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## *Boston College Questionnaire About the Undergraduate Experience*

# **Loyola and Jesuit Peer Institutions: The College Experience and Faith Development of Seniors**

*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 development.

The BCQ research project originated at Boston College, where the survey has been administered for the last several years. In 2008, Loyola University Chicago and two other Jesuit universities also participated. At Loyola, the survey was administered by the Office of Institutional Research, and sponsored by Loyola's Division of Mission and Ministry and the Office of the President.

All graduating seniors were invited to take the survey in spring of 2008. At Loyola, the response rate was 48%, with 648 seniors taking the survey.

This report discusses selected differences between Loyola seniors and the seniors at the three peer institutions. A separate Institutional Research report (no. 09-11) presents Loyola's results in more detail.

### **Key Findings**

#### **Respondent Characteristics**

- Among BCQ respondents, a lower proportion of Loyola respondents were male than of respondents at the peer institutions (29% vs. 35%; see Table 1).
- A higher proportion of Loyola students were minorities, compared to students at peer schools (29% vs. 20%).
- A lower proportion of Loyola respondents were in a School of Business than were their peers (16% vs. 27%).

- At the time of the survey, fewer Loyola students lived on campus, compared to their peers (18% vs. 33%), and more lived off-campus in an apartment (64% vs. 51%).

#### **Religion and Spirituality**

- Half of Loyola students reported "Catholic" as their religious preference, compared to 60% of their peers (see Table 2).
- Overall, Loyola's students were a little more diverse in their religious identification than were their peers.
- There were no significant differences between Loyola students and their peers in religiousness and spirituality (see Table 3).
- At both Loyola and its peer schools, more students reported themselves as spiritual than as religious.
- About a quarter of the respondents at both Loyola and its peer schools said they were spiritual but not religious, while over half said they were both religious and spiritual.

#### **Academic Activities**

- Of the academic activities asked about, the one most frequently engaged in by students at all schools was conversations with faculty outside of class (91% and 88%; see Table 4).
- Loyola students were slightly more likely to have participated in study groups and to have done independent study than were their peers at the other three institutions.
- Loyola students were more likely than their peers to view their research lab experience as significant to their overall college experience (60% vs. 38%).
- Loyola students were less likely, however, to see as significant a research project with a faculty member (64% vs. 77%) and service learning courses (50% vs. 76%).

### **Co-curricular Activities**

- Fewer Loyola students had gone on a retreat, compared to peer students (15% vs. 32%), but Loyola students found them slightly more significant to their college experience (71% vs. 63%; see Table 5).
- Loyola students were less likely than their peers to have participated in intramural sports (30% vs. 44%), and found both intramural sports and, especially, inter-collegiate sports to be less significant than did their peers.
- Loyola students were less likely than their peers to report as significant international service/immersion programs (75% vs. 90%) and, to a slight degree, domestic service/immersion programs (74% vs. 82%).
- Compared to their peers, Loyola students reported as more significant both pre-professional clubs and political groups. They reported less significance, however, of Greek life.

### **Informal Activities**

- Seniors at Loyola compared to their peers, socialized with their friends less frequently (76% vs. 86%; see Table 6). They also found the experience to be less significant to their college experience than did their peers (84% vs. 94%).
- Loyola students more frequently explored public parks (43% vs. 20%) and experienced their city than did their peers (70% vs. 53%). They found exploring parks to be more significant, as well (64% vs. 41%).
- Loyola students partied less frequently (36% vs. 56%) and watched TV less frequently (38% vs. 49%) than their peers, and found partying to be much less significant to their college experience (47% vs. 67%).
- Loyola students were much less likely to attend intercollegiate sports events (7% vs. 40%), and found the activity to be much less significant (24% vs. 64%) than did their peers.

### **Mentorship**

- Ninety three percent of Loyola students reported having a mentor, compared with only 62% of their peers (see Table 7).
- Loyola students were more likely than peer students to have a faculty mentor (67% vs. 42%).

### **Student Satisfaction**

- Students at Loyola were less satisfied with their sense of community than were students at the peer institutions (39% vs. 53%; see Table 8).

