

**THE VALUE OF THE  
CERTIFIED PUBLIC MANAGER'S  
EDUCATION AND  
DESIGNATION**



**NEW HAMPSHIRE CERTIFIED PUBLIC MANAGER PROGRAM  
TEAM PROJECT**

October 2003



**THE VALUE OF THE CPM DESIGNATION  
TABLE OF CONTENTS**

	<u>PAGE</u>
<b>Executive Summary</b> .....	i
<b>Introduction</b> .....	3
Purpose of Survey	
History & Structure of CPM	
American Academy of Certified Public Managers	
National Consortium	
State Associations	
Scope of Project	
<b>Methodology/Procedures</b> .....	7
Project Management	
Survey Construction	
Survey Validity	
Survey Conduct	
<b>Graduate Results</b> .....	17
<b>State Profiles</b> .....	39
<b>Sponsoring Agencies Results</b> .....	107
<b>Recommendations</b> .....	125
<b>Acknowledgements</b> .....	125
<b>Project Team</b> .....	127
<b>Appendices</b> .....	129
Non-Graduate Survey Results	
Request for Team Project	
Team Project Flow Chart	
Original Graduate Survey	
CPM Program Graduate Survey	
CPM Sponsoring Agency Survey	



## EXECUTIVE SUMMARY

This report is in response to a request from the American Academy of Certified Public Managers (AACPM) that a survey be conducted to determine what CPM graduates consider to be the tangible (promotion, college credit, financial rewards) and intangible value (job skills, contacts) of the Certified Public Manager education and designation to an individual and the employer.

The members of the Survey Project Team are not by profession or training statisticians, research psychologists, or scientists. All members work in state government and are currently enrolled in a two-year Certified Public Manager course, a requirement of which is a team project. This project was done on approved time away from their regular job responsibilities or on their own time. AACPM, knowing that teams of CPM candidates would be looking for a project, offered this topic to the class. This team took up the challenge and developed a group interest in the subject. The team members have devoted much time and effort to it.

One lesson learned, far more important than the survey results, is the power of teamwork and the value of good team members. All members are capable people with good intentions but more importantly they worked well together, enjoyed each other's company and took the goal to heart. Each member's skills and personality seemed to complement those of other team members. In the work sessions synergy rather than competition prevailed, and members diligently carried out their tasks to avoid letting the team down.

Whereas the study may have some chinks with respect to scientific method and statistical validity, it was well thought through, tested and improved prior to dissemination. The team members sought expert help and we were tuned in to the people who wanted the study done. The study revealed trends, compared perspectives, showed state-to-state differences and became a forum for ideas. Perhaps more importantly it revealed questions and created a database, which could serve as point of departure for future studies.

Why is education for public managers so important?

- To maintain the public trust so that citizens can be confident in the ability of government leaders to do their job;
- To ensure that work is completed as efficiently and effectively as possible;
- To ensure that the most qualified individuals in management positions;
- To keep managers abreast of changes in technology;
- To help managers better understand, communicate with, and lead the people they manage.
- To meet society's emphasis on the accountability of government leaders.

Since its establishment in 1985, the AACPM, in conjunction with the National Consortium and individual state associations, has strived to provide educational opportunities and programs for public employees. As of January 1, 2003 twenty-three (23) states and the District of Columbia have either an accredited Certified Public Manager (CPM) Program, an associate program, or are in the process of developing a CPM Program.

To date no comprehensive survey of participants in CPM Programs has been made to determine whether expectations are being met or to identify the strengths or weaknesses in the program.

A six-member team of New Hampshire CPM Candidates conducted the survey. The team worked in conjunction with Kay Nidiffer Rogers, 2002 President, AACPM, and William Herman, AACPM Director-at-Large and Chairman of the AACPM Integrated Marketing Committee.

Peter Gamache, Past Chairman of the Board of Directors of the National Consortium, became aware of the survey and expressed great interest in this project. He participated in the test phase of the survey and offered valuable feedback in terms of the process under which the survey took place. He also allowed the team to use his computer to conduct the survey.

## **WHAT IS MEANT BY TANGIBLE VALUE?**

According to Webster's Dictionary the definition of **tangible** is:

- Capable of being perceived especially by the sense of touch
- Substantially real
- Capable of being precisely identified or realized by the mind
- Capable of being appraised at an actual or approximate value

The definition of **value** is:

- A fair return or equivalent in goods, services, or money for something exchanged;
- The monetary worth of something: marketable price;
- Relative worth, utility, or importance; a good value at the price;
- A numerical quantity that is assigned or is determined by calculation or measurement;
- Something (as a principle or quality) intrinsically valuable or desirable

For the purposes of this survey the team defined **tangible values** as including, but not limited to: promotion, college credits, or monetary rewards such as pay raises or bonuses.

**Intangible or perceived values** include, but are not limited to:

- Improved skills in specific areas such as communication and human resource management
- Upgraded professional image
- Networking
- Marketability
- Personal job expertise

## **SURVEY RESPONSE SCALE**

The team's task was to determine the value CPM Graduates received from both the education and the certification. Team members constructed most survey questions around a simple four point qualitative scale, anchored at all points. The first possible response, "no change," was intended to mean that there was no pertinent value received. The next three went from "limited value, to "meaningful value" to "substantial value". These responses were simple to understand, would have a common meaning for raters, were suitable to the subject and allowed for rating differentiation. The fifth point allowed for a rater to respond that there was no improvement needed. In tailoring education to a diverse group of professionals, curriculum builders were apt to include courses that, while valuable, would be redundant and unnecessary for some class members. This response allowed the team to differentiate between the "no change" and "not needed" responses. The "not needed" response was not only different from "no change," but not on the response continuum. It was, however, valuable and it needed to be collected. Included is a de facto sixth response of "no response" because some raters declined to answer some questions.

## **THE SURVEY**

The survey results are based on two separate surveys:

**I. Graduate Survey:** This survey focused on the individuals' perception of tangible and intangible benefits provided by CPM education. Twenty (20) questions, some with multiple parts, were asked resulting in approximately thirty-five (35) pieces of information regarding:

- Demographics
- Skill levels
- Tangible benefits
- Intangible benefits

**II. Sponsoring Agency Survey:** This survey focused on the sponsoring agencies' perception of the tangible and intangible benefits provided by CPM education. Twenty-two (22) questions were asked, again, some of which had multiple parts, resulting in approximately forty-six (46) pieces of information regarding:

- Statistics on Graduates: For example, number that started and number that completed the program.
- Terms of participation in the program: Why participate? Who pays?
- Tangible benefits
- Intangible benefits
- Skills

The surveys were sent to all sponsoring agencies and CPM graduates for whom an e-mail address was available. The CPM graduate survey included a request that the survey taker forward the survey to other CPM members. In this way the survey base was improved with respect to both number of responses and the degree to which the team controlled the test sample.

The survey was electronically submitted to approximately twelve hundred (1200) respondents and twenty-three (23) state agencies and the District of Columbia. Responses were received from non-graduates and from graduates in jurisdictions, which do not have and have never had a CPM program. These results were tabulated for informational purposes.

## **RESULTS OF THE SURVEY**

Through the use of tables, graphs, and state profiles, the results of the survey are presented in such a manner as to provide a useful base from which the AACPM, National Consortium, and individual state's associations can analyze and draw conclusions about both graduates and non graduates.

The team prepared a state profile for each jurisdiction with a CPM Program whether it was currently accredited, active, associate or had no program. Those respondents from jurisdictions without programs are assumed to have received certification from states with active programs.

The team reviewed the data and prepared an initial evaluation of the results. While the team did not attempt to draw any conclusions regarding the specific value of the CPM Program, in general, the data suggests the following:

At least 85% of the survey takers were over age 40, leading the team to wonder whether states should refocus their programs to include a greater number of younger professionals?

The first and second most prevalent answers to the question: “Why did you take this course?” were improvement of skills and self-satisfaction. Perhaps tangible benefits are not the primary motivators for either taking the training or belonging to the professional groups.

When asked to rate the value of their CPM training, 5% either responded “no value” or declined to answer. All the rest indicated at least limited value and 80% indicated that the training was either of meaningful or of significant value to them. Although this does not necessarily mean that they received concrete rewards for the education, it may mean that they have been able to translate this knowledge into improved on the job performance. The value to employers was also rated highly.

We found that the members rated the technical and budgeting training they received lower than other aspects of the CPM curriculum. On one hand, this is to be expected because these areas are more job specific. On the other hand, all managers must deal with budgets and technology to some extent. A minimum level of competence and updating one’s skills could be valuable.

The majority of the respondents indicated that they were not aware of the tangible benefits and thus did not take advantage of them.

This report facilitates both state-to-state and state-to-national comparisons. The team would like to caution states from drawing conclusions based on results generated from small samplings, as they may not be statistically significant.

This report provides baseline information about how CPM graduates nationwide; perceive the value of their CPM education. The various Certified Public Manager organizations can review and analyze this information for their own purposes. Throughout the process of conducting the survey, it became apparent that further studies should be conducted to develop a more comprehensive view of the CPM Program. These studies could include a comparison of each sponsoring agency’s curriculum and requirements for program completion. Other suggested studies are provided in the Recommendations Section of this report.

## **CONCLUSION**

This was a survey to poll CPM graduates to determine whether they were aware of tangible benefits of their education and whether they were in fact receiving them. The survey inevitably also became a forum for how well people felt they were educated and how useful the education was to them in their jobs. The data is there and we will not make scientific pronouncements about the analysis of this data. We feel that we are not qualified to do so. We will however take the liberty to make observations about what the data seems to be telling us.

A review of the results indicates graduates of the CPM program felt there was either meaningful or substantial improvement in all surveyed areas with two exceptions. We believe that this reflects well on the value of these programs.

Graduates felt that they had significant improvement in personal and professional growth areas such as human resource management, leadership, communication, conflict management and problem solving. These areas seem to be a particular strength of the program. Interestingly, these are areas, which are likely not to be covered in degree programs from educational institutions.

Approximately 71% of the graduates felt that, as a result of completing the CPM program, their employer received substantial or meaningful benefit. Again, this says to us that the value to the sponsors is considerable and a good long-term investment.

The two areas that did not receive high marks were technology management and financial management. Program sponsors may wish to evaluate the need for education in these areas based on jurisdictional needs.

