graduate students in 2020 based on a request by the ESRC graduate representatives. The ESRC organises student social activities. EGC assists with ESRC funds management through its Finance unit. The ESRC is registered with the Graduate Students Association of Ghana (GRASAG) to strengthen the organization and provide more opportunities to network with students across the county. The affiliation with GRASAG also enables ESRC to conform to standardised norms and values of Ghanaian graduate students. The affiliation also enables access to bursaries and grants provided by the Ghana Scholarship Secretariat.

More information related to Graduate Student activities can be found at:

<https://www.ensign.edu.gh/students-affairs/>

ESRC Faculty Advisor: Dr. Edward Kofi Sutherland

**Table A3-1. ESRC Executive Members 2019-22**

Position	2019-20	2020-21	2021-22
President	Henry Stephen Afakorzi	Francis Dzaka	Florence Mensah
Vice President	Sonita Twum-Barima	Yaw Osei Owusu	Emmanuel Arko
General Secretary	Lauretta Eloh-Donkor	Louisa Osei Bonsu	Ursula Frempong
Treasurer	Angela Agor	Kuklui Gavua	Elizabeth Sackey

Organizer	Ama Korantema Owusu-Darko	Frank Ofori	Joanna Anorkor
Gender Commissioner	Victoria Partey- Newman	Philomina Odoom	Sharon Davson

- 2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

### **Strengths**

- Students' governance structure within the College is determined by the Statutes. Students are represented on committees as guided by this document. Students have several formal and informal ways of participating in policymaking and decision-making within the program. The College practices an "open-door" policy, a management style that encourages students to visit with faculty and other institutional leaders with questions, concerns, and inputs that could help improve the general performance of the college. Students could also email faculty and other staff members with their concerns and questions or book an appointment for sessions to address their concerns and register their inputs. At the end of each academic year, graduating students take surveys to share feedback on their experiences at the College as well as make suggestions for improvements.

### **Weaknesses**

- There are no observed challenges observed with this criterion.

### **Plans for Improvements**

- The ESRC will work with EGC to review its constitution on a regular basis. The ESRC will ensure continuous engagement and synergy with the Graduate Students Association of Ghana (GRASAG).

#### **A4. Autonomy of Schools of Public Health**

Not Applicable

#### **A5. Degree offerings in Schools of Public Health**

Not Applicable





# Section B





## B1. Guiding Statements

The program defines a *vision* that describes how the community/world will be different if the program achieves its aims.

The program defines a *mission statement* that identifies what the program will accomplish operationally in its instructional, community engagement and scholarly activities. The mission may also define the program's setting or community and priority population(s).

The program defines *goals* that describe strategies to accomplish the defined mission.

The program defines a statement of *values* that informs stakeholders about its core principles, beliefs, and priorities.

- 1) The program's vision, mission, goals, and values.

### **Department of Community Health's Vision**

The program's vision is to be renowned in Ghana, throughout Africa, and across the globe for developing innovative leaders with the highest levels of competency and professionalism who engage communities to foster conditions that promote health and advance entrepreneurship in the science and practice of public health.

### **Department of Community Health's Mission**

The mission of the Department of Community Health is to operate public health educational programs that prioritise leadership, professionalism, and innovation; to engage in research activities that seek to find better ways to improve the health and wellbeing of communities; and to engage with valued partners to translate knowledge and capacity into positive impacts on health in Ghana, throughout Africa, and around the globe.

### **Department of Community Health's Values**

- **Leadership:** We believe in motivating, inspiring, and encouraging health-promoting lifestyles for the prosperity of people and communities.
- **Innovation:** We are committed to embracing collective, transdisciplinary action to respond to emerging and existing health challenges through value-creating public health entrepreneur researchers and practitioners.
- **Community Engagement:** We believe in empowering communities to make sound health decisions.
- **Professionalism:** We are committed to the highest levels of competency, integrity, and professional ethics in our field.
- **Equity and Justice:** We believe in equity among people; our work is oriented to enhance health equity and social justice by focusing on underserved communities and populations.

## Department of Community Health's Goals

The program's goals that describe our mission includes:

1. *Innovation and Entrepreneurship in Public Health Training*
  - To promote excellence in public health education and research through engaging and innovative teaching and learning environment.
  - To promote translation of public health knowledge into effective, sustainable, and scalable solutions.
2. *Community Engagement*
  - To create the opportunity for each student to apply public health practice through co-creation project(s) with communities and stakeholders.
  - To actively involve students, faculty, and community stakeholders in the program's decision-making processes.
  - To strive for diversity and inclusion through recruitment and retention of the program applicants, student body, staff, and faculty.
3. *Leadership and Professionalism in Public Health Practice*
  - To encourage leadership and professionalism in practice by advancing evidence-based public health practice in Ghana and in the West Africa region.

2) *If applicable, a program-specific strategic plan or other comparable document.*

### **B1 - (ERF-1)- ENSIGN Strategic Plan**

3) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

#### **Strengths**

- The Vision and Mission of the Department were developed through the involvement of all stakeholders (Faculty, Staff, Students, Alumni and Community Stakeholders). This shall be revisited periodically at the time of self-study. Our recent stakeholders' meeting included an extensive discussion of the mission/vision statements of the program.

#### **Weaknesses**

- None at this time.

#### **Plans for Improvement:**

- We plan to revise the Vision and Mission statements based on our achievements, stakeholder feedback, changes in priorities and public health challenges in the region. The process will be inclusive and informed by the input of all stakeholders. For example:
  - The Ensign Community Engagement Committee meets twice a year in February and in October. The meeting provides input into the vision, mission and community activities of the department. These meetings inform our community engagement activities.
  - Each second semester, the ANEG Foundation (a local NGO), Development Queen Mother of the Lower Manya Krobo Traditional Council and the Health Promotion Officer of the Lower Manya Municipal Health Service are invited to provide priority community engagement activities for the October Breast Cancer Awareness advocacy, Mental Health Day and Manye Festival.

## B2. Evaluation and Quality Improvement

The program defines and consistently implements an evaluation plan that fulfills the following functions:

- includes all measures listed in Appendix 1 in these Accreditation Criteria
  - provides information that allows the program to determine its effectiveness in advancing its mission and goals (as defined in Criterion B1)
    - Measures must capture all aspects of the unit's mission and goals. In most cases, this will require supplementing the measures captured in Appendix 1 with additional measures that address the unit's unique context.
  - defines a process to engage in regular, substantive review of evaluation findings, as well as strategic discussions about their implications
  - allows the program to make data-driven quality improvements e.g., in curriculum, student services, advising, faculty functions, research and extramural service, and operations, as appropriate
- 1) Present an evaluation plan in the format of Template B2-1 that lists the following for each required element in Appendix 1:
- a. the specific data source(s) for each listed element (e.g., alumni survey, student database)
  - b. a summary of the method of compiling or extracting information from the data source
  - c. the entity or entities (generally a committee or group) responsible for reviewing and discussing each element and recommending needed improvements, when applicable
  - d. the timeline for review (e.g., monthly, at each semester's end, annually in September)

**Template B2-1** Data sources for listed elements

<i>Measures</i>	<i>Criteria or Template</i>	<i>Data source &amp; method of analysis</i>	<i>Who has review &amp; decision-making responsibility?</i>	<i>Does it measure Goal 1?</i>	<i>Does it measure Goal 2?</i>	<i>Does it measure Goal 3?</i>
<i>Student enrollment</i>	<i>Intro-2</i>	<i>Registry compiles data from the Enrollment Activity Tracking System and submits it to the Admissions committee for selection interviews of candidates to the program. This system monitors students' backgrounds throughout the enrollment process. The dataset provides information on how many people applied, and how many were accepted and enrolled in the college which is analysed quantitatively. By using this tracker, the college is able to determine applicants who meet the entry requirements established by the Academic Board and who can benefit most from our education to advance leadership and professionalism within public health practice.</i>	<i>Admissions Committee</i>		<i>x</i>	<i>x</i>
<i>Unit-defined Goal 1: Innovation and Entrepreneurship in Public Health Training</i>	<i>B2-1</i>					
<i>Unit measure 1.1: Semester based seminars on innovation and entrepreneurship with distinguished facilitators and an assessment of student's reflections of the seminar.</i>	<i>B2-1</i>	<i>Registry compiles a list of seminar facilitators and topics from the seminar schedules as well as students' reflections for each seminar. The feedback from students' reflections is analysed to assess the impact which informs the next topics and facilitators for the next seminars.</i>	<i>Quality Assurance and Accreditation Committee</i>	<i>x</i>		
<i>Unit measure 1.2. Promote student participation in faculty-led research.</i>	<i>B2-1</i>	<i>The Head of Programs compiles a list of students involved in faculty research from the faculty research database annually. The faculty advertises students' research positions from faculty projects.</i>	<i>Quality Assurance and Accreditation Committee</i>	<i>x</i>	<i>x</i>	
<i>Unit measure 1.3. Promote the use of innovative learning space and software upgrades</i>	<i>B2-1</i>	<i>The Head of Program compiles records from faculty meeting minutes (agenda item) on the use of innovative learning space by faculty each semester. The data are qualitatively assessed on how the space could help promote classroom listening, presentations, and collaborations. The findings help inform decisions on how to improve the teaching/ learning space at the college.</i>	<i>Planning, Resource and Development Committee</i>	<i>x</i>		

<i>Measures</i>	<i>Criteria or Template</i>	<i>Data source &amp; method of analysis</i>	<i>Who has review &amp; decision-making responsibility?</i>	<i>Does it measure Goal 1?</i>	<i>Does it measure Goal 2?</i>	<i>Does it measure Goal 3?</i>
Unit measure 1.4. Annually increase inter-disciplinary research proposals submitted leading to grants and contracts awarded	B2-1	<i>The Head of Program compiles a list of all grants and scholarship proposals submitted by faculty from the Ensign Global Records Database (the College's Faculty activities data template) at the end of each semester. It helps to identify grant/scholarship application challenges being faced by faculty. The analysis informs new focal areas of interdisciplinary collaborations and training that support grantsmanship.</i>	<i>Quality Assurance and Accreditation Committee</i>	x		x
<i>Unit-defined Goal 2 : Community Engagement</i>	B2-1					
Unit-defined measure 2.1: To actively involve students, faculty, and community stakeholders in the program's decision-making processes.	B2-1	<i>The Registry compiles minutes from decision-making fora such as Academic Board meetings, Community Engagement Council meetings, Graduation Committee meetings, reports from staff, students, etc., in the Minutes Database. Data are analysed qualitatively to review the level of active involvement of all stakeholders (students, faculty, and community stakeholders), and the inclusion of their recommendations in program governance.</i>	<i>Quality Assurance and Accreditation Committee</i>		x	
Unit defined measure 2.2: Sustain and strengthen community based participatory projects annually.	B2-1	<i>Registry retrieves from the Ensign Global records and the experiential database a list of Faculty and staff engagement activities. The data are analysed quantitatively. Student's Applied Practical Experience, Leadership Corp, and Assessors' reports are used to examine students' community-based projects. The reports are analysed qualitatively. Feedback from findings helps to ascertain the sustenance and level of community-based participatory projects annually. The feedback also serves as a needs assessment which informs the establishment of formal relationships with organisations involved with public health programs in Ghana.</i>	<i>Quality Assurance and Accreditation Committee</i>		x	

<i>Measures</i>	<i>Criteria or Template</i>	<i>Data source &amp; method of analysis</i>	<i>Who has review &amp; decision-making responsibility?</i>	<i>Does it measure Goal 1?</i>	<i>Does it measure Goal 2?</i>	<i>Does it measure Goal 3?</i>
Unit-defined measure 2.3 To increase diversity (gender, ethnicity, religion, nationality, rural/urban) and inclusion through recruitment and retention of its applicants, students, staff, and faculty annually.	B2-1	<i>Registry compiles data on the sociodemographic characteristics of the staff and students at the college using the 'Staff Biodata' and student admission forms. The data from the assessment are analysed quantitatively which allows for efforts targeted at ensuring under-represented ethnicities, religions, nationalities, and other groupings of note are fairly allowed to be part of the Ensign community. Data are evaluated and recommendations made by the management committee to enhance diversity of applicants, students, staff, and faculty.</i>	Management Committee		x	
Unit measure 2.4: Provide persuasive communications of public health problems and solutions to increase public awareness.	B2-1	<i>The Librarian compiles a list of Ensign College affiliated publications including open access publications, newspaper publications, and audio and video media. These are assessed qualitatively and quantitatively to enhance the college's public health awareness and communication strategy.</i>	Publication Committee	x	x	x
<i>Unit-defined Goal 3: Leadership and Professionalism in Public Health Practice</i>	B2-1					
Unit measure 3.1 Encourage and maintain collaboration with other universities and organizations in Ghana, the region, and globally	B2-1	<i>The Registry compiles a list of professional and institutional affiliations of Ensign Faculty collaborators from the Ensign Records Database annually. This information is analysed both qualitatively and quantitatively to ascertain the level of mutually beneficial and progressive collaborations aimed at the development of evidence-based public health practice. This serves as a needs assessment to establish and foster new relations both locally and internationally.</i>	Management Committee			x



<i>Measures</i>	<i>Criteria or Template</i>	<i>Data source &amp; method of analysis</i>	<i>Who has review &amp; decision-making responsibility?</i>	<i>Does it measure Goal 1?</i>	<i>Does it measure Goal 2?</i>	<i>Does it measure Goal 3?</i>
<i>Unit measure 3.2 Increase student participation in community leadership activities</i>	<i>B2-1</i>	<i>The Leadership Corps Coordinator compiles students' reports from the Ensign Records Database on assigned activities within the semester. The data are analysed quantitatively to assess the level of participation and promote established relationships with communities and institutions involved for future Leadership Corp and public health activities.</i>	<i>Students Affairs Committee</i>			<i>x</i>
<i>Unit measure 3.3 Encourage each faculty member to conduct at least one (1) presentation at regional/ international conferences per year</i>	<i>B2-1</i>	<i>The Head of the Program annually compiles evidence of conference participation through the Faculty Activity survey in the Ensign Global Records Database. The data are quantitatively analysed. The findings inform budgeting for conference sponsorships and scouting for conferences for faculty.</i>	<i>Quality Assurance and Accreditation Committee</i>			<i>x</i>
<i>Unit measure 3.4 Leadership based seminars with community participation</i>	<i>B2-1</i>	<i>The Special Programs Coordinator annually compiles a list of all leadership-focused seminars conducted with community participation from the Special Programs' database. The data are analysed quantitatively and qualitatively. The feedback from the analysis will inform the choice of topics and presenters for the subsequent year.</i>	<i>Quality Assurance and Accreditation Committee</i>			<i>x</i>
<i>Unit measure 3.5: Encourage faculty to publish at least 3 articles in peer reviewed journals per year</i>	<i>B2-1</i>	<i>The Librarian compiles a list of faculty peer-reviewed publications from the Ensign Records Database annually. This is part of the requirements of GTEC and for the purposes of faculty appointment and promotion with our mentoring institution KNUST. The information is also analysed both qualitatively and quantitatively to assess the level and impact of faculty contribution to addressing public health practice in Ghana and the region.</i>	<i>Publications Committee</i>	<i>x</i>		<i>x</i>

<i>Measures</i>	<i>Criteria or Template</i>	<i>Data source &amp; method of analysis</i>	<i>Who has review &amp; decision-making responsibility?</i>	<i>Does it measure Goal 1?</i>	<i>Does it measure Goal 2?</i>	<i>Does it measure Goal 3?</i>
<i>At least three specific examples of improvements undertaken in the last three years based on the evaluation plan. At least one of the changes must relate to an area other than the curriculum</i>	<i>B2-2</i>					
<i>Semester based seminars on innovation and entrepreneurship with distinguished facilitators and an assessment of student's reflections of the seminar.</i>	<i>B2-2</i>	<i>Data from student surveys and reflections on seminars conducted in previous semesters showed the need for seminars on entrepreneurship and innovation.</i>	<i>Quality Assurance and Accreditation Committee</i>	<i>x</i>		
<i>Diversity (gender, ethnicity, religion, nationality, rural/urban) and inclusion through recruitment and retention of EGCs applicants, students, staff and faculty annually.</i>	<i>B2-2</i>	<i>The analysis of the Ensign Global Biodata showed the need to recruit full-time female faculty to improve the gender balance of faculty. In 2021, two full-time female faculty members were recruited.</i>	<i>Management Committee</i>		<i>x</i>	
<i>Leadership based seminars with community participation</i>	<i>B2-2</i>	<i>The Special Programs' Coordinator conducted evaluations on all seminars organised over the past year involving community participation and provided a written report. Recommendations from the report informed the intensification of advertisements for such engagements.</i>	<i>Quality Assurance and Accreditation Committee</i>			<i>x</i>
<i>Graduation rates</i>	<i>B3-1</i>	<i>Registry compiles data on Graduation from the program at the end of every academic year. The data are analysed quantitatively to support the implementation of plans for student recruitment for the subsequent academic year. This helps the institution to also assess its contribution to public health practice and development in the areas of leadership and professionalism.</i>	<i>Academic Board</i>			<i>x</i>

<i>Measures</i>	<i>Criteria or Template</i>	<i>Data source &amp; method of analysis</i>	<i>Who has review &amp; decision-making responsibility?</i>	<i>Does it measure Goal 1?</i>	<i>Does it measure Goal 2?</i>	<i>Does it measure Goal 3?</i>
<i>Post-graduation outcomes (e.g., employment, enrollment in further education)</i>	<i>B4-1</i>	<i>Alumni Survey records are compiled by the Registry annually. These are analysed quantitatively and qualitatively to assess the quality, progress and contribution of the Alumni to the public health workforce in the areas of leadership and professional practice locally and internationally. This information helps in the review of the curriculum to promote and advance needed evidence-based public health practice and leadership competencies in current students.</i>	<i>Quality Assurance and Accreditation Committee</i>			<i>x</i>
<i>Actionable data from recent alumni on their self-assessed preparation for post-graduation destinations</i>	<i>B5</i>	<i>Registry compiles data from the Alumni survey and qualitative interview records (in-depth/focus group) every two years. This helps to track Alumni's preparedness for their career in the field of Public Health and informs new topics to teach to take out redundancy in the curriculum.</i>	<i>Quality Assurance and Accreditation Committee</i>			<i>x</i>
<i>Budget table</i>	<i>C1-1</i>	<i>The Head of Finance compiles all budget records annually. The components of the budget are assessed in terms of appropriateness, utilisation, and disbursement of allocated funds for all activities related to the program's goals (Innovation and entrepreneurship in public health training; community engagement and leadership and professionalism in public health practice). The analysis informs areas of the program that needs bigger allocation or otherwise.</i>	<i>Management Committee</i>	<i>x</i>	<i>x</i>	<i>x</i>
<i>Student perceptions of faculty availability</i>	<i>C2</i>	<i>The Registry compiles and quantitatively analyses students' perception of faculty availability and performance at the end of each semester using the Faculty and Course Evaluation forms. Feedback from the analysis is shared with the respective faculty members to review their office hours and indicate the changes to students. In the case where the lecturer's unavailability is due to the workload, the Head of Program redistributes faculty workload assignments.</i>	<i>Quality Assurance and Accreditation Committee</i>	<i>x</i>	<i>x</i>	

<i>Measures</i>	<i>Criteria or Template</i>	<i>Data source &amp; method of analysis</i>	<i>Who has review &amp; decision-making responsibility?</i>	<i>Does it measure Goal 1?</i>	<i>Does it measure Goal 2?</i>	<i>Does it measure Goal 3?</i>
<i>Student perceptions of class size &amp; relationship to learning</i>	C2	<i>Faculty and Course evaluation forms are compiled by Registry each semester from the Course Evaluation Database. The data are analysed quantitatively. The findings inform physical infrastructure development and teaching mode. The findings inform the establishment of recommendations with strategies for implementation to improve teaching and learning, the learning environment and ultimately learning outcomes.</i>	Quality Assurance and Accreditation Committee		x	
<i>List of all faculty members, which concentrations they support &amp; their FTE allocation to the unit as a whole</i>	C2-1, E1-1, E1-2	<i>The Registry compiles the list of faculty members, the concentrations they support, and their FTE allocation to the unit as a whole from the Ensign Global Records Database. It quantitatively and qualitatively analyses this information each semester. The findings assist in the recruitment of needed faculty for relevant concentrations and equitable distribution of FTEs to facilitate productivity, leadership and professional practice in public health.</i>	Quality Assurance and Accreditation Committee			x
<i>Ratios for student academic advising (all degree levels)</i>	C2-2	<i>The Registry compiles data on student academic advising from faculty advising assessment records within the Ensign Records Database each semester. The data are analysed quantitatively to review the Faculty to students ratio, assess the level of academic advising services offered to students, and its possible impact on the progress of students' excellence and academic performance.</i>	Quality Assurance and Accreditation Committee	x		

<i>Measures</i>	<i>Criteria or Template</i>	<i>Data source &amp; method of analysis</i>	<i>Who has review &amp; decision-making responsibility?</i>	<i>Does it measure Goal 1?</i>	<i>Does it measure Goal 2?</i>	<i>Does it measure Goal 3?</i>
<i>Ratios for supervision of MPH Integrated Learning Experience</i>	<i>C2-2</i>	<i>Registry compiles data on student thesis supervision each semester through the Faculty Activity survey in the Ensign Records Database. The data are analysed quantitatively. The findings provide feedback information relating to the program's goals (innovation and entrepreneurship; community engagement and leadership and professionalism) inculcated through the MPH ILE. The principal faculty assigned and research interests for ILE supervision are reviewed, and then the ratios of students for supervision are also monitored.</i>		<i>x</i>	<i>x</i>	<i>x</i>
<i>Count, FTE (if applicable), and type/categories of staff resources</i>	<i>C3-1</i>	<i>The Registry compiles the staff count, sociodemographic characteristics, FTE, and type/categories of staff resources for the program from the Ensign Global Records Database. It quantitatively and qualitatively analyses this information each year. The findings inform the recruitment of diversified staff needed for various roles and for equitable distribution of FTEs to facilitate productivity and advance leadership and professional practice in public health within the program.</i>	<i>The Management Committee</i>		<i>x</i>	<i>x</i>
<i>Faculty participation in activities/resources designed to improve instructional effectiveness (maintain ongoing list of exemplars)</i>	<i>E3</i>	<i>Registry compiles from the Ensign Global Records Database faculty attendance and participation in conferences, seminars and workshops related to the improvement of instructional effectiveness annually. Instructional effectiveness again is assessed based on the use of information technology resources such as STATA, Atlas.ti, Google Classroom, and other techniques learnt from these faculty participation activities. These data are collected from the course outline and course evaluations. The data are qualitatively assessed to measure innovation in teaching, application of public health concepts and promote professionalism.</i>	<i>Quality Assurance and Accreditation Committee</i>	<i>x</i>	<i>x</i>	<i>x</i>

<i>Measures</i>	<i>Criteria or Template</i>	<i>Data source &amp; method of analysis</i>	<i>Who has review &amp; decision-making responsibility?</i>	<i>Does it measure Goal 1?</i>	<i>Does it measure Goal 2?</i>	<i>Does it measure Goal 3?</i>
<i>Faculty currency &amp; instructional technique measure 1: Review of Course Outline:</i>	<i>E3</i>	<i>The Head of Program compiles all course outlines from the Faculty at the beginning of the semester. The course outlines are reviewed qualitatively to assess conformity with the proposed competencies and the appropriateness of the assessment tools employed for the course. Qualitative analysis of the KNUST moderation and promotion reports are also used to assess the currency of the course outline. These assessments help to improve innovative teaching and instructional effectiveness towards excellence in public health education.</i>	<i>Quality Assurance and Accreditation Committee</i>	<i>x</i>		<i>x</i>
<i>Faculty currency &amp; instructional technique measure 2: Students' Course Evaluation</i>	<i>E3</i>	<i>Registry compiles all students' evaluations at the end of each academic semester on faculty instructional effectiveness and currency. Faculty currency is measured quantitatively using the faculty and course evaluation database, and the Ensign Records Database</i>	<i>Quality Assurance and Accreditation Committee</i>			<i>x</i>
<i>Faculty currency &amp; instructional technique measure 3: Participation in Conferences/workshops/seminars</i>	<i>E3</i>	<i>Registry compiles from the Ensign Global Records Database faculty attendance and participation in conferences, seminars, and workshops annually. Particularly, conferences on current trends and discussions in their areas of instructional responsibilities. Their level of involvement at these events are reviewed in terms of serving as a facilitator, presenter (oral and poster), or in other capacities. These are assessed quantitatively and qualitatively to inform currency and contribution to the advancement of evidence-based practice. The analysis also focuses on whether they are attending national or international conferences; disciplinary or multidisciplinary conferences; and the affiliation of collaborators listed in the conference presentation.</i>	<i>Quality Assurance and Accreditation Committee</i>			<i>x</i>

<i>Measures</i>	<i>Criteria or Template</i>	<i>Data source &amp; method of analysis</i>	<i>Who has review &amp; decision-making responsibility?</i>	<i>Does it measure Goal 1?</i>	<i>Does it measure Goal 2?</i>	<i>Does it measure Goal 3?</i>
<i>Faculty research/scholarly activities with connections to instruction (maintain ongoing list of exemplars)</i>	<i>E4</i>					
Faculty scholarship measure 1 Percent of primary faculty participating in research activity	E4-1	<i>Registry compiles annual records on research activities of primary faculty from the Ensign Global Records Database. The data is quantitatively analysed to assess the faculty members' currency in line with their area of research and as well discussed to identify their challenges in carrying out research to find avenues to support them in this regard. These assessments are done to promote and enhance professionalism among faculty members in research and teaching.</i>	<i>Quality Assurance and Accreditation Committee</i>			<i>x</i>
Faculty scholarship measure 2 Number of articles published in peer-reviewed journals	E4-1	<i>The Librarian compiles annual records on the number of articles published in peer-reviewed journals by primary faculty in the Ensign Global Records Database. The data is analysed quantitatively to assess if faculty is meeting the set goal of at least three (3) peer-reviewed publications per year. It is used as a measure for faculty promotions. The gathered data are also shared with the national accreditation body (Ghana National Tertiary Commission) on yearly basis.</i>	<i>Quality Assurance and Accreditation Committee</i>			<i>x</i>
Faculty scholarship measure 3 Number of students supervised	E4-1	<i>The Registry compiles the number of students advised by each faculty through the Faculty Activity Survey in Ensign Record Database annually. The data are analysed quantitatively to ensure that faculty are not overloaded with student advising duties. The analysis is used for quality assurance. The thesis supervised by each faculty is examined by internal and external examiners. The examination report of the examiners is shared with the faculty for quality improvement. The data is also used for faculty promotion.</i>	<i>Quality Assurance and Accreditation Committee</i>			<i>x</i>

<i>Measures</i>	<i>Criteria or Template</i>	<i>Data source &amp; method of analysis</i>	<i>Who has review &amp; decision-making responsibility?</i>	<i>Does it measure Goal 1?</i>	<i>Does it measure Goal 2?</i>	<i>Does it measure Goal 3?</i>
<i>Faculty extramural service activities with connections to instruction (maintain ongoing list of exemplars)</i>	<i>E5</i>					
<i>Faculty service measure 1 Membership in local, national, and international organisations and on boards</i>	<i>E5</i>	<i>Registry annually compiles data on Faculty membership in local, national, and international organisations and boards from the Ensign Global Records Database. The data are analysed quantitatively to assess faculty involvement in serving both at the local and international levels besides the immediate work environment. The findings from the analysis are used during Faculty Work appraisal meetings to encourage preparations towards promotions.</i>	<i>Quality Assurance and Accreditation Committee</i>			<i>x</i>
<i>Faculty service measure 2 Engagement in facilitating workshops/ extension work</i>	<i>E5</i>	<i>Registry compiles the number of workshops organised with faculty contribution each year through the Ensign Records Database. The data are analysed quantitatively and qualitatively to assess the leadership roles and effort activities of EGC Faculty towards achieving the goals of the specific workshop (both local and international).</i>	<i>Quality Assurance and Accreditation Committee</i>		<i>x</i>	<i>x</i>
<i>Faculty service measure 3 Reports on faculty member involvement as external instructors</i>	<i>E5</i>	<i>Registry compiles from the Faculty Activity Survey in the Ensign Records Database faculty timesheets which record extramural service activities as external instructors/guest lecturers at local/international institutions annually. The data are analysed quantitatively and help assess faculty contribution to the advancement of public health.</i>	<i>Quality Assurance and Accreditation Committee</i>			<i>x</i>



<i>Measures</i>	<i>Criteria or Template</i>	<i>Data source &amp; method of analysis</i>	<i>Who has review &amp; decision-making responsibility?</i>	<i>Does it measure Goal 1?</i>	<i>Does it measure Goal 2?</i>	<i>Does it measure Goal 3?</i>
<i>Actionable data (quantitative and/or qualitative) from employers on graduates' preparation for post-graduation destinations</i>	<i>F1</i>	<i>Registry compiles data from the Ensign Records Database on graduates' preparation for post-graduate destinations (Employers' Assessments). The data are collected biennially from employer surveys and interviews. Both quantitative and qualitative analyses are conducted to assess the gaps in the expected skill sets required for various post-graduate destinations and the actual skill sets our graduates present. These assessments are used to improve the professional skills of current students to meet the expectations of the job market.</i>	<i>Quality Assurance and Accreditation Committee</i>			<i>x</i>
<i>Feedback from external stakeholders on changing practice and research needs that might impact unit priorities and/or curricula</i>	<i>F1</i>	<i>Registry compiles minutes and assessment feedback reports from external stakeholders (Community Engagement Committee; GTEC, KNUST) each year. These are qualitatively assessed to inform the unit's priorities/curricula in relation to public health practice and research needs.</i>	<i>Quality Assurance and Accreditation Committee</i>		<i>x</i>	<i>x</i>
<i>Feedback from stakeholders on guiding statements and ongoing self-evaluation data</i>	<i>F1</i>	<i>Registry compiles minutes and assessment feedback from the various stakeholders including the Board of Governors, Community Engagements Committee, and the student body on their inputs to the guiding statements of the program. These reports are qualitatively analysed to create the opportunity for stakeholders' involvement in the program's decision-making.</i>	<i>Quality Assurance and Accreditation Committee</i>		<i>x</i>	<i>x</i>

