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The Career Leadership Academy prepares aspiring Iowa undergraduate student leaders to excel in their future endeavors beyond the University setting and to live and lead with integrity. Through meaningful and intentional academic and experiential coursework, students learn and develop leadership skills and professionalism in a collaborative and inclusive environment.

MISSION & VALUES

EXCELLENCE

99%

Post Graduation Data shows CLA STUDENTS in their first jobs ARE AVERAGING THIS AMOUNT OR MORE OVER OTHERS IN THE SAME MAJOR!

$1,700

1,000+ PROGRAM ALUMNI

THANK YOU TO OUR SPONSORS!

INTEGRITY

100%

99%

OF CLA STUDENTS ARE CONFIDENT IN THEIR ABILITY TO NETWORK AND MAKE A POSITIVE IMPACT IN THEIR COMMUNITY.

OF CLA STUDENTS ARE CONFIDENT IN THEIR ABILITY TO NETWORK AND MAKE A POSITIVE IMPACT IN THEIR COMMUNITY.

INCLUSIVENESS

24%

5% FRESHMAN

30% SENIOR

24%

INTERNATIONAL & UNDER REPRESENTED STUDENTS MADE UP OUR CLASS POPULATIONS

WHERE IN THE WORLD DO CLA GRADS WORK?

35

DIFFERENT MAJORS WERE REPRESENTED IN CLA IN 14-15!

35

... AND OVER A HUNDRED MORE COMPANIES!!!

LEARNING & DEVELOPMENT

100%

99%

OF CLA STUDENTS WHO COMPLETED CLA SAID IT HELPED THEM TO BE SUCCESSFUL AT THE UNIVERSITY OF IOWA!

99%

OF CLA MIAERS WHO CONDUCTED SERVICE-LEARNING PROJECTS BELIEVE THEY CAN HELP GROUPS WORK TOWARDS COMMON GOALS.

93%

OF CLA STUDENTS WHO TOOK SERVICE-LEARNING COURSES AGREED THAT THEY IMPROVED THEIR ABILITY TO VERBALLY COMMUNICATE CLEARLY AND CONCISELY.

MAKING A DIFFERENCE

100%

CLA CHANGED MY LIFE AND INSPIRED ME TO GO ON THE SERVICE LEARNING TRIP TO MEXICO.

HANNAH MAHER

FALL 2015

MARVIN A. POMERANTZ LEADERSHIP AWARD WINNER

100%

OF CLA STUDENTS WHO CONDUCTED SERVICE-LEARNING PROJECTS BELIEVE THEY CAN HELP GROUPS WORK TOWARDS COMMON GOALS.

SERVICE PROJECT PARTNERS

Big Brothers Big Sisters

Hope Lodge®

Lyman B. Boll's Coffee House

TABLE TO TABLE
Program Mission Statement

The Career Leadership Academy prepares aspiring Iowa undergraduate student leaders to excel in their future endeavors beyond the University setting and to live and lead with integrity. Through meaningful and intentional academic and experiential coursework, students learn and develop leadership skills and professionalism in a collaborative and inclusive environment.

The Career Leadership Academy challenges its students to connect with leaders in order to live a purposeful life and create positive change on a local, national, and global level.

Program Values

Excellence

We inspire and challenge our staff, instructors, and students by setting high standards and expectations to put forth our best in all areas of our lives in order to reach our full potential, embracing the process as much as the outcome.

Integrity

We are committed to being socially responsible citizens, leading with authenticity, working with integrity, and never compromising our ethics.

Inclusiveness

We celebrate diversity and we encourage variations in thinking so we may develop purposeful and empowering relationships.

Learning and Development

We believe that education is a holistic process and we encourage our staff, instructors, and students to become lifelong learners engaged in active inquiry, problem-solving, and personal reflection in order to cultivate the intellect and establish an identity through meaningful experiences.

