



NATIONAL  
CERTIFIED PUBLIC MANAGER®  
CONSORTIUM

# FINAL 2022 ANNUAL REPORT

for

Certified Public Manager® Programs  
From Across the Nation

Prepared by:

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October 2023

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## ACKNOWLEDGEMENTS

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The format for the National Certified Public Manager® Consortium Annual Report has been designed to be updated on an annual basis, and it is hoped that the results of this report will be valuable to all existing and future CPM programs.

Thank you to each of the 36 CPM Programs who provided responses and made this report possible. Your dedication and commitment to promoting excellence in management and leadership skills throughout the public sector are evident in the pages of this report.

## INTRODUCTION

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The purpose of the National Certified Public Manager® Consortium is to accredit Certified Public Manager® programs by promoting high standards, facilitating program development, encouraging innovation, and developing linkages with programs and organizations with similar concerns.

### History of National Certified Public Manager® Consortium

The National Certified Public Manager® Consortium owes its beginning to the University of Georgia's Institute of Government and Center for Continuing Education and the Georgia State Merit System of Personnel Administration. In the early 1970's both organizations recognized that the state's government was experiencing the effects of an almost explosive growth in information and knowledge, significant new social legislation, and rapidly altering social values. The representatives of these organizations undertook a truly collaborative venture for the provision of management training and development in Georgia State Government.

Using the Certified Public Accountant program as a model, the early planners developed a framework for integrating the elements of study and preparation, practice and application of learning, examination, and prestigious recognition. On February 26, 1976, Governor George Busbee signed Resolution Act. No 97 implementing the Certified Public Manager® Program in the State Government of Georgia. The first Certified Public Managers® were awarded their certificates on October 6, 1976.

After the first graduation ceremony, the Georgia planners had the necessary graduates to approach others to join the concept and spread CPM to other states. In 1979, the National Certified Public Manager® Consortium was formed with the participation of seven CPM states – Arizona, Florida, Georgia, Kansas, Louisiana, North Carolina, and Vermont.

### The National CPM Consortium in 2022-2023

Since the late seventies, CPM programs have been developing throughout the nation and its territories. There is also a growing interest internationally. The National CPM Consortium currently includes 43 state/regional programs, including one program in the US Virgin Islands. Of those, 36 programs are fully accredited, 3 programs are in Active Status; and 4 programs are in Associate Status.

Multiple inquiries about expanding Certified Public Manager® programs both nationally and internationally have been received over the past year, and the Consortium and its Executive Council continue to put program growth as a top priority. Outreach to potential new programs continues to be an ongoing priority for the Consortium Administrator.

Other initiatives undertaken in 2022-2023 include:

- The process of distribution and compilation of the 2022 CPM Annual Reports was continued in-house and managed by the Consortium Administrator.
- The Strategic Partnership with the American Academy of Certified Public Managers® continued with a joint website including AACPM branded pages; and cooperative webinars and professional development.
- The Strategic Partnership with the Certified Public Managers® Education Foundation (CPMEF) continued in 2022-2023, with continuing joint promotional efforts.
- The Best Practices Task Force provided multiple opportunities for programs to learn and share via webinars and technology discussions.
- With a planned “in person” Annual Meeting approved for November of 2023, efforts are currently underway for the professional development portion of the 3-day agenda.

## 1985 CPM Program Map

### 1985 Existing CPM Programs

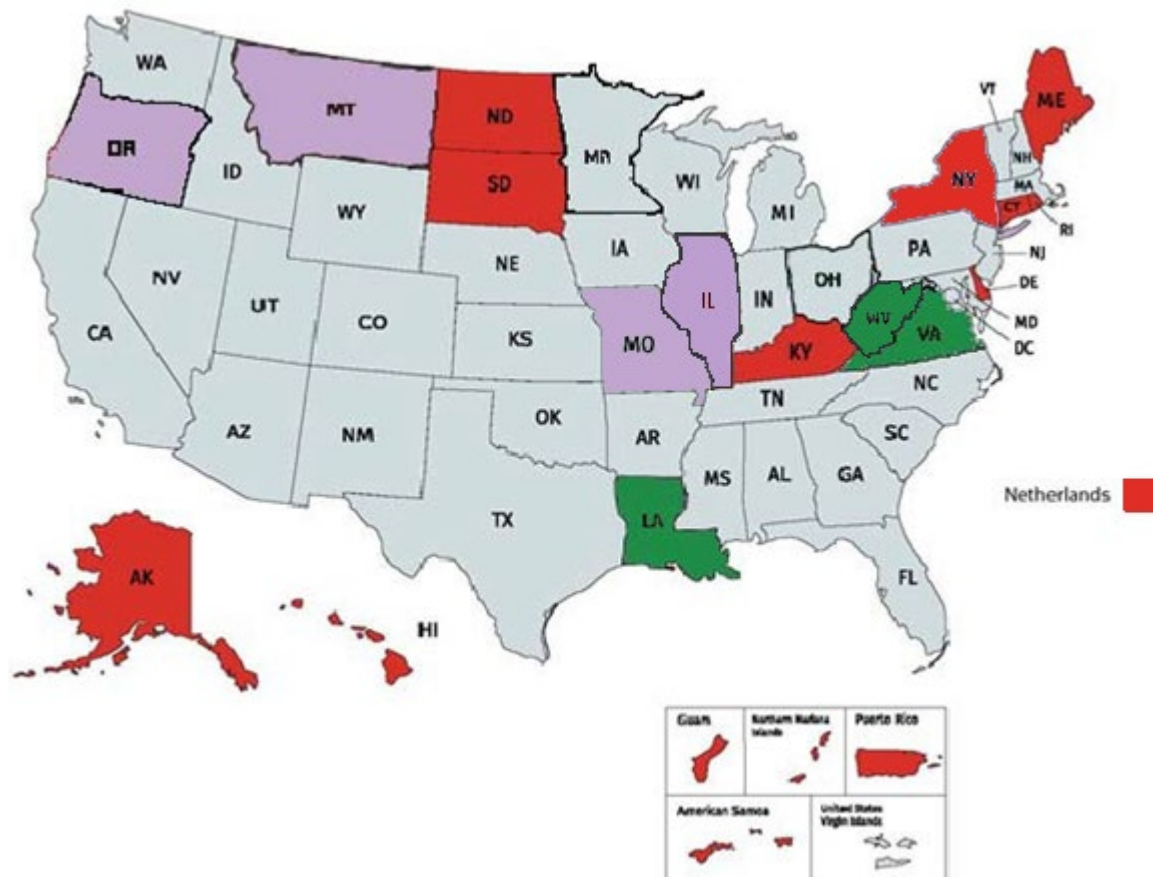
● - CPM Program



**NOTES:**  
1985 Existing CPM Programs

## 2022-2023 (Current) CPM Program Map

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### Section I

## PROGRAM ADMINISTRATIVE ORGANIZATION

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The membership of the National CPM Consortium is comprised of three types of membership. Accredited members are Certified Public Manager® programs which have been accredited by the Consortium. Active members are organizations which are developing their programs for accreditation. Organizations which have an interest in establishing Certified Public Manager® programs join as Associate Members and are working toward Active membership. Consortium bylaws dictate that there can be one member serving the geographic area of each state or territory and one Federal member.

The data contained in the 2022 Annual Report is submitted by Accredited members. Active and Associate members are not required to provide Annual Report information to the Consortium, however Active programs that have been accredited and are awaiting re-accreditation are asked to participate. Of the 39 Accredited and Active members as of December 2022, 36 members submitted the required Annual Report data. One Program, Virginia, was not required to complete the report because they were transitioning to a new administrative organization in the state.

