

ACCREDITATION REPORT
ON
**THE UNIVERSITY OF THE VIRGIN ISLANDS
CERTIFIED PUBLIC MANAGER PROGRAM**

Presented to:
The National Certified Public Manager Consortium

By the Review committee:
Ellen Freeman Wakefield, Committee Chair
Jane Sharp, New Jersey, CPM Program
Daniel Myers, Mississippi, CPM Program

September 2020

We, the members of the committee appointed to review the University of The Virgin Islands Certified Public Manager® Program for continuing accreditation are pleased to report we have completed our review and recommend, without qualifications, that the University of the Virgin Islands CPM program be accredited for the maximum period authorized by the bylaws. Our recommendation is based on the findings presented in this report.

All the required documentation was submitted for review and then reviewed individually by the Reaccreditation Team. Any additional items requested by the team was reviewed during the site visit.

The site visit was conducted by a full day of video conferencing with all stakeholders of the program. The video conference was conducted on September 28, 2020.

Standard 1: Mission and Public Service

The committee determined that:

- The University of The Virgin Islands Program has a specific mission statement.
- The mission statement guides public service performance expectations and,
- There is a method of program operations and performance evaluation.

Additional Comments:

From the inception of the program until June 2019, The United States Virgin Islands Certified Public Manager® Program was delivered through the University of the Virgin Islands Institute for Leadership and Organizational Effectiveness. In June 2019, the program moved to the University of the Virgin Islands Center of Excellence in Leadership and Learning (UVICELL). The transition was seamless, and the same dedication to the program has carried forward. It was very evident the mission of the Virgins Islands Certified Public Manager® Program is instilled in all aspects of the program, along with the buy-in of the stakeholders.

Standard 2: Core Competencies

The committee determined that:

- The CPM Core Competencies are addressed across the curriculum.
- The Program consists of 300 or more hours of structured learning activities
- The program has a public management project (capstone) that includes a written component.
- The public management projects benefit participant organizations.

Additional Comments:

The University of the Virgin Islands Administrators provided access to an electronic matrix that showed how competencies are distributed to the participants. This was validated through discussions with the stakeholders.

Participants of the program are required to complete two projects: an individual applied project and a class project, including planning, implementation, evaluation, and reporting. Hard copies of the project requirements were provided during the virtual visit. The committee was impressed participants must produce two projects, and how this provides participants with self-reflection and evaluation.

Standard 3: Resources and Capacity

The committee determined that:

- The program adequately documents the adequacy of its resources and capacity to fulfill its mission.
- The program has policies and procedures that promote effective management and operation of the program in a sustainable manner
- The policies provide guidance linking administrative procedures to the mission
- The program utilizes instructors who can demonstrate academic or professional experience to be qualified for the content they teach.
- The program has a governing or advisory group guiding policy, recommendations, and potential candidates.

Additional Comments:

The University of the Virgin Islands CPM Program is a partnership between the Government of the United States Virgin Islands and the University of the Virgin Islands Center for Excellence in Leadership and Learning. The program collaborates with other programs within the University, such as the master's in public administration. Courses are taught by the University of the Virgin Islands faculty from a variety of departments such as Business, Humanities, and Liberal Arts and Social Science. Instructors are chosen based on their mastery of content and experience. These relationships have a possibility of been strengthened even more, if there is an opportunity for providing college credit once a participant has completed the program.

The Virgin Island CPM Program Advisory Board was established in 2013. They are charged with providing support, oversight, and advice to the CPM Program. Members of the Board are appointed by the Governor of the Virgin Islands in collaboration with the current President of the University. Participants serve a two-year term and have the option to be reappointed for a total of six years. The Board consists of a chair, vice-chair, and secretary, each serving one year. The Advisory Board is administered by the Division of Personnel Management.

Standard 4: Planning and Implementation

The committee determined that:

- The program engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of intended outcomes for programs and services

- The program's planning and implementation process sufficiently flexible to address unexpected circumstances while maintaining the programs rigor and viability.
- Participant records are held securely and confidentially
- Assessment review standards are clearly specified.
- Evaluations are taken into consideration for program improvements

Additional Comments:

Each course and the instructor are evaluated after each class. The evaluations are used to identify both strengths and areas of growth of the curriculum and instructors. The program director evaluates the curriculum frequently to ensure the materials presented are current and relevant to the program and the islands' governmental needs.

During the virtual visit, the electronic system for record-keeping was viewed. The electronic system is secure and confidential for storing participant information and records.

Due to the pandemic, the program pivoted to an online program. This has been a successful transition and has opened the possibility for alternate programming on a more permanent basis. At the time of the virtual visit, the program remains online and will do so until such time in-class meetings are again viable. This will be determined by the University President

Standard 5: Effectiveness and Improvement.

The committee determined that:

- The program assesses how well the participants are meeting the expectations of the faculty/instructors.
- The program invites participants to evaluate the classes
- The program evaluates assessment outcomes to improve the program
- The program demonstrates and implements a plan of appropriate strategic growth
- The program promotes a culture of continuous improvement process.

Additional Comments:

After each class, the participants complete a one – two-page reflective essay. Each essay discusses what the individual learned in class and how it relates to the stated competency. It also addresses how the material presented applies to the work of the participant. Finally, the essay addresses how the information learned might be implemented in the work environment. Feedback is then provided.

