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Artificial Intelligence Survey Briefing

Fall 2024

Institutional Innovation & Effectiveness

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Institutional Innovation and Effectiveness -OIER

Artificial Intelligence Survey Results Briefing- Fall 2024

April 17, 2025

Context

In collaboration with San Diego State University (SDSU), and as part of the Equitable (AI) Alliance, the Division of Innovation and Institutional Effectiveness conducted an Artificial Intelligence (AI) Survey in the fall to understand student and employee perspectives on the growing presence of AI in their academy or professional spaces.

The survey covered areas including a) ***awareness and understanding of AI***, b) ***experience and usage of AI***, c) ***perceptions and attitudes towards AI***, d) ***education and training in AI***, and e) ***future expectations of AI***. In addition, there were additional sections related to AI tools used and faculty perspectives. There were also demographic and open-ended questions included, which allowed to expand the understanding of the AI perceptions and attitudes.

Methodology

The survey was administered through Qualtrics, with separate versions for students and employees to support the experience of the respondents. 2,849 students and 654 employees attempted to complete the survey. Of these, 1,802 students (63.3%) and 457 employees (69.9%) completed it.

Group	Started Survey	Completed Survey	Completion Rate (%)
Students	2,849	1,802	63.3%
Employees	654	457	69.9%
Total	**3,503**	**2,259**	**64.5%**

The survey statements in each main section were coded as a six-point Likert scale, with the choices numbered as follows:

6. Strongly Agree
5. Agree
4. Somewhat Agree
3. Somewhat Disagree
2. Disagree
1. Strongly Disagree

Most of the statements reveal a favorable perception as highest the number. Some statements are "reversed," meaning that a higher score indicates a negative opinion. For example, in Section 1, the statement "AI technology is too complex for me to grasp" would be considered a negative response if the respondent agrees. These reversed statements are represented with a maroon-colored bar graph.

Statistical Analysis

- In addition to frequency distributions, the data were analyzed for statistical significance using an Analysis of Variance (ANOVA), which compares the means of multiple groups.
- The analysis focused on demographic variables, including age, ethnicity, gender, sexual orientation, transgender status, education, and whether respondents were employed at or attending the college.
- For ANOVA results that were statistically significant, a Tukey's Honestly Significant Difference (HSD) test was performed. This test compares the means of multiple groups to determine if there are significant differences between them.
- In simple terms, ANOVA determines whether one group has a different response pattern compared to others for a specific question, while the Tukey test identifies which group differs.

How to read this briefing

The **highlights** section provides a high-level overview of the survey results. The **Findings** section offers more detailed insights, showing which demographic groups were likely to answer more favorably compared to the average respondent. The **Detail** section presents the charts and graphs, offering a thorough analysis of each section and the specific questions with response patterns that are statistically different within the population. Each section of the survey includes three parts:

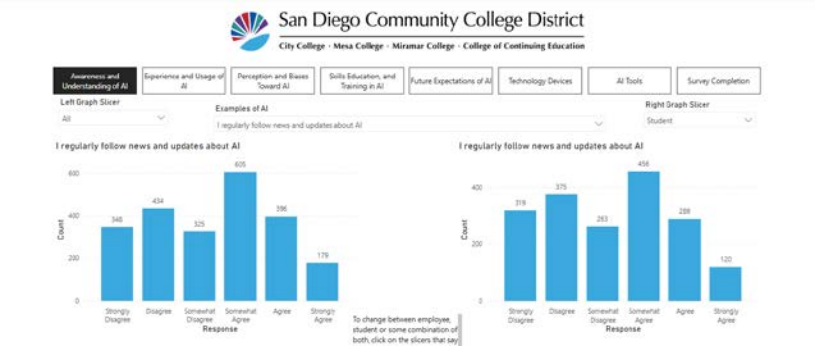
1. A graph and table comparing how employees and students responded to the statements.
2. A graph and table comparing employee responses across various demographic factors.
3. A similar graph and table for students.

    - For each demographic group within a section, the graph shows the number of respondents and the mean score of their answers. The table highlights only those questions where the response patterns between groups differ, with any demographic characteristics showing significant differences marked in red.

    - In the analysis, student and employee datasets were analyzed separately. The "Combined" graphs show the two groups "employees and students" and the table show the difference between students and employees, note that some questions are worded slightly differently between the two groups, which may result in different response patterns, so caution is needed when interpreting these comparisons.

Dashboard

This briefing is accompanied by an interactive dashboard that allows for a deep dive using different. filters. AI Dashboard link. Screenshot below.



Highlights

Section 1- Awareness and Understanding of AI

- Overall, responses in this section tend to fall in the middle of the Likert scale distribution. Notably, students reported lower mean scores across all statements, indicating a higher likelihood of disagreement. The largest differences between employees and students appeared in statements related to workshops and opportunities to learn about AI.

- Among employees, those at credit colleges responded more favorably, while female respondents and Classified Staff reported less favorable views. Among students, younger respondents were less favorable across most statements in this section. Additionally, Question 1 is reversed, and this distinction is noted in the graph.

Section 2- Experience and Usage of AI

- The most favorably rated statement in this section relates to verifying the validity and accuracy of AI results, while the least favorable is "I am comfortable submitting a prompt and using the results in my work/schoolwork." Overall, mean scores did not differ significantly between employees and students.

- Among employees, one of the highest scores in the survey was for AI validity and accuracy, with a mean of 5.20, though older employees were slightly less favorable on this question. Similarly, among students, the validity statement received the highest mean score (4.59). Most demographic groups showed strong agreement, with longer-tenured students, female students, and students at Miramar College deviating significantly from the mean.

Section 3- Perceptions and Attitudes Towards AI

- Responses in the Perceptions and Attitudes section indicate concerns about AI transparency, trust, and bias. Respondents were generally uncomfortable with others knowing they used AI for work, skeptical about AI's accuracy, and doubtful of its ability to reduce bias. Students were more likely to feel embarrassed, while employees expressed lower trust and greater skepticism about AI reducing bias.

- Across all groups, there was broad concern about AI's impact on personal privacy, with mean scores averaging around 4.60 and minimal variation. However, employees showed significant differences by job classification regarding AI's accuracy, with faculty reporting significantly lower trust compared to other employee groups.

- Among students, gender differences were notable in responses related to social issues, embarrassment about AI use, AI's role in enhancing creativity, and trust in AI's accuracy. Responses from male, female, and nonbinary students differed significantly on these topics.

Section 4- Skills, Education and Training in AI

- Responses in Section 4 are generally consistent, except for the statement about encouraging the use of AI, which had a mean score significantly lower than the other statements for both employees and students.

- Faculty respondents expressed that professional development opportunities do not provide sufficient exposure to AI.

- Younger students (aged 24 or younger) were less likely to be interested in receiving formal training in AI and felt that students who use AI are academically advantaged. As in Section 3,

gender groups showed distinct differences in their responses to the statements, with the exception of those about receiving training in AI.

Section 5- Future Expectations of AI

- In Section 5, the statement most favorably rated is "Unregulated AI development may lead to unforeseen risks." Employees were much more likely to agree with this statement.
- Among students, most demographic groups ranked the statements similarly, with the exception of gender groups, where male, female, and nonbinary students showed distinct response patterns.

Section 6- Faculty focused Section

- One quarter of contract faculty and 12% of adjunct faculty forbid the use of AI in their classroom.
- About half of faculty include an explicit statement regarding AI in their syllabi.
- Three quarters of faculty do not use AI detectors in their classroom.

Section 7- Use of AI Tools

- About half of respondents use ChatGPT regularly.

Section 8- Devices Owned

- Two percent of respondents do not have a cell phone.
- Employees are twice as likely to have a desktop, the percentage of respondents who have a laptop is about equal.

Section 9- Open-Ended Questions

Employees

SDCCD employees have mixed reactions to AI integration, with some embracing its potential and others concerned about its impact on education, creativity, and critical thinking. Faculty express anxiety over increased workloads due to AI-generated student assignments, while staff find AI useful for streamlining administrative tasks. Employees seek clear district guidelines on AI use, role-specific training, and broader discussions on AI ethics and ideology. They advocate for a bottom-up approach to AI policy creation, including open forums and collaborative discussions. To address these concerns, SDCCD should: (1) establish clear, adaptable AI guidelines for staff and students, (2) provide specialized departmental AI training and ethical discussions, and (3) create ongoing feedback mechanisms to refine AI policies as technology evolves.

Students

SDCCD students have varied perspectives on AI, with some seeing it as a helpful tool and others worrying about its impact on learning, academic integrity, and future job prospects. Many students feel uncertain about AI policies, leading to anxiety over how instructors detect AI use and whether they might be unfairly accused of misconduct. While AI is commonly used for studying—such as brainstorming ideas, summarizing readings, and practicing concepts—some students fear it could replace learning or diminish job opportunities in certain fields. To support students, SDCCD should: (1) establish clear AI guidelines to define acceptable use in coursework, (2) provide hands-on workshops on AI applications, ethics, and job market preparedness, and (3) involve students in shaping AI policies through surveys and discussions to ensure adaptability as AI evolves.

Takeaways

The survey reveals SDCCD is aware of AI, curious about its possibilities, but concerned about its risks. SDCCD community is looking for direction. While employees and students have different concerns, they share one common need—**clear guidelines, training, and a voice in shaping AI's role at SDCCD** balancing innovation with responsibility. The CCCCO has put some principles together that might help when navigating actions to follow these findings.

Below are some takeaways from the survey:

Awareness: The Conversation Has Started, but It's Still Surface-Level

The SDCCD community is talking about AI, but not deeply. Discussions among employees are more frequent than among students, but overall, AI awareness hovers around a mid-range. Employees see learning opportunities within SDCCD, meaning the foundation for deeper engagement is there.

Usage: Hesitation and Caution Rule the Day

Despite curiosity, AI usage remains low. There is a strong belief that AI-generated responses need verification, but when it comes to actually using AI in work or studies, people hesitate. Most aren't comfortable submitting AI-generated content, though employees are more open to it than students.

Attitudes: Excitement Meets Concern

AI brings opportunity, but also anxiety. Privacy is the top concern, followed closely by ethics and job security. Employees, in particular, feel the pressure of AI's potential impact on careers.

Training: Interest Exists, but Skepticism Persists

There is a desire for structured AI training, but a lingering doubt about AI's actual benefits in education. This signals an opportunity to provide learning pathways that emphasize practical, real-world applications of AI.

Future Outlook: Uncertainty and the Need for Guardrails

SDCCD community expects AI to be regulated. Concerns about unchecked AI development, long-term societal impact, and its effect on human creativity suggest a strong need for policy clarity and ethical guidance—especially among employees.

What People Are Saying: Open-Ended Feedback

Employees: Seeking Structure and Strategy

Employees see AI's potential but need clearer guidelines. Faculty are worried about AI-generated assignments increasing workload, while staff appreciate AI's efficiency for administrative tasks. Across the board, there's a strong call for:

- **Clear, adaptable AI policies** that evolve with technology.
- **Role-specific training** to ensure AI is used effectively.
- **Ongoing feedback loops** so employees can shape AI strategies.

Students: Uncertainty and Anxiety Over AI's Role

Students are both intrigued and uneasy. Many use AI for studying—brainstorming, summarizing readings, and practicing concepts—but they're also unsure about academic policies and fear being unfairly accused of misconduct. To support them, SDCCD should:

- Define clear AI guidelines **to remove ambiguity.**

- Offer hands-on workshops **on AI applications, ethics, and career implications.**
- Engage students in policy discussions **to create rules that work for them.**

Faculty and AI: Policies Vary, but Detection Is Rare

- One-quarter of contract faculty and 12% of adjunct faculty ban AI in class.
- Half of faculty explicitly mention AI in their syllabi.
- Three-quarters do not use AI detection tools.

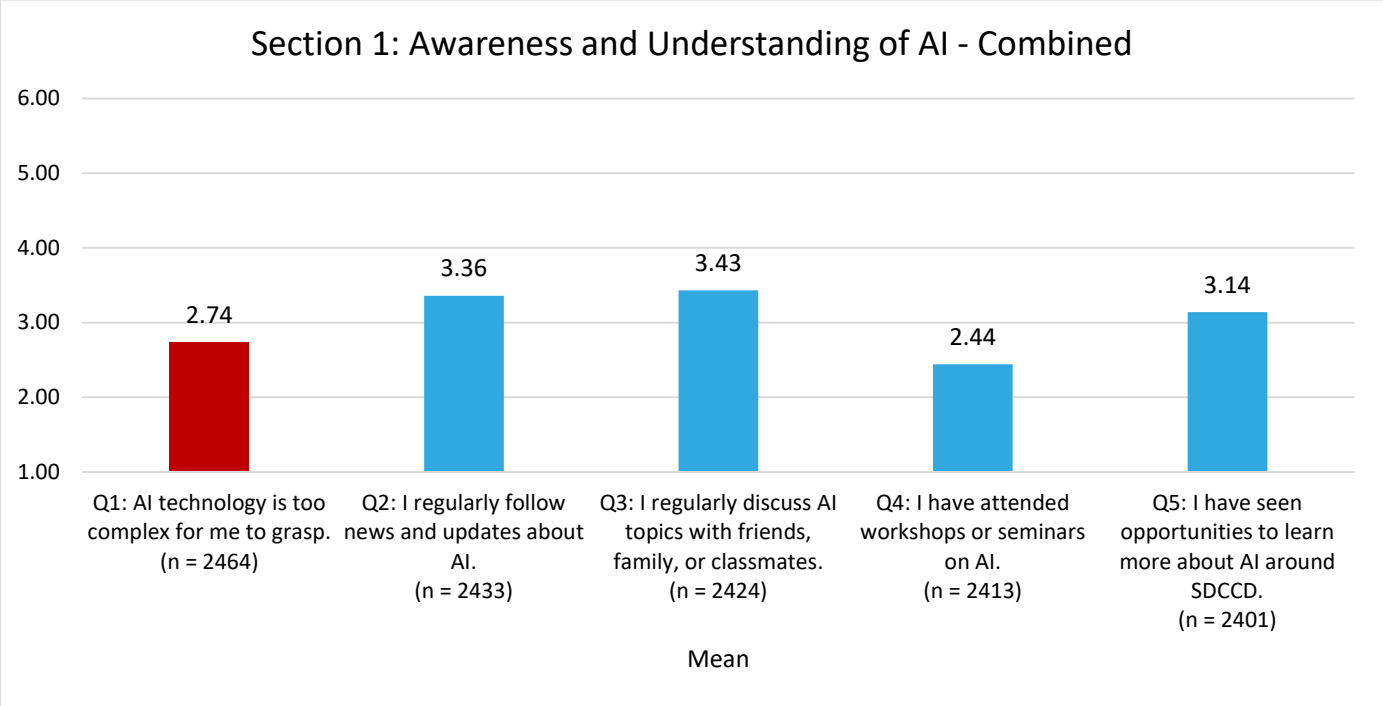
Table of Contents

Section 1-Awareness and Understanding of AI

1. Combined

Key Findings Section 1:

- Employees were less likely to respond that AI technology is too hard to grasp.
- Students were less likely to respond that they follow updates on AI, discuss AI, or have seen opportunities to attend AI events.

