

A STUDY OF THE EXECUTIVE FELLOWSHIP PROGRAM AND  
ITS INTRODUCTION INTO A CAREER IN PUBLIC SERVICE

Rosemary Lamb  
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THESIS

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A STUDY OF THE EXECUTIVE FELLOWSHIP PROGRAM AND  
ITS INTRODUCTION INTO A CAREER IN PUBLIC SERVICE

A Thesis

by

Rosemary Lamb

Approved by:

\_\_\_\_\_, Committee Chair  
Edward L. Lascher, Jr., Ph.D.

\_\_\_\_\_, Second Reader  
Timothy A. Hodson, Ph.D.

\_\_\_\_\_  
Date

Student: Rosemary Lamb

I certify that this student has met the requirements for format contained in the University format manual, and that this thesis is suitable for shelving in the Library and credit is to be awarded for the thesis.

\_\_\_\_\_, Department Chair  
Robert W. Wassmer, Ph.D.

\_\_\_\_\_  
Date

Department of Public Policy and Administration

Abstract

of

A STUDY OF THE EXECUTIVE FELLOWSHIP PROGRAM AND  
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It is unknown if the Executive Fellowship Program is effective in bringing interested and qualified individuals into a career in public service; to date a study examining this has not been completed. This thesis set out to answer three questions: 1) What portion of Executive Fellows continues in public service upon completion of the fellowship program; 2) Do fellows feel better prepared for public service upon completion of the fellowship program; and 3) Does the Executive Fellowship Program contain the core components of experiential learning programs?

To complete this thesis I distributed a survey to 220 fellowship alumni for whom the Center for California Studies (the Center) at CSU Sacramento had active e-mail addresses. I developed the survey after completing a literature review on experiential learning programs and examining the goals of the Executive Fellowship Program and of the Center. Center staff distributed the survey on March 11, 2009.

Based on my survey findings, I concluded that the Executive Fellowship Program is effective in introducing alumni into a career in public service. Upon completion of the Program 69 percent of alumni continue to work in public service; today 53 percent continue to work in public service. Furthermore, 97 percent of alumni reported that the program either furthered their desire to work in public service or that their desire to work in public service remained the same. Yet, I also found some interesting differences in views among former fellows that are worthy of further study. Finally, I considered implications of the survey for recruitment into the state civil service.

\_\_\_\_\_, Committee Chair  
Edward L. Lascher, Jr., Ph.D

\_\_\_\_\_  
Date

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## Chapter 1

### INTRODUCTION

Each year eighteen individuals are selected from an applicant pool of approximately 200 to 250 individuals to be the next class of Executive Fellows. What happens to these individuals upon the conclusion of the fellowship? How many choose a career in public service? The following thesis seeks to answer these questions and more. For those unfamiliar with the fellowship program, I provide a brief history of the program in the background section of this chapter.

I decided to embark on a study of the Executive Fellowship after wondering “how many fellows continue in public service after the program is over? If they do not continue on in public service, where do they go?” Moreover, my own fellowship experience as a member of the 2005-2006 class sparked my curiosity. These thoughts as well as my own fellowship experience led me to the study you are about to read. It is my opinion that the fellowship program can play a vital role – albeit not its mission - in assisting the State of California to fill the gap that will occur when numerous baby boomers retire in the coming years. In its 2005 report, the Little Hoover Commission documented that California has a workforce of more than 212,000 with approximately 208,000 in the civil service system. According to the State Personnel Board (SPB) 34 percent or approximately 70,000 are eligible for retirement; an additional 37,000 will be eligible for retirement in the next five years. This means that in the next five years half of California’s workforce could retire if it desired to do so. More importantly, many of those who hold leadership positions within the state workforce (those in management) are

among the ranks of those entering retirement age. According to the 2005 Little Hoover Commission Report, “in 2004, 47 percent of state employees in management classifications were eligible to retire” (p. 23). How California prepares for this wave of retiring workers is critical and further illustrates why it is important to ensure that the fellowship program is meeting its three goals; one of which is “to inspire effective and ethical public leadership for California” (Center for California Studies, 2008).

Furthermore, the Executive Fellowship Program is in a unique position of dispelling the negative image of public service to the small group of promising and hopefully future public servants who begin the fellowship program each year. The Little Hoover Commission (2005) cites that “poor public perception and a lack of recruiting keep the best and brightest from considering a career in public service” (p. 14). Moreover, Hal Rainey (2003) argues that prejudice against government employees has become an acceptable form of bigotry in the United States (p. 219). The negative images that portray public service seep into conversations regarding public/civil servants. If young people are not afforded an opportunity to dispel those images than how will the State of California overcome these images and recruit a talented workforce to replace retirees? This is why it is imperative that the fellowship meet its second goal to “promote an appreciation for the complexity, value and rewards of public service” to its participants (Center for California Studies, 2008).

The Executive Fellowship Program is considered an experiential learning program – a program that provides participants the ability to actively engage in learning by doing while at the same time providing participants a forum to process and share the

knowledge they acquire. (Experiential learning programs are explained in further detail in Chapter 2.) Experiential learning leads to the fellowship's third and final goal: "facilitate a practical education in California state government" (Center for California Studies, 2008). Nowhere else can participants gain such first hand experience and knowledge about the state. The fellowship program – co-sponsored by the Office of the Governor and the California State University – needs to succeed in meeting each of its three goals and if so, it will succeed in an incremental way, to help California meet its workforce demands in the coming years. If the fellowship program invests resources and state funding to introduce individuals, both young and old, to public service is it not important to California to have some of those same individuals who have now received training from some of the best public servants choose to become public servants? How can one argue that an examination of the fellowship program is not warranted, and in fact needed?

***Primary Research Question***

The primary purpose of this research is to determine if the Executive Fellowship Program succeeds in encouraging people to undertake public service as a career. One can argue it is not the responsibility or a mandate of the program to recruit public servants; however, it is the mission of the Center for California Studies (the Center) which administers the Executive Fellowship Program. The Center's mission is: "to strengthen democratic governance in California through preparing people for public service and leadership, helping to solve problems of public policy and enhancing civic literacy through multidisciplinary education" (Center for California Studies, 2009). Despite the work of the Center and similar service learning programs, more and more young people

are choosing careers other than those in public service. This is becoming more common among students of public administration. Carol Chetkovich (2003) wrote that while public administration programs have seen a rise in student enrollment after experiencing declining enrollment in the 1980's, more and more of the graduates of these programs are entering professions other than public service. Of those that do choose public service, they are increasingly leaving the public sector for other business sectors. For example, a recent survey of public administration graduates showed that of those who graduated in 1974, 76 percent entered the public sector and 11 percent entered the private sector; of those that graduated in 1993, 49 percent entered the public sector and 23 percent entered the private sector.

Certainly, there are factors that attract individuals to public and private sectors for employment. Many people who choose careers in public service are motivated less by how much they are compensated for their work and more by the mission and substance of their work; while those that work in the private sector place more value on the compensation received and the opportunities provided to them than the mission. Furthermore, it is now more common to see individuals move from the public sector to the private sector but less likely for them to move from the private sector to the public sector (Chetkovich, 2003).

This study will answer its overarching question of whether or not the Executive Fellowship Program is succeeding in encouraging fellows to undertake public service as a career by examining the following three questions through the administration of a survey:

- 1) How many – or what percentage - of Executive Fellows continue on in public service upon completion of the fellowship program;
- 2) Do fellows feel better prepared for public service upon completion of the fellowship program; and
- 3) Does the Executive Fellowship Program contain the core components of experiential learning programs as defined in the literature review?

### BACKGROUND

The Executive Fellowship Program was created in 1985 at the urging of then CSU Sacramento President, Donald Gerth. Dr. Gerth approached California Governor George Deukmejian to request state funding for the program when the university assumed responsibility of the Senate and Assembly Fellowship programs formerly administered by the state legislature. Because of the Governor's prior knowledge of the Assembly and Senate Fellowship programs and his relationship with President Gerth, Governor Deukmejian agreed (T. Hodson, personal communication, March 14, 2009). The Executive Fellowship Program was the third of what eventually was to be four fellowship programs: Assembly, Senate, Executive and Judicial Administration. The Executive Fellowship Program started with ten fellows and grew to its current size of eighteen by 1996. The first group of Executive Fellows completed the program in 1987 (Barham Austin, 2007).

