



**UTAH CERTIFIED
PUBLIC MANAGER®
PROGRAM**

2012 ANNUAL REPORT



Sponsored by the Utah
Department of Human
Resource Management
in partnership with the
Utah System of Higher
Education

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**STATE OF UTAH
CERTIFIED PUBLIC MANAGER[®] TRAINING PROGRAM
ANNUAL REPORT 2012**

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2012 CPM Annual Report and Program Questionnaire submitted to the Nation Certified Public Manager Consortium follows this report.

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SUBMITTED TO:

National Certified Public Manager® Consortium and
Utah Certified Public Manager® Advisory Board
by
State of Utah
Department of Human Resource Management

As an addendum to the 2012 CPM Annual Report and Program Questionnaire submitted
to the National Certified Public Manager® Consortium on 5/31/2013

SECTION I: PROGRAM ADMINISTRATIVE ORGANIZATION

Agency(s) Responsible For Program Administration:

Utah Department of Human Resource Management

Administrative Structure:

The program is administered by the Department of Human Resource Management. The Executive Director of the Department, Jeff Herring, reports to the Governor. The CPM program is administered under the Organizational Development Administration Office.

The Utah System of Higher Education is the program's educational partner. William A. Sederburg is Commissioner of Higher Education.

Program Staff:

John J. Acker Jr., MS, CPM, SPHR: Utah CPM Director; Member, Board of Directors, National CPM Consortium

Sherry Saracino, CPM: Utah CPM Coordinator; Vice Chair, Board of Directors, National CPM Consortium

Gary Schow, CPM: Utah CPM Administrative Technician

The program is funded through tuition paid by the participants or their agencies. The fee is \$650.00 per course for locations in the metropolitan Salt Lake Area and \$750.00 for areas outside that parameter. It is the intent of the State of Utah and the Department of Human Resource Management to have this program self-supporting.

Contract Instructors:

Jill Carter, MPA

Ken Embley, MPA

Ronald Vandermyde, BS

Pamela Gardiol, MA

Chris Lamoureux, MA

SECTION II: SESSION/PARTICIPANT INFORMATION

Sessions

CPM in Utah is taught in 3 separate courses. The courses are titled 1, 2 and 3. Courses 1 and 2 may be taken in either order. Students must complete or be concurrently enrolled in course 1 & 2 prior to enrolling in Course 3. In 2012, the following numbers of sessions were offered:

Course 1

Classroom - 3 sessions of 80 hours (10 eight hour days)

Online – 2 sessions of 100 hours (8 online meeting days)

Course 2

Classroom - 3 sessions of 80 hours (*10 eight hour days)

Online – 1 session of 100 hours (8 online meeting days)

Course 3

3 sessions of 100 hours (12 eight hour days = 96 class hours plus 4-20 hours outside class)

Total Sessions in 2011	12	Total Hours	1040
Total Sessions in 2012	11	Total Hours	1080
Increase in Sessions from 2011	(1)	Total Hours	40
Increase/Decrease in Sessions (percentage)	(8.3)%		

SECTION III: PROGRAM STATISTICS

Participation Information – 2012

Level	Total Participants	Number Graduated
Course 1	84	67
Course 2	68	59
Course 3	59	59
	212	185

Decrease from last year 53 participants -20%

Graduates

The current three-course format was initiated in Fall 1996

1. Total number of course completions:

Course 1 Fall 1996 – Fall 2010: 2316

Course 2 Fall 1996 – Fall 2010: 1696

Course 3 Fall 1996 – Fall 2010: 1314

2. Number of course completions in 2012:

Course 1: 67

Course 2: 59

Course 3: 59

3. Percentage change from 2011:

Course 1: <14%>

Course 2: <27%>

Course 3: <32%>

4. Total number of CPM Program Graduates:

1996-2010 (current curriculum): 1371

1989-1995: 189

Total graduates in history: 1560

Number of CPM graduates 2012*: 70

Percentage change from 2011: 0%

*Completion of all three courses (plus completion of elective credits beginning 2009)

Participant Statics:

Number of individuals who were accepted into the CPM program	84
Number of active participants (new and previously enrolled) who attended sessions	149
Number of individuals who have enrolled in the UCPM program since its inception	2822

Participant Sources:

Participant Percentages by Public Entity		
	2002-2011 (ten year period)	2012
Percentage from State	93.3%	93.4%
Percentage from Counties	3.9%	0.9%
Percentage from Cities	1.3%	1.9%
Percentage from Federal	.2%	0%
Percentage from Other	1.3%	3.8%
Number of new agencies		2

For CPM Participants by Organization - 2003-2012 (ten year period) see Exhibit A

Examinations

Students are required to demonstrate performance outcomes for each module of courses 1, 2, and 3. These outcomes are listed at <http://www.dhrm.utah.gov/training/cpm/PerformanceOutcomes2009.pdf>. Team projects are required for Course 3. Nine (9) projects were completed by teams in 2012. In the previous year fourteen (14) were completed. This represents a 36% decrease.

