Undergraduate Perspectives on AI at CU Boulder

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Introduction

The rapid popularization of generative AI has fostered much unease in higher ed. On the CU Boulder campus, educators have implemented various generative AI policies, from banning this technology to integrating its use into activities and assessments. While many initiatives exist on campus to engage educators in conversation around these varied approaches, the Center for Teaching and Learning saw a need to understand the CU Boulder undergraduate student perspective on this emerging technology. The Educational Technology Research Assistant (ETRA) program was created to fill this gap. Specifically, our team of ETRAs conducted a mixed-methods research project to answer the following questions:

- What are CU Boulder students' attitudes toward and knowledge of generative AI?
- How and why do CU Boulder students use generative AI in an educational context?
- What generative AI training and policies do CU Boulder students want to see going forward?
- How do CU Boulder students' usage, knowledge, and attitudes toward generative AI vary by college, year in school, age, modalities of classes taken, international status, gender, race, and degree of comfort using English to communicate?

Methods

To answer these questions, we conducted a 40-question survey in March 2025, with 17 follow-up interviews between April and May 2025. The study was distributed via a variety of channels, such as partnerships with professors, physical flyers around the CU campus, and a banner on Canvas for two weeks. Professors who agreed to partner with us either advertised our survey in their classes or offered extra credit to their students in exchange for completing the survey. Incentives for completing the survey included extra credit for students in any of the partnered courses, or entry into a gift card raffle to win one of 30 $25 gift Cards.

3,848 students started the survey, with a final sample of 2,992 responses. To qualify, respondents needed to be 18+ and an undergrad at CU. Reasons for excluding responses included not consenting (11 respondents), not answering the qualifying questions or not qualifying to participate (236 respondents), not answering any of the AI-related questions or not submitting the survey (530 respondents), or unrealistic completion times of less than 4 minutes (79 respondents). The retained responses roughly matched the demographic breakdown of the CU campus (see Appendix C for details, p. 162).

Some questions went through additional data cleaning steps in which responses with logically conflicting answers were removed for the analysis of that question (e.g. one of our questions asked students about their experiences being flagged for AI generated work. Some possible responses included "I have had an assignment correctly identified as fully or partly AI generated" and "My work has never been identified as AI generated and I have never submitted exact AI output on in assignment," two statements that cannot be true at once.)

For each chart in our report, stated percentages represent the percentage of respondents who selected a specific answer choice, out of the total number of respondents. This means that for questions in which respondents could select multiple responses, percentages sometimes total more than 100%.

Qualitative Analysis

Some survey questions included an open response option. These responses were coded using constant comparison (Merriam, 2009). First, open responses that fit in categories already provided as survey options were recoded. Then, other responses went through two rounds of coding: inductive open coding, which was used to identify many initial codes, and then axial coding, in which codes were revised and/or combined into a final set of codes (see Merriam, 2009).

The final question in our survey was an open-ended question, adapted from Goldberg (2024): "Please share any questions or concerns you have about how AI will be addressed in your classes for the remainder of your time at

CU." 1,476 respondents filled out this question, 371 of which answered some variation of "none," "N/A," or "no concerns," leaving 1,105 responses. Similar to other open response options, we also analyzed these responses using constant comparison (Merriam, 2009). Specifically, two members of our team annotated the first 190 (non-N/A) comments, and one member annotated all 1,105, using inductive open coding. We then engaged in an axial coding process in which we discussed and identified an initial revised set of codes. To continue the axial coding process, the same three team members compared annotations for all 1,105 comments, discussing and resolving any disagreements, and adding, removing, or revising codes as necessary to arrive at the ten codes presented in the "Student Concerns and Questions" section of this report. Some comments received multiple codes, as different clauses and sentences within a comment were sometimes associated with their own codes.

17 follow-up interviews were conducted using a semi-structured interview protocol. Interviews were coded last; different sections of each interview were responsive to different research questions and analyses we had already conducted. Therefore, one member of our team coded each interview by first identifying which research question each interview section was responsive to, and then identifying which existing (or new) code best fit that interview section. When a team member was unsure about what code to assign a particular interview section, three members of the team discussed the code until reaching agreement. These interview sections were used to supplement the survey qualitative data in this report with additional in-depth examples of identified themes. Within participant quotes, "like," "um," and "uh" are often removed and spelling is standardized for readability.

Quantitative Analysis

In addition to describing the percentage of overall respondents who selected different answer options, we also compared how respondents answered questions based on their college, year in school, age, modalities of classes taken, international status, gender, race, and degree of comfort using English to communicate. Comparisons between different groups in this study are exploratory, and should be the subject of further study. To adjust for the fact that we made many comparisons, we used a Bonferroni Correction, dividing .05 by the number of comparisons (648) for an alpha of 7.72E-05. Because we are making a large number of corrections, we acknowledge that Type II Error is possible. To limit Type I error, results are interpreted within sections as patterns rather than as isolated significant tests.

Categories were binned accordingly: Age was split into 18, 19, 20, 21, 22, and 23+, due to low numbers of respondents in ages higher than 23. For year, we retained first, second, and third-year categories separately, and binned 4th year and 5th+-year respondents, to form a 4th+-year category. Although our survey contained multiple options for gender identity, including a write-in selection, we grouped gender into the following categories of respondents for analysis: woman, man, and a "non-binary umbrella," that included any respondents who selected multiple gender categories and/or a gender option other than "woman" or "man." We refer to this category throughout the report as "non-binary" respondents.

On our survey, respondents also identified their comfort with using English to communicate on a 1-5 scale; we binned respondents into one category if they selected 1-4 (due to low number of responses), and another category if they selected 5. We used two different binning strategies for respondents who had taken classes in different modalities: 1) respondents who had taken a remote asynchronous class previously vs those who have not, and 2) respondents who have taken a remote asynchronous class or a synchronous online class vs respondents who have taken courses in neither of these modalities.

We binned respondents into just two categories for race for the purposes of analysis: those who only selected "white" vs those who selected any other category (even if white was also selected). We did not bin respondents' colleges into fewer categories (so there are seven categories: Arts & Sciences, Business, Engineering, CMCI, ENVD, Education, & Music). Note: While CMCI and ENVD combined in July 2025 to form CMDI, these colleges were separate during the collection and analysis of the data, so we have chosen to keep them separate in this report. Finally, we had a binary international status category (international respondents vs domestic respondents). See Appendix C for additional demographic information.

Because the data were primarily nominal and ordinal, non-parametric statistics were used. For group comparisons on Likert scales, the Wilcoxon rank-sum test was used for comparing groups with only two categories (respondents who rated themselves completely comfortable with English vs those who rated themselves 1-4 on a 1-5 scale, international vs domestic respondents, respondents who had vs had not taken asynchronous classes, and non-white vs white respondents). Group comparisons on Likert scales for groups with more than two categories were analyzed using the Kruskal-Wallis test, with focused comparisons on mean-ranks between groups (respondents of different ages, colleges, genders, and years).

Group comparisons on nominal data were performed using Chi-squared tests (one test for single response questions

and multiple tests, one for each answer option, on multiple response questions). No Yates Continuity Correction was applied for 2x2 tables. For some Chi-squared analyses, there were not enough respondents in individual cells for ENVD, Education, and Music to include these colleges in the analysis. In addition, for some answer options on multiple select questions, Fisher's exact test was used due to low counts for all groups. For effect sizes, odds ratios are reported for groups with only two categories, while Cramer's V is reported for larger tables. Post-hoc comparisons of standardized residuals were analyzed to determine which categories significantly contributed to an association.

Because of the amount of data we gathered in our survey, free responses, and interviews, we do not report on all comparisons in the body of this report itself. Instead, we prioritize comparisons that would be most interesting and relevant to our campus at CU. A full appendix containing details of the tests we ran can be found at the end of the report (Appendix A).

Summary of Findings

- A majority (55%) of respondents have a positive attitude toward AI in general. However, respondents hold a wide variety of perspectives regarding *AI use at CU.* Some respondents think AI use should be encouraged in CU classes due to workplace expectations, while others argue that the technology is antithetical to the purpose of the university. Still others suggest that there are both helpful and harmful uses of AI in education.
- A majority of respondents think students should be able to freely choose when to use AI in their classes, or that the use of AI should be discouraged (but not prohibited).
- 80% of respondents report using AI in their academic work (including to study) at least once a week, but 68% of respondents report using AI for less than a quarter of their academic work.
- While generative AI use is widespread amongst respondents, most report that they do not use it to create whole assignments, but instead for academic tasks such as brainstorming, outlining, studying, or troubleshooting their work.
- Respondents report using AI in their academic work when they are stuck on an assignment or need help understanding material.
- In order to avoid scenarios where students feel the need to turn to AI, many respondents urge instructors to provide more resources and not assign too high a workload.
- Not all respondents report using AI. Some common reasons for abstaining are: 1) concern about the accuracy of the output, 2) wanting to respect their faculty member's policies, & 3) concerns that it will negatively impact their learning.
- Respondents also report not using generative AI on specific assignments when they feel they have the ability to complete the assignment on their own, or when they are interested in the assignment or the material.
- Respondents have many worries about AI in education: some are worried about AI use's impact on learning, both in individual classes and in long-term skill building and creativity. Others are worried about the impact of AI on their career or future. Finally, some respondents are worried that other students' use of AI will impact them negatively – either through their work being compared during grading, or through having to collaborate with students who are cutting corners during group work.
- 10% of respondents report having been falsely accused of submitting AI-generated work. Some respondents report feeling the need to change their (non-AI) writing to make it less likely they will be accused.
- A majority of respondents are okay with their faculty members' use of AI detectors, but 20% are uncomfortable with them. Many respondents do not want instructors to use AI to grade their work or create material because of bias and accuracy concerns, and because they want the same level of human consideration given to their work that they put into it.
- Respondents want to learn about AI from CU Boulder educators (topics such as ethics, prompt engineering, and how to use it).
- Respondents want clear, open, and honest communication. This includes disclosure about how educators are using AI and guidance on acceptable uses of AI, so that they don't inadvertently break policy.

Implications for Instructors

- Motivate students to do the hard work of learning by engaging in equitable assessment practices, such as scaffolding student learning using formative assessments and creating assignments relevant to students' lives.
- State your AI policy clearly (outlining what uses are and are not allowed) in your syllabus and on your assignments. Our results suggest that students prefer being told outright not to use AI over receiving no guidance at all.
- Foster transparency in the classroom by co-creating an AI policy with students. Having students participate in the policy-making process provides them with agency, responsibility, and promotes ownership of their actions.
- Current findings on the accuracy limitations of AI detectors suggest that they should not be used to identify academic integrity violations (See Perkins, et al., 2024; Weber-Wulff et al., 2023; Liang et al., 2023).
- When misuse of AI is a concern, consider approaching students in a non-confrontational manner and use conversations as a learning moment for both parties.
- Help your students become AI literate so they understand what AI can and can't do, as well as ethical and societal issues surrounding the technology.
- Respect students' varying attitudes toward generative AI.
- Help students process their worries about AI by holding open conversations about the technology in the classroom.
- Disclose your own use of generative AI and ask students to do the same.
- Consider refraining from using AI to grade student work.

General AI Use & Attitudes

Key Finding: **ChatGPT** is by far the most commonly used AI tool among CU students (86%).

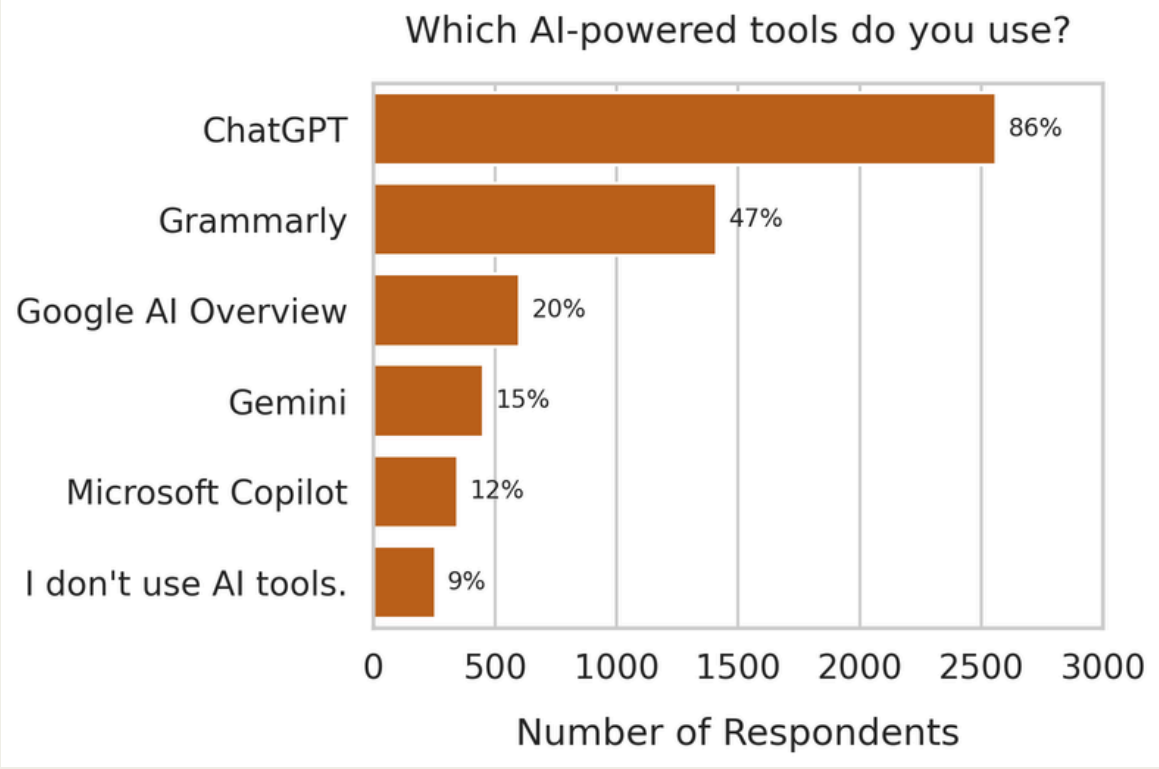

Figure 1. Respondents' AI tool use. Note: respondents could select more than one answer. This chart displays the top 5 of 20 responses. In free responses, several students also stated that they use Snapchat AI, Deepseek, and Grok.

Younger respondents report using AI tools at slightly higher percentages than older respondents (see Figure 2). Specifically, there are several small but significant associations between respondents' ages and their use of AI tools; namely, Chat-GPT $\chi^2(5) = 33.47$, $p < .001$, Cramer's $V = .11$), Grammarly ($\chi^2(5) = 28.96$, $p < .001$, Cramer's $V = .10$), and whether or not respondents use AI tools at all ($\chi^2(5) = 33.75$, $p < .001$, Cramer's $V = .11$). A lower percentage of 23+ year-old respondents than expected (75%) report using Chat-GPT (compared to 86% of all respondents, residual = -5.32). Similarly, a lower percentage of 23+ year olds than expected (34%) report using Grammarly (compared to 47% of all respondents, residual = -4.70). Conversely, a higher percentage of 23+ year-old respondents than expected (16%) report not using AI tools at all (compared to 9% of all respondents, residual = 5.13).

In addition, there are also several small but significant associations between respondents' colleges and their use of AI tools, specifically Chat-GPT ($\chi^2(3) = 58.61$, $p < .001$, Cramer's $V = .14$), Grammarly ($\chi^2(3) = 38.09$, $p < .001$, Cramer's $V = .11$), Microsoft Copilot ($\chi^2(3) = 124.36$, $p < .001$ Cramer's $V = .21$), Gemini ($\chi^2(3) = 49.39$, $p < .001$, Cramer's $V = .13$), and whether or not respondents use AI at all ($\chi^2(3) = 32.81$, $p < .001$, Cramer's $V = .11$). While effect sizes are small, a higher percentage of respondents from Business and Engineering than expected report using Chat-GPT (residuals = 5.59 & 3.18 respectively), Microsoft Copilot

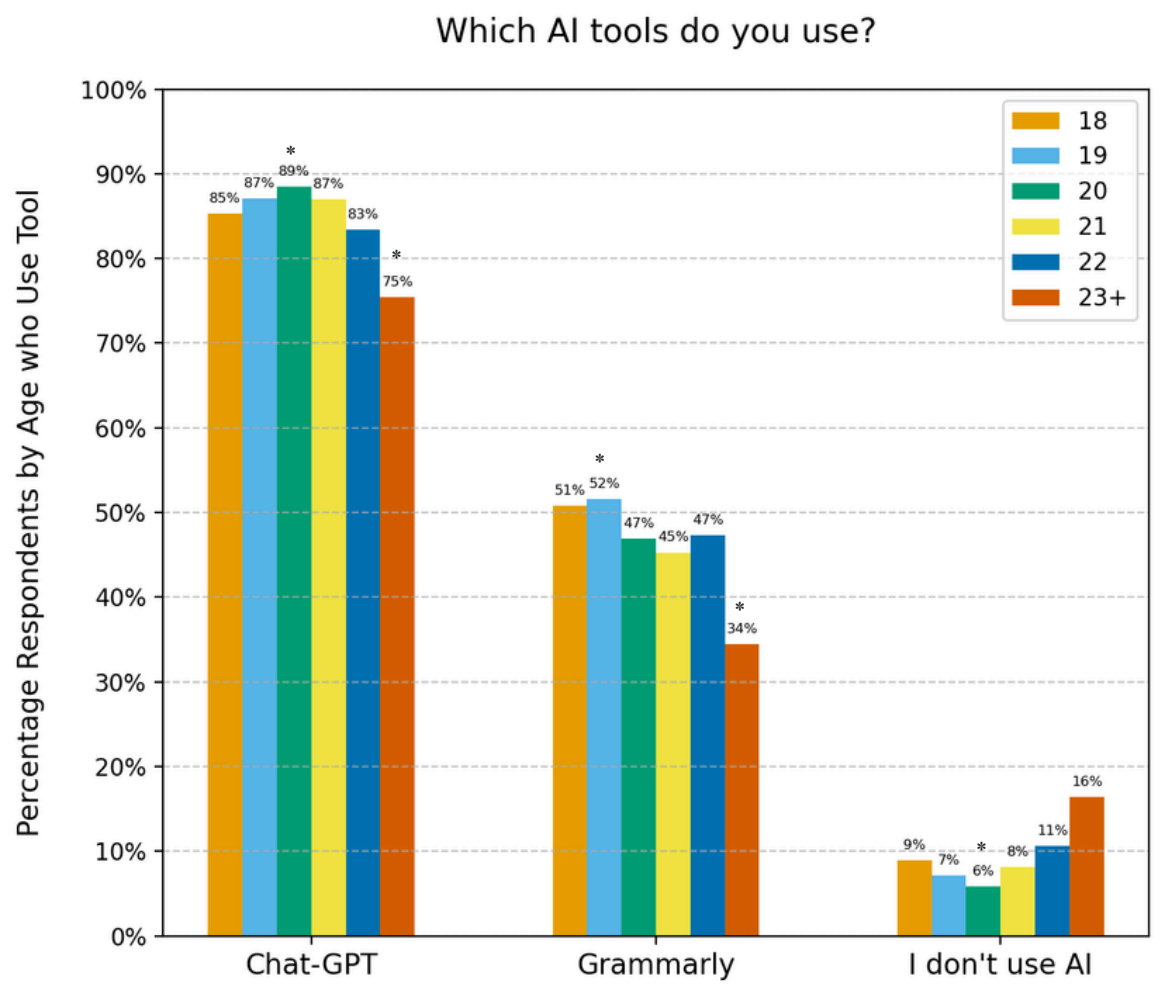

Figure 2. Percentage Respondents by Age who use AI Tools. Note: * represents contingency table cells with higher or lower than expected values (with residuals larger than 2.00 or smaller than –2.00)

(residuals = 6.10 & 8.13 respectively), and Gemini (residuals = 5.24 & 3.78 respectively), while a lower percentage of respondents from Business than expected report not using AI at all (residual = -4.95). In contrast, a lower percentage of respondents from A&S than expected report using Chat-GPT (residual = -7.27), Copliot (residual = -10.14), and Gemini (residual = -5.83), while a higher percentage of A&S respondents than expected report not using AI tools at all residual = 4.86). Interestingly, Grammarly patterns differently than other AI tools: a higher percentage of respondents from A&S (49%) and CMCI (55%) than expected report using Grammarly (residuals = 2.13 & 2.24 respectively), while a lower percentage of respondents from Engineering than expected (35%) report using Grammarly (residual = -5.85).

Finally, there are also small but significant associations between gender and use of Chat-GPT ($\chi^2(2) = 138.22$, $p <$ .001, Cramer's $V = 0.22$), Grammarly ($\chi^2(2) = 89.02$, $p <$ .001, Cramer's $V = 0.17$), Microsoft Copilot ($\chi^2(2) = 37.09$, $p <$ .001, Cramer's $V = 0.11$), as well as not using AI tools at all ($\chi^2(2) = 166.09$, $p <$ .001, Cramer's $V = 0.24$). A higher percentage of women than expected report using Chat-GPT (88%, residual = 4.92) and Grammarly (54%, residual = 9.41), while a lower percentage of men than expected report using Grammarly (37%, residual = -8.13). In contrast, a higher percentage of men than expected (16%) report using Microsoft Copilot (residual = 5.95), while a lower percentage of women than expected report using Copilot (9%, residual = -4.74). Finally, fewer non-binary respondents report using AI tools: a lower percentage of non-binary respondents than expected report using Chat-GPT (54%, residual = -11.64), Grammarly (34%, residual = -3.31), and Copilot (6%, residual = -2.32). And conversely, a higher percentage of non-binary respondents than expected report not using AI at all (36%, residual = 12.59),

while a lower percentage of women than expected report not using AI tools at all (6%, residual = -6.20).

Implications:
Younger students, students in Business and Engineering, and students who do not identify as non-binary may more readily adopt AI tools than other students.

In addition, while Chat-GPT is by far the most used AI tool, Grammarly is also used by approximately half of respondents. When this tool first grew in popularity, it functioned similarly to Microsoft spell check, or other such software. However, in recent years its capabilities have expanded to rewriting entire sentences to change tone or style. Despite Grammarly not starting out as an AI tool, it is now important to include in conversations surrounding common AI tools in academic environments, particularly for students in A&S and CMCI.

Key Finding: Although opinions vary, a majority of CU undergraduates have a **positive attitude** toward AI (55%).

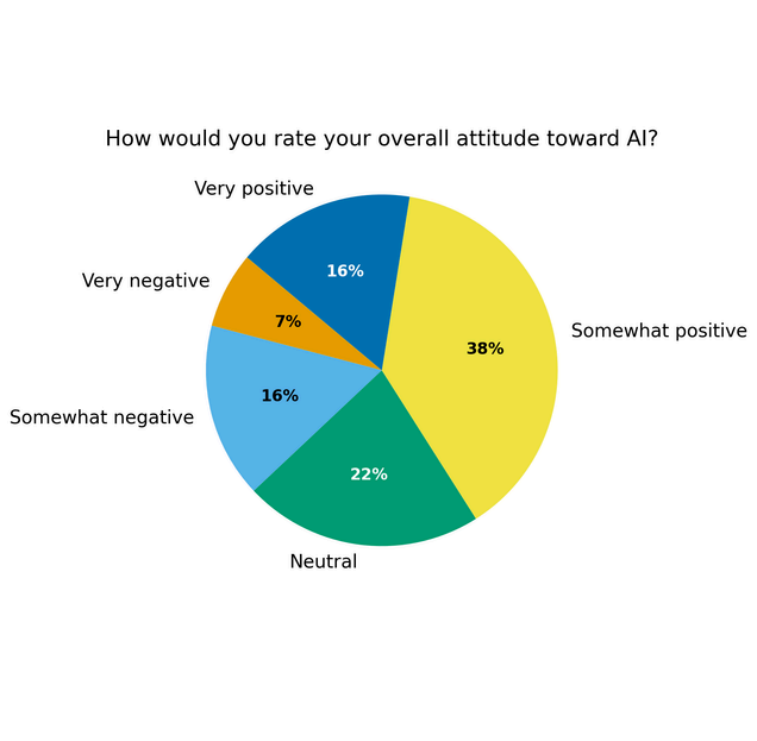

Figure 3. Respondents' Attitude Toward AI

Attitude toward AI varies significantly based on the college that respondents belong to, $H(6) = 160.54$, $p < .001$. Respondents in Business' attitude toward AI is significantly more positive than those in most other colleges (observed differences between mean ranks = 581.64 for A&S, 455.11 for CMCI, 392.64 for Engineering, and 1317.83 for Music).

Respondents' attitudes toward AI also varies significantly by gender, $H(2) = 147.61$, $p < .001$. Non-binary respondents felt significantly less positive than men and women (observed differences between mean ranks = 865.44 for men and 736.39 for women.)

It is important to note that this question asks about attitude toward AI in general, not necessarily about attitude toward AI in an educational context. Not all respondents with positive attitudes toward AI think that AI should be integrated into education (e.g., see p. 27).

Key Finding: Students primarily get **information about AI from peers** (77%) and **social media** (69%).

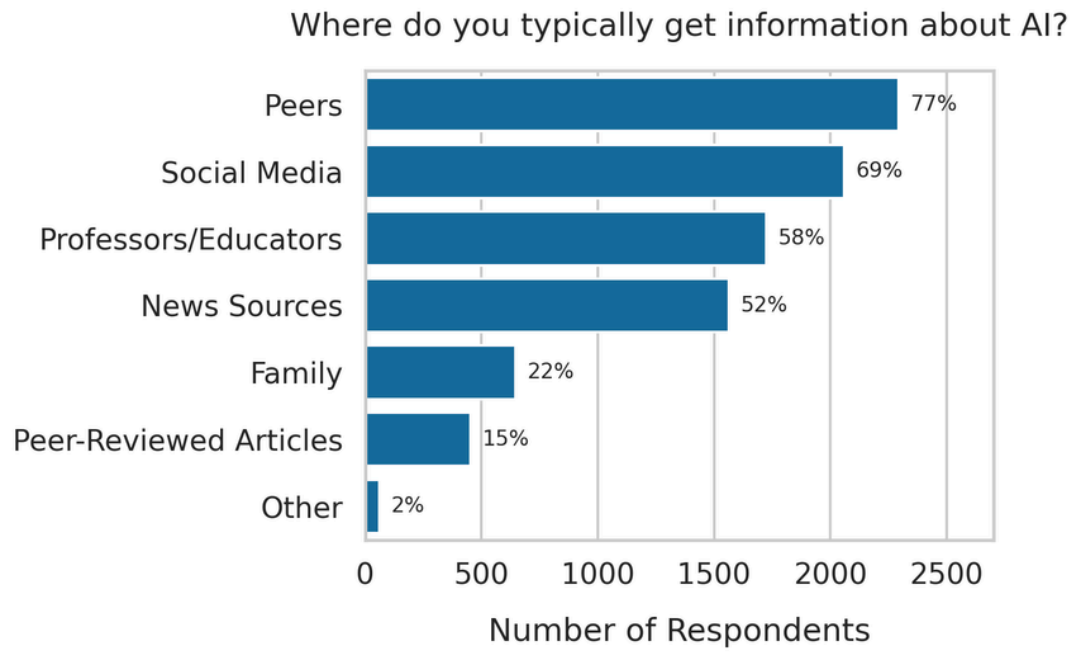

Figure 4: Source of Information about AI. Note: Respondents could select more than one answer.

In addition to the above sources, free responses suggest that respondents also get information about AI from interacting with AI itself or watching others do so, working in a career or extracurricular involving AI, or other online resources.

Interestingly, there is a small but significant association between respondents' college and whether they get information about AI from their professors ($\chi^2(6) = 42.5$, $p < .001$, Cramer's $V = 0.12$). A higher percentage of respondents in Business (68%), CMCI (69%), and Education (81%) than expected report learning about AI from their professors (residuals = 4.13, 3.40, 2.51 respectively), while a lower percentage of respondents in Arts & Sciences than expected (55%) report learning about AI from their professors (residual = -3.91).

There are also small but significant associations between whether respondents get information about AI from peer-reviewed articles and their age ($\chi^2(5) = 30.67$, $p < .001$, Cramer's $V = 0.10$) as well as year in school ($\chi^2(3) = 30.53$, $p < .001$, Cramer's $V = 0.10$). Although effect sizes are small, a higher percentage of 23+ year old (24%) and 4th+ year (20%) respondents than expected report getting information about AI from peer-reviewed articles (residuals = 4.54 & 4.41 respectively), while a lower percentage of 18 year old (10%) and 19 year old (13%) as well as 1st year (12%) & 2nd year (12%) respondents than expected report getting information about AI from peer-reviewed articles (residuals = -2.98, -2.01, -3.36, -2.52 respectively).

Implications:

Students get much of their information about AI from sources that could be untrustworthy, such as peers and especially social media. Students could be missing out on guidance from more reputable sources, like professors and news sources. By bringing conversations about AI literacy to the classroom, educators can help fill this gap. As it stands, a lower percentage of educators in A&S are having these conversations than other disciplines. Such conversations don't need to take a "side" on AI; similar to conversations on media literacy, students can be taught to critically evaluate the pros and cons of using AI.

Key Finding: A majority of students (73%) somewhat or strongly agree that it is **important to them to understand how AI works** in order to feel comfortable using it. However, **only half of students agree that they can explain how AI works**.

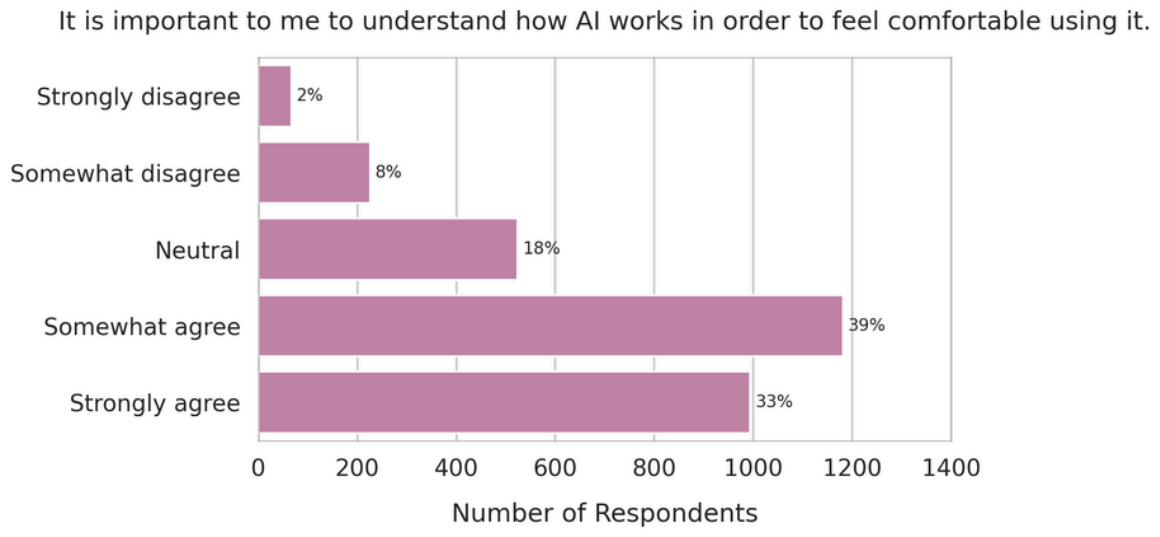

Figure 5: Importance for respondents to understand how AI works to feel comfortable using it

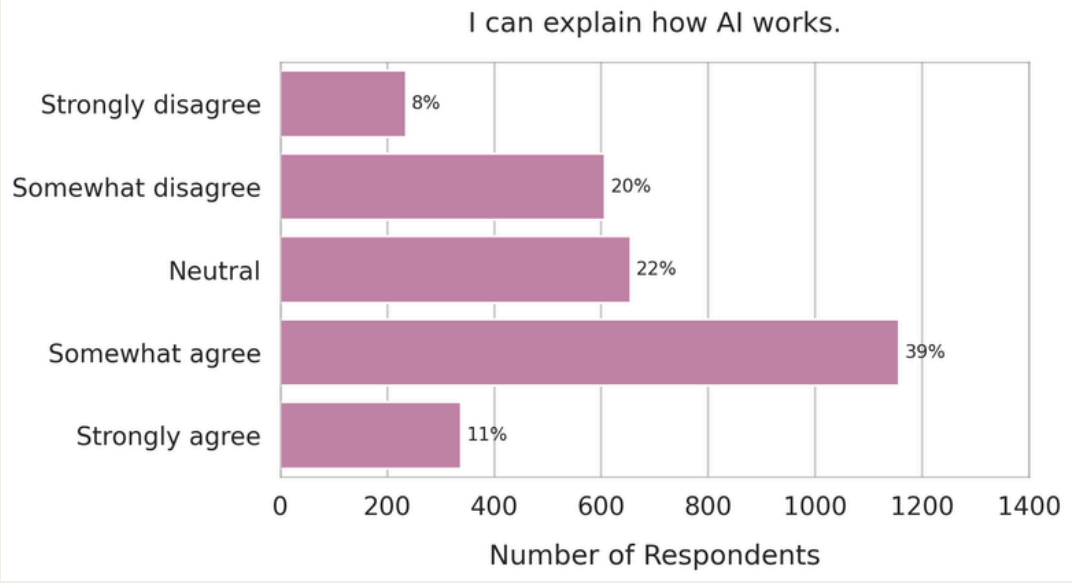

Figure 6: Reported degree to which respondents know how AI works

Academic Use of AI

Key Finding: 80% of respondents report using AI in their academic work (including to study) **at least once a week.**

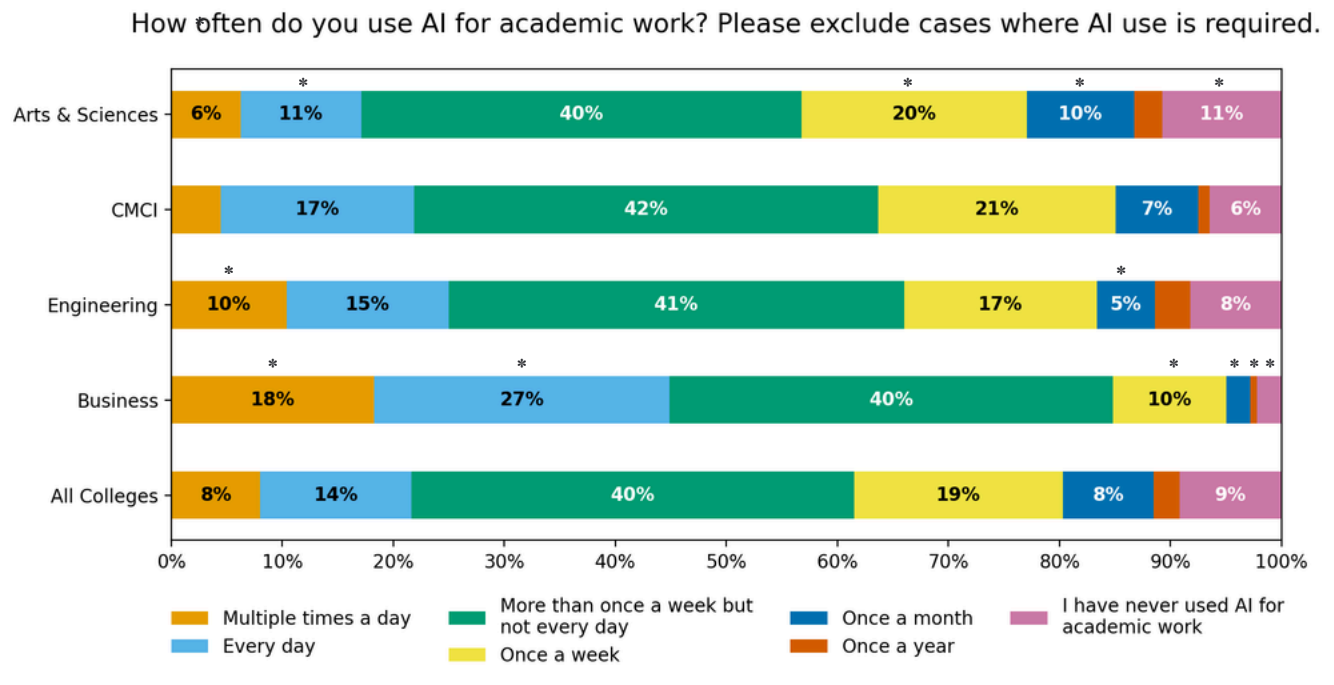

Figure 7: Frequency of AI use. Note: * represents contingency table cells with higher or lower than expected values (with residuals larger than 2.00 or smaller than –2.00)

There are small but significant associations between respondents' frequency of AI use for academic work and their college ($\chi^2(18) = 181.99$, $p < .001$, Cramer's $V = 0.15$), age ($\chi^2(30) = 85.32$, $p < .001$, Cramer's $V = 0.17$), year in school ($\chi^2(18) = 66.93$, $p < .001$, Cramer's $V = 0.09$), and gender ($\chi^2(12) = 181.42$, $p < .001$, Cramer's $V = 0.17$).

Respondents from the colleges of Arts & Sciences and Business report using AI in academic work with slightly different frequencies. While a higher percentage of respondents in Business than expected report using AI in academic work multiple times a day (18%, compared to 6% of A&S respondents, residual = 7.03) or every day (27%, compared to 11% A&S respondents, residual = 7.13), a higher percentage of respondents in Arts & Sciences than expected report using AI in academic work once a week (20%, compared to 10% Business respondents, residual = 2.88), once a month (10%, compared to 2% Business respondents, residual = 4.76), or have never used AI in academic work (11%, compared to 2% Business respondents, residual = 4.30). In addition, a higher percentage of respondents from Engineering than expected (10%) also report using AI multiple times a day in academic work (residual = 2.01).

Regarding differences in frequency of AI use based on age & year in school, older respondents and respondents in higher academic years report using AI slightly less than younger respondents. Most differences in age and year are seen in the "more than once a week but not every day" and "have never used AI for academic work" categories. While a higher percentage of 18 year old respondents (46%, residual = 2.95) and first-year respondents (46%, residual = 3.39) than expected report using AI more than once a week for academic work, a lower percentage of 23+ year-old respondents (34%, residual = -2.14) and 4th+ year-old respondents (34%, residual = -3.79) than expected report using AI more than once a week for academic work.

Conversely, a higher percentage of 22 year old respondents (13%, residual = 2.59), 23+ year old respondents (17%, residual = 5.27), and 4th+ year respondents (14%, residual = 4.80) than expected report never having used AI in academic work, while a lower percentage of 20 year-old respondents (6%, residual = -2.82) and 2nd year respondents (7%, residual = -2.52) than expected report never having used AI in academic work.

Finally, both men and women report using AI in academic work slightly more than non-binary respondents. Specifically, a higher percentage of men than expected (10%) report that they use AI in academic work multiple times a day (compared to 5% non-binary respondents, residual = 2.32). A higher percentage of women than expected report using AI in academic work once a week (20%, compared to 14% non-binary respondents, residual = 2.00) or more than once a week (42%, compared to 20% non-binary respondents, residual = 2.47). Conversely, a lower percentage of women than expected (7%) report never having used AI in their academic work (residual = -5.53), while a higher percentage of non-binary respondents (32%) than expected report never having used AI in their academic work (residual = 10.03).

Key Finding: The majority of students use AI on **less than a quarter of their academic work** (68%), while only 3% of students use AI on over three quarters of their work.

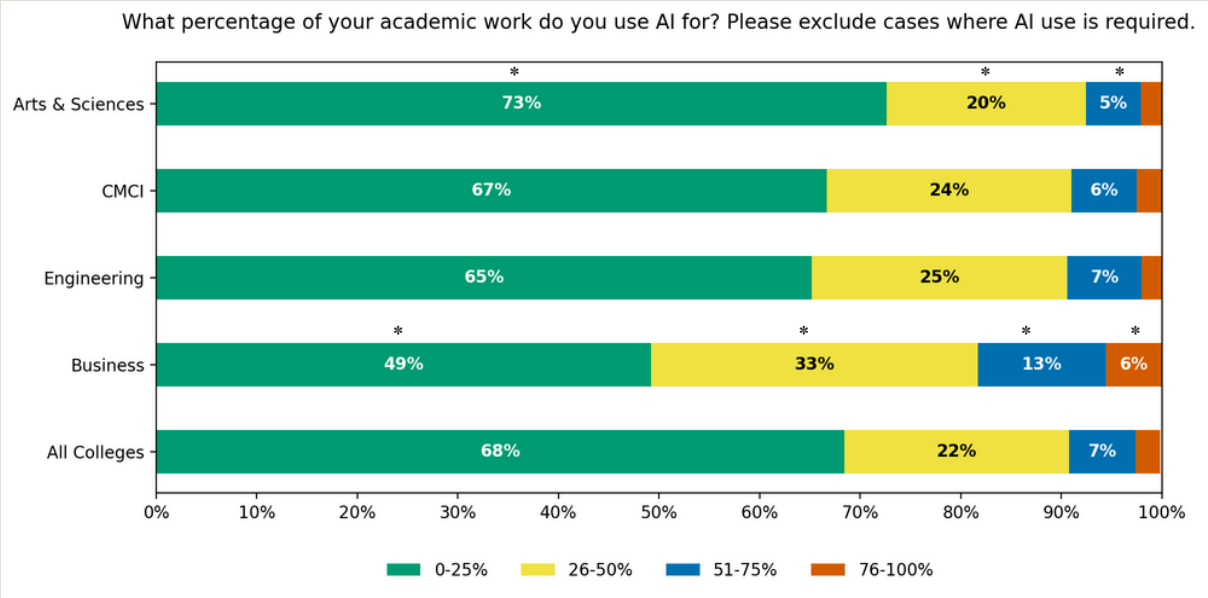

Figure 8: Percent of academic work for which respondents use AI. Note: * represents contingency table cells with higher or lower than expected values (with residuals larger than 2.00 or smaller than –2.00)

There is a small but significant association between respondents' college and the percentage of their academic work that they report using AI for ($\chi^2(9) = 81.66$, $p < .001$, Cramer's $V = 0.10$). While a higher percentage of respondents from Arts & Sciences than expected (73%) report that they use AI in 0-25% of their academic work (compared to 68% of all respondents, residual = 6.73), a higher percentage of respondents from Business than expected report that they use AI in 26-50% of their academic work (33%, compared to 22% of all respondents, residual = 4.56), 51-75% of their academic work (13%, compared to 7% of all respondents, residual = 4.59), and 76-100% of their academic work (6%, compared to 3% of all respondents, residual = 3.79).

Key Finding: The most common uses for AI in academic work include using it for **preliminary stages** (71%), as a **study tool** (66%), and for **troubleshooting** (65%), with only a small fraction of respondents using it to complete entire works (4%).

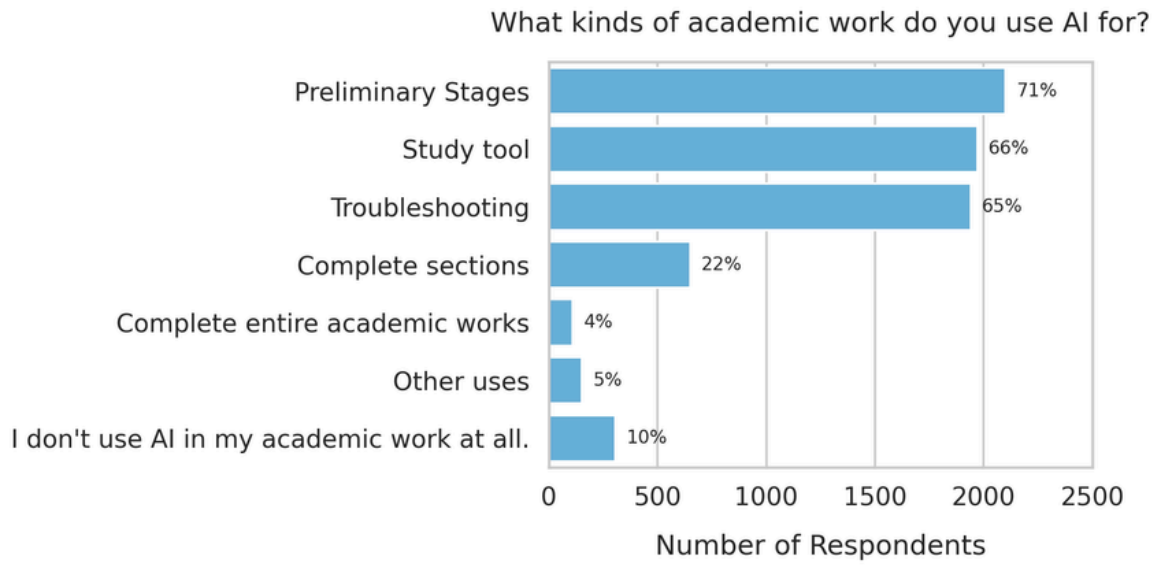

Figure 9: Types of academic work for which respondents report using AI. Note: respondents could select more than one answer. The answer selections provided examples; see exact text on p. 175.

