

ChatGPT Edu Pilot - Findings Report

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Provided by the ChatGPT Edu Pilot Core Team

Pilot Core Team

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Introduction

This report shares insights into participants' feedback and use cases from 480 full-time employees and graduate assistants participating in a pilot of ChatGPT Edu. All participants completed a 30-minute, asynchronous mandatory training on two topics: generative AI and responsible and ethical principles. Participants were subsequently granted access to ChatGPT Edu to explore its impact in their work. The default flagship model used during the pilot evaluation period was ChatGPT-4o, though participants could select from other available models.

Findings

The following key findings summarize the impact of the ChatGPT Edu pilot at Virginia Tech, based on participant feedback (n=405) and participant usage data (n=425). The findings reflect strong user satisfaction, productivity gains, and high-value use cases—balanced with important considerations around accuracy and effort investment.

Benefits

- **High user satisfaction and advocacy:** Net Promoter Score (NPS) of 55 with 64% Promoters, 26% Passives, and only 9% Detractors, indicating strong word-of-mouth potential.
- **Clear productivity and efficiency gains:** 94% of participants reported higher overall productivity; 98% said ChatGPT Edu helped them finish tasks faster with less effort.
- **Weekly time savings were substantial:** 39% saved more than 3 hours/week and another 38% saved 1-3 hours/week.
- **Quality, creativity, and problem-solving benefits:** 95% found the tool helpful for improving work quality, 90% for overcoming challenges, and 86% for generating new ideas.
- **Active and sustained adoption:** Of 425 participants, 78% were active in a typical week, sending an average of 34 messages (median 11) per week.
- **Documented cost–value alignment:** 77% of survey respondents considered ChatGPT Edu worth \$20 per month—a strong indicator of perceived return on investment.

Drawbacks

- **Accuracy burden:** The most-cited drawback (31%) was time spent verifying or correcting hallucinations.
- **Prompting effort:** 9% noted lost time crafting effective prompts or iterating to obtain usable output.
- **Dependency concerns:** 6% worried about over-reliance and skill erosion.
- **Data & security limits:** Ongoing restrictions to low or moderate-risk data and participants' uncertainty about privacy hampered some use cases.
- **Accessibility gaps:** Limited testing showed that, generally, the basic chat (prompt and response) is accessible, but most advanced features remain unusable for many assistive-technology users.

These findings demonstrate that, despite notable limitations, ChatGPT Edu delivered significant, measurable value to Virginia Tech employees—particularly in productivity, quality of work, and daily task support—while highlighting issue areas.

Beneficial Use Cases

One of the pilot's objectives was to collect validated use cases from participants. To accomplish this, the team asked participants, via survey, to share their most beneficial use cases and prompts which were then organized by domain (administration/operations, scholarly research, or teaching) and further categorized into use case areas. A detailed look into beneficial use cases and prompts is included in the accompanying [ChatGPT Edu Beneficial Use Cases report](#).

ChatGPT Edu served varied professional needs across administration, research, and teaching contexts, with several core functionalities emerging across these domains. Writing support represented a central use case, with users leveraging the platform to draft, revise, and refine various documents—from administrative policies and research manuscripts to instructional materials and student communications. ChatGPT Edu also aided in coding and debugging by supporting operational tasks, research-related programming, and instructional demonstrations or helping to debug student code. The platform's analytical capabilities especially facilitated qualitative analysis, whether for administrative feedback, research analysis, or student evaluation data. Information synthesis emerged as another important function, with users relying on ChatGPT to summarize lengthy documents, conduct literature reviews, and distill complex concepts into accessible formats. Additionally, the tool's brainstorming and ideation capabilities supported strategic planning in administrative contexts, research design development, and new ideas for activities, assignments, and teaching approaches.

To gauge the extent to which ChatGPT Edu enhanced participants' work in different areas, see Figure C16: [“For the identified activity, how much did ChatGPT Edu enhance your work?”](#)

Appendix A: Pilot Overview

The pilot's purpose was to make an informed recommendation to the Virginia Tech AI Working Group regarding future investments in generative AI tools and to collect and validate use cases. The pilot team achieved this by fulfilling three main objectives:

- Provide participants with access to ChatGPT Edu, a frontier generative AI tool, with training and support to explore applications in their work.
- Educate participants about generative AI capabilities, limitations, and the university's [Responsible and Ethical AI Principles](#).
- Gather and analyze usage data and feedback and collect use cases validated by participants.

Planning and design of the pilot began in October 2024 with work to procure ChatGPT Edu. Due to time constraints, the pilot team only requested review and approval for use with low and moderate-risk data and did not seek approval for use with high-risk data. The pilot was scoped to OpenAI's ChatGPT service and excluded OpenAI's API. The targeted user communities, which determined eligibility requirements, were full-time employees and GA/GTA/GRAs. The reasoning for the eligibility requirement was that full-time employees would gain more long-term value from ChatGPT Edu with lower expected turnover relative to part-time employees. The team also sought GA/GTA/GRAs representation for their perspective as up-and-coming teachers and scholars.

The team announced the pilot to the university community on November 14, 2024, with an invitation for full-time employees and GA/GTA/GRAs to apply. As part of the application process, applicants agreed to participate in required feedback activities and acknowledged they would receive a ChatGPT Edu license until the end of the calendar year 2025 with no promise of continued access. Applications were used for multiple

purposes: to screen for eligibility, to collect information about applicants' experience with generative AI tools and their intended use cases, and to document their acceptance of the terms to participate in the pilot. In addition to the application, GA/GTA/GRAs were required to consent via an online form indicating they were voluntarily participating in the pilot and permitted the sharing of specific personal data elements with OpenAI.

The pilot team completed many planning and preparation activities before the pilot's launch, including

- Creating an informational web page about the pilot
- Developing a 30-minute generative AI training to introduce generative AI capabilities, limitations, and the Responsible AI Principles
- Reviewing and selecting OpenAI training materials to provide participants
- Planning and staffing office hours
- Writing user documentation and FAQs
- Planning onboarding, technical support, and single sign-on (SSO) integration

The pilot launched on January 16, 2025, with a welcome message to 360 participants. The welcome message contained new information about anticipated impacts of participating in the pilot, such as the inability to migrate chats and other information outside of the ChatGPT Edu workspace in the event that ChatGPT Edu access was discontinued. Based on this new information, some participants chose to withdraw from the pilot.

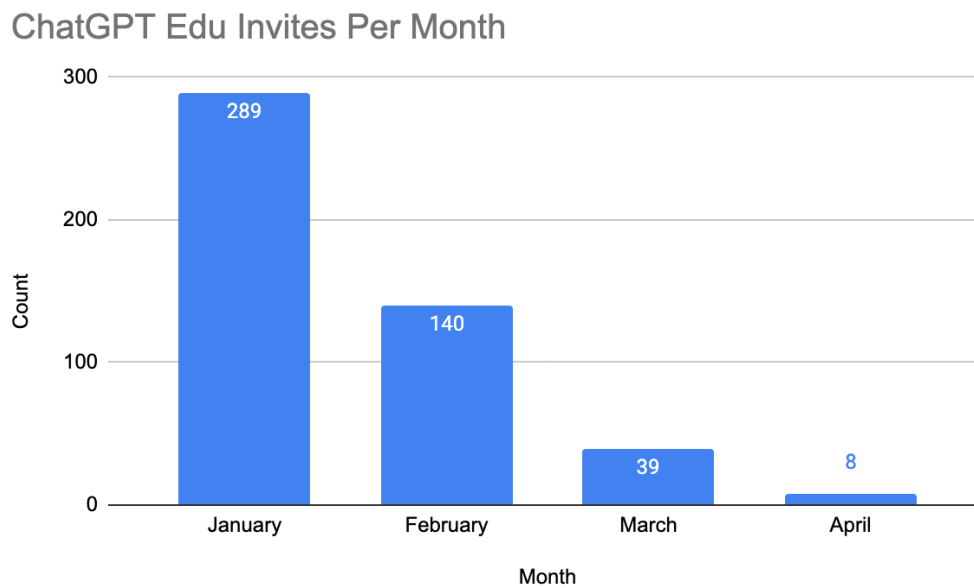
To gain access to ChatGPT Edu, pilot participants completed a 30-minute asynchronous module covering the foundations of generative AI and ChatGPT Edu. The objectives were for participants to:

1. Define GenAI
2. Identify key challenges and limitations of using GenAI
3. Agree to an earlier version of Responsible and Ethical AI Principles

In addition to the mandatory module, participants had access to two optional modules: "ChatGPT 101: A Guide to Your AI Work Assistant" and "ChatGPT 102: Applying AI to Do Your Best Work." These video-based tutorials, designed and developed by OpenAI, delved into more specific features of ChatGPT Edu such as account settings, GPTs, web search, canvas, and more.

After completing the mandatory training, participants were invited to create an account in the ChatGPT Edu workspace. "Figure A1: ChatGPT Edu Invites Per Month" below shows that most pilot participants were invited to the ChatGPT Edu workspace by the end of February.

Figure A1: ChatGPT Edu Invites Per Month



Note: Participants who later withdrew from the pilot are not included.

During the pilot, in an effort to better understand use cases, the team hosted four Show & Tell sessions where participants volunteered to share how they used ChatGPT Edu with fellow participants. These sessions helped build community and fostered discussions around applications of generative AI and its limitations.

The pilot team launched a feedback evaluation survey for participants on April 25, allowing 4 ½ weeks for completion. Some participants were granted an additional week to respond due to work or personal circumstances. The feedback survey included a screening question to help ensure respondents had used ChatGPT Edu for at least two weeks. By the response deadline, 414 participants (86%) had responded to the survey. The team cleaned the data by removing any responses where usage data showed the participant had not logged into ChatGPT Edu or where the team confirmed a participant inadvertently used a different ChatGPT plan.

Appendix B: Benefits and Drawbacks

To contextualize these findings, it is important to highlight aspects of the pilot that likely influenced participants' experiences and levels of engagement.

First, not all participants joined the pilot at its launch on January 16. Many gained access in the weeks that followed, as they had not yet completed the mandatory 30-minute training. This delay was partly due to the timing of the launch, which occurred just before the start of the academic term—a period when most participants were occupied with other responsibilities. In addition, not all spots on the pilot were filled by the launch date.

Second, collaboration features such as sharing chats and custom GPTs were limited to invite-only interactions within the ChatGPT Edu workspace.

Third, the pilot team prioritized security, taking a conservative approach to enabling features. While this decision enhanced data protection, it sometimes detracted from the user experience. For instance, the lack of integrated tools meant participants often had to copy and paste between windows or manually upload files.

With those influences acknowledged, this section presents the key findings based on two sources of data collected during the pilot:¹

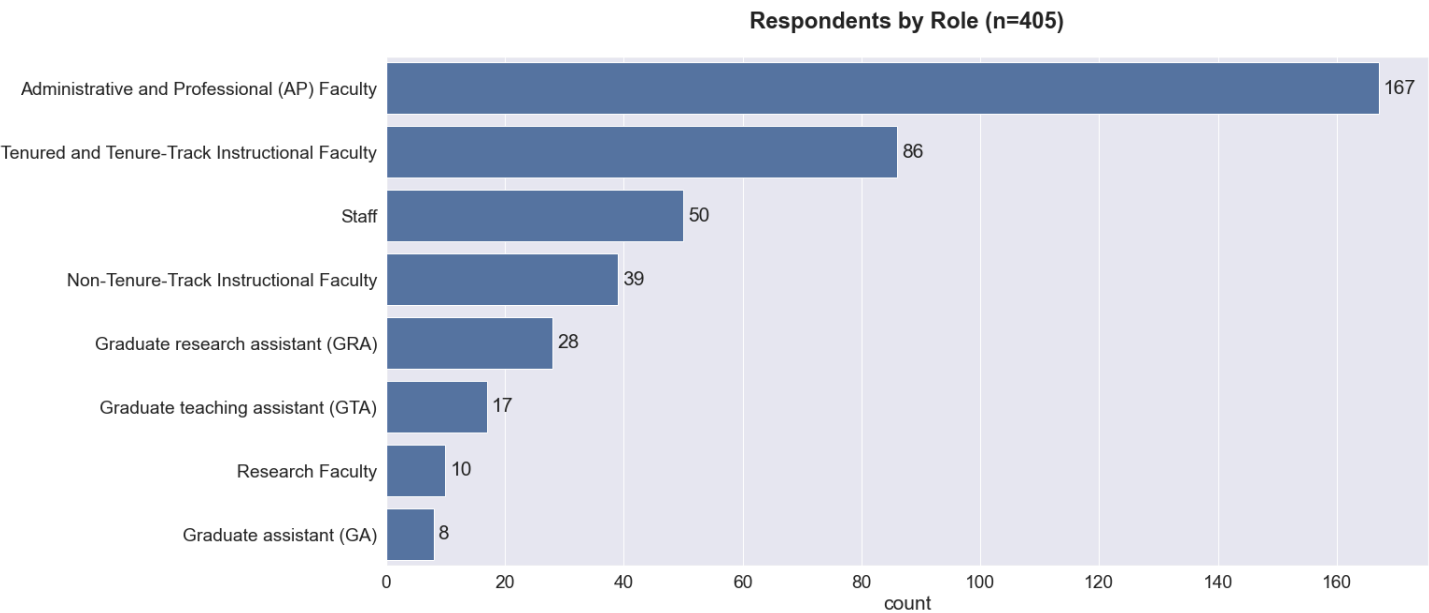
- Analysis of ChatGPT Edu evaluation survey feedback from 405 pilot participants.
- Analysis of actual usage data for 425 participants.

About the Participants

This section gives background for the 405 survey respondents. In their pilot application, participants identified their primary area of use for ChatGPT Edu from administration/operations, scholarly research, or teaching. Acknowledging that many roles do not fit neatly into one area, half the participants reported they were using ChatGPT Edu for administrative/operations purposes, 30% for scholarly research, and 20% for teaching and instruction.

“Figure B1: Respondents by Role” below shows that the top three roles most represented by the respondents were AP Faculty at 41% followed by 21% Tenured and Tenure-Track Instructional Faculty, and 12% Staff. Other roles, in order of most representation, were Non-Tenure-Track Instructional Faculty (10%), Graduate Research Assistants (7%), Graduate Teaching Assistants (4%), Research Faculty (2%), and Graduate Assistants (2%).

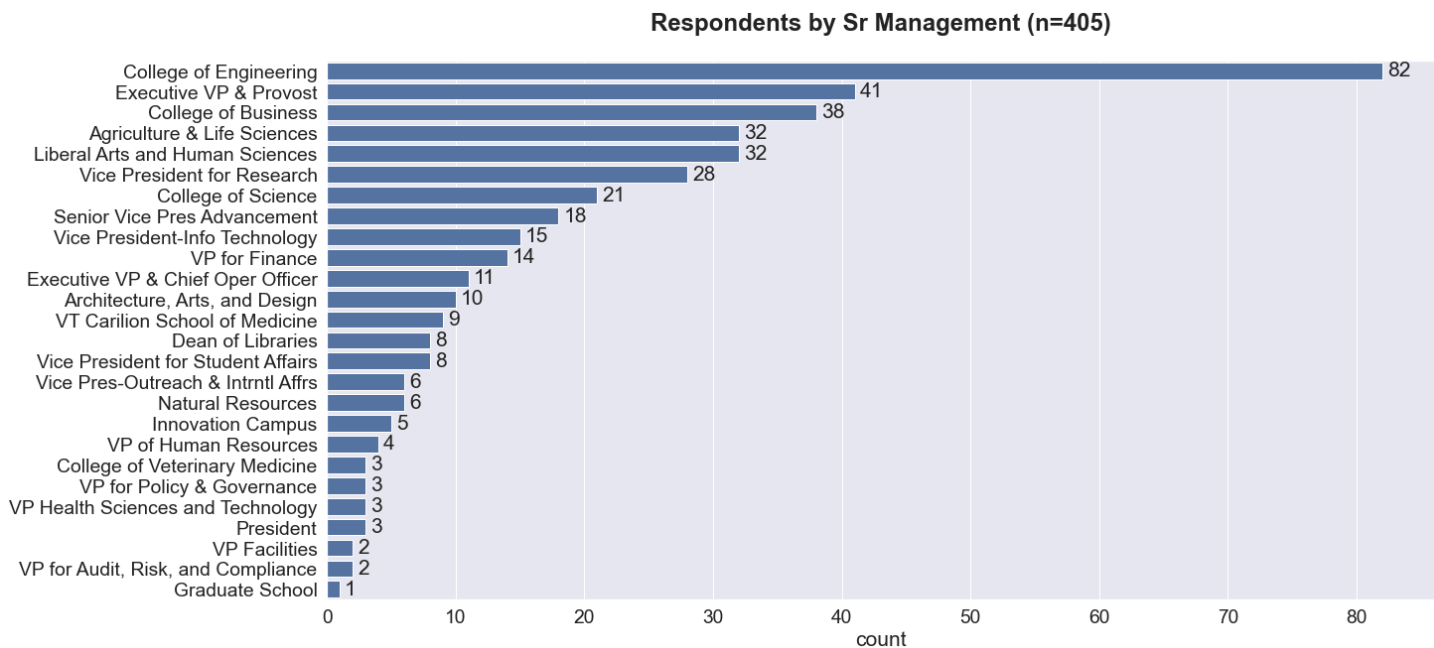
Figure B1: Respondents by Role



¹ See [Appendix C: Quantitative Post Survey Visuals](#) and [Appendix D: Usage Analysis](#) for data and charts related to evaluation feedback and usage, respectively.