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?	Does it measure Goal 2?	Does it measure Goal 3?
	F2	<i>The Registry compiles data on faculty-led projects that students are involved at the end of each year (eg. Obesity and overweight project at Ayermesu, Autism and health literacy study, Breast &amp; Cervical Cancer Awareness programs; Health Talks on Radio, Menstrual Hygiene Education in schools; Community Health Screening, Leadership Corp, etc.) from the Ensign Global Records Database. The data are analysed quantitatively to assess the impact on participatory populations and to strategize for future community-based projects.</i>	Quality Assurance and Accreditation Committee		x	x
<i>Current educational and professional development needs of self-defined communities of public health workers (individuals not currently enrolled in unit's degree programs)</i>	F3	<i>The current professional and developmental needs of healthcare personnel are identified qualitatively. For example, some needs have been identified through the College's involvement with public health organisations such as the national and municipal levels of the Ghana Health Service, University of Oxford, and the African Futures Institute. Also, needs are identified through the Ministry of Health's strategic plan and program of work. The College design training programs with the partners based on the needs identified. The Special Programs Coordinator records and compiles evidence on all events with professionals.</i>	Management Committee		x	x
<i>Continuing education events presented for the external community, with a number of non-student, non-faculty attendees per event (maintain ongoing list)</i>	F3-1	<i>The Registry compiles data from the Ensign Global Records Database on continuing education events for professionals annually. The data are assessed both quantitatively and qualitatively to inform the EGCs contribution to leadership and professional practice in advancing evidence-based public health practice in Ghana and the sub-region.</i>	Management Committee			x

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?	Does it measure Goal 2?	Does it measure Goal 3?
Student and faculty (staff, if applicable) perceptions of unit's climate regarding diversity & cultural competence	G1	<p>The Registry annually compiles data from the Ensign Global Records database on the perceptions of students on diversity with respect to the student body (gender, ethnicity and nationality) and the curriculum. The data are collected quantitatively through student bio-data, and course evaluations. The data are assessed to promote a conducive learning environment that prepares students with broad competencies in these areas, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.</p> <p>The Registry annually compiles data from the staff bio-data and diversity survey to assess diversity (gender, ethnicity and nationality) among Faculty and staff to enrich and accommodate the diversity and differences in the cultural background of the population within the institution.</p>	Quality Assurance and Accreditation Committee		x	
Student satisfaction with academic advising	H1	Registry compiles data from the Ensign Records Database at the end of each semester on surveys administered to students to assess their level of satisfaction on academic advising services offered to them by assigned Advisors. The data are analysed both quantitatively and qualitatively to ascertain ways to improve the service level for students in the future.	Quality Assurance and Accreditation Committee			x
Student satisfaction with career advising	H2	Registry compiles data from the Ensign Records Database at the end of each semester on career advising. This is analysed qualitatively to examine students' perceptions of the benefits they have derived from the career advising services and the career opportunities shared with them by the faculty. This helps inform EGCs contribution towards students' leadership and professional practice in advancing evidence-based public health practice in Ghana and the sub-region.	Student Affairs committee			x

<i>Measures</i>	<i>Criteria or Template</i>	<i>Data source &amp; method of analysis</i>	<i>Who has review &amp; decision-making responsibility?</i>	<i>Does it measure Goal 1?</i>	<i>Does it measure Goal 2?</i>	<i>Does it measure Goal 3?</i>
<i>Events or services provided to assist with career readiness, job search, enrollment in additional education, etc. for students and alumni (maintain ongoing list of exemplars)</i>	<i>H2</i>	<i>The Special Programs Coordinator compiles data from the Ensign Records Database on events and services organised for students and alumni on career progressions such as Career Fair and Graduate Seminars and Lectures. Invited resource personnel are strategically selected from industry to help students make career decisions. Special Programs Coordinator shares and collects data on published job opportunities with alumni and recommends qualified alumni to fill those spots. Special Programs Coordinator also places random calls to alumni to collect data on their engagement with work. These data are qualitatively analysed to assert industry readiness of alumni and students in the program.</i>	<i>Student Affairs committee</i>		<i>x</i>	<i>x</i>
<i>Number of student complaints filed (and info on disposition or progress)</i>	<i>H3</i>	<i>Registry compiles reports from complaint forms and course evaluations. Registry also enables students to bring up any dissatisfaction with any service provided by faculty and staff of EGC. This data is qualitatively analysed and issues that demand immediate attention are directed to the appropriate staff or faculty for solutions.</i>	<i>Student Affairs committee</i>		<i>x</i>	
<i>Percentage of newly matriculating students with previous health- or public health-related experience</i>	<i>H4</i>	<i>Registry compiles data from students' Admissions and Biodata Forms to assess the number of incoming students with previous health or public health-related background. Analysis of these data helps faculty adjust and model teaching style to help all students cope with the lectures and enjoy the educational experience at EGC.</i>	<i>Admissions Committee</i>	<i>x</i>		

<i>Measures</i>	<i>Criteria or Template</i>	<i>Data source &amp; method of analysis</i>	<i>Who has review &amp; decision-making responsibility?</i>	<i>Does it measure Goal 1?</i>	<i>Does it measure Goal 2?</i>	<i>Does it measure Goal 3?</i>
<i>Number of diversified recruitment advertisements annually</i>	<i>H4</i>	<i>Registry compiles data from the Ensign Records Database on advertisement avenues for student recruitment. The data are qualitatively and quantitatively collected from the reports of the students' recruitment committee (ad hoc marketing and publicity committee). The data are analysed to assess the effectiveness of the different modes of advertisements employed for recruiting students.</i>	<i>Admissions Committee</i>		<i>x</i>	<i>x</i>
<i>Percentage student admissions criteria of at least a Second-Class lower division</i>	<i>H4</i>	<i>Registry compiles students' biodata from student admission forms. The number of students with Second Class Lower is confirmed by KNUST before admission letters are offered. Analysis of these data helps the Registry select only qualified candidates into the program to enable them to develop their careers in public health.</i>	<i>Admissions Committee</i>	<i>x</i>		

*\*ERF- SD-Supporting documents folder in the ERF*

- 2) Provide evidence of implementation of the plan described in Template B2-1. Evidence may include reports or data summaries prepared for review, notes from meetings at which results were discussed, etc.

The following ERF documents have been attached:

- B2 - (ERF-1)- Completed Course Evaluation Form
- B2 - (ERF-2)- KNUST Auditing Report
- B2 - (ERF-3)- Class Attendance Sheets
- B2 - (ERF-4)- Minutes of Faculty Meeting
- B2 - (ERF-5)- KNUST Moderation Reports
- B2 - (ERF-6)- Alumni Survey

- 3) Provide at least three specific examples of improvements undertaken in the last three years based on the evaluation plan in the format of Template B2-2. At least one of the changes must relate to an area other than the curriculum.

Template B2-2. Improvements undertaken in the last three years

	Measure (copied from column 1 of Template B5-1) that informed the change	Data that indicated improvement was needed	Improvement undertaken*
Example 1	Semester-based seminars on innovation and entrepreneurship with at least 80% student participation.	Data from student surveys on seminars conducted in previous semesters showed the need for seminars on entrepreneurship and innovation.	Experienced practitioners in entrepreneurial activities were invited to present at seminars.
Example 2	Diversity (gender, ethnicity, and nationality) and inclusion through recruitment and retention of its applicants, students, staff, and faculty annually.	Registry compiled statistics and figures on diversity in the college community showed the need to recruit more full-time female faculty to improve the gender balance.	There has been the recruitment of 2 full-time female faculty members to improve the gender balance.
Example 3	Promote the use of innovative learning space and software upgrades.	Data from surveys on the use of teaching/ learning spaces including IT.	Provision of innovative learning space and technological upgrades.

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

**Strengths**

- The external peer review provided by KNUST supports the validity of the program based on the expert knowledge of other public health researchers and practitioners.
- GTEC provides quality assurance for the program.
- A well-set database for course evaluation by students, with regular assessments of its implications

**Weaknesses**

- None observed

**Plans for improvement**

- The program is seeking CEPH accreditation to enhance its quality to meet the American and other international standards. There has been the introduction of peer-peer review among faculty members in KNUST which the College will adopt to assist in identifying materials, tools and equipment needed to improve teaching and learning.

### B3. Graduation Rates

The program collects and analyzes graduation rate data for each degree offered (e.g., MPH). The program achieves graduation rates of 70% or greater for bachelor's and master's degrees and 60% or greater for doctoral degrees.

- 1) Graduation rate data for each degree in the unit of accreditation. See Template B3-1.

**Template B3-1a:** Students in MPH Degree, By Cohorts Entering Between 2019-20, 2021-22 and 2022-23

Students in MPH Degree, by Cohorts Entering Between 2019-2020 and 2022-2023					
*Maximum Time to Graduate: 4 years					
	Cohort of Students	2019-20	2020-21	2021-22	2022-23
2019-20	# Students continuing at beginning of this school year (or # entering for newest cohort)	19			
	# Students withdrew, dropped, etc.	2			
	# Students graduated	0			
	Cumulative graduation rate	0%			
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)	17	17		
	# Students withdrew, dropped, etc.	0	0		
	# Students graduated	17	0		
	Cumulative graduation rate	89%	0%		
2021-22	# Students continuing at beginning of this school year (or # entering for newest cohort)		17	35	
	# Students withdrew, dropped, etc.		1	3	
	# Students graduated		15	30	
	Cumulative graduation rate		88%	86%	
2022-23	# Students continuing at beginning of this school year (or # entering for newest cohort)		1	2	34
	# Students withdrew, dropped, etc.		0	0	2
	# Students graduated		0	0	0
	Cumulative graduation rate		88%	86%	0%

- 2) Data on doctoral student progression in the format of Template B3-2.

Not Applicable

- 3) Explain the data presented above, including the identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

The Master's-level Degree completion time targeted by the College is 4 years. Graduation data are collected annually each August. Table B3.1 represents the graduation data for the Master of Public Health degree offered under the unit of accreditation. Graduation rates for the MPH for cohort years 2019, 2020, and 2021 remain above 85%.

There has not been an increase in the dropped out rate over the years. However, the few students who have dropped out of the program were due to work commitments, health and financial challenges. In 2021-2022, a student could not complete the thesis because he moved abroad for work. He never responded to the emails and calls from his faculty advisor and supervisor. In the 2022-23 academic year one student dropped out due to health challenges. The student after admission had to undergo major surgery after which was unable to resume studies.

- 4) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

**Strengths**

- The graduation rates for our MPH program have been strong with greater than 85% graduands from program inception in 2014 to date. The projection is expected to be consistent and continue to move in a positive direction. The system adopted at EGC ensures that students are closely followed up and includes assessment of performance at midterm which helps in decision taking on course performance.

**Challenges**

- None observed.

**Plans for Improvement**

- Improve on our existing advising system to be more sensitive to course performance.



## B4. Post-Graduation Outcomes

The program collects and analyses data on graduates' employment or enrollment in further education post-graduation, for each degree offered (e.g., BS, MPH, MS, PhD, DrPH).

The program achieves rates of 80% or greater employment or enrollment in further education within the defined time period for each degree.

Employed: Working in return for a monthly compensation

Continuing Education (not employed): Continuing education towards another Master's, PhD, or MD degree. (N.B. Graduates who are continuing their education are not included/counted under the employed or the unemployed category).

Not seeking employment/Voluntarily unemployed: All those who are not currently on contract with any employer because they willingly decided/chose not to work

Actively seeking employment or enrollment in further education: All those who are not currently on contract with any employer and those who are working for no remuneration. This category should include graduates who are not employed because they did not find a job, despite actively seeking employment.

Unknown: All those who did not provide responses.

- 1) Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B4-1.

**Template B4-1** Post-Graduation Outcomes

Post-Graduation Outcomes	2020 Number and percentage	2021 Number and Percentage	2022 Number and Percentage
Employed	14(78%)	16(84%)	39(87%)
Continuing education/training (not employed)	4(22%)	0	0
Not seeking employment or not seeking additional education by choice	0	0	0
Actively seeking employment or enrollment in further education	0	3(16%)	6(13%)
Unknown	0	0	0
Total graduates (known + unknown)	18(100%)	19(100%)	45(100%)

- 2) Explain the data presented above, including the identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

The criterion on employment has been met regarding a target of 80%. 78%, 84% and 87% of the 2020, 2021 and 2022 graduates respectively are gainfully employed. The remaining 22% from 2020

are enrolled in further education. The 16% and 13% from 2021 and 2022 are actively seeking employment and further education.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

**Strengths**

- Graduates consistently are obtaining careers in public health or furthering their education.
- The registry has made a budgetary allocation to build up alumni tracking systems.
- In 2022, EGC started implementing the tracking system. The surveys will be conducted annually to have an updated information about post-graduation outcomes.

**Weaknesses**

- Informal data collection on graduation outcomes until 2021.

**Plans for Improvement**

- We plan to strengthen the annual alumni surveys on employability and the rate of admission into further educational programs (following one year of graduation for three consecutive years) to provide us with an opportunity to track our graduates. Plans in this area are focused on increasing the response rate on the annual alumni survey. The current response rate is 42.6%, we plan to increase this to 70%. EGC will achieve this by maintaining relationships with alumni throughout the year through intentional programming such as homecoming during the SRC week and alumni in focus publications to celebrate the professional achievements of the alumni. We also plan to give out incentives such as EGC branded souvenirs to motivate participation.

## B5. Alumni Perceptions of Curricular Effectiveness

For each degree offered, the program collects information on alumni perceptions of their preparation for the workforce (or for further education, if applicable). Data collection must elicit information on what skills are most useful and applicable in post-graduation destinations, areas in which graduates feel well prepared, and areas in which they would have benefitted from more training or preparation.

The program defines qualitative and/or quantitative methods designed to provide useful information on the issues outlined above. "Useful information" refers to information that provides the unit with a reasonable basis for making curricular and related improvements. Qualitative methods may include focus groups, key informant interviews, etc.

The program documents and regularly examines its methodology, making revisions as necessary, to ensure useful data.

1) Summarize the findings of alumni self-assessment of their preparation for post-graduation destinations.

Out of 195 EGC Alumni as at 2022, 83 responses were received representing a response rate of 42.6%. Using the responses on course usefulness within the 2022 alumni survey, respondents reported that their course content was useful, which solidified perceptions of the relevance of the curriculum. Some of the skills alumni have found most useful and applicable in post-graduate destinations include enhanced advocacy and interpersonal relations, improved confidence in public speaking and PowerPoint presentations, improved leadership skills, and enhanced ability to do research with the application of theory into real-life practice.

In reference to alumni response to the strengths of the program; (Q14). The alumni felt they were well prepared to undertake community engagement, perform analytical assessments of public health issues, and institute and evaluate interventions. Based on the responses, reviews are made according to the curriculum.

Recommendations tended to focus on experiential opportunities and curriculum delivery logistics. For instance, respondents recommended expanding internship opportunities and further developing partnerships and collaborations with local institutions and Ensign Global College alumni. They also wanted to find more ways of accessing exchange opportunities, especially in international settings. There was also the recommendation of developing the option of taking courses in the capital city of Accra.

2) Provide full documentation of the methodology and findings from quantitative and/or qualitative data collection.

See **B2- ERF-6** for full details of methodology and findings

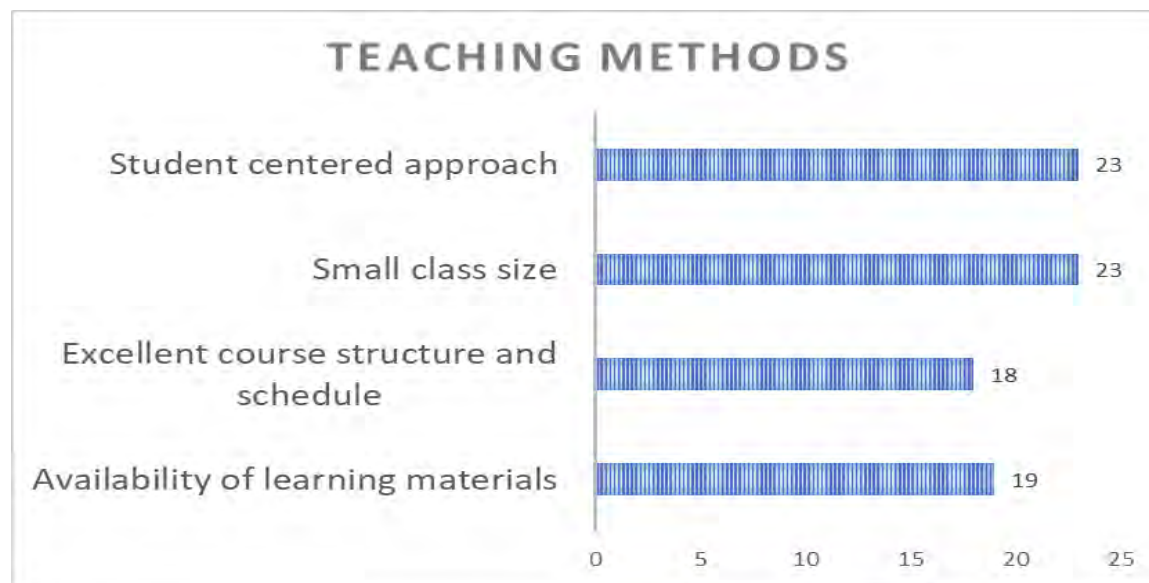
We conducted an Alumni Survey to evaluate their perception of the strengths and weaknesses of the program. Out of 195 EGC Alumni, 83 responses were received, representing a response rate of 42.6%. The majority, 31 (37.5%), graduated in 2022, followed by 16 (20%) who graduated in 2021. The least number of responses was received from alumni who graduated in the years 2018 and 2019 at 7 (8.8%) each. Forty-three of the respondents (53.1%) were male. Fifty out of the eighty-three alumni responded to the question on overall satisfaction, and all fifty (100%) were very satisfied with the quality of their educational experience at EGC.

The alumni were asked to report on attributes they considered as the program's major strengths. The data were thematically analysed. The major themes were 1)faculty, 2)teaching, 3)subjects, 4)facilities and 5)professional development. In terms of subjects, the alumni reported the Biostatistics, Global Health,

Public Health Program Planning, Health Promotion and Epidemiology subjects as one of the major strengths of the program, as displayed in the quotes below:

*"The major strength was the biostatistics course."* ( Male Graduate, 2021)

*"The 2 years gave me the opportunity to learn a lot and practice with STATA which is lacking was lacking in other schools. For instance, while ECOPH provided 1-year training on STATA analysis, other universities does only 3 weeks."* (Female Graduate, 2018)



Regarding teaching, students mentioned various strengths including small class size, student centered approach and the availability of learning materials. One alumni responded saying *"The facilities for academic and support services, dedication of staff and the serenity of the environment that supports learning as an identified strength in her response"*. *"The small class size and the open door policy of every lecturer, also the lecturers have time for students both in and outside the classroom was another strength stated by another"*. Among other responses, alumni also mentioned the opportunity to gain public speaking skills is also a major strength of the program.

The faculty of the MPH program was rated highly by the alumni. An alumnus of Cohort 6 mentioned that he saw *"The interaction between faculty and student. Especially when the student is lacking in an area of study"* as a strength. Four main themes were generated from the open-ended responses of the students 1) Quality student lecturer relationship, 2) Great expertise in their field, 3) Quality instructions from faculty and 4) Strict thesis supervision. Some of the quotes of the students include:

*"The faculty! Great expertise in their respective fields."* (Male Graduate, 2020)

*"Practicality of the teaching sessions. We were taught by professionals who are academically inclined and not academics with little professional experience"* (Male Graduated, 2017)

The alumni had some suggestions for improvement of the program. They recommended expanding internship opportunities, better coordination between the institution and alumni, developing an Accra City Campus, and increasing exchange and learning abroad program opportunities. In the words of an alumni,

the program should provide, “*External exposure, interaction with prospective employers and experience from other public health institution and exchange programs*”

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

**Strengths:**

- The alumni have found the course curriculum to be useful at their various career destinations. EGC needs to continuously monitor and adhere to building career competency skills in its students.

**Weaknesses.**

- Since the 2021/2022 academic year, the institution annually sends an alumni survey out to the respective cohorts. However, it is challenging to receive responses from alumni on their employment or ongoing education. This results in a lower response rate than we would like.
- The alumni reported that the current number of formalised partnerships with existing institutions are few, particularly, with respect to learning abroad and international exchange programs.

**Plans for improvement:**

- EGC has now hired a staff to help coordinate alumni activities including maintaining more regular contact with alumni, working to increase response rates to alumni surveys, and analysing feedback from these surveys.
- To enhance the skills of students for post-graduate destinations, the institution plans to develop more partnerships with other institutions in addition to existing collaborations to widen the scope of practical experiences in the curriculum. For example, partnership discussions have been started with Loughborough University and Oxford University. These collaborations will provide students with international exchanges and learning abroad programs.
- Following the survey conducted with employers EGC has plans to improve the curriculum to reflect the mastery of competencies by students whilst in the program. We also will continue to get regular feedback from this important group of institutional stakeholders.
- The 2021/2022 alumni survey was the first survey conducted by the program. The survey was shared with all alumni including those who had graduated for more than two years. In subsequent years, the survey will be sent to only students who graduated from the program in the past two years in order to be in line with best practices.



# Section C







## C1. Fiscal Resources

The program has financial resources adequate to fulfil its stated mission and goals. Financial support is adequate to sustain all core functions, including offering coursework and other elements necessary to support the full array of degrees and ongoing operations.

1. Describe the program's budget processes, including all sources of funding. This description addresses the following, as applicable:
  - a. Briefly describe how the program pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples. If faculty salaries are paid by an entity other than the program (such as a department or college), explain.

The Department has adequate financial resources enabling the MPH Program to sustain its core functions. The Department does not have a separate budget or cost centre, but instead is integrated into the overall EGC budget. The EGC budget provides the definitions and provisions for paying salaries and supports the added resources needed for operating the MPH Program.

The College's operating budget uses revenues from student tuition, ancillary services (such as restaurant sales, facility rental, and hostel fees), grants, and funds from sponsors to cover core operating expenses such as salaries/benefits, supplies, utilities, and maintenance.

The Finance Department processes contracts, maintains grants, manages financial transactions, and monitors compliance with guidelines. The Finance Department processes salary payments. Payroll cycles occur monthly, and pay dates are set in advance for the year, with the current system distributing monthly pay by the 25th of each month. Employees' payroll and auditing of the College's account have been fully outsourced to [Elixir Audits](#), which is a Chartered Accountancy Firm formally recognized in Ghana and vetted for operating under *generally accepted accounting principles and auditing standards*.

- b. Briefly describe how the program requests and/or obtains additional faculty or staff (additional= not replacements for individuals who left). If multiple models are possible, indicate this and provide examples.

Request for adjunct/ new full-time faculty/ other staff

The annual budgeting process includes allocating resources to support teaching/non-teaching staff and curriculum activities, including the recruitment of any new or adjunct faculty to the program as needed. The budget is compiled by the Finance Manager and the Human Resource Manager, and all EGC department heads, with inputs from other staff with oversight by the President. The President oversees the allocation of institutional resources following EGC's policies, the institutional and Department of Community Health guiding statements, and the institution's strategic plan, with the approval of the Chair of the Board of Governors.

At the beginning of the fiscal year, the Head of Program allocates full-time faculty to teach specific courses according to their expertise, previous teaching history, and teaching load requirements. After the allocations, the Head of Programs and Registry determines the adjunct faculty needed to support the courses offered and the course schedule for the semester. A

budget is allocated for the time of these adjunct lecturers in the annual budget. It is noted in the EGC strategic that the optimal plan is to recruit at least 2-3 faculty each year until the faculty size is 14, thereby equipping us to launch a PhD program in Public Health at a future date. Funds have been made available to facilitate the new recruitment plan. **B1 ERF Ensign Global Strategic Plan** The budget is reviewed and approved by the President of the College for action. The Registrar works together with the Human Resource Manager to assess the same for the non-teaching staff at the beginning of the year.

c. Describe how the program funds the following:

- a. *operational costs (programs define “operational” in their own contexts; definition must be included in response).*

Operational cost includes all costs necessary to run the operations of the college. It is a financial expression of the academic and strategic objectives approved by the Board Chair through the President of the College. These include salaries, maintenance of facilities, utility bills (such as electricity, water, and internet), and provision of services (such as healthcare, security, cleaning, cafeteria, and hostel/accommodation).

The Operating Budget entails the income and expenditure statement of the College. All operational department heads are responsible for monitoring expenses relative to their approved budgets and communicating concerns regarding the budget available to the Head of Finance. The Head of Finance has the discretion to process certain budget transfers department upon the request of the Department/Faculty, with final ratification of such transfers by the President. The Finance Manager oversees the expenditures and revenues to ensure consistency with the approved budget and processes funds to cover the program's financial needs.

- b. *Student support, including scholarships, support for student conference travel, support for student activities, etc.*

Some scholarships support students' academic work, such as tuition, writing final theses, and traveling for field activities as and when required. As reported elsewhere, all students currently receive reduced tuition due to ongoing institutional sponsorship.

- **Sponsorship and Endowment Funding**

The full cost of training students for the program is estimated at \$20,000 each. However, recognising the fact that students from Ghana and the sub-region will typically have difficulty raising funds for the full tuition, the institutional sponsors decided to subsidise each applicant's tuition fee by over 80%. This is to ensure that access to an EGC MPH degree is broadly accessible to qualified and committed students in Ghana and the sub-region. The sponsors have committed to multi-year subsidization of the tuition and related costs for students from Ghana and the sub-region, with ongoing work underway to develop endowment funding and other revenue sources to ensure that this can continue in perpetuity.

- **Kenneth R. Young Memorial Scholarship**

The Young family makes a generous donation of \$500.00 to support at most four MPH students annually. The award is in memory of a father and grandfather who never had the opportunity to attend a university. The students apply directly to the trust fund for a stipend to help with their living expenses. Ten students have benefited from this scholarship since it was started in 2020. The students are Henry Okorie Ugorie (2020), Victoria Partey Newman (2021), Priscilla Doku Asare (2022), and Patience Agbate (2023).

- **SpringTide Scholarship**

The SpringTide Scholarship program recognizes up to a total of four students at EGC that are in good academic standing and demonstrate how the education they are receiving has impacted their life and community along with their plans to use their education for a positive impact on the world through a written essay. The program is made possible through the generous contributions of SpringTide Capital Management Investments. A SpringTide Scholar receives funding to cover tuition costs directly and is awarded a commemorative plaque and recognition during graduation. The awards are given based on good academic standing, submission of an essay, need and available funds. The award was started in 2020.

- **Association of Accredited Public Health Programs (AAPHP) Scholarship**

The Association of Accredited Public Health Programs is a professional organisation based in the United States. EGC is a member of this association. Each year the association provides scholarships to support graduate students to write their thesis through an open application system. Since 2019, four of our students have won this scholarship. A total of \$1000.00 was awarded to each student.

- **The Ghana Education Trust Fund (GetFund) Scholarship**

The GetFund is a government initiative that sponsors the education of Ghanaians locally and abroad. The GetFund was established by the Parliament of Ghana and managed by the Ghana Scholarship Secretariat. The Ghana Scholarship Secretariat is a body under the office of the President mandated to administer all government scholarships, both locally and abroad, aimed at giving access to quality education to capable but resource-constrained students. The Ghana Scholarship Secretariat has trained EGC finance and registry staff on processes and procedures for applying for the Postgraduate GetFund Scholarship. In 2018, 2019, and 2022, eleven students received this scholarship. The students were awarded amounts to cover their total tuition fees.

- c. *Faculty development expenses, including travel support. If this varies by individual or appointment type, indicate this and provide examples*

- **Faculty Development Fund**

There is a Faculty Development Fund to assist faculty in improving their line of work. All faculty are allocated \$1,500.00 each academic year without variation by individual or appointment. The fund supports professional development in conducting research and maintaining industry relationships by funding travel to conferences. This helps keep Faculty up to date in their field of research and enables students to have the highest calibre of faculty for the program. An amount of \$3,000.00 is annually budgeted for each faculty to cater for travel costs to attend conferences and per diem allowances. Faculty development funding is reviewed annually to ensure that faculty members will have the ability to engage with the global academic public health community each year.

- d. *In general terms, describe how the program requests and/or obtains additional funds for operational costs, student support and faculty development expenses.*

When the need arises for any additional funds to support operational costs, student support and faculty development expenses, the request is sent to the Head of Finance for approval under the direction of the President and Head of Program. The distribution of such funds is based on the request's merit and the funds' availability.

- e. *Explain how tuition and fees paid by students are returned to the program. If the program receives a share rather than the full amount, explain, in general terms, how the share returned is determined. If the program's funding is allocated in a way that does not bear a relationship to tuition and fees generated, indicate this and explain.*

EGC's operational budget considers tuition and fees paid by the students, and the program receives the full amount, which is then supplemented by the sponsors' annual financial allotment. The MPH Program receives funds annually well beyond tuition fees paid by students.

- f. Explain how indirect costs associated with grants and contracts are returned to the program and/or individual faculty members. If the program and its faculty do not receive funding through this mechanism, explain.

EGC does not have a standardised indirect cost percentage for grants and contracts. The funding agencies determine the indirect cost percentage for the individual projects. For example, the Health2Go project has a 10% indirect cost paid to EGC. This fund is used to pay for the EGC facilities directly used by the project. These include a storage room and conference halls. This is the pattern generally followed for use of indirect funds received by EGC. To date, these funds have represented a small part of the overall institution and program budget.

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the responses must make clear the financial contributions of each sponsoring university to the overall program budget. The description must explain how tuition and other income are shared,

including indirect cost returns for research generated by the public health program faculty appointed at any institution.

*NOT APPLICABLE*

2. A clearly formulated program budget statement in the format of Template C1-1, showing sources of all available funds and expenditures by major categories, for the last five years.

Template C1-1 Sources of Funds and Expenditures by Major Category, 2017-2021

Sources of Funds and Expenditures by Major Category, 2017 to 2021					
	Year1	Year 2	Year 3	Year 4	Year 5
Source of Funds	Academic Year-Ending June 2018 \$	Academic Year-Ending June 2019 \$	Academic Year-Ending June 2020 \$	Academic Year-Ending June 2021 \$	Academic Year-Ending June 2022 \$
Tuition & Fees	94,638	92,638	142,713	51,315	157,936
Grants/Contracts	75,271	30,646	272,405	129,340	520,134
Endowment/ Member's Contribution	847,891	1,155,386	991,481	1,189,598	2,865,284
Restaurant/Cafeteria Sales	64,216	105,095	80,576	23,567	106,466
Accommodation	51,609	108,214	93,843	26,837	191,786
Facility Rental Income	34,245	49,598	42,579	29,691	25,965
<b>Total</b>	<b>1,167,870</b>	<b>1,541,143</b>	<b>1,623,596</b>	<b>1,450,349</b>	<b>3,867,571</b>
<b>Expenditures</b>					
Faculty Salaries & Benefits	256,041	335,976	366,008	352,023	486,156
Staff Salaries & Benefits	300,570	394,406	429,661	413,245	570,704

Other Operations	564,299	730,203	719,078	696,192	1,160,867
Travel	15,378	20,609	18,958	14,157	41,712
Student Support	1,050	2,224	2,716	177	2,235
Total	1,137,338	1,483,417	1,536,421	1,475,795	2,261,674

*NOTE:* The term “Other Operations” cost as used in the table above include expenses on Electricity, Medicals, Water, Repairs and Maintenance, etc.

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget.

*NOT APPLICABLE*

3. *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

Strength

- EGC’s sponsor funding allows it to operate smoothly irrespective of financial constraints from incoming revenue sources.