Free responses and follow-up interviews clarified the specific ways that respondents use AI in different types of academic work.

For writing in a variety of disciplines, respondents report using AI to brainstorm & organize their ideas or search for sources (preliminary stages). For example, one interviewee noted "I use it to organize thoughts, kind of like a sounding board, where I might have an outline of what points I want to make... and I'll put it into an AI engine and ask it, how can I improve the flow of this paper?" Respondents also report using AI to check grammar or simulate a professor grading a paper (troubleshooting). As one described, "I've found that it's helpful to explain an assignment back to it and then give AI my assignment and ask it to grade it for me or give me feedback."

Several respondents also discussed using AI in various stages of completing coding, math, and physics problem sets. For example, respondents reported using AI to walk them through the steps for solving a problem (preliminary stages): one respondent outlined in a free response that they "occasionally use it when [they're] stuck on a homework question just to get a starting point to answer the question." Respondents also report using AI to double-check their answers to problems after they are already complete (troubleshooting). Along these lines, one interviewee explained, "when I'm doing a math proof, I'll copy it and say find any errors." However, it's important to note that some respondents did convey that they sometimes use AI to complete sections of their homework for them, typically for "questions [they] struggle with."

In a wide variety of disciplines, respondents also report using AI to summarize readings, explain concepts they don't understand, or create practice problems or study guides to prepare for exams (study tool). For example, one interviewee described how they used AI the night before exams to clarify why they got practice problems wrong, since other resources in the class didn't provide this information.

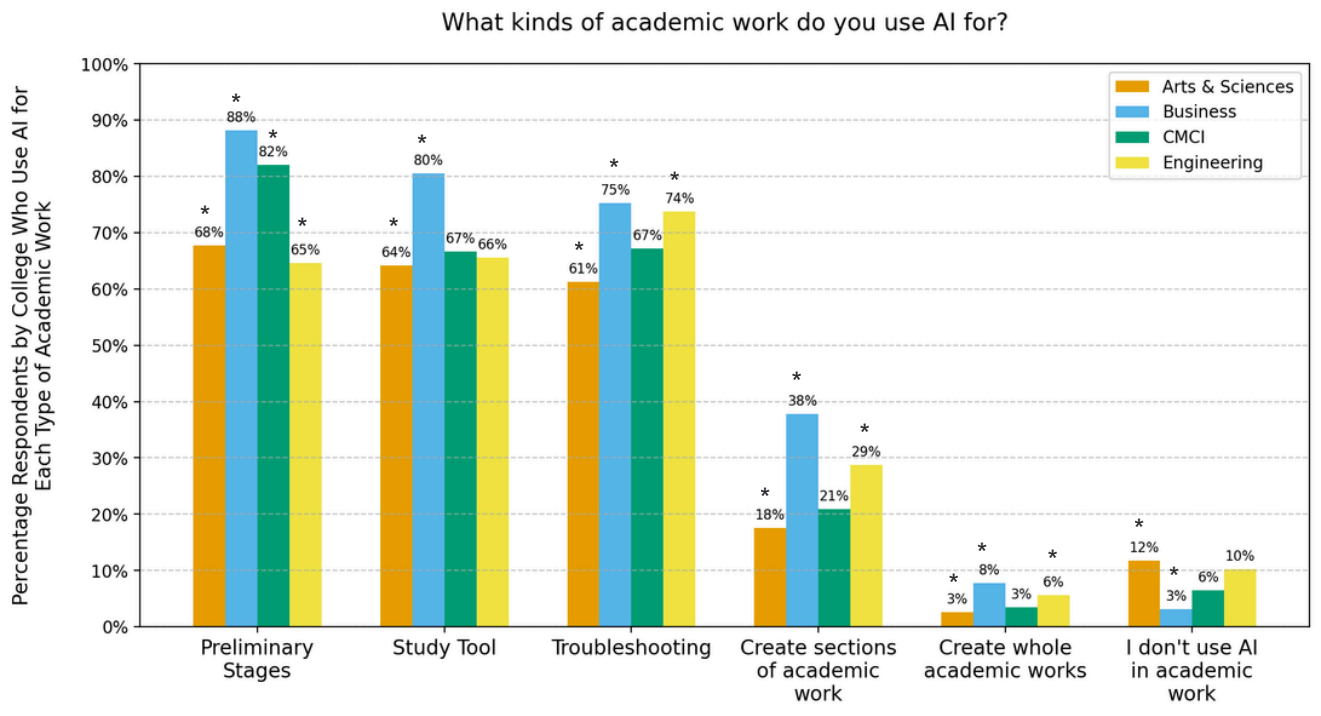

Figure 10. Types of academic work for which respondents use AI by college. Note: * represents contingency table cells with higher or lower than expected values (with residuals larger than 2.00 or smaller than –2.00)

In addition, there are small but significant associations between respondents' colleges and how they report using AI, specifically for preliminary stages ($\chi^2(6) = 76.98$, $p < .001$, Cramer's $V = 0.16$), for troubleshooting ($\chi^2(6) = 43.99$, $p < .001$, Cramer's $V = 0.12$), as a study tool ($\chi^2(6) = 33.08$, $p < .001$, Cramer's $V = 0.11$), for creating sections of academic works ($\chi^2(6) = 82.54$, $p < .001$, Cramer's $V = 0.17$), for creating whole academic works ($\chi^2(6) = 25.62$, $p < .001$, Cramer's $V = 0.09$), and not using AI in academic work at all ($\chi^2(6) = 26.12$, $p < .001$, Cramer's $V = 0.10$). Although effect sizes are small, respondents from Arts & Sciences and Business report opposite usage patterns: a higher percentage of respondents in Business than expected report using AI for preliminary stages of their academic work (88%, residual = 7.42), for troubleshooting their work (75%, residual = 3.95), as a study tool (80%, residual = 5.68), to create sections of academic work (38%, residual = 7.29), and to create whole academic works (8%, residual = 3.99), while a lower percentage of respondents in Business than expected report not using AI in academic work (3%, residual = -4.47).

In contrast, a lower percentage of respondents in Arts & Sciences than expected report using AI for preliminary stages (68%, residual = -4.36), for troubleshooting (61%, residual = -6.33), as a study tool (64%, residual = -3.45), to create sections of academic work (18%, residual = -7.81), and to create whole academic works (3%, residual = -4.39), while a higher percentage of respondents in Arts & Sciences than expected report not using AI in academic work (12%, residual = 3.89). Outside of these two colleges, a higher percentage of respondents in CMCI than expected report using AI in preliminary stages of academic work (82%, residual = 3.74). Finally, while a lower percentage of respondents in Engineering than expected report using AI in preliminary stages of academic work (65%, residual = -3.17), and a higher percentage of respondents in Engineering than expected report using AI to troubleshoot their academic work (74%, residual = 4.35), to create sections of academic work (29%, residual = 4.07), and to create whole academic works (6%, residual = 2.37).

Implications:

There is widespread and consistent use of AI among CU undergraduates. However, a majority of respondents use it for fewer than 25% of their assignments, and the percentage of respondents using it to generate sections or complete academic works is generally low, at least in Arts & Sciences. Students are not primarily using AI to generate work for them, but are using it in ways that could help them learn, especially if more instructor guidance is provided. Nevertheless, some respondents do admit that they use AI to complete sections of their assignments or whole assignments.

Key Finding: 10% of respondents report that they have had their work **incorrectly flagged as AI generated.**

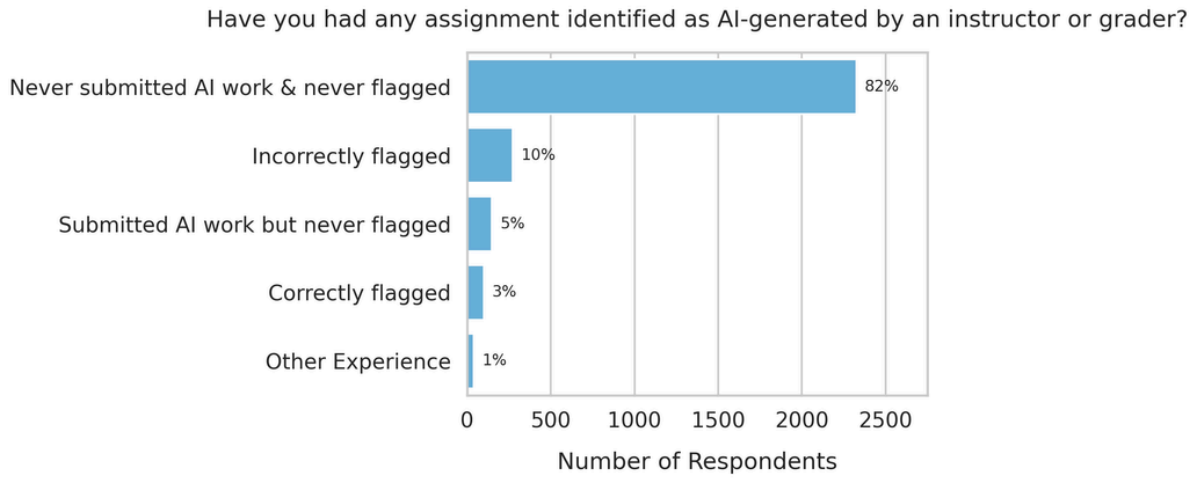

Figure 11. Respondents' experience of having work flagged as AI. Note: exact wording for this question can be found on p. 176. Respondents could select multiple answers, since it is possible to have been both correctly flagged and incorrectly flagged for AI-generated work.

There are a variety of experiences respondents present around being falsely accused of using AI. Some express hurt and confusion. As one student explained, "I have been accused by a TA of using AI on an essay that I wrote entirely by myself — it was quite an upsetting experience. I was asked to "prove" the work was my own by corroborating with other essays I had written in the past." Another wrote, "I was once accused of having used AI because my work was more advanced than the course material had covered (it was an intro python class) and I had to write a bunch of code on a whiteboard to prove that it was my own work."

However, in follow-up interviews, it became clear that these interactions don't need to be emotionally charged. If respondents have the opportunity to set the record straight in an open conversation, some are less upset with the process of being falsely flagged: "My professors have just said, 'hey, this came back as AI generated, did you use AI?' and I said, 'no, here's my, edit history on this assignment', and that was the end of it. Others who didn't understand the AI policy also had quick clarification questions with their professors: "oh, I didn't know that this would be considered an improper usage. I'm happy to not do that in the future, and I just haven't done it again."

In their descriptions of "other experiences," some respondents expressed that they thought they hadn't been flagged for AI use because the way they used AI was undetectable (they used it for math, multiple choice, as a troubleshooting device or a study tool). For example, one interviewee explained that "when you write code, you can change the variable names; you can move some of the things around, but there are a limited number of ways you can format it. And I think the same thing in math. And even with proofs, there are slight variations of how people do them, but there's nothing major enough that you would have a chance at detecting ChatGPT through that." Others discussed not being detected because even though they used AI output in their writing, they edited the output before submitting their work.

Ironically, one respondent expressed that the threat of their writing being flagged as AI generated actually led them to use AI: "I began using AI because my non-AI work kept getting flagged as being AI written. AI helps me to humanize my writing style and reduce the complexity of my word usage so that I am no longer flagged for AI.

Implications:

As is clear due to the high rates of false positives and false negatives, whatever AI identification tools/practices instructors are using aren't working perfectly (see also Perkins, et al., 2024; Weber-Wulff et al., 2023; Liang et al., 2023). Since AI detectors are fallible, no matter the situation, it's important for instructors to approach students non-confrontationally and give them the opportunity to explain their process of completing an assignment.

Key Finding: When they decide to use AI on an assignment, CU Boulder undergraduates primarily use AI to **help them get started when they are stuck** (74%) or to **help them understand material** (61%).

Table 1. Percentage of respondents by college who selected specific reasons they choose to use AI (when they do). Green backgrounds with italicized starred percentages correspond to cells that have a higher than expected value (residual above 2.00), and red backgrounds with underlined starred percentages correspond to cells that have a lower than expected value (residual below –2.00).

Reasons to use AI	All Colleges	BUS	CMCI	ENG	A&S
AI helps me get started when I'm stuck.	74%	***89%****	***83%****	75%	**70%***
AI helps me understand the material.	61%	***75%****	64%	62%	**59%***
AI helps me finish the assignment more efficiently.	34%	***53%****	37%	34%	**30%***
I find using AI easier than seeking help from a person.	31%	***44%****	25%	***37%***	**28%***
I don't have time to attend office hours, go to a help room, or seek tutoring.	26%	***33%****	**15%***	***32%****	**25%***
I do not have enough time to complete the assignment.	23%	32%	25%	22%	21%
I am invested in the assignment and AI can make my work even better than it already is.	18%	***32%****	22%	17%	**16%***
My professor/course requires it.	17%	***39%****	***23%****	17%	**13%***
I don't enjoy the material, or I don't find it interesting.	15%	***22%****	20%	**11%***	15%
The assignment does not have a big impact on my grade.	10%	16%	10%	9%	10%
The assignment has a big impact on my grade.	9%	13%	10%	8%	8%
I don't feel like completing the assignment will contribute to my education in the long run.	9%	14%	7%	8%	8%
Other	4%	2%	1%	4%	4%
I do not use AI on academic submissions.	12%	**3%**	**7%**	10%	***14%***

In free responses and interviews, respondents explained these reasons in their own words. For example, many respondents expressed that AI helps them get "unstuck" on problem sets specifically: "I use AI if I'm particularly stuck on a problem to give me a chance at understanding the process, and then I work through it." Other respondents described using AI when they don't know how to approach a professor's assignment: "When I don't understand an assignment, typically, I'll go through my notes, go through any notes the professors posted for the day, or any time when that assignment was posted. And then, if I'm still not understanding, I'll sleep on it for a day. Right? I'll come back if I'm still not getting it. Then I'm like, 'Hey, AI! What's going on?' it might be, 'Hey? What is this question asking me to do?' I'm not understanding what the process I'm supposed to be going in to answer this question is."

"I'll come back if I'm still not getting it....What is this question asking me to do?' I'm not understanding what the process I'm supposed to be going in to answer this question is."

Other respondents clarified that they used AI to understand material in situations where they felt a professor specifically fell short: "AI helps take my notes and explain concepts my professor may have failed to explain." Another explained that they use AI to understand material when resources provided by the professor fall short: "the textbook is not in a written in a way that's intuitive to someone who's never been introduced to the subject before.... a lot of the definitions use previous definitions to explain it a lot of times. It's just really not helpful for me....And so it [is] just an endless loop of banging my head against wall. Like, you're trying to communicate with me, I know it, and I'm just getting really frustrated because I feel like I'm the stupid one, when it was never explained to me right the first time."

Other popular reasons respondents selected were "AI helps me finish the assignment more efficiently," (33.8%) and "I find using AI easier than seeking help from a person" (31.0%). In another free response, a respondent further clarified that their neurodivergence impacts their comfort seeking help from a person: "[I am] Neurodivergent, using AI as a tutor/aide is much more comfortable than approaching a professor or TA in a 1-on-1 situation. [I] Feel uncomfortable talking to professors or TAs when I really don't understand the material, AI feels a lot "safer" to "talk" to and gain understanding from."

Although it did not occur very often, a final reason respondents gave for using AI was to meet a gap in skills or to make it through a difficult class. As one respondent wrote, "I genuinely did not understand how to write the essays that the class was asking for." Another explained, "I only used it to write a handful of essays because I took a class that I later realized I could not handle."

In addition, there are several small but significant associations between respondents' colleges and the reasons they report for using AI when they decide to do so. Because more respondents in Business and fewer respondents in Arts & Sciences than expected report using AI overall, it is no surprise that a higher percentage of respondents in Business and lower percentage of respondents in Arts & Sciences than expected report using AI for most reasons covered in our survey.

In contrast, there are only two areas for which Engineering respondents differed from other colleges. Like other colleges, the most popular reasons Engineering respondents report for using AI were to get started when stuck or to understand the material. But in addition, a higher percentage of Engineering respondents than expected report using AI because it is easier than getting help from a person (37%, compared to 31% of all respondents, residual = 3.06) and because they don't have time to go to office hours (32% compared to 26% of all respondents, residual = 3.18). Conversely, a slightly lower percentage of Engineering respondents than expected report using AI because they don't enjoy the material or find it interesting (11%, compared to 15% of all respondents, residual = -3.00).

Respondents from CMCI also differed slightly from respondents from other colleges with respect to multiple reasons for using AI. A higher percentage of CMCI respondents than expected report using AI to get started when they're stuck (83%, compared to 74% of all respondents, residual = 2.89) or because they're required by their professors (23%, compared to 17% of all respondents, residual = 2.40), while a lower percentage of

CMCI respondents than expected (15%) report using AI because they don't have time to attend office hours (compared to 26% of all respondents, residual = -3.74).

There is also a small but significant association between respondents' year in school and their use of AI to get started when they're stuck ($\chi^2(3) = 23.58$, $p < .001$, Cramer's $V = 0.09$). A higher percentage of first-year (77%) and second-year (78%) respondents than expected report using AI to get started when they're stuck (residuals = 2.38 & 2.85 respectively), while a lower percentage of 4th+ year respondents report using AI to get started when they're stuck (68%, residual = -3.75).

Finally, there are also small but significant associations between respondents' gender and several reasons for using AI, such as to get started when they're stuck ($\chi^2(2) = 91.21$, $p < .001$, Cramer's $V = 0.18$), because it's easier than getting help from a person ($\chi^2(2) = 26.83$, $p < .001$, Cramer's $V = 0.10$), to understand the material ($\chi^2(3) = 79.05$, $p < .001$, Cramer's $V = 0.16$), and to finish their work more efficiently ($\chi^2(3) = 25.46$, $p < .001$, Cramer's $V = 0.09$). A slightly higher percentage of women than expected report using AI to get started when they're stuck (77%, compared to 74% of all respondents, residual = 5.05) or to understand the material (64%, compared to 61% of all respondents, residual = 4.09), while a slightly higher percentage of men than expected report using AI to finish their work more efficiently (37%, compared to 34% of all respondents, residual = 2.52) or because it's easier than getting help from a person (36%, compared to 31% of all respondents, residual = 4.04). A lower percentage of non-binary respondents than expected report using AI for all these reasons.

Implications:

Students seem to be using AI to meet gaps in their understanding and get "unstuck" on assignments, issues that may have previously been resolved in office hours. This means that:

- If instructors want to dissuade AI use, they should provide more resources to help students understand the material, and a safe and welcoming environment to troubleshoot their work.
- On the other hand, instructors could consider discussing with students how the concept of "desirable difficulty" helps one learn; that being "stuck" is sometimes a part of the learning process. This is particularly important for first-year students, just beginning their college journey.
- Finally, instructors may also want to warn students about relying solely on AI for finding information, since it can be inaccurate.

> "...just an endless loop of banging my head against wall. Like, you're trying to communicate with me, I know it, and I'm just getting really frustrated because I feel like I'm the stupid one, when it was never explained to me right the first time."

Key Finding: Common reasons why CU Boulder undergraduates decide not to use generative AI are that they have **concerns about the accuracy of AI output** (77%), they want to **follow class policy** (54%), they have concerns about how using **AI could impact learning** (53%), or that they **fear repercussions** (51%).

Table 2. Percentage of respondents by college who selected specific reasons they choose NOT to use AI (when they do). Green backgrounds with italicized starred percentages correspond to cells that have a higher than expected value (residual above 2.00), and red backgrounds with underlined starred percentages correspond to cells that have a lower than expected value (residual below –2.00).

Reasons to not use AI	All Colleges	BUS	CMCI	ENG	A&S
I have concerns about the accuracy of AI output.	77%	70%	77%	79%	78%
I don't use it for a given class because it's against the professor's policy and I want to follow the policy.	54%	57%	60%	49%	55%
I have concerns about how using AI could impact my learning from the assignment.	53%	**46%***	**41%***	***61%****	54%
I have concerns about facing academic repercussions for using AI.	51%	47%	54%	45%	53%
I have ethical concerns about AI (environmental concerns, labor practices, copyright, personal privacy, other).	44%	**28%***	39%	**39%***	***49%****
AI doesn't seem that helpful/useful for the assignment.	46%	39%	40%	51%	45%
I personally consider using AI in an academic context to be cheating.	31%	**17%***	33%	28%	***34%****
Cost (i.e. Better AIs are behind paywalls and I can't afford them.)	8%	12%	6%	9%	7%
I don't have a specific reason.	6%	10%	5%	5%	6%
Other	4%	1%	5%	6%	4%
I don't know how to use AI.	2%	0%	3%	1%	3%
I always use AI on academic submissions.	0%	0%	0%	0%	0%

In free responses and interviews, respondents expanded upon some of these reasons for not using AI. For example, some respondents described how accuracy concerns deterred them from utilizing AI in assignments, describing, "I've seen it just say blatantly wrong facts...I wouldn't really want to trust it for an assignment that is meaningful, especially when there are other ways to find the information and know it's true - textbooks and even Google."

Others described choosing not to use AI because of its impact on their learning and future consequences for their careers, explaining that "making mistakes is also important for the process because when you make mistakes and you're corrected, I think you learn... And next time, you wouldn't make that mistake. But if you keep on using AI to do this stuff for you, and you keep making mistakes...in the professional area where there wouldn't be any AI, I don't think it would go better." Some respondents who wrote about how AI might impact their learning expressed wanting a sense of agency in completing their work: "I like knowing that I did the work on my own, and if I use AI to do it, then I don't learn anything."

Respondents also expanded upon less popular reasons in their free responses. For example, 46% of respondents report deciding not to use AI on an assignment because it doesn't seem helpful for the assignment. In free responses and interviews, respondents elaborated on two major sub-themes, observing that: 1) AI does not do well with complex math or science, and 2) students' own work was better than anything an AI could produce. For example, this respondent references both of these sub-themes: "AI is shit at higher level math classes, e.g. outside of calc 3. Also writes horribly, I am a better writer than AI is."

In addition, 44% of respondents report deciding not to use AI on an assignment because of ethical issues. Respondents expanded on this in their free responses, writing: "I have ethical concerns about the water and power use of ChatGpt and I choose not to use it for sustainability reasons," and "I am in an artistic major and AI is used a lot recently to replace art jobs and I don't want to consciously contribute to that."

Additionally, two other themes emerged in free responses and interviews. First, several respondents wrote about how they choose not to use AI on an assignment when a class or the assignment itself meets particular conditions: either they feel like they can accomplish the assignment without AI, or they want to accomplish the assignment without AI because they're interested in the subject matter: "If I have sufficient time to do an assignment then I don't mind spending the time to do the AI. Also for classes I care about I don't really use AI unless it is to define concepts and ask ChatGPT to explain them until I better understand them."

An interviewee described conditions in which they don't feel the need to use AI: "if the assignment builds off something that was clearly presented in class, it's really easy to not reach for AI just because it's like, Oh, the foundation's there, either in a previous example, or like the process for how to approach the assignment was laid out. There's no reason to use AI, In that case."

"if the assignment builds off something that was clearly presented in class, it's really easy to not reach for AI just because it's like, Oh, the foundation's there..."

Some respondents made a distinction between bad and good assignments. For example, an interviewee explained "sometimes if I feel like an assignment has a bunch of stupid things, I'll do the stupid things with AI." This student equated "stupid" with having to use multiplication "over and over again." But, "if I feel like an assignment is really good and I am learning a lot from the assignment, I'll not use much AI..." For this student, good assignments "force you to think in a new way."

Lastly, respondents also discussed not wanting to rely on AI. These responses often went beyond concerns that AI could impact learning from an assignment, suggesting that there may be long-term negative impacts of using the technology. For example, one respondent indicated that "using AI as a tool I think is fine, but I kinda believe that relying on it for everything will rot my brain over time." Another wrote, "As an artist, AI is often seen as a competitor or threat to human ingenuity. I resent the use of AI when not explicitly used for managing menial tasks or bettering life, so I avoid supporting it at almost any cost. I also believe it to be problematic to the human mind to accept processes that ease the use of things which we have not yet learned. If I accept using a crutch prior to being able to walk, how will I walk when I no longer have the Assist?"

In addition, there are several small but significant associations between a respondent's college and reported reasons for not using AI, specifically that they personally consider AI to be cheating ($\chi^2(3) = 40.92$, $p < .001$, Cramer's $V = 0.12$), that they have ethical concerns ($\chi^2(3) = 61.12$, $p < .001$, Cramer's $V = 0.15$), and that they are concerned about impact on learning from the assignment ($\chi^2(3) = 31.35$, $p < .001$, Cramer's $V = 0.10$). A higher percentage of respondents in Arts & Sciences than expected report deciding not to use AI because of ethical concerns (49%, residual = 7.08) or personally considering AI to be cheating (34%, residual = 4.90), while a lower percentage of respondents in Business than expected report deciding not to use AI for these reasons (28% & 17% respectively, residuals = -6.30 & -5.73). In addition, a higher percentage of respondents in Engineering than expected report deciding not to use AI because they have concerns about how using the technology could impact their learning from the assignment (61%, residual = 3.79), while a lower percentage of respondents in Business (45%) & CMCI (41%) than expected report doing the same (residuals = -2.85 & -3.59 respectively).

There are also several small but significant associations between respondents' gender and reported reasons for deciding not to use AI, specifically that they have ethical concerns ($\chi^2(2) = 110.36$, $p < .001$, Cramer's $V = 0.19$), fear of facing repercussions ($\chi^2(2) = 20.92$, $p < .001$, Cramer's $V = 0.08$), and concern about AI use impacting their learning ($\chi^2(2) = 46.72$, $p < .001$, Cramer's $V = 0.12$).

A higher percentage of non-binary respondents (77%) and women (47%) than expected report deciding not to use AI because of ethical concerns (residuals = 8.45 and 3.59 respectively), while a lower percentage of men than expected (35%) report doing the same (residual = -7.60). In addition, a higher percentage of women than expected (54%) report deciding not to use AI because of concern over facing repercussions (residual = 4.49), while a lower percentage of men than expected report doing the same (46%, residual = -4.41). Finally, a higher percentage of non-binary respondents than expected (79%) report choosing not to use AI because of concern about impact to their learning from an assignment (compared to 53% of all respondents, residual = 6.71).

Implications:

Many of the reasons students give for deciding not to use AI show that they care about their education and that they care about respecting instructors' policies. Instructors can tap into this: when discussing AI policies, consider centering how using AI might impact meeting specific learning goals. In addition, free response answers suggest that students are less likely to use AI in classes or on assignments where they feel supported and interested in the material. This finding suggests that particular strategies may dissuade AI use: scaffolding assignments to support student learning, and ensuring that assessments are relevant to students' lives.

Future Training & Policy

Key Finding: 57% of CU students believe that AI will **play a big role in their future careers.**

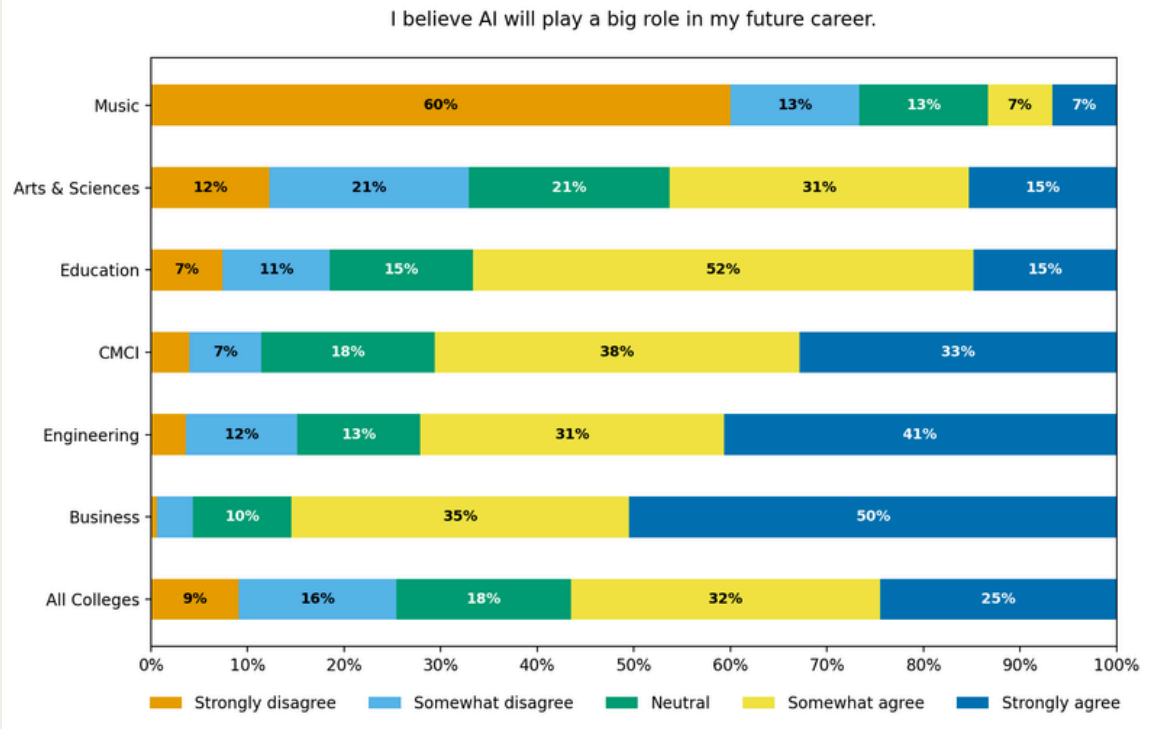

Figure 12. Respondents' belief that AI will play a big role in their future career by college

Respondents differ as to whether they think AI will be important to their future career based on the college they are enrolled in ($H(6) = 380.47$, $p < .001$). Specifically, respondents from Business, CMCI, and Engineering agree that AI will be important to their future career significantly more than respondents from Arts & Sciences (observed differences = 779.60 for Business, 471.15 for CMCI, and 530.48 for Engineering) and respondents from Music (observed differences = 1486.67 for Business, 1178.22 for CMCI, and 947.16 for Engineering).

Implications:

As students progress in their educational journey, they start to think more about their future and pursue real-world job experiences, such as internships. This gives them insight into how their chosen career will work when they enter the workforce. If students witness or personally use AI while working, they may believe that their careers will utilize AI (moreso for respondents in Business, CMCI, and Engineering). This may also reflect how they approach AI use in their school assignments (with this career in mind). However, there is much disagreement about this issue, as 25% of students somewhat or strongly disagree that AI will play a big role in their careers. Overall, though, the skew toward the belief that AI will be important in future careers may be a sign that it should not be outright banned in the classroom.

Key Finding: CU students want to learn what AI **can & cannot do to improve academic work and learning**, the **ethics** behind AI use, how to **use AI in their future career**, how to **engineer prompts**, and **how AI models work**.

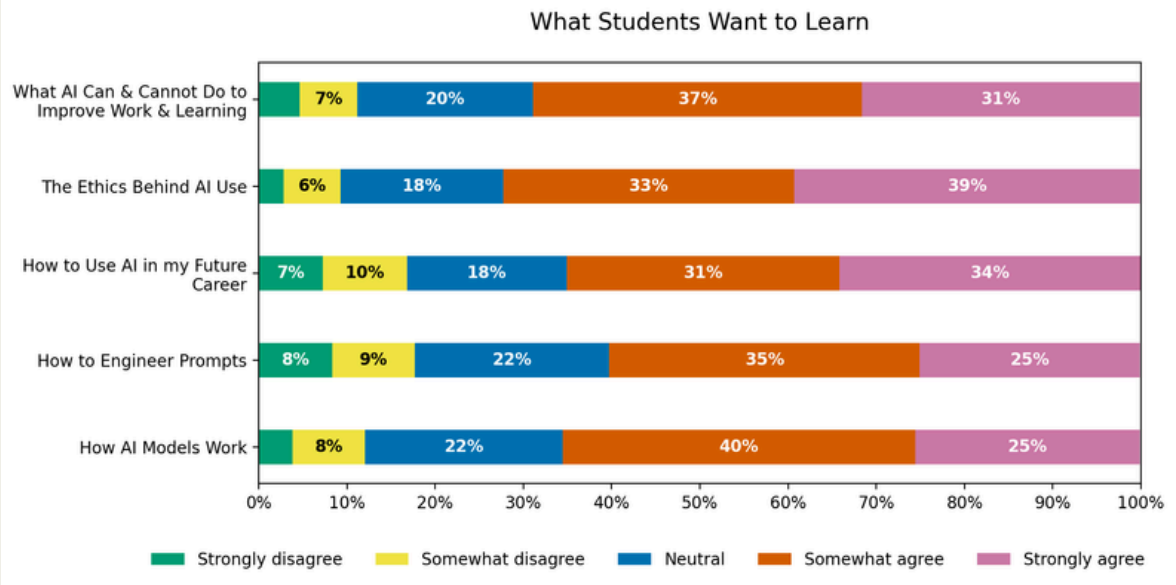

Figure 13. What respondents want to learn about AI

There are significant associations between respondents' colleges and the information that they want to learn about AI, specifically prompt engineering ($H(6) = 132.35$, $p < .001$), how AI works ($H(6) = 49.66$, $p < .001$), how to use AI in their future careers ($H(6) = 197.73$, $p < .001$), and how to use AI to improve their work and learning ($H(6) = 84.5$, $p < .001$).

Respondents from Business are significantly more interested in learning to prompt engineer than respondents from A&S, CMCI, & Engineering (observed differences in mean ranks = 550.55, 436.55, & 402.87 respectively), significantly more interested in learning how to use AI in their future careers than respondents from A&S, CMCI, Engineering, and Music (observed differences in mean ranks = 654.01, 460.59, 405.89, and 1172.18 respectively), and significantly more interested in learning how to use AI to improve their work and their learning than A&S and Engineering (observed differences in mean ranks = 430.10 and 317.14 respectively). Finally, respondents in Engineering are significantly more interested in learning how AI works than respondents in A&S (observed difference in mean ranks = 243.62).

While there were no differences between respondents from different colleges regarding interest in learning about AI ethics, respondents of different genders differ with regards to this issue ($H(2) = 58.06$, $p < .001$). Non-binary respondents are significantly more likely to be interested in learning about AI ethics than men or women (observed differences = 417.19 for women, and 526.48 for men.)

Key Finding: Students most want to learn these skills and knowledge in their **usual classes**.

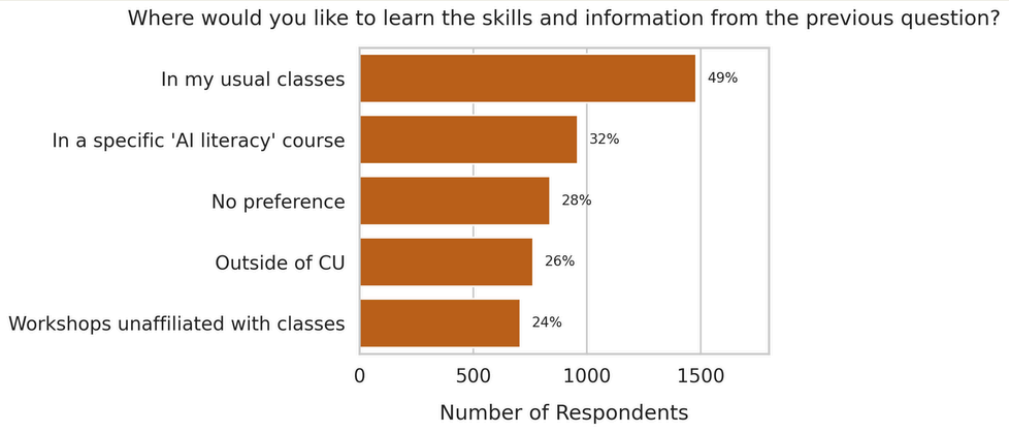

Figure 14. Where respondents want to learn about AI

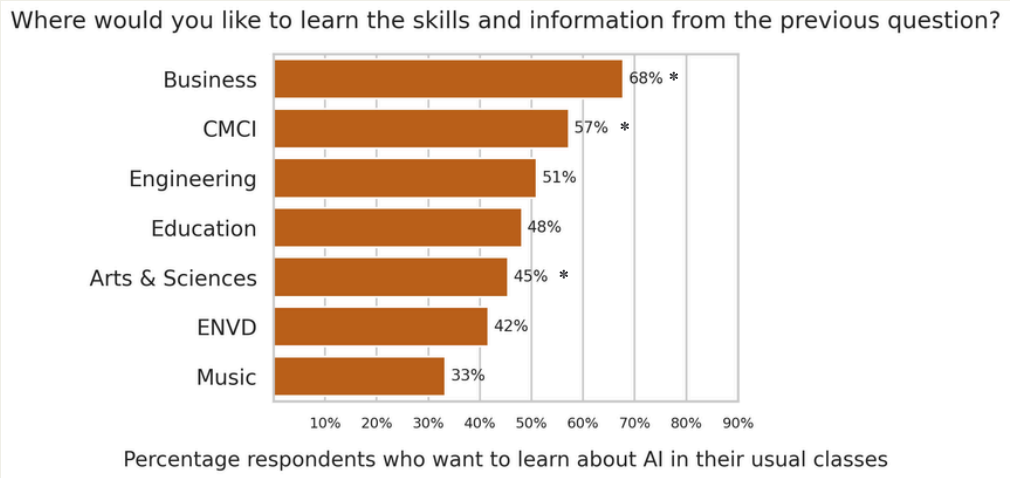

Figure 15. Percentage respondents who want to learn about AI in usual classes, by college. Note: * represents contingency table cells with higher or lower than expected values (with residuals larger than 2.00 or smaller than –2.00)

There is a small but significant association between respondents' college and whether they want to learn about AI in their usual classes ($\chi^2(6) = 63.15$, $p < .001$, Cramer's $V = 0.15$). A higher percentage of respondents in Business (68%) and CMCI (57%) want to learn about AI in their usual classes (residuals = 6.95 and 2.26 respectively), while a lower percentage of respondents in A&S than expected (46%) want to learn about AI in their usual classes (residual = -5.78). A potential takeaway from this is that some colleges have a higher level of interest in AI integration than others, which should be taken into account when lesson plans and policies are developed.

There are also small but significant associations between whether respondents want to learn about AI in an AI Literacy course and their age ($\chi^2(5) = 40.39$, $p < .001$, Cramer's $V = 0.12$) and year in school ($\chi^2(3) = 24.94$, $p < .001$, Cramer's $V = 0.09$). A higher percentage of 23+ year old (46%) and 4th+ year (39%) respondents than expected (residuals = 5.34 & 4.50 respectively) are interested in learning about AI in an AI Literacy course, while a lower percentage of 19-year old (28%) and first-year (27%) respondents (residuals = -2.99 & -3.43, respectively) are interested in learning about AI in an AI Literacy course.

Key Finding: Most students want the AI policy at CU to be the **same campus-wide** (23%) or **different from class to class** (30%).

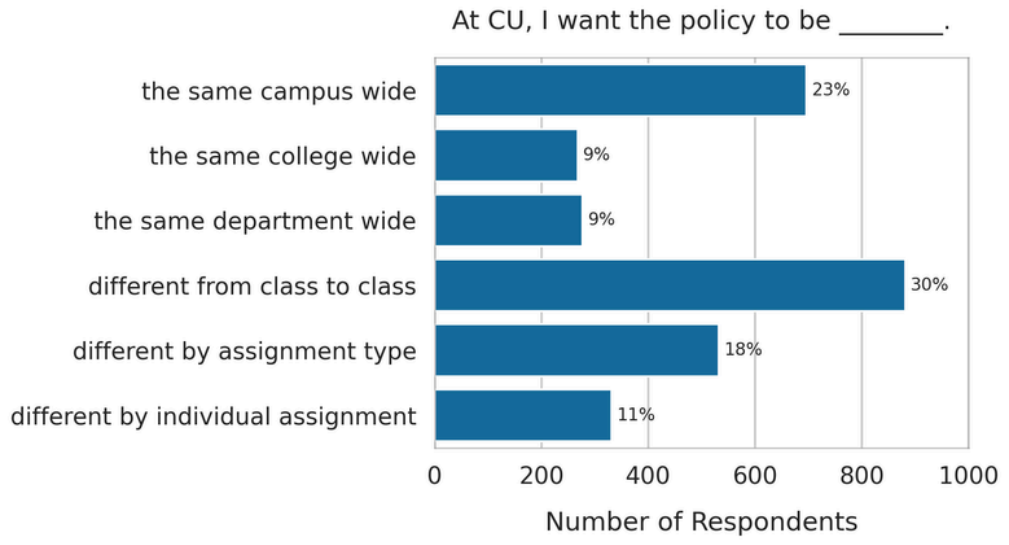

Figure 16. Level at which respondents want uniform AI policy

At first glance, these findings present a conundrum for policymakers of CU, as the two most popular answers are also conflicting. However, some interviewees expressed that a campus wide and different-by-class policy can exist side by side. It seems that respondents want there to be some sort of general AI policy across all of CU that they can fall back on if an instructor doesn't address AI in their class at all. Beyond that, since different classes have different types of assignments, instructors can provide clear guidelines for how AI can be used in their classes.

In addition, there is a small but significant association between respondents' college and their preferences about AI policy ($\chi^2(3) = 53.25$, $p < .001$, Cramer's V = 0.08). While in each college, the highest percentage of respondents want AI policy to be different from class to class, a slightly higher percentage of respondents than expected from Business (14%) want AI policy to be the same college wide (compared to 9% of all respondents, residual = 3.31), and a slightly higher percentage of respondents than expected from Engineering (15%) want the AI policy to be the same department wide (compared to 9% of all respondents, residual = 4.47).

Key Finding: Most respondents think that students should be **able to freely choose** when to use AI in their classes at CU (42%) or that students should be **discouraged but not prohibited** from using AI (39%).

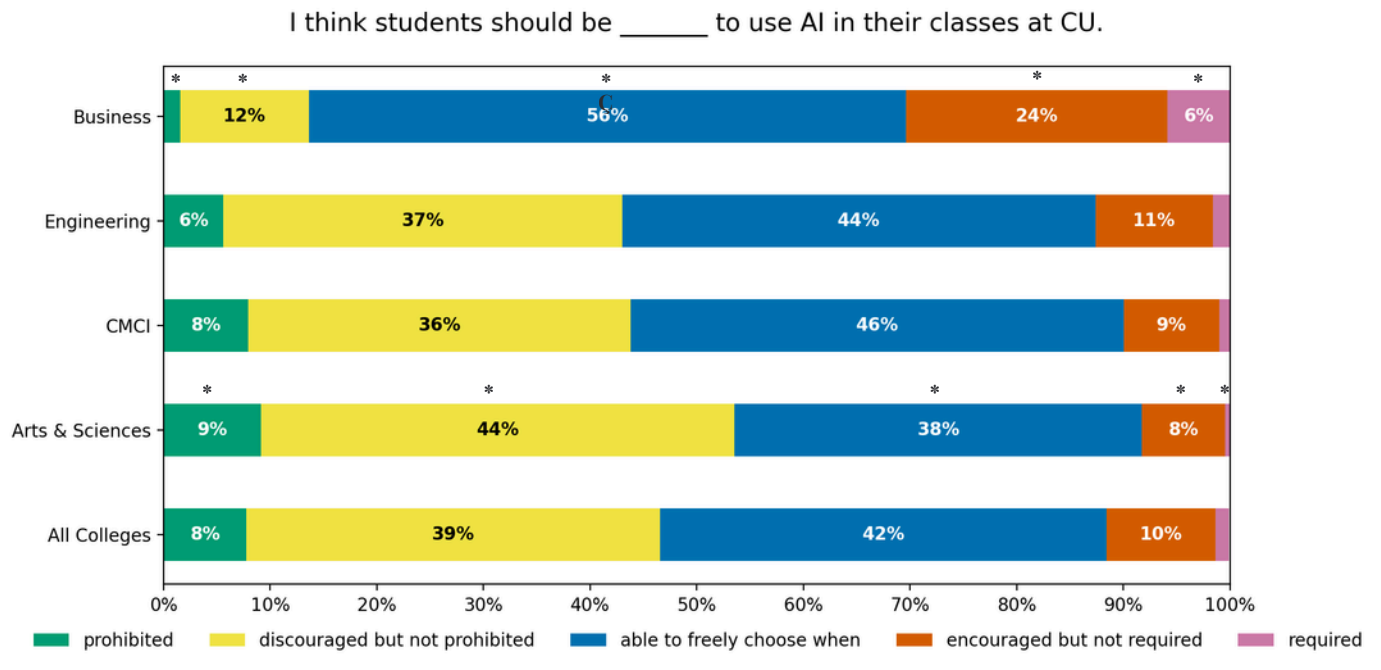

Figure 17. Degree to which respondents think use of AI should be allowed in classes. Note: * represents contingency table cells with higher or lower than expected values (with residuals larger than 2.00 or smaller than –2.00)

There are small but significant associations between whether respondents think students should be able to use AI in their classes and their college ($\chi^2(12) = 261.86$, $p < .001$, Cramer's $V = 0.17$), gender ($\chi^2(8) = 96.82$, $p < .001$, Cramer's $V = 0.13$), age ($\chi^2(20) = 54.98$, $p < .001$, Cramer's $V = 0.07$), and year ($\chi^2(12) = 40.51$, $p < .001$, Cramer's $V = 0.07$).

