

2024 STUDENT LIFE SURVEY: GENERATIVE AI- COLUMBUS CAMPUS

The Student Life Survey is administered annually by the Center for the Study of Student Life in the Office of Student Life at The Ohio State University. In spring 2024, this survey was sent to a random sample of 9,000 students at the Columbus campus at The Ohio State University. Approximately 1,488 students participated in the survey for a response rate of 16.5%. The purpose of this report is to examine students' experiences interacting with Generative AI programs. The data are weighted to be representative of the general student population at Ohio State.

GENERATIVE AI UTILIZATION

Table 1. Percentage of students who reported using the following tools:

During your time at Ohio State, which of the following Generative AI tools have you used? Select all that apply.	Undergraduate Students (n = 752)	Graduate Students (n = 459)	Professional Students (n = 130)	Statistical Significance
Chat GPT	40.6%	48.2%	32.4%	**
Bing AI	4.3%	9.3%	6.7%	**
Google Bard	3.6%	8.2%	2.3%	**
Codeium	0.1%	0.6%	0.0%	
Code Whisperer	0.0%	0.6%	0.0%	*
Other (write-in)	1.4%	3.3%	0.0%	
I have not used any Generative AI tools.	58.0%	49.2%	66.3%	**

* $p < .05$, ** $p < .01$, *** $p < .001$

Other Generative AI Tools:

- Midjourney (n = 4)
- Grammarly (n = 3)
- Canva (n = 2)
- Claude (n = 2)
- DALL-E (n = 2)
- Microsoft Copilot (n = 2)
- ChatPDF (n = 1)
- DeepL (n = 1)
- Google AI (n = 1)
- Llama (n = 1)
- Photoshop AI (n = 1)
- Pi (n = 1)
- QuillBot (n = 1)
- Quizlet (n = 1)
- Recast (n = 1)
- Scholarly (n = 1)
- Transcript (n = 1)

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PURPOSE OF GENERATIVE AI UTILIZATION

Students who reported using at least one of the Generative AI tools above were asked how they used the tool. See Appendix A for a full list of write-in responses.

Table 2. Percentage of students who reported using the following tools:

What did you use the tool to do? Select all that apply.	Undergraduate Students (n = 311)	Graduate Students (n = 242)	Professional Students (n = 44)	Statistical Significance
Just to try it out	71.7%	64.4%	91.1%	**
To gather information related to my academic work	48.5 %	48.1%	44.3%	
To gather information related to my job	15.3%	28.7%	22.0%	***
To gather information related to my personal interests	44.5%	46.3%	29.2%	
Create a plan for travel	12.6%	14.2%	10.6%	
Help with my code	16.2%	29.7%	0.0%	***
To learn about something new	40.1%	38.8%	30.3%	
Other (write-in)	7.3%	7.6%	5.0%	

* $p < .05$, ** $p < .01$, *** $p < .001$

Other Uses of Generative AI:

- An assignment specifically asked to use AI ($n = 9$)
- To check my grammar ($n = 9$)
- For fun ($n = 5$)
- To proofread my writing ($n = 5$)
- For creative projects ($n = 2$)
- To help outline my documents ($n = 2$)
- For research ($n = 2$)
- To summarize texts ($n = 2$)
- To translate from another language ($n = 2$)
- To convert text to audio ($n = 1$)
- To paraphrase text ($n = 1$)
- To write emails ($n = 1$)

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PERCEPTION OF GENERATIVE AI

Table 3. Percentage of students who agree or strongly agree with the following questions:

	Undergraduate Students (<i>n</i> = 745)	Graduate Students (<i>n</i> = 458)	Professional Students (<i>n</i> = 130)	Statistical Significance
Generative AI tools are an appropriate resource to use in my academic and professional work.	37.2%	41.8%	29.4%	
I feel confident in my ability to appropriately use Generative AI tools.	50.7%	50.9%	33.6%	**
I feel confident in my ability to identify incorrect and/or false information produced by Generative AI tools.	50.5%	53.4%	41.7%	

p*<.05, *p*<.01, ****p*<.001

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APPENDIX A.

Full write-in responses for write-in response for the question “What did you use the tool to do?”

Comments
• An assignment suggested the use of ChatGPT to aid in writing an essay.
• As a form of a search engine
• Assigned extra credit that specifically required AI
• Check grammar
• create practice problems to study
• creative asset generation
• for a class assignment that let us use it (law and society)
• For fun, to come up with creative names and such or just to ask random questions
• Fun. Creating funny stuff and stories.
• Grammar
• Grammar
• grammar check as an international student
• grammar correction
• Grammer and sentence structure
• Grammer and spelling
• Had to use in an engineering class
• Help me create a sample cover letter
• Help plan my writing prompt
• Help with grammar
• Help write resume
• I entered funny prompts to see how it would respond.
• I used it to creat an AI generated character portrait and backstory
• in my philosophy class about scientific controversies to see if ChatGPT passed the Turing test
• It was part of a given project with specific instructions from the Profesor
• polish my writing
• Proofread
• Required for a HW assignment

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- Researched as part of a class, but not used for the class work.
 - Revise
 - reword text to simpler terms / define words
 - summarize articles
 - To complete an optional course assignment involving the use of LLMs -- an essay discussing ethical issues in natural language processing which we could write using an LLM if we thoroughly documented our use of AI and turned in the transcript as instructed. I appreciated the instructor's approach to the responsible use of AI within and without the classroom. Speaking honestly as someone who can write decent papers, though I am impressed with what GPT can do, I do not feel it would ever benefit me to write an essay or other assignment. Additionally, I feel it is incapable of many text processing task which are not strictly generative (if it isn't properly tuned first, especially).
 - To convert text to audio
 - To find examples where ChatGPT gives incorrect answers to illustrate to students why they shouldn't trust ChatGPT.
 - To proofread
 - To summarize text or translate content into a different language
 - Translation
 - Used it for a "course" that was a part of my Scholars program
 - Writing editor
 - writing emails, checking if it would be correct in american context
 - You can make the pictures on it and it's pretty funny
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