

CONTINUING ACCREDITATION REPORT

ON

THE METROPOLITAN WASHINGTON COUNCIL OF  
GOVERNMENTS  
CERTIFIED PUBLIC MANAGER® PROGRAM  
(aka REGIONAL EXECUTIVE DEVELOPMENT PROGRAM)

Presented to:

The National Certified Public Manager Consortium

By the Review committee:

Dr. Ann Cotten, Chair  
Marie Lindquist (Instructor)  
Isaac McFarlan (CPM Alum)

September 30, 2020  
Revised October 1, 2020

We, the members of the committee appointed to review the Metropolitan Washington Council of Government (MWCoG) Certified Public Manager® program for continuing accreditation are pleased to report we have completed our review and recommend, that the MWCoG CPM program as known as the Regional Executive Development Program (REDP) be accredited for the maximum period authorized by the bylaws. Our recommendation is based on the following findings:

#### Findings

1. CPM program administrators submitted all required program documentation to each of the review committee membership;
2. After review by committee members all supplemental documentation was provided on a timely basis;
3. In the matter of general program requirements, the committee determined that:
  - A. Adequate linkages exist with institutions of higher education;
  - B. An advisory board is actively involved in dealing with appropriate program issues;
  - C. The program focuses on the Metropolitan Washington Council of Governments member agencies which include county and municipal government agencies;
  - D. Program requirements are clear and accessible to all applicants and candidates.
4. In the matter of program organization, we find:
  - A. Adequate financial support exists from a combination of appropriated funds and fees;
  - B. Program instruction is provided by a combination of well qualified state university instructors and contract instructors;
  - C. Program instructors are supplemented with practitioners during lunch leadership speaker series.
5. We find thorough documentation of administrative policies and procedures in a combination of administrative policy and formal regulations.

We further find:

- A. A formal learning management system (Blackboard) is in place to track participant attendance and progress;
  - B. Project requirements are clear and the use of projects in the curriculum is one of the strengths of the program;
  - C. Adequate security exists for student records; and
  - D. Student evaluations are based on the capstone project.
6. In the matter of course materials we find:
- A. Courses provided are balanced to adequately cover the required competencies;
  - B. Course syllabi that include learning objectives exist for each course;
  - C. The program, while responsive to the competencies, is well integrated;
  - D. All requirements regarding hours of instruction are met.
7. We find the 360 assessment, capstone project, peer learning circles, and leadership lunches to be strong points of the program.
8. In regard to program evaluation we find:
- A. Each course is adequately evaluated by students;
  - B. Each instructor is adequately evaluated by students;
  - C. Each participant completes an exit interview with program staff which informs program modifications.
9. We examined a detailed list of candidates in the program.
10. We discussed the program's perceived strengths and weaknesses.
11. The committee recommends the program review and consider the following suggestions for improvement:
- A. **Switch to a more engaging virtual meeting platform.** The program uses Blackboard for its learning management system. While the platform is a good tool for organizing and archiving course material and tracking participants, the video call feature of the platform leaves much to be desired in terms of fostering interaction and connectiveness. Participants are struggling with the technical issues, the lack of conversational flow,

the inability to see everyone in the class, the challenge of added distractions, and the loss of connection with their classmates. The platform limits the number of participants who can be seen at one time to three which may limit participant engagement. The review team recommends switching the virtual instruction platform to Zoom or something similar that allows numerous participants to be shown on screen at one time. This would improve connectedness during the sessions and improve engagement. In the long-term, a hybrid option of in-person and virtual might be the best option for the program.

- B. **Incorporate additional forms of individual assessment.** The program should consider adding additional forms of individual assessment to determine if participants are meeting program expectations.
- C. **Identify capstone projects prior the start of the program year.** The program changed its capstone project from an analysis of a specific regional policy issue to solving a problem or challenge faced by agencies. In addition to developing solutions, the teams were expected to pilot the solutions during the program year.

Participants requested that all capstone project topics and their sponsors be identified prior to the start of the program so participants would have more time to work on the projects.

- D. **Reconsider the pilot implementation component of the capstone project.** The capstone project was changed this year to require a 6-month pilot implementation of the solutions developed by each capstone project team. This requirement was suspended this year due to COVID restrictions. Given that this is a one-year program, requiring a six-month pilot implementation may be too ambitious given the number of external actors involved.
- E. **Provide orientation for faculty.** Coordination of program content across modules and assurance the program meets the Consortium guidelines is the responsibility of the academic program directors. While the instructors report extensive briefing and coordination from the GW program directors on their individual sessions, they have limited knowledge about the sessions they do not teach. We recommend that the program consider providing a faculty orientation each year that includes the profile of the class members (usually provided one-on-one with the faculty members) as well as a discussion of the Consortium requirements, program content, and how the sessions relate to one another.

Interestingly, some instructors did not realize the REDP is a Certified Public Manager® Program. This is likely a result of the fact that the program name (Regional Executive Development Program) does not

include Certified Public Manager® in its title. The program participants were very aware that the REDP is a CPM program.

- F. **Consider conducting a follow-up assessment with graduates.** The program has a formal assessment process while participants are in the program, however, it lacks concrete data on participant outcomes. The program should consider conducting follow up assessments with graduates 3-5 years post completion to track the participants' career trajectory post-completion, identify the most impactful aspects of the curriculum post-completion, and determine continuing education opportunities for graduates. Outcome data can be used to market the program and to inform curriculum updates.
- G. **Improve advisory board engagement and formalize structure:** Due to natural turnover in the Advisory Board, all of the members of the advisory board started just prior to the pandemic. This has substantially limited their interaction with the program. The board members are very supportive of the program and expressed the desire to be more involved. We recommend that the program consider formalizing the structure of the Advisory Board with defined position descriptions, standard terms of appointment (which can be renewable), and work with Advisory Board members to identify ways to best leverage their support and involve them with the program.
- H. **Support of rebuilding the DC Certified Public Manager® Society or similar alumni group.** Alumni and some stakeholders identified the desire for more formal alumni activities. While the academic partner, George Washington University Institute for Regional Excellence, provides regular activities for graduates of all of its professional development programs opportunities to attend various events, these events are not targeted to CPM Alumni. There is a regional CPM society for graduates of the MWCoG, DC, and Virginia programs. However, the association has not been particularly active recently. The program may want to consider providing more support to the society and promote participation among its graduates. Alternately, the program may want to develop events specifically for the MWCoG CPM program alumni.

