



AI PERSPECTIVES SURVEY

Prepared for San Bernardino Community College District

May 2026

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INTRODUCTION

INTRODUCTION

OVERVIEW

KEY QUESTIONS

- How familiar are members of the campus community with AI technologies, and how are they currently engaging with them?
 - What is the baseline level of familiarity with AI among students, faculty, and staff?
 - What AI tools, platforms, or applications are currently being used (e.g., instructional tools, student services, productivity software)?
 - In what ways is AI being used within educational or work contexts across different roles within the colleges?
- What are the perceptions, interests, and concerns regarding AI integration in teaching, learning, and campus operations?
 - How do members of the campus community perceive AI in terms of fairness, accuracy, and reliability?
 - What topics related to AI (e.g., ethics, academic integrity, creative use, accessibility) are of greatest interest to stakeholders?
 - What are the primary concerns associated with AI use, such as data security, privacy, or potential misuse?
- How should the district approach the future integration and governance of AI to support student and institutional success?
 - In what areas or systems (e.g., Canvas, administrative tools, classroom technologies) should AI be integrated to enhance teaching and learning?
 - What roles or functions do stakeholders envision AI serving in the future?
 - What types of policies should be prioritized to ensure responsible and ethical AI usage?

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online in March and April 2026 using the Qualtrics platform.
- The analysis includes a total of 235 respondents following data cleaning.

RESPONDENT QUALIFICATIONS

- Respondents must belong to a contact list provided by San Bernardino Community College District (SBCCD).

INTRODUCTION

METHODOLOGY

- Findings are reported using AI-assistance and researcher review
- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size ($n < 20$) should be interpreted with caution.
- For full aggregate, segmented, and verbatim results, please consult the accompanying data supplement.
- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).
- After data collection, Hanover identified and removed low-quality respondents.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- Percentages may sum to over 100% for questions where respondents could select more than one answer option.
- Data labels for values less than 5% may be removed from some figures to improve legibility.
- Question text and answer options marked with † are truncated for clarity and brevity.

RECOMMENDATIONS AND KEY FINDINGS

RECOMMENDATIONS



Define clear AI guardrails before expanding use. Respondents are cautious about AI integration and want the District to prioritize human oversight, especially in high-consequence settings. As the District develops its AI policy, it should clearly specify where AI use is permitted, restricted, or prohibited, with particular attention to areas respondents most want to avoid, including *assessment and grading systems* (33%), *tutoring and academic support programs* (29%), and *campus security and safety systems* (25%). The policy should also require human review of AI outputs and restrict high-risk AI features in contexts where errors, bias, or privacy concerns could have significant consequences. Without clear boundaries, AI adoption may face resistance or inconsistent use across courses, departments, and roles. To build trust and support consistent implementation, the District should pair policy language with practical guidance, including *examples of ethical AI use in academic work* (47%), *examples of appropriate and inappropriate AI use* (39%), and *clear written guidelines on when AI use is allowed or not allowed* (37%).



Use familiar tools to reduce adoption barriers. As the District evaluates future AI tool integration, it should account for the tools stakeholders already know and use. *ChatGPT* has the highest awareness (85%) and familiarity (81%) among respondents, and it is also the most commonly used AI tool overall (42%), particularly among faculty and staff (64%). If the District chooses to limit or standardize the AI tools used on campus, allowing access to *ChatGPT* or selecting a platform with comparable functionality could reduce disruption for current users. This approach would help faculty, staff, and students build on existing familiarity rather than spend time learning entirely new tools or recreating workflows they have already developed. To ensure this familiarity translates into responsible adoption, the District should pair any approved tool strategy with clear privacy, security, accessibility, and usage guidelines.



Pilot targeted AI use cases before broader rollout. Rather than pursuing a broad AI rollout, the District should begin with limited pilots in areas where stakeholders see the clearest value and where risks can be managed. Respondents identified *classroom technologies* (e.g., *smart boards*, *lecture capture*) as a leading area of interest (38%), but priorities differ by role. Faculty are significantly more interested than students in AI integration within *administrative tools* (44% vs. 23%) and *data analytics for student success and retention* (44% vs. 23%), while students show stronger interest in *classroom technologies*, *LMS platforms*, and *library or research resources*. These differences suggest that a one-size-fits-all approach may not generate broad support. Targeted pilots would allow the District to test use cases aligned with specific student, faculty, and staff needs, collect feedback, assess risks, and demonstrate value before deciding whether to expand AI integration across additional systems.

KEY FINDINGS

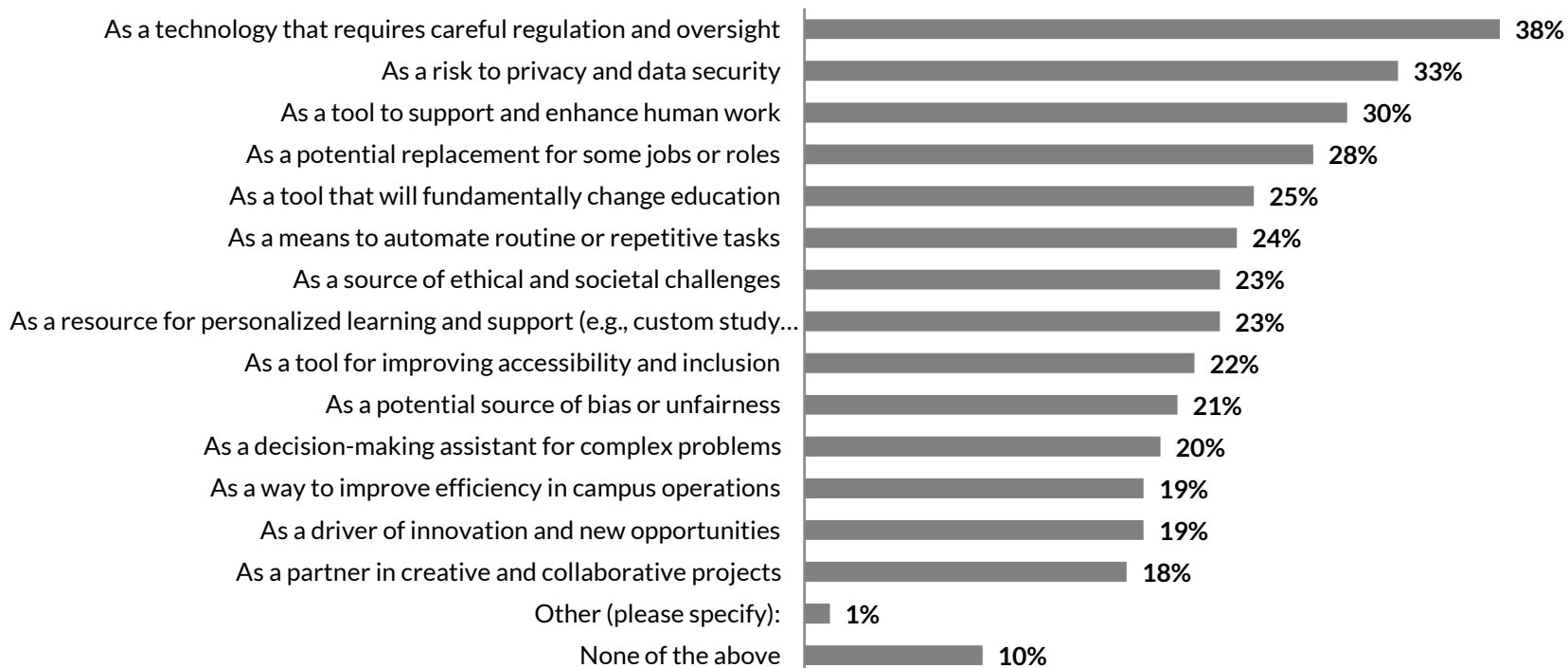
- **Oversight, Limits, and Clear Policies Central to AI Governance.** Across the district, stakeholders emphasize the need for clear rules, human oversight, and firm limits on AI use in high-stakes settings. Students, faculty, and staff view these safeguards as necessary for any future AI rollout. Although many recognize AI's potential, they remain concerned about bias, privacy, and related risks, and want the District's framework to clearly define where human judgment must remain central.
- **Targeted AI Integration Should Reflect Role-Specific Needs.** Stakeholders are most open to AI when it supports their daily work or learning needs. Students tend to prioritize classroom learning tools, while faculty and staff show greater interest in administrative and data-focused applications. Across the District, support for AI is conditional; respondents favor targeted pilots aligned with academic or job responsibilities rather than a broad rollout. These role-specific preferences can help the AI Policy Committee identify early use cases that demonstrate value, build trust, and generate evidence before expanding AI into additional areas.
- **Cautious Trust in AI Quality Highlights Learning, Security, and Equity Risks.** Students and employees generally rate current AI tools as only fair, and many want clearer guidance on quality, ethics, and skill development. Stakeholders are not yet ready to place full trust in AI; moderate ratings for accuracy, fairness, and reliability are paired with strong interest in learning how to evaluate AI outputs and use the technology responsibly. Addressing these role-specific learning needs will be important for building confident, equitable AI adoption across the District.
- **Skill Gaps Point to Strong Demand for Practical AI Training.** Across roles, stakeholders feel able to recognize inappropriate AI use but less prepared to keep pace with the technology itself. Students and employees report lower confidence in maintaining, troubleshooting, or explaining AI tools, creating a need for practical support that translates policy into day-to-day decisions. Workshops, concrete examples, and clear written rules will be important for supporting the District's responsible AI rollout.
- **AI Awareness Is Widespread, but Usage Remains Uneven.** Nearly all respondents have heard of AI, but hands-on use is concentrated around ChatGPT and varies by role. The District begins with a strong base of awareness, yet that awareness has not translated into consistent use across tools or groups. Faculty and staff report higher levels of adoption overall, while many students still complete work manually or lack access to AI tools.

