

## **Technical Report: May 2018 CHRP ELE**

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**Human Resources Professionals Association**

5 June 2018



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# Executive Summary<sup>1</sup>

*Note that this technical report covers only the primary new form or forms administered during an administration, and not detailed results for all forms used (which may include previously used forms, scrambled forms, and other modifications to maintain exam and score integrity).*

The CHRP Employment Law Exam (CHRP ELE) was administered to 122 candidates using computer-based testing at Prometric test centres May 7–21, 2018, inclusive. The examination comprised 110 three-option multiple choice items and had a 3½-hour time limit.

The exam was scored using 100 psychometrically effective items (and adhering to the prescribed distribution across functional areas). The mean score for first-time candidates ( $n=113^2$ ) was 71.3 (71.3%), and for all candidates it was 70.9 (70.9%). Reliability was marginal at .72 (noting that there is substantial range restriction with these candidates). The final set of scored items adhered to the blueprint parameters.

The pass mark was set using equating back to the January 2018 administration, yielding an integer pass mark of 55. Equating was conducted to compensate for minor changes in exam form difficulty so that any given candidate has an equivalent hurdle regardless of when they write the CHRP ELE. This pass mark resulted in a pass rate for first-time candidates of 97.3% and a pass rate for all candidates of 97.5%.

This report, the analyses performed, and the processes followed are consistent with NCCA standards<sup>3</sup> and ISO 17024 standards.<sup>4</sup>

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<sup>1</sup> This technical report is an abbreviated version of the full report. Information has been excluded that if known to candidates could negatively affect the validity of future candidate test score interpretations. This includes item-level statistics, some information about the construction of test forms, and some specific details concerning equating.

<sup>2</sup> Excludes those who had failed an HRP A employment law examination in the past, who were identified as being statistical outliers, or who had written an alternative test form.

<sup>3</sup> National Commission for Certifying Agencies (2014). *Standards for the accreditation of certification programs*. Washington, DC: Institute for Credentialing Excellence.

<sup>4</sup> International Organization for Standardization (2012). *ISO/IEC 17024:2012 Conformity assessment – General requirements for bodies operating certification of persons*. Geneva: International Organization for Standardization.

# Administration

## Form Setting

Using only validated test items, Wickett Measurement Systems prepared one 110-item test form. Wickett constructed the final test form according to the following parameters:

1. Including only items validated by the validation panel in the past 2 years
2. Fitting the total item count of 110
3. Excluding enemy items
4. Matching the blueprint weights
5. Maximizing spread across subtopics as per the blueprint weights
6. Reducing item exposure
7. Selecting items with perceived psychometric effectiveness, using statistics from previous administrations as available

The final form was reviewed for currency and enemy items by Tanya Gopaul and Claire Chester (CHRP Examination Validation Committee members) in a remote session held March 20, 2018.

The final form composition for the May 2018 CHRP ELE is shown in Table 1 (domain weighting) and Table 2 (cognitive level weighting).

Note that at any administration, HRPA makes use of previously validated and administered test forms along with new test forms, in addition to employing other mechanisms to maintain the integrity of the exams and candidate scores.

Table 1: Domain fit at administration

Domain	Actual Items	Target Range	Target Items	Variance
<b>A</b> Employment Contracts and Terminations	48	46% ± 5%	46–56	—
<b>B</b> Employer Obligations	38	33% ± 4%	32–40	—
<b>C</b> Regulations and Legislation	24	21% ± 3%	20–26	—
<b>TOTAL</b>	<b>110</b>		<b>110</b>	—

Table 2: Cognitive level fit at administration

Cognitive Level	Actual Items	Target Range	Target Items	Variance
Knowledge	11	10% ± 3%	8–14	—
Application	54	40% ± 10%	33–55	—
Critical thinking	45	50% ± 10%	44–66	—
<b>TOTAL</b>	<b>110</b>		<b>110</b>	<b>—</b>

The test form adhered to the blueprint for content domain and cognitive level.

## Testing Window

The examination was administered via computer-based testing at Prometric test sites primarily in Ontario. The testing window was from May 7 to 21, 2018, inclusive, and 122 candidates wrote the exam.

Candidates had access to a basic-function calculator on screen and access via PDF to 10 pieces of searchable legislation (compiled into 2 documents):

### *Provincial*

- AODA – *Accessibility for Ontarians with Disabilities Act, 2005*
- ESA – *Employment Standards Act, 2000*
- LRA – *Labour Relations Act, 1995*
- OHRC – *Human Rights Code*
- OHSA – *Occupational Health and Safety Act*
- PEA – *Pay Equity Act*
- WSIA – *Workplace Safety and Insurance Act, 1997*

### *Federal*

- CHRA – *Canadian Human Rights Act*
- CLC – *Canada Labour Code*
- PIPEDA – *Personal Information Protection and Electronic Documents Act*

The versions of the legislation were as accessed on February 12, 2018.