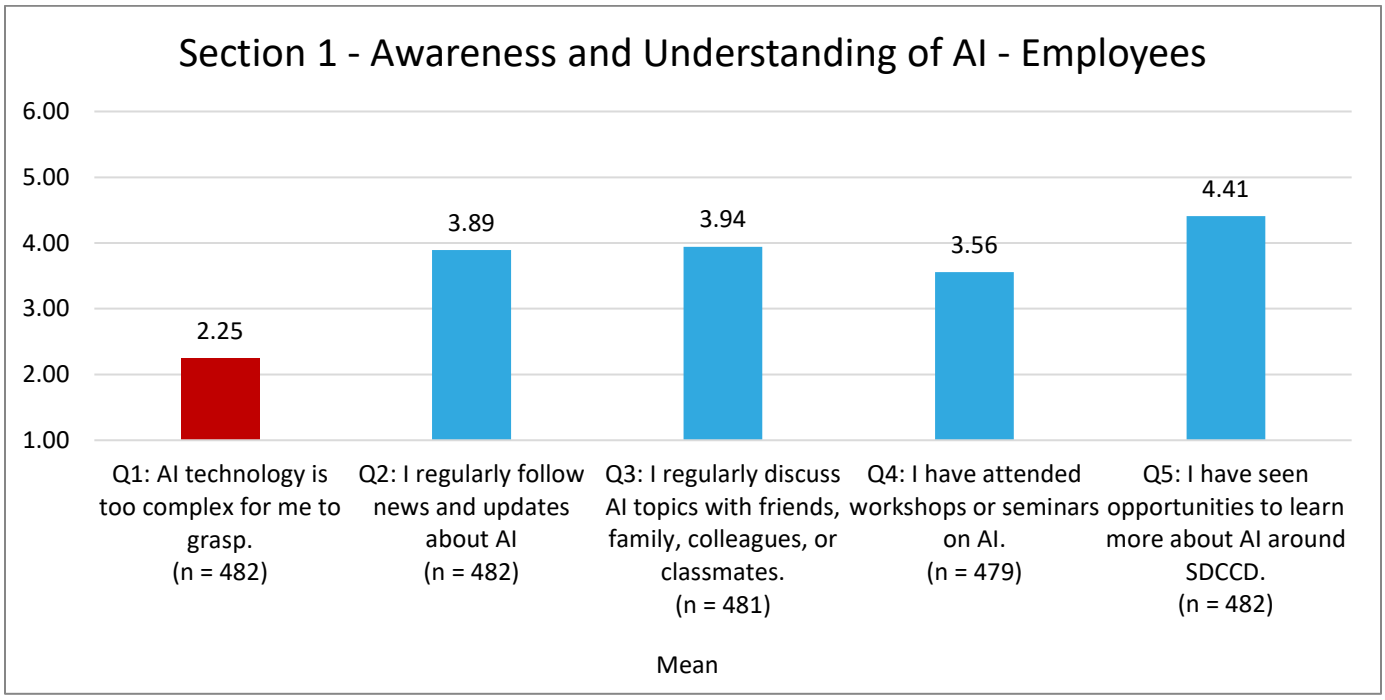


Mean	Q1	Q2	Q3	Q4	Q5
Student	2.87	3.22	3.31	2.16	2.82
Employee	2.25	3.89	3.94	3.55	4.41

2. Employees

Key Findings Section 1:

- Female employees are less likely to feel AI technology is too hard to grasp.
- Employees at the college of Continuing Education, District Office, and Other sites are less likely to discuss AI with others.
- Classified employees are less likely to respond that they follow updates on AI, discuss AI, have or have seen opportunities to attend AI events .
- NANCE employees are less likely to respond that they have or have seen opportunities to attend AI events .



	Q3
College	Mean
City	4.26
Mesa	4.25
Miramar	3.80
SDCCE	3.64
District	3.60
Other	3.16

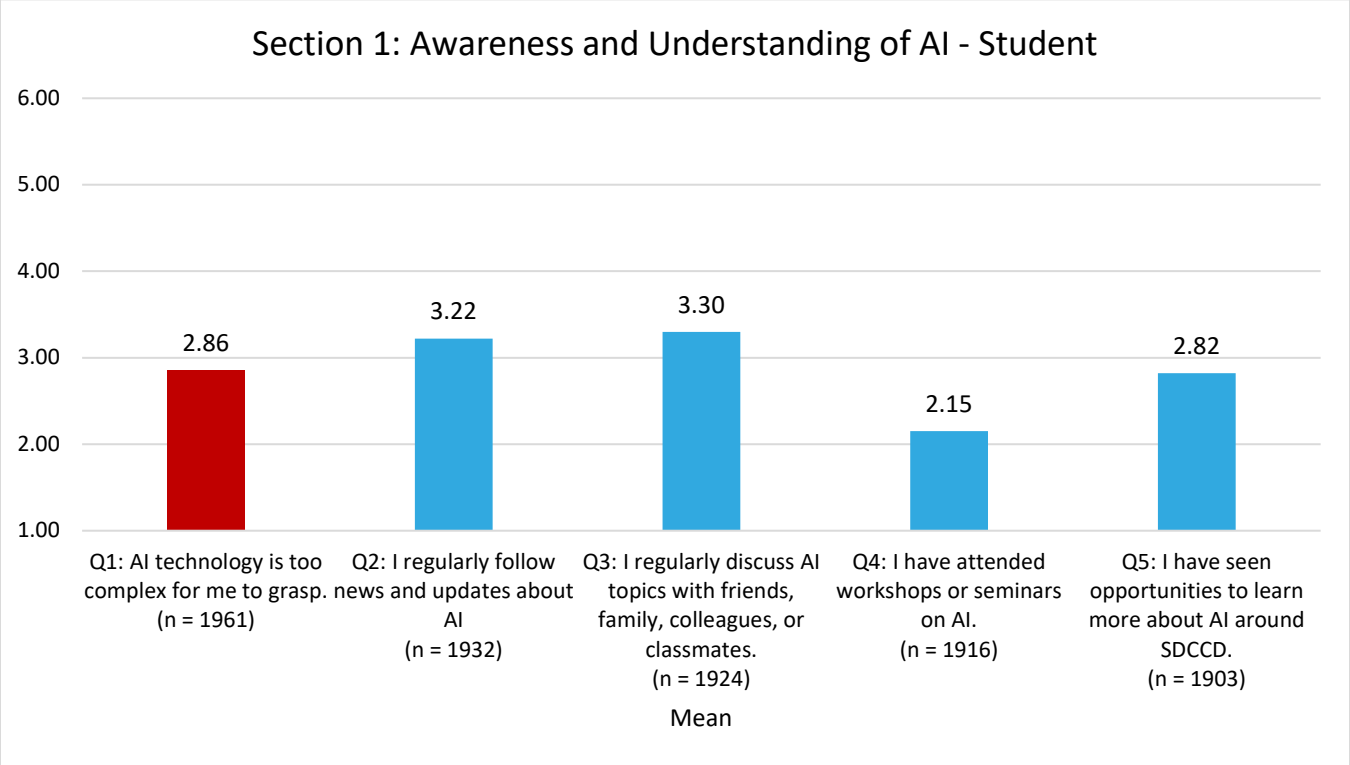
	Q1
Gender	Mean
Male	2.38
Female	2.03
Another Gender	2.41

	Q2	Q3	Q4	Q5
Employee	Mean	Mean	Mean	Mean
Contract	4.06	4.27	3.93	4.85
Adjunct	4.03	4.12	3.84	4.51
Classified	3.52	3.39	3.04	4.08
NANCE	3.90	3.85	2.69	3.38
Admin	3.69	3.63	3.23	4.29

3. Students

Key Findings Section 1:

- Male students are more likely to respond that AI technology is too complex for them to grasp.
- First Generation students are less likely to find that AI technology is too complex for them to grasp
- Native California students are less likely to think that AI technology is hard to grasp, and less likely to attend workshops on AI.



	Q1	Q2	Q4	Q5
Age	Mean	Mean	Mean	Mean
under 18	2.42	2.77	1.81	2.52
18-24	2.62	2.91	1.78	2.67
25-29	3.04	3.16	1.88	2.58
30-39	3.11	3.49	2.58	2.92
40-49	3.01	3.44	2.52	2.83
50+	3.00	3.70	2.36	2.88
Unknown	3.04	3.28	2.36	3.02

	Q2	Q4	Q5
Gender	Mean	Mean	Mean
Male	3.49	2.29	2.88
Female	3.09	2.10	2.81
Another Gender	2.93	1.67	2.20

	Q1
First Gen	Mean
Yes	2.97
No	2.77

	Q1	Q2	Q4
Ethnicity	Mean	Mean	Mean
Asian	2.99	3.35	2.34
African American	3.06	2.88	2.06
Native American	3.00	2.79	2.43
Latinx	2.97	3.00	2.00
Pacific Islander	2.64	2.91	1.94
Multi Ethnic	2.75	3.15	2.10
White	2.62	3.37	2.08
Other	3.18	3.40	2.61

	Q4	Q5
Trans	Mean	Mean
Yes	1.82	2.18
No	2.15	2.82
I'm not sure	2.41	3.13
Prefer not to share	2.67	3.26

	Q1	Q4
Orientation	Mean	Mean
Straight	2.86	2.13
Bisexual	2.68	1.86
Gay	2.93	1.76
Lesbian	2.13	1.39
Pansexual	2.36	1.94
Asexual	2.52	2.00
Same gender loving	3.91	2.60
Queer	2.39	1.83
Homosexual	2.80	2.48
No label	2.85	2.38
Prefer not to share	3.30	2.61

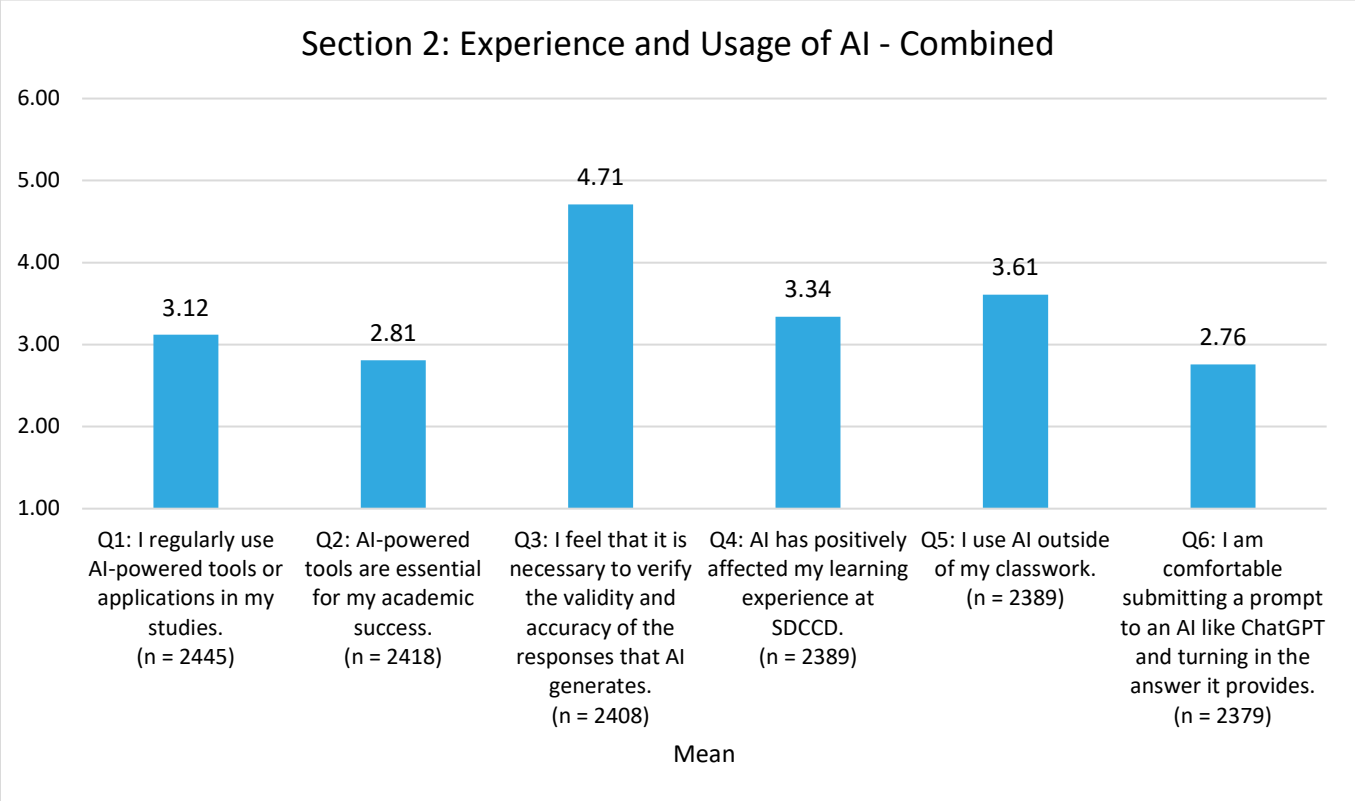
	Q1	Q2	Q3	Q4	Q5
Resident	Mean	Mean	Mean	Mean	Mean
California	2.84	3.19	3.27	2.11	2.78
Out of State	3.16	3.42	3.61	2.67	3.24
International	3.38	3.91	3.95	2.92	3.70

	Q1	Q2	Q4	Q5
College	Mean	Mean	Mean	Mean
City	2.88	3.10	2.11	2.84
Mesa	2.77	3.05	1.94	2.65
Miramar	2.64	2.95	1.88	2.62
SDCCE	3.07	3.68	2.62	3.13

Section 2-Experience and Usage of AI

4. Combined

Key Findings Section 2:
There were no significant differences between student and employee for this section. All respondents feel that it is necessary to verify the validity and accuracy of the responses that AI generates. Respondents are least likely to be comfortable turning in the product of an AI query.

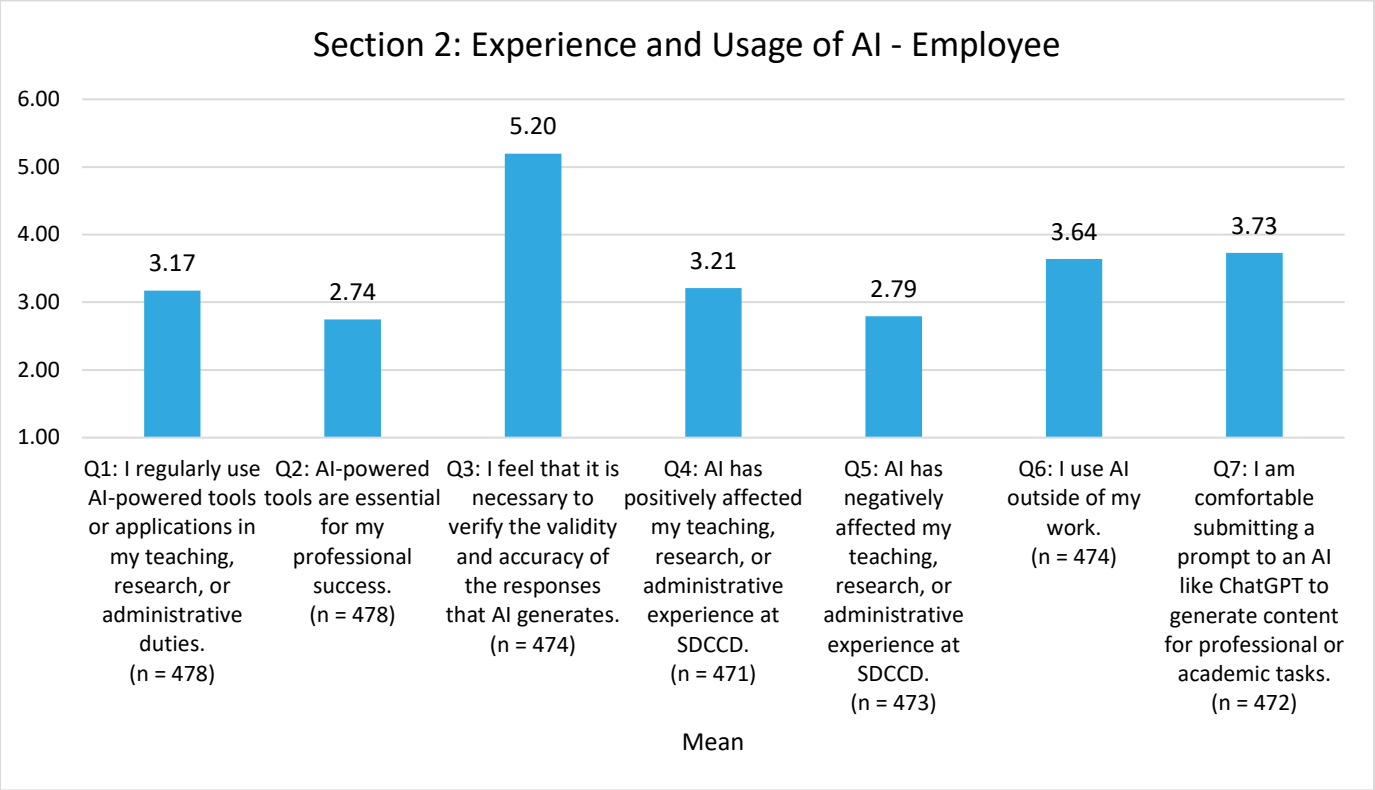


	Q1	Q2	Q3	Q4	Q5	Q6
	Mean	Mean	Mean	Mean	Mean	Mean
Student	3.11	2.83	4.59	3.37	3.60	2.52
Employee	3.17	2.74	5.20	3.22	3.64	3.74

5. Employees

Key Findings Section 2:

- Employees between ages 51-60 are less likely to need to verify the validity of AI product, and that AI has been a positive influence.
- Native American employees are less likely to feel the need to verify the validity and accuracy of response that AI generates.
- Female employees are less likely to feel it is necessary to verify AI output.
- Classified, NANCE and Admin employees are less likely to agree that AI has been negative.