**Table 1A**  
**SUMMARY OF PROGRAM ADMINISTRATIVE DATA**  
**FOR ALL CONSORTIUM MEMBERS, THROUGH DECEMBER 2022**

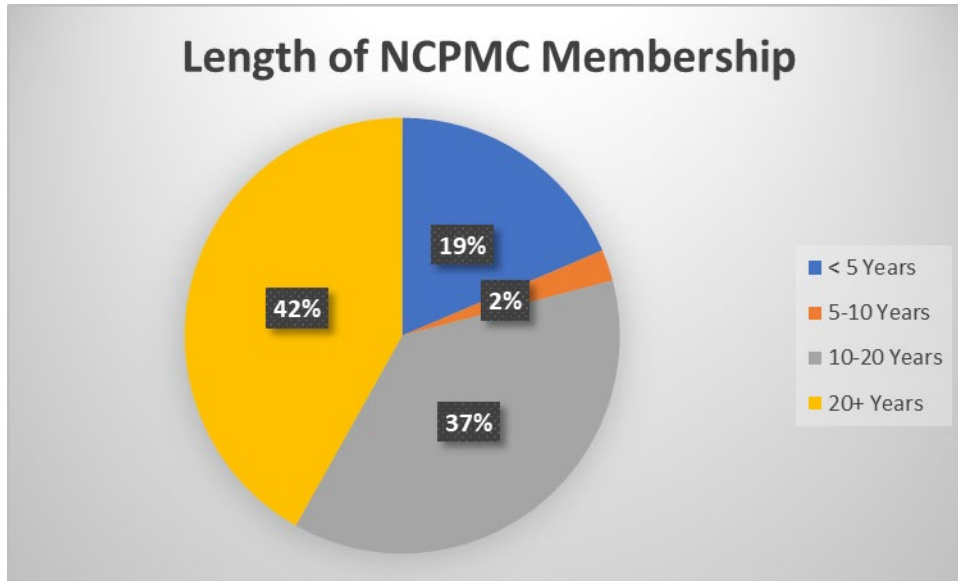
CPM Programs	Status				Admin Support				Key Program Dates			Program Authorization				
	Accredited	Active	Assoc	Deferred	University	Community College	State Agency	Other	Year Joined	Initial Accreditation	Most Recent Accreditation	Other/CPM Accreditation	University Authorization	Governor Order	Legislative Authorization	State Personnel
Alabama	X				X				1986	1989	2020	X				
Arizona	X				X				1979	1981	2022		X			
Arkansas	X				X				1985	1991	2022			X		
California	X							X	2007	2007	2017	X				
Colorado	X				X				2010	2010	2022	X				
District of Columbia	X				X				1997	1998	2019					X
Florida	X				X				1979	1979	2022	X				
Georgia	X				X				2015	2017	2017	X				
Idaho	X						X		2001	2003	2017			X		
Illinois			X		X				2023				X			
Indiana	X				X				2008	2011	2023		X			
Iowa	X						X		2002	2003	2018					X
Kansas	X				X				1992	1993	2019					X
Louisiana		X			X				2020				X			
Maryland	X				X				2005	2013	2019		X			
Massachusetts	X				X				2009		2018		X			
Metro Washington COG	X						X		2003	2003	2020	X				
Michigan	X				X				2009	2009	2017		X			
Minnesota	X				X				2019	2022	2022		X			
Mississippi	X						X		1989	1993	2018				X	
Missouri			X				X		2022							
Montana			X		X				2023				X			
Nebraska	X				X				2007	2008	2018		X			

<b>CPM Programs</b>	Accredited	Active	Assoc	Deferred	University	Community College	State Agency	Other	Year Joined	Initial Accreditation	Most Recent Accreditation	Other/CPM Accreditation	University Authorization	Governor Order	Legislative Authorization	State Personnel
Nevada	X						X		2004	2005	2022					X
New Hampshire	X						X		1996	1996	2018				X	
New Jersey	X							X	1984	1984	2022			X		
New Mexico	X				X				2008	2011	2017	X	X			
North Carolina	X						X		1981	1988	2017				X	
Ohio	X				X				2019	2020			X			
Oklahoma	X						X		1986	1988	2019				X	
Oregon			X		X				2022				X			
Pennsylvania	X				X				2010	2012	2018		X			
South Carolina	X						X		1996	1996	2022					X
Tennessee	X				X				2012		2018		X			
Texas	X				X				1995	1996	2020			X		
U.S. Virgin Islands	X				X				2013	2014	2020			X		
Utah	X				X				1987	1989	2020			X		
Vermont	X						X		2010	2013	2020					X
Virginia		X			X				2013	2015	2015		X			
Washington	X				X				2012	2014	2020		X			
West Virginia		X							2022				X			
Wisconsin	X				X				1990	1993	2017			X		
Wyoming	X					X			2009	2010	2022	X				
<b>Total</b>	<b>36</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>29</b>	<b>1</b>	<b>10</b>	<b>3</b>								

The Consortium has been a stable organization since its inception, with sustained growth over 45 years. Program membership has grown to 43 programs in 2023, with one new international program poised to join soon. Seventy-four percent of the CPM programs have been members of the Consortium for 10 years or more and an additional 15% have been members between 5 and 10 years. Over the last five years, 7 new programs have joined the Consortium.



**Table 1B**



**CPM PROGRAM FUNDING**

CPM Programs are funded in a variety of ways with the majority relying heavily on program fees for a large percent of their budget. Only 5 programs receive 100% of their funding from sources other than program fees.

**Table 1C  
PROGRAM FUNDING SOURCES**

Funding Source (35 Programs Reporting)	100% # of Programs	76 – 99% # of Programs	50- 75% # of Programs	1-49% # of Programs	0% # of Programs
Program Fees	18	11	1	1	6
Government Appropriations	3	0	1	2	27
Donations/Grants	0	0	0	1	37
Organization Funding	2	0	0	10	20
Other*	0	0	0	2	35

\*Other program funding sources include veterans’ education benefits and endowment funds. CPM Programs that charge program fees use a variety of pricing options. Table 1D summarizes the three main pricing options used by the majority of programs and frequency of use by each responding programs. Twenty-five of programs responding use only one pricing option. The most popular option is to charge a fixed price per person, followed by a cohort enrollment with a fixed price per person.

**Table 1D  
CPM PRICING OPTIONS**

	<b>Option 1</b> Open Enrollment; fixed price per person	<b>Option 2</b> Cohort Enrollment; fixed price per person	<b>Option 3 Cohort</b> enrollment; fixed price per group
Programs using all 3 Options	3	3	3
Programs Using 2 of the Options	5	5	1
Programs Using only 1 of the Options	14	14	0
Total Number of Programs Using these Options	22	22	4

**CPM PROGRAM PRICING STRUCTURES**

CPM Programs which are 100% fee supported charge between \$2,625 and \$6,400 per student for Open Enrollment. Those programs which use Cohort Enrollment, charge between \$2,150 and \$6,597 per student. Three programs in these categories raised their fees per student in 2022, no programs lowered their fees per student. The average price per student open enrollment increased from \$4,158 in 2021 to \$4,194 in 2022.

**Table 1E  
PRICING FOR 100% FEE SUPPORTED PROGRAMS**

<b>PROGRAMS 100% FEE SUPPORTED</b>	<b>Option 1</b> Open Enrollment Price Per Student		<b>Options 2 &amp;/or 3</b> Cohort Enrollment Price Per Student		<b>COMMENTS</b>
	Min.	Max.	Min.	Max.	
Alabama	\$4,005	\$4,005			
Arizona	\$3,500	\$3,750			Arizona residents get a discount vs non-residents
California	\$6,597	\$6,597	\$5,000	\$6,597	For different parts of the state, the tuition varies slightly to account for travel expenses for speakers.
Florida	\$3,500	\$3,800	\$2,580	\$2,800	
Georgia	\$3,500	\$3,500	\$3,500	\$3,500	
Indiana			\$3,690	\$3,690	\$3690 for traditional in-person program
Iowa			\$3,500	\$3,500	
Kansas			\$3,900	\$3,900	\$3,900 Early Registration

PROGRAMS 100% FEE SUPPORTED	Option 1 Open Enrollment Price Per Student		Options 2 &/or 3 Cohort Enrollment Price Per Student		Comments
	Min.	Max.	Max.		
Minnesota	\$4,000	\$4,000			
New Hampshire	\$3,900	\$3,900			\$1,950 Level I, \$1,950 Level II
New Jersey	\$3,700	\$3,700			
New Mexico	\$3,200	\$3,900	\$3,200	\$3,900	The cost of NM EDGE's CPM Program is \$3,200 - \$3,900 depending upon the electives a student selects.
North Carolina					
Ohio					
Oklahoma					
Pennsylvania	\$3,250	\$3,250	\$3,250	\$3,250	
South Carolina			\$2,150	\$2,150	
Tennessee			\$3,500	\$3,500	
Texas	\$4,865	\$4,865	\$4,865	\$4,865	
Utah	\$2,625	\$2,625			
Vermont			\$2,300	\$2,300	
Virgin Islands					
Washington	\$6,000	\$6,000			
Wisconsin	\$6,400	\$6,400	\$4,400	\$4,400	
Wyoming			\$3,299	\$3,299	
Average Price Per Student in 2022	\$4,217	\$4,307	\$3,510	\$3,689	
Median Price Per Student in 2022	\$3,900	\$3,500	\$3,500	\$3,900	

CPM Programs whose funding come from a combination of fees and other funding sources charge between \$2,000 and \$6,500 per student for open enrollment. Those programs that use Cohort Enrollment charge between \$1,300 and \$6,500 per student. The minimum average price per student decreased to \$3,921 in 2022.

**Table 1F  
PRICING FOR PROGRAMS WITH COMBINED FUNDING**

PROGRAMS WITH FEES AND OTHER FUNDING	Option 1 Open Enrollment Price Per Student		Options 2 &/or 3 Cohort Enrollment Price Per Student		Comment
	Min.	Max.	Min.	Max.	
Arkansas	\$3,500	\$3,500			
Colorado	\$3,300	\$3,300	\$3,300	\$3300	Starts at \$3,300, some discounts available based on cohort size
District of Columbia			\$9,461	\$9,461	Cohort Enrollment, Fixed Price Per Group
Idaho			\$2,375	\$2,375	\$2,576 starting 10/2023
Maryland	\$5,000	\$6,500	\$5,000	\$6,500	\$6,500 In-Person not offered this year
Massachusetts	\$4,200	\$4,200			
Michigan			\$2,995	\$2,995	
MWCOG			\$4,500	\$4,500	
Nebraska			\$2,500	\$2,500	We continue to maintain a contract with the second largest county in the Greater Metropolitan Area. With a guaranteed number of participants, we provide a 10% discount to their participants.
North Carolina	\$2,000	\$2,000			
Ohio	\$5,950	\$5,950			Public Management Academy - \$2750.00 Leadership Academy - \$3200.00 Program Total Cost \$5950.00
Oklahoma			\$1,300	\$1,300	
Average Price Per Student in 2022	\$3,921	\$4,136	\$3,929	\$4,116	
Median Price Per Student in 2022	\$3,500	\$3,500	\$3,148	\$3,148p	

Those CPM Programs which are 100% appropriation/organization funded have a cost of \$0 to \$4,200 per student for open enrollment and \$0 to \$500 per student for Cohort. Average prices per student fluctuate primarily due to some programs offering training at zero cost.

