

# Learning by Leading



Data collected annually by the Office of Student Life (OSL) shows that with intentional interventions, UMBC students are learning by leading. The students surveyed each year are involved with the campus activities most closely linked with OSL and therefore receive extensive OSL staff attention.

Student leaders involved in the following programs/groups are surveyed each spring:

- Fraternity and Sorority Presidents
- Greek Council Executive Boards
- Leadership Consultants
- Mosaic Diversity Peers
- Office Assistants
- STRIVE Leadership Retreat attendees
- Student Events Board (SEB)
- Student Involvement Center (SIC) Peers
- Student Government Association Officers
- Student Organization Presidents

Respondents:			
	2008-09	2009-10	2010-11
Total Number of Respondents	75	91	93
Freshman	15%	20%	20%
Sophomore	25%	27%	25%
Junior	32%	23%	22%
Senior	27%	29%	32%
Live on campus	71%	73%	69%
Live less than 5 miles from campus	16%	13%	9%
Live more than 5 miles from campus	13%	14%	23%

## What the Students Tell Us



### Academic/Cognitive Development

	2008-09	2009-10	2010-11
My leadership role has helped me to learn and succeed in my academic coursework	66%	59%	<b>84%</b>
My leadership role has contributed a great deal to my intellectual development	80%	82%	<b>97%</b>

### Self-Awareness/Relationships

	2008-09	2009-10	2010-11
I feel included as a member of the UMBC community	89%	95%	<b>95%</b>
My leadership role has helped me to have a stronger connection with UMBC	-	-	<b>99%</b>
My leadership role has helped me to have build and maintain meaningful relationships	-	-	<b>96%</b>

### So What, Now What?

The data presented here generally shows progress over the last few years. We will continue to work with these groups to build on the learning that is instrumental to our success and the students' success. While we are proud of the impact we are having, we recognize that we are staffed to only provide intensive coaching to a few. However, our hope is that the student leaders extend our reach to all students. We are challenged to find ways to measure the indirect impact of our work. In the future, we would like to look at this data within groups and across years to see if some experiences provide greater learning than others.

### Interpersonal Skills

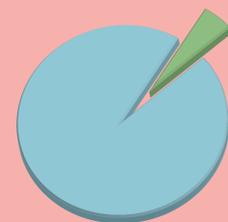
	2008-09	2009-10	2010-11
My leadership role has helped me become a more confident leader	87%	89%	<b>95%</b>
My leadership role has helped me to be able to examine situations from different viewpoints	-	-	<b>98%</b>
My leadership role has given me opportunities to interact with others from various racial and/or ethnic backgrounds	-	-	<b>93%</b>
My leadership role has helped my interpersonal skills	-	-	<b>97%</b>

### Respondents in 2011 said



**93%**

Involvement has greatly enriched my education



**95%**

Involvement in Student Activities is important to my development as a person (up from 83% in 2008-09)

### Civic Agency

	2008-09	2009-10	2010-11
At UMBC, I am learning a lot about how to work with others to solve community problems	84%	85%	<b>98%</b>
I feel I have the ability to make an impact at UMBC	-	91%	<b>96%</b>
At UMBC, students are encouraged to make up their own minds about issues	85%	81%	<b>91%</b>

### Workforce Development

	2008-09	2009-10	2010-11
There is a connection between my leadership role and my career goals	<b>80%</b>	79%	-
My leadership role has prepared me to be more successful in the workforce	-	-	<b>91%</b>

