



NATIONAL
CERTIFIED PUBLIC MANAGER®
CONSORTIUM

FINAL 2017 ANNUAL REPORT

for

Certified Public Manager® Programs

From Across the Nation

Prepared by:

The National Certified Public Manager® Consortium

October 2018

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ACKNOWLEDGEMENTS

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 all of the 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

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 2017-2018

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 ended 2017 with 38 state/regional/international programs, including one program in the US Virgin Islands and one in the Netherlands (see map on page 3.) Of those, 34 programs are fully accredited; 2 programs have active status and 2 programs have associate status.

All of the Governance Committee's recommendations were approved by the Board of Directors by electronic vote in 2017-2018.

Multiple inquiries about expanding Certified Public Manager® programs internationally have been received over the years, and thanks to the extensive work of the International Task Force and the Governance Committee, and a series of policies were approved by the Board through

electronic vote detailing the accreditation process and delivery of international programs. Working under the mentorship of the District of Columbia CPM program and George Washington University, Leiden University is now offering training for European public managers.

Other initiatives undertaken in 2017-2018 include:

- The process of distribution and compilation of the 2018 CPM Annual Reports was brought in-house and managed by the Consortium Administrator
- The Strategic and Sustaining Partnership Task Force continued to explore the concepts of both strategic partners (other professional organizations) and sustaining partners (other entities)
- The Strategic Partnership with the American Academy of Certified Public Managers became a reality with an updated joint website including AACPM branded pages; and a combined Annual Meetings in 2018
- The Accreditation Standards Task Force continued the work to test updated standards of quality that all CPM programs must meet or exceed to be accredited by NCPMC
- The NCPMC Legacy Task Force continued working to capture the history of the Consortium through narrative and photos as we celebrate more than 35 years of public service. We now have a comprehensive historical look at the Consortium on the website with links to chairman's histories, photos, and pertinent governance documents
- The Curriculum Improvement Task Force has surveyed CPM programs as an assessment of their Program Core Competencies
- The Marketing-Website Goal Team working with the Administrator created a Facebook account and is in the testing phase for an Online Store featuring CPM branded logo items. The Governance Committee is creating a policy for the Online Store
- The 2018 Annual Meeting Task Force expanded the professional development training at the meeting to include Affinity Topic Roundtable Presentations and special session speakers in combination with the AACPM

Section I

PROGRAM ADMINISTRATIVE ORGANIZATION

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 2017 Annual Report is submitted by Accredited and Active members. Associate members are not required to provide Annual Report information to the Consortium. Of the 34 Accredited and Active members as of December 2017, 34 members submitted the required Annual Report data.

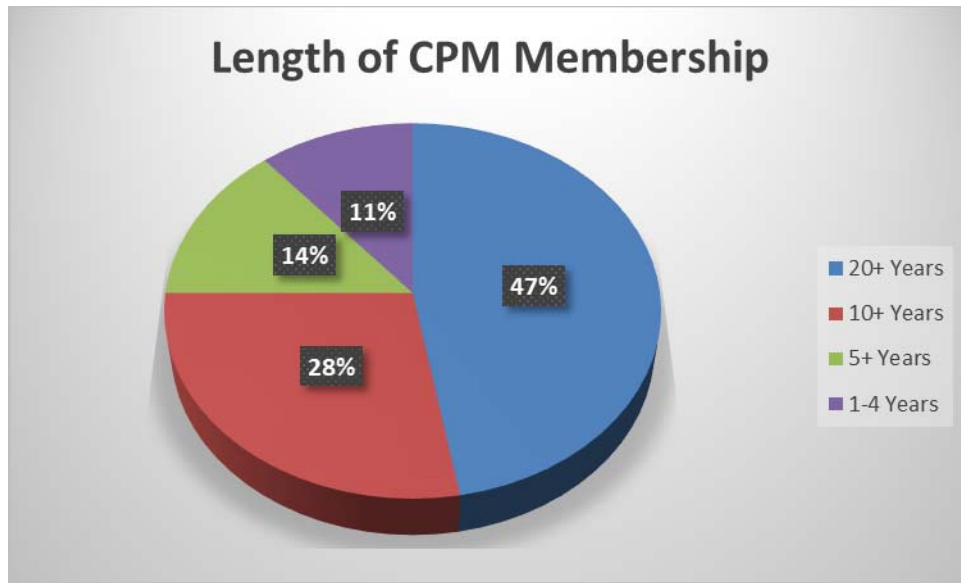
Table 1A
SUMMARY OF PROGRAM ADMINISTRATIVE DATA
FOR ALL CONSORTIUM MEMBERS

CPM Programs	Status				Admin Support				Key Program Dates			Program Authorization				
	Accredited	Active	Assoc	Inactive/ Def	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	2014	X				
Alaska			X		X				2016							
Arizona	X				X				1979	1981	2017		X			
Arkansas	X				X				1985	1991	2016			X		
California	X							X	2007	2007	2012	X				
Colorado	X				X				2010	2010	2015	X				
District of Columbia	X				X				1997	1998	2014					X
Florida	X				X				1979	1979	2015	X				
Idaho	X							X	2001	2003	2017			X		
Georgia	X				X				2015	2017	2017	X				
Illinois				X	X				2007	2008	2013		X			
Indiana	X				X				2008	2011	2016		X			
Iowa	X							X	2002	2003	2013					X
Kansas	X				X				1992	1993	2013					X