	Q3	Q4
Age	Mean	Mean
18-25	5.46	3.17
26-30	5.52	3.85
31-40	5.48	3.70
41-50	5.51	3.33
51-60	4.93	2.94
61-70	5.10	2.95
71+	4.67	2.83

	Q3
Ethnicity	Mean
Asian	5.13
Afr Amer	5.36
Native Amer	2.50
Latinx	5.26
Pac Island	5.75
Multi Ethnic	5.00
White	5.20
Other	5.20

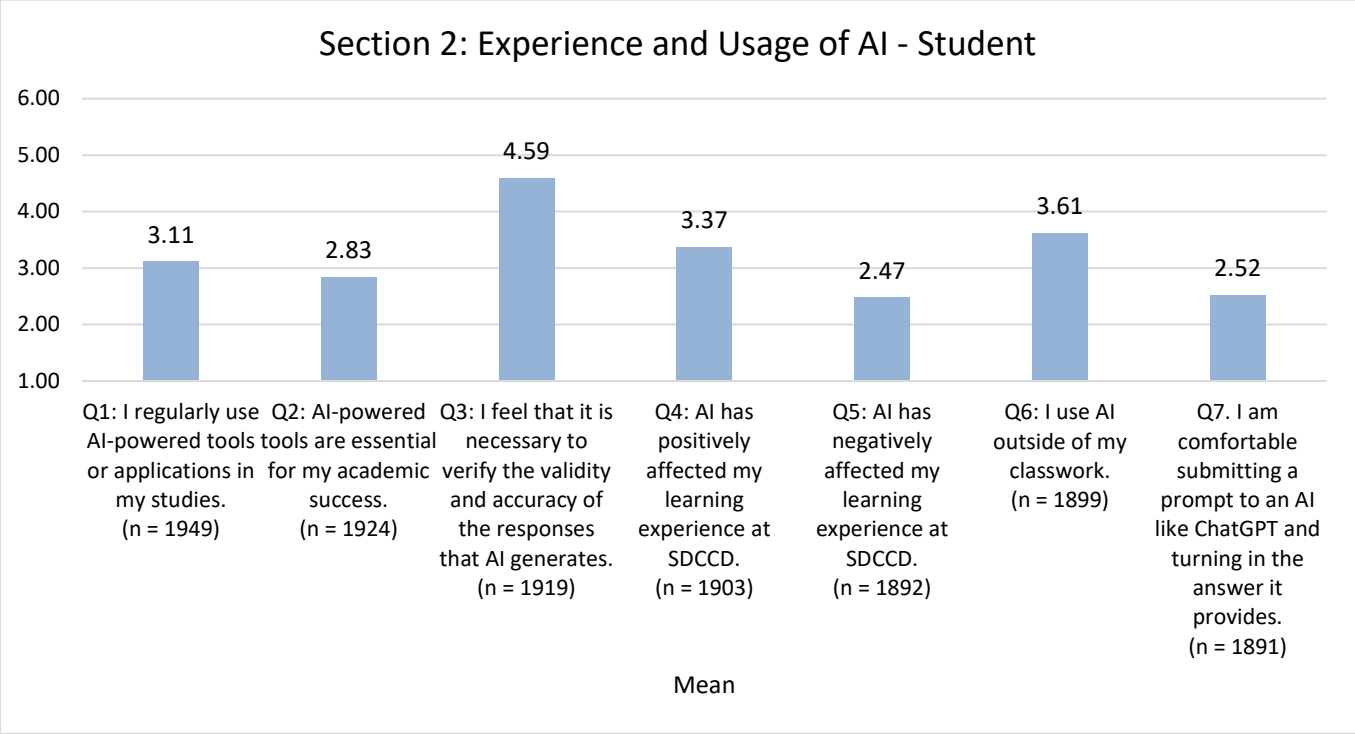
	Q3
Gender	Mean
Female	5.06
Male	5.40
Other	5.40

	Q5
Position	Mean
Contract	3.28
Adjunct	2.95
Classified	2.30
NANCE	2.28
Admin	1.91

6. Students

Key Findings Section 2:

- Students enrolled for 4 years are less likely to answer to feel it is necessary to verify AI output.
- Asian students generally agree more strongly with statements in this section.
- Trans students are less likely to answer that AI had positively affected their learning experience at SDCCD as well as using AI outside their classwork.
- International students are more likely to use AI in their studies, that AI helps their academic success, and AI has been a positive in their studies.



	Q1	Q2	Q4	Q5	Q7
Age	Mean	Mean	Mean	Mean	Mean
under 18	3.06	2.43	3.36	2.41	1.99
18-24	3.10	2.54	3.45	2.65	2.13
25-29	3.04	2.86	3.46	2.78	2.37
30-39	3.46	3.12	3.58	2.48	2.79
40-49	3.07	2.96	3.28	2.32	2.82
50+	2.73	2.67	2.86	2.11	2.62
Unknown	3.31	3.21	3.56	2.51	2.86

	Q3	Q4	Q5
Enrollment	Mean	Mean	Mean
1 year	4.69	3.54	2.70
2 years	4.55	3.32	2.45
3 years	4.76	3.38	2.63
4 years	4.17	3.18	2.13
<1 year	4.55	3.47	2.40
5+ years	4.73	2.91	2.49

	Q1	Q2	Q4	Q5	Q7
Ethnicity	Mean	Mean	Mean	Mean	Mean
Asian	3.49	3.23	3.79	2.76	2.90
African American	2.81	2.76	3.01	2.22	2.75
Native American	2.93	2.85	3.58	2.75	2.15
Latinx	3.06	2.82	3.39	2.35	2.44
Pacific Islander	3.03	2.61	3.12	2.78	2.00
Multi Ethnic	3.00	2.61	3.27	2.49	2.48
White	2.98	2.59	3.19	2.35	2.31
Other	3.24	3.13	3.46	2.68	2.71

	Q4	Q6	Q7
Trans	Mean	Mean	Mean
Yes	2.60	3.15	1.85
No	3.38	3.63	2.54
I'm not sure	3.65	3.95	2.81
Prefer not to share	3.39	2.90	2.10

	Q1	Q2	Q4	Q7
Resident	Mean	Mean	Mean	Mean
California	3.07	2.79	3.34	2.47
Out of State	3.58	3.22	3.77	3.00
International	3.63	3.61	3.89	3.46

	Q2	Q3	Q4	Q7
First Gen	Mean	Mean	Mean	Mean
Yes	2.98	4.52	3.47	2.60
No	2.68	4.66	3.27	2.44

	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Gender	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Male	3.26	2.95	4.75	3.56	2.39	3.78	2.64
Female	3.07	2.81	4.49	3.30	2.47	3.56	2.50
Another Gender	2.02	1.78	4.87	2.34	3.64	2.43	1.55

	Q2	Q4	Q7
College	Mean	Mean	Mean
City	2.80	3.38	2.39
Mesa	2.55	3.29	2.27
Miramar	2.87	3.56	2.36
SDCCE	3.17	3.33	3.03

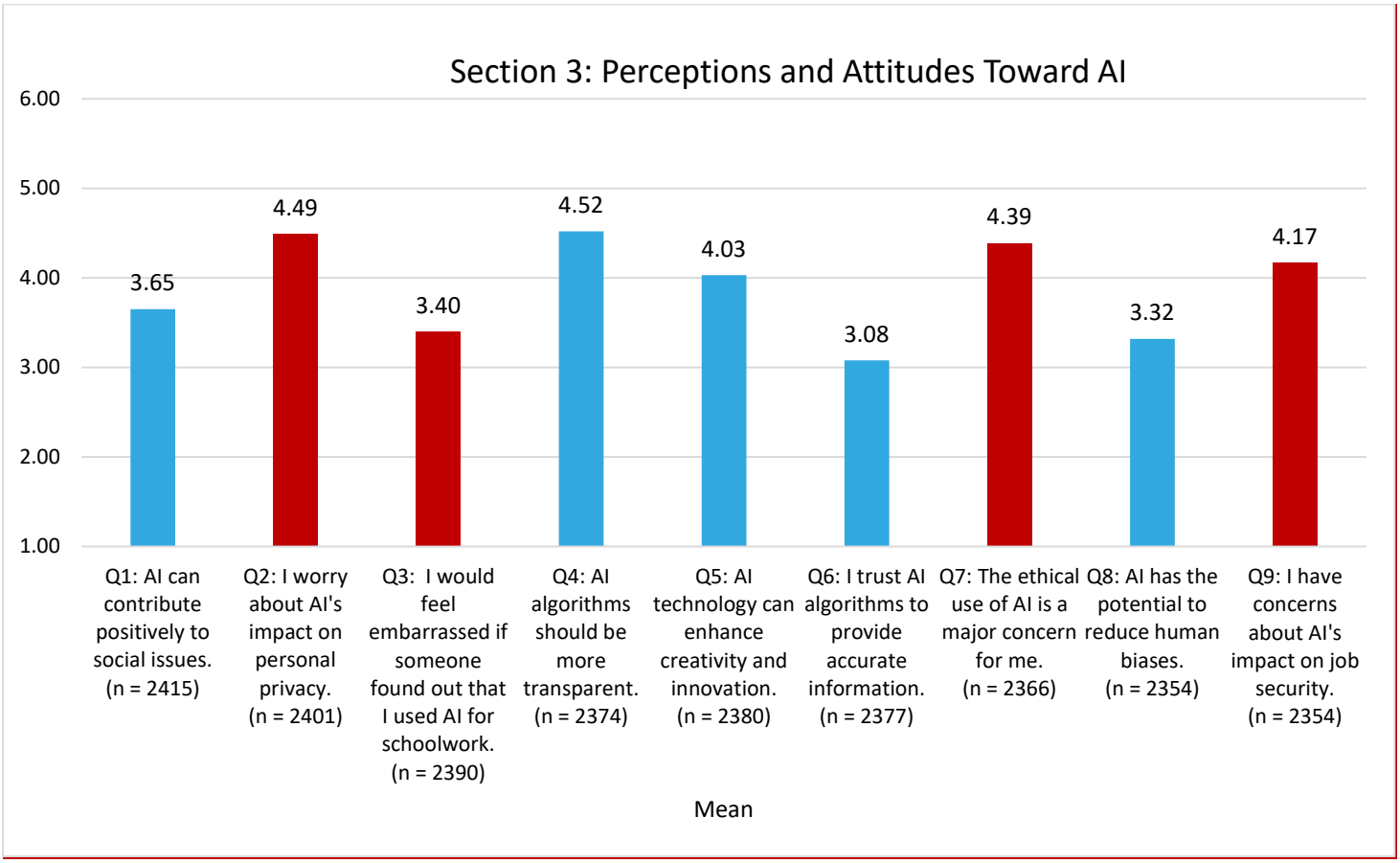
	Q1	Q2	Q3	Q7
Orientation	Mean	Mean	Mean	Mean
Straight	3.16	2.88	4.54	2.58
Bisexual	2.97	2.50	4.83	2.16
Gay	3.07	3.00	4.60	2.65
Lesbian	2.70	2.48	5.22	2.04
Pansexual	2.19	2.14	4.53	1.71
Asexual	2.70	1.91	4.96	1.50
Same gender loving	2.20	2.33	3.67	3.67
Queer	2.26	1.78	5.78	1.83
Homosexual	3.40	2.89	4.39	2.61
No label	3.00	2.85	4.75	2.45
Prefer not to share	3.21	3.04	4.42	2.77

Section 3-Perceptions and Attitudes Toward AI

7. Combined

Key Findings Section 3:

- Students were less likely to think that AI algorithms should be more transparent, that AI can enhance creativity, and that the ethical use of AI is a concern.
- Employees were less likely to be embarrassed about using AI, trust AI algorithms, and less likely to be concerned about their job security.

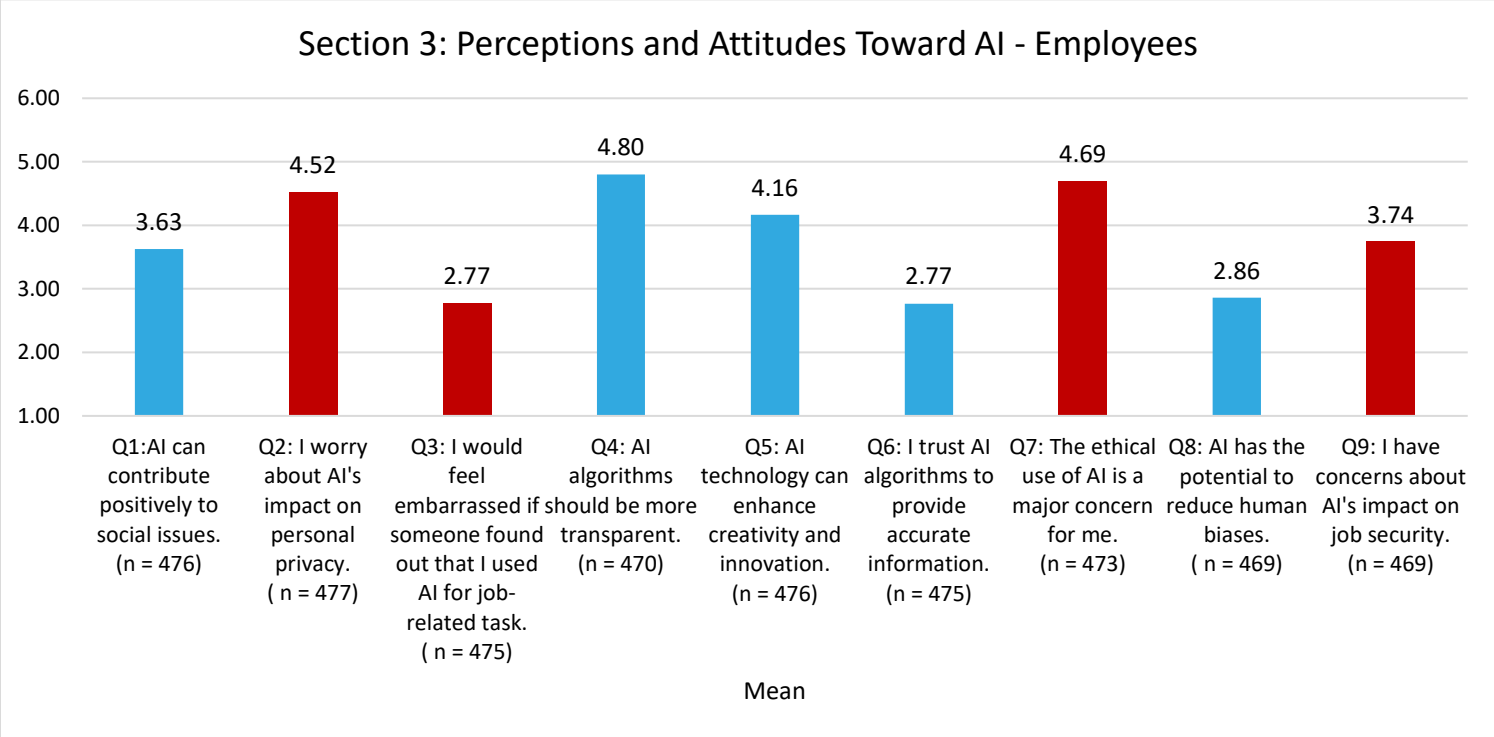


Mean	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Student	3.56	4.45	3.99	3.16	4.31	3.44	4.28
Employee	2.77	4.80	4.17	2.77	4.69	2.86	3.74

8. Employees

Key Findings Section 3:

- Employees between ages 26-40 are more likely to respond that AI algorithms provide accurate information.
- Bisexual employees are more likely to have concerns about AI affecting their job security.
- Male employees are more likely to be concerned about their personal privacy



	Q6
Age	Mean
18-25	1.77
26-30	3.44
31-40	3.08
41-50	2.81
51-60	2.73
61-70	2.57
71+	2.76
Unknown	2.44

	Q1	Q3	Q4	Q5	Q8
Gender	Mean	Mean	Mean	Mean	Mean
Female	3.53	2.9	4.68	4.17	2.8
Male	3.85	2.54	4.94	4.24	3.04
Other	3.00	2.9	5.30	3.10	2.00

	Q9
Orientation	Mean
Straight	3.62
Bisexual	5.55
Gay	4.00
Lesbian	3.33
Pansexual	3.67
Asexual	3.71
Same Gender Loving	3.5
Queer	4.69
Homosexual	3.78
No label	3.65
Prefer not to share	3.91