OVERSIGHT, LIMITS, AND CLEAR POLICIES AS CORNERSTONES OF AI GOVERNANCE

FUTURE ROLES OF AI

Two-fifths of respondents (38%) imagine AI as a technology that requires careful regulation and oversight, with slightly more faculty and staff (42%) expressing this belief than students (38%), and a third of respondents imagining AI as a risk to privacy and data security (33%) or as a tool to support and enhance human work (30%). Notably, students view AI as a potential replacement for some jobs or roles (31%) significantly more than faculty & staff (16%). Conversely, faculty and staff view AI as a tool to support and enhance human work (44% vs 26%) or as a means to automate routine or repetitive tasks (49% vs 18%) significantly more than students.

How do you imagine the role of AI in the future? Please select up to five options. (n=213)



N.b.: * indicates statistically significant differences between groups at the 95% level.

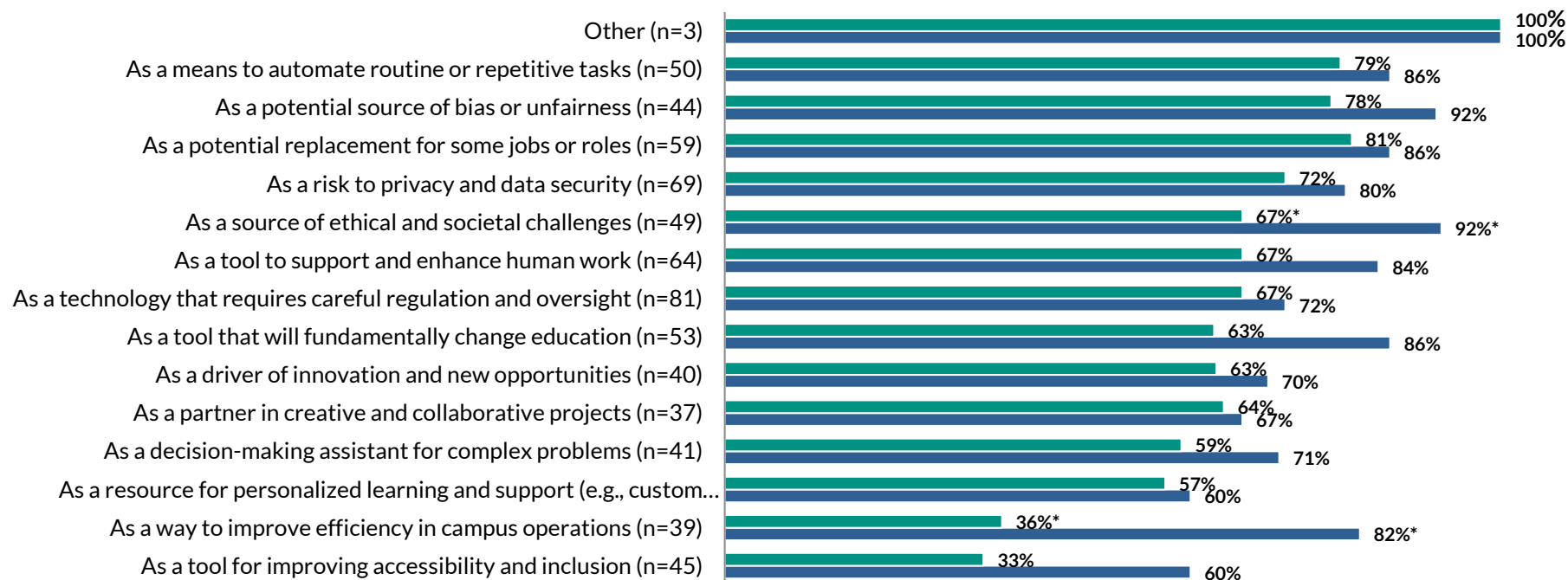
EXPECTED FUTURE AI ROLES

Respondents believe it is most likely AI tools will serve as *a means to automate routine or repetitive tasks* (82%), as *a potential source of bias or unfairness* (82%), or as *a potential replacement for some jobs or roles* (81%). Faculty & staff feel noticeably more than students that AI tools are likely to introduce *bias or unfairness* (92% vs 78%) and *ethical and societal challenges* (92% vs 67%) or as *a tool to support and enhance human work* (84% vs 67%) and *a way to improve efficiency in campus operations* (82% vs 36%).

How likely do you think it is that AI tools will play each of the following roles in the future?

% Very + % Extremely Likely

■ Student (n=2-63) ■ Faculty & Staff (n=1-21)



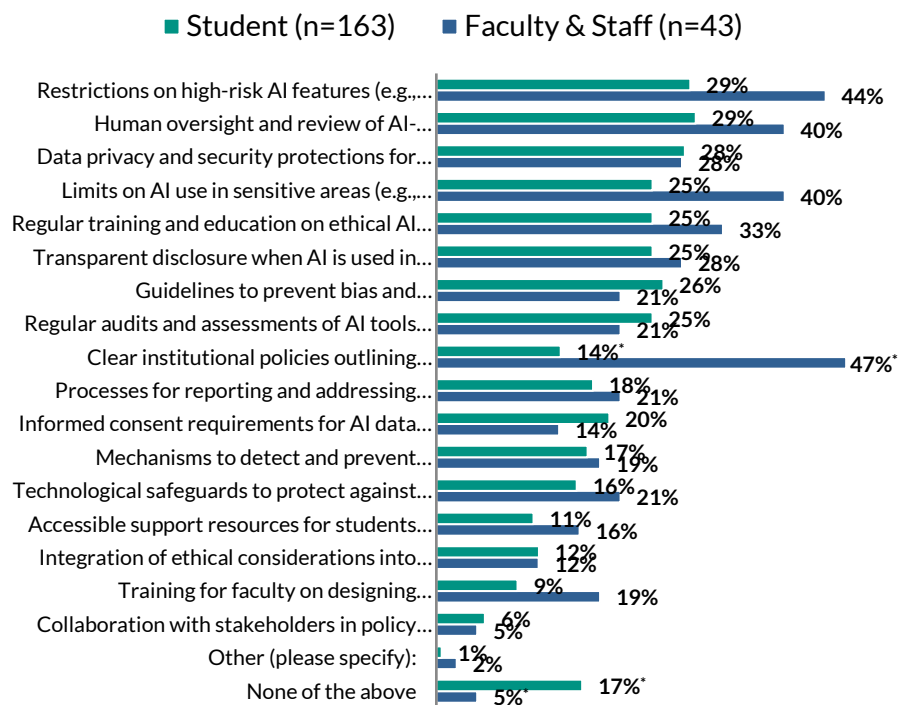
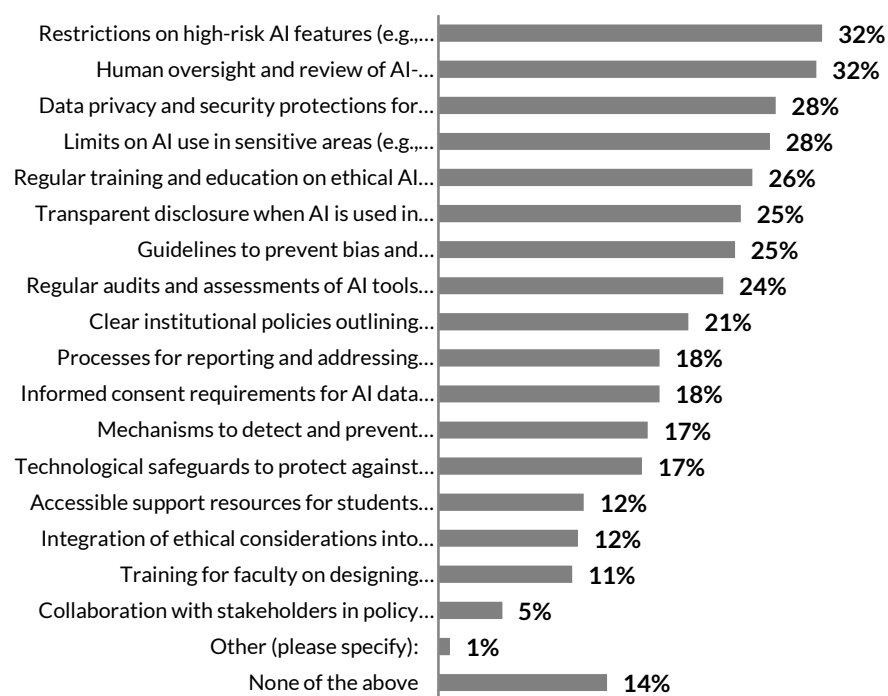
N.b.: * indicates statistically significant differences between groups at the 95% level.

