

An Organizational Analysis of CPAP at Virginia Tech

David Martens, Gil Jacobson, Nathalia Villarroel, Miranda Ramos, and Chad Sweeton

Center for Public Administration and Policy, Virginia Tech

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Dr. David Bredenkamp

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Introduction

The Virginia Polytechnic Institute and State University, Center for Public Administration and Policy (CPAP) is an organization comprised of both international and domestic students. Established in Blacksburg, Virginia, CPAP has been producing high quality leaders and managers since 1977. Now with additional locations in Arlington and Richmond, as well as an online offering, the program has evolved to encompass students from various backgrounds, including federal, state, and local government as well as the private for-profit and non-profit sectors (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024). Through an active faculty and alumni base, CPAP strives to work toward the betterment of governments and communities for all citizens and constituents.

Mission

CPAP's mission is "to promote good governance and the advancement of capable and ethical public service by providing outstanding education, research, and outreach in the theory and practice of public administration, management, and policy" (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2022). This mission statement demonstrates CPAP's commitment toward the development of their students, providing a practical yet valuable education. CPAP's mission statement also mentions good governance. This key aspect of the program demonstrates a commitment in working toward the way government 'should be;' a value held in high regard by everyone associated with this program.

Values

CPAP's values are reflected in its mission, which emphasizes "good governance" and a commitment to "outstanding education, research, and outreach in the theory and practice... management, and policy" (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2022). These statements underscore CPAP's dedication to delivering high quality education and conducting meaningful research with tangible impacts. Whether in the classroom, in governmental roles, or through external outreach, CPAP's commitment to excellence is evident. The organization instills values of serving the community and fostering an altruistic mindset amongst its students, encouraging them to make a positive difference in the world.

Vision

CPAP articulates its vision through their mission which includes, "good governance" and "outstanding education, research, and outreach in the theory and practice... management, and policy" (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2022). These statements demonstrate CPAP values the quality of work done across students and faculty in a government or academic setting, or potentially both. CPAP's vision continues to expand on its mission and values by "seek[ing] to train leaders, advance public administration and policy scholarship, and improve the quality of policy and public administration" (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024). CPAP's vision works toward the idea of good governance and the values of quality from their previously mentioned mission statement. CPAP maintains the values they have articulated through their mission statement by working toward their goals, both long-term and short-term as well as those specifically stated by CPAP. The overall vision for

CPAP can be summed up in the statement that CPAP values helping the community and that those within CPAP have, to some degree, an altruistic or serving mindset.

Short-Term Goals

CPAP's short-term goals can be seen in what CPAP seeks to achieve. In training leaders, the programs aim to recruit students and provide them with the foundational knowledge necessary for success. In advancing public administration and policy scholarship the short-term goals for CPAP would be to provide the training necessary to advance the scholarship and provide opportunities for those seeking to advance public administration and policy scholarship. The final vision of CPAP is to elevate the quality of policy and public administration. The corresponding short-term goal is to implement CPAP policy that improves the quality of work coming from CPAP (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024).

Long-Term Goals

CPAP's long-term goals align with its mission and are designed to build on the foundation set by its short-term objectives. In training leaders, CPAP endeavors to produce leaders with "managerial, analytical, and normative evaluative skills in public management and policy" (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024). For advancing public administration and policy scholarship, the goal is to push the boundaries of scholarship within a constantly evolving field with specific benchmarks being met. Constant research updates make this goal more elusive thus requiring dedication and commitment to scholarly advancements. The long-term goal in line with improving the quality of policy and public administration would have the "quality of policy making and public service within the varied jurisdictions of government in the Commonwealth of Virginia and the national capital region, as well as nationally and internationally" be improved (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024). This goal can be achieved by having the students that come from the program, and those who work in the program, constantly work toward the improvement of the quality of policy and public administration in whatever field they find themselves in. This idea of making these improvements also ties back into the mission of CPAP in line with working toward good governance (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024). Another long-term goal for CPAP can be seen through SPIA, which CPAP is a part of, and that is the importance of alumni. It is important for CPAP to establish a strong alumni network and thus has a long-term goal of maintaining these relationships (Virginia Polytechnic Institute and State University, School of Public and International Affairs, 2024, History of VT SPIA; D. Bredenkamp, personal communication, April 29, 2024).