# Analysis

## Data Cleaning and Integrity Checks

Prometric provided data in .xml format via a secure FTP site. Candidate files were provided as candidates completed the examination throughout the testing window. These files were extracted to Microsoft Excel for processing. They contained identifying information for each candidate, form information, start and stop times, answer string, key string, candidate total score, item comments if the candidate made any, and time spent per item.

The data files received were reconciled against the roster provided by Prometric to ensure that all .xml files had been received. Further, each candidate total score as computed by Prometric was reconciled with that computed by Wickett for the full set of 110 items to verify key accuracy. Comments on items were also reviewed to identify any specific item-level issues. No problems were encountered.

The average time taken by all candidates was assessed to detect potential examination timing concerns. The distribution is shown in Figure 1. The mean was 2 hours, 58 minutes. The time limit on the ELE 1 was 3½ hours, suggesting that time may have been a factor for at least some candidates.

Eighteen candidates (15%) took the full 3½ hours, suggesting that those candidates may have wanted more time, and 8 candidates (7%) left at least one item blank, suggesting those candidates timed out of the exam before being able to complete it. These metrics will continue to be monitored. At present they do not appear problematically high, though they are not as low as would be preferred. Compared with the January 2018 administration, there was almost no change in observed values. Note that because they have access to legislation, candidates may take more time than intended by researching more answers. This may skew time metrics higher.

The correlation between scores on the 110 items and time spent writing the examination was essentially zero at a value of  $-.05$ , suggesting that the time constraints were not generally related to candidate performance. (Note that one candidate exceeded the time limit; this candidate was granted additional time in advance of the administration as an accommodation.)

One candidate took 51 minutes to complete the examination, which is well below the mean time, and less than half the time of the next fastest candidate. Video evidence was reviewed and did not reveal misconduct. This candidate did not perform better on previously used items, suggesting again that misconduct was not a factor. The candidate's response pattern was also not unduly similar to that of any other candidate writing before them in the window. The candidate's score was neither very high nor very low, so the weight of evidence suggests there is no reason to nullify this candidate's results.

Candidate scores were computed across the window to look for any evidence of item exposure. As shown in Figure 2, there was little variation across the window, and the difference between the first 3 days and the last 3 days was a modest decrease of 0.8 marks out of 110.

As a matter of interest, candidate volumes were also examined across the window; these are also shown in Figure 2. Though not psychometrically meaningful, the usual pattern of a peak in administration at the end of the window was not observed, possibly because the end of the window coincided with a holiday weekend.

