

COM Student Survey Fall 2025

Methodology and Response Rate

In October/November 2025, an online survey was administered to all currently enrolled students. The purpose of the survey was to assess students' emerging course scheduling preferences, patterns of commuting to COM, use of public transportation, use and impact of artificial intelligence for schoolwork, and experiences with COM technology.

Data collection took place between October 30 and Nov 12, 2025. The survey link was sent via COM email to 5,546 students enrolled in at least one credit or noncredit course at COM. 1,269 students completed the survey, for a response rate of 18.6%.

See Appendix A for response rates and representation by subgroups.

Summary Results

Section 1: Course Scheduling

Q1. What are the best times of the day and days of the week for you to attend in-person courses at COM?

Preferred days and times for in-person courses were concentrated during weekday daytime hours. Late morning classes (10:00 a.m. to noon) offered Monday through Thursday were selected by approximately 55–57% of students overall, making this the most frequently selected time block. Afternoon classes (noon to 3:00 p.m.) on these same weekdays were selected by approximately 39–42% of students. Early morning classes (8:00 to 10:00 a.m.) were selected by approximately 35–37% of students on weekdays.

Evening classes (6:00 to 10:00 p.m.) received mixed responses. Overall, 32–34% of students selected weekday evening options. By registration status, evening availability was selected by approximately 43–46% of noncredit students, 35–39% of part-time students, and 25–26% of full-time students.

Friday and Saturday class times were selected less frequently. Friday options were selected by approximately 16–30% of students overall, depending on the time of day. Saturday options were selected by 13–20% of students overall, and no Saturday time block was selected by more than one-quarter of students in any registration group.

Q2. If the following in-person course options for completing general education (GE) requirements were available, how likely would you be to enroll in each?

Interest in alternative in-person general education scheduling formats varied. Short-term courses lasting eight weeks were the most preferred option, with 50% of students reporting they were very likely to enroll and 35% reporting they were somewhat likely, for a

combined 85%. Late-afternoon classes (3:00 to 4:30 p.m.) showed mixed interest, with 27% very likely, 31% somewhat likely, and 42% not very likely.

Evening general education courses starting after 4:30 p.m. also received mixed responses, with 27% very likely, 28% somewhat likely, and 45% not very likely. Friday-only courses at the Kentfield campus showed moderate interest (23% very likely, 34% somewhat likely, 43% not very likely), while Friday-only courses at the Indian Valley campus showed lower interest (19% very likely, 21% somewhat likely, 60% not very likely).

Q3. How interested are you in taking a dance class at COM?

Interest in taking a dance class was mixed. Overall, 16% of students reported being very interested, 30% somewhat interested, and 54% not interested. Noncredit students reported higher interest, with 34% very interested compared to 14% of full-time students and 14% of part-time students.

Q4. Please rank how interested you would be in taking a class in each of these dance styles, with 1 = most interested and 5 = least interested:

Among students who ranked dance styles, ballet was the most frequently selected first-choice option (35%), followed by Latin or Salsa (20%) and social dancing (19%). Hip hop and tap were more frequently ranked as second- or third-choice options.

Q5. What are the best times of the day and days of the week for you to take dance classes?

Preferred times for dance classes closely mirrored general course scheduling preferences. Evening dance classes (6:00 to 10:00 p.m.) were selected by approximately 34–37% of students on weekdays, while late morning and afternoon options were selected by approximately 25–30%. Friday and Saturday dance class times were selected less frequently than weekday options.

Q6. Which dance class schedule would you prefer?

Most students preferred dance classes that met for 90 minutes twice per week. Overall, 57% selected this option, compared to 24% who preferred 50-minute classes meeting three days per week and 18% who preferred one three-hour class meeting once per week.

Q7. COM's Reading Writing Lab (RWL) offers tutoring for reading and writing in any subject. Currently, the RWL is open on the Kentfield campus for in-person tutoring Monday–Thursday until 5:00 PM and Friday until 1:00 PM. Which of the following best describes your needs for accessing the RWL in person?

Needs for in-person access to the Reading and Writing Lab varied by registration status. Overall, 43% of students reported that current hours worked for them. This included 52% of full-time students, 33% of part-time students, and 17% of noncredit students. Interest in extended evening hours was reported by 13% of students for access until 6:00 p.m., 8% until 7:00 p.m., and 11% until 8:00 p.m., while 26% reported they do not need in-person access.

Section 2: Transportation and Commute

Q8. Which days of the week do you typically commute to COM's campus

Most students reported commuting to campus Monday through Thursday. Approximately 63–65% of students reported commuting on each weekday from Monday to Thursday, while 18% reported commuting on Fridays. Thirteen% of students reported that they do not typically commute to campus.

Q9. How do you typically commute to COM's campus?

Driving alone was the most common mode of transportation, reported by 77% of students. Public transportation was used by 20% of students, carpooling by 18%, and walking or biking by 8%.

