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Boston College Questionnaire About the Undergraduate Experience

The Religious/Spiritual Development and College Experience of the Loyola Class of 2008

Prepared by the Office of Institutional Research

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The Boston College Questionnaire About the Undergraduate Experience (BCQ) was designed to gather information on faith development as it relates to the undergraduate experience at Catholic colleges and universities in the United States. The survey focuses on several areas, including student behavior in and out of the classroom, significance of activities to the college experience, relationships with faculty and others, satisfaction with university services and resources, and intellectual and faith development. Many of the questions relate specifically to religion and faith. Two scales are used: the Fowler scale measures faith development and the Perry scale measures students' cognitive and ethical development.

The Boston College Questionnaire About the Undergraduate Experience research project originated at Boston College, where the survey has been administered for the last several years. In 2008, other universities were invited to join Boston College; two other Jesuit universities in addition to Loyola did so. Loyola's survey was administered by Boston College and the Loyola Office of Institutional Research, and sponsored by Loyola's Division of Mission and Ministry and the Office of the President.

This report presents discusses selected results of the survey for Loyola seniors only. A separate Institutional Research report (no. 09-12) presents a comparison of Loyola seniors with seniors at the three peer institutions.

At Loyola, all graduating seniors were invited to take the survey in spring of 2008. The response rate was 48%, with 648 seniors taking the survey. Respondents were representative of Loyola's graduating class in age, ethnicity, and school in which they were receiving their degree. Twenty nine percent of respondents were male (see Table 1). Seventy one percent were white, and 95% were under the age of 25. Twenty two percent had entered Loyola as transfer students; the rest entered as new freshmen. At the time of the survey, 18% lived on campus, 18% lived at home, and the rest lived in an apartment off campus. About three fourths of respondents were in the College of Arts and Sciences.

Key Findings

Religion and Spirituality

- Half of the respondents reported that they were Catholic, 13% Protestant, 14% none, and 9% don't know, while much smaller percentages identified themselves as Jewish, Islamic, Christian Orthodox, Hindu, Buddhist, or other (see Table 2).
- When asked about how spiritual and how religious they considered themselves to be, 59% said they were religious and 80% said they were spiritual.
- One quarter said that they were spiritual but not religious, 4% said they were religious but not spiritual, 55% said they were both, and 16% said they were neither.
- Of those who considered themselves religious, 93% said they were also spiritual (see Table 3a). Of those who considered themselves spiritual, 69% said they were also religious (see Table 3b).
- Seventy seven percent of Catholic respondents identified themselves as religious, compared to 72% of Protestant respondents (see Table 4).

Academic Activities

- Students' most frequently engaged in academic activity was conversations with faculty outside of class (91%), and 74% of those students reported that as significant or very significant to their college experience (see Table 5).
- Other frequently engaged in academic activities were evening lecture/visiting speaker series (84%) and study groups (75%). Only 44% and 52% of those participants, respectively, however, found those activities to be significant or very significant to their college experience.
- The academic activity most significant to those who engaged in it was study abroad (90%), followed by field experiences (practicum, internship, etc.; 85%).
- Students were least likely to have engaged in research with a faculty member (24%) or have had

research lab experience (32%). For those who did do research with faculty, however, 64% said the activity was significant to their college experience.

- Only half of those students who participated in the Honors Program said that it was significant to their college experience.

Co-curricular Activities

- Just over half of students reported volunteering in community service programs, making that the most common co-curricular activity (see Table 6). Of those students, 71% found such programs to be significant or very significant to their college experience.
- Although only 34% had participated in leadership programs and organizations, such programs were seen by 76% of participants as significant to their college experience.
- Only 12% of students reported having gone on an international service/immersion trip, but it was one of the co-curricular activities with the highest level of significance (75%).
- Participation in domestic service immersion programs was a little higher (19%), and 74% of participants saw the experience as significant or very significant to their college experience

Informal Activities

- The informal activity students engaged in most frequently was using the internet for communication (87%), but only 76% of those who did found the activity significant or very significant to their college experience (see Table 7).
- Activities that were common and also significant included interaction with family, experiencing the city, and socializing with friends.
- Although only 34% of seniors experienced communities different from their own, two thirds of those who did so found it to be significant to their college experience.
- Attendance at sports events was infrequent and insignificant, as was playing videogames. A little more frequent, but not very significant, were partying and watching TV.