The Center for California Studies administers each of the four fellowship programs. Each program has similar application and selection procedures but the content of the application focuses on the specific branch of government it represents. All applicants must be at least 21 years old and have received an undergraduate degree from

a four-year, accredited university. One of the defining features of the Executive Fellowship is that its participants are offered the opportunity for direct experience in the world of policy making; however, depending on the fellows' placement that experience can range from the development and implementation of policy to the enforcement of policy. Executive Fellows are placed in a wide variety of offices such as the Governor's Office, state agencies or state departments, constitutional offices, commissions and boards. The range of placement options offers fellows a wide range of experiences, more so than fellows placed in the legislative fellowship programs.

The actual fellowship year lasts approximately ten months. The first three to four weeks of the program consist of an orientation where fellows are taken on a tour of the Capitol and its surroundings. The orientation period includes touring the Governor's Office, Assembly and Senate floors, and surrounding government buildings that house the myriad of government offices as well as some of the state's museums that call Sacramento home. Additionally, fellows are introduced to a variety of key players in state government and afforded an opportunity to hear their perspective and engage in frank dialogue with these leaders including but not limited to: the governor, attorney general, state treasurer, various agency secretaries as well as representatives of the judicial branch.

As part of the orientation fellows participate in a two-day job fair where all the mentors within the executive branch offices seeking a fellow sit down with interested fellows and offer a brief glimpse of what projects a fellow might do when placed within their organization. Following the job fair fellows schedule interviews with prospective mentors with whom they are interested in working with during their fellowship year.



After the interview process is complete, both the fellows and the prospective mentors rank their choices in a numerical list. The list of both the fellows' and mentors' top choices is then examined by the Executive Fellowship Program director. The director considers the ranking's list, fellow and mentor strengths and weaknesses as well as the assignments available to each fellow and determines each fellow's placement. Fellows work in their placements – under the guidance of their mentor - for nine months, Monday thru Friday with a half-day on Friday dedicated to a graduate seminar. Fellows work on a myriad of projects while working in their placements. The assignments given to fellows are high-level affording each fellow the unique opportunity to be an active participant in California government. Upon conclusion of their fellowship year some fellows are hired by their placement agencies or seek employment in other areas of state government while others decide to seek a graduate degree or enter other career fields outside of public service.

### ***Summary and Conclusion***

Chapter 1 has focused on the purpose of this thesis by introducing the topic, putting it in the context of the overall problem facing the field of public administration and California's civil service system in general – the void left by the pending retirement of approximately fifty percent of its workforce - and establishing the thesis' primary objectives. The objectives are to answer the following questions, which will be accomplished through the administration of a survey (to be discussed further in Chapter 3):

- 1) How many – or what percentage - of Executive Fellows continue on in public service upon completion of the fellowship program;
- 2) Do fellows feel better prepared for public service upon completion of the fellowship program; and
- 3) Does the Executive Fellowship Program contain the core components of experiential learning programs as defined in the literature review?

Additionally, a brief summary of the Executive Fellowship Program was provided to enable to reader to put the thesis in context with the fellowship program's overall history and goals.

## Chapter 2

### LITERATURE REVIEW

#### *Experiential Learning Programs*

Definitions of experiential learning programs (service or community based – learning programs are considered forms of experiential learning programs) abound in literature. The value of experiential learning programs was first debated by the prominent American theorist Ralph Waldo Emerson. Emerson pontificated that if one masters everything in the textbooks but is unable to apply it in real life, what is the point of acquiring the knowledge? Acquiring the knowledge, learning how to apply it and how to transfer the skills in the real world are complimentary and necessary skills (Weiland, 1981). Since the time of early theorists such as Emerson research on what is experiential learning and what is its value has grown.

One of the simplest definitions of experiential learning programs is “learning which takes place outside of the classroom” (Weiland, 1981, p.162). Keeton (1979) precisely states that such programs are “mechanisms for examination and certification of previous learning” (p. 240). However, one cannot begin to discuss experiential learning without first consulting John Dewey, one of the most cited researchers on the subject. Dewey argued that experiences should build upon each other. Furthermore, he believed that the environment with which one acquires knowledge (the classroom) should not be assumed to be the same environment that one will apply the knowledge (as cited in Weiland, 1981, p. 164).

Novella Keith explains experiential learning as “a mechanism to promote the active involvement of students in a learning process which is integrative and eschews artificial divisions between developmental and academic tasks and between classroom and life experiences” (as cited in Mooney and Edwards, 2001, p. 183). Commonalities abound on experiential learning programs. The basic premise about experiential learning programs seems to be that such programs involve an opportunity to apply knowledge acquired through academic training outside of the academic world. One could argue that the core value of experiential learning is that it provides the participant a safe environment to test and apply skills, given that most experiential learning programs provide the participant a degree of guidance and supervision from a more experienced individual.

Experiential learning programs’ popularity has gone through peaks and valleys, at times they are very popular and at other times their value has waned. Recent periods of popularity occurred in the 1960’s with the creation of the Peace Corps and VISTA programs and in the late 1980’s and 1990’s when university presidents created the Campus Compact in an effort to promote academically based community service<sup>1</sup>. Additionally, the popularity of experiential learning rose when the first President Bush passed the National Community Service Act in 1990 and the National and Community Service Trust Act of 1993 (Mooney and Edwards, 2000). One could hypothesize that

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<sup>1</sup> Campus Compact was started in 1985 by university and college presidents in 23 schools and by 1995 had spread to 517 colleges and universities. The premise of the compact was for presidents to support community service at their campus by promoting volunteerism. The program has since expanded to build community service into the core mission of participating universities and colleges (Morton and Troppe, 1996).

their popularity will see resurgence nationally with the nation's new president, Mr. Barack Obama. During his campaign President Obama kept a webpage strictly on service that contained his promise to expand the Peace Corps and AmeriCorps programs (President Barack Obama's Campaign Webpage, 2009). In fact, he has kept that promise. On April 26, 2009 President Obama signed legislation tripling the size of the Americorps program (Baker, 2009).

### ***Core Components of Experiential Learning Programs***

Three basic components emerge from an examination of existing research on experiential learning programs. The three components are as follows:

1. Build a baseline of information about the program;
2. Fully include participants in the experiential learning program placement; and
3. Create an opportunity for structured reflection so that participants can apply the skills and/or theories learned to their placement experience.

If a program is to be successful, it should contain these three components.

*Build a baseline of information about the program.* This core aspect of experiential learning pertains to the fact that it is beneficial to program participants if they are provided some basic information and concepts about the program that they are a participant of and the organization in which they will be working. Furthermore, it allows the instructor to dispel any misconceptions or myths participants may have about the organization or field they are about to experience. For instance, Hironimus-Wendt and Lovell-Troy (1999) in their article in *Teaching Sociology* explain the necessity of sociological experiential learning programs to educate students about different

populations and cultures prior to students working with any given group. This attempts to avoid problems such as students blaming the disadvantaged groups that they are about to work with for their current situation in life, or instances in which students may become paralyzed in their placement due to their belief that they do not know enough to meaningfully contribute to the placement organization.

In the Executive Fellows Program this can be utilized as a means to dispel myths about public servants as “lazy” or individuals working just to collect their paychecks. The U.S. Merit Systems Protection Board, Volcker Commission, Perry and Miller, and Light all cite data from surveys finding that “the unfavorable public image of government workers weakens public employees’ morale and their sense that public service is a respected occupation” (as cited by Rainey, 2003, p.219).

Expanding on this - and perhaps making a weak correlation – one could argue that Keeton (1979) in his article titled *Building Experiential Learning into External Degree Programs* supports such a component. While he was referring to programs abroad he states that “he [a student] benefits from being told by those with previous experience and longer reflection about the culture, area and people he will encounter” (p. 239).

