

UW Dialogue Initiative | UW Seattle – New Student Questionnaire

Evaluation Report

Institutional Assessment and Evaluation

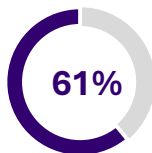
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Executive Summary

Institutional Assessment and Evaluation (IAE) was contracted by the UW Dialogue Initiative to analyze and report on survey data collected at UW Seattle Freshman and Transfer orientation sessions. These data were collected using the **UW Seattle New Student Questionnaire**, which was administered during Advising & Orientation (A&O) Part 1 held between December 2023 / January 2024 – January 2025. Of the **7,369 respondents**, the majority (74%) attended the Freshman U.S student sessions, with another 19% attending the Freshman International student sessions and less than 10% attending the Transfer student sessions. The majority of respondents (70%) also represented WA residents.



Nearly two-thirds (61%) of respondents shared that, among the three strategies for dialogue engagement provided by the Provost, ***Building a Connection to Others*** resonated with them the most.

The top two tools or strategies respondents plan on using in their first year to navigate consuming information:

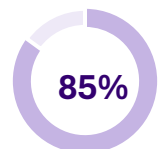


Three-fifths of respondents (60%) mentioned they will critically evaluate sources / use reputable sources of information.



Relatedly, around one-fifth (21%) shared they will cross-reference information from diverse sources.

The majority (85%) of respondents expressed intention to be curious, think critically, and communicate openly when engaging with the UW community.



The top two actions respondents will take to remain curious in their first year:

Nearly half of respondents (46%) indicated exploring and being involved on campus and in the local community.



About one-fourth of respondents (27%) underlined the importance of awareness and open-mindedness in recognizing biases and seeking new perspectives.



Recurring themes across open-ended responses: Respondents mentioned **building interpersonal connections**, which entail building bonds over “shared passion” or “common goals,” mutual viewpoints, experiences, or interests, and / or showing a genuine willingness to engage with other people. They also mentioned **respectful communication**, highlighting the importance of listening “to ideas in their entirety,” “before making a judgement,” and “carefully with the intent of understanding.” They also envisioned making efforts to share meaningful and respectful dialogue / conversations with other people even if there are disagreements or differences in viewpoints.



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Background and Data Analysis

Institutional Assessment and Evaluation (IAE), a unit within Finance, Planning & Budgeting, was contracted by the UW Dialogue Initiative to analyze and report on survey data collected at UW Seattle Freshman and Transfer orientation sessions. These data were collected using the UW Seattle New Student Questionnaire, which was administered during Advising & Orientation (A&O) Part 1 held between December 2023 / January 2024 – January 2025. The dataset contained a total of 7,369 respondents. The survey instrument can be found in Appendix C.

For all quantitative survey questions, IAE used the `tidyverse`, `gtsummary`, and `ggplot2` packages in R to generate descriptive statistics, bar charts, and tables. In addition, IAE also queried demographic information (Appendix A) from UW databases, including survey respondents' underrepresented minority status, residency, and first-generation 4-year college status.

Results were disaggregated by orientation session type: Freshman US, Freshman International, Transfer. Counts fewer than 5 are reported as “n < 5.” For the rating scale item (Q1), means and standard deviations were calculated for respondents who provided a rating. “Affirm” percentages were also calculated to summarize the proportion of respondents who selected ‘Agree’ or ‘Strongly agree’ (i.e. affirmed the item).

For the three open-ended survey questions (Q2, Q4, Q6), responses were analyzed exclusively by IAE researchers (without the use of artificial intelligence) for themes using a constant comparison method in which themes emerged inductively. Detailed theme frequencies can be found in Appendix B.

Overview of Results

Question 1

The majority of respondents (85% selected 'Agree' or 'Strongly agree') expressed intention to be curious, think critically, and communicate openly when engaging with their UW community.