Religious Organizations

- Just over a quarter of seniors had participated in at least one religious organization (see Table 8).
- Most popular were Hillel, Capture, and the Muslim Student Association (2-3% each).
- The average number of organizations in which participants were regularly involved in was 1.3.

- About three quarters of students were satisfied or very satisfied with the availability of religious organizations at Loyola (see Table 12).

Service, Retreats, and Immersion

- About three quarters of Loyola seniors had participated in a volunteer/community service activity at least once during their college years (see Table 9). Of those who did, the average was 3.4 types of activities.¹
- Most common of Loyola-related activities reported were the AIDS Walk, Relay for Life, Soup Kitchen, and Hunger Week (31%, 29%, 24%, and 20%, respectively).
- Thirty eight percent reported having participated in some volunteer activity not related to Loyola.
- Sixty four percent of students were satisfied with the availability of volunteer/community service activities at Loyola (see Table 12).
- About 23% of seniors had participated in at least one retreat during their college years, and the average number of retreats among those students was 1.8 (see Table 10).
- The most frequently reported retreats were Leadership Training, Search, and the Christian Leadership Retreat (4% each).
- Sixty four percent of students were satisfied with the availability of retreats at Loyola (see Table 12).
- Students were less likely to have participated in service/immersion trips (17%; see Table 11). No trip was reported by more than 2% of the respondents.
- Of those who made such a trip, 1.6 was the average number of trips in which students participated.¹
- Two thirds of students were satisfied with the availability of service/immersion trips.

Student Satisfaction

- About two thirds of respondents were satisfied with campus ministry (see Table 12).
- Only 39% of students were satisfied with their sense of community.
- Students were least satisfied with academic advising (26%), campus health services (30%), safety in the local community (34%), and financial aid services (35%).

¹ Some may have done the same activity more than once, but each activity is counted only once in the average.

Mentorship

- Ninety three percent of students reported having at least one mentor (see Table 13).
- Two thirds of students reported having a faculty mentor. The next most common type of mentor was a peer (27%).

Religious/Spiritual Conversations

- Eighty two percent of seniors reported having discussed faith regularly with anyone (see Table 14).
- Students were much less likely to have regularly discussed religion/spirituality with University or other professionals than they were with non-professionals (52% vs. 80%).
- Three in five students reported having religious/spiritual conversations at least once a month with friends, and just over half reported talking regularly about religion/spirituality with their parents/guardians.
- The professionals with whom students talked about religion/spirituality most regularly were professors or instructors (15%).

Development during Time in College

- The skills students reported as having become stronger or much stronger in during their college experience were ability to think critically and analytic/problem-solving skills (90% each; see Table 15).
- Other strengthened skills included ability to reflect on one's life and choices (88%), interpersonal skills (87%), and understanding issues at the global, national, and local levels (85%, 85%, and 84%, respectively).
- Sixty nine percent of students said they had strengthened their ability to get along with people of different cultures.
- The skill students reported least development in was the ability to articulate religious/spiritual beliefs (58%).

Activities and Religious/Spiritual Growth

- The activity students most reported as important or essential to their religious/spiritual growth was building strong friendships (71%), followed by conversations with peers about faith and prayer/meditation (60% and 59%, respectively; see Table 16).
- The activity students were least likely to report as important was living in a residence hall (24%), followed by going on a retreat (29%).

Attendance at Religious Services

- Seventy two percent of students said that they had attended some type of religious service at least occasionally, while 48% said they had attended at least once month (see Table 17).
- Forty percent of students reported attending Catholic services at least once a month. The next most common type of service attended was Protestant, with 11% of students attending regularly.

Places of Prayer/Meditation

- Overall, 49% of students reported that they prayed or meditated in some place at least once a week (see Table 18).
- Among students who did pray or meditate, the most reported place was at home (residence hall or apartment), with 37%, followed by 23% as they walked to class.
- The least reported locations were volunteer sites (5%) and the dining hall (6%), probably because many students don't volunteer that regularly, and many don't use the dining hall at all.