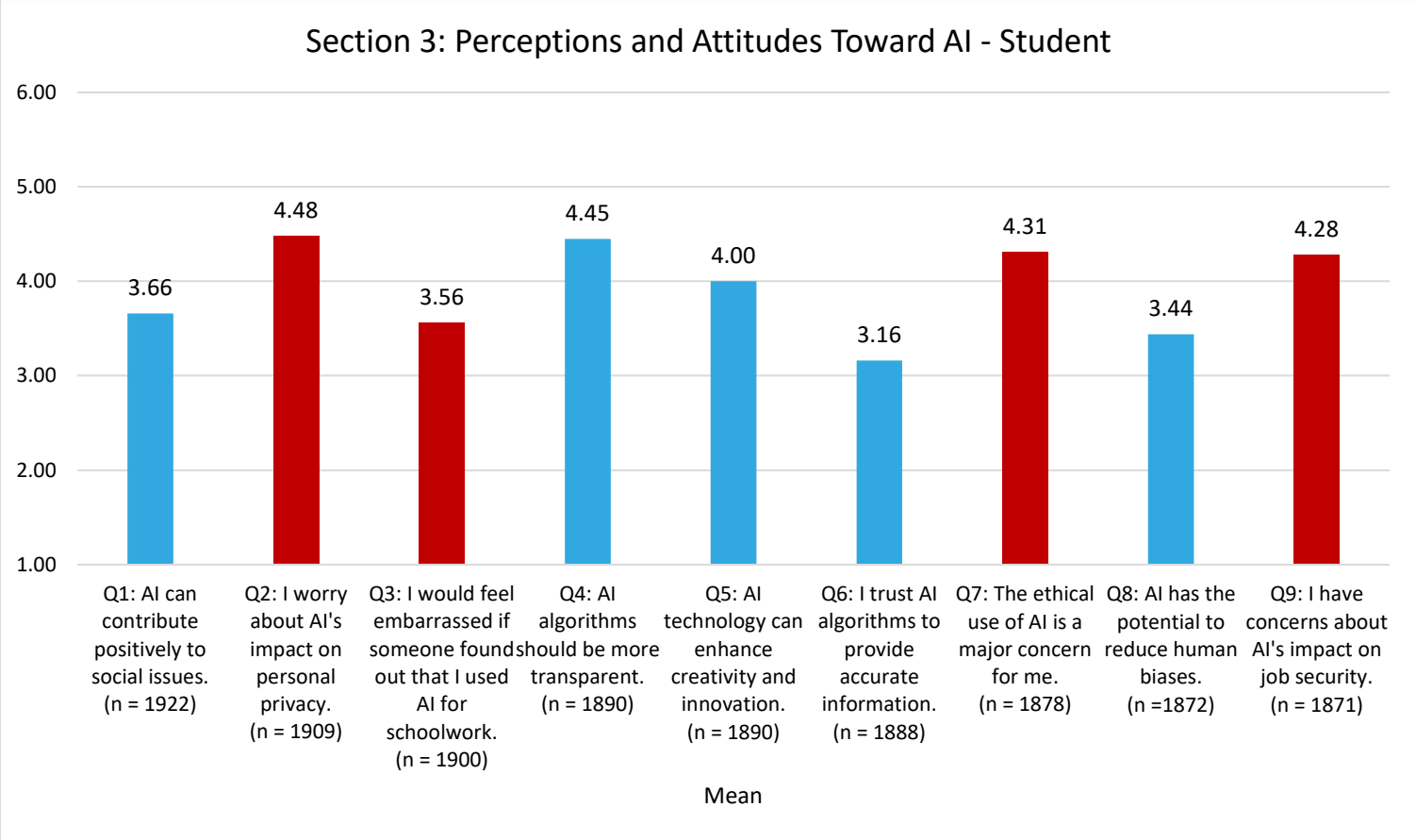
	Q1	Q3	Q5	Q6	Q7	Q9
Job	Mean	Mean	Mean	Mean	Mean	Mean
Contract	3.42	3.08	4.01	2.54	4.95	3.88
Adjunct	3.49	2.67	3.87	2.55	4.85	3.99
Classified	3.75	2.44	4.5	3.09	4.25	3.24
NANCE	4.08	2.92	4.46	3.05	4.21	3.95
Admin	4.35	2.59	4.76	3.44	4.74	3.38

	Q3	Q4	Q5	Q6	Q7	Q9
College	Mean	Mean	Mean	Mean	Mean	Mean
City	3.14	5.15	3.87	2.35	2.69	5.03
Mesa	3.0	4.76	4.0	2.65	2.73	4.81
Miramar	2.67	4.8	4.38	2.85	2.91	4.99
SDCCE	2.31	4.56	4.42	2.96	2.98	4.24
District	2.47	4.72	4.68	3.4	3.27	4.32
Other	2.63	4.33	3.37	3.0	2.79	4.11

9. Students

Key Findings Section 3:

- Asian students are more likely to think that AI will be a positive influence on society, AI will enhance creativity, and that ethical use of AI is a concern.
- International students are less likely to worry about personal privacy, less embarrassed about using AI, and less trusting of AI
- Students enrolled at the College of Continuing Education are more likely to think AI is a positive influence, and that AI can enhance creativity.



	Q3	Q4	Q5	Q7	Q9
Age	Mean	Mean	Mean	Mean	Mean
under 18	3.86	4.48	3.87	4.16	4.41
18-24	3.73	4.42	3.75	4.22	4.45
25-29	3.66	4.62	4.12	4.47	4.49
30-39	3.48	4.42	4.15	4.41	4.14
40-49	3.30	4.36	4.01	4.37	4.04
50+	3.25	4.69	4.13	4.73	4.33
Unknown	3.57	4.36	4.16	4.16	4.14

	Q4	Q6	Q7
Enrollment	Mean	Mean	Mean
<1 year	4.36	3.33	4.21
1 year	4.46	3.19	4.07
2 years	4.49	3.05	4.37
3 years	4.53	2.90	4.55
4 years	4.24	3.01	4.11
5+ years	4.70	2.94	4.76

	Q1	Q5	Q6	Q7
Ethnicity	Mean	Mean	Mean	Mean
Asian	3.92	4.21	3.36	4.29
African American	3.52	4.01	3.32	3.82
Native American	3.31	3.54	2.69	4.08
Latinx	3.63	3.85	3.17	4.35
Pacific Islander	3.44	3.88	2.94	4.50
Multi Ethnic	3.78	4.04	3.07	4.57
White	3.61	3.99	3.03	4.38
Other	3.50	3.95	3.14	4.27

	Q1	Q3	Q5	Q6	Q8	Q9
Trans	Mean	Mean	Mean	Mean	Mean	Mean
Yes	3.05	4.31	3.04	2.22	2.65	4.82
No	3.68	3.52	4.04	3.20	3.46	4.25
I'm not sure	3.92	3.80	3.70	3.09	3.48	4.48
Prefer not to share	3.23	3.93	3.38	2.60	3.08	4.68

	Q1	Q2	Q3	Q6	Q7
Resident	Mean	Mean	Mean	Mean	Mean
California	3.64	4.50	3.59	3.12	4.33
Out of State	3.82	4.42	3.47	3.67	4.08
International	4.17	3.92	2.81	3.87	3.88

	Q1	Q3	Q5
College	Mean	Mean	Mean
City	3.61	3.73	3.87
Mesa	3.57	3.65	3.91
Miramar	3.61	3.51	4.06
SDCCE	3.84	3.34	4.18

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Gender	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Male	3.90	4.38	3.37	4.50	4.22	3.31	4.29	3.53	4.24
Female	3.56	4.51	3.63	4.39	3.92	3.12	4.30	3.42	4.26
Another Gender	2.73	5.11	4.43	5.30	2.66	1.86	4.91	2.50	5.33

	Q8
First Gen	Mean
Yes	3.51
No	3.36

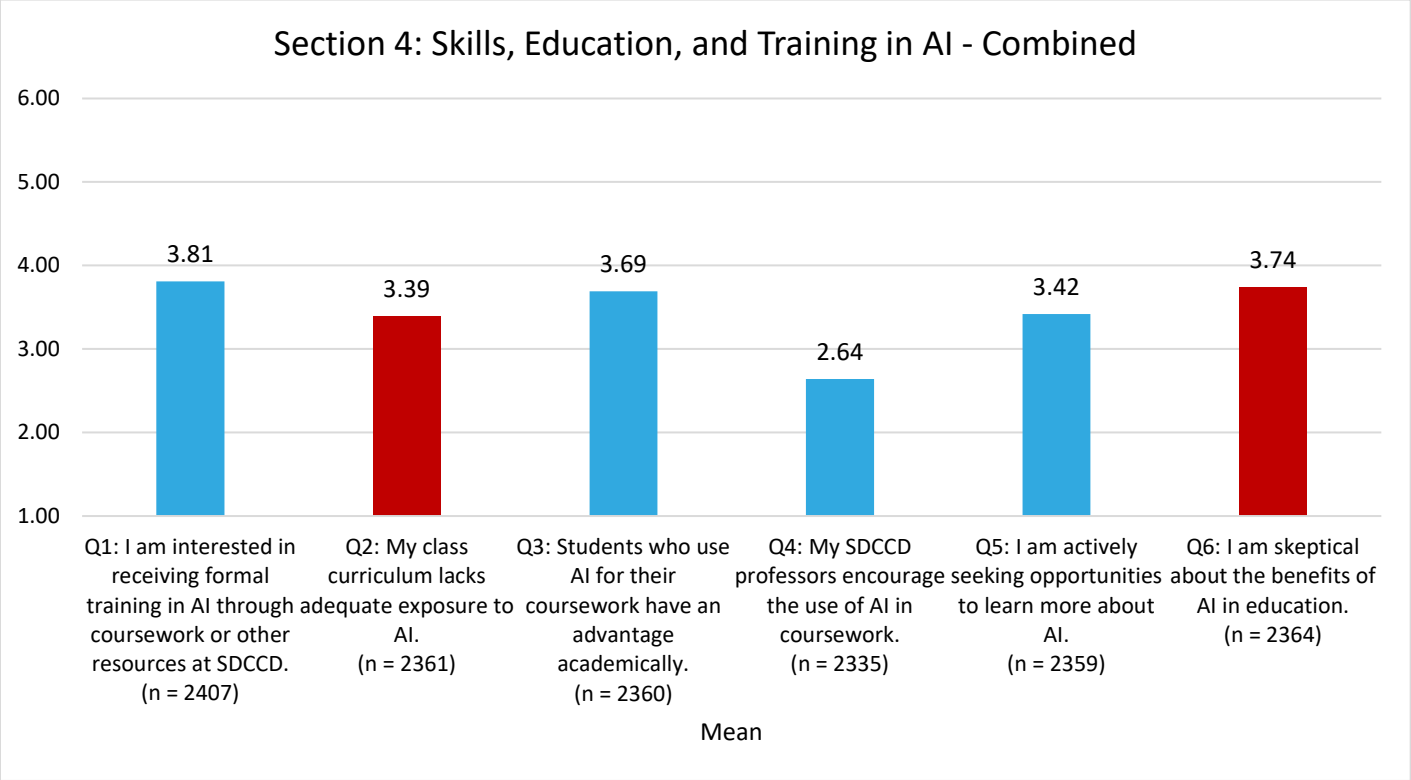
	Q4	Q6
Orientation	Mean	Mean
Straight	4.33	3.25
Bisexual	4.80	2.82
Gay	4.81	3.07
Lesbian	4.87	2.87
Pansexual	4.94	2.58
Asexual	5.23	2.05
Same gender loving	4.22	3.56
Queer	5.17	2.09
Homosexual	4.30	3.13
No label	4.69	3.05
Prefer not to share	4.47	3.16

Section 4-Skills, Education, and Training in AI

10. Combined

Key Findings Section 4:

- Students were less likely to interesting in receiving training in AI, that professors encourage the use of AI, and that they are seeking out opportunities to learn about AI.
- Employees were less likely to think students have an academic advantage when using AI and are more skeptical about the benefits of AI.

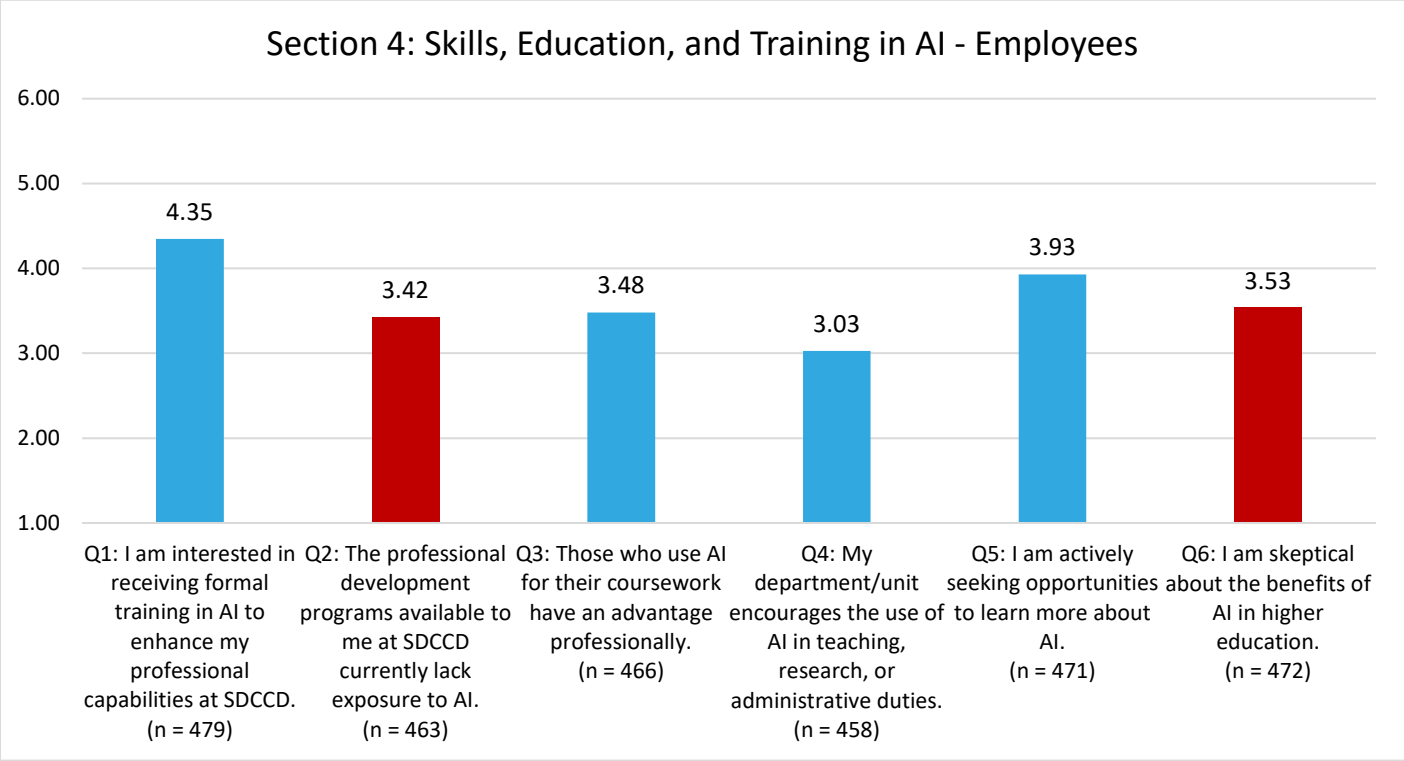


Mean	Q1	Q3	Q4	Q5	Q6
Student	3.68	3.74	2.55	3.29	3.79
Employee	4.35	3.48	3.03	3.93	3.53

11. Employees

Key Findings Section 4:

- Employees who identified as another gender are less likely to think their department encourages the use of AI.
- Employees working at the college of Continuing Education are more likely to answer that students who use AI in their coursework have an academic advantage.
- White employees are more likely to respond that they are encouraged to use AI.
- Admin and Classified employees are more likely to want formal training in AI.