Figure 1: Examination time distribution for all candidates

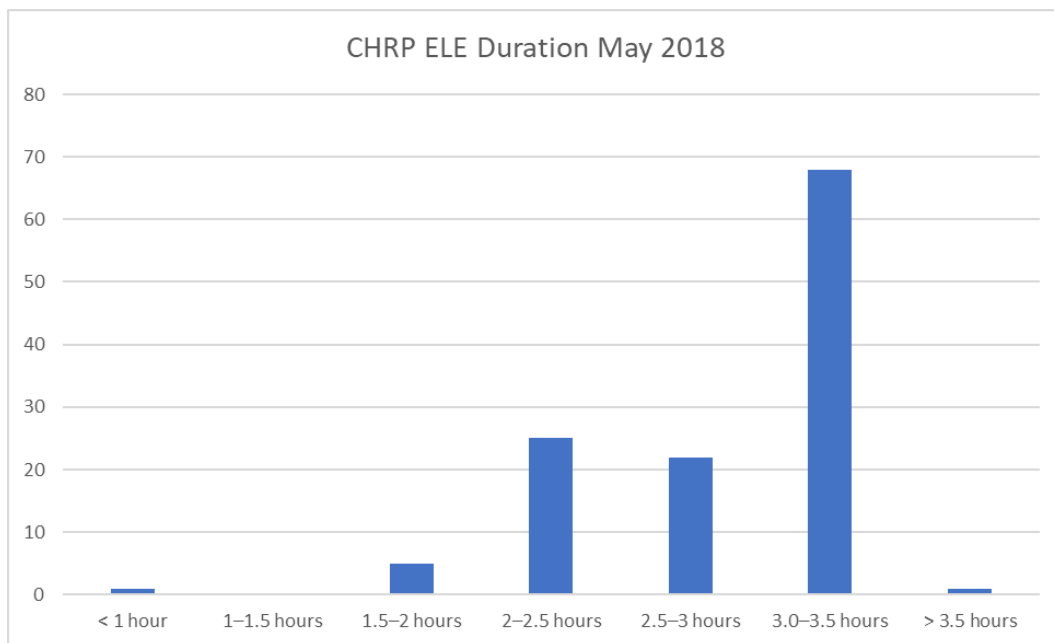
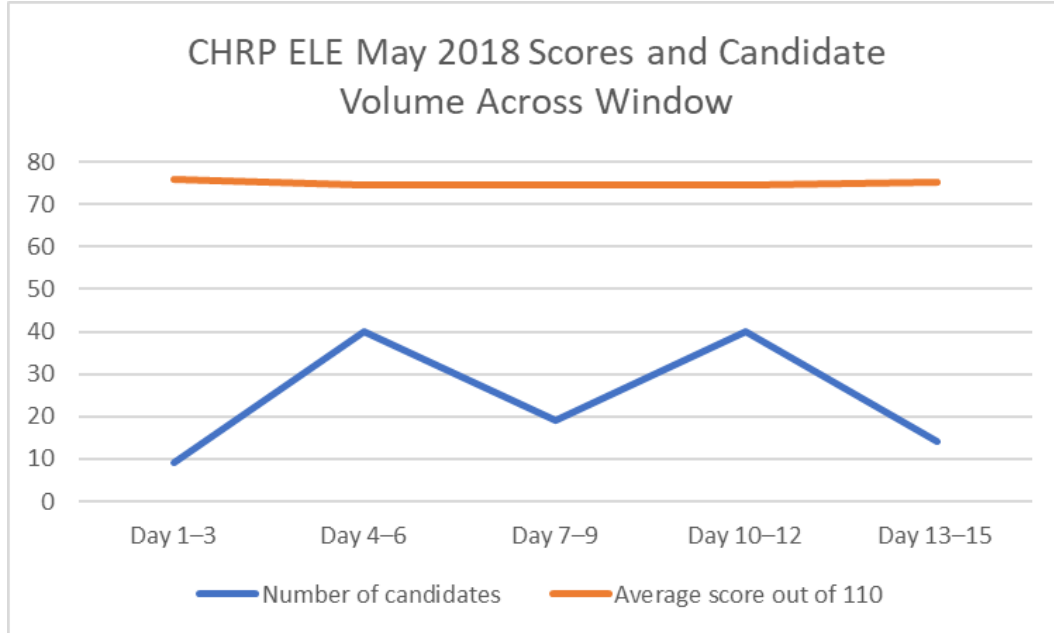




Figure 2: Candidate volume and score trends across testing window



After removing candidates who were administered a previously used test form (who were scored using the same decisions employed at the time that form was originally used), scores were calculated for all remaining candidates based on the full set of 110 items. No candidates were flagged for an abnormally low or high score ( $z$  value outside  $\pm 3.0$ ). Also, the 110 items were arbitrarily broken into 4 blocks of 25 items for each candidate plus 1 final block of 10 items; the 5 resulting scores for each candidate were evaluated for outliers as well. For candidates with any subscore more than 3 standard deviations (SD) from their average  $z$ -score, the .xml file was examined closely for any issues. All outliers were removed from initial analyses and candidates with abnormal response patterns (such as having 5 or more blanks) were also removed. To be conservative, candidates who had been granted a testing accommodation were also removed from the main analysis (simply because their testing conditions were not the same as those of the main group of candidates, even though each accommodation was granted on the premise that it would make the testing experience equivalent in terms of opportunity to demonstrate competence). The candidate who took only 51 minutes to complete the examination was also removed from analyses. As a result of these factors, 5 candidates were removed from scoring.

Candidates who had failed a previous employment law examination (CHRP ELE or CHRL ELE;  $n=4$ ) scored lower than did those who had not (68.3 and 74.8, respectively, on the full exam of 110 items). In keeping with standard procedures, these candidates were removed from subsequent analyses. The CHRP ELE analysis proceeded with 113 candidates.

Owing to the modest number of candidates, all subsequent analyses were interpreted with caution.

## Post-Examination Survey

Candidates were provided access to the post-examination survey immediately after submitting their responses to the CHRP ELE; 115 candidates responded (response rate, 94%).