N.b.: Response options carried forward from "How do you imagine the role of AI in the future? Please select up to five options."

RESPONSIBLE AI PRIORITIES

People are wary of AI deployment in areas of high consequence as evidenced by the most desired safeguards: *restrictions on high-risk AI features* (32%), *human oversight and review of AI-generated outputs* (32%), *data privacy and security protections for users* (28%), or *limits on AI use in sensitive areas* (28%). Faculty and staff place noticeably more importance on *restrictions on high-risk AI features* (44% vs 29%), *human oversight and review of AI outputs* (40% vs 29%), *limits on AI use in sensitive areas* (40% vs 25%), and *clear institutional policies outlining acceptable AI use* (47%).

What policies, supports, or technological safeguards should be prioritized to ensure responsible, ethical, and appropriately limited AI usage? Please select up to five options. (n=206)

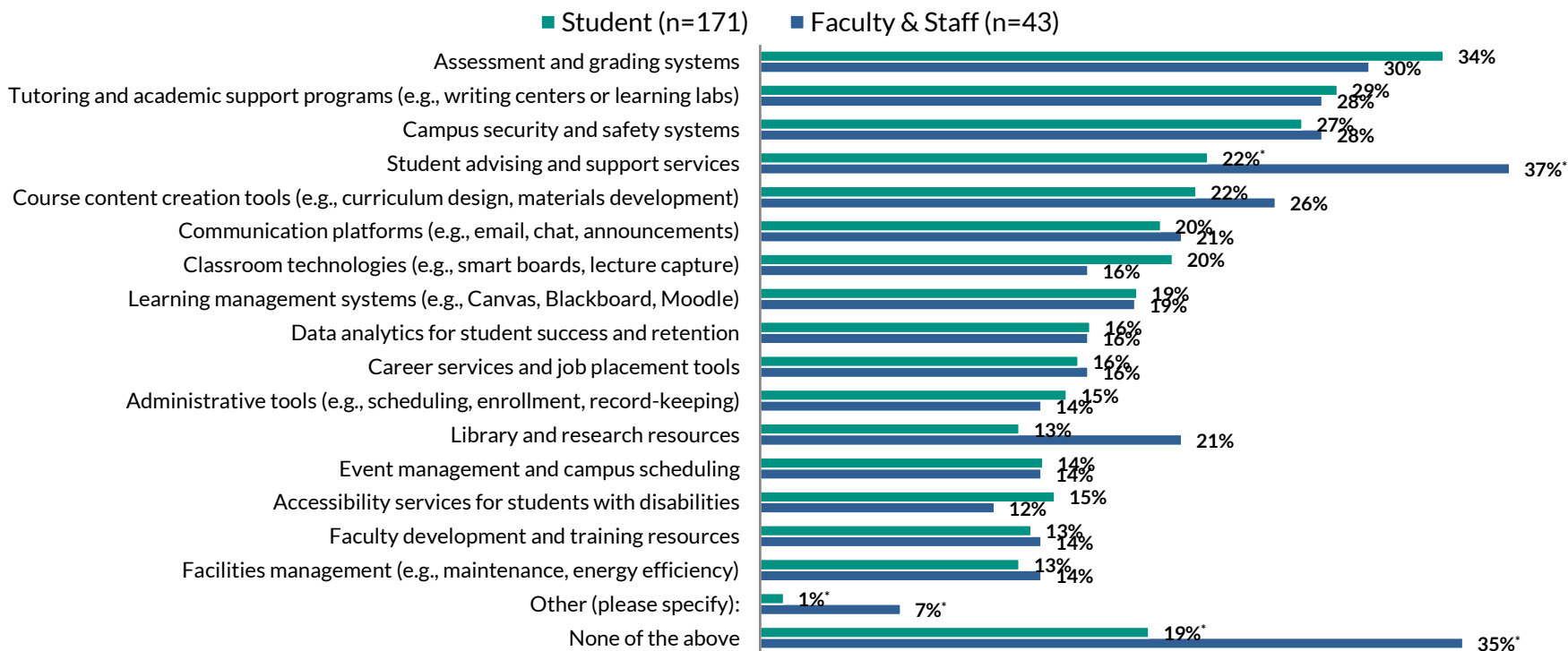


N.b.: * indicates statistically significant differences between groups at the 95% level.

AI INTEGRATION BOUNDARIES

Respondents prefer AI integration be avoided in arenas tied closest to the primary learning experience and its assessment, with a third reporting *assessment and grading systems* (33%) followed by *tutoring and academic support programs* (29%) and *campus security and safety systems* (25%). Notably, faculty and staff prefer AI integration be avoided in *student advising and support services* (37%) significantly more than students (22%).

In which areas or systems would you prefer that AI integration be avoided to protect teaching, learning, or campus operations? Please select all that apply.



N.b.: * indicates statistically significant differences between groups at the 95% level.

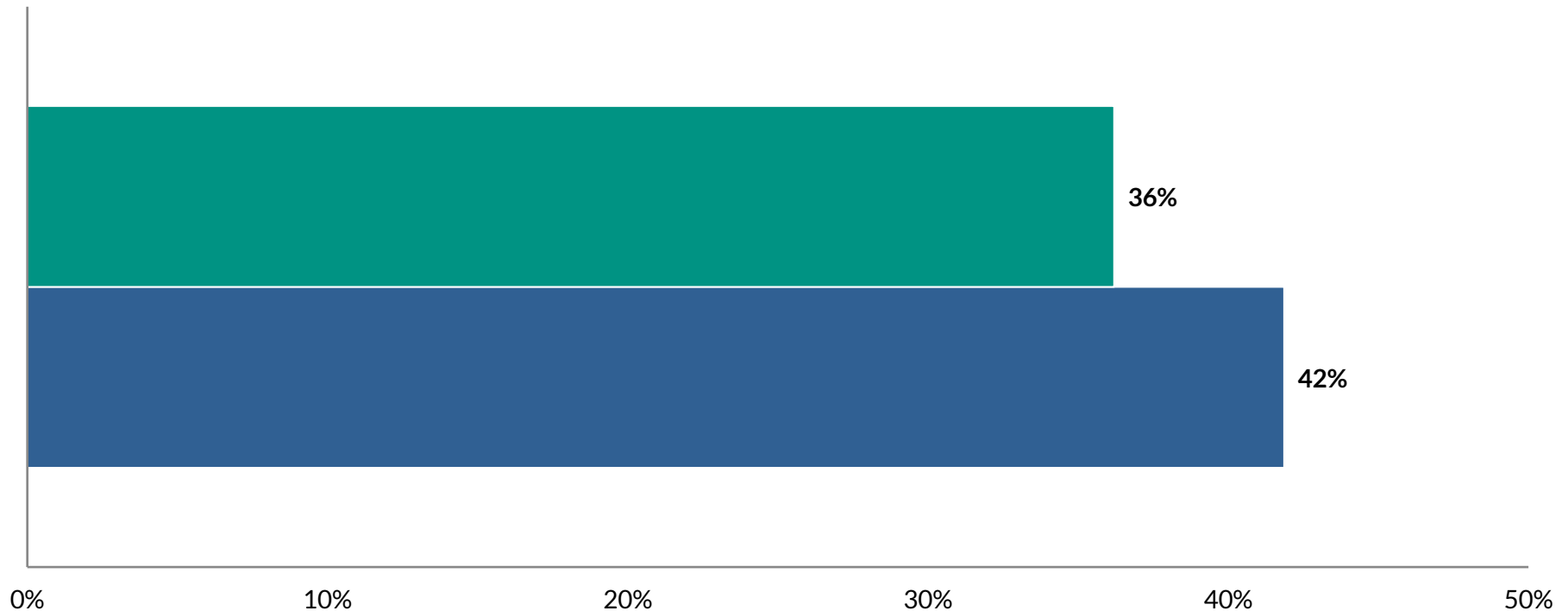
TARGETED AI INTEGRATION: CLASSROOM ENHANCEMENTS VS ADMINISTRATIVE AND DATA USES

APPEAL OF AI INTEGRATION

Equal shares of students (36%) finding AI integration appealing or unappealing while faculty and staff show the same split (42%), highlighting the need for clear communication about benefits and intended safeguards to remedy overall mixed sentiment.

