REPORT TABLE OF CONTENTS

2015-2016 Report Highlights Infographic  2

Program Mission and Values  4

Program Learning Outcomes  5

Participant Information  6

Employer Involvement Information  7

Learning Outcome Results  8

Points of Pride  15

Event Highlights  18

Xicotepec Service Learning Trip  19

Future Programmatic Initiatives  20
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

425 - Total Number of students participating in the Career Leadership Academy in 2015-2016

22 - Total number of course sections offered over year

Year in College – Students can begin the Academy courses in their freshman year
- 17% Freshmen
- 24% Sophomores
- 33% Juniors
- 26% Seniors

By College
- 21% - Tippie College of Business
- 68% - College of Liberal Arts and Sciences
- 1% - College of Engineering
- 1% - College of Education
- 9% - Kirkwood College

Number of Majors this Academic Year – 45 different majors

Top 5 Majors
- Enterprise Leadership
- Business
- Communication Studies
- Sport and Recreation Management
- Interdepartmental Studies

International and minority students – 27% of CLA participants

1,114 - 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


..... and many, many more!
Employer Involvement Information

**120** - Overall number of 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 other 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 2015 – Mary Crane – Etiquette & Professionalism**
**Spring 2016- Justin Jones-Fosu– Everyday Diversity & Leadership**

**15 Employer Panels** – Employers visit 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 have the opportunity to practice networking with the employer guest and develop efficacy for the career process.

**15 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 when presenting in their future careers.

**Companies Participating**

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**Grants and Sponsorships for the year**

**Target** - $8,000 for LeadersLive

**State Farm** - funding for program expansion, marketing, CLT Student Organization events, instructor and course resources and materials, service projects

**Rockwell Collins** - funding for seven members to travel to Xicotepec, Mexico on the service learning trip

**Northwestern Mutual**- $10,000 for Etiquette Dinner
Learning Outcome Results

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

12 Total Sections for the Year

1. Articulate their personal values, strengths, and personal definition of leadership. *Measured by Personal Values question on Post Test, Strengths question on Post Test, and Content dimension #4 on Leadership Synthesis Paper rubric.*
   a. 94% of students agreed or strongly agreed they can articulate their personal values (80% was Goal)
   b. 87% of students agreed or strongly agreed they can articulate their strengths (80% was Goal)
   c. 90% 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 and Content & Reflection dimension #1 of Prompt 2: Informational Interview rubric.*
   a. 88% of students agreed or strongly agreed they understand what employers want from new graduates (80% was Goal)
   b. 99% of students could articulate one skill and/or quality employers want in college graduates (80% was Goal)
   c. 88% of students score a 3 or higher on dimension #1 (80% was goal)

3. Distinguish between leadership theory, leadership behaviors, and the traits and skills associated with effective leadership. *Measured by Quiz on Leadership History, Theory, and Definitions & Leadership Traits, Quiz on Leadership Styles and task & Relationship Behaviors, Quiz on Leadership Skill, Values and Goals, Trait question on Post Test, and Skill question on Post Test.*
   a. 85% of students score a B- or better on week 3 quiz (70% was goal)
   b. 77% of students score a B- or better on week 5 quiz (70% was goal)
   c. 78% of students score a B- or better on week 6 quiz (70% was goal)
   d. 99% of students could articulate at least one trait associated with effective leadership (70% was goal)
   e. 97% of students can articulated 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 Evaluation/Meeting dimension #5 on Final Performance Evaluation rubric.*
   a. 93% 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 Evaluation Content dimension #2 of the Mid-Semester Performance Evaluation rubric and the RLM questions in the Group – Peer Evaluation Qualtrics Survey.*
   a. 96% of students score 7 or more points on dimension #2 (80% was goal)
   b. 97% of students score an average of 3.5 or higher in each RLM category (85% was goal)

   a. 92% of students obtained 15 or more total points on the Prompt 1: Conceptualizing Leadership rubric (80% was goal)
   b. 78% of students obtained 20 or more total points on the Prompt 2: Informational Interview paper Rubric (80% was goal)
   c. 78% of students obtained 25 or more total points on the Leadership Synthesis paper rubric (80% was goal)