Stated Goals

While the aforementioned long and short-term goals derive from CPAP's vision, the organization also has four stated goals that guide their work. CPAP's first stated goal is to "prepare students to enter public service in government at the local, state, regional, and national levels and in nonprofit organizations through the development of managerial and analytical skills and through professional experiences" (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2023). This goal aligns with CPAP's vision on

training leaders. CPAP's second stated goal is to "instill students with awareness of the normative foundations of governance and public service" which reinforces its focus on leadership training (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2023). CPAP's third stated goal connects to CPAP's vision of advancing scholarship. This goal is to "attract and retain academically qualified and diverse students committed to public service" (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2023). Similarly, the fourth and final stated goal aims to advance scholarship by "maintain[ing] a faculty committed to promoting student learning outcomes" (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2023). Understanding an organization's mission, values, vision, and goals are crucial for analyzing interactions within the organizational environment, including the technologies used, relationships, and approach for strategic planning. These elements form the foundation upon which the organization builds its identity and strategy. For CPAP, these goals encapsulate its commitment to quality education, leadership development, and public service, shaping its approach to advancing public administration and policy.

Organizational Environment

CPAP embraces diversity by welcoming students from all backgrounds, levels of education, and work experience. In the Master of Public Administration (MPA) program there are 71 students across four campuses, with both full and part-time enrollment (Mastracci, 2024). According to the Virginia Tech website,

"The Master of Public Administration (M.P.A.) degree, offered through the center for Public Administration and Policy, prepares students to lead and manage in public service while developing managerial, analytic, and normative evaluation skills" (Virginia Polytechnic Institute and State University, School of Public and International Affairs, 2024, Master of Public Administration (MPA)).

CPAP's multiple program locations offer many opportunities for students and faculty. Professors at each location possess diverse expertise, with specialties including public and nonprofit financial management, government and non-governmental organization (N.G.O.) management, and homeland security. The specialties presented by CPAP are consistently evolving as the country and world experience change. CPAP faculty embrace new technologies and teaching strategies to stay current with evolving practices. With degrees and certificates available fully online, CPAP leverages these advancements to maintain strong student engagement and connect students with their broader environment through forums, internships, assistantships, and fellowships (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024).

CPAP regularly updates its program, influenced by student success, faculty support, and the desire to maintain Network of Schools of Public Affairs and Administration (NASPAA) accreditation. Environment, technology, and CPAP's strategic vision are driving factors in the organization's operational success. The program's locations in Blacksburg, Arlington, and Richmond were chosen because their surrounding environments enable diverse learning opportunities, which support training leaders and advancing public administration. To meet its mission, CPAP leverages various strategies and techniques within its organizational environment, ensuring ongoing adaptation and relevance (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024).

Strategies and Technologies

Virginia Tech's multiple campus locations serve as a tool that CPAP uses to connect with local, state, and federal government. As previously mentioned, CPAP was established in 1977, and students may take courses at all three Tech campuses – Blacksburg, Arlington, and Richmond – in addition to having the opportunity to complete the degree entirely online (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024). CPAP “is positioned to meet the distinctive educational needs of public administration professionals and scholars in each location and to engage in research across all levels of the American government as well as internationally” (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024). This specific program goal helps ensure that CPAP students will develop connections across all levels of federal, state, and local government. Blacksburg students have unique connections to local government, demonstrated through the multiple job listings sent out on a regular basis by Dr. Stephanie Davis, CPAP collegiate associate professor (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024, Stephanie Davis). Dr. Davis has previously emailed about job openings in Bath County and Franklin (S. Davis, personal communication, February 29, 2024; S. Davis, personal communication, March 21, 2024). Richmond students are more likely to build connections with the state government, exemplified by the assistant director for state government relations being based out of the commonwealth capital (Virginia Polytechnic Institute and State University, Office of Government and Community Relations, 2024). “State law” requires “the university to designate official spokespersons to communicate its positions to the General Assembly and to coordinate its legislative proposals through the Governor’s Cabinet” (Virginia Polytechnic Institute and State University, Office of Government and Community Relations, 2024, Policies).

