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A Program Evaluation of The State of Nevada's Certified Public Manager Program

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A Program Evaluation of
The State of Nevada's
Certified Public Manager Program

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Acknowledgements

Executive Summary

The State of Nevada Certified Public Manager (NVCPM) Program is a nationally accredited leadership development program that has been designed to prepare managers and supervisors in the public sector. A program evaluation of the NVCPM Program was conducted to determine the effectiveness of the services delivered to program participants in terms of development of leadership skills and career advancement. In addition, this evaluation examined the value that the NVCPM provides to the agencies that the participant worked for related to the implementation of the participant's Capstone Project. This evaluation also sought to compare the NVCPM Program with other accredited programs in the National Certified Public Manager Consortium (NCPMC).

Initially, the evaluators consulted with the NVCPM administrators to assess the current condition of the program and complete a needs assessment. The program was going through changes in personnel. These included a new administrator, long-term program instructors retiring and the department looking for a fresh perspective on program performance. After the program needs were established, research questions were developed to evaluate the NVCPM Program.

The methodologies chosen to gather data for analysis were both quantitative and qualitative. An online participant and agency survey were created to gauge the value of the program as determined by career advancement and skills, program curriculum, program satisfaction, Capstone Projects and overall evaluation of the program. The survey also asked some basic demographic questions for areas of study. A benchmark study was used to measure how the NVCPM rates as compared to other members of the NCPMC members. The evaluators used a telephone survey to reach out to accredited members. A copy of the NCPMC's 2015 (2016) was also obtained to supplement data gathered from the telephone survey. Literature reviews of previous research were also utilized to support the findings.

The results of the program evaluation indicate that majority of participants and agencies see value in the NVCPM Program. Participants agree that the program has increased their leadership skills and that the curriculum increased their skills and knowledge in public management. Participating agencies echoed this response indicating that the NVCPM Program had a positive impact on the employees. A majority of the Capstone Projects implemented by participants are still in existence and both participants and agencies agreed that these projects resulted in efficiencies, and some also resulted in financial savings.

The evaluators reached program recommendations based on an analysis of data gathered from surveys, interviews, benchmark study and literature review. The recommendation are listed below:

SHORT-TERM RECOMMENDATIONS (to be completed in the next two years):

- Survey Participants at Different Points During the Program (examples are included in Appendix 8.10):
    - Pre Survey
    - Post Survey
    - Dropout Survey
- Survey Participating Agencies
- Develop a Mechanism to Encourage Graduates to Network
- Establish a Quantitative Method of Analyzing Capstone Projects

In regards to short-term recommendations, it is suggested that the program administrators continue to survey participants both before and after they complete the program. In speaking with other consortium members, most rely on basic evaluations after the courses are completed. Implementing pre and post surveys would help set the Nevada Program apart. Also, it is recommended to survey those who do not complete the program as there may be critical data gathered from these participants that could be utilized to make improvements to the program. These surveys could be used creatively to make changes and improvements to the program curriculum.

It is further recommended that the NVCPM Program continue to administer surveys to the participating agencies. This would keep the NVCPM Program at the forefront of government agencies and would help market the program.

Another short-term recommendation is to develop a networking tool for alumni to share ideas and accomplishments with. Other states use social media such as Facebook and this would keep Nevada current with other consortium members. In addition, this could be a great way for Nevada to illicit future trainers.

The last short-term recommendation is to create a concrete quantitative method to evaluate the Capstone Process Improvement Projects. A guide to accomplishing this is included in the recommendation section of this report. The return on investment (ROI) numbers would serve as a way to justify the effectiveness of the NVCPM Program.

MID-TERM RECOMMENDATIONS (to be completed in the two to five years):

- Offer Continuing Education Courses
- Follow-Up Survey
- Management Buy-In

- Accommodate Increased Demand

In regards to mid-term recommendations, the evaluation contains several suggestions. First, it is recommended that the NVCPM develop and offer continuing education courses. These "refresher" courses would benefit alumni and keep them up to date with current leadership strategies and theories. This would also give alumni practical knowledge and keep them engaged with what they learned. It would further benefit the agencies they work for.

In addition, it is recommended that a follow-up survey be given to alumni between six months to one year after program completion. This would give the NVCPM Program administration a way to monitor the alumni's career and justify the program's effectiveness.

Next, it is recommended that the program focus on engaging management. Feedback from participant and agency surveys as well as information gathered during the evaluation indicated a need to gain support from management. It is suggested that the NVCPM Program administration develop "check point" meetings with the participants and the agency personnel throughout the program.

Lastly, information gathered from the surveys suggested that management would like to nominate and send more staff to the program, but are unable to do so due to limited seating available. It is recommended that the NVCPM Program administration utilize current technology such as video conferencing to accommodate this demand. In addition, other states such as Florida have administered "contract " classes in which trainers travel to agencies to teach whole departments and these agencies pay for this service.

LONG-TERM RECOMMENDATIONS (to be completed in the next five or more years):
- Complete Trend Analysis
- Partner with the University System

For long-term recommendations, it is suggested that the NVCPM Program administration continue to use the surveys and compare data on a year over year basis to continually evaluate the program and make needed improvements.

The second long-term recommendation is to continue to develop and foster a partnership with the University System. This could include credit transfers as well as the involvement of more University staff for instruction.

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1.0 Introduction

Graduate students at the School of Public Policy and Leadership of the University of Nevada, Las Vegas, conducted an evaluation of the State of Nevada Certified Public Manager Program (NVCPM). A meeting was held with the client and a needs assessment was administered to determine any needs or gaps between current program conditions and desired conditions.

The evaluation was conducted over a six-month period beginning from March 2017 through August 2017. The evaluation team sought to answer two research questions. The first research question asked about the lasting value offered by the NVCPM Program. Specifically, how the program improved the leadership skills and advanced the careers of alumni and how the alumni enhanced the efficiencies of the agencies they work for. The second research question asked how the curriculum of the NVCPM Program rated. Specifically, how the program compares to the other nationally accredited programs.

1.1 History of the CPM Program

The first CPM program was started in the State of Georgia in 1976 and intended to provide a standard certification training program for public managers, that resulted in a professional CPM designation that is currently recognized nationwide (Finkle, 1985). Population growth, rapid changes, and increasing demands on the public sector managers required that these managers be equipped with the necessary skills and knowledge to be able to deal with these changes, and the CPM program provided the ideal vehicle to accomplish this. The University of Georgia's Institute of Government and the Georgia State Merit System collaborated in the early 1970's to establish the first CPM Program (Atterson & Henning, 2004). The program expanded to other states including Arizona, Florida, Georgia, Louisiana, New Jersey, North Carolina, and Vermont. These seven states formed the initial National Certified Public Managers Consortium (NCPMC) (Finkle, 1985).

NCPMC accredited programs must consist of at least 300 hours of structured learning and activities that enhance the participants' leaderships and management skills. The NCPMC's strategic goals include:

- Accredit CPM programs that promote consistent high standards and facilitate innovative program development.
- Build awareness and respect for the CPM credential through branding, marketing, and advocacy.

- Advance CPM organizational sustainability by strengthening financial viability, operational infrastructure, and overall growth. ("NCPMC Strategic Goals," 2016)

1.2   NVCPM Program Overview

The NVCPM is a nationally accredited leadership development program that has been designed to prepare managers and supervisors in the public sector. The NVCPM is a certificate program and gives graduates the nationally recognized CPM designation. The NVCPM program is only open to "state, federal, county, and municipal government employees who meet at least one of the following criteria: a) manage or supervise people or project; b) hold a mid-level supervisory or managerial position responsible for providing technical or professional support; or c) are identified by their agency executives as having strong potential for advancement into management and leadership position." ("NVCPM FAQ,"2014). A supervisor, manager, or director nominates participants. A department director must approve any nomination to the program. An applicant to the program is required to submit a copy of their resume and answer a four-part essay question. The application requires statements of commitment from the applicant, the applicant's manager, and the department director to support the applicant's participation in the program including providing release time to attend classes.

The vision of the NVCPM program is to develop "world class leaders and managers for public service" ("Nevada Certified Public Manager Program," 2014).   Towards achieving this vision, the NVCPM's 18-month program has a very rigorous curriculum intended to enhance participants' leadership and management skills that would help prepare participants to deal with the complex and demanding governmental issues facing Nevada. As an accredited member of the NCPMC, the NVCPM program focuses their curriculum on the following seven competencies:

1. *Personal and Organizational Integrity:* Increasing awareness, building skills and modeling behaviors related to identifying potential ethical problems and conflicts of interest; appropriate workplace behavior; and legal and policy compliance;
2. *Managing work:* Meeting organizational goals through effective planning, prioritizing, organizing and aligning human, financial, material and information resources. Empowering others by delegating clear job expectations; providing meaningful feedback and coaching; creating a motivational environment and measuring performance. Monitoring workloads and documenting performance. Dealing effectively with performance problems;

3. *Leading people:* Inspiring others to positive action through a clear vision; promotes a diverse workforce. Encouraging and facilitating cooperation, pride, trust, and group identity; fostering commitment and team spirit. Articulating a vision, ideas and facts in a clear and organized way; effectively managing emotions and impulses;

4. *Developing Self:* Demonstrating commitment to continuous learning, self-awareness and individual performance planning through feedback, study and analysis;

5. *Systemic Integration:* Approaching planning, decision-making and implementation from an enterprise perspective; understanding internal and external relationships that impact the organization;

6. *Public Service Focus:* Delivering superior services to the public and internal and external recipients; including customer/Client identification, expectations, needs and developing and implementing paradigms, processes and procedures that exude positive spirit and climate; demonstrating agency and personal commitment to quality service;

7. *Change Leadership:* Acting as a change agent; initiating and supporting change within the organization by implementing strategies to help others adapt to changes in the work environment, including personal reactions to change; emphasizing and fostering creativity and innovation; being proactive. ("NVCPM Program Curriculum," 2014).

The NVCPM program was established in the early 2000's and is managed by the State of Nevada's Department of Human Resources. The program is offered in both Northern and Southern Nevada with classes that can accommodate up to 45 students in each location, also known as a cohort. The cost of the program for State of Nevada employees is funded from the personnel assessment fees that the State of Nevada Department of Human Resources charges to each state agency. Other public agencies that wish to send an employee to the program will need to pay a program fee of $2400 per participant. ("NVCPM FAQ," 2014)

The NVCPM has remained in good standing since initial accreditation by the NCPMC in 2005. In October of 2015, accreditation was renewed for a five-year period. The NCPMC accredits and establishes the standards as well as requirements for the CPM designation and authorizes one organization per state to deliver the national CPM Program ("About National CPM Consortium," 2016.). The NVCPM program must adhere to the NCPMC's standards related to the levels and length of core curriculum instruction, written examinations, outside reading assignments, and on-the-job enrichment assignments, such as a Capstone Quality Improvement Project ("NVCPM Program Description," 2014). At the present time, Nevada is one of 34 accredited active members of the National Consortium.

2.0 Purpose of the Evaluation

The purpose of the evaluation is to gather information from NVCPM program alumni and participating agencies to determine whether the program is meeting the needs of its customers and identify any areas that may need improvement. In addition, this evaluation also examines how the NVCPM program compares to other National Certified Public Managers Consortium (NCPMC) members.

When the evaluators met with the NVCPM Program administrators (further referenced throughout this evaluation as Client) in Spring 2017, the Client expressed an interest in potentially evaluating the results of the Capstone Quality Improvement Projects that alumni have implemented with their agencies. Capstone Quality Improvement Projects will be referred to as Capstone Projects throughout this evaluation. Questions were built into the participating agency survey and the evaluation team examined the data provided by the Client to address this need.

The NVCPM is currently going through a transition phase with their long-term primary instructors retiring from service and a new administrator at the helm. This transition presents a unique opportunity for the program to utilize the results of this evaluation to potentially implement changes.

The evaluation was built around the information that was available from conversations with the Client; survey results from both the participants and agencies; as well as information received from other NCPMC members; and the NCPMC 2015 annual report (2016).

After meeting with the Client and assessing their needs, the evaluation team established the following research questions to evaluate the NVCPM program:

Research Question 1 - What is the lasting value offered by the NVCPM Program, specifically as it relates to participants and agencies? The evaluation team addressed this specificity with the following sub-questions:

- Sub Question 1- Has the NVCPM Program improved the leadership skills and advanced the careers of the alumni?
- Sub Question 2 - Has the program alumni enhanced the efficiency of the agency they work for?

The evaluation team hypothesized that both participants and agencies will rate the NVCPM favorably as it relates to both sub questions since the program continues to be popular among government agencies. Furthermore, it was believed that participants will have perceived that the NVCPM has improved their leadership skills and helped to advance their careers. The evaluation

team also hypothesized that the agencies' return on investment (ROI) data will be hard to gauge due to a lack of concrete financial data.

Research Question 2 - How does the curriculum of the NVCPM Program rate as it compares to other NCPMC members? Initially, the evaluation team sought to also answer whether the NVCPM program provided a mastery of the seven competencies; however, the evaluation team was unable to address this question as the term "mastery" is based on individual perception and is not easily quantifiable. Studies have shown that the less competent people are, the more they overestimate their performance, partly because they don't know good performance when they see it (Bolman & Deal, 2017).

The evaluation team hypothesized that because the NVCPM program is relatively young compared to other NCPMC programs, that the NVCPM may not rate as highly compared to other programs. When the evaluation team initially met with the Client, the Client expressed that state run program may be different than those run by higher education institutions.

To complete the evaluation, the primary methods for gathering information were online surveys and telephone interviews, supplemented by information contained in the NCPMC's 2015 annual report (2016) and other related literature materials.

3.0 Evaluation Methodology

The approach used for this study was a mixed evaluation method of both quantitative and qualitative data analysis.

The data collection methods used were online surveys, telephone interviews, questionnaires, and literature review. The online surveys used a variety of measurements, from a five point Likert scale to open-ended questions. The Likert scale was used to measure the frequency of the perception of the participants and agency management. Some demographic information was obtained in the online participant survey (included in Appendix 8.1) to cross tabulate the results. Open-ended questions were asked to obtain more detailed information from the respondents. A follow-up telephone interview of agency survey (included in Appendix 8.2) respondents who agreed to be contacted was used to gather more detailed information on the Capstone Projects implemented at their agency. However, limited information was accessible due to challenges in communication. Lastly, telephone interviews (included in Appendix 8.3) of the national consortium members were conducted to perform a benchmark study on the national CPM programs.

Survey Monkey was used as the survey tool to collect information because program participants are more familiar with this application. The Client agreed to facilitate the distribution of the survey to 320 participants. To protect the identity of survey participants, only basic demographic information such as gender, age at completion of NVCPM program, agency, and class number were requested. A Likert scale ranging from strongly disagree to strongly agree, was used to gather participants' perceptions of the value that attending the NVCPM has provided them related to leadership skills and career advancement. Other questions were related to the NVCPM curriculum in order to measure participants' perceptions of the program content. Other survey questions were open ended (included in Appendix 8.4) to gather a complete range of suggestions or recommendations for how the program may be improved. A logic model directed the line of questioning depending on the respondent's answer(s).   A copy of the survey questions can be found in Appendix 8.1. To ensure a sufficient response rate, the survey was open for a period of five weeks with the Client sending out a reminder on the third week and again on the final week of the survey. As a result, the participant survey response rate was 60%.

In analyzing the data obtained from the online participant survey, findings indicated specific relationships between two variables, such as age and program satisfaction. The Pearson's Correlation Coefficient was used in order to confirm or refute that a relationship existed. Pearson's Correlation Coefficient (*p-value*) is the measure of the strength of the linear association between

two continuous variables.   Under this measurement, any *p-value* result less than .05 is considered statistically significant. A cross tabulation method was used to find *p-value* relationships.

A separate survey was created to gather information from participating agencies. For the purpose of this study participating agencies include department directors, managers and supervisors. Survey Monkey was also utilized for the agency online survey. Questions for participating agencies were related to their assessment of the skills that employees who attended the NVCPM gained and brought back to their agencies. A set of questions were asked related to the Capstone Projects implemented by program participants to assess the value and efficiencies gained in business practices of the agencies. A copy of the survey questions can be found in Appendix 8.2. The Client facilitated the distribution of the survey to 90 participating agencies. The survey was open for the same five-week period as the participant survey.   Just as in the participant survey, reminder electronic mail messages were sent to agencies before official close of survey.   As a result, there was a 48% response rate to the participating agency survey. One of the questions asked in the survey is whether or not the participating agency is willing to speak to one of the evaluators to obtain additional information related to the Capstone Project. The evaluators reached out to 13 agencies that responded "yes" to this question, and of those, the evaluators were able to gather additional information on seven Capstone Projects still in existence.

To evaluate how the NVCPM program compares to other National Certified Public Manager Consortium (NCPMC) members, members were narrowed down to accredited programs only. At the time the evaluators began this process, there were 33 accredited consortium programs, including the program in Nevada. The evaluators identified the program administrators for these programs and began reaching out to these administrators to complete a telephone interview. A standard set of questions was developed for the comparison (see Appendix 8.3). Anticipating that many consortium member directors are extremely busy, evaluators made several attempts during regular working hours via telephone in efforts to reach the appropriate individual. A follow up email was sent if the evaluator was not able to reach the program administrator by phone. Evaluators made a second attempt for telephone interviews to clarify responses. 17 out of 32 consortium members, including Nevada, responded to the outreach. This resulted in a 53% response rate. To supplement the information received from these members, a copy of the NCPMC 2015 annual report was obtained and data was incorporated into the benchmark study (2016).

Evaluators also reviewed existing literature available on CPM programs to gather historical information on the development of the field, assist with the development of survey questions, and

to either support or refute findings. References to information used from this literature review can be found throughout this document.

To complete the statistical analysis of the survey results, responses were exported to another survey tool - Qualtrics. Using this tool allowed the evaluators to perform cross tabulation statistical analysis of the data (included in Appendix 8.9) to determine the statistical significance of the responses received. Evaluators however were not able to apply this same statistical analysis to the agency and the NCPMC telephone interview due to a smaller response rate.

Several open-ended questions were included in all the surveys to gather respondents' general opinions on the program. Responses to these questions are highlighted in the Findings and Data Analysis section. Detailed responses can be found in Appendix 8.5 and 8.6.

4.0 Findings/Data Analysis

In order to address the research questions the data was categorized by participant, agency, and National Certified Public Manager Consortium (NCPMC) members. Information is segmented for each section below and analyzed to answer the research questions referenced in Section 2. A graphical representation of the survey responses can be found in Appendix 8. For the purpose of this data analysis, the responses have been split into three categories:

- Positive - agree and strongly agree have been aggregated to signify a positive response or agreement.
- No response - included neutral and blank responses.
- Negative- disagree and strongly disagree have been aggregated to signify a negative response or disagreement.

4.1 Participant Survey

The online survey generated a high response rate of 60% for the participants with 192 out of 320 responses received.   This allows for significantly reliable data analysis. 99% of the respondents completed the program. A substantial majority of the respondents (97%) work for State government. The remaining 3% identified as working for local government, higher education or other.

It is important to note that not everyone who started the survey answered all the questions. Up to 19 respondents did not complete all survey questions for unknown reasons. Overall, the survey focused on relevant areas that included promotional opportunities, additional duties assumed, curriculum, program satisfaction, the Capstone Project and an overall evaluation of the program. These questions were designed to evaluate the lasting value offered by the NVCPM Program. In particular, the survey was intended to address whether or not participants perceived that the program improved their leadership skills and enhanced their careers.

For research purposes, the survey results were segregated into different subgroups based on demographics that included gender and age. Of the total 192 respondents 38% were male, 61% were female and less than 1% preferred not to say. The evaluators attempted to use gender to examine if there is any correlation between gender and program satisfaction as a pattern appeared to emerge based on descriptive data. However, upon cross tabulation, no statistical significant differences in responses based on gender were found.

Figure 1. Participant Age
Sample Size, n=192

■ < 30 ■ 31 to 35 ■ 36 to 40 ■ 41 to 45 ■ 46 to 50 ■ 51 to 55 ■ >55
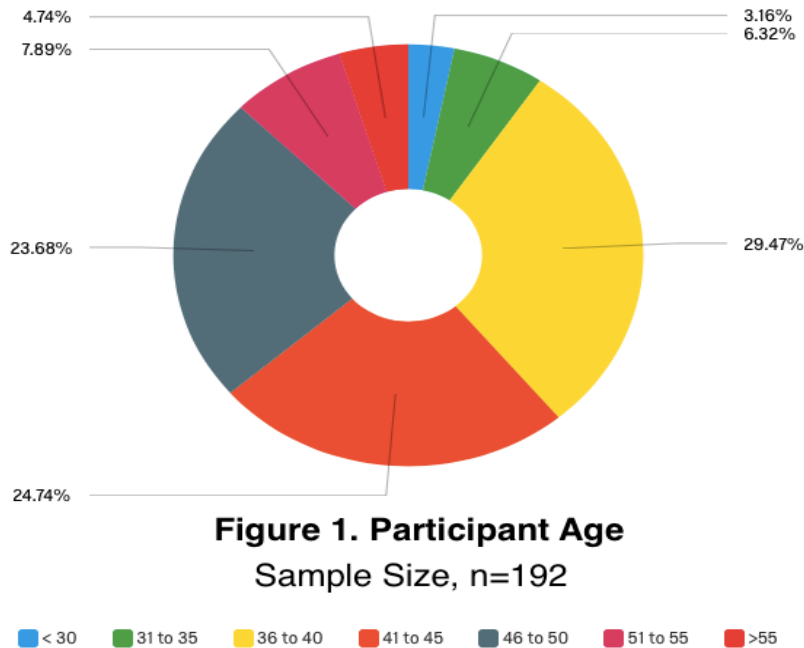
Another demographic analyzed was the age of participants. Out of 192 respondents, the majorities were between the age of 36 and 50 (77.9%) upon completion of the NVCPM program. This is in keeping with the NVCPM's target population of mid-career middle managers. A little more than half of the respondents (53.04%) were recent graduates having completed the program between 2013 and 2016. The remaining 46.96% completed the program prior to 2013 and are still working in state government. This implies participants are employees who intend to stay within the government sector for the long term and therefore are a good investment for the agencies they serve.

Out of 187 respondents, 49.7%, reported having been promoted at least once after completing the program. Of the remaining 50.3% of respondents who were not promoted, 31.6% assumed additional duties in their current position. However, taking on additional duties could be due to outlying factors such as change in leadership, essential job functions and work performance standards and staff shortages due to the hiring freeze instituted by the State of Nevada in 2007 (Pierce, J., 2011). When cross tabulating, if participants who were promoted agreed that the NVCPM Program advanced their careers, the Pearson Correlation Coefficient (*p-value*) was 0.00 and showed a positive correlation between the two variables. Therefore, participants perceive the NVCPM Program does contribute to employee development in regards to promotional opportunities as this shows a strong statistically significant relationship at the 1% level.

The second set of questions in the participant survey was in regards to the rigor of the program and how well the program covered the required seven competencies. Of the 181

respondents, 91.2% reported that the length of the program and the classroom hours were adequate for the NVCPM Program. According to the NCPMC's 2015 annual report, Nevada is one of nine accredited programs in the nation that provides over 250 classroom hours of CPM training (2016).

A large majority, 90.6%, of the participants responded favorably when asked about the relevance and quality of the readings and course materials and whether or not they felt they were up to date. This validates that NVCPM Program participants perceive that they are instructed on new developments and theories within public administration. Studies show that keeping training materials current leads to a higher rate of customer satisfaction (Benjamin, 2014).

A slightly lower percentage, 81.2%, of the respondents answered favorably that the projects assigned throughout the program were relevant to their current positions. This result and the comments received from participants show that this may be an area program administration could focus on to improve customer satisfaction. Asking participants to complete surveys prior to the beginning of a program may help the NVCPM develop more job relevant projects.

The majority of respondents felt the length of the program and classroom hours were sufficient for them to develop knowledge and understanding of all seven required competencies. The competencies include personal and organizational integrity, managing work, leading people, developing self, systemic integration, public service focus and change leadership. Of the 181 respondents, 92.8% felt the classroom activities assisted in a better understanding of the competencies. Cross tabulating classroom hours against the competencies and skills learned support this finding.

