

Making the Difference

A Blueprint for Matching University Students with Federal Opportunities

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PARTNERSHIP FOR PUBLIC SERVICE

EXECUTIVE SUMMARY

During the next two years, our federal government will need to hire 193,000 individuals to fill vacant “mission critical” jobs. Whether or not federal agencies can attract highly skilled people to serve in these positions will have a direct impact on government’s ability to do its many jobs and serve the interests of the American people. Unfortunately, our government is struggling to compete with the private sector for high-demand talent, and the problem is particularly acute on university campuses.

In late 2005, the Partnership for Public Service launched the *Call to Serve Recruitment Initiative* — a comprehensive effort to identify cost-effective and sustainable ways to promote federal service in a university setting. The premise behind this congressionally-funded project is that our federal government invests heavily to understand how to attract and retain the talent we need for our military, and we need to make similar investments to do a better job of recruiting talented individuals into our federal civil service.

At the onset of the *Initiative*, a survey was conducted on five pilot school campuses — Clark Atlanta University (CAU), The George Washington University (GW), Louisiana State University (LSU), The Ohio State University (OSU), and Stanford University — to get a picture of student attitudes toward federal service. The fall 2005 survey found that our federal government’s biggest problem attracting newly-minted graduates was not a lack of interest, but a lack of knowledge about federal jobs and how to apply for them.

As part of the *Initiative*, these pilot schools agreed to work with the Partnership to conduct a variety of outreach activities during a two-year period. Based on the finding that a knowledge gap was the biggest obstacle preventing students from considering government service, these activities were designed to identify ways to increase knowledge and awareness about federal jobs. Examples of these actions include emails to students highlighting federal job opportunities, bringing federal employees to campus to talk to students about government service, hosting career fairs featuring dozens of federal agencies and recruiters, and educating faculty.

Not only did the 2005 survey provide a detailed picture of student attitudes toward federal service, which informed activities conducted by the pilot schools during the two-year *Initiative*, it also served as a baseline to gauge the impact of those activities. To help control for unanticipated events and ensure that results could be more confidently linked to activities at the pilot universities, the same survey was also administered to a control group of students from non-participating schools. All of this preliminary research was summarized in the Partnership’s May 2006 report — *Back to School: Rethinking Federal Recruiting on College Campuses*.

In the spring of 2007, the Partnership conducted a follow-up survey and a new round of in-depth discussions to see how student attitudes toward, and interest in, government service have changed. The results are in, and one conclusion stands out above all others:

Cost-effective federal recruiting efforts can make a difference on college campuses. Among the pilot schools, the percentage of students hearing about federal opportunities increased substantially at all five pilot schools, as opposed to the national control group, which showed no change. Clark Atlanta and LSU, two schools that started out with lower awareness about government opportunities in 2005 and that did significant outreach during the project, saw jumps of 22 and 18 percent respectively on the question of hearing or reading about federal job opportunities. As hoped, this increase in awareness appears to be having a positive impact on behavior. At Clark Atlanta and LSU, interest in federal service was up eight percentage points versus a two percentage point bump for the control group. At Clark Atlanta there was a 15 percentage point increase in the number of students who personally sought out information regarding federal opportunities, while the control group did not change. On key questions regarding awareness about or interest in federal jobs, pilot schools reported higher increases than the control group. Observations on all the pilot campuses, as well as faculty surveys, affirm the conclusion that smart outreach activities can make a difference.

The *Call to Serve Recruitment Initiative's* research reveals many other key findings:

Exposure can raise student awareness and improve perceptions of federal employment. It can also encourage action. The survey results show strong links between students' exposure to *Call to Serve* events and positive views of federal employment opportunities. Three of the pilot schools also showed related increases in students actively seeking information on federal internships, co-ops and full-time positions.

The more students know about federal service, the more they like it. On average, more than 60 percent of students surveyed at the pilot schools said information about federal opportunities made them more interested in pursuing federal service. Only five percent became less interested when exposed to this information. Simply put, every little bit helps.

Tech plus touch is a good one-two punch. The experience of most schools is that emails are a memorable, inexpensive way to raise awareness. But emails alone are not enough to drive many students to act on their interest. Human interaction, such as in-class presentations or events with alumni, is an invaluable tool for driving action.

The knowledge gap about federal service extends beyond students to include faculty and staff, and closing this gap is the key to sustainability. Solid majorities of faculty and university staff possess only limited knowledge of federal job opportunities. Unless these cohorts become more engaged and informed, it will be difficult for federal agencies to sustain successful recruitment activities. Survey responses suggest that professors are favorably disposed to promoting federal service, making this constituency an underutilized secret weapon

Effective doesn't have to be expensive. Many of the most impactful activities — emails promoting hot jobs or cool internships, and campus visits from federal employees — had modest to negligible costs. The most significant financial investment made by most schools was hiring part-time labor, often students or graduate assistants who focused on promoting federal opportunities. Many schools were also successful in leveraging existing infrastructure on campus, such as organizations dedicated to promoting public service, and schools or departments focused on public policy.

The best message and messenger vary from campus to campus. At four of five schools, emails were the most remembered source of information about federal jobs, but at Clark Atlanta, the school that enjoyed the biggest increase in awareness of federal jobs, visits from agency recruiters and events that focused on government jobs were most cited. There is no single "best way" to conduct outreach or developing effective messages, so schools and agencies should experiment to find a balance that works for them. Surveys suggest agencies and schools should talk about ways students can both "do good and do well" in government service. Among the most highly sought after students, emphasizing opportunities to make a difference that the private sector cannot match is the most effective pitch.

Inspiration is only part of the equation. Process matters, too. On average, just over 21 percent of students across the five pilot schools applied for either federal jobs or internships, but only four percent say federal service is now part of their immediate plans after college. Despite increases in awareness and interest, more efforts, such as streamlining the federal application process, are clearly needed for agencies to seal the deal and bring students on board.

This report includes a series of recommendations for federal agencies, universities and Congress outlining how each of these groups can help to ensure our federal government has the talent it needs. Each of these groups has a keen interest in increasing the number of talented young people entering government service. Federal agencies have the most obvious interest in that they need skilled individuals to do their job effectively. With its oversight and funding responsibilities, Congress has an obligation to work to see that agencies have the necessary human capital to serve the American people. And universities want their graduates to have good jobs, to become national leaders, and to help the country meet the challenges it faces. Our federal government has opportunities to help their students do all three.

The time for excuses regarding federal recruiting on campuses is over for three key reasons. First, this report shows that when it comes to increasing student knowledge and awareness of federal opportunities, federal agencies and universities *can* do it. Second, this report and the supporting materials developed through this project provide concrete examples of *how* to do it. Third, reality says that agencies and universities *must* do it. *Call to Serve* reminds us that if people make the investment of time, effort and resources, it will eventually pay off, and the result will be a stronger federal government and a stronger America.

INTRODUCTION

Every organization needs new ideas and new energy from its workforce to remain healthy and effective, and there is no greater source of talented young workers in our country than our unparalleled system of colleges and universities. Competition for top graduates is fierce, and in recent years one of the biggest losers in the war for talent has been the country's biggest employer — our federal government.

Due to a variety of factors from the downsizing of federal on-campus recruiting during our government's hiring freeze in the 1990s to increased competition from the private and nonprofit sectors, the flow of in-demand young talent into government service has slowed to a trickle. Today, less than three percent of the current full-time federal workforce is under the age of 25. To be clear, government's biggest recruiting challenge among young audiences is not attracting sufficient numbers of recent graduates. It is attracting and retaining enough of the most accomplished and skilled young job candidates, and matching them to open positions.

This fact raises a troubling question for federal recruiters: can anything be done to change this? In 2005, Congress gave the U.S. Office of Personnel Management and the Partnership for Public Service a federal appropriation to launch the *Call to Serve Recruitment Initiative* to find the answer.

Through the *Initiative*, the Partnership worked with Clark Atlanta University, The George Washington University, Louisiana State University, The Ohio State University and Stanford University to conduct outreach activities promoting federal service, to try different approaches to engage their university communities and to conduct surveys and focus groups to measure their impact. In addition to deepening understanding of federal recruiting on campus, the *Initiative* was designed to develop cost-effective and sustainable outreach strategies that could be replicated by other schools and to provide federal agencies with models for increasing their on-campus effectiveness and competitiveness.

In the fall of 2005, a preliminary survey was conducted to assess perceptions and knowledge of college students toward federal service. This survey would also serve as a baseline for future surveys to help us understand which recruiting strategies work and which don't.

The Partnership released the findings of this benchmark survey in its May 2006 report — *Back to School: Rethinking Federal Recruiting on College Campuses*. The top-line finding from the first survey was that interest in federal jobs was relatively high, but knowledge was low.