When comparing the responses of the graduates to the sponsoring agencies, there is a great deal of disparity between the tangible benefits identified by the sponsoring agencies and the tangible benefits reported by the graduates. We feel on one hand that this implies that some benefits may not be communicated to graduates but on the other hand we are leery about drawing conclusions from the State Sponsor surveys. They are a sample size of one. In two cases we received two responses from a state and there were significant differences. Perhaps states should adapt and use a standard sampling method, which will allow them to monitor the effectiveness of CPM education and keep track of the progress of their graduates.

The age range seemed to be skewed to the older side. If payback is to come in the years after training maybe states should concentrate on educating younger employees.

The first and second most reported reasons for taking the CPM Program was to improve skills (78%) and for self-satisfaction (44%). This implies to us that the primary motivator for taking this program was not immediate tangible gain but a desire to be a more competent employee. Indeed the greatest number of respondents (38%) indicated they had received no tangible benefits.

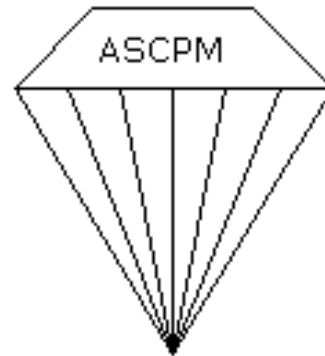
We had trouble coming up with a question, which would give us a good indication of the financial value of the CPM projects. Over half were reported to have been implemented and there were many positive impacts of the projects. Morale, retention, efficiency planning improved service and agency requirements were all said to have been positively impacted. Only 18% were reported to have earned or saved money in the general survey and we found no respondents willing to commit to a dollar figure in the beta test. We brainstormed the reason for this and came to the conclusion that there were many possibilities. Once you put a figure down in print or otherwise it takes on a life of its own and it may come back to haunt you later on at budget time. Because we believed there were political reasons which would prevent accurate reporting we decided to get at this question in a general way grouped with other responses and deleted the direct question asking for a dollar figure on project savings.

The data for this survey is stored electronically and we invite follow up studies or further examination of what the data is telling us.

Warren Gamaliel Bennis, U.S. economist and business administrator, once said, "Leaders are people who do the right things. Managers are people who do things right...a profound difference." (*Chambers Dictionary of Quotations*) As participants in the New Hampshire CPM Program, this team anticipated improving both our leadership and management abilities. This survey showed that people do improve in these areas. We would like to thank the AACPM for the opportunity to conduct this survey.



# INTRODUCTION





## **PURPOSE OF SURVEY**

In order to develop long-term marketing strategies, which promote the members' credibility and unique value to the profession, it is important to establish a base of information. To this end, the purpose of this survey is to:

- Identify tangible and perceived value of the Certified Public Manager designation;
- Establish a baseline of information on the perception of the value of the CPM Program to both holders of the certificate and their sponsoring agency representatives. This information may be used to assist in identifying which messages, templates, and materials can be integrated into a marketing strategy;
- Identify professional development opportunities and enhance the CPM educational program by learning from the experience of others.
- Identify monetary and other benefits to sponsoring agencies. This information may be used by the Consortium to convince states/sponsoring agencies that developing CPM programs is good business and to influence the sponsoring agencies to join the consortium.

## **HISTORY & STRUCTURE OF CPM PROGRAM**

A triumvirate consisting of the American Academy of Certified Public Managers, the National CPM Consortium, and state certified public manager associations governs certified public managers and programs:

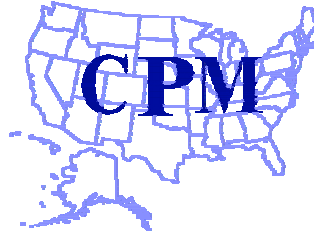


The American Academy of Certified Public Managers was established in 1985 for the following purposes:

- Unite certified public managers;
- Encourage the acceptance of management in government as a profession established upon an underlying body of knowledge;
- Promote high professional, educational, and ethical standards in public management;
- Improve communication, cooperation, and coordination among public entities;
- Foster leadership through example and innovation;
- Facilitate positive changes and enhance the delivery of public services.

By 1985 Georgia, Arizona, Florida, Louisiana, North Carolina, Vermont, and New Jersey had established certified public manager programs. As of January 1, 2003, 23 states and the District of Columbia have public manager programs. Most states have a certified public manager association comprised of members who graduated from one of the programs.

To date, it is estimated that between 12,000 – 16,000 people have graduated from certified public manager programs. Approximately sixteen hundred (1,600) members belong to the AACPM.



Developed in 1979, the Certified Public Manager Consortium was formed to establish and preserve the standards for the Certified Public Manager Designation. The purpose of the Consortium is to promote state CPM Programs by providing and monitoring accreditation standards, facilitating program development, encouraging innovation, and developing linkages with programs and organizations with similar concerns.

“The state associations serve to unite Certified Public Managers, encourage acceptance of management in



government as a profession, promote high professional, educational, and ethical standards in public management, and foster leadership through example and innovation while facilitating positive changes to enhance the delivery of public services.” *(New Hampshire Association of Certified Public Managers)*

## **SCOPE OF PROJECT**

The American Academy of Certified Public Managers (AACPM) is sponsoring the project. Kay Nidiffer Rogers of South Carolina, Past President, of AACPM, and William Herman of New Hampshire, AACPM Director-at-Large and Chairman of the AACPM Integrated Marketing Committee, provided oversight for the project.

A team of candidates from the New Hampshire CPM Program conducted the project (See team member list)

The project consisted of:

1. Developing and distributing two (2) surveys:
  - One survey was sent to the members of the AACPM and graduates of CPM programs if E-mail addresses were made available to the team.
  - The second survey was sent to each of the twenty- three (23) states and the District of Columbia CPM Program sponsors.
2. Establishing tables and graphs to represent the data collected;
3. Compiling the information provided to determine what the tangible and perceived benefits of the CPM program are;
4. Preparing a report that presents the results of the surveys, recommendations, and conclusions.



# METHODOLOGY And PRODECURES





## **METHODOLOGY & PROCEDURES**

The following procedures were used:

### **PROJECT MANAGEMENT**

At the outset it was apparent that this project was not a single process but rather a set of ongoing processes. In order to most efficiently utilize each team member's time and talents, team members were grouped together to oversee a specific part of the project. The team subgroups included a technology subgroup, a report writing subgroup, and a communications liaison with the AACPM, the states' chapters, and the consortium.

The team leader prepared minutes of meetings and agendas for future meetings, acted as a liaison among various organizations, and worked with each subgroup.

Each subgroup met or communicated to develop a draft product, flow charts, and presentations for the entire team to review, revise as necessary and adopt.

The team as a whole met twenty-four (24) times throughout the course of the project. In addition to the team meetings the sub-groups met on numerous occasions.

Copies of the flow charts, and team presentation are included in the Appendices.

### **SURVEY VALIDITY**

In order to ensure that the survey was a valid instrument and that the information gathered as part of the survey was valid, the following procedures were used:

- The team met with Tom Mahon, of Primex, a non-profit trust which provides services to municipalities and school districts in the state of New Hampshire, to advise the project team on survey procedures, format, and construct validity.
- The team attempted to increase survey validity by asking states' CPM Board Members, Kay Nidiffer Rogers, President of the ACCPM, and other state employees with expertise in conducting and analyzing surveys to offer feedback on the survey.

### **SURVEY CONSTRUCTION**

A copy of the final surveys, as distributed, is included in Appendices

#### **A. Survey to Graduates**

- The team met with Kay Nidiffer Rogers and William Herman to discuss the basic types of information the AACPM was trying to derive from this survey. Kay Nidiffer Rogers offered feedback regarding the

possible perception/intangible benefits. Debra Bourbeau, President, New Hampshire Association of Certified Public Managers, also provided valuable feedback regarding the construction and content of the survey.

- The team reviewed the original request from William Herman who cited that the AACPM requested a baseline of information that could be used to develop marketing strategies and provide credibility that the membership is being perceived as a valued profession.
- The team developed the questionnaire based upon the requirements of the sponsor.
- The team met numerous times to refine the questions.

The first meeting was a brainstorming session in which the team put forward various ideas for questions and formatting the survey. These ideas included:

- What demographics are important?
- What are tangible benefits that could be associated with the program?
- What are intangible benefits associated with the program?
- How many questions should the survey consist of?
- How should the survey be conducted: electronically or manually?

From that first meeting, the team continued to meet several more times to refine the survey. In order to streamline the number of questions on the survey, the team had to ask the following:

- Does this question provide any useful information?
- Is the question clear enough so that it cannot be interpreted differently?
- Is each question pertinent to the purpose of the survey?

The team reviewed the one hundred twenty three (123) job competencies of the “Supervisor Rating Form” for the New Hampshire CPM Program to determine if and how these could be incorporated into the survey.

- The survey was sent to selected individuals for test purposes. The survey was further revised as a result of this preliminary testing.
- Peter Gamache, representing the Consortium, reviewed the survey and requested that we include questions regarding the benefits to the individuals’ sponsoring agencies. These benefits may include monies saved or earned, increased efficiency by reducing the time it takes to complete tasks, retention of employees, and increased morale. This added a new dimension to the survey as the team had been focusing primarily on the benefits to individuals.

Positive results from the survey could be useful to the Consortium in its effort “to sell CPM as a education program and graduates as valuable assets to government organizations.

## **B. Survey To State Sponsoring Agencies**

A survey of all state sponsoring agencies was conducted to gather some basic information about their programs including but not limited to:

- How many students had graduated;
- Why did agencies think individuals participated in the CPM programs;
- Who sponsors and pays for the programs;
- What sponsoring agencies' perceptions were of the tangible and intangible benefits to graduates?

This survey was e-mailed to each member of the Board of Directors of the National Certified Public Managers Consortium in 23 states and the District of Columbia. There were two members for most states.

This survey did not attempt to gather data on each state's curriculum or class requirements. The team however did recognize that a survey comparing each state's curriculum would be useful to compare and analyze the responses from both the graduate and state sponsoring agency surveys. This might become a project for a future CPM project team.

This survey was constructed using the same steps as the CPM Graduate Survey including:

- The entire CPM Project Team worked on the content of the survey;
- The technology subgroup prepared the computer -ready survey;
- A temporary website was established that allowed for electronic filing;
- The sample survey was approved by AACPM;
- The survey was tested by the CPM Project Team
- Letters were e-mailed to each sponsoring agency explaining the purpose of the survey and requesting their assistance in responding

## **SURVEY – COMPUTER PREPARATION AND TESTING**

1. Members of the team with technology expertise prepared the survey for electronic filing. Several of the key elements of the survey included:
  - Drop down boxes;
  - Check boxes for certain questions;
  - Submit button
  - Reset button – allowing individual filing survey to reset original information entered.
2. The survey was alpha tested by members of the team and their staff. The test group reviewed the survey for content, electronically filed the survey, and offered feedback on the various questions and the ease of taking the survey.