The majority of the participants who responded to the survey answered favorably in regards to the rigor of curriculum of the seven required competencies. Responses to each competency are displayed in the graphs below:
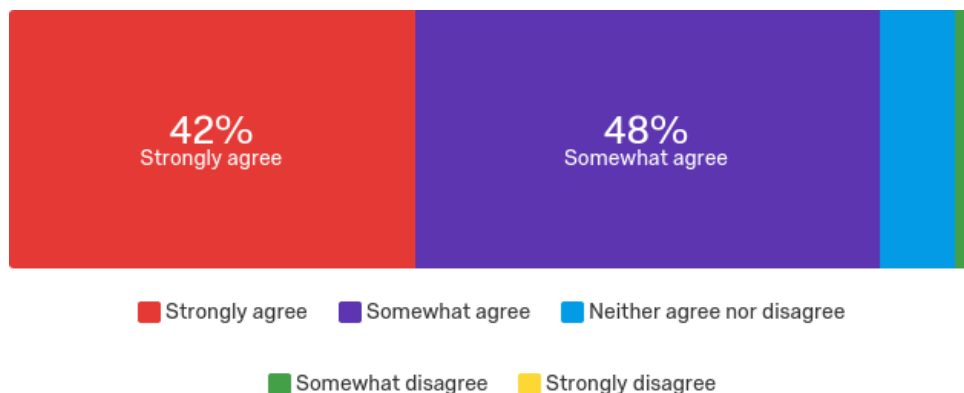
Figure 2. PERSONAL AND ORGANIZATIONAL INTEGRITY
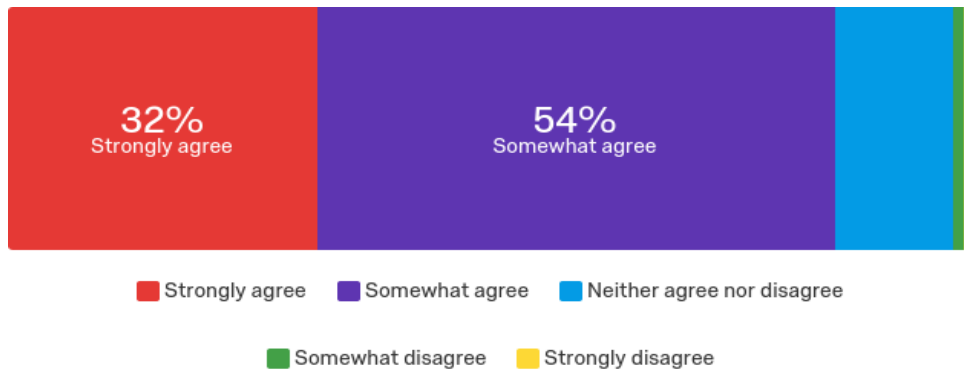
Figure 3. MANAGING WORK
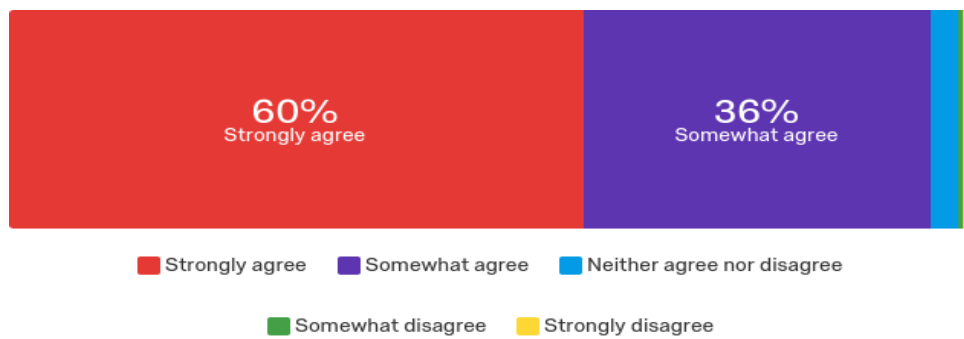
Figure 4. LEADING PEOPLE
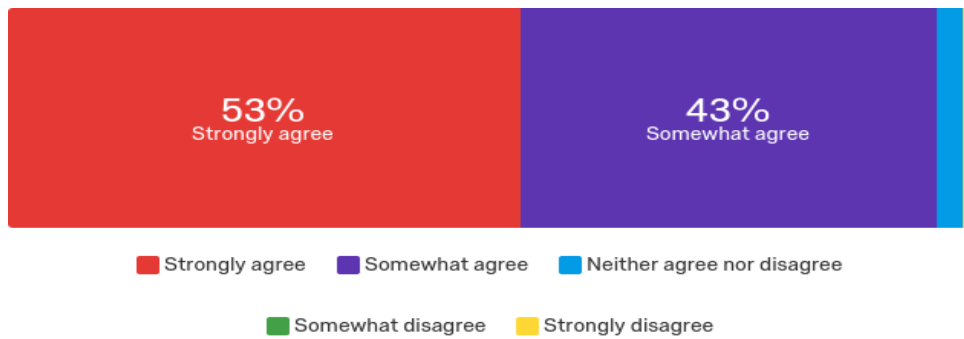
Figure 5. DEVELOPING SELF
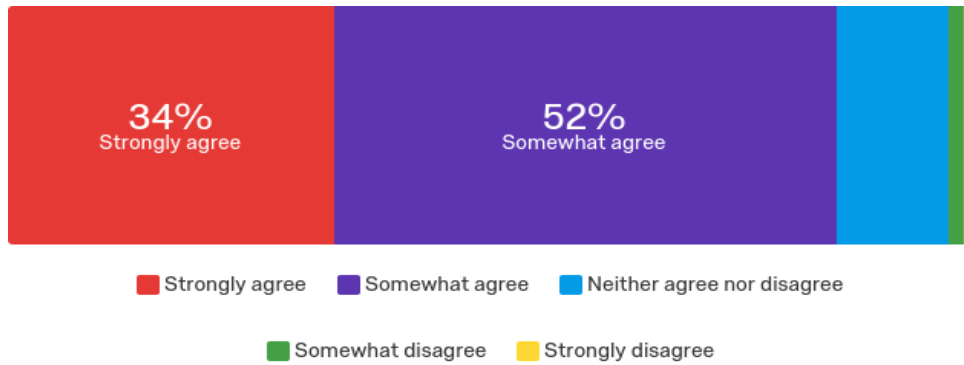
Figure 6. SYSTEMIC INTEGRATION
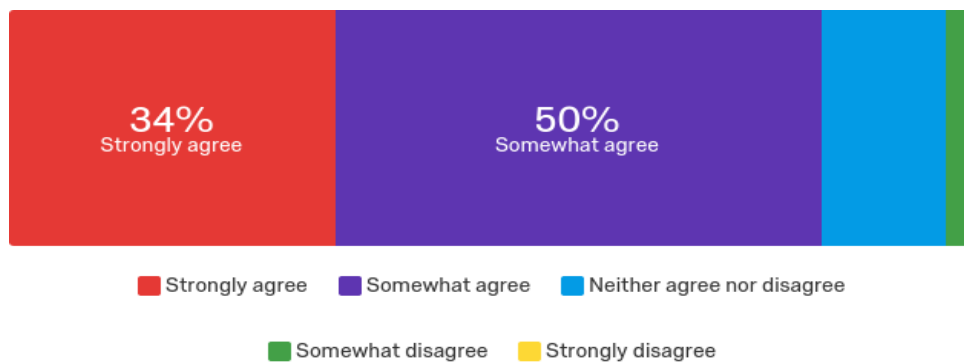
Figure 7. PUBLIC SERVICE FOCUS
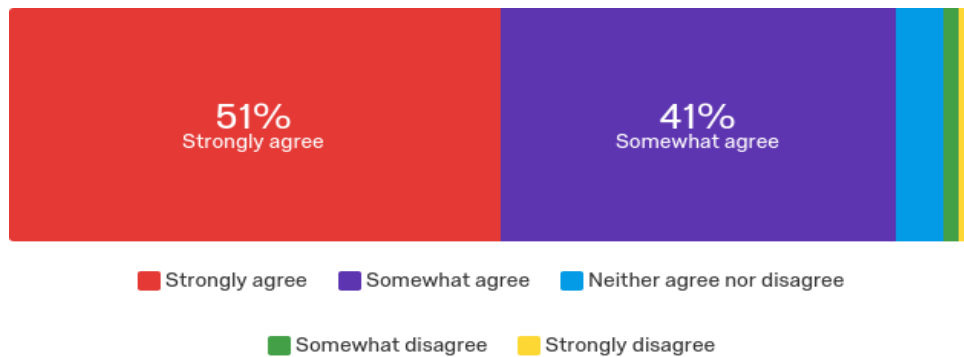
Figure 8. CHANGE LEADERSHIP

Other survey questions measured participants' experience with the program, such as program satisfaction. 90.5% felt the program contributed to their ability to handle challenging situations in their current position and workplace. This indicates that the program provides participants with the skills needed to manage difficult circumstances that arise when dealing with the public or in a public service occupation.

72.6% of the respondents agreed the program helped them facilitate change within their agency. Although this percentage is lower than the other program satisfaction responses, other outlying circumstances could be contributing factors. Aspects such as the employees' sphere of influence should be taken into consideration. Studies have shown that the interplay of the workplace environment around the employee, such as managerial support and personal characteristics, play a part in the success and effectiveness of the employee (Bal, Kleef, & Jansen, 2015). The lower percentage of agreement and supporting literature indicates many government middle management level employees may not be given the opportunity to facilitate or influence change. However, after cross tabulating participants and their responses on facilitating change within their agency, the age group of 36-50 returned a *p-value* of 0.01. This statistically indicates that participants in this age group felt that the NVCPM Program provided skills to facilitate change within their agency, disproving the evaluators' initial descriptive analysis conclusion.

In regards to the NVCPM Program curriculum, 88.3% of the respondents reported that they have used the skills and knowledge acquired in the NVCPM Program when completing important projects. This demonstrates that the NVCPM Program not only teaches theory, but also gives the participants a practical knowledge to utilize in the workplace. 93.3% of the respondents reported gaining confidence in sharing ideas to peers and management after completion of the program. 87.2% perceived the skills they acquired from the program were a good fit for their current position. This indicates the program's curriculum is relevant to the participants within the public service sector. When cross tabulating if participants thought the skills obtained from the program were a good fit for their current position and if participants thought the program advanced their careers, the *p-value*=0.00. This finding is highly statistically significant because there is no probability that this phenomenon is occurring simply because of chance.

Although 49.7% of the respondents reported having been promoted at least once after completing the program, just a little more than half of those promoted felt that the program helped them advance their career. Although a significant percentage of program alumni received promotions, a majority of them do not attribute their advancement to having completed the NVCPM Program. This may be something worthy of further research in future evaluations as this represents a clear inconsistency from the evaluators' findings.

While participants may not have thought that the NVCPM program had advanced their careers, a majority of respondents 93.3% perceived the program helped them become a better leader. This goes along with the 95.6% agreeing that the program sufficiently covered the competency leading people. A cross tabulation with a *p-value*=0.00 supports this finding.

The next set of online survey questions were related to the participants' Capstone Projects. 65.9% of the respondents reported that their pilot Capstone Project was fully implemented within their agency. Of these, 88.9% reported that their Capstone Project resulted in more efficient work processes. 89.8% reported their project resulted in financial savings. Out of the 107 respondents, 88.8% stated their Capstone Projects were still in effect within the agency. This finding shows that once a Capstone Project is implemented, the efficiencies gained are enough to validate the program's continued existence. To further enhance the relevance of these projects, a collaboration with the agencies prior to each cohort is recommended to provide continuity. Some of the survey respondents' comments related to the Capstone Project include:

- "My project reestablished an on-call procedure. This omitted staff hours, freed research resources for other tasks and reduced the overall project delivery schedules."
- "The capstone project was a process improvement. The processing time was reduced by about 65% and the backlog of work was cut in half."
- "The changes implemented in the work process resulted in an annual net savings (calculated over a twelve month period continuing beyond CPM project completion) to be about $27,300."

The Client also requested that the evaluators examine the benefits of collaborating with higher education institutions. Specifically, whether or not participants will see value in this collaboration. "Research has shown that the CPM and MPA curricula can be complementary rather than competitive" (McDonald, Parkes, and Patton, 2004). A question was designed to understand how respondents felt about the NVCPM Program classes counting towards college credits, and 68.5% gave a positive response to this question. This suggests that if this was implemented, program participants are more likely to pursue a higher education degree. "CPM programs can benefit MPA programs by exposing participants to the discipline of public administration and directing them to higher education degrees" (McDonald et. al, 2004), potentially creating a path for government employees pursuing an MPA.

The last few questions of the survey were designed to gain participants' overall satisfaction of the program. 95% would recommend the program to colleagues. This descriptive analysis finding shows that the program has made a positive impact on the participants and they would therefore recommend the program to colleagues. Some of the survey respondents' comments include:

- "I would recommend that more individuals take advantage of the program. Agencies should be required to nominate at least one person per class....."
- "Send more people through it!! I think CPM should be a requirement for all Supervisor and above level State positions."
- "I believe all executives, directors and deputies should be required to take the course, thereby ensuring they understand the techniques and skills used by lower level managers."
- "I have leadership training from the military, federal, and state agencies and the CPM course was the best from all of them. Great foundation for giving leaders the tools to lead in the challenging world of state government."
- "I would recommend it for the insights into personal strengths and weaknesses gained, the collaboration and communication skills it nurtured, and the people and connections within State government that are made. It challenges the mind think differently and consider differ points of view."

In conclusion, most respondents view the program favorably as it relates to the curriculum and skills learned. However, some participants offered suggestions for program improvement. One of the most prevalent comments received was that although their managers or directors nominated them, some did not feel supported throughout the duration of the class.

- "Unfortunately my agency gives no credence or respect to CPM graduates. Education in general is not a factor for promotion at the NDOC. May have been a complete waste of time for the agency I work for."
- "The one drawback to NVCPM is that lower or middle managers who graduate do not have the freedom to implement best leadership practices if their supervisors and administrators do not also understand and support this approach to management."
- "The problem is that we learn, and then try to bring back that change, however our Departments are not open to change or new ideas."

4.2 Agency Survey

An online survey was administered to members of management within state government to evaluate whether the NVCPM Program enhanced the efficiencies and added value to the agencies in which the participants work for. The survey was sent to 89 agency directors, managers and

supervisors. 43 responded, resulting in a 48.3% response rate. It is important to note that not everyone who started the survey answered all of the survey questions. 27.9% of the respondents represented agency directors, 41.9% were managers, 2.3% was a supervisor and 27.9% answered "other." Out of the total respondents, 95.2% have nominated someone for the program.

In regards to alumni status and employee nominations, 25.6% of agency respondents reported having completed the NVCPM Program. 90.9% agreed their participation in the program influenced their decision to nominate one of their employees to the program. This percentage is significant in that it suggests the program has such an impact on their participation that they encourage their staff to experience the benefits the program has provided them. As Bolman and Deal stated in Reframing Organizations (2017), training and participation increase the likelihood that people will understand and feel more comfortable with new methods. Therefore, as the NVCPM graduates experience the program, they want to refer others to the program in order to participate and benefit from the knowledge gained.

A question was designed as to the effectiveness of the marketing efforts of the NVCPM Program to government management. This question yielded an 80% positive response rate. A recommendation would be to use the findings from this evaluation to further develop marketing strategies.

The next set of agency questions was focused on gathering management's perceptions on the employee's contributions to the efficiency of their agency after completing the NVCPM Program. 80.7% had a positive response when asked if the employee had gained leadership skills and improved abilities after completion of the program. 76.9% agreed that the employee gained confidence in their daily work assignments and projects ($p\ value$=0.09). 84.6% perceived the employee to be more engaged with colleagues and other staff members ($p\ value$=0.04). 80.7% responded favorably when asked if the employee was more accepting of change and open to assist colleagues in change management. The positive measure of responses for this section has an average of 80.7%. This indicates that management perceives value in the NVCPM Program since it benefits the organization by increasing the skill set of the participants.

Agencies were then asked about their overall program satisfaction. The first question asked if the respondent would encourage managers and supervisors to participate in the program and 87.5% agreed. 85% of the respondents agreed that NVCPM Program participation had a positive impact on the individual's performance. 90% perceived the investment made by sending an employee(s) through the program was worthwhile. This could be used to justify the cost that the State of Nevada incurs by offering this program.

The last set of agency survey questions were designed to gather data about enhanced efficiencies gained from the Capstone Projects and the implementation of these projects within their agencies. 82.5% affirmed that a program was implemented by their agency as a result of the NVCPM Program. 90.9% of the respondents confirmed these programs were still being utilized. 84.9% agreed that the program increased efficiencies in work production. Lastly, 72.7% reported financial savings as a result of the program implemented. However, very few respondents provided specifics on these financial savings because there was a lack of accurate quantifiable measure on the Capstone Projects' return on investment (ROI). Therefore, it is worth noting the importance of the Capstone Project is not only the financial return on investment (ROI), but also about creating visionaries within government departments and agencies.

4.3 Benchmark

In order to address the second research question on how the NVCPM Program rates compared to other NCPMC Programs, a benchmark study was conducted by using a telephone survey method to gather data. This data was used to compare how the NVCPM Program ranks among the other NCPMC Programs. There was a 51.6% response rate amongst the consortium members solicited. A total of 31 consortium members were contacted and 16 members completed the telephone survey. Other important data was accessed from the 2015 NCPMC annual report shared with the evaluation team (2016). The annual report served to fill some gaps and increase the value of comparison to the remaining NCPMC members that did not respond to the telephone survey.

Having only been established in 2005, the NVCPM Program is relatively new compared to other NCPMC programs. Most accredited programs (53.1%) have been in place for more than 17 years. The oldest program was established 38 years ago, and the
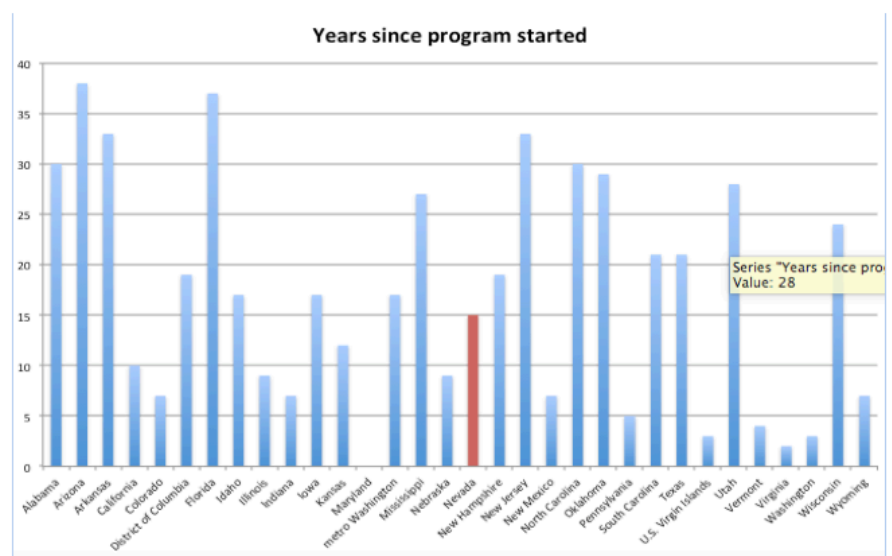
Figure 9. Age of Program

newest program was established just three years ago.
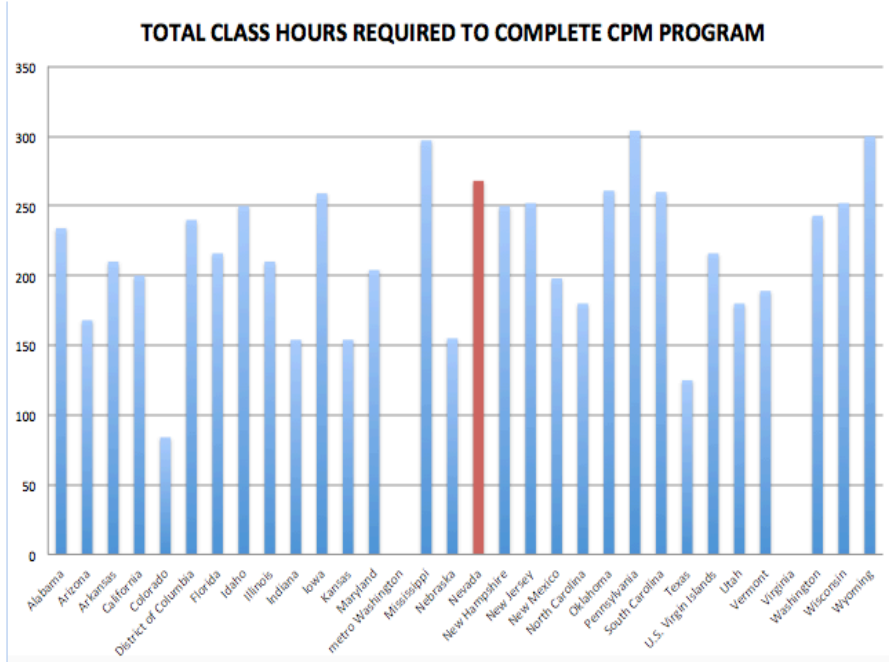
Figure 10. Classroom Hours

According to the NCPMC 2015 annual report, the average classroom hours for completion of a CPM program are approximately 217. Participants in the NVCPM Program are required to complete 268 classroom hours. This ranks Nevada among the states with the highest number of classroom hours in the nation.

Consortium members were asked whether or not they had ever utilized an external professional evaluation. Out of the 16 members who responded, 25% reported that they had undergone an external evaluation. This helps set Nevada apart from most of the other consortium members surveyed in that they have now utilized a third party with no inside interest to make recommendations for improvement.

Consortium members were asked whether or not they had ever utilized an external professional evaluation. Out of the 16 members who responded, only 25% reported that they had undergone an external evaluation. This helps set Nevada apart from most of the other consortium members surveyed in that they have now utilized a third party with no inside interest to make recommendations for improvement.

Measuring the return on investment (ROI) on the Capstone Projects implemented by NVCPM Program participants was also identified as a need. There is great pressure on the public sector to demonstrate the value of their programs. These are driven not only by government regulations requiring accountability and tying performance with result; but also pressure from taxpayers as well as government executives with a "business mind-set" (Phillips & Phillips, 2008). However, some government agencies still have difficulty finding a quantifiable way of measuring ROI of program due to the belief that "with the absence of revenues and profit in most

government agencies, ROI is inappropriate" (Phillips & Phillips, 2004). Results from telephone interviews of NCPMC accredited members echo this, with only 31% completing ROI analysis of their programs.

The NVCPM Program Administrator was very interested in determining significant differences between those programs administered through the state as compared to those administered through a higher education system. However, after conducting research into other NCPMC programs, the evaluation team discovered that there is little difference between state and higher education run programs.

Lastly, the evaluators used the data from the NCPMC 2015 annual report to determine what percentage of the total accredited programs are administered by state agencies compared to higher education institutions. Majority of the accredited programs are administered by higher education institutions, with only 33.3% of the NCPMC members administered by state government. Of the 16 consortium members surveyed and those ran through state government, 60% reported collaboration with local universities and college personnel. This may be something Nevada should focus on in order to compete with other consortium members. Based on the NCPMC 2015 annual report, 30.9% offer college credits (2016). A suggestion for the NVCPM Program would be to collaborate with the University of Nevada, Las Vegas School of Public Policy and Leadership to offer higher education credits for NVCPM graduates.

5.0 Recommendations

The results of this program evaluation indicate that both participants and agencies see value in the NVCPM Program. However, "Public Sector programming is moving to a results-based paradigm." (Schell, 2011).   With the continuing demand for accountability on public sector programs it is recommended that the NVCPM Program continue evaluating their program to not only maintain, but also improve upon the curriculum based on the changing needs of the state.

To assist the NVCPM Program in establishing a method to continue reporting on the contributions of this program to the State of Nevada, the evaluators have come up with short term, mid term, and long term recommendations. Some recommendations may be implemented immediately while others serve as mid to long range goals.

SHORT-TERM RECOMMENDATIONS (to be completed in the next two years):
- Survey Participants at Different Points During the Program:
    - Pre Survey
    - Post Survey
    - Dropout Survey
- Survey Participating Agencies
- Develop a Mechanism to Encourage Graduates to Network.
- Establish a Quantitative Method of Analyzing Capstone Projects

<u>Pre and Post Survey</u>

Certain benefits could be attained by implementing a pre and post survey for all participants. This would measure participants' knowledge and gauge their attitudes before and after the program. An article by Susan H. Hanson in the Public Administration Quarterly indicated that these "outcome assessments can provide some measure about the value of the educational experience." Hanson further stated that surveys and exit interviews are the commonly used methods for outcome assessments (2004).

Gathering information regarding participants' current positions and responsibilities could help the NVCPM Program develop more job relevant projects and class assignments. A good example of this is implemented in Kansas' CPM Program where they reach out to participants and program instructors after each class to help them make changes in the program for the following year. A sample survey developed for the NVCPM Program is available in Appendix 8.10.

Dropout Survey

Surveying those participants who do not complete the program serves as a valuable tool. Knowledge of why participants do not complete the program can afford solutions for increasing the program's retention rate.

Participating Agency Survey

A survey sent out to agencies six months to one year after an employee has completed the program, would be a way to determine whether the agency's expectations were met. This information serves as a way to gauge needed improvements or updates to the program. This would also allow the NVCPM Program administrators to ask specific questions related to the Capstone Programs and gather quantifiable data to support ROI of the NVCPM Program.

Networking

One of the biggest benefits of attending a program with other government colleagues is the opportunity to network with public employees in similar positions. Creation of a social media webpage for participants and agencies would allow a central location for sharing ideas and accomplishments which would benefit all involved. This would allow alumni to continue to be engaged with the NVCPM Program and give them the opportunity to provide valuable guidance to other alumni and program administrators. Other programs have established state society groups to encourage networking. They also have a website that allows members to connect and keep up to date information with developments in the public sector. Specifically, Florida, Ohio, South Carolina, Mississippi and Utah have utilized this strategy.

Quantitative Method for Analyzing Capstone Projects

Although the Client currently collects information on Capstone Projects, there is no standard of measurement being used to properly evaluate the return on investment (ROI) from these programs. Developing a measureable and comparable set of questions for participating agencies is strongly recommended. These questions can be incorporated into the agency survey previously recommended and distributed on a regular basis. Gathering this information on a semi-yearly or yearly basis will provide the program with a good tracking tool not only on the continued success of the Capstone Projects, but also on its cumulative return on investment. Based on a study by Phillips and Phillips, there are steps that public sector agencies can follow to create a quantifiable measure of ROI. These steps include:

- Identify Program Benefits;
- Convert Benefit to Monetary Value;
- Tabulate Fully-Loaded Costs of the Program;
- Identify Intangible Benefits; and
- Compare the Monetary Benefits to the Costs (2004)

MID-TERM RECOMMENDATIONS (to be completed in two to five years):
- Offer Continuing Education Courses.
- Follow-Up Survey.
- Management Buy-In.
- Accommodate Increased Demand.

Continuing Education

Implementing refresher courses, either online or in person, is a mid range recommendation. These courses would serve as a tool for sharing new information that enhances participants' knowledge and further develop their leadership abilities. Past graduates would benefit from the newer public sector developments learned by current participants. According to Corrine Mills, "unlike studying for a qualification, the goalposts in the workplace keep moving. This might be because of new technology, customer demand, legislation or simply because there is a new chief executive with a different vision" (2013). Continuing education may also be implemented with limited financial burden. This is also supported by comments from participants and agencies in the surveys. Details on these comments can be found in the Appendix 8.6.

Follow-Up Survey

A survey sent to participants one year after completion of the program would serve as an important measure of how the program has enhanced their career. This could include questions regarding promotions and problem-solving abilities when facing challenges within their organizations. This would also provide data for return on investment (ROI) and potential attraction of the program to local and state government agencies. The NVCPM Program can perhaps reach out to the programs in New Hampshire and Texas since both states conduct follow-up surveys. A sample survey developed for the NVCPM Program is available in Appendix 8.10.

Management Buy-In

The findings demonstrate that participants perceive a lack of management support while attending and upon completion of the program (Appendix 8.4). Although the NVCPM Program nomination form requires that departments support employees while attending the program, the responses from the participants indicate that this may not be occurring. A requirement of the program could be scheduled "check points" for attending participants with management to keep them informed and engaged, and afford management with direct evidence of program value. Another recommendation would be for management to attend graduation, increasing agency support.

Accommodate Increased Demand

According to the results from the agency survey completed, managers strongly support the NVCPM Program, and would like to send more participants through the program. However, they are challenged by limited seats available. Adjusting the number of seats at each cohort to accommodate demand may address this issue. However, this will also result in the program potentially having to dedicate more resources to one cohort than the other. One vehicle to accomplish this demand is to utilize existing technology with the state agencies such as video conferencing. Another possibility is offering "contract classes" similar to what the State of Florida has done with their CPM courses. Contract classes are classes offered to a department that would like to send a group of at least 25 students through the program. The department is charged a flat fee for these contract classes (Florida CPM FAQ, 2017). Both of these strategies can be implemented without having to hire additional staff or incurring excess financial burdens.

LONG-TERM RECOMMENDATIONS (to be completed in the next five or more years):
- Complete Trend Analysis.
- Partner with the University System.

Trend Analysis

State budgets are often scrutinized and training programs, such as the NVCPM Program, often have to defend itself during budget cutbacks to justify the program's continued existence. According to Susan Paddock, "management training programs must be meticulously developed, tested, and evaluated" (1997). Using results from the pre and post surveys, the NVCPM Program can continue to improve upon existing practices and processes within the program.

In addition, creating a trend analysis using the semi-yearly or yearly financial savings based on the recommended ROI method for evaluating Capstone Programs listed above would serve as justification for the program's continued existence. This gives administrators a specific cost-benefit analysis.