In the year and a half following the benchmark survey, the five pilot schools embarked on their own unique campaigns to market federal service to their student populations. Considering the key finding from the benchmark survey was that a lack of knowledge about government jobs is the primary barrier to federal service among college audiences, these activities were geared toward increasing awareness of federal opportunities.

Clark Atlanta took advantage of its smaller size and emphasized direct student contact, with its assistant dean leading the effort and personally working extensively with students. At GW, project coordinators took advantage of their location in Washington, D.C. to bring dynamic federal workers to campus and to take students on informational tours of local agencies. They also hired a graduate student who attended GW as an undergraduate to manage the day-to-day activities. LSU and OSU conducted full-scale federal career fairs, which brought dozens of federal recruiters to campus and attracted hundreds of students. Stanford worked through its Haas Center for Public Service to centralize resources, bring federally employed alumni to campus, work with student organizations and ensure that its outreach would be targeted. All of these schools used email extensively to spread the word about federal service opportunities, worked closely with their career centers, and leveraged and coordinated resources from across campus, such as faculty. Details about each school's activities can be found in this report's appendices, and more in-depth case studies are available at calltoserve.org.

In the spring of 2007, the Partnership completed follow-up “tracking” surveys at the five pilot campuses to measure the impact of this work. A national control group of students was also surveyed to assess whether reported changes on pilot campuses were unique to those schools or simply reflected nationwide trends. Web-based surveys were emailed to all juniors and seniors in each of the pilot schools, except for Ohio State, where surveys were sent only to engineering and foreign language students, and Stanford, where the survey was sent to 50 percent of juniors and seniors. The polling was conducted online using the full student sample provided by each pilot institution. In addition to closed-ended questions, a subset of students at each pilot school also participated in online “chats” with trained interviewers to provide context and explore student responses further.

All of this research took place during a particularly tough time for federal recruitment on college campuses. America’s shift away from a manufacturing-based economy to a knowledge-based economy has made the market for highly-skilled workers increasingly tight. At the same time, with the backdrop of an unpopular war in Iraq and the inadequate government response to Hurricane Katrina, public support for our federal government has decreased significantly since 2003. Plus, competition for the best talent, particularly in certain fields, grows fiercer every day. In this context, any gains that pilot schools were able to make in boosting awareness of federal service take on even greater significance.

This report integrates these survey results with the on-the-ground experience gained from the five pilot campuses and feedback from a faculty survey to develop a series of key findings. These findings inform the recommendations for federal agencies, universities and Congress.

KEY FINDINGS

1 COST-EFFECTIVE FEDERAL RECRUITING EFFORTS CAN MAKE A DIFFERENCE ON COLLEGE CAMPUSES.

On the five pilot campuses, key indicators of student interest and awareness in federal service moved in a positive direction during the course of the *Call to Serve Recruitment Initiative*. Compared with 2005, students surveyed this year at each of the five pilot schools were more likely to have “seen, heard or read” information in the past six months about federal jobs, internships or co-op opportunities. The average increase over the two year period was 12 percentage points, but several schools showed substantially greater increases. For example, as Figure 1 shows, 62 percent of students surveyed this year at Clark Atlanta reported exposure to such information, compared with 40 percent in 2005. By contrast, among the control group, this figured stayed flat (18 percent) during the same period.

Figure 1 also shows that, with the exception of LSU, the 2005 baseline for awareness of federal opportunities was significantly higher among the pilot schools than for the control group. This is likely attributed to the fact that even before the *Recruitment Initiative* began, all the pilot schools were active participants in the Partnership for Public Service’s *Call to Serve* program to promote federal service. Two points should be drawn from these numbers. First, the increases in awareness at the pilot schools seem even more significant when one considers that the bar for these schools had already been raised. Second,

while the improvements seen during the two-year span of the *Recruitment Initiative* are notable, current awareness figures — ranging from 40 percent to 70 percent — suggest that more progress is possible with a long-term commitment.

Digging deeper, it appears that these increases can be attributed to the increased activities on the pilot campuses rather than to external messages. When students who had seen, heard or read something about federal job or internship opportunities were asked for the sources of those messages, they cited campus events focused on government, as well as emails from career services or other offices more frequently in 2007 than in 2005. By contrast, fewer students in 2007 linked awareness of federal opportunities to national news, compared with 2005.

In addition to reporting that they had heard about federal opportunities, Figure 2 shows that a substantial proportion of the juniors and seniors surveyed reported participating in at least one event or activity from a specific list for each of the pilot campuses in the last six months. Students participated in a variety of campus events hosted by the pilot schools to raise awareness of federal opportunities. These included launch events for the *Recruitment Initiative* at both Stanford and Clark Atlanta which featured each University’s president, job fairs with dozens of federal recruiters at LSU and OSU, and a “Meet the Faces of Public Service” event at GW, which brought a group of young alumni back to campus to talk about their experiences as federal employees.

FIGURE 1: AWARENESS OF FEDERAL WORK OPPORTUNITIES — 2005 VERSUS 2007

Have you seen, heard or read anything recently — in the past 6 months or so — about job or internship or co-op opportunities in the federal government? (2005-2007)						
	Clark Atlanta	GW	LSU	OSU	Stanford	Control
2005	40%	62%	22%	38%	51%	18%
2007	62%	70%	40%	44%	58%	18%

FIGURE 2: ATTENDANCE AT FEDERAL RECRUITMENT EVENTS OR ACTIVITIES

Percentage of respondents at each school that attended at least one event or activity				
Clark Atlanta	GW	LSU	OSU	Stanford
56%	79%	54%	42%	54%

2 EXPOSURE TO FEDERAL OPPORTUNITIES CAN RAISE STUDENT INTEREST AND IMPROVE PERCEPTIONS OF FEDERAL EMPLOYMENT. IT CAN ALSO ENCOURAGE ACTION.

Interest in federal government was already relatively high in 2005, but increased at four out of five pilot schools, with the fifth remaining unchanged. Increases in interest (extremely + very interested) were especially pronounced at Clark Atlanta (up from 41 percent to 49 percent) and Louisiana State University (up from 36 percent to 44 percent). By contrast, among control group students this figure increased from 31 to 33 percent.

This outreach also helped shift attitudes at several schools. As shown in Figure 2, the percentage of students saying there are “good jobs for people like me” in government increased 15 percentage points at LSU, from 59 percent to 74 percent. GW increased from 71 percent to 77 percent.

This increase in exposure to federal opportunities may also have prompted a change in behaviors in some schools. The percentage of students who personally sought out information about federal jobs increased from 30 percent to 45 percent at Clark Atlanta. LSU enjoyed a six percentage point increase in the rate of students seeking information.

One more sign of hope that the federal government can attract college-aged talent is that a great majority (70 percent) of juniors and seniors at each pilot school say they would consider working for the government at some point in the future. Only 18 percent say they would not consider any level of government. Openness to federal service was especially high at GW (82 percent) and OSU (78 percent). Clark Atlanta had the lowest percentage of favorable responses to this question (59 percent), but its percentage was still higher than the control group’s (55 percent).

3 THE MORE YOU KNOW, THE MORE YOU LIKE.

When asked if information about federal jobs made them more or less interested in government service, the vast majority of students said it made them more interested. At OSU, 51 percent of students said information about federal jobs made them more interested in federal employment, while only six percent said it made them less interested. The gaps were even more pronounced at other schools. For example, 68 percent of students at Clark Atlanta responded that this information made them more interested, as opposed to five percent who became less interested. Moreover, students indicated that positive attributes associated with federal opportunities outweigh the negatives, suggesting that the more they can learn about federal jobs, the more favorably disposed they will become to considering government service.

4 TECH PLUS TOUCH IS A GOOD ONE-TWO PUNCH.

Survey results show that emails about federal opportunities were the most remembered outreach activity at four of the five pilot schools. While emails are the leading way to raise awareness at most schools, they are not enough to drive students to act. Human interaction such as in-class presentations or events with alumni can be an invaluable tool for driving action. The 2005 report revealed that the most impactful human interactions for young people come from “near peers” with whom they can relate, such as classmates, friends, family and young alumni. Faculty, recruiters, alumni and career services officers can provide context and information that Web sites or fliers cannot.

The importance of personal contact is also supported by the fact that the fear of working in a bureaucratic environment is one of the biggest deterrents for young people considering federal service. Interactions with “real people” from federal agencies make it easier for students to see themselves serving in government.