*Fully include participants in the experiential learning program placement.* Full inclusion occurs in two ways as exemplified by the University of Maryland’s Graduate Public Service Fellowship. In creating its experiential learning program this fellowship program sought to avoid exploitation of its students by establishing a component of their program by which students met with their mentors and negotiated a placement structure. This included defining clear goals for the student and the creation of a memorandum of

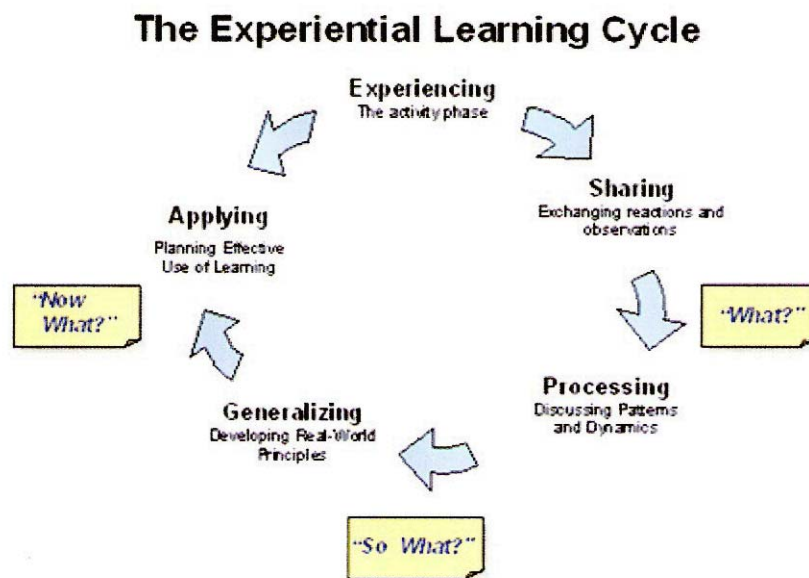
understanding (MOU) between the organization and the student. The MOU would serve as a contract between the student and placement organization by clearly outlining the responsibilities of the student to the organization and vice versa (Marando and Melchior, 1997). This ensured that the objectives of both the student and the organization were met and that the student was not relegated to making photocopies or doing menial staff assignments.

*Create an opportunity for structured reflection so that participants can apply the skills and/or theories learned to the placement experience.* The importance of providing structured reflection is perhaps one of the most discussed components of experiential learning programs. Carver (1997), Mooney and Edwards (2000) and Connors and Seifer (2005) all argue for the importance of structured reflection. These researchers all believe that structured reflection allows participants to apply academic concepts to the experience as they are experiencing it. Furthermore, Connors and Seifert (2005) explain that “reflection facilitates the students making connections between their service and their learning experience” (p.1). They go on to cite the experiential learning cycle by David Kolb (see Figure 2.1) in which students - when participating in a reflective process - have an experience, share that experience, process what they experience, make generalizations based on the experience and then apply the concepts they learned to the experience. This allows students to form a concise memory and create their own personal life example for key skills they acquired in the classroom.

Structured reflection allows participants to expand their critical thinking skills by applying key theories to current experiences. If time for structured reflection is not

incorporated into the program it may lead to a lost learning opportunity by preventing what Carver (1997) would say is the opportunity to create one's own lesson by interpreting their recent experience. Lost opportunities for reflection prevent participants from reinforcing the experience into their memory and from building their personal institutional knowledge.

**Figure 2.1 The Experiential Learning Cycle**



Source: Conners and Seifert 2005

### ***Summary and Conclusion***

The preceding pages sought to introduce the subject of experiential learning programs by providing information on current and past research. In addition, this literature review offered an overview of the core components of experiential learning programs as defined by leading scholars. These components are revisited in later chapters when the findings of this research are revealed. The next chapter explains the following:



how the research was undertaken to complete an analysis of the Executive Fellowship Program, its value as an experiential learning program and how the research went about examining the fellowship program's effectiveness in bringing individuals into a career of public service.

## Chapter 3

### METHODOLOGY

The primary purpose of this research is to determine if the Executive Fellowship Program succeeds in encouraging people to undertake public service as a career. In making this determination three questions emerged as a guide to developing the survey; they are as follows: 1) How many – or what percentage - of Executive Fellows continue on in public service upon completion of the fellowship program? 2) Do fellows feel better prepared for public service upon completion of the fellowship program? 3) Does the Executive Fellowship Program contain the core components of experiential learning programs as defined in the literature review? To date a study examining these questions has not been undertaken. The goal of this study is to provide the program with an assessment on how well it is accomplishing its mission. It is reasonable to believe that the fellowship program can play a crucial role in developing the next set of leaders for the State of California. The State is approaching a critical juncture in its life as a bureaucracy: preparation for the retirement of baby boomer employees. How it addresses the pending retirement of many of its current leaders as well as how it transitions its next group of leaders is vital to the State's future success and livelihood.

#### ***General Information about the Survey***

My study of the Executive Fellowship Program is based in major part on a self-administered analytical survey. I developed the survey after reviewing existing literature on experiential programs, and in consultation with my thesis advisors. Furthermore,

before administering the survey, I piloted the survey with two former fellows, who as a result were excluded from the survey's sample frame. Upon receiving their feedback I made minor clarifying adjustments to the survey before it was submitted to the University's Human Subjects' Review panel for review and approval. No risks to respondents were foreseen and the survey was deemed safe and appropriate to distribute. The survey was distributed via the internet through the online survey tool, SurveyMonkey. SurveyMonkey was established in 1999 and is based in Portland, Oregon (SurveyMonkey, 1999).

### ***Sample Frame***

The survey was administered to 220 fellowship alumni. Access to fellowship alumni was granted by the Center for California Studies at California State University Sacramento (the Center). The survey was distributed by the Center's outreach coordinator on my behalf to all Executive Fellowship alumni for whom the Center had current e-mail addresses. Given that some respondents may provide the Center both their work and personal e-mail addresses there may be some slight duplication within the survey sample (C. Bunch, personal communication, February 11, 2009).

There are a total of 328 fellows who have participated in the program since the first class completed the program in 1987. The survey sample frame represents roughly two-thirds of total fellowship alumni. Because former fellows who choose to remain connected to the fellowship program were surveyed, there is some potential for bias. One could extrapolate that those fellows who had a more positive fellowship experience remain connected with the program and those that had a less than positive experience

may refrain from remaining connected; thus, the perspective of the later group will not be captured by the survey. A full discussion on the potential implications of this bias is explained in further detail in the concluding chapter.

### *Survey Questions*

The survey consisted of nineteen questions. Most questions were closed-ended in order to keep – to the extent possible - the data collected both uniform and more easily quantifiable. This allows generalizations to occur when analyzing survey responses. According to David Gray (2004) placing stricter controls on the types of data contained within a survey and on the survey sample allows generalizations about the survey results to be more easily constructed.

The survey was administered on March 11, 2009 and respondents were given two weeks to complete the survey. One reminder e-mail was sent encouraging those recipients who had not yet responded to please do so; this e-mail was sent on March 19, 2009 and generated an additional 16 completed surveys. A total of 85 fellowship alumni responded to the survey.

Survey questions fell into four categories: what occurred prior to the fellowship, the fellowship experience, what happened after the fellowship concluded and basic demographic information. In an effort to determine which respondents had prior experience in public service before becoming an Executive Fellow the first survey questions sought to gather information on whether each respondent worked in public service prior to beginning the fellowship.

**Table 3.1 Summary of Survey Questions**

<b>Question Number</b>	<b>Subject of Survey Question</b>
1 & 2	Activity Prior to Fellowship
3	Fellowship Orientation
4	Goal Creation
5	Experience with Mentor
6	Integration into Placement Organization
7	Graduate Seminar
8	Understanding of Complex Policy Issues
9	Preparation for Public Service
10	Appreciation of Public Service
11	Desire to Work in Public Service
12-14	Conclusion of Fellowship
15	Public Service/Current Employment
16	Fellowship Year
17	Gender
18	Age at Beginning of Fellowship
19	Type of University Attended
20	Optional Question not Part of Survey

Thirteen of the survey questions (questions 3 thru 15 in Table 3.1) were developed to capture the data needed to answer the research's primary questions. The questions were developed after examining current research on experiential learning programs and were adapted to the fellowship program in an effort to evaluate its value as an experiential learning program. Moreover, these questions sought to examine the fellowship's effectiveness in introducing fellows to public service as well as bringing qualified individuals into the state's public service sector. The last set of questions consisted of those seeking to gather general demographic information about the survey sample such as age and gender.