CPM Programs	Status				Admin Support				Key Program Dates			Program Authorization				
	Accredited	Active	Assoc	Inactive/Def	University	Community College	State Agency	Other	Year Joined	Initial Accreditation	Most Recent Accreditation	Other/CPM Accreditation	University Authorization	Governor Order	Legislative Authorization	State Personnel
Louisiana			X		X				2016							
Maryland	X				X				2005	2013	2013		X			
Massachusetts		X			X				2009				X			
Metro Washington COG	X				X				2003	2003	2014	X				
Mississippi	X						X		1989	1993	2013				X	
Nebraska	X				X				2007	2008	2013		X			
Nevada	X						X		2004	2005	2015					X
New Hampshire	X						X		1996	1996	2013				X	
New Jersey	X				X				1984	1984	2015			X		
New Mexico	X				X				2008	2011	2017	X	X			
Netherlands	X				X				2015	2017	2017		X			
North Carolina	X						X		1981	1988	2017				X	
Oklahoma	X				X				1986	1988	2013				X	
Pennsylvania	X				X				2010	2012	2012		X			
South Carolina	X						X		1996	1996	2016					X
Tennessee		X			X				2012				X			
Texas	X				X				1995	1996	2015			X		
U.S. Virgin Islands	X						X		2013	2014	2014			X		
Utah	X						X		1987	1989	2014			X		
Vermont	X						X		2010	2013	2013					X
Virginia	X				X				2013	2015	2015		X			
Washington	X				X				2012	2014	2014		X			
Wisconsin	X				X				1990	1993	2017			X		
Wyoming	X					X			2009	2010	2015	X				
Alaska				X	X				1995	1997	2007			X		
Michigan	X				X				2009	2009	2017		X			
Total	34	2	2	2	28	1	11	1								

The Consortium has been a stable organization since its inception, with sustained growth over more than 35 years. Program membership dropped to 38 programs in 2017 with the withdrawal of two programs, Missouri and Illinois. Seventy-five percent of the CPM programs have been members of the Consortium for 10 years or more and an additional 14% have been members between 5 and 10 years. Over the last five years, 9 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 (33 Programs Reporting)	100% # of Programs	76 – 99% # of Programs	50- 75% # of Programs	1-49% # of Programs	0% # of Programs
Program Fees	15	8	6	2	5
Government Appropriations	3	0	1	2	30
Donations/Grants	0	0	0	1	35
Organization Funding	2	0	2	10	22
Other*	0	0	0	1	35

*Other program funding source includes 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**

	Option 1 Open Enrollment; fixed price per person	Option 2 Cohort Enrollment; fixed price per person	Option 3 Cohort enrollment; fixed price per group
Programs using all 3 Options	3	3	3
Programs Using 2 of the Options	5	4	2
Programs Using only 1 of the Options	13	14	0
Total Number of Programs Using these Options	21	21	5

CPM PROGRAM PRICING STRUCTURES

CPM Programs which are 100% fee supported charge between \$2,150 and \$5,048 per student for Open Enrollment. Those programs which use Cohort Enrollment, charge between \$1,950 and \$5,048 per student. Two programs in this category raised their fees per student in 2017, one program lowered their fees per student. The average price per student open enrollment decreased from a minimum of \$3,516 in 2014 to \$3,260 in 2017 and the maximum price decreased to \$3,339.

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

PROGRAMS 100% FEE SUPPORTED	Option 1 Open Enrollment Price Per Student		Options 2 &/or 3 Cohort Enrollment Price Per Student		COMMENTS
	Min.	Max.	Min.	Max.	
Arizona	\$3,250	\$3,300	\$3,300	\$3,300	Cohort Enrollment Cochise County
California	\$5,048	\$5,048	\$5,000	Varies	For different parts of the state, the tuition varies slightly to account for travel expenses.
Florida	\$3,500	\$3,800	\$2,800	\$2,800	
Georgia			\$3,500	\$3,500	
Indiana			\$3,490	\$3,490	
Iowa			\$3,500	\$3,500	
Kansas	\$3,300	\$3,500			Early bird registration savings, Option 2
New Hampshire			\$1,250	\$1,250	\$1,250 Level I, \$1,250 Level II
New Jersey	\$3,325	\$3,325			
Pennsylvania			\$3,250	\$3,250	
South Carolina	\$2,150	\$2,150			
Utah	\$2,250	\$2,250	\$2,250	\$2,250	
Vermont			\$1,950	\$1,950	
Washington			\$4,999	\$4,999	\$25 application fee, \$25 per module registration fee
Wyoming			\$3,299	\$3,299	
Average Price Per Student in 2017	\$3,260	\$3,339	\$3,216	\$3,699	
Median Price Per Student in 2017	\$3,300	\$3,325	\$3,394	\$3,250	
Average Price Per Student in 2016	\$3,685	\$3,785	\$2,684	\$2,505	
Median Price Per Student in 2016	\$3,325	\$3,500	\$2,600	\$2,425	

CPM Programs whose funding come from a combination of fees and other funding sources charge between \$1,400 and \$4,745 per student for open enrollment. Those programs that use Cohort Enrollment charge between \$695 and \$6,500 per student. The average price per student decreased from \$3,599 in 2016 to \$2,912 in 2017. Again the fluctuation is primarily due to a new mixture of programs in this category.

**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.	
Alabama	\$4,005	\$4,005			The Alabama CPM Program is broken down into two, 9-month program years: CPM I (first year) cost is \$1530 per person CPM II (second year) cost is \$1890/ person
Arkansas	\$3,750	\$3,750			
Colorado	\$3,300	\$3,300			\$300 per course fee for attendees not seeking the full certificate.
Idaho			\$2,375	\$2,375	
Maryland			\$6,500	\$6,500	
Michigan			\$2,295	\$2,295	
MWCOG			\$3,500	\$3,500	
Nebraska			\$2,500	\$2,500	
Netherlands			Euro 15.000		
North Carolina	\$1,400	\$1,400			
Oklahoma	\$1,400	\$1,400			Non-state candidates pay \$1,700 per person to enroll in the program.
Tennessee			\$4,280	\$4,280	\$4,280 for the Inaugural Cohort, \$3,500 for 2019
Texas	\$695	\$695	\$695	\$695	
U.S. Virgin Islands			\$3,500	\$4,200	\$3,500 (public and non-profit) \$4,200 (private sector)
Virginia	\$4,000	\$4,000	\$2,500	\$2,500	
Wisconsin	\$4,745	\$4,745	\$3,300	\$3,400	
Average Price Per Student in 2017	\$2,912	\$2,912	\$3,145	\$3,225	
Median Price Per Student in 2017	\$3,460	\$3,438	\$2,900	\$3,450	
Average Price Per Student in 2016	\$3,599	\$3,614	\$2,571	\$2,926	
Median Price Per Student in 2016	\$3,460	\$3,438	\$2,450	\$2,500	