FIGURE 3: APPEAL OF FEDERAL JOBS

Do you agree or disagree with the following statement: “There are good jobs for people like me in the federal government.”						
	Clark Atlanta	GW	LSU	OSU	Stanford	Control
2005	66%	71%	59%	70%	60%	57%
2007	68%	77%	74%	69%	60%	58%

5 THE KNOWLEDGE GAP ABOUT FEDERAL SERVICE EXTENDS BEYOND STUDENTS TO INCLUDE FACULTY AND STAFF, AND CLOSING THIS GAP IS THE KEY TO SUSTAINABILITY.

Anecdotal evidence and limited survey data from faculty reveal that most faculty and university staff only possess limited knowledge of federal job opportunities. They feel uneducated about federal opportunities and uncertain about how to advise students.

FIGURE 4: FACULTY INFLUENCE

Percentage of respondents who have heard about federal opportunities from professors and advisors (among those who said they believe there are good jobs for people like me)						
	Clark Atlanta	GW	LSU	OSU	Stanford	Control
2005	30%	39%	22%	26%	24%	20%
2007	22%	46%	32%	32%	33%	24%

Engaging faculty can be the secret weapon for any recruitment campaign. The tracking surveys and input from faculty show that professors not only play an important role in influencing career choices of students, but also are an audience of favorably disposed allies that campuses and agencies alike can and should strategically engage. For example, when presented with a list of reasons why they agree that there are good jobs for people like them in federal government (students were allowed to check as many reasons as applied), fewer cited “read/heard about it in the news” and more cited “have heard about opportunities from professors/advisors.” For example, Figure 4 shows that all but one of the pilot schools (Clark Atlanta) saw an increase in students reporting that professors and advisors influence their positive views of federal employment opportunities.

6 EFFECTIVE DOESN'T HAVE TO BE EXPENSIVE.

Many of the most impactful activities undertaken during the *Call to Serve Recruitment Initiative* had negligible costs.

On four out of five pilot campuses, emails about federal opportunities were the most remembered outreach activity. The other activities that were the most frequently recalled were visits from federal recruiters and events focused on job opportunities in federal government, which can both be organized at minimal costs.

The biggest investment schools must make is not in money, but in staff time and commitment. Through the pilot project, most of the schools did not use the full amount of the \$10,000 available to them annually in reimbursements from the Partnership, except when they used it to help pay for a staff person. Some schools hired part-time labor, often students or graduate assistants who focused on promoting federal opportunities, and their familiarity with the interests of the student body made these workers invaluable assets.

Another cost-effective strategy was to leverage existing institutions on campuses whose missions are aligned with the promotion of federal service. Such organizations already existed at most pilot school campuses. For instance, at Stanford, the *Recruitment Initiative* coordinators who were at the Haas Center for Public Service

worked closely with the career development center, the President’s office and other on-campus institutions and clubs. At LSU, the Master of Public Administration program proved to be fertile ground for recruiting.

7 DIFFERENT STRATEGIES WORK ON DIFFERENT CAMPUSES.

The data that informs the “tech plus touch” finding also shows that while there is evidence about what the most popular promotion techniques are, their effectiveness varies from campus to campus — meaning schools and agencies should build a strategy relevant to each campus that combines a variety of techniques. For example, at four of five schools, emails were the most remembered source of information about federal opportunities, but at Clark Atlanta, the school that enjoyed the biggest increase in awareness of federal jobs, events focused on government jobs were the most cited source of information.

Both LSU and OSU had positive experiences hosting federal career fairs, which attracted hundreds of students and recruiters from dozens of federal agencies. At both schools, four-fifths of students who attended said that the fair was an effective use of their time, and similar percentages said these events made them more likely to seek additional information about federal jobs or internships. While the federal career fair worked for LSU and OSU, other schools that aren’t as large might have a tougher time attracting a large number of federal recruiters to campuses, meaning it might make more sense for these

schools to pursue less costly, more focused activities or to collaborate with other schools.

On the question of which messages work best, good benefits or good work/life balance drew the most positive responses at some schools when students were asked to identify the best reasons to work for the federal government. While recruiters should talk about the ways to do well in government through competitive salaries and excellent benefits, it appears that when recruiting the most elite students, emphasizing ways to “do good” and make a difference in the lives of others is government’s trump card. This is the one area where our government has a solid, competitive edge over the private sector.

However, recruiters should be careful not to misconstrue this finding to think that appealing to students’ patriotism is the most effective way to pique interest. More than 62 percent of all juniors and seniors at each school say that the opportunity “to make a difference” or “to help people” would be a major reason to work in government. More than 74 percent of students of each of the five campuses cite “working on issues that interest me” as a reason to serve. In contrast, “serving your country and community” was cited somewhat less often — by roughly half of the surveyed students — as a major reason to work in government.

8 INSPIRATION IS ONLY PART OF THE EQUATION. PROCESS MATTERS.

On average, a healthy 21 percent of students on the pilot campuses applied for either federal jobs or internships, and, as Figure 5 shows, the percentages for particular schools ranged from 41 percent at George Washington to 9 percent at LSU and Ohio State. At the same time, just four percent of these students are planning to enter government immediately after graduation. With so many students applying for government opportunities and so few entering government, it is possible that the problem lies on the government side. One likely roadblock is the federal hiring process.

According to multiple reports by the Government Accountability Office and the Partnership for Public Service, the federal government typically takes much longer to make a job offer than its private sector counterparts. It is possible that many students made other plans while waiting to hear back in response to their applications.

The process appears to be turning students off. The statement “to ensure fairness to all applicants, the process to secure a federal job can sometimes take a few months” made 56 percent of students less interested in working for the federal government.

FIGURE 5: APPLICATION RATES FOR FEDERAL JOBS AND INTERNSHIPS

Percentage of respondents that applied for either a federal job or internship					
Clark Atlanta	GW	LSU	OSU	Stanford	Control
27%	41%	9%	9%	20%	9%

RECOMMENDATIONS

A number of parties have a direct interest in increasing the flow of college graduates into federal service. Chief among them are Congress, federal agencies and universities.

Given its oversight responsibilities, Congress has an affirmative obligation to see that executive branch agencies are working aggressively to attract the talent needed to fulfill their missions and serve the public.

Agencies need to be aggressive on this front because the energy, creativity and idealism of young Americans are invaluable resources that have the potential to reinvigorate our federal workforce. With the looming retirement of hundreds of thousands of baby boomers and the corresponding openings it will create, the timing is also right for agencies to step up efforts to recruit on campus.

Universities have a number of reasons to promote federal service. For starters, all universities are committed to helping their graduates find professional opportunities which fit each student's skills and interests. As the nation's largest employer with jobs in an incredibly diverse number of fields, our federal government offers more of those types of opportunities than any other organization. In addition to serving students, schools also have a commitment to serving public goals. Most universities promote civic responsibility as part of their official missions, almost all universities benefit from federal investments in higher education through research grants or student loans that enable students to pay for tuition. In light of these investments, it is fair to expect schools to take basic actions to strengthen the federal institutions that serve all Americans.

Based on the findings of the *Call to Serve Recruitment Initiative* and its experiences working to promote federal service to young job seekers, the Partnership suggests the following set of recommendations for Congress, agencies and schools.

CONGRESS

- ★ ***Exert oversight authority to hold agencies accountable.*** Congress should conduct oversight hearings on recruiting and hiring, and ask agencies to regularly report on workforce planning to ensure that agencies are proactively addressing these issues.
- ★ ***Create a system of metrics to measure effectiveness of federal recruiting.*** Developing instruments to gauge the effectiveness of federal on-campus recruiting is essential to effective oversight. It will not only let agencies know what's working and what isn't, but it also will create a powerful incentive for improvement. Examples of what could be measured are the number of applicants from each school, the number of hires per university and the percentage of those hires that prove to be quality hires. Congress and agencies should also promote the expanded use of metrics throughout government to measure the health of our civil service.
- ★ ***Authorize and fund financial tools to help agencies compete for talent.*** Sixty-nine percent of students in the national sample said that loan repayment would make them more interested in working for the federal government. To strengthen loan repayment for prospective new hires, Congress should pass legislation to make federal student loan reimbursements tax free. Money can also be appropriated explicitly for loan repayment, as evidenced by the State Department, which has a line-item in its budget for student debt relief.
- ★ ***Establish a national scholarship program to persuade talented young people to enter federal service.*** Establishing a selective new scholarship that ties financial assistance to a service commitment would funnel talent directly into mission critical federal positions. Perhaps more important, it would make government service more attractive to all Americans by restoring prestige to federal jobs and helping to re-brand government service. The Partnership for Public Service's Roosevelt Scholars proposal offers a model for such a scholarship.