### ***Survey Analyses***

Survey responses are presented comprehensively both in narrative form and visually in tables and/or charts in Chapter 4. In order to provide a thorough analysis of the survey's findings I utilized the following tools available from the Statistical Package for the Social Sciences (SPSS): frequency distribution, cross tabulation and calculation of chi-square statistics. These tools allowed me to present findings with validity and accuracy.

### ***Possible Limitations to Methodology***

I used a survey as my main source of data because I was able to distribute the survey easily and collect data in a relatively short time period, there were no costs associated with its distribution, and I was able to standardize the information gathered. However, generally speaking, surveys do have limitations. First, when administering surveys, unlike interviews, a researcher is unable to determine how a respondent interprets a question and therefore unable to provide the respondent clarification if needed. Secondly, in administering electronic surveys, a researcher is prevented from controlling the environment in which the respondent completes the survey. Controls on distractions such as noise disturbances or interruptions are unable to be circumvented. As a result a researcher is unable to ensure survey respondents' careful consideration of each question.

There are limitations specific to this survey as well that are worthy of brief explanation here but are discussed in more detail in the concluding chapter. Because fellows self-select continued engagement with the fellowship alumni network, it created a

sample bias towards those who hold a more favorable view of the program. Additionally, piloting the survey with only two individuals could potentially be considered a limitation because the questions only received interpretation by two individuals. It lessens the guarantee that the survey questions are capturing the intended information and highlights one of the inherent weaknesses of choosing surveys over interviews: the inability to ensure – with complete accuracy – that each respondent comprehended each question in the same manner.

### ***Summary and Conclusion***

In summary this chapter has provided an explanation on how I collected data and justification for utilizing a survey for data collection. Furthermore, the preceding pages provided a brief account of the survey itself - both the content of the survey and how it was administered. A description of some of the thesis' potential biases was introduced; I will consider these potential biases in greater detail in the concluding chapter.

## Chapter 4

### RESULTS

This chapter introduces the basic findings of the survey and identifies main themes extrapolated from the survey results. Specifically, attention is paid to who answered the survey, the overall tone of responses, and any trends or major differences that emerged among subgroups. The concluding chapter provides answers to the research questions which initiated the thesis.

The survey generated a 38 percent response rate. A total of 85 of the 220 individuals who received the survey completed it. One respondent did not provide consent when completing the survey so their survey responses were omitted from the overall analysis.

#### ***What Does the Survey Tell Us about Fellowship Participants?***

Almost half of the respondents worked full-time for at least six months prior to entering the fellowship program (46 percent or 39 respondents); thirty-one percent in public service. The number working in public service at the conclusion of the fellowship more than doubled to 69 percent or 58 respondents. Today, 44 of the 84 fellowship alumni who completed the survey work in public service. This finding suggests that the fellowship program is succeeding in bringing people into public service; many fellowship alumni are staying in public service.

A total of 52 women (62 percent of respondents) and 32 men (38 percent of respondents) completed the survey. While two-thirds of survey respondents were women



roughly the same number of respondents, 65 percent, received their undergraduate degree from a public university while 35 percent received their degree from a private university. Half of the responding alumni were between the ages of 22 and 25 when they began the fellowship program; eighty-two percent were below the age of 30 and 18 percent were above the age of 30 (see Table 4.1 for survey demographic data). If one was to make generalizations about fellowship alumni based upon these survey results, it would be safe to surmise that women and those who attended a public university are twice as likely to participate in the fellowship program versus men and those who attended a private university.

**Table 4.1 Survey Demographic Data**

<b>Survey Respondents</b>	<b>Women</b>	<b>Men</b>	<b>Total</b>
21 years old or younger	9	3	12
22-25 years old	27	15	42
26-29 years old	8	7	15
30-34 years old	4	3	7
35-39 years old	1	3	4
40 years old and above	3	1	4
<b>Total</b>	<b>52</b>	<b>32</b>	<b>84</b>
Received undergraduate degree From a public university	33	21	54
Received undergraduate degree From a private university	18	11	29
<b>Total</b>	<b>51</b>	<b>32</b>	<b>83<sup>2</sup></b>

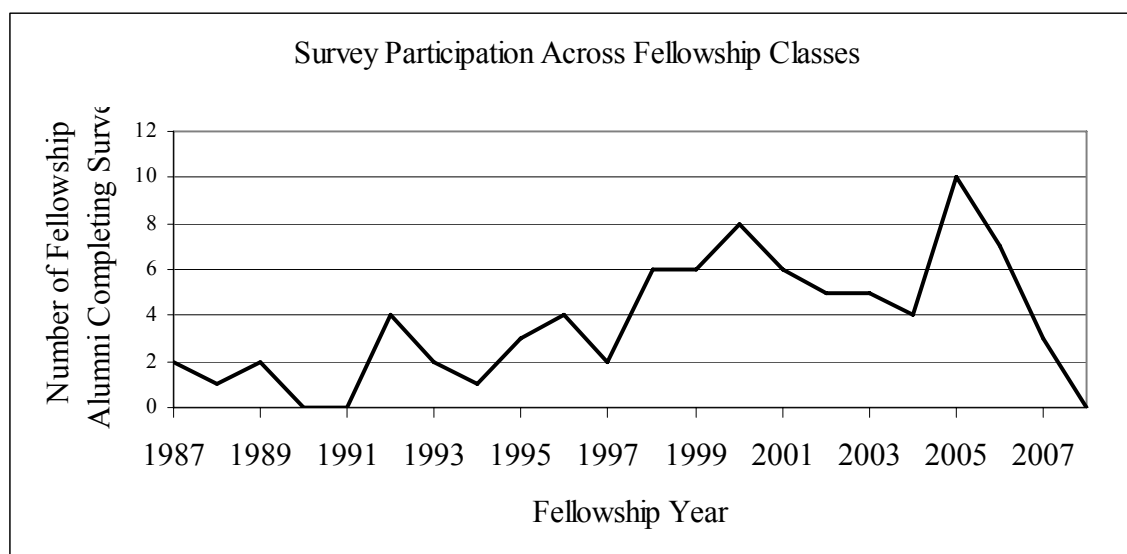
Surveys were returned from every Executive Fellowship Class with the exemption of the classes of 1990, 1991 and 2008 (see Figure 4.1)<sup>3</sup>. It is likely that the 2008 class is

<sup>2</sup> One respondent skipped the question regarding the type of university from which an undergraduate degree was attained and therefore the total does not equal 84.

<sup>3</sup> It should be noted that when discussing fellowship classes, each class is referenced by its start year; therefore in referencing the 1990 class this would encompass the 1990-1991 fellowship class.

not yet entered into the Center for California Studies' fellowship alumni database and therefore members of that class may not have received the survey. Given that participation rose, for the most part, the more recently an alumnus had completed the program, this is believed to be the case. The highest participation rate came from the 2005 class. This may be due to the fact that I was a member of this fellowship class – as acknowledged in the introductory chapter.

**Figure 4.1 Survey Participation by Fellowship Class**



***Is the Survey Sample Representative of Fellowship Participants Overall?***

According to available demographic data regarding fellowship participants the survey sample is fairly reflective of the program's participants and for the most part displays the same trends. However, it should be noted that slightly more male alumni completed the survey – 38 percent - than those who actually participate in the program – 31 percent. The same was true for female participants but in the opposite direction:

slightly less female alumni completed the survey – 62 percent – than who participate in the program – 70 percent (Barham Austin, 2007).<sup>4</sup>

Furthermore, the number of survey respondents receiving their degree from an undergraduate university (65 percent) is similar to the number of overall fellowship applicants who attended a public university (63 percent). However, when doing this same comparison for private university degrees there is a 14 percent difference between the survey sample and applicants. The difference may be due to the fact that we are comparing applicants to actual alumni or that the Center for California Studies maintains a fourth category of out-of-state students and some private university students could be captured in that data. Nevertheless, the number of fellowship applicants who receive their degree from a private university is 21 percent while 35 percent of survey respondents received their degree from a private university (Barham Austin, 2007).