How appealing do you find the idea of AI tools being integrated into your [academic study/work]?
% Somewhat + % Very Appealing

■ Student (n=163) ■ Faculty & Staff (n=43)

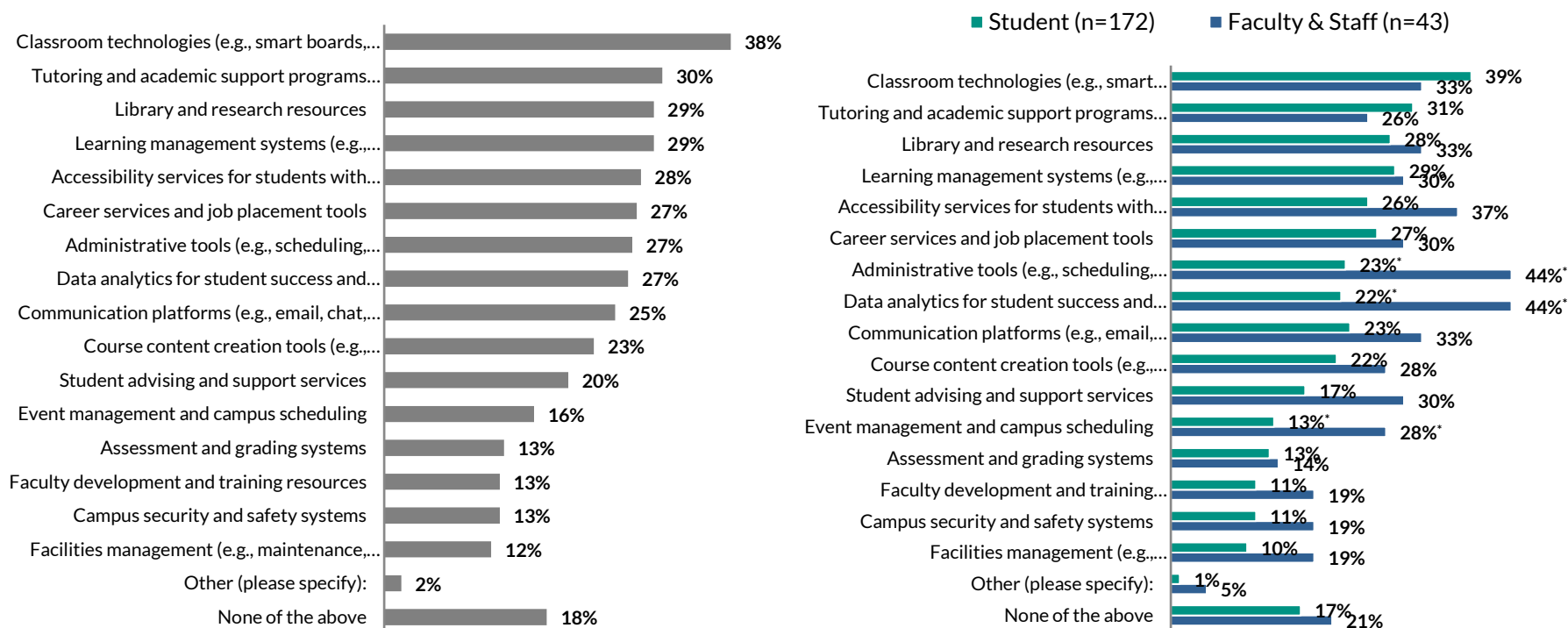


N.b.: * indicates statistically significant differences between groups at the 95% level.

PREFERRED AI INTEGRATION AREAS

Nearly two-fifths of respondents would like to see AI integration in *classroom technologies* (38%) followed by *tutoring and academic support programs* (30%), *library and research resources* (29%), or *learning management systems* (29%). Faculty are significantly more interested in AI integration within *administrative tools* (44% vs 23%) and *data analytics for student success and retention* (44% vs 23%) than students. *Accessibility services for students with disabilities* (37%) is similarly more important to faculty and staff compared to students (27%).

In which areas or systems would you like to see AI integrated to enhance teaching, learning, or campus operations? Please select all that apply. (n=215)



N.b.: * indicates statistically significant differences between groups at the 95% level.

**CAUTIOUS TRUST IN AI QUALITY PAIRED
WITH DIVERSE RISKS TO LEARNING,
SECURITY, AND EQUITY**

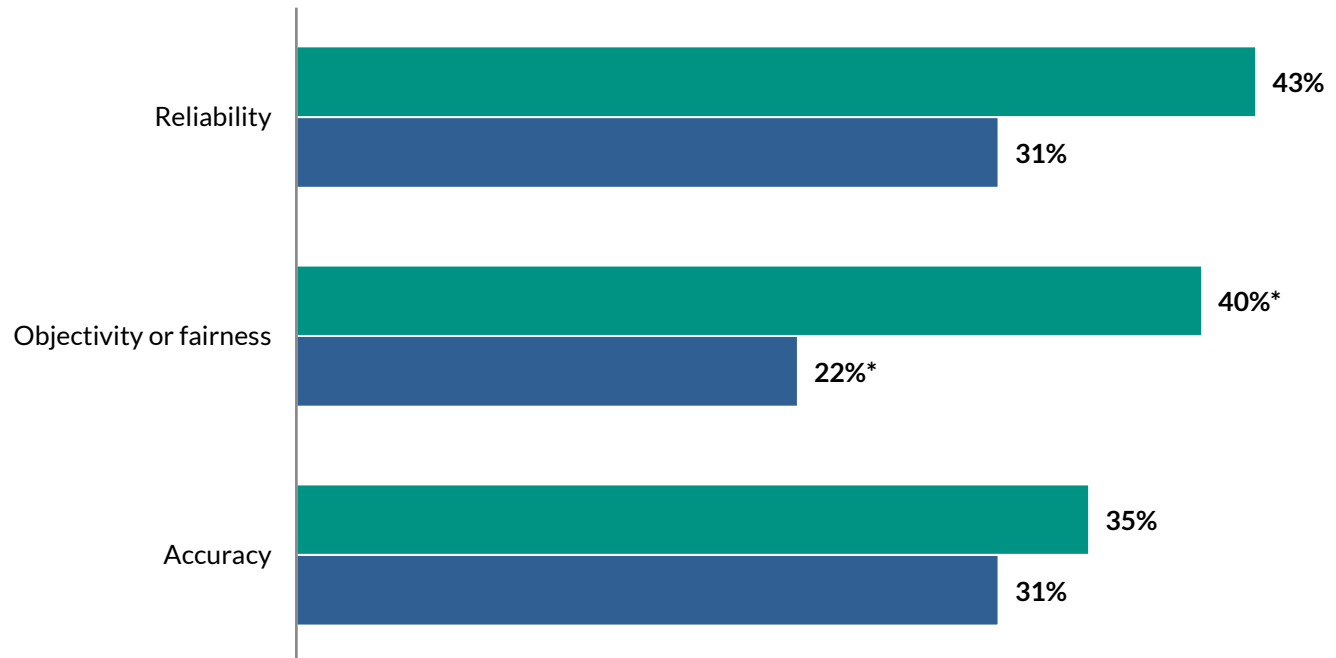
AI TOOL RATINGS

Between a third and two-fifths of respondents rate current AI tools as *good* or *excellent* on *reliability* (40%), *objectivity* (36%), or *accuracy* (34%) though at least 40% of respondents rate AI as *fair* (42%-48%) on each metric. Students generally view current AI tools more positively than faculty & staff, particularly as *objective* or *fair* (40% vs 22%).