Weakness

- The tuition fee is currently not enough to support the running of the program in its entirety.

Plans for improvement

- There are plans to introduce other courses and increase student enrollment to support expenditures. There are also plans to expand student enrolment to include more international students who can pay tuition that aligns with the full cost of the program.
- An institution endowment is being established to generate funds that will replace sponsor funds over the next decade, thereby ensuring the long-term financial stability of the MPH Program and EGC generally.
- EGC plans to expand on its internally and externally generated funds through services provided and funded faculty projects.

## C2. Faculty Resources

The program has adequate faculty, including primary instructional faculty (PIF) and non-primary instructional faculty, to fulfil its stated mission and goals. This support is adequate to sustain all core functions, including offering coursework and advising students. The stability of resources is a factor in evaluating resource adequacy.

Students' access to a range of intellectual perspectives and to a breadth of thought in their chosen fields of study is an important component of quality, as is faculty access to colleagues with shared interests and expertise.

All identified faculty must have regular instructional responsibility in the area. Individuals who perform research in a given area but do not have some regular expectations for instruction cannot serve as one of the three to five listed members.

- 1) *A table demonstrating the adequacy of the program's instructional faculty resources in the format of Template C2-1 (single- and multi-concentration formats available).*

Template C2-1: Instructional Faculty

	SECOND DEGREE LEVEL			ADDITIONAL FACULTY
CONCENTRATION	PIF 1*	PIF 2*	PIF 3*	
Generalist MPH	Dr. Stephen Manortey	Dr. Edward Kofi Sutherland	Dr. Sandra Boatemaa Kushitor	PIF: 2 Non-PIF: 4
Degree(s) offered				
	1.0	1.0	1.0	

TOTALS:	Named PIF	3
	Total PIF	5
	Non-PIF	4

- 2) *Explain the method for calculating FTE for faculty in the templates and evidence of the calculation method's implementation. Programs must present calculation methods for primary instructional and non-primary instructional faculty.*

Definition of Primary Instruction Faculty (PIF): These are faculty members whose time to the Department and program is 100%. They spend about 60% of their time teaching, 20% on administration and service, and 20% on research.

Definition of non-primary instructional faculty (Non-PIF): Adjunct faculty members who are assigned to teach a particular course in a semester. They devote about 30% of their time to the program during the contract period.

- 3) *If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.*

Not Applicable

- 4) Data on the following for the most recent year in the format of Template C2-2. See Template C2-2 for additional definitions and parameters.

Template C2-2. Faculty regularly involved in advising, mentoring and the integrative experience

General advising & career counseling (2022 - 2023)			
Degree level	Average	Min	Max
Master's	7	6	8
Advising in MPH integrative experience (2022 -2023)			
Average	Min	Max	
7	6	8	

- 5) Quantitative data on student perceptions of the following for the most recent year:
- Class size and its relation to the quality of learning (e.g., The class size was conducive to my learning)

Table C2 5a. Student Course Feedback, average rates out of 32

<i>Class Size and its relationship to quality of learning</i>					
<i>Course Content</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Moderately Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>Class size and facilities are adequate</i>	22 (68.8%)	5 (15.6%)	1(3.1%)	0 (0.0%)	0 (0.0%)

NOTE: Data extracted from end of semester course evaluation. Out of the total number of 32 students for 2021/2022 academic year, 28 responded to the survey. The non-response rate was 12.5%

- Availability of faculty (i.e., Likert scale)

Table C2 5b. Student Course Feedback, average rates out of 32

<i>Availability of Faculty</i>					
<i>Course Content</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Moderately Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>Lecturers' availability during class hours</i>	20(71.4%)	7(25.0%)	1(3.6%)	0 (0.0%)	0 (0.0%)
<i>Lecturers provided adequate time with each individual student</i>	19(67.9%)	8(28.5%)	1(3.6%)	0 (0.0%)	0 (0.0%)



Lecturers provided positive relationship with students	24(85.7%)	4(14.35%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Class size and facilities are adequate	22(78.6%)	5(17.9%)	1(3.6%)	0 (0.0%)	0 (0.0%)

NOTE: Out of the total number of 32 students, 28 responded to the survey. The non-response rate was 12.5%

**6) Qualitative data on student perceptions of class size and availability of faculty.**

The faculty collected the qualitative data on students' perceptions of the class size during a workshop on qualitative methods in 2022. According to them, a graduate class size should have less than twenty students. The findings from the interview indicated that students perceived their class size to be ideal. According to them, the class size enhanced effective studying, class interactions and discussions. The class size also enabled students to have regular assignments and access to the lecturers. Sample quotes are provided below:

- *"I think graduate-level class size ideally, from my view, should be at least between 15 to 20 students. For our class size, we are 21, so ideally, we are within the class size range. Because we are within the class size range, the lecturers are able to handle all teachings that are required for us effectively, we are ok with it". (Female first-year MPH student).*
- *"My class size for me is not a challenge because we are not over-numbered, and we can do any assignment or classwork at any point in time" (Female first-year MPH student).*
- *"My class size of 21 is probably the ideal. I think it's ideal for effective study" (Male first-year MPH student).*

Qualitative data on students' perception on class size can be found here: [C2 - \(ERF-1\)- Students' Perception](#)

**7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

**Strengths**

- There are sufficient Faculty members for the program. The Department's faculty are highly qualified global professors who demonstrate commitment, dedication, and excellence in their roles.
- The department's faculty is a key asset of the program, offering students excellent instructional programs and mentoring.
- At the end of every semester, we administer a survey to students about their perceptions of the courses, faculty, and class size. The feedback supports us to provide further improvements.

**Weaknesses**

- The survey instrument did not include the "neutral" option as a part of the responses on the Likert scale. Challenges observed with interpreting responses due to conflicting interpretations for moderately agree and agree, as well as the absence of a neutral response option.

**Plans for improvement**

- To increase faculty resources, there are plans to engage visiting scholars from all over the globe to enrich the learning experience.
- Future surveys will be reviewed to include 'neutral' as a response option on the Likert Scale to allow for a full range of responses.



### C3. Staff and Other Personnel Resources

The program has staff and other personnel adequate to fulfil its stated mission and goals. The stability of resources is a factor in evaluating resource adequacy.

- 1) A table defining the number of the program's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that
- 2) are shared with other units outside the unit of accreditation. Individuals whose workload is primarily as faculty members should not be listed.

\*All the staff members listed below serve as both institutional and program support staff, as EGC currently runs only one program. In addition to their administrative duties, full-time faculty members also provide academic support such as student advising, practicum supervision, and serving as committee members and chairs for various committees, including community engagement, graduation, and admissions.

**Template C3-1.** MPH Staff support

Role	Function	FTE
<b>Academic support</b>		
Assistant Registrar	Assist in planning and implementing all academic procedures implementing affairs and the program.	1.0
Registrar/Human Resource Manager	Oversees and coordinates academic-related procedures at the Registry and manages the Human Resource Department.	1.0
Librarian	Assist faculty and students with scholarly preparation needs.	1.0
IT Manager	Maintaining information systems, students portal, installations, and configuration of procedures and hardware and software operations of the College.	1.0
Graduate Assistant	Coordinate student community engagement activities Assist students in research activities Assist in other administrative duties	1.0
<b>Administrative support</b>		
Finance Manager	Oversees the accounting systems of the College and supervises all technical activities of the Finance Department	1.0
Accounts Clerk	Assist in administrative and clerical duties at the Finance Department.	1.0
Assistant Human Resource Manager	Perform a wide variety of clerical, technical, administrative and office support duties in support of the Human Resource Department	1.0
Administrative Assistant	Provides support services for the Academic Registry, Administration office, and Human Resource Unit of the College	1.0
Special Projects and Partnership Manager	Manage and coordinate special projects for the College	1.0
Stores and Procurement Manager	Organize and supervise operations of stores and procurement	1.0
Webmaster	Maintain and manage all website content, develop and implement social media content and marketing plan	1.0
Nurse	Provide professional nursing care to patients by planning, implementing, and evaluating patient care plans to improve health outcomes	1.0
Facilities Manager	Coordinates and supervises staff at the maintenance and grounds unit to undertake planned, preventive, and routine maintenance activities on the	1.0

Role	Function	FTE
	<b>Campus</b>	
Facility Maintenance Personnel*	Undertake planned, preventive, and routine maintenance activities as directed by the Facilities Manager	2.0
Hostel Supervisor	Ensures a clean Hostel environment and provides reception services to guests for accommodation requests and handling guest inquiries and complaints.	1.0
Chef	Create menus, design corresponding recipes and oversee the preparation of recipes and track kitchen inventory.	1.0
Cooks*	Prepare all dishes and serve the cafeteria and ensure a high standard of customer service.	3.0
Total FTE		21.0
	<b>Part-Time Staff</b>	
Cafeteria Stewards	Assist with the activities of the Cafeteria and maintain a clean surrounding of the Kitchen	0.6
Junior administrative personnels *	Provide administrative support to staff members.	1.2
Hostel Steward	Assist guests in check-in and check-out, set up services for events, and do laundry services.	0.3
Total Non-FTE		2.1

Total FTE = 21.0

Total Non-FT= 2.1

\*Cooks head count = 3

\*Facility maintenance personnels head count = 2

\* Cafeteria stewards head count = 2

\*Junior administrative personnel = 4

1) Provide a narrative description, which may be supported by data if applicable, of the contributions of other personnel.

- National service personnel: The Department accepts one-year post-tertiary interns posted by the Ghana National Service Secretariat to assist with administration. In 2016, 6 personnel were accepted, 1 in 2017 and 4 in 2021.
- Security personnel: Personnel are outsourced to provide security services for the institution. The parent company is AfWest Security Services. Currently, 16 personnel are provided by the security company for day and night security duties. EGC has engaged AfWest Security Services since 2014.
- Cleaners: Individuals outsourced to assist with janitorial duties. Three companies provide the service with about 15 personnel.

2) Provide narrative and/or data that support the assertion that the program's staff and other personnel support is sufficient or not sufficient.

The program's staffing and other personnel support are sufficient, yet will need to grow as the MPH and other EGC academic programs grow.

Occasionally the program recruits personnel on a short-time basis to respond to a specific need. For example, four support personnel (National Service Personnel) were recruited to help units with

their functions - the registry unit, the hospitality services unit, and the IT unit. Such personnel are supported by funds allocated through the EGC administration.

- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

**Strengths:**

- The EGC has committed, dedicated, and highly qualified staff with the expertise to handle the routine and day-to-day operations of the institution. This reflects in the addition of two new Faculty. The Head of the Academic Program, in coordination with the other faculty, evaluates the needs for academic and research support staffing and discusses these with the Registrar/ Human Resource Unit.

**Weaknesses:**

- EGC is a fast growing institution and thus there is the need to keep staff quality and strength on par with its fast growing pace.

**Plans for improvement:**

- The institution plans to increase its staff and human resource base to meet increasing student numbers and needs through permanent or ad-hoc recruitment.



## C4. Physical Resources

The program has physical resources adequate to fulfil its stated mission and goals and to support instructional programs. Physical resources include faculty and staff office space, classroom space, student shared space and laboratories, as applicable.

- 1) *Briefly describe, with data as applicable, the following. (Note: square footage is not required unless specifically relevant to the program's narrative.)*

The College is located on a 50-acre site along the Volta River, with 16.8 acres currently developed for academic, administrative, and accommodation purposes.

- The college administration block: Faculty and staff office space  
The three-storey Administration Block contains 16 offices for faculty and staff, a boardroom for meetings, and 7 large classrooms located on the second and third floors, each 30 seaters (to conform to COVID-19 protocol), a library on the ground floor, a computer laboratory on the second floor, and a 150-seater auditorium on the ground floor. The offices are eco-friendly, with natural lighting and ventilation options. In addition, artificial lighting and cooling systems have also been installed. There is office furniture along with desktop and laptop computers. All personnel have access to a photocopier, scanners, and various printers. Approximately 90,000 square feet is utilised for teaching and meetings.

The faculty and Staff of Ensign Global College (EGC) have individual offices wired with CAT 6 cables and WIFI hotspots on the various floors of the administration building. All faculty and staff have access to EGC computer facilities and support services. The Information Technology department personnel supports all computer systems. Access to the internet is through the procurement of a data bandwidth from VODAFONE, a telecommunications service provider. This bandwidth is delivered through a fibre optic data distributed cable from their nearby station in Akuse. The data bandwidth, once delivered to the EGC is redistributed via fast Ethernet switches through CAT6 cables and fibre optic to WIFI hotspots on the campus.

- Classrooms  
All our classrooms are flexible and adaptable to evolving learning needs. They are designed to accommodate classes of 50 students and 25 students (Before Covid-19). The classrooms are well-ventilated and well-lit naturally, with artificial cooling and lighting systems installed. The total floor area is tiled, with power connection points carefully placed for easy access to students and lecturers. All classrooms are accessibility friendly, have a lecturer's desk and chair, a whiteboard, and a mobile projector and screen. Wireless internet access is provided throughout the classrooms.
- Shared student space  
All students share areas such as the Library, Auditorium, Cafeteria, Conference Center, and Computer lab. An Open Pavilion Roofed area is fitted with cinema equipment created for students to meet and work or socialize. The library is predominantly electronic, yet also includes physical holdings of select print materials. The Library has subscribed to 3 Research4Life databases, which are: 1. AGORA - Access to Global Online Research in Agriculture, 2. ARDI - Access to Research for Development and Innovation, and 3. HINARI - Health InterNetwork Access to Research Initiative. The College Library also uses Open Access resources like PubMed, PubMed Central, BioMed Central, JSTOR, DOAJ - Directory of Open Access Journals, DOAB - Directory of Open Access Books, OpenDOAR - Open Access Repositories, WHO A - Z Health List, Google Books, and Google Scholar.

Students have multiple options for working and collaborating outside of classroom settings, including classroom and conference rooms that can be reserved, the dining and conference center spaces, the library, individual rooms in the residence halls, and use of the open, roofed pavilion. A

new building is currently under construction that will expand options for shared student space, including an open engagement space, conference rooms and offices with hotelling capacity, and individual workspaces. The building is also slated to include a prototyping laboratory and simulation space.

- Laboratories, if applicable to public health degree program offerings:  
Wet laboratory space is not required for the current public health degree offerings. When necessary, outsourcing for access to laboratory space is available through partner institutions or through in-country organizations that provide contracted laboratory access and services. As noted above, a prototyping laboratory and simulation space is part of the programming of a new building being constructed on the EGC campus, but specifications of these spaces will be developed with anticipated partners who will collaborate on joint projects that use this space.
- 2) *Provide narrative and/or data that support the assertion that the physical space is sufficient or not sufficient.*

The physical space we have is more than sufficient and exceeds GTEC standards and guidelines.

- 3) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

#### **Strengths**

- The College's physical facilities are maintained and periodically upgraded. The Facilities Department consistently renovates all facilities in the College.
- The well-equipped office spaces enhance productivity and efficiency

#### **Weaknesses**

- None observed

#### **Plans for improvement**

- EGC is currently expanding on its facilities to construct a facility to house and to establish an [Institute for Community Health Development](#). The proposed institute will house programs such as Health2Go, a community-based primary health care training program for community health workers and various summer learning institutes. This facility will also house accessible collaboration and working space, a prototyping laboratory, and a simulation space.



## C5. Information and Technology Resources

The program has information and technology resources adequate to fulfil its stated mission and goals and to support instructional programs. Information and technology resources include library resources, student access to hardware and software (including access to specific software or other technology required for instructional programs), faculty access to hardware and software (including access to specific software required for the instructional programs offered) and technical assistance for students and faculty.

1) *Briefly describe, with data if applicable, the following:*

- *Library resources and support available for students and faculty*

Ensign Global College has installed and configured a portal for Online Public Access Catalogue (OPAC) <http://41.204.63.117/>. This allows students and faculty to search and locate books in the library anytime and anywhere at their convenience both on PCs and BYOD mobile devices. The Library is a vital part of academic life on Campus. The collection is made of both print and electronic resources, and these provide essential reading for various courses being taught at the college.

The Library provides photocopying services and has a WIFI-enabled network. Responsive computing facilities and flexible spaces make the campus a place of choice to collaborate and study.

- Students have access to health science online databases that gives them access to journals including National Library of Medicine, Springer Link, PubMed Central, Hindawi and PLOS among others. [Electronic resources](#)
- *Student access to hardware and software (including access to specific software or other technology required for instructional programs)*

The goal of the IT department is to provide the best of service and support to our faculty, students, and staff. With two dedicated staff, who support a wide variety of services listed in the following areas:

1. Application Services e.g. Web. Stata, MS office 2019, NVivo, Mendeley etc
  2. Client Services e.g. PCs, Laptops, Tablets with OS-Linux, Windows, MacOS
  3. Communication and Infrastructure, Servers, and Network Infrastructure
  4. Educational Technology, Projectors, and Audio-visual Equipment
  5. Research Computing, Support in data Analysis
  6. IT policies and procedures implementation
  7. Solely responsible for the installation, operation, repair, replacement, and security of the wired/ wireless network infrastructure.
- *Faculty access to hardware and software (including access to specific software or other technology required for instructional programs)*

The IT Department offers access to several software packages for the Ensign Global Community Community.

*Access Groups (EGC)*

- *Students & Faculty: Access to all software.*

- *Staff: Access is limited to titles available for both administrative & research-based use.*
- *Staff (Research): For staff involved in non-profit/publishable research.*
- *Alumni & Guests: Limited access to software. Campus affiliated users are considered guests.*

#### *Access Method*

- *Mac: Mac desktop with a broad range of Campus Computing provided software with access to the internet.*
- *PC: Windows desktop has most licensed applications*
- *Personal PC (Any desk & Sites @ Home): Using Anydesk to access the server remotely.*
- Available Audio-visual equipment I
  - ❖ 2 JBL extreme Speakers
  - ❖ 4 Epson Projectors
  - ❖ 2 Shure Microphones
  - ❖ 2 Lapel Mics
  - ❖ 1 Console Mixer
- Technical assistance available for students and faculty
 

The IT technical unit provides maintenance of the IT infrastructure (servers, desktop PC, laptops tablets etc. We also provide support to the Ensign Community in running and managing:

  - 30-seater computer Laboratory with fully installed working softwares (ie. STATA, Microsoft Suit, etc)
  - Campus-Wide WIFI
  - Servers and UPS in the server room
  - System Application
  - Data Resources and their storage
  - Email Applications
  - Web Development
  - Student Portal

#### *2) Provide narrative and/or data that support the assertion that information and technology resources are sufficient or not sufficient.*

Based on the current total student and staff population, we can describe the information and technology resources to be sufficient. However, as the College's population grows, there will be a need to increase the number of IT infrastructure to meet the need. Special needs are assessed on a case-by-case basis and if needed the IT office puts in a purchase request to support IT resources.

3) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

**Strength**

- The campus has good internet network availability of approximately 90% with a strong Vodafone network bandwidth of 45Mbps.
- We have a robust vulnerability testing weekly schedule which ensures good internet connectivity 24/7
- There is currently strong proactive threat management to guard against cyber-attacks.
- EGC has a 30-seater computer Laboratory with campus-wide WIFI which helps to facilitate computer and internet access for students.
- EGC has dedicated and knowledgeable IT staff who are available to provide technical support to students and staff.
- The institution has video conferencing equipment to facilitate large group live audio and video meetings.
- Students have selected softwares (eg. STATA) installed on their personal computers.

**Weakness**

- EGC currently does not have a backup Internet Service Provider. This creates difficulty in collaboration simply because when the existing ISP experiences a fibre cut or equipment fails we become prone to going offline for a couple of days.
- The institution currently lacks spare wireless equipment/switches to provide buffering interfaces in the event of system failures.

**Plans for Improvement:**

- The IT department has put in a request for a quotation for a backup ISP, redundant router and other accessories.
- Provision has been made in the institution's budget and approvals are in progress to be implemented by September 2023.



# Section D





## D1. MPH & DrPH Foundational Public Health Knowledge

The program ensures that all MPH and DrPH graduates are grounded in foundational public health knowledge.

The program validates MPH and DrPH students' foundational public health knowledge through appropriate methods.

- 1) Provide a matrix, in the format of Template D1-1, that indicates how all MPH and DrPH students are grounded in each of the defined foundational public health learning objectives (1-12). The matrix must identify all options for MPH and DrPH students used by the program.

**Template D1-1.** Content Coverage for MPH

Content Coverage for MPH (and DrPH degrees, if applicable) (SPH and PHP)	
Content	Course number(s) & name(s) or other educational requirements
1. Explain public health history, philosophy, and values	MPH 555- Introduction to Public Health, Week 1
2. Identify the core functions of public health and the 10 Essential Services*	MPH 555- Introduction to Public Health, Week 2
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	MPH 555- Introduction to Public Health, Week 3 MPH 553 - Biostatistics (Quantitative), Week 3 MPH 551 - Epidemiology (Qualitative) Week 4 & 5
4. List major causes and trends of morbidity and mortality in the US or other communities relevant to the school or program	MPH 555- Introduction to Public Health, Week 11
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	MPH 555- Introduction to Public Health, Week 1 & 10 MPH 557- Foundations in Health Promotion, week 1
6. Explain the critical importance of evidence in advancing public health knowledge	MPH 553 - Biostatistics, Week 1 MPH 551 - Epidemiology, Week 1,2&3 MPH 556 - Public Health Program Planning and Evaluation, Week 2
7. Explain the effects of environmental factors on a population's health	MPH 552 - Environmental & Occupational Health, Week 1
8. Explain biological and genetic factors that affect a population's health	MPH 555- Introduction to Public Health, Week 2 MPH 571 - Introduction to Communicable/Non-communicable Disease Control, Week 1 & 2
9. Explain behavioural and psychological factors that affect a population's health	MPH 572 – Social and Behavioural Sciences in Public Health, week 1 & 2 MPH 557- Foundations in Health Promotion, week 1
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	MPH 557 –Foundations in Health Promotion, week 1

11. Explain how globalization affects global burdens of disease	MPH 555- Introduction to Public Health, Week 11
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	MPH 552 - Environmental & Occupational Health, Week 1 MPH 555- Introduction to Public Health, Week 9

- 2) *Document the methods described above. This documentation must include all referenced syllabi, samples of tests or other assessments and web links or handbook excerpts that describe admissions prerequisites, as applicable.*

**D1-(ERF-1)-ENSIGN Course Files and Sample Assessments:**

- 3) *If applicable, assessment of strengths and weaknesses related to this criterion and plans for improvement in this area.*

**Strengths**

- To meet CEPH accreditation standards, the MPH curriculum has been revised to accommodate and emphasise all foundational competencies through the core and elective courses.

**Weaknesses**

- None observed.

**Plans for improvement**

- The program plans to strengthen and build on these competencies, which would help it uniquely stand out as a CEPH-accredited public health academic program on the continent of Africa, thereby spearheading the adoption of these competencies to set a new standard for public health higher education on the continent and provide a strong grounding in public health knowledge and training for practitioners.



## D2. MPH Foundational Competencies

The program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (e.g., teaching assistants or other similar individuals without official faculty roles working under a faculty member's supervision) validate the student's ability to perform the competency. Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the program must assess all MPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc. This requirement also applies to students completing an MPH in combination with another degree (e.g., joint, dual, concurrent degrees).

Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students' competency attainment in group projects. Also, assessment should occur in a setting other than an internship, which is tailored to individual student needs and designed to allow students to practice skills previously learned in a classroom. Additionally, assessment must occur outside of the integrative learning experience (see Criterion D7), which is designed to integrate previously attained skills in new ways.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

- 1) *List the coursework and other learning experiences required for the program's MPH degrees, including the required curriculum for each concentration. Information may be provided in the format of Template D2-1 (single- and multi-concentration formats available) or hyperlinks to student handbooks or web pages, but the documentation must present a clear depiction of the requirements for each MPH degree.*

### Template D2-1. Core Requirements for MPH degree

Requirements for MPH degree, X Concentration		
Course number	Course name	Credits (if applicable)
Required courses (foundation and concentration)		
MPH 551	Epidemiology	3
MPH 553	Biostatistics	3
MPH 555	Introduction to Public Health	3
MPH 572	Social and Behavioural Sciences in Public Health	2
MPH 559	Health Policy, Management and Leadership	3
MPH 552	Environmental and Occupational Health	3
MPH 554	Research Design and Methodology	3
MPH 571	Introduction to Comm. and Non-Communicable Disease Control	3
MPH 556	Public Health Program Planning and Evaluation	3
MPH 558	Family and Reproductive Health	3
MPH 557	Foundations in Health Promotion	3
APE & ILE courses (as applicable)		
MPH 584	Thesis/ Capstone	6
MPH 582	Field Practicum	3
Electives (as applicable)		
Electives	<i>Insert the total number of credits in the last column</i>	4
Requirements for degree completion not associated with a course (if applicable) ^		
	TOTAL CREDITS	45

- 2) List the required curriculum for each combined degree option in the same format as above, clearly indicating (using italics or shading) any requirements that differ from MPH students who are not completing a combined degree.

Not Applicable

- 3) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies. If the program addresses all of the listed foundational competencies in a single, common core curriculum, the program need only present a single matrix. If combined degree students do not complete the same core curriculum as students in the standalone MPH program, the program must present a separate matrix for each combined degree. If the program relies on concentration-specific courses to assess some of the foundational competencies listed above, the program must present a separate matrix for each concentration.

**Template D2-2: Assessment of Competencies for MPH**

Assessment of Competencies for MPH (all concentrations)		
Competency	Course number(s) and name(s)*	Describe specific assessment opportunity <sup>n</sup>
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to settings and situations in public health practice	MPH 551: (Epidemiology)	HW 1 - Recognize various public health problems pertinent to the population and apply measures of disease (public health) frequencies to describe the magnitude of the problem with respect to time, person, and place.
	MPH 554: (Research Design and Methodology)	Thesis Proposal: Component of a written proposal for research thesis- identify and apply appropriate epidemiological methods to an identified public health issue of concern
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	MPH 553: (Biostatistics)	<u>Quantitative</u> HW 1 - This exercise will include giving the class some case studies and asking them to classify them into the type of data collection methods that should best be used to gather data. Students will further be asked to state the advantages and disadvantages of each approach. <u>Qualitative</u> HW 1- Students are engaged in a class exercise to interview (30 min interview?) themselves in pairs and transcribe the recorded interview. They are introduced to Dedoose Software and given an assignment to attach codes and descriptors to their transcribed interviews.
	MPH 551: (Epidemiology)	<u>Quantitative</u> HW 2 - Identify appropriate measures of disease frequency data for comparative computation and interpretation in given public health contexts (such as incidence rates, prevalence rates, relative risks, and odds ratios).
	MPH 554: (Research Designs and Methodology)	<u>Qualitative/quantitative</u> Thesis Proposal: Component of a written proposal for research thesis- identify appropriate quantitative/qualitative data collection methods for an identified public health issue of concern.

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	MPH 553: (Biostatistics)	<u>Quantitative</u> Lab Practicals - The class is assigned different datasets and asked to identify the most appropriate statistical technique to be used to analyze the data using the STATA software. Students will be required to submit results with accompanying interpretations to an audience for each activity.
	MPH 554: (Research Design and Methodology)	<u>Qualitative</u> Assignment The students are paired and given a predesigned interview guide to administer to target respondents. The students transcribe the interview. Students use the qualitative data analysis steps of reading, coding, displaying, reducing, and interpreting to establish thematic areas. Students submit a brief overall interpretation of their findings, showing how thematic areas they identified relate to the research question in Excel. Example: In 2021 the guide was designed to identify the perceptions of students on Ensign's class size and teaching effectiveness
4. Interpret results of data analysis for public health research, policy or practice	MPH 553: (Biostatistics)	Final Exams - Students are given examination questions that reflect all topics covered over the Semester and asked to interpret samples of statistical output and their implications in health research.
	MPH 551: (Epidemiology)	HW 2 - Identify appropriate measures of disease frequency data for comparative computation and interpretation in given public health contexts.
<b>Public Health &amp; Health Care Systems</b>		
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	MPH 555: (Intro. to Public Health)	Homework 2: Students are assigned scenarios describing health systems across different geographical areas(local/international) and ask to write a paper to compare and contrast the structure and function of health care delivery in the context of the 10 Essential of Public Health services.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systematic levels	MPH 555: (Intro. to Public Health)	Group Work - Students are assigned into groups and asked to do brief presentations on the differences between health equality and equity. In addition, they are asked to discuss structural bias and racism on the health needs of communities. The instructor assesses each student based on the students' completed peer evaluation at the end of the assignment.
	MPH 571: (Communicable and Non-Communicable Disease Control)	Presentation: Students prepare a Powerpoint presentation on a public health concern/disease with a discussion on how structural bias, social inequities or racism brings challenges to achieving health equity for those affected
<b>Planning &amp; Management to Promote Health</b>		

7. Assess population needs, assets and capacities that affect communities' health	MPH 556: (PH Program Planning and Evaluation)	Final Exams. Q 9 Students are presented with a case study to assess a community's needs, assets, and capacities that affect the communities' health. Some of the case studies assigned include disaster management, air pollution, flooding and traffic congestion, etc.  Q 7 Using a written assignment? The candidates are asked to use the PRECEDE-PROCEED model to examine the health needs of a selected community
	MPH 571: (Communicable and Non-Communicable Disease Control)	Presentation: Individual presentation assignments-assessment of specific population needs, assets and capacities that affect community's health. The instructor and peers assess each student based on the student's output.
	MPH 552: (Environmental and Occupational Health)	Homework: HW 2/HW3: Assessment of physical, chemical, biological, and mechanical hazards influencing the health of populations within specific environmental and occupational settings.
8. Apply awareness of cultural values and practices to the design, implementation or critique of public health policies or programs	MPH 572: (Social and Behavioral Sciences in Public Health)	Final Exam Q3: Students are assessed on the understanding of cultural competency and the practical considerations of culture in the delivery of healthcare.
9. Design a population-based policy, program, project or intervention	MPH 556: (PH Program Planning and Evaluation)	Group Work: The class is divided into three in Week 4, each group II designs goals and objectives for a public health program and present in class. The instructor assesses each student based on the students' completed peer evaluation at the end of the assignment.
10. Explain basic principles and tools of budget and resource management	MPH 556: (PH Program Planning and Evaluation)	Midterm GANNT/Budget/Justification Each student is tasked to design a budget for a project. They are expected to create a Gannt chart that details the timeline of their project. The submission needs to include acquisition, allocation, and control of human, physical, cultural, and fiscal resources. Students discuss potential opportunities to coordinate with community agencies and other sources for obtaining these resources.
11. Select methods to evaluate public health programs	MPH 556: (PH Program Planning and Evaluation)	Final exam 1 and 2  Process evaluation: students identify an indicator that will be used for the assessment. They describe a process evaluation strategy. For each outcome objective, include all of the process objectives/activities necessary to achieve that outcome objective using a logic model. They also describe how you will document that those process objectives/activities are completed.

