The Faculty Survey of Student Engagement is a project coordinated by the Center for Postsecondary Research at Indiana University Bloomington.

We cordially invite you to participate in the 2010 Faculty Survey of Student Engagement (FSSE). The survey takes about 15-20 minutes to complete. It is designed to measure faculty expectations regarding the extent to which students at your institution engage in educational practices empirically linked to high levels of learning and development. The information you and other faculty members on your campus provide will help identify areas of strength and improvement, as well as lead to constructive discussions related to teaching, learning, and the quality of your students' educational experience.

Your responses will be confidential and anonymous to your institution. All reporting will be done in the aggregate to protect your privacy. At the end of the survey you can provide feedback about the nature of the questions and related topics that will help us improve the instrument.

Your participation in this study is voluntary and you may refuse to participate without penalty.

If you have technical problems completing the survey, please e-mail help@fsse.org or call 1-877-295-3064. If you have questions about the study, please contact Thomas Nelson Laird by e-mail or by phone (812-856-5824).

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have not been honored during the course of this project, you may contact the office for the Human Subjects Committee,

Carmichael Center L03, 530 E. Kirkwood Ave., Bloomington, IN 47405, 812-855-3067, or by e-mail at iub_hsc@indiana.edu.

I agree, proceed

I do not wish to participate

Print this page
<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Important</th>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum, internship, field experience, co-op experience, or clinical assignment</td>
<td></td>
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<tr>
<td>Community service or volunteer work</td>
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<tr>
<td>Participation in a learning community or some other formal program where groups of students take two or more classes together</td>
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<tr>
<td>Work on a research project with a faculty member outside of course or program requirements</td>
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<tr>
<td>Foreign language coursework</td>
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<tr>
<td>Study abroad</td>
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<tr>
<td>Independent study or self-designed major</td>
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<tr>
<td>Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)</td>
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</tr>
</tbody>
</table>
Select the response that you believe best represents the quality of student relationships with people at your institution.

**Student relationships with other students:**

Unfriendly, Unsupportive, Sense of Alienation

1 2 3 4 5 6 7

Friendly, Supportive, Sense of Belonging

**Student relationships with faculty members:**

Unavailable, Unhelpful, Unsympathetic

1 2 3 4 5 6 7

Available, Helpful, Sympathetic

**Student relationships with administrative personnel and offices:**

Unhelpful, Inconsiderate, Rigid

1 2 3 4 5 6 7

Helpful, Considerate, Flexible

Continue
To what extent does your institution emphasize each of the following?

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requiring students to spend significant amounts of time studying and on academic work</td>
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<tr>
<td>Providing students the support they need to help them succeed academically</td>
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<tr>
<td>Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
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<tr>
<td>Helping students cope with their non-academic responsibilities (work, family, etc.)</td>
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<tr>
<td>Providing students the support they need to thrive socially</td>
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<tr>
<td>Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)</td>
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<tr>
<td>Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)</td>
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</tr>
<tr>
<td>Encouraging students to use computers in their academic work</td>
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<td></td>
</tr>
</tbody>
</table>
About how many hours do you spend in a typical 7-day week doing each of the following?

Teaching undergraduate students in class

Grading papers and exams

Giving other forms of written and oral feedback to students

Preparing for class

Continue
About how many hours do you spend in a typical 7-day week doing each of the following?

Reflecting on ways to improve my teaching

- 0 1-4 5-8 9-12 13-16 17-20 21:30 More than 30

Research and scholarly activities

- 0 1-4 5-8 9-12 13-16 17-20 21:30 More than 30

Working with undergraduates on research

- 0 1-4 5-8 9-12 13-16 17-20 21:30 More than 30

Advising undergraduate students

- 0 1-4 5-8 9-12 13-16 17-20 21:30 More than 30
About how many hours do you spend in a typical 7-day week doing each of the following?

Supervising internships or other field experiences

- 0
- 1-4
- 5-8
- 9-12
- 13-16
- 17-20
- 21-30
- More than 30

Working with students on activities other than coursework (committees, orientation, student life activities, etc.)