The below “Figure B2: Respondents by College/Senior Management Area” shows the top 5 units represented by respondents were the College of Engineering (20% of respondents), the Executive VP and Provost (10%), Pamplin College of Business (9%), Agriculture and Life Sciences (8%), and Liberal Arts at Human Sciences (8%).

Figure B2: Respondents by College/Senior Management Area



At the time of applying for the pilot, 94% of participants had used ChatGPT at least once. In reporting their comfort level with ChatGPT, 76% felt comfortable using ChatGPT, 11% were neutral, and 8% felt uncomfortable.

Benefits

Although not mentioned by respondents, a key advantage of ChatGPT Edu from a data security standpoint is its current approval for use with moderate-risk data. This level of protection offers stronger safeguards for Virginia Tech’s information compared to other ChatGPT plans. Due to time constraints, the team only pursued approval for moderate-risk data; however, it is possible that, with further review, ChatGPT Edu could be approved for use with high-risk data.

Analyzing the responses of 405 participants to an evaluation survey, respondents had an overall favorable perception of ChatGPT Edu indicated by an excellent [Net Promoter Score \(NPS\) score of 55](#). More specifically, 64% of respondents were categorized as promoters, 27% as passive, and 9% as detractors. Having significantly more promoters than detractors suggests high potential for future growth and adoption—but it should be noted that most respondents had already used ChatGPT before the pilot and so their motivation to participate may originate from having prior positive experiences with ChatGPT.

A majority of respondents (81%) reported that ChatGPT Edu was easy to integrate into their work routine. The most significant positive impacts of ChatGPT Edu cited by respondents were increased efficiency, productivity, and quality of output across a wide range of tasks. Over 93% of respondents reported increased [productivity](#)

from ChatGPT Edu, with 41% noting moderate improvement and 36% reporting significant gains. Only 1% experienced a decrease in productivity.

The survey also asked participants how much [time they saved](#) each week on average using ChatGPT Edu by having them select from intervals (e.g., 1-3 hours) or indicate that they did not save any time. If the time saved fell at the edge of two interval choices, then the participant was instructed to select the lower interval (e.g., a participant who saved an average of 3 hours per week was instructed to select “1-3 hours” instead of “3-5 hours”). Almost 90% of respondents reported saving more than 30 minutes per week using ChatGPT Edu, with 65% saving between 1 to 5 hours, 11% saving 5-10 hours, and 5% saving more than 10 hours. Only 4% of respondents reported saving less than 30 minutes per week. Very few reported no time savings (0.5%).

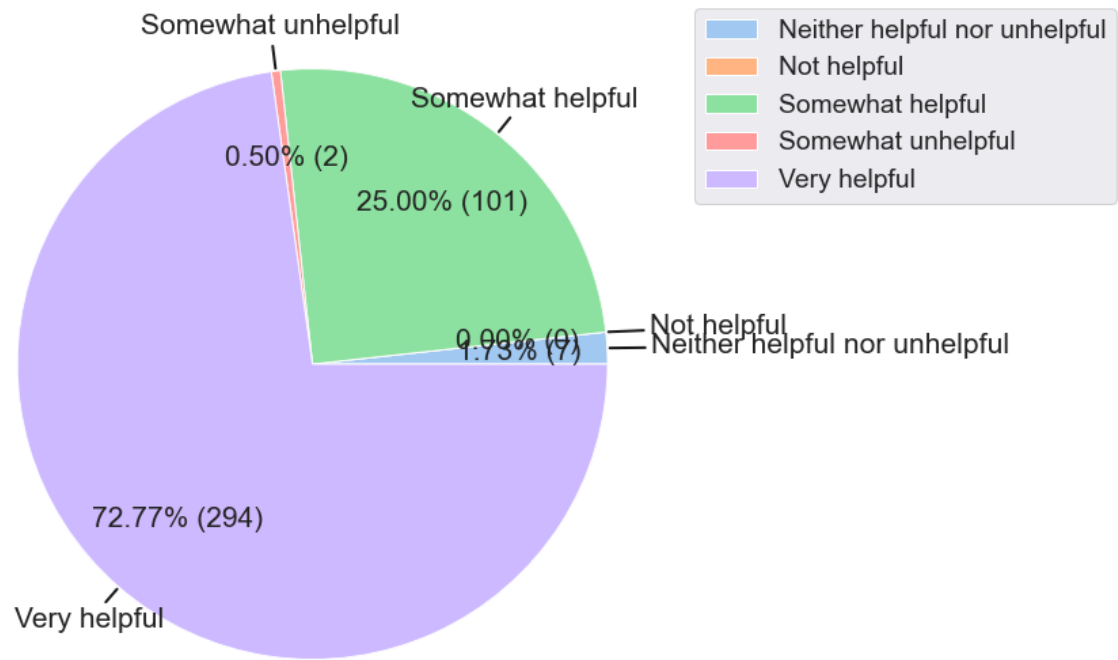
Many participants shared that ChatGPT Edu helped them save time on tedious, repetitive, or time-consuming activities, such as drafting emails and other communications, proofreading and editing documents, generating research summaries, and writing code. This freed up more time for participants to focus on higher-level, more engaging and strategic work.

As illustrated in the figures below, most respondents reported that ChatGPT Edu was helpful in reducing the time required to complete certain tasks, enhancing the overall quality of their work, generating new ideas, and addressing challenges. Responses of “I don’t know” were excluded from the analysis presented in these figures.

“Figure B3: How helpful is ChatGPT Edu in completing tasks faster with less effort” shows that ChatGPT Edu had the most positive impact on the efficiency of completing tasks across all respondents: 98% of respondents reported it was helpful with 73% indicating it was “Very helpful” and 25% indicating it was “Somewhat helpful”.

Figure B3: How Helpful is ChatGPT Edu in Completing Tasks Faster with Less Effort?

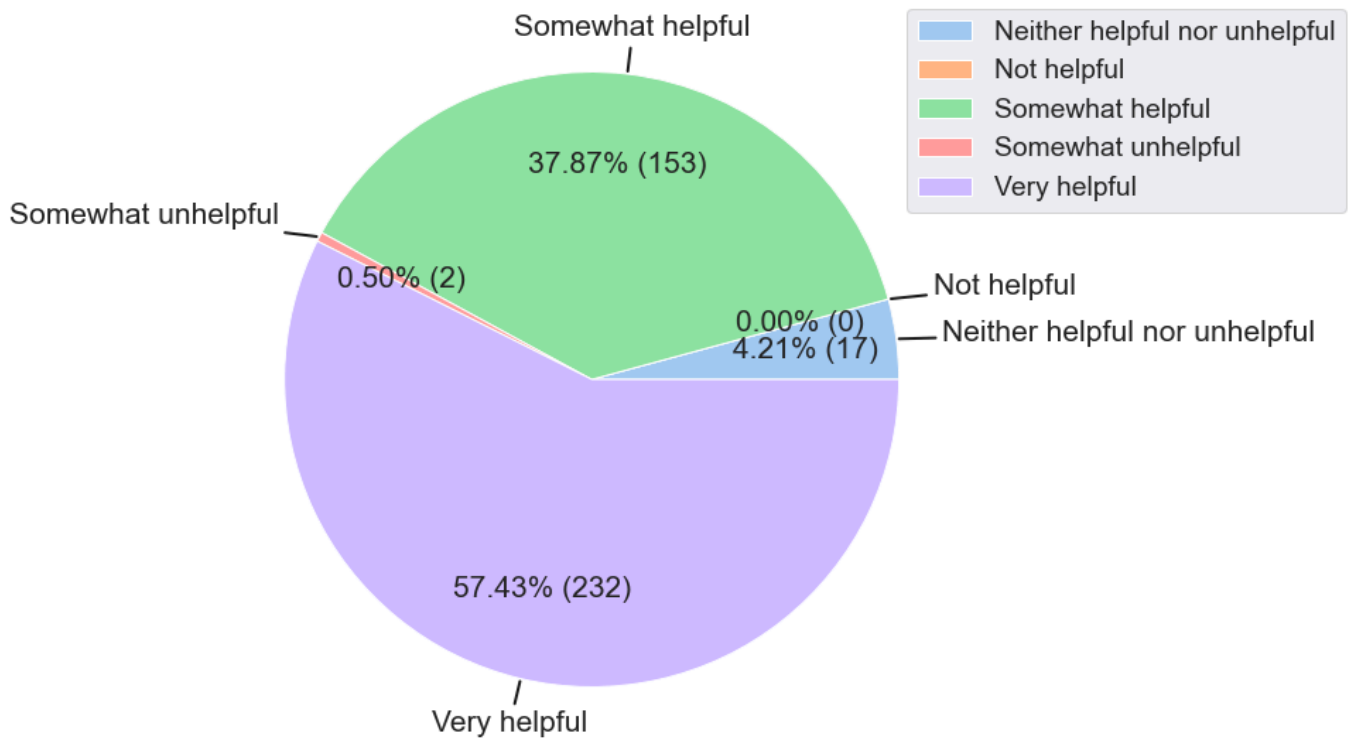
How helpful is ChatGPT Edu in completing tasks faster with less effort? (n=404)



The next most helpful area of ChatGPT Edu for participants was improving the quality of work as illustrated in “Figure B4: How helpful is ChatGPT Edu in improving the overall quality of your work?”. This shows that 95% of respondents found ChatGPT Edu helpful in improving work quality. Of these respondents, 57% indicated it was “Very helpful” and 38% indicated it was “Somewhat helpful”.

Figure B4: How Helpful is ChatGPT Edu in Improving the Overall Quality of Your Work?

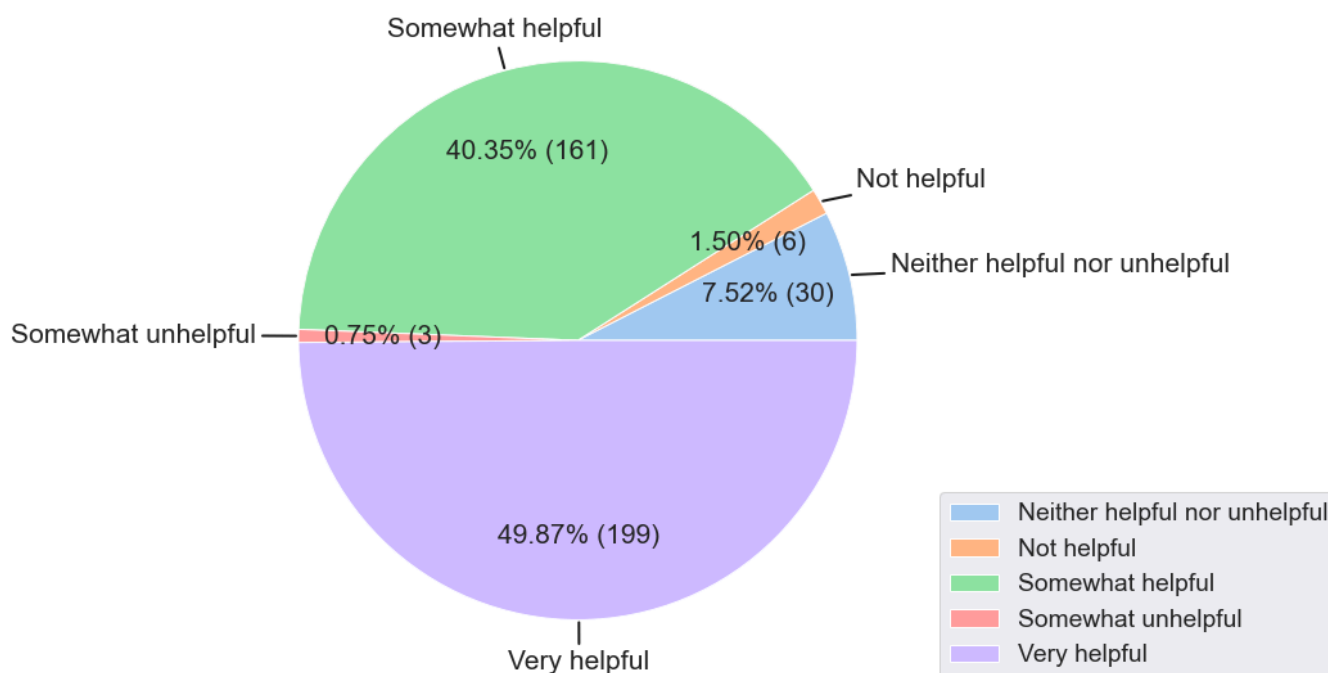
How helpful is ChatGPT Edu in improving the overall quality of your work? (n=404)



Of the four areas respondents were asked about, the third most helpful was using ChatGPT Edu to help overcome challenges in one's work. "Figure B5: How helpful is ChatGPT Edu in helping you to overcome challenges in your work?" shows that 90% of respondents found ChatGPT Edu helpful in overcoming barriers and challenges in one's work. Half of the respondents indicated it was "Very helpful" and 40% indicated it was "Somewhat helpful".

Figure B5: How Helpful is ChatGPT Edu in Helping You to Overcome Challenges in Your Work?

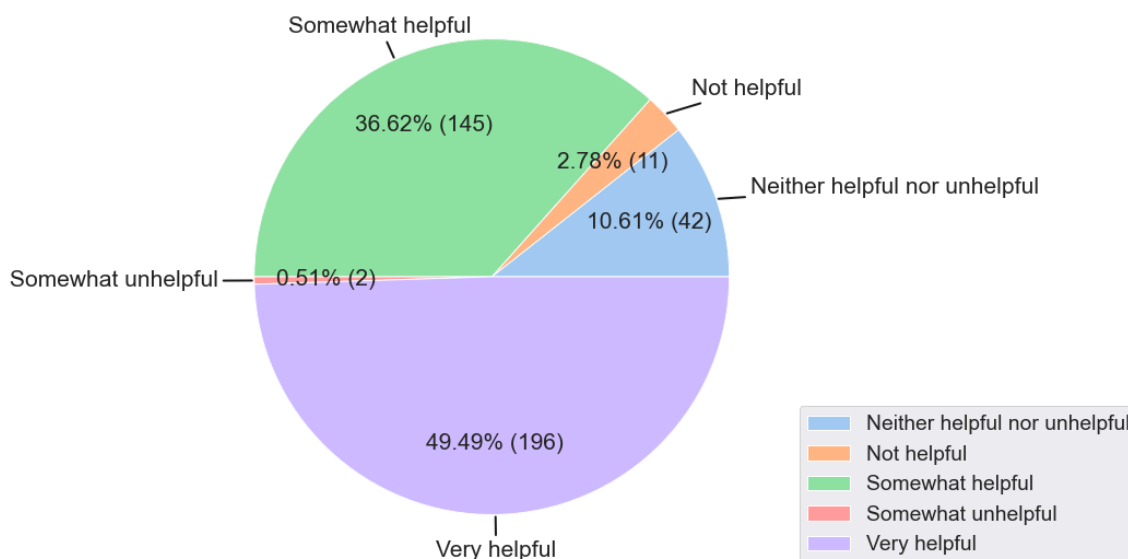
How helpful is ChatGPT Edu in helping you to overcome challenges in your work? (n=399)



When compared with participants' responses on the benefits related to efficiency, quality, and overcoming challenges in one's work, ChatGPT Edu was relatively less helpful in bringing new ideas to one's work. "Figure B6: How helpful is ChatGPT Edu in bringing new ideas to your work?" shows that 86% of respondents found ChatGPT Edu helpful in bringing new ideas to one's work. Of these respondents, 49% indicated it was "Very helpful" and 37% indicated it was "Somewhat helpful".

Figure B6: How Helpful is ChatGPT Edu in Bringing New Ideas to Your Work?

How helpful is ChatGPT Edu in bringing new ideas to your work? (n=396)



Asked generally about how ChatGPT Edu positively impacted their work, several participants cited positive impacts in enhancing the clarity, conciseness, and professionalism of their written communication, allowing them to better tailor messages to different audiences. Many described using it as a collaborative “thought partner” for ideation, brainstorming, and problem-solving—generating new ideas, exploring alternative approaches, and overcoming mental blocks. Others highlighted its ability to quickly synthesize complex information from multiple sources, accelerating research and analysis. Participants in technical roles appreciated its support with coding and data analysis, including generating code examples, debugging, and automating routine tasks. Educators noted improvements in creating engaging course materials, delivering personalized student feedback, and streamlining administrative duties.

Regarding how much ChatGPT Edu was used, based on weekly usage data for 425 participants, 78% of participants were active each week in ChatGPT Edu (“active” meaning the participant sent at least one message in a week). While daily usage data was not available, 45% of the 405 respondents reported using ChatGPT Edu at least once daily.

When asked what was ChatGPT Edu's greatest benefit, respondents highlighted the following themes:

Efficiency and Support for Daily Tasks: Most respondents (135 individuals, or 33%) mentioned gaining in efficiency, productivity, and support for day-to-day tasks. Some representative responses were

- “Increase exposure to research. Decrease in time dedicated to certain tasks, such as meeting minute preparation.”
- “Time saving. Bring in new ideas. Improve productivity.”
- “Boosting job productivity and helping me refocus on tasks that need more personal/professional interpretation and communication.”