12. The program has many strong points. We were especially impressed by:

- A. **Reputation:** the REDP program enjoys an excellent reputation in the region. The program is the must have leadership program for member local and municipal government organizations. It enjoys widespread support in the region among alumni, stakeholders, and government leaders.
- B. **Strong Relationship between the Academic Partner and WMCoG;** The George Washington University Institute for Regional Excellence has

been the academic partner since the creation of the program. The relationship between the MWCoG staff and the GW staff is excellent and together they have built an outstanding program.

- C. **Academic Program Leadership:** The George Washington University program leadership is outstanding. They maintain high quality program, are very connected with the program participants, and do a thorough job of briefing the presenters and instructors.
- D. **Financial Support:** The program enjoys significant financial support from the Metropolitan Washington Council of Governments (approximately 31% of the program cost) which help to keeps the program fee low (\$3,750) in a high cost region of the country. Additionally, the program tuition is paid by the participant's organization. Participants contribute their time in-kind by attending class one Saturday per month.
- E. **Leadership Lunches:** The program hosts monthly leadership lunches with area chief administrative officers and other leaders in the region. The speakers talk about their leadership journey and the challenges along the way. These presentations humanize the leaders in the region. Hearing about different paths and leadership styles helps participants to identify and appreciate their own leadership style.
- F. **Peer Learning Circles:** Held during each program module, small groups of participants meet together for Leadership Case Clinics. Each session, one person from the group presents a leadership challenge they are facing. The rest of the group offers advice through a facilitated process. The process comes from Otto Scharmer at the Presencing Institute.
- G. **Sabbatical Year:** The program took a sabbatical year in 2018-2019 to "evaluate its program effectiveness, relevance of curriculum content and jurisdictional needs." They also used the year to conduct stakeholder and alumni focus groups and an alumni survey. They used the feedback they obtained to make significant program changes.

The findings and recommendations are based on a review of all documentation by the committee and confirmed by a virtual site visit by the chair and members of the reaccreditation team September 16-19, 2020.

Committee Recommendation:

Accredit **X**                      Accredit Provisionally ☐                      Not Accredit ☐

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

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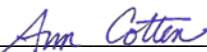
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Recommendation endorsed by consensus of the committee and respectfully submitted by:

[Name]: Marie Lindquist, Instructor

[Name]: Issac McFarlan, CPM Graduate

And

  
Ann Cotten, Chair, for the Committee

09/21/2020  
Date

## NCPMC Accreditation Standards Program Accreditation Review Checklist

**Program under evaluation:** Metropolitan Washington Council of Governments Certified Public Manager® Program (Regional Executive Development Program) **Date:** 09/20/2020

**Evaluator's Name:** Dr. Ann Cotten

**Evaluator's Role:** ☒ Review Committee Chair ☐ CPM Graduate ☐ CPM Instructor

<b>Standard 1: Mission and Public Service</b>
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The program has a program specific mission statement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does it guide public service performance expectations?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is there a method of program operations and performance evaluation?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**Evaluator's Comments:**

The MWCoG CPM program has a mission statement that is focused on building a cadre of regional leaders with common skill sets and a common understanding of regional challenges. Improving public service and interjurisdictional cooperation are at the heart of the program. Given the interdependencies of state and local governments in the Washington Metropolitan Area, this CPM program has greatly benefited the region.

**Items of Note:**

**Suggestions for Improvement (if any):**

Due to natural attrition, the program Advisory Board is now full of relatively new members who have not been able to spend much time together this year due to COVID. We suggest the program staff invest in developing the advisory board and use them to develop a revamped strategic plan. Additionally, we recommend the program consider developing formal position descriptions for board members and setting fixed term of appointment. The term of appointment can be renewable by mutual agreement.

**1.1 Mission Statement. Evidence could include but is not limited to:** mission statement, interviews with stakeholders about development and implementation of the mission statement and about use of the mission statement to set priorities, develop programs and curricula, establish learning outcomes, and allocate resources.

**1.2 Performance Expectations. Evidence could include but is not limited to:** Review of brochures, handbooks, flyers, website information; planning documents; logic models and



environmental scans; and interviews with stakeholders to discuss expectations for alignment of the mission and goals with the program.

**1.3 Program Evaluation. Evidence could include but is not limited to:** The most recent Annual Report; evaluations of the program; survey results from alumni, employers, and focus groups; and Interviews with stakeholders about program improvement processes and about improvements to the program.

**The program adequately meets Standard 1: Mission and Public Service**

☒ Yes

☐ No

If no, then please explain your concern here:

Click or tap here to enter text.

### Standard 2: Core Competencies

Are the CPM Core Competencies adequately addressed across the curriculum? ☒ Yes

☐ No

Does the program consist of 300 or more hours of structured learning activities? ☒ Yes

☐ No

Does the program have a public management project (capstone) that includes a written component?

☒ Yes

☐ No

Does the public management project benefit their organization?

☒ Yes

☐ No

### Evaluator's Comments:

The core competencies are adequately addressed in the curriculum. The project has a public management capstone project. The projects are team-based and are designed to address a challenged faced by a member organization of MWCoG. The project does not directly benefit the participants' home organization. However, the projects do develop public management and problem-solving skills of the team members which benefits the home organization and the solutions developed may have broad applicability to home organizations.

### Items of Note:

**The team leadership (capstone) project is a best practice for the program.** Prior to this year, the capstone focused on a regional policy issue. This year the program switched to having the capstone project focus on an solving a challenge faced by a Metropolitan Washington Council of Governments (MWCoG) member organization. The project was originally designed to include a pilot implementation phase. However, the COVID restrictions prevented teams from pursuing implementation. Requiring a pilot implementation may provide infeasible.

**Leadership Lunches:** The program hosts monthly leadership lunches with Chief Administrative Officers. These lunches provide a personal look at the leadership journey of speakers and often helps participants discover how they can make their leadership style work for them.

**Peer Learning Circles:** The program uses peer leadership circles as a tool for small group consulting on particular management challenges. In addition to helping to identify possible solutions to the leadership challenge presented, participants hone their coaching and problem-solving skills.

**Suggestions for Improvement (if any):**

**Capstone Project:** Since capstone projects are team-based and for the benefit of MWCoG member agencies, participants suggested that the topics and projects be finalized before the start of the program. In addition, given that this is a one-year program, requiring a six-month pilot implementation of capstone project solutions may not be feasible.

