

FSSE Scale Scores by Gender

Starting with FSSE 2013, sets of new, continuing, and updated items have been grouped within several scales that measure instructional staff participation in and support of various teaching practices. These scales are organized within four themes that parallel engagement themes on the National Survey of Student Engagement (NSSE).

Using data from the 2016 administration of FSSE, the following examination of these scales highlights differences in instructional staff responses by gender (Table 1). Figure 1 shows the estimated average scale scores. On average, instructional staff members report the highest levels of engagement in effective teaching practices (ET), followed by reflective and integrative learning (RI), and higher-order learning (HO). The lowest reported levels of engagement were reported in quantitative reasoning (QR), and discussions with diverse others (DD).

FSSE Scales

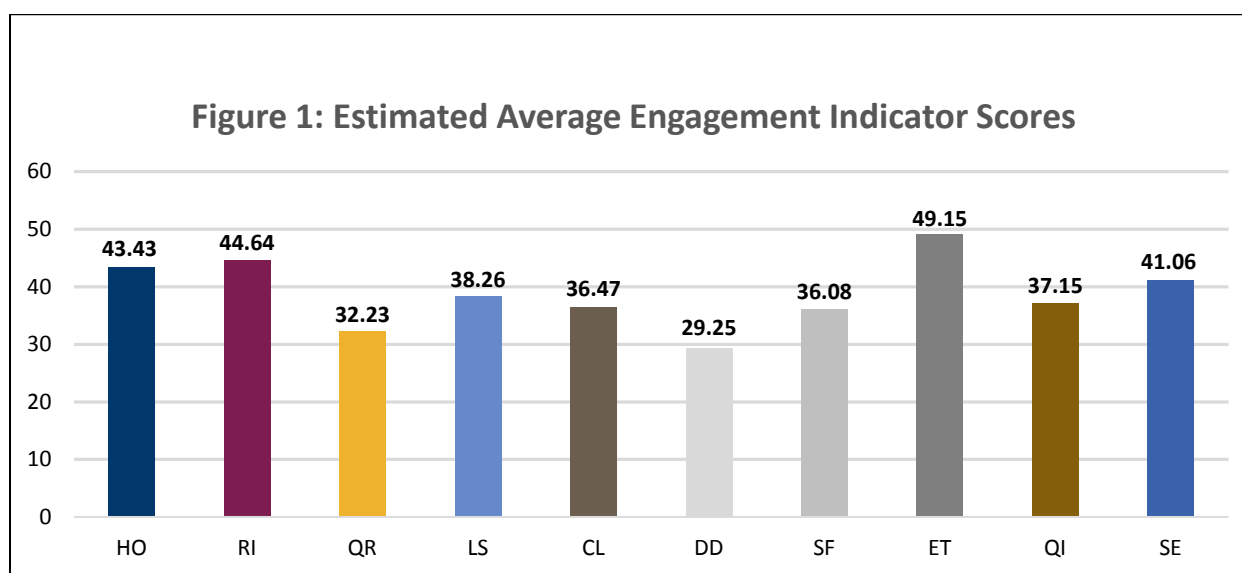


Table 1: Estimated Average Scale Scores by Gender

	HO	RI	QR	LS	CL	DD	SF	ET	QI	SE
Man	43	42	33	37	36	28	34	48	37	39
Woman	44	47	31	39	37	30	37	50	38	43
Another gender identity	49	44	34	33	38	31	34	49	36	39
I prefer not to respond	45	43	31	39	37	29	37	50	36	38

Note. HO = Higher-Order Learning; RI = Reflective and Integrative Learning; LS = Learning Strategies; QR = Quantitative Reasoning; CL = Collaborative Learning; DD = Discussions with Diverse Others; SF = Student-Faculty Interactions; ET = Effective Teaching Practices; QI = Quality of Interactions; SE = Supportive Environment.

Looking at the responses to FSSE scales by gender, we can see that the variation in responses between those who identified as men and those who identified as women is not large in most cases. Women indicated greater engagement, though not by large margins, in all of the practices measured by FSSE scales except quantitative reasoning (QR). But, again, that difference was not particularly large. While greater differences can be seen if respondents who indicated “another gender identity” or “I prefer not to respond,” the small number of people in each of those two groups makes a broad generalization of their responses less advisable.

Syntax:

CTABLES

```
/VLABELS VARIABLES= fHO fRI fQR fLS fCL fDD fSF fET fQI fSE fCG DISPLAY=DEFAULT
```

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/TABLE fHO [MEAN] + fRI [MEAN] + fQR [MEAN] + fLS[MEAN] + fCL [MEAN] + fDD [MEAN] +fSF [MEAN] +fET [MEAN] +fQI  
[MEAN] +fSE [MEAN] +fCG [MEAN].
```

CTABLES

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/VLABELS VARIABLES= fgenderid fHO fRI fQR fLS fCL fDD fSF fET fQI fSE DISPLAY=DEFAULT
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/TABLE fgenderid BY fHO [MEAN] + fRI [MEAN] + fQR [MEAN] + fLS[MEAN] + fCL [MEAN] + fDD [MEAN] +fSF [MEAN] +fET  
[MEAN] +fQI [MEAN] +fSE [MEAN]
```

```
/CATEGORIES VARIABLES= fgenderid ORDER=A KEY=VALUE EMPTY=INCLUDE.
```