

**Program Review Final Report**

<b>Program</b>	Human Resources Management (HRM)
<b>Ministry of Training, Colleges, Universities (MTCU) Vocational Standard</b>	70223 (Appendix 1a)
<b>Professional Capabilities</b>	Human Resources Professionals in Canada: Revised Body of Knowledge and Required Professional Capabilities (RPCs®) (Appendix 1b)
<b>Credential</b>	Ontario College Graduate Certificate (OCGC)
<b>Dean</b>	Piero Cherubini
<b>Associate Dean</b>	Jane Cooper
<b>Program Review Membership</b>	Jane Cooper, Associate Dean Jill Leedham, Coordinator Rocco Di Giovanni, Faculty Catharine Ozols & Lisa Pegg, Curriculum Design Carmelinda Del Conte, Research and Planning Analyst Jaspreet Grewal, Course Outline/Program Review Support
<b>Program of Studies</b>	2011/12 (Appendix 2)
<b>Final Analysis Session</b>	Winter 2013
<b>Date of Interim Status Report</b>	Spring 2013
<b>Date of Next Program Review</b>	TBD
<b>Date Submitted to VPA Office</b>	January 31, 2013

**For the Program****Associate Dean:**

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**Date:** January 28, 2013**Dean:**

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**Date:** January 28, 2013**Vice President Academic:**  

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Date: \_\_\_\_\_

### Overall Findings by Program Review Component

Program Review Phase	Program Review Component	Met	Partially Met	Not Met	Evidence	
Phase One Curriculum	Course Outlines	✓			CORE	
	Curriculum Mapping Matrix	✓			Appendix 3	
	Credentials Framework	✓			Appendix 4	
	Program Advisory Committee		✓		NA	
	Focus Group	✓			Appendix 5	
	Student Feedback	✓			Appendix 6	
Phase Two Environmental Scan	Key Performance Indicators	✓			Appendix 7	
	Competitive Analysis/ Enrolment	✓			Appendix 8	
	Environmental Scan Notes	✓			Appendix 9	
Phase Three Program Quality and Strategic Initiatives	Re-thinking Assessment	✓			Appendices 10 - 11	
	Quality—Curriculum and Content	✓				
	Quality—Flexible Delivery	✓				
	Quality—Flexible Operationally	✓				
	Quality—Experiential Learning	✓				
	Innovation—Applied Research	✓				
	Innovation—Entre/ Intrapreneurship	✓				
	Sustainability--Curriculum/Practices	✓				
	PLAR	✓				
	Learning Plans	✓				
	eLearn	✓				
	General Education	NA				
	Student Feedback on Progress	✓				