Making a Difference

We work towards positive change by helping others recognize their sphere of influence and answer their call to action. By motivating ourselves and others to engage in active citizenship, service, and leadership, our vision may be shared and lived.
Program Learning Outcomes

After completing two 3-semester hour academic courses utilizing course readings, assessments and inventories, classroom discussions, and experiential activities, graduates of the Career Leadership Academy will demonstrate:

1. Improved communication, interpersonal, problem-solving, decision-making, organizational, leadership, and critical thinking and analytical skills;

2. Increased understanding of and ability to demonstrate career readiness, professionalism and effective use of technology in the workplace;

3. Increased understanding of one’s sphere of influence and active engagement in meaningful educational and civic activities through service and leadership;

4. Enhanced ability to recognize and understand the diversity in global environments and apply that knowledge to work effectively within team structures;

5. Improved ability to set goals and priorities and organize plans to achieve them; and

6. Increased understanding of self, including interests, beliefs, opinions, values, and skills.

NOTE: The 6 academic credits earned in the Career Leadership Academy count towards The University of Iowa’s elective credit structure, the Enterprise Leadership major, the Tippie College of Business’s RISE requirement, and/or the Certificate in Leadership Studies.
Participant Information

384 - Total Number of students participating in the Career Leadership Academy in 2014-2015

Year in College – Students can begin Academy courses in their freshman year

- 5% Freshman
- 20% Sophomores
- 45% Juniors
- Seniors

By College

- 62% - Tippie College of Business
- 35% - College of Liberal Arts and Sciences
- 1% - College of Education
- 1% - College of Engineering
- 1% - College of Nursing

Number of Majors – 35 different majors

Top 5 Majors

- Finance
- Business
- Communication Studies
- Journalism and Mass Communication
- Psychology

International and minority students – 24% of CLA participants

1,002 - Total Number of CLA Alumni Since Program Inception in January 2007

CLA graduates work in hundreds of different fields across the country from Portland, OR to Boston, MA to Salt Lake City, UT to Orlando, FL. CLA graduates are becoming everything from lawyers, doctors, scholars, or are engineers, teachers, account managers, and entrepreneurs, who have started their own businesses.

Sampling of Companies where CLA Graduates Work

Acquity Group   American Academy of Pediatrics   American Cancer Society
Ameriprise   Anheuser-Busch   Bloomberg LP
C.H. Robinson Worldwide LLC   Cerner Corporation   Coyote Logistics
ConAgra Foods   Denver Area School District   Google
Hy-Vee   John Deere   Learfield Sports
Merrill Lynch   Northwestern Mutual   Price Waterhouse Coopers
RAPP China   Rockwell Collins   State Farm
Target   UI Hospitals and Clinics   US Bank

..... and many, many more!

Updated 7/2/2015
Employer Involvement Information

109 - Overall number of employers participating in program events
13 - Overall number of CLA alumni employers participating in program events

- **2 Etiquette Dinners** – An opportunity for students to learn about professionalism and etiquette, while simultaneously practicing networking skills with employer partners and guests.

- **2 LeadersLive Speaker and Networking Events** – An event where national and regional speakers come and share advice, lessons learned, and tips about effective leadership. Students get to practice networking with employer partners and guests as well.
  - **Fall 2014 - Stacey Hanke – Communication Consultant**
  - **Spring 2015 - Mitch Mathews – Big Dream Gathering**

- **10 Employer Panels** – Employers come to CLA classes and offer advice about what they want to see in new graduates and how students can set themselves apart as new employees. Students get to practice networking with the employer guest and develop efficacy for the career process.

- **10 Presentation Evaluations** – Students offer group presentations on needs in the Iowa City community to employer evaluators. This offers students the opportunity to develop professional presentation skills and gain valuable feedback and insights from employers on how to be successful in their future careers when they have to present.

