



NATIONAL
CERTIFIED PUBLIC MANAGER®
CONSORTIUM

FINAL 2021 ANNUAL REPORT

for
Certified Public Manager® Programs
From Across the Nation

Prepared by:

The National Certified Public Manager® Consortium
Patty Morgan, Administrator

September 2022

Table of Contents

Table of Contents	iii
ACKNOWLEDGEMENTS	iii
INTRODUCTION	1
Section I PROGRAM ADMINISTRATIVE ORGANIZATION	3
Section 2 PROGRAM CHANGES AND GOALS.....	12
Section 3 CPM PROGRAM STAFFING	19
Section 4 PROGRAM DESIGN AND STRUCTURE	22
Section 5 CONTINUOUS LEARNING PROGRAMS.....	332
Section 6 PROGRAM MARKETING AND RECRUITMENT	36
Section 7 PROGRAM STATISTICS.....	38
Section 8 SUPPORT FOR LOCAL CPM SOCIETY.....	43
Section 9 ASSESSMENT AND EVALUATION	44

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 37 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 2021-2022

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/international programs, including one program in the US Virgin Islands and one in the Netherlands (see map on page 3.) Of those, 37 programs are fully accredited, 2 programs are in Active Status; and 4 programs are in Associate Status with one program soon to apply for Active Status, Montana.

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.

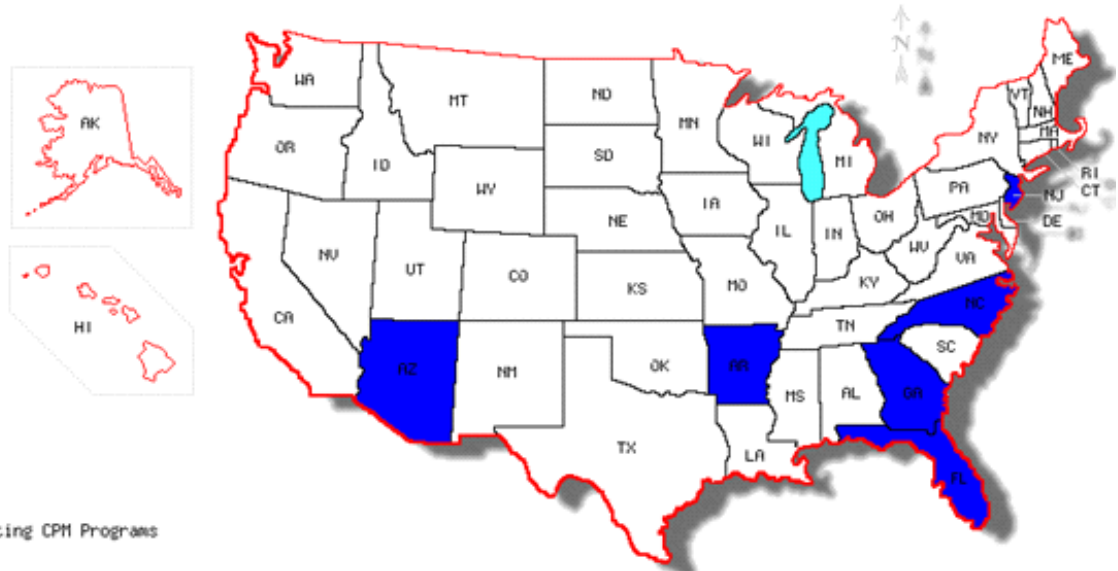
Other initiatives undertaken in 2021-2022 include:

- The process of distribution and compilation of the 2021 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.
- A new Strategic Partnership with the Certified Public Managers® Education Foundation (CPMEF) was finalized. This included a build-out of the existing website to include a separate branded menu and pages for CPMEF, 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 December of 2022, efforts are currently underway for the professional development portion of the 3-day agenda.

1985 CPM Program Map

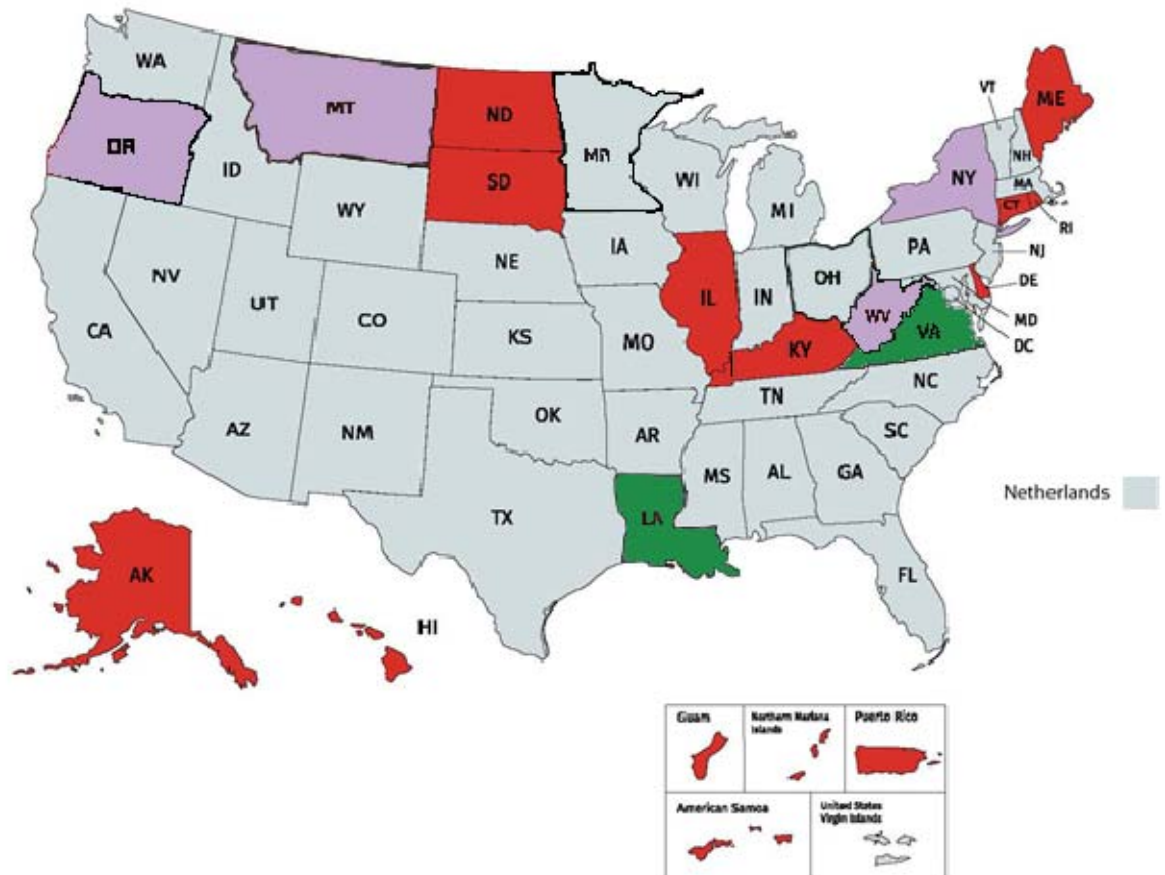
1985 Existing CPM Programs

● - CPM Program



NOTES:
1985 Existing CPM Programs

2021-2022 (Current) CPM Program Map



ACCREDITED

ASSOCIATE

ACTIVE

INACTIVE

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 2021 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 38 Accredited and Active members as of December 2021, 37 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.