Figure 1. The key components of creating a learning environment are curiosity, openness, and awareness. Please rate your agreement with the following statement: 'I intend to be curious, think critically, and communicate openly when engaging with my UW community.' (n = 7,369)

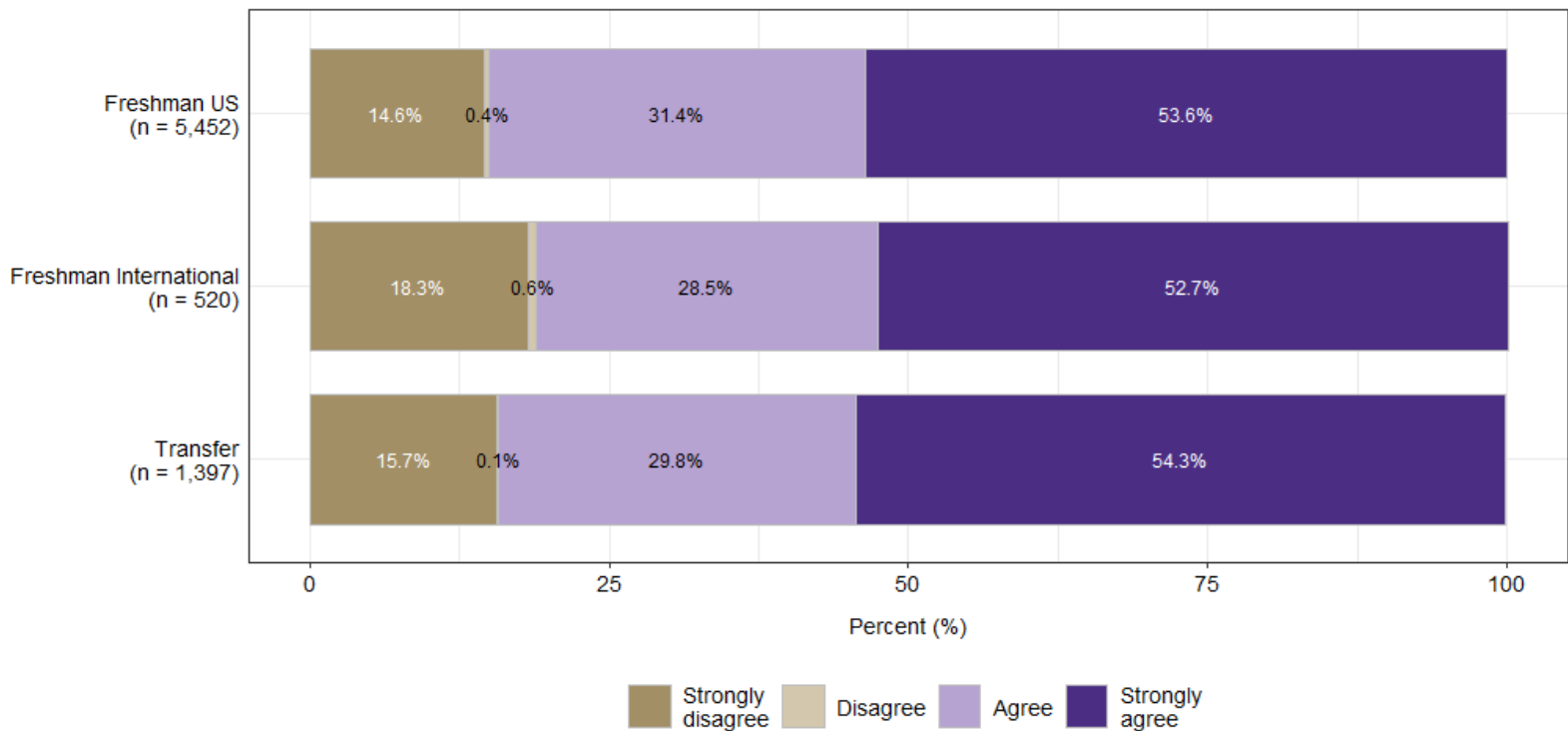


Table 1. The key components of creating a learning environment are curiosity, openness, and awareness. Please rate your agreement with the following statement: 'I intend to be curious, think critically, and communicate openly when engaging with my UW community.' (*n* = 7,369)

Response Option	Session Type			
	Overall (<i>n</i> = 7,369)	Freshman US (<i>n</i> = 5,452)	Freshman International (<i>n</i> = 520)	Transfer (<i>n</i> = 1,397)
<i>Strongly disagree</i>	1,113 (15.1%)	798 (14.6%)	95 (18.3%)	220 (15.7%)
<i>Disagree</i>	25 (0.3%)	20 (0.4%)	<i>n</i> < 5	<i>n</i> < 5
<i>Agree</i>	2,277 (30.9%)	1,713 (31.4%)	148 (28.5%)	416 (29.8%)
<i>Strongly agree</i>	3,954 (53.7%)	2,921 (53.6%)	274 (52.7%)	759 (54.3%)
<i>Mean (SD)^a</i>	3.23 (1.04)	3.24 (1.03)	3.16 (1.11)	3.23 (1.06)
<i>Affirm^b</i>	6,231 (84.6%)	4,634 (85.0%)	422 (81.2%)	1,175 (84.1%)

^a Means and standard deviations are calculated for ratings Strongly disagree (1) - Strongly Agree (4).

