**NCPMC Accreditation Standards**

**Program Accreditation Review Checklist**

**Program under evaluation: Wisconsin Date: Sept 2023**

**Evaluator’s Name: Kim Hanson**

**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:

Program requirements are clear and there are written policies and procedures in place regarding admission, projects, application process, privacy, confidentiality. All of these align with the mission and public service orientation of the National CPM standards.

Items of Note:

Srong support from the Wisconsin Law Enforcement Command College

Suggestions for Improvement (if any):

None

**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:

CPM core competencies are well represented in the curriculum. A course schedule with competencies is provided in a one page easy to read format. Instructors are topical experts and help reinforce core competencies. Each course is adequately evaluated by students and Daniel schedules a zoom meeting with each of the students every six months to get antidotal information from them. Each instructor is adequately evaluated by students and information from evaluation is used for instructor development as needed.

Items of Note:

The review committee noted that each of the class descriptions summarized the expected learning outcomes of the course and the competencies. This document was extremely helpful in an easy to read format and provided for a brief bio of each of the course instructors.

Requirement of the program was journaling process which allowed for self-reflection on each of the topics. Several graduates mentioned this was the most time-consuming part of the program. There was a template of three prompts they completed which offered them the opportunity to action plan how they would see themselves utilizing the topic in their work environment which participants said they did appreciate.

Suggestions for Improvement (if any):

Daniel play a key role in reveiewing work products created by the participants. The review committee understands many program operate extremely learn and encouraged Daniel and his team to look at ways he may be able to share this workload.

**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:

The Wisconsin program has a strong commitment from the Extension leadership which states they are passionate about building more vibrant, healthy communities through programs like CPM. Students and graduates report the strong curriculum, networking opportunities and applied projects were instrumental in their transferring the skills the learned in class to their day to day job responsibilities. Budget information as well as policies and samples of Advisory Board meetings were provided. Strong alignment was notes in each of these areas with the mission and vision of the program. Regular engagements with key stakeholders are well designed.

Items of Note:

The Board and program leadership are committed to improving the program.

Suggestions for Improvement (if any):

The committee also discussed having a strategic plan for the next few years as the program continues to work toward becoming self-sustaining. Being able to focus on the future and move toward their vision rather than just being in survival mode is something the Wisconsin program is well aware and understands the need for. They have been able to keep things moving post-pandemic as well as changing the accreditation body and the committee commends their determination and efforts to maintain a strong program given the trying times.

**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:

* 1. A formal tracking system is in place in Canvas systems;
  2. Adequate security exists for student records;
  3. Course completion dates, project completion dates, attendance, and notes are kept in a shared drive for the WI-CPM program
  4. Student evaluations are based on a project completions.

Items of Note:

Daniel had been part of a re accreditation review committee and implemented a program strength he noted from that accreditation into the Wisconsin program though the addition of the Mock Budgeting exercise. Many participates commented on this being a value add to the program. Being assigned various roles and walking through the process that a local/city government would do resulted in everyone taking the theories and principles discussed during the course work and applying them on a functional level.

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:

The program collects and incorporates feedback into planning.

The program leadership and board are committed to improving the program.

Recommendations are integrated into curriculum planning.

Items of Note:

Program leadership is highly respected and strateccically positioned to hear about and plan for upcoming changes.

Suggestions for Improvement (if any):

The committee also discussed having a strategic plan for the next few years as the program continues to work toward becoming self-sustaining. Being able to focus on the future and move toward their vision rather than just being in survival mode is something the Wisconsin program is well aware and understands the need for. They have been able to keep things moving post-pandemic as well as changing the accreditation body and the committee commends their determination and efforts to maintain a strong program given the trying times.

**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?

Requirement of the program was journaling process which allowed for self-reflection on each of the topics. Several graduates mentioned this was the most time-consuming part of the program. There was a template of three prompts they completed which offered them the opportunity to action plan how they would see themselves utilizing the topic in their work environment which participants said they did appreciate.

The review committee noted that each of the class descriptions summarized the expected learning outcomes of the course and the competencies. This document was extremely helpful in an easy to read format and provided for a brief bio of each of the course instructors.

Each course is adequately evaluated by students and Daniel schedules a zoom meeting with each of the students every six months to get antidotal information from them.

Responsiveness to continuous improvement as demonstrated when course and program evaluations led to replacing their case study program with a mock budgeting program as well as the additional of an HR class and a Diversity Course.

Any other comments or concerns?

The Wisconsin was amazing to work with. It is clear the standard of excellence they set for the program is a standard they set for themselves. The submitted all of the required program documentation and arranged for a diverse set of participants for each of the virtual meetings that were held. The information provided during the “on site” portion of the review allowed our committee to validate through antidotal information the information we had gleamed from the written documentation. Interviewees all noted that Daniel’s team and their commitment to moving the program forward. Feedback from alumni, students and employers was consistent, which reflects the stakeholder-focused program design