Brainstorming: The second most mentioned benefit (43, 11%) was the use for brainstorming and idea generation. Some representative responses were

- “As a tool for iterating ideas and getting general feedback on solutions it is extremely useful. I believe the conversational/back-and-forth nature of it can allow for it to fill a role where asking a colleague may have been beneficial, but it didn't seem important enough to disrupt their work...”
- “It's an exceptional partner in generating new ideas, improving writing, etc.”
- “It is a great resource to help ideate, inform, problem solve, and brainstorm through my day to day. It allows you to 'go down a rabbit hole' to find the right solutions or think of different ways of approaching different tasks...”

Writing and Editing: The third most mentioned benefit (39, 10%) was the assistance with writing and editing. Some representative responses were

- “In my opinion, the most significant benefit of ChatGPT Edu is its ability to support and enhance the writing and creative process...”
- “It is a huge time saver for any type of writing. It helps in the first phase of getting words on a page that express your concept. It is also fantastic to go back and forth with it for editing and clarity...”

Other benefits participants mentioned were ChatGPT Edu's ability to

- Act as a partner/collaborator (32, 8%)
- Summarize, synthesize, and organize information (29, 7%)
- Assist with programming/coding (26, 6%)

The survey also asked participants how much ChatGPT Edu enhanced certain activities in their work.

Respondents reported they had the most significant and transformative benefits when using ChatGPT Edu for

- Searching/looking up information (170)
- Brainstorming/generating ideas (154)
- Generating code (113)
- Writing emails (110)
- Writing support letters (109)
- Scholarly writing (96)
- Troubleshooting (94)

Drawbacks

When asked about ChatGPT Edu's most significant drawback, respondents highlighted the following themes:

Inaccurate Responses: The most frequently cited drawback among respondents (124 individuals, or 31%) relates to a known limitation of generative AI: its tendency to hallucinate or produce inaccurate responses. Several respondents noted that the time required to verify and correct these outputs often reduced further potential time savings. Representative comments include

- “The tendency to hallucinate seems significant. As a result, the work needs to be checked (sometimes extensively), which can mean time/energy savings are less.”
- “Sometimes the answers are just not good or correct. I always double check its work.”

Writing Effective Prompts: The second most mentioned drawback (35, 9%) was the time spent repeatedly prompting to get results or not knowing how to write an effective prompt to achieve desired results. In some cases, respondents mentioned that they lost time engaging in the back-and-forth trying to reach their desired result. Some representative responses were

- “It can take more time than anticipated to work through prompts and sometimes fails to create a usable product, which can make the time invested feel wasted.”
- Sometimes I went down a rabbit hole with the tool and would have been better off just doing the task on my own...”

Dependency Risk: The third most mentioned drawback (27, 6%) was a concern about the broader risk of dependency and skill attrition. Some representative responses were

- “You start thinking like 'let's ask ChatGPT' and get used to it too much. Can be an issue at times and reduce learnability.”
- “I find myself turning to it to do things that I'm fully capable of - it might be making me lazy? So I've tried to be very aware of that and critically interrogate why I'm choosing to use it when I do...”
- “Might lead to less ability to think or create independently. I would recommend using ChatGPT to get started or to clear a blocker. But, not to drive a project from end to end.”

Data, Privacy, and Security: The fourth most mentioned drawback (25, 6%) was risk to privacy or security, or not being allowed to use high-risk data. Some representative responses were

- “Data privacy, Loss of control of input data.”
- “The fact that it is not safe for PII.”
- “...it'd be nice if ChatGPT were FERPA compliant. That tends to be a barrier because I'll have to go in and remove any sensitive information from ChatGPT when sharing information or prompts, therefore slowing down my productivity and response time somewhat.”
- “...Another drawback continues to be my confidence in where the data goes once dropped into ChatGPT. We work with slight to moderate risk data and I feel like the hesitancy to use certain data in ChatGPT is a real detriment to its effectiveness and potential for positive impact...”

Other drawbacks mentioned were

- Image generation/editing not working well. It is unclear in some cases if respondents had tried the new image generation model or if they had only used the initial Dall-E image generation model (22, 5%).
- Environmental impact (19, 5%).
- Constraints from the pilot (17, 4%) which caused a less optimal user experience or did not support desired use cases. Most commonly, not being able to integrate ChatGPT with other tools or the inability to share custom GPTs with non-pilot participants.

In asking participants to rate the level of enhancement to specific activities, there were a couple uses that stood out, with many participants saying there was “no enhancement” or “minimal enhancement” provided:

- Designing visuals (99)
- Designing presentations (79)

As noted earlier, 1% of participants reported a decrease in productivity when using ChatGPT Edu. Reasons for this included the time required to craft effective prompts and to navigate responses that occasionally led down unproductive or irrelevant paths—often necessitating restarting the conversation multiple times.

Appendix C: Quantitative Evaluation Survey Visuals and Observations

(n=405; any question with fewer responses indicates the question was not presented to the respondent or was unanswered)

Figure C1: Respondents by Senior Management Area

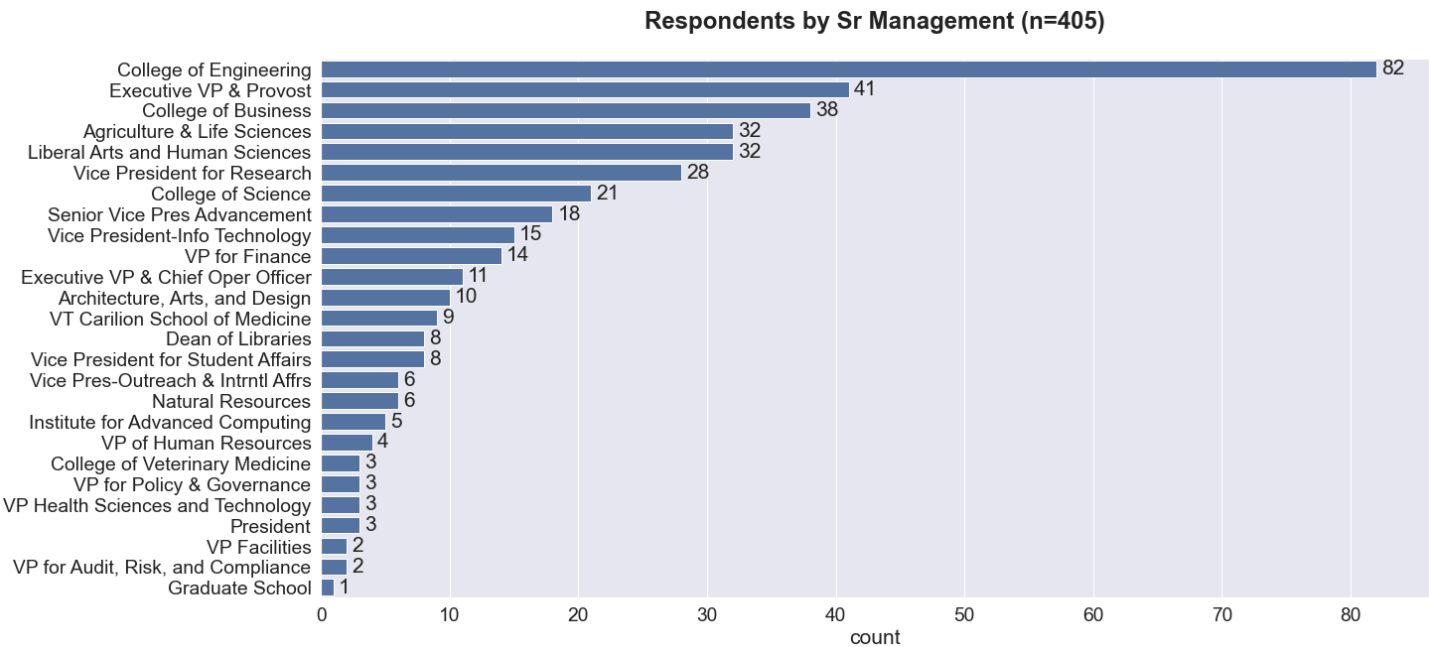


Figure C2: Respondents by Department

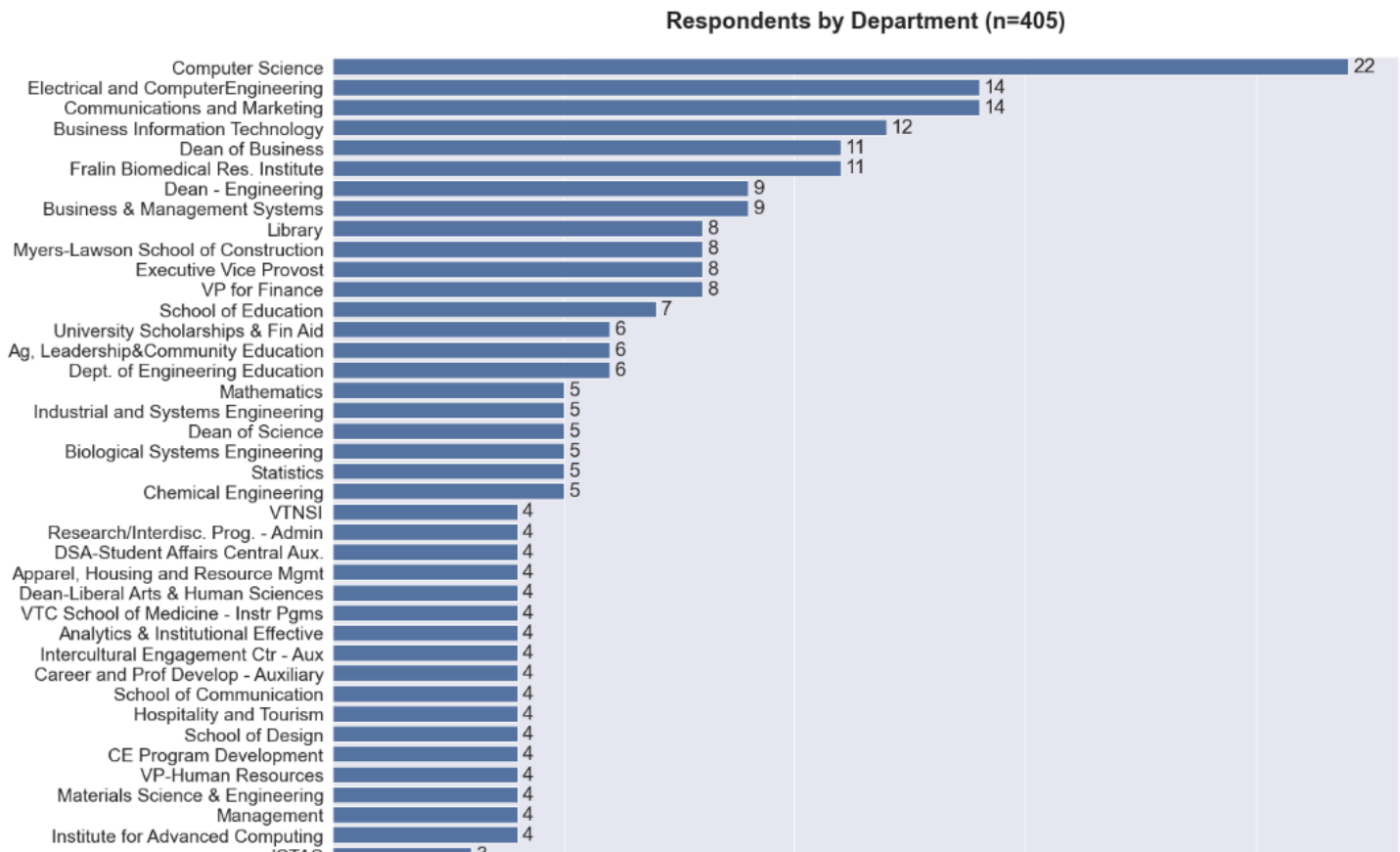


Figure C3: Respondents by Role

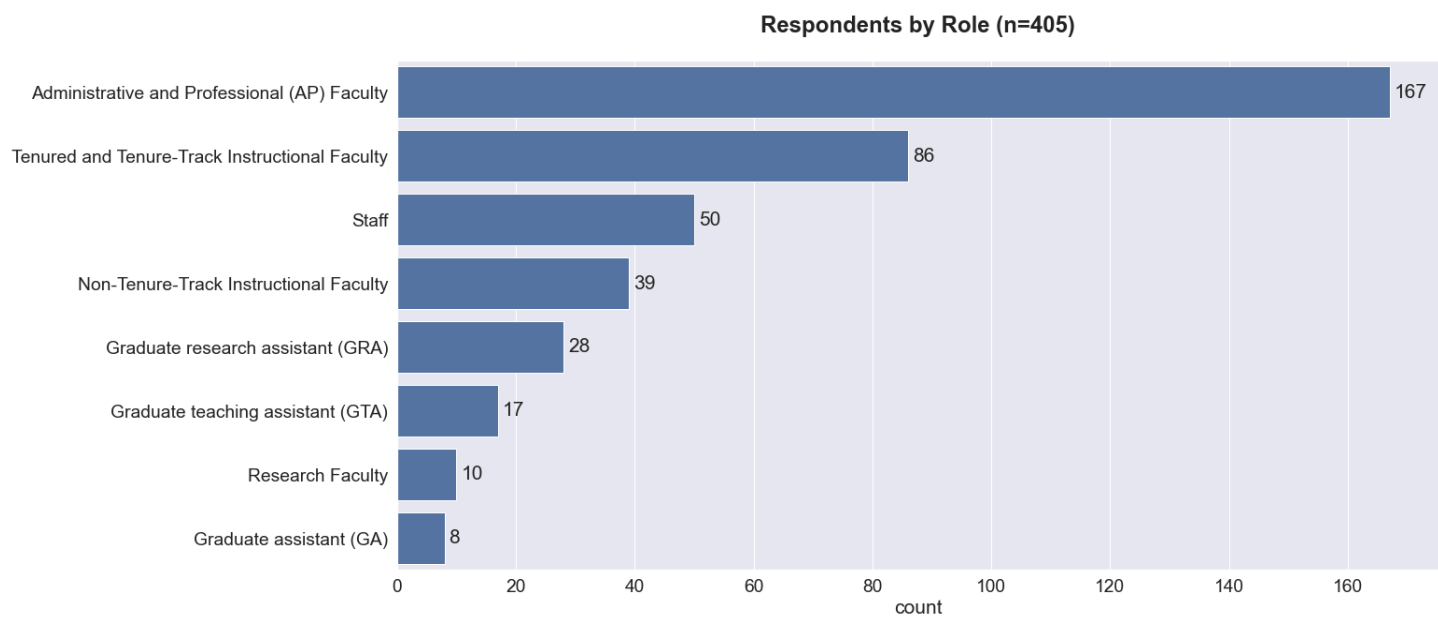


Figure C4: Respondents by Primary Purpose for Using ChatGPT Edu

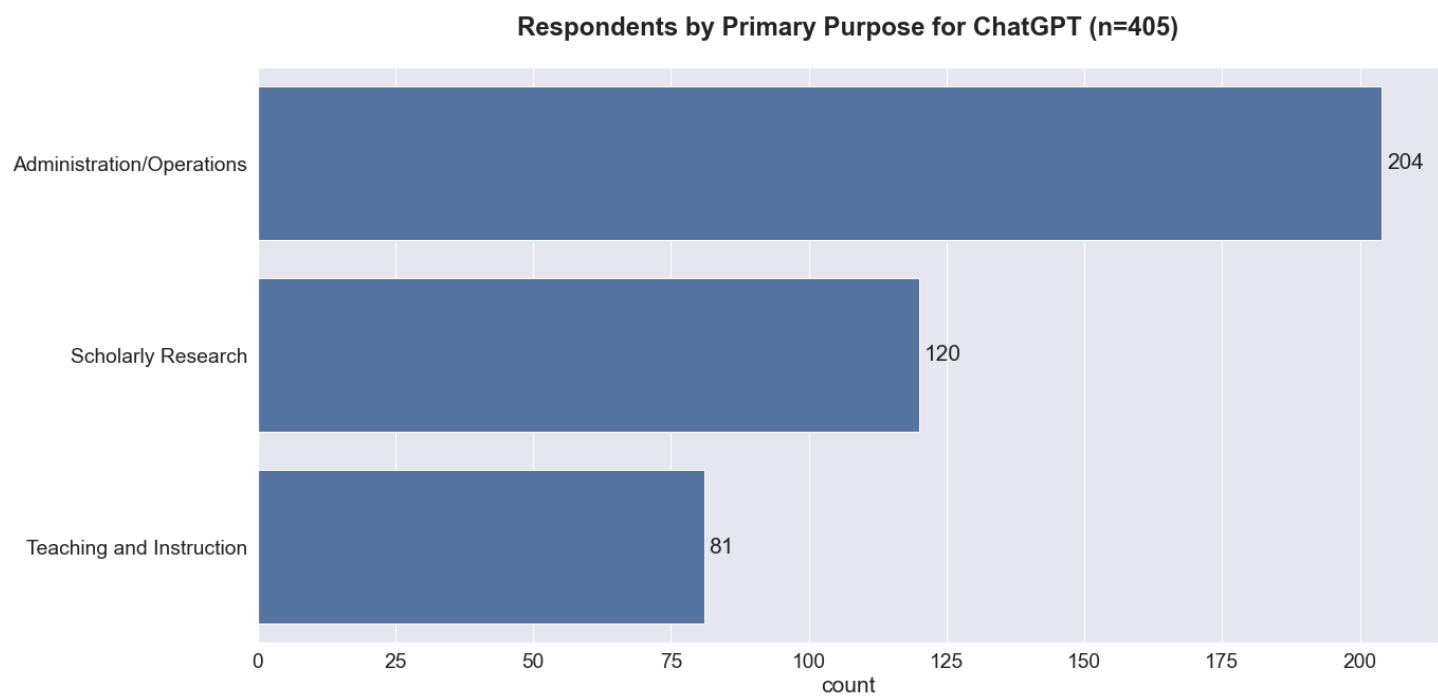


Figure C5: Training Attended (>=1 response possible per respondent)

80% of respondents watched OpenAI’s video tutorial “ChatGPT 101: A Guide to Your AI Work Assistant” and 40% watched “ChatGPT 102: Applying AI to Do Your Best Work.” The pilot team provided office hours during the evaluation period, which 10% of participants attended. The 20% of respondents who replied “Other” attended training and workshops hosted by Virginia Tech, including sessions organized by Technology-enhanced Learning and Online Strategies (TLOS), Marketing and Communications, and other campus groups. These covered topics like ethical AI use, communicating about AI, and integrating AI into teaching and research. Some respondents also engaged in external training, such as through LinkedIn Learning, Coursera, and professional organizations. Many learned through self-directed means, including reading research papers, watching online tutorials and videos, and discussing AI with colleagues. Several mentioned attending “Show and Tell” sessions facilitated by the pilot team where employees and graduate students shared how they used ChatGPT.