		Outcome/Impact Evaluation: Students identify outcome objectives and provide indicators that will be used to measure each objective. They design an outcome evaluation that demonstrates how outcomes are achieved. They are expected to establish how the changes were the result of their intervention. Identify your evaluation design and thoroughly describe your data collection efforts.
<b>Policy in Public Health</b>		
12. Discuss the policy-making process, including the roles of ethics and evidence	MPH 559: (Health Policy Management and Leadership)	Final exams Q 1 & Q 3 In Q1 and Q3, students are asked to demonstrate their knowledge in explaining the multiple dimensions of the policy-making process, including the roles of ethics and evidence. Students use Kingdon's and Walt's policy triangle to explain and apply policy options for addressing an assigned topic or issue. Students need to include ethical considerations, the role of science and evidence, and the process of developing and approving policy. Further, students also need to include a discussion regarding the impact of social, political, economic, and cultural forces on the development and implementation of health policy options and programs.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	MPH 559: (Health Policy, Management and Leadership)	Quiz 2. The students are expected to identify stakeholder engagement processes used in a case study. They are expected to propose tools and methods for building stakeholder partnerships.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	MPH 557: (Foundations in Health Promotion)	Deliverable: Flash talk exercise-to create a 1-minute message on a public health concern (political, social, or economic) to the different target audiences. Sections of the message include the problem message, solution message, urgency message, and ask/recommendation message. In the assignment, students must consider the variety of populations in Ghana including but not limited to remote communities, children and pregnant women, people living with NCDs, etc and explicitly state the public health problem relevant to these populations. The solution message should draw from existing evidence (policies or interventions) which should speak to the advocacy message in their recommendations. The ask or recommendation message requires students to refer to existing policies, evidence or studies to advocate for a change in health decisions by individuals or ask for a change in policies to promote health of diverse populations. These flash talks are uploaded on various social media platforms with the aim to reach the target audience.
15. Evaluate policies for their impact on public health and health equity	MPH 555: (Introduction to Public Health)	Hwk 3: - Students are asked to submit a paper elaborating on the National Health Insurance Scheme (NHIS) and assess its impact on health equity for Ghanaians.

	MPH 559: (Health Policy, Management and Leadership)	Group: Week 8 and 9 the class evaluate the selected sexual and reproductive health component of the National Population Policy to examine its impact on fertility, contraceptive use and maternal health. The instructor assesses each student based on the students' completed peer evaluation at the end of the project.
<b>Leadership</b>		
16. Apply leadership and/or management principles to address relevant issues	MPH 559: (Health Policy, Management and Leadership)	Quiz 1 Q1: Students are assessed on their knowledge of health management approaches in a country of choice. Final exams Section B Q 2: Students apply principles of leadership to resolve conflicts among multi-professional health teams in health organizations
17. Apply negotiation and mediation skills to address organizational or community challenges.	MPH 559: (Health Policy, Management and Leadership)	Midsem Q5: Students are asked to use the circle of conflict to identify the courses of conflict for a case study. They are expected to provide solutions for addressing the conflict using negotiation, counseling, and diplomacy. Students are assessed on conflict resolution mechanisms in midterm and/or final exams.
<b>Communication</b>		
18. Select communication strategies for different audiences and sectors.	MPH 557: - Foundations in Health Promotion	MPH 557: Homework: Students are tasked to draft and present a message on a public health issue of concern for different audience groups of their choice via different mediums of communication. The content of the message should factor in the possible health literacy level of the audience and the medium of communication.
19. Communicate audience-appropriate (i.e. non-academic, non peer audience) public health content, both in writing and through oral presentation	MPH 557: - Foundations in Health Promotion	Group Project: Flash talk exercise-to create a 1-minute message on a public health concern to a different target audience. For previous assignments, students have addressed audiences including policymakers, health workers, aged, and adolescents, among others. Sections of the message include the problem message, solution message, urgency message, and the ask or recommendation message. This exercise is both written and presented orally.
20. Describe the importance of cultural competence in communicating public health content	MPH 572: (Social & Behavioral Sciences in Public Health)	Final Exam Q3: Students are assessed on the understanding of cultural competency and the practical considerations of culture in the delivery of healthcare.
	MPH 558: (Family and Reproductive Health)	Group work: During discussions on policies on Reproductive Health, Female Genital Cutting is identified as one that needs a cultural approach to curb such practices. Students are given time in class to discuss the essence of a cultural approach and identify innovative ways to address the problem. The instructor assesses each student based on the students' completed peer evaluation at the end of the assignment.
<b>Interprofessional Practice</b>		

21. Integrate perspectives from other sectors and/or professions to promote and advance population health	MPH 555: Introduction to Public Health	Multisectoral seminar reflection: Students interact with other professionals (lawyers, architects, social work, etc) outside public health to examine their contributions and to brainstorm on possible solutions to selected social and public health topics. All students submit a reflection on this brainstorm session to identify gap areas in need of attention and to assess the relevance of contributions from the different disciplines in addressing the selected issue of interest in the organization. They are expected to work with at least two professionals
<b>Systems Thinking</b>		
22. Apply systems thinking tools to a public health issue	MPH 559: (Health Policy, Management and Leadership)	Quiz 2- The quiz will require students to describe the complexity of the Ghana CHPS program and use systems maps to understand the actors, processes, challenges, feedback loops, and interactions within the CHPS. Final Exams: The students are required to design a causal loop diagram on a single area of health. They are asked to provide 3-4 sentence summary of what is depicted in the diagram, emphasizing information that is important for guiding public policy decisions

- 4) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D2-2, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for the project, prompt for written discussion post, etc.

**D2- See D1-(ERF-1)-ENSIGN Course Files and Sample Assessments**

- 5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

**Strengths:**

- The combination of diverse assessment methods (Oral, quizzes, homework, etc) using both individual and group presentations help to validate the students' ability to perform the competencies. These assessments happen more than once for each competency to ensure that students have acquired the specified competencies.

**Weaknesses:**

- None observed

**Plans for improvement:**

- To be consistent and improve on the existing diverse assessment methods.

### **D3. DrPH Foundational Competencies**

Not Applicable



## D4. MPH & DrPH Concentration Competencies

The program defines at least five distinct competencies for each concentration or generalist degree at each degree level. These competencies articulate the unique set of knowledge and skills that justifies awarding a degree in the designated concentration (or generalist degree) and differentiates the degree offering from other concentrations offered by the unit, if applicable.

The list of competencies may expand on or enhance foundational competencies, but, in all cases, including generalist degrees, the competency statements must clearly articulate the additional depth provided beyond the foundational competencies listed in Criteria D2 and D3.

The program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each defined competency, during which faculty or other qualified individuals validate the student's ability to perform the competency.

Except for cases in which a program offers only one MPH or one DrPH concentration in the unit of accreditation, assessment opportunities must occur in the didactic courses that are required for the concentration.

If the program intends to prepare students for a specific credential (e.g., CHES/MCHES) that has defined competencies, the program documents coverage and assessment of those competencies throughout the curriculum.

- 1) Provide a matrix, in the format of Template D4-1, that lists at least five competencies in addition to those defined in Criterion D2 or D3 for each MPH or DrPH concentration or generalist degree, including combined degree options, and indicates at least one assessment activity for each of the listed competencies. Typically, the program will present a separate matrix for each concentration.

**Template D4-1. Assessment of Competencies for MPH in Generalist Concentration**

Assessment of Competencies for MPH/DrPH in X Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity <sup>a</sup>
1. Apply health promotion skills specific to low resource settings to improve the well-being of communities.	MPH 556: (PH Program Planning and Evaluation)	Group work: Students are placed in Groups to apply the 4Ps of marketing (Product, price, place and promotion) to design a social marketing program. The instructor assesses each student based on the students' completed peer evaluation at the end of the assignment.  Final exams Q 1 H. I. Students are asked to use the 4Ps of marketing to design a social marketing campaign
	MPH 572: (Social and Behavioral Sciences in Public Health)	Case study: Students are assigned to basic schools in two districts to engage the students on selected health behaviours. Students are required to use the knowledge on the social ecological model as the underlying framework for the discussion.  Exam Q 1: Students are given a case study to choose theories or models applicable to the case and how the selected model is applied in the given case.
2. Evaluate non-traditional public health influences to develop innovative solutions at the district level..	MPH 557: (Foundations of Health Promotion)	MPH 557: Students are assigned to different groups to adopt an ecological approach to review non-public health policies (eg. transport policies, environmental policies, etc). Thus, students conduct a health impact assessment to evaluate how policies outside health could directly or indirectly influence health.

Assessment of Competencies for MPH/DrPH in X Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity <sup>n</sup>
		The instructor assesses each student based on the students' completed peer evaluation at the end of the assignment.
3. Apply standards of professionalism, principle-based practice, and ethics in addressing public health issues through public health practice and research	MPH 554: (Research Designs and Methodology)	MPH 554: Students are expected to deliver a complete research protocol at the end of the semester. with clear denomination of how the research protocol meets the ethical standards.
	MPH 558: (Family and Reproductive Health)	MPH 558: Assignment: As part of their curriculum, students are tasked with using the social ecological model to analyze the factors contributing to reproductive health issues (eg. adolescent pregnancy, menstrual hygiene, etc.) among adolescents in two districts. To accomplish this, they lead group discussions with adolescents in local schools to identify these factors and recommend targeted solutions. Public health practitioners evaluate each student individually and as part of a group, using a rubric to assess their ability to apply and communicate the model effectively. The students are also evaluated on the practicality of their recommendations and their adherence to ethical principles such as non-maleficence and beneficence in their delivery.
4. Apply entrepreneurial thinking, skills, and dimensions through a public health approach in solving community health problems.	MPH 559: (Health Policy, Management and Leadership)	Homework 1: Students are to develop a entrepreneurship product based on the concept of Willingness to Pay. The assignment must identify, Who are the buyer', the cost of production and pricing. Students provide a Powerpoint presentation with at least 5 slides in a Group. Each student is assessed based on their contribution to the presentation. Each leads a part of the presentation and is assessed based on this.
5. Demonstrate effective community engagement skills for public health practice including activities that inform, educate, and empower targeted audiences.	MPH 557: (Foundations of Health Promotion)	MPH 557: Students are assigned to facilitate a simulated community durbar or similar setting (church group, community associations, etc) to discuss identified health challenges in the community and the best ways to improve upon them. Assessment: students talk about specific community engagement strategies and Health Promotion concepts, and the facilitator evaluates students using rubrics designed in line with the set objective.

- 2) *For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the program must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the self-study document and at least five sample matrices in the electronic resource file.*

Not Applicable

- 3) Include the most recent syllabus for each course listed in Template D4-1 or written guidelines for any required elements listed in Template D4-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D4-1,

provide additional documentation of the assessment, e.g., sample quiz question, full instructions for a project, prompt for written discussion post, etc.

**D4- See-D1-(ERF-1)-ENSIGN Course Files and Sample Assessments**

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths, weaknesses and plans for opportunities are similar to those stated in D2.



## D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.

The program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which reviews practical, applied work products that were produced for the site's use and benefit. Review of the student's performance in the APE must be based on at least two practical, non-academic work products AND on validating that the work products demonstrate the student's attainment of the designated competencies.

Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.

- 1) Briefly describe how the program identifies competencies attained in applied practice experiences for each MPH student, including a description of any relevant policies.

### **Practicum:**

The Department runs an annual Field Practicum training for students to work in public health settings. The APE is an internship that provides on-the-job training and services to the site organisation. The choice of the site organisation is student driven, however, the institution has signed an MOU with Ghana Health Service (D5-(ERF-1)-ENSIGN SAMPLE PRECEPTORS & MOUs) and also provides suggested institutions to aid this choice. The student is required to complete 100 practicum hours with a minimum of 80 hours of on-site time. Students in internship work with preceptor supervision to apply public health concepts and theories and competencies acquired in the classroom to public health practice through experiential activities. Students are provided with the APE Dossier before registration ().

Prior to the start of the practicum, students are expected to choose five competencies and two deliverables (in line with the chosen competencies) in agreement with their supervisor using the practicum form. Three of the competencies are to be selected from the CEPH Foundational Competencies. The two other competencies are to be selected from the MPH Concentration Competencies. The deliverables could include health promotion flyers, PowerPoint presentations, reports on surveys, training manuals, etc. During this period, MPH students are expected to acquire core competencies needed to identify and address public health problems of significant concern. Students are required to consult their field supervisor to select the public health problems of interest to the organisation and assess the selected competencies based on the identified problems. Students are expected to consult and receive approval from their academic supervisors if there is a need for changes or modifications to deliverables or competencies while on the field. Examples of applied practicum experiences are as below:

1. Conduct a community health assessment.

2. Investigate an acute health problem, for example, an outbreak or environmental hazard that requires a rapid public health response.
3. Participate in the planning, implementation, and analysis of a survey in the community/organisation.
4. Perform a management analysis such as project planning, priority setting, or budget analysis.
5. Design and evaluate a public health program.

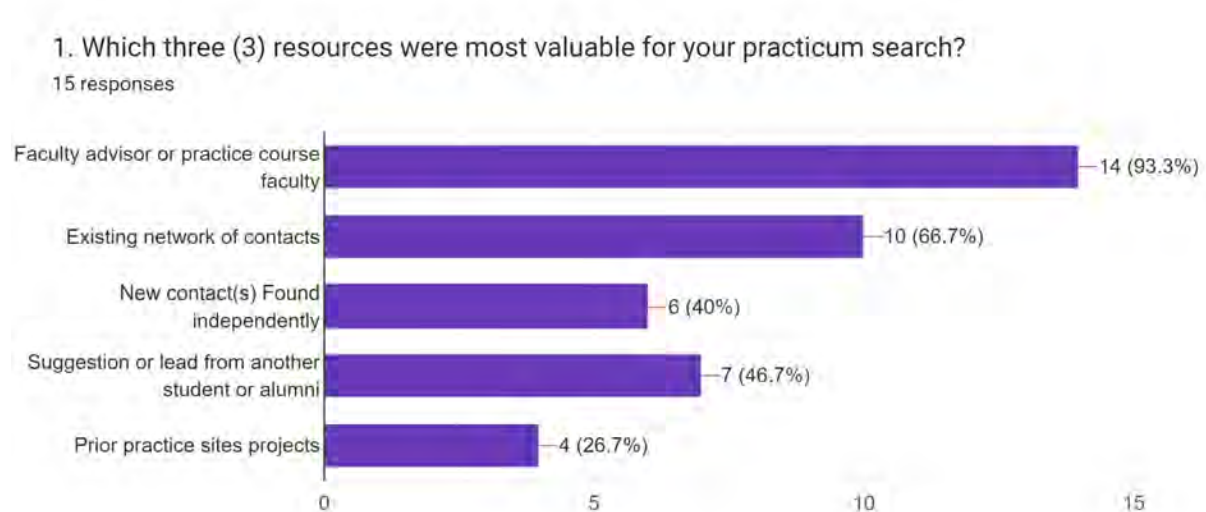
Some of the organisations students have worked with in the past are the Sweden Ghana Medical Centre, Asuogyaman Health Directorate, Centre of Sustainability Transitions at Stellenbosch University, Ashaiman Health Directorate, Ho Municipal Health Directorate, just to name a few.

### *Role of faculty advisors*

Each student is assigned a faculty advisor after enrollment into the MPH program. The advisors assist and guide students through the Applied Practicum Experience. The roles of the advisors include:

1. Assist the student in finding a suitable site of their choice.
2. Ensure the student is being placed in an appropriate site.
3. Approve the student's proposal.
4. Ensure that the student has appropriate administrative approval if needed.
5. Supervise the field practicum.
6. Grade the field practicum.

The Chart below is an extract from a survey conducted to solicit data from the 2022/2023 Cohort of students on their perception of the source of help on selecting the Practicum site. This indicates the strong involvement of faculty during the site search.



*Figure 2. Assessment of Practicum Experience:*

Students are assessed based on the quality of their product (70%) and the Exit Interview (D5-(ERF-2)- APE dossier) by their Academic Advisor (10%). The field supervisor also rates the student using the Preceptor

Evaluation Form (D5-(ERF-3)- Sample \_completed Preceptor Evaluation Form) (20%). These sum up to the student's score of 100%. Students are graded based on the College's grading format as shown below:

**Table D5-1** Grading details

MARK (%)	GRADE	REMARK/DEFINITION
70-100	A	Excellent
60-69	B	Very Good
50-59	C	Pass
0-49	F	Fail
	I	Incomplete (Medical)
	I'	Incomplete (Prevented from writing Examination)
	I*	Mark not available

- 2) *Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience.*

Students are provided with the APE Dossier after the APE orientation. The APE Dossier contains:

1. APE handbook
2. Information for Preceptors
3. Appendix 1 CEPH Competencies
4. Preceptor Evaluation Form
5. APE Registration Packet
6. APE Grading Rubrics

Sample completed Preceptor Evaluation Forms are attached in **D5-(ERF-3)-ENSIGN APE Preceptor Evaluation**

- 3) *Provide samples of practice-related materials for individual students from each concentration or generalist degree. The samples must also include materials from students completing combined degree programs, if applicable. The program must provide samples of complete sets of materials (i.e., Template D5-1 and the work products/documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the program has not produced five students for which complete samples are available, note this and provide all available samples*

Samples of practice-related materials for individual students from the generalist degree are available in **D5-(ERF-4)-ENSIGN Practicum Reports**

- 4) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

### **Strengths**

- EGC provides opportunities for MPH students to apply the knowledge and skills acquired through their courses in a real-world public health setting.
- EGC chooses qualified Preceptors to supervise students' practice experience.
- EGC has well-defined procedures for arranging placements and criteria for evaluation of the practice experience.
- The contribution of EGC faculty and students to the practicum sites is highly valued in our context. It is seen as a mutually beneficial opportunity for the student's success while contributing to the public health organisations concerned and the wider profession.

### **Weaknesses**

- Refusal of students by some organizations disrupts the schedule for the field practicum program.
- Change of preceptors at the receiving institution requires frequent orientation for new replacements (preceptors).

### **Plans for Improvement**

- To sustain ongoing relationships with practicum sites so that students can build on what was done by their predecessors placed at those sites.
- EGC plans to properly establish formal relationships with more institutions, including Non-Governmental Organisations to serve as placement sites.



## **D6. DrPH Applied Practicum Experience**

Not Applicable



## D7. MPH Integrative Learning Experience

MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student's educational and professional goals; demonstrating synthesis and integration requires more than one foundational and one concentration competency.

Professional certification exams (e.g., CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the ILE, but are not in and of themselves sufficient to satisfy this criterion.

The program identifies assessment methods that ensure that at least one faculty member reviews each student's performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (e.g., preceptors).

- 1) List, in the format of Template D7-1, the integrative learning experience for each MPH concentration, generalist degree or combined degree option that includes the MPH. The template also requires the program to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies.

**Template D7-1. MPH Integrative Learning Experience for Generalist Concentration**

MPH Integrative Learning Experience for Generalist Concentration	
Integrative learning experience (list all options)	How competencies are synthesized
Thesis Final Report	<ul style="list-style-type: none"> <li>● Students are expected to demonstrate competencies 1,2,3, and 4 of the 22 CEPH foundational competencies and competency 3 of the core concentration competency.</li> <li>● Students self-identify their thesis topics. Develop their research proposal, which faculty will review before submission to the Ethics Committee for approval.</li> <li>● Students develop competencies in data collection, analysis, interpretation, and writing.</li> <li>● The thesis (oral and written) is examined by internal and External Examiners using well-defined rubrics developed based on competencies to assess students' ability to appropriately integrate and synthesize.</li> </ul>
<b>Foundational Competencies</b>	
1. Apply epidemiological methods to settings and situations in public health practice	
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	

4. Interpret results of data analysis for public health research, policy or practice

### CONCENTRATION COMPETENCE

3. Apply standards of professionalism, principle-based practice and ethics in addressing public health issues through public health practice and research

- 2) *Briefly summarize the process, expectations, and assessment for each integrative learning experience.*

Thesis:

The preparation and presentation of the thesis will be an important component of the overall assessment of a student's performance for the award of a Master of Public Health degree. The objective is to offer opportunities for students to integrate their learning experience as provided during the course. It will also constitute a means of assessing their research competencies. Students will be expected to select topics of interest to them with the approval of the Faculty Board. The length of the dissertation will not exceed 75 pages and will be submitted in partial fulfilment of the requirements for the award of Master of Public Health. An oral examination shall be arranged and shall involve External Examiners.

- 3) *Provide documentation, including syllabi and/or handbooks that communicate integrative learning experience policies and procedures to students.*

This documentation can be found in the program Handbook **A1 - (ERF-5) -MPH Program Handbook**

- 4) *Provide documentation, including rubrics or guidelines that explains the methods through which faculty and/or other qualified individuals assess the integrative learning experience with regard to students' demonstration of the selected competencies.*

Guidelines as provided by the mentor institution (KNUST). **A1 - (ERF-5) -MPH Program Handbook**

- 5) *Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations, if applicable. The program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.*

**D7-(ERF-1)-ENSIGN Sample Theses reports**

- 6) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

**Strengths:**

- The theses are student-led initiatives supervised by faculty, and this allows them to develop leadership skills and improve upon their research skills.
- EGC runs a computer license training program which is developed based on an annual computer literacy survey. The aim is to equip students with computer skills to support them in their thesis write-up.

**Weaknesses:**

- These works are currently not fully funded.

**Plans for Improvement:**

- The Department plans to recruit one additional Graduate Assistant next year 2024 to support students with data analysis and formatting during the thesis.

## **D8. DrPh Integrative learning Experience**

Not Applicable

## **D9. Public Health Bachelor's Degree Foundational Domains**

Not Applicable

## **D10. Public Health Bachelor's Degree Foundational Competencies**

Not Applicable

## **D11. Public Health Bachelor's Degree Cumulative and Experiential Activities**

Not Applicable

## **D12. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences**

Not Applicable

## D13. MPH Program Length

An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion.

Programs use university definitions for credit hours.

- 1) *Provide information about the minimum credit-hour requirements for all MPH degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.*

The MPH degree is a 45-credit hour program based on the semester system with 32 credit hours of core courses, 4 credit hours of elective courses, 6 credit hours of thesis work, and 3 credit hours of public health applied practical experience (APE).

- 2) *Define a credit with regard to classroom/contact hours.*

The department runs a 15-weeks semester program which includes 12 weeks of instruction, 1 week of revision, and 2 weeks for examination. A one-credit hour graduate class consists of 60 minutes of classroom contact per week with students.

## **D14. DrPH Program Length**

Not Applicable

## **D15. Bachelor's Degree Program Length**

Not Applicable

## **D16. Academic and Highly Specialized Public Health Master's Degrees**

Not Applicable

## **D17. Academic Public Health Doctoral Degrees**

Not Applicable

## **D18. All Remaining Degrees**

Not Applicable

## **D19. Distance Education**

Not Applicable



# Section E





## E1. Faculty Alignment with Degrees Offered

Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience.

Faculty education and experience is appropriate for the degree level (bachelor's, master's, doctoral) and the nature of the degree (research, professional practice, etc.) with which they are associated.

- 1) Provide a table showing the program's primary instructional faculty in the format of Template E1-1. The template presents data effective at the beginning of the academic year in which the final self-study is submitted to CEPH and must be updated at the beginning of the site visit if any changes have occurred since final self-study submission. The identification of instructional areas must correspond to the data presented in Template C2-1.

**Template E-1-1 Primary Instructional Faculty Alignment with Degrees Offered**

Primary Instructional Faculty Alignment with Degrees Offered						
Name*	Title/ Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Stephen Alder	Professor	FT	PhD, MS, MBA	University of Utah – PhD and MS (US), University of Oxford - MBA (UK)	Health Promotion and Education – Community Health, Family Ecology Business Administration - Strategy and Entrepreneurship	Generalist
Stephen Manortey	Senior Lecturer	FT	PhD, MSc	University of Utah (US), Brigham Young University (US)	Public Health,  Statistics	Generalist
Sandra Boatemaa Kushitor	Lecturer	FT	PhD, MPhil	University of Ghana (Ghana)	Population Studies	Generalist
Millicent Ofori Boateng	Lecturer	FT	PhD, MA	Aarhus University (Denmark)	Health Sciences International Health	Generalist
Edward Sutherland	Lecturer	FT	MD, MPH	Ensign Global College (Ghana), Sechenov First Moscow State Medical University (Russia)	Medicine, Public Health	Generalist

- 2) Provide summary data on the qualifications of any other faculty with significant involvement in the program's public health instruction in the format of Template E1-2. Programs define "significant" in their own contexts but, at a minimum, include any individuals who regularly provide instruction or supervision for required courses and other experiences listed in the criterion on Curriculum. Reporting on individuals who supervise individual students' practice experience (preceptors, etc.) is not required. The identification of instructional areas must correspond to the data presented in Template C2-1.

### Template E1-2 Non-Primary Instructional Faculty Regularly Involved in Instruction

Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name*	Academic Rank	Title and Current Employment	FTE or % Time Allocated	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Makarious Ayitey Aryee	Lecturer	Adjunct Lecturer	0.3	MPhil	University of Ghana	Economics	Generalist
Patience Aniteye	Senior Lecturer	Adjunct Lecturer	0.3	PhD	London School of Hygiene and Tropical Medicine, University of London	Public Health	Generalist
Gloria Joyce Quansah Asare	Lecturer	Adjunct Lecturer	0.3	MBBS, DrPH	Johns Hopkins University	Public Health	Generalist
Simon Sovoe	Senior Lecturer	Adjunct Lecturer	0.3	PhD	University of Ghana	Environmental Science	Generalist

3) *Include CVs for all individuals listed in the templates above.*

#### E1 - (ERF-1)- Faculty CVs

4) *If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.*

Definition of primary instruction faculty (PIF): These are faculty members whose time to the Department and program is 100%. They spend about 60% of their time teaching, 20% on administration and service, and 20% on research.

Definition of non-primary instructional faculty (Non-PIF): Non-PIF or Adjunct faculty members who are assigned to teach a particular course in a semester. They devote about 30% of their time to the program during the contract period.

5) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

#### Strengths

- There are sufficient Faculty members for the program. The Department's faculty are highly qualified global professors who demonstrate commitment, dedication, and excellence in their roles.
- The department's faculty is a key asset of the program, offering students excellent instructional programs and mentoring.

#### Weaknesses

- None observed

#### Plans for improvement

- There are plans to engage visiting scholars from all over the globe to enrich the learning experience and faculty resources.

## E2. Integration of Faculty with Practice Experience

To assure a broad public health perspective, the program employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. Programs encourage faculty to maintain ongoing practice links with public health agencies, especially at state and local levels.

To assure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities, programs regularly involve public health practitioners and other individuals involved in public health work through arrangements that may include adjunct and part-time faculty appointments, guest lectures, involvement in committee work, mentoring students, etc.

- 1) *Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, other than faculty members' participation in extramural service, as discussed in Criterion E5. The unit may identify full-time faculty with prior employment experience in practice settings outside of academia, and/or units may describe employment of part-time practice-based faculty, use of guest lecturers from the practice community, etc.*

The adjunct faculty members, guest lecturers and seminar presenters at EGC are currently public health practitioners to promote the application and relevance of the curriculum to ongoing public health practice. These instructors' diverse backgrounds including Environmental Health, Reproductive Health, Policy Advocacy, and Program Planning, Health Informatics and Medicine assure the program's broad public health perspective.

- Public health practitioners:

The instructors serve in positions in governmental public health offices, private healthcare settings, or non-governmental organizations, as provided in the details below:

- **Dr. Gloria Quansah-Asare** is a medical doctor, a public health consultant and the former Deputy Director-General of the Ghana Health Service. She has extensive experience in Program Management, Research, and advocates for Reproductive Health/Family Planning, Maternal, Newborn, Child & Adolescent Health (RMNCAH), Nutrition and Women & Development. She was the first Director of the Family Health Division. Before that, she was the National Program Manager for Family Planning and Expanded Program on Immunization and Control of Diarrheal Diseases (EPI/CDD) programs of the Ghana Health Service.

She is a Foundation Fellow (Public Health Faculty) of the Ghana College of Physicians & Surgeons, and former Deputy Head of the Population, Family & Reproductive Health Department, at the University of Ghana School of Public Health. She served as a Member (Global South Representative) of the Reproductive Health Supplies Coalition Executive Committee (2013 -2017). She is an adjunct Lecturer at EGC who incorporates her career experiences into the *MPH 558 Family and Reproductive Health* course for students at EGC as and when needed on the topic Reproductive health policies/standards and implementation issues in Ghana.

- **Dr Simon Sovoe** currently serves as a Deputy Director (Head of Research, Technology & Innovation Unit) of Ghana's Environmental Protection Agency. He joined the Agency in 2004 as a Program Officer (PO) and rose through the ranks to the current grade and position. He has taught Environmental & Occupational Health, Disaster Management and Geographic

Information Systems (GIS) at the masters' level in several universities in an adjunct position. He has ten (10) Postgraduate Certificates in GIS, Remote Sensing, Multi-Hazard Risk Assessment and Flood Modelling from the University of Twente and UNESCO-IHE, in the Netherlands. He has three Certificates of Attendance in Computer Programming and Hyperspectral Remote Sensing from the University of Twente, the Netherlands.

At EGC, Dr. Sovoe serves as an adjunct faculty member. With his extensive experience, he teaches students about various occupational and environmental hazards, including physical, mechanical, psychosocial, and chemical hazards. He teaches *MPH 552 Environmental & Occupational Health* Course where he introduces students to the R statistical software package and Bayesian statistical modelling for analysing environmental data in risk assessment.

- **Dr Edith Tetteh** is a Public Health Practitioner with over 40 years of experience in Teaching, Research, Demonstration, and Policy Advocacy. She has worked on several multi-sectoral projects to address crucial health determinants using catalytic strategies to maximise health outcomes, emphasising guiding principles and philosophies to align action and orient progress. She has extensive experience in systematic reviews and meta-analysis in evaluating strategies for reducing maternal mortality in underserved communities and the effects of health care intervention from PHC to the MDGs and SDGs. She is currently a member of the Ghana Monitoring and Evaluation Forum (GMEF) steering committee and the Radiological and Medical Sciences Research Institute's Ethical Review Committee (RAMSR-ERC). She was the United Nation's Scale-up Nutrition (UNSun) Movement Focal Person for Ghana from 2012 to 2015. For two decades (1996-2016), she was a member of the National Resource Team for Adolescent Health and Development Program of the Ghana Health Service and the Vice-Chair of the National Development Planning Commission (NDPP) from 2009 to 2015. She served on the Review Committee and Institutional Review Board of the Ghana Dutch Research Project. She also coordinated the Ghana Prevention of Maternal Mortality Program for 10 years with funding from the Carnegie Corporation of New York and the Cleft Lip and Palate Repair Project with Funding from the Transforming Faces. She serves as an adjunct faculty member for EGC where she brings her vast practical experiences into the classroom setting. She gets invited as and when needed to share her knowledge on intersectoral approach to addressing health issues and techniques on "community entry" in the *MPH 555 Introduction to Public Health*.
- **Makarious Ayitey Aryee** is an Economist and holds a Master of Philosophy (MPhil) Degree from the University of Ghana. He has taught extensively in other universities like the University of Ghana, Ghana Institute of Management and Public Administration (GIMPA), Academic City University College, Madina Institute of Science and Technology (MIST) and is currently a full-time lecturer at Wisconsin International University College – Ghana (WIUC-GH). He has taught programs in both Economics (Microeconomics, Managerial Economics, and Mathematics for Economists) and Finance. His research agenda is Microeconomic Research in Health Economics and has publications in respectable journals like the Journal of Economics, Management, and Financial Markets. Mr. Aryee, with his extensive knowledge in Microeconomics and various areas of Economics, guides students through the utilisation of Microeconomic and Economic Evaluation tools and their practical implementation in the Health context. He merges current economic principles and concepts into health as a professional economist through lecture sessions in *MPH 558: Health Economics*.

