

RE-ACCREDITATION REPORT
ON
THE TEXAS CERTIFIED PUBLIC MANAGER® PROGRAM

Presented to:

The National Certified Public Manager® Consortium

By the Review Committee:

Leslie A. Meadows, Committee Chair
State of Alabama

Ron Vandermyde, Instructor
State of Utah

Heike Langdon, CPM
State of Nebraska

September 28, 2015

RE-ACCREDITATION REPORT
THE TEXS CERTIFIED PUBLIC MANAGER® PROGRAM

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

Findings

The Texas program administrators submitted all of the necessary and required program documentation to each of the review committee members. The documentation was properly tabbed and inclusive of the required sections.

In the matter of general **Program Overview** (Tab 1) requirements, the committee determined that:

An appropriate linkage exists between government and higher education institutions.

The Texas CPM Program is administered by the Texas State University William P. Hobby Center for Public Service, which is under their Continuing Education Department. The CPM Program is directed by Dr. Howard R. Balanoff, a tenured professor endowed in Governor Hobby's name in the Political Science Department, who also serves as the Director of the William P. Hobby Center for Public Service. Dr. Balanoff works with a team of more than 18 highly regarded faculty members from Texas State University and other partner universities, including Marilyn Balanoff of Texas State University. Perhaps one of the most unique features of this CPM program is the collaboration of the Balanoff team with CPM program staff, faculty members, University administrators, and stakeholders. The Balanoff team is deliberate and steadfast in their curriculum planning, development of program schedules, building collaborative relations with state and local agencies, marketing the program, maintaining student records, ensuring curricula quality and evaluating the program. Echoed throughout the site visit by numerous students, graduates, governmental leaders, instructors, and academic administrators, the Balanoff's have dedicated their life's work to building leaders through the Texas CPM program. It is their passion and approach to organizational development that enriches the CPM experience for students and makes faculty and academic institutions want to be a part of this impactful program.

Texas State University, a public university, has been designated by the Governor of Texas to deliver the CPM Program throughout the state of Texas, and has been doing so since 1995. The President of Texas State University, Dr. Denise Trauth, authorizes the Texas CPM program and is fully supportive of the Texas CPM Program. Additionally, Mr. Balanoff has established cooperative agreements with five other Texas universities including:

Texas Tech University
Sam Houston State University
Stephen F. Austin State University
The University of Texas at Pan American
The University of Houston

The Texas CPM program is also strongly supported by state government, the International City/County Management Association (ICMA), the Texas Municipal League and the Texas City Management Association (TCMA).

A Governing or Advisory Board including representatives from the CPM Society is in place with a clearly described function.

The Texas CPM Advisory Board has been in place since the Program began in Texas in 1995. The Advisory Board is composed of leaders of government agencies, city managers and administrators, and academicians.

In conversations with members of the advisory committee, the site reviewer discovered that they are very passionate and supportive about the CPM program. It is the opinion of the reviewers that the board members are very current in matters of the program, and are extremely active in the program operation. They value the Texas CPM Program and view it as:

“...the perfect way for organizations to plan for their succession strategy. I encourage all of the leaders I interact with to rely on the Texas CPM Program to build capable leaders who will one day fill the gap.”

CPM Advisory Board member, The Honorable Larry Gonzales, State Legislator, Texas House of Representatives.

The Program has the capability to admit participants from state, local and federal government.

A review of participant rosters and interviews with a number of current and former CPM participants reveal that the Texas CPM Program attracts a diverse group of participants from local, state and federal government and nonprofit organizations.

Program Requirements are clearly identified and listed.

All Program requirements are clearly identified in the Texas Certified Public Manager® Policies and Procedures Manual. A descriptive brochure is offered, as well as a complete description on the program's comprehensive, easily navigable Website.

In the matter of **Program Organization** (Tab 2) requirements, the committee determined that:

Funding is sufficient to support the program.

The CPM program is very reasonably priced at \$595 per course or \$4160 for the program and considered as a good investment by the participating agencies. The CPM Program receives additional financial support of \$60,000 per year from the William P. Hobby Endowment. The Texas CPM program operates within its budget and adheres to policies and regulations governing expenditures.

