AI Use Amongst Baruch Undergraduate Students

Final Report & Suggestions for Continued Investigation

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2024

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Executive Summary

Our findings

This report contains a detailed analysis of what students told us about their own use of generative AI for learning and coursework, and which generative AI technologies they were using and for what purposes. In brief, 83% of students in the sample reported using generative AI for their learning during the Spring 2024 semester, and almost all of these students said they used ChatGPT. Our findings support current literature suggesting that that many students are already using generative AI, that ChatGPT is the most commonly used tool, that students see uses of AI on a spectrum from more to less (or not at all) problematic, and that students desire more guidance from faculty to get the most out of prompt-based tools. We found that most students who used generative AI did so for the purposes of thinking up new ideas (brainstorming), understanding course content, and editing their own writing. Most did not support using AI-generated responses in place of their own.

We also got data from students about how their instructors are talking with them about generative AI. In brief, 88% of students in this sample reported that one or more of their instructors talked to them about AI at the beginning of the semester, and that at least one of their classes had an AI policy in their syllabus. Of these, about 83% reported that the policy prohibited the use of AI in at least one course they took. However, about 45% of the respondents also reported that their instructors used AI in some way, including allowing students to use it for assignments by citing it in formal coursework or informal classroom activities. When asked what recommendations they have for instructors, many students encouraged faculty to change their stances on AI in their classrooms and discussed how helpful generative AI can be in their everyday lives as a tool to advance in their careers and to better understand the world.

With a sample size of 40, the findings in this pilot study are **not** representative of the Baruch undergraduate student population. However, it is particularly enlightening for understanding the complexities of the impact of generative AI, including discipline-specific employments of AI platforms, and will be useful in addressing those complexities in follow-up study.

Our recommendations for further study

While this pilot study did give us some insight into how some Baruch students are using generative AI tools in their learning, and its findings align with current scholarship, further research is needed due to significant limitations. This pilot study could not obtain an accurately representative sample of the student population. The sample overrepresented female students; those who use English as their primary language; students in their first, second, and third years at Baruch; and students in special and honors programs. With this in mind, we reflected on the research process and developed some recommendations for future research on this topic, which you will find towards the end of this report. We believe research to be an iterative process as we learn from every step and prepare for the next phase. We thought deeply about our research question and methodological design, how we defined the study population, how we should invite participation,

and how we should define some of the terms we use—including 'generative AI'. Our main recommendations center around fostering student interest and participation in the project.

Introduction

In the 2023-2024 academic year, the Center for Teaching and Learning at Baruch College, CUNY, partnered with a group of student research fellows to investigate whether and how undergraduate students from all schools at Baruch were being impacted by the increasing availability of generative AI tools. Our main research question was: *How are college students at a large urban public university in the US using and experiencing generative AI as a tool in their learning contexts?* We sought to explore this question using multiple methods, including surveys and focus groups, in efforts to shed light on students' motivations, attitudes towards, and evolving use of generative AI, and to help us guide faculty and inform policy around the use of AI in classrooms at Baruch.

Since the launch of ChatGPT in November 2022, the general public's adoption of generative AI has increased rapidly. This trend was especially true of students: *Inside Higher Ed* estimated that three quarters of them were using some of the artificial intelligence tools (usually ChatGPT) by Fall 2023.[1] Articles published soon after the popularization of ChatGPT (see Rudolph, Tan, and Tan 2023; Cotton, Cotton, and Shipway 2023) typically exhibit wide scope and preliminary approaches. Some recognize that academically rigorous and peer-reviewed research on generative AI in education is scarce (Laupichler et al 2022). Lo (2023) suggests varying efficacy in the use of ChatGPT in education by students and instructors after reviewing 50 articles on the topic. Sullivan and McLaughlan (2023), after surveying the content of 100 media articles, noted that university administrations are most often given a voice in these pieces, while the student perspective is largely unaccounted for. Most studies that surveyed students in higher education in the United States, Romania, Japan, India, Hong Kong, and Australia about AI (for example: Gherhe and Obrad 2018; Park et al 2021; Ghotbi et al 2022; Kumar and Raman 2022; Chan and Hu2023; Kelly et al 2023) have focused primarily on jobs and career prospects, reflecting the anxieties of the future workforce in light of technological change. Some studies have, however, surveyed students about the use of AI in classroom contexts, and found that

- students perceive using AI to create assignment responses as problematic but have no issues with its use in brainstorming, correcting grammar, or locating sources (Chan 2023);
- students appreciate the use of AI as a tool to help them write better, especially in different languages, though they also expressed concerns about creativity, critical thinking, and cheating (Malik et al 2023); and
- students are actively experimenting with novel uses of AI for learning (Haensch et al 2023).

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[1] Coffey, L. Students outnumbering faculty in AI use (Oct. 31, 2029). *Inside Higher Ed.*

One U.S.-based, multi-method study (Sullivan and McLaughlan 2023) concludes that generative AI requires new teaching methodologies and that using ChatGPT, in their case, effectively requires critical thinking and 'question-asking' competencies.

In comparison with the studies summarized above, we have intended a more focused look at students' experiences with AI. Our research project is based at an American urban public university and thus will shed light on a group of students so far little explored in scholarship on the subject. Furthermore, we are hoping that this study will help us better understand how *our* faculty should approach teaching with AI, and how we can better prepare *our* students to go out into a professional world where AI is now a reality.

To those ends, we asked students to complete a confidential online survey about their experiences with AI. We also invited students to share their thoughts with us in a focus group. We've analyzed the data from the survey and a focus group and have recorded our findings below. We've also documented some of the lessons we learned during this pilot study and have added recommendations based on those lessons at the end of this report.

Data & analysis

Survey findings

The Baruch Student AI Use Survey instrument was developed through an iterative process that included input from student fellows on the research team. Please see Appendix 1 for more information about the survey and the survey questions. Invitations to participate in the survey were extended by email, social media, flyers around campus, and personal peer-to-peer outreach to matriculated undergraduate students at Baruch. Please see Appendices 2, 3, and 4 for the survey participation email, example flyer, and social media content used to invite students. We also enlisted help from the Office of Student Affairs and the Baruch Undergraduate Student Government in our outreach efforts. The survey was open for data collection from April 8th, 2024, to April 26th, 2024.

The survey received a total (n) of 38 usable responses, after accounting for age (respondents needed to be over 18 years) and matriculation status (respondents needed to be full-time or part-time undergraduate students at Baruch College at the time of the survey). None of the survey questions were required, so the response rate also varies by question from a low of 17 responses to a high of 35 responses across the main 13 questions of the survey (i.e., questions on general information about the respondents, and questions on their thoughts, experiences, and/or use of AI tools; excludes screening and skip-logic follow-ups). The average response rate across all questions was 32, indicating a good overall survey completion rate.

What kinds of students took the survey?

The respondents were overwhelmingly in the 18- to 24-year-old range, with just one respondent over 24 years of age, and a majority of the sample identified as female (71%). Most indicated that English was their first/primary/preferred language (88%), and only 4 said that it was not. Additionally, of the 4 who said that English was not their first language, 3 respondents identified as an English Language Learner (ELL) or English as a Second Language (ESL) student, or someone who is currently developing skills in English for use at school and work. Finally, the survey asked about students' labor-force participation. About two-thirds of the respondents in the sample said that they were working at least part-time in addition to taking courses (66%). Of those who said that they worked, over 80% indicated that they were working more than 10 hours per week, and over 30% indicated that they were working more than 20 hours per week (see Fig. 2 for a more detailed breakdown).
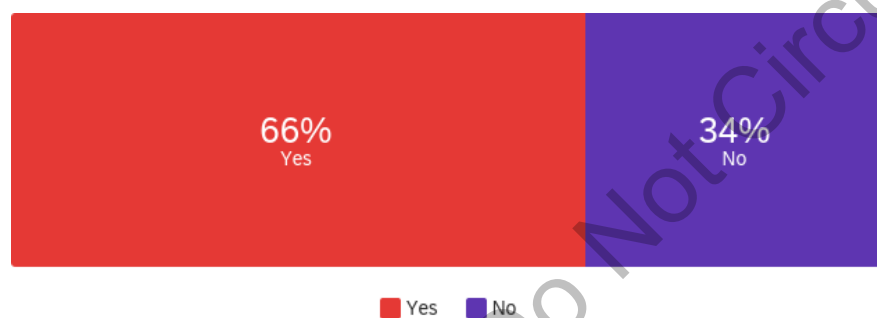

Fig. 1: Responses to the survey question, "Do you work in addition to attending Baruch College (this includes work-study/on-campus work)?" (n=32)
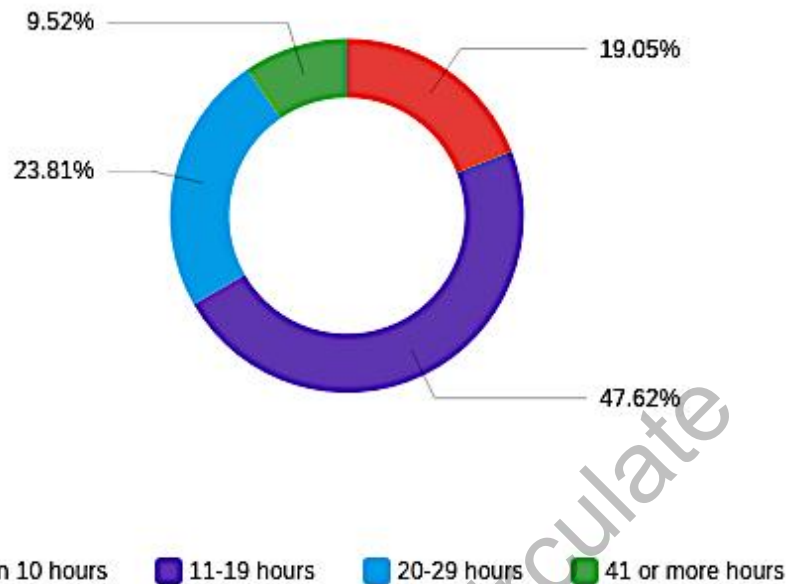
Fig. 2: Responses to the question, "You indicated that you work in addition to attending Baruch College. How many hours do you work in an average week?" (n=21)

What was the educational profile of the students who took the survey?

