welcome

Student Perceptions of GenAI

This survey is sponsored by the *Laboratory for Equitable and Ethical Digital Technology*. We are interested in how emerging technologies shape and are shaped by the communities that use them.

Our Aims

Conversations about AI have been happening across campus, including in the Wellesley News, through the Honor Council and College Government, and in Career Education. Each raises very important clusters of questions regarding the role of this technology in our lives, and its impact on campus culture, our educations, and our futures. Simultaneously, questions have arisen about who is responsible for teaching, monitoring, and addressing this technology.

We want to know what Wellesley students are thinking. This survey is designed to map the range of perspectives on campus and to gather empirical data that can inform how the college, and our Lab, approaches AI going

forward. Your responses will contribute to a broader understanding of how Wellesley students are experiencing this moment; your responses may help further policy and interventions around emerging technologies at Wellesley.

We are grateful for your time and willingness to contribute.

Risks + Potential Gains

There are minimal risks involved with taking this survey. No identifying data is collected. After completing this survey, you will have the option to enter into a raffle as a thank-you for your time (2 winners will be randomly selected to receive a $50 Wellesley Books gift card).

Privacy & Consent

Your responses are fully anonymous upon submission. You may stop taking the survey at any point. A separate post-survey form, kept entirely apart from your survey responses, allows you to enter the raffle, as well as an opportunity to earn more raffle entries. This form and further participation is optional.

By continuing with the survey, you confirm that you are a current Wellesley College student and consent to your responses being used for the research purposes described above.

If you have any questions about the survey or your participation, please contact Professor Julie Walsh at julie.walsh@wellesley.edu and Professor Eni Mustafaraj at eni.mustafaraj@wellesley.edu.

GenAI-definition

Throughout the survey, we will use 'AI' to mean generative AI, which refers to tools that generate new content (typically text or images). "Large language models" are a specific type of generative AI model. GenAI technologies include conversational chatbots (such as ChatGPT, Gemini, and Claude) and speech, image, and video generation tools.

– *via AI Pedagogy Project*

syllabi

Your Experience with AI Policy

The following questions ask about the AI policies in your courses this semester.

How important is it to you that each class has an appropriately-scoped, well-defined AI policy?

- ○ Not at all Important
- ○ Slightly Important
- ○ Moderately Important
- ○ Very Important
- ○ Extremely Important

Are you more likely to adhere to the policy when you understand the rationale?

- ○ Significantly Decreases Likelihood
- ○ Decreases Likelihood
- ○ No Impact
- ○ Increases Likelihood
- ○ Significantly Increases Likelihood

Is there anything else about your experience with AI policy in course syllabi that you'd like to share?

Navigating Policy in Practice

Describe a situation when you were unsure how to handle AI use in an academic context. How did you handle it?

impact-on-coursework

Impact on Your Academic Experience

The following statements explore how AI has shaped your coursework and academic decisions.

AI has changed the way I approach my coursework.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

Please select any that apply.

- [ ] The increasing prevalence of AI has influenced my major/minor plans.
- [ ] I've modified my writing style to reduce the likelihood of being perceived as using AI and/or flagged by AI detection tools.
- [ ] AI has influenced what skills I believe are worth developing during my time at Wellesley.
- [ ] I have avoided using AI for academic tasks I thought it could help with, due to uncertainty about whether it was permitted.
- [ ] None.

campus-climate

Campus Climate

The following statements ask about the broader atmosphere at Wellesley around AI.

The potential of AI use creates a sense of distrust on campus.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

AI detection tools create a sense of surveillance on campus.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

Campus Climate *continued*

The following statements ask about the broader atmosphere at Wellesley around AI.

In one sentence, describe what you wish your professors and/or the administration understood about how students are feeling about AI.

satisfied-w-wc

I am satisfied with my current academic experience at Wellesley when it comes to AI.

- ○ Extremely dissatisfied
- ○ Somewhat dissatisfied
- ○ Neither satisfied nor dissatisfied
- ○ Somewhat satisfied
- ○ Extremely satisfied

workforce/career

Career and Workforce Considerations

The following statements explore how AI is shaping your thinking about your future career.

I am afraid AI will replace my desired career.

- ○ Not at all concerned
- ○ Slightly concerned
- ○ Moderately concerned
- ○ Very concerned
- ○ Extremely concerned

The kinds of tasks I expected to do in my early career are being automated.

- ○ Strongly disagree
- ○ Disagree
- ○ Neither agree nor disagree
- ○ Agree
- ○ Strongly agree
- ○ I don't know

AI has changed what kind of careers I am considering.