- Loyola students were also much less satisfied with safety in the local community (34% vs. 69%).
- Loyola students were less satisfied than the other students with the availability of retreats (64% vs. 74%) and of volunteer/community service programs (64% vs. 75%).
- More Loyola students were satisfied with their university's recreational/athletic facilities than were peer students (51% vs. 31%).

### **Development and Religious/Spiritual Growth**

- There were no significant differences between Loyola students and their peers in their reported intellectual and personal development during their time in college (see Table 9).
- For both Loyola students and their peers, least development was reported in ability to articulate one's own religious/spiritual beliefs (58% for Loyola, 62% for peers).
- Loyola students were less likely than their peers to report that retreats had been important to their religious/spiritual growth (29% vs. 41%; see Table 10).
- Otherwise, Loyola students and their peers reported various activities to be similarly important to their religious and spiritual growth.

### **Religious/Spiritual Conversations**

- There was no significant difference between Loyola students and their peers in whether or not they talked regularly to anyone about spirituality and religion (82% and 77%; (see Table 11).
- Overall, students both at Loyola and at the peer institutions were much more likely to have discussed religion/spirituality with non-professionals than with University or other professionals.
- Loyola students were a little more likely, compared to students at the peer institutions, to have discussed religion and spirituality with family members and with co-workers.

### **Religious Services and Prayer/Meditation**

- Loyola respondents were slightly more likely than the others to have attended religious services at least once a month (48% vs. 39%; see Table 12).
- There was no meaningful difference between Loyola students and their peers in the proportion who prayed in some location at least once a week (48% vs. 43%; see Table 13). There were also no differences between the two groups in where students regularly prayed.

### Faith Development

- For the most part, Loyola and peer students were similar in their levels of faith development in various areas, as measured by the Fowler scale (see Table 14).
- Loyola students, however, were slightly more likely than their peers to believe that their church offers full insight (30% vs. 21%).

### Ideal Learning Environment

- In terms of their ideal learning environment, there were no meaningful differences between Loyola students and their peers in the level of significance they assigned to active learning, according to the Perry scale (see Table 15a).
- The types of active learning both Loyola and peer students were least interested in were having the professor take a minimal role in a course, and doing independent research as part of a course.
- Loyola students and their peers were more interested in active learning when it came to a learning environment allowing students the chance to think and reason on their own, and with the professor demonstrating ways to think about subject matter and then letting students come to their own conclusions.

### Self-Assessment

- Loyola students were slightly more likely than their peers to strongly agree that they had a sense of purpose and a certainty in their goals (55% vs. 46%; see Table 15b).
- Loyola students were very slightly more likely than the other students to strongly agree that their career plans and general values had settled, and that they felt at home with them (43% vs. 35%).

## Conclusions

- Because the institutions that make up the peer group in this study are all private Jesuit universities, more similarities than differences between Loyola and that peer group may be expected.
  - Indeed, the results show relatively few truly substantial differences between Loyola students and their peers, and many of those differences that do exist are fairly small.
  - That said, there were some differences between Loyola students and their peers that are worth noting.

- Although Loyola students were slightly less likely to identify themselves as Catholic, they were no different from students at peer institutions in how spiritual and religious they were.
- Loyola students less frequently spent time socializing with friends than did students at the peer institutions, and saw such socializing as less significant to their undergraduate experience.
- Compared to their peers, Loyola respondents participated less in sports and attended collegiate sports events less frequently. They also found sports to be less significant to their college experience.
- Students at Loyola spent more time than those at other schools taking advantage of the local area (experiencing their city and exploring public parks).
- Compared to students at the other schools, those at Loyola were less likely to engage in partying and watching TV.
- Loyola students were less satisfied than other students with the sense of community at their school.
- Students at Loyola had somewhat different patterns of volunteer/community service, retreats, and immersion trips than did their peers.
  - Loyola students reported somewhat lower rates of participation in retreats than did their peers at the other schools. They did, though, report retreats as slightly more significant to their college experience, although not to their religious/spiritual growth.
  - However, Loyola students were less satisfied, compared to their peers, with the availability of retreats and of volunteer/community service opportunities.
  - This suggests an untapped interest in such activities, especially retreats, to which Loyola could respond.
  - Loyola students found international and, to a lesser degree, domestic service/immersion programs to be less significant to their college experience than did their peers.
- Loyola students were more likely than their peers to report having had a mentor, especially a faculty mentor. This reinforces the importance of the faculty at Loyola.