A list of program instructors and bios were included.

Program instruction is provided by a combination of well qualified practitioners, academic faculty and consultants. Summary biographies of all instructors were provided. Additionally, the site reviewer had the opportunity to visit with several of the instructors, all of whom were extremely knowledgeable of their subjects, of training methods and trends, and were very passionate about the CPM program.

The site reviewer was encouraged to learn that the Director of the CPM program works closely with each instructor to ensure that they are fulfilling the needs within each module and that each builds upon the previous sessions. Instructors are evaluated at the conclusion of each course and the results are reviewed to identify curricular and instructional strengths and growth areas, and are shared with instructors.

In the matter of **Administrative Policies and Procedures** (Tab 3), we find:

Written policies and procedures exist.

Administrative policies and procedures for participants are clearly documented. The program guide is very clear on what policies and procedures are in place for each aspect of the program. Additionally, it provides information and encourages contacting the program office.

A candidate tracking system is in place.

A formal electronic student tracking system is in place. The database includes information regarding participant progress, attendance, and any notes necessary to assist the participant in his/her professional development.

Security measures are in place.

Confidentiality was discussed during the site visit and it is clear that the Texas CPM program adheres to very strict guidelines for all training and programs and emphasizes this policy to its students. Additionally, adequate security exists for student records

which are accessed only by authorized staff. All rooms are locked at night and when the staff leaves. The facility is located in an area accessed only by authorized personnel.

Assessment review standards are clearly specified.

Project requirements are clear and the use of projects in the curriculum is one of the greatest strengths of the program. The Texas CPM program requires participants to complete a series of projects that address issues in their organization, including evaluating their department budgets and complete a Capstone project, allowing them to integrate and use what they have learned to apply innovative solutions to real-world problems.

Assessment and review standards are set by faculty in the Texas CPM Program and are clearly articulated in the course syllabi. Only CPM faculty members are permitted to grade CPM assignments and projects.

In the matter of the **Course Delivery Schedule** (Tab 4), the review team finds:

The Texas program is offered in eight locations across the state which provides students with flexibility in determining the location most convenient to them and the option of speeding up their progress through the program by traveling to a location offering a track sooner than another location. The program consists of seven courses – or tracks – which convert to 21 academic hours if a student wishes to complete the CPM program for academic credit. The most current course delivery schedule for each part of the program was included and reviewed.

In the matter of **Course Materials** (Tab 5) we find:

Core Curriculum addresses all of the seven (7) competencies listed on the CPM Competency Model specified in the By-Laws.

The Texas CPM Program has been designed to address all of the seven (7) competencies listed on the CPM Competency Model specified in the By-laws: Personal and Organizational Integrity; Managing Work; Leading People; Developing Self; Systemic Integration; Public Service Focus; and Change Leadership. Courses provided are extensive and more than adequately cover the seven competency areas. They are well thought out and well integrated to foster an environment for adult learning and self-development. Moreover, the classes build upon each other and the participant has the opportunity to grow using the knowledge from each class to assist in the next session.

- A. The information provided to the reviewers was prepared with the purpose and learning objectives discussed. A chart detailed the competency areas covered by each course. All classes fall within the seven competency areas.

Entire program is documented with learning outcomes related to core competencies identified in each course or learning activity.

The Learning Outcomes, CPM Competencies addressed, and Course Objectives for each of the seven courses in the Texas CPM Program are clearly delineated in the course material distributed to participants.

300 hours address the seven (7) competencies.

The Texas CPM Program is a combination of contact hours that are provided in direct “face to face” contact between Instructors and students through off site faculty-directed assignments that are graded by CPM faculty, for a total of 315 hours of structured learning activities. The following table summarizes the structured learning activities involved in the program.

Types of Contact Hours	Number of Contact Hours
Instructor-led Classroom Hours	140
Instructor-facilitated assignments	175
Total	315

At least 250 hours are instructor or facilitator directed.

All of the 315 hours of Texas’s CPM program are instructor-directed.

In regard to **Examinations and Projects** (Tab 6) we find:

A clear relationship exists between projects and curriculum.