## Summary of Findings

### Introduction

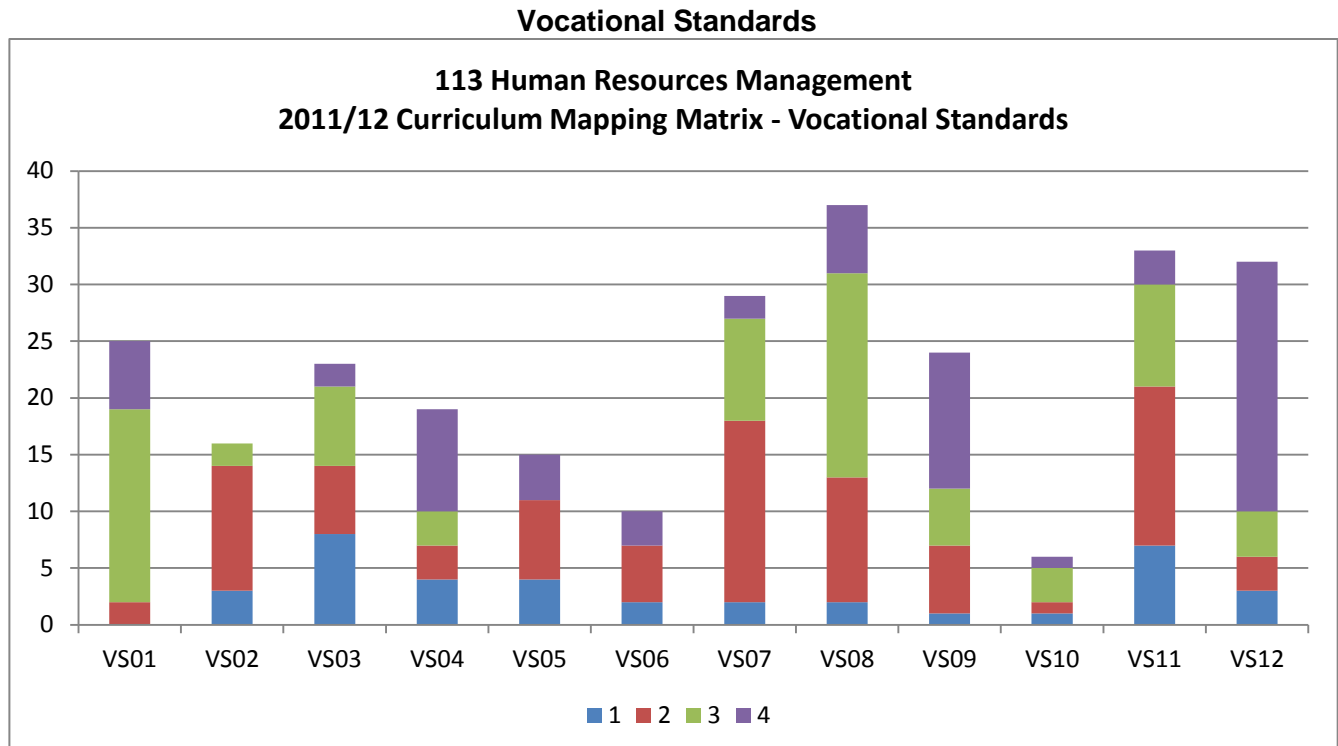
Launched as a 1 year Ontario College Graduate Certificate (OCGC) in 2001, Mohawk's Human Resources Management (HRM) program provides students with theoretical and practical knowledge and skills in recruitment, training, performance management, compensation, health and safety, and labour relations. Guest speakers, mentoring initiatives, informational interviews, and a seven week placement further enhance the student learning experience.

Courses in this program prepare students to write the National Knowledge Exam required for the Certified Human Resources Professional (CHRP) designation. Graduates of the program who successfully achieve their CHRP designation work in many different types of industries, including municipalities, hospitals, school boards, government agencies, manufacturing, retail, service sectors, consulting firms, and placement agencies. While some may become Human Resources Generalists, others may choose to specialize in one of the following areas, all of which are the focus of individual courses currently offered in the HRM program: recruitment and selection; training and development; compensation and benefits; labour relations; and health and safety.

### Phase 1- Curriculum

During the curriculum mapping process, each course was classified as Foundational (F), Specialized (S), or Integrational (I). Course learning outcomes (CLO) were linked to relevant vocational standards, essential employability skills, and professional competencies and each link was then characterized (CH) by the degree to which it contributed to the graduate's ability to perform the outlined skill:

CH	Degree of Contribution	CH	Degree of Contribution
1	Minor	3	Significant
2	Moderate	4	Very Significant



The resultant Curriculum Mapping Matrix (CMM) showed that the 2011/12 Program of Studies (POS) for the HRM program was compliant with Ministry of Training, Colleges and Universities (MTCU) Vocational Standards (VS) for Code 70223, which is the Human Resources Management program standard. Course learning outcomes link to all VS in both semesters. Patterns of emphasis (e.g. number of CLOs linked to VS07, VS08, VS11, and VS12) reflect core skills that run through a number of courses in the program, such as organizational development, communications, research and reporting, and information management.

The majority of CLO links to VS (55%) are characterized and linked to VS at Significant (29%) and Very Significant (26%) levels. Four VS, however, have links at a minor to moderate level; the linking for these VS should be re-evaluated as part of the annual program review process to ensure that this is an accurate reflection of current teaching and assessment practices.

