Generative Artificial Intelligence (AI)

CUSC 2024 - Graduating Student Survey

CUSC Background

The 2024 *Graduating Student Survey* marks the 30th cooperative study undertaken by the *Canadian University Survey Consortium / Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) and the 25th study in which the University of Regina has participated. The 2024 survey involved 38 universities and close to 13,000 graduating university students from across Canada. Graduating students are those who are deemed eligible to graduate in 2024.

A set of questions about Generative Artificial Intelligence were added to the 2024 survey. Participation was optional for institutions. The results shown in this report are only from graduating students at participating institutions.

This report focuses on the University of Regina's graduating students, comparing them to students nationally and to students attending institutions comparable to the U of R (see final page for a listing).

Familiarity with Generative Artificial Intelligence

Most of graduating students are at least slightly familiar with Generative Artificial Intelligence (AI). At the University of Regina, 24% of respondents indicated they are extremely or very familiar with AI, compared to 33% across Canada, and 36% at comparable universities.

Familiarity with Generative Artificial Intelligence	National	Comparable universities	U of R
	(n=10,404)	(n=3,239)	(n=335)
Extremely familiar	10%	10%	**5%**
Very familiar	23%	26%	**19%**
Somewhat familiar	36%	34%	**37%**
Slightly familiar	26%	26%	**34%**
Never heard of it	5%	4%	**5%**

Generative Artificial Intelligence tools used

Even though almost 5 in 10 students at the University of Regina (47%) reported ChatGPT as the most used tool, almost 5 in 10 students (48%) who were at least slightly familiar with AI said they have never used them. The percentage of students who reported to never have used AI at the National level and at comparable universities accounts for about one third of respondents. Results are shown on the following table.

Generative Artificial Intelligence tools used for any purpose*	National	Comparable universities	U of R
	(n=9,916)	(n=3,094)	(n=318)
ChatGPT	61%	64%	47%
GPT-4	9%	10%	4%
Bing AI	7%	7%	5%
Dall-E-2	6%	6%	3%
Midjourney	3%	4%	2%
GitHub Copilot	3%	4%	2%
Stable Diffusion	2%	3%	1%
None	35%	33%	48%
* Percentages are based on those who are at least slightly familiar with Generative Artificial Intelligence. Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.			

Use of Generative AI to help with academic tasks

Students who had used at least one Generative AI tool were asked how often they had used these tools to help with various academic tasks. At the University of Regina, 20% of students used these tools often or very often for *brainstorming ideas,* while 14% used them for *researching information*, and 13% for *understanding class materials.*

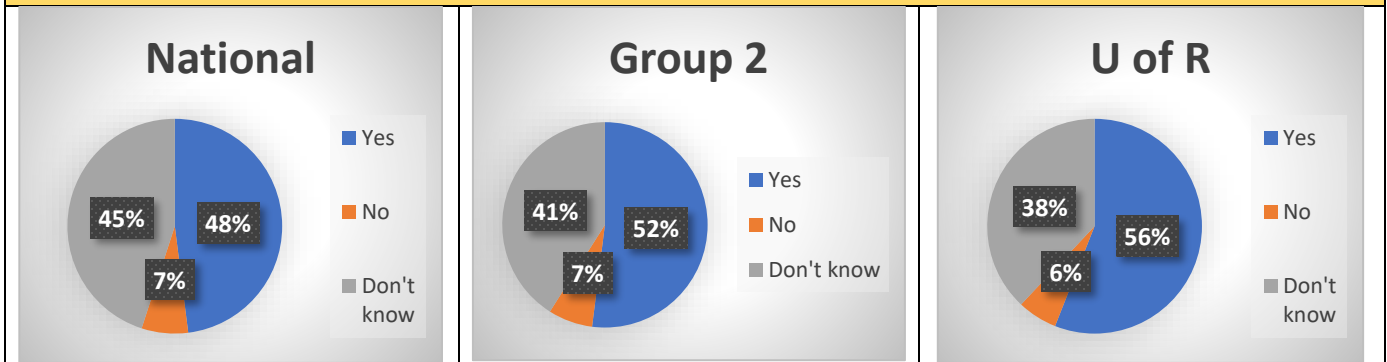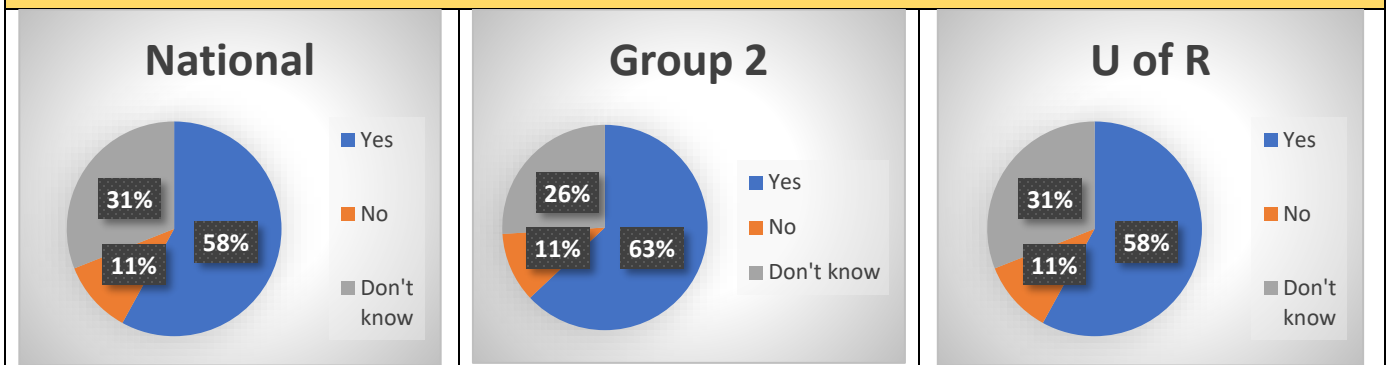| Use Generative AI to help with academic tasks* (%often or very often)	National	Comparable universities	U of R
	(n=6,389)	(n=2,094)	(n=164)
Brainstorming ideas	28%	28%	20%
Understanding class materials	21%	22%	13%
Researching information	19%	19%	14%
Solving problems	12%	12%	7%
Writing assignments	9%	9%	6%
Generating code	8%	10%	4%
* Percentages are based on those who have used at least one Generative AI program.			