Partner with the University System

Based on the benchmark study and comments from the participant survey, an enhancement to the NVCPM-University partnership is strongly recommended. Most NCPMC members collaborate with universities regularly, which adds value to their programs. These collaborations include University faculty teaching CPM courses and evaluating Capstone Projects. The results from the participant survey (68.5%) indicate that offering transfer credits would encourage them to pursue higher education. According to the 2015 NCPMC Annual Report (2016) several programs offer higher education credits for CPM courses taken as referenced in our findings.

6.0 Conclusion

In conclusion, the majority of the participants and agencies see value in the NVCPM Program. In regards to participants, a majority of favorable responses indicated satisfaction in the elements of skills and competencies learned, relevance of curriculum and the pertinence of classroom activities. In addition, the participants indicated that they perceive that the curriculum is robust and the classroom hours are sufficient to cover the program. It can be therefore concluded that the NVCPM curriculum and classroom hours are sufficient.

Agencies also indicate satisfaction with the program. A majority of favorable responses were received in the areas of implementation of Capstone Projects, Capstone Projects' ROI as well as how the program has improved the skills, performance and abilities of the program participants.

The NVCPM Program ranks well among other NCPMC members. The benchmark study revealed Nevada holds strong in the areas of classroom hours, evaluation techniques and overall program performance and effectiveness. Considering the age of the NVCPM, it can be concluded that Nevada holds a high ranking within the CPM community.

There can, however, be some improvements made to the NVCPM Program. The evaluation team suggests several recommendations. In the short-term, it is recommended that the NVCPM Program administer continued surveys, develop a networking mechanism for alumni and agencies and establish a concrete quantitative method for analyzing the Capstone Projects. Mid-term recommendations include continuing education, follow-up surveys, management engagement and the accommodation of increased classroom demand. Long-term recommendations are to utilize this and future evaluations to conduct trend analyses and to foster a deeper partnership with the University System.

As with all research, data collection and analysis have certain limitations. In regards to the online surveys, it is recognized that more open-ended questions would have led to additional information that may have been helpful for this program. In addition, many answers could be based on an individual's perception and not general fact. Because the online tool was used, the absence of a live interviewer left out the ability to ask probing questions to clarify participants' responses. According to a study by Armin Falk and Florian Zimmerman, survey participants will tend to keep their responses to surveys consistent in a manner that if they responded favorably to prior questions, they will tend to respond favorably to other questions in the survey (2013). The online survey was designed to require that participants respond to every question. There were built in logic to direct participants to other sets of questions depending on their response. However, data received indicates that participants were allowed to skip questions

resulting in data inconsistencies. Additional demographic questions would have been beneficial to categorize the perceptions of participants and agencies. It would have been beneficial to split both participant and agency survey by cohort to analyze any potential difference between the two regions. Lastly, if the participants completed the program more than a few years ago, they may have a lack of reliable memory and the curriculum may have changed since their participation.

One challenge specific to the agency survey was that some managers have sent multiple employees through the NVCPM Program; however, the survey question only allowed them to provide one answer to apply to all employees who participated in the program. Although several managers agreed to provide additional information related to the Capstone Project implemented within their agency, the evaluators had difficulty making contact with these managers. This information would have provided more detail regarding the impact of the Capstone Projects to the relative agencies. In order to measure the NVCPM Program's return on investment (ROI) thoroughly, access to measurable financial data would be necessary; however, this information was not readily available for all the Capstone Projects implemented. The information available were more anecdotal in nature and not quantifiable.

In regards to the benchmark study, it must be recognized that this data serves as a comparative measure and does not exactly assess the NVCPM Program's overall effectiveness. As with all benchmark studies, the results aim to offer a guide for best practices from "the best in the business," however, it does not always translate well in different cultural environments (Freytag & Hollensen, 2001). Lack of access to NCPMC members' curriculum also limited the study. Although several attempts were made to reach all 32 accredited consortium members, not all members responded. The 2015 NCPMC annual report was used to supplement data that was lacking from the benchmark study (2016).

Looking forward, the evaluation team has some suggestions that may be implemented in future research. It would be beneficial to further gauge the value of the NVCPM Program by using a control group and gathering promotion information from those who have not been through the program for comparison. Another suggestion is in regards to the benchmark study. The evaluation team obtained the NCPMC 2015 annual report (2016). It would have been useful to look at previous years' reports to analyze any patterns or emerging trends in findings. This would be a good tool to use on a continuous basis to uphold Nevada's ranking among other NCPMC members.

The program evaluation also was under a specific and limited time constraint. In order to fully evaluate the NVCPM Program, additional time is needed to maximize data gathering and

analysis. This limits the overall effectiveness of the evaluation. This evaluation may be used for future research.

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APPENDIX

8.1 Participant Survey

NVCPM Participant Survey

Participant Information:

1. What is your gender?
   - ○ Female
   - ○ Male
   - ○ Non-binary/third gender Prefer not to say
   - ○ Prefer to self describe

2. What was your age when you attended the CPM program? ⬜

3. Currently, I am working in
   - ○ State Government
   - ○ Local Government (county, city, etc.)
   - ○ Higher Education
   - ○ Private Business Non-Profit
   - ○ Other (please specify)

4. My current Business Title is: ⬜

5. I graduated from the NVCPM Program
   - ○ Yes, proceed to question #6
   - ○ No, proceed to question #7

6. What NVCPM Class were you a member of? ⬜ After completing, skip to question #8

7. Why were you unable to complete the NVCPM Program?
   - ○ The curriculum did not meet my needs.
   - ○ The structure of the program did not meet my expectations.
   - ○ Personal matters influenced my inability to complete the program. ○ I transferred to a different job.
   - ○ Challenges at work prevented me from completing the program.
   - ○ Other (please specify)

8. I have been promoted, or moved to a higher position since graduating from the NVCPM Program.
   - ○ Yes, proceed to question #9
   - ○ No , proceed to question #10

9. How many times have you been promoted?
   - ○ Once Twice
   - ○ Three or more times

10. Did you assume additional duties and/or responsibilities after completing the NVCPM Program?
   - ○ Yes

    o   No

11. Please describe the types of duties and/or responsibilities you have taken on since completing the NVCPM Program.

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Program Curriculum

The NVCPM Program Curriculum is intended to enhance participants' skills in the following seven competencies: personal and organizational integrity, managing work, leading people, developing self, systemic integration, public service focus, and change leadership. The following questions are intended to gather program alumni's feedback regarding the NVCPM Program curriculum.

12. The NVCPM Program has 315 classroom hours to cover all competencies. The total class hours allow the instructor to clearly go over the material needed to cover the seven competencies.
Strongly Disagree   Disagree   Neutral Agree   Strongly Agree
    ○   ○   ○   ○   ○

13. The readings and course materials provided were current and relevant.
Strongly Disagree   Disagree   Neutral Agree   Strongly Agree
    ○   ○   ○   ○   ○

14. The projects that were assigned were relevant to my job.
Strongly Disagree   Disagree   Neutral Agree   Strongly Agree
    ○   ○   ○   ○   ○

15. The class activities assisted in better understanding the competencies.
Strongly Disagree   Disagree   Neutral Agree   Strongly Agree

The NVCPM Program Curriculum is intended to enhance participants' skills in the following seven competencies: personal and organizational integrity, managing work, leading people, developing self, systemic integration, public service focus, and change leadership. For the following questions, please mark if the NVCPM Program Curriculum covered that competency clearly and effectively.

16. Personal and Organizational Integrity.
Strongly Disagree   Disagree   Neutral Agree   Strongly Agree
    ○   ○   ○   ○   ○

17. Managing Work
Strongly Disagree   Disagree   Neutral Agree   Strongly Agree
    ○   ○   ○   ○   ○

18. Leading People.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

19. Developing Self.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

20. Systemic Integration

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

21. Public Service Focus.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

22. Change Leadership.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

23. What are your recommendation(s) to improve the NVCPM Curriculum?

Program Satisfaction

The following questions measures participants' experience with the program.

24. Through the NVCPM program I gained the skills and knowledge to effectively handle challenging situations in my position and workplace.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

25. The skills I gained from the NVCPM program has helped me facilitate change within my agency.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

26. When completing an important project, I expressly use skills and knowledge acquired in the NVCPM program.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

27. I am very confident in sharing projects I worked on with my peers and management.

Strongly Disagree   Disagree   Neutral Agree   Strongly Agree

○   ○   ○   ○   ○

28. I feel that skills I gained from the NVCPM Program are a good fit for my position at my job.
Strongly Disagree   Disagree   NeutralAgree   Strongly Agree

○   ○   ○   ○   ○

29. I feel that the NVCPM program has helped me advance my career.
Strongly Disagree   Disagree   NeutralAgree   Strongly Agree

○   ○   ○   ○   ○

30. Taking the NVCPM program has helped me become a better leader.
Strongly Disagree   Disagree   NeutralAgree   Strongly Agree

○   ○   ○   ○   ○

Capstone Project

Part of the requirement in order to complete the NVCPM Program is the completion of a Capstone Project that is to be implemented at the alumni's department. The following questions gather information regarding the status of the alumni's Capstone Project from the alumni's perspective.
31. The agency I work for fully implemented my pilot Capstone Project.
    o   Yes, proceed to question #32
    o   No , proceed to question #36

32. The implementation of the Capstone Project resulted in more efficient work processes.
Strongly Disagree   Disagree   NeutralAgree   Strongly Agree

○   ○   ○   ○   ○

Provide a brief description (one or two sentences) of the efficiency gained.

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33. The Capstone Project resulted in financial savings for my agency.
    o   Yes, proceed to question #34
    o   No, proceed to question #35
    o   I don't know, proceed to question #35

34. Provide a brief description (one or two sentences) of the financial savings

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35. The Capstone Project is still in effect at my agency.
    o   Yes
    o   No
    o   I don't know

36. If the NVCPM courses counted towards higher education credits, I would consider going to a university to pursue a professional degree or certificate.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

37. I would recommend the NVCPM program to colleagues.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

Please provide a brief description as to why you would or would not recommend this program in one or two sentences.

38. Additional comments/suggestions regarding the NVCPM Program.

8.2 Agency Survey

NVCPM Participating Agency Survey

Manager Information

1. Type of Agency
   o State
   o Local Government
   o Other (please specify)

2. What is your current position?
   o Director
   o Manager
   o Supervisor
   o Other (please specify)

3. Are you a NVCPM Alumni?
   o Yes, proceed to question #4
   o No, proceed to question #5

4. Going through the NVCPM Program influenced my decision to send my employee(s) through the NVCPM Program.
Strongly Disagree   Disagree   NeutralAgree Strongly Agree
       ◯   ◯   ◯   ◯   ◯

5. Have you nominated an employee for the NVCPM program?
   o Yes, proceed to question #6
   o If No, why not? (if you answer no, proceed to question #8)

6. How many employees have you nominated to the NVCPM Program?
   o 1
   o 2-5
   o more than 5

7. Did all of the employees you nominated complete the NVCPM Program?
   o Yes
   o If No, why not?

8. Do you supervise an employee(s) who has completed the NVCPM Program?
   o Yes
   o No. If you answer No, then you can stop here and submit the survey. Thank you!

9. Did the employee(s) complete the full 18-month NVCPM program?
   o Yes

o   If No, why not? If you answer no, proceed to question #15

10. The State of NV promotes the NVCPM effectively to management.
Strongly Disagree   Disagree   NeutralAgree Strongly Agree
         ○   ○   ○   ○   ○

Alumni Information

The following questions are in regards to employees who completed the NVCPM.

11. The employee(s) leadership skills and abilities improved as a result of the NVCPM Program.
Strongly Disagree   Disagree   NeutralAgree Strongly Agree
         ○   ○   ○   ○   ○

12. The employee(s) is more confident in their daily work assignments and projects as a result of the NVCPM Program.
Strongly Disagree   Disagree   NeutralAgree Strongly Agree
         ○   ○   ○   ○   ○

13. The employee(s) is more engaging with colleagues and other staff members as a result of the NVCPM Program.
Strongly Disagree   Disagree   NeutralAgree Strongly Agree
         ○   ○   ○   ○   ○

14. The employee(s) is more open to change and assists other colleagues with change management as a result of the NVCPM Program.
Strongly Disagree   Disagree   NeutralAgree Strongly Agree
         ○   ○   ○   ○   ○

Program Satisfaction

15. I would encourage supervisors/managers to participate in the NVCPM Program.
Strongly Disagree   Disagree   NeutralAgree Strongly Agree
         ○   ○   ○   ○   ○

16. The employee(s)' participation in the NVCPM Program had a positive impact on their performance.
Strongly Disagree   Disagree   NeutralAgree Strongly Agree
         ○   ○   ○   ○   ○

17. The investment my agency makes by sending people through the NVCPM Program is worthwhile.
Strongly Disagree   Disagree   NeutralAgree Strongly Agree
         ○   ○   ○   ○   ○

Implementation of Capstone Project

18. Has your agency implemented a program as the result of a NVCPM participant's Capstone Project?
    o   Yes
    o   If No, why not? (if you answer No, proceed to question #23)

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19. Is the program initiated by the NVCPM Capstone Project still in existence?
    o   Yes
    o   If Not, why?

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Capstone Project Return On Investment

The following questions are related to the final Capstone Project of the NVCPM participants. If you sent more than one employee through the NVCPM Program, please answer the questions below based on how the majority of the Capstone Projects performed.

20. The Capstone Project implemented in your agency provided efficiency in work production within your work group.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

21. The Capstone Project implemented provided financial savings to the agency.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

Contact Request

22. Would you be willing to speak with a member of the evaluation team to discuss the Capstone Project in mor

    o   No
    o   If Yes, please provide your contact information below (email and/or phone number) and the best time to reach you.

General Comments

23. What changes, if any, would you recommend for the NVCPM Program?

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Request for CPM Information

24. Would you be interested in receiving information on the NVCPM Program?
   o Yes, proceed to question #25
   o No. If you answer no, then you are done with the survey. Thank you.

25. Please provide your contact information including name, agency, email address, and phone number. We will forward this information to the NVCPM Administrator and someone from their office will contact you.

8.3 NCPMC Telephone Interview Questions

1. How long has the CPM curriculum been in place within your state/agency?

2. Has your curriculum been evaluated?

If no, continue to question # 3.

If yes, continue with this question: Who performs the evaluation?

Is it an internal evaluation or an external consultant?

What did your agency do with the data provided from the evaluation? Were ideas implemented to increase efficiency?

3. How do you measure your agency's return on investment (ROI)?

If no answer, continue to question # 4.

If yes, continue with this question: For those who have graduated, has it advanced their careers?

For the public administration agencies, what is the percentage of management/leadership employees with CPM licensing?

Do public administration agencies prefer to hire people with CPM licenses into management-type roles?

4. Do you collaborate with the local university or college professors for potential guest speakers or instructors in the curriculum?

5. Would you be willing or able to share your agency's curriculum with UNLV MPA graduate students?

If no, thank them for their time.

If yes, please allow me to give you my e-mail information.

8.4 Responses to Open-Ended Questions in Participant Survey

What are your recommendation(s) to improve the NVCPM Curriculum?
None
This program needs to remain difficult to complete. Never water it down and get the word out about this program. It is the best training I have ever had in my career.
Send more people through it!! I think CPM should be a requirement for all Supervisor and above level State positions.
The more hand's on, the better.
Go deeper into topics with less outside reading. Writing assignments should be relevant not just to complete a requirement. What was most beneficial to me was how our state government works. Those real world activities had meaning. Many of the others were fun and did reinforce concepts, but, didn't stick with me as much. There is a wide range of levels of supervisors and education background so training had to be broader. Maybe a way to have mid management and upper management levels? Last thought-the graduation recognition was nice except the music was totally inappropriate and the notepad gift was Ok however a lapel pin would have been much more appreciated (would wear it proudly).
New instructor for the Budget section.
The only presentation I found irrelevant to the program and my learning as a whole is the budget presentation conducted by an outside presenter (I believe a professor, but I can't recall). The majority of his presentation consisted of "name dropping" and describing how he is so well connected to everyone in the community and the state. My classmates and I have voiced our opinions to Rebecca Kennard and suggested that future classes involve a different presenter. The topic itself sounds interesting but the actual content presented was completely irrelevant.
it was a great program. It would be nice to have a follow up to the program after you graduate. Maybe 6 months after do a refresher and find out what obstacles we have encountered since completing the program and ways to deal with those problems.
I don't know. My classmates had a hugely different experience than I did. Overall it is a good program. The concepts and practices of CPM in many cases are not adaptable to Corrections. This is/was exacerbated by the attitudes of current and past administrations. Further, my superior (Warden) purposefully undermined my efforts within the program. Funny, he was "asked" to resign during this period.
I would recommend that more individuals take advantage of the program. Agencies should be required to nominate at least one person per class.....
The program is excellent the way it currently exists.
use current technology more where possible to support the education process.
Review required reading material, especially "The Leader's Voice" as I found that book not entirely relevant.
The classes during the second year of the program were too drawn out. For example, the week on budgeting was important, but perhaps could have been covered in less time. That said, the course was very good.
I thought is was a great program that helped me grow as a manager and an individual. I don't have

any recommendations for improvement.
More curriculum on budgeting and project management. A little weak on gant chart etc.
The former administrator treated people like children and didn't model the behaviors in the least. The ROI on the final project was often inflated by including soft costs because of pressure by the administrator and the advisors. You are pressured to promote to make the program look good, so I eventually took a demotion to get back to what I like. For several years I wouldn't even put CPM behind my name.
While managing timelines and project management techniques and philosophies was coveted I believe more time should be devoted to this topic. Perhaps incorporate some PMP curriculum.
Nothing. I was really impressed with the content and manner of this program! It has strongly assisted my day to day leadership.
I think that drawing in the state's executive leadership (i.e. Directors) and gaining their insight into what is relevant to their subordinates' development might be helpful. The program itself is outstanding.
It has been too long since I was in the program to properly evaluate, since many things have changed.
The program was great.
None
More group projects
I don't have any. The program and instructors were outstanding.
I believe all executives, directors and deputies should be required to take the course, thereby ensuring they understand the techniques and skills used by lower level managers. This would enable everyone in the department or agency to speak the same language and would remove barriers and allow for a more cohesive work environment.
None. Pretty good program overall. I believe it helped me manage my staff better and understand people.
more focus on all public sector agencies (county/city/state) and how they work together; more public service focus; speakers were good- keep that up; discussion of current events and how they affect Nevada - employees and residents
None at this time. I was a newly promoted manager when I attended this course and I hadn't had much supervisory experience so this was a valuable course for me. I believe having lower level training for supervisors and managers is very important for career success and preparation for CPM. The Crucial Confrontation segment wasn't a part of my class, but I did take it separately. It should be a component of the supervisor or manager training.
Please provide additional networking opportunities to the cohort members, as the relationships are so very valuable!
I was happy with the curriculum
I was happy with the curriculum.
Complete the course work in a tighter time frame. Class 3 took 18 months and it had a huge impact on the continuity of the course.
I loved the program. It helped me grow as a person as well as learn more about my particular agency. I don't have any recommendations at this time.
More guest speakers from previous classes

It already happened with Pat Hoppe leaving.
I loved the program; however, our class did not receive any of our papers back with feedback and were held to standards the leadership did not follow themselves.
Work with Administration to allow graduating participants to use what they have learned to make needed changes in the State organizations.
Continue with the current curriculum and update with new concepts and theories as they become available
There needs to be more class time as too much is required of the students out of class. I was fortunate that my Division allowed me to work on projects and readings on work time but I know this was not the case with most of the rest of my class.
More relevant time re budgeting
Allow for refreshers....
I felt the program was well done, and can not offer any constructive criticism to better the program.
more exposure to each participants department or division to increase awareness of other state agencies.
More focus on current issues facing State government (budget shortfall, recruitment practices)
Give us college for this course.
more individual feedback to participants on projects and writing assignments as well as better communication from administrative staff regarding receipt of assignments and outstanding items that may be due; the only person I received regular feedback from was Ruth; no feedback from the Administrator and it was difficult to get information from the administrative staff regarding assignments and electives
I can't think of any.
It appears that some of the sessions for this current class have not been scheduled in advance, which can cause conflicts with availability in the workplace. Program needs to provide better planning; if this is true.
Keep it dynamic; networking is key; leadership skills are critical to success and this doesn't necessarily require a public administration only focus, in fact it helps participants think outside the box.
I honestly don't have any recommendations as this program was one of the best programs I have been involved in.
The least helpful course of instruction was the budgeting process. It was dull and the instructor interjected too much personal bias into the curriculum. I don't remember learning anything in that module.
No changes needed. Very impressed with what I learned. I am able to apply the skills I learned daily.
Mentoring to past graduates to obtain promotion within the state system. Offer networking opportunities to all graduates of the NV CPM Program.
I would have like to have materials that are of the current market, most of the reading materials I felt were out dated. The thought processes on the subject line were relatable, but I felt that if we are putting in that much time in reading assignments it needed to be prevalent to present day concepts. Also, it would be helpful to bring in people who actual work in various fields and can relate to present day situations that can help us develop strong skills to succeed. Not just instructors who have been

out of the work force but know how to teach/consult.
Our class was told that the CPM Program would equate to college credits, however, every college I was directed to would not give any credits even after after receiving copies of the curriculum.
If during a legislative year, have budgeting modules and mock testimony before it may be needed during the session. Also, be cognizant of legislative deadlines as they relate to capstone projects.
Much of the curriculum, although laced with current or relevant jargon, was based on companies/organizations in the private sector and not based on the realities of working in state government.
None at the moment. I thought that it was a fantastic program.
None at this time
Revise materials to also include those agencies that don't fall within the majority of agencies to make information relevant to all.
When you graduate from CPM you should get a +5% salary increase from the normal state worker who has not completed the course. The reason is now you are specialized in your field and took the time to better yourself and your organizations abilities. Most CPM graduates take on many more responsibilities without a promotion or increase in pay. The State is getting a great boost without paying for the skills. You pay a football, basketball coach millions of $$$ but can't give 5% to a regular worker trying to make ends meet? This is wrong and needs to be adopted to help your people out.
To much time in between class room time. Honestly, most of my class left all the homework until the week before the class and we all were calling eachother frantic about what the assignments were.
Take a look a the AASHTO leadership class. They covered in one week what the CPM classes took 4 weeks to do.
I took the class 12 years ago, not sure what I would change now.
Emphasize more heavily that Myers-Briggs personality types are helpful guides and useful for promoting discussion of different learning and working styles, but to be very careful not to box people in or fail to recognize that different traits will emerge in people from different environments (e.g., some people are ambiverts).
It has been many years since I graduated from the CPM program. I'm sure over the years the program has changed and evolved for the better. But with that being said, I wouldn't have changed anything about my experience.
None
That all individuals in the program be held accountable to the same standard. When assigned a project or report that feedback/ rubric be returned and in a timely fashion. The feedback would allow individuals to see potentials areas of concerns prior to writing their capstone report.
Maybe consider utilizing CPM Graduates by allowing them to share their experiences and assist with the class room training.
The Capstone project at the end didn't really benefit me in my job. I got a lot out of the classroom studies, public speaking etc... but not so much in the project. Maybe the project shouldn't take so much time away from other ways of learning beneficial lessons.
Continue to look at the future of the government sector. With technological advances, many existing positions and the way we "do business" is rapidly changing.
More material related to Personal Ethics Education about Ethics and Rules when dealing with Elected officials Education about dealing with Lobbyist
Everything about it builds your skills. If you are open to the class and want to be a better leader the

keys are in this class. You just have to use them. The one thing I would recommend is to encourage some follow up. You could do a workshop once a year North / South. I am only a year out but I run into CPM Grads from past classes and it feels like they have lost some of their training. A forum help group could also work. A place new leaders or the current class can ask questions and bring problems.

I has been 12 years since I attended but I think I would have benefited from more instruction around the state budgeting process.

None, it was a very comprehensive and well taught class

Cover fewer areas in more depth.

Much of the Curriculum is geared towards the private sector which is a lot different than working in any type of government job. Provide written and reading material more relevant to a state employee's work environment.

I don't have any recommendations. I found it a very helpful program.

The problem is that we learn, and then try to bring back that change, however our Departments are not open to change or new ideas.

Nothing really, it was a very good program professionally and personally.

Toward the end of the class, instead of picking different government entities/agencies to visit and tour, it might be a little bit smoother if the tours were already established. It seemed difficult (or just more trouble than it is worth) to have the class pick the tours.

I have no suggestions, it was a wonderful learning and growth experience for me. It assisted me in developing new stills and enhancing the skills I had. I still have contact with other class members.

Having more hands on projects with different agencies would broaden the participant's perspective on different management styles and would help develop critical thinking and fast adaption to new solutions. An outsider's perspective creates a more objective vision on one's problems and possible solutions.

Less dependence on State offered classes and more of outside instruction.

Have a joint transcript with UNLV and count credits earned towards an MPA

Start capstone projects earlier

The state should be more committed to using the skills gained by staff to effectuate meaningful and transparent change. There still does not appear to be an understanding that utilization of the state's greatest human resource will bring on more efficiencies than micromanagement of the dollar.

More work on strategic planning and implementing the plan and measuring success.

there was too much negative feedback

Nothing, I enjoyed the class and have used the information and techniques many times in the past 12 years

More thoroughly address internal barriers to change and innovation. Either provide methods and tactics, or coping mechanisms (sometimes political situation can't be fixed and you have to deal with it).

How to do a Gantt chart was not well explained, and spending a day of class "working" on them in a noisy group environment without access to resources from work needed to complete the chart felt like a waste of time. Otherwise, I felt the program was very well designed and highly effective. I am a

big fan! I recommend warning participants that the estimated number of hours to complete work-related projects is the bare minimum and that the actual time required may be much more. Also advise participants that you get from the program what you put into it, so those extra hours will be well worth it in the long run. Although the program didn't work out so well for me professionally (triple the work with no increase in pay--in other words, effectively a demotion), I still feel I gained a great deal personally and that it will benefit me when I leave state government in the hope that private sector pay will be commensurate with performance.

I was so nervous and anxious the first time I was going through the program with everything I was going through, I was attend my second Masters Program, had a recent promotion, juggling a new relationship, that I would LOVE the opportunity to 'audit' the classes again. Even if they were online so I can go back and listen to Ruth and TJ explain the materials in detail. I OFTEN refer to my binders, talk to other graduates, but I would love to go back and take refreshers

Provide all written materials in digital format for better portability and easier/searchable review later.

Greater organization/planning; sometimes we wouldn't get assignments until right before deadlines. It took over 6 months to plan our graduation and pick a date.

Allow more time during the consultant exercise to better serve the customer and allow the consulting team to more thoroughly explore resolutions to the issues.

Change the weighting and number of hours spent on various items/topics within the curriculum. Some are more important than others in my opinion, and should not be treated or weighted equally.

unfortunately, we were a class that did not graduate or receive gifts until over a year later. This may be rectified but it did not feel very appreciated after all those months in class to have that kind of treatment happen.

Due to people remaining in the work force for a longer period of time, younger people who completed the program are not given the opportunities for advancement that the CPM program advertises. Also, there could be more marketing of the graduates of the program to assist in obtaining promotions. I have only met with resistance in my abilities obtained in the program as opposed to on the job skills.