Training Attended (>=1 response possible per respondent) (n=405)

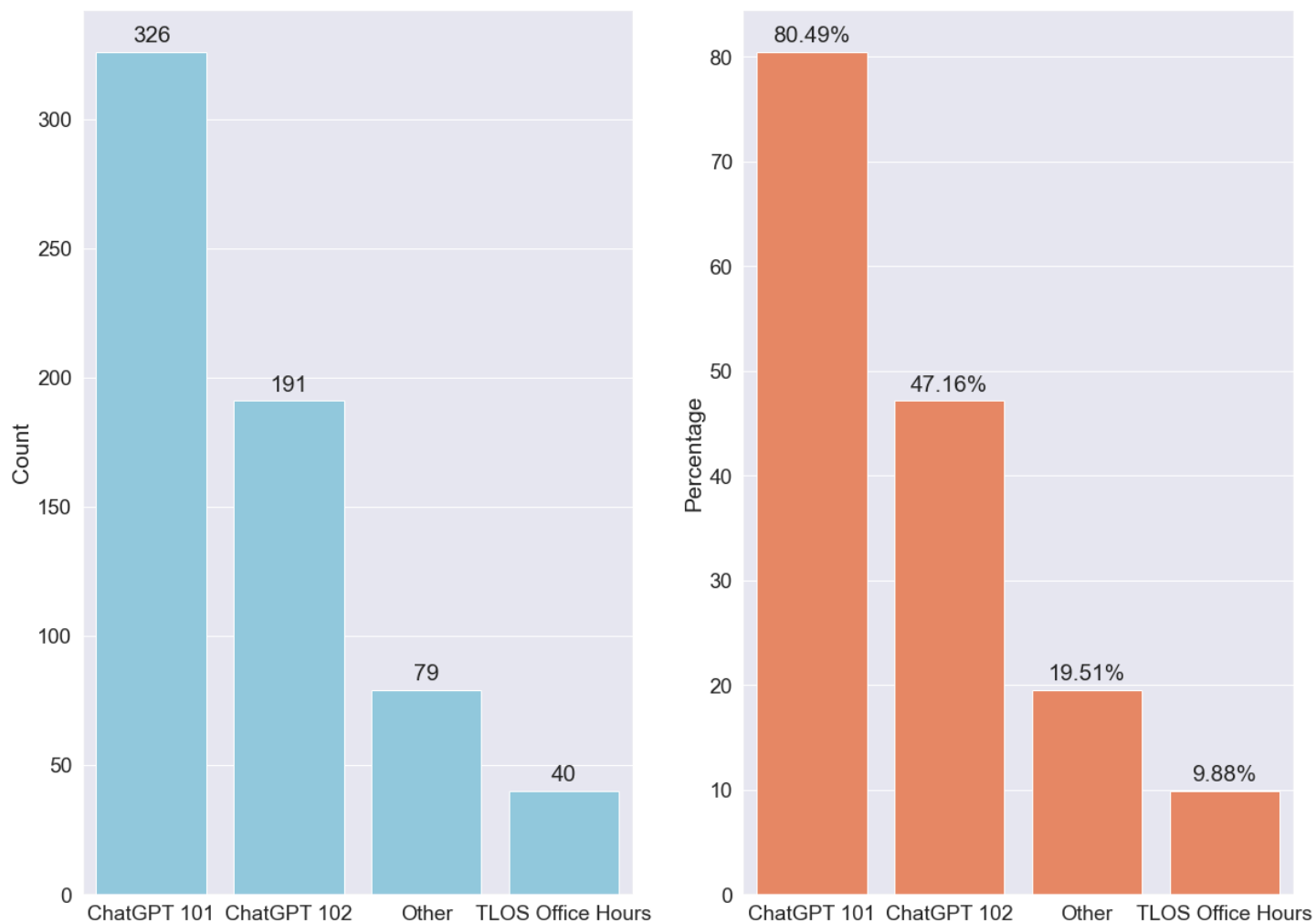


Figure C6: Do You Feel You Received Enough Training?

The majority of participants (94%) felt fully or mostly prepared to use ChatGPT Edu while 6% felt they did not receive enough training. Those who indicated they did not receive enough training were asked what additional training would have helped. Responses highlighted the need for more comprehensive training and guidance on effectively using AI tools like ChatGPT and Microsoft Copilot. Many participants expressed a desire for step-by-step training manuals, prompt engineering tutorials, and practical examples of how to integrate these tools into their research, teaching, and service workflows. Some suggested having regular training sessions, office hours, and cohort-based learning opportunities to stay motivated and accountable. Others wanted more information on detecting AI-generated text, customizing the deep search functionality, and understanding the environmental impact of using these tools.

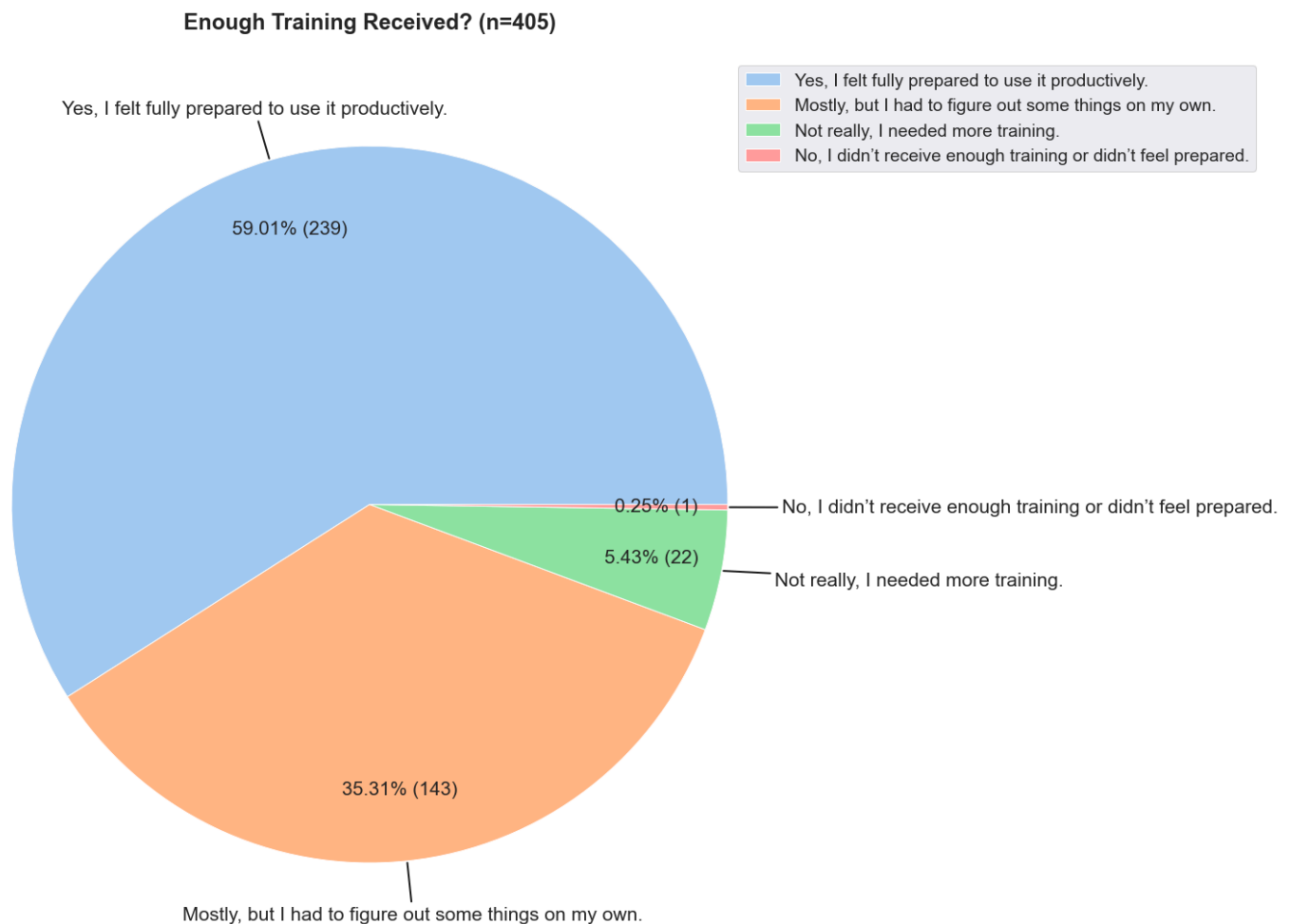


Figure C7: How Long Have You Been Using ChatGPT Edu?

This question was used to help ensure participants had spent two weeks or more using ChatGPT Edu before responding. 98% of respondents used ChatGPT for 3 or more weeks while 2% used it for only two weeks.

How Long Using ChatGPT? (n=405)

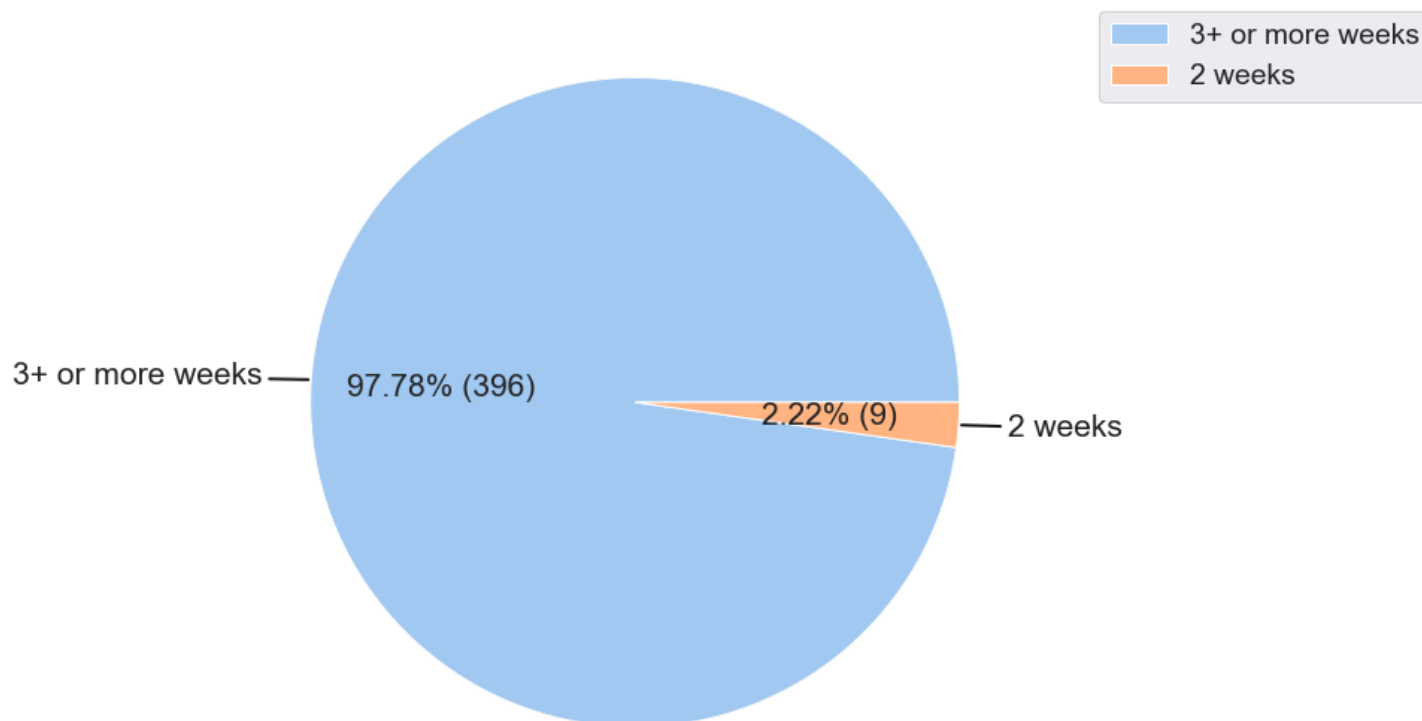


Figure C8: How Frequently Have You Been Using ChatGPT Edu?

Since OpenAI only provided weekly usage data, it was not possible to analyze actual daily usage. Responses to this question indicated that less than half of the participants (45%) used ChatGPT Edu daily, while about the same number of participants (44%) used it at least once a week. A smaller group (11%) used it monthly or more rarely.

How Frequently Have You Been Using ChatGPT? (n=405)

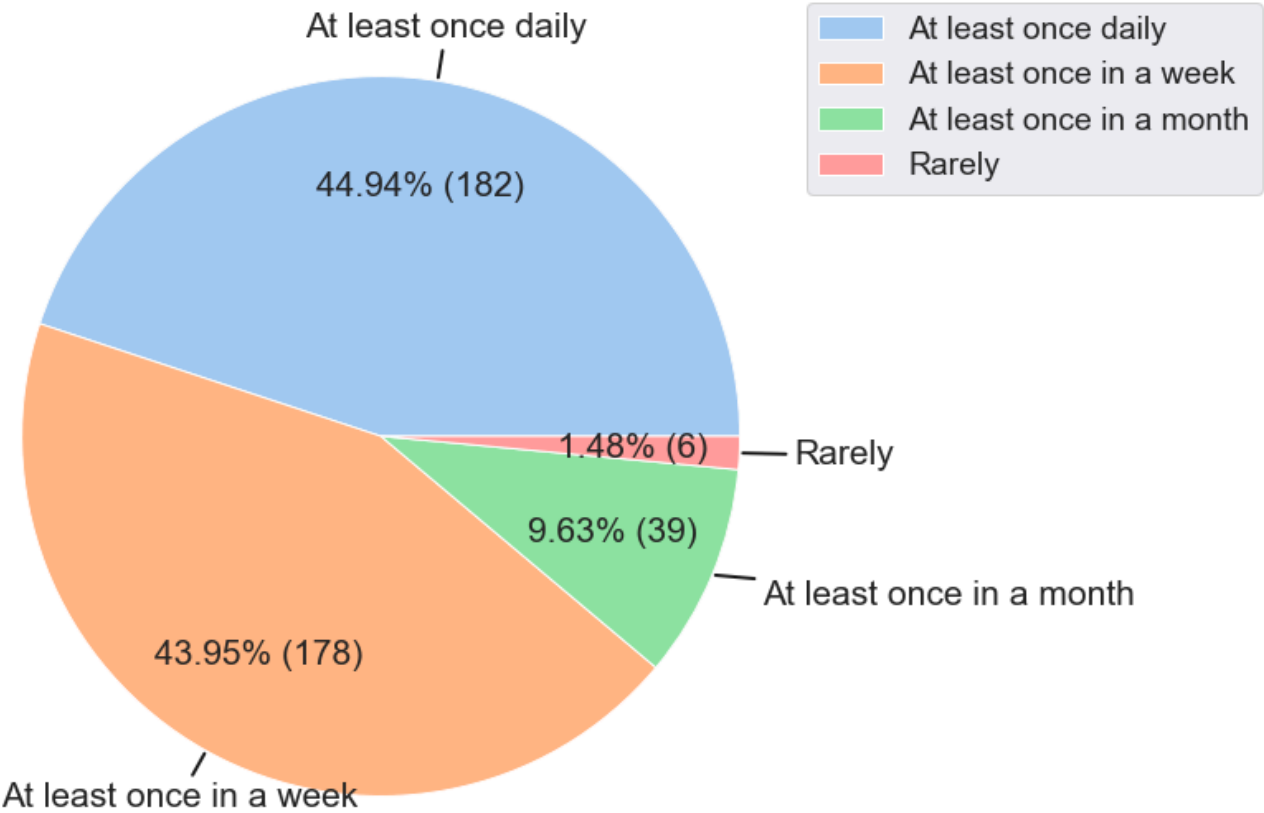


Figure C9: How Has ChatGPT Edu Impacted Your Productivity?