### ***Major Themes Identified During Survey Analysis***

#### *1. Findings overall were positive.*

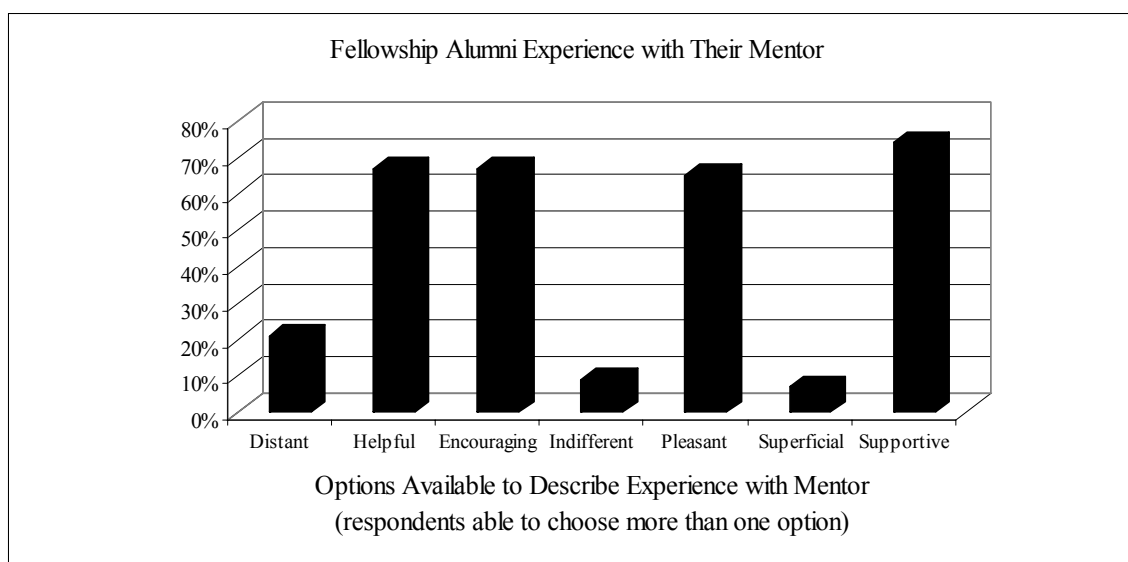
The positive light with which most respondents viewed their fellowship experience, and the few negative responses generated by the survey, are perhaps the most obvious aspect of the survey findings. Most respondents, 97 percent, felt either much better prepared (68 percent) or somewhat better prepared (29 percent) to work in public service upon completion of the fellowship program. Moreover, 92 percent reported having a deeper appreciation of public service and public servants at the conclusion of the fellowship program. Lastly, 98 percent reported that the fellowship experience either

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<sup>4</sup> Figures are rounded and therefore may total more than 100 percent.

furthered their desire to work in public service (58 percent) or that their desire to work in public service remained the same (39 percent).

**Figure 4.2 Fellowship Alumni and Their Experience with Their Mentors**



In examining the relationship between the respondents and their mentor, well over fifty percent of respondents chose all the positive attributes listed in the survey to describe their fellowship experience with their mentor (see Figure 4.2 above). The attributes ranged from supportive, helpful, pleasant and encouraging to distant, superficial and indifferent. The only non-positive attribute to receive a response rate in the double digits was “distant” with 21 percent. The positive attributes received the following response rates: supportive – 74 percent, helpful – 67 percent, pleasant – 65 percent, and encouraging – 67 percent.

*2. No significant gender differences identified.*

There appear to be no major differences in fellowship experience across gender. My cross tabulations using gender as the independent variable revealed no statistically or

substantively significant differences with respect to fellowship orientation and graduate seminar, creation of goals, mentor experience, integration in the fellowship placement, understanding of complex policy issues, preparation and appreciation for public service and the impact the fellowship experience had on one's desire to work in public service. That is, women and men appear to have similar experiences and views regarding the fellowship. Table 4.2 depicts the relationship and similarity in responses among women and men for some of these variables.

**Table 4.2 Gender and the Fellowship Experience**

<b>Fellowship Experience</b>	<b>Women</b>	<b>Men</b>
Alumni Discussed Placement During Graduate Seminar	77%	88%
Alumni Set Goals with Mentor At Beginning of Placement	60%	48%
Alumni had Deeper Appreciation Of Public Service and Public Servants at the Conclusion of Fellowship	92%	91%
Fellowship Furthered Alumni's Desire To Work in Public Service	60%	56%

*3. Many respondents work in public service post-fellowship.*

Of the 84 respondents who completed the survey, 58 (or 69 percent) continued to work in public service at the completion of the fellowship program. Of the twenty-six who did not continue on in public service, almost half (11 or 20 percent) did not do so because they entered graduate school of some form (e.g. law, medical or public policy graduate program). Today 44 respondents or 53 percent of fellowship alumni work in public service.

It is worth noting that while continuing in graduate school was the main reason cited by those who choose not to continue on in public service, the inability to successfully attain suitable, professional public service employment received the second highest rating of 33 percent. Nine of the twenty-six respondents who did not continue in public service post fellowship identified failure to provide such employment as the reason. Some respondents indicated that this problem was related to difficulty navigating the civil service system.

Only 7 percent of alumni who did not immediately continue on in public service went to work in private industry at the conclusion of the fellowship program. However, today 20 percent of fellowship alumni responding to the survey are employed by private industry. The implication of this finding will be discussed in more detail in the concluding chapter.

### ***Major Differences among Fellowship Alumni***

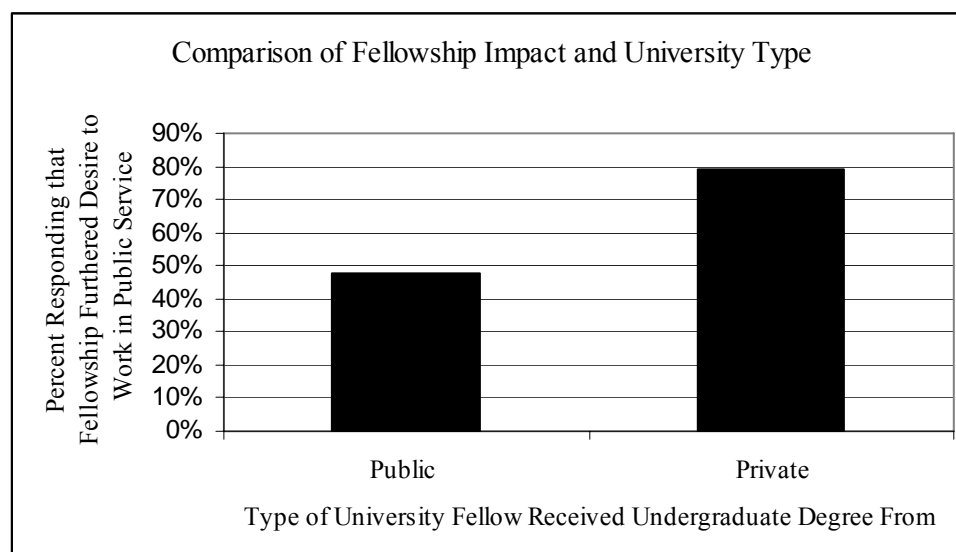
*Experiences vary among alumni with divergent collegiate backgrounds.*

