



Program Review Quality Assurance Plan

Quality Assurance Plan for: Human Resources Management (HRMT) Department

Date submitted to SSCPR: June 29, 2019

Date Self-Study Report approved by SSCPR: May 2017

Date of External Review: November 2, 2018

SUMMARY

The Human Resources Management (“HRMT”) programs provide full-time and part-time intensive study for students wishing to undertake studies in the Human Resources Management field. Based on extensive consultations with business leaders, and explicit reference to the Required Professional Competencies (“RPC”) of the Chartered Professional Human Resources (“CPHR”) designation, the Human Resources Management course content is designed to prepare students to achieve the CPHR designation and for a range of Human Resources Professional roles. Furthermore, the content of the programs includes a breadth of non-human resources course-work, ensuring graduates are exposed to a wide range of studies supporting a well-rounded Human Resource Professional. Currently there are three credentials that are awarded: Bachelor of Business Administration in Human Resources Management (BHRMT), Bachelor of Business Administration in Human Resources Management (Co-operative Education Option), and Post-Baccalaureate Diploma in Human Resources Management (PBHRMT). Note: Currently the PBHRMT program is integrated with the BHRMT program meaning that students from both programs have the same course schedule with the same instructors and classrooms.

Strengths:

- The HRMT Programs are accredited by Chartered Professionals in Human Resources of BC & Yukon (CPHR-BC/Y), which allows graduates with a GPA of 2.67 to apply for an exemption to write the National Knowledge Exam for the CPHR designation.¹
- The HRMT program is the leader in working with CPHR-BC/Y to create this accreditation model which has now been applied to other Institutions in British Columbia.²

¹ As reported in the Self Study Report “Scope of Review: External Accreditation” pp. 5

² As reported in the Self Study Report “Scope of Review: External Accreditation” pp. 5

- Faculty have maintained strong connections with industry and CPHR-BC/Y which ensures that what is presented in the classroom is relevant and represents best practices. These are key elements in the success of the programs and ultimately students' success.³
- Continuous improvement is valued by Faculty and incorporated into course offerings.⁴ Through a course champion model the Programs have improved course consistency as it pertains to learning outcomes and rigour by facilitating ongoing communication amongst teaching teams thus increasing consistency between sections of the same course.⁵ As a result, the HRMT programs are able to react quickly to perceived instructional issues to create continuous improvement in instructional design.⁶
- The HRMT programs use case studies, research, and simulations as part of the learning environment which helps to effectively build JADE skills (Judgment, Analytical, Decision-Making, and Evaluation) which results in enhanced critical thinking for students with defined validation criteria.⁷
- The Programs' strengthened integration with the BEF (Business Education Framework) through SLO (Student Learning Outcomes) and PLO (Program Learning Outcomes) semester reporting.⁸ This in turn also ensures that quality assurance and continuous improvement is at the forefront.
- The use of ePortfolios is a strength of the HRMT programs as experiential learning is a key differentiator for the HRMT programs in the marketplace. The students, faculty and alumni have tremendous pride in this fact and alumni give testimony as to how well prepared they were for entering the workforce as a result of the portfolios.⁹
- Faculty work closely with the Learning Centre to offer support to students in the classroom and at the Learning Centre through the use of Learning Specialists, Peer Tutors, and the development of support materials.¹⁰

³ As reported in the HRMT External Review Report "Chapter 3: Program Currency and Relevance" pp. 2

⁴ As reported in the HRMT External Review Report "Chapter 3: Program Currency and Relevance" pp. 2

⁵ As reported in the HRMT External Review Report "Chapter 4: Quality of Curriculum Design" pp. 4

⁶ As reported in the HRMT External Review Report "Chapter 5: Quality of Instructional Design" pp. 7

⁷ As reported in the HRMT External Review Report "Chapter 4: Quality of Curriculum Design" pp. 4

⁸ As reported in the HRMT External Review Report "Chapter 4: Quality of Curriculum Design" pp. 4

⁹ As reported in the HRMT External Review Report "Chapter 5: Quality of Instructional Design" pp. 7

¹⁰ As reported in the HRMT External Review Report "Chapter 7: Quality of Services, Resources and Facilities" pp. 10

Weaknesses:

