

INITIAL ACCREDITATION REPORT

ON

THE TENNESSEE CERTIFIED PUBLIC MANAGER® PROGRAM

Presented to:

The National Certified Public Manager® Consortium

By the Review Committee:

Chair: Tonya T. Neaves, PhD, MPPA (Virginia)

Instructor: Pamela R. Benjamin, CPM (South Carolina)

Graduate: Kurell Hodge, CPM (Virgin Islands)

Date:

September 6, 2018

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ACCREDITATION ASSESSMENT QUESTIONNAIRE

Adopted 3.18.06 Revised 10.17.10

Member being accredited: Tennessee Date: 09/06/18 Assessment: I
"I" Initial; "C" Continuing
 Committee Member: Tanya T. Neaves State: VA Role: Chair
Chair/Instructor/CPM Grad.

Directions: Please review the documents you have received and respond either YES or NO to the statements below. If your answer is NO to any question or a series or questions, the committee chair should obtain clarifying data.

	YES	NO
TAB 1 – PROGRAM OVERVIEW (There is adequate summary description of the CPM program delivered by this member to understand the basics of how it operates, basic expectations, time frames, projects and examinations required, eligibility/application process, mission, the organization's location, fees, and other information that provides the reader with an understanding of the program and its delivery. Brochures and other supplemental materials may be included.) If NO, list below any missing information:	✓	—

- | | | |
|---|---|---------------------|
| 2. An appropriate linkage exists between government and higher education institution(s) | ✓ | — |
| 3. A governing or advisory board is in place with a clearly described function | ✓ | — |
| 4. Program has the capability to admit participants from any public sector organization within its jurisdiction | ✓ | — |
| 5. Program requirements are clearly identified and listed in | ✓ | — |
| <input checked="" type="checkbox"/> Brochure <input checked="" type="checkbox"/> Handbook <input checked="" type="checkbox"/> Flyer <input checked="" type="checkbox"/> Other | | |
| 6. Most recent Annual Report to the Consortium | | 2017 |
| | | <small>Date</small> |

	YES	NO
TAB 2 – PROGRAM ORGANIZATION		
1. Funding is sufficient to support program	✓	—
2. A list of program instructors and bios are included	✓	—

	YES	NO
TAB 3 – ADMINISTRATIVE POLICIES AND PROCEDURES		
1. Written policies and procedures exist on such things as admission, tests, projects, elective credit options, substitution of prior training, confidentiality and privacy rights of participants, etc.	✓	—
2. A candidate tracking system is in place to inform candidates of their progress in the program	✓	—

- 3. Security measures are in place around participant assessment components
- 4. Assessment review standards are clearly specified

TAB 4 – COURSE DELIVERY SCHEDULE

YES NO

- 1. A current coursework delivery schedule is included

TAB 5 – COURSE MATERIALS

YES NO

- 1. Core curriculum addresses all of the seven (7) competencies listed on the CPM Competency Model specified in the Bylaws
- 2. Entire program is documented with learning outcomes related to core competencies identified in each course or learning activity
- 3. 300 hours address the seven (7) competencies comprising the CPM Competency model
- 4. At least 250 hours are instructor or facilitator directed

via an online learning management system

TAB 6 – EXAMINATIONS AND PROJECTS

YES NO

- 1. A clear relationship exists between projects and curriculum
- 2. Requirements for projects are clearly specified
- 3. Any group projects have clearly defined individual responsibilities *none as of yet*
- 4. Methods exist for providing individual feedback on projects
- 5. The assessment process is clearly related to learning outcomes and core competencies
- 6. Participants receive feedback on assessments as appropriate
- 7. The assessment process includes tests of knowledge and practical application

TAB 7 – PROGRAM EVALUATION

YES NO

- 1. Data is collected on one or more of the following:

Participant reaction	N/A	YES	NO
Level of knowledge and skills improvement gained	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Application of knowledge and skills to the work setting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Organizational impact	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- 2. Provision is made for incorporation of evaluation results in program development

TAB 8 – PARTICIPANT INFORMATION

YES NO

1. A list of participants is included indicating names, addresses and telephone numbers

TAB 9 – PERCEIVED STRENGTHS AND WEAKNESSES

YES NO

1. Program strengths are identified and discussed

2. Program weaknesses are identified and discussed

3. Continuous improvement processes are addressed

in an informal manner but are tracked

Based on the materials which you have received, and the Bylaws of the Consortium, do you recommend that this Consortium member be granted accreditation?

YES NO PROVISIONAL

If NO or PROVISIONAL, please explain:

Signature of Reviewer: _____ Date: _____

Reviewed by Committee Chair: *Troy T. [Signature]* Date: _____

Please email or fax the signed and dated form to the committee chair

FINDINGS

The members of the committee appointed to review the Tennessee Certified Public Manager® Program for accreditation are pleased to report that the assessment process has been completed, and that the Tennessee Certified Public Manager® Program be recommended for initial accreditation for the maximum period authorized by the bylaws. The recommendation is based on the following findings:

Program Documentation

Tennessee program administrators submitted all required program documentation for review by the committee membership.