**Table 1G  
COSTS FOR PROGRAMS 100% APPROPRIATION/ORGANIZATION FUNDED**

PROGRAMS 100% APPROPRIATION SUPPORTED	Option 1 Open Enrollment Price Per Student		Options 2 &/or 3 Cohort Enrollment Price Per Student		Comments
	Min.	Max.	Min.	Max.	
Mississippi	\$0	\$0	\$0	\$0	We do not charge the participants for our training
Nevada			\$500	\$500	Funding for State employees to participate comes from a general HR assessment that agencies pay to the State Department of Administration. Non-State employees who participate in the program pay a fee of \$500. That \$500 fee goes into an account different from the CPM account.
U.S. Virgin Islands			\$3,500	\$4,200	\$3,500 (public and non-profit) \$4,200 (private sector)
Average Cost Per Student in 2022	\$0	\$0	\$1,333	\$1,567	Average cost per student skewed due to 1 program offering at \$0
Median Cost Per Student in 2022	\$0	0	\$500	\$500	Median cost skewed due to 1 program offering at \$0

In addition to the three pricing options presented above, some responding CPM programs have additional pricing/payment strategies as noted below:

- For different parts of the state, the tuition varies slightly to account for travel expenses for speakers. (California)
- \$300 per 2-day course for attendees not seeking the full certificate. (Colorado)
- Traditional in-person: Phase I: \$1795.00; Phase II: \$1895.00. Virtual: Phase I: \$1495.00; Phase II: \$1595.00 (Indiana)
- We continue to maintain a contract with the second largest county in the Greater Metropolitan Area. When the guaranteed number of county employees enrolls a 10% discount is provided to the participants. (Nebraska)
- NM EDGE's CPM program is completed in three phases or tiers. Certified Public Official (CPO), Certified Public Supervisor (CPS) and Certified Public Manager (CPM). The cost of the CPO certification is \$1,100.00, the cost of the CPS Certification ranges from \$800 to \$1,300 depending upon the electives selected during

the CPO certification, and the cost of the CPM certification ranges from \$1,300 to \$1,500 depending upon the electives selected during the CPS certification. (New Mexico)

- Non-State employee participants pay \$1,600 per person to enroll in the program (Oklahoma)

In all but four of the responding CPM programs, the participant organization pays at least a portion of the enrollment fee, with the largest majority (26) paying 76% to 100%.

**Table 1H**  
**PERCENTAGE OF FEES PAID BY SOURCE**

Percentage of Source of Fees	Participant Organization	Participant	Third Party	Scholarship
1 to 25%	0	18	2	4
26% to 50%	4	1	1	0
51% to 75%	2	3	0	0
>76% to 99%	12	0	0	1
100%	14	4	0	0
Not used	4	10	33	31

## Section 2

### PROGRAM CHANGES AND GOALS

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CPM programs across the country experienced a number of changes in 2022, primarily in the areas of program design. While the majority of the changes were updates to existing curriculum to keep it fresh and current, other changes included:

*Please summarize major policy changes during the last year.*

- In 2022, the program returned to in-person classes but utilized Virtual instruction for emergency class closings. (NJ Civil Service Commission, LaVida Stalsworth)
- N/A (Ball State University, Chad Kinsella)
- N/A (State of Nevada Division of Human Resource Mangement, Rebecca Kennard)
- N/A (State of New Hampshire - Bureau of Education and Training, Stephen Mason)
- NA (State of Idaho, Division of Human Resources, Jana Huffaker)
- NA (University of the Virgin Islands, Chinue Uecker)
- NA (University of Nebraska Omaha, Ellen Freeman Wakefield)
- NA (Bridgewater State University, Jodie Kluver)
- None (DAS-Department of Administrative, Kim Hanson)
- None (University of Kansas Public Management Center, Alex Terwilliger)
- Oklahoma's CPM program was recently redesigned to a 12-month cohort, beginning in January and graduating in December each year. Recruiting applicants begins each June. Successful candidates can expect:
  - To be nominated by someone in their agency.
  - Their nominator to be interviewed by the CPM administration team.
  - To be interviewed by the CPM administration team.
  - Accepted into the program alongside 30-35 applicants. (The Office of Management and Enterprise Services, Janet Jones)
- Removed the 40-hour supervisory training prerequisite, as we were covering enough hours in the program itself and accessibility of that training was proving a barrier to participation. (University of Washington Tacoma Professional Development Center, Saralyn Smith)
- The program received a state appropriate which allowed us to enroll 50 participants on full scholarship. In addition, two jurisdictions filled a third open enrollment cohort of 20 participants. The jurisdictions paid the fees for these participants. (Schaefer Center for Public Policy, Ann Cotten)
- We signed a LOU with West Chester University (WCU) to facilitate the transfer of prior learning credits from the Pennsylvania CPM program into six (6) credits of graduate elective coursework at WCU for individuals who have successfully completed the PA CPM program (Level I and Level II) and earned the CPM credential

as evidenced upon submission of official transcript to WCU (Millersville University, Hope Schmid)

- WI CPM desired to improve its relevance to its CPM Cohort students and fill a program void by adding an HR class. (UW Madison Extension - Local Government Education Program, Daniel Foth)

*Please summarize the program design or curriculum changes during the last year.*

- A comprehensive management development program specifically designed to prepare Oklahoma managers for public service careers. Using theory as the foundation and applies it to practical problems facing the participant, their agency/department and the citizens. The curriculum is built upon the seven management competencies. (The Office of Management and Enterprise Services, Janet Jones)
- A review of notebook material and the outside requirements. We updated all. (Florida State University, Daniel Vicker)
- Added a full day of emotional intelligence and a full day of Results Based Accountability (Georgia, Marci Campbell)
- Additional smaller online sessions were used to reinforce course material and final project processes & expectations. (North Carolina Office of State Human Resources, Reed Altman)
- Classroom curriculum changed to address stakeholder's needs. New topics added, current topics updated, and some topics shifted from full-day to half-day instruction or vice versa. For the classroom cohort, we continued our relationship with a consultant to assess final projects. (Bob Ramsey Executive Education, Michelle Hill)
- Continue to provide the programs via online format -- only. (Bridgewater State University, Jodie Kluver)
- Continued adjustments to the delivery of the process improvement content and flow of content. Introduced more "Spotlight Sessions" throughout the year to bring in guest speakers and/or topics of specific interest to the cohort. (University of Washington Tacoma Professional Development Center, Saralyn Smith)
- Curriculum is revised and improved each year based off program evaluations or new instructors added to the program. (Auburn University at Montgomery, Office of Continuing Education and Community Engagement, Neal Kelley)
- In 2022, a continuation with updating the curriculum for the Project Management and Managing Technology
- courses occurred.
- The program returned to in-person instruction and offered a fully virtual cohort option in 2022.
- (NJ Civil Service Commission, LaVida Stalsworth)
- Minor curricular changes were made. We added a second capstone workshop to provide participants with additional classroom time to develop their Project Plans (capstone projects). In 2022, participants took a one-day capstone workshop in the fall and a one-day capstone workshop in the spring. In 2021, participants took a one-day capstone workshop in the fall only. In Fall 2022, we also incorporated into our program orientation a Discover Your Strengths workshop utilizing the CliftonStrengths assessment. (Arkansas Public Administration Consortium, Elizabeth Lundeen)
- N/A (Ball State University, Chad Kinsella)
- N/A (State of Nevada Division of Human Resource Mangement, Rebecca Kennard)
- NA (University of the Virgin Islands, Chinue Uecker)



- NA (University of Nebraska Omaha, Ellen Freeman Wakefield)
  - None (DAS-Department of Administrative, Kim Hanson)
  - None (University of Kansas Public Management Center, Alex Terwilliger)
  - None- all reported in 2021 (State of Idaho, Division of Human Resources, Jana Huffaker)
  - The program added emergency management to the curriculum. (Schaefer Center for Public Policy, Ann Cotten)
  - Updated some curriculum elements.
  - Added some additional instructors and facilitators.
  - Designed a new 360-degree assessment based on the science of storytelling. (The Centre for Organization Effectiveness, Sommer Kehrli)
  - We added one new instructor. (Utah Valley University, Stephanie Chapple)
  - We have decreased the number of hours for our level 1 in an effort to reach more State and Municipal employees. There was a corresponding price reduction.
- 
- Level 1 = 80 hours
  - Level 2 = 220 + hours
- 
- We have added more direct instructor hours, increased the frequency of in-person classes and have incorporated at least 6 new opportunities for our students to engage with subject matter experts, guest speakers and discussion panels.
  - We have also incorporated a live, in-person LEAD symposium that affords students an opportunity to showcase their great work. (State of New Hampshire - Bureau of Education and Training, Stephen Mason)
  - We instituted a Mock Budgeting program to replace our case study program
  - We added an HR and Diversity Classes (UW Madison Extension - Local Government Education Program, Daniel Foth)