#### **Fellowship Impact**

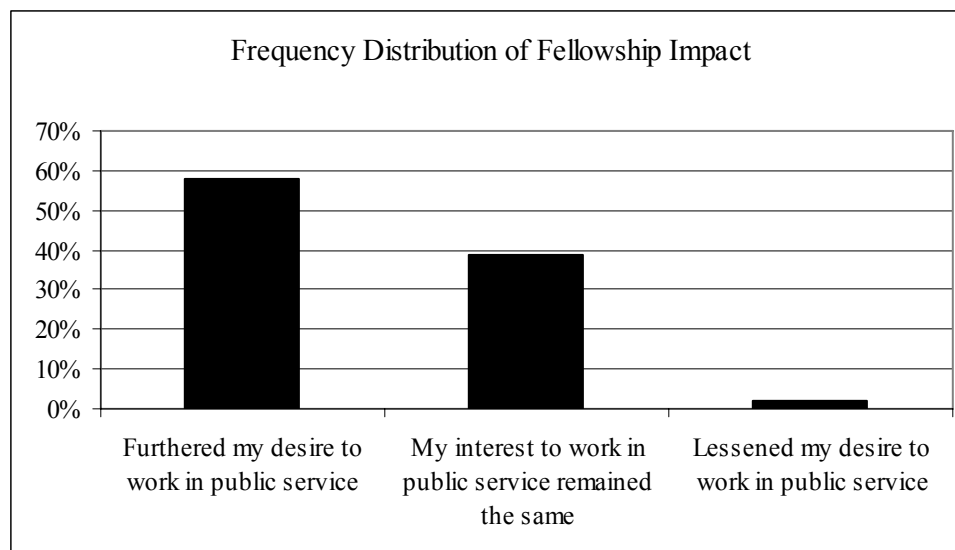
Perhaps the most surprising research finding occurred when comparing the responses of fellowship alumni who received their undergraduate degree from a public university versus those who received their undergraduate degree from a private university. While there appeared to be no difference between men and women with respect to the impact the fellowship had on their desire to work in public service, the opposite occurred when examining the fellowship's impact on alumni and the type of university attended when a fellow was an undergraduate student.

Fellowship alumni who received their undergraduate degree from a private university were much more likely to report that their fellowship experience furthered their desire to work in public service than their counterparts who received their undergraduate degree from a public university. More specifically, 79 percent of the former stated it furthered their desire as compared to 48 percent of the latter (see Figures 4.3 and 4.5 for demographic depictions of this finding). This cross tabulation was found to be significant with a chi-square of 0.014. The chi-square tells us that the difference in how respondents with divergent collegiate backgrounds perceived the impact of the fellowship program was unlikely to have been a chance occurrence. If a similar test was administered making the same comparison among fellowship alumni, the test would likely reveal the same finding.

**Figure 4.3 Comparison of Fellowship Impact and University Type**



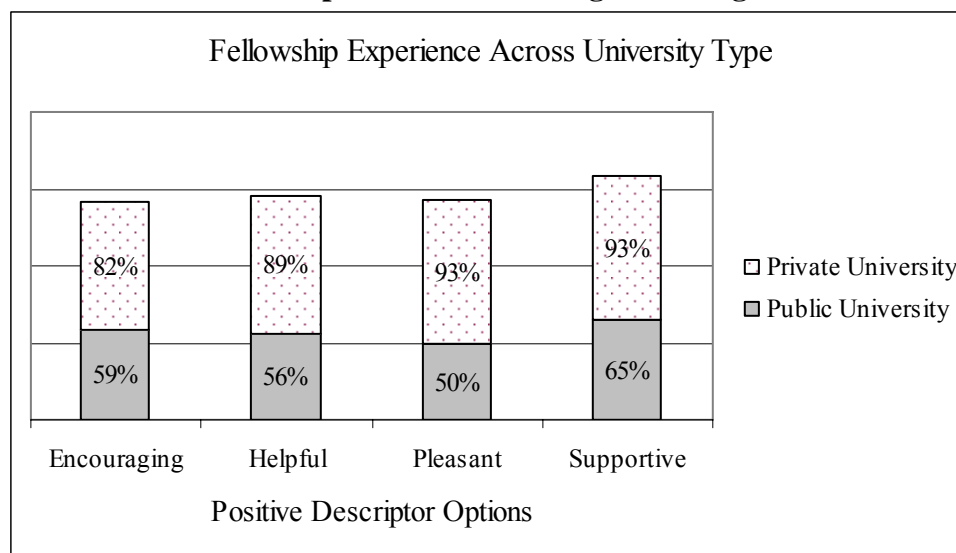
**Figure 4.4 Frequency Distribution of Fellowship Impact and Alumni Overall**



*Experience with One's Mentor*

Respondents with different collegiate backgrounds also diverged to a surprising extent with respect to relationships with mentors. While overall most fellowship alumni reported positive relationships with their mentor, those fellowship alumni who received their undergraduate degree from a private university were much more likely to report positive relationships versus their public university counterparts. This was evident for all four of the positive descriptors (encouraging, helpful, pleasant and supportive) respondents were provided; fellowship alumni overall were unlikely to choose one of the three more negative descriptors and thus meaningful statistical tests were unable to be completed with these variables. However, the four positive descriptors were all found to be significant when testing for Chi-Square. The Chi-Square for each variable was as follows: supportive – 0.007; helpful – 0.003; encouraging – 0.046; and pleasant – 0.000.



**Figure 4.5 Alumni Mentor Experiences and Collegiate Background*****Current Occupations of Fellowship Alumni***

Fellowship alumni continue to work in public service, albeit not as frequently as immediately following the conclusion of the fellowship program. This is not surprising given the frequency with which some people change careers. As stated earlier, of the 84 alumni completing the survey 53 percent or 44 alumni work in public service today (see Table 4.3); this is down from the 69 percent or 58 alumni who worked in public service immediately following the fellowship program

**Table 4.3 Current Career Choices of Fellowship Alumni**

Industry	Number	Percent
Public Service	44	53%
Public Interest Sector	2	2%
Non-profit Agency	7	8%
Private Sector	17	21%
Student	5	6%
Other	8	10%
<b>Total</b>	<b>84</b>	<b>100%</b>

### *Summary and Conclusion*

This chapter focused on the overall findings of the survey and served as a guide to understanding how fellowship alumni interpret their fellowship experience. It is evident that the Executive Fellowship Program is effective in providing most alumni a positive fellowship experience. It should be noted that there did exist a small number of alumni who either did not have a great relationship with their mentor (about 7 percent) or did not find the fellowship furthering their desire to work in public service (2 percent). The fellowship may not have furthered one's desire to work in public service; however, public service is also not for everyone. It is just as important for fellows to realize that public service is not for them as it is for fellows to realize that it is a desirable career path.

The divergence in the fellowship experience of public and private university graduates is intriguing. The difference may lie in the fact that a fellow's view of the fellowship experience is shaped by his or her prior education and expectations. It is evident that public and private university students had different but positive experiences.

It is also important to point out that while I discussed many findings using gender and university type as independent variables, I considered other factors as well, such as age and experience. However, because of the lack of dispersion across age (50 percent of fellowship alumni were between the ages of 22 and 25) I was not able to conduct meaningful tests using that variable.

The concluding chapter will focus on the overall questions guiding the thesis. Now that a clear picture has been drawn of the survey results, I will also examine what

that means for the fellowship program and the questions posed at the beginning of this study.

## Chapter 5

### CONCLUSION

This chapter will focus on the questions that guided the research overall. Attention will be paid to some of the inherent bias within the research and its design. In addition, I will discuss implications of the research findings as well as recommendations as to how the fellowship program should be further analyzed. Additionally, I will provide some insight into one of the survey's more intriguing findings. Finally, I will conclude with thoughts on the fellowship's impact on the pending retirement of California's public servants as described in the introductory chapter.

#### ***Questions Guiding the Research***

Within the context of this research three primary questions were asked: 1) How many – or what percentage - of Executive Fellows continue on in public service upon completion of the fellowship program? 2) Do fellows feel better prepared for public service upon completion of the program? 3) Does the Executive Fellowship Program contain the core components of experiential learning programs as defined in the literature review? After an analysis of the survey results and findings I am able to answer these questions.

*Question One: How many – or what percentage – of Executive Fellows continue on in public service upon completion of the fellowship program.*

This question is the most straight forward and easiest to answer. According to the research 69 percent of fellowship alumni continue on in public service at the completion of the Executive Fellowship Program. This means that approximately seven out of every

ten fellows continue in public service for some period of time after they complete the program. It is important to note that the number of fellows working in public service does decrease over time as the percentage of respondents currently working in public service stands at 53 percent (a 16 percent decrease). However, the program is successful in bringing people into public service that have a better understanding of what a career in public service entails as a result of their fellowship experience.