NEW - 2012 CPM Course 3 Projects:

U of U Neurological Acute Care (2012 Askew Award recipient)

University of Utah Neurological Acute Car Patient Falls The U of U Neurological Acute Care unit currently experiences approx. 5 patient falls per 1,000 patient days. A decrease of 2 patient falls per 1,000 patient days is necessary to meet or exceed the national benchmark of 3 patient falls per 1000 patient days. The CPM Falls team is charge with identifying gaps between the shared values of staff and the implementation of procedure and protocol, as well as objective recommendations to augment existing fall prevention strategies.

Charter: Elizabeth Armour-Roth - NAC Nursing manager, Alyson Harding – Quality & Patient

Dept of Natural Resources

Recommendations to Improve the Water Right Application Process The Div. of Water Rights current process for new applications to appropriate or for permanent change of water rights is a difficult and lengthy process. The team was charged with evaluating the current application process and providing recommendations for improvement.

Charterer: Boyd Clayton, Division of Water Rights, Dept of Natural Resources

Education

Vocational Rehabilitation Counselor Job Analysis USOR has seen the need to evaluate how their counselors are spending their time to determine if some of the job duties they are currently completing could be assigned to administrative support in an effort to ensure that counselors have the time to provide actual counseling to their clients. The CPM team completed a job analysis of the Vocational Rehab Counselors.

Charter: Russ Thelin, Director, Division of Rehabilitation Services

Dept of Natural Resources

Fish Pix Utah Investigate an opportunity to use angler submitted digital photos to make the Division of Wildlife Resources more efficient and knowledgeable of the state's fisheries with added benefit to enhance outreach to anglers.

Charter: Dean Mitchell, Roger Wilson, DNR Division of Wildlife Resources

Dept of Environmental Quality

UCAIR Utah Clean Air Partnership – MASOB Vehicle Emissions Reduction

DAQ ask the team to see how State employee could voluntarily reduce personal vehicle use for commuting to and from work each day. The team evaluated employees working at the Multi Agency state Office building (MASOB). Results obtained by evaluating the MASOB can be used as a model for other State Agencies.

Charter: Bryce Bird, Director Division of Air Quality

Dept of Public Safety

Utah Highway Patrol In-Service Training, Team UHP In the past, once a police officer has left the academy and has been hired by the UHP, there have been various courses of emphasis that the future Troopers go through before ever reaching the road. There has been no consistency in the in-service training provided to future UHP Troopers. Our CPM project is to create a training curriculum that provides consistency within the UHP new hire program.

Charter: Lt Alex Lepley

Third District Court

Voice of the Children Team will strive to define a process (1) to recruit and retain qualified attorneys to represent children in district court cases, and (2) to ensure an attorney has the ability to be fairly compensated and to be trained in all legal areas necessary to provide zealous representation.

Charter: R Richards "Rick" Smith, Director, Office of Guardian ad Litem

Better Tools for Better Results

New performance plan proposal for the Sales Tax Section of the Audition Division

Charterer: Sales Tax Section, Audition Division, Tax Commission, Craig Sandberg, Div. Director, and Rod Boogaard, Assistant Div. Director

Awareness Campaign, Adult Protective Services

The Vulnerable Adult Marketing Project team was chartered by Utah adult Protective Services to research why cases of abuse, neglect and financial exploitation are not being reported. The project campaign would focus on increasing reporting by both the general public and the professional community.

Charterer: Dept of Human Services, Adult Protective Services, Nan Mendenhall, Director

SECTION IV: PROGRAM INFORMATION

Program design or curriculum changes introduced during the year

None

Program delivery changes introduced during the year

UCPM began offering online CPM classes through Argosy University in January 20, 2012. Two Course 1 sessions and one Course 2 session were completed.

Special Events held during the year

Annual graduation ceremony: Graduation was held on July 12, 2012. Sixty three (63) graduates from 24 agencies were designated Certified Public Managers. Addresses were delivered by JJ Acker, CM Program Director, Jean Mills, Deputy Director, Dept of Human Resource Management; Allyson Isom, Deputy Chief of Staff and Communications Director, Office of Utah Governor Gary R. Herbert; David Tietjen, Campus President, Argosy University; Keith Heaton, President, American Academy of Certified Public Managers; Mike Leary, President of the Utah Society of Certified Public Managers; and Wendy Horlacher, graduate speaker from the Department of Corrections. Also in attendance were Sherry Saracino, Coordinator, Utah CPM Program; Gary Schow, Utah CPM Administrative Technician; Utah CPM Society board members; agency directors; CPM instructors, friends, families, managers, and colleagues of the graduates. Jean Mills, Deputy Director of the Department of Human Resource

