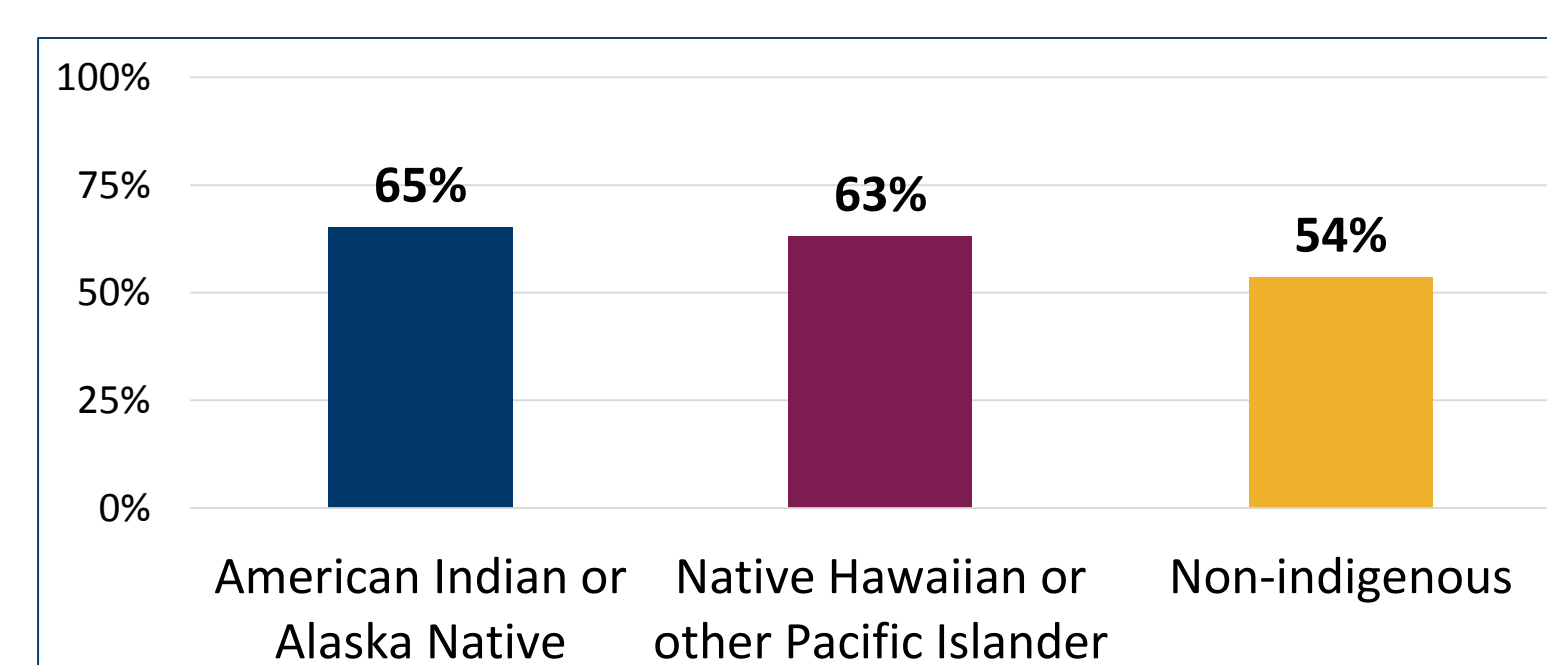
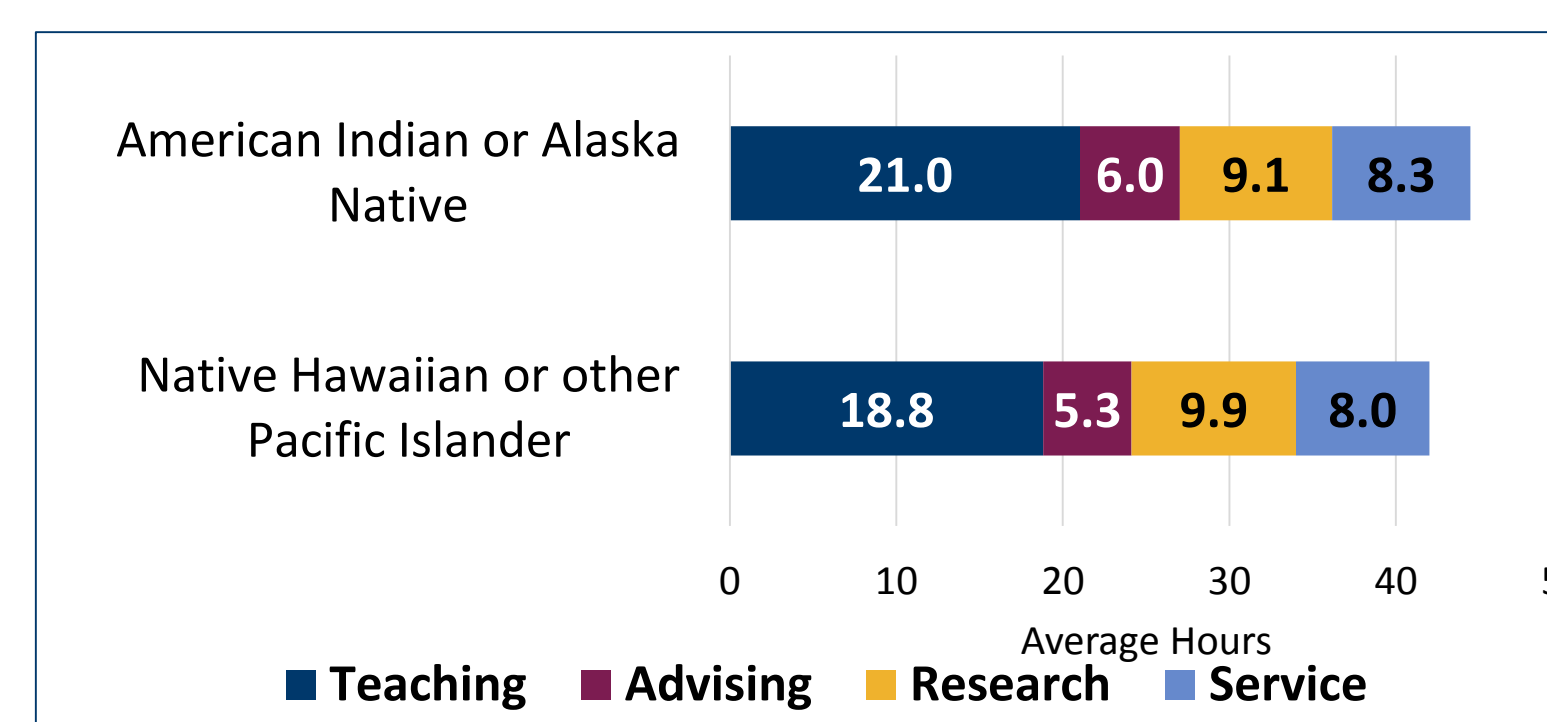
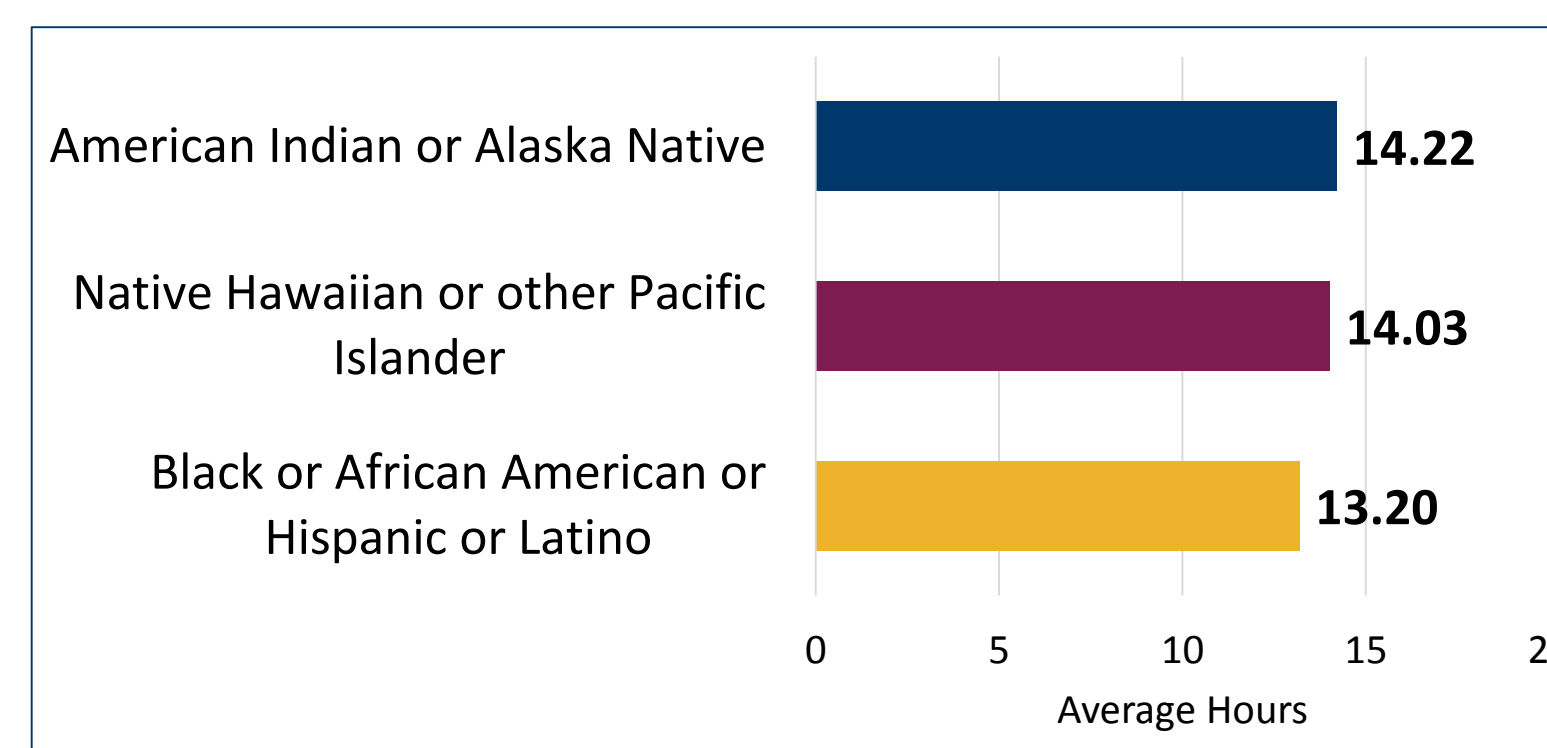
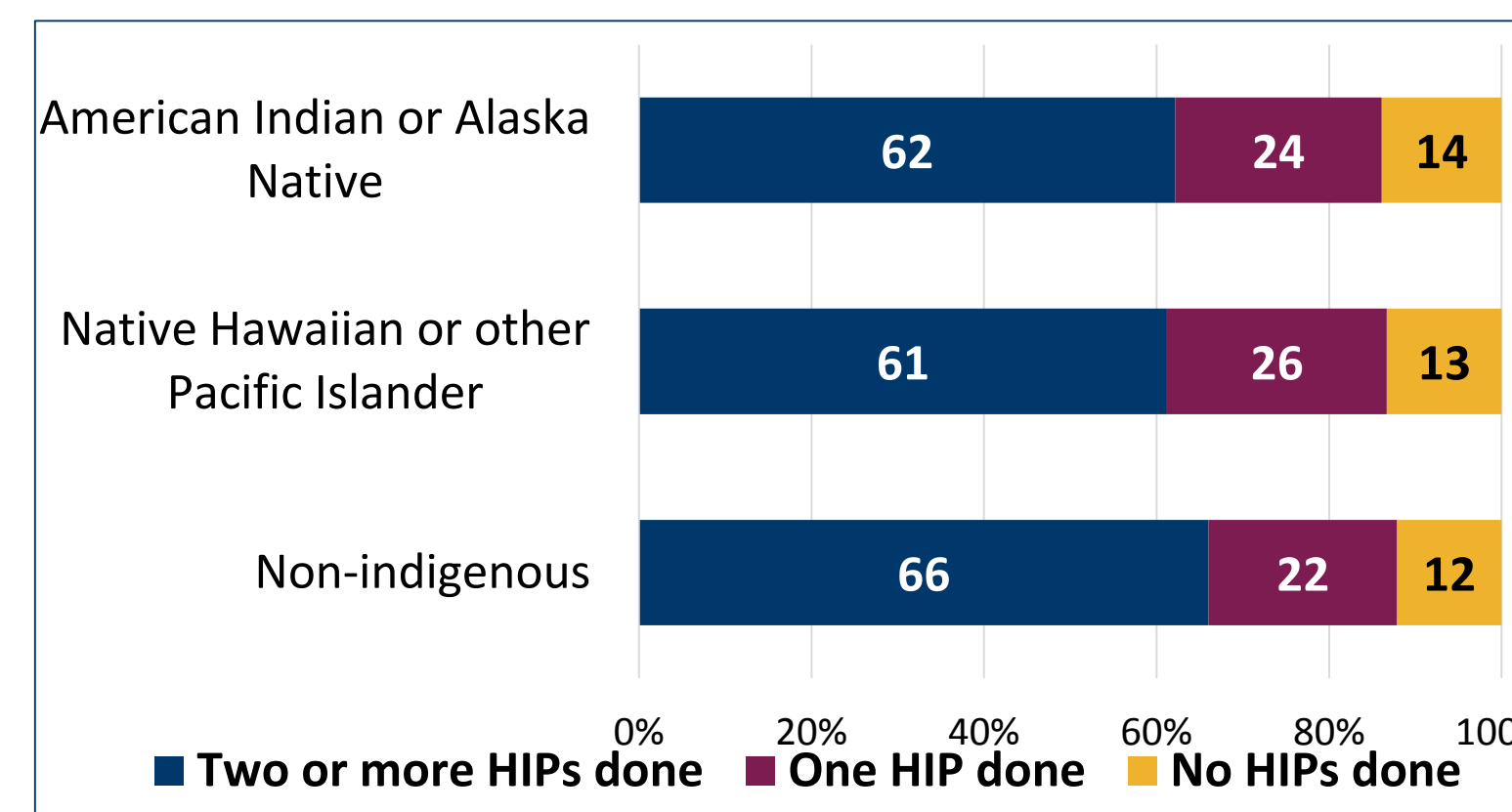
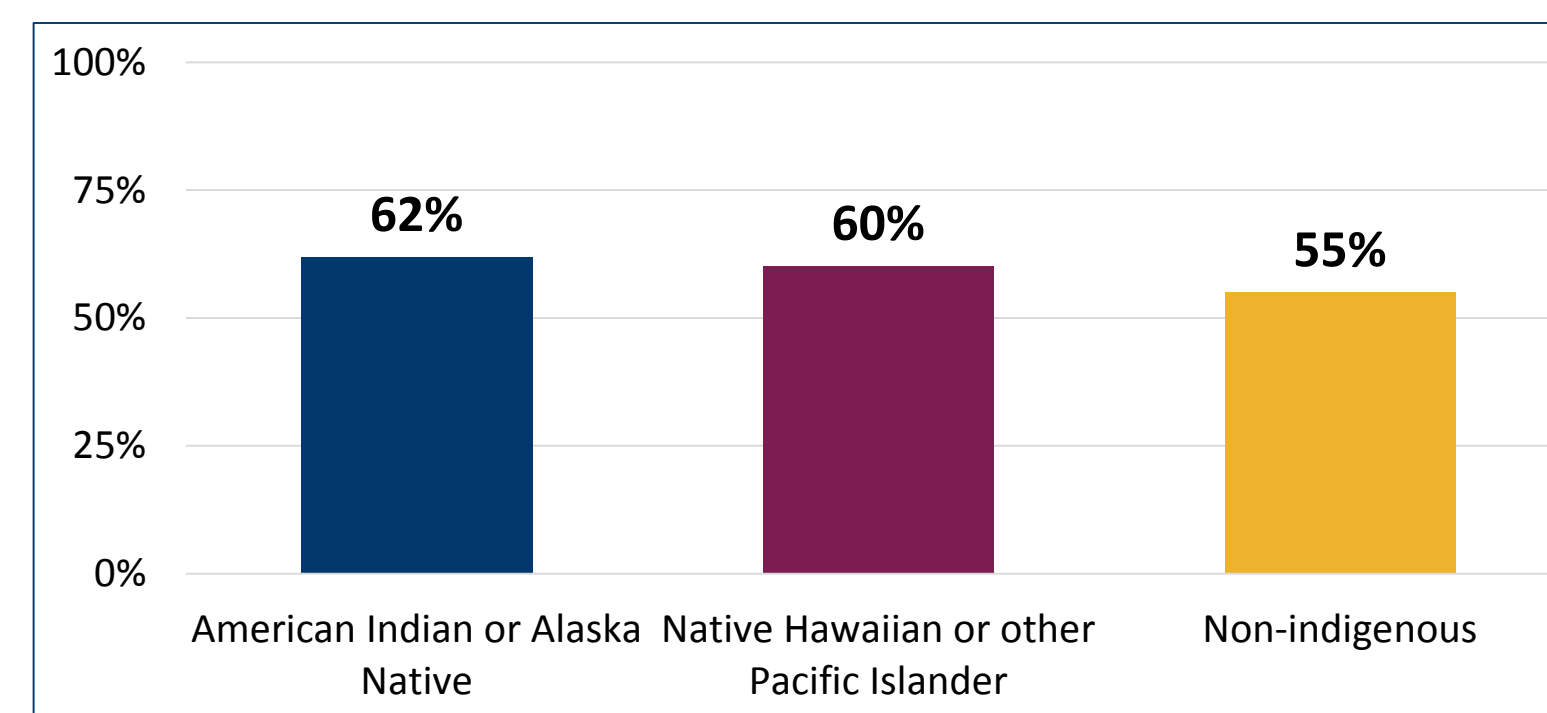
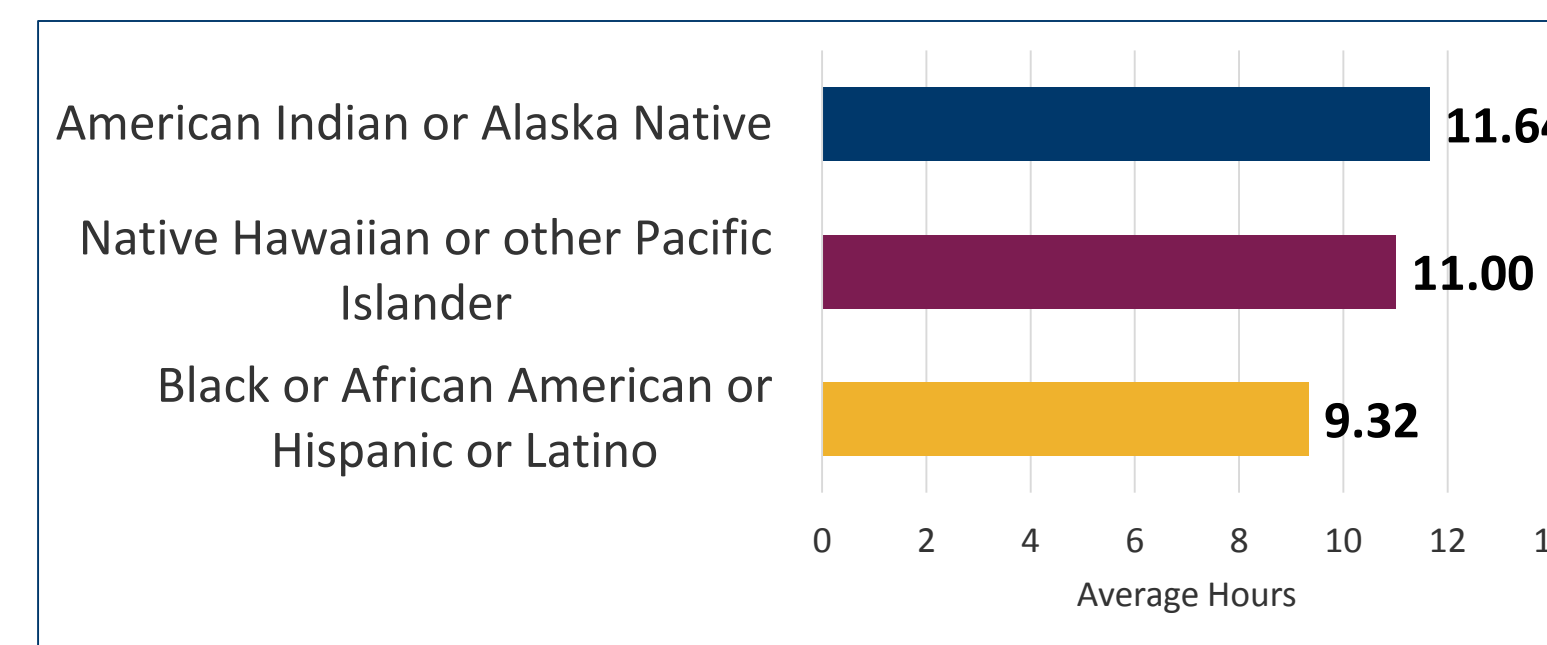
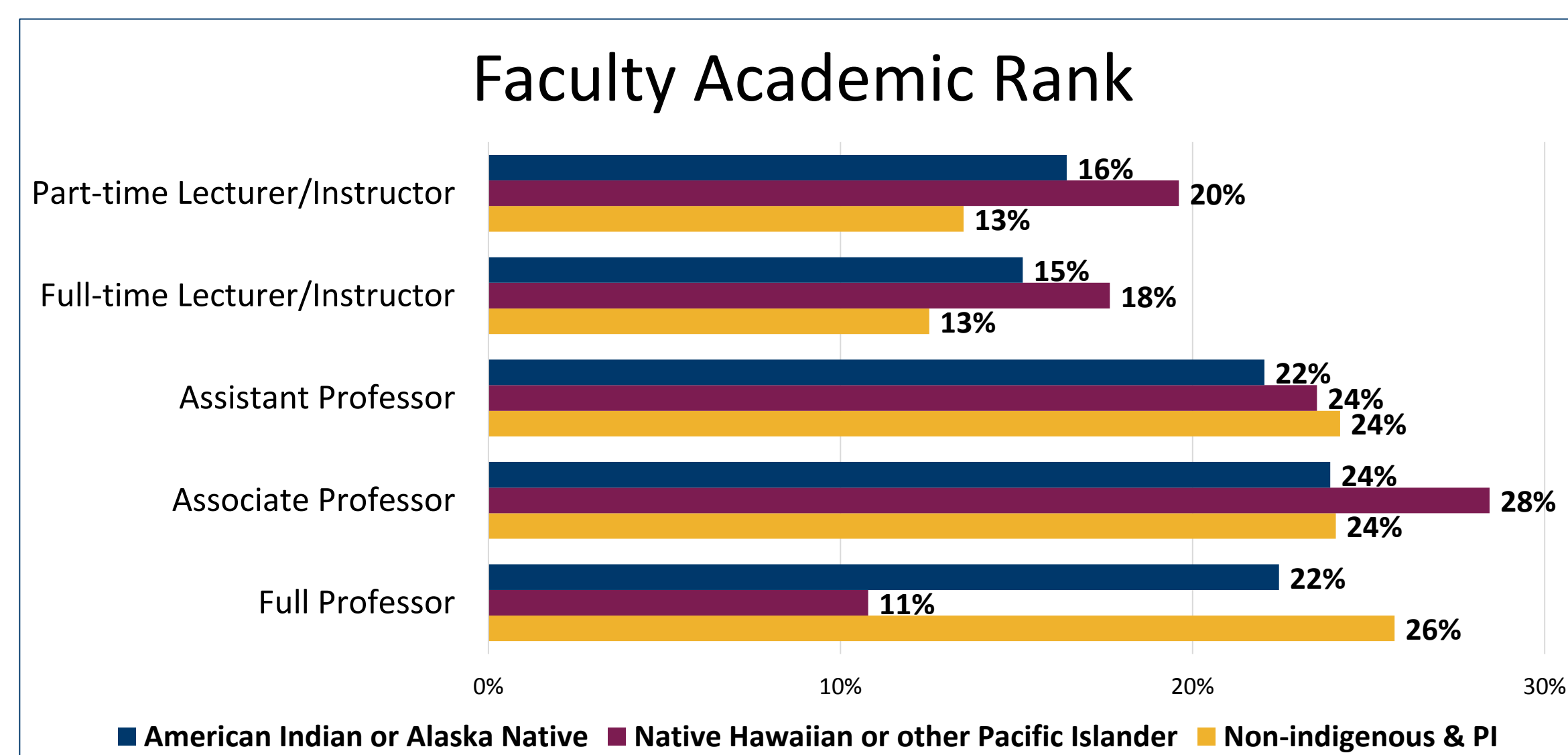