Faith Development

- Just over two thirds of students reported that they disagreed with their church over numerous aspects of their faith, while nine in ten said it was important to them to critically examine their religious beliefs and values (see Table 19).
- Seventy percent believed that other religions can provide many religious insights, and 95% said that it did not bother them to be exposed to other religions.
- About three fifths said that their religious orientation came primarily from their own efforts to analyze and understand God, and half of the students said that the religious traditions and beliefs that they grew up with have become less and less relevant to them.
- Three fifths said that their personal religious growth had occasionally brought them into conflict with family or friends, and 65% said that it was not essential that their faith be highly compatible with the faith of their family.

Ideal Learning Environment

- In terms of their ideal learning environment, students were likely to report as very significant an active learning environment where they could think and reason (70%), and have the instructor demonstrate a way to think about the subject matter and then help them to explore issues and

come to their own conclusions (67%; see Table 20a).

- Few students (12%), however, reported as significant in their ideal learning environment that the instructor take a minimal role in class, turning control of content and discussions over to students. Only about one in five students preferred to do independent research in order to produce their own ideas and arguments.

Self-Assessment

- Almost two thirds of respondents said that you can sometimes arrive at better answers when you look at more theories, rather than presenting only one side of the question (see Table 20b).
- Sixty two percent said that they knew they would make mistakes, but had a sense of being able to cope.
- Only a third reported that they were questioning lots of basic assumptions and seeing basic differences in things they had never before thought to question.
- Likewise, only a third found that they had to make their own interpretations in class, and that it was better than getting a recipe for the course, even if they didn't know how good they were at interpretation.

Conclusions

- The faculty is clearly important to the Loyola experience.
 - Students reported frequent contact with faculty, and usually saw that contact as significant to their Loyola experience. In addition, two thirds of students reported having a faculty mentor.
 - Although absolute numbers were small, faculty/instructors were the professionals with whom students most frequently talked about faith.
 - Although few students engaged in research with a faculty member, most of those who did found it to be a significant experience.
- Peers are also key.
 - More than a quarter of students reported having a peer mentor.
 - Building strong friendships was the activity students found most important to their religious/spiritual growth, followed by conversations with peers about faith and prayer/meditation.

- In their courses, students on average wanted active learning, but not to have to learn on their own.
 - They didn't want to play a simple passive role, but neither did they want a professor who takes a minimal role (for example, by turning class discussions over to students) or to have to be just off doing their own independent work.
 - What they did seem to want was for their professors to guide them in the learning process, such as by providing examples that teach students how to explore issues and draw their own conclusions.
- Nine in ten students reported that their ability to think critically and analytically was stronger or much stronger than when they began college. It is not clear whether we should worry about the other 10%, given how important it is to learn critical/analytical thinking in college, or whether students simply feel that they came in with strong skills, and thus didn't have much room to improve.
- Based on how significant they are to those who do participate, encouraging participation in study abroad, field experiences such as internships, and research with faculty could enhance the Loyola experience for more students.
- Consistent with Loyola's mission, most of the co-curricular activities with the greatest significance to students' Loyola experience were related to service and leadership.
- For students, religiousness and spirituality were correlated, but not necessarily the same thing. Almost 30% considered themselves to be one but not the other.
 - Students were more likely to report that they were spiritual than that they were religious. Of those who considered themselves to be spiritual, however, more than two thirds also considered themselves to be religious.
- Many students appear to be widening their views of faith/religion, and doing so independently of their church and family.
 - Fully four in five students reported having religious/spiritual conversations at least once a month, yet only 58% reported that during their college years they had become stronger in their ability to articulate their religious/spiritual beliefs.
 - One interpretation of this is that students' conversations with others are causing them to question, rather than solidify their religious/spiritual beliefs. This interpretation is supported by the fact that 90% said it was important to them to critically examine their religious beliefs and values.