Annual Manager's Conference: Held May 3, 2012. The State Department of Human Resource Management and the Utah CPM Society co-sponsor an annual management development conference. This collaboration is organized by a committee consisting of equal representation from Department of Human Resource Management and the Utah CPM Society, This year's conference, titled "Innovation and Influence" included speakers Utah Chief of Staff Derek Miller, and speakers Ty Bennett and mark Swain. The conference was quite successful; there were 191 paying attendees

Governor's Award for Excellence, Leadership Award (formerly Utah State Manager of the Year Award): The Department of Human Resource Management, together with representatives from state agencies and the Utah CPM Society, conduct a nomination and selection process, then formally present awards for excellence in 6 categories. The leadership category was taken from the Utah State Manager of the Year Award which was co-select by DHRM and USCPM from 1995 to 2007.

Summary of evaluation methods and results during the year

Student Evaluations. For each course, students are evaluated through written papers and practical exercises. Course 3 students must complete a comprehensive practicum project. Project deliverables include a written charter, project plan, formal compilation of project findings and an evaluated oral presentation to the chartering client, guests, and the instructor.

Program Evaluations. Participants complete an individual reaction evaluation at the conclusion of each module. Evaluations are used to gather data on participants' feelings regarding aspects of the module and the instructors' performance. These measures are tracked and linked to statewide performance measures in training and development. Instructors are also given the participant feedback. The aggregate results indicate a high perceived value and satisfaction with both courses and instructors.

Student Survey. A short student survey is used to monitor the qualifications and supervisory/ management experience of students, affirm program expectations such as hours of in and out of class learning, academic rigor, and access to practical application opportunities. This instrument also allows us to gather data regarding work schedule adjustments and evaluate alternative schedules. Information gathered when we initiated the survey in 2010 is used as baseline data.

Academic Credit

No academic credit is offered. Some professional organizations offer continuing education credit for CPM. The program provides necessary documentation for those requesting it.

Pay & Promotion Incentives

The State of Utah CPM Program has no authority to offer or mandate pay or promotion incentives. However, some agencies or divisions do offer a pay increase for CPM completion. CPM is also a preference listed on some management recruitment information.

Support of CPM Society

Utah's CPM program participates in the Utah Society of Certified Public Managers. All administrators are members of the society. One representative from the program administration serves as a non-voting member of the society's board of directors. JJ and Gary were both elected to two year terms as board members effective 2012-2013. A member from the society's board sits on the program's advisory board. Society board members are invited to classes each quarter to recruit new members. Instructors avail themselves to present at monthly luncheon meetings sponsored by the society. Additionally, the program and the society co-sponsor the State of Utah Annual Managers Conference. The profits from this event are split 50/50 between the society and the program. The society also participates in the annual CPM graduation ceremony and assists in the Governor's Award for Excellence selection process. Program administrators and society board members often assist each other with special committees.

SECTION V: FUTURE GOALS AND PROGRESS

Increase administrative efficiency. The capacity to focus on strategic goals and continuous improvement will increase as time-intensive processes and details are refined or modified to require less labor.

In 2012, CPM Administrative staff brainstormed ideas that might decrease the number of elective credit hours, using cost, administrative efficiency, flexibility and other criteria as part of their decision matrix. At the top of the list were online courses, adding class(es) back into the program, and further utilizing our in house resources such as ULI. Some of these ideas are / will be implemented in 2013, and some are written into program changes that will become effective in 2014.

Focus on the fundamentals. It is imperative that CPM curriculum focus on universal and core issues to public management. Efforts will be made to evaluate curriculum and reduce unnecessary or overly specialized topics. Where applicable, classroom time can be reduced.

In 2012, we began exploring how to put more "public" back into CPM. A module emphasizing Utah's political history, current landscape, structure, etc., was created and will be piloted in

2013. Additionally, in 2012, it was determined that module learning objectives need to be further defined and these are currently under revision.

Increase number of standardized student evaluation instruments. In addition to the capstone curriculum project, the program will seek to add several smaller standard assignments that incorporate knowledge and skills from several modules. The intent is to better integrate modules for continuity and to increase consistency in evaluation.

Recommendations were considered 2012 and are currently being written into program changes that will become effective in 2014. Initial changes will include standardized assignments in Courses 1 and 2, and an examination in Course 1.

Obtain or devise distance learning mechanisms or alternative delivery approaches to reach rural population. In order to make CPM available statewide, new technologies, formats or mechanisms are needed. The program will need to stay flexible in structure to adapt to rural needs.

A test pilot program was created for CPM program alternative delivery through Argosy University under DHRM's accreditation. The first class was held January 2012. Two Course 1 classes and one Course 2 were delivered by Argosy University in 2012. The program was monitored through enrollment numbers, student evaluations, and direct contact with students and Argosy University. In 2013 DHRM initiated a conversation to expand our web based offering through Southern Utah University.

