

CONTINUING ACCREDITATION REPORT  
ON  
THE NEW HAMPSHIRE CERTIFIED PUBLIC MANAGER® PROGRAM

Presented to:

The National Certified Public Manager® Consortium

By the Review Committee:

Robbi Dreifuerst  
Director, Wisconsin CPM Program  
Committee Chair

Serphia Curry-Hill  
Instructor, South Carolina CPM Program

Joseph Fornaro  
Graduate, Arizona CPM Program

September 2018



## CONTINUING ACCREDITATION REPORT

### THE NEW HAMPSHIRE CERTIFIED PUBLIC MANAGER® PROGRAM

We, the members of the committee appointed to review the New Hampshire Certified Public Manager program for continuing accreditation, are pleased to report that we have completed our review and *recommend, without qualifications, that the New Hampshire CPM program be re-accredited for the maximum period authorized by the bylaws*. Our recommendation is based on the following findings:

#### Findings

The New Hampshire CPM Program submitted all of the necessary and required documentation to each of the review committee members. The documentation was properly organized, very clear and comprehensive. The committee appreciated the provision of such thorough documentation, which limited the amount of additional materials that needed to be reviewed during the site visit.

1. In the matter of general **Program Overview** (Tab 1) requirements, the committee determined that:
  - A. A strong linkage exists between state government and higher education. The program, administered by the State of New Hampshire Bureau of Education and Training (BET) within the Division of Personnel, has articulation agreements with 6 state universities that recognize completion of the CPM program for either undergraduate or graduate credit.
  - B. An Advisory Board to the New Hampshire Certified Public Manager Program is in place. It consists of staff from the New Hampshire BET, state agency heads, University of New Hampshire faculty, and others as appointed.
  - C. Participants are from state and local government. While federal agencies are welcomed in the program, there have been none to date.
  - D. Program requirements are clearly identified to all participants. A complete and comprehensive *Participant Handbook* provides detail on program policies, expectations and requirements.
2. In the matter of **Program Organization** (Tab 2), we find:
  - A. The program is self-supporting through state fund allocation. The State of New Hampshire receives fees from students' agencies for its cohort CPM programs.
  - B. A list of instructors who develop and teach classes is included. Instruction is provided primarily by BET staff.

3. In the matter of **Administrative Policies and Procedures** (Tab 3), we find:
  - A. Administrative policies and procedures are clearly documented. A *Participant Handbook* provides clear direction on policies and procedures. An introductory overview that highlights this information is also presented at the start of each cohort group.
  - B. A student tracking system is in place. Each cohort group is tracked using an Excel spreadsheet maintained in the Bureau of Education and Training. The spreadsheet allows monitoring of missed classes and required make-ups.
  - C. Project requirements are clearly specified in a *Project Handbook*. The final group project is one of the program's strengths.
  - D. Adequate security exists for student assignments and assessments. Documents are housed in a secure network folder accessed only by BET staff and the student.
4. In the matter of **Course Delivery** (Tab 4), we find:
  - A. One cohort group is begun at least once each year in the BET Training Center in Concord; a schedule for a recently-completed cohort group is included.
5. In the matter of **Course Materials** (Tab 5) we find:
  - A. Copies of course materials were provided for review at the site visit. Courses are extensive and address all core competencies.
  - B. Learning outcomes for each course are clearly stated, and provided.
  - C. The curriculum is well-sequenced, with early courses in the schedule providing basis for later offerings. The curriculum provides a well-rounded experience thoroughly covering the competencies.
  - D. The *Participant Handbook* includes a policy for class substitution.
  - E. The program consists of 250 hours of instructor-directed learning, plus 50 hours of project-related work, for 300 total hours, meeting the bylaw requirement.
6. In regard to **Examinations and Projects** (Tab 6) we find:
  - A. All participants receive a *Project Handbook* which states that the project report must include a discussion of the knowledge, principles or theories from CPM classes that were applied. Sample projects provided at the site visit verified this application.