The Arlington campus was explicitly designed to expand the university’s D.C. metro area footprint (Virginia Polytechnic Institute and State University, Greater Washington, D.C., Area, 2024). Its website lauds the location’s “close proximity to government agencies and other public and private-sector organizations,” offering a “great opportunity for partnerships with corporate research entities” (Virginia Polytechnic Institute and State University, Greater Washington, D.C., Area, 2024). The vice president for government & community relations, who is based out of the Arlington office, serves as a liaison between the university and the federal government (Virginia Polytechnic Institute and State University, Office of Government and Community Relations, 2024, Homepage; Virginia Polytechnic Institute and State University, Office of Government and Community Relations, 2024, Policies). This designated stakeholder’s “office coordinates all presentations to Congressional offices, Congressional committees, and letters and electronic communications to federal elected officials and their staffs on behalf of the university concerning policy or funding issues” (Virginia Polytechnic Institute and State University, Office of Government and Community Relations, 2024, Policies). Additionally, the online component of this program allows all students to receive some level of exposure to all levels of government regardless of location (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024). Students based in Blacksburg, for example, get some degree of exposure to the federal government through the online component. Conversely, Arlington students get a level of local government exposure because of the online aspect. The online option also allows CPAP to expand its geographic diversity by drawing students who previously might not have considered the program because they did not live near Blacksburg, Richmond, or Arlington (D. Bredenkamp, personal communication, April 29, 2024).

By being housed within the Graduate School at Virginia Tech, graduation and course requirements are a means by which CPAP can communicate with the broader Graduate School community. The CPAP policy guide posits, “It is vital that all students review the overall requirements for graduate admission, coursework, and graduation posted on the Graduate School website” (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2022, p. 3). Pending approval of the student’s advisor, graduate students may take “up to six credits of the elective courses ... at the 4000-level” (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2022, p. 3). If a student registers for a course that is cross-listed at the 4000 and 5000 levels, however, the student must register for the 5000-level version (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2022, p. 3). Additionally, any student considering taking a 4000-level course is first required to meet with their advisor and provide a copy of the course syllabus for review (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2022, p. 3). At that point, if the advisor deems the course meets program requirements and is justified in “preparing” the student “to be a capable professional,” they will approve it, placing a supportive statement in the student’s file (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2022, p. 3). At the end of the semester, the student must meet with their advisor to discuss the course experience, and the advisor is required to report any course concerns to the CPAP chair (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2022, p. 3).

The previous paragraph may appear confusing to a layperson outside of CPAP, but to students and faculty within CPAP, the paragraph represents a set of standards that lead to an MPA degree as opposed to one of the other degrees offered by the Graduate School. Nine CPAP courses are specifically required to graduate, and another three courses are elective (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2022, p. 3). These CPAP academic requirements allow an MPA candidate to communicate (even if not verbally) to a Master of Engineering (MEng) candidate that the MPA candidate has fulfilled the tasks necessary to graduate as both head off to their respective college ceremonies on Commencement Day (Virginia Polytechnic Institute and State University, College of Engineering, 2024; Virginia Polytechnic Institute and State University, Graduate School, 2024). The MEng candidate may have their own policy guide with graduation requirements. By both participating in ceremonies on Commencement Day, however, the two students’ respective faculty advisors have confirmed that the students have met their individual program requirements necessary to earn a Virginia Tech Graduate School degree (Virginia Polytechnic Institute and State University, Graduate School, 2024).