SECTION V: PROGRAM STRENGTHS

The program is a “best buy”, maintaining the lowest cost of any self-funded CPM Program. Additionally, the program competes with other local management development programs which are significantly higher in price and less comprehensive. The cost per participant has remained at \$650 per course since 2000. In 2009, the program was redesigned to eliminate 40 hours of core classroom instruction. This maintained program costs in a year when average instructor costs rose more than 10%. Most students are able to acquire the 40 additional hours through other professional development activities or training provided by their own organization without incurring additional expense. The total cost of the program, therefore, remains at \$1950, where it has been since 2000.

The program focuses on competencies and learning outcomes. In 2005, the National CPM Consortium adopted a competency model that Utah CPM contributed to in development. This emphasis, which departs from the traditional focus on conveying subjects and content, identifies for prospective participants and their supervisors what they can expect to perform as a result of their participation. Furthermore, the program requires students to demonstrate skills and competencies in their program experience. The Utah program achieved national continuing accreditation in 2009.

Excellent instructors have contributed to a strong reputation for CPM throughout the State. Instructors are diverse, experienced, and well-esteemed by current and former students. Most have extensive experience in the public sector and provide consultation, coaching and training to various public sector leaders and organizations. Our instructors combine academic expertise with practical know-how. The selection of instructors is a very competitive and thorough process. The versatile contracts designed by the Organizational Development Team (which includes CPM Administrators) expands CPM instructor use to agencies throughout the state. This increases their practical experience with students' agencies as well as builds credibility for the program.

The use of instructors as specialists rather than generalists has enabled us to employ instructors in areas of their forte. This format also allows us to integrate new instructors carefully before immersing them in heavy course loads.

Strong presence and active participation in the National Certified Public Manager® Consortium enables us to participate in shaping strategic directions on a national scale and forward collaborative interests and benchmarking with other CPM programs. Sherry Saracino and J.J. Acker both serve on the Board of Directors of the National Certified Public Manager® Consortium and have attended the annual national meetings without fail, participating in policy-shaping committees, strategic planning, and initiative implementation. J.J. served as Past Chair of the Consortium in 2011, served as the Nominating Committee chair, and serves as Chair of the Constitution & Bylaws Committee. Sherry served on the Communications Committee, and in 2010 and 2011 chaired and completed a sub-committee assignment to select a new Consortium logo. Sherry was the Chairperson of 2011 Arizona continuing accreditation committee, successfully completing a thorough review and positive recommendation for continuing accreditation for the Arizona program. She was elected as Secretary for 2012, and acted in that capacity for the 2011 annual meeting.

Healthy relationship with the Utah Society of Certified Public Managers, including reciprocal liaisons and joint ventures, has created goodwill to promote the program and support the continuing success and development of graduates. Alumni of the program are found among the greatest promoters and actively participate in marketing and promotion. Alumni have served as AACPM officers (2 currently serve as elected officers), senior executives and program directors in federal, state, county and not-for-profit organizations, and front-line supervisors throughout the public sector. All three program administrators are members of the Utah CPM Society and AACPM, and JJ and Gary currently serve as elected board members of USCPM.

The program's modular design and lack of dependence on static texts or manuals enable the program to shift and change quickly on demand. Continuous improvement is able to occur with purpose and speed. Program administration is lean and further enables purposeful change to occur with little administrative or bureaucratic interference.

The program focuses on a principle we call “concurrent application.” This means that emphasis is placed on skill practice and application in the direct context of the participant's work setting. The participant is able to learn and apply in the same setting. Reducing the number of core modules and implementing a system of awarding electives or credits within the Utah CPM Program integrates CPM with current training and professional development efforts of public organizations in Utah. This enables the program to:

- Meet customized needs of agencies
- Reinforce workplace transference
- Influence agency culture
- Stimulate an environment of collaboration
- Promote CPM participation
- Involve more folks in program feedback
- Encourage independent study projects utilizing CPM management practices
- Support service in the Utah Society of Certified Public Managers
- Allows students the opportunity to tailor their training to meet personal leadership training objectives

EXHIBIT A

CPM Participants by Organization - 2003-2012 (ten year period)