A majority of the sample consisted of respondents who identified as "first-time undergraduate students, and Baruch College is my first-ever college experience", while only 3 respondents identified as "transfer undergraduate students" and 1 identified as "a second-time undergraduate student, having returned to college after some time away".

The sample was about evenly split between respondents from first, second, and third-year cohorts (26%, 31%, and 29%, respectively), but fourth-year respondents were less represented in the sample (14%). A little more than half the sample consisted of students from Zicklin School of Business (54%), followed by students from Weissman School of Arts and Sciences (37%), and lastly only 1 respondent from Marxe School of Public & International Affairs. Please see Tables 1 and 2 below for more details about respondents' majors.
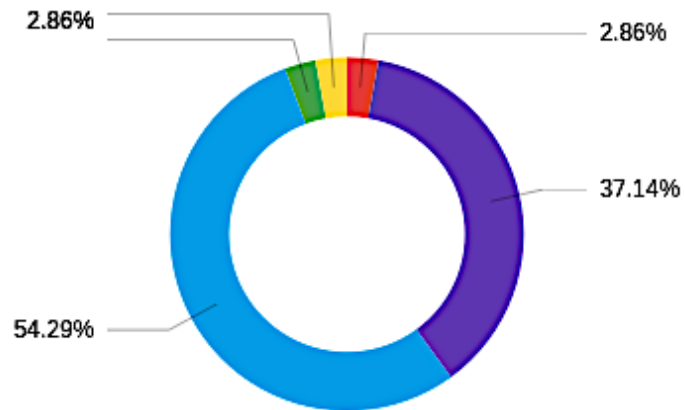
Fig. 3: Percentage of respondents from each of the 3 schools at Baruch College (n=35)

Answer	%	Count
Accountancy	15.79%	3
Information Systems and Statistics	10.53%	2
Economics and Finance	10.53%	2
Management	10.53%	2
Marketing and International Business	47.37%	9
Real Estate	5.26%	1
Total	100%	19

Table 1: Majors of respondents from Zicklin School of Business

Answer	%	Count
Communication Studies	54.55%	6
History	18.18%	2

Journalism and the Writing Professions	9.09%	1
Psychology	18.18%	2
Total	100%	11

Table 2: Majors of respondents from Weissman School of Arts & Sciences

A significant portion of the sample consisted of respondents from special programs (Baruch Scholars or Macaulay Scholars, SEEK, or other) (42%), and about 90% of the respondents in the sample indicated that they were taking between 10 and 18 credit hours' worth of coursework (with half of that group taking 15 or more credit hours).

What did students report about their own use of AI?

An overwhelming majority of respondents in the sample reported using generative AI in their courses (83%), and only 4 respondents reported not using AI. Of the respondents who said they used AI in their coursework, almost all reported using ChatGPT (22), followed by GrammarlyGo (10), then QuillBot (7); other AI tools some respondents (1 each) said they used included Gemini and Bard.
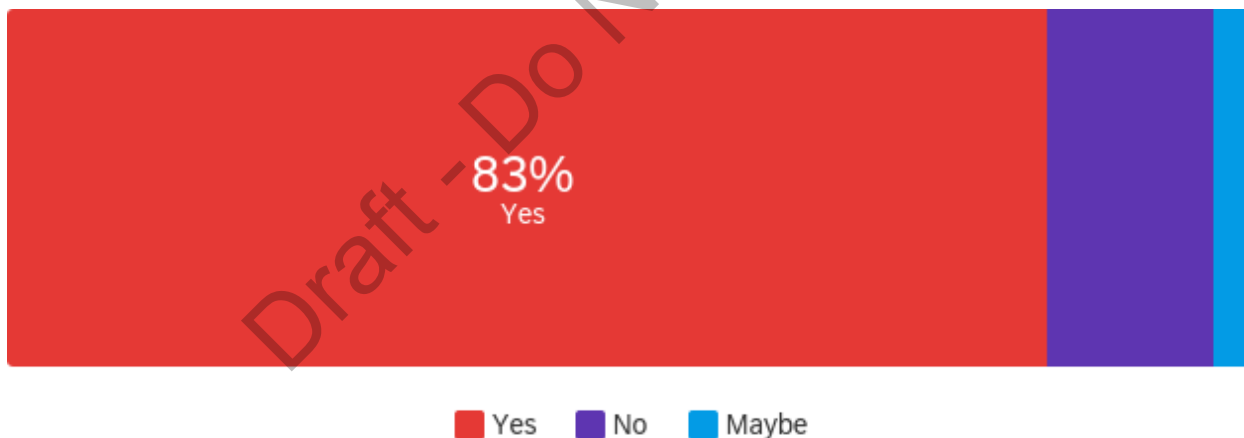
Fig. 4: Responses to the question, "Have you sought out and actively used generative AI tools for any of your courses?" (n=30)
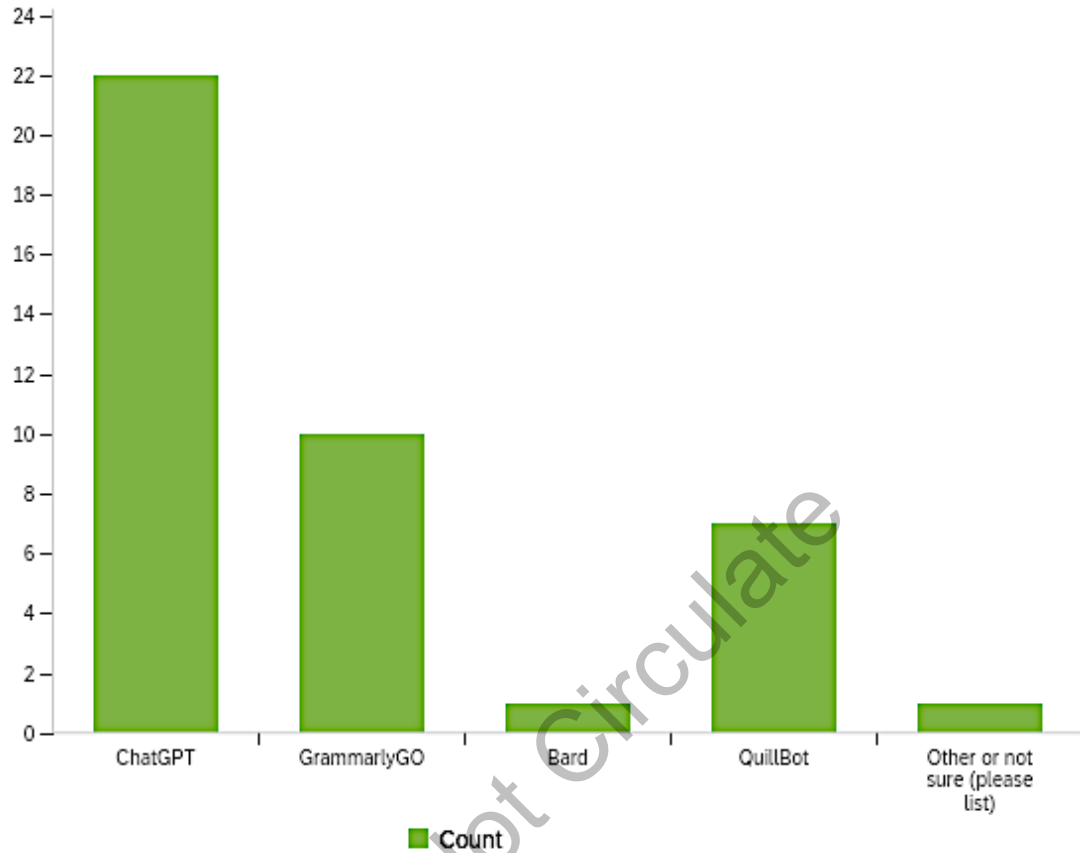
Fig. 5: Responses to the question, "Which generative AI tools have you sought out and actively used for your courses?"; respondents could choose more than one response. (n=22)