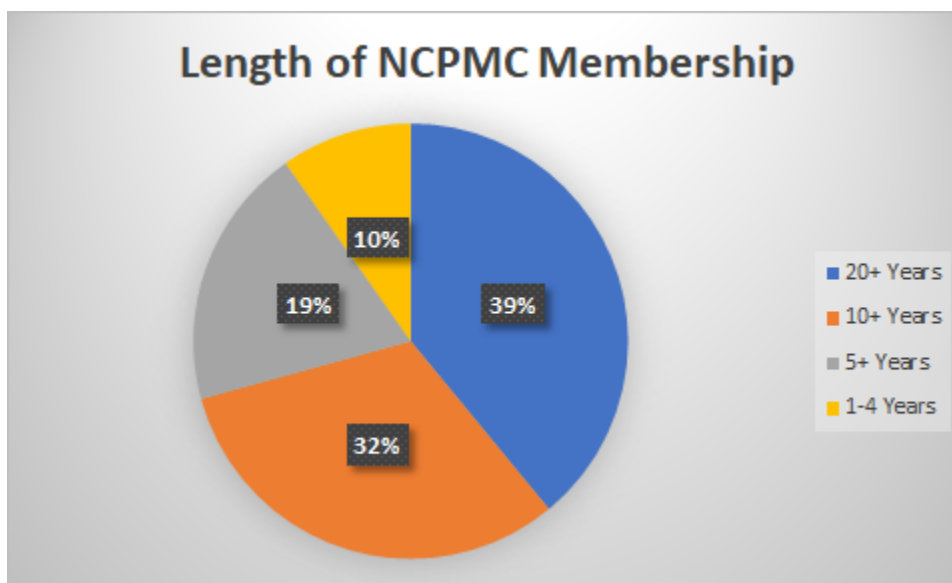
Table 1A
SUMMARY OF PROGRAM ADMINISTRATIVE DATA
FOR ALL CONSORTIUM MEMBERS, THROUGH DECEMBER 2021

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	2017		X			
Arkansas	X				X				1985	1991	2016			X		
California	X							X	2007	2007	2017	X				
Colorado	X				X				2010	2010	2021	X				
District of Columbia	X				X				1997	1998	2019					X
Florida	X				X				1979	1979	2021	X				
Idaho	X						X		2001	2003	2017			X		
Georgia	X				X				2015	2017	2017	X				
Indiana	X				X				2008	2011	2016		X			
Iowa	X						X		2002	2003	2018					X
Kansas-Missouri	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	2021	2021		X			
Mississippi	X						X		1989	1993	2018				X	
Montana			X		X				2020				X			
Nebraska	X				X				2007	2008	2018		X			

CPM Programs	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	2021					X
New Hampshire	X						X		1996	1996	2018				X	
New Jersey	X							X	1984	1984	2021			X		
New Mexico	X				X				2008	2011	2017	X	X			
New York			X		X				2019				X			
Netherlands	X				X				2015	2017	2017		X			
North Carolina	X						X		1981	1988	2017				X	
Ohio	X				X				2019	2020			X			
Oklahoma	X						X		1986	1988	2019				X	
Pennsylvania	X				X				2010	2012	2018		X			
South Carolina	X						X		1996	1996	2016					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			
Wisconsin	X				X				1990	1993	2017			X		
Wyoming	X					X			2009	2010	2015	X				
Total	37	1	3	0	28	1	9	3								

The Consortium has been a stable organization since its inception, with sustained growth over 40 years. Program membership has grown to 41 programs in 2022, with one new 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, 4 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

	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	5	5	5
Programs Using 2 of the Options	2	2	0
Programs Using only 1 of the Options	15	13	0
Total Number of Programs Using these Options	22	20	5

CPM PROGRAM PRICING STRUCTURES

CPM Programs which are 100% fee supported charge between \$1,400 and \$5,842 per student for Open Enrollment. Those programs which use Cohort Enrollment, charge between \$1,300 and \$5,950 per student. Three programs in these categories raised their fees per student in 2021, seven programs lowered their fees per student. The average price per student open enrollment decreased to \$4,158 in 2021.

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.	
Alabama	\$4,005	\$4,005			
Arizona	\$3,300	\$3,500			Arizona residents get a discount vs non-residents
Arkansas					
California	\$5,048	\$5,048	\$5,000	\$5,048	For different parts of the state, the tuition varies slightly to account for speakers
Colorado					
Florida	\$3,500	\$3,850	\$2,560	\$2,800	
Georgia	\$3,500	\$3,500	\$3,500	\$3,500	
Idaho					
Indiana	\$3,090	\$3,690			
Iowa			\$3,500	\$3,500	
Kansas-Missouri	\$3,600	\$3,800			
Maryland					

PROGRAMS 100% FEE SUPPORTED	Option 1 Open Enrollment Price Per Student		Options 2 &/or 3 Cohort Enrollment Price Per Student		Comments
	Min.	Max.	Max.		
Michigan					
Minnesota					
Mississippi					
Netherlands	Euro 12,500	Euro 12,500			
New Hampshire	\$3,900	\$3,900			\$1,950 Level I, \$1,950 Level II
Nevada					
New Jersey	\$3,700	\$3,700			
New Mexico					
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					
Utah	\$2,625	\$2,625			
Vermont			\$2,300	\$2,300	
Virgin Islands					
Washington	\$5,842	\$5,842			
Wisconsin					
Wyoming			\$3,299	\$3,299	10% discount for agencies enrolling two or more participants in the same cohort.
Average Price Per Student in 2021	\$3,780	\$3,893	\$3,229	\$3,261	
Median Price Per Student in 2021	\$3,550	\$3,750	\$3,299	\$3,299	

CPM Programs whose funding come from a combination of fees and other funding sources charge between \$3,300 and \$5,950 per student for open enrollment. Those programs that use Cohort Enrollment charge between \$2,560 and \$7,437 per student. The minimum average price per student increased to \$3,450 in 2021.