Table 3 shows the responses to the administration-related questions. Note that candidates were generally positive about the administration experience. Table 4 shows the content-related questions; there was a tendency to more neutrality on these questions.

**Table 3: Administration-related post-examination survey questions\***

	Question	SA	A	N	D	SD	Score	Agreement
1.	I was able to book a seat to write the examination at a time that was convenient for me.	49	39	9	12	6	3.98	77%
2.	I was well informed about what documents to bring to the exam location.	83	26	3	1	0	4.69	96%
3.	Proctors enforced the exam-day rules and the security procedures at the test centre were what I expected.	89	23	0	0	1	4.76	99%
4.	Proctors were professional and courteous.	90	20	2	0	0	4.79	98%
5.	The tutorial helped me understand how to complete the examination on the computer.	70	39	2	1	0	4.59	97%
6.	The legislation and case texts were easy to access during the examination.	43	47	15	7	0	4.13	80%
7.	Navigation through the examination was easy and intuitive.	57	47	5	3	0	4.41	93%

\*Response categories: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree.

Table 4: Content-related post-examination survey questions\*

	Question	SA	A	N	D	SD	Score	Agreement
8.	The time allotted for this examination was sufficient.	36	38	14	18	6	3.71	66%
9.	Information available prior to exam day provided me with adequate details about the content and format of the exam.	36	44	14	14	2	3.89	73%
10.	I feel I was adequately prepared to write this examination.	13	50	30	15	0	3.56	58%
11.	The questions in the examination were clearly written.	12	50	35	10	1	3.57	57%
12.	The terminology used in the examination was accurate.	17	70	21	0	0	3.96	81%
13.	The situations presented in the examination were realistic.	23	73	13	0	0	4.09	88%
14.	The questions in the examination reflected the Employment Law Examination blueprint.	22	48	25	13	0	3.73	65%
15.	The examination was a fair assessment of my ability.	12	39	38	17	2	3.39	47%

\*Response categories: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree.

Candidates were asked their opinions regarding several structural variables; these results appear in Table 5 through Table 8. Candidates reported a preference for independent items and 3-option multiple choice items. Most indicated that taking the test on a computer likely improved or had no effect on their performance. Most indicated that access to the legislation was necessary, whether they consulted it a few times or often.

Table 5: Preference regarding independent and case-based items

	Count	%
I preferred the independent items.	51	46%
I preferred the case-based items.	36	33%
I had no preference between independent and case-based items.	23	21%

Table 6: Preference regarding number of response options

	Count	%
I preferred having 3 options.	83	76%
I preferred having 4 options.	3	3%
It did not matter to me how many options were used.	23	21%

Table 7: Preference regarding computer-based testing versus pencil-and-paper

Question	Count	%
I feel that completing the examination on a computer improved my performance.	35	32%
I feel that completing the examination on a computer decreased my performance.	20	18%
I feel that completing the examination on a computer had no effect on my performance.	55	50%

Table 8: Value of access to legislation

	Count	%
Yes, it was essential to me in completing the examination.	41	37%
Yes, but I only consulted it a few times.	55	50%
No, I could not find the answers to questions I had.	10	9%
No, I did not need to consult it to complete the examination.	2	2%
No, it was more of a distraction than an aid.	2	2%

An open-ended question was also posed to candidates asking for any additional comments. Those comments were provided to HRP A for information and consideration. Nothing actionable with respect to scoring emerged in these comments.

## Initial Analysis

The full CHRP ELE examination was 110 items, of which approximately 100 were to be scored. The other 10 items were designated as experimental items. However, because only 1 new form was administered, all items were potentially available for scoring and the focus of subsequent item analysis and key validation was on determining the best set of approximately 100 items that still reflected the examination blueprint.

The initial analysis summary statistics are presented in Table 9.

Table 9: Initial examination statistics

Index	CHRP ELE
Items	110
Candidates	122
Candidates in analysis	113
Mean	75.0 (68.2%)
Standard deviation	7.40
Range	53–92 (48.2–83.6%)
Cronbach's alpha	.66
Disattenuated alpha	.85
Mean $r_{pb}^*$	.11

Standard classical test theory analysis was conducted to identify the following:

1. Item difficulty (percent obtaining correct result,  $p$ )
2. Item discrimination (corrected point-biserials,  $r_{pb}^*$ )
3. Distractor quality (based primarily on distractor discrimination)

Wickett compiled these statistics, along with any comments made by candidates concerning flagged items, to identify items that may have been keyed incorrectly or that were performing poorly. Most emphasis was placed on the corrected point-biserials as evidence of item quality. Items were ranked from worst performing to best performing accordingly.