About 72% of the sample (22-23 students) responded to questions about where and how they used generative AI. Among these, many students reported using generative AI tools for writing-intensive courses (78%), followed by math courses (56%), humanities and business courses (~43% each), and social science courses (30%). Only a small percentage of respondents reported using AI tools in science and computer science courses (13% each). When asked how students have used generative AI tools, most indicated that they did so to generate ideas (91%), edit grammar or get feedback on their writing (61%), or to generate text which they edit later (43%). A minority of respondents said they used AI tools to generate code or answers to non-verbal (math) questions (9%), or to generate text that they then used verbatim in their writing (5%).
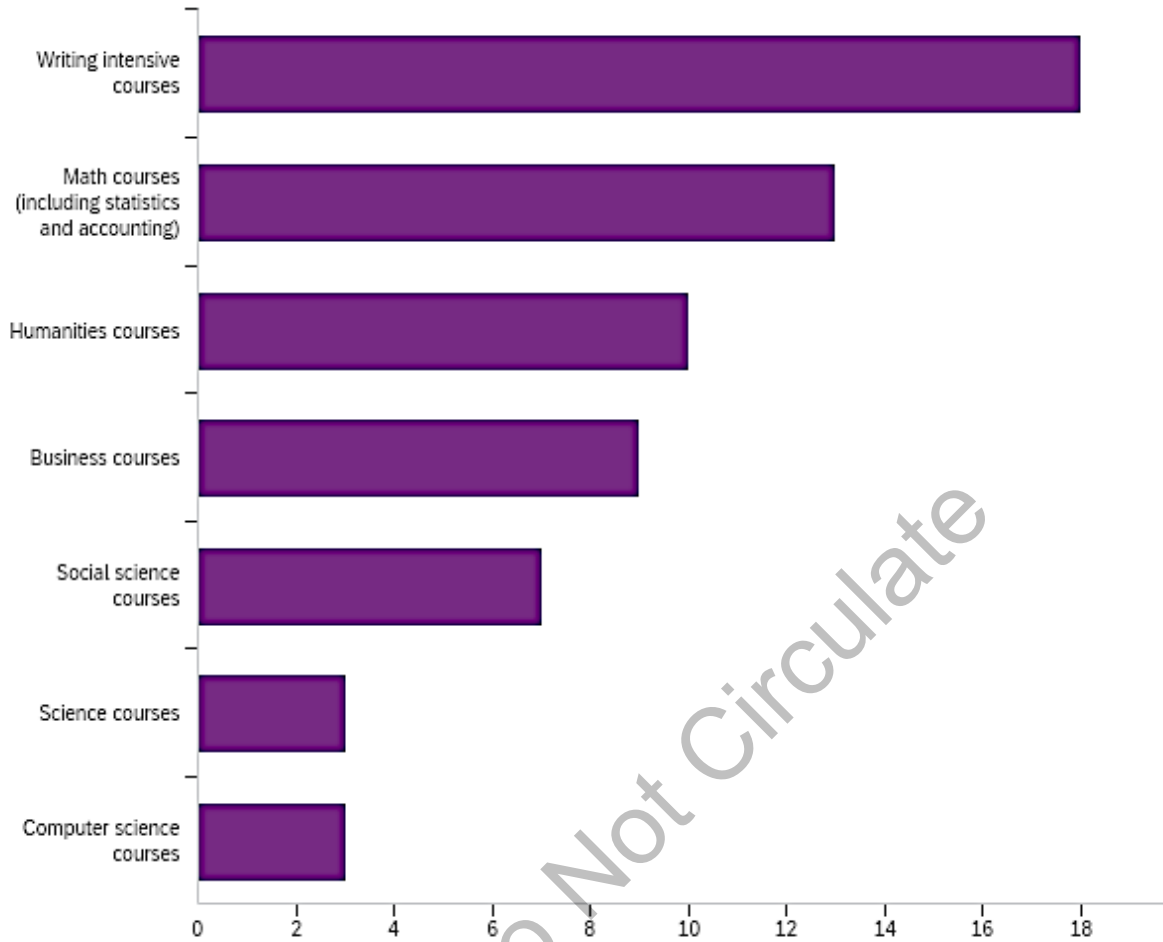
Fig. 6: Responses to the question, "In which types of courses or subject areas have you sought out and actively used generative AI tools?"; respondents could choose more than one response. (n=23)
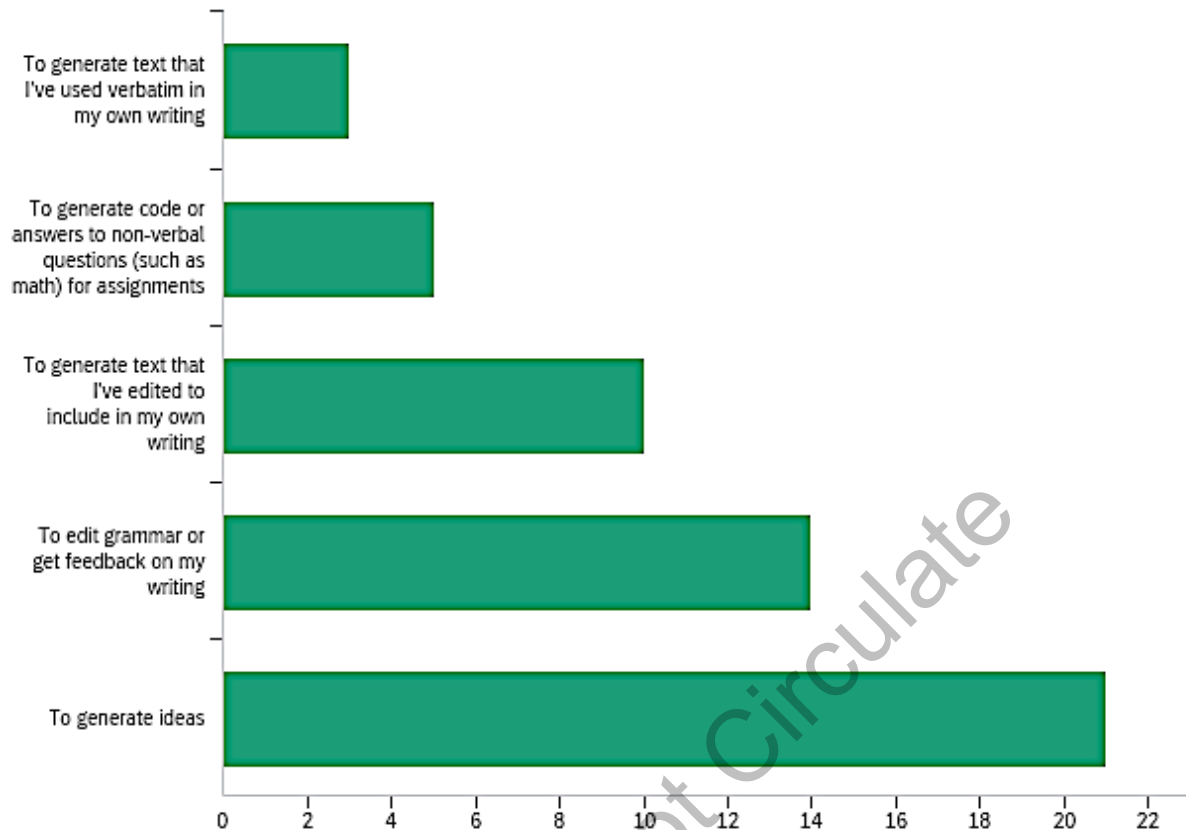
Fig. 7: Responses to the question, "If you have sought out and actively used ChatGPT or another text-based generative AI tool for your courses, how have you done so?"; respondents could choose more than one response. (n=23)

When asked to describe how they used AI tools, respondents had a variety of motivations and use-cases. We found that the use of generative AI in academic settings revolved around the development of writing skills. Many students found AI tools helpful for a variety of reasons, but a significant number of them noted their usefulness in enhancing text by strengthening vocabulary, improving structure, and providing clarity. Below are two examples of what students said:

> "As a non-native English speaker, I find AI tools helpful when it comes to coming up with synonyms and correcting my grammar and clarity. These minor suggestions only make my own ideas more accessible and never involve plagiarism."

> "Usually to help structure my ideas in a logical manner. I'll input whatever I'm thinking and ask it to reorganize my thoughts to flow better and to outline what I'm going to write."

The survey data supports what the scholarship to-date has observed: Students use AI tools to brainstorm and generate ideas, but don't use AI-generated responses as their own. The following

quotes encapsulate how students thought about using AI tools to help start or check their work, rather than having the tool complete the assignment for them:

> "To double check my work. Never for math problems. I struggle with starting writing assignments, so this helps a lot when it comes to generating an idea"

> "I work in an office where I do administrative tasks, such as sending emails and compiling lists, and my supervisors have encouraged me to use AI to help speed some tedious tasks up or generate ideas. I have never used AI to help me write anything or get answers for a class, but mainly to generate ideas."