In general, how would you rate current AI tools on the following factors?

% Good + % Excellent

■ Student (n=167-168) ■ Faculty & Staff (n=45)

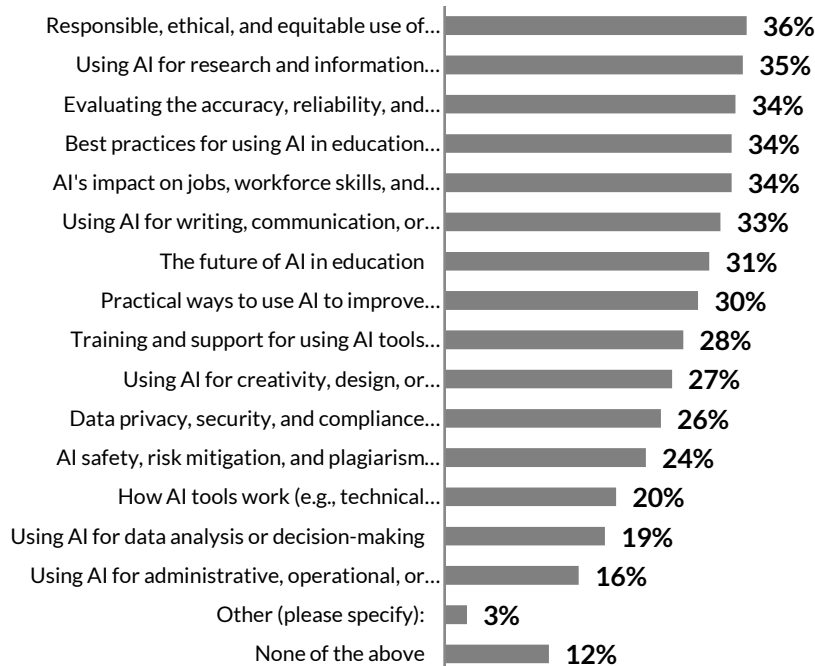


N.b.: * indicates statistically significant differences between groups at the 95% level.

AI TOPIC INTERESTS

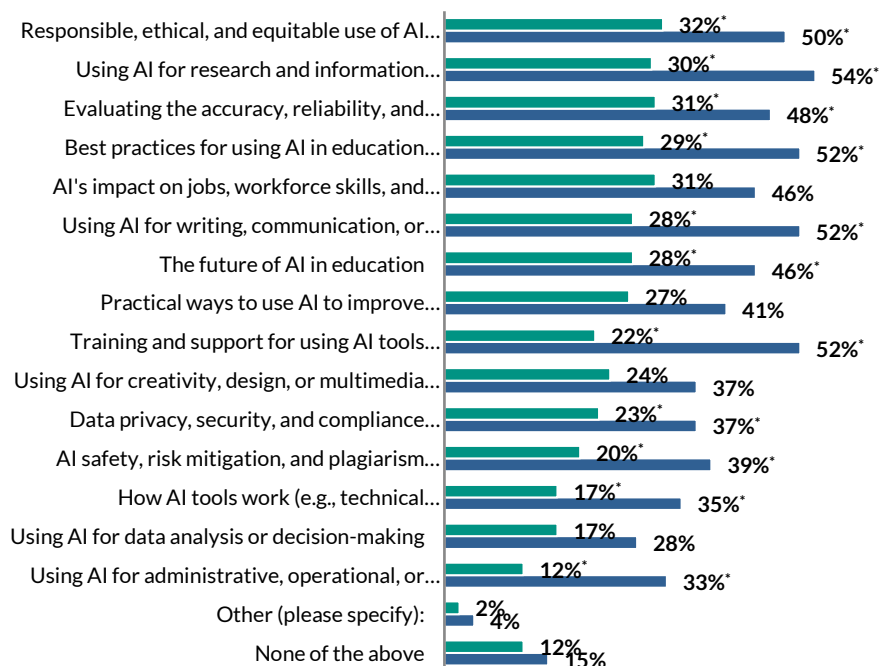
Slightly more than a third of respondents are interested in *responsible, ethical, and equitable AI use* (36%), *using AI for research and information gathering* (35%), *evaluating the accuracy, reliability, and trustworthiness of AI outputs* (34%), *best practices for using AI in education* (34%), and *AI's impact on jobs, workforce skills, and society* (34%). Faculty and staff report being significantly more interested in nearly every topic related to AI tools and their use than students. This gap is most apparent in the topics of *training and support for using AI tools effectively* (52% vs 22%), *using AI for writing, communication, or content creation* (52% vs 28%), or *using AI for research and information gathering* (54% vs 30%).

Which of the following topics related to AI tools and their use are most interesting to you? Please select all that apply.
(n=227)



Which of the following topics related to AI tools and their use are most interesting to you? Please select all that apply.

■ Student (n=181) ■ Faculty & Staff (n=46)

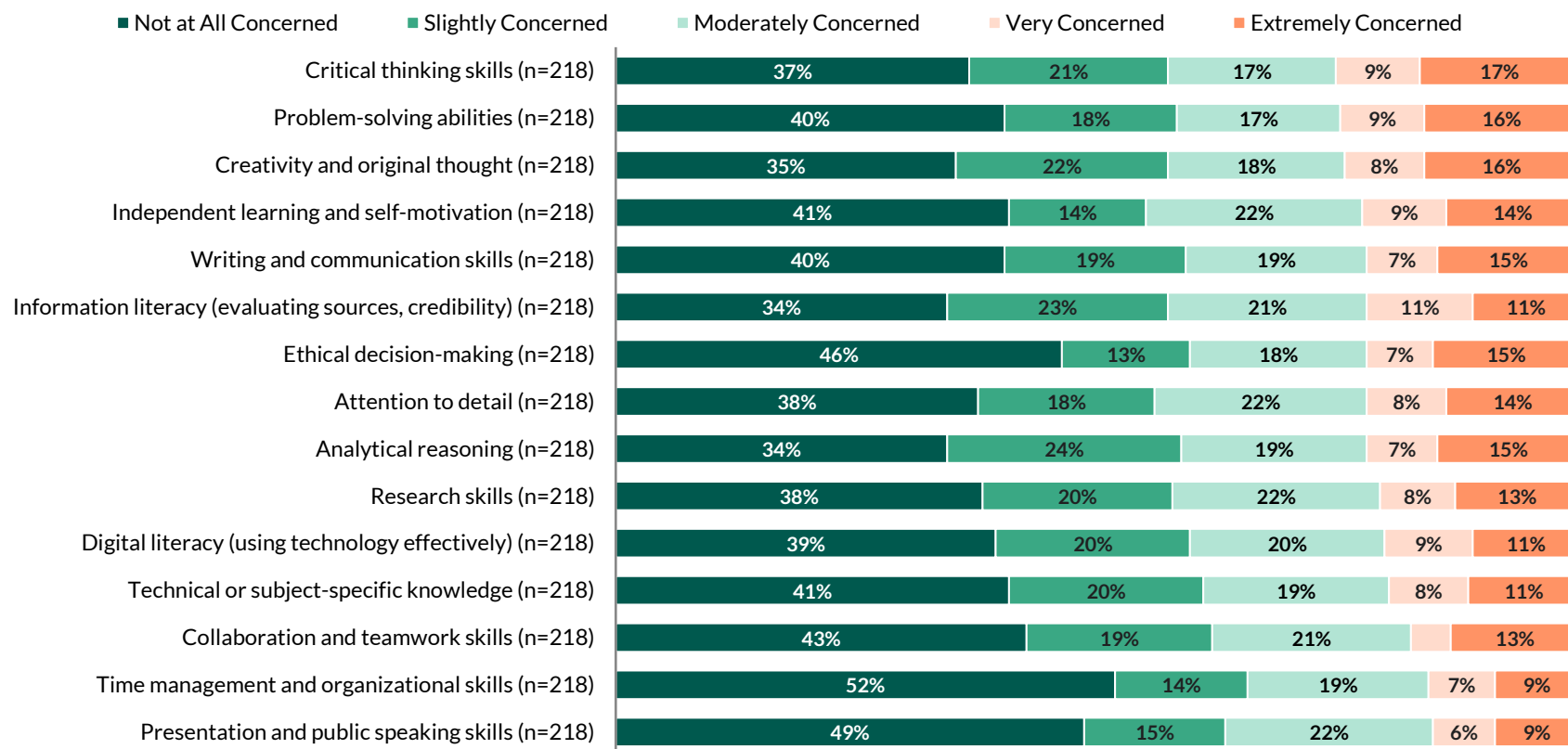


N.b.: * indicates statistically significant differences between groups at the 95% level.