Individuals familiar with the project, but not members of the team, including Kay Nidiffer Rogers, William Herman and Peter Gamache, New Hampshire member of the National Consortium, and others further tested the survey. These individuals also offered feedback on the content of the survey and suggested ways to improve it.

3. The survey was beta tested using a sampling of one hundred (100) people. This was conducted in order to assess whether the process ran smoothly in the field. Every 20th person from the master list was selected to receive the test survey.

The results of this beta test are as follows:

- Sixty-four (64) surveys were returned;
- Twenty-three (23) surveys were rejected due to incorrect addresses or the survey recipient's being out of the office
- Not one survey recipient answered question #13 regarding the amount of money saved or earned as a result of the project;
- Fifty-four (54) of the surveys were answered completely with the exception of question #13;
- Incomplete surveys appeared to be the result of not looking at the menu or looking at the menu and not answering the question;
- The majority of the survey recipients responded either the same day or within two to three days;
- Three (3) unauthorized attempts to break into the database were made by the same person.

The number of surveys returned showed great promise in that many responses were received within a short period of time. The team assumed that a portion of the surveys were completed by secondary recipients (those who had the request forwarded to them), but this could not be determined due to the fact that the address of the survey taker was not recorded. However, it was apparent that several of the questions needed refining. We took the following actions to improve the survey:

- Questions 11 & 19 – added the word “none”
- Question 13 regarding the amount of money either saved or earned was given a much consideration. The team discussed the reasons why this question was not answered. Could it be that none of the projects saved money? Is there a better way to ask the question?
- Questions 14 – 18 added the words “No Improvement Needed”

4. The survey was sent to all graduates for whom the team could find email addresses. See Survey Conduct Section for details.

## **SURVEY CONDUCT**

The team members, while familiar with conducting surveys of their own jurisdictions, were not familiar with conducting a national survey.

A database containing address information for CPM graduates was constructed, as there was no single database that included all the graduates of Certified Public Manager Programs. Sources of email addresses included:

- The Master List of AACPM members was provided by Ed Burt, the AACPM Treasurer;
- State sponsoring agencies provided lists of addresses;
- One state would not provide a list but did agree to forward the survey to its graduates.

The database did not include e-mail addresses for all graduates. A significant but unknown quantity of the survey responses were received as a result of one survey taker forwarding the survey to other CPM graduates.

The database was manually reviewed to determine if there was any duplication, and corrections were made.

From the onset, the team had a firm conviction that it wanted to conduct an electronically filed survey. The easier the survey was to take, the greater the response would be. The following four options were explored to determine the most manageable way to conduct the survey and provide a back up plan:

**OPTION 1: Utilize Primex (a New Hampshire risk management company with survey experience and resources) and its software to conduct the survey and tabulate the results.**

If an insufficient number of survey recipients filed the survey, the team would send a postcard to any graduate for whom there was no current e-mail address. The postcard would request the graduate to file a survey from the specified website address.

In the initial planning stages of the project, this option would have been the team's preferred option. However, Primex could not accommodate the project due to its size.

Advantages: Primex would provide the server. Association with Primex would lend credibility to the survey

Disadvantages: There were too many instructions required the survey recipient to complete the survey. They would actually have to register with the risk management association (a lengthy process which violated privacy). The team would lose control of the survey and the percent of surveys returned would drop significantly.

**OPTION 2: File survey electronically by utilizing "Survey Assistant" software developed by William C. Schmidt, Assistant Professor, Department of Psychology, State University of New York.**

In addition to the filing of the survey, the software automatically tabulated the responses.

If an insufficient number of survey recipients filed the survey, a postcard would be sent to any graduate for whom there was no current e-mail address. The postcard would request the graduate to file a survey from specified website address.

Advantages: The software and use of the server would be available at no cost as this was an educational project. The software tabulates the responses.

Disadvantages: None

**OPTION 3: File survey electronically with the New Hampshire Department of Corrections Detainees.**

If an insufficient number of survey recipients filed the survey, a postcard would be sent to any graduate for whom there was no current e-mail address. The postcard would request the graduate to file a survey from specified website address.

Advantages: It would allow the survey to be electronically filed. Reliability – The detainees would always be available at no additional cost.

Disadvantages: All personal identification would have to be manually eliminated. The software did not tabulate the results. This approach would require manual tabulation of the responses, which would be time-consuming and possibly corrupt the data.

**OPTION 4: File survey manually: This includes printing, mailing, opening, sorting, reviewing and tabulating the results.**

This option was discussed in case electronic filing of the survey was not possible.

Advantages: Mail could be sent to any address. This did not require a server.

Disadvantages: The time required to review and tabulate the results and the costs of mailing were prohibitive.

The team adopted Option Two because it was the most efficient and feasible way to conduct the survey. Option Three was considered the most viable back-up plan.

Cover letters were prepared to:

- Inform the CPM Graduates of the purpose of the survey;
- Notify CPM Program Sponsoring Agencies that survey was being sent and to request any support and advertising they could provide;
- Request that the AACPM State Chapters notify their members of the survey and to encourage them to participate.

The March 2003 issue of the AACPM Newsletter contained an article about the survey and included the website address. In April 2003, a publicity announcement was presented at the AACPM National Conference in April 2003.

The New Hampshire Department of Personnel assigned the team an email address for the distribution of the survey request. A hot link was included as part of the request message to connect the survey taker to a University of New York server.

Approximately two hundred (200) to four hundred (400) surveys were sent each day for six (6) days rather than a mass mailing which might overload the system. The information was downloaded daily.

# GRADUATE SURVEY

## RESULTS



## RESULTS

### GRADUATE SURVEY: OVERALL RESULTS

Each graduate was asked to rate the amount of improvement received in specific skill areas such as communication and human resource management. The choices provided were “no improvement, limited improvement, meaningful improvement or substantial improvement.” The skills areas were based on the New Hampshire Certified Public Manager Program. Differing state CPM curricula and interpretations on the meanings of each skill may skew the results of this survey.

This section contains the overall results of the graduate survey. Tables and graphs have been prepared to present the results for the overall study. A profile for each state having an accredited, active, associate or inactive CPM program in place has been prepared which shows the statistics for that individual state.

	NUMBER
Surveys distributed	2,331
Surveys filed by graduates	1,163
Survey filed by non-graduates	67
Total surveys completed	1,230

Several hundred of the E-Mail survey requests were returned as “undeliverable”.

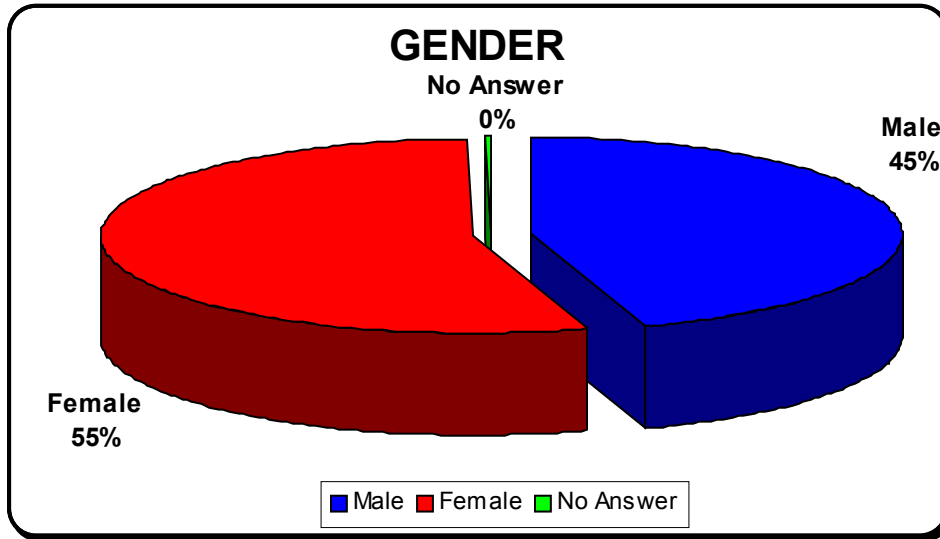
The team acknowledges that the CPM programs in the twenty-three (23) states and the District of Columbia do not have the same curriculum and requirements. This may be a cause for any discrepancies in the results.

**GRADUATE SURVEY: JURISDICTION SUMMARY**

<b>State</b>	<b>Program Status</b>	<b># Sent</b>	<b># returned Graduates</b>	<b># returned Non-graduates</b>	<b>Total Returned</b>
<b>Alabama</b>	Accredited	10	29	0	29
<b>Alaska</b>	Accredited	2	5	0	5
<b>Arizona</b>	Accredited	114	52	1	53
<b>Arkansas</b>	Accredited	81	18	1	19
<b>District of Columbia</b>	Associate	34	19	1	20
<b>Florida</b>	Accredited	196	97	1	98
<b>Georgia</b>	Inactive	15	2	0	2
<b>Idaho</b>	Active	2	17	0	17
<b>Illinois</b>	No Program	0	3	0	3
<b>Indiana</b>	No Program	3	2	0	2
<b>Iowa</b>	Active	0	0	0	0
<b>Kansas</b>	Accredited	140	128	1	129
<b>Kentucky</b>	Accredited	72	40	2	42
<b>Louisiana</b>	Accredited	119	71	4	75
<b>Maine</b>	No Program	0	3	0	3
<b>Maryland</b>	No Program	22	9	0	9
<b>Mississippi</b>	Accredited	178	72	4	76
<b>Missouri</b>	Inactive	2	8	0	8
<b>Nevada</b>	Associate	2	0	0	0
<b>New Hampshire</b>	Accredited	73	44	0	44
<b>New Jersey</b>	Accredited	199	36	2	38
<b>North Carolina</b>	Accredited	146	71	4	75
<b>Ohio</b>	Accredited	289	50	16	66
<b>Oklahoma</b>	Accredited	153	53	6	59
<b>Pennsylvania</b>	No Program	8	3	0	3
<b>Rhode Island</b>	Associate	2	0	0	0
<b>South Carolina</b>	Accredited	109	20	0	20
<b>Tennessee</b>	No Program	1	4	0	4
<b>Texas</b>	Accredited	77	26	0	26
<b>Utah</b>	Accredited	207	191	23	214
<b>Vermont</b>	No Program	0	1	0	1
<b>Virginia</b>	Active	6	5	0	5
<b>Washington</b>	Active	2	0	0	0
<b>West Virginia</b>	No Program	0	1	0	1
<b>Wisconsin</b>	Accredited	67	77	0	77
<b>Wyoming</b>	No Program	0	3	1	4
<b>No State Listed</b>			3		
<b>Total</b>		2,331	1,163	67	1,227