What did students say about encountering AI policies in their courses?

An overwhelming majority of respondents said that one or more of their instructors talked to them about AI at the beginning of the semester (88%). Most respondents also indicated that at least one of their classes had an AI policy in their syllabus (87%). Among those who said that their classes had an AI policy in their syllabus, about 83% reported that the policy (in at least one of their classes) prohibited use of AI, while some respondents reported that their course policies either allowed restricted use of AI for certain tasks, or asked students to cite AI whenever they used it (38% and 31%, respectively). None reported that use of AI was encouraged in their course policies.

Answer	%	Count
Students cannot use AI/Generative AI at all in the course	82.76%	24
Students can use AI/Generative AI in some circumstances, but use is restricted to certain tasks	37.93%	11
Students can use AI/Generative AI however they like, as long as they cite their source	31.03%	9
AI is integral to the class or related to the course topic	10.34%	3
There is no official policy	10.34%	3
Students are encouraged to use AI for assignments	0.00%	0

Table 3: Responses to the question, "If one or more of your courses had a stated AI course policy, what did it say?"; respondents could choose more than one response. (n=29)

A majority of respondents reported that at least one of their instructors did not integrate AI in any way (72%), while 45% of respondents reported that their instructors did use AI in some way, including allowing students to use it for assignments by citing it (17%), as part of the formal coursework (14%), or as part of an informal classroom activity (14%).

Answer	%	Count
No	72.41%	21
Yes, but only if we chose to use it for assignments or other coursework (that is, if we cited it)	17.24%	5
Yes, as an icebreaker or in another informal way	13.79%	4
Yes, as part of an assignment or other coursework (graded or ungraded)	13.79%	4

Table 4: Responses to the question, "Have one or more of your instructors integrated AI into your learning?"; respondents could choose more than one response. (n=29)

What recommendations did students have for faculty?

Students had various ideas regarding policy change and allowing AI to be integrated into coursework. Many responses discussed allowing the use of AI in classes but requiring citations in order to prevent students from claiming and passing off AI work as theirs. A majority of the respondents encouraged faculty to change their stances on AI in their classrooms and discussed how helpful generative AI can be in students' everyday lives and to better understand the world. They also saw generative AI as useful for career advancement. Below are a few quotes that exemplify this sentiment from students.

> "It's beneficial. The school needs to advance and change their teaching ways as technology evolves. Instead of hating on it, encourage the use of AI"

> "Try and incorporate it in some capacity as it is the technology of the future. it is silly to not use this tool… Faculty are afraid of students copying and pasting paragraphs into their essays, this is reasonable. It is a powerful tool when used correctly though."

> "Allow AI but mandate citation, people are going to use it no matter what you do but giving a controlled form rather than prohibition will make it more feasible for appropriate usage."

Focus group findings

To learn more about how students were thinking about and using AI, we invited the student body to participate in a focus group. Invitations to the focus group were sent through follow-up emails to survey respondents who had indicated that they would be interested in participating in a focus group, as well as by word-of-mouth and through posters (see Appendix 5). Our review of current research literature on generative AI in higher education settings suggested that the few studies published to-date have not generally focused on student engagement and learning practices. With

a focus group, we intended to make space for students to vocalize and contextualize particular use cases of generative AI platforms, in the contexts of different coursework disciplines. The focus group guide (both protocol and questions) is included here as Appendix 6.

Ultimately, local constraints limited our focus group event to only a sample of 2 students; therefore, what follows is merely individual and anecdotal in nature, and it does not point to local concerns and attitudes of Baruch students towards generative AI representatively. The resulting transcript, however, proves informative for follow-up study on AI use at Baruch. Below are some general observations from the conversation:

- **Participants discussed generative AI in the context of being able to gather and understand information and for guidance in the processes of academic work**. They expressed the desire for instructors to try generative AI more to explore how it works as a tool in a learning engagement process, beyond acting as a learning 'substitute'.
- **Participants acknowledged that the subject of generative AI was sensitive**. One participant, a STEM student, replied, "I try not to be too familiar with it."
- **There were misconceptions regarding what is considered to be generative AI and what is not**. Many digital tools utilize algorithms, but only some are definably generative AI platforms.
- **Participants underscored the variety of attitudes toward generative AI** from professors, where one might completely ban it while another might encourage it. The consensus was that while there were professors who elaborated on what was expected, there were still many departments and instructors who either outright banned the use of AI or had not yet defined their position towards using it in their courses. One participant said,

  > "For me, some professors, they're not really that open to AI of any use. However, as I have said before, one communications professor openly allowed us to use AI for speeches. Most of them are okay, as a few will openly advocate towards using it for specific assignments."

In a revised and repeated focus group session, we recommend continuing to emphasize and make space for transparency among students in the AI discussion at Baruch. Additionally, future studies should specify how they define and differentiate Learning Language Models, or LLMs, generative AI, and other algorithmic applications.

Discussion

Survey data findings & limitations

The pilot survey results indicate a notable trend: The use of generative AI was prevalent amongst Baruch undergraduate students who took this survey in Spring 2024. Many reported using ChatGPT, but that was not the only AI tool they used. Generating ideas and help with writing and editing were two of the main reasons students in this sample provided for using generative AI tools.

However, when asked to elaborate, student responses varied based on their ideas of how generative AI should or should not be incorporated in coursework. Multiple themes emerge from the survey data related to why students are using AI tools and what recommendations they have for instructors. They include AI for writing development, using generative AI for structuring thoughts and idea generation, and policy changes related to generative AI use in order to adapt to the changing technological world. However, the pilot survey data is significantly limited in its potential to stand for the broader Baruch College student population, since it over-represents some segments while under-representing others. Therefore, the trends and analyses noted here should be used with caution.

Our pilot survey data, though not generalizable, corroborates findings in Chan (2023) about student views on using AI tools in their learning: They perceived using generative AI to create assignment responses as problematic, but did not see using AI to brainstorm, correct grammar, or locate sources as such. Likewise, this data also corroborates Malik and colleagues' (2023) finding that students used AI to help them write better, while distinguishing this type of use from cheating, i.e. using AI writing in place of their own. Haensch and colleagues (2023) found that students were at the forefront of experimenting with novel uses of AI, and that sentiment was also prevalent amongst the Baruch students sampled in this survey; students were concerned about AI applications in their future careers and wanted their instructors to engage with it rather than ban it outright. Students were acutely aware that, as Zhai and colleagues (2021) have also noted, the attitude and orientation instructors bring to using AI in education will be crucial in shaping how and for what purposes AI tools are used in classrooms.

Limitations

Our research team identified the need for a larger sample size as a major limitation when analyzing the survey data, and an important question emerged: Would the trends we saw in this survey hold across the population of Baruch undergraduate students? For example, even though an overwhelming majority of the students who took our survey said they used AI for their coursework, would this also be true if we had a larger sample size with proportional representation across gender, age, race, programs, and ESL/ELL status? As a pointed example, only 1 respondent said that they worked 20-29 hours a week—and was also the only respondent to use AI to generate both ideas and text for their assignments. This was in stark difference to the rest of the responses, which indicated that students drew a line between using AI to generate ideas and using it to claim AI work as their own. Likewise, there was under-representation from students who identified as English language learners (ELL), so we could not test any hypotheses about AI use for help with perceived language issues. Additionally, the present data shows a more pronounced variation on AI use amongst first-year students—only 62% (5 out of 8) stated that they used AI. In comparison, 7 out of 8 second-year students said they used AI; all third-year students in the sample used AI; and 4 out of 5 fourth-year students confirmed using AI. Would these ratios hold in a larger sample size? If so, why would first-year students be less inclined to use AI?

Over-representation

One of the most notable data limitations was the disproportionate response from honors students at Baruch College. While honors students, such as Macaulay Honors Scholars, comprise less than 3% of the student body,[2] 12 out of 17 respondents who answered questions about special program affiliations were either Macaulay or Baruch honors students. This means that about 30% (12 out of 38) of the sample consisted of honors students, leading to a heavily skewed representation from that group.

Gender diversity at Baruch College is typically balanced, with approximately equal representation of men and women.[3] However, among the 34 students who reported their gender identity in the pilot survey, 24% were men and 74% were women. Likewise, about 13% of Baruch undergraduate students are over 25 years of age[4]; however, we were only able to get data from 1 student in that age group (3% of the sample). This over-representation from women and those in the 18-24 age group may lead to an inaccurate depiction of age and gender identity impacts on generative AI usage.

Under-representation

It is important to note that though Baruch has a large population of ELL and ESL-identified students, only a small percentage of students who took the survey identified themselves as such. Furthermore, students from other special programs, such as SEEK (only 1 student response), were underrepresented. As a result, the pilot survey data has a significant limitation in accurately representing a broader spectrum of the Baruch College student population.