**Add Project for Participant's Home Organization:** While the team capstone project is a best practice of the program, the program might want to consider adding an additional project or assignment that directly addresses an issue or challenge faced by the home organization.

**2.0 Core Competencies. Evidence could include but is not limited to:** Documentation of core curriculum and learning outcomes and of core curriculum and competencies; sample capstone projects; policies and procedures; brochures; handbooks; flyers, website information; interviews with stakeholders—participants, Faculty/Instructors, employers about the curriculum.

**2.1 Competencies Addressed in Curriculum. Evidence could include but is not limited to:** brochures, handbooks, flyers, website information; policies and procedures; sample capstone projects; sample assessments, evaluations and, tests; interviews with stakeholders.

**2.2 Examinations and Projects. Evidence could include but is not limited to:** Sample capstone projects, assessments and tests; policies and procedures manual; interviews with alumni who submitted exceptional projects (possibly Askew Award winners).

**The program adequately meets Standard 2: Core Competencies**

☒ Yes

☐ No

If no, then please explain your concern here:

Click or tap here to enter text.

**Standard 3: Resources and Capacity**

Does the program adequately document the adequacy of its resources and capacity to fulfill its mission?

☒ Yes

☐ No

Does the program have policies and procedures that promote effective management and operation of the program in a sustainable manner?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Do the policies provide guidance linking administrative procedures to the mission?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the program utilize instructors who can demonstrate academic or professional experience to be qualified for the content they teach?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the program have a governing or advisory group guiding policy, recommendations, and potential clientele?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

#### Evaluator's Comments:

The program has an outstanding, well-qualified faculty.

#### Items of Note:

**Strong Financial and Political Support:** The program enjoys significant financial support from the Metropolitan Washington Council of Governments (approximately 31% of the program cost) which help to keeps the program fee low (\$3,500) in a high cost region of the country. Additionally, the program tuition is paid by the participant's organization. Participants contribute their time in-kind by attending class one Saturday per month.

#### Suggestions for Improvement (if any):

**Provide orientation for faculty.** Coordination of program content across modules and assurance the program meets the Consortium guidelines is the responsibility of the academic program directors. While the instructors report extensive briefing and coordination from the GW program directors on their individual sessions, they have limited knowledge about the sessions they do not teach. We recommend that the program consider providing a faculty orientation each year that includes the profile of the class members (usually provided one-on-one with the faculty members) as well as a discussion of the Consortium requirements, program content, and how the sessions relate to one another.

**Expand and formalize advisory board roles and have set terms.** Due to natural turnover, most advisory board members are new and came on board just before COVID. As a result, the board has not had as much involvement in the program as they would like. The board members we spoke with were very enthusiastic and want to be involved with the program and students. The program should consider identifying ways for the board members to be involved, formalize their involvement with a position description, and set standard terms for board members. The terms can be renewable, but should be defined.

**3.0 Program Resources. Evidence could include but is not limited to** Documentation of resources showing alignment with the mission, goals, objectives and outcomes, for example, a Logic Model. Tour of the physical facility, budget documentation, brochures, website etc.,

interviews with participants and Faculty/Instructors about the adequacy of resources and capacity.

**3.1 Administrative Infrastructure. Evidence could include but is not limited to:** Policies and procedures; interviews with institutional and program leadership; observation of modalities used in the program (for example, access to on-line platform and/or observation of a classroom)

**3.2 Faculty/Instructors. Evidence could include but is not limited to** Documentation of Faculty/Instructors, including name, address and area of expertise (A list of the Faculty/Instructors and their bios is available); brochures, handbooks, flyers, website information.

**3.3 Administrative Policies and Procedures. Evidence could include but is not limited to** flyers, brochures, website and policies and procedures manual; confidentiality statement.

**3.4 Funding. Evidence could include but is not limited to:** documented budget; interviews with both institutional and program leadership. A copy of the budget will be available for review.

**3.5 Advisory Group. Evidence could include but is not limited to:** Documentation of advisory board members/group and their meetings, including name, address and area of expertise; brochures, handbooks, flyers, website information, interviews with advisory board/group members.

**The program adequately meets Standard 3: Resources and Capacity**

☒ Yes

☐ No

If no, then please explain your concern here:

Click or tap here to enter text.

#### Standard 4: Planning and Implementation

Does the program engage in ongoing, participatory planning that provides direction for the institution and leads to the achievement of intended outcomes for programs and services? ☒ Yes ☐ No

Are the program's planning and implementation processes sufficiently flexible to address unexpected circumstances while maintaining the program's rigor and viability? ☒ Yes ☐ No

Are participant records held securely and confidentially? ☒ Yes ☐ No

Are assessment review standards clearly specified? ☐ Yes ☐ No

Are evaluation results taken into consideration for program improvements? ☒ Yes ☐ No

**Evaluator's Comments:**

Click or tap here to enter text.

### Items of Note:

The program uses participant reaction surveys, exit interviews, and stakeholder feedback to continually adjust the program. The program took a sabbatical last year to focus on refreshing the program. The sabbatical is considered a best practice for the program.

### Suggestions for Improvement (if any):

**Consider conducting a follow-up assessment with graduates.** The program has a formal assessment process while participants are in the program, however, it lacks concrete data on participant outcomes. The program should consider conducting follow up assessments with graduates 3-5 years post completion to track the participants' career trajectory post-completion, identify the most impactful aspects of the curriculum post-completion, and determine continuing education opportunities for graduates. Outcome data can be used to market the program and to inform curriculum updates.

**4.0 Planning and Implementation. Evidence could include but is not limited to:** Strategic plan; frequency or cycle of planning; flexibility of planning and implementation; documentation of curriculum; survey results; interviews with stakeholders

**4.1 (3.5) Program Requirements. Evidence could include but is not limited to:** brochures, handbooks, flyers, website information, samples of correspondence between program and applicants

**4.2 Tracking System. Evidence could include but is not limited to:** Observations of tracking/filing system/s; samples of correspondence with participants about their progress; interviews with current participants of the program.

**4.3 Security Measures. Evidence could include but is not limited to:** Observation and review of how participant files and evaluations are secured; policies and procedures

**4.4 Assessment. Evidence could include but is not limited to:** sample assessment reviews and evaluations; policies and procedures; interviews with stakeholders.