Those CPM Programs which are 100% appropriation/organization funded have a cost of \$0 to \$4,500 per student for open enrollment and \$3,500 to \$9,363 per student for Cohort. Average prices per student fluctuate primarily due to one program 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.	
District of Columbia			\$8,564	\$8,564	
Massachusetts	\$4,200	\$4,200			The unit price per person to complete the program - open enrollment - non-degree status is \$4200. The unit price per person to complete the program - open enrollment - graduate-credit is not fixed and depends on the current academic year cost per one graduate credit course x number of course credits taken in the given academic year.
Mississippi	\$0	\$0			We have open enrollment only. We do not charge the participants for our training effective July 1, 2016.
Nevada	\$0	\$2,400			Funding for State employees to participate comes from a general HR assessment agencies pay to the State Department of Administration. Non-State employees who participate in the program pay an enrollment fee of \$2,400.
New Mexico	\$3,400	\$3,400			\$3,400 average cost per person (We have a sliding scale to purchase classes so the actual cost may vary. Open enrollment is the closest to our method.)
Average Cost Per Student in 2017	\$2,533	\$3,333	\$8,564	\$8,564	
Median Cost Per Student in 2017	\$3,400	\$3,400	\$8,564	\$8,564	
Average Cost Per Student in 2016	\$2,100	\$2,250	\$6,432	\$6,782	
Median Cost Per Student in 2016	\$2,100	\$2,250	\$6,432	\$6,782	

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

- Per class/module pricing; students pay for each class/module as they take them.
- Per class pricing; minimum number of classes required with ability to take more than the minimum
- Discount pricing for state/university employees
- 10% discount to students who self-pay and to agencies who sent multiple participants
- Higher pricing for non-state employees in a program offered by state agency
- Cafeteria style plan, priced per person per class
- Higher pricing for employees outside specific geographic area; captures higher costs of delivery for travel, etc.
- Cost back to sponsoring agencies for their direct costs, ie adjunct faculty, travel, instructional materials
- Scholarships based on need and availability of funds

In all but five of the responding CPM programs, the participant organization pays at least a portion of the enrollment fee, with the largest majority (24) 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	10	0	3
26% to 50%	0	1	0	0
51% to 75%	2	1	0	0
>76% to 99%	10	0	0	0
100%	18	2	2	1
Not used	6	16	31	29

Two programs, New Mexico and Texas, indicated that, for participants not supported by their organizations, they paid out of pocket 100%. These programs are included in the 100% Paid by Participant Organization column, as the norm.

Section 2

PROGRAM CHANGES AND GOALS

CPM programs across the country experienced a number of changes in 2017, 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.

- Adjustments made to expand program acceptance criteria to allow applicants years of supervisory experience but with active potential to enter the program. (Division of Personnel, Milton Potter)
- Admissions requirements were upgraded
- Capstone evaluation policy was strengthened (Office of Continuing Education & Professional Development, College of Business and Management, Saginaw Valley State University, Anthony Bowrin)
- Changed the participant application process to be more specific, requiring supporting documentation by the participant's supervisor. Updated application. (State of Idaho - Division of Human Resources, Sharon Duncan)
- Current Master of Public Administration (MPA) students (BSU) can be dual-enrolled - MPA and CPM. (Bridgewater State University, Jodie Drapal Koretski (Kluver))
- I am not sure how to answer this question, as in The Netherlands we are implementing at this moment our very first CPM program, started: September 2017, and we are preparing for a second cohort in Autumn 2018. (Leiden University, Nikol Hopman)
- Student Information Release form was revised to align with 2017 MOU. (NJ Civil Service Commission, LaVida Stalsworth)
- The NM CPM Advisory Board determined the mission statement for the NM EDGE program. Our program administers other certifications and training programs, and there were adjustments within those, especially in the area of compliance training for state officials and public entities with purchasing officers. The official mission statement for NM EDGE and the NM CPM program is "Better Government through Education" (New Mexico State University Cooperative Extension Service, Mary DeLorenzo)

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

- Added a "menu" approach of a variety of artifact assignments. Participants need to complete 5 artifact assignments for their e-portfolio. These artifact assignments are directly tied to each course module to demonstrate gaining competencies in a particular area. Example: Succession Planning/Knowledge Management class assignment is to develop a Knowledge Transfer Plan for their organization/department/unit. These assignments include an artifact, and an reflective paper around the process. (University of Kansas, School of Public Affairs and Administration, Public Management Center, Terri Callahan)
- Change Management added in 2017
- (State of Vermont, Brian Remer)
- Classroom program curriculum was changed to address customers & their organizations' needs. New topics were added, current topics updated. Some topics shifted from full to half day format or half-day to full day format. (Arizona State University - Bob Ramsey Executive Education, Shannon Zweig)
- Curriculum changes occurred 2i5h 5h3 Emotional Intelligence course; Workforce Planning; MBTI and Systems and Processes (South Carolina CPM Proqram, Stephanie Duncan)
- Due to low enrollment, planning on offering some modules fully or partially online in 2018-19 to reduce time away from the office. (University of Washington Tacoma Professional Development Center, Kathleen Beaumont)
- Each year we review the curriculum to assure accuracy and improve as needed to keep information fresh and contemporary and to incorporate new information as needed. (New Hampshire Bureau of Education and Training, Ginger Lever)
- Included course work on strategic doing and the Baldrige performance excellence framework. (Division of Personnel, Milton Potter)
- Instituted a lead instructor responsible for delivery of the entire program, with the support of guest instructors for selected courses. (Office of Continuing Education & Professional Development, College of Business and Management, Saginaw Valley State University, Anthony Bowrin)
- Lean Six Sigma was removed from the program as DC Government instituted a centralized Lean Six Sigma Program given the demand from the CPM Program. Strategic Project Management replaced Lean Six Sigma in the CPM curriculum. (District of Columbia, Cheryl Robertson)
- Minor modifications to content (Carl Vinson Institute of Government, Walt McBride)