^b Total *n* (%) of respondents who selected 'Agree' or 'Strongly agree'.

Response options: Strongly disagree (1) - Disagree (2) - Agree (3) - Strongly agree (4)

Question 2

Open-ended Comments: Q2. List two (2) actions you will take to remain curious in your first year? (n = 7,321 substantive responses)

Respondents were asked to share two actions they will take to remain curious in their first year at UW. Seven major ways of remaining curious were identified from their responses, with the top two ways being:

- Campus and local community exploration and involvement (46%), which includes three subthemes: Participation in UW clubs and organizations, General exploration of UW campus and local community / culture, and Exploration and utilization of campus or external resources.
- Awareness and open-mindedness (27%)

Other ways or actions respondents plan on using to remain curious were:

- Critical thinking and evaluation of information (26%)
- Social connections (17%)
- Academic experience and exploration (17%)
- Active listening and dialogue (12%)
- Self-development (2%), which includes two subthemes: Maintaining a healthy lifestyle and Personal discipline (such as time management, organization, and strong work ethic).

Also, please note that responses can be categorized under multiple themes or subthemes.

Campus and local community exploration and involvement

Nearly half (46%; n = 3,335) of responses alluded to campus and local community exploration and involvement, which includes three subthemes:

- Participation in UW clubs and organizations (mentioned by 68% of these 3,335 respondents). Respondents broadly mentioned “getting involved” in clubs and organizations, while others specifically mentioned that they plan to join the Greek system (e.g., sororities and fraternities), “*chess club*,” “*debate society*,” or clubs / organizations focused on intramural sports or other athletic activities.
- General exploration of UW campus and local community / culture (mentioned by 38% of these 3,335 respondents). Some respondents mentioned generally “*seek[ing] out new experiences*,” “*always trying something new*,” “*explore different parts of Seattle*,” and “*reach[ing] outside comfort zone*.” Others specifically noted attending Dawg Daze, career fairs, workshops, seminars, First Year Programs activities, and visiting museums. A portion of respondents also highlighted exploration in terms of discovering new food / cuisine, interests, hobbies, and employment (“*get an on-campus job*”).

- Exploration and utilization of campus or external resources (alluded to by 5% of these 3,335 respondents). Respondents also highlighted taking advantage of resources to advance their learning and creativity, some mentioned asking for help or asking about resources more broadly, while others specifically noted resources such as: Academic advising, First Year Programs, CLUE tutoring as well as other study / tutoring centers on campus, Career Center, UW Libraries and Archives, Commuter and Transfer Commons, and creative workspaces like the McCarty Innovation Learning Lab.

Awareness and open-mindedness

About one-fourth (27%) of respondents underlined the importance of awareness and open-mindedness in their answers. They mentioned general actions or processes such as “*observe more*,” being aware of their own beliefs or recognizing their own biases, “*be[ing] open to new perspectives*” or “*look[ing] for multiple perspectives*,” and “*seeking new paths and ideas on problems*.” Some respondents also shared they will stay curious in their first year by reading more books, expanding their vocabulary, and learning new languages.

Critical thinking and evaluation of information

About one-fourth (26%) of responses were categorized under this theme of critical thinking and evaluation of information. Respondents alluded to motifs such as:

- Cultivation of independent (human) thought, with a small portion of responses implying “*limit[ing] use of AI tool[s]*”
- Research and inquiry, as well as “*expand information sources*” and “*evaluate sources*”
- “*Keep asking questions*” to strengthen understanding and meaningfully engage with others

Social connections

Around one-fifth (17%) of respondents shared they will remain curious in their first year by building social connections. Respondents noted these connections entail general non-academic socializations such as everyday conversations on campus / in the dorms / in the classroom. Others mentioned they intend to take initiative to introduce themselves, reach out or “*meet new people*,” especially those from “*diverse cultures*,” and “*making new friends*.” A small portion also mentioned collaborating and networking with their peers and UW community members.