## Key Validation

Key validation was conducted via web meeting on May 28, 2018, using members of the CHRP Examination Validation Committee (EVC). The group (Table 10) was first reminded of the methods used for key validation and was oriented to the main statistics used to evaluate the quality of the CHRP ELE.

Table 10: CHRP Examination Validation Committee – Key validation

Member	Credential	Years of Relevant Experience	Years on EVC	Industry
Sunday Ajao	CHRL	15–20	1	Banking/Finance
✓ Claire Chester	CHRL	10–14	1	Regulation/CPA
✓ Tanya Gopaul	CHRL	10–15	1	Banking
Jean Lazarus	CHRL	15–19	1	Health services
Kriss Stone	CHRP	10–15	1	Real estate
✓ Ielean Tait	CHRL	15–20	1	Environmental
✓ Karen Weiler	CHRL	20–29	1	Software/ Communications
Alyssa Young	CHRL	5–9	1	Non-profit

✓ Participated in the session.

The group was informed that test reliability, as measured by Cronbach's alpha, was .66 based on the set of 110 potentially scored items and that this was below the generally accepted threshold of .80. The group was advised that restriction of range was considered the most likely basis for the lower value. They were also informed that part of the goal of the key validation review was to bring this value up if possible.

The group was walked through the flagged items one at a time, with the recommendation that the worst-performing items be removed from scoring, but were given less direction on those with borderline statistics. Where available, candidates' comments about the items were also shown. The group made decisions based on content and the data through discussion; they removed 10 items that they felt were least appropriate to retain for scoring. Comments by panel members about specific items were recorded for future item revision activities.

Not all remaining items were strong-performing, and several items were retained that were very easy or very hard or that had a low corrected point-biserial. However, most were moderate to strong items. The final alpha for the set of 100 scored items was .72. The difficulties ranged from 20.4% to 98.2%, with a mean of 71.3%. The  $r_{pb}^*$  values ranged from  $-.06$  to  $.40$ , with a mean of  $.14$ .

Table 11 shows the scored CHRP ELE's final fit to the domain weighting. Table 12 shows the same for cognitive level. The exam fit both dimensions.

The group endorsed the final set of items for use in scoring the May 2018 CHRP ELE candidates.

Table 11: Domain fit for final scored items

Domain	Actual Items	Target Range	Target Items	Variance
A Employment Contracts and Terminations	41	46% ± 5%	41–51	—
B Employer Obligations	36	33% ± 4%	29–37	—
C Regulations and Legislation	23	21% ± 3%	18–24	—
<b>TOTAL</b>	<b>100</b>		<b>100</b>	<b>—</b>

Table 12: Cognitive level fit for final scored items

Cognitive Level	Actual Items	Target Range	Target Items	Variance
Knowledge	10	10% ± 3%	7–13	—
Application	48	40% ± 10%	30–50	—
Critical thinking	42	50% ± 10%	40–60	—
<b>TOTAL</b>	<b>100</b>		<b>100</b>	<b>—</b>

## Establishing the Pass Mark: Equating

Linear equating, as per Kolen and Brennan (2014),<sup>5</sup> was used to establish the pass mark for the May 2018 CHRP ELE. The goal of this process was to set a pass mark for the May 2018 CHRP ELE that would be equivalent to that set for the January 2018 CHRP ELE; that is, to set a pass mark that would give each candidate the same probability of passing regardless of which form they took.

The passing standard for the CHRP ELE was last set after the January 2018 offering of the CHRP ELE using the Modified Angoff and Bookmark methods. Specific information on the standard-setting session is provided in the Technical Report issued for the January 2018 administration.

Linear equating (Tucker) was the chosen method for setting the pass mark and it was conducted once key validation was complete. Linear equating is the primary method considered with more than 100 candidates; equipercentile equating would have been considered with more than 1,000 candidates. With candidate samples of fewer than 100, mean or circle arc equating is most prudent.

All candidates in the analysis (i.e., no repeat candidates or outliers) were used in the equating process. Delta-plot analysis was used to identify anchor items showing substantial deviations

<sup>5</sup> Kolen, M.J., & Brennan, R.L. (2014). *Test equating, scaling, and linking*. New York, NY: Springer.

(generally, although not exclusively, greater than 3 *SD* units) from expected difficulty values, with an emphasis on establishing an anchor set with difficulty equivalent to that of the full form that adhered to the blueprint. Further, items with very high or low difficulty values and those with low corrected point-biserials were also flagged for potential removal from the anchor set. The goal was a strong midi-test (i.e., moderate range of difficulty, moderate to high discrimination, fit to blueprint) of sufficient length to estimate candidate ability.