FEDERAL AGENCIES

- ★ **Develop a long-term strategy focused on building relationships, not simply executing transactions.** Federal agencies should develop and sustain meaningful, in-depth relationships with colleges and universities. They should target schools, target departments, target faculty, use alumni — and then develop and maintain ongoing relationships. Another piece of this strategy should be training employees that interact with college audiences to represent their agency consistently, making sure they are familiar with the agency recruitment strategy, internship programs and current job openings.
- ★ **Work collectively with other agencies to market federal jobs by profession.** Agencies should explore and develop opportunities for enterprise-wide or multi-agency recruiting that may result in economies of scale and real improvements in federal recruitment. For example, agencies should consider providing information about jobs and internships by profession. The Partnership's series of *Red, White and Blue* handbooks and discipline specific quick guides, which provide overviews of federal opportunities sorted by educational major, offer an excellent example of this type of marketing. Copies of guides can be found at ourpublicservice.org.
- ★ **Teach the teachers...and staff.** Faculty and advisors offer a unique and important connection to students. Enlisting them as allies can provide another way to reach students. To do so, they must be equipped with pertinent, current information on federal employment opportunities, with a specific focus on skill sets and application processes. An online "quick reference guide" about your agency that provides current and up-to-date information could be an important tool in educating this audience. Similar efforts should be made to educate career services and other university staff who are in positions to advise students about professional options.
- ★ **Emphasize opportunities to make a difference in the lives of others.** With students who have the broadest array of employment options, federal recruiters' most effective and distinguishing message will be to promote ways to help others and impact society through government service.
- ★ **Fix the broken federal hiring process.** If federal agencies hope to compete with the private sector for top talent on college campuses, they will need to make their hiring process more user-friendly. An excellent example of what can be done would be the *Extreme Hiring Make-over* which streamlined the hiring process at three federal agencies. Doing so will have an additional long term benefit, because the hiring process currently serves to reinforce negative stereotypes about government being overly bureaucratic, one of the biggest deterrents to federal service.
- ★ **Enhance the use of internship programs.** Internship programs are ideal for the college audience. These programs can become an agency's main mechanism for entry level hiring. It is also a great screening and vetting tool to make sure the candidate is a good fit. Interns who are still enrolled in school can also become great ambassadors for government service back on their campuses. Be sure to publicize internship programs and target key populations. Promote your internships in the Partnership's federal internship directory at makingthedifference.org.
- ★ **Use "near peers" as recruiters.** Students respond most favorably to recruiters with whom they can relate, so enlist young employees to serve as agency ambassadors. Agencies should also include non-HR employees working in mission critical skill areas in recruitment and relationship building. The Partnership's *Annenberg Speaker's Bureau* and its online profiles network connects federal employees with students interested in government service.

UNIVERSITIES

- ★ **Get the most bang for your buck.** Schools should start their outreach efforts with inexpensive methods such as regular emails about federal internships and jobs. The Partnership for Public Service also makes available a number of resources to help get information to students effectively and affordably. These resources are available at ourpublicservice.org/toolkit. Another means for leveraging resources is to use them across campus. For example, schools can employ one campaign organizer to coordinate various interested parties across campus, rather than having one person working to promote federal service through the career services center and another person in the public policy department.
- ★ **Look beyond career services centers.** One key to cost-effectiveness and sustainability is engaging existing resources across campus. Most schools have multiple institutions and individuals that could be utilized in any effort to promote government service. Stanford's use of the Haas Center for Public Service and OSU's use of its Foreign Language Center are good examples of how to leverage existing institutions when conducting outreach. The other most obvious resource would be faculty, particularly professors who have served in government.
- ★ **Utilize high-tech and high-touch techniques.** Human interaction is essential to persuading young people to pursue federal opportunities. At the same time, online resources are most effective for helping large numbers of students get basic information about government jobs. It's not a question of which techniques work best. You need both.
- ★ **Get buy-in from the top.** Visible senior leadership can ensure accountability and set expectations for cross-campus involvement. The chief administrators at most pilot schools were actively involved in the pilot project, participating in events, writing op-eds and delegating assignments.
- ★ **Establish one person to take ownership of the project.** Assigning ownership helps to ensure accountability, and placing a senior official in charge can help ensure that plans are executed and goals are met. This individual would work with a cross-campus, cross functional group to solicit input and ideas.
- ★ **Create a prestigious scholarship program to create pipelines into government.** Scholarships that offer rewards in exchange for a commitment to serve in government are an excellent way to encourage students to consider government service. If the scholarship program is highly competitive, it will ensure that some of the school's top students will be the recipients, which will have the added benefit of elevating the prestige of federal service. Princeton's *Scholars in the Nation's Service Initiative* is an excellent model for this type of initiative. More information on this effort can be found at wvs.princeton.edu/scholars.
- ★ **Overlay federal hiring trends with student profiles.** The Partnership for Public Service's *Where the Jobs Are* report (<http://ourpublicservice.org/OPS/publications>) outlines federal hiring projections for the next two years. This information reveals that great federal opportunities are available for many students with many majors, not just those in public policy schools. This information can help determine what schools or departments have the greatest alignment to projected openings; what faculty or administrators should be involved in efforts to promote federal service; and what federal agencies the institution should focus on for relationship development (students are more likely to pay attention when something is tied to their discipline).

APPENDIX I: CLARK ATLANTA UNIVERSITY

Clark Atlanta University is a relatively small, urban Historically Black University. A tight-knit institution that prides itself on being “student-centered,” CAU also has a motto of “Culture for Service” and a brand theme of “Learn, Lead, Change,” which fit nicely into a modified tagline for the *Call to Serve Recruitment Initiative*, “Learn, Lead, Change: Public Service Will Get You There.” Dr. Walter Broadnax, CAU’s president, previously served in federal government as Deputy Secretary and Chief Operating Officer of the U.S. Department of Health and Human Services, and took a close personal interest in the *Initiative*, appointing the Assistant Dean of Undergraduate Studies to create and develop the advisory group and structure for the *Initiative* on CAU’s campus.

PERSONALIZED ATTENTION COMBINED WITH SUSTAINED ACTIVITY RAISED AWARENESS

The nature of student and faculty outreach at CAU was greatly influenced by an institutional culture which values student mentoring as well as the personal touch of the *Initiative* coordinator, who enlisted a graduate assistant in the first year to help build up the programming and direct student outreach. The premium placed on direct personal contact versus virtual contact translated into a series of classroom presentations and mandatory information sessions set up by different academic departments.

CAU Student (Social Sciences Junior, Female): A career advisor came to our English class and told us about jobs in the federal government and there would be many openings by the time we graduated. She explained studentjobs.gov and USA jobs. It helped because before that I had never considered the federal government as a place of employment for my career.

Moderator: Would you have attended this event if the speaker hadn’t come to your English class? Why or why not?

S: No because I didn’t know that they had many jobs in the social sciences in the federal government, I thought they had more openings for business, math and science majors.

M: So what other events or activities would you suggest to encourage Clark Atlanta students to consider a job or internship with the government?

S: Just having a simple event like a career advisor coming into a class and talk to the students because that’s how many students learn about job and internship possibilities.

The direct-to-student approach and a steady series of activities over the course of the two years generated a large increase in awareness — 62 percent reported they had seen something in past six months about federal opportunities, compared with 40 percent in 2005. Interest in government opportunities also increased — from 41 percent to 49 percent.

Although the Internet proves to be an important resource for CAU students, as with students at all pilot campuses, CAU was unique in that students do not actively check their campus email accounts, which further underscores the importance of the high-touch approach at CAU. Nearly as many students participated in the one-on-one types of activities, such as speaking with a federal recruiter, as visited federal agency Web sites or job boards at CAU. Gaps between the percentages of students participating in these different types of activities were much more significant at other pilot institutions.

CAU STUDENTS VIEW GOVERNMENT AS A STABLE OPTION

Compared to the benchmark survey in 2005, scores increased for reasons why CAU students would want to work for federal government and declined in reasons why they would not want to work in government. In general, CAU students view government as a stable employment option — providing “good benefits” (96 percent), “good pay” (91 percent), “job security” (89 percent), and the “ability to help people” (88 percent).

The type of targeted information campaign that was a focus of efforts at CAU — information by students’ academic major — seems to have had a factor in reducing the scores for negative reasons, with the most notable declines in “lack of opportunities for people like me” (41 percent in benchmark and 32 percent in tracking survey), “never thought about or been asked to consider the federal government” (34 percent in benchmark and 29 percent in tracking), “can’t make a real difference” (25 percent in benchmark and 20 percent in tracking) and “no job to match my skills or goals” (44 percent to 40 percent).

The targeted content was more personalized and relevant to the specific audiences, perhaps generating a more positive impression overall.