Focus group findings & limitations

Any conclusions made from the analysis of the focus group data are limited by its very small sample size (n=2). Indeed, there were at times more researchers than student participants in the room, as one participant acknowledged explicitly. Timing also played a role in contributing toward lower-than-expected attendance. While we worked to produce a clear and viable representation of our study to the IRB, we also had to wait for their approvals; ultimately, we held the focus group during finals week, potentially impacting student attendance.

Our focus group interviews suggest that our approach to generative AI platforms needs more nuance, for instance accounting for the multitude of platforms and their specificity for various learning contexts at the college. Surprisingly, neither student in the focus group had used ChatGPT,

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[2] Fall 2023 facts MHC Student Data Book, Office of Institutional Strategy and Planning, Macaulay Honors College.
[3] Fall 2023 facts from the Student Data Book, Office of Applied Research, Evaluation, and Data Analytics, CUNY.
[4] Ibid.

the generative AI platform we had assumed to be ubiquitous, but both participants were familiar with other AI platforms.

Recommendations for further study

Revising our research question

While our pilot launch of the Baruch Student AI Use Survey did not have the reach we'd hoped for, it did give us insight into the ways Baruch students are utilizing generative AI in their learning. The pilot survey data suggested that most students who reported using AI used it as a tool in writing-intensive courses, and for writing-related tasks like creating outlines or brainstorming ideas.

With this in mind, we feel it's important to revise our original research question. For one, we can add specificity to our intentions and scope. We see several options for follow-up:

1. We could more explicitly focus on either ChatGPT or platforms that are specifically Language Learning Models, or LLMs. Baruch and CUNY have recently embraced and recommended Microsoft Copilot for students, and a specific investigation of that platform may be exigent.
2. In contrast to the above, we could alternatively focus on students' identification of the different generative AI platforms that they use and describe the relationships between those platforms and their learning disciplines.
3. We could limit the pool of respondents by naming a more specific target population of the study. By defining our potential audience more narrowly, we can make more directed and sustained recruiting choices.

Because it is the most commonly used tool among our sampled student population, narrowing our focus from "generative AI" to ChatGPT in future iterations of the study would be a strategic choice to limit the breadth of responses and increase their depth.
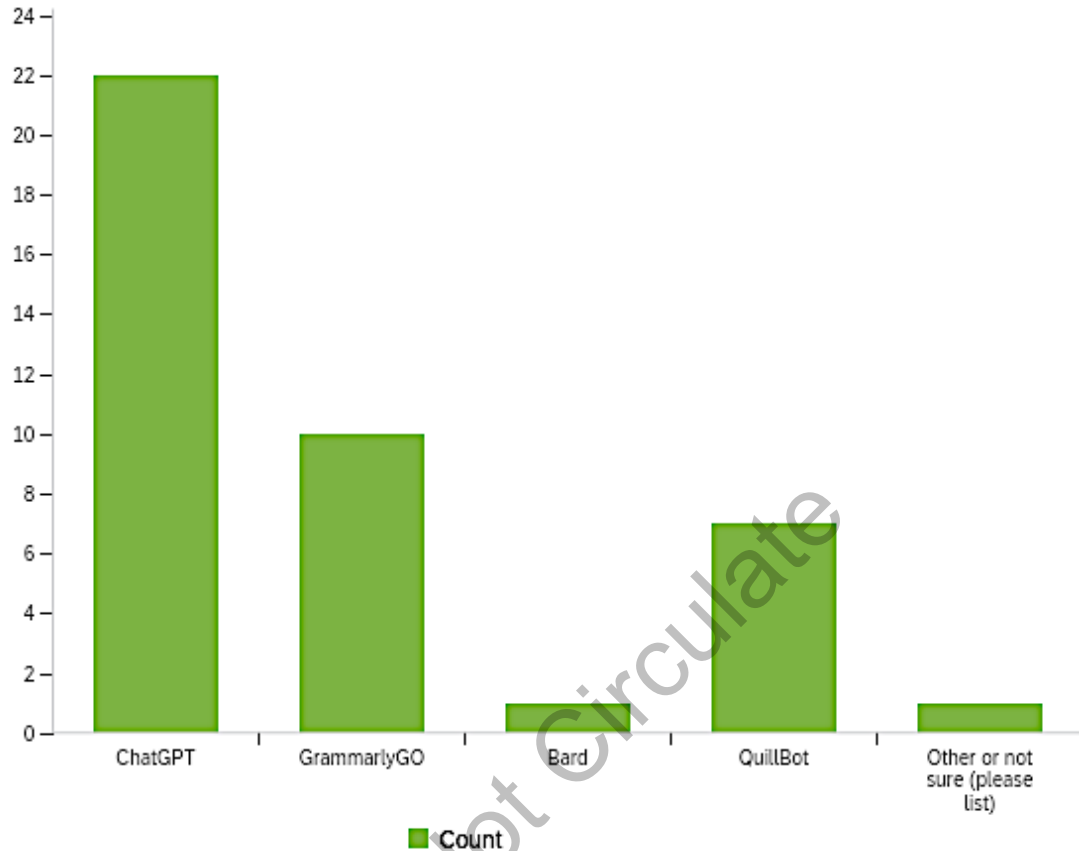
Fig. 8: Responses to the question, "Which generative AI tools have you sought out and actively used for your courses?"; respondents could choose more than one response. (n=22)

Furthermore, when one survey respondent elaborated on their use of generative AI, they responded with the following:

> "I've used Grammarly and Quillbot primarily for checking and editing my writing. ChatGPT I used to help me generate or organize my thoughts for writing papers. Sometimes I get writer's block or my thoughts are extremely scrambled, so I would feed what's in my head to ChatGPT to try to turn it into something that makes sense."

Another respondent said:

> "...in my accounting class, I entered all of the chapter titles that I needed to study for my midterm, and I asked Chat GPT to sort them in order of the most math-intensive to the most conceptual because that's the order I study best in. In a marketing class, I had to come up with a persona for a target market for a product, so I entered information and statistics about typical customers that I found in my research and I asked Chat GPT to help me write a 'story' of this fictional persons life and name them."

Not only do these 2 responses emphasize the popularity of ChatGPT, but they also show how students in seemingly different areas of study—one was enrolled in writing-intensive courses and the other was studying accounting and marketing—may be using generative AI tools in similar ways.

In contrast to most available research, we chose to focus our study exclusively on student voices and to dig deeply into the "hows" and "whys" of student AI use. Interestingly, the findings we were able to glean from our pilot lined up with some of those from the published studies, namely that many students are already using generative AI, that ChatGPT is the most commonly used tool, that students see uses of AI on a spectrum from more to less (or not at all) problematic, and that students desire more guidance from faculty to get the most out of prompt-based tools.

According to the data from our pilot survey, almost all of the students who said they had used generative AI tools for their courses also indicated that they used ChatGPT. In contrast, our focus group participants cited many different generative AI technologies but had not used ChatGPT. A discipline-based focus on use-cases of generative AI could also guide us towards a study that seeks to understand what AI platforms including and beyond ChatGPT are in use.

Key takeaways for further study

The Baruch Center for Teaching and Learning is conducting valuable and unique research; student experiences with generative AI have not, so far, been a significant focus of scholarly work. We are therefore inclined to continue the survey to gather further insights and inform guidance for future policy at Baruch. This pilot study has revealed that we need to ask more specific questions and hone our own understanding of what kinds of AI we would like to find out about. We believe that, with some of these modifications, we should be able to get more and fuller responses to our questions.

Surveys are a unique assessment tool for reaching out to the student body and getting its perspectives. Generative AI is seemingly here to stay, so we recommend improving on and redistributing the survey. The focus group method allows for another way of gathering responses to get a fuller picture of how students are using generative AI tools. With this methodology we can delve into students' individual experiences and understand the fears and emotions that come with the adoption of AI on campus. The focus group format also provides a space for students to speak with more nuance and for longer than what the survey facilitates.

We also recommend continuing to market the survey and focus groups through posters around campus and on social media accounts. We recommend further complementing this approach with direct outreach to departments.

The presence of a new cohort of student research fellows would provide a vital and ever-present undergraduate perspective on the study, including in the further refinement of our study instruments as well as in our analyses of the data. This group can also leverage their college experience to collectively figure out the rhythms and timing for survey distribution and focus group

scheduling. Lastly, student fellows can leverage their connections to classmates and departments to recommend participating—which professors may not be able to do as effectively.

Areas for revision

Our research group has agreed that substantial content revisions are needed for the survey to reflect the specificity of experiences we have found students having with generative AI. We believe that, at present, the survey is trying to do too much, ask too much, and deal with too many questions at once. The research team agrees that the survey is long—and that the length may result in responses that are not that revelatory or even keep students from starting or completing our questionnaire. By simplifying the main research question and limiting the number of questions, we can ensure a better response and completion rate.