- New courses were added to replace older existing courses. Some continuing courses were redesigned. (Office of Management and Enterprise Services (OMES), Tenysha Green)
- None, although we are currently undergoing a reorganization in an effort to offer a hybrid model so that more participants from across the Commonwealth can participate. (George Mason University - Schar School of Policy and Government, Tonya Neaves)
- Program faculty have elected to update and revise existing curriculum components they determined to be dated and in need. (NC Office of State Human Resources, Annis Barbee)
- Required elective hours were eliminated for online courses. (State of Utah, JJ Acker)
- The Capstone process was refined to allow for the Opening Conversation for Project Development to occur at the end of the face-to-face assessments. The interaction greatly benefited the process. (New Mexico State University Cooperative Extension Service, Mary DeLorenzo)
- The CPM program is now under the Administration of the Division of Human Resources , not the Professional Technical Education Division. (State of Idaho - Division of Human Resources, Sharon Duncan)
- There were several changes: 1) brought more current practitioners in as speakers; 2) strengthened partnership with the University of NV at Las Vegas (UNLV) who provided curriculum development support, taught selected courses, and served as Capstone Project Evaluators; 3) updated the instructional calendar (added a couple of new courses, reordered and refreshed many of the existing courses). (State of Nevada, Rebecca Kennard)
- We evaluated the third level of our CPM program and adjusted it to make the program more manageable from a cost perspective. (The Centre for Organization Effectiveness, Sommer Kehrl)

Please summarize program delivery changes during the last year.

- Added a cohort in Central Georgia
- Moved from two-day modules to three-day (Carl Vinson Institute of Government, Walt McBride)
- More emphasis on the major project at the beginning of the program, e.g., at orientation participants not only had a briefing on what is expected in the projects, but also had the opportunity to talk with alumni about their experiences with their projects. (University of Nebraska at Omaha, Ellen Freeman-Wakefield)
- N/A (Schaefer Center for Public Policy - University of Baltimore, Ann Cotten)
- NA (State of Iowa, Kim Hanson)
- NA (Bridgewater State University, Jodie Drapal Koretski (Kluver))

- One faculty member has reduced her time in the classroom, so we welcomed a new faculty member to the portion of the role vacated. (NC Office of State Human Resources, Annis Barbee)
- Online learning platform update this year. (Millersville University, Hope Schmids)
- Our contracted trainers retired, and we brought responsibilities for training in-house. Primary trainers are now NV State employees. (State of Nevada, Rebecca Kennard)
- Several course were moved around to accommodate the learning processes for participants. (South Carolina CPM Prorgam, Stephanie Duncan)
- Started a cohort-based program in the Colorado mountains (Vail/Glenwood Springs). (University of Colorado Denver, Lisa VanRaemdonck)
- The program added synchronous classes in some very specific areas that lend themselves to that delivery. (New Mexico State University Cooperative Extension Service, Mary DeLorenzo)

**Table 2B
CPM PROGRAM CHANGES**

Type of Change	# of Programs	
	Yes	No
Program Policy Changes	6	30
Program design or curriculum changes	15	21
Program delivery changes	8	28

All of the responding CPM programs identified their goals/plans for the coming year. The top two goals for CPM programs nationwide were enhance and expand marketing efforts and increase program participation; closely followed by review and revision of program curriculum and recruitment and training of new instructors/faculty.

**Table 2C
PROGRAM GOALS**

Goals	# of Responding Programs
Enhance and expand marketing	27
Recruit/train new instructors/faculty	27
Review and revision of program curriculum	27
Increase/expand program participation	22
Add/Increase use of technology – blended learning	19
Review/modify program delivery systems	12
Other: Accreditation Process	1
Increase engagement with program grads	1
Receive reaccreditation	1

Section 3

CPM PROGRAM STAFFING

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 (33 Programs Responding)	University/ Community College	State/Govt. Agency	Advisory Board	Not Applicable
Program Administration	26	13	7	0
Curriculum Design	27	11	10	1
Evaluating the Program	28	14	14	0
Promoting the Program	28	18	21	0
Selecting the Participants	17	19	2	2
Selecting Scholarship Recipients	4	2	2	29
Recruiting Instructors	27	9	8	1
Securing Program Funding	23	12	2	2

Table 3B
CPM Program Staffing Levels

Type of Staff	No. of Programs Reporting	Range of Staff Levels Reported by Programs	Average
Administrative Staff – Full Time	21	1 to 5	1.7
Administrative Staff – Part Time	21	1 to 4	1.7
Contract Staff – Full Time	2	3	3
Contract Staff – Part Time	6	1 to 15	.9
Contract Trainers – Full Time	9	1 to 75	9.8
Contract Trainers – Part-Time	19	1 to 27	12.5
Volunteers – Full Time	1	2	2
Volunteers – Part Time	2	1 to 22	11.5

Two of the reporting CPM Programs draws their faculty entirely from one source (Pennsylvania Full Time Staff and Massachusetts Contract Staff Part Time). The remaining programs use varying combinations of sources for their faculty, with the highest number of programs using Non-Contract Faculty 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	5	18	32	29	14	3
1 to 25%	2	11	5	18	12	2
26% to 50%	1	4	11	7	1	1
51% to 75%	0	1	3	1	1	0
>76% to 99%	2	2	1	3	0	0
100%	0	0	2	0	0	3

*Other staff comes from Contract Trainers/Consultants, City, County, 911, k-12, Stakeholders/representatives of the community/societal actors, a CPM Graduate/HR Specialist

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	25
Word of Mouth	21
Advisory Board Recommendations	21
Agency Employees	18
CPM Graduate Recommendations	18
CPM Graduate Pool	17
RFP's/RFQ's	6
Other: <ul style="list-style-type: none"> • Existing Relationships/Networking • Community Affiliations • Advertisement • Recruiting at local govt conferences • Referrals from other programs • MPA Alumni 	8

Twenty-six of the 36 responding CPM programs offer a regular training session to familiarize instructors with CPM, CPM competencies, and eight offer occasional training. Twenty-three 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	234	96	30	360	18
Arizona	175	110	15	300	9
Arkansas	210	40	50	300	36
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	22
Georgia	168	72	60	300	9
Idaho	270	50	100	420	24
Indiana	154	106	40	300	24
Iowa	259	9	40	308	18
Kansas	176	55	70	301	11
Maryland	218	35	80	333	17
Massachusetts	325	0	0	325	18
Michigan	248	20	40	308	10
Mississippi	297	12	90	399	24
MWCOG	240	50	60	350	12
Nebraska	155	103	60	318	12
Netherlands	200	60	40	300	10
Nevada	254	15	50	319	18