CAU Student (Business Junior, Female): I was very informed at the information session that I attended regarding the Government Accountability Office. I was most impacted by the fact that the employee stated that this was a great alternative opportunity for accountants that are not interested in working for the “Big 4” accounting firms.

Moderator: How did they explain this is a great opportunity for those accountants not interested in working for the “Big 4?”

S: She basically spoke of the different activities that her position at GAO entailed. She then made the point that she has the opportunity to do exciting work, without the pressure to be in the 5-year program or get the CPA that normally comes with the employment with the “Big 4.”

Interest in federal service at CAU has been significantly elevated — those saying they sought information about federal jobs or internships in the past year jumped from 30 to 45 percent. Moreover, 23 percent reported that they had applied for a federal internship or co-op in the past two years, and 12 percent indicated they applied for a federal job. However, there still seems to be a gap in sealing the deal.

None of those surveyed indicated that a job in federal government would be their immediate post-graduation plan. Instead, 49 percent indicated their plans following graduation were to go to graduate school, the highest of any of the pilot schools.

Nonetheless, 59 percent say they would consider federal government at some point in their career, suggesting that CAU students are quite open to pursuing federal opportunities down the road.

Please indicate for each whether you participated, knew of but didn't participate, or did not know about event (% out of total at CLARK ATLANTA indicating that they knew of or participated in each event; 56% of all respondents participated in at least one event; of those participating, % indicating the event made them more likely to consider a job, co-op or internship with the federal government)			
	Knew of Event	Participated	More Likely to Consider
Visited Web sites of fed agencies	18	33	60
Visited federal job boards — USAJobs/student jobs	14	26	75
Talked to federal recruiter or representative	12	23	71
Discussed federal opportunities with professor/advisor	10	23	76
Speaker came to class to talk about career opportunities in government	8	16	47
Visited an info table display featuring Partnership for Public Service and materials	18	13	50
Visited career services regarding federal opportunities	22	12	54
Lunch and learn	14	5	40
Attended founders week presentation in 2006	29	4	0

APPENDIX II: THE GEORGE WASHINGTON UNIVERSITY

Located in the heart of the nation's capital, The George Washington University is a mid-sized institution of roughly 20,000 students, many of whom either come to D.C. with an interest in politics or government or else develop a higher-than-average familiarity with government during their academic careers. Accordingly, compared to other pilot campuses, the career center and school-specific advising offices had more developed relationships with federal agencies prior to their participation in the *Call to Serve Recruitment Initiative* — not surprising given that federal government is the surrounding area's predominant industry. As a pilot campus, GW further stepped up its promotion of federal government opportunities, and developed a brand and tagline used on a dedicated Web site, as well as on flyers and posters.

GW TAPPED A GRADUATE STUDENT TO SPEARHEAD THE EFFORT, WITH GREAT SUCCESS

At GW, the programming for the *Call to Serve Recruitment Initiative* was driven primarily by the Assistant Vice President for Student and Academic Support Services, who engaged a graduate assistant to handle the day-to-day aspects of the *Initiative*. Beyond being a cost-effective way to ensure substantial staffing of the *Initiative*, the model of a graduate student assistant was particularly successful at GW because the two individuals who held the position during the course of the *Initiative* had both completed their undergraduate studies at GW. This translated into a deep understanding of how to navigate the campus as well as a pulse on what students are interested in and likely to respond to.

Devoting anywhere between five and 20 hours a week during the school year, the graduate assistant established a slate of activities and outreach efforts, including a dynamic Web site and student email list-serve that anchored the *Initiative* and enabled regular and broad outreach to students (<http://gwired.gwu.edu/partnership>). The assistant also placed columns and ads in the student newspaper, held informational sessions with alumni in government and other federal agency representatives, conducted agency tours, and made “mini grants” to student organizations for related programming. The use of multiple methods created a sustained campaign that had a positive impact on student awareness and interest over the two years.

AWARENESS AND INTEREST WERE ALREADY HIGH, AND YET STILL INCREASED

At GW, awareness and interest levels were understandably the highest of all pilot campuses at the onset of the project, and both measures increased slightly at GW over the course of the pilot project, from 24 to 29 percent and 54 to 56 percent respectively. Furthermore, 70 percent indicated they had seen something about federal opportunities in the past six months, compared to 62 percent in the fall of 2005. The items with the most significant increase in aided recall at GW include:

- Recruiters from federal agencies: 34 percent remembered seeing a federal recruiter in the past six months, compared to 24 percent in the 2005 survey;
- Events focused on opportunities in federal government: 34 percent remembered an event focused on government opportunities, versus 19 percent in 2005;
- Flyers around campus about events related to government: 33 percent versus 26 percent recalled seeing something in the past six months;
- Emails about job opportunities (38 percent) and about how to find and apply for a federal job (22 percent.) (Both are new efforts that were not measured in the 2005 survey)
- A slightly greater proportion of students said they had personally sought information concerning federal opportunities in the past year, 64 versus 61 percent.

GW STUDENTS ARE TECH SAVVY, BUT FIND PERSONAL CONTACT MOST COMPELLING

At GW, 64 percent of students said they had personally sought information concerning federal opportunities in the last year (compared to 61 percent in 2005). Of those who took action, 73 percent conducted general Internet searches (compared to 62 percent in 2005), and 36 percent spoke with an agency representative (compared to 29 percent in 2005). The Internet is clearly the more efficient mechanism for broad reach, and the weekly emails of “Hot Jobs” likely pushed students to do more Internet exploration.

However, when students who indicated that they participated in a specific series of events were asked if it made

them more likely to consider government, it becomes clear that activities involving opportunity for one-on-one contact make the biggest impact on whether the individual will ultimately be more likely to consider government.

The panel discussion with graduates working in different departments of the government gave great insight and real life descriptions of what the jobs entail and the extensive array of jobs available in the government.

— GW Student (Social Sciences Senior, Female)

I think the tour I went on of the NIMH and talking to the people that work there was the most influential... It was hands-on and we actually got to see the things that happen instead of just reading a brief summary of the job descriptions.

— GW Student (Business Senior, Female)

The highest rated activities with regard to impact on likelihood to consider government included employer information sessions (85 percent), talking to a federal recruiter (77 percent), discussing federal opportunities with a professor or advisor (74 percent), attending a workshop on how to find and apply for a job (71 percent), and an event featuring a guest speaker from the public sector (70 percent).

GW STUDENTS TAKE ADVANTAGE OF FEDERAL INTERNSHIPS...

Nearly all (97 percent) of GW students reported having an internship at some point, and nearly half of these (49 percent) said they held or completed an internship in the public sector (compared with 65 percent in the private sector, 60 percent in the nonprofit sector, 14 percent in service such as Teach for America or AmeriCorps) and 4 percent in the military. Further, more than a third (34 percent) indicated that they applied for a federal internship or co-op in the past two years. Interestingly, although some students line up internships through the career center, many seek out internships on their own. This presents a potential opportunity for GW to provide greater centralized support via an internship clearinghouse or online resource.

...BUT MAY NOT SEE FEDERAL JOBS AS TOP CHOICE RIGHT OUT OF SCHOOL

Despite the high proportion of GW students who completed public sector internships, it seems that government may not figure prominently into their immediate post-graduate plans. Discussion responses suggest this may be due in part to concerns about salary and student loan burdens (46 percent expect to have at least \$15,000 in debt), a sense that an advanced degree is needed to launch their preferred career, and perceptions that other employers may be a better place to start a career.

Pro: Would be a great responsibility that most people would view with a great deal of respect. Con: Salary is laughable. My personal opinion is that while an internship with them might be nice, most don't pay well, if at all. In terms of full time employment, the pay scale is nowhere near what is standard for my degree and industry. Plus I'm not one of those who feels the need to support civic duty, I suppose. I'd rather donate my time to an NGO or something more direct.

— GW Student (Business Senior, Female)

Graduate school is the most popular post-graduate plan for GW juniors and seniors (41 percent reported this as their most likely next step, compared to 26 percent in 2005). Ten percent plan to enter government.

However, 82 percent indicated that they would consider working for the federal government at some point in the future, suggesting that like students at Stanford, GW students may idealize higher-level policy and government positions as something to aspire to, but not as a career starter.

