



Preparing people to lead extraordinary lives

# Boston College Questionnaire, 2010

## Mentorship and Faculty Interaction

Prepared by the Office of Institutional Research

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The Boston College Questionnaire (BCQ) research project was designed to gather information on seniors' academic and co-curricular experience, as well as their personal and religious/spiritual behavior and development, at Catholic colleges and universities in the United States. The BCQ project originated at and is administered by Boston College.

All graduating seniors at Loyola were invited to take the survey in spring of 2010. The response rate was 43%, with 741 seniors taking the survey. Compared to the Loyola senior population, Loyola respondents were slightly more likely to be female and slightly more likely to be white. They were representative in terms of their school (CAS, Business, etc.).

This report examines the types of mentors students had, along with their interactions with faculty (both subject and form of interaction).

### Key findings

#### Mentorship

- The vast majority of responding seniors, 90%, reported having at least one mentor (see Table 1).
- The most common type of mentor was a faculty member, with 77% of seniors having a faculty mentor.
- The next most common type of mentor was a peer, with 35% of seniors having a peer mentor.
- Twenty three percent of seniors had a staff mentor, 12% had a Jesuit mentor, and 11% had a graduate student mentor. Five percent reported having some other type of mentor.

#### Topics of interaction with faculty

- Seniors were most likely to report talking sometimes or often to faculty about grades and assignments (95%) and about ideas discussed in class (94%; see Table 2).
- Eighty seven percent of seniors said they talked at least sometimes with faculty about career plans, while 56% said they talked about graduate studies.
- Three quarters of seniors said they sometimes or often received academic advising from faculty.

- Sixty nine percent of seniors said they talked at least sometimes with faculty about personal issues.
- About half said they talked sometimes or often with faculty about co-curricular activities.
- Twenty three percent said they talked at least sometimes about religious/spiritual topics with Theology faculty, while 18% said they did so with non-Theology faculty.

#### Form of interaction with faculty

- Almost all (98%) said that they at least sometimes interacted with faculty via one-to-one email, while 96% said they at least sometimes had office appointments with faculty.
- Also common were interactions between a faculty member and students as part of a class, either by email with the entire class (83%) or on Blackboard (60%).
- About three quarters said they at least sometimes interacted with faculty in the hallways.
- Twenty eight percent of seniors said they at least sometimes had coffee or lunch meetings with faculty.
- About a quarter of seniors said they at least sometimes interacted with faculty by telephone, and 11% said they interacted with faculty on Facebook.

### Conclusions

- The vast majority of seniors said they had a mentor, with more than three quarters having a faculty mentor.
- While interactions with faculty were most often about class-related matters, seniors were also likely to talk, at least sometimes, with faculty about career plans and, to a lesser degree, graduate studies.
- More than two thirds of seniors talked about personal matters with faculty at least sometimes.
- Although comprising a minority of seniors, some did talk with faculty about religious/spiritual topics.
- Students were most likely to interact individually with faculty via email or office appointment.
- Most students interacted at least sometimes with faculty in the hallways, and more than a quarter said they at least sometimes had lengthier interactions with faculty, consisting of coffee or lunch meetings.

Table 1	
Students' Mentors	
% type of mentor*	%
Faculty	77
Peer	35
Staff	23
Jesuit	12
Graduate student	11
Other	5
Any mentor	90

Boston College Questionnaire, 2010 (unweighted)

\* Students may have more than one mentor

Table 2	
Topics and Forms of Interaction with Faculty	
% sometimes or often	%
Topic of interaction	
Grades and assignments	95
Ideas discussed in class	94
Career plans	87
Academic advising	74
Personal	69
Graduate studies	56
Co-curricular activities	49
Religious/spiritual with Theology faculty	23
Religious/spiritual with non-Theology faculty	18
Form of interaction	
Emails (just to you)	98
Office appointments	96
Emails (to the whole class)	83
Blackboard	80
Hallways	76
Coffee/lunch meetings	28
Phone calls	26
Facebook	11

Boston College Questionnaire, 2010 (unweighted data)