First, a slightly higher percentage of respondents in Arts & Sciences than expected think AI should be discouraged (44%, compared to 39% of all respondents, residual = 8.07) or prohibited (9%, compared to 8% of all respondents, residual = 4.24). On the other hand, a higher percentage of respondents in Business think students should be able to freely choose when to use AI (56%, compared to 42% of all respondents, residual = 5.50), or that AI use should be encouraged (24%, compared to 10% of all respondents, residual = 8.88) or required (6%, compared to 1% of all respondents, residual = 7.83).

Interestingly, even though older respondents do not use AI as frequently as younger respondents, a higher percentage of 23+ year old respondents than expected (19%) think that students should be encouraged but not required to use AI (compared to 10% of all respondents, residual = 5.19).

Key Finding: Students have **mixed views** on policies that either **require** them to or **prohibit** them from using AI.

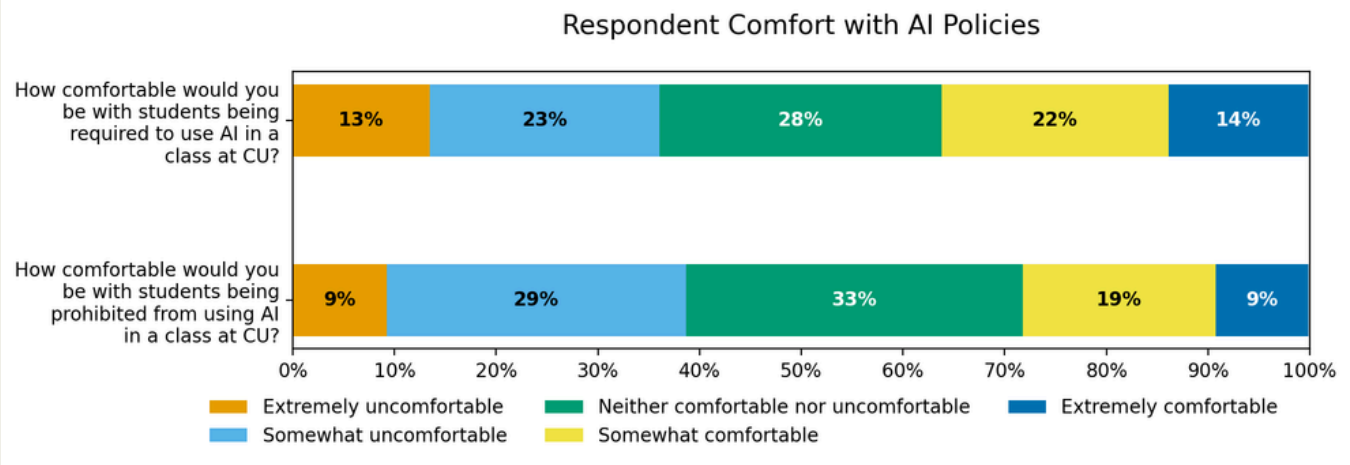

Figure 18. Respondent comfort with being required or prohibited from using AI. Note: these questions were only asked of respondents who did not already select "required" or "prohibited" as their preferred policy.

Respondents who didn't already select that they wanted AI to be required vary on whether they're comfortable being required to use AI, based on the college they're enrolled in ($H(6) = 108.89$, $p < .001$). Respondents in Arts & Sciences and Engineering are significantly less comfortable with AI being required than respondents in Business (observed differences in mean ranks = 505.87 and 408.07 respectively).

In addition, respondents who didn't already select that they wanted AI to be prohibited varied on whether they're comfortable being prohibited from using AI, based on the college they're enrolled in ($H(6) = 67.86$, $p < .001$). Respondents in Business are significantly less comfortable with AI being prohibited than respondents in Engineering and Arts & Sciences (observed differences in mean ranks = 376.05 and 325.20 respectively).

Key Finding: **CU students want guidance** from their professors on acceptable AI use in class.

Figure 19. Degree to which respondents want guidance on acceptable AI use in class. See p. 37 for further details on students' need for clearer policies.

Key Finding: CU students are **comfortable disclosing their AI use**, if using AI is permitted.

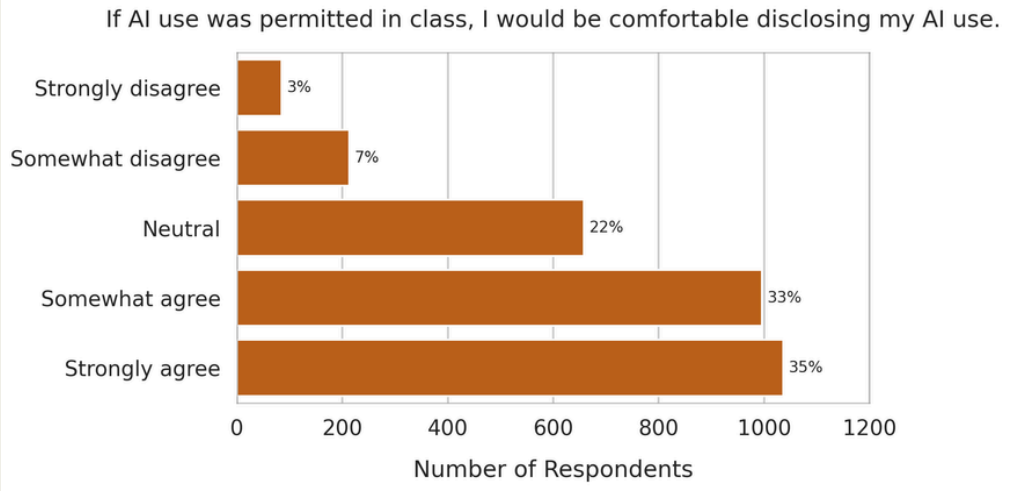

Figure 20. Degree to which respondents are comfortable disclosing AI use

Respondents vary on their comfort with disclosing AI use based on the college they're enrolled in ($H(6) = 60.31$, $p < .001$). Respondents in Business are significantly more comfortable with disclosing their AI use than respondents in Arts & Sciences (observed difference in mean ranks = 344.06).

Key Finding: A majority of respondents are **uncomfortable** with AI being used in grading.

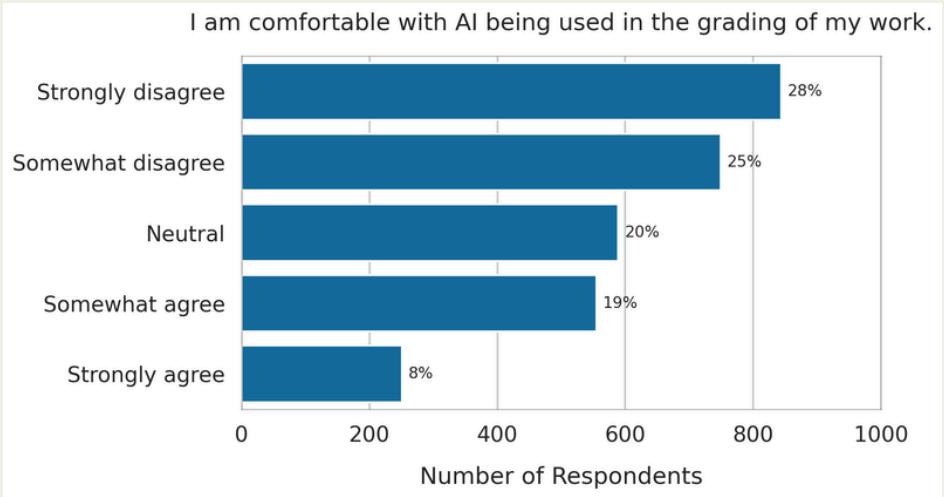

Figure 21. Degree to which respondents are comfortable with AI being used in grading

Respondents' comfort with AI being used to grade differs based on their college ($H(6) = 34.09$, $p < .001$), gender ($H(2) = 37.95$, $p < .001$), and race (albiet, with a very small effect size, $r = -.08$, $p < .001$). Respondents in Business are significantly more comfortable with AI being used to grade than respondents in Arts & Sciences (observed difference in mean ranks = 266.91). Men and women are significantly more comfortable with AI being used to grade than non-binary respondents (observed differences in mean ranks = 442.90 for men, and 402.67 for women). Finally, non-white respondents are slightly more comfortable with AI grading than white respondents (observed differences in mean ranks = 144.88). See p. 39-40 for further nuance on respondents' perspectives regarding AI grading.

Key Finding: CU students are **mixed** on the issue of using AI to design course materials.

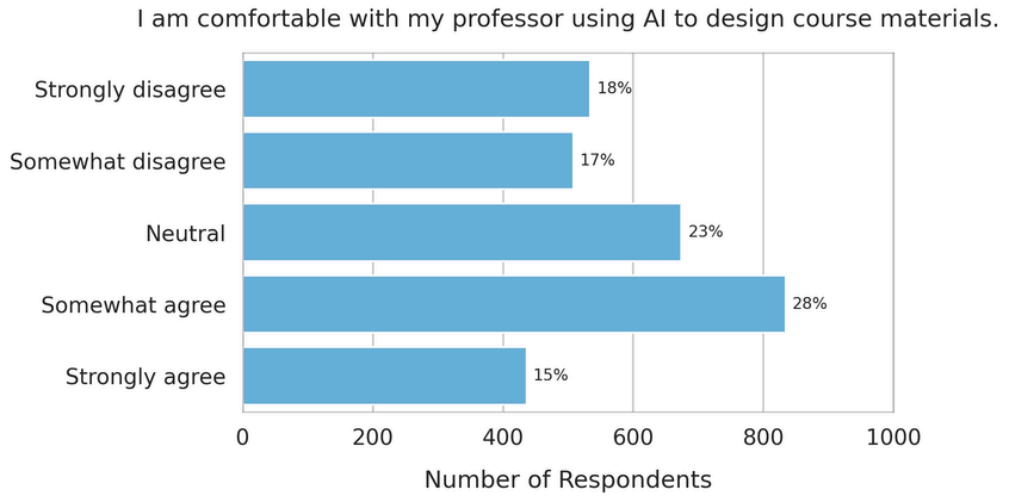

Figure 22. Degree to which respondents are comfortable with AI being used in course design

Key Finding: A majority of CU students are **comfortable with AI detectors being used**; however ~20% are uncomfortable.

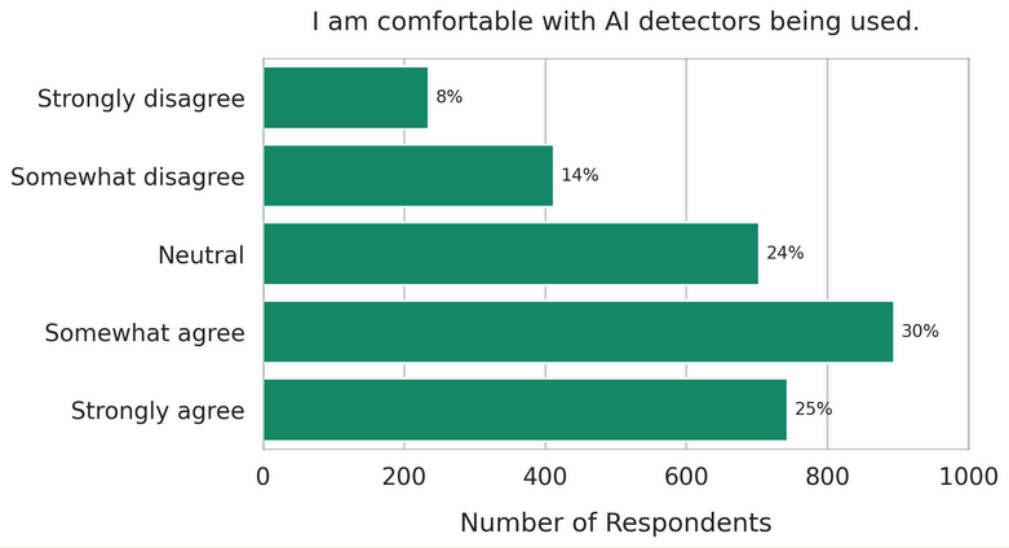

Figure 23. Degree to which respondents are comfortable with AI detectors being used. See p. 38 for further nuance around using AI detectors.

Key Finding: CU students want their **professors to disclose their AI use** (only 3% of students disagree).

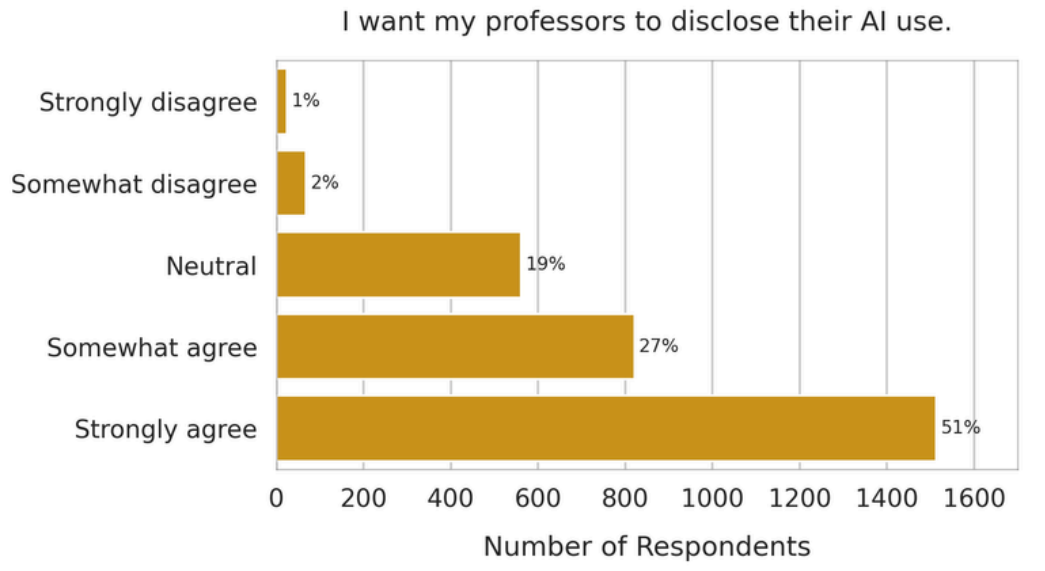

Figure 24. Degree to which respondents want professors to disclose their AI use

Respondents' opinions on whether professors should disclose their AI use varied by gender ($H(2) = 55.56$, $p < .001$) and comfort using English (albiet, with a very small effect size, $r = -.07$, $p < .001$). Non-binary respondents were significantly more in favor of professors disclosing their AI use than both men and women (observed differences = 396.71 for men, and 482.77 for women). Finally, those who rated their comfort using English a 5 were more interested in professors disclosing their AI use than those who rated their comfort using English between 1-4 (observed difference in mean ranks = 352.55).

International Status

In this section, we review distinctions in how respondents answered survey questions based on their status as an international vs a domestic student. We suggest that international students occupy a unique positionality of needing to adjust to new educational contexts in a language they may not be as comfortable using. On p. 17-19 , we demonstrated that students often use AI to make up for a gap in resources they need to succeed. Although we are only able to speculate, we propose that international students may experience a larger need for such resources.

Key Finding: A higher percentage of international respondents have a **positive attitude toward AI** (77%) than domestic respondents (55%).

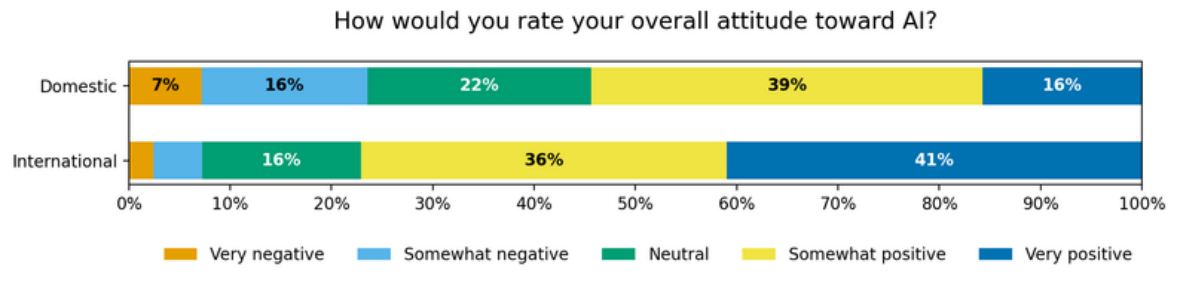

Figure 25. Attitude toward AI by international status

International respondents have significantly more positive attitudes (Mean ranks = 1993) toward AI than domestic respondents (Mean ranks = 1474), $p < .001$; however, there is a very small effect size, $r = -.01$.

Key Finding: International respondents use AI on **more of their academic work** than domestic respondents.

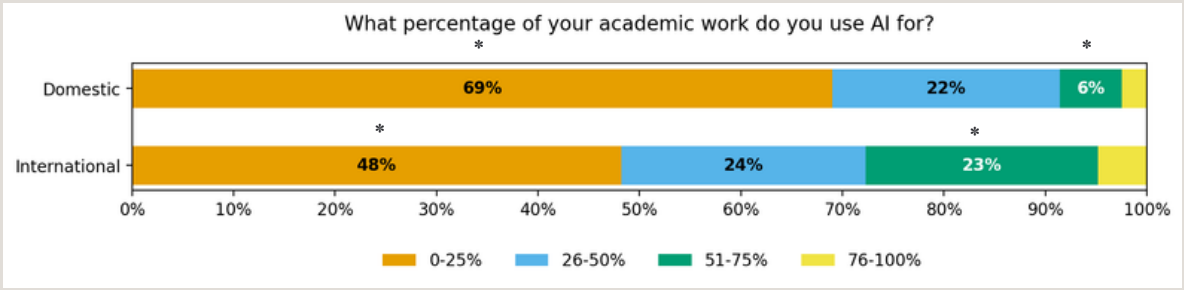

Figure 26. Percent of academic work respondents use AI for by international status. Note: * represents contingency table cells with higher or lower than expected values (with residuals larger than 2.00 or smaller than –2.00)

Based on a fisher-exact test, the percentage of academic work one uses AI for varies by international status ($p < .001$). The cells most contributing to this association are those for completion of 0-25% academic work and 51-75% academic work. More international respondents than expected (23% compared to 6% domestic respondents) use AI for 51-75% of their academic work, while more domestic respondents than expected (69% compared to 48% international respondents) use AI for 0-25% of their academic work.

Key Finding: International respondents use AI more than domestic respondents to create **sections** of academic work (41% vs 21% respectively) and **create whole academic works** (19% vs 3% respectively).

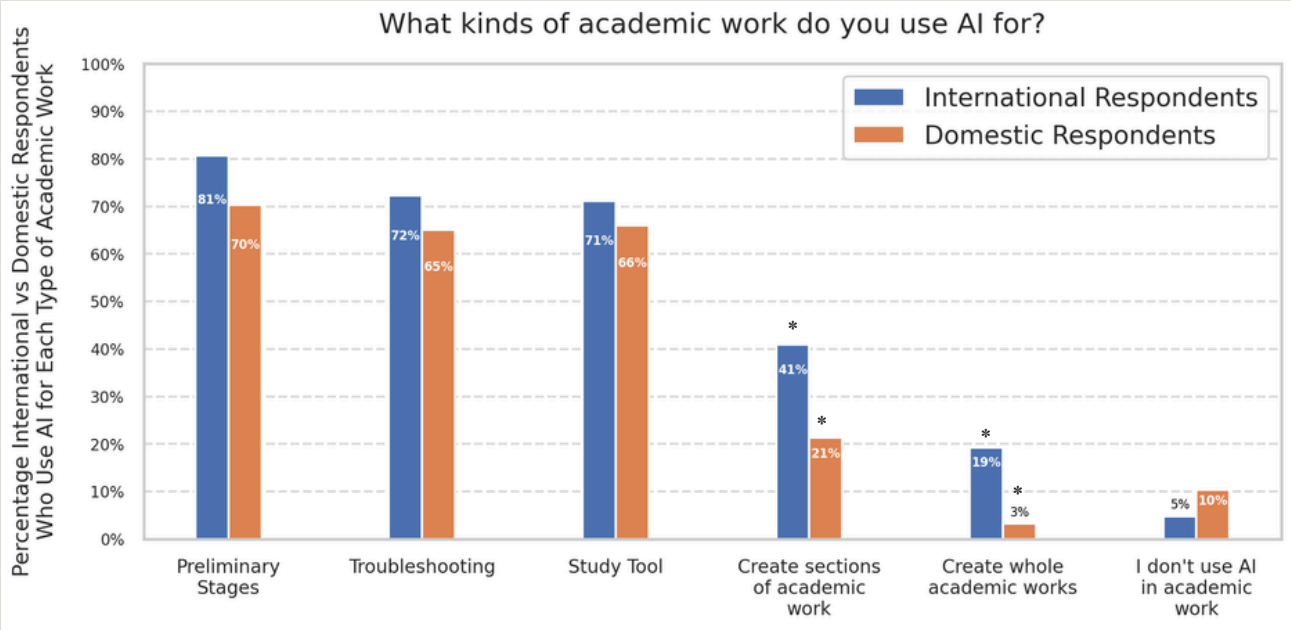

Figure 27. Types of academic work for which respondents use AI by international status. Note: * represents contingency table cells with higher or lower than expected values (with residuals larger than 2.00 or smaller than –2.00)

A significantly higher percentage of international respondents than expected use AI to create sections of academic work ($\chi^2(1) = 18.13$, $p < .001$) and to create whole academic works (fisher-exact, $p < .001$). International respondents are 2.57 times more likely to create sections of academic work, and 7.11 times more likely to create whole academic works than domestic respondents.

Key Finding: International and domestic respondents differ as to whether they choose to use AI in academic work because the assignment has a **large impact on their grade** ($\chi^2(1) = 48.99$, $p < .001$, Cramer's $V = .13$).

A higher percentage of international respondents than expected (30%) use AI on an assignment because it has a big impact on their grade (residual = 7.00), compared to 8% domestic respondents who choose to use AI for the same reason.

Key Finding: International respondents are more likely to say that AI will **play a big role in their future career** (Mean ranks = 1869.89) than domestic respondents (Mean ranks = 1472.38, $p < .001$).

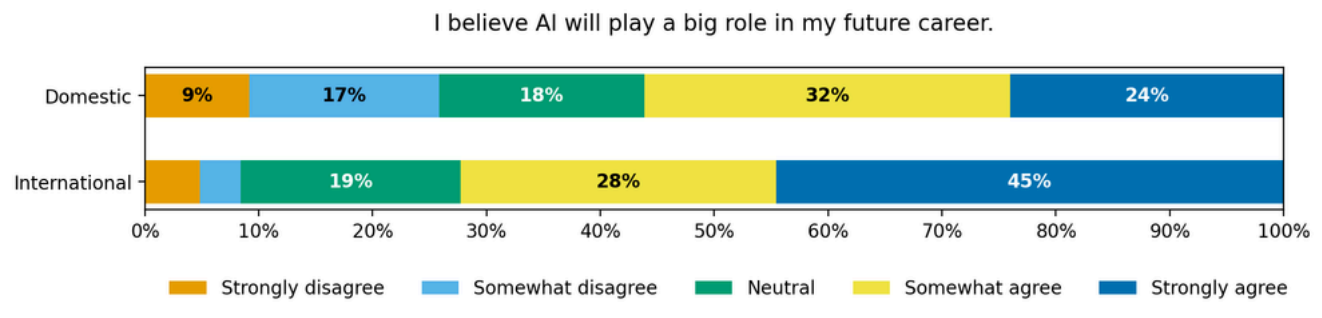

Figure 28. Belief that AI will play a role in respondents' future career by international status

Summary & Implications

International respondents have a more positive attitude toward AI, and report using AI more frequently and in more of their academic work than domestic respondents.

In addition, a higher percentage of international respondents than domestic respondents report using AI in an assignment when the assignment has a high impact on their grade.

We suggest that these findings may point to barriers in the classroom that only international students face, which perhaps explain why this population utilizes AI more often as a tool to navigate academic life at CU Boulder. More research should be conducted to better understand how to support this population in the age of AI.

Student Concerns & Questions

This section reports on themes that arose from a qualitative analysis of answers to the following survey question: "Please share any questions or concerns you have about how AI will be addressed in your classes for the remainder of your time at CU" (adapted from Goldberg, 2024). See "Methods" for more information on the analysis process.

Several themes arose in the data:

- **Opinions on AI Use/Policy** - Respondents have a wide variety of perspectives about AI use and policy at CU. Some respondents think AI should be encouraged in the classroom because its use is expected in the workplace (*positive*), and some are vehemently against the use of AI in education, arguing that the technology is antithetical to the purpose of the university (*negative*). Others take a *middle-ground* perspective, outlining some uses that should be allowed and others that interfere with learning.
- **Clear Policy** – Respondents want their instructors to be clearer about which uses of AI are allowed, so that they don't inadvertently break policy. They want clarity on whether it is okay to use AI to troubleshoot homework, study, and brainstorm ideas, as well as clearer disclosure policies and details on how AI use will be detected in a course.
- **Impact Learning** – Respondents are worried about AI use's impact on their own and their peers' learning – both in individual classes and in long-term skill building and creativity.
- **AI Detection/Accusation** - Respondents are worried about being falsely accused of using AI due to the inaccuracy of AI detectors. Some feel the need to change their (non-AI) writing to make it less likely they will be accused. Respondents suggest dialoguing with students about their process rather than making assumptions about use.
- **Other Students' Use** – Respondents are worried that other students' use of AI will impact them negatively – either through their work being compared during grading, or through having to collaborate during group work.
- **Instructor Use** - Respondents are concerned about their instructors' course-related use of AI, arguing that students and instructors should have the same standards around AI use and policy. Many respondents do not want instructors to use AI to grade their work or create material because of bias and accuracy concerns, and because they want the same level of human consideration given to their work that they put into it.
- **AI Literacy/Ethics** - Respondents have ethical objections to the use of generative AI, and/or they want instructors to teach other students about ethical issues – primarily those relating to environmental sustainability and accuracy.
- **Change Teaching** – Respondents urge instructors to provide more resources and not assign too much work, in order to avoid scenarios where students feel the need to turn to AI. In addition, some respondents suggest turning to in-class assessments only, while are resentful about a shift toward a high weight on in-person only work.
- **Career/Future Concerns** – Respondents are worried about the impact of AI on their career or future.
- **Miscellaneous / Unclear** – Respondents asked questions about future choices CU will make as well as made statements that were either unclear or did not fit into the other categories

Opinions on AI Use/Policy

First, respondents wrote about the degree to which they use or prefer to use AI in their schoolwork, as well as their preferences for a specific AI policy at CU, falling into three different sub-themes: positive, negative, and middle-ground.

Respondents taking a positive view toward AI at CU think that AI should be strongly encouraged or even required in the classroom, because this will help students prepare for the workplace. For example, one respondent wrote, “I fear certain professors not allowing any AI use in HW assignments or being too "old-school," because the reality is AI will be used in our future careers every day and it will be required that you know how to properly use it.” Some respondents expressed the view that AI gets unnecessary judgement, comparing the advent of AI to the invention of the calculator or internet. A common suggestion in this sub-theme was that AI use should be openly disclosed and discussed in the classroom. For instance, one respondent wrote, “I think AI should be used transparently on projects, where teachers can give good feedback on how well they used the tool.”

On the opposite end of the spectrum, some respondents don’t use AI and don’t want its use to be allowed at CU Boulder, for reasons related to many other themes, such as ethical issues (see p. 41) and impact to learning (see p. 37). For instance, one respondent wrote, “I feel that AI is over-utilized and improperly utilized. I don’t trust its outputs to be consistently useful, and I don’t find it to be particularly ethical. The combination of low usefulness and ethical concerns makes it an extremely unattractive tool to me. For the remainder of my time at CU, I strongly hope that AI will continue to be generally prohibited.” Others stated the matter even more strongly: “Students/Professors using it as a supplement for skill or effort is tragic and goes against the spirit of education, curiosity, and academia” and “If a course is going to force me to use ai, it needs to be disclosed during registration so i can avoid it.” Finally, one respondent in this subtheme spoke back against the discourse that generative AI is a necessary skill for today’s graduates: “I don't buy that the future of industries are AI - I think that it is a technology bubble that is highly overvalued and will burst; students from CU should be creative, intelligent graduates who can survive careers with or without AI.”

However, many respondents’ views fall between these two extremes. Respondents in this “middle-ground” view don’t want AI to be required OR banned, because they suggest that there are both positive and negative contexts of use for AI in education. Some uses that respondents suggested were useful for education are “brainstorming,” “studying,” “editing”/“checking grammar,” creating "outlines," “restructuring a paragraph,” “paraphrasing,” “note-taking,” “troubleshoot[ing] homework problems,” “format[ting],” “organizing” one’s own thoughts, “summariz[ing] concepts,” and doing “background research.” Interestingly, a few students expressed that they still use AI for these kind of “helpful” uses even when an instructor forbids AI use: “When there are assignments that say "You are explicitly allowed to use AI for this assignment" I will likely use AI and disclose the fact I used it. I still try to figure out how everything works and how the AI got the output it did. But when it says "you cannot use AI for this assignment" I don't take that too seriously, I will still use Ai for brainstorming and for minor uses, but am much more careful about what I submit and what I understand.” An interviewee echoed this sentiment, explaining, “I'm very straightforward with most of my professors about what I use, and then for some of them that have strict anti-AI policies, I won't tell them that I make my study guide with AI - they just don't need to know. It's more stress than for them than it's worth.”

In contrast to “helpful” uses, the uses that “middle-ground” respondents argued are counterproductive are to "do [your] homework for [you],” or use AI “during tests.” Respondents suggested that to promote helpful rather than counterproductive uses, instructors should “guide students in using AI in ways that will prepare them for the real world…while discouraging use that prevents engagement with course content.”

Other respondents expressed that whether or not AI use is appropriate in education depends upon the department or the course. For instance, one interviewee explained that “coding” uses are “a very clear use of the tool that makes a lot of sense” because in coding there are “very complicated errors” that “get hard to find. AI is a great tool…to come in, clean everything up and make it easier. But writing…it does allow a lot of laziness or repeating everything that AI has been trained on.”

Finally, some respondents expressed that the reason they would not advocate for a blanket ban of AI tools is that AI can be helpful for students with disabilities: “As a student with a learning disability, I had, in the past, been encouraged to use Grammarly, but since implementing generative AI into their system, I have been told never to use it. I see a blanket ban on the use of generative AI as harmful to students with disabilities.”

Clear Policy

In the “clear policy” theme, respondents expressed that they wanted expectations to be clearer about what type of AI use should be allowed in their classes. Respondents expressed that if the policy is not explicit, then they might accidentally break it: “i’m concerned because I want to use it, but not break policy. But if it’s not talked about in class I could get in trouble and break policy without knowing.” To resolve this, another respondent argued that “clarification from professors at the beginning of the course would be more helpful than reprimanding the class after it was used by students.”

“Clarification from professors at the beginning of the course would be more helpful than reprimanding the class after it was used by students.”

There is no consensus among respondents about whether there should be one AI policy for the whole school or many individual policies; however, most respondents just want the policy to be maximally clear. Some respondents expressed that having different policies class to class is overwhelming: “It would also be much less confusing if all of CU or all one major had the same AI policy.” However, others argued that “Every class has a different need, for example in many of my education courses AI is used by most people to help lesson plan. I just want my professors to be transparent.”

One element of transparency for respondents is clarifying whether specific uses of AI are allowed. Many respondents expressed sentiments like “I’m worried that the many different uses of AI will not be distinguished from each other in classes and CU's AI policy.” Others asked questions about these specific kinds of AI use: “They just say you can’t use it? But to what extent? If I need help on homework can I get AI help? I get not using it for answers but they are vague about it.” “what are the guidlines of AI use for learning or studying?” “I wonder what exactly AI being prohibited means. For example if I use ai to help teach myself a math topic, is that considered prohibited?”

In addition to clarity of overall AI policy, some respondents expressed that they wanted professors to be clearer about their process for detecting misuse of AI, and a few respondents expressed wanting professors to be clearer about when disclosure of AI is required and how to go about the process of identifying what they used AI for. For example, one respondent wrote “If I were to use AI while researching for an assignment, I would be somewhat unsure of what to include in my AI disclosure form. Which pieces of information did I learn from AI compared to other sources?”

Impact Learning

In the “impact learning” theme, respondents expressed worry about themselves or other students becoming dependent or over-reliant on AI in their schoolwork, and this dependence interfering with learning. Respondents wrote about how using AI for coursework in specific classes leads to them not learning from these classes. For example, one respondent wrote, “I think it’s easy to get stuck in a loop where you use AI for one assignment and have to use it for future assignments because you didn't learn any of the previous material an assignment built off of.” Others wrote about this happening to their friends or acquaintances: “A large majority of my friends [in engineering] use AI to solve problems for them, and they struggle to solve problems themselves as a result. I see designs and analysis done by AI with large issues that the students who ‘made’ it don't know how to solve. It leads students to look to others for solutions instead of solving it themselves.”

Many respondents also discussed concern about long-term impacts not specific to individual classes, such as users of AI decreasing in their “critical thinking” and development of “original thought,” “reading comprehension,” “writing” ability, "creativity," “work ethic,” ability to “consider possible biases”, and critically, ability to do high-skilled jobs or pass licensing exams. For example, one respondent wrote, “I would not want to be treated by a doctor who got their degree by consulting ChatGPT.” Similarly, another

said “If students are able to earn a degree in subjects such as law, engineering, or medicine while not fully knowing the content, the public's lives are in their hands, and they are not capable hands.”

Finally, a few respondents also voiced their concerns that education itself will be devalued in the age of AI: “If students rely on AI to think for them, people will be less likely to think independently (because they won’t have to), and education will become devalued.”

AI Detection/Accusation

In the theme of “AI Detection & Accusation,” respondents expressed concern that AI detectors aren’t accurate and/or that they don't want to be falsely accused of using AI by a professor. For example, a typical comment in this theme is: “I am afraid that my own original work will be flagged as AI, potentially resulting in an honor code violation.” Many respondents expressed that there is a double standard around using AI to catch AI use: “It’s annoying when teachers prohibit AI usage for assignments, but use AI to detect AI usage.”

As expressed in our discussion of AI accusations at CU Boulder (p. 16), some respondents mention the anxiety caused from trying out detectors on their own work, and seeing that their work is flagged as some percentage AI-generated. This issue also manifests in respondents expressing that they are worried about being falsely accused because their writing sounds “too academic” (some mentioned linguistic features such as “ampersands, em dashes, semicolon[s]” and transitions like “but” and “therefore”). One respondent described how they felt stuck between expectations of having “the best work possible, but also making sure it is not good enough that it could trigger an AI detector or a professor's non-disclosed self-made criteria.”

Unfortunately, fear of being accused makes some respondents feel that they need to change their writing style: “Everything I write is my own words, and I hate that when I run it through a checker, that sentences that sound scholarly and use sophisticated vocabulary are said to be AI generated. This makes me feel the need to change my writing, so I am no longer writing like my authentic self. I have always been a strong writer, so this system is completely biased and unfair. We shouldn’t be scared to use high level vocabulary and sentence structure in college just because of the AI checker repercussions.” Along these lines, an interviewee described adding “2 to 3 typos to make sure that [their work] is seen as human. Or like 2 to 3 grammar errors, because typically that does not appear in AI work.”

To resolve this issue around detection and accusation, some respondents suggest that instructors should have a conversation with students they suspect of breaking their AI policy, rather than assuming guilt based on a result from a detector. Interviewees suggested having open dialogues with students, with questions such as “‘Hey, I've noticed that you use AI on this piece. Could we have a meeting about it? I want to learn how you used it... because I want to make sure that you're getting the most from this assignment that you can.’” Another suggested asking “Were you overwhelmed in this setting?’” because “maybe it still wasn't the appropriate choice to use AI in it, but to understand the ‘why’ might allow us to restructure things in order for people to not feel so desperate that they're willing to fail a class.... to get through this one assignment.”

In contrast to the majority of respondents, it's important to note that some respondents do want AI detectors to be used because they are bothered by other students using AI, particularly on discussion posts: “It irritates me how obvious AI submissions are for discussion posts when doing online classes. It's pretty clear when it's AI, but the professors rarely notice. If there's no AI checker, professors will miss a lot of its use, which makes the discussion posts harder as you have to pick which AI slop comment you have to reply to. It just makes the learning experience really dry” (see also the next theme, “other student use”).

“We shouldn’t be scared to use high level vocabulary and sentence structure in college just because of the AI checker repercussions.”

Other Students' Use

Respondents had strong feelings about other students' use of AI. In this theme, respondents wrote about how other students are cutting corners in their school work, using AI even when it is banned. Many worried about getting a worse grade or not being able to finish as quickly as students who use AI. For example, one respondent wrote "I have had instances where AI was prohibited for use during exams and students in my classes are using AI on the exams and getting perfect scores while those of us who follow the policy are left with worse grades." Another explained that "if you don't use it to complete assignments, it can appear that you are behind your peers in terms of writing/computational skill."

In the long term, respondents want to know that they've worked equally hard to get an education, and worry that others' AI use will hurt their own learning experience or that it will "cheapen secondary education." For example, one respondent wrote "I am concerned that AI submissions will reduce the expectations for our work and that I will not receive the feedback that I need to grow and better understand the concepts."

Interestingly, one interviewee expressed that even though they knew they were "doing the right thing" by not using AI, they were envious about the time being saved: "It's like I've had assignments take me like all over like 3 hours, and they'll be like, Oh, I did it in 20 minutes, using these different resources. ... I'm frustrated because I'm seeing you getting through it so quickly, and I'm envious of that because you just got 2 extra hours of your day - that I didn't have."

Instructor Use

Respondents also had very strong feelings about their instructors' use of AI. There were two critical ideas brought up in this theme: 1) instructors need to disclose any course-related use of AI to students, and 2) if students are not allowed to use AI, then instructors shouldn't be allowed to, and vice versa. For example, one respondent wrote "I want to know where the line is. Because in a lot of classes it seems that professors urge against A.I, but will use A.I. themselves in their grading and work too."

Respondents wrote about multiple reasons they did not want instructors to use AI for grading or creating course material. First, respondents are concerned about accuracy, bias, and clarity. As one respondent described, "I am concerned about AI being used for grading because one of the classes I am currently in seems to be doing that but the grades are not reflective of our work." Another respondent expressed that "Having AI structure or organize course material might lead to a mess and confusing class or lab," explaining that a professor who encouraged the use of AI created a powerpoint with unclear instructions that they believed were AI-created: "It took me 5 minutes to

Other respondents wrote about other ways that AI use bothers them in their classes. Several wrote about being uncomfortable when other students use AI in discussion posts or group projects: "In my classes, I have already seen other students use Generative AI to completely sidestep their section of work for group projects. I am worried it encourages students to take the easiest way possible (writing nothing), and creates impossible standards on the level of work a student can do." A few are also worried about other students using AI in creative work, e.g. writing or art: "AI should not have a place in art departments. It is deeply uncomfortable and unnerving to know fellow students do not find it ethically bankrupt to use AI for creative projects."

However, it's important to note that some respondents had a more neutral reaction to other students' AI use, writing that it's their own decision to short-cut their learning: "I think schoolwork will to some degree need to adapt to ensure that students don't lose the ability for critical thought. But to some degree I think it is a personal choice." In addition, a few respondents expressed concern about what some students go through and why they might turn to AI, one interviewee distinguishing between legitimate reasons, like when students have "multiple jobs in order to sustain themselves and, like, pay rent, and they can't do all their assignments because of that" and bad reasons like making an "active choice" to party instead of doing the assignment.

> "It took me 5 minutes to understand the lab when talking to him, but me and my group couldn't decipher the powerpoint for weeks."

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Second, respondents want human attention to their work. As one interviewee explained, "if you want your work to speak for you and you're not going to use AI because you want that authenticity, then you wouldn't want the AI to speak for you and how it's grading. You would want the teacher to connect with your work as a person because you, as a person, wrote it." Importantly, many respondents also connected their feelings about AI grading to the cost of attending CU: "I am paying thousands and thousands of dollars to go here, its a disgrace that you think that price tag doesn't deserve dedicated genuine teaching by real people."

"I feel that rather than learning by formulating clever responses, I am simply writing nonsense to please the AI."

Beyond respondents' feelings about instructor use of AI, some wrote about additional consequences of this use. For example, a few wrote about losing motivation when instructors use AI to grade an assignment: "I feel that rather than learning by formulating clever responses, I am simply writing nonsense to please the AI." One interviewee explained his feelings on AI grading in depth, pointing to a transactional understanding of higher education: "oh, this assignment's going to be graded by ai....how do I game this specific ai? I'm going to Google exactly what I need to do to get a perfect grade. And even if typing in complete nonsense is what gives me a good grade, if a teacher doesn't have the respect for my time, then I'm not going to do a good faith attempt at the assignment. If I'm being graded by a robot, I'm going to have my work done by a robot. And so for [that situation], what gave me a good grade was using a lot of like underlining and bolding in italics was what I determined to be indicative of a high quality output."

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A few others wrote about how instructor use would change their view of an instructor's qualifications: "If I knew a professor used generative AI to create course material, I would not only question the accuracy of the information, but would also question if they are qualified to teach that material at all." Finally, one respondent imagined further consequences of such reliance on AI in teaching and learning: "I would be immensely dissatisfied if I had to be taught by an AI rather than an expert in the field like I'd expect from a college institution. Educators are already critically undervalued, and I'd worry that reliance on AI in this sector (not to mention many other sectors that rely fundamentally on human elements) would be a slippery slope."

However, it's important to note that some respondents thought it would be okay for instructors to use AI as a tool. For example, one respondent wrote "AI is fine for preliminary grading however it should not be the end all be all of grading." Other respondents expressed nuanced distinctions between the types of assignments it would be acceptable for AI to grade: "When AI is used for grading, it shouldn't be used for grading quality, only quantity and answers that have a specific "correct" answer. Feedback should also be (at least mostly) given by teachers and not AI generated unless stated and depending on the assignment/feedback type and purpose."

An interviewee also provided more nuance around using AI as a tool for developing materials: "I don't think it would be bad for them to use it as preliminary outlining or something like that....if they disclose their AI usage, I would feel better about them using AI. I do think it would hold them a bit more responsible about how they use AI, which is good, but I also think it would kind of create comradery...it would show the students that your professors aren't above using it. We're all just trying our best to figure out how to use this new tool and it would just kind of help it be normalized in a way that's not reductive of the human process or anything harmful like that."

AI Literacy/Ethics

In the AI Literacy/Ethics theme, respondents wrote about their ethical concerns related to generative AI, such as accuracy/misinformation stemming from how AI works, environmental issues, loss of humanity, and concerns about intellectual property in art/writing.

For some respondents, ethical issues, particularly environmental issues, are a reason that the use of AI should be discouraged at CU (see also the opinions on use/policy subtheme on p. 36): "I genuinely believe that AI should not be promoted in the college setting, especially if a college like CU is so outspoken about environmental awareness; AI is horrible for the environment and uses more energy than necessary to get the same amount of work done." Another respondent wrote that they feared that an "integrative approach" to generative AI will mean that "the ethical and environmental consequences will be largely overlooked by both professors and students alike."

