



STUDENT EXPERIENCE IN THE RESEARCH UNIVERSITY (SERU) 2024 SURVEY RESULTS

Use and Understanding of AI Tools: UNC and Peer Universities

Total UNC Respondents: 4,478 (Response Rate: 23%)

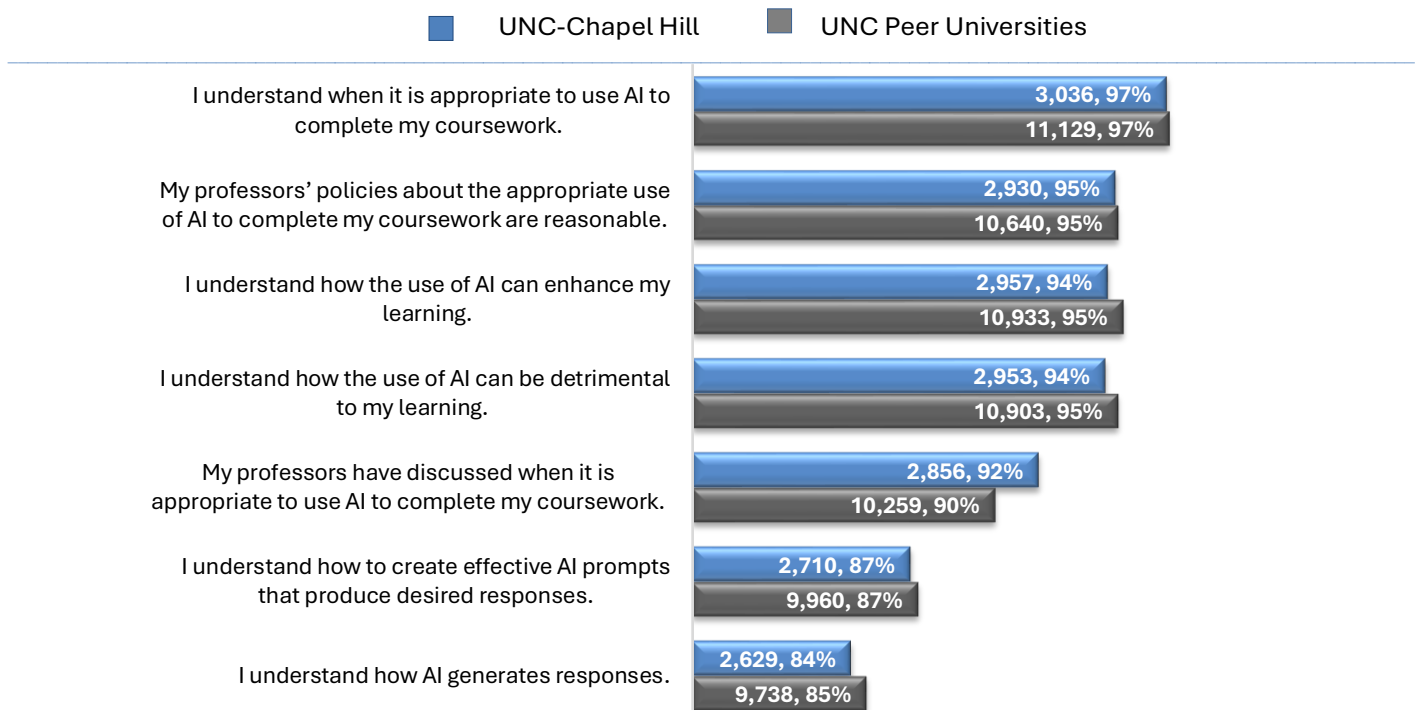
ABOUT THE SURVEY

The SERU survey is a collaborative initiative among AAU institutions to better understand undergraduate student engagement and perceptions of their experience at research universities. A major advantage of participating in the SERU project is the ability to compare responses of Carolina students with those of their counterparts at other research universities at the program level. The SERU peer institutions of UNC-Chapel Hill include: UC-Berkeley, UCLA, University of Michigan, University of Pittsburgh, University of Texas, and University of Virginia.

Survey items about students' use of AI tools were added to the Spring 2024 SERU survey, with AI defined as "generative artificial intelligence (AI) tools like ChatGPT". Feedback from Carolina students, as well as comparisons of AI use between Carolina students and students at peer institutions, are shared in this summary report.