### Companies Participating

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<thead>
<tr>
<th>Northwestern Mutual</th>
<th>Cottingham &amp; Butler</th>
<th>Target</th>
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<tr>
<td>UI Alumni Association</td>
<td>RuffaloCODY</td>
<td>Prudential</td>
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<td>Sherwin Williams</td>
<td>GoDaddy</td>
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<td>GEICO</td>
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<td>Verizon</td>
<td>Remedy Staffing</td>
<td>Coyote, Merrill Lynch</td>
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<tr>
<td>KJWW</td>
<td>Iowa City Area Development</td>
<td>CH Robinson</td>
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### Grants and Sponsorships for the year

- **Target** - $10,000 for LeadersLive and Strengths Based Teams Courses
- **State Farm** - $19,000 for program expansion, marketing, CLT Student Organization events, instructor and course resources and materials, service projects
- **Rockwell Collins** - $5,700 for service-learning trip travel to Xicotepec, Mexico

Updated 7/2/2015
Learning Outcome Results

**LS:2002 Career Leadership Academy Part 1 – Leadership in Practice**

1. **Articulate their personal values, strengths, and personal definition of leadership.** Measured by Personal Values question on Post Test, Strengths question on Post Test, Leadership Philosophy question on Post Test, and Content dimension #4 of Leadership Synthesis Paper rubric
   a. **84%** of students agreed or strongly agreed they can articulate their personal values (80% was Goal)
   b. **99%** of students agreed or strongly agreed they can articulate their strengths (80% was Goal)
   c. **95%** of students agreed or strongly agreed they can articulate their leadership philosophy (80% was Goal)
   d. **100%** of students score a 2 or higher on dimension #4 (80% was Goal)

2. **Discuss the skills and abilities employers want in college graduates.** Measured by Employer Panel questions on Post Test.
   a. **96%** of students agreed or strongly agreed they understand what employers want from new graduates (80% was Goal)
   b. **100%** of students could articulate one skill and/or quality employers want in college graduates (80% was Goal)

3. **Distinguish between leadership theory, leadership behaviors, and the traits and skills associated with effective leadership.** Measured by What Was Learned dimension #5 of Informational Interview Paper rubric, Trait question on Post Test, and Skill question on Post Test
   a. **100%** of students scored a 2 or higher on dimension #5 (80% was goal)
   b. **71%** of students could articulate at least one trait associated with effective leadership (70% was Goal)
   c. **96%** of students can articulate at least one skill associated with effective leadership (70% was Goal)

4. **Assess the effectiveness of a SMART goal based on the SMART method.** Measured by Content and Reflection dimension #2 in the Goals and Action Plan Summary rubric
   a. **75%** of students earned the point associated with the dimension (80% was Goal)

5. **Apply the Relational Leadership Model to group work throughout the semester.** Measured by the RLM questions in the Group – Peer Evaluation Qualtrics Survey.
   a. **100%** of students score an average of 3.5 or higher in each RLM category (85% was Goal)*

6. **Demonstrate improved or maintained written communication skills.** Measured by Organization and Format & Grammar dimensions of Conceptualizing Leadership Paper rubric, Proper use of APA Format, Organization Format & Grammar, and Overall Quality of Writing dimensions of Informational Interview Paper rubric, and Proper use of APA Format, Organization Format & Grammar, and Overall Quality of Writing dimensions of Leadership Synthesis Paper rubric
   a. **100%** of students obtained 2 or more total points on Organization and Format & Grammar dimensions of Conceptualizing Leadership Paper rubric (80% was Goal)

*Updated 7/2/2015*
b. 100% of students obtained 4 or more total points on Proper use of APA Format, Organization Format & Grammar, and Overall Quality of Writing dimensions of Informational Interview paper Rubric (80% was Goal)

c. 25% of students obtained all points on Proper use of APA Format, Organization Format & Grammar, and Overall Quality of Writing dimensions of Leadership Synthesis paper rubric (80% was Goal)

7. **Demonstrate effective verbal communication and listening skills in group work throughout the course.** *Measured by Verbal Communication question on Post Test and Listening Question on Post Test*
   a. 93% of students agreed that they improved their ability to verbally communicate clearly and concisely (80% was Goal)
   b. 91% of students agreed that they improved their ability to actively listen to others (80% was Goal)