- Even though the HRMT programs are leaders in its alignment and relationship with CPHR-BC/Y, some strategic questions linger, which are: do we have external and internal recognition and brand value? And, is the quality of our graduates recognized by the marketplace? ¹¹
- The PBHRMT program has lost market share, due to the lack of marketing compared to other institutions.¹² A planned marketing campaign to regain market share needs to be created which first requires a clear definition of what a successful campaign would entail and what “success” would look like.
- There is a lack of clarity on the licenses with Human Resources Information Systems (HRIS) products as the Program is interested in setting up a partnership with one of the key HRIS providers so that “live” data can be used in the classroom to enhance student learning. ¹³
- Students in their 3rd year of the HRMT Programs reported that they do not always feel properly prepared for the rigour of ENTR 3120 compared to students with more exposure to the concepts in their first two years. ¹⁴ Therefore the department needs to conduct a review of the student’s learning journey from year 1 to determine if any “holes” exist as it pertains to key learning outcomes.
- Student feedback exists around the inconsistent ePortfolio weighting in assessment as it differs from course to course within the HRMT programs. ¹⁵
- There is a lack of the existence of formal Alumni Initiatives that would create the opportunity to connect with graduates. ¹⁶
- Students reported an apparent lack of value proposition of the Learning Centre services, suggesting that improvement is needed pertaining to the communication with students about services available to them. ¹⁷

¹¹ As reported in the Self Study Report “Scope of Review: Program Specific Issues” pp. 5

¹² As reported in the Self Study Report “Program Currency and Relevance: Student Demand” pp. 8

¹³ As reported in the HRMT External Review Report “Chapter 4: Quality of Curriculum Design” pp. 4

¹⁴ As reported in the HRMT External Review Report “Chapter 4: Quality of Curriculum Design” pp. 4

¹⁵ As reported in the HRMT External Review Report “Chapter 5: Quality of Instructional Design” pp. 6

¹⁶ As reported in the HRMT External Review Report “Chapter 6: Quality of Student and Instructor Experience” pp. 8

¹⁷ As reported in the HRMT External Review Report “Chapter 7: Quality of Services, Resources and Facilities” pp. 11

Challenges/Threats:

- The PBHRMT program is currently integrated with the BHRMT program and thus there are two different sets of students with different academic backgrounds and business experiences together in the same course/classroom. These differences add to the programs' diversity but highlight the fact that these distinct groups do not bring the same level of skill sets when undertaking core HRMT courses.¹⁸
- When looking at the administrative data, a sharp increase can be seen in non-domestic students in the PBHRMT program therefore bringing up the question of whether or not the PBHRMT program is meeting the needs of the market.¹⁹
- Some PBHRMT students are required to take bridging (undergraduate) courses (determined based on their educational background) which can cause issues with course progression.
- With the current PBHRMT and BHRMT programs being integrated, it results in misalignment of the PBHRMT program with the other School of Business Post-Baccalaureate programs.
- Currently there is a lack of marketing by KPU, and the School of Business, of the PBHRMT program as a result of the misalignment with the other Post-Bacc programs.
- Having both the BBA and PB HRMT students in the same courses/classrooms results in the number of Post-Bacc students registered per class being limited. This limitation results in the Post-Bacc program not being a cost recovery program (due to it being embedded into the BBA Program) as per the expectations for all KPU Post-Baccalaureate programs.
- In combination with insufficient time release for the Department Chair position in a growing department, along with the lack of Accountable Time contributions by a significant number of the HRMT Faculty, the administration and leadership effectiveness of the Programs are at risk.

¹⁸ As reported in the Self Study Report "Scope of Review: Program Specific Issues" pp. 5

¹⁹ As reported in the Self Study Report "Scope of Review: Program Specific Issues" pp. 6

Opportunities for Improvement:

- The School of Business was the leader in bringing the Accreditation Council of Business Schools and Programs (“ACBSP”) accreditation to British Columbia. While the BHRMT and PBHRMT programs were not part of the original accreditation due to their date of inception, they are now a part of the current re-accreditation process to be completed by the end of 2019. ²⁰
- The Department recognizes that the PBHMT Program requires attention firstly in program currency and relevance, and subsequently in an improved instructional design. ²¹
- Alumni and current students reported different experiences and reflections on the use of ePortfolios and as a result the relevance of ePortfolios need to be communicated more clearly to students throughout the programs so that they understand better how portfolios are key in preparing them for the marketplace. ²²
- Discover how an HR Club could become a cornerstone of the HRMT programs. ²³
- Redesign and re-launch a HRMT specific Orientation to enhance the student experience. Review this need and look to incorporate it as part of the regular program induction to enhance the student experience. ²⁴ Consideration should be made for the idea of an additional orientation specific to international students. ²⁵
- Leverage the connection between the HRMT 4500 capstone industry project and the Co-op program to enhance student experience and create greater pooling of resources between the Co-op program and the work practicums in the 4th year. ²⁶
- The establishment of a stand-alone, HRMT Program, Advisory Committee for both professional and ACBSP compliance reasons. ²⁷
- Better coordination be established between external community outreach and the internal co-op program site visit to enable Faculty to have direct insight into application and experimental learning successes and areas for improvement. ²⁸

²⁰ As reported in the Self Study Report “Scope of Review: External Accreditation” pp. 5

²¹ As reported in the HRMT External Review Report “Chapter 5: Quality of Instructional Design” pp. 6