Please indicate for each whether you participated, knew of but didn't participate, or did not know about event (% out of total at GW indicating that they knew of or participated in each event; 79% of all respondents participated in at least one event; of those participating, % indicating the event made them more likely to consider a job, co-op or internship with the federal government)

	Knew of Event	Participated	More Likely to Consider
Event featuring a guest speaker from public sector	27	33	70
Attended workshop on how to find and apply for federal job	29	6	71
Attended employer info session with specific agency/field	21	12	85
Attended career/internship/part-time/nonprofit fair	35	34	56
Visited career services regarding federal opportunities including coops	32	14	66
Discussed federal opportunities with professor/advisor	19	24	74
Visited Web sites of federal agencies	18	55	57
Visited federal job boards — USAJobs/student jobs	16	38	52
Attended behind the scenes tour of agency	15	6	69
Talked to federal recruiter or representative	17	17	77
Attended informational session on applying for internship	24	13	67

APPENDIX III: LOUISIANA STATE UNIVERSITY

A large public university 90 minutes from the heart of Hurricane Katrina's devastation, Louisiana State University joined the *Call to Serve Recruitment Initiative* as a pilot campus shortly after the storm hit the Gulf Coast and left the public with a decidedly mixed image, at best, of the federal government's capacity to respond to a natural disaster. However, led by a determined Chancellor with a commitment to government shaped by his tenure as the former administrator of NASA, LSU stepped up to fill important needs in the post-Katrina days and took advantage of the opportunity to cultivate relationships with the new-found federal presence. With a dedicated staff person in the first year, LSU developed a robust campaign of information about federal internships and jobs, and in the last two years, LSU students have posted some of the strongest gains in both awareness and interest in federal opportunities.

A HIGH PROFILE PUBLIC CAMPAIGN MAKES A LASTING IMPRESSION

LSU students scored the lowest among the pilot campuses on awareness about federal opportunities in the initial benchmark survey in the fall of 2005, with only 22 percent having heard anything about government opportunities. However, after a concerted effort to brand federal service on campus through a series of outreach events, a new Web site, weekly emails and a Federal Career Day on October 12, 2006, this figure nearly doubled to 40 percent. Furthermore, interest in federal government increased on the LSU campus, from 36 to 44 percent in the same period. Agreement that there are "good jobs for people like me" in federal government also increased, from 59 percent in 2005 to 74 percent in 2007.

A probe of those who reported having heard something in the last six months about federal opportunities suggests that the heavy outreach around the Federal Career Day and regular targeted (by discipline) emails from career services contributed to higher levels of awareness.

- 55 percent in 2007 versus 16 percent in 2005 referenced an email from career services or another office;
- 40 percent recalled an email about a hot job (no tracking data available for this question);
- 34 percent in 2007 versus 18 percent in 2005 remembered something about a career fair or Federal Career Day;
- 29 percent in 2007 versus 15 percent in 2005 remembered seeing a poster or flyer around campus.

HIGH LEVEL OF ENGAGEMENT AT LSU ATTRIBUTABLE TO WEB AND EMAIL TOOLS...

All respondents were asked whether they recalled seeing anything from a list of activities and events over the past six months, and the percent saying “none of the above” declined from 66 percent to 33 percent between 2005 and 2007. Even more instructive was a question that asked students what activities they personally participated in. Fifty-four percent of LSU students reported having participated in at least one activity, with many more indicating that they knew of at least one event. Top scoring activities at LSU involved visiting job boards (35 percent) and specific agency Web sites (27 percent). Other important activities included direct contact with professors about federal opportunities (9 percent), federal recruiters (8 percent), the Federal Career Day (7 percent), and handouts around campus about federal service (7 percent).

...BUT DIRECT CONTACT STILL SEALS THE DEAL FOR TECH-SAVVY STUDENTS

The proportion of LSU students who reported having sought information about internships or jobs in the government in the past year rose, from 21 to 27 percent. Among those who sought information, the biggest jump in what they did was speaking with an agency representative (increase from 14 to 26 percent). Other increases were in general Internet searches and specific federal agency site visits.

LSU Student (Engineering Junior, Male): I went to a career fair and spoke to a CIA representative about Chemical Engineering, my discipline. He made me very interested, and was a valuable representative for the CIA. I thought about how challenging and interesting it would be to work for the federal government because of him.

Moderator: What about these events caught your attention on campus? Why?

S: I was actively searching for an internship at the time. I saw a CIA poster board and decided to talk to the rep. It had to be the secrecy and the general awe of the CIA that caught my attention.

LSU STUDENTS SEE GOVERNMENT AS STABLE OPTION, BUT WANT TO PURSUE OTHER OPPORTUNITIES FIRST

When asked about why they would want to work for the federal government, LSU students rate “good benefits” and “job security” very highly, at 83 percent and 73 percent respectively. Having the opportunity to “work on issues that interest me” also scores highly at 80 percent. Conversely, the main reasons LSU students would not want to work for the government include not knowing what careers are available and perceptions of too much bureaucracy.

A full two-thirds — 67 percent — of LSU students indicated they would consider federal government at some point in their career, and six percent reported that they had applied for a federal internship or co-op in the past two years. Five percent indicated they had applied for a federal job. However, as at other pilot schools, the major trend for immediate post-graduation plans was graduate school, with 44 percent saying that would be their next step, 28 percent planning to work in the private sector and four percent planning to work in federal government.

LSU STUDENTS HAVE AN APPETITE TO LEARN MORE — TAILOR TO THEIR ACADEMIC DISCIPLINE

Given that LSU students had comparatively low awareness of federal opportunities in 2005, the gains in awareness and interest are very promising and suggest there is even more room to continue educating students about the specifics of federal employment. In particular, LSU students seem eager for information that targets their academic discipline and the special benefits associated with federal employment.

LSU Student (Mathematics Junior, Male): I think the best way would be to have speakers come to classrooms and give talks. While the talks should pertain to whatever the class may be studying, it would also provide an opportunity for the speaker to share what he does at his job and how it applies to these specific students. Targeting the right group of students with the right jobs will be key I believe.

Moderator: How would that kind of approach make you more likely to consider a job or internship with the federal government?

S: It would provide me with an insight into what this specific department does. Right now there are so many departments with so many openings it can be overwhelming to find one that fits you. This would allow for us to connect with an individual and see what he does, and to determine if it is the sort of thing we would like to do.

LSU Student (Animal Sciences Senior, Female): Put a LOT more emphasis on the benefits a student could receive from it. I mean, we got a broadcast email announcing summer internships, but all it really said was the title of the job choices and a link to their Web sites. I immediately deleted it because I didn't think it applied to me and didn't have the time to go investigate it. I think I received that email Monday or Tuesday, and that was one of the first times I had ever heard of this program.

Moderator: What kind of information would you hope to learn about jobs with the federal government from these emails?

S: What they could do for me, my future education, and future career path. If they could help with tuition, or student loans, if the experience I got would enhance my application or my chances of getting into vet school, etc.

Please indicate for each whether you participated, knew of but didn't participate, or did not know about event (% out of total at LSU indicating that they knew of or participated in each event; 54% of all respondents participated in at least one event; of those participating, % indicating the event made them more likely to consider a job, co-op or internship with the federal government)			
	Knew of Event	Participated	More Likely to Consider
Visited job boards such as Monster.com, Idealist.org, USAJobs.gov	21	35	53
Visited Web sites of federal agencies	15	27	71
Discussion with professor about federal opportunities	10	9	92
Spoke to recruiter representative federal agency	16	8	83
Federal career day	33	7	86
Speaker from public sector	16	7	74
Handouts/giveaways around campus about federal service	14	7	43
In class speaker or service project related to federal government	5	6	81
Visit career services re federal service	25	4	47
Meeting with advisor to discuss federal opportunities	14	3	57
Workshop or panel on federal jobs/internships	19	2	90
Event to discuss internships in D.C.	24	2	75

APPENDIX IV: THE OHIO STATE UNIVERSITY

As a large campus with more than 50,000 students, The Ohio State University has focused more over the past two years on long-term infrastructural strategies and building relationships with federal agencies rather than conducting a vast series of student outreach activities. Furthermore, while OSU administrators adopted a broad outreach approach for most of the student-oriented activities they did implement, they chose to focus their survey on disciplines that correspond with occupations deemed mission critical by federal government. The students surveyed at OSU were limited to juniors and seniors in the engineering school or declared majors or minors in a foreign language.

TAKING A MEASURED APPROACH TO IDENTIFY THE RIGHT PLAYERS FOR THE LONG TERM

OSU was unique among the *Call to Serve Recruitment Initiative* campuses in its decision to use a federal outreach campaign as a pilot of sorts for a longer-term effort to modify how all internship and career counseling is conducted, particularly for students not affiliated with one of the specific colleges. As a result, much of the emphasis was placed on identifying the right administrators to get involved, understanding how this effort could inform broader career and internship counseling initiatives, and learning how to develop long-term relationships with federal employers. Less emphasis was placed on developing student-oriented programming in the initial years, with the exceptions of a university-wide Federal Career Day in the fall of 2007 and some efforts on the part of the Foreign Language Center.