Regulating use of Generative AI

At the University of Regina, 56% of students who were familiar with Generative AI said their **university regulates students' use of AI**, while 58% said that **instructors regulate the use of AI in classes**. In both cases, more than 4 in 10 responded no, they didn't know or were unsure.

At the National level and at comparable universities, around half of graduating students who were familiar with Generative AI said their **university regulates students' use of AI**, while around 6 in 10 said their **instructors regulate the use of AI in classes**. A high percentage of participants were unsure or didn't know if the use of AI was regulated by their university, 45% across Canada, and 41% at comparable universities.

University regulates students' use of Generative Artificial Intelligence

National	Group 2	U of R
Yes 48% / No 7% / Don't know 45%	Yes 52% / No 7% / Don't know 41%	Yes 56% / No 6% / Don't know 38%

Instructors regulate the use of Generative Artificial Intelligence in classes

National	Group 2	U of R
Yes 58% / No 11% / Don't know 31%	Yes 63% / No 11% / Don't know 26%	Yes 58% / No 11% / Don't know 31%

Impact of Generative AI on the learning environment

At the University of Regina, 20% of graduating students who are at least slightly familiar with AI said that the use of it is having a positive impact on the learning environment, compared to about one third at comparable universities and at the National level (32% at both).

Impact of Generative AI on the learning environment*	National	Comparable universities	U of R
(%often or very often)	(n=9,916)	(n=3,094)	(n=318)
Very positive	8%	7%	**4%**
Somewhat positive	24%	25%	**16%**
No impact	11%	13%	**9%**
Somewhat negative	20%	21%	**27%**
Very negative	6%	6%	**10%**
Don't know	30%	28%	**34%**
* Percentages are based on those who are at least slightly familiar with Generative AI.			

Of those graduating students who are at least slightly familiar with Generative AI, 42% at comparable universities as well as across Canada said that the impact of AI on their field of study has been positive, compared to 30% at the University of Regina.

Impact of Generative AI on work in field of study* (%often or very often)	National (n=9,916)	Comparable universities (n=3,094)	U of R (n=318)
Very positive	13%	12%	8%
Somewhat positive	29%	30%	22%
No impact	9%	9%	12%
Somewhat negative	20%	20%	23%
Very negative	9%	9%	11%
Don't know	20%	19%	23%
* Percentages are based on those who are at least slightly familiar with Generative AI.			

If you have any questions about the University of Regina's participation in this survey, please contact Martin Lopez in the Office of Institutional Research at martin.lopez@uregina.ca 306-585-4940.

https://www.uregina.ca/oir/surveys/cusc/graduating-students.html

About CUSC

The 2024 CUSC survey is the 30th cooperative study undertaken by the *Canadian University Survey Consortium / Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) and the 25th study in which the University of Regina has participated. Prior to 2014, the surveys ran in a three-year cycle, targeting first year, graduating, and all undergraduate students in separate years. In 2014, the All Undergraduate student survey was changed to a survey of Middle-Years students (i.e., students in the second or third year of a four-year program, second year of a three-year program, or second to fourth year of a five-year program, or, as in the case of the University of Regina, students who have earned between 25 and 101 credits).

The 2024 survey was directed to graduating students; this report compares results to the previous surveys conducted in 2021, 2018, and 2015. The 2024 survey involved 38 participating universities and close to 13,000 students from across Canada, yielding an overall response rate of 21.3%. Participating students from the University of Regina numbered 335, which represents a 33.6% rate of response.

University comparisons

For comparison purposes, CUSC categorizes the participating universities into three groups:
- ‣ Group 1 consists of universities that offer primarily undergraduate studies and have smaller student populations.
- ‣ Group 2 consists of universities that offer both undergraduate and graduate studies and tend to be of medium size in terms of student population.
- ‣ Group 3 consists of universities that offer both undergraduate and graduate degrees, with most having professional schools as well. These tend to be the largest institutions in terms of student population.

The University of Regina is included in Group 2. In 2024, eleven Group 2 universities participated in the survey. Along with the University of Regina, they included Carleton, Lakehead, Simon Fraser, Thompson Rivers, Toronto Metropolitan, Moncton, New Brunswick (Fredericton), Victoria, Waterloo, and Wilfred Laurier.

Statistically significant differences

In order to term an association as statistically significant, the Pearson's chi-square must have probability of a type 1 error of less than .001 and either the Phi coefficient or Cramer's V must have a value of .150 or greater. Unless stated otherwise, all differences reported are not statistically significant.

Non-response

Non-responses have not been included in the analysis. Therefore, throughout this report, unless explicitly stated as a subpopulation, overall results do not include those who did not respond to a particular question. However, for questions where "don't know" is a valid response, overall results include those who selected "don't know" to a particular question.

Note: Tables in this report might not add up to one hundred percent due to rounding errors and/or because some categories (such as "Other") are not reflected in the table.

For more information about CUSC/CCREU, visit the website at www.cusc-ccreu.ca.