- **Dr Osei Asibey Owusu** is a Medical doctor from Agogo Presbyterian Hospital. He is a public health specialist and health data scientist with expertise in rural health, obstetrics and gynaecology, maternal and reproductive health, health policies and systems, clinical trials, and community collaborative research. He holds an MSc Public Health for Development at London School of Hygiene and Tropical Medicine-London UK with a Commonwealth Shared Scholarship, a highly prestigious and competitive international scholarship. He obtained his MBChB (Medicine) degree from School of Medical Sciences, KNUST Kumasi. Dr Asibey serves as one of the facilitators of the bi-weekly graduate seminars *PHS 551 and PHS 554: Public Health Seminar 1 and 2 respectively*. He uses his health practice experiences as illustrative examples or as case studies for tackling common childhood diseases including the comparative safety and effectiveness of anti-malarial preventive treatment in Infants. In addition, he brings to the seminars current methods of conducting systematic and meta analysis. He provides coaching for students after the seminars, which are based on the college's general concentration competencies.
- **Ms. Ofeibea Asare** is a knowledgeable Reproductive Health Expert currently pursuing her PhD in Population Health at the University of Ottawa Canada. She has previously worked with the Planned Parenthood Association of Ghana (PPAG) as the Zonal Coordinator for the Reducing Maternal Morbidity and Mortality (R3M) project, as well as the Head of the Accra Young and Wise Centre. During her time at PPAG, she focused on educating adolescents on issues related to their reproductive health. Ms. Asare serves as a guest lecturer on *MPH 558: Family and Reproductive Health* Course, specifically addressing the determinants of Adolescent Sexual and Reproductive Health in Ghana. She coaches and grades students to undertake advocacy exercises on pressing reproductive health issues in Districts within the College's locality.
- **Dr Daniel Opoku** is a Lecturer at the School of Public Health, KNUST with academic and research experience in health systems and policies and a special interest in digital health, health care innovations, evidence-based health policy, health technology assessment (HTA) and Africa. He is also a Postdoctoral Fellow for Health Systems Digitalization at the Department of Health Care Management, Berlin University of Technology in Germany. Dr. Opoku has been involved in several international collaborations, working with reputable institutions and with funding from the German Academic Exchange Service (DAAD), the German Federal Ministry of Education and Research (BMBF), the German Ministry of Health (BMG), the European Union (EU), the Dutch Organisation for Internationalisation in Education (NUFFIC), and the Bill and Melinda Gates Foundation (BMGF) among others. He also serves as an Expert Consultant to the World Health Organization on Health Systems and Policies in Africa. He has extensive experience of coordinating multi-country implementation research to assess the impact of introducing and scaling up interventions via different delivery strategies. Dr. Opoku is currently the foundation Group Leader of the BMBF funded eHealth Research Partner Group at the KNUST and continues to coordinate research and capacity development in public health. Daniel is one of the facilitators of the EGC biweekly seminar *MPH 550: Public Health Seminar*. He led a session on: Innovation in chronic disease care and eHealth. He uses the Ghana national telemedicine programme as a case study to analyze regulatory authorization of digital health technologies.

- **Dr Edward Sutherland** is a medical doctor with over a decade of experience in health practice. He is also the resident doctor of the Ensign Health Services. He and the college nurse Ms Rebecca Ametepey are guest lecturers on MPH 556: Health Policy, Management and Leadership. They teach Lecture 7: Licensure, Accreditation, and Certification: Approaches to Health Services Quality using their experience in acquiring and maintaining accreditation from the Health Facilities Regulatory Authority (HeFRA) of Ghana. During the lesson, they guide the students through the steps in completing the HeFRA forms. They also explain the cadre and number of personnel and infrastructure required for each type of facility. In the exam, students are expected to select three dimensions of healthcare quality and explain how the Ministry of Health is working towards improving healthcare quality in Ghana based on the work of HeFRA.
- **Ms Afua Tetteh** is a nutritionist and the program manager for the Stories of Change in Nutrition in Ghana Project based at the University of Ghana. This project examines the policies and programs that facilitated the decline in child stunting and anaemia rates in Ghana between 2009 and 2018. She serves as a Guest Lecturer on MPH 566: Public Health Nutrition. She teaches Lecture 3: Micronutrient Malnutrition. Using her experience to inform the scenarios and case studies, she discusses and analyzes with students the prevalence, risk factors and enablers of micronutrient malnutrition among women and children in vulnerable communities in Ghana.

For more information about the PT faculty members, please see Template E1-2.

*If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

**Strengths:**

- Having experts from the practising organisations such as the Ghana Health Service and the Environmental Protection Agency as part-time faculty members offers the program an excellent working relationship with these agencies.
- The students gain the opportunity to have first-hand perspectives from the public health sector and this enables students to better understand the practicality of the concepts in the field.

**Weaknesses:**

- None observed.

**Plans for improvement :**

- The Department is restructuring the speakers for the bi-weekly seminars to include more diverse practice-based presenters. The students will evaluate these seminars, and the necessary improvements will be made.



## E3. Faculty Instructional Effectiveness

The program ensures that systems, policies, and procedures are in place to document that all faculty (full-time and part-time) are current in their areas of instructional responsibility and in pedagogical methods.

The program establishes and consistently applies procedures for evaluating faculty competence and performance in instruction.

The program supports professional development and advancement in instructional effectiveness.

- 1) *Describe the program's procedures for evaluating faculty instructional effectiveness. Include a description of the processes used for student course evaluations and peer evaluations, if applicable.*

EGC ensures that faculty members are informed and maintain currency in their areas of instructional responsibility through a diversity of mechanisms, including setting internal policies and procedures that align with national and international expectations on Instructional Effectiveness. The following section lists the main systems to ensure that both primary and non-primary faculty members are current in their areas of instructional responsibility:

### A. Students' Course Evaluation Forms

Students' semester-based course evaluations provide assessments of the effectiveness of instruction for the course and its content. Students must complete a form for each of their courses during the final week of a course. The evaluations are anonymous, and the response rate is generally over 90 per cent. This assessment guides faculty on course content review and pedagogical or instructional method review.

### B. KNUST/mentoring institution course moderation

The mentoring institution KNUST conducts moderation annually for thesis examinations and end-semester examinations. Information on each course outline, examination questions and marking schemes are submitted. This ensures that assessment outcomes are fair, valid, and reliable. The assessment criteria are applied consistently to address any differences in academic judgement between individual markers. The moderators conduct sample second marking, which involves reviewing the marks for a specified proportion of students' assignments and examination script.

### C. KNUST/mentoring institution faculty promotion

KNUST assesses faculty due for promotion in three areas: teaching, research, and service. The following are examples of activities on which faculty members report on:

#### (a) Quality of Teaching

- Ability to adapt teaching programs to accommodate new data/ideas, or changed needs and objectives (originality)
- Quality of lecture notes.
- Students' reaction to his/her teaching, specifically, have there been any complaints and how often.
- Regularity and punctuality of attendance at lectures, tutorials, seminars, etc.
- Ability to complete syllabus.
- Provision of hand-out or published lecture notes, etc.

- Comment on his/her conduct of examination:
  - 1) Quality of examination questions.
  - 2) Punctuality in setting examination questions and marking scripts.
  - 3) Nature of comments on his examination by external examiners.
- Supervision of Projects/postgraduate students
- Lecture/Teaching Load

**(b) Promotion of Knowledge**

- Research conducted (Topics with dates)
- Publications arising out of the Research.
- Journals in which papers are published.
  - 1) Involvement in other departmental Research and Development activities (new products/technologies).
  - 2) Certify Publications/Exhibitions listed by Applicant.

**(c) Service**

This criterion examines contributions the applicant has made based on his/her knowledge that benefits the University, community, nation or international community.

- Total number of college committees on which the applicant has served
- Contributions to local community development
- Total number of reviewed articles
- Total number of boards and/or committees the applicant has served on at the national, regional and district levels of government.

**D. Faculty Retreats and Meetings:**

The department organises retreats to discuss pedagogical or curricular issues related to the semester's teaching activities. The semester retreats aim to help Faculty become more knowledgeable about enhancing teaching and learning by sharing techniques and information and by inspiring new initiatives among teachers on campus. The recent retreat covered pedagogical skills for effective graduate studies where the faculty discussed 'advising', 'writing skills of students, and 'student group work' as examples at the retreat.

**E. Ghana Tertiary Education Commission (GTEC)**

As part of the requirements from GTEC, faculty research outputs are evaluated each year. Faculty are expected to complete a document detailing different types of publications (technical reports, virtual publications, peer-reviewed articles, books, and thesis) produced within an academic year. This output is measured against the criteria provided by GTEC.

- 2) *Describe available university and programmatic support for continuous improvement in teaching practices and student learning. Provide three to five examples of program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.*

The College provides continuous support for faculty's instructional roles through various means. The following listed examples are accessible for all primary and non-primary faculty members:

**A. New Faculty Orientation:**

To facilitate the integration and engagement of EGC new faculty, the Registrar and Head of Program give new faculty members easy access to essential information. New faculty members are provided links to places and people at EGC who can help during the initial stages of employment. New faculty are introduced to teaching and non-teaching resources, including contacts, policies and practices that initiate faculty socialisation, setting the mentoring process in motion. The orientation helps faculty to build their capacities in research, teaching, community engagement, leadership, and career advancement. The Facilities Manager assists in providing orientation to workstations and housing allocations. The IT Manager provides information technology products (computers, printers, shredders, and institutional email addresses) and services.

**E3 - (ERF-1)- Staff Orientation and Induction Policy and Procedures**

**B. Faculty Development Fund:**

The Department has set up a Faculty Development Fund of \$1,500.00 per faculty a year (in addition to a travel fund of \$3000.00 per faculty per year), intended to support professional development in conducting research and maintaining industry relationships by funding travel to conferences. This helps to keep Faculty up to date in their field of research and enables students to have the highest calibre of faculty for the program. Faculty have used this fund to attend conferences, educational workshops and conducted pilot research projects. For example:

- From the 12th to the 15th of August 2023, Dr Ofori Boateng participated and presented research work at the African Interdisciplinary Health Conference, held in Kenya. This conference provided a platform for presenting current research on trending health conditions within the African region and also served as an opportunity for networking and fostering future research collaborations.
- . Dr. Edward Kofi Sutherland attended the Global Health Catalyst Summit in Philadelphia, USA from 4th to 6th May, 2023. He was able to network with global health leaders, governmental and non-governmental to strengthen and develop partnerships and also be abreast with new developments in the global cancer care and control continuum.
- Dr. Sandra Boatema Kushitor used the 2022/2023 fund to support the validation of a facilitator guide for improving knowledge and awareness of overweight and obesity in the Lower Manya Krobo Municipal Assembly. Two Cohort 9 students Nana Yaa Bema and Jane Barnes were hired as research assistants on this project.

**E3 - (ERF-2)- Faculty Development Fund Document**

### C. A visiting fellows program:

The President's Office supports visits of senior scholars from other universities, government institutions, international institutions, and think tanks. Priority is given to fellows with in-depth experience in key global challenges being explored by EGC. While in residence, visiting scholars are expected to provide one or more of the following services: (1) Provide lectures, seminars, or workshops; (2) Participate in discussions involving graduate students; (3) Advise departments on curriculum development and research planning; (4) collaborate with faculty on specific projects of research interest and initiate joint research projects.

For example, the President recommended Professor Don Wardell as a visiting scholar for the 2021-2022 academic year. He visited the Department in January 2022. Professor Wardell is a Francis A. Madsen Scholar and Professor of Operations and Information Systems (OIS) at the University of Utah David Eccles School of Business. Wardell has taught at both the undergraduate and graduate levels, including teaching classes in Spanish at INCAE in Costa Rica. He has been honoured with the University of Utah's Calvin S. and JeNeal N. Hatch Prize in Teaching, the U's Distinguished Teaching Award, the Eccles School's Masters Teaching Excellence Award, the Brady Superior Teaching Award, and the Marvin J. Ashton Award for Excellence in Undergraduate Teaching.

- [https://faculty.utah.edu/u0031639-Don\\_G\\_Wardell/hm/index.html](https://faculty.utah.edu/u0031639-Don_G_Wardell/hm/index.html)
- <https://www.graphic.com.gh/news/education/ensign-global-college-partners-university-of-utah-to-offer-executive-education-class-on-quality-management.html>

In addition to collaborations with the University of Utah, EGC has also partnered with other universities including Green Templeton College, and Oxford University. Dr. Jacob McKnight presented in a three-day course held on the 11-13th Nov. 2021 focusing on leadership skills in the world of healthcare during turbulent times. Dr Jacob McKnight is an Associate Fellow, at Green Templeton College and Senior Researcher, at Nuffield Department of Medicine, University of Oxford.

Dr McKnight is a health systems researcher with a diverse background having worked as an engineer and as a logistician for Médecins Sans Frontières before coming to Oxford. He works as part of the Health Systems Collaborative on projects based in Kenya, Tanzania and Vietnam and has particular interests in the adoption of technology, antimicrobial resistance, and quality and safety.

Dr McKnight is also an inventor and created the Pull Clean hand sanitising door handles which can be found on-site at Green Templeton.

<https://www.gtc.ox.ac.uk/about/fellows/jacob-mcknight/>

- 3) *Describe means through which the school or program ensures that all faculty (primary instructional and non-primary instructional) maintain currency in their areas of instructional responsibility. Provide examples as relevant. This response should focus on methods for ensuring that faculty members' disciplinary knowledge is current.*

Faculty Development Fund: The EGC has an annual faculty development fund set aside to support faculty in maintaining currency in research, academic logistics, and pursuits.

Participation in Conferences: Faculty are encouraged to attend and participate in local and international conferences to be abreast of current trends and discussions in their areas of instructional responsibilities. The focused nature of learning at a conference allows Faculty to dig

deeper with the understanding of their topic of interest. This serves as a platform to build on the individual and institutional network base and help to improve upon the knowledge base and skills of the Faculty. To this effect, Faculty in the past years have participated in the annual 2021 APHA conferences and others such as the Global Health Literacy Summit, Extreme Affordability Conference, and the Agriculture, Nutrition and Health Conference (2021-2022).

**Review of Course Outline:** Faculty are required to submit Course Outline(s) on all subjects they teach at the beginning of each academic Semester. This is reviewed by the Head of the Academic Program and is expected to reflect current Reading Lists and methods on instructional materials in the respective disciplines. EGC Faculty continue to review their mode of instructional delivery to match up with the current mode of teaching. Currently, the faculty employs both in-person and virtual teaching modes.

**Students' Course Evaluation:** Students' evaluation of each subject at the end of a Semester serves to check if the faculty is current on their instructional responsibilities. Observations made by students help to inform Faculty on the specific changes needed to improve upon their instructional duties.

**4) Describe the role of evaluations of instructional effectiveness in decisions about faculty advancement.**

**For promotion:** Faculty advancement is determined by three criteria: Teaching, Research, and Service.

In considering a faculty member for promotion, the mentoring institution, KNUST, conducts a comprehensive assessment of the candidate's teaching quality and instructional effectiveness based on the following criteria:

- (i) Ability to adapt teaching programs to accommodate new data/ideas or changed needs and objectives (originality).
- (ii) Quality of lecture notes.
- (iii) Students' reaction to Teaching, specifically, have there been any complaints and how often.
- (iv) Regularity and punctuality of attendance at Lectures, Tutorials, seminars, etc.
- (v) Is the applicant able to complete his syllabus?
- (vi) Does the applicant make any other contributions to teaching efforts, eg. in the form of hand-out or published lecture notes, etc.
- (vii) Comment on the conduct of the examination
  - (1) Quality of examination questions
  - (2) Punctuality in setting examination questions and marking of scripts.
  - (3) Nature of comments on examination by external examiners.
- (viii) Supervision of Projects/postgraduate students
- (ix) Lecture/Teaching Load
- (x) Rating of overall Performance

The assessment is carried out at three levels. First, Faculty are expected to self-evaluate their teaching/learning effectiveness. Then, the same evaluation is then done by the Head of Program and lastly by a selected external examiner(s) depending on the rank due for promotion.

- 5) *Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on its self-selected indicators of instructional effectiveness. Select at least three indicators, meaningful to the unit, with one from each listed category.*

**A. Faculty Currency**

Review of Course Outline: Faculty are required to submit Course Outline(s) on all subjects they teach two weeks before the Semester begins. This is reviewed by the Head of Program and is expected to reflect current Reading Lists and methods on instructional materials in the respective disciplines. EGC Faculty continue to review their mode of instructional delivery to match up to the current mode of teaching. Currently, the Faculty employs both in-person and virtual teaching modes.

**B. Instructional Technique:**

Students' Course Evaluation: Students' evaluation of each subject at the end of a Semester serves to check if the faculty is current on their instructional responsibilities. Observations made by students help to inform Faculty on the specific changes needed to improve upon their instructional duties.

**C. Efficient Use of Faculty Development Fund**

The ability of faculty to efficiently use and apply allocated funds from Faculty Development Funds to enhance instructional effectiveness through the procurement of teaching and learning materials/resources (TLMs) that aid in contemporary teaching and instruction. This is evidenced through the transactional records of the faculty with the Head of Finance. For example, since 2016, faculty members have been using the faculty development fund to pay for open access fees associated with academic publications.

- 6) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

**Strengths**

- Conditions of employment and criteria for promotion are well documented as policies, procedures, and operational guidelines, which are available to all faculty.
- The program provides opportunities to enhance the teaching capabilities of faculty, to support the professional growth and development of faculty in teaching and research.
- Students' perceptions are strongly considered in evaluations of teaching effectiveness.

**Weaknesses:**

- None observed.

**Plans for Improvement:**

- We plan to institute a regular forum for both full-time and part-time faculty on teaching/learning experiences to allow them to share experiences, challenges, and lessons learnt.
- In 2023/2024, we plan to introduce peer observations for teaching during the semester and a review at the end of the semester. Through this faculty can voluntarily support and learn from each other to build and improve individual teaching effectiveness.
- In 2023/2024, EGC plans to organize pedagogical training for Faculty to improve upon their teaching skills and approaches.

## E4. Faculty Scholarship

The program has policies and practices in place to support faculty involvement in scholarly activities. As many faculty as possible are involved in research and scholarly activity in some form, whether funded or unfunded. Ongoing participation in research and scholarly activity ensures that faculty are relevant and current in their field of expertise, that their work is peer-reviewed, and that they are content experts.

The types and extent of faculty research align with university and program missions and relate to the types of degrees offered.

Faculty integrate research and scholarship with their instructional activities. Research allows faculty to bring real-world examples into the classroom to update and inspire teaching and provides opportunities for students to engage in research activities, if desired or appropriate for the degree program.

- 1) *Describe the program's definition of and expectations regarding faculty research and scholarly activity.*

Expectations regarding faculty research and scholarly activity are specified in the KNUST criteria for appointment and promotion of faculty members (pages 5-18). Faculty are expected to secure grants to help conduct faculty-led research and guide students through their research projects as a way of building capacity among students. Faculty members are expected to publish at least three articles each year in very reputable peer-reviewed journals. Faculty are encouraged to incorporate research findings as examples in the classroom. Faculty also share their work with practitioners and academics through workshops, conferences and seminars. Approximately, 20% of faculty time is expected to be spent on research activities.

**(See E4- (ERF-1)- KNUST Criteria for Appointment and Promotion of faculty (pages 5-18))**

- 2) *Describe available university and program support for research and scholarly activities.*

*For this report, the support for research and scholarly activities is categorized into either Funding Support or Supporting Environment. Funding Support includes University and/or Faculty policies and bodies that fund research activities. The Supporting Environment includes University and Faculty resources that facilitate the development, implementation, and dissemination of research.*

Funding Support:

EGC provides research support to staff through these means:

- **Faculty Development Fund:** EGC awards an amount of \$1,500. per year to each faculty to support their research and scholarship. In addition, an annual provision of \$3,000 per Faculty is made to support their participation in both local and international conferences eg. APHA. These research fund may be used to fund direct research expenses (e.g., conference fees, student research assistance and fieldwork), to help the faculty member develop external funding from other sources. The funds can also be used to support such “public goods” as lectures, conferences, visitors, support for graduate students, and course enhancements, among others. The grant also helps faculty start smaller projects or add a community-engaged learning component to another grant project.
- Accounting and disbursement of resources for a research project: EGC has a finance unit that assists with keeping, reconciliation, and disbursement of project-related funds.

Supporting Environment:

- Library support services: The library provides research support to enrich the scholarly experience and success of the faculty. The library provides training on information literacy skills and the use of e-resources and Turnitin. Faculty can discover and access the library and archival materials, data, and e-resources for research and teaching through the library database.
- The Institutional Review Board (IRB): reviews proposals for the conduct of human subject research to assess the ethical soundness of the research.
- Computer laboratory: EGC has a 30-seater computer laboratory to support teaching and as well serves as a research support facility for data entry and analysis for Faculty research.
- Currently open access support for publication is provided through the waivers offered by the journals to authors for low- and middle-income families,

3) *Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities. This response should focus on instances in which students were employed or volunteered to assist faculty in faculty research projects and/or independent student projects that arose from or were related to a faculty member's existing research.*

#### Student volunteer/employment opportunities in faculty research projects

**Health2Go:** The Health2Go project is a community-based health intervention program aimed at improving the health outcome of children under five (5) years and pregnant women in selected rural but “hard-to-reach” communities in the Eastern and Ashanti Regions of Ghana, using the WHO’s Integrated Community Case Management (iCCM) model involving community health worker. The project is done in collaboration with the Ghana Health Service and the University of Utah. Data generated from this project is sometimes used as real-time data in teaching (Biostatistics MPH 553). The Project Coordinator is Gideon Kwarteng Acheampong (EGC alumnus). Other students who have worked on the project include Yvette Avorgbedor, Emmanuel Bondah, and Daniel Agyeman (all MPH graduate students). (Faculty: Dr. Stephen Manortey, Dr. Edward Sutherland)

**Helping Babies Breathe Project:** Helping Babies Breathe (HBB) project is a research project initiated in November 2021 in the Lower Manya Krobo and Yilo Krobo Municipalities of the Eastern region of Ghana. This interventional project, Helping Babies Breathe (HBB) is an American Academy of Paediatrics (AAP) training program that was designed to reduce the rates of neonatal mortality due to birth asphyxia. The HBB curriculum teaches neonatal resuscitation skills that can be used during the Golden Minute, or first minute of life, for newborns that struggle to breathe at birth. It is a faculty-led project in conjunction with Latter-day Saint Charities, the Center for Business, Health, and Prosperity at the University of Utah. This project has a Co-ordinator, Ms Shirley Abanga (a student) who is supporting the roll-out and research into the effectiveness of the intervention.

(Faculty - Dr. Edward Kofi Sutherland)

**Center for Global Surgery Projects:** The Center for Global Surgery organized research activities in June/July of the year 2019 in the surrounding communities of the Ensign Global College. The research was on breast cancer and the myths and perceptions surrounding it as well as barriers to accessing healthcare. It also involved a hospital-based study at the Volta River Authority Hospital where breast cancer survivors were also interviewed on their current status and their challenges faced. This project had students involved in the data collection and interpretation process. EGC MPH graduate students who



were involved were Rukmini Taylor, Lydia Debrah, Henry Okorie Ugorji, Debbie Mangortey, Eric Wormenor and Sylvester Akpaglo.

(Faculty - Dr. Edward Kofi Sutherland; Dr. Lisa Gren and Dr. Caren Frost of the University of Utah)

#### Students Research Arising from Existing Faculty Projects (Examples)

- Victoria Partey-Newman, an Ensign Student conducted her thesis research project in the Lower Manya Krobo, Upper Manya Krobo and Yilo Krobo focusing on 'Cognizance of Cervical Cancer and its Service Delivery Practices amongst Community Health Workers'. This work was directly linked to activities of the Center for Global Surgery within the municipalities and was supervised by Dr. Edward Kofi Sutherland.
- Francis Eshun, an Ensign Student, conducted his thesis research project focusing on "Knowledge Attitudes and Practices towards Breast Self-Examination and Breast Cancer among Female Tertiary Students at the Yilo and Lower Manya Krobo Municipalities of Ghana". This work was also directly linked to activities of the Center for Global Surgery within the municipalities and was supervised by Dr. Edward Kofi Sutherland.

#### Student Individual Research required in the curriculum:

The MS degree programs require a thesis or equivalent (project). MPH students are involved in Research Projects (for continuing students, or Integrative Learning Experience for students based on the new curriculum). In many cases, ideas or data for such student research projects may be part of a larger program of faculty members' research.

#### Co-authorship on publications:

Students may become co-authors of faculty publications through the above opportunities if they fulfil authorship requirements. eg.

- Manortey S, Adamaley S. (2021). Factors associated with noncompliance to hypertension treatment in adults in a district health facility in North Dayi in the Volta Region of Ghana. *International Journal Non-Communicable Diseases*. 6 (4). Pg.199-205. [https://doi.org/10.4103/jncd.jncd\\_51\\_21](https://doi.org/10.4103/jncd.jncd_51_21)
- Jerry S Sifa, Stephen Manortey, Sharon Talboys, Gloria A Ansa, Ekua E Houphouet. (2019). Risk factors for loss to follow-up in human immunodeficiency virus care in the Greater Accra Regional Hospital in Ghana: a retrospective cohort study. *International Health*. 11(6) 605-612 <https://doi.org/10.1093/inthealth/ihz043>

- 4) *Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students. This response should briefly summarize three to five faculty research projects and explain how the faculty member leverages the research project or integrates examples or material from the research project into classroom instruction. Each example should be drawn from a different faculty member, if possible.*

EGC emphasizes the interconnections between teaching, research, and service. Faculty regularly integrate research and scholarly activities into student instruction through assignments and the analysis of faculty datasets. The examples below demonstrates faculty members use of research findings as instructional tools in the classroom and other teaching platforms.

Course Work:

- Dr. Manortey uses his research publications as teaching examples to illustrate the approaches to data analysis, presentations and interpretation in the *Biostatistics course (MPH 553)*. He uses his experience in the Stata software to help students in analysing statistical data and presenting the findings in tabular, graphical and mathematical format. He also uses case studies from the Health2Go research project to illustrate ways to address public health issues in resource-challenge settings in the *Introduction to Public Health (MPH 555)* course.
- For Research, Design and Methodology lessons (MPH 571), Dr. Edward Kofi Sutherland, brings students' understanding of the techniques employed during the “Nationwide Assessment of Breast and Cervical Cancer Services” projects in Ghana and the Gambia. How various stakeholders were engaged and also how hurdles in ethical clearance were overcome across jurisdictions. This gives students a deeper insight into the lesson through the planning and execution of this project. Students review publications from this research and discuss the strengths and weaknesses related to executing large scale projects.
- Dr Sandra Boatemaa Kushitor brings her expertise in needs assessment, intervention development, process monitoring and impact evaluation to her class *MPH 556: Public Health Program Planning and Evaluation*. She integrates project documents throughout her class to develop real-world examples of program design and evaluation processes in her studies in Ghana, South Africa, Kenya and Eswatini. Class activities include students identifying the needs of priority populations and designing appropriate interventions based on publications from these projects.
- Dr. Millicent Ofori Boateng, an expert in Health Literacy, educates students on the importance of using context-appropriate tools to measure health literacy in diverse settings. She shares her published work on translating and assessing the psychometric properties of the Health Literacy Questionnaire, which introduces students to various existing tools and their attempts to validate them for the Ghanaian context. Dr. Ofori Boateng also utilises her affiliation with the African Health Literacy Network to involve students in seminars and conferences hosted by the association as part of the MPH 557 Foundations in Health Promotion Course. During her presentation on health literacy, Dr. Ofori Boateng shared various strategies for improving health literacy in various settings. She highlighted her use of a malaria board game as an educational tool in child welfare clinics to educate mothers with young children about malaria-related issues. Students recommended this board game as a useful tool to educate diverse population groups including adolescents. This recommendation was as part of an exercise under MPH 558 Family and Reproductive Health to engage adolescents on selected adolescent behaviour with health concerns.
- Dr. Millicent Ofori-Boateng and Dr Sandra Boatemaa Kushitor bring their qualitative research expertise to class, through Lecture 5, Qualitative Workshop of the *MPH 571 Research Methodology and Design*. Students conduct qualitative data collection, transcription and analysis using phenomenological frameworks and thematic analysis. In 2022 a student from Cohort 8 applied these methods in her thesis to understand art therapy in mental health care. A manuscript has been submitted for review based on this thesis. In 2023, a student in Cohort 9 applied thematic analysis in her Masters thesis to understand preschool teachers' knowledge of Autism Spectrum Disorder in Ghana.

5) Describe the role of research and scholarly activity in decisions about faculty advancement.

The research work of full time faculty is reviewed A) annually during the Career Progress meeting and B) when applying for promotion.

- A. Research output of all full-time faculty is presented to Academic Registry at the end of January of each year. Research output of the previous year is discussed with the Head of Program at the Career Progress meeting. Areas of primary interest in relation to longer term goals are clarified.
- B. Faculty is promoted based on Promotion of Knowledge, Teaching and Service. Research and scholarly activities is the *Promotion of Knowledge* criteria. Faculty are promoted based on the criteria specified in E4.1. For the type of promotion being sought, research outputs, including peer-reviewed journals, books, book chapters and patents, are expected. The outputs are evaluated for scholarship creativity and merits by the Head of Program, Academic Board and external reviewers from the Kwame Nkrumah University of Science and Technology. Faculty highlight their research activities in their applications including details such as sole author, first author, journal impact numbers, numbers of citations or reads, etc. A minimum of 1) five publications is required for promotion from Lecturer to Senior Lecturer; 2) six publications from senior Lecturer to Associate Professor and 3) eight publications from Associate Professor to Full Professor. Based on a set of criteria, the research output is weighted between 3 and 10 for a total sum of 100 points by the faculty based on his/her contribution to the manuscript. A total score is generated for promotion of Knowledge by each faculty based on the weighting above. The score is graded as High Performance (a weighted score of 80-100), Good (a weighted score of 60-79). Adequate (a weighted score of 40-59), and Inadequate (a weighted score of below 40). A faculty member requires a score of Good to qualify for promotion.

The current policies for promotions are specified in the EGC Statutes which is complemented by the KNUST Criteria for Appointments and Promotions of Faculty.