**Gender**

Male	Female	No Answer	Total
522	637	4	1,163

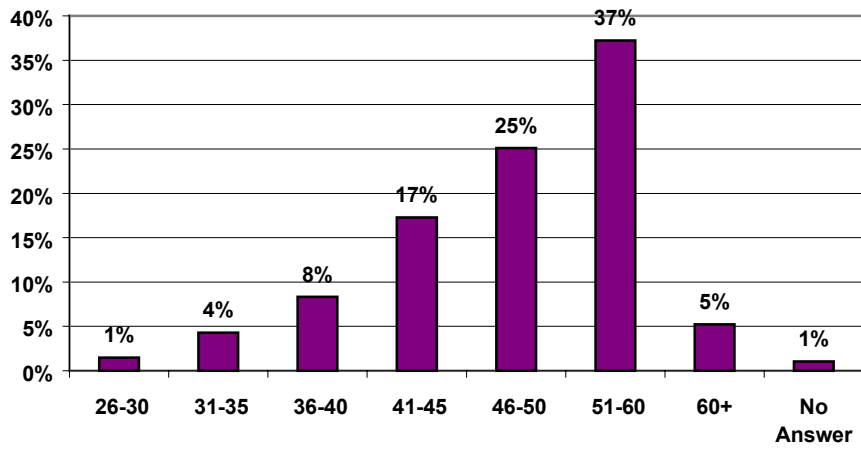


**Age**

26-30	31-35	36-40	41-45	46-50	51-60	61+	No Answer	Total
17	50	97	201	292	433	61	12	1,163

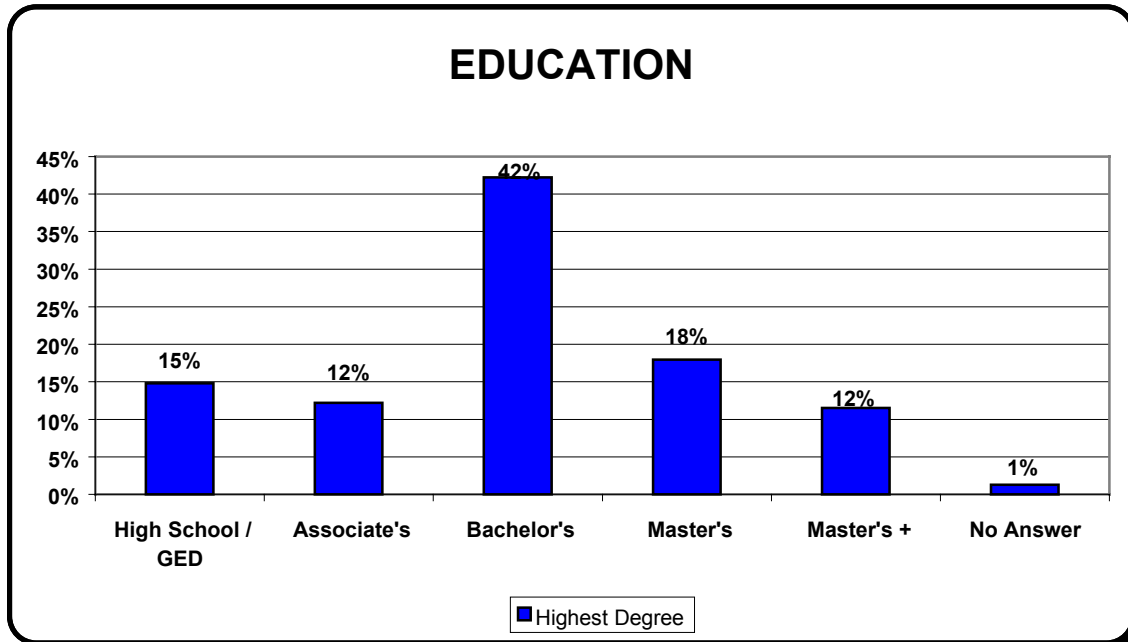
# AGE

■ Age Range



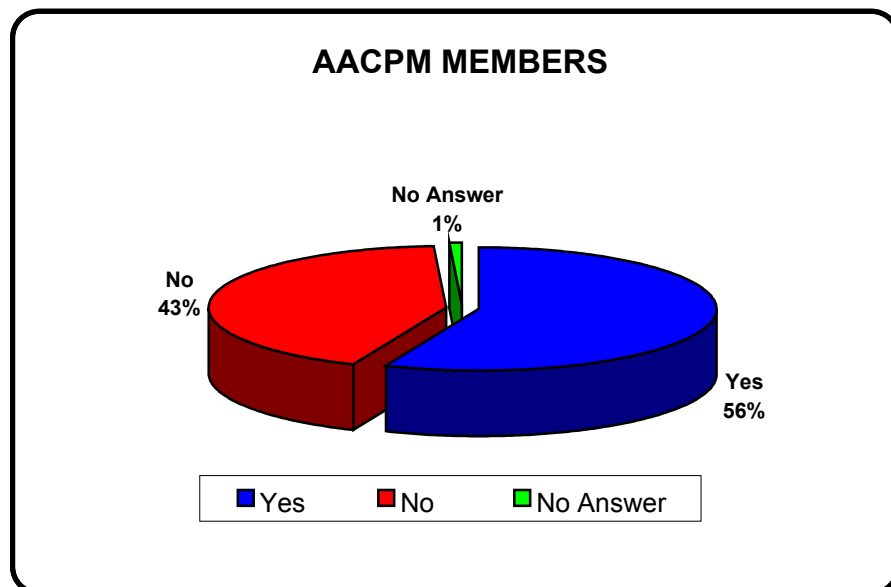
**Highest educational level completed?**

High School/GED	Associate's	Bachelor's	Masters	Masters +	No Answer	Total
172	142	491	209	134	15	1,163



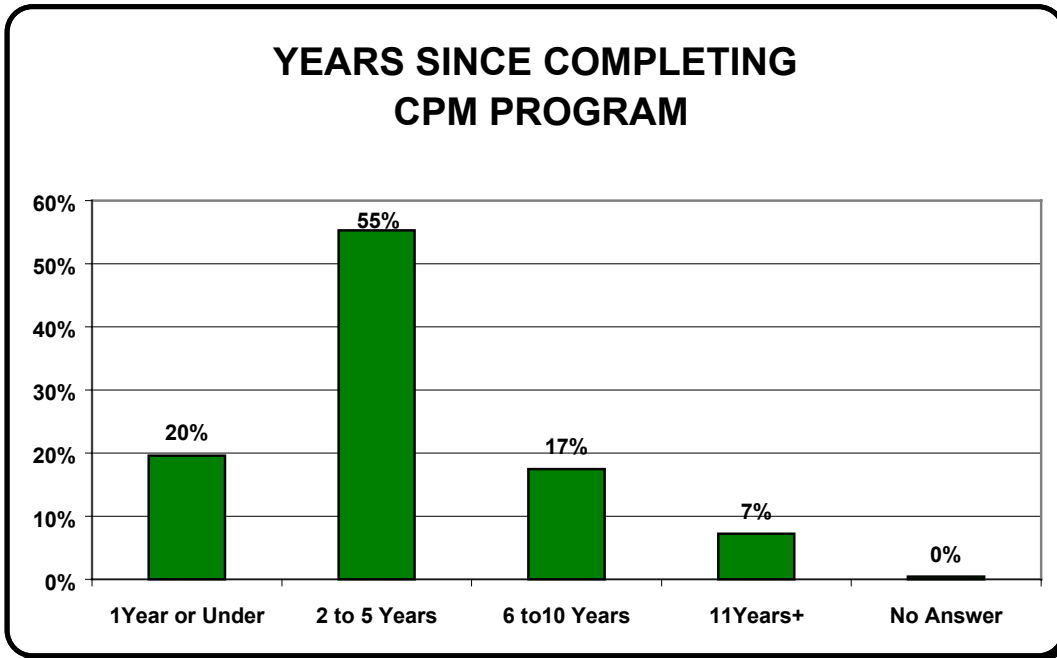
**Are you a member of AACPM?**

Yes	No	No Answer	Total
657	495	11	1,163



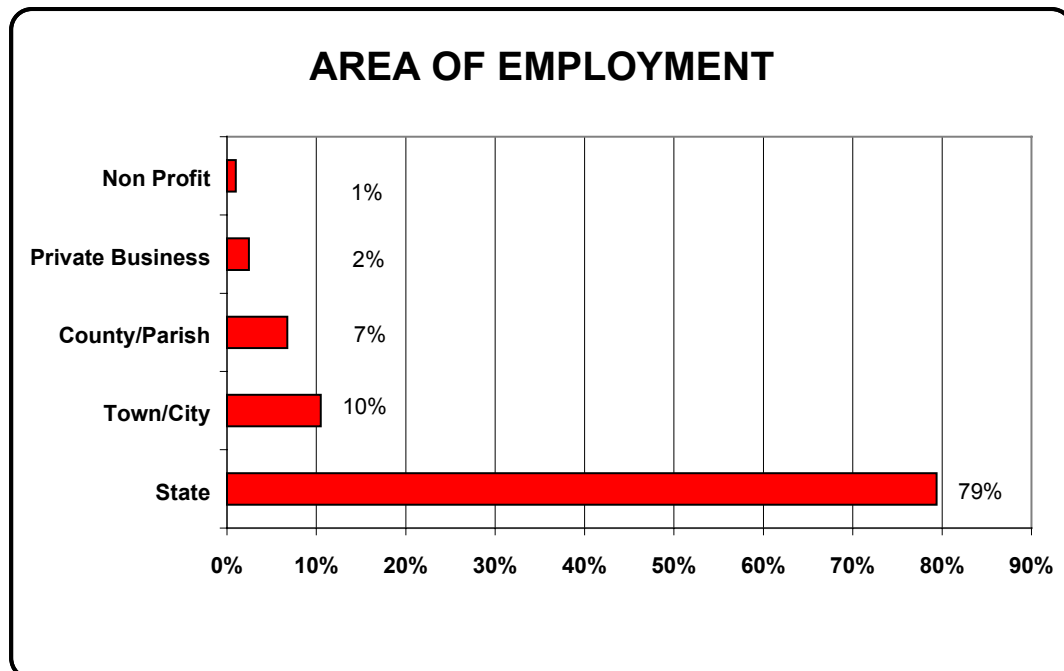
**How long ago did you complete the CPM program?**