Table 1	
Respondent Characteristics	
	Percent
Sex	
Female	71.0
Male	29.0
Race	
White	70.5
Minority	29.5
Age	
20-24	94.8
25+	5.2
Entering status	
New freshman	78.0
Transfer	22.0
Senior year residence	
On campus	17.5
Off campus apartment	64.2
Home with family	18.2
School affiliation	
Arts & Sciences/Liberal Arts	73.4
School of Business	16.1
Other	10.4
N	648

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

Table 2	
Respondent's Religious Preference and Religiousness/Spirituality	
	Percent
Religious preference	
Christian Catholic	49.9
Christian Protestant	12.8
Christian Orthodox	2.3
Islamic	2.8
Jewish	2.4
Hindu	1.7
Buddhist	0.9
Other Religion	4.5
None	13.7
Don't know/ Not applicable	9.0
Consider self at least somewhat religious (%)	58.6
Consider self at least somewhat spiritual (%)	79.8
Religiosity/spirituality	
Neither religious nor spiritual	16.4
Spiritual but not religious	25.0
Religious but not spiritual	3.8
Religious and spiritual	54.7

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

Table 3a		
Spirituality by Religiousness		
	Religious (percent)	
	Not religious ¹	Somewhat or very religious
Spiritual		
Not spiritual ¹	39.7	6.6
Somewhat or very spiritual	60.3	93.4
Total	100	100

Source: Boston College Questionnaire About the Undergraduate Experience 2008

1 Includes "Not applicable" and "Don't know."

Table 3b		
Spirituality by Religiousness		
	Spiritual (percent)	
	Not spiritual ¹	Somewhat or very spiritual
Religious		
Not religious ¹	81.0	31.4
Somewhat or very religious	19.0	68.6
Total	100	100

Source: Boston College Questionnaire About the Undergraduate Experience 2008

1 Includes "Not applicable" and "Don't know."

Table 4				
Religiousness/Spirituality by Religious Preference				
	Religious preference¹ (percent)			
	Christian Catholic	Christian Protestant	None	Don't know/not applicable
Religious/spiritual				
Neither religious nor spiritual	9.2	4.1	51.9	31.4
Spiritual but not religious	14.4	24.3	45.6	58.8
Religious but not spiritual	5.6	4.1	0.0	0.0
Religious and spiritual	70.8	67.6	2.5	9.8
Total	100	100	100	100

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

¹ Some religious preferences not shown because of small numbers.

Table 5	
Participation in and Significance of Academic Activities	
	Percent
Participated	
Conversations with faculty outside of class	91.2
Evening lecture or visiting speaker series	84.1
Study groups	75.5
Field experience (clinical, internship, or practicum)	63.0
Residential college experience	55.2
Independent study/readings and research	44.4
Service learning courses	35.0
Research lab experience	32.4
Research project with faculty member	23.8
Significant or extremely significant to college experience¹	
Study abroad	90.2
Field experience (clinical, internship, or practicum)	84.6
Conversations with faculty outside of class	73.7
Independent study/readings and research	65.7
Residential college experience	65.4
Research project with faculty member	63.9
Thesis	63.1
Research lab experience	60.3
Study groups	51.8
Honors program	50.0
Service learning courses	50.0
Evening lecture or visiting speaker series	43.5

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

¹ Includes participants only.

Table 6	
Participation in and Significance of Co-curricular Activities	
	Percent
Participated	
Volunteering/community service programs	53.1
Honor societies/academic clubs	36.6
Leadership programs and organizations	34.0
Cultural, ethnic-heritage clubs	32.6
Intramural sports or club sports	30.1
Pre-professional clubs and organizations	26.2
Religious organizations	23.1
Social justice organizations/Issues awareness groups	22.8
Domestic service/immersion programs	19.3
Music, art, and performance groups	19.0
Political groups	15.1
Retreats	14.7
Fraternity/Sorority, Greek life	13.9
Student government/programming organizations	13.9
International service/immersion programs	12.0
Liturgical Ministries	11.6
Evoke activities	10.2
Media or publications	10.0
Inter-collegiate sports	8.5
Significant or extremely significant to college experience¹	
Leadership programs and organizations	75.7
International service/immersion programs	75.0
Domestic service/immersion programs	73.9
Pre-professional clubs and organizations	73.8
Retreats	71.4
Volunteering/community service programs	70.5
Religious organizations	69.0
Student government/programming organizations	68.4
Music, art, and performance groups	67.9
Social justice organizations/Issues awareness groups	63.9
Cultural, ethnic-heritage clubs	58.6
Liturgical ministries	55.6
Media or publications	50.0
Political groups	50.0
Honor societies/academic clubs	38.9
Fraternity/Sorority, Greek life	38.5
Intramural sports or club sports	35.4
Inter-collegiate sports	28.6
Evoke activities	25.0

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

¹ Includes participants only.