[See E4 - ERF-1- KNUST Criteria for Appointment and Promotion of Faculty]  
A1-ERF-2- ENSIGN Statutes

6) Provide quantitative data on the unit's scholarly activities from the last three years in the format of Template E4-1, with the unit's self-defined target level on each measure for reference. In addition to at least three from the list that follows, the program may add measures that are significant to its own mission and context.

**Template E4-1. Outcome Measures for Faculty Research and Scholarly Activities**

Outcome Measures for Faculty Research and Scholarly Activities				
Outcome Measure	Target	2019	2020	2021
Percent of primary faculty participating in research activities	100%	100%	100%	100%
Number of articles published in peer-reviewed journals	12	8	12	6
Presentations at professional meetings	8	6	2	5
Number of community-based research projects	4	2	6	3
Number of students supervised	50	20	18	19

Over the years EGC faculty have attempted to meet the targets set by the organization on research. In terms of student supervision, the expectation is to supervise 50 students per year. However, this is dependent on the number of students admitted. From 2019 to 2021, the number of students admitted has ranged between 18 to 20 students. The faculty has successfully supervised all the admitted students from 2019 and 2021. With regards to faculty publications, the Table above indicates that publication targets were only met in 2020. In 2021, the number of publications was 6, instead of the target of 12. This could be explained by the EGC publication policy. EGC has adopted 3 peer-reviewed per full-time faculty member as an acceptable indicator for research productivity that acknowledges the high teaching load (8 credits a semester) and commitment to university service (average of 5-6 committees or task forces per faculty). By the end of the year, about 8 manuscripts of faculty were under peer review.

7) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

#### **Strengths**

- Both past and recent projects at EGC are multidisciplinary in nature covering highly relevant topics and areas of priority in the field of public health. These projects have broadened the scope of research by individual Faculty members and enhanced teamwork among Faculty members.
- Research projects are usually collaborative with the involvement of EGC faculty, students, and researchers from other institutions. These collaborations have provided students with a greater appreciation of how research is conducted and applied in real-world settings. Students have also benefited from performance evaluation and critiques that happen during these projects. This has strengthened student research skills and encouraged them to pursue future collaborative opportunities. Furthermore, the practice of working with teams from different institutions has offered fresh perspectives to address research questions and prevented the pitfalls of academic inbreeding.
- EGC has a conducive and supportive environment which contributes to effective improvement in quality research work.
- EGC faculty appointments, reappointment, promotion, and tenure are well defined and specified in policies and procedures documents.

#### **Weaknesses**

- None observed.

#### **Plans for Improvement**

- Organising more fora to facilitate interdisciplinary and interfaculty/interdepartmental research.

## E5. Faculty Extramural Service

The program defines expectations regarding faculty extramural service activity. Participation in internal university committees is not within the definition of this section. Service as described here refers to contributions of professional expertise to the community, including professional practice. It is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research.

As many faculty as possible are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the program's professional knowledge and skills. While these activities may generate revenue, the value of faculty service is not measured in financial terms.

- 1) *Describe the program's definition and expectations regarding faculty extramural service activity. Explain how these relate/compare to university definitions and expectations.*

The Department defines extramural services according to the KNUST guideline. Extramural services are general contributions to the work of the University; National or International Committees/organizations. Faculty participate in a range of activities; many contribute an average of 10% to service activities. However, due to the criterion specified in E5, we limit our definition of extramural services to general contributions to local, national and international committees and organizations.

Service to the local, national or International Community: This refers to activities in which the Applicant has used his knowledge and expertise in his field of specialization for the benefit of the local, national or international community.

Examples of such acceptable services are:

- Membership of National and international Boards, Committees and Organizations
- Membership of Editorial Boards of recognized journals
- External Examiner or Moderator
- External Assessor for promotion of research/Academic staff
- Extension work /workshops
- Technical and consultancy work (evidenced by reports) etc.

- 2) *Describe available university and program support for extramural service activities.*

EGC provides policy, funding and human resource support for faculty extramural services

- The department supports extramural services with its existing policy which allows faculty members to engage in service activities with organizations and individuals.
- Funding: In particular, faculty providing extramural services on local and national committees are provided with supplies for organizing these events.
- Human resource: EGC also releases other staff to help faculty during extramural services.
- IT and editorial support: EGC also provides news publications through the IT Department on extramural services. Some of these reports are published with media agencies such as GhanaWeb.

3) *Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students. This response should briefly summarize three to five faculty extramural service activities and explain how the faculty member leverages the activity or integrates examples or material from the activity into classroom instruction. Each example should be drawn from a different faculty member, if possible.*

- Dr. Stephen Manortey

- In 2020 and 2021, he served as an external examiner for PhD theses in Public Health. The students were based at the Division of Public Health, University of Utah, Salt Lake and the Gillings School of Global Health at the University of North Carolina, Chapel Hill, United States of America. The experiences gained from these supervisory works contribute significantly in improving the thesis work of EGC students in the MPH program. Students learn how to peer review manuscripts and learn about the importance of upholding ethical standards in the peer review process. They also learn how to write a succinct evaluation of other's work.
- In 2020, he served as a mentor for Ghana National Science and Maths Quiz (NSMS). He mentored students by emphasizing the importance of Science, Technology, Engineering and Mathematics in their academic pursuits and future career prospects. The NSMQ is the longest-running independent educational production on television in Ghana. The objective of the National Science & Maths Quiz has been to promote the study of the sciences and mathematics and help students develop quick thinking and a probing and scientific mind about the things around them while fostering healthy academic rivalry among senior high schools. Without a doubt, these aims have been achieved. The entire process involved engaging with key stakeholders in the conduct of the Quiz. The opportunity served as an avenue to challenge EGC students to focus on the leadership skills offered to them on campus. Dr. Manortey also uses this experience in the classroom setting to demonstrate how the intersectoral approach is used to address public health issues.
- From Dr. Manortey's role as the in-Country PI on the Health2Go Project (a Community-based Health Worker Program aimed at improving health outcomes of children under five and pregnant women in the Eastern and Ashanti Regions of Ghana), he conducts several community engagement meetings with caregivers and other key stakeholders (including the District Health Directorates, the funding partners and participatory communities) on ways to address health concerns of residents in hard-to-reach rural settings). He also works with the Project Manager on protocols for data collection, management, security and analysis). Lessons from these activities are shared with EGC students in Courses like MPH 555 (Introduction to Public Health) and MPH 553 (Biostatistics). This includes using scenarios from the project site as case studies.

- Dr. Edward Sutherland

- In 2021, Dr. Sutherland served as the chairman of a multisectoral collaboration between the Ghana Health Service, Ghana Education Service, EGC and some local NGOs. This collaboration focused on improving [menstrual health and hygiene](#) in the Lower Manya Krobo Municipality among adolescent girls in Junior and Senior High Schools. EGC students were invited to participate in this outreach program and it served as an outside of the classroom learning experience on multisectoral collaboration. Three thousand (3000) school girls within eight schools benefited from the program. The students, through this activity, enhanced their oral presentation and communication skills, serving as practical experiences from classroom knowledge acquired through health literacy and promotion coursework taught by Dr. Ofori Boateng.
- He served as a member of the COVID-19 Emergency Preparedness Committee for the Lower Manya Krobo Municipality. This committee was set up by the President of Ghana in each district/municipality to assess, enforce and make recommendations on COVID-19 prevention measures at the local level and was headed by the Municipal/District Chief Executives. Serving on the committee provided practical examples of events related to COVID-19 in the local

community to enrich the experiences of students in the Non-Communicable and Communicable Diseases course taught by Dr. Sutherland. A group of students collaborated to identify and address the needs of vulnerable populations in their community amidst the COVID-19 pandemic. Their efforts involved fundraising activities to provide material support, as well as health literacy and promotion initiatives aimed at mitigating the spread of the virus. Additionally, they were able to access COVID-19 datasets through the District Health Directorate for their Integrated Learning Experience (ILE).

- Dr. Millicent Ofori Boateng:
  - Is an editorial member of the African Journal of Current Medical Research. As an Editorial Board, she primarily provides guidance in ensuring the quality of the articles published by the AfriJCMR. AfriJCMR is an international peer-reviewed medical journal set up in Ghana to emanate and lead research in Africa and across the world. The Journal was established to serve as global leader in advancing medical research and its application in medical practice. The Board meets half-yearly to coincide with the publication of our journal issues. Serving on this board has contributed and improved her supervisory role as Faculty in guiding students in their research work. In the health literacy course, which is a part of the Foundations for Health Promotion (MPH 557), students are tasked with delivering a one-minute advocacy message on a public health issue that interests them. To help improve their review skills, students engage in a peer review exercise where they assess each other's advocacy messages. Dr. Ofori Boateng, who has experience as a reviewer, supervises this exercise. Through this activity, students gain insights on how to conduct peer reviews and the significance of ethical standards in the process. Additionally, they acquire the skill to write brief yet comprehensive evaluations of their peers' work.
  - Ensign Global College's faculty members serve as Community Engagement Committee members. In a recent meeting held in March 2023, the committee highlighted teenage pregnancy as a pressing public health concern affecting adolescents in the college's district. To address this issue, students enrolled in the Family and Reproductive Health and Social Behavioral courses (both led by Dr. Ofori Boateng and Dr. Sandra Boatemaa Kushitor) were tasked with engaging adolescents in the district on various behavioural concerns, including teenage pregnancy. As part of their coursework, students participated in fieldwork to assist the Asuogyaman and Lower Manya Krobo District Health Directorates in tackling adolescent pregnancy, menstrual hygiene, dietary and substance abuse issues. Six schools were selected as project sites for this course, and student groups were assigned to a specific school to address these concerns. The municipal School Health Education Program (SHEP) coordinators were available in each school to facilitate the activities. To drive discussions and identify the causes of adolescent pregnancy and other behavioural concerns in the district, students were assigned to use the social-ecological model. They presented and discussed their findings and practical recommendations with representatives from the District Health Directorate and the School Health Education Program coordinator for the districts.

**E5 - (ERF-1)- School Visit Report**

- 4) *Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on the self-selected indicators of extramural service, as specified below.*

*Select at least three of the following indicators that are meaningful to the program. In addition to at least three from the list in the criteria, the program may add indicators that are significant to its own mission and context.*

A. Percent of faculty participating in extramural service activities

The 2021, 2022 and 2023 review of faculty CVs identified 4 of 4 (100%) primary faculty who were engaged in professional service activities, such as committee members of national or international professional societies, service as journal reviewers and/or editors, facilitators for extension workshops and external instructors.

Membership on local, national, and international Boards, Committees and Organizations: In the past three years, faculty members have served on about six local, national and international committees that promote public health in the country. These services have supported Global Public Health Initiatives. Currently, Ensign Faculty are members of the Ghana Medical Association, Ghana Statistical Association, Union of African Population Scientists, African Health Literacy Network, African Journal of Current Medical Research, Population Association of America, American Statistics Association, and American Public Health Association.

Extension work /workshops: The faculty in the past three years have helped in facilitating several workshops and conferences on campus. This is often done in collaboration with both local and international partners to help bring the contributions of experts to bear on the academic program. These activities have supported our Goal 2; community engagement and Goal 3 leadership and professionalism [https://faculty.utah.edu/u0031639-Don\\_G\\_Wardell/hm/index.html](https://faculty.utah.edu/u0031639-Don_G_Wardell/hm/index.html)

External Instructors: Faculty members have served as instructors on the KNUST Medical Elective program, which is set up for 4th year Medical students from the affiliate institution. This is a collaborative program with KNUST where EGC Faculty members facilitate and serve as instructors on a four-week course designed to support students to build on their research capacity and community intervention prowess. The program has been in existence since 2018. [https://www.youtube.com/watch?v=k\\_gRDT8dQS8](https://www.youtube.com/watch?v=k_gRDT8dQS8)

5) *Number of community-based service projects*

The following are examples of community-based service projects that have been conducted over the last three years, all of which also have student involvement.

- Oklebenor (Obesity) Awareness Project (September 2022 - July 2023): The Department of Community of Health partnered with the Lower Manya Municipal Health Directorate to provide a 4-week community-based intervention on overweight and obesity knowledge in Ayermesu area and surrounding villages in the Lower Manya Krobo Municipality of the Eastern Region of Ghana. The intervention was led by Dr. Sandra Boatemaa Kushitor and Dr Millicent Ofori-Boateng with MPH candidates Ms Jane Barnes, Ms Nana Yaa Bema Asiedu-Saforo and Mr Lucsa Odoom Ocran. About 120 individuals participated in the lessons.



- Seeds of the Good Anthropocenes Project (December 2021 - April 2024): This project aims to enhance foresight capacity to guide future investments and response options that support transformation of African food systems towards more just, sustainable, and resilient futures. The project tracks seed initiatives that have the potential to contribute to transformative change in coastal communities in Accra. Currently sixty-eight seeds designed by women and vulnerable people have been identified. Dr. Sandra Boatemaa Kushitor is the local PI for this project. Ms Helen Bour, an MPH candidate of Cohort 9 is a Research Assistant on this project. The project provides her with a bursary that covers tuition fees, accommodation fees and a living allowance.
- The 'Contextual Awareness, Response and Evaluation (CARE) project: In alliance with the Ga Mashie Development Agency (GAMADA), Dr Sandra Boatemaa Kushitor is a member of the Care diabetes project. CARE is a mixed methods study in Ga Mashie, Accra, that is using an epidemiological survey alongside qualitative methods to generate a contextual understanding of diabetes in an urban poor population. About 50 people who were diagnosed with diabetes and hypertension during the survey have been linked to biomedical care. An MPH candidate Ms Priscilla Doku-Asare of Cohort 7 served as a Research Assistant on this project
- Health2Go Project: Dr. Manortey serves as the Country Director on the Health2Go project, a community-based health intervention program operating since 2016 in the Lower Manya Krobo Municipality and the Atwima Nwabiagya District in the Eastern and Ashanti Regions of Ghana respectively. The project uses the community health worker model with the primary aim of improving health outcomes of children under five and pregnant women in 22 selected rural communities with over 24,000 people. Case studies and data from these operational sites are used as illustrations and sample data to enhance teaching activities in the EGC MPH program. Within the last three years, some selected students in the MPH program have served as interpreters to group of students from the University of Utah who worked in assessing the impact of the project in the communities.

#### 6) *Public/private or cross-sector partnerships for engagement and service*

Our faculty are involved in the following ongoing projects, many of which also have student involvement.

- EGC Faculty collaborate with Ghana Health Service and Education service through the Asuogyaman and Lower Manya Krobo District Health and Education Directorates to educate and promote adolescent reproductive health among pupils in the two districts. Cohort 9 of the MPH programme served as facilitators of the outreach in 2023 while others used the opportunity for their Applied Practice Experience.
- EGC in collaboration with an NGO (ANEG Girls' Foundation) organised a menstrual health outreach in the Lower Manya Krobo which led to the distribution of one hundred and forty four (144) sanitary pads to adolescents in the Junior High Schools (May 2023). Seven (7) students from the Cohort 9 MPH programme facilitated this outreach together with a graduate research assistant at EGC who is an Alumni of the MPH programme.
- EGC collaborated with ANEG Girls' foundation to host and facilitate the 3rd Mini Girls' Summit with the theme "Digital Generation: Every Tom, Dick and Harry must get involved". The summit was held to empower girls' enrolled in selected Junior and Senior High Schools in the Eastern Region of Ghana and met the attendance of over 100 participants. Almost all the female students of the Cohort 9 MPH programme served as facilitators during this

Summit (October 2022).

- During the COVID-19 pandemic, EGC faculty collaborated with Engage Now Africa (a non-profit organization) Ghana Health Service and key stakeholders in various rural communities across three Regions of Ghana to help educate and create awareness on the disease. In each participating community, handwashing basins and personal protection equipment (PPE) were distributed alongside flyers and banners that were posted on walls in the communities. The EGC' students were involved in some of the activities where they helped raise funds to support procurement of some PPE. The students were also engaged in the education activities at selected Junior and Senior High Schools in the Lower Manya Krobo Municipality.

**7) Describe the role of service in decisions about faculty advancement.**

Faculty extramural services contribute to promotions. These services are recorded by the department and weighted when faculty apply for promotions. As part of the promotion process, the Head of Program conducts an assessment on the activities in which the Faculty has used his knowledge and expertise for the benefit of the local, national or international community.

**8) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

**Strengths**

- The extramural services have served as training opportunities for developing the capabilities of faculty. Faculty have had the opportunity to network, learn about the state of the field and influence policy decisions.
- Existing policy to support Faculty extramural services.
- The extramural activities have contributed to the fulfilment of the College's community service responsibilities and brought credit to the College.

**Weaknesses**

- EGC currently does not collect data on faculty extramural services.

**Plans for Improvement**

- The Registrar and Head of Programs will design a system to collect and collate data on future extramural services.

# Section F





## F1. Community Involvement in Program Evaluation and Assessment

The program engages constituents, including community stakeholders, alumni, employers, and other relevant community partners. Stakeholders may include professionals in sectors other than health (e.g., attorneys, architects, parks and recreation personnel).

Specifically, the program ensures that constituents provide regular feedback on its student outcomes, curriculum, and overall planning processes, including the self-study process.

- 1) *Describe any formal structures for constituent input (e.g., community advisory board, alumni association, etc.). List members and/or officers as applicable, with their credentials and professional affiliations.*

EGC has been in existence for almost 8 years now. It has strong networks with local and international agencies in the Ghanaian, West African sub-region and beyond. Our collaboration with various stakeholders within and outside the health arena reflects in our college projects, as evidenced in our curricular and extracurricular activities. These networks promote the engagement of our faculty with other researchers, practitioners, and individuals from various spheres. The key constituents of the stakeholders are 1) The Community Engagement Committee, 2) GTEC, 3) KNUST and 4) Alumni Association

Our college and faculty members are regularly approached with invitations to collaborate in research, practice, policy and education. To ensure success in our community engagements, we solicit stakeholder input and involvement in our projects to secure implementation and sustainability.

### a. The Community Engagement Committee,

A local Community Engagement Committee was formed in 2018 to deliberate on public health challenges facing the immediate EGC environs. The members of this group are listed in the table.

**Table F1-1** Members of the Community Engagement Committee

Membership of the Community Engagement Committee	
Name	Credential
Dr. Sandra Boatemaa Kushitor	Lecturer, Ensign Global College (Co-Chair)
Dr. Millicent Ofori Boateng	Faculty, Ensign Global College (Member)
Mr. Patrick Kuma	Registrar, Ensign Global College (Member)
Janet Adenyo	Lower Manya Krobo Municipality (Member)
Evans Tetteh Tamatey	School Health Education Program (SHEP) Coordinator.(Member)
Jade German	Registrar, Lower Manya Krobo Traditional Council, Kpong (Member)
Mrs Irina Offei	Yilo Krobo District Health Director (Co-Chair)
Ign. Philip Tetteh Padi	System Planning Engineer, Volta River Authority (Member)
Dr. James Avoka	Lower Manya Krobo Municipal Health Director (Member)

Amongst planned endeavours was upgrading a local Health Center into Hospital status to increase its service delivery capacity to the community. Due to restrictions imposed on EGC to respond to the COVID-19 pandemic and the need to support country initiatives to improve preventive behaviors, the nature of community partnering shifted to be more practical. With restrictions currently being lifted and community-based partnering rapidly evolving, this committee is currently undergoing review and restructuring with the goal of having the newly constituted Community Engagement Committee in place by the beginning of the 2022-23 academic year.

- b. **GTEC:** GTEC provides EGC with the necessary accreditation to function as a recognized tertiary academic institution in Ghana. This body evaluates research outputs (technical reports, virtual publications, peer-reviewed articles, books, and thesis) of EGC Faculty per their standard criteria for all tertiary institutions. The institution's accreditation is subject to revision every 5 years based on recommendations from previous evaluations. They contribute to the evaluation measures promoting the institution's quality and standard of education. **See F1- ERF 1 GTEC Evaluation Report.**
- c. **KNUST:** EGC is affiliated to KNUST. The institution provides mentoring and guidance to EGC on curriculum, administration, and policies. KNUST moderates exams of EGC each semester. During the thesis defence, external moderators from the School of Graduate Studies KNUST are present to review and critique students' work. KNUST authenticates certificates and transcripts of students enrolled at EGC. Each year, the Registrar submits the transcripts and results of all students to the Examination Audit Unit for auditing. The Unit verifies the credit hours and results of each student to ensure that they meet the graduation requirements stipulated by KNUST. During graduation ceremonies, representatives from the Registry and the Vice Chancellor's Office of KNUST are in attendance to confer the degree on graduands. Finally, representatives from KNUST are members of the EGC Academic Board. These are usually professors from the KNUST School of Public. The Academic Board meets twice a semester. The table below provides a list of Academic Board Representatives from KNUST since 2014.

**Table F1-1c.** List of KNUST representatives

KNUST Representatives on EGC Academic Board	Year
Professor Sam Newtown	2014-2017
Professor Ellis Owusu Dabo	2017-2019
Professor Anthony Kwaku Adusei	2019-2021
Professor Richard Odame Philips	2021- Date

**d. Ensign Global Alumni Association**

The Ensign Global Alumni Association was formed in 2015. The Alumni Advisory Committee is the governing body of the alumni group. Among the committee's priorities are promoting the mission of the College, building the alumni community, and expanding educational and career opportunities for alumni and current students.

Mission: To offer networking, collaboration, society activities, and professional development opportunities for graduates of the Ensign Global College while encouraging a relationship with current students of the program and faculty

*Past activities:*

- Career counselling for current students
- Messages at Graduation Ceremonies

**Table F1-1c** Alumni advisory committee members 2018-2023

Alumni Advisory Committee Members	2018 - 2019
Edward Kofi Sutherland	Chair
Gideon Kwarteng Acheampong	1st Vice Chair
Kwame Semanu Asiemoaah	2nd Vice Chair
Jerry Selase Sifa	General Secretary
Josephine Amankwah	Treasurer
Emmanuel Kofi Bondah	Special Committee Member

Alumni Advisory Committee Members	2019- 2023
Josephine Amankwah - Chair	Chair
Kwame Semanu Asiemoaah	1st Vice Chair
Gideon Kwarteng Acheampong	2nd Vice Chair
Jerry Selase Sifa	General Secretary
Augustine Kuma	Treasurer
Edward Kofi Sutherland	Special Advisor
Emmanuel Kofi Bondah	Special Committee Member

Social media platforms managed by the Alumni Advisory Committee Members

- EGC Alumni Association WhatsApp Platform

The alumni provide input regarding practice and research needs through the alumni survey. The survey instrument contains questions specific to practice and research. Also, there are open-ended questions that allow respondents to identify needs not explicitly addressed in the survey.

- 2) *Describe any other groups of external constituents (outside formal structures mentioned above) from whom the unit regularly gathers feedback.*
- a. The program interacts with and gathers feedback from the Municipal Health Directorates of the Lower Manya Krobo Municipality and the Yilo Krobo Municipality, particularly in our community engagement activities. The Municipal Health Directorates are the local representatives of the Ghana Health Services that implement all national policies regarding healthcare delivery in Ghana.
  - b. The program also closely works with the Center for Business Health and Prosperity of the University of Utah. This Center is affiliated with EGC and was established to promote societal prosperity by integrating value-creating innovation and entrepreneurship with improved health. The Center makes use of unique opportunities that exist through the growing University of Utah West Africa Programs, and collaboration with EGC to establish mission-aligned programming in the world's vibrant and emerging markets of health innovation and business development which includes entrepreneurship, innovation, and finance.
- 3) *Describe how the program engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions.*

The EGC MPH program regularly involves external stakeholders in assessing the relevance and currency of our curricular content to current industry practices. This is achieved through three major processes: The a) EGC Community Engagement Committee, b) Reviews from KNUST and c) survey responses from preceptors, alumni and employers.

- a. The Community Engagement Committee (CEC) comprises stakeholders from the traditional council, district health and educational directorates, community youth and private local institutions within the environs of the College. The CEC Chair, and College representatives meet with the CEC twice a year to discuss community involvement in the institution's activities vice-versa and as well the currency of public health program curricula. During CEC meetings, the direction of the program and potential areas for improvement are discussed.

For example at the last CEC meeting, the committee suggested that student should be tasked to use theoretical models learnt in class (Social and Behavioural Sciences - MPH 515) to identify a problem in the community, implement a program at the end of the course and go back to the community and conduct an evaluation with publication of research findings. This led to the revision of the course (MPH 515) where students were asked to use the social-ecological model to assess adolescent behaviour in the community. The topical behaviours of concern were selected from behaviours in the districts as presented by the committee. Some of these concerns include:

1. Menstruation and issues surrounding it particularly in relation to education and frequency of going to school.
2. Nutrition in senior high schools particularly girls' school
3. Environmental pollution and health implications
4. Environmental practices and education
5. Evaluation of the GIFT program
6. Substance abuse



7. Continuous use of emergency contraceptives and its implications on reproductive health
8. Community needs assessments
9. Hazards in the community
10. Stigma of HIV/AIDS on uptake of treatment in the community

**See F1 ERF 2- Community Engagement Report**

b) Secondly, EGC gathers feedback from external sources such as alumni, and employers through surveys. After collecting the survey responses, we analyse them to assess the effectiveness of our program. Preceptors are asked to complete a survey at the end of a student's APE, while alumni and employers are surveyed annually and every two years respectively. Employers are asked to share their observations on our MPH graduate performance which most of them assess to be excellent. On subsequent surveys, EGC plans to include specific questions on the courses to gather relevant input into the curricula.

In the alumni survey, alumni are specifically asked to share suggestions on how to improve the program to better prepare its graduates for Public Health Professions. Some of the responses elicited include:

- The programme needs more seminars, career fairs and a robust community service office to enrich students experience
- Engage more students in research
- Provide career guidance and mentorship for students
- Partner with private and public institutions for internships

See B2 ERF 6 -Alumni Survey

Having analysed the data from the survey, EGC has addressed some of the comments with efforts underway to address the rest. For example, EGC currently runs seminars every other week in each semester to expose students to the diverse areas of practice in Public Health. Again, some students in the Cohort 9 group serve as research assistants on Faculty research projects. The modalities for Academic and Career advising was revised and firmly instituted to support students' needs. As part of the APE, more public and private partner institutions have been onboarded and explored to provide students with internship opportunities.

c) Thirdly, KNUST which is an affiliate and a mentoring institution, has a faculty representative on the College's Academic Board which meets twice a year. He represents, liases and provides insight and perspectives into their public health practice and its relevance, if any, to the currency of EGCs public health curricula. For example, the erstwhile nomenclature of the subject Social and Behavioral Sciences which was Social Context of Medicine was reviewed to suit current public health trends and practices. They also support auditing of public health program requirements and curricula.

**See (F 1-ERF 3 KNUST Curriculum Review Report)**

- 4) *Describe how the program's external partners contribute to the ongoing operations of the program, including the development of the vision, mission, values, goals, and evaluation plan and the development of the self-study document.*
- a. *Development of the vision, mission, values, goals and evaluation measures*  
As part of the process of developing the Self-Study document, the Faculty reviewed the vision, mission, values, goals and evaluation measures of the MPH program in December 2021 (See F1-ERF 4 Faculty Review of EGC's Mission, Vision, etc.). The revisions were considered and changes effected in January 2022. In July 2023, an email was sent to the program's external constituents, including the Community Engagement Committee, students, employers, and alumni, requesting comments and suggestions on these program principles. Their inputs were carefully considered, and the necessary amendments were made in August 2023. (See F1- ERF 5 Stakeholders Input on EGC MPH Program).
- b. *Development of the Self-Study document*  
The first draft was written by the faculty and registry. Faculty have provided detail on their collective and individual scholarly activities and accomplishments, and the registry has provided all the needed data for this report. The second Self-Study draft document was shared with the Adjunct Lecturers, Alumni, Board of Governors and members of the Community Engagement Committee for review and comment via email in July 2023 (See F1 ERF 5 Stakeholders Input on EGC MPH Program). Input from these stakeholders were incorporated into the final document. This draft document was posted on the program website in July 2023 before the self-study was sent to CEPH in August 2023 (Website Post See F1-ERF 6-).
- c. *Assessment of changing practice and research needs*  
Through continuous and regular engagements with mentioned stakeholders the college refines its practice and research needs. Areas of input include community engagement activities undertaken by students, Health2Go, Center for Global Surgery, student thesis work, student field practicum and faculty research/practice. In the instance of Field Practicum, designated Preceptors do evaluate students' performance and submit written reports to the College. The evaluation includes an assessment of changing practice and research needs. Their inputs shape subsequent field practicum to ensure acceptability, feasibility, penetration, and sustainability.
- d. *Assessment of program graduates' ability to perform competencies in an employment setting.*  
Assessment of program graduates' ability to perform competencies in an employment setting is performed through the preceptor evaluation and employer's survey.
1. First, during the practicum experience for the MPH students, the practicum preceptor evaluates the individual student. Evaluations from preceptors address such issues as the following: the strength of the student in terms of analytical/assessment, how well the student was able to apply theory in practice, how the practicum increased the student's knowledge or experience, and if the student has potential of becoming a global health manager/leader of health. This provides individual students an opportunity to gauge their own readiness.
  2. The second evaluation includes interviews with various employers in public health practice and research environments. The first employer survey was conducted in January 2023. Some of the organisations that participated included Equity Health Insurance, GH Schools, Asuogyaman Municipal Health Directorate, and Fisheries Commission of Ghana. The numerical sizes of the organization ranges between 25-99 employees. These employers were asked in what areas they felt our graduates were

well-prepared, and where they felt there were gaps that might be addressed with program offerings. Results from the 2023 interviews are displayed below:

- On the average, all employers rated our graduates as very good in numerous assessment areas including problem-solving skills, analytic or assessment skills, systems thinking, cultural competencies, leadership skills among others.
- In terms of level of satisfaction, they were very satisfied on average. Their satisfaction covered the fact that our graduates can work collaboratively with diverse communities, taking initiatives, promoting high standards and exhibiting professionalism in their areas of expertise. One of the employers quoted: *“He is the deputy director in charge of academics; very astute and principled to the core. His standards are very high and cannot be compromised”*.
- Employers highly recommended graduates for their leadership, administrative and communication skills and would recommend other students to pursue our program. This is shown in the quote: *“Ensign graduates who work with our company have great leadership skills and we believe that Ensign added a lot of skill to our employee who is currently the chief operating officer. He has a lot of public health knowledge and leadership skills”*.