- B. Evaluation criteria for the capstone project are clearly defined in the *Project Handbook*. Students receive the evaluator’s feedback verifying the project has satisfactorily met the stated standards.
  - C. The program requires reflection essays that directly relate to each course. The student must successfully complete these papers that require application of coursework to workplace situations.
  - D. Students receive feedback on their essays via a formal rubric to measure success. CPM staff also provide comments.
7. In regard to **Program Evaluation** (Tab 7) we find:
- A. Data is collected at the end of each session via a student evaluation sheet. The form uses a Likert Scale to evaluate student reaction to course materials, content, instructor, and organizational impact. Comments and recommendations are solicited.
  - B. Students complete SWOT analyses as part of class activities to learn and apply the tool and provide the program valuable data. Evaluation results have prompted modifications in program delivery and content. Staff uses student feedback to ensure continuous improvement in the program.
8. In regard to **Participant Information**, (Tab 8) we find:
- A. A detailed list of active participants is maintained.
9. In regard to **Perceived Strengths and Weaknesses**, (Tab 9):
- A. The program conducts frequent SWOT analyses to evaluate its efforts. Several of the identified strengths are echoed in the review notes that follow.
  - B. Program weaknesses identified by students are discussed and addressed by staff; many can be viewed as future challenges—not unlike those faced by many CPM Programs.

Particular strengths and potential areas for improvement that were noted by the Committee are described below in the Overall Conclusions.

## Overall Conclusions

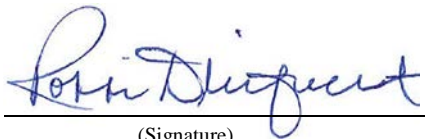
The New Hampshire CPM program is a strong, well-organized program that fulfills a critical role in the development of state government managers as well as those in local government. The program possesses many positive attributes as noted below:

1. **Exemplary Characteristics:** The Committee was especially impressed by the following:
  - A. The strength of the New Hampshire CPM Program today is largely due to the dedication and tireless efforts of director Ginger Hobbs Lever. This was expressed by every stakeholder group interviewed during the site visit.
  - B. The enthusiasm for the CPM Program shown by administrators and staff of the State of New Hampshire Division of Personnel is impressive. All whom the reviewer met during the site visit were highly competent and very committed to the program's success.
  - C. The CPM program has strong linkages to 6 universities in the state of New Hampshire. CPM graduates may obtain 17 undergraduate credits; 6-12 credits towards a MPA program; or 6-9 credits toward an MBA degree. State of NH employees are eligible for a 10% tuition discount at several universities.
  - D. The two-tiered approach of the NHCPM allows students to complete the Certified Public Supervisory Program in Year 1, then continue with the Certified Public Manager Program in Year 2. Recognition of the Department of Health and Human Services's Supervisor Certificate Program as fulfilling Year 1 offers state employees additional flexibility.
  - E. The final projects produced by CPM students are extremely well done and presented in a showcase setting that allows their good work to be viewed by many.
  - F. Graduates spoke highly of their CPM experience. They valued the opportunity to gain the supervisory hours required for many promotional opportunities in state government. Many praised the step-by-step progression of knowledge and skills developed throughout the program. Several cited the value of networking with and learning from other managers, especially across state and local government.
  - G. The NH Alumni Association plays an important role in the continuing development and success of the NHCPM program. The association organizes popular "coffee and conversation" education opportunities in collaboration with the University of New Hampshire, serving as ambassadors of the CPM Program.
  - H. The program is awaiting approval of a proposal to relocate staff offices and training space to one location in Concord. The co-located space will save staff travel time, relieve some of the room-scheduling challenges, and allow the program to better meet its high demand (currently 97 in Level I; 38 in Level II).

2. **Closing Remarks:** The Committee offers the following observations and suggestions to further enhance the strength and quality of the New Hampshire program:
- A. Program instructors are extremely dedicated teachers, highly responsive to the needs of their students. The entire curriculum is taught by 1 full-time and 3 part-time individuals, however, which stretches the BET staff to its limit. Approval of (repeated) budget requests for additional staff would greatly enhance the program's capacity and enable the expansion needed for nonprofit and municipal/county participation.
  - B. Program staff explained that the board had been unable to meet regularly in the past year. The committee strongly recommends that the Board be convened at least twice per year. It is also recommended that the size of the Board be increased so that member absences at meetings will not affect group decision making.

The above findings and recommendations on the New Hampshire Certified Public Manager program are based upon a review of all documentation by the committee, and confirmed in a site visit by the chair on August 1-3, 2018.

Respectfully submitted by:



(Signature)

9/24/18

(Date)

Robbi Dreifuerst, Committee Chair  
Director, Wisconsin CPM Program

Serphia Curry-Hill  
Instructor, South Carolina CPM Program

Joseph Fornaro  
Graduate, Arizona CPM Program