8. **Examine strategies related to effective teams and group dynamics.** *Measured by Critical Thinking dimension on Conceptualizing Leadership Paper rubric.*
   a. 95% of students scored 3-5 points in this dimension (80% was Goal)

9. **Deliver a professional presentation.** *Measured by Group Item #4 and Individual item #4 on In-Class Presentation Evaluation Qualtrics Survey.*
   a. 95% of students scored in the Very Good to Good range on both items (80% was Goal)

10. **Evaluate the performance of self and peers.** *Measured by Instructor Feedback dimension #1 on Community Need Group Presentation Scorecard, and Evaluation & Meeting dimension #2 on Performance Evaluation rubric.*
    a. 95% of students scored 3-4 points on dimension #1 (80% was Goal)
    b. 100% of students earned all points on dimension #2 (80% was Goal)

**Most Impactful Thing Learned in Course**

- How to not only understand my own strengths but how they work with others. It has been incredibly helpful in my everyday life
- How to work well with different types of leaders and communicators in group settings, and how to adapt my leadership styles around theirs
- I became more comfortable and confident when speaking to employers
- How to be a leader instead of a boss since I have acted like a boss while running my company and honestly treated my employees like they weren’t smart when they screwed up. But, I have already started to use this new knowledge and I have drastically changed
- I think the most impactful thing I learned this semester was who I am a leader right now and the steps I need to take to become an even better leader in the future
- The most impactful thing I have learned is what to expect when I interact with employers, what my leadership style is and how to apply it in the class room and out
- Understanding how values affect my decisions, what my strengths are, and how values and strengths can be used to create my own personal mission. Self-reflection and understanding myself is key to being a leader
Everything that I learned about preparing yourself for the work world was so impactful and really made a huge difference in my life.

I learned my strengths and started actually using believing in them. I obtained an internship using my strengths and networking skills that were developed.

I learned how to properly communicate with others, what my strengths were, and how to effective portray those strengths to employers.

I learned the importance of the relationships you have with people and how the environment you create of “culture” of the organization is crucial for being productive and cohesive.

That leadership is an overall relational process that involves all members of the group working towards a common goal. It is crucial to attend to both task and relational needs of all members in order to be successful.

**LS:3002 Career Leadership Academy Part 2 – Leadership in Action**

1. **Explain the effect of personality type on leadership practices and group work through the Golden Personality Type Profiler.** Measured by Content & Reflection dimension #4 on Service Project Paper rubric.
   
a. 80.21% of students scored in the Average or Excellent Range. (80% was goal)

2. **Differentiate between service learning and volunteerism as explained through the Social Change Model of Leadership.** Measured by Content & Reflection dimension #5 on Service Project Paper rubric.
   
a. 96% of students scored in the Average or Excellent Range. (80% was goal)

3. **Explain how to enact positive social change in a community and why it is important.** Measured by Content & Reflection dimension #6 on Service Project Paper rubric.
   
a. 74% of students scored in the Average or Excellent Range. (80% was goal)

4. **Interpret when the skills associated with the Social Change Model of Leadership were demonstrated through a service learning project.** Measured by Content & Reflection dimension #2 in Service Project Paper rubric.
   
a. 98% of students scored in the Average or Excellent Range. (80% was goal)

5. **Apply personal branding to all professional artifacts, as well as tailor that branding for a specific job description and interviewing opportunity.** Measured by Reflection dimension #3 of Part 1 of Transferable Skills, the Job Search and Personal Branding rubric, Resume / CV dimension of Part 2 Transferable Skills, the Job Search and Personal Branding rubric, and Organization dimension #1 of Part 1 of Interviewing Assignment rubric.
   