²² As reported in the HRMT External Review Report “Chapter 5: Quality of Instructional Design” pp. 6

²³ As reported in the HRMT External Review Report “Chapter 6: Quality of Student and Instructor Experience” pp. 8

²⁴ As reported in the HRMT External Review Report “Chapter 6: Quality of Student and Instructor Experience” pp. 8

²⁵ As reported in the HRMT External Review Report “Chapter 7: Quality of Services, Resources and Facilities” pp. 10

²⁶ As reported in the HRMT External Review Report “Chapter 6: Quality of Student and Instructor Experience” pp. 8

²⁷ As reported in the HRMT External Review Report “Chapter 8: Quality of Program Relationships and Connections” pp. 12

²⁸ As reported in the HRMT External Review Report “Chapter 8: Quality of Program Relationships and Connections” pp. 12

QUALITY ASSURANCE GOALS

List the program's Quality Assurance Goals (broad statements about what the program intends to accomplish to ensure program quality). Identify the Recommendation(s) – drawn from the **Self-Study Report and External Review Report** - each Goal addresses. Provide a brief Rationale for each Goal (see the Quality Assurance Plan Guidelines for instructions). Add or remove rows as necessary.

Note: Currently there are three credentials awarded: **Bachelor of Business Administration in Human Resources Management (BHRMT)**, **Bachelor of Business Administration in Human Resources Management (Co-operative Education Option)**, and **Post-Baccalaureate Diploma in Human Resources Management (PBHRMT)**.

GOAL 1: To separate the PBHRMT program from the BHRMT program. Redesign and relaunch the PBHRMT Diploma to meet student and market needs.

RATIONALE FOR THIS GOAL: The PBHRM program is integrated with the BHRM program and thus there are two different sets of students with different academic backgrounds and business experiences together in the same course/classroom. Some students, as determined by their educational background, are required to take bridging (undergraduate) courses which causes barriers to course progression. The redesign and relaunch of the program will align with other Post-Baccalaureate curriculum structures currently in place in the School of Business and thereby making it clear to the external community and future students. In addition, the curriculum changes and the alignment to the other School of Business PB programs will result in improved student learning experience.

Recommendation(s) this Goal Addresses	Report (page number)
Both the Self-Study Report [SSR] and External Review Report [ERR] recommended that the identified issues with the PBHRMT be addressed through program changes or the development of a new program.	SSR – 5, 6, 8, 9 ERR – 2, 6

GOAL 2: Establish a consistent and impactful connection with CPHR-BC/Y and industry stakeholders.

RATIONALE FOR THIS GOAL: Historically the HRMT Department has been inconsistent in leveraging their industry connections to the point where they currently lack a stand-alone, HRMT Program, Advisory Committee. Although it has a strong relationship with the CPHR-BC/Y as well as co-op employers and capstone project clients, an official advisory function does not exist at this time. Setting up such a committee will help to better connect the HRMT Programs (and Faculty) to industry experts (best practices) and alumni for both professional and ACBSP compliance reasons, as well as to ensure relevance of the curriculum. Leveraging these connections will not only enhance the Programs and courses developed but will also in turn enhance student experience.

Recommendation(s) this Goal Addresses	Report (page number)
The External Review Report [ERR] strongly recommended maintaining a strong relationship with the CPHR Association and the establishment of an Advisory Committee for both professional and CPHR compliance reasons. It was also recommended to create stronger connections between the co-op program and 4 th year Capstone project to enhance the student experience and for better pooling of industry resources.	ERR – 8, 12

GOAL 3: Increase consistency in instructional approaches to ePortfolio assignments across the Programs as well as improved communication to students with regards to their value proposition.

RATIONALE FOR THIS GOAL: The ePortfolio is considered a key differentiator and strength of the HRMT Programs in the marketplace. The reflective learning component provides an excellent assessment of the depth of students' understanding and ability to apply content to their experience and therefore is an important component in preparing students with the tools they need to enter the workforce.

Recommendation(s) this Goal Addresses	Report (page number)
The External Review Report [ERR] recommended that the relevance of ePortfolios be marketed more clearly to students throughout the program and faculty should aim for consistency in awarding grades for ePortfolios. In addition, Alumni and current students reported different experiences and reflections on the use of ePortfolios and as a result the relevance of ePortfolios need to be communicated more clearly to students throughout the program so that they understand better how this becomes a strength in preparing them for the marketplace.	ERR – 6, 9

GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

RATIONALE FOR THIS GOAL: Course consistency as it pertains to learning outcomes and rigour is key to both Program and student success.