Ethical issues are also a reason that a few respondents want individuals at CU to be more transparent about AI use, in order to protect their creative work. For example, one respondent wrote, "I would like to see more transparency on where and when AI is being used. Especially as an artistic person who does not want my art to be used to train AI models, I want control of where and when my data can be used."

One of the central issues expressed within this theme, however, is that instructors should teach students about ethical issues related to AI. While a few respondents expressed wanting to "learn more about ethics," most respondents in this subtheme expressed that, due to their own understanding of ethical issues, other students could benefit from learning more about the ethics of AI. Environmental issues were also central here, e.g. "I…am concerned about how little people know about environmental consequence[s] of AI and that that is not addressed by teachers."

"I…am concerned about how little people know about environmental consequence[s] of AI and that that is not addressed by teachers."

"I think a course about anything & everything AI would actually be incredibly helpful because it would just bring more awareness to the subject in areas that people don't even know exist.

Finally, some respondents also expressed that a whole AI literacy course could be useful. For some, such a course would only include the ethical issues: AI "is not environmentally safe, it does far more harm than good, which is dangerous. But a lot of people do not know this. I think students AND staff would benefit from taking a required AI course at CU. I think with the changing world, it's an absolute must. It is taking over, quicker than we've anticipated. So, it's extremely important right now to prioritize that."

For others, an AI literacy course might introduce ethical issues alongside ways to use the technology. For example, one respondent wrote that CU should require all incoming students to take a course on "how to appropriately use and limit AI use in academic and creative settings, the ethical issues with AI use, how AI works, and how to do research information on your own so that you can also learn to spot errors in AI, which would be helpful for warning students about not taking everything AI outputs as truth through first-hand experiential learning."

Another interviewee who emphasized both ethical issues and learning how to "use" AI explained that "an AI course could really be really interesting not only on how to conduct yourself with AI but also just the structure of it. How does the code work? How does training in AI work? What are the environmental implications of an AI tool? Because there's servers that have to be run and there's cooling that has to be done. So, there's resources--real world resources that are going into running AI that will eventually impact the environment. So, I think a course about anything & everything AI would actually be incredibly helpful because it would just bring more awareness to the subject in areas that people don't even know exist."

Change Teaching

In the "change teaching" theme, respondents wrote about how instructors should change their teaching to rectify gaps that students may be using AI to fill. Respondents suggested many different types of changes, related both to workload and lack of understanding in their courses. Some individual suggestions are providing clear slides, addressing gaps in skills (such as outlining or researching), providing practice before being assessed, encouraging students to come to office hours, getting rid of late penalties, and avoiding busy work/assigning too much work.

For example, one respondent asked CU faculty to critically reflect on this last point: "Some students feel they need to use AI to summarize large sections of text because they mainly don't have time to read all of it or aren't interested in the material. Neurodivergent students may be particularly vulnerable to this (I myself have ADHD and anxiety). Sometimes I have to — for one class — read 90+ pages of work in less than two days, take detailed notes, and answer questions on it. The amount of homework teachers assign HEAVILY influences a student's decision to use AI. Having so much homework to the point that they're in a constant cycle of burnout the entire semester may cause students to turn to AI so they can save time and thereby focus on relaxing and their mental health. Essentially, I would like to see ALL teachers address this concern (i.e. that assigning an extremely heavy homework load could cause students to turn to AI). All too often I have had teachers assign tons and tons of homework and then wonder why their students aren't doing well academically in their class, aren't engaged/participating, aren't coming to class as often, and are using AI more and more."

Another major subtheme is that instructors should assess learning differently in the age of AI, implementing more in-person assessments and challenging assessments where AI might not apply, in order to limit AI use in education. Focusing on student learning, one respondent wrote that "In-class quizzes, for example, would be a way to keep students accountable for learning because it removes their access to AI and forces them to learn the material." Other respondents echoed this point, with an emphasis on compliance: "It is crucial to continue paper and pencil midterms and finals due to the already heavy usage of AI around campus." Respondents also suggested that instructors should design assignments in which "AI [isn't] applicable, meaning non tedious assignments where finding the answers is easy to do with AI."

Interestingly, other respondents' comments conflicted with this idea, as some complained about a renewed focus on paper tests and a more challenging workload since the advent of AI. For example, one respondent explained a situation in which a course "had to stop doing online quizzes because people used AI, we thus went back to paper quizzes for the rest of the semester. This experience has stayed with me, the online quizzes were convenient, could be done in your own time... to have a few people go and use AI and screw it up for everyone has angered me." Another respondent wrote about the grade weighting changing in the age of AI: "In so many of my classes, homework is worth next to nothing and exams are between 70 and 80% of the grade. I believe this is due to AI and students cheating, but it is punishing the students who actually do the work." Others expressed worry about potential changes to come. One respondent wrote, "Almost like doping in sport, I'm concerned that classes will increase difficulty and workload under the assumption that AI will be used regardless of class restrictions."

Career/Future Concerns

In the "career/future concerns" category, respondents expressed fear that there would be fewer jobs available because of generative AI, in careers as varied as art, writing, computer science, and education. For example, one respondent wrote "it's a little concerning to see a future where so many creative jobs are obliterated by AI" and another wrote "I am concerned that AI would overtake educational jobs." One respondent also connected overuse in education with a fear for career impacts: "I have concerns for the use of AI as a replacement rather than a supplement for education, reducing the efficacy of our graduates and thereby worsening our job prospects." In addition to their jobs being replaced by AI, some

"I have concerns for the use of AI as a replacement rather than a supplement for education, reducing the efficacy of our graduates and thereby worsening our job prospects."

respondents also expressed concern about changes they forsee in their chosen field brought about by reliance on AI.

For example, one resopndent wrote “As somebody going into the medical field I do have some concerns about myself and my peers maybe becoming too comfortable with AI in a field that it isn't always accurate since medicine varies from person to person.” Another wrote “Specifically as an English major, I'm very concerned about what this trend of accepting AI in the field means for the future of literary studies.”

Respondents also expressed worry about other negative impacts on society based on the way generative AI is used or because of AI-generated content. For example, respondents suggested the advent of AI could lead to less human communication, and fewer new ideas. For example, one interviewee explained, “I have a fear that ai recycles very heavily.... I fear that we will end up at a point where we have no new things or not very many new things and new ideas in the world.” Some respondents also expressed being worried about the future capabilities of generative AI and their impacts: “My only concern is with AI itself and its future capabilities and how it will be used by society.”

However, it’s important to note that some respondents took a more nuanced approach in this theme: there were some respondents who were otherwise positive about AI, but still mentioned potential career impacts. For example, one respondent wrote “As long as AI is not displacing any workers at CU I dont think it is an issue if people use it.” And another wrote about feeling like they needed to use it despite complex feelings around job impacts: “I hate that it could replace jobs, but since I will be owning a business, I can see needing it in the future and still being able to do my job, so it is important that we can work with it now.”

Miscellaneous

Finally, In the miscellaneous/unclear theme, respondents’ comments were either unclear or did not fit into one of the other categories.

Some comments in this theme were genuine questions about CU’s plans or future actions around AI. Some of these questions had a slight negative slant toward AI, such as “what will AI requirements look like in future classes?”, and “Will AI resources be given if AI is required?” Others had a slight positive slant toward AI, such as “Is AI ever going to be completely allowed?” and “I would love to see how CU adapts to the changing technology.” Other questions were more neutral, such as “Are there plans for specific policies around AI to be updated school wide?” and “What is the current movement from CU in the use of AI going forward?”

It’s clear that the issue of AI at CU Boulder is multi-faceted and ever-changing. At CU, there are a wide variety of perspectives around this technology. Respondents have many questions about what CU will do in the future when it comes to AI, and look forward to future information and clarification.

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Appendix A: Statistical Tests

This appendix contains statistical tests performed to determine whether responses differ by respondents' college, year in school, age, modalities of classes taken, international status, gender, race, and degree of comfort using English to communicate. Sections for each survey question are arranged by test type, and within each test type, are presented in the same order as the body of the report.

Chi-Squared Analyses

Bolded/starred residual values represent cells that have a higher than expected or lower than expected value (residuals greater than 2.00 or less than -2.00).

Table 3: Chi-squared Analyses for 'Which AI-powered tools do you use?'

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
Chat-GPT - by Age	33.47	5	3.04E-06	0.11	NA	2992		Didn't select "Chat-GPT"	Selected "Chat-GPT"
							18	0.17	-0.17
							19	-1.44	1.44
							20	**-2.38***	**2.38***
							21	-1.06	1.06
							22	1.10	-1.10
							23+	**5.32***	**-5.32***
Grammarly - by Age	28.96	5	2.36E-05	0.10	NA	2992		Didn't select "Grammarly"	Selected "Grammarly"
							18	-1.67	1.67
							19	**-2.83***	**2.83***
							20	0.13	-0.13
							21	0.97	-0.97
							22	-0.07	0.07
							23+	**4.70***	**-4.70***
Google AI Overview - by Age	9.36	5	0.1	NA	NA	2992			
Gemini - by Age	8.54	5	0.13	NA	NA	2992			
Microsoft Copilot - by Age	23.67	5	3.90E-04	NA	NA	2992			
I don't use AI - by Age	33.75	5	2.67E-06	0.11	NA	2992		Didn't select "don't use AI"	Selected "don't use AI"
							18	-0.26	0.26
							19	1.72	-1.72
							20	**2.80***	**-2.80***
							21	0.39	-0.39
							22	-1.31	1.31
							23+	**-5.13***	**5.13***
Chat-GPT - by Gender	138.22	2	<2.20E-16	0.22	NA	2989		Didn't select "Chat-GPT"	Selected "Chat-GPT"
							man	-0.35	0.35
							non-binary umbrella	**11.64***	**-11.64***
							woman	**-4.92***	**4.92***

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
Grammarly - by Gender	89.02	2	<2.20E-16	0.17	NA	2989		Didn't select "Grammarly"	Selected "Grammarly"
							man	**8.13***	**-8.13***
							non-binary umbrella	**3.31***	**-3.31***
							woman	**-9.41***	**9.41***
Google AI Overview - by Gender	3.38	2	0.18	NA	NA	2989			
Gemini - by Gender	14.73	2	6.34E-04	NA	NA				
Microsoft Copilot - by Gender	37.09	2	8.84E-09	0.11	NA	2989		Didn't select "Copilot"	Selected "Copilot"
							man	**-5.95***	**5.95***
							non-binary umbrella	**2.32***	**-2.32***
							woman	**4.74***	**-4.74***
I don't use AI - by Gender	166.09	2	<2.20E-16	0.24	NA	2989		Didn't select "don't use AI"	Selected "don't use AI"
							man	-0.52	0.52
							non-binary umbrella	**-12.59***	**12.59***
							woman	**6.20***	**-6.20***
Chat-GPT - by College	58.61	3	1.16E-12	0.14	NA	2906		Didn't select "Chat-GPT"	Selected "Chat-GPT"
							A&S	**7.27***	**-7.27***
							BUS	**-5.59***	**5.59***
							CMCI	**-2.03***	**2.03***
							ENG	**-3.18***	**3.18***
Grammarly - by College	38.09	3	2.70E-08	0.11	NA	2906		Didn't select "Grammarly"	Selected "Grammarly"
							A&S	**-2.13***	**2.13***
							BUS	-1.99	1.99
							CMCI	**-2.24***	**2.24***
							ENG	**5.85***	**-5.85***
Google AI Overview - by College	4.91	3	0.18	NA	NA	2906			
Gemini - by College	49.39	3	1.08E-10	0.13	NA	2906		Didn't select "Gemini"	Selected "Gemini"
							A&S	**5.83***	**-5.83***
							BUS	**-5.24***	**5.24***
							CMCI	1.13	-1.13
							ENG	**-3.78***	**3.78***
Copliot - by College	124.36	3	<2.20E-16	0.21	NA	2906		Didn't select "Copilot"	Selected "Copliot"
							A&S	**10.14***	**-10.14***
							BUS	**-6.10***	**6.10***
							CMCI	0.57	-0.57
							ENG	**-8.13***	**8.13***

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
I don't use AI - by College	32.81	3	3.53E-07	0.11	NA	2906		Didn't select "I don't use AI on academic work"	Selected "I don't use AI on academic work"
							A&S	**-4.86***	**4.86***
							BUS	**4.95***	**-4.95***
							CMCI	1.32	-1.32
							ENG	1.15	-1.15
Chat-GPT - by Comfort Using English	0.002	1	0.96	NA	NA	2990			
Grammarly - by Comfort Using English	2.70	1	0.10	NA	NA	2990			
Google AI Overview - by Comfort Using English	3.26	1	0.07	NA	NA	2990			
Gemini- by Comfort Using English	0.04	1	0.85	NA	NA	2990			
Microsoft Copilot - by Comfort Using English	0.77	1	0.38	NA	NA	2990			
I don't use AI - by Comfort Using English	2.62	1	0.11	NA	NA	2990			
Chat-GPT - by International Status	8.03	1	4.60E-03	NA	NA	2977			
Grammarly - by International Status	0.07	1	0.79	NA	NA	2977			
Google AI Overview - by International Status	0.40	1	0.53	NA	NA	2977			
Gemini- by International Status	17.48	1	2.90E-05	NA	2.48	2977		Didn't select "Gemini"	Selected "Gemini"
							Domestic	**4.18***	**-4.18***
							International	**-4.18***	**4.18***
Microsoft Copilot - by International Status	28.27	1	1.06E-07	NA	3.45	2977		Didn't select "Copilot"	Selected "Copilot"
							Domestic	**5.32***	**-5.32***
							International	**-5.32***	**5.32***
I don't use AI - by International Status	4.07	1	0.04	NA	NA	2977			
Chat-GPT - by Year in School	8.55	3	0.04	NA	NA	2980			
Grammarly - by Year in School	13.14	3	4.35E-03	NA	NA	2980			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
Google AI Overview - by Year in School	2.4	3	0.49	NA	NA	2980			
Gemini- by Year in School	0.98	3	0.81	NA	NA	2980			
Microsoft Copilot - by Year in School	3.74	3	0.29	NA	NA	2980			
I don't use AI – by Year in School	10.47	3	0.01	NA	NA	2980			
Chat-GPT - by Modality of classes taken (async vs else)	4.12	1	0.04	NA	NA	2990			
Grammarly - by Modality of classes taken (async vs else)	8.71	1	3.16E-03	NA	NA	2990			
Google AI Overview - by Modality of classes taken (async vs else)	0.03	1	0.86	NA	NA	2990			
Gemini- by Modality of classes taken (async vs else)	0.88	1	0.35	NA	NA	2990			
Microsoft Copilot - by Modality of classes taken (async vs else)	4.34	1	0.04	NA	NA	2990			
I don't use AI - by Modality of classes taken (async vs else)	4.57	1	0.03	NA	NA	2990			
Chat-GPT - by Modality of classes taken (async/sync vs else)	3.13	1	0.08	NA	NA	2990			
Grammarly - by Modality of classes taken (async/sync vs else)	10.17	1	1.43E-03	NA	NA	2990			
Google AI Overview - by Modality of classes taken (async/sync vs else)	0.13	1	0.72	NA	NA	2990			
Gemini- by Modality of classes taken (async/sync vs else)	1.88	1	0.17	NA	NA	2990			
Microsoft Copilot - by Modality of classes taken (async/sync vs else)	0.16	1	0.69	NA	NA	2990			
I don't use AI – by Modality of classes taken	4.64	1	0.03	NA	NA	2990			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
(async/sync vs else)									
Chat-GPT - by Race	1.15	1	0.28	NA	NA	2949			
Grammarly - by Race	11.43	1	7.22E-04	NA	NA	2949			
Google AI Overview - by Race	3.77	1	0.05	NA	NA	2949			
Gemini- by Race	0.53	1	0.47	NA	NA	2949			
Microsoft Copilot - by Race	9.04	1	2.65E-03	NA	NA	2949			
I don't use AI - by Race	12.71	1	3.64E-04	NA	NA	2949			

Table 4: Chi-squared Analyses for 'Where do you typically get your information about AI?'

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
Peers - by Age	11.88	5	0.04	NA	NA	2992			
Professors - by Age	6.69	5	0.24	NA	NA	2992			
Family - by Age	15.11	5	9.90E-03	NA	NA	2992			
Peer-reviewed articles - by Age	30.67	5	1.09E-05	0.10	NA	2992		Didn't select "peer-reviewed articles"	Selected "peer-reviewed articles"
							18	**2.98***	**-2.98***
							19	**2.01***	**-2.01***
							20	0.24	-0.24
							21	-1.14	1.14
							22	-0.74	0.74
							23+	**-4.54***	**4.54***
Social media - by Age	10.86	5	0.05	NA	NA	2992			
News - by Age	14.60	5	0.01	NA	NA	2992			
Peers - by Gender	4.07	2	0.13	NA	NA	2989			
Professors - by Gender	34.44	2	3.32E-08	0.11	NA	2989		Didn't select "professor"	Selected "professor"
							man	**5.84***	**-5.84***
							non-binary umbrella	-0.43	0.43
							woman	**-5.49***	**5.49***
Family - by Gender	9.44	2	8.91E-03	NA	NA	2989			
Peer-reviewed	49.99	2	1.40E-11	0.13	NA	2989		Didn't select "peer-reviewed articles"	Selected "peer-reviewed articles"

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
articles - by Gender									
							man	-1.94	1.94
							non-binary umbrella	**-6.36***	**6.36***
							woman	**4.76***	**-4.76***
Social media - by Gender	0.1	2	0.95	NA	NA	2989			
News - by Gender	27.02	2	1.36E-06	0.10	NA	2989		Didn't select "news"	Selected "news"
							man	**-4.07***	**4.07***
							non-binary umbrella	**-2.49***	**2.49***
							woman	**5.08***	**-5.08***
Peers - by College	7.31	6	0.29	NA	NA	2984			
Professors - by College	42.5	6	1.47E-07	0.12	NA	2984		Didn't select "professor"	Selected "professor"
							A&S	**3.91***	**-3.91***
							BUS	**-4.13***	**4.13***
							CMCI	**-3.40***	**3.40***
							EDU	**-2.51***	**2.51***
							ENG	1.75	-1.75
							ENVD	-1.43	1.43
							MUS	-0.18	0.18
Family - by College	1.39	6	0.97	NA	NA	2984			
Peer-reviewed articles - by College	11.17	3	0.01	NA	NA	2984			
Social media - by College	11.03	6	0.09	NA	NA	2984			
News - by College	15.95	6	0.01	NA	NA	2984			
Peers - by Comfort Using English	3.3	1	0.07	NA	NA	2990			
Professors - by Comfort Using English	5.43	1	0.02	NA	NA	2990			
Family - by Comfort Using English	0.22	1	0.64	NA	NA	2990			
Peer-reviewed articles - by Comfort Using English	0.25	1	0.62	NA	NA	2990			
Social media - by Comfort Using English	0.89	1	0.34	NA	NA	2990			
News - by Comfort Using English	10.33	1	1.31E-03	NA	NA	2990			
Peers - by International Status	1.48	1	0.22	NA	NA	2977			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
Professors - by International Status	0.04	1	0.84	NA	NA	2977			
Family - by International Status	2.62	1	0.11	NA	NA	2977			
Peer-reviewed articles - by International Status	14.89	1	1.14E-04	NA	NA	2977			
Social media - by International Status	3.14	1	0.08	NA	NA	2977			
News - by International Status	0.10	1	0.75	NA	NA	2977			
Peers - by Year in School	5.07	3	0.17	NA	NA	2980			
Professors - by Year in School	2.38	3	0.50	NA	NA	2980			
Family by Year in School	10.23	3	0.02	NA	NA	2980			
Peer-reviewed articles - by Year in School	30.53	3	1.07E-06	0.10	NA	2980		Didn't select "peer-reviewed articles"	Selected "peer-reviewed articles"
							1st yr	**3.36***	**-3.36***
							2nd yr	**2.52***	**-2.52***
							3rd yr	-1.88	1.88
							4th+ yr	**-4.41***	**4.41***
Social media - by Year in School	5.04	3	0.17	NA	NA	2980			
News - by Year in School	16.07	3	1.10E-03	NA	NA	2980			
Peers - by Modality of classes taken (async vs else)	0.03	1	0.86	NA	NA	2990			
Professors - by Modality of classes taken (async vs else)	6.93	1	8.48E-03	NA	NA	2990			
Family - by Modality of classes taken (async vs else)	0.31	1	0.58	NA	NA	2990			
Peer-reviewed articles - by Modality of classes taken (async vs else)	1.55	1	0.21	NA	NA	2990			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
Social media - by Modality of classes taken (async vs else)	3.46	1	0.06	NA	NA	2990			
News - by Modality of classes taken (async vs else)	0.71	1	0.40	NA	NA	2990			
Peers - by Modality of classes taken (async/sync vs else)	1.06	1	0.30	NA	NA	2990			
Professors - by Modality of classes taken (async/sync vs else)	7.66	1	5.66E-03	NA	NA	2990			
Family - by Modality of classes taken (async/sync vs else)	0.03	1	0.87	NA	NA	2990			
Peer-reviewed articles - by Modality of classes taken (async/sync vs else)	5.01	1	0.03	NA	NA	2990			
Social Media - by Modality of classes taken (async/sync vs else)	6.05	1	0.01	NA	NA	2990			
News - by Modality of classes taken (async/sync vs else)	0.67	1	0.41	NA	NA	2990			
Peers - by Race	7.57	1	5.92E-03	NA	NA	2949			
Professors - by Race	1.75	1	0.19	NA	NA	2949			
Family - by Race	0.13	1	0.72	NA	NA	2949			
Peer-reviewed Articles - by Race	2.62	1	0.11	NA	NA	2949			
Social media – by Race	12.64	1	3.77E-04	NA	NA	2949			
News - by Race	4.76	1	0.03	NA	NA	2949			

Table 5: Chi-squared Analyses for 'How often do you use AI for academic work'

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	N		Corrected Standardized Residuals						
By Age	85.32	30	3.31E-07	0.08	2976		Multiple times a day	Every day	More than once a week but not every day	Once a week	Once a month	Once a year	I have never used AI for academic work
						18	-1.31	0.77	**2.95***	-1.60	**-2.00***	**2.27***	-1.79
						19	-0.17	2.28	0.54	0.21	-1.44	-1.28	-1.71
						20	**2.14***	0.10	0.69	0.53	-0.17	-1.98	**-2.82***
						21	-0.75	-1.28	-1.08	0.69	**2.40***	0.81	0.43
						22	-0.50	-0.71	-1.68	0.81	0.72	-0.39	**2.59***
						23+	0.35	-1.99	**-2.14***	-0.80	0.90	1.20	**5.27***
By Gender	181.42	12	<2.20E-16	0.17	2986		Multiple times a day	Every day	More than once a week but not every day	Once a week	Once a month	Once a year	I have never used AI for academic work
						man	**2.32***	1.23	-0.15	-1.37	**-2.65***	-0.08	1.04
						non-binary umbrella	-1.33	**-3.37***	**-5.15***	-1.48	**3.15***	**5.75***	**10.03***
						woman	-1.66	0.32	**2.47***	**2.00***	1.16	**-2.52***	**-5.53***
By College	181.99	18	<2.20E-16	0.15	2903		Multiple times a day	Every day	More than once a week but not every day	Once a week	Once a month	Once a year	I have never used AI for academic work
						A&S	**-5.16***	**-6.01***	-0.62	**2.88***	**4.76***	0.94	**4.30***
						BUS	**7.03***	**7.13***	-0.05	**-4.16***	**-4.06***	**-2.14***	**-4.58***
						CMCI	-1.98	1.57	0.52	1.00	-0.25	-1.28	-1.33
						ENG	**2.01***	0.61	0.47	-0.84	**-2.48***	1.46	-0.74
By Comfort with English	9.58	6	0.14	NA	2987								
By International Status	27.67	6	1.09E-04	NA	2974								

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	N		Corrected Standardized Residuals						
By Year in School	66.93	18	1.48E-07	0.09	2977		Multiple times a day	Every day	More than once a week but not every day	Once a week	Once a month	Once a year	I have never used AI for academic work
						1st yr	-1.18	1.02	**3.39***	**-2.05***	-1.79	-0.08	-1.35
						2nd yr	1.57	**2.11***	0.41	0.28	**-2.44***	-0.46	**-2.52***
						3rd yr	1.14	-1.54	-0.34	0.98	0.66	0.10	-0.68
						4th+ yr	-1.50	-1.77	**-3.79***	0.96	**3.84***	0.46	**4.80***
By Modality of classes taken (async vs else)	15.11	6	0.02	NA	2987								
By Modality of classes taken (async/sync vs else)	0.91	6	0.99	NA	2987								
By Race	20.65	6	2.12E-03	NA	2946								

Table 6: Chi-squared Analyses for 'What percentage of your academic work do you use AI for?'

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	N	Corrected Standardized Residuals				
By Age	31.24	15	8.15E-03	NA	2990					
By Gender	19.01	6	4.15E-03	NA	2987					
By College	81.66	9	7.57E-14	0.10	2904		0-25%	26-50%	51-75%	76-100%
						A&S	**6.73***	**-4.69***	**-3.51***	-1.90
						BUS	**-7.82***	**4.56***	**4.59***	**3.79***
						CMCI	-0.52	0.65	-0.13	0.01
						ENG	-1.65	1.69	0.71	-0.76
By Comfort with English	NA	1	3.00E-03 (fisher exact)	NA	2988					
By International Status	NA	1	8.98E-07 (fisher exact)	0.12	2975		0-25%	26-50%	51-75%	76-100%
						Domestic	**4.02***	-0.36	**-6.05***	-1.41
						International	**-4.02***	0.36	**6.05***	1.41
By Year in School	16.63	9	0.05	NA	2978					

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	N	Corrected Standardized Residuals				
By Modality of classes taken (async vs else)	1.73	3	0.63	NA	2988					
By Modality of classes taken (async/sync vs else)	9.43	3	0.02	NA	2988					
By Race	20.74	3	1.19E-04	NA	2947					

Table 7: Chi-squared Analyses for 'What kinds of academic work do you use AI for?'

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
Preliminary Stages - by Age	11.10	5	0.05	NA	NA	2982			
Troubleshooting - by Age	26.21	5	8.12E-05	NA	NA	2982			
Study Tool - by Age	28.91	5	2.41E-05	0.10	NA	2982		Didn't select "Study Tool"	Selected "Study Tool"
							18	-0.77	0.77
							19	-1.10	1.10
							20	**-3.57***	**3.57***
							21	1.89	-1.89
							22	1.03	-1.03
							23+	**3.89***	**-3.89***
Sections of Assignments - by Age	4.71	5	0.45	NA	NA	2982			
Whole Assignments - by Age	47.03	5	5.59E-09	0.13	NA	2982		Didn't select "Whole Assignments"	Selected "Whole Assignments"
							18	0.94	-0.94
							19	**2.01***	**-2.01***
							20	1.04	-1.04
							21	1.48	-1.48
							22	-0.61	0.61
							23+	**-6.70***	**6.70***
No Use - by Age	37.43	5	4.92E-07	0.11	NA	2982		Didn't select "I don't use AI in academic work"	Selected "I don't use AI in academic work"
							18	1.31	-1.31
							19	1.52	-1.52
							20	**2.96***	**-2.96***
							21	-0.60	0.60

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
							22	-1.83	1.83
							23+	**-5.17***	**5.17***
Preliminary Stages - by Gender	90.95	2	<2.20E-16	0.18	NA	2979		Didn't select "Preliminary Stages"	Selected "Preliminary Stages"
							man	**2.23***	**-2.23***
							non-binary umbrella	**8.76***	**-8.76***
							woman	**-6.08***	**6.08***
Troubleshooting - by Gender	31.59	2	1.38E-07	0.10	NA	2979		Didn't select "Troubleshooting"	Selected "Troubleshooting"
							man	-0.21	0.21
							non-binary umbrella	**5.57***	**-5.57***
							woman	**-2.28***	**2.28***
Study Tool - by Gender	68.15	2	1.59E-15	0.15	NA	2979		Didn't select "Study Tool"	Selected "Study Tool"
							man	0.60	-0.60
							non-binary umbrella	**8.01***	**-8.01***
							woman	**-4.15***	**4.15***
Sections of Assignments - by Gender	5.76	2	0.06	NA	NA	2979			
Whole Assignments - by Gender	3.94	2	0.14	NA	NA	2979			
No Use - by Gender	124.16	2	<2.20E-16	0.20	NA	2979		Didn't select "I don't use AI on academic work"	Selected "I don't use AI on academic work"
							man	-1.31	1.31
							non-binary umbrella	**-10.68***	**10.68***
							woman	**6.04***	**-6.04***
Preliminary Stages - by College	76.98	3	<2.20E-16	0.16	NA	2897		Didn't select "Preliminary Stages"	Selected "Preliminary Stages"
							A&S	**4.36***	**-4.36***
							BUS	**-7.42***	**7.42***
							CMCI	**-3.74***	**3.74***
							ENG	**3.17***	**-3.17***
Troubleshooting - by College	43.99	3	1.52E-09	0.12	NA	2897		Didn't select "Troubleshooting"	Selected "Troubleshooting"
							A&S	**6.33***	**-6.33***
							BUS	**-3.95***	**3.95***
							CMCI	-0.55	0.55
							ENG	**-4.35***	**4.35***

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
Study Tool - by College	33.08	3	3.10E-07	0.11	NA	2897		Didn't select "Study Tool"	Selected "Study Tool"
							A&S	**3.45***	**-3.45***
							BUS	**-5.68***	**5.68***
							CMCI	-0.08	0.08
							ENG	0.42	-0.42
Sections of Assignments - by College	82.54	3	<2.20E-16	0.17	NA	2897		Didn't select "Create sections"	Selected "Create Sections"
							A&S	**7.81***	**-7.81***
							BUS	**-7.29***	**7.29***
							CMCI	0.38	-0.38
							ENG	**-4.07***	**4.07***
Whole Assignments - by College	25.62	3	1.15E-05	0.09	NA	2897		Didn't select "Create Whole Assignments"	Selected "Create Whole Assignments"
							A&S	**4.39***	**-4.39***
							BUS	**-3.99***	**3.99***
							CMCI	0.22	-0.22
							ENG	**-2.37***	**2.37***
No Use - by College	26.12	3	9.00E-06	0.10	NA	2897		Didn't select "I don't use AI on academic work"	Selected "I don't use AI on academic work"
							A&S	**-3.89***	**3.89***
							BUS	**4.47***	**-4.47***
							CMCI	1.81	-1.81
							ENG	-0.01	0.01
Preliminary Stages - by Comfort using English	0.09	1	0.77	NA	NA	2980			
Troubleshooting - by Comfort using English	1.74	1	0.19	NA	NA	2980			
Study Tool - by Comfort using English	0.09	1	,77	NA	NA	2980			
Sections of Assignments - by Comfort using English	2.75	1	0.10	NA	NA	2980			
Whole Assignments - by Comfort using English	NA	1	.12 (fisher exact)	NA	NA	2980			
No Use - by Comfort using English	1.59	1	0.21	NA	NA	2980			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
Preliminary Stages - by International Status	4.26	1	0.04	NA	NA	2967			
Troubleshooting - by International Status	1.88	1	0.17	NA	NA	2967			
Study Tool - by International Status	0.92	1	0.33	NA	NA	2967			
Sections of Assignments - by International Status	18.13	1	2.07E-05	NA	2.55	2967		Didn't select "Create sections"	Selected "Create Sections"
							Domestic	**4.26***	**-4.26***
							International	**-4.26***	**4.26***
Whole Assignments - by International Status	NA	1	2.80E-08 (fisher exact)	NA	7.08	2967		Didn't select "Create Whole Assignments"	Selected "Create Whole Assignments"
							Domestic	**7.61***	**-7.61***
							International	**7.61***	**7.61***
No Use - by International Status	2.68	1	0.10	NA	NA	2967			
Preliminary Stages - by Year in School	1.38	1	0.71	NA	NA	2970			
Troubleshooting - by Year in School	11.2	1	0.01	NA	NA	2970			
Study Tool - by Year in School	14.27	1	2.56E-03	NA	NA	2970			
Sections of Assignments - by Year in School	1.75	1	0.63	NA	NA	2970			
Whole Assignments - by Year in School	6.94	1	0.07	NA	NA	2970			
No Use - by Year in School	17.97	1	4.47E-04	NA	NA	2970			
Preliminary Stages - by Modality of classes taken (async vs else)	30.00	1	2.59E-08	NA	1.57	2980		Didn't select "Preliminary Stages"	Selected "Preliminary Stages"
							Taken Async Class	**-5.57***	**5.57***
							Never Taken Async Class	**5.57***	**-5.57***
Troubleshooting - by Modality of classes taken (async vs else)	0.74	1	0.39	NA	NA	2980			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
Study Tool - by Modality of classes taken (async vs else)	3.10	1	0.08	NA	NA	2980			
Sections of Assignments - by Modality of classes taken (async vs else)	0.11	1	0.73	NA	NA	2980			
Whole Assignments - by Modality of classes taken (async vs else)	5.14	1	0.02	NA	NA	2980			
No Use - by Modality of classes taken (async vs else)	2.32	1	0.13	NA	NA	2980			
Preliminary Stages - by Modality of classes taken (async/sync vs else)	22.03	1	2.68E-06	NA	1.48	2980		Didn't select "Preliminary Stages"	Selected "Preliminary Stages"
							Taken Async/Sync async Class	**-4.69***	**4.69***
							Never Taken Async/Sync async Class	**4.69***	**-4.69***
Troubleshooting - by Modality of classes taken (async/sync vs else)	0.39	1	0.53	NA	NA	2980			
Study Tool - by Modality of classes taken (async/sync vs else)	0.21	1	0.65	NA	NA	2980			
Sections of Assignments - by Modality of classes taken (async/sync vs else)	3.41	1	0.06	NA	NA	2980			
Whole Assignments - by Modality of classes taken (async/sync vs else)	2.18	1	0.14	NA	NA	2980			
No Use - by Modality of classes taken (async/sync vs else)	0.04	1	0.85	NA	NA	2980			
Preliminary Stages - by Race	3.87	1	0.05	NA	NA	2939			
Troubleshooting - by Race	7.27	1	7.00E-03	NA	NA	2939			
Study Tool - by Race	0.91	1	0.34	NA	NA	2939			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
Sections of Assignments - by Race	1.56	1	0.21	NA	NA	2939			
Whole Assignments - by Race	10.43	1	1.24E-03	NA	NA	2939			
No Use - by Race	14.62	1	1.31E-04	NA	NA	2939			

Table 8: Chi-Squared Analyses for 'Have you had any assignment identified as AI generated by instructor or grader?'

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N
False positive - by Age	6.78	5	0.24	NA	NA	2851
True negative - by Age	4.46	5	0.49	NA	NA	2851
False negative - by Age	12.15	5	0.03	NA	NA	2851
True Positive - by Age	9.42	5	0.09	NA	NA	2851
False negative - by Gender	0.45	2	0.80	NA	NA	2848
False positive - by Gender	2.27	2	0.32	NA	NA	2848
False negative - by Gender	0.45	2	0.80	NA	NA	2848
True positive - by Gender	5.58	2	0.06	NA	NA	2848
False positive - by College	9.69	3	0.02	NA	NA	2768
True positive - by College	19.00	3	2.74E-04	NA	NA	2768
False negative - by College	6.29	3	0.10	NA	NA	2768
True negative - by College	11.98	3	7.45E-03	NA	NA	2768
False positive - by Comfort with English	0.01	1	0.93	NA	NA	2850
True negative - by Comfort with English	2.28	1	0.13	NA	NA	2850
False negative - by Comfort with English	NA	1	.59 (fisher exact)	NA	NA	2850
True positive - by Comfort with English	NA	1	4.01E-03 (fisher exact)	NA	NA	2850
False positive - by International Status	1.86	1	0.17	NA	NA	2837

True negative - by International Status	0.11	1	0.74	NA	NA	2837
False negative - by International Status	NA	1	.39 (fisher exact)	NA	NA	2837
True positive - by International Status	NA	1	.29 (fisher exact)	NA	NA	2837
False positive - by Year in School	3.22	3	0.36	NA	NA	2840
True negative - by Year in School	0.89	3	0.83	NA	NA	2840
False negative - by Year in School	4.96	3	0.18	NA	NA	2840
True positive - by Year in School	2.03	3	0.57	NA	NA	2840
False positive - by Modality of classes taken (async vs else)	3.01	1	0.02	NA	NA	2850
True negative - by Modality of classes taken (async vs else)	0.24	1	0.68	NA	NA	2850
False negative - by Modality of classes taken (async vs else)	1.56	1	0.21	NA	NA	2850
True positive - by Modality of classes taken (async vs else)	1.01	1	0.32	NA	NA	2850
False positive - by Modality of classes taken (async/sync vs else)	3.74	1	0.05	NA	NA	2850
True negative - by Modality of classes taken (async/sync vs else)	1.11	1	0.29	NA	NA	2850
False negative - by Modality of classes taken (async/sync vs else)	0.48	1	0.49	NA	NA	2850
True positive - by Modality of classes taken (async/sync vs else)	0.70	1	0.40	NA	NA	2850
False positive - by Race	1.37	1	0.24	NA	NA	2812
True negative - by Race	0.46	1	0.50	NA	NA	2812
False negative - by Race	0.20	1	0.65	NA	NA	2812
True positive - by Race	0.27	1	0.49	NA	NA	2812

Table 9: Chi-squared Analyses for 'When you decide to use AI for a given assignment, what are the main reasons that drive your decision?'

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
AI helps me get started when I'm stuck - by Age	20.81	5	8.80E-04	NA	NA	2979			
I find using AI easier than getting help from a person - by Age	4.74	5	0.45	NA	NA	2979			
AI helps me understand the material - by Age	15.27	5	9.28E-03	NA	NA	2979			
I do not have enough time to complete the assignment - by Age	19.03	5	1.90E-03	NA	NA	2979			
AI helps me finish the assignment more efficiently - by Age	4.31	5	0.51	NA	NA	2979			
I do not have time to attend office hours, go to a help room, or seek tutoring - by Age	19.78	5	1.38E-03	NA	NA	2979			
I don't enjoy the material, or I don't find it intersting - by Age	7.23	5	0.20	NA	NA	2979			
My professor/course requires it - by Age	16.26	5	6.13E-03	NA	NA	2979			
The assignment does not have a big impact on my grade - by Age	9.76	5	0.02	NA	NA	2979			
The assignment has a big impact on my grade - by Age	15.46	5	8.57E-03	NA	NA	2979			
I don't feel like completing the assignment will contribute to my education in the long run - by Age	4.25	5	0.51	NA	NA	2979			
I am invested in the assignment and AI can make my work even better than it alredy is - by Age	25.48	5	1.12E-04	NA	NA	2979			
I don't use AI on academic submissions - by Age	33.23	5	3.39E-06	0.11	NA	2979		Didn't select "I don't use AI on academic submissions"	Selected "I don't use AI on academic submissions"
							18	1.08	-1.08
							19	1.97	-1.97
							20	**2.97***	**-2.97***
							21	-1.33	1.33
							22	**-2.12***	**2.12***

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
							23+	**-4.34***	**4.34***
AI helps me get started when I'm stuck - by Gender	91.21	2	<2.20E-16	0.18	NA	2979		Didn't select "getting started"	Selected "getting started"
							man	0.92	-0.92
							non-binary umbrella	**9.21***	**-9.21***
							woman	**-5.05***	**5.05***
I find using AI easier than getting help from a person - by Gender	26.83	2	1.49E-06	0.10	NA	2979		Didn't select "easier than getting help from a person"	Selected "easier than getting help from a person"
							man	**-4.04***	**4.04***
							non-binary umbrella	**3.89***	**-3.89***
							woman	**2.17***	**-2.17***
AI helps me understand the material - by Gender	79.05	2	<2.20E-16	0.16	NA	2979		Didn't select "help understand material"	Selected "help understand material"
							man	0.15	-0.15
							non-binary umbrella	**8.73***	**-8.73***
							woman	**-4.09***	**4.09***
I do not have enough time to complete the assignment - by Gender	2.49	2	0.29	NA	NA	2976			
AI helps me finish the assignment more efficiently - by Gender	25.46	2	2.96E-06	0.09	NA	2976		Didn't select "finish more efficiently"	Selected "finish more efficiently"
							man	**-2.52***	**2.52***
							non-binary umbrella	**4.74***	**-4.74***
							woman	0.31	-0.31
I don't have time to attend office hours, go to a help room, or seek tutoring - by Gender	11.00	2	4.10E-03	NA	NA	2976			
I don't enjoy the material, or I don't find it interesting - by Gender	8.22	2	0.02	NA	NA	2976			
My professor/course requires it - by Gender	3.57	2	0.17	NA	NA	2976			
The assignment does not have a big impact on my grade - by Gender	5.6	2	0.06	NA	NA	2976			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
The assignment has a big impact on my grade - by Gender	0.51	2	0.77	NA	NA	2976			
I don't feel like completing the assignment will contribute to my education in the long - by Gender	2.93	2	0.23	NA	NA	2976			
I am invested in the assignment and AI can make my work even better than it already is - by Gender	2.4	2	0.3	NA	NA	2979			
I do not use AI on academic submissions - by Gender	120.92	2	<2.20E-16	0.20	NA	2976		Didn't select "I don't use AI on academic submissions"	Selected "I don't use AI on academic submissions"
							man	-0.81	0.81
							non-binary umbrella	**-10.66***	**10.66***
							woman	**5.60***	**-5.60***
AI helps me get started when I am stuck - by College	59.52	3	7.45E-13	0.14	NA	2893		Didn't select "getting started"	Selected "getting started"
							A&S	**6.34***	**-6.34***
							BUS	**-6.47***	**6.47***
							CMCI	**-2.89***	**2.89***
							ENG	-0.69	0.69
I find using AI easier than seeking help from a person - by College	46.48	3	4.48E-10	0.13	NA	2893		Didn't select "easier than getting help from a person"	Selected "easier than getting help from a person"
							A&S	**4.97***	**-4.97***
							BUS	**-5.45***	**5.45***
							CMCI	1.96	-1.96
							ENG	**-3.06***	**3.06***
AI helps me understand the material - by College	30.71	3	9.79E-07	0.10	NA	2893		Didn't select "help understand material"	Selected "help understand material"
							A&S	**3.94***	**-3.94***
							BUS	**-5.26***	**5.26***
							CMCI	-0.81	0.81
							ENG	-0.05	0.05
I do not have enough time to complete the assignment - by College	19.34	3	2.32E-04	NA	NA	2893			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
AI helps me finish the assignment more efficiently - by College	65.61	3	3.72E-14	0.15	NA	2893		Didn't select "finish more efficiently"	Selected "finish more efficiently"
							A&S	**5.62***	**-5.62***
							BUS	**-7.77***	**7.77***
							CMCI	-0.89	0.89
							ENG	-0.03	0.03
I don't have time to attend office hours, go to a help room, or seek tutoring - by College	30.19	3	1.26E-06	0.10	NA	2893		Didn't select "no time office hours"	Selected "no time office hours"
							A&S	**2.35***	**-2.35***
							BUS	**-2.78***	**2.78***
							CMCI	**3.74***	**-3.74***
							ENG	**-3.18***	**3.18***
I don't enjoy the material, or I don't find it interesting - by College	21.82	3	7.10E-05	0.09	NA	2893		Didn't select "don't enjoy material"	Selected "don't enjoy material"
							A&S	0.93	-0.93
							BUS	**-3.45***	**3.45***
							CMCI	-1.94	1.94
							ENG	**3.00***	**-3.00***
My professor/course requires it - by College	137.04	3	< 2.2e-16	0.22	NA	2893		Didn't select "required"	Selected "required"
							A&S	**8.21***	**-8.21***
							BUS	**-11.01***	**11.01***
							CMCI	**-2.40***	**2.40***
							ENG	0.40	-0.40
The assignment does not have a big impact on my grade. - by College	11.91	3	7.69E-03	NA	NA	2893			
The assignment has a big impact on my grade - by College	8.69	3	0.03	NA	NA	2893			
I don't feel like completing the assignment will contribute to my education in the long run - by College	13.06	3	4.51E-03	NA	NA	2893			
I am invested in the assignment and AI can make my work even better than it already is - by College	49.89	3	8.43E-11	0.13	NA	2893		Didn't select "invested in assignment"	Selected "invested in assignment"