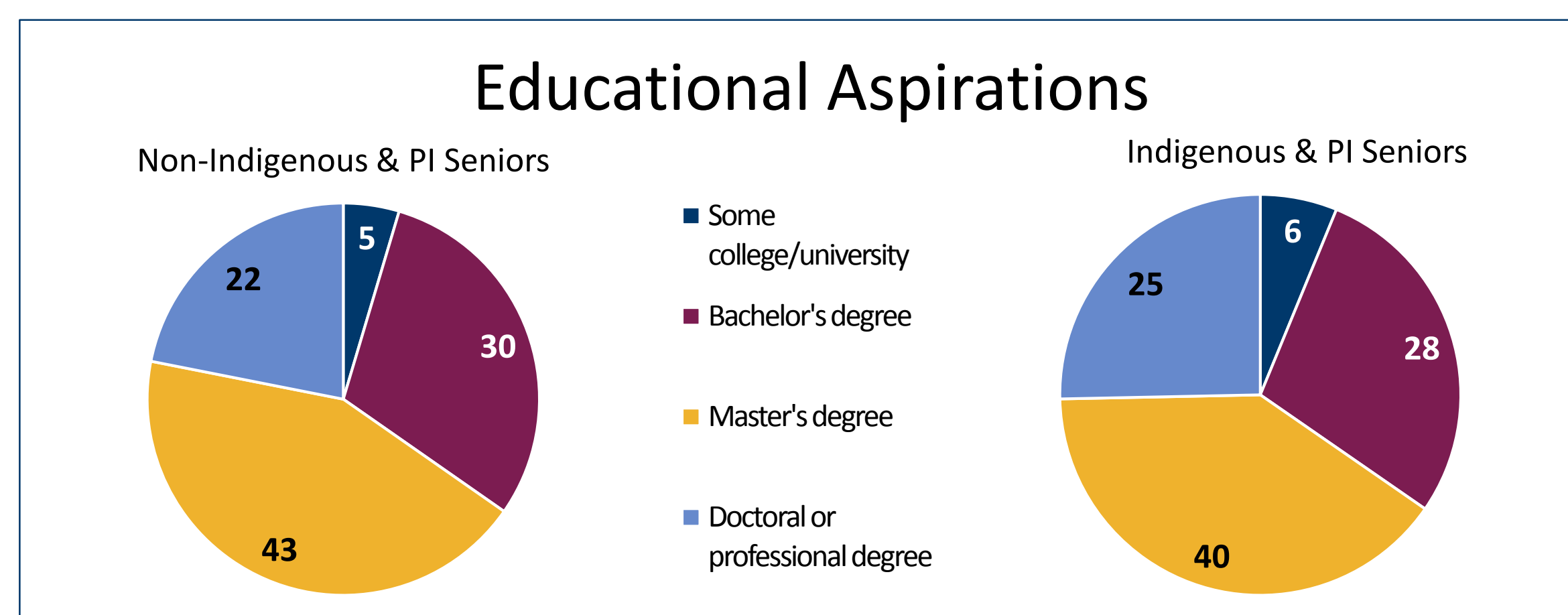
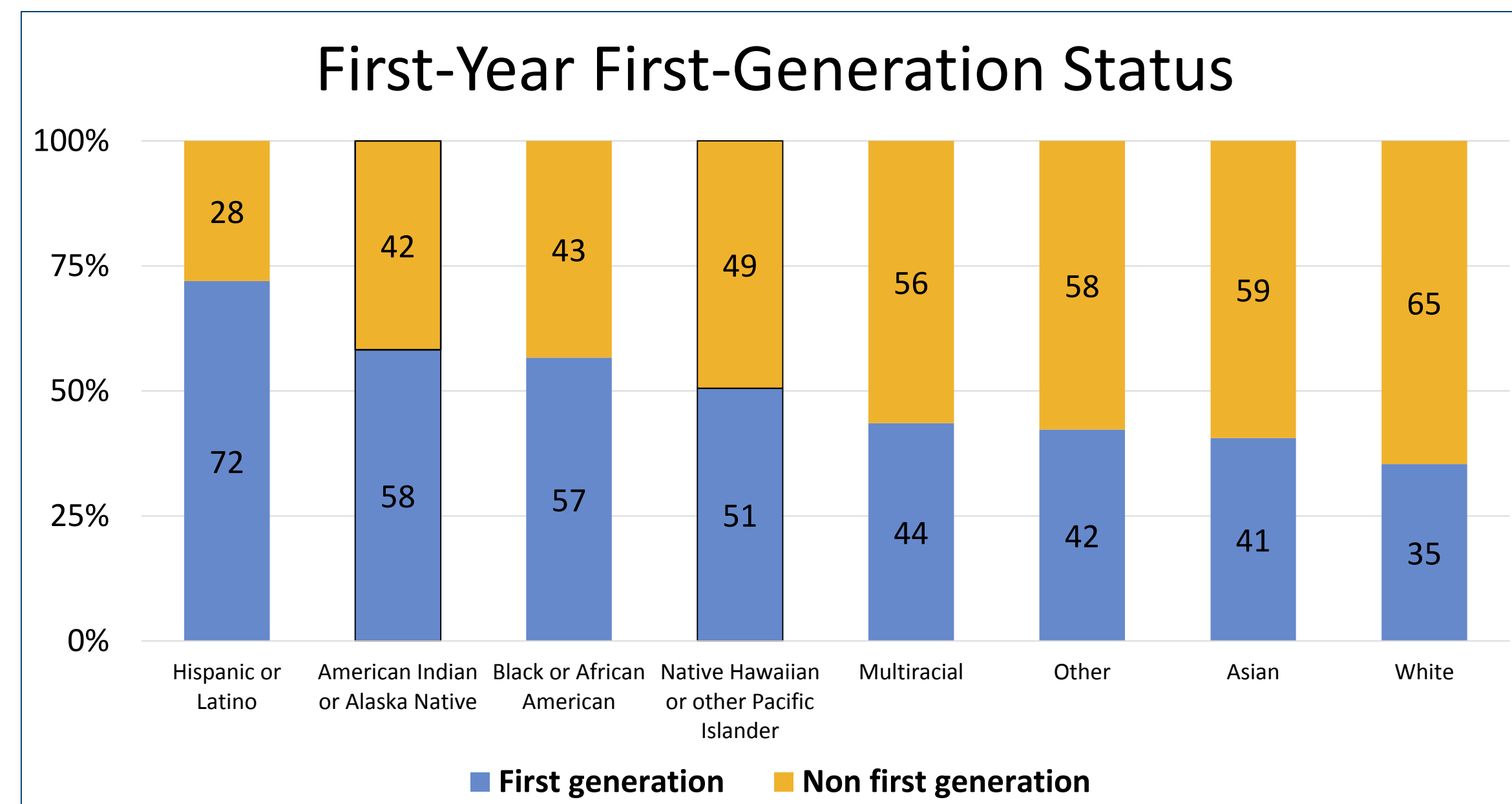
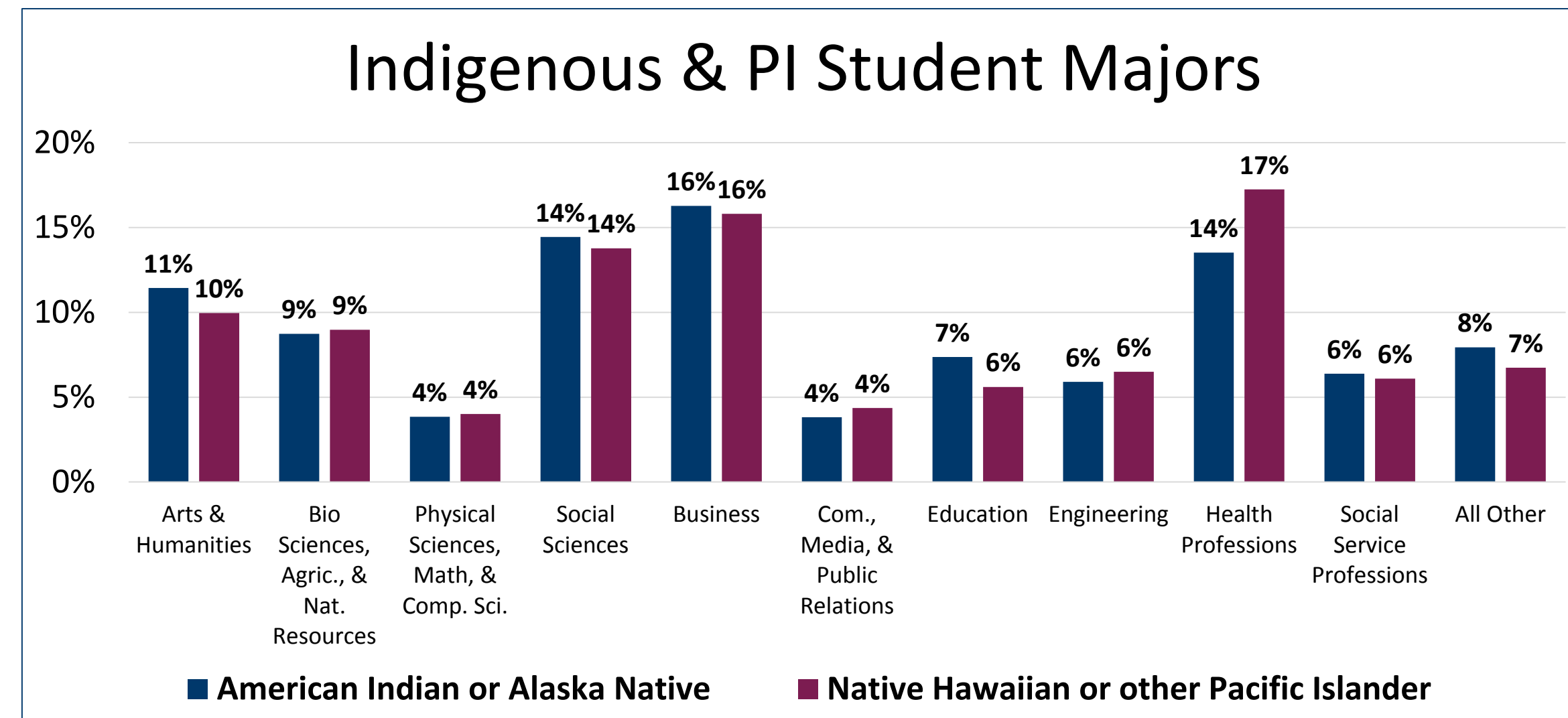


Indigenous (Native American, American Indian, or Alaska Native) and Pacific Islander students have historically been among the most marginalized and underrepresented populations in higher education. Federal data reveals that 13% of Native Americans, and 18% of Pacific Islanders, have attained a bachelor's degree, compared to 29% of the U.S. population (U.S. Census Bureau). While there is a growing body of research on these communities, it is difficult to find large-scale data that can shed light on how indigenous and Pacific Islander students and faculty are navigating higher education. **The research question guiding this study was: what is the engagement of indigenous and Pacific Islander students and faculty on college campuses?**

Using data collected from the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE), annually administered across the country, we offer a portrait of these students' engagement and the engaging teaching practices of faculty from this population. This survey research project provides information on secondary analysis of the 2015-2016 NSSE administration, as well as the 2014-2016 FSSE survey administration. The NSSE sample, taken from 897 institutions, includes 8,253 Native American/American Indian/Alaska Native students, and 3,726 Native Hawaiian or other Pacific Islander students. The FSSE sample, taken from 308 institutions, includes 534 Native American/American Indian/Alaska Native faculty, and 108 Native Hawaiian or other Pacific Islander faculty.



What would you like to know about Indigenous and Pacific Islander student engagement or faculty practice?

How can we better support Indigenous and Pacific Islander student engagement and faculty practice? Share your thoughts!