77% of respondents reported a significant or moderate increase to their productivity, with 17% reporting a slight increase and 5% reporting no impact. A handful of respondents (1%) reported a decrease in productivity.

How has ChatGPT Edu impacted your productivity? (n=404)

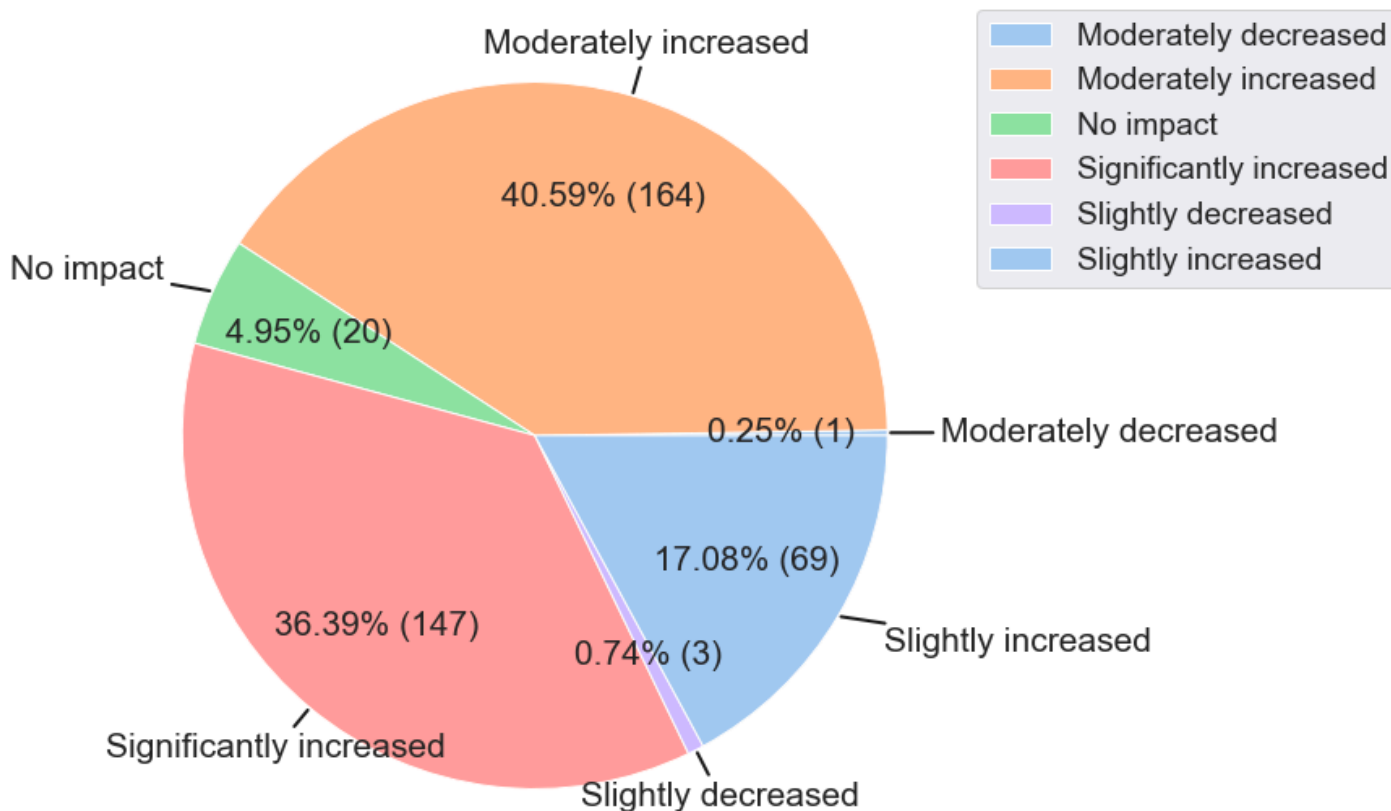


Figure C10: How Would You Rate the Ease of Integrating ChatGPT Edu into Your Work Routine?

81% of respondents found it easy to integrate ChatGPT Edu into their work routine, and 2% found it difficult. For the responses indicating difficulty, two participants mentioned the inability to share workspace content, such as GPTs, with individuals outside the ChatGPT Edu pilot, such as students. One of these participants also mentioned the lack of API access which would help their research. Other participants mentioned developing effective prompts to get the desired outcomes from ChatGPT required significant time and effort, which may not be worthwhile for certain tasks. It also was not helpful for certain uses, like developing slide decks, or it would not generate content and produce errors. In other cases, participants were not sure what to use it for.

How would you rate the ease of integrating ChatGPT Edu into your work routine? (n=405)

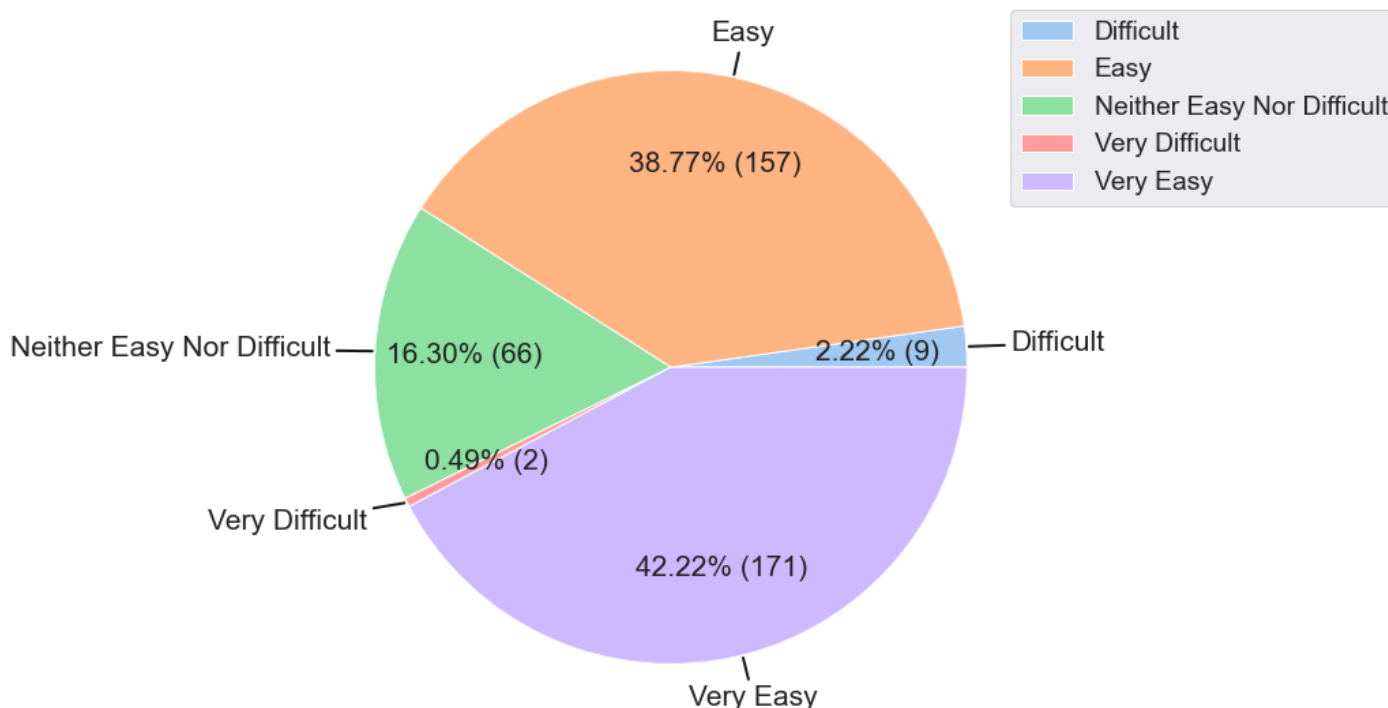


Figure C11: How Helpful is ChatGPT Edu in Completing Tasks Faster with Less Effort?

ChatGPT’s ability to help participants complete tasks faster stood out as the most helpful aspect of ChatGPT Edu when compared to the responses to other questions asking how helpful ChatGPT Edu was (the charts that follow in Figures C12 - C14). Most notably, 73% of pilot participants reported ChatGPT Edu was very helpful in completing tasks faster and with less effort—the highest for this set of questions. In all, 98% of respondents said it was helpful for this purpose.

How helpful is ChatGPT Edu in completing tasks faster with less effort? (n=404)

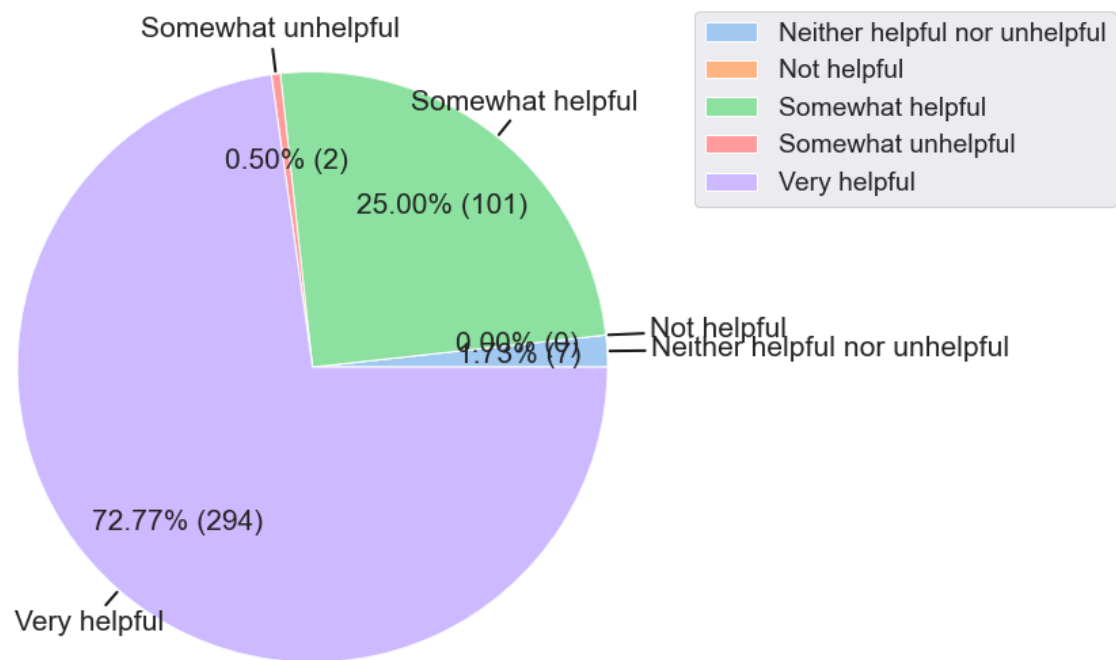


Figure C12: How Helpful is ChatGPT Edu in Improving the Overall Quality of Your Work?

In the set of questions asking how helpful ChatGPT was for different aspects of participants' work, improving the overall quality of work was the second most highly rated aspect with 57% of respondents rating it very helpful. In all, 95% of respondents said ChatGPT was helpful for this purpose.

How helpful is ChatGPT Edu in improving the overall quality of your work? (n=404)

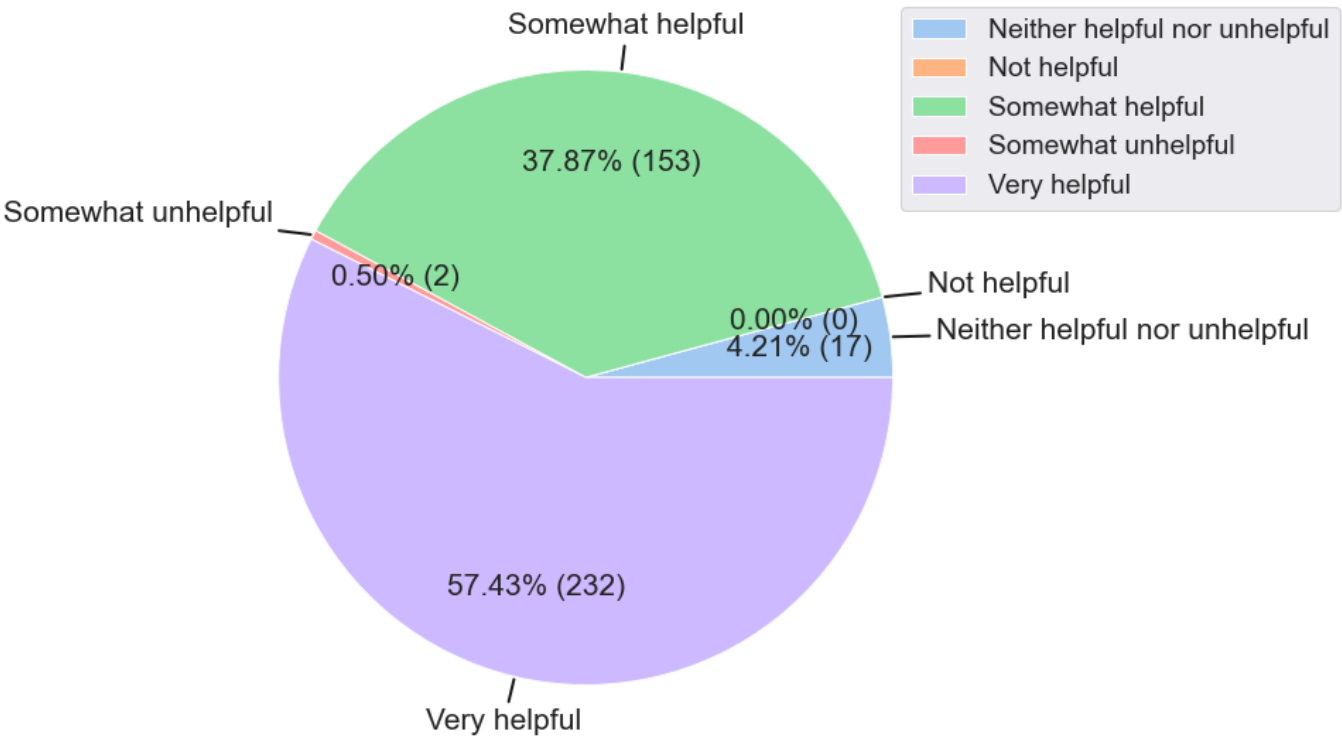


Figure C13: How Helpful is ChatGPT Edu in Bringing New Ideas to Your Work?

Although still rated highly, relative to the other questions about helpfulness, ChatGPT Edu’s ability to bring new ideas to one’s work had the lowest helpfulness rating. In all, 86% of participants said it was helpful for this purpose, and a larger portion of respondents, compared to the other questions, reported it was not helpful (3%) or was neither helpful or unhelpful (11%).

How helpful is ChatGPT Edu in bringing new ideas to your work? (n=396)

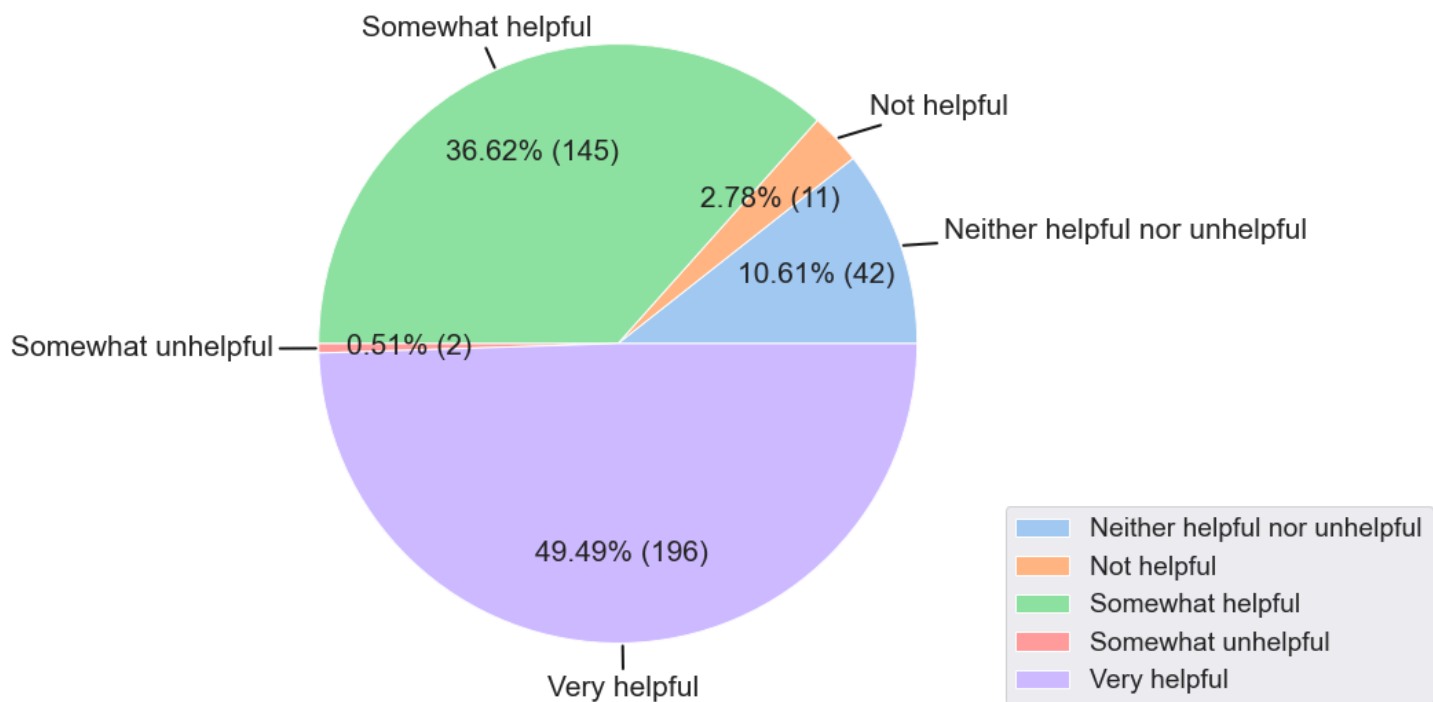


Figure C14: How Helpful is ChatGPT Edu in Helping You Overcome Challenges in Your Work?