Organizations	3	4	5	6	7	8	9	10	11	12	Total
Administrative Services	26	19	17	3	3	8	13	5	5	2	101
Agriculture	2	6	3	2	1	3	4	8	8	3	40
Alcohol & Beverage	2	4	5	5	18	16	12	7	1	0	70
Attorney General	0	0	6	1	2	0	0	0	1	0	10
Auditor	1	0	0	0	0	0	0	0	0	0	1
Board of Pardons	0	0	0	0	2	0	1	2	1	2	8
Capitol Preservation Board	0	0	0	1	0	0	0	0	0	3	4
Carbon School District	0	0	0	0	2	4	0	0	0	0	6
Children's Service Society										2	2
Commerce	2	4	4	4	7	11	3	2	7	2	46
Community and Culture	11	6	6	12	7	7	4	11	19	8	91
Corrections	18	35	33	34	22	48	12	5	5	3	215
Courts	0	0	3	0	0	1	0	1	8	9	22
Criminal & Juvenile Justice	1	0	0	0	0	0	0	0	0	0	1
Federal Government	1	2	1	0	0	1	0	1	0	0	6
Education	36	33	38	27	42	33	32	26	22	25	314
Environmental Quality	6	15	24	18	21	14	18	11	7	10	144
Financial Institutions	0	4	0	0	0	0	0	0	0	0	4
Governor's / Lt. Gov.'s Office	4	3	2	0	5	8	0	0	0	1	23
Health	16	23	27	16	16	23	22	11	13	12	179
Housing Authority-County SL	6	12	7	4	0	3	0	1	2	0	35
Human Resource Mgt.	13	4	0	3	7	3	8	10	3	0	51
Human Services	8	6	15	12	14	17	17	2	8	13	112
Insurance	3	3	2	4	3	1	0	0	0	6	22
Kearns City	1	2	0	0	0	0	0	0	0	0	3
Labor Commission	1	4	2	2	4	8	4	0	0	1	26
Layton City	6	0	0	0	0	0	0	0	0	0	6
Murray City	0	2	6	5	1	0	0	0	0	0	14
Natural Resources	42	31	84	59	42	32	27	19	20	26	382
Public Safety	32	12	23	21	33	27	27	30	30	27	262
Salt Lake City	0	0	0	0	0	0	0	0	2	4	6
Salt Lake County	0	0	0	0	0	52	36	5	7	2	102
Science Tech. & Research	0	0	0	0	0	0	3	1	0	0	4
South Ogden City	0	0	0	0	0	2	0	0	0	0	2
Southwest Utah Public Health	0	0	0	0	0	0	0	0	2	1	3
State Treasurer										2	2
Summit County	0	0	0	0	0	1	2	0	0	0	3
Tax Commission	16	24	22	13	28	16	6	9	13	11	158
Technology Services	0	0	0	1	10	17	10	24	30	11	103
Transportation	42	42	49	28	22	30	34	16	22	16	301
Trust Lands S & I	0	0	1	2	0	0	0	0	0	0	3
Uintah School	0	0	1	0	0	0	0	0	0	0	1
Utah County	0	0	0	0	0	2	1	0	0	0	3
Utah Higher Education	0	0	0	0	1	0	0	0	0	0	1
Utah National Guard	0	0	0	0	1	0	0	0	0	1	2
Valley ER Comm. Cntr	2	4	2	2	0	0	0	0	0	0	10
Vetrans Affairs	0	0	0	0	1	4	0	0	0	0	5
Vineyard Town	0	0	1	2	0	0	0	0	0	0	3
Weber County	0	0	0	1	0	0	0	0	0	0	1
West Jordan	0	0	1	0	0	0	0	0	0	0	1
West Valley City	0	0	3	0	0	0	0	0	0	0	3
West Valley Housing Authority	0	2	0	0	0	0	0	0	0	0	2
Workforce Services	72	132	185	120	87	94	27	11	27	4	759
Other(private/no indication)	14	4	5	2	1	1	0	0	2	5	34
Totals	384	438	578	404	403	487	323	218	265	212	3712

**National CPM Consortium 2012 Annual Report
2013 CPM Annual Report and Program Questionnaire as submitted to the National
Certified Public Manager® Consortium**

Section 1: Program Administrative Organization (starts w/#1)

Section 2: CPM Instructors (starts w/#29, pg 3)

Section 3: Program Design and Structure (starts w/ #32, pg 4)

Section 4: Program Marketing and Recruitment (starts w/#45, pg 6)

Section 5: Program Statistics (starts w/#52, pg 7)

Section 6: Support for your State CPM Society (starts #w58, pg 8)

Section 7: Assessment and Evaluation (starts w/#60, pg 9)

Section 1: Program Administrative Organization

1. What is your State or Jurisdiction:

Utah

2. What is the name of your program?

Utah Certified Public Manager Program

3. What is the name of the agency(ies) responsible for administrative support for the program?

Utah Department of Human Resource Management

4. What type of organization provides the primary administrative support for the CPM program?

State Agency

5. Name of the program director

John J. Acker Jr.

6. Program director's title

CPM Director

7. Name of the program co-director (if any)

Sherry Saracino

8. Program co-director's title

CPM Coordinator

9. Key program Dates (please enter the four digit year for each).

Year Program Started Year of Initial Accreditation

1987

1989

10. Please enter the year of your most recent continued Accreditation. If you have not yet received a continued accreditation, please enter the year of your program's initial accreditation.