7. **Demonstrate effective verbal communication and listening skills in group work throughout the course.** *Measured by questions in Group-Peer Evaluation Qualtrics Survey.*
   a. 96% of students agree that their peers displayed effective verbal communication skills (80% was goal)
   b. 95% of students can articulate a way that their peers displayed effective verbal communication skills (80% was goal)
   c. 96% of students agree that their peers displayed effective listening skills (80% was goal)
   d. 95% of students can articulate a way that their peers displayed effective listening skills (80% was goal)

8. **Examine strategies related to effective teams and group dynamics.** *Measured by Critical Thinking dimension #1 on Prompt 1: Conceptualizing Leadership rubric.*
   a. 88% of students obtained 1.5 or higher on dimension #1 (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. 98% of students scored a weighted mean of 4 or higher in Group item #4 (80% was goal)
   b. 93% of students scored a weighted mean of 4 or higher in Individual item #4 (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. 97% of students scored 3-4 points on dimension #1 (80% was Goal)
   b. 96% of students earned all points on dimension #2 (80% was Goal)
Post-Test Data

- 85% of students felt they improved their ability to clearly communicate thoughts in writing as a result of participating in CLA
- 85% of students felt they improved their ability to participate in class discussions
- 87% of students felt they improved their ability to communicate clearly and concisely
- 89% of students felt they improved their ability to present in groups
- 91% of students felt they improved their ability to actively listen to others
- 91% of students felt they improved their ability to provide constructive feedback to peers
- 88% of students are more aware of how they communicate with others
- 94% of students believe they are able to work cooperatively with others
- 91% of students believe they are able to encourage others to participate in group work
- 93% of students believe they value others’ contributions in group settings
- 90% of students believe they can list the skills associated with effective group work
- 96% of students believe they can articulate their personal leadership philosophy
- 95% of students believe they can identify a common goal in group settings
- 96% of students believe they can help groups work toward common goal
- 91% of students believe they can better demonstrate respect and civil interactions with others from diverse background
- 89% of students believe they can apply strategies to effectively deal with difficult people
- 94% of students believe they can apply strategies to effectively solve problems
- 87% of students would recommend CLA to a friend

Most Impactful Thing Learned in Course

- How to make myself marketable within the professional world, developing my personal philosophy on leadership.
- I believe the most impactful thing that I learned from CLA Part one was the different methods to dissipate or resolve problems as well as the methods to connect with people who tend to be distant or work against the cohesiveness of the team.
- The most impactful thing I have learned in CLA is the traits that employers are looking for in college graduates. I am graduating in 2 weeks and I think it is important to know what I need to do or say in an interview that show off these skills I've gained through my time at The University of Iowa.
- The most important part I learned in CLA were my strengths. From that I learned a lot about myself and how I view leadership and my philosophy towards group members and group work.
- I think CLA has really taught me who I am as a person. Before the class, I really did not have a firm grasp on my strengths, communication style, or leadership qualities. After having gone through the class, I have undoubtedly found these answers. Knowing who I am will enable me to effectively apply my skills to real world situations, and provide me with the best opportunities to succeed in everything I do.
• I think I learned a lot about myself and what traits I have that would make me a successful leader. It'll be helpful when I am in the business world, looking for work to be able to say this is what makes me a good leader and this is what I can bring to the table.

• The most impactful thing that I learned in CLA Part 1 was how people have different styles and think in a different way than I do. I am a driver and I like to make decisions quickly, while an analytic will take their time and it might seem like they aren't paying attention when they actually are.

• The most impactful things I learned in CLA was that I had the power to mold myself to the leader that I strive to be. It showed me the components that I need to exhibit and learn if I want to be a leader in the field that I choose to study. There are many aspects in the class that helped me know more about being a leader, but the introduction was when I found out that it was actually possible for me to become a leader. I know with a lot of hard work and effort, I can one day call myself a leader.

• How to understand others based on their race, ethnicity and gender and how important it is to make people who are different than you feel included and empowered in a group setting.