<b>Table 1</b>		
<b>Respondent Characteristics</b>		
	<b>Loyola</b>	<b>Peers</b>
	<b>%</b>	<b>%</b>
<b>Sex</b>		
Female	71.0	64.9
Male	29.0	35.1
<b>Race</b>		
White	70.5	80.2
Minority	29.5	19.8
<b>Age</b>		
20-24	94.8	98.3
25+	5.2	1.7
<b>School affiliation</b>		
Arts & Science/Liberal Arts	73.4	65.9
School of Management/Business	16.1	26.5
Other	10.4	7.6
<b>Entering status</b>		
New freshman	78.0	---
Transfer	22.0	---
<b>Senior year residence</b>		
On campus	17.5	32.6
Off campus apartment	64.2	50.5
Home with family	18.2	16.9
N	648	2605

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

<b>Table 2</b>		
<b>Religious Preference</b>		
	<b>Loyola</b>	<b>Peers</b>
	<b>%</b>	<b>%</b>
Christian Catholic	50.0	60.0
Christian Protestant	13.0	10.0
Jewish	2.0	2.0
Islamic	3.0	1.0
Christian Orthodox	2.0	2.0
Hindu	2.0	0.0
Buddhist	1.0	1.0
Other Religion	5.0	2.0
Don't know/ Not applicable	9.0	11.0
None	14.0	12.0
Total	100	100

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

<b>Table 3</b>		
<b>Religiousness and Spirituality</b>		
	<b>Loyola</b>	<b>Peers</b>
	<b>%</b>	<b>%</b>
<b>Religious<sup>1</sup></b>		
Not at all religious	37.0	37.0
Religious	50.8	54.9
Very religious	12.2	8.1
Total	100	100
<b>Spiritual<sup>1</sup></b>		
Not at all spiritual	15.5	16.0
Spiritual	55.9	58.1
Very spiritual	28.6	25.9
Total	100	100
<b>Religiousness with spirituality<sup>1</sup></b>		
Neither religious nor spiritual	16.4	17.0
Spiritual but not religious	25.0	26.1
Religious but not spiritual	3.8	4.6
Religious and spiritual	54.7	52.4
Total	100	100

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

<sup>1</sup> Excludes "Don't know/Not applicable."

<b>Table 4</b>		
<b>Participation in and Significance of Academic Activities</b>		
	<b>Loyola</b>	<b>Peers</b>
	%	%
<b>Participated</b>		
Conversations with faculty outside of class	91.2	88.2
Evening lecture or visiting speaker series	84.1	80.4
Study groups	75.5	65.6
Field experience (clinical, internship, or practicum)	63.0	64.4
Residential college experience	55.2	---
Independent study/readings and research	44.4	35.2
Service learning courses	35.0	27.3
Research lab experience	32.4	29.9
Research project with faculty member	23.8	21.9
<b>Significant or extremely significant to the college experience<sup>1</sup></b>		
Study abroad	90.2	92.1
Field experience (clinical, internship, or practicum)	84.6	82.0
Conversations with faculty outside of class	73.7	69.5
Independent study/readings and research	65.7	67.3
Residential college experience	65.4	---
Research project with faculty member	63.9	76.9
Thesis	63.1	70.7
Research lab experience	60.3	37.7
Study groups	51.8	45.5
Honors program	50.0	58.4
Service learning courses	50.0	75.7
Evening lecture or visiting speaker series	43.5	39.4

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

<sup>1</sup> Includes participants only.

