

FSSE Scale Scores by Race/Ethnicity

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 race/ethnicity (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

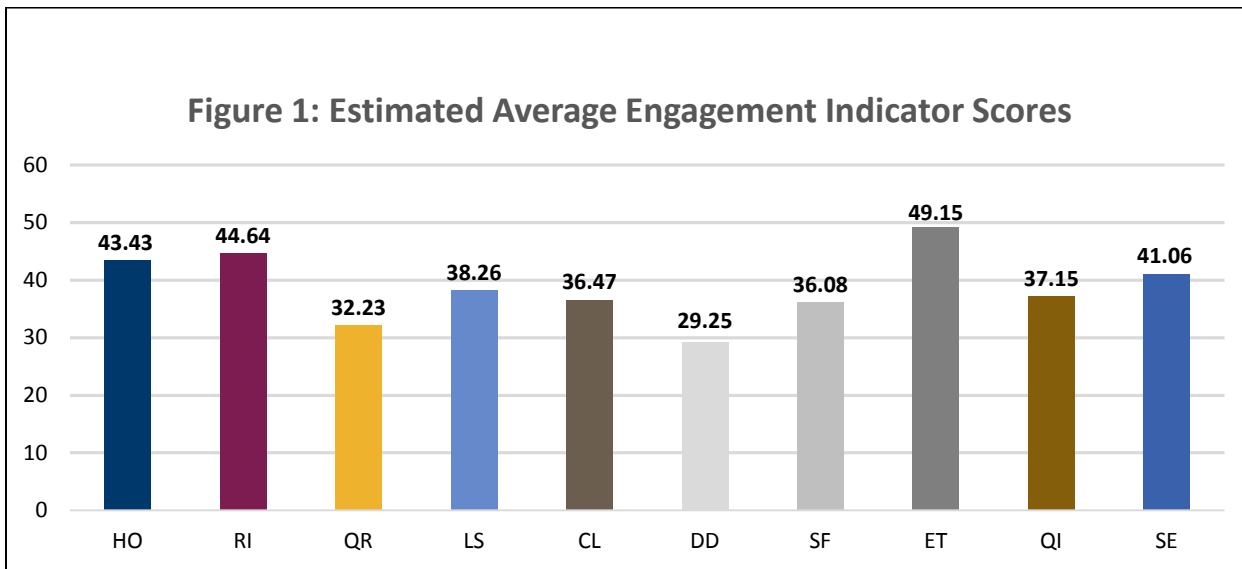


Table 1: Estimated Average Scale Scores by Race

	HO	RI	QR	LS	CL	DD	SF	ET	QI	SE
American Indian or Alaska Native	44	49	37	41	38	33	39	49	39	45
Asian	46	44	41	43	40	28	36	52	40	44
Black or African American	46	51	40	45	41	32	42	51	37	49
Hispanic or Latino	48	49	39	43	41	34	39	52	37	46
Native Hawaiian or Other Pacific Islander	49	51	42	47	44	40	40	47	36	49
White	43	44	30	37	36	29	35	49	38	40
Other	45	47	36	41	39	34	37	51	35	43
Multiracial	45	48	33	40	38	30	37	50	35	42
I prefer not to respond	44	43	32	39	36	29	36	50	36	39

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 differences and similarities of scale measurements by race/ethnicity, several items stand out. For example, Black or African American instructional staff engage in practices that support reflective and integrative learning (RI), supportive environments (SE), and student-faculty interactions (SF) at higher levels than do most other groups, while Asian instructional staff perceive the highest quality in student interactions with various groups on campus (other students, faculty, staff, etc.). Notably, White instructional staff place quite a bit less importance on student behaviors that support quantitative reasoning (QR) than do instructional staff of other racial/ethnic backgrounds, and they also emphasize to a lower degree nearly all of the behaviors measured by these scales than do instructional staff of other racial/ethnic backgrounds.

Syntax:

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CTABLES

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