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	\$3,775	\$3,775			
Colorado	\$3,300	\$3,300	\$3,000	\$3,000	Starts at \$3,300, some discounts available based on cohort size
District of Columbia			\$7,437	\$7,437	
Idaho			\$2,375	\$2,375	
Maryland	\$5,580	\$6,500			\$5,580 for on-line
Massachusetts	\$4,200	\$4,200			
Michigan	\$2,995	\$2,995	\$2,995	\$2,995	
Minnesota	\$4,000	\$4,000			
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.
New Mexico	\$3,500	\$3,500			Ours is not a "fixed" price program. The minimum cost to participate is \$3400, typical is \$3500. Some students continue taking and paying for classes after graduation.
North Carolina	\$1,400	\$1,400			
Ohio	\$5,950	\$5,950	\$5,900	\$5,900	
Oklahoma			\$1,300	\$1,300	
Texas	\$4,865	\$4,865			
Virginia	N/R	N/R	N/R	N/R	
Wisconsin	\$5,500	\$5,500	\$4,400	\$4,400	
Average Price Per Student in 2021	\$4,097	\$4,180	\$4,301	\$4,004	
Median Price Per Student in 2021	\$4,000	\$4,000	\$4,400	\$3,700	

Those CPM Programs which are 100% appropriation/organization funded have a cost of \$0 to \$500 per student for open enrollment and \$0 to \$4,200 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	0	\$500	\$0	\$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 2021	\$0	\$250	\$1,167	\$1,567	Average cost per student skewed due to 2 programs offering at \$0
Median Cost Per Student in 2021	\$0	0	0	\$500	Median cost skewed due to 2 programs offering at \$0

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

- \$300 per 2-day course for attendees not seeking the full certificate. (University of Colorado Denver School of Public Affairs, Ellen Patterson)
- 0 (District of Columbia Department of Human Resources, Melinda Coles)
- 10% discount for agencies enrolling two or more participants in the same cohort. (Laramie County Community College, Rhonda Priest)
- Early bird registration discount of \$300 for registering early. (University of Washington Tacoma Professional Development Center, Saralyn Smith)
- For different parts of the state, the tuition varies slightly to account for travel expenses for speakers. (The Centre for Organization Effectiveness, Sommer Kehrli)

- 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. (University of Nebraska Omaha, Ellen Freeman Wakefield)

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 (29) paying 90% 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	16	2	5
26% to 50%	2	1	0	1
51% to 75%	1	2	0	0
>76% to 99%	13	1	0	0
100%	17	3	1	1
Not used	4	0	30	0

Section 2

PROGRAM CHANGES AND GOALS

CPM programs across the country experienced a number of changes in 2018, 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.

- A withdrawal policy was added. Participants are required to submit a written request to withdraw from the program. If participants do not resume the program with the next class, they will have to reapply to the program. (South Carolina Department of Administration, Stephanie Duncan)
- Continued - due to the global pandemic, Public Health Emergency, staff was allowed to telework from January to present. (NM EDGE New Mexico, Jeanine Eden)
- Delivery of our program through Zoom (FCPM/FSU, Dan Vicker)
- 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. (State of New Hampshire - Bureau of Education and Training, Stephen Mason)
- For Class 18, which started in August 2021, we added additional mandatory supervisory classes to the requirements, as the State updated its list. In addition, we instituted a policy that a person cannot progress to Phase II of the program unless all assignments from Phase I are completed. (State of Nevada Division of Human Resource Management, Rebecca Kennard)
- From the 2020 re-accreditation review, due to the robust nature of our program, it was suggested that we reduce the number of required CPM training electives from 60 to 30 electives for the successful completion of the program. This change was implemented in 2021. (Auburn University at Montgomery, Office of Continuing Education and Community Engagement, Neal Kelley)
- In Fall 2021, we returned to in-person classes and developed COVID related policies. (NJ Civil Service Commission, LaVida Stalsworth)
- n/a (Arizona State University - Bob Ramsey Executive Education, Shannon Zweig)
- N/A (University of the Virgin Islands, Dr. Oluwafemi Banjoko)
- N/A (District of Columbia Department of Human Resources, Melinda Coles)
- NA (University of Nebraska Omaha, Ellen Freeman Wakefield)
- NA (Bridgewater State University, Jodie Kluver)
- No CPM Program has been implemented in 2021... (Leiden University, Nikol Hopman)

- None (State of Idaho- Division of Human Resources, Jana Huffaker)
- None (State of Iowa, Kim Hanson)
- None (University of Kansas Public Management Center, Noel Rasor)
- Public Management Academy - Online session hours have been reduced to 4:00 contact hours, but we have added 2.5 hours as "Pre & Post" hours to account for the total of 6.5 total contact hours per class. (Cleveland state University, Rob Zioli)
- Up to 5 payments for the program (aligned with the 5 modules) instead of the previous 3 (one per term).
- Refunds only issued if student withdraws more than 2 weeks before a module's start date.
- Students must attend at least 80% of each Module's synchronous sessions and earn at least 80% on each Module's assignments/activities, rather than just levelled out for the entire program. (University of Washington Tacoma Professional Development Center, Saralyn Smith)

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

- Added a Racial Equity Class (UW Madison Extension - Local Government Education, Daniel Foth)
- Added Data Stories to curriculum. Added structured peer groups that rotate. Added optional mentor support (using alumni volunteers). (State of Idaho- Division of Human Resources, Jana Huffaker)
- Added high-performing organization class. (University of Kansas Public Management Center, Noel Rasor)
- Added unconscious bias and civil discourse to session topics.
- (Laramie County Community College, Rhonda Priest)
- Adding additional courses for participants to select from for their electives. (Bridgewater State University, Jodie Kluver)
- Adjusted several program design elements to adjust to a full virtual program. Created more networking opportunities since the participants pulled from the entire state as opposed to a specific region. Updated some curriculum elements. Added coaching as part of the 360 process in the Management Academy level of CPM. (The Centre for Organization Effectiveness, Sommer Kehrli)
- Curriculum is revised and improved each year. (Auburn University at Montgomery, Office of Continuing Education and Community Engagement, Neal Kelley)
- Full vILT was offered in place of blended learning for the entire program. This impacted only the synchronous portion of the learning program. An informal graduation get-together was also held online for the second year in a row, this year including keynote speaker remarks in addition to graduates' remarks. Short "mini-sessions" were added, addressing capstone project design and implementation earlier in the program. (North Carolina Office of State Human Resources, Reed Altman)