Q10-11. Which public transportation system or systems do you use to commute to the COM campus?

Among students who used public transportation, Marin Transit buses were used by 95%. 18% report using SMART train, 15% use the Golden Gate Transit bus, and 5% use the Golden Gate Transit ferry. Less than 2% reported using other transit systems.

q12. On the days you use public transportation to commute to the COM campus, how many transfers do you make for a one-way trip? This includes transfers within the same system (such as bus to bus) or transfers between systems (such as ferry to bus).

Transfers were common, with 24% reporting no transfers, 28% reporting one transfer, and 38% reporting two transfers for a one-way trip.

Q13. On average, how long is your one-way commute to COM on the days you...

Commute times differed by transportation mode. Among students who drive, 69% reported one-way commute times of 30 minutes or less. Among public transportation users, 31% reported commute times of 30 minutes or less, while 30% reported commute times longer than 60 minutes.

Q14. What time do you typically arrive at the COM campus on the days you commute?

Campus arrival time varied by registration status. Most full-time students (80%) arrive in the early morning (8:00-10:00am) or late morning (10:00am-noon), (73%) depending on the day. Part-time students arrive throughout the day, with half arriving in the early and late morning. Noncredit students are most likely to arrive in the evening (68%).

Q15. If you were to use public transportation to get to COM, how much additional time (one-way) would you be willing to spend compared to how long it takes you now?

Students reported varying willingness to spend additional time commuting if using public transportation. Overall, 21% were not willing to add any additional time, 43% were willing to add up to 20 minutes, and 36% were willing to add more than 20 minutes.

Q16. In general, how often do you use public transportation?

Overall students reported low use of public transportation usage. 42% of students reported using public transportation once a year or less, while 22% reported daily or weekly use. Noncredit students reported the highest use, with 35% using daily or weekly.

Q17. Have you ever looked at the schedules and/or routes for public transportation near you (train, bus, or ferry)?

Overall, 61% of respondents had looked at public transportation options near them. Though use of public transportation varies by registration status, full-time, part-time, and noncredit students were equally likely to have looked at the routes and schedules near them.

Q18. How would you rate the public transportation options currently available between your home and COM?

Perceptions of public transportation quality were mixed. Among respondents who had looked at schedules or routes near them, 14% rated available options as excellent, 33% as good, 34% as fair, and 19% as poor.

Q19. What are your biggest concerns with taking public transportation?

The most frequently reported concerns about public transportation included time spent in transit (54%), distance from stops to home (40%), departure and arrival times (46%), and reliability (32%). 11% reported having no concerns.

Q20. Which of the following would make you more likely to use public transportation?

Factors that would make students more likely to use public transportation included direct routes to campus (45%), shorter travel time (42%), more frequent service (35%), and real-time tracking apps (34%). Twenty-two% reported that nothing would increase their likelihood of using public transportation.

Q21. What is the maximum amount you would be willing to pay per one-way trip for public transportation to the COM campus?

Cost sensitivity was high among students. 30% reported they would only use public transportation if it were free, 47% reported a maximum willingness to pay between \$1 and \$3 per trip, and 5% reported they would not use public transportation regardless of cost.

Section 3: Artificial Intelligence (AI)

Q22. Which of the following best describes your experience with Generative AI tools? (e.g. ChatGPT, Gemini, Microsoft Copilot, DALL-E, etc.)

Most students reported some experience with generative AI tools. 20% reported never having used AI, 38% reported trying AI once or twice, 29% reported regular use of one main tool, and 12% reported regular use of multiple tools.

Q23. Do you have a paid subscription to a generative AI tool? (e.g. ChatGPT, Gemini, Microsoft Copilot, DALL-E, etc.)

Paid subscriptions to generative AI tools were uncommon. 13% of students reported having a paid subscription, with noncredit students least likely (8%).

Q24. In which of the following ways have you used generative AI tools for your schoolwork?

Two-thirds of students reported using AI for schoolwork over a range of academic support activities. 59% reported using AI to ask questions or receive tutoring support, 38% for brainstorming ideas, 33% for studying for quizzes or exams, 20% for drafting emails or communications, and 4% for completing course assignments.

Q25. In which of the following ways do you use AI tools to assist your learning?

69% of students reported using AI support learning processes. One-third reported using AI to simplify complex instructions, 26% to organize tasks, 21% for time management or planning, and 24% for language translation.

Q26. How confident are you in evaluating information generated by AI (for example, checking for accuracy, errors or false results)?

Confidence in evaluating AI-generated information was moderate; 21% reported being very confident, 47% somewhat confident, 22% not very confident, and 11% not at all confident. Noncredit students reported less confidence than credit students, with 14% very confident and 39% somewhat confident.

Q27. Overall, what impact has the increased use of generative AI (e.g., ChatGPT, Gemini, CoPilot, etc.) had on the following areas of your life?