AI SKILL CONCERNS

Although respondents generally report they are *not at all* (34% vs 52%) concerned AI tool use will impair their abilities to maintain or develop their skills, they express the most concern regarding *analytical reasoning*, *information literacy*, and *creativity*, and the most intense concern for their *critical thinking* and *problem-solving skills*.

How concerned are you that use of AI tools will impair your ability to maintain or develop your skills in the following areas?



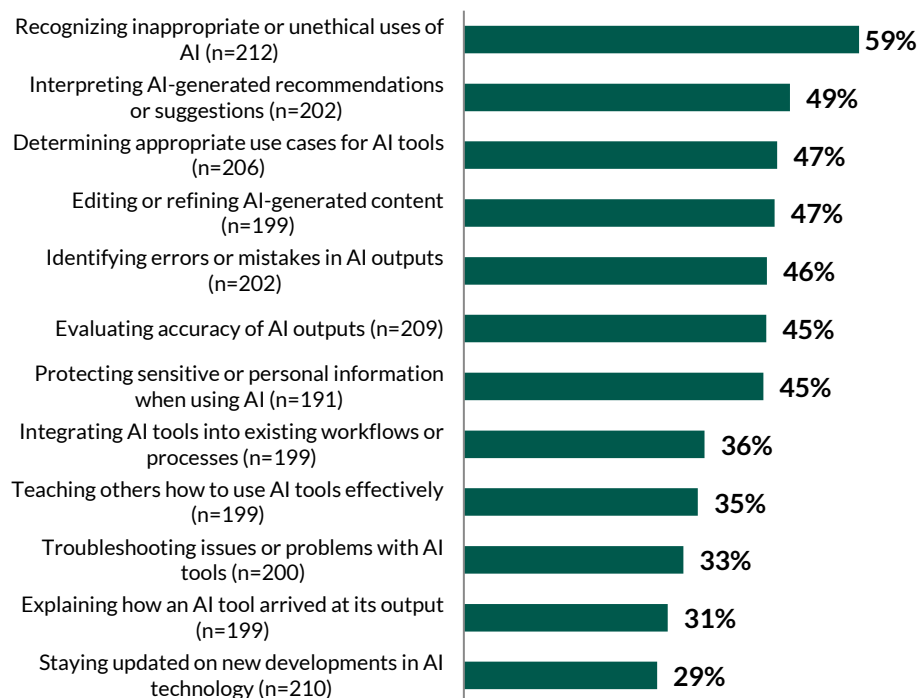
N.b.: * indicates statistically significant differences between groups at the 95% level.

SKILL GAPS AND STRONG DEMAND FOR PRACTICAL AI TRAINING AND COURSE-LEVEL GUIDANCE

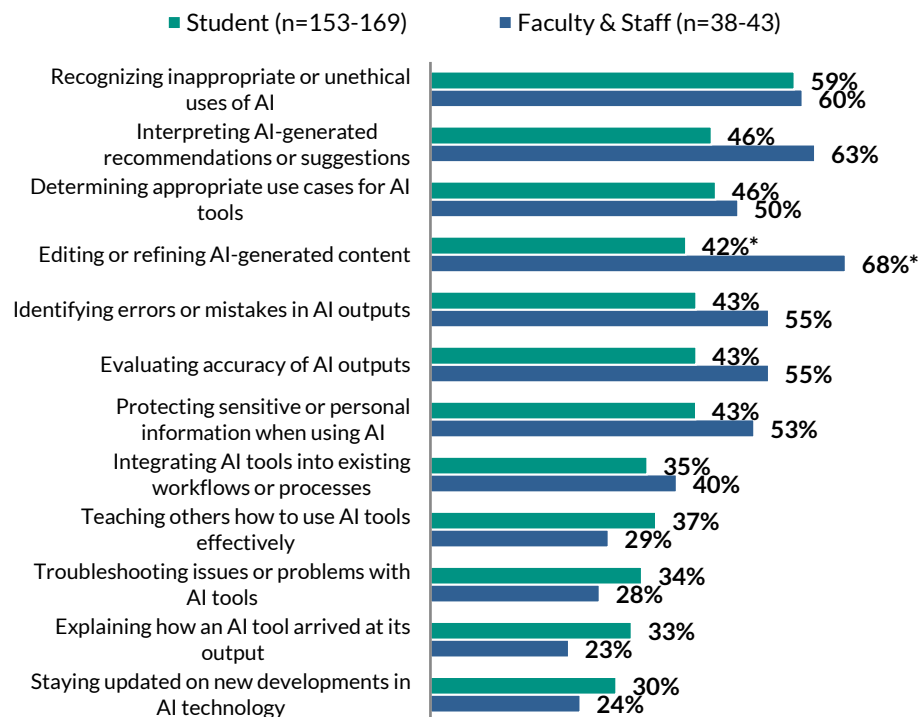
SELF-RATED AI SKILLS

Respondents are most confident in their abilities to identify *inappropriate or unethical uses of AI* (59%), *interpreting AI-generated recommendations or suggestions* (49%), *determining appropriate use cases* (47%), and *editing or refining AI content* (47%). Respondents identify the “black box” nature of AI tools (31%) and *staying updated on new developments* (29%) as the areas where their skills lack the most. Faculty & staff are more confident in their own AI tool skills than students, this is most apparent in the areas of *editing or refining AI-generated content* (68% vs 42%) or *interpreting AI-generated recommendations or suggestions* (63% vs 46%).

How would you rate your own skills in the following areas when working with AI tools?
% Good + % Excellent



How would you rate your own skills in the following areas when working with AI tools?
% Good + % Excellent

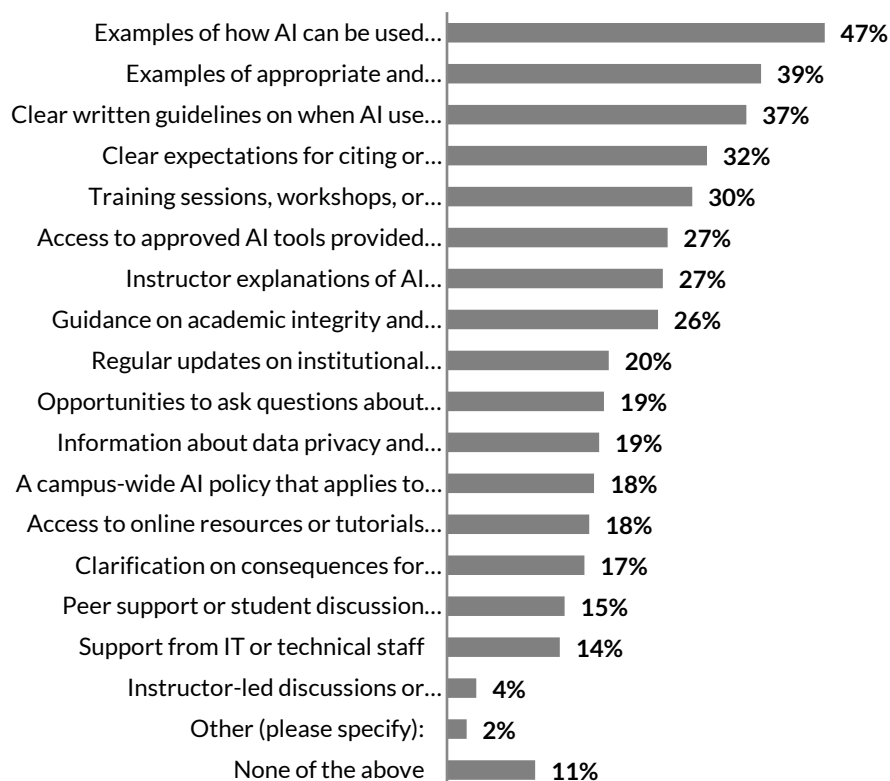


N.b.: * indicates statistically significant differences between groups at the 95% level.