*Please summarize program delivery changes during the last year.*

- As necessitated by safety protocols due to COVID-19, and to accommodate student and instructor needs all of the 2021-2023 Cohort classes were offered in a combination of virtual and in-person classes. Thus students missing a class, can watch the class Zoom video to receive class credit. For the next 2023-2025 cohort, we will offer a hybrid program utilizing both in-person and virtual training. (UW Madison Extension - Local Government Education Program, Daniel Foth)
- Continued with hybrid environment with classes both online and in person (DAS-Department of Administrative, Kim Hanson)

- Due to changes in COVID-19 policies, we made the following adjustments to our program delivery:
- Returned to full-day sessions (in 2021 we split each full-day into two half-day sessions)
- Offered real-time sessions with either in person or virtual attendance options
- We started a new regional cohort, in person with a virtual attendance option for special circumstances. (University of Colorado Denver School of Public Affairs, Ellen Patterson)
- In February 2022, we resumed in-person training after a pause from March 2020 through December 2021 when we held all training live and online using Zoom. Between January 2022 and December 2022, we held 41% of our workshops in person and 59% of our workshops live online using Zoom. We administered our comprehensive exam using the Canvas Learning Management System. Participants were given the choice to complete their service projects and self-selected professional development hours in person or online. Our plan going forward is to continue holding some trainings online and some in person each program year. (Arkansas Public Administration Consortium, Elizabeth Lundeen)
- In- person classes started to be offered again and a virtual cohort option to attend the program became a standard offering.
- (NJ Civil Service Commission, LaVida Stalsworth)
- N/A (Ball State University, Chad Kinsella)
- NA (Bridgewater State University, Jodie Kluver)
- NM EDGE resumed in-person CPM assessments and Capstone final presentations after conducting them remotely during COVID. (The New Mexico EDGE, Christy Green)
- None (University of Kansas Public Management Center, Alex Terwilliger)
- None- all reported in 2021 (State of Idaho, Division of Human Resources, Jana Huffaker)
- Participants now have easier access to the University online platform, which doesn't require them to have a University ID number and email. (University of Nebraska Omaha, Ellen Freeman Wakefield)
- see above. One multi-cohort webinar was introduced where previously the number of webinars was determined by the number of cohorts. (North Carolina Office of State Human Resources, Reed Altman)
- Shifted some elements of program back to fully in-person. (The Centre for Organization Effectiveness, Sommer Kehrl)
- Successful applicants can expect virtual, hybrid, in-person, and eLearning opportunities. (The Office of Management and Enterprise Services, Janet Jones)
- The 2023 cohort start was moved from May to September to allow more time for recruiting (Hamline University, Kristen Norman)
- The classes for this cohort were held fully online via Zoom. (University of the Virgin Islands, Chinue Uecker)
- The COVID-19 pandemic caused a shift to virtual delivery of some formerly in-person sessions. Three of the sessions formerly taught in-person have been permanently converted to virtual delivery. These are Crucial Conversations for Accountability, the Stewardship Seminar, and Practitioner Conversations. This permanent change is due to the positive comments from program participants about the quality of instruction, convenience, and appreciation of scheduling flexibility. (State of Nevada Division of Human Resource Management, Rebecca Kennard)

- The program started offering in-person Leadership Lunches for participants 4 times per year. (Schaefer Center for Public Policy, Ann Cotten)
- We have increased the number of in-person meetings post COVID. Students now meet in-person at least once per month.
- We continue to leverage our Moodle Learning Management System and virtual face-to-face technology like MS Teams. (State of New Hampshire - Bureau of Education and Training, Stephen Mason)
- We introduced an online version of the program. This is based on demand and the program is currently in a pilot stage. (William P. Hobby Center for Public Service, Miha Vindis)

**Table 2B (1)**  
**CPM PROGRAM CHANGES 2021**

Type of Change	# of Programs	
	Yes	No
Program Policy Changes	7	30
Program design or curriculum changes	21	16
Program delivery changes	26	11

**Table 2B (2)**  
**CPM PROGRAM CHANGES 2022**

Type of Change	# of Programs	
	Yes	No
Program Policy Changes	5	31
Program design or curriculum changes	13	23
Program delivery changes	14	22

All of the responding CPM programs identified their goals/plans for the coming year. The top four goals for CPM programs nationwide were Increase/expand program participation, Recruit/train new instructors/faculty, Enhance and expand marketing and Review and revision of program curriculum.

**Table 2C**  
**PROGRAM GOALS**

Goals	# of Responding Programs
Increase/expand program participation	30
Recruit/train new instructors/faculty	28
Enhance and expand marketing	27
Review and revision of program curriculum	25
Add/Increase use of technology	15
Review/modify program delivery systems	13
Other:	4

**Comments/Notes:**

- digital badges, micro credentials (Hope Schmids, Millersville University)
- Engage more groups to participate; Explore partnerships with local tribes and Native groups (Saralyn Smith, University of Washington Tacoma Professional Development Center)
- Enhance participation of the Advisory Board (Rebecca Kennard, State of Nevada Division of Human Resource Mangement)
- survey of alumni (LaVida Stalsworth, NJ Civil Service Commission)

## Section 3

### CPM PROGRAM STAFFING

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The following table indicates staffing responsibility for activities associated with CPM programs. Several programs have staff from both university and government entities.

**Table 3A**  
**MAKEUP OF CPM PROGRAM STAFFING**

Activity (36 Programs Responding)	University/ Community College	State/Govt. Agency	Advisory Board	Not Applicable
Program Administration	26	12	13	0
Curriculum Design	27	11	16	0
Evaluating the Program	25	12	20	0
Promoting the Program	26	22	25	0
Selecting the Participants	19	20	5	2
Selecting Scholarship Recipients	8	3	3	25
Recruiting Instructors	29	12	12	2
Securing Program Funding	21	14	3	6

**Table 3B**  
**CPM Program Staffing Levels**

Type of Staff	No. of Programs Reporting Any	Range of Staff Levels Reported by Programs	Zero (0) Staff Reported by Programs
Administrative Staff – Full Time	26	1- 4 (26)	10
Administrative Staff – Part Time	23	1- 4 (23)	13
Contract Staff – Full Time	4	1- 4 (4)	32
Contract Staff – Part Time	5	1- 4 (5)	31
Contract Trainers – Full Time	6	1-4 (4); 5-9 (1); 10-14 (1)	30
Contract Trainers – Part-Time	17	1-4 (6); 5-9 (3); 10-14 (3); 15-19 (2); 20-24 (2); 25+ (1)	19
Volunteers – Full Time	1	1-4 (1)	35
Volunteers – Part Time	1	1-4	35

Three of the reporting CPM Programs draws their faculty entirely from one source (State Employees, Faculty and Contract Instructors). The remaining programs use varying combinations of sources for their faculty, with most programs primarily using non-faculty contractors and CPM Staff.

**Table 3C**  
**TYPES OF CPM FACULTY/INSTRUCTORS**

Percent of Type of Faculty Used	Number of Programs by Faculty Type					
	Faculty	Contract Faculty	Non-Faculty Contract	CPM Staff	State Employees	Other*
No. of Programs Using Faculty Type	18	17	30	29	22	4
1 to 25%	11	11	8	16	14	2
26% to 50%	2	1	9	6	5	1
51% to 75%	1	2	5	3	1	1
>76% to 99%	2	3	6	3	1	0
100%	2	0	2	1	1	0

CPM programs use a variety of methods to recruit instructors. Those methods are summarized below by order of frequency.

**Table 3D**  
**RECRUITMENT METHODS**

Recruitment Method	Used By # of Programs
Faculty Members/Colleagues	27
Word of Mouth	27
Advisory Board Recommendations	25
Agency Employees	20
CPM Graduate Recommendations	25
CPM Graduate Pool	20
RFP's/RFQ's	4
Other: <ul style="list-style-type: none"> <li>• Curriculum Committee Members (Christy Green, The New Mexico EDGE)</li> <li>• Open calls via LinkedIn, promoted by current instructors (Saralyn Smith, University of Washington Tacoma Professional Development Center)</li> <li>• open recruitment (Ann Cotten, Schaefer Center for Public Policy)</li> <li>• Our experience with high level practitioner leaders within our other programs (Ellen Patterson, University of Colorado Denver School of Public Affairs)</li> <li>• Professional Networking (Ellen Freeman Wakefield, University of Nebraska Omaha)</li> <li>• Requests for Qualifications (Shondra Houseworth, Mississippi State Personnel Board)</li> <li>• University Director of CPM program (Kim Hanson, DAS-Department of Administrative)</li> </ul>	7

25 of the 36 responding CPM programs offer a regular training session to familiarize instructors with CPM and CPM competencies. 24 responding CPM programs offer regular training on specific CPM course content.