In addition to the reflective essay, the participants develop a Personal Professional Development Plan and Supervisory Essay. The Development Plan offers the participants the opportunity to assess their strengths and areas of growth in a variety of

professionally and personally. The plan assists individuals with their career strategies and develops professional stretch goals.

The Supervisory essay is required early in the program and discusses the effectiveness of supervisory practices. The objective of the assignment is to show program administrators participants have a basic understanding of the fundamentals of good supervision.

The program established a strategic plan, supported both at the program level and University level. Included is the expansion into Accra, Ghana. The program was scheduled to roll out in 2019. However, due to the pandemic and other issues, out of the programs' control, the expansion is on hold; until it can be done safely. The Ghana cohort will meet monthly for five days over seven months.

Committee Comments:

The University of the Virgin Island CPM Program is an outstanding and rigorous program. There is a common thread throughout this program, with both internal and external stakeholders which is, the ability to empower and give authority to the future leadership of the islands.

A strength of the University of the Virgin Islands is the continued support it has received from the Islands Governor, University President, and the Business, Humanities, and Liberal Arts and Social Science departments. The endorsement of the CPM program by the University of the Virgin Islands is exemplary. An added benefit to the University of the Virgin Islands CPM graduates and supported by the Chair of the Public Administration would be the ability of CPM graduates to receive 6 graduate credits toward a master's in public administration (MPA).

Another strength of the Virgin Island CPM program is the program administrative team. CPM Program Director Dr. Haldane Davies, Vice President of Business Development and Innovation, Ms. Dannica Thomas presently serves as the Director for Institutional Effectiveness, and Dr. Suzanne Darrow-Magras, UVI CELL Director, have worked to build a cohesive and supportive work environment. They collaborate and communicate ideas about the program and are dedicated to the mission of training public leaders. The passion they share for learning and innovation is evident in the curriculum they design, the way they interact with the Division of Personnel, and their desire to continually strengthen the Virgin Islands CPM program is apparent from both the written materials and interviews.

The Division of Personnel Management continues to be a supporter of the program. The Division oversees the Advisory Board and application process. Division staff spoke of how they have observed an increase in government productivity due to participation in the program which, in turn, has brought about internal promotions.

The enthusiasm of the instructors and board members is to be commended. All of them are of the highest caliber and firm believers in the program and their role in developing leaders in the Virgin Islands. The program uses a variety of uniquely suited trainers, focusing on practitioners and consultants, as well as academic and professional staff.

Perhaps the greatest strength of the program is the program's reputation, which is of the highest standard. Stakeholders involved with the program believe that well-trained public

managers provide better service to the public, and the program achieves this through better trained middle-level managers who bring with them ways to improve government through strategic thinking and planning. Also, the program offers the opportunity to engage in both academic and practical pedagogy, allowing participants to learn the good, bad, and the ugly of government work.

The following are some areas of growth and recommendations the program may wish to consider. While there is clear information available to potential participants and alumni through the website, a larger digital/social footprint could be beneficial. Those interviewed felt an electronic newsletter would be of benefit to the alumni. For example, it could assist with keeping up to date on promotions, successful projects implemented, and new faculty hired to teach in the program. Also, using the University radio station to spotlight the program, success stories of graduates, and faculty. Both opportunities could be beneficial for the recruitment of both participants and faculty. It also provides stakeholders to see the caliber of the projects and highlights the benefits to the public and government sector.

Another suggestion to come up frequently in the interviews was Continuing Education Credits. Again, these could be transferred into college credit within the university departments collaborating closely with the program. Another opportunity would be to allow alumni to take a refresher course regarding a topic they were interested in, or an elective they were unable to participate in during their time in the program. Regarding the electives, there may need to be some clarification. Currently, courses under the Elective sections of the program are pre-determined by the program and not the individual choice of the participant. Which can be confusing as the participant may think they can choose the classes.

With the caliber of projects, the committee believes strategic conversations between the organization and the participants about the projects and their implementation would be of great benefit to the stakeholders and participants.

The findings and recommendations are based on a review of all documentation by the committee and confirmed by a virtual site visit conducted on September 28, 2020.

The Committee Recommendation without reservation Reaccreditation of the University of the Virgin Islands CPM Program.

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

Jane Sharp, New Jersey, CPM Program
Daniel Myers, Mississippi, CPM Program
Ellen Freeman Wakefield, Committee Chair



10/13/20

NCPMC Accreditation Standards Program Accreditation Review Checklist

Program under evaluation: USVI Date: September 28,2020

Evaluator's Name: Ellen Freeman Wakefield

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

Standard 1: Mission and Public Service

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:

Click or tap here to enter text.

Items of Note:

Click or tap here to enter text.

Suggestions for Improvement (if any):

Click or tap here to enter text.

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:

Click or tap here to enter text.

Items of Note:

Click or tap here to enter text.

Suggestions for Improvement (if any):

Click or tap here to enter text.

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:

Click or tap here to enter text.

Items of Note:

Click or tap here to enter text.

Suggestions for Improvement (if any):

Click or tap here to enter text.

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:

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:

Click or tap here to enter text.

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?

Click or tap here to enter text.

Any other comments or concerns?

Click or tap here to enter text.