Recommendation(s) this Goal Addresses	Report (page number)
The External Review Report [ERR] recommended that Faculty continue to leverage the existing course champion model to ensure course consistency and continuous improvement as it pertains to learning outcomes and rigour. In doing so, the Department should also continue to strengthen its integration with the BEF (Business Education Framework) through SLO (Student Learning Outcomes) semester reporting.	ERR – 2, 4, 7

GOAL 5: Increase collaboration with the Learning Centre to ensure students in all HRMT Programs are proactively connected with resources to support their success.

RATIONALE FOR THIS GOAL: The learning resources provided by the Learning Centre are very broad and rich however the student survey data suggests that the value proposition of the learning services does not resonate with students due to a lack of information. As a result, students are unlikely to access support unless such supports have been identified by their instructors.

Recommendation(s) this Goal Addresses	Report (page number)
The External Review Report [ERR] recommended that connections with the Learning Centre be increased and that the value proposition of participating in workshops to enhance learning skills be clearly communicated to students.	ERR – 10-11

GOAL 6: Establish a consistent and impactful connection with both the current student body and alumni.

RATIONALE FOR THIS GOAL: The HRMT Programs currently lack formalized student engagement initiatives for both the current student body as well as for alumni. By creating and implementing such initiatives the Programs should see improved learning engagement in the classroom and in professional settings, as well as will foster a life-long learning approach amongst graduates. Establishing these connections will not only enhance the student experience within the Programs/School of Business/KPU but also within industry.

Recommendation(s) this Goal Addresses	Report (page number)
The External Review Report [ERR] recommended that Faculty redesign and re-launch a HRMT specific Orientation to enhance the student experience with consideration made for the idea of an additional orientation specific to international students. In addition, it was recommended that a formal Alumni Initiative be developed to create and opportunity to connect with graduates, foster relationships with them, leverage hiring opportunities as well as mentor current students as they graduate and transition from student to alumni. Lastly, the ERR recommended the HRMT Programs look at discovering ways to leverage the HR Student Club to become cornerstone to the HRMT Programs.	ERR – 8, 10

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

List the Recommendations from the Self-Study and External Review this Plan does not address. Provide a brief rationale for why these Recommendations cannot be addressed. Add or remove rows as necessary.

Recommendations	Report (page number)	Rationale
N/A – All major recommendations addressed		

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

Describe the Quality Assurance Strategies (specific plans of action) the program must achieve to attain its Goal over the next five year. Detail the **steps** the program will take to achieve each Strategy. Add or remove Strategies and tables as necessary.

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: January 2019

STRATEGY 1: Separate the PBHRMT from the BHRMT program.

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 1: To separate the PBHRMT program from the BHRMT program. Redesign and relaunch the PBHRMT Diploma to meet student and market needs.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Investigate market needs	Marla McMullen	10/17	11/17	Complete
Develop a program overview to share outside of the HRMT department	Marla McMullen	9/18	12/18	Complete
Obtain time release to build new program	Marla McMullen (awarded time release)	3/19	5/19	Time release granted (1/4 time for two semesters: Spring and Fall 2019)
Change Admission Requirements for Program Through Senate <ul style="list-style-type: none"> - Consultations and D7 form complete May 2019 - SOB Curriculum Committee June 2019 - SOB Faculty Council September 2019 - SSCC October 2019 	Marla McMullen	4/19	10/19	In progress
Work with Josephine Chan to establish workflow and proposal requirements	Marla McMullen	5/19	5/19	Completed
Document Redesign Program Proposal	Marla McMullen	5/19	8/19	Completed
Determine Budgetary Implications	Marla McMullen			Completed
Develop Individual Course Outlines	Marla McMullen	5/19	8/19	Completed
Complete Consultations with SOB Dean, Provost, Faculty, Registrar, International Department, Library, Vice Chair of Senate and PUE (if a budgetary impact is surfaced).	Marla McMullen	5/19	8/19	Completed
SOB Faculty Curriculum Committee	Marla McMullen	8/19	9/19	Completed

SOB Faculty Council	Marla McMullen	9/19	10/19	In progress
SSCC	Marla McMullen/Dean or Associate Dean	10/19	11/19	
SSCUB (if there is budgetary impact)	Marla McMullen/Dean or Associate Dean	11/19	12/19	
Senate	Marla McMullen/Dean or Associate Dean	12/19	12/19	
Board Governance Committee	Marla McMullen/Dean or Associate Dean	01/20	01/20	
Board Finance Committee (if there is a budgetary impact)	Marla McMullen/Dean or Associate Dean	01/20	01/20	
Board of Governors	Marla McMullen/Dean or Associate Dean	02/20	02/20	
PSIPS (30 – day peer review process)	Marla McMullen	02/20	03/20	
Work with Learning Services and Library team to determine a plan to support students out of Civic Plaza	Marla McMullen	09/19	12/19	
Work with International Office regarding program and what support is needed from them	Marla McMullen	09/19	12/19	
Update Advising on course map, etc	Marla McMullen	09/19	12/19	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Time Release Hours for Program Development (Note: the HRMT PB Redesign has been awarded at a 50% time release for Summer 2019 and a 25% time release for Fall 2019), HRMT Department Chair Time Release, HRMT Faculty Accountable Time, and Marketing costs for the launch of the program
When are these resources required? May 2019 – May 2020
What Faculty and/or Institutional support is required? School of Business Dean, School of Business Associate Dean assigned to Post-Bacc programs HRMT Department Chair, HRMT Faculty, KPU Marketing, KPU International Office, KPU Curriculum Committee

STRATEGY 2: Establish an HRMT Program Advisory Committee.

