

1. Assessment of Programme Learning Outcomes.

Evaluation Committee's Comments:

“When designing a program, it’s important to ensure that the program’s aims, learning outcomes, and specific course objectives aligned. It’s also important to ensure that the learning assessment tools allow to measure the level of student’s learnings for each course objective, and then collectively, for the program’s learning objectives. This is important to ensure learning takes place; it will enable the program director to know whether students actually learned what they were supposed to learn in each course, and in the overall program, and then feed that back into the redesign of the program.

CIIM seems to be doing a good job at that. They provided a table showing how the program’s aims are translated into learning outcomes, and how these learning outcomes are distributed across the various courses. However, it wasn’t clear to us how these learning outcomes would be assessed within each course. It would be important to develop rubrics to assess the learning objectives in each course.

We also noted that some objectives are assessed in multiple courses, while others are only assessed in a couple of courses. We recommend to further spread out the assessments across courses. It is unusual to have more than 3 learning outcomes assessed in each course. It’s best to further streamline the assessment of learning and better spread them out across the various courses.”

Response

The following Table, included in our Application for Evaluation shows the correspondence between the programme’s intended learning outcomes (PILOs) and the individual courses intended learning outcomes (CILOs).

CORRESPONDENCE BETWEEN CILOs and PILOs									
COURSES	PROGRAMME INTENDED LEARNING OUTCOMES (PILOs)								
	A1	A2	B1	B2	C1	C2	D1	D2	D3
HR535 - Communicating in Organizations	√		√		√		√		
HR570 –Employee Resourcing, Appraisal & Talent Management	√	√	√	√	√				
HR495 - Ethics, CSR & Sustainability	√	√		√	√				
MA565 - Foundations of Accounting & Finance	√			√	√				
HR600 - International HRM	√	√	√		√				
HR555 - Labour Law and Employment Relations	√	√		√	√				
HR575 - Leadership Development					√				√

HR550 - Leading & Managing Change			√	√	√				
HR405 - Organisational Behaviour	√		√	√	√				
HR585 - Qualitative Research			√		√	√			
HR565 - Rewards Management									
MA575 - Statistics & Quantitative Research	√			√	√	√			
HR605 - Strategic HR	√	√	√	√	√	√	√	√	
HR560 - Training & Employee Development	√	√	√		√				
PROFESSIONAL WORKSHOPS									
HR590-Coaching Skills & Techniques 99361306	√		√						√
HR590-Conflict Management	√		√						√
HR590-Human Capital Metrics and Analytics	√				√			√	
HR590-Emotional Intelligence 99610760	√								√
HR590-Managing Diversity	√	√			√				

We need to clarify that this Table helps to illustrate how each individual course contributes to the PILOs of the program in terms of learning outcomes, and not how learning outcomes are assessed at the level of the programme. As we discussed during our meeting with the evaluation committee, CIIM follows the established practice suggested by accreditation bodies like AACSB and EPAS/EFMD to assess the PILOs through the assessment of the CILOs of a capstone course, in our case, the HR605 – Strategic HR, which has been designed accordingly in order to serve this purpose. Moreover, we have developed rubrics for the assessment of all intended learning outcomes of the programme, which we attach in this document. These rubrics have also been discussed with the instructors teaching other courses at CIIM in order to provide them with guidance about the assessment criteria they must apply to their assessment (typically written exams and individual or group projects). In addition, for courses that incorporate as an assessment a group project, students conduct an assessment of their peers’ skills with the use of a rubric developed for this purpose (Peer Review Assessment Rubric – attached).

2. Choice of Elective Courses

Evaluation Committee’s Comments:

“We appreciate that the program is offered on both a full and part-time basis. This provides students with needed flexibility. Electives are also offered, which again promotes student empowerment. Notwithstanding, we share the concern that not a large choice of electives is available, or, in case it is, it often clashes with the student’s schedule. We recommend reconsidering scheduling to ensure proper

elective are made available to students to accommodate their needs.

Response

We acknowledge that the number of electives we offer are limited and that something scheduling issues do not permit students to select some of those courses.

Regarding the limited number of elective courses we offer, this has been a design choice we made from the beginning. The MSc in HRM & OB has a very comprehensive core curriculum covering all functional areas of HRM. We have decided to follow this design because the vast majority of businesses in Cyprus are very small, so that they either do not have an HR Department, or the HR responsibilities are covered by a single person. For this reason we decided that we want our graduates upon graduation to have developed a comprehensive and holistic understanding of HR issues. The alternative would be to offer some general HR courses in the core curriculum and offer a number of elective HR courses for students to select, as some well-established universities in Europe do (e.g., Warwick, Edinburgh, etc.). For the reason we explained we decided to opt for the first design option to better serve our target market.

Regarding the scheduling of the currently offered electives, we take seriously the evaluation committee's feedback and in the scheduling of the next year's courses, we will make sure that our students will face no constraints in their selection of courses.