There are several proposed ways of dealing with the demographic section of the survey, which everyone in the research group deemed excessively detailed. While *academic progress*, *age*, *gender*, and *school* should stay for data analysis purposes, there are too many redundant demographic questions that can be removed. Additionally, our research group would like to make space for new questions specifically about experiences with generative AI across different departments and majors, given that our participants in this study discussed a number of AI tools—by name—that have proven helpful in specific disciplinary contexts. These choices may be further influenced by our revisions to the target population of the study as something more specific within Baruch, such as students in Pathways courses, or students taking math, or students for whom English is not a first language. We stand the risk of comparing apples and oranges if we ask our respondents identical questions about generative AI.

Overall, our recommendation is to hone in on which generative AI tools we would like to see addressed and streamline the survey by focusing on specific tools to ensure a clear and manageable research scope. Students mentioned using platforms like Google Gemini, Wolfram, or PhotoMath for course- or discipline-specific ends. Focusing specifically on ChatGPT—because of its widespread use in writing assignments—is one approach to narrowing and defining our focus. Perhaps, as one member of our research team commented, "Gen AI has become too wide and amorphous a term to be useful anymore."

To improve the success of our survey and ensure we collect sufficient data for thorough analysis, we need to refine our distribution approach. The survey should be promoted via multiple methods including online channels such as email and Brightspace platform updates, and also student clubs and organizations. This strategy will help us reach a broader audience and increase response rates. Another effective strategy could involve having student research fellows circulate around campus, particularly in popular areas where students tend to spend their downtime, such as the plaza, campus seating areas, and the cafeteria. Setting up tables at the plaza entrance of the Vertical Campus could also provide a direct opportunity to engage passersby and encourage survey participation. Other recommended strategies include direct outreach by fellow students, outreach during club hours, and incentives like a raffle for small prizes and gift cards.

Aside from these recruitment approaches, reaching out to departments could prove useful; students can benefit from discipline-specific guidelines and/or instruction on academically credible ways of using generative AI. Department chairs can and should be our partners in communicating the value of our study and the ability to be informed on AI use among students at Baruch. Timing is another crucial factor in maximizing survey participation. In April and May, students tend to be worried about exams and final projects and aren't as willing to fill out a survey. We recommend distributing a survey at the beginning of the semester with follow-up emails.

The above suggestions—in regard to outreach, visibility, and incentivization—additionally apply to our redesign of a follow-up focus group with self-nominated survey respondents.

Together with our inspirational co-researchers, we feel that this pilot study set the stage for new conversations about generative AI featuring greater nuance and attention to student use. Based on the information we gathered, we remain committed to approaching generative AI with an emphasis on its affordances and potential. Our team sees this and subsequent studies on student experiences with generative AI as important for determining what the future of this technology on the Baruch campus should be.

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Acknowledgements

Appendices

Appendix 1: Survey instrument

Appendix 2: Survey participation email

Appendix 3: Example survey flyer

Appendix 4: Survey social media ad

Appendix 5: Example focus group flyer

Appendix 6: Focus group guide

Student AI Use

Survey Flow

Standard: Screening_and_Consent (5 Questions)
Block: Demo_Block (15 Questions)
Standard: Survey_Block (13 Questions)
Standard: Focus_Group (2 Questions)

Page Break ───

Intro **Baruch Student AI Use Survey**

Spring 2024

Survey administered by the Baruch College Center for Teaching and Learning

Thank you for opening the Baruch Student AI Use Survey! This survey is intended to give you, a student, a chance to tell us about your thoughts, experiences, and/or use of generative Artificial Intelligence (AI) tools and technologies. We want faculty to shape their course policies about AI informed by how students may already be using this new technology. **We will not be collecting identifying information about you and are distributing the survey via an anonymous link. Both of these steps are taken to safeguard your confidentiality.**

This will take less than 10 minutes of your time!

All responses will remain completely confidential. You are not obligated to respond to questions you do not wish to respond to. You may opt out of completing this survey at any time if you so choose– simply close your browser window if you do not wish to proceed.

If you are willing to participate, please continue to the next page.

Page Break ────────────────────────────────

First, please confirm that you are over 18 years old, and thus eligible to provide your consent to participate in this survey.

○ No, I am **under** 18 years of age (1)

○ Yes, I am 18 years old or older (2)

Skip To: End of Survey If Over_18 = 1

X→

Next, please confirm that you are currently an undergraduate student at Baruch College.

○ Yes, I am a FULL-time Baruch *undergraduate* student (1)

○ Yes, I am a part-time Baruch *undergraduate* student (2)

○ No, I am NOT an undergraduate student at Baruch (0)

Skip To: End of Survey If Enrollment_Status = 0

Page Break ————————————————————————————

THE CITY UNIVERSITY OF NEW YORK Baruch College Center for Teaching and Learning
Title of Research Study: AI Use Amongst Baruch Undergraduate Students

Principal Investigator: Lisa Blankenship (Associate Professor, Dept. of English; Interim Director, Center for Teaching and Learning)

You are being invited to participate in this study because you are currently an undergraduate student at Baruch College, CUNY. You may want to decline to participate in this study because it involves a risk that you will become uncomfortable discussing your use of AI tools or technologies, or a risk that the confidentiality of your responses may be compromised. Both of these risks are minimal. If you agree to participate, we will ask you to complete this **confidential** online survey. We will not be collecting identifying information about you and are distributing the survey via an anonymous link. Both of these steps are taken to safeguard your confidentiality. This survey will take 8-10 minutes. While the foreseeable risks are minimal, there is always the inherent risk of breach of confidentiality. We have sought to minimize this risk, as detailed below. In addition, if answering a question causes you discomfort, you may choose not to answer. If at any time you decide to withdraw your consent, you can simply close the survey window. You may do so without penalty.

Within the survey, you will see a link to an external (i.e., confidential) link to the Focus Group Interest Form to participate in a follow-up focus group. The survey and Focus Group Interest Form are not linked to one another. In addition, your survey responses will not be linked to any information that could identify you. You will not directly benefit from your participation in this research, but it will result in increased understanding of teaching and learning with Artificial Intelligence technologies. In the event that our findings are disseminated through presentation or publication, the knowledge gained has the potential to benefit the wider community of undergraduate college students. Although there are no alternative ways to participate in the survey portion of this study, you have the option to decline to participate or withdraw your participation at any time. We will not be collecting identifying information about you and are distributing the survey via an anonymous link. Both of these steps are taken to safeguard your confidentiality. Your survey response data will be stored securely in password-protected accounts on the web-based survey platform Qualtrics, which is GDPR (General Data Protection Regulation) and CCPA (California Consumer Privacy Act) compliant. Your participation in this research is voluntary. If you have any questions, you can send an email to the attention of Lisa Blankenship at ctl@baruch.cuny.edu. If you have any questions about your rights as a research participant or if you would like to talk to someone other than the researchers, you can contact the CUNY Research Compliance Administrator at (646) 664-8919 or HRPP@cuny.edu. You may want to print a copy of this consent information for your records. You can also request a PDF of this information by sending an email request to ctl@baruch.cuny.edu.

![Baruch College - The City University of New York]

Please indicate your consent to participate by selecting the appropriate option below.

○ Yes, I agree to participate in this confidential survey. (1)

○ No, I decline to participate in this confidential survey. (2)

Skip To: End of Survey If Consent_question = 2

End of Block: Screening_and_Consent

Start of Block: Demo_Block

PART ONE of TWO:

First, on the next few pages we would like to briefly ask you some **general information** about yourself as a Baruch student. Your responses to these initial questions will help us more fully understand the remainder of your survey responses in Part Two.

Remember, your answers are completely confidential. The information we ask for in this section will not be used to identify you.

Progress Where are you in your progress at Baruch College?

○ I am a freshman/in my first year (1)

○ I am a sophomore/in my second year (2)

○ I am a junior/in my third year (3)

○ I am a senior/in my fourth year (4)

○ Other (5) _____

How old are you?

○ 18-24 (1)

○ 25-34 (2)

○ 35-44 (3)

○ 45-54 (4)

○ 55-64 (5)

○ 65 or older (6)

How do you describe your gender identity?

○ Male (1)

○ Female (2)

○ Non-binary (3)

○ Prefer to self-describe (5)

_____

○ Prefer not to respond (6)

X→

What **SCHOOL** is your major in at Baruch College (or primary area of concentration)?
If you have not declared a major, select "Undeclared/Undecided".

▼ Marxe School of Public & International Affairs (1) ... Decline to Answer (999)

Display This Question:
   If School = 1

Major_Marxe
What is your **MAJOR** (or primary area of concentration)?

If you don't have a major select "Undeclared/Undecided".

▼ Master of Public Administration (4) ... Undeclared/Undecided (12)

What is your MAJOR (or primary area of concentration)?
(If you don't have a major select "Undeclared".)

▼ Black and Latino Studies (4) ... Undeclared (17)

What is your **MAJOR** (or primary area of concentration)?
(If you don't have a major select "Undeclared".)

▼ Accountancy (4) ... Real Estate (11)

Page Break

Are you affiliated with any special programs at Baruch/CUNY? (Select all that apply.)