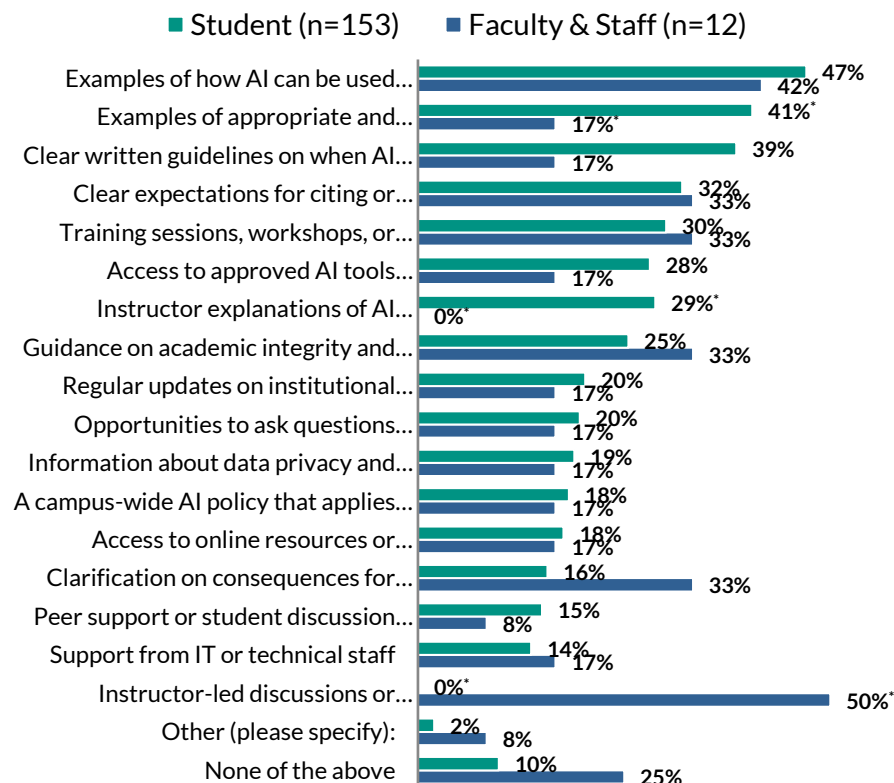
ACADEMIC AI GUIDANCE

Audiences primarily want *examples of how AI can be used ethically in academic work* (47%), *examples of appropriate and inappropriate AI use* (39%), or *clear written guidelines on when AI use is allowed or not allowed* (37%). Students desire examples and clear guidelines noticeably more than faculty and staff.

What guidance or support would help clarify appropriate AI use in academic courses? Please select all that apply. (n=165)



What guidance or support would help clarify appropriate AI use in academic courses? Please select all that apply.



N.b.: * indicates statistically significant differences between groups at the 95% level.

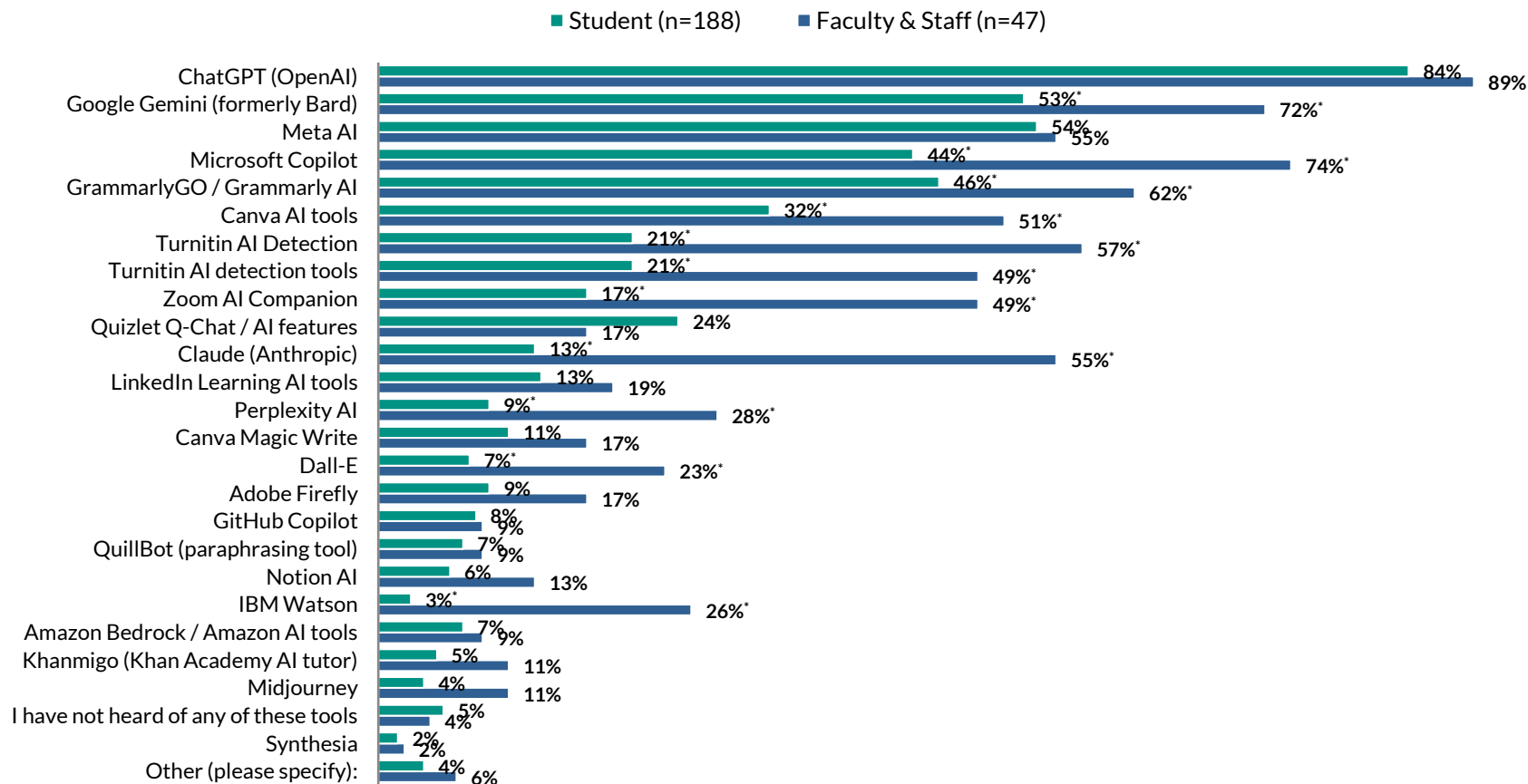
N.b.: Question was shown to students and faculty only.

**WIDESPREAD AWARENESS BUT
CHATGPT-CENTRIC AND
UNEVEN AI USAGE PATTERNS**

AI TOOL AWARENESS

Respondents are overwhelmingly aware of *ChatGPT* (85%) followed by *Google Gemini* (57%) or *Meta AI* (54%). Notably, faculty & staff are generally significantly more aware of AI tools than students, particularly *Gemini* (72% vs 53%) and *Copilot* (74% vs 44%).

Which of the following AI tools have you heard of prior to the survey? Please select all that apply.



N.b.: * indicates statistically significant differences between groups at the 95% level.

AI TOOL FAMILIARITY

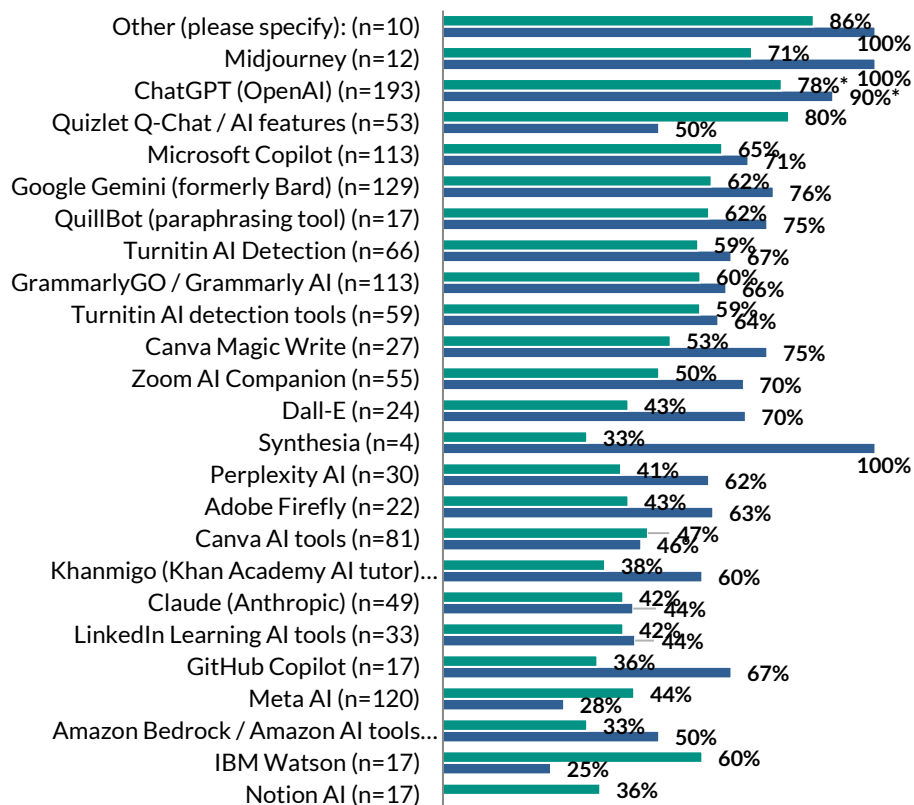
Familiarity and use funnel quickly toward a single product. A combined 78% of students and 90% of employees describe themselves as somewhat or very familiar with ChatGPT, and it is the only tool used by more than a fifth of respondents, 37% of students and 64% of employees.