<b>Table 5</b>		
<b>Participation in and Significance of Co-curricular Activities</b>		
	<b>Loyola</b>	<b>Peers</b>
	%	%
<b>Participated</b>		
Volunteering/community service programs	53.1	59.3
Honor societies/academic clubs	36.6	34.9
Leadership programs and organizations	34.0	31.6
Cultural, ethnic-heritage clubs	32.6	24.0
Intramural sports or club sports	30.1	43.8
Pre-professional clubs and organizations	26.2	19.8
Religious organizations	23.1	16.9
Social justice organizations/Issues awareness groups	22.8	22.0
Domestic service/immersion programs	19.3	28.3
Music, art, and performance groups	19.0	20.1
Political groups	15.1	14.8
Retreats	14.7	31.6
Fraternity/Sorority, Greek life	13.9	4.9
Student government/programming organizations	13.9	11.5
International service/immersion programs	12.0	16.8
Liturgical Ministries	11.6	---
Evoke activities	10.2	---
Media or publications	10.0	16.0
Inter-collegiate sports	8.5	15.4
<b>Significant or extremely significant to the college experience<sup>1</sup></b>		
Leadership programs and organizations	75.7	69.0
International service/immersion programs	75.0	90.1
Domestic service/immersion programs	73.9	82.2
Pre-professional clubs and organizations	73.8	45.9
Retreats	71.4	62.9
Volunteering/community service programs	70.5	74.1
Religious organizations	69.0	73.0
Student government/programming organizations	68.4	60.4
Music, art, and performance groups	67.9	65.4
Social justice organizations/Issues awareness groups	63.9	70.7
Cultural, ethnic-heritage clubs	58.6	48.2
Liturgical ministries	55.6	---
Media or publications	50.0	54.3
Political groups	50.0	26.4
Honor societies/academic clubs	38.9	35.9
Fraternity/Sorority, Greek life	38.5	72.6
Intramural sports or club sports	35.4	49.9
Inter-collegiate sports	28.6	72.4
Evoke activities	25.0	---

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

<sup>1</sup> Includes participants only.

<b>Table 6</b>		
<b>Participation in and Significance of Informal Activities</b>		
	<b>Loyola</b>	<b>Peers</b>
	%	%
<b>Frequently</b>		
Using the internet for communication	87.4	90.1
Interaction with your family (phone calls, visits)	76.4	73.2
Socializing with friends	75.7	86.0
Using the internet for entertainment	75.6	78.8
Experiencing the city (clubs, museums, restaurants, etc.)	69.6	53.2
Reading	55.4	51.5
Exploring public parks (beaches, bike paths)	43.2	20.3
Having a romantic relationship	42.1	38.2
Exercising	41.2	48.4
Studying with friends	37.7	31.8
Watching TV	37.5	48.9
Partying	35.7	55.8
Experiencing communities that are different than your own	33.7	26.5
Traveling with friends	24.6	29.6
Attending intercollegiate/varsity sports events at your school	7.1	40.5
Playing videogames	6.6	12.0
<b>Significant or extremely significant to the college experience<sup>1</sup></b>		
Socializing with friends	84.2	93.7
Experiencing the city (clubs, museums, restaurants, etc.)	82.0	80.0
Interaction with your family (phone calls, visits)	79.6	81.5
Using the internet for communication	76.4	78.1
Experiencing communities that are different than your own	66.9	60.0
Reading	65.6	61.9
Exploring public parks (beaches, bike paths)	63.7	40.9
Traveling with friends	59.2	67.9
Studying with friends	58.2	52.6
Having a romantic relationship	57.2	65.1
Exercising	54.5	56.4
Using the internet for entertainment	54.1	57.4
Partying	47.0	67.3
Watching TV	26.5	31.7
Attending intercollegiate/varsity sports events at your school	24.3	63.9
Playing videogames	9.5	13.1

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

<sup>1</sup> Includes participants only.



<b>Table 7</b>		
<b>Mentorship of Students</b>		
	<b>Loyola</b>	<b>Peers</b>
	<b>%</b>	<b>%</b>
<b>Type of mentor<sup>1</sup></b>		
Faculty	67.0	42.1
Peer	26.5	24.7
Staff	18.5	11.1
Jesuit	6.2	11.1
Other	2.0	2.9
Any mentor	93.4	62.3

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

<sup>1</sup> Students may have selected more than one kind of n

<b>Table 8</b>		
<b>Student Satisfaction with University</b>		
	<b>Loyola</b>	<b>Peers</b>
	<b>%</b>	<b>%</b>
<b>Satisfied or extremely satisfied<sup>1</sup></b>		
Availability of religious organizations	73.2	73.2
Availability of service/immersion trips	67.3	69.1
Campus ministry	65.8	73.9
Availability of retreats	64.4	74.0
Feeling safe on-campus	63.9	85.5
Availability of volunteer/community service programs	63.7	74.7
Recreational/athletic facilities	50.7	30.8
Sense of community	39.3	52.6
Financial aid services	34.9	37.0
Feeling safe in the local community	33.9	68.8
Campus health services	29.8	40.9
Academic advising	25.5	29.9

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

<sup>1</sup> Excludes "Not applicable."