Provide electronic course materials

I enjoyed the program. No recommendations.

Possibly have a little more class room time to write reports.

Lengthen out the first two phases. Shorten the fifth phase and consider having different instructor(s). There may be a need from an accreditation standpoint to have a political science professor teach it, but the practical knowledge of the state budgeting process was severely lacking. That is a week I will never get back.

I felt that the days that we spent during the CPM week directly working on our capstone projects were wasted. Individuals at that level should be able to complete their projects outside of the program.

I know TJ & Ruth have retired, but they were incredible. As long as you have instructors like them you will do fine.

none.

Some of the readings were not relevant and a pretty boring read. I would have liked to have a day where my cohort could have had 10-15 minutes each to give an overview of their capstone project. It would have been nice to hear what things they did. They could cover some highlights and things that went wrong to help each of us learn from real world experiences. It could also be a catalyst to other

ideas for the class as we return to our jobs and look for ways to integrate our new knowledge. Some sort of program where we could use our new knowledge to help others in the state.
Individualized feedback from assignments. individualized interview on progress and how learning has been applied. After graduation, a six month and annual feedback survey.
None. It is a great program.
Add a little more Leadership training and practical leadership exercises.
Make mandatory for Administrators
More networking and/or educational opportunities once it is completed.
More relevant materials; look at the work of Richard Branson/Lee Iacocca/Howard Schultz to name a few. Pat Hoppe was a rude, arrogant and ignorant individual with no respect for the time and effort that people who took on the challenge to succeed at becoming a CPM deserved. No class. Her materials were cumbersome, bulky, wordy and not really lucid. It could have been a privileged and fun atmosphere in which to succeed, but it was not. The module on critical confrontation was too repetitive, and, at the time of my enrollment, taught by individuals who were just learning the materials. It was the worst day of the training, in my opinion. There is little consideration for the fact that most of the principles taught in CPM are difficult and sometimes impossible to implement in State Government. We just have too many constraints to go to work on real time applications of the CPM program, although it would be nice if we didn't have those obstacles standing in our way. For example, we don't have the option to let people work within their skill set, if we identify a place for them to excel. We have jurassic processes: lists for this and lists for that--we cannot simply move people around. I doubt the figures on savings to the State for certain capstone projects because budgets are budgets--you must spend to the last penny, then plead a case for an increase in the budget so you will have more money to waste in the next fiscal year. The mentors, mine anyway, was useless to me until the very end. No mentoring during the capstone progress, just criticism of the work when the deadline was near. I tried to reach out to her twice during the capstone project and she never responded. Emotional Intelligence was a laughing matter. There was a disconnect when discerning that intelligence quotient and emotional intelligence are completely intertwined. You cannot have one without the other, but it was silly science as far as Pat Hoppe was concerned. So, therefore, the work of Darwin and Descartes, who pioneered the ideas summarizing why emotional intelligence serves us as human beings was moot. I worked very hard in CPM, and I am very proud of my efforts. I finished with a 49.5 out of 50. I taught myself how to do several things I had not previously understood, or I consulted experts on subjects of which I had never been introduced. I can honestly say I worked hard for the certification and I am pleased to have it. For me, though, the best part of the program was becoming good friends with 4 extraordinary people who will be part of my life forever. I have waited a long time for anyone who cared to ask me about my experience. Thank you.
none
College accreditations would be great and continuing the latest and greatest material updating.
To not do as many classes. It seems like the benefit of completing the course and graduation has been, for a lack of a better phrase, watered down.
More hands on real life examples.
I'm not sure about improving curriculum but there were some areas that needed more time. Crucial Conversations was one of them.
Just to keep the curriculum relevant to current and address trends

I thought it was a well balanced program that dug into personal reflection on our Supervision and Management skills & challenges, as well as provide perspective and training in leadership skills that are not generally "taught" in our normal workday environment. I have since taken such leadership skills lessons and worked to share them with the next generation of State managers and leaders. The modules toward the end on exercising "good government" were a good transition into applying the learning from the first part of the program. In short, I don't have recommendations for change.

it seemed like there was too much classroom time that did not feel useful or efficient.

As this moment I do not have any recommendations.

The timing of the capstone project should take into account budgeting years and deadlines.

Encourage more agencies to offer them opportunities for advancement.

I ABSOLUTEL LOVED MY CPM EXPERIENCE! I wish I could keep going! Graduate level CPM?

I would recommend to organize some mandatory refresher courses to all the NVCPM participants to make sure they are up-to-date on the Strategies/Methodologies that were taught as part of the NVCPM Curriculum.

None

Not able to answer at this time, would have to put more thought into response

Provide a brief description (one or two sentences) of the efficiency gained with your Capstone Project
Reduction in administrative tasks - tracking overtime and staff that are off-post for different reasons. Reduction in time performing sick leave audits.
Time savings of a discipline documenting process. Time saved for review in all areas, and creation of document time savings.
It provided a one-stop-shop for teachers in Nevada to access and receive information around proven, promising, and approved instructional materials.
We saved soft and hard costs (time and paper), and the project eliminated redundancies and frustration among staff and management.
My project reestablished an on-call procedure. This omitted staff hours, freed research resources for other tasks and reduced the overall project delivery schedules.
Backlog of Opinions resolved and has remained current since. Cut official meetings from monthly to bi-monthly
Performed a reorganization of my Division (175 people); eliminated siloed processes and realigned work products
With some pushback from others, we started using e-mail for certain required correspondence.
We cut costs by thousands, both by reducing the amount of materials we purchase and the number of employee hours required to accomplish the related tasks.
The agency is now able to receive applications and associated materials from job applicants electronically and track those submissions. This has improved the quality of the information received and reduced the time it takes to evaluate and hire applicants.
Allowed customers the ability to e-file, resulting in staff efficiency and better management of other assignments and improved customer relations.

Timesheets are thoroughly reviewed for accuracy, saving money due to errors being caught.
Due to proactive planning auditors have less down time during certain periods throughout the year and have improved productivity.
Reduced unnecessary work to increase efficiency (saving "man-hours")
it was the Volunteer Program and it was centralized.
At DMV, we realized salary savings across the state.
We were able to streamline our workflow in order to facilitate processing applications, returns and the associated payments. This cut down the lag time to deposit the funds into the State bank account and saved both man hours and increased the yield on the money held in the State bank accounts.
a tracking tool and process was implemented to reduce redundancy and accumulate a database of useful information.
Reduction in time and cost issues.
Above all else, the individuals still to this day, thank me for implementing the capstone project that I did. They love how easy to use and organized it is.
The general public is able to access information without having to interact directly with our office staff. This brings convenience to customers when looking for information during non business hours and decreases time our staff spends on the telephone with the general public.
Family access to program information time was reduced from average approx 45 days to immediate access once they learned where their child was going; online forms eliminated the need to mail out packets and wait for return of completed forms
The efficiency gained allowed the auditors to email out the letter scheduling an audit, applicable statues and a copy of the Taxpayer Bill of Rights. This saved the State/auditors from printing out a hard copy of the attached documents, signing them, and mail them out. The email process allows for the audit to email the attached documents to the taxpayer and to save a copy receipt of the email, as proof that the taxpayer was properly notified of the audit and a digital copy is saved to the audit file. The efficiency is saved in the time that it takes to stuff the envelopes and walk the documents down to the mail room to be mailed.
Review time of documents was significantly reduced without sacrificing quality of the reviews.
By implementing my project, the agency saved staff time by processing applications more efficiently as well as mailing costs by using an electronic delivery format for our review and comment period.
improvement minimal at best and difficult to measure
My project was financial in nature, not in work process.
I have left the agency that implemented my Capstone Project and cannot speak to its current use.
Decreased staff time, fully automated an archaic system, decreased paper and supply consumption, decreased customer preparation time, and updated a system process that anyone could step in and complete if needed.
The capstone project was a process improvement. The processing time was reduced by about 65% and the backlog of work was cut in half.
Staff on the front lines of the DMV were empowered to make more decisions on their own without requiring them to seek out supervisory approval.
Decreased number of help desk calls and the requests of ad hoc reports. The Capstone Project was not maintained after I laterally transferred out to another state program.

The efficiency of the training programs greatly benefited from my capstone project. It was easier to schedule and track training throughout the department.
My Capstone project involved two different sections with the shared reporting of investigative cases. I set-up a concise reporting system between the two sections affected by the many status' of investigative cases as they processed through to a commission hearing, discipline ordered, fines ordered, etc., and finally full closure of the case. Staff was trained to implement the procedures. As of today, only two staff members have partially continued the process. Their supervisors don't care and the actual information obtained is either missing or not accurate. Very disheartening, but I am still very proud of what I did.
Reduce the amount of bad debt written off
Affected hundreds of businesses, but saved tons of time, effort and money for our agency.
My project was a work flow time savings and is still being used
The changes implemented in the work process resulted in an annual net savings (calculated over a twelve month period continuing beyond CPM project completion) to be about $27,300.
A better staff evaluation product.
My capstone allowed staff to work from home and provide much need office space.
Eliminated duplicate processes and reduced customer complaints by Streamlining the current process.
My capstone project allowed my department to expand the options available in the canteens, which resulted in more sales of products. The increase in sales allowed for more funding in the inmate stores account.
I did a capstone for CPM at the same time I implemented a capstone project for my bachelor degree. The capstone for my bachelors was very successful but my CPM capstone did not materialize as anticipated.
Our office implemented a "Tier" system for our incoming new constituent cases. Tier 1 (needs response in 24-48 hours), Tier 2 (needs response in 3-5 business days), Tier 3 (needs response in 5-10 business days).
Allowed more customers to utilize self-service transactions that continue to reduce State employees time and customers time today.
Created a site to track legislation that kept all information in one place rather than having to go to several areas (websites, department drives, division drives, etc.). The site was used by dozens of people during the 2017 session.
It lasted about a year and a new supervisor came and shut it down.
Although, I did not estimate the initial cost savings correctly, my agency did see direct results from my capstone project.
The efficiency gained includes online processes that the consumer can directly access from his/her home as well as greater speed in delivering those services to constituents.
We share a program with outside vendors, everyone having access is much smoother and improves communication.
Actual cost savings thru eliminating staff time to perform a function through utilization of an online process.
Reduced a process from 15 steps to 3 steps.
It fully engaged the intended participant quicker and more efficiently, so that revenues were realized

sooner and issues were fewer, therefore better utilizing agency resources.
Cases that had been delayed due to cumbersome forms were processed more quickly.
efficient manner on how to perform job duties
At the time, 8 years ago, the gain was about a million dollars. Now the program was dismantled due to managed care and a reduction from 10K tos to 2.5K
My Capstone Project eased our process, improved communication and accuracy between staff leading to agency savings.
It streamlined the process and made for better quality assurance checks
I am no longer over the area I made the changes to. I know that it is still working but did not get to its full potential since I moved away from that area.
Briefs are shared between lawyers and cases are discussed immediately upon release from the courts. It promotes open discussion and a more efficient brief production.
It saved my department a lot of money by having the programing changed to not print unnecessary notifications.
Less administrative time spent on travel requests.
Productivity increased as we were able to provide our accounting record as the official invoice rather than actual copies of every invoice paid to seek reimbursement from our funding entity.
The agency was able to cost avoid claims for services that were otherwise covered by another pay source.
Went from costly mail outs and hand entering data to an online process that is nearly free, and requires no hand entering of data. Fast, simple, effective.
Reduced the amount of ammunition officers use for weapons qualification by half resulting in a significant cost savings as well as a more relevant weapons qualification program.
Savings in budget.
My project made accessing mandatory classes more readily available to employees in the rural areas.
Less time spent on plate inventory
The project allowed for administrative staff to have time to perform more relevant tasks pertaining to their job requirements and less time on time cumbersome tasks.
We track changes in Policy and update our knowledge data base through an e-mail tracking system. This alleviated the need for time consuming and tedious paper tracking.
We eliminated the creation of paper "convenience copies" in a paper-heavy workflow. There was a fear for loss of data and misplaced originals that had to be overcome. Systems were put in place to increase workflow confidence and reduce labor spent doing unnecessary tasks.
The local Justice Courts were able to collect unrecovered monies.
My Division has expanded on the program eliminating the need for paper files saving space, time in retrieving, filing, copying and distributing paper files/documents; savings due to the reduction in printer ink and paper use.
paperwork reduction and increased use of electronic approval and distribution of information
Quicker turn around times Improved moral

Provide a brief description (one or two sentences) of the financial savings from your Capstone Project
Officer overtime was cut based on the implementation of my Capstone Project
Time savings at agency and AG level.
Annual salary savings realized of $1,933.30 and $6.86 of annual hard cost savings in paper. Other benefits to my agency include increased productivity in other areas from all involved.
The pilot project used in my Capstone immediately saved $1,354.
cut the number of official meetings in 1/2. Saved on travel costs, court reporting costs, and several hours of staff time.
Our Division is now able to process more work with the existing staff. Actual financial benefits have not been recently tabulated; however, a savings has resulted from the changes made.
Time saving from stopping non valuing adding process and through automation of several reporting functions.
I have long since stopped tracking, however, the e-mail saves $.88 cents in postage fees per packet sent-there have been hundreds, if not thousands saved.
My agency saved approximately $30,000 as a direct result of my project. Those savings continue annually.
Now that the agency is able to project program income they are able to better plan for projects to fully use the funds and not revert them. The BEN Program has been able to use certified expenditures through it's growth in order to leverage federal funds for VR Program growth.
Soft cost savings of employee time such as reduced overtime costs and other administrative costs savings.
Over a $65k savings in the first year.
Accurate payroll resulted in $20,000 savings per year.
$1804. 00 per month
Financial savings are on cost of paper by eliminating printing needs.
Cost savings through reduction in time staff had to spend on unnecessary work. Hours saved times average hourly wage for affected staff.
I need to get back to you on that - I will find out and email you.
Salary savings due to a reduction in time to complete the tasks.
We increased the yield of the money in the bank put getting it deposited 8 days faster. By eliminating the time that the money sat dormant in our office my project earned the State $654,948.55 over the 8 days that we eliminated from our process.
Approximately the equivalent of one full-time position in the agency.
Saved time and costs to produce savings outcome.
Less time spent on approval process indirectly equates to time savings and subsequent financial savings. So based on time saved on administrative approvals, work can be spent on revenue producing projects.
Hard Copy Storage savings.
Less man hours were needed to discharge clients from our agency due to the new process

At the end of the Capstone project approximately $1,300.00 were saved for the agency. This does not include the annual projected savings of approximately $1,000.00.
The savings was minimum, but the customer service improved greatly-priceless result
The cost of printing out a 1 page letter, 2 pages of statues and approximate 5 pages of the Tax Payer Bill of Right, and the postage X the number of audits, which is over a thousand per year.
Review time of documents was reduced thereby allowing staff to use that time on other projects.
Savings in staff time and mailing costs.
Resulted in investigative fees being increased to more closely cover the cost of conducting the investigation.
The cost savings averaged approximately $13,000 per year.
Salary savings occurred as a result of reduction of processing time needed.
Less resources used to process help desk calls and creating ad hoc reports for grantees.
The amount and time spent on scheduling and tracking training was overwhelming at times. The project cut many hours off of the procedure and provided more detailed and accurate information that can produce real-time stats at a moment's notice.
Primary savings was in staff time/efficiencies.
I was able to do for free, what normally would have taken the IT people who owned the software, to do. My projected costs were $16,000 to $20,000, but, I lowballed my figures because they had the technology and the people to do the same faster than it took me. Our budget didn't have the money or the people to assist me.
Reduced the amount of bad debt written off
I haven't had opportunity to go back to see final numbers. Several thousand dollars each year.
Several thousand dollars per year due to staff not having to waste time.
See question 29.
It eliminated a staff members involvement, saving money.
It allowed the relief from the cost of purchasing additional work space to accommodate much need staff.
I Streamlined the current process by eliminating duplicate processes, this resulted in employee cost savings.
Reduced need for additional staff due to inefficiency.
During the class I calculated the ROI at over $100,000. The customer self-service usage has grown exponentially since then. Add to that I have continued to use those lessons on new projects, I may never have attempted without the classes and pay it forward to help others that don't have CPM training to achieve project success at my agency.
The financial saving, although small, did result in the expansion of my project.
Less time spent communicating, all involved parties get any needed information automatically.
salary savings
At the time the process was very paper intensive and making deposits daily and recording them daily led to a better cash flow.

Elimination of staff time resulted in greater productivity
Streamlined process saved $6,957 in salary costs a year.
In terms of dollars it amounted to at the time to $19,000 per year savings, but would be higher over time. It also resulted in better productivity by several employees.
Case managers are able to process more cases in less time.
At the time, 8 years ago, there were saving over one million. unfortunately the program was dismantled due to a large reduction in clientele and services.
Better matches saved staff time when placing clients.
Around $8000 in salary savings
hourly rate per attorney ($125) x hours to write (20) = $2500 versus hours to write (40) $5000 - savings = $2500
$10,500 annual savings
with a programing change the system quit automatically printing notification pages. It now only prints when it is needed.
Staff time saved, but have not measured it.
A significant amount of staff time was saved by not having to provide copies of invoices.
The agency saved more than 3 million dollars when I quit keeping track of the project savings.
This project saves my agency roughly $3000 annually. Which is small but will add up over time as this is a process mandated in NAC.
I can't recall specifics
approximately $50,000 per year or more depending on the cost of ammunition.
Savings to certified mail/postage return receipt. It has saved over $8,000 per fiscal year.
The savings was in salary savings
Customer Service and staff work time savings as well as UI trust fund savings due to efforts to return clients back to work utilizing new MIS system tools we developed.
Saved a few thousand $2,000 per year in employee time.
The project saved us numerous man hours by utilizing this method we save $343.31 every time we use this instead of paper tracking.
Reduction in wasted paper, reduction in lost time for unnecessary activities. Redirection of labor hours to important tasks.
Financial savings in lowing the use of paper and printer ink. This is a significant saving as our Division had been using a great deal of paper.
reduction in postage, paper, etc. with hardcopy dissemination of information
With the improved process we were able to eliminate 1 1/2 positions as they became vacant.
Man hours saved
Employee retention was higher thus saving the agency training funds for new employees

Please provide a brief description as to why you would or would not recommend this program in one or two sentences.

I have leadership training from the military, federal, and state agencies and the CPM course was the best from all of them. Great foundation for giving leaders the tools to lead in the challenging world of state government.

I recommend this to anyone who wants to be a better leader. It is not for everyone since some do not have any wish to change and then disrupt the learning environment.

Every State employee should have the knowledge gained in CPM for better communication and project implementation ideas that come out of the program.

CPM was one of the best things I ever did for my work career.

I became a better state employee and program manager by better understanding how the state government works. I learned about other state agencies from my classmates and developed a good network that has assisted me in my work.

Dealing with people is the biggest barrier to success in the workplace. This program helped understand the different personalities (as well as my own). By understanding how to deal with each personality, just about anything can be accomplished.

While my agency has not looked within to promote employees to leadership positions, the training I received at CPM may allow me to take my knowledge, skills, and abilities to other state agencies, or into private industry.

For me, the training was just okay. But this training exceeded typical state classes. The networking was the primary benefit for me.

I cannot emphasize enough how much the program has helped me in my professional life. I'm an introvert and got promoted to a supervisor level position while in the program. I manage 8 people and the program has helped me to understand people in general, behaviors, motivations, and actions. It also taught me how to be a leader, manager, and good boss. I recently conducted a summit meeting (unfortunately), in order to discipline an employee. The tools I learned in the program were invaluable and were a road map for me in this process. I actually took out my binder of class material, followed the guidance step by step, and was very pleased with the outcome of the meeting and disciplinary action.

It was one of the best training courses I have taken with the state. It had great information and ways to use the information.

The NVCPM program lends you the ultimate toolbox to succeed in business and in life. It will take you from your little cube to an all encompassing knowledge of resources and change process approaches.

Great chance to delve into the many nuances of state government; further, it allowed me to augment my MBA and MSML with public sector materials.

Helps identify strengths and weaknesses to improve as a leader, and opens the mind up for other solutions to problems.

The CPM program is a good way to strengthen the State's workforce. It, in effect, rewards talented professionals who have made the commitment to public service with opportunities to grow and become even more effective , which further benefits the State, and thereby the Public.

It is a great program with a lot of focus on Leadership. I feel that CPM Certification should be a pre-requisite to any management position within the State.

Unfortunately my agency gives no credence or respect to CPM graduates. Education in general is not a factor for promotion at the NDOC. May have been a complete waste of time for the agency I work for.

I would tell them to do it because agencies value it, but I would warn them. It should be about learning and not about making Pat Hope look good.

I thought it was a great program, well organized, intense with direct applicability to being in leadership
I would recommend to all younger participants who have displayed strong leadership competencies. NVCPM should be considered when evaluating applicants qualifications for supervisory or leadership roles.
It was very educational, informative and would help with development.
I learned so much about myself through the program and I believe that is where being a good leader really starts. Being a great leader is dependent on know how you act and react and I was able to learn so much through the CPM program.
I have recommended this program to colleagues.
I highly recommend this program and require all the lower level supervisors to take the course. This enables my team work through challenges and develop ideas in a cohesive and efficient manner.
I would suggest this program for individuals looking to better manage staff and themselves.
good program, broad topics
I would recommend it for the insights into personal strengths and weakness' gained, the collaboration and communication skills it nurtured, and the people and connections within State government that are made. It challenges the mind think differently and consider differ points of view.
I firmly believe that every supervisor in the State should be required to take this course. I learned so much about motivating and communicating with staff. Introducing and implementing change and resolving conflict among staff. I also learned about State budgeting and Legislative procedures. These are all invaluable tools when you are managing staff and offices.
the program helps in understanding leadership goals and obtaining practical skills to work with people.
The information and educational experience of the NVCPM course is priceless. Agency buy-in is critical and without it the course does not come together.
It really helped to advance into the leadership positions with the State
I believe CPM was the best way for me to learn the state process and procedures. Having spent a majority of my career in private sector, the exposure to state programs was very beneficial.
This program will assist participants in developing stronger working relationships with their peers and improving their work environment. This in turn will enable the "team" to focus on agency goals and improved customer service.
It is a wonderful program that facilitates mutual professional respect and growth. Truly phenomenal program that I would do again if I could.
As a leader you are task to get things done. At the point in time that you cant get everything done your self, and have to rely on others to get the task accomplished, you are a leader. The program helped with identifying the different personality that one will be working with, and what motivates them and how to communicate with them. The program helps the individual taking the course, to better understand them self's.
I especially feel that the program is a benefit to newer colleagues who demonstrate the potential to move up in the organization. The information and connections made in the program can have a greater long term impact on them and the organization.
Various aspects of the course truly help in managing a very diverse workforce.
For me it was more about personal development over professional development.

NVCPM helped me become a stronger leader. The classwork was challenging but the reading material should be updated.
If you go into it to get something out of it, you will!
if someone asked specifically or for persons that I work with directly, I would recommend the program; but, in general, I am not the type of person that will recommend something without being asked specifically
Very useful tool for State government leadership development
This program changed me personally and gave me the skills and confidence to manage large projects as well as staff. I was able to increase office efficiency as well as staff morale by implementing what I had learned from the program. I especially value how I learned to focus on employee strengths vs. their weaknesses and how I was able create an office environment that champions employees and their ongoing development!
NVCPM was a life-changing experience. It validated my natural leadership style and helped me develop and strengthen my skills in that area.
This is a great learning experience that benefits both the employer and the individual taking the NVCPM course. Skills gained can be used immediately and successfully.
This program taught very up to date strategies of management of staff and projects. There were many valuable lessons I learned that I apply to my current position. I feel that this program should be mandatory for all supervisors within the state system.
I already had the tools to perform my job, just never know the fancy professional names for what I was already implementing in my daily work life. The most I got out of the program was that I learned more about why I do what I do, and why I do it. I learned a lot about myself and yes, that has helped me in my career. The tools learned through the program has not opened any more professional, or advancement doors because those opportunities are mine alone to search out. Would I suggest this program to others, no I do not think I would because most departments do not support the time commitment that CPM requires. A lot of my classmates, had to drop out due to lack of support from their Departments. I was lucky to have a Manager who supported the program and gave me the time to complete assignments. I think maybe if the course was shorter, it would be less of a hardship for some Departments. As far as the Capstone Project, not really sure what that proves, it felt like more of a research project I have done in college and to have a requirement to save money for the Department you are working for is a very big challenge if you are not an agency that spends money but has to take in money and any changes to that process needs Legislature approval. So, for me, I will conclude with, I enjoyed my time with the program mostly, what I did not appreciate was that everything was on a time frame, and schedule which we all completed and were never late or needed extension. We are professionals after all. Having to wait so long for Graduation is really unacceptable. Having had to wait as long as we did, really took the joy out of completing the program.
Great program but refinements need to be made to allow for college credit. I now have 4 years until retirement from State service and while I may not benefit new attendees will.
It builds strong leaders.
The CPM program taught me invaluable soft skills and management skills that I use to this day. Anyone on a management and/or supervisory track can benefit from the program.
The information and networking opportunities gained is immeasurable.
Everyone should go through this program and all agencies. Not just a few. The mindset of individuals needs to change and know that we can implement valuable change and keep an open mind by working with one another regardless of our generational differences and values.

Great starter program for those never before given a management position. Gives them the tools to make a better leader. It is by no means a replacement for real life experience as a leader. Before I took this program I was a leader for 20+ years in the military. This program helped me cross over to civilian management which is definitely different.

I didn't feel as if this program gave me additional skills. My MBS program taught me more as did the AASHTO class. This program was young when I went through it so hopefully the administration of the program realizes that the secrecy about he material was pretty ridiculous.

good training on how to deal with staff with varying personalities

I've been a strong advocate of the program and the need for management training for state employees, but I backed off of "strongly agree" simply because I'm not as familiar with the program given the recent changes.

It offered knowledge that could be easily intergraded into every day activities .

The information provided in the program assists in understanding the flow of Government and individuals. It allows me to navigate the political environment and gain the 51% and alignment. Also it helps you see other view points based on personalities to formulate an action plan.

The classroom definitely gave great ways to deal with people, in my job we are hugely based in customer service, front office and back office.

I believe the NVCPM program would be beneficial to my colleagues to prepare them for their career advancements through state service. A lot of great information, resources and practical applications are provided.

The CPM project can assist even the most seasoned leader by expanding their interpersonal skills. I not only learned a great deal about myself, I gained a greater understanding of ways to work people in their strengths.

NVCPM is helpful in assisting participants improving knowledge and confidence in being an effective leader, and also provides participants with practical tools.

Quality leadership skills are grown, the CPM student grows, their staff grow, the agency improves, the State improves. CPM is the equivalent of food and water for a tree.

Excellent program that works to build the skills of state employees to build better leaders for tomorrow.

I believe the program delivers a lot of information that would be very useful to leaders in government. And I am confident that the new administrator will make the program more attractive to people that were hesitant to join under the previous administrator.

Develops leadership skills. Provides best practices that can be applied.