One area for improvement was suggested. The employer felt the graduate could ‘do more documentation of his activities.’ As a result of these interviews, the Head of Program connected with all faculty members to identify opportunities to strengthen student’s writing/reporting skills. Between January and May 2023, students were given quizzes that required essay type submissions (See F1-ERF 7 Employers’ Survey Report). The next employer survey will be conducted in January 2024

- 5) *Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation requests 3 and 4.*

Documentation of external contributions for sections 3 and 4, including the Alumni Survey and the Employer Survey reports are provided in the ERF’s listed below:

- F1 ERF 2- Community Engagement Report in 3a
- Alumni Survey Report 2022 [B2 ERF 6 -Alumni Survey] in 3b
- Faculty Review of EGC’s Mission, Vision, etc. [F1-ERF 4] in 4a
- Employer’s Survey Report 2023 [ F1- ERF 7] 4d

- 6) *Summarize the findings of the employers’ assessment of program graduates’ preparation for post-graduation destinations and explain how the information was gathered.*

In January of 2023, fifty Ensign alumni were contacted for their employers' details. Ten of the alumni responded. The ten employers of EGC graduates were contacted via email and invited to participate in an online survey regarding EGC graduates in the workforce. Three of the employers completed the online survey. Therefore, the Alumni Coordinator and Dr Ofori-Boateng invited the employers in Accra to lunch at the African Regent Hotel. The hard copy of the online survey was administered to two employers who showed up for this meeting. Their responses to the survey were added to the online database. The questionnaire had both open-ended and closed-ended

questions. The open-ended questions were analysed quantitatively, and the close-ended questions were analysed qualitatively. The response rate for the survey was 50%.

### Results summary

Hundred percent of the employers reported their organization was based in Ghana. The most common organization type reported by employers was health facilities (80%), followed by academic institutions (Figure 1). Two-thirds of the employers were from government facilities. The staff sizes of employer organizations range between 29-999. The most common size was 50-99 (40%) (See Figure 2).

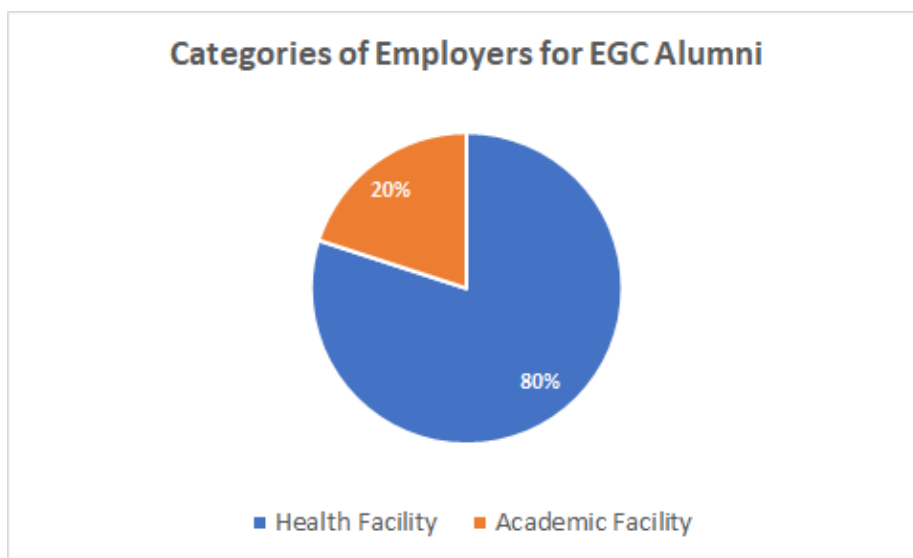


Figure 1: *Distribution of employers of EGC alumni*

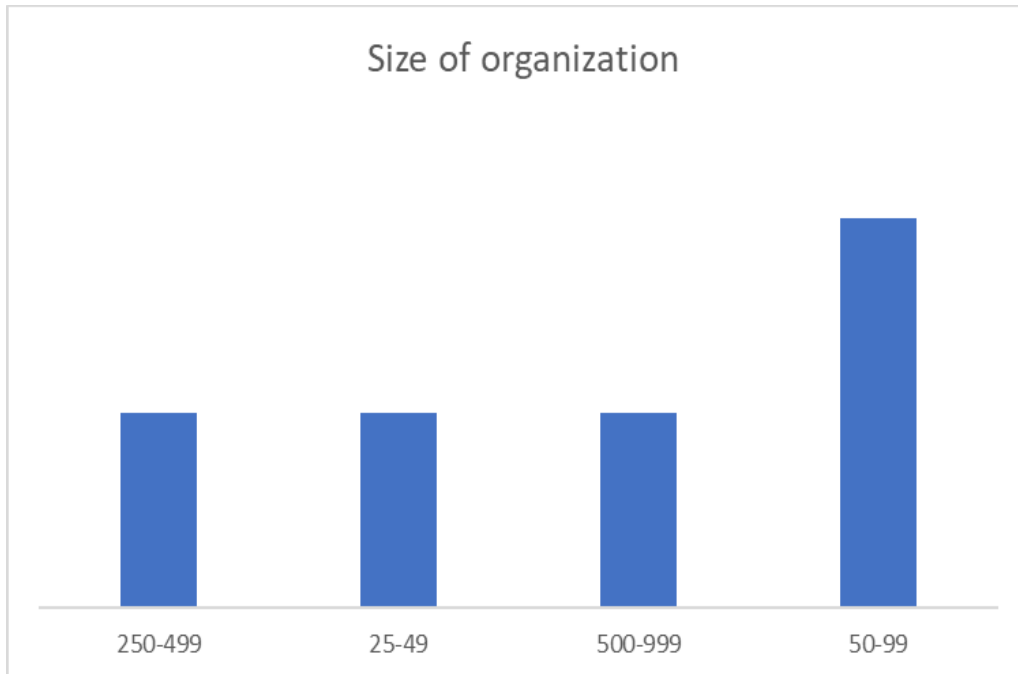


Figure 2: Size of organisation in which EGC graduates work

Employers rated the skill set of EGC graduates very good. The employers rated Ensign graduates very good in knowledge of basic public health science skills (80%), systems thinking (60%), and oral communication (60%). Writing skills and cultural competence were rated poor by 20% of the employers. Employers also rated EGC graduates in other areas. The employers were satisfied with how graduates asked questions or sought clarity when necessary (80%), took initiative (80%) and exhibited professionalism in behaviour, appearance and attitude (60%). Figure 3 details all the ratings.



The main responsibilities of the graduates included Disease and Surveillance Control, Laboratory Control and Analysis, Administration, Chief Operations Officer and Medical Officer. Regarding the overall assessment of EGC graduates, an employer had this to say “*Ensign graduates who work with our company have great leadership skills and understand health care management.*” Another employer added “*Ensign graduates have shown great leadership to our organisation. We believe that Ensign has added a lot of skills to our employee who is currently our Chief Operating Officer. He has a lot of public health knowledge and leadership skills*”

Employers were asked why they would or would not be willing to hire other EGC graduates if the opportunity presented itself. Hundered percent of employers reported being willing to hire EGC graduates again. An employer mentioned “*Yes, I would like to work with more of your graduates because they are likely to be deep and analytical thinkers, as our current employee from your school has indicated he gained most of these competencies and skills from the training at your school. Working with more graduates from your school has the potential to increase productivity here due to possible synergy amongst them*”. Another employer offered to even promote the program to potential candidates “*Based on the performance of Ensign graduates, I will not only hire but recommend other students who want to offer public health to choose Ensign.*” The high confidence expressed by the employers was based on their evaluation of the graduates and the confidence that “*the graduates are able to work independently to achieve set goals.*”

- 7) *Provide documentation of the method by which the program gathered employer feedback.*

In gathering feedback from employers on their perception of the competencies of EGC’s graduates in the workforce, the institution used a well-structured questionnaire with both open and closed-ended questions. This instrument was administered both online and in person. (See [F1 ERF 7 -Employers Survey](#))

- 8) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

**Strengths**

- EGC continuously engages its external stakeholders formally or informally through diverse channels. The input of these stakeholders is incorporated into the program content and operations.

**Weakness**

- EGC does currently have just a handful of employers responding to the request to engage them for feedback on the alumni.

**Plans for improvement**

- EGC plans to intensify activities on alumni tracer studies in the coming years to collect employers’ perceptions of graduates’ competence.

## F2. Student Involvement in Community and Professional Service

Community and professional service opportunities, in addition to those used to satisfy Criterion D4, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.

- 1) *Describe how students are introduced to service, community engagement and professional development activities and how they are encouraged to participate.*

Students at EGC are introduced to service, community engagement and professional development through several venues as follows:

**Leadership Corp:** EGC students are introduced to the institution's Leadership Corp program, which admonishes that all students provide 30 hours of service to the community. The coordinator for the program monitors students' service through reports from the students. Community service in this program includes service at EGC or other institutions outside the Ensign community. To encourage students' participation, there is a Leadership award instituted for students and the performance on the Leadership Corp serves as criteria for this award **F2-(ERF-1)- Leadership Corps Report**

**Orientation to the EGC:** Newly accepted students are given orientation at the beginning of every academic year. They are also provided with documentation on policies, procedures, and curricular requirements. The orientation includes presentations on service, community engagement and professional development opportunities available at EGC and partner institutions. The Academic Registrar and the Academic Head coordinate these activities and make available to students these opportunities when they arise.

**Student Cohort Community Service:** At EGC, each cohort of students are allowed to choose a community service project. These activities are pursued by students during their free time to help address observed challenges in the community, including those of health facilities, educational institutions etc. The goal of the cohort community service is to enable students to gain perspective and make a positive contribution to the livelihood of others. In 2021, Cohort 6 chose a project to renovate the Kpong West Community Health Planning and Services Compound (CHPS). This is a community health facility close to EGC in the Lower Manya Krobo District Health Directorate. Through a needs assessment, it was noticed that the facility had no washrooms, a leaky roof and a broken ceiling among others. The cohort developed a fundraising initiative through which they have been able to raise \$980. In April 2021, the funds will be used to build new washrooms for the CHPS compound.

**Field Practicum (Professional development):** EGC runs a Field Practicum exercise that addresses professional development for enrolled students. The Field Practicum is built on a memorandum of understanding between EGC and the Ghana Health Services to allow placement of students at the regional and district offices of the Ghana Health Service. Students are assigned to work with District Health Teams (DHT) for on-the-job training and, at the same time provide services to the district. Students also can practice these competencies at any NGO and international organizations of their choice. One of the organizations students have worked with in the past is the United Nations Population Fund. The required field activities can include any of the following:

- a. Conduct a community health assessment.
- b. Investigate an acute health problem, for example, an outbreak or environmental hazard that requires a rapid public health response.
- c. Participate in the planning, implementation, and analysis of a survey in the community.

- d. Perform a management analysis such as project planning, priority setting, or budget analysis.
- e. Design and evaluate a public health program.

Students' performance from the practicum experience is evaluated both by the field supervisor and the academic supervisor from EGC using the logbook (continuous assessment) and the field reports. Upon completion of the Field Attachment (practicum), the student must make an oral presentation and submit field reports. The Preceptor (District Health Director) provides a performance assessment while the Fieldwork Coordinator provides a suggested grade on their paperwork.

**Awards to encourage graduate students' engagement in public health:** EGC gives awards to deserving students each academic year in the areas of community service. Last year, 2021, another award for exceptional leadership was introduced - the Stephen and Gena Alder Leadership Award. The Stephen and Gena Alder Leadership Award is given to a graduate student who has demonstrated exceptional leadership in public health and community engagement. For 2021, Henry Stephen Afakorzi, the ESRC president, won this outstanding award for his dedicated service to the community. In 2022, three students (Priscill Doku-Asare, Florence Korkor Mensah and Emmanuel Arko) were awarded the [Stephen and Gena Alder Leadership Award](#).

**Table F2-1** Recipients of the community service awards over the past three years.

Year	Name of Recipient (s)
2021	Choice Muchina, Sedinam Adamaley, Charkie Charway and Victoria Partey Newman.
2020	Rebecca Tricia Morrison
2019	Debbie Mangortey

**ESRC Activities & Student Clubs:** At EGC, students are very much involved in activities both within and outside the community. Faculty and Registry provide support and advice to these activities to enrich the students' experience. EGC also has student clubs that encourage extracurricular activities on campus - the Change-Makers and Change-Drivers. These clubs have been involved in debates, quizzes, and game activities.

**Internship Opportunities:** EGC provides internship opportunities to students on school projects so they can be exposed to the practice of public health in various settings. Students have been engaged as research assistants on a Breast and Cervical cancer research project sponsored by Doterra Foundation through the Center for Global Surgery in 2019. Students have also had the opportunity to serve as research assistants to the Health2Go project, a community project aimed at reducing under-five mortality from malaria, diarrhoea, and pneumonia since the project's inception in the year 2016. Since November 2021, another program was initiated at EGC, the Helping Babies Breathe Program (HBB) which has a student serving as a coordinator to help with training workshops on neonatal resuscitation within the Lower Manya Krobo Municipality.

2) Provide examples of professional and community service opportunities in which public health students have participated in the last three years.

The underlisted are examples of some professional and community service opportunities EGC students have done in the last three (3) years.



- Radio Talk Show: Students with clinical backgrounds have created awareness and educated the public on health issues on various community radio stations. Topics covered include breast cancer, menstrual hygiene, etc. 'Let's talk health' is one of such radio talk show programs initiated by a student to empower the public to take responsibility for their health. This talk show enlightened the public on disease prevalence, preventive measures, management, and treatment options within the local environment.
  - School and Market-Based Education Program: EGC students over the years have gone out to both Basic and Senior High Schools within the catchment area to offer education on health-related topics. Few schools visited include the Legacy Girls Senior High School, Krobo Girls Senior High School, Manya Krobo Senior High School, Kpong Presby Junior High School, Kpong Methodist Junior High School, etc. Every October during Breast Cancer Awareness month, EGC students and faculty educate women in selected schools and marketplaces in the Lower Manya Municipality. This program aims to create awareness of breast self-examination and the need to seek medical attention whenever any symptoms are observed.
  - Cervical Cancer awareness symposium: A cervical cancer awareness program was held on 14th February 2020. It was about the month-long celebration of cervical cancer held in January worldwide. The event created awareness of cervical cancer among women, promoting women's empowerment and independence. The key message highlighted at the symposium was that cervical cancer is 100% curable if detected early. The program was successful with about 100 guests, including students, community health nurses, queen mothers, researchers, and development partners among others. Guests were impressed and invited student leaders to hold such health education programs in their schools and communities.
  - Independence day Public Health awareness campaign: On National Independence Day celebration of 6th of March 2020, student leaders enrolled in the leadership corps program offered public health education to the celebrants, including school pupils who had gathered at the Oklemekuku memorial park. Student leaders provided health education in different areas of public health. Students present at the event were enlightened on reproductive health issues, including sexual behaviors that lead to unintended teenage pregnancy and sexually transmitted diseases. They were also enlightened on the dire consequences of risky behaviors such as alcohol and other drug usage behaviors that lead to unintended injuries. As at the time of this program, Ghana was yet to record a case of COVID-19, so this program served the purpose of educating the participants about all they need to know about the novel coronavirus. Awareness was also created on COVID-19, symptoms, and preventive measures. The essence of social distancing, wearing a nose mask, and covering the mouth whilst coughing was also emphasized. The campaign objectives were achieved as students could answer and contribute to the subjects of discussion.
- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

**Strengthens:**

- It offers the students an opportunity to practice the acquired competencies in health promotion. EGC students also use this opportunity to network with other administrative and public health leaders in the community.

**Weakness:**

- None observed.

**Plans for improvement:**

- EGC plans to hire additional personnel in July 2022 within the registry under the profile of Leadership Corp and Alumni Programs Coordinator. The personnel will be responsible for providing administrative support to students during practicum, leadership corp and other community service initiatives.



## F3. Delivery of Professional Development Opportunities for the Workforce

The program advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities. Professional development offerings can be for-credit or not-for-profit and can be one-time or sustained offerings.

- 1) *Provide two to three examples of education/training activities offered by the program in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or students at the institution that houses the program) and an indication of how the unit identified the educational needs. See Template F3-1.*

Below is a list of three college education/training activities offered in the last three years in response to community-identified needs.

a). Workforce development for professionals working in Public Health:

- **Health2Go:** In Ghana, healthcare services to rural communities are limited, especially those described as hard-to-reach. The Ghana Health Service consistently records high child morbidity and mortality rates in such communities. Unfortunately, Community-Based Agents (CBAs) selected by such communities lack the skills and resources to provide healthcare in these communities. This was mentioned as a need in the [Ghana Health Service Program Report of 2016](#). EGC, in partnership with the University of Utah, Ghana Health Service (GHS), Kwame Nkrumah University of Science and Technology (KNUST), the Komfo Anokye Teaching Hospital, and the Cast-a-Pebble Foundation, have implemented the Health2Go project to address this need. The project provides CBAs with the needed skills to assess and treat basic illnesses in the communities, promote health education to families, and connect complicated illnesses to collaborating health facilities for further treatment. Dr. Stephen Manortey is the country PI of Health2Go. He is responsible for managing the daily activities of the project, data management, funding acquisition, project administration and writing of project manuscripts and quarterly reports.
- **Center for Global Surgery:** It is evidenced in the [BMJ Global Health](#) that the majority of the world's population lack access to improved and much needed surgical access. A large proportion of them are in low-and-middle countries. The Center for Global Surgery of the University of Utah's main mandate is to work with local stakeholders to help address this gap within low-and-middle-income countries. The Center for Global Surgery (CGS) of the University of Utah has a satellite office for West Africa located at EGC in Ghana. CGS aims at reducing barriers to access to surgical care, helping train the next generation of global/public health practitioners and developing partnerships with community stakeholders to address matters of surgical concern. Areas of focus have been women's health (breast and cervical cancer), minimally invasive surgery and quality initiatives in surgical care. CGS/EGC works with the Ghana Health Services at the local, regional and national levels to promote its focus on these areas and other stakeholders such as NGOs. Dr Edward Sutherland is the country PI for the centre. He is responsible for project administration, funding acquisition, organises health promotion activities and writes project manuscripts and reports.
- **Helping Babies Breathe (HBB) Project:** This is a collaborative effort between the EGC, the Latter-Day Saints Charities, the American Pediatric Society and two local district health directorates - the Lower Manya Krobo Municipality and the Yilo Krobo Municipality. HBB is an evidence-based trainer-of-trainers program intervention aimed at improving neonatal survival in the first few hours after birth. This need was identified through the analysis of neonatal mortality data from health facilities in Ghana. For example, between 2013 and 2017, birth asphyxia was the second leading cause of neonatal mortality in the [Northern Region](#). The HBB project at the Lower Manya Krobo Municipality was initiated in November 2021. Dr Sutherland is the local PI of this initiative. He was responsible for project administration, training of participants and the scale up in neighbouring districts.

- **Leadership in Healthcare: Navigating in Turbulent times:**

Healthcare systems and facilities are operating in an ever-changing landscape these days. There is a demand for the highest standard of care for patients while maintaining low costs to create profit. Administrators around the globe are working to find solutions that meet the needs of communities and the stakeholders they serve. The University of Utah David Eccles School of Business in collaboration with Green Templeton College at the University of Oxford and Ensign Global College offered an executive education course that explored ideas and strategies for healthcare administrators and managers to make decisions that meet the needs of their system. Dr Millicent Ofori-Boateng and Dr. Edward Sutherland were facilitators for this workshop.

- **Managing quality in healthcare:**

The University of Utah David Eccles School of Business in collaboration with Ensign Global College offered an executive education course that provided leaders with applicable tools to improve the quality of healthcare. This course introduced the principles of quality management with a focus on meeting the needs of customers/patients at all levels. Topics included process thinking, understanding variation, service quality and experiential services, process improvement tools, and process monitoring. Emphasis was placed on examples from services and healthcare. EGC primary instructional faculty (Dr. Stephen Manortey, Dr. Sandra Kushitor, Dr. Edward Sutherland and Dr. Millicent Ofori Boateng) hosted the program in collaboration with faculty from the University of Utah.

b. Workforce development for other Professionals

- **Public Health, Architecture, and Urbanism Dialogue (PHAUD) Series:** As the world's economies open cautiously in the wake of the biggest global challenge since the Second World War, it has become clearer than ever that the pandemic has forced us all into thinking about the [complex relationships between human health and the built environment](#). Issues of density, system design, clean air, healthy buildings, transportation links and sanitation are integral to public health. Conversations between health care professionals and built environment professionals are critical, particularly in the developing world, where health care systems, local knowledge and access to resources is limited. Ensign Global College partnered up with the African Futures Institute to host a series of public lectures on [Public health, Architecture and Urbanism Dialogue](#).

Template F3-1 Professional Development Opportunities for the Workforce

	Education/training activity offered	How did the unit identify this educational need?	External participants served*
1	Health2Go: Community Based Health Intervention Program for children under 5 yrs. of age in two Regions of Ghana.	The faculty has worked with the leadership of the Ghana Health Service to assess the health needs of selected rural communities within the Ashanti and Eastern Regions of Ghana and has selected Community-Based Agents (CBAs) who are routinely trained on a scheduled model to help offer health services to children under the age of five in about 30 rural communities that have no functional health facilities.	60
2	Center for Global Surgery (CGS) - Breast Cancer Awareness Training Workshop for Community Health Workers: CGS	Breast Cancer is an issue of concern to women in sub-Saharan Africa as it is a leading cause of cancer death and women present in	49

	worked together with the Yilo Krobo Municipal Health Directorate in March 2019 to organize a training workshop for Community Health Workers (CHWs) to raise their awareness on breast cancer detection (signs and symptoms) and also the performance of breast examination.	late and advanced stages to hospitals. Early detection involves promoting awareness and early detection. CHWs are on-the-ground workers within communities and the Municipal Health Director connected with CGS (Ensign Global College) and various other community stakeholders to help put together a training workshop for the CHWs.	
3	<i>Helping Babies Breathe (HBB) Workshop</i> - A workshop organized for healthcare practitioners (doctors, midwives, nurses, physician assistants) to train them on best practices of newborn care and resuscitation in the first few minutes of life (the golden minute). This was organized between November 13-16 in collaboration with Dr. Robert Clark of the Helping Babies Survive Planning Group, American Academy of Paediatrics.	Dr. Robert Clark connected with Ensign Global College to assist in the organization of the HBB workshop in Ghana. This was through sponsorship obtained from LDS Charities. The Lower Manya Krobo and Yilo Krobo Municipal Health Directorates were contacted as on the ground stakeholders. Working together with them, health facilities within the municipalities were engaged to bring representatives to be trained on neonatal resuscitation. This was a Trainer-of-Trainers workshop with the expectation that participants would train other health workers within the locality.	58
4	<i>Public Health, Architecture, and Urbanism Dialogue (PHAUD) Series. Ensign Global College in partnership with the African Futures Institute organized a series of dialogues from December 2021 and June 2022</i>	Prof Lesley Lokko of the African Futures Institute, and Prof. Steve Alder and Mr. Patrick Umeh of Ensign Global College had a couple of meetings to build a partnership on architecture and public health in urban areas to help achieve the SDGs in global cities, especially SDG3, SDG11 and SDG17. The built environment deeply influences our well-being, yet this impact is often underappreciated. Through the Public Health, Architecture and Urbanism Dialogues, provocative thought leaders challenged our perspectives on how our environment creates both opportunities and impediments for optimal health.	25
5	<i>Leadership in Healthcare: Navigating in Turbulent times</i> - organized by Ensign Global College in collaboration with the University of Utah and Green Templeton College at Oxford University. Course was designed for senior leaders and executives, focusing on guidance for navigating increasingly complicated healthcare systems. (November 11-13, 2021)	The President of the College had the opportunity to interact with faculty at Oxford University and the University of Utah Business School. During conversations, the need to address capacity-building in the leadership of healthcare systems was identified as important. On the ground discussions with faculty and related stakeholders led to the program being organized at the College. The Ghana Medical and Dental Council also reviewed and recognised it as a continuous professional development program for healthcare practitioners.	26

6	<p><i>Managing quality in healthcare-</i> organized by Ensign Global College in collaboration with the David Eccles School of Business at the University of Utah. This was an executive course for senior leaders in healthcare administration. ( 28-29th January 2022)</p>	<p>The President of the College has an affiliation with the David Eccles School of Business through the Center for Business, Health and Prosperity. Upon discussions with faculty from the department and engagement with EGC faculty, a gap was identified in quality in healthcare management training for healthcare workforce in locality and in Ghana and thus this program was initiated as part of a series of training within this area of focus.</p> <p>This course was taught by Professor Don Wardell, a renowned Professor from the David Eccles School of Business at the University of Utah. Prof. Wardell has received multiple awards and currently is Francis A. Madsen Scholar and Professor of Operations and Information Systems (OIS) at the University of Utah David Eccles School of Business.</p>	18
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2) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

**Strengths**

- EGC designs and delivers evidence-based capacity building programs to public health and other professionals working in diverse settings. For some of these programs, EGC collaborates with other institutions, and this helps to reach a wider scope of audience.

**Weakness**

- The demand for professional development workshops and training in Ghana is extensive and cannot be facilitated by EGC only. In addition, the cost and fees of attending these training sessions are relatively expensive and limit the number of professionals who are able to register and attend.

**Plans for improvement:**

- EGC has plans to collaborate with both local and international organizations/universities to facilitate professional development programs to help develop the human capacity needed to address the health needs of people in Ghana and beyond. These collaborations will seek to generate funding that can be used to provide scholarships to professionals interested in attending such training.

# Section G







# G1. Diversity and Cultural Competence

The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.

The school or program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:

- incorporation of diversity and cultural competency considerations in the curriculum
- recruitment and retention of diverse faculty, staff, and students
- development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination
- reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted

- 1) *List the program's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the program; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.*

Priority underrepresented populations at all levels (i.e., students, faculty and staff) have been identified by the program as ethnic and gender minorities, persons with disabilities and low socioeconomic status. The College conducts a survey on diversity, equity and inclusion annually to evaluate the climate of the college with regards to the subject. Findings from the survey help the college identify which groups of people feel no sense of belonging to the college and amend its policies, develop programs and trainings to emphasize the importance and need for diversity in the institution (G1 - ERF 1 DEI Survey Report). EGC encourages students from low socioeconomic backgrounds to apply for the MPH program and make available to such scholarship schemes to support their financial cost of education. This is done via phone calls and emails. The institution is open to people of all genders. Persons with disabilities are asked to indicate their disability during the application process. This allows the college to make provisions for such persons to make their academic journey at the College memorable. The program's rationale for these designations is that these groups are those identified in the College's Gender Equality and Inclusion Policy, which states that "EGC desists and prohibits its employees and stakeholders from mistreating and harassing any persons based on their sex, race, colour, religion, age or any other discriminatory grounds." **(G1- ERF 1 Gender Equality and Inclusion Policy)** This policy is supported by the Ghanaian Constitution. [Chapter 6 Article 35 Clause 5](#) of the Ghana Constitution states, "the State shall actively promote the integration of the peoples of Ghana and prohibit discrimination and prejudice on the grounds of place of origin, circumstances of birth, ethnic origin, gender or religion, creed or other beliefs."

## a. For faculty and staff:

- **Gender ratio:** During the recent recruitment for full-time faculty, priority was given for more female faculty. For about five years, EGC full-time faculty were mainly males. In 2021, when there was an opportunity to recruit new full-time faculty, a conscious effort was made to employ females with public health expertise. In addition, human resource development policies at Ensign support the development of women academics. Before hiring, the female faculty members were assigned a

mentor to help them develop their careers. The female faculty members have also been appointed as chair/members of EGC working committees (such as Graduation Committee, Seminar Committee, and CEPH Committee) to help them increase the number of community service activities they are involved in facilitating their promotion. In addition, efforts have been made to ensure that female faculty interaction with male colleagues is collaborative. EGC has family-friendly policies to help female faculty better integrate family/work obligations by providing flexibility in timelines and maternity leave.

- Staff and faculty national and ethnic balance:** EGC recruit staff of any ethnic origin. In Ghana, there are about seventy ethnic groups. These groups are categorised into four main groups which are the Akan, Ewe, Ga-Dangme, and Mole-Dagbani. The country is polarised based on a north-south divide. The Akan dominates the South where since colonial and post-independence period, education, infrastructural projects, and health interventions have concentrated leaving the north relatively underdeveloped. These ethno-spatial inequalities have been acknowledged by EGC. Therefore, during job application and recruitment, participants are not selected or rejected based on their ethnic background. EGC makes efforts to include faculty and staff of different nationalities to help enrich diversity on campus. This is seen through efforts made in international advertising of vacancy positions. The College has also had to visit faculty from other nationalities over the years. We provide details of the national and ethnic diversity of EGC staff and faculty over the past three years in the Table below.

**Table G1a.** Diversity of EGC workforce

Type of employee	2019	2020	2021
Faculty (Full time and Adjunct)			
Akan	2	2	3
Ga-Dangme	3	3	3
Ewe	3	2	1
Mole-Dagbani	0	0	0
Non-Ghanaian	2	1	1
Total	10	8	8
Staff (Full time Administrative)			
Akan	5	5	5
Ga-Dangme	2	2	2
Ewe	4	4	4
Mole-Dagbani	1	1	1
Non-Ghanaian	0	0	1
Total	12	12	13

*Why are these faculty of particular interest and important to the program?*

EGC has a global focus and perspective and aims to make an impact within the national context. Having faculty and staff from various ethnic backgrounds in Ghana helps to facilitate cultural understanding and networking with our communities. The College makes conscious efforts to engage under-represented minority ethnic groups and nationalities during recruitments. Concerning gender balance, EGC set an objective to recruit female faculty to promote current trends in gender inclusion and women empowerment. Women academics in mentoring, supervision and health promotion were seen as vital in establishing role models for female public health students.

b. For students

EGC chose to focus on the following elements of diversity and the under-represented populations specified under each priority area:

➤ SOCIO-DEMOGRAPHICS:

- Student nationality and ethnic origin: EGC consciously advertises its call for enrollment in countries outside Ghana, specifically within West Africa, to increase representatives from neighbouring countries. This allows interested individuals with limited access to graduate education in public health to benefit from the professional and standard training in Public Health provided by EGC. The student body has included representatives from Nigeria, Cameroon, Zimbabwe, Guinea, the Gambia, and Liberia in the past years.

Ethnicity balance is one of the key areas of concern as part of EGC's admissions. Ghana has more than 70 ethnic groups and it is important that they are well represented in all areas including education. EGC makes a conscious effort as an institution to admit students regardless of their ethnic background. This addresses one of the goals of the institution to improve upon diversity and inclusion.

➤ PREVIOUS DEGREE:

- EGC opens to all students with diverse educational backgrounds in their previous degrees. In the past three years students enrolled in the program have had experiences in Public Health, Social Work, Environmental Sciences and Sanitation, Pharmacy, Industrial Arts, Physician Assistantship, Nursing, Midwifery, and Medical Sciences, Medical Laboratory Sciences/Technology, Dentistry, Ear Nose and Throat (ENT) Specialist, Educationists, Accountant/Administrative

➤ WORK EXPERIENCE OF INCOMING STUDENTS:

- Students who have completed their national service upon graduating from a previous institution and have demonstrated some level of work experience are considered for admission into the program. Students have varied work experience histories.

*Why are these students of particular interest and important to the program?*

EGC believes that enrolling a diverse student body enhances the program's impact to promote health and well-being. Enhancing exposure to various social, economic, and political determinants that create health requires a diversified student population that accurately represents the context of their neighborhoods, communities, and countries to their fellow students. Thus, all students are served by learning in an educational environment with greater student diversity.