The selected set of anchor items had a mean difficulty of 0.72 and a mean corrected point-biserial of .20.

Table 13 shows the fit of the set of anchor items to the blueprint, as percentages. The actual counts are reasonably aligned with the targets and reflect the scope and approximate weighting across the full exam (though with a slight decrease in available domain C items offset against a higher number in domain A).

Table 13: Anchor item fit to blueprint

	Area	Actual	Target
<b>A</b>	Employment Contracts and Terminations	60%	46%
<b>B</b>	Employer Obligations	30%	33%
<b>C</b>	Regulations and Legislation	10%	21%

The mean, Tucker, Levine observed-score, circle arc, and Braun-Holland methods were computed to ascertain concordance of solutions. Given the sample sizes and similarities of test parameters, Tucker was considered the primary method.

Table 14 shows some of the parameters used to derive the equating estimates, along with other parameters describing the test forms. It is notable that on the anchor items, the population taking the May 2018 CHRP ELE scored marginally higher than the population taking the January 2018 CHRP ELE (71.6% vs. 70.7%, respectively;  $t(222)=0.52$ , *ns*). Because the May 2018 CHRP ELE candidates were of marginally higher ability (based on the anchors, non-significance notwithstanding), they should have the same or a slightly higher pass rate.



Table 14: Equating parameter table

		2018 January	2018 May
n		111	113
Scored items		100	100
Mean score	Total	73.0%	71.3%
	Anchors	70.7%	71.6%

The equating analysis bears this out (Table 15). All methods except Braun-Holland show a pass mark between 54 and 55, and Braun-Holland is just slightly over 55. Given the sample sizes involved, Tucker or Levine observed would be the primary methods under consideration. The Tucker method showed the lowest estimated equating error and would be chosen based on general rules of thumb for deciding between the Tucker and Levine observed methods.

Using the established convention for this testing program, the Tucker pass mark would be rounded up to a cut score of 55. The resulting pass rate for first-time candidates is the same as that observed for the January 2018 CHRP ELE: 97.3%. The pass rate for all candidates increased slightly to 97.5% from 95.8%.

Table 15: Equating outcome table

Method	Pass Mark		Pass Rate	
	Precise	Integer	All	First Time
Ang/Book Jan 2018	56.817459	57	95.8%	97.3%
Tucker	54.845994	55	97.5%	97.3%
Levine observed	54.08	55	97.5%	97.3%
Mean	54.62	55	97.5%	97.3%
Circle arc 1	54.72	55	97.5%	97.3%
Circle arc 2	54.64	55	97.5%	97.3%
Braun-Holland	55.17	56	95.1%	95.6%

The Tucker value, and the process used to derive it, was presented to the available CHRP EVC members (see Table 16) via teleconference on May 31, 2018. The panel suggested that with legislation being in the news to such a high degree in recent months, candidates are probably becoming more comfortable with it. No concerns were voiced. The panel formally approved the

recommended pass mark for recommendation to the HRP A Registrar. The Registrar joined the call to hear this recommendation, and formally accepted it for use in scoring the May 2018 CHRP ELE candidates.

Table 16: CHRP Examination Validation Committee – Pass mark approval

Member	Credential	Years of Relevant Experience	Years on EVC	Industry
✓ Sunday Ajao	CHRL	15–20	1	Banking/Finance
✓ Claire Chester	CHRL	10–14	1	Regulation/CPA
✓ Tanya Gopaul	CHRL	10–15	1	Banking
✓ Jean Lazarus	CHRL	15–19	1	Health services
Kriss Stone	CHRP	10–15	1	Real estate
✓ Ielean Tait	CHRL	15–20	1	Environmental
Karen Weiler	CHRL	20–29	1	Software/ Communications
Alyssa Young	CHRL	5–9	1	Non-profit

✓ Participated in the session.

## Scoring

To finalize the scoring, candidates who were not included in the item and form analyses were reinserted into the dataset. Scores for each of the 3 domain areas were also computed for each candidate. An Excel file with the final candidate results was provided to HRP A.

Table 17 provides the means and standard deviations for the domains and for the total score, using all candidates who took the May 2018 CHRP ELE. Table 18 provides the correlations between each domain. Caution should be exercised in interpreting differences between correlations. Variation can be explained largely by the number of items making up each domain score. That is, domain C has fewer items and shows lower correlations with the other domains. Figure 3 shows the distribution of scores for all candidates, along with the pass mark.

