NECHE Assessment E1A Form | Institution Name: Boston College

General Information

1	Program Name:	Sociology

2 Program's Assessment Contact

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3 Unit/Department/Program Attributes – *indicate with an "X"*

X	Academic/curricular unit/department/program

	Co-curricular (student affairs-, mission and ministry-related) unit/department/program

	Competency-based education program

	Distance education program

	Program is managed by contractual arrangement

4	Date of last program review	2016

5	Date of next expected program review:	

6 Did your program engage in any assessment activities during academic year 2024-2025? – *indicate with an "X"*

x	Yes

	No

7 | Degree Level Being Assessed (if applicable) – *indicate with an "X"*

	Associate's degree
	Certificate program
x	Bachelor's degree
	Master's degree
	Doctoral degree

8 | Where are the learning outcomes published? (mark all that apply) – *indicate with an "X"*

	Catalog
	Syllabus
x	Website
	Curriculum map

9 | Which learning outcome(s) was assessed during academic year 2024-25?

Instead of focusing on specific learning outcomes, this year, we decided to examine students' experiences with and perceptions of AI use in our core courses.

Assessment Information

10 What type(s) of evidence were gathered to assess the outcome? (mark all that apply) – *indicate with an "X"*

	Artistic exhibition/performance
	Assignment/exam/paper completed as part of regular coursework (i.e., an embedded
	Capstone course work product
x	Course evaluation question(s)
	Exam created by an external organization (e.g., professional association for licensure)
	Exit exam created by the unit/program
	Focus groups/interviews with alumni
	Focus groups/interviews with current students
	IRB-approved research project
	Oral performance (oral defense, oral presentation, conference presentation)
	Portfolio of student work
	Publication or grant proposal (prepared, not dependent upon acceptance)
	Qualifying or comprehensive exam (typically applicable to graduate level programs)
	Reflection exercise engaged in by student (journal, assignment, discussion session)
	Survey of alumni
	Survey of current students
	Supervisor or employer evaluation of student performance outside of the classroom
	Thesis or dissertation
	Other

11 How was the evidence reviewed/analyzed? (mark all that apply) – *indicate with an "X"*

| X | Compiled narrative results (e.g., interview, focus group, or open-ended data) |

| X | Compiled survey results |

| | BC's Institutional Research office analyzed and supplied the evidence |

| | External organization responsible for evidence (e.g., a licensing exam organization) |

| | Used a rubric or scoring guide |

| | Used professional judgment (i.e., no rubric or scoring guide was used) |

| | Review/analysis is pending |

| | Other |

12 Who took part in assessing the evidence? (mark all that apply) – *indicate with an "X"*

| X | Full-time faculty |

| | Part-time/Adjunct faculty |

| | Current students |

| | Employers and/or Advisory Boards |

| | Deans/Associate Deans |

| | Unit/Program-based Curriculum Committee |

| X | Unit/Program-based Assessment Committee |

13 How will the assessment results/findings be used? (mark all that apply) – *indicate with an "X"*

☐	Assessment procedure changes (e.g., changes to learning outcomes, rubrics)
☐	Course changes (e.g., changes to course content, assignments, pedagogy)
☐	Program changes (e.g., structure of retreat or volunteer program)
X	Program policy changes
☐	Students' out-of-class experience changes (e.g., changes to advising, career workshops)
☐	Assessment results indicate that no actions are needed because students attained the outcome
☐	Pending – we are not yet sure how the assessment results will be used

14 Please describe what was yielded from the assessment in terms of how students attained/achieved the learning outcome(s). That is, given the interpretation of the results/findings, what were the major takeaways regarding student learning?

Student responses (N=159) to the questions we added to course evaluations of our core courses in the Spring of 2025 suggested that only a minority of students regularly rely on AI in their coursework: Specifically, approximately 14% of respondents agreed that they regularly use AI in their core coursework. Nevertheless, a much larger group of students -- 40% of them -- agreed that AI helped them better understand the material in their sociology core courses. Even more importantly, only 46% of respondents agreed that their sociology core courses provided clear guidance on whether and how they could use AI tools in their coursework. In their open-ended comments, a number of students suggested they would like to get more clear guidance on the appropriate ways to use AI in their core courses. Some students also suggested that faculty should teach students how to use AI productively. As a result of this assessment, our department established a new AI policy committee that is in charge with developing departmental guidelines for how instructors should engage AI in their courses.