Academic experience and exploration

Around one-fifth (17%) of respondents alluded to the college academic experience in their answers. They highlighted motifs such as attending classes and office hours, staying engaged and participating in class discussions and activities, joining study groups, and, more broadly, working hard on their academics and doing well in classes. Some

respondents focused more on the interpersonal aspects of the classroom climate such as interacting and networking with their peers and instructors (i.e., professors and teaching assistants), and immersing themselves in communities like Freshman Interest Groups. Another prevalent motif was exploring unfamiliar subjects / courses within or outside of their intended or current majors and learning more about different academic programs / majors on campus. Relatedly, respondents also alluded to outside-the-classroom learning experiences that can further enrich their academic experience such as internships and undergraduate research. Respondents shared their thoughts:

Get an internship/do research under a professor

Form study groups and asking questions in class

Ask questions in class; take unique classes

Classes across multiple disciplines [...]

[...] take a wide variety of classes

I plan to explore majors [...]

Active listening and dialogue

Twelve percent of respondents (n = 875) highlighted the importance of both active listening and dialogue in their answers. In most responses, it was implied that both active listening and meaningful, respectful dialogue were interwoven, whereas in some responses the two concepts were clearly separated. Overall, respondents emphasized the crucial role that active listening and meaningful dialogue plays in fostering connections and understanding between people. They shared:

Being respectful and mindful in speech and actions

find common ground with people

listen to all opinions

avoid judgment

Self-development

Lastly, a sliver (2%; n = 110) of responses alluded to campus and local community exploration and involvement, which includes two subthemes:

- Maintaining a healthy lifestyle (mentioned by 48% of these 110 respondents). Respondents emphasized the importance of taking care of their physical and mental health through self-care and practicing mindfulness generally as well as more specific examples: exercise / sports / going to the gym, sleep, and eating balanced meals.

- Personal discipline (mentioned by 54% of these 110 respondents). Respondents also discussed maintaining a strong work ethic and personal agency (e.g., “*be focused and determined*”, “*be tenacious*”, “*Become a leader and take initiatives*”), time management (“set dedicated time blocks”), as well as organization and prioritization. A small portion also focused on setting goals and planning for their “*academic future*” and careers.

Question 3

Among the three strategies that the Provost provided for engaging in dialogue, nearly two-thirds (61%) of respondents shared that *Building a Connection to Others* resonated with them the most.

Table 2. The Provost provided three strategies for engaging in dialogue, which strategy resonated with you the most? (n = 7,366)

Response Option	Session Type			
	Overall (n = 7,366)	Freshman US (n = 5,451)	Freshman International (n = 519)	Transfer (n = 1,396)
<i>Building a connection to others</i>	4,476 (60.8%)	3,402 (62.4%)	267 (51.4%)	807 (57.8%)
<i>Finding common ground across differences</i>	1,539 (20.9%)	1,088 (20.0%)	139 (26.8%)	312 (22.3%)
<i>The courage to be honest</i>	1,305 (17.7%)	934 (17.1%)	105 (20.2%)	266 (19.1%)
<i>None</i>	46 (0.6%)	27 (0.5%)	8 (1.5%)	11 (0.8%)

Question 4

Open-ended Comments: Q4. How will you apply your preferred dialogue engagement strategy in your first quarter? (n = 7,179 substantive responses)

Respondents also had the opportunity to share how they will apply their preferred dialogue engagement strategy in their first quarter at UW. Eight main ways were identified in their responses:

- Building interpersonal connections (41%)
- Respectful communication (26%), which includes two subthemes: Active listening and seeking to understand others through dialogue / conversations.
- Values and character (13%), such as honesty, kindness, respect, empathy, and compassion.
- Awareness and open-mindedness (11%)
- Campus and community involvement (8%), which includes four subthemes: Involvement with extracurriculars in general, Participation in school / local community events and activities, Participation in UW clubs and organizations, as well as Utilization of campus resources and seeking help.
- Self-development (5%), which includes three subthemes: Organization and planning, Personal mindset and well-being, and Vulnerability / Embracing uncertainty.
- Curiosity and critical thinking (4%)
- Academic engagement and growth (3%)

While some themes, for example, “Building interpersonal connections” and “Respectful communication” may appear to overlap, students’ open-ended responses revealed distinct intentions, contexts, and connotations that warrant treating these themes as separate. By highlighting these themes in parallel, the thematic analysis captures the nuanced ways in which students envision applying their preferred dialogue engagement strategies during their first quarter. Also, please note that responses can be categorized under multiple themes or subthemes.