- In 2021, we began the process of updating the curriculum for various courses and incorporated discussion on Diversity, Equity and Inclusion and Emergency Management into multiple courses. We have also identified learning outcomes for each course based on the new CPM Competency descriptions. (NJ Civil Service Commission, LaVida Stalsworth)
- Minor changes to the curriculum (University of Georgia, Walt McBride)
- N/A (Cleveland state University, Rob Ziol)
- N/A (University of the Virgin Islands, Dr. Oluwafemi Banjoko)
- n/a (NM EDGE New Mexico, Jeanine Eden)
- 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)
- No CPM Program has been implemented in 2021... (Leiden University, Nikol Hopman)
- No significant changes between 2020 and 2021. (State of New Hampshire - Bureau of Education and Training, Stephen Mason)
- Revised classroom curriculum based on customer organizations' needs (on going)
- Revised online curriculum with new facilitators (in process) (Arizona State University - Bob Ramsey Executive Education, Shannon Zweig)
- Significant changes to the structure of the program were made for the 2021-22 cohort that started in August 2021. Details of the changes can be found at https://miro.com/app/board/o9J_lXISzdM=?share_link_id=604184646466.
- Purposes of the changes included: Move to a course/module-based structure rather than a specific time one, to create a more consistent structure year-to-year and make it easier for students who stop out of the program to return and complete just the portion they need. Create stronger through-lines in the content for both students and instructors. Formally integrate equity-focused content through the entire program. Deliver more just-in-time content to students as they work on their Lean Six Sigma Capstone projects without adding additional instructor compensation expenses. Scaffold topics more effectively. Update content and integrate new instructors. Reduce cost of instruction by incorporating more asynchronous content.
- The Capstone project directions and rubrics were revised to improve alignment with program learning outcomes and improve clarity/specificity of grading criteria. A summary of these new directions and rubrics along with the legacy rubrics can be found at <https://docs.google.com/document/d/1HxD2hd3oMJH49IZ675gFC1b7Xmb5b1lw/edit?usp=sharing&ouid=115095758362882097118&rtopof=true&sd=true>
- The Learning Plan/Learning Contract and the Self-Focused Leadership Project were both revised slightly to reflect the other program design changes.
- (University of Washington Tacoma Professional Development Center, Saralyn Smith)
- Since this was the first time through the program we adjusted as needed as we went along. (Hamline University, Kristen Norman)

- Some classes were delivered virtually. There were changes made to the class content in the conversion to virtual delivery. There were class content changes to Diversity and Performance Management. (South Carolina Department of Administration, Stephanie Duncan)
- Streamlined our course to reflect more of the national model. We are not bringing in experts and former CPM Alumni to present on their field of expertise. (Saginaw Valley State University, Susan Brasseur)
- We added a half-day instructional module on using data. We also adjusted our process for conducting Capstone Projects, adding more checkpoints for students to report on their progress in planning, executing and writing their final reports. (State of Nevada Division of Human Resource Management, Rebecca Kennard)
- We adjusted films, materials, and methods to adjust to zoom (FCPM/FSU, Dan Vicker)
- We began transitioning from online back to in-person instruction (as allowed by university, state, and federal guidelines). (Texas State University, Miha Vindis)
- We replaced two instructors and the new instructors made some curriculum adjustments. (Utah Valley University, Renae Deighton)

Please summarize program delivery changes during the last year.

- 2021 was the first year for 100% online delivery of content for one cohort. (University of Kansas Public Management Center, Noel Rasor)
- Add/increase use of technology
- Enhance and expand marketing
- Increase/expand program participation
- Other: offer a combination of face-to-face/live and online class delivery
- Recruit/train new instructors/faculty
- Review/modify program delivery systems\
- Delivered newly developed curriculums (NM EDGE New Mexico, Jeanine Eden)
- Added a full time satellite (online) track to cohort. (State of Idaho- Division of Human Resources, Jana Huffaker)
- Adjusted the program to a virtual offering. (The Office of Management and Enterprise Services, Janet Jones)
- All delivery was conducted through zoom. (FCPM/FSU, Dan Vicker)
- As the protocols regarding COVID began loosening, on the university campus the CPM program was able to go back to providing a hybrid program. However, not everyone was comfortable with this, which required us to be flexible and allow people to participate via Zoom if need be. Also, being on campus brought its own set of problems as everyone had to be six feet apart and masked. This made it difficult for intimate conversations and reading of facial cues. None the less people enjoyed being back together again in person. (University of Nebraska Omaha, Ellen Freeman Wakefield)

- Classes were taught virtually for half of the year. Classes that were delivered virtually were: Diversity, State Government Processes, Capstone Prep, Agency Accountability, Strategic Planning, Workforce Planning, Business Writing, Capstone Retreat, Performance Management, Performance Metrics, Leadership Seminar, Systems and Processes, Graduation and Developmental Presentations (South Carolina Department of Administration, Stephanie Duncan)
- Due to COVID-19, we continued the following, temporary, program delivery changes:
- kept 100% virtual, real-time sessions
- split each full-day session into two half-day sessions
- We added a new regional cohort that was 100% virtual during 2021. (University of Colorado Denver School of Public Affairs, Ellen Patterson)
- Hybrid - in person & virtual with a Capstone presentation at the end. (Saginaw Valley State University, Susan Brasseur)
- Hybrid Virtual / In-person training (UW Madison Extension - Local Government Education, Daniel Foth)
- In 2022, our program transitioned back to full in-person learning. In 2021, the program was hybrid due to COVID. (Auburn University at Montgomery, Office of Continuing Education and Community Engagement, Neal Kelley)
- It is actually a continuation of online as the means for program delivery. The only change is how the one-credit course earned is delivered within the semester. Before our courses were two weekend classes with online work in between, but now that the course is delivered online we are able to spread the work out over 5 weeks (if needed if the class is self-directed), which is what an one-credit course would equate. (Bridgewater State University, Jodie Kluver)
- More shorter sessions were offered to reduce usual all-day sessions, and more online p2p interactions were integrated into the full day sessions. (North Carolina Office of State Human Resources, Reed Altman)
- Moved to a hybrid environment with classes both online and in-person. (State of Iowa, Kim Hanson)
- N/A (District of Columbia Department of Human Resources, Melinda Coles)
- No CPM Program has been implemented in 2021... (Leiden University, Nikol Hopman)
- Of our two main trainers, one is based in Las Vegas and the other in Carson City. Our travel budget was cut dramatically, so our Las Vegas-based trainer travels to Carson City to co-teach. One of our current staff members took on select training duties to help with the Las Vegas cohort. Finally, our training rooms have MS Teams-enabled technology, so when a person in one cohort needs to attend a session with the sister cohort, that can be done via Teams video conferencing rather than physical travel. (State of Nevada Division of Human Resource Management, Rebecca Kennard)
- Orientation delivered in fully self-paced, online format. Moved from fully in-person delivery (2-3 days, once per month) to a blended format: 65% synchronous class hours and 35% asynchronous, not taking the Capstone or Pre-requisite work into account. Synchronous class hours spread over biweekly class meetings, either over Zoom (half-days, Thurs/Fri mornings) or one day in-person. Asynchronous content divided between reflection activities, lecture

replacements (videos, interactive online lessons, etc.), and other assignments. (University of Washington Tacoma Professional Development Center, Saralyn Smith)