## Section 4

### PROGRAM DESIGN AND STRUCTURE

Accredited CPM Programs must consist of a minimum of 300 hours of structured learning activities. At least 250 hours shall be instructor or facilitator directed. Participants must also complete a public management project, which includes a written demonstration of the participants' effectiveness in applying the core competencies to their job environment.

**Table 4A**  
**Structure of CPM Programs**

CPM Program	Classroom Hours	Directed Study Hours	Required Project Hours	Total Hours to Complete CPM	Avg. # Months
Alabama	235	70	50	380	18
Arizona	175	60	15	300	9
Arkansas	210	40	50	300	24
California	164	86	50	300	14
Colorado	84	166	50	300	15
District of Columbia	240	0	60	300	12
Florida	216	24	72	312	24
Georgia	144	63	45	300	9
Idaho	250	50	50	400	20
Indiana	154	106	40	300	24
Iowa	259	9	40	308	17
Kansas	143	95	70	308	11
Maryland	153	88	86	303	10
Massachusetts	325	0	0	325	18
Michigan	250	25	40	308	10
Minnesota	90	160	50	338	12
Mississippi	297	12	90	399	24
MWCOG	240	0	60	300	12
Nebraska	155	103	65	323	12
Nevada	258	18	50	326	18
New Hampshire	258	68	66	392	15
New Jersey	252	120	50	302	10



CPM Program	Classroom Hours	Directed Study Hours	Required Project Hours	Total Hours to Complete CPM	Avg. # Months
New Mexico	216	24	100	331	24-36
North Carolina	185	61	58	300	14
Ohio	177	34	90	367	22
Oklahoma	90	110	100	300	12
Pennsylvania	304	0	60	364	13
South Carolina	233	97	45	330	20
Tennessee	125	100	75	300	12
Texas	300	30	0	330	24
U.S. Virgin Islands	216	24	84	324	13
Utah	125	75	100	300	9
Vermont	144	250	0	394	27
Washington	148	80	75	330	11
Wisconsin	256	12	42	300	18
Wyoming	256	36	35	327	12
Average Hours/Months	204	64	56	323	16
Median Hours/Months	216	61	50	311	14

**Table 4B  
ADDITIONAL PROGRAM REQUIREMENTS**

Requirement	# of Programs
Projects	35
Assessments	25
Required Readings	30
Case Studies	28
Exams	15
Simulations	16

Responding CPM Programs reported the following additional program requirements:

#### *Other program requirements*

- A Growth and Learning Plan based on one or more the 7 core CPM competencies (North Carolina Office of State Human Resources, Reed Altman)
- A service project and a final written project plan (Arkansas Public Administration Consortium, Elizabeth Lundeen)
- Assessments (The Centre for Organization Effectiveness, Sommer Kehrli)
- Attend all classes and complete all online classes (Naifeh Center for Effective Leadership, Trent Clagg)
- Attendance and portfolio deliverables (State of Idaho, Division of Human Resources, Jana Huffaker)
- Capstone Project (Bridgewater State University, Jodie Kluver)
- elective credit requirements
- attendance at cpm conference (Georgia, Marci Campbell)
- In CPM I (Level One), participants complete an individual project.
- In CPM II (Level Two), participants complete a team capstone project. (Auburn University at Montgomery, Office of Continuing Education and Community Engagement, Neal Kelley)
- In lieu of exams, we use a Course Applied Learning Assignment after each five-week course. This assignment contains specific, thought-provoking questions for each topic taught during the five-week course that encourages participants to take the concepts presented, apply them to a real-life scenario and analyze the potential outcome in relation to their current position/organization. (Bob Ramsey Executive Education, Michelle Hill)
- In-Class assignments and reflective essays (University of the Virgin Islands, Chinue Uecker)
- Individual Management Development Plan Pre-Class Activities, Intermission Assignments, Topical Assignments, and Book Reviews. (University of Kansas Public Management Center, Alex Terwilliger)
- Microsoft Office Competency Quizzes, Homework Assignments, Discussion Boards, Team Projects (NJ Civil Service Commission, LaVida Stalsworth)
- N/A (Cleveland State University, Rob Ziol)
- N/A (Ball State University, Chad Kinsella)
- NA (DAS-Department of Administrative, Kim Hanson)
- NA (University of Nebraska Omaha, Ellen Freeman Wakefield)
- No (Saginaw Valley State University, Kayla Pionk)
- No (State of Nevada Division of Human Resource Mangement, Rebecca Kennard)
- Other requirements include the following: Leadership Development Plan (LDP), the Advanced Writing class, the Executive Seminar, CPM Required Reading, and the CPM Level 6 Comprehensive Essay. The Leadership Development Plan is a tool used to assist participant's developmental needs in the area of leadership, based on the State of Mississippi's leadership competencies. The LDP is a dynamic plan for developing participants' leadership skills through a process of self-awareness with input from mentors, coaches, peers, and their supervisor(s). The Advanced Writing class helps participants improve their writing skills. The Executive

Seminar is a combination of lectures about state governmental issues and the touring of state governmental agencies. The Required Reading component has three purposes: (1) to complement and enrich the core curriculum; (2) to introduce the participant to highly-regarded management publications; and (3) to encourage proactive professional development beyond graduation. The CPM Level 6 Comprehensive Essay is a capstone-style writing assignment demonstrating the concepts taught through the entire Program at the conclusion of CPM Level 6. (Mississippi State Personnel Board, Shondra Houseworth)

- Participants must attend all classes and participate in team projects. In case of missed classes, participants must make up the class with an assignment. Participants must pass lesson assessments for each module of the online class for the Strategic Project Management component and present on a strategic project for the District's leaders. (District of Columbia Department of Human Resources, Melinda Coles)
- Participation in Leadership Seminars
- Completion of LEAD Symposium (State of New Hampshire - Bureau of Education and Training, Stephen Mason)
- Students complete a portfolio of their learning accomplishments (Vermont, Brian Remer)
- The program has a number of required capstone related assignments and required reflective learning journal. (Schaefer Center for Public Policy, Ann Cotten)
- We use discussion posts and learning logs as additional assignments. Participants must present their capstone idea at mid-program retreat to cohort members, instructors, and invited guests, who are subject matter experts from the university and the community. They present completed or in-progress capstone project at CPM graduation. (Millersville University, Hope Schmids)
- Written papers, oral presentations (Utah Valley University, Stephanie Chapple)

**Table 4C  
Program Delivery Systems**

Type of Delivery System	# of Programs
Completely On-Line or e-learning Instruction	12
Completely Face to Face Instruction	14
Hybrid or Blended Instruction	25

*For hybrid courses, what percent of the coursework is offered on-line?*

Percentage of Coursework Offered On-Line	# of Programs Responding
1 to 25%	4
26% to 50%	9
51% to 75%	8
>76% to 99%	3
100%	2

*Does the content of the CPM program curriculum focus on any skill-sets outside of the seven competency areas required by the National Certified Public Managers Consortium?*

74.29%	25	No
25.71%	11	Yes

*If the content of the CPM program curriculum focuses on skill-sets outside of the seven competency areas required by the National Certified Public Managers Consortium, please describe the other skill sets covered:*

- In addition to the seven competency areas required by the National Certified Public Managers Consortium, NM EDGE CPM curriculum focuses on seven major tracks: Knowing Your Government, Management and Leadership, Human Resources, Budgeting and Public Finance, Communications, Information Technology, and Collecting and Evaluating Data for Decision Making. (The New Mexico EDGE, Christy Green)
- Lean (Schaefer Center for Public Policy, Ann Cotten)
- Lean Six Sigma Green Belt (process improvement) (University of Washington Tacoma Professional Development Center, Saralyn Smith)
- N/A (State of Nevada Division of Human Resource Mangement, Rebecca Kennard)
- N/A (Ball State University, Chad Kinsella)
- Public Speaking/Facilitation (The Office of Management and Enterprise Services, Janet Jones)
- risk taking in the public sector, nobility of public service, emotional intelligence, leadership panel, innovation and problem solving, resilience, 360-degree assessment, building your specific strengths and those of your team, coaching for strengths, community engagement, outcome-based performance measurement, strategic relationships and influence (The Centre for Organization Effectiveness, Sommer Kehrl)
- The coaching component of our program helps participants develop their reflective and interpersonal skills. Participants receive individual and team coaching. Participants have the opportunity to participate as coaches themselves, through our Peer Learning Circles. (District of Columbia Department of Human Resources, Melinda Coles)
- The Law Enforcement Leadership Academy: Command School (a CPM cohort for Law Enforcement Commanders) also adds Public Safety as a defined competency area. (University of Kansas Public Management Center, Alex Terwilliger)
- The New Jersey Civil Service Commission has identified an additional 8 competencies.
- Administrative Law; Analytical Thinking; Budgetary Process; Communication; Management Information
- Systems; Problem Solving and Decision Making; Quantitative Techniques; and Strategic Thinking
- (NJ Civil Service Commission, LaVida Stalsworth)
- We also have the following additional competencies: Work Ethic, Accountability, Interpersonal Skills, Communication Skills, Emotional Maturity, Macro-Oriented, Working through Others, and Results Oriented. (Mississippi State Personnel Board, Shondra Houseworth)
- We include the competencies within our Gov360--multi rater feedback assessment (Georgia, Marci Campbell)
- We offer courses that are of current interest -- current policy or "hot topics" -- that can be used for their electives. (Bridgewater State University, Jodie Kluver)
- Work life balance and mental health, which we incorporate into our Organizational Culture and Managing People session (University of Nebraska Omaha, Ellen Freeman Wakefield)

*Does the content of the CPM program's courses build on one another, tying content back to previous*

*learned material?*

94.59%	33	Yes
5.41%	2	No

Participants in a number of the responding programs are able to earn various credits by completing the CPM program.