**The program adequately meets Standard 4: Planning and Implementation** ☒ Yes ☐ No

If no, then please explain your concern here:

[Click or tap here to enter text.](#)

### Standard 5: Effectiveness and Improvement

Does the program assess how well the participants are meeting the expectations of the Faculty/Instructors? ☒ Yes ☐ No

Does the program invite participant evaluation of classes? ☒ Yes ☐ No

Does the program evaluate assessment outcomes to improve the program? ☒ Yes ☐ No

Does the program demonstrate and implement a plan of appropriate strategic growth?

☒ Yes

☐ No

Does the program promote a culture of continuous improvement processes?

☒ Yes

☐ No

**Evaluator's Comments:**

**Items of Note:**

Click or tap here to enter text.

**Suggestions for Improvement (if any):**

Click or tap here to enter text.

**5.1 Participants' Reactions. Evidence could include but is not limited to:** Sample assessments; evaluations and interviews with stakeholders including participants, Faculty/Instructors, and employers

**5.2 Program Development. Evidence could include but is not limited to:** Interviews with stakeholders; documented changes in curriculum and strategic plan

**5.3 Areas of Growth. Evidence could include but is not limited to:** Strategic plan; documented changes resulting from a continuous improvement process; interviews with program stakeholders

**The program adequately meets Standard 5: Effectiveness and Improvement**

☐ Yes

☐ No

If no, then please explain your concern here:

Click or tap here to enter text.

### In Conclusion

After careful review, I find the program adequately meets the NCPMC Standards for accreditation and would recommend accreditation of this program to the NCPMC Executive Council.

☒ Yes

☐ Conditionally Yes

☐ No

If "Conditionally Yes", what conditions would you propose for consideration by the NCPMC Executive Council?

Click or tap here to enter text.

**What did you find particularly effective or remarkable about this program that other programs might wish to emulate?**

- A. **Leadership Lunches:** The program hosts monthly leadership lunches with area chief administrative officers and other leaders in the region. The speakers talk about their leadership journey and the challenges along the way. These presentations humanize the leaders in the region. Hearing about different paths and leadership styles helps participants to identify and appreciate their own leadership style.
- B. **Peer Learning Circles:** Held during each program module, small groups of participants meet together for Leadership Case Clinics. Each session, one person from the group presents a leadership challenge they are facing. The rest of the group offers advice through a facilitated process. The process comes from Otto Scharmer at the Presencing Institute.

**Any other comments or concerns?**

Click or tap here to enter text.

## NCPMC Accreditation Standards Program Accreditation Review Checklist

Program under evaluation: Regional Executive Leadership Program

Date: September 20, 2020

Evaluator's Name: Marie Lindquist

Evaluator's Role: ☐ Review Committee Chair ☐ CPM Graduate ☒ CPM Instructor

<b>Standard 1: Mission and Public Service</b>
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The program has a program specific mission statement? ☒ Yes ☐ No

Does it guide public service performance expectations? ☒ Yes ☐ No

Is there a method of program operations and performance evaluation? ☒ Yes ☐ No

**Evaluator's Comments:**

The mission statement is clear and aligns with the regional focus of this program. There is a goal included but it would be hard to know if it was obtained.

The examples provided include using public service examples in class, working on regional projects, and creating common value statements. These align with the mission statement regarding having common leadership and management skills and developing a common understanding around regional challenges.

The evaluation of the participant experience during and at the immediate end of the program is well designed with regular program evaluations and an exit interview. The results of these evaluations are distributed and incorporated into program operations and program changes.

**Items of Note:**

Click or tap here to enter text.

**Suggestions for Improvement (if any):**

Consider adding a regular discussion with program instructors and stakeholders about the program's mission and how program elements align with it.

**1.1 Mission Statement. Evidence could include but is not limited to:** mission statement, interviews with stakeholders about development and implementation of the mission statement and about use of the mission statement to set priorities, develop programs and curricula, establish learning outcomes, and allocate resources.



**1.2 Performance Expectations. Evidence could include but is not limited to:** Review of brochures, handbooks, flyers, website information; planning documents; logic models and environmental scans; and interviews with stakeholders to discuss expectations for alignment of the mission and goals with the program.

**1.3 Program Evaluation. Evidence could include but is not limited to:** The most recent Annual Report; evaluations of the program; survey results from alumni, employers, and focus groups; and Interviews with stakeholders about program improvement processes and about improvements to the program.

**The program adequately meets Standard 1: Mission and Public Service**

☒ Yes

☐ No

If no, then please explain your concern here:

[Click or tap here to enter text.](#)

## Standard 2: Core Competencies

Are the CPM Core Competencies adequately addressed across the curriculum? ☒ Yes ☐ No

Does the program consist of 300 or more hours of structured learning activities? ☒ Yes ☐ No

Does the program have a public management project (capstone) that includes a written component? ☒ Yes ☐ No

Does the public management project benefit their organization? ☐ Yes ☒ No

### Evaluator's Comments:

The CPM competency map clearly demonstrates that all curriculum pieces align with the competencies. In addition, all competencies are covered during the program.

The program is intense. It includes at least 300 hours of structured learning during one calendar year.

There is a capstone project where participants make recommendations about a specific issue within a local jurisdiction. They then pilot a recommendation. The final step is producing a written report about the "outcome and implications of the pilot."

The project directly benefits a municipality in the region which may or may not be the participant's own organization. Selected projects are meant to have "relevance across multiple jurisdictions." Indirectly, a participant's own organization might benefit long-term by the application of what was learned; however, they don't directly benefit from the projects as they are currently designed.

### Items of Note:

The variety of curriculum components that address the core competencies are impressive. There are self-assessments, leadership readings, trainings, team project work, peer coaching, leader presentations, and more.

**Suggestions for Improvement (if any):**

I recommend determining a way for the capstone project to benefit each participant's organization in a more direct way.

**2.0 Core Competencies. Evidence could include but is not limited to:** Documentation of core curriculum and learning outcomes and of core curriculum and competencies; sample capstone projects; policies and procedures; brochures; handbooks; flyers, website information; interviews with stakeholders—participants, Faculty/Instructors, employers about the curriculum.

**2.1 Competencies Addressed in Curriculum. Evidence could include but is not limited to:** brochures, handbooks, flyers, website information; policies and procedures; sample capstone projects; sample assessments, evaluations and, tests; interviews with stakeholders.

**2.2 Examinations and Projects. Evidence could include but is not limited to:** Sample capstone projects, assessments and tests; policies and procedures manual; interviews with alumni who submitted exceptional projects (possibly Askew Award winners).