- Our opening Retreat, Mid-Program Retreat and Graduation, which are usually in-person events, were held remotely due to COVID-19 exposure concerns. (Millersville University, Hope Schmidts)
- The classes for the 2021-2022 cohort were fully online via Zoom. (University of the Virgin Islands, Dr. Oluwafemi Banjoko)
- The Wyoming CPM Program returned to in-person sessions when the 2021-2022 cohort started in October 2021. The program pivoted to synchronous online delivery due to the pandemic in April 2020.
- The program delivery schedule shifted as needed due to instructor availability and the ability to teach online during the pandemic. The program manager facilitated most of the sessions previously conducted by the lead instructor, who could not teach online. (Laramie County Community College, Rhonda Priest)
- Turned segments of the program to a full virtual program (The Centre for Organization Effectiveness, Sommer Kehrli)
- Utilizing hybrid delivery with both virtual and in-person delivery to accommodate customer organizations' needs. (Arizona State University - Bob Ramsey Executive Education, Shannon Zweig)
- We added bi-weekly virtual meetings to the schedule. (Hamline University, Kristen Norman)
- We began transitioning from online back to in-person instruction (as allowed by university, state, and federal guidelines). (Texas State University, Miha Vindis)
- We changed the Leadership Academy delivery model from 100% in-person to a hybrid model with 6 in-person sessions and 6 online sessions for a total of 12 sessions. (Cleveland state University, Rob Ziol)
- We continued to have participants complete all program requirements online from March 2020 through December 2021. We held our trainings live online using Zoom and 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 online or in-person. During the 2021 program year, we prepared to resume some in-person trainings in February 2022. Our plan going forward is to hold some trainings online and some in-person each program year. (Arkansas Public Administration Consortium (APAC), Elizabeth Lundeen)
- We have incorporated more subject matter experts and hired a new full-time instructor. (State of New Hampshire - Bureau of Education and Training, Stephen Mason)
- We have returned to in person instruction and plan for a virtual cohort in 2022. (NJ Civil Service Commission, LaVida Stalsworth)
- We returned to the office and participants are able to join both in-person and virtually. (Utah Valley University, Renae Deighton)

Table 2B (1)
CPM PROGRAM CHANGES 2020

Type of Change	# of Programs	
	Yes	No
Program Policy Changes	5	30
Program design or curriculum changes	26	9
Program delivery changes	31	5

Table 2B (2)
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

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, Review/modify program delivery systems, Review and revision of program curriculum and Enhance and expand marketing.

Table 2C
PROGRAM GOALS

Goals	# of Responding Programs
Enhance and expand marketing	29
Increase/expand program participation	27
Review and revision of program curriculum	26
Recruit/train new instructors/faculty	24
Review/modify program delivery systems	20
Add/Increase use of technology	19
Other:	6

Comments/Notes:

- N.A. (no CPM program in 2021) (Nikol Hopman, Leiden University)
- Reconstitute the Advisory Board to meet at least bi-annually (Rebecca Kennard, State of Nevada Division of Human Resource Management)
- Secure funding (Ann Cotten, Schaefer Center for Public Policy)
- survey of alumni (LaVida Stalsworth, NJ Civil Service Commission)
- We are embracing the transition from face-to-face courses to the online method. All of the above goals apply towards making this change a successful one. (Jodie Kluver, Bridgewater State University)
- Work on digital badges/micro credentials was delayed, but still planned. (Hope Schmidts, Millersville University)

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 (37 Programs Responding)	University/ Community College	State/Govt. Agency	Advisory Board	Not Applicable
Program Administration	28	11	12	0
Curriculum Design	29	13	13	1
Evaluating the Program	28	14	18	1
Promoting the Program	28	23	27	0
Selecting the Participants	21	16	4	5
Selecting Scholarship Recipients	4	0	1	29
Recruiting Instructors	28	12	9	1
Securing Program Funding	23	13	1	4

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	28	1- 4 (28)	8
Administrative Staff – Part Time	23	1- 4 (23)	13
Contract Staff – Full Time	1	1- 4 (1)	30
Contract Staff – Part Time	5	1- 4 (3); 10-14 (1); 20-24 (1)	27
Contract Trainers – Full Time	5	1-4 (2); 5-9 (1); 10-14 (1); 15-19 (1)	26
Contract Trainers – Part-Time	17	1-4 (9); 5-9 (3); 10-14 (3); 20-24 (1); 25+ (1)	17
Volunteers – Full Time	2	1-4 (1); 10-14 (1)	30
Volunteers – Part Time	2	1-4	29

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	9	19	31	28	20	3
1 to 25%	4	15	4	16	15	
26% to 50%	1	1	8	6	4	
51% to 75%	0	1	9	3	0	0
>76% to 99%	3	2	9	3	0	0
100%	1	0	1	0	1	

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	28
Word of Mouth	24
Advisory Board Recommendations	26
Agency Employees	24
CPM Graduate Recommendations	20
CPM Graduate Pool	20
RFP's/RFQ's	5
Other: <ul style="list-style-type: none"> • N.A. (no CPM Program 2021) (Nikol Hopman, Leiden University) • Our experience with high level practitioner leaders within our other programs (Ellen Patterson, University of Colorado Denver School of Public Affairs) • Professional Networking (Ellen Freeman Wakefield, University of Nebraska Omaha) • Representatives from other agencies (Ann Cotten, Schaefer Center for Public Policy) • Requests for Qualifications (Shondra Houseworth, Mississippi State Personnel Board) • University Director of CPM program (Kim Hanson, State of Iowa) 	6

23 of the 37 responding CPM programs offer a regular training session to familiarize instructors with CPM and CPM competencies. 22 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	245	75	60	380	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	162	96	42	300	9
Idaho	250	50	100	400	20
Indiana	154	106	40	300	24
Iowa	259	9	40	308	18
Kansas	143	95	70	308	11
Maryland	163	60	80	303	10
Massachusetts	325	0	0	325	18-24
Michigan	248	20	40	308	10
Minnesota	108	180	50	338	12
Mississippi	297	12	90	399	24
MWCOG	240	0	60	300	12
Nebraska	155	103	65	323	12
Netherlands	220	0	80	300	12
Nevada	258	18	50	326	18
New Hampshire	258	68	66	392	20
New Jersey	252	0	50	302	10

CPM Program	Classroom Hours	Directed Study Hours	Required Project Hours	Total Hours to Complete CPM	Avg. # Months
New Mexico	231	0	100	331	24
North Carolina	184	60	56	300	14
Ohio	201	66	100	367	22
Oklahoma	144	71	85	300	18
Pennsylvania	304	0	60	364	13
South Carolina	280	0	50	330	18
Tennessee	125	100	75	300	12
Texas	150	150	30	330	14-24
U.S. Virgin Islands	216	24	84	324	13
Utah	190	10	100	300	9-15
Vermont	144	250	0	394	27
Virginia	N/R	N/R	N/R	N/R	N/R
Washington	151	119	60	330	10
Wisconsin	246	12	42	300	18
Wyoming	256	36	35	327	12
Average Hours/Months	207	60	58	325	16.24
Median Hours/Months	216	50	60	308	14