- *VS02 Administer and contribute to the design and evaluation of the performance management program*
  - Note: VS02 is linked to a number of courses but there is no specialized course which would provide students with more depth in VS02.
- *VS03 Develop, implement, and evaluate employee orientation, training, and development programs*
  - Note: While VS03 has CLO links from several courses, there is only one specialized course related to Training and Development.
- *VS05 Research and support the development and communication of the organization's total compensation plan*
  - Note: this is a specialized area. Compensation basics are taught in Semester 1, followed by a specialized course in Compensation in Semester 2.
- *VS06 Collaborate with others in the development, implementation, and evaluation of organizational health and safety policies and practices*
  - Note: this VS is covered at significant/very significant levels in the HRES HRM15 Canadian Occupational Health and Safety course, but to a lesser degree in other courses.

As for VS07 and VS11, emphasis placed on building the students' foundational skills in these areas in a variety of courses has resulted in some CLO links being characterized at minor or moderate levels. However, it should be noted that students adequately practice these skills at significant/very significant levels throughout the program:

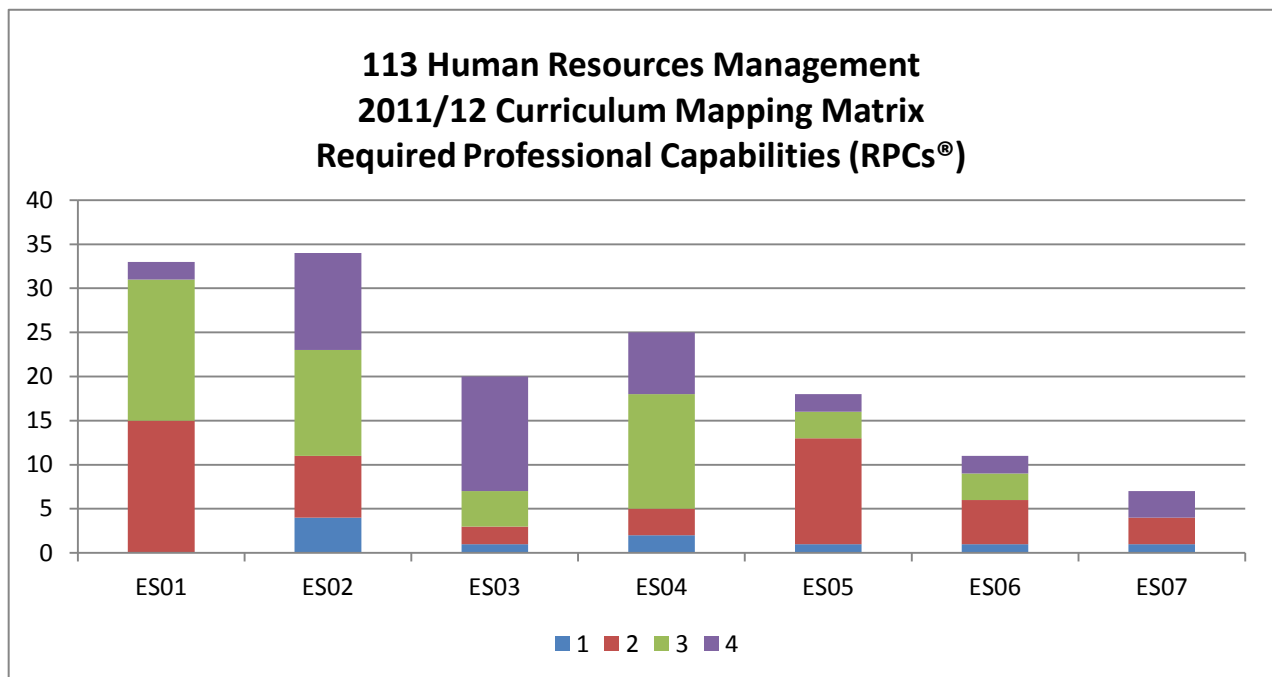
- *VS07 Research and analyze information needs and apply current and emerging information technologies to support the human resources function*
- *VS11 Facilitate and communicate the human resources component of the organization's business plan*

The wording of certain VS contributes to fewer CLO links, especially if the skill is interpreted as something that would normally be done by a graduate of the program. Such is the case with VS10 *Manage own professional development and provide leadership to others in the achievement of ongoing competence in human resources professional practice*. In Human Resource Management, professional development is a key requirement of practitioners and students are encouraged to obtain their CHRP designation on completion of the program. As for providing leadership, students do group projects in many of their courses; however, leadership skills are not specifically assessed and cannot, therefore, be linked to the VS.