Table 7	
Frequency and Significance of Informal Activities	
	Percent
Frequently	
Using the internet for communication	87.4
Interaction with your family (phone calls, visits)	76.4
Socializing with friends	75.7
Using the internet for entertainment	75.6
Experiencing the city (clubs, museums, restaurants, etc.)	69.6
Reading	55.4
Exploring public parks (beaches, bike paths)	43.2
Having a romantic relationship	42.1
Exercising	41.2
Studying with friends	37.7
Watching TV	37.5
Partying	35.7
Experiencing communities that are different than your own	33.7
Traveling with friends	24.6
Attending intercollegiate/varsity sports events at your school	7.1
Playing videogames	6.6
Significant or extremely significant to college experience¹	
Socializing with friends	84.2
Experiencing the city (clubs, museums, restaurants, etc.)	82.0
Interaction with your family (phone calls, visits)	79.6
Using the internet for communication	76.4
Experiencing communities that are different than your own	66.9
Reading	65.6
Exploring public parks (beaches, bike paths)	63.7
Traveling with friends	59.2
Studying with friends	58.2
Having a romantic relationship	57.2
Exercising	54.5
Using the internet for entertainment	54.1
Partying	47.0
Watching TV	26.5
Attending intercollegiate/varsity sports events at your school	24.3
Playing videogames	9.5

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

¹ Includes participants only.

Table 8	
Participation in Religious Organizations	
	Percent
Regularly involved	
Hillel	2.8
Capture	2.3
Muslim Student Association	2.3
Youth for Christ	1.7
Companions	1.5
Hindu Student Organization	1.4
Campus Crusade for Christ	1.1
Totus Tuus	0.8
Loyola Lutherans	0.6
LUC Gospel Choir	0.6
Agape Christian Fellowship	0.5
Orthodox Christian Fellowship	0.3
World Theology Club	0.3
Loyola University Bible Fellowship	0.2
Apostolos Campus Ministry	0.0
Other (related to Loyola)	4.3
Other (not related to Loyola)	6.8
None	73.7
Average number of religious organizations ¹	1.3

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

¹ Includes only those Involved.

Table 9	
Participation in Volunteer/Community Service Activities	
	Percent
Participated	
Aids Walk	30.8
Relay for Life	29.3
Soup kitchen	24.2
Hunger Week	20.2
Independent community service	14.5
Magis	10.2
Alternative Break Immersion	9.6
Service learning courses	8.6
Habitat for Humanity	7.6
Greek Life service hours	7.1
Loyola 4Chicago	5.9
Chicago Youth Programs Volunteer Corps	4.9
Misericordia	4.8
Loyola Literacy Center	4.3
National Student Partnerships	3.2
Urban Immersions	3.2
Unite for Site	2.8
Big Brother Big Sister	2.5
Circle K	2.5
Loyola Companions	1.7
Volunteer Action Program	1.7
Best Buddies	1.4
Strategic Consulting Group	0.3
Artistic Expression of Social Consciousness	0.0
Other (related to Loyola)	17.4
Other (not related to Loyola)	37.9
None	23.9
Average number of volunteer activities ¹	3.4

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

¹ Includes participants only.

Table 10	
Participation in Retreats	
	Percent
Participated	
Leadership Training	4.3
Search	4.2
Christian Leadership Retreat	4.0
Explore	2.8
Capture	2.6
Senior retreat	2.6
President's Quality Student Life	2.0
Athletic team retreats	1.8
Taize retreat/immersion	1.4
Busy Students	1.2
Ignatian Silent Retreat	1.1
P&J	1.1
Silent retreat	.6
Other (related to Loyola)	6.8
Other (not related to Loyola)	4.8
None	76.9
Average number of retreats ¹	1.8

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

¹ Includes participants only.