- 0
- 1-4
- 5-8
- 9-12
- 13-16
- 17-20
- 21-30
- More than 30

Other interactions with students outside of the classroom

- 0
- 1-4
- 5-8
- 9-12
- 13-16
- 17-20
- 21-30
- More than 30

Conducting service activities

- 0
- 1-4
- 5-8
- 9-12
- 13-16
- 17-20
- 21-30
- More than 30

Continue
In what format do you most often teach?

- Classroom instruction, on-campus
- Classroom instruction, at an auxiliary location (e.g., satellite campus, rented facility)
- Distance education (live or pre-recorded video/audio, Internet, CD-ROM, correspondence, etc.)

Continue
Please respond to the following two questions based on one particular undergraduate course section you are teaching or have taught during this academic year.

What is the general area of your selected course? (Please specify an academic discipline, e.g., Chemistry, Psychology, Theater)
In your selected course section, on average, what percent of class time is spent on the following?

Lecture
- 0%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-74%
- 75% or more

Teacher-led discussion
- 0%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-74%
- 75% or more

Teacher-student shared responsibility (seminar, discussion, etc.)
- 0%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-74%
- 75% or more

Student computer use
- 0%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-74%
- 75% or more

Small group activities
- 0%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-74%
- 75% or more
In your selected course section, on average, what percent of class time is spent on the following?

Student presentations
- 0%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-74%
- 75% or more

In-class writing
- 0%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-74%
- 75% or more

Testing and evaluation
- 0%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-74%
- 75% or more

Performances in applied and fine arts (e.g., dance, drama, music)
- 0%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-74%
- 75% or more

Experiential (labs, field work, art exhibits, etc.)
- 0%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-74%
- 75% or more
During the current academic year, have you had more first-year students or seniors in your classes?

- More first-year students than seniors
- More seniors than first-year students
- I have taught neither first-year students nor seniors this academic year.

Continue
Estimate the total number of students you have taught during this current academic year.
Please respond to the following questions based on the typical student you have taught during this academic year.

Continue
About how often has the typical student done each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked questions in class or contributed to class discussions</td>
<td></td>
<td></td>
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<tr>
<td>Made a class presentation</td>
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<tr>
<td>Prepared two or more drafts of a paper or assignment before turning it in</td>
<td></td>
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<tr>
<td>Worked on a paper or project that required integrating ideas or information from various sources</td>
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<tr>
<td>Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</td>
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</tr>
<tr>
<td>Come to class without completing readings or assignments</td>
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<tr>
<td>Worked with other students on projects during class</td>
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<tr>
<td>Worked with classmates outside of class to prepare class assignments</td>
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</tbody>
</table>

Continue
About how often has the typical student done each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put together ideas or concepts from different courses when completing assignments or during class discussions</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Tutored or taught other students (paid or voluntary)</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Participated in a community-based project (e.g., service learning) as part of a regular course</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Used e-mail to communicate with an instructor</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Discussed grades or assignments with an instructor</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Talked about career plans with a faculty member or advisor</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Discussed ideas from his or her readings or classes with faculty members outside of class</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Activity</td>
<td>Very Often</td>
<td>Often</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Received prompt written or oral feedback from faculty on his or her academic performance</td>
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<tr>
<td>Worked harder than usual to meet an instructor’s standards or expectations</td>
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<tr>
<td>Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</td>
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</tr>
<tr>
<td>Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)</td>
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<tr>
<td>Had serious conversations with students of a different race or ethnicity than his or her own</td>
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<tr>
<td>Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values</td>
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<tr>
<td>Examined the strengths and weaknesses of his or her views on a topic or issue</td>
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<tr>
<td>Tried to better understand someone else’s views by imagining how an issue looks from that person’s perspective</td>
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<tr>
<td>Learned something that changed the way he or she understood an issue or concept</td>
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</tbody>
</table>
During the current school year, about how much reading and writing do you estimate the typical student has done?

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>Between 1 and 4</th>
<th>Between 5 and 10</th>
<th>Between 11 and 20</th>
<th>More than 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of assigned textbooks, books, or book-length packs of course readings</td>
<td></td>
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<tr>
<td>Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment</td>
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<tr>
<td>Number of written papers or reports of <strong>20 pages or more</strong></td>
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<tr>
<td>Number of written papers or reports <strong>between 5 and 19 pages</strong></td>
<td></td>
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</tr>
<tr>
<td>Number of written papers or reports of <strong>fewer than 5 pages</strong></td>
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</tbody>
</table>

Continue
In a typical week, how many homework problem sets does the typical student complete?