a. 92% of students scored 4-5 points on dimension #3. (80% was goal)
   
b. 100% of students score 9-6 points on Resume / CV dimension. (80% was goal)
   
c. 100% of students earn all points on dimension #1. (80% was goal)
6. **Demonstrate effective networking techniques and identify proper etiquette behaviors in a professional setting.** Measured by LinkedIn Profile dimension #1 on Part 1 of Transferable Skills, the Job Search and Personal Branding rubric, LinkedIn Profile dimension #2 on Part 1 of Transferable Skills, the Job Search and Personal Branding rubric, and Free Write questions after Etiquette Dinner.
   a. **82%** of students provided 2 recommendations on their LinkedIn Profiles. (80% was goal)
   b. **73.2%** of students followed at least 2 industry groups on their LinkedIn Profiles. (80% was goal)
   c. **89%** of students listed 2 things they learned in class and at the Etiquette Dinner about networking and how they will apply it at LeadersLive. (80% was goal)

7. **Identify resources to make informed financial decisions, the components of benefits packages, starting salaries in entry level jobs in their intended career field, and strategies to successfully negotiate these aspects of a job offer.** Measured by Starting Salary dimension on Personal Budget rubric and Quiz on financial resources, benefits packages, and salary negotiation week 11.
   a. **100%** of students earned all the points for this dimension. (80% was goal)
   b. **84%** of students scored a B- or better on the week 11 quiz. (70% was goal)

8. **Synthesize their Career Leadership Academy experience and understanding of leadership into a personal leadership philosophy statement.** Measured by Organization dimension #4 and 5 on Part 1 of Interviewing Assignment rubric.
   a. **95%** of students earned all points for both dimensions. (80% was goal)

9. **Discuss how to successfully transition from college to work by applying the skills, attitudes, and behaviors employers want in new hires.** Measured by in-class free write after week 12 lesson.
   a. **95%** of students identified what will change as they move into work/grad school. (80% was goal)
   b. **95%** of students identified how they will successfully transition. (80% was goal)
   c. **86%** of students listed the skills, attitudes and behaviors employers will want them to exhibit. (80% was goal)

**Post-Test / Exit Interview Data**
- **88%** of students felt more confident in Networking Skills
- **95%** of students encourage others to participate in group work as a result of the service project work
- **97%** of students work cooperatively with others as a result of the service project work
- **100%** of students demonstrate civil and respectful interactions with others as a result of the service project work
- **97%** of students can help identify a common goal in group work was a result of the service project work
- **97%** of students value others contributions in group settings as a result of the service project work
- **100%** of students believe they can help groups work towards a common goal
- **97%** of students understand how their personality type shapes their work with others

Updated 7/2/2015
- 96% of students learned to discuss their transferable skills in an interview setting
- 97% of students learned to discuss their Strengths in an interview setting
- 87% of students felt they could apply their personal brand to anything related to the job search
- 83% of students can identify the components of a benefits package
- 93% of students can identify the starting salaries for their intended career field
- 86% of students can identify the strategies to successfully negotiate the different aspects of a job offer
- 98% of students can identify resources to make informed financial decisions

Most Impactful Thing Learned in Course

- The Service Project really opened my eyes to the importance of finding organizations in my community that help causes I feel strongly about and doing my part to support those organizations.
- The most impactful thing that I learned consisted of how to give back in the community and how to manage my financials for the upcoming years.
- The most impactful thing that I learned was job searching skills because I have not had to begin doing that yet, and now I know a lot of places to do so, what to look for, and how to prepare for the interview that goes along with that.
- How to lead with the tools that you already have. You need to embrace who you are and lead in a way that appropriately [sp] represents you.
- The most impactful thing I learned in the last phases of CLA were how my actions, leadership, and initiative affects the greater community and how great of an influence I have on others. This service leaning project was truly an eye opening experience and I enjoyed every second of it.
- The most important skill I developed is the ability to have professional "networking" conversations. I feel confident enough in my abilities to strike up conversations or make the first interaction with individuals I probably would not have before CLA.
- I was able to realize that there are many different types of leaders and I am a leader in my own way. I never thought of myself as a leader before this class and I had a set idea of what a leader looks like and how they act but this class made me realize there are so many different kinds of leaders.
- Be inclusive and keep an open mind - The world is full of a diverse population of people, work to better understand everyone!
- The most important skill that I have learned was how to carry myself in a professional manner and interact with others professionally. I think this is important because you never know who you are going to meet and who can help you, so you want to be on your best behavior at all times and be respectful.
- The most important skill I developed was my writing skills because as a finance major, I am not required to write a lot of papers and CLA improved my writing skills.
Points of Pride

Success at Iowa

- 99% of students completing CLA in 2014-2015 say it contributed to their success at Iowa:
  
  - “I learned how to lead with the tools that you already have. You need to embrace who you are and lead in a way that appropriately represents you.”
  