☐   SEEK (1)

☐   College Discovery (2)

☐   Black Male Initiative (3)

☐   Honors (Baruch Scholars or Macaulay Scholars) (4)

☐   Other (5) _____

Is English your primary/first/preferred language?

◯ Yes (1)

◯ No (2)

◯ Other (please explain) (3)
_____

Display This Question:
If Primary_Language = 2
Or Primary_Language = 3

ELL/ESL Do you think of yourself as an English Language Learner (ELL) or ESL (English as a Second Language) student, or someone who is currently developing skills in English for use at school and work?

◯ Yes (1)

◯ No (2)

◯ Other (4) _____

X→

Which option best characterizes how you became a student at Baruch College?

○ I am a first-time undergraduate student, and Baruch College is my first-ever college experience (1)

○ I am a second-time undergraduate student, having returned to college after some time away (2)

○ I am a visiting undergraduate student from another college (3)

○ I am a transfer undergraduate student (4)

○ Other (6) _____

X→

How many **CREDIT HOURS** are you taking this semester at Baruch College?

○ 1-3 (1)

○ 4-6 (2)

○ 7-9 (3)

○ 10-14 (4)

○ 15-18 (5)

○ 18 or more (6)

Do you work in addition to attending Baruch College (this includes work-study/on-campus work)?

○ Yes (1)

○ No (2)

You indicated that you work in addition to attending Baruch College. How many hours do you work in an average week?

   ○ less than 10 hours (1)

   ○ 11-19 hours (2)

   ○ 20-29 hours (3)

   ○ 30-40 hours (7)

   ○ 41 or more hours (5)

   ○ Other (6) _____

End of Block: Demo_Block

Start of Block: Survey_Block

PART TWO:

We would now like to ask you some questions about **your thoughts, experiences, and/or use of AI tools and technologies**.

You can skip any questions you do not wish to answer. Remember, however, that **the more you can tell us, the more we can help faculty understand how students are interacting with AI.**

Also, bear in mind that this survey is **<u>confidential</u>**, and **your responses will not be identified with you** so you should feel free to be honest.

Please click the arrow when you're ready to continue...

Page Break

Did one or more of your instructors talk with you about AI at the beginning of the semester?

○ Yes (1)

○ No (2)

○ Other (please explain) (3)
_____

Did the syllabus for any of your courses include an AI use policy?

○ Yes, at least one of my classes had an AI policy in the syllabus. (1)

○ No, none of my classes had an AI policy in the syllabus. (2)

○ I'm not sure. (3)

If one or more of your courses had a stated AI course policy, what did it say? (You may select more than one option if more than one course had a stated AI policy.)

☐ Students are encouraged to use AI for assignments (5)

☐ Students can use AI/Generative AI however they like, as long as they cite their source (1)

☐ Students cannot use AI/Generative AI at all in the course (2)

☐ Students can use AI/Generative AI in some circumstances, but use is restricted to certain tasks (3)

☐ AI is integral to the class or related to the course topic (6)

☐ There is no official policy (4)

☐ Other (please explain) (7)
_____

Have one or more of your instructors integrated AI into your learning? (Select all that apply.)

☐   Yes, as an icebreaker or in another informal way (1)

☐   Yes, as part of an assignment or other coursework (graded or ungraded) (2)

☐   Yes, and it was a significant part of the content for the course (6)

☐   Yes, but only if we chose to use it for assignments or other coursework (that is, if we cited it) (3)

☐   Yes, and it was the course theme (8)

☐   No (4)

☐   Other (please explain) (5)

_____

Page Break

For the next set of questions, we want you to think about **generative** AI tools only. **Generative AI tools** like ChatGPT are programs that can produce unique and creative content that is often very similar to what a human being can make. Other examples include Dall-E, GammarlyGO, and Whisper. These are *different* from regular machine learning AI tools that can only search for, calculate, analyze, and predict solutions. Whereas regular machine learning AI tools may be found in everyday things like search engines, learning management systems, smart devices, streaming services, cars, and even microwaves and other kitchen appliances, **generative** AI tools are specific applications or parts of applications that help us create new and unique content. Please keep only **generative** AI tools in mind when responding to the next few questions.

Have you sought out and actively used **generative** AI tools for any of your courses? (For reference, generative AI tools may include ChatGPT, Dall-E, Stable Diffusion, GrammarlyGO, Whisper, Desmos, etc.)

○ Yes (1)

○ Maybe (4)

○ No (2)

Display This Question:

If Used_AI = 1

Or Used_AI = 4

Which **generative** AI tools have you sought out and actively used for your courses? (Select all that apply.)

☐ ChatGPT (1)

☐ GrammarlyGO (2)

☐ Dall-E (3)

☐ Stable Diffusion (4)

☐ Bard (5)

☐ QuillBot (6)

☐ Other or not sure (please list) (7)

_____

Display This Question:

If Used_AI = 1

Or Used_AI = 4

In which types of courses or subject areas have you sought out and actively used **generative** AI tools? (Select all that apply.)

- ☐ Writing intensive courses (1)

- ☐ Humanities courses (2)

- ☐ Social science courses (3)

- ☐ Math courses (including statistics and accounting) (4)

- ☐ Science courses (5)

- ☐ Business courses (6)

- ☐ Computer science courses (7)

- ☐ Other (please specify) (8)

_____

If you have sought out and actively used ChatGPT or another text-based **generative** AI tool for your courses, how have you done so? (Select all that apply.)

☐ To generate ideas (1)

☐ To edit grammar or get feedback on my writing (2)

☐ To generate text that I've edited to include in my own writing (3)

☐ To generate text that I've used verbatim in my own writing (4)

☐ To generate code or answers to non-verbal questions (such as math) for assignments (5)

☐ I have not used ChatGPT or another text-based AI tool (7)

☐ Other or not sure (please describe) (6)
_____

Display This Question:

If Used_AI = 1

Or Used_AI = 4

Say more If you sought out and actively used **generative** AI tools for any of your courses (formally or informally), can you describe more about how you used it?

_____

_____

_____

_____

_____

Display This Question:

If Used_AI = 2

Please tell us more about why you have **not** sought out and actively used **generative** AI tools for any of your courses: (Select all that apply.)

☐   The course policies in my courses did not allow it   (1)

☐   I'm not sure if I'm allowed to use generative AI in my courses   (2)

☐   I'm concerned that using generative AI will be considered plagiarism or cheating (3)

☐   I don't know how to use generative AI   (4)

☐   I am ethically against using generative AI   (5)

☐   I have not found generative AI to be useful in the courses that I am taking   (6)

☐   Generative AI doesn't interest me   (7)

☐   Other (please specify):   (8)

_____

What advice would you give Baruch faculty about using generative AI in their teaching?

_____

_____

_____

_____

_____

End of Block: Survey_Block

Start of Block: Focus_Group

Would you be willing to talk more about generative AI as a learning tool with other students and research staff in a focus group setting?

○ Yes (1)

○ No (2)

○ Maybe (3)

You indicated that you may be willing to participate in a student focus group about AI. To maintain the confidentiality of your answers in this survey, please follow the link below to a separate form in which you will be prompted to share your name and contact preferences. Please note that filling out the form does not commit you to participating in a focus group. You may feel free to decline to participate at any time.

LINK TO FOCUS GROUP INTEREST FORM

End of Block: Focus_Group

Dear Students,

Baruch's Center for Teaching and Learning is conducting a research study on AI use among students at Baruch. We are reaching out to you because we want to hear about your thoughts, experiences with, and use of generative AI tools and technologies.

The *Student AI Use Survey* is intended to give you a chance to tell us what you think about AI and make suggestions about how you might want to see it used in the classroom. Your honest responses can help faculty make more informed choices about how they want to respond to the development of AI in their courses for the next semester and beyond.

Please note that all responses will remain completely confidential. You are not obligated to respond to questions you do not wish to respond to, and you can opt out of completing this survey at any time if you so choose.

The survey is open for your response through Friday, April 26. We want to hear your perspective—your voice matters! To access the survey, please click on THIS SURVEY LINK.

In addition to our survey, we will be conducting some student focus groups in early May. Focus groups will be approximately 1 hour long and will be audio recorded. There is no compensation for participating in the focus group, but food and drink will be provided for participants during the event. If you are interested in participating in a focus group you can indicate that in the survey linked above, or by clicking the following link to the FOCUS GROUP INTEREST FORM.

Should you have any questions, please reach out to me by email at Lisa.Blankenship@baruch.cuny.edu.

Wishing you well,
Prof. Lisa Blankenship

Take Part in an AI Research Survey

Play a role in SHAPING the future of AI policies at Baruch

Take a 10 minute confidential survey about AI usage in your classes and help Baruch become part of the change!