Table 4B
ADDITIONAL PROGRAM REQUIREMENTS

Requirement	# of Programs
Projects	35
Assessments	33
Required Readings	28
Case Studies	26
Exams	17
Simulations	20

Responding CPM Programs reported the following additional program requirements:

Other program requirements

- 12 (MWCOG, Larissa Fitzhugh)
- 40 hours supervisory prerequisites (University of Washington Tacoma Professional Development Center, Saralyn Smith)
- A service project and a final written project plan (Arkansas Public Administration Consortium (APAC), Elizabeth Lundeen)
- Attend all classes and complete all online classes (UT / Naifeh Center for Effective Leadership, Trent Clagg)
- Attendance and portfolios (learning examples that demonstrate competency in the CPM seven) (State of Idaho- Division of Human Resources, Jana Huffaker)
- Group Service Learning Project (University of Georgia, Walt McBride)
- 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. (Arizona State University - Bob Ramsey Executive Education, Shannon Zweig)
- In-Class assignments and reflective essays. (University of the Virgin Islands, Dr. Oluwafemi Banjoko)
- Individual Management Development Plan
- Pre-Class Activities, Intermission Assignments, Topical Assignments, and Book Reviews. (University of Kansas Public Management Center, Noel Rasor)
- Microsoft Office Competency quizzes, homework assignments, discussion boards, team projects (NJ Civil Service Commission, LaVida Stalsworth)
- N/A (Cleveland state University, Rob Zioli)
- N/A (UW Madison Extension - Local Government Education, Daniel Foth)
- n.a. (State of Iowa, Kim Hanson)
- No (Saginaw Valley State University, Susan Brasseur)
- No (State of Nevada Division of Human Resource Management, Rebecca Kennard)
- No (Schaefer Center for Public Policy, Ann Cotten)
- No change compared to the CPM Program's requirements, but important to note that in 2021, no CPM Program has been implemented, unfortunately. (Leiden University, Nikol Hopman)
- 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 skill and the participants receive a style manual. The Executive Seminar is a combination of lecture about state governmental issues and touring of state governmental agencies. The required reading component has three purposes: (1) to complement and enrich 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 are required to complete an individual development plan and take part in two group presentations. (South Carolina Department of Administration, Stephanie Duncan)
- 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
- (State of New Hampshire - Bureau of Education and Training, Stephen Mason)
- Presentations at bi-weekly check ins (Hamline University, Kristen Norman)
- Presentations, Environmental scans, Discussion boards (North Carolina Office of State Human Resources, Reed Altman)
- Professional Portfolio, Capstone Project and Presentation (Bridgewater State University, Jodie Kluver)
- Students complete a portfolio of their learning accomplishments (Center for Achievement in Public Service, Brian Remer)
- Two project presentations, one to an applicable body and the other to the CPM advisors and fellow CPM candidates. (NM EDGE New Mexico, Jeanine Eden)
- 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 Schmidts)
- Written papers, oral presentations (Utah Valley University, Renae Deighton)

Table 4C
Program Delivery Systems

Type of Delivery System	# of Programs
Completely On-Line or e-learning Instruction	19
Completely Face to Face Instruction	13
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%	8
51% to 75%	3
>76% to 99%	5
100%	5

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%	26	No
25.71%	9	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:

- Advocacy, Risk Management, and Cultural Engagement are included in the core curriculum (NM EDGE New Mexico, Jeanine Eden)
- Lean (Schaefer Center for Public Policy, Ann Cotten)
- Lean Six Sigma Green Belt (process improvement certificate) (University of Washington Tacoma Professional Development Center, Saralyn Smith)
- N/A (Cleveland state University, Rob Ziol)
- N/A (UW Madison Extension - Local Government Education, Daniel Foth)
- N/A (State of Nevada Division of Human Resource Management, Rebecca Kennard)
- N.A. (Leiden University, Nikol Hopman)
- n.a. (State of Iowa, Kim Hanson)
- NA (University of Nebraska Omaha, Ellen Freeman Wakefield)
- 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, silo busting (The Centre for Organization Effectiveness, Sommer Kehrli)
- 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, Noel Rasor)
- The NJ Civil Service Commission has identified an additional eight 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, and Macro-Oriented, Working through Others, and Results Oriented. (Mississippi State Personnel Board, Shondra Houseworth)

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

94.59%	35	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	6	31
Graduate Credit	12	25
Continuing Education Credit	7	30
Transfer Equivalent Credit	3	34

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	5	3	1	4	1	6	3
9	1	6	8	12	1	6-15	1
4-12	1	9	3	16.2	1	9	1
6-9	1	6-12	1	20	1		
12	1			30	4		
15	3			39	1		
Total # of Programs	12		13		9		5

If yes, how many Undergraduate credits?

- 12 (The Office of Management and Enterprise Services, Janet Jones)
- 15 (NJ Civil Service Commission, LaVida Stalsworth)
- 15 undergraduate level credits (University of Kansas Public Management Center, Noel Rasor)
- 6 (FCPM/FSU, Dan Vicker)
- 6 (UT / Naifeh Center for Effective Leadership, Trent Clagg)
- 6 (Center for Achievement in Public Service, Brian Remer)
- 6 (UW Madison Extension - Local Government Education, Daniel Foth)
- 6 undergraduate credits, 3 for each track (Cleveland state University, Rob Ziol)
- 9 Undergraduate Credits (Arizona State University - Bob Ramsey Executive Education, Shannon Zweig)
- N/A (University of the Virgin Islands, Dr. Oluwafemi Banjoko)
- 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)
- The participants can receive 15 hours of 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)
- Varies depending on articulation agreement with specific college or university 4 - 12 credits are possible. (State of New Hampshire - Bureau of Education and Training, Stephen Mason)

If yes, how many Graduate credits?