• The most impactful thing I learned in CLA is that everyone has the ability to become a better leader. One can practice the skills necessary to take their leadership to the next level by practicing the various techniques we have discussed in this course.
LS:3002 Career Leadership Academy Part 2 – Leadership in Action

7 Total Sections for the Year

1. Explain the effect of one’s Top 5 Strengths on leadership practices and group work. Measured by Content & Reflection dimension #4 on Service Project Paper rubric.
   a. 83% 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. 96.75% 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. 80.5% 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 on Service Project Paper rubric.
   a. 96% 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 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 Interviewing Assignment rubric.
   a. 92.75% of students scored 4-5 points on dimension #3. (80% was goal)
   b. 98.5% of students score 9-6 points on Resume / CV dimension. (80% was goal)
   c. 89.5% 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. 83% of students provided 2 recommendations on their LinkedIn Profiles. (80% was goal)
   b. 90.25% of students followed at least 2 industry groups on their LinkedIn Profiles. (80% was goal)
   c. 93.5% 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 in week 11.
  a. 92.5% of students earned all the points for this dimension. (80% was goal)
  b. 82.5% 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. 85.5% 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. 98.25% of students identified what will change as they move into work/grad school. (80% was goal)
   b. 98.25% of students identified how they will successfully transition. (80% was goal)
   c. 98.25% of students listed the skills, attitudes and behaviors employers will want them to exhibit. (80% was goal)

Post-Test / Exit Interview Data
- 83% of students felt more confident in Networking Skills
- 93% of students encourage others to participate in group work as a result of the service project work
- 94% of students work cooperatively with others as a result of the service project work
- 91% of students demonstrate civil and respectful interactions with others as a result of the service project work
- 92% of students can help identify a common goal in group work was a result of the service project work
- 96% of students value others’ contributions in group settings as a result of the service project work
- 92% of students believe they can help groups work towards a common goal
- 90% of students learned to discuss their transferable skills in an interview setting
- 87.5% of students felt they could apply their personal brand to anything related to the job search
- 91% of students can identify the starting salaries for their intended career field
- 87.5% of students can identify resources to make informed financial decision

Most Impactful Thing Learned in Course
- The ability to work in a team more efficiently and to work towards the same goal using different approaches are the two most impactful traits I acquired.
• The most impactful thing that I learned was how to take advantage of networking skills. CLA has pushed me and given me more confidence in myself and has helped me embrace my skills and be able to share them with others.

• The most impactful thing I learned in this phase was how to negotiate a salary. I had no clue before this class how to negotiate or why I should even negotiate my salary. As a result, I now know the importance of asking for a salary that matches your self-worth and how to present a convincing argument when negotiating.

• The most impactful thing I believe I learned was how to take my skills and strengths and tailor my resume and cover letter and interview responses to reflect what the company is looking for based on the job description and based on personal research about the company.

• How to work and collaborate with a diverse range of personalities and behaviors by using the Social Change Model.

• How to interact effectively with a group. Because we were paired up for the entire length of the semester, it was nice to go through the stages of forming a team and getting to know people.

• Public speaking and being able to explain myself well. I tend to struggle with not being able to speak up on something that I am passionate about I tend to drawback, but with the help of CLA I am able to respectful speak my opinion without hurting anyone's feelings.

• By giving me insights into the working world. This includes an understanding of the many different personality and leadership styles, the different ages and generational gaps that one will encounter in the work world, and topics such as culture, networking, and the identification of our own top skills. All of these will undoubtedly be of use in my professional working career.

• Networking was the most important skill that I learned because as a first year student I did not have much experience with it and I am glad that I learned it early in my college career so I can continue to build my network throughout my college career.

• Working with large groups. In most my group projects I have done, I work with two or three people for a few weeks. During our service project I worked with a group of seven people for an entire semester, I learned to communicate efficiently and work with different types of people.
Points of Pride

Success at Iowa

97% of students completing CLA in 2015-2016 say it contributed to their success at Iowa:

• “My participation in CLA has connected me to a variety of different networks. Whether that is among the students I worked with in the course, my instructors, or professionals I met at the networking events, I have made a lot of valuable connections.”

• “It has helped me from start to finish of college, as I was just figuring out what I wanted to do, and now as I am going into my career field.”