<= 1 Year	2-5 Years	6-10 Years	11+ Years	No Answer	Total
228	643	203	84	5	1,158



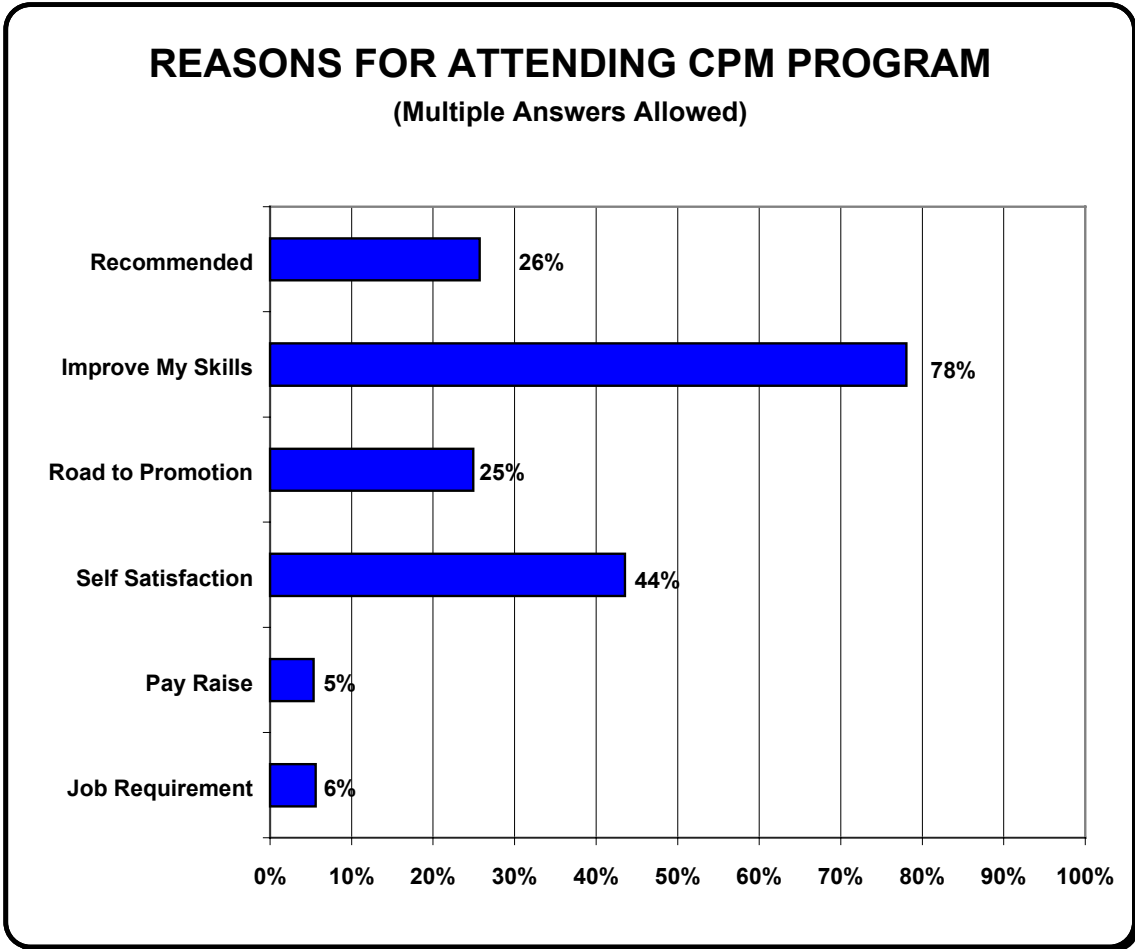
**What is your area of employment?**

State	Town/City	County/Parish	Private Business	Non-Profit	No Answer	Total
908	120	77	28	11	19	1,163



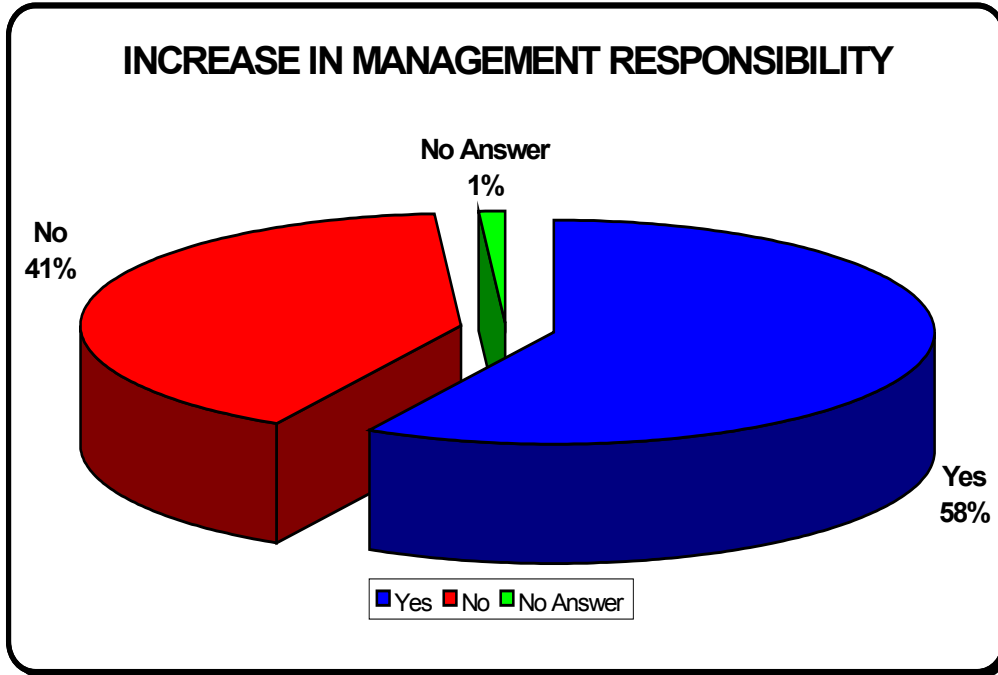
Why did you take the CPM program? (Check all that apply)

	NUMBER
Job Requirement	65
Pay Raise	62
Self-Satisfaction	506
Road to Promotion	290
Belief that CPM would improve my skills	908
Recommended	299



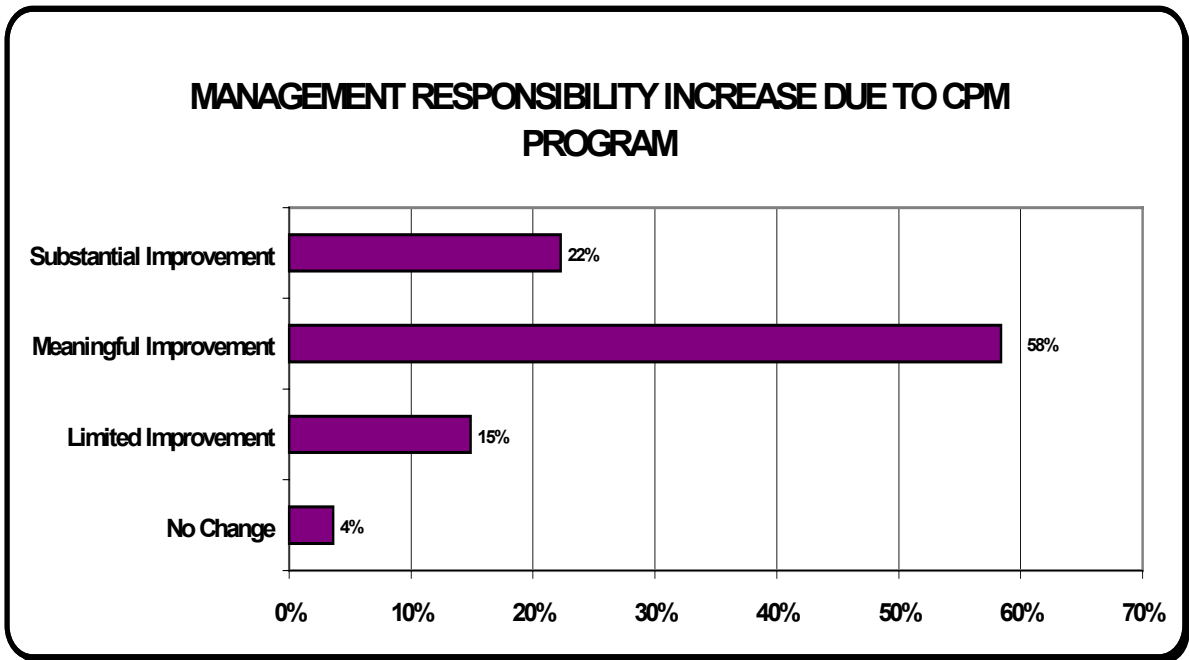
Since you completed the CPM program, has your management responsibility increased?