How familiar are you with the following AI tools?

% Somewhat + % Very Familiar

■ Student (n=3-152)

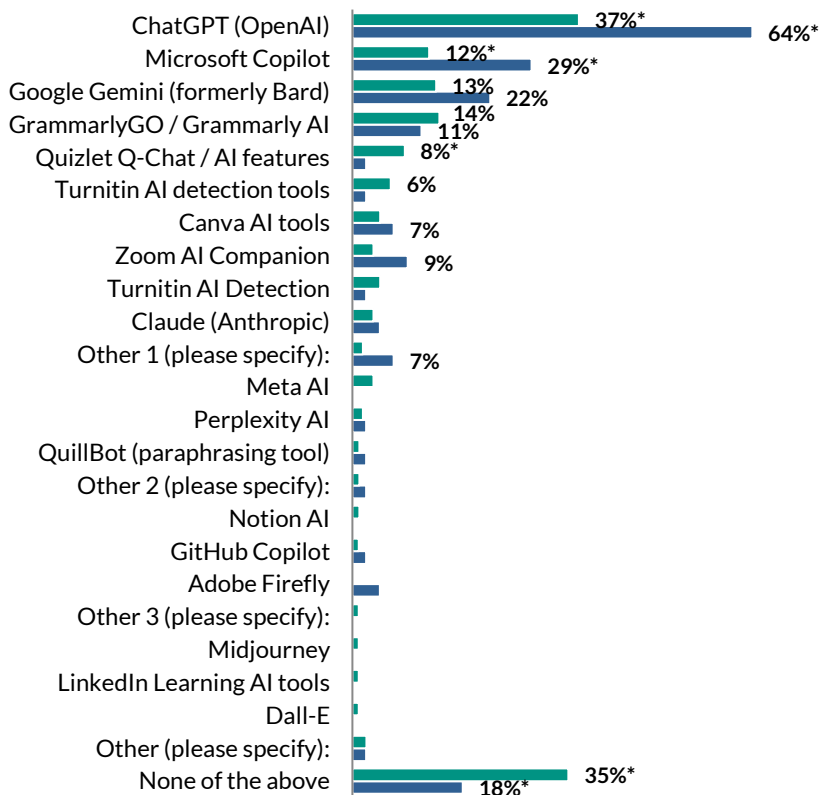
■ Faculty & Staff (n=1-41)



Which of the following AI tools do you use [for your academic work/for your job]? Please select all that apply.

■ Student (n=178)

■ Faculty & Staff (n=45)



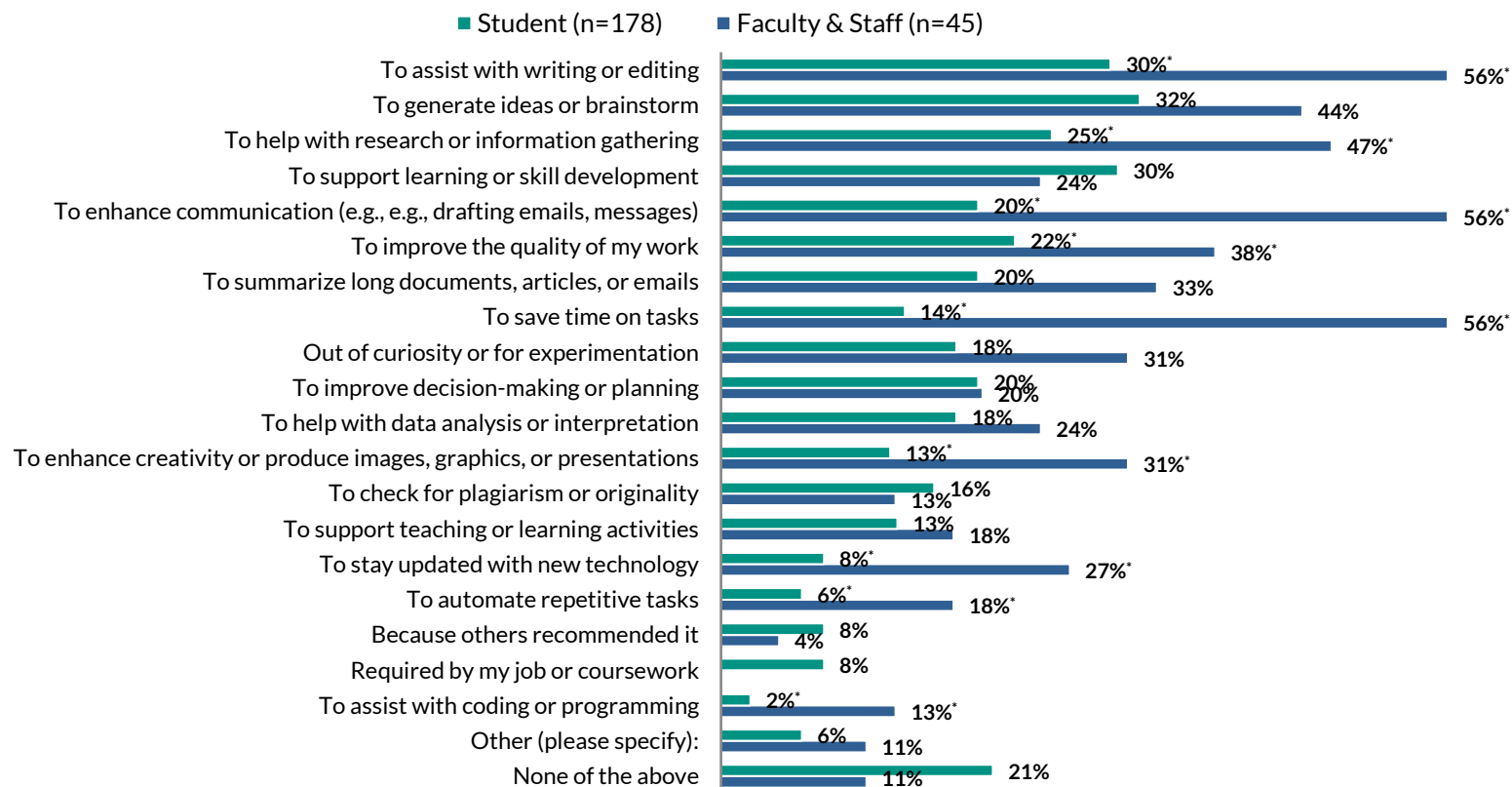
N.b.: * indicates statistically significant differences between groups at the 95% level.

N.b.: Responses for both questions carried forward from "Which of the following AI tools have you heard of prior to the survey? Please select all that apply."

REASONS FOR AI USE

Respondents use AI tools to *assist with writing or editing* (35%) or to *generate ideas or brainstorm* (35%). Faculty and staff most often turn to AI for *writing or editing* (56% vs 30%), *improving communication* (56% vs 20%), *saving time* (56% vs 14%), or *helping with research or information gathering* (47% vs 25%), whereas students focus on *idea generation* (32% vs 44%) and *learning or skill development* (30% vs 24%).

Why do you use AI tools? Please select all that apply.



N.b.: * indicates statistically significant differences between groups at the 95% level.

N.b.: Question shown to individuals that have heard of AI tools.

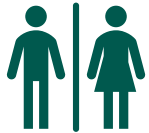
RESPONDENT CHARACTERISTICS

RESPONDENT CHARACTERISTICS



Race/Ethnicity (n=206)

Hispanic or Latin(o/a/x)	47%
White	33%
Black or African American	15%
Asian	4%
American Indian or Alaska Native	1%
Native Hawaiian or Pacific Islander	1%
Middle Eastern or North African	<1%
Not listed/Prefer to self-describe	1%
Prefer not to respond	7%



Gender (n=206)

Female	72%
Male	22%
Non-binary	3%
Not listed/Prefer to self-describe	<1%
Prefer not to respond	2%



Thank you.

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