CPAP students and the diversity of experiences they bring into their classroom time with the school are another example of technologies that connect CPAP to the general environment, specifically the national political climate. The CPAP website states the program, “combines full-time and part-time students, students with federal, state, and local government experience, as well as professionals from the private for-profit and non-profit sectors” (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024). While this descriptor may appear like stating the obvious given the types of students who are typically attracted to public administration master’s programs, the kinds of experiences these students have had will influence classroom conversations and assignment topics. A student who previously interned for Sens. Tim Kaine or Mark Warner is going to have more federal government examples to share in the PAPA 5315 lecture on Leadership in Public Organizations.

A student who previously interned for Gov. Glenn Youngkin, conversely, will be able to share more state government examples. The same hypothesis holds for students with private sector experience – someone who worked for a for-profit company such as Amazon will have different examples to share than someone who came from a nonprofit background with organizations such as Save the Children.

With these different experiences shaping class discussions, they too can impact what students choose to focus on for class exams and projects. These experiences shape how students view the role of diverse levels of government and the private sector. After completing the CPAP master's degree program, students may use these courses, conversations, and experiences and obtain a government job. If they accept a job working for the U.S. Department of Defense, they may carry out their assigned functions based on classroom discussions about the role of federal government in society. They too might actively choose not to pursue a project (e.g., authorizing additional internal rocket system development), because of a classroom discussion about how this task falls to defense contractors (e.g., Boeing or SAIC). This CPAP alum's experience in the program is affecting how he carries out his role within the Defense Department, thereby affecting national defense policy, which will directly impact the national political climate (Nahavandi et al., 2014, p. 439). If the American public views the Pentagon policies favorably, the current administration's likelihood of reelection increases. If the public does not support these policies, however, a new administration is more likely to be elected, which could change what the Pentagon chooses to prioritize vs. not. As a result of the strategies and technologies that connect CPAP to outside environments – local, state, and federal government; the Graduate School; and the national political climate – multiple organizational relationships can be derived.

Organizational Relationships

This program is taught by professors from varying backgrounds ranging from a research focused experience to individuals who have decades of experience working in the government. CPAP professors are heavily invested in the education of their students. With many professors having experience working in public management and policy, they are equipped to share vast amounts of knowledge presented in the classroom, through forums, and research opportunities. Additionally, the faculty work closely with students to ensure they are prepared for upcoming semesters, help students look for opportunities to gain experience in the field they are looking to enter, and support students throughout their time in the program. The program has the following statement on their website to describe what they strive to achieve: “We are more than an academic department. We are a community dedicated to thoughtful public service through scholarship and practice.” (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024).

Faculty from the three locations come together in committees to contribute to planning, curricular development, and review (Mastracci, 2024). Faculty and CPAP work hand in hand. Faculty play a direct role in the future of the program and ongoing success. Position openings are taken very seriously by CPAP, a committee is formed with numerous faculty members from CPAP, the SPIA director, and the College Dean. This committee comes together to seek applicants that are a tenure track faculty member (when authorized), review applications, discuss, and vote on the candidate (Mastracci, 2024). Faculty are responsible for recruiting new faculty members and new students. Faculty members stand by their students' side from the moment they show interest in the program, throughout their time in CPAP, and for many years after a student has completed the program. Comparing the size of CPAP with other public affairs

and public administration schools across the nation, CPAP is much smaller (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024). CPAP's smaller size allows faculty to provide students with more attention to academic advice, the search for internship opportunities, and career guidance. CPAP wrote "Our size enables our faculty, staff, and students to develop strong personal ties, friendships, and professional relationships that last long beyond their time at CPAP." (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024).

Through its organizational relationships, CPAP seeks to:
 "Engage faculty, practitioners, and graduate students in systematic research and study designed to improve the quality of policy making and public service within the varied jurisdictions of government in the Commonwealth of Virginia and the national capital region, as well as nationally and internationally." (Virginia Polytechnic Institute and State University, Center for Public Administration and Policy, 2024).