**Table 4D  
PROGRAMS OFFERING CREDIT**

Type of Credit	Yes # of Programs	No # of Programs
Undergraduate Credit	11	25
Graduate Credit	17	19
Continuing Education Credit	10	26
Transfer Equivalent Credit	3	33

For those programs offering credit, the following number of credits is earned by type.

**Table 4E  
CREDITS EARNED**

Undergraduate Credit		Graduate Credit		Continuing Education Credit		Transfer Equivalent Credit	
# Credits	# Programs	# Credits	# Programs	# Credits	# Programs	# Credits	# Programs
6	4	3	1	4	1	6	3
6-9	2	6	8	11	1		
9	1	8	1	12	1		
15	2	9	4	21	1		
16	1	12	1	30	5		
				300	1		
Total # of Programs	10		15		10		3

*If yes, how many Undergraduate credits?*

- 0 (Schaefer Center for Public Policy, Ann Cotten)
- 15 (NJ Civil Service Commission, LaVida Stalsworth)
- 15 undergraduate-level credits (University of Kansas Public Management Center, Alex Terwilliger)
- 16 (Cleveland State University, Rob Ziol)
- 6 (Saginaw Valley State University, Kayla Pionk)
- 6 (Naifeh Center for Effective Leadership, Trent Clagg)
- 6 (Florida State University, Daniel Vicker)
- 6 (Vermont, Brian Remer)
- 9 (Bob Ramsey Executive Education, Michelle Hill)
- N/A (District of Columbia Department of Human Resources, Melinda Coles)
- N/A (State of Nevada Division of Human Resource Mangement, Rebecca Kennard)
- NA (University of the Virgin Islands, Chinue Uecker)
- Participants can receive 15 hours of undergraduate credit towards a Bachelors of Multi-Disciplinary Studies. (University of Nebraska Omaha, Ellen Freeman Wakefield)
- Up to 6-9 hours. Levels 1-3: 6 hours of lower baccalaureate/associate degree credit hours (3 semester hours in interpersonal communication and 3 semester hours in leadership) Levels 4-6: 9 hours of upper baccalaureate credit - (3 semester hours in organizational behavior, 3 semester hours in management, and 3 semester hours in strategic planning) (Mississippi State Personnel Board, Shondra Houseworth)
- Up to 9 credit hours. (William P. Hobby Center for Public Service, Miha Vindis)
- Varies by institution.
- All legacy credit agreements are presently under review.
- Future updates to be provided. (State of New Hampshire - Bureau of Education and Training, Stephen Mason)

*If yes, how many Graduate credits?*

- 0 (Schaefer Center for Public Policy, Ann Cotten)
- 12 (Hamline University, Kristen Norman)
- 3 (Georgia, Marci Campbell)
- 6 (Bob Ramsey Executive Education, Michelle Hill)
- 6 (Saginaw Valley State University, Kayla Pionk)
- 6 (Naifeh Center for Effective Leadership, Trent Clagg)
- 6 (Arkansas Public Administration Consortium, Elizabeth Lundeen)

- 6 (Florida State University, Daniel Vicker)
- 6 credits toward the MPA degree
- 6 credits toward the MBA degree (Auburn University at Montgomery, Office of Continuing Education and Community Engagement, Neal Kelley)
- 6 graduate-level credits (University of Kansas Public Management Center, Alex Terwilliger)
- 8 (Cleveland State University, Rob Ziol)
- 9 (NJ Civil Service Commission, LaVida Stalsworth)
- 9 hours of are waived for a person otherwise fully qualified to be admitted to the university MPA program (DAS-Department of Administrative, Kim Hanson)
- 9 hrs NCSU MPA (North Carolina Office of State Human Resources, Reed Altman)
- N/A (District of Columbia Department of Human Resources, Melinda Coles)
- N/A (State of Nevada Division of Human Resource Mangement, Rebecca Kennard)
- NA (University of the Virgin Islands, Chinue Uecker)
- Participants can receive 6 hours of graduate credit towards a Master of Public Administration. (University of Nebraska Omaha, Ellen Freeman Wakefield)
- up to 6 (Millersville University, Hope Schmids)
- Up to 9 credit hours. (William P. Hobby Center for Public Service, Miha Vindis)
- Up to six credits. They are also able to dual enroll. (Bridgewater State University, Jodie Kluver)
- Varies by institution.
- All legacy credit agreements are presently under review.
- Future updates to be provided. (State of New Hampshire - Bureau of Education and Training, Stephen Mason)

*If yes, how many Continuing Education credits?*

- 0 (Schaefer Center for Public Policy, Ann Cotten)
- 11 (Cleveland State University, Rob Ziol)
- 12 (Hamline University, Kristen Norman)
- 21 credits (William P. Hobby Center for Public Service, Miha Vindis)
- 30 (District of Columbia Department of Human Resources, Melinda Coles)
- 30 (University of Washington Tacoma Professional Development Center, Saralyn Smith)
- 30 (MWCOG, Larissa Fitzhugh)
- 30 (Georgia, Marci Campbell)
- 30.2 (NJ Civil Service Commission, LaVida Stalsworth)



- 300 (The Office of Management and Enterprise Services, Janet Jones)
- 4.0 (Millersville University, Hope Schmidts)
- Law enforcement participants can receive 12 hrs of continuing education through the Nebraska State Law Enforcement Training center. (University of Nebraska Omaha, Ellen Freeman Wakefield)
- N/A (State of Nevada Division of Human Resource Mangement, Rebecca Kennard)
- NA (DAS-Department of Administrative, Kim Hanson)
- NA (University of the Virgin Islands, Chinue Uecker)
- Varies by institution.
- All legacy credit agreements are presently under review.
- Future updates to be provided. (State of New Hampshire - Bureau of Education and Training, Stephen Mason)

*If yes, how many Transfer Equivalent credits?*

- 6 (UT / Naifeh Center for Effective Leadership, Trent Clagg)
- 6 (University of Colorado Denver School of Public Affairs, Ellen Patterson)
- 6 (Schaefer Center for Public Policy, Ann Cotten)
- 9, limited to one MPA Program at North Carolina State University (North Carolina Office of State Human Resources, Reed Altman)
- N/A (Cleveland state University, Rob Ziol)
- N/A (University of the Virgin Islands, Dr. Oluwafemi Banjoko)
- N/A (UW Madison Extension - Local Government Education, Daniel Foth)
- n/a (NM EDGE New Mexico, Jeanine Eden)
- N/A (State of Nevada Division of Human Resource Management, Rebecca Kennard)
- N/A (District of Columbia Department of Human Resources, Melinda Coles)
- n.a. (State of Iowa, Kim Hanson)
- NA (University of Nebraska Omaha, Ellen Freeman Wakefield)
- The University of Kansas provides a 6 credit-hour reduction for the KU MPA program. Fifteen undergraduate-level credits at transfer local transfer institutions. Several universities in Kansas have provided credit for our CPM program, but it varies by institution. (University of Kansas Public Management Center, Noel Rasor)

## Section 5

### CONTINUOUS LEARNING PROGRAMS

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14 responding CPM programs are assessing the Continuous Learning needs of their CPM graduates. 15 of programs currently offer a Continuous Learning Program (CLP). Examples of those programs include:

- Alabama offers a local chapter for current participants and graduates called the Alabama Society of Certified Public Managers. The chapter is governed by board members and officers who are CPM graduates. The chapter offers monthly meetings and an annual seminar. They continually assess the
- learning needs of graduates through surveys and word of mouth. (Auburn University at Montgomery, Office of Continuing Education and Community Engagement, Neal Kelley)
- Alumni activities (State of Idaho, Division of Human Resources, Jana Huffaker)
- CPM students and alumni are encouraged to participate in continued education through BET including Leadership Seminars, participation in conferences, and participation in a variety of professional development classes offered by BET. (State of New Hampshire - Bureau of Education and Training, Stephen Mason)
- It is not a continuous learning program however graduates of the program are invited to join the South Carolina Society of Public Managers at which point, as alumni, they are invited to different learning events with the current CPM class. (SC Department of Administration, Danielle Thompson)
- N/A (Cleveland State University, Rob Ziol)
- N/A (State of Nevada Division of Human Resource Mangement, Rebecca Kennard)
- NA (University of the Virgin Islands, Chinue Uecker)
- Our graduates are offered opportunities to attend seminars and other learning opportunities by the George Washington University. Graduates are also invited to trainings and workshops offered by the DC Government. Graduates have had the opportunity to be selected to serve as consultants on critical agency initiatives. (District of Columbia Department of Human Resources, Melinda Coles)
- Professional programming appropriate for CMP graduates at both the State of Iowa and the host university – Drake University. (DAS-Department of Administrative, Kim Hanson)
- The CPM with Excellence encourages graduates of the Mississippi Certified Public Manager® Program to continue their professional development and commitment to life-long learning. Each year, CPM graduates may submit a record of completed professional development activities to the MSPB Office of Training and Development. Participants must acquire 36 hours of MSPB professional development activities within a twelve-month period for two consecutive years, attend the CPM with Excellence Seminar, and pass the Seminar exam to attain CPM with Excellence. (Mississippi State Personnel Board, Shondra Houseworth)
- The Heartland CPM program offers CPM with Distinction certification for graduates who complete 40 hours of leadership/management training every three years. (University of Kansas Public Management Center, Alex Terwilliger)