### Required Professional Capabilities (RPCs®)

The CMM for the professional external standards (ES) shows CLO links to each capability, with emphasis on ES01 *Professional Practice* and ES02 *Organizational Effectiveness*. Both these ES are covered in the majority of courses in the POS. CLO links to ES01 should be re-examined as part of the annual program review process to confirm whether there are more learning opportunities at Very Significant levels.

There are relatively fewer links to ES07 *Occupational Health, Safety and Wellness* and ES06 *Organizational Learning, Training and Development*, a trend similar to that seen in the CMM for VS. There is only one course related to Occupational Health and Safety, and only one course that focuses specifically on Training and Development. Links for these ES should also be re-examined to confirm whether there are additional opportunities for teaching and assessment of these areas within the program.



### Focus Group Overview & Student Feedback

Focus group participants spoke very favourably about the program. Industry participants appreciated the range of skills and depth of knowledge demonstrated by graduates of the program. Many participate in the seven week work placement and indicated that they would not hesitate to hire a graduate from this program. Graduates appreciated learning through hands-on practical assignments, working in teams, and participating in role playing but noted that the amount of group work and the number of presentations were areas that should be addressed.

Issues with the software courses in the program were also addressed. With the varied background of students, some felt the level of instruction was too remedial; others felt it was effective. In order to address these concerns, software courses in this program now offer exemption testing.

### Credentials Framework

The HRM program meets all the criteria outlined for an OCGC in MTCU's Credentials Framework.

There are no General Education courses in this OCGC program.

(See Appendices 1-6 for detailed Phase 1 documents.)

### **Phase 2 - Environmental Scan**

Students interested in taking an HRM program have a great deal of choice. Fifteen Ontario colleges offer the program and many have Fall and Winter intakes; some at multiple campuses. Additional competition for students comes from universities which are also starting to offer certificate programs in Human Resources Management.

For the Fall 2012 academic year, Mohawk's HRM program had 219 domestic and 20 international applicants. A large percentage of those applicants (38%) were ineligible, as they did not meet the entrance requirements for the program. The College sent out 121 offers of admission, 65 of which were accepted, with 56 students registered as of audit date. The program had similar numbers in Fall 2011. While the total number of applicants has decreased since Fall 2008, the number of registrants has remained the same. Part of the decrease in the number of applicants to Mohawk College, and overall for colleges offering this program, may be the result of a change in the requirements to write the National Knowledge Exam (NKE). As of 2011, applicants must have a university degree to qualify to write the NKE, which is requirement to obtain a CHRP designation.

Mohawk has a large percentage of applicants from outside the catchment area, primarily from the catchment areas for Sheridan and Niagara Colleges (46% for Fall 2010). In Fall 2010, 21 students left Mohawk's catchment area to take the program elsewhere.