Building interpersonal connections

A large subset (41%; n = 2,964) of respondents shared that they would apply their preferred dialogue engagement strategies by building interpersonal connections, such as: Networking, meeting new people, making friends, “*getting to know [their] peers beyond a surface level,*” and “*finding a shared solution when doing groupwork.*” Respondents emphasized these interpersonal connections entail building bonds over “*shared passion*” or “*common goals,*” mutual viewpoints, experiences, or interests, and / or showing a genuine willingness to engage with other people. More respondents shared:

Be an outgoing person & open to new opportunities

Collaboration with others in and out of classes

To expand my circles; etc.

Respectful communication

Around one-fourth (26%; n = 1,900) of responses alluded to respectful communication, which includes two subthemes:

- Meaningful dialogue / conversations (mentioned by 84% of these 1,900 respondents)
- Active listening (mentioned by 18% of these 1,900 respondents)

Respondents underlined the importance of listening *“to ideas in their entirety,” “before making a judgement,”* and *“carefully with the intent of understanding.”* They also envisioned making efforts to share meaningful and respectful dialogue / conversations with other people even if there are disagreements or differences in viewpoints. Respondents highlighted the exchange of ideas, perspectives, or opinions by having *“conversations with people of different backgrounds”* or *“people with various perspectives.”* They also underscored respectful communication as an important tool for setting boundaries, resolving conflicts, and negotiating with other people.

Values and character

Thirteen percent (n = 943) of respondents alluded to values and character, which includes two subthemes: 1) Honesty with oneself and others; 2) Values such as kindness, respect, empathy, and compassion.

- Honesty with oneself and others (mentioned by 70% of these 943 respondents). This subtheme is made up of various motifs that respondents highlighted in their answers:
 - Being original and authentic self-expression / speaking one’s mind / speaking up for personal beliefs. These motifs are represented by comments such as: *“Stay true to my character and moral compass”* and *“I won’t try to pretend I’m someone I’m not.”*
 - Admitting when they need help or make mistakes and holding themselves accountable. These motifs are represented by comments such as: *“Be honest with myself and stay accountable”* and *“Admit mistakes and ask for help when I need it.”*
- Respondents also highlighted other values they hold close such as kindness, respect, empathy, and compassion (mentioned by 32% of these 943 respondents). They shared how these values can help *“create a positive environment,” “trusting environment with others,”* and *“make everyone around [them] feel included.”* Some also mentioned that these qualities about their character will help them *“navigate conflict using empathy.”* A few more comments that best capture the sentiment behind this subtheme are:

“Always be respectful in my interactions,” “Engaging with others in a compassionate way,” and “I’ll be kind even to those that disagree with me.”

Awareness and open-mindedness

Eleven percent of respondents (n = 768) focused on the theme of awareness and open-mindedness in their answers. They shared that they would apply their preferred dialogue engagement strategy by:

- Being aware of their values, biases, assumptions or “*preconceived ideas*,” as well as “*new culture[s] and surroundings*.”
- Embracing / being receptive, showing a genuine interest in learning, or exposing themselves to diverse perspectives and lived experiences.

While empathy is implied in some responses, “Awareness and open-mindedness” emphasizes the respondent taking an active role, showing intention and interest in seeking out and understanding others’ perspectives and experiences, rather than just feeling or empathizing with or for others. Representative comments that illustrate this theme are:

by seeking to understand others; not judge them

Seeing the world thru others and sharing mine

Attempting to fully understand others' beliefs

Actively seeking to understand peer's stories.

embrace different perspectives and ideas.

Campus and community involvement

Eight percent (n = 575) of respondents alluded to the overarching theme of campus and community involvement, from which branched four subthemes: 1) Involvement with extracurriculars in general, 2) Participation in school / local community events and activities, 3) Participation in UW clubs and organizations, and 4) Utilization of campus resources and seeking help.

In the first subtheme, involvement with extracurriculars in general (mentioned by 5% of these 575 respondents), respondents described their involvement broadly. They shared that they plan on “*getting involved in extracurriculars*” and “*engaging in campus life*.”

In the other subthemes, respondents provided more specific examples when describing their campus and community involvement:

- Participation in school / local community events and activities (mentioned by 23% of these 575 respondents). In their answers, respondents highlighted “engaging in community activities” or “*actively participating in campus events*” such as Dawg Daze,

campus seminars, Samuel E. Kelly Ethnic Cultural Center events, networking events, and *“workshops related to [their] interests.”*