UNDERSTANDING OF GENERATIVE AI TOOLS

When compared to peer universities, UNC-Chapel Hill students' understanding of the benefits and drawbacks of AI tools is similar to students' understanding at other peer universities. The vast majority of students agree that **they understand when to use AI tools** (97%), **how to use them** (84%), and how these tools **enhance their learning** (94%). More students at UNC-Chapel Hill indicated that their **professors discussed when it is appropriate to use AI tools** to complete coursework (92%) compared to students at peer universities (90%).



*Percentages indicate students who selected "somewhat agree", "agree", or "strongly agree".



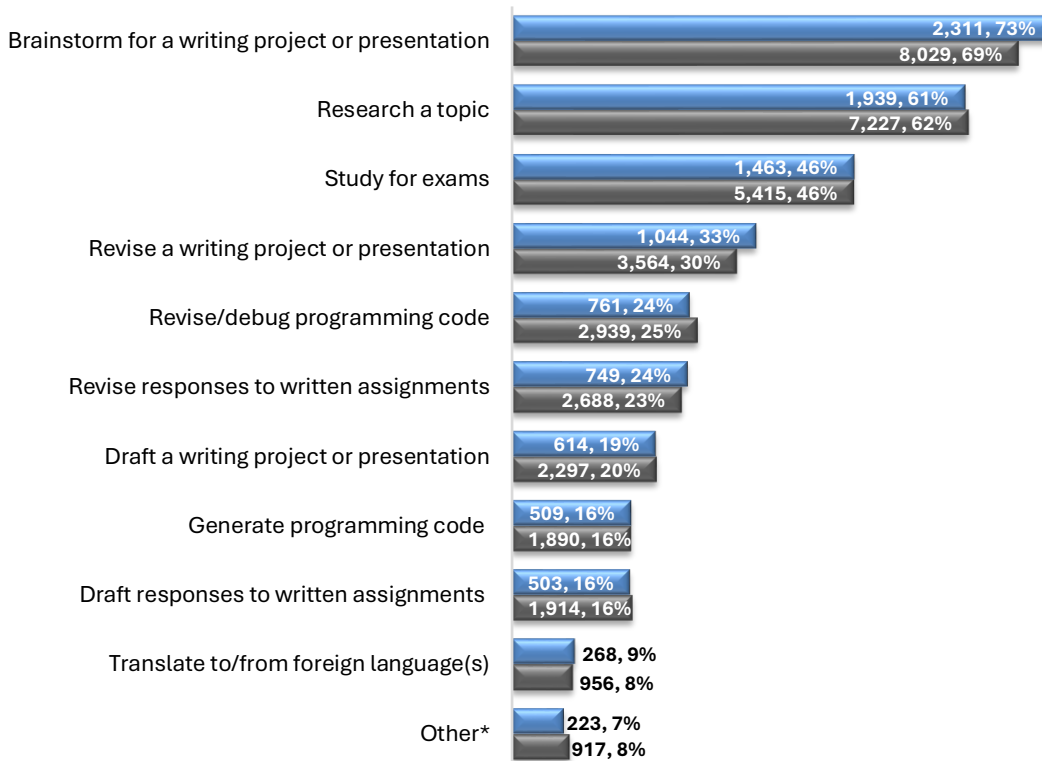
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Undergraduate Use of AI Tools: UNC and Peer Comparisons

UNC-Chapel Hill students' use of AI tools for various aspects of academic work is similar to that of students at peer institutions, with **brainstorming for projects** (73%) and **researching topics** (61%) being the most common use of AI tools. Compared to undergraduates at peer universities, Carolina students use **AI slightly more frequently**.

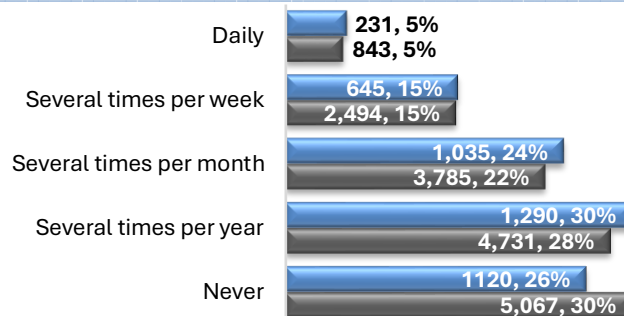
■ UNC-Chapel Hill ■ UNC Peer Universities

PERCENTAGE OF STUDENTS WHO USE AI TOOLS TO...