Table 11	
Participation in Service/Immersion Trips	
	Percent
Participated	
Sioux Reservation	1.8
New Orleans	1.7
Glenmary Farm	1.5
Pilsen	1.5
Jonah House	1.1
San Lucas, Guatemala	1.1
Nazareth Farm	.9
Science in the Public Interest	.9
Tantre Farm	.9
Community of Sant' Egidio (Boston)	.8
Community of Sant' Egidio (NYC)	.8
Rosebud Reservation	.8
Bethlehem Farm	.6
Catholic Worker, Washington	.6
El Salvador, IPM	.6
Cuernavaca (CCIDD)	.5
Cuernavaca, Mexico	.5
Ciudad Juarez	.3
Big Creek	.2
El Paso	.2
Other (Related to Loyola)	4.6
Other (not related to Loyola)	6.6
None	82.4
Average number of trips ¹	1.6

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

¹ Includes participants only.

Table 12	
Satisfaction with University	
	Percent
Satisfied or extremely satisfied¹	
Availability of religious organizations	73.2
Availability of service/immersion trips	67.3
Campus ministry	65.8
Availability of retreats	64.4
Feeling safe on-campus	63.9
Availability of volunteer/community service programs	63.7
Recreational/athletic facilities	50.7
Sense of community	39.3
Financial aid services	34.9
Feeling safe in the local community	33.9
Campus health services	29.8
Academic advising	25.5

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

¹ Excludes "Not applicable."

Table 13	
Mentorship of Students	
	Percent
Type of mentor¹	
Faculty	67.0
Peer	26.5
Staff	18.5
Jesuit	6.2
Other	2.0
None	10.0
Any mentor	93.4

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

¹ Students may have selected more than one kind of mentor.

Table 14	
Discussion of Faith with University/Other Professionals and Non-professionals	
	Percent
Types of people discussed faith with, at least once a month	
University professionals	
Professor/instructor	14.9
Clergy/religious leader	10.4
Campus Ministry staff	8.6
Jesuit	7.6
Community service program staff	3.3
Academic advisor	3.3
Residential Life staff	2.9
Office of Diversity staff	1.6
Health Services staff	1.6
University Counseling staff	0.7
Other	10.2
Non-professionals	
Friends	58.9
Parents/guardians	51.3
Classmates	41.2
Roommates	37.0
Brothers and/or sisters	31.6
Co-workers	21.5
Volunteer/community service peers	13.7
Fraternity brother/sorority sister	5.4
Teammates	4.0
Other	9.4
Talked about faith to any professional	51.9
Talked about faith to any non-professional	80.4
Talked about faith with anyone	81.9

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

Table 15	
Development During Time in College	
	Percent
Stronger or much stronger	
Ability to think critically	90.3
Analytical and problem-solving skills	89.6
Ability to reflect on your life and life choices	87.9
Interpersonal skills	87.2
Understanding of social issues nationally	85.4
Understanding of global social issues	84.7
Understanding of the social issues of your local community	84.2
Ability to get along with people from different cultures	69.1
Ability to articulate your religious/spiritual beliefs	58.1

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

Table 16	
Importance of Activities to Religious/Spiritual Growth	
	Percent
Important or essential to religious/spiritual growth¹	
Building strong friendships	70.9
Conversations about your faith with your peers	60.0
Praying/meditating	58.9
Exploring your vocation or calling	56.4
Conversations about your faith with your family	55.8
Participating in volunteer/community service programs	54.6
Reflecting on topics brought up in your classes	54.5
Attending a religious service	51.1
Participating in interfaith dialogues	40.3
Reflecting on co-curricular experiences	38.7
Participating in domestic/international immersion programs	38.2
Participating in religious organizations	36.4
Participating in community organizing on-campus	35.0
Conversations about your faith with professional staff on-campus	33.4
Going on a retreat	28.6
Living in a residence hall	24.1
Other	52.0

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

¹ Excludes "Not applicable."

Table 17	
Attendance at Religious Services	
	Percent
Attend at least once a month	
Christian Catholic	40.1
Christian Protestant	11.0
Islamic	3.2
Jewish	2.4
Hindu	1.8
Christian Orthodox	1.6
Buddhist	1.0
Other Religion	3.1
Attended any religious services	71.5
Attended religious service at least once monthly	48.1