	Q2
Age	Mean
18-25	4.35
26-30	4.25
31-40	4.22
41-50	3.45
51-60	3.52
61-70	3.14
71+	3.26
Unknown	2.44

	Q4
Gender	Mean
Male	3.05
Female	3.04
Another Gender	2.0

	Q1	Q2	Q3
Employee	Mean	Mean	Mean
Contract	4.06	3.12	3.28
Adjunct	4.13	3.16	3.43
Classified	4.77	3.89	3.64
NANCE	4.67	3.89	3.61
Admin	4.85	4	4.09

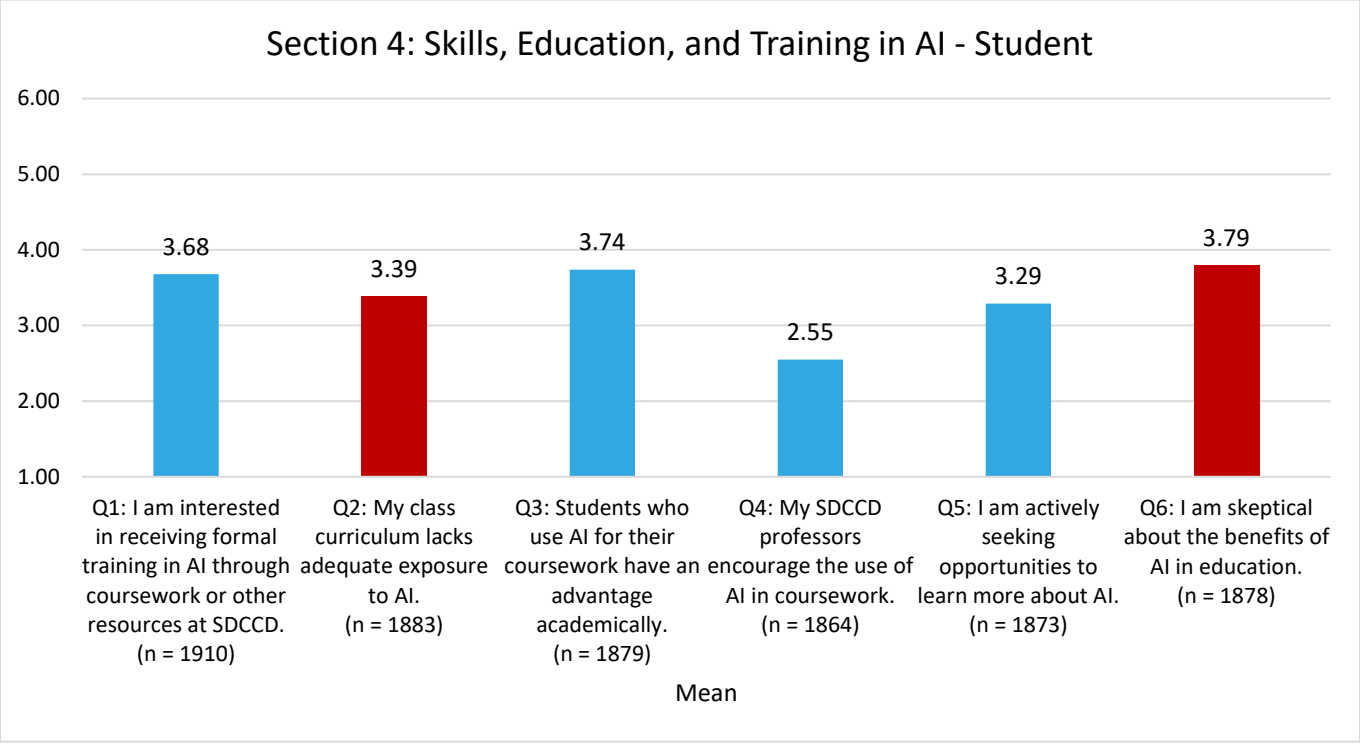
	Q1
Ethnicity	Mean
Asian	4.55
African Amer	4.64
Native Amer	4.50
Latinx	4.88
Pac Island	5.00
Multi Ethnic	4.14
White	4.19
Other	4.39

	Q3
College	Mean
City	3.30
Mesa	3.28
Miramar	3.55
SDCCE	3.88
District	3.77
Other	2.67

12. Students

Key Findings Section 4:

- Students under the ages of 18 to 24 are less likely to think students gain an academic advantage from AI, need formal training on AI, and are seeking to learn more about AI.
- Students who had been enrolled for 4 years are less likely think that students have an academic advantage when using AI



	Q1	Q3	Q4	Q5
Age	Mean	Mean	Mean	Mean
under 18	3.13	3.45	2.24	2.98
18-24	3.13	3.59	2.32	2.83
25-29	3.62	3.82	2.58	3.43
30-39	4.02	3.96	2.73	3.42
40-49	4.17	3.70	2.64	3.54
50+	4.06	3.90	2.65	3.52
Unknown	3.93	3.87	2.75	3.57

	Q3
Enrollment	Mean
1 year	3.74
2 years	3.75
3 years	3.69
4 years	3.27
<1 year	3.78
5+ years	3.82

	Q2	Q4
Ethnicity	Mean	Mean
Asian	3.66	2.71
African American	3.13	2.47
Native American	3.75	2.50
Latinx	3.48	2.52
Pacific Islander	3.36	2.24
Multi Ethnic	3.43	2.38
White	3.20	2.42
Other	3.42	2.96

	Q1	Q2	Q3	Q5	Q6
Trans	Mean	Mean	Mean	Mean	Mean
Yes	2.61	2.73	3.10	2.47	4.65
No	3.72	3.41	3.77	3.31	3.75
I'm not sure	3.61	2.78	3.33	3.27	3.36
Prefer not to share	3.33	3.33	3.31	3.15	4.46

	Q1	Q2	Q3	Q5
First Gen	Mean	Mean	Mean	Mean
Yes	3.79	3.48	3.85	3.38
No	3.55	3.29	3.63	3.19

	Q1	Q2	Q3	Q4	Q5
Resident	Mean	Mean	Mean	Mean	Mean
California	3.64	3.36	3.71	2.50	3.24
Out of State	4.08	3.67	4.45	3.02	3.79
International	4.46	3.81	4.02	3.52	4.13

	Q1	Q3	Q4	Q5	Q6
College	Mean	Mean	Mean	Mean	Mean
City	3.68	3.70	2.38	3.20	3.86
Mesa	3.40	3.65	2.32	3.03	3.00
Miramar	3.37	3.63	2.52	3.13	3.60
SDCCE	4.20	3.96	3.02	3.78	3.64

	Q1	Q2	Q3	Q4	Q5	Q6
Gender	Mean	Mean	Mean	Mean	Mean	Mean
Male	3.80	3.52	3.89	2.68	3.52	3.61
Female	3.66	3.33	3.69	2.51	3.20	3.85
Another Gender	2.42	2.77	2.84	1.73	2.39	4.80

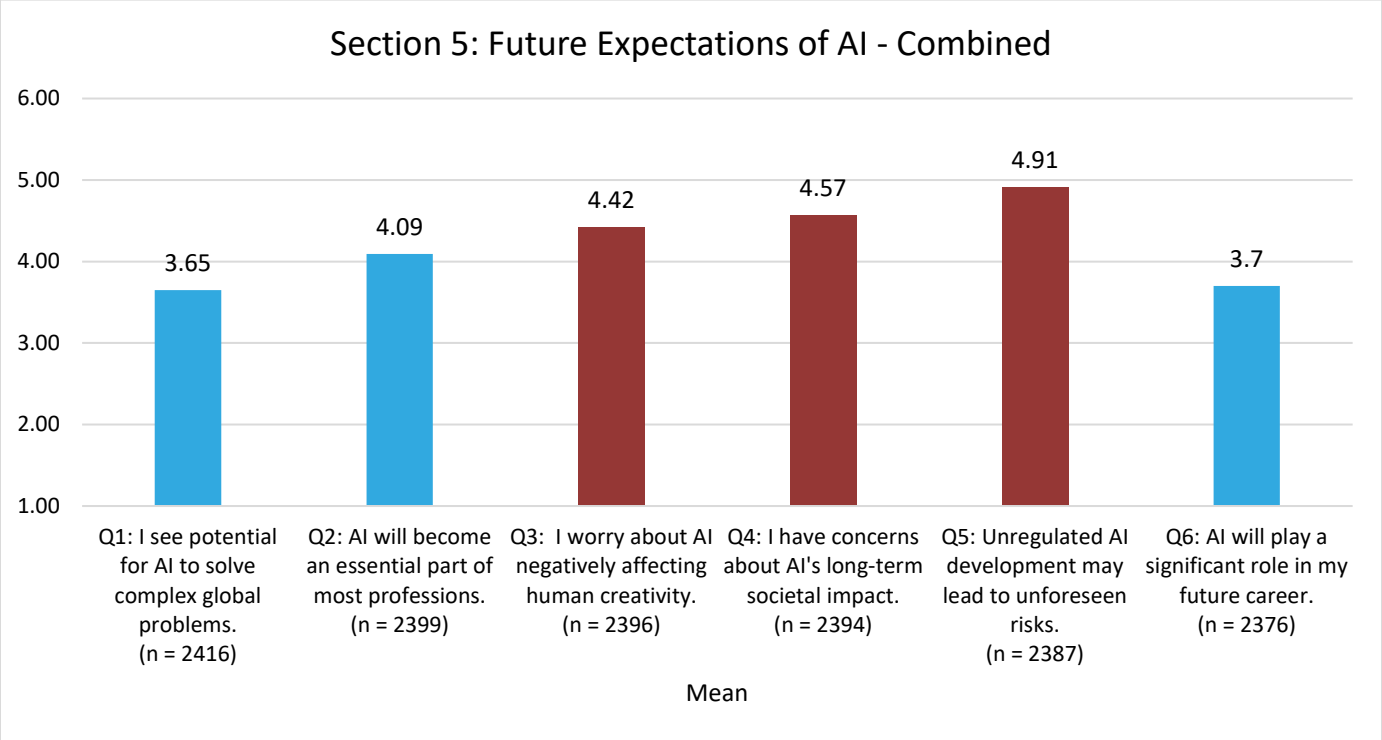
	Q3	Q4
Orientation	Mean	Mean
Straight	3.81	2.57
Bisexual	3.41	2.20
Gay	3.90	2.63
Lesbian	3.52	1.61
Pansexual	2.94	1.83
Asexual	3.48	2.39
Same gender loving	4.11	2.89
Queer	3.17	2.17
Homosexual	3.66	2.66
No label	3.67	2.70
Prefer not to share	3.75	2.84

Section 5-Future Expectations of AI

13. Combined

Key Findings Section 5:

- Students were less likely to think AI will be an essential part of most professions and with play a role in their career, and are concerned that AI is affecting human creativity and AI will lead to unforeseen risks.



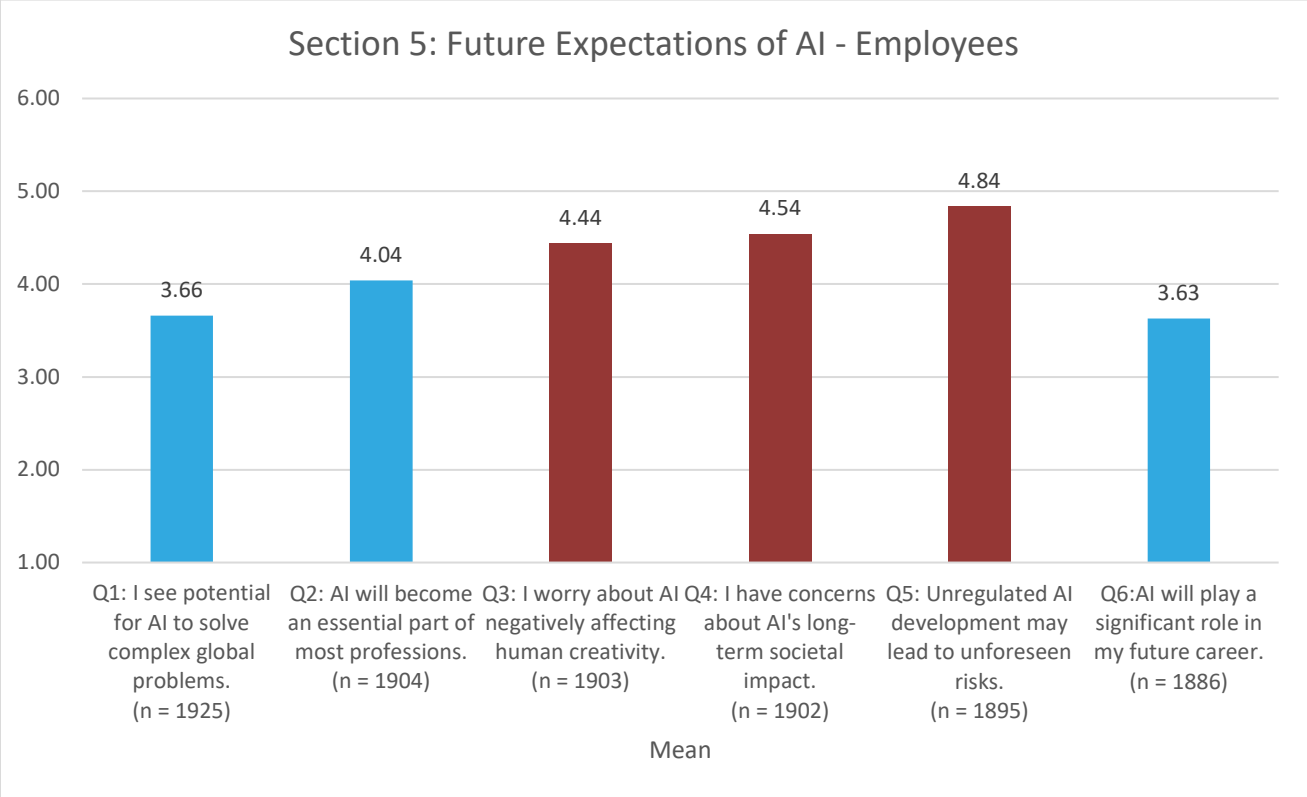
Mean	Q2	Q4	Q5	Q6
Student	4.04	4.53	4.83	3.63
Employee	4.31	4.69	5.21	4.00

Section 5-Future Expectations of AI

14. Employees

Key Findings Section 5:

- Employees between the ages of 61-70 are less concerned to think AI will lead to unforeseen risk.
- Male employees, employees with Bachelor's degrees, and Native American employees are less likely that AI has the potential to solve global problems than female employees.



	Q5
Age	Mean
18-25	3.69
26-30	4.41
31-40	4.37
41-50	4.40
51-60	3.84
61-70	3.50
71+	3.56
Unknown	3.83

	Q1
Gender	Mean
Male	3.43
Female	3.90
Another Gender	2.70

	Q4
Employee	Mean
Contract	4.88
Adjunct	4.86
Classified	4.28
NANCE	4.69
Admin	4.38

	Q1
Education	Mean
High school	4.95
Associate	5.24
Bachelor's	4.94
Master's	5.35
Professional	5.21
Doctorate	5.23

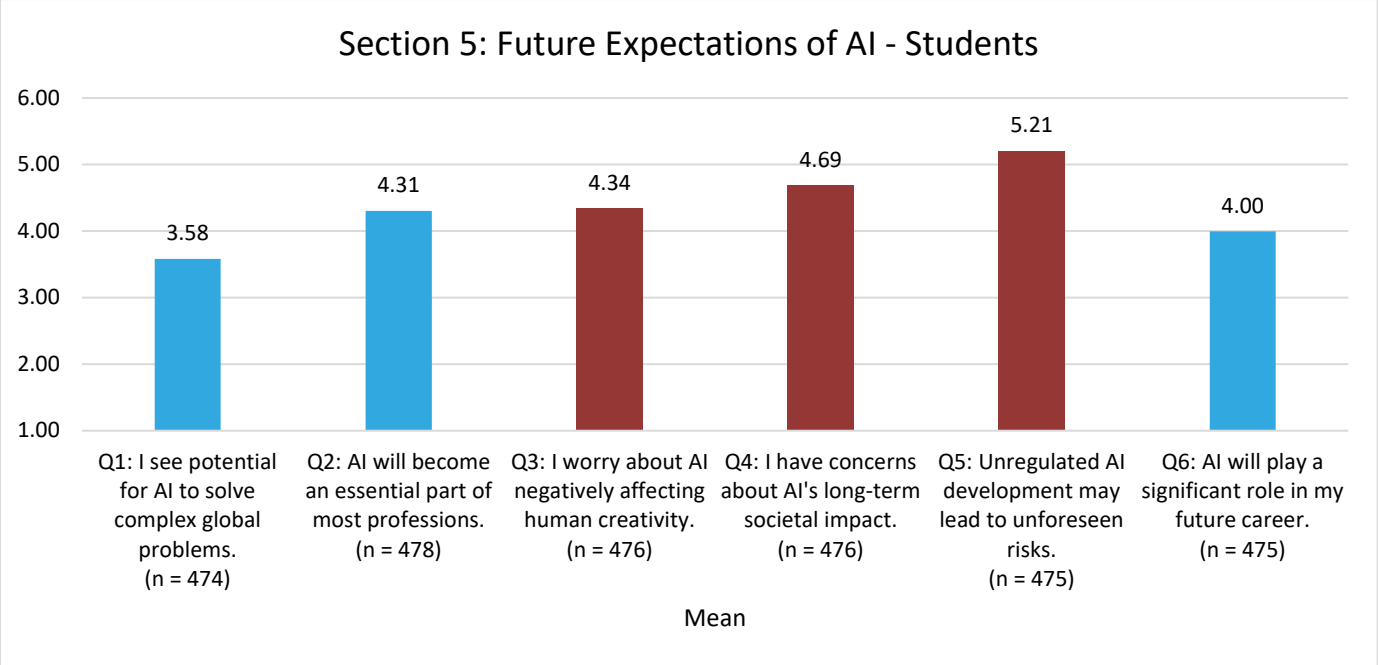
	Q1
Ethnicity	Mean
Asian	4.11
Afr Amer	4.36
Native Amer	2.50
Latinx	3.63
Pac Island	4.5
Multi Ethnic	3.72
White	3.47
Other	3.59

	Q3	Q5
College	Mean	Mean
City	4.47	5.47
Mesa	4.67	5.22
Miramar	4.16	5.08
Cont Ed	4.02	5.01
District	4.26	5.31
Other	4.11	4.68

15. Students

Key Findings Section 5:

- Students between the ages of 18-24 and Trans students were less likely to think that AI will become an essential part of most professions.
- Trans students were less likely to think that AI has the potential to solve global problems.
- International students were less concerned about AI affecting creativity, AI's societal impact, and AI's unforeseen risks.