*Question Two: Do fellows feel better prepared for public service upon completion of the fellowship program?*

Fellowship alumni report feeling better prepared for work in public service after completion of the program. According to the survey results 97 percent felt either much better prepared (68 percent) or somewhat better prepared (29 percent) to work in public service leaving approximately 4 percent who did not feel better prepared.<sup>5</sup> A fourth option of “no more prepared than when I began the fellowship” was available to respondents; however, this option was not chosen by any alumni completing the survey. This suggests that alumni believe they are better prepared to work in public service as a result of the fellowship and may provide insight as to why so many continue to work in public service today. One could hypothesize that these alumni have a clearer picture of what their career in public service will entail so they enter the profession with this understanding and stay. They are not wearing rose colored glasses when they assume their new position as they have been trained for 10 months prior to their official start in public service. They are fully aware of the pitfalls, criticisms and rewards of public service.

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<sup>5</sup> Figures are rounded and therefore may total more than 100 percent.

*Question Three: Does the Executive Fellowship Program contain the core components of experiential learning programs as defined in the literature review?*

In the literature review specific attention was paid to explaining the core components of experiential learning programs. Specifically, as stated in a preceding chapter, experiential learning programs should do the following:

4. Build a baseline of information about the program;
5. Fully include participants in the experiential learning program placement; and
6. Create an opportunity for structured reflection so that participants can apply the skills and/or theories learned to their placement experience.

According to the answers provided to survey questions developed specifically to gather data for this particular research question, the Executive Fellowship Program does contain the three components identified in current academic literature on experiential learning programs.

*Baseline of Information.* Fellowship alumni believe that the orientation provided at the beginning of the fellowship provided them a better understanding of public service. Approximately 93 percent of respondents replied in the affirmative to the question: Do you feel the Executive Fellowship orientation (i.e. the multiple week preparation period at the beginning of the program before your placement) gave you a better understanding of public service?

*Level of Inclusion.* When fellowship alumni were asked about their level of integration into their fellowship placement, 51 percent felt that they were strongly integrated; 43 percent felt that they were somewhat integrated; and 6 percent felt that they

were somewhat excluded. The 6 percent who felt somewhat excluded is worrisome; however it is an accomplishment that 51 percent felt strongly integrated into their placement in such a short time. Some attention should be paid to increasing the level of integration of fellows into their placement but given that fellows have different maturity levels, socialization skills and differing amounts of prior workforce experience, achieving very high levels of integration may be a challenge. In addition, fellows may have different expectations of what “full integration” means; that being said the objective is for all fellows to feel integrated into the placement agency to some degree and for the most part the fellowship is meeting this criterion.

*Structured Reflection.* Fellowship alumni overall did feel they were provided an opportunity for structured reflection throughout the fellowship year. Inquiry into this core component was asked about in the context of the weekly graduate seminar. The seminar is an opportunity fellows have together where, if provided time, they can discuss their placements. Approximately 81 percent of respondents stated that they had the opportunity to participate in a facilitated discussion during their weekly seminar. The seminar is conducted by a professor of Public Policy and Administration from Sacramento State. As stated earlier structured reflection is one of the most important, if not the most important, of the three core components of experiential learning programs. It is vital that the program continue to provide fellows the opportunity to reflect on their placements, their roles in the organization, and how such roles fit into the larger world of public policy and public service. Because many fellows continue to work in public service, the seminar is a

rare and valuable opportunity to discuss policy as it is created and to have that discussion in a safe environment.

### ***Research Design Bias***

Some bias within this research was unavoidable. First, given that most fellowship alumni self-elect to remain in contact with the fellowship program upon completion, it is expected that those who had a more positive fellowship experience would remain in contact. Given that the survey was distributed to all fellows for whom the Center for California Studies possessed a current e-mail address it is not surprising that the results were positively skewed. However, the fact that the results were – for the most part - overwhelmingly positive does lead one to suggest with some accuracy that fellowship alumni overall feel the program is a success. On the other hand I would be remiss if I did not acknowledge that as time goes by, people tend to forget the less than desirable experiences and retain more positive memories. If this had been a longitudinal study conducted over several years whereby participants were surveyed immediately following the program, the results might have been different. Time tends to gloss over some of our least fond memories.

Additionally, some entire fellowship classes (1990, 1991 and 2008) were not included in the survey's main findings. When entire groups are not included within the survey, under- coverage exists. The fellows from the missing classes may or may not have differing views of the fellowship experience but because they elected not to complete the survey or never received it, their views are not contained in the overall



results; the other classes served as their representatives. How accurate the other classes view the fellowship on their behalf we can not know.

Time also played a role in survey bias as respondents were forced to choose from a select number of responses for most questions rather than provide their own thoughts which the use of open-ended survey questions would have captured. As a result some respondents may have been forced to choose a response that they may have preferred to explain further or some may have wished for an altogether different option not available in the survey. Note however, that this problem is inevitable when using closed-ended questions.

### ***Implications***

This study does imply some challenges for public service – one directly affecting the fellowship program and one broader implication for the field of public administration. First, while the research suggests that the fellowship program is successful in introducing individuals into a career in public service and in inspiring them to choose public service as a career path, the second biggest reason cited by those fellowship alumni who did not continue on in public service was their inability to secure meaningful public service employment. One reason for their inability was their difficulty navigating the civil service system. The fellowship program has attempted to address this by working with the State Personnel Board (SPB) to create an online civil service exam for fellows (the exam is also available to the general public) so that they might be able to transition into a permanent civil service position at the conclusion of the fellowship program (T. Hodson, personal communication, April 14, 2009). The Center did argue for a separate

classification for fellows but was only able to convince the SPB to create an online exam. It is too soon to know if this online exam will increase the numbers of fellows continuing in public service as it was implemented with the 2007 fellowship class. The effects this new online exam has on retaining fellows in California's civil service system should be studied at a later date.

Secondly, upon examining where fellowship alumni are currently employed this thesis affirms - albeit on a small scale - that the private industry is attracting more and more individuals who were initially attracted to careers in public service. As discussed during the introductory chapter, rising numbers of public administration graduate students are choosing careers in private industry versus public service. The same was true for fellowship alumni when their careers were examined over time. Initially only two alumni or 7 percent of survey respondents went on to work in private industry at the conclusion of the fellowship; however, when asked what field alumni were working in today, this number increased to seventeen or 21 percent of respondents. These numbers mirror Carol Chetkovich's findings in her 2003 study described in the introductory chapter. What accounts for fellowship alumni deciding to transfer from public service to private industry is uncertain as it was not the focus of this research. Future researchers should give some consideration to this finding.

### ***Recommendations for Further Analysis***

As mentioned previously, a longitudinal study might be the best option to get an accurate analysis of the Executive Fellowship Program overall. Conducting this study over a set amount of years and surveying fellows the last week of their fellowship

program would be optimal. This way the experience will be fresh in fellows' minds. In addition, following up with alumni after five or ten years to determine their career trajectory would be beneficial. However, if a longitudinal study was unable to be completed but time was available to conduct a cross-sectional survey similar to mine, it would be beneficial to complete an extensive outreach effort to fellowship alumni in order to include the entire universe of fellowship alumni in the survey analysis. Lastly, supplementing the research with interviews would give the survey more depth.

Some interesting differences emerged in the survey analysis that would be of interest to study further. Specifically, the difference in the perceptions of fellowship alumni of divergent collegiate backgrounds was an unexpected finding. What accounts for these differences is unknown. When I conducted a quick literature review on the topic I was unable to locate pertinent literature that could provide insight to this difference. Students from public and private universities may have differing views and expectations of mentors. In addition, it is unknown whether the perceptions were a result of a public or private university experience or if those fellows who attended a private university also received a private K thru 12 education and the difference goes deeper than just collegiate background. Whether a study to determine what leads to these different perceptions should be conducted as part of a larger separate study or within a more extensive examination of the Executive Fellowship is something to be considered by future researchers but dependent upon the goals of their research.