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

Table 18	
Location of Regular Prayer/Meditation	
	Percent
Pray at least once a week in location	
Residence hall/apartment	36.6
While you walk to classes	22.5
Off-campus chapel/ prayer space	17.7
On-campus chapel/ prayer space	16.6
Outdoors on-campus	15.6
Public transportation	14.6
Public parks (beaches, bike paths)	14.4
Private transportation	13.9
While you exercise	11.3
Workplace	10.7
Library	8.7
Dining hall	6.3
Volunteer site	5.4
Other	12.2
Prayed at least once a week	48.5

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

Table 19
Fowler Scale of Faith Development

	Percent
Belief in Church Teaching (% agree)	
I believe totally the teachings of my church.	31.5
I find myself disagreeing with my church over numerous aspects of my faith.	68.5
Church Offering Full Insight (% agree)	
I believe that my church offers a full insight into what God wants for us and how we should worship him.	30.2
I believe that my church has much to offer, but that other religions can also provide many religious insights.	69.8
Religious Beliefs and Values (% agree)	
It is very important for me to accept the religious beliefs and values of my church.	10.1
It is very important for me to critically examine my religious beliefs and values.	89.9
Religious Orientation Source (% agree)	
My religious orientation coes primarily from the teaching of my family and church	38.3
My religious orientation comes primarily from my own efforts to analyze and understand God.	61.7
Exposure to Other Religions (% agree)	
I don't find value in becoming exposed to other religions.	4.8
It does not bother me to become exposed to other religions.	95.2
Personal Religious Growth (% agree)	
My personal religious growth has not required me to come into conflict with my family or friends.	40.1
My personal religious growth has occasionally required me to come into conflict with my family or friends.	59.9
Faith-Family Compatibility (% agree)	
It is very important that my faith is highly compatible with the faith of my family.	35.3
It isn't essential that my faith be highly compatible with the faith of my family.	64.7
Religious Traditions and Beliefs (% agree)	
The religious traditions and beliefs I grew up with are very important to me and do not need changing.	49.9
The religious traditions and beliefs I grew up with have become less and less relevant to my current religious orientation.	50.1

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

Table 20a	
Perry Scale: Ideal Learning Environment	
	Percent
Very significant (%)	
Overall learning environment would:	
Allow me a chance to think and reason, applying facts to support my opinions.	70.3
Stress learning and thinking on my own, not being spoon-fed learning by the instructor.	47.3
Teacher would:	
Demonstrate a way to think about the subject matter and then help me explore the issues and come to my own conclusions.	66.5
Have only a minimal role in the class, turning much of the control of content and class discussions over to the students.	11.6
Classroom atmosphere and activities would	
Be an intellectual dialogue and debate among a small group of peers motivated to learn for the sake of learning.	40.2
Provide opportunities for me to pull together connections among various subject areas and then construct an adequate argument.	52.2
As a student, I would:	
Prefer to do independent research allowing me to produce my own ideas and arguments.	21.2
Want opportunities to think on my own, making connections between the issues discussed in class and other areas I'm studying.	47.7

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

Table 20b
Perry Scale: Self-Assessment

	Percent
Strongly agree (%)	
I feel I can do things and have power over myself and can effect any change I think right.	55.4
I feel I have a center or focus in my life my inner life which is independent of where I am or what I`m doing.	37.5
I feel that whatever I do there`s going to be more to do. I know I will make mistakes but I have a sense of being able to cope.	62.4
I find I`m questioning a lot of basic assumptions. It`s interesting because I`m seeing basic differences things that never occurred to me to question before.	33.2
I have a sense of purpose and a certainty in my goals.	54.8
I`ve come to a fairly settled idea of what I want to do as far as my career is concerned and my general values have kind of settled. I feel at home.	42.7
If you present more theories you can sometimes arrive at a better answer. If you only present one side of the question you`re just left up in the air on one side.	65.1
I`m out in the big world more or less. And I`ve come to things and decisions I`ve never had to make before and I`ve made them.	45.9
I`ve found in my courses that I have to make my own interpretations. I don`t know how good I am at it but I think it`s better than getting a recipe for the course.	33.2
There are all kinds of pulls pressures etc. but there comes a time when you have to say Well I`ve got a life to live - I want to live it this way. I make up my mind and I`ll take the consequences	46.9
You kind of focus on the type of career you want and if you`re going to work toward it, it has to own imperatives. It means you have to drop certain things and focus more on others.	43.1

Source: Boston College Questionnaire About the Undergraduate Experience, 2008