**The program adequately meets Standard 2: Core Competencies**

☒ Yes

☐ No

If no, then please explain your concern here:

Click or tap here to enter text.

**Standard 3: Resources and Capacity**

Does the program adequately document the adequacy of its resources and capacity to fulfill its mission?

☒ Yes

☐ No

Does the program have policies and procedures that promote effective management and operation of the program in a sustainable manner?

☒ Yes

☐ No

Do the policies provide guidance linking administrative procedures to the mission?

☒ Yes

☐ No

Does the program utilize instructors who can demonstrate academic or professional experience to be qualified for the content they teach?

☒ Yes

☐ No

Does the program have a governing or advisory group guiding policy, recommendations, and potential clientele?

☒ Yes

☐ No

**Evaluator's Comments:**

A detailed budget is included. The program has a very high level of support in terms of staffing, partnerships, funding, and in-kind support. The only additional support that was articulated is to have a staff member more focused on alumni gatherings, events, etc.

The participant handbook and curriculum descriptions describe policies and procedures that are effective.

The policies and administrative procedures clearly align the program with the mission, the NCPMC competencies, and program expectations.

The instructor biographies are impressive. They have a high level of expertise. They appear to be very well qualified.

There is an advisory board that represents the various program stakeholders including COG, GW, elected officials, community members, and program graduates. They “meet annually and more frequently as needed.” The advisory board is currently a bit underutilized.

#### **Items of Note:**

Stakeholder support for this program is impressive. With it comes a tremendous amount of guidance, buy-in, and in-kind support.

#### **Suggestions for Improvement (if any):**

The advisory board is currently underutilized and they want to be more involved. I recommend holding more regular meetings and incorporating them into participatory planning processes, strategic planning, and discussions about the alignment of the program with the mission.

Identifying resources, staffing, and support for additional alumni programming is desired by participants, alumni, and staff.

**3.0 Program Resources. Evidence could include but is not limited to** Documentation of resources showing alignment with the mission, goals, objectives and outcomes, for example, a Logic Model. Tour of the physical facility, budget documentation, brochures, website etc., interviews with participants and Faculty/Instructors about the adequacy of resources and capacity.

**3.1 Administrative Infrastructure. Evidence could include but is not limited to:** Policies and procedures; interviews with institutional and program leadership; observation of modalities used in the program (for example, access to on-line platform and/or observation of a classroom)

**3.2 Faculty/Instructors. Evidence could include but is not limited to** Documentation of Faculty/Instructors, including name, address and area of expertise (A list of the

Faculty/Instructors and their bios is available); brochures, handbooks, flyers, website information.

**3.3 Administrative Policies and Procedures. Evidence could include but is not limited to** flyers, brochures, website and policies and procedures manual; confidentiality statement.

**3.4 Funding. Evidence could include but is not limited to:** documented budget; interviews with both institutional and program leadership. A copy of the budget will be available for review.

**3.5 Advisory Group. Evidence could include but is not limited to:** Documentation of advisory board members/group and their meetings, including name, address and area of expertise; brochures, handbooks, flyers, website information, interviews with advisory board/group members.

**The program adequately meets Standard 3: Resources and Capacity**

☒ Yes

☐ No

If no, then please explain your concern here:

[Click or tap here to enter text.](#)

#### **Standard 4: Planning and Implementation**

Does the program engage in ongoing, participatory planning that provides direction for the institution and leads to the achievement of intended outcomes for programs and services? ☒ Yes ☐ No

Are the program's planning and implementation processes sufficiently flexible to address unexpected circumstances while maintaining the program's rigor and viability? ☒ Yes ☐ No

Are participant records held securely and confidentially? ☒ Yes ☐ No

Are assessment review standards clearly specified? ☒ Yes ☐ No

Are evaluation results taken into consideration for program improvements? ☒ Yes ☐ No

#### **Evaluator's Comments:**

The program managers and primary faculty review program feedback annually and make program changes. Additional stakeholders are "consulted" and asked to identify "new and emerging issues that should be included in future programs."

COVID-19 is a time when the flexibility of planning and implementation processes are put to the test. This program adjusted by moving their curriculum online using Blackboard. Quickly adjusting the program to accommodate online learning demonstrates program flexibility.

The program aligns the security and confidentiality of their records with GW standards regarding FERPA. The full policy was included in the accreditation notebook.

Each module is assessed by participants for instructor effectiveness, information usefulness, content relevance, and alignment with course objectives. Exit interviews are also conducted with participants focused on general program decisions and delivery.

Evaluation results are taken into account when making future program changes. For example, due to feedback the capstone was changed to incorporate the implementation of a pilot project in addition to studying and making recommendations about a regional issue.

**Items of Note:**

Quickly moving on the curriculum online because of COVID-19 was a great adjustment. It allowed the program to continue even during a challenging time.

**Suggestions for Improvement (if any):**

Participatory planning typically includes a process where representatives of all stakeholders are involved in both identifying the changes that need to be made and developing solutions. This program includes stakeholders in identifying the changes; however, I was unable to identify a participatory process that was used to develop solutions. Stakeholders including the Advisory Council would like to be involved in that process.

There are some inconsistencies in the provided information making current requirements a bit unclear. For example, in the 2019 Brochure the program requires a total of 300 hours, in the Instructional Hours Map the program requires 343 hours, and in the Program Handbook the program requires 350 hours.

The new capstone project procedures were noted by participants as being difficult to implement this past year. Long-term the capstone changes should be reviewed to ensure that they continue to support the program's rigor and viability. It is currently a bit uncertain. In addition, COVID-19 and capstone changes may have required more adjustments to the capstone procedures than were provided to the participants. The current capstone experience was cited by participants as quite stressful this year.

**4.0 Planning and Implementation. Evidence could include but is not limited to:** Strategic plan; frequency or cycle of planning; flexibility of planning and implementation; documentation of curriculum; survey results; interviews with stakeholders

**4.1 (3.5) Program Requirements. Evidence could include but is not limited to:** brochures, handbooks, flyers, website information, samples of correspondence between program and applicants

**4.2 Tracking System. Evidence could include but is not limited to:** Observations of tracking/filing system/s; samples of correspondence with participants about their progress; interviews with current participants of the program.

**4.3 Security Measures. Evidence could include but is not limited to:** Observation and review of how participant files and evaluations are secured; policies and procedures

**4.4 Assessment. Evidence could include but is not limited to:** sample assessment reviews and evaluations; policies and procedures; interviews with stakeholders.