I think it should count as MQ's towards promotions with HR.

I learned so much from this program as well as finding myself along the way. It made me step outside of my comfort zone and do things that I would otherwise not do. I am a strong, confident person and manager now. Thank you for the opportunity!

It helped me understand my leadership skills and barriers, and assisted me in developing my skills and confidence.

I would recommend the NVCPM program because I like how it goes into great length about individual strengths and the understanding behind those particular strengths.

It provides direction and knowledge in so many areas, both are important and can be applied to both a professional and personal setting.

I already earned a doctorate but if these credits went towards my degree it would have been

advantages for me.
Would recommend because it is a good professional development program. Do. It feel the skills gained are utilized to the greatest extent possible throughout the state.
Strengthened management and organizational skills.
This program taught a great many valuable techniques and methods to being a better employee as well as those things that could lead to being a good supervisor. This course engrained things that I still use today.
There needs to be more selective criteria regarding who is accepted to the program. More meaningful if it is more difficult to be accepted and graduate. Maybe add an interview process at the beginning and a point when some are not invited to continue on to a more challenging phase. At the time I was in, the leadership potenting and experience of many of the participants was questionable. I like to learn from my peers also.
you learn a lot about yourself
This course was a life changing experience for me both professionally and personally, I would recommend to anyone who would be interested.
If they are liked by current management it will help the agency when they are promoted
The CPM program goes far beyond the training available to state employees to allow them to develop real-life skills. Being among other state employees who share the same challenges is critical to this development.
CPM should be mandatory for any state employee seeking a supervisory or management position, as it provides education in the fundamental skills required of such positions
I recommend the program and encourage all to apply. I have sent several managers and employee. I have encouraged co-workers and others for the experience.
I would recommend this course to all colleagues as the networking opportunity and curriculum were invaluable.
This would depend on the where one works, as this program is not geared well for all areas of government.
believe in the curriculum.
The State of Nevada has such limited training opportunities, that any training is welcomed. This particular program was outstanding and exceeded my expectations.
The networking opportunities are a tremendous benefit of the program. Being able to apply skills and situations in the setting with peers to then bring directly to your agency benefits the individual.
The program develops skills necessary for project management. Most business interaction can be enhanced by the skills learned regarding project management.
There are many managers within my agency that have never management people before being elevated to a manager status. They have a very limited skill set to handle the task of people management, team building, addressing change, buy-in, etc.
Great program and very valuable. State systems can cause jaded responses and outputs.
I fully support continued professional/leadership training and think the NVCPM program is a productive way for colleagues to learn beneficial, relevant skills that can be used in the workplace.
I would and have recommended this program. It helps you better understand the State's processes, leadership skills, general business skills and that just because people may approach things in a

different way than you may, it does not mean it is the wrong approach. It helps you become more open minded.

Every Graduate I know has been able to use the skills and knowledge attained in CPM to enhance their agency as well as their own professional development and growth.

Please see previous comments.

Leadership, project, change management and emotional intelligence and team building skills are used in practice and actual project and change management work to improve you department/Agency/Units.

I was proud to be a graduate of the CPM program.

I recommend the program and attempt to have am LCC employee in each class.

I learned a tremendous amount about myself as a supervisor/manager and I improved my personnel skills. I more effectively recognize challenges in managing change and have applied those skills directly. I am now in a leadership role for my Agency and the skills I've learned are applied regularly. I even sometimes refer to my class materials and share the books we used.

The NVCPM class teaches how to be a leader and to see situations from different points of view. This class also helps employees network and increase the reference base from other agencies.

I intend to send other EEs to this program because it is excellent!!!

This program is excellent as it helps new leaders reflect on their behavior and its impacts on employees. It introduces the student to different management techniques and styles, expands their understanding of human behaviors/communication and their knowledge of problem solving and instituting change.

This program is unlike any typical management class.

The program develops managers into leaders and problem solvers.

Additional comments/suggestions regarding the NVCPM Program.
None
Hands doen its the best training I have ever received in my career. It not only helped me in my profession but in my personal life as well.
though I did not get a promotion after graduating, it did get one while enrolled in CPM. I feel the CPM program helped me get that promotion.
Great program.
The program is invaluable to both professional and personal development. It is literally the only program/class I have EVER been in where everyone wants to be there, everyone enjoys being a part of the program, everyone's opinion is valued, and everything learned is relevant. Being a part of the CPM program is the first time in my life where I was not afraid to speak up because I knew my classmates respected my opinion and me as a person. Graduation was such an epic event and such a wonderful way to celebrate all of our achievements. The program was a lot of work but I got so much out of it that the benefits are almost indescribable.
The program is a benefit ONLY to those whose agencies allow them to practice the skills learned. Without meaning to be insulting, my experience was VERY negative, mainly due to the attitude of my superior toward both myself and the program. I believe an agency looking to implement fresh and positive change, the taught skills would benefit both the organization and the student. This organization hasn't been the archaic Dept. of Corrections. Lastly, I have had no professional

advancement since attending CPM. I know I sound bitter. But, it must be understood that the NDOC has historically operated on the "good ole boy" system with regards to advancement. Following CPM, my superior (Warden) was "asked" to resign. This was the result of his unethical behavior and lying to an investigator. I'd been questioned during this same investigation and was later informed that my frank and honest testimony had sealed his fate. From that moment on I was an outcast.

Great program!

It is a good program, I enjoyed it immensely. I had already completed an MA in management and this enhanced my education. Networking was a major plus.

Keep doing it. It is improving the quality of management and leadership at the state. It is very impactful.

I'm not sorry I did it, but it could be done in a more supportive way. Pat was very talented in giving positive and constructive feedback in the exact opposite places it should have been given.

Make NVCPM a value to the applicant by recognizing it as a qualification for leadership roles.

TJ and Ruth are great!

The program provided me with training in supervision of others and it was very helpful in learning skills to be a better employee and supervisor.

Offer refresher courses or continued education on changing trends and developing techniques in management.

Keep it going!

It is difficult for all agencies to have a capstone project for the participating employees. If that is the case, additional assistance may be needed for the participate if the agency does not have the need of the capstone project or if the agency does not have the buy-in of the participant's attending the course.

Very helpful for young managers

Loved the program; the instructors were particularly fantastic!

I wish there was a project/exercise in the program that involved the north and south cohorts interacting and having to complete something with each other with location being a variable that we would learn to overcome.

State application review by HR. When your skill-sets are not a fit for your agency. Where do you go? It would have been very helpful to get an idea as to where my skills could take me within the State.

use the graduates of this program in the State on task forces and special committees to review State issues and recommend improvement plans

If this program could be counted towards an MPA at UNLV, I am greatly interested. I especially interested if the NVCPM capstone could be used in place of the MPA capstone requirement.

I have had two from my staff attend or in process of attending the NVCPM Program. Both have learned to be better managers, how that gets applied still is a personal application and the environment in which the skills can be applied.

I suggest keeping CPM as a standalone program and not tied to college credits or programs. This helps NV CPM maintain independent standards and keeps it accessible to all.

I would like to see many of the theories learned in CPM to be a requirement for State managers and supervisors.

The one drawback to NVCPM is that lower or middle managers who graduate do not have the

freedom to implement best leadership practices if their supervisors and administrators do not also understand and support this approach to management.

No additional suggestions.

Further mentoring of past graduates would be my suggestion for sustaining the skills taught in the program.

I am glad to see the administration has changed for the CPM program as the previous administrator exhibited few, if any, of the characteristics and competencies of the program she was responsible for.

Keep it going and just increase it effectiveness.... great program!

Again, shorter time between class's.

I wish you the best of luck but I haven't encourage anyone to complete it. I know of no capstone projects that were implemented in my division and the cost savings that were projected didn't materialize.

We had facilitators with good attitudes, and a good group that made the learning fun. I hope that current and future facilitators are helping promote that same atmosphere.

I enjoyed the program.

It was an excellent leadership learning experience. The networking and relationships you build with all of your cohorts is amazing.

It was a nice way to meet the Governor! :)

It is a great program.

Keep it!

None

I am very grateful to have had the opportunity to attend the CPM program and hope it continues to be a priority for the State to offer its future leaders. I would also recommend any position that is management level (supervising supervisors) that CPM is required.

I think it is starting to take hold and become effective. It takes time for the CPM grads to promote to a level to effect the change learned.

Please continue to offer this program. It allows people to learn and grow into the leaders of tomorrow.

As we learned in the program, people leave jobs because of poor management. Because state jobs tend to pay less than comparable positions in the private sector, it would behoove the state to train its managers so as to reduce the "brain drain" to the private sector. This is especially true in IT positions.

Refresher training. Every graduating class ask/tells the Governor to utilize the class in front of them for their services YET not one has! why?

Thank you!

Great course! All management should be required to take it in my opinion. Far too many insufficiently trained managers in state service that need a better understanding of how to be an effective manager.

Taylor the program for different areas of government, to better serve it and class participants.

Keep the program going.

It was a great process. Clearly brings in the best state employees, my class was an amazing group of people who do great things every day. I am sorry it is over as I enjoyed learning the class principles

and associating with my class.
The concepts you learn in this class are excellent but don't seem to always be accepted in your work place. It would be great to somehow make these approaches more widely used/accepted by State agencies in general.
I am forever grateful for the opportunities presented to me because of NVCPM. I am so much more involved in the process of State Government.
Mandatory for Administrators
I would have said to eliminate Pat Hoppe, but thankfully that has been done. I would treat the participants with great respect for all they bring to the table. I would treat the enrollees with greater respect, and laugh more.
Keep funding it. I will never forget the experience and call on the skill much in my new project wherein we are modernizing the MIS system for our agency.
It was a very rewarding program
I hope it continues for future classes.
PLEASE offer a graduate level!

8.5 Responses to Open-Ended Question in Agency Survey

What changes, if any, would you recommend for the NVCPM Program?
none
Evaluate classes to see if some are still needed.
Processing the application. Should go through the chain of command, starting with the employee submitting to supervisor, manager, administrator, then director.
Eliminate it.
follow up of the CPM graduate with their supervisor.
I cannot think of any right now. I think Ruth and TJ are great and the structure of the program is good.
More awareness of the program's existence and value for managers to recruit and send.
The Capstone Projects could use more vetting/more up front discussion/strucutre with those who are potentially involved. Too often a project is created and those involved know nothing or very little about the project and overall expectations before the projects are well underway.
None
I think there should be more advertisement and education about the program. If my manager had not gone through it, I would have not known about it
none based upon this person's attendance and completion of the NVCPM Program
Reduce from 18 months to 12 months
None. Keep up the excellent work.
None
There could be scheduled CPM-Supervisor/Manager phases of meetings of what they are learning, how to implement with hands on opportunities in real time, and support the participant more effectively in the process. If the manager/supervisor hadn't gone through CPM, then there is a disconnect for the participant & depending on the participant's role & influence within the agency, they may not have enough empowerment to implement what they are learning. I have built in "check in times" of tell me what you are learning & how I can help you implement. If they don't use it, then they lose it and it just becomes theory without reality.
Possibly some online classes. Still keep the group participation, but maybe less hours in the physical class.
Maybe add another month or two and take some of content a little slower.
I can share with student who contacts me.
ensure that there's buy-in from all levels of management before sending staff through the program. it's important to make sure they have enough time to work on the project (that it is important to the agency) and not feel overwhelmed if/when new duties may be assigned to them.
none
The timing of the scheduled weeks is often in conflict with key fiscal deadlines. It makes it difficult for fiscal staff to participate. Also, several department have applied for Merit Awards based on their Capstone project. This creates a disincentive for agencies to have staff participate because it creates an added cost for the agency.

none
I have no specific recommendations for change. The program appears to be running very well.

What changes if any, would you recommend for the NVCPM program?
I think it is a great program. I cannot recommend any changes at this time.
Karen thought the NVCPM is a great way for staff to build their careers and helps the state build skills for their employees; creates a ladder to grow up which is fabulous;   1. Module on Ethics and Purchasing - these two areas are where staff is going to apply their skills no matter which agency you are at and students need to be aware of this;   2. Refresher program after completing NVCPM (shorter lessons) and including real life scenarios are important; State is very focused about purchasing - so including refreshers on purchasing changes and updates to ethics law or open meeting law to help the CPMs maintain their skills and keep apprised of state laws and being informed.   3. She has to maintain several certifications and has to keep up with Continuing Education Units, maybe the CPMs should have something similar to where CEUs are required.   4. She is interested in taking the NVCPM but doesn't want to take a seat from their staff members, so maybe expand the number of participants (she's up in Carson).
Thinks the NVCPM is an excellent program, doesn't recommend any changes at the time; He dealt with the Capstone participant from start to finish and saw a change in her and in her career; It was very time consuming, and is difficult for a small office to give the extended amount of time ("there was one other girl" I assume in the program at the same time also?) but he saw phenomenal results; It requires the office to dedicate time for the program.
I haven't been in touch with staff lately so don't have any feedback. When she attended she found it very useful - personality and governance in NV and NV policy. Good program that we need to continue.
1. Alys only went through part of the program herself and for the most part it is stressful for employees to go through the program; the DMV allows time for NVCPM, but other depts do not; it should be mandated that the State allow the employees that go into the program to give them State time not have to do it on their own time (like Alys did); 2. From HR standpoint, she is on her 4th director in 7 years - some directors allow supervisors without supervisory backgrounds to go into the program, but having the background is very important (sometimes employees start and they don't complete it - sets employee up for failure); Employees need to be able to apply what is taught in the courses into their work place. 3. For those who are not in the CPM but have management roles - should offer course(s) that teaches detail/nitty-gritty of new law/processes i.e. budgetary laws.

8.6 Tabulation of Responses from NCPMC Telephone Survey

State	# Classroom Hours	Responded to Survey	How long has the CPM curriculum been in place within your state/agency (years)?	How long has the CPM curriculum been in place within your state/agency (Year it began)?
Alabama	234	Yes	30	1987
Arizona	168	Yes	38	1979
Arkansas	210	Yes	33	1984
Florida	216	Yes	37	1980
Indiana	154	Yes	7	2010
Kansas	154	Yes	12	1993
Maryland	204	Yes	Referred us to Patty Morgan CPM Consortium report	Referred us to Patty Morgan CPM Consortium report
Nebraska	155	Yes	9	2008
New Hampshire	250	Yes	19	1998
North Carolina	180	Yes	30	1987
Oklahoma	261	Yes	29	1988
Pennsylvania	304	Yes	5	2012
Texas	125	Yes	21	1996
Utah	180	Yes	28	1989
Washington	243	Yes	3	2014
Wyoming	300	Yes	7	2010

State	Has your curriculum been evaluated?	Participant evaluation	External professional evaluation
Alabama	Yes	Yes	No
Arizona	Yes	Yes	No
Arkansas	No	No	No
Florida	Yes	No	Yes
Indiana	No	No	No
Kansas	Yes	Yes	No
Maryland	Yes	Yes	Yes
Nebraska	Yes		Yes
New Hampshire	Yes	Yes	No
North Carolina	Yes	Yes	No
Oklahoma	No		No
Pennsylvania	Yes	Yes	No
Texas	Yes	Yes	Yes
Utah	Yes	Yes	No
Washington	No	No	No
Wyoming	Yes	Yes	No

State	Who performs the evaluation?	Is it an internal evaluation or an external consultant?	What does your agency do with the data provided from the evaluation? Were ideas implemented to increase efficiency?
Alabama	Participants (annual); CPM Consortium (accreditation)	Both	Feedback is used to make continuous improvement. Additionally, they seek feedback regarding the curriculum each year from CPM participants and regularly make updates to the curriculum based on their input, best practices, and growing trends
Arizona	Participants (after every class); CPM Consortium (accreditation)	Both	Topics are added/removed/updated based not only from the data collected during the evaluation but also from the participant surveys collected after every class. Efficiency improvements have not resulted from feedback.
Arkansas	N/A	N/A	N/A
Florida	Performance Improvement Consulting	External	Not so much the curriculum as the impact of the program on participants from a particular agency; Marketing purposes; the agency that funded the evaluation used to it justify continuation of CPM
Indiana	N/A	N/A	N/A
Kansas	Focus groups/ Participants	Internal staff/instructor CPM Advisory board	Make changes in the program the following year based of feedback
Maryland	Maryland Public Policy Research Center	Internal	See annual report
Nebraska	Consultant	External	Update the curriculum; provide more feedback to the alumni on what is happening within the program currently; changed the method of presentation for some of the courses, from being on-line to on-campus

New Hampshire	Students (after courses and annual)	Internal	Utilize the information on ways they could improve or reach different learning styles. Ensures curriculum is current and informs faculty how they did.
North Carolina	For online, they strictly use smile sheets. For the 200 core hours they use level one and level two evaluations (smile sheets level one, level two are quizzes and final exam. Quizzes they must maintain 70% and final 90%). Third level evaluation is how do they apply it, discussion boards on how to apply within their agencies. Most participants are state level employees.	Internal	N/A
Oklahoma	N/A	N/A	N/A
Pennsylvania	Internal evaluation	Internal	
Texas	SASC (not sure on abbreviations) and university personnel; annually and five year reaccreditation	Both	
Utah	Staff; Periodic systematic evaluations	Internal	?
Washington	N/A	N/A	N/A
Wyoming	Participants; Annual	Internal	Improve/enhance curriculum

8.7 Tables and Graphs of Responses to Participant Survey

Q1 - GENDER
n= 192
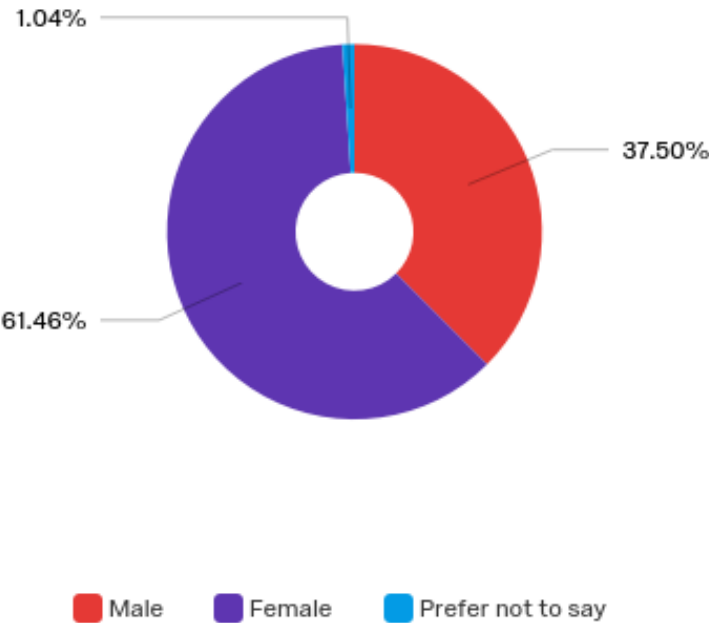
#	Answer	%	Count
3	Prefer not to say	1.04%	2
1	Male	37.50%	72
2	Female	61.46%	118
	Total	100%	192

Q2 - AGE AT CLASS END
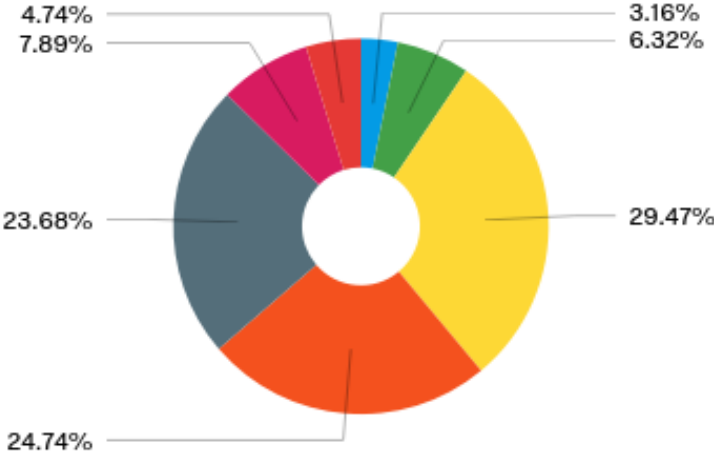
#	Answer	%	Count
1	< 30	3.16%	6
2	31 to 35	6.32%	12
3	36 to 40	29.47%	56
4	41 to 45	24.74%	47
5	46 to 50	23.68%	45
6	51 to 55	7.89%	15
7	>55	4.74%	9
	Total	100%	190

Q3 - AGENCY
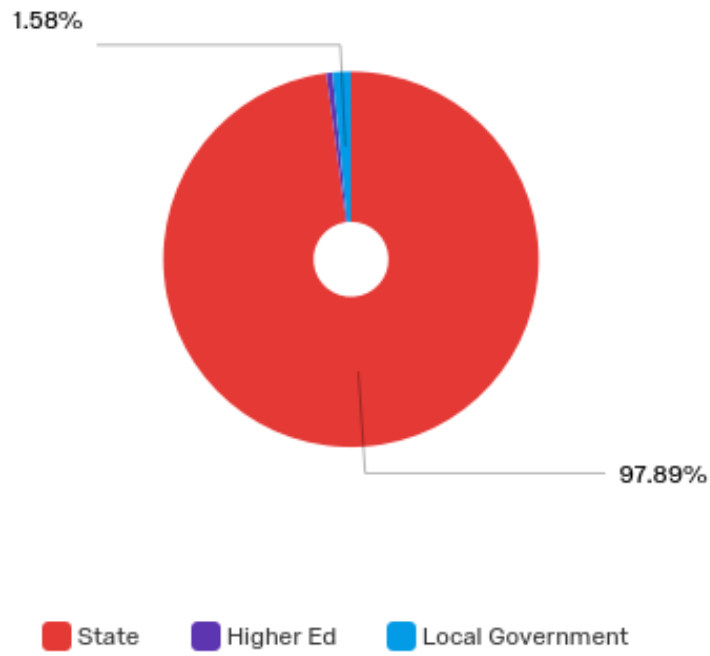
#	Answer	%	Count
1	State	97.89%	186
2	Higher Ed	0.53%	1
3	Local Government	1.58%	3
	Total	100%	190

Q5 - GRADUATED CPM?
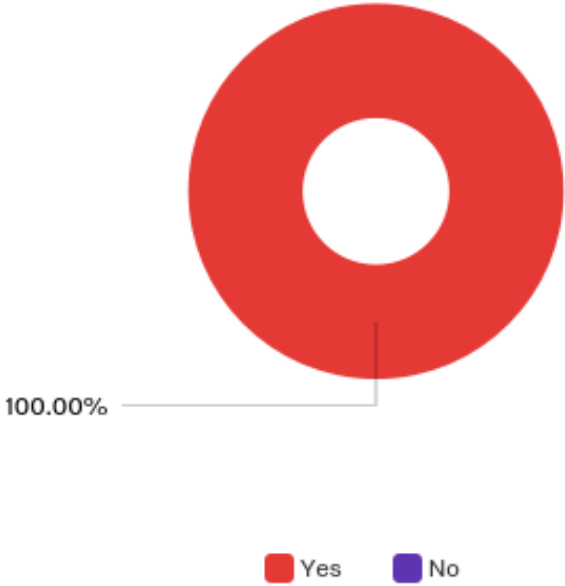
100.00%

■ Yes   ■ No

#	Answer	%	Count
1	Yes	100.00%	190
2	No	0.00%	0
	Total	100%	190

Q6 - YEAR GRADUATED
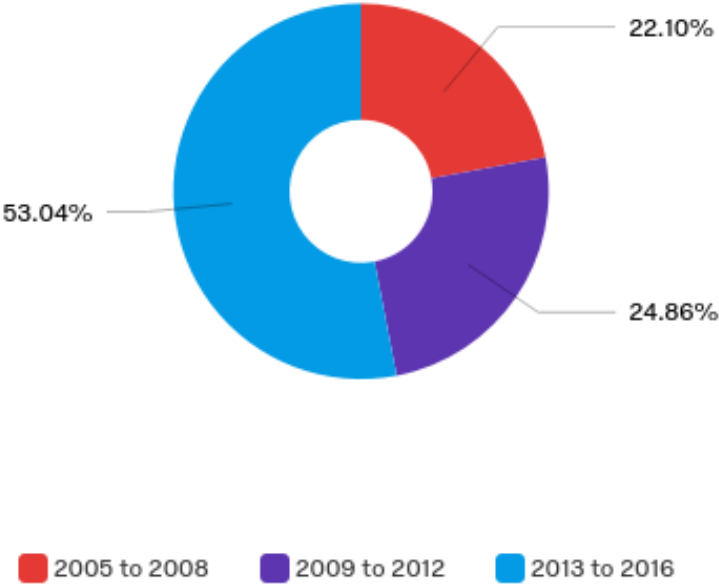
#	Answer	%	Count
1	2005 to 2008	22.10%	40
2	2009 to 2012	24.86%	45
3	2013 to 2016	53.04%	96
	Total	100%	181

Q7 - PROMOTED
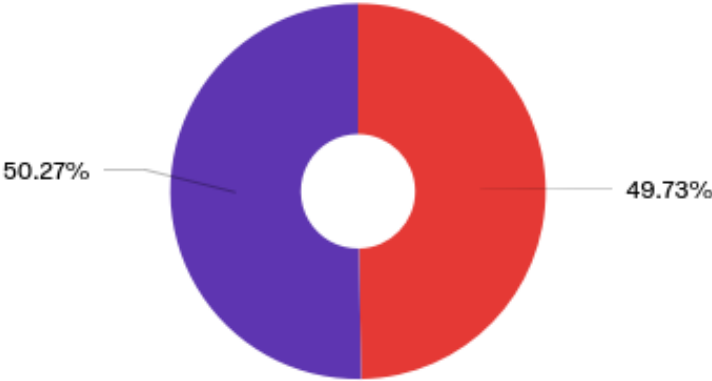
#	Answer	%	Count
1	YES	49.73%	93
2	NO	50.27%	94
3	Click to write Choice 3	0.00%	0
	Total	100%	187

Q8 - # OF TIMES PROMOTED
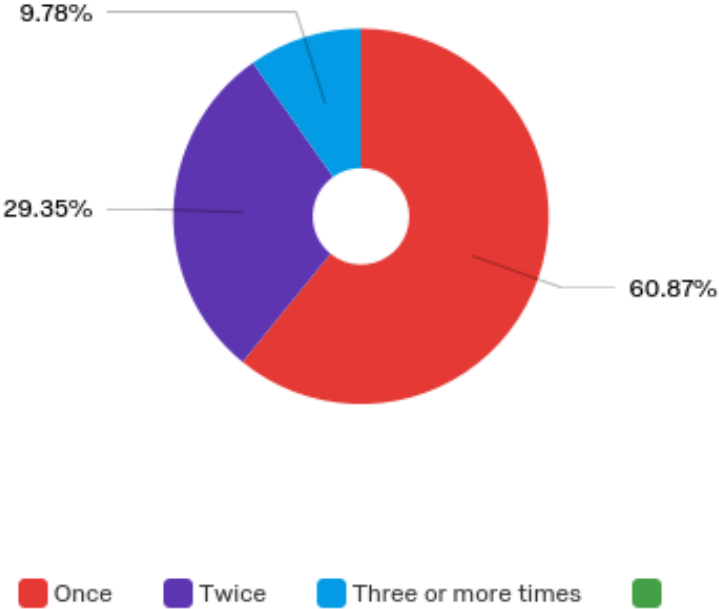
#	Answer	%	Count
1	Once	60.87%	56
2	Twice	29.35%	27
3	Three or more times	9.78%	9
4		0.00%	0
	Total	100%	92