  - “The most important skill I developed is the ability to have professional ‘networking’ conversations. I feel confident enough in my abilities to strike up conversations or make the first interaction with individuals I probably would not have before CLA.”
  
  - “I have grown more confident in my leadership skills in order to take on larger roles in positions and organizations on campus.”
  
  - “CLA helped me become a more confident individual when taking on ‘real-world’ tasks.”
  
  - “It has helped me prepare for life after college which I think a lot of students who don't take courses like CLA struggle with.”

- $1,700 UI/Pomerantz Career Center post-graduation data suggests CLA students in their first jobs are averaging this amount or more over others in the same major.

Service Projects and Community Partners Aided in CLA Courses

- Fall 2014
  
  - **Table to Table** – Class partnered with this organization to conduct a food drive in Iowa City, Coralville, and North Liberty area. The collected food was delivered to the organization’s food pantry and then the class cooked and served a meal at the local shelter for its guests.
  
  - **Hope Lodge of Iowa City** – Class members built shelves, organized, cleaned and inventoried the organizations storage room. The class also planted bulbs in the lodge’s outdoor garden for the spring and hosted a meal and holiday mug decorating event for guests.
  
  - **Rape Victim Advocacy Program of Iowa City** – Students collaborated with this organization to create a campaign titled: “Hawks Can Stop It”. They developed a social media platform to reach out to the campus community as well as helped the organization re-define and re-write its mission statement.
• Spring 2015

  o **Big Brothers – Big Sisters** – Class worked with the Iowa City chapter to host an event that paired current ‘littles’ with new ‘big’ partners. The event also educated the community about the mission of the organization and prompted many to get involved as volunteers.

  o **Uptown Bill’s Keeping the Dream Alive Foundation** – Class partnered with Uptown Bill’s Coffee House to host an “Abilities Awareness Entertainment Night”. Numerous performers entertained patrons, while also talking about the importance of integrating people with different abilities into every aspect of life. The event raised funds that will be used by the foundation to keep the coffee shop running.

  o **Rape Victim Advocacy Program of Iowa City** – The class collaborated with RVAP to put on the Clothesline Project and the “It’s On Us” Summit. Each of these events brought awareness to the sexual violence that occurs to women and transgender individuals, while also providing a platform for victim’s voices and stories. They allowed the campus to engage in planning the way forward so that Iowa is a safer campus.
Event Highlights

Etiquette Dinners – These events are an opportunity for students to learn about professionalism and etiquette, while simultaneously practicing networking skills with employer partners and guests.

Event Learning Outcomes

1. To learn proper etiquette in professional dining situations.
2. To understand what attire is proper in business, professional, formal, and casual career settings.
3. To practice their networking skills and the art of conversation in professional settings.

Fall 2014 Results

- 82% of students rate their ability to network in a professional setting as Excellent or Very Good after attending this event
- 97% of students rate their ability to demonstrate proper dinner etiquette techniques and behaviors as Excellent or Very Good after attending this event
- 97% of students rate their understanding of which plate/utensil to use and when to use it as Excellent or Very Good after attending this event
- 100% of students rate their knowledge of appropriate dress for casual, business casual, and/or professional environments as Excellent or Very Well after attending this event

Spring 2015 Results

- 77% of students rate their ability to network in a professional setting as Excellent or Very Good after attending this event
- 91% of students rate their ability to demonstrate proper dinner etiquette techniques and behaviors as Excellent or Very Good after attending this event
- 96% of students rate their understanding of which plate/utensil to use and when to use it as Excellent or Very Good after attending this event
- 100% of students rate their knowledge of appropriate dress for casual, business casual, and/or professional environments as Excellent or Very Well after attending this event
LeadersLive – These events highlight national and regional speakers, who come and share advice, lessons learned, and tips about effective leadership. Students get to practice networking with employer partners and guests as well.