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
							A&S	**4.50***	**-4.50***
							BUS	**-6.67***	**6.67***
							CMCI	-1.63	1.63
							ENG	0.97	-0.97
I do not use AI on academic submissions - by College	40.95	3	6.69E-09	0.12	NA	2893		Didn't select "I don't use AI on academic submissions"	Selected "I don't use AI on academic submissions"
							A&S	**-5.55***	**5.55***
							BUS	**5.20***	**-5.20***
							CMCI	**2.31***	**-2.31***
							ENG	1.14	-1.14
AI helps me get started when I am stuck - by Comfort with English	2.64	1	0.10	NA	NA	2977			
I find using AI easier than seeking help from a person - by by Comfort with English	1.24	1	0.26	NA	NA	2977			
AI helps me understand the material - by Comfort with English	0.002	1	0.96	NA	NA	2977			
I do not have enough time to complete the assignment - by Comfort with English	0.35	1	0.56	NA	NA	2977			
AI helps me finish the assignment more efficiently - by Comfort with English	0.09	1	0.77	NA	NA	2977			
I don't have time to attend office hours, go to a help room, or seek tutoring - by Comfort with English	0.11	1	0.74	NA	NA	2977			
I don't enjoy the material, or I don't find it interesting - by Comfort with English	0.21	1	0.65	NA	NA	2977			
My professor/course requires it - by Comfort with English	0.41	1	0.52	NA	NA	2977			
The assignment does not have a big impact on my grade - by Comfort with English	0.04	1	0.85	NA	NA	2977			
The assignment has a big impact on my grade - by Comfort with English	5.43	1	0.02	NA	NA	2977			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
I don't feel like completing the assignment will contribute to my education in the long run - by Comfort with English	0.16	1	0.69	NA	NA	2977			
I am invested in the assignment and AI can make my work even better than it already is - by Comfort with English	2.25	1	0.13	NA	NA	2977			
I do not use AI on academic submissions - by Comfort with English	3.70	1	0.05	NA	NA	2977			
AI helps me get started when I am stuck - International Status	8.68	1	3.22E-03	NA	NA	2978			
I find using AI easier than seeking help from a person - by International Status	11.76	1	6.07E-04	NA	NA	2978			
AI helps me understand the material - by International Status	0.25	1	0.62	NA	NA	2978			
I do not have enough time to complete the assignment - by International Status	0.07	1	0.80	NA	NA	2978			
AI helps me finish the assignment more efficiently - by International Status	2.61	1	0.11	NA	NA	2978			
I do not have enough time to complete the assignment - by International Status	0.26	1	0.61	NA	NA	2978			
I don't enjoy the material, or I don't find it interesting - by International Status	0.17	1	0.68	NA	NA	2978			
My professor/course requires it - by International Status	4.66	1	0.03	NA	NA	2978			
The assignment does not have a big impact on my grade - by International Status	2.51	1	0.11	NA	NA	2978			
The assignment has a big impact on my grade - by International Status	48.99	1	2.58E-12	0.13	NA	2978		Didn't select "has big impact on grade"	Selected "has big impact on grade"
							Domestic	**7.00***	**-7.00***
							International	**-7.00***	**7.00***

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
I don't feel like completing the assignment will contribute to my education in the long run - by International Status	2.39	1	0.12	NA	NA	2978			
I am invested in the assignment and AI can make my work even better than it already is - by International Status	10.05	1	1.52E-03	NA	NA	2978			
I do not use AI on academic submissions - by International Status	2.54	1	0.11	NA	NA	2978			
AI helps me get started when I am stuck - by Year in School	23.58	3	3.05E-05	0.09	NA	2967		Didn't select "help with getting started"	Selected "help with getting started"
							1st yr	**-2.38***	**2.38***
							2nd yr	**-2.85***	**2.85***
							3rd yr	1.84	-1.84
							4th+ yr	**-3.75***	**-3.75***
I find using AI easier than seeking help from a person - by Year in School	5.41	3	0.14	NA	NA	2976			
AI helps me understand the material - by Year in School	6.55	3	0.09	NA	NA	2976			
I do not have enough time to complete the assignment - by Year in School	7.08	3	0.07	NA	NA	2976			
AI helps me finish the assignment more efficiently - by Year in School	3.97	3	0.26	NA	NA	2976			
I don't have time to attend office hours, go to a help room, or seek tutoring - by Year in School	14.7	3	2.09E-03	NA	NA	2976			
I don't enjoy the material, or I don't find it interesting - by Year in School	4.39	3	0.22	NA	NA	2976			
My professor/course requires it - by Year in School	28.28	3	3.17E-06	0.10	NA	2976		Didn't select "required"	Selected "required"
							1st yr	**5.12***	**-5.12***
							2nd yr	-0.66	0.66
							3rd yr	**-2.74***	**2.74***

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
							4th+ yr	**-2.16***	**2.16***
The assignment does not have a big impact on my grade - by Year in School	7.56	3	0.06	NA	NA	2976			
The assignment has a big impact on my grade - by Year in School	0.95	3	0.81	NA	NA	2976			
I don't feel like completing the assignment will contribute to my education in the long run - by Year in School	0.20	3	0.98	NA	NA	2976			
I am invested in the assignment and AI can make my work even better than it already is - by Year in School	18.04	3	4.32E-04	NA	NA	2976			
I do not use AI on academic submissions - by Year in School	22.10	3	6.23E-05	NA	NA	2976		Didn't select "I don't use AI on academic submissions"	Selected "I don't use AI on academic submissions"
							1st yr	1.14	-1.14
							2nd yr	**2.72***	**-2.72***
							3rd yr	0.38	-0.38
							4th+ yr	**-4.48***	**4.48***
AI helps me get started when I am stuck - by Modality of classes taken (async vs else)	7.78	1	5.29E-03	NA	NA	2977			
I find using AI easier than seeking help from a person - by Modality of classes taken (async vs else)	0.66	1	0.42	NA	NA	2977			
AI helps me understand the material - by Modality of classes taken (async vs else)	16.78	1	4.21E-05	NA	1.36	2977		Didn't select "help understand material"	Selected "help understand material"
							Taken an async class	**-4.10***	**4.10***
							Never taken an async class	**4.10***	**-4.10***
I do not have enough time to complete the assignment - by Modality of classes taken (async vs else)	0.90	1	0.34	NA	NA	2977			
AI helps me finish the assignment more efficiently - by Modality of classes taken (async vs else)	0.43	1	0.51	NA	NA	2977			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
I don't have time to attend office hours, go to a help room, or seek tutoring - by Modality of classes taken (async vs else)	0.85	1	0.36	NA	NA	2977			
I don't enjoy the material, or I don't find it interesting - by Modality of classes taken (async vs else)	1.57	1	0.21	NA	NA	2977			
My professor/course requires it - by Modality of classes taken (async vs else)	10.76	1	1.04E-03	NA	NA	2977			
The assignment does not have a big impact on my grade - by Modality of classes taken (async vs else)	0.51	1	0.48	NA	NA	2977			
The assignment has a big impact on my grade - by Modality of classes taken (async vs else)	0.002	1	0.96	NA	NA	2977			
I don't feel like completing the assignment will contribute to my education in the long run - by Modality of classes taken (async vs else)	1.71	1	0.19	NA	NA	2977			
I am invested in the assignment and AI can make my work even better than it already is -by Modality of classes taken (async vs else)	2.59	1	0.12	NA	NA	2977			
I do not use AI on academic submissions - by Modality of classes taken (async vs else)	1.89	1	0.17	NA	NA	2977			
AI helps me get started when I am stuck - by Modality of classes taken (async/sync vs else)	2.45	1	0.12	NA	NA	2977			
I find using AI easier than seeking help from a person - by Modality of classes taken (async/sync vs else)	0.08	1	0.77	NA	NA	2977			
AI helps me understand the material - by Modality of classes taken (async/sync vs else)	6.04	1	0.01	NA	NA	2977			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
I do not have enough time to complete the assignment - by Modality of classes taken (async/sync vs else)	0.27	1	0.60	NA	NA	2977			
AI helps me finish the assignment more efficiently - by Modality of classes taken (async/sync vs else)	2.24	1	0.13	NA	NA	2977			
I don't have time to attend office hours, go to a help room, or seek tutoring - by Modality of classes taken (async/sync vs else)	3.45	1	0.06	NA	NA	2977			
I don't enjoy the material, or I don't find it interesting - by Modality of classes taken (async/sync vs else)	2.84	1	0.09	NA	NA	2977			
My professor/course requires it - by Modality of classes taken (async/sync vs else)	14.23	1	1.62E-04	NA	NA	2977			
The assignment does not have a big impact on my grade - by Modality of classes taken (async/sync vs else)	0.47	1	0.49	NA	NA	2977			
The assignment has a big impact on my grade - by Modality of classes taken (async/sync vs else)	2.72	1	0.10	NA	NA	2977			
I don't feel like completing the assignment will contribute to my education in the long run - by Modality of classes taken (async/sync vs else)	3.98	1	0.05	NA	NA	2977			
I am invested in the assignment and AI can make my work even better than it already is - by Modality of classes taken (async/sync vs else)	8.47	1	3.60E-03	NA	NA	2977			
I do not use AI on academic submissions - by Modality of classes taken (async/sync vs else)	0.12	1	0.72	NA	NA	2977			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N	Corrected Standardized Residuals		
AI helps me get started when I am stuck - by Race	6.39	1	0.01	NA	NA	2936			
I find using AI easier than seeking help from a person - by Race	9.01	1	2.69E-03	NA	NA	2936			
AI helps me understand the material - by Race	3.48	1	0.06	NA	NA	2936			
I do not have enough time to complete the assignment - by Race	1.13	1	0.29	NA	NA	2936			
AI helps me finish the assignment more efficiently - by Race	5.45	1	0.02	NA	NA	2936			
I don't have time to attend office hours, go to a help room, or seek tutoring - by Race	12.08	1	5.11E-04	NA	NA	2936			
I don't enjoy the material, or I don't find it interesting - by Race	0.31	1	0.58	NA	NA	2936			
My professor/course requires it - by Race	2.25	1	0.13	NA	NA	2936			
The assignment does not have a big impact on my grade - by Race	0.08	1	0.77	NA	NA	2936			
The assignment has a big impact on my grade - by Race	34.78	1	3.69E-09	NA	2.15	2936		Didn't select "has big impact on grade"	Selected "has big impact on grade"
							Non-white	**-5.90***	**5.90***
							white	**5.90***	**-5.90***
I don't feel like completing the assignment will contribute to my education in the long run -by Race	0.69	1	0.41	NA	NA	2936			
I am invested in the assignment and AI can make my work even better than it already is - by Race	2.00	1	0.16	NA	NA	2936			
I do not use AI on academic submissions - by Race	10.71	1	1.06E-03	NA	NA	2936			

Table 10: Chi-squared Analyses for 'When you decide NOT to use AI for a given assignment, what are the main reasons that drive your decision?'

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
I don't use it for a given class because it's against the professor's policy and I want to follow the policy - by Age	4.47	5	0.48	NA	NA	2987			
I have concerns about the accuracy of AI output - by Age	14.44	5	0.01	NA	NA	2987			
I personally consider using AI in an academic context to be cheating - by Age	7.31	5	0.20	NA	NA	2987			
Cost (i.e. Better AIs are behind paywalls and I can't afford them.) - by Age	6.48	5	0.26	NA	NA	2987			
I have ethical concerns about AI - by Age	15.72	5	7.70E-03	NA	NA	2987			
I have concerns about how using AI could impact my learning from the assignment - by Age	10.21	5	0.07	NA	NA	2987			
AI doesn't seem that helpful/useful for the assignment - by Age	6.86	5	0.23	NA	NA	2987			
I have concerns about facing academic repercussions for using AI - by Age	3.47	5	0.63	NA	NA	2987			
I don't know how to use AI - by Age	3.20	5	0.67	NA	NA	2987			
I don't have a specific reason - by Age	7.42	5	0.19	NA	NA	2987			
I always use AI on academic submissions - by Age	NA	5	.47 (fisher exact)	NA	NA	2987			
I don't use it for a given class because it's against the professor's policy and I want to follow the policy - by Gender	1.56	2	4.60E-01	NA	NA	2984			
I have concerns about the accuracy of AI output - by Gender	18.67	2	8.82E-05	NA	NA	2984			
I personally consider using AI in an academic context to be cheating - by Gender	15.48	2	4.35E-04	NA	NA	2984			
Cost (i.e. Better AIs are behind paywalls and I can't afford them.) - by Gender	3.52	2	0.17	NA	NA	2984			
I have ethical concerns about AI - by Gender	110.36	2	< 2.2e-16	0.19	NA	2984		Didn't select "ethical concerns"	Selected "ethical concerns"
							man	**7.60***	**-7.60***
							non-binary umbrella	**-8.45***	**8.45***

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
							woman	**-3.59***	**3.59***
I have concerns about how using AI could impact my learning from the assignment - by Gender	45.72	2	1.18E-10	0.12	NA	2984		Didn't select "concerns about impact to learning"	Selected "concerns about impact to learning"
							man	1.99	-1.99
							non-binary umbrella	**-6.71***	**6.71***
							woman	1.08	-1.08
AI doesn't seem that helpful/useful for the assignment - by Gender	9.84	2	7.30E-03	NA	NA	2984			
I have concerns about facing academic repercussions for using AI - by Gender	20.92	2	2.87E-05	0.08	NA	2984		Didn't select "don't want to face repercussions"	Selected "don't want to face repercussions"
							man	**4.41***	**-4.41***
							non-binary umbrella	0.42	-0.42
							woman	**-4.49***	**4.49***
I don't know how to use AI - by Gender	5.34	2	0.07	NA	NA	2984			
I don't have a specific reason - by Gender	3.25	2	0.20	NA	NA	2984			
I always use AI on academic submissions - by Gender	NA	2	.03 (fisher exact)	NA	NA	2984			
I don't use it for a given class because it's against the professor's policy and I want to follow the policy - by College	10.33	3	0.02	NA	NA	2901			
I have concerns about the accuracy of AI output - by College	10.63	3	0.01	NA	NA	2901			
I personally consider using AI in an academic context to be cheating - by College	40.92	3	6.79E-09	0.12	NA	2901		Didn't select "I personally consider using AI to be cheating"	Selected "I personally consider using AI to be cheating"
							A&S	**-4.90***	**4.90***
							BUS	**5.73***	**-5.73***
							CMCI	-0.66	0.66
							ENG	1.87	-1.87
Cost (i.e. Better AIs are behind paywalls and I can't afford them.)	11.86	3	7.89E-03	NA	NA	2901			
I have ethical concerns about AI - by College	61.12	3	3.39E-13	0.15	NA	2901		Didn't select "ethical concerns"	Selected "ethical concerns"
							A&S	**-7.08***	**7.08***
							BUS	**6.30***	**-6.30***
							CMCI	1.52	-1.52

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
							ENG	**2.69***	**-2.69***
I have concerns about how using AI could impact my learning from the assignment - by College	31.35	3	7.18E-07	0.10	NA	2901		Didn't select "concerns about impact to learning"	Selected " concerns about impact to learning "
							A&S	-0.78	0.78
							BUS	**2.85***	**-2.85***
							CMCI	**3.59***	**-3.59***
							ENG	**-3.79***	**3.79***
AI doesn't seem that helpful/useful for the assignment - by College	14.34	3	2.42E-03	NA	NA	2901			
I have concerns about facing academic repercussions for using AI - by College	14.32	3	2.50E-03	NA	NA	2901			
I don't know how to use AI - by College	10.82	3	0.01	NA	NA	2901			
I don't have a specific reason - by College	9.74	3	0.02	NA	NA	2901			
I always use AI on academic submissions - by College	NA	3	.93 (fisher exact)	NA	NA	2901			
I don't use it for a given class because it's against the professor's policy and I want to follow the policy. - by Comfort with English	0.61	1	0.43	NA	NA	2985			
I have concerns about the accuracy of AI output - by Comfort with English	0.76	1	0.38	NA	NA	2985			
I personally consider using AI in an academic context to be cheating - by Comfort with English									
Cost (i.e. Better AIs are behind paywalls and I can't afford them.) - by Comfort with English	1.36	1	0.24	NA	NA	2985			
I have ethical concerns about AI - by Comfort with English	5.49	1	0.02	NA	NA	2985			
I have concerns about how using AI could impact my learning from the assignment - by Comfort with English	1.51	1	0.22	NA	NA	2985			
AI doesn't seem that helpful/useful for the assignment - by Comfort with English	0.10	1	0.76	NA	NA	2985			
I have concerns about facing academic repercussions for using AI - by Comfort with English	0.23	1	0.63	NA	NA	2985			
I don't know how to use AI - by Comfort with English	NA	1	.14 (fisher exact)	NA	NA	2985			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
I don't have a specific reason - by Comfort with English	NA	1	.81 (fisher exact)	NA	NA	2985			
I always use AI on academic submissions - by Comfort with English	NA	1	.22 (fisher exact)	NA	NA	2985			
I don't use it for a given class because it's against the professor's policy and I want to follow the policy. - by International Status	0.78	1	0.38	NA	NA	2985			
I have concerns about the accuracy of AI output - by International Status	0.06	1	0.80	NA	NA	2973			
I personally consider using AI in an academic context to be cheating. - by International Status	0.93	1	0.34	NA	NA	2973			
Cost (i.e. Better AIs are behind paywalls and I can't afford them.) - by International Status	7.90	1	4.95E-03	NA	NA	2973			
I have ethical concerns about AI - by International Status	1.20	1	0.27	NA	NA	2973			
I have concerns about how using AI could impact my learning from the assignment - by International Status	0.05	1	0.82	NA	NA	2973			
AI doesn't seem that helpful/useful for the assignment - by International Status	4.88	1	0.03	NA	NA	2973			
I have concerns about facing academic repercussions for using AI - by International Status	0.02	1	0.90	NA	NA	2973			
I don't know how to use AI - by International Status	NA	1	.45 (fisher exact)	NA	NA	2973			
I don't have a specific reason - by International Status	NA	1	.01 (fisher exact)	NA	NA	2973			
I always use AI on academic submissions - by International Status	NA	1	1 (fisher exact)	NA	NA	2973			
I don't use it for a given class because it's against the professor's policy and I want to follow the policy - by Year in School	7.62	5	0.05	NA	NA	2975			
I have concerns about the accuracy of AI output - by Year in School	19.31	5	2.36E-04	NA	NA	2975			
I personally consider using AI in an academic context to be cheating - by Year in School	2.91	5	0.41	NA	NA	2975			
Cost (i.e. Better AIs are behind paywalls and I can't afford them.) - by Year in School	3.43	5	0.33	NA	NA	2975			
I have ethical concerns about AI - by Year in School	18.04	5	4.31E-04	NA	NA	2975			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
I have concerns about how using AI could impact my learning from the assignment - by Year in School	7.32	5	0.06	NA	NA	2975			
AI doesn't seem that helpful/useful for the assignment - by Year in School	7.32	5	0.06	NA	NA	2975			
I have concerns about facing academic repercussions for using AI - by Year in School	1.35	5	0.72	NA	NA	2975			
I don't know how to use AI - by Year in School	0.73	5	0.87	NA	NA	2975			
I don't have a specific reason - by Year in School	5.01	5	0.17	NA	NA	2975			
I always use AI on academic submissions - by Year in School	NA	5	.65 (fisher exact)	NA	NA	2975			
I don't use it for a given class because it's against the professor's policy and I want to follow the policy - by Modality of classes taken (async vs else)	5.30	1	0.02	NA	NA	2985			
I have concerns about the accuracy of AI output - by Modality of classes taken (async vs else)	1.69	1	0.19	NA	NA	2985			
I personally consider using AI in an academic context to be cheating - by Modality of classes taken (async vs else)	10.35	1	1.29E-03	NA	NA	2985			
Cost (i.e. Better AIs are behind paywalls and I can't afford them.) - by Modality of classes taken (async vs else)	0.92	1	0.34	NA	NA	2985			
I have ethical concerns about AI - by Modality of classes taken (async vs else)	2.56	1	0.11	NA	NA	2985			
I have concerns about how using AI could impact my learning from the assignment - by Modality of classes taken (async vs else)	14.62	1	1.31E-04	NA	NA	2985			
AI doesn't seem that helpful/useful for the assignment - by Modality of classes taken (async vs else)	0.10	1	0.75	NA	NA	2985			
I have concerns about facing academic repercussions for using AI - by Modality of classes taken (async vs else)	0.81	1	0.37	NA	NA	2985			
I don't know how to use AI - by Modality of classes taken (async vs else)	5.20	1	0.02	NA	NA	2985			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
I don't have a specific reason - by Modality of classes taken (async vs else)	0.07	1	0.79	NA	NA	2985			
I always use AI on academic submissions - by Modality (async vs else)	NA	1	.75 (fisher exact)	NA	NA	2985			
I don't use it for a given class because it's against the professor's policy and I want to follow the policy - by Modality of classes taken (async/sync vs else)	1.85	1	0.17	NA	NA	2985			
I have concerns about the accuracy of AI output - by Modality of classes taken (async/sync vs else)	12.58	1	3.90E-04	NA	NA	2985			
I personally consider using AI in an academic context to be cheating - by Modality of classes taken (async/sync vs else)	3.54	1	0.06	NA	NA	2985			
Cost (i.e. Better AIs are behind paywalls and I can't afford them - by Modality of classes taken (async/sync vs else)	0.06	1	0.81	NA	NA	2985			
I have ethical concerns about AI - by Modality of classes taken (async/sync vs else)	1.49	1	0.22	NA	NA	2985			
I have concerns about how using AI could impact my learning from the assignment - by Modality of classes taken (async/sync vs else)	4.81	1	0.03	NA	NA	2985			
AI doesn't seem that helpful/useful for the assignment - by Modality of classes taken (async/sync vs else)	2.43	1	0.12	NA	NA	2985			
I have concerns about facing academic repercussions for using AI - by Modality of classes taken (async/sync vs else)	2.01	1	0.16	NA	NA	2985			
I don't know how to use AI - by Modality of classes taken (async/sync vs else)	3.13	1	0.08	NA	NA	2985			
I don't have a specific reason - by Modality of classes taken (async/sync vs else)	1.82	1	0.18	NA	NA	2985			
I always use AI on academic submissions - by Modality of classes taken (async/sync vs else)	NA	1	1 (fisher exact)	NA	NA	2985			
I don't use it for a given class because it's against the professor's policy and I want to follow the policy - by Race	2.83	1	0.09	NA	NA	2944			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
I have concerns about the accuracy of AI output - by Race	4.86	1	0.03	NA	NA	2944			
I personally consider using AI in an academic context to be cheating - by Race	5.23	1	0.02	NA	NA	2944			
Cost (i.e. Better AIs are behind paywalls and I can't afford them.) - by Race	3.00	1	0.08	NA	NA	2944			
I have ethical concerns about AI - by Race	3.55	1	0.06	NA	NA	2944			
I have concerns about how using AI could impact my learning from the assignment - by Race	5.25	1	0.02	NA	NA	2944			
AI doesn't seem that helpful/useful for the assignment - by Race	2.64	1	0.10	NA	NA	2944			
I have concerns about facing academic repercussions for using AI - by Race	1.41	1	0.24	NA	NA	2944			
I don't know how to use AI - by Race	0.29	1	0.59	NA	NA	2944			
I don't have a specific reason - by Race	2.64	1	0.10	NA	NA	2944			
I always use AI on academic submissions - by Race	NA	1	1 (fisher exact)	NA	NA	2944			

Table 11: Chi-squared Analyses for 'Where would you like to learn [about AI]?'

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
AI Literacy Course - by Age	40.39	5	1.25E-07	0.12	NA	2992		Didn't select "in an AI Literacy course"	Selected "in an AI Literacy course"
							18	1.75	-1.75
							19	**2.99***	**-2.99***
							20	1.49	-1.49
							21	-0.94	0.94
							22	-1.85	1.85
							23+	**-5.34***	**5.34***
Outside CU - by Age	13.62	5	0.02	NA	NA	2992			
No preference - by Age	15.11	5	9.90E-03	NA	NA	2992			
In my Usual Classes - by Age	15.82	5	7.39E-03	NA	NA	2992			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
Workshops unaffiliated with classes - by Age	23.74	5	2.44E-04	NA	NA	2992			
AI Literacy Course - by Gender	2.19	2	0.33	NA	NA	2989			
Outside CU - by Gender	26.77	2	1.54E-06	0.10	NA	2989		Didn't select "outside CU"	Selected "outside CU"
							man	**-4.56***	**4.56***
							non-binary umbrella	-1.62	1.62
							woman	**5.17***	**-5.17***
No preference - by Gender	9.41	2	9.03E-03	NA	NA	2989			
In my usual classes - by Gender	15.31	2	4.73E-04	NA	NA	2989			
Workshops unaffiliated with classes - by Gender	3.60	2	0.17	NA	NA	2989			
AI Literacy Course - by College	6.12	6	0.41	NA	NA	2984			
Outside CU - by College	16.10	6	0.01	NA	NA	2984			
No preference - by College	58.10	6	1.09E-10	0.14	NA	2984		Didn't select "no preference"	Selected "no preference"
							A&S	**-6.08***	**6.08***
							BUS	**6.22***	**-6.22***
							CMCI	1.50	-1.50
							EDU	-1.05	1.05
							ENG	**2.23***	**-2.23***
							ENVD	0.03	-0.03
							MUS	-1.62	1.62
In my usual classes - by College	63.15	6	1.03E-11	0.15	NA	2984		Didn't select "in my usual classes"	Selected "in my usual classes"
							A&S	**5.78***	**-5.78***
							BUS	**-6.95***	**6.95***
							CMCI	**-2.26***	**2.26***
							EDU	0.14	-0.14
							ENG	-0.72	0.72
							ENVD	0.95	-0.95
							MUS	1.26	-1.26
Workshops unaffiliated with classes - by College	16.84	6	9.89E-03	NA	NA	2984			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
AI Literacy Course - by Comfort with English	0.30	1	0.58	NA	NA	2990			
Outside CU - by Comfort with English	1.02	1	0.31	NA	NA	2990			
No preference - by Comfort with English	1.02	1	0.31	NA	NA	2990			
In my usual classes - by Comfort with English	3.68	1	0.06	NA	NA	2990			
Workshops unaffiliated with classes - by Comfort with English	0.40	1	0.53	NA	NA	2990			
AI Literacy Course - by International Status	1.19	1	0.55	NA	NA	2991			
Outside CU - by International Status	2.33	1	0.31	NA	NA	2991			
No preference - by International Status	4.36	1	0.11	NA	NA	2991			
In my usual classes - by International Status	2.61	1	0.27	NA	NA	2991			
Workshops unaffiliated with classes - by International Status	18.66	1	8.88E-05	NA	NA	2991			
AI Literacy Course - by Year in School	24.94	3	1.59E-05	0.09	NA	2980		Didn't select "in an AI Literacy course"	Selected "in an AI Literacy course"
							1st yr	**3.43***	**-3.43***
							2nd yr	1.05	-1.05
							3rd yr	-0.34	0.34
							4th+ yr	**-4.50***	**4.50***
Outside CU - by Year in School	8.96	3	0.03	NA	NA	2980			
No preference - by Year in School	8.88	3	0.03	NA	NA	2980			
In my usual classes - by Year in School	11.04	3	0.01	NA	NA	2980			
Workshops unaffiliated with classes - by Year	0.99	3	0.80	NA	NA	2980			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
AI Literacy Course - by Modality of classes taken (Async vs else)	8.23	1	4.12E-03	NA	NA	2990			
Outside CU - by Modality of classes taken (Async vs else)	0.17	1	0.68	NA	NA	2990			
No preference - by Modality of classes taken (Async vs else)	0.31	1	0.58	NA	NA	2990			
In my usual classes - by Modality of classes taken (Async vs else)	3.55	1	0.06	NA	NA	2990			
Workshops unaffiliated with classes - by Modality of classes taken (Async vs else)	2.44	1	0.12	NA	NA	2990			
AI Literacy Course - by Modality of classes taken (Async/Sync vs else)	4.87	1	0.03	NA	NA	2990			
Outside CU - by Modality of classes taken (Async/Sync vs else)	0.04	1	0.83	NA	NA	2990			
No preference - by Modality of classes taken (Async/Sync vs else)	0.01	1	0.91	NA	NA	2990			
In my usual classes - by Modality of classes taken (Async/Sync vs else)	3.23	1	0.07	NA	NA	2990			
Workshops unaffiliated with classes - by Modality of classes taken (Async/Sync vs else)	2.17	1	0.14	NA	NA	2990			
AI Literacy Course - by Race	0.53	1	0.47	NA	NA	2949			
Outside CU - by Race	0.85	1	0.36	NA	NA	2949			
No preference - by Race	0.16	1	0.69	NA	NA	2949			
In my usual classes - by Race	0.08	1	0.78	NA	NA	2949			

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	Odds Ratio	N		Corrected Standardized Residuals	
Workshops unaffiliated with classes - by Race	7.04	1	7.97E-03	NA	NA	2949			

Table 12: Chi-Squared Analyses for 'At CU, I want the AI policy to be _____."

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	N		Corrected Standardized Residuals					
At CU, I want the policy to be _____ - by Age	36.15	25	0.07	NA	2985							
At CU, I want the policy to be _____ - by Gender	24.60	10	6.17E-03	NA	2982							
At CU, I want the policy to be _____ - by College	53.25	15	3.51E-06	0.08	2900		the same campus wide	the same college wide	the same department wide	different from class to class	different by assignment type	different by individual assignment
						A&S	1.78	0.25	**-3.30***	-0.80	1.99	-0.82
						BUS	-0.58	**3.31***	1.00	-0.19	**-2.87***	0.61
						CMCI	1.59	-1.03	-1.69	0.10	-0.54	0.87
						ENG	**-2.84***	**-2.38***	**4.47***	1.10	0.24	-0.05
At CU, I want the policy to be _____ - by Comfort with English	1.30	5	0.93	NA	2984							
At CU, I want the policy to be _____ - by International Status	7.34	5	0.20	NA	2971							
At CU, I want the policy to be _____ - by Year in School	21.91	15	0.11	NA	2974							
At CU, I want the policy to be _____ - by Modality of classes taken (Async vs else)	1.61	5	0.90	NA	2984							

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	N		Corrected Standardized Residuals					
At CU, I want the policy to be _____ - by Modality of classes taken (Async/Sync vs else)	3.39	5	0.64	NA	2984							
At CU, I want the policy to be _____ - by Race	4.36	5	0.50	NA	2943							

Table 13: Chi-squared Analyses for 'I think students should be _____ to use AI in their classes at CU.'

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	N		Corrected Standardized Residuals				
I think students should be _____ to use AI in their classes at CU - by Age	54.98	20	4.13E-05	0.07	2988		prohibited	discouraged but not prohibited	able to freely choose when	encouraged but not required	required
						18	-0.55	**2.17***	-0.34	**-2.17***	-0.78
						19	-1.89	1.63	0.62	**-2.02***	0.13
						20	-1.22	-1.33	1.70	0.77	-0.83
						21	1.29	-0.38	-0.35	0.01	0.07
						22	1.71	-1.40	0.54	-0.77	1.71
						23+	1.67	-1.24	**-2.88***	**5.19***	0.07
I think students should be _____ to use AI in their classes at CU - by Gender	96.82	8	< 2.2e-16	0.13	2985		prohibited	discouraged but not prohibited	able to freely choose when	encouraged but not required	required
						man	0.00	**-4.51***	0.92	**4.30***	**3.97***
						non-binary umbrella	**5.63***	**3.59***	**-5.14***	**-2.10***	-0.71
						woman	**-2.54***	**2.78***	1.42	**-3.24***	**-3.55***
I think students should be _____ to use AI in their classes at CU - by College	261.86	12	< 2.2e-16	0.17	2903		prohibited	discouraged but not prohibited	able to freely choose when	encouraged but not required	required

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	N		Corrected Standardized Residuals				
						A&S	**4.24***	**8.07***	**-5.34***	**-5.95***	**-5.52***
						BUS	**-4.36***	**-10.52***	**5.50***	**8.88***	**7.83***
						CMCI	0.19	-0.96	1.33	-0.65	-0.37
						ENG	-1.87	-0.80	1.29	0.57	0.71
I think students should be _____ to use AI in their classes at CU - by Comfort with English	11.31	4	0.02	NA	2987						
I think students should be _____ to use AI in their classes at CU - by International Status	29.39	4	2.65E-04	NA	2974						
I think students should be _____ to use AI in their classes at CU - by Year in School	40.51	12	5.76E-05	0.07	2977		prohibited	discouraged but not prohibited	able to freely choose when	encouraged but not required	required
						1st year	-0.93	**2.96***	-0.33	**-3.24***	-0.42
						2nd year	**-2.09***	-1.38	**2.96***	0.04	**-2.14***
						3rd year	0.06	-1.05	-1.08	**2.61***	**2.10***
						4th+ year	**3.13***	-0.74	-1.64	0.87	0.59
I think students should be _____ to use AI in their classes at CU - by Modality of classes taken (Async vs else)	7.33	4	0.12	NA	2987						
I think students should be _____ to use AI in their classes at CU - by Modality of classes taken (Async/sync vs else)	3.44	4	0.49	NA	2987						

Comparison	χ^2	df	p-value (alpha = 7.72E-05)	Cramer's V	N		Corrected Standardized Residuals				
I think students should be _____ to use AI in their classes at CU - by Race	18.56	4	9.60E-04	NA	2946						

Kruskal-Wallace & Wilcoxon Analyses

Kruskal-Wallace (comparisons between 3+ groups): Bolded/starred observed differences in mean ranks represent comparisons for which the observed difference is larger than the critical difference (significant comparison).

Wilcoxon Ranked-Sum Test (comparisons between 2 groups): Bolded/starred W-statistic represent significant comparisons.

Table 14: Kruskal-Wallace Analyses for 'How would you rate your overall attitude toward AI?'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	9.85	5	0.08	2991			FALSE	
By Gender	147.61	2	<2.20E-16	2988			TRUE	
Man-Non-binary Umbrella					**865.44***	312.34	**TRUE**	Man: 1616.27
Man-Woman					129.04	141.15	FALSE	Women: 1487.22
Woman-Non-binary Umbrella					**736.39***	304.05	**TRUE**	Non-binary umbrella: 750.83
By College	160.54	6	<2.20E-16	2983			TRUE	
A&S-BUS					**581.64***	240.13	**TRUE**	BUS: 1970.70
A&S-CMCI					126.53	295.86	FALSE	ENG: 1578.07
A&S-EDU					334.62	772.75	FALSE	CMCI: 1515.59
A&S-ENG					189.00	200.45	FALSE	A&S: 1389.06
A&S-ENVD					29.87	670.80	FALSE	MUS: 652.87
A&S-MUS					736.20	1033.48	FALSE	
BUS-CMCI					**455.11***	358.17	**TRUE**	
BUS-EDU					247.02	798.68	FALSE	
BUS-ENG					**392.64***	284.49	**TRUE**	
BUS-ENVD					551.77	700.52	FALSE	
BUS-MUS					**1317.83***	1053.01	**TRUE**	
CMCI-EDU					208.09	817.17	FALSE	
CMCI-ENG					62.47	332.87	FALSE	

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
CMCI-ENVD					96.66	721.52	FALSE	
CMCI-MUS					862.73	1067.10	FALSE	
EDU-ENG					145.62	787.66	FALSE	
EDU-ENVD					304.75	1014.99	FALSE	
EDU-MUS					1070.82	1283.87	FALSE	
ENG-ENVD					159.13	687.92	FALSE	
ENG-MUS					925.20	1044.68	FALSE	
ENVD-MUS					766.06	1225.21	FALSE	
By Year in School	10.91	3	0.01	2979			FALSE	

Table 15: Wilcoxon Rank-Sum Analyses for 'How would you rate your overall attitude toward AI?'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	127015	0.29	NA	2989	FALSE	NA
By International Status	**78124***	1.56E-08	-0.10	2976	**TRUE**	Non-international: 1474.00, International: 1993.75
By Modality of classes taken (remote vs else)	1084796	0.17	NA	2989	FALSE	NA
By Modality of classes taken (remote/sync vs else)	978529	0.73	NA	2989	FALSE	NA
By Race	**1043227***	1.35E-08	-0.10	2948	**TRUE**	white: 1417.36, non-white: 1602.66

Table 16: Kruskal-Wallace Analyses for 'It is important to me to understand how AI works in order to feel comfortable using it.'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	12.32	5	0.03	2992			FALSE	
By Gender	7.56	2	0.02	2989			FALSE	
By College	59.79	6	4.96E-11	2990			TRUE	
A&S-BUS					**325.62***	240.21	**TRUE**	BUS: 1746.91
A&S-CMCI					70.54	295.96	FALSE	A&S: 1421.29
A&S-EDU					4.47	773.01	FALSE	
A&S-ENG					169.79	200.36	FALSE	
A&S-ENVD					333.34	671.02	FALSE	
A&S-MUS					280.75	1033.83	FALSE	
BUS-CMCI					255.08	358.29	FALSE	
BUS-EDU					321.15	798.95	FALSE	

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
BUS-ENG					155.83	284.47	FALSE	
BUS-ENVD					7.72	700.75	FALSE	
BUS-MUS					606.38	1053.37	FALSE	
CMCI-EDU					66.07	817.44	FALSE	
CMCI-ENG					99.25	332.89	FALSE	
CMCI-ENVD					262.79	721.76	FALSE	
CMCI-MUS					351.30	1067.46	FALSE	
EDU-ENG					165.32	787.88	FALSE	
EDU-ENVD					328.87	1015.33	FALSE	
EDU-MUS					285.23	1284.30	FALSE	
ENG-ENVD					163.55	688.11	FALSE	
ENG-MUS					450.54	1045.00	FALSE	
ENVD-MUS					614.09	1225.62	FALSE	
By Year in School	6.70	3	0.82	2980			FALSE	

Table 17: Wilcoxon Rank-Sum Analyses for 'It is important to me to understand how AI works in order to feel comfortable using it.'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By comfort with English	116538	0.71	NA	2990	FALSE	NA
By International Status	96680	1.35E-03	NA	2977	FALSE	NA
By Modality of classes taken (remote vs else)	1075256	0.06	NA	2990	FALSE	NA
By Modality of classes taken (remote/sync vs else)	947115	0.06	NA	2990	FALSE	NA
By Race	969394	0.04	NA	2949	FALSE	NA

Table 18: Kruskal-Wallace Analyses for 'I can explain how AI works.'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	34.23	5	2.14E-06	2992			TRUE	
18-19					13.12	234.30	FALSE	23+: 1734.17
18-20					40.75	242.83	FALSE	18yo: 1438.75
18-21					62.99	251.63	FALSE	19yo: 1425.63
18-22					108.81	293.08	FALSE	

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
18-23+					**295.42***	292.22	**TRUE**	
19-20					53.87	211.61	FALSE	
19-21					76.11	221.65	FALSE	
19-22					121.93	267.79	FALSE	
19-23+					**308.54***	266.84	**TRUE**	
20-21					22.24	230.65	FALSE	
20-22					68.06	275.28	FALSE	
20-23+					254.67	274.36	FALSE	
21-22					45.82	283.07	FALSE	
21-23+					232.43	282.18	FALSE	
22-23+					186.61	319.70	FALSE	
By Gender	93.58	2	<2.20E-16	2989			TRUE	
Man-Non-binary umbrella					48.91	312.45	FALSE	Non-binary umbrella: 1715.161
Man-Woman					**291.66***	141.18	**TRUE**	Man: 1666.25
Non-binary umbrella-Woman					**340.57***	304.14	**TRUE**	Woman: 1374.59
By College	131.45	6	<2.20E-16	2984			TRUE	
A&S-BUS					**308.49***	240.21	**TRUE**	ENG: 1780.91
A&S-CMCI					82.02	295.96	FALSE	BUS: 1696.90
A&S-EDU					490.41	773.01	FALSE	A&S: 1388.41
A&S-ENG					**392.51***	200.36	**TRUE**	EDU: 898.00
A&S-ENVD					391.51	671.02	FALSE	
A&S-MUS					226.87	1033.83	FALSE	
BUS-CMCI					226.48	358.29	FALSE	
BUS-EDU					798.90	798.95	FALSE	
BUS-ENG					84.01	284.47	FALSE	
BUS-ENVD					83.02	700.75	FALSE	
BUS-MUS					535.37	1053.37	FALSE	
CMCI-EDU					572.42	817.44	FALSE	
CMCI-ENG					310.49	332.89	FALSE	
CMCI-ENVD					309.49	721.76	FALSE	
CMCI-MUS					308.89	1067.46	FALSE	
EDU-ENG					**882.91***	787.88	**TRUE**	
EDU-ENVD					881.92	1015.33	FALSE	
EDU-MUS					263.53	1284.30	FALSE	
ENG-ENVD					1.00	688.12	FALSE	

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
ENG-MUS					619.38	1045	FALSE	
ENVD-MUS					618.38	1225.62	FALSE	
By Year in School	16.24	3	1.01E-03	2980			FALSE	

Table 19: Wilcoxon Rank-Sum Analyses for 'I can explain how AI works.'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By comfort with English	120590	0.85	NA	2990	FALSE	NA
By International Status	100456	8.04E-03	NA	2977	FALSE	NA
By Modality of classes taken (remote vs else)	1082890	0.14	NA	2990	FALSE	NA
By Modality of classes taken (remote/sync vs else)	**896574***	2.43E-05	-0.08	2990	**TRUE**	never taken a remote/sync class: 1404.08, taken a remote/sync class: 1540.28
By Race	921298	0.75	NA	2982	FALSE	NA

Table 20: Kruskal-Wallace Analyses for 'I believe AI will play a big role in my future career.'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	4.05	5	0.54	2991			FALSE	
By Gender	123.7	2	< 2.20E-16	2981			TRUE	
Man-Non-binary umbrella					**636.68***	311.69	**TRUE**	Man: 1697.90
Man-Woman					**291.55***	141.03	**TRUE**	Woman: 1406.35
Non-binary umbrella-Woman					**345.12***	303.36	**TRUE**	Non-binary umbrella: 1061.23
By College	380.47	6	< 2.20E-16	2984			TRUE	
A&S-BUS					**779.60***	240.21	**TRUE**	BUS: 2066.74
A&S-CMCI					**471.15***	295.96	**TRUE**	ENG: 1817.61
A&S-EDU					240.08	773.01	FALSE	CMCI: 1758.28
A&S-ENG					**530.48***	200.36	**TRUE**	A&S: 1287.14
A&S-ENVD					114.31	671.02	FALSE	MUS: 580.07
A&S-MUS					707.07	1033.83	FALSE	
BUS-CMCI					308.45	358.29	FALSE	
BUS-EDU					539.51	798.95	FALSE	
BUS-ENG					249.12	284.47	FALSE	

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
BUS-ENVD					665.29	700.75	FALSE	
BUS-MUS					**1486.67***	1053.37	**TRUE**	
CMCI-EDU					231.06	817.44	FALSE	
CMCI-ENG					59.33	332.89	FALSE	
CMCI-ENVD					356.84	721.76	FALSE	
CMCI-MUS					**1178.22***	**1067.46**	**TRUE**	
EDU-ENG					290.39	787.88	FALSE	
EDU-ENVD					125.78	1015.33	FALSE	
EDU-MUS					947.16	1284.30	FALSE	
ENG-ENVD					416.17	688.11	FALSE	
ENG-MUS					**1237.55***	1045.00	**TRUE**	
ENVD-MUS					821.38	1225.62	FALSE	
By Year in School	5.39	3	0.15	2955			FALSE	

Table 21: Wilcoxon Rank-Sum Analyses for 'I believe AI will play a big role in my future career.'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	116034	0.71		2980	FALSE	NA
By International Status	**87574***	1.73E-05	-0.08	2966	**TRUE**	Non-International: 1472.38, International: 1869.89
By Modality of classes taken (async vs else)	1096048	0.77	NA	2954	FALSE	NA
By Modality of classes taken (async/sync vs else)	942104	0.35	NA	2954	FALSE	NA
By Race	960186	6.41E-03	NA	2913	FALSE	NA

Table 22: Kruskal-Wallace Analyses for 'I would find it useful to learn more about…How to improve my prompts and get better output (prompt engineer).'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	4.23	5	0.52	2988			FALSE	
By Gender	69.35	2	8.71E-16	2985			TRUE	
Man-Non-binary umbrella					**592.35***	312.07	**TRUE**	Man: 1583.68
Man-Woman					100.55	141.11	FALSE	Woman: 1483.14
Non-binary umbrella-Woman					**491.81***	303.75	**TRUE**	Non-binary umbrella: 991.33