- Participation in UW clubs and organizations (mentioned by 65% of these 575 respondents) was the most common subtheme, where respondents mentioned UW clubs, organizations / student communities, and UW registered student organizations (RSOs). Some respondents noted specific examples - such as, Greek life (sororities and fraternities) and ISAUW (Indonesian Student Association at the UW) - while others mentioned them generally.
- Utilization of campus resources and seeking help (mentioned by 10% of these 575 respondents). Some respondents shared specific ways such as *“seeking advice from professors and peers alike,” “talking with the advisors,”* and *“visiting the library.”* Most others shared more generally that they plan on *“using [their] resources”* or *“asking for help when [they] need it.”*

Self-development

A small portion, five percent (n = 349) of respondents alluded to the overarching theme of self-development, from which branched three subthemes:

- Organization and planning (mentioned by 19% of these 349 respondents). Respondents highlighted motifs such as *“setting goals,”* personal excellence and working hard, *“taking notes,”* managing their time / schedules and *“keeping a planner to organize [their] work,”* as well as planning for future endeavors such as *“exploring many pathways careers can take [them].”*
- Personal mindset and well-being (mentioned by 22% of these 349 respondents). Respondents highlighted the importance of taking care of themselves physically and mentally (including emotional regulation), *“being confident”* or working on their self-confidence, becoming their *“best version,”* learning from failures and resilience, self-reflection, as well as progressing with a positive attitude or *“growth mind[set].”*
- Vulnerability / Embracing uncertainty (mentioned by 60% of these 349 respondents). Most responses categorized under “Self-development” celebrated vulnerability, such as taking risks, *“adventuring campus,” “expand[ing] outside [the] comfort zone,” “being brave,”* and *“being bold.”*

Curiosity and critical thinking

A small portion, four percent (n = 264) of respondents highlighted curiosity and critical thinking in their answers. They underlined the importance of asking questions about concepts and processes, being observant, challenging assumptions, and checking multiple sources of information. Respondents shared the following comments that best represent this theme:

challenge my own ideas and research differing ones

Develop a set of standards for what sources I use

Being careful about mis- and dis-information.

I will expand sources of information

Academic engagement and growth

Lastly, a sliver of responses (3%; n = 225) alluded to the theme of academic engagement and growth. Respondents highlighted various motifs such as:

- Attending class, “*actively participat[ing] in class discussions,*” and engaging with their classmates and instructors (professors and teaching assistants) in class.
- Academic honesty (e.g., not cheating), submitting original work, and doing well in classes.
- Attending “*professor office hours*” and forming or “*joining study groups.*”
- Participating in academic interest groups such as FIGs or E-FIGs, and / or exploring “*research opportunities.*”

Question 5

After watching Provost Serio's welcome video, respondents were asked Question 5, which acted as a knowledge check item. The correct answer is "There is a lot of misinformation and disinformation out there," which was indicated by nearly all respondents (94%).

Table 3. What is the caution mentioned by Provost Serio regarding information consumption? (n = 7,364)

Response Option	Session Type			
	Overall (n = 7,364)	Freshman US (n = 5,450)	Freshman International (n = 518)	Transfer (n = 1,396)
<i>Information is always accurate and reliable.</i>	141 (1.9%)	87 (1.6%)	25 (4.8%)	29 (2.1%)
<i>Information is easy to find and access.</i>	250 (3.4%)	150 (2.8%)	43 (8.3%)	57 (4.1%)
<i>Information is not important for learning.</i>	28 (0.4%)	20 (0.4%)	6 (1.2%)	n < 5
<i>There is a lot of misinformation and disinformation out there.</i>	6,945 (94.3%)	5,193 (95.3%)	444 (85.7%)	1,308 (93.7%)

Question 6

Open-ended Comments: Q6. What is one tool or strategy you can use in your first year to navigate consuming information? (*n* = 7,278 substantive responses)

Two dominant themes emerged from survey participants' responses:

- Critically evaluate sources / use reputable sources (60%)
- Cross-reference information from diverse sources (21%)

An additional seven themes, each mentioned by fewer than 10% of respondents included: Seek advice from trusted individuals, make use of UW resources, stay curious / open-minded, apply effective study/organizational strategies, utilize digital tools, use formal academic resources, and personal responsibility and ethical conduct. Also, please note that responses can be categorized under multiple themes.

Critically evaluate sources/use reputable sources

Sixty-percent of respondents indicated that they would be more “cautious,” “skeptical,” and/or “mindful,” of the information they consume by critically evaluating their sources as opposed to accepting them at face value. Respondents noted strategies such as conducting independent research, fact-checking, and being aware of mis- and disinformation. Moreover, they reported that they would make sure to use reputable academic databases and credible sources such as peer-reviewed journals, recommended textbooks, and/or UW approved websites.