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 2: Establish a consistent and impactful connection with CPHR-BC/Y and industry stakeholders.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Retrieve and review the KPU Advisory Committee Policy	Judy Benevides	01/19	02/19	Complete
Review Terms of Intent and proposed member list that was put together by the HRMT Faculty a few years ago	Judy Benevides	01/19	02/19	Complete
Consulted with Dean's Office for guidance and input on setting up this committee	Judy Benevides	01/19	02/19	Complete
Review sample member lists and Terms of Reference from other departments	Judy Benevides	02/19	02/19	Complete
Meet with HRMT Faculty to discuss setting up an Advisory Committee, its purpose, the policy, and the next steps	Judy Benevides	02/19	02/19	Complete
Compile an updated list of proposed committee members consisting of Industry Professionals, Alumni, and current students (based on recent HRMR social and professional events)	Judy Benevides	02/19	02/19	Complete
Circulate proposed list as well as the original proposed list to Faculty for input.	Judy Benevides	02/19	03/19	Complete
Faculty to connect with potential Advisory Committee members	Judy Benevides	03/19	03/19	Complete
Send list of potential Advisory Committee members to Admin Support to send out initiations.	Judy Benevides	04/19	04/19	Complete
Faculty to update the Terms of Reference document in preparation for the first meeting of the Advisory Committee.	Judy Benevides	04/19	04/19	Complete
First Advisory Committee Meeting	Judy Benevides	05/19	07/19	Completed
Bi-annual Advisory Committee Meeting	Dept. Chair and SoB Dean	12/19	01/20	Dates may change based on member availability and Faculty need however plan

				is to have the Committee meet twice a year
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Resource Implications (if applicable)
What are the resources required to achieve this Strategy? HRMT Faculty Accountable time, Programs' Advisory Committee admin support from the Dean's Office, HRMT Department Chair Time Release
When are these resources required? April - October each year
What Faculty and/or Institutional support is required? HRMT Faculty, HRMT Department Chair, School of Business Dean

STRATEGY 3: Review Faculty instructional approach to ePortfolio learning to identify what's working and what needs to be adjusted to better align with learning outcomes.

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 3: Increase consistency in instructional approaches to ePortfolio assignments across the Programs as well as improved communication to students with regards to their value proposition.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Schedule a 3 hour department meeting to review the ePortfolio approach	Lesley McCannell	09/19	01/20	
Implement changes identified in review process	Dept.	09/19	01/20	Complete
Prepare material/script to introduce ePortfolios to students	Lesley McCannell	09/19	01/20	
Distribute information to Faculty and ask them to share with their classes	Lesley McCannell	09/19	01/20	
Assess results	Lesley McCannell	01/20	02/20	
Add ePortfolio assignment to Official Course Outlines for BHRMT and PBHMRT courses/Curr Comm Review	Dept.	05/19	05/20	In progress

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? HRMT Faculty Accountable Time
When are these resources required? September 2019 to January 2020
What Faculty and/or Institutional support is required? HRMT Faculty

STRATEGY 4: Total Quality Improvement through the analysis of available strategic data to ensure student learning needs are being met (i.e. class sizes, multi/campus offerings, class day/time offerings, and available learning spaces (collaborative learning space or online offerings))

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Survey our customers to better understand their learning needs [This is a precursor to the other actions]	KPU Inst. Analysis	09/19	01/20	Consider informal data collection methods if IAP cannot assist
Analyze class sizes with a view to optimizing the learning in each	Dept.	09/19	01/20	
Examine options for offering classes in various locations other than Surrey Campus	Dept.	01/20	05/20	
Review the scheduling of HRMT classes and the preferences of our customers	Dept.	01/20	05/20	
Examine opportunities for collaboration and other learning opportunities outside of the classroom	Dept.	01/20	05/20	
<ol style="list-style-type: none"> 1. Review, analyze data available via the BEF and PLOs for patterns and areas where "insufficient" scores are more than 20% (this is just an example). 2. Engage via a survey of students to identify specific issues/topics etc. which have caused the high level of "insufficient" scores 3. Look at the course syllabus for potential additions (greater emphasis) on the issues identified in bullet point #2 above. 	Dept.	01/20	05/20	Leverage Course Champions