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By College	132.35	6	< 2.2e-16	2981			TRUE	
A&S-BUS					**550.55***	239.98	**TRUE**	BUS: 1947.85
A&S-CMCI					113.99	295.67	FALSE	ENG: 1544.98
A&S-EDU					190.85	772.23	FALSE	CMCI: 1511.29
A&S-ENG					147.68	200.48	FALSE	A&S: 1397.30
A&S-ENVD					190.40	670.35	FALSE	
A&S-MUS					484.06	1032.79	FALSE	
BUS-CMCI					**436.55***	357.93	**TRUE**	
BUS-EDU					359.70	798.15	FALSE	
BUS-ENG					**402.87***	284.41	**TRUE**	
BUS-ENVD					360.15	700.05	FALSE	
BUS-MUS					1034.61	1052.31	FALSE	
CMCI-EDU					76.86	816.62	FALSE	
CMCI-ENG					33.69	332.74	FALSE	
CMCI-ENVD					76.40	721.04	FALSE	
CMCI-MUS					598.06	1066.39	FALSE	
EDU-ENG					43.17	787.17	FALSE	
EDU-ENVD					0.45	1014.31	FALSE	
EDU-MUS					674.91	1283.01	FALSE	
ENG-ENVD					42.72	687.51	FALSE	
ENG-MUS					631.75	1044.01	FALSE	
ENVD-MUS					674.46	1224.39	FALSE	
By Year in School	1.17	3	0.76	2977			FALSE	

Table 23: Wilcoxon Rank-Sum Analyses for 'I would find it useful to learn more about…How to improve my prompts and get better output (prompt engineer).'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	114538	0.54	NA	2987	FALSE	NA
By International Status	105136	0.05	NA	2974	FALSE	NA
By Modality of classes taken (async vs else)	1058840	0.01	NA	2987	FALSE	NA
By Modality of classes taken (async/sync vs else)	934402	0.02	NA	2987	FALSE	NA
By Race	963596	0.06	NA	2946	FALSE	NA

Table 24: Kruskal-Wallace Analyses for 'I would find it useful to learn more about…How AI models work.'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	19.79	5	1.37E-03	2987			FALSE	
By Gender	25.02	2	3.58E-06	2984			TRUE	
Man-Non-binary umbrella					21.77	312.00	FALSE	Man: 1581.01
Man-Woman					**150.28***	141.13	**TRUE**	Woman: 1430.73
Non-binary umbrella-Woman					172.05	303.64	FALSE	
By College	49.66	6	5.51E-09	2980			TRUE	
A&S-BUS					215.83	239.90	FALSE	ENG: 1668.81
A&S-CMCI					14.56	295.57	FALSE	A&S: 1425.19
A&S-EDU					174.66	771.97	FALSE	
A&S-ENG					**243.62***	200.42	**TRUE**	
A&S-ENVD					102.11	679.45	FALSE	
A&S-MUS					87.14	1032.45	FALSE	
BUS-CMCI					201.27	357.81	FALSE	
BUS-EDU					390.49	797.88	FALSE	
BUS-ENG					27.79	284.32	FALSE	
BUS-ENVD					113.72	708.75	FALSE	
BUS-MUS					128.69	1051.96	FALSE	
CMCI-EDU					189.22	816.34	FALSE	
CMCI-ENG					229.05	332.63	FALSE	
CMCI-ENVD					87.54	729.47	FALSE	
CMCI-MUS					72.58	1066.03	FALSE	
EDU-ENG					418.27	786.91	FALSE	
EDU-ENVD					276.76	1020.16	FALSE	
EDU-MUS					261.80	1282.58	FALSE	
ENG-ENVD					141.51	696.38	FALSE	
ENG-MUS					156.48	1043.66	FALSE	
ENVD-MUS					14.97	1229.11	FALSE	
By Year in School	25.82	3	1.04E-05	2976			TRUE	
First Year-Fourth year+					**196.98***	192.76	**TRUE**	4th+ year: 1613.00
First Year-Second year					22.77	185.80	FALSE	1st year: 1416.02
First Year-Third year					99.67	192.11	FALSE	
Fourth year+ -Second year					174.20	198.90	FALSE	
Fourth year+ -Third year					97.31	204.80	FALSE	
Second year-Third year					76.90	198.27	FALSE	

Table 25: Wilcoxon Rank-Sum Analyses for 'I would find it useful to learn more about…How AI models work.'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	102125	0.02	NA	2986	FALSE	NA
By International Status	96900	1.71E-03	NA	2973	FALSE	NA
By Modality of classes taken (async vs else)	1096022	0.43	NA	2986	FALSE	NA
By Modality of classes taken (async/sync vs else)	960661	0.26	NA	2986	FALSE	NA
By Race	931666	0.74	NA	2945	FALSE	NA

Table 26: Kruskal-Wallace Analyses for 'I would find it useful to learn more about…The ethics behind AI use.'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison ?	Relevant Mean Ranks
By Age	17.06	5	4.38E-03	2988			FALSE	
By Gender	58.06	2	2.47E-13	2985			TRUE	
Man-Non-binary umbrella					**526.48***	312.07	**TRUE**	Non-binary umbrella: 1927.01
Man-Woman					109.30	141.11	FALSE	Woman: 1509.82
Non-binary umbrella-Woman					**417.19***	303.75	**TRUE**	Man: 1400.52
By College	7.70	6	0.26	2981			FALSE	
By Year in School	27.24	3	5.24E-06	2977			TRUE	
First Year-Fourth year+					**197.12***	192.82	**TRUE**	4th+ year: 1613.19
First Year-Second year					17.51	185.93	FALSE	1st year: 1416.07
First Year-Third year					107.28	192.01	FALSE	
Fourth year+ -Second year					179.61	199.03	FALSE	
Fourth year+ -Third year					89.84	204.72	FALSE	
Second year-Third year					89.77	198.24	FALSE	

Table 27: Wilcoxon Rank-Sum Analyses for 'I would find it useful to learn more about…The ethics behind AI use.'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	96233	1.72E-03	NA	2987	FALSE	NA
By International Status	110510	0.20	NA	2974	FALSE	NA

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Modality of classes taken (async vs else)	1088793	0.25	NA	2987	FALSE	NA
By Modality of classes taken (async/sync vs else)	962990	0.24	NA	2987	FALSE	NA
By Race	919737	0.76	NA	2946	FALSE	NA

Table 28: Kruskal-Wallace Analyses for 'I would find it useful to learn more about...How to use AI in my future career.'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	8.20	5	0.15	2989			FALSE	
By Gender	105.97	2	< 2.2e-16	2986			TRUE	
Man-Non-binary umbrella					**663.92***	312.17	**TRUE**	Man: 1659.55
Man-Woman					**220.74***	141.14	**TRUE**	Woman: 1438.81
Non-binary umbrella-Woman					**443.18***	303.85	**TRUE**	Non-binary umbrella: 995.63
By College	197.73	6	< 2.2e-16	2982			TRUE	
A&S-BUS					**654.01***	240.05	**TRUE**	BUS: 2017.74
A&S-CMCI					193.42	295.76	FALSE	ENG: 1611.85
A&S-EDU					175.83	772.49	FALSE	CMCI: 1557.15
A&S-ENG					**248.12***	200.54	**TRUE**	A&S: 1363.73
A&S-ENVD					273.74	670.57	FALSE	MUS: 845.57
A&S-MUS					518.16	1033.14	FALSE	
BUS-CMCI					**460.59***	358.05	**TRUE**	
BUS-EDU					478.19	798.41	FALSE	
BUS-ENG					**405.89***	284.51	**TRUE**	
BUS-ENVD					380.27	700.28	FALSE	
BUS-MUS					**1172.18***	1052.66	**TRUE**	
CMCI-EDU					17.60	816.89	FALSE	
CMCI-ENG					54.70	332.85	FALSE	
CMCI-ENVD					80.32	721.28	FALSE	
CMCI-MUS					711.59	1066.75	FALSE	
EDU-ENG					72.30	787.44	FALSE	
EDU-ENVD					97.92	1014.65	FALSE	
EDU-MUS					693.99	1283.44	FALSE	
ENG-ENVD					25.62	687.74	FALSE	
ENG-MUS					766.29	1044.36	FALSE	

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
ENVD-MUS					791.91	1224.80	FALSE	
By Year in School	4.73	3	0.19	2978			FALSE	

Table 29: Wilcoxon Rank-Sum Analyses for 'I would find it useful to learn more about…How to use AI in my future career.'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	113578	0.45	NA	2988	FALSE	NA
By International Status	94579	6.01E-04	NA	2975	FALSE	NA
By Modality of classes taken (async vs else)	1048956	3.52E-03	NA	2988	FALSE	NA
By Modality of classes taken (async/sync vs else)	960308	0.24	NA	2988	FALSE	NA
By Race	971118	0.03	NA	2947	FALSE	NA

Table 30: Kruskal-Wallace Analyses for 'I would find it useful to learn more about…What AI can and cannot do to improve my academic work and learning.'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	6.52	5	0.26	2987			FALSE	
By Gender	34.87	2	2.69E-08	2984			TRUE	
Man-Non-binary umbrella					**416.37***	311.98	**TRUE**	Man: 1552.72
Man-Woman					64.74	141.10	FALSE	Woman: 1487.99
Non-binary umbrella-Woman					**351.64***	303.65	**TRUE**	Non-binary umbrella: 1136.35
By College	84.50	6	4.20E-16	2980			TRUE	
A&S-BUS					**430.10***	239.90	**TRUE**	BUS: 1848.40
A&S-CMCI					99.83	295.57	FALSE	ENG: 1531.26
A&S-EDU					87.25	771.97	FALSE	A&S: 1418.30
A&S-ENG					112.96	200.58	FALSE	
A&S-ENVD					127.95	670.13	FALSE	
A&S-MUS					477.90	1032.45	FALSE	
BUS-CMCI					330.27	357.81	FALSE	
BUS-EDU					342.85	797.88	FALSE	
BUS-ENG					**317.14***	284.43	**TRUE**	
BUS-ENVD					302.15	699.81	FALSE	
BUS-MUS					908.00	1051.96	FALSE	

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
CMCI-EDU					12.57	816.34	FALSE	
CMCI-ENG					13.13	332.73	FALSE	
CMCI-ENVD					28.12	720.79	FALSE	
CMCI-MUS					577.73	1066.03	FALSE	
EDU-ENG					25.70	786.95	FALSE	
EDU-ENVD					40.69	1013.97	FALSE	
EDU-MUS					565.16	1282.58	FALSE	
ENG-ENVD					14.99	687.32	FALSE	
ENG-MUS					590.86	1043.69	FALSE	
ENVD-MUS					605.85	1223.98	FALSE	
By Year in School	0.69	3	0.88	2976			FALSE	

Table 31: Wilcoxon Rank-Sum Analyses for 'I would find it useful to learn more about…What AI can and cannot do to improve my academic work and learning.'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	112352	0.36	NA	2986	FALSE	NA
By International Status	99395	5.19E-03	NA	2973	FALSE	NA
By Modality of classes taken (async vs else)	1064740	0.03	NA	2986	FALSE	NA
By Modality of classes taken (async/sync vs else)	992808	0.68	NA	2986	FALSE	NA
By Race	964139	0.05	NA	2945	FALSE	NA

Table 32: Kruskal-Wallace Analyses for 'How comfortable would you be with students being required to use AI in a class at CU?

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	5.67	5	0.34	2950			FALSE	
By Gender	116.05	2	< 2.2e-16	2947			TRUE	
Man-Non-binary umbrella					**770.32***	176.03	**TRUE**	
Man-Woman					76.10	79.95	FALSE	
Non-binary umbrella-Woman					**694.22***	171.15	**TRUE**	
By College	108.89	6	< 2.2e-16	2943			TRUE	
A&S-BUS					**505.87***	243.23	**TRUE**	BUS: 1896.29
A&S-CMCI					197.93	293.28	FALSE	ENG: 1488.23

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
A&S-EDU					254.31	776.73	FALSE	A&S: 1390.42
A&S-ENG					97.81	199.28	FALSE	
A&S-ENVD					56.06	661.83	FALSE	
A&S-MUS					386.35	1019.65	FALSE	
BUS-CMCI					307.95	358.66	FALSE	
BUS-EDU					251.56	803.70	FALSE	
BUS-ENG					**408.07***	286.94	**TRUE**	
BUS-ENVD					561.93	693.29	FALSE	
BUS-MUS					892.23	1040.34	FALSE	
CMCI-EDU					56.38	820.24	FALSE	
CMCI-ENG					100.12	330.44	FALSE	
CMCI-ENVD					253.99	712.39	FALSE	
CMCI-MUS					584.28	1053.16	FALSE	
EDU-ENG					156.50	791.51	FALSE	
EDU-ENVD					310.37	1012.32	FALSE	
EDU-MUS					640.66	1275.32	FALSE	
ENG-ENVD					153.87	679.12	FALSE	
ENG-MUS					484.16	1030.95	FALSE	
ENVD-MUS					330.29	1208.79	FALSE	
By Year	7.74	3	0.05	2939			FALSE	

Table 33: Wilcoxon Rank-Sum Analyses for 'How comfortable would you be with students being required to use AI in a class at CU?

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	126258	0.24	NA	2949	FALSE	NA
By International Status	89697	2.15E-04	NA	2936	FALSE	NA
By Modality of classes taken (Async vs else)	1020334	3.57E-03	NA	2949	FALSE	NA
By Modality of classes taken (Async/Sync vs else)	918257	0.06	NA	2949	FALSE	NA
By Race	973493	5.00E-04	NA	2908	FALSE	NA

Table 34: Kruskal-Wallace Analyses for 'How comfortable would you be with students being prohibited from using AI in a class at CU?

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	9.16	5	0.10	2756			FALSE	
By Gender	20.59	2	3.38E-05	2755			TRUE	
Man-Non-binary umbrella					**319.31***	318.12	TRUE	
Man-Woman					1.17	135.29	FALSE	
Non-binary umbrella-Woman					**318.14***	310.48	TRUE	
By College	67.87	6	1.12E-12	2751			TRUE	
A&S-BUS					**325.20***	224.57	**TRUE**	ENG: 1462.92
A&S-CMCI					110.30	284.59	FALSE	A&S: 1412.06
A&S-EDU					346.01	726.54	FALSE	BUS: 1086.87
A&S-ENG					50.85	191.21	FALSE	
A&S-ENVD					133.37	656.03	FALSE	
A&S-MUS					484.89	1112.15	FALSE	
BUS-CMCI					214.90	339.98	FALSE	
BUS-EDU					20.81	749.97	FALSE	
BUS-ENG					**376.05***	266.74	**TRUE**	
BUS-ENVD					458.57	681.89	FALSE	
BUS-MUS					810.09	1127.60	FALSE	
CMCI-EDU					235.70	770.08	FALSE	
CMCI-ENG					161.15	318.93	FALSE	
CMCI-ENVD					243.68	703.94	FALSE	
CMCI-MUS					595.19	1141.07	FALSE	
EDU-ENG					396.86	740.67	FALSE	
EDU-ENVD					479.38	970.78	FALSE	
EDU-MUS					830.90	1322.47	FALSE	
ENG-ENVD					82.52	671.64	FALSE	
ENG-MUS					434.04	1121.43	FALSE	
ENVD-MUS					351.52	1285.08	FALSE	
By Year in School	7.38	3	0.12	2755			FALSE	

Table 35: Wilcoxon Rank-Sum Analyses for 'How comfortable would you be with students being prohibited from using AI in a class at CU?

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	96434	0.31	NA	2755	FALSE	NA

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By International Status	95732	0.11	NA	2745	FALSE	NA
By Modality of classes taken (Async vs else)	1001408	7.81E-03	NA	2755	FALSE	NA
By Modality of classes taken (Async/Sync vs else)	861498	0.23	NA	2755	FALSE	NA
By Race	792138	0.83	NA	2716	FALSE	NA

Table 36: Kruskal-Wallace Analyses for 'I would like guidance from my professors on acceptable AI use in class.'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	10.61	5	0.06	2988			FALSE	
By Gender	3.35	2	0.19	2985			FALSE	
By College	28.16	6	8.78E-05	2981			FALSE	
By Year	7.92	3	0.05	2877			FALSE	

Table 37: Wilcoxon Rank-Sum Analyses for 'I would like guidance from my professors on acceptable AI use in class.'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	120448	0.85	NA	2987	FALSE	NA
By International Status	104478	0.03	NA	2974	FALSE	NA
By Modality of classes taken (Async vs else)	1089195	0.26	NA	2987	FALSE	NA
By Modality of classes taken (Async/Sync vs else)	968762	0.45	NA	2987	FALSE	NA
By Race	938224	0.54	NA	2946	FALSE	NA

Table 38: Kruskal-Wallace Analyses for 'If AI use was permitted in class, I would be comfortable disclosing my AI use.'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	14.71	5	0.01	2988			FALSE	
By Gender	13.95	2	9.37E-04	2985			FALSE	
By College	60.31	6	3.89E-11	2981			TRUE	
A&S-BUS					**344.06***	239.98	**TRUE**	BUS: 1766.64
A&S-CMCI					48.84	295.67	FALSE	A&S: 1422.58
A&S-EDU					91.11	772.23	FALSE	

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
A&S-ENG					162.91	200.48	FALSE	
A&S-ENVD					209.76	670.35	FALSE	
A&S-MUS					235.21	1032.79	FALSE	
BUS-CMCI					295.22	357.93	FALSE	
BUS-EDU					435.18	798.15	FALSE	
BUS-ENG					181.15	284.41	FALSE	
BUS-ENVD					134.31	700.05	FALSE	
BUS-MUS					579.27	1052.31	FALSE	
CMCI-EDU					139.95	816.62	FALSE	
CMCI-ENG					114.07	332.74	FALSE	
CMCI-ENVD					160.92	721.04	FALSE	
CMCI-MUS					284.05	1066.39	FALSE	
EDU-ENG					254.02	787.17	FALSE	
EDU-ENVD					300.87	1014.31	FALSE	
EDU-MUS					144.10	1283.01	FALSE	
ENG-ENVD					46.85	687.51	FALSE	
ENG-MUS					398.12	1044.01	FALSE	
ENVD-MUS					444.97	1224.39	FALSE	
By Year in School	14.66	3	2.13E-03	2977			FALSE	

Table 39: Wilcoxon Rank-Sum Analyses for 'If AI use was permitted in class, I would be comfortable disclosing my AI use.'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	102537	0.02	NA	2987	FALSE	NA
By International Status	106132	0.06	NA	2974	FALSE	NA
By Modality of classes taken (Async vs else)	1087882	0.24	NA	2987	FALSE	NA
By Modality of classes taken (Async/Sync vs else)	941438	0.04	NA	2987	FALSE	NA
By Race	857182	7.41E-04	NA	2946	FALSE	NA

Table 40: Kruskal-Wallace Analyses for 'I am comfortable with AI being used in the grading of my work.'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	8.73	5	0.12	2988			FALSE	
By Gender	37.95	2	5.74E-09	2985			TRUE	
Man-Non-binary umbrella					**442.90***	312.07	**TRUE**	Man: 1539.97
Man-Woman					40.22	141.11	FALSE	Woman: 1499.75
Non-binary umbrella-Woman					**402.67***	303.75	**TRUE**	Non-binary umbrella: 1097.07
By College	34.09	6	6.47E-06	2982			TRUE	
A&S-BUS					**266.91***	239.98	**TRUE**	BUS: 1712.07
A&S-CMCI					151.98	295.67	FALSE	A&S: 1445.16
A&S-EDU					185.66	772.23	FALSE	
A&S-ENG					40.87	200.48	FALSE	
A&S-ENVD					72.98	670.35	FALSE	
A&S-MUS					194.79	1032.79	FALSE	
BUS-CMCI					114.93	357.93	FALSE	
BUS-EDU					81.25	798.15	FALSE	
BUS-ENG					226.04	284.41	FALSE	
BUS-ENVD					339.88	700.05	FALSE	
BUS-MUS					461.70	1052.31	FALSE	
CMCI-EDU					33.68	816.62	FALSE	
CMCI-ENG					111.11	332.74	FALSE	
CMCI-ENVD					224.95	721.04	FALSE	
CMCI-MUS					346.77	1066.39	FALSE	
EDU-ENG					144.79	787.17	FALSE	
EDU-ENVD					258.63	1014.31	FALSE	
EDU-MUS					380.45	1283.01	FALSE	
ENG-ENVD					113.85	687.51	FALSE	
ENG-MUS					235.66	1044.01	FALSE	
ENVD-MUS					121.81	1224.39	FALSE	
By Year in School	6.49	3	0.17	2987			FALSE	

Table 41: Wilcoxon Rank-Sum Analyses for 'I am comfortable with AI being used in the grading of my work.'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	125678	0.38	NA	2987	FALSE	NA
By International Status	91144	1.22E-04	NA	2974	FALSE	NA
By Modality of classes taken (Async vs else)	1079410	0.13	NA	2987	FALSE	NA
By Modality of classes taken (Async/sync vs else)	959018	0.24	NA	2987	FALSE	NA
By Race	**1016878***	1.15E-05	-0.08	2946	**TRUE**	non-white: 1573.68, white: 1428.80

Table 42: Kruskal-Wallace Analyses for 'I am comfortable with my professor using AI to design course materials.'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	3.73	5	0.59	2986			FALSE	
By Gender	71.58	2	2.87E-16	2983			TRUE	
Man-Non-binary umbrella					**594.73***	311.86	**TRUE**	Man: 1531.15
Man-Woman					13.85	141.04	FALSE	Woman: 1517.31
Non-binary umbrella-Woman					**580.88***	303.56	**TRUE**	Non-binary umbrella: 936.423
By College	68.31	6	9.08E-13	2979			TRUE	
A&S-BUS					**361.82***	157.41	**TRUE**	BUS: 1796.05
A&S-CMCI					126.84	193.93	FALSE	EDU: 1856.72
A&S-EDU					422.50	506.49	FALSE	CMCI: 1561.07
A&S-ENG					48.26	131.51	FALSE	A&S: 1434.22
A&S-ENVD					68.09	439.67	FALSE	MUS: 814.53
A&S-MUS					619.69	677.38	FALSE	
BUS-CMCI					**234.98***	234.76	**TRUE**	
BUS-EDU					60.68	523.48	FALSE	
BUS-ENG					313.56	186.54	TRUE	
BUS-ENVD					429.91	459.14	FALSE	
BUS-MUS					**981.51***	690.18	**TRUE**	
CMCI-EDU					295.66	535.60	FALSE	
CMCI-ENG					78.58	218.24	FALSE	
CMCI-ENVD					194.93	472.91	FALSE	
CMCI-MUS					**746.53***	699.41	**TRUE**	
EDU-ENG					374.23	516.29	FALSE	
EDU-ENVD					490.58	665.26	FALSE	

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
EDU-MUS					**1042.19***	841.49	**TRUE**	
ENG-ENVD					116.35	450.92	FALSE	
ENG-MUS					667.95	684.74	FALSE	
ENVD-MUS					551.61	803.04	FALSE	
By Year in School	1.44	3	0.70	2975			FALSE	

Table 43: Wilcoxon Rank-Sum Analyses for 'I am comfortable with my professor using AI to design course materials.'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	127596	0.25	NA	2985	FALSE	NA
By International Status	93252	3.99E-04	NA	2972	FALSE	NA
By Modality of classes taken (Async vs else)	1066804	0.05	NA	2985	FALSE	NA
By Modality of classes taken (Async/sync vs else)	960762	0.30	NA	2985	FALSE	NA
By Race	992426	1.08E-03	NA	2943	FALSE	NA

Table 44: Kruskal-Wallace Analyses for 'I am comfortable with AI detectors being used.'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	1.85	5	0.87	2987			FALSE	
By Gender	4.60	2	0.10	2984			FALSE	
By College	13.47	6	0.04	2980			FALSE	
By Year in School	0.38	3	0.95	2976			FALSE	

Table 45: Wilcoxon Rank-Sum Analyses for 'I am comfortable with AI detectors being used.'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	103660	0.04	NA	2986	FALSE	NA
By International Status	107944	0.16	NA	2972	FALSE	NA
By Modality of classes taken (Async vs else)	1150510	0.11	NA	2986	FALSE	NA
By Modality of classes taken (Async/Sync vs else)	1002927	0.36	NA	2986	FALSE	NA
By Race	916270	0.66	NA	2945	FALSE	NA

Table 46: Kruskal-Wallace Analyses for 'I want my professors to disclose their AI use.'

Comparison	H	df	p-value	N	Observed diff	Critical diff (alpha = 7.72E-05)	Significant Comparison?	Relevant Mean Ranks
By Age	15.26	3	9.32E-03	2987			FALSE	
By Gender	55.56	2	8.61E-13	2984			TRUE	
Man-Non-binary umbrella					**396.71***	311.96	**TRUE**	Non-binary umbrella: 1919.88
Man-Woman					86.06	141.07	FALSE	Man: 1523.17
Non-binary umbrella-Woman					**482.77***	303.66	**TRUE**	Woman: 1437.11
By College	15.09	6	0.02	2980			FALSE	
By Year in School	20.54	3	9.89E-04	2987			FALSE	

Table 47:Wilcoxon Rank-Sum Analyses for 'I want my professors to disclose their AI use.'

Comparison	W	p-value	r	N	Significant Comparison? (alpha = 7.72E-05)	Mean Ranks
By Comfort with English	**90948***	6.94E-05	-0.07	2986	**TRUE**	Comfort with English = 5: 1503.18, Comfort with English <5: 1150.63
By International Status	125116	0.46	NA	2973	FALSE	
By Modality of classes taken (Async vs else)	1131794	0.40	NA	2986	FALSE	
By Modality of classes taken (Async/Sync vs else)	959156	0.22	NA	2986	FALSE	
By Race	876116	0.01	NA	2945	FALSE	

APPENDIX B: Data Tables by College

Below data tables display respondents' answers to each survey question by the college their primary major is located in. *Note: While CMCI and ENVD combined in July 2025 to form CMDI, these colleges were separate during the collection and analysis of the data, so we have chosen to keep them separate in this report.*

Percentages are calculated by dividing the number of respondents in each college who selected an answer choice by the number of respondents in the college. (For multiple response questions, percentages total over 100%).

Arts & Sciences, n = 1880

Table 48: A&S respondents' selections for 'Which AI-powered tools do you use?'

College	AI Tool	Percentage	Count
A&S	ChatGPT	82.2%	1546
A&S	Grammarly	48.6%	913
A&S	Google AI overview	20.7%	390
A&S	Gemini	12.3%	232
A&S	Microsoft CoPilot	7.2%	136
A&S	NotebookLM	4.5%	84
A&S	Notion	3.1%	59
A&S	Claude	3.0%	56
A&S	Dall-e	2.9%	55
A&S	Adobe Express	2.4%	46
A&S	Perplexity	2.2%	42
A&S	Otter	2.1%	40
A&S	Midjourney	1.7%	32
A&S	Github Copilot	1.4%	27
A&S	Google Duet	1.3%	25
A&S	Stable Diffusion	1.1%	20
A&S	Zoom AI tools	0.9%	17
A&S	YouChat	0.4%	8
A&S	Explainpaper	0.3%	6
A&S	Anyword	0.1%	2
A&S	Other AI tool	6.4%	120
A&S	I don't use AI tools	10.3%	194

Table 49: A&S respondents' selections for 'How would you rate your overall attitude toward AI?'

College	Attitude Toward AI	Percentage	Count
A&S	Very positive	13.0%	244
A&S	Somewhat positive	36.3%	683
A&S	Neutral	24.0%	451
A&S	Somewhat negative	18.4%	346

College	Attitude Toward AI	Percentage	Count
A&S	Very negative	8.3%	156

Table 50: A&S respondents' selections for 'Where do you typically get information about AI?' (Multiple select)

College	Information Source	Percentage	Count
A&S	Peers	76.9%	1445
A&S	Social Media	69.7%	1310
A&S	Professors/educators	55.0%	1034
A&S	News	51.2%	963
A&S	Family	22.2%	418
A&S	Peer-reviewed articles	15.8%	297
A&S	Other	2.0%	37

Table 51: A&S respondents' selections for 'It is important to me to understand how AI works in order to feel comfortable using it'

College	Selection	Percentage	Count
A&S	Strongly agree	29.1%	547
A&S	Somewhat agree	41.0%	770
A&S	Neutral	19.0%	357
A&S	Somewhat disagree	8.4%	158
A&S	Strongly disagree	2.6%	48

Table 52: A&S respondents' selections for 'I can explain how AI works.'

College	Selection	Percentage	Count
A&S	Strongly agree	8.5%	159
A&S	Somewhat agree	36.2%	680
A&S	Neutral	23.0%	433
A&S	Somewhat disagree	22.6%	424
A&S	Strongly disagree	9.8%	184

Table 53: A&S respondents' selections for 'What kinds of academic work do you use AI for, outside of cases where you are required to use it?' (Multiple select, n=1873 for this question due to data cleaning)

College	Types of Academic Work	Percentage	Count
A&S	Preliminary stages	67.8%	1269
A&S	Study tool	64.2%	1202
A&S	Troubleshooting	61.2%	1147

College	Types of Academic Work	Percentage	Count
A&S	Completing entire sections	17.5%	328
A&S	Completing entire academic works	2.6%	49
A&S	Other	5.5%	103
A&S	I don't use AI in academic work at all	12.2%	228

Table 54: A&S respondents' selections for 'How often do you use AI for academic work?'

College	Frequency	Percentage	Count
A&S	Every day	10.9%	205
A&S	Multiple times a day	6.2%	117
A&S	More than once a week but not every day	39.6%	745
A&S	Once a week	20.3%	381
A&S	Once a month	9.7%	182
A&S	Once a year	2.5%	47
A&S	I have never used AI for academic work	10.7%	202

Table 55: A&S respondents' selections for 'What percentage of your academic work do you use AI for?'

College	Percent of Work	Percentage	Count
A&S	0-25%	72.6%	1365
A&S	26-50%	19.8%	373
A&S	51-75%	5.5%	103
A&S	76-100%	2.1%	39

Table 56: A&S respondents' selections for 'Have you had any assignment identified as AI-generated by an instructor or grader? (Multiple select; n=1812 on this question due to data cleaning.)

College	Selection	Percentage	Count
A&S	My work has never been identified as AI generated, and I have never submitted exact AI output in an assignment.	82.2%	1489
A&S	I have had an assignment identified as AI generated even though I did not submit any exact AI output in the assignment.	10.2%	185
A&S	My work has never been identified as AI generated even though I have submitted exact AI output for all or part of an assignment.	4.4%	80
A&S	I have had an assignment correctly identified as fully or partly AI generated.	3.0%	54
A&S	Other experience	1.3%	23

Table 57: A&S respondents' selections for 'When you decide to use AI for a given assignment, what are the main reasons that drive your decision? (Multiple select, n=1869 on this question due to data cleaning.)

College	Reasons for using AI	Percentage	Count
A&S	AI helps me get started when I'm stuck.	70.1%	1311
A&S	AI helps me understand the material.	58.9%	1100
A&S	AI helps me finish the assignment more efficiently.	30.3%	566
A&S	I find using AI easier than seeking help from a person.	27.9%	521
A&S	I don't have time to attend office hours, go to a help room, or seek tutoring.	25.3%	472
A&S	I do not have enough time to complete the assignment.	21.3%	398
A&S	I am invested in the assignment and AI can make my work even better than it already is.	15.7%	294
A&S	I don't enjoy the material, or I don't find it interesting.	14.7%	275
A&S	My professor/course requires it.	12.9%	242
A&S	The assignment does not have a big impact on my grade.	10.1%	188
A&S	The assignment has a big impact on my grade.	8.1%	152
A&S	I don't feel like completing the assignment will contribute to my education in the long run.	7.8%	146
A&S	Other	4.4%	82
A&S	I do not use AI on academic submissions.	13.9%	260

Table 58: A&S respondents' selections for 'When you decide NOT to use AI for a given assignment, what are the main reasons that drive your decision? (Multiple select, n=1876 on this question due to data cleaning.)

College	Reasons for NOT using AI	Percentage	Count
A&S	I have concerns about the accuracy of AI output.	77.8%	1459
A&S	I don't use it for a given class because it's against the professor's policy and I want to follow the policy.	54.9%	1030
A&S	I have concerns about how using AI could impact my learning from the assignment.	53.5%	1004
A&S	I have concerns about facing academic repercussions for using AI.	53.1%	997
A&S	I have ethical concerns about AI (environmental concerns, labor practices, copyright, personal privacy, other).	48.8%	915
A&S	AI doesn't seem that helpful/useful for the assignment.	45.4%	853
A&S	I personally consider using AI in an academic context to be cheating.	34.4%	645
A&S	Cost (i.e. Better AIs are behind paywalls and I can't afford them.)	6.5%	128
A&S	I don't have a specific reason.	5.6%	105
A&S	I don't know how to use AI.	2.9%	55
A&S	Other	4.2%	78
A&S	I always use AI on academic submissions.	0.3%	6

Table 59: A&S respondents' selections for 'I believe AI will play a big role in my future career.'

College	Selection	Percentage	Count
A&S	Strongly agree	15.3%	288
A&S	Somewhat agree	31.0%	582
A&S	Neutral	20.8%	391
A&S	Somewhat disagree	20.7%	389
A&S	Strongly disagree	12.2%	230

Table 60: A&S respondents' selections for 'I would find it useful to learn more about: How to improve my prompts to get better output (prompt engineer).'

College	Selection	Percentage	Count
A&S	Strongly agree	20.2%	379
A&S	Somewhat agree	35.8%	673
A&S	Neutral	24.0%	452
A&S	Somewhat disagree	10.2%	191
A&S	Strongly disagree	9.8%	184

Table 61: A&S respondents' selections for 'I would find it useful to learn more about: How AI models work'

College	Selection	Percentage	Count
A&S	Strongly agree	22.5%	423
A&S	Somewhat agree	39.7%	747
A&S	Neutral	24.3%	457
A&S	Somewhat disagree	8.8%	166
A&S	Strongly disagree	4.6%	86

Table 62: A&S respondents' selections for 'I would find it useful to learn more about: The ethics behind AI use.'

College	Selection	Percentage	Count
A&S	Strongly agree	39.9%	750
A&S	Somewhat agree	32.9%	619
A&S	Neutral	17.6%	331
A&S	Somewhat disagree	7.1%	134
A&S	Strongly disagree	2.4%	45

Table 63: A&S respondents' selections for 'I would find it useful to learn more about: How to use AI in my future career.'

College	Selection	Percentage	Count
A&S	Strongly agree	28.1%	529
A&S	Somewhat agree	30.5%	573
A&S	Neutral	20.3%	381
A&S	Somewhat disagree	12.1%	228
A&S	Strongly disagree	9.0%	169

Table 64: A&S respondents' selections for 'I would find it useful to learn more about: What AI can and cannot do to improve my academic work and learning.'

College	Selection	Percentage	Count
A&S	Strongly agree	28.1%	529
A&S	Somewhat agree	38.5%	723
A&S	Neutral	21.6%	406
A&S	Somewhat disagree	7.4%	139
A&S	Strongly disagree	5.5%	103

Table 65: A&S respondents' selections for 'Where would you like to learn the skills and information from the previous question?' (Multiple select)

College	Selection	Percentage	Count
A&S	Usual classes	45.5%	855
A&S	AI literacy course	31.2%	587
A&S	Outside CU	24.5%	460
A&S	Workshops	21.5%	405
A&S	No preference	31.8%	598

Table 66: A&S respondents' selections for 'At CU, I want the AI policy to be ____.'

College	Selection	Percentage	Count
A&S	the same campus wide	24.3%	456
A&S	the same college wide	9.0%	170
A&S	the same department wide	8.0%	150
A&S	different by assignment type	18.8%	354
A&S	different from class to class	29.0%	545
A&S	different by individual assignment	10.7%	201

Table 67: A&S respondents' selections for '*I think students should be ____ to use AI in their classes at CU.'*

College	Selection	Percentage	Count
A&S	prohibited	9.1%	172
A&S	discouraged but not prohibited	44.4%	834
A&S	able to freely choose when	38.2%	718
A&S	encouraged but not required	7.8%	147
A&S	required	0.4%	8

Table 68: (Of A&S respondents who did not select required on the previous question, n=1872) selections for 'How comfortable would you be with students being required to use AI in a class at CU?'

College	Selection	Percentage	Count
A&S	Extremely comfortable	11.5%	215
A&S	Somewhat comfortable	20.6%	386
A&S	Neither comfortable nor uncomfortable	27.8%	521
A&S	Somewhat uncomfortable	24.6%	461
A&S	Extremely uncomfortable	15.4%	288

Table 69: (Of A&S respondents who did not select prohibited on the previous question, n=1708) selections for 'How comfortable would you be with students being prohibited from using AI in a class at CU?'

College	Selection	Percentage	Count
A&S	Extremely comfortable	9.2%	157
A&S	Somewhat comfortable	19.9%	340
A&S	Neither comfortable nor uncomfortable	34.6%	591
A&S	Somewhat uncomfortable	28.5%	486
A&S	Extremely uncomfortable	7.8%	133

Table 70: A&S respondents' selections for 'I would like guidance from my professors on acceptable AI use in class.'

College	Selection	Percentage	Count
A&S	Strongly agree	31.5%	593
A&S	Somewhat agree	40.1%	753
A&S	Neutral	19.6%	368
A&S	Somewhat disagree	5.3%	100
A&S	Strongly disagree	3.5%	65

Table 71: A&S respondents' selections for 'If AI use was permitted in class, I would be comfortable disclosing my AI use.'

College	Selection	Percentage	Count
A&S	Strongly agree	31.0%	582
A&S	Somewhat agree	33.9%	637
A&S	Neutral	24.1%	454
A&S	Somewhat disagree	7.4%	140
A&S	Strongly disagree	3.5%	66

Table 72: A&S respondents' selections for ' I am comfortable with AI being used in the grading of my work.'

College	Selection	Percentage	Count
A&S	Strongly agree	7.1%	133
A&S	Somewhat agree	17.7%	333
A&S	Neutral	19.8%	372
A&S	Somewhat disagree	25.4%	477
A&S	Strongly disagree	30.0%	564

Table 73: A&S respondents' selections for 'I am comfortable with AI detectors being used.'

College	Selection	Percentage	Count
A&S	Strongly agree	25.4%	477
A&S	Somewhat agree	29.5%	554
A&S	Neutral	23.4%	440
A&S	Somewhat disagree	14.2%	267
A&S	Strongly disagree	7.4%	140

Table 74: A&S respondents' selections for ' I am comfortable with my professor using AI to design course materials.'

College	Selection	Percentage	Count
A&S	Strongly agree	13.1%	247
A&S	Somewhat agree	25.6%	482
A&S	Neutral	23.8%	448
A&S	Somewhat disagree	18.4%	345
A&S	Strongly disagree	18.9%	355

Table 75: A&S respondents' selections for ' I want my professors to disclose their AI use.'

College	Selection	Percentage	Count
A&S	Strongly agree	49.1%	924
A&S	Somewhat agree	28.2%	531

College	Selection	Percentage	Count
A&S	Neutral	19.4%	364
A&S	Somewhat disagree	2.3%	44
A&S	Strongly disagree	0.8%	15

Business, n=323

Table 76: Business respondents' selections for 'Which AI-powered tools do you use?' (Multiple select)

College	AI Tools Used	Percentage	Count
BUS	ChatGPT	96.0%	310
BUS	Grammarly	52.3%	169
BUS	Gemini	25.1%	81
BUS	Microsoft CoPilot	22.0%	71
BUS	Google AI overview	15.5%	50
BUS	NotebookLM	14.9%	48
BUS	Claude	10.5%	34
BUS	Dall-e	10.5%	34
BUS	Perplexity	6.2%	20
BUS	Notion	5.6%	18
BUS	Otter	4.6%	15
BUS	Github Copilot	4.3%	14
BUS	Adobe Express	4.3%	14
BUS	Zoom AI tools	3.4%	11
BUS	Stable Diffusion	2.8%	9
BUS	Midjourney	2.5%	8
BUS	Google Duet	1.9%	6
BUS	YouChat	1.2%	4
BUS	Anyword	0.6%	2
BUS	Explainpaper	0.3%	1
BUS	Other AI tool	10.2%	33
BUS	I don't use AI tools	1.2%	4

Table 77: Business respondents' selections for 'How would you rate your overall attitude toward AI?'

College	Attitude Toward AI	Percentage	Count
BUS	Very positive	32.2%	104
BUS	Somewhat positive	48.9%	158
BUS	Neutral	12.1%	39

College	Attitude Toward AI	Percentage	Count
BUS	Somewhat negative	5.6%	18
BUS	Very negative	1.2%	4

Table 78: Business respondents' selections for 'Where do you typically get information about AI' (Multiple select)

College	Information Source	Percentage	Count
BUS	Peers	80.8%	261
BUS	Professors/educators	68.4%	221
BUS	Social Media	66.3%	214
BUS	News	47.7%	154
BUS	Family	21.4%	69
BUS	Peer-reviewed articles	11.5%	37
BUS	Other	2.5%	8

Table 79: Business respondents' selections for 'It is important to me to understand how AI works in order to feel comfortable using it.'

College	Selection	Percentage	Count
BUS	Strongly agree	46.1%	149
BUS	Somewhat agree	37.5%	121
BUS	Neutral	11.5%	37
BUS	Somewhat disagree	4.6%	15
BUS	Strongly disagree	0.3%	1

Table 80: Business respondents' selections for 'I can explain how AI works.'

College	Selection	Percentage	Count
BUS	Strongly agree	15.5%	50
BUS	Somewhat agree	44.3%	143
BUS	Neutral	22.6%	73
BUS	Somewhat disagree	14.2%	46
BUS	Strongly disagree	3.4%	11

Table 81: Business respondents' selections for 'What kinds of academic work do you use AI for, outside of cases where you are required to use it?' (Multiple select)

College	Types of Academic Work	Percentage	Count
BUS	Preliminary stages	88.2%	285
BUS	Study tool	80.5%	260

College	Types of Academic Work	Percentage	Count
BUS	Troubleshooting	75.2%	243
BUS	Completing entire sections	37.8%	122
BUS	Completing entire academic works	7.7%	25
BUS	Other	1.9%	6
BUS	I don't use AI in academic work at all	3.1%	10

Table 82: Business respondents' selections for 'How often do you use AI for academic work?'

College	Frequency	Percentage	Count
BUS	Every day	26.6%	86
BUS	Multiple times a day	18.3%	59
BUS	More than once a week but not every day	39.9%	129
BUS	Once a week	10.2%	33
BUS	Once a month	2.2%	7
BUS	Once a year	0.6%	2
BUS	I have never used AI for academic work	2.2%	7

Table 83: Business respondents' selections for 'What percentage of your academic work do you use AI for?'

College	Percent of work	Percentage	Count
BUS	0-25%	49.2%	159
BUS	26-50%	32.5%	105
BUS	51-75%	12.7%	41
BUS	76-100%	5.6%	18

Table 84: Business respondents' selections for 'Have you had any assignment identified as AI generated by an instructor or grader?' (Multiple selection; n=300 for this question due to data cleaning.)