### ***Impact on Pending Retirement of California Workforce***

This thesis was introduced with the backdrop of the pending retirement of over 50 percent of California's public servants. Whenever and however this retirement occurs it will be a substantial loss of institutional knowledge for the state of California. While many Californians often berate or criticize their government as too large or too lazy, public servants - for the most part - are dedicated and deserving employees who often times willingly and knowingly accept jobs earning less than they would in the private sector. The Executive Fellowship Program is a shining example of bringing qualified and well-scrutinized<sup>6</sup> individuals into a career, perhaps life-long career, in public service. If one takes this study's finding that 53 percent of overall fellowship alumni are employed in public service today and applies it to the total number of fellows that have completed the fellowship program, approximately 174 fellowship alumni work in public service today. While this number only represents 0.08 percent of the State of California's total workforce it demonstrates that the Executive Fellowship Program is making a contribution in the recruitment and retention of professionals that will soon be called upon to backfill vacancies left by those public servants who are at retirement age today.

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<sup>6</sup> Prospective fellowship participants must complete a detailed application which contains within it 2-3 letters of reference as well as sample written work to be considered for the program. If selected for an interview, the applicant participates in a interview panel with the Executive Fellowship Director, a former fellow, approximately four university administration staff and approximately four representatives from the current governor's administration. The fellowship class is selected based on this process.

## APPENDIX A

### Survey Instrument

#### **Cover Letter**

March 11, 2009

Dear Fellow Executive Fellow Alumna/us,

I was an Executive Fellow in the 2005-2006 class. I am currently in the final stages of earning my Masters degree in Public Policy and Administration (MPPA) from Sacramento State. As one of my graduation requirements I must undertake a thesis project of my choosing. I have chosen to evaluate the Executive Fellowship Program and I am hopeful you will be able to assist me in this endeavor.

The objective of my survey is to learn about former Fellows' careers and how the Fellowship experience affected them. In developing this survey I have done research on the core components of experiential learning programs (the fellowship program is considered to be such a program) to ensure my questions are properly framed.

This survey was designed so that all responses are anonymous. No identifying information is collected, other than the IP address of your computer, which will be masked from me and the Center for California Studies. However, I am required to inform you that no absolute guarantees can be given for the confidentiality of electronic data. Furthermore, once you complete the survey, I am unable to remove your data from the database should you wish to withdraw it. You may decline to participate without any consequences, and you are free to decline to answer any questions. The information you provide is more valuable if you answer every question. The findings drawn from all survey responses will become a matter of public record per university requirements. I am happy to share my thesis findings with anyone who has an interest.

I thank you in advance for your time and effort in completing this survey. I truly appreciate your assistance. I respectfully ask that you complete the survey by March 25, 2009. The survey should take no more than ten minutes to complete. Additionally, if you happened to change placements during your Fellowship year, please respond to any placement related questions from the perspective of your experience in the unit where you spent the most time.

Thank you,

Rosemary Lamb  
2005-2006 Executive Fellow

## APPENDIX A

**Survey**

1. By completing this survey, you are agreeing to participate in the research.
  - I agree
  - I do not agree

The terms public service and public interest sector are used throughout the survey. To ensure consistent interpretation by all respondents please refer to the following definition of each term when answering questions:

\*Public Service: government (e.g. state or local government; special district or school district)

\*Public Interest Sector: organizations or groups that advocate for a broad concept of public interest as opposed to the specific interests of a limited constituency (e.g. the American Cancer Society would be a public interest organization as it advocates for current and prospective cancer patients while the Trial Lawyers Association of California would not be considered a public interest group as it is advocating solely for the benefit of trial lawyers).

THE FIRST SET OF QUESTIONS PERTAIN TO YOUR ACTIVITIES PRIOR TO BEGINNING THE EXECUTIVE FELLOWSHIP PROGRAM.

2. Did you work full-time for at least six months after receiving your bachelor's degree but prior to beginning the fellowship?
  - Yes. If yes go on to question 3.
  - No. If no skip question 3 and go directly to question 4.
3. Did you work in public service prior to beginning the Executive Fellowship Program?
  - Yes
  - No

THE NEXT SERIES OF QUESTIONS SEEK TO GET A BETTER UNDERSTANDING OF YOUR FELLOWSHIP EXPERIENCE.

4. Do you feel the Executive Fellowship orientation (i.e. the multiple week preparation period at the beginning of the program before your placement) gave you a better understanding of public service?
  - Yes
  - No

5. At the beginning of your placement did you and your mentor create goals and/or outline objectives for your fellowship year?

- Yes
- No

6. Below are words that might be used to describe your experience with your Fellowship mentor. Please indicate any that apply to your experience:

- Supportive
- Helpful
- Distant
- Pleasant
- Superficial
- Indifferent
- Encouraging

7. While in your placement did you feel integrated into your placement organization and as a member of the team? (An example of this would be participating in staff meetings.)

- Strongly integrated
- Somewhat integrated
- Somewhat excluded
- Strongly excluded

8. Did you have opportunities during your weekly graduate seminar to participate in a facilitated discussions regarding your placement and to apply public service and/or public administration/policy concepts to your placement experience?

- Yes
- No

9. Do you feel the fellowship furthered your skills in understanding complex policy issues and the governmental actors (i.e. the Governor, legislators, constituent groups, civil servants and local government officials) who work to address them?

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

10. To what extent did you feel better prepared to work in public service upon completion of the Executive Fellowship Program?

- Much better prepared
- Somewhat better prepared
- Not significantly better prepared
- No more prepared than when I began the fellowship



11. Did you have a deeper appreciation of public service – and the work of public servants – at the conclusion of your Fellowship year?

- Yes
- No

THE FOLLOWING QUESTIONS PERTAIN TO YOUR EXPERIENCE AFTER YOUR FELLOWSHIP YEAR AS WELL AS YOUR CURRENT WORK.

12. What impact did your fellowship experience have on your desire to work in public service?

- Furthered my desire to work in public service.
- My interest to work in public service remained the same.
- Lessened my desire to work in public service.

13. Did you continue to work in public service upon your completion of the fellowship program?

- Yes. Please skip question 14 and proceed to question 16.
- No. Please continue to question 14.

14. Please select a single reason from the list below that BEST EXPLAINS why you did not continue in public service at the conclusion of your fellowship year.

- Enrolled in a graduate program (e.g. law school, a public master's degree program or medical school). Please continue to question 15.
- Decided public service did not best suit my needs and/or interests. Please skip question 15 and proceed to question 16.
- Decided the private industry was a better fit for me professionally. Please skip question 15 and proceed to question 16.
- Decided the public interest sector was a better fit from me professionally. Please skip question 15 and proceed to question 16.
- Decided the non-profit sector was a better fit for me professionally. Please skip question 15 and proceed to question 16.
- Unable to find suitable, professional public service employment (e.g. difficulty navigating the civil service system). Please skip question 15 and proceed to question 16.
- Never intended to work in public service but wanted the fellowship experience. Please skip question 15 and proceed to question 16.
- Personal reasons. Please skip question 15 and proceed to question 16.
- Other. Please state in the space provided below and then proceed to question 16, skipping question 15.

15. Upon completing graduate school did you (or do you plan to) obtain employment in public service?

- Yes
- No

16. In what career field are you now employed?

- Public service
- Public Interest Sector
- Non-profit
- Private industry
- Student – enrolled in graduate program or law school.
- Other (please specify)

THE LAST QUESTIONS SEEK TO GATHER SOME BASIC DEMOGRAPHIC INFORMATION ABOUT YOU AND WHEN YOU PARTICIPATED IN THE EXPERIENCE FELLOWSHIP PROGRAM.

17. What year were you a fellow? Please indicate the start and end years; for example: 2005-2006.

18. Gender:

- Female
- Male

19. How old were you when you started the fellowship program?

- 21 years old or younger
- 22-25 years
- 26-29 years
- 30-34 years
- 35-39 years
- 40 years or older

20. Did you receive your undergraduate degree from a public or private university?

- Public
- Private

THE QUESTION BELOW WILL NOT BE A PART OF THE SURVEY ANALYSIS BUT PROVIDES YOU AN OPPORTUNITY TO REFLECT ON YOUR FELLOWSHIP EXPERIENCE.

21. Are there any thoughts you would like to share or feedback you would like to provide to the Executive Fellowship Program administrators? If so, please feel free to do so in the area provided below. (Reminder: your identity is anonymous.)

THIS SURVEY IS NOW COMPLETE. THANK YOU FOR TAKING THE TIME TO COMPLETE THE SURVEY. IT IS GREATLY APPRECIATED.

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