Table 17: Total and domain scores for all candidates

Domain	Percentage	Mean	SD*
A Employment Contracts and Terminations	72%	29.7	4.1
B Employer Obligations	72%	25.9	3.5
C Regulations and Legislation	66%	15.2	2.4
<b>Total score</b>	<b>70.9%</b>	<b>70.9</b>	<b>7.9</b>

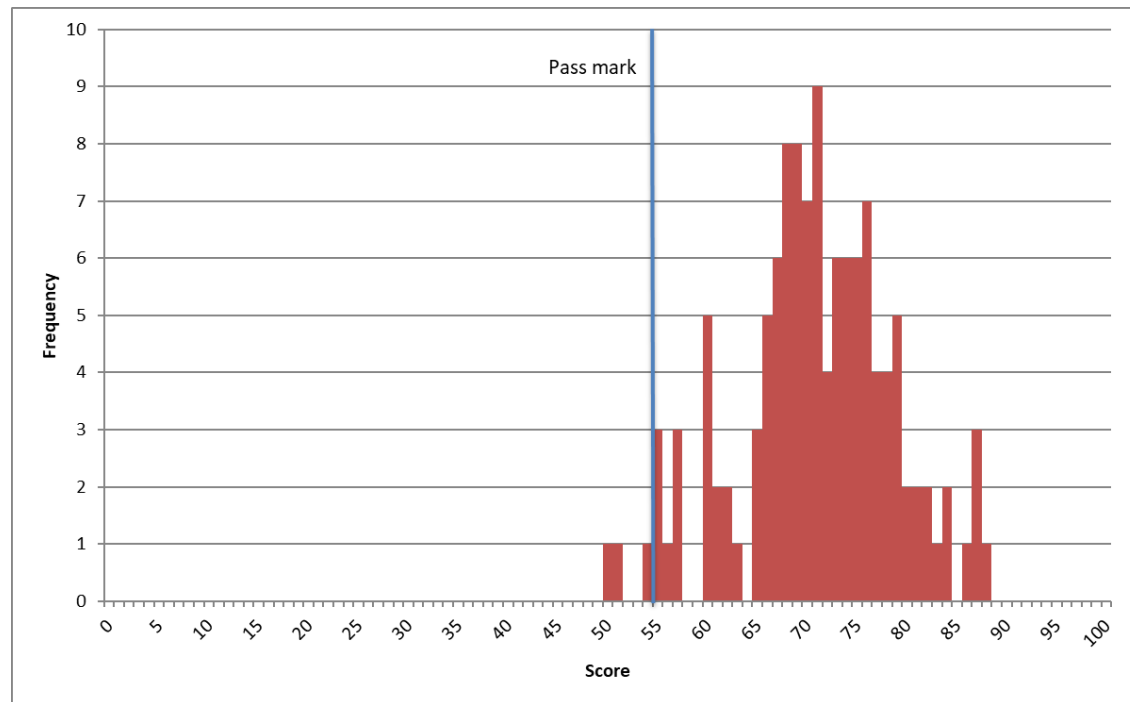
\*SD = Standard deviation.

Table 18: Correlations between functional area scores for all candidates

Domain*	A	B	C
A		.48	.43
B			.29
C			

\*See Table 17 for the full name of each functional area.

Figure 3: Score distribution for all candidates



## Key Examination Metrics

Table 19 shows the key examination metrics for candidates included in the main analysis; that is, only first-time candidates, with outliers removed. Past metrics are provided for reference.

Note that January 2017 was the first computer-based testing delivery of the CHRP ELE. As of January 2018 the time limit for candidates was increased from 3 hours to 3½ hours.

Table 19: Key examination metrics – Candidates included in analysis only

Index	May 2018	January 2018	September 2017	May 2017	January 2017
Scored items	100	100	100	98	97
Candidates	113	111	123	124	146
Mean	71.30 (71.3%)	73.03 (73.0%)	71.54 (71.5%)	69.68 (71.1%)	70.98 (73.2%)
Median	71 (71.0%)	73 (73.0%)	72 (72.0%)	71 (72.4%)	71.5 (73.7%)
Skewness	-0.350	-0.432	-0.530	-0.664	-0.280
Kurtosis	0.281	-0.023	0.073	-0.201	-0.155
Range	50–88 (50.0– 88.0%)	49–90 (49.0– 90.0%)	44–90 (44.0– 90.0%)	44–86 (44.9– 87.8%)	47–90 (48.5– 92.8%)
Standard deviation	7.80	8.22	9.33	8.61	8.45
Cronbach's alpha	.72	.76	.81	.79	.80
Mean $r_{pb}^*$	.14	.15	.18	.17	.18
SEM <sup>i</sup>	4.09	4.04	4.08	3.99	3.80
SEM at the pass mark	4.57	4.59	4.61	4.47	4.30
Decision consistency (uncorrected) <sup>ii</sup>	.95	.95	.96	.94	.93
Perceived fairness <sup>iii</sup>	47%	59%	54%	51%	61%
Pass mark	54.846	56.817	53.363	53.248	57.462
Effective pass mark	55	57	54	54	58
Pass rate	97.3%	97.3%	95.9%	95.2%	95.2%