Students reported mixed perceptions of AI's impact. The most positive impacts included time-saving measures; half reported a positive impact on their efficiency and productivity; 40% reported a positive impact on their workload; and 34% said AI has a positive impact on their personal time/work-life balance. They were far less likely to report that AI has a positive impact on their connection with instructors (15%) and peers (19%). Though 31% reported AI has a positive impact on their skills/abilities such as critical thinking and writing, 12% said it has a negative impact, and 56% said it has no impact.

Q28. Which device do you use most often for schoolwork?

Most students reported using a laptop as their primary device for schoolwork (72%). Fewer reported using a smartphone (10%), desktop computer (9%), or tablet (8%). Smartphones are primarily used among noncredit students (60%).

Q29. How reliable is the device you use for schoolwork?

Overall, 77% of students reported that their device is very reliable, 21% somewhat reliable, and 2% not reliable.

Q30. Where do you most often connect to the internet to do schoolwork?

The majority of students connect to the internet at home to complete schoolwork (78%), while 17% most often connect on campus. Fewer rely on public libraries (3%) or other locations. Home internet reliance is especially high among noncredit students (85%), compared to 72% of full-time students.

Q31. How reliable is your internet at home?

Two-thirds of students (66%) report their home internet is very reliable, 30% somewhat reliable, and 4% not reliable.

Q32. In the past year, have you used COM's technology lending program?

One-quarter of students report using COM's technology lending program in the past year. Overall, 24% borrowed a Wi-Fi hotspot and 18% borrowed a laptop. Usage is highest among full-time students (29% hotspot; 26% laptop) and lowest among noncredit students (24% hotspot; 14% laptop).

Q33. Overall, how satisfied were you with COM's technology lending program?

Among students who used the lending program, satisfaction is high: 63% report being very satisfied and 31% somewhat satisfied. For the few students whose needs were not met, the most common reason was that the device or hotspot did not work well (50%), followed by other reasons (27%) and delays in receiving equipment (14%).

Q35. Have you used your personal device (phone, laptop or iPad) to access the following online testing tools in any of your in-person courses this semester?

Relatively few students report using online proctoring or testing tools in their in-person courses. Overall, 20% report using Proctorio, 13% LockDown Browser, and 12% Respondus. Usage varies by registration status: noncredit students are significantly more likely to report using Respondus (37%) compared to full-time (12%) and part-time students (8%), while full-time students are more likely to report using Proctorio (25%).

Q36. Which of the following online student support resources have you accessed through Canvas?

Online counseling appointments are the most frequently accessed Canvas-based support resource, used by 37% of students. Other commonly used resources include the Online Reading/Writing Lab (27%), online learning orientation (25%), and online tutoring services (21%). Despite the availability of these resources, nearly one-third of students (32%) report not using any of the listed online supports, with noncredit (34%) and part-time students (36%) especially likely to report no usage.

Q37. How easy has it been for you to complete the following activities through your MyCOM portal?

Most students report that core MyCOM portal functions are easy to use; 67% say signing in is very easy, and another 26% say it is somewhat easy. Similar patterns appear for paying fees (80% easy) and accessing COM email (87% easy). However, more complex tasks show higher levels of difficulty. Nearly one in four students (23%) report difficulty registering for

courses, about 24% report difficulty ordering transcripts, 24% report difficulty accessing financial aid records, and 20% report difficulty accessing DegreeWorks. Across all functions, noncredit students consistently report higher levels of difficulty than credit students.

Q38. Which of the following challenges have you experienced when using the COM website or the MyCOM portal?

Over half of students (57%) report at least one challenge when using the COM website or MyCOM portal. The most common challenges are difficulty finding needed information (33%) and poorly organized content (23%); 10% experience broken links. Mobile-related issues are also notable: 13% report that content does not display correctly on their mobile device. Noncredit students are more likely to report language barriers (16% vs. under 4% overall), while part-time students are more likely to cite poorly organized content (28%).

Appendix A

Response Rates by Subgroup

Enrollment Type	N enrolled students	N Completed Survey	Response Rate
Full-time	1,174	460	39%
Part-time	3,813	710	19%
Noncredit	1,828	99	5%
Race/Ethnicity			
American Indian or Alaska Native	11	3	27%
Asian	387	97	25%
Black or African American	242	37	15%
Hispanic	3,341	545	16%
Multi-Racial	372	87	23%
Native Hawaiian or Other Pacific Islander	10	1	10%
White	2,339	480	21%
Gender			
Female	3,692	804	22%
Male	2,927	423	14%
Other or decline to state	188	42	22%
Age Group			
Under 18	540	65	12%
18-19	1,140	291	26%
20-24	1,744	338	19%
25-29	831	133	16%
30-39	925	174	19%
40-40	554	107	19%
50 and older	1,081	161	15%

Representation in Survey Sample by Subgroup