Yes	No	No Answer	Total
674	476	13	1,163



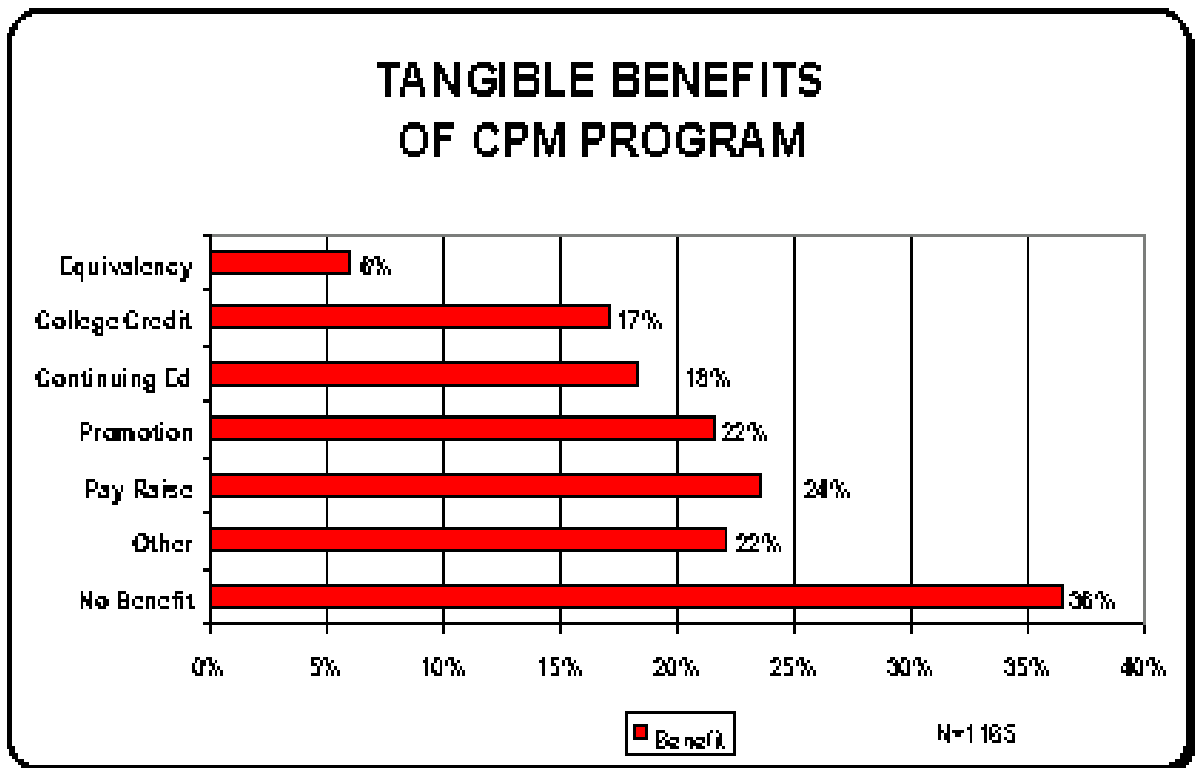
If yes, how much did the CPM help?

	NUMBER
No Change	42
Limited Improvement	173
Meaningful Improvement	679
Substantial Improvement	259
No Answer	10
Total	1,163



What tangible benefits did you receive from completing the CPM program?

	NUMBER
Promotion	251
College Credit	198
Equivalency	70
Continuing Education	212
Pay Raise	274
No Benefit	424
Other	257



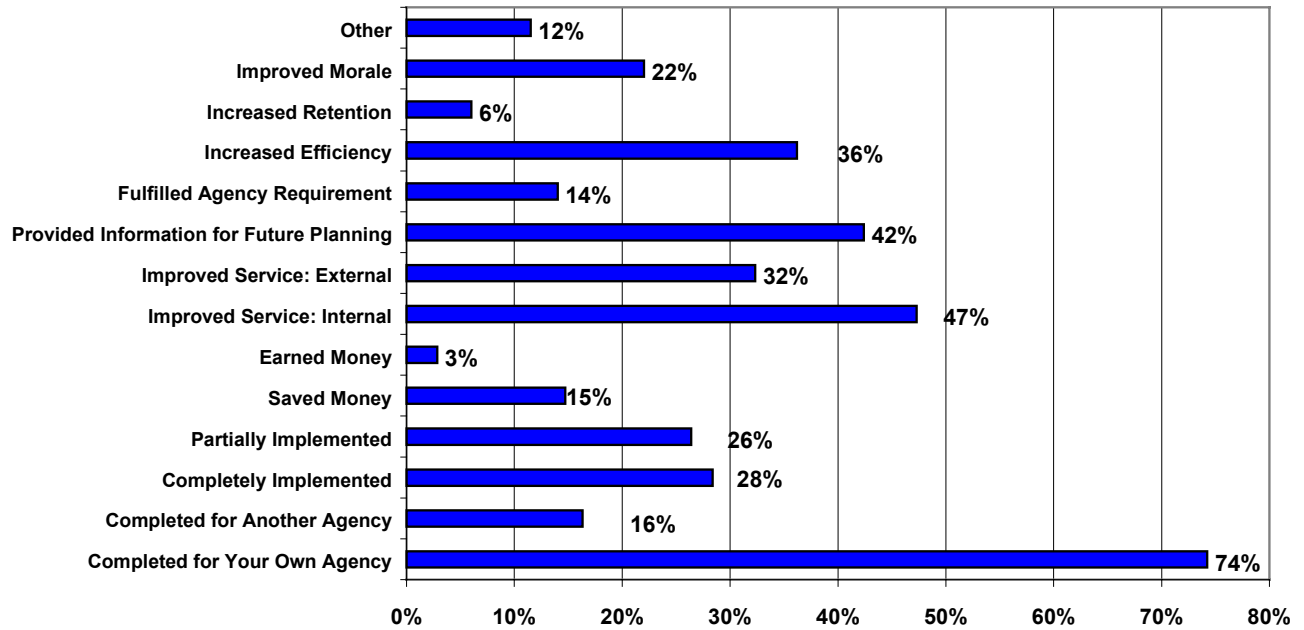
Please check all that apply to your project?

PROJECT	NUMBER		NUMBER
Completed for your own agency	743	Provided information for future planning	493
Completed for another agency	190	Fulfilled an agency requirement	163
Completely Implemented	330	Increased staff efficiency	421
Partially Implemented	307	Increased staff retention	70
Saved Money	171	Improved staff morale	376
Earned Money	33	Other	134
Improved Service – Internal	550		
Improved Service – External	376		

### PROJECT DESCRIPTION

CHECK ALL THAT APPLY

(133)

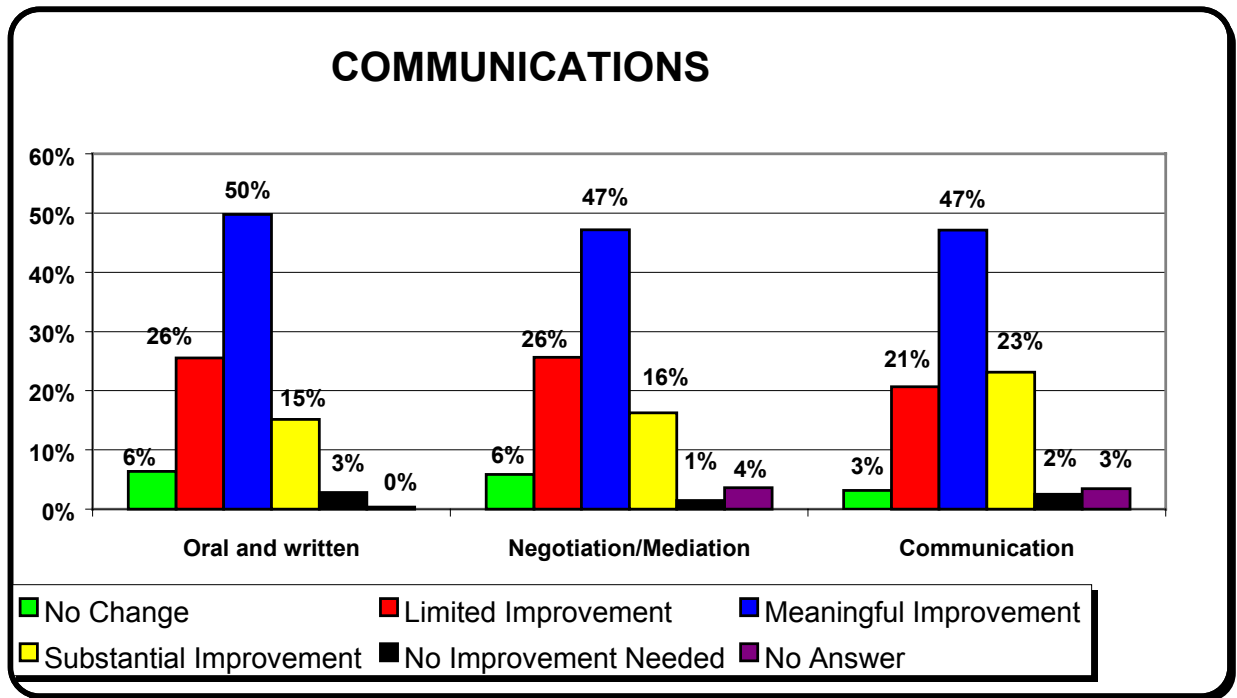


It is important to note that no definitions for the following areas were provided to survey respondents. The results of the study may be affected by differing interpretations of these terms.

**As a result of the CPM education you received, do you believe that you have improved in the following areas?**

**Communications**

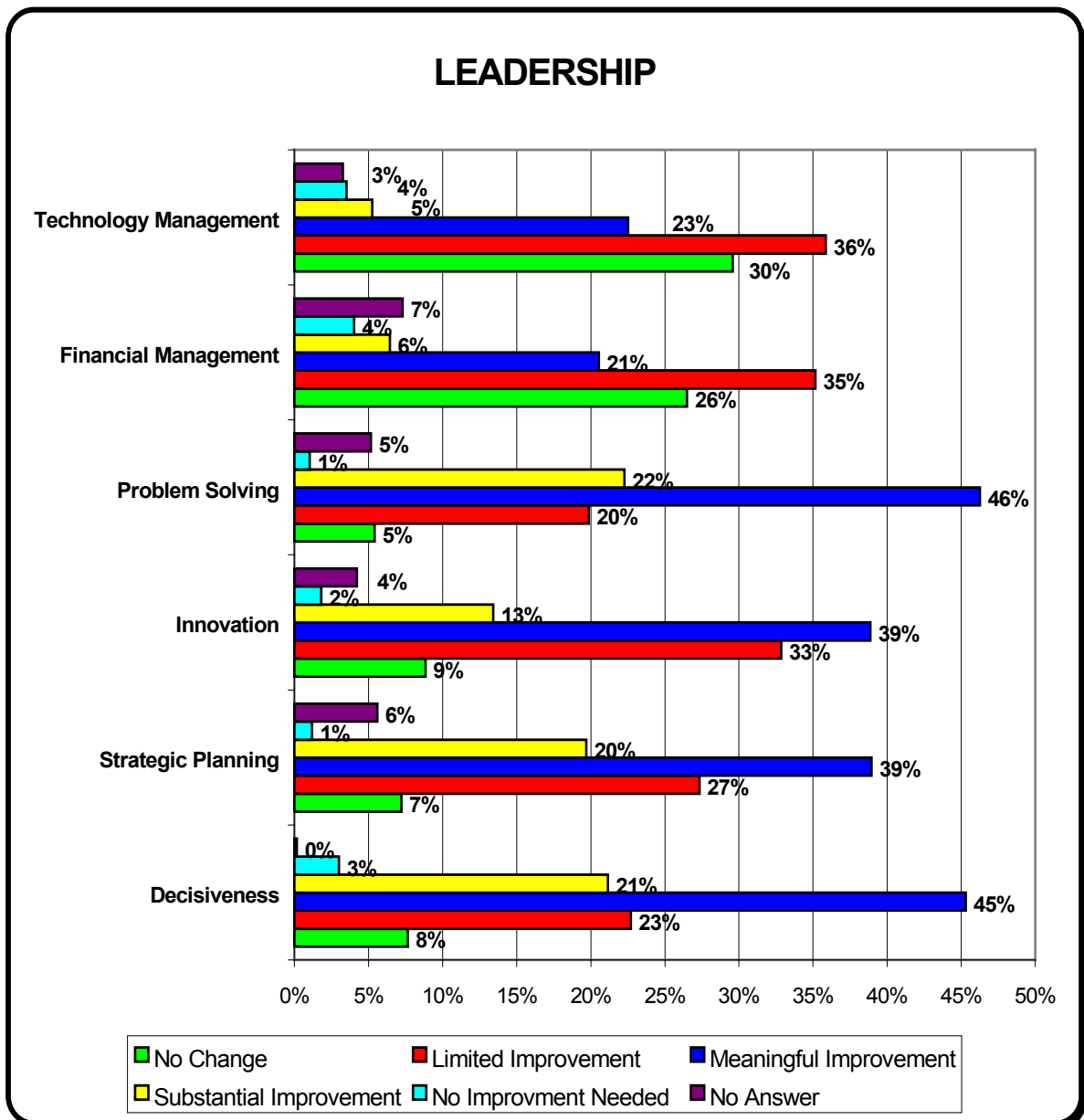
	No Change	Limited Improvement	Meaningful Improvement	Substantial Improvement	No Imp. Needed	No Answer	Total
Oral & Written	74	297	579	176	33	4	1,163
Negotiation/Mediation	68	298	549	189	17	42	1,163
Communication	37	240	548	269	29	40	1,163