Cross-reference information from diverse sources

Just over 20% of respondents reported that they would “broaden” the range of sources they consult when gathering information instead of relying on a single source. Respondents mentioned using peer reviewed journals, textbooks, reliable websites, and/or trustworthy individuals to cross-reference information and verify that it is accurate. In addition, some cited the strategy of lateral reading to help them ensure the reliability of online data.

Seek advice from trusted individuals

Seven percent of respondents noted the importance of being actively engaged and willing to ask questions or seek advice from both formal and informal sources. For example, they mentioned reaching out to professors, counselors, and office staff as well as interacting with peers in academic settings (e.g., study groups) and social contexts (e.g., everyday conversations).

Make use of UW resources (e.g., UW websites, libraries)

Another seven percent of respondents indicated that they would utilize UW resources to better manage information. The great majority of responses in this category highlighted the importance of using the “vast” library system and its resources (e.g., librarians, research databases), both in person and online, to help them find reputable sources. Moreover, some mentioned using official UW platforms such as uw.edu, MyUW, and Canvas to find trusted information.

Stay curious/open-minded

Five percent of respondents explained that they would approach their first year of college with curiosity and a commitment to deeper understanding. They described asking meaningful questions, thinking critically, and seeking answers that are “beyond the surface.” In addition, they underscored the importance of being open-minded and “looking past differences” to learn from others’ experiences and perspectives.

Apply effective study/organizational strategies

Four percent of respondents reported that they would use study and organizational strategies to better manage information and “keep track of what’s important.” They mentioned time management techniques such as using planners, limiting distractions like social media, and making sure to take breaks to avoid burn out and fatigue. Others commented on the importance of being organized through effective note-taking techniques, active reading, and / or active recall.

Utilize digital tools (e.g., web tools, fact checkers)

Three percent of respondents broadly mentioned that they would utilize the “internet,” “websites” or “apps” to monitor information. Others were more specific, citing a wide variety of web tools to manage information including general search engines (e.g., Google), fact-checking websites such as Snopes or FactCheck.org, or reference management tools like Zotero.

Use formal academic resources (e.g., attend class, office hours)

Less than one percent of respondents commented that they would approach information consumption by using formal academic resources. For example, they stressed the importance of attending class, using course materials and textbooks, and/or following guidance provided by “trusted educators” such as professors and teaching assistants. In addition, some mentioned the value of attending office hours or seeking support from institutional tutoring services like CLUE if they had additional questions about the material.

Personal responsibility and ethical conduct

Less than one percent of respondents provided comments underscoring the importance of demonstrating personal responsibility and ethical conduct in academic and / or personal

contexts. They underscored the value of having the “courage to be honest” with both themselves and others, including acknowledging mistakes, owning decisions and acting with integrity (e.g., not cheating). Some also highlighted the importance of demonstrating self-regulation (e.g., thinking before acting or speaking).

Appendix A: Demographic Information

Table A1. Underrepresented Minority (*URM*) Status. UW Knowledge Navigator Definition: A student is classified as having Underrepresented Minority (*URM*) Status if that student identifies with either: a Hispanic/Latino ethnicity, OR one or more of the following racial groups: Hawaiian/Pacific Islander, American Indian, or African-American (n = 7,373)

URM Status	Session Type			
	Overall (n = 7,373)	Freshman US (n = 5,456)	Freshman International (n = 520)	Transfer (n = 1,397)
<i>Not URM</i>	4,810 (65.2%)	3,935 (72.1%)	n < 5	873 (62.5%)
<i>URM</i>	1,412 (19.2%)	1,109 (20.3%)	n < 5	302 (21.6%)
<i>International</i>	626 (8.5%)	8 (0.1%)	513 (98.7%)	105 (7.5%)
<i>Unknown / Missing</i>	525 (7.1%)	404 (7.4%)	n < 5	117 (8.4%)

Table A2. Washington State Residency (n = 7,373)

WA Residency	Session Type			
	Overall (n = 7,373)	Freshman US (n = 5,456)	Freshman International (n = 520)	Transfer (n = 1,397)
<i>Resident</i>	5,187 (70.4%)	3,998 (73.3%)	0 (0.0%)	1,189 (85.1%)
<i>Domestic Non-Resident</i>	1,535 (20.8%)	1,437 (26.3%)	7 (1.3%)	91 (6.5%)
<i>International</i>	626 (8.5%)	8 (0.1%)	513 (98.7%)	105 (7.5%)
<i>Unknown / Missing</i>	25 (0.3%)	13 (0.2%)	0 (0.0%)	12 (0.9%)