The courses of the Texas CPM Program provide participants with the background they need to strengthen their knowledge, enhance their skills, and complete their CPM Projects. The courses actively involve the participants by providing practical lessons and approaches and then allowing them the opportunity to practice carrying out various tasks and applying theoretical models to solve problems. Each of the courses is extremely interactive and assignments, such as readings or projects, are directly linked to exercises and tasks that require that the participants apply what they have learned.

Requirements of projects are clearly specified.

The Texas CPM Program clearly details the requirements of participant projects and works closely with participants throughout the program year to ensure a full understanding of each project milestone and benchmark.

Methods exist for providing individual feedback on projects.

CPM participants are given individual feedback on every assignment they submit for each course. Additionally, faculty members provide feedback on their academic student records each month they are enrolled in the CPM program.

The assessment process is clearly related to learning outcomes and core competencies.

The assessment process for each course is directly related to the assigned readings and discussions for the course and the course curriculum. Course instructors evaluate participants by reviewing their responses on their assignments.

After reviewing the course descriptions, learning outcomes and core competencies, the review team found a clear relationship exists between assignments and what is being evaluated through each assignment.

Participants receive feedback on assessments as appropriate.

Participants in the Texas CPM program receive feedback on every assignment in every course, and in regards to their project. They also receive more general feedback on their progression through the program via monthly academic record reports.

The assessment process includes tests of knowledge and practical application.

Participants are required at the end of a course to demonstrate evidence of their knowledge of the subject matter and the ability to apply it to their own work situation through responses to an examination.

In regard to **Program Evaluation** (Tab 7) we find:

Data is collected.

The Texas CPM program focuses on evaluating participant satisfaction with each class, the instructors/facilitators, how well the stated objectives were met, the time spent on the course, what was useful and not useful and relevance of the course to their work environment and the organizational and personal value of attending each course. The review team applauds Texas's progressive approach to collecting data that is useful in making continual improvements to the program.

Provision is made for incorporation of evaluation results in program development.

Recommendations and feedback by participants concerning course instructors, training materials and application of knowledge and skills to the work setting are incorporated into improvements in the CPM Program. When the site reviewer met with Texas CPM graduates, it was clear that program feedback plays a significant role in strengthening the program each year, resulting in a program that is responsive to the needs of its participants. The Texas CPM program's relevancy and credibility have been built on the program's ability to meet the needs of participants.

Additionally, the Director of the Texas CPM program is actively involved in making improvements to the program and seeks opportunities for feedback from participants

and faculty, as well as government stakeholders throughout each program year to ensure the program remains relevant to the ever-changing public climate.

In regard to **Participant Information**, (Tab 8) we find:

A detailed list of active participants and all relevant contact information was included and reviewed.

In regard to **Perceived Strengths and Weaknesses**, (Tab 9) we find:

Program strengths are identified.

A major strength of the Texas CPM Program can be seen easily in the lifelong career of the Balanoff team's commitment to public administration and building capable leaders for the future. The Balanoffs hold a number of leadership roles in national professional associations including the American Society for Public Administration (ASPA), and travel the world sharing the story of CPM. They promote the National CPM brand everywhere they go, and most recently presented at the 2015 Conference of the International Association of Schools and Institutes of Administration (IASIA) in Paris on *The National Certified Public Manager® (CPM) Program: A Model for Public and Nonprofit Leaders and Managers around the World*. They presented the outcomes of a pilot project in Europe in which public managers & educators from Romania, France, Lithuania & Latvia participated in an online CPM Program which was administered by Texas State University. In June 2014 Texas State University's William P. Hobby Center for Public Service began to deliver a "pilot" CPM Program to a small number public managers & educators in 4 European countries to find out which parts of the U.S. CPM Program are applicable to countries in Europe and which would need to be replaced by European Union and other public management resources. That pilot program is scheduled to be completed in December 2015.