CHANGE IS POSSIBLE EVEN ON A LARGE CAMPUS WITH LOW LEVEL PROGRAMMING

Despite the lower level of student programming at OSU, students still demonstrated moderate increases in awareness of federal opportunities — 44 percent of those surveyed in the spring of 2007 reported that they had seen something in the past six months about federal opportunities, compared to 38 percent in the fall of 2005.

- At least some of this increased engagement can be attributed to a Federal Career Day held at OSU on November 8, 2006, which was attended by 1,300 students and 55 federal agencies, and which includ-

ed a series of occupation-specific panel discussions and workshops on how to find and apply for a federal job.

- The OSU Foreign Language Center also sponsored its first-ever Foreign Language Career Night in April 2006, which may have raised awareness for some of the respondents.

OSU STUDENTS REINFORCE THE IMPORTANCE OF A DUAL HIGH-TOUCH, HIGH-TECH APPROACH

When prompted, 70 percent of OSU students reported remembering at least one type of federal activity in the past six months, compared to 45 percent in 2005. More specifically, at OSU emails from career services or other offices seem to have had the greatest staying power, with 38 percent of all respondents remembering receiving such an email in the past six months. Compared to the benchmark, an increased proportion of students also remembered seeing federal recruiters within the past six months (30 percent versus 21 percent) as well as events focused on job opportunities in federal government (21 percent versus 11 percent).

When asked about a list of specific activities and programs, 42 percent of OSU students surveyed indicated they actually participated in one or more of the activities, and many more reported knowing about the events. For example, though just nine percent indicated they participated in the Federal Career Day, an additional 34 percent said they were aware of the event. OSU students also demonstrate the importance of the combined high-touch, high tech approach. Not surprisingly, the largest percentages reported visiting agency Web sites or USA-Jobs — but it was the events that involved talking to someone directly — whether talking to a federal agency representative at the Federal Career Day or Foreign Language Career Night, someone who came to a class or a meeting with a professor — that had a greater impact on students' consideration of government service.

The theme of the importance of personal contact surfaced in the online chats with a subset of the students surveyed at OSU. Like students at other pilot campuses, they highly value interpersonal contact and a sense that the employer has done his or her homework and is actively seeking students from their academic discipline.

I went to a meeting where a man told us his experiences working as a Foreign Service officer. He told us about the

test (what to expect), what the job was like, the different tracks/opportunities that there are in foreign service (State Department), and other pros/cons of the job. This seemed to give a realistic outlook of what life could be like working in this job... It seemed like he enjoyed his job and also his responsibilities/tasks as a foreign service officer seemed to be responsibilities/tasks that I would enjoy/had the knowledge to deal with.

— OSU Student (Int'l Relations Senior, Female)

Being contacted directly, even if the names came from a list supplied by the department, would at least give the impression, that there is an interest in the individual student's abilities and a sort of unspoken encouragement to take on the responsibility of the opportunity.

— OSU Student (Engineering Senior, Female)

Students at OSU also look to their academic departments for career advice and assistance — and as our survey of faculty suggests, professors and advisors are happy to serve this role but need better information themselves. This dynamic dovetails nicely with OSU's strategy to build long-term relationships between particular academic departments and targeted federal agencies. It also suggests there could be a big payoff to department chairs and advisors for establishing relationships with federal agencies and possibly even inviting in-class speakers.

During the autumn quarter at OSU, many departments and student organizations in the College of Engineering host information sessions from various companies. I've attended numerous ones while at Ohio State and most of them are interesting even if I don't plan on ever working for the company. Unfortunately, I have seen very few public, non-profit, or federal agencies do this at OSU. It would have been nice to see more federal agencies hold information sessions at OSU. The private company ones were very successful when they were held in conjunction with on-campus interviews.

— OSU Student (Engineering Fifth Year, Male)

I think advertising specifically to students interested in foreign languages and international studies [would work]. For myself, I get most of my information from my department through emails and there are often posters/flyers posted around our classrooms.

— OSU Student (Int'l Relations Fifth Year, Female)

FURTHER EDUCATIONAL EFFORTS WILL REINFORCE HEIGHTENED AWARENESS AND DRIVE CHANGES IN INTEREST AND BEHAVIOR

The increase in student awareness of government opportunities based on a small set of activities on a large campus like OSU speaks to the power of targeted outreach about federal careers to break through the flood of information college students face.

Although awareness levels increased at OSU, interest in federal government stayed constant, as did reported knowledge about federal opportunities, suggesting that more sustained efforts to capitalize on the increased awareness levels would be beneficial. This fits nicely with OSU's plans to develop a series of regular workshops on opportunities in federal government throughout the school year and to turn the Federal Career Day into an annual event.

Moreover, 78 percent of OSU students surveyed say they would consider federal government at some point in their career (compared to 54 percent willing to consider state government or 35 percent willing to consider local government). An ongoing series of workshops that address the range of federal opportunities as well as the processes for securing internships and jobs would go a long way to preparing students not just for immediate opportunities, but also for considering future career moves.

I would like to work with the federal government because I feel like they offer opportunities in foreign languages, but I'm having trouble finding information on job opportunities. [And the] actual application process... since I'm graduating I can't apply for internships with the State department, so I was told to take the civil service exam, and I can't figure out where to find info about that... The State department rep I met directed me to his department's Web site but there was nothing that either grabbed my attention or gave me any helpful information.

— OSU Student (Humanities Senior, Female)

Please indicate for each whether you participated, knew of but didn't participate, or did not know about event (% out of total at OSU indicating that they knew of or participated in each event; 42% of all respondents participated in at least one event; of those participating, % indicating the event made them more likely to consider a job, co-op or internship with the federal government)

	Knew of Event	Participated	More Likely to Consider
Visited Web sites of federal agencies	18	28	56
Visited federal job boards — USAJobs/student jobs	10	15	58
Discussed federal opportunities with prof/advisor	16	13	67
Federal career day	34	9	61
Visit career services regarding federal service	28	6	46
Speaker came to class to talk about federal opportunities	5	5	78
Talked to CIA agent in residence	9	3	50
Met with federal representative at foreign language career night	13	1	83
Participated in workshop on how to find and apply for federal jobs	12	1	50

APPENDIX V: STANFORD UNIVERSITY

A leading research institution, Stanford University is a diverse campus with a strong commitment to public service. With support from the President's office, Stanford's participation in the *Call to Serve Recruitment Initiative* was driven largely by its Haas Center for Public Service, established in 1985 by former Stanford President Donald Kennedy to provide institutional support for connecting academic study with community and public service and developing Stanford students to be effective public leaders. The efforts at Stanford sought to elevate all levels of government service, including local, state and federal government, by building on the student body's strong disposition to serve society.

STANFORD STUDENTS ARE SERVICE-ORIENTED...

There is a strong culture of service at Stanford that predated the *Call to Serve Recruitment Initiative*; it is the campus with the highest reported volunteerism rate at 68 percent. Although graduate school (43 percent) and the private sector (22 percent) were the two most popular immediate post-graduate plans for Stanford students,

Stanford had the largest percentage, 14 percent, reporting plans to work in the nonprofit sector, the path that many equate with public service most directly.

Interestingly, much of this spirit of service is shared with students by faculty, alumni and other student advisors, demonstrating how effective a cross-campus ethos can be in attracting and shaping student attitudes.

I believe that Stanford already strongly encourages, or at least praises, public service among its students and alumni.

— Stanford Student (Int'l Relations Senior, Male)

I would say the talks I had with my academic advisors and professors (stand out the most). For me, I respect their opinions and for the most part they all agreed that working in the fed gov't (even for a few yrs) would make me a well-rounded individual in terms of skills and values... These specific professors worked in D.C. and said that the mentorship you receive, especially when you're young and aren't too sure of your future career options, is quite rewarding. He also gave me info on what fellowships and departments would best fit my interests.

— Stanford Student (Government Senior, Male)

When asked about major reasons they would consider government, Stanford students most identified with “working on issues that interest me” (87 percent), “opportunity to make a difference” (78 percent) and “ability to help people” (70 percent). These lofty reasons far surpassed traditionally pragmatic considerations like “job security” (40 percent) and “good benefits” (57 percent), suggesting that Stanford students do equate federal government with their professional ideals around contributing to society — but still need further encouragement to actually pursue government as a career choice. In fact, when asked about negative reasons they would be disinclined from government, the second highest scoring reason after “too much bureaucracy” at 69 percent was “I don’t know what careers are available,” at 45 percent.