College	Selection	Percentage	Count
BUS	My work has never been identified as AI generated, and I have never submitted exact AI output in an assignment.	78.0%	234
BUS	I have had an assignment identified as AI generated even though I did not submit any exact AI output in the assignment.	8.7%	26
BUS	My work has never been identified as AI generated even though I have submitted exact AI output for all or part of an assignment.	6.3%	19
BUS	I have had an assignment correctly identified as fully or partly AI generated.	6.3%	19
BUS	Other experience	2.3%	7

Table 85: Business respondents' selections for 'When you decide to use AI for a given assignment, what are the main reasons that drive your decision?' (Multiple select)

College	Reasons for using AI	Percentage	Count
BUS	AI helps me get started when I'm stuck.	88.9%	287
BUS	AI helps me understand the material.	74.9%	242
BUS	AI helps me finish the assignment more efficiently.	53.3%	172
BUS	I find using AI easier than seeking help from a person.	44.3%	143
BUS	My professor/course requires it.	39.0%	126
BUS	I don't have time to attend office hours, go to a help room, or seek tutoring.	33.1%	107
BUS	I do not have enough time to complete the assignment.	32.2%	104
BUS	I am invested in the assignment and AI can make my work even better than it already is.	31.6%	102
BUS	I don't enjoy the material, or I don't find it interesting.	21.7%	70
BUS	The assignment does not have a big impact on my grade.	16.1%	52
BUS	I don't feel like completing the assignment will contribute to my education in the long run.	13.6%	44
BUS	The assignment has a big impact on my grade.	13.0%	42
BUS	Other	1.5%	5
BUS	I do not use AI on academic submissions.	2.8%	9

Table 86: Business respondents' selections for "When you decide NOT to use AI for a given assignment, what are the main reasons that drive your decision?" (Multiple select)

College	Reasons for NOT using AI	Percentage	Count
BUS	I have concerns about the accuracy of AI output.	70.0%	226
BUS	I don't use it for a given class because it's against the professor's policy and I want to follow the policy.	57.0%	184
BUS	I have concerns about facing academic repercussions for using AI.	46.7%	151
BUS	I have concerns about how using AI could impact my learning from the assignment.	45.5%	147
BUS	AI doesn't seem that helpful/useful for the assignment.	39.3%	127
BUS	I have ethical concerns about AI (environmental concerns, labor practices, copyright, personal privacy, other).	27.6%	89
BUS	I personally consider using AI in an academic context to be cheating.	17.3%	56
BUS	Cost (i.e. Better AIs are behind paywalls and I can't afford them.)	11.8%	38
BUS	I don't have a specific reason.	9.6%	31
BUS	I don't know how to use AI.	0.3%	1
BUS	Other	1.2%	4
BUS	I always use AI on academic submissions.	0.3%	1

Table 87: Business respondents' selections for ': I believe AI will play a big role in my future career.'

College	Selection	Percentage	Count
BUS	Strongly agree	50.5%	163
BUS	Somewhat agree	35.0%	113
BUS	Neutral	10.2%	33
BUS	Somewhat disagree	3.7%	12
BUS	Strongly disagree	0.6%	2

Table 88: Business respondents' selections for 'I would find it useful to learn more about: How to improve my prompts to get better output (prompt engineer).'

College	Selection	Percentage	Count
BUS	Strongly agree	48.3%	156
BUS	Somewhat agree	32.8%	106
BUS	Neutral	12.7%	41
BUS	Somewhat disagree	3.7%	12
BUS	Strongly disagree	2.5%	8

Table 89: Business respondents' selections for 'I would find it useful to learn more about: How AI models work.'

College	Selection	Percentage	Count
BUS	Strongly agree	31.9%	103
BUS	Somewhat agree	39.9%	129
BUS	Neutral	21.1%	68
BUS	Somewhat disagree	6.2%	20
BUS	Strongly disagree	0.9%	3

Table 90: Business respondents' selections for 'I would find it useful to learn more about: The ethics behind AI use.'

College	Selection	Percentage	Count
BUS	Strongly agree	36.5%	118
BUS	Somewhat agree	34.7%	112
BUS	Neutral	19.5%	63
BUS	Somewhat disagree	4.6%	15
BUS	Strongly disagree	4.6%	15

Table 91: Business respondents' selections for 'I would find it useful to learn more about: How to use AI in my future career.'

College	Selection	Percentage	Count
BUS	Strongly agree	62.2%	201
BUS	Somewhat agree	26.6%	86
BUS	Neutral	9.6%	31
BUS	Somewhat disagree	1.2%	4
BUS	Strongly disagree	0.3%	1

Table 92: Business respondents' selections for 'I would find it useful to learn more about: I would find it useful to learn more about: What AI can and cannot do to improve my academic work and learning.'

College	Selection	Percentage	Count
BUS	Strongly agree	50.2%	162
BUS	Somewhat agree	34.4%	111
BUS	Neutral	11.8%	38
BUS	Somewhat disagree	1.9%	6
BUS	Strongly disagree	1.9%	6

Table 93: Business respondents' selections for 'Where would you like to learn the skills and information from the previous question?' (Multiple selection)

College	Selection	Percentage	Count
BUS	Usual classes	67.8%	219
BUS	AI literacy course	37.8%	122
BUS	Outside CU	25.7%	83
BUS	Workshops	27.6%	89
BUS	No preference	13.3%	43

Table 94: Business respondents' selections for 'At CU, I want the AI policy to be ____.'

College	Selection	Percentage	Count
BUS	the same campus wide	22.0%	71
BUS	the same college wide	13.9%	45
BUS	the same department wide	10.8%	35
BUS	different from class to class	29.1%	94
BUS	different by assignment type	12.1%	39
BUS	different by individual assignment	12.1%	39

Table 95: Business respondents' selections for 'I think students should be ____ to use AI in their classes at CU.'

College	Selection	Percentage	Count
BUS	prohibited	1.5%	5
BUS	discouraged but not prohibited	12.1%	39
BUS	able to freely choose when	56.0%	181
BUS	encouraged but not required	24.5%	79
BUS	required	5.9%	19

Table 96: (Of Business respondents who did not select required, n=304) selections for 'How comfortable would you be with students being required to use AI in a class at CU?'

College	Selection	Percentage	Count
BUS	Extremely comfortable	25.3%	77
BUS	Somewhat comfortable	32.9%	100
BUS	Neither comfortable nor uncomfortable	24.7%	75
BUS	Somewhat uncomfortable	14.8%	45
BUS	Extremely uncomfortable	2.3%	7

Table 97: (Of Business respondents who did not select prohibited, n=318) selections for 'How comfortable would you be with students being prohibited from using AI in a class at CU?'

College	Selection	Percentage	Count
BUS	Extremely comfortable	5.0%	16
BUS	Somewhat comfortable	12.3%	39
BUS	Neither comfortable nor uncomfortable	26.1%	83
BUS	Somewhat uncomfortable	39.6%	126
BUS	Extremely uncomfortable	17.0%	54

Table 98: Business respondents' selections for 'I would like guidance from my professors on acceptable AI use in class.'

College	Selection	Percentage	Count
BUS	Strongly agree	44.3%	143
BUS	Somewhat agree	34.4%	111
BUS	Neutral	17.3%	56
BUS	Somewhat disagree	2.8%	9
BUS	Strongly disagree	1.2%	4

Table 99: Business respondents' selections for: 'If AI use was permitted in class, I would be comfortable disclosing my AI use.'

College	Selection	Percentage	Count
BUS	Strongly agree	48.6%	157
BUS	Somewhat agree	32.2%	104
BUS	Neutral	15.2%	49
BUS	Somewhat disagree	3.1%	10
BUS	Strongly disagree	0.9%	3

Table 100: Business respondents' selections for 'I am comfortable with AI being used in the grading of my work.'

College	Selection	Percentage	Count
BUS	Strongly agree	15.2%	49
BUS	Somewhat agree	21.1%	68
BUS	Neutral	18.3%	59
BUS	Somewhat disagree	28.5%	92
BUS	Strongly disagree	17.0%	55

Table 101: Business respondents' selections for 'I am comfortable with AI detectors being used.'

College	Selection	Percentage	Count
BUS	Strongly agree	25.1%	81
BUS	Somewhat agree	31.6%	102
BUS	Neutral	24.8%	80
BUS	Somewhat disagree	12.1%	39
BUS	Strongly disagree	6.5%	21

Table 102: Business respondents' selections for 'I am comfortable with my professor using AI to design course materials.'

College	Selection	Percentage	Count
BUS	Strongly agree	22.6%	73
BUS	Somewhat agree	36.8%	119
BUS	Neutral	19.2%	62
BUS	Somewhat disagree	12.7%	41
BUS	Strongly disagree	8.7%	28

Table 103: Business respondents' selections for 'I want my professors to disclose their AI use.'

College	Selection	Percentage	Count
BUS	Strongly agree	52.9%	171
BUS	Somewhat agree	26.9%	87
BUS	Neutral	17.6%	57
BUS	Somewhat disagree	1.2%	4
BUS	Strongly disagree	1.2%	4

CMCI, n=201

Table 104: CMCI respondents' selections for 'Which AI-powered tools do you use?' (Multiple selection)

College	AI Tools Used	Percentage	Count
CMCI	ChatGPT	90.5%	182
CMCI	Grammarly	54.7%	110
CMCI	Google AI overview	20.9%	42
CMCI	Otter	15.9%	32
CMCI	Dall-e	13.9%	28
CMCI	Gemini	12.4%	25
CMCI	Adobe Express	12.4%	25
CMCI	Microsoft CoPilot	10.4%	21
CMCI	Notion	6.5%	13
CMCI	NotebookLM	6.0%	12
CMCI	Claude	4.0%	8
CMCI	Zoom AI tools	4.0%	8
CMCI	Midjourney	2.5%	5
CMCI	Github Copilot	1.5%	3
CMCI	Perplexity	1.5%	3
CMCI	Google Duet	1.5%	3
CMCI	Anyword	1.5%	3
CMCI	Stable Diffusion	1.0%	2
CMCI	YouChat	1.0%	2
CMCI	Explainpaper	0.5%	1
CMCI	Other AI tool	5.0%	10
CMCI	I don't use AI tools	6.0%	12

Table 105: CMCI respondents' selections for 'How would you rate your overall attitude toward AI?'

College	Attitude Toward AI	Percentage	Count
CMCI	Very positive	15.9%	32

College	Attitude Toward AI	Percentage	Count
CMCI	Somewhat positive	37.8%	76
CMCI	Neutral	28.9%	58
CMCI	Somewhat negative	11.9%	24
CMCI	Very negative	5.5%	11

Table 106: CMCI respondents' selections for 'Where do you typically get information about AI' (Multiple selection)

College	Information Source	Percentage	Count
CMCI	Social Media	75.6%	152
CMCI	Peers	71.6%	144
CMCI	Professors/educators	69.2%	139
CMCI	News	53.7%	108
CMCI	Family	20.9%	42
CMCI	Peer-reviewed articles	10.0%	20
CMCI	Other	1.0%	2

Table 107: CMCI respondents' selections for 'It is important to me to understand how AI works in order to feel comfortable using it.'

College	Selection	Percentage	Count
CMCI	Strongly agree	35.8%	72
CMCI	Somewhat agree	34.3%	69
CMCI	Neutral	18.4%	37
CMCI	Somewhat disagree	8.0%	16
CMCI	Strongly disagree	3.5%	7

Table 108: CMCI respondents' selections for 'I can explain how AI works.'

College	Selection	Percentage	Count
CMCI	Strongly agree	12.9%	26
CMCI	Somewhat agree	33.3%	67
CMCI	Neutral	24.9%	50
CMCI	Somewhat disagree	21.9%	44
CMCI	Strongly disagree	7.0%	14

Table 109: CMCI respondents' selections for 'What kinds of academic work do you use AI for, outside of cases where you are required to use it' (Multiple selection)

College	Types of Academic Work	Percentage	Count
CMCI	Preliminary stages	82.1%	165

College	Types of Academic Work	Percentage	Count
CMCI	Troubleshooting	67.2%	135
CMCI	Study tool	66.7%	134
CMCI	Completing entire sections	20.9%	42
CMCI	Completing entire academic works	3.5%	7
CMCI	Other	4.0%	8
CMCI	I don't use AI in academic work at all	6.5%	13

Table 110: CMCI respondents' selections for 'How often do you use AI for academic work?'

College	Frequency	Percentage	Count
CMCI	Every day	17.4%	35
CMCI	Multiple times a day	4.5%	9
CMCI	More than once a week but not every day	41.8%	84
CMCI	Once a week	21.4%	43
CMCI	Once a month	7.5%	15
CMCI	Once a year	1.0%	2
CMCI	I have never used AI for academic work	6.5%	13

Table 111: CMCI respondents' selections for 'What percentage of your academic work do you use AI for?

College	Percent of Academic Work	Percentage	Count
CMCI	0-25%	66.7%	134
CMCI	26-50%	24.4%	49
CMCI	51-75%	6.5%	13
CMCI	76-100%	2.5%	5

Table 112: CMCI respondents' selections for 'Have you had any assignment identified as AI generated by an instructor or grader?' (Multiple selection; n=192 for this question due to data cleaning.)

College	Selection	Percentage	Count
CMCI	My work has never been identified as AI generated, and I have never submitted exact AI output in an assignment.	75.0%	144
CMCI	I have had an assignment identified as AI generated even though I did not submit any exact AI output in the assignment.	13.0%	25
CMCI	My work has never been identified as AI generated even though I have submitted exact AI output for all or part of an assignment.	7.3%	14
CMCI	I have had an assignment correctly identified as fully or partly AI generated.	6.3%	12
CMCI	Other experience	1.6%	3

Table 113: CMCI respondents' selections for 'When you decide to use AI for a given assignment, what are the main reasons that drive your decision?' (Multiple selection)

College	Reasons for using AI	Percentage	Count
CMCI	AI helps me get started when I'm stuck.	82.6%	166
CMCI	AI helps me understand the material.	64.2%	129
CMCI	AI helps me finish the assignment more efficiently.	36.8%	74
CMCI	I do not have enough time to complete the assignment.	25.4%	51
CMCI	I find using AI easier than seeking help from a person.	24.9%	50
CMCI	My professor/course requires it.	23.4%	47
CMCI	I am invested in the assignment and AI can make my work even better than it already is.	22.4%	45
CMCI	I don't enjoy the material, or I don't find it interesting.	19.9%	40
CMCI	I don't have time to attend office hours, go to a help room, or seek tutoring.	15.4%	31
CMCI	The assignment does not have a big impact on my grade.	10.4%	21
CMCI	The assignment has a big impact on my grade.	10.0%	20
CMCI	I don't feel like completing the assignment will contribute to my education in the long run.	7.0%	14
CMCI	Other	0.5%	1
CMCI	I do not use AI on academic submissions.	6.5%	13

Table 114: CMCI respondents' selections for 'When you decide NOT to use AI for a given assignment, what are the main reasons that drive your decision?' (Multiple selection)

College	Reasons for NOT using AI	Percentage	Count
CMCI	I have concerns about the accuracy of AI output.	76.6%	154
CMCI	I don't use it for a given class because it's against the professor's policy and I want to follow the policy.	60.2%	121
CMCI	I have concerns about facing academic repercussions for using AI.	53.7%	108
CMCI	I have concerns about how using AI could impact my learning from the assignment.	40.8%	82
CMCI	AI doesn't seem that helpful/useful for the assignment.	39.8%	80
CMCI	I have ethical concerns about AI (environmental concerns, labor practices, copyright, personal privacy, other).	38.8%	78
CMCI	I personally consider using AI in an academic context to be cheating.	33.3%	67
CMCI	Cost (i.e. Better AIs are behind paywalls and I can't afford them.)	5.5%	11
CMCI	I don't have a specific reason.	5.0%	10
CMCI	I don't know how to use AI.	3.0%	6
CMCI	Other	4.5%	9
CMCI	I always use AI on academic submissions.	0.0%	0

Table 115: CMCI respondents' selections for 'I believe AI will play a big role in my future career.'

College	Selection	Percentage	Count
CMCI	Strongly agree	32.8%	66
CMCI	Somewhat agree	37.8%	76
CMCI	Neutral	17.9%	36
CMCI	Somewhat disagree	7.5%	15
CMCI	Strongly disagree	4.0%	8

Table 116: CMCI respondents' selections for 'I would find it useful to learn more about: How to improve my prompts to get better output (prompt engineer).'

College	Selection	Percentage	Count
CMCI	Strongly agree	25.4%	51
CMCI	Somewhat agree	32.3%	65
CMCI	Neutral	30.8%	62
CMCI	Somewhat disagree	6.5%	13
CMCI	Strongly disagree	5.0%	10

Table 117: CMCI respondents' selections for 'I would find it useful to learn more about: How AI models work.'

College	Selection	Percentage	Count
CMCI	Strongly agree	24.4%	49
CMCI	Somewhat agree	36.3%	73
CMCI	Neutral	27.9%	56
CMCI	Somewhat disagree	8.0%	16
CMCI	Strongly disagree	3.5%	7

Table 118: CMCI respondents' selections for 'I would find it useful to learn more about: The ethics behind AI use.'

College	Selection	Percentage	Count
CMCI	Strongly agree	40.3%	81
CMCI	Somewhat agree	31.8%	64
CMCI	Neutral	21.4%	43
CMCI	Somewhat disagree	3.5%	7
CMCI	Strongly disagree	3.0%	6

Table 119: CMCI respondents' selections for 'I would find it useful to learn more about: How to use AI in my future career.'

College	Selection	Percentage	Count
CMCI	Strongly agree	34.8%	70
CMCI	Somewhat agree	33.8%	68
CMCI	Neutral	20.9%	42
CMCI	Somewhat disagree	6.0%	12
CMCI	Strongly disagree	4.5%	9

Table 120: CMCI respondents' selections for 'I would find it useful to learn more about: What AI can and cannot do to improve my academic work and learning.'

College	Selection	Percentage	Count
CMCI	Strongly agree	32.3%	65
CMCI	Somewhat agree	37.3%	75
CMCI	Neutral	21.9%	44
CMCI	Somewhat disagree	5.5%	11
CMCI	Strongly disagree	3.0%	6

Table 121: CMCI respondents' selections for 'Where would you like to learn the skills and information from the previous question?' (Multiple selection)

College	Selection	Percentage	Count
CMCI	Usual classes	57.2%	115
CMCI	AI literacy course	32.3%	65
CMCI	Workshops	21.4%	43
CMCI	Outside CU	19.4%	39
CMCI	No preference	23.4%	47

Table 122: CMCI respondents' selections for 'At CU, I want the AI policy to be ____.'

College	Selection	Percentage	Count
CMCI	the same campus wide	27.9%	56
CMCI	the same college wide	7.0%	14
CMCI	the same department wide	6.0%	12
CMCI	different from class to class	29.9%	60
CMCI	different by assignment type	16.4%	33
CMCI	different by individual assignment	12.9%	26

Table 123: CMCI respondents' selections for 'I think students should be ____ to use AI in their classes at CU.'

College	Selection	Percentage	Count
CMCI	prohibited	8.0%	16
CMCI	discouraged but not prohibited	35.8%	72
CMCI	able to freely choose when	46.3%	93
CMCI	encouraged but not required	9.0%	18
CMCI	required	1.0%	2

Table 124: (Of CMCI respondents who did not select required in the previous question, n =199), selections for 'How comfortable would you be with students being required to use AI in a class at CU?'

College	Selection	Percentage	Count
CMCI	Extremely comfortable	15.6%	31
CMCI	Somewhat comfortable	25.6%	51
CMCI	Neither comfortable nor uncomfortable	29.6%	59
CMCI	Somewhat uncomfortable	19.1%	38
CMCI	Extremely uncomfortable	10.1%	20

Table 125: (Of CMCI respondents who did not select prohibited in the previous question, n=185), selections for 'How comfortable would you be with students being prohibited from using AI in a class at CU?'

College	Selection	Percentage	Count
CMCI	Extremely comfortable	4.9%	9
CMCI	Somewhat comfortable	20.5%	38
CMCI	Neither comfortable nor uncomfortable	32.4%	60
CMCI	Somewhat uncomfortable	31.4%	58
CMCI	Extremely uncomfortable	10.8%	20

Table 126: CMCI respondents' selections for 'I would like guidance from my professors on acceptable AI use in class.'

College	Selection	Percentage	Count
CMCI	Strongly agree	31.8%	64
CMCI	Somewhat agree	38.3%	77
CMCI	Neutral	20.4%	41
CMCI	Somewhat disagree	4.0%	8
CMCI	Strongly disagree	5.5%	11

Table 127: CMCI respondents' selections for 'If AI use was permitted in class, I would be comfortable disclosing my AI use.'

College	Selection	Percentage	Count
CMCI	Strongly agree	35.8%	72
CMCI	Somewhat agree	29.4%	59
CMCI	Neutral	22.9%	46
CMCI	Somewhat disagree	9.5%	19
CMCI	Strongly disagree	2.5%	5

Table 128: CMCI respondents' selections for 'I am comfortable with AI being used in the grading of my work.'

College	Selection	Percentage	Count
CMCI	Strongly agree	12.4%	25
CMCI	Somewhat agree	18.9%	38
CMCI	Neutral	19.9%	40
CMCI	Somewhat disagree	24.9%	50
CMCI	Strongly disagree	23.9%	48

Table 129: CMCI respondents' selections for 'I am comfortable with AI detectors being used.'

College	Selection	Percentage	Count
CMCI	Strongly agree	22.9%	46
CMCI	Somewhat agree	35.3%	71
CMCI	Neutral	24.4%	49
CMCI	Somewhat disagree	10.4%	21
CMCI	Strongly disagree	7.0%	14

Table 130: CMCI respondents' selections for 'I am comfortable with my professor using AI to design course materials.'

College	Selection	Percentage	Count
CMCI	Strongly agree	17.9%	36
CMCI	Somewhat agree	27.4%	55
CMCI	Neutral	23.9%	48
CMCI	Somewhat disagree	13.9%	28
CMCI	Strongly disagree	16.9%	34

Table 131: CMCI respondents' selections for 'I want my professors to disclose their AI use'

College	Selection	Percentage	Count
CMCI	Strongly agree	52.7%	106
CMCI	Somewhat agree	21.9%	44
CMCI	Neutral	21.4%	43
CMCI	Somewhat disagree	3.5%	7
CMCI	Strongly disagree	0.5%	1

Education, n=27

Table 132: EDU respondents' selections for 'Which AI-powered tools do you use?' (Multiple selection)

College	AI Tools Used	Percentage	Count
EDU	ChatGPT	96.3%	26
EDU	Grammarly	66.7%	18
EDU	Gemini	18.5%	5
EDU	Google AI overview	11.1%	3
EDU	NotebookLM	7.4%	2
EDU	Microsoft CoPilot	3.7%	1
EDU	Claude	3.7%	1
EDU	Otter	3.7%	1
EDU	Perplexity	3.7%	1
EDU	Anyword	3.7%	1
EDU	Dall-e	0.0%	0
EDU	Github Copilot	0.0%	0
EDU	Notion	0.0%	0
EDU	Adobe Express	0.0%	0
EDU	Midjourney	0.0%	0
EDU	Stable Diffusion	0.0%	0
EDU	Zoom AI tools	0.0%	0
EDU	Google Duet	0.0%	0
EDU	YouChat	0.0%	0
EDU	Explainpaper	0.0%	0
EDU	Other AI tool	0.0%	0
EDU	I don't use AI tools	3.7%	1

Table 133: EDU respondents' selections for 'How would you rate your overall attitude toward AI?'

College	Attitude Toward AI	Percentage	Count
EDU	Very positive	14.8%	4
EDU	Somewhat positive	59.3%	16
EDU	Neutral	11.1%	3
EDU	Somewhat negative	14.8%	4
EDU	Very negative	0%	0

Table 134: EDU respondents' selections for 'Where do you typically get information about AI?' (Multiple selection)

College	Information Source	Percentage	Count
EDU	Professors/educators	81.5%	22
EDU	Peers	74.1%	20
EDU	Social Media	59.3%	16
EDU	News	40.7%	11
EDU	Family	22.2%	6
EDU	Peer-reviewed articles	3.7%	1
EDU	Other	0.0%	0

Table 135: EDU respondents' selections for 'It is important to me to understand how AI works in order to feel comfortable using it.'

College	Selection	Percentage	Count
EDU	Strongly agree	22.2%	6
EDU	Somewhat agree	51.9%	14
EDU	Neutral	25.9%	7
EDU	Somewhat disagree	0%	0
EDU	Strongly disagree	0%	0

Table 136: EDU respondents' selections for 'I can explain how AI works.'

College	Selection	Percentage	Count
EDU	Strongly agree	3.7%	1
EDU	Somewhat agree	7.4%	2
EDU	Neutral	33.3%	9
EDU	Somewhat disagree	44.4%	12
EDU	Strongly disagree	11.1%	3

Table 137: EDU respondents' selections for 'What kinds of academic work do you use AI for, outside of cases where you are required to use it' (Multiple selection)

College	Types of Academic Work	Percentage	Count
EDU	Preliminary stages	81.5%	22
EDU	Study tool	81.5%	22
EDU	Troubleshooting	59.3%	16
EDU	Completing entire sections	25.9%	7
EDU	Other	3.7%	1
EDU	Completing entire academic works	0.0%	0
EDU	I don't use AI in academic work at all	3.7%	1

Table 138: EDU respondents' selections for 'How often do you use AI for academic work?'

College	Frequency	Percentage	Count
EDU	Every day	18.5%	5
EDU	Multiple times a day	3.7%	1
EDU	More than once a week but not every day	44.4%	12
EDU	Once a week	18.5%	5
EDU	Once a month	7.4%	2
EDU	Once a year	3.7%	1
EDU	I have never used AI for academic work	3.7%	1

Table 139: EDU respondents' selections for 'What percentage of your academic work do you use AI for?'

College	Percent of Academic Work	Percentage	Count
EDU	0-25%	55.6%	15
EDU	26-50%	33.3%	9
EDU	51-75%	7.4%	2
EDU	76-100%	3.7%	1

Table 140: EDU respondents' selections for 'Have you had any assignment identified as AI generated by an instructor or grader?' (Multiple select; n=26 on this question due to data cleaning.)

College	Selection	Percentage	Count
EDU	My work has never been identified as AI generated, and I have never submitted exact AI output in an assignment.	80.8%	21
EDU	My work has never been identified as AI generated even though I have submitted exact AI output for all or part of an assignment.	15.4%	4
EDU	I have had an assignment correctly identified as fully or partly AI generated.	3.8%	1
EDU	I have had an assignment identified as AI generated even though I did not submit any exact AI output in the assignment.	0%	0

College	Selection	Percentage	Count
EDU	Other experience	0%	0

Table 141: EDU respondents' selections for 'When you decide to use AI for a given assignment, what are the main reasons that drive your decision?' (Multiple selection)

College	Reasons for using AI	Percentage	Count
EDU	AI helps me get started when I'm stuck.	81.5%	22
EDU	AI helps me understand the material.	70.4%	19
EDU	AI helps me finish the assignment more efficiently.	33.3%	9
EDU	I find using AI easier than seeking help from a person.	29.6%	8
EDU	I don't enjoy the material, or I don't find it interesting.	25.9%	7
EDU	I don't have time to attend office hours, go to a help room, or seek tutoring.	22.2%	6
EDU	I am invested in the assignment and AI can make my work even better than it already is.	22.2%	6
EDU	I do not have enough time to complete the assignment.	18.5%	5
EDU	I don't feel like completing the assignment will contribute to my education in the long run.	18.5%	5
EDU	My professor/course requires it.	11.1%	3
EDU	The assignment does not have a big impact on my grade.	7.4%	2
EDU	The assignment has a big impact on my grade.	7.4%	2
EDU	Other	0.0%	0
EDU	I do not use AI on academic submissions.	3.7%	1

Table 142: EDU respondents' selections for 'When you decide NOT to use AI for a given assignment, what are the main reasons that drive your decision?' (Multiple selection)

College	Reasons for NOT using AI	Percentage	Count
EDU	I have concerns about the accuracy of AI output.	85.2%	23
EDU	I have concerns about facing academic repercussions for using AI.	63.0%	17
EDU	AI doesn't seem that helpful/useful for the assignment.	59.3%	16
EDU	I have concerns about how using AI could impact my learning from the assignment.	51.9%	14
EDU	I have ethical concerns about AI (environmental concerns, labor practices, copyright, personal privacy, other).	51.9%	14
EDU	I don't use it for a given class because it's against the professor's policy and I want to follow the policy.	29.6%	8
EDU	I personally consider using AI in an academic context to be cheating.	25.9%	7
EDU	Cost (i.e. Better AIs are behind paywalls and I can't afford them.)	7.4%	2
EDU	I don't have a specific reason.	3.7%	1
EDU	I don't know how to use AI.	0.0%	0
EDU	Other	3.7%	1
EDU	I always use AI on academic submissions.	0.0%	0

Table 143: EDU respondents' selections for 'I believe AI will play a big role in my future career.'

College	Selection	Percentage	Count
EDU	Strongly agree	14.8%	4
EDU	Somewhat agree	51.9%	14
EDU	Neutral	14.8%	4
EDU	Somewhat disagree	11.1%	3
EDU	Strongly disagree	7.4%	2

Table 144: EDU respondents' selections for 'I would find it useful to learn more about: How to improve my prompts to get better output (prompt engineer).'

College	Selection	Percentage	Count
EDU	Strongly agree	14.8%	4
EDU	Somewhat agree	59.3%	16
EDU	Neutral	18.5%	5
EDU	Somewhat disagree	7.4%	2
EDU	Strongly disagree	0%	0

Table 145: EDU respondents' selections for 'I would find it useful to learn more about: How AI models work.'

College	Selection	Percentage	Count
EDU	Strongly agree	18.5%	5
EDU	Somewhat agree	33.3%	9
EDU	Neutral	25.9%	7
EDU	Somewhat disagree	18.5%	5
EDU	Strongly disagree	3.7%	1

Table 146: EDU respondents' selections for 'I would find it useful to learn more about: The ethics behind AI use.'

College	Selection	Percentage	Count
EDU	Strongly agree	37.0%	10
EDU	Somewhat agree	37.0%	10
EDU	Neutral	22.2%	6
EDU	Somewhat disagree	3.7%	1
EDU	Strongly disagree	0%	0

Table 147: EDU respondents' selections for 'I would find it useful to learn more about: How to use AI in my future career.'

College	Selection	Percentage	Count
EDU	Strongly agree	29.6%	8
EDU	Somewhat agree	44.4%	12
EDU	Neutral	11.1%	3
EDU	Somewhat disagree	14.8%	4
EDU	Strongly disagree	0%	0

Table 148: EDU respondents' selections for 'I would find it useful to learn more about: What AI can and cannot do to improve my academic work and learning.'

College	Selection	Percentage	Count
EDU	Strongly agree	29.6%	8
EDU	Somewhat agree	40.7%	11
EDU	Neutral	22.2%	6
EDU	Somewhat disagree	7.4%	2
EDU	Strongly disagree	0.0%	0

Table 149: EDU respondents' selections for 'Where would you like to learn the skills and information from the previous question?' (Multiple selection)

College	Selection	Percentage	Count
EDU	Usual classes	48.1%	13
EDU	AI literacy course	29.6%	8
EDU	Workshops	29.6%	8
EDU	Outside CU	22.2%	6
EDU	No preference	37.0%	10

Table 150: EDU respondents' selections for 'At CU, I want the AI policy to be ____.'

College	Selection	Percentage	Count
EDU	the same campus wide	14.80%	4
EDU	the same college wide	3.70%	1
EDU	the same department wide	11.10%	3
EDU	different from class to class	29.60%	8
EDU	different by assignment type	18.50%	5
EDU	different by individual assignment	22.20%	6

Table 151: EDU respondents' selections for 'I think students should be ____ to use AI in their classes at CU.'

College	Selection	Percentage	Count
EDU	prohibited	3.7%	1
EDU	discouraged but not prohibited	25.9%	7
EDU	able to freely choose when	63.0%	17
EDU	encouraged but not required	3.7%	1
EDU	required	3.7%	1

Table 152: (Of EDU respondents who did not select required, n=26), selections for 'How comfortable would you be with students being required to use AI in a class at CU?'

College	Selection	Percentage	Count
EDU	Extremely comfortable	15.4%	4
EDU	Somewhat comfortable	30.8%	8
EDU	Neither comfortable nor uncomfortable	23.1%	6
EDU	Somewhat uncomfortable	26.9%	7
EDU	Extremely uncomfortable	3.8%	1

Table 153: (Of EDU respondents who did not select prohibited, n=26), selections for 'How comfortable would you be with students being prohibited from using AI in a class at CU?'

College	Selection	Percentage	Count
EDU	Extremely comfortable	3.8%	1
EDU	Somewhat comfortable	3.8%	1
EDU	Neither comfortable nor uncomfortable	38.5%	10
EDU	Somewhat uncomfortable	42.3%	11
EDU	Extremely uncomfortable	11.5%	3

Table 154: EDU respondents' selections for ' I would like guidance from my professors on acceptable AI use in class

College	Selection	Percentage	Count
EDU	Strongly agree	40.7%	11
EDU	Somewhat agree	40.7%	11
EDU	Neutral	18.5%	5
EDU	Somewhat disagree	0%	0
EDU	Strongly disagree	0%	0

Table 155: EDU respondents' selections for 'If AI use was permitted in class, I would be comfortable disclosing my AI use.'

College	Selection	Percentage	Count
EDU	Strongly agree	25.9%	7
EDU	Somewhat agree	40.7%	11
EDU	Neutral	11.1%	3
EDU	Somewhat disagree	14.8%	4
EDU	Strongly disagree	7.4%	2

Table 156: EDU respondents' selections for 'I am comfortable with AI being used in the grading of my work.'

College	Selection	Percentage	Count
EDU	Strongly agree	3.7%	1
EDU	Somewhat agree	18.5%	5
EDU	Neutral	40.7%	11
EDU	Somewhat disagree	18.5%	5
EDU	Strongly disagree	18.5%	5

Table 157: EDU respondents' selections for 'I am comfortable with AI detectors being used.'

College	Selection	Percentage	Count
EDU	Strongly agree	11.1%	3
EDU	Somewhat agree	29.6%	8
EDU	Neutral	33.3%	9
EDU	Somewhat disagree	18.5%	5
EDU	Strongly disagree	7.4%	2

Table 158: EDU respondents' selections for 'I am comfortable with AI detectors being used.'

College	Selection	Percentage	Count
EDU	Strongly agree	22.2%	6
EDU	Somewhat agree	37.0%	10
EDU	Neutral	25.9%	7
EDU	Somewhat disagree	11.1%	3
EDU	Strongly disagree	3.7%	1

Table 159: EDU respondents' selections for 'I want my professors to disclose their AI use.'

College	Selection	Percentage	Count
EDU	Strongly agree	25.9%	7

College	Selection	Percentage	Count
EDU	Somewhat agree	37.0%	10
EDU	Neutral	33.3%	9
EDU	Somewhat disagree	3.7%	1
EDU	Strongly disagree	0%	0

Engineering, n=502

Table 160: Engineering respondents' selections for 'Which AI-powered tools do you use?' (Multiple selection)

College	AI Tools Used	Percentage	Count
ENG	ChatGPT	90.2%	453
ENG	Grammarly	35.3%	177
ENG	Microsoft CoPilot	22.3%	112
ENG	Gemini	20.7%	104
ENG	Google AI overview	20.5%	103
ENG	Github Copilot	12.2%	61
ENG	Claude	11.2%	56
ENG	Dall-e	8.8%	44
ENG	Adobe Express	5.6%	28
ENG	Perplexity	5.6%	28
ENG	Notion	5.0%	25
ENG	Stable Diffusion	4.4%	22
ENG	NotebookLM	3.8%	19
ENG	Otter	3.8%	19
ENG	Midjourney	3.6%	18
ENG	Zoom AI tools	3.4%	17
ENG	Google Duet	2.0%	10
ENG	Anyword	2.0%	10
ENG	YouChat	1.6%	8
ENG	Explainpaper	0.6%	3
ENG	Other AI tool	10.6%	53
ENG	I don't use AI tools	7.2%	36

Table 161: Engineering respondents' selections for 'How would you rate your overall attitude toward AI?'

College	Attitude Toward AI	Percentage	Count
ENG	Very positive	19.7%	99
ENG	Somewhat positive	39.8%	200

College	Attitude Toward AI	Percentage	Count
ENG	Neutral	19.3%	97
ENG	Somewhat negative	14.7%	74
ENG	Very negative	6.2%	31

Table 162: Engineering respondents' selections for 'Where do you typically get information about AI' (Multiple select)

College	Information Source	Percentage	Count
ENG	Peers	75.5%	379
ENG	Social Media	65.1%	327
ENG	News	59.6%	299
ENG	Professors/educators	54.2%	272
ENG	Family	20.5%	103
ENG	Peer-reviewed articles	17.9%	90
ENG	Other	2.6%	13

Table 163: Engineering respondents' selections for 'It is important to me to understand how AI works in order to feel comfortable using it.'

College	Selection	Percentage	Count
ENG	Strongly agree	39.2%	197
ENG	Somewhat agree	36.7%	184
ENG	Neutral	15.5%	78
ENG	Somewhat disagree	6.8%	34
ENG	Strongly disagree	1.8%	9

Table 164: Engineering respondents' selections for 'I can explain how AI works.'

College	Selection	Percentage	Count
ENG	Strongly agree	17.9%	90
ENG	Somewhat agree	49.0%	246
ENG	Neutral	15.5%	78
ENG	Somewhat disagree	14.1%	71
ENG	Strongly disagree	3.4%	17

Table 165: Engineering respondents' selections for 'What kinds of academic work do you use AI for, outside of cases where you are required to use it?' (Multiple selections, n=500 for this question due to data cleaning.)

College	Types of Academic Work	Percentage	Count
ENG	Troubleshooting	73.8%	369
ENG	Study tool	65.6%	328
ENG	Preliminary stages	64.5%	323
ENG	Completing entire sections	28.8%	144
ENG	Completing entire academic works	5.6%	28
ENG	Other	6.0%	30
ENG	I don't use AI in academic work at all	10.2%	51

Table 166: Engineering respondents' selections for 'How often do you use AI for academic work?'

College	Frequency	Percentage	Count
ENG	Every day	14.6%	73
ENG	Multiple times a day	10.4%	52
ENG	More than once a week but not every day	41.0%	205
ENG	Once a week	17.4%	87
ENG	Once a month	5.2%	26
ENG	Once a year	3.2%	16
ENG	I have never used AI for academic work	8.2%	41

Table 167: Engineering respondents' selections for 'What percentage of your academic work do you use AI for?'

College	Percent of Academic Work	Percentage	Count
ENG	0-25%	65.2%	326
ENG	26-50%	25.4%	127
ENG	51-75%	7.4%	37
ENG	76-100%	2.0%	10

Table 168: Engineering respondents' selections for 'Have you had any assignment identified as AI generated by an instructor or grader?' (Multiple selection; n= 464 on this question due to data cleaning.)

College	Selection	Percentage	Count
ENG	My work has never been identified as AI generated, and I have never submitted exact AI output in an assignment.	84.9%	394
ENG	My work has never been identified as AI generated even though I have submitted exact AI output for all or part of an assignment.	6.5%	30
ENG	I have had an assignment identified as AI generated even though I did not submit any exact AI output in the assignment.	6.3%	29

College	Selection	Percentage	Count
ENG	I have had an assignment correctly identified as fully or partly AI generated.	1.5%	7
ENG	Other experience	1.3%	6

Table 169: Engineering respondents' selections for 'When you decide to use AI for a given assignment, what are the main reasons that drive your decision?' (Multiple selection; n=500 due to data cleaning.)

College	Reasons for using AI	Percentage	Count
ENG	AI helps me get started when I'm stuck.	75.2%	376
ENG	AI helps me understand the material.	61.6%	308
ENG	I find using AI easier than seeking help from a person.	36.8%	184
ENG	AI helps me finish the assignment more efficiently.	34.0%	170
ENG	I don't have time to attend office hours, go to a help room, or seek tutoring.	32.4%	162
ENG	I do not have enough time to complete the assignment.	22.2%	111
ENG	My professor/course requires it.	16.5%	83
ENG	I am invested in the assignment and AI can make my work even better than it already is.	16.6%	83
ENG	I don't enjoy the material, or I don't find it interesting.	10.8%	54
ENG	The assignment does not have a big impact on my grade.	9.2%	46
ENG	The assignment has a big impact on my grade.	8.2%	41
ENG	I don't feel like completing the assignment will contribute to my education in the long run.	7.8%	39
ENG	Other	4.0%	20
ENG	I do not use AI on academic submissions.	10.0%	50

Table 170: Engineering respondents' selections for 'When you decide NOT to use AI for a given assignment, what are the main reasons that drive your decision?' (Multiple selection; n=501 due to data cleaning.)

College	Reasons for NOT using AI	Percentage	Count
ENG	I have concerns about the accuracy of AI output.	78.8%	395
ENG	I have concerns about how using AI could impact my learning from the assignment.	60.7%	304
ENG	AI doesn't seem that helpful/useful for the assignment.	51.3%	257
ENG	I don't use it for a given class because it's against the professor's policy and I want to follow the policy.	48.7%	244
ENG	I have concerns about facing academic repercussions for using AI.	44.7%	224
ENG	I have ethical concerns about AI (environmental concerns, labor practices, copyright, personal privacy, other).	38.5%	193
ENG	I personally consider using AI in an academic context to be cheating.	27.7%	139

ENG	Cost (i.e. Better AIs are behind paywalls and I can't afford them.)	8.8%	44
ENG	I don't know how to use AI.	1.4%	7
ENG	Other	5.6%	28
ENG	I don't have a specific reason.	4.8%	24
ENG	I always use AI on academic submissions.	0.4%	2

Table 171: Engineering respondents' selections for 'I believe AI will play a big role in my future career.'

College	Selection	Percentage	Count
ENG	Strongly agree	40.6%	204
ENG	Somewhat agree	31.5%	158
ENG	Neutral	12.7%	64
ENG	Somewhat disagree	11.6%	58
ENG	Strongly disagree	3.6%	18

Table 172: Engineering respondents' selections for 'I would find it useful to learn more about: How to improve my prompts to get better output (prompt engineer).'

College	Selection	Percentage	Count
ENG	Strongly agree	29.2%	146
ENG	Somewhat agree	33.8%	169
ENG	Neutral	17.6%	88
ENG	Somewhat disagree	11.2%	56
ENG	Strongly disagree	8.2%	41

Table 173: Engineering respondents' selections for 'I would find it useful to learn more about: How AI models work.'

College	Selection	Percentage	Count
ENG	Strongly agree	33.0%	165
ENG	Somewhat agree	42.6%	213
ENG	Neutral	14.2%	71
ENG	Somewhat disagree	7.0%	35
ENG	Strongly disagree	3.2%	16

Table 174: Engineering respondents' selections for 'I would find it useful to learn more about: The ethics behind AI use.'

College	Selection	Percentage	Count
ENG	Strongly agree	37.0%	185

College	Selection	Percentage	Count
ENG	Somewhat agree	32.2%	161
ENG	Neutral	20.2%	101
ENG	Somewhat disagree	6.8%	34
ENG	Strongly disagree	3.8%	19

Table 175: Engineering respondents' selections for 'I would find it useful to learn more about: How to use AI in my future career.'

College	Selection	Percentage	Count
ENG	Strongly agree	38.8%	194
ENG	Somewhat agree	33.8%	169
ENG	Neutral	14.8%	74
ENG	Somewhat disagree	6.6%	33
ENG	Strongly disagree	6.0%	30

Table 176: Engineering respondents' selections for 'I would find it useful to learn more about: What AI can and cannot do to improve my academic work and learning.'

College	Selection	Percentage	Count
ENG	Strongly agree	32.5%	163
ENG	Somewhat agree	39.0%	196
ENG	Neutral	17.5%	88
ENG	Somewhat disagree	6.2%	31
ENG	Strongly disagree	4.2%	21

Table 177: Engineering respondents' selections for 'Where would you like to learn the skills and information from the previous question?' (Multiple selection)

College	Selection	Percentage	Count
ENG	Usual classes	51.0%	256
ENG	AI literacy course	31.3%	157
ENG	Outside CU	31.9%	160
ENG	Workshops	29.1%	146
ENG	No preference	23.9%	120

Table 178: Engineering respondents' selections for 'At CU, I want the AI policy to be ____.'

College	Selection	Percentage	Count
ENG	the same campus wide	18.40%	92
ENG	the same college wide	6.20%	31

College	Selection	Percentage	Count
ENG	the same department wide	14.60%	73
ENG	different from class to class	31.60%	158
ENG	different by assignment type	18.20%	91
ENG	different by individual assignment	11.00%	55

Table 179: Engineering respondents' selections for 'I think students should be ____ to use AI in their classes at CU.'

College	Selection	Percentage	Count
ENG	prohibited	5.6%	28
ENG	discouraged but not prohibited	37.4%	187
ENG	able to freely choose when	44.4%	222
ENG	encouraged but not required	11.0%	55
ENG	required	1.6%	8

Table 180: (Of Engineering respondents who did not select required, n=494), selections for 'How comfortable would you be with students being required to use AI in a class at CU?'

College	Selection	Percentage	Count
ENG	Extremely comfortable	15.0%	74
ENG	Somewhat comfortable	21.5%	106
ENG	Neither comfortable nor uncomfortable	28.3%	140
ENG	Somewhat uncomfortable	21.1%	104
ENG	Extremely uncomfortable	13.8%	68

Table 181: (Of Engineering respondents who did not select prohibited, n=474), selections for 'How comfortable would you be with students being prohibited from using AI in a class at CU?'