	Q2	Q3	Q6
Age	Mean	Mean	Mean
under 18	3.85	4.58	3.41
18-24	3.76	4.67	3.43
25-29	4.08	4.39	3.73
30-39	4.31	4.63	4.16
40-49	4.07	4.27	3.86
50+	4.32	4.36	3.40
Unknown	4.18	4.26	3.85

	Q3	Q6
Enrollment	Mean	Mean
1 year	4.45	3.65
2 years	4.57	3.71
3 years	4.57	3.63
4 years	4.29	3.42
<1 year	4.39	3.71
5+ years	4.35	3.29

	Q1	Q5	Q6
Ethnicity	Mean	Mean	Mean
Asian	3.93	4.77	3.94
African American	3.57	4.63	3.51
Native American	3.79	4.77	3.46
Latinx	3.40	4.82	3.61
Pacific Islander	3.15	5.16	3.68
Multi Ethnic	3.78	4.93	3.57
White	3.71	4.96	3.51
Other	3.72	4.58	3.63

	Q1	Q2	Q6
Trans	Mean	Mean	Mean
Yes	3.07	3.31	2.94
No	3.69	4.08	3.65
I'm not sure	3.61	3.86	3.33
Prefer not to share	3.24	3.19	3.45

	Q1	Q2	Q3	Q4
Orientation	Mean	Mean	Mean	Mean
Straight	3.73	4.11	4.35	4.45
Bisexual	3.19	3.78	4.90	4.96
Gay	3.95	4.50	4.43	4.57
Lesbian	3.30	3.83	5.04	5.09
Pansexual	3.25	3.37	4.94	4.86
Asexual	2.87	3.52	5.48	5.39
Same gender loving	3.89	4.22	3.78	4.11
Queer	3.09	3.39	4.96	4.91
Homosexual	3.93	3.83	4.45	4.59
No label	3.43	3.69	4.44	4.62
Prefer not to share	3.76	4.12	4.36	4.50

	Q3	Q4	Q5	Q6
Resident	Mean	Mean	Mean	Mean
California	4.45	4.56	4.86	3.60
Out of State	4.40	4.70	4.67	4.14
International	3.94	3.68	4.25	3.92

	Q1	Q2
College	Mean	Mean
City	3.65	3.99
Mesa	3.53	3.97
Miramar	3.66	3.94
Continuing Education	3.83	4.23

	Q1	Q2	Q3	Q4	Q5	Q6
Gender	Mean	Mean	Mean	Mean	Mean	Mean
Male	4.02	4.27	4.26	4.40	4.83	3.95
Female	3.51	3.95	4.50	4.58	4.81	3.49
Another Gender	2.61	3.05	5.14	5.25	5.52	2.81

Open-Ended Questions Analysis

Employees

Q12: What are your main questions or concerns about how AI will be incorporated into your work environment at SDCCD over the next 2-3 semesters?

Some faculty have no concerns of problems with the future integration of AI at SDCCD. Those who embrace AI at the district would like a clear understanding of what the district plans for AI implementation.

Other employees share a plethora of concerns over AI at SDCCD. They worry that AI will replace human aspects of education. Many concerns were from instructors, who worry that students rely too much on AI. They worry AI will replace human creativity, labor, and critical thinking in classroom settings. While staff may recognize the benefits of AI (employee Q13), many warn that we must use AI in responsible ways that enables the use of learned skills rather than in replacement of these skills.

Some employees worry about the integrity of AI models. The many unknowns about AI has created uncertainty of how to approach it. Even with their worries, staff discuss AI as an inevitable techno-social force.

Staff have questions about the district's stance on AI, what is/isn't allowed, and how they should approach AI in their work. They do not have clear guidelines from SDCCD and thus do not know how to rollout AI or how to discuss it with their students. Thus, the SDCCD's policy and guidelines on AI should be clearly communicated to staff with little gray area.

Quotes:

No concerns. I would like to have training on using AI in our daily work. E103

My biggest concern is actually pullback from students and other faculty. There is a lot of fear surrounding AI, and it is a challenge to encourage use without addressing those fears. E44

i am concerned that students use AI to look up information on homework assignments, skewing grades and resulting in less authentic learning. E168

What safeguards will be implemented to ensure that student's do not abuse AI. E374

I agree that AI will likely play an ever-increasing role in higher ed. What are SDCCD's plans to ensure that AI is used responsibly and ethically by students, faculty, and others? E489

E.Q13: How has AI affected how you approach your job, if at all?

The sentiment in responses to this question was mixed. Some staff members claim that AI makes their work easier. AI helps them complete “mundane” or “busywork” tasks such as organizing data, writing emails, and pulling information from reports. Others use it to generate ideas for writing drafts and preparing slides to combat writer’s block.

Conversely, other staff (mainly faculty) expressed that AI has increased their workload. After noticing the prevalence of AI generated work for submitted assignments, faculty are changing their approach to grading. This includes running student work through AI checkers, increased pen-and-paper assignments, and curating assignments that mitigate responses from AI. This has caused a wave of general anxiety among instructors.

This point reveals an increased strain between faculty and students. Staff are “skeptical” and “suspicious” of students and must be “more diligent” when grading. They experience “mistrust” from students, increasing their “anxiety.” Some staff run student assignments through AI detectors (though, some are unsure if these even work), wasting time and energy. Students feel the increased strain in the student-instructor relationship as well (see student Q12, below).

Quotes:

Artificial intelligence has significantly transformed how I communicate. It has become a valuable co-partner, helping me filter and consult on nearly all my communications. For instance, when crafting an email, I use AI to ensure that I address all questions and concerns in a clear, concise, and effective manner. Additionally, AI has enhanced my productivity, allowing me to complete and produce more work on a daily basis. E182

It has made me more skeptical of my students, because I am constantly monitoring for AI use in their work. E315

I can no longer trust that writing assignments are written by students. E496

E.Q14: How do you envision the future role of AI in your career or field of study?

Because staff are currently seeing peers and student use AI in ad hoc ways, participants envision that AI will be an amplified version of its current uses (see the previous question). Those who use AI envision a future where AI is a necessary tool for communication, saving time, and for being more productive. Some participants worry that they will have to teach AI use like a new skill, which will be a time hinderance. Others fear that future AI uses will replace learning altogether, with some participants fearing that AI will replace jobs. Many participants are unsure how AI will impact their futures – for them, there are too many unknowns about AI policies and AI platforms themselves.

Regardless of whether or not participants are in favor-of or disagree with AI use, many participants see it as an inevitable part of SDCCD and beyond.

Quotes:

I think that with time, it will become a critical part of our instruction. I hope to see it eliminate much of the tedious jobs required of us and to encourage us to improve our teaching methods and engagement. E44

I see AI's future in my career as inevitable. I have concerns about the education and labor related ramifications of this. Teaching reading, writing, and critical thinking well is relational and intrinsically human. People who don't agree will surely see the economic benefits of outsourcing much of this teaching process to AI as outweighing the harm. This aspect of AI's future role is very troubling. E62

It will fundamentally change education in ways we can't envision. It will remove teachers altogether. E481

It can't really imagine as it is currently developing so quickly- I just try to keep up and roll with it and I figure things will settle into something more stable and useful in a few years. E85

E.Q15: What additional SDCCD resources or training would you like to see related to AI?

The two main resources that staff requested are trainings and workshops. Participants requested hands-on sessions, rather than lectures or video trainings, with AI to better understand its capabilities. Participants requested two kinds of trainings: department/role specific trainings and AI ideology trainings.

Participants requested department-specific trainings that will enable them to use AI in their daily work. Because the scope of AI is so large, staff want clear, focused trainings on how they can use AI in their roles. For example, one participant suggested a workshop for instructors to define the line between 'cheating' and original work. Another participant suggested a workshop specifically for classified employees/administrators to address how they can use AI in office work. Because there are so many applications of AI, the district should provide specialized training to employees depending on departmental needs.

Participants also requested trainings about AI ideology: ethics, responsible use, and social/environmental impacts. AI's popularity in education and beyond has not allowed for more in-depth conversations and discussions about its use and development – participants want a space to have these larger conversations.

In short, employees want the district to be a guiding light for AI. Its rapid popularity has left many in the dark – providing specialized departmental trainings and holding space for bigger AI discussions will help participants go beyond AI literacy (what it is) and towards AI proficiency (how, when, and why to use it).

Quotes:

I am currently involved in an AI in Academy workgroup. I would like to see more conversation and more direction on AI and Academic Integrity - help defining the point at which pasting AI responses is considered cheating. Although we've had a few workshops, instructors that emphasize human

thought need continued help re-writing assignments and coming up with creative ways to have students demonstrate voice and learning. E72

It would be great to have departmental training that would discuss the types of AI that are or will be relevant within our respective fields. EX: Accounting and Budgeting. E209

I've seen some workshops on AI for faculty but haven't noticed much for classified staff, although I do believe our work is more susceptible to redundancy through the use of AI. I would like to see more training on AI use in the workplace for classified staff. E138

I'm not really interested in training on these tools, but a little more on policies toward AI from the district would be helpful and guidance for students on how to use AI ethically. E347

E.Q16: How should SDCCD involve students, faculty, and staff in creating and guiding campus-level policies about how AI is used?

Employees want the district to take a bottom-up approach to AI policies. Because AI is transforming employee practices as such a rapid pace, and because many employees are uncertain of what the future of AI will look like, staff want policy creation to be transparent and collaborative (i.e., shared governance). Participants suggest ways to put these ideas into practice. This includes round table discussions, open forums, and workshops that allow for open, honest discussions of AI use. Participants also wanted a platform to discuss their worries about AI (this survey was one channel to vent frustration). They want the district to address and highlight concerns about AI. If the district wants to push for AI in education, it must address the negative impacts of AI as well.

Employees want immediate AI guidelines but also want bottom-up policy creation. The district should facilitate the creation of base guidelines for students and staff, and then take the time to further refine AI policies with community input. AI is a volatile, ever-changing topic. Thus, the author suggests that the district creates *guidelines* for AI rather than strict rules around it. Then, in the coming months (or years), continue to receive feedback from employees as AI use evolves with existing SDCCD policies, updating these policies as new uses and issues come to light. In this way, employees have guidelines to follow that the district can reflexively update.

Quotes:

I believe communication and transparency is the key. E4

I think that clear protocols should be established regarding its use. E42

Bring people together across the colleges and create spaces for conversation and guidance. E17

Not sure, but it's important that we start crafting policies sooner rather than later. E39

I would like to see more skepticism and caution as we embrace this new technology. E25

Students

S.Q12: What are your main questions or concerns about how AI will be incorporated into classes at SDCCD over the next 2-3 semesters?

Many students have no concerns about AI, or do not have much to say about it. But those who are concerned have a lot to share.

Students are mainly concerned about how AI will affect their classroom experience. They want to know how AI will impact their instructors, courses, and assignments. Many students have concerns about cheating, whether the student next to them is using AI to produce unoriginal work or they are accused of cheating (discussed below). Students also worry about how AI will affect their ability to learn. Some believe AI can be used to supplement fundamental learning skills, while others believe AI will replace learning. Currently, AI use differs from classroom to classroom because there are no clear district guidelines to inform the student body. These guidelines are time-sensitive – students (and staff) have anxiety about the unknown direction of AI use in the district.

Of note, students have anxiety over AI policing from their instructors. Students want to know how instructors will do AI detection in assignments, as students are unsure to what extent they are allowed to use AI. Students may be accused of using AI, even if they are not using it. This places strain on the student-instructor relationship, causing discomfort for both parties. Instructors experience frustration and students experience anxiety when “accused” of using AI. Thus, like employees, students request guidelines on AI use.

Quotes:

I would like to learn how to use AI most effectively. I do not have concerns at this time. S1027

Teachers should show us techniques on how to use AI to aid our studies. AI is a tool everyone should learn to utilize. S1943

My main concern is the way the students will use this technology. Some may use it in a way that would not benefit their learning. S1064

How will the use of AI be balanced with traditional learning methods, ensuring that students still develop essential cognitive and problem-solving skills. S359

Sometimes I get scared that my work might get flagged with AI usage even though I am completely against the use of AI in any sense of the way. S619

S.Q13: How has AI affected your study habits and approach to completing assignments, if at all?

Students are using AI in ad hoc ways to assist them with coursework. For example, responses include to generate project ideas, assist with writer’s block, check grammar, create practice quizzes, summarize readings, break down complex topics, and assist with math problems. Students place specific emphasis on studying, where AI bots are a “study partner” to help them learn concepts

faster and more in-depth. Some do not use AI, worried that it will dampen their creativity or because they do not know how to use it. Other feel reluctant to use AI, but worry that they will fall behind if other students are using it. Regardless, AI has fundamentally shifted how many students approach education.

There were not many responses that openly said they exclusively use AI for assignments (e.g., copy-pasting AI responses in place of an essay). However, this is a nonresponse bias – students who do this would not readily admit to it in a district operated AI survey.

Quotes:

Incredible. I put in study guides into AI and ask it to generate questions. I ask it to elaborate concepts and expand on words I don't understand. It's like my personal tutor. I sometimes feel embarrassed about not knowing content in school (personal trauma nothing to do with the professors here) and I know it won't judge me so the anxiety is not there. S175

All through middle school and high school i depended on Grammarly for all my assignments. I didnt even realize it was considered plagiarism. Now, at City college, all my teachers have told us the use of Grammarly is not allowed. It has made me take more time writing my assignments and think harder. S384

My studying has greatly shifted towards using AI! AI can act as a study partner, a teacher, tutor, etc., which greatly helps me learn material faster. It has been like having a professional in the field a message away, 24/7! S118

It has been both a boost and a hinderance. It's nice to be able to "talk to someone" about my questions or confusion in a subject without judgement, and any time I want. However I sometimes fold under pressure and instead of learning from AI I just let it do the work. S1076

Q14: How do you envision the future role of AI in your career or field of study?

Responses to this question fall under three categories. First, some students do not believe AI will replace their future jobs. These students are in more physical, blue-collar fields such as nursing. Second, some students believe that AI will supplement their work, making mundane tasks much more efficient. This is similar to how students use AI now to supplement their learning rather than replace it. Third, other students fear that AI will completely replace their labor in the future. For example, students in the arts and humanities worry that AI art and voice acting will diminish their perspective job opportunities. Other students say that data science and accounting as jobs will disappear because of AI. For these third batch of students, the fear in their response in palpable throughout the employee and student survey.

Most students envision that AI will play a substantial role in their future career or jobs – they talk about AI like an inevitable force. AI has dramatically changed how students view their job prospects in the future. Much like how instructors adapt to the increasing use of AI, students adjust their career paths in the wake of AI. While many students are excited to see their respective fields prosper and become more productive, there is plenty of uncertainty and fear among the student population.