**The program adequately meets Standard 4: Planning and Implementation** ☒ Yes ☐ No

If no, then please explain your concern here:

[Click or tap here to enter text.](#)

#### Standard 5: Effectiveness and Improvement

Does the program assess how well the participants are meeting the expectations of the Faculty/Instructors? ☒ Yes ☐ No

Does the program invite participant evaluation of classes? ☒ Yes ☐ No

Does the program evaluate assessment outcomes to improve the program? ☒ Yes ☐ No

Does the program demonstrate and implement a plan of appropriate strategic growth? ☐ Yes ☒ No

Does the program promote a culture of continuous improvement processes? ☒ Yes ☐ No

#### Evaluator's Comments:

The program incorporates several types of assessments regarding participant performance: (1) Participants are given written tests, assignments, and/or homework each module; (2) They self-assess their leadership; (3) They apply what they have learned in their team project; and (4) Their attendance and participation are tracked. Although those are described, it is less clear regarding how individuals are assessed beyond participation and attendance. It is unclear if individuals are assessed regarding their role in the team projects. It is also unclear how often graded written tests, assignments, and homework are actually given and used to assess performance.

Participants evaluate each module and participate in an exit interview at the end of the program. They have also recently implemented alumni focus groups and surveys.

The program evaluations are primarily focused on program improvements. This program feedback is obtained from a large number of stakeholders including COG, the IRE Advisory Board, the CAOs, participants, and alumni. Immediate short-term evaluations and outcomes are well evaluated through surveys and interviews with participants as they graduate.

The sabbatical year allowed for significant program changes to be made. They are doing an excellent job in that regard. It is less clear where the program is going strategically in the long-term. For example, stakeholders identified the following for long-term program development: growing the number of participants, diversifying funding streams, targeting new types of participants, etc. However, these aren't currently identified as strategic goals and there is not a specific plan describing how the program might start moving in these directions. Regular program improvements are made but long-term strategic planning could improve.

**Items of Note:**

The program took a sabbatical year in 2018-2019 to "evaluate its program effectiveness, relevance of curriculum content and jurisdictional needs." They also used the year to conduct stakeholder and alumni focus groups and an alumni survey. They are doing an excellent job of obtaining stakeholder feedback about the program and incorporating that feedback through program changes.

**Suggestions for Improvement (if any):**

I recommend incorporating additional forms of individual learning assessments to help assess if each participant is meeting program expectations. If these are already occurring, describing them more clearly in program materials is recommended.

In addition to an evaluation of immediate program outcomes and program improvements, gathering data about long-term outcomes and impact would be beneficial. This was also stated by the Advisory Council as something of interest.

Incorporating a strategic planning process with stakeholders could help the program identify and move towards larger strategic goals. A number of possible strategic goals were identified during our conversations such as: diversifying the revenue stream, adding more participants, adding federal employees and/or sister organizations in addition to member jurisdictions, and more. A time to discuss and plan for these on a regular basis is something to work towards.

**5.1 Participants' Reactions. Evidence could include but is not limited to:** Sample assessments; evaluations and interviews with stakeholders including participants, Faculty/Instructors, and employers

**5.2 Program Development. Evidence could include but is not limited to:** Interviews with stakeholders; documented changes in curriculum and strategic plan

**5.3 Areas of Growth. Evidence could include but is not limited to:** Strategic plan; documented changes resulting from a continuous improvement process; interviews with program stakeholders

**The program adequately meets Standard 5: Effectiveness and Improvement**      ☒ **Yes**      ☐ **No**

If no, then please explain your concern here:

Click or tap here to enter text.

### In Conclusion

After careful review, I find the program adequately meets the NCPMC Standards for accreditation and would recommend accreditation of this program to the NCPMC Executive Council.

☒ Yes

☐ Conditionally Yes

☐ No

If “Conditionally Yes”, what conditions would you propose for consideration by the NCPMC Executive Council?

Click or tap here to enter text.

**What did you find particularly effective or remarkable about this program that other programs might wish to emulate?**

Sabbatical Year – The program took a sabbatical year in 2018-2019 to “evaluate its program effectiveness, relevance of curriculum content and jurisdictional needs.” They also used the year to conduct stakeholder and alumni focus groups and an alumni survey. They used the feedback they obtained to make significant program changes.

Peer Learning Circles – Held during each program module, small groups of participants meet together for Leadership Case Clinics. Each session, one person from the group presents a leadership challenge they are facing. The rest of the group offers advice through a facilitated process. The process comes from Otto Scharmer at the Presencing Institute.

Guest Speakers – A different leader in the region comes and presents to the cohort each month. The speakers talk about their leadership journey and the leadership challenges they have faced in a very honest way. These presentations humanize the leaders in the region. They allow for participants to see a variety of leadership models and help them identify and appreciate their own leadership style.

**Any other comments or concerns?**

COVID-19 has required that classes be held online. This was a very appropriate response to the challenge. However, participants are struggling with the technical issues, the lack of conversational flow, the inability to see everyone in the class, the challenge of added distractions, and the loss of connection with their classmates. A mix of in-person and online may be the best long-term option. Also, Blackboard may not be the best Learning Management System since it doesn’t allow for the entire class to be seen.



## NCPMC Accreditation Standards Program Accreditation Review Checklist

Program under evaluation: MWCOG      Date: 08/25/2020

Evaluator's Name: Isaac McFarlan

Evaluator's Role:   ☐ Review Committee Chair   ☒ CPM Graduate   ☐ CPM Instructor

<b>Standard 1: Mission and Public Service</b>
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The program has a program specific mission statement?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does it guide public service performance expectations?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is there a method of program operations and performance evaluation?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**Evaluator's Comments:**

The mission statement places emphasis on REDP's commitment to addressing regional challenges and needs. This emphasis was mentioned repeatedly when speaking with participants, instructors, and faculty.

**Items of Note:**

**Mission Statement for IRE/REDP**

The Institute for Regional Excellence's Regional Executive Development Program's mission is to build a cadre of regional talent with a common leadership and management skill set, and a common base and understanding built around regional challenges. Its goal is to be a learning forum for new ideas and uncommon ways of creatively addressing regional issues facing the Metropolitan Washington region.