Q9 - ASSUME DUTIES
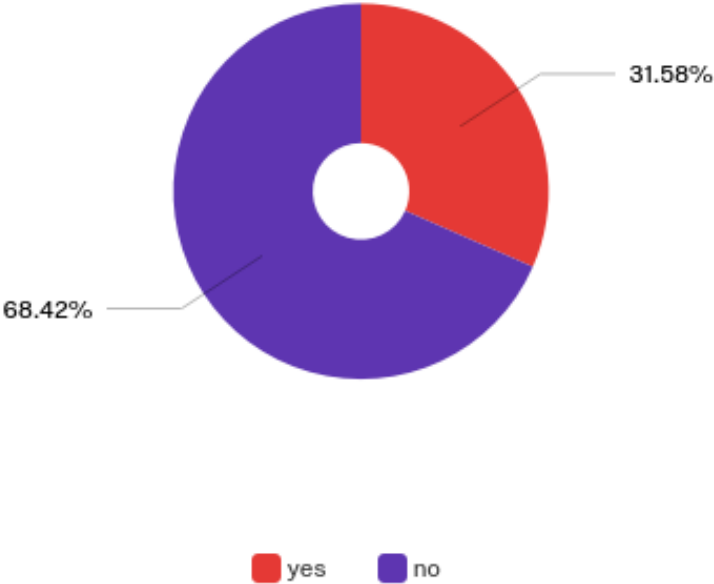
#	Answer	%	Count
1	yes	31.58%	30
2	no	68.42%	65
	Total	100%	95

Q12 - CLASSROOM HOURS ADEQUATE
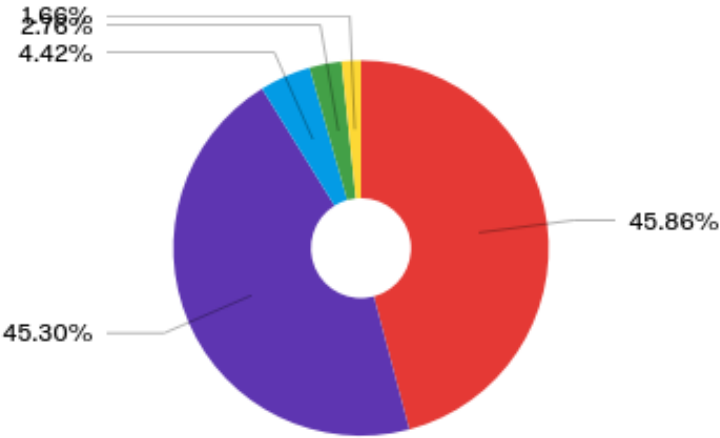
#	Answer	%	Count
1	Strongly agree	45.86%	83
2	Somewhat agree	45.30%	82
3	Neither agree nor disagree	4.42%	8
4	Somewhat disagree	2.76%	5
5	Strongly disagree	1.66%	3
	Total	100%	181

Q13 - READINGS
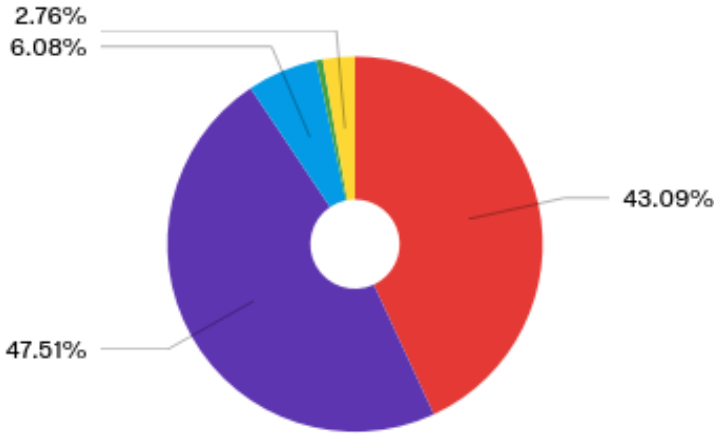
#	Answer	%	Count
1	Strongly agree	43.09%	78
2	Somewhat agree	47.51%	86
3	Neither agree nor disagree	6.08%	11
4	Somewhat disagree	0.55%	1
5	Strongly disagree	2.76%	5
	Total	100%	181

Q14 - PROJECTS
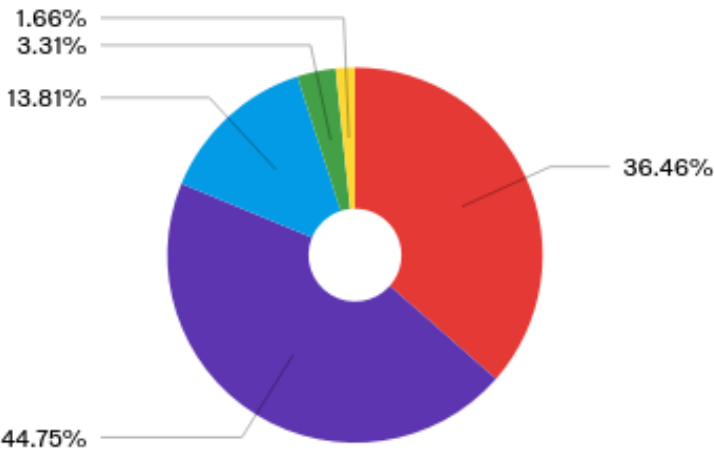
#	Answer	%	Count
1	Strongly agree	36.46%	66
2	Somewhat agree	44.75%	81
3	Neither agree nor disagree	13.81%	25
4	Somewhat disagree	3.31%	6
5	Strongly disagree	1.66%	3
	Total	100%	181

Q15 - ACTIVITIES
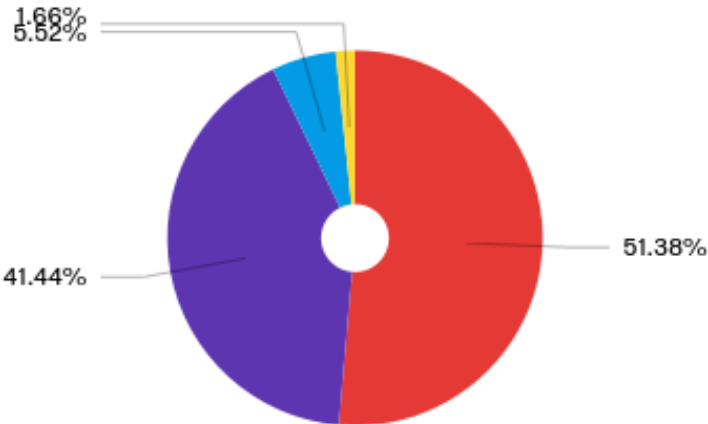
1.66%
1.66%
5.52%
41.44%
51.38%

■ Strongly agree ■ Somewhat agree ■ Neither agree nor disagree ■ Somewhat disagree

■ Strongly disagree

1.66%
1.66%
5.52%
41.44%
51.38%
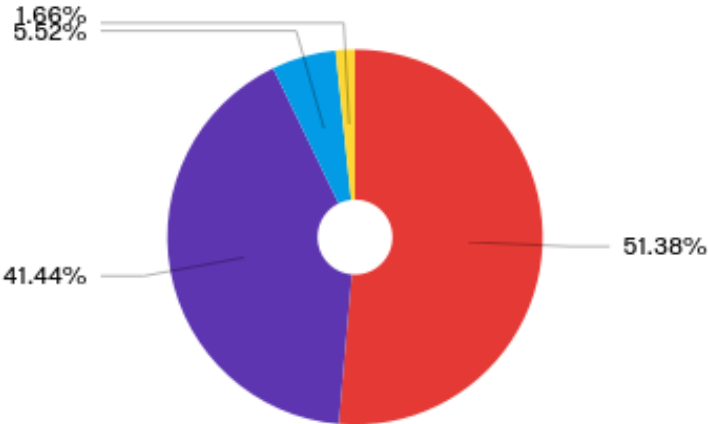
■ Strongly agree ■ Somewhat agree ■ Neither agree nor disagree ■ Somewhat disagree

■ Strongly disagree

Q16 - COMPETENCY 1
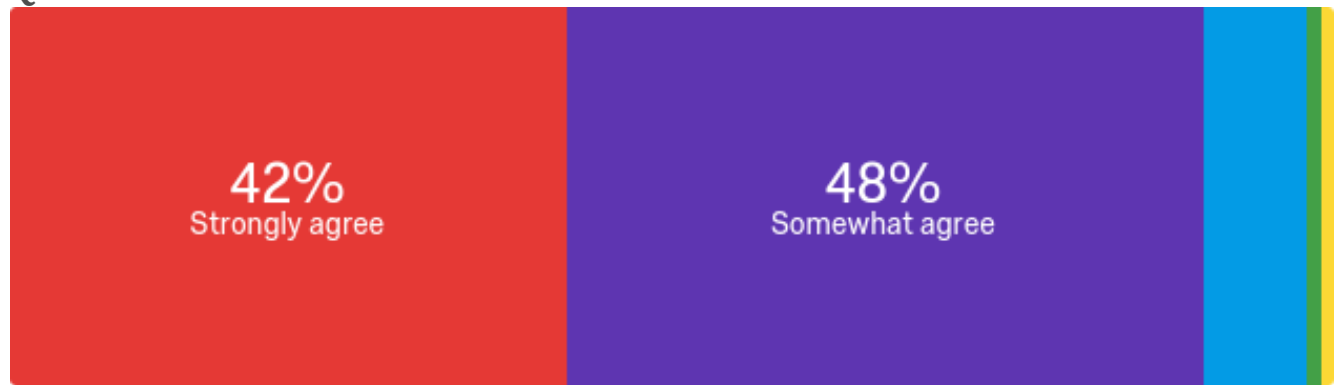
#	Answer	%	Count
1	Strongly agree	41.99%	76
2	Somewhat agree	48.07%	87
3	Neither agree nor disagree	7.73%	14
4	Somewhat disagree	1.10%	2
5	Strongly disagree	1.10%	2
	Total	100%	181

Q17 - COMPETENCY 2
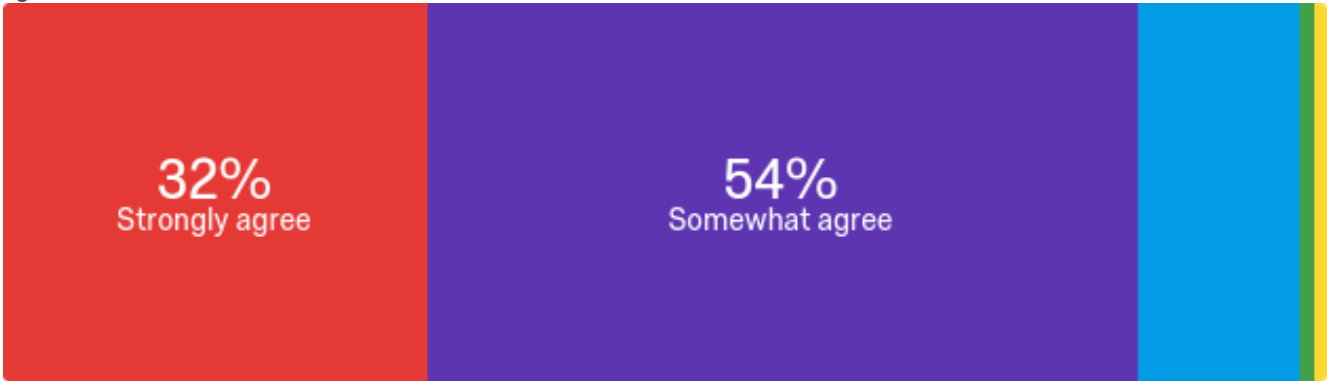
#	Answer	%	Count
1	Strongly agree	32.04%	58
2	Somewhat agree	53.59%	97
3	Neither agree nor disagree	12.15%	22
4	Somewhat disagree	1.10%	2
5	Strongly disagree	1.10%	2
	Total	100%	181

Q18 - COMPETENCY 3
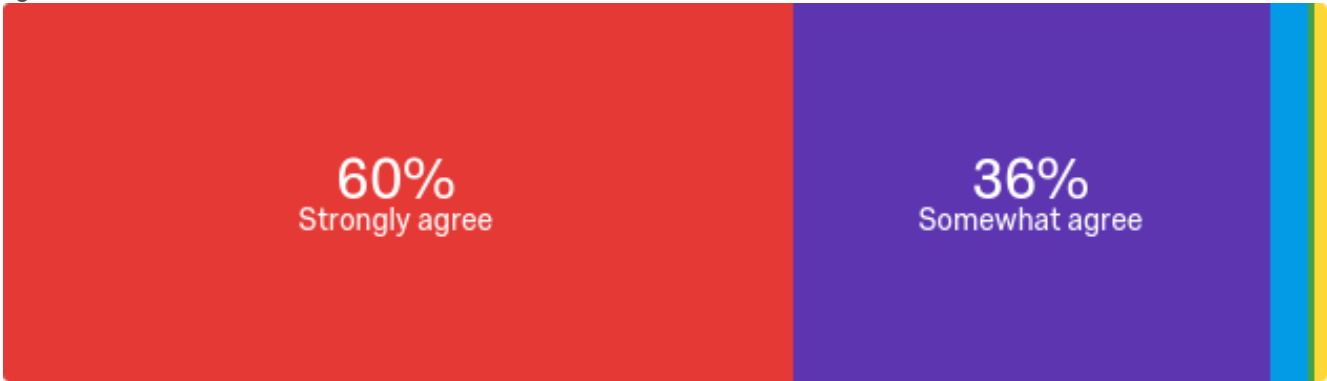
#	Answer	%	Count
1	Strongly agree	59.67%	108
2	Somewhat agree	35.91%	65
3	Neither agree nor disagree	2.76%	5
4	Somewhat disagree	0.55%	1
5	Strongly disagree	1.10%	2
	Total	100%	181

Q19 - COMPETENCY 4

#	Answer	%	Count
1	Strongly agree	53.04%	96
2	Somewhat agree	43.09%	78
3	Neither agree nor disagree	2.76%	5
4	Somewhat disagree	0.00%	0
5	Strongly disagree	1.10%	2
	Total	100%	181

Q20 - COMPETENCY 5

#	Answer	%	Count
1	Strongly agree	33.70%	61
2	Somewhat agree	51.93%	94
3	Neither agree nor disagree	11.60%	21
4	Somewhat disagree	1.66%	3
5	Strongly disagree	1.10%	2
	Total	100%	181

Q21 - COMPETENCY 6
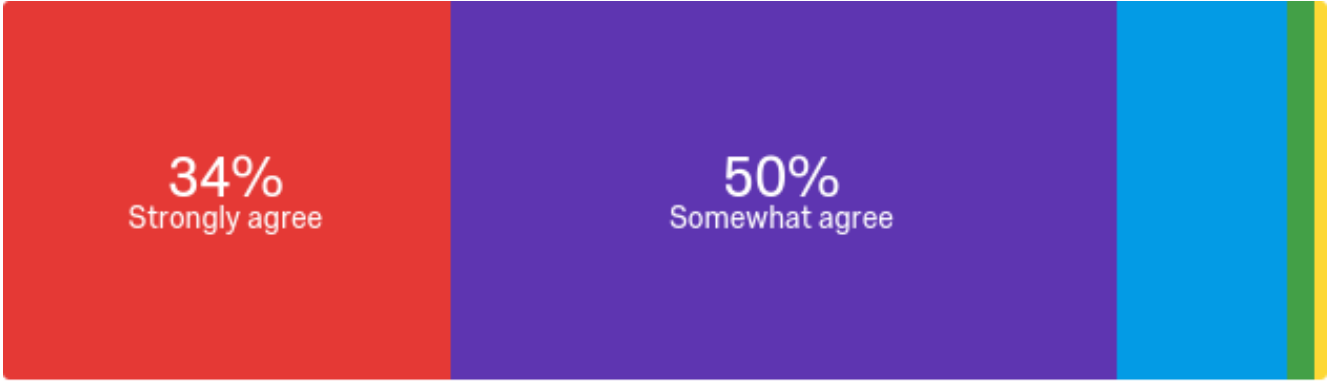
#	Answer	%	Count
1	Strongly agree	33.70%	61
2	Somewhat agree	50.28%	91
3	Neither agree nor disagree	12.71%	23
4	Somewhat disagree	2.21%	4
5	Strongly disagree	1.10%	2
	Total	100%	181

Q22 - COMPETENCY 7
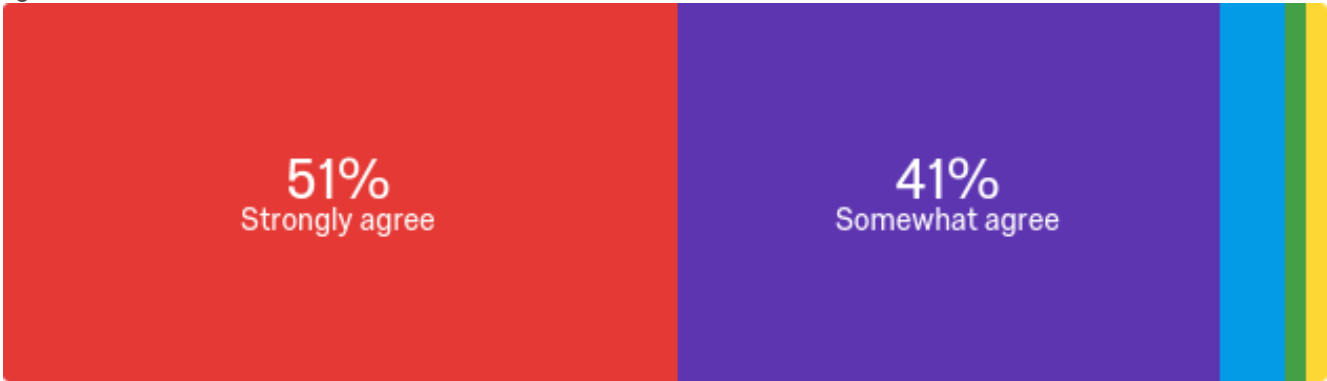
#	Answer	%	Count
1	Strongly agree	50.83%	92
2	Somewhat agree	40.88%	74
3	Neither agree nor disagree	4.97%	9
4	Somewhat disagree	1.66%	3
5	Strongly disagree	1.66%	3
	Total	100%	181

**Q24 -I gained the skills and knowledge to effectively handle challenging situations in my position and workplace**
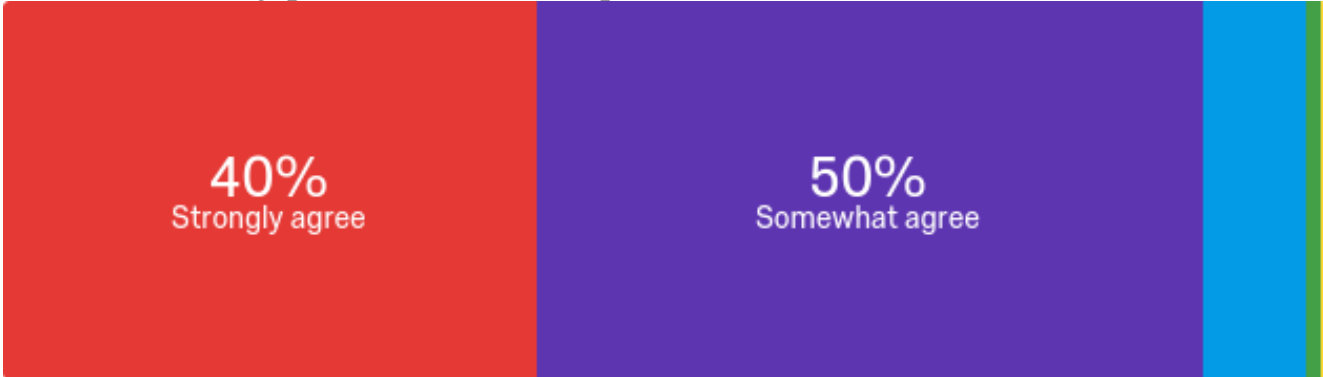
#		Answer	%	Count
1		Strongly agree	40.22%	72
2		Somewhat agree	50.28%	90
3		Neither agree nor disagree	7.82%	14
4		Somewhat disagree	1.12%	2
5		Strongly disagree	0.56%	1
		Total	100%	179

Q25 - The skills I gained from the NVCPM program has helped me facilitate change within my agency.
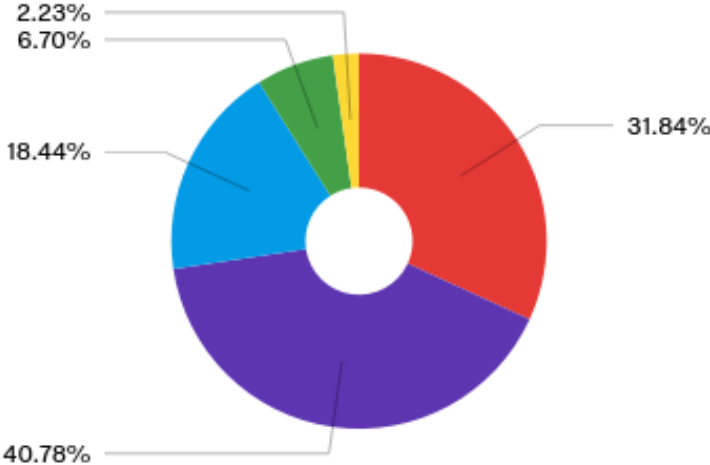
#	Answer	%	Count
1	Strongly agree	31.84%	57
2	Somewhat agree	40.78%	73
3	Neither agree nor disagree	18.44%	33
4	Somewhat disagree	6.70%	12
5	Strongly disagree	2.23%	4
	Total	100%	179

**Q26 - When completing an important project, I expressly use skills and knowledge acquired in the NVCPM program.**
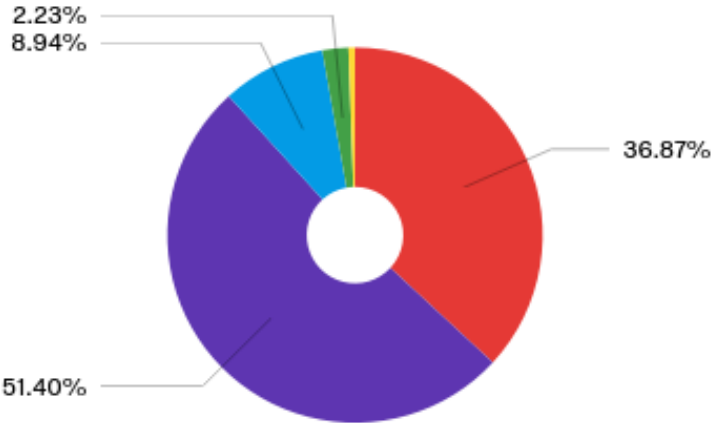
#	Answer	%	Count
1	Strongly agree	36.87%	66
2	Somewhat agree	51.40%	92
3	Neither agree nor disagree	8.94%	16
4	Somewhat disagree	2.23%	4
5	Strongly disagree	0.56%	1
	Total	100%	179

Q27 - I am very confident in sharing projects I worked on with my peers and management.
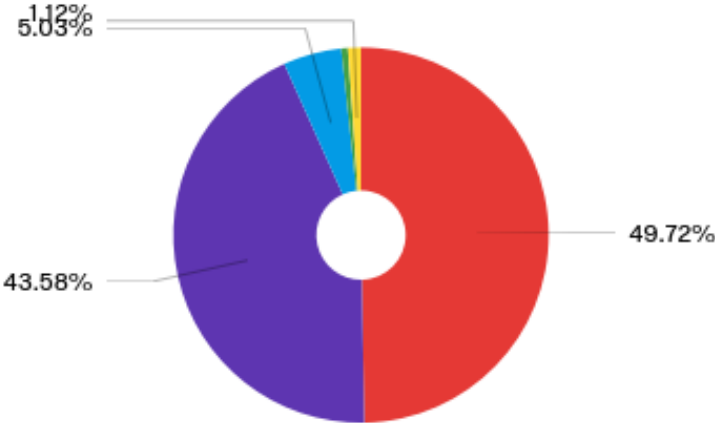
#	Answer	%	Count
1	Strongly agree	49.72%	89
2	Somewhat agree	43.58%	78
3	Neither agree nor disagree	5.03%	9
4	Somewhat disagree	0.56%	1
5	Strongly disagree	1.12%	2
	Total	100%	179

Q28 - I feel that skills I gained from the NVCPM Program are a good fit for my position at my job.
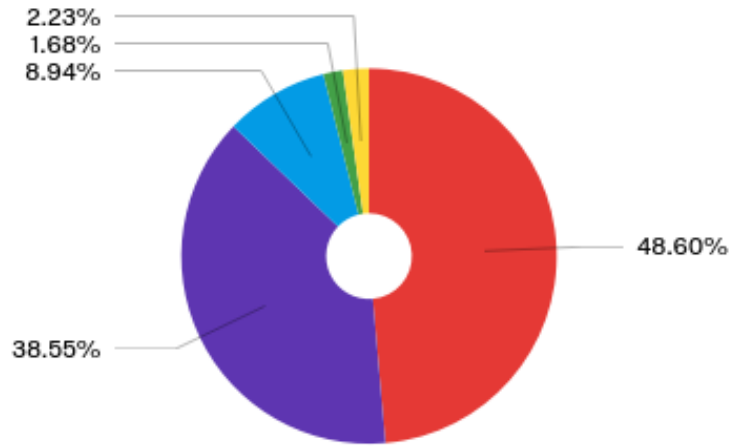
#	Answer	%	Count
1	Strongly agree	48.60%	87
2	Somewhat agree	38.55%	69
3	Neither agree nor disagree	8.94%	16
4	Somewhat disagree	1.68%	3
5	Strongly disagree	2.23%	4
	Total	100%	179

Q29 - ADVANCE CAREER
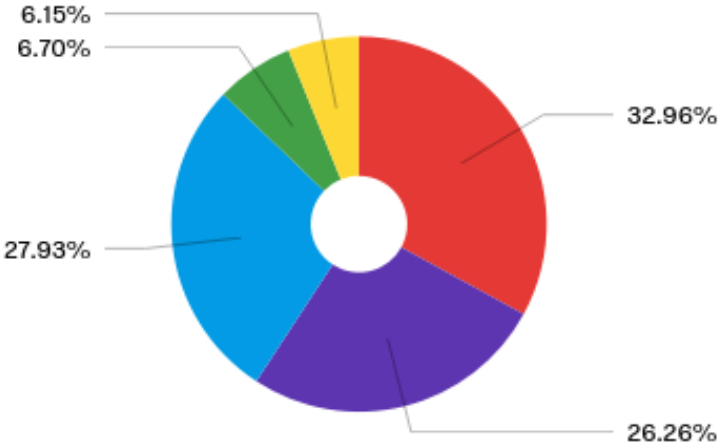
#	Answer	%	Count
1	Strongly agree	32.96%	59
2	Somewhat agree	26.26%	47
3	Neither agree nor disagree	27.93%	50
4	Somewhat disagree	6.70%	12
5	Strongly disagree	6.15%	11
	Total	100%	179