- The OSHR CPM program works closely with the state alumni group, \*The NC Society of Certified Public Managers. (North Carolina Office of State Human Resources, Reed Altman)
- The School of Public Administration offers a wide range of continuous education opportunities to the alumni of the CPM program. However, these class don't always fall within the competency guidelines. (University of Nebraska Omaha, Ellen Freeman Wakefield)
- We have offered a continuous learning options for our graduates per a survey of our graduates in 2018. Budget was the main reassessing needs for 2021 with our member jurisdictions.
- (MWCOG, Larissa Fitzhugh)
- we invite alumni to our CPM conference each year (Georgia, Marci Campbell)
- We offer all CPM cohort classes to out CPM graduates at a 25% individual class discount (UW Madison Extension - Local Government Education Program, Daniel Foth)
- We offer an alumni event annualy for almuni to attend and have online classes available for continuouslearning. Our hosting agency also provides training around the state to offer to alumni for ContinuousLearning opportunities. (Naifeh Center for Effective Leadership, Trent Clagg)
- We offer an annual symposium for all of our graduates. The topic varies, but it is typically a hot topic, author of a new book, or panel of regional leaders. We are also offering Peer Learning Groups (PLGs) for CPM graduates of each level of the CPM program (we have three levels - supervisor, manager, upper manager/executive). (The Centre for Organization Effectiveness, Sommer Kehrl)
- We offer professional development workshops that CPM alumni can take at a reduced rate. (Arkansas Public Administration Consortium, Elizabeth Lundeen)
- We offer training through partner organizations including ASPA and local contractors (who are also speakers in the program). (William P. Hobby Center for Public Service, Miha Vindis)

### CLP RECOGNITION AWARDS

Of all responding CPM programs all but one reported that their Continuous Learning Program is an enhancement rather than a requirement.

*If you do offer a continuous learning program for your CPM graduates, What recognition, if any, is awarded to the participants?*

- Alumni can earn a CPM with Excellence award by completing 30 hours of professional development in a year. (Arkansas Public Administration Consortium, Elizabeth Lundeen)
- Certificates of Completion are offered by the Bureau (State of New Hampshire - Bureau of Education and Training, Stephen Mason)
- CPM Graduates who are members of the Alabama Society of Certified Public Managers receive the ASCPM Member designation. (Auburn University at Montgomery, Office of Continuing Education and Community Engagement, Neal Kelley)

- Every three years, CPM graduates who have earned the CPM with Distinction receive a certificate and recognition in the Statehouse at CPM graduation. (University of Kansas Public Management Center, Alex Terwilliger)
- N/A (District of Columbia Department of Human Resources, Melinda Coles)
- N/A (The New Mexico EDGE, Christy Green)
- N/A (UW Madison Extension - Local Government Education Program, Daniel Foth)
- N/A (Cleveland State University, Rob Ziol)
- N/A (State of Nevada Division of Human Resource Mangement, Rebecca Kennard)
- NA (DAS-Department of Administrative, Kim Hanson)
- NA (University of the Virgin Islands, Chinue Uecker)
- na (North Carolina Office of State Human Resources, Reed Altman)
- None (The Centre for Organization Effectiveness, Sommer Kehrl)
- Not at this time (University of Nebraska Omaha, Ellen Freeman Wakefield)
- They receive a CPM with Excellence certificate. They are recognized each year at the MCPM Program Graduation ceremony. There is a benchmark associated with the CPM with Excellence Program. (Mississippi State Personnel Board, Shondra Houseworth)

*If you do offer a continuous learning program for your CPM graduates, Is continuous learning a requirement or an enhancement?*

94.44%	17	An Enhancement
5.56%	1	A Requirement

## Section 6

### PROGRAM MARKETING AND RECRUITMENT

Responding CPM programs were asked to rate the tools they used for marketing. The tools that had the highest Effectiveness ratings were:

- Brochures
- Word of Mouth
- Meetings with Decision Makers
- Website
- Presentations/Meetings with Decision Makers

Conference/Vendor Exhibits was the least used technique followed by Brochures and Presentations. They were all generally rated Somewhat Effective by those who did use them.

**Table 6A**  
**MARKETING TECHNIQUES USE AND EFFECTIVENESS**

Marketing Tools (% of Programs)	Do Not Use	If used: How Effective		
		Very Effective	Somewhat Effective	Not Effective
Word of Mouth	0	28	7	0
Meetings with decision makers	4	17	13	0
Website	0	13	23	0
Presentations	11	14	10	0
Brochures	11	4	16	3
Conference/Vendor Exhibits	17	7	10	0
Social Media	8	6	19	2
Other: (number of programs)	18	4	4	2
Conference Attendance				
Promotion to other programs				
Direct Mail/Email				
Monthly Emails				
Alumni recommendations				
Presentations to various agencies				

Pre-enrollment orientation sessions are offered to individuals interested in participating in the program by 12 of the responding programs.

### *More information about how the program is marketed*

- In 2022, we offered a pre-enrollment information session delivered live online using Zoom. The program manager and several program graduates spoke about the program and its benefits. Interested individuals had the opportunity to ask questions about the program. (Arkansas Public Administration Consortium, Elizabeth Lundeen)
- N/A (State of Nevada Division of Human Resource Mangement, Rebecca Kennard)
- NA (University of the Virgin Islands, Chinue Uecker)
- The NC Society sponsors/assists with many of these marketing techniques, primarily through continuing education events. (North Carolina Office of State Human Resources, Reed Altman)
- The Program Directors over our other training programs promote the MCPM Program to their class participants. The MSPB staff meets with HR Directors/Agency Training Coordinators at state agencies to discuss the benefits of the Program. (Mississippi State Personnel Board, Shondra Houseworth)
- The program is offered through a variety of mechanisms. While we do not offer pre-enrollment orientation sessions, we do speak with individuals interested in the program on an ad-hoc basis at conferences and by phone. (Schaefer Center for Public Policy, Ann Cotten)
- The program is speaking with me to discuss the program. (Bridgewater State University, Jodie Kluver)
- We conduct two WebEx information sessions for interested employees prior to the application submission deadline. Program directors from the George Washington University and DC Department of Human Resources conduct the information sessions. (District of Columbia Department of Human Resources, Melinda Coles)
- We do not have a session for pre-enrollment but rather offer 1-on-1 discussions with interested candidates or students accepted into the program. This way we make sure to address all questions. (William P. Hobby Center for Public Service, Miha Vindis)
- We enlist our Chief Administrative Officers to attract participants at the local jurisdictional
- any
- of our participants are hand selected from a pool of applicants prior to our review at COG
- (MWCOG, Larissa Fitzhugh)

**Table 6B  
ELIGIBILITY REQUIREMENTS**

Requirement	# of Programs
High School Diploma	14
College Degree	3
Current Supervisory Position	8
Some Supervisory Experience	14
Supervisor Approval/Recommendation	27
Applicant Essay	18
Agency Recommendation	20

**Table 6C  
APPLICATION PROCESS**

Requirement	# of Programs
Self-Nomination	26
Agency Nomination	29
Letter of Recommendation	13
Essay	15
Other	4

## **Section 7**

### **PROGRAM STATISTICS**

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During 2022 CPM programs presented a total of 1,410 sessions. Out of 2,533 individuals accepted into programs nationally, 2,349 enrolled. There were a total of 3,627 active participants throughout the year.