Quotes:

I have a career currently and I am going back to school and within my job field AI is used extensively. AI has already become essential. S774

I'm switching careers because of it. I chose a new career that won't be touched by it. S435

I envision the future role of AI in my career or field of study as a vice to make the task easier and more proficient. S834

I feel like AI will be very involved in everyone's career. Some might be replaced by AI. But I can see benefits of it's uses. S564

I am a business major but my intentions are to go to law school, so pre law, I don't think IA could possibly replace lawyers but… i am not sure honestly, if im scared? i bit to be honest, im scared there will be no jobs for our careers because of IA, and i mean some of us are already experiencing the lack of job hiring, not because of AI but because of inflation BUT i'm scared that if we're already experiencing this, that we're going to experience less availability for jobs in the future due to AI. S883

Q15: What additional SDCCD resources or training would you like to see related to AI?

Students request training and workshops on AI use. Similar to employee requests, students want to see how to use AI in their respective fields and majors. Many students want trainings on how to differentiate AI work from original work. This may be to understand how instructors will be detecting AI while grading.

Students also request AI trainings to help prepare them for jobs or job searches, most likely in response to fears about how AI will impact future careers. Some students request workshops on AI ethics, though this was not a prevalent theme.

Because some students are uncertain about what they are allowed to use or not, trainings and workshops present an opportunity to share SDCCD sanctioned AI practices to influence responsible student AI use.

Not all students wanted to have AI training, either because they do not want to use AI or because they believe AI bots are easy enough to figure out on their own.

Regardless, whether it's to understand the basics or to understand how SDCCD boundaries on AI use, many students want public trainings and workshops to help them in school. However, because many students are against using AI, these trainings should clearly convey how to responsibly use AI as a tool rather than a replacement for learning. Workshops on using AI in the workforce, such as for job hunting, would quell fears about AI-takeovers in the job market.

Quotes:

Training on the use of AI for class assignments. S1900

I would like to see workshops or tutorials that teach how to use AI responsibly and effectively, especially for students who are new to it. S2009

I would like more workshops on using AI responsibly for studying and projects. S2029

AI awareness, as well as workshops showing people how to use AI in a manner that doesn't violate plagiarism standards set by the school. S1521

I don't know, a lot of AI is already very accessible and good. I have never tried paid AI tools and have gotten on fine. As for training, I don't think it's that difficult to navigate AI either since chat bots are as simple as holding a conversation with someone you're studying with. And if you need assistance with any other AI type you can ask an AI Chatbot. S2260

Q16: How should SDCCD involve students, faculty, and staff in creating and guiding campus-level policies about how AI is used?

Like employees, students want a collaborative AI policy. They want student and staff input, requesting that the SDCCD continues to involve students through more surveys and research.

The overall student attitude towards AI policies is similar to staff – students want some kind of AI guidelines from the SDCCD, but want enough room to change or update policies in the future. Students are uncertain how AI will specifically affect their lives in the coming months or years, but see AI's increasing presence as inevitable. Thus, while they want direction from SDCCD, they want guidelines to be an on-going, collaborative effort.

Some do not see the need for AI policies, or do not want policies in place. This is not recommended, seeing how prevalent AI is in our district currently.

Quotes:

Flesh out and make clear policy regarding AI use (maybe by department). S888

Having open discussion where anyone is allowed to attend to voice their opinion is a great way for students, faculty and staff to have a voice in what our policies should be for AI. S601

I agree that listening to diverse perspectives is important, but I believe it's crucial to first establish policies that align with the school's goals while allowing room for compromise. Setting clear objectives and direction for how AI will be integrated into education should come first, and then incorporating feedback from students, faculty, and staff within that framework. This way, the policies can be both practical and aligned with the school's vision, while still addressing the needs of everyone involved. S622

The SDCCD should involve students, faculty, and staff in creating and guiding campus level policies about how AI is used by holding meetings where all could attend to discuss what rules should or

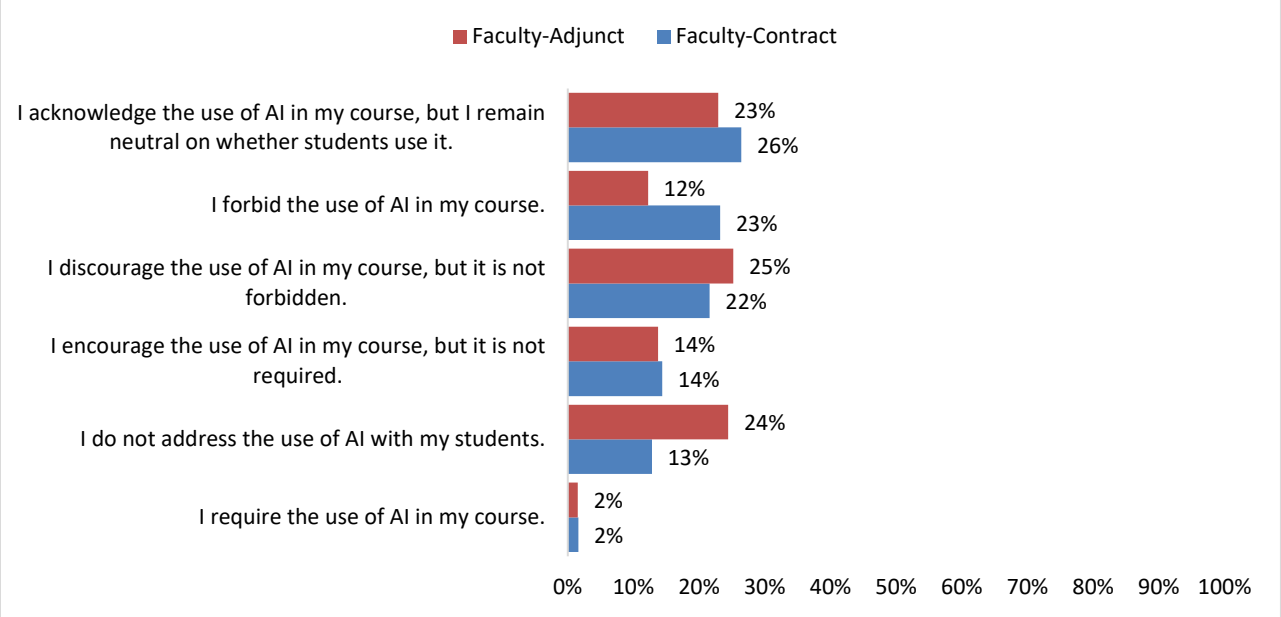
shouldn't be incorporated. I think creating a platform where all members can voice their concerns or support of AI through a website or survey would be a great start in establishing boundaries. S216

SDCCD should create opportunities for open forums and discussions where students, faculty, and staff can share their perspectives and concerns about AI. Including representatives from each group in policy-making committees would ensure that the needs and insights of all stakeholders are considered. Regular surveys and feedback channels could also help in guiding AI usage on campus. S824

Faculty Section

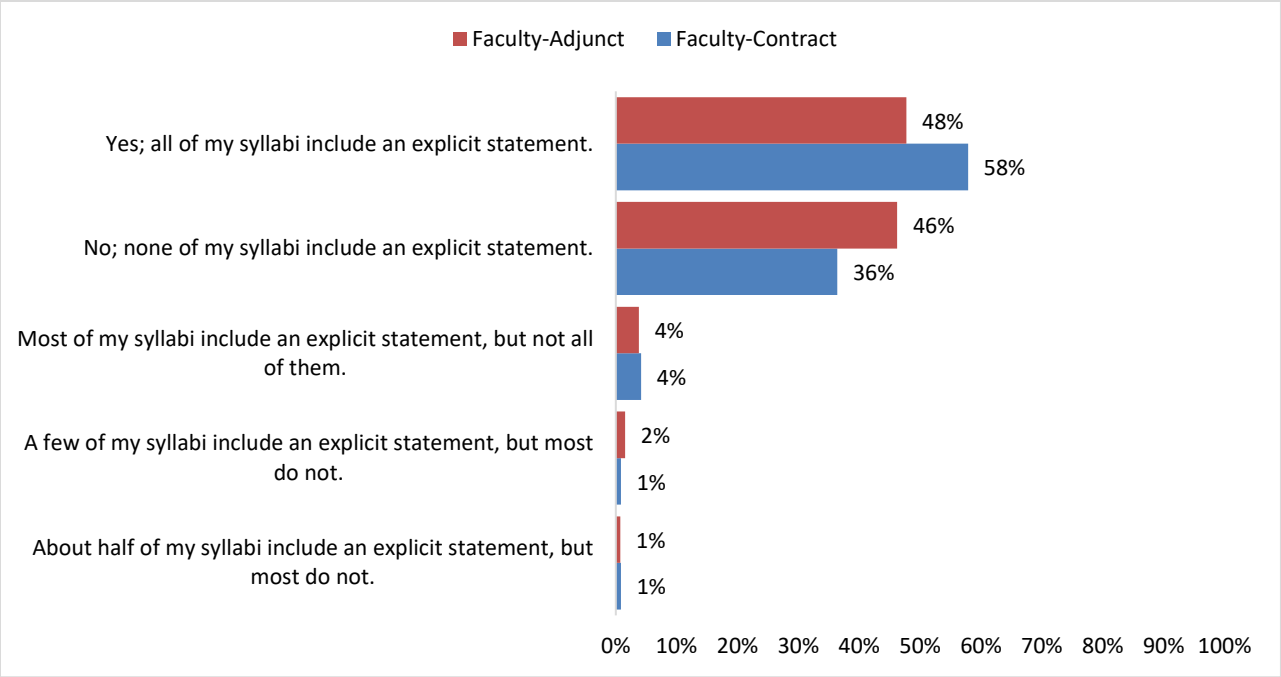
Which of the following most closely resembles your course policy on students' use of AI?

Most faculty members do not require the use of AI in their courses. Adjunct faculty is less likely to address the use of AI by students or forbid the use of AI in their course.



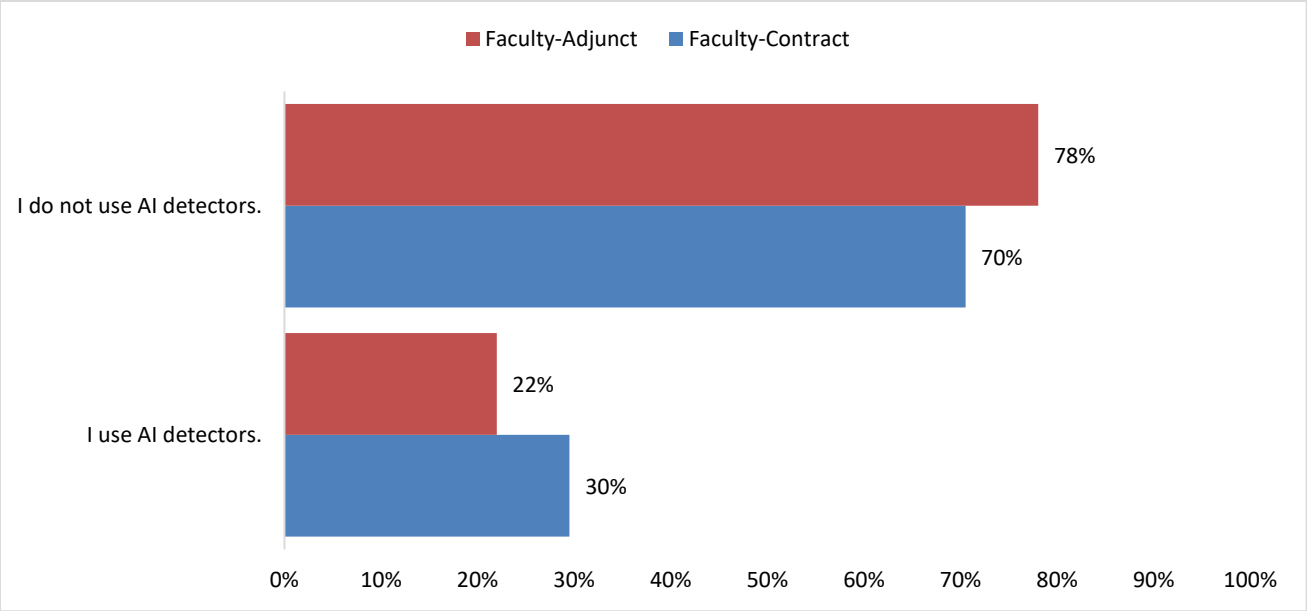
Do you include an explicit statement in your syllabus about the use of AI in your course?

Contract faculty are more likely to include a statement about AI in their syllabi.



Do you use AI detectors to evaluate student work?

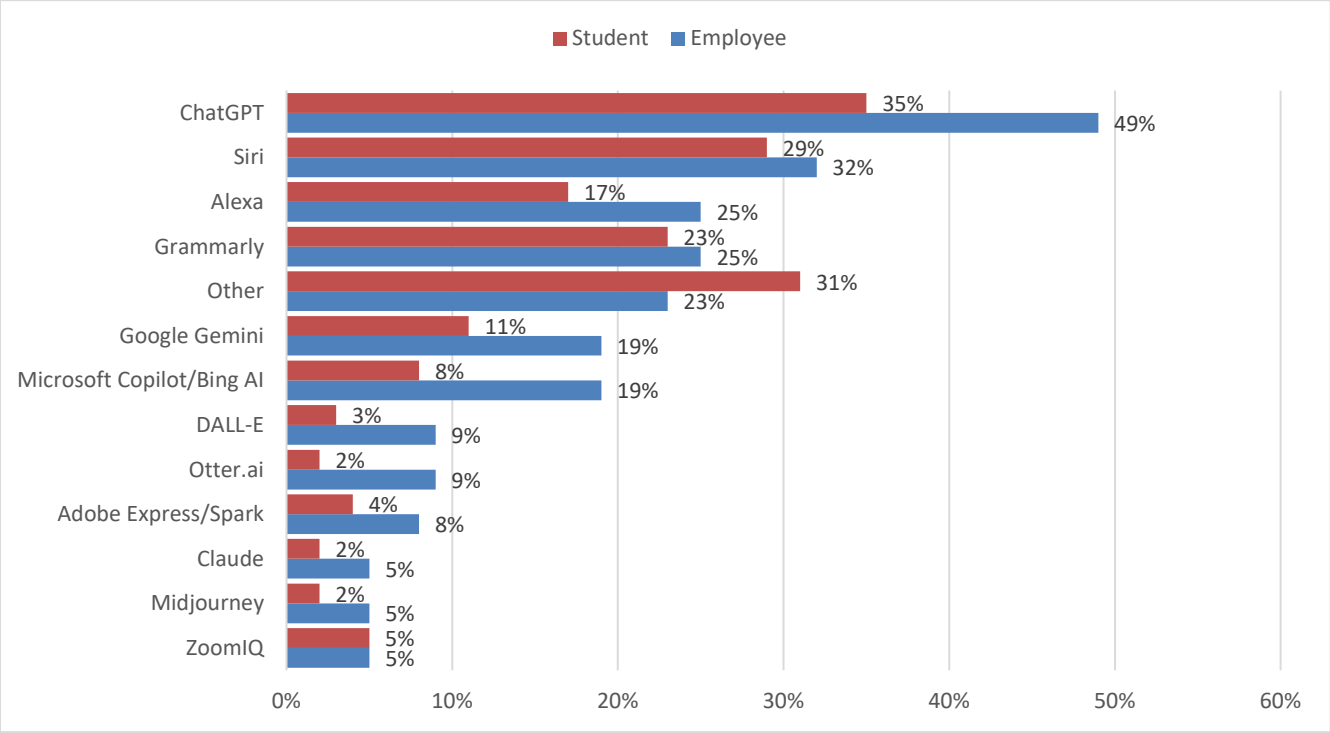
Most faculty do not use AI detectors to evaluate student work.



Devices usage

Which of the following AI tools do you, or have you, used regularly?