The majority of respondents found ChatGPT Edu to be a helpful tool for overcoming challenges in their work. Nearly 90% of participants rated it as either “very helpful” (50%) or “somewhat helpful” (40%), indicating strong overall satisfaction with its ability to support problem-solving and work-related hurdles. A relatively small percentage of participants selected neutral or negative options. 8% felt it was neither helpful nor unhelpful, while only 2% reported it was not helpful or somewhat unhelpful. These low rates of dissatisfaction suggest that, for most participants, ChatGPT Edu offered tangible support in navigating complex or unfamiliar tasks.

Compared to its usefulness in sparking new ideas (Figure C13), ChatGPT Edu’s role in addressing work-related challenges received a slightly higher helpfulness rating. This may reflect its strength in providing immediate, practical assistance—such as troubleshooting, content refinement, or overcoming workflow blocks—where it can serve as a just-in-time aid to productivity.

How helpful is ChatGPT Edu in helping you to overcome challenges in your work? (n=399)

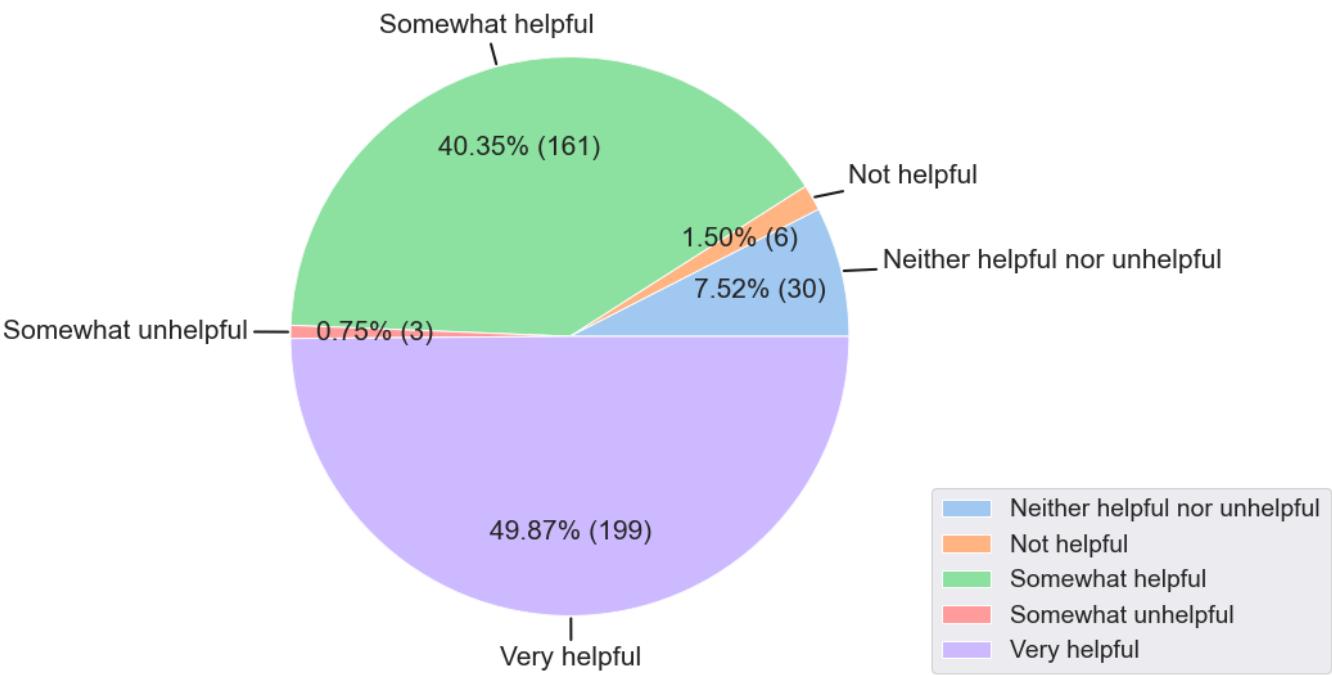


Figure C15: On Average, How Much Time Do You Save per Week Using ChatGPT Edu?

Note that the percentages in the chart are out of the 384 respondents because only respondents who indicated ChatGPT Edu increased their productivity were asked this question. Respondents selected between intervals of time saved and were instructed to select the lower interval if their average fell on the edge of an interval (e.g., if a participant saved 3 hours per week, then they were instructed to select 1-3 hours rather than 3-5 hours). Out of the 405 participants, 77% saved an hour or more per week by using ChatGPT Edu.

The largest proportion of respondents (40%) saved 1-3 hours followed by 24% saving 3-5 hours. Roughly the same percentage of participants saved ½ hour to 1 hour (13%) as saved 5-10 hours (11%). There was also a group of respondents who reported saving a substantial amount of time: more than 10 hours (5%).

On average, how much time do you save per week using ChatGPT Edu? (n=384)

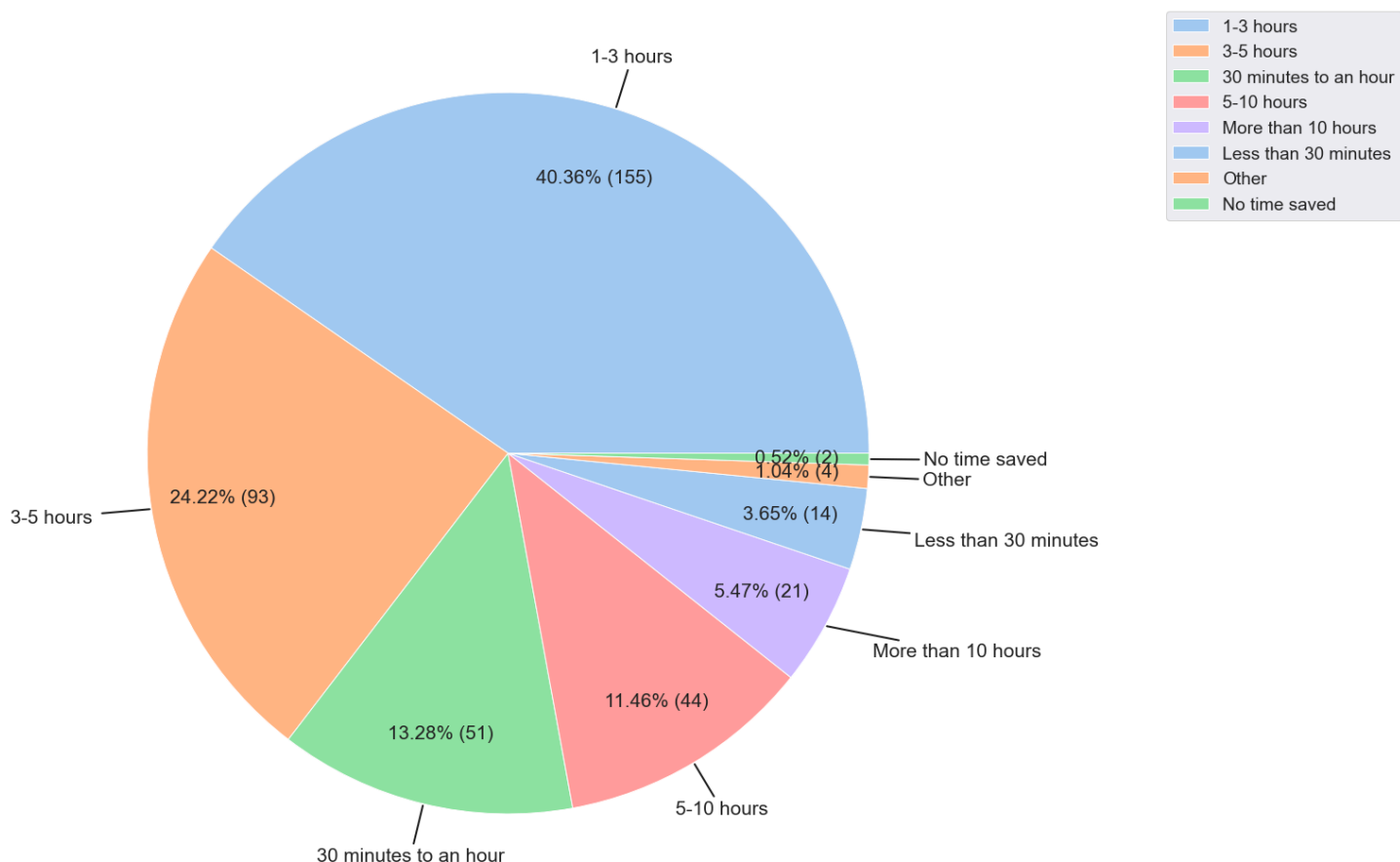


Figure C16: For the Identified Activity, How Much Did ChatGPT Edu Enhance Your Work?

The heatmap below shows respondents' ratings of the level of enhancement ChatGPT Edu provided for activities for which they used it.

Activities respondents used ChatGPT Edu for the most were searching and looking up information (314, 78%); brainstorming and generating ideas (305, 75%); writing emails (274, 68%); summarizing and synthesizing for literature reviews (224, 55%) such as emerging trend summary, summarizing papers, identifying research gaps; writing support letters such as recommendation letters; designing visuals such as creating images, diagrams, and figures; and designing documents such as procedures, processes, and templates.

Broadly, responses across activities for ChatGPT Edu tended towards a moderate, significant, or transformational enhancement.

The activities most enhanced by ChatGPT Edu were

- Searching (looking up information)
- Generating ideas (exploring new ideas)
- Generating code
- Writing emails
- Writing support letters (e.g., recommendation letters, sponsor letters, reference letters)

The activities that tended towards no enhancement or minimal enhancement were

- Designing presentation slides
- Designing visuals (e.g., creating images, figures, diagrams)

Activities for which there were mixed opinions were

- Creating data visualizations (e.g., creating graphs from data)
- Designing and developing project management materials (e.g., creating project timelines, action plans, reports, KPIs)
- Creating meeting agendas and notes
- Generating spreadsheet formulas (e.g., in Excel or Google Sheets)

	Level of Enhancement					
	None	Minimal	Moderate	Significant	Transformative	
Coding Generation	2 1.08%	16 8.60%	55 29.57%	68 36.56%	45 24.19%	120
Coding Optimizing	5 3.33%	27 18.00%	42 28.00%	44 29.33%	32 21.33%	
Coding Debugging	3 1.90%	25 15.82%	40 25.32%	49 31.01%	41 25.95%	
Coding Formulas	13 10.66%	23 18.85%	31 25.41%	30 24.59%	25 20.49%	
Writing Email	4 1.46%	63 22.99%	97 35.40%	79 28.83%	31 11.31%	100
Writing Agendas	14 8.14%	44 25.58%	51 29.65%	46 26.74%	17 9.88%	
Writing Marketing	4 2.06%	38 19.59%	59 30.41%	70 36.08%	23 11.86%	
Writing Reports	5 2.53%	30 15.15%	86 43.43%	53 26.77%	24 12.12%	
Writing Grant Proposals	5 4.76%	21 20.00%	32 30.48%	34 32.38%	13 12.38%	80
Writing Scholarly	4 2.13%	26 13.83%	62 32.98%	66 35.11%	30 15.96%	
Writing Letters	9 4.11%	36 16.44%	65 29.68%	72 32.88%	37 16.89%	
Writing Employment	5 4.10%	26 21.31%	41 33.61%	31 25.41%	19 15.57%	
Writing Projects	3 2.83%	26 24.53%	28 26.42%	36 33.96%	13 12.26%	60
Writing Technical	5 3.55%	18 12.77%	53 37.59%	44 31.21%	21 14.89%	
Designing Course Materials	4 3.12%	26 20.31%	33 25.78%	41 32.03%	24 18.75%	
Designing Training	7 5.65%	25 20.16%	34 27.42%	40 32.26%	18 14.52%	
Designing Presentations	23 11.44%	56 27.86%	65 32.34%	43 21.39%	14 6.97%	40
Designing Plans	7 4.32%	30 18.52%	64 39.51%	44 27.16%	17 10.49%	
Designing Visuals	38 17.67%	61 28.37%	53 24.65%	34 15.81%	29 13.49%	
Designing Projects	10 7.63%	39 29.77%	36 27.48%	29 22.14%	17 12.98%	
Designing Documents	7 3.43%	28 13.73%	80 39.22%	65 31.86%	24 11.76%	20
Designing Research	11 10.78%	19 18.63%	37 36.27%	26 25.49%	9 8.82%	
Analyzing Qualitative	10 6.94%	27 18.75%	36 25.00%	42 29.17%	29 20.14%	
Analyzing Quantitative	9 5.88%	35 22.88%	41 26.80%	46 30.07%	22 14.38%	
Analyzing Visualizations	24 15.58%	29 18.83%	38 24.68%	42 27.27%	21 13.64%	0
Summarizing Search	7 2.23%	53 16.88%	84 26.75%	122 38.85%	48 15.29%	
Summarizing Lit Review	9 4.02%	37 16.52%	81 36.16%	65 29.02%	32 14.29%	
Summarizing Complex Content	10 5.88%	29 17.06%	53 31.18%	54 31.76%	24 14.12%	
Summarizing Lengthy Content	4 2.25%	18 10.11%	63 35.39%	64 35.96%	29 16.29%	-20
Brainstorming Generation	7 2.30%	46 15.08%	98 32.13%	97 31.80%	57 18.69%	
Brainstorming Troubleshooting	8 4.28%	26 13.90%	59 31.55%	62 33.16%	32 17.11%	
Brainstorming Strategizing	9 4.74%	40 21.05%	56 29.47%	58 30.53%	27 14.21%	
Brainstorming Course Materials	8 5.80%	28 20.29%	36 26.09%	39 28.26%	27 19.57%	-40
Brainstorming Training Materials	5 3.85%	24 18.46%	35 26.92%	43 33.08%	23 17.69%	
Brainstorming Communications	5 3.09%	36 22.22%	54 33.33%	45 27.78%	22 13.58%	
Brainstorming Research	2 1.68%	21 17.65%	41 34.45%	39 32.77%	16 13.45%	

Figure C17: What Were the Most Useful Features of ChatGPT Edu?

Respondents were asked to rate how useful ChatGPT Edu features were given the feature’s name, description, and a five-point rating scale. The charts below show the number of respondents who indicated a feature was useful, ranging on a scale from “Slightly useful” to “Extremely useful”. The top three useful features were Search (60%), Memory (56%), and Deep Research (48%). In the chart below, the “Support” feature indicates support for using ChatGPT Edu as a desktop application or mobile app.