Supplemental Documentation

After review by committee members, a Tennessee program supplemental documentation was provided to the committee membership in a timely manner.

Program General Requirements

In the matter of the Tennessee program general requirements the committee determined that:

- A. An appropriate linkage exists for the program between government and higher education – the program is housed within a centrifugal public service center at a major public university;
- B. An advisory board is actively involved in dealing with appropriate program issues;
- C. The program, while emphasizing service to local government, is actively and successfully marketing to state and federal customers as well as public-private partnerships; and
- D. Program requirements are clear and accessible to all applicants and candidates via a number of informational outlets.

Program Organization

In the matter of Tennessee program organization, the committee determined that:

- A. Adequate financial support exists from a combination of appropriated state-university funds as well as candidate fees; and
- B. Program instruction is provided by a combination of well qualified university faculty/staff members, state employees and other contract instructors.

Administrative Policies and Procedures

In the matter of Tennessee program administrative policies and procedures, many standard practices exist with admissions, tests, projects, confidentiality, and privacy rights of participants, etc.

It is further found that:

- A. An online learning management and tracking system is in place, which archives a transcript of candidate requirement completions;
- B. Project requirements are clear and the use of projects in the curriculum is one of the strengths of the program;
- C. Adequate security exists for student records;
- D. Student evaluations are based on a variety of assessment mechanisms, such as: quizzes/exams; classroom observation; faculty review of project deliverables and other work products; and project team/agency review surveys.

Course Materials

In the matter of Tennessee program course delivery schedules, the committee determined that:

- A. Courses provided are balanced to adequately cover the required competencies – the current course delivery schedule was provided in a hybrid or “blended” format, including classroom sessions and online webinars/discussion boards/e-learning courses as well as in-person assessment/coaching sessions with assigned faculty/staff;
- B. Course syllabi that include learning objectives exist for each course;
- C. The program, while responsive to the competencies, is well integrated, providing for coverage of all core competencies and necessary hours of duration;
- D. Clear policies regarding substitutions are in place;
- E. All requirements regarding hours of instruction are met.

Examinations and Projects

In the matter of Tennessee program examinations and projects. A clear relationship exists between scheduled activities and curriculum. Individually assigned faculty/staff coaches review/approve project deliverables submitted by participants. Incremental work products are informed by concurrently covered course content, culminating in a summative final project paper. Requirements for projects are clearly specified in the program guide. The capstone project is designed and implemented by individual participants, who each undertake a team-based, data-driven process improvement and/or problem resolution within their organization under the direction of their assigned trainer.

Program Evaluation

In the matter of Tennessee program evaluation, the committee finds that:

- 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 graduates for special assignments; and
- D. Provision is made for incorporation of evaluation results in program development and continuous improvement

Candidate List

In the matter of the Tennessee program candidate list, the committee was provided with a complete list of participants. In addition, the Accreditation Committee Chair met with a variety of participants, who favorably reported their satisfaction with the quality of the instruction and design of the program.

Program Strengths and Weaknesses

In the matter of Tennessee program strengths and weaknesses, the committee observed that:

- A. The organizational space in which the candidates meet is well organized and fosters a sense of learning;
- B. There is a dedicated team of faculty/staff who work together seamlessly, often complimenting each other's knowledge/practice shortages;
- C. There could be a large movement in organizing group capstone projects in an effort to leverage more impactful projects supported by varying funding streams;
- D. The needed use of collaborative feedback on reflection assignments;
- E. University academic and continuing education credits are still being explored as a recruitment and professional development/training option; and
- F. Some geographic barriers exist with program availability for in person session.

Program Review

In the matter of Tennessee program, the committee recommends administrators review and consider examining course content in three specific areas:

- A. Tri-Sector Management (given that there is little the public sector now handles that the private or nonprofit sector is not involved with);
- B. Elective Concentrations (especially for those connections to state and local law enforcement and especially critical infrastructure with a national lab located nearby); and
- C. Utilization of Big Data (the use of publicly available datasets that often inform decision-making such as Google Ngram, Google Insights, and Google Trends, etc.).

The Tennessee program also has many strong points. The committee was especially impressed by:

- A. There is an impressive advisory board in which the members serve as ambassadors and recruiters;
- ~~B. The high level graduation ceremony planned with the Governor's attendance;~~
- C. The utilization of distinguished speakers to share their stories from the governmental trenches;
- D. The payment structure to permit an agency to allocate funding over the course of two fiscal years;
- E. The utilization of several personality and leadership assessment to provide candidates with a more accurate reflection of their skills and abilities; and
- F. The utilization of a crisis management simulation to allow candidate the opportunity to embrace the notion that anything can happen anywhere.

COMMITTEE RECOMMENDATION

The findings and recommendations are based on a review of all documentation by the committee and confirmed by a site visit by the chair on August 27-28, 2018 in Knoxville, Tennessee.

Committee Recommendation:

Accredit

Accredit Provisionally

Not Accredit

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

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

[Name]: _____

[Name]: _____

And

_____ (signed)
[Name], Chair, for the Committee

_____ Date