*Other AI uses included writing or editing assistance (e.g., grammar and spelling checks, email or resume writing), summarizing or simplifying complex text, explaining mathematical concepts, and generating practice questions or study aids.

FREQUENCY OF STUDENT USE OF AI TOOLS





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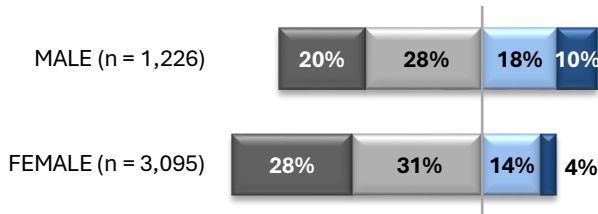
UNC Student Use of AI Tools: Demographic Comparisons

AI tools are most frequently used (i.e., several times a week or daily) by Carolina undergraduates who are **male**, **seniors**, **international** students, with **no Pell grant**, a self-described **disability**, and of **high socioeconomic status**. No differences in AI use were observed based on transfer student or first generation status.

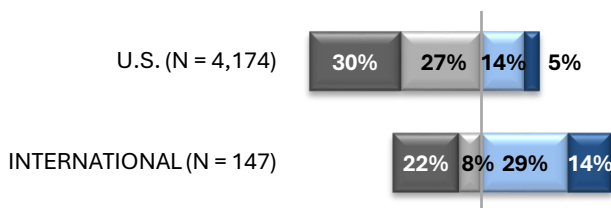
FREQUENCY OF UNC STUDENT USE OF AI TOOLS BY SELECT DEMOGRAPHICS

■ Never ■ Several times a year ■ Several times a week ■ Daily

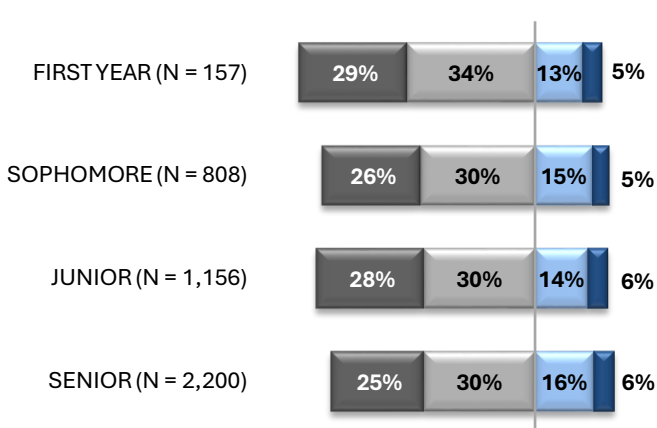
BY GENDER



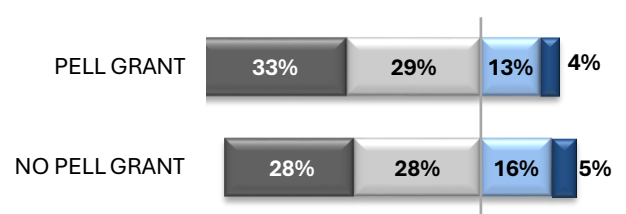
BY INTERNATIONAL STATUS



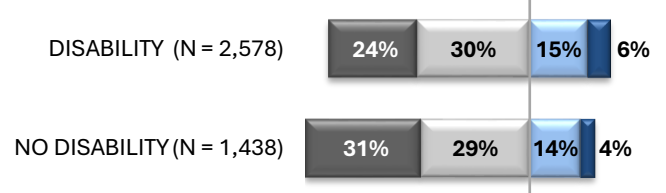
BY CLASS LEVEL



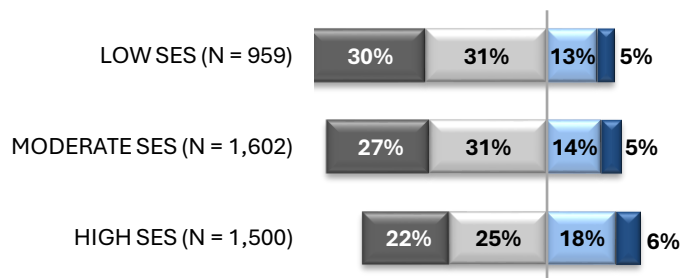
BY PELL GRANT STATUS



BY DISABILITY STATUS



BY SOCIOECONOMIC STATUS



*Pell grant, disability, first generation, transfer and socioeconomic status are self-defined categories. Gender, international status, and class level are institutionally-defined categories.