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? KPU Strategic Data and Student Contact Data, HRMT Faculty Accountable Time, HRMT Department Chair Accountable Time
When are these resources required? Fall 2019 - Spring 2020
What Faculty and/or Institutional support is required? IAP Survey Resources, HRMT Faculty, and HRMT Department Chair

STRATEGY 5: Community Outreach

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 2: Establish a consistent and impactful connection with CPHR-BC/Y and industry stakeholders. And GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Faculty to coordinate with co-op Faculty to attend HRMT co-op student/client visits	Dept.	09/19	12/19	Reoccurring on a semester basis
Create an HRMT Advisory Committee (refer to Strategy 2)	Dept Chair and SoB Dean	06/19	12/19	Completed 07/19
Ensure there is a CPHR nominee on the Advisory Committee (refer to Strategy 2)	Dept Chair and SoB Dean	06/19	12/19	Completed 07/19 (Quinne Davey is appointed CPHR liaison and rep for KPU)
Create an HRMT Alumni Chapter	David Harvey	09/19	12/20	In progress
Ensure formal connections are in place between KHRA [student club] and CPHR	David Harvey	09/19	12/20	
Formalize "faculty liaison" positions both to CPHR and to the Fraser Valley Advisory Committee of CPHR	Dept.	09/19	01/20	David Harvey has volunteered to take on this role
Formalize a "faculty liaison" position to the Surrey Board of Trade	Dept.	09/19	01/20	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? HRMT Faculty Accountable Time, HRMT Department Chair Time Release, and the Dean's support
When are these resources required? Ongoing, each semester
What Faculty and/or Institutional support is required? HRMT Faculty, HRMT Department Chair, School of Business Co-op Faculty

STRATEGY 6: Review and evaluation of HRMT 3105

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

Note: HRMT 3105 was designed in 2015 to meet the CPHR Competency requirements. The possible Human Resources Information Systems (HRIS) partnership noted in the 2017 Self-Study Report that would assist in the further development of the course, did not materialize, and as a result it has been recognized by the Department that continued work needs to be done in the development of this course to better align with course learning outcomes and to ensure consistency in the delivery of material/coursework.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Departmental review of 3105 curriculum and course structure.	Kristan Ash / Duane Radcliffe	09/18	12/18	Completed review of assignments, student support and student success rates. Additional resources added to the student learning center to support advanced Excel skills.
Consult with Industry Advisory Committee regarding the current trends in HRIS and the value of Application specific skills in industry. <ul style="list-style-type: none"> ● Specifically looking at the HRIS/E-HRM (web based HRIS) trends and skill requirement/expectations <i>If one system is selected, is it the most appropriate (market share) vs. an alternate</i>	Course Champion	01/18	09/20	Updates to the HRIS curriculum have taken place in 2018 to include: <ul style="list-style-type: none"> ● HRIS system needs analysis ● Review of HRIS systems and applications on the market ● Privacy and security requirements in HRIS/E-HRM (web based) applications <i>Change management impacts in HRIS/E-HRM design</i>
Consistent teaching team assigned to 3105 with a focus on continuous improvement and industry relevance.	Dept. Chair and Course Champion	01/18	12/19	Teaching team meets each semester to review the assignments with a focus on: <ol style="list-style-type: none"> 1. Student success 2. Linkages to industry 3. Employment readiness/applied learning <i>Adopted a co-teaching model to support consistency in Faculty approaches</i> Note: Hired new Faculty Member to teach HRMT 3105 consistently – now have 3 regular Faculty teaching this course

Initiate a student feedback mechanism regarding HRMT 3105	Course Champion	09/19	05/20	<p>As an evaluation measure, proposed that a student survey be distributed in HRMT 3265 to capture the feedback regarding HRMT 3105:</p> <ul style="list-style-type: none"> - What is working? - What needs amending? - Program alignment improvement <p><i>Application of materials and program alignment improvement</i></p> <p><i>*still need to determine if HRMT 3265 is the best course to do this in</i></p>
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Resource Implications (if applicable)
What are the resources required to achieve this Strategy? HRMT Faculty Accountable Time
When are these resources required? Fall 2019 – Spring 2020
What Faculty and/or Institutional support is required? Institutional Analysis and HRMT Faculty

STRATEGY 7: Review and evaluation of ENTR 3120

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

Note: Challenges expressed by students with this course in that they felt that they were not prepared for the content and its rigour.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Review of ENTR 3120	Carlos Calao	09/19	05/20	A brief review of performance did not find significant differences in results between students in different faculties (e.g. no difference in performance between HRMT students and other student groups)
Next steps regarding ENTR 3120: 1. Have students review core accounting material from ACCT 1110 and 1210. 2. Incorporate ePortfolio learning with the aforementioned material 3. Offer an "ENTR 3120 orientation" addressing HRMT students prior to the start of the semester	Carlos Calao	09/19	05/20	These actions should facilitate greater self-efficacy, self confidence, and perhaps change the negative perception regarding this course. Note: steps involved support from the ENTR Dept Chair