Through CPAP's relationship with Virginia Tech's College of Liberal Arts and Human Sciences (CLAHS), they offer experiential learning, study abroad opportunities, and training programs. This relationship opens numerous avenues for a broader educational experience. CLAHS strives to "educate students for change in this dynamic global society" and to "challenge and provoke critical thinking" (Virginia Polytechnic Institute and State University, College of Liberal Arts, 2024). The MPA Program falls under CLAHS. Like other CPAP relationships, CLAHS brings additional resources, funding, and support to students within the program. In CLAHS, falls the School of Public and International Affairs (SPIA). CPAP is a program within this school; that aims to empower "today's students to be tomorrow's leaders" (Virginia Polytechnic Institute and State University, School of Public and International Affairs, 2024, Homepage).

Another relationship CPAP has is with Virginia Tech. Virginia Tech provides the funding and support needed for the program to function effectively. Virginia Tech is a "public, state-supported university, categorized as a governmental nonprofit public corporation" (Virginia Polytechnic Institute and State University, Budget Basics, 2024). Governmental funds are given to Virginia Tech, as the university operates under control of the General Assembly of the Commonwealth. Virginia Tech has very specific rules they must follow when allocating money to different academic programs. Virginia Tech brings a reputable name and network of people from all backgrounds to CPAP, which is especially helpful to students looking to enter the workforce after their time at Virginia Tech.

CPAP's relationship with the NASPAA is one of significant importance. NASPAA accreditation "supports a global network of programs bound by a commitment to public service values, programmatic improvement, and educational quality" (NASPAA, 2024). Accreditation is a valuable way for CPAP to show that their program consistently strives to improve their program and continues to maximize student learning outcomes. To maintain accreditation, CPAP is required by NASPAA to "demonstrate their contributions to advancing the knowledge, research, and practice of public service" (NASPAA, 2024). Lastly, "At a NASPAA-accredited program it is essential for faculty members to produce research and engage in service activities, appropriate to the mission of the program." (NASPAA, 2024).

Strengths and Weaknesses

CPAP has been a beacon of excellence in public administration education since its establishment. Bolstered by a mission to promote good governance and ethical public service, CPAP has evolved into a nationally recognized program offering an MPA degree as well as other

degrees and certificates. When assessing the program's strengths and weaknesses, it becomes evident that while CPAP excels in various aspects, there are areas requiring improvement to retain prominence in the sphere of public administration education.

One of CPAP's most significant strengths lies in its accreditation through NASPAA's Commission on Peer Review and Accreditation (COPRA). This accreditation underscores CPAP's commitment to maintaining high standards of academic excellence and adherence to best practices in public affairs education. Furthermore, CPAP's faculty, comprising of 11 full-time members, are highly esteemed in their fields, serving on editorial boards of prestigious journals and securing funding from major public policy-focused funders (Mastracci, 2024). Their expertise enriches the learning experience, ensuring students receive rigorous and relevant instruction that bridges theory and practice.

CPAP's innovative educational approach, such as the online portfolio feature, sets it apart from traditional programs. This tool empowers students to demonstrate their competencies to peers, faculty, and sometimes the public, fostering a dynamic and interactive learning environment (Mastracci, 2024). Additionally, CPAP's multi-campus presence through the four campuses enhances accessibility and provides students with diverse networking opportunities and exposure to different government contexts.

Despite these strengths, CPAP faces challenges warranting attention. Notably, the program's heavy reliance on faculty availability poses a potential area for improvement. Given faculty members' involvement in other programs, government positions, and scholarly activities, maintaining consistent student support and mentorship may prove challenging. Furthermore, with only 71 students reported in the 2022-23 academic year, CPAP may need to address its limited student enrollment to foster a more robust and diverse student community. Increasing enrollment could enrich peer learning opportunities and create a more vibrant academic environment.

Another area of concern is the pending accreditation decision, which adds a layer of uncertainty regarding the program's accreditation status until July 2024 (Mastracci, 2024). While CPAP has undergone accreditation, the final decision may impact its reputation and appeal to prospective students. Addressing these weaknesses while leveraging its strengths will be critical for CPAP to maintain its standing as a premier institution for public administration education. In doing such, CPAP can uphold its mission of promoting good governance and ethical public service while preparing the next generation of leaders in the field.