## Leadership

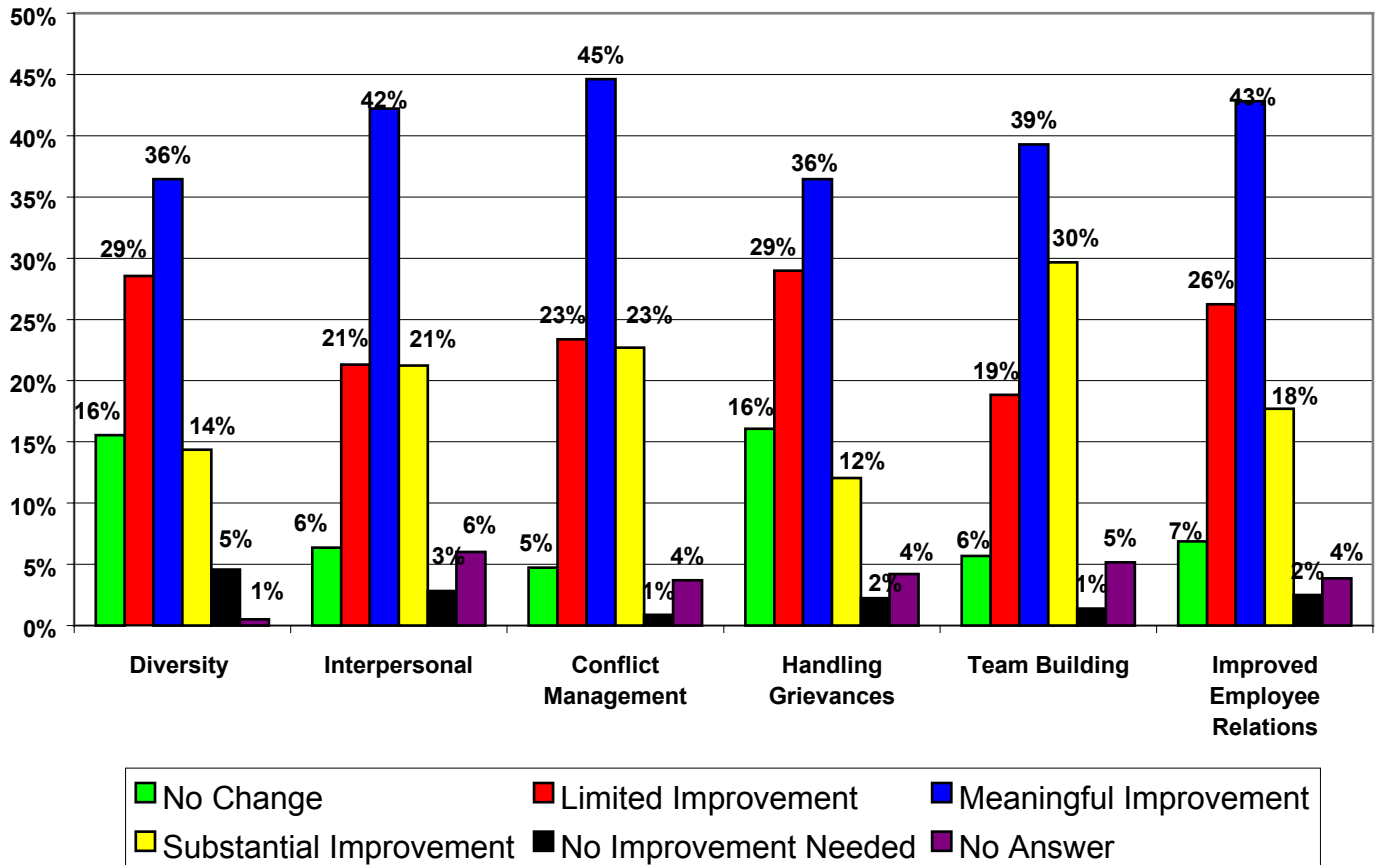
	No Changes	Limited Improvement	Meaningful Improvement	Substantial Improvement	No Imp Needed	No Answer	Total
Decisiveness	89	264	527	246	35	2	1,163
Strategic Planning	84	318	453	229	14	65	1,163
Innovation	103	382	452	156	21	49	1,163
Problem Solving	63	231	538	259	12	60	1,163
Financial Management	308	409	239	75	47	85	1,163
Technology Management	344	417	262	61	41	38	1,163

## Human Resource Management



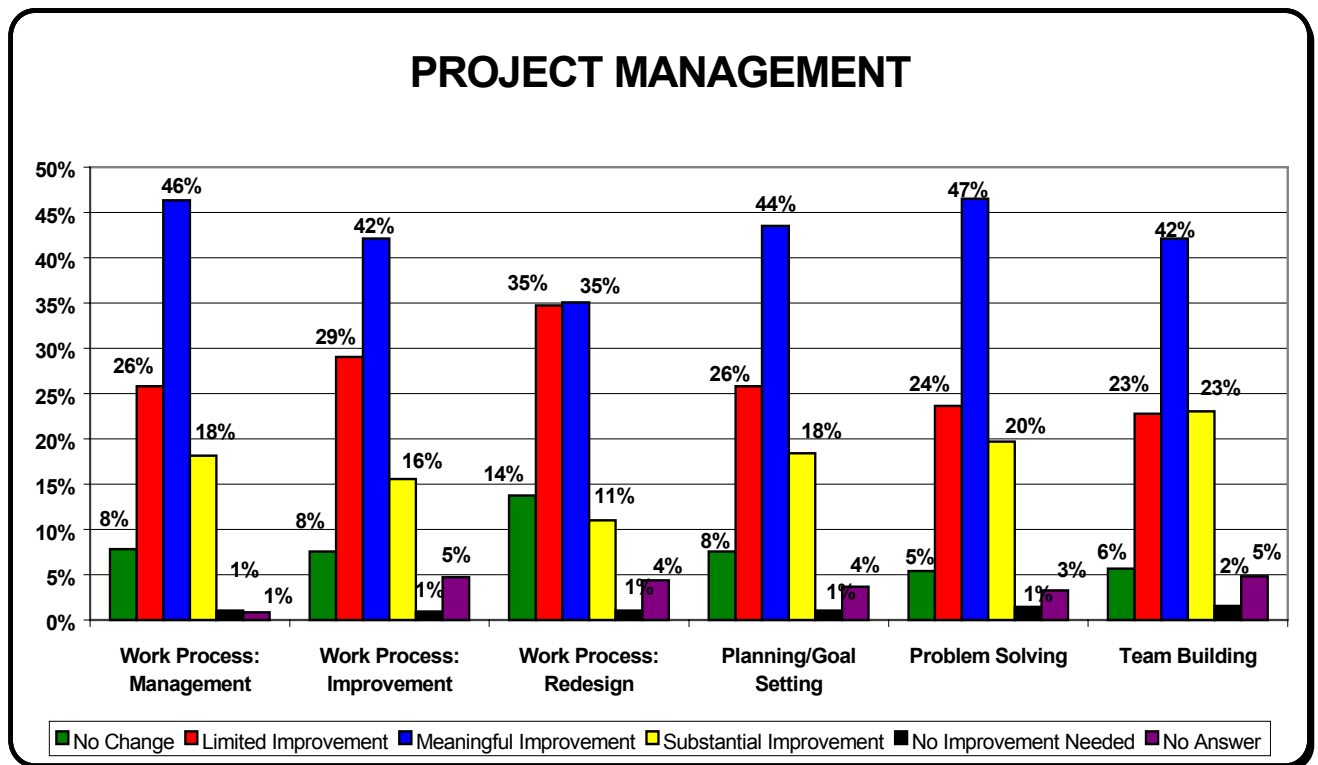
	No Changes	Limited Improvement	Meaningful Improvement	Substantial Improvement	No Imp. Needed	No Answer	Total
Diversity	181	332	424	167	53	6	1,163
Interpersonal	74	248	491	247	33	70	1,163
Conflict Management	55	272	519	264	10	43	1,163
Handling Grievances	187	337	424	140	26	49	1,163
Team Building	66	219	457	345	16	60	1,163
Improvement Employee Relations	80	305	498	206	29	45	1,163