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? HRMT Faculty Accountable Time and support from ENTR Dept Chair
When are these resources required? Fall 2019 – Spring 2020
What Faculty and/or Institutional support is required? Institutional Analysis, HRMT Faculty, and ENTR Dept Chair

STRATEGY 8: Create/employ/refine an on-going review of PLO data results

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Create third period report template to analyze consolidated results on a cyclical basis	Judy Benevides	08/18	10/18	Complete *reporting cycle has changed to Summer/Fall/Spring
Note: below steps are repeated each semester				
Inform and train all reporting Faculty on the PLO reporting system	Judy Benevides	09/18	12/18	Complete with the support of Don Reddick
Employ and oversee PLO Assessment during Fall 2018 semester	Judy Benevides	09/18	12/18	Complete
Gather consolidated results and circulate to Faculty	Judy Benevides	01/19	01/19	Complete
Faculty review of Fall 2018 PLO Assessment data	Dept.	01/19	01/19	Complete.
Faculty teaching teams to meet review of Fall 2018 PLO Assessment results and make recommendations for education quality improvements/process refinements	Course Champions	01/19	02/19	Complete. Recommendations implemented for the following semester (e.g. the implementation of Case Analysis in earlier courses came about as a result of this analysis)
Note: below steps are repeated annually				
Create third period report to analyze consolidated results on a cyclical basis	Judy Benevides	May	May	*reporting cycle: Summer/Fall/Spring
Department review of assessment and reporting principles/results and make recommendations for education quality improvements/process refinements	Judy Benevides	July	August	Review began in Sept 2019 due to Faculty vacation

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Consolidated HRMT course reported data, reporting template, HRMT Faculty Accountable Time, and HRMT Department Chair Time Release
When are these resources required? At the end of each Semester

What Faculty and/or Institutional support is required? Standing Committee for Educational Quality (SCEQ) Team, HRMT Faculty, HRMT Department Chair

STRATEGY 9: Strengthened integration with the BEF (Business Education Framework)

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 4: Solidify and support a system of continuous improvement in all Programs and course offerings.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Create third period report template to analyze consolidated results on a cyclical basis	Judy Benevides	08/18	10/18	Complete *reporting cycle has changed to Summer/Fall/Spring
Note: below steps are repeated each semester				
Inform and train all reporting Faculty on the SLO reporting system	Judy Benevides	09/18	12/18	Complete
Employ and oversee SLO Assessment during Fall 2018 semester	Judy Benevides	09/18	12/18	Complete
Gather consolidated results and circulate to Faculty	Judy Benevides	01/19	01/19	Complete
Faculty review of Fall 2018 SLO Assessment data	Dept.	01/19	01/19	Complete.
Faculty teaching teams to meet review of Fall 2018 SLO Assessment results and make recommendations for education quality improvements/process refinements	Course Champions	01/19	02/19	Complete. Recommendations implemented for the following semester (e.g. the implementation of Case Analysis in earlier courses came about as a result of this analysis)
Note: below steps are repeated annually				
Create third period report to analyze consolidated results on a cyclical basis	Judy Benevides	May	May	*reporting cycle: Summer/Fall/Spring
Department review of assessment and reporting principles/results and make recommendations for education quality improvements/process refinements	Judy Benevides	July	August	Ongoing

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Consolidated HRMT course reported data, reporting template from Standing Committee for Education Quality (SCEQ) Team, HRMT Faculty Accountable Time, and HRMT Department Chair Time Release
When are these resources required? At the end of each Semester
What Faculty and/or Institutional support is required? Standing Committee for Educational Quality (SCEQ) Team, HRMT Faculty, HRMT Department Chair

STRATEGY 10: Proactively connect students with Learning Centre resources

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 5: Increase collaboration with the Learning Centre to ensure students in all HRMT Programs are proactively connected with resources to support their success.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Participate in Building Professional Skills in the Classroom pilot to embed Learning Centre resources into assignment guidelines	Lesley McCannell	04/19	09/19	Completed – however pilot was assigned to BUSI courses
Identify the skills areas that students need support in for each course and match these with Learning Centre offerings	Dept.	06/19	09/19	There is a potential to look at this as a Strength and Weakness (self identified) - then, the students may be provided with a matrix of available resources Note: Completed at Sept 2019 HRMT Faculty Planning Meeting
Promote the Peer tutoring program with HRMT students to recruit HRMT students as peer tutors	Dept.	09/19	ongoing	
Determine solutions to support the PBHRMT students out of Civic Plaza (refer to Strategy 1)	Marla McMullen	09/19	12/19	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? HRMT Faculty Accountable Time, Time Release Hours for Program Development (note: this has been awarded at a 50% time release for Summer 2019 and a 25% time release for Fall 2019), and HRMT Department Chair Time Release
When are these resources required? May – September 2019
What Faculty and/or Institutional support is required? Learning Centre Staff, Teaching & Learning Commons, HRMT Faculty, HRMT Department Chair