CPM Program	Classroom Hours	Directed Study Hours	Required Project Hours	Total Hours to Complete CPM	Avg. # Months
New Hampshire	258	68	66	392	20
New Jersey	252	0	50	302	10
New Mexico	204	30	100	334	24
North Carolina	180	100	40	320	16
Oklahoma	261	0	39	300	30
Pennsylvania	304	0	60	364	13
South Carolina	238.5	19.5	50	308	18
Tennessee	96	164	40	300	12
Texas	120	150	30	300	14-24
U.S. Virgin Islands	192	24	84	300	13
Utah	180	20	100	300	9
Vermont	144	250	0	394	27
Virginia	208	45	47	300	15
Washington	203	47	70	320	12
Wisconsin	252	0	48	300	24
Wyoming	200	99	36	335	12
Average Hours/Months	211	59	53	323	17
Median Hours/Months	209	46	50	308	15.5

**Table 4B
ADDITIONAL PROGRAM REQUIREMENTS**

Requirement	# of Programs
Projects	35
Assessments	27
Required Readings	26
Case Studies	22
Exams	20
Simulations	16

Responding CPM Programs reported the following additional program requirements:

Other program requirements

- 40 hours supervisory prerequisites, 10 hours Leadership Assessment and Application Project (University of Washington Tacoma Professional Development Center, Kathleen Beaumont)

- Any and all required coursework (as indicated above), Professional Portfolio, and Capstone Project/Presentation. (Bridgewater State University, Jodie Drapal Koretski (Kluver))
- Attending and active participation in one-week residentials and written case-based assignments after each module and individual learning assignment at end of CPM Program (CPM competencies) and presentation and written summary of Capstone Project. (Leiden University, Nikol Hopman)
- Completion of all class materials, online courses, and reflections. (Naifeh Center for Effective Leadership, Trent Clagg)
- Each participant is required to respond to journal questions corresponding to each course. Participant journals are evaluated throughout the program. (SummaSource at Auburn Montgomery, Neal Kelley)
- Group Service Learning project
- Participation in on-campus conference (Carl Vinson Institute of Government, Walt McBride)
- In lieu of exams, we utilize Weekly Applied Learning Questions following each topic taught, asking how they will apply the learning to their current position/organization. Additionally, each 5-week course has a Course Applied Learning Assignment which encompasses all topics taught and concept application to students' current positions/organizations. (Arizona State University - Bob Ramsey Executive Education, Shannon Zweig)
- Included in the 50 hours of required projects: 10 hours for Service Project and 40 hours for capstone (Arkansas CPM, Biranda Lumpkin)
- Individual Management Develop Plan, E-Portfolio Artifact Assignments (University of Kansas, School of Public Affairs and Administration, Public Management Center, Terri Callahan)
- N/A (Laramie County Community College, Rhonda Priest)
- NA (State of Iowa, Kim Hanson)
- No (Schaefer Center for Public Policy - University of Baltimore, Ann Cotten)
- No (State of Nevada, Rebecca Kennard)
- no (Office of Continuing Education & Professional Development, College of Business and Management, Saginaw Valley State University, Anthony Bowrin)
- None (George Mason University - Schar School of Policy and Government, Tonya Neaves)
- Other requirements include the following: Leadership Development Plan (LDP), the Advanced Writing class, the Executive Seminar, the CPM Level 6 Comprehensive Essay. 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/or touring of state governmental agencies. 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)
- Paper and Project Presentations (New Mexico State University Cooperative Extension Service, Mary DeLorenzo)

- Participants are required to be present at all courses. A self-assessment based on the CPM competencies is completed three times during the program, upon acceptance to the program, midway through the program, and upon completion of the program. Course evaluations are also required at the end of each course, evaluating both the course and the instructor/s. (University of Nebraska at Omaha, Ellen Freeman-Wakefield)
- Participants must attend all classes. In case of missed classes, participants must make up the class with an assignment. Participants must pass an exam for the Strategic Project Management and present on a strategic project. (District of Columbia, Cheryl Robertson)
- Participation in the annual L.E.A.D. Symposium and attendance at the Leadership Seminar (New Hampshire Bureau of Education and Training, Ginger Lever)
- Presentations--live and virtual; application of key concepts in work setting with report back to instructors/peers via Discussion Board, etc.; peer (team) and executive review of CPM project process and product. (NC Office of State Human Resources, Annis Barbee)
- Program attendance, Microsoft Word, Excel, and PowerPoint proficiency that will assist students with completing program requirements (NJ Civil Service Commission, LaVida Stalsworth)
- Reflective Essays
- Individual Project
- Group Project
- In-class Assignments (Division of Personnel, Milton Potter)
- Successful completion of the capstone event (Office of Management and Enterprise Services (OMES), Tenysha Green)
- We utilize discussion posts and learning logs as additional assessments. (Millersville University, Hope Schmids)
- Writing assignments are used to assess learning. A capstone group project at the end of the program is instructor guided. (State of Vermont, Brian Remer)
- written papers, oral presentations (State of Utah, JJ Acker)

Program delivery systems for CPM programs include Completely On-line or e-Learning instruction; completely Face to Face instruction, and Hybrid or Blended Programs. Three CPM programs (Arizona, Illinois, and Pennsylvania) now offer a total on-line program, twelve other programs offer a hybrid or blended program with 10% to 70% online instruction. Six programs offer more than one program delivery system.

