CONTINUING ACCREDITATION REPORT

ON

THE IDAHO CERTIFIED PUBLIC MANAGER PROGRAM

Presented to:

The National Certified Public Manager Consortium

By the Review committee:

Chair: Barbara Gardner
CPM Instructor: April Howard
CPM Graduate: Asheia Hines

September 2023

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

Findings

1. Idaho program administrators submitted all required program documentation to each of the review committee membership. All documentation was labeled in individual folders and all evidence was presented in a concise and professional manner. Jana gave each of us guest access to her Idaho Team Files where all the documentation was stored for easy access.

2. After review by committee members all supplemental documentation was provided on a timely basis. The Idaho team had all documentation ready for us before we even began the review process.

3. In the matter of general program requirements, the committee determined that:

    A. Adequate linkages exist with institutions of higher education. Idaho's CPM Program has a formal relationship with the School of Public Policy at Boise State University. Faculty have collaborated on curriculum development for a few CPM classes as well as offer and optional graduate credit for CPM graduates holding the CPM credential. Idaho's CPM Program also offers instruction from BSU's School of Public Service Director, Dr. Luke Fowler. The advisory board also includes the following:
       - The Director of Training for the School of Public Service Boise State University
       - Associate Professor of Human Resource Development; Idaho State University
       - The Administrator from the Idaho Division of Career and Technical Education

    B. An advisory board is actively involved in dealing with appropriate program issues. I had the opportunity to sit in on an advisory board meeting that Jana hosted. It was extremely beneficial to watch the level of involvement and the commitment the advisory board has for the Idaho CPM program. The Idaho program has a tremendous support system in their advisory board.

    C. The program, while emphasizing service to state government, is actively and successfully marketing to local and federal customers. I feel this area is a source of improvement for the Idaho Program. Looking through the evidence provided it was not clear if the program actively marketed to

local and federal customers. I went to their website and read under the section **"why should public managers participate?"**

"This program is designed for high-achieving, career-oriented public supervisors and managers who hold or desire to move into mid- or senior-level positions within *federal, state, and local government agencies as well as non-profit entities* Other then that section I cannot say that active marketing is taking place.

D. Program requirements are clear and accessible to all applicants and candidates. Idaho's CPM program communicates program requirements through a variety of means. A central resource is their website. The site provides an overview of the program as well as additional information about the curriculum, class format and schedule, and selected policies. The Participant Handbook also provides additional policies of interest to the participants.

4. In the matter of program organization, we find:

A. Adequate financial support exists from a combination of appropriated funds and fees. The Idaho CPM program cost are supported through the program fees, which is paid by the student or student's employer, The Idaho program does not receive General Funds, but their fee structure supports the program's needs.

B. Program instruction is provided by a combination of well qualified state employees and contract instructors. Idaho's CPM instructors and capstone evaluators include a combination of practitioners, subject matter experts, university academics, CPM Program graduates, and HR professionals. New instructors are provided with an orientation to the classes and an instruction manual that describes the expectations for programming.

5. We find thorough documentation of administrative policies and procedures in a combination of administrative policy and formal regulations. Idaho's Program operates in compliance with Idaho's Administrative Rules as well as the NCPM SOPs.

We further find:

A. A formal manual tracking system is in place and steps are being taken to replace it with an automated system. *Idaho has an automatic tracking system Moodle already in place.

B. Project requirements are clear and the use of projects in the curriculum is one of the strengths of the program. Participants of the Idaho CPM program are given a detailed Capstone Guide that provides Capstone

examples, assignments, and an overview of the capstone project. CPM Students must complete a portfolio that includes self and mentor/supervisor assessments around the seven competencies, work samples that demonstrate how what and is being implemented and improved in the participant's job and a narrative that explains how they are course concepts. Each student submits a total of 14 artifacts and a corresponding narrative; with at least two artifacts from each of the seven CPM competencies.

C. Adequate security exists for student records.

- E-mail communication is through the shared mailbox that only Authorized staff can access.
- At program orientation, staff facilitate the development of ground rules for each cohort. The one rule that is insisted upon is "confidentiality."
- Each cohort has access to a secure Moodle folder exclusive to them and authorized staff.
- Most administrative and programmatic documents are electronic, with the files kept in a secure folder in DHR shared folders.
- Limited paper files are kept in the DHR's office.
- Paper files are kept in accordance with the State's records retention policy.
- The program has a published statement of confidentiality and Privacy Rights in the Participant Handbook.

D. Student evaluations are based on a series of formal [tests/assessments]. There are a number of opportunities during the course of the program for participants to give their perspectives on the program's curriculum and provide feedback to help ensure the quality of the content and quality of instruction they are receiving. All participants are expected to complete an end of course evaluation.