**Table 7A  
CPM ACTIVITY IN 2020**

CPM Program	# of Sessions/ Training Days	Individuals Accepted	Individuals Enrolled	# Active Participants	Individuals Completed
Alabama	36	106	98	106	36
Arizona	105	125	120	153	100
Arkansas	29	25	22	44	8
California	49	264	264	264	17
Colorado	18	28	25	52	3
District of Columbia	36	23	23	45	23
Florida	N/R	472	472	942	335
Georgia	36	125	100	100	100
Idaho	100	-	-	89	0
Indiana	24	74	74	107	19
Iowa	72	57	57	106	48
Kansas	90	94	94	113	74
Maryland	60	49	49	58	8
Massachusetts		-	-	25	1
Michigan	12	-	21	17	16
Minnesota		7	5	5	6
Mississippi	90	87	87	489	15
MWCOG	36	28	28	28	28
Nebraska	21	10	10	10	8
Nevada	44	44	44	92	-
New Hampshire	100	148	-	8	28
New Jersey	36	103	95	124	99
New Mexico	31	-	-	-	35
North Carolina	80	33	32	33	27
Ohio	60	81	81	81	23
Oklahoma	12	60	58	-	43
Pennsylvania		-	3	3	3
South Carolina	31	63	60	-	40
Tennessee	13	40	40	32	32
Texas		200- 250	200- 250	300+	150
U.S. Virgin Islands	40	50	50	45	45
Utah	40	9	9	27	18
Vermont	24	30	30	53	20



CPM Program	# of Sessions/ Training Days	Individuals Accepted	Individuals Enrolled	# Active Participants	Individuals Completed
Washington	21	12	12	10	7
Wisconsin	32	50	50	66	51
Wyoming	32	11	11	-	10
<b>Total</b>	1,410	2,533	2,349	3,627	1,476

Thirty-four programs held graduation ceremonies in 2022 with a total of 1,476 graduates. CPM programs throughout the nation have graduated 37,051 participants since inception, with an annual decrease of 237 over 2021. (\*Programs still active as of 2022)

**Table 7B  
REPORTED CPM GRADUATES**

Program	As of 2022 Total Graduates Since Inception
Alabama	1113
Arizona	3421
Arkansas	324
California	113
Colorado	94
District of Columbia	851
Florida	8319
Georgia (*2016)	660
Idaho	760
Indiana	155
Iowa	879
Kansas - Missouri	2080
Maryland	52
Massachusetts	6
Michigan	124
Minnesota	11

Mississippi	1307
MWCoG	473
Nebraska	118
Netherlands	660
Nevada	461
New Hampshire	6946
New Jersey	64
New Mexico	1728
North Carolina	73
Ohio (*2022)	718
Oklahoma	18
Pennsylvania	1114
South Carolina	160
Tennessee	2431
Texas	240
US Virgin Islands	77
Utah (*2022)	256
Vermont	54
Virginia	952
Washington	209
Wisconsin	1307
Wyoming	473

Programs reported **3,627 active participants** in their programs in 2022. Of these, programs detailed the source of active participants in the following table. The great majority of CPM program participants come from five types of governmental entities. The highest percentage of participants comes from state government (50%), followed by city/municipal and county (28% total) and only 2% from federal government. Programs reported less than 1% of participants from other types of entities: International, tribal governments, Quasi-governmental agencies; special districts and authorities; MPA students currently working in public sector; private sector individuals interested in public sector.

\*The chart below details the information provided by programs for all participants in 2022. These numbers may vary from the ACTIVE participation numbers provided. The difference may be an error in reporting, or for some programs they may have a number of participants that are currently in the program just not active.

**2022 PROGRAM PARTICIPANTS (TOTAL) BY ORGANIZATION TYPE\***

Program	# State	# County	# City	# Federal	# Non-profit	# from Other*	Total
Alabama	96		2				98
Arizona	66	20	45	19	1		151
Arkansas	34	1	8	0	1		44
California	15	81	168				264
Colorado		15	40	1	1		57
District of Columbia	0	0	23	0	0		23
Florida	337	358	170			38	903
Georgia	55	50	20	0	0		125
Idaho	87	1	1				89
Indiana	33	11	38	0	18	7	107
Iowa	66	6	32	0	0		104
Kansas	36	23	50	1	3		113
Maryland	12	15	23				50
Massachusetts			100				100
Michigan	0	1	14	0	0	2	17
Minnesota	2	2	6		1		11
Mississippi	479	5	5	0	0		489
MWCOG		28					28
Nebraska	1	6	3	0	0		10
Nevada	88	2	1	0	0		91
New Hampshire	24		7	0			31
New Jersey	30	14	79		1		124
New Mexico	-	-	-		-		
North Carolina	31	1			0		32
Ohio	23	0	58	0	0		81
Oklahoma	58						58
Pennsylvania	1	1	1				3
South Carolina	56	1	3				60
Tennessee	18	3	11				32
Texas	30	90	150	3	12	15	300
U.S. Virgin Islands							
Utah	24	1	1		1		27
Vermont	49	0	3	0	1		53
Washington	5	1	8	1	0	2	17
Wisconsin	33	7	26	0%	0%		66
Wyoming	178	3	2	0	1	24	208
<b>Total</b>	<b>1,967</b>	<b>747</b>	<b>1,098</b>	<b>25</b>	<b>41</b>	<b>88</b>	<b>3,966</b>

# Section 8

## SUPPORT FOR LOCAL CPM SOCIETY

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Eleven programs have an active local CPM Society. Membership in these Societies ranges from 3 to 260 members.

**Table 8A**  
**SUPPORT FOR LOCAL CPM SOCIETY**

Support Provided	# of Programs
Educating candidates and graduates about the Consortium and Society through CPM Program Channels	9
Facilitating connecting CPM graduates with AACPM in order to form a new society	3
Willingness to position CPM Director as ex-officio member of state society board	5
Supporting and/or facilitating the Askew Awards process for state societies and help keep AACPM informed about Askew Award winner	2
Involving society officer and members in the continuing accreditation site visits	3

## Section 9

### ASSESSMENT AND EVALUATION

**Table 9A  
FREQUENCY OF PROGRAM ASSESSMENTS UTILIZED**

Type of Assessment	# of Programs
	Yes
Assessments of participant reaction to overall program	33
Assessments of participant reaction to individual courses or sessions	35
Assessments of participant reaction to individual course or session instructors	35
Assessments of the level of knowledge or skills gained by the participant	25
Assessments of organizational impact of the participant's CPM training	19
Pre-program skill assessments	16

**Table 9B  
TECHNIQUES USED TO ASSESS LEVEL OF  
KNOWLEDGE OR SKILLS GAINED BY PARTICIPANT**

Assessment Technique (Programs selected all that applied)	# of Programs
Capstone Project or Course	33
Individual Written Projects	31
Individual Presentations	30
Test/Exam	13
Team Presentations	22
Team Written Projects	17
Quiz	8
Research Projects	6
Assessment Centers	2
<b>Comments/Notes:</b> <ul style="list-style-type: none"> <li>• discussion boards for virtual cohort (LaVida Stalsworth, NJ Civil Service Commission)</li> <li>• Each student completes an individual Class reflections (Daniel Foth, UW Madison Extension - Local Government Education Program)</li> <li>• LEAD Symposium (Stephen Mason, State of New Hampshire - Bureau of Education and Training)</li> </ul>	

**Table 9C  
CAPSTONE PROJECT IDEAS**

Source of Capstone Project Idea (Programs selected all that apply)	# of Programs
Self f-Selected	29
Agency Assigned	20
Instructor Assigned	2
Other	6

**Table 9D  
ASSESSMENT OF PARTICIPANTS' APPLICATION  
OF KNOWLEDGE OR SKILLS IN THE WORKPLACE**

Assessment Technique (Programs selected all that applied)	# of Programs
Evaluation or review of projects	14
Survey of participants	16
Anecdotal information received from participants	22
Anecdotal information received from individuals at participants' organization	22
Survey of participants' supervisors	8
Survey of participants' direct reports	3
Survey of participants' peers	3
Management Report on Capstone Project	0

**Table 9E  
EVALUATION OF IMPACT OF PARTICIPANTS' CAPSTONE  
PROJECT ON HIS/HER ORGANIZATION**

Evaluation Technique (Programs selected all that applied)	# of Programs
Anecdotal information received from participants	28
Anecdotal information received from other individuals at participant's organization	25
Quantitative analysis of project returns on investment	13
Quantitative analysis of project impact on organizational expenditures	8
Quantitative analysis of project impact on customer satisfaction	8
Capstone project presentation feedback from evaluators	0
Other Information from Org. Post-Capstone	0
Assessment by CPM Faculty and Administrators	0
Executive Management Report by Agency	0
Quantitative Assessment of work and impact by the lead instructor	0

**Comments/Notes:**

Qualitative assessment of work & impact by lead instructor of CPM (Kim Hanson, DAS-Department of Administrative)

Survey of past graduates and their supervisors to assess organizational impact of their capstone project (Elizabeth Lundeen, Arkansas Public Administration Consortium)

**Table 9F  
FREQUENCY OF REVIEW FOR  
COURSE CONTENT AND DELIVERY**

<b>Review Frequency</b>	<b># of Programs</b>
As needed, no formal review cycle	15
Annually	15
With accreditation cycle	1
Biannually	1
Other	3

**Comments/Notes for "Other (describe)":**

a plan for reviewing courses over the next 6 years has been approved by the NJ CSC (LaVida Stalsworth, NJ Civil Service Commission)

Before and after each course (Ellen Freeman Wakefield, University of Nebraska Omaha)

Each time a class is offered (Christy Green, The New Mexico EDGE)

**Table 9G  
INCENTIVES FOR PROGRAM COMPLETION**

<b>Incentives</b>	<b># of Programs</b>
Promotional preferences	13
Ability to substitute CPM for EDUCATIONAL experience	11
Ability to substitute CPM for WORK experience	6
Pay incentive	10
Don't know	14

**Table 9I  
DATA SOURCES FOR TRACKING  
SALARY OR CAREER PROGRESSION**

Data Sources	# of Programs	
	Salary Progression	Career Progression
Agency Personnel Records	0	1
Official Wage Record Data	0	1
CPM Graduate Survey	0	4
Supervisory Survey	0	0
Do Not Track	35	30

**2022 Annual Report – Individual State Responses**

Individual Completed Report Questionnaires are located in the shared resources folder

<https://app.box.com/s/9nkmlqeuac2bc4gkzrlv2nj1ln5ow307>