Q30 - BETTER LEADER
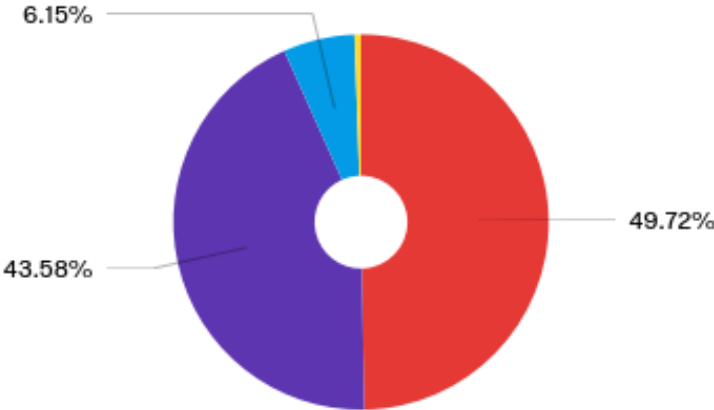
#	Answer	%	Count
1	Strongly agree	49.72%	89
2	Somewhat agree	43.58%	78
3	Neither agree nor disagree	6.15%	11
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.56%	1
	Total	100%	179

Q31 - CAPSTONE IMPLEMENTED
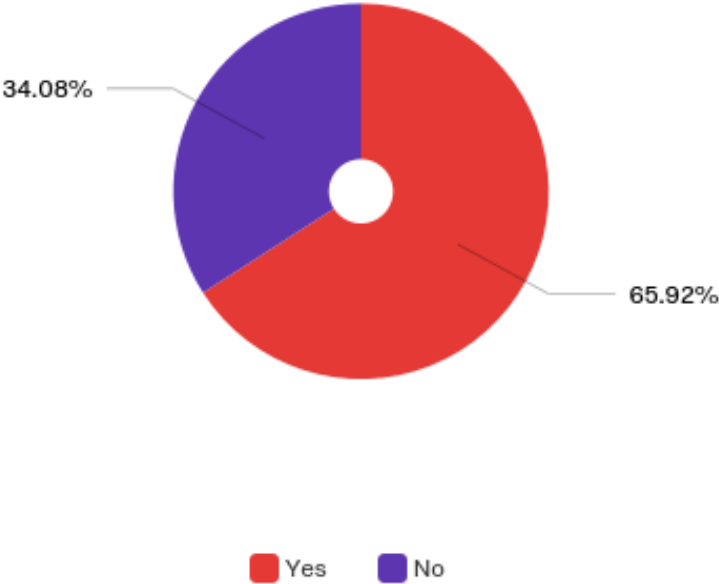
#	Answer	%	Count
1	Yes	65.92%	118
2	No	34.08%	61
	Total	100%	179

Q32 - EFFICIENCY GAINED
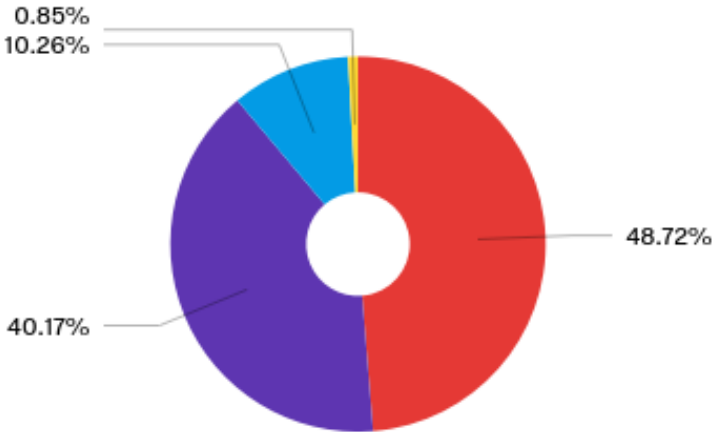
#	Answer	%	Count
1	Strongly agree	48.72%	57
2	Somewhat agree	40.17%	47
3	Neither agree nor disagree	10.26%	12
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.85%	1
	Total	100%	117

Q33 - FINANCIAL SAVINGS
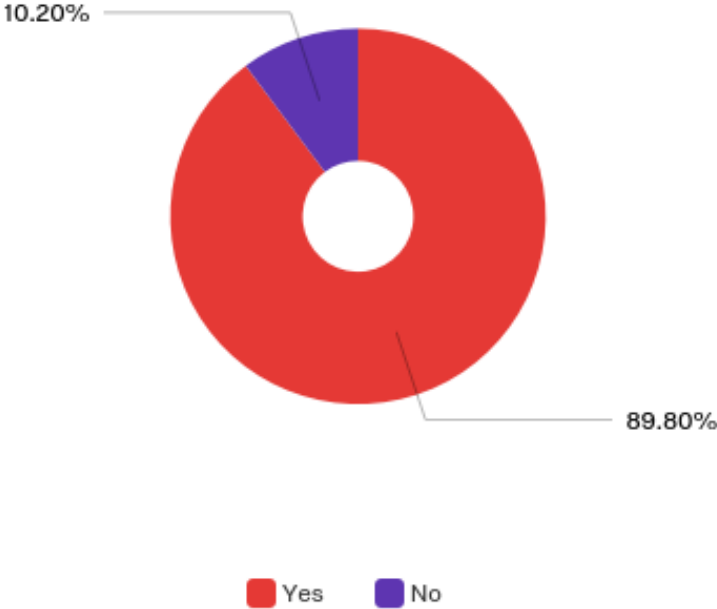
#	Answer	%	Count
1	Yes	89.80%	88
2	No	10.20%	10
	Total	100%	98

Q34 - CAPSTONE STILL ACTIVE

11.21%

88.79%

■ Yes   ■ No
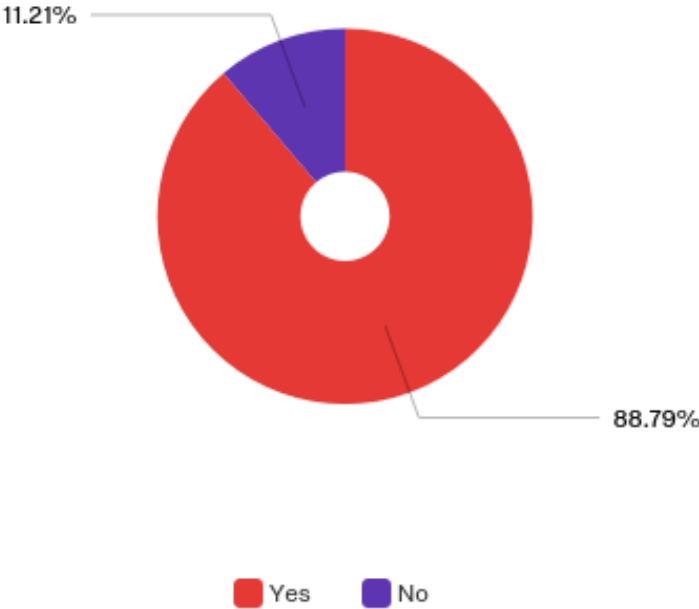
#	Answer	%	Count
1	Yes	88.79%	95
2	No	11.21%	12
	Total	100%	107

Q35 - HIGHER ED CREDITS
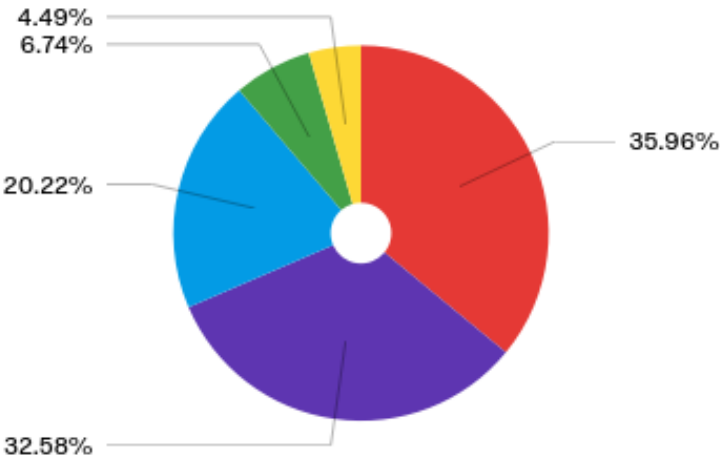
#	Answer	%	Count
1	Strongly agree	35.96%	64
2	Somewhat agree	32.58%	58
3	Neither agree nor disagree	20.22%	36
4	Somewhat disagree	6.74%	12
5	Strongly disagree	4.49%	8
	Total	100%	178

Q36 - RECOMMEND CPM
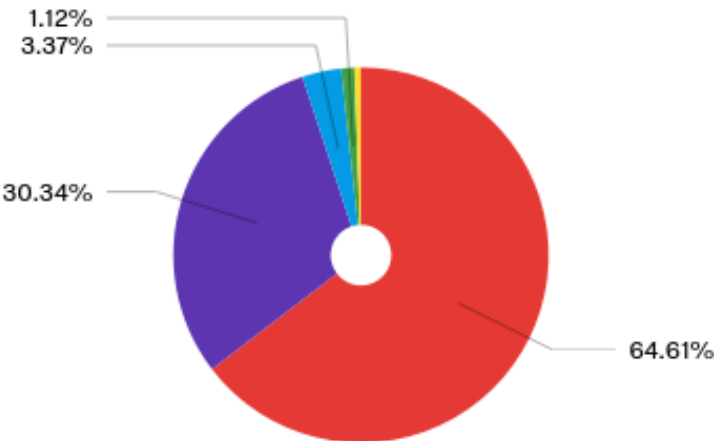
#	Answer	%	Count
1	Strongly agree	64.61%	115
2	Somewhat agree	30.34%	54
3	Neither agree nor disagree	3.37%	6
4	Somewhat disagree	1.12%	2
5	Strongly disagree	0.56%	1
	Total	100%	178

8.8 Tables and Graphs of Responses to Agency Survey

Q1 - AGENCY

100.00%

■ STATE   ■ LOCAL   ■ OTHER
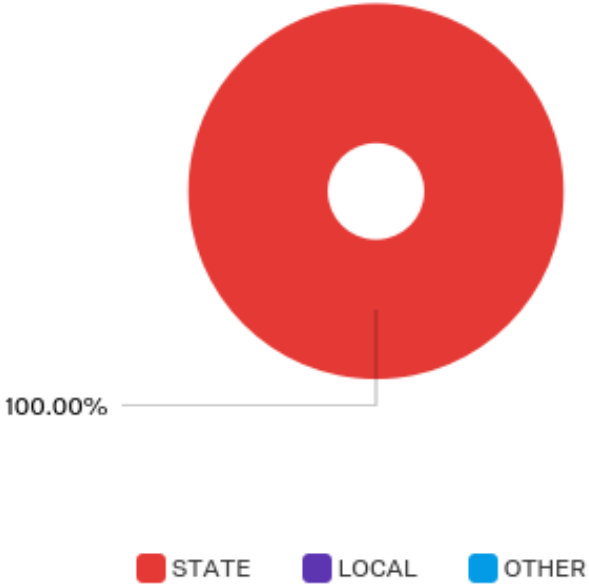
#	Answer	%	Count
1	STATE	100.00%	43
2	LOCAL	0.00%	0
3	OTHER	0.00%	0
	Total	100%	43

Q2 - POSITION
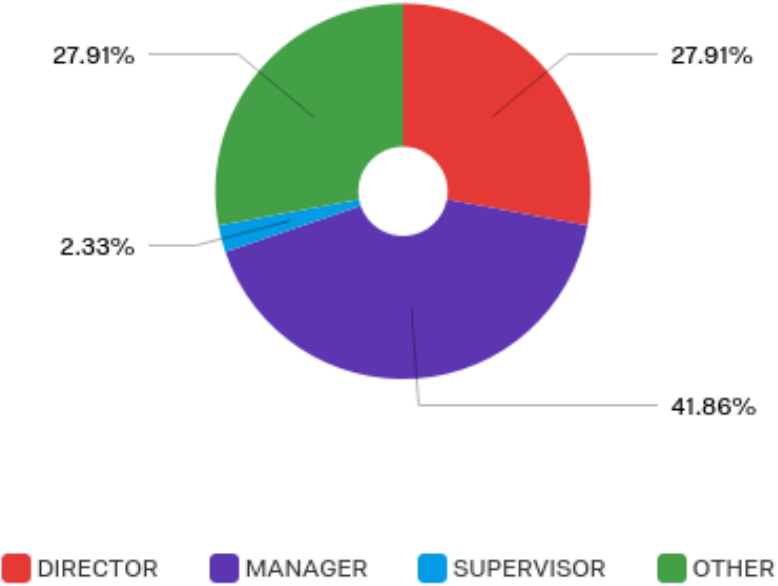
#	Answer	%	Count
1	DIRECTOR	27.91%	12
2	MANAGER	41.86%	18
3	SUPERVISOR	2.33%	1
4	OTHER	27.91%	12
	Total	100%	43

Q3 - CPM GRADUATE
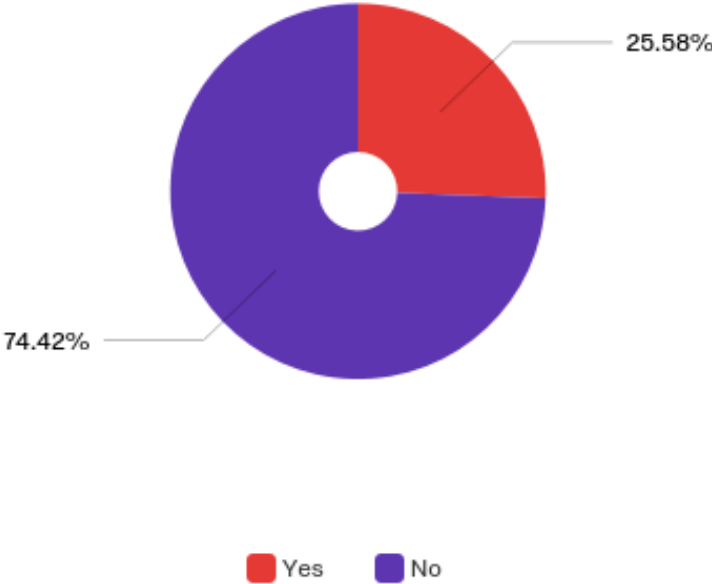
#	Answer	%	Count
1	Yes	25.58%	11
2	No	74.42%	32
	Total	100%	43

Q4 - INFLUENCE NOMINATION
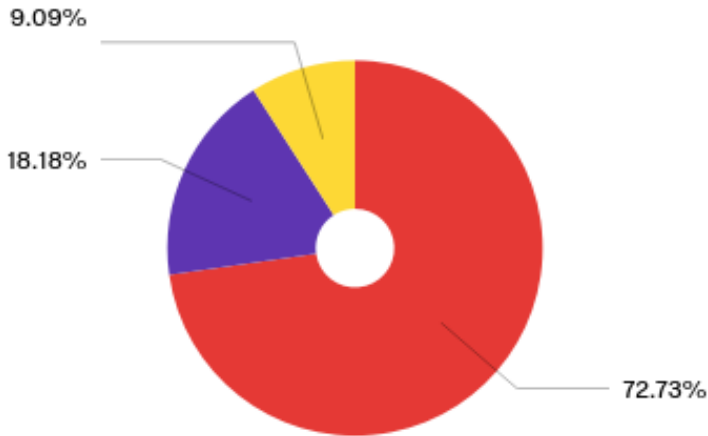
#	Answer	%	Count
1	Strongly agree	72.73%	8
2	Somewhat agree	18.18%	2
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	9.09%	1
	Total	100%	11

Q5 - NOMINATED EE
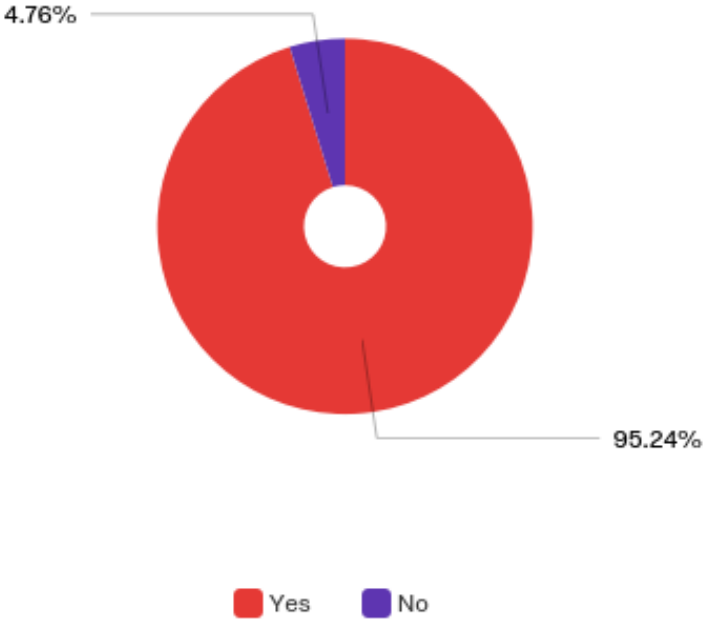
#	Answer	%	Count
1	Yes	95.24%	40
2	No	4.76%	2
	Total	100%	42

Q6 - # EE NOMINATED
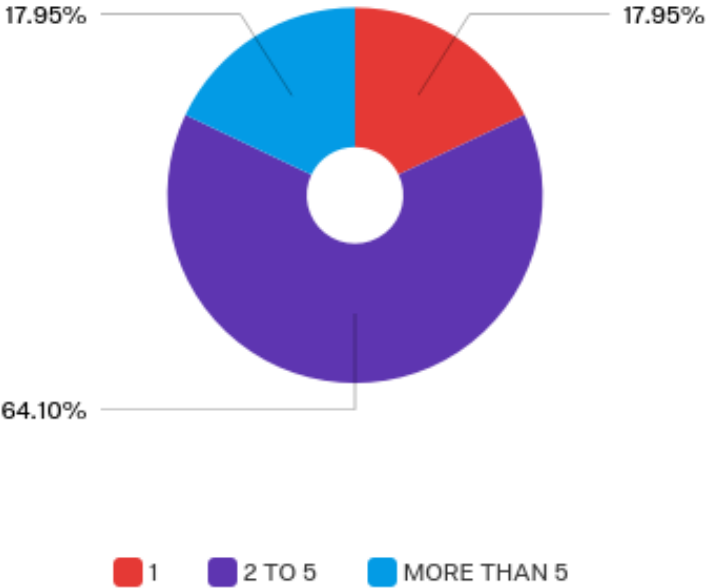
#	Answer	%	Count
1	1	17.95%	7
2	2 TO 5	64.10%	25
3	MORE THAN 5	17.95%	7
	Total	100%	39

Q7 - DID THE EMPLOYEE YOU NOMINATE COMPLETE THE PROGRAM?
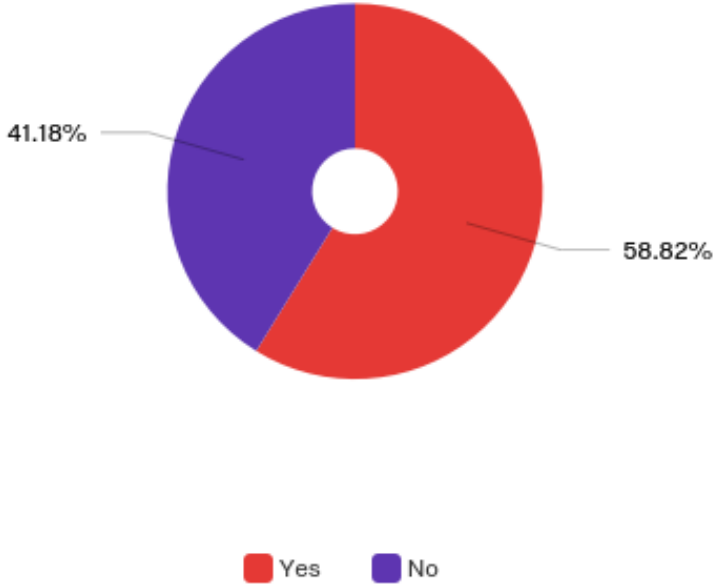
#	Answer	%	Count
1	Yes	58.82%	20
2	No	41.18%	14
	Total	100%	34

Q8 - SUPERVISE CPM GRADUATE
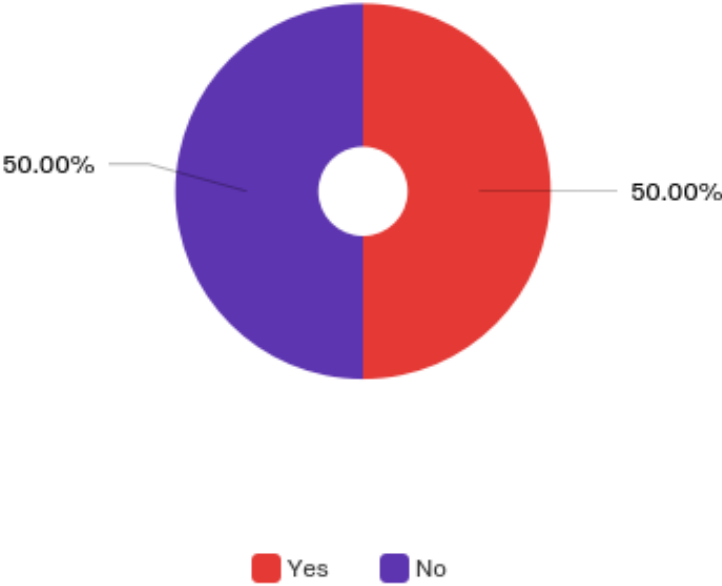
#	Answer	%	Count
1	Yes	50.00%	1
2	No	50.00%	1
	Total	100%	2

Q9 - DID THIS EMPLOYEE COMPLETE THE CPM PROGRAM?

100.00%

Yes   No
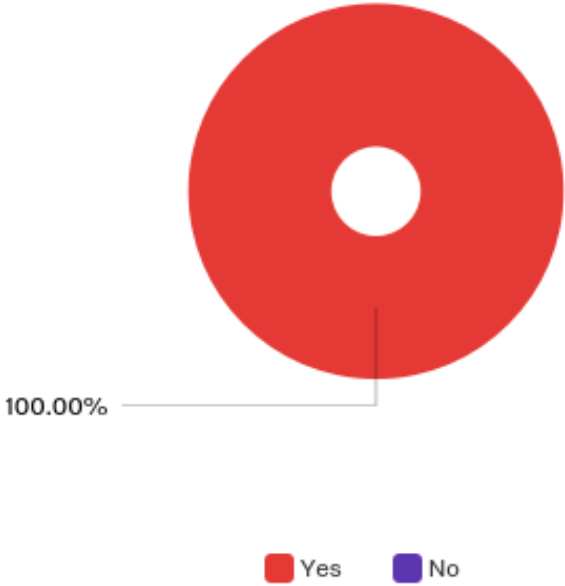
#	Answer	%	Count
1	Yes	100.00%	25
2	No	0.00%	0
	Total	100%	25

Q10 - THE STATE OF NV PROMOTES THE NVCPM EFFECTIVELY TO MANAGEMENT
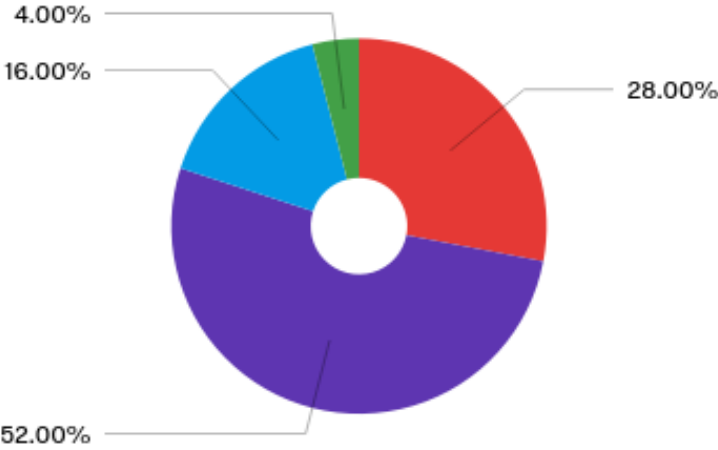
#	Answer	%	Count
5	Strongly disagree	0.00%	0
1	Strongly agree	28.00%	7
4	Somewhat disagree	4.00%	1
2	Somewhat agree	52.00%	13
3	Neither agree nor disagree	16.00%	4
	Total	100%	25

Q11 - THE EMPLOYEE GAINED LEADERSHIP SKILLS
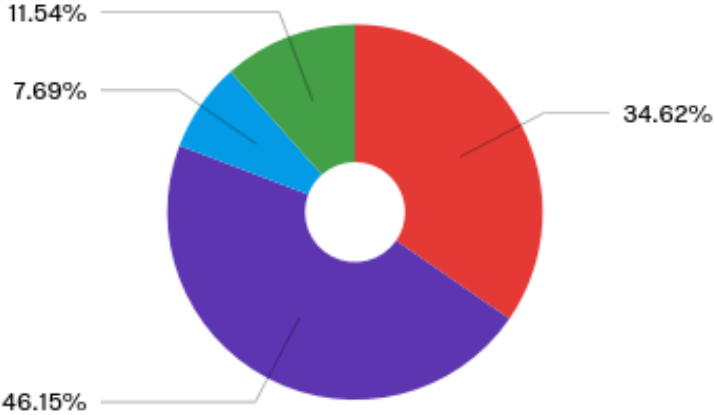
11.54%

7.69%

34.62%

46.15%

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q12 - THE EMPLOYEE IS MORE CONFIDENT
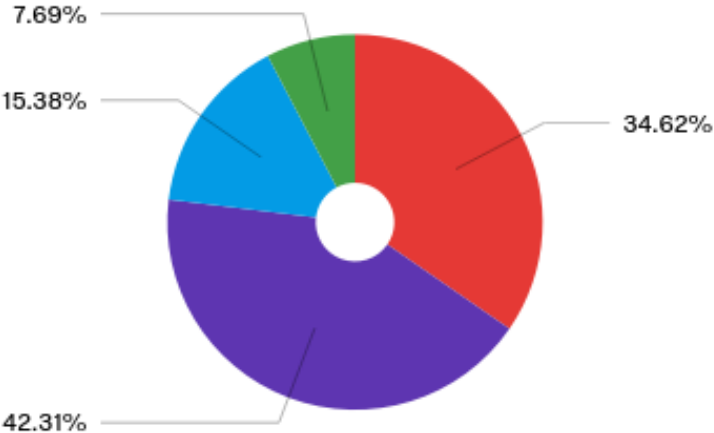
#	Answer	%	Count
1	Strongly agree	34.62%	9
2	Somewhat agree	42.31%	11
3	Neither agree nor disagree	15.38%	4
4	Somewhat disagree	7.69%	2
5	Strongly disagree	0.00%	0
	Total	100%	26