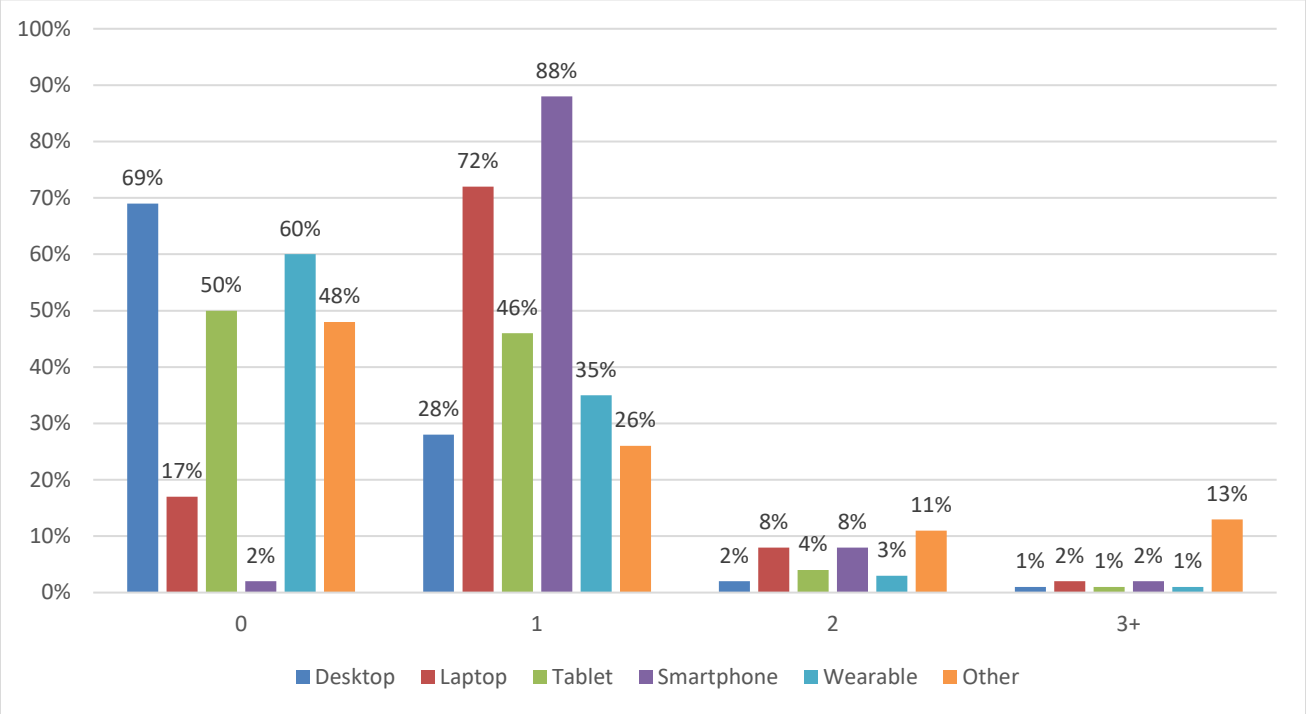
About half of employees and one third of students use ChatGPT regularly.



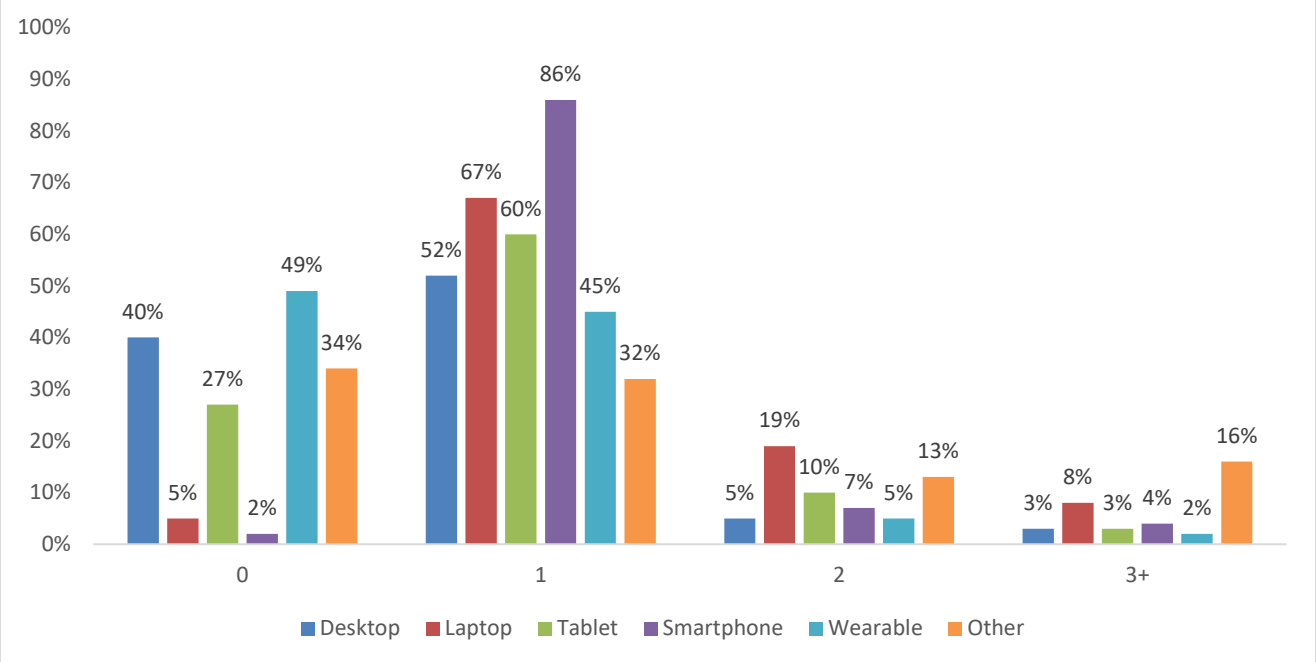
How many devices do you own?

Two percent of respondents do not have a cell phone. Employees are twice as likely to have a desktop, the percentage of respondents who have a laptop is about equal.

Student



Employee



Appendix- Summary of Significant differences

STATEMENTS

1. AI technology is too complex for me to grasp.
2. I regularly follow news and updates about AI.
3. I regularly discuss AI topics with friends, family, colleagues, or classmates
4. I have attended workshops or seminars on AI
5. I have seen opportunities to learn more about AI around SDCCD

AI TECHNOLOGY IS TOO COMPLEX FOR ME TO GRASP

More likely to agree

- Overall Students
- Continuing Ed Students

Less likely to agree

- Female Employees
- Younger Students
- White Students
- Non-First Gen
- California Residents

I REGULARLY FOLLOW NEWS AND UPDATES ABOUT AI

More likely to agree

- Overall Employees
- Male Students
- International Students
- Continuing Ed Students

Less likely to agree

- Classified Employees
- Younger Students

I REGULARLY DISCUSS AI TOPICS WITH FRIENDS, FAMILY, COLLEAGUES, OR CLASSMATES

More likely to agree

- Overall Students
- International Students

Less likely to agree

- Continuing Ed Employees
- District Employees
- Other Location Employees
- Classified Employees

I HAVE ATTENDED WORKSHOPS OR SEMINARS ON AI

More likely to agree

- Overall Employees
- Other Ethnicities
- Male Students
- Continuing Ed Students

Less likely to agree

- Classified Employees
- NANCE Employees
- Younger Students
- Trans Students
- California Residents

I HAVE SEEN OPPORTUNITIES TO LEARN MORE ABOUT AI AROUND SDCCD

More likely to agree

- Overall Employees

Less likely to agree

- Classified Employees
- NANCE Employees
- Other Gender Students
- Trans Students
- California Residents
- Continuing Ed Students

Section 2. Experience and Usage of AI

STATEMENTS

1. I regularly use AI-powered tools or applications in my teaching, research, or admin duties/studies.
2. AI-powered tools are essential for my professional/academic success.
3. I feel that it is necessary to verify the validity and accuracy of the responses that AI generates.
4. AI has positively affected my teaching, research, or administrative, or learning experience at SDCCD
5. AI has negatively affected my teaching, research, or administrative, or learning experience at SDCCD
6. I use AI outside of my work/classwork
7. I am comfortable submitting a prompt to an AI to generate content and using the answer it provides

I REGULARLY USE AI-POWERED TOOLS OR APPLICATIONS IN MY TEACHING, RESEARCH, OR ADMIN DUTIES/STUDIES.

More likely to agree

- Asian Students
- Male Students
- International Students

Less likely to agree

- Older Students
- Other Gender Students
- Pansexual Students

AI-POWERED TOOLS ARE ESSENTIAL FOR MY PROFESSIONAL/ACADEMIC SUCCESS.

More likely to agree

- Asian Students
- International Students
- Continuing Ed Students

Less likely to agree

- Older Students
- Other Gender Students
- Queer Students
- Mesa Students

I FEEL THAT IT IS NECESSARY TO VERIFY THE VALIDITY AND ACCURACY OF THE RESPONSES THAT AI GENERATES.

More likely to agree

- Queer Students
- International Students

Less likely to agree

- Older Employees
- Native American Employees
- Female Employees
- Longer Tenured Students
- First Gen Students
- Female Students

AI HAS POSITIVELY AFFECTED MY TEACHING, RESEARCH, OR ADMINISTRATIVE, OR LEARNING EXPERIENCE AT SDCCD

More likely to agree

- Asian Students
- Male Students
- International Students
- Miramar Students

Less likely to agree

- Older Employees
- Longer Tenured Students
- Female Students
- Trans Students
- Non-First Gen

AI HAS NEGATIVELY AFFECTED MY TEACHING, RESEARCH, OR ADMINISTRATIVE, OR LEARNING EXPERIENCE AT SDCCD

More likely to agree

- Asian Students
- Another Gender Students

Less likely to agree

- Classified Employees
- NANCE Employees
- Administrative

I USE AI OUTSIDE OF MY WORK/CLASSWORK

More likely to agree

- Male Students

Less likely to agree

- Another Gender Students

Section 3. Perceptions and Attitudes towards AI

STATEMENTS

1. AI can contribute positively to social issues.
2. I worry about AI's impact on personal privacy.
3. I would feel embarrassed if someone found out that I used AI for schoolwork.
4. AI algorithms should be more transparent.
5. AI technology can enhance creativity and innovation
6. I trust AI algorithms to provide accurate information.
7. The ethical use of AI is a major concern for me.
8. AI has the potential to reduce human biases.
9. I have concerns about AI's impact on job security.

AI CAN CONTRIBUTE POSITIVELY TO SOCIAL ISSUES.

More likely to agree

- Male Employees
- Asian Students
- Male Students

Less likely to agree

- Another Gender Students
- Trans Students
- International Students
- Continuing Education Students

I WORRY ABOUT AI'S IMPACT ON PERSONAL PRIVACY.

More likely to agree

- Another Gender Students

Less likely to agree

- International Students

I WOULD FEEL EMBARRASSED IF SOMEONE FOUND OUT THAT I USED AI FOR SCHOOLWORK.

More likely to agree

- Another Gender Students
- Trans Students

Less likely to agree

- Overall Employees
- Male Employees
- Contract employees
- Continuing Education Employees
- Students under 18
- Students Ages 18-24
- International students
- Continuing Education students
- Male and female students
- Non-first gen students

AI ALGORITHMS SHOULD BE MORE TRANSPARENT

More likely to agree

- Students Overall
- City College Employees
- Students Age 50+
- Students enrolled for 5+ years
- Another gender student

Less likely to agree

- Straight students

AI TEECHNOLOGY CAN ENHANCE CREATIVITY AND INNOVATION.

More likely to agree

- Classified and admin employees
- Asian Students
- Non trans students
- Continuing education students

Less likely to agree

- Students Overall
- Other gender employees
- Contract and Adjunct employees
- Another gender students
- Other campus employees
- Students under 18

I TRUST AI ALGORITHMS TO PROVIDE ACCURATE INFORMATION.

More likely to agree

- Classified and Admin employees
- District office employees
- Students enrolled for 1 year
- Asian students
- Non trans students
- Male and female students
- Straight students

Less likely to agree

- Overall employees
- Contract and adjunct
- City college employees
- Native California students
- Another gender

THE ETHNICAL USE OF AI IS A MAJOR CONCERN FOR ME.

More likely to agree

- Continuing Education Employees
- Students age 50+
- Students enrolled for 5+ years
- Another gender students

Less likely to agree

- Overall students
- Classified and NANCE employees
- Students enrolled for <1 year
- African American students
- International students

AI HAS THE POTENTIAL TO REDUCE HUMAN BIASES.

More likely to agree

Less likely to agree

- Overall employees
- Other gender employees
- Trans students
- Non-first gen students

I HAVE CONCERNS ABOUT AI'S IMPACT ON JOB SECURITY.

More likely to agree

- Bisexual employees
- City College Employees

Less likely to agree

- Overall Employees
- Non-trans students
- Another gender students

Section 4. Skills, Education, and Training in AI

STATEMENTS

1. I am interested in receiving formal training in AI through coursework or other resources at SDCCD.
2. My class curriculum lack adequate exposure to AI.
3. Students who use AI for their coursework have an advantage academically.
4. My SDCCD professor encourage the use of AI in coursework.
5. I am actively seeking opportunities to learn more about AI.
6. I am skeptical of the benefits of AI in education.

I AM INTERESTED IN RECEIVING FORMAL TRAINING IN AI THROUGH COURSEWORK OR OTHER RESOURCES AT SDCCD.

More likely to agree

- Classified employees
- International students

Less likely to agree

- Overall students
- Contract employees
- White employees
- Students ages from under 18 and 18-24
- Non trans students
- Non-first gen students
- Mesa and Miramar students
- Another gender students

MY CLASS CURRICULUM LACKS ADEQUATE EXPOSURE TO AI.

More likely to agree

- Employees ages 26-30
- International students
- Male and female students

Less likely to agree

- International Students
- Contract and Adjunct employees
- White students
- Trans students
- Non-first gen students
- Another gender students

STUDENTS WHO USE AI FOR THEIR COURSEWORK HAVE AN ADVANTAGE ACADEMICALLY.

More likely to agree

- Admin employees
- Continuing Education employees
- Male and female students

Less likely to agree

- Overall employees
- Other college employees
- Students ages from under 18 to 18-24
- Students enrolled for 4 years
- Native California students
- Continuing education students
- Another gender students
- Asexual students

MY SDCCD PROFESSOR ENCOURAGE THE USE OF AI IN COURSEWORK.

More likely to agree

- Male Employees
- Asian Students
- Male Students

Less likely to agree

- Another Gender Students
- Trans Students
- International Students
- Continuing Education Students

I AM ACTIVELY SEEKING OPPORTUNITIES TO LEARN MORE ABOUT AI.

More likely to agree

- International students
- Continuing education students
- Male and female students

Less likely to agree

- Students overall
- Students ages under 18 and 18-24
- Trans students
- Non-first gen students
- Another gender students

I AM SKEPTICAL ABOUT THE BENEFITS OF AI IN EDUCATION.

More likely to agree

- Another gender students

Less likely to agree

- Employees overall
- Uncertain trans students
- Mesa students
- Male and female students

Section 5. Future Expectations of AI

STATEMENTS

1. I see potential for ai to solve complex global problems.
2. Ai will become an essential part of most professions.
3. I worry about ai negatively affecting human creativity.
4. I have concerns about ai's long-term societal impact.
5. Unregulated ai development may lead to unforeseen risks.
6. Ai will play a significant role in my future career.

I SEE POTENTIAL FOR AI TO SOLVE COMPLEX GLOBAL PROBLEMS.

More likely to agree

- Male Employees
- Continuing education students
- Male and female students

Less likely to agree

- Employees with a Bachelor's
- Native American employees
- Latinx students
- Trans students
- Bisexual students
- Another gender students

AI WILL BECOME AN ESSENTIAL PART OF MOST PROFESSIONS.

More likely to agree

- Students ages 18-24
- Continuing education students
- Male and female students

Less likely to agree

- Students overall
- Trans students
- Pansexual students
- Another gender students

I WORRY ABOUT AI NEGATIVELY AFFECTING HUMAN CREATIVITY.

More likely to agree

- Students ages 18-24
- Another gender students

Less likely to agree

- Continuing education employees
- Students enrolled for 4 years
- Bisexual and asexual students
- International students
- Male and female students

I HAVE CONCERNS ABOUT AI'S LONG-TERM SOCIETAL IMPACT.

More likely to agree

- Male Employees
- Asian Students
- Male Students

Less likely to agree

- Another Gender Students
- Trans Students
- International Students
- Continuing Education Students

UNREGULATED AI DEVELOPMENT MAY LEAD TO UNFORSEEN RISKS.

More likely to agree

- City college employees
- Another gender students

Less likely to agree

- Students overall
- Employees ages 61-70
- Other ethnicity students
- International students

AI WILL PLAY A SIGNIFICANT ROLE IN MY FUTURE CAREER.

More likely to agree

- Students ages 30-39
- Male and female students

Less likely to agree

- Students overall
- Students enrolled for 5+ years
- White students
- Trans students
- Native California students
- Another gender students

Office of Institutional Effectiveness and Research

April 18, 2025