- 0 (UW Madison Extension - Local Government Education, Daniel Foth)
- 12 (Hamline University, Kristen Norman)
- 3 (University of Georgia, Walt McBride)
- 6 (FCPM/FSU, Dan Vicker)

- 6 (UT / Naifeh Center for Effective Leadership, Trent Clagg)
- 6 (Arkansas Public Administration Consortium (APAC), Elizabeth Lundeen)
- 6 credits (Saginaw Valley State University, Susan Brasseur)
- 6 Graduate Credits (Arizona State University - Bob Ramsey Executive Education, Shannon Zweig)
- 6 graduate credits for the MPA Program
- 6 graduate credits for the MBA program (Auburn University at Montgomery, Office of Continuing Education and Community Engagement, Neal Kelley)
- 6 graduate-level credits (University of Kansas Public Management Center, Noel Rasor)
- 6, 3 credits per track (Cleveland state University, Rob Zioli)
- 77% - varied depending on articulation agreement with specific college or university 6 to 12 credits 78.
- (State of New Hampshire - Bureau of Education and Training, Stephen Mason)
- 9 (The Office of Management and Enterprise Services, Janet Jones)
- 9 (NJ Civil Service Commission, LaVida Stalsworth)
- 9 (North Carolina Office of State Human Resources, Reed Altman)
- N/A (University of the Virgin Islands, Dr. Oluwafemi Banjoko)
- 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)
- Nine hours are waived for a person otherwise fully qualified to be admitted to the host university MPA program. (State of Iowa, Kim Hanson)
- Participants also have the opportunity to receive six hours of graduate credit from the School of Public Administration. (University of Nebraska Omaha, Ellen Freeman Wakefield)
- Up to Six
- Additionally, participants can be dual enrolled in the MPA Program. (Bridgewater State University, Jodie Kluver)

If yes, how many Continuing Education credits?

- 16.2 (University of Georgia, Walt McBride)
- 20 (Cleveland state University, Rob Ziol)
- 21 days of continuing education credit
- (Texas State University, Miha Vindis)
- 30 (MWCOC, Larissa Fitzhugh)
- 30 (District of Columbia Department of Human Resources, Melinda Coles)
- 30.0 (University of Washington Tacoma Professional Development Center, Saralyn Smith)
- 30.2 (NJ Civil Service Commission, LaVida Stalsworth)
- 39 credit hours for the 2-year program
- (State of New Hampshire - Bureau of Education and Training, Stephen Mason)
- 4.0 (Millersville University, Hope Schmids)
- 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. (State of Iowa, Kim Hanson)
- The State Law Enforcement Training Center accepts the CPM program as 12 hours of Continuing Education units. (University of Nebraska Omaha, Ellen Freeman Wakefield)

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

16 responding CPM programs are assessing the Continuous Learning needs of their CPM graduates. 13 of those programs currently offer a Continuous Learning Program (CLP). Examples of those programs include:

- Alabama offers the 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 and they continually assess the learning needs of graduates through surveys. (Auburn University at Montgomery, Office of Continuing Education and Community Engagement, Neal Kelley)
- Annual Conference, free ASPA membership (Texas State University, Miha Vindis)
- collaboratively managed through the state alumni group (NC Society of Certified Public Managers)(www.ncscpm.org). NC CPM Director has ex-officio set on BOD (North Carolina Office of State Human Resources, Reed Altman)

- 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)
- Idaho alumni activities and annual conference (State of Idaho- Division of Human Resources, Jana Huffaker)
- 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 (State of Nevada Division of Human Resource Management, Rebecca Kennard)
- 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 CPM graduates at both the State of Iowa and the host university - Drake University. (State of Iowa, 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 3 years. (University of Kansas Public Management Center, Noel Rasor)
- We have offered a continuous learning options for our graduates per a survey of our graduates in 2018.
- Budget was the main reason for lack of participation. We are currently assessing needs for 2021 with
- our member jurisdictions. (MWCOG, Larissa Fitzhugh)
- We offer a wide range of continuing education opportunities through the School of Public Administration which are open to CPM alumni, but not specific to the CPM competencies. (University of Nebraska Omaha, Ellen Freeman Wakefield)
- We offer additional courses that the CPM graduate may take if they wish to do so. (NM EDGE New Mexico, Jeanine Eden)
- We offer an alumni event annually for alumni to attend and have online classes available for continuous learning. Our hosting agency also provides training around the state to offer to alumni for Continuous Learning opportunities. (UT / 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 (APAC), Elizabeth Lundeen)
- We work closely with our Society of Public Managers and conduct continuing learning sessions for graduates and participants. (South Carolina Department of Administration, Stephanie Duncan)

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 (APAC), Elizabeth Lundeen)
- ASPA membership (Texas State University, Miha Vindis)
- 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 3 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, Noel Rasor)
- N/A (Cleveland state University, Rob Zioli)
- N/A (University of the Virgin Islands, Dr. Oluwafemi Banjoko)
- N/A (UW Madison Extension - Local Government Education, Daniel Foth)
- 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)
- NA (North Carolina Office of State Human Resources, Reed Altman)
- None (The Centre for Organization Effectiveness, Sommer Kehrli)
- 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?

92.31%	12	An Enhancement
7.69%	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 Presentations and Social Media. 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	9	0
Meetings with decision makers	3	21	13	0
Website	0	14	23	0
Presentations	10	12	13	0
Brochures	8	5	22	2
Conference/Vendor Exhibits	21	2	14	0
Social Media	10	4	20	2
Other: (number of programs)	19	2	3	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

- Graduation ceremonies offer an opportunity to celebrate and highlight the graduate, their employer, and the program (NM EDGE New Mexico, Jeanine Eden)
- Important to note that due to COVID and its aftermath in 2021, no CPM Program has been implemented unfortunately. (Leiden University, Nikol Hopman)
- N/A (University of the Virgin Islands, Dr. Oluwafemi Banjoko)
- N/A (State of Nevada Division of Human Resource Management, Rebecca Kennard)
- n.a. (State of Iowa, Kim Hanson)
- One of our most successful marketing strategies is "co-op classes"-- with participants from multiple
- agencies in a local area. When we find interest in an 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 follow-up to obtain commitment by those interested
- and form a cohort group that will go through the program together. (FCPM/FSU, Dan Vicker)
- 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 Tennessee program holds information sessions, uses targeted emails, conducts meetings with decision makers and attends exhibit meetings throughout the year. With the pandemic, the TN CPM program utilized online information sessions via zoom and recordings made available for future use. (UT / Naifeh Center for Effective Leadership, Trent Clagg)
- 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)

Table 6B
ELIGIBILITY REQUIREMENTS

Requirement	# of Programs
High School Diploma	12
College Degree	5
Current Supervisory Position	10
Some Supervisory Experience	16
Supervisor Approval/Recommendation	28
Applicant Essay	20
Agency Recommendation	22

Table 6C
APPLICATION PROCESS

Requirement	# of Programs
Self-Nomination	27
Agency Nomination	30
Letter of Recommendation	11
Essay	14
Other	5