Event Learning Outcomes

1. To help students gain a greater understanding of themselves and of their interests, beliefs, opinions, values, and skills.
2. To increase student’s understanding of the main principles and factors of leadership, leadership styles, models and processes.
3. To increase student’s knowledge of the skills employers seek in new and recent college graduates.
4. To help students be more competent and confident in important workplace skill areas such as networking.

Fall 2014 Outcomes

- 91% of students felt they learned new information at LeadersLive which will help them in their future leadership and career pursuits
- 83% of students felt they gained knowledge and awareness about Listening Skills through this event
- 95% of students felt they gained knowledge and awareness about Communication Skills through this event
- 92% of students felt they gained knowledge and awareness about Professionalism through this event

Spring 2015 Outcomes

- 87% of students felt they learned new information at LeadersLive which will help them in their future leadership and career pursuits
- 88% of students felt they gained knowledge and awareness about networking through this event
- 85% of students felt they gained knowledge and awareness about Listening Skills through this event
- 85% of students felt they gained knowledge and awareness about Communication Skills through this event

Marvin A. Pomerantz Award Winners – The award, sponsored by Target, is presented each semester at the LeadersLive event. This award goes to a CLA student completing the program who most exemplifies Mr. Pomerantz’s Tenacity, Philanthropy, and Leadership. Each semester a new winner is chosen by a committee of Career Leadership Academy stakeholders including: employer partners, instructors, staff and a member of the Pomerantz family.

Fall – Hannah Maher (B.A. in Biology with a Minor in Chemistry)

Spring – Kyle Engler (B.B.A. in Finance and Management)
Student Organization Report

Campus Leaders Today, Career Leaders Tomorrow is a student organization focused on developing Iowa students into career-ready individuals that have a positive influence on campus and in the greater community. The purpose of CLT is to enhance the leadership skills acquired in the Career Leadership Academy by provide opportunities for experience and growth through the pillars of Service, Empowerment, and Professional & Alumni Relations.

-Events 2014-2015-

Make Your Own Business Cards
- Hosted professional development events where current members and new students could learn how to make their own business cards

Pumpkin Carving Event
- Hosted a meet and greet pumpkin carving social for new members then donated pumpkins to Ronald McDonald House before Halloween

Service Dinners
- Provided dinner and social time with residents at American Cancer Society Hope Lodge in Iowa City

Finals Stress Relief
- Worked with various offices on campus to create “Break Bags” to be handed out to students studying in UI Library during finals week.
Future Programmatic Initiatives

Courses – In the fall of 2015, the Academy will expand its reach beyond the UI campus by offering the following:

- **Part 1 and 2 Courses Online** as part of the Bachelor of Liberal Arts online degree and the Certificate of Leadership Studies online.
- **Part 1 Courses at Kirkwood Community College** campuses in Iowa City and Cedar Rapids

Partnerships – During the 2015-2016 Academic year the following employer partners will be engaging in the following sponsorships:

- **Target Corporation** – LeadersLive Speaker Series
- **Northwestern Mutual Financial Network** – Etiquette Dinner
- **Rockwell Collins** – Global Leadership Initiative in Xicotepec, Mexico Service Learning Trip
- **State Farm Insurance** – Sponsorship of course service-learning projects and program expansion into different markets

Program(s) – The Academy will once again partner with Rotary District 6000, the College of Pharmacy, the College of Dentistry, and Rotary International in Xicotepec, Mexico to conduct a week of service over the 2016 spring break. This initiative – **the Global Leadership Initiative in Xicotepec, Mexico** – will be the fourth time a Career Leadership Academy group has travelled to Mexico to learn about effective cross-cultural leadership through service projects in Southeastern Mexico in the state of Puebla.