3. Integration of Research and Teaching

Evaluation Committee's Comments:

"Overall, there is reasonable integration of research and teaching in the program of study. In most of the courses the academic personnel's expertise matches well the subject matter of the course. A potential suggestion for future improvements in this area is to make sure that there is alignment between research expertise and the subject matter of the course across all courses, as there are currently some courses where this is not the case, e.g., qualitative research methods taught by an academic with expertise and training in economics. Another suggestion for a closer alignment of teaching and research is the inclusion of research output, i.e., journal articles, book chapters, working papers, produced by the academic personnel at the institute in the reading list of the course taught and base applications that aim to consolidate students' understanding of the relevant concepts on this research as well."

Response

We have communicated to all teaching faculty to incorporate their related research into the suggested readings and discuss their applications in class. We have also taken care so that all teaching faculty teach courses in their areas of expertise.

4. Library and Computers

Evaluation Committee's Comments:

There are suitable books and a dedicated library space and computer labs that support the program. However, not all high-quality journals in the field of management are accessible. CIIM only has access to EBSCO database. Hence, we recommend investing in more academic databases so that the students have

access to a broader range of journals in the long run. Students are allowed to borrow books from the library. They can even request books to be brought to Limassol from the Nicosia campus. The lab includes a limited number of computers. We recommend investing in a larger number of computers to accommodate students' body as it grows.

Response

In response to the Committee's recommendation to widen the coverage of journals and online databases, we are investigating other available online resources that we could add to the library: we are already in contact with Ebsco Information Services for upgrading our database to "Business Source Ultimate" or/and add the "eBook Business Subscription Collection".

We have also established a cooperation with the Library of the University of Cyprus (please see attached document) so the two libraries collaborate on sharing resources. In a recent meeting it was decided that as a first step the CIIM students can be given access to the University of Cyprus Library and vice versa. In the longer term, CIIM will apply to join the association of the university libraries and also join a common cataloguing software (SIERRA) that currently the University of Cyprus and the Open University are using. Similar arrangements are underway with the University of Nicosia.

Currently student surveys suggest that students are satisfied with the computer lab's facility; moreover, most students they bring and use their own laptops.

5. Periodic Continuous Reevaluation of the Program

Evaluation Committee's Comments:

There should be periodic and continuous reevaluation and balancing of academic and practical content in the program, taking into account program objectives, student expectations, and demand from employers.

Response

The periodic and continuous reevaluation and balancing of the program is already in place. The MSc in HRM & OB has been redesigned twice in the last five years based on (a) benchmarking with similar programs offered by leading European universities (b) alignment with the suggested curriculum and guidelines of the Society for Human Resource Management Association (SHRM – we received a certificate from alignment in July 2017), and (c) feedback from the local market (the program is endorsed by the Cyprus Human Resource Association).

We have established a formal periodic review of the program which takes place every two years and takes into account feedback from all aforementioned sources. The alignment of the program's curriculum with the guidelines of the SHRM is renewed every three years.

6. Networking Opportunities

Evaluation Committee's Comments:

“Additional networking opportunities, especially one-on-one, between current students and alumni should be considered.”

Response

Currently we encourage the interaction between current students and alumni by involving the latter into coaching sessions with the former to provide them with advice for career development. In all the events we organize as a School we invite both current students and alumni to create networking opportunities.

7. Suggested and Supplementary Material

Evaluation Committee’s Comments:

“Suggested and supplementary material should be updated and streamlined.”

Response

The academic director of the program has collaborated with instructors to make sure that teaching material is updated and streamlined.

8. Long-range Financial Planning

Evaluation Committee’s Comments:

“Long-term financial planning (e.g., raising an endowment) and constant reevaluation of their competitive advantage relative to peer institutions should be considered in order to ensure financial sustainability.”

Response

We have initiated a donation campaign with the purpose to build a research fund and the beginnings of an endowment for the school. Educational philanthropy in Cyprus is very limited especially following the economic crisis. Independently of the fundraising effort we prepared a three-year budget 2018-20 for each programme, including the MSc HRM&OB, and for the school as a whole. This budget projects a bottom line for HRM of 56,000 and 868,000 for the school as a whole, by 2020.

As to peer institutions, the most challenging competition comes from the University of Cyprus which begins offering an MSc in HRM as of the coming September. However, the more than 10 years of experience of CIIM’s programme and its professional accreditations, such as SHRM, give it a decisive advantage that ensure its sustainability, especially as its profitability increases over time with the introduction of new programmes that assume part of the institutional overhead.

9. Scheduling of Courses During Weekends

Evaluation Committee’s Comments:

“Students suggested that they were overwhelmed with the amount of material focusing on a single subject during some weekend courses. They suggested perhaps having something like two different four hour courses on the same day, rather than a single eight hour course, for example, might be easier in terms of retention of material.”

Response

We have already accommodated students' comments in our scheduling plans for the next year in which there are no classes scheduled on Sundays.

9. Policies for Feedback to Students

Evaluation Committees' Comments:

"Policies should be introduced to ensure that students always receive timely feedback and results from visiting faculty (since resident faculty seem to be fine)."

Response:

To ensure that students receive proper feedback about their performance from visiting faculty we have created a "Student Feedback Form" (attached) that all visiting faculty must complete and return to School together with the grading form.