## HUMAN RESOURCE MANAGEMENT



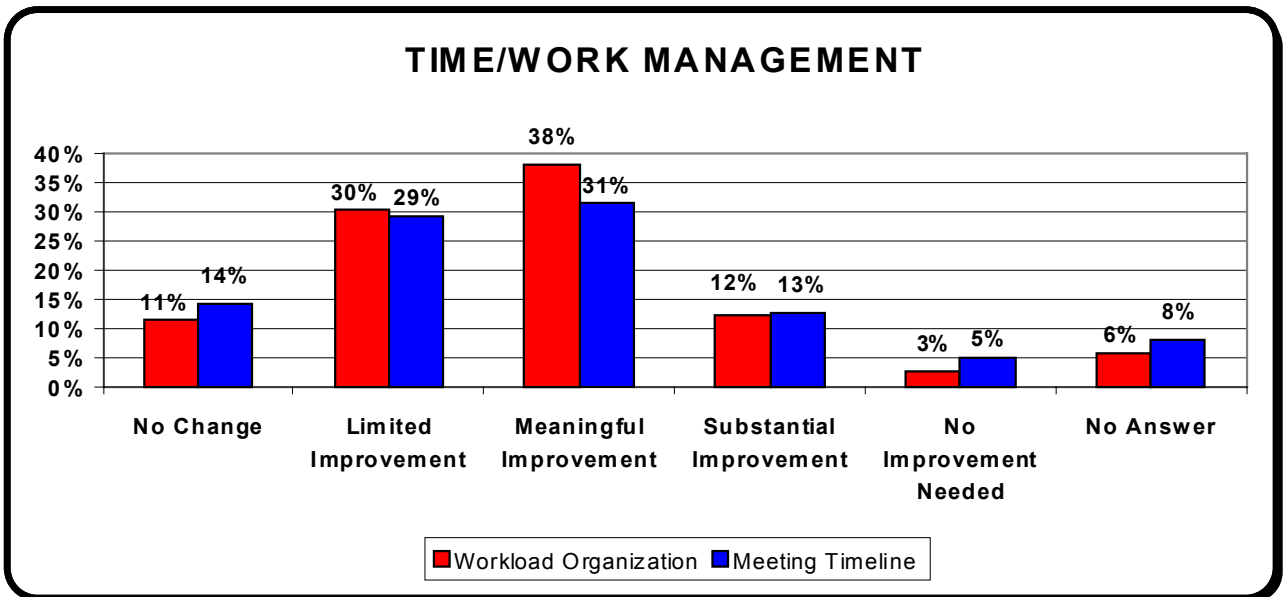
## Project Management Skills

	No Changes	Limited Improvement	Meaningful Improvement	Substantial Improvement	No Improvement Needed	No Answer	Total
Work Process: Management	91	300	539	211	12	10	1,163
Work Process: Improvement	88	338	490	181	11	55	1,163
Work Process: Redesign	160	404	408	128	12	51	1,163
Planning/Goal Setting	88	300	506	214	12	43	1,163
Problem Solving	63	275	541	229	17	38	1,163
Team Building	66	265	490	268	18	56	1,163



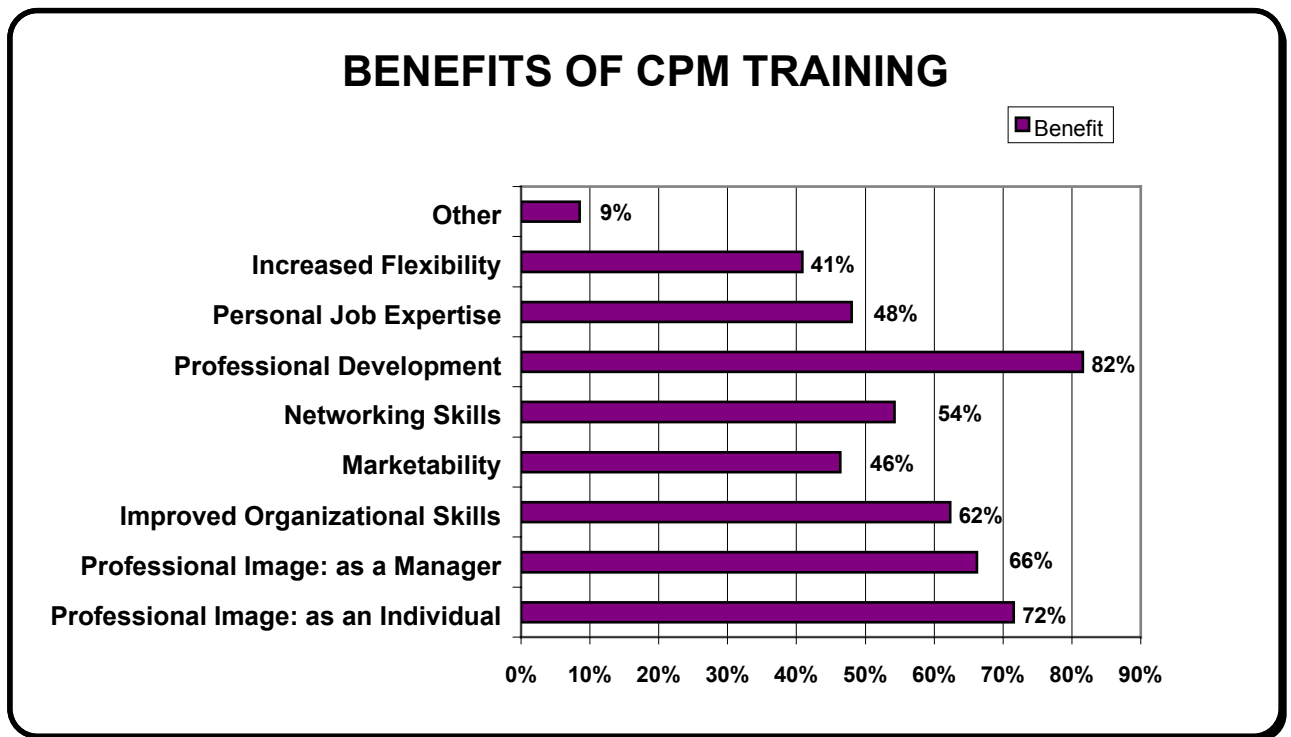
## Time/Work Management

	No Changes	Limited Improvement	Meaningful Improvement	Substantial Improvement	No Improvement Needed	No Answer	Total
Workload Organization	139	373	466	149	33	3	1,163
Meeting Timelines	173	358	385	157	58	32	1,163



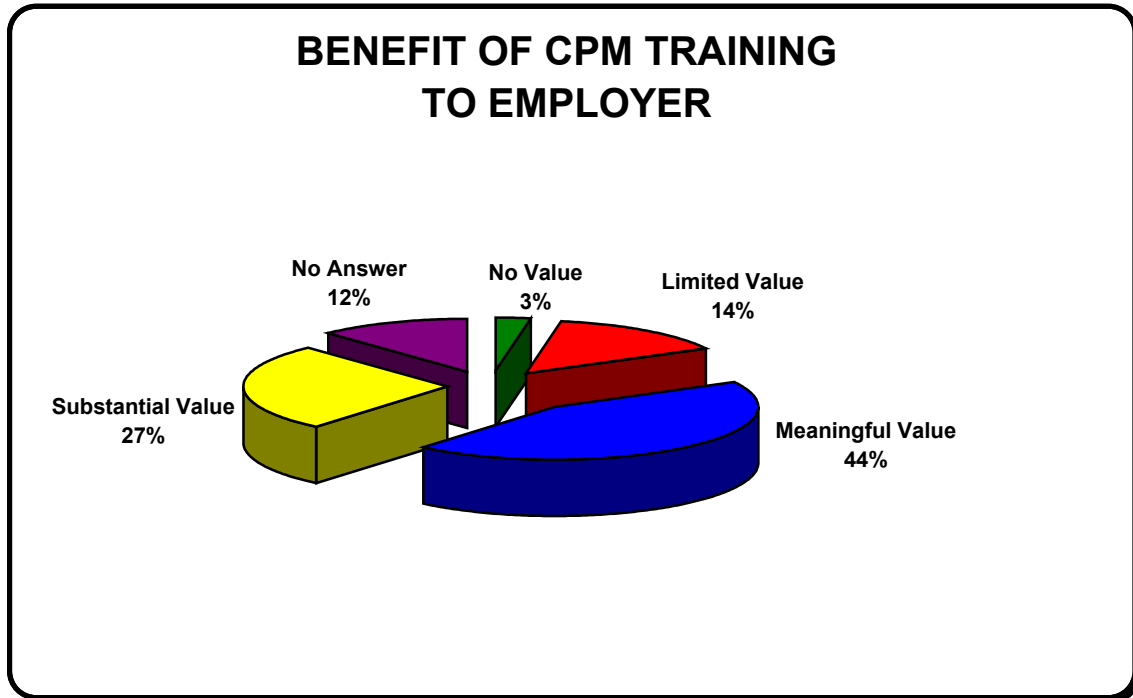
As a result of the CPM education you received, do you believe that you have received any of the following benefits?

<b>Professional image: as an individual</b>	832
<b>Professional image: as a manager</b>	770
<b>Improved organizational skills</b>	725
<b>Marketability</b>	539
<b>Networking skills</b>	631
<b>Professional development</b>	949
<b>Personal job expertise</b>	558
<b>Increased flexibility</b>	475
<b>Other</b>	99



Overall value that you employer received

No Value	Limited Improvement	Meaningful Improvement	Substantial Improvement	No Answer	Total
38	188	579	355	3	1,163





## **“OTHER” RESULTS**

The following questions contained a category of “other:”

- Benefits of CPM Training
- What tangible benefits did you receive?

The team stratified this open-ended data into the following 10 categories. Examples of the “other” reasons are included for each category.

1. Personal or Self Enhancement
  - Greater respect and credibility
  - Self-satisfaction
  - Increase in Self-confidence
  - Increase in self-esteem & understanding
  - Personal growth
2. Professional Improvement
  - Better manager
  - Better communication skills
  - Recognition as a better leader/manager
3. Networking
  - Networking resource
  - Networking – current issues
  - Team building
  - Better working relationships
4. Skills/Knowledge
  - New solutions for problems
  - Update of skills to supplement
  - Applicable knowledge
  - Enhanced VITA - resume
5. Education/Certification
  - Higher personal credentials
  - Documented continuing education achievement
  - Professional development
  - Higher pre-course college scores
6. Career Change
7. Increased Job Opportunities
  - Job interview
  - Job Selection

- Consideration for promotion
- Marketability

#### 8. Monetary Gain

- One-time bonus pay
- Incentive award
- One-time payment of \$1,000
- Pay incentive award

#### 9. Promotion

- Consideration for promotion
- Two promotions – maybe due in part
- Promotion mid-way through CPM Program

#### 10. Increased Job Responsibility

Of the 269 responses, 19 reflected neutral responses or estimated “no tangible” value.

An “other” category was provided for the Project Attributes question. However, there was no way to quantify the data as the responses involved a check off as “other.”

The complete list of “other” answers is included in the Appendices.