☑ **Confidential**

☑ **Short (10 mins)**

DATA PRIVACY
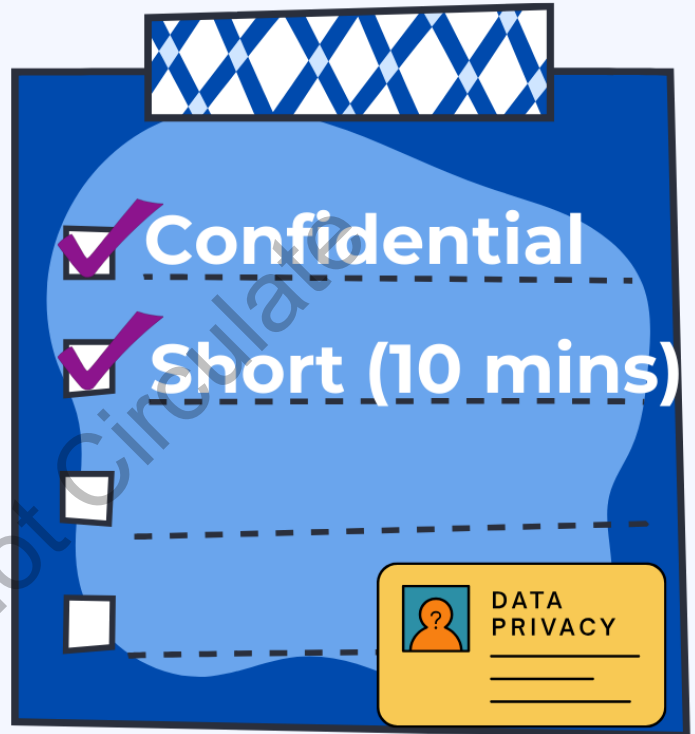
Help influence AI policies at Baruch

The study conducted by the Center for Teaching and Learning at Baruch and Student Research Fellows across the college will be using this survey data to help faculty better approach this emerging technology.

Draft - Do Not Circulate

Have an Impact!

PLAY A ROLE IN **SHAPING** THE FUTURE OF AI POLICIES AT BARUCH

☑ CONFIDENTIAL

☑ SHORT (10 MINS)

☐

☐

DATA PRIVACY

TAKE A 10 MINUTE CONFIDENTIAL SURVEY ABOUT AI USAGE IN YOUR CLASSES!

THE STUDY CONDUCTED BY THE CENTER FOR TEACHING AND LEARNING AT BARUCH AND STUDENT RESEARCH FELLOWS ACROSS THE COLLEGE WILL BE USING THIS SURVEY DATA TO HELP FACULTY BETTER APPROACH THIS EMERGING TECHNOLOGY.

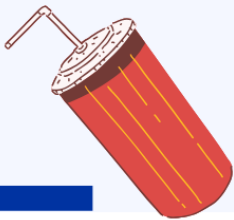# End-of-Year Pizza & Focus Group for AI Student Research Study

Thursday, May 9, 12:30-1:30PM

Room H655

6th floor of the Newman Library, just past the BCTC Help Desk

FREE PIZZA and DRINKS!

Help shape Baruch policies and help faculty enhance their teaching on this important subject!

Be part of a 1-hour focus group conducted by Student Research Fellows and the staff at Baruch's Center for Teaching and Learning!

RSVP NOW!

Focus Group Guide

AI Use Amongst Baruch Undergraduate Students
Center for Teaching & Learning
Baruch College, CUNY
Spring 2024

Draft - Do Not Circulate

1. Focus Group Protocol

Purpose of the study: The goal of this study is to better understand the use of Artificial Intelligence (AI) tools among current students at Baruch College. The study includes undergraduate students only and comprises a confidential survey and focus group discussions about their thoughts, experiences with, and/or use of generative AI tools and technologies.

Target subject population: Undergraduate students currently enrolled at Baruch College.

Recruitment: Participants will be recruited by email, and in the text of a student-facing survey about AI use.

Selection: Determine if the surveys are filled out completely - especially any questions that require short responses. The number of survey responses will determine the size of the groups.

Location/setting: Participants will be asked to sign up for either an in-person or an online focus group. In-person focus groups will take place in a private space on Baruch's campus. Online focus groups will take place using the Baruch instance of Zoom.

Number of focus groups: We will offer 4 focus groups in May 2024. 2 will be online via Zoom, and 2 will be in-person. Each participant will only attend one focus group session.

Focus group duration: Each focus group will last between 45 minutes and 1 hour. There will be no set breaks during the session.

Subjects per group: There will be 6-12 student participants per focus group.

Moderation: Each focus group will be moderated by 2 members of the research team. One additional investigator will be present to observe and take notes.

Consent: Participants will be asked for oral consent by a member of the research team. Consent will be obtained individually, in a private space, before the focus group begins.

Recording: Each focus group will be audio recorded. This will be disclosed in the consent materials and reiterated before the recording begins.

Confidentiality: During in-person focus groups, recordings will be made on Baruch-issued laptops, and the files stored with password protection in the Baruch-supported Office 365 cloud. During focus groups on Zoom, audio recordings will be downloaded and stored with password protection in the Baruch-supported Office 365 cloud and deleted from the Zoom cloud. Audio files will be transcribed, and all participants will be de-identified. If necessary, pseudonyms or randomly generated number identifiers will be used. Audio files will be destroyed after transcription. Any document files relating to focus group files will be stored with password protection in the Baruch-supported Office 365 cloud. Any hand-written notes, or other non-digital data generated will be stored in a locked file in Lisa Blankenship's office at the Center for Teaching and Learning. All materials will only be accessible to members of the research team.

Compensation: Participants will not receive any direct compensation for participating in a focus group. Those who attend in-person focus groups will be offered food and snacks during the session.

Discussion topics: During the focus group we will be asking participants about their use of generative Artificial Intelligence tools. We will also discuss their knowledge of and feelings about generative AI use in general.

2. Basic Data

Date & Time of session:
Location:
# of students who signed up:
# of students in attendance:

Majors of the students in attendance:

Time session started:
Time session ended:

Comments:

3. Focus Group Questions

Focus group questions and related prompts:

Intro: Welcome and thank you for participating in this focus group. Our goal here is to get a deeper understanding of how you are engaging with generative Artificial Intelligence (AI) tools. This is part of a larger study focusing on whether and how undergraduate students from all schools at Baruch College are thinking about, experiencing, and/or using generative AI tools and technologies in their learning - the other part is a student survey that you may have also participated in.

We will be **audio** recording this focus group session, and you should feel free to not answer any question you don't want to, and to stop participating at any point throughout this session. You will not be penalized for anything you say, don't say, or if you stop participating. This is completely optional and voluntary.

We want to stress that whatever you say during this focus group will be kept confidential, and we will not identify you by name or any other identifying information in any of the transcripts that we use for the data analysis phase. Additionally, we will destroy the audio recordings after we've transcribed them. This study will not impact your grades or status as a student at Baruch College. We are only interested in your honest experiences with AI tools in order to help us get a better understanding of the impact of these technologies in higher education.

1. Are you familiar with generative AI tools like ChatGPT, and have you used any for school, work, or anything else? If yes, tell us about how you've used generative AI tools. If not, tell us about why you have not felt the need to use generative AI tools.

2. How do you feel about generative AI tools like ChatGPT?

3. Have you used any generative AI tools for your schoolwork? If so, how? If not, why?

4. What are your thoughts about the use of generative AI tools for college-level courses? Do you think it's helpful? Why, or why not?

5. Do your instructors have policies on the use of generative AI in your courses? How would you describe those policies, and do they differ?

6. What would you like your faculty/teachers to understand about generative AI tools like ChatGPT?

7. What circumstances would incline you to opt to use generative AI in a course? (for example, courses with particular types of assignments, or courses within/outside your major.)

8. The Baruch Office of the Provost's AI Use Guidance, published on March 11, 2024, makes three suggestions regarding the intersections of teaching and learning and generative AI. After we review each question, we'll pause to ask you to comment on each suggestion.

8A. Syllabi. The Guidance Page reads,

"Faculty are encouraged to integrate artificial intelligence education into their courses as appropriate to their disciplines, but are not obligated to do so. All syllabi should include a course- and discipline-appropriate policy on the use of generative AI. Such course policy should set clear expectations about the use of GenAI tools and should provide rationale for how and when they can be used in the course. For example, GenAI tools can be helpful in other contexts by encouraging critical thinking and improving the quality of the deliverables for other assignments, yet for some assignments, it may be appropriate to prohibit the use of GenAI tools when the assignment is meant to assess learning of foundational concepts."

8B. Assignments. The Guidance Page reads,

"Assignments in which generative AI is integrated or allowed should clearly state the parameters of such use. These parameters should include:
i. Disclosure that the content was generated by AI
ii. Student responsibility to verify the accuracy of AI-generated content
iii. Documentation of prompts used and other relevant inputs
iv. AI should not be used to generate illegal or inappropriate content
v. AI should only be used when allowed by the course instructor"

8C. Academic Integrity. The Guidance Page reads,

"At all times, students must adhere to the institution's academic integrity rules. Generative AI is allowed only where given explicit permission from the instructor. Clearly stated course policy and assignment guidance will be used in determining if the rules of academic integrity have been violated."

9. What else do you want the school to consider in its generative AI policy?