

2025 First Year Student Questionnaire on AI Use



This questionnaire is anonymous and is intended only for Fall 2025 First Year students at AUP. It has 3 main aims:

- to get a sense of what the environment of AI use was like at your high school
- to get a sense of what you personally consider legitimate academic use of AI
- to get your feedback on some basic principles that AUP is considering adopting to guide the use of AI here

Responses to this questionnaire will help inform the development of guidance on AI use at AUP, including the basic principles for a university-wide charter but also guidance at the level of departments and individual classes.

This questionnaire is administered by the AI@AUP initiative; questions can be directed to ai@aup.edu.

* Required

1. Did your high school have a policy/guidelines on AI use? *

These might have taken the form of a school-wide policy, or rules that your teachers consistently applied in their classes, or other kinds of school-wide guidelines.

- ☐ Yes
- ☐ No
- ☐ Not sure

2. Your high school's policy/guidelines on AI use

In a few words, describe the main idea of any policy, principles, rules or other guidelines your high school gave for the use of AI

3. Typical AI uses at your high school

Among classmates at your high school, how widespread were the following uses of AI in the context of research or writing-based assignments?

- RESEARCH: Using AI to learn more about a topic or find sources of relevant information
- BRAINSTORMING: Brainstorming & refining project ideas, which student then adopts to work on
- OUTLINING RESPONSE: Detailed outlining of a response to a writing assignment prompt, which student then uses to write the paper
- COMPLETE RESPONSE DRAFTING: Asking the AI to provide a response to an assignment prompt, and student submits that response to teacher with no or minor changes
- BROAD GRADE-FOCUSED EDITING: Giving AI the assignment, the grading rubric and the student-drafted paper, asking AI for editing suggestions that would result in an A grade, then student makes the suggested edits
- SPECIFIC IMPROVEMENTS: Asking AI to improve specific aspects of the work they've already done (e.g. fact-checking a claim, citation formatting, adjusting the paper's structure, ...)

If there were other kinds of obviously widespread use of AI not mentioned here, describe them in a few words in the Comments box at the end of the questionnaire.

	Widespread	Occasional	Rare	Not sure
RESEARCH	☐	☐	☐	☐
BRAINSTORMING	☐	☐	☐	☐
OUTLINING RESPONSE	☐	☐	☐	☐
COMPLETE RESPONSE DRAFTING	☐	☐	☐	☐
BROAD GRADE-FOCUSED EDITING	☐	☐	☐	☐
SPECIFIC IMPROVEMENTS	☐	☐	☐	☐

4. Your sense of legitimate AI use

Which of those same uses do YOU personally consider to be legitimate uses of AI in the context of research or writing-based assignments, and which would be cheating? And if legitimate, do they help or hinder learning?

- RESEARCH: Using AI to learn more about a topic or find sources of relevant information
- BRAINSTORMING: Brainstorming & refining project ideas, which student then adopts to work on
- OUTLINING RESPONSE: Detailed outlining of a response to a writing assignment prompt, which student then uses to write the paper
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	Legitimate & HELPS learning	Legitimate but HINDERS learning	Cheating	Not sure
RESEARCH	☐	☐	☐	☐
BRAINSTORMING	☐	☐	☐	☐
OUTLINING RESPONSE	☐	☐	☐	☐
COMPLETE RESPONSE DRAFTING	☐	☐	☐	☐
BROAD GRADE-FOCUSED EDITING	☐	☐	☐	☐
SPECIFIC IMPROVEMENTS	☐	☐	☐	☐

5. Feedback on draft principles for AI use at AUP

AUP is drafting a charter that aims to provide high-level guidance on the use of AI in teaching and learning across the University. Two draft principles we're starting with include the following:

1. The centrality of AUP's unique opportunities for human interaction

The strength and resilience of AUP rests on the quality and the engagement of faculty and the human interactions that happen in and around the AUP multicultural liberal-arts classroom. Our interaction with AI needs to draw on and to serve that space.

2. Local human oversight and goal alignment

The integration of AI into education at AUP should be based upon educational goals established by AUP faculty, students, staff and administrators. AUP should facilitate human oversight over technology by making information about data privacy and data security easily accessible.

Specific rules about AI use will vary from course to course and will be decided by faculty. However, **do the general principles above seem like a good basis for AUP's charter on AI use? Do you have any suggestions for other broad principles that AUP might want to use or draw from in drafting its charter?**

6. Comments

Add here any comments or detail you'd like to add on your responses above

(If you have questions, or if you'd like to follow up with us later to get involved in discussions about AUP's approach to AI, please send us a separate email at ai@aup.edu.)

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