Year of Most Recent Continued Accreditation

2009

11. Does your program have formal authorization?

Yes

12. What is the source of the program's authorization? For example, legislation, executive order, program established in state personnel department, etc.

Executive Proclamation - August 11, 1987

Executive Proclamation - May 30, 1995

13. Please indicate below the percentage of CPM funds received last year from the following sources.

Program Fees

14. Select if your program uses this pricing mechanism

Open enrollment – fixed price per person

15. What is the price per person to complete the program

\$1950

16. If you have other pricing structures, or would like to provide additional information about your pricing, please do so in the space below.

The program is funded through tuition paid by the participants or their agencies. The fee is \$650.00 per course for locations in the metropolitan Salt Lake Area and \$750.00 for areas outside that parameter. It is the intent of the State of Utah and the Department of Human Resource Management to have this program self-supporting.

17. What percent of the enrollment fee is typically paid by each of the following:

Answer	Percent
By the PARTICIPANT'S Organization	96.00
By the PARTICIPANT	04.00

18. Program Staff In the table below, please provide information on the number of staff assigned to the program.

Full Time Staff 3

Contract Trainers 5

19. Administrative Structure Please indicate who is responsible for the following activities associated with the CPM program. Please select all that apply for each administrative item below - for instance, if the person responsible for Program Administration is both a "University" and "State/Government Agency" employee, check both boxes.

# Question	University	State/Agency	Advisory Board	N/A	Total Responses
1 Program Administration	0	1	0	0	1
2 Curriculum Design	0	1	0	0	1
3 Evaluating the Program	0	1	1	0	2
4 Promoting the Program	0	1	0	0	1
5 Selecting Participants	0	1	0	0	1
6 Selecting Scholarship Recipients	0	1	1	0	2
7 Recruiting Instructors	1	1	0	0	2
8 Securing Program Funding	0	1	0	0	1

20. If you would like to provide other information about program structure, please do so below.

21. Were there any program policy changes introduced during the last year?

No

22. Were there any program design or curriculum changes introduced during the last year?

No

23. Were there any program delivery changes introduced during the last year?

Yes

24. Please summarize major policy changes during the last year.

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

26. Please summarize program delivery changes during the last year.

UCPM began offering online CPM classes through Argosy University in January 2012. Two Course 1 sessions and one Course 2 session were completed.

27. Please summarize below goals or plans for the program in the upcoming year.

Increase administrative efficiency. The capacity to focus on strategic goals and continuous improvement will increase as time-intensive processes and details are refined or modified to require less labor. * In 2012, CPM Administrative staff brainstormed ideas that might decrease the number of elective credit hours, using cost, administrative efficiency, flexibility and other criteria as part of their decision matrix. At the top of the list were online courses, adding class(es) back into the program, and further utilizing our in house resources such as ULI. Some of these ideas are / will be implemented in 2013, and some are written into program changes that will become effective in 2014.

Focus on the fundamentals. It is imperative that CPM curriculum focus on universal and core issues to public management. Efforts will be made to evaluate curriculum and reduce unnecessary or overly specialized topics. Where applicable, classroom time can be reduced. * In 2012, we began exploring how to put more “public” back into CPM. A module emphasizing Utah’s political history, current landscape, structure, etc., was created and will be piloted in 2013. Additionally, in 2012, it was determined that module learning objectives need to be further defined and these are currently under revision.

Increase number of standardized student evaluation instruments. In addition to the capstone curriculum project, the program will seek to add several smaller standard assignments that incorporate knowledge and skills from several modules. The intent is to better integrate modules for continuity and to increase consistency in evaluation. * Recommendations were considered 2012 and are currently being written into program changes that will become effective in 2014. Initial changes will include standardized assignments in Courses 1 and 2, and an examination in Course 1.

Obtain or devise distance learning mechanisms or alternative delivery approaches to reach rural population. In order to make CPM available statewide, new technologies, formats or mechanisms are needed. The program will need to stay flexible in structure to adapt to rural needs. * A test pilot program was created for CPM program alternative delivery through Argosy University under DHRM’s accreditation. The first class was held January 2012. Two Course 1 classes and one Course 2 were delivered by Argosy University in 2012. The program was

monitored through enrollment numbers, student evaluations, and direct contact with students and Argosy University. In 2013 DHRM initiated a conversation to expand our web based offering through Southern Utah University.