**Table 4C
Program Delivery Systems**

Type of Delivery System	# of Programs	Hybrid or Blended - % offered on-line	# of Programs
Completely On-Line or e-learning Instruction	3	5-24%	4
Completely Face to Face Instruction	28	25-50%	4
Hybrid or Blended Instruction	11	51-80%	3
		Not Reported	0

Ten of the 36 responding CPM programs focus on additional skill-sets outside of the seven competency areas required by the National CPM Consortium. These other skill sets include:

- | | |
|---------------------------------|-------------------------------------|
| Accountability | Macro-Oriented |
| Administrative Law | Management Information Systems |
| Analytical/Critical Thinking | Coaching |
| Budgetary Process | Problem Solving/Decision Making |
| Building Coalitions | Risk Taking & Innovation |
| Business Acumen | Results Oriented/Driven |
| Communication Skills | Quantitative Techniques |
| Emotional Intelligence/Maturity | Strategic Thinking/Agility |
| Interpersonal Skills | Work Ethic |
| Leading People | Working through Others |
| Lean Six Sigma | Public Safety Competency/Leadership |

Thirty-one of the responding CPM programs report that the content of the program's courses build on one another, tying content back to previous learned material.

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	4	32
Graduate Credit	10	26
Continuing Education Credit	6	30
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	3	3	1	18	1	6	1
9	2	6	11	21	1	63	1
4-12	1	9	3	30	4		
15	3	6-12	1	39	1		
18	1						
Total # of Programs	10		16		7		
Average No. of Credits	11	7		28			

Section 5

CONTINUOUS LEARNING PROGRAMS

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

- Annual CPM Alumni conference (State of Idaho - Division of Human Resources, Sharon Duncan)
- 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. (New Hampshire Bureau of Education and Training, Ginger Lever)
- 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 Workforce Development. Participants must acquire 36 hours of MSPB professional development courses that have CPM elective credit hours 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. Classroom hours are accumulated from December 1st to November 30th. The deadline for submission each year is December 1st. The CPM with Excellence designation will be awarded January 1st each year, and designees will be recognized at CPM-related events. (Mississippi State Personnel Board, Shondra Houseworth)
- Joint events with the SC Society of Certified Public Managers (South Carolina CPM Program, Stephanie Duncan)
- Kansas CPM with Distinction- To earn this certificate, CPM graduates must obtain 40 hours of continuing leadership/management training every three years. (University of Kansas, School of Public Affairs and Administration, Public Management Center, Terri Callahan)
- Management & Leadership Institute (MLI) Seminars (Arizona State University - Bob Ramsey Executive Education, Shannon Zweig)
- N/A (University of Nebraska at Omaha, Ellen Freeman-Wakefield)
- N.A., as we are just starting with our first cohort this year (Leiden University, Nikol Hopman)
- No (Schaefer Center for Public Policy - University of Baltimore, Ann Cotten)
- Our graduates are offered to attend seminars by the George Washington University as well as workshops given by DC Government. Graduates have had the opportunity to be selected to serve as consultants on critical agency initiatives. (District of Columbia, Cheryl Robertson)
- Professional development programs offered through the state of Iowa plus professional development programs offered through university partner (State of Iowa, Kim Hanson)
- short professional development workshops (George Washington University, Jing Burgi-Tian)
- Such a program and approach is currently being developed. (Division of Personnel, Milton Potter)

- Texas CPM Conference which is offered annually every April. (Texas State University, Howard Balanoff)
- We offer an annual symposium for all of our graduates. The topic varies, but is typically a hot topic, author of new book, or panel of Regional leaders. (The Centre for Organization Effectiveness, Sommer Kehrli)
- We offer CPM courses to graduates at a reduced rate. If graduates receive a certain amount of Continuous Learning hours/Professional Development hours they will achieve CPM with Excellence. (Arkansas CPM, Biranda Lumpkin)
- We only have one cohort to have completed the program and we are working with many of them on serving as instructors, on the board, etc. We have also held alumni meals since the group only consisted of less than 10. (George Mason University - Schar School of Policy and Government, Tonya Neaves)

CLP RECOGNITION AWARDS

Of all responding CPM programs all 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?

- Certificates of Completion are offered by the Bureau (New Hampshire Bureau of Education and Training, Ginger Lever)
- CEUs, depending on length of the workshop. (George Washington University, Jing Burgi-Tian)
- CPM conference is open to alumni (Carl Vinson Institute of Government, Walt McBride)
- N/A (University of Nebraska at Omaha, Ellen Freeman-Wakefield)
- N.A., as we are just starting with our first cohort this year (Leiden University, Nikol Hopman)
- No (State of Iowa, Kim Hanson)
- No (Schaefer Center for Public Policy - University of Baltimore, Ann Cotten)
- none (Arizona State University - Bob Ramsey Executive Education, Shannon Zweig)
- Not currently (State of Idaho - Division of Human Resources, Sharon Duncan)
- The participants receive a CPM with Excellence designation certificate. (Mississippi State Personnel Board, Shondra Houseworth)
- They will receive a certificate and special recognition at graduation for achieving CPM with Excellence (Arkansas CPM, Biranda Lumpkin)
- We recognize these individuals at the CPM graduation at the Statehouse and provide them with a certificate and a letter of congratulations. We list their names in the graduation program in recognition of earning the CPM with Distinction certificate. (University of Kansas, School of Public Affairs and Administration, Public Management Center, Terri Callahan)
- We used to recognize the winner of the Askew award at this event. We plan in April 2018 to recognize the current cohort. (The Centre for Organization Effectiveness, Sommer Kehrli)

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
- Social Media
- Conference/Vendor Exhibits
- Presentations/Meetings with Decision Makers

Social Media was the least used technique followed by Conference/Vendor Exhibits. They were both 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%	74%	26%	0%
Meetings with decision makers	17%	50%	33%	0%
Website	0%	39%	56%	5%
Presentations	15%	44%	41%	0%
Brochures	11%	17%	72%	0%
Conference/Vendor Exhibits	37%	14%	37%	11%
Social Media	34%	6%	50%	9%
Other: (number of programs)	62%	19%	19%	0%
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 27 of the responding programs, which is considerably more than the 10 reported in 2016.