College	Selection	Percentage	Count
ENG	Extremely comfortable	12.7%	60
ENG	Somewhat comfortable	20.3%	96
ENG	Neither comfortable nor uncomfortable	32.3%	153
ENG	Somewhat uncomfortable	25.5%	121
ENG	Extremely uncomfortable	8.9%	42

Table 182: Engineering respondents' selections for 'I would like guidance from my professors on acceptable AI use in class.'

College	Selection	Percentage	Count
ENG	Strongly agree	39.0%	195

College	Selection	Percentage	Count
ENG	Somewhat agree	35.0%	175
ENG	Neutral	16.8%	84
ENG	Somewhat disagree	6.6%	33
ENG	Strongly disagree	2.6%	13

Table 183: Engineering respondents' selections for 'If AI use was permitted in class, I would be comfortable disclosing my AI use.'

College	Selection	Percentage	Count
ENG	Strongly agree	39.2%	196
ENG	Somewhat agree	33.8%	169
ENG	Neutral	18.2%	91
ENG	Somewhat disagree	7.4%	37
ENG	Strongly disagree	1.4%	7

Table 184: Engineering respondents' selections for 'I am comfortable with AI being used in the grading of my work.'

College	Selection	Percentage	Count
ENG	Strongly agree	7.8%	39
ENG	Somewhat agree	20.4%	102
ENG	Neutral	19.4%	97
ENG	Somewhat disagree	22.2%	111
ENG	Strongly disagree	30.2%	151

Table 185: Engineering respondents' selections for 'I am comfortable with AI detectors being used.'

College	Selection	Percentage	Count
ENG	Strongly agree	23.4%	117
ENG	Somewhat agree	27.8%	139
ENG	Neutral	22.8%	114
ENG	Somewhat disagree	15.0%	75
ENG	Strongly disagree	11.0%	55

Table 186: Engineering respondents' selections for 'I am comfortable with my professor using AI to design course materials.'

College	Selection	Percentage	Count
ENG	Strongly agree	13.8%	69
ENG	Somewhat agree	30.4%	152

College	Selection	Percentage	Count
ENG	Neutral	19.6%	98
ENG	Somewhat disagree	16.8%	84
ENG	Strongly disagree	19.4%	97

Table 187: Engineering respondents' selections for 'I want my professors to disclose their AI use.'

College	Selection	Percentage	Count
ENG	Strongly agree	53.6%	268
ENG	Somewhat agree	27.6%	138
ENG	Neutral	15.6%	78
ENG	Somewhat disagree	2.4%	12
ENG	Strongly disagree	0.8%	4

ENVD, n=36

Table 188: ENVD respondents' selections for 'Which AI-powered tools do you use?' (Multiple selection)

College	AI Tools Used	Percentage	Count
ENVD	ChatGPT	83.3%	30
ENVD	Grammarly	50.0%	18
ENVD	Google AI overview	16.7%	6
ENVD	Microsoft CoPilot	11.1%	4
ENVD	Dall-e	11.1%	4
ENVD	Adobe Express	11.1%	4
ENVD	Midjourney	8.3%	3
ENVD	Gemini	5.6%	2
ENVD	NotebookLM	5.6%	2
ENVD	Claude	2.8%	1
ENVD	Perplexity	2.8%	1
ENVD	Stable Diffusion	2.8%	1
ENVD	Otter	0.0%	0
ENVD	Github Copilot	0.0%	0
ENVD	Notion	0.0%	0
ENVD	Zoom AI tools	0.0%	0
ENVD	Google Duet	0.0%	0
ENVD	YouChat	0.0%	0
ENVD	Anyword	0.0%	0
ENVD	Explainpaper	0.0%	0
ENVD	Other AI tool	16.7%	6
ENVD	I don't use AI tools	8.3%	3

Table 189: ENVD respondents' selections for 'How would you rate your overall attitude toward AI?'

College	Attitude Toward AI	Percentage	Count
ENVD	Very positive	16.7%	6
ENVD	Somewhat positive	36.1%	13
ENVD	Neutral	16.7%	6
ENVD	Somewhat negative	19.4%	7
ENVD	Very negative	11.1%	4

Table 190: ENVD respondents' selections for 'Where do you typically get information about AI?' (Multiple selection)

College	Information Source	Percentage	Count
ENVD	Peers	77.8%	28
ENVD	Social Media	72.2%	26
ENVD	Professors/educators	69.4%	25
ENVD	News	50.0%	18
ENVD	Family	16.7%	6
ENVD	Peer-reviewed articles	8.3%	3
ENVD	Other	0.0%	0

Table 191: ENVD respondents' selections for 'It is important to me to understand how AI works in order to feel comfortable using it.'

College	Selection	Percentage	Count
ENVD	Strongly agree	44.4%	16
ENVD	Somewhat agree	41.7%	15
ENVD	Neutral	11.1%	4
ENVD	Somewhat disagree	0%	0
ENVD	Strongly disagree	2.8%	1

Table 192: ENVD respondents' selections for 'I can explain how AI works.'

College	Selection	Percentage	Count
ENVD	Strongly agree	22.2%	8
ENVD	Somewhat agree	38.9%	14
ENVD	Neutral	22.2%	8
ENVD	Somewhat disagree	16.7%	6
ENVD	Strongly disagree	0%	0

Table 193: ENVD respondents' selections for 'What kinds of academic work do you use AI for, outside of cases where you are required to use it?' (Multiple selection; n=35 due to data cleaning.)

College	Types of Academic Work	Percentage	Count
ENVD	Preliminary stages	77.1%	27
ENVD	Troubleshooting	60.0%	21
ENVD	Study tool	60.0%	21
ENVD	Completing entire sections	14.3%	5
ENVD	Completing entire academic works	0.0%	0
ENVD	Other	11.4%	4
ENVD	I don't use AI in academic work at all	5.7%	2

Table 194: ENVD respondents' selections for 'How often do you use AI for academic work?'

College	Frequency	Percentage	Count
ENVD	Every day	5.6%	2
ENVD	Multiple times a day	0%	0
ENVD	More than once a week but not every day	44.4%	16
ENVD	Once a week	22.2%	8
ENVD	Once a month	19.4%	7
ENVD	Once a year	2.8%	1
ENVD	I have never used AI for academic work	5.6%	2

Table 195: ENVD respondents' selections for 'What percentage of your academic work do you use AI for?'

College	Percent of Academic Work	Percentage	Count
ENVD	0-25%	75.0%	27
ENVD	26-50%	22.2%	8
ENVD	51-75%	2.8%	1
ENG	76-100%	0%	0

Table 196: ENVD respondents' selections for 'Have you had any assignment identified as AI generated by an instructor or grader?' (Multiple selection; n=35 due to data cleaning.)

College	Selection	Percentage	Count
ENVD	My work has never been identified as AI generated, and I have never submitted exact AI output in an assignment.	71.4%	25
ENVD	I have had an assignment identified as AI generated even though I did not submit any exact AI output in the assignment.	14.3%	5
ENVD	I have had an assignment correctly identified as fully or partly AI generated.	11.4%	4

College	Selection	Percentage	Count
ENVD	My work has never been identified as AI generated even though I have submitted exact AI output for all or part of an assignment.	2.9%	1
ENVD	Other experience	2.9%	1

Table 197: ENVD respondents' selections for 'When you decide to use AI for a given assignment, what are the main reasons that drive your decision?' (Multiple selection)

College	Reasons for using AI	Percentage	Count
ENVD	AI helps me get started when I'm stuck.	77.8%	28
ENVD	AI helps me understand the material.	52.8%	19
ENVD	AI helps me finish the assignment more efficiently.	36.1%	13
ENVD	I find using AI easier than seeking help from a person.	30.6%	11
ENVD	My professor/course requires it.	30.6%	11
ENVD	I do not have enough time to complete the assignment.	25.0%	9
ENVD	I am invested in the assignment and AI can make my work even better than it already is.	22.2%	8
ENVD	I don't have time to attend office hours, go to a help room, or seek tutoring.	13.9%	5
ENVD	I don't feel like completing the assignment will contribute to my education in the long run.	11.1%	4
ENVD	I don't enjoy the material, or I don't find it interesting.	8.3%	3
ENVD	The assignment does not have a big impact on my grade.	2.8%	1
ENVD	The assignment has a big impact on my grade.	2.8%	1
ENVD	Other	5.6%	2
ENVD	I do not use AI on academic submissions.	5.6%	2

Table 198: ENVD respondents' selections for 'When you decide NOT to use AI for a given assignment, what are the main reasons that drive your decision?' (Multiple selection)

College	Reasons for NOT using AI	Percentage	Count
ENVD	I have concerns about the accuracy of AI output.	77.8%	28
ENVD	I have ethical concerns about AI (environmental concerns, labor practices, copyright, personal privacy, other).	55.6%	20
ENVD	I have concerns about how using AI could impact my learning from the assignment.	52.8%	19
ENVD	I don't use it for a given class because it's against the professor's policy and I want to follow the policy.	50.0%	18
ENVD	I have concerns about facing academic repercussions for using AI.	50.0%	18
ENVD	AI doesn't seem that helpful/useful for the assignment.	47.2%	17
ENVD	I personally consider using AI in an academic context to be cheating.	33.3%	12
ENVD	I don't have a specific reason.	11.1%	4
ENVD	Cost (i.e. Better AIs are behind paywalls and I can't afford them.)	8.3%	3
ENVD	I don't know how to use AI.	5.6%	2

College	Reasons for NOT using AI	Percentage	Count
ENVD	Other	13.9%	5
ENVD	I always use AI on academic submissions.	0.0%	0

Table 199: ENVD respondents' selections for 'I believe AI will play a big role in my future career.'

College	Selection	Percentage	Count
ENVD	Strongly agree	19.4%	7
ENVD	Somewhat agree	30.6%	11
ENVD	Neutral	22.2%	8
ENVD	Somewhat disagree	22.2%	8
ENVD	Strongly disagree	5.6%	2

Table 200: ENVD respondents' selections for 'I would find it useful to learn more about: How to improve my prompts to get better output (prompt engineer).'

College	Selection	Percentage	Count
ENVD	Strongly agree	25.0%	9
ENVD	Somewhat agree	44.4%	16
ENVD	Neutral	16.7%	6
ENVD	Somewhat disagree	5.6%	2
ENVD	Strongly disagree	8.3%	3

Table 201: ENVD respondents' selections for 'I would find it useful to learn more about: How AI models work.'

College	Selection	Percentage	Count
ENVD	Strongly agree	25.7%	9
ENVD	Somewhat agree	42.9%	15
ENVD	Neutral	20.0%	7
ENVD	Somewhat disagree	8.6%	3
ENVD	Strongly disagree	2.9%	1

Table 202: ENVD respondents' selections for 'I would find it useful to learn more about: The ethics behind AI use.'

College	Selection	Percentage	Count
ENVD	Strongly agree	41.7%	15
ENVD	Somewhat agree	44.4%	16
ENVD	Neutral	13.9%	5
ENVD	Somewhat disagree	0%	0

College	Selection	Percentage	Count
ENVD	Strongly disagree	0%	0

Table 203: ENVD respondents' selections for 'I would find it useful to learn more about: How to use AI in my future career.'

College	Selection	Percentage	Count
ENVD	Strongly agree	38.9%	14
ENVD	Somewhat agree	36.1%	13
ENVD	Neutral	13.9%	5
ENVD	Somewhat disagree	5.6%	2
ENVD	Strongly disagree	5.6%	2

Table 204: ENVD respondents' selections for 'I would find it useful to learn more about: What AI can and cannot do to improve my academic work and learning.'

College	Selection	Percentage	Count
ENVD	Strongly agree	30.6%	11
ENVD	Somewhat agree	44.4%	16
ENVD	Neutral	16.7%	6
ENVD	Somewhat disagree	5.6%	2
ENVD	Strongly disagree	2.8%	1

Table 205: ENVD respondents' selections for 'Where would you like to learn the skills and information from the previous question?' (Multiple selection)

College	Selection	Percentage	Count
ENVD	Usual classes	41.7%	15
ENVD	AI literacy course	33.3%	12
ENVD	Workshops	25.0%	9
ENVD	Outside CU	22.2%	8
ENVD	No preference	27.8%	10

Table 206: ENVD respondents' selections for 'At CU, I want the AI policy to be ____.'

College	Selection	Percentage	Count
ENVD	the same campus wide	27.80%	10
ENVD	the same college wide	8.30%	3
ENVD	the same department wide	11.10%	4
ENVD	different from class to class	33.30%	12
ENVD	different by assignment type	13.90%	5

College	Selection	Percentage	Count
ENVD	different by individual assignment	5.60%	2

Table 207: ENVD respondents' selections for 'I think students should be ____ to use AI in their classes at CU.'

College	Selection	Percentage	Count
ENVD	prohibited	11.1%	4
ENVD	discouraged but not prohibited	33.3%	12
ENVD	able to freely choose when	41.7%	15
ENVD	encouraged but not required	13.9%	5
ENVD	required	0%	0

Table 208: (Of ENVD respondents who did not select required, n=36), selections for 'How comfortable would you be with students being required to use AI in a class at CU?'

College	Selection	Percentage	Count
ENVD	Extremely comfortable	5.6%	2
ENVD	Somewhat comfortable	22.2%	8
ENVD	Neither comfortable nor uncomfortable	36.1%	13
ENVD	Somewhat uncomfortable	16.7%	6
ENVD	Extremely uncomfortable	19.4%	7

Table 209: (Of respondents who did not select prohibited, n=32), selections for 'How comfortable would you be with students being prohibited from using AI in a class at CU?'

College	Selection	Percentage	Count
ENVD	Extremely comfortable	12.5%	4
ENVD	Somewhat comfortable	18.8%	6
ENVD	Neither comfortable nor uncomfortable	43.8%	14
ENVD	Somewhat uncomfortable	18.8%	6
ENVD	Extremely uncomfortable	6.3%	2

Table 210: ENVD respondents' selections for 'I would like guidance from my professors on acceptable AI use in class.'

College	Selection	Percentage	Count
ENVD	Strongly agree	38.9%	14
ENVD	Somewhat agree	50.0%	18
ENVD	Neutral	8.3%	3
ENVD	Somewhat disagree	2.8%	1
ENVD	Strongly disagree	0%	0

Table 211: ENVD respondents' selections for 'If AI use was permitted in class, I would be comfortable disclosing my AI use.'

College	Selection	Percentage	Count
ENVD	Strongly agree	41.7%	15
ENVD	Somewhat agree	30.6%	11
ENVD	Neutral	25.0%	9
ENVD	Somewhat disagree	2.8%	1
ENVD	Strongly disagree	0%	0

Table 212: ENVD respondents' selections for 'I am comfortable with AI being used in the grading of my work.'

College	Selection	Percentage	Count
ENVD	Strongly agree	5.6%	2
ENVD	Somewhat agree	19.4%	7
ENVD	Neutral	16.7%	6
ENVD	Somewhat disagree	22.2%	8
ENVD	Strongly disagree	36.1%	13

Table 213: ENVD respondents' selections for 'I am comfortable with AI detectors being used.'

College	Selection	Percentage	Count
ENVD	Strongly agree	27.8%	10
ENVD	Somewhat agree	36.1%	13
ENVD	Neutral	19.4%	7
ENVD	Somewhat disagree	8.3%	3
ENVD	Strongly disagree	8.3%	3

Table 214: ENVD respondents' selections for 'I am comfortable with my professor using AI to design course materials.'

College	Selection	Percentage	Count
ENVD	Strongly agree	11.1%	4
ENVD	Somewhat agree	27.8%	10
ENVD	Neutral	22.2%	8
ENVD	Somewhat disagree	11.1%	4
ENVD	Strongly disagree	27.8%	10

Table 215: ENVD respondents' selections for 'I want my professors to disclose their AI use.'

College	Selection	Percentage	Count
ENVD	Strongly agree	63.9%	23
ENVD	Somewhat agree	19.4%	7
ENVD	Neutral	16.7%	6
ENVD	Somewhat disagree	0%	0
ENVD	Strongly disagree	0%	0

Music, n=15

Table 216: Music respondents' selections for 'Which AI-powered tools do you use?' (Multiple selection)

College	AI Tools Used	Percentage	Count
MUS	ChatGPT	53.3%	8
MUS	Grammarly	26.7%	4
MUS	Google AI overview	20.0%	3
MUS	Gemini	6.7%	1
MUS	Microsoft CoPilot	0.0%	0
MUS	NotebookLM	0.0%	0
MUS	Claude	0.0%	0
MUS	Otter	0.0%	0
MUS	Dall-e	0.0%	0
MUS	Github Copilot	0.0%	0
MUS	Notion	0.0%	0
MUS	Adobe Express	0.0%	0
MUS	Perplexity	0.0%	0
MUS	Midjourney	0.0%	0
MUS	Stable Diffusion	0.0%	0
MUS	Zoom AI tools	0.0%	0
MUS	Google Duet	0.0%	0
MUS	YouChat	0.0%	0
MUS	Anyword	0.0%	0
MUS	Explainpaper	0.0%	0
MUS	Other AI tool	6.7%	1
MUS	I don't use AI tools	33.3%	5

Table 217: Music respondents' selections for 'How would you rate your overall attitude toward AI?'

College	Attitude Toward AI	Percentage	Count
MUS	Very positive	0%	0
MUS	Somewhat positive	13.3%	2
MUS	Neutral	13.3%	2
MUS	Somewhat negative	53.3%	8
MUS	Very negative	20.0%	3

Table 218: Music respondents' selections for 'Where do you typically get information about AI?' (Multiple selection)

College	Information Source	Percentage	Count
MUS	Peers	66.7%	10
MUS	Professors/educators	60.0%	9
MUS	Social Media	60.0%	9
MUS	News	53.3%	8
MUS	Family	20.0%	3
MUS	Peer-reviewed articles	13.3%	2
MUS	Other	0.0%	0

Table 219: Music respondents' selections for 'It is important to me to understand how AI works in order to feel comfortable using it.'

College	Selection	Percentage	Count
MUS	Strongly agree	20.0%	3
MUS	Somewhat agree	33.3%	5
MUS	Neutral	26.7%	4
MUS	Somewhat disagree	13.3%	2
MUS	Strongly disagree	6.7%	1

Table 220: Music respondents' selections for 'I can explain how AI works.'

College	Selection	Percentage	Count
MUS	Strongly agree	13.3%	2
MUS	Somewhat agree	20.0%	3
MUS	Neutral	20.0%	3
MUS	Somewhat disagree	20.0%	3
MUS	Strongly disagree	26.7%	4

Table 221: Music respondents' selections for 'What kinds of academic work do you use AI for, outside of cases where you are required to use it' (Multiple selection)

College	Types of Academic Work	Percentage	Count
MUS	Preliminary stages	53.3%	8
MUS	Troubleshooting	46.7%	7
MUS	Completing entire sections	13.3%	2
MUS	Study tool	6.7%	1
MUS	Completing entire academic works	6.7%	1
MUS	Other	0.0%	0
MUS	I don't use AI in academic work at all	33.3%	5

Table 222: Music respondents' selections for 'How often do you use AI for academic work?'

College	Frequency	Percentage	Count
MUS	Every day	0%	0
MUS	Multiple times a day	6.7%	1
MUS	More than once a week but not every day	0%	0
MUS	Once a week	20.0%	3
MUS	Once a month	40.0%	6
MUS	Once a year	0%	0
MUS	I have never used AI for academic work	33.3%	5

Table 223: Music respondents' selections for 'What percentage of your academic work do you use AI for?'

College	Percent of Academic Work	Percentage	Count
MUS	0-25%	100.0%	15
MUS	26-50%	0%	0
MUS	51-75%	0%	0
MUS	76-100%	0%	0

Table 224: Music respondents' selections for 'Have you had any assignment identified as AI generated by an instructor or grader?' (Multiple selection)

College	Selection	Percentage	Count
MUS	My work has never been identified as AI generated, and I have never submitted exact AI output in an assignment.	86.7%	13
MUS	I have had an assignment correctly identified as fully or partly AI generated.	13.3%	2
MUS	I have had an assignment identified as AI generated even though I did not submit any exact AI output in the assignment.	6.7%	1
MUS	My work has never been identified as AI generated even though I have submitted exact AI output for all or part of an assignment.	0.0%	0
MUS	Other experience	0.0%	0

Table 225: Music respondents' selections for 'When you decide to use AI for a given assignment, what are the main reasons that drive your decision?' (Multiple selection)

College	Reasons for using AI	Percentage	Count
MUS	AI helps me get started when I'm stuck.	53.3%	8
MUS	AI helps me understand the material.	26.7%	4
MUS	I find using AI easier than seeking help from a person.	20.0%	3
MUS	I do not have enough time to complete the assignment.	20.0%	3
MUS	I don't have time to attend office hours, go to a help room, or seek tutoring.	20.0%	3
MUS	I don't enjoy the material, or I don't find it interesting.	20.0%	3
MUS	AI helps me finish the assignment more efficiently.	13.3%	2
MUS	I don't feel like completing the assignment will contribute to my education in the long run.	13.3%	2
MUS	My professor/course requires it.	6.7%	1
MUS	I am invested in the assignment and AI can make my work even better than it already is.	6.7%	1
MUS	The assignment does not have a big impact on my grade.	0.0%	0
MUS	The assignment has a big impact on my grade.	0.0%	0
MUS	Other	0.0%	0
MUS	I do not use AI on academic submissions.	46.7%	7

Table 226: Music respondents' selections for 'When you decide NOT to use AI for a given assignment, what are the main reasons that drive your decision?' (Multiple selection)

College	Reasons for NOT using AI	Percentage	Count
MUS	I have concerns about the accuracy of AI output.	80.0%	12
MUS	I have ethical concerns about AI (environmental concerns, labor practices, copyright, personal privacy, other).	80.0%	12
MUS	I have concerns about how using AI could impact my learning from the assignment.	73.3%	11
MUS	I don't use it for a given class because it's against the professor's policy and I want to follow the policy.	66.7%	10
MUS	I have concerns about facing academic repercussions for using AI.	53.3%	8
MUS	AI doesn't seem that helpful/useful for the assignment.	40.0%	6
MUS	I personally consider using AI in an academic context to be cheating.	40.0%	6
MUS	I don't know how to use AI.	6.7%	1
MUS	Cost (i.e. Better AIs are behind paywalls and I can't afford them.)	0.0%	0
MUS	I don't have a specific reason.	0.0%	0
MUS	I always use AI on academic submissions.	0.0%	0

College	Reasons for NOT using AI	Percentage	Count
MUS	Other	6.7%	1

Table 227: Music respondents' selections for 'I believe AI will play a big role in my future career.'

College	Selection	Percentage	Count
MUS	Strongly agree	6.7%	1
MUS	Somewhat agree	6.7%	1
MUS	Neutral	13.3%	2
MUS	Somewhat disagree	13.3%	2
MUS	Strongly disagree	60.0%	9

Table 228: Music respondents' selections for 'I would find it useful to learn more about: How to improve my prompts to get better output (prompt engineer).'

College	Selection	Percentage	Count
MUS	Strongly agree	6.7%	1
MUS	Somewhat agree	26.7%	4
MUS	Neutral	20.0%	3
MUS	Somewhat disagree	20.0%	3
MUS	Strongly disagree	26.7%	4

Table 229: Music respondents' selections for 'I would find it useful to learn more about: How AI models work.'

College	Selection	Percentage	Count
MUS	Strongly agree	20.0%	3
MUS	Somewhat agree	53.3%	8
MUS	Neutral	13.3%	2
MUS	Somewhat disagree	13.3%	2
MUS	Strongly disagree	0%	0

Table 230: Music respondents' selections for 'I would find it useful to learn more about: The ethics behind AI use.'

College	Selection	Percentage	Count
MUS	Strongly agree	66.7%	10
MUS	Somewhat agree	13.3%	2
MUS	Neutral	6.7%	1
MUS	Somewhat disagree	13.3%	2
MUS	Strongly disagree	0%	0

Table 231: Music respondents' selections for 'I would find it useful to learn more about: How to use AI in my future career.'

College	Selection	Percentage	Count
MUS	Strongly agree	20.0%	3
MUS	Somewhat agree	13.3%	2
MUS	Neutral	6.7%	1
MUS	Somewhat disagree	13.3%	2
MUS	Strongly disagree	46.7%	7

Table 232: Music respondents' selections for 'I would find it useful to learn more about: What AI can and cannot do to improve my academic work and learning.'

College	Selection	Percentage	Count
MUS	Strongly agree	20.0%	3
MUS	Somewhat agree	13.3%	2
MUS	Neutral	26.7%	4
MUS	Somewhat disagree	26.7%	4
MUS	Strongly disagree	13.3%	2

Table 233: Music respondents' selections for 'Where would you like to learn the skills and information from the previous question?' (Multiple selection)

College	Selection	Percentage	Count
MUS	Usual classes	33.3%	5
MUS	AI literacy course	40.0%	6
MUS	Outside CU	26.7%	4
MUS	Workshops	20.0%	3
MUS	No preference	46.7%	7

Table 234: Music respondents' selections for 'At CU, I want the AI policy to be ____.'

College	Selection	Percentage	Count
MUS	the same campus wide	40.00%	6
MUS	the same college wide	13.30%	2
MUS	the same department wide	0%	0
MUS	different from class to class	13.30%	2
MUS	different by assignment type	26.70%	4
MUS	different by individual assignment	6.70%	1

Table 235: Music respondents' selections for 'I think students should be ____ to use AI in their classes at CU.'

College	Selection	Percentage	Count
MUS	prohibited	26.7%	4
MUS	discouraged but not prohibited	46.7%	7
MUS	able to freely choose when	26.7%	4
MUS	encouraged but not required	0%	0
MUS	required	0%	0

Table 236: (Of Music respondents who did not select required, n=15), selections for ' How comfortable would you be with students being required to use AI in a class at CU?'

College	Selection	Percentage	Count
MUS	Extremely comfortable	13.3%	2
MUS	Somewhat comfortable	0%	0
MUS	Neither comfortable nor uncomfortable	20.0%	3
MUS	Somewhat uncomfortable	40.0%	6
MUS	Extremely uncomfortable	26.7%	4

Table 237: (Of Music respondents who did not select prohibited, n=11), selections for 'How comfortable would you be with students being prohibited from using AI in a class at CU?'

College	Selection	Percentage	Count
MUS	Extremely comfortable	36.4%	4
MUS	Somewhat comfortable	18.2%	2
MUS	Neither comfortable nor uncomfortable	27.3%	3
MUS	Somewhat uncomfortable	18.2%	2
MUS	Extremely uncomfortable	0%	0

Table 238: Music respondents' selections for 'I would like guidance from my professors on acceptable AI use in class.'

College	Selection	Percentage	Count
MUS	Strongly agree	33.3%	5
MUS	Somewhat agree	26.7%	4
MUS	Neutral	13.3%	2
MUS	Somewhat disagree	13.3%	2
MUS	Strongly disagree	13.3%	2

Table 239: Music respondents' selections for 'If AI use was permitted in class, I would be comfortable disclosing my AI use.'

College	Selection	Percentage	Count
MUS	Strongly agree	33.3%	5
MUS	Somewhat agree	6.7%	1
MUS	Neutral	40.0%	6
MUS	Somewhat disagree	6.7%	1
MUS	Strongly disagree	13.3%	2

Table 240: Music respondents' selections for 'I am comfortable with AI being used in the grading of my work.'

College	Selection	Percentage	Count
MUS	Strongly agree	13.3%	2
MUS	Somewhat agree	0%	0
MUS	Neutral	20.0%	3
MUS	Somewhat disagree	26.7%	4
MUS	Strongly disagree	40.0%	6

Table 241: Music respondents' selections for 'I am comfortable with AI detectors being used.'

College	Selection	Percentage	Count
MUS	Strongly agree	53.3%	8
MUS	Somewhat agree	20.0%	3
MUS	Neutral	20.0%	3
MUS	Somewhat disagree	6.7%	1
MUS	Strongly disagree	0%	0

Table 242: Music respondents' selections for 'I am comfortable with my professor using AI to design course materials.'

College	Selection	Percentage	Count
MUS	Strongly agree	6.7%	1
MUS	Somewhat agree	6.7%	1
MUS	Neutral	20.0%	3
MUS	Somewhat disagree	6.7%	1
MUS	Strongly disagree	60.0%	9

Table 243: Music respondents' selections for 'I want my professors to disclose their AI use.'

College	Selection	Percentage	Count
MUS	Strongly agree	66.7%	10
MUS	Somewhat agree	20.0%	3
MUS	Neutral	13.3%	2
MUS	Somewhat disagree	0%	0
MUS	Strongly disagree	0%	0

APPENDIX C: Demographics of Survey Respondents

Overall, the demographics of survey respondents and CU's overall demographics (in Spring 2025) were similar, except for gender as well as a slight skew toward Arts & Sciences. Our survey included far more responses from women than men. However, within survey research, it is typical that respondents are more often women than men (Curtin et al 2000; Moore & Tarnai, 2002; Singer et al 2000).

Table 244: Gender breakdown of survey respondents, compared to CU student population

Gender	CU Breakdown	Survey Respondents
Man	53.4%	35.2%
Woman	46.6%	59.5%
Non-binary umbrella	---	5.2%
I'd rather not say	---	0.1%

Table 245: Breakdown of colleges associated with respondents' majors, compared to CU student population. Note: While CMCI and ENVD combined in July 2025 to form CMDI, these colleges were separate during the collection and analysis of the data, so we have chosen to keep them separate in this report.

College	CU Breakdown	Survey Respondents
A&S	45.2%	62.9%
BUS	13.9%	10.8%
CMCI	8.2%	6.7%
EDU	1.5%	0.9%
ENG	21.8%	16.8%
ENVD	2.1%	1.2%
MUS	1%	0.5%
other	8.2% (including exploratory studies)	0.2%

Table 246: Breakdown of respondents' years in school, compared to CU student population

Year in School	CU Breakdown	Survey Respondents
First Year	16.8%	29.3%
Second year	26.5%	25.4%
Third year	22.5%	22.3%
Fourth year (or more)	34.3%	22.6%
Other		0.4%

Table 247: Full breakdown of respondents' race/ethnicity, compared to CU student population (Note: CU only allowed for single selection but our survey allowed for multiple selection.)

Race	CU Breakdown	Survey Respondents
Caucasian/White	66.6%	79.4%
African American/Black	3.1%	3.9%
Latino/a/x/e	13.8%	13.0%
Asian	10.7%	----
South Asian	----	5.3%
East Asian	----	6.0%
American Indian/Alaska Native	1.6%	1.1%
Pacific Islander	.6%	.8%
Arab	----	1.3%
International	2.7%	----
None/Not Listed	1.0%	3.3%

Table 248: Breakdown of respondents' race as binned for the report. Note: respondents that selected white plus an additional racial category were labeled as non-white for purposes of our analysis

Race	CU Breakdown	Survey Respondents
White	66.6%	68.1%
Non-white	32.4%	30.4%
None/Not Listed	1.0%	1.4%

Table 249: Breakdown of respondents' international status, compared to CU student population

International Status	CU Breakdown	Survey Respondents
International	2.7%	2.8%
Domestic	96.4%	96.7%
Not sure	---	.5%

Table 250: Breakdown of respondents' ages

Age	Survey Respondents
18	15.0%
19	25.5%
20	21.2%
21	18%
22	10.1%

Age	Survey Respondents
23+	10.2%

Table 251: Breakdown of respondents' comfort using English to communicate (reading, writing, speaking, understanding)

Rating - Comfort Using English to Communicate	Survey Respondents
1 – very uncomfortable	0%
2	0.1%
3	0.3%
4	2.3%
5 – very comfortable	97.2%

Table 252: Breakdown of whether respondents have taken a remote asynchronous course or not

Modality of Classes Taken Previously - A	Survey Respondents
Taken a remote asynchronous course	51.5%
Never taken a remote asynchronous course	48.5%

Table 253: Breakdown of whether respondents have taken a remote course or not (either asynchronous or synchronous)

Modality of Classes Taken Previously - B	Survey Respondents
Taken a remote asynchronous or remote synchronous (zoom) course	67.1%
Never taken a remote asynchronous or remote synchronous (zoom) course	32.9%

APPENDIX D: Survey Instrument

Screening and Demographic Questions

What is your age?

- Under 17
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31-35
- 36-40
- 41-45
- 46-50
- 50+

Are you currently an undergraduate student at CU Boulder?

- Yes
- No

What label best describes your gender? Please choose all that apply.

- ☐ Man
- ☐ Woman
- ☐ Non-binary
- ☐ Genderqueer/Gender non-conforming
- ☐ Agender

- ☐ Not listed, please specify:

- ☐ I'm not sure or would rather not say

How do you identify in terms of your race and ethnicity? Please choose all that apply.

- ☐ African American/Black
- ☐ American Indian/Alaska Native
- ☐ Arab
- ☐ East Asian
- ☐ South Asian
- ☐ Caucasian/White
- ☐ Latino/a/x/e
- ☐ Pacific Islander (including Native Hawaiian)
- ☐ Not listed, please specify:

- ☐ I'm not sure or would rather not say

How comfortable do you feel using English to communicate (reading, writing, speaking, and understanding)?

- ○ 1 – Not comfortable at all
- ○ 2
- ○ 3
- ○ 4
- ○ 5 – Very comfortable

Are you an international student?

- ○ Yes
- ○ No
- ○ Not sure

What is your class standing at CU?

- First year
- Second year
- Third year
- Fourth year
- Fifth year (or more)
- Not listed here – please specify below:

Please select your major:

Accounting
Aerospace Engineering
Anthropology
Applied Mathematics
Architectural Engineering
Art History
Art Practices
Asian Studies
Astrophysical and Planetary Sciences
Atmospheric and Oceanic Sciences
Biochemistry
Biomedical Engineering
Business Administration
Chemical Engineering
Chemical and Biological Engineering
Chemistry
Chinese
Cinema Studies
Cinema Studies and Moving Image Arts
Civil Engineering

Classics
Communication
Computer Science
Creative Technology and Design
Dance
Ecology and Evolutionary Biology
Economics
Education Studies
Electrical Engineering
Electrical and Computer Engineering
Elementary Education
Engineering Physics
English
Environmental Design
Environmental Engineering
Environmental Studies
Ethnic Studies
Film Studies
Finance
French
General Engineering
Geography
Geological Sciences
German Studies
History
Humanities
Information Sciences
Integrated Design Engineering
Integrative Physiology
International Affairs
Italian

Japanese

Jewish Studies

Journalism

Leadership and Community Engagement

Linguistics

Management

Marketing

Mathematics

Mechanical Engineering

Media Production

Media Studies

Middle and High School Teaching

Molecular, Cellular, and Developmental Biology

Music

Music Education

Music Performance

Neuroscience

Philosophy

Physics

Political Science

Psychology

Religious Studies

Russian, East European, and Eurasian Studies

Sociology

Spanish

Speech, Language, and Hearing Sciences

Statistics and Data Science

Strategic Communication

Teacher Licensure – Music (K-12)

Teach Licensure – Secondary

Theater

Women and Gender Studies

Undeclared

Open Option

Other: _____

If you have a second major, please select it here.

I do not have a second major.

Accounting

Aerospace Engineering

Anthropology

Applied Mathematics

Architectural Engineering

Art History

Art Practices

Asian Studies

Astrophysical and Planetary Sciences

Atmospheric and Oceanic Sciences

Biochemistry

Biomedical Engineering

Business Administration

Chemical Engineering

Chemical and Biological Engineering

Chemistry

Chinese

Cinema Studies

Cinema Studies and Moving Image Arts

Civil Engineering

Classics

Communication

Computer Science

Creative Technology and Design

Dance

Ecology and Evolutionary Biology

Economics

Education Studies

Electrical Engineering

Electrical and Computer Engineering

Elementary Education

Engineering Physics

English

Environmental Design

Environmental Engineering

Environmental Studies

Ethnic Studies

Film Studies

Finance

French

General Engineering

Geography

Geological Sciences

German Studies

History

Humanities

Information Sciences

Integrated Design Engineering

Integrative Physiology

International Affairs

Italian

Japanese

Jewish Studies

Journalism

Leadership and Community Engagement

Linguistics

Management

Marketing

Mathematics

Mechanical Engineering

Media Production

Media Studies

Middle and High School Teaching

Molecular, Cellular, and Developmental Biology

Music

Music Education

Music Performance

Neuroscience

Philosophy

Physics

Political Science

Psychology

Religious Studies

Russian, East European, and Eurasian Studies

Sociology

Spanish

Speech, Language, and Hearing Sciences

Statistics and Data Science

Strategic Communication

Teacher Licensure – Music (K-12)

Teach Licensure – Secondary

Theater

Women and Gender Studies

Undeclared

Open Option

Other: _____

In what modalities have you taken classes at CU? Please choose all that apply.

- ☐ in person
- ☐ asynchronous online (no class meetings)
- ☐ remote (meet on zoom at specific times)
- ☐ hybrid (any combination of the other options in a single class)

General Use and Perspective on AI

Within the last six months, have you completed a survey on your use of or attitudes towards AI?

- ○ Yes
- ○ No

Which AI-powered tools do you use? Please choose all that apply.

- ☐ ChatGPT
- ☐ Anyword
- ☐ Grammarly
- ☐ DALL-E
- ☐ Midjourney
- ☐ Stable Diffusion
- ☐ Adobe Express/Spark
- ☐ Gemini (previously Google Bard)
- ☐ Microsoft Copilot
- ☐ Claude
- ☐ YouChat
- ☐ GitHub Copilot
- ☐ Notion AI
- ☐ Otter.ai
- ☐ Google Duet AI
- ☐ Zoom IQ
- ☐ Notebook LM
- ☐ Perplexity
- ☐ Google AI Overview
- ☐ Explainpaper

- ☐ Other (please explain below)

- ☐ I don't use AI tools

For the purposes of the rest of this survey, **when we say "AI," we refer to generative AI technologies** that generate text or media in response to a prompt (e.g. Chat-GPT, Dall-E) or to a document (Grammarly, Notebook LM).

How would you rate your overall attitude towards AI?

- ○ Very positive
- ○ Somewhat positive
- ○ Neutral
- ○ Somewhat negative
- ○ Very negative

Where do you typically get information about AI? Please choose all that apply.

- ☐ Peers
- ☐ Professors/educators
- ☐ News sources
- ☐ Social Media
- ☐ Family
- ☐ Peer reviewed articles
- ☐ Other (please explain below)

Please rate your agreement with the following statements.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
It is important to me to understand how AI works in order to feel	○	○	○	○	○

comfortable using it.					
I can explain how AI works.	○	○	○	○	○

Display this Question:

If Please rate your agreement with the following statements. I can explain how AI works = Somewhat agree or Strongly agree

Without using outside sources, please briefly explain to the best of your ability how AI works.

AI Use in Educational Contexts

In the next set of questions, "academic work" refers to any tests, quizzes, assignments, reading, studying, and note-taking, in or outside of the classroom.

As a reminder, no identifying information will be gathered from you unless you choose to be contacted for a follow-up interview.

What kinds of academic work do you use AI for, outside of cases where you are required to use it? Please choose all that apply, even if your usage is not allowed.

- ☐ I use AI for the preliminary stages of academic work (i.e. brainstorming, help with organization, summarizing, or rewording instructions, etc.)
- ☐ I use AI to troubleshoot (i.e. checking spelling and grammar, debugging student-created programs, etc.)
- ☐ I use AI to complete sections of my academic work (i.e. using AI to write certain programming functions, generate sentences for a writing assignment, answer some exam/quiz questions, etc.)
- ☐ I use AI to complete my entire academic work for me (i.e. using AI to write a discussion post response for you, create an entire computer science program, write an essay, etc.)
- ☐ I use AI as a study tool (i.e. note taking/summarizing, generating practice questions, breaking down complex concepts, etc.)

- ☐ Other (Please explain below)

- ☐ I don't use AI in academic work at all

Please keep in mind all the uses you selected in the previous question when completing the following questions.

How often do you use AI for academic work? Please exclude cases where AI use is required.

- ○ Multiple times a day
- ○ Every day
- ○ More than once a week but not every day
- ○ Once a week
- ○ Once a month
- ○ Once a year
- ○ I have never used AI for academic work

What percentage of your academic work do you use AI for? Please exclude cases where AI use is required.

- ○ 0-25%
- ○ 26-50%
- ○ 51-75%
- ○ 76-100%

Have you had any assignment identified as AI generated by an instructor or grader? Please exclude situations in which AI use was allowed. You may select more than one item.

- ☐ I have had an assignment correctly identified as fully or partly AI generated.
- ☐ I have had an assignment identified as AI generated even though I did not submit any exact AI output in the assignment.
- ☐ My work has never been identified as AI generated even though I have submitted exact AI output for all or part of an assignment.
- ☐ My work has never been identified as AI generated, and I have never submitted exact AI output in an assignment.
- ☐ Other experience (Please explain below)

When you decide to use AI for a given assignment, what are the main reasons that drive your decision? Please select all that apply.

- ☐ AI helps me get started when I am stuck.
- ☐ I do not have enough time to complete the assignment.
- ☐ AI helps me finish the assignment more efficiently.
- ☐ The assignment does not have a big impact on my grade.
- ☐ The assignment has a big impact on my grade.
- ☐ I don't have time to attend office hours, go to a help room, or seek tutoring.
- ☐ I find using AI easier than seeking help from a person.
- ☐ AI helps me understand the material.
- ☐ I don't feel like completing the assignment will contribute to my education in the long run.
- ☐ I don't enjoy the material, or I don't find it interesting.
- ☐ I am invested in the assignment and AI can make my work even better than it already is.
- ☐ My professor/course requires it.
- ☐ Other (Please explain below)

- ☐ I do not use AI on academic submissions.

When you decide NOT to use AI for a given assignment, what are the main reasons that drive your decision? Please choose all that apply.

- ☐ I don't use it for a given class because it's against the professor's policy and I want to follow the policy.
- ☐ I have ethical concerns about AI (environmental concerns, labor practices, copyright, personal privacy, other).
- ☐ I have concerns about the accuracy of AI output.
- ☐ I personally consider using AI in an academic context to be cheating.
- ☐ I have concerns about how using AI could impact my learning from the assignment.
- ☐ I have concerns about facing academic repercussions for using AI.
- ☐ I don't know how to use AI.
- ☐ Cost (i.e. Better AIs are behind paywalls and I can't afford them.)
- ☐ AI doesn't seem that helpful/useful for the assignment.
- ☐ I don't have a specific reason.
- ☐ Other (Please explain below)

- ☐ I always use AI on academic submissions.

AI Training and Policy Preferences

Please rate your agreement with the following statement: I believe AI will play a big role in my future career.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

Please rate your agreement with the following statements. I would find it useful to learn more about…

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
How to improve my prompts to get better output (prompt engineer).					
How AI models work.					
The ethics behind AI use.					
How to use AI in my future career.					

What AI can and cannot do to improve my academic work and learning.	

Where would you like to learn the skills and information from the previous question? Please choose all that apply.

- ☐ In my usual classes
- ☐ Workshops unaffiliated with classes
- ☐ In a specific 'AI literacy' course
- ☐ Outside of CU
- ☐ No preference

At CU, I want the AI policy to be ____. Select the option you most agree with.

- ○ the same campus wide
- ○ the same college wide
- ○ the same department wide
- ○ different from class to class
- ○ different by assignment type
- ○ different by individual assignment

I think students should be ____ to use AI in their classes at CU.

- ○ required
- ○ encouraged but not required
- ○ able to freely choose when
- ○ discouraged but not prohibited
- ○ prohibited

Skip this question if:

I think students should be ____ to use AI in their classes at CU. = required

required

How comfortable would you be with students being required to use AI in a class at CU?

- Extremely comfortable
- Somewhat comfortable
- Neither comfortable nor uncomfortable
- Somewhat uncomfortable
- Extremely uncomfortable

Skip this question if:

I think students should be ____to use AI in their classes at CU. = prohibited

prohibited

How comfortable would you be with students being prohibited from using AI in a class at CU?

- Extremely comfortable
- Somewhat comfortable
- Neither comfortable nor uncomfortable
- Somewhat uncomfortable
- Extremely uncomfortable

Please rate your agreement with the following statements.

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
I would like guidance from my professors on acceptable AI use in class.					
If AI use was permitted in class, I would be comfortable disclosing my AI use.					
I am comfortable					

with AI being used in the grading of my work.	
I am comfortable with AI detectors being used.	
I am comfortable with my professor using AI to design course materials.	
I want my professors to disclose their AI use.	

Please share any questions or concerns you have about how AI will be addressed in your classes for the remainder of your time at CU.