28. What percentage of the CPM courses taught during the most recent program year were taught by each of the following:

Contract Instructors (Non Faculty) 100.00

Section 2: CPM Instructors (starts w/#29)

29. How does the CPM program recruit instructors? (Select all that apply)

Other (please explain)

RFPs for DHRM Contract

30. Does the CPM program offer a training session to familiarize instructors with the CPM and CPM competencies?

No

31. Does the CPM program offer a training session to familiarize instructors with specific CPM course content?

Sometimes

Section 3: Program Design and Structure (starts w/ #32)

32. How many hours are required to complete the program?

1 Required classroom hours 200.00

3 Required project hours 100.00

33. Which of the following are required to complete the program? Please check all that apply.

1 Projects 1 100%

2 Examinations 0 0%

3 Case Studies 0 0%

4 Required Readings 0 0%

5 Simulations 0 0%

6 Assessments 1 100%

34. Are there any other program requirements? If so, please describe the additional requirements below.

N/A

35. On average, how long (in MONTHS) does it take to complete the CPM program?

Total Number of months - 9

36. Does your program offer instruction in the following formats?

	Yes	No
1 Completely On-line or e-Learning Instruction	0	1
2 Completely Face to Face Instruction (Instruction is primarily face-to-face, can have on-line materials and support.)	1	0

3 Hybrid or Blended Instruction (Mix of classroom and e-Learning sessions)

1 0

37 For hybrid courses, what percent of the coursework is offered on-line?
80% delivered on-line

38. 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?
No

39. If the content of the CPM program curriculum focus on skill-sets outside of the seven competency areas required by the National Certified Public Managers Consortium, please describe the other skill sets covered:

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

41. Are program participants able to earn the following by completing the CPM program:

	Yes	No
1 Undergraduate Credit	0	1
2 Graduate Credit	0	1
3 Continuing Education Credit	0	1
4 Transfer Equivalent Credit	0	1

42. How Many?
N/A

43. Do you offer the program internationally?
No

44. If you do offer the program internationally, in which countries do you offer it?
N/A

Section 4: Program Marketing and Recruitment (starts w/#45)

45. Do you use the following techniques to market the program? If so, how effective are they?

	Do Not Use	Very	Somewhat	Not effective
1 Brochures	0	0	0	1
2 Website	0	0	1	0
3 Social Media	1	0	0	0
4 Presentations	1	0	0	0
5 Conference/Vendor Exhibits	1	0	0	0
6 Meetings with decision makers	0	0	1	0
7 Word of Mouth	0	1	0	0
8 Other (please explain)	0	0	0	0

Other (please explain)

46. Is a pre-enrollment orientation session offered to individuals interested in participating in the program?

No

47. If you would like to provide more information about how the program is marketed, please do below.

48. Does the CPM program have any of the following eligibility requirements? Please check all that apply.

1 High School Diploma	0
2 College Degree	0
3 Current Supervisory Position	0
4 Some Supervisory Experience	0
5 Supervisor Approval/Recommendation	1
6 Applicant Essay	0
7 Agency Recommendation	0

49. How do individuals apply to your CPM program? (Please select all that apply)

1 Self-nomination	1
2 Agency Nomination	1
3 Letter(s) of Recommendation	0
4 Essay	0
5 Other (Please explain)	0

50. Is the CPM program offered in the following formats?

	Yes	No
1 Cohort Based	0	0
2 Open Enrollment	1	
3 By Contract for an Organization	1	

51. If you would like to provide more information about how the program is offered, please do below.

The UCPM program is offered as an open enrollment program beginning three times a year. Additional classes for cohorts, agencies, geographic areas, specific starting dates/times, etc., are arranged as requested.

Section 5: Program Statistics (starts w/#52)

52. How many training days did your program offer during the past year?

Enter whole number of days

120

53. If you would like to provide additional information about the number of sessions, please do so below

CPM in Utah is taught in 3 separate courses. The courses are titled 1, 2 and 3. Courses 1 and 2 may be taken in either order. Students must complete or be concurrently enrolled in course 1 & 2 prior to enrolling in Course 3. In 2012, the following numbers of sessions were offered:

Course 1

Classroom - 3 sessions of 80 hours* (10 eight hour days)

Online – 2 sessions of 100 hours (8 online meeting days)

Course 2

Classroom - 3 sessions of 80 hours* (10 eight hour days)

Online – 1 session of 100 hours (8 online meeting days)

Course 3

Classroom - 3 sessions of 100 hours (12 eight hour days = 96 class hours plus 4-20 hours outside class)

*Students completing classroom courses require additional elective credit hours for completion of their certification.

54. Please provide the following program statistics

How many individuals were accepted into the CPM program last year? Note: Not all who are accepted enroll.

84

How many of those who were accepted enrolled in the CPM program last year?

84

How many active participants (new and previously enrolled) attended sessions last year?

149

How many individuals completed the CPM program last year?

70

How many individuals have enrolled in the CPM program since your program's inception?

2822

How many individuals have completed all of the requirements for the CPM designation since your program's inception?