What were the most useful features of ChatGPT Edu? (n=405)

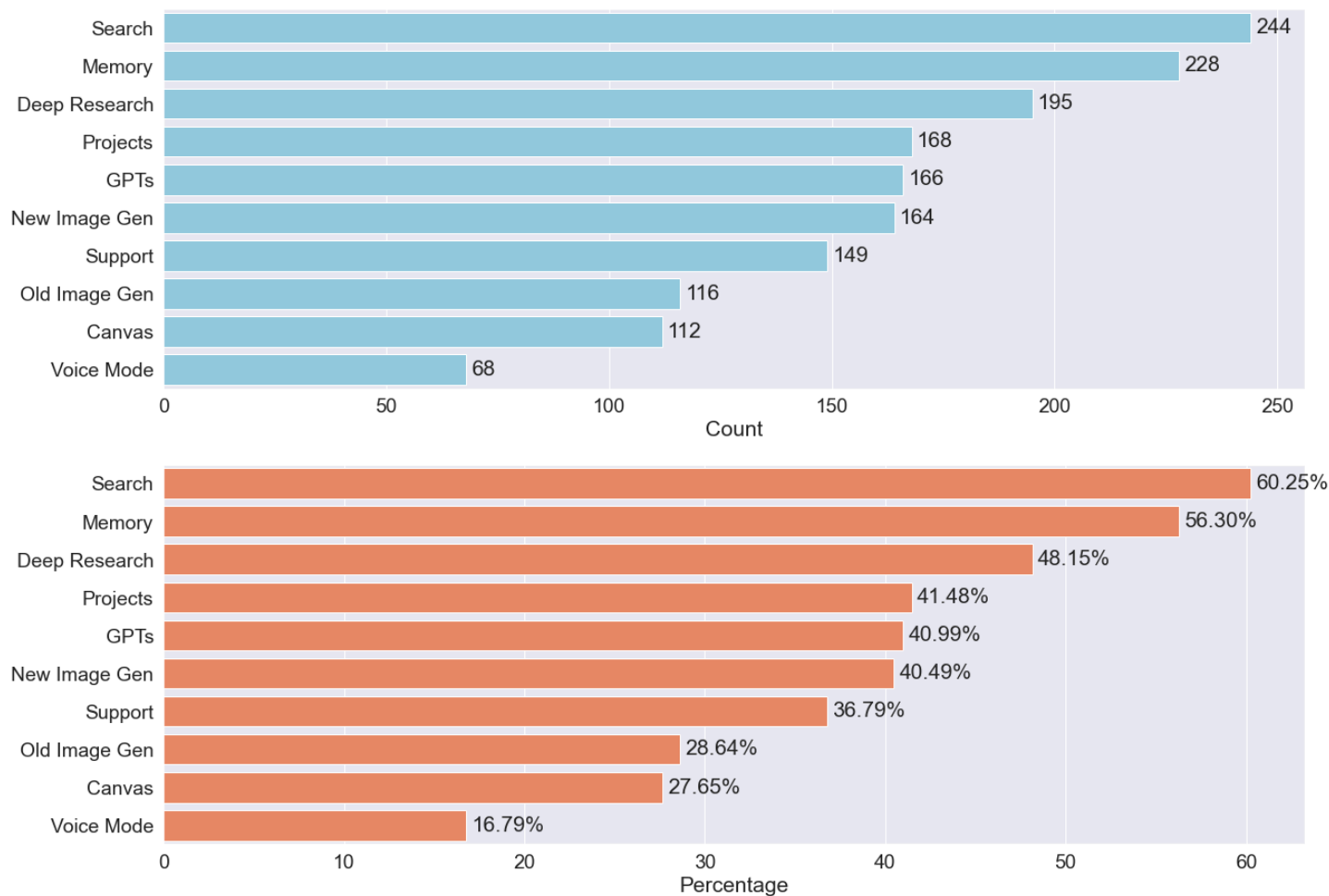
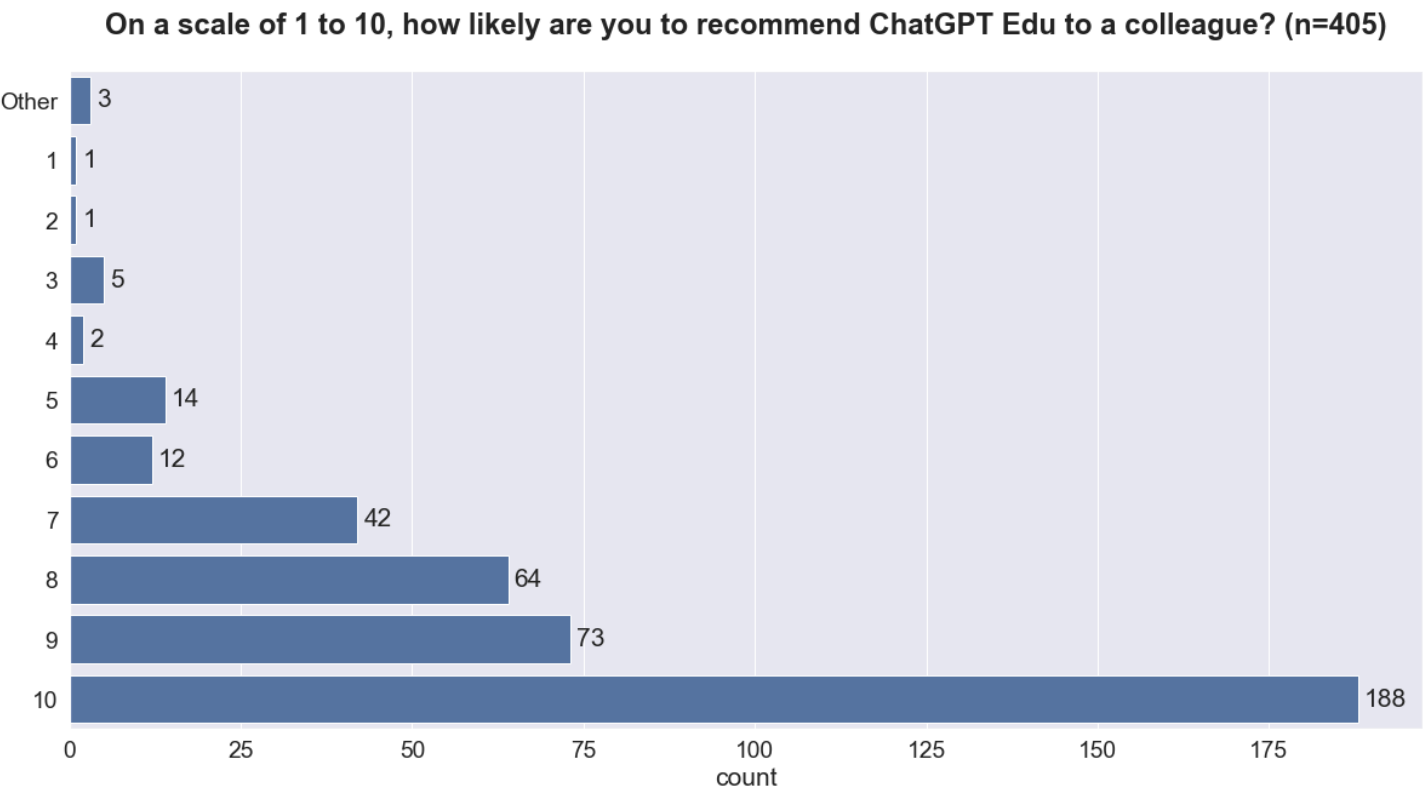


Figure C18: On a scale of 1 to 10, How Likely Are You to Recommend ChatGPT Edu to a Colleague?



Appendix D: Usage Analysis

This section presents usage data for 425 pilot participants based on weekly usage reports provided by OpenAI from the pilot’s launch on January 16, 2025 to the end of the evaluation period, May 16.

The pilot provided 500 licenses. Some individuals were excluded from the usage analysis for the following reasons:

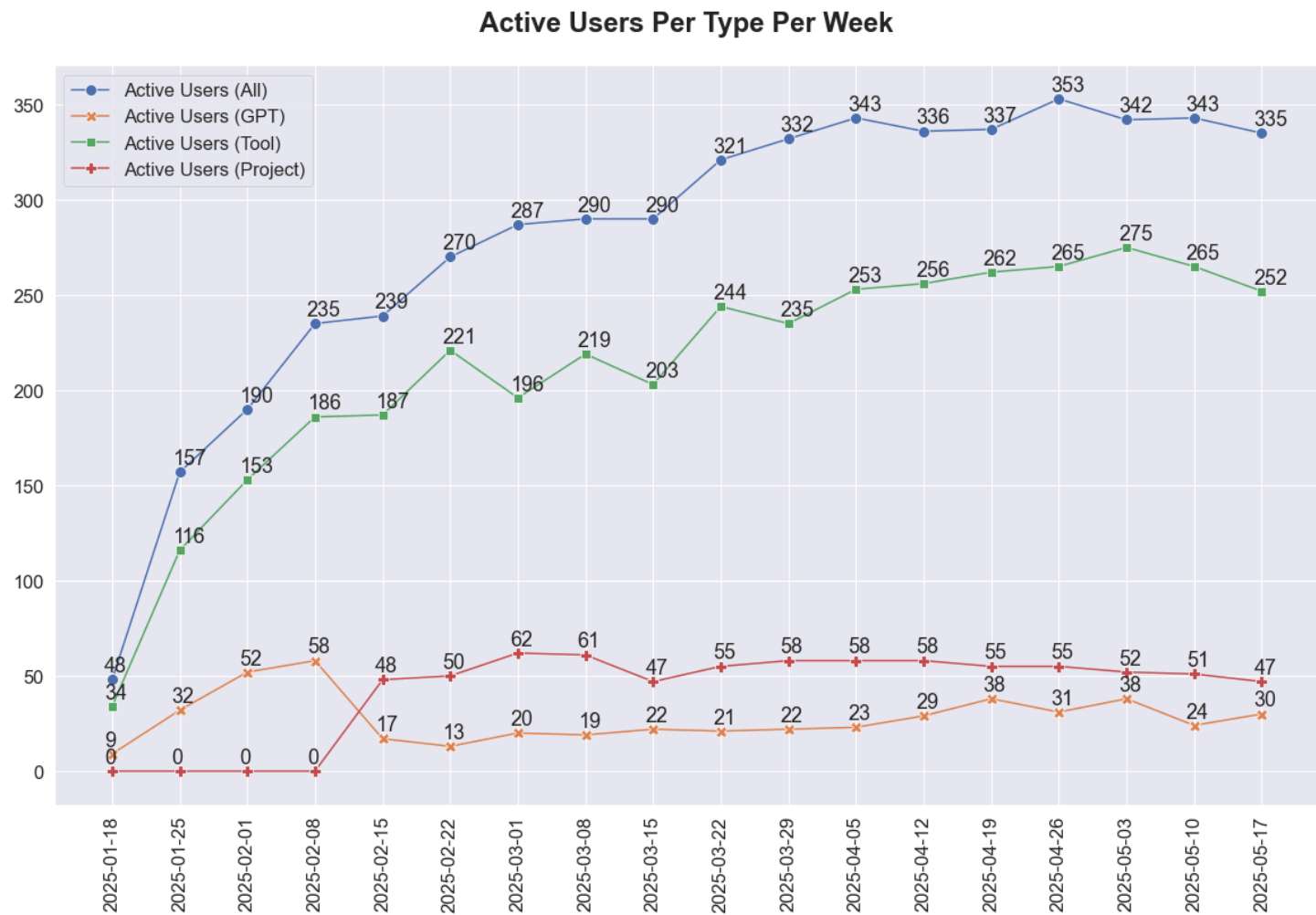
- They created a ChatGPT Edu account but never logged in.
- They were invited but never created an account.
- As of May 16, they had not logged in since January, February, or March.
- They were inadvertently using a plan other than ChatGPT Edu.
- They were members of the pilot’s core team or helping support the pilot.

Figure D1 shows the overall number of active users per week alongside how many users were active in specific parts of the platform. “Active Users (Messages)” is the overall number of active users per week. Not all pilot participants were in ChatGPT Edu at launch because of the requirement to complete a mandatory training before receiving an invitation to join the workspace and because spots on the pilot were still being filled. By the end of February, a majority of participants were invited to join the ChatGPT Edu workspace.

The other lines show how many participants were using tools, projects, and GPTs. Project data was not available until the week ending February 15. A relatively low number of users worked with GPTs and projects.

Tools, such as search, image generation, data analysis, canvas, memory, and deep research, were used more often.

Figure D1: Active Users per Type per Week



Since participants were added as the pilot progressed, Figure D2 shows the percentage of participants who were active in ChatGPT Edu out of those who had access. The longitudinal mean (or average) indicates 78% of pilot participants were active in ChatGPT Edu each week.

Figure D2: Percent of All Active Users per Week

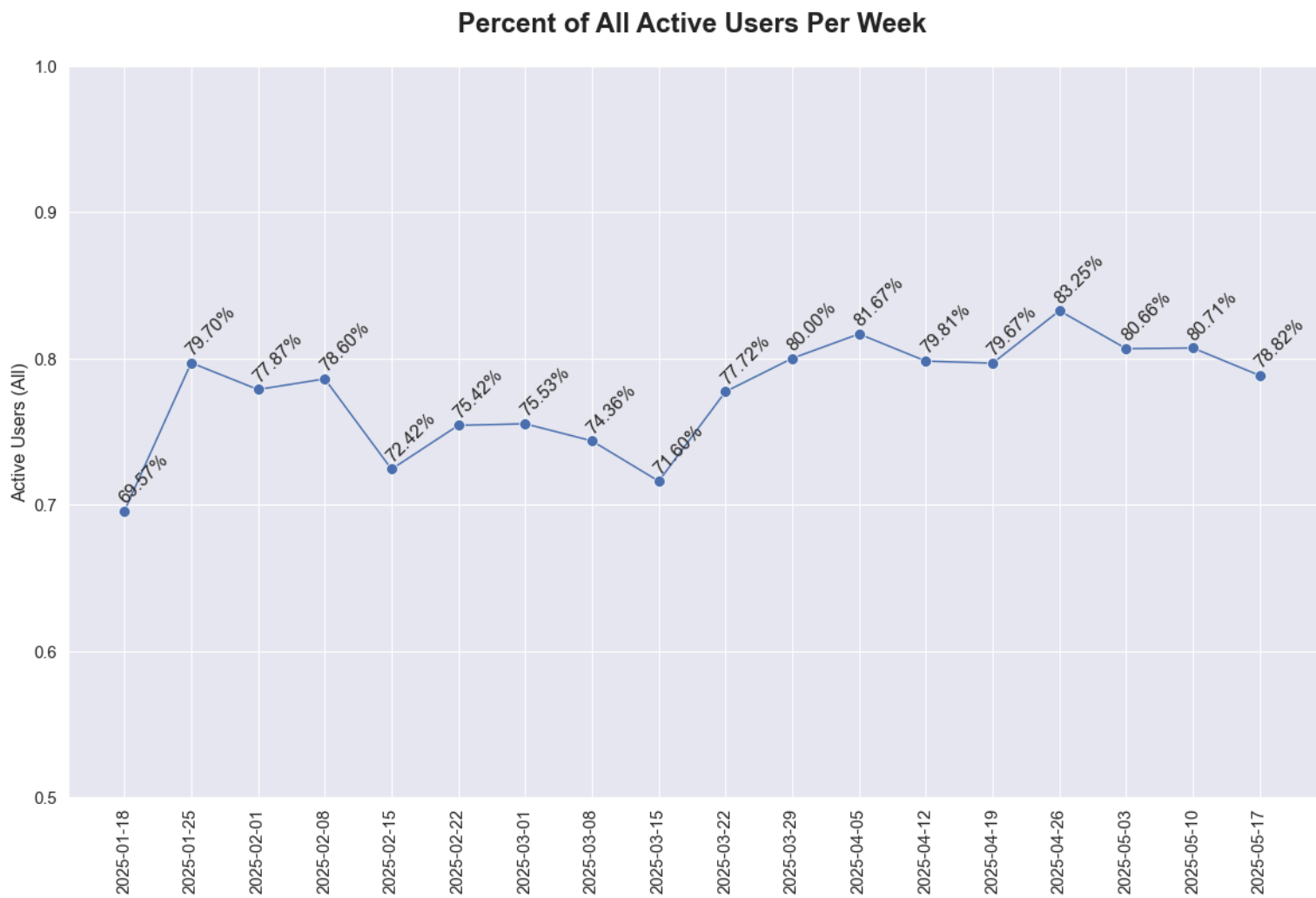


Figure D3 shows the mean, standard deviation, and median for messages sent per week over the pilot period. Longitudinally, the overall mean (or average) weekly usage was 34 messages per week with an overall median of 11 messages per week. The standard deviation, representing how spread out the data is from the mean, shows an emerging period of high-usage behavior in late April to mid-May. Considering that timeframe and pairing this information with [Figure D4](#), there appears to be a small group of participants heavily using ChatGPT Edu.