- 2) *List the program's specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.*

The goal to increase diversity is stipulated in Goal 2, Unit-defined measure 3: To strive for diversity and inclusion through recruitment and retention of the program applicants, student body, staff and faculty.

To achieve this goal the College regularly reviews its staff and students' background to ensure the guiding principles of KNUST and the constitution of Ghana are followed.

- 3) *List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of program-specific data, convening stakeholder discussions and documenting their results, and other appropriate tools and strategies.*

The College Registry collects information on diversity indicators using the staff bio-data forms and curriculum vitae during staff recruitment. Periodically, staff are expected to update their records when there is a change in their status. The Registry also collects data on diversity indicators from the students during the time of application. The students complete the application forms, including questions on socio-demographic characteristics and other markers. Their curriculum vitae complements the information gathered from the application forms.

Goal 2, Unit-defined measure 3: To strive for diversity and inclusion through recruitment and retention of the program applicants, student body, staff and faculty.

With respect to recruitment of students, the College uses various mediums to ensure it is reaching out to a very diverse population. Few of these include:

- A. **Newspaper:** the state-owned daily newspaper publisher, Daily Graphic, to advertise admissions. The advertisement includes information about the program, minimum requirements, application fee, how to apply, application deadlines and contact information.
- B. **Radio announcements:** Through popular radio stations such as Citi FM and Joy FM the public is informed of admission openings.
- C. **Outreach programmes:** Through collaborative outreach programs, admissions opportunities are also made available. The Admissions Committee provides presentations to diverse undergraduates, workers and the general community to consider applying for our graduate program. Some of the outreach has been held with undergraduate students and workers of the Narh-Bita Nursing College, regional and district hospitals (such as Atua Government Hospital, St Martins Hospital, Koforidua Regional Hospital, St Joseph Orthopedic Hospital and Ho Teaching Hospital)
- D. **Television adverts:** The college provides crawlers, and announcements on leading television stations such as City TV, Joy Prime and GTV.
- E. **Social media (Facebook, Instagram, YouTube, LinkedIn):** Through the EGC, social media platforms, admission campaigns are also advertised. These adverts include pictures, videos, and text. The main goal of these advertisements is to target international students who may not be reached via the local media platforms.
- F. **Referrals from alumni and current students:** Both past and current students of the institution are encouraged to inform their friends and associates about the admissions schedules of EGC and encourage them to apply.

**G. Flyers, pull-ups, billboards and banners:** The College is partnering with Corporate Organisations that offer services to the College. These include Standard Chartered Bank and Vodafone. These companies serve a diverse group of individuals. Admission flyers were made available at the Regional Offices of these organisations. The College has also partnered with advertising giants (DDP Advertising Companies, Alliance Media, Yetron Advertising Services, Multimedia and Global Outdoor Systems) and mounted billboards at prominent intersections such as Ashaiman Roundabout, Kwashieman Roundabout and Airport.

Through the social media campaigns leads are generated. Prospective applicants who qualify for admissions are contacted by the Admissions Committee and assisted to apply. Enquiries received from the other campaign mediums are directed to the Admissions Committee. The committee provides answers to questions of prospective applicants and assists them to apply.

With respect to our faculty, we aim to recruit and retain a faculty whose diversity parallels the diversity of our students. Advertisements of job opportunities are placed in the Daily Graphic, Ensign Website and Ensign Social Media platforms. Once a new faculty member joins the department, our aim is to retain them by providing a supportive environment. For example, new faculty are matched with a mentor to discuss career goals and progress. In addition, faculty are nominated for College committees so that they can be included in College's management and administration.

- 4) *List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.*

The College has a range of actions and strategies that create and maintain a culturally competent environment. These include curricular approaches, exposure to diverse agencies and individuals, as well as faculty and student scholarship. Generally, the commitment to diversity is prioritized at EGC, and this commitment is mentioned during staff orientation, students' orientation and matriculation.

#### **A. Curricula approaches**

The core curriculum exposes all MPH students to concepts of inequity, human rights, injustice, cultural beliefs, cultural humility, norms and values, and other social determinants of health. These concepts are taught in the following core courses: Family and Reproductive Health, Introduction to Public Health, Social and Behavioral Sciences in Public Health, Public Health Program Planning and Evaluation, Health Promotion, Health Policy, Management and Leadership.

##### **I. *Health Policy, Management and Leadership (MPH 559)***

Lecture 5 of MPH 559 exposes students to cultural competence. The lecture is entitled, "Cultural competence in Public Health and why does it matter?" The lecture includes a PPT created by the course lecturer and reading materials. Students are provided with case studies and asked for the most appropriate response. A question on cultural competence is included in the end-of-semester exam.

##### **II. *Social and Behavioural Sciences (MPH 515)***

In lectures 4 and 5, students learn about Social, Cultural, and Environmental Theories that focus on addressing behaviors that have health implications among diverse populations, including high-risk groups. These theories promote non-judgmental approaches such as harm risk reduction and generative approaches to reduce the negative impact of these behaviors. Students have access to PowerPoint slides to aid their self-study, and an end-of-semester exam question assesses their understanding. Additionally, in lecture 8, students explore the impact of cultural diversity and health disparities in minority populations based on gender, age, or ethnicity. Through discussions,

students are encouraged to consider ways to promote health equity and inclusion for these populations at various levels of influence.

### III. Introduction to Public Health (MPH 555)

Students are taught a lesson on the “Context of Public Health System in Africa”. In this lesson, discussions are made about the organizational arrangements, economic context, and socio-cultural context of public health across Africa. Emphasis is placed on the diversity in population setting and how these impact on health seeking behaviours and health outcomes of people. As part of the assessment for students' understanding, questions on the topic are included in Quizzes and End of Semester Examination.

#### B. Student Exposure to Diverse Agencies and Individuals

##### I. *Applied Practicum Experience.*

The MPH option requires an applied practice experience. These experiences place students in the field where they work with diverse professionals in their chosen area to address relevant public health issues. Some institutions where students undertake their practicum are outlined in the table below:

**Table G1-4b.** List of organizations for APE placement

Government organisations	Public Health areas covered	Location
Lower Manya Municipal Assembly		
Department of Social Welfare	Gender, Social Protection	Odumase and its environs
Health Directorate	All Public Health areas	Odumase and its environs
Atua Government Hospital	HIV Clinic	Odumase and its environs
District Agriculture Department	District Agriculture Department	Odumase and its environs
VRA Hospital Akosombo	Maternity Unit	Akosombo
Korle Bu Teaching Hospital	All Public Health units	Accra
Yilo Krobo Municipal		Somanya and its environs
Health Directorate	All Public Health areas	Somanya and its environs
District Agriculture Department	Agriculture and food security, women empowerment	Somanya and its environs
Asuogyaman Health Directorate	All Public Health areas	Akosombo
Ashaiman and Tema Health Directorate	All Public Health areas	Ashaiman and Tema
Shai Osu Doku Environmental Health	Environmental Health	Dodowa
Private Health Organisations		
Swedish Ghana Medical Center	Cancer care and management	
MDS Lancet/ Quest Imaging	Biomedical imaging	Accra East Legon
Trafalgar Teaching Hospital	All Public Health areas	Ho
Non-Governmental Organisations		
ANEG Girls Foundation	Girl child empowerment	
Ghana NCD Alliance	NCD Policies and advocacy	Accra

World Cancer Center	Childhood cancers	Accra
JICA	All Public Health areas	Accra
Savannah Signatures	Girl child education, empowerment	Ho
Engage Now Africa	Human trafficking, child labour	Accra
Academic and Research organisations		
Ensign Global College	All Public Health areas	Kpong
Institute of Health Research, UHAS	All Public health areas	Ho
Fred Binka School of Public Health, UHAS	All Public Health areas	Ho
KNUST School of Public Health	All Public Health areas	Kumasi

## II. **Global education and international exchange programs**

Each cohort of students is provided with the opportunity for international exchange programs with partner universities. Ensign students have had exchange programs at Makerere University in Uganda, the University of Utah in the United States, Oxford University in the United Kingdom and Stellenbosch University in South Africa.

## III. **Ensign research seminar.**

These biweekly seminars bring a range of public health scholars as speakers. All students in the program are welcome and encouraged to attend by their advisors. One-on-one interactions with visiting scholars during snacks after the seminars offer more intimate opportunities for engagement.

## C. **Research Activities on Cultural Diversity and Inclusion:**

### I. **Student Seminar on Mental Health**

As part of the Graduate Student Association of Ghana (GRASAG) week celebration in March 2023, a mental health seminar was organized for the entire Ensign community where students and staff members were present. The session focused on depression and stress among individuals and triggers to look out for in identifying signs of these mental issues. Focus was cast to vulnerable populations such as gender minorities and persons with disability and information on where and when to seek help was given to session attendees.

### II. **Albinism Research**

EGC and Engage Now Africa are working together on a study about Albinism in Ghana. People living with albinism are a minority population who are highly stigmatised and are often victims of violence. The goal is to understand how individuals with Albinism seek healthcare. Students from MPH Cohorts 7, 8, and 9 have participated in the project by collecting data, analyzing it, and writing about their findings. This experience has given them valuable exposure to Ghana's diverse population, specifically to the health concerns of people living with Albinism in Ghana. In class discussions on topics such as cultural competency and health equity, the study is often referenced as an example in MPH 515 Social and Behavioral Sciences.

### III. **Autism Care and Health Literacy Study**

The Autism Care and Health Literacy study aims to investigate how caregivers from various backgrounds detect, intervene, and manage autism in their children or clients. These caregiver

groups include parents, early childhood educators, and community health nurses at Child Welfare Clinics. MPH students have been involved in the project as research assistants, helping with data collection and field visits. One MPH student from Cohort 9 even used a portion of this study for their Master's thesis, while another MPH graduate from Cohort 8 served as a research assistant. Through their field work, these students have gained a broader perspective on the challenges faced by people with disabilities and their impact on health and social issues, including education, which has enhanced their appreciation for the need for discussion on inclusion for such a population.

#### **D. Campus diversity and inclusion initiatives**

##### **I. Diversity Equity and Inclusion Survey**

The Program's diversity and equity survey administered to students provides an opportunity to gather student perceptions related to the culture and climate of the program as well as the availability of diverse faculty and availability of research opportunities addressing health issues among racial/ethnic minority populations. The open-ended sections of the survey provides critical comments for a deeper understanding of any issues related to culture and climate that need to be addressed.

##### **II. Staff and student mandatory training**

All students at EGC must attend orientation. They are admonished during orientations to embrace diversity and inclusiveness. Presenters during these occasions emphasize on the importance of respecting all individuals we interact with both on and outside campus. Faculty and staff also attend the campus-wide complete mandatory trainings yearly through the Human Resources Unit on the subject of Sexual Harassment and Respectful Culture at Ensign Global College.

- 5) *Provide quantitative and qualitative data that document the program's approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.*

Our current predisposition as a growing public health institution in Ghana with a small class and faculty/staff size and applicant pool does not place the institution in a position reflective of increasing diversity representation. EGC currently does not have qualitative and quantitative data on the approaches, successes and challenges in increasing representation.

Furthermore, EGC will be implementing a targeted recruitment strategy starting in 2022 to make marginalized students more aware of opportunities in public health. EGC offers partial scholarships to all students who sign up for the Leadership Corp program. All applicants including those from marginalized backgrounds qualify for this scholarship.

- 6) *Provide student and faculty (and staff, if applicable) perceptions of the program's climate regarding diversity and cultural competence.*

Faculty and students appreciate EGC's provision of a serene academic climate that promotes regional and cultural integration. Members of the EGC community are from diversified backgrounds as such, teaching and learning are done in an all-inclusive manner with no room for discrimination at any front as postulated in the College and Mentor Institution's admission policies and agenda to promote collegiality and the Constitution of Ghana.

##### **Students**

The program assesses diversity and inclusion at the end of each semester. This assessment was started in June 2023. The online questionnaire was shared with all students (N=32). The response rate



was 75% (n=24). MPH students were asked about the MPH program's climate as it relates to diversity and cultural competence. In 2023, most students expressed satisfaction with the program climate and no concerns were raised. Two-thirds of the students were very satisfied (67%), and a third were satisfied (33%). Students were asked to use adjectives to describe their direct experiences with the institution. The students reported that their experiences were more friendly than hostile, respectful than disrespectful, collaborative than individualistic, non-sexist than sexist and cooperative than competitive (see Table below).

**Table G1-6a** Students perceptions of the MPHs diversity and cultural competence

CHARACTERISTIC	RESPONSE		CHARACTERISTIC
Hostile	4(18.4%)	19 (82.6%)	Friendly
Racist	4 (18.4%)	19 (82.6%)	Non-racist
Homogenous	4 (18.4%)	19 (82.6%)	Diverse
Disrespectful	4 (18.4%)	19 (82.6%)	Respectful
Contentious	4 (18.2%)	18 (81.8%)	Collegial
Sexist	4 (18.4%)	19 (82.6%)	Non-sexist
Individualistic	5 (20.8%)	19 (79.2%)	Collaborative
Competitive	6 (26.08)	17 (73.2%)	Cooperative
Homophobic	4 (18.2%)	18 (81.8%)	Non-homophobic
Unsupportive	4 (18.4%)	19 (82.6%)	Supportive
Ageist	4 (16.7%)	20 (83.3%)	Non-ageist
Unwelcoming	4 (16.7%)	20 (83.3%)	Welcoming
Elitist	5 (20.8%)	19 (79.2%)	Non-elitist

Students were also asked to report if they had been discriminated against based on their individual characteristics. The students mentioned that based on their disability (92%), racial (96%), sex (96%), religion (96%), social class (86%), among others, they had experienced no form of discrimination. The students also reported that in the classroom setting, they feel listened to by faculty instructors (92%), other students (92%), and staff members (92%). Two students disagreed with the statement and felt they were not listened to by the faculty instructor, other students and staff members. All students agreed to the statement that EGC has a strong commitment to equity, diversity and inclusion. Students expressed satisfaction with the cultural competence of faculty. There was also consensus that EGC

provides sufficient programs and resources to foster the success of a diverse student body. With respect to gender, students identify themselves as men(42%) or women (58%%), with none under transgender of non-conforming category as shown in the plot below.

Q5. {Asked of any person indicating that they are transgender/non-conforming.} Please indicate which of the following best describe you.

24 responses



7) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

### Strengths

- EGC has developed diversity and inclusion survey tools (in 2023) and has commenced administration to faculty, staff and students ensuring a more systematic way of measuring their perceptions of the program's climate regarding diversity and cultural competence.
- EGC has identified priority under-represented student and faculty populations and consciously works to have them well represented.
- EGC provides an environment that enhances the cultural humility/competence of students, faculty, staff, and trainees through its curricular programs, research, and professional practice.

### Weaknesses

- Although EGC has identified priority under-represented students and staff in our goals, we currently do not have specific objectives and associated indicators to monitor and evaluate progress, especially for staff.
- Some students felt they were sometimes not listened to by the Hospitality team on issues regarding cleanliness of the hostel facilities.

### Plans for improvement

- EGC plans to continue with data collection on the perceptions of staff, Faculty and students in line with the program's climate on diversity and inclusion.
- All faculty and staff will be expected to participate in the yearly mandatory meeting to discuss the results of the inclusion and diversity survey. This will allow for a platform to promote issues surrounding equity, inclusion and diversity at EGC.
- Faculty and Registry will organise a meeting with the Hospitality team to address the concerns raised by students on the cleanliness of hostel facilities.

# Section H





# H1. Academic Advising

The program provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment, to advisors who are actively engaged and knowledgeable about the program's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

- 1) Describe the program's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.

The program operates a general advising service system. In 2022, EGC adopted a format of academic advising where students are assigned to one particular faculty advisor throughout their student life cycle, see [H1-\(ERF-1\) - Policy on Academic Advising](#)

The program provides two kinds of academic advising services: faculty advising and registry advising services.

- **Faculty advising:** The College operates an open-door policy where students are encouraged to schedule appointments and visit with faculty. Faculty advising includes guiding students on the choice of thesis topics and fieldwork activities. Students who have difficulty in class or any aspect of their academic work can consult any faculty member. Each student is assigned a supervisor during the second semester who guides and mentors them through the thesis process.
- **Registry advising:** Academic advising includes guiding students about course requirements and deadlines. The advising starts during the orientation of new students into the program. Students are informed about how many courses to take and when they can take them during the orientation. They are provided with the course file, which contains a description of all courses offered. Students who do not attend orientation are not cleared for registration. Registry compiles and monitors class attendance using attendance sheets for each course. Students with low attendance are tracked and supported to address any problems they may have. At such meetings, academic policies and expectations are interpreted by the students.

- 2) *Explain how advisors are selected and oriented to their roles and responsibilities.*

In line with EGC Academic policy, an Academic Adviser is a full-time member of the academic staff. The student has an Academic Adviser assigned at the start of the academic year and remains in this relationship for the entire duration of his/her program.

- The Registry allocates students to an academic adviser in the department, in a way that assures approximately equitable numbers of advisees for each academic staff in the department. The allocation of advisers is usually completed one week prior to the commencement of the semester.
- Where the number of students assigned to an Academic Adviser is unreasonably high, the Registrar will recommend the Head of Program for the assignment of advisers to part-time (adjunct) academic staff outside the department in a subject area closely related to the student's program.
- The Academic Adviser and the Registrar will have access to the confidential academic record of the advisee.

- 3) *Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.*

Below is a list of documents related to student advising.

- H1-(ERF-1) - Policy on Academic Advising.
- D1-(ERF-1)-ENSIGN Course Files and Sample Assessments
- B2-(ERF-3) -Class Attendance Sheets
- A1-(ERF-3) -Students' Handbook
- H1-(ERF-2) -Students Orientation and Induction document

- 4) *Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable.*

Currently, the College does not collect data on students' satisfaction with the academic advising system. The College plans to collect such information starting in 2022.

- 5) *Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.*

At the start of the semester, the Registry and Head of Program organizes an orientation session for new students. During the sessions, students are introduced to policies and procedures related to the program and important rules and regulations related to the College. The faculty present also takes the opportunity to share basic information about the courses they teach, and the list of all reading materials required for each subject. The students are provided with the Student's Handbook and course files. The students are introduced to key personnel such as the Hostel Manager, Facility Manager, Head of Information Technology, Librarian, Director of Health Services, College Nurse and the Head of Finance. A student representative from the Student's Representative Council speaks about student clubs and activities on campus and student representation in governance structures.

Examples of presentations during the orientation are attached [See H1-(ERF-2)- Students Orientation and Induction document].

- 6) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

#### **Strengths**

- Each student is assigned to an academic advisor knowledgeable about the program's curriculum and career opportunities.
- The orientation process equips students with program policies, requirements, opportunities, and resources available, including a handbook detailing all needed information.
- Students are given support throughout their studies, particularly for students with special needs, international students, and any student struggling personally or academically.
- The low dropout rate from the EGC is likely to be attributed to this rigorous advising system.

#### **Weaknesses**

- The College lacked a structured and documented advising system resulting from its previous approach.
- Updating and re-training academic advisors is not done regularly, although faculty members are exposed to all curricular developments and changes through faculty meetings.

#### **Plans for Improvement**

- The program has now introduced a very structured advising system that will include surveys (consisting of dual feedback i.e. from both advisor and advisee) to track students' level of satisfaction with different modes of advising during the course of training. EGC plans to conduct

an exit survey prior to graduation which includes components on students' perceptions on academic and career advising.

- EGC plans to regularly re-train and update faculty on current approaches to improve upon their advising roles to enhance academic advising.





## H2. Career Advising

The program provides accessible and supportive career advising services for students. All students, including those who may be currently employed, have access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to their professional development needs; these faculty and/or staff provide appropriate career placement advice, including advice about enrollment in additional education or training programs, when applicable. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The program provides such resources for both currently enrolled students and alumni. The program may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

- 1) *Describe the program's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.*

The college offers career services to all students and alumni wherever they are in the world. Faculty have been actively engaged in one-on-one career advising with students, during which students are free to discuss career trajectories and opportunities in public health. During Field practicum experiences, students are also allowed to interact with public health professionals from various disciplines who also advise them on their career paths. EGC also provides short-term and long-term employment opportunities for recent graduates. Graduates also find employment opportunities through the Applied Practical Experience, where they are sometimes hired after graduation.

- 2) *Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.*

At EGC, the responsibility for career guidance is carried out by the faculty advisors. All EGC faculty are expected to provide career advising and mentoring to students. Channels include mock interviews, career database sharing,

- 3) *Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.*

- **Career Webinar:** In July 2021, there was an online career advising session for EGC students online. It was a career guidance and counselling session for public health students and was attended by 17 students in Cohort 6. The Guest speaker was Dr. Yeboah Kwaku Opoku from the Department of Biology, University of Education, Winneba **H2-(ERF-1) - Online Career Session**
- **SRC Week Capacity building session:** Each year, during the SRC Week celebration, a period is devoted to the career development of the students. During these sessions, resource persons with career counselling expertise are invited as speakers. An informal interaction session is held for one-on-one interactions with the speaker. Some of the topics that have been covered over the last three years include: how to market yourself on LinkedIn, interviewing skills, personal branding and careers in public health. In 2022, a total of 11 students attended the program.

- **Faculty Career Support:** Faculty regularly support students and alumni job-seeking opportunities with letters of recommendation. This support extends beyond these letters, where faculty are also in constant contact with alumni to motivate, advise and share job opportunities they receive through their networks. Some alumni have secured jobs and opportunities to further their education through these support systems. Practical examples include three alumni (namely; Mr. Augustine Kumah, Miss Laretta Elloh-Donkor and Dr. Kuklui Gavua) who gained employment at Nyaho Medical Centre, a renowned hospital in Ghana. Also, other alumni have secured PhD offers from world-renowned institutions such as Georgia State University, USA; University of Benin, Nigeria; University of Utah, USA; University of Cape Coast, Ghana, and University of Salford, UK
- 4) *Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.*

Through the [EGC Newsletter](#), the College collects qualitative data on alumni feedback on the accessibility and value of career services and the satisfaction of the alumni with these services. We provide three quotes from the alumni about their satisfaction with the career advising services.

*“I got the opportunity to intern with Nyaho Medical Center through the Ensign College of Public Health. Ensign also facilitated my attachment with the Expanded Program on Immunization through their goodwill and highly supportive alumni. So, not only do you enjoy an enviable quality classroom and community-centred public health education at Ensign, but you are also drawn closer to an array of work opportunities through affinity and identity. It has been a very rewarding journey with this great institution” Laretta Elloh-Donkor (ECOPH Vol 6 Newsletter June 2021).*

*“I am most appreciative of the great education and exposure presented to me whilst a student at the Ensign College of Public Health, my alma mater. I continue to keep touch with this great institution. Ensign is simply the best Public Health College in Ghana.” Augustine Kumah (ECOPH Vol 5 Newsletter December 2020).*

- 5) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

#### **Strengths**

- EGC graduates have secured jobs and scholarships for further education through the career advising system.

#### **Weaknesses**

- Currently, EGC does not have a well-structured database for collecting alumni feedback and satisfaction with career advising services.

#### **Plans for Improvement**

- EGC has identified the need and plans to recruit someone to handle both the MPH Leadership Corp and career advising services for all students and alumni.
- In addition, we also identified the need to collect quantitative data on the value of career services and the satisfaction of the alumni with career advising. Questions on such will be added to the alumni survey starting 2022.
- Track how many MPH students get employed by their practicum site to better inform the practicum placement process.

### H3. Student Complaint Procedures

The program enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to program officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

- 1) *Describe the procedures by which students may communicate complaints and/or grievances to program officials, addressing both informal complaint resolution and formal complaints or grievances. Explain how these procedures are publicized.*

EGC has informal and formal complaint procedures as outlined below

#### **Stage 1- Informal complaint**

EGC has an open-door policy for students where students are encouraged to connect with the Academic Registry and faculty on any complaints and/or grievances during their student life cycle. For example, if the complaint concerns academic matters, a student can take this up with their Academic Advisor/ Research Supervisor/Head of Program, or with another faculty. If the complaint is about the services of the College, then the student is expected to talk to the appropriate member of staff from that service. If there is any doubt regarding who to contact, or if the student feels it is more appropriate, the Head of Program could be contacted.

Faculty and staff who receive informal student complaints are responsible for addressing them promptly and fairly. The recipient informs the student (or arrange for a colleague to do so) within five working days of receiving the initial complaint, what steps (if any) will be taken to address the complaint and the expected timescale. The recipient also advises the student on whom they should submit a formal complaint if they are dissatisfied with this outcome. This stage is normally an informal oral process. Most complaints are resolved in this way.

- 2) *Briefly summarize the steps for how a formal complaint or grievance is filed through official university processes. Include information on all levels of review/appeal.*

#### **Stage 2- Formal complaint**

If a student has attempted to resolve matters informally but is not satisfied with the outcome, they may proceed to the next stage by submitting a formal complaint within fourteen calendar days of receiving the outcome of their informal complaint. The students can channel their concerns and grievances through the Ensign Student Representative Council executive body, which then communicates this formally to the college authorities. The students are expected to complete the Students Complaint Form and submit it to the Registrar. The Registrar is expected to acknowledge receipt within 5 working days. The complaint is investigated by the Head of Program and the Registrar. A meeting is then scheduled with the student to resolve the issue.

At this meeting the student will have the right to be accompanied by a friend or advisor as will any other parties to the complaint. Where a member of staff is party to the complaint, they can be accompanied by a work colleague representative. Although this procedure has been stipulated it has never been used by the students.

### **Stage 3 - Office of the Attorney General**

If the student is not satisfied with the decision taken in respect of their complaint under Stage 2, they may request that a review of the case be carried out by the Ghana Office of the Attorney General. When a case is considered eligible, the Office of the Attorney General will provide adjudication on how to resolve the matter. The legal counsel of the Ensign Student Representative Council is expected to provide advice to students on this external resolution process. Although this procedure has been stipulated it has never been used by the students.

- 3) *List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.*

None received. Many complaints have been informal in nature and have been addressed.

- 4) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

**Strengths:**

- EGC strongly believes in students' rights and practices an open-door policy that encourages freedom of speech. Students are encouraged to voice their opinions via many channels.
- Students are well represented on the academic board committees and other student representation bodies to strengthen students' voice.

**Weaknesses:**

- None observed.

**Plans for Improvement:**

- An electronic formal complaint system is being developed for Stage 2. The Quality Assurance Committee will oversee it.

## H4. Student Recruitment and Admissions

The program implements student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.

- 1) *Describe the program's recruitment activities. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.*

At EGC, recruitment activities aim to enhance diversity in the kinds of applicants to the Master of Public Health Program. The Registry prepares and coordinates an action plan that includes a list of activities linked to the advertisement. The advertising activities are carried out by an ad hoc marketing and publicity committee. Their activities include organizing recruitment sessions to explain application procedures and requirements to prospective applicants. The campaigns run from February to June each year. Some of the activities they organize are listed below:

- **Recruitment information session:** These are recruitment fairs organized by the College to provide face to face meetings with potential applicants. Due to the COVID-19 pandemic, these fairs are currently being held online. In 2022, a session was held with the President, faculty and registry to answer questions about the Master of Public Health Program.
- **Newspaper adverts:** The College uses the state-owned daily newspaper publisher, Daily Graphic, to advertise admissions. The advertisement includes information about the program, minimum requirements, application fee, how to apply, application deadlines and contact information.
- **Radio announcements:** Through popular radio stations such as Citi FM, Peace FM, and Joy FM the public is informed of admission openings.
- **Outreach programs:** Through collaborative outreach programs, admissions opportunities are also made available. The most recent one is a health screening program at Sunny FM.
- **Television adverts, crawlers, and announcements**
- **Social media** (Facebook, Instagram, Youtube, LinkedIn): Through the EGC, social media platforms, and admission campaigns are also advertised. These adverts include pictures, videos, and text. The main goal of these advertisements is to target international students who may not be reached via the local media platforms.
- **Referrals from alumni and current students**
- **Flyers, pull-ups and banners.**

EGC uses an electronic application system. On the website, an [Apply Now](#) button is made available to students. Through this application system, students can provide their biodata, personal statements, curriculum vitae, transcripts, and other required documents. The system is flexible with saving and return features. Applicants can also track the progress of their application through the electronic system.

At the end of June, all applications are screened and reviewed by the Head of Program, Registry and Faculty. Students who meet the minimum requirements are invited for in-person interviews. The admissions committee makes recommendations to the Academic Board for the final approval of all qualifying applicants.

- 2) *Provide a brief summary of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each. Detailed admissions policies, if relevant, may be provided in the electronic resource file and referenced here.*

An applicant is considered for admission if he/she meets the minimum admission requirements as defined by the College and KNUST guidelines.

Applicant must satisfy the following minimum requirements.

- A. Hold a minimum of Second-Class Lower Division Bachelor's degree or its equivalent from an accredited University or Institution.
- B. In addition, candidates must have at least 2 years of relevant work experience.

#### A1-(ERF-3) -Students' Handbook

- 3) *Provide quantitative data on the unit's student body from the last three years in the format of Template H4-1, with the unit's self-defined target level on each measure for reference. In addition to at least one from the list that follows, the program may add measures that are significant to its own mission and context.*

#### **Template H4-1** Outcome measures for recruitment and admissions

Outcome Measures for Recruitment and Admissions				
Outcome Measure	Target	2019	2020	2021
Percentage of newly matriculating students with previous health- or public health-related experience	60%	95%	94%	82%

- 4) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

#### **Strengths**

- The rigorous admission process at EGC is the main strength.
- The electronic application systems that support the admission process provide documentation and feedback to applicants.
- The Registry has implemented a rolling admissions system to improve enrollment. Students can enrol in February or September each year.

#### **Weaknesses**

- EGC has had a relatively low applicant pool and admission rate over the past five years and has not reached its maximum capacity of 50 students.
- Marketing the EGC Public Health program amid competitively subsidised government institutions offering the same program at a much lower fee.

#### **Plans for improvement**

- Expand funding for scholarships for regional applicants focusing on economically disadvantaged students.

## H5. Publication of Educational Offerings

Catalogues and bulletins used by the program to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

- 1) Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements.

See links below:

**Table H5-1** List of program descriptions

Information	Link
Academic calendar	<a href="https://ensign.edu.gh/files/Calendar/2022_2023_Academic_Calendar.pdf">https://ensign.edu.gh/files/Calendar/2022_2023_Academic_Calendar.pdf</a>
Admissions policies	<a href="https://www.ensign.edu.gh/admissions/">https://www.ensign.edu.gh/admissions/</a>
MPH Handbook Grading policies	<a href="https://ensign.edu.gh/course-info/">https://ensign.edu.gh/course-info/</a>
Academic integrity standards and degree completion requirements.	<a href="https://ensign.edu.gh/course-info/">https://ensign.edu.gh/course-info/</a>
MPH Program Information	<a href="https://ensign.edu.gh/academics/">https://ensign.edu.gh/academics/</a>