STRATEGY 11: Create and support an KPU HRMT Alumni Chapter

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 2: Establish a consistent and impactful connection with CPHR-BC/Y and industry stakeholders. And GOAL 6: Establish a consistent and impactful connection with both the current student body and alumni.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Publish a survey to as many grads as possible to determine level of interest in an Alumni Chapter and what they would want from such a group.	David Harvey	01/19	06/19	Completed
Based on survey data, gather individuals to organizing work and to deliver on their needs.	David Harvey	06/19	09/19	Completed
Create an Alumni database and social networking site	David Harvey and KPU Alumni Affairs	06/19	09/19	In progress
Plan alumni events (at least 1 per year) starting with a first alumni conference reading week 2020	David Harvey	02/20	02/20	In progress

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? HRMT Faculty Accountable Time, HRMT Department Chair Time Release, support from Alumni Affairs, KPU facility and budgetary support for events, and possibly Marketing costs for events and promotions
When are these resources required? Ongoing throughout all 3 semesters
What Faculty and/or Institutional support is required? HRMT Faculty, HRMT Department Chair, KPU Facilities, School of Business Dean, KPU Marketing

STRATEGY 12: Provide support to the HRMT Student Club

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 6: Establish a consistent and impactful connection with current student body and alumni.

Note: Over the last few years the HRMT Student Club has been organized by a keen group of students who get things going but then graduate without having built a structure and succession plan that ensures the long-term viability of the club. It has been found that without the support of the Faculty that the Club does not seem to reach its potential.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Faculty to work with the HR Club executive to create a club constitution that outlines its purpose, membership and executive structure.	David Harvey	11/18	06/19	Completed
Set up a structure that involves representatives from all 4 years of the BBA program.	David Harvey	11/18	06/19	Completed
Ensure that elections to executive positions are “staggered” i.e. some in spring and some in fall so that there is a continuous succession plan into the leadership positions.	David Harvey	05/19	06/19	Completed Note: election occurred Sept 2019
Connect the Club to CPHR so that there is support both from Faculty and from the Association.	David Harvey	02/19	ongoing	Completed Note: have a KPU student that has secured the role as CPHR student ambassador (this is an annually posted role that KPU students apply for) – their role is to liaison with the KPU HRMT student club, CPHR, and HRMT Faculty/Programs
Connect the Club with alumni and the co-op department to leverage networking and industry partners.	Dept.	02/19	ongoing	In progress
Support club events via communication, SMEs, facilities, and budgetary means	Dept.	02/19	ongoing	In progress

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? HRMT Faculty Accountable Time and KPU facility and budgetary support for events
When are these resources required? Ongoing throughout all 3 semesters
What Faculty and/or Institutional support is required? HRMT Faculty, HRMT Department Chair, KPU Facilities, School of Business Dean

STRATEGY 13: Redesign and launch a HRMT Program Orientation

GOAL(S) THIS STRATEGY SUPPORTS: GOAL 6: Establish a consistent and impactful connection with current student body and alumni.

Note: Once in the past the HRMT Department held a program orientation which was very well received and helped new and prospective students (for all HRMT programs) understand the challenges and begin to build the skills necessary to succeed in our programs. However, Faculty time and facility space considerations resulted in it never being offered again.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Research to understand what new and prospective students need to know to choose our Programs and succeed in them.	Dept.	01/20	05/20	
Based on research, design an orientation program that would connect students to: <ul style="list-style-type: none"> • Each other; and • Any information they need to choose and succeed in the program; and the Faculty. 	David Harvey	05/20	12/20	Departmental support is critical to the development and success of this initiative.
Integrate content specific to International and Indigenous students	Lesley McCannell and Marla McMullen	05/20	12/20	In progress
Develop an orientation program specifically for the newly designed PBHRMT program	TBD	01/20	12/20	Note: to be led by the Chair of the PBHRMT (tbd) as well as the designated Business Advisors

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? HRMT Faculty Accountable Time and KPU facility and budgetary support for event
When are these resources required? One month prior to each semester start
What Faculty and/or Institutional support is required? HRMT Faculty, KPU Facilities, School of Business Dean

PLAN SUPPORTED BY:

Sandy Vanderburgh
Provost's Name

Stephanie Howes

Dean's Name

Sandy Vanderburgh
Provost's Signature

Stephanie Howes

Dean's Signature

Nov. 01/19
Date

October 28, 2019

Date