1560

How many individuals have completed the supervisory level during the reporting period? (If applicable)

-

How many individuals have completed the supervisory level to date? (If applicable)

-

55. Last year, what percentage of CPM program participants were from the following types of organizations:

# Question	Percentage of participants from each organization
1 State	94.70
2 County	1.30
3 City/Municipal	2.00
4 Federal	0.00

- 5 Nonprofit 0.70
- 6 International 0.00
- 7 Other (please specify) 1.30
1 ea. Private, NAFCU

56. Does the CPM program hold a graduation ceremony?
Yes

57. How many of the following ceremonies did you hold last year and how many graduates did you have for each?

Number of Ceremonies Last Year - 1

Number of Graduates Last Year - 63

Supervisory Certification Graduation

--

Other

--

Section 6: Support for your State CPM Society (starts #w58)

58. Does your state have a local CPM society?

Yes

59. Please indicate if your program provided the following supports for the local CPM society.

1 Educating candidates and graduates about the Consortium and Society through CPM Program Channels Yes

2 Facilitating connecting CPM graduates with AACPM in order to form a new society. No

3 Willingness to position CPM Director as ex-officio member of state society board. Yes

4 Supporting and/or facilitating the Askew Awards process for state societies and help keep AACPM informed about Askew Award winner. Yes

5 Involving society officer and members in the continuing accreditation site visits. Yes

6 Other (please explain)

Co-sponsor annual Manager's Conference - profits are split evenly. Assist each other with special committees; society participates in the annual CPM graduation ceremony; society president sits on program advisory board

Section 7: Assessment and Evaluation (starts w/#60, pg 9)

60. Do you use the following program evaluation methods?

	Yes	No
1 Assessments of participant reaction to overall program	0	1
2 Assessments of participant reaction to individual courses or sessions	1	0
3 Assessments of participant reaction to individual course or session instructors	1	0
4 Assessments of the level of knowledge or skills gained by the participant	0	1
5 Assessments of organizational impact of the participant's CPM training	0	1
6 Pre-program skill assessments	0	1

61. Which of the following techniques does the program use to assess the level of knowledge or skills gained by the participant? Select all that apply.

- | | |
|-------------------------------|---|
| 1 Test/Exam | 0 |
| 2 Quiz | 0 |
| 3 Assessment Centers | 0 |
| 4 Individual Written Projects | 1 |
| 5 Individual Presentations | 1 |
| 6 Team Written Projects | 0 |
| 7 Team Presentations | 1 |
| 8 Research Reports | 0 |
| 9 Capstone Project or Course | 1 |
| 10 Other (please explain) | 0 |

62. Where do participants get their capstone project ideas? Select all that apply.

- | | |
|--------------------------|---|
| 1 Self selected | 1 |
| 2 Instructor assigned | 0 |
| 3 Agency assigned | 0 |
| 4 Other (please explain) | 0 |

63. How do you assess the participants' application of knowledge or skills in the workplace? Select all that apply.

- | | |
|---|------|
| 1 Evaluation or review of projects | 0 0% |
| 2 Survey of participants | 0 0% |
| 3 Survey of participants' supervisors | 0 0% |
| 4 Survey of participants' peers | 0 0% |
| 5 Survey of participants' direct reports | 0 0% |
| 6 Anecdotal information received from participants | 0 0% |
| 7 Anecdotal information received from individuals at participants' organization | 0 0% |
| 8 Other (please explain) | 0 0% |

64. How do you assess the organizational impact of the participants' CPM training? Select all that apply.

- | | |
|---|------|
| 1 Evaluation or review of projects | 0 0% |
| 2 Survey of participants | 0 0% |
| 3 Survey of participants' supervisors | 0 0% |
| 4 Survey of participants' peers | 0 0% |
| 5 Survey of participants' direct reports | 0 0% |
| 6 Anecdotal information received from participants | 0 0% |
| 7 Anecdotal information received from individuals at participants' organization | 0 0% |
| 8 Other (please explain) | 0 0% |

65. What method(s) do you use to evaluate the impact of the participants' capstone project on his or her organization? Select all that apply.

- | | |
|--|---|
| 1 Quantitative analysis of project return on investment | 0 |
| 2 Quantitative analysis of project impact on organizational expenditures | 0 |
| 3 Quantitative analysis of project impact on customer satisfaction | 0 |
| 4 Anecdotal information received from participants | 1 |
| 5 Anecdotal information received from other individuals at participants' organization | 1 |
| 6 Other (please explain) Occasional feedback directly from participant and/or agency sponsor | |

66.How often is the course content and delivery format reviewed?

4 Biannually

67.Do CPM graduates receive any of the following incentives for program completion? Select all that apply.

1 Pay incentive 1

2 Promotional preferences 1

3 Ability to substitute CPM for WORK experience 1

4 Ability to substitute CPM for EDUCATIONAL experience 0

5 Don't know 0

68. If you track salary or career progression for CPM graduates, please indicate your data sources below. Select all that apply.

1 Do Not Track