Opportunities and Threats

In addition to the strengths and weaknesses CPAP faces, it is also impacted by potential opportunities and threats. CPAP is an organization within many broader organizations and localities, its opportunities and threats are impacted by these outside sources. CPAP has many benefits and opportunities for growth due to its relationship within SPIA. SPIA comprises of three graduate programs: CPAP, Government and International Affairs (GIA), and Urban Affairs and Planning (UAP). In the past 25 years, SPIA has experienced significant growth and strengthened the network between the different programs offered by the school. SPIA's creation of the Institute for Policy and Governance (VTIPG) promotes the collaboration between Virginia Tech faculty, staff, and students through research for both the public and private sector. Through the projects offered through VTIPG in both Blacksburg and Northern Virginia, students can engage in public participation in broader communities, which adds to their networking experience and learning opportunities (Virginia Polytechnic Institute and State University,

Institute for Policy and Governance, 2023). SPIA also encourages networking and collaboration for faculty and alumni through its annual Ridenour Faculty Fellowship Conference and Alumni Council. The annual Ridenour Faculty Fellowship Conference fosters an integration of the vision and programming of SPIA graduate programs across the different campuses. The Alumni Council has successfully strengthened the alumni community within SPIA, as well as has created connection and internship opportunities for current SPIA students (Virginia Polytechnic Institute and State University, School of Public and International Affairs, 2024, History of VT SPIA). SPIA could benefit from further strengthening alumni relationships, through gaining insight from alumni who are eager to engage with the university. Lastly, SPIA offers experiential opportunities to undergraduate and graduate students through their Washington Experience programs offered throughout the year. These programs allow students to experience classes, field visits, and internships in the Washington, D.C. area (Virginia Polytechnic Institute and State University, School of Public and International Affairs, 2024, Washington Experience). SPIA could find opportunities in connections made with public and private sector organizations through students and faculty during these Washington Experiences.

While Virginia Tech is known to be a selective and well-known university, there is no doubt that the school is more widely known for its STEM majors, specifically its engineering department. This makes Virginia Tech a less competitively known university for liberal arts and humanities related fields of study in CLAHS, such as those offered in SPIA and CPAP. While this does pose a small threat to interest and enrollment in CPAP, it also provides opportunity for growth. Virginia Tech's expansion in the Northern Virginia area puts the institution closely located to Washington, D.C., a premier location for internship and job opportunities for CPAP related work. However, this puts the university in competition with other selective and prestigious universities in proximity. According to U.S. News & World Report, Virginia Tech is ranked #57 in its 2024 ranking of Best Graduate Public Affairs Programs. Ranked higher on this list are universities that include American University, Georgetown University, and George Washington University (U.S. News & World Report, 2024). These universities may be able to bring more students into their program due to their notable alumni which include members of Congress and former presidents. While Virginia Tech and SPIA do not have this edge, they are far more affordable than these other schools. The cost of attendance coupled with its various campus locations makes it more accessible to potential students.

Finally, a threat to Virginia Tech could be funding received from the new state budget starting July 2024. Currently, a budget deal has not been reached due to the over 200 amendments and nine changes made to the current budget by Governor Youngkin. A special session is set to take place on May 13 and a vote on May 15 (Mirshahi, 2024). The lack of consensus between the governor and General Assembly on a budget thus far leaves the university uncertain on how to proceed without knowledge of the amount of state funding. This could interfere with Virginia Tech's mid and long-range planning if an agreement is not reached by May 15.

Conclusion

Overall, CPAP is a great organization that highly prioritizes their students and the futures of their students. While there are weaknesses and threats that affect and have the potential to affect CPAP, there are also an equal, if not greater, number of opportunities and threats that benefit CPAP. CPAP is also highly involved with the environment that they are a part of. In the

end, CPAP is an important part of Virginia Tech, the public administration field of study, and public and government organizations.

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