Another CPM linkage derived by the Balanoff team and likely to be initiated in the near future is by Leiden University in the Netherlands. Discussions are currently ongoing between Leiden University and the National Certified Public Manager® (CPM) Consortium for Leiden University to begin to offer the first officially accredited European Certified Public Manager® (CPM) Program that would be delivered outside the United States. Clearly, the Balanoff team believe in what they do and have a strong conviction to share it with others. The 20-year success enjoyed by the Texas CPM program is largely owed to their tireless pursuit of helping leaders be better than they were before.

Other strengths center on the Texas CPM program's commitment to meeting the professional and educational goals of the International City/County Management Association (ICMA), the Texas City Management Association and the American Society for Public Administration (ASPA). This relationship promotes a partnership that connects the Texas CPM Program with these vital public administration associations at the local, state and national level.

The Texas CPM program also benefits from the continued support it has received from Texas State University, as well as the cooperative partner universities. The Associate Provost of Texas State University, Dr. Cynthia Opheim, revealed her long-standing support of the Texas CPM program. As the former Chair of the Political Science Department, she recalled first-hand the value seen in the Texas CPM program and noted that she attended the first Texas CPM graduation whereby then Texas Governor George W. Bush gave the graduation speech. She shared her University's support of the CPM program and underscored the significant contributions that Dr. Balanoff makes to ensure its success.

Finally, due to the generous endowment for former Texas Lt. Governor, William P. Hobby, the Texas CPM program is the benefactor of an annual supplement. This is yet another strong indicator of the support that is garnered by this highly regarded program.

Program weaknesses are identified.

The Texas CPM Program is a leader in continuous improvement and has made adjustments to the program format based on participant feedback. In its 20 year history, the Texas CPM program has evolved to remain a viable and relevant program. Weaknesses are identified throughout the program through participant feedback and program management. Any deficits in the curriculum or difficulty relating to an instructor are identified immediately following a course and the Director works quickly to resolve the issue. This practice will help to ensure that the program provides the appropriate balance of academic theory and hands-on applications and that the assessment methods, learning outcomes, competencies and objectives are realistic and ideally suited for the participants.

Continuous improvement processes are addressed.

As indicated throughout this review, the Texas CPM Program is a proponent of continuous improvement processes. They use evaluations from each course to make changes immediately, if appropriate, and/or to begin to plan changes for the next course. The review team commends their approach and views them as a model of the Consortium's standards of continuous improvement.

Overall Conclusions

The Texas CPM program is a very strong, well organized program that is supported by a respected public university, and partner with five other reputable public universities. The Texas program possesses many attributes as noted below:

1. **Exemplary Characteristics:** The Committee was especially impressed by the following:

A. The enthusiasm of the instructors and board members is to be highly commended. Each of them is a strong support of the program and the values the role they play in developing leaders in Texas. The program uses a variety of uniquely-suited trainers, focusing on practitioners and consultants, as well as academic and professional staff.

B. There is clear information available to potential participants. The website <http://www.txstate.edu/cpm/> provides class descriptions, schedules, costs, application information, program requirements and other information necessary to be well informed about the program. The information clearly conveys what is expected and what is required to complete the certification.

C. The support and endorsement of the CPM program by Texas State University is exemplary. An added benefit to Texas CPM graduates is that graduates of the Texas CPM Program can receive college credits towards several degree programs at Texas State University.

D. The flexibility of the program, and the ability and desire to make necessary changes are another set of key factors in its success. The Director is consistently reviewing the program and all possibilities, and employing best practices that fit the needs of participants in Texas.

2. **Closing Remarks:** The Committee offers the following observation and suggestion to further enhance the strength and quality of the Texas program:

A. Dr. Balanoff has built a program that consistently exceeds the expectations of its stakeholders and is relied upon to develop public leaders across Texas. The Balanoff team's reputation and notoriety in their field is a major contributor of the long-standing success of Texas CPM program. The next logical step will be to devise a succession plan for the future to ensure that this incredible program is sustained far into the future.

The above findings and recommendations on the Texas Certified Public Manager® program are based upon a review of all documentation by the committee, and confirmed in a site visit by the chair on September 28, 2015.

Respectfully submitted by:

(signature)

(date)

Leslie A. Meadows, Committee Chair
State of Alabama