6. In the matter of course materials we find:

A. Courses provided are balanced to adequately cover the required competencies. The competency matrix is a great tool that Jana developed to track the alignment of the competencies to each course. The Curriculum Matrix identifies how each of the seven CPM competencies are addressed through their curriculum.

B. Course syllabi that include learning objectives exist for each course. The course objectives (2021-2023 *Course schedule with objectives*) provide details on how the competencies are addressed within each module. Course materials include the presenter's slide deck, participants handouts, and reference and resource information.

C. The program, while responsive to the competencies, is well integrated. Idaho's CPM Program spans approximately 22 months and includes over 30 classes that support the development of public service leadership.

D. Clear policies regarding substitutions are in place. Participants are expected to complete all requirements of each class per the CPM Applicant's Handbook.

E. All requirements regarding hours of instruction are met. The total structured class hours for Idaho's CPM program are 320 hours. This includes both in-class and out-of-class assignments and learning.

7. We find examinations and projects to be one of the strong points of the Idaho program. Along with the capstone project, each participant must submit a learning portfolio. This learning portfolio encompasses the implementation of course concepts and housed and categorized by the seven CPM Competencies

8. In regard to program evaluation, we find:

A. Each course is adequately evaluated by students.

B. Each instructor is adequately evaluated by students.

C. There is strong feedback from agency managers, of high satisfaction based upon their continued use of the program and, most importantly, the utilization of CPM graduates for special assignments.

9. We discussed the program's perceived strengths and weaknesses. We are impressed by the efforts to address areas needing improvement, especially:

A. Effort to increase the use of technology.
B. The program transparency and use of surveys for feedback is admirable and should help with continuous improvement.
C. Efforts to measure the CPM Impact
D. Efforts to extend professional development after program completion.
E. Inclusion of CAPSTONE project sign off by agency head will likely increase the engagement as referenced as an improvement goal area.

10. The committee recommends the program review and consider examining course content in three specific areas:

A. Funding structure may be an area for ongoing improvement, but the content of the program is exemplary.

The program has many strong points. We were especially impressed by:

A. Exemplary Capstone Project Outline and Format alignment
B. Excellent NCTM Program Alignment-Matrix is comprehensive.
C. The overall program is organized with exemplary quality for all supporting materials. The branding and professional quality is commendable.
D. The CPM Participant Handbook is exceptional.
E. The Competency Self-Assessment is excellent.
F. The instructor guide is an asset that lends itself to consistency of practice.
G. Tremendous evidence of valuable Alumni input and Advisory Board Consistent feedback and support.

Evidence submitted to Reaccreditation Team for review:

Standard 1:
- **Applicant handbook**
- **Certified Public Manager FY 2022-2023 Operating Plan**
- **Executive Order 2011-13**
- **Curriculum Matrix**
- **Course schedules with objectives**
- **ID CPM 2021 Annual Report**
- **2021 CPM Instructor Guide**
- **CPM Logic Model**
- **Sample Evaluations 2021-2023**
- **CPM Alumni Survey Feb 2022**

Standard 2: Core Competencies
- **Course Schedule**
- **Applicant Handbook**
- **Curriculum Matrix**
- **Learning Portfolio Assignment**
- **Self/mentor Assessment**
- **DISC sample**
- **Self/mentor assessment portfolio**
- **End of course evaluation template**
- **Sample Capstone reports**
- **Sample Portfolios**

Standard 3: Resources and Capacity
- **Logic Model**
- **Graduation Program**
- **CPM Capstone Savings Memo**
- **2019-2021 CPM Budget**

- 2021-2023 Instructor Guide
- CPM Applicant Handbook
- CPM Board Guidelines
- 11.1.22 CPM Meeting Minutes
- 2022-2023 CPM Board Members

Standard 4: Planning and Implementation
- Sample application 2023- CPM Application
- CPM Operations Guide
- Participant Handbook
- Portfolio assignment
- Graduate Survey- Included in the 2023 survey results
- End of Course Evaluation
- 2023 Survey links (sample course evals)
- Moodle Screenshot

Standard 5: Effectiveness and Improvement
- 2023 Survey links
- Instructor Guide
- Learning Portfolio
- 2022 CPM Alumni Survey
- 2023 Final report rubric
- Applicant Handbook
- CPM Operating Guide

The findings and recommendations are based on a review of all documentation by the committee and confirmed by an on-line site visit by the chair on September 6, 2023

Committee Recommendation:

Accredit **X**   Accredit Provisionally ☐   Not Accredit ☐

If either accredit provisionally or not accredit, please specify reasons or reference the relevant paragraph in the report.

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Recommendation endorsed by consensus of the committee and respectfully submitted by:

[Name]: April Howard

[Name]: Asheia Hines

And

Barbara Gardner (signed) ~Barbara Gardner~   9-22-23
Chair, for the Committee   Date