**Performance Expectation**

The public service performance expectation of the program is demonstrated in three ways:

1. All REDP modules focus on this competency requirement by requiring instructors to use public sector examples in their class materials.
2. All participants conduct a team leadership project, working with a local jurisdiction as a client to solve a real challenge or problem that the jurisdiction is facing.
3. Each graduating cohort writes its own code of ethics and leadership values. Consistently, all cohorts highlight their values of stewardship, respect, and service to the local communities.

**Program Evaluation**

Rigorous program evaluation is conducted at the end of each module and throughout the program. Data is collected on:

- Participant Reaction

- Level of Knowledge and Skills Improvement Gained
- Application of Knowledge and Skills to the Work Setting

### Suggestions for Improvement (if any):

This CPM program is structured in a way that is unlike most programs. As such extra effort may be needed to ensure that participants and instructors know that the program is indeed a CPM program as well as the IRE-REDP. This suggestion is based on the fact that at least one instructor stated that they did not know they were providing instruction as a part of a CPM program.

**1.1 Mission Statement. Evidence could include but is not limited to:** mission statement, interviews with stakeholders about development and implementation of the mission statement and about use of the mission statement to set priorities, develop programs and curricula, establish learning outcomes, and allocate resources.

**1.2 Performance Expectations. Evidence could include but is not limited to:** Review of brochures, handbooks, flyers, website information; planning documents; logic models and environmental scans; and interviews with stakeholders to discuss expectations for alignment of the mission and goals with the program.

**1.3 Program Evaluation. Evidence could include but is not limited to:** The most recent Annual Report; evaluations of the program; survey results from alumni, employers, and focus groups; and Interviews with stakeholders about program improvement processes and about improvements to the program.

The program adequately meets Standard 1: Mission and Public Service

☒ Yes

☐ No

If no, then please explain your concern here:

Click or tap here to enter text.

### Standard 2: Core Competencies

Are the CPM Core Competencies adequately addressed across the curriculum? ☒ Yes

☐ No

Does the program consist of 300 or more hours of structured learning activities? ☒ Yes

☐ No

Does the program have a public management project (capstone) that includes a written component?

☒ Yes

☐ No

Does the public management project benefit their organization?

☒ Yes

☐ No

Evaluator's Comments:

- Curriculum documentation includes a Competency Map that is a matrix which lists of all of the program's learning experiences and how they relate to the core competencies.
- The program includes 283 hours of instructor-led hours and 60 hours of self-paced study hours.
- Their approach to the Capstone Project is unconventional in the sense that it does not specifically benefit the organizations of the participants. Instead their project focuses on to solving a problem for one jurisdiction that has implications for all of the jurisdictions.

### Items of Note:

Excerpts from Supporting Documentation -

The REDP Curriculum addresses all seven (7) competencies listed on the CPM Competency Model specified in the Bylaws. A copy of the program instructional hours is included in attachment 2.3, which includes 283 hours of instructor-led hours and 60 hours of self-paced study hours.

Public Management Project:

Capstone Project - This year, the program changed the design of the capstone project significantly. Instead of conducting a policy analysis project, starting from cohort 17, the teams will conduct action learning projects, serving three core objectives:

1. Addressing important organizational problems and opportunities in the region by utilizing the diverse perspectives and expertise of program participants to increase understanding of the issue and provide evidence-based recommendations to organizational decision makers.
2. Building better leaders by broadening their perspective and strengthening key leadership abilities; and
3. Improving leadership impact by building a shared understanding of the leader's role and improving the relationship networks among the entity's leadership cadre.

Key considerations in topic selection include ensuring that the projects are relevant, substantive, feasible, actionable, supportable and characterized by guided autonomy. Furthermore, instead of focusing on a more generalized regional policy issue, the projects are sponsored by a jurisdictional client within the region, leading to scalable solutions to shared public management issues.

### Suggestions for Improvement (if any):

Work toward identifying project sponsors as soon as possible. Several participants expressed frustration in not having project sponsors earlier in the program.

**2.0 Core Competencies. Evidence could include but is not limited to:** Documentation of core curriculum and learning outcomes and of core curriculum and competencies; sample capstone projects; policies and procedures; brochures; handbooks; flyers, website information; interviews with stakeholders—participants, Faculty/Instructors, employers about the

curriculum.

**2.1 Competencies Addressed in Curriculum. Evidence could include but is not limited to:** brochures, handbooks, flyers, website information; policies and procedures; sample capstone projects; sample assessments, evaluations and, tests; interviews with stakeholders.

**2.2 Examinations and Projects. Evidence could include but is not limited to:** Sample capstone projects, assessments and tests; policies and procedures manual; interviews with alumni who submitted exceptional projects (possibly Askew Award winners).

**The program adequately meets Standard 2: Core Competencies**

☒ Yes

☐ No

If no, then please explain your concern here:

[Click or tap here to enter text.](#)

### Standard 3: Resources and Capacity

Does the program adequately document the adequacy of its resources and capacity to fulfill its mission?

☒ Yes

☐ No

Does the program have policies and procedures that promote effective management and operation of the program in a sustainable manner?

☒ Yes

☐ No

Do the policies provide guidance linking administrative procedures to the mission?

☒ Yes

☐ No

Does the program utilize instructors who can demonstrate academic or professional experience to be qualified for the content they teach?

☒ Yes

☐ No

Does the program have a governing or advisory group guiding policy, recommendations, and potential clientele?

☒ Yes

☐ No

#### Evaluator's Comments:

- REDP's supporting documentation includes a logic model with a detailed explanation of inputs, activities, outputs, outcomes and impacts. (A brief depiction is shown below in the Items of Note section below.)
- One major factor and an obvious benefit in the financial sustainability of the program is that while the jurisdictions pay \$3750 for each participant, MWCOG subsidizes the remainder of the contract as well as lunch costs.
- After an interview with the instructors and upon reviewing their biographies, the instructors appear to be more than qualified as they are well credentialed and highly professional. They appear to be more than qualified

#### Items of Note:

# REDP program Logic Model



## Suggestions for Improvement (if any):

In the interview with the advisory board the members of the board expressed a desire to meet more often and to be more involved. When this desire was shared with the faculty they were responsive. They indicated that recent events had impacted the advisory board's engagement however they did have plans to increase their involvement going forward.

**3.0 Program Resources. Evidence could include but is not limited to** Documentation of resources showing alignment with the mission, goals, objectives and outcomes, for example, a Logic Model. Tour of the physical facility, budget documentation, brochures, website etc., interviews with participants and Faculty/Instructors about the adequacy of resources and capacity.