• “CLA has helped me be successful by teaching me skills for succeeding in/out of the classroom and helping me identify resources that set me up for success. I have been able to identify many useful resources such as mock interviews at the Pomerantz Center to financial budgeting resources through CLA. Additionally, CLA has helped me expand my network of students, teachers and professionals. I now have a new group of people I feel comfortable reaching out to for career guidance.”

• “CLA has given me confidence and has shown me that I have individual strengths that teams and employers are looking for. It showed me how to represent these skills and how to speak of my strengths in a transferable way. It was beyond the normal class, got me involved, and taught me real world knowledge.”

• “As I just mentioned I have gotten every job/internship I have applied for. I have brought up this program and my strengths in the interviews which has helped me answer the most difficult questions. I have also increased my communication skills tremendously.”

100% of CLA graduates surveyed said what they learned in CLA helped them be successful after graduation (PCC Summer 2015 Graduate Calling Project).

The top ways it helped them to be successful include:

- Understanding professionalism
- Learning how to network effectively
- Resume and interviewing help
- Communication skill development
- Leadership and teamwork skill management
- Strengths development
Service Projects and Community Partners Aided in CLA Courses

Fall 2015

- **Big Brothers Big Sisters** – Class partnered with Big Brothers Big Sisters of Johnson County which is an organization that actively works to instill self-confidence, academic success and positive behaviors in children and youth. The team in conjunction with BBBS, created a recruitment portfolio for the organization that can be used at all future recruiting outreach events. The marketing materials include a PowerPoint Presentation and brochure that provides ways to get involved, mentor information and more!

- **Iowa City Veterans Administration Hospital** – After discovering that an astonishing number of homeless individuals in Iowa City are veterans, the group decided to partner with the VA Hospital to collect donations of unused or newly handmade blankets for the winter season. The team was able to handcraft 16 total blankets which they are confident will positively impact 16 veterans.

- **Rape Victim Advocacy Program of Iowa City** – Class partnered with RVAP to help promote their “My Cup is NOT my Consent” campaign by spreading awareness around campus. The group created a pledge board which they had over 350 students sign pledging to wait to engage in sexual activity if their partner is not in the right state of mind.

- **Iowa City Animal Care and Adoption Center** - This team partnered with ICAC in Iowa City to create an internship program to provide more outreach and create a bigger presence for the shelter. The group created a total of three different internships including; Animal Care Technician Intern, Administrative/Management Intern, and Program Development Intern.

- **Ronald McDonald House** - This group partnered with the Ronald McDonald House in Iowa City to create a cookbook with 45 easily prepared recipes that meet various dietary needs for the organization. The book provides cooking advice that will improve volunteer efficiency, and the overall health of individuals.

- **Table to Table** - Class decided to partner with Table to Table to help promote the organization and food waste reduction overall. To be successful in their efforts, the team hosted an event in the Newman Center where individuals spoke about volunteering experience and opportunities around campus. There were a total of 78 individuals who attended the event who increased their knowledge on Table to Table, volunteering as well as food waste reduction.

- **Projects for Assistance in Transition from Homelessness (PATH)** - This group partnered with PATH, which is an organization that provides assistance to homeless persons in need of mental health support. The class collected donations of winter items by creating
drop centers around campus and the Iowa City area. The group was also able to spread awareness about Path around town by delivering letters to local businesses and by word of mouth.

Spring 2016

- **Iowa City’s Shelter House & United Action for Youth**: Class partnered with United Action for Youth to volunteer at their annual spring teen clothing drive by assisting in the organization of clothes before the event as well as during the event itself. The class also partnered with the Shelter House by holding their own spring clothing drive in the residence halls and donating all proceeds directly to the Shelter House.

- **Tippie Build- Habitat for Humanity**: This team partnered with Tippie Build and Habitat for Humanity by helping construct walls and windows for a home Habitat was building for a family of 6 in Iowa City. All group members were able to attend this event and the community partner was very thrilled with their help throughout this project.

- **Johnson County Crisis Center**: This group collected food for the food bank at the crisis center. They also volunteered their time to organize the food storage area at the bank to make food handout more efficient for future volunteers.

- **Ronald McDonald House**: This group partnered with the Ronald McDonald House in Iowa City to provide a meal and activity for the families with ill children staying at the residence. The group was able to help assist in cooking a meal for over 40 family members. In addition, the group provided pots and flowers for the families to paint and plant together as a creative keepsake.