...BUT SEE FEDERAL GOVERNMENT AS COMING LATER IN CAREER

Stanford students are just as open to working for the federal government at some point in the future as students at other pilot schools, with 64 percent agreeing with that statement. However, many of those interviewed in the online chats suggested that government is something they envision pursuing later in their career, not coming right out of school. This is due to a combination of a desire to bolster their skills and experience either through graduate school or other work experiences they consider better career starters, and a sense that lower level government positions do not pay as well and constrain independence and creativity.

I will do it later in my career, after I have established myself in the private sector.

— Stanford Student (Government Senior, Female)

I would like to pursue a job in the federal government at some point in the future, but likely after receiving a Law or other graduate degree to give the possibility for upward mobility.

— Stanford Student (Int’l Relations Senior, Male)

Salaries are rather low and that isn’t exactly appealing when many of my classmates are making high five-figure or even six-figure salaries upon graduating, working in a bureaucracy can be frustrating since progress can be slow, and it can also be frustrating to see your side lose in a policy battle.

— Stanford Student (Government Senior, Male)

HIGH-TOUCH AND HIGH-TECH IS THE WINNING COMBINATION FOR STANFORD STUDENTS

Awareness of federal opportunities increased at Stanford, with 58 percent indicating they had heard or read something in the past six months about opportunities in federal government, compared with 51 percent in the fall of 2005. Of those who reported seeing something in the last six months, there was a significant increase in those who remembered seeing an email from career services about federal government opportunities — 50 percent compared with 8 percent in 2005, and there were also increases in hearing something in a class (17 percent versus 11 percent). When all respondents were prompted with a list of activities, a very high proportion, 57 percent, higher than at any other pilot campus, remembered seeing emails about specific job or internship opportunities, and 24 percent remembered seeing emails about how to find and apply for a federal opportunity.

Ultimately, Stanford students look both to technology and personal contact to get information about federal opportunities. Several students in the online chats indicated that being able to talk to someone about the range of opportunities would be most compelling, and though personal contact tends to have a slightly stronger impact on Stanford students’ likelihood to consider federal service, a combination of the two will enable broader outreach to a larger number of students.

Stanford Student (Int’l Relations Junior, Female): I went to an event co-hosted by the Stanford Dems and Stanford Republicans about government jobs and internships. I really liked being able to talk with students who’d done internships in the past and to hear what they really thought about it. I liked hearing about their experiences - the real side of what they thought was great and what they really didn’t like. I thought it gave me a much more genuine picture than a promotional flyer would do, and made me more interested, even if they had some bad things to say, because you know there will always be bad parts. I also liked that they gave out a sheet with resources for searching for internships in the government.

Moderator: What other types of events, activities or meetings would you suggest to encourage students at Stanford University to consider a job or internship with the federal government?

S: Host panels with people who have done jobs or internships, and try to get more information out there about what government jobs are actually out there, what people can get involved with, the variety of options

Stanford Student (Humanities Senior, Female): I personally would probably find opportunities to actually talk with people in the federal government best for that, whether that be in a colloquium-style event or just a one-on-one talk.

Moderator: Why would talking to people in the federal government be most helpful?

S: I feel like I can find other information about job opportunities and details on the Internet, but I could only find out what it was really like to work there day to day by talking to someone who did work there.

M: What type of questions would you find most valuable to answer pertaining to day to day?

S: What the people are like, what one's responsibilities are, what kinds of things one does on a typical workday.

CONTINUING TO MAKE THE TIE BETWEEN GOVERNMENT AND SERVICE IS KEY AT STANFORD

At Stanford, those indicating they are extremely or very interested in federal government stayed stable, at 29 percent in both 2005 and 2007 — lower than at all other pilot campuses. However, fully 60 percent agreed that there are good jobs for people like them in federal government, and 41 percent indicated that they personally sought information about federal opportunities in the past year.

Moreover, 19 percent indicated they applied for a federal internship and 6 percent reported having applied for a federal job in the past year, suggesting there is a definite appetite to explore federal service. Stanford's strategy of helping students see the connection between volunteerism, the nonprofit sector and the various levels of government is a strategic long-term approach to bolstering knowledge of federal opportunities and ultimately a culture shift for students to view government as a good and fulfilling form of service. Due to the *Call to Serve Recruitment Initiative's* success at Stanford over the past two years and growing faculty interest in supporting students pursuing public service, the Haas Center has established a Postgraduate Public Service Program, contributing to the institutional infrastructure designed to support this culture shift.

Please indicate for each whether you participated, knew of but didn't participate, or did not know about event (% out of total at STANFORD indicating that they knew of or participated in each event; 54% of all respondents participated in at least one event; of those participating, % indicating the event made them more likely to consider a job, co-op or internship with the federal government)			
	Knew of Event	Participated	More Likely to Consider
Workshop on government jobs/internships	18	5	50
Speakers from public sector (e.g., Susan Rice, Career Conference Alums in Government Panel)	22	7	67
Met with academic advisor to discuss government opportunities	21	9	73
Visited CDC regarding government opportunities	40	15	64
Spoke to recruiter from federal agency	23	19	53
In class speaker/project related to government	13	11	58
Visited Web sites of government agencies	17	39	67
Visited federal job boards - USAJobs/student jobs	20	20	56
Attended informational session by federal agency	17	7	55
Discussion with prof about government opportunities	18	12	67
Visited <i>Call to Serve</i> table at career fairs, etc.	13	5	50
Spoke with Stanford alumnus about government opportunities	14	10	63

APPENDIX VI: METHODOLOGY

SELECTION OF SCHOOLS

The five pilot school campuses that participated in both the baseline and tracking surveys were: Clark Atlanta University (CAU), The George Washington University (GW), Louisiana State University (LSU), The Ohio State University (OSU), and Stanford University. These schools were selected from a pool of nearly 600 schools within the *Call to Serve* network. The pilot schools were selected as partners because of their diversity in geography, size, academic programs and student demographics.

A national control group of students was also surveyed in both 2005 and 2007, allowing us to better assess whether any reported changes on the pilot campuses could be linked to the specific *Call to Serve* outreach activities, rather than general nationwide trends. The control group survey was also administered online and was drawn from an existing panel of college students obtained from the research firm iModerate.

DATA COLLECTION AND ANALYSIS

In the fall of 2005, the Partnership conducted the baseline survey for the pilot schools in conjunction with our research partners iModerate and KRC Research. Web-based surveys were emailed to all juniors and seniors at each of the pilot schools, except at OSU where it was only sent to juniors and seniors in the engineering and language areas. A sample of graduate students was also included in the survey. At the same time, the Partnership gathered qualitative data from faculty at each of the pilot schools—an average of 15 faculty members per school—to gauge awareness of federal job opportunities and outreach initiatives on campus.

The survey was conducted via the Web at each school. Invitations to participate were sent to a list of registered juniors, seniors and graduate students provided by each pilot institution and to all engineering and language students at OSU.

In addition to answering a set of open and close-ended questions, an average of 40 students at each pilot school and from the control group participated in online “chats” with a trained interviewer to provide context and explore student responses further.

The same basic methodology was used to conduct the tracking surveys and chats in 2007 with two exceptions: (1) as previously noted, students at the University of New Mexico were not surveyed because their school opted out of the project and (2) we decided not to include graduate students in the tracking survey.¹ To ensure comparability of the 2007 and 2005 data sets in our analyses, data from the University of New Mexico and from graduate students reported in 2005 were omitted from comparisons performed with the 2007 data.

Figure 6 shows that, overall, we received fewer responses to the 2007 tracking survey than to the 2005 baseline survey. This may have been due to the timing of the two surveys. Students were surveyed in the fall of 2005 — when they were just returning to school — and were surveyed again in the spring of 2007, which was much closer to the end of the school year.

Because the five pilot schools were already active participants in the Partnership’s *Call to Serve* Program at the time of the 2005 baseline survey, student awareness of federal opportunities on these campuses was, in most cases, initially higher than in the control group. Any reported figures showing changes in the pilot schools, between the 2005 and 2007 survey periods, take these initial differences with the control group into account. In other words, reported changes reflect improvements in the pilot schools that were not also mirrored in the control group.

FIGURE 6: NUMBER OF STUDENTS RESPONDING BY SCHOOL — 2005 VERSUS 2007

	Clark Atlanta	GW	LSU	OSU	Stanford	Control
2005	204	386	704	532	291	400
2007	92	280	417	429	169	1,104

¹ Follow-ups with the pilot schools revealed that this population of students was difficult to target and had not been a focus of federal outreach on the pilot campuses during the course of the initiative. As a result, surveying and comparing data from this group for 2007 and 2005 would not have been meaningful.



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