**3.1 Administrative Infrastructure. Evidence could include but is not limited to:** Policies and procedures; interviews with institutional and program leadership; observation of modalities used in the program (for example, access to on-line platform and/or observation of a classroom)

**3.2 Faculty/Instructors. Evidence could include but is not limited to** Documentation of Faculty/Instructors, including name, address and area of expertise (A list of the Faculty/Instructors and their bios is available); brochures, handbooks, flyers, website information.

**3.3 Administrative Policies and Procedures. Evidence could include but is not limited to** flyers, brochures, website and policies and procedures manual; confidentiality statement.

**3.4 Funding. Evidence could include but is not limited to:** documented budget; interviews with both institutional and program leadership. A copy of the budget will be available for review.

**3.5 Advisory Group. Evidence could include but is not limited to:** Documentation of advisory board members/group and their meetings, including name, address and area of expertise; brochures, handbooks, flyers, website information, interviews with advisory board/group members.

**The program adequately meets Standard 3: Resources and Capacity**

☒ Yes

☐ No

If no, then please explain your concern here:

Click or tap here to enter text.

#### **Standard 4: Planning and Implementation**

Does the program engage in ongoing, participatory planning that provides direction for the institution and leads to the achievement of intended outcomes for programs and services? ☒ Yes ☐ No

Are the program's planning and implementation processes sufficiently flexible to address unexpected circumstances while maintaining the program's rigor and viability? ☒ Yes ☐ No

Are participant records held securely and confidentially? ☒ Yes ☐ No

Are assessment review standards clearly specified? ☒ Yes ☐ No

Are evaluation results taken into consideration for program improvements? ☒ Yes ☐ No

#### **Evaluator's Comments:**

- The success this program enjoys can be largely attributed to the thorough planning and implementation. Both participants and instructors seem to be allowed to participate in the planning process by providing input and ideas.
- The flexibility of the faculty and instructors is evidenced in the adjustments made to the curriculum and training methods in response to the impact of COVID 19. Though all agree that this has been an extremely challenging time, they also felt that there were positive results and lessons learned that could make future cohorts even better.

#### **Items of Note:**

Click or tap here to enter text.

#### **Suggestions for Improvement (if any):**

Click or tap here to enter text.

**4.0 Planning and Implementation. Evidence could include but is not limited to:** Strategic plan; frequency or cycle of planning; flexibility of planning and implementation; documentation of curriculum; survey results; interviews with stakeholders

**4.1 (3.5) Program Requirements. Evidence could include but is not limited to:** brochures, handbooks, flyers, website information, samples of correspondence between program and applicants

**4.2 Tracking System. Evidence could include but is not limited to:** Observations of tracking/filing system/s; samples of correspondence with participants about their progress; interviews with current participants of the program.

**4.3 Security Measures. Evidence could include but is not limited to:** Observation and review of how participant files and evaluations are secured; policies and procedures

**4.4 Assessment. Evidence could include but is not limited to:** sample assessment reviews and evaluations; policies and procedures; interviews with stakeholders.

**The program adequately meets Standard 4: Planning and Implementation** ☒ Yes ☐ No

If no, then please explain your concern here:

[Click or tap here to enter text.](#)

#### Standard 5: Effectiveness and Improvement

Does the program assess how well the participants are meeting the expectations of the Faculty/Instructors? ☒ Yes ☐ No

Does the program invite participant evaluation of classes? ☒ Yes ☐ No

Does the program evaluate assessment outcomes to improve the program? ☒ Yes ☐ No

Does the program demonstrate and implement a plan of appropriate strategic growth? ☒ Yes ☐ No

Does the program promote a culture of continuous improvement processes? ☒ Yes ☐ No

#### Evaluator's Comments:

- REDP's design and structure appear to offer a more than adequate number of opportunities for evaluation and assessment throughout the program.
- It may have been an oversight on my part however I did not see a specific strategic plan anywhere in the documentation. I do see various forms of planning and implementation in general.
- This program is unique in that growth does not appear to be a major concern from my perspective I am not sure that it needs to be. They seem to have no difficulties in recruiting classes to capacity and with the support of the MWCOG they have built in support that would be the envy of most CPM programs.

## Items of Note:

**5.3 Areas of Growth.** *Evidence could include but is not limited to: Strategic plan; documented changes resulting from a continuous improvement process; interviews with program stakeholders*

While the reaccreditation process provides an impetus for a major assessment and adjustment of the curriculum, the program seeks continuous improvement at all stages of our designing, planning, delivering and closing process. We receive feedback from the participants every month in the format of program evaluations, and we seek to make immediate revisions if possible. In addition, at the end of the program, we conduct cohort-wide interviews for their general comments on their experience, and we make changes to the next cohort as soon as we can. Last but not least, we just went through a one-year curriculum refreshment process that resulted in several significant changes to the program.

## Suggestions for Improvement (if any):

Many of the participants and instructors were not pleased with the use of Blackboard. In particular they felt it was not as conducive to the virtual learning environment as Zoom or Webex for training.

**5.1 Participants' Reactions.** **Evidence could include but is not limited to:** Sample assessments; evaluations and interviews with stakeholders including participants, Faculty/Instructors, and employers

**5.2 Program Development.** **Evidence could include but is not limited to:** Interviews with stakeholders; documented changes in curriculum and strategic plan

**5.3 Areas of Growth.** **Evidence could include but is not limited to:** Strategic plan; documented changes resulting from a continuous improvement process; interviews with program stakeholders

The program adequately meets Standard 5: Effectiveness and Improvement ☒ Yes ☐ No

If no, then please explain your concern here:

Click or tap here to enter text.

## In Conclusion

After careful review, I find the program adequately meets the NCPMC Standards for accreditation and would recommend accreditation of this program to the NCPMC Executive Council.

☒ Yes ☐ Conditionally Yes ☐ No

If "Conditionally Yes", what conditions would you propose for consideration by the NCPMC Executive Council?



Click or tap here to enter text.

**What did you find particularly effective or remarkable about this program that other programs might wish to emulate?**

While it may not be feasible in many CPM programs, the benefit of subsidization by an organization with a vested interest in there success would obviously be tremendous.

**Any other comments or concerns?**

Through both my review of the documentation and my participation in interviews conducted with participants, alumni, instructors, advisors, etc., I find the IRE-REDP program to be an excellent program that achieves it's goals and the goals of the CPM program.