- ○ No influence
- ○ Minor influence
- ○ Moderate influence
- ○ Strong influence
- ○ It's completely changed my path

Career and Workforce Considerations *continued*

The following statements explore how AI is shaping your thinking about your future career.

I have the impression that employers expect graduates to be familiar with AI tools.

- ○ Yes
- ○ No
- ○ Not sure

I want to develop fluency with AI tools in order to be prepared for my future career.

Not at all true for me	Slightly true for me	Moderately true for me	Very true for me	Completely true for me
○	○	○	○	○

Wellesley's current approach to AI adequately prepares students for employers' expectations.

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
○	○	○	○	○

Finish this sentence:
When I think about graduating into a workforce with AI, I feel ...

sources-of-info

Information Landscape

Is there a conversation you wish was happening on campus about AI that isn't?

What are your primary sources for information about AI? (Select all that apply)

- [ ] News
- [ ] Social media (including LinkedIn)
- [ ] Career Education / advising
- [ ] Professors and/or classroom discussion
- [ ] Friends / peers
- [ ] Family members
- [ ] Direct use / personal experimentation
- [ ] Campus initiatives or events
- [ ] Other (please specify)

institutional-intervention

Institutional Response

The statements below ask about how you think Wellesley should approach AI.

To what extent do you support the following statements?

	Support	Support with some hesitation	Oppose	I don't know
All Wellesley College courses should share a single AI policy.	○	○	○	○
In certain classes, AI should be fully prohibited.	○	○	○	○
Assignments should be redesigned to reduce the risk of AI misuse.	○	○	○	○
Students should be involved in setting standards around AI use.	○	○	○	○
AI should be fully prohibited within higher education.	○	○	○	○
There should be a universal AI policy that professors have the option to customize to their own courses.	○	○	○	○
AI literacy should be a core competency students leave Wellesley with.	○	○	○	○

Institutional Response *continued*

The statements below ask about who should be involved in addressing AI at Wellesley.

For each of the following, indicate whether you think they should play a role in A) setting norms and standards around AI use, and/or B) supporting student AI literacy. If you do not believe they should play a role in either, you may leave that row blank.

	Setting norms	Supporting student AI literacy
The student body / College Government	☐	☐
The Honor Council	☐	☐
Individual faculty members	☐	☐
Academic departments	☐	☐
Senior leadership (i.e., President Johnson, Dean Coile)	☐	☐
The Teaching and Learning Center (PLTC)	☐	☐
Library and Technology Services (LTS)	☐	☐
Career Education	☐	☐
Other (please specify)	☐	☐

Is there a specific person, office, or initiative at Wellesley you think should be leading on AI?

ai-interventions

What Would Help?

The following questions ask about what kinds of AI support or programming would be most useful to you.

Which, if any, of the following AI literacy skills are you interested in developing?

- [ ] Critically evaluating AI outputs for accuracy and bias
- [ ] Using AI tools for productivity
- [ ] Learning to write effective prompts
- [ ] Understanding the limitations of the technology
- [ ] Other (please specify)

If Wellesley offered AI programming, which, if any, would you engage with?

- [ ] For-credit courses on prompt engineering
- [ ] For-credit courses on critical and ethical consideration of AI
- [ ] Workshops offering hands-on tool training
- [ ] Guest speakers (Alumni or industry experts)
- [ ] Alumni speakers describing how AI is used in their industries
- [ ] A town hall with faculty and administrators on AI policy
- [ ] Peer-led discussions
- [ ] Career Education programming on AI in the workforce
- [ ] Other (please specify)

convos-on-campus

Remaining Thoughts

Is there anything else about your experience using AI that you would like to share, and/or is there anything else you wished we asked?

spec-concerns

Broader Concerns

We'd like to close by asking about any broader concerns you have regarding AI.

How concerned are you about AI overall?

- ◯ Not at all concerned
- ◯ Slightly concerned
- ◯ Moderately concerned
- ◯ Very concerned

Please select your most salient concern(s).

- [ ] Impact on human relationships
- [ ] Inaccurate information
- [ ] Over-reliance on technology
- [ ] Psychological harms
- [ ] Concentration of power / corporate control of AI
- [ ] Environmental concerns
- [ ] Impact on information ecosystem
- [ ] Job displacement
- [ ] De-skilling / cognitive off-loading
- [ ] Long-term existential risk from AI
- [ ] The motivations of those creating the technology
- [ ] Academic integrity
- [ ] Algorithmic bias
- [ ] Data privacy
- [ ] Government surveillance and civil liberties
- [ ] Lack of model transparency
- [ ] Flattery and false validation
- [ ] Lack of government regulation
- [ ] Deep fakes / scamming
- [ ] Copyright infringement / intellectual property
- [ ] Exploitative labor practices
- [ ] Other (please specify)

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