Q13 - THE EMPLOYEE IS MORE ENGAGED
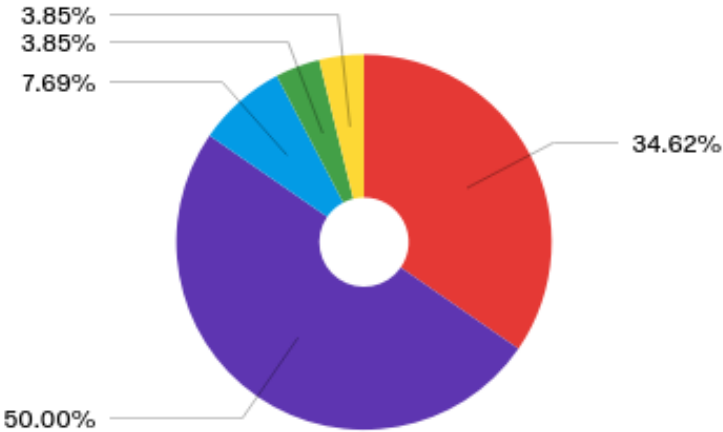
#	Answer	%	Count
1	Strongly agree	34.62%	9
2	Somewhat agree	50.00%	13
3	Neither agree nor disagree	7.69%	2
4	Somewhat disagree	3.85%	1
5	Strongly disagree	3.85%	1
	Total	100%	26

Q14 - THE EMPLOYEE IS MORE OPEN TO CHANGE
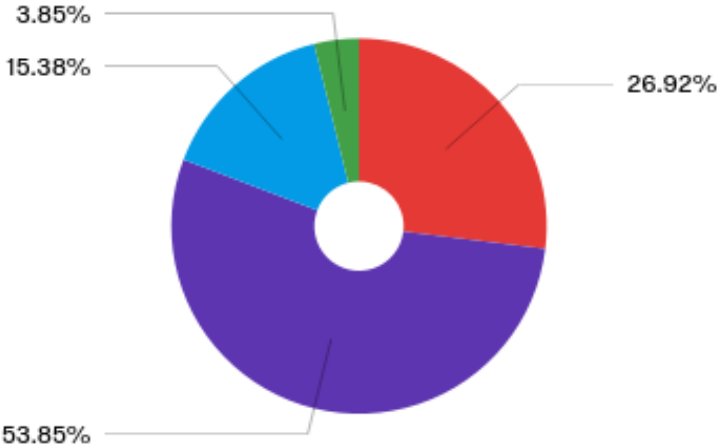
#	Answer	%	Count
1	Strongly agree	26.92%	7
2	Somewhat agree	53.85%	14
3	Neither agree nor disagree	15.38%	4
4	Somewhat disagree	3.85%	1
5	Strongly disagree	0.00%	0
	Total	100%	26

Q15 - I WOULD ENCOURAGE MANAGERS TO NOMINATE EMPLOYEES TO THE CPM PROGRAM
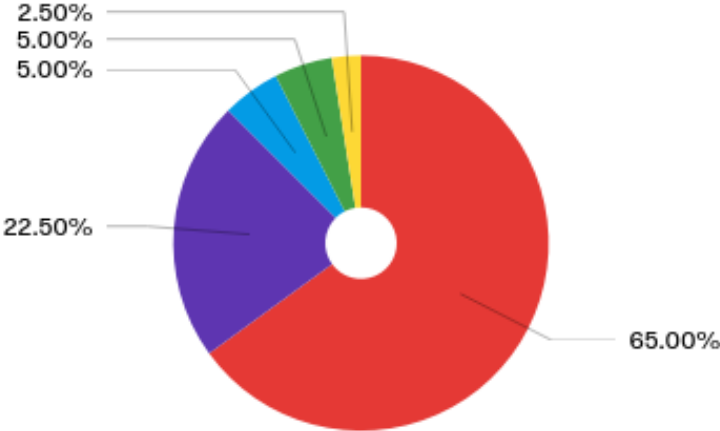
#	Answer	%	Count
1	Strongly agree	65.00%	26
2	Somewhat agree	22.50%	9
3	Neither agree nor disagree	5.00%	2
4	Somewhat disagree	5.00%	2
5	Strongly disagree	2.50%	1
	Total	100%	40
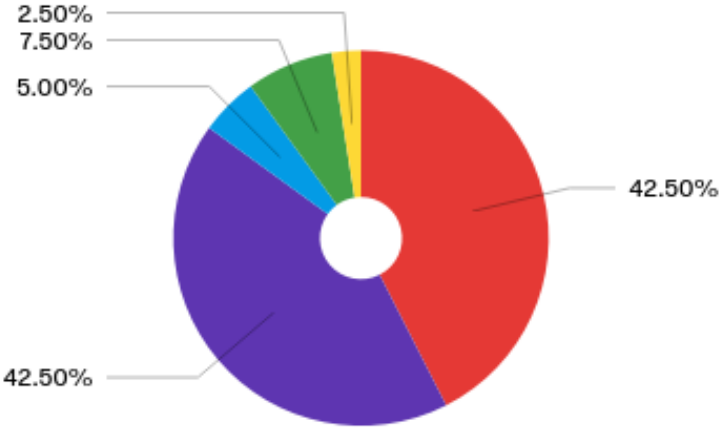
Q16 - THE NVCPM PROGRAM HAD A POSITIVE IMPACT ON THE EMPLOYEE

#	Answer	%	Count
1	Strongly agree	42.50%	17
2	Somewhat agree	42.50%	17
3	Neither agree nor disagree	5.00%	2
4	Somewhat disagree	7.50%	3
5	Strongly disagree	2.50%	1
	Total	100%	40

Q17 - THE STATE OF NV'S INVESTMENT IN THE CPM PROGRAM IS WORTHWHILE
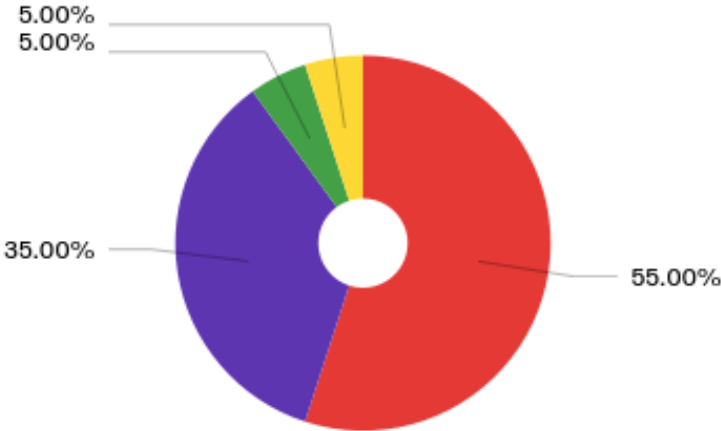
#	Answer	%	Count
1	Strongly agree	55.00%	22
2	Somewhat agree	35.00%	14
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	5.00%	2
5	Strongly disagree	5.00%	2
	Total	100%	40

Q18 - CAPSTONE IMPLEMENTED
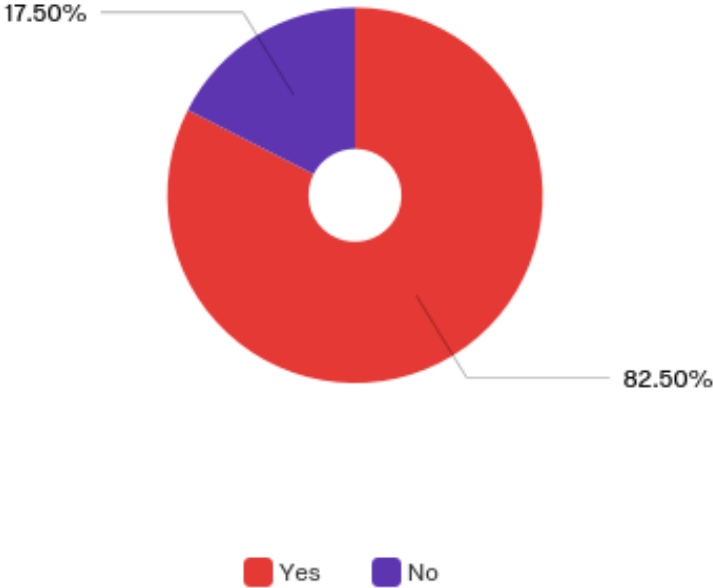
#	Answer	%	Count
1	Yes	82.50%	33
2	No	17.50%	7
	Total	100%	40

Q19 - CAPSTONE STILL EXISTS
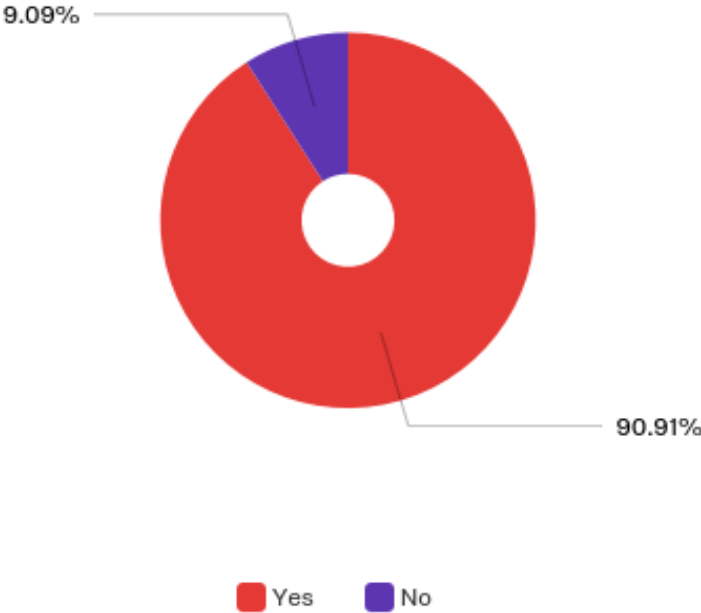
#	Answer	%	Count
1	Yes	90.91%	30
2	No	9.09%	3
	Total	100%	33

Q20 - RESULTED IN EFFICIENCY
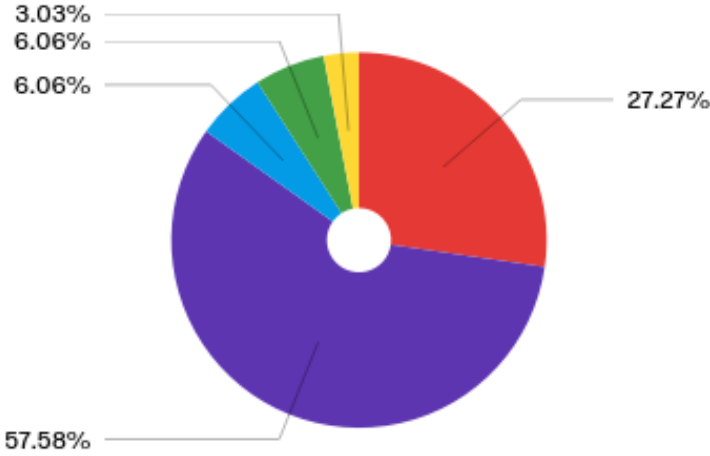
#	Answer	%	Count
1	Strongly agree	27.27%	9
2	Somewhat agree	57.58%	19
3	Neither agree nor disagree	6.06%	2
4	Somewhat disagree	6.06%	2
5	Strongly disagree	3.03%	1
	Total	100%	33

Q21 - RESULTED IN FINANCIAL SAVINGS
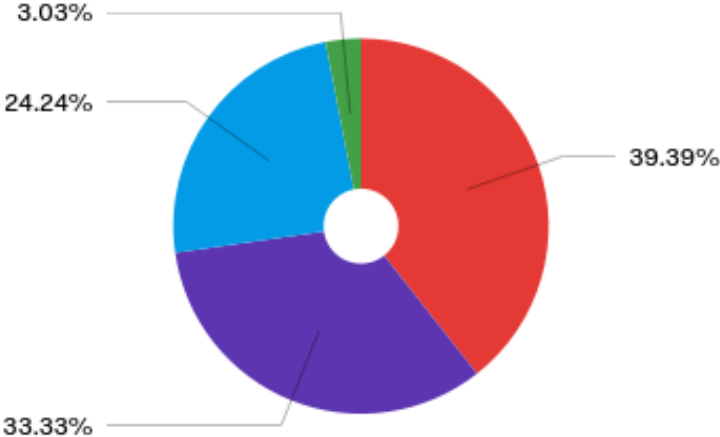
#	Answer	%	Count
1	Strongly agree	39.39%	13
2	Somewhat agree	33.33%	11
3	Neither agree nor disagree	24.24%	8
4	Somewhat disagree	3.03%	1
5	Strongly disagree	0.00%	0
	Total	100%	33

8.9 Cross Tabulation Tables for Participant Survey

Table 8.9.1 Promoted Cross Tabulated Against Advance Career

		PROMOTED		
		YES	NO	Total
ADVANCE CAREER	Strongly agree, Somewhat agree	74 69.81% 82.22%	32 30.19% 35.96%	106 100.00% 59.22%
	Neither agree nor disagree	11 22.00% 12.22%	39 78.00% 43.82%	50 100.00% 27.93%
	Somewhat disagree, Strongly disagree	5 21.74% 5.56%	18 78.26% 20.22%	23 100.00% 12.85%
	Total	90 50.28% 100.00%	89 49.72% 100.00%	179 100.00% 100.00%

		PROMOTED
ADVANCE CAREER	Chi Square	39.66
	Degrees of Freedom	2
	p-value	0.00

Table 8.9.2 Adequacy of Classroom Hours Cross Tabulated Against Learning Competencies

		CLASSROOM HOURS ADEQUATE			
		POSITIVE	NEUTRAL	NEGATIVE	Total
COMPETENCY	POSITIVE	153 93.87% 92.73%	6 3.68% 75.00%	4 2.45% 50.00%	163 100.00% 90.06%
	NEUTRAL	12 85.71% 7.27%	1 7.14% 12.50%	1 7.14% 12.50%	14 100.00% 7.73%
	NEGATIVE	0 0.00% 0.00%	1 25.00% 12.50%	3 75.00% 37.50%	4 100.00% 2.21%
	Total	165 91.16% 100.00%	8 4.42% 100.00%	8 4.42% 100.00%	181 100.00% 100.00%

Add Stub

		CLASSROOM HOURS ADEQUATE
COMPETENCY	Chi Square	54.84*
	Degrees of Freedom	4
	p-value	0.00

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Table 8.9.3 Age and Gender Cross Tabulated Against Participant Would Recommend Program

		RECOMMEND CPM			
		POSITIVE	NEUTRAL	NEGATIVE	Total
AGE AT CLASS END	<=30, 31 to 35	16 94.12% 9.52%	0 0.00% 0.00%	1 5.88% 33.33%	17 100.00% 9.60%
	36 to 40, 41 to 45, 46 to 50	132 96.35% 78.57%	4 2.92% 66.67%	1 0.73% 33.33%	137 100.00% 77.40%
	51 to 55, >55	20 86.96% 11.90%	2 8.70% 33.33%	1 4.35% 33.33%	23 100.00% 12.99%
	Total	168 94.92% 100.00%	6 3.39% 100.00%	3 1.69% 100.00%	177 100.00% 100.00%
GENDER	Male	59 93.65% 34.91%	3 4.76% 50.00%	1 1.59% 33.33%	63 100.00% 35.39%
	Female	108 95.58% 63.91%	3 2.65% 50.00%	2 1.77% 66.67%	113 100.00% 63.48%
	Prefer not to say	2 100.00% 1.18%	0 0.00% 0.00%	0 0.00% 0.00%	2 100.00% 1.12%
	Total	169 94.94% 100.00%	6 3.37% 100.00%	3 1.69% 100.00%	178 100.00% 100.00%

		RECOMMEND CPM
AGE AT CLASS END	Chi Square	6.23*
	Degrees of Freedom	4
	p-value	0.18

Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

		RECOMMEND CPM
GENDER	Chi Square	0.66*
	Degrees of Freedom	4
	p-value	0.96

Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Table 8.9.4 Adequacy of Course Materials Cross Tabulated Against Learning Competencies

		COURSE MATERIALS			
		POSITIVE	NEUTRAL	NEGATIVE	Total
COMPETENCY 1	POSITIVE	155 95.09% 94.51%	6 3.68% 54.55%	2 1.23% 33.33%	163 100.00% 90.06%
	NEUTRAL	8 57.14% 4.88%	5 35.71% 45.45%	1 7.14% 16.67%	14 100.00% 7.73%
	NEGATIVE	1 25.00% 0.61%	0 0.00% 0.00%	3 75.00% 50.00%	4 100.00% 2.21%
	Total	164 90.61% 100.00%	11 6.08% 100.00%	6 3.31% 100.00%	181 100.00% 100.00%

Add Stub

		COURSE MATERIALS
COMPETENCY 1	Chi Square	90.78*
	Degrees of Freedom	4
	p-value	0.00

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Table 8.9.5 Relevance of Projects Cross Tabulated Against Skills Learned

		PROJECTS			
		POSITIVE	NEUTRAL	NEGATIVE	Total
SKILLS	POSITIVE	140 133.04 86.42% 95.24%	19 22.63 11.73% 76.00%	3 6.34 1.85% 42.86%	162 100.00% 90.50%
	NEUTRAL	6 11.50 42.86% 4.08%	5 1.96 35.71% 20.00%	3 0.55 21.43% 42.86%	14 100.00% 7.82%
	NEGATIVE	1 2.46 33.33% 0.68%	1 0.42 33.33% 4.00%	1 0.12 33.33% 14.29%	3 100.00% 1.68%
	Total	147 82.12% 100.00%	25 13.97% 100.00%	7 3.91% 100.00%	179 100.00% 100.00%

Add Banner

Add Stub

		PROJECTS
SKILLS 1	Chi Square	29.37*
	Degrees of Freedom	4
	p-value	0.00

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Table 8.9.6 Relevance of Class Activities Cross Tabulated Against Learned Skills

| | | ACTIVITIES | | | |
		POSITIVE	NEUTRAL	NEGATIVE	Total
SKILLS	POSITIVE	156 96.30% 93.41%	5 3.09% 50.00%	1 0.62% 50.00%	162 100.00% 90.50%
	NEUTRAL	9 64.29% 5.39%	5 35.71% 50.00%	0 0.00% 0.00%	14 100.00% 7.82%
	NEGATIVE	2 66.67% 1.20%	0 0.00% 0.00%	1 33.33% 50.00%	3 100.00% 1.68%
	Total	167 93.30% 100.00%	10 5.59% 100.00%	2 1.12% 100.00%	179 100.00% 100.00%

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		ACTIVITIES
SKILLS 1	Chi Square	54.76*
	Degrees of Freedom	4
	p-value	0.00

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Table 8.9.7 Adequacy of Classroom Materials Cross Tabulated Against Learned Skills

		COURSE MATERIALS			
		POSITIVE	NEUTRAL	NEGATIVE	Total
SKILLS	POSITIVE	153 94.44% 93.29%	7 4.32% 70.00%	2 1.23% 40.00%	162 100.00% 90.50%
	NEUTRAL	11 78.57% 6.71%	1 7.14% 10.00%	2 14.29% 40.00%	14 100.00% 7.82%
	NEGATIVE	0 0.00% 0.00%	2 66.67% 20.00%	1 33.33% 20.00%	3 100.00% 1.68%
	Total	164 91.62% 100.00%	10 5.59% 100.00%	5 2.79% 100.00%	179 100.00% 100.00%

Add Banner

Add Stub

		COURSE MATERIALS
SKILLS 1	Chi Square	41.76*
	Degrees of Freedom	4
	p-value	0.00

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

8.10 Recommended Survey Samples

Nevada Certified Public Manager Program
Pre-Survey (given to new participants during the first class of the cohort session)

<u>Demographics (this information will only be used for evaluation purposes and will not be shared):</u>

1. What is your gender?
   a. Female
   b. Male
   c. Nonbinary/Third Gender
   d. Prefer Not to Say
   e. Prefer to Self Describe (please specify)

   _____

2. What is your age?
   a. 18-24 years
   b. 25-34 years
   c. 35-44 years
   d. 45-54 years
   e. 55-64 years
   f. 65 years or older

3. What is your ethnicity origin?
   a. African American
   b. Asian
   c. Hispanic
   d. Pacific Islander
   e. White
   f. Other (please specify)

   _____

4. What is the highest degree or level of education you have completed?
   a. Less than high school
   b. High school graduate (includes equivalency)
   c. Some college, no degree
   d. Associate's degree
   e. Bachelor's degree
   f. Ph.D.

g. Graduate or professional degree

5. What type of agency do you work for?
    a. State
    b. Local
    c. Higher Education
    d. Private Business
    e. Non-profit
    f. Other (please specify)

        _____

6. How many years have you been employed by your employer?
    a. 0-1 years
    b. 2-5 years
    c. 6-10 years
    d. 11-15 years
    e. 16-20 years
    f. 21-25 years
    g. Over 25 years

7. What is your role at your agency?

a.	Director
b.	Manager
c.	Supervisor
d.	Other (please specify)

        _____

8. What division do you work for? (please specify)

        _____

Program Expectations (please circle the best answer to the following questions)

1. I am interested in increasing awareness and developing skills of appropriate workplace behavior.

    Strongly Disagree   Disagree   Neutral Agree   Strongly Agree

2. I am interested in increasing awareness and developing skills of legal and policy compliance.

    Strongly Disagree   Disagree   Neutral Agree   Strongly Agree

3. I am interested in developing skills to managing work, such as effective planning, organizing, workload management, and measuring performance.
Strongly Disagree   Disagree   NeutralAgree   Strongly Agree
4. I am interested in learning ways to lead people, such as ways to empower and motivate employees.
Strongly Disagree   Disagree   NeutralAgree   Strongly Agree
5. I am interested in continuous learning in order to develop myself as a better leader within my agency.
Strongly Disagree   Disagree   NeutralAgree   Strongly Agree
6. I am interested in gaining knowledge on various approaches to decision-making from my agency's perspective.
Strongly Disagree   Disagree   NeutralAgree   Strongly Agree
7. I am interested examining methods to help provide positive and quality customer service.
Strongly Disagree   Disagree   NeutralAgree   Strongly Agree
8. I am interested in learning ways to initiate and support change within my agency.
Strongly Disagree   Disagree   NeutralAgree   Strongly Agree
9. What are your expectations of your learning experience for the NVCPM program?
_____

Nevada Certified Public Manager Program
Post-Survey (given to graduates shortly after completing cohort session or during final class)

Demographics (this information will only be used for evaluation purposes and will not be shared):

1. What is your gender?
   a. Female
   b. Male
   c. Nonbinary/Third Gender
   d. Prefer Not to Say
   e. Prefer to Self Describe (please specify)

   _____

2. What is your age?
   a. 18-24 years
   b. 25-34 years
   c. 35-44 years
   d. 45-54 years
   e. 55-64 years
   f. 65 years or older

3. What is your ethnicity origin?
   a. African American
   b. Asian
   c. Hispanic
   d. Pacific Islander
   e. White
   f. Other (please specify)

   _____

4. What is the highest degree or level of education you have completed?
   a. Less than high school
   b. High school graduate (includes equivalency)
   c. Some college, no degree
   d. Associate's degree
   e. Bachelor's degree
   f. Ph.D.
   g. Graduate or professional degree

5. What type of agency do you work for?
   a. State

b. Local
c. Higher Education
d. Private Business
e. Non-profit
f. Other (please specify)
   _____

6. How many years have you been employed by your employer?
   a. 0-1 years
   b. 2-5 years
   c. 6-10 years
   d. 11-15 years
   e. 16-20 years
   f. 21-25 years
   g. Over 25 years

7. What is your role at your agency?
   a. Director
   b. Manager
   c. Supervisor
   d. Other (please specify)
      _____

8. What division do you work for? (please specify)
   _____

Your opinion on how the overall program held up to your expectations (please circle the best answer to the following questions)

1. The NVCPM program increased my awareness and developed my skills in regards to appropriate workplace behavior.

   Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

2. The NVCPM program increased my awareness and improved my skills in regards to legal and policy compliance.

   Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

3. The NVCPM program provided tools to help me develop my skills for managing work, such as effective planning, organizing, workload management, and measuring performance.

   Strongly Disagree   Disagree   NeutralAgree   Strongly Agree

4. The NVCPM program provided information on ways to lead people, such as how to empower and motivate employees.

   Strongly Disagree   Disagree   NeutralAgree   Strongly Agree

5. The NVCPM program offered continuous learning that allowed me to develop myself as a better leader within my agency.

   Strongly Disagree   Disagree   NeutralAgree   Strongly Agree

6. I gained knowledge from the NVCPM program on various approaches that will assist me in my decision-making for my agency.

   Strongly Disagree   Disagree   NeutralAgree   Strongly Agree

7. The NVCPM program provided methods to help me implement procedures and policies that will provide positive and quality customer service.

   Strongly Disagree   Disagree   NeutralAgree   Strongly Agree

8. The NVCPM program educated me on ways to initiate and support change within my agency.

   Strongly Disagree   Disagree   NeutralAgree   Strongly Agree

9. Did the NVCPM program meet your expectations? Why or Why Not?

   _____

Nevada Certified Public Manager Program
Participants Who Did Not Complete the Program (given to participants after they have
dropped out of the cohort session)

Demographics (this information will only be used for evaluation purposes and will not be
shared):
1. What is your gender?
    a. Female
    b. Male
    c. Nonbinary/Third Gender
    d. Prefer Not to Say
    e. Prefer to Self Describe (please specify)
       _____

2. What is your age?
    a. 18-24 years
    b. 25-34 years
    c. 35-44 years
    d. 45-54 years
    e. 55-64 years
    f. 65 years or older

3. What is your ethnicity origin?
    a. African American
    b. Asian
    c. Hispanic
    d. Pacific Islander
    e. White
    f. Other (please specify)
       _____

4. What is the highest degree or level of education you have completed?
    a. Less than high school
    b. High school graduate (includes equivalency)
    c. Some college, no degree
    d. Associate's degree
    e. Bachelor's degree
    f. Ph.D.
    g. Graduate or professional degree

5. What type of agency do you work for?

a. State
b. Local
c. Higher Education
d. Private Business
e. Non-profit
f. Other (please specify)

   _____

6. How many years have you been employed by your employer?
   a. 0-1 years
   b. 2-5 years
   c. 6-10 years
   d. 11-15 years
   e. 16-20 years
   f. 21-25 years
   g. Over 25 years

7. What is your role at your agency?

   a. Director

   b. Manager

   c. Supervisor

   d. Other (please specify)

      _____

8. What division do you work for? (please specify)

      _____

Program Expectations (please circle the best answer to the following questions)

1. Why did you drop out of the NVCPM program?

   a. I lost interest in the program

   b. The program did not meet my expectations

   c. I transferred positions

   d. My employer was no longer supportive of my attendance

   e. Other

      i.   Please explain: _____

2. Please explain why you left the NVCPM program:

_____
_____
_____