<sup>i</sup>SEM = standard error of measurement.

<sup>ii</sup>Subkoviac method.

<sup>iii</sup>Based on responses to the post-examination survey for all candidates.

## Related Development Activities

Since the last scoring of the CHRP ELE in January 2018, the following exam development activities have taken place.

### Item Validation

To provide sufficient items for the upcoming administrations, a validation session was held April 9–11, 2018, at HRPAs offices. The CHRP EVC members who participated are listed in Table 20. This session involved the review of CKE 1 items as well.

Table 20: CHRP Examination Validation Committee – Item validation

Member	Credential	Years of Relevant Experience	Years on EVC	Industry
✓ Sunday Ajao	CHRL	15–20	1	Banking/Finance
✓ Claire Chester	CHRL	10–14	1	Regulation/CPA
✓ Tanya Gopaul	CHRL	10–15	1	Banking
✓ Jean Lazarus	CHRL	15–19	1	Health services
Kriss Stone	CHRP	10–15	1	Real estate
Ielean Tait	CHRL	15–20	1	Environmental
Karen Weiler	CHRL	20–29	1	Software/ Communications
✓ Alyssa Young	CHRL	5–9	1	Non-profit

✓ Participated in the session.

The EVC members received advance materials outlining the following:

- Purpose of the session
- Description of the CHRP credential
- CKE 1 and CHRP ELE blueprints
- Criteria for good test items
- Validation process
- Relevant legislation

At the session, abbreviated training was provided as these committee members were already informed about the credentials and general process from previous sessions. This training included a primer on psychometrics to orient the committee to the item statistics they would be working with, and training on application of Bloom’s taxonomy to test items. Further, legislation

as changed by Bill 148 was specifically discussed to remind the committee of those changes and to be vigilant to items that would be affected.

For each item, the committee was asked to either

- Validate the item for use in the next 2 years to make decisions about who would be certified as an HR professional in Ontario (at the CHRP or CHRL level),
- Validate the item for the CHRP ELE only or the CHRL ELE only,
- Revise the item to make it suitable for use, or
- Declare the item unsound and send it back for revision or removal from the bank.

The bulk of the session saw the committee members reviewing items independently and submitting their assessments in blocks of approximately 20–25 items. Those assessments were tabulated and any items that were not validated as is by the full committee were discussed until there was agreement on changes and the future use of the item.

The panel members reviewed and validated 187 items and 28 case texts as suitable for both CHRP ELE and CHRL ELE, designated 0 items as suitable for CHRP ELE only, designated 0 items as suitable for CHRL ELE only, and rejected 1 item. Very few items were edited as the items had gone through considerable review before getting to the committee for validation.

## CHRP ELE Blueprint Revision

At the validation session held April 9–11, 2018 (see section above), the CHRP EVC was asked to consider minor revisions to the CHRP ELE blueprint.

The following changes were approved:

1. Formalization of purpose statement for the CHRP ELE:

“The CHRP ELE assesses whether a candidate has the ability to make effective decisions when presented with HR situations where comprehension of laws and regulations is centrally relevant, at the CHRP level, in Ontario.”
2. Change in how item counts are reported from “100 items plus 10 experimental items” to “110 items, of which 8–12 are experimental.” This change allows more flexibility in form design.
3. Revision of weights by cognitive level to reduce the weight for critical thinking from 50% to 30%, and to increase the weight for application from 40% to 60%. These revisions were considered a better fit to the expectations in the workplace for CHRPs.
4. Reduction in cases indicating a unionized environment from 30% to 20% to better reflect the proportion in Ontario.

These changes were considered minor in nature, and the overall weighting by content for the CHRP ELE was not altered.

The changes were presented to the HRP A Registrar on April 11, 2018, and were approved as recommended by the CHRP EVC. The decision was taken that the changes would be implemented as of the September 2018 administration of the CHRP ELE.