- **Iowa City’s Shelter House**: Class hosted a movie night at the Iowa City Shelter House to interact with individuals at the shelter and provide a fun night. They also collected toiletry donations from fraternity and sorority houses to donate to the shelter.

- **Habitat for Humanity**: Class partnered with Habitat for Humanity, specifically in Johnson County by creating gift baskets to help families transiting into their new homes. These gift baskets included items like toothbrushes, toothpaste, children’s materials, cleaning supplies, as well as a brochure, created by the group, listing various activities that Iowa City offers. The group was also able to attend two Habitat meetings in which they gained more information on the organization and how they could further help. Once baskets were put together, the group delivered them to families at a Habitat for Humanity meeting.
Event Highlights

LeadersLive – This event highlights 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 other guests.

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 2015 Outcomes
- 92% of students felt they learned new information at LeadersLive which will help them in their future leadership and career pursuits
- 93% of students felt they gained knowledge and awareness about Listening Skills through this event
- 86% 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 2016 Outcomes
- 87% of students felt they learned new information at LeadersLive which will help them in their future leadership and career pursuits
- 90% of students felt they gained knowledge and awareness about networking through this event
- 87% of students felt they gained knowledge and awareness about Listening Skills through this event
- 83% 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 2015 – Alison Moss (B.A. in Communication Studies)
Spring 2016 – Daycara Anderson (B.A. in Informatics and Mathematics)
Xicotepec Service Learning Trip

With the generous funding from Rockwell Collins, seven members of the Career Leadership Academy had the opportunity to perform a service-learning project in Xicotepec, Mexico over spring break. CLA partnered with Iowa’s Rotary District 6000 who collaborates with the Rotary Club of Xicotepec in order to help support and execute projects that address some of the most urgent needs in Xicotepec. These needs include construction, dental and medical care, education and more.

The students who traveled took part in a semester long multidisciplinary course which provided cultural and professional preparation for team work in an international environment. The course included the 7 CLA students, 10 dental school students, 4 pharmacy school students, and 1 Spanish major, all from the University of Iowa. The CLA students had the opportunity to work with this diverse group of students in these various fields during their time in Mexico.

CLA Specific Projects while in Xicotepec:

- **Needs Assessment:** The focus for the CLA group throughout the week in Xicotepec was to perform a needs assessment within the community to give the Iowa Rotary a list of possible projects to work on for future travels. The group chose to focus on the education system because the relationship between Rotary members and the schools was already well established. Through informational interviews and visits to 12 schools, the group was able to construct a detailed needs assessment for Iowa’s Rotary District 6000.

- **Construction of Playground:** The team also had the opportunity to construct a playground at a special education school in La Cebia, a town next to Xicotepec. The group enjoyed the experience of engaging with the children at the school, while working as a team to complete the new playground.

Student Reflections:

- “This experience has affected both my personal and professional development. By immersing myself in a new culture and conversing in a non-native language, I was able to expand my comfort zone as well as my cultural competency.”

- “I found the true value of creating, building, and sustaining lasting relationships while working with members of the community in Xicotepec. I feel so lucky to have met the people I did during this journey, and I am confident they will be lifelong friends.”

- “The value of BEING over doing in Xicotepec is something I will never forget. People were so nice and welcoming and made the most out of the people surrounding them. This is one thing I try to implement in my daily routine now.”

- “Not only did I feel like I left an impact on the lives of people that we helped, but I feel like they left more of an impact on me. They taught me that life is what you make it and the love for one another is all that matters. I will forever be changed by this experience and grateful for the opportunity.”
Future Programmatic Initiatives

Courses – In the fall of 2016, the Academy will expand its reach beyond the UI campus by offering the following:

- **Fall 2016:** Part 1 will be offered as part of the Hawkeye Pride Living Learning Community.
- **Spring 2017:** Part 1 courses will be offered at AIB campus in Des Moines for Enterprise Leadership majors
- **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 2016-2017 Academic year, the listed 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 Study Abroad Scholarships
- **State Farm Insurance** – Sponsorship of course service-learning projects and program expansion into different markets