More information about how the program is marketed

- Marketing is directed to agency leadership, training coordinators, human resources, and the state employee association. CPM graduates and council members actively market the program as well. (Arkansas CPM, Biranda Lumpkin)
- Members of advisory board support us as well. (Leiden University, Nikol Hopman)
- NA (State of Iowa, Kim Hanson)
- We conduct WebEx Information Sessions for all employees. (District of Columbia, Cheryl Robertson)
- We plan to expand our marketing efforts over the next academic year to include face-to-face meetings with decision makers, and presentations/pre-enrollment orientation sessions. (Bridgewater State University, Jodie Drapal Koretski (Kluver))
- We send targeted emails and social media to specific government entities in regions in our state. (Naifeh Center for Effective Leadership, Trent Clagg)
- We will go into State agencies and deliver presentations on the program (South Carolina CPM Progam, Stephanie Duncan)
- When we find interest in a geographical area, we will arrange a meeting of interested parties and present the details of our program and make a case for the benefits of participation. We will invite previous graduates to give testimonials. We followup to obtain commitment by those interested and form a cohort group that will go through the program together. (FCPM, Daniel Vicker)

**Table 6B
ELIGIBILITY REQUIREMENTS**

Requirement	# of Programs
High School Diploma	9
College Degree	4
Current Supervisory Position	11
Some Supervisory Experience	18
Supervisor Approval/Recommendation	25
Applicant Essay	17
Agency Recommendation	17

**Table 6C
APPLICATION PROCESS**

Requirement	# of Programs
Self-Nomination	30
Agency Nomination	29
Letter of Recommendation	10
Essay	15
Formal Application/Resume	2
Participant registers online; approved by their agency	1

Section 7 PROGRAM STATISTICS

During 2017 CPM programs presented a total of 708 sessions. Out of 2,214 individuals accepted into programs nationally, 2,173 enrolled. There were a total of 5,525 active participants throughout the year; the additional 3,352 participants were from prior year enrollments.

**Table 7A
CPM ACTIVITY IN 2016**

CPM Program	# of Sessions	Individuals Accepted	Individuals Enrolled	# Active Participants	Individuals Completed
Alabama	36	62	62	62	31
Arizona	336	155	155	208	101
Arkansas	30	19	19	52	8
California	100	0	0	0	0
Colorado	12	17	17	44	8
District of Columbia	55	27	27	25	25
Florida	-	536	536	1170	353
Georgia	-	117	117	181	61
Idaho	114	95	95	167	73
Indiana	40	38	38	90	11
Iowa	69	37	36	74	37

CPM Program	# of Sessions	Individuals Accepted	Individuals Enrolled	# Active Participants	Individuals Completed
Kansas	85	85	85	87	85
Maryland	-	7	6	11	0
Massachusetts	22	7	7	9	0
Michigan	39	9	7	7	0
Mississippi	103	113	113	577	50
MWCOG	-	31	31	62	31
Nebraska	21	9	9	8	8
Netherlands	6	11	11	11	-
Nevada	74	40	40	78	33
New Hampshire	85	114	105	235	127
New Jersey	36	112	102	222	127
New Mexico	94	-	-	1,200	4
North Carolina	125	52	52	50	50
Oklahoma	-	0	0	60	15
Pennsylvania	-	6	6	4	0
South Carolina	35	68	68	68	71
Tennessee	0	0	0	0	0
Texas	123	150	150	150	103
U.S. Virgin Islands	-	45	45	45	0
Utah	154	135	135	338	80
Vermont	-	24	24	67	23
Virginia	32	8	8	8	0
Washington	29	12	12	12	10
Wisconsin	112	42	42	112	30
Wyoming	0	15	14	31	15
Total	2,967	2,198	2,174	5,525	1,570

Twenty-seven programs held graduation ceremonies in 2017 with a total of 1,570 graduates, a 7% decrease from the 1,688 graduates in 2016. CPM programs throughout the nation have graduated 31,370 participants since inception.

**Table 7B
REPORTED CPM GRADUATES**

Program	2011 Total Graduates Inception	2012 Total Graduates Inception	2013 Total Graduates Inception	2014 Total Graduates Inception	2015 Total Graduates Inception	2016 Total Graduates Inception	2017 Graduates	2017 Total Graduates Inception
Alabama	600	656	724	768	813	848	31	879
Alaska	36	36	36	36	36			0
Arizona	1,914	2,014	2,115	2,241	2,367	2673	101	2774
Arkansas	184	191	198	206	216	224	8	232
California	22	22	29	29	29	42	0	42
Colorado	7	16	28	32	36	58	8	66
District of Columbia	617	633	649	668	690	713	25	738
Federal Govt USDA (Withdrew 2014)	48	48	48	48	0		-	0
Florida	3,866	4,166	4,275	4,698	4,918	5394	353	5747
Georgia 1)				-			61	61
Idaho	344	370	416	416	463	512	73	585
Illinois (<i>withdrew 2017</i>)	18	19	22	24	25	26	-	26
Indiana	-	9	15	25	30	45	11	56
Iowa	389	438	471	505	505	597	37	634
Kansas	1,308	1,379	1,451	1,523	1,584	1605	85	1690
Kentucky (Term 2014)	1,075	1,075	1,075	1,075				0
Louisiana (on 7/1/07)	243	243	243	243				0
Maryland		-		6	21	30	0	30
Massachusetts							0	0
Michigan	41	52	63	70			0	0
Mississippi	905	933	987	1,033	1,075	1116	50	1166
Missouri (<i>withdrew 2017</i>)	11	16	16	16	16			0
MWCoG	208	232	261	291	322	340	31	371
Nebraska	34	40	44	52	57	65	8	73
Netherlands							0	0
Nevada	234	316	351	390	421	489	33	522
New Hampshire	360	396	420	446	538	1200	127	1327
New Jersey	5,988	5,988	6,025	6,125	6,183	6285	127	6412
New Mexico		4	6	6	9	12	4	16
North Carolina	1,304	1,334	1,374	1,412	1,445	1487	50	1537
Ohio (<i>withdrew 2015</i>)	573	610	630	673	712			0
Oklahoma	528	541	550	565	572	588	15	603
Pennsylvania	-	-	6	6	10	11	0	11

Program	2011 Total Graduates Inception	2012 Total Graduates Inception	2013 Total Graduates Inception	2014 Total Graduates Inception	2015 Total Graduates Inception	2016 Total Graduates Inception	2017 Graduates	
South Carolina	540	568	621	673	721	759	71	830
Tennessee							0	0
Texas	1,179	1,301	1,391	1,483	1,601	1755	103	1858
US Virgin Islands				43	43	30	0	30
Utah	1,560	1,630	1,681	1,732	1,831	61	80	141
Vermont		20	40	62	86	23	23	46
Virginia (Term 2013)	35	35	35	35	35	0		0
Virginia (Accred 2015)						0	0	0
Washington (Terminated)	89	89	89				0	0
Washington (Accred 2014)				6	13	6	10	16
Wisconsin	514	549	573	617	661	44	30	74
Wyoming	19	30	43	69	93	26	15	41
TOTALS	24,793	25,999	27,001	28,348	28,177	27,064	1,570	28,634

Programs reported 5,525 active participants in their programs in 2017. Of these, programs detailed the source of 4,176 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 (60%), followed by city/municipal and county (35% 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.