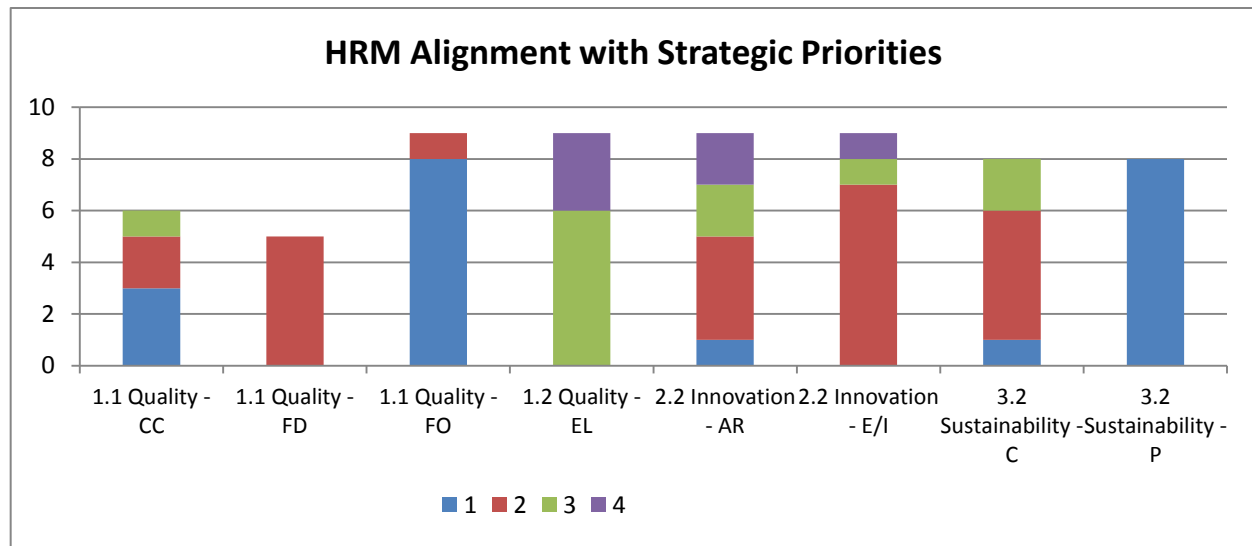
Overall Student Satisfaction Key Performance Indicators (KPIs) for Mohawk's HRM program have seen an upward trend since 2006/07 to a high of 87% in the 2010/11 survey; higher than the average for the province, college, and MTCU. In fact, in 2010/11, Mohawk ranked #1 in Student Satisfaction among all colleges offering HRM. Mohawk's HRM program also achieved KPI results significantly higher than the provincial, college, and program average for Capstone Question 14 *OVERALL, your program is giving you knowledge and skills that will be useful in your future career* (100%) and Question 26 *The OVERALL quality of the learning experiences in this program* (95%).

(See Appendices 7-9 for detailed Phase 2 documents.)

### **Phase 3 - Program Quality and Strategic Initiatives**

Analysis of courses revealed that students in the HRM program have Significant/Very Significant opportunities for experiential learning in the majority of their courses. In addition to their field placement, students gain real world experience through case studies, simulations, and designing and creating policies and programs for use by human resources practitioners. Students also practice their networking skills during the work placement process, when meeting guest speakers, and by attending Meet the Grad nights and HR Association events.

The program also provides students with good opportunities to develop their research abilities, as well as their entrepreneurial/intrapreneurial skills. Some courses provide for flexible curriculum and flexible delivery, and sustainability has been incorporated into the curriculum of a number of courses. Opportunities for increased flexible delivery and demonstration of sustainability in faculty practices will increase as more online learning opportunities become available.



With regard to Quality Assurance and Student Success:

- All courses have been assigned Prior Learning Assessment and Recommendation (PLAR) requirements
- All courses have moved into an online environment and are moving toward meeting blended targets
- Faculty provide detailed rubrics for assignments and also provide feedback both in class and individually
- General education courses are not required as part of an OCGC
- A Program Advisory Committee (PAC) is being developed, with its inaugural meeting scheduled for winter 2013

Two courses were evaluated during the Rethinking Assessment Workshop: HRES HRM01 Human Resources Management in Canada and HRES HRM08 Strategic Human Resources Planning. In both courses, assessments:

- were evenly distributed between each CLO
- tended to be summative and weighted heavily toward exams

A review of all courses using Rethinking Assessment should be conducted to ensure students have sufficient opportunities for formative assessment throughout the program.

(See Appendices 10-11 for detailed Phase 3 documents.)

## Commendations

There are a number of areas that the HRM program demonstrated best practices and leadership. They are:

- Student satisfaction is high
- Program faculty actively seek feedback from students and employers and initiate quality enhancements to the program on an ongoing basis
- Focus group participants, which included employers, graduates, and students, credited

program faculty for the quality of the program and their focus on student success

- Students have numerous opportunities:
  - for experiential learning throughout the program
  - to strengthen their research skills
  - to develop entrepreneurial/intrapreneurial skills

## Affirmations

Affirmations are declarations, which may/may not have evidence as a result of program review, that the program faculty identify are areas required to support program quality improvements. These areas include:

- Appointing a Program Coordinator
- Developing a HRM PAC
- Ensuring students have early opportunities for formative assessments throughout the program
- Improving awareness of special services to help students with writing and math

## Recommendations

The detailed recommendations that evolved from each phase of program review are summarized below:

- Validate CLO links with regard to:
  - VS and ES that may have been over or under linked to CLOs
  - Characterization (CH) at Significant/Very Significant levels
  - Essential Employability Skills (EES) re: Communications, Math, Information Management
- Monitor competitive applications/enrolments for January and May intakes and track the number of students who leave Mohawk catchment to attend other Colleges
- Address KPIs where students were less satisfied (e.g. development of writing, math, computer skills)



## 5 Year Program Quality Enhancement Action Plan

Objectives	Action Strategies	Timeline	Responsibility	Status
<b>Short Term (within the next 18 months)</b>				
Quality Enhancement to HRIS course	<ul style="list-style-type: none"> <li>Ensure ongoing consistency and continuity of faculty teaching the course</li> </ul>	2011/12	AD	Monitor on an ongoing basis
	<ul style="list-style-type: none"> <li>Incorporate a broad overview of HR software</li> </ul>	2011/12	AD/faculty	Complete
	<ul style="list-style-type: none"> <li>Provide more emphasis on Office programs, especially advanced use of Excel</li> </ul>	2011/12	AD	Complete
	<ul style="list-style-type: none"> <li>Incorporate competency testing for Office programs to provide for recognition of prior learning and flexible curriculum</li> </ul>	2011/12	Program Faculty	Complete
Program Coordinator	<ul style="list-style-type: none"> <li>Assign program coordinator</li> </ul>	2012/13	AD	Complete
Program Advisory Committee	<ul style="list-style-type: none"> <li>Initiate PAC for 2012/13 Academic year</li> </ul>	Winter 2013	Jill Leedham	In process
Revise Admission Requirements	<ul style="list-style-type: none"> <li>University degree or advanced diploma</li> </ul>	Fall 2011	AD/Admissions	Complete
	<ul style="list-style-type: none"> <li>Add note to OCAS about Admission Requirements</li> </ul>	ASAP	AD/Admissions	TBC
Validate CLO links to VS, EES, and ES	<ul style="list-style-type: none"> <li>VS and ES that may have been over or under linked to CLOs</li> </ul>	Annual Review	Program Faculty	TBC
	<ul style="list-style-type: none"> <li>Characterization (CH) at Significant/Very Significant levels</li> </ul>	Annual Review	Program Faculty	TBC
	<ul style="list-style-type: none"> <li>Review links to Essential Employability Skills with regard to Communications, Math, and Information Management</li> </ul>	Annual Review	Program Faculty	TBC
Rethinking Assessment	<ul style="list-style-type: none"> <li>Ensuring students have early opportunities for formative assessments throughout the program</li> </ul>	Annual Review	Program Faculty	TBC
	<ul style="list-style-type: none"> <li>Ensure assessments link to improved writing, math, and computer skills</li> </ul>	Annual Review	Program Faculty	TBC
	<ul style="list-style-type: none"> <li>Create Assessment Plan to ensure adequate spread between project / exam dates</li> </ul>	Annual Review	Program Faculty	TBC
Blended Learning	<ul style="list-style-type: none"> <li>Continue to Blend courses to provide for increased flexibility of delivery and meet institutional targets</li> </ul>	2013	Program Faculty	Ongoing
Monitor Competitive Enrolments	<ul style="list-style-type: none"> <li>Monitor competitive applications/enrolments for January and May intakes and track # of students who leave Mohawk catchment to attend</li> </ul>	Spring 2013	AD/IR	TBC
	<ul style="list-style-type: none"> <li>Monitor Mohawk's first choice rankings</li> </ul>	Spring 2013	AD/IR	TBC
<b>Medium Term (within the next 18-36 months)</b>				

Develop an Annual Program Review Process	Utilize the annual program review process created in the short-term plan to monitor program quality.	TBD	CD/AD/Program Faculty	Pending development of college-wide annual plan process
<b>Long Term (within the next 36-60 months)</b>				
Monitor short-term and long-term program quality enhancements and adjust as required	Utilize Annual Program Review process to monitor program quality enhancements.	To be determined pending outcome of medium term objectives		
	Submit interim program quality report to Program quality area			
	Plan and prepare for Comprehensive Program Review			