<table>
<thead>
<tr>
<th>Number of problem sets that take the typical student</th>
<th>None</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>More than 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>more than one hour to complete</td>
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<tr>
<td>Number of problem sets that take the typical student</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>less than one hour to complete</td>
<td></td>
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</tbody>
</table>

Continue
About how many hours do you think the typical student should spend in a typical 7-day week doing each of the following?

Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

Working for pay on campus

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

Working for pay off campus

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

Continue
About how many hours do you think the typical student should spend in a typical 7-day week doing each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)</td>
<td>0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30</td>
</tr>
<tr>
<td>Relaxing and socializing (watching TV, partying, etc.)</td>
<td>0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30</td>
</tr>
<tr>
<td>Providing care for dependents living with him or her (parents, children, spouse, etc.)</td>
<td>0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30</td>
</tr>
<tr>
<td>Commuting to class (driving, walking, etc.)</td>
<td>0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30</td>
</tr>
</tbody>
</table>
About how many hours do you think the typical student actually spends in a typical 7-day week doing each of the following?

Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

- Working for pay **on campus**

- Working for pay **off campus**

- Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

[Continue]
About how many hours do you think the typical student actually spends in a typical 7-day week doing each of the following?

Relaxing and socializing (watching TV, partying, etc.)

0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30

Providing care for dependents living with him or her (parents, children, spouse, etc.)

0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30

Commuting to class (driving, walking, etc.)

0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30

Continue
Select the response that represents the extent to which the typical student’s examinations have challenged that student to do his or her best work.

Very little

1 2 3 4 5 6 7

Very much

Continue
During the current school year, how much do you believe the typical student’s coursework has emphasized the following mental activities?

<table>
<thead>
<tr>
<th>Mental Activity</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Memorizing</strong> facts, ideas, or methods from his or her courses and readings so he or she can repeat them in pretty much the same form</td>
<td></td>
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<tr>
<td><strong>Analyzing</strong> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components</td>
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<tr>
<td><strong>Synergizing</strong> and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
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<tr>
<td><strong>Making judgments</strong> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</td>
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</tr>
<tr>
<td><strong>Applying</strong> theories or concepts to practical problems or in new situations</td>
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</tbody>
</table>
To what extent has the typical student’s experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing clearly and effectively</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td></td>
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<td></td>
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<tr>
<td>Thinking critically and analytically</td>
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<tr>
<td>Analyzing quantitative problems</td>
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<tr>
<td>Using computing and information technology</td>
<td></td>
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<tr>
<td>Working effectively with others</td>
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<td></td>
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<tr>
<td>Learning effectively on his or her own</td>
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<td></td>
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<tr>
<td>Understanding himself or herself</td>
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<td></td>
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</tr>
</tbody>
</table>

Continue
To what extent has the typical student’s experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td>(1)</td>
<td>(3)</td>
<td>(6)</td>
<td>(1)</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>(9)</td>
<td>(2)</td>
<td>(7)</td>
<td>(0)</td>
</tr>
<tr>
<td>Developing a personal code of values and ethics</td>
<td>(4)</td>
<td>(5)</td>
<td>(9)</td>
<td>(1)</td>
</tr>
<tr>
<td>Developing a deepened sense of spirituality</td>
<td>(9)</td>
<td>(0)</td>
<td>(7)</td>
<td>(1)</td>
</tr>
<tr>
<td>Acquiring a broad general education</td>
<td>(2)</td>
<td>(3)</td>
<td>(9)</td>
<td>(3)</td>
</tr>
<tr>
<td>Acquiring job or work-related knowledge and skills</td>
<td>(1)</td>
<td>(2)</td>
<td>(9)</td>
<td>(1)</td>
</tr>
<tr>
<td>Voting in local, state, or national elections</td>
<td>(3)</td>
<td>(1)</td>
<td>(8)</td>
<td>(3)</td>
</tr>
<tr>
<td>Contributing to the welfare of his or her community</td>
<td>(6)</td>
<td>(2)</td>
<td>(9)</td>
<td>(0)</td>
</tr>
</tbody>
</table>
What is the general discipline of your academic appointment? (Please specify an academic discipline)

Continue
Responses to the following demographic items will only be reported in the aggregate. Individual responses to these items will not be returned to your institution to protect the confidentiality of your participation.
During this term, does your institution consider you to be employed part-time or full-time?
- Part-time
- Full-time

Enter the total number of undergraduate courses you have taught or are scheduled to teach during the current academic year:

Enter the total number of graduate courses you have taught or are scheduled to teach during the current academic year:

Continue
Which of the following best describes your academic rank, title, or current position?

- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Lecturer
- Graduate Teaching Assistant
- Other, specify: 

Does your institution consider you to be an adjunct faculty member?

- Yes
- No

Continue
What is your current tenure status?

- Tenured
- On tenure track but not tenured
- Not on tenure track, although this institution has a tenure system
- No tenure system at this institution

Enter the year that you began teaching at any college/university: [ ]
What is the highest degree you have earned?
- First professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)
- Doctoral degree (e.g., Ph.D., Ed.D.)
- Master's degree
- Bachelor's degree
- Associate's degree
- Other, specify: ____________________________

Enter your year of birth:
19__________

Continue
Your sex:
- Male
- Female

What is your citizenship status?
- United States citizen, native
- United States citizen, naturalized
- Permanent resident of the United States (immigrant visa)
- Temporary resident of the United States (non-immigrant visa)

Continue
What is your racial or ethnic identification? (Select only one.)

- American Indian or other Native American
- Asian, Asian American or Pacific Islander
- Black or African American
- White (non-Hispanic)
- Mexican or Mexican American
- Puerto Rican
- Other Hispanic or Latino
- Multiracial
- Other
- I prefer not to respond

Continue
THANKS FOR SHARING YOUR RESPONSES!
Your responses to the survey were successfully submitted.

Questions or comments? Contact us.

For security purposes, please close your browser window to exit the survey.
Contact Us

For technical questions regarding the survey:

E-mail: help@fsse.org
Phone: 1-877-295-3064
Mail: Center for Survey Research
      Indiana University
      Eigenmann Hall 2 South
      1900 E. 10th Street
      Bloomington, IN 47406-7512
      USA

Link: Center for Survey Research Home Page

For general survey issues:

E-mail: fsse@indiana.edu
Mail: Faculty Survey of Student Engagement
      Center for Postsecondary Research
      Indiana University Bloomington
      1900 East 10th Street
      Eigenmann Hall Suite 419
      Bloomington, IN 47406-7512

Link: Faculty Survey of Student Engagement
Help

How to Complete the Survey

- Returning to a Previous Page
- Using Radio Buttons
- Using Checkboxes
- Using Textboxes

Common Problems

- Submit Button Doesn't Respond

Returning to a Previous Page

Use your browser's back button to return to a previous page in the survey. After you finish reviewing the previous page or changing answers, select the "Continue" button to return.

Using Radio Buttons

To select a radio button, move your mouse pointer over the radio button you wish to select and click once. If you want to change your answer, just click another radio button under the same question and your previous mark will be deleted.

Using Checkboxes

Selecting a checkbox is almost exactly like selecting a radio button. Move your mouse cursor over the checkbox you wish to select and click once. Checkboxes work a bit differently when it comes to deselecting compared to radio buttons. With checkboxes one must actually reclick the selection again for the check mark to go away because more than one checkbox can be selected under a single question.

Using Textboxes

To put your answer into a textbox move your mouse pointer over any part of the textbox and click once. Then just type in your answer using the keyboard. To delete an answer double-click in the box (the text should now be highlighted) and then press either the "Backspace" or "Delete" key. When you have the correct answer in the textbox, proceed to the next question or submit button.

Submit Button Doesn't Respond

"I keep clicking the submit/next page/continue button, but nothing happens." -

Repeatedly clicking a submit button does not make any page on the web load faster. When you click a submit button, the process of sending your information and moving onto the next page begins. If the button is clicked again, then the progress so far is abandoned, and the process starts over again from the beginning.

If it takes a long time for anything to occur after you press a submit button, it is probably because of a slow network connection, heavy network traffic, or other similar problems. In any case, the fastest procedure is to click the submit button once and wait for the network to transfer your information and load the next page. Repeatedly clicking the button will only slow the process down.