<b>Table 9</b>		
<b>Development During Time in College</b>		
	<b>Loyola</b>	<b>Peers</b>
	<b>%</b>	<b>%</b>
<b>Stronger or much stronger</b>		
Ability to think critically	90.3	93.4
Analytical and problem-solving skills	89.6	90.4
Ability to reflect on your life and life choices	87.9	91.0
Interpersonal skills	87.2	89.6
Understanding of social issues nationally	85.4	84.7
Understanding of global social issues	84.7	84.5
Understanding of the social issues of your local community	84.2	78.4
Ability to get along with people from different cultures	69.1	66.4
Ability to articulate your religious/spiritual beliefs	58.1	61.7

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

<b>Table 10</b>		
<b>Importance of Activities to Religious/Spiritual Growth</b>		
	<b>Loyola</b>	<b>Peers</b>
	<b>%</b>	<b>%</b>
<b>Important or essential<sup>1</sup></b>		
Building strong friendships	70.9	70.8
Conversations about your faith with your peers	60.0	53.0
Praying/meditating	58.9	53.4
Exploring your vocation or calling	56.4	45.4
Conversations about your faith with your family	55.8	45.3
Participating in volunteer/community service programs	54.6	52.5
Reflecting on topics brought up in your classes	54.5	56.1
Attending a religious service	51.1	48.6
Participating in interfaith dialogues	40.3	37.3
Reflecting on co-curricular experiences	38.7	41.4
Participating in domestic/international immersion programs	38.2	45.8
Participating in religious organizations	36.4	30.3
Participating in community organizing on-campus	35.0	32.0
Conversations about your faith with professional staff on-campus	33.4	34.9
Going on a retreat	28.6	40.8
Living in a residence hall	24.1	26.0
Other	52.0	53.8

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

<sup>1</sup> Excludes "Not applicable."

<b>Table 11</b>		
<b>Conversations about Religion/Spirituality with University/Other Professionals and Non-professionals</b>		
	<b>Loyola</b>	<b>Peers</b>
	%	%
<b>Types of people discussed faith with, at least once a month</b>		
<b>University/other professionals</b>		
Professor/Instructor	14.9	16.1
Clergy/Religious Leader	10.4	11.1
Campus Ministry staff	8.6	8.6
Jesuit	7.6	13.4
Community service program staff	3.3	5.8
Academic advisor	3.3	2.8
Residential Life staff	2.9	3.7
Office of Diversity staff	1.6	0.9
Health Services staff	1.6	1.1
University Counseling staff	0.7	2.4
Other	10.2	7.3
<b>Non-professionals</b>		
Friends	58.9	52.5
Parents/Guardians	51.3	43.3
Classmates	41.2	36.6
Roommates	37.0	43.1
Brothers and/or sisters	31.6	22.4
Co-workers	21.5	11.6
Volunteer/community service peers	13.7	19.9
Fraternity brother/Sorority sister	5.4	2.4
Teammates	4.0	6.4
Other	9.4	6.1
Talk about faith to any professional	51.9	47.1
Talk about faith to any non-professional	80.4	74.9
Talk about faith with anyone	81.9	76.7

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

Note: Students may have selected more than one kind of person.

<b>Table 12</b>		
<b>Attendance at Religious Services</b>		
	<b>Loyola</b>	<b>Peers</b>
	<b>%</b>	<b>%</b>
<b>Attended at least once a month</b>		
Christian Catholic	40.1	41.2
Christian Protestant	11.0	5.3
Islamic	3.2	0.6
Jewish	2.4	0.9
Hindu	1.8	0.3
Christian Orthodox	1.6	1.3
Buddhist	1.0	1.0
Other Religion	3.1	0.8
Attended any religious services	71.5	66.4
Attended religious services at least once monthly	48.1	39.3

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

Note: Students may have indicated more than one kind of service.