**Table 7C
2017 PROGRAM PARTICIPANTS BY ORGANIZATION TYPE**

Program	# State	# County	# City	# Federal	# Non-profit	# from Other*	Total
Alabama	62						62
Arizona	42	54	76	34	2		208
Arkansas	32	2	1				35
California	0	0	0	0	0	0	0
Colorado	2	3	34	3	1	1	44
District of Columbia	0	0	100	0	0	0	100

Program	# State	# County	# City	# Federal	# Non-profit	# from Other*	Total
Florida	555	508	107	0	0		1170
Georgia	16	48					64
Idaho	166	1					167
Indiana	16	16	57	1	0		90
Iowa	46	3	24	0	0	1	74
Kansas	15	13	57			2	87
Maryland	4		6	0		1	11
Massachusetts	0	0	8	0	1	0	9
Michigan	0	1	5	0	1	0	7
Mississippi	577	0	0	0	0		577
MWCOG	0	21	8	0	0	2	31
Nebraska	4	1	1	0	2	0	8
Netherlands	6		5			1	11
Nevada	76	0	1	0	0	1	78
New Hampshire	204	3	27		1		235
New Jersey	30.5	18.5	50	.5	.5		100
New Mexico	5	85	10	0	0		100
North Carolina	46	2	2				50
Oklahoma	58	2					60
Pennsylvania	1	1	3		1		6
South Carolina	67	1					68
Tennessee	4	4	5	2	0	0	15
Texas	10	5	120	5	15	5	160
U.S. Virgin Islands	42				2	1	45
Utah	325	1	3	3	6		338
Vermont	24						24
Virginia	-	-	-	0	0		0
Washington	5	2	5	0	2		14
Wisconsin	38	13	56	0	5		112
Wyoming	16	0	0	0	0	0	16
Total	2,494.5	808.5	771	48.5	39.5	15	4,176
% of Total	60%	19%	18%	1%	1%	<1%	100%

*Other includes International.

Section 8

SUPPORT FOR LOCAL CPM SOCIETY

Twelve programs have a local CPM Society: MWCoG, Utah, New Hampshire, Mississippi, Wisconsin, Arkansas, South Carolina, Alabama, New Jersey, Florida, North Carolina and Georgia. Two programs have inactive societies: Washington and Washington D.C. Membership in these Societies ranges from “Not Sure” to 137 members. Support for local CPM Societies is provided in a variety of ways, both by states with existing societies and by states encouraging their formation.

Table 8A
SUPPORT FOR LOCAL CPM SOCIETY

Support Provided	# of Programs
Educating candidates and graduates about the Consortium and Society through CPM Program Channels	4
Facilitating connecting CPM graduates with AACPM in order to form a new society	0
Willingness to position CPM Director as ex-officio member of state society board	2
Supporting and/or facilitating the Askew Awards process for state societies and help keep AACPM informed about Askew Award winner	1
Involving society officer and members in the continuing accreditation site visits	2
Other: <ul style="list-style-type: none"> • Co-sponsor annual conference; instructors deliver training sessions for annual symposium • Pay association membership fees for new CPM candidates 	4

Four local CPM Societies have Trademark Licensing Agreements with NCPMC: Alabama, Florida, Mississippi, and North Carolina. The remainder of the societies is covered under the Trademark Licensing Agreement of the American Academy of Certified Public Managers®.

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	31
Assessments of participant reaction to individual courses or sessions	33
Assessments of participant reaction to individual course or session instructors	32
Assessments of the level of knowledge or skills gained by the participant	26
Assessments of organizational impact of the participant's CPM training	18
Pre-program skill assessments	15

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

Assessment Technique (Programs selected all that applied)	# of Programs
Capstone Project or Course	28
Individual Written Projects	29
Individual Presentations	20
Test/Exam	14
Team Presentations	16
Team Written Projects	14
Quiz	8
Research Projects	6
Assessment Centers	1
Reflective Essays/Assignments	2
Individual Learning Assignment	1
Self-Assessment Survey	1

**Table 9C
CAPSTONE PROJECT IDEAS**

Source of Capstone Project Idea (Programs selected all that apply)	# of Programs
Self f-Selected	31
Agency Assigned	19
Instructor Assigned	5
Supervisor Suggested	3
Combination of Student and Instructor	2

**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	16
Survey of participants	15
Anecdotal information received from participants	19
Anecdotal information received from individuals at participants' organization	14
Survey of participants' supervisors	8
Survey of participants' direct reports	4
Survey of participants' peers	3
Management Report on Capstone Project	1

**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	25
Anecdotal information received from other individuals at participant's organization	19
Quantitative analysis of project returns on investment	13
Quantitative analysis of project impact on organizational expenditures	9
Quantitative analysis of project impact on customer satisfaction	9
Capstone project presentation feedback from evaluators	1
Other Information from Org. Post-Capstone	2
Assessment by CPM Faculty and Administrators	1
Executive Management Report by Agency	1
Quantitative Assessment of work and impact by the lead instructor	1

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

Review Frequency	# of Programs
As needed, no formal review cycle	15
Annually	11
Continual, ongoing	1
Biannually	1
Not reviewed	

**Table 9G
INCENTIVES FOR PROGRAM COMPLETION**

Incentives	# of Programs
Promotional preferences	13
Ability to substitute CPM for EDUCATIONAL experience	8
Ability to substitute CPM for WORK experience	6
Pay incentive	10
Don't know	9

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	3	7
Supervisory Survey	1	1
Do Not Track	31	28