Table A3. First Generation to Earn 4-Year Degree. UW Knowledge Navigator Definition: Indicates that all of a student's parents/guardians did not have education beyond an associate's degree or other two year degree. If the student graduates, he/she would presumably be the first generation of their family to attain a baccalaureate degree. (n = 7,373)

First-gen 4yr Status	Session Type			
	Overall (n = 7,373)	Freshman US (n = 5,456)	Freshman International (n = 520)	Transfer (n = 1,397)
No	5,333 (72.3%)	4,057 (74.4%)	441 (84.8%)	835 (59.8%)
Yes	1,949 (26.4%)	1,369 (25.1%)	77 (14.8%)	503 (36.0%)
Unknown / Missing	91 (1.2%)	30 (0.5%)	n < 5	59 (4.2%)

Appendix B: Theme Frequencies

Table B1. Q2. List two (2) actions you will take to remain curious in your first year? (n = 7,321 substantive responses)

Theme	Frequency (n)	Percent (%)
Campus and local community exploration and involvement, which includes three subthemes: Participation in UW clubs and organizations, General exploration of UW campus and local community / culture, and Exploration and utilization of campus or external resources.	3,335	46
Awareness and open-mindedness	2,013	27
Critical thinking and evaluation of information	1,898	26
Social connections	1,278	17
Academic experience and exploration	1,271	17
Active listening and dialogue	875	12
Self-development, which includes two subthemes: Maintaining a healthy lifestyle and Personal discipline (such as time management, organization, and strong work ethic).	110	2

Note: Responses can be categorized under multiple themes; percentages may not sum to 100%

Table B2. Q4. How will you apply your preferred dialogue engagement strategy in your first quarter? (n = 7,179 substantive responses)

Theme	Frequency (n)	Percent (%)
Building interpersonal connections	2,964	41
Respectful communication, which includes two subthemes: Active listening and seeking to understand others through dialogue / conversations	1,900	26
Values and character, such as honesty, kindness, respect, empathy, and compassion	943	13
Awareness and open-mindedness	768	11
Campus and community involvement, which includes four subthemes: Involvement with extracurriculars in general, Participation in school / local community events and activities, Participation in UW clubs and organizations, as well as Utilization of campus resources and seeking help	575	8
Self-development, which includes three subthemes: Organization and planning, Personal mindset and well-being, and Vulnerability / Embracing uncertainty.	349	5
Curiosity and critical thinking	264	4
Academic engagement and growth	225	3

Note: Responses can be categorized under multiple themes; percentages may not sum to 100%

Table B3. Q6. What is one tool or strategy you can use in your first year to navigate consuming information? (n = 7,278 substantive responses)

Theme	Frequency (n)	Percent (%)
Critically evaluate sources / use reputable sources	4,332	60%
Cross-reference information from diverse sources	1,522	21%
Seek advice from trusted individuals	491	7%
Make use of UW resources (e.g., UW websites, libraries)	486	7%
Stay curious / open-minded	376	5%
Apply effective study / organizational strategies	317	4%
Utilize digital tools (e.g., web tools, fact checkers)	184	3%
Use formal academic resources (e.g., attend class, office hours)	67	<1%
Personal responsibility and ethical conduct	55	<1%

Note: Responses can be categorized under multiple themes; percentages may not sum to 100%

Appendix C: Survey Instrument

UW Seattle – New Student Questionnaire

Q1. The key components of creating a learning environment are curiosity, openness, and awareness. Please rate your agreement with the following statement: "I intend to be curious, think critically, and communicate openly when engaging with my UW community."

Strongly disagree ☐	Disagree ☐	Agree ☐	Strongly agree ☐
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Q2. List two (2) actions you will take to remain curious in your first year? [50-character limit]

Q3. The Provost provided three strategies for engaging in dialogue, which strategy resonated with you the most?

- ☐ Building a connection to others.
- ☐ Finding common ground across differences.
- ☐ The courage to be honest.

Q4. How will you apply your preferred dialogue engagement strategy in your first quarter? [50-character limit]

Q5. What is the caution mentioned by Provost Serio regarding information consumption?

- ☐ Information is always accurate and reliable.
- ☐ Information is easy to find and access.
- ☐ Information is not important for learning.
- ☐ There is a lot of misinformation and disinformation out there.

Q6. What is one tool or strategy you can use in your first year to navigate consuming information? [50-character limit]

END OF SURVEY