Figure D3: Central Tendency of Overall Messages per Week

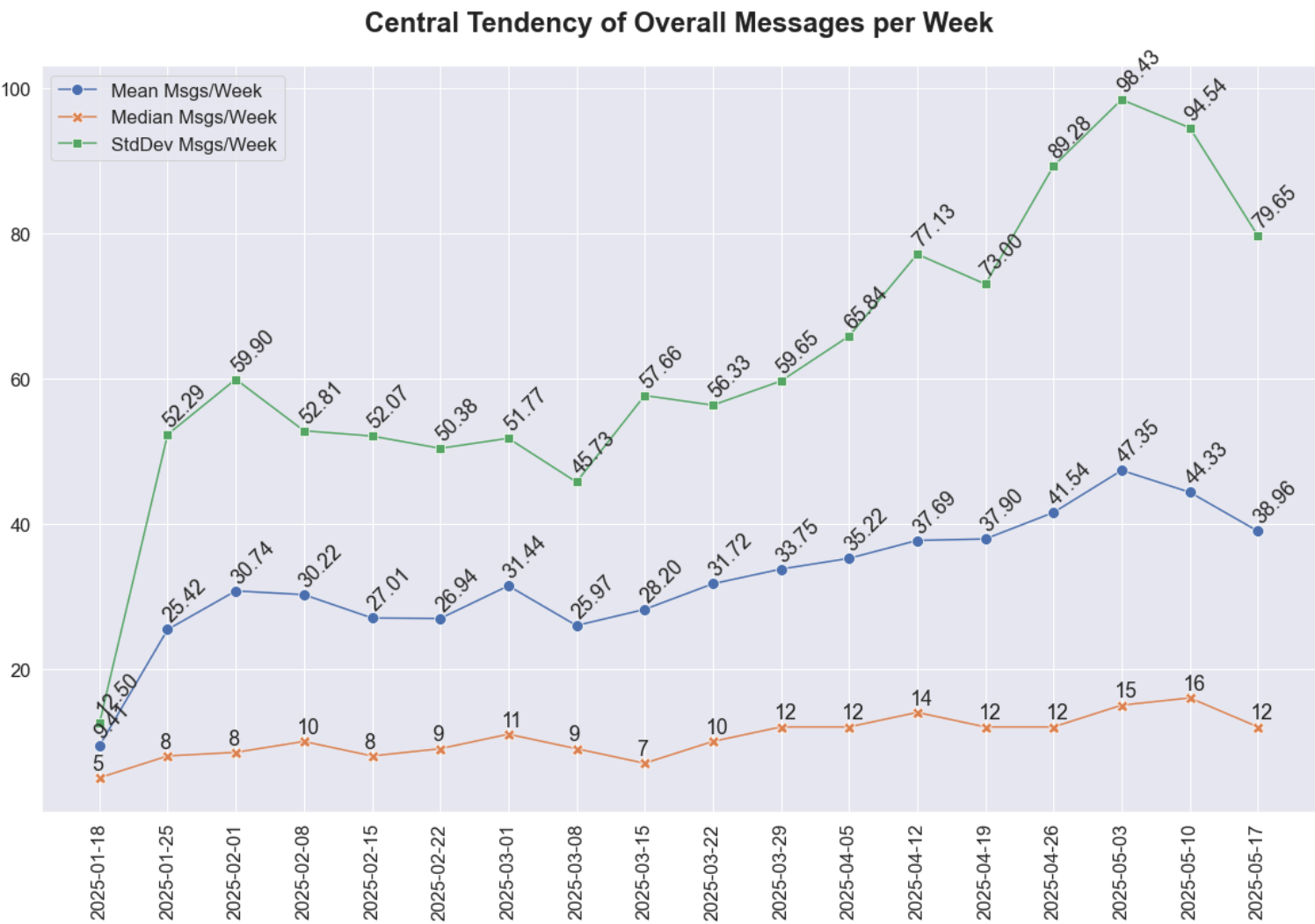
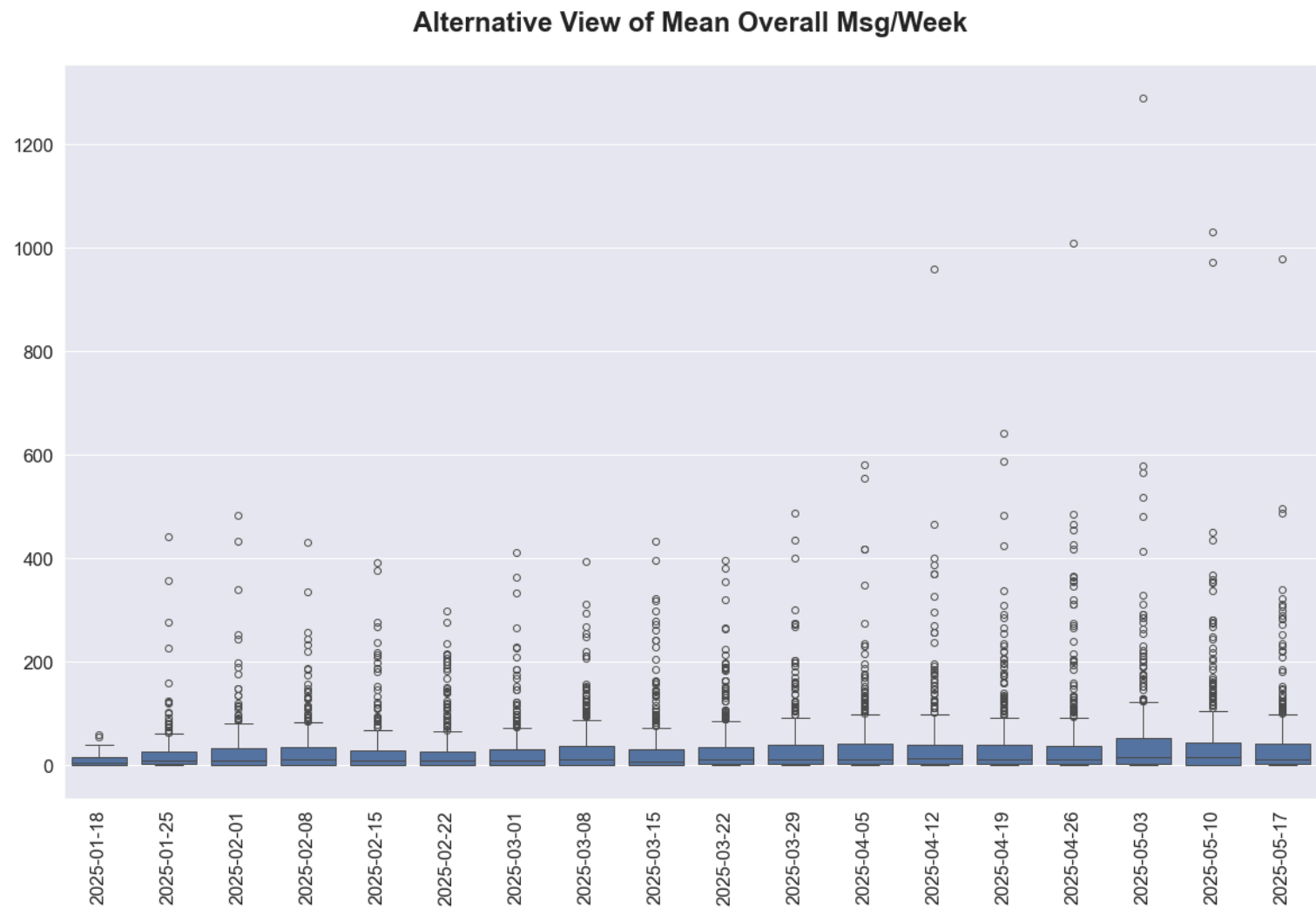


Figure D4 is an alternative look at the outliers for overall messages per week using a box plot. The small box at the bottom contains the 1st through 3rd quartiles of usage per week. The circles above each box represent the extent of the outliers. As noted, some participants were extensively using ChatGPT Edu in their work while most participants (75%) sent fewer than 35 messages per week.

Figure D4: Alternative View of Mean Overall Messages per Week



Tables D5 and D6 show which models and tools were most used during the evaluation period.

GPT-4o was the flagship, default model during the entire evaluation timeframe. It accounted for 85% of all messages sent. The second most used model was o3-mini, comprising 5% of all messages sent. Factors affecting model usage include caps on model usage or models being enabled or replaced over the course of the pilot period. For example, o1, o3-mini, and o3-mini high were replaced by o3 and o4-mini in late April.

As with models, tools were launched and superseded by other tools during the course of the pilot. Additionally, some tools had usage limits, such as Deep Research. The most used tools were Search and Legacy Search (44% combined), Retrieval (25%), and Data Analysis (15%). Some tools, such as Deep Research, must be specifically toggled on while others can be toggled on or are automatically invoked by the model based on the prompt to provide a better response. “Legacy Search” is a misleading name, as it is an actively used part of ChatGPT Edu and is used to search over an internal knowledge base. Retrieval similarly searches internal knowledge, though the difference with “Legacy Search” is unclear. Some notes about tool availability are

- Image Gen launched April 10 as the default for image generation over the previous image generation tool, Dall-E, though GPTs continued to use Dall-E as the default for image generation some time after this.
- Search and Legacy Search were both enabled over the entire evaluation period.
- Deep Research launched on February 25 and was initially limited to 10 queries in 30 days, which later increased to 25 queries in 30 days before going into a lite mode.

For a brief description of each tool, see the section “Tools referenced by the full user export” in OpenAI’s [User Analytics for ChatGPT Enterprise and Edu](#) article.

Table D5: Model Usage During the Pilot

gpt-4o	184,797
o3-mini	11,030
o1	5,311
gpt-4.5	4,442
gpt-4o-mini	2,936
o4-mini	2,435
other	1,590
o3	1,456
gpt-4-turbo	1,397
gpt-3.5-turbo	32

Table D6: Tool Usage During the Pilot

Retrieval	30,655
Legacy Search	28,491
Search	25,971
Data Analysis	17,313
Canvas	6,540
Dall-E	5,292
Image Gen	4,278
Memory	3,621
Deep Research	1,273
GPT Editor	111
Tasks	24

Appendix E: Gaps in Generative AI Services

The team anticipated three uses of generative AI that participants may have uses for, but which the ChatGPT Edu pilot could not support due to the pilot's scope and the team's decision to request review for up to a moderate risk-level of data. In pilot applications (n=523), participants shared if they had a usage need related to one or more of the following:

- The ability to use generative AI with students
- Application Programming Interface (API) access to Large Language Models (LLMs)
- The ability to work with high-risk data

Ability to Use Generative AI with Students

169 applicants (32%) identified use cases for which they would want to use generative AI with their students. The count for each case represents the number of mentions across respondents. That is, one participant's response could have multiple associated codes. Examples of use cases paired with excerpts of relevant quotations follows:

- Teaching practical and academic use of generative AI (n=45). There was frequent mention of critically evaluating AI outputs.
 - This frequently involved teaching students to critically evaluate generative AI outputs, such as through assignments. For example, "I will ask each group to submit two versions of their work for evaluation: 1. Generative AI-Assisted Version... 2. Student-Created Version... This approach will: • Help students understand the strengths and limitations of generative AI tools in solving mathematical problems. • Encourage them to critically compare and evaluate AI-generated content against their own work. • Foster ethical and responsible use of AI in academic settings. These projects will not only deepen their understanding of differential equations but also equip them with practical skills for integrating AI into their future professional and academic endeavors."
 - "All of my courses are fully online or hybrid... and all with open resource tests. I want to provide guidance on the use of the tool for providing foundations for answers so that students don't blindly copy what AI provides them..."
 - "... students complete an assignment called 'AI as tutor?' to see the pros and cons of AI in relation to the discipline. For example, AI is very good at quizzing students on fundamental content when given source material but can be quite bad at it when no source is provided. AI also finds its limitations fairly early in ... academic content, which is important for students to test."
 - "Students in my course will conduct design projects or data analysis projects for... I will teach the students how to use GenAI for their analysis and design."
 - "I teach other Pathways courses with writing and group speech assignments for 1st year students and need to help them know it and navigate ethical and effective uses."
 - "I am very interested in exploring how preservice teachers might use AI as a thought partner in lesson planning. I would like to design a project in which we practice crafting effective prompts, analyzing the results, improving prompts, and use AI to help anticipate student thinking."
- Support for programming and coding support (n=34)
 - "It's mostly used to support some design and code tasks in project-based classes."
 - "Students are allowed to use gen AI tools in my courses to: * help with coding (in graduate courses which are more conceptual)..."
 - "I currently have students using AI to help generate solutions to given problems in class. I do not let them use it for the first 9 weeks of the semester until they have a solid foundation and

understanding of coding. I also would like for them to use it as a tutor - help them get more context about the subject matter.”

- “My... course has a coding component, which is secondary to the mathematics in the course. I would like to have students use ChatGPT assistance to create small scripts to illustrate a mathematical idea, and then ask them to evaluate the accuracy of the generated code... Students with less of a programming background could have ChatGPT generate code and then explain how it works, so they could get hands-on experience at the same level that CS students do.”
- “In many cases now companies are also asking for Python experience. I would like to have students use ChatGPT to translate their solutions to homework problems from R into Python.”
- Support for writing, editing, and communication (n=30)
 - “Check their grammar, help with research on their term papers.”
 - “Generative AI can be used by students to help them identify misconceptions, confusing vocabulary, or inappropriate references/tone by asking generative AI to respond based on the specific demographics of the designated audience. For now, I have to rely on students doing their best to assume what their audiences will understand and best respond to. It would also be an amazing tool for students to use to improve their integration of new studies and ideas with the currently available information in their textbook.”
 - “... one use would be in helping them to make their writing more accessible. This is something I could imagine doing in multiple courses...”
 - “...Generation and refinement of written work during lab report preparation.”
- Support for more deeply learning concepts (n=24)
 - “...I envision using GenAI in all of the courses that I teach--indeed, I see it as a necessity in the near future. Part of this integration will involve providing a roadmap for the students for when it will be most helpful, when over-reliance on it will backfire, and how to get what is most useful from it. In terms of more specific uses, as I mentioned in my previous response, it could be very useful in the development and implementation of classroom exercises and developing code for complex analysis. It could also help students to absorb and understand more complex material...”
 - “I am teaching an introductory-level class. The students have many basic conceptual questions and questions while reading documents. GPT can help students answer questions.”
- Brainstorming support (n=19)
 - “Help to brainstorm areas for the final group project”
 - “Here's how I envision students using AI in our... labs... Before lab, students could use AI to really get their heads around what we're about to do - breaking down those dense lab manuals into clearer steps and brainstorming what results they might expect. It's like having a knowledgeable study buddy who helps you think through the experiment before you even touch the equipment.”
 - “First Year Writing 1106. I would like for students to use AI to generate topic ideas, to assist in (but not write) parts of their essay, to help with revision of their essays and to help facilitate peer workshoping during class.”
 - “I anticipate students using AI for generating ideas, brainstorming projects, and refining their research topics.”
- Support for research (n=17)
 - “In research-focused courses, students could use generative AI to brainstorm hypotheses, draft sections of research proposals, or receive feedback on their writing. For instance, they could ask ChatGPT to critique the clarity or structure of their arguments, helping them refine their

academic work while enhancing their self-regulation skills as described by the Metacognitive Framework (Flavell, 1979)."

- "Using AI to support students in their research efforts, including hypothesis formulation, clarification of research questions, and its use to quickly summarize research articles (Google Notebook LM, as an example)"
- "I plan to use generative AI to help students develop citation, writing, and research skills through a collaborative and iterative process..."

Other mentions for using generative AI with students were

- Having generative AI review and provide feedback on materials (n=15)
- Having generative AI help students create content, such as professional development documents, teaching materials, or documents (n=14)
- Conducting literature review / article search and summarization (n=10)

In addition to the themes above, these quotes give more specific ideas of pedagogical uses of generative AI:

- "there is a role-play game that I would like to turn into an AI game for students. It would reduce the need for everyone in a group to learn the rules."
- "To help foster critical thinking and the ethical use of AI in medicine (comparing and contrasting the responses of AI for diagnostic reasoning against a physician-experts)."
- "I think generative AI could help students in a collaborative way identify possible diagnoses and novel treatments."
- "In learning the 4 types of technical presentations, AI will generate the scripts while students focus on delivery - memorized, read verbatim, impromptu, extemporaneous"
- "I created an assignment that encourages students to use generative AI to help them create a fun and informative video clip about a digital technology of their choice"
- "If I can develop a pilot model for assisted creation of structured and complete research metadata, I could have students... attempt to use this model to assist them in creation of metadata for their own thesis and dissertation projects."
- "I imagine students could use generative AI to plan syllabi and/or create course activities for their teaching portfolios."
- "an AI-aided assignment where students compare and contrast several GMO technologies used in food crop production"
- "students were asked to create story boards using sketching and AI generated imagery"

Application Programming Interface (API) Access to Large Language Models (LLMs)

The pilot did not include access to large language model (LLM) APIs, such as OpenAI's API, but many participants expressed a strong interest in this capability.

89 applicants (17%) reported a need for API access to an LLM. Examples of these use cases include

- Automating workflows or accelerating data analysis activities (n=20)
 - Cleaning and transforming data (e.g., extracting and standardizing affiliation data from raw PDFs)
 - Classifying and annotating datasets (e.g., category mapping, baseline generation, social media post analysis)

- Discovering patterns and trends across large or complex datasets (e.g., survey data, academic reviews)
- Analyzing merge requests in continuous integration/continuous (CI/CD) development pipelines
- Deploying backend services for internal tools or websites
- Analyzing appointment data to detect trends in service usage
- Creating chatbots or agents (n=15)
 - Student-facing bots for answering course-specific or lab-related questions
 - Employee-facing assistants for policy, training, benefits, or finance support
 - Public-facing help portals for troubleshooting and procedural guidance
 - Round-the-clock support services for internal or external users
- Providing a tool for students to use, provide feedback, or help with grading (n=10)
- Support scholarly research (n=10)

Working with High-Risk Data

27 applicants (5% of all pilot participants) identified a use case involving work with high-risk data. The types of data were

- FERPA/student data (8)
- Unspecified data risk type (5)
- PII (3)
- FAFSA (2)
- Financial account data (2)

There were also some individual responses about the value of having a generative AI tool to work with critical infrastructure information (e.g., buildings), research data, CUI/ITAR, and data in healthcare settings.

Appendix F: Net Promoter Score (NPS)

The Net Promoter Score (NPS) measures satisfaction and loyalty based on a person’s willingness to recommend a product or business to someone else. Pilot participants (n=405) were asked to rate, on a scale of 1 to 10, how likely they would be to recommend ChatGPT Edu to a colleague.²

ChatGPT Edu received an NPS score ($\% \text{ promoters} - \% \text{ detractors}$) of **55**. Scores can vary by industry, though generally a score above 50 is considered excellent.

Table F1: Promoter, Passive, Detractors Categories:

Category	Count	% of Total
Promoters (rated 9-10)	261	64.44%
Passive (rated 7-8)	106	26.17%
Detractors (rated 0-6)	38	9.38%

² [Figure C18](#) visualizes the responses to this question.