Section 7

PROGRAM STATISTICS

During 2021 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 2020

CPM Program	# of Sessions/ Training Days	Individuals Accepted	Individuals Enrolled	# Active Participants	Individuals Completed
Alabama	36	100	93	93	42
Arizona	336	173	173	216	135
Arkansas	27	14	11	37	10
California	35	130	130	130	0
Colorado	18	33	31	38	5
District of Columbia	36	22	22	45	23
Florida	N/R	600	600	899	576
Georgia	130	104	104	104	101
Idaho	110	0	75	63	63
Indiana	24	33	33	77	22
Iowa	75	49	49	105	56
Kansas	90	96	96	103	66
Maryland	35	11	10	19	9
Massachusetts	26	-	-	15	1
Michigan	11	12	11	11	11
Minnesota	12	6	5	5	5
Mississippi	92	102	102	540	30
MWCOG	0	0	0	0	0
Nebraska	21	9	9	9	8
Netherlands	0	0	0	0	0
Nevada	35	52	48	81	33
New Hampshire	90	106	81	173	31
New Jersey	36	59	53	101	64
New Mexico	112	-	-	200-300	3
North Carolina	30	37	36	38	36
Ohio	66	131	131	131	36
Oklahoma	44	-	-	-	40
Pennsylvania	N/R	0	0	3	0
South Carolina	N/R	58	55	149	57
Tennessee	13	45	45	39	38
Texas	125	200	200	190	102
U.S. Virgin Islands	40	59	59	59	40
Utah	40	24	24	68	33
Vermont	24	21	21	45	23

CPM Program	# of Sessions/ Training Days	Individuals Accepted	Individuals Enrolled	# Active Participants	Individuals Completed
Virginia	N/R	N/R	N/R	N/R	N/R
Washington	7	11	9	8	0
Wisconsin	71	52	52	84	4
Wyoming	32	11	11	24	10
Total	1,879	2,360	2,379	3,702	1,713

Thirty-two programs held graduation ceremonies in 2021 with a total of 1,713 graduates. CPM programs throughout the nation have graduated 35,575 participants since inception, with an annual decrease of 31 over 2020. (*Programs still active as of 2021)

Table 7B
REPORTED CPM GRADUATES

Program	As of 2021 Total Graduates Since Inception
Alabama	1,077
Arizona	3,321
Arkansas	316
California	96
Colorado	91
District of Columbia	828
Florida	7,984
Georgia (*2016)	560
Idaho	760
Indiana	136
Iowa	831
Kansas - Missouri	2,006
Maryland	44
Massachusetts	5
Michigan	108
Minnesota	5

Mississippi	1,292
MWCoG	445
Nebraska	110
Netherlands	17
Nevada	660
New Hampshire	433
New Jersey	6,847
New Mexico	29
North Carolina	1,701
Ohio (*2021)	50
Oklahoma	675
Pennsylvania	15
South Carolina	1,074
Tennessee	128
Texas	2,281
US Virgin Islands	195
Utah (*2021)	59
Vermont	236
Virginia	13
Washington	47
Wisconsin	901
Wyoming	199

Programs reported 3,702 active participants in their programs in 2021. 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 (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.

2021 PROGRAM PARTICIPANTS BY ORGANIZATION TYPE

Program	# State	# County	# City	# Federal	# Non-profit	# from Other*	Total
Alabama	93						93
Arizona	70	24	100	19		2	215
Arkansas	27	1	7	0	0	2	37
California	20	26	107	0			153
Colorado		5	27	3	2	1	38
District of Columbia	0	0	22	0	0		22
Florida	262	119	37		8	6	432
Georgia	143	347	75	143	0		708
Idaho	61	1	1	0	0		63
Indiana	24	8	41	0	0	0	73
Iowa	76	4	24	0	0	1	105
Kansas	21	19	57	5		1	103
Maryland	2	6	2	0	0		10
Massachusetts	0	0	13	0	2		15
Michigan	1	2	7	0	1	0	11
Minnesota			5				5
Mississippi	285	0	0		0		285
MWCOG	0	0	0	0	0	0	0
Nebraska	1	4	1	0	3		9
Nevada	39	2	1	0	0		42
New Hampshire	-	-	-	-	0		0
New Jersey	17	10	36	0	1		64
New Mexico	15	51	36			1	103
North Carolina	34	1	1	0	0		36
Ohio	22	0	107	0	2		131
Oklahoma	40	0	0				40
Pennsylvania	1	1	1	0			3
South Carolina	140	1	6		1		148
Tennessee	35	4	14	0	0		53
Texas	19	10	114	10	19	18	190
U.S. Virgin Islands	59	0	0	0	0		59
Utah	61	3	2		7		73
Vermont	43	2	0		1		46
Washington	2	0	4	0	0		6
Wisconsin	32	20	31		1		84
Wyoming	10	0	0	0	0		10
Total	1,653	665	877	180	48	32	3,465

Section 8

SUPPORT FOR LOCAL CPM SOCIETY

Eleven programs have an active local CPM Society. Membership in these Societies ranges from 60 to 220 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	7
Facilitating connecting CPM graduates with AACPM in order to form a new society	2
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	0
Involving society officer and members in the continuing accreditation site visits	0
Other: <ul style="list-style-type: none"> • 1, 2 & 3 (Reed Altman, North Carolina Office of State Human Resources) • All of these except "Facilitating connecting CPM graduates with AACPM in order to form a new society." (Elizabeth Lundeen, Arkansas Public Administration Consortium (APAC)) • and willingness to position CPM Director as ex-officio member of state society board; Supporting and/or facilitating the Askew Awards process for state societies and help keep AACPM informed about Askew Award winner (Stephanie Duncan, South Carolina Department of Administration) 	3

Section 9

ASSESSMENT AND EVALUATION

Table 9A
FREQUENCY OF PROGRAM ASSESSMENTS UTILIZED

	# of Programs
Type of Assessment	Yes
Assessments of participant reaction to overall program	34
Assessments of participant reaction to individual courses or sessions	36
Assessments of participant reaction to individual course or session instructors	36
Assessments of the level of knowledge or skills gained by the participant	28
Assessments of organizational impact of the participant's CPM training	19
Pre-program skill assessments	17

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	32
Individual Written Projects	29
Individual Presentations	28
Test/Exam	10
Team Presentations	20
Team Written Projects	17
Quiz	8
Research Projects	5
Assessment Centers	0
Other	4

Table 9C
CAPSTONE PROJECT IDEAS

Source of Capstone Project Idea (Programs selected all that apply)	# of Programs
Self f-Selected	30
Agency Assigned	20
Instructor Assigned	2
Other	4

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	17
Anecdotal information received from participants	20
Anecdotal information received from individuals at participants' organization	18
Survey of participants' supervisors	11
Survey of participants' direct reports	6
Survey of participants' peers	5
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	31
Anecdotal information received from other individuals at participant's organization	23
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	9
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

Table 9F
FREQUENCY OF REVIEW FOR
COURSE CONTENT AND DELIVERY

Review Frequency	# of Programs
As needed, no formal review cycle	13
Annually	20
With accreditation cycle	0
Biannually	1
Other	3

Table 9G
INCENTIVES FOR PROGRAM COMPLETION

Incentives	# of Programs
Promotional preferences	11
Ability to substitute CPM for EDUCATIONAL experience	7
Ability to substitute CPM for WORK experience	5
Pay incentive	8
Don't know	15

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	1	5
Supervisory Survey	0	0
Do Not Track	36	30