<b>Table 13</b>		
<b>Location of Prayer/Meditation</b>		
	<b>Loyola</b>	<b>Peers</b>
	<b>%</b>	<b>%</b>
<b>Pray at least once a week in location</b>		
Residence hall/apartment	36.6	39.4
While you walk to classes	22.5	19.4
Off-campus chapel/ prayer space	17.7	10.0
On-campus chapel/ prayer space	16.6	19.5
Outdoors on-campus	15.6	13.2
Public transportation	14.6	9.8
Public parks (beaches, bike paths)	14.4	7.2
Private transportation	13.9	10.1
While you exercise	11.3	11.8
Workplace	10.7	7.7
Library	8.7	5.0
Dining hall	6.3	4.5
Volunteer site	5.4	8.4
Other	12.2	11.2
Pray at least once a week	48.5	43.3

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

Note: Students may have indicated more than one location.

**Table 14**  
**Fowler Scale of Faith Development**

	<b>Loyola</b>	<b>Peers</b>
	%	%
<b>Belief in Church Teaching (% agree)</b>		
I believe totally the teachings of my church.	31.5	24.1
I find myself disagreeing with my church over numerous aspects of my faith.	68.5	75.9
<b>Church Offering Full Insight (% agree)</b>		
I believe that my church offers a full insight into what God wants for us and how we should worship him.	30.2	20.5
I believe that my church has much to offer, but that other religions can also provide many religious insights.	69.8	79.5
<b>Religious Beliefs and Values (% agree)</b>		
It is very important for me to accept the religious beliefs and values of my church.	10.1	10.1
It is very important for me to critically examine my religious beliefs and values.	89.9	89.9
<b>Religious Orientation Source (% agree)</b>		
My religious orientation comes primarily from the teaching of my family and church	38.3	41.5
My religious orientation comes primarily from my own efforts to analyze and understand God.	61.7	58.5
<b>Exposure to Other Religions (% agree)</b>		
I don't find value in becoming exposed to other religions.	4.8	5.2
It does not bother me to become exposed to other religions.	95.2	94.8
<b>Personal Religious Growth (% agree)</b>		
My personal religious growth has not required me to come into conflict with my family or friends.	40.1	46.8
My personal religious growth has occasionally required me to come into conflict with my family or friends.	59.9	53.2
<b>Faith-Family Compatibility (% agree)</b>		
It is very important that my faith is highly compatible with the faith of my family.	35.3	32.4
It isn't essential that my faith be highly compatible with the faith of my family.	64.7	67.6
<b>Religious Traditions and Beliefs (% agree)</b>		
The religious traditions and beliefs I grew up with are very important to me and do not need changing.	49.9	48.4
The religious traditions and beliefs I grew up with have become less and less relevant to my current religious orientation.	50.1	51.6

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

Table 15a		
Perry Scale: Ideal Learning Environment		
	Loyola	Peers
	%	%
<b>Percent saying very significant</b>		
<b>Overall learning environment would:</b>		
Allow me a chance to think and reason, applying facts to support my opinions.	70.3	69.4
Stress learning and thinking on my own, not being spoon-fed learning by the instructor.	47.3	49.6
<b>Teacher would:</b>		
Demonstrate a way to think about the subject matter and then help me explore the issues and come to my own conclusions.	66.5	63.5
Have only a minimal role in the class, turning much of the control of content and class discussions over to the students.	11.6	14.1
<b>Classroom atmosphere and activities would</b>		
Be an intellectual dialogue and debate among a small group of peers motivated to learn for the sake of learning.	40.2	40.5
Provide opportunities for me to pull together connections among various subject areas and then construct an adequate argument.	52.2	50.7
<b>As a student, I would:</b>		
Prefer to do independent research allowing me to produce my own ideas and arguments.	21.2	20.0
Want opportunities to think on my own, making connections between the issues discussed in class and other areas I'm studying.	47.7	46.0

Source: Boston College Questionnaire About the Undergraduate Experience, 2008

**Table 15b**  
**Perry Scale: Self-Assessment**

	<u>Loyola</u>	<u>Peers</u>
	%	%
<b>Percent strongly agree</b>		
I feel I can do things and have power over myself and can effect any change I think right.	55.4	51.6
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	33.4
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	56.7
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	30.9
I have a sense of purpose and a certainty in my goals.	54.8	46.3
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	35.0
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	60.6
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	41.1
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	32.1
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	50.